

IOWA YOUTH SURVEY TREND REPORT

State of Iowa
2002 • 2005 • 2008 • 2010

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

Iowa Consortium for Substance Abuse Research and Evaluation
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**THE IOWA
CONSORTIUM**
FOR SUBSTANCE ABUSE RESEARCH AND EVALUATION

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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 decreased from 83.5% in 2008 to 68.1% in 2010. The decrease from 2008 to 2010 was largely due to the changes in funding mechanisms that reduced the incentive for school districts to participate in the IYS. 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 2010 Iowa Youth Survey data.

Overview

In September and October of 2010, the Iowa Department of Public Health (IDPH) collaborated with schools in Iowa to conduct the 2010 Iowa Youth Survey (IYS). The 2010 IYS is the thirteenth in a series of surveys that have been completed every two or 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 2010 State of Iowa Trend report, multiple IYS yearly and trend reports are also publicly available on the IYS website: www.iowayouthsurvey.org.

Objective

The 2010 Iowa Youth Survey State of Iowa Trend Report is designed to help state-level planners, community agencies, and school personnel identify youth development needs, implement relevant targeted interventions, and assess outcomes. It 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, these data can help the state obtain funding for a wide variety of programs and services. IYS trend data provide an overall view of youth for each construct; however, the data do 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 State of Iowa Youth Survey Reports for each survey year. An analysis of the responses to each question used in scoring the construct would be necessary to 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 2010 Iowa Youth Survey State of Iowa Trend Report are derived from the 2002, 2005, 2008, and 2010 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).

Also in 2008, the decision was made to change the IYS completion schedule from every three years to every two years. Future Iowa Youth Surveys will be completed in even numbered years, beginning with 2010.

In 2010, school district changes in funding mechanisms reduced the incentive for school districts to participate in the IYS. Due to these changes, fewer school districts initially signed up to participate. To try to increase the number of participating districts, IDPH re-opened the IYS to accommodate additional districts, changing the close of the IYS data collection period from October to December. Approximately 7.5% of the total number of records were collected during the later time period. Analysis shows that data from the districts that completed the IYS in the second administration period tended to be significantly different than data collected during the traditional IYS collection period, although only by a few percentage points. This difference could be because of the different collection periods. Alternative reasons include but are not limited to differences in participants' age between the collection periods, differences in the districts that participated later, or geographic distribution across the state.

2002, 2005, 2008, and 2010 Iowa Youth Surveys

Profile of Participation

Validated records were received from students in grades 6, 8, and 11 from all 99 counties in Iowa from 2002 to 2010. Based on information in previous IYS reports, Table 1 on the following page provides the total number of students enrolled and the number and percent of students completing a validated 2002, 2005, 2008, and 2010 IYS, by grade. The first column lists the year and the second column lists the grade. The third column provides the number of students enrolled in grades 6, 8, and 11, according to the Iowa Department of Education. The fourth column displays the number of records from students who reported that they were in grades 6, 8, or 11 and completed a validated IYS. The fifth column provides the percent of students in each grade 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 state and gender portions of construct figures.

Table 1. 2002 – 2010 IYS Participation by Grade

Year	Grade	Number of Students Enrolled	Number of IYS Records	Percent Completing IYS
2002	6	40,033	32,163	80.3%
	8	40,142	32,919	82.0%
	11	40,127	30,335	75.6%
2005	6	38,467	31,814	82.7%
	8	40,641	34,068	83.8%
	11	40,403	31,673	78.4%
2008	6	37,643	32,264	85.7%
	8	37,807	32,673	86.4%
	11	39,603	31,130	78.6%
2010	6	37,893	26,856	70.9%
	8	37,663	27,115	72.0%
	11	38,354	23,657	61.7%

School district and non-public school participation has fluctuated from 2002 to 2010. Not all public school districts and non-public schools participated in the IYS at the four data collection points (2002, 2005, 2008, and 2010). Data from all public school districts and non-public schools that participated in at least one year of the IYS are included in this report and data in this report assume each record represents one student. In general, the higher the percentage of students completing the IYS, the more likely the data are representative of all students in grades 6, 8, and 11 residing in the state of Iowa. The percent of public school districts participating increased through 2005, dropped slightly in 2008, and dropped more substantially in 2010. Non-public schools declined in 2005, gained participation in 2008, and then dropped in 2010. Table 2 provides the number of participating public school districts and non-public schools in 2002 through 2010 based on information in previous IYS reports.

Table 2. 2002 – 2010 Public School District and Non-Public School IYS Participation

Year	Number of Public School Districts	Number of Public School Districts Participating in IYS	Percent Participating in IYS	Number of Non-Public Schools	Number of Non-Public Schools Participating in IYS	Percent Participating in IYS
2002	371	349	94%	178	49	28%
2005	365	359	98%	194	27	14%
2008	362	347	96%	184	48	26%
2010	359	307	86%	183	31	17%

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 2002, 2005, 2008, and 2010 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

Weighting

Proportions of enrolled 6th, 8th, and 11th grade students completing the IYS varied and these differences presented a potential for bias. Therefore, all percentages in the construct figures are weighted. Since 11th graders may be more likely to use substances than 6th or 8th graders, any significant discrepancy between the proportion of 11th grade students and other participating grades would produce a distorted total estimate (i.e., different proportions of students in different grades could produce an artificially high or low total substance use estimate). A statistical weighting procedure reduces this potential bias and allows utilization of all validated data. The proportion of students in Iowa enrolled in each grade was divided by the proportion actually completing an IYS. The resulting fraction is the weighting factor used in this report. Table 3 on the following page provides a descriptive profile of the weights used in the 2010 State IYS Trend Report. The first column lists the grade. The second column presents the percentage of students enrolled in grade 6, 8, or 11 out of the total number of students enrolled in those grades, according to the Iowa Department of Education. The third column is the percentage of students completing the IYS who reported they were in each grade level. The fourth column is the weight applied so that the IYS data is adjusted to represent the population of students in grades 6, 8, and 11. Students who completed the IYS but did not report a grade of 6, 8, or 11 were assigned a weight of 1.

Table 3. Profile of Weights in the 2010 State of Iowa Trend Report

Year	Grade	Percent Enrolled	Percent Completing IYS	Weight
2002	6	33.28%	33.70%	0.988
	8	33.37%	34.50%	0.967
	11	33.36%	31.80%	1.049
2005	6	32.19%	32.61%	0.987
	8	34.01%	34.92%	0.974
	11	33.81%	32.47%	1.041
2008	6	32.71%	33.58%	0.974
	8	32.86%	34.01%	0.966
	11	34.42%	32.40%	1.062
2010	6	33.27%	34.60%	0.962
	8	33.06%	34.93%	0.947
	11	33.67%	30.47%	1.105

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. In 2010, significant question changes occurred that resulted in the elimination of eight constructs: Positive Parental/Guardian Norms; Positive Community Adult Norms; Positive Community Peer Norms; Suicide Risk Avoidance; No Current (past 30 days) Tobacco Use; No Current (past 30 days) Illegal Drug Use; Gambling Avoidance; and Helping Others. These changes also resulted in the elimination of the Youth Engaged In/Contribute To Community domain.

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 procedural errors occurring during IYS administration in 2002, and the online administration of the 2008 and 2010 IYS.

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 and non-public schools 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 state 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 and 2010 IYS were 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, not indicative that there is not 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 State of Iowa Youth Survey Reports.

Due to the large number of students responding to each question, small differences in percents can often be statistically significant. In the 2002 and 2005 trend reports, it was suggested that differences of one percentage point or greater be considered meaningful. The 2008 trend report suggested that differences of 1.6 percentage points or greater be considered meaningful. In 2010, conservative analyses were performed using the smallest subgroup comparisons and it was determined that a change of 1.9 percentage points or greater for the weighted state data should be considered a significant change. Statistical analyses were performed on all construct data and significant differences are noted in the construct narrative. Additionally, the notation: "Any difference of 1.9 percentage points or greater may be considered statistically significant" appears beneath the construct figures.

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. Changes made to questions on the 2010 IYS resulted in the elimination of eight constructs and one domain. The Youth Engaged In/Contribute to Community domain was eliminated. Three domains with multiple constructs had at least one construct eliminated in 2010. These domain changes are noted in the text. The 2010 State of Iowa IYS Trend report presents data collected in 2002, 2005, 2008, and 2010 for the remaining 26 constructs.

Construct Figures

The data for constructs are combined and presented in eight domains on pages 9 through 95. The first figure presents the weighted state data for all validated records for each construct within the domain (when the domain is comprised of more than one construct). Following this figure are descriptions of trends for each construct and a list of the questions and responses associated with each construct. Unless noted, all response options for questions in each construct were the same. Following this, two figures present response data for each construct. The first figure presents weighted totals for state, grade, and gender; the second figure presents

gender by grade (weighted results). Results are reported with the green shaded portion of the bar (on the left) representing the percent of participants 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 participants 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 2002 survey results, followed by 2005, 2008, and 2010. Due to rounding, percentages may not add up to exactly 100%.

In accordance with computations in previous IYS reports, percentages in all except one 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 25 of the 26 constructs. As in previous reports, responses containing missing data for the No Current (past 30 days) Alcohol Use construct 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 this construct, 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 this construct.

A listing of the framework domains and constructs is presented in Table 4 on the following page.

Table 4. 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
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
Youth Access to Substances Limited
Safe Neighborhood
Supportive Neighborhood
Alcohol/Drug Free Places Available
HEALTHY YOUTH — AVOIDANCE OF RISKY BEHAVIOR
No Current (past 30 days) Alcohol Use
Substance Use Risk Awareness
Violent/Aggressive Behavior 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
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.iowa.gov. While resources are limited, every effort will be made to promptly respond to requests.

Construct Trends

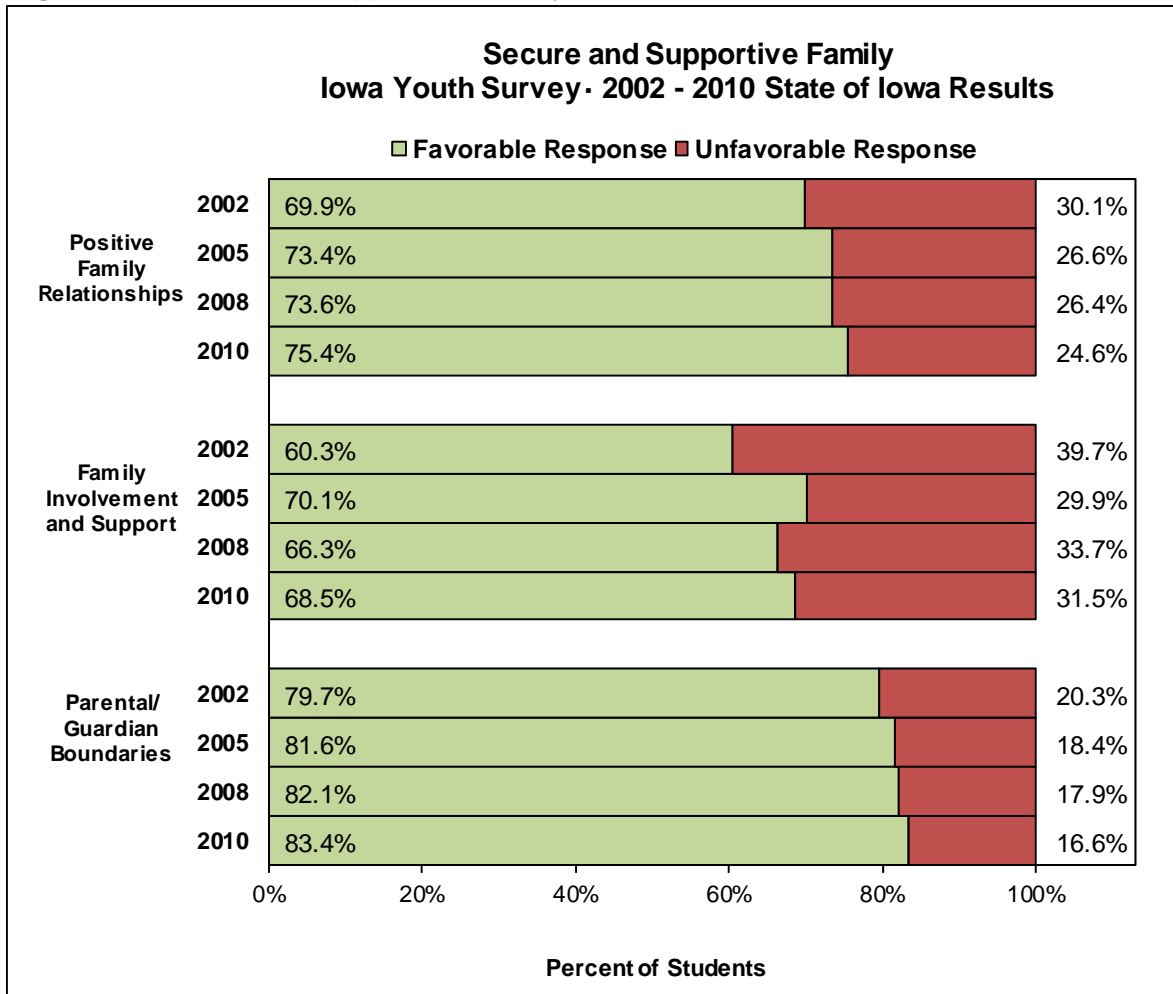
Domain I: Secure and Supportive Family

The three constructs within the Secure and Supportive Family Domain are:

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

Due to question changes in the 2010 survey, one construct in this domain has been removed. The Positive Parental/Guardian Norms construct was included in this domain in previous trend reports. All constructs in this domain show significant positive trends from 2002 to 2010.

Figure 1. Secure and Supportive Family Domain



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

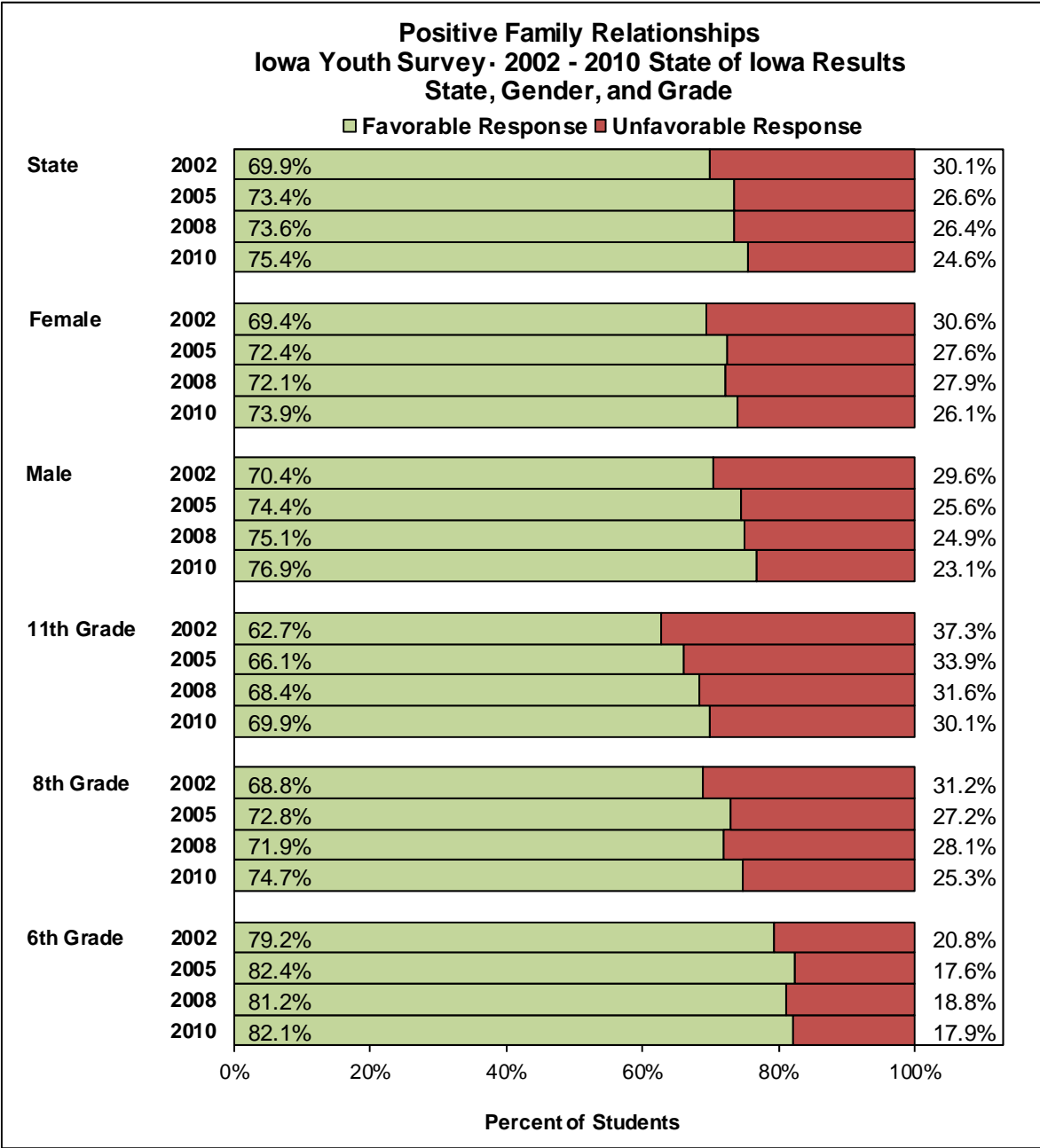
Positive Family Relationships

Iowa shows a positive trend for the Positive Family Relationships construct from 2002 to 2010. Gender, grade, and gender by grade show significant positive trends from 2002 to 2010, with the greatest change indicated by 11th grade males (9.2 percentage points). Half of the gender by grade groupings show a significant increase from 2008 to 2010. The higher the grade level, the lower the favorable percentages for this construct in each survey year. This may indicate that as youth go through adolescence family relationships are perceived as less supportive.

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?

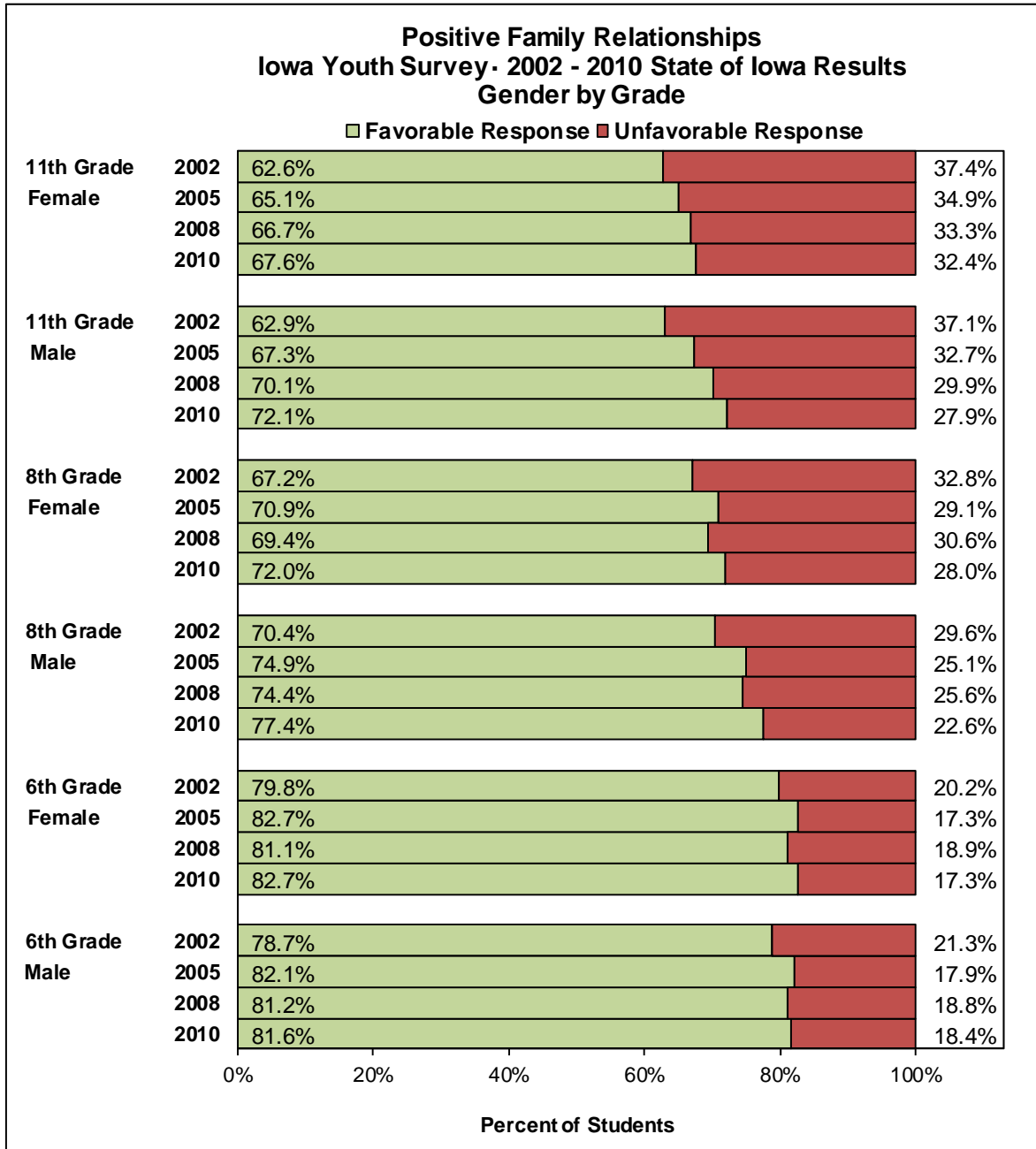
Response Coding: "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

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



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

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



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

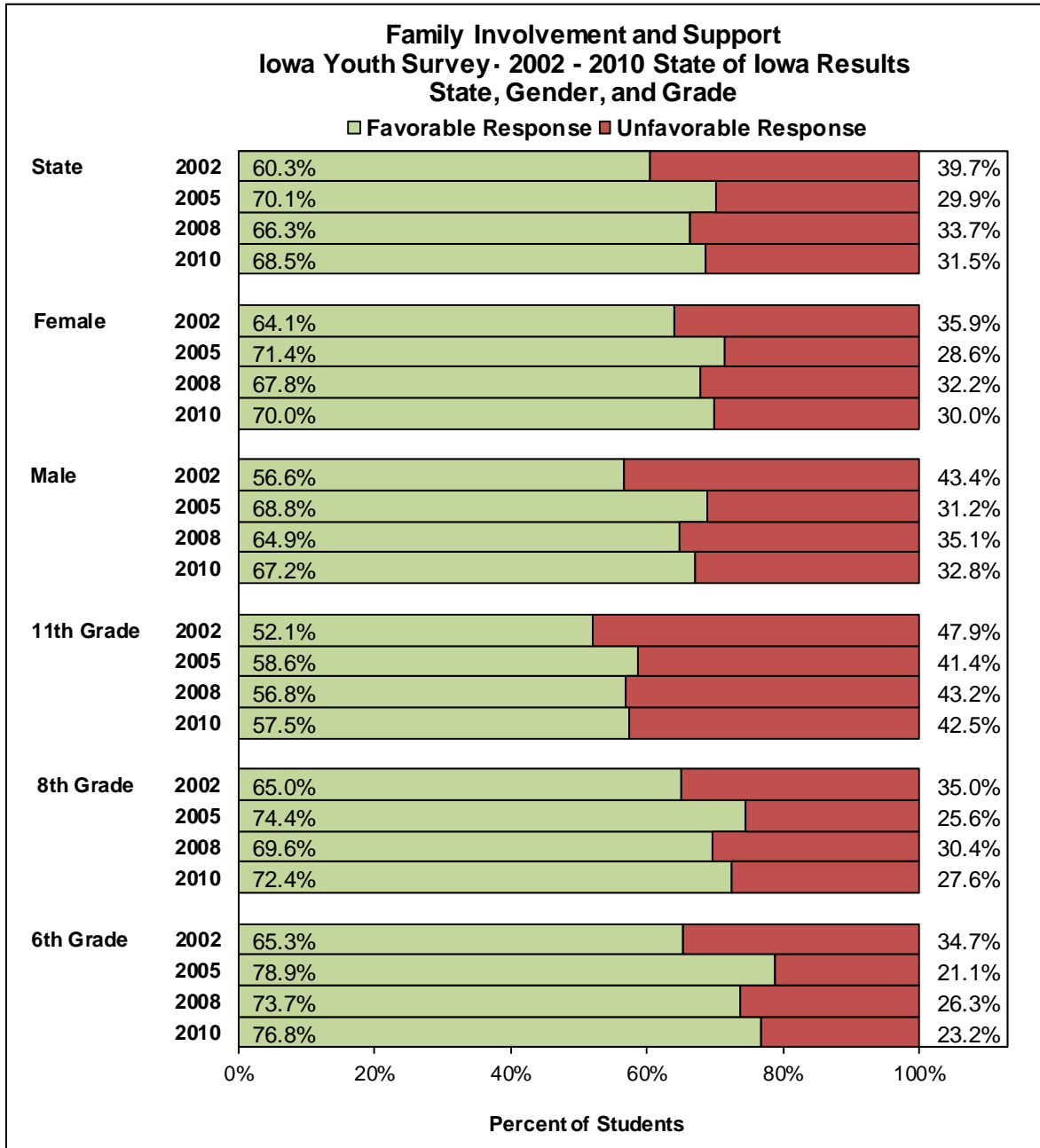
Family Involvement and Support

Overall, there is a positive trend for the Family Involvement and Support construct reported by Iowa students from 2002 to 2010. Significant increases for favorable responses occurred for all groupings from 2002 to 2010; four groupings (males, 6th graders, 8th grade males, and 6th grade males) showed an increase of over 10 percentage points. In almost all groupings, favorable responses were higher in 2005 than 2002, then dropped in 2008, only to rise almost to 2005 levels in 2010. Females have higher favorable percentages than males in each survey year for this construct. The higher the grade level, the lower the favorable percentages for this construct in each survey year.

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?

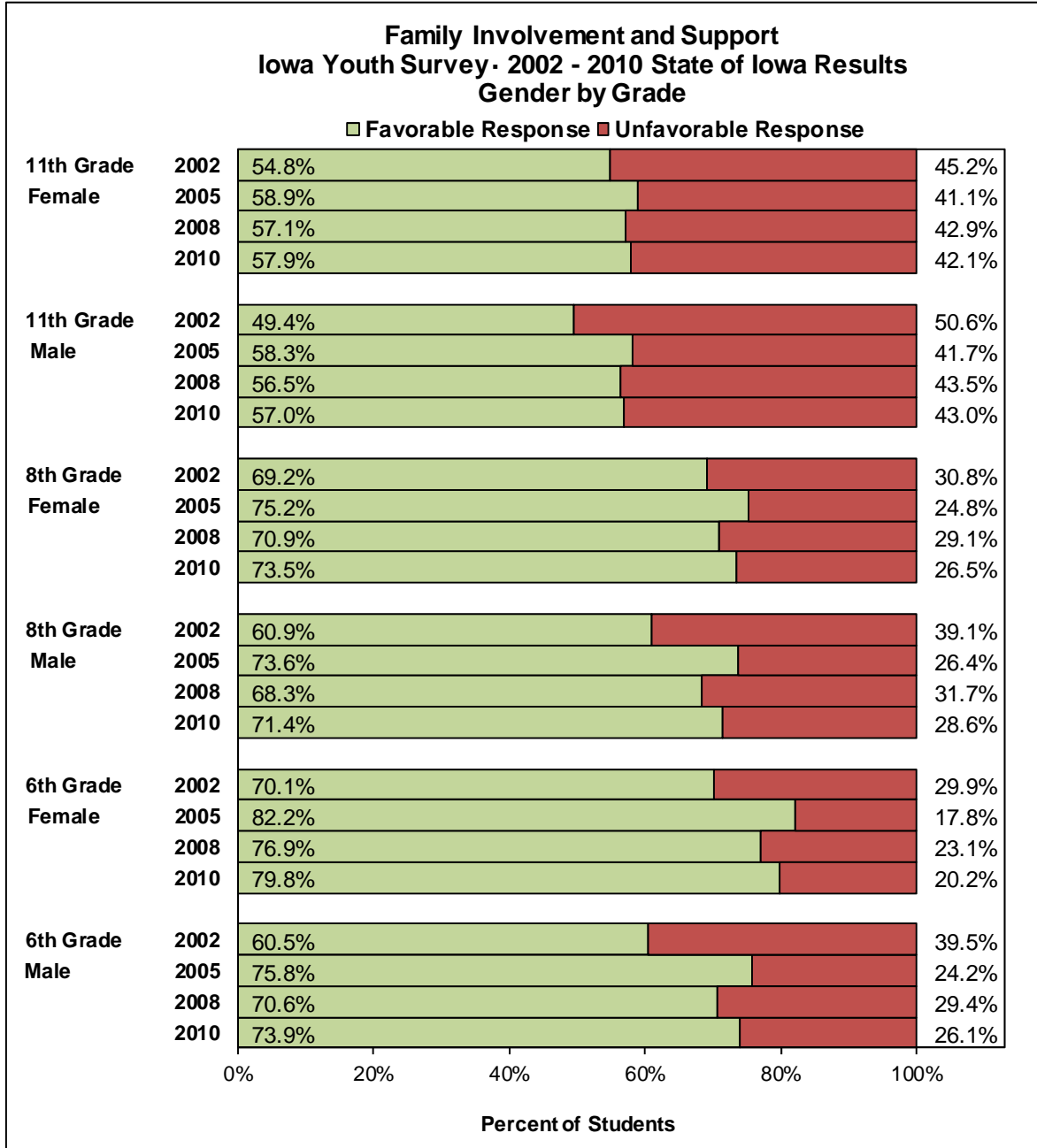
Response Coding: "Always," "often," or "sometimes" are coded as favorable and "never" is coded as unfavorable.

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



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

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



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

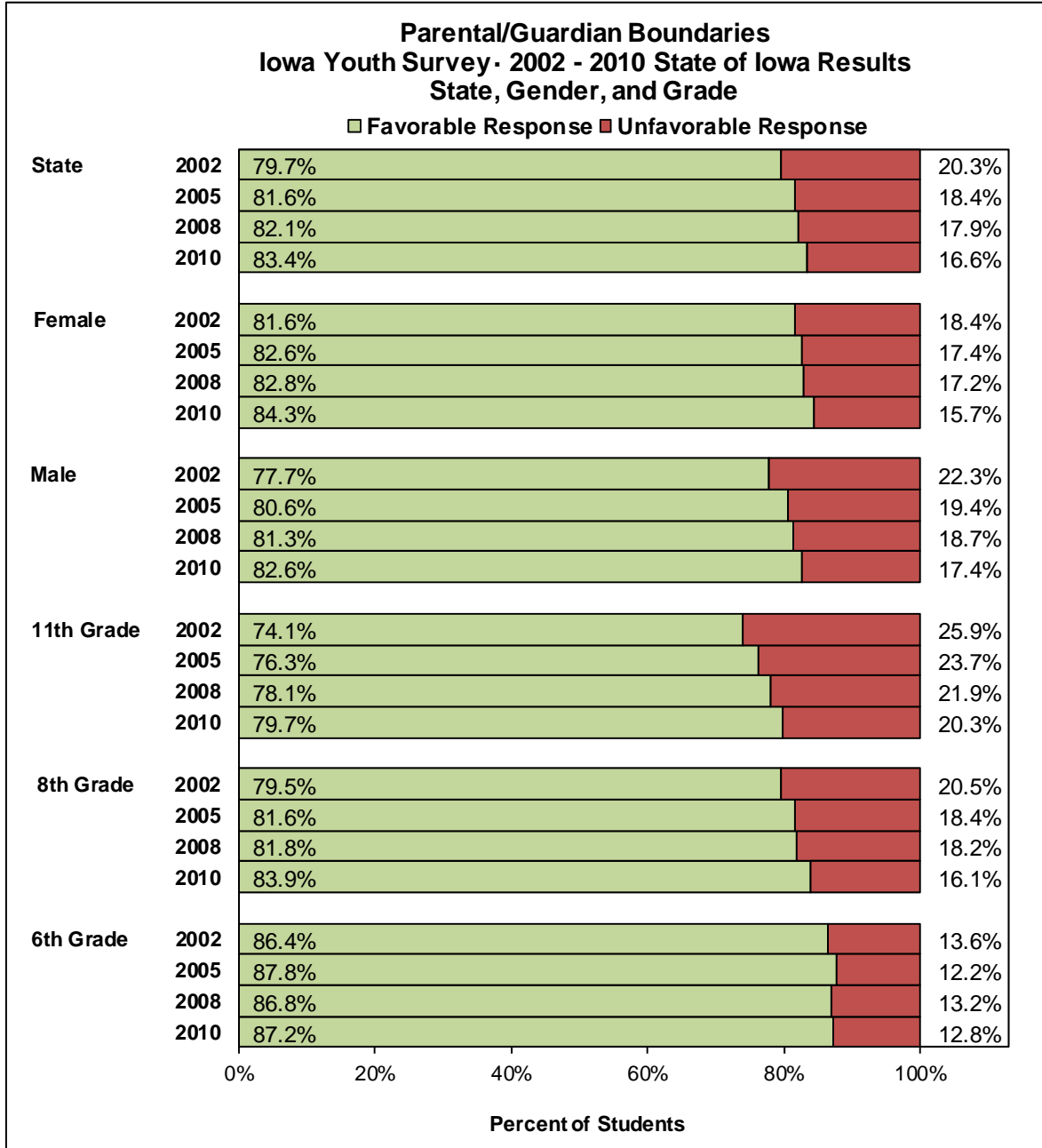
Parental/Guardian Boundaries

Iowa students overall show positive gains for the Parental/Guardian Boundaries construct from 2002 to 2010. 8th graders showed a significant increase in favorable responses from 2008 to 2010; this is true for both males and females. The small difference between females and males in 2010 is not significant. Sixth grade students indicate higher favorable responses than students in grade 8, who have higher favorable responses than students in grade 11.

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?

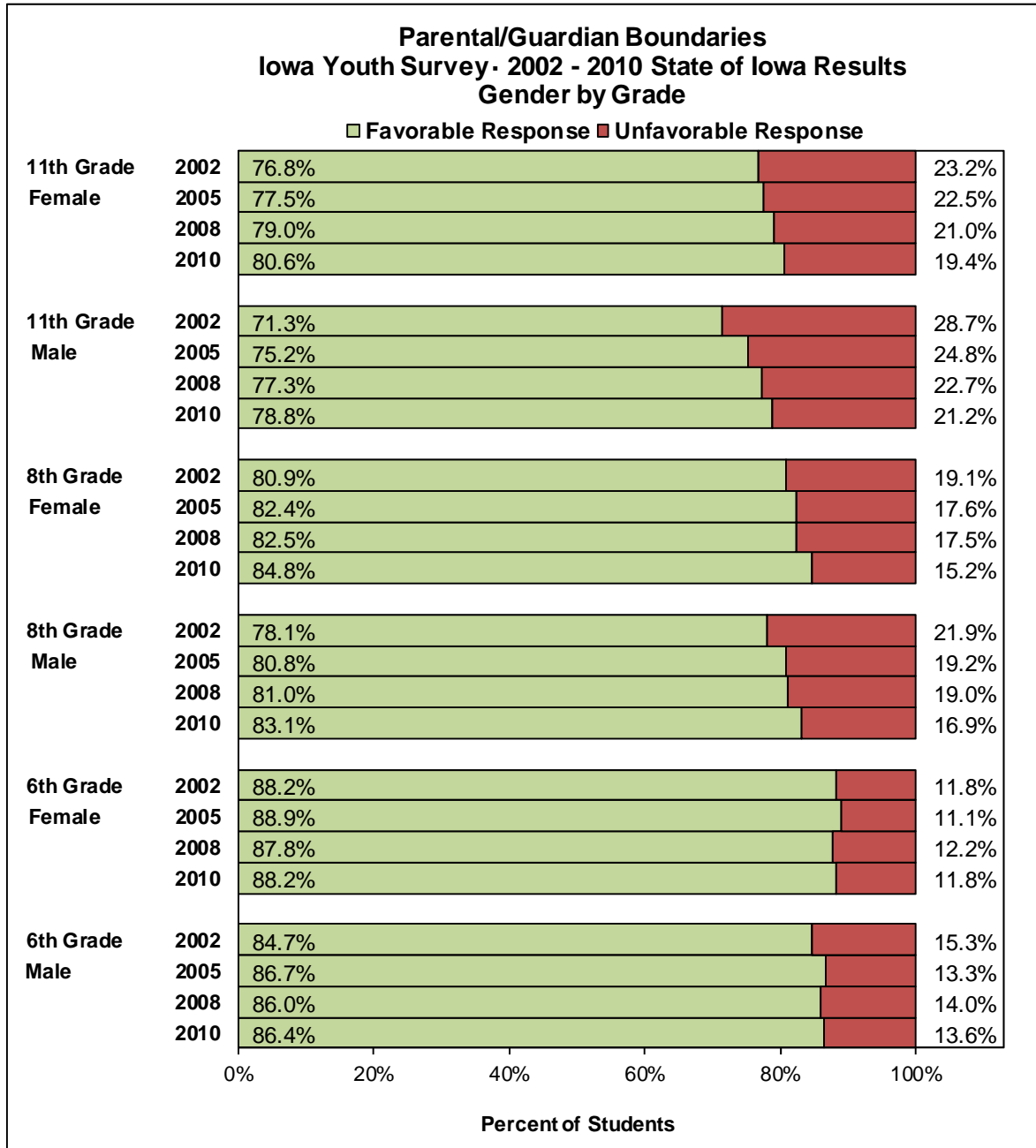
Response coding: "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

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



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

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



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

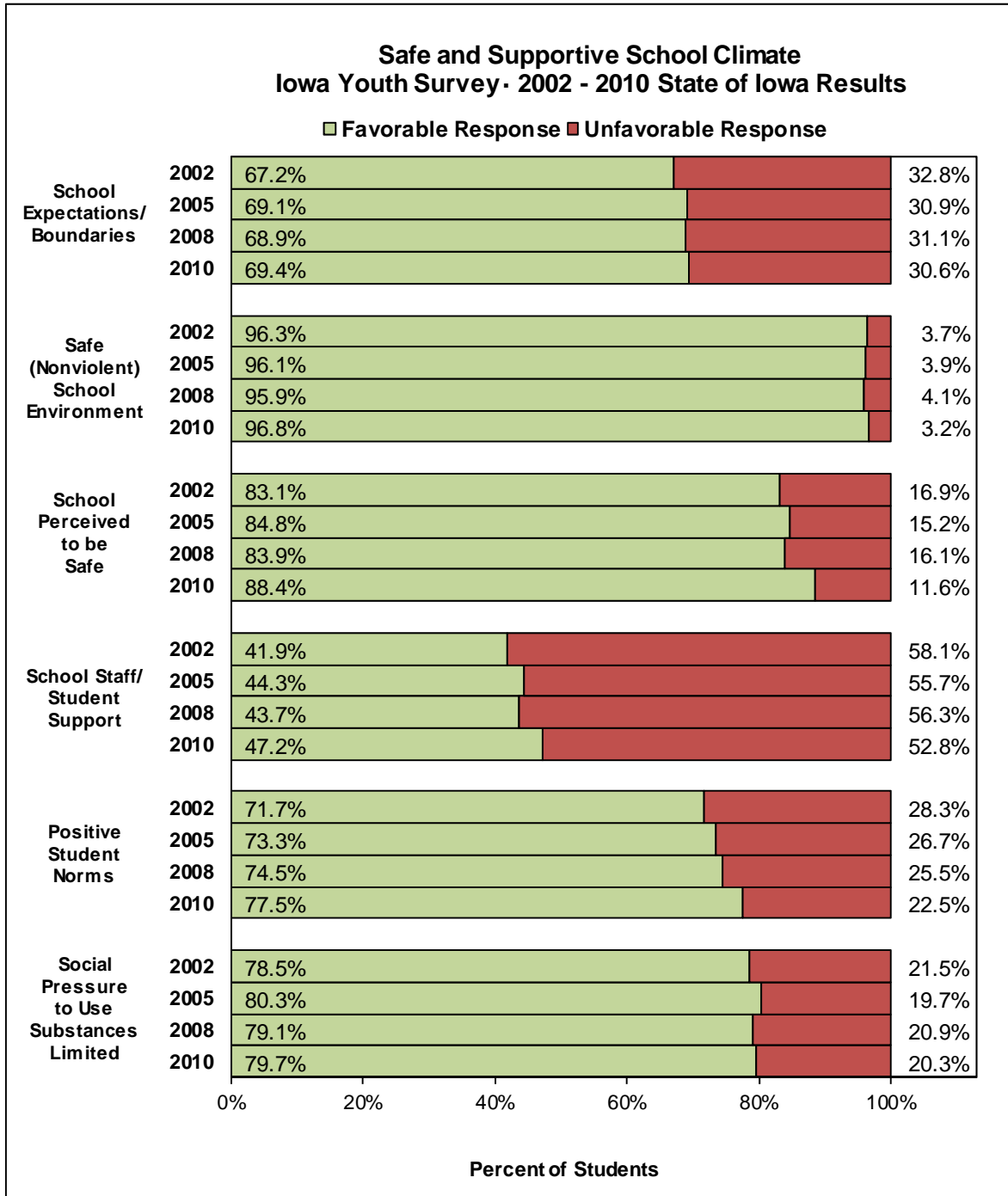
Domain II: Safe and Supportive School Climate

The six constructs within the Safe and Supportive School Climate Domain (Figure 5 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

Four constructs, School Expectation/Boundaries, School Perceived to be Safe, School Staff/Student Support, and Positive Student Norms had significant increases in favorable responses from 2002 to 2010. The School Perceived to be Safe construct had the highest increase of favorable responses from 2008 to 2010 of all the constructs. Safe (Nonviolent) School Environment and Social Pressure to Use Substances Limited constructs had no significant change between any years, including from 2002 to 2010. The School Staff/Student Support construct continues to have the lowest percentage of favorable responses in this domain. The Safe (Nonviolent) School Environment construct has the highest percentage of favorable responses of the six constructs in this domain.

Figure 5. Safe and Supportive School Climate Domain



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

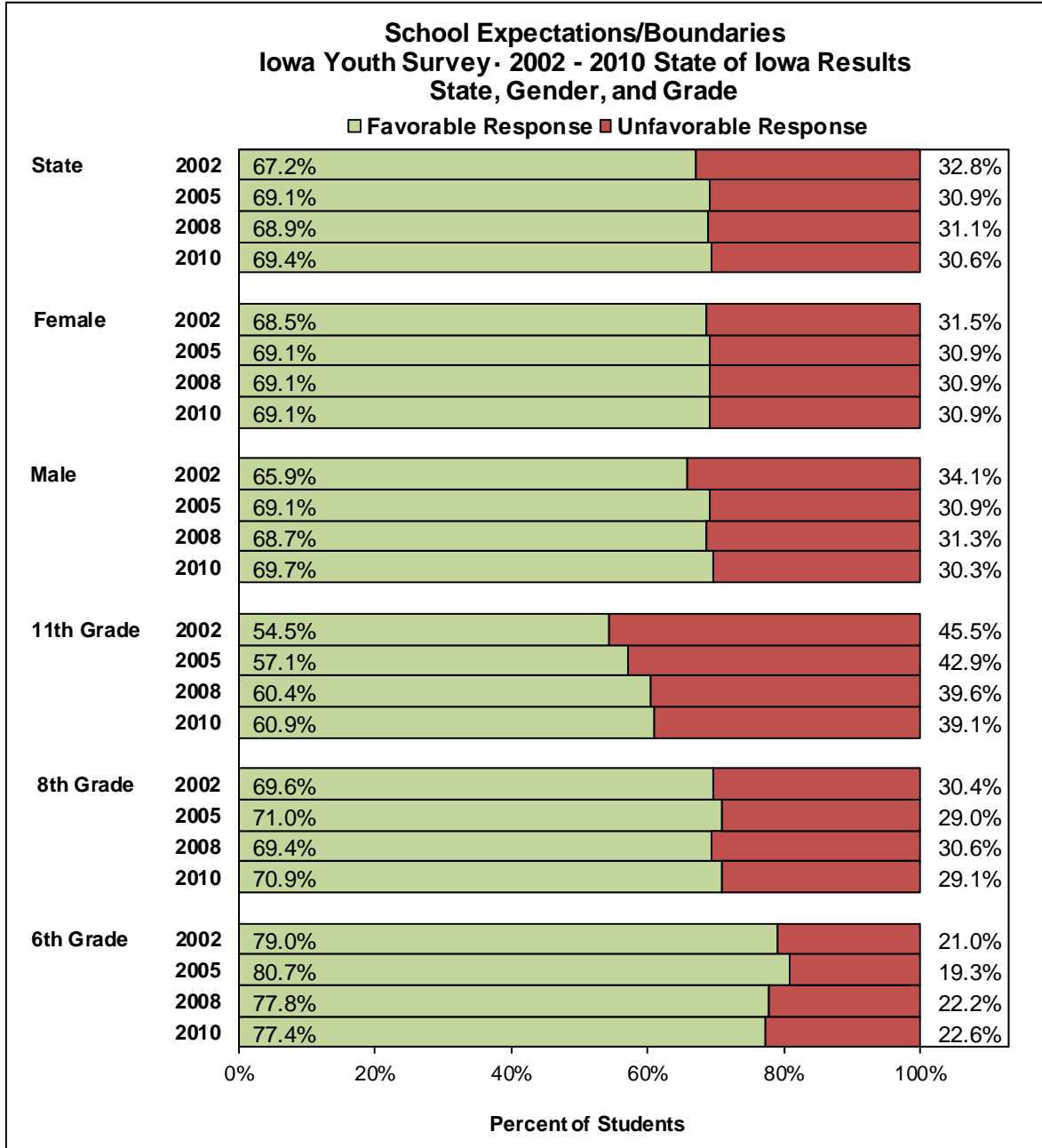
School Expectations/Boundaries

The state data show a positive trend for the School Expectations/Boundaries construct from 2002 to 2010. Males showed significant increase in favorable responses from 2002 to 2010. Although 11th grade students had the lowest percentage of favorable responses compared to grades 6 and 8, a significant positive trend in favorable responses for 11th grade students (both females and males) occurred from 2002 to 2010. Students in grade 8 had appeared similar from 2002 to 2010, while students in 6th grade had significant decrease in favorable responses (from 79.0% in 2002 to 77.4% in 2010). The decrease in 6th grade was from females; the 6th grade male percentage of favorable responses remained virtually unchanged from 2002 to 2010.

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?

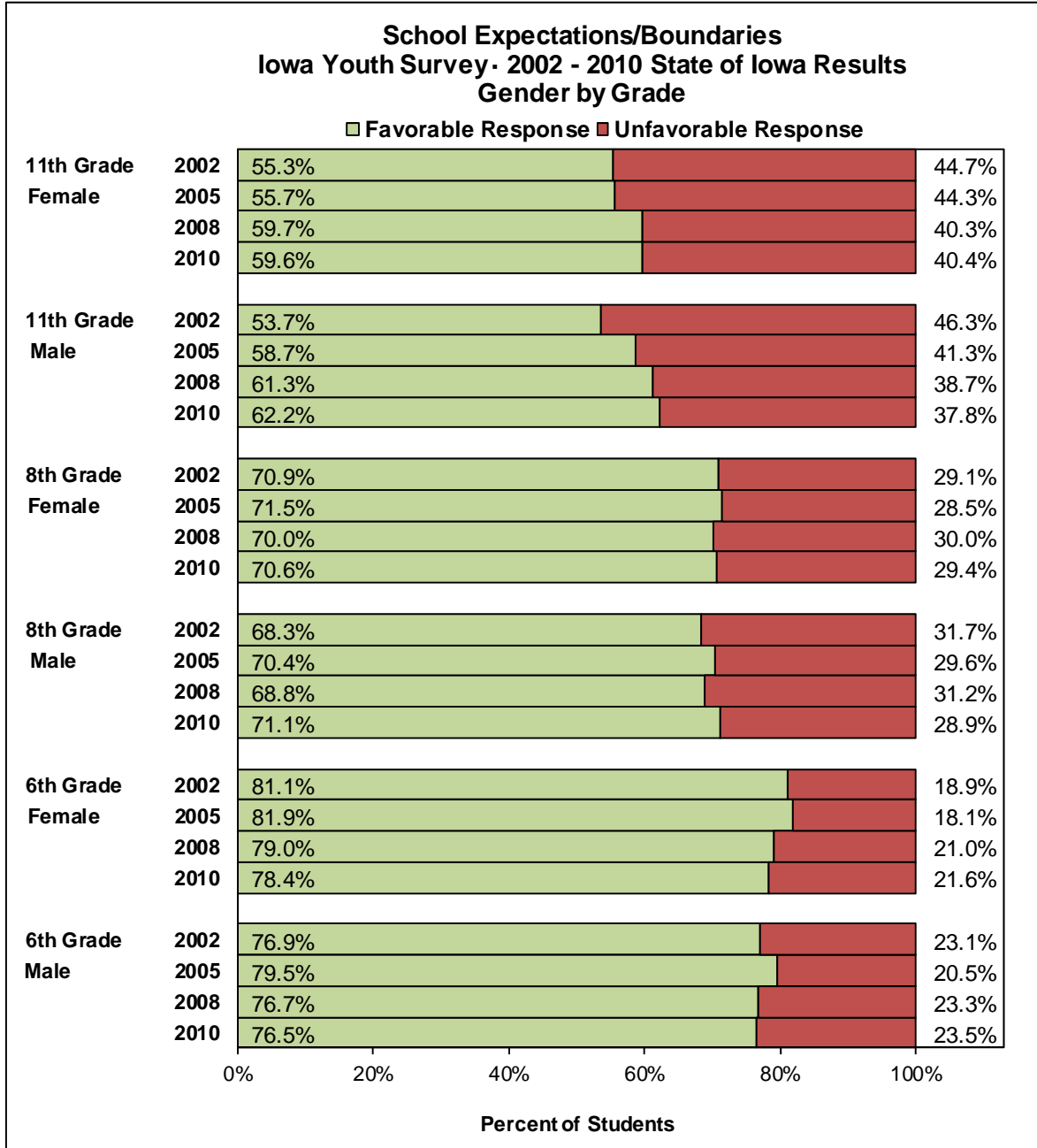
Response coding: "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

Figure 6a. School Expectations/Boundaries Construct: State, Gender, Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

Figure 6b. School Expectations/Boundaries Construct: Gender by Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

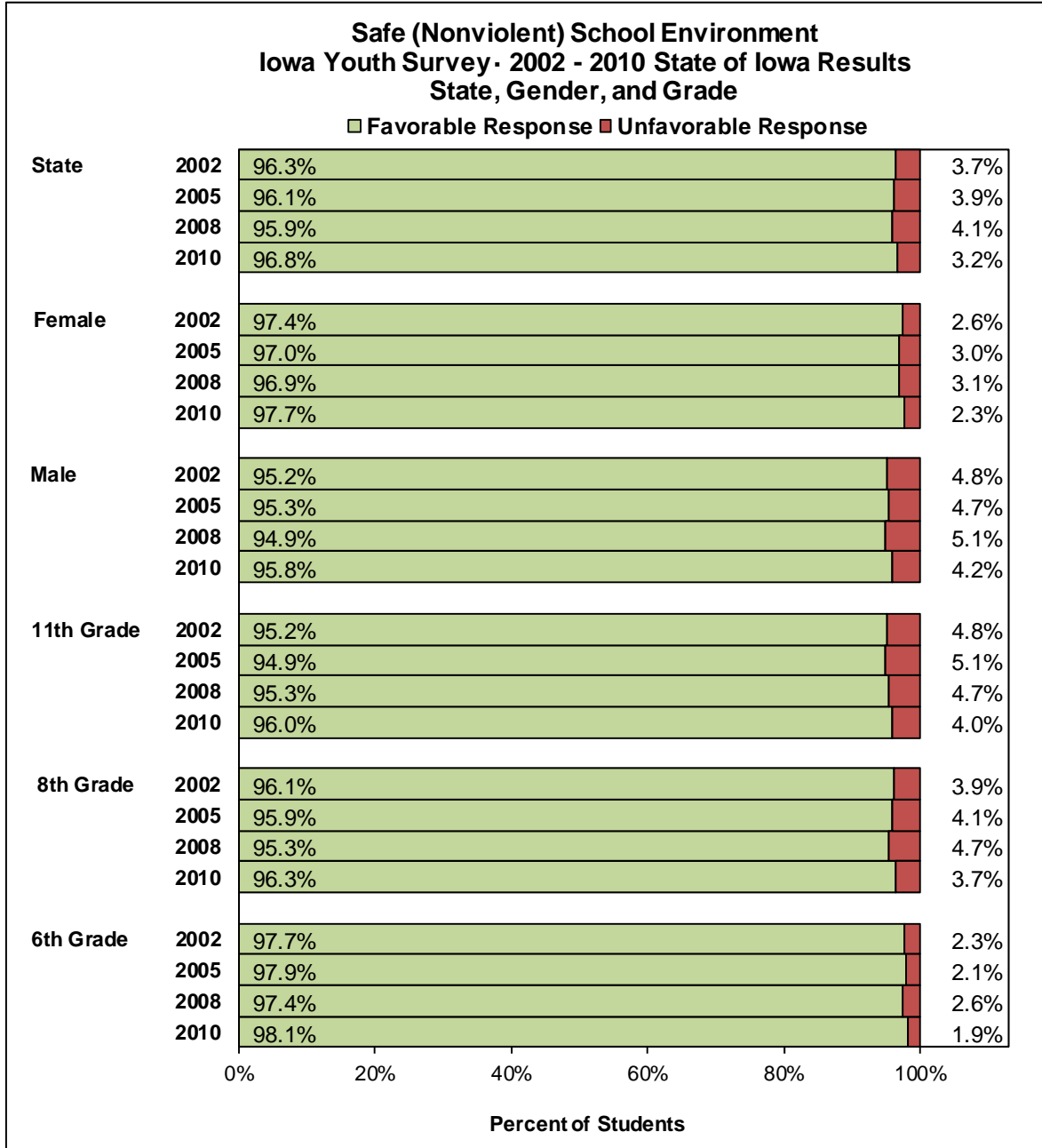
Safe (Nonviolent) School Environment

The favorable response percentages have remained high from year to year for the Safe (Nonviolent) School Environment construct. Females have higher favorable percentages than males in each survey year; 6th grade students report higher favorable percentages than students in grades 8 and 11.

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?

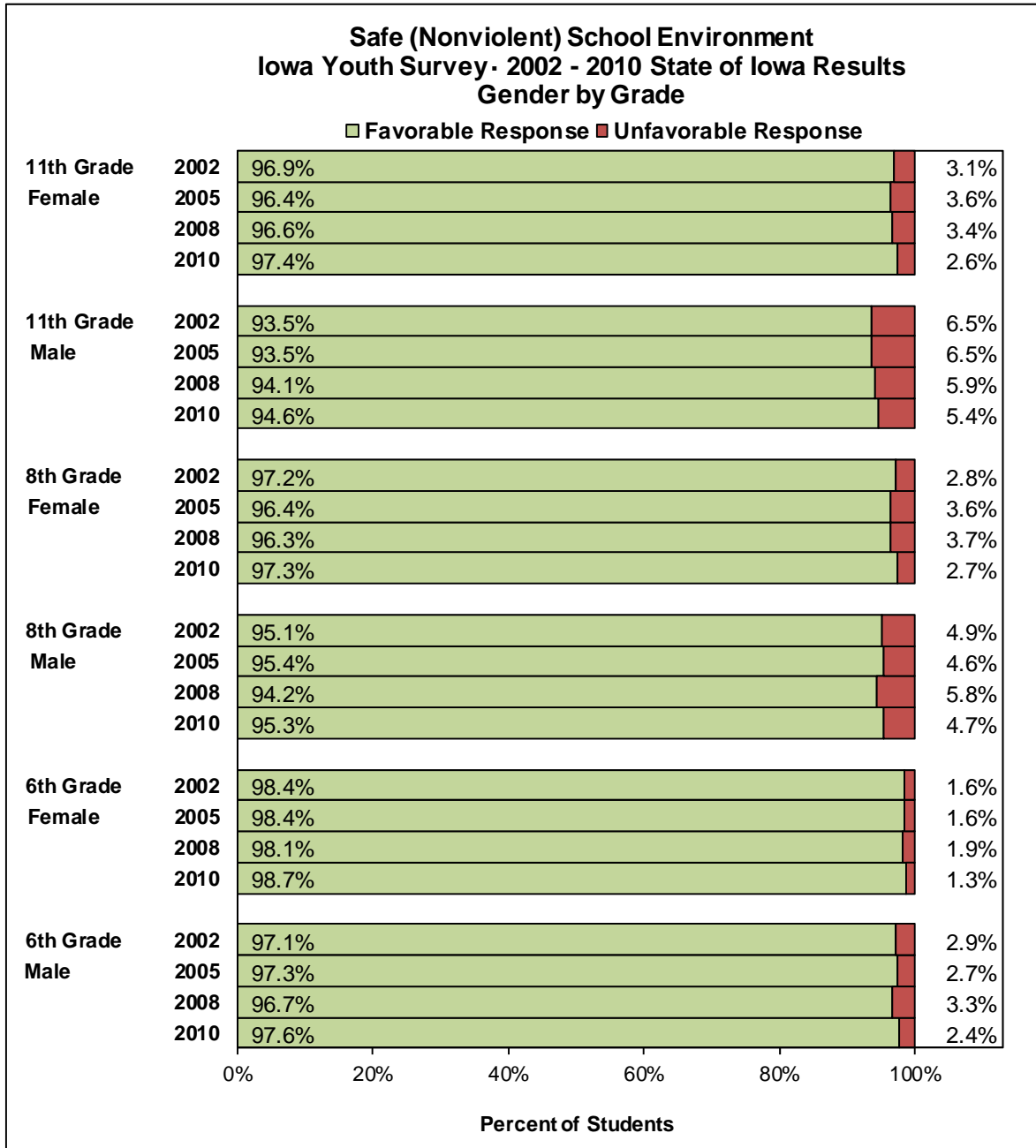
Response coding: "None" or "1 or 2 times" are coded as favorable and "3-5 times" or "6 or more times" are coded as unfavorable.

Figure 7a. Safe (Nonviolent) School Environment Construct: State, Gender, Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

Figure 7b. Safe (Nonviolent) School Environment Construct: Gender by Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

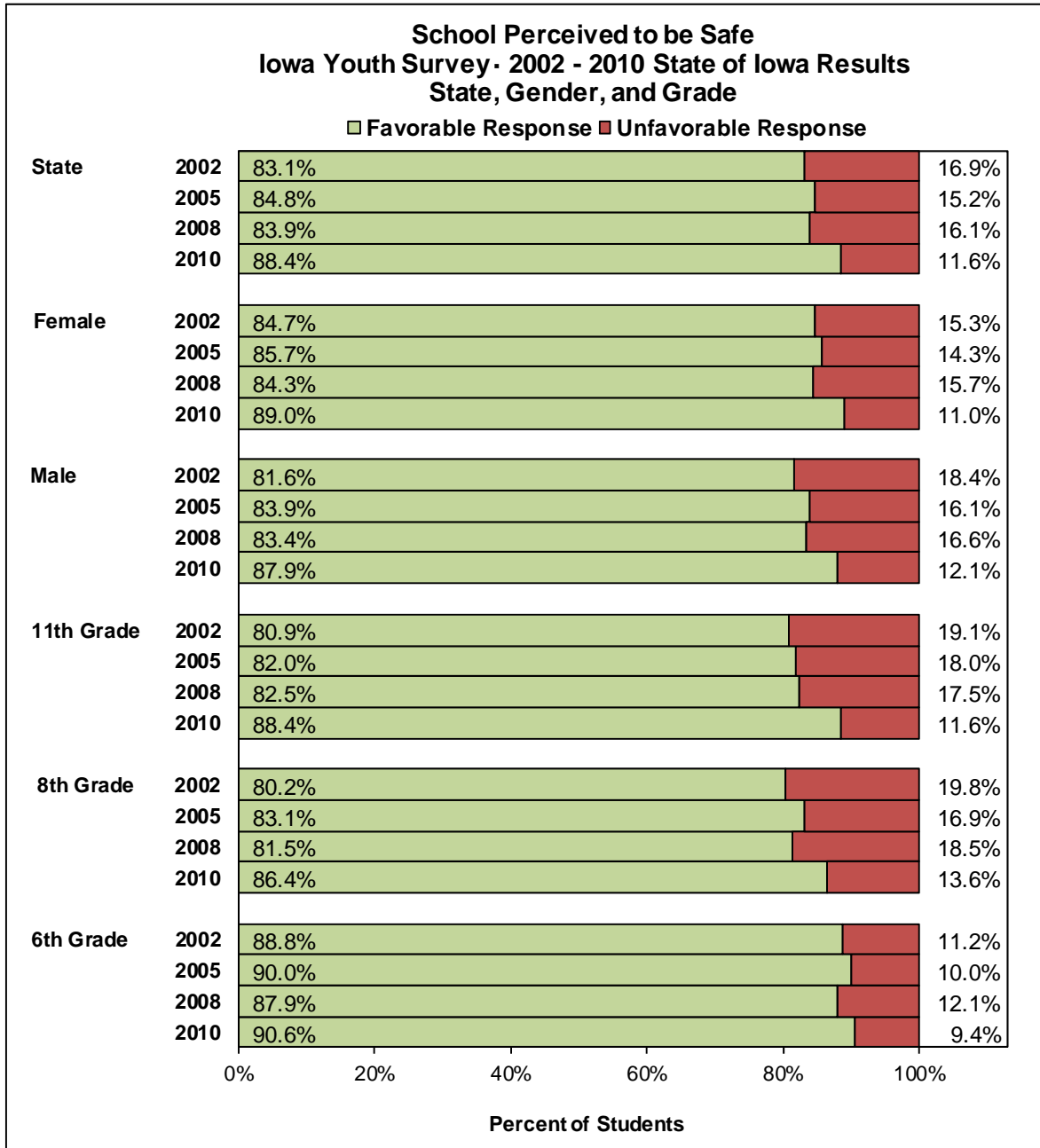
School Perceived to be Safe

The School Perceived to be Safe construct shows a positive trend from 2002 to 2010 for the state overall. This is true for boys and girls, as well as 8th and 11th graders, and 6th grade males. The 6th grade female group showed an increase in favorable responses from 2008 to 2010, with 2010 results being similar to the 2002 results. In all survey years, students in grade 6 reported feeling safer in school than 8th and 11th grade students. In all survey years, females reported feeling safer in school than males with the exception of 2008 where gender responses are within 1 percentage point.

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?

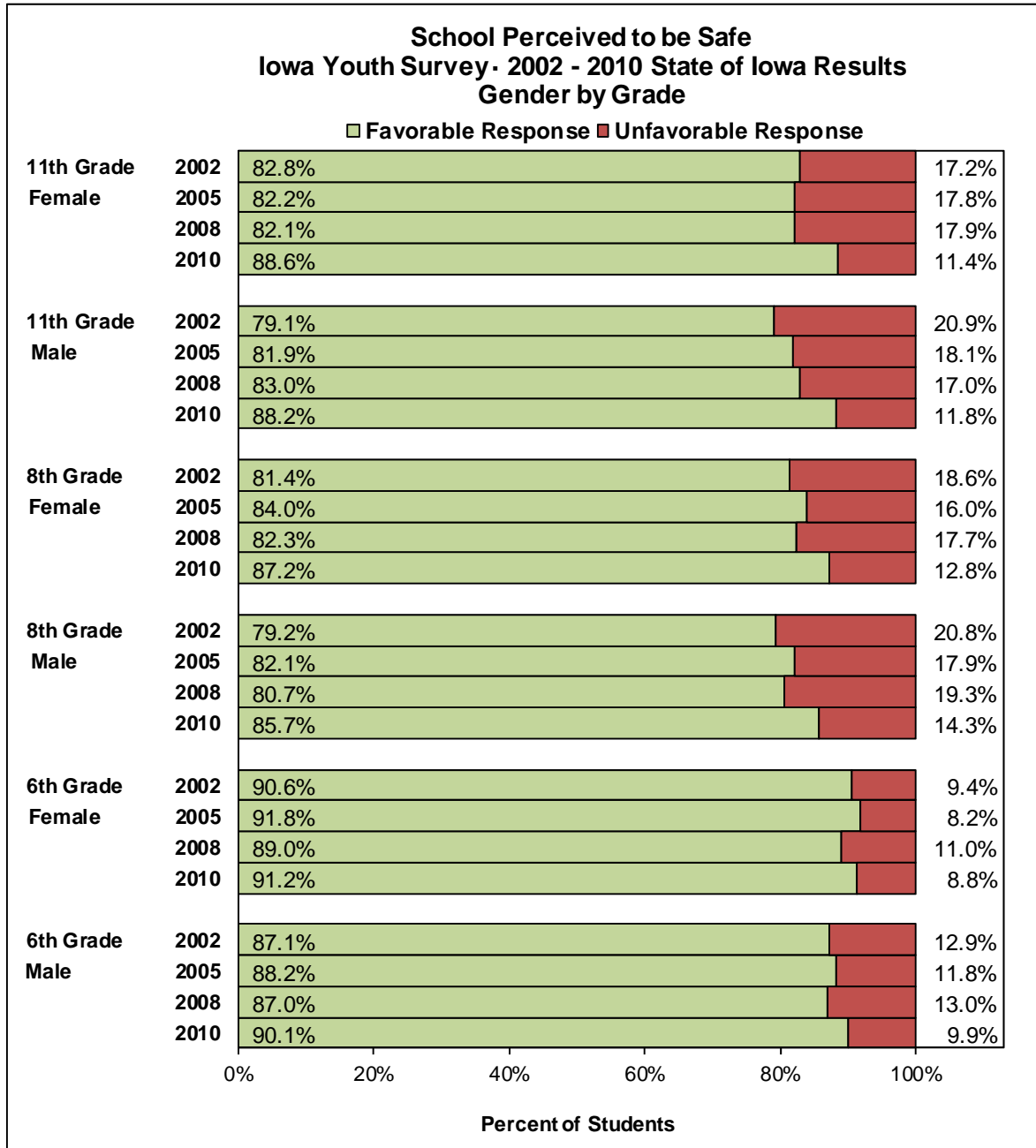
Response coding: “Strongly agree” or “agree” are coded as favorable and “strongly disagree” or “disagree” are coded as unfavorable.

Figure 8a. School Perceived to be Safe Construct: State, Gender, Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

Figure 8b. School Perceived to be Safe Construct: Gender by Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

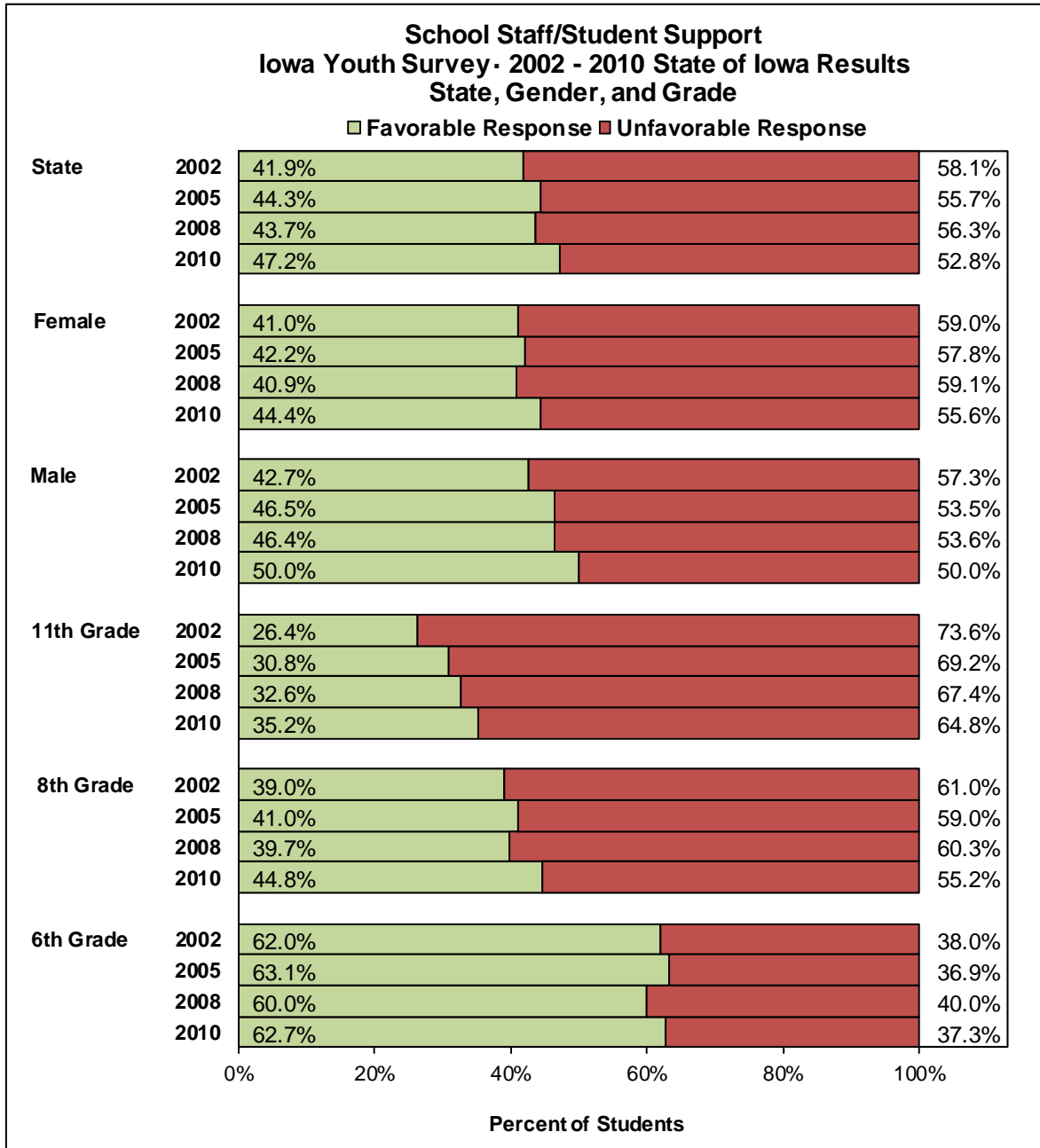
School Staff/Student Support

The state trend is positive for the School Staff/Student Support construct; this is true for males and females, as well as both 8th and 11th graders. From 2002 to 2010, the largest increase (11.3 percentage points) in favorable responses occurred among 11th grade males. From 2002 to 2010, the disparity between male and female favorable responses has steadily increased, with males reporting more favorable responses. In all survey years, students in grade 6 report much higher favorable responses than students in grades 8, who report higher favorable responses percentages than students in grade 11.

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?

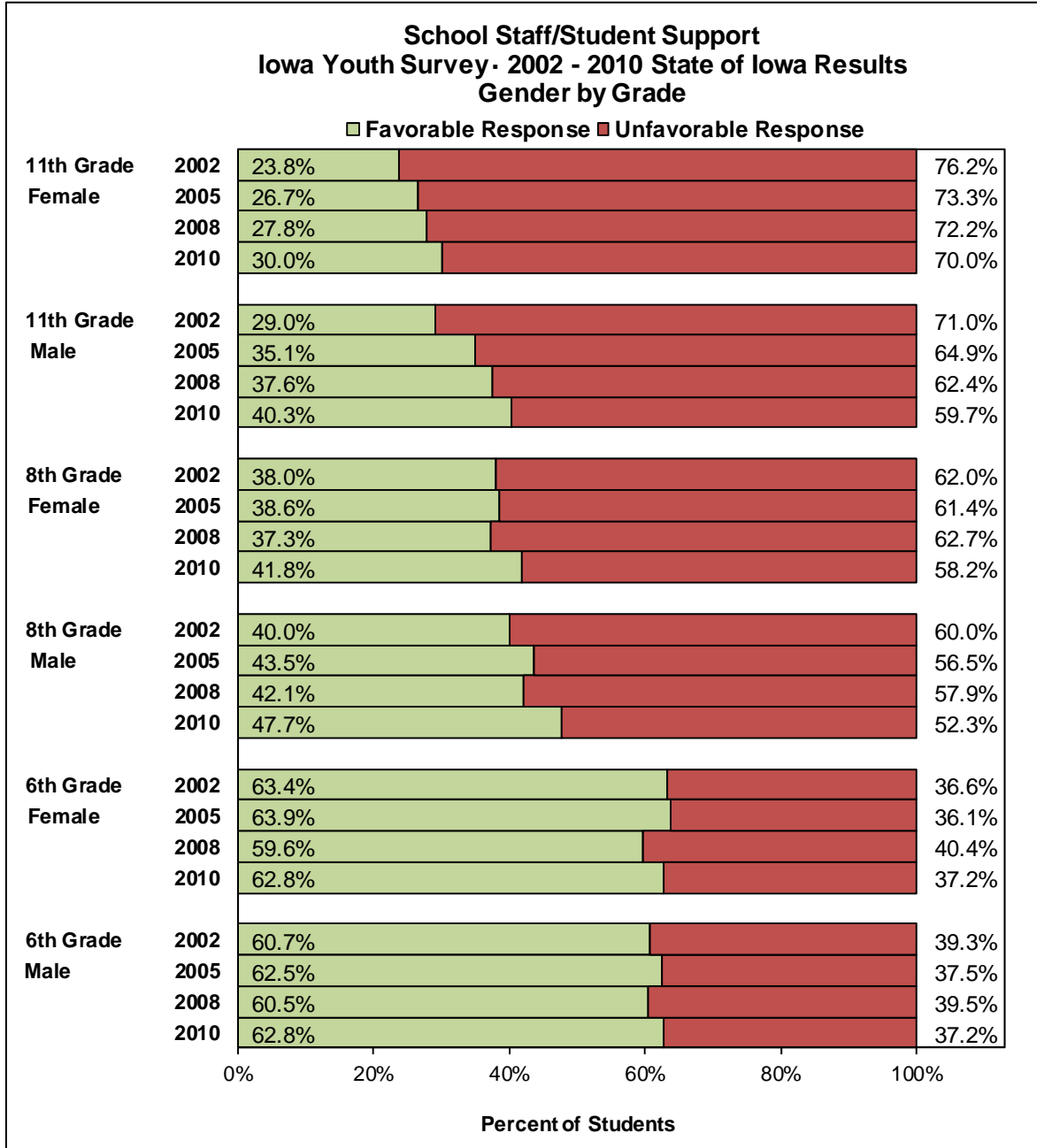
Response coding: "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

Figure 9a. School Staff/Student Support Construct: State, Gender, Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

Figure 9b. School Staff/Student Support Construct: Gender by Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

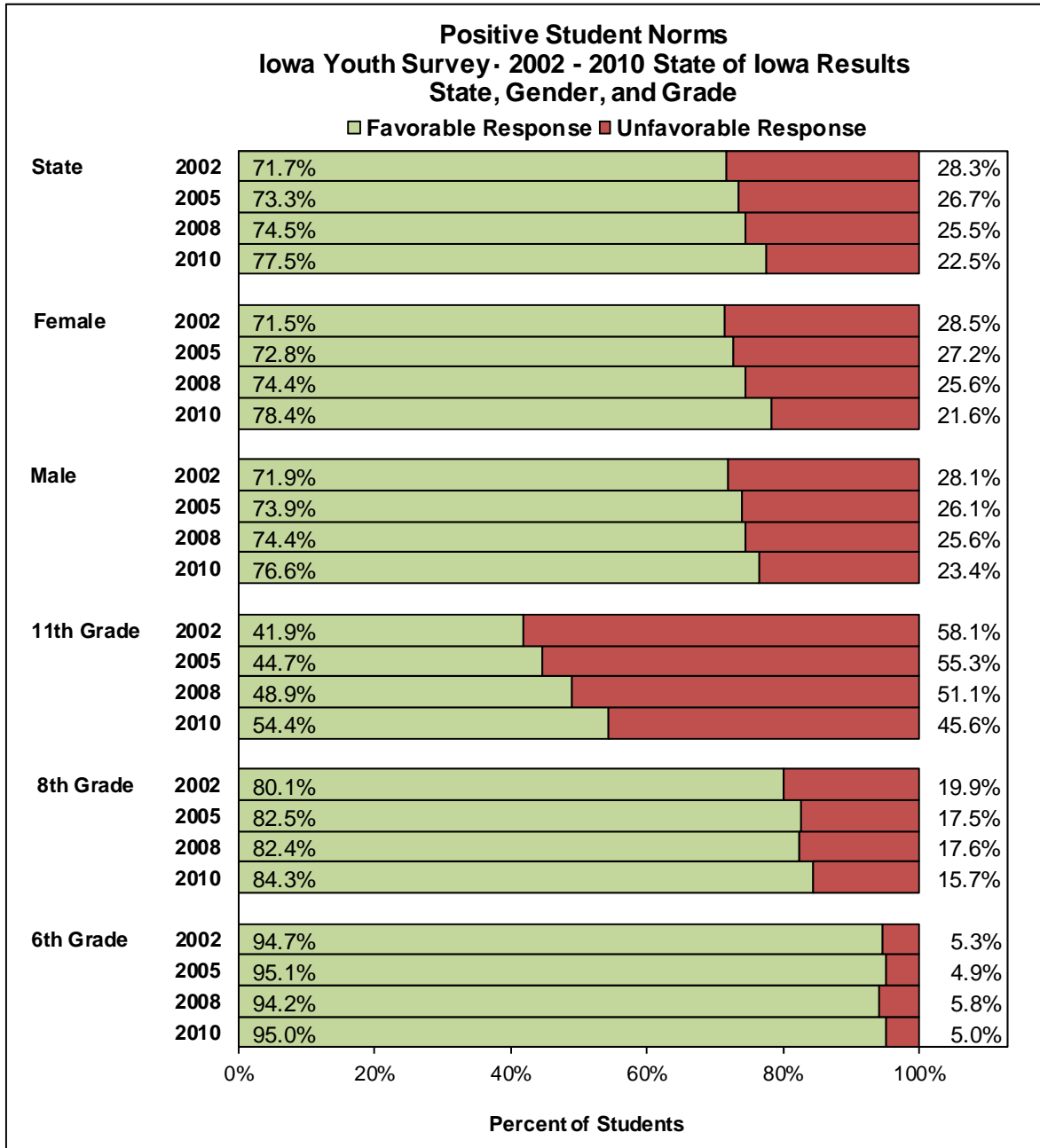
Positive Student Norms

For the Positive Student Norms construct, favorable responses increased for the state overall from 2002 to 2010. Both females and males, as well as 8th and 11th grades, showed significant increases from 2002 to 2010. Eleventh grade students had the largest positive change (12.5 percentage point increase) from 2002 to 2010. Responses from students in grade 6 have remained stable throughout all survey years.

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?

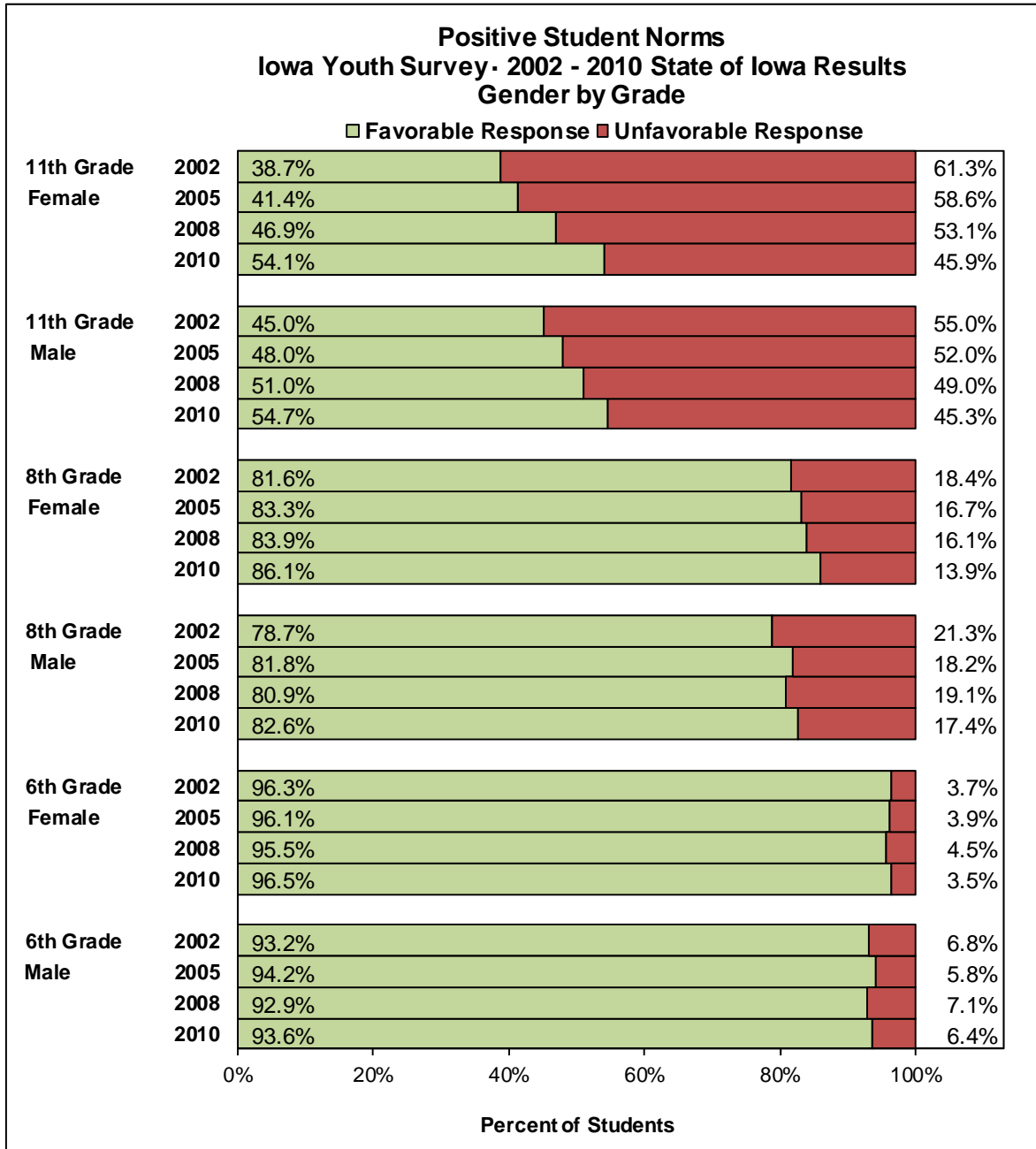
Response coding: "Very wrong," "wrong," "a little wrong," or "don't know" are coded as favorable and "not wrong at all" are coded as unfavorable.

Figure 10a. Positive Student Norms Construct: State, Gender, Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

Figure 10b. Positive Student Norms Construct: Gender by Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

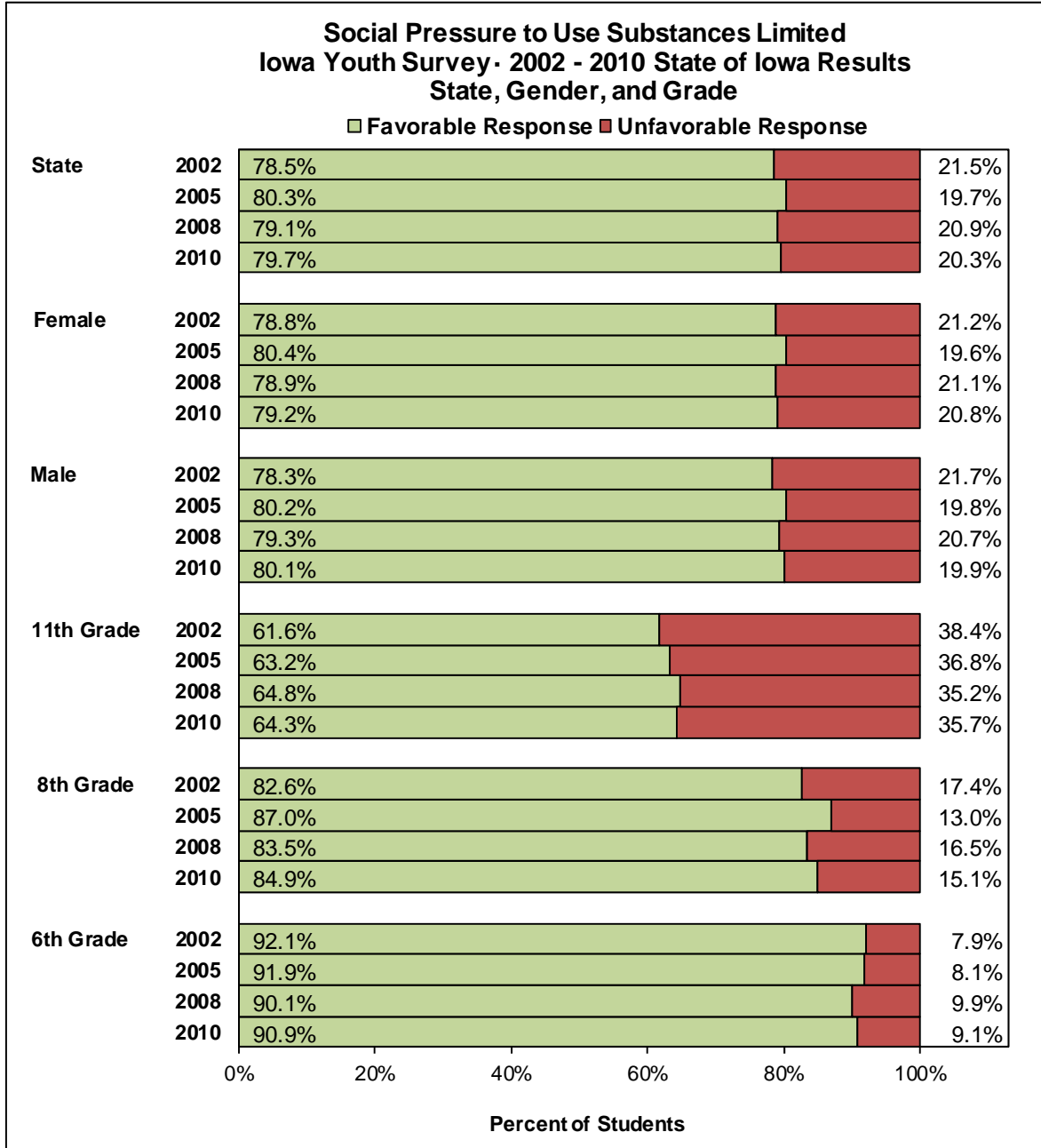
Social Pressure to Use Substances Limited

There was no significant change for the state total or either sex from 2002 to 2010 for the Social Pressure to Use Substances Limited construct. Students in grades 8 (female and male) and 11 (males only) showed significant increases in favorable responses from 2002 to 2010. Males and females reported favorable responses at a similar clip, never differing by more than one percentage point. This indicates that both males and females have similar perceptions regarding social pressure to use substances. The older the respondent, the lower the favorable response rate; this holds true across the years for students in 6th, 8th, and 11th grades.

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?

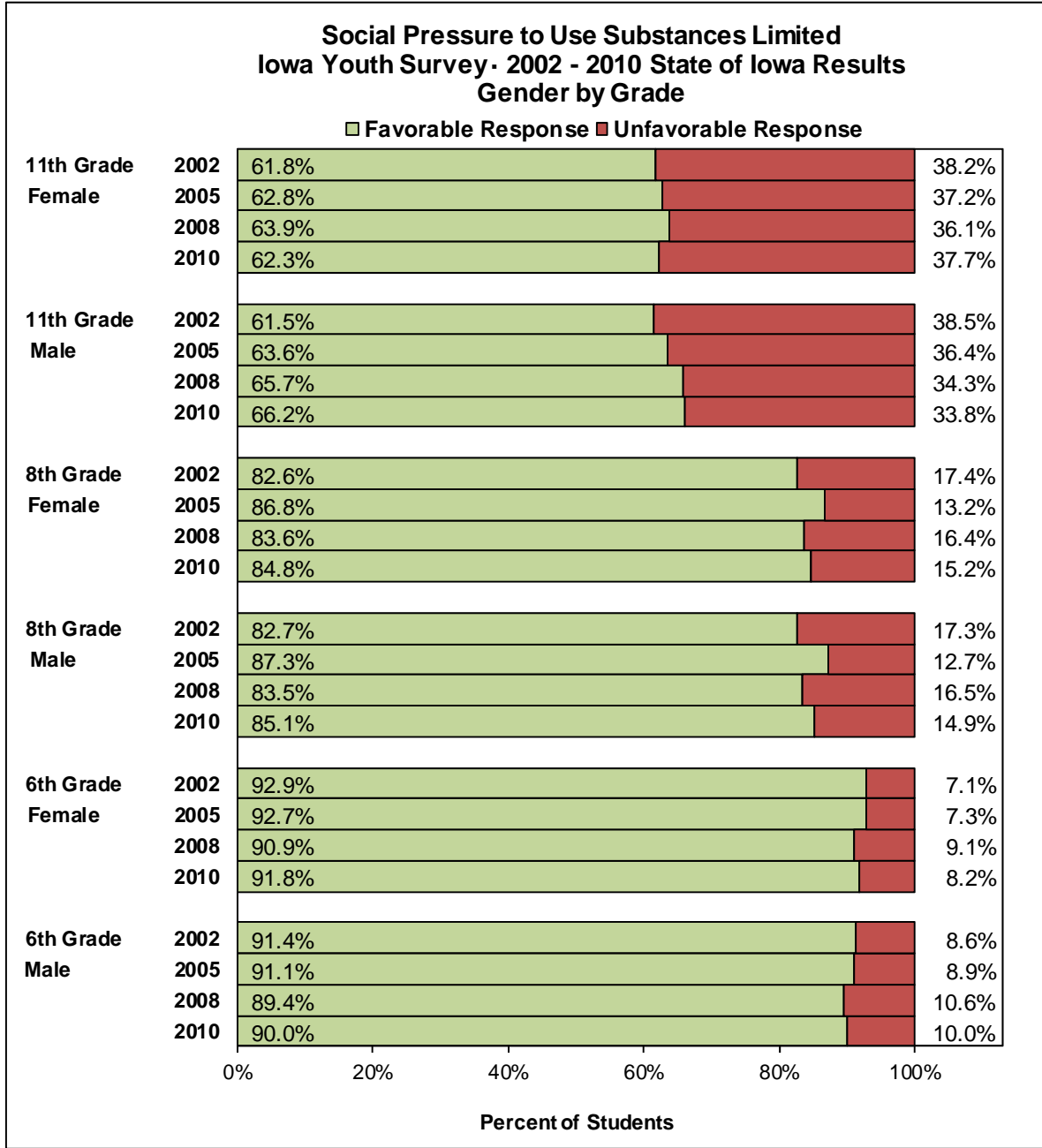
Response coding: "Less popular," "a lot less popular," or "wouldn't change my popularity" are coded as favorable and "a lot more popular" or "more popular" are coded as unfavorable.

Figure 11a. Social Pressure to Use Substances Limited Construct: State, Gender, Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

Figure 11b. Social Pressure to Use Substances Limited Construct: Gender by Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

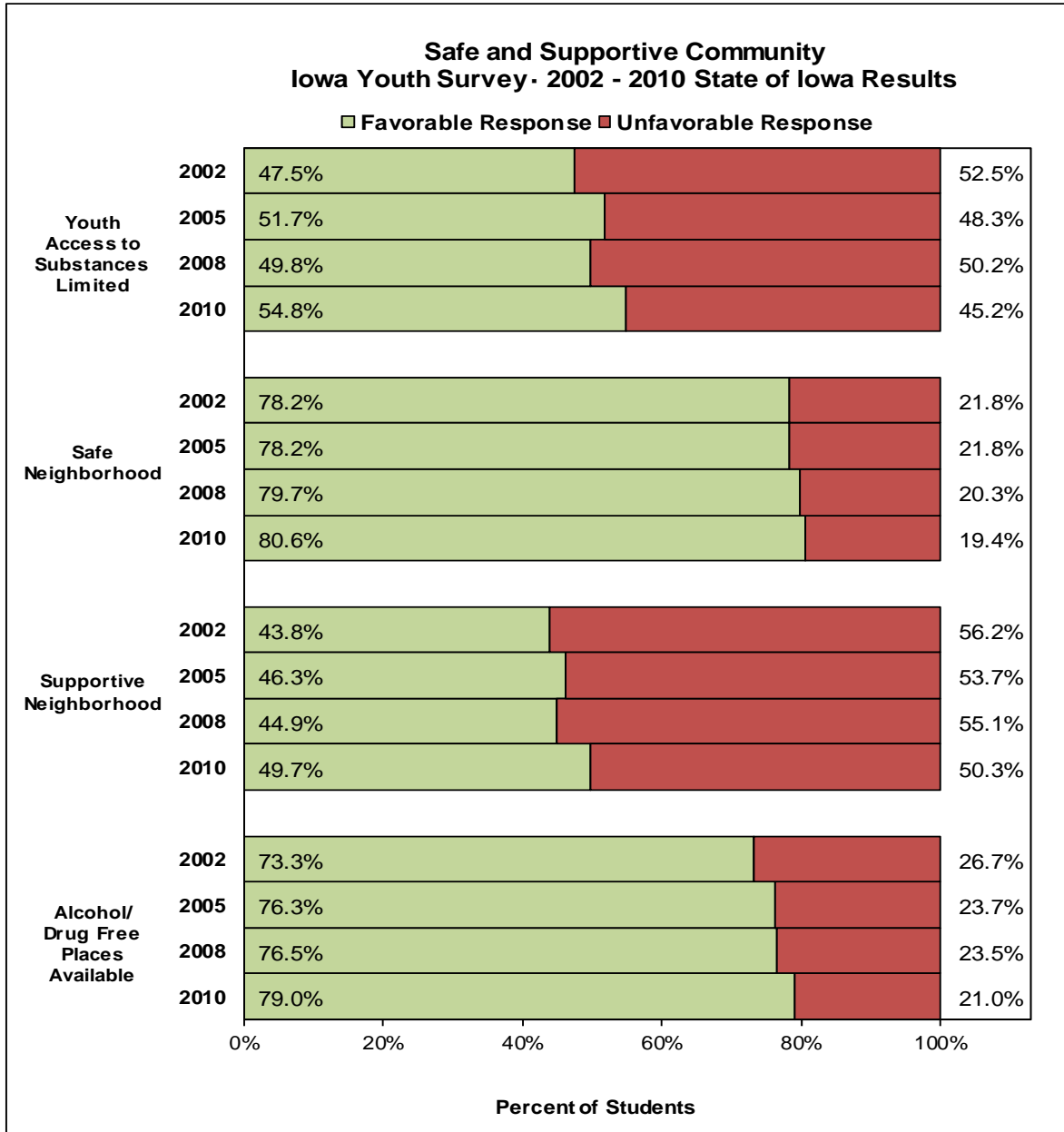
Domain III: Safe and Supportive Community

The four constructs within the Safe and Supportive Community Domain (Figure 12 displayed on the following page) are:

- Youth Access to Substances Limited
- Safe Neighborhood
- Supportive Neighborhood
- Alcohol/Drug Free Places Available

Due to question changes in the 2010 survey, two constructs in this domain have been removed. The Positive Community Adult Norms and Positive Community Peer Norms constructs were removed. All constructs in this domain show significant improvement in favorable responses from 2002 to 2010. The Safe Neighborhood and Alcohol/Drug Free Places Available constructs had the highest percentage of favorable responses in 2010. The Supportive Neighborhood construct yielded the lowest percentage of favorable responses in this domain.

Figure 12. Safe and Supportive Community Domain



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

Youth Access to Substances Limited

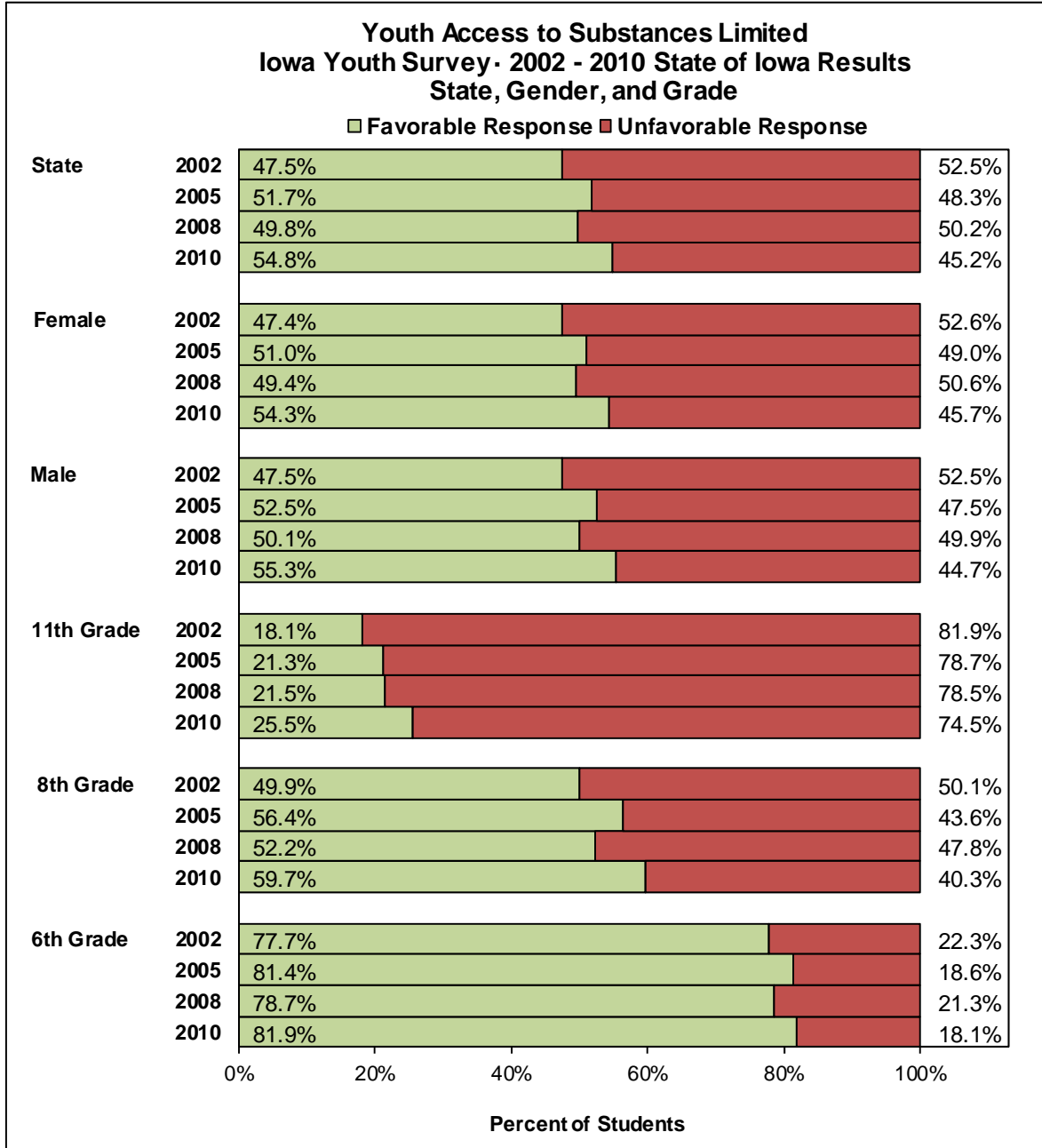
Significant positive trends for the Youth Access to Substances Limited construct occurred from 2002 to 2010 for all groups. In all survey years, favorable responses from 11th graders are well below (by 30 to 35 percentage points) favorable responses from students in 8th grade, which are well below (by 20 to 30 percentage points) favorable responses from students in 6th grade.

There are no significant differences between male and female responses overall although favorable responses from females in grades 8 and 11 were significantly lower than males in almost all survey years. Conversely, 6th grade males have significantly lower percentages of favorable responses compared to 6th grade females in all survey years.

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.)?

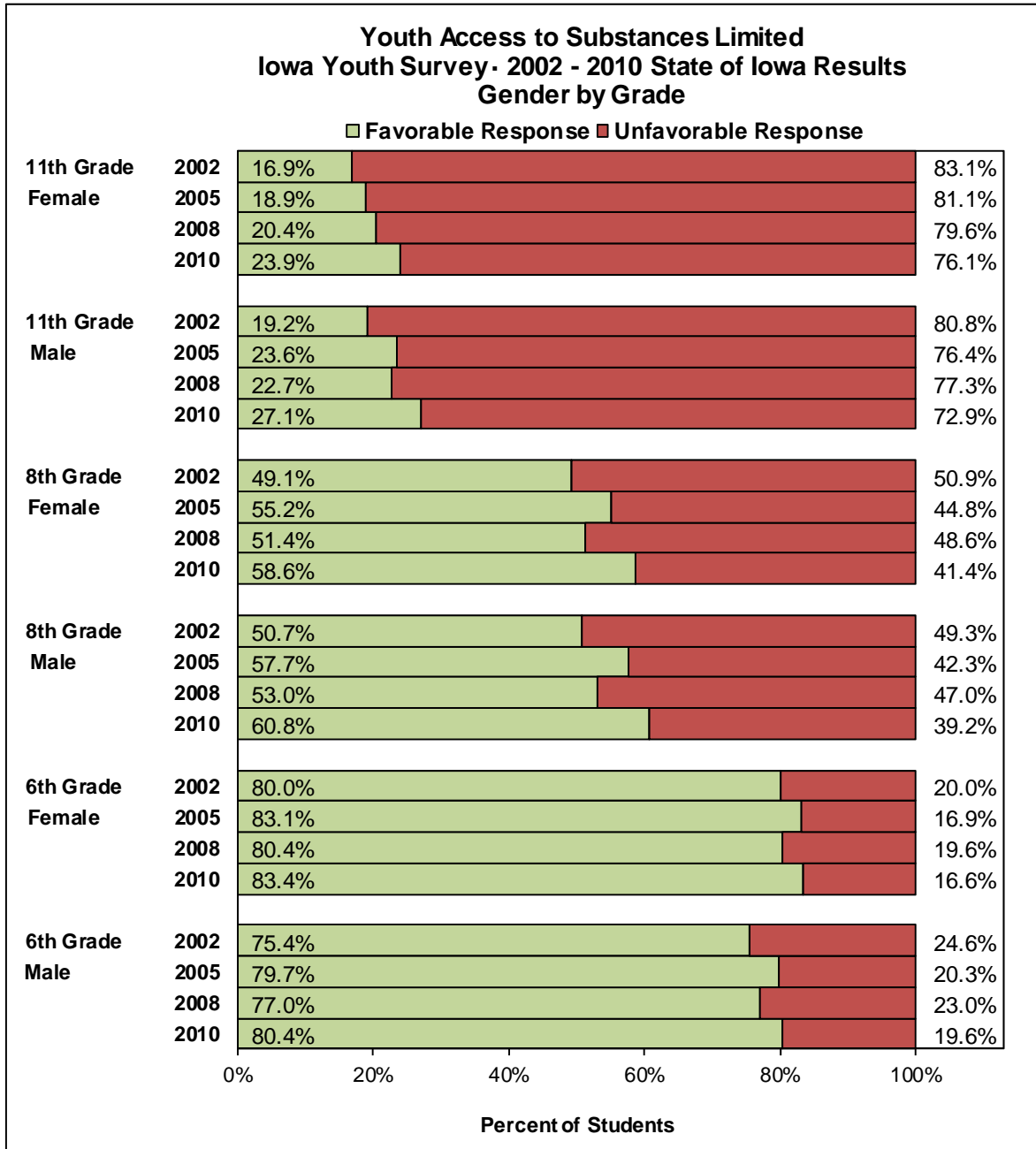
Response coding: "Very hard," "hard," or "don't know" are coded as favorable and "easy" or "very easy" are coded as unfavorable.

Figure 13a. Youth Access to Substances Limited Construct: State, Gender, Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

Figure 13b. Youth Access to Substances Limited Construct: Gender by Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

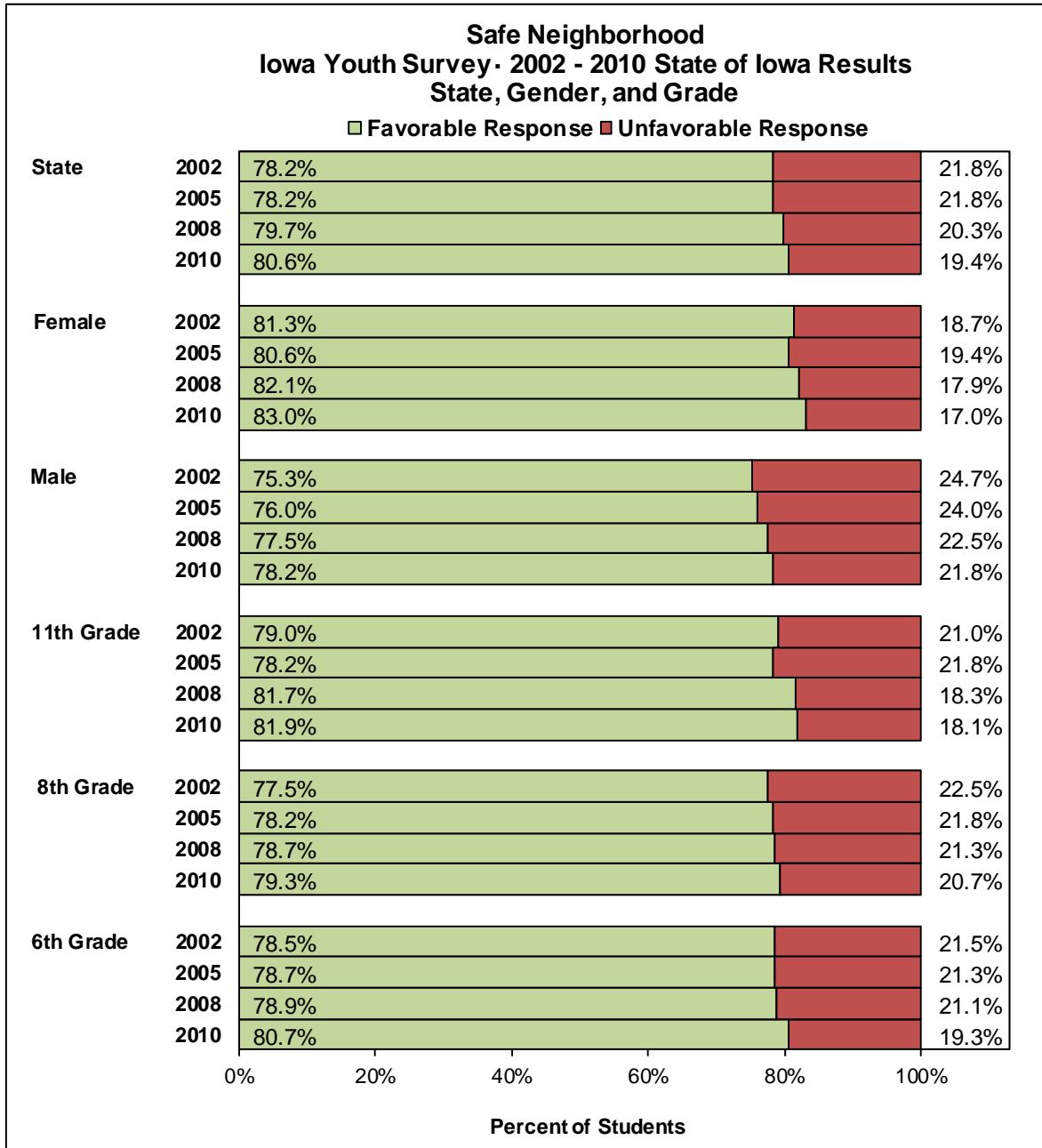
Safe Neighborhood

The Safe Neighborhood construct had significant increases at the state level, as well as males, 6th grade, and 11th grade from 2002 to 2010. In all survey years, males are less likely than females to perceive they have a safe neighborhood. There is no significant difference between 6th and 8th graders or 6th and 11th graders in 2010; 11th graders are more likely than 8th graders to perceive they have a safe neighborhood.

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?

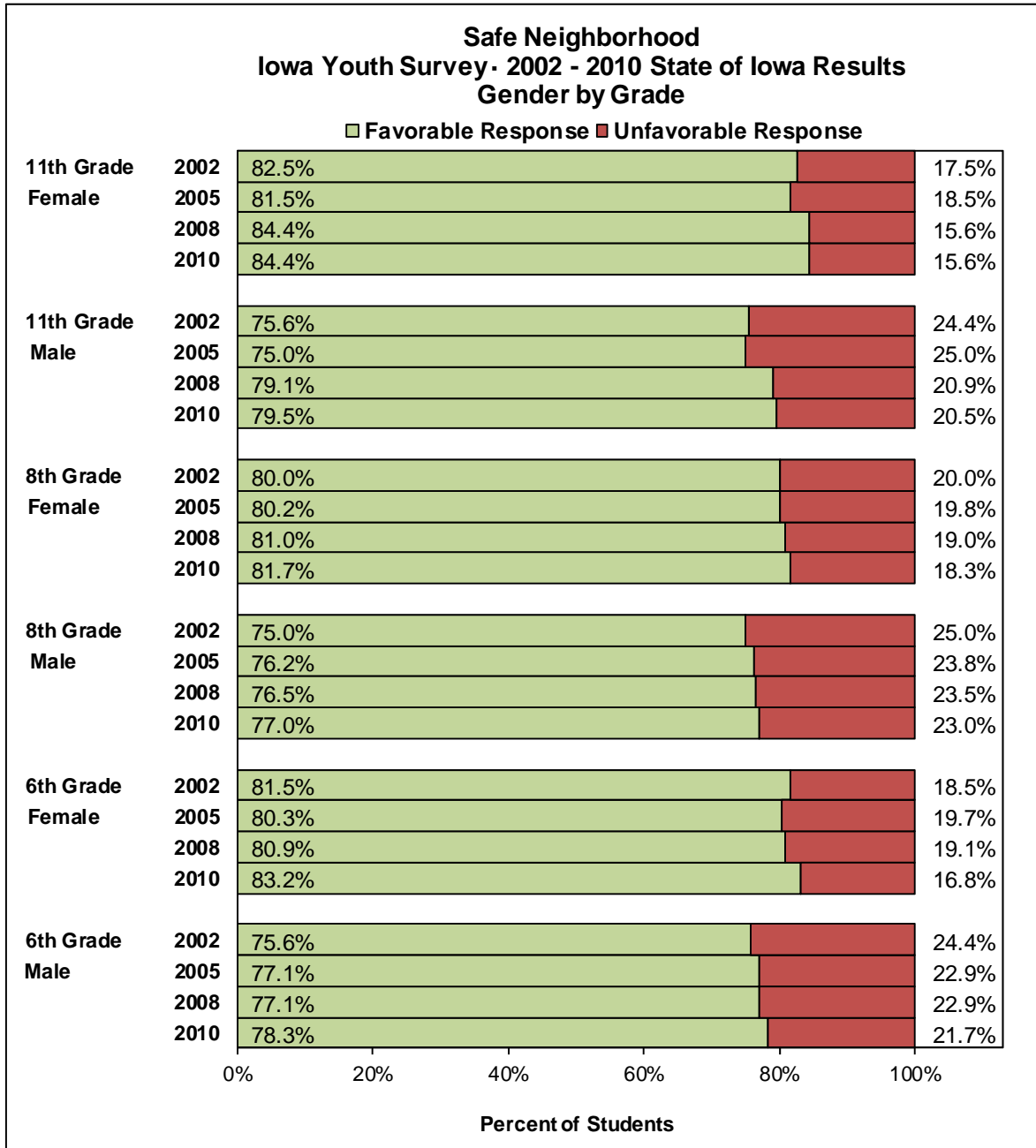
Response coding: First question - “strongly agree” or “agree” are coded as favorable and “strongly disagree” or “disagree” are coded as unfavorable. Second question - “strongly disagree” or “disagree” are coded as favorable and “strongly agree” or “agree” are coded as unfavorable.

Figure 14a. Safe Neighborhood Construct: State, Gender, Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

Figure 14b. Safe Neighborhood Construct: Gender by Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

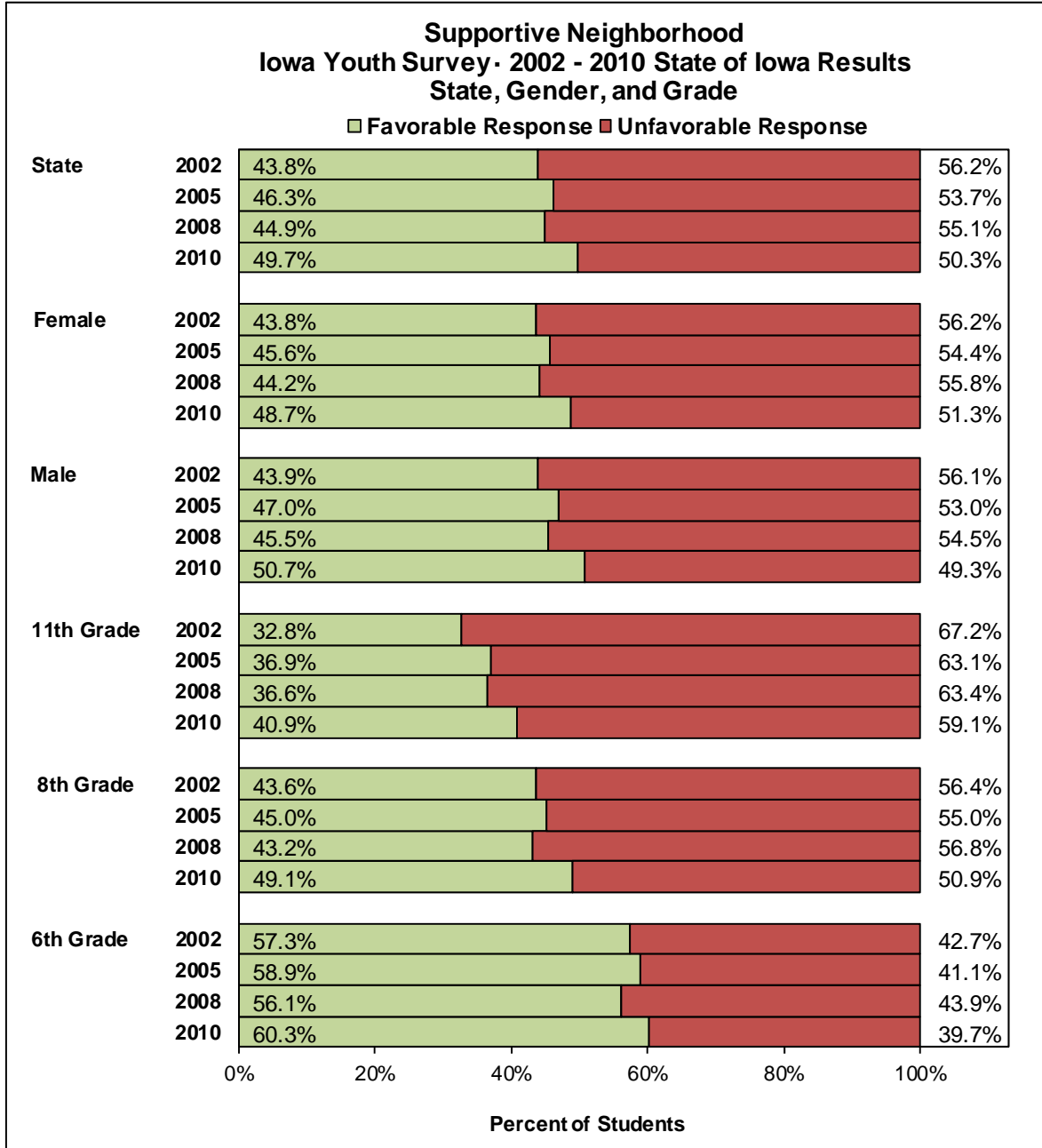
Supportive Neighborhood

Positive trends in favorable responses occurred from 2002 to 2010 for all groupings in the Supportive Neighborhood construct. The largest increase in favorable responses was in the 11th grade male group (an increase of nearly 10 percentage points). Students in grade 6 feel their neighborhood is the most supportive, averaging 13 percentage points higher over all survey years compared with 8th graders, and averaging 21 percentage points higher than 11th graders over all survey years.

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?

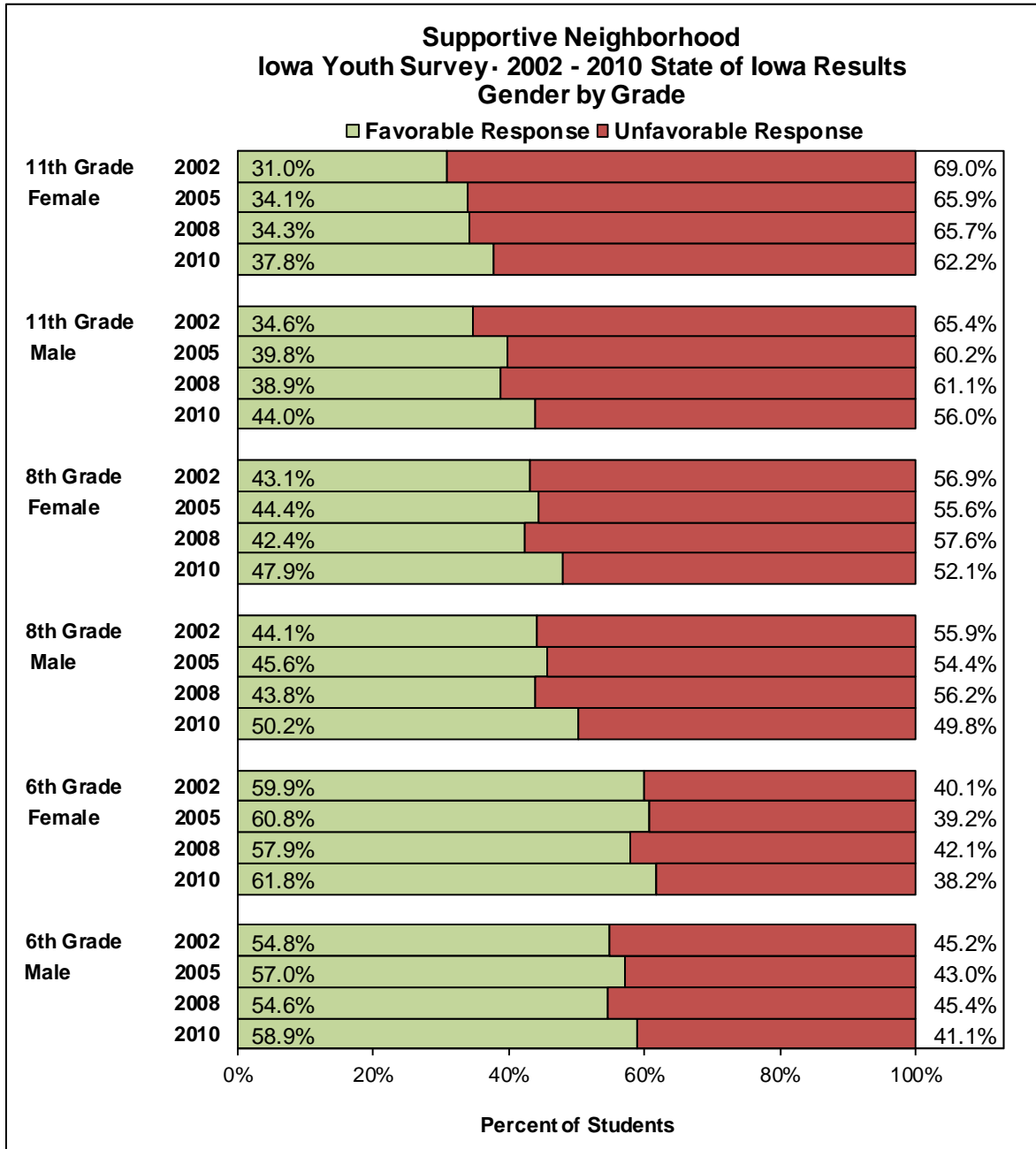
Response coding: “Strongly agree” or “agree” are coded as favorable and “strongly disagree” or “disagree” are coded as unfavorable.

Figure 15a. Supportive Neighborhood Construct: State, Gender, Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

Figure 15b. Supportive Neighborhood Construct: Gender by Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

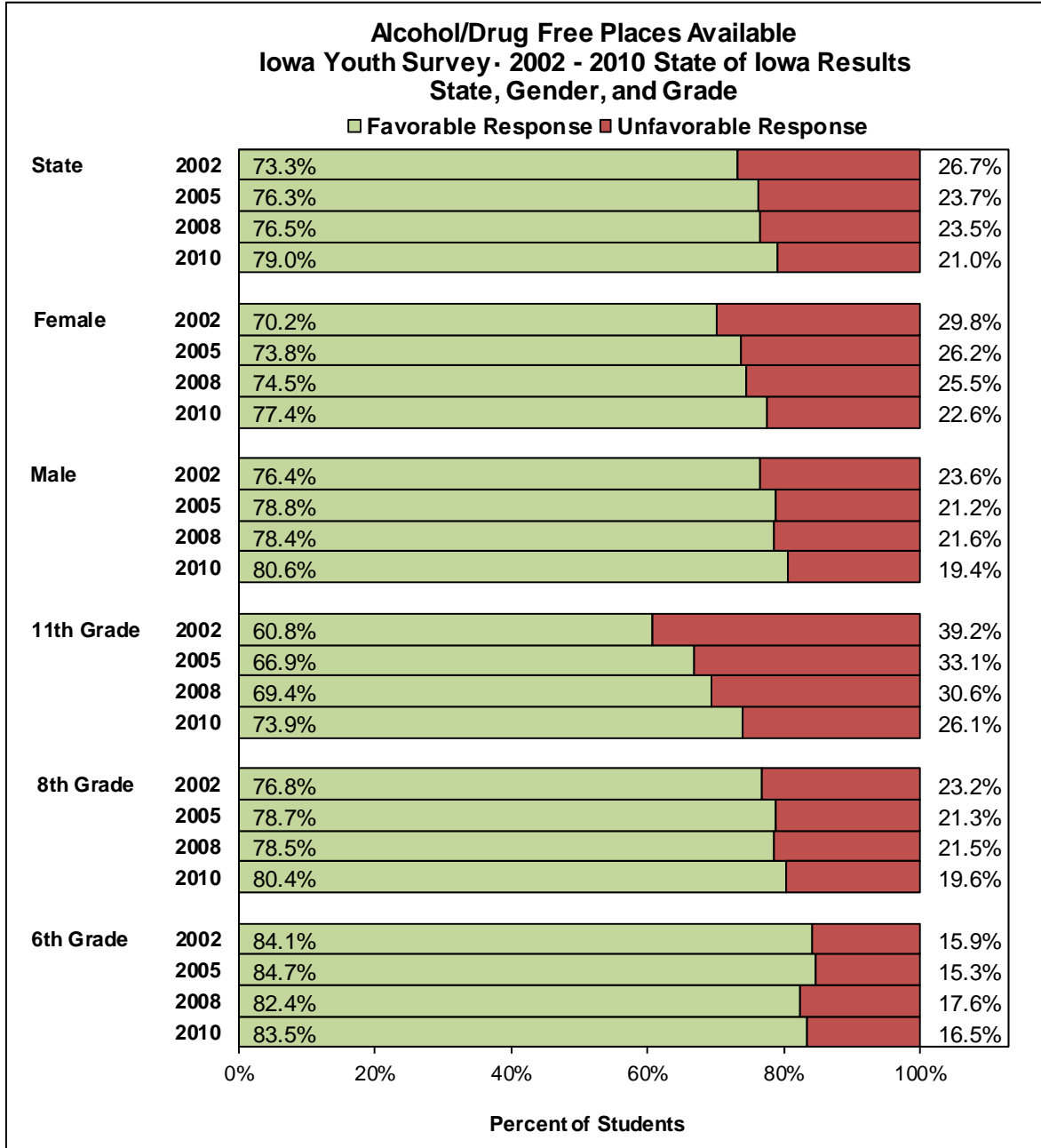
Alcohol/Drug Free Places Available

From 2002 to 2010, there is an overall positive trend for the Alcohol/Drug Free Places Available construct. The state, male, female, 11th grade, and 8th grade groupings all showed an increase in favorable responses from 2002 to 2010; there was virtually no difference for 6th graders. Overall, males feel there are more alcohol and drug free places available than females, however this disparity has narrowed each survey year since 2002. Students in grade 6 reported more alcohol and drug free places available than 8th graders, who reported more alcohol and drug free places available than 11th graders. There was an increase of over 15 percentage points from 2002 to 2010 in favorable responses from 11th grade females.

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?

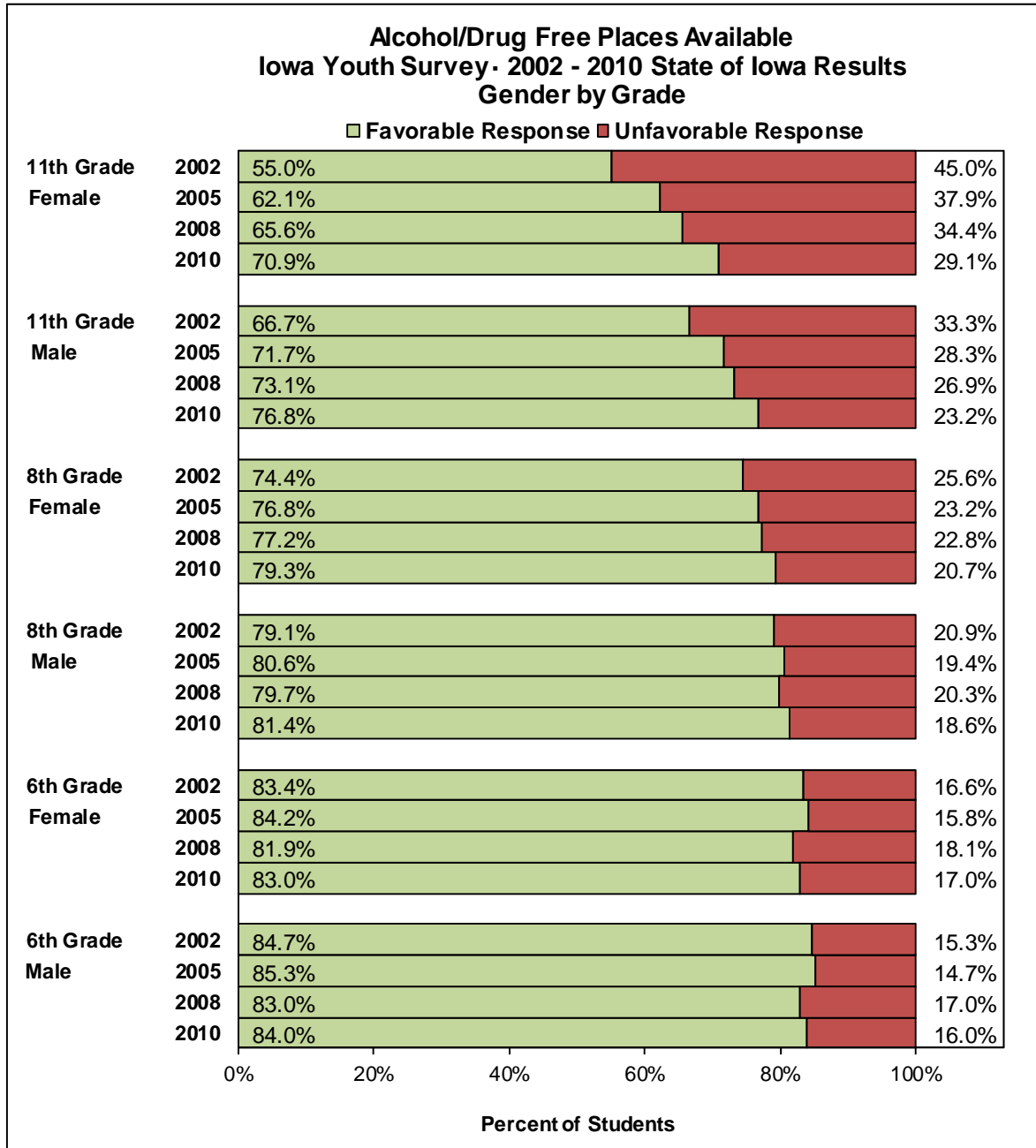
Response coding: "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

Figure 16a. Alcohol/Drug Free Places Available Construct: State, Gender, Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

Figure 16b. Alcohol/Drug Free Places Available Construct: Gender by Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

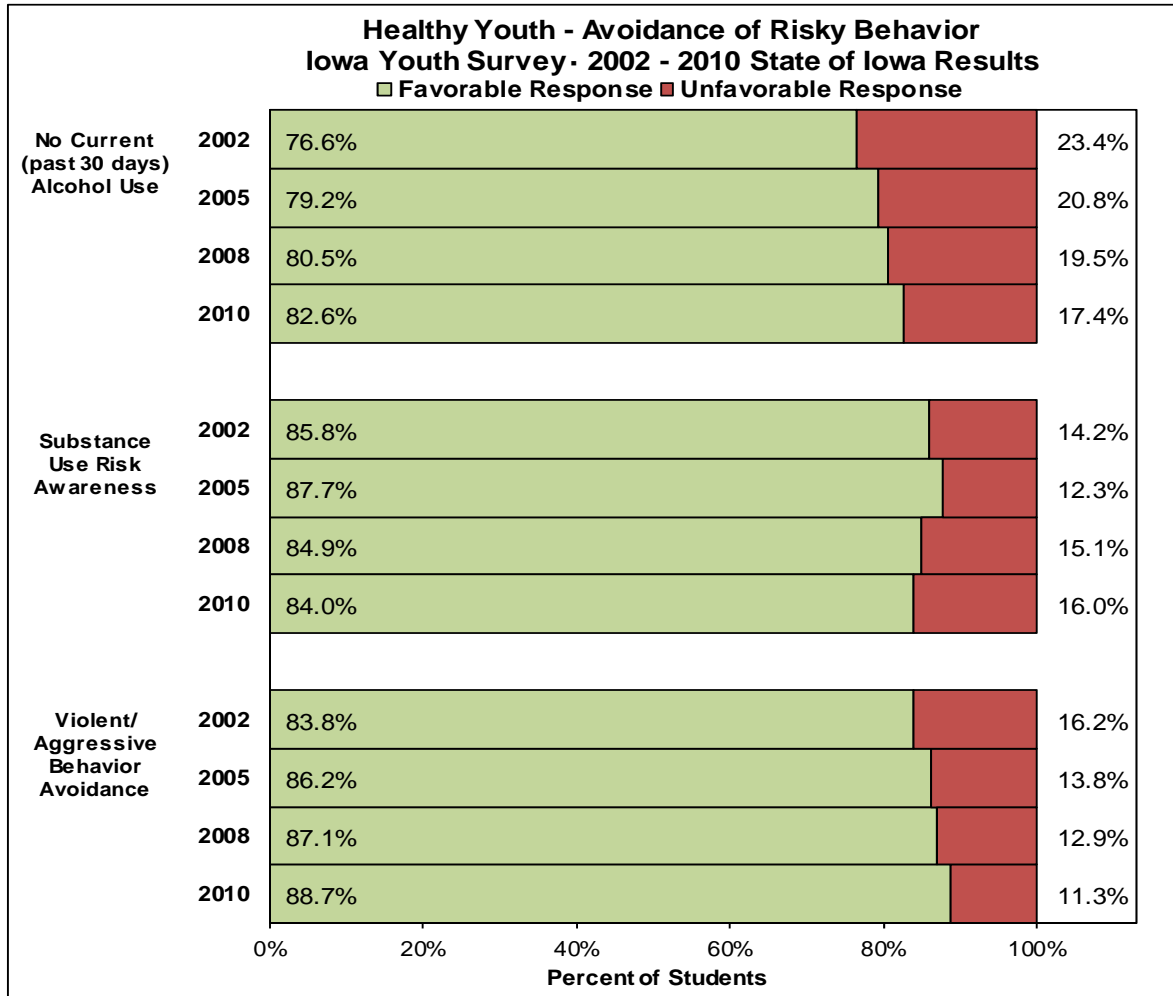
Domain IV: Healthy Youth – Avoidance of Risky Behavior

The three constructs within the Healthy Youth – Avoidance of Risky Behavior Domain (Figure 17 displayed below) are:

- No Current (past 30 days) Alcohol Use
- Substance Use Risk Awareness
- Violent/Aggressive Behavior Avoidance

Due to question changes in the 2010 survey, four constructs in this domain have been removed. The Suicide Risk Avoidance, No Current (past 30 days) Tobacco Use, No Current (past 30 days) Illegal Drug Use, and Gambling Avoidance constructs were included in this domain in previous trend reports. The No Current (past 30 days) Alcohol Use and Violent/Aggressive Behavior Avoidance constructs show significant positive trends from 2002 to 2010; the Substance Use Risk Awareness construct appeared similar over the same time period. All three constructs have had favorable responses over 80% since 2008.

Figure 17. Healthy Youth – Avoidance of Risky Behavior Domain



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

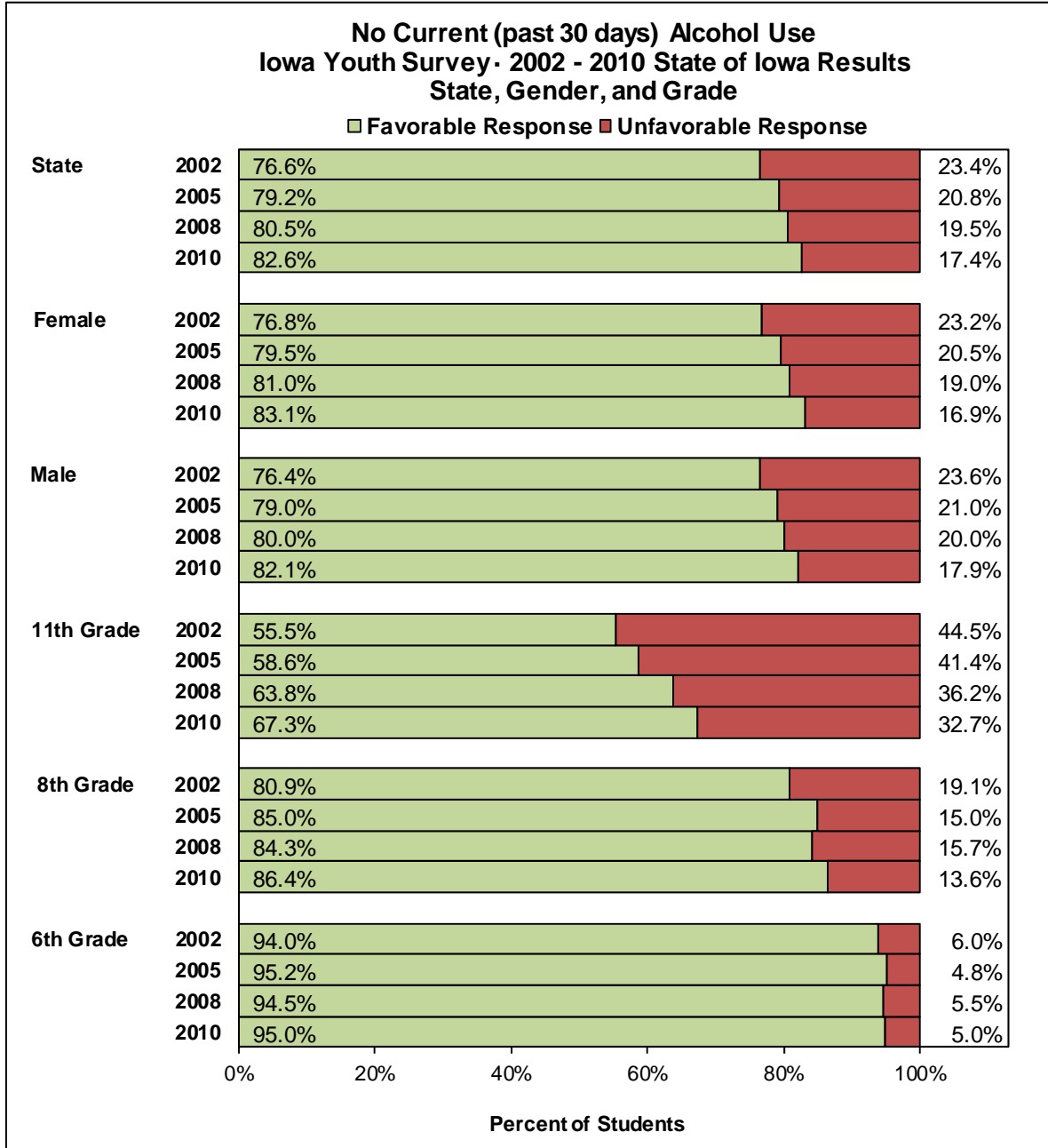
No Current (past 30 days) Alcohol Use

From 2002 to 2010, state data presents a positive trend for the No Current (past 30 days) Alcohol Use construct. The data show that alcohol use increases steadily from grade 6 to grade 11. Favorable trends occurred from 2002 to 2010 for 8th and 11th graders, while 6th graders remained stable. Favorable trends also occurred for females and males. A notable change occurred for 11th graders who showed an increase in favorable responses by 11.8 percentage points from 2002 to 2010. From 2002 to 2010, favorable responses for 11th grade females increased 12.2 percentage points and for 11th grade males increased 11.4 percentage points.

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)?

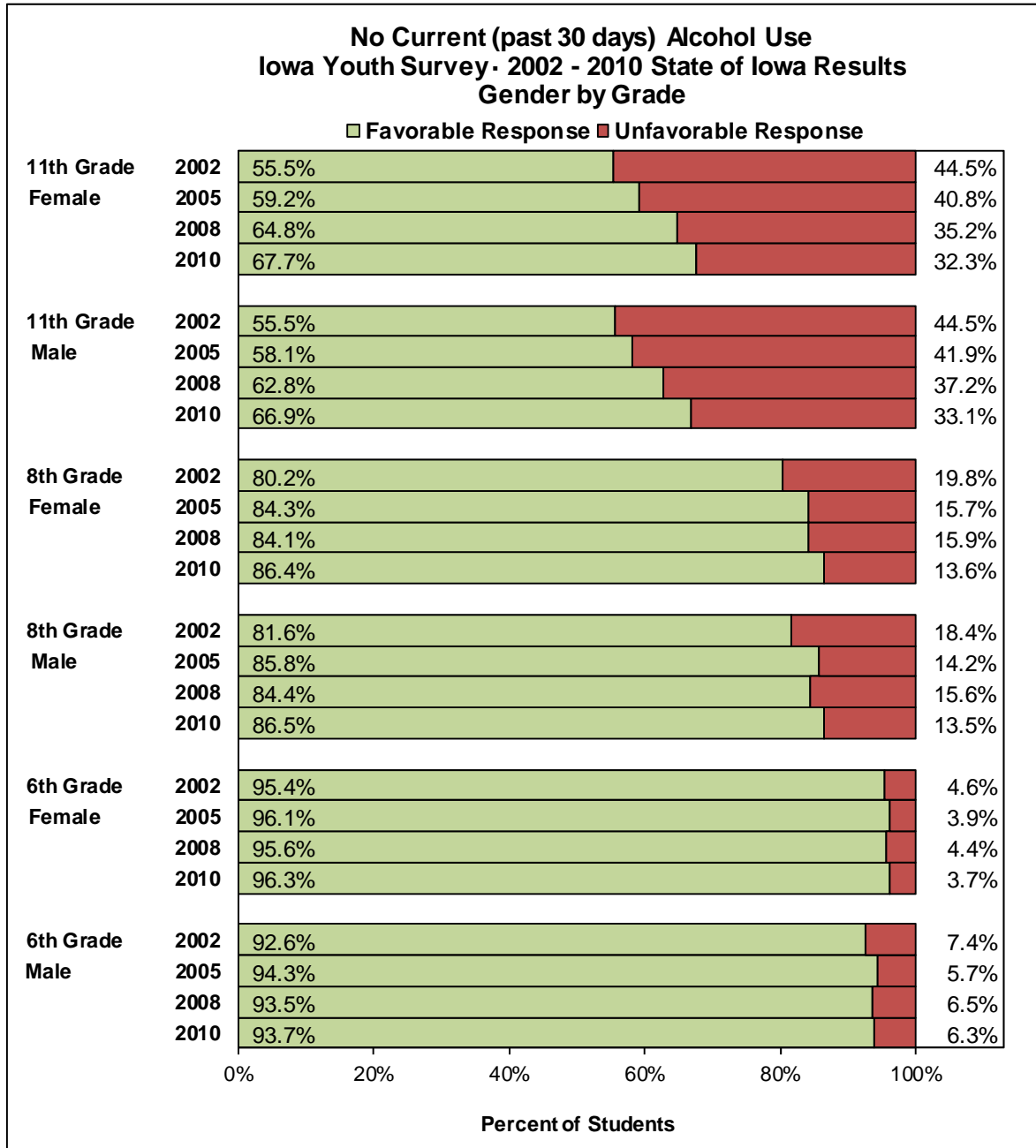
Response coding: "0 days" is coded as favorable; if there is missing data for any response and all other responses are favorable, the record is coded as favorable; if all responses are missing, the record is coded as favorable. Any response indicating 1 or more days of use is coded as unfavorable.

Figure 18a. No Current (past 30 days) Alcohol Use Construct: State, Gender, Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

Figure 18b. No Current (past 30 days) Alcohol Use Construct: Gender by Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

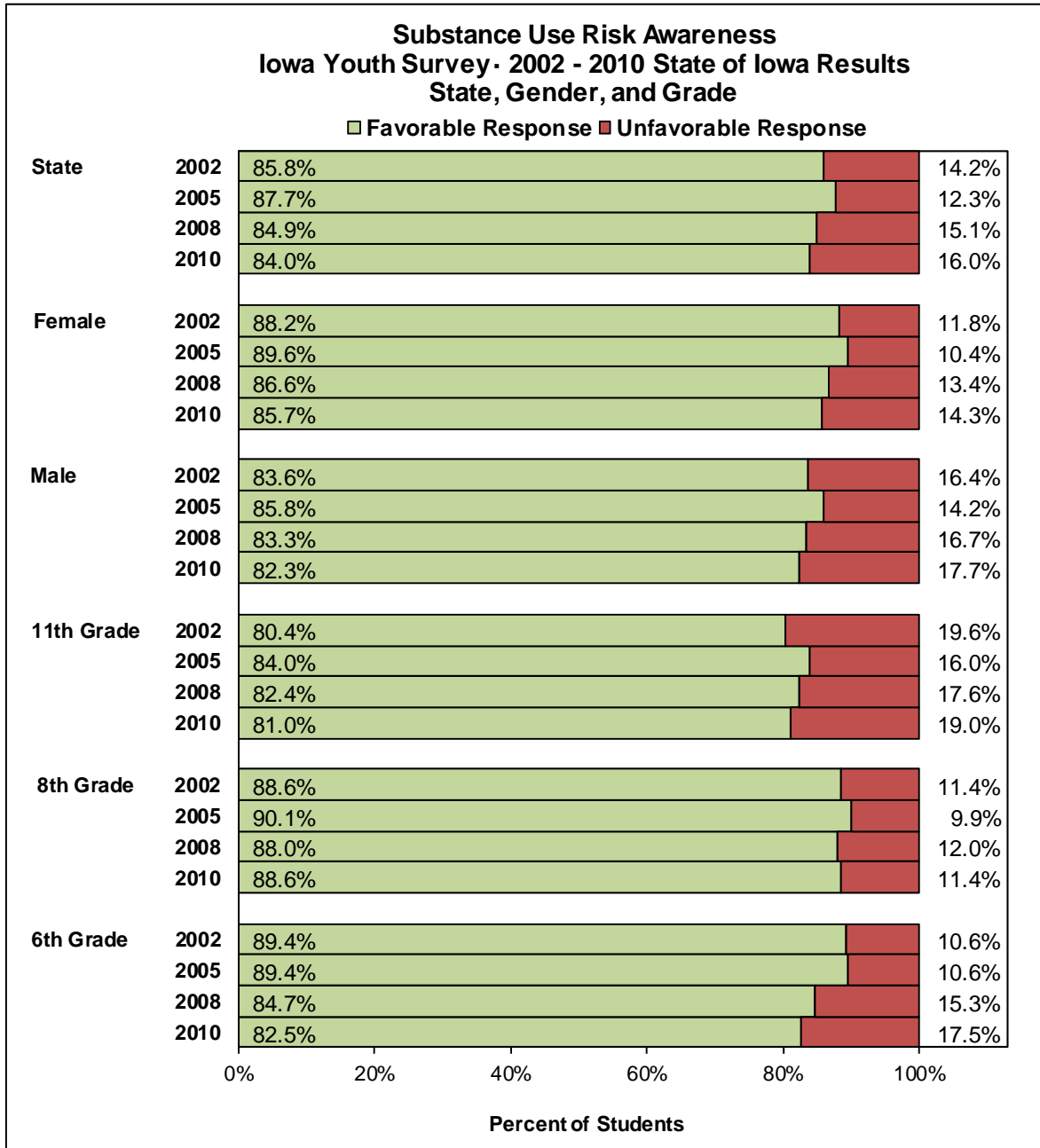
Substance Use Risk Awareness

There was little change from 2002 to 2010 for the state, male, 11th grade, and 8th grade groupings in the Substance Use Risk Awareness construct. The female and 6th grade groupings both had a decrease in favorable responses. Females provided a higher percentage of favorable responses than males. 8th graders in 2008 and 2010 reported more awareness of substance use risk than 11th or 6th graders. The largest decrease in percentage points over time was in 6th grade females, a decrease of 7.7 percentage points from 2002 to 2010.

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?

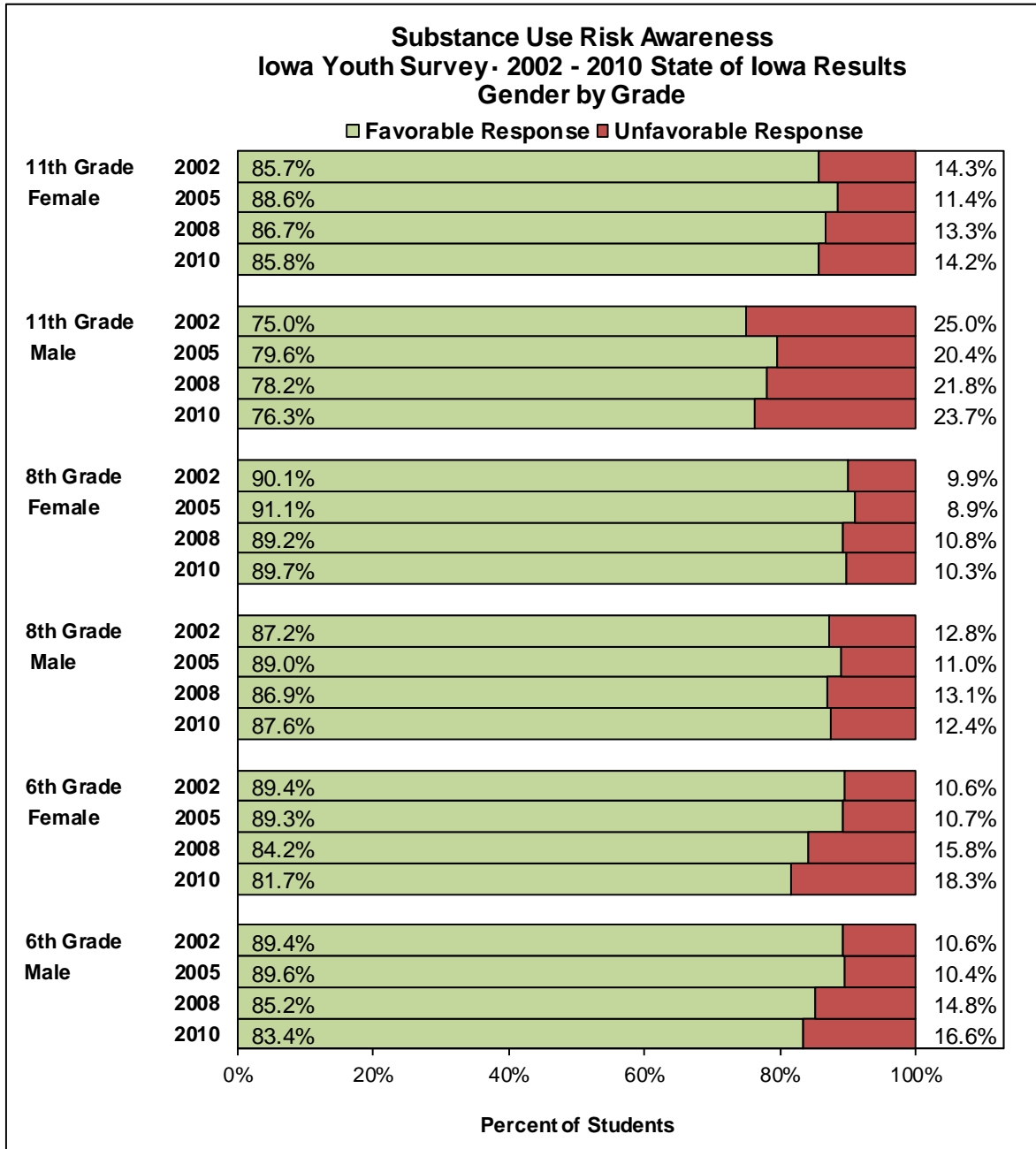
Response coding: "Great risk," "moderate risk," "slight risk" or "don't know" are coded as favorable and "no risk" is coded as unfavorable.

Figure 19a. Substance Use Risk Awareness Construct: State, Gender, Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

Figure 19b. Substance Use Risk Awareness Construct: Gender by Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

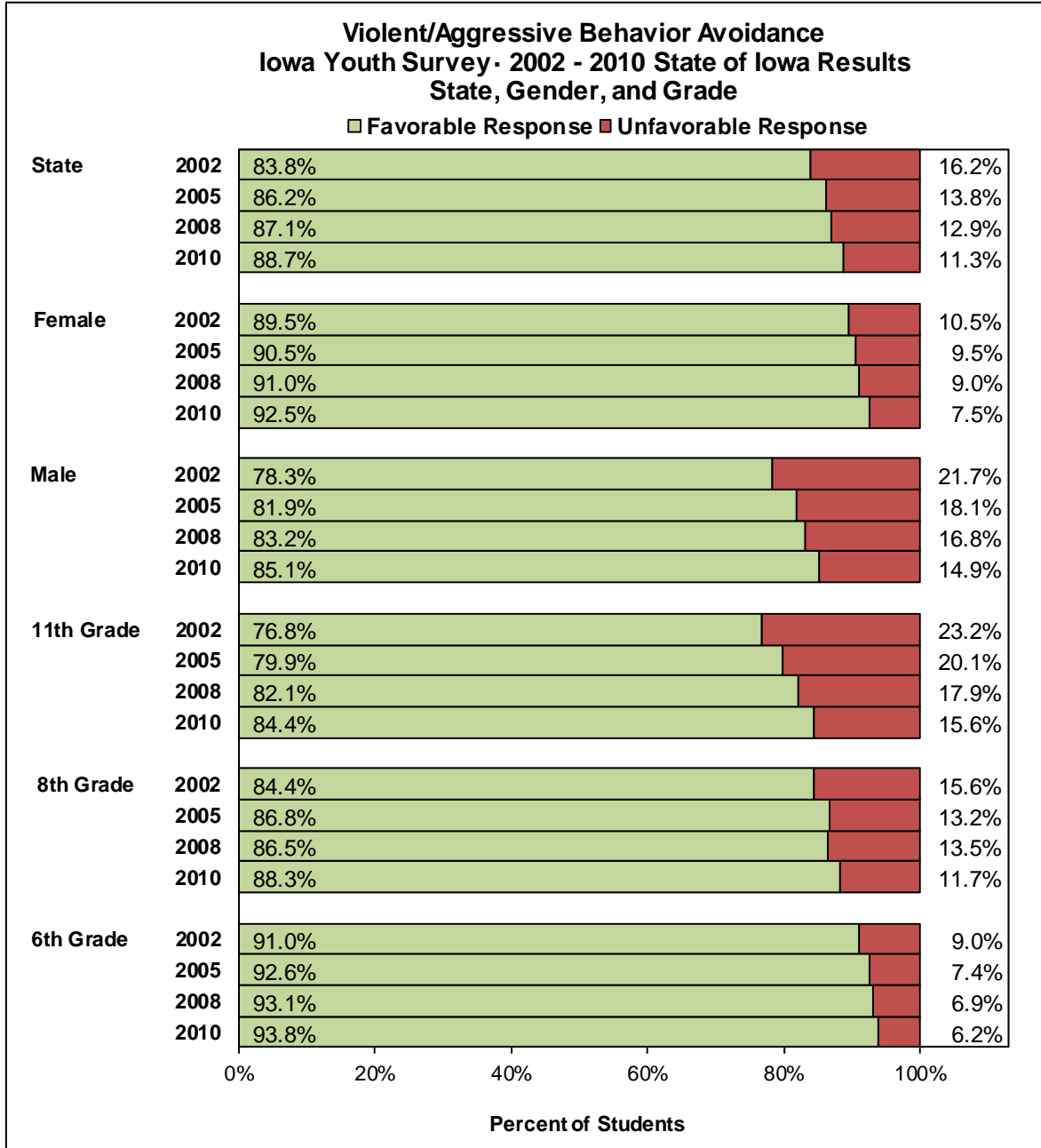
Violent/Aggressive Behavior Avoidance

For the Violent/Aggressive Behavior Avoidance construct, positive trends occurred from 2002 to 2010 in almost all groups. Females have significantly higher favorable responses for this construct in all three grades throughout all survey years. Each survey year, students in grade 6 indicate higher favorable responses than students in grade 8, who have higher favorable responses than students in grade 11.

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?

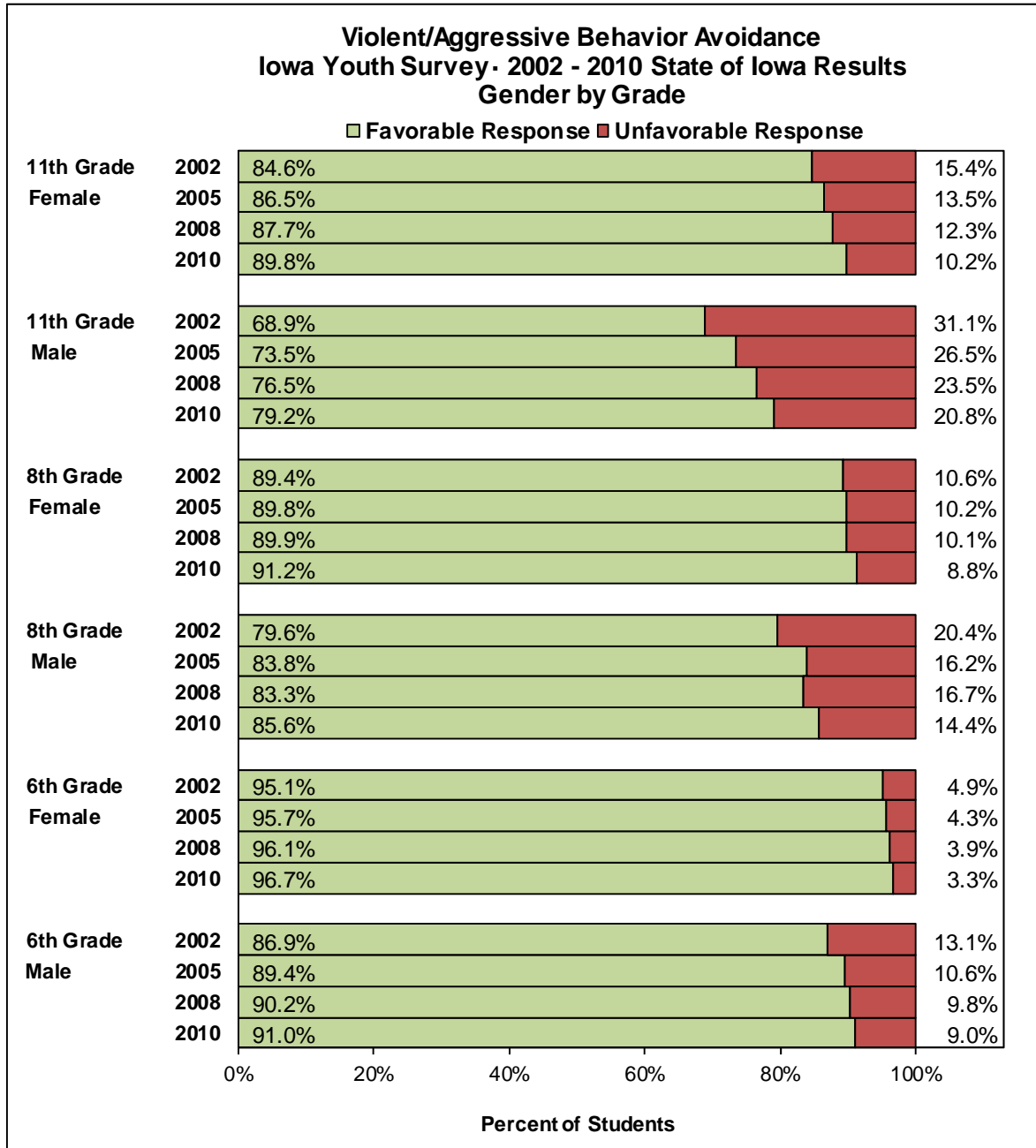
Response coding: First and fifth questions – “None” is coded as favorable and “1 or 2 times,” “3-5 times,” or “6 or more times” are coded as unfavorable. Second, third, fourth, sixth, and seventh questions – “None” or “1 or 2 times” are coded as favorable and “3-5 times” or “6 or more times” are coded as unfavorable.

Figure 20a. Violent/Aggressive Behavior Avoidance Construct: State, Gender, Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

Figure 20b. Violent/Aggressive Behavior Avoidance Construct: Gender by Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

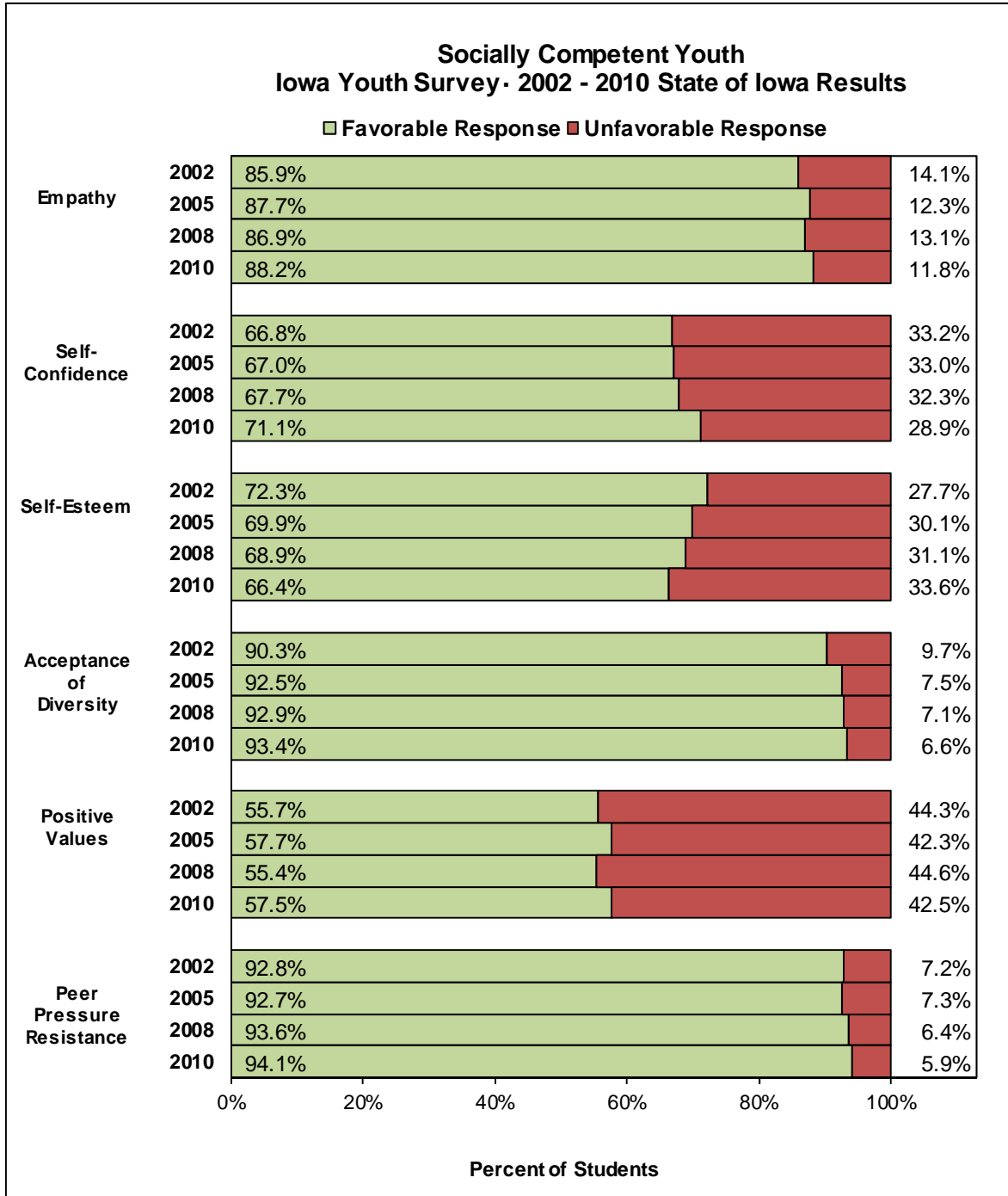
Domain V: Socially Competent Youth

The six constructs within the Socially Competent Youth Domain (Figure 21 displayed on the following page) are:

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

Favorable responses for the Positive Values and Peer Pressure Resistance constructs have remained consistent from 2002 to 2010. The Acceptance of Diversity and Peer Pressure Resistance constructs have the highest percentage of favorable responses of the six constructs in this domain. The Empathy, Self-Confidence, and Acceptance of Diversity constructs present positive trending with a significant increase in favorable responses occurring from 2002 to 2010. The Positive Values construct has the lowest percentage of favorable responses in this domain. A downward trend for the Self Esteem construct occurred from 2002 to 2010, with a significant decrease in favorable responses for a total decrease of 5.9 percentage points.

Figure 21. Socially Competent Youth Domain



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

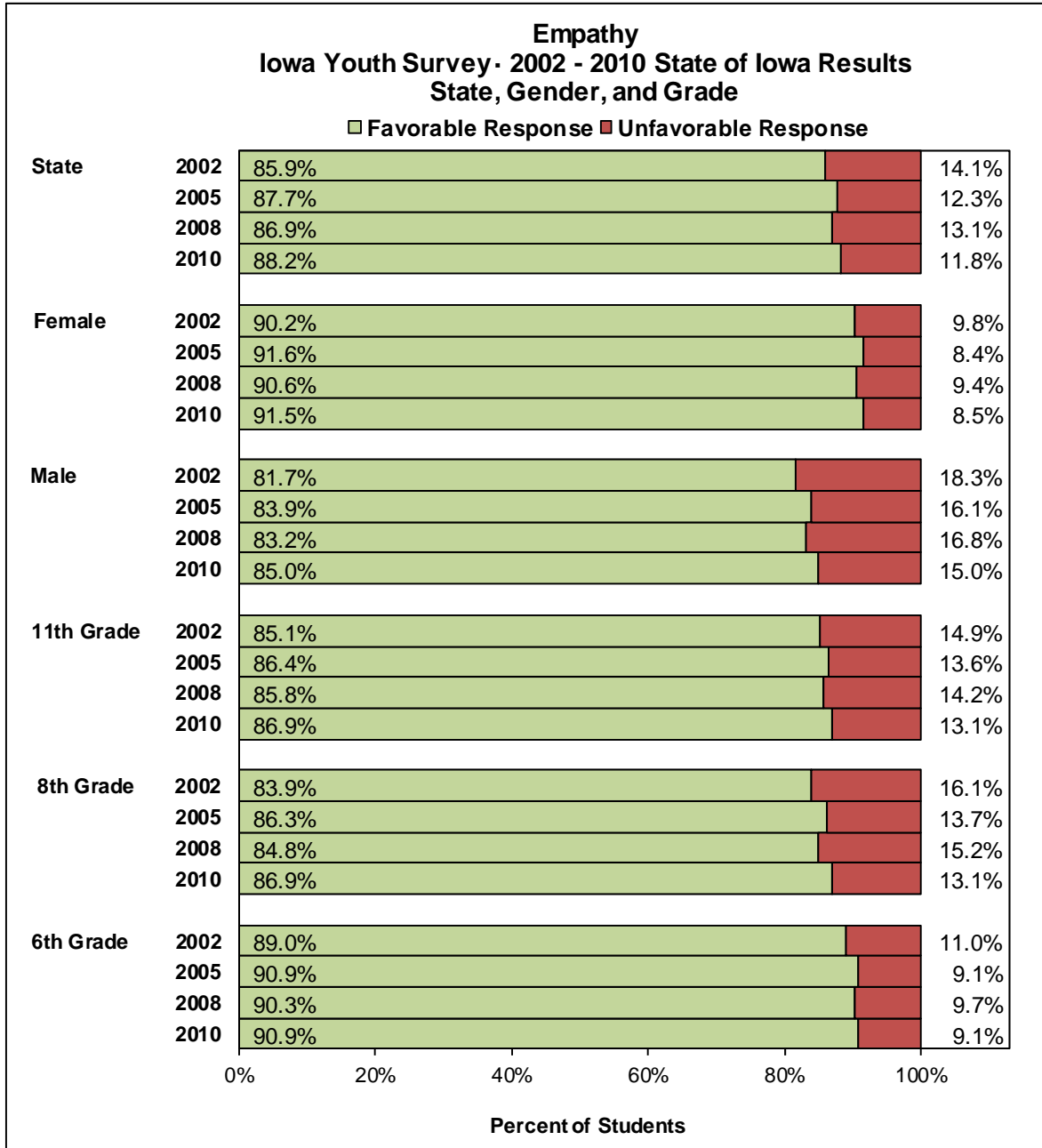
Empathy

The Empathy construct had an increase for the state, males, 8th graders, and 6th graders from 2002 to 2010. Females report higher levels of empathy than males in all three grades, with the disparity between genders increasing as the grade level increases. Overall, 6th graders reported significantly more empathy than 8th and 11th graders.

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?

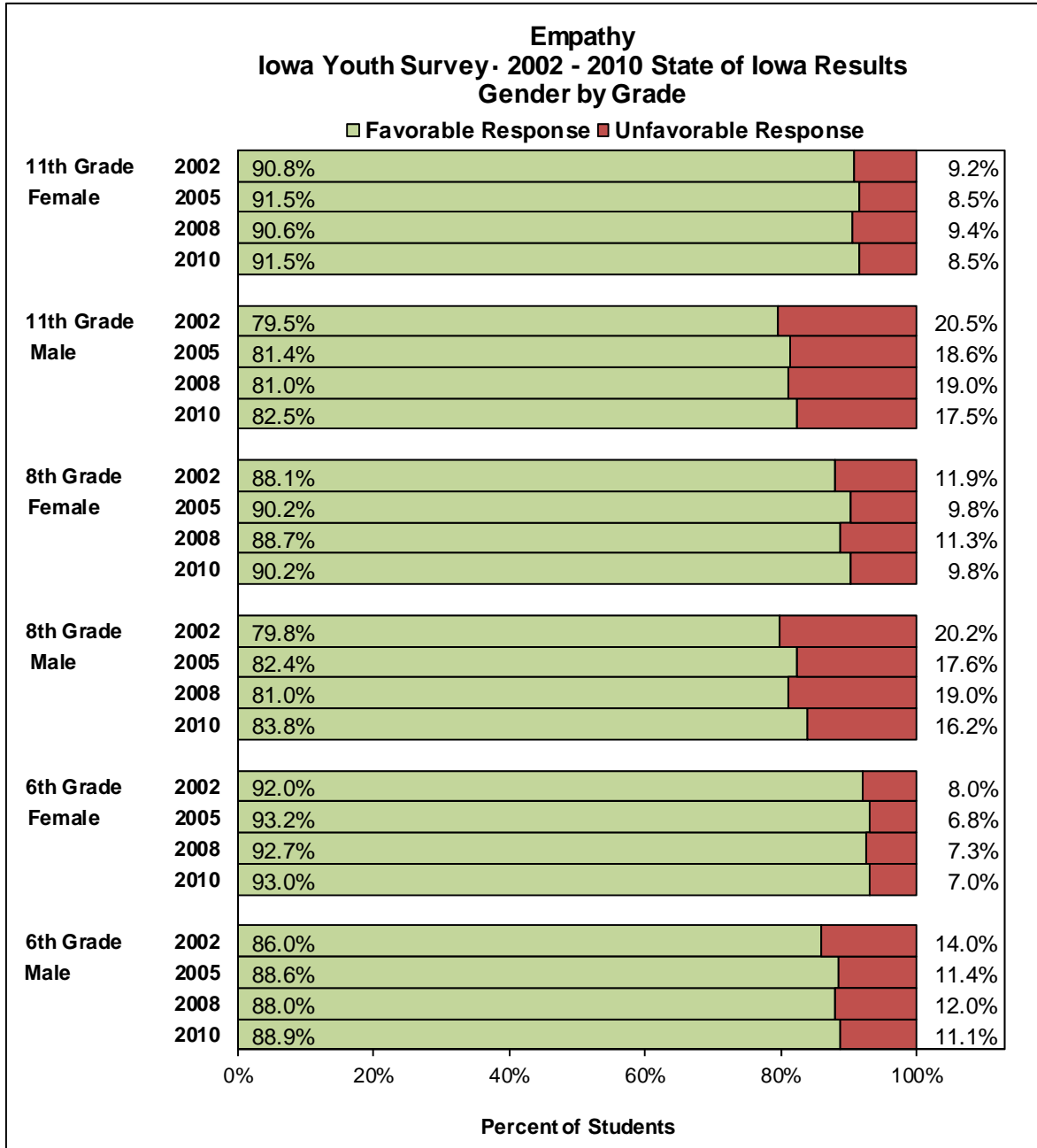
Response coding: "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

Figure 22a. Empathy Construct: State, Gender, Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

Figure 22b. Empathy Construct: Gender by Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

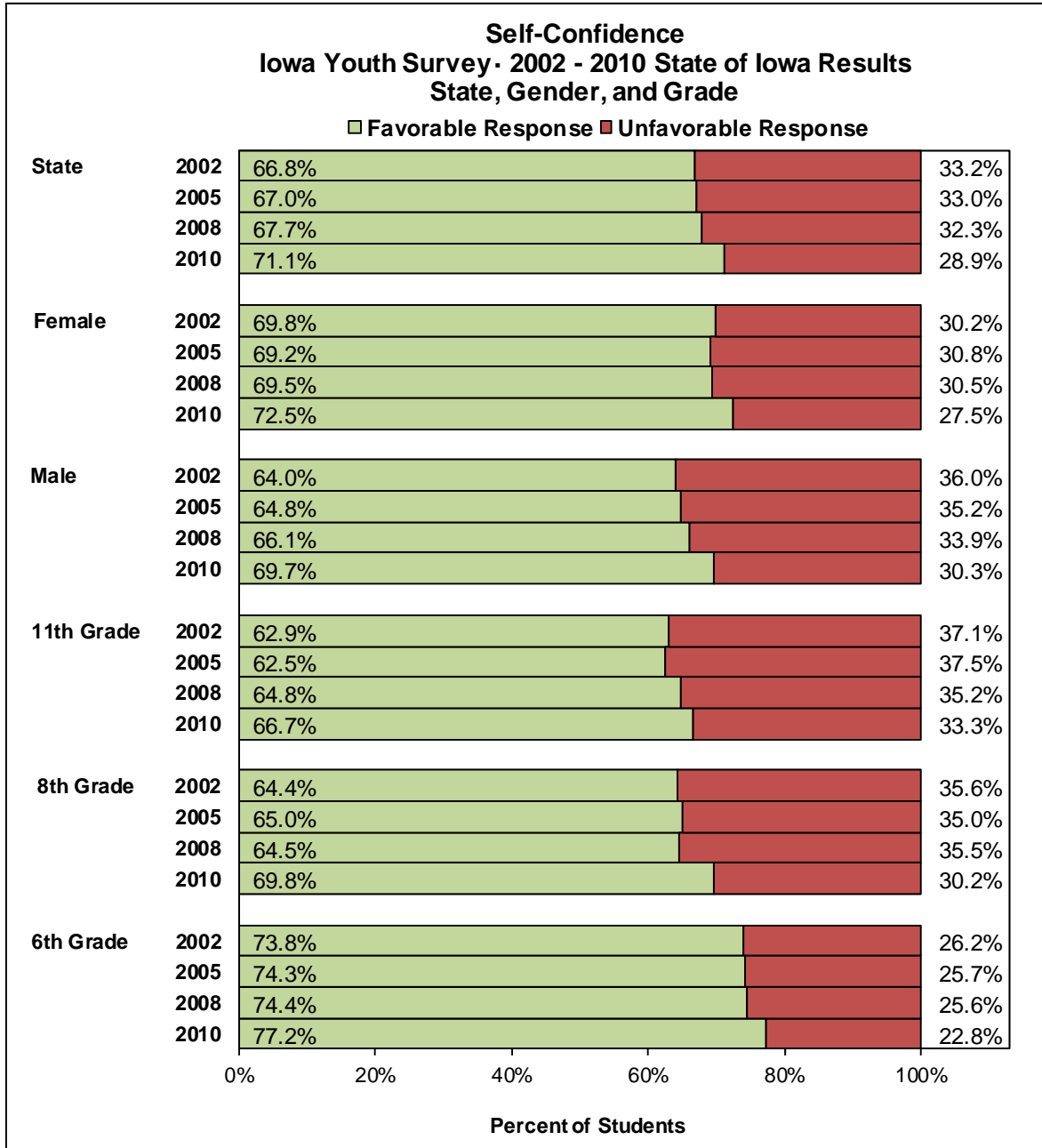
Self-Confidence

Favorable responses for the Self-Confidence construct have increased significantly for all groups from 2002 to 2010. Females report a significantly higher percentage of favorable responses than males. 6th graders report a higher percentage of favorable responses than 8th graders, who report a higher percentage than 11th graders.

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?

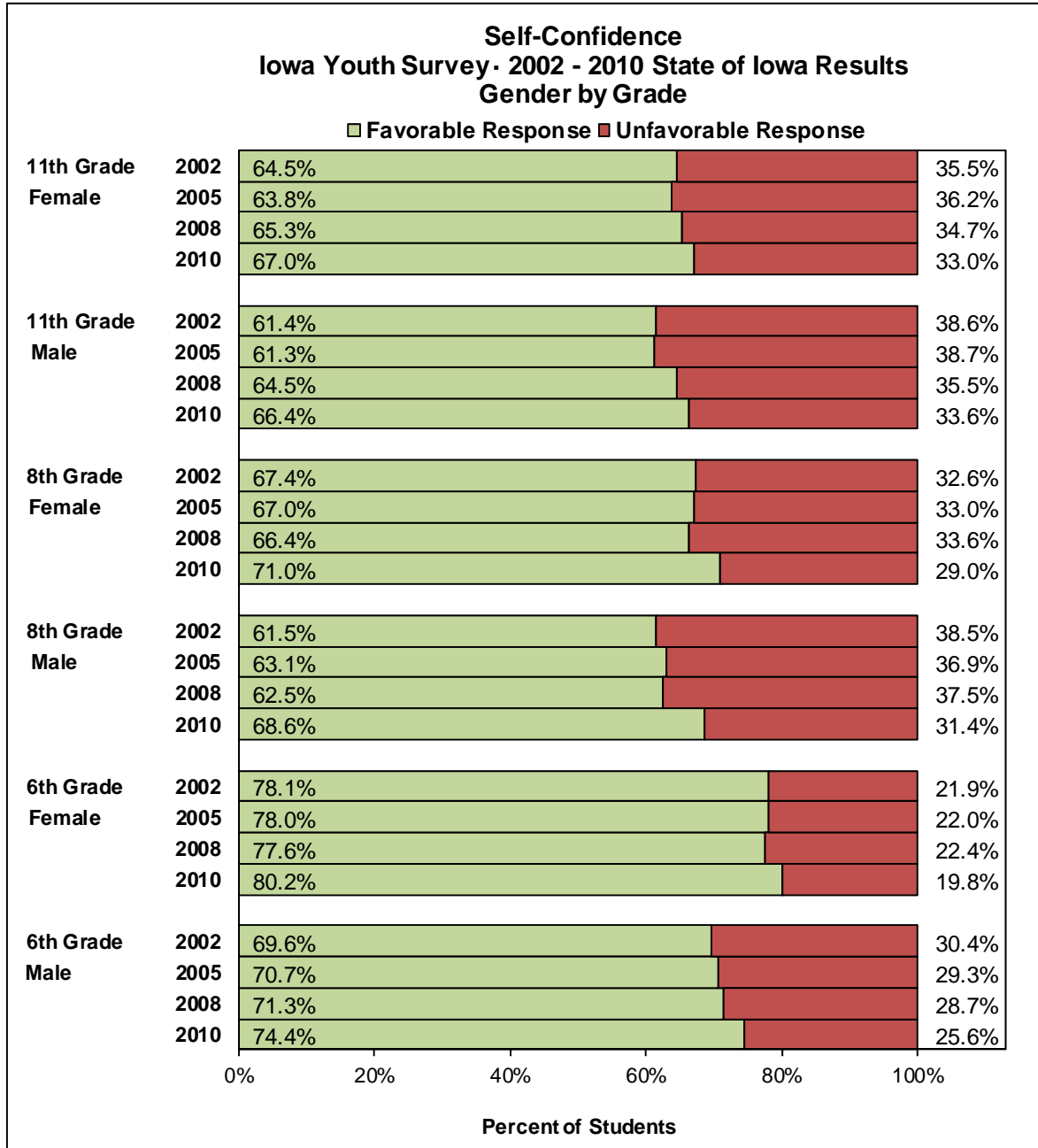
Response coding: “Strongly agree” or “agree” are coded as favorable and “strongly disagree” or “disagree” are coded as unfavorable.

Figure 23a. Self-Confidence Construct: State, Gender, Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

Figure 23b. Self-Confidence Construct: Gender by Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

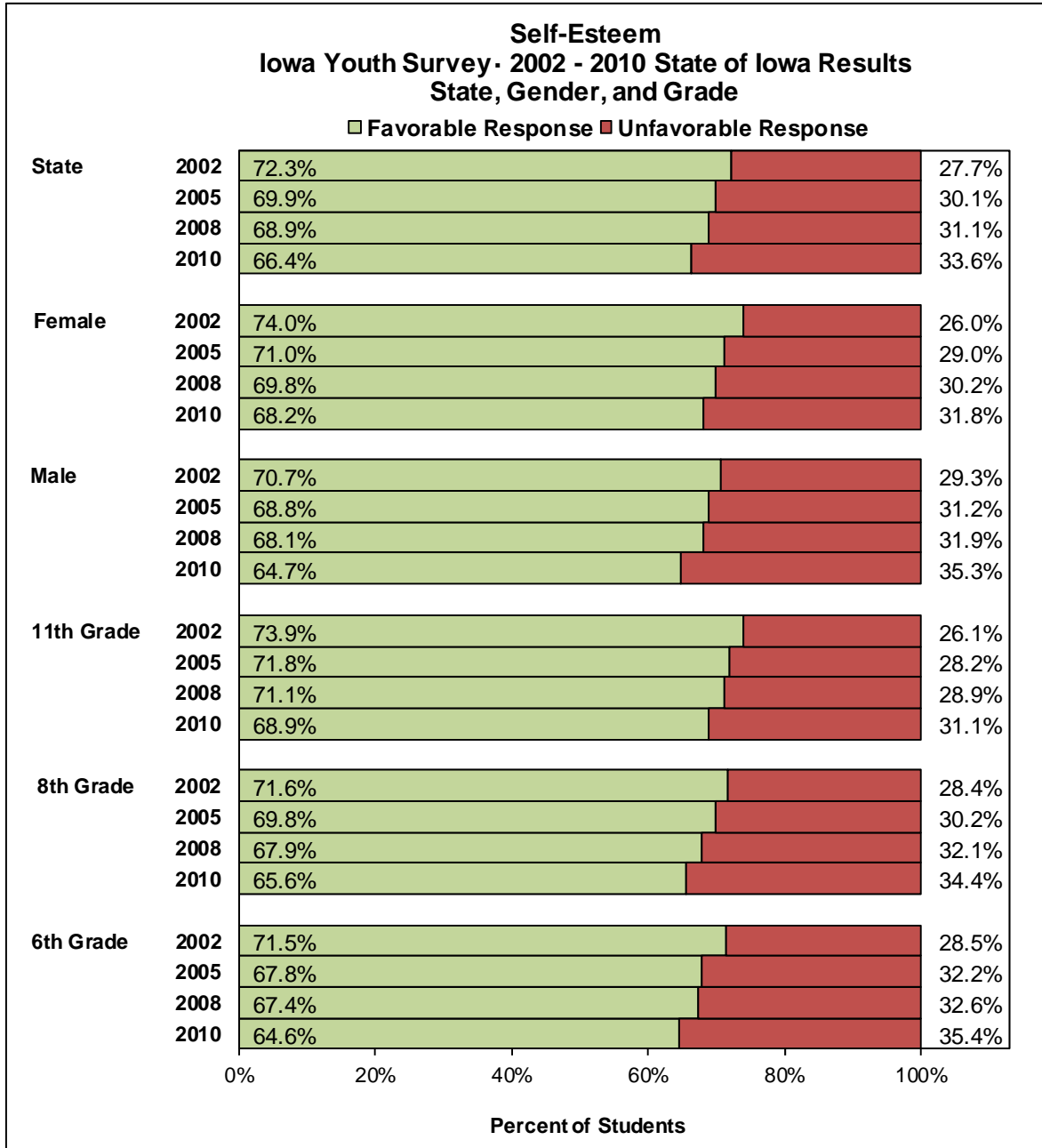
Self-Esteem

The Self-Esteem construct presents a significant negative trend from 2002 to 2010. All possible groupings had a decrease in favorable responses. Overall, females report having slightly higher levels of self-esteem than males. Students in grade 11 report significantly higher levels of self-esteem than 6th and 8th graders.

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?

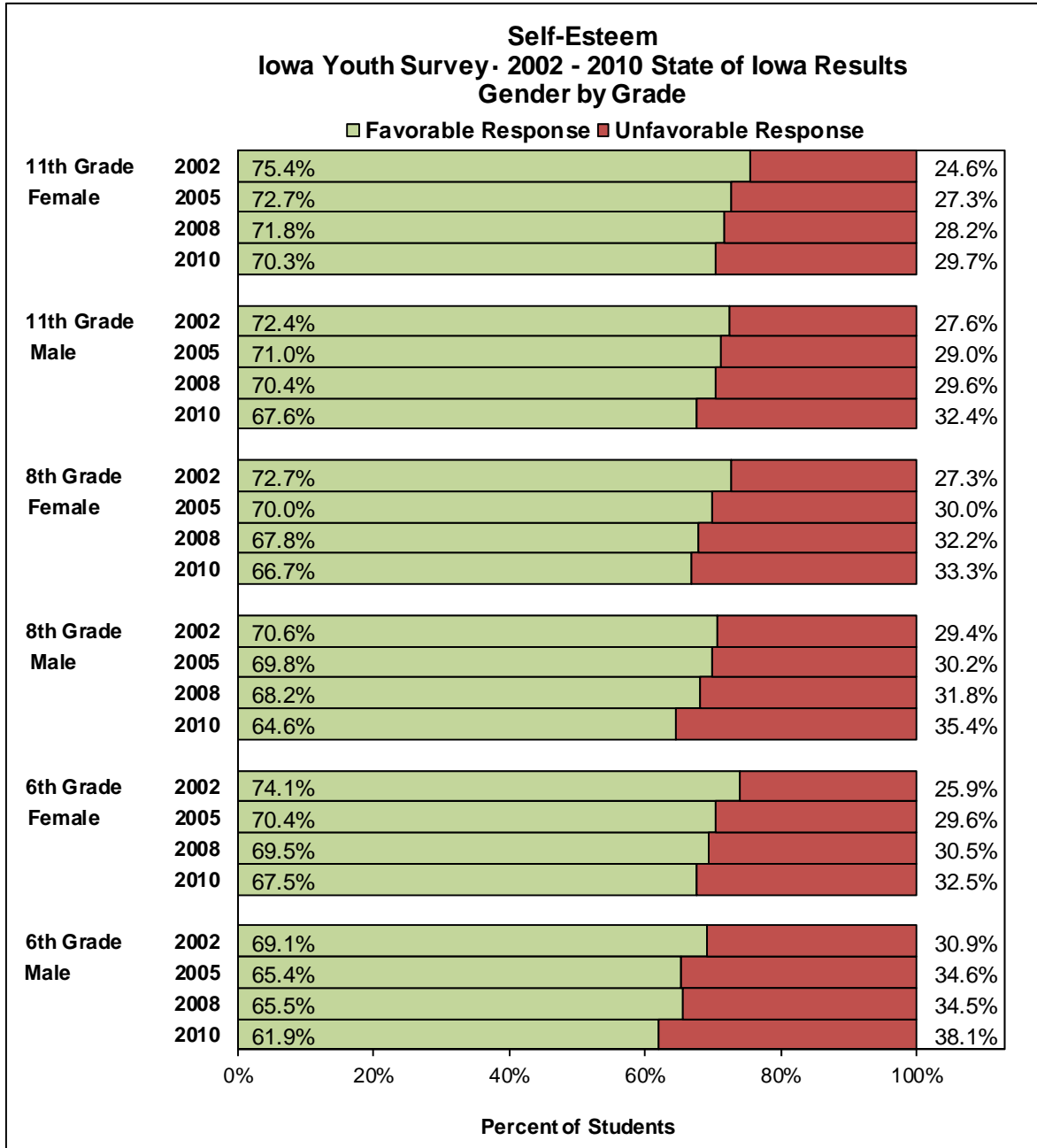
Response coding: "Strongly disagree" or "disagree" are coded as favorable and "strongly agree" or "agree" are coded as unfavorable.

Figure 24a. Self-Esteem Construct: State, Gender, Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

Figure 24b. Self-Esteem Construct: Gender by Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

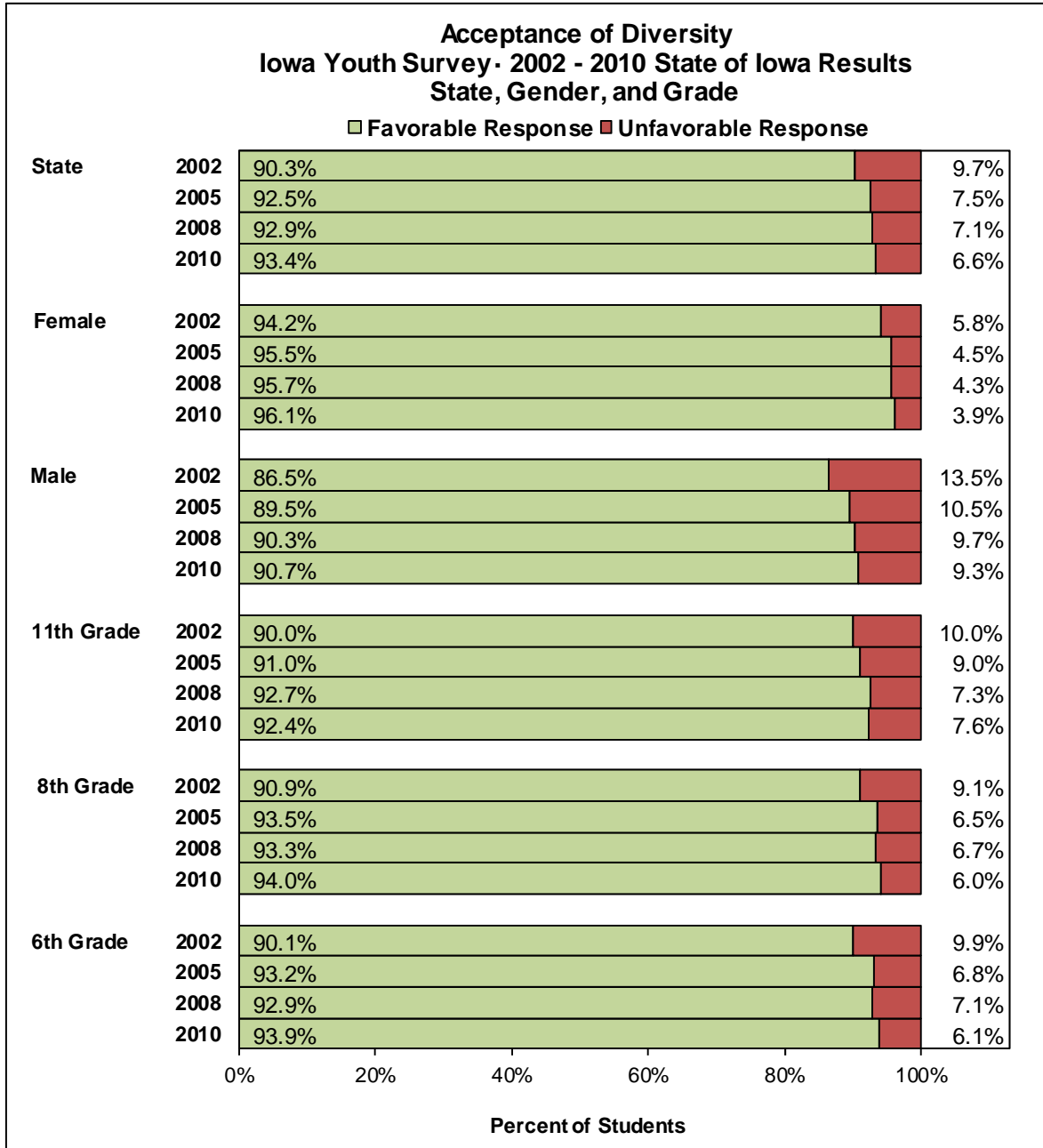
Acceptance of Diversity

A positive trend in favorable responses occurred from 2002 to 2010 in Iowa overall for the Acceptance of Diversity construct. All groupings had a significant increase in the percentage of favorable response from 2002 to 2010, except for the 11th grade female grouping which had similar percentages. Females have significantly higher favorable responses for this construct in all three grades. Responses from all grades are similar each survey year with the exception of 2005 when 11th graders had significantly lower favorable responses than grades 6 and 8.

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?

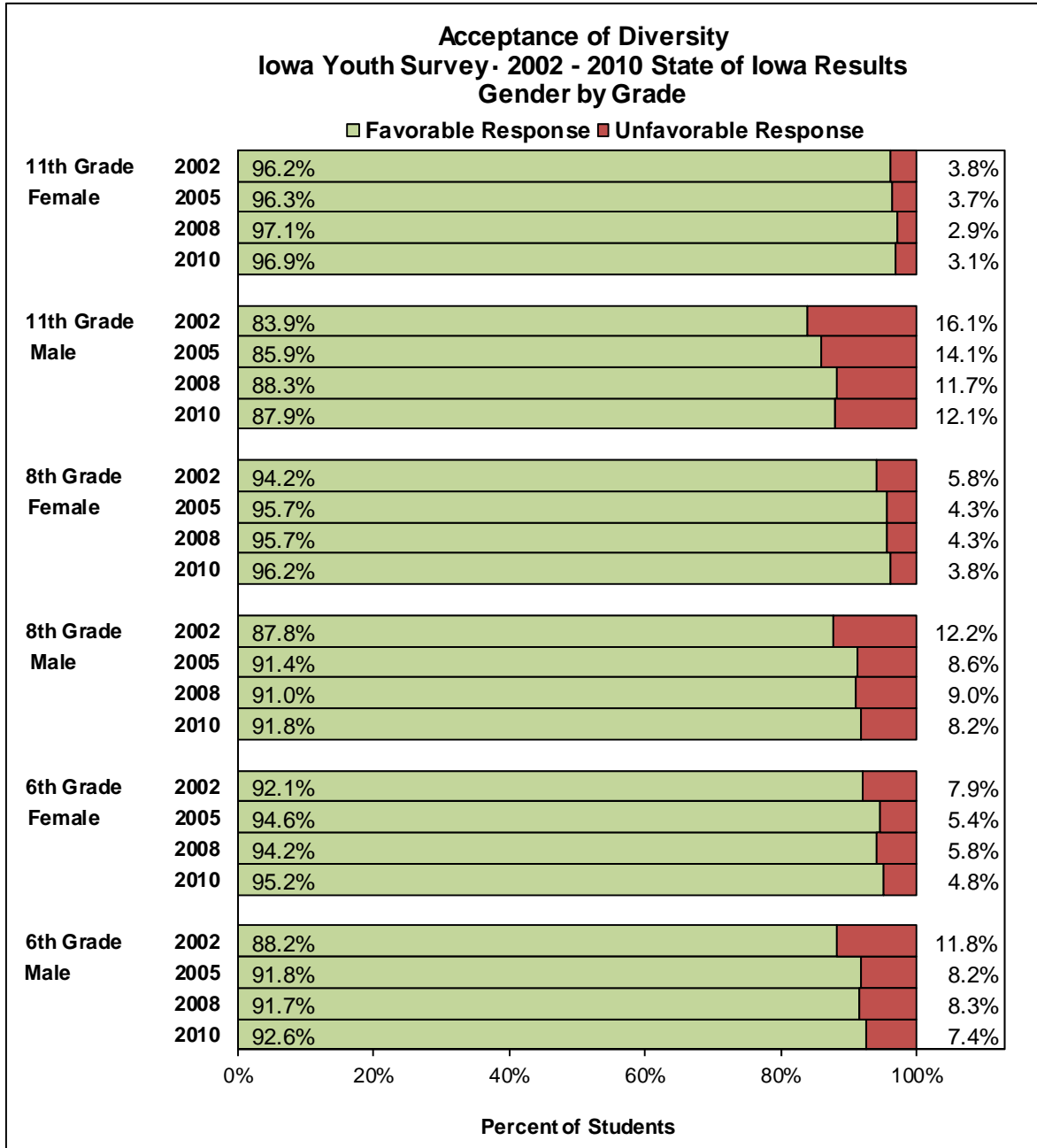
Response coding: "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

Figure 25a. Acceptance of Diversity Construct: State, Gender, Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

Figure 25b. Acceptance of Diversity Construct: Gender by Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

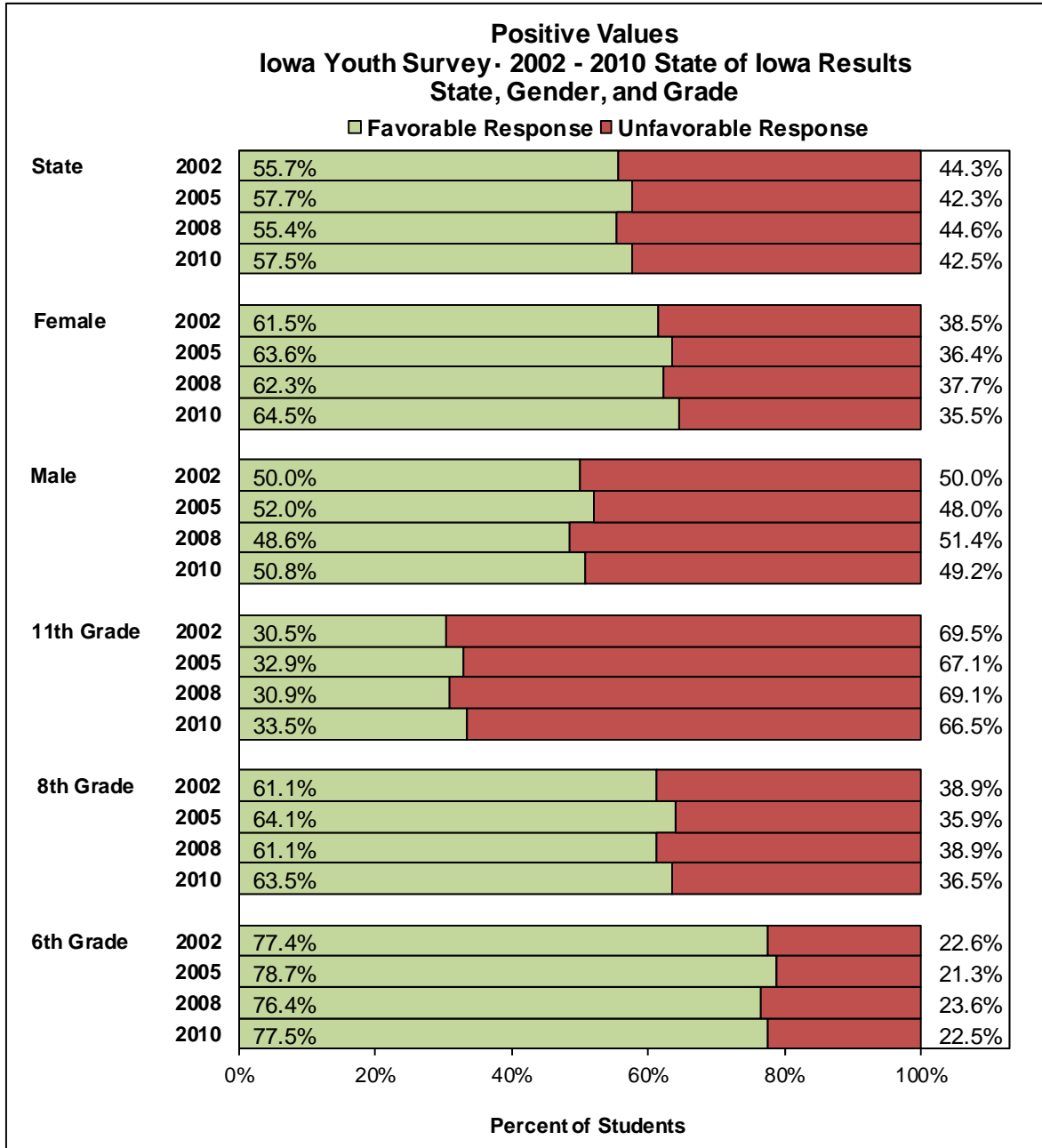
Positive Values

The positive values construct has been relatively stable from 2002 to 2010. The state total, all males, and 6th graders groupings have all shown no significant change from 2002 to 2010. Females, 8th graders, and 11th graders have all had small, yet significant, increases in favorable responses from 2002 to 2010. Females in all grades report significantly higher levels of positive values, with the greatest disparity between genders occurring in 8th grade. Positive values drop dramatically as grade level increases.

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?

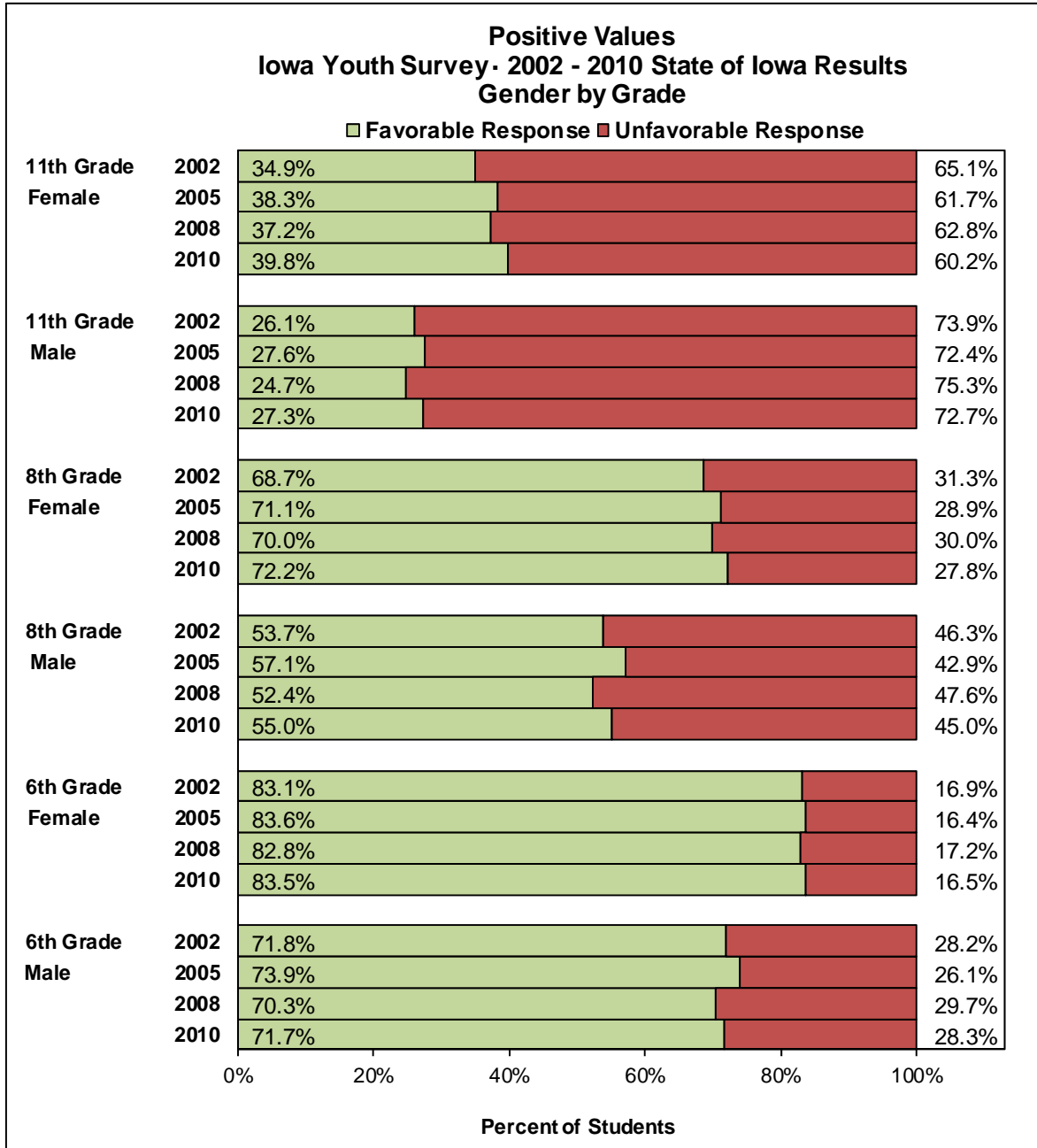
Response coding: "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

Figure 26a. Positive Values Construct: State, Gender, Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

Figure 26b. Positive Values Construct: Gender by Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

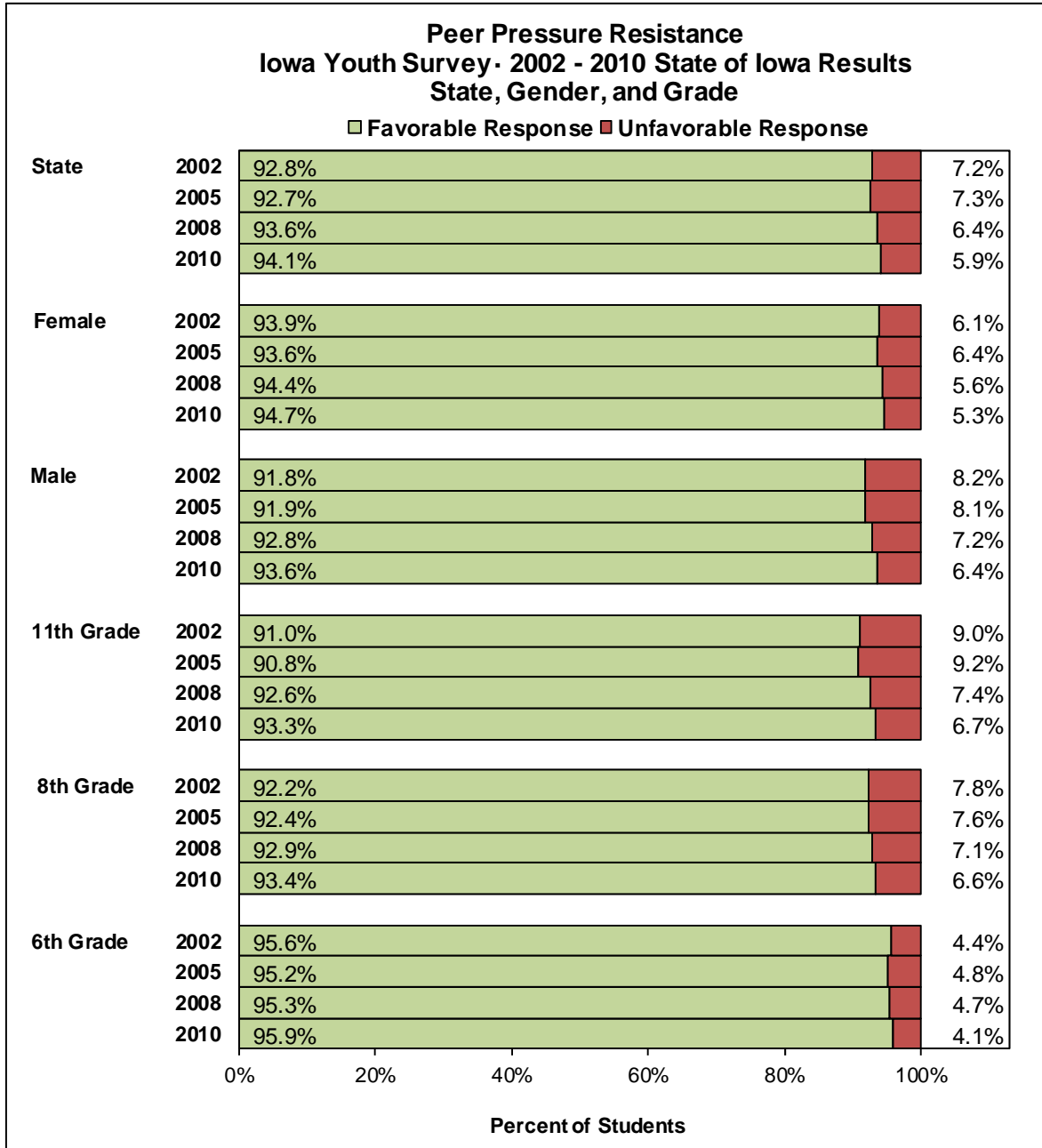
Peer Pressure Resistance

The favorable response percentages have remained high during each survey year with the only significant changes occurring from 2005 to 2008, with students in grade 11, specifically male students, reporting a significant increase in resistance to peer pressure. Overall, females have higher favorable percentages than males in each survey year for this construct. Peer pressure resistance weakens significantly between 6th and 8th grade in all survey years.

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?

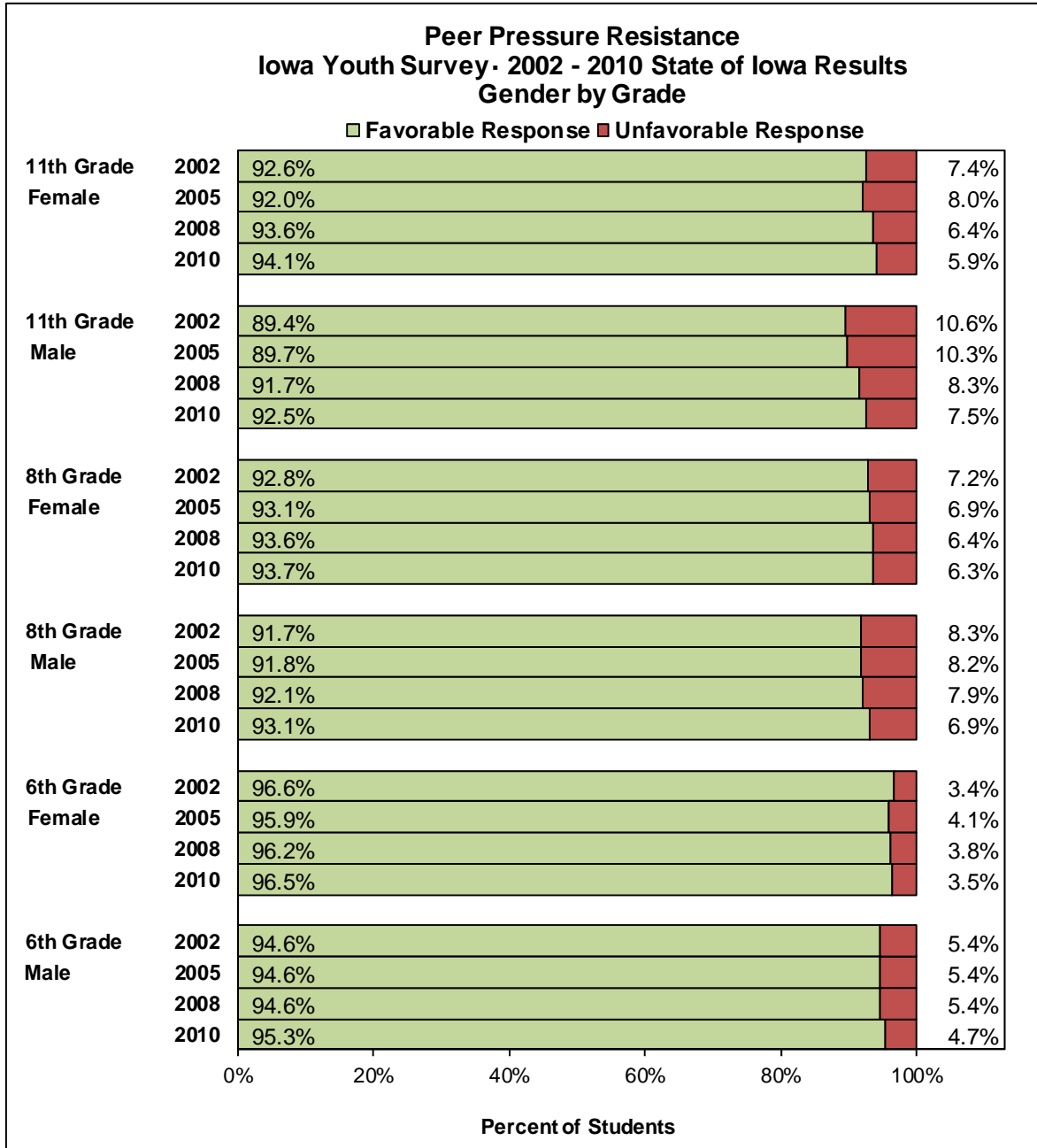
Response coding: “Strongly agree” or “agree” are coded as favorable and a “strongly disagree” or “disagree” are coded as unfavorable.

Figure 27a. Peer Pressure Resistance Construct: State, Gender, Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

Figure 27b. Peer Pressure Resistance Construct: Gender by Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

Domain VI: Youth Successful in School

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

- Commitment to School/Learning

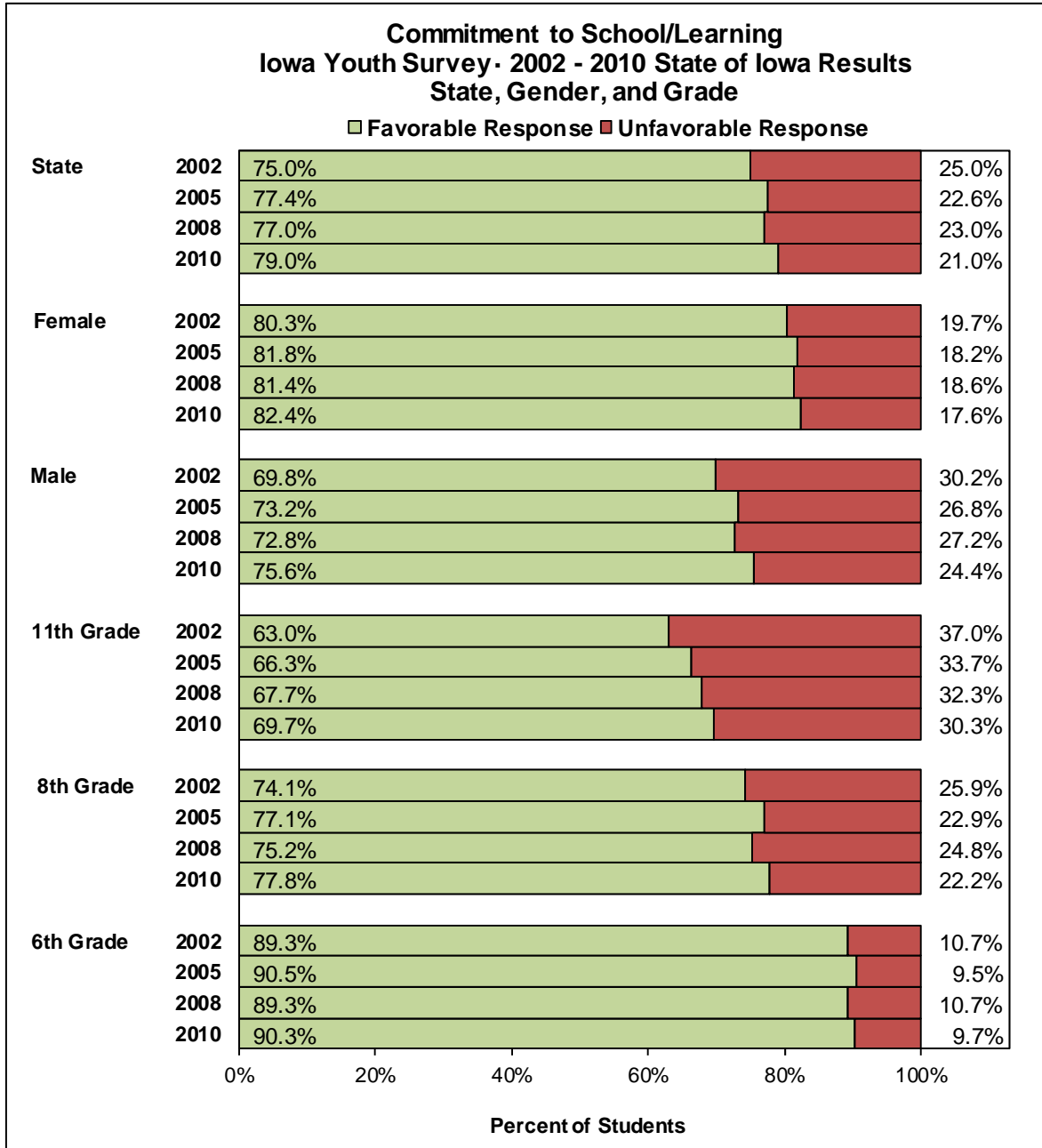
Commitment to School/Learning

A positive trend to Commitment to School/Learning is shown for the state overall from 2002 to 2010. This significant upward trend is also seen for males and females, as well as students in 8th and 11th grades. Favorable responses from students in 6th grade remained steady from 2002 to 2010. In all survey years, females reported significantly more favorable responses for this construct than males. In all survey years, Commitment to School/Learning drops as students move into higher grades.

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?

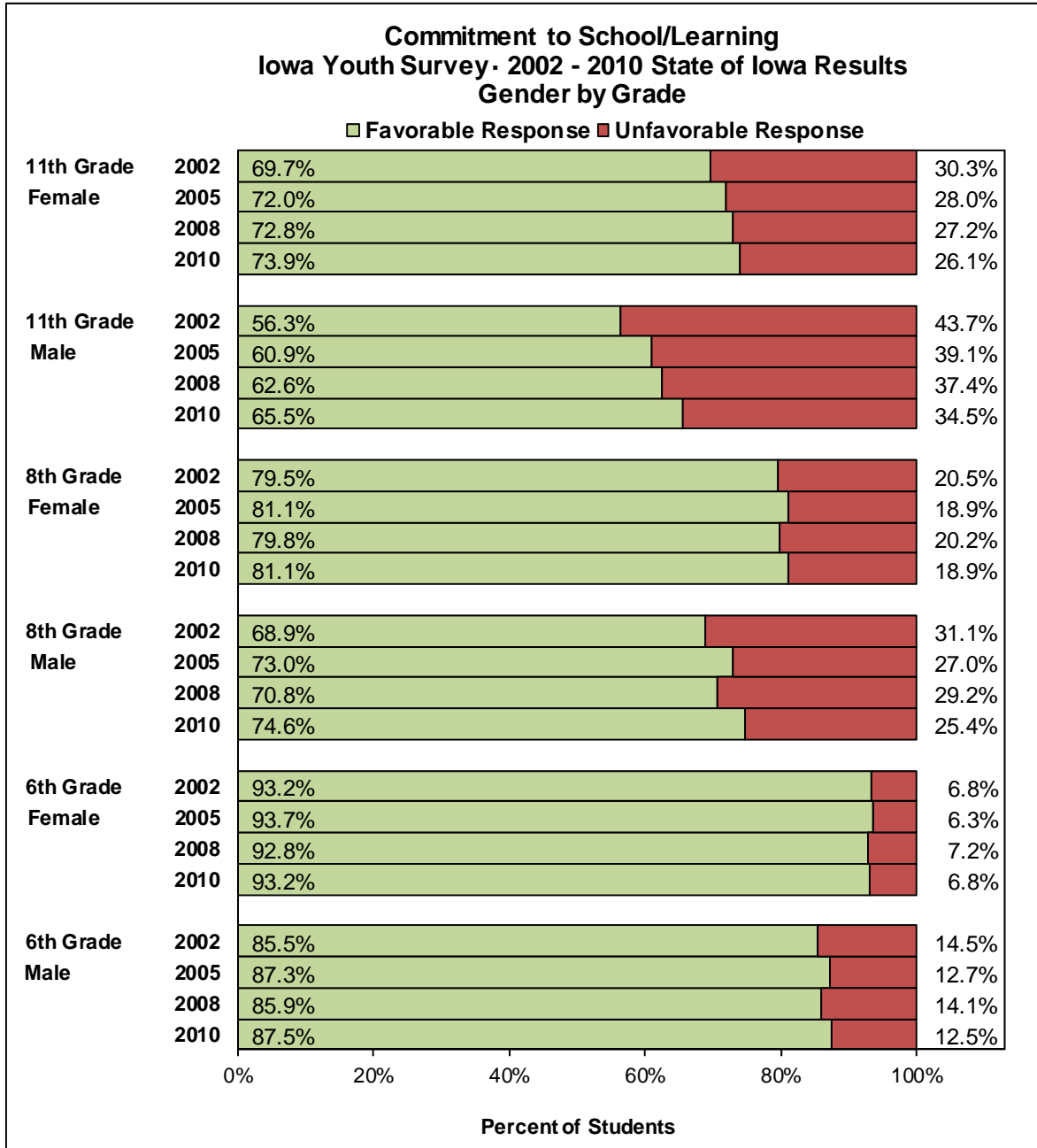
Response coding: “Strongly agree” or “agree” are coded as favorable and “strongly disagree” or “disagree” are coded as unfavorable.

Figure 28a. Commitment to School/Learning Construct: State, Gender, Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

Figure 28b. Commitment to School/Learning Construct: Gender by Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

Domain VII: Youth Prepared For a Productive Adulthood

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

- Positive Work Ethic

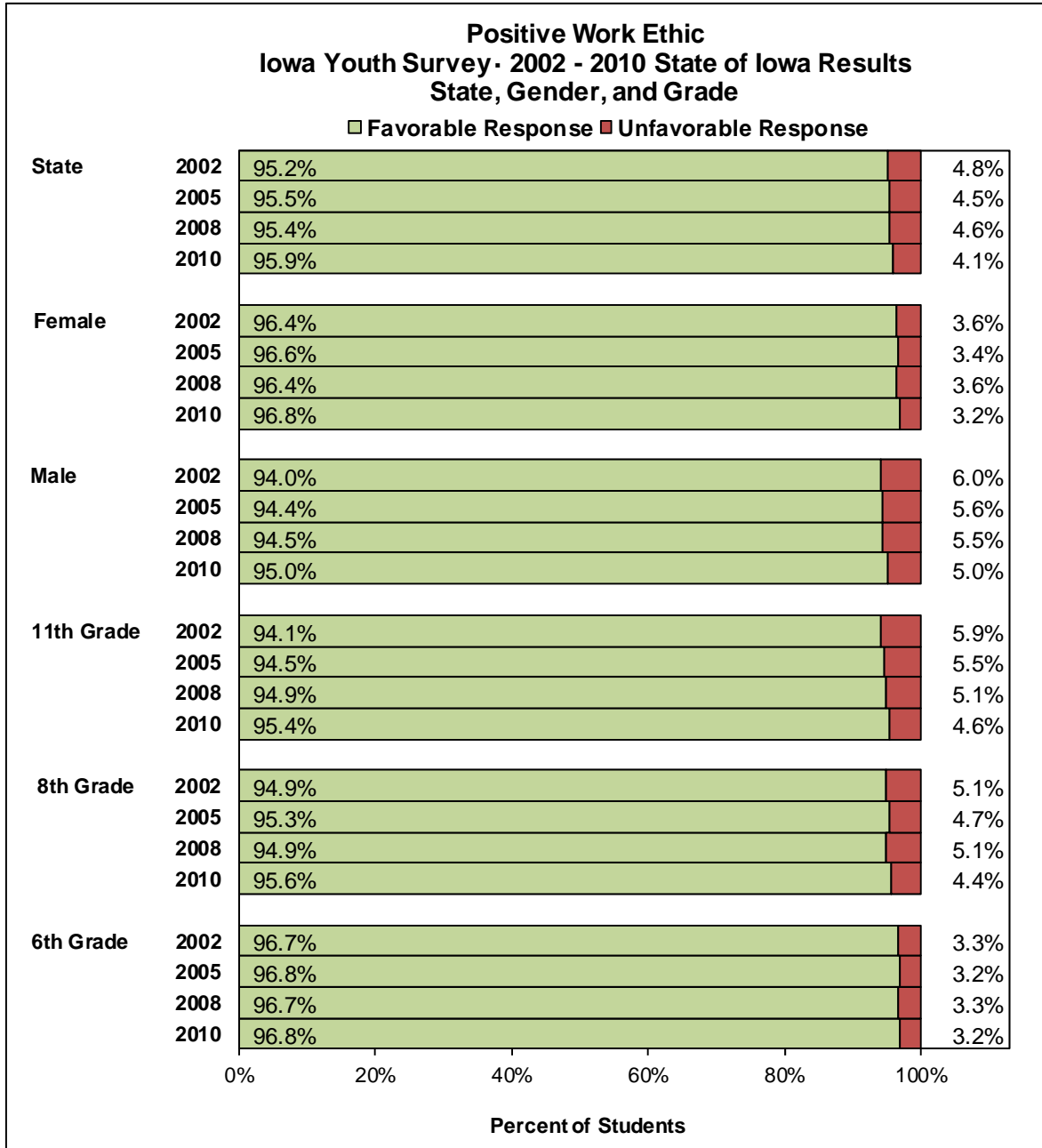
Positive Work Ethic

The favorable response percentages have remained high during each survey year with no significant change from year to year for the Positive Work Ethic construct. It is important to note that over 95% of all students in Iowa responded favorably to this construct in all survey years.

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?

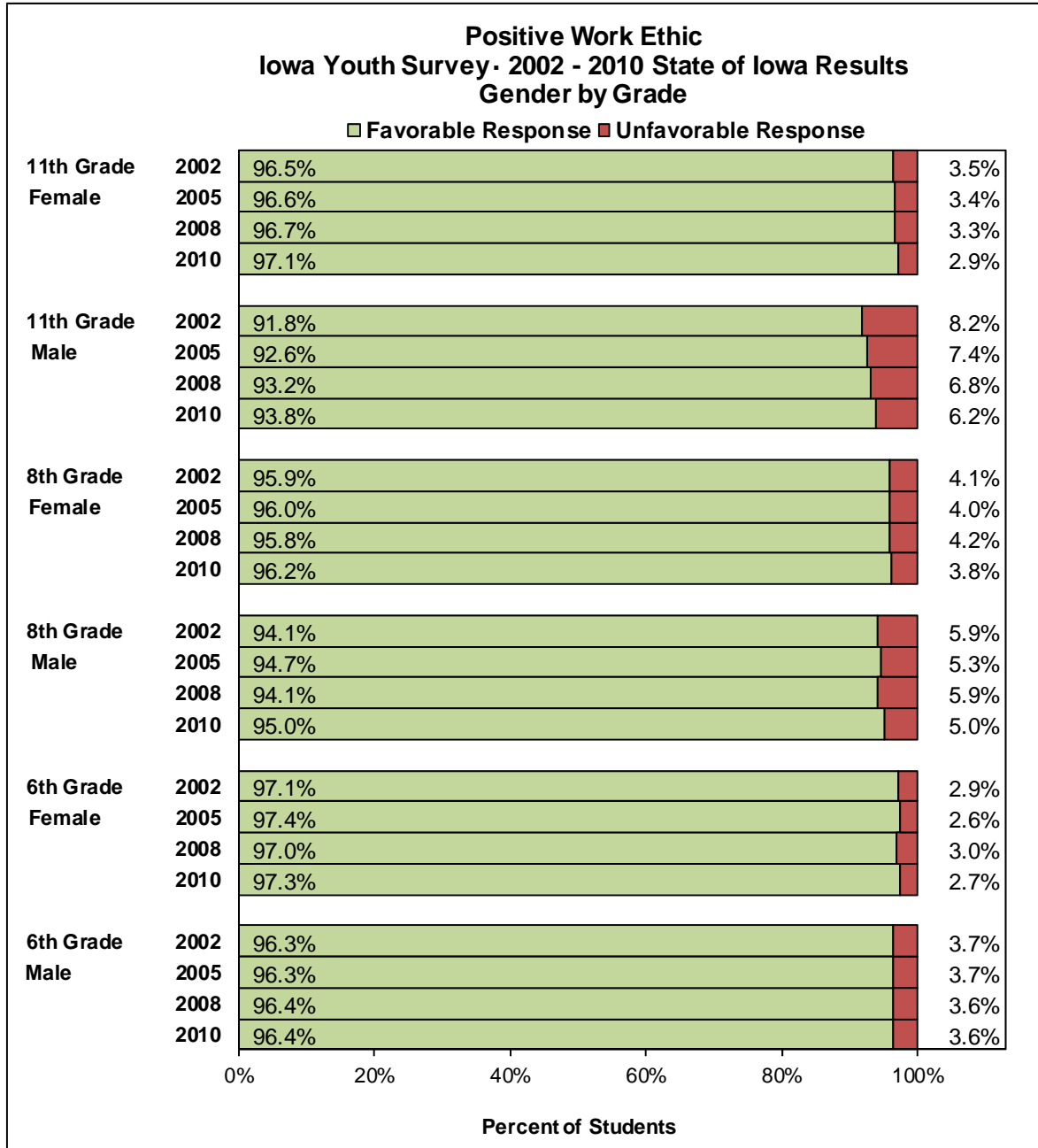
Response coding: “Strongly agree” or “agree” are coded as favorable and “strongly disagree” or “disagree” are coded as unfavorable.

Figure 29a. Positive Work Ethic Construct: State, Gender, Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

Figure 29b. Positive Work Ethic Construct: Gender by Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

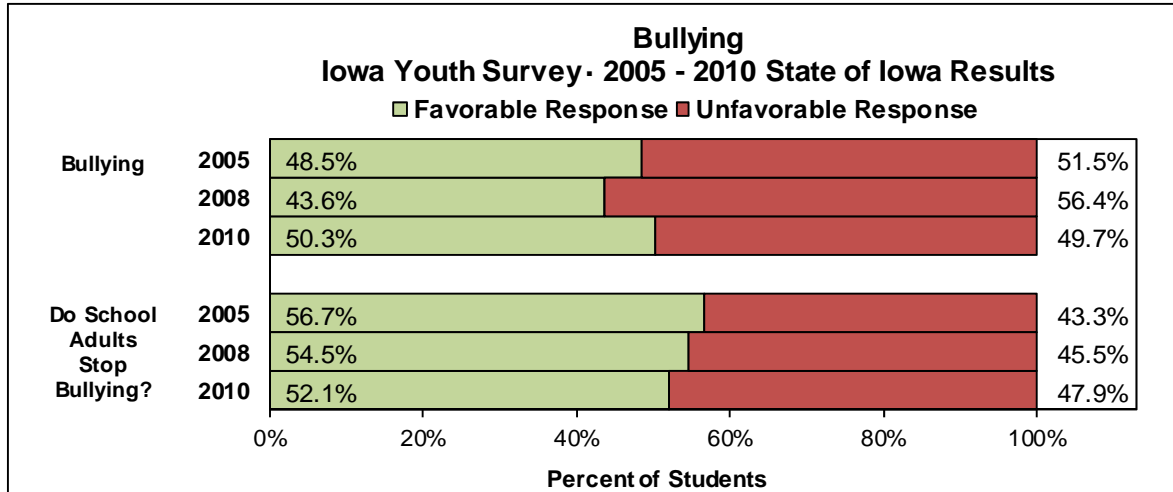
Domain VIII: Bullying

The Bullying domain was added in 2005; therefore data are only available for 2005, 2008, and 2010. The two constructs in the Bullying domain are:

- Bullying
- Do School Adults Stop Bullying?

A significant negative trend for the “Do School Adults Stop Bullying?” construct occurred from 2005 to 2010. The Bullying construct decreased from 2005 to 2008 by nearly 5 percentage points but then bounced back up by almost 7 percentage points in 2010.

Figure 30. Bullying Domain



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

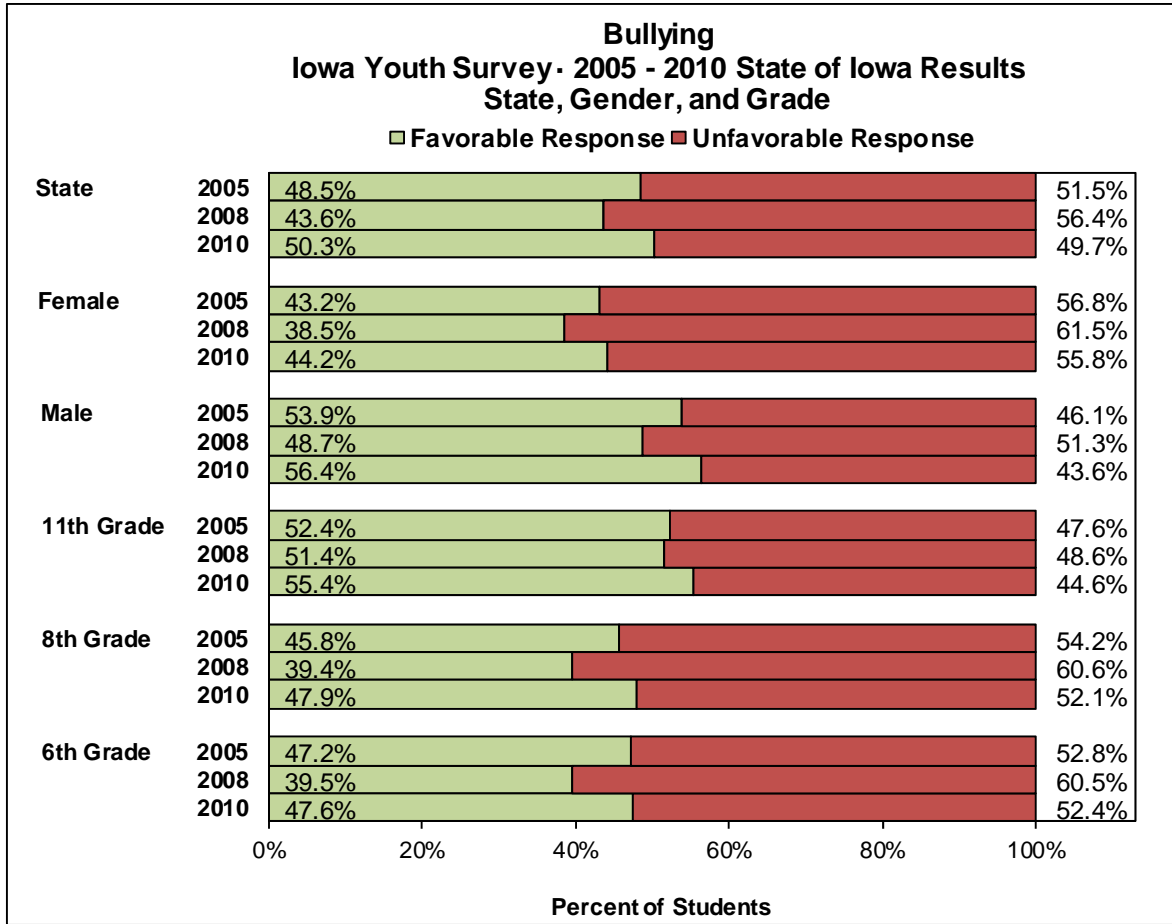
Bullying

From 2005 to 2008, favorable responses for the Bullying construct decreased significantly for the state overall, and significant decreases occurred in nearly all groups. These decreases were largely offset from 2008 to 2010. Several groups, including males, students in 8th grade, and students in 11th grade showed a significant increase in the percentage of favorable responses from 2005 to 2010. Females report being bullied significantly more than males, with the largest disparity between genders occurring in 2010 for grade 11. Students in grade 11 report experiencing the least bullying compared with students in grades 6 and 8; students in grades 6 and 8 report similar amounts of bullying.

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.

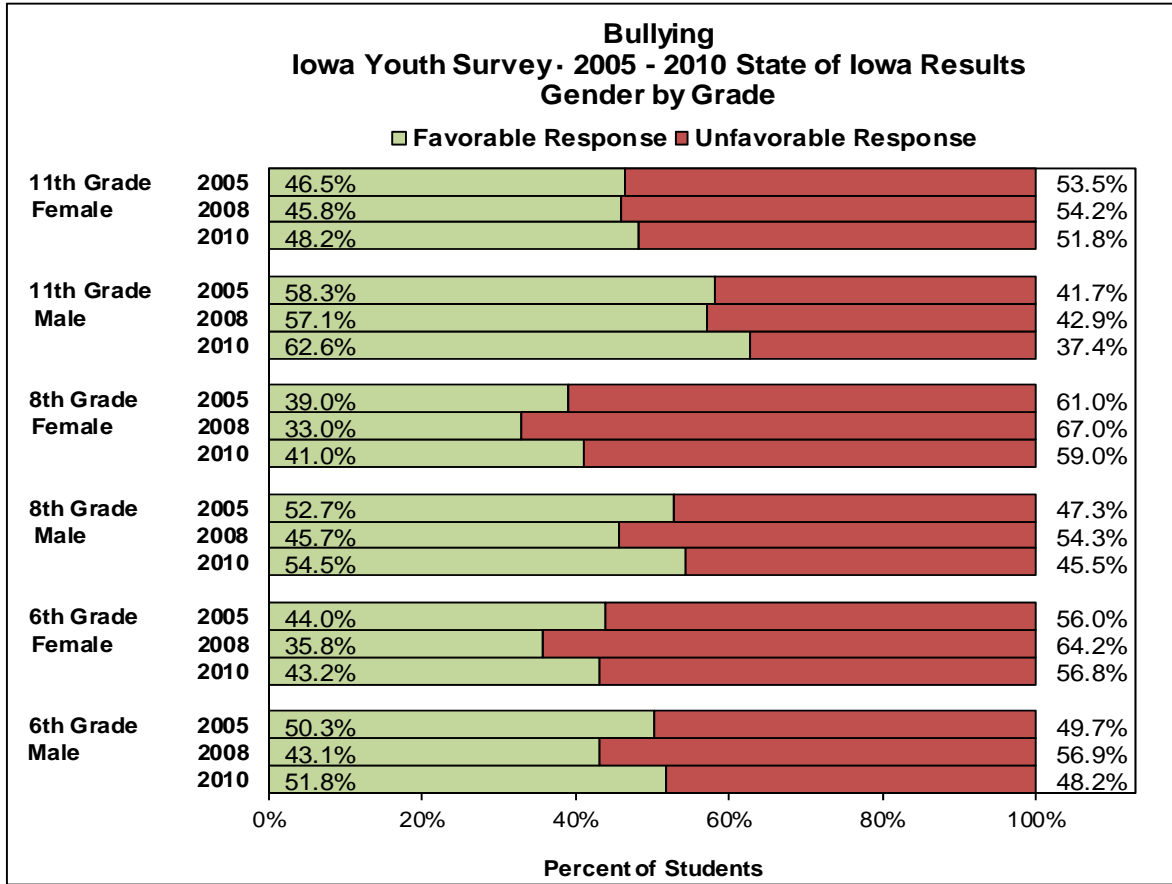
Response coding: "0 times" is coded as favorable and any response indicating one or more times of being bullied is coded as unfavorable.

Figure 31a. Bullying Construct: State, Gender, Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

Figure 31b. Bullying Construct: Gender by Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

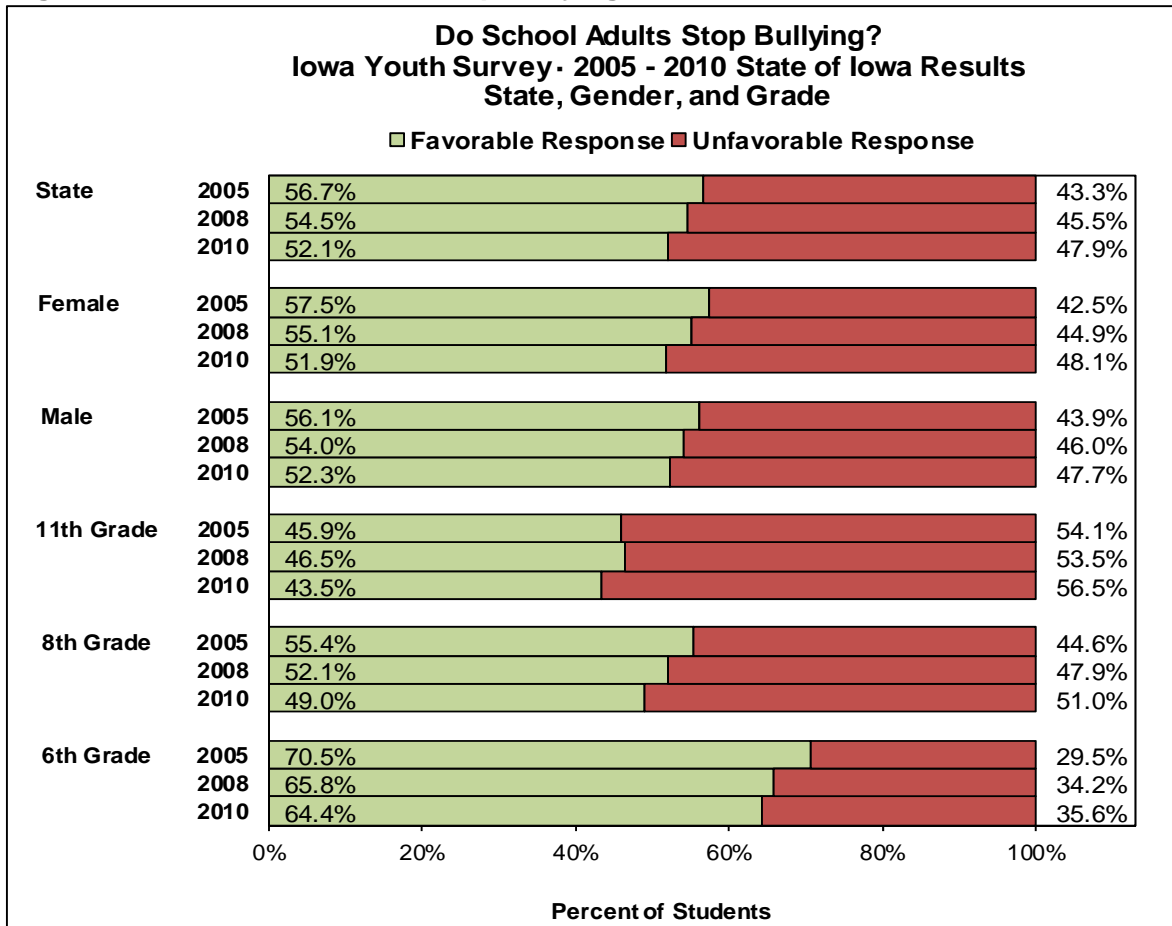
Do School Adults Stop Bullying?

Similar to the Bullying construct, favorable responses from 2005 to 2010 for the Do School Adults Stop Bullying construct decreased significantly for the state overall, as well as for both sexes and all three grades. The largest decrease in favorable responses from 2005 to 2010 occurred with 6th grade females (6.3 percentage points). There was no real difference between female and males responses for any surveys. The disparity between genders is highest in grade 6. Students in grade 11 report the fewest favorable responses, with students in grade 6 having the most favorable responses.

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?

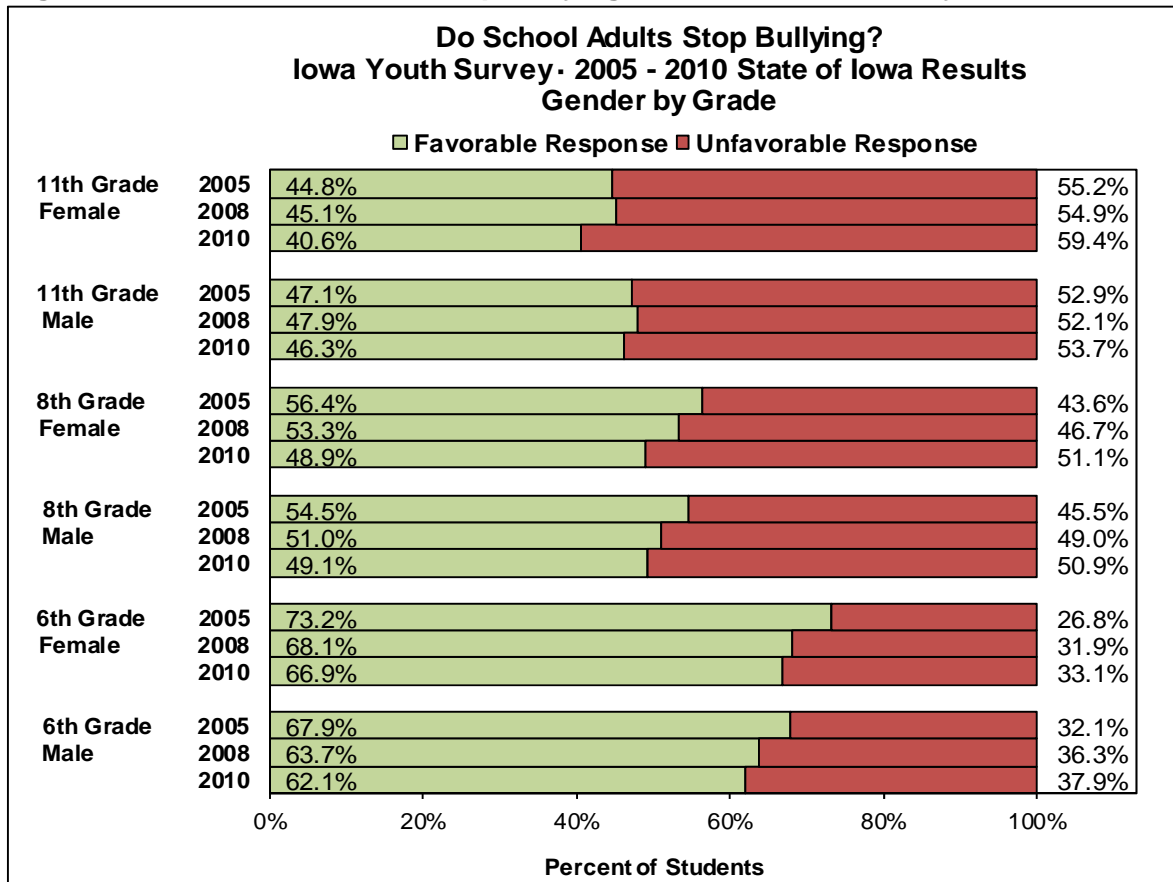
Response coding: “Almost always” or “often” are coded as favorable and “almost never,” “once in a while,” or “sometimes” are coded as unfavorable.

Figure 32a. Do School Adults Stop Bullying? Construct: State, Gender, Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.

Figure 32b. Do School Adults Stop Bullying? Construct: Gender by Grade



Note: Any difference of 1.9 percentage points or greater may be considered statistically significant.