IOWA YOUTH SURVEY TREND REPORT

Mississippi Bend AEA
AEA 9

1999 • 2002 • 2005 • 2008

Sponsored By:
Iowa Department of Public Health
Division of Behavioral Health
Office of Gambling Treatment and Prevention
Division of Tobacco Use Prevention and Control

Iowa Department of Education

Iowa Department of Human Rights
Division of Criminal and Juvenile Justice Planning

Iowa Governor's Office of Drug Control Policy

Prepared By:
Iowa Consortium for Substance Abuse Research and Evaluation
University of Iowa

THE IOWA CONSORTIUM
FOR SUBSTANCE ABUSE RESEARCH AND EVALUATION

© 2009 The University of Iowa

Table of Contents

Overview 1
Objective 1
Background 1

1999, 2002, 2005, and 2008 Iowa Youth Surveys 2
Profile of Participation 2
Table 1. Area Education Agency 1999 – 2008 IYS Participation 2
Survey Content 2

Data 3
Data Interpretation 3
Confidentiality 4

Data Presentation 5
Construct Figures 5
Table 2. IYS Domains and Constructs 6

Additional Information 7

Construct Trends 8
Domain I: Secure and Supportive Family 8
Figure 1. Secure and Supportive Family Domain 8
Positive Family Relationships 9
Figure 2a. Positive Family Relationships Construct: AEA, Gender, Grade 9
Figure 2b. Positive Family Relationships Construct: Gender by Grade 10
Family Involvement and Support 11
Figure 3a. Family Involvement and Support Construct: AEA, Gender, Grade 11
Figure 3b. Family Involvement and Support Construct: Gender by Grade 12
Parental/Guardian Boundaries 13
Figure 4a. Parental/Guardian Boundaries Construct: AEA, Gender, Grade 13
Figure 4b. Parental/Guardian Boundaries Construct: Gender by Grade 14
Positive Parental/Guardian Norms 15
Figure 5a. Positive Parental/Guardian Norms Construct: AEA, Gender, Grade 15
Figure 5b. Positive Parental/Guardian Norms Construct: Gender by Grade 16

Domain II: Safe and Supportive School Climate 17
Figure 6. Safe and Supportive School Climate Domain 18
School Expectations/Boundaries 19
Figure 7a. School Expectations/Boundaries Construct: AEA, Gender, Grade 19
Figure 7b. School Expectations/Boundaries Construct: Gender by Grade 20
Safe (Nonviolent) School Environment 21
Figure 8a. Safe (Nonviolent) School Environment Construct: AEA, Gender, Grade 21
Figure 8b. Safe (Nonviolent) School Environment Construct: Gender by Grade 22
School Perceived to be Safe 23
Figure 9a. School Perceived to be Safe Construct: AEA, Gender, Grade 23
Figure 9b. School Perceived to be Safe Construct: Gender by Grade 24
School Staff/Student Support 25
Figure 10a. School Staff/Student Support Construct: AEA, Gender, Grade 25
Figure 10b. School Staff/Student Support Construct: Gender by Grade 26
Positive Student Norms 27
Figure 11a. Positive Student Norms Construct: AEA, Gender, Grade 27

Figure 11b. Positive Student Norms Construct: Gender by Grade 28
Social Pressure to Use Substances Limited 29
Figure 12a. Social Pressure to Use Substances Limited Construct: AEA, Gender, Grade 29
Figure 12b. Social Pressure to Use Substances Limited Construct: Gender by Grade ..30

Domain III: Safe and Supportive Community 31
Figure 13. Safe and Supportive Community Domain 32
Positive Community Adult Norms 33
Figure 14a. Positive Community Adult Norms Construct: AEA, Gender, Grade 33
Figure 14b. Positive Community Adult Norms Construct: Gender by Grade 34
Positive Community Peer Norms 35
Figure 15a. Positive Community Peer Norms Construct: AEA, Gender, Grade 35
Figure 15b. Positive Community Peer Norms Construct: Gender by Grade 36
Youth Access to Substances Limited 37
Figure 16a. Youth Access to Substances Limited Construct: AEA, Gender, Grade 37
Figure 16b. Youth Access to Substances Limited Construct: Gender by Grade 38
Safe Neighborhood 39
Figure 17a. Safe Neighborhood Construct: AEA, Gender, Grade 39
Figure 17b. Safe Neighborhood Construct: Gender by Grade 40
Supportive Neighborhood 41
Figure 18a. Supportive Neighborhood Construct: AEA, Gender, Grade 41
Figure 18b. Supportive Neighborhood Construct: Gender by Grade 42
Alcohol/Drug Free Places Available 43
Figure 19a. Alcohol/Drug Free Places Available Construct: AEA, Gender, Grade 43
Figure 19b. Alcohol/Drug Free Places Available Construct: Gender by Grade 44

Domain IV: Healthy Youth – Avoidance of Risky Behavior 45
Figure 20. Healthy Youth – Avoidance of Risky Behavior Domain 46
Suicide Risk Avoidance 47
Figure 21a. Suicide Risk Avoidance Construct: AEA, Gender, Grade 47
Figure 21b. Suicide Risk Avoidance Construct: Gender by Grade 48
No Current (past 30 days) Alcohol Use 49
Figure 22a. No Current (past 30 days) Alcohol Use Construct: AEA, Gender, Grade 49
Figure 22b. No Current (past 30 days) Alcohol Use Construct: Gender by Grade 50
No Current (past 30 days) Tobacco Use 51
Figure 23a. No Current (past 30 days) Tobacco Use Construct: AEA, Gender, Grade ..51
Figure 23b. No Current (past 30 days) Tobacco Use Construct: Gender by Grade 52
No Current (past 30 days) Illegal Drug Use 53
Figure 24a. No Current (past 30 days) Illegal Drug Use Construct: AEA, Gender, Grade 53
Figure 24b. No Current (past 30 days) Illegal Drug Use Construct: Gender by Grade ...54
Substance Use Risk Awareness 55
Figure 25a. Substance Use Risk Awareness Construct: AEA, Gender, Grade 55
Figure 25b. Substance Use Risk Awareness Construct: Gender by Grade 56
Violent/Aggressive Behavior Avoidance 57
Figure 26a. Violent/Aggressive Behavior Avoidance Construct: AEA, Gender, Grade ...57
Figure 26b. Violent/Aggressive Behavior Avoidance Construct: Gender by Grade 58
Gambling Avoidance 59
Figure 27a. Gambling Avoidance Construct 1999-2005: AEA, Gender, Grade 59
Figure 27b. Gambling Avoidance Construct 2008: AEA, Gender, Grade 60
Figure 27c. Gambling Avoidance Construct 1999-2005: Gender by Grade 61
Figure 27d. Gambling Avoidance Construct 2008: Gender by Grade 62

Domain V: Socially Competent Youth....63
Figure 28. Socially Competent Youth Domain....64
Empathy....65
Figure 29a. Empathy Construct: AEA, Gender, Grade....65
Figure 29b. Empathy Construct: Gender by Grade....66
Self-Confidence....67
Figure 30a. Self-Confidence Construct: AEA, Gender, Grade....67
Figure 30b. Self-Confidence Construct: Gender by Grade....68
Self-Esteem....69
Figure 31a. Self-Esteem Construct: AEA, Gender, Grade....69
Figure 31b. Self-Esteem Construct: Gender by Grade....70
Acceptance of Diversity....71
Figure 32a. Acceptance of Diversity Construct: AEA, Gender, Grade....71
Figure 32b. Acceptance of Diversity Construct: Gender by Grade....72
Positive Values....73
Figure 33a. Positive Values Construct: AEA, Gender, Grade....73
Figure 33b. Positive Values Construct: Gender by Grade....74
Peer Pressure Resistance....75
Figure 34a. Peer Pressure Resistance Construct: AEA, Gender, Grade....75
Figure 34b. Peer Pressure Resistance Construct: Gender by Grade....76

Domain VI: Youth Successful in School....77
Commitment to School/Learning....77
Figure 35a. Commitment to School/Learning Construct: AEA, Gender, Grade....77
Figure 35b. Commitment to School/Learning Construct: Gender by Grade....78

Domain VII: Youth Prepared For a Productive Adulthood....79
Positive Work Ethic....79
Figure 36a. Positive Work Ethic Construct: AEA, Gender, Grade....79
Figure 36b. Positive Work Ethic Construct: Gender by Grade....80

Domain VIII: Youth Engaged In/Contribute to Community....81
Helping Others....81
Figure 37a. Helping Others Construct 1999-2005: AEA, Gender, Grade....81
Figure 37b. Helping Others Construct 2008: AEA, Gender, Grade....82
Figure 37c. Helping Others Construct 1999-2005: Gender by Grade....83
Figure 37d. Helping Others Construct 2008: Gender by Grade....84

Domain IX: Bullying....85
Figure 38. Bullying Domain....85
Bullying....86
Figure 39a. Bullying Construct: AEA, Gender, Grade....86
Figure 39b. Bullying Construct: Gender by Grade....87
Do School Adults Stop Bullying?....88
Figure 40a. Do School Adults Stop Bullying? Construct: AEA, Gender, Grade....88
Figure 40b. Do School Adults Stop Bullying? Construct: Gender by Grade....89

Table 3. Missing Construct Records by Year....90

Acknowledgments

There were many individuals and organizations involved in this collaborative effort to collect youth development data from Iowa's 6th, 8th, and 11th grade students. Everyone who participated made a valuable contribution to the 2008 Iowa Youth Survey reports.

We wish to thank all the district superintendents, principals, teachers, counselors, facilitators, parents, and students for their incredible effort. For students enrolled in grades 6, 8, or 11, survey participation has increased from 74.7% in 1999 to 83.5% in 2008. The increases through the years are due to continued effort by each participating district, resulting in a high level of school and student participation. Conducting the Iowa Youth Survey is a learning experience, and the knowledge gained provides the opportunity to be even more successful in subsequent years. Your comments and suggestions continue to be essential.

Thank you to all who contributed to the collection and analyses of the 2008 Iowa Youth Survey data.

Overview

In September and October of 2008, the Iowa Department of Public Health (IDPH) collaborated with schools in Iowa to conduct the 2008 Iowa Youth Survey (IYS). The 2008 IYS is the twelfth in a series of surveys that have been completed every three years since 1975. The survey is conducted with students in grades 6, 8, and 11 attending Iowa public and private schools. Since 2002, IYS data from all survey years have been presented in trend reports to provide a profile of youth behaviors, attitudes, and beliefs, as well as their perceptions of peer, family, school, neighborhood, and community environments over time. In addition to the 2008 Area Education Agency (AEA) Iowa Youth Survey Trend reports, multiple IYS yearly and trend reports are also publicly available on the IYS website: www.iowayouthsurvey.org.

Objective

The 2008 Iowa Youth Survey Trend reports are designed to help state-level planners, community agencies, and school personnel identify youth development needs, implement relevant targeted interventions, and assess outcomes. They can also help to assess the strengths and challenges of schools, families, and communities through the years from the young person's perspective. In addition, this data can help the state obtain funding for a wide variety of programs and services. IYS trend data provides an overall view of youth for each construct; however, it does not identify which specific areas may be most in need of improvement. The percentages of responses to the specific questions utilized in the constructs are available in the AEA Iowa Youth Survey reports for each survey year. An analysis of the responses to each question utilized in scoring the construct would be necessary to determine areas of need and allocate scarce resources in the most efficient manner possible. The Iowa Youth Survey has proven to be a valuable resource in youth needs assessment, program development, implementation, and outcome evaluation. Data analyzed in the 2008 Iowa Youth Survey Trend Reports are derived from the 1999, 2002, 2005, and 2008 Iowa Youth Surveys.

Background

Prior to 1999, surveys were given to a sample of students in 6th, 8th, 10th, and 12th grades from approximately one-third of Iowa's public school districts. In 1999, IYS participation was sought from *all* students in grades 6, 8, and 11 attending public school districts, as well as from students aged 14 to 18 years in alternative programs. This change made it possible to provide youth development data for each participating school district and each county in which participating students reside. The change also made it more feasible to use IYS results to aid in assessing outcomes of community and school youth development programs. It is important to note that the 1999 change in the grade level restricts direct comparisons with survey data collected prior to 1999, except for grades 6 and 8, in the specific schools that participated in the survey.

Beginning in 2002, IYS participation was also sought from all non-public schools. This change was made to more accurately reflect the attitudes and perceptions of all Iowa students in grades 6, 8, and 11, not just those attending public schools. Data collected from students attending non-public schools are included in the 2002 and later reports.

In 2008, a change in the method used to conduct the survey took place. All 2008 Iowa Youth Surveys were conducted via the internet and completed by students online through an electronic survey tool (SurveyMonkey) administered by Iowa Department of Administrative Services in conjunction with Iowa Department of Public Health. To ensure a smooth transition for this new procedure, an online pilot test took place in 2007 involving nine school districts.

Prior to implementation of the 2008 IYS, training for school district personnel was held to provide instruction for online IYS administration via the Iowa Communications Network (ICN).

1999, 2002, 2005, and 2008 Iowa Youth Surveys

Profile of Participation

Reorganization of AEAs in Iowa has occurred since 2002; therefore, data in the 2008 AEA IYS Trend reports reflect the current composition of AEAs and may differ from previous AEA IYS reports. Records from public school districts that have merged with other school districts, as well as from districts that have dissolved, are included with the data from the AEA of the district that received the largest proportion of the former district's enrollment. Consistent with previous AEA IYS reports, only records from public schools are included in AEA data; however, there may be some records from non-public schools that were submitted using a public school district number. These non-public records could not be identified and are included with the public school data.

Validated records were received from students in grades 6, 8, and 11 from all 99 counties in Iowa from 1999 to 2008. Table 1 provides the total number of students enrolled in all public school districts in the AEA and the number and percent of students completing a validated 1999, 2002, 2005, and 2008 IYS in the AEA. The first column lists the year. The second column provides the number of students enrolled in the AEA in grades 6, 8, and 11 according to the Iowa Department of Education Basic Educational Data Survey (BEDS) enrollment data, which provides enrollment numbers by AEA. Enrollment numbers include all public school districts regardless of participation in the IYS. The third column displays the number of records from students in the AEA who completed a validated IYS. The fourth column provides the percent of students in the AEA who completed a validated Iowa Youth Survey. Additional records from students indicating a grade of "ungraded", "other", or with no grade indicated are not included in Table 1, however data from these records are included in the construct figures (for AEA and gender).

Table 1. Area Education Agency 1999 – 2008 IYS Participation

Year	Number of Students Enrolled	Number of IYS Records	Percent Completing IYS
1999	11194	9048	80.8%
2002	11190	10145	90.7%
2005	11501	10080	87.6%
2008	10709	9271	86.6%

Note: Data from 1999 - 2008 in Table 1 reflect the composition of AEAs in 2008.

School district participation has fluctuated from 1999 to 2008. Not all public school districts participated in the IYS at the four data collection points (1999, 2002, 2005, and 2008). Data from all public school districts that participated in at least one year of the IYS are included in this report and data in this report assumes each record represents one student. In general, the higher the percentage of students completing the IYS in an AEA, the more likely the data are representative of students in grades 6, 8, and 11 attending school in that AEA.

Survey Content

The Iowa Youth Survey is divided into seven sections (A-G).

Section A. Demographic Characteristics
Section B. Things I Have Tried or Done and Things That Have Happened To Me
Section C. My Beliefs and Attitudes
Section D. Peer Questions
Section E. School Questions
Section F. Family Questions
Section G. Community Questions

A committee of youth development professionals was designated by IDPH to review and make recommendations regarding the survey questions. The selection of specific survey questions each year was based on analysis of question and response data collected in previous Iowa Youth Surveys. The appropriateness of any comparison of IYS data in 1999, 2002, 2005, and 2008 must be considered on a question by question basis. The general content of the questions and response options included in the IYS at the four survey points is very similar, however changes have occurred. For example, new questions were added each year and several questions have been removed through the years. Additionally, wording changes to questions and responses have occurred to elicit additional, more detailed information.

Data

Data Interpretation

Due to changes in survey content of the IYS each year, trend analyses should be considered exploratory at best. If comparisons are made, the results may indicate that students *appear* to be significantly different, for better or worse, from the data generated by previous surveys. However, this appearance may be due to differences in question wording and the representativeness of the sample rather than actual changes in Iowa's youth.

When the key youth development related constructs were developed, the intention was that the questions utilized to measure the constructs would remain identical through the survey years, however, changes have occurred. These changes potentially make trend comparisons of certain constructs not valid. In 2005, a question about prescription drug use was added to the "No Current (past 30 days) Illegal Drug Use" construct in an effort to identify a potential increase in illegal use of prescription medications by youth. Also in 2005, a new domain, "Bullying", containing two constructs was added to address rising concerns about bullying. In 2008, the wording of the question utilized in the Helping Others construct changed considerably, likely resulting in different responses from students than in previous years. In 1999, 2002, and 2005, the question was "On the average during the school year, how many hours per week do you spend helping friends, neighbors, or others (including volunteer activities)?"; in 2008, the question was "On the average during the school year, how many hours per week do you spend volunteering either by helping others or helping improve your school, neighborhood, or community?". Additionally in 2008, the questions utilized in the "Gambling Avoidance" construct changed considerably to obtain additional, more detailed information. In 1999, 2002, and 2005, three questions regarding gambling were included in the survey; in 2008 the questions were revised and increased to ten questions.

In addition to the changes in survey content, differences in data gathering procedures and methods could have an effect on comparisons made between the years. Differences include not seeking participation from students in non-public schools in 1999, procedural errors occurring during IYS administration in 2002, and the 2008 IYS administered online for the first time.

Since every school district did not collect data from every student, home schooled students may not have been surveyed and not all public school districts participated in the IYS at the four data collection points. Therefore, it is possible that the students who completed the IYS are not representative of all students in Iowa. Additionally, IYS data do not represent youth who may have dropped out of school. It is unknown what biases non-participating youth might introduce into the AEA report percentages. The Iowa Youth Survey is self-reported data and relies on each student's ability to read and honestly respond to each question. Additionally, since the 2008 IYS was conducted online, a student's ability to complete the survey is also dependent on possessing basic computer skills. Self-reported behaviors, attitudes, and beliefs are always subject to error (unintentional such as mistakenly selecting the wrong response or intentional such as denial or boasting), and it is not possible to identify records where this occurs. Additionally, some surveys contained missing data indicating that not all students answered every question. There are many potential reasons for missing data and why a student may choose not to answer a particular question including comprehension level (understanding survey language); confidentiality concerns; refusal to provide an answer resulting from lack of interest or motivation; beliefs and attitudes about the subject of the question; or inadvertently skipping a question. In general, the higher the proportion of students participating, the more likely the survey results are representative and without bias.

It is also important to note that a low percentage of students scoring positively on a particular construct is not necessarily a cause for excessive concern. An unfavorable response to only one question in a multi-question construct will result in a low positive score, however every other question utilized in the construct may have had favorable student responses. Conversely, a high proportion of students scoring positively on all questions is encouraging, however, it does not indicate that there is no room for improvement in the youth development need represented by the construct. The percentages of responses to specific questions utilized in the constructs are presented in the AEA Iowa Youth Survey Reports.

A high percentage of 11th graders reporting they have been in the same school district for three years or more may increase the likelihood that trend data for this population represents students who would have had the opportunity to also participate in IYS in 8th grade. If so, these data could represent maturational changes over time for this group of students. For the state in 2002, 92% of survey participants in grade 11 reported that they had been in the same school district for at least three years; and 91% reported this in both 2005 and 2008. Unfortunately, the survey only asks youth if they have been in the same school district for three years or more and not whether they have previously taken the IYS. Therefore, this may in fact be different students participating in the survey each year, and the concept of maturational changes should be viewed with caution.

Due to the varying number of students in AEAs and within each subgroup, small differences in percents can often be statistically significant. In previous trend reports, it was suggested that differences of one percentage point or greater be considered meaningful. However, conservative analyses in 2008 confirmed that significance levels vary depending upon the size of the groups being compared. Larger groups may show significant change at differences less than 1 percentage point and smaller groups may require differences greater than 1 percentage point to indicate significance.

Confidentiality

Since AEA IYS Trend reports present data from fewer students than the State of Iowa Trend report, several steps were taken to protect confidentiality. While there is no way for an individual student to be connected with his or her particular responses, there are circumstances

in which all or nearly all students may be connected to a particular behavior or attitude. This may increase the likelihood of someone making inferences about individual students from the data. For example, if all 11th graders in an AEA reported that they used alcohol, essentially every 11th grade student can be identified as using alcohol. Therefore, certain questions and accompanying responses, such as past thirty day use of alcohol, were identified as sensitive. For this subset of questions, any time 10% or fewer of the students do not respond in the *least* sensitive manner, the response data for constructs that utilize these questions will not be reported. For example, if 90% or more of the students responded that they used alcohol in the past 30 days, bars in construct figures for that subgroup will not be present. Additionally, when the total number of students responding to a question is small, it may be easier to make an assumption about how a particular student or group of students might have responded. Therefore, any time 15 or fewer students responded to a particular question, bars in the construct figures for that subgroup will not be present.

Data Presentation

A committee of State planners participated in an interactive process to identify key youth development related constructs that provide a summary of the data collected within nine framework domains. Thirty-four constructs and accompanying measures (questions derived from the IYS) were identified. The 2008 AEA IYS Trend report presents data collected in 1999, 2002, 2005, and 2008 for the 34 constructs.

Construct Figures

The data for constructs are combined and presented in nine domains on pages 8 through 89. The first figure presents the data for all validated records for each construct within the domain (when the domain is comprised of more than one construct). Following this, two figures present response data for each construct. The first figure presents totals for the AEA, grade, and gender; the second figure presents gender by grade. Results are reported with the green shaded portion of the bar (on the left) representing the percent of respondents who responded favorably to all of the questions involved in computing a particular construct. The red shaded portion of the bar (on the right) represents the percent of respondents who responded unfavorably to at least one question associated with that construct. The bars are presented in groups of four, with the top bar representing 1999 survey results, followed by 2002, 2005, and 2008. Due to rounding, percentages may not add up to exactly 100%. A list of questions and responses associated with each construct follow the construct figure. Unless noted, all response options for questions in each construct were the same.

In accordance with computations in previous IYS reports, percentages in all except three of the construct figures are based on the number of students who answered the respective questions for each particular construct. Records containing missing response data for any question were not included in the construct for 31 of the 34 constructs. As in previous reports, responses containing missing data for three of the constructs: No Current (past 30 days) Alcohol Use; No Current (past 30 days) Tobacco Use; and No Current (past 30 days) Illegal Drug Use, were included in the favorable category if all other responses in the record were also coded as favorable. If all responses were missing for questions included in these three constructs, the record was also coded as favorable. Analyses performed on missing data patterns suggested that it is reasonable to assume missing data were consistent with favorable responses for these constructs. Table 3 on page 90 provides the percent of missing records for each construct in each survey year. A listing of the framework domains and constructs is presented in Table 2 on the following page.

Table 2. IYS Domains and Constructs

IOWA YOUTH DEVELOPMENT RESULTS FRAMEWORK DOMAINS AND CONSTRUCTS
SECURE AND SUPPORTIVE FAMILY
Positive Family Relationships
Family Involvement and Support
Parental/Guardian Boundaries
Positive Parental/Guardian Norms
SAFE AND SUPPORTIVE SCHOOL CLIMATE
School Expectations/Boundaries
Safe (Nonviolent) School Environment
School Perceived to be Safe
School Staff/Student Support
Positive Student Norms
Social Pressure to Use Substances Limited
SAFE AND SUPPORTIVE COMMUNITY
Positive Community Adult Norms
Positive Community Peer Norms
Youth Access to Substances Limited
Safe Neighborhood
Supportive Neighborhood
Alcohol/Drug Free Places Available
HEALTHY YOUTH — AVOIDANCE OF RISKY BEHAVIOR
Suicide Risk Avoidance
No Current (past 30 days) Alcohol Use
No Current (past 30 days) Tobacco Use
No Current (past 30 days) Illegal Drug Use
Substance Use Risk Awareness
Violent/Aggressive Behavior Avoidance
Gambling Avoidance
SOCIALLY COMPETENT YOUTH
Empathy
Self-Confidence
Self-Esteem
Acceptance of Diversity
Positive Values
Peer Pressure Resistance
YOUTH SUCCESSFUL IN SCHOOL
Commitment to School/Learning
YOUTH PREPARED FOR A PRODUCTIVE ADULTHOOD
Positive Work Ethic
YOUTH ENGAGED IN/CONTRIBUTE TO COMMUNITY
Helping Others
BULLYING
Bullying
Do School Adults Stop Bullying?

Additional Information

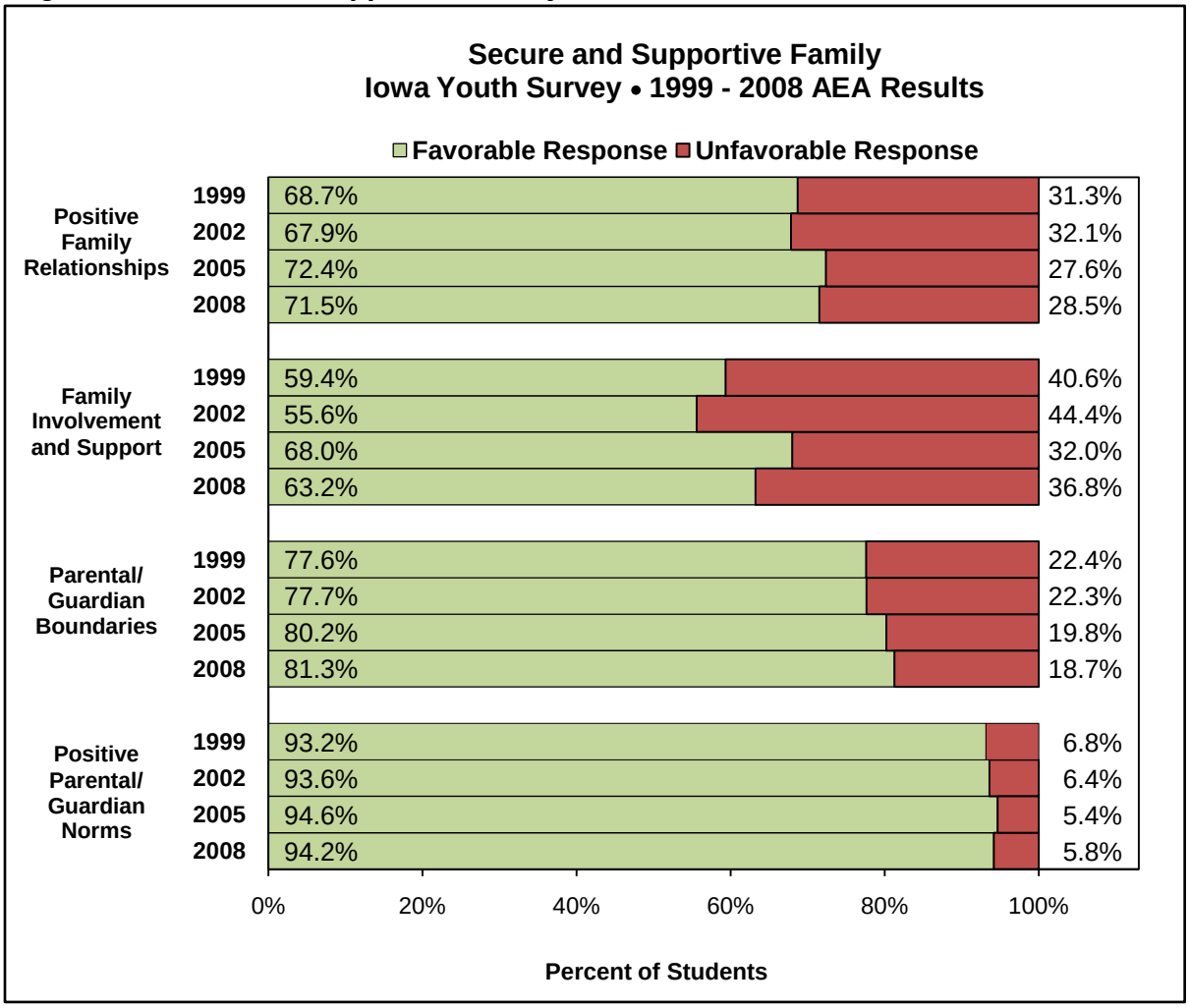
To obtain more detail regarding Iowa Youth Survey procedures or for answers to general questions, please contact Linda McGinnis at: lmcginni@idph.state.ia.us. While resources are limited, every effort will be made to promptly respond to requests.

Construct Trends

Domain I: Secure and Supportive Family
The four constructs within the Secure and Supportive Family Domain are:

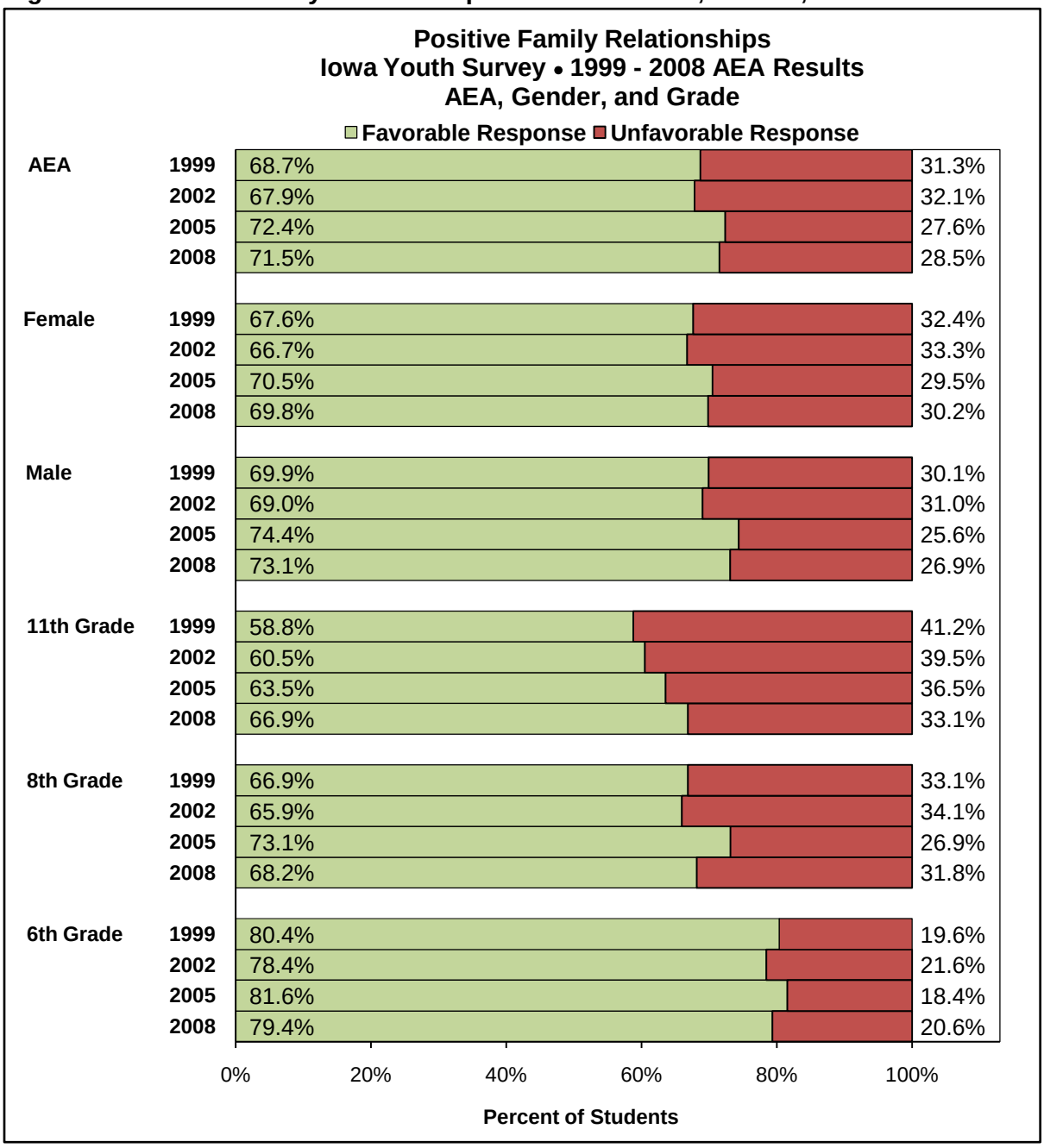
- Positive Family Relationships
- Family Involvement and Support
- Parental/Guardian Boundaries
- Positive Parental/Guardian Norms

Figure 1. Secure and Supportive Family Domain



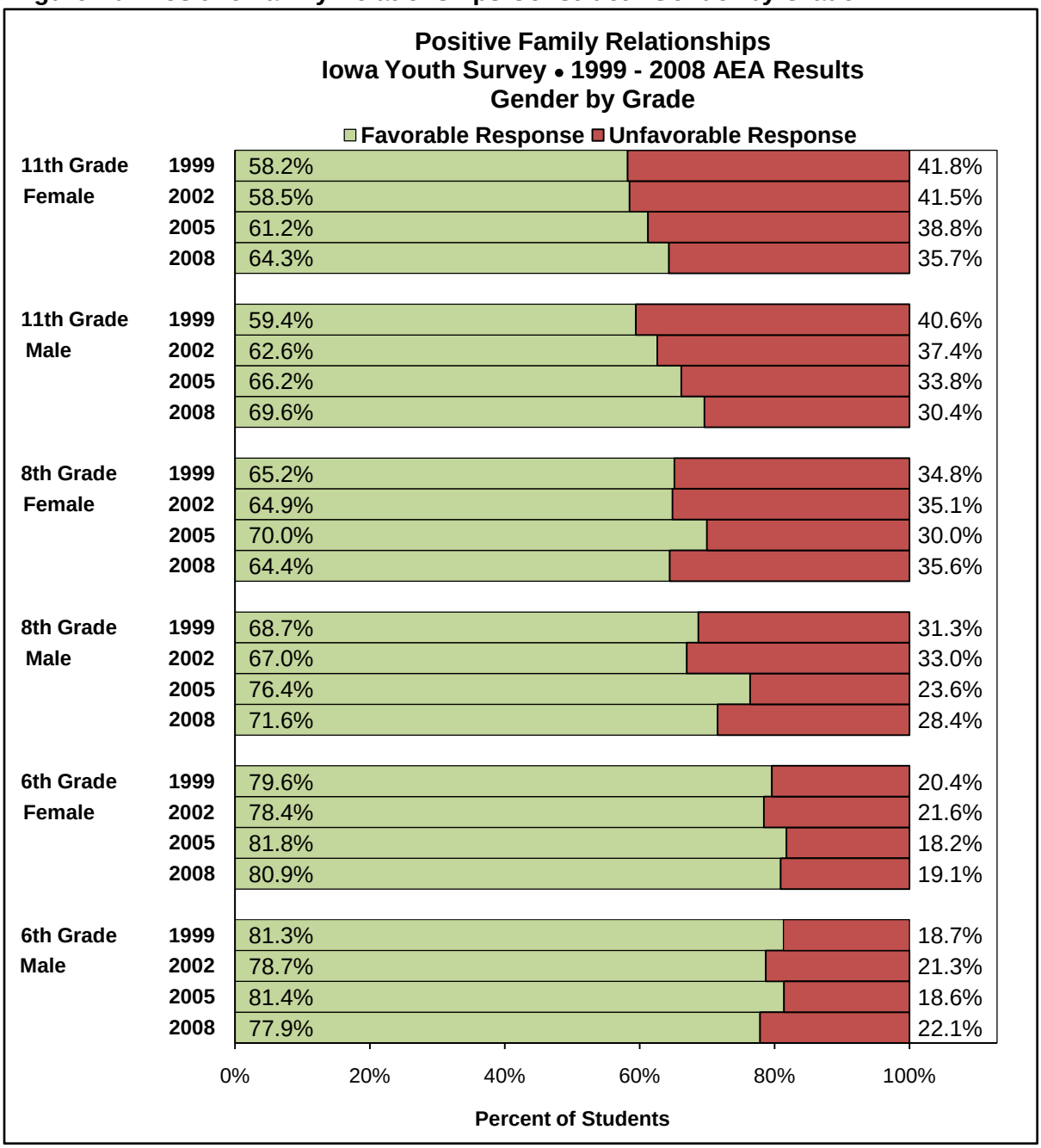
Positive Family Relationships

Figure 2a. Positive Family Relationships Construct: AEA, Gender, Grade



Four IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: I have a happy home; I feel very close to at least one of my parents/guardians; I can talk about the things that bother me or I don't understand with someone in my home; I can get help and support when I need it from someone in my home? *Response Coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

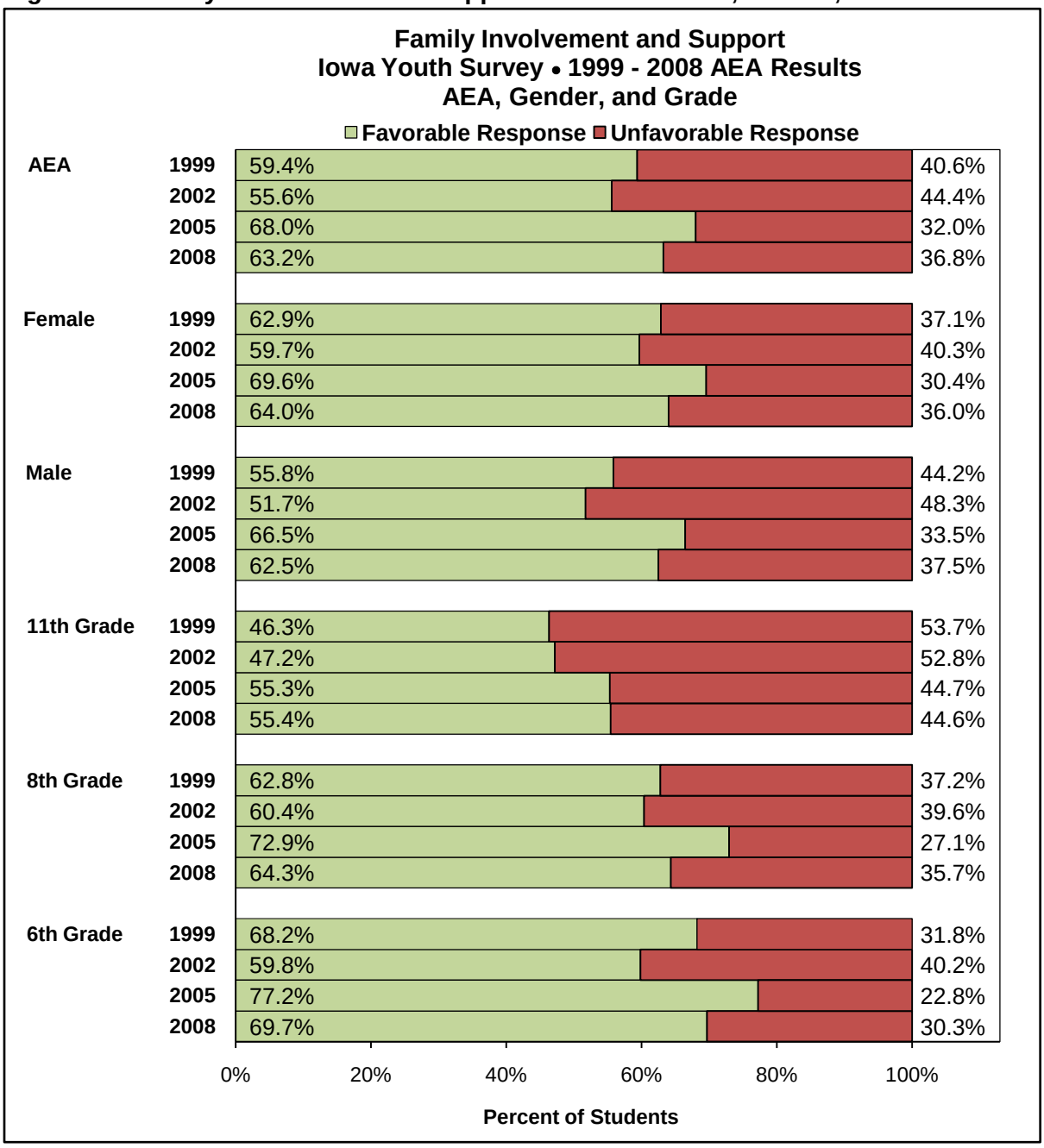
Figure 2b. Positive Family Relationships Construct: Gender by Grade



Four IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: I have a happy home; I feel very close to at least one of my parents/guardians; I can talk about the things that bother me or I don't understand with someone in my home; I can get help and support when I need it from someone in my home? *Response Coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

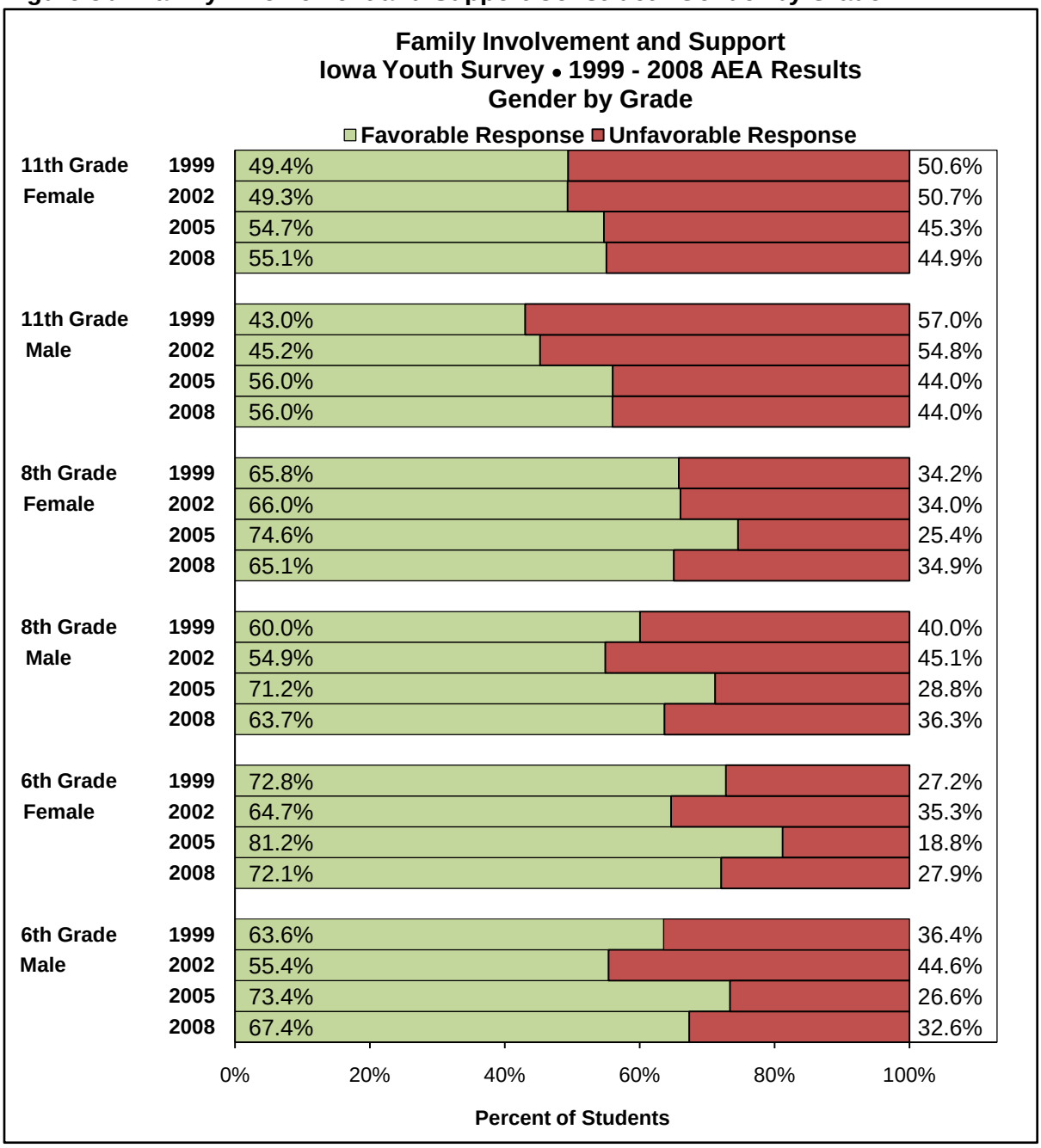
Family Involvement and Support

Figure 3a. Family Involvement and Support Construct: AEA, Gender, Grade



Six IYS questions are utilized in this construct: How often do the following occur: a parent/guardian knows where I am and who I am with, especially in the evening and on weekends; a parent/guardian checks to make sure I have done the things I am supposed to do (school homework, household chores, get home on time, etc.); a parent/guardian generally finds out if I have done something wrong, and then punishes me; when I am doing a good job, someone in my home lets me know about it; someone in my home helps me with my schoolwork; at least one of my parents/guardians goes to school activities that I am involved in? *Response Coding:* "Always," "often," or "sometimes" are coded as favorable and "never" is coded as unfavorable.

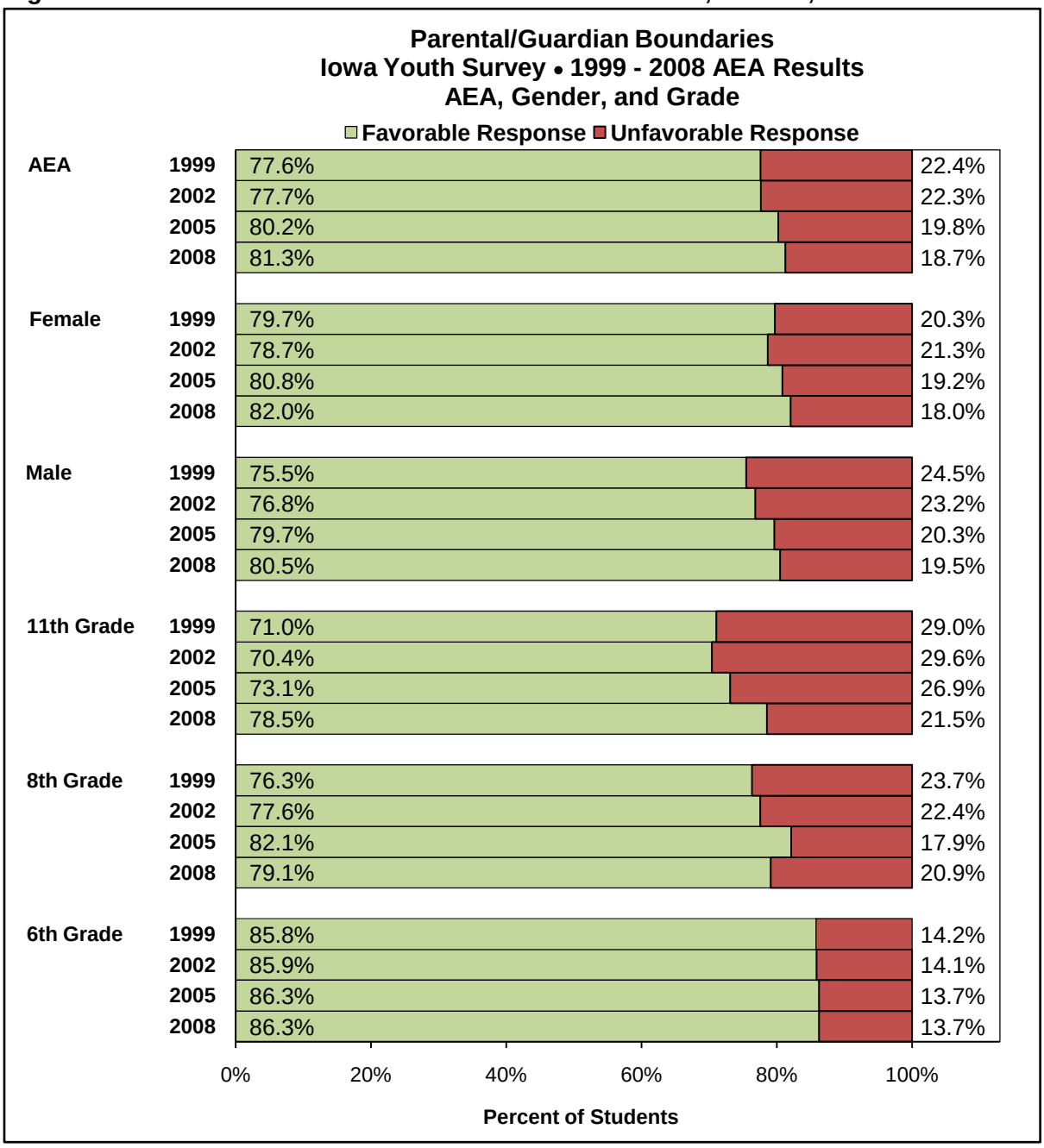
Figure 3b. Family Involvement and Support Construct: Gender by Grade



Six IYS questions are utilized in this construct: How often do the following occur: a parent/guardian knows where I am and who I am with, especially in the evening and on weekends; a parent/guardian checks to make sure I have done the things I am supposed to do (school homework, household chores, get home on time, etc.); a parent/guardian generally finds out if I have done something wrong, and then punishes me; when I am doing a good job, someone in my home lets me know about it; someone in my home helps me with my schoolwork; at least one of my parents/guardians goes to school activities that I am involved in? *Response Coding:* "Always," "often," or "sometimes" are coded as favorable and "never" is coded as unfavorable.

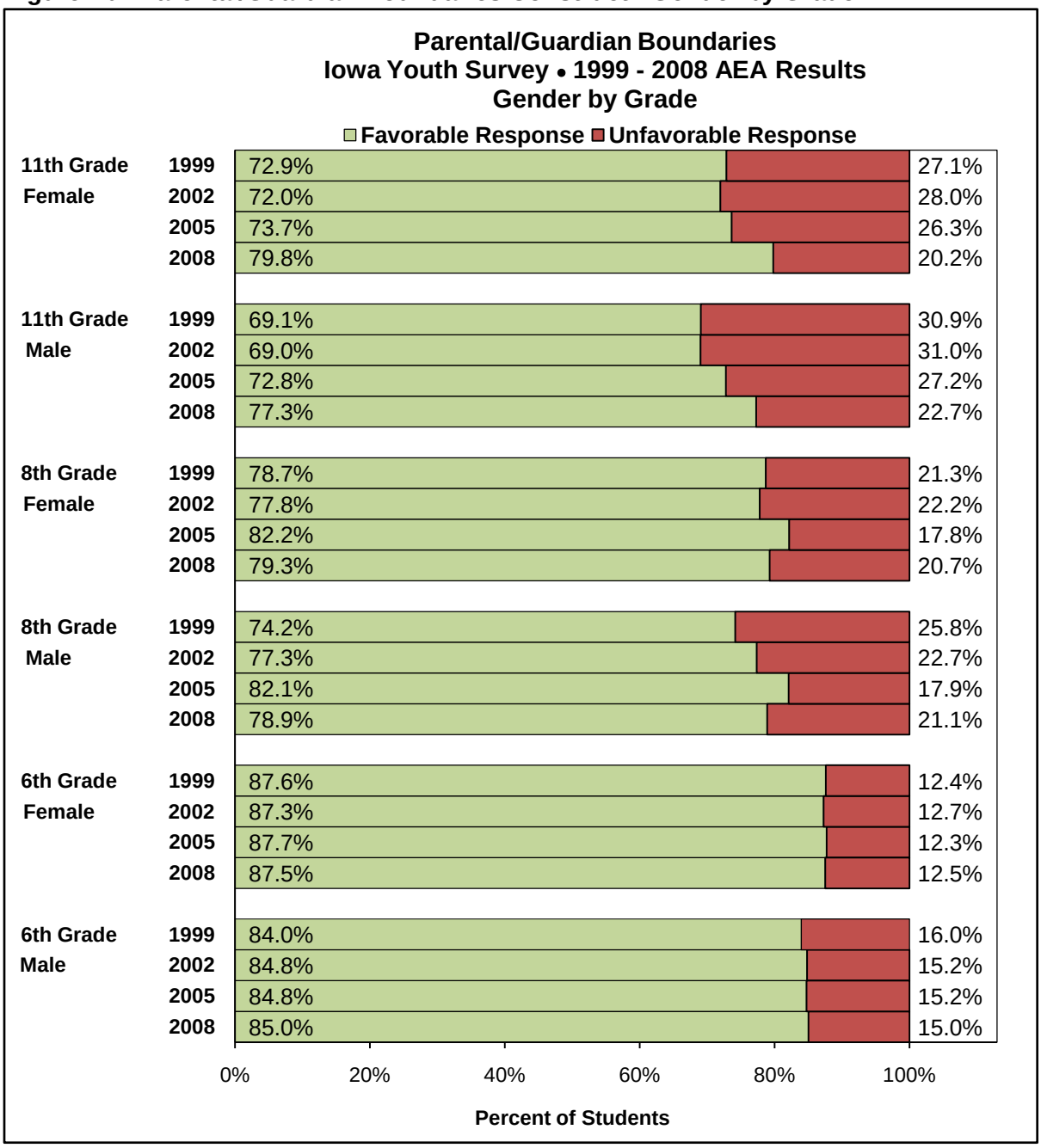
Parental/Guardian Boundaries

Figure 4a. Parental/Guardian Boundaries Construct: AEA, Gender, Grade



Two IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: In my school, if I got in trouble at school for breaking a rule, at least one of my parents/guardians would support the school's disciplinary action; in my home there are clear rules about what I can and cannot do? *Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

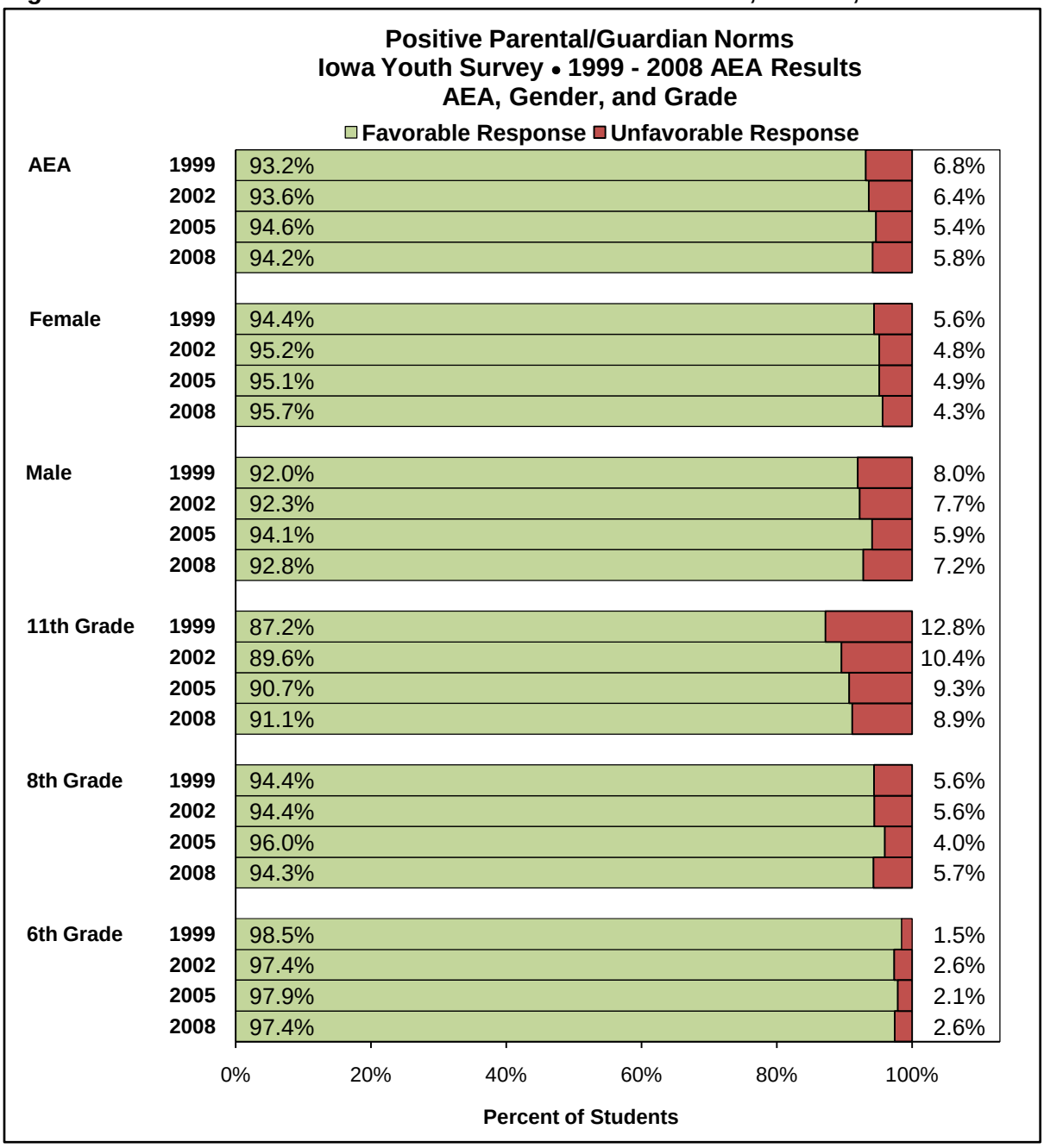
Figure 4b. Parental/Guardian Boundaries Construct: Gender by Grade



Two IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: In my school, if I got in trouble at school for breaking a rule, at least one of my parents/guardians would support the school's disciplinary action; in my home there are clear rules about what I can and cannot do? *Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

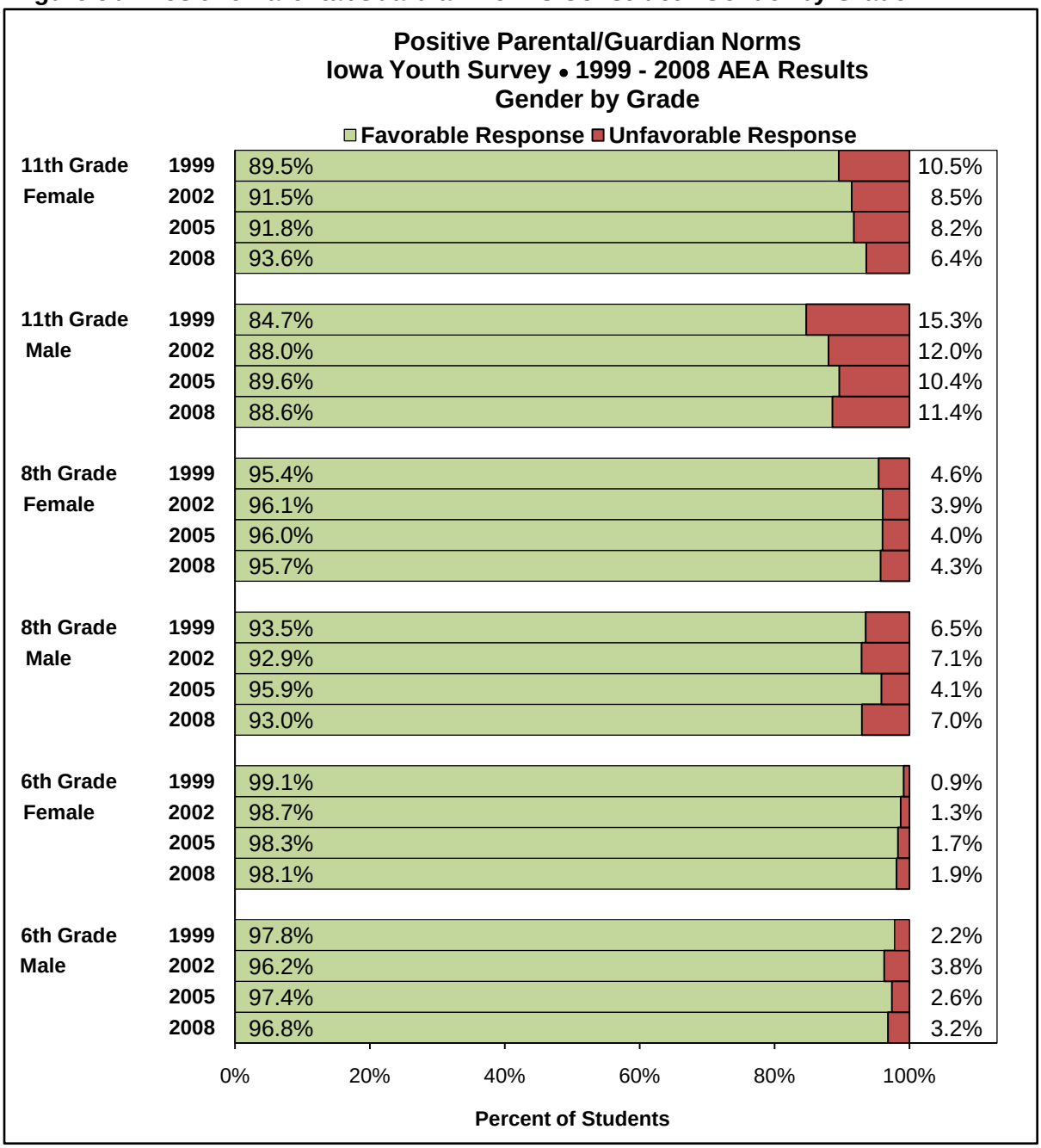
Positive Parental/Guardian Norms

Figure 5a. Positive Parental/Guardian Norms Construct: AEA, Gender, Grade



Six IYS questions are utilized in this construct: How wrong would your parents/guardians feel it would be for you to: drink beer, wine or hard liquor (for example vodka, whiskey, gin) without their permission; smoke cigarettes; smoke marijuana; start a physical fight with someone; go to a party where kids under 21 were using alcohol; go to a party where kids were using drugs? *Response coding:* "Very wrong," "wrong," "a little wrong," or "don't know" are coded as favorable and "not wrong at all" is coded as unfavorable.

Figure 5b. Positive Parental/Guardian Norms Construct: Gender by Grade

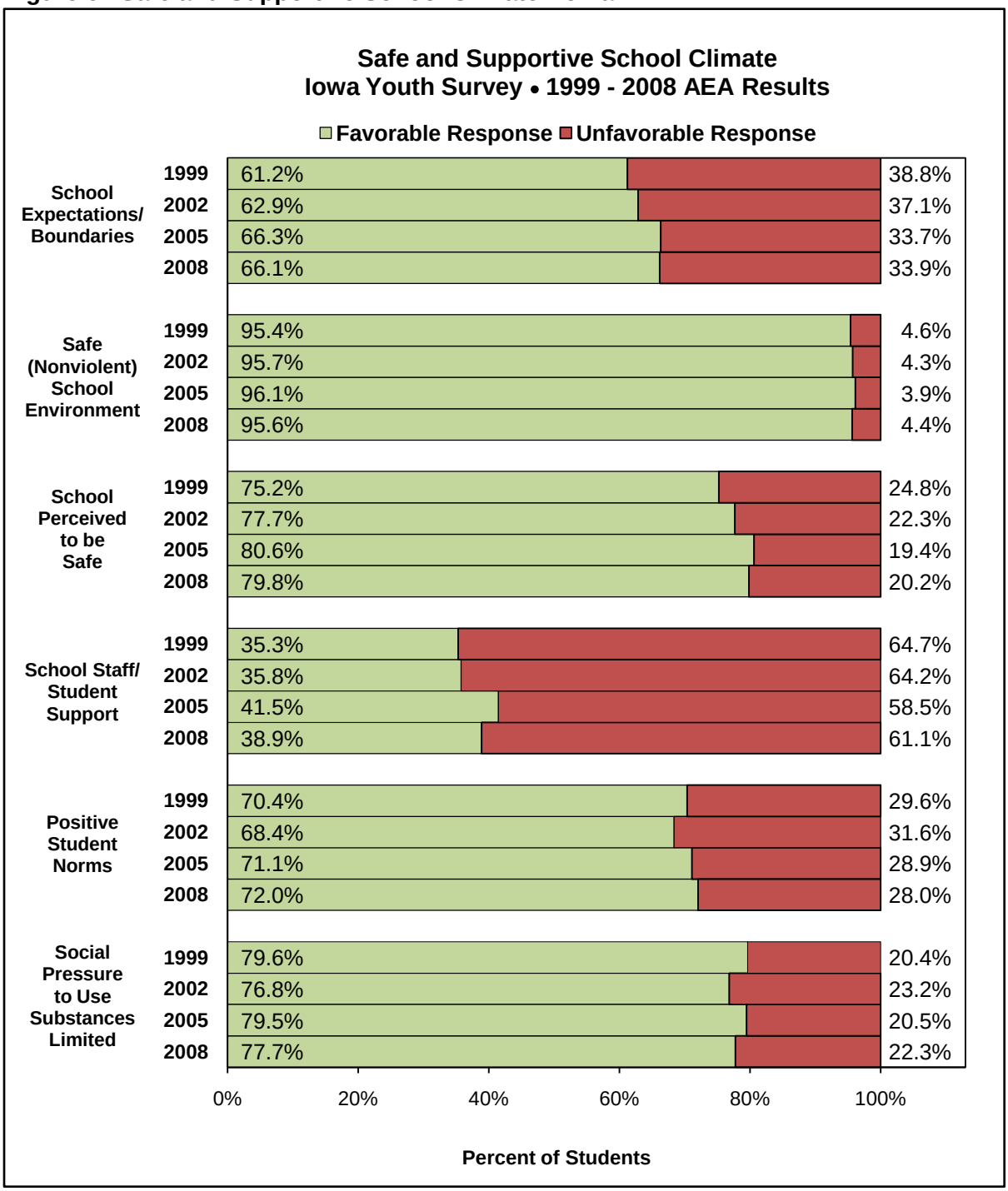


Six IYS questions are utilized in this construct: How wrong would your parents/guardians feel it would be for you to: drink beer, wine or hard liquor (for example vodka, whiskey, gin) without their permission; smoke cigarettes; smoke marijuana; start a physical fight with someone; go to a party where kids under 21 were using alcohol; go to a party where kids were using drugs? *Response coding:* "Very wrong," "wrong," "a little wrong," or "don't know" are coded as favorable and "not wrong at all" is coded as unfavorable.

Domain II: Safe and Supportive School Climate
The six constructs within the Safe and Supportive School Climate Domain (Figure 6 displayed on the following page) are:

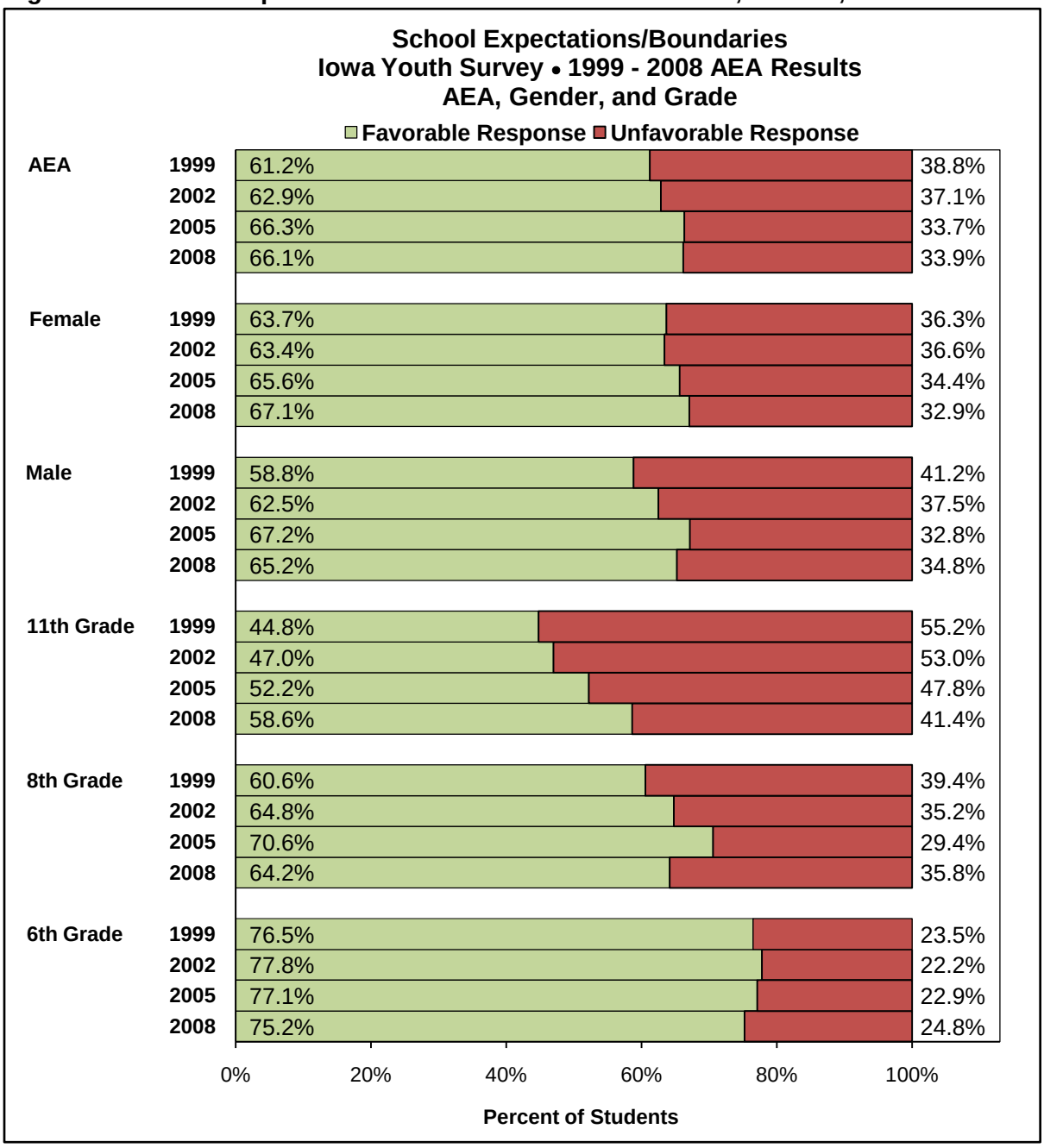
- School Expectations/Boundaries
- Safe (Nonviolent) School Environment
- School Perceived to be Safe
- School Staff/Student Support
- Positive Student Norms
- Social Pressure to Use Substances Limited

Figure 6. Safe and Supportive School Climate Domain



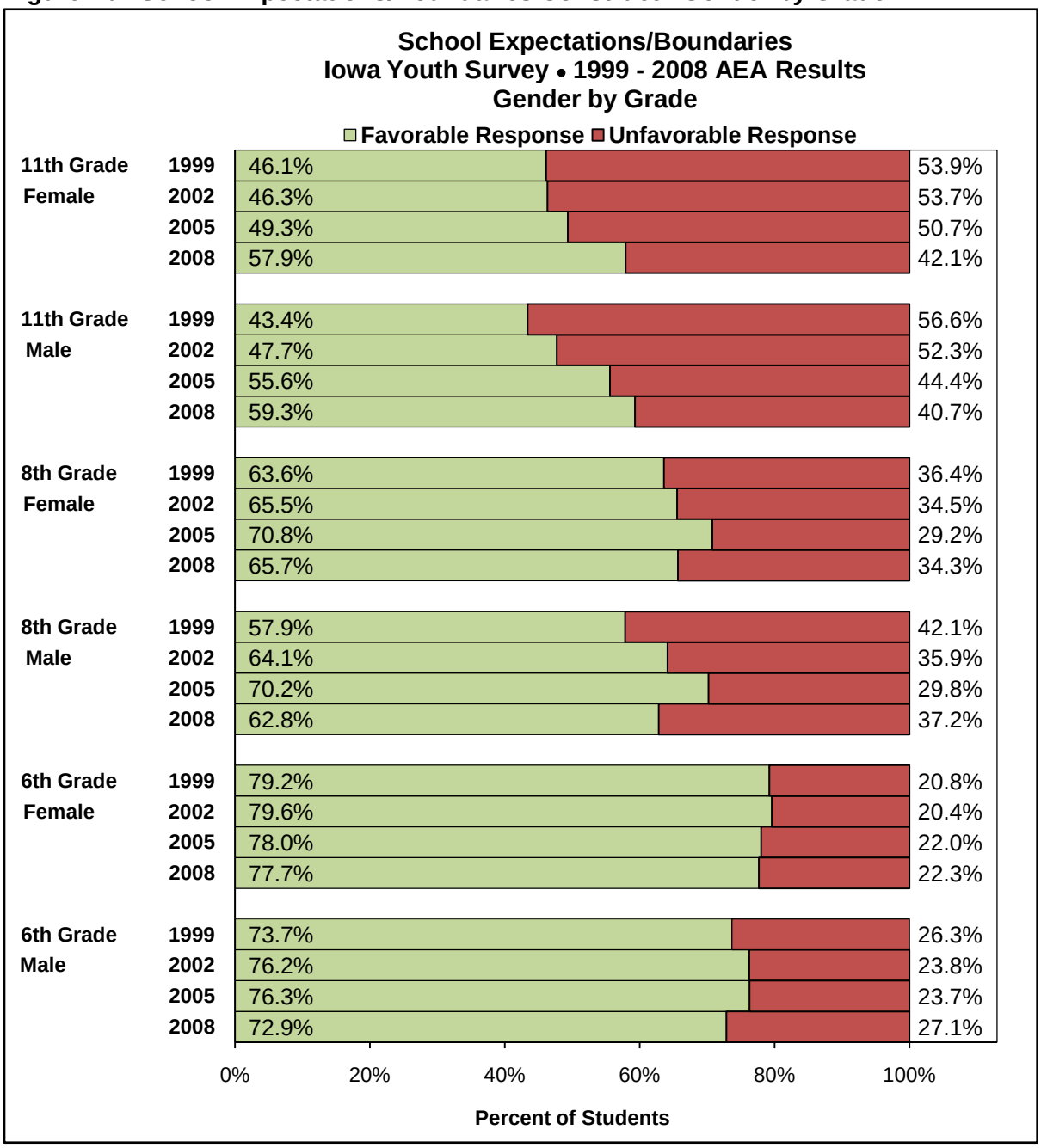
School Expectations/Boundaries

Figure 7a. School Expectations/Boundaries Construct: AEA, Gender, Grade



Five IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: In my school there are clear rules about what students can and cannot do; in my school the school principal and teachers consistently enforce school rules; in my school if I skipped school at least one of my parents/guardians would be notified; in my school students caught drinking, smoking, or using an illegal drug are not allowed to participate in any extracurricular activity for some time period; my school lets a parent/guardian know if I've done something wrong? *Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

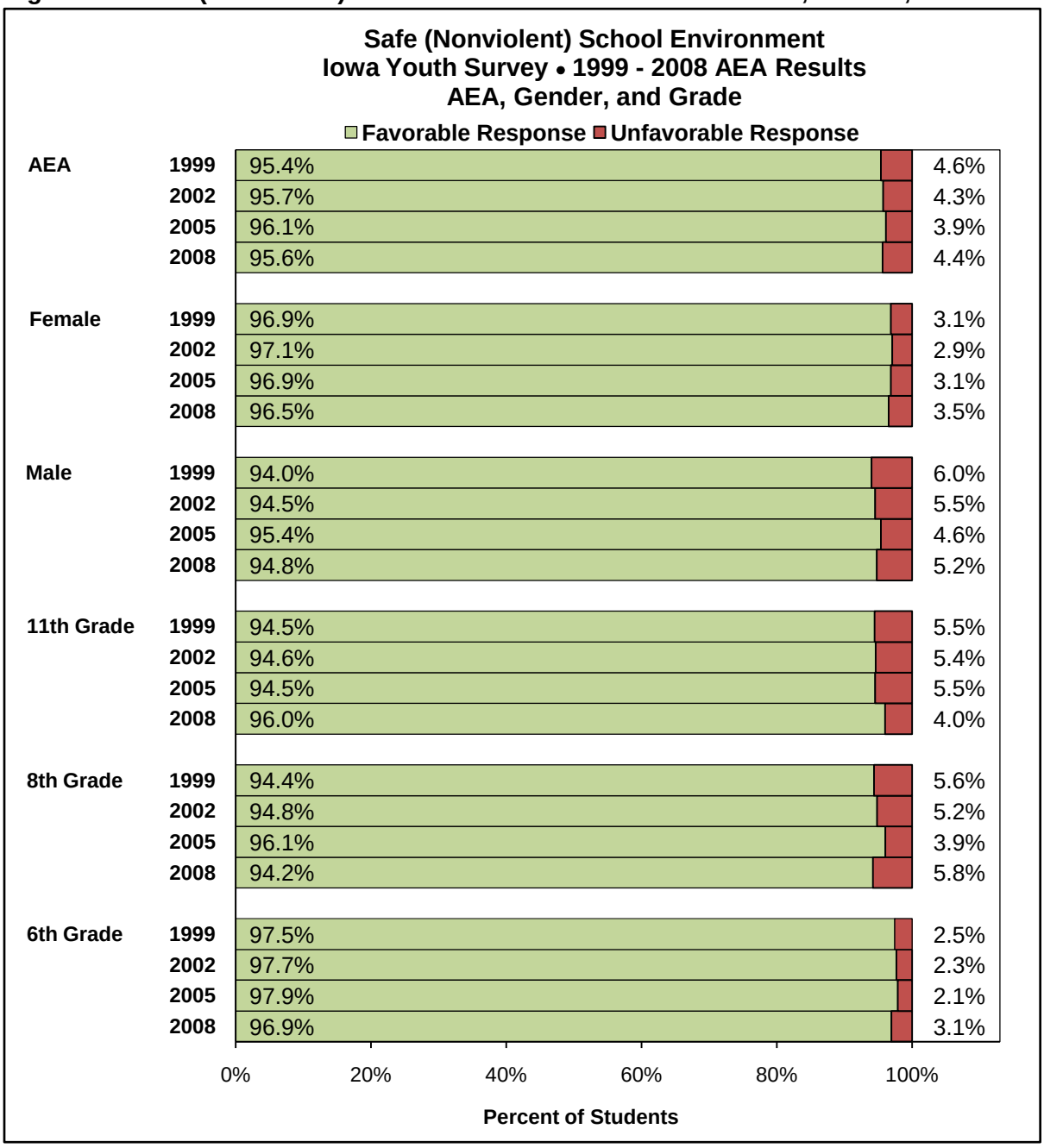
Figure 7b. School Expectations/Boundaries Construct: Gender by Grade



Five IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: In my school there are clear rules about what students can and cannot do; in my school the school principal and teachers consistently enforce school rules; in my school if I skipped school at least one of my parents/guardians would be notified; in my school students caught drinking, smoking, or using an illegal drug are not allowed to participate in any extracurricular activity for some time period; my school lets a parent/guardian know if I've done something wrong? *Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

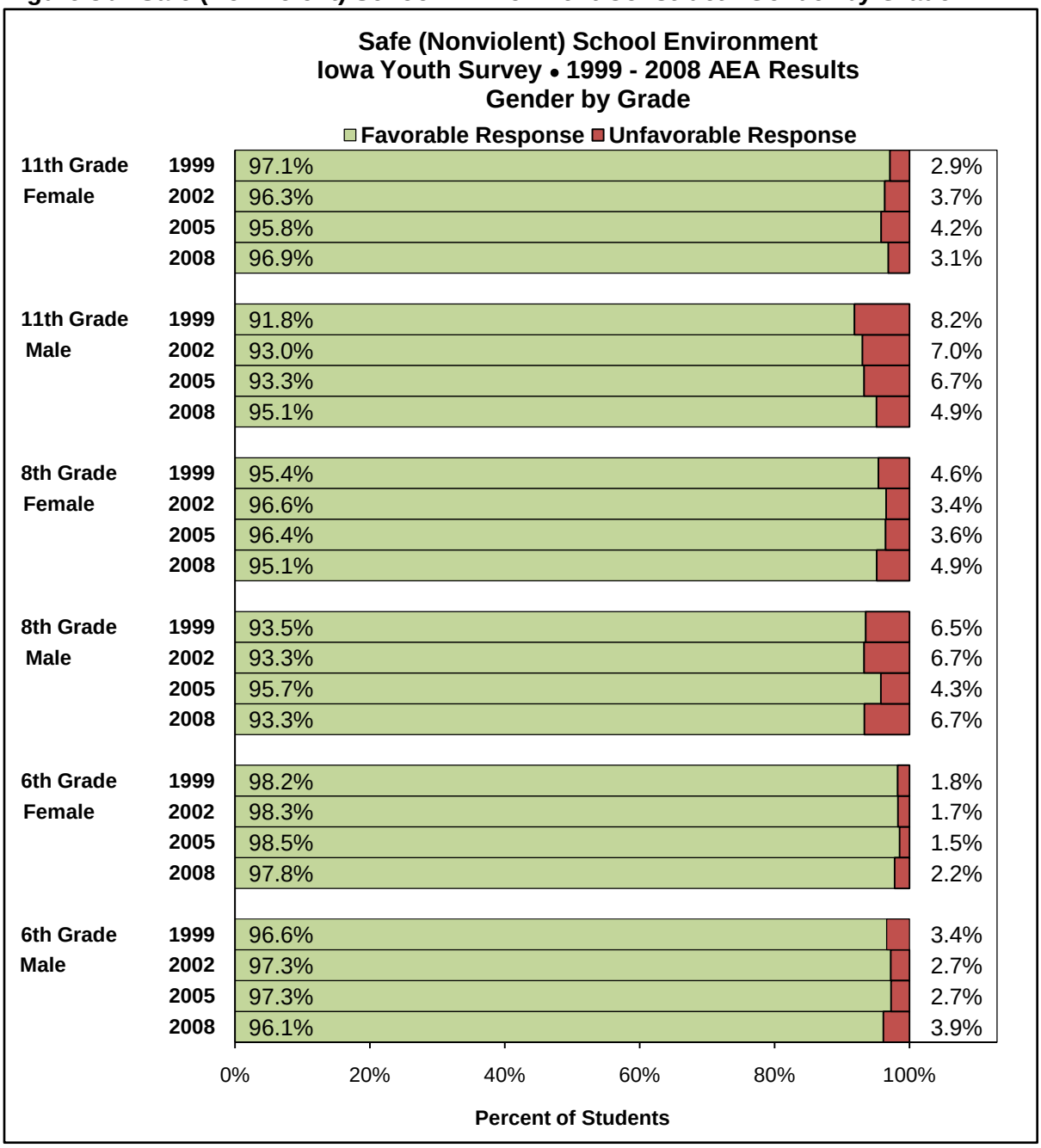
Safe (Nonviolent) School Environment

Figure 8a. Safe (Nonviolent) School Environment Construct: AEA, Gender, Grade



Two IYS questions are utilized in this construct: In the past 12 months, how often have you: had your things (clothing, books, bike, car) stolen or deliberately damaged on school property; been threatened or injured by someone with a weapon (like a gun, knife, or club) on school property? *Response coding:* "None" or "1 or 2 times" are coded as favorable and "3-5 times" or "6 or more times" are coded as unfavorable.

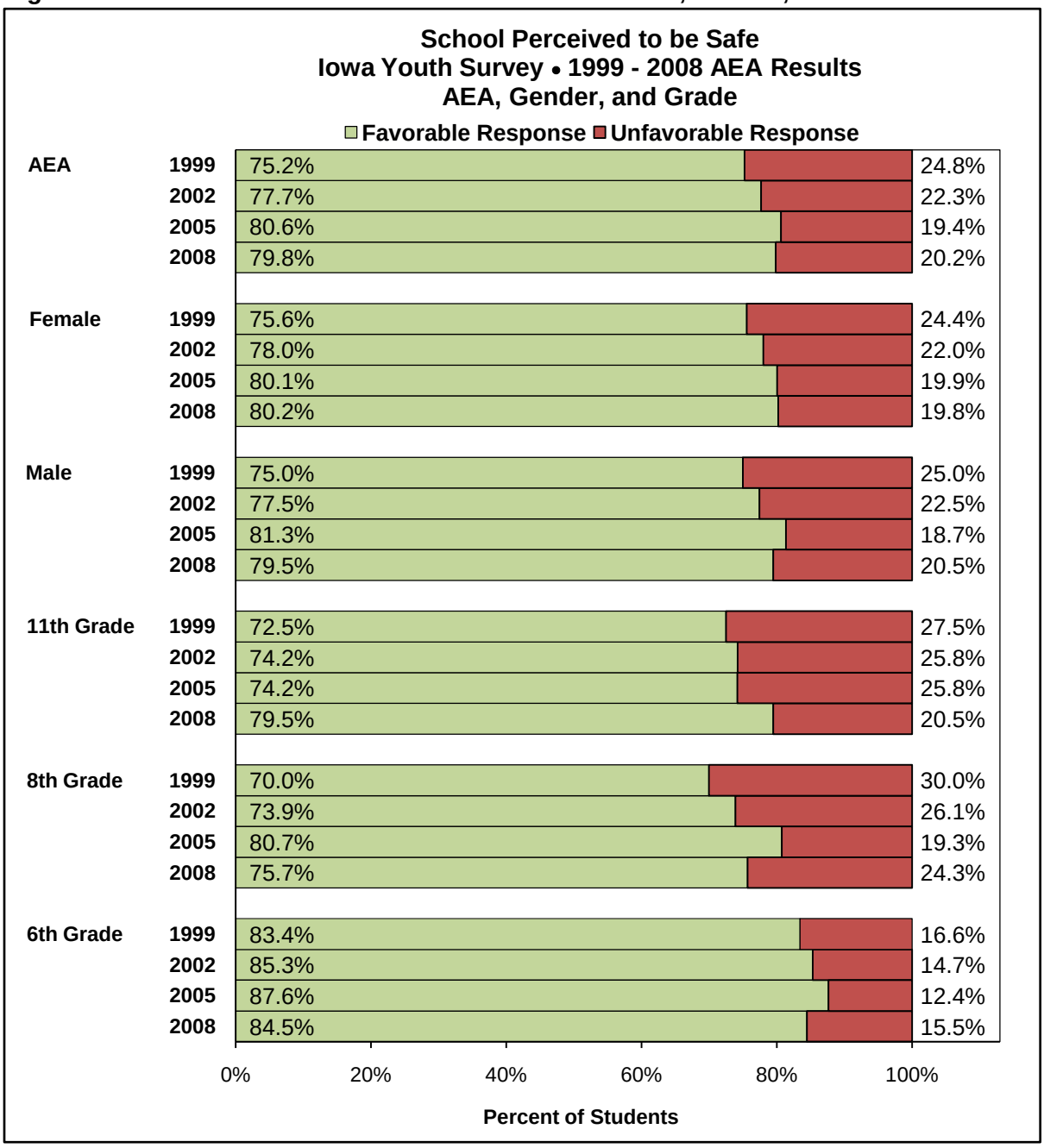
Figure 8b. Safe (Nonviolent) School Environment Construct: Gender by Grade



Two IYS questions are utilized in this construct: In the past 12 months, how often have you: had your things (clothing, books, bike, car) stolen or deliberately damaged on school property; been threatened or injured by someone with a weapon (like a gun, knife, or club) on school property? *Response coding:* "None" or "1 or 2 times" are coded as favorable and "3-5 times" or "6 or more times" are coded as unfavorable.

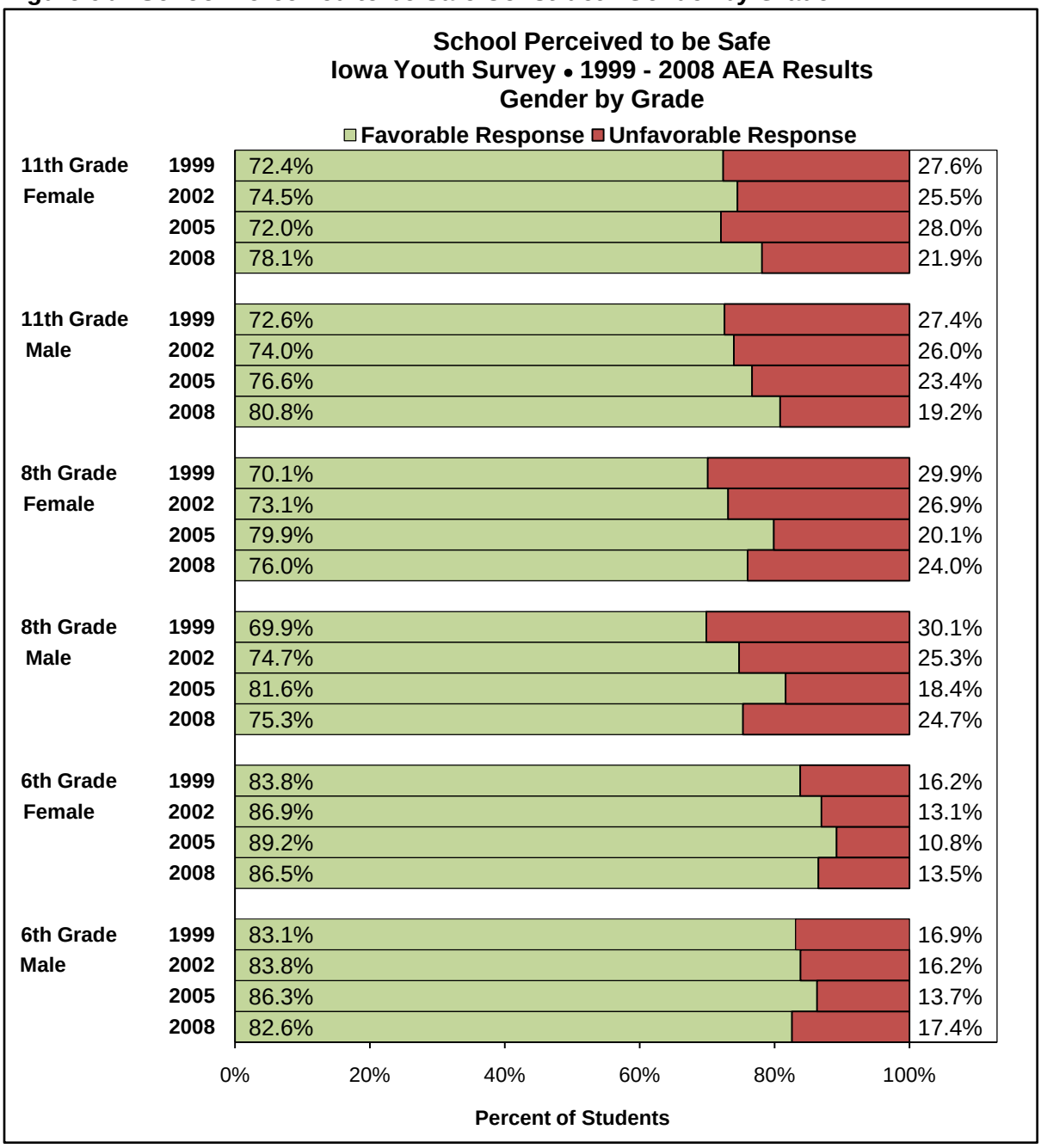
School Perceived to be Safe

Figure 9a. School Perceived to be Safe Construct: AEA, Gender, Grade



One IYS question is utilized in this question: How much do you agree or disagree that the following statement is true: I feel safe at school? *Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

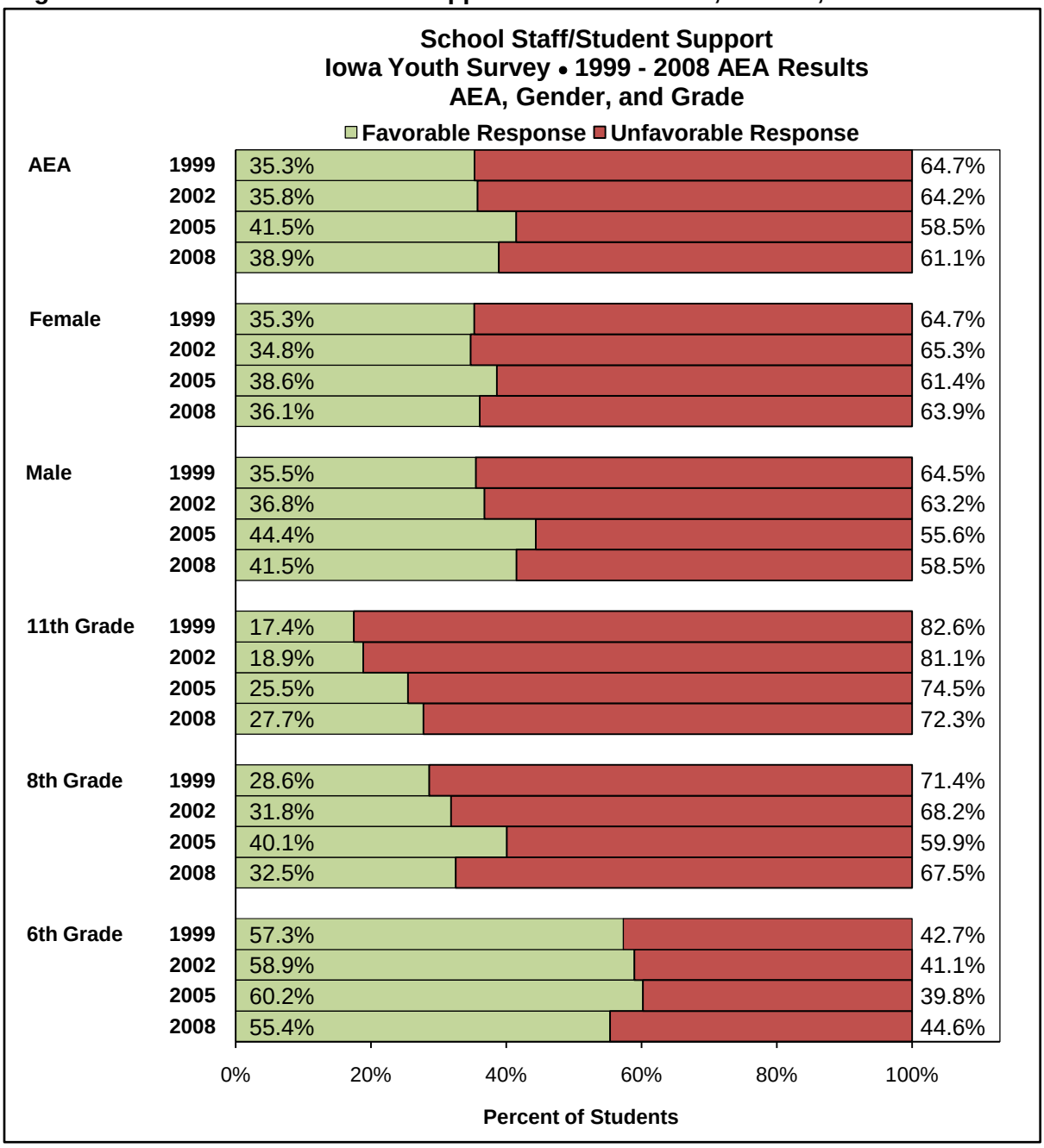
Figure 9b. School Perceived to be Safe Construct: Gender by Grade



One IYS question is utilized in this question: How much do you agree or disagree that the following statement is true: I feel safe at school? *Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

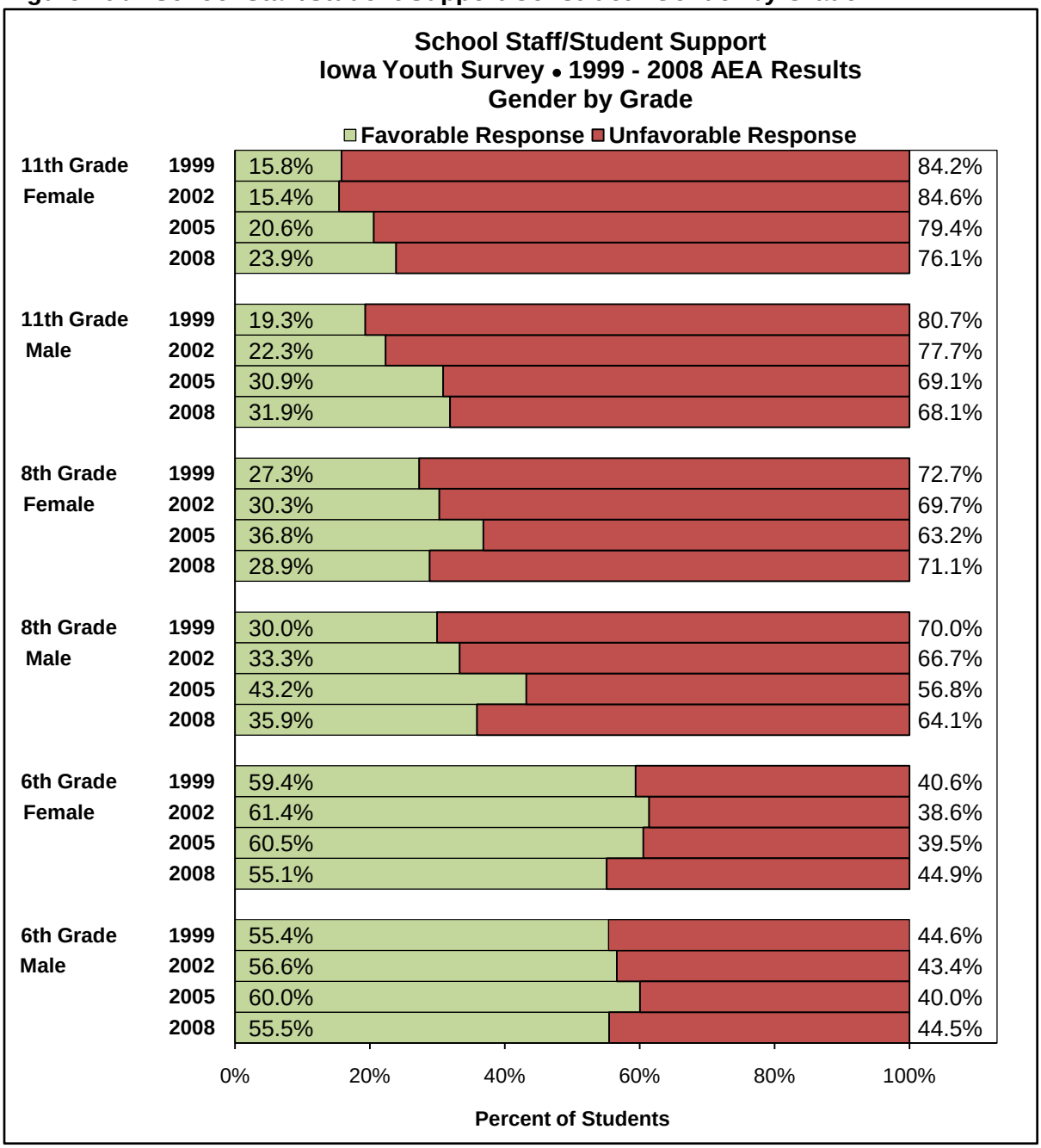
School Staff/Student Support

Figure 10a. School Staff/Student Support Construct: AEA, Gender, Grade



Six IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: my teachers care about me; my teachers are available to talk with students one-on-one; my teachers notice when I am doing a good job and let me know about it; students in my school treat each other with respect; my school lets a parent/guardian know if I'm doing a good job; there is at least one adult at school that I could go to for help with a problem? *Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

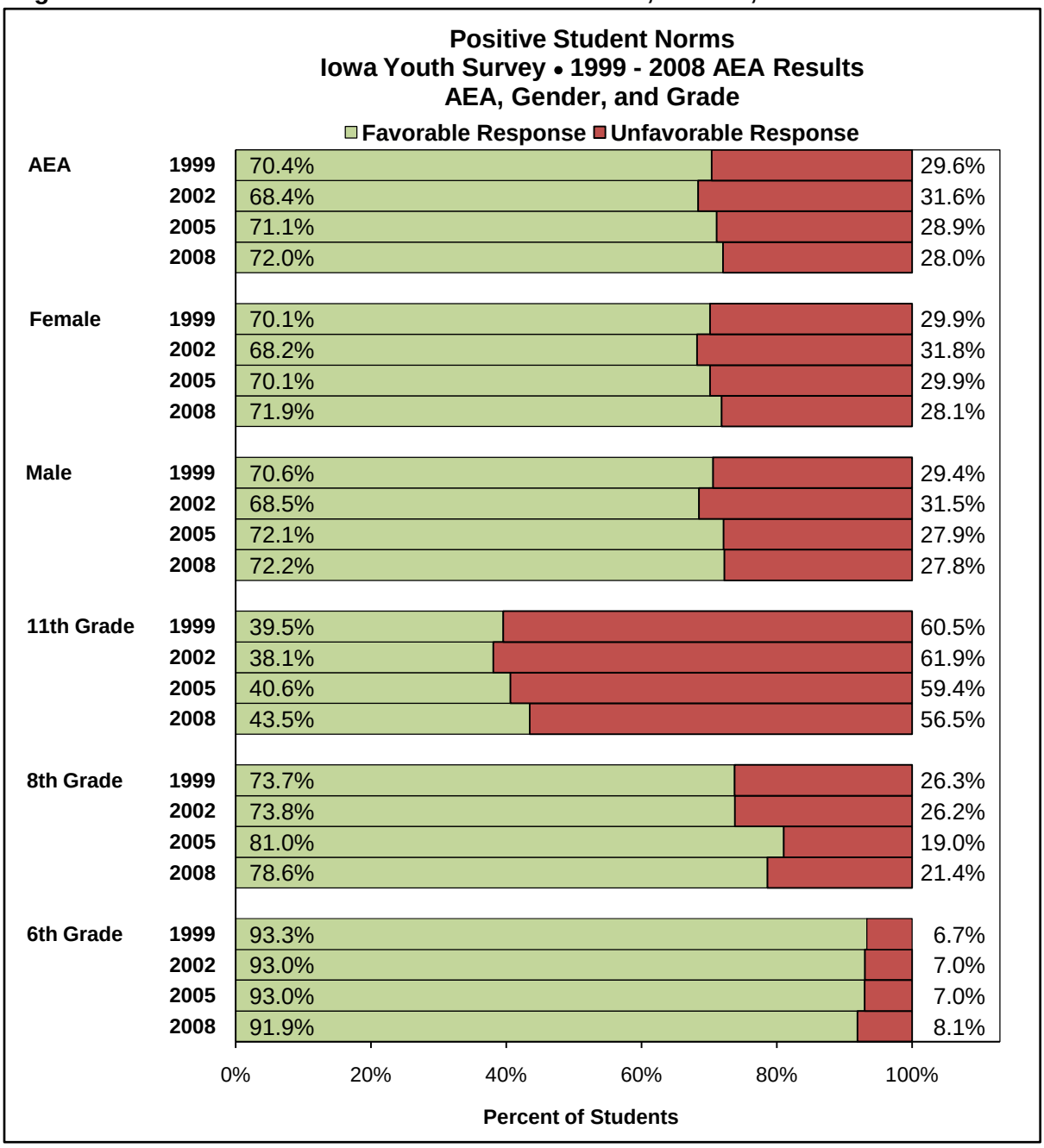
Figure 10b. School Staff/Student Support Construct: Gender by Grade



Six IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: my teachers care about me; my teachers are available to talk with students one-on-one; my teachers notice when I am doing a good job and let me know about it; students in my school treat each other with respect; my school lets a parent/guardian know if I'm doing a good job; there is at least one adult at school that I could go to for help with a problem? *Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

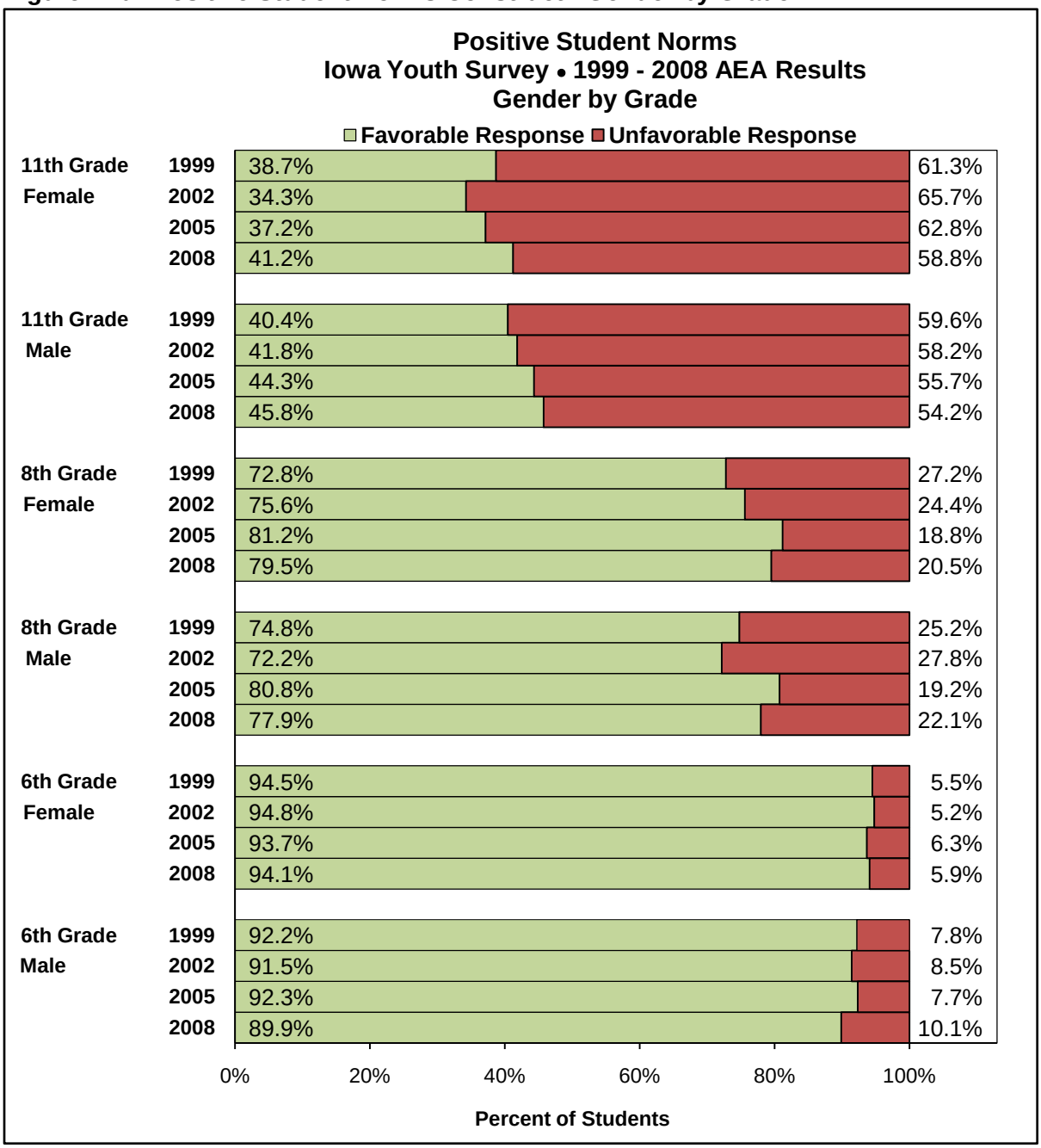
Positive Student Norms

Figure 11a. Positive Student Norms Construct: AEA, Gender, Grade



Six IYS questions are utilized in this construct: How wrong would most of the students in your school (not just your best friends) feel it would be to: drink beer, wine, or hard liquor (for example vodka, whiskey, gin); smoke cigarettes; smoke marijuana; start a physical fight with someone; go to a party where kids under 21 were using alcohol; go to a party where kids were using drugs? *Response coding:* "Very wrong," "wrong," "a little wrong," or "don't know" are coded as favorable and "not wrong at all" are coded as unfavorable.

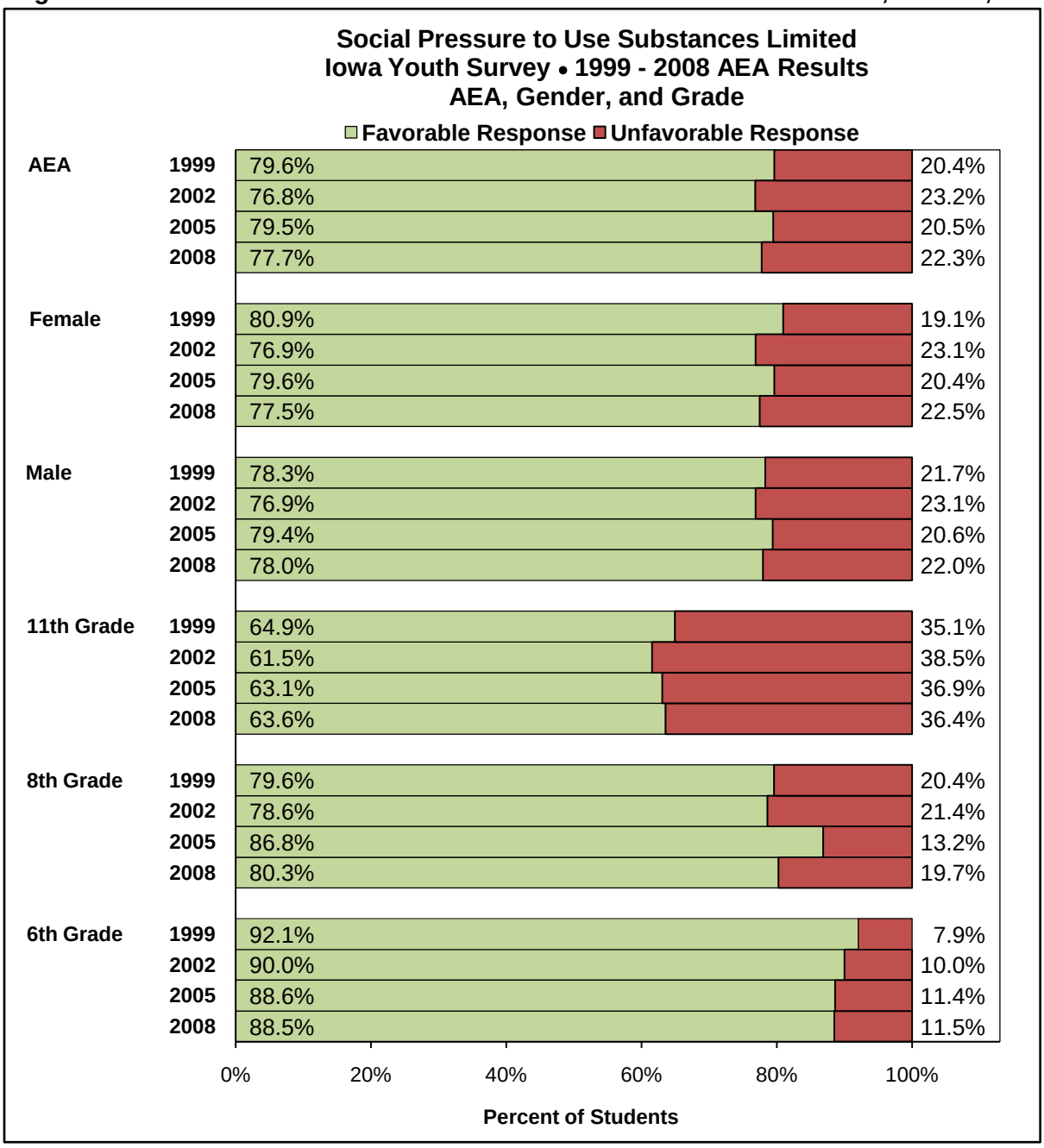
Figure 11b. Positive Student Norms Construct: Gender by Grade



Six IYS questions are utilized in this construct: How wrong would most of the students in your school (not just your best friends) feel it would be to: drink beer, wine, or hard liquor (for example vodka, whiskey, gin); smoke cigarettes; smoke marijuana; start a physical fight with someone; go to a party where kids under 21 were using alcohol; go to a party where kids were using drugs? *Response coding:* "Very wrong," "wrong," "a little wrong," or "don't know" are coded as favorable and "not wrong at all" are coded as unfavorable.

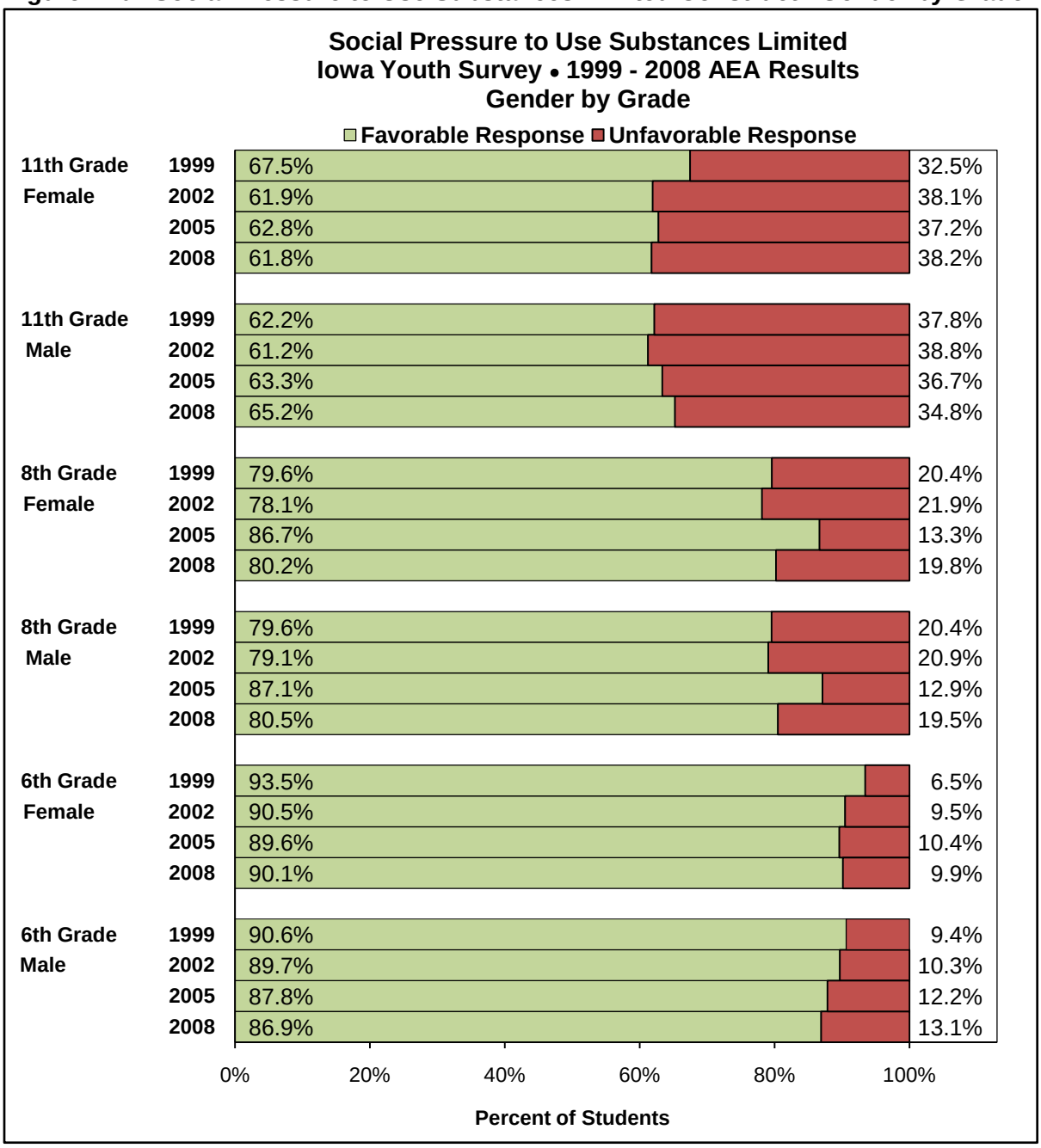
Social Pressure to Use Substances Limited

Figure 12a. Social Pressure to Use Substances Limited Construct: AEA, Gender, Grade



Four IYS questions utilized in this construct: Would you be more or less likely to be popular (respected or cool) with the other students in your school if you: smoked cigarettes; drank alcoholic beverages; smoked marijuana; used any other illegal drug? *Response coding:* "Less popular," "a lot less popular," or "wouldn't change my popularity" are coded as favorable and "a lot more popular" or "more popular" are coded as unfavorable.

Figure 12b. Social Pressure to Use Substances Limited Construct: Gender by Grade



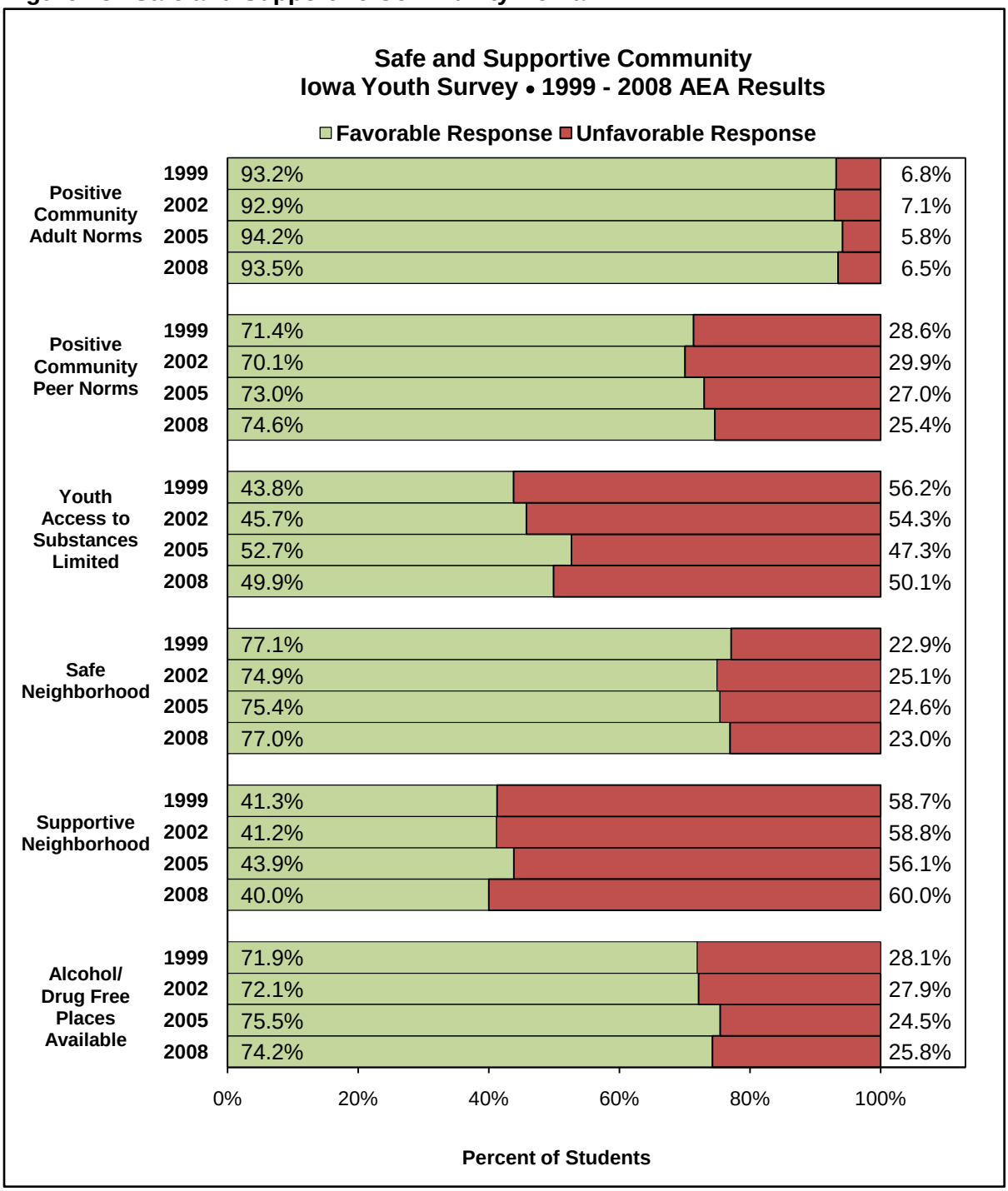
Four IYS questions utilized in this construct: Would you be more or less likely to be popular (respected or cool) with the other students in your school if you: smoked cigarettes; drank alcoholic beverages; smoked marijuana; used any other illegal drug? *Response coding:* "Less popular," "a lot less popular," or "wouldn't change my popularity" are coded as favorable and "a lot more popular" or "more popular" are coded as unfavorable.

Domain III: Safe and Supportive Community

The six constructs within the Safe and Supportive Community Domain (Figure 13 displayed on the following page) are:

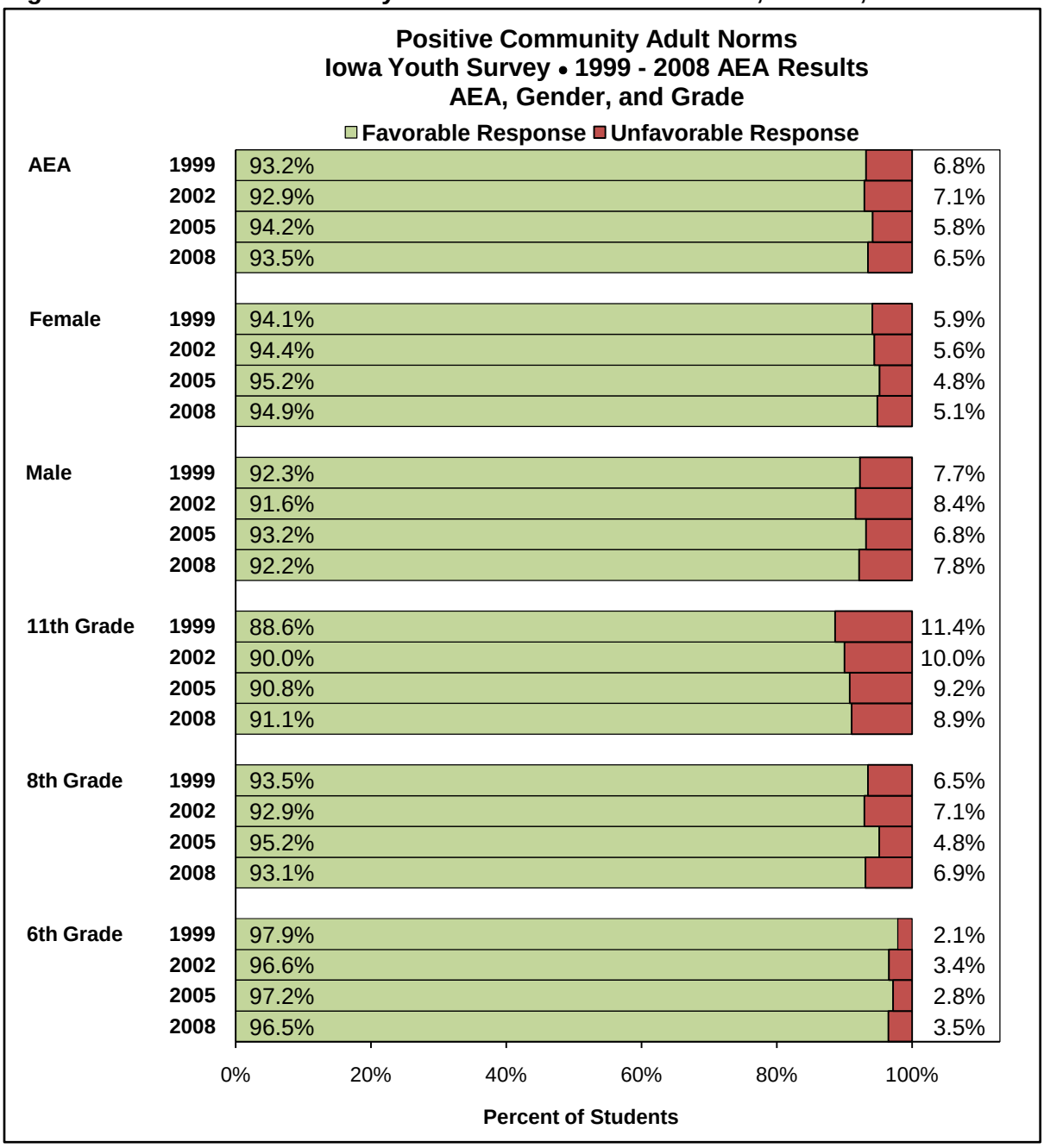
- Positive Community Adult Norms
- Positive Community Peer Norms
- Youth Access to Substances Limited
- Safe Neighborhood
- Supportive Neighborhood
- Alcohol/Drug Free Places Available

Figure 13. Safe and Supportive Community Domain



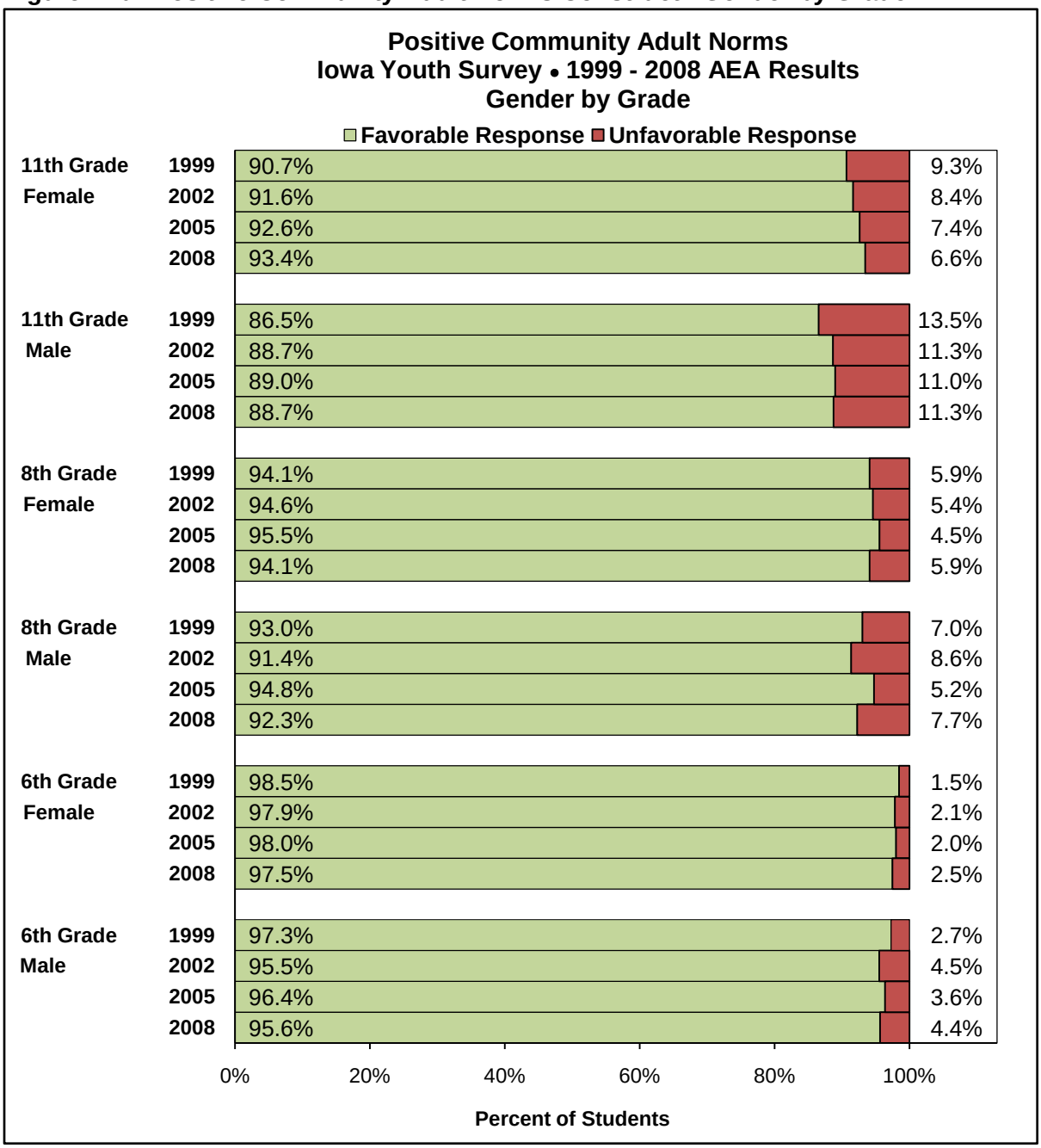
Positive Community Adult Norms

Figure 14a. Positive Community Adult Norms Construct: AEA, Gender, Grade



Six IYS questions are utilized in this construct: How wrong would most adults in your neighborhood and/or community feel it would be for you to: drink beer, wine or hard liquor (for example vodka, whiskey, gin); smoke cigarettes; smoke marijuana; start a physical fight with someone; go to a party where kids under 21 were using alcohol; go to a party where kids were using drugs? *Response coding:* "Very wrong," "wrong," "a little wrong," or "don't know" are coded as favorable and "not wrong at all" is coded as unfavorable.

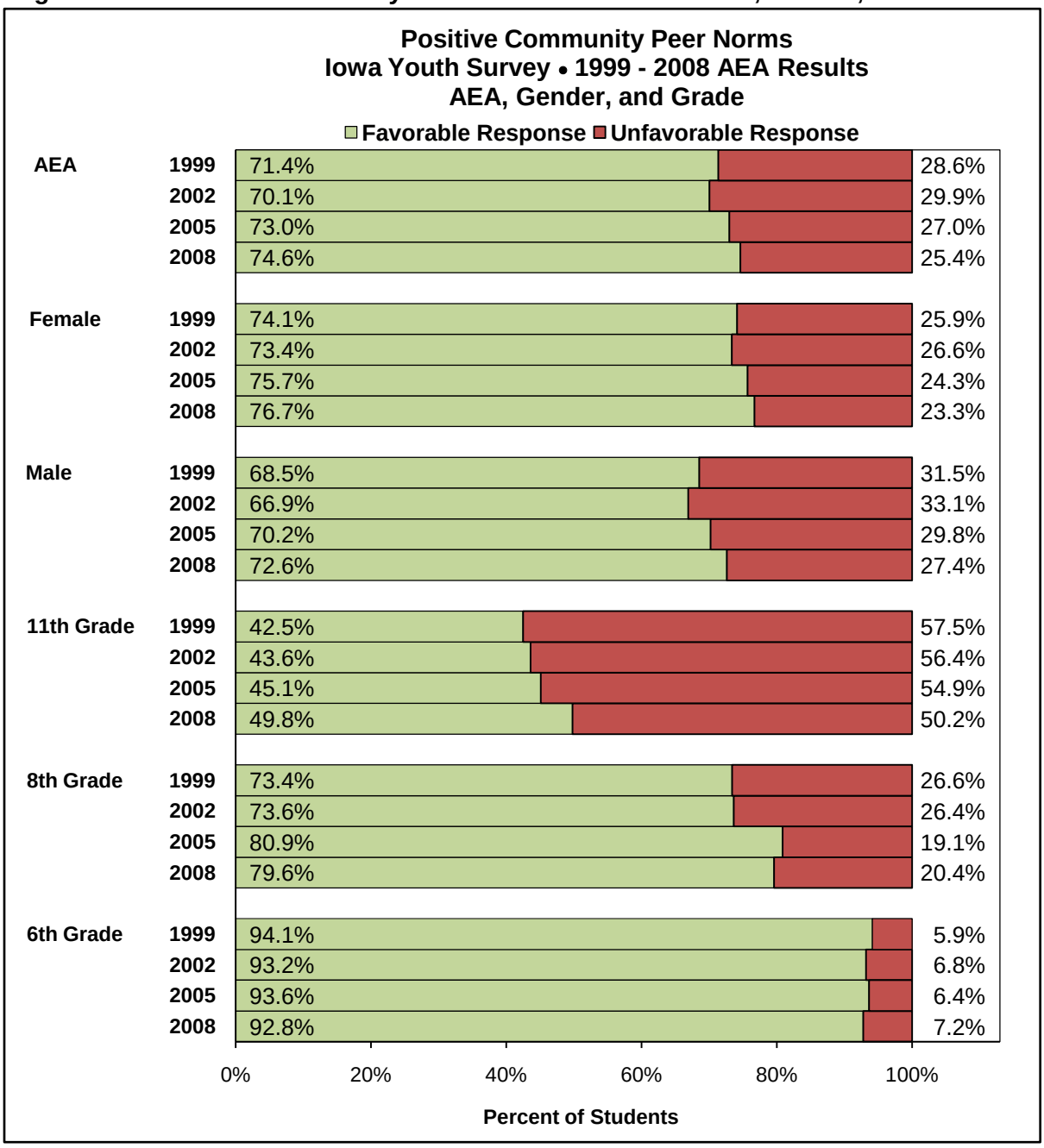
Figure 14b. Positive Community Adult Norms Construct: Gender by Grade



Six IYS questions are utilized in this construct: How wrong would most adults in your neighborhood and/or community feel it would be for you to: drink beer, wine or hard liquor (for example vodka, whiskey, gin); smoke cigarettes; smoke marijuana; start a physical fight with someone; go to a party where kids under 21 were using alcohol; go to a party where kids were using drugs? *Response coding:* "Very wrong," "wrong," "a little wrong," or "don't know" are coded as favorable and "not wrong at all" is coded as unfavorable.

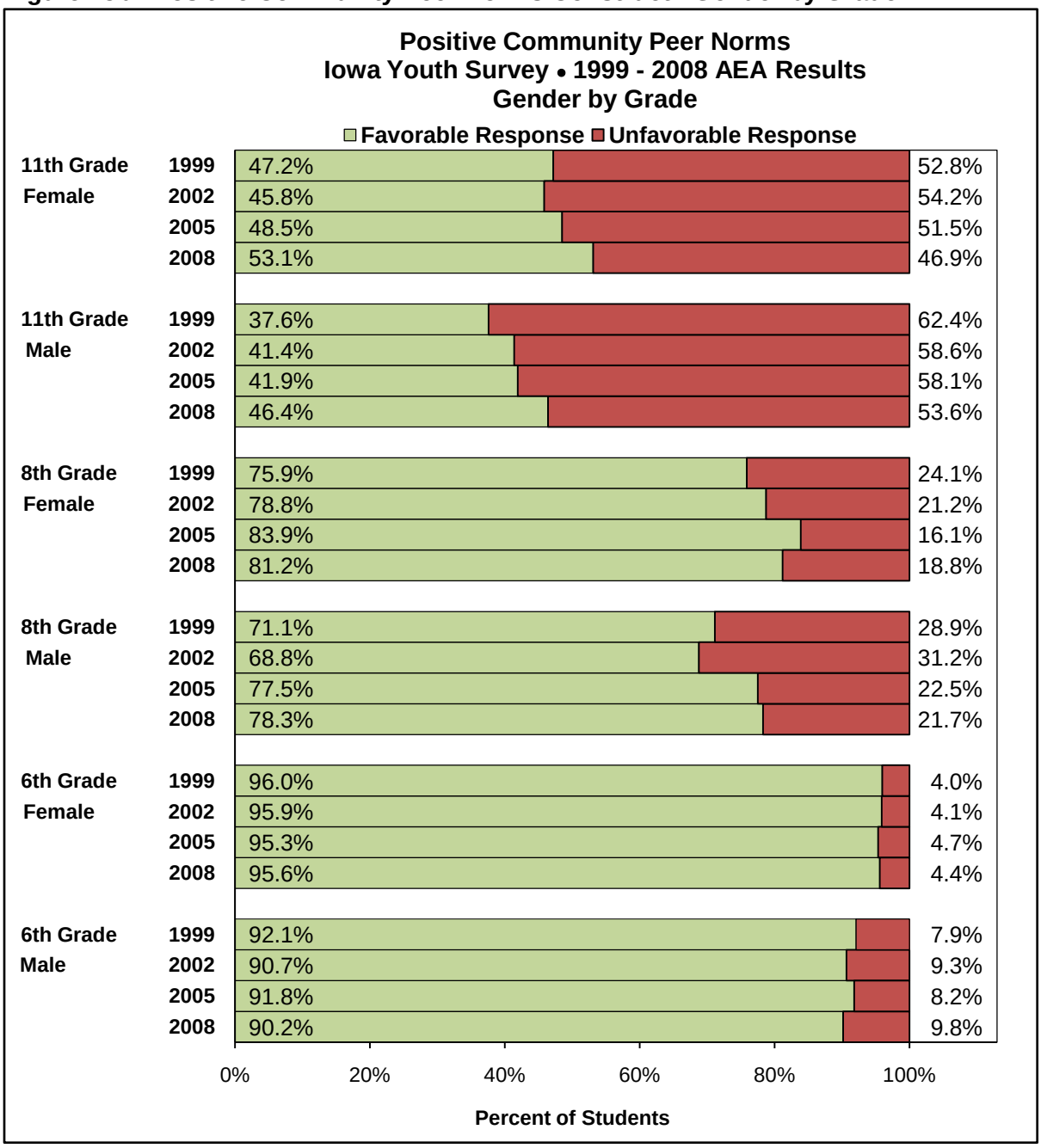
Positive Community Peer Norms

Figure 15a. Positive Community Peer Norms Construct: AEA, Gender, Grade



Six IYS questions are utilized in this construct: Thinking of your best friends, how wrong would most of them feel it would be for you to: drink beer, wine or hard liquor (for example vodka, whiskey, gin); smoke cigarettes; smoke marijuana; start a physical fight with someone; go to a party where kids under 21 were using alcohol; go to a party where kids were using drugs? *Response coding:* "Very wrong," "wrong," "a little wrong," or "don't know" are coded as favorable and "not wrong at all" is coded as unfavorable.

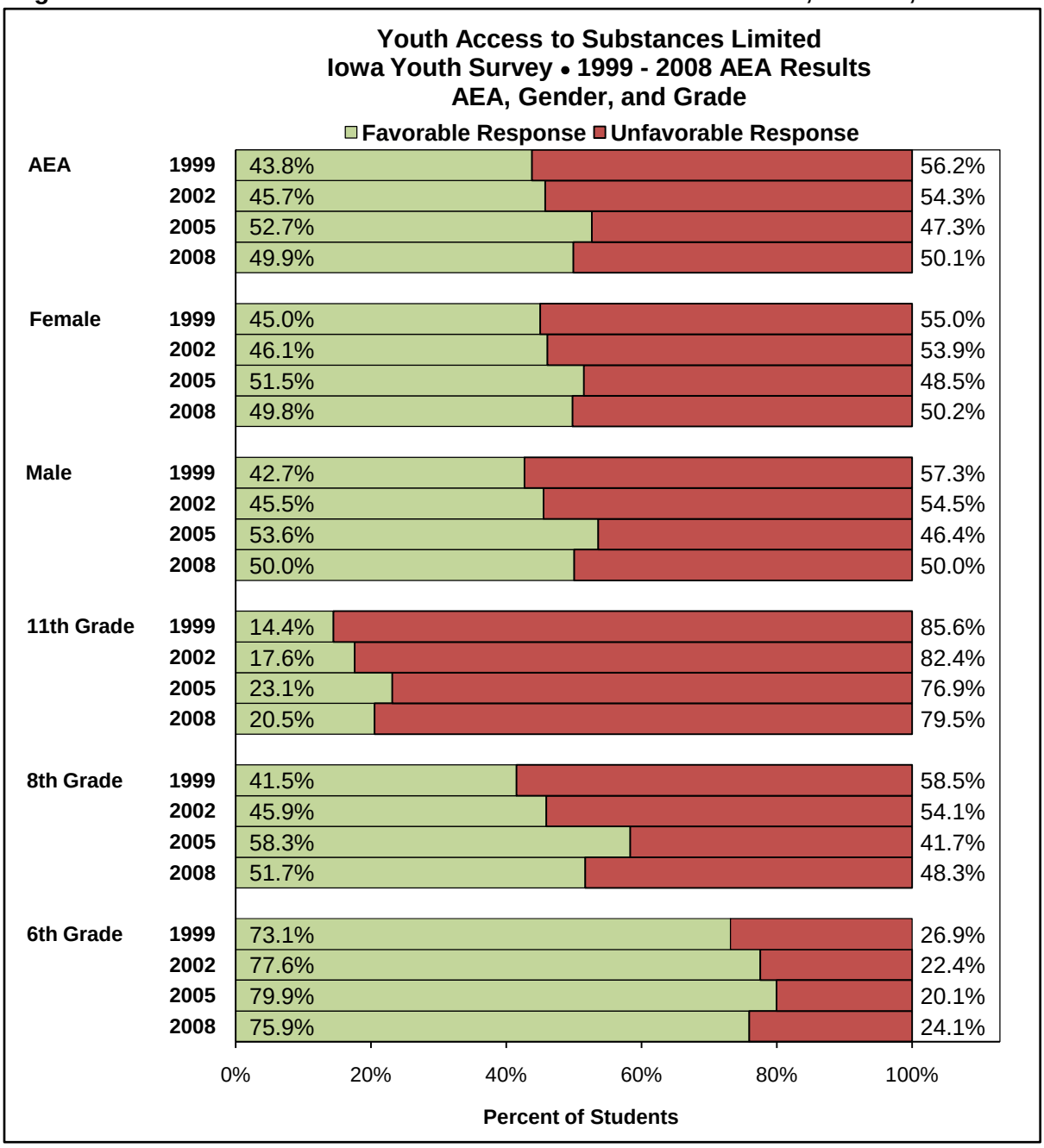
Figure 15b. Positive Community Peer Norms Construct: Gender by Grade



Six IYS questions are utilized in this construct: Thinking of your best friends, how wrong would most of them feel it would be for you to: drink beer, wine or hard liquor (for example vodka, whiskey, gin); smoke cigarettes; smoke marijuana; start a physical fight with someone; go to a party where kids under 21 were using alcohol; go to a party where kids were using drugs? *Response coding:* "Very wrong," "wrong," "a little wrong," or "don't know" are coded as favorable and "not wrong at all" is coded as unfavorable.

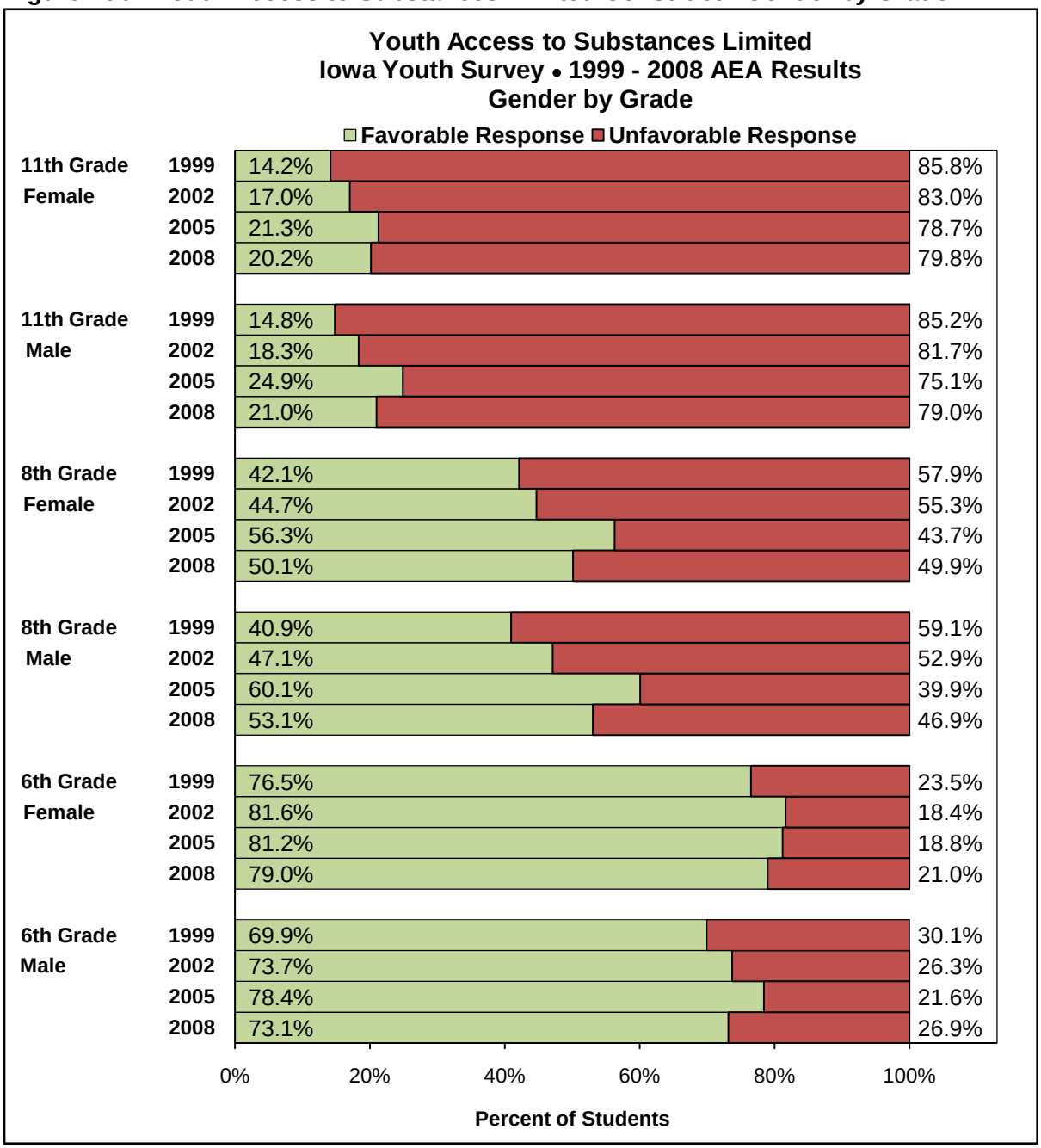
Youth Access to Substances Limited

Figure 16a. Youth Access to Substances Limited Construct: AEA, Gender, Grade



Six IYS questions are utilized in this construct: In your neighborhood or community, how difficult do you think it would be for a kid your age to get each of the following: cigarettes; alcoholic beverages (beer, wine or liquor); marijuana (pot, grass, hash, bud, weed); methamphetamines (crank, ice); amphetamines other than methamphetamines (like stimulants, uppers, speed); any other illegal drug (cocaine, etc.)? *Response coding:* "Very hard," "hard," or "don't know" are coded as favorable and "easy" or "very easy" are coded as unfavorable.

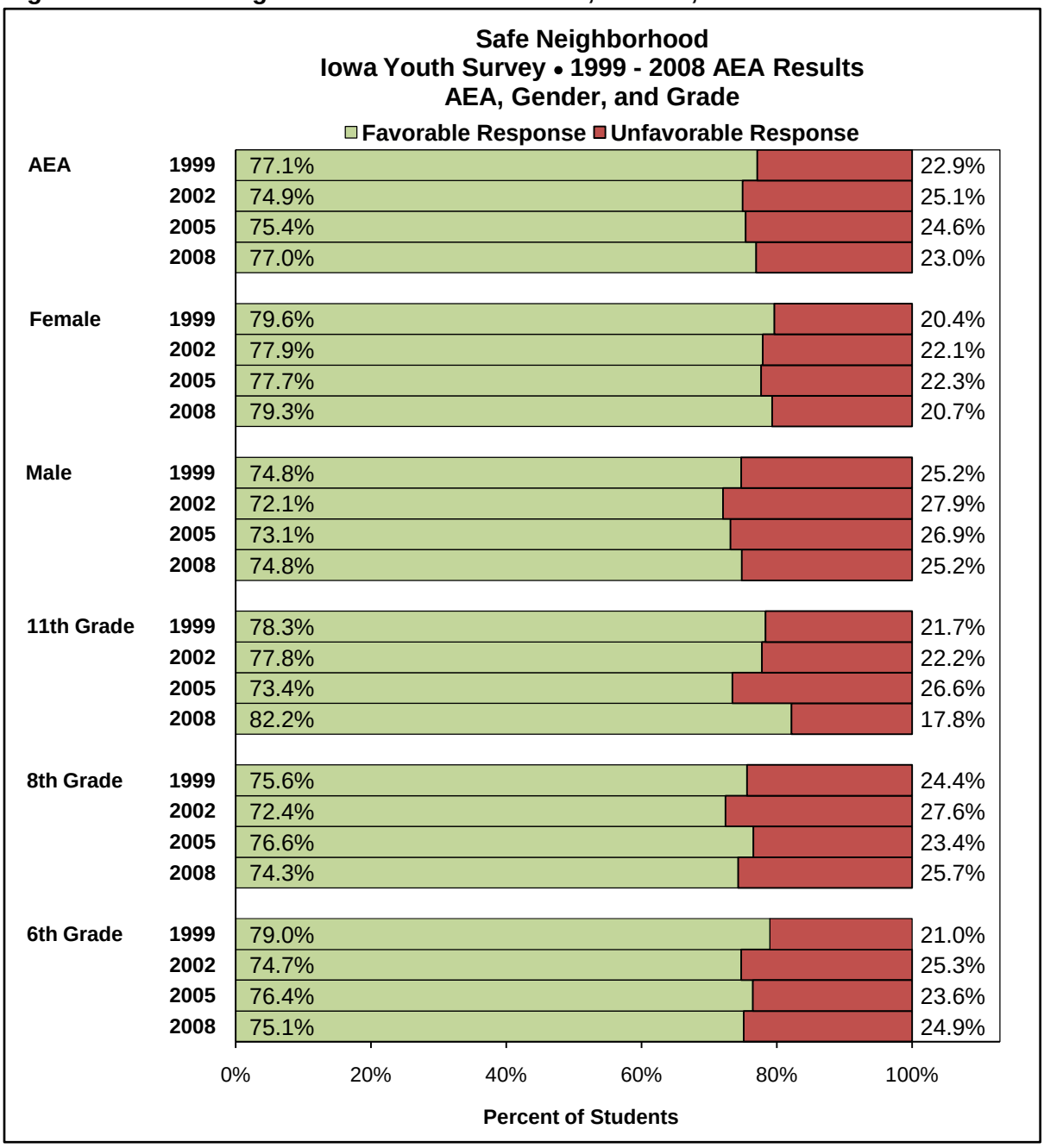
Figure 16b. Youth Access to Substances Limited Construct: Gender by Grade



Six IYS questions are utilized in this construct: In your neighborhood or community, how difficult do you think it would be for a kid your age to get each of the following: cigarettes; alcoholic beverages (beer, wine or liquor); marijuana (pot, grass, hash, bud, weed); methamphetamines (crank, ice); amphetamines other than methamphetamines (like stimulants, uppers, speed); any other illegal drug (cocaine, etc.)? *Response coding:* "Very hard," "hard," or "don't know" are coded as favorable and "easy" or "very easy" are coded as unfavorable.

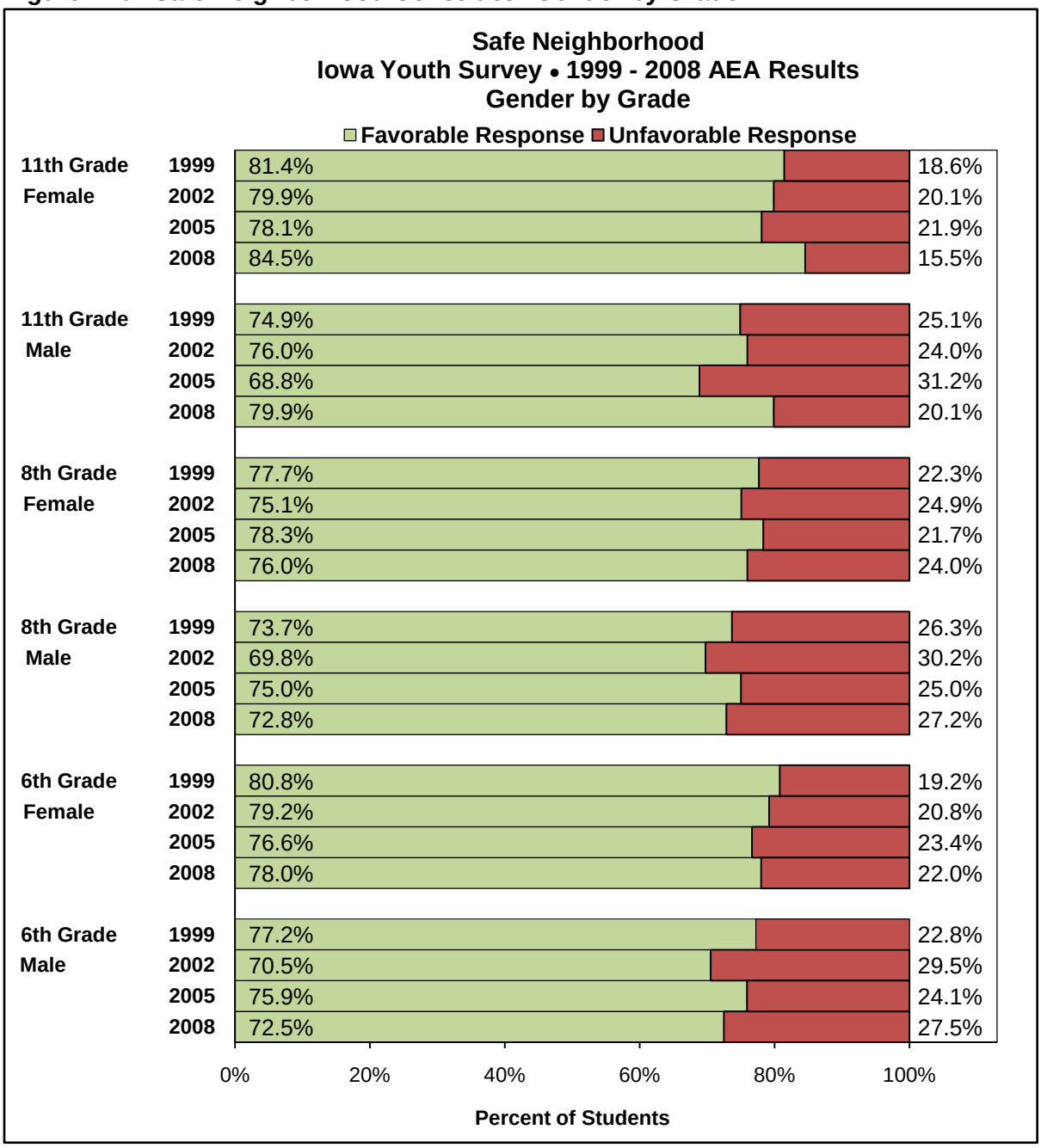
Safe Neighborhood

Figure 17a. Safe Neighborhood Construct: AEA, Gender, Grade



Two IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: my neighborhood is a safe place to live; in my neighborhood there are lots of fights, crime, or illegal drugs? *Response coding:* First question - “strongly agree” or “agree” are coded as favorable and “strongly disagree” or “disagree” are coded as unfavorable. Second question - “strongly disagree” or “disagree” are coded as favorable and “strongly agree” or “agree” are coded as unfavorable.

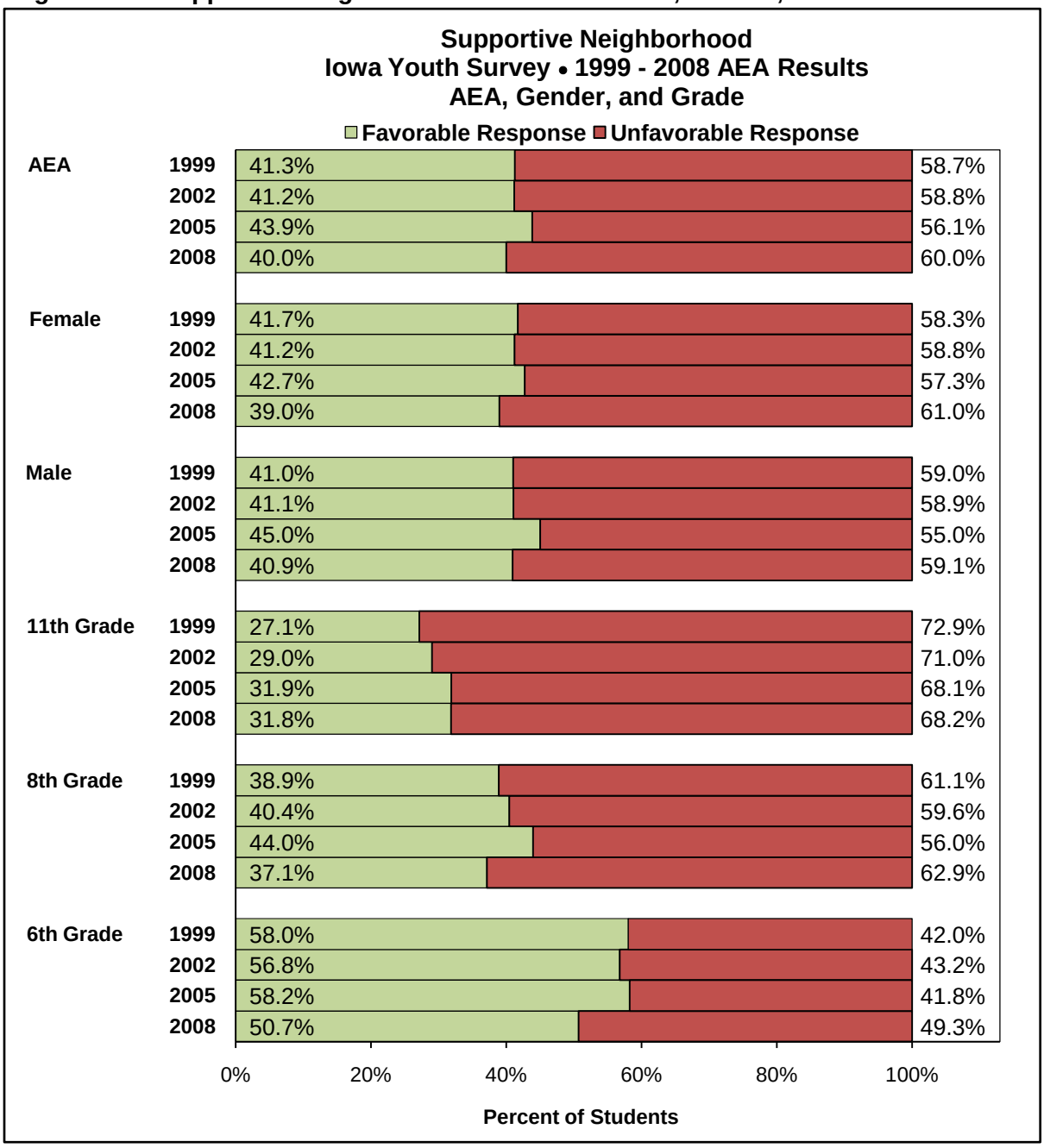
Figure 17b. Safe Neighborhood Construct: Gender by Grade



Two IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: my neighborhood is a safe place to live; in my neighborhood there are lots of fights, crime, or illegal drugs? *Response coding:* First question - “strongly agree” or “agree” are coded as favorable and “strongly disagree” or “disagree” are coded as unfavorable. Second question - “strongly disagree” or “disagree” are coded as favorable and “strongly agree” or “agree” are coded as unfavorable.

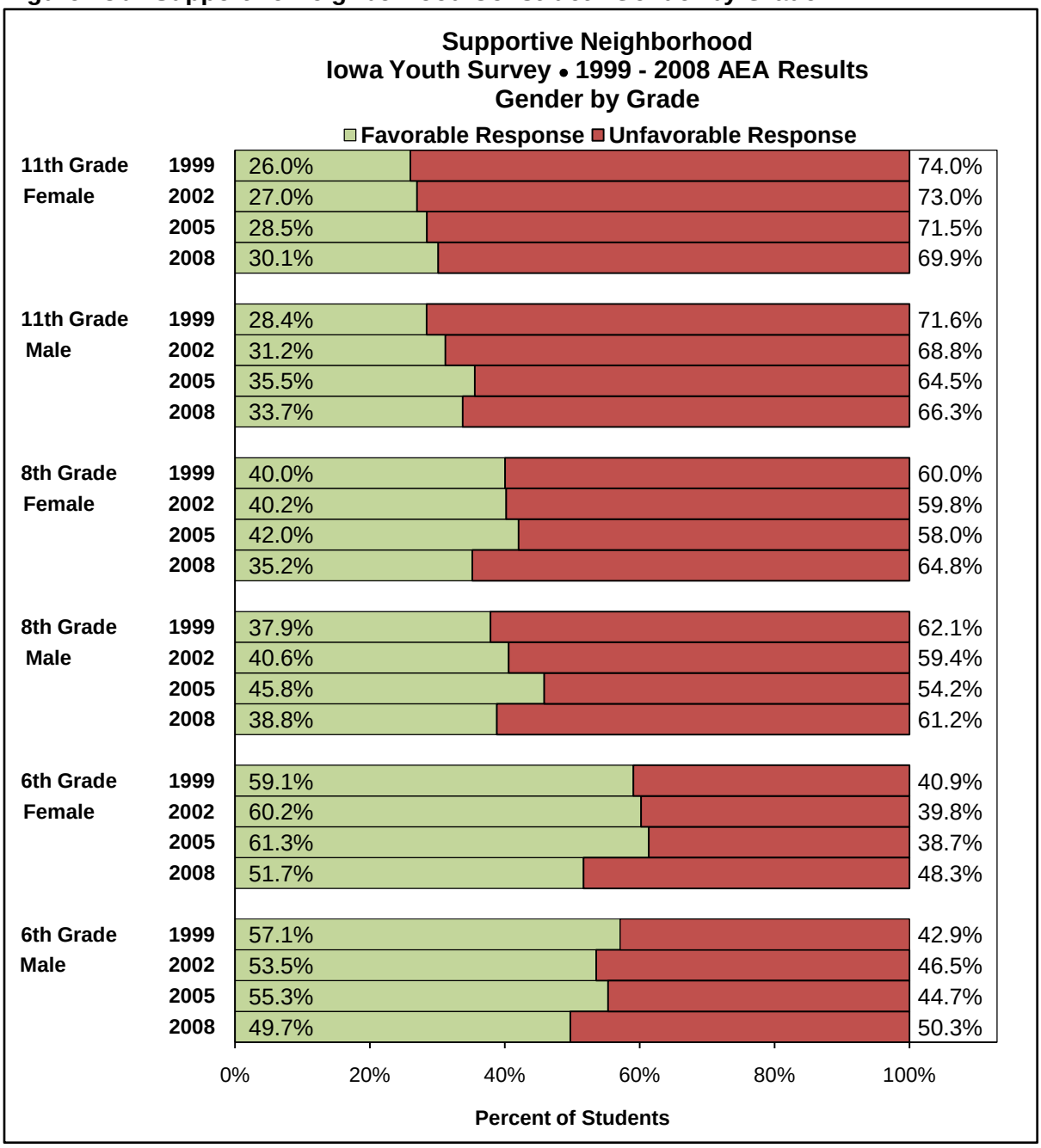
Supportive Neighborhood

Figure 18a. Supportive Neighborhood Construct: AEA, Gender, Grade



Six IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: if someone in my neighborhood or community saw me do something wrong, they would tell one of my parents (or adults who live with me); adults in my community care about people my age; my neighbors get along well with each other; adults in my neighborhood or community let me know they are proud of me when I do something well; adults in my neighborhood or community help me when I need help; adults in my neighborhood or community spend time talking with me? *Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

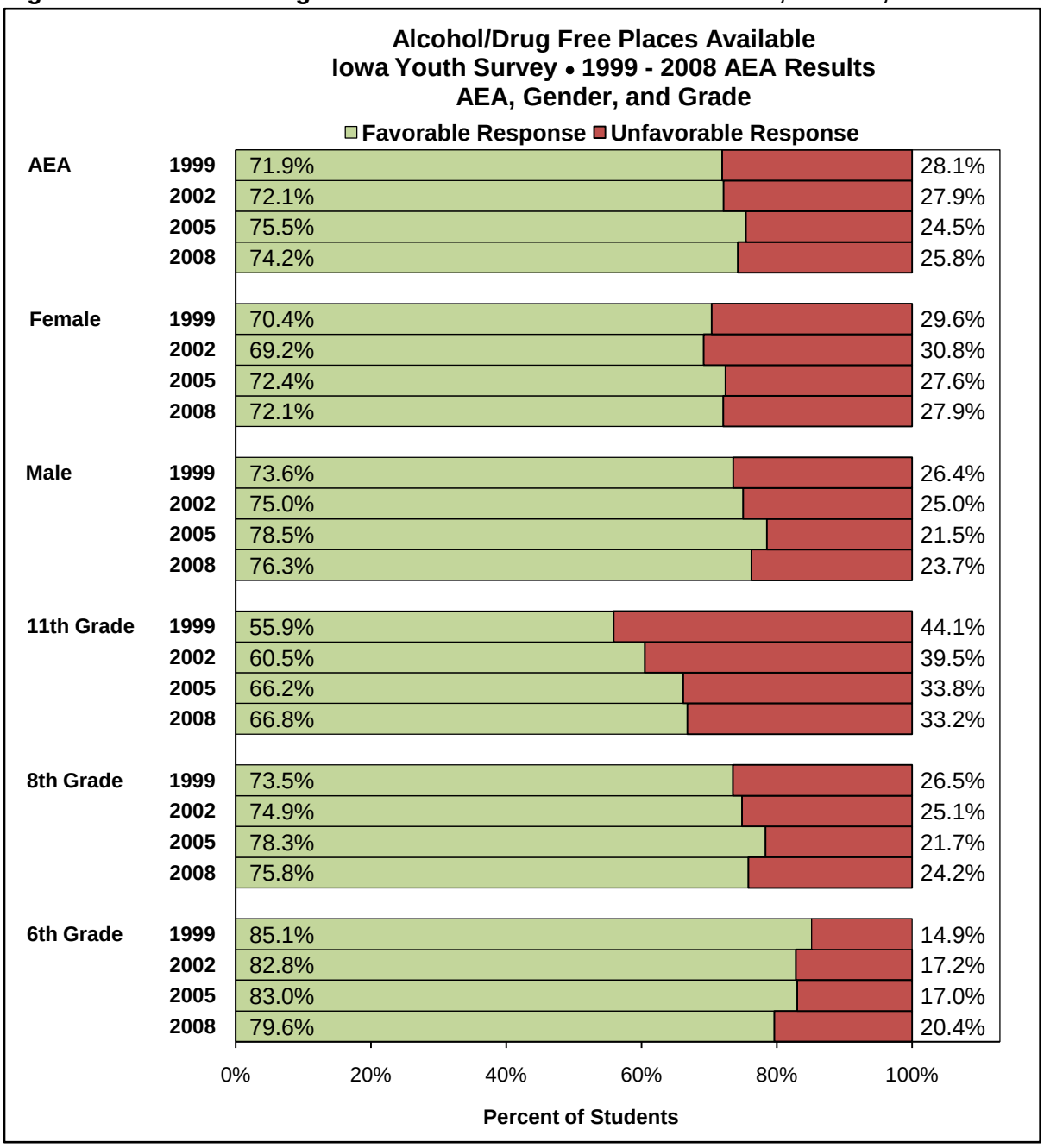
Figure 18b. Supportive Neighborhood Construct: Gender by Grade



Six IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: if someone in my neighborhood or community saw me do something wrong, they would tell one of my parents (or adults who live with me); adults in my community care about people my age; my neighbors get along well with each other; adults in my neighborhood or community let me know they are proud of me when I do something well; adults in my neighborhood or community help me when I need help; adults in my neighborhood or community spend time talking with me? *Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

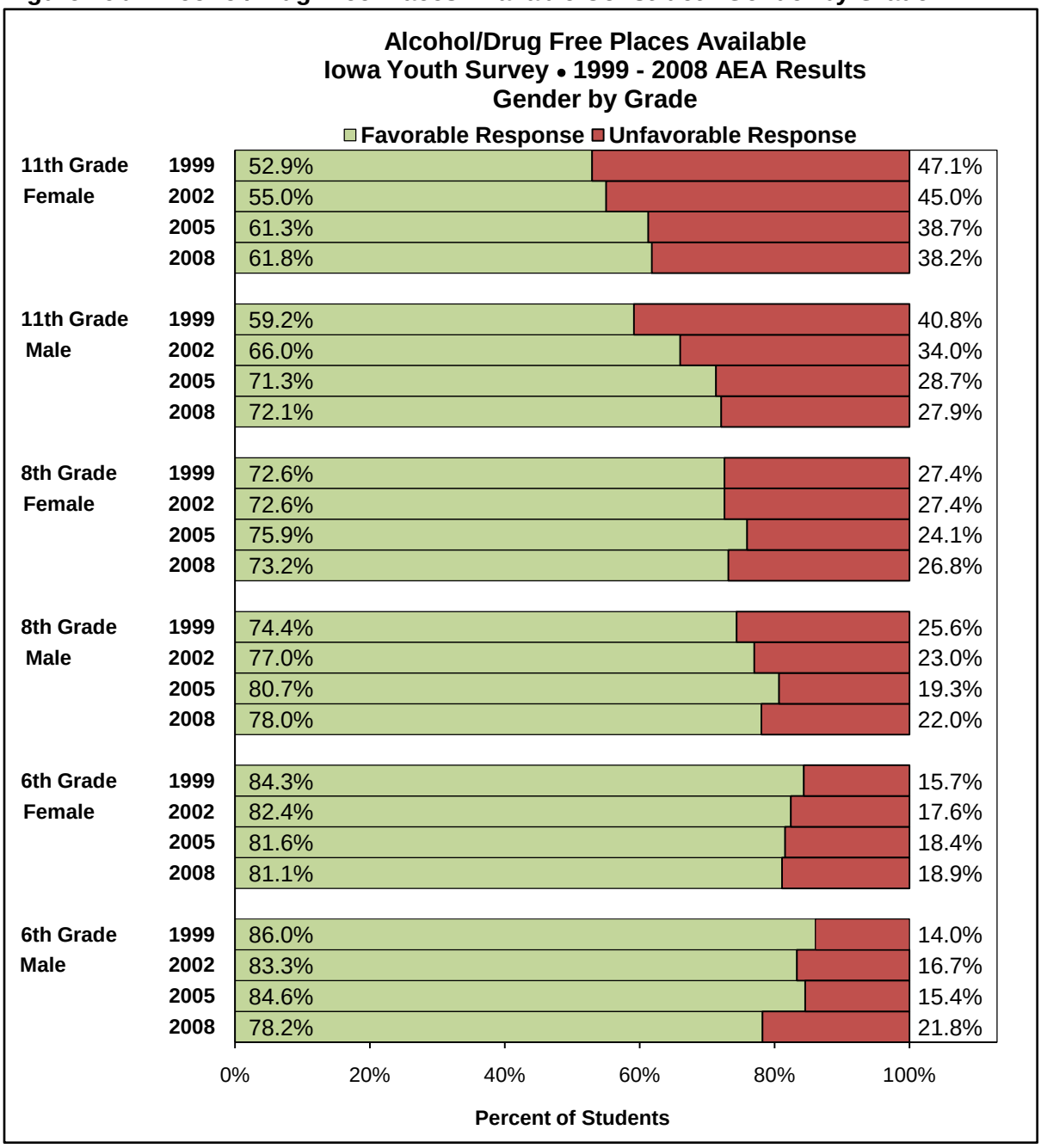
Alcohol/Drug Free Places Available

Figure 19a. Alcohol/Drug Free Places Available Construct: AEA, Gender, Grade



One IYS question is utilized in this question: How much do you agree or disagree that the following statement is true: there are enough places for kids my age to go that are alcohol and drug free? *Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

Figure 19b. Alcohol/Drug Free Places Available Construct: Gender by Grade



One IYS question is utilized in this question: How much do you agree or disagree that the following statement is true: there are enough places for kids my age to go that are alcohol and drug free? *Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

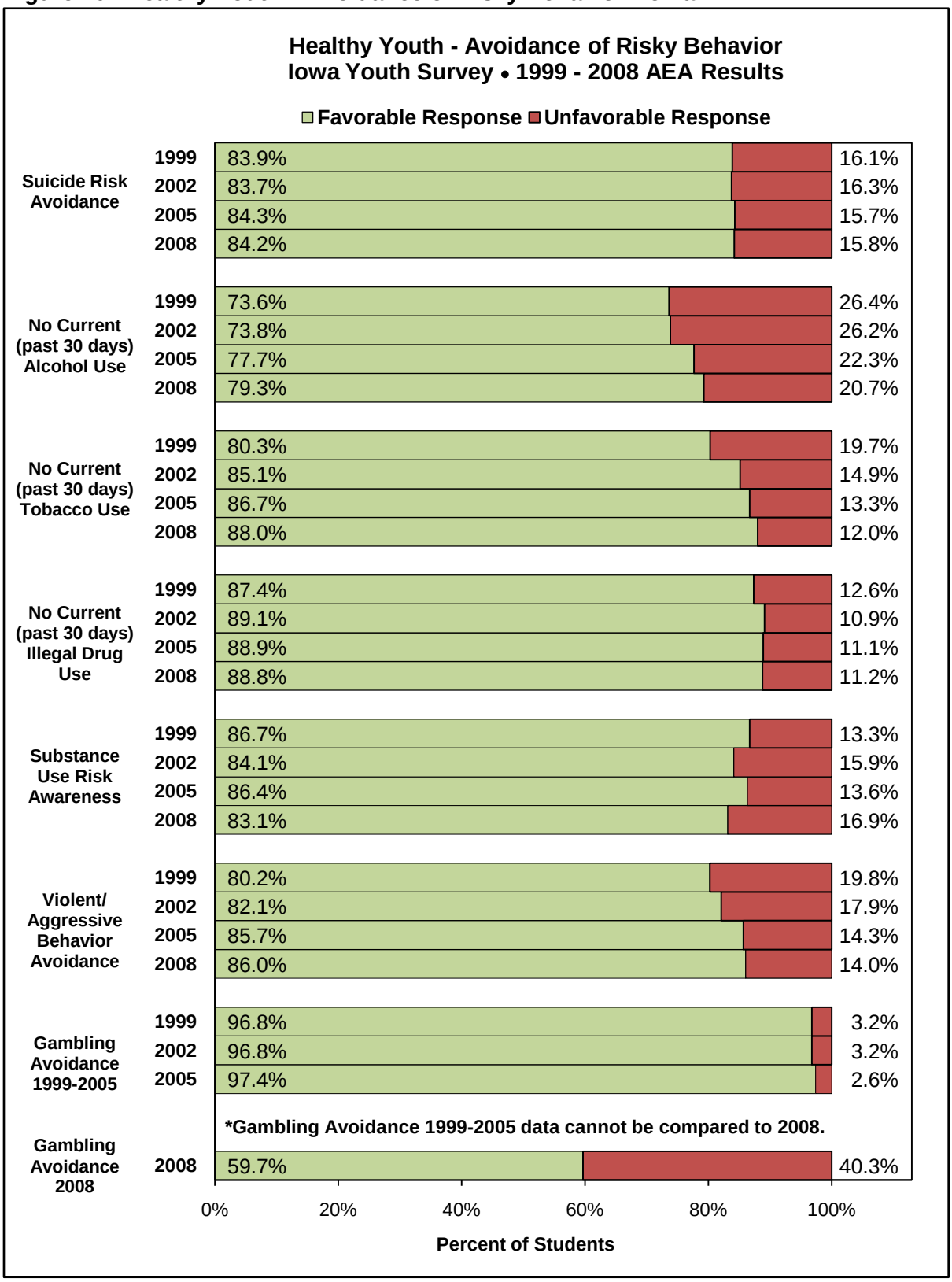
Domain IV: Healthy Youth – Avoidance of Risky Behavior
The seven constructs within the Healthy Youth – Avoidance of Risky Behavior Domain (Figure 20 displayed on the following page) are:

- Suicide Risk Avoidance
- No Current (past 30 days) Alcohol Use
- No Current (past 30 days) Tobacco Use
- No Current (past 30 days) Illegal Drug Use
- Substance Use Risk Awareness
- Violent/Aggressive Behavior Avoidance
- Gambling Avoidance

In 2005, a question about prescription drug use was added to the No Current (past 30 days) Illegal Drug Use construct in an effort to identify a potential increase in illegal use of prescription medications by youth. Therefore, interpretation of trends in this construct should take this change into consideration.

In 2008, the questions utilized in the Gambling Avoidance construct changed considerably to obtain additional, more detailed information. In 1999 through 2005, three questions regarding gambling were included in the survey. In 2008, the questions were revised and the total increased to ten questions. Data from 1999 through 2005 for this construct cannot be compared with 2008 data and therefore is separated in Figure 20.

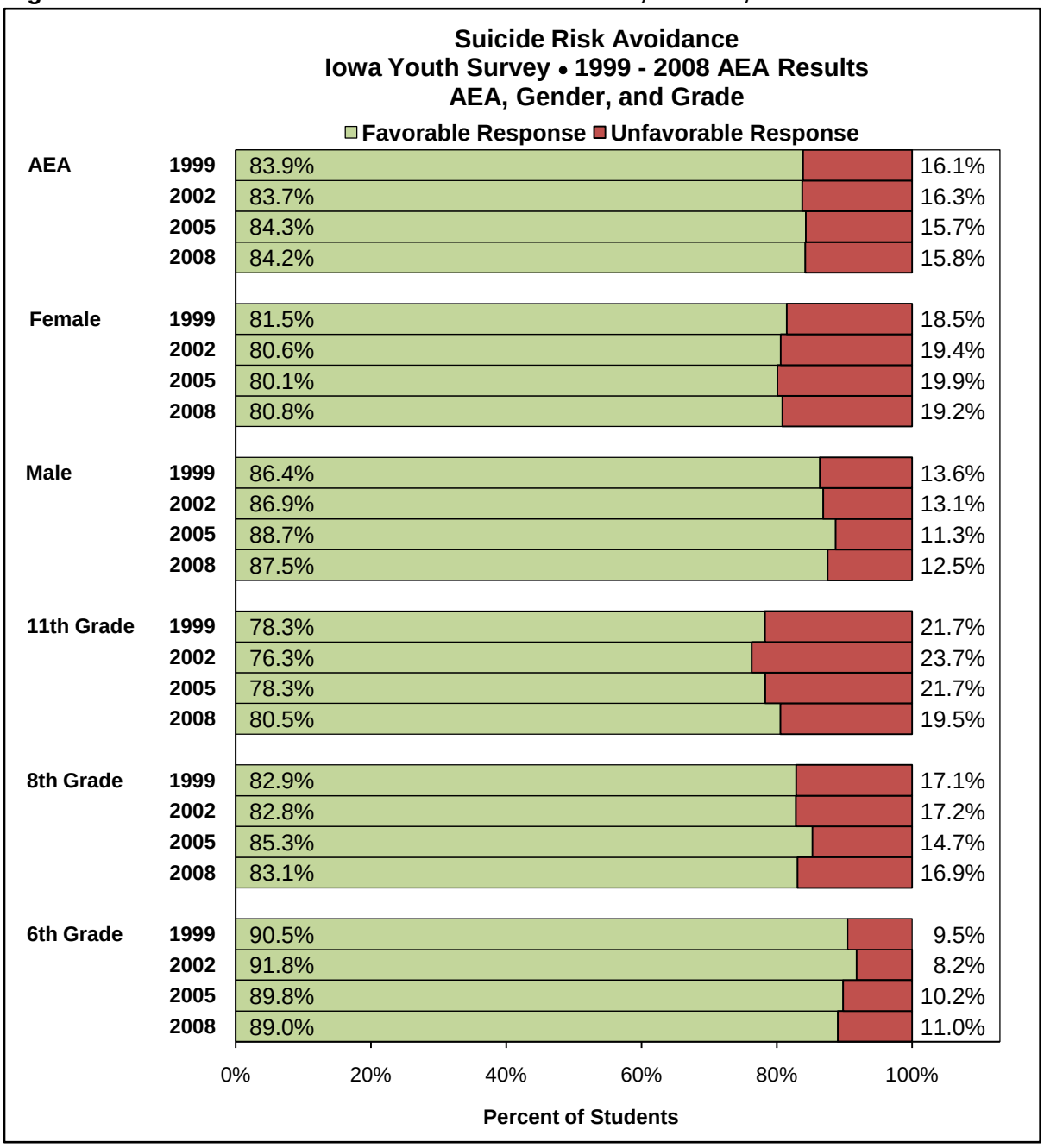
Figure 20. Healthy Youth – Avoidance of Risky Behavior Domain



*Refer to page 59 for more information.

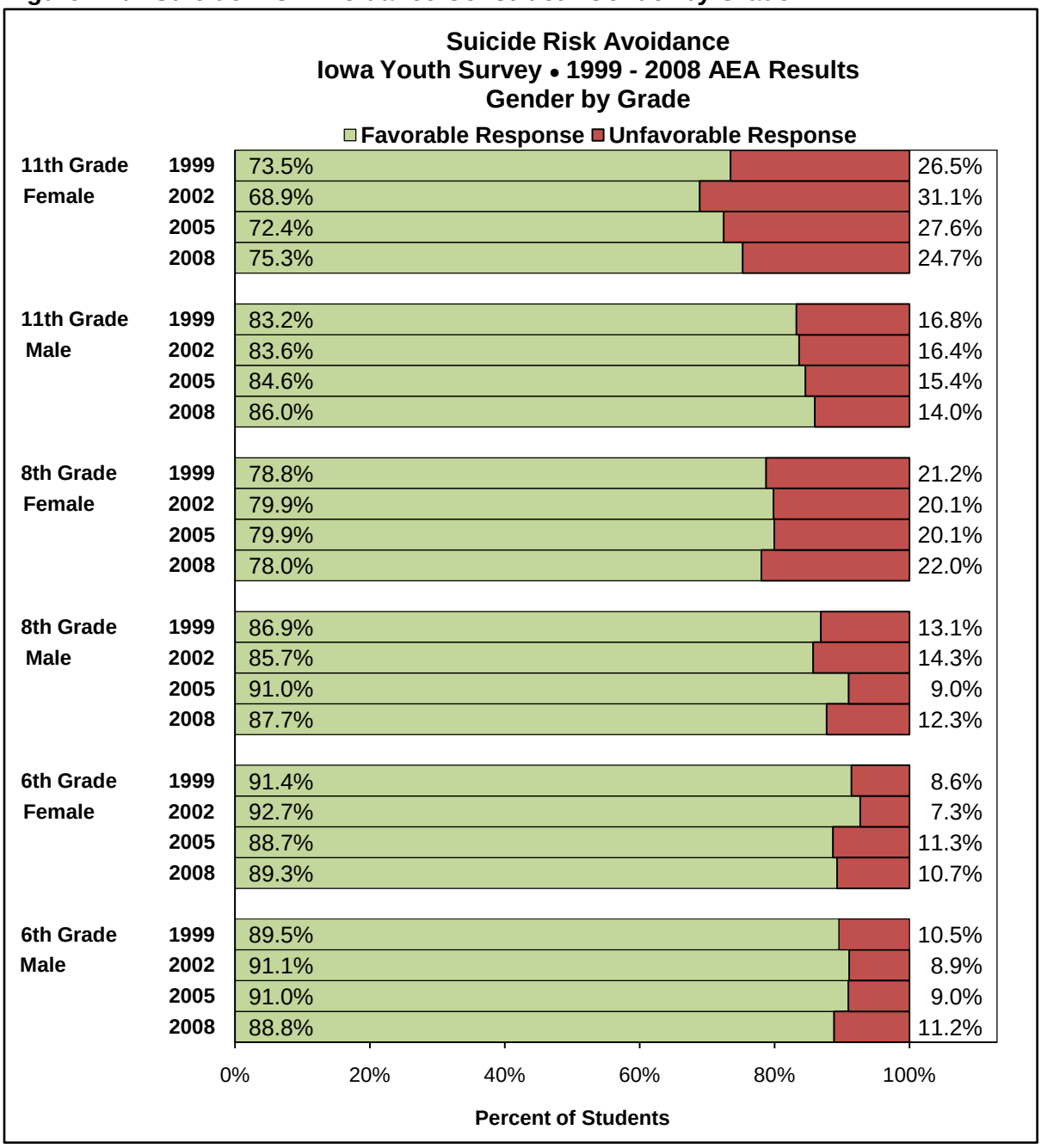
Suicide Risk Avoidance

Figure 21a. Suicide Risk Avoidance Construct: AEA, Gender, Grade



Two IYS questions are utilized in this construct: In the last 12 months, did you make a plan about how you would attempt suicide? Have you ever tried to kill yourself? *Response coding:* "No" is coded as favorable and "yes" is coded as unfavorable.

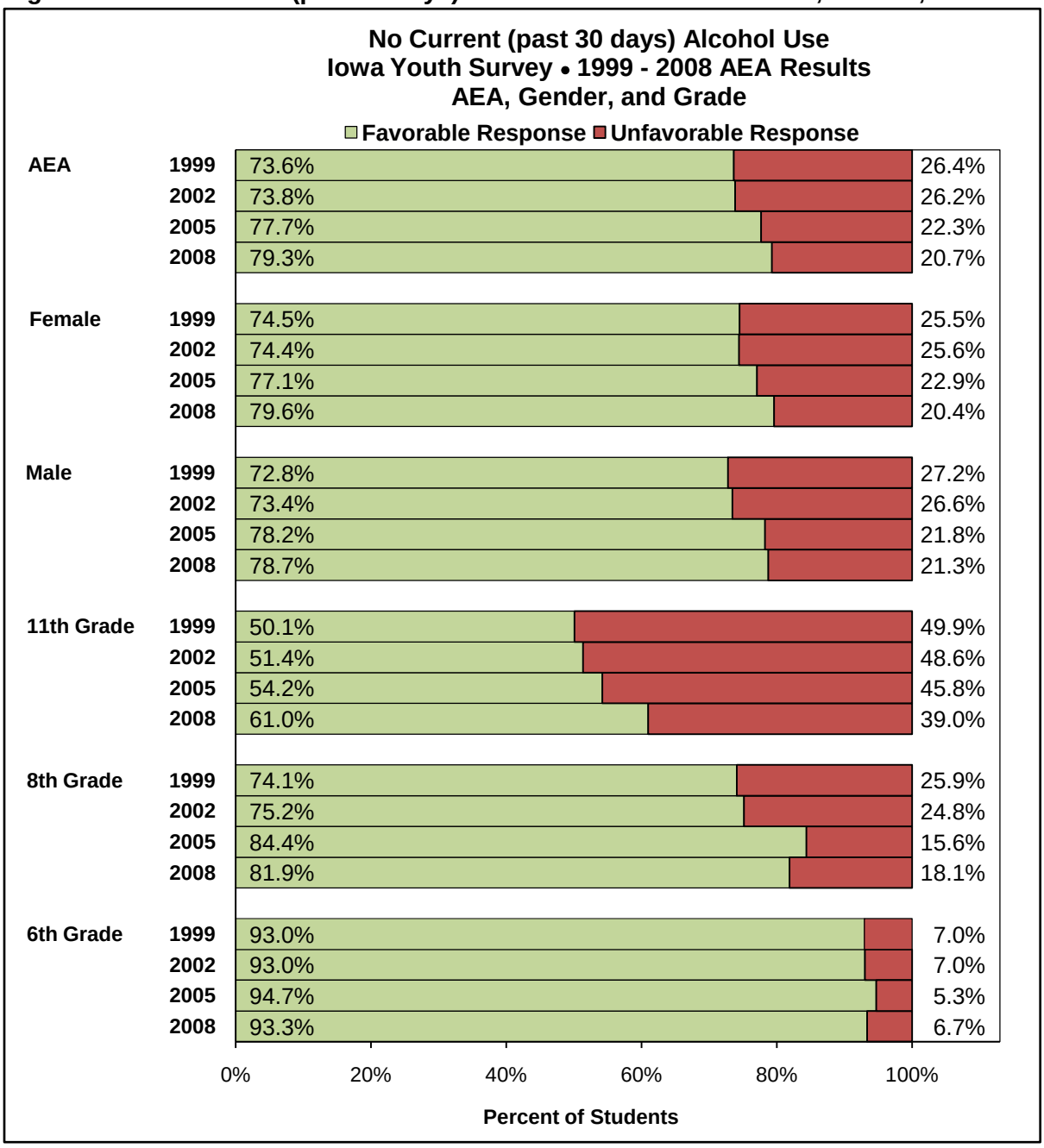
Figure 21b. Suicide Risk Avoidance Construct: Gender by Grade



Two IYS questions are utilized in this construct: In the last 12 months, did you make a plan about how you would attempt suicide? Have you ever tried to kill yourself? *Response coding:* "No" is coded as favorable and "yes" is coded as unfavorable.

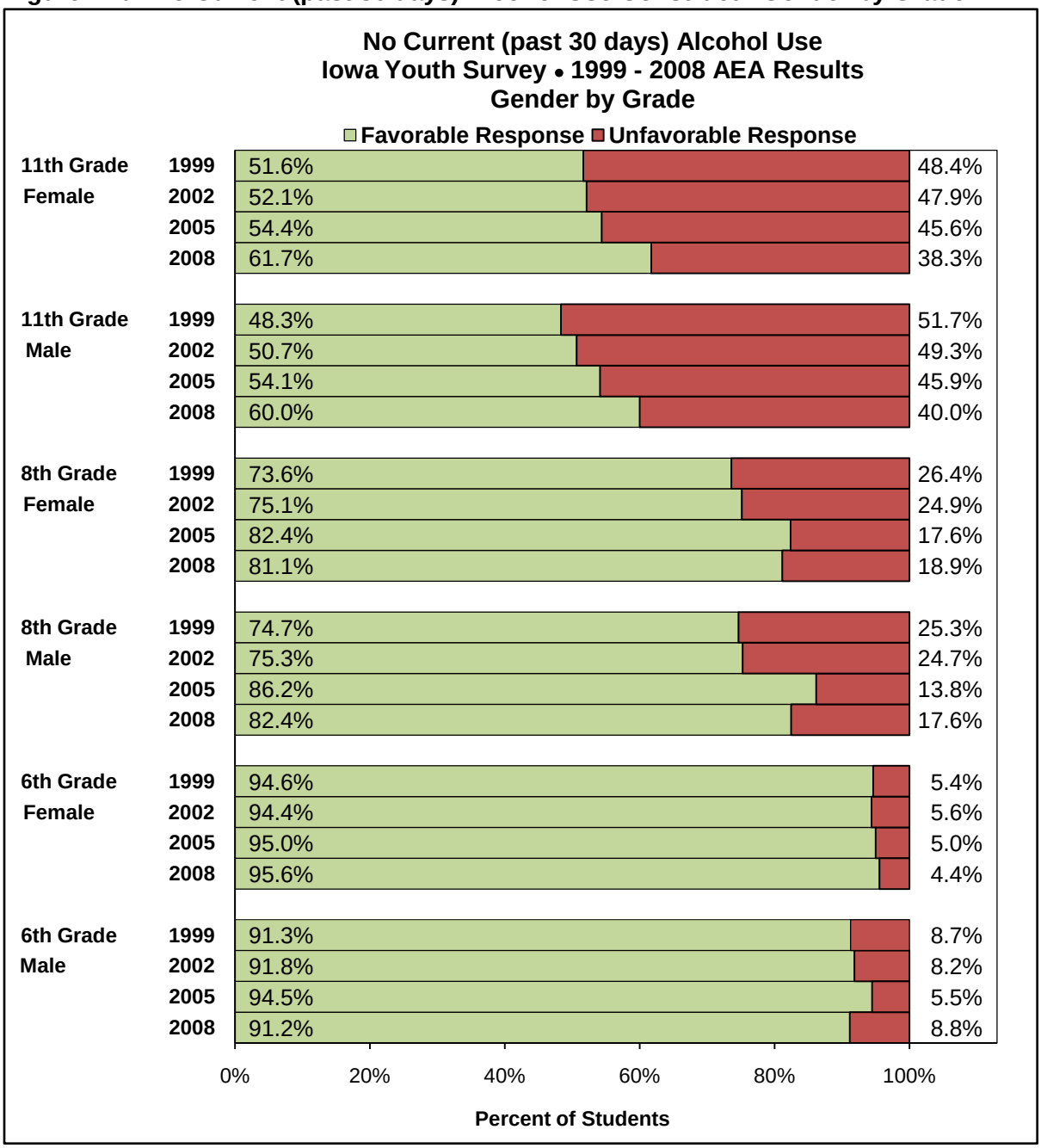
No Current (past 30 days) Alcohol Use

Figure 22a. No Current (past 30 days) Alcohol Use Construct: AEA, Gender, Grade



Two IYS questions are utilized in this construct: During the last 30 days, on how many days did you have 5 or more drinks of alcohol (glasses, bottles or cans of beer; glasses of wine, liquor, mixed drinks) in a row, that is within a couple of hours? In the past 30 days, on how many days have you had at least one drink of alcohol (glass, bottle or can of beer; glass of wine, liquor or mixed drink)? *Response coding:* "0 days" is coded as favorable; if there is missing data for any response and all other responses are favorable, the record is coded as favorable; if all responses are missing, the record is coded as favorable. Any response indicating 1 or more days of use is coded as unfavorable.

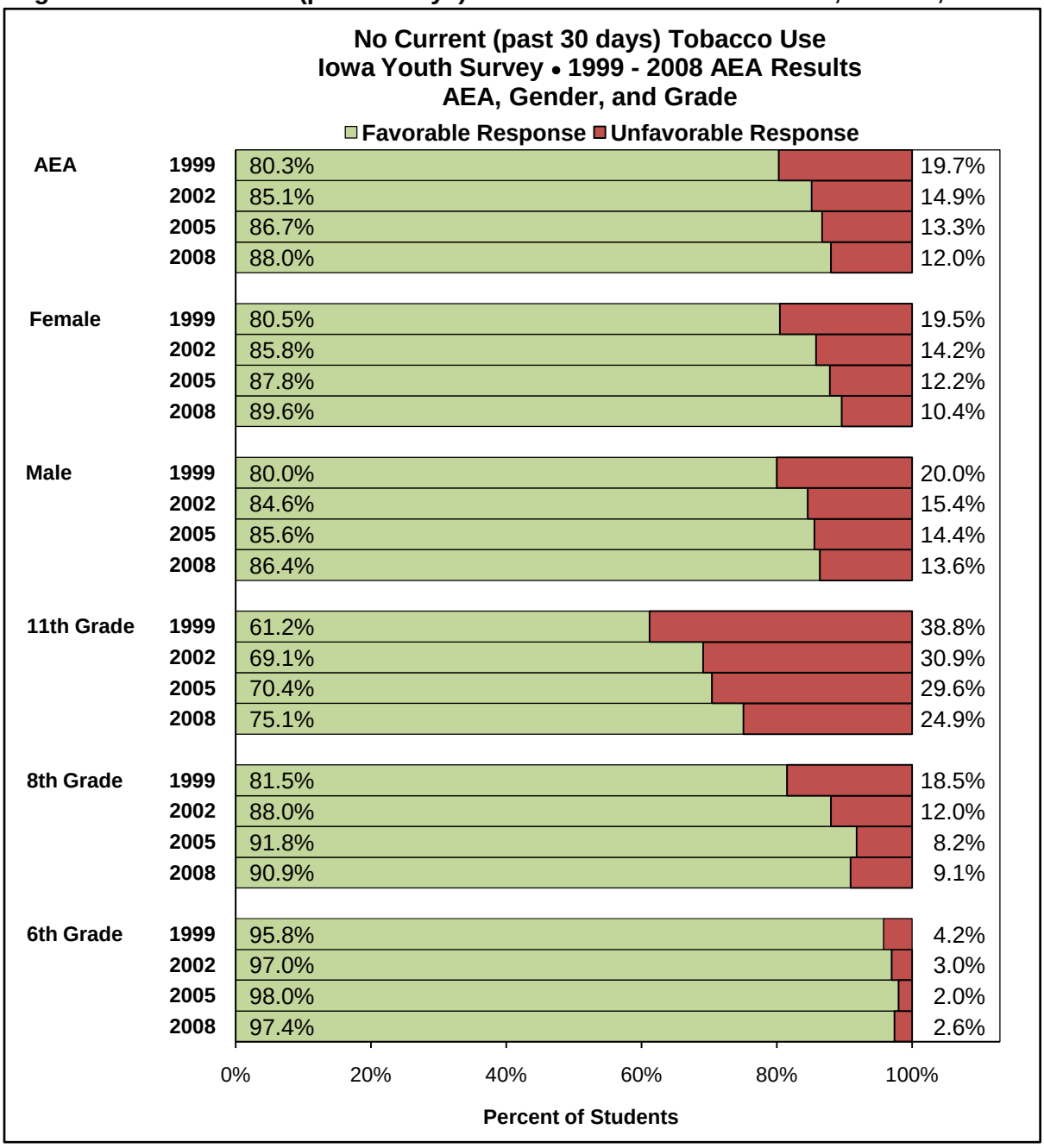
Figure 22b. No Current (past 30 days) Alcohol Use Construct: Gender by Grade



Two IYS questions are utilized in this construct: During the last 30 days, on how many days did you have 5 or more drinks of alcohol (glasses, bottles or cans of beer; glasses of wine, liquor, mixed drinks) in a row, that is within a couple of hours? In the past 30 days, on how many days have you had at least one drink of alcohol (glass, bottle or can of beer; glass of wine, liquor or mixed drink)? *Response coding:* "0 days" is coded as favorable; if there is missing data for any response and all other responses are favorable, the record is coded as favorable; if all responses are missing, the record is coded as favorable. Any response indicating 1 or more days of use is coded as unfavorable.

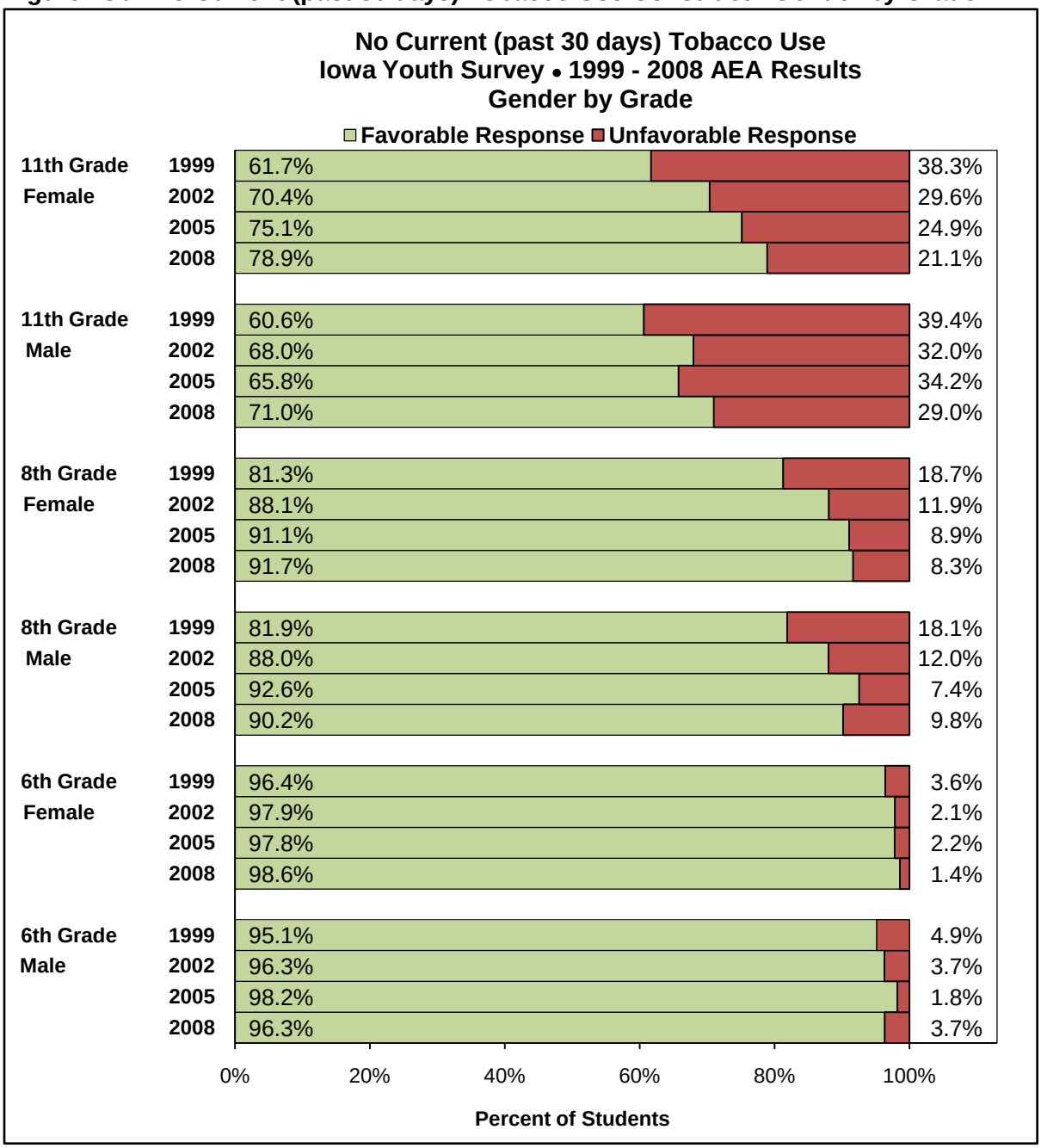
No Current (past 30 days) Tobacco Use

Figure 23a. No Current (past 30 days) Tobacco Use Construct: AEA, Gender, Grade



Four IYS questions utilized in this construct: During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day? In the past 30 days, on how many days have you: smoked cigarettes; smoked cigars? If you have ever used any of the substances below, on how many of the last 30 days have you: used smokeless tobacco (chewing tobacco, snuff, plug, dipping tobacco)? *Response coding:* Any response indicating no use in the past 30 days is coded as favorable; if there is missing data for any response and all other responses are favorable, the record is coded as favorable; if all responses are missing, the record is coded as favorable. Any response indicating use is coded as unfavorable.

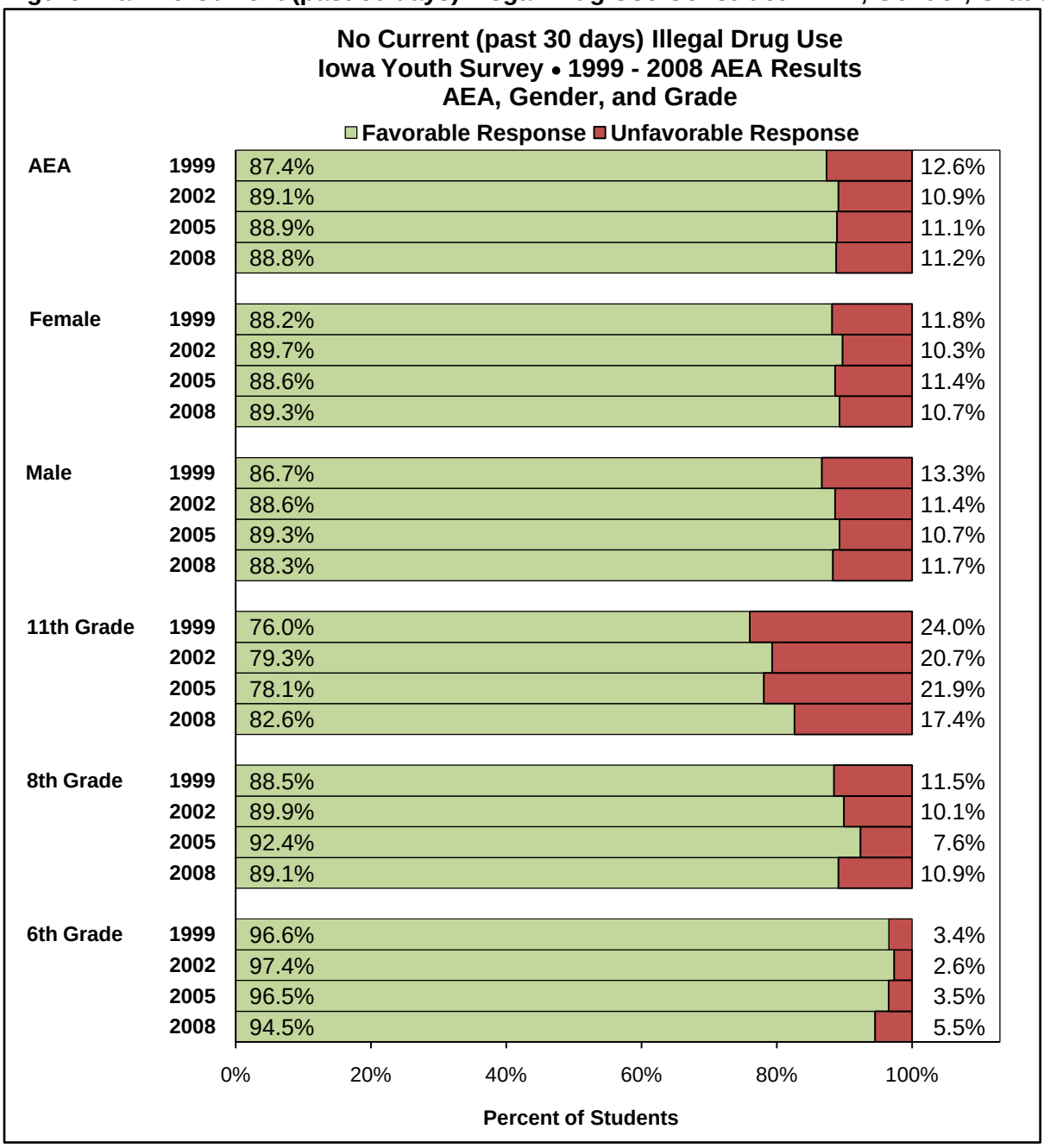
Figure 23b. No Current (past 30 days) Tobacco Use Construct: Gender by Grade



Four IYS questions utilized in this construct: During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day? In the past 30 days, on how many days have you: smoked cigarettes; smoked cigars? If you have ever used any of the substances below, on how many of the last 30 days have you: used smokeless tobacco (chewing tobacco, snuff, plug, dipping tobacco)? *Response coding:* Any response indicating no use in the past 30 days is coded as favorable; if there is missing data for any response and all other responses are favorable, the record is coded as favorable; if all responses are missing, the record is coded as favorable. Any response indicating use is coded as unfavorable.

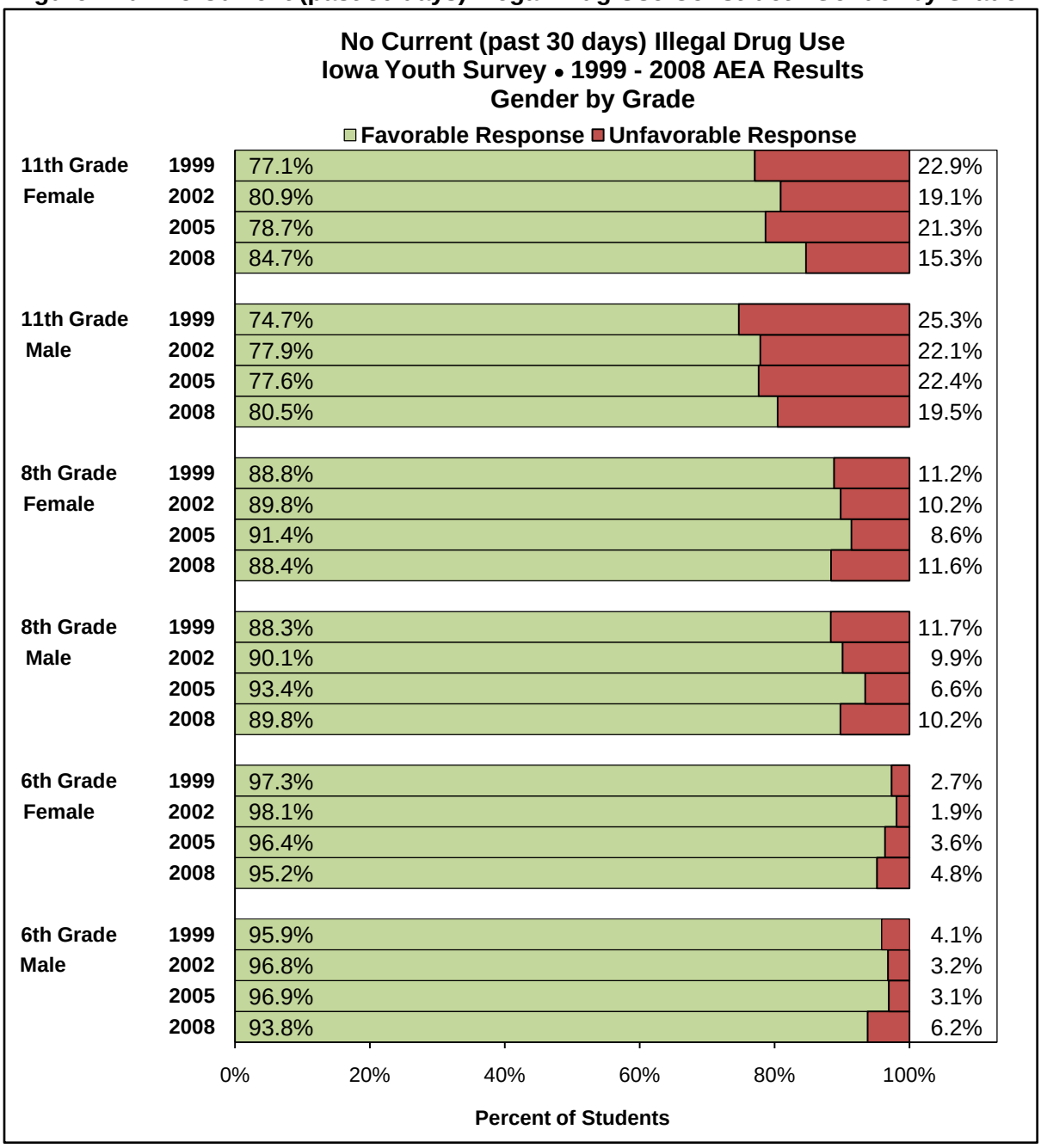
No Current (past 30 days) Illegal Drug Use

Figure 24a. No Current (past 30 days) Illegal Drug Use Construct: AEA, Gender, Grade



Eight IYS questions are utilized in this construct: In the past 30 days, on how many days have you: used marijuana (pot, grass, hash, bud, weed); sniffed glue, breathed the contents of gases or sprays in order to get high; used methamphetamines (crank, ice); used cocaine (coke, rock, crack); used amphetamines other than methamphetamines (like stimulants, uppers, speed); used prescription medications that were not prescribed for you by your doctor? If you have ever used any of the substances below, on how many of the last 30 days have you: taken steroid pills or shots without a doctor's prescription; taken any other illegal drug (like barbiturates, heroin, hallucinogens) without a doctor's prescription? (In 2005, a question regarding use of prescription medications was added to this construct.) *Response coding:* Any response indicating no use in the past 30 days is coded as favorable; if there is missing data for any response and all other responses are favorable, the record is coded as favorable; if all questions responses are missing, the record is also coded as favorable. Any response indicating use is coded as unfavorable.

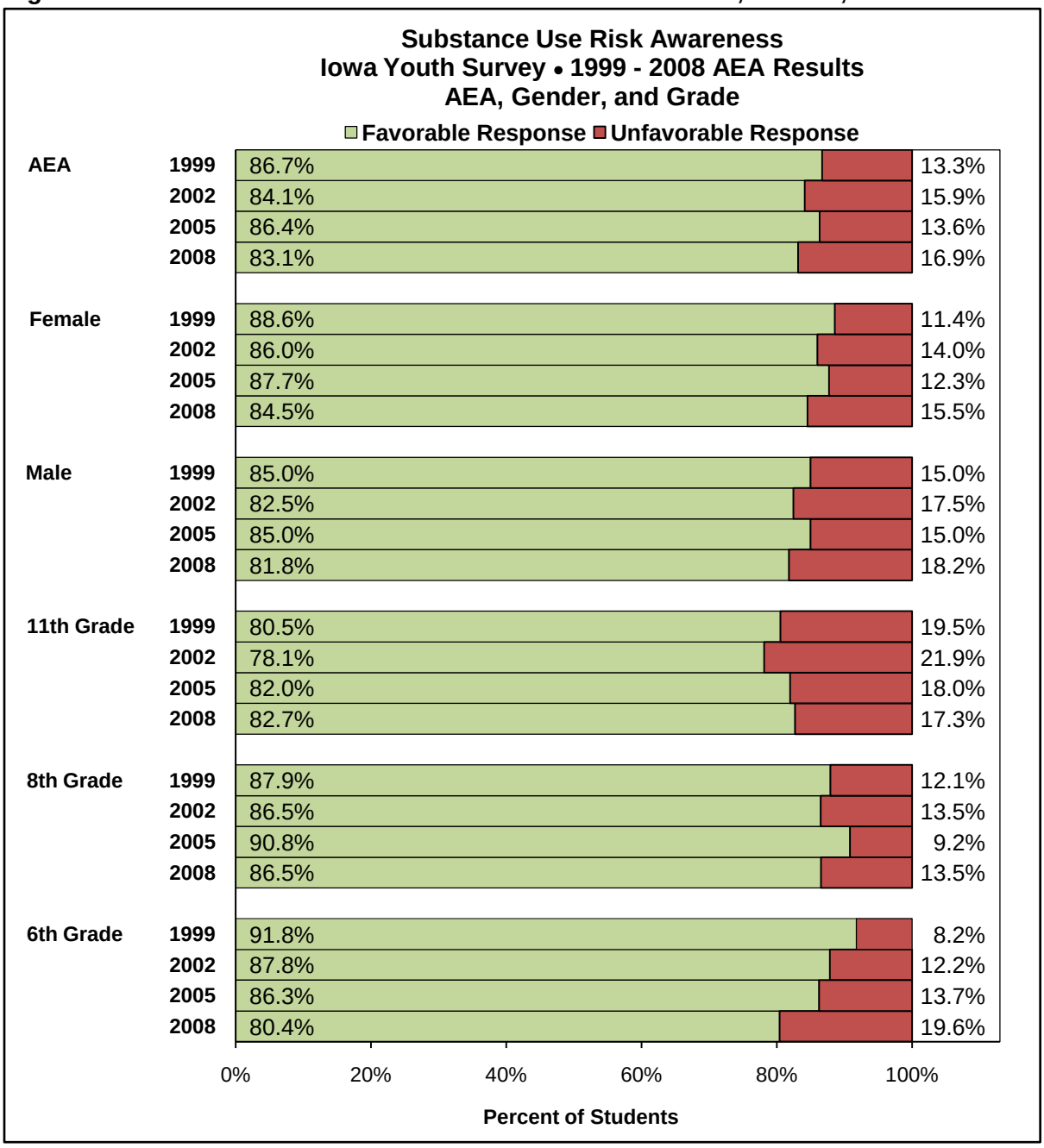
Figure 24b. No Current (past 30 days) Illegal Drug Use Construct: Gender by Grade



Eight IYS questions are utilized in this construct: In the past 30 days, on how many days have you: used marijuana (pot, grass, hash, bud, weed); sniffed glue, breathed the contents of gases or sprays in order to get high; used methamphetamines (crank, ice); used cocaine (coke, rock, crack); used amphetamines other than methamphetamines (like stimulants, uppers, speed); used prescription medications that were not prescribed for you by your doctor? If you have ever used any of the substances below, on how many of the last 30 days have you: taken steroid pills or shots without a doctor's prescription; taken any other illegal drug (like barbiturates, heroin, hallucinogens) without a doctor's prescription? (In 2005, a question regarding use of prescription medications was added to this construct.) *Response coding:* Any response indicating no use in the past 30 days is coded as favorable; if there is missing data for any response and all other responses are favorable, the record is coded as favorable; if all questions responses are missing, the record is also coded as favorable. Any response indicating use is coded as unfavorable.

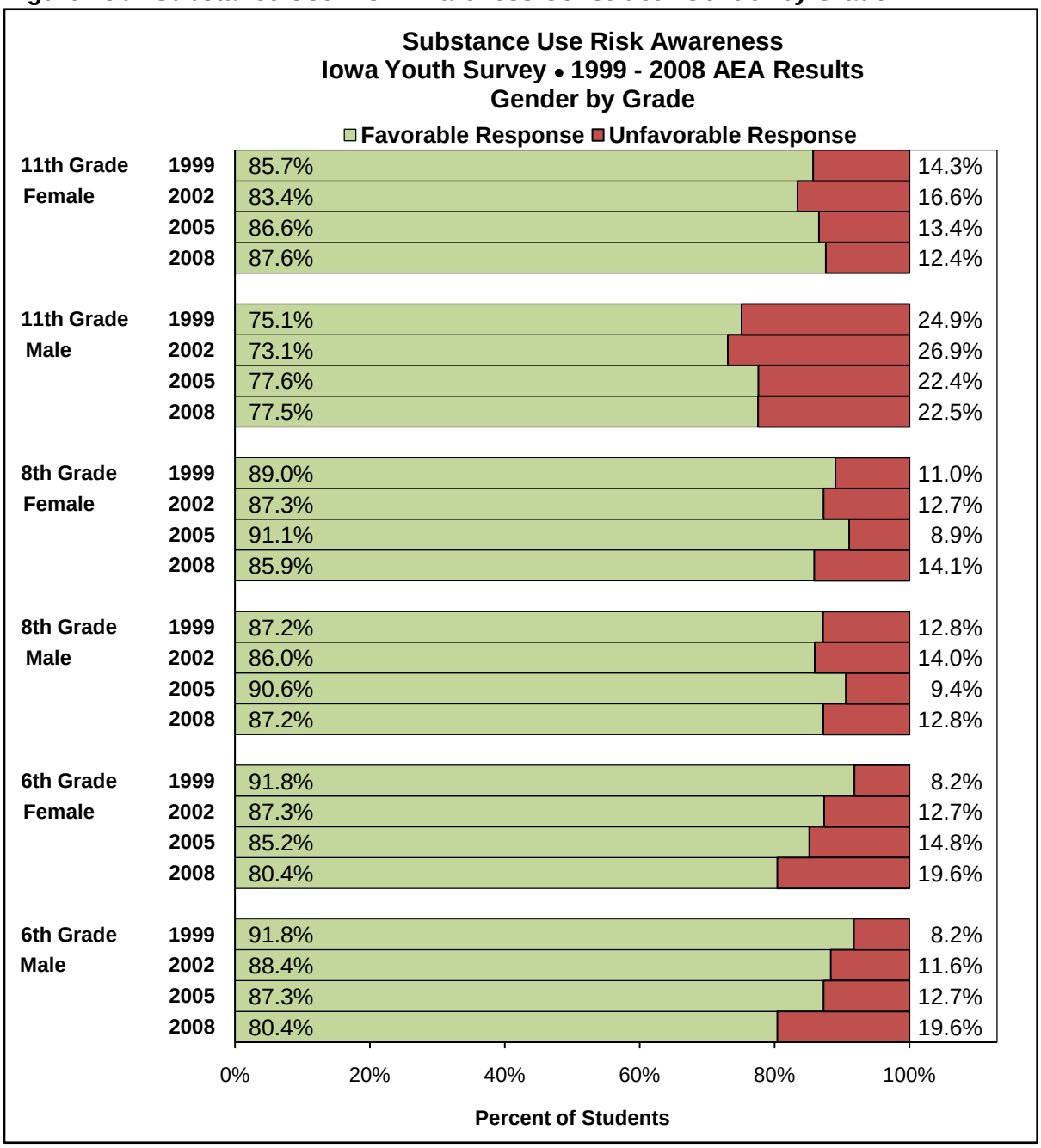
Substance Use Risk Awareness

Figure 25a. Substance Use Risk Awareness Construct: AEA, Gender, Grade



Seven IYS questions are utilized in this construct: How much do you think you risk harming yourself (physically or otherwise) if you: drink 3 or more drinks (glasses, cans or bottles of beer; glasses of wine, liquor or mixed drinks) of alcohol nearly every day; smoke cigarettes every day; smoke marijuana once a week; take methamphetamines (crank, ice) once a week; take cocaine once a week; take amphetamines other than methamphetamines (like stimulants, uppers, speed) once a week; use any other illegal drug once a week? *Response coding:* "Great risk," "moderate risk," "slight risk" or "don't know" are coded as favorable and "no risk" is coded as unfavorable.

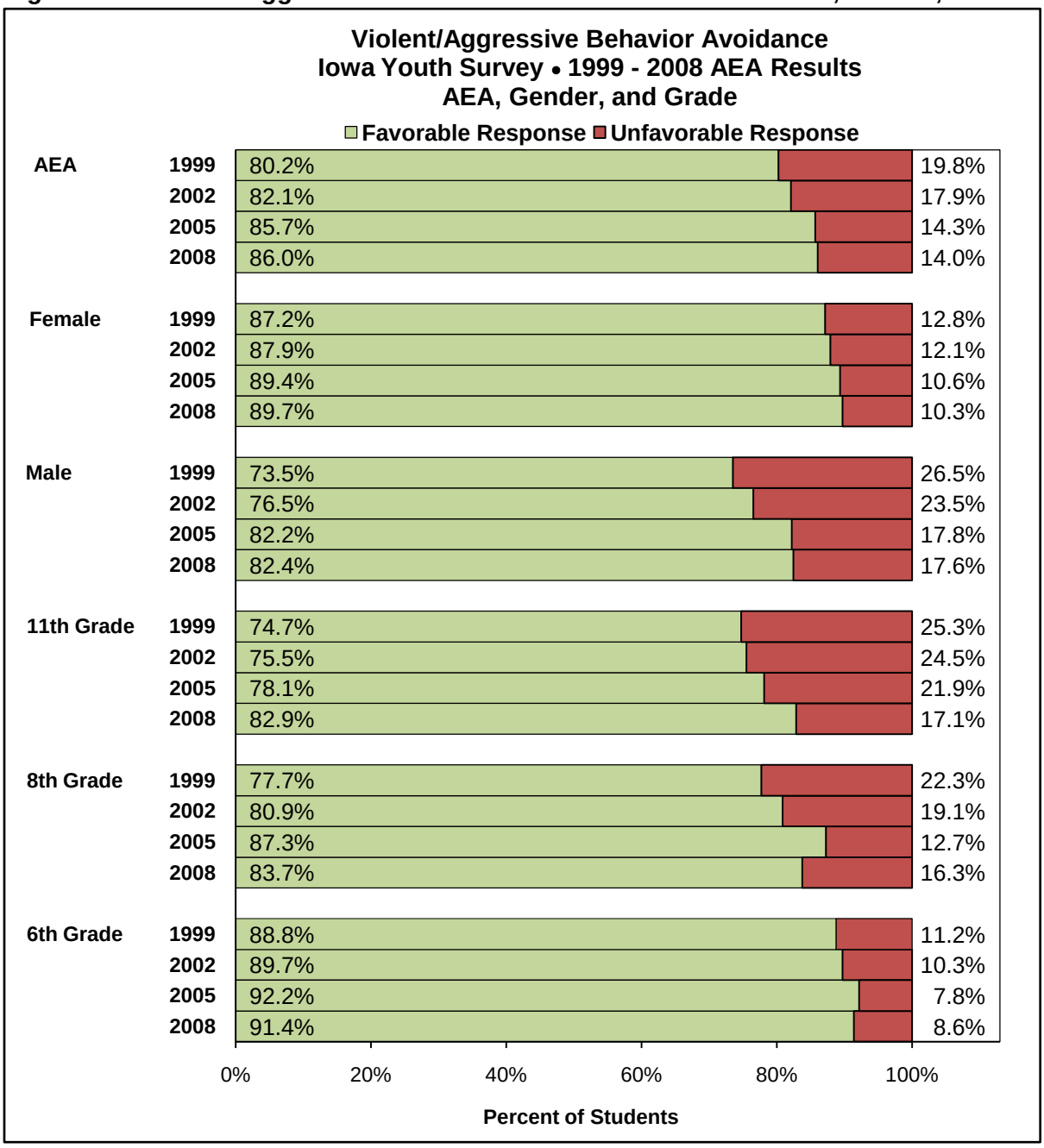
Figure 25b. Substance Use Risk Awareness Construct: Gender by Grade



Seven IYS questions are utilized in this construct: How much do you think you risk harming yourself (physically or otherwise) if you: drink 3 or more drinks (glasses, cans or bottles of beer; glasses of wine, liquor or mixed drinks) of alcohol nearly every day; smoke cigarettes every day; smoke marijuana once a week; take methamphetamines (crank, ice) once a week; take cocaine once a week; take amphetamines other than methamphetamines (like stimulants, uppers, speed) once a week; use any other illegal drug once a week? *Response coding:* "Great risk," "moderate risk," "slight risk" or "don't know" are coded as favorable and "no risk" is coded as unfavorable.

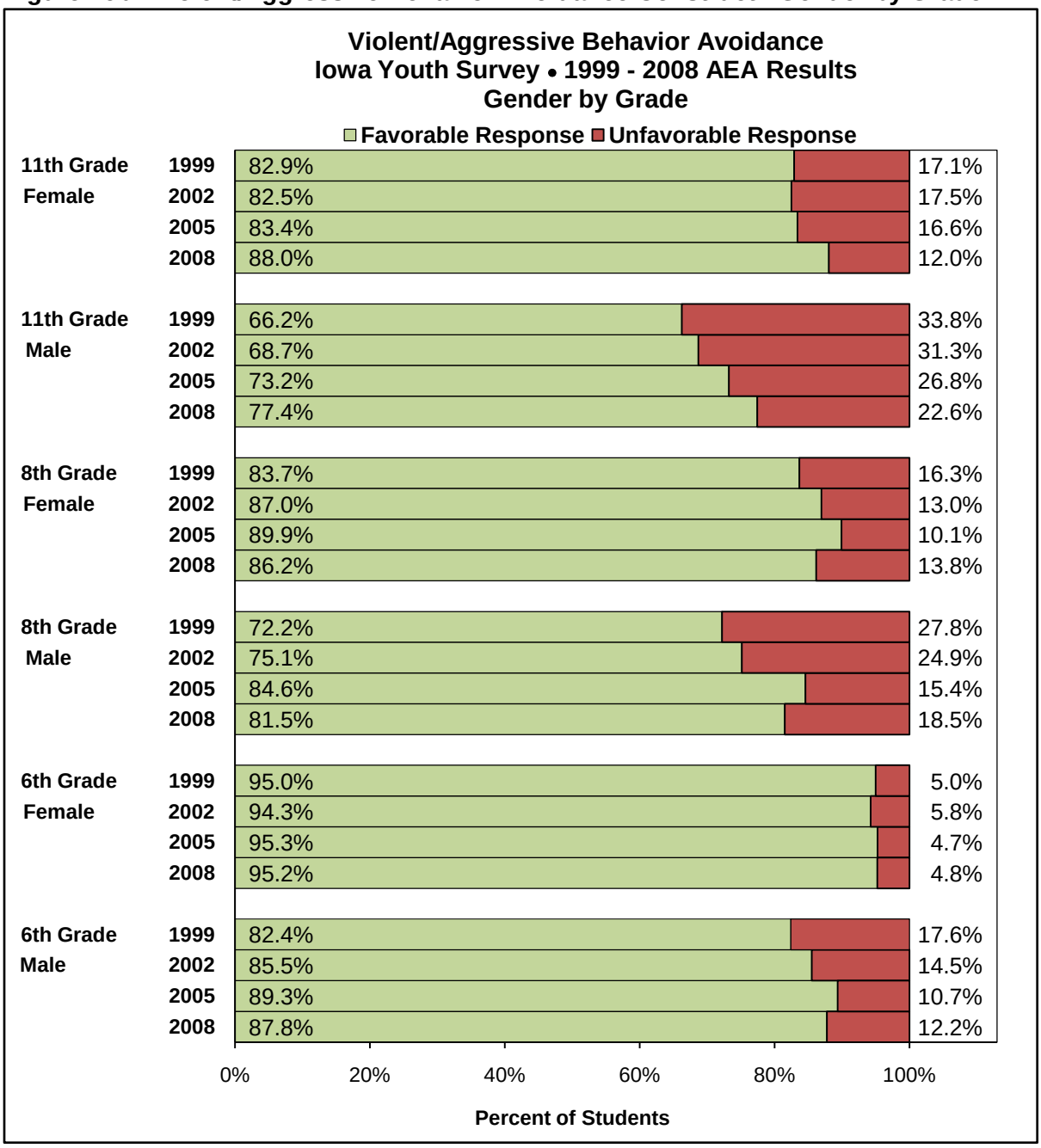
Violent/Aggressive Behavior Avoidance

Figure 26a. Violent/Aggressive Behavior Avoidance Construct: AEA, Gender, Grade



Seven IYS questions are utilized in this construct: In the past 12 months, how often have you: carried a gun, knife, club, or other weapon to school; been disciplined at school for fighting, theft, or damaging property; damaged property just for fun (like breaking windows, scratching a car, etc); beaten up on or fought someone because they made you angry; used a weapon, force, or threats to get money or things from someone; verbally threatened to physically harm someone; stolen something? *Response coding:* First and fifth questions – "None" is coded as favorable and "1 or 2 times," "3-5 times," or "6 or more times" are coded as unfavorable. Second, third, fourth, sixth, and seventh questions – "None" or "1 or 2 times" are coded as favorable and "3-5 times" or "6 or more times" are coded as unfavorable.

Figure 26b. Violent/Aggressive Behavior Avoidance Construct: Gender by Grade

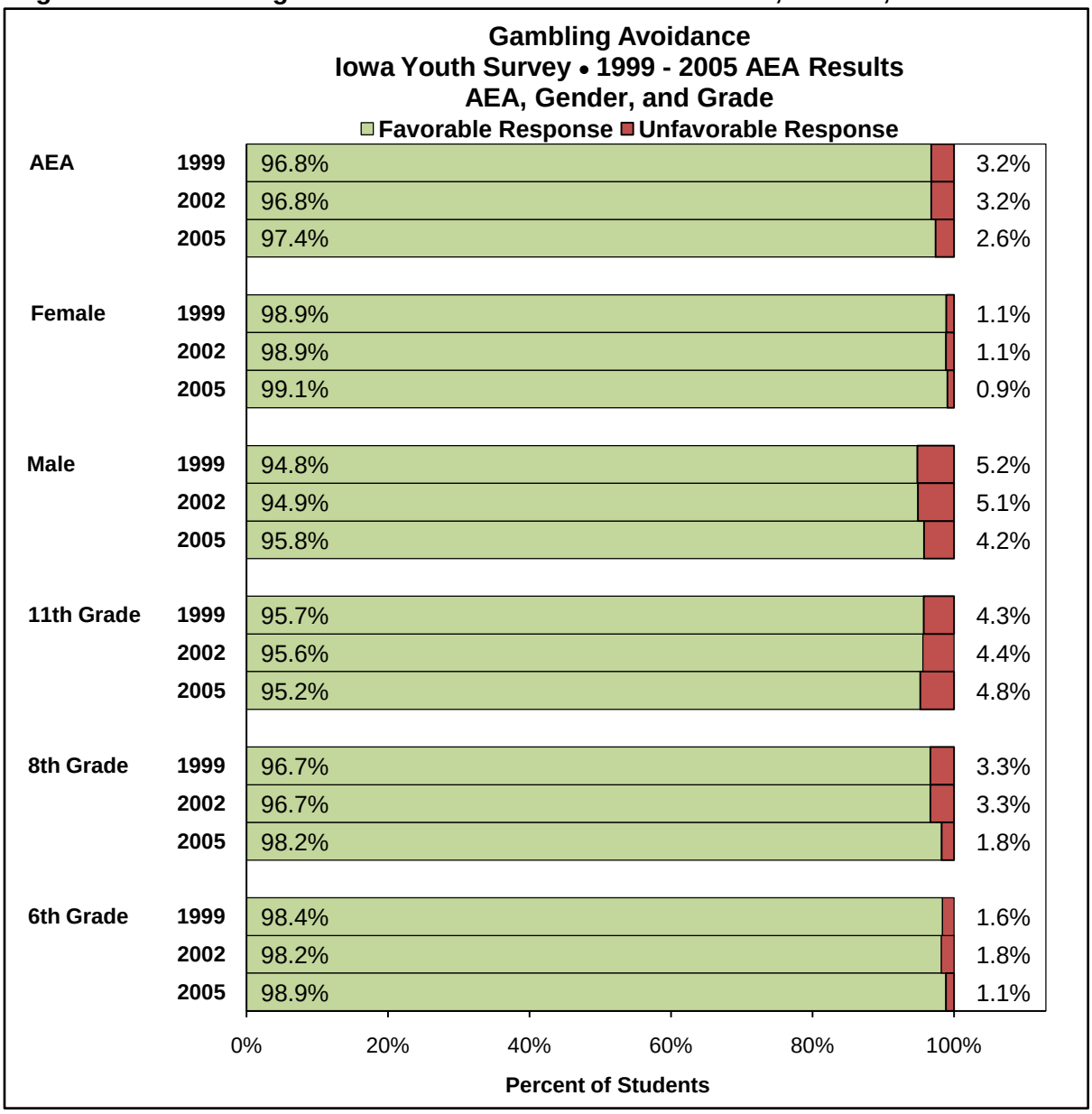


Seven IYS questions are utilized in this construct: In the past 12 months, how often have you: carried a gun, knife, club, or other weapon to school; been disciplined at school for fighting, theft, or damaging property; damaged property just for fun (like breaking windows, scratching a car, etc); beaten up on or fought someone because they made you angry; used a weapon, force, or threats to get money or things from someone; verbally threatened to physically harm someone; stolen something? *Response coding:* First and fifth questions – "None" is coded as favorable and "1 or 2 times," "3-5 times," or "6 or more times" are coded as unfavorable. Second, third, fourth, sixth, and seventh questions – "None" or "1 or 2 times" are coded as favorable and "3-5 times" or "6 or more times" are coded as unfavorable.

Gambling Avoidance

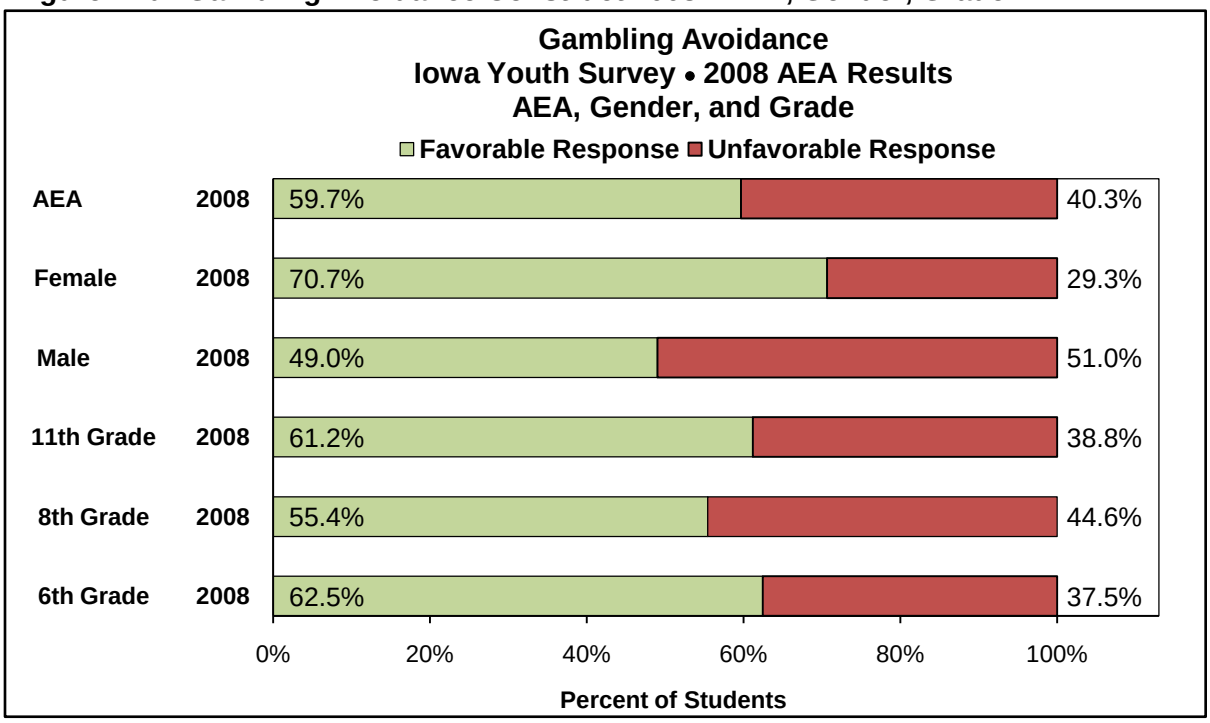
The Gambling Avoidance construct changed considerably in 2008. The addition of new questions in 2008 facilitates the reporting of more information regarding gambling activity. Data from 1999, 2002, and 2005 cannot be utilized with the 2008 data to analyze trends in the Gambling Avoidance construct; data for this construct is presented in separate figures for 2008. Data from 1999 through 2005 appear in Figures 27a and 27c; 2008 data appears in Figures 27b and 27d.

Figure 27a. Gambling Avoidance Construct 1999-2005: AEA, Gender, Grade



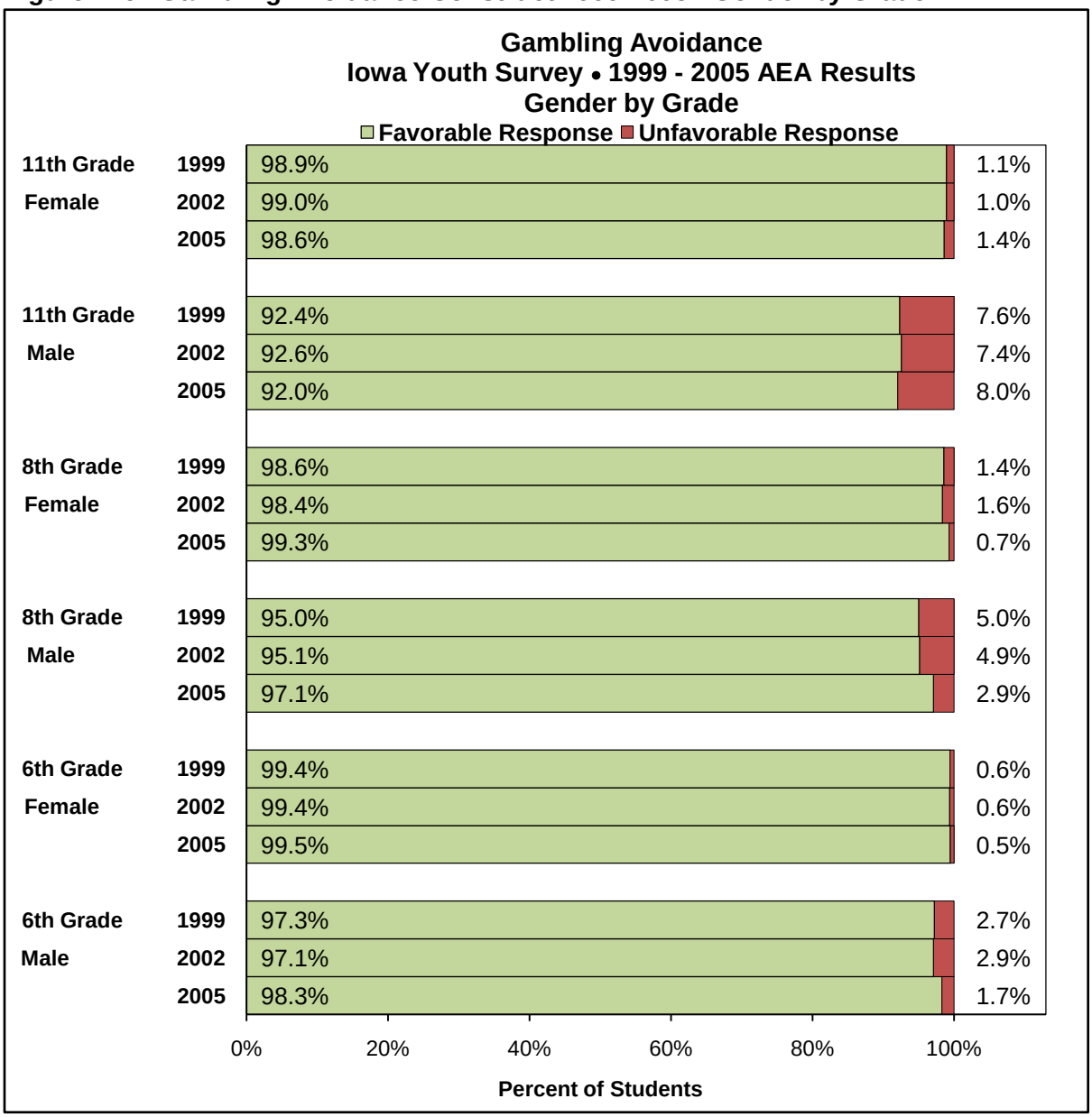
1999, 2002, 2005 - Three IYS questions were utilized in this construct: If you have gambled (like buying lottery tickets, betting on the outcome of sports events, card games, or horse/dog races) in the past 12 months, how much money did you usually bet? Has the money you spent gambling led to financial problems? Has the time you spent gambling led to problems in your family, work, school, or personal life? *Response coding:* First question – "I never gamble", "less than five dollars", "10 dollars", "11 to 25 dollars", or "26 to 50 dollars" are coded as favorable and "more than 50 dollars" is coded as unfavorable. Second and third questions – "I never gamble" or "no" is coded as favorable and "yes" is coded as unfavorable.

Figure 27b. Gambling Avoidance Construct 2008: AEA, Gender, Grade



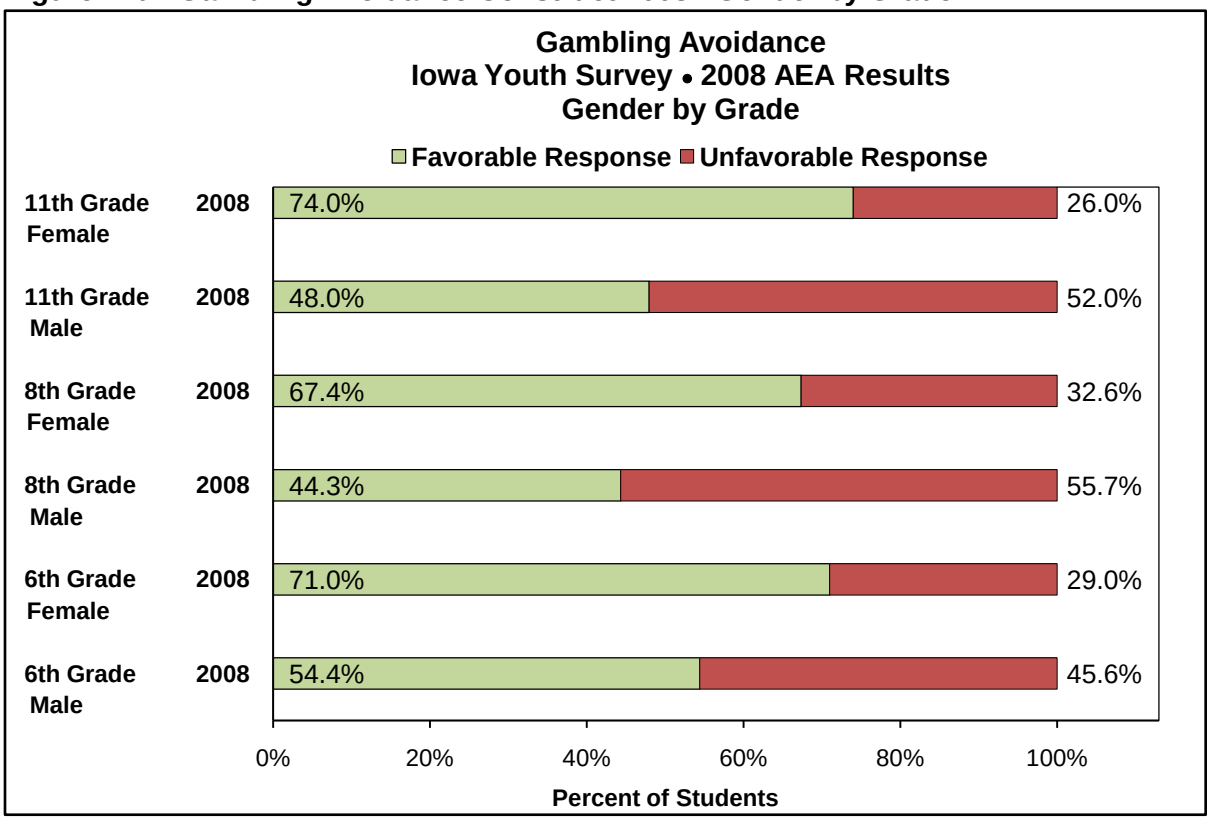
2008 - Ten IYS questions were utilized in this construct in 2008: During the past 12 months how many times have you bet or gambled for money or possessions in any of the following ways: sports; card games with friends or family; internet; personal skill games such as pool, bowling or dominoes; video or arcade games; dice games; lottery scratch off tickets or numbers; casino? In the past 12 months what is the largest amount of money have you won or lost in a single day while gambling (betting)? In the past 12 months, how often have you argued with family, friends, or others because of your gambling (betting)? First eight questions – "I did not gamble in the past 12 months" is coded as favorable and any response indicating gambling one or more times is coded as unfavorable. Ninth question – "I did not gamble in the past 12 months" is coded as favorable and any response indicating a monetary amount won or lost is coded as unfavorable. Tenth question – "I did not gamble in the past 12 months" or "never" are coded as favorable and "rarely," "sometimes," "frequently," or "almost all the time" are coded as unfavorable.

Figure 27c. Gambling Avoidance Construct 1999-2005: Gender by Grade



1999, 2002, 2005 - Three IYS questions were utilized in this construct: If you have gambled (like buying lottery tickets, betting on the outcome of sports events, card games, or horse/dog races) in the past 12 months, how much money did you usually bet? Has the money you spent gambling led to financial problems? Has the time you spent gambling led to problems in your family, work, school, or personal life? *Response coding:* First question – "I never gamble", "less than five dollars", "10 dollars", "11 to 25 dollars", or "26 to 50 dollars" are coded as favorable and "more than 50 dollars" is coded as unfavorable. Second and third questions – "I never gamble" or "no" is coded as favorable and "yes" is coded as unfavorable.

Figure 27d. Gambling Avoidance Construct 2008: Gender by Grade



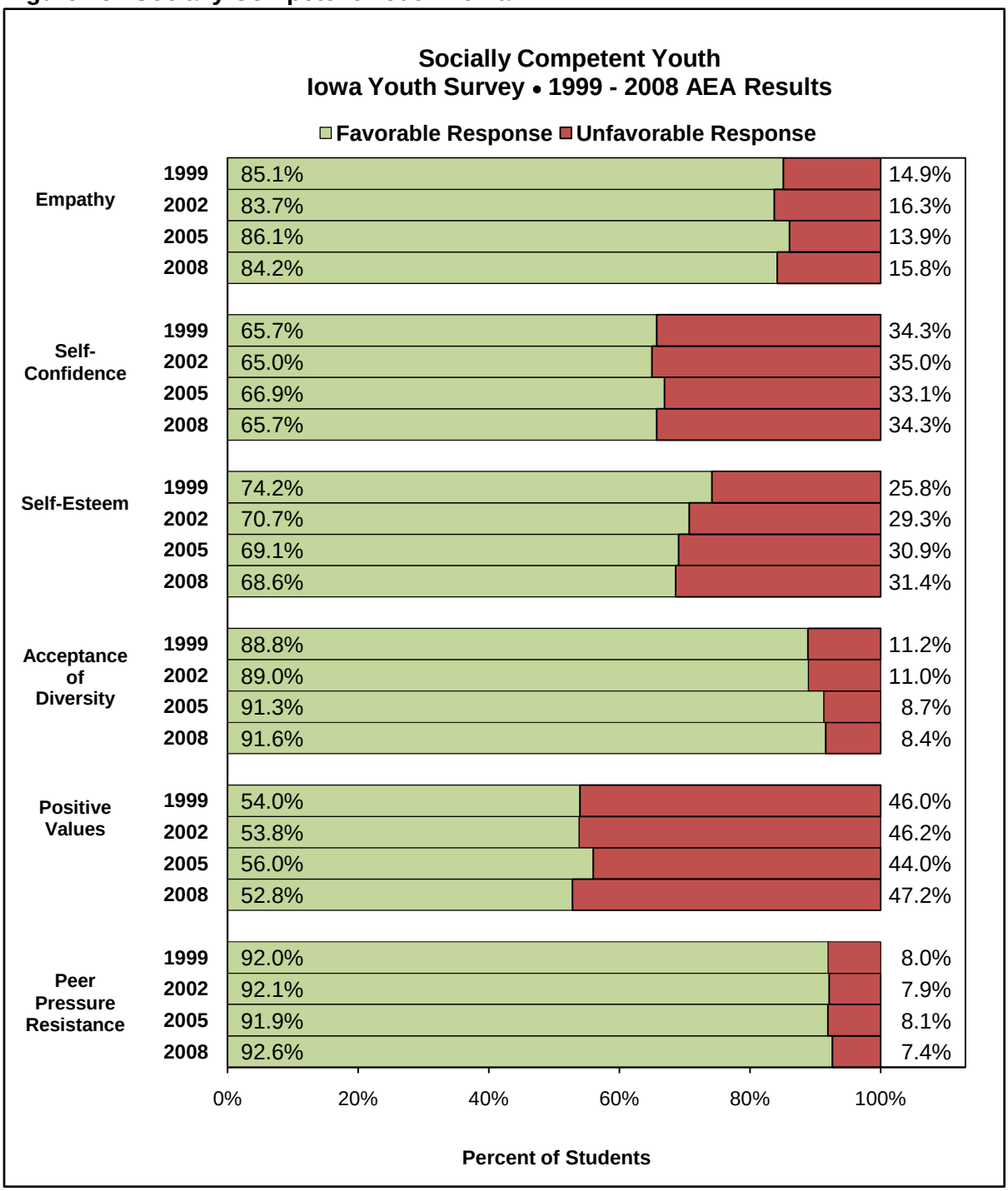
2008 - Ten IYS questions were utilized in this construct in 2008: During the past 12 months how many times have you bet or gambled for money or possessions in any of the following ways: sports; card games with friends or family; internet; personal skill games such as pool, bowling or dominoes; video or arcade games; dice games; lottery scratch off tickets or numbers; casino? In the past 12 months what is the largest amount of money have you won or lost in a single day while gambling (betting)? In the past 12 months, how often have you argued with family, friends, or others because of your gambling (betting)? First eight questions – "I did not gamble in the past 12 months" is coded as favorable and any response indicating gambling one or more times is coded as unfavorable. Ninth question – "I did not gamble in the past 12 months" is coded as favorable and any response indicating a monetary amount won or lost is coded as unfavorable. Tenth question – "I did not gamble in the past 12 months" or "never" are coded as favorable and "rarely," "sometimes," "frequently," or "almost all the time" are coded as unfavorable.

Domain V: Socially Competent Youth

The six constructs within the Socially Competent Youth Domain (Figure 28 displayed on the following page) are:

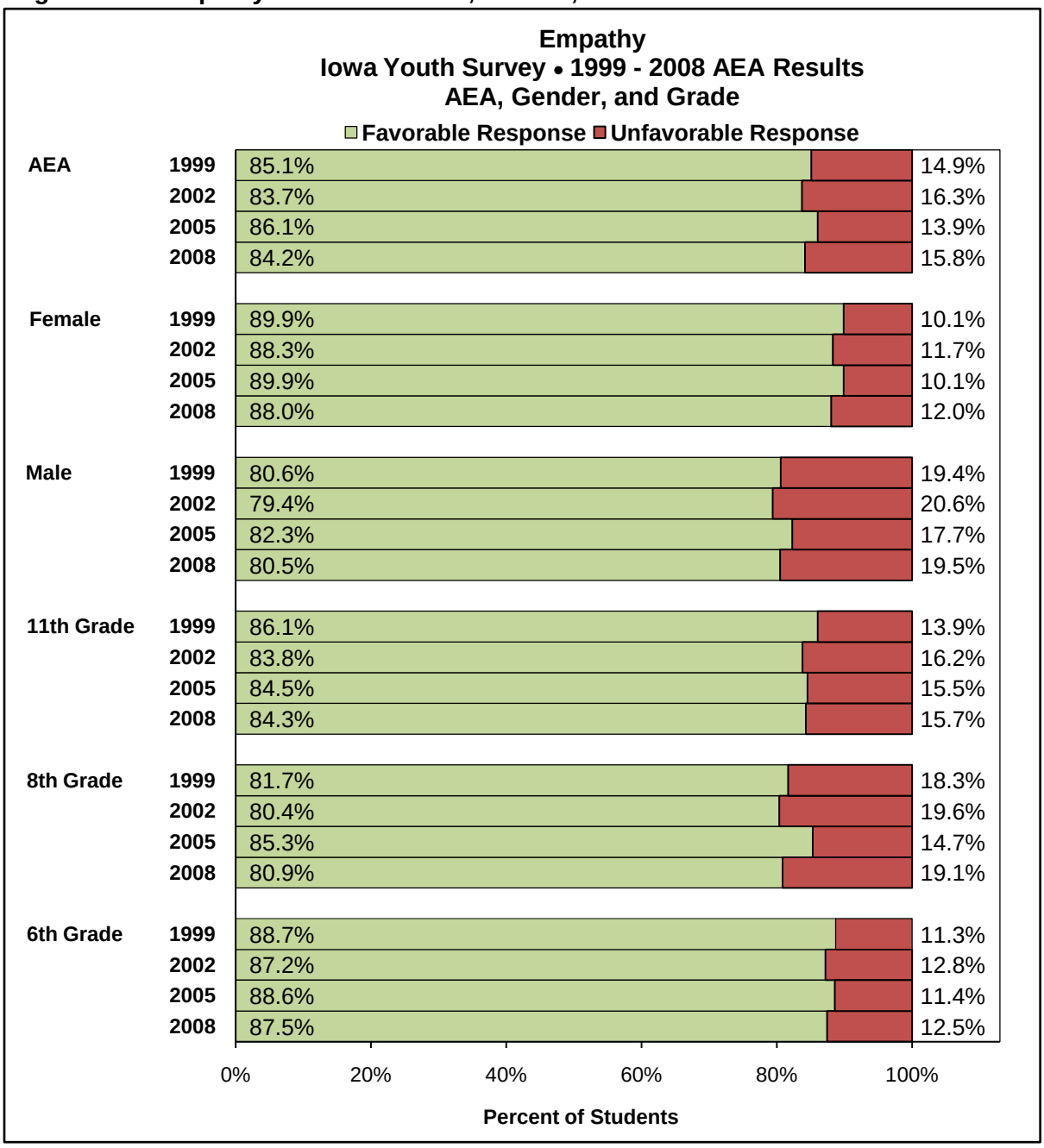
- Empathy
- Self-Confidence
- Self-Esteem
- Acceptance of Diversity
- Positive Values
- Peer Pressure Resistance

Figure 28. Socially Competent Youth Domain



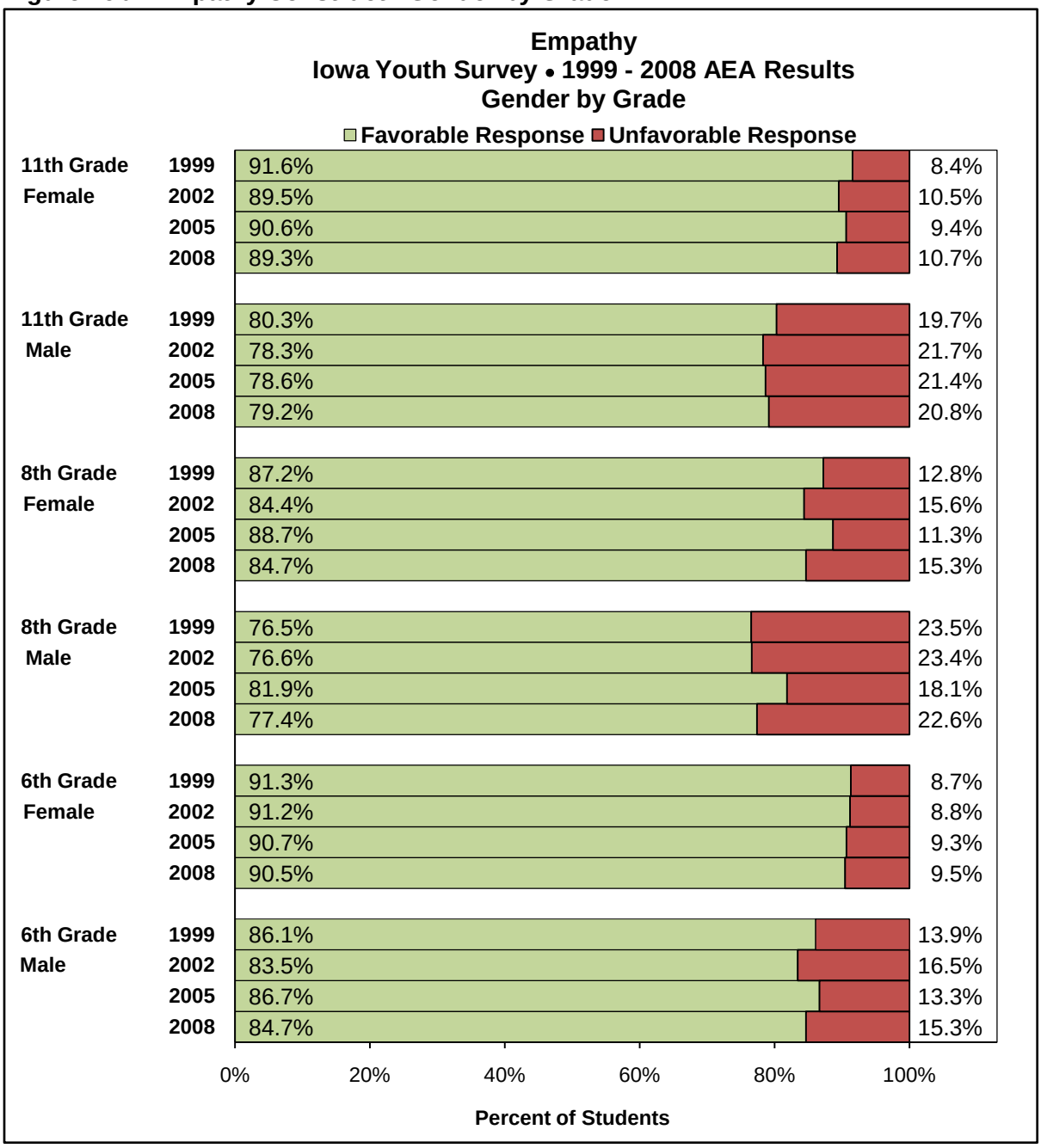
Empathy

Figure 29a. Empathy Construct: AEA, Gender, Grade



Three IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: it is important to help other people; I care about other people's feelings; I feel sorry for people who have things stolen or damaged? *Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

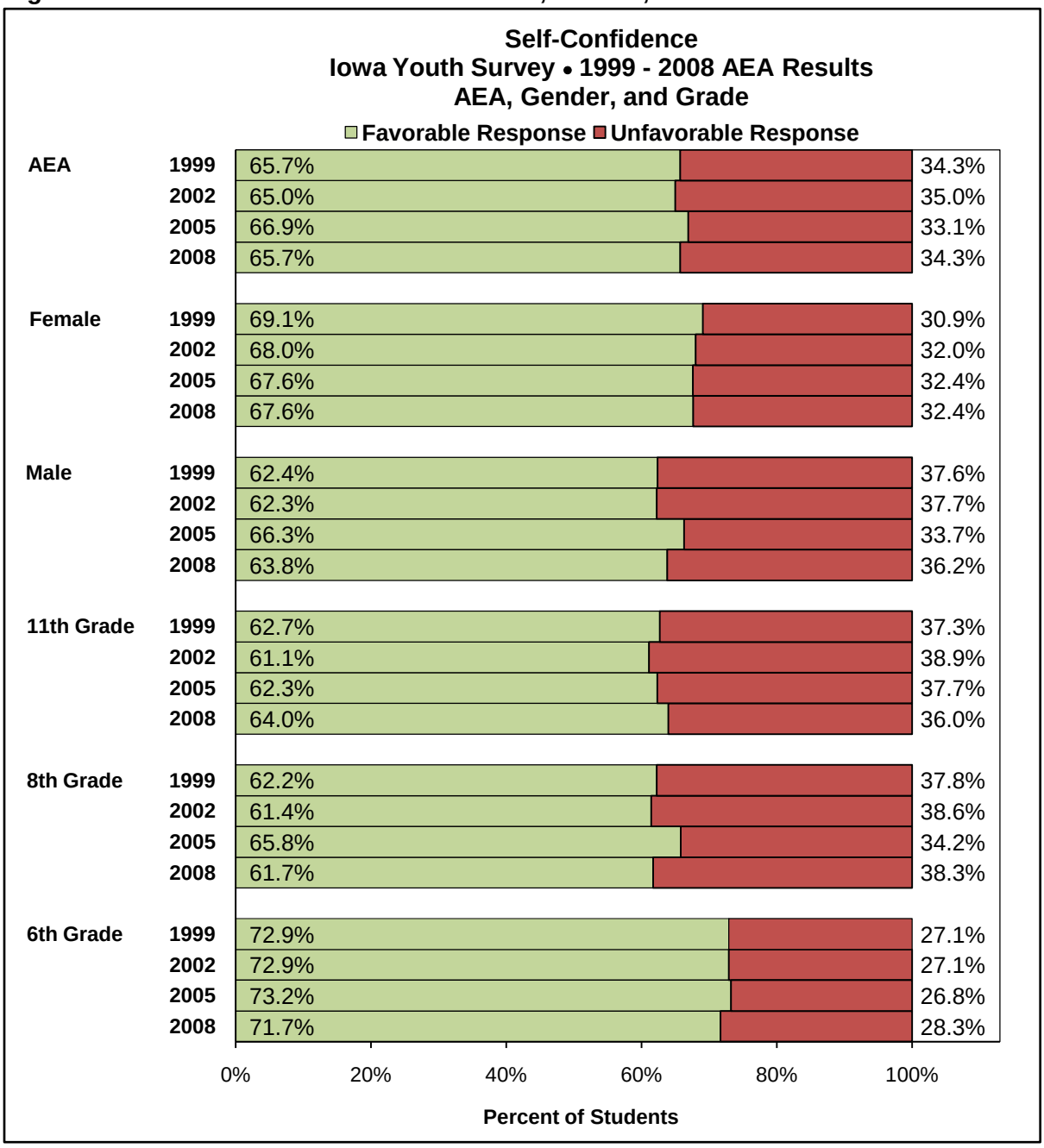
Figure 29b. Empathy Construct: Gender by Grade



Three IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: it is important to help other people; I care about other people's feelings; I feel sorry for people who have things stolen or damaged? *Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

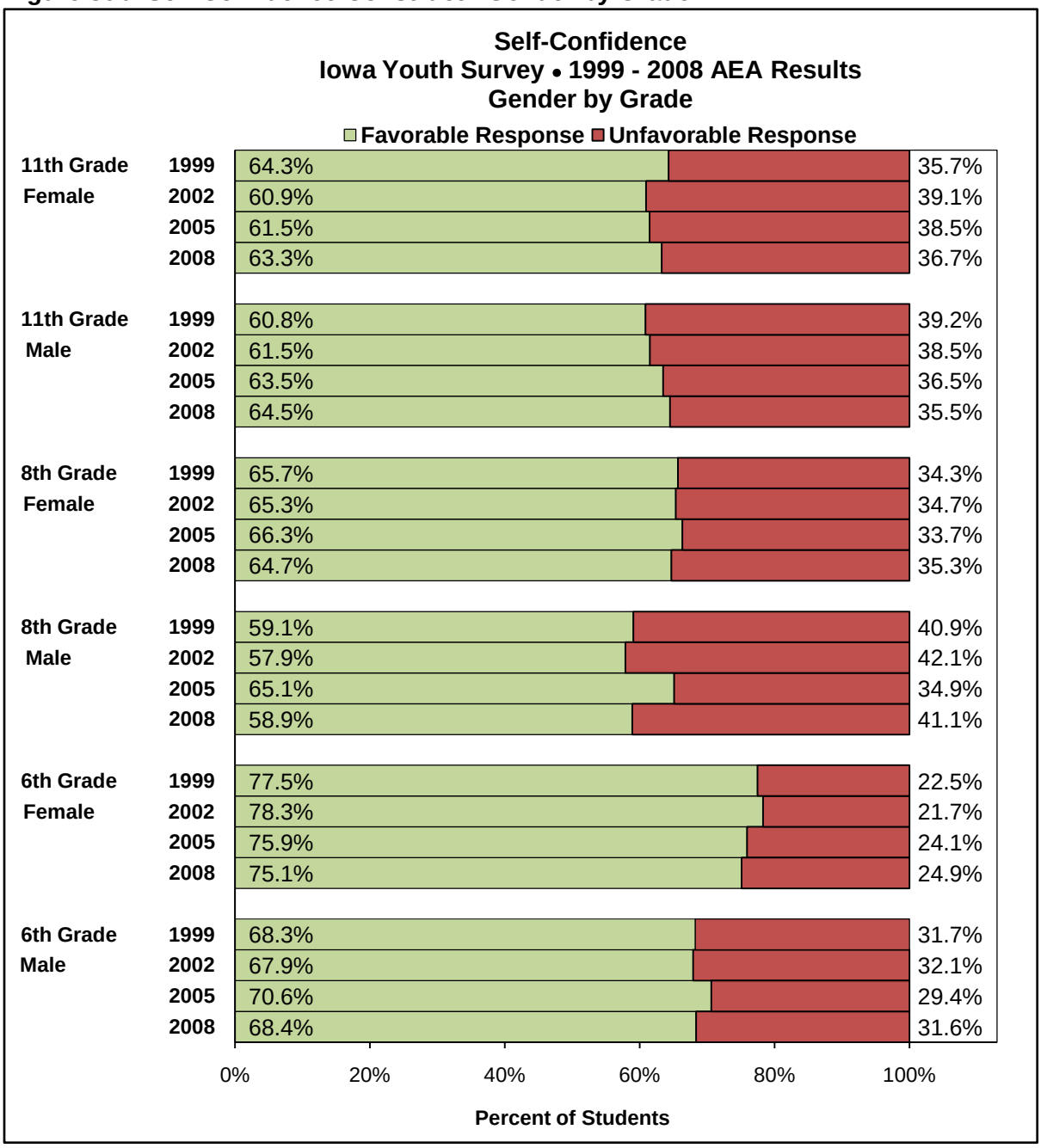
Self-Confidence

Figure 30a. Self-Confidence Construct: AEA, Gender, Grade



Four IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: I accept responsibility for my actions when I make a mistake or get into trouble; I am good at making friends; when I have problems, I am good at finding ways to fix them; I think things through carefully before I make a decision? *Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

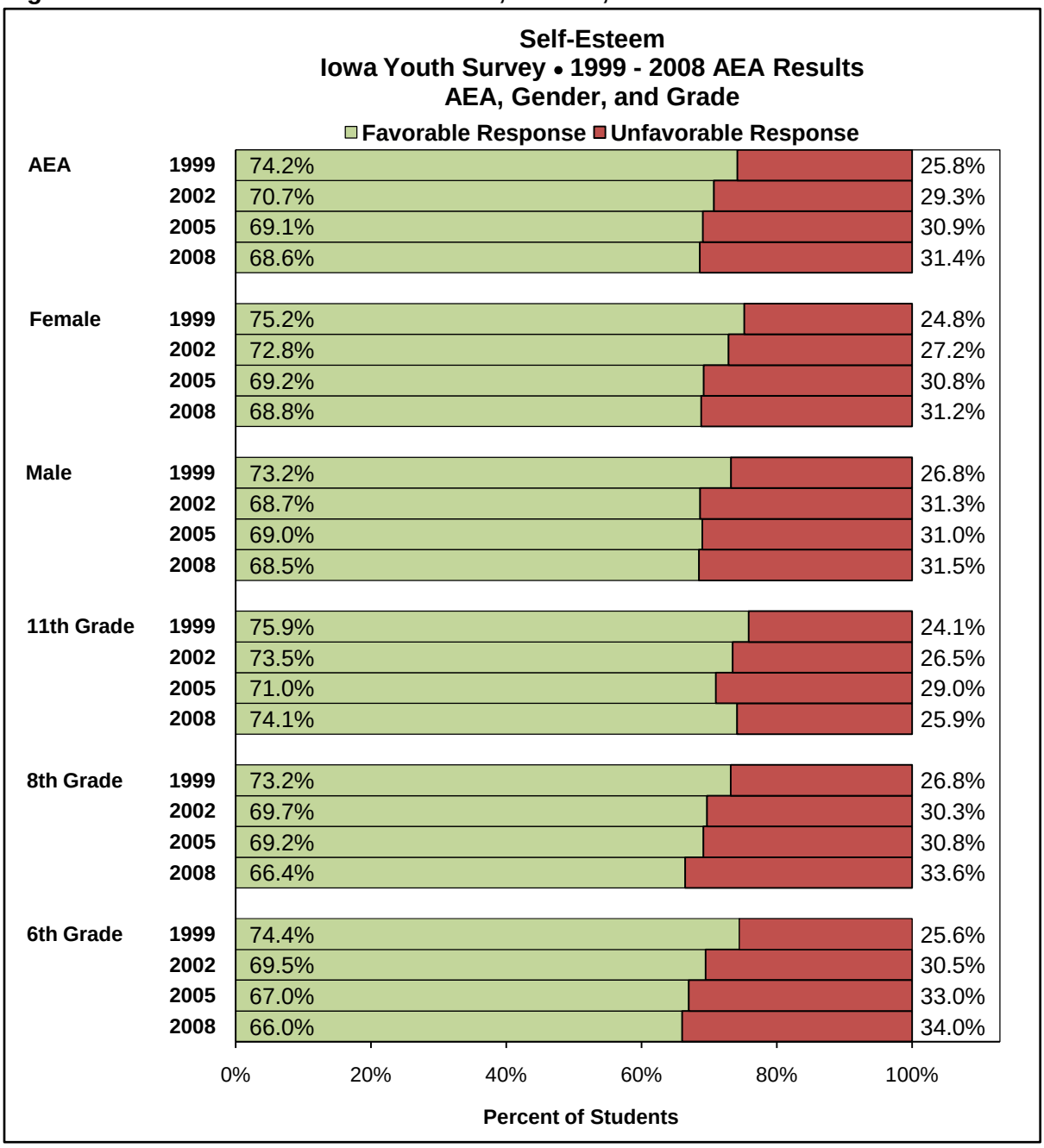
Figure 30b. Self-Confidence Construct: Gender by Grade



Four IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: I accept responsibility for my actions when I make a mistake or get into trouble; I am good at making friends; when I have problems, I am good at finding ways to fix them; I think things through carefully before I make a decision? *Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

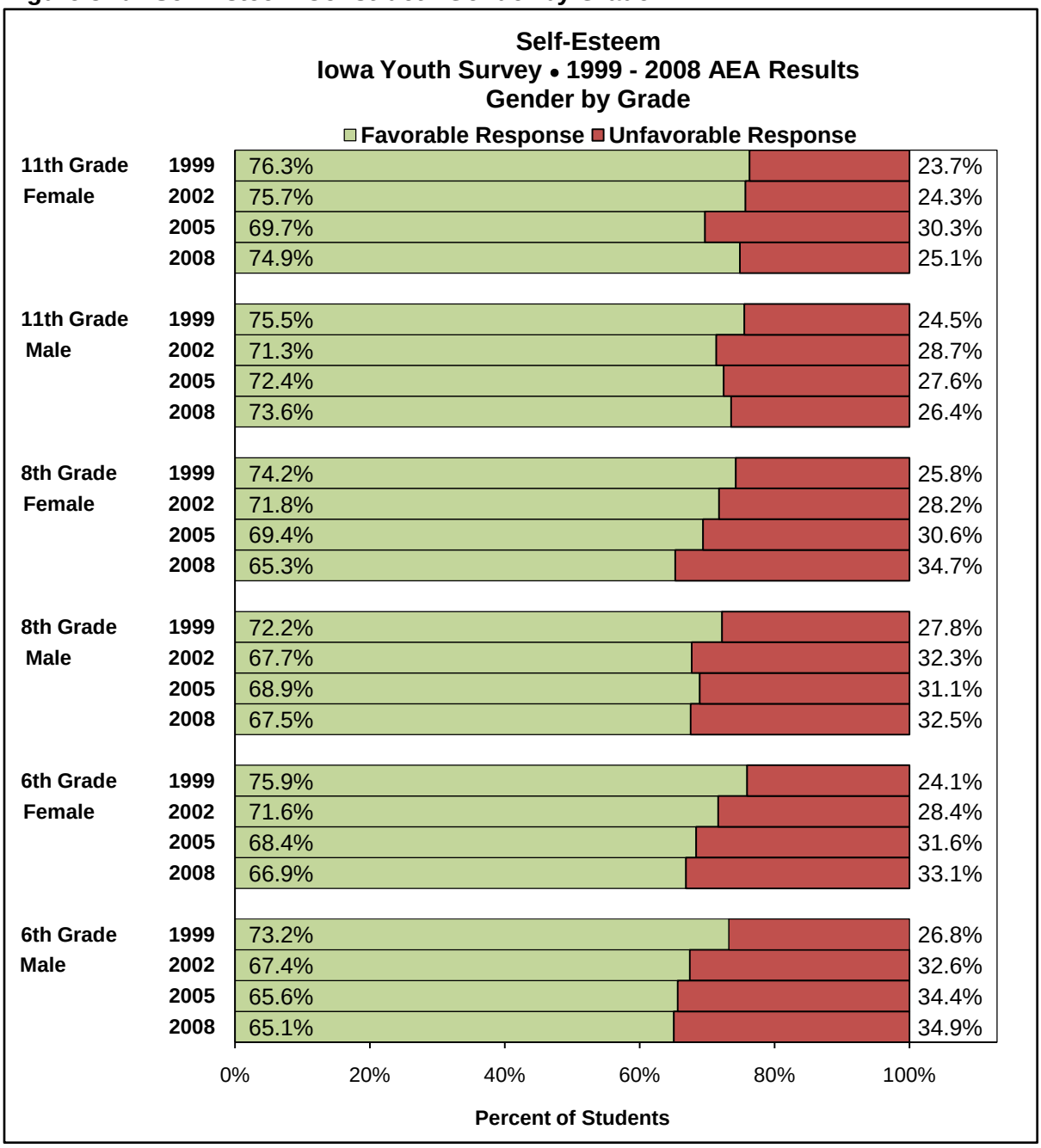
Self-Esteem

Figure 31a. Self-Esteem Construct: AEA, Gender, Grade



One IYS question is utilized in this construct: How much do you agree or disagree that the following statement is true: I feel I do not have much to be proud of? *Response coding:* "Strongly disagree" or "disagree" are coded as favorable and "strongly agree" or "agree" are coded as unfavorable.

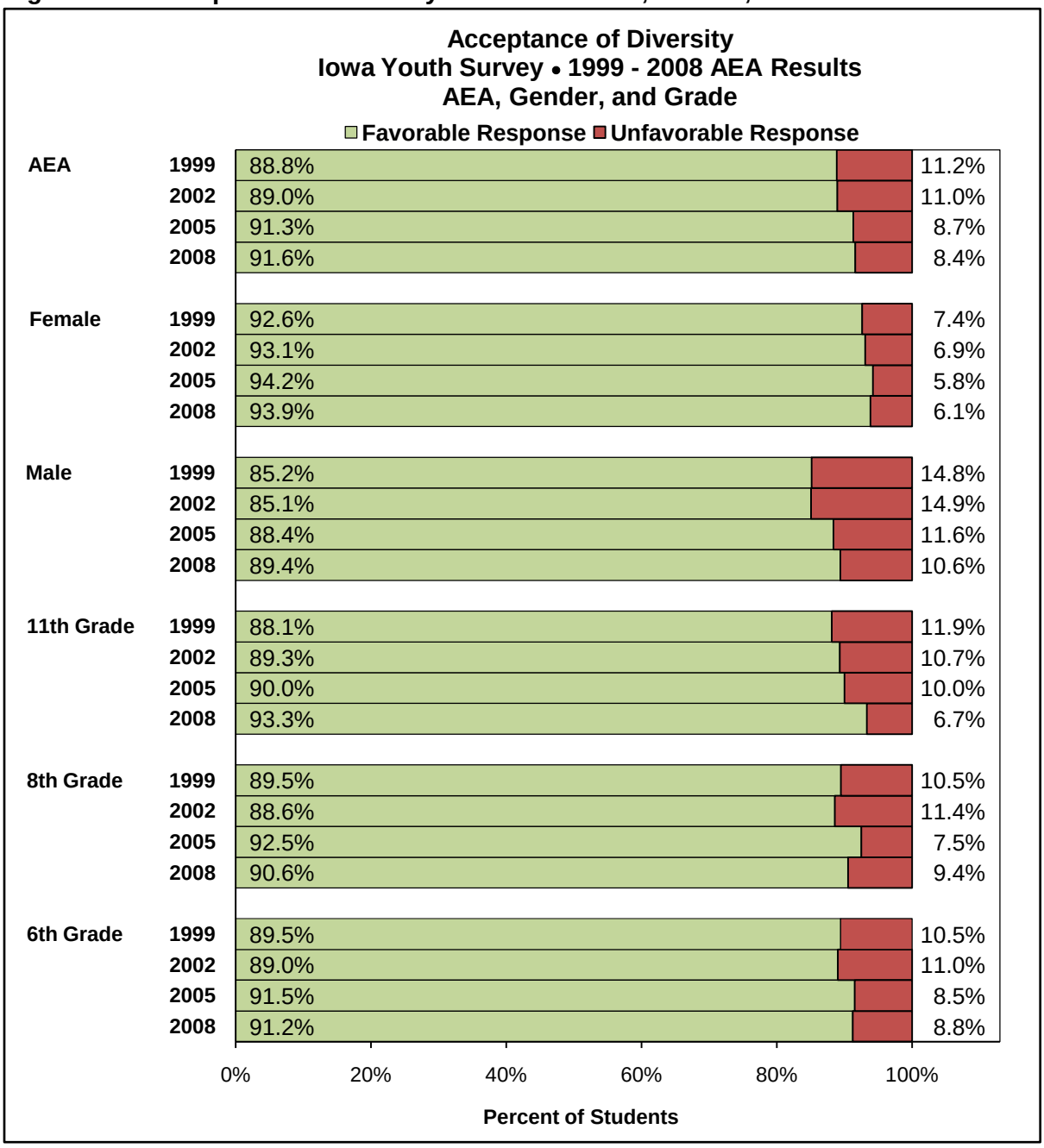
Figure 31b. Self-Esteem Construct: Gender by Grade



One IYS question is utilized in this construct: How much do you agree or disagree that the following statement is true: I feel I do not have much to be proud of? *Response coding:* "Strongly disagree" or "disagree" are coded as favorable and "strongly agree" or "agree" are coded as unfavorable.

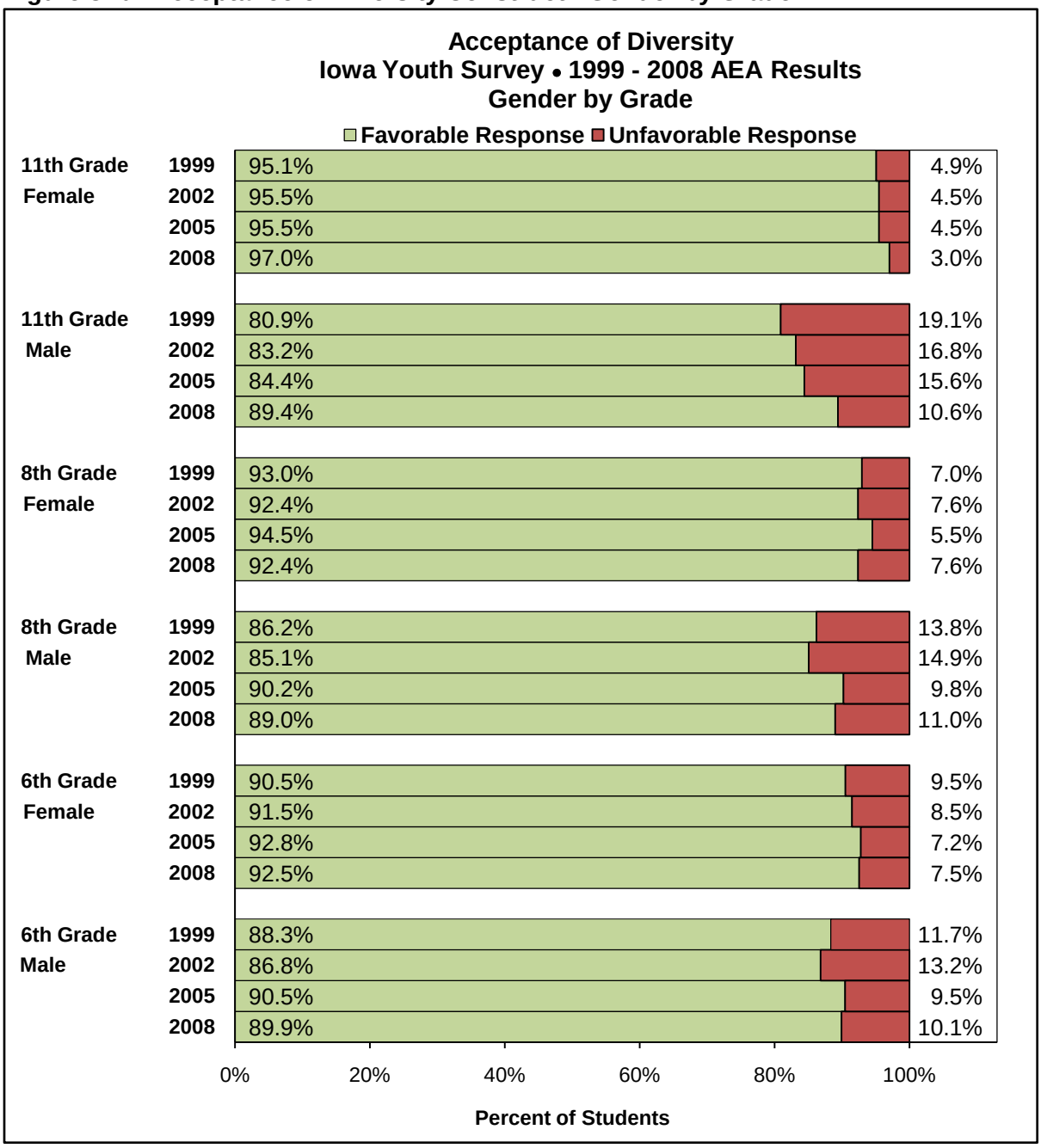
Acceptance of Diversity

Figure 32a. Acceptance of Diversity Construct: AEA, Gender, Grade



Two IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: I am accepting of those different than myself (racially, culturally, socio-economically); it is wrong to discriminate against someone because of her/his race, appearance, culture, religion, etc? *Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

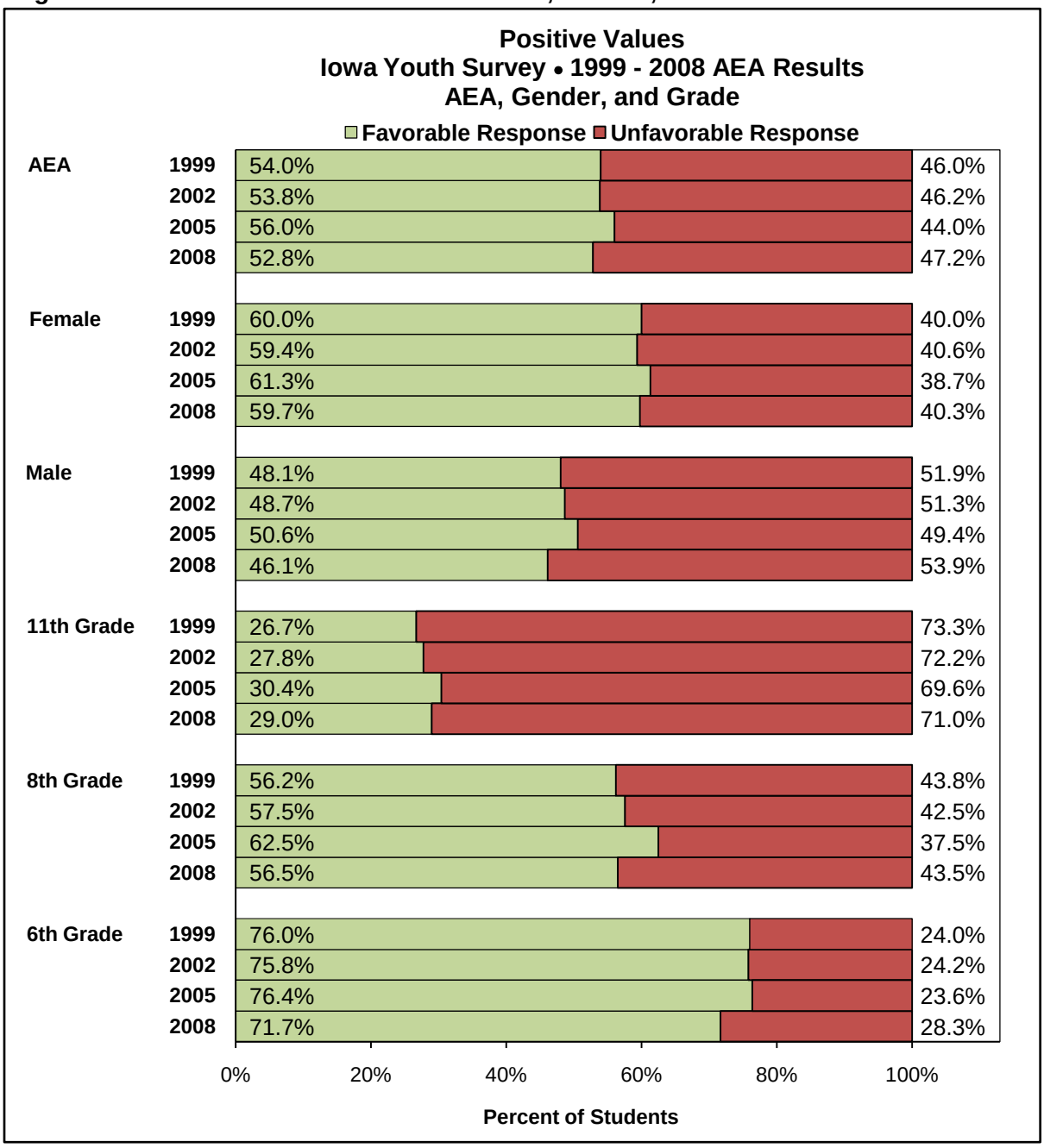
Figure 32b. Acceptance of Diversity Construct: Gender by Grade



Two IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: I am accepting of those different than myself (racially, culturally, socio-economically); it is wrong to discriminate against someone because of her/his race, appearance, culture, religion, etc? *Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

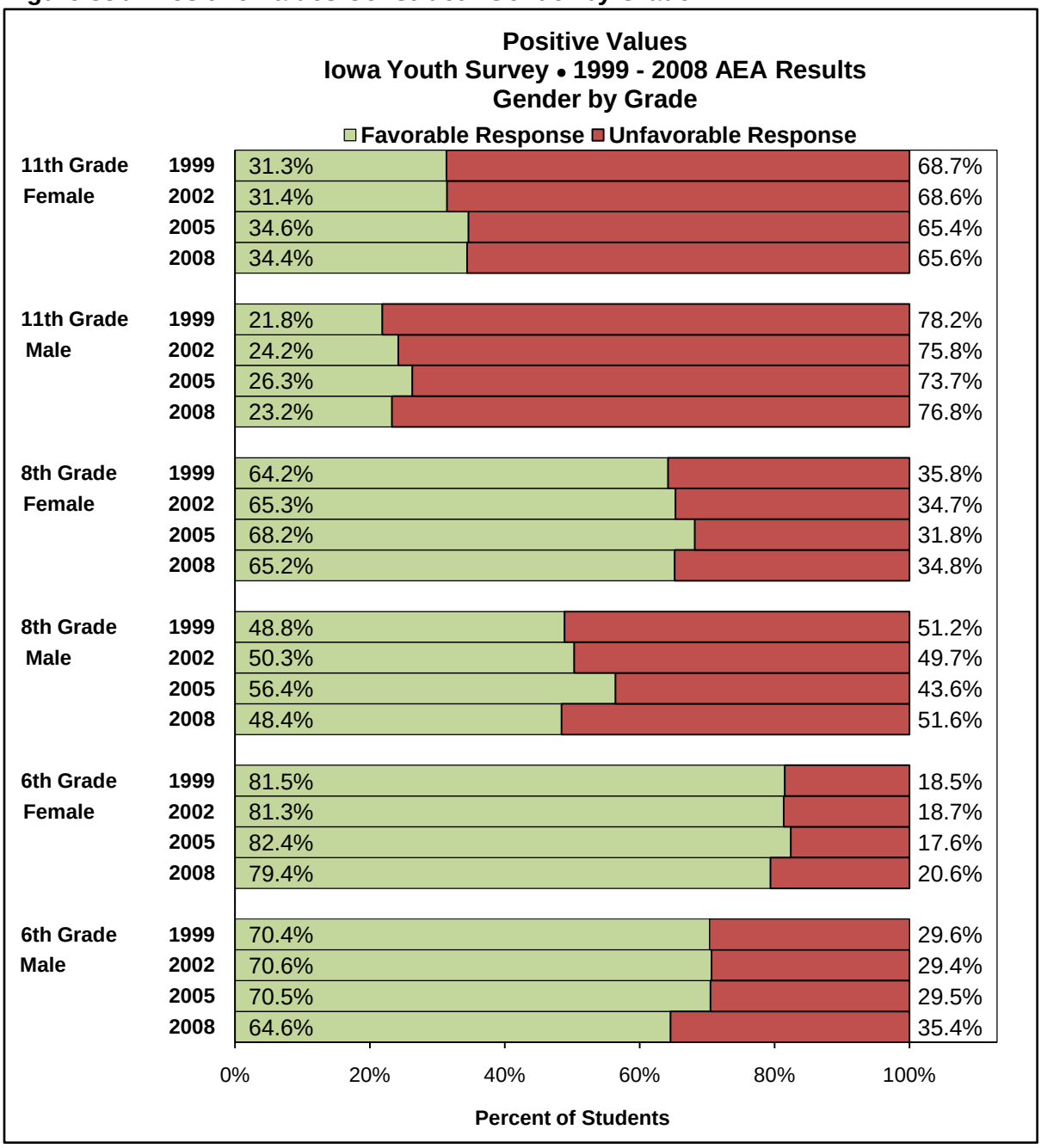
Positive Values

Figure 33a. Positive Values Construct: AEA, Gender, Grade



Four IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: violence is the worst way to solve problems; it is against my values to have sex as a teenager; it is important to tell the truth; it is against my values to use alcohol and drugs as a teenager? *Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

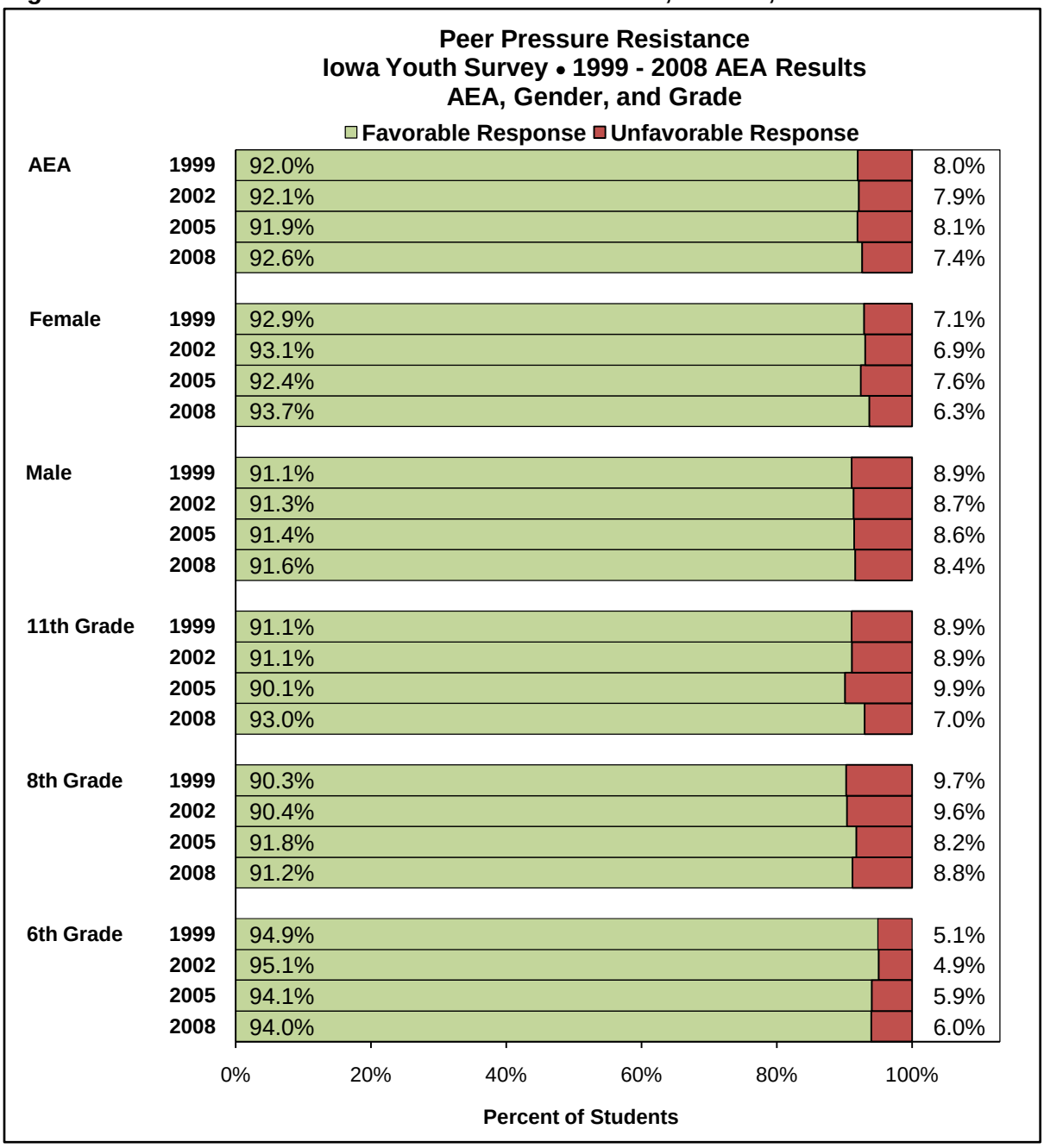
Figure 33b. Positive Values Construct: Gender by Grade



Four IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: violence is the worst way to solve problems; it is against my values to have sex as a teenager; it is important to tell the truth; it is against my values to use alcohol and drugs as a teenager? *Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

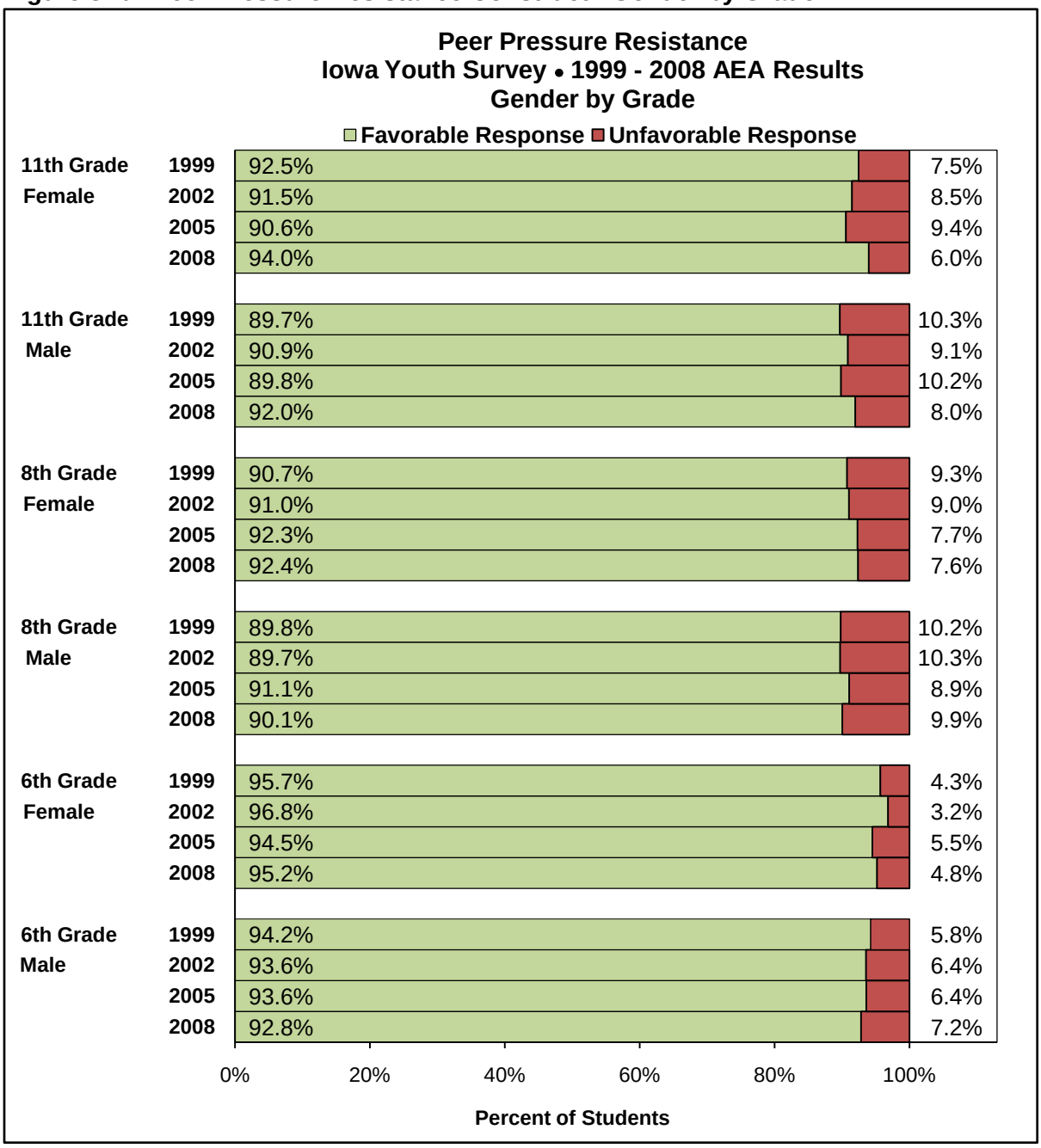
Peer Pressure Resistance

Figure 34a. Peer Pressure Resistance Construct: AEA, Gender, Grade



One IYS question is utilized in this construct: How much do you agree or disagree that the following statements is true: I can say "no" when someone wants me to do things I know are wrong or dangerous? *Response coding:* "Strongly agree" or "agree" are coded as favorable and a "strongly disagree" or "disagree" are coded as unfavorable.

Figure 34b. Peer Pressure Resistance Construct: Gender by Grade



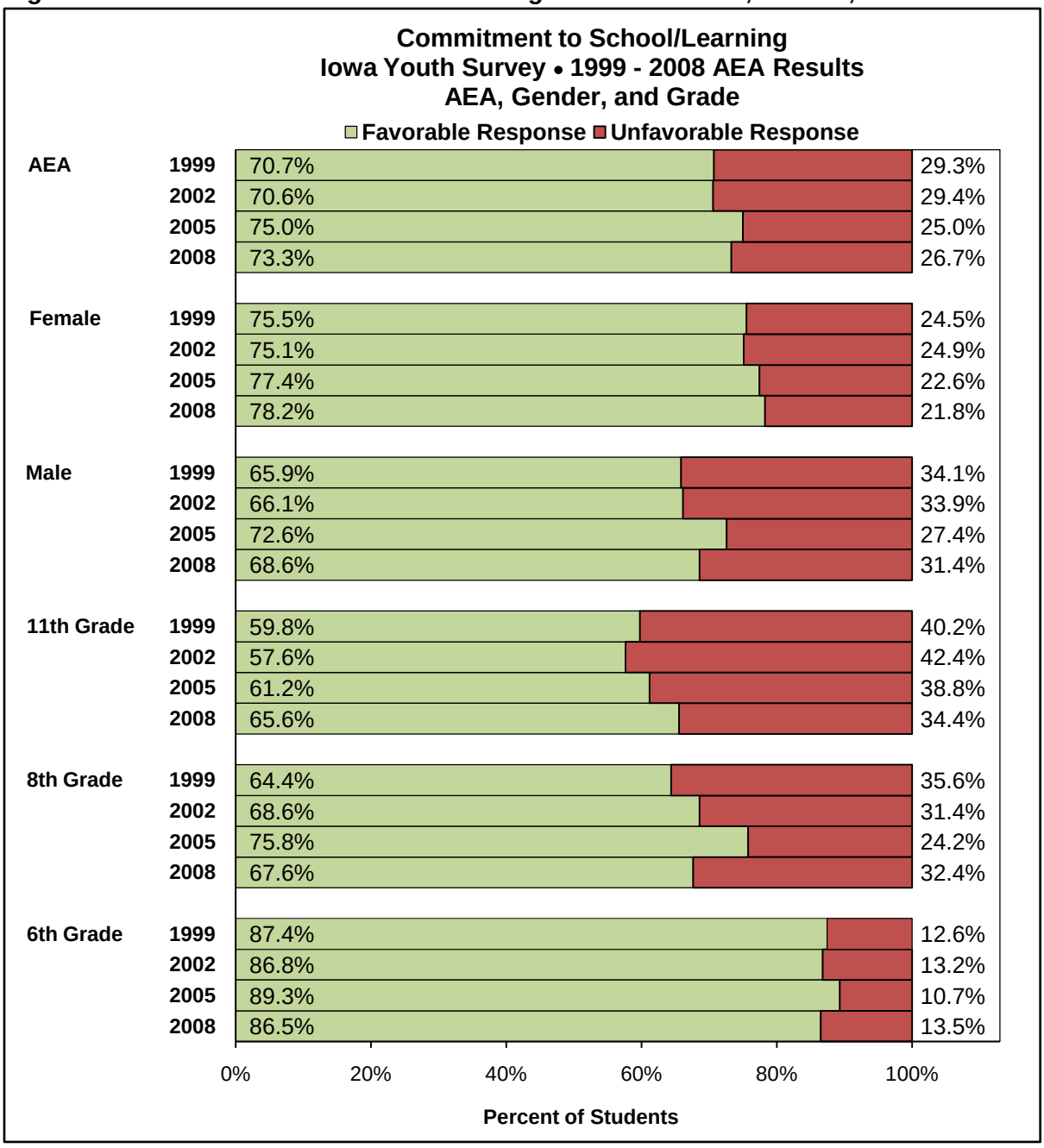
One IYS question is utilized in this construct: How much do you agree or disagree that the following statements is true: I can say "no" when someone wants me to do things I know are wrong or dangerous? *Response coding:* "Strongly agree" or "agree" are coded as favorable and a "strongly disagree" or "disagree" are coded as unfavorable.

Domain VI: Youth Successful in School
There is one construct within the Youth Successful in School Domain:

- Commitment to School/Learning

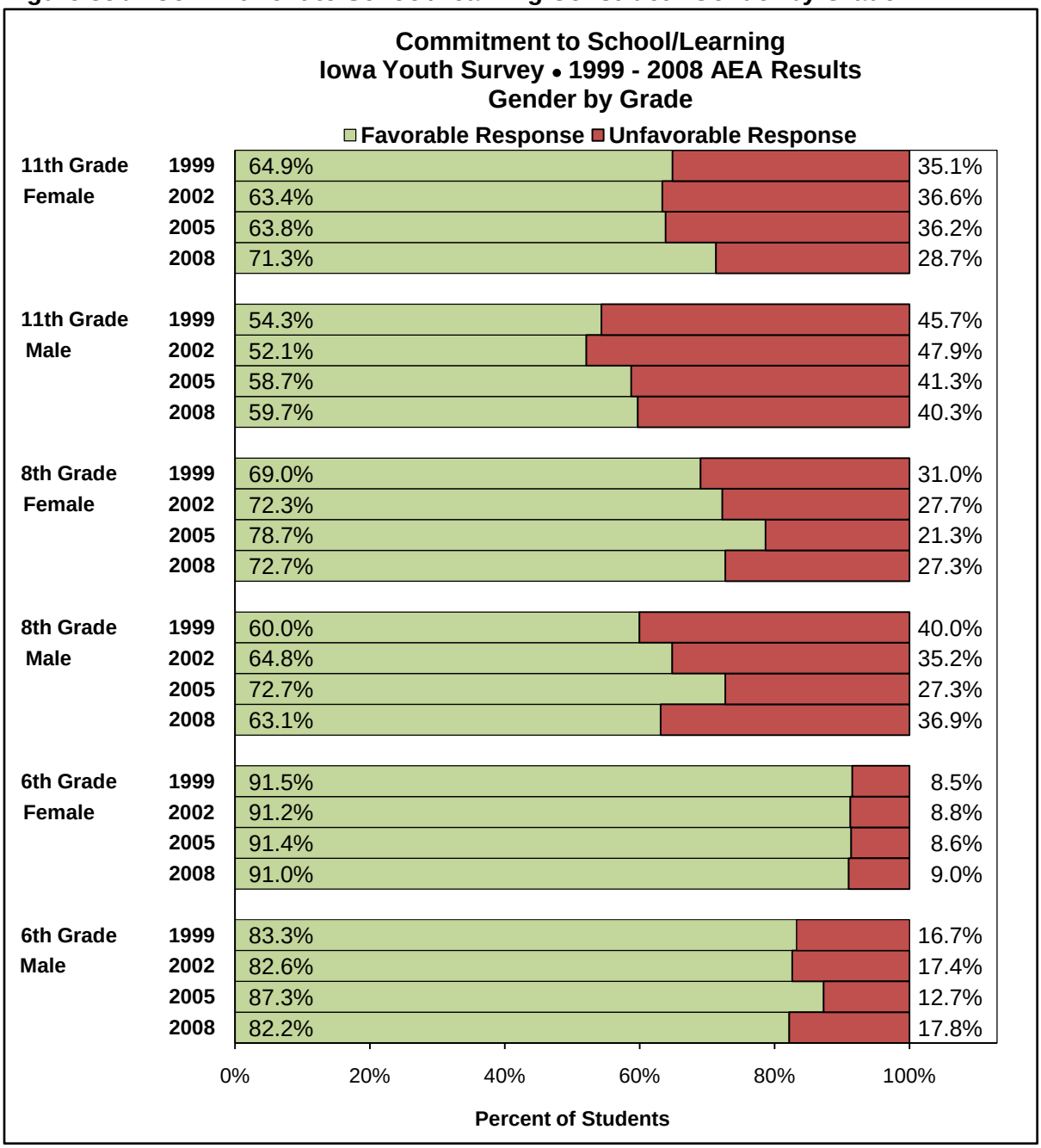
Commitment to School/Learning

Figure 35a. Commitment to School/Learning Construct: AEA, Gender, Grade



Four IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: I care about my school; I try to do my best in school; I plan to finish high school; I do the homework that is assigned? *Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

Figure 35b. Commitment to School/Learning Construct: Gender by Grade



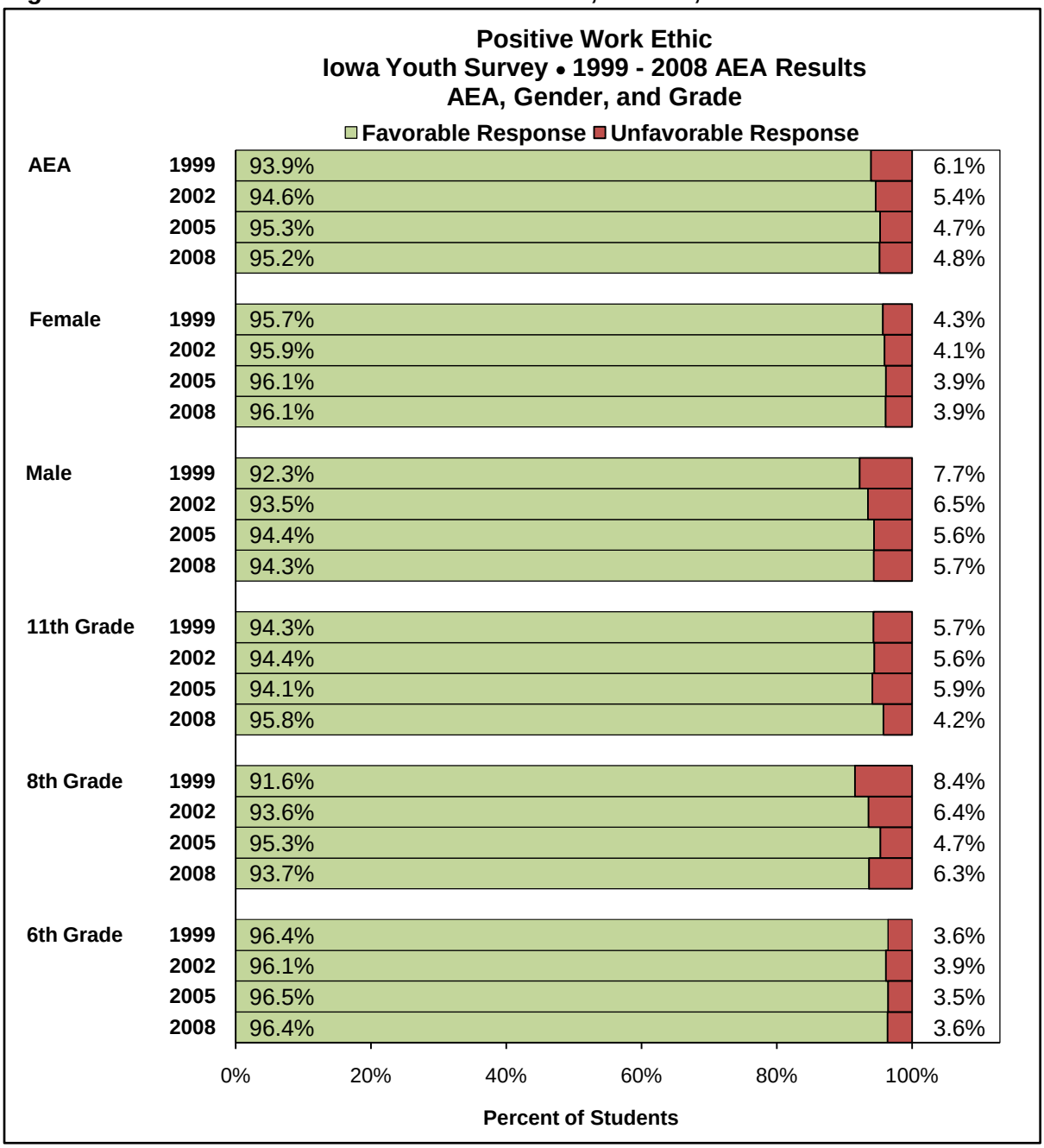
Four IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: I care about my school; I try to do my best in school; I plan to finish high school; I do the homework that is assigned? *Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

Domain VII: Youth Prepared For a Productive Adulthood
There is one construct within the Youth Prepared For a Productive Adulthood Domain:

- Positive Work Ethic

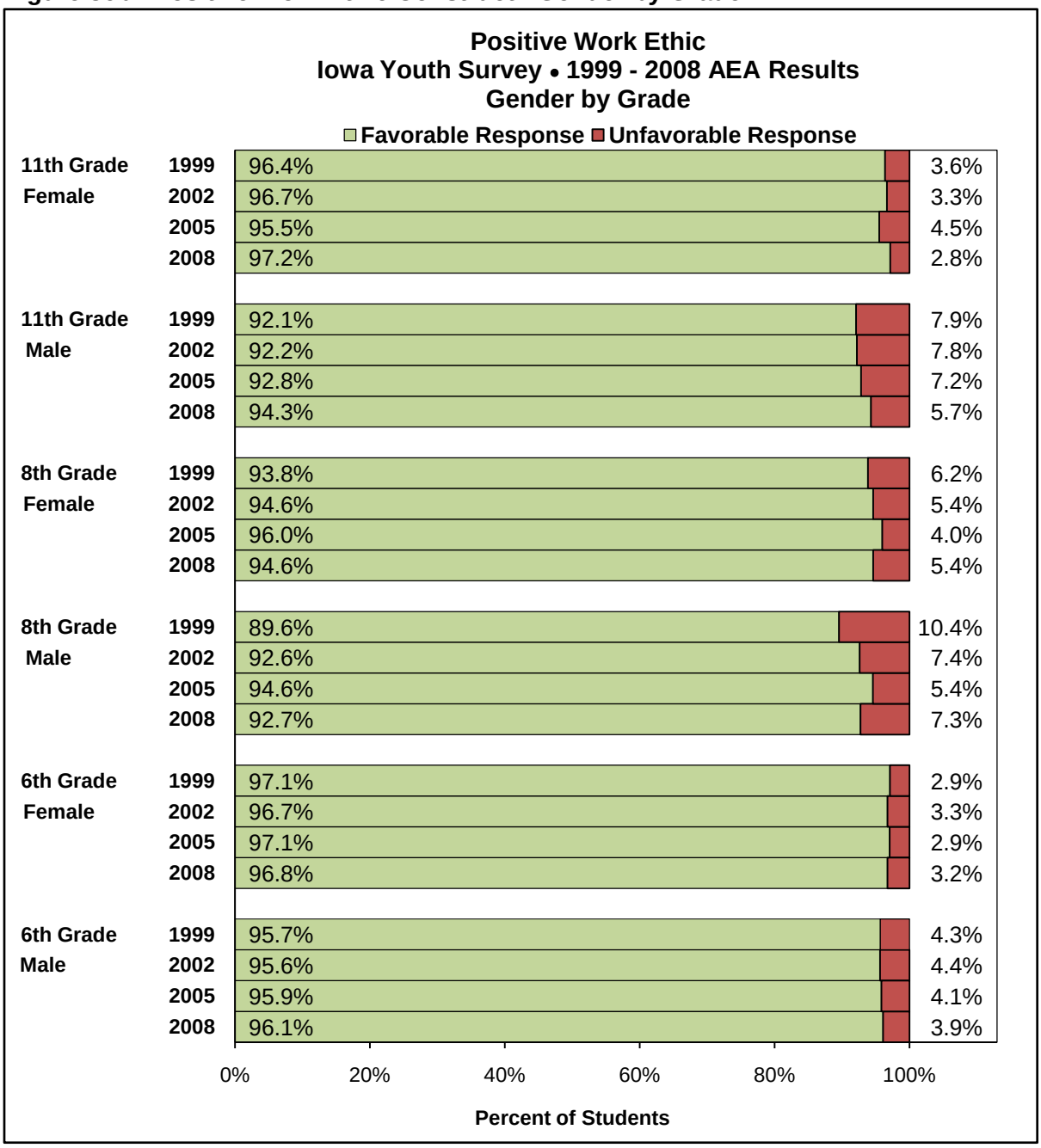
Positive Work Ethic

Figure 36a. Positive Work Ethic Construct: AEA, Gender, Grade



One IYS question is utilized in this construct: How much do you agree or disagree that the following statement is true: I believe that working hard now will make my life successful in the future? *Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

Figure 36b. Positive Work Ethic Construct: Gender by Grade



One IYS question is utilized in this construct: How much do you agree or disagree that the following statement is true: I believe that working hard now will make my life successful in the future? *Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

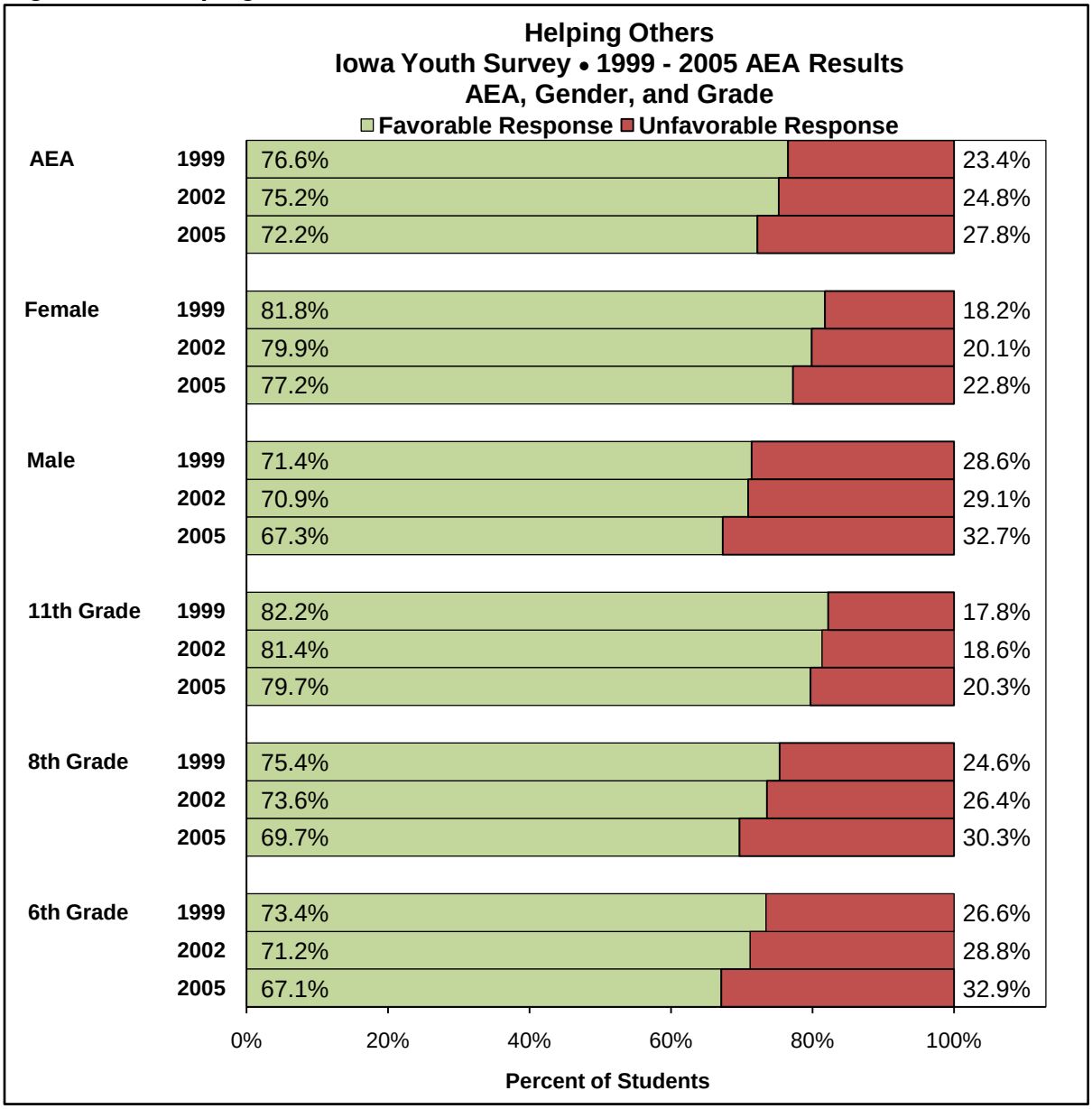
Domain VIII: Youth Engaged In/Contribute to Community
There is one construct within the Youth Engaged In/Contribute to Community Domain:

- Helping Others

Helping Others

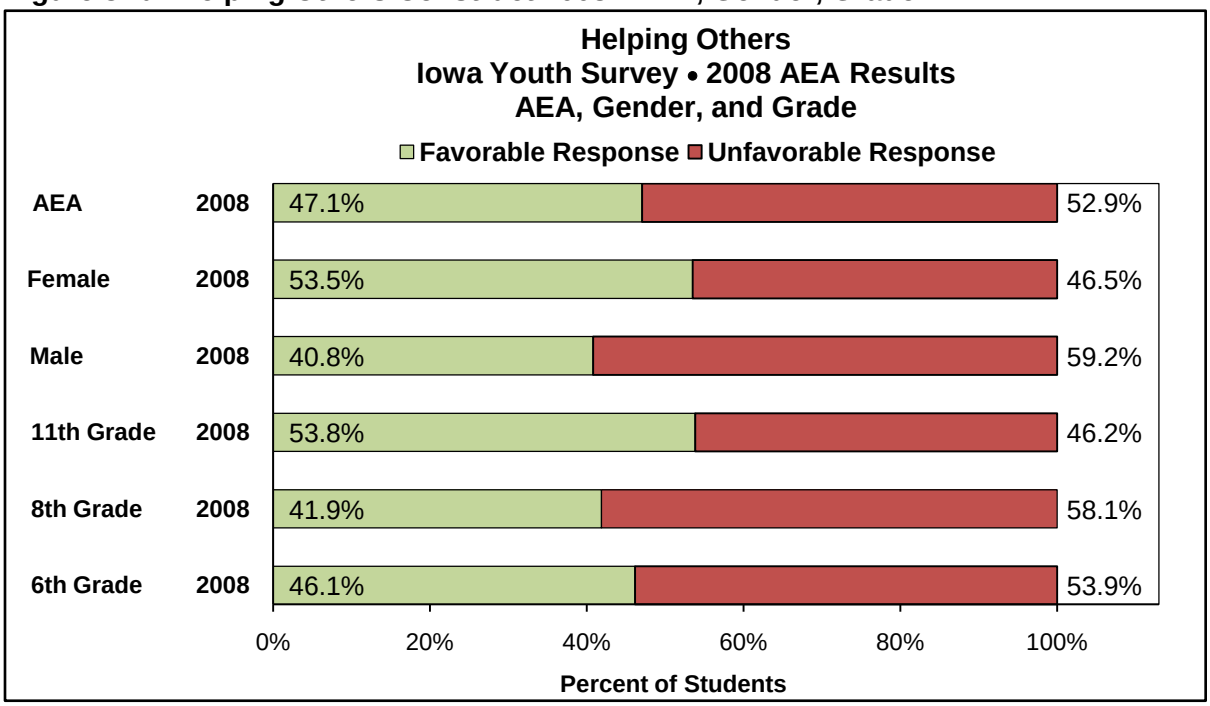
A change in 2008 to the one question utilized in the Helping Others construct may have resulted in students interpreting the question differently than in previous survey years. Therefore, data from 1999, 2002, and 2005 cannot be compared with 2008 data for the Helping Others construct. Data from 1999 through 2005 appear in Figures 37a and 37c; 2008 data appears in Figures 37b and 37d.

Figure 37a. Helping Others Construct 1999-2005: AEA, Gender, Grade



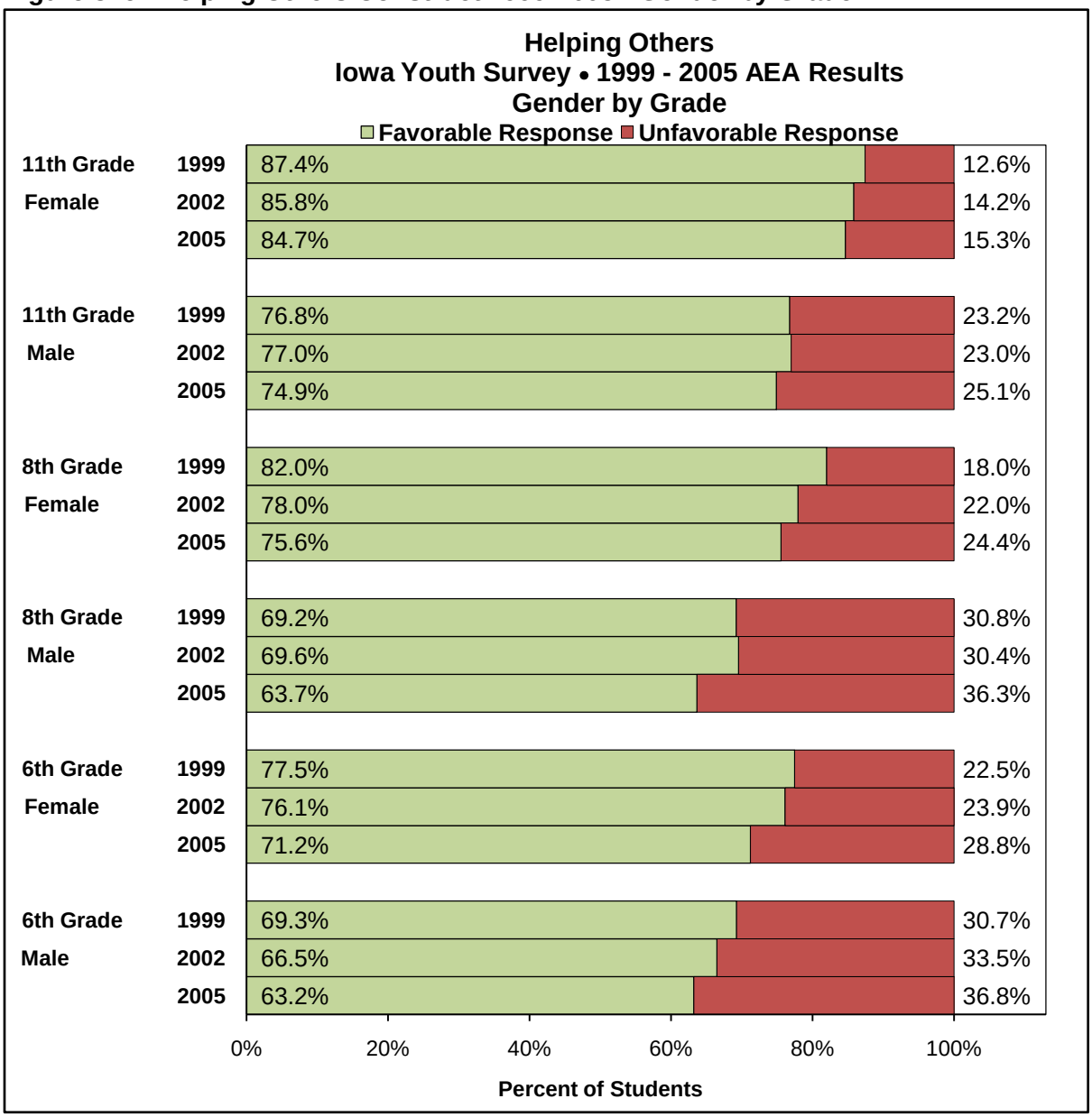
1999, 2002, 2005, - One IYS question is utilized in this construct: On the average during the school year, how many hours per week do you spend: helping friends, neighbors, or others (including volunteer activities)? *Response coding:* "1-2 hours," "3-5 hours," "6-10 hours," or "11 or more hours" are coded as favorable and "0 hours" is coded as unfavorable.

Figure 37b. Helping Others Construct 2008: AEA, Gender, Grade



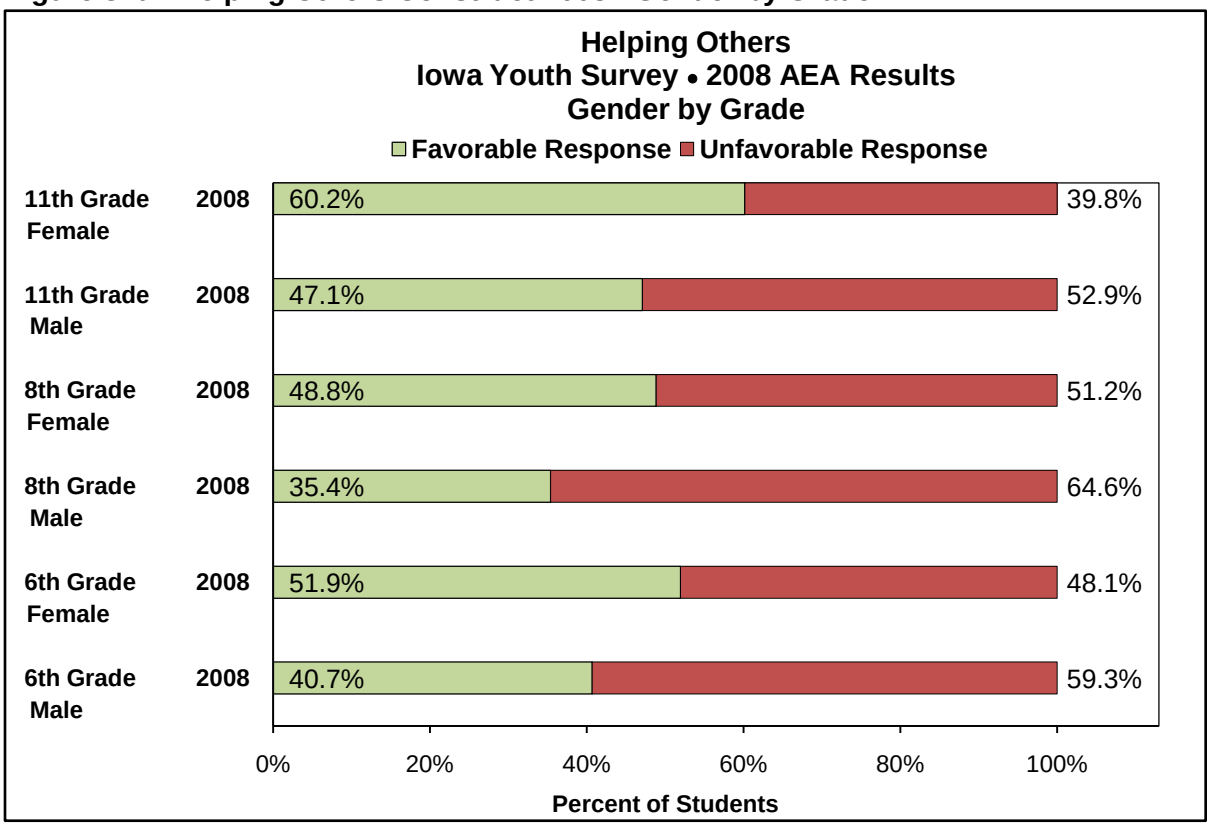
2008 - One IYS question is utilized in this construct: On the average during the school year, how many hours per week do you spend: volunteering either by helping others or helping improve your school, neighborhood, or community? *Response coding:* "1-2 hours," "3-5 hours," "6-10 hours," or "11 or more hours" are coded as favorable and "0 hours" is coded as unfavorable.

Figure 37c. Helping Others Construct 1999-2005: Gender by Grade



1999, 2002, 2005, - One IYS question is utilized in this construct: On the average during the school year, how many hours per week do you spend: helping friends, neighbors, or others (including volunteer activities)? *Response coding:* "1-2 hours," "3-5 hours," "6-10 hours," or "11 or more hours" are coded as favorable and "0 hours" is coded as unfavorable.

Figure 37d. Helping Others Construct 2008: Gender by Grade

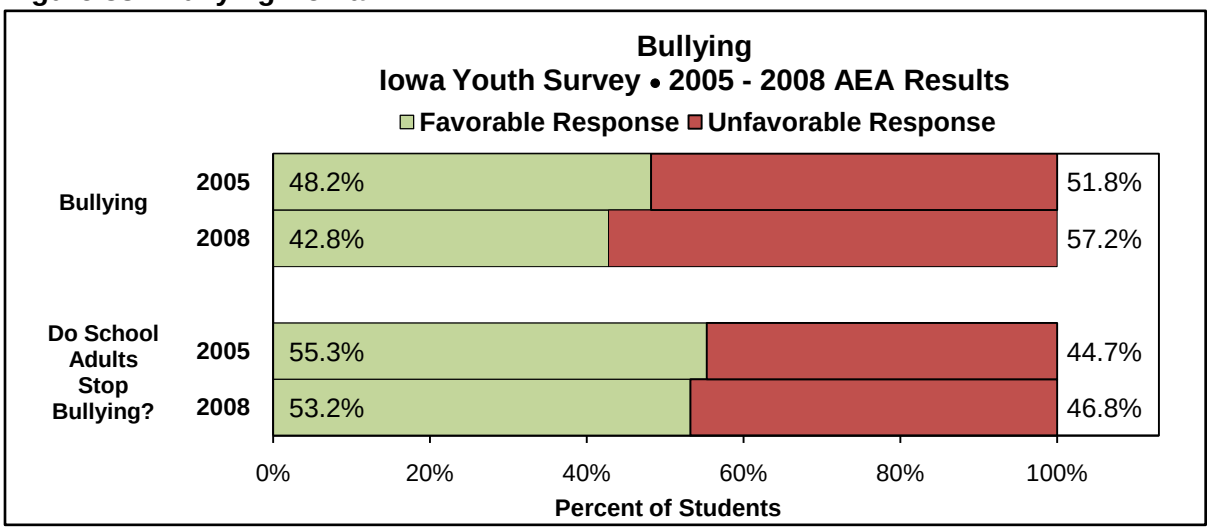


2008 - One IYS question is utilized in this construct: On the average during the school year, how many hours per week do you spend: volunteering either by helping others or helping improve your school, neighborhood, or community? *Response coding:* "1-2 hours," "3-5 hours," "6-10 hours," or "11 or more hours" are coded as favorable and "0 hours" is coded as unfavorable.

Domain IX: Bullying
The Bullying domain was added in 2005, therefore data is only available for 2005 and 2008. The two constructs in the Bullying domain are:

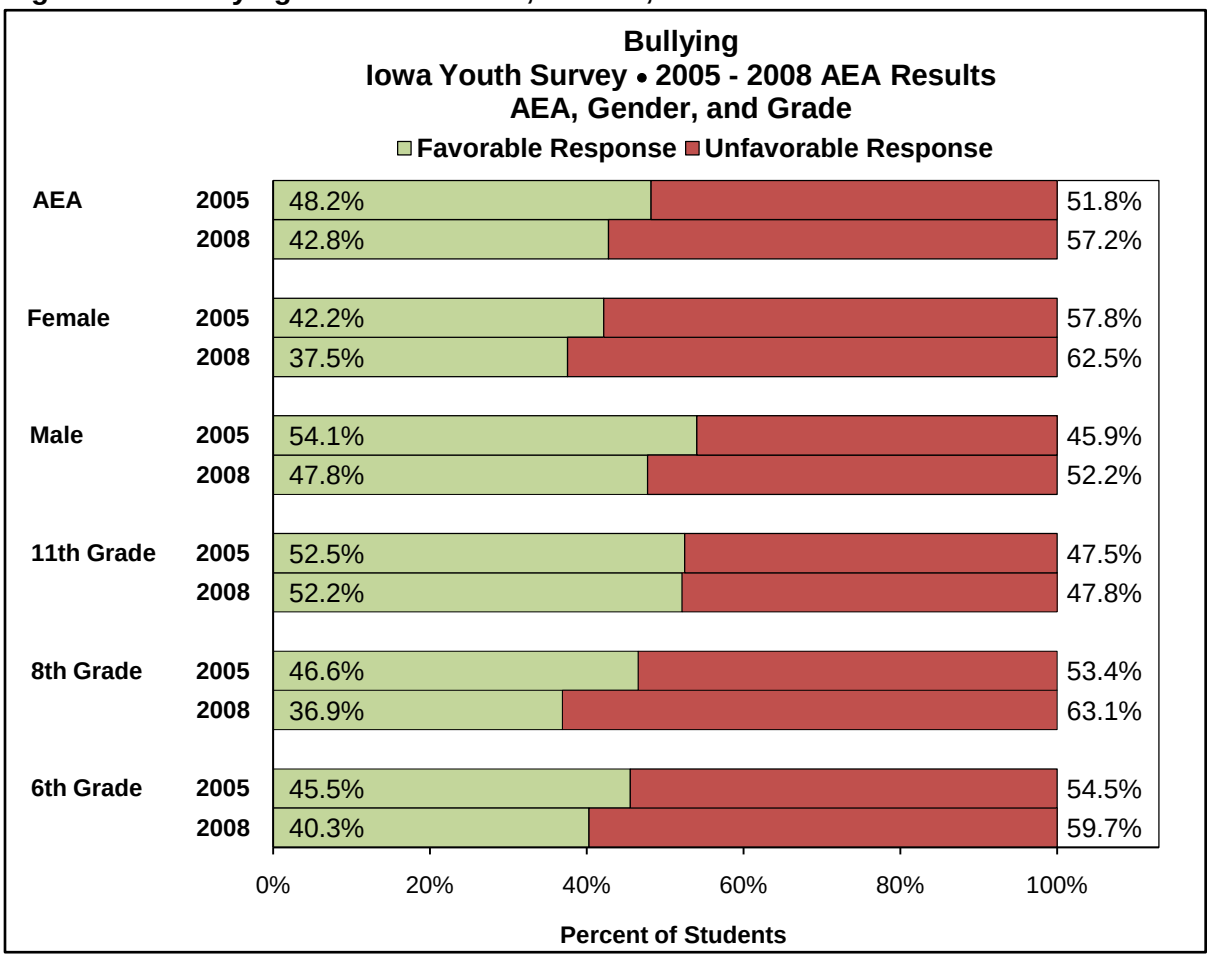
- Bullying
- Do School Adults Stop Bullying?

Figure 38. Bullying Domain



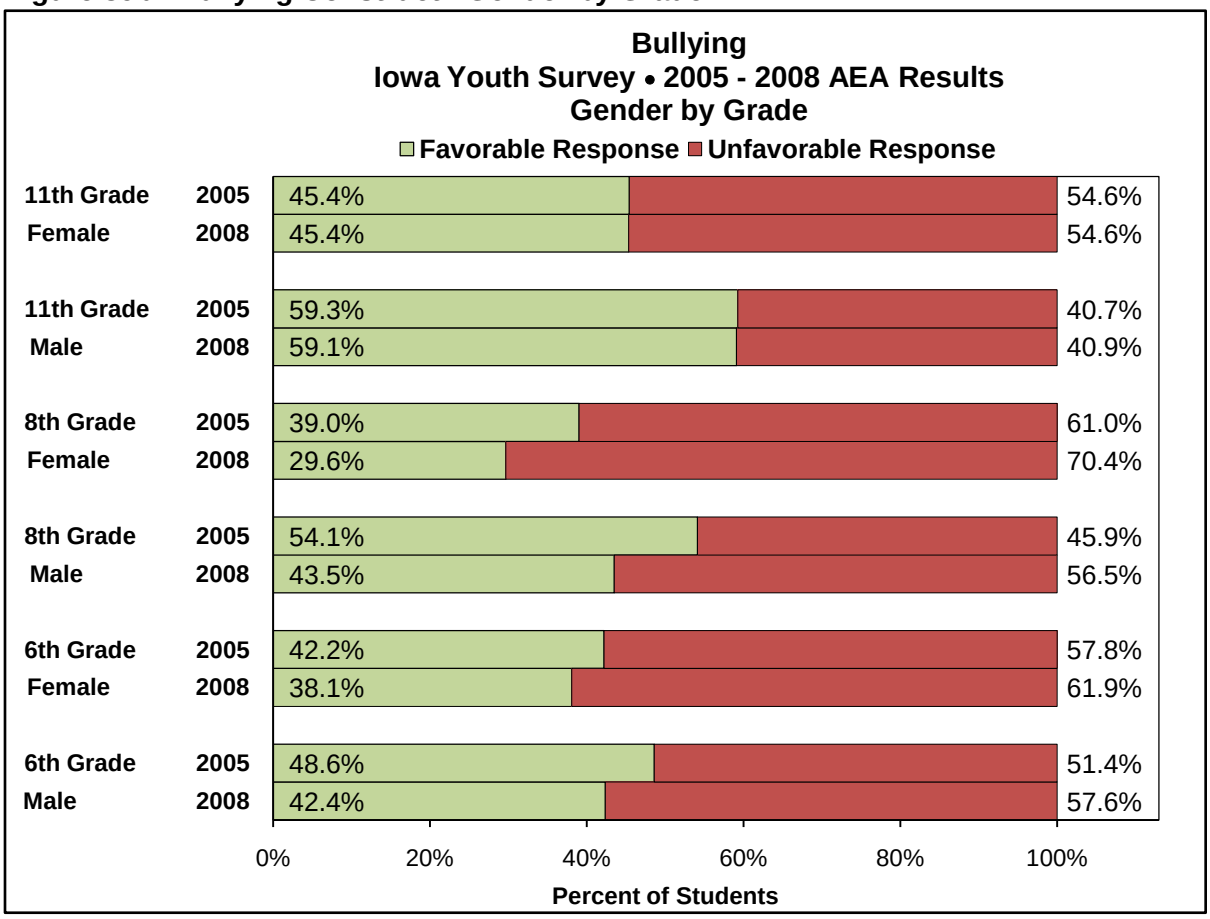
Bullying

Figure 39a. Bullying Construct: AEA, Gender, Grade



Eight IYS questions are utilized in this construct: In the last 30 days, how many times have you been bullied at school in the ways listed: I was called names, was made fun of, or teased in a hurtful way; other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me; I was hit, kicked, pushed, shoved around, or locked indoors; other students told lies, spread false rumors about me, and tried to make others dislike me; I was made fun of because of my race or color; I was made fun of because of my religion; other students made sexual jokes, comments, or gestures that hurt my feelings; I have received a threatening or hurtful message from another student in an email, on a website, on a cell phone, from pager text messaging, in an internet chat room, or in instant messaging. *Response coding:* "0 times" is coded as favorable and any response indicating one or more times of being bullied is coded as unfavorable.

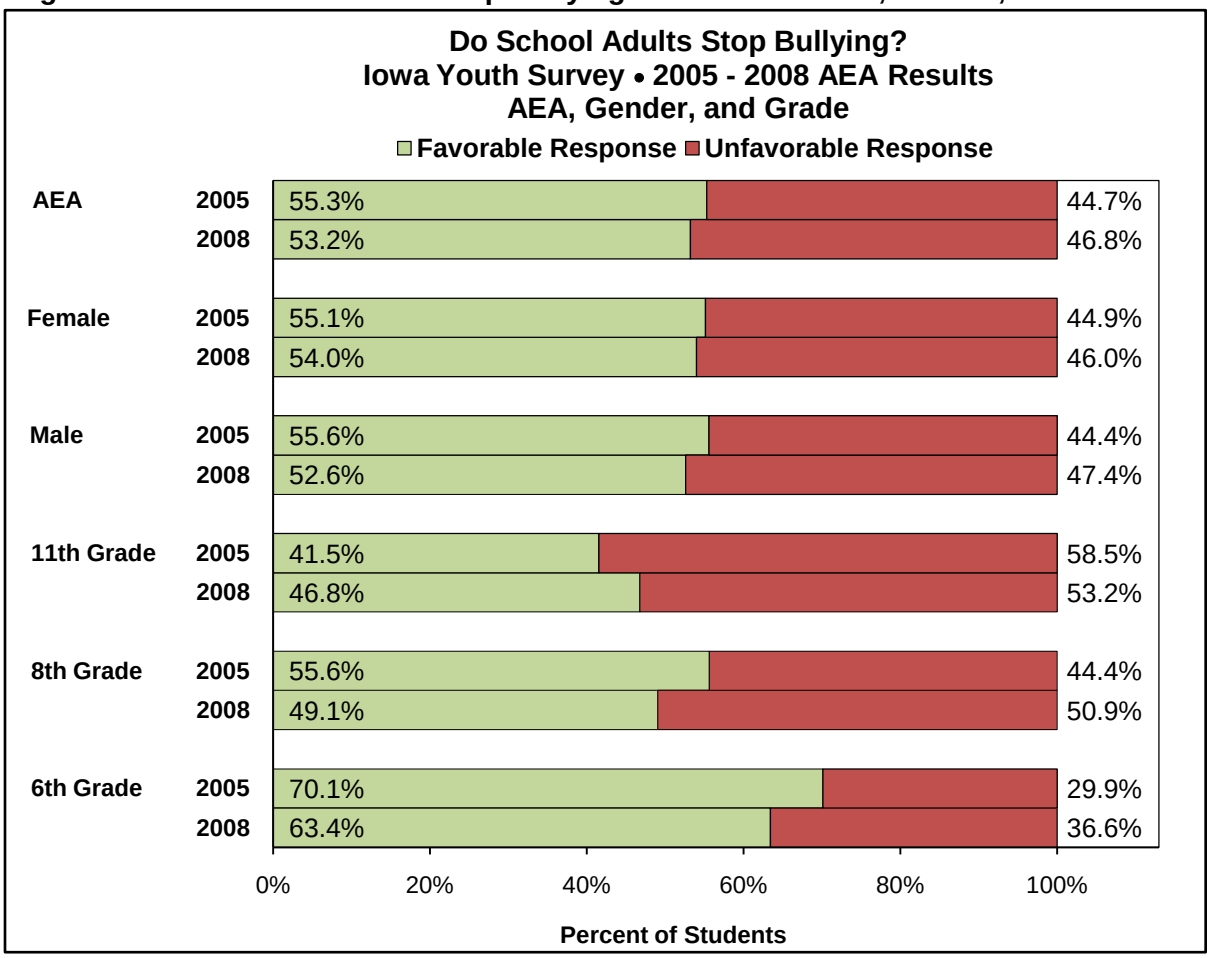
Figure 39b. Bullying Construct: Gender by Grade



Eight IYS questions are utilized in this construct: In the last 30 days, how many times have you been bullied at school in the ways listed: I was called names, was made fun of, or teased in a hurtful way; other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me; I was hit, kicked, pushed, shoved around, or locked indoors; other students told lies, spread false rumors about me, and tried to make others dislike me; I was made fun of because of my race or color; I was made fun of because of my religion; other students made sexual jokes, comments, or gestures that hurt my feelings; I have received a threatening or hurtful message from another student in an email, on a website, on a cell phone, from pager text messaging, in an internet chat room, or in instant messaging. *Response coding:* "0 times" is coded as favorable and any response indicating one or more times of being bullied is coded as unfavorable.

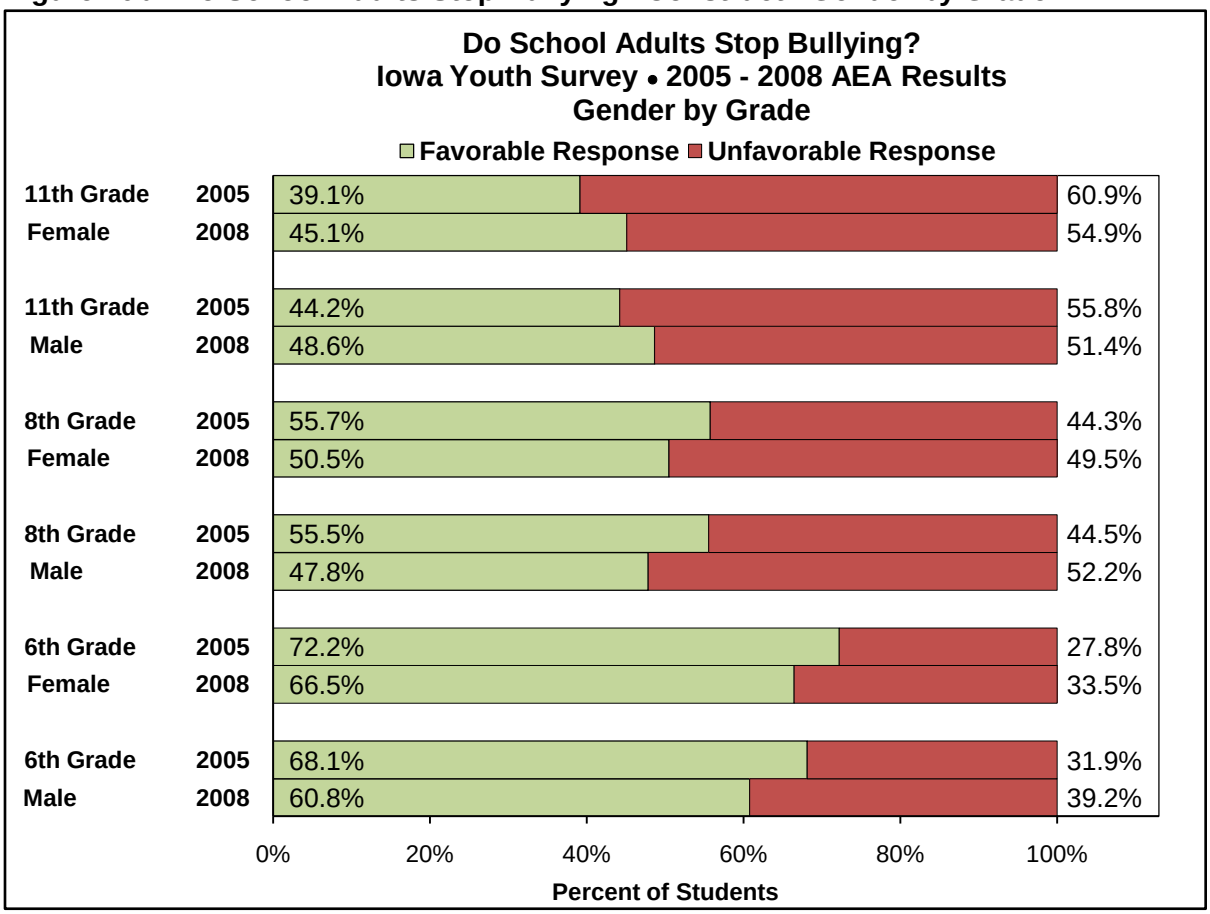
Do School Adults Stop Bullying?

Figure 40a. Do School Adults Stop Bullying? Construct: AEA, Gender, Grade



One IYS question is utilized in this construct: When a student is being bullied at school, how often do the teachers or other adults at school try to put a stop to it? *Response coding:* "Almost always" or "often" are coded as favorable and "almost never," "once in a while," or "sometimes" are coded as unfavorable.

Figure 40b. Do School Adults Stop Bullying? Construct: Gender by Grade



One IYS question is utilized in this construct: When a student is being bullied at school, how often do the teachers or other adults at school try to put a stop to it? *Response coding:* "Almost always" or "often" are coded as favorable and "almost never," "once in a while," or "sometimes" are coded as unfavorable.

Table 3. Missing Construct Records by Year

IOWA YOUTH DEVELOPMENT RESULTS FRAMEWORK DOMAINS AND CONSTRUCTS	Percent of Missing Records			
	1999	2002	2005	2008
SECURE AND SUPPORTIVE FAMILY				
Positive Family Relationships	10.2%	13.8%	10.9%	5.5%
Family Involvement and Support	11.9%	15.2%	13.5%	6.4%
Parental/Guardian Boundaries	8.5%	10.9%	9.0%	5.0%
Positive Parental/Guardian Norms	9.9%	12.8%	10.9%	6.0%
SAFE AND SUPPORTIVE SCHOOL CLIMATE				
School Expectations/Boundaries	9.4%	11.1%	9.2%	6.0%
Safe (Nonviolent) School Environment	1.8%	1.8%	2.0%	2.5%
School Perceived to be Safe	6.7%	8.6%	5.4%	3.9%
School Staff/Student Support	9.0%	12.3%	8.8%	5.2%
Positive Student Norms	7.9%	8.3%	7.9%	5.1%
Social Pressure to Use Substances Limited	5.0%	5.9%	5.9%	4.2%
SAFE AND SUPPORTIVE COMMUNITY				
Positive Community Adult Norms	11.2%	16.1%	12.1%	6.0%
Positive Community Peer Norms	6.0%	9.1%	6.4%	4.8%
Youth Access to Substances Limited	11.0%	14.3%	11.9%	5.9%
Safe Neighborhood	10.8%	14.5%	11.2%	5.3%
Supportive Neighborhood	15.6%	19.8%	15.5%	8.3%
Alcohol/Drug Free Places Available	11.4%	14.9%	11.1%	5.5%
HEALTHY YOUTH — AVOIDANCE OF RISKY BEHAVIOR				
Suicide Risk Avoidance	3.2%	2.8%	10.6%	2.8%
No Current (past 30 days) Alcohol Use*	0.0%	0.0%	0.0%	0.0%
No Current (past 30 days) Tobacco Use*	0.0%	0.0%	0.0%	0.0%
No Current (past 30 days) Illegal Drug Use*	0.0%	0.0%	0.0%	0.0%
Substance Use Risk Awareness	6.2%	9.6%	6.2%	4.8%
Violent/Aggressive Behavior Avoidance	3.2%	3.0%	5.6%	3.9%
Gambling Avoidance	2.0%	2.2%	2.1%	7.6%
SOCIALLY COMPETENT YOUTH				
Empathy	3.0%	3.0%	3.1%	3.2%
Self-Confidence	5.2%	6.1%	6.6%	4.6%
Self-Esteem	3.7%	4.3%	4.2%	3.4%
Acceptance of Diversity	4.7%	4.4%	4.0%	3.8%
Positive Values	7.6%	7.9%	8.7%	5.6%
Peer Pressure Resistance	2.7%	3.5%	3.0%	2.7%
YOUTH SUCCESSFUL IN SCHOOL				
Commitment to School/Learning	8.7%	12.6%	8.3%	5.2%
YOUTH PREPARED FOR A PRODUCTIVE ADULTHOOD				
Positive Work Ethic	2.5%	3.1%	2.7%	3.1%
YOUTH ENGAGED IN/CONTRIBUTE TO COMMUNITY				
Helping Others	3.4%	3.8%	3.4%	4.3%
BULLYING				
Bullying	NA	NA	5.6%	5.4%
Do School Adults Stop Bullying?	NA	NA	7.4%	3.4%

*As in previous IYS reports, responses containing missing data for these three constructs were included in the favorable category if all other responses in the record were also coded as favorable.