

IOWA YOUTH SURVEY TREND REPORT

Cerro Gordo County 17

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
University of Iowa

Prepared By:

Iowa Consortium for Substance Abuse Research and Evaluation
University of Iowa



**THE IOWA
CONSORTIUM**
FOR SUBSTANCE ABUSE RESEARCH AND EVALUATION

© 2011 The University of Iowa

Table of Contents

Overview.....	1
Objective	1
Background	1
2002, 2005, 2008, and 2010 Iowa Youth Surveys	2
Profile of Participation.....	2
Survey Content.....	2
Data	3
Data Cleaning.....	3
Data Interpretation.....	3
Confidentiality.....	5
Data Presentation	5
Construct Figures	5
Table 1. IYS Domains and Constructs	7
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: County, 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: County, Gender, Grade.....	11
Figure 3b. Family Involvement and Support Construct: Gender by Grade	12
Parental/Guardian Boundaries	13
Figure 4a. Parental/Guardian Boundaries Construct: County, Gender, Grade	13
Figure 4b. Parental/Guardian Boundaries Construct: Gender by Grade	14
Domain II: Safe and Supportive School Climate	15
Figure 5. Safe and Supportive School Climate Domain	16
School Expectations/Boundaries	17
Figure 6a. School Expectations/Boundaries Construct: County, Gender, Grade.....	17
Figure 6b. School Expectations/Boundaries Construct: Gender by Grade	18
Safe (Nonviolent) School Environment	19
Figure 7a. Safe (Nonviolent) School Environment Construct: County, Gender, Grade	19
Figure 7b. Safe (Nonviolent) School Environment Construct: Gender by Grade	20
School Perceived to be Safe	21
Figure 8a. School Perceived to be Safe Construct: County, Gender, Grade	21
Figure 8b. School Perceived to be Safe Construct: Gender by Grade	22
School Staff/Student Support	23
Figure 9a. School Staff/Student Support Construct: County, Gender, Grade	23
Figure 9b. School Staff/Student Support Construct: Gender by Grade	24
Positive Student Norms.....	25
Figure 10a. Positive Student Norms Construct: County, Gender, Grade.....	25
Figure 10b. Positive Student Norms Construct: Gender by Grade	26
Social Pressure to Use Substances Limited	27
Figure 11a. Social Pressure to Use Substances Limited Construct: County, Gender, Grade	27

Figure 11b. Social Pressure to Use Substances Limited Construct: Gender by Grade	28
Domain III: Safe and Supportive Community	29
Figure 12. Safe and Supportive Community Domain	30
Youth Access to Substances Limited.....	31
Figure 13a. Youth Access to Substances Limited Construct: County, Gender, Grade	31
Figure 13b. Youth Access to Substances Limited Construct: Gender by Grade.....	32
Safe Neighborhood	33
Figure 14a. Safe Neighborhood Construct: County, Gender, Grade	33
Figure 14b. Safe Neighborhood Construct: Gender by Grade	34
Supportive Neighborhood.....	35
Figure 15a. Supportive Neighborhood Construct: County, Gender, Grade	35
Figure 15b. Supportive Neighborhood Construct: Gender by Grade	36
Alcohol/Drug Free Places Available.....	37
Figure 16a. Alcohol/Drug Free Places Available Construct: County, Gender, Grade ...	37
Figure 16b. Alcohol/Drug Free Places Available Construct: Gender by Grade.....	38
Domain IV: Healthy Youth – Avoidance of Risky Behavior	39
Figure 17. Healthy Youth – Avoidance of Risky Behavior Domain	39
No Current (past 30 days) Alcohol Use	40
Figure 18a. No Current (past 30 days) Alcohol Use Construct: County, Gender, Grade	40
Figure 18b. No Current (past 30 days) Alcohol Use Construct: Gender by Grade	41
Substance Use Risk Awareness.....	42
Figure 19a. Substance Use Risk Awareness Construct: County, Gender, Grade	42
Figure 19b. Substance Use Risk Awareness Construct: Gender by Grade.....	43
Violent/Aggressive Behavior Avoidance	44
Figure 20a. Violent/Aggressive Behavior Avoidance Construct: County, Gender, Grade	44
Figure 20b. Violent/Aggressive Behavior Avoidance Construct: Gender by Grade	45
Domain V: Socially Competent Youth.....	46
Figure 21. Socially Competent Youth Domain	47
Empathy.....	48
Figure 22a. Empathy Construct: County, Gender, Grade.....	48
Figure 22b. Empathy Construct: Gender by Grade	49
Self-Confidence.....	50
Figure 23a. Self-Confidence Construct: County, Gender, Grade	50
Figure 23b. Self-Confidence Construct: Gender by Grade.....	51
Self-Esteem.....	52
Figure 24a. Self-Esteem Construct: County, Gender, Grade	52
Figure 24b. Self-Esteem Construct: Gender by Grade.....	53
Acceptance of Diversity	54
Figure 25a. Acceptance of Diversity Construct: County, Gender, Grade.....	54
Figure 25b. Acceptance of Diversity Construct: Gender by Grade	55
Positive Values.....	56
Figure 26a. Positive Values Construct: County, Gender, Grade	56
Figure 26b. Positive Values Construct: Gender by Grade.....	57
Peer Pressure Resistance	58
Figure 27a. Peer Pressure Resistance Construct: County, Gender, Grade	58
Figure 27b. Peer Pressure Resistance Construct: Gender by Grade	59
Domain VI: Youth Successful in School.....	60

Commitment to School/Learning	60
Figure 28a. Commitment to School/Learning Construct: County, Gender, Grade	60
Figure 28b. Commitment to School/Learning Construct: Gender by Grade	61
Domain VII: Youth Prepared For a Productive Adulthood	62
Positive Work Ethic	62
Figure 29a. Positive Work Ethic Construct: County, Gender, Grade	62
Figure 29b. Positive Work Ethic Construct: Gender by Grade	63
Domain VIII: Bullying	64
Figure 30. Bullying Domain.....	64
Bullying	65
Figure 31a. Bullying Construct: County, Gender, Grade	65
Figure 31b. Bullying Construct: Gender by Grade.....	66
Do School Adults Stop Bullying?	67
Figure 32a. Do School Adults Stop Bullying? Construct: County, Gender, Grade.....	67
Figure 32b. Do School Adults Stop Bullying? Construct: Gender by Grade	68

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 2010 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 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. Beginning in 2005, IYS data from all survey years have been presented in county 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 County Iowa Youth Survey Trend reports, multiple IYS yearly and trend reports are also publicly available on the IYS website: www.iowayouthsurvey.org.

Objective

The 2010 Iowa Youth Survey Trend reports are designed to help state and county-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, these data can help the state and counties obtain funding for a wide variety of programs and services. IYS trend data provide an overall view of youth for each construct; however, they do not identify which specific areas may be most in need of improvement. An analysis of the responses to each question used in scoring the construct would be necessary to determine areas of need and allocate scarce resources in the most efficient manner possible. The percentages of responses to the specific questions utilized in the constructs are available in the County Iowa Youth Survey reports for each survey year. 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 Trend Reports 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. The 2010 County IYS Trend reports are based on the county of residence reported by students completing the survey. The report data portray the behaviors, attitudes, beliefs, and perceptions of students residing in a county; however, it is possible that some students reside in one county and attend school in a neighboring county. Therefore, some responses may reflect conditions perceived in a school located in a neighboring county and not necessarily perceptions relating to the school(s) located in the student's county of residence. Further details on the number of students from a county that participated during each survey year are available in County IYS reports for each survey year.

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 assumes each record represents one student. In general, the higher the percentage of students completing the IYS in a county, the more likely the data are representative of students in grades 6, 8, and 11 residing in that county.

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

As in the 2005 and 2008 County IYS Trend reports, data in 2010 County IYS Trend reports are not weighted. Therefore, trend data may differ slightly from the County IYS reports from each survey year.

Data Cleaning

The 2002 and 2005 IYS reports state that the county of residence was frequently found to be improbable or erroneous, with students from nearly every school district across the state indicating that they resided in Iowa County. This was attributed to the possibility that students were confusing their county of residence with their state of residence. Analysis of IYS data showed that this problem did not occur in 2008 or 2010. According to the 2002 and 2005 reports, if the county indicated by the student was found to be unlikely based on the school district reported, the county was converted to the county that the majority of students from that school district reported as their county of residence. In 2008 and 2010, analysis of inter-county distance was performed to determine whether the county of residence was likely for the school district indicated by the student. If the reported county was found to be improbable, it was converted to the county in which the school district's administrative office was located. While these modifications may still result in a few students being assigned to the wrong county of residence, it is much more likely that the cleaning procedure increased the accurate assignment of county of residence. Refer to County IYS reports in each survey year to obtain more information on data cleaning procedures.

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 2008 and 2010 IYS administered online.

Since every school district did not collect data from every student, home schooled students may not have been surveyed and not all 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 county 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, 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 County Iowa Youth Survey reports.

Due to the varying number of students in counties and within each subgroup, small differences in percents can often be statistically significant. In previous IYS trend reports, it was suggested that differences of one percentage point or greater be considered meaningful. However, conservative analyses in 2008 and 2010 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.

The County IYS Trend reports may be more subject to sampling error than other IYS reports. The more school districts and non-public schools that participated in the IYS, the more likely the reported percentages are accurate estimates of the attitudes and behaviors of students that reside in the county. The absence of a majority of students from any school district in any county has the potential to produce significant bias, as we do not know if the youth who did not take the survey would have provided similar responses as the youth who did participate. Additionally, students may reside in one county and attend school in a neighboring county. Therefore, some responses may reflect conditions perceived in a school located in a neighboring county and not necessarily perceptions relating to the school(s) located in the student's county of residence.

Confidentiality

Since County IYS Trend reports present data from fewer students than the State of Iowa IYS 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 a county 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 population 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. Additionally, construct bars are not shown when data presentation may allow for calculation of the protected subgroup's data.

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 nine domains on pages 8 through 68. The first figure presents the data for all validated records for each construct within the domain (when the domain is composed of more than one construct). Following this, two figures present response data for each construct. The first figure presents totals for the county, 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 2002 survey results, followed by 2005, 2008, and 2010. Due to rounding, percentages may not add up to exactly 100%. A list of questions and responses associated with each construct follows 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 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 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 are consistent with favorable responses for this construct.

A listing of the framework domains and constructs is presented in Table 1 on the following page.

Table 1. 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.

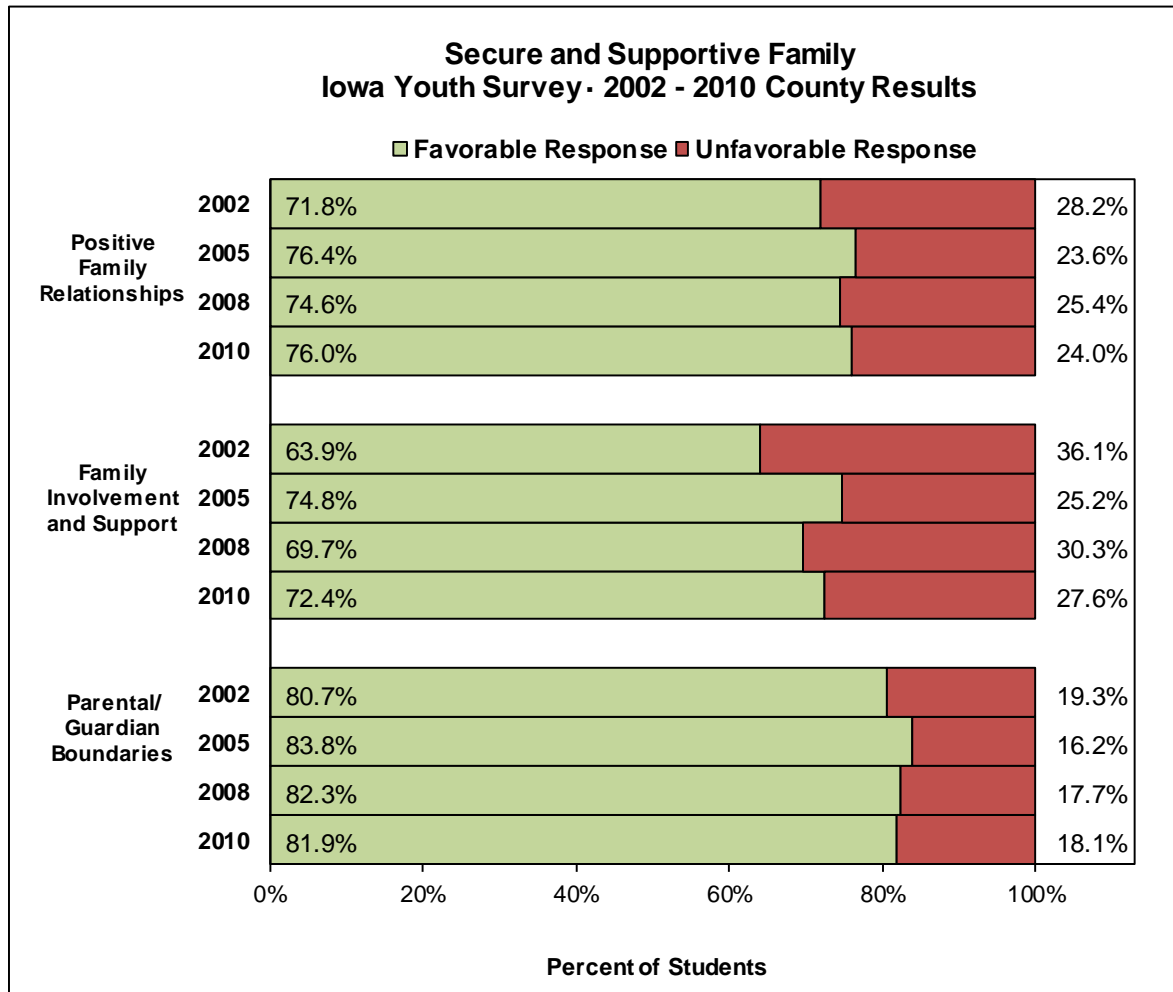
Construct Trends

Domain I: Secure and Supportive Family

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

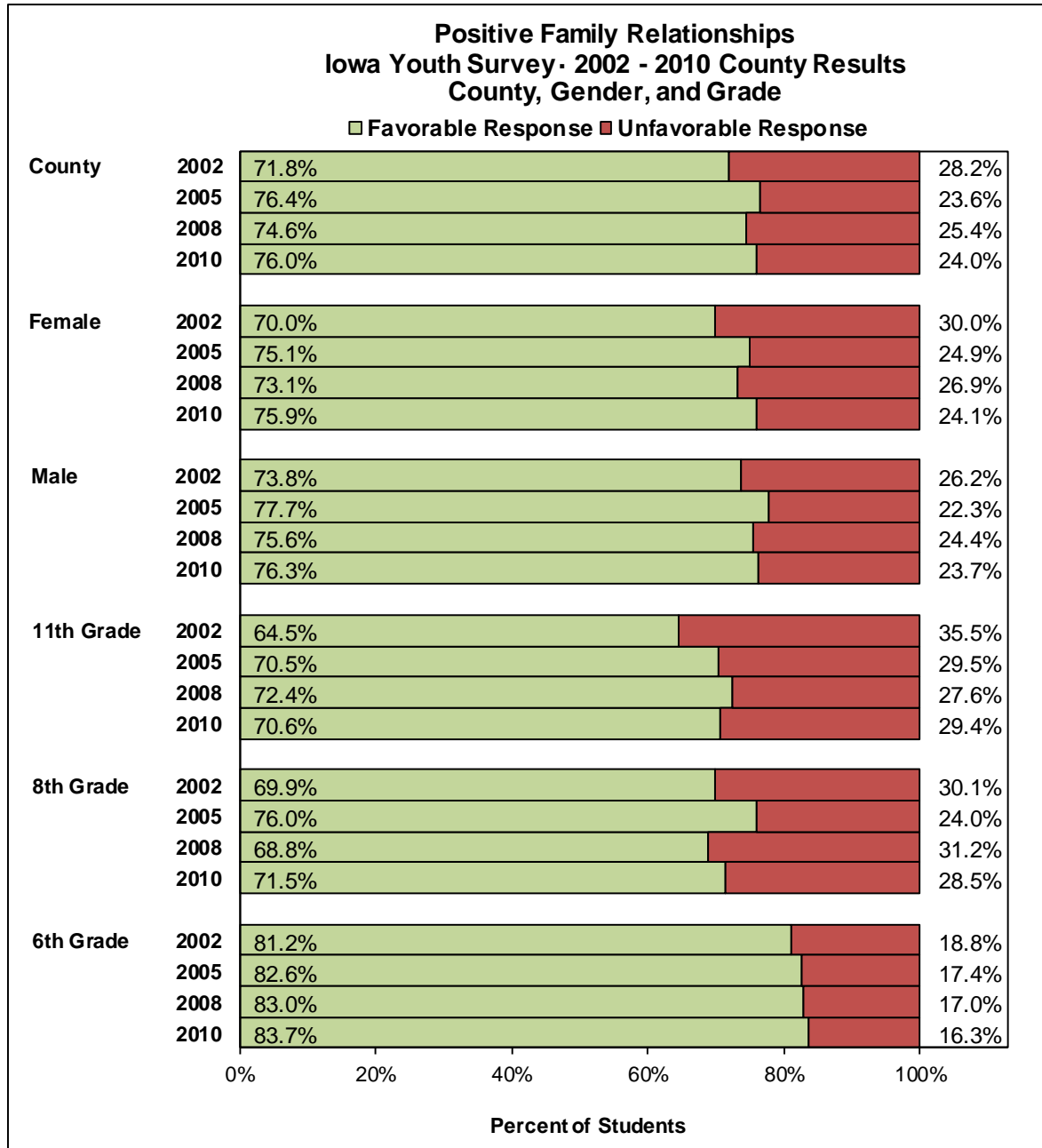
- Positive Family Relationships
- Family Involvement and Support
- Parental/Guardian Boundaries

Figure 1. Secure and Supportive Family Domain



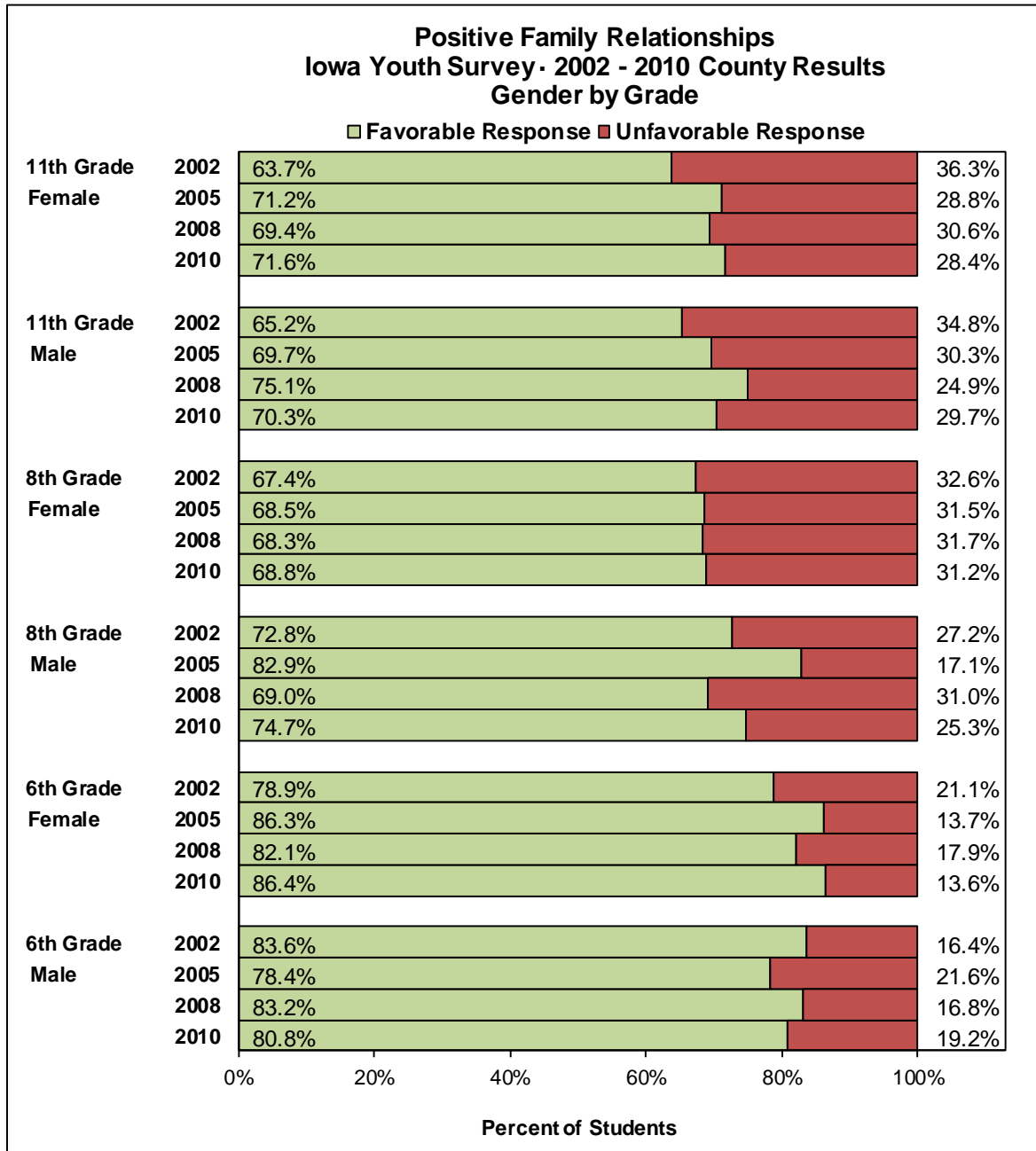
Positive Family Relationships

Figure 2a. Positive Family Relationships Construct: County, 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.

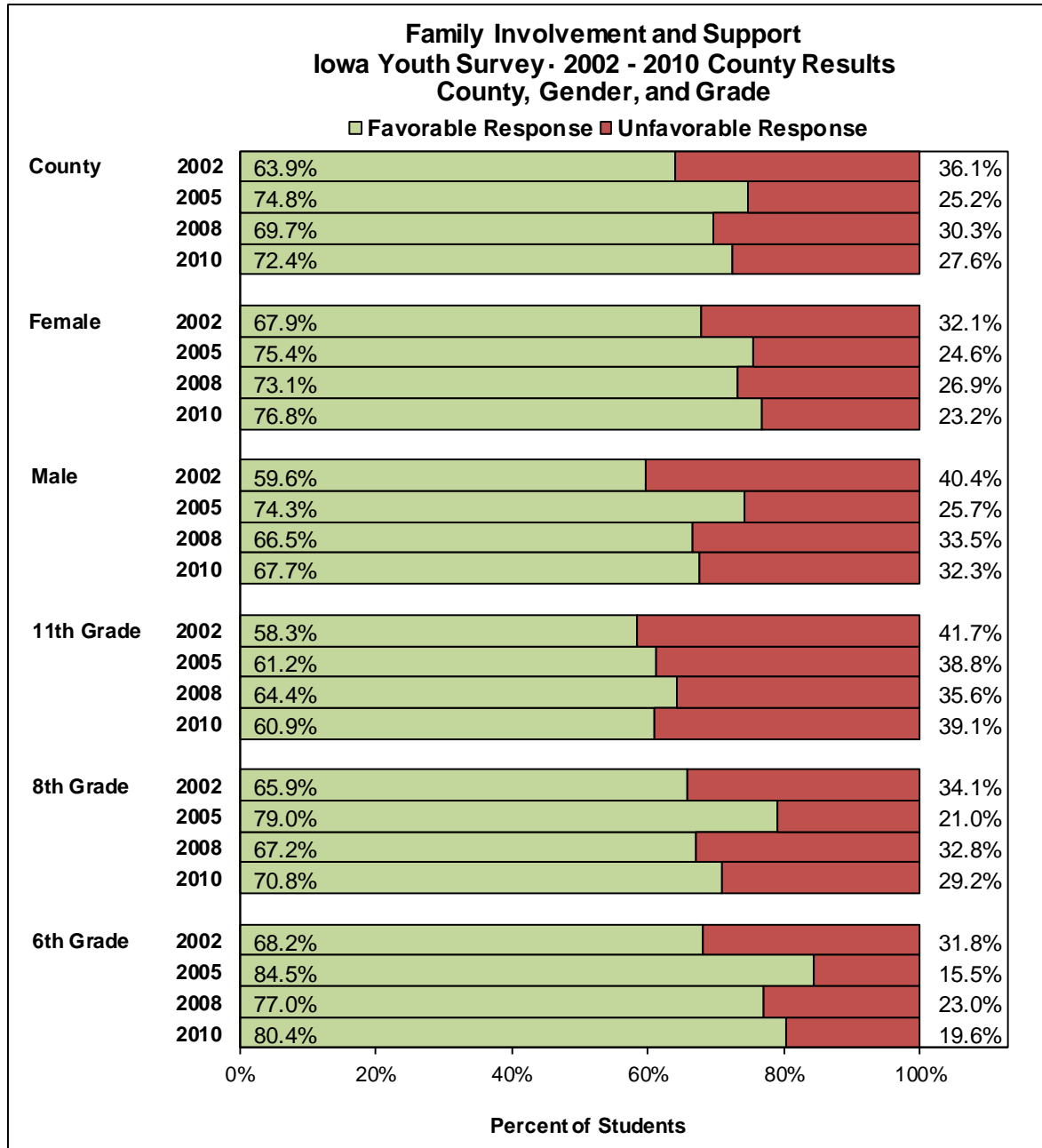
Figure 2b. Positive Family Relationships Construct: Gender by Grade



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.

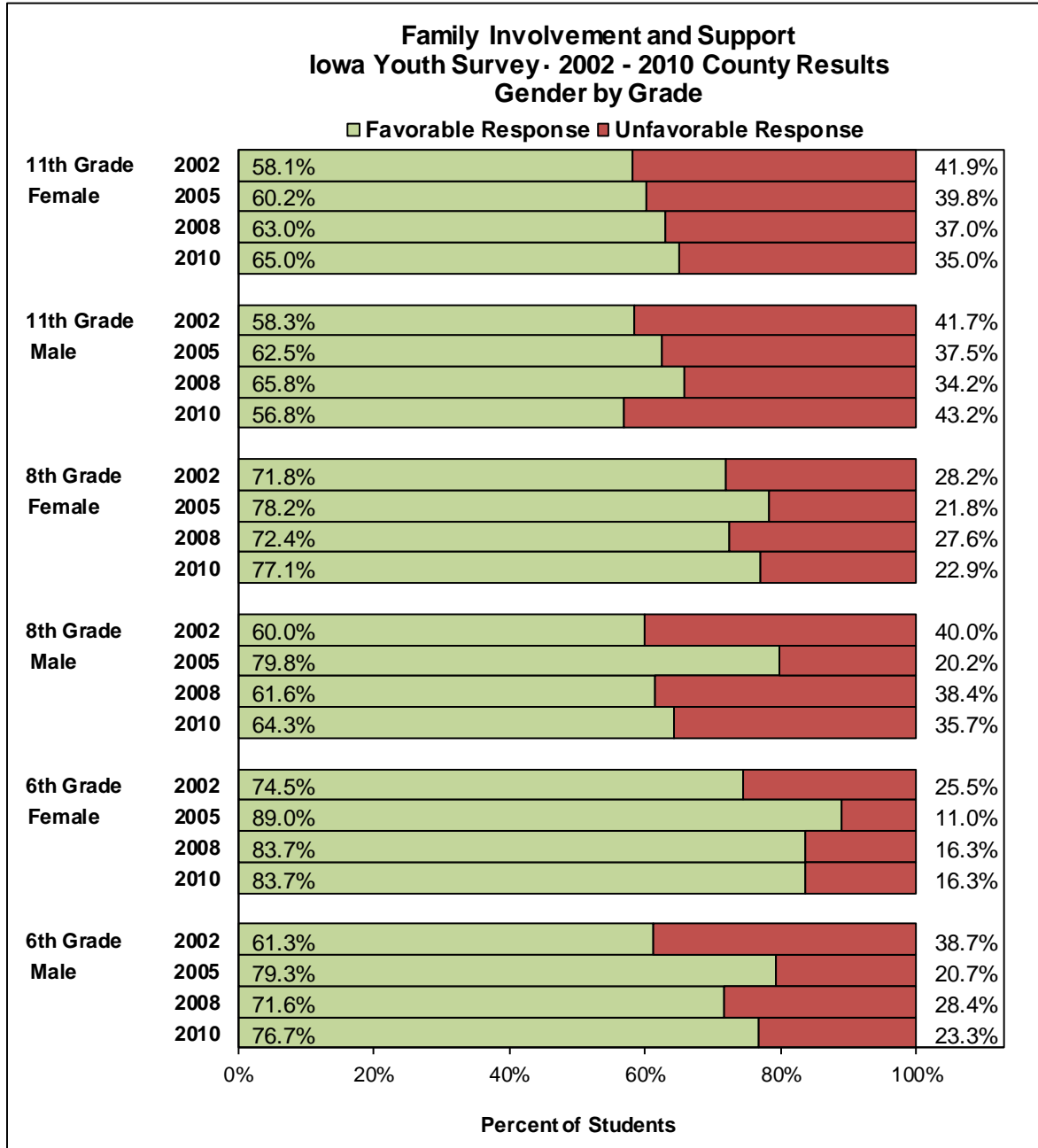
Family Involvement and Support

Figure 3a. Family Involvement and Support Construct: County, 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.

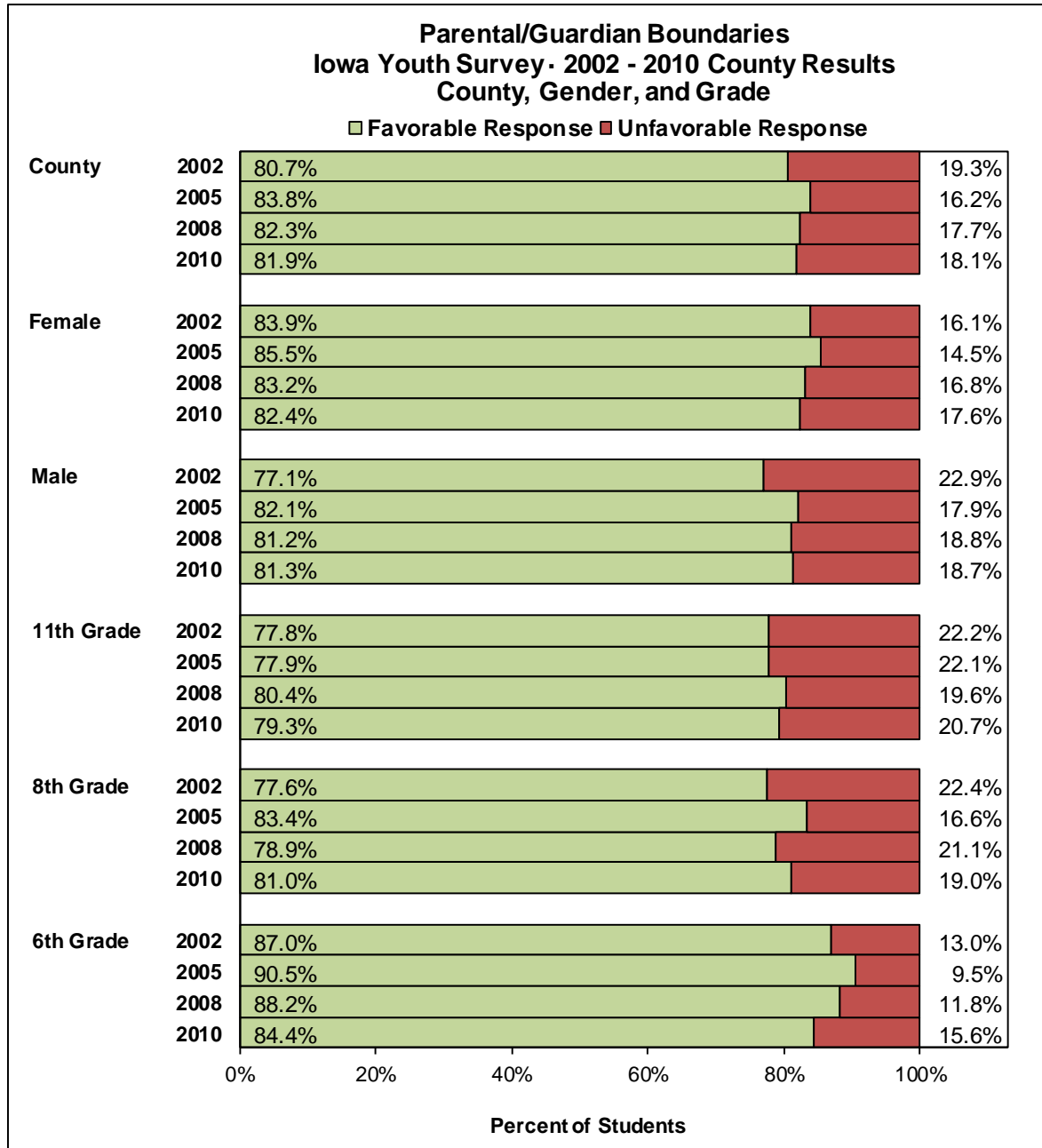
Figure 3b. Family Involvement and Support Construct: Gender by Grade



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.

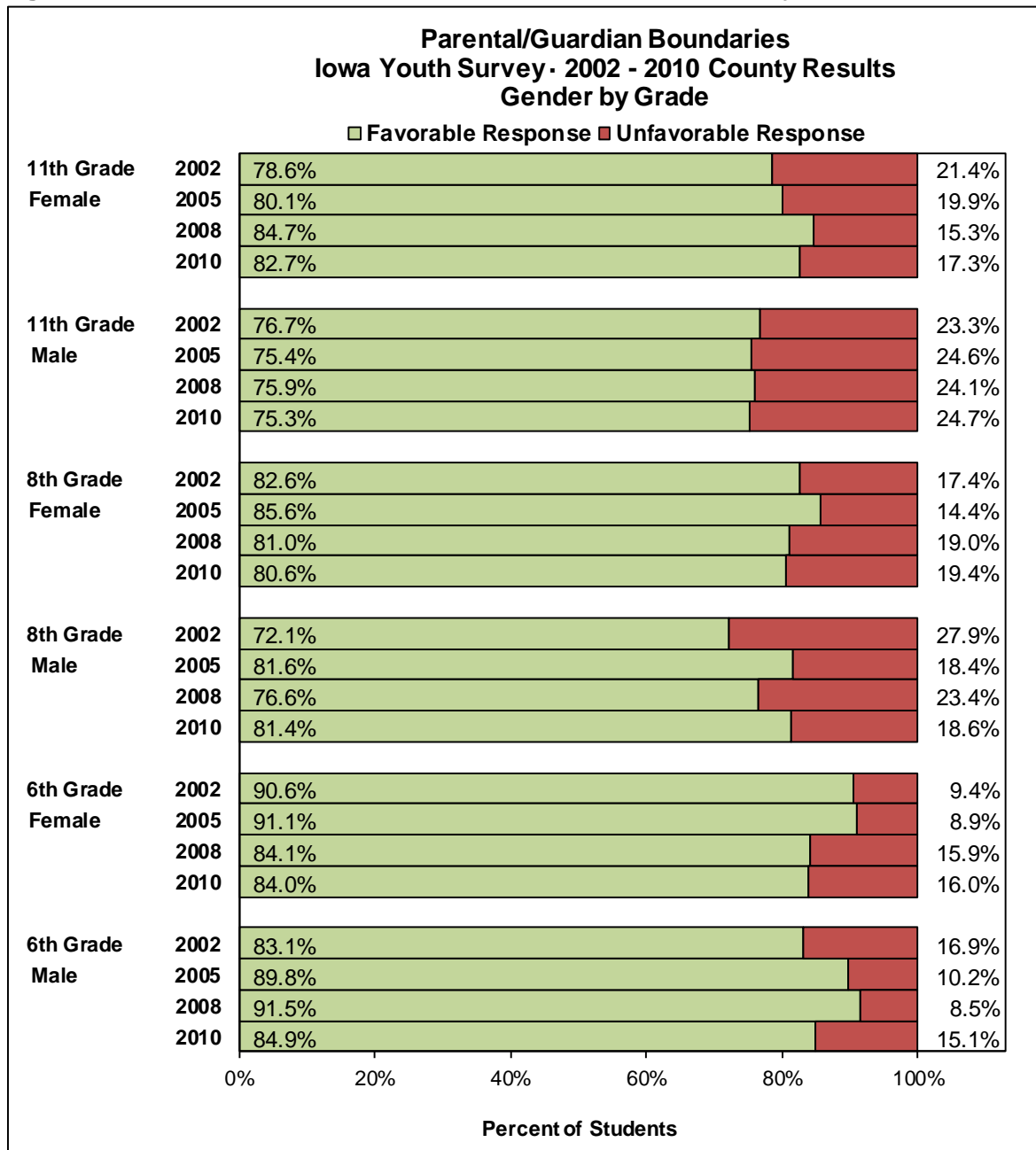
Parental/Guardian Boundaries

Figure 4a. Parental/Guardian Boundaries Construct: County, 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



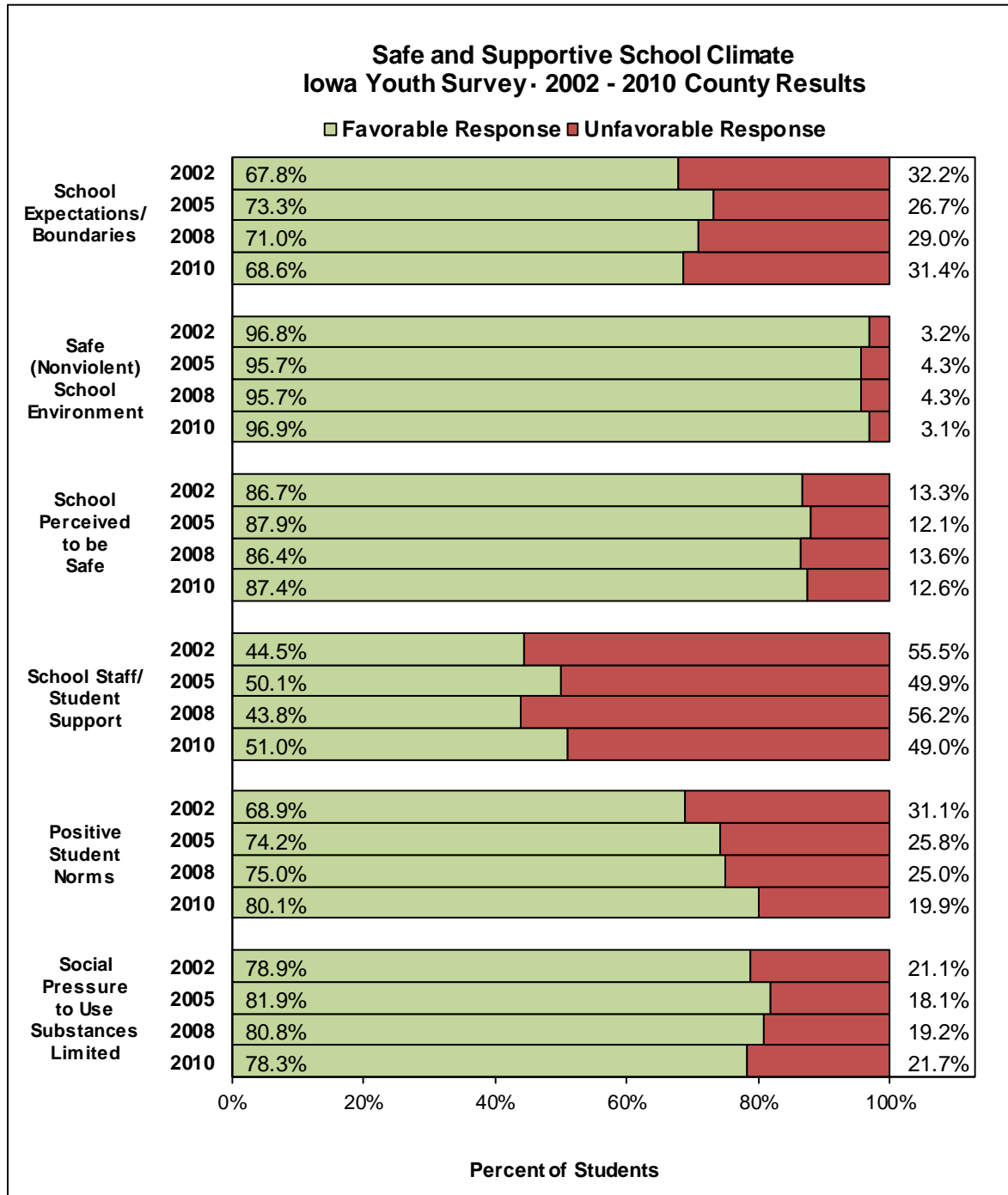
Two IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: In my school, if I got in trouble at school for breaking a rule, at least one of my parents/guardians would support the school's disciplinary action; in my home there are 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.

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:

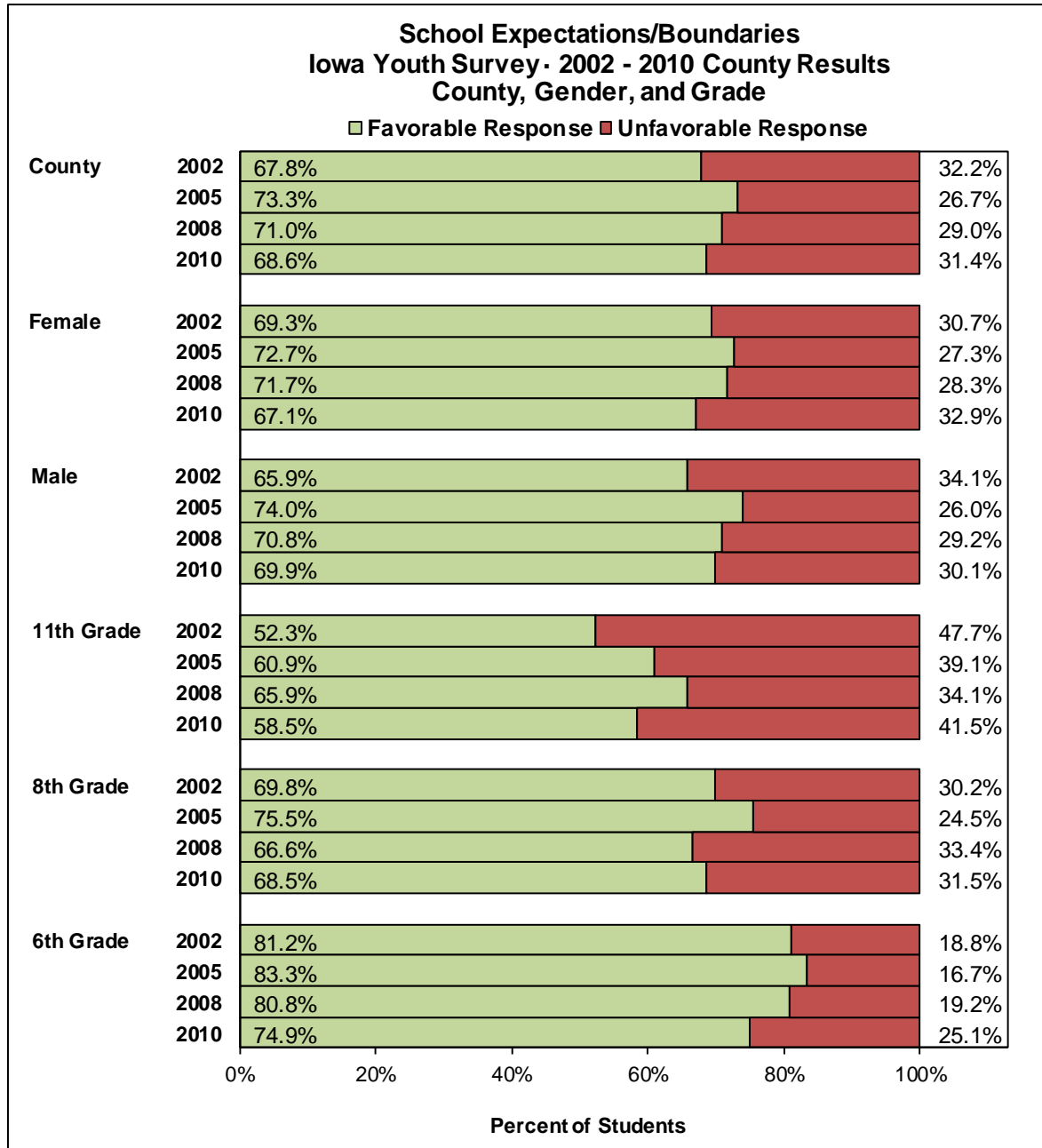
- School Expectations/Boundaries
- Safe (Nonviolent) School Environment
- School Perceived to be Safe
- School Staff/Student Support
- Positive Student Norms
- Social Pressure to Use Substances Limited

Figure 5. Safe and Supportive School Climate Domain



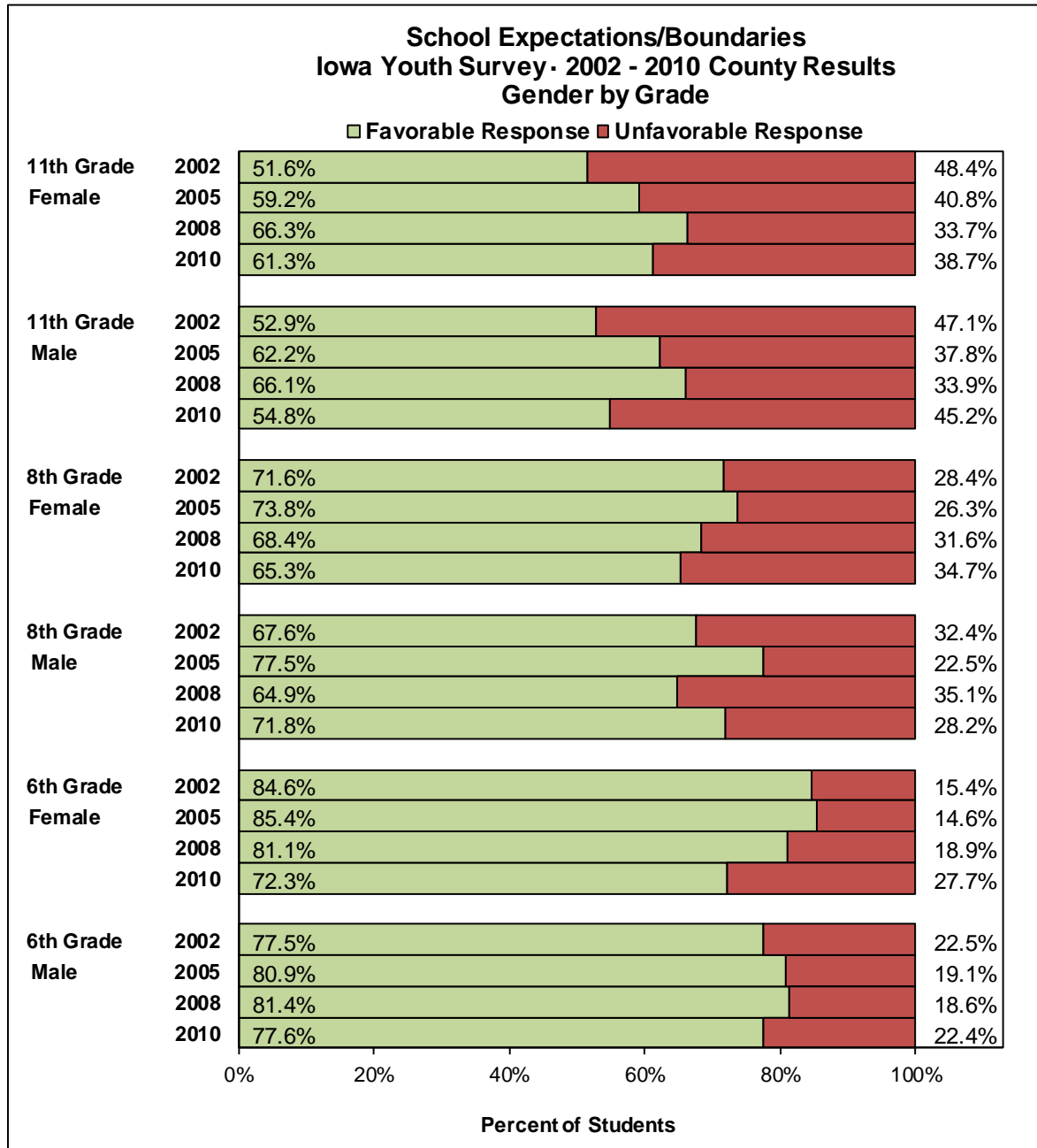
School Expectations/Boundaries

Figure 6a. School Expectations/Boundaries Construct: County, 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.

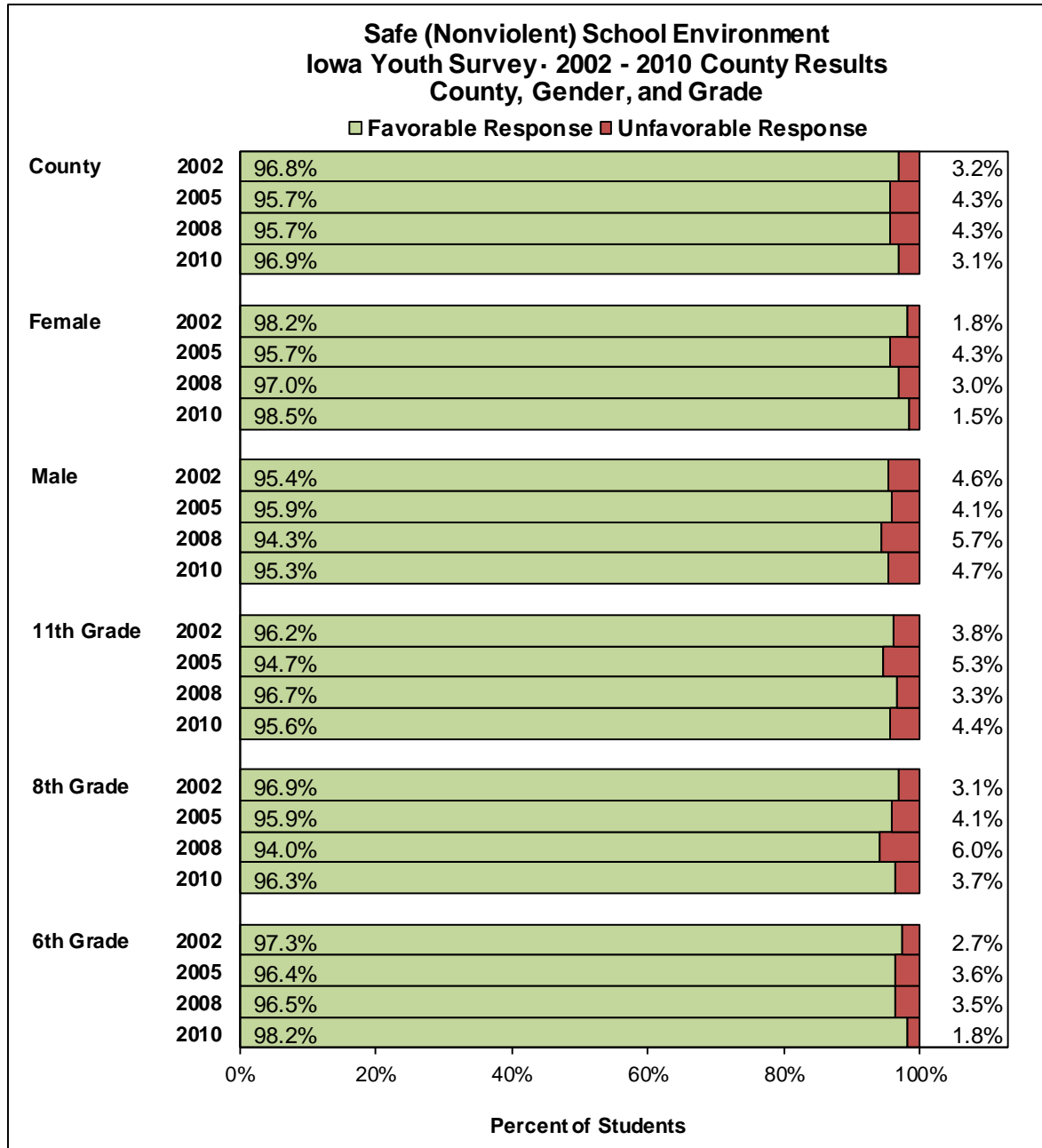
Figure 6b. School Expectations/Boundaries Construct: Gender by Grade



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.

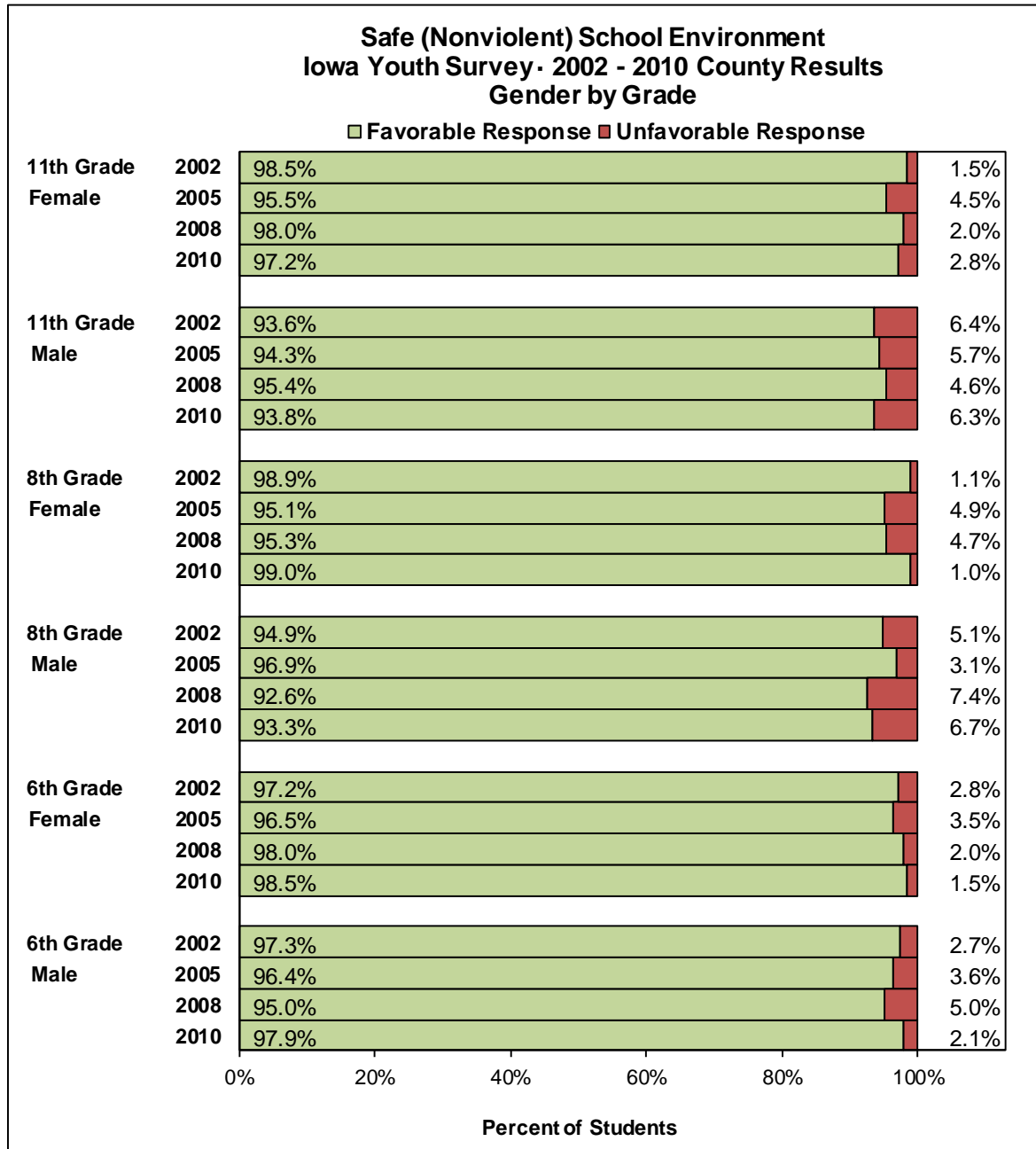
Safe (Nonviolent) School Environment

Figure 7a. Safe (Nonviolent) School Environment Construct: County, 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.

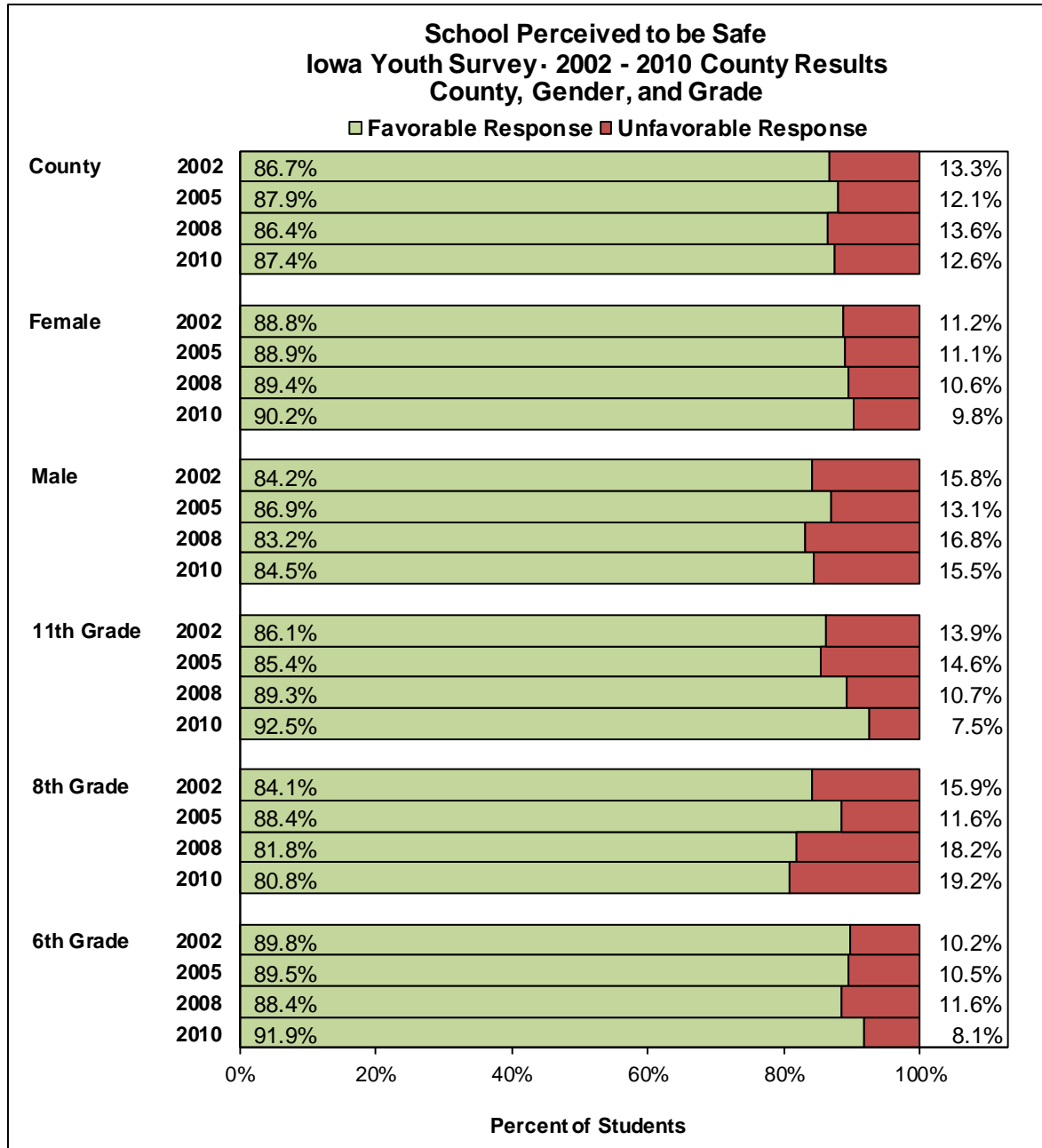
Figure 7b. Safe (Nonviolent) School Environment Construct: Gender by Grade



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.

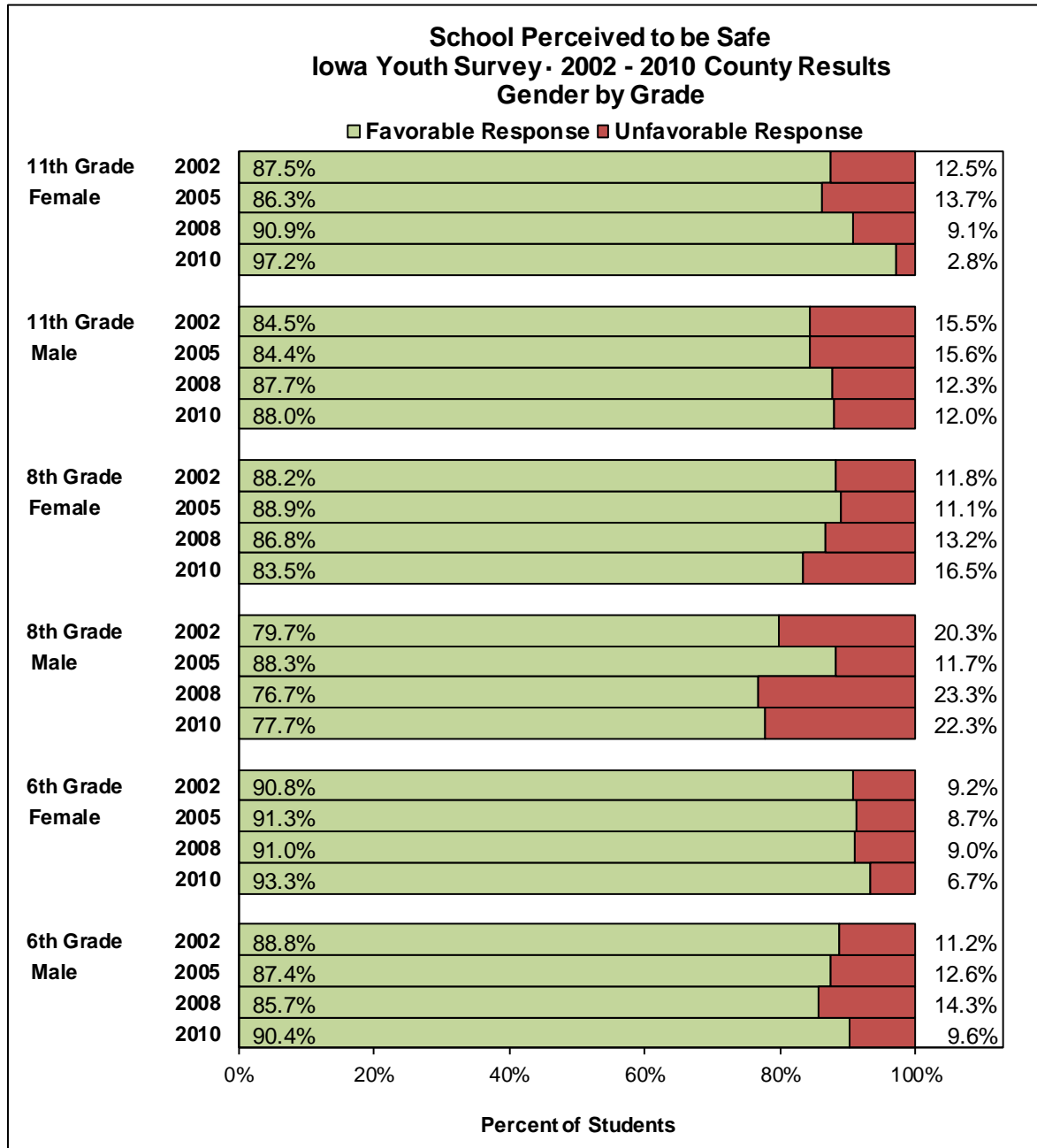
School Perceived to be Safe

Figure 8a. School Perceived to be Safe Construct: County, 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.

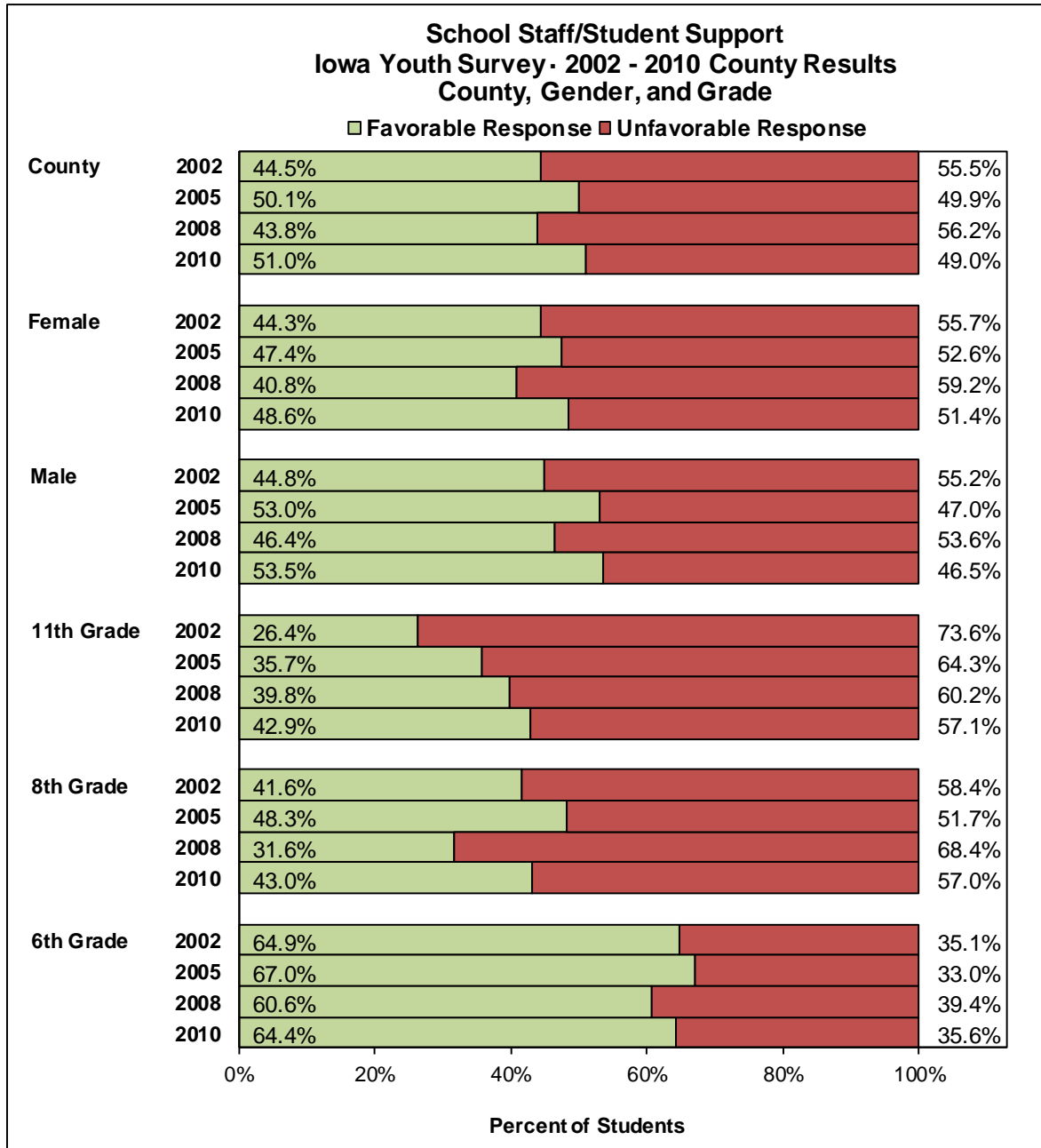
Figure 8b. School Perceived to be Safe Construct: Gender by Grade



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.

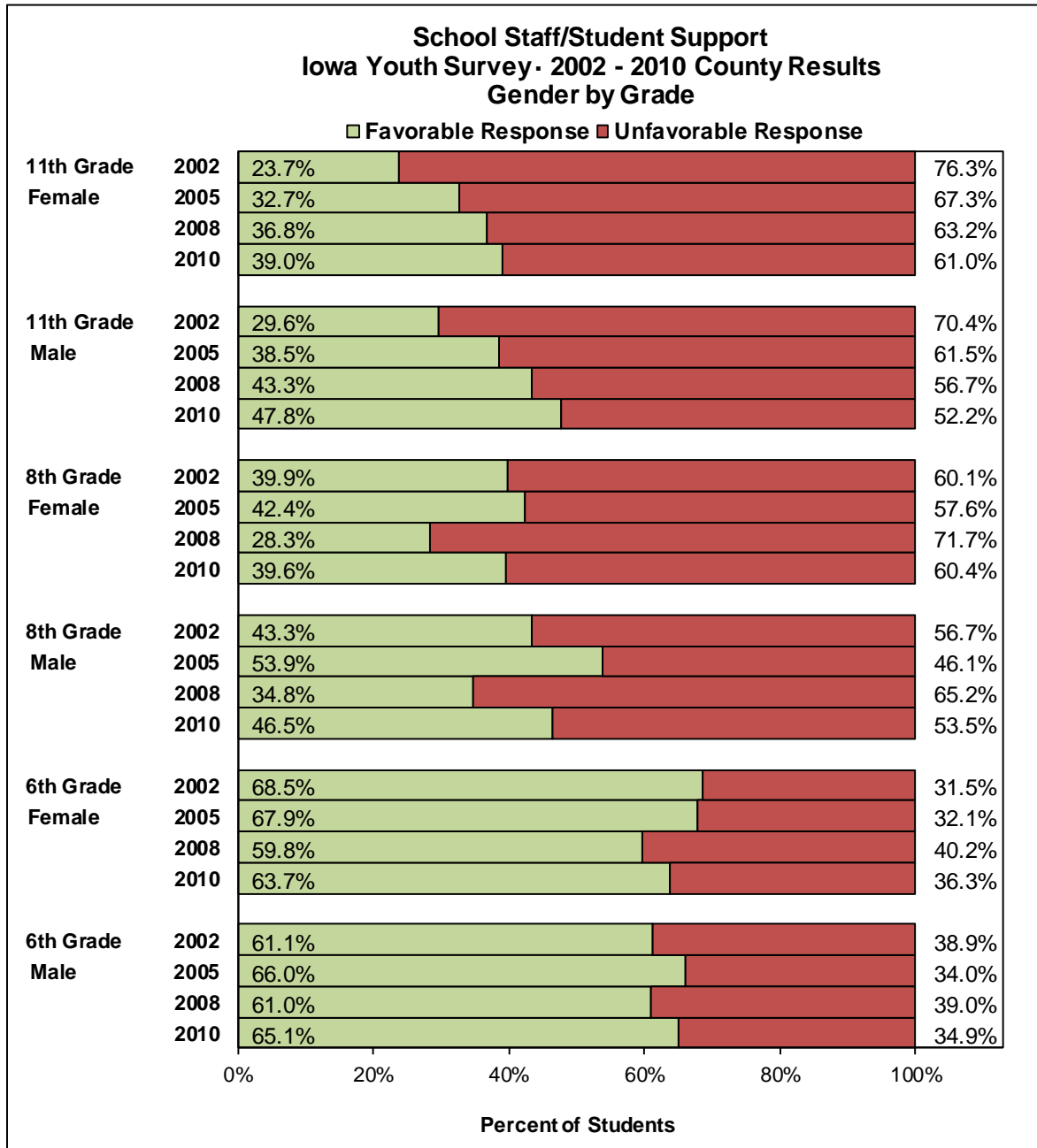
School Staff/Student Support

Figure 9a. School Staff/Student Support Construct: County, 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.

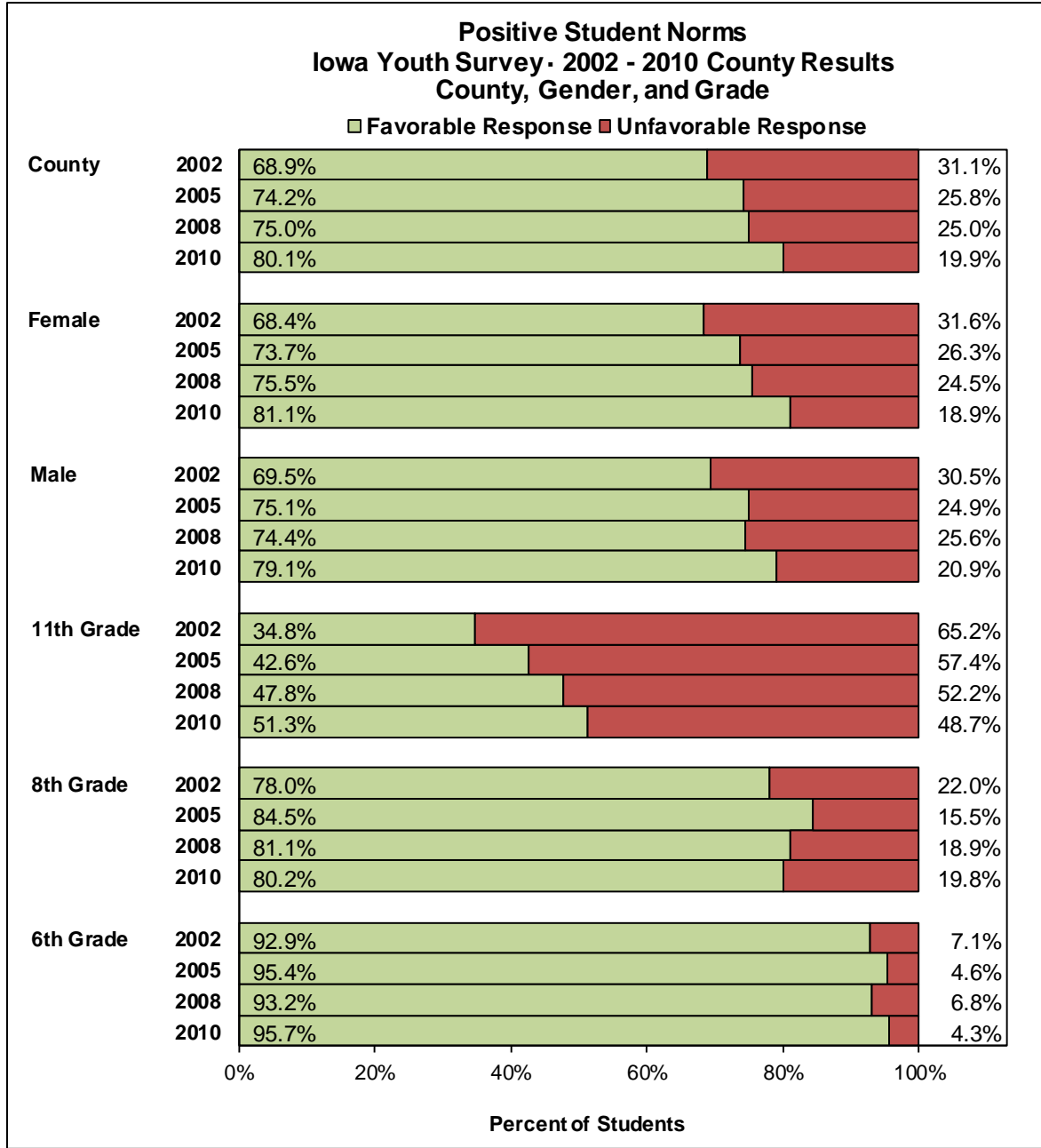
Figure 9b. School Staff/Student Support Construct: Gender by Grade



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.

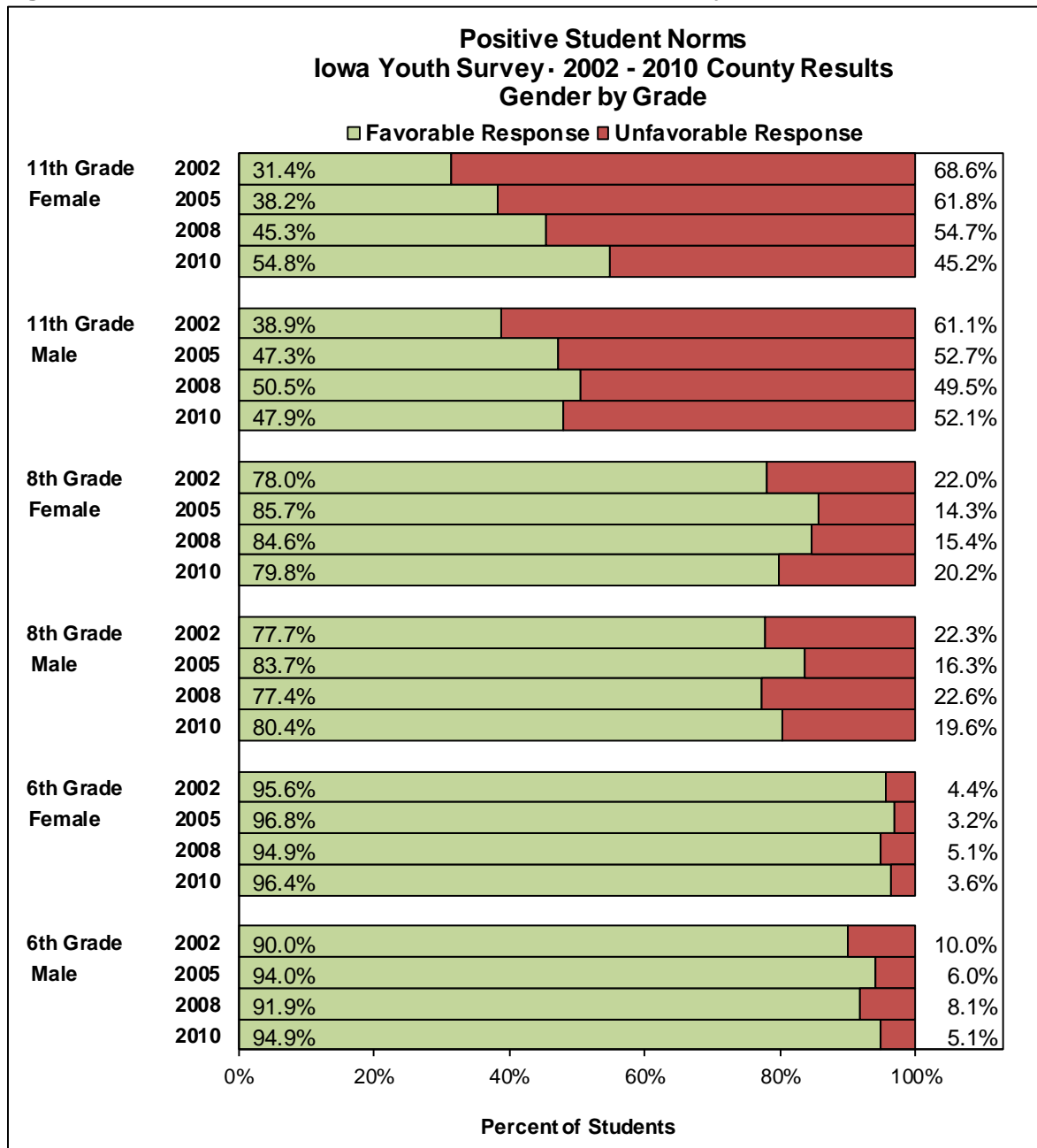
Positive Student Norms

Figure 10a. Positive Student Norms Construct: County, 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.

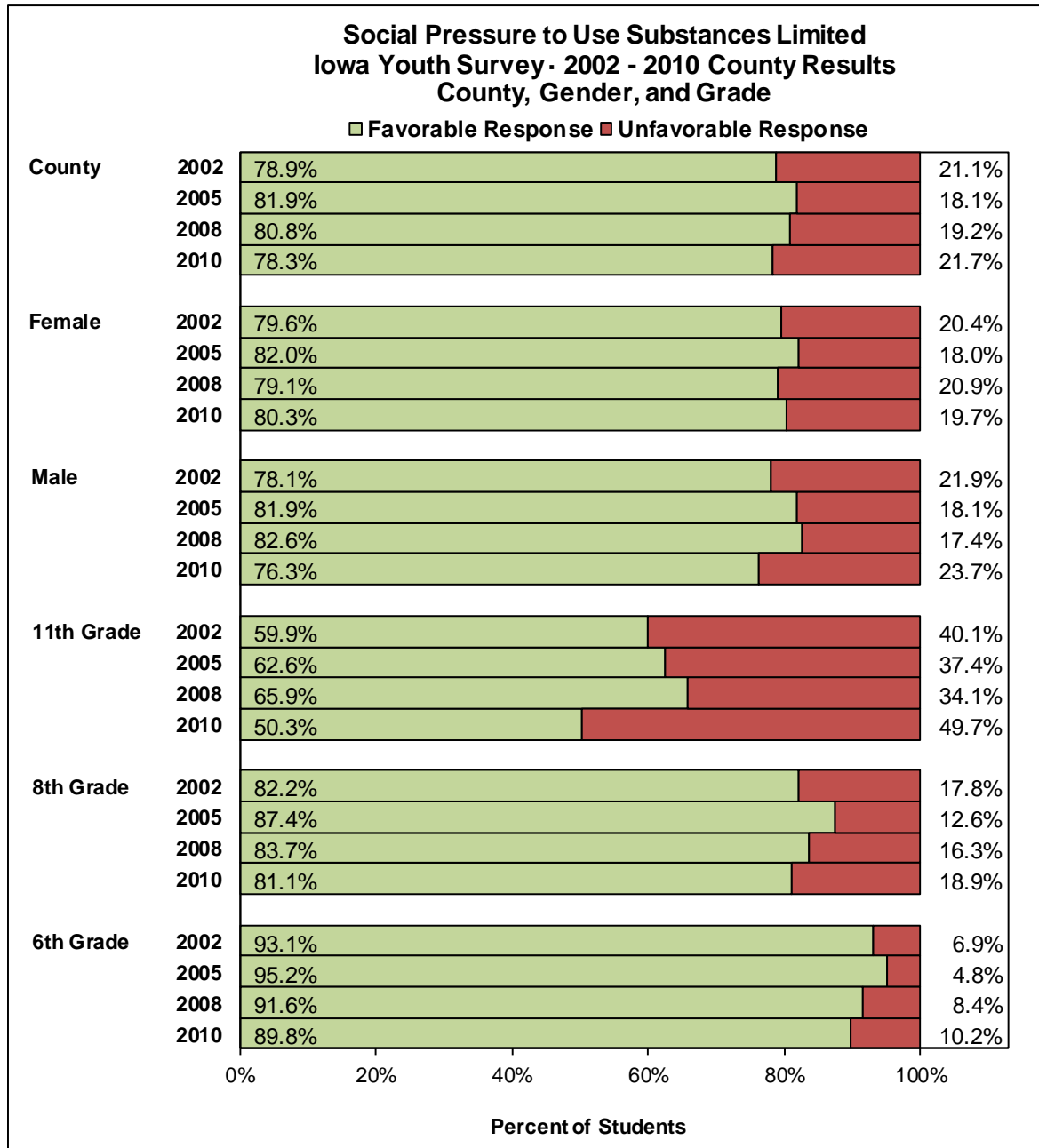
Figure 10b. Positive Student Norms Construct: Gender by Grade



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.

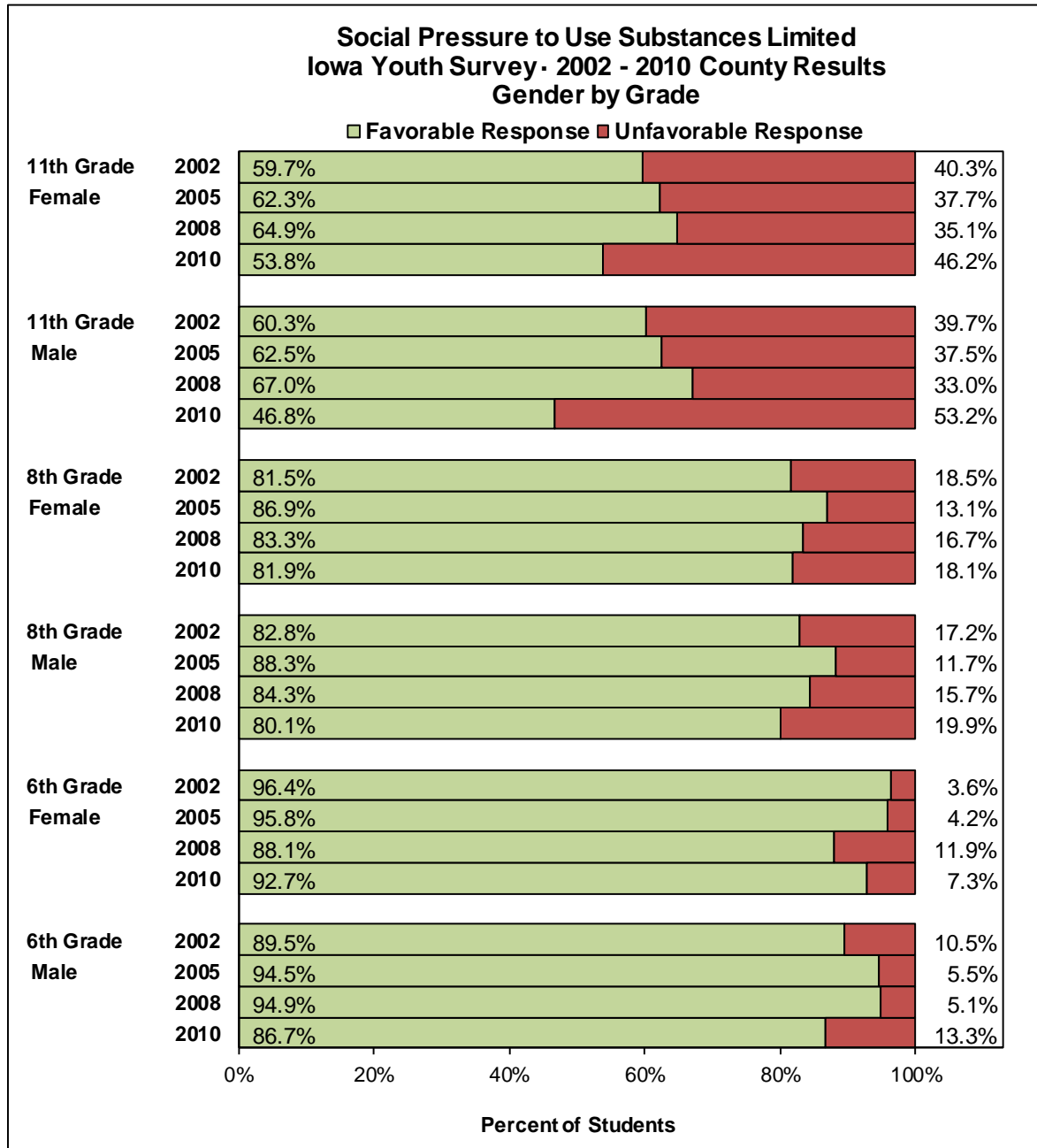
Social Pressure to Use Substances Limited

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



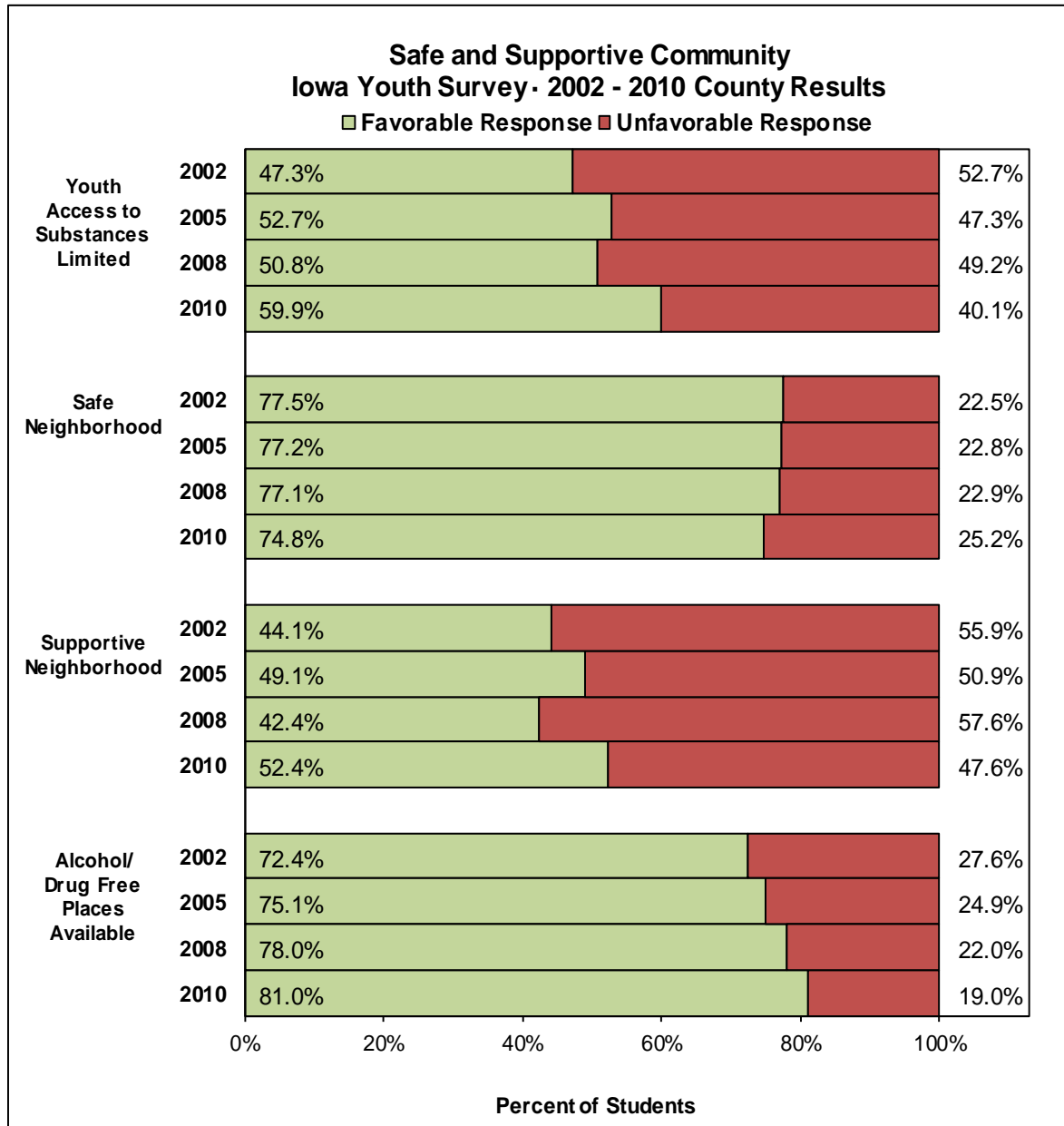
Four IYS questions utilized in this construct: Would you be more or less likely to be popular (respected or cool) with the other students in your school if you: smoked cigarettes; drank alcoholic beverages; smoked marijuana; used any other illegal drug? Response coding: "Less popular," "a lot less popular," 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

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

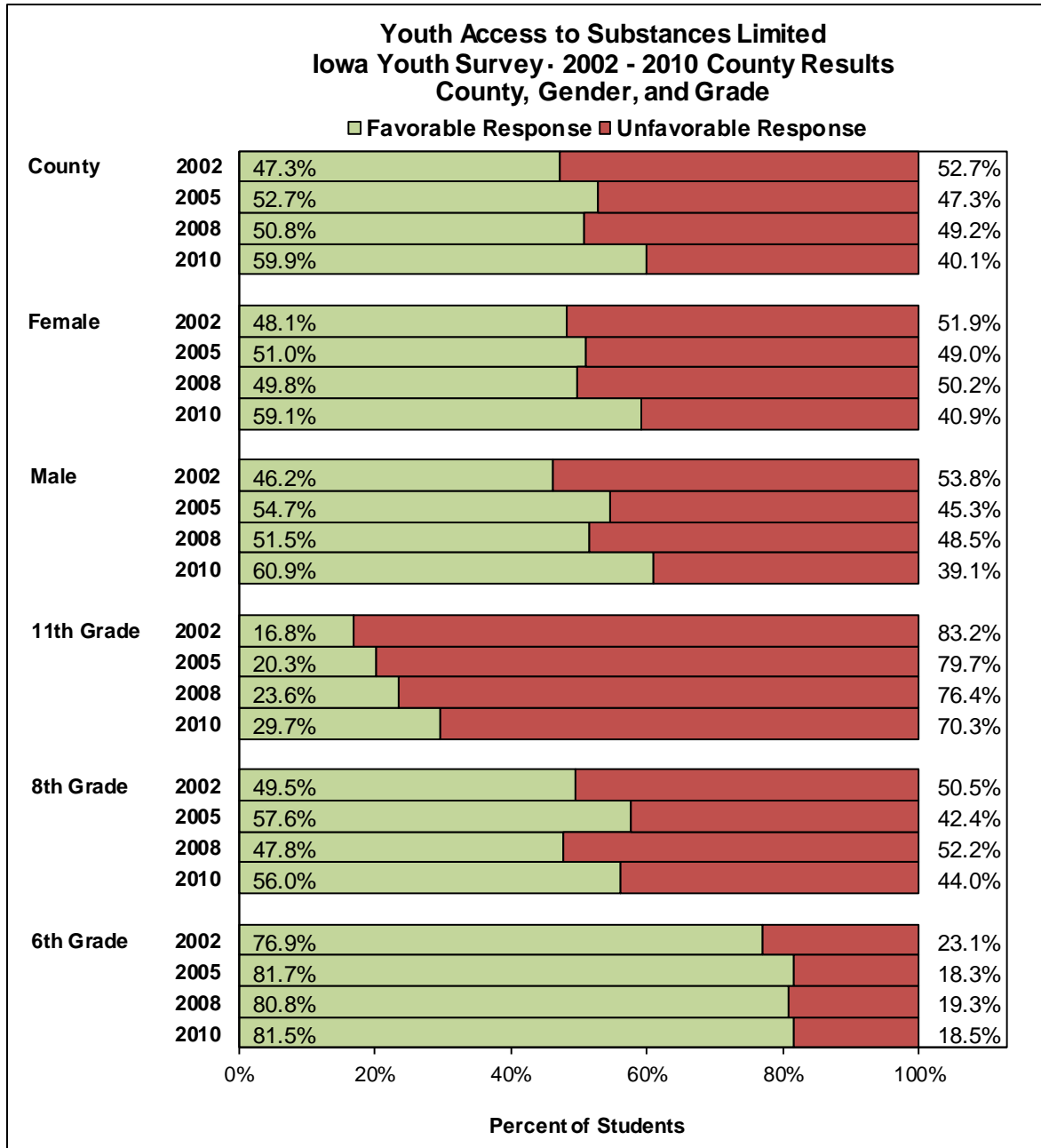
- Youth Access to Substances Limited
- Safe Neighborhood
- Supportive Neighborhood
- Alcohol/Drug Free Places Available

Figure 12. Safe and Supportive Community Domain



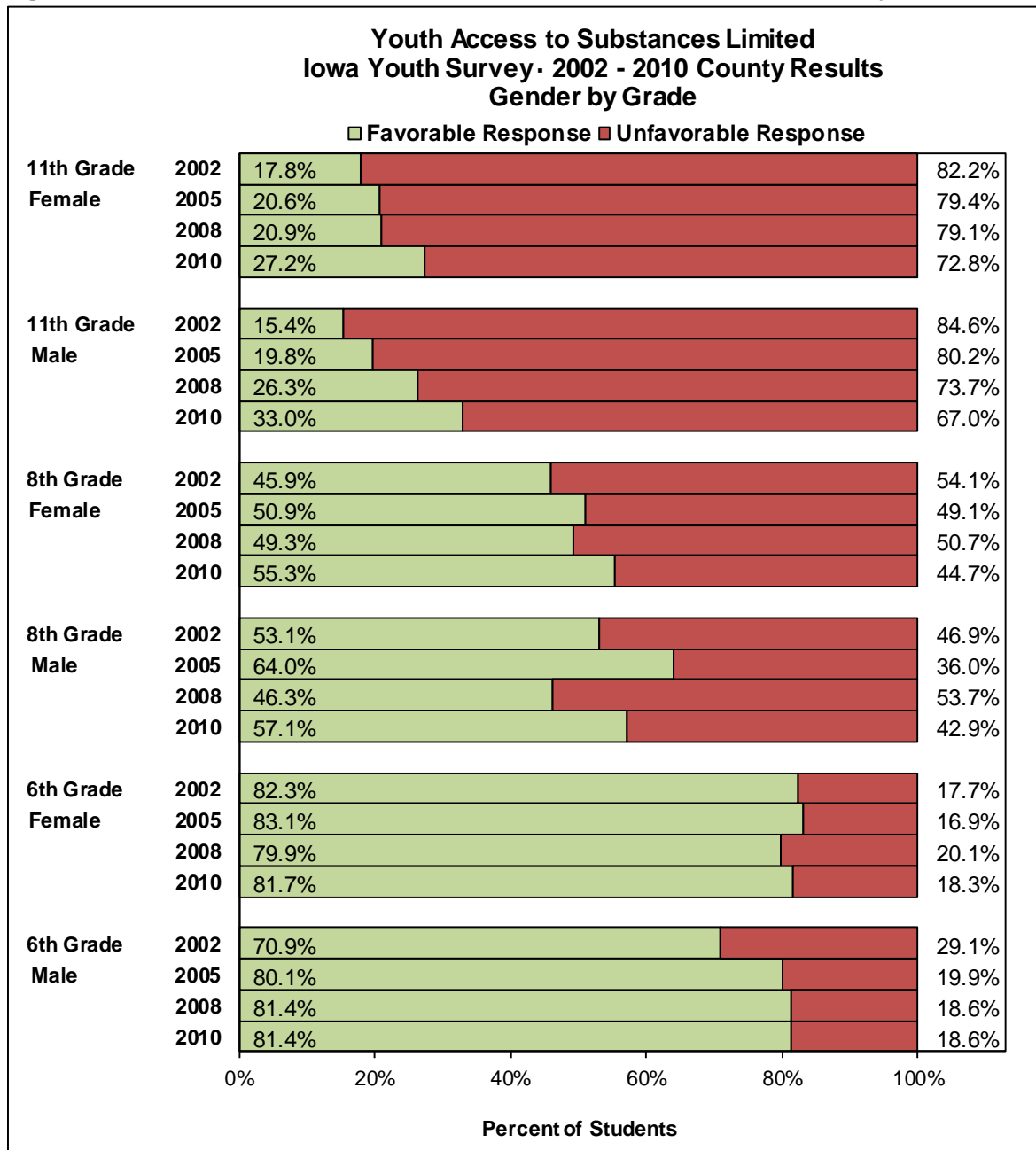
Youth Access to Substances Limited

Figure 13a. Youth Access to Substances Limited Construct: County, 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.

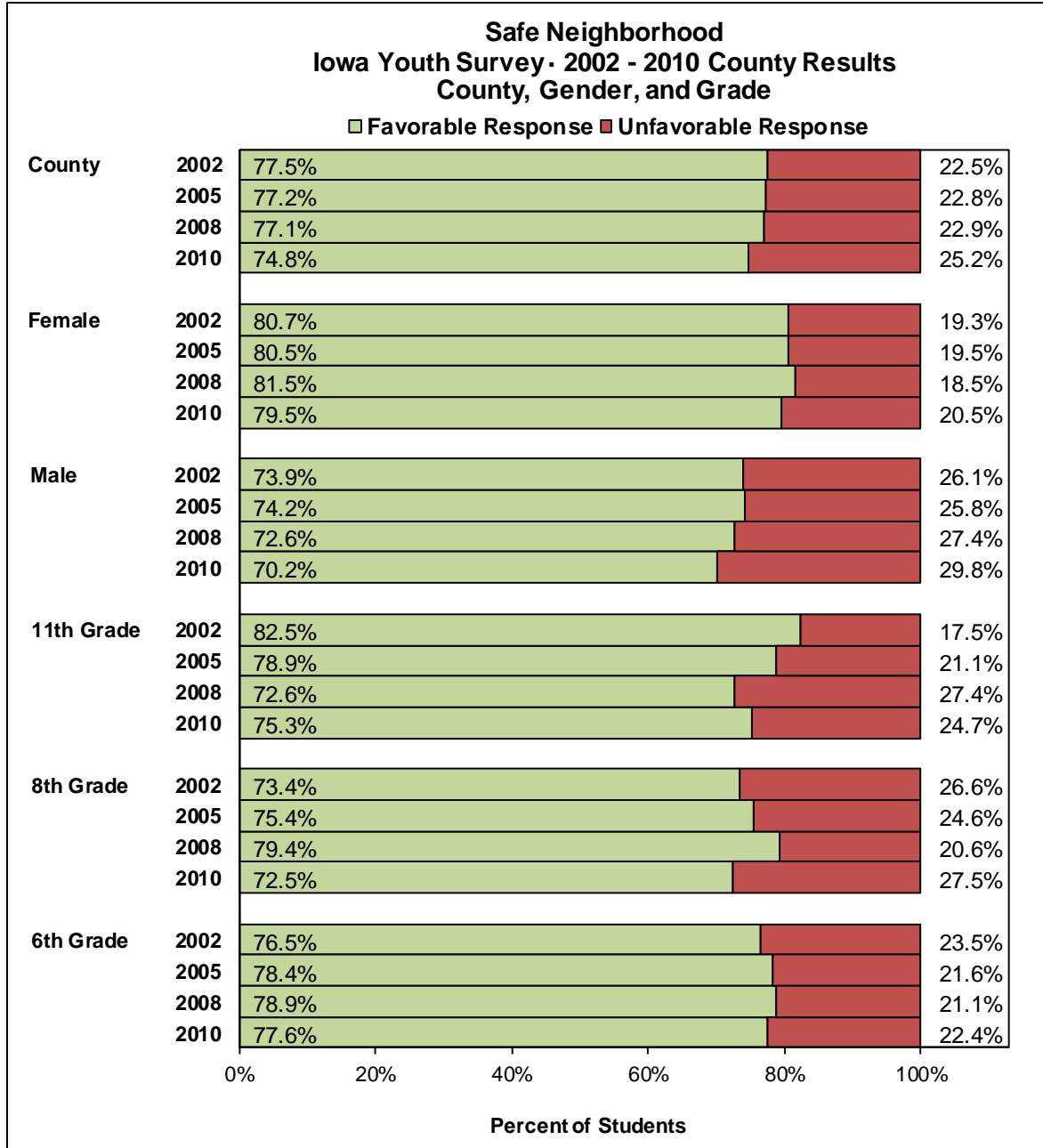
Figure 13b. Youth Access to Substances Limited Construct: Gender by Grade



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.

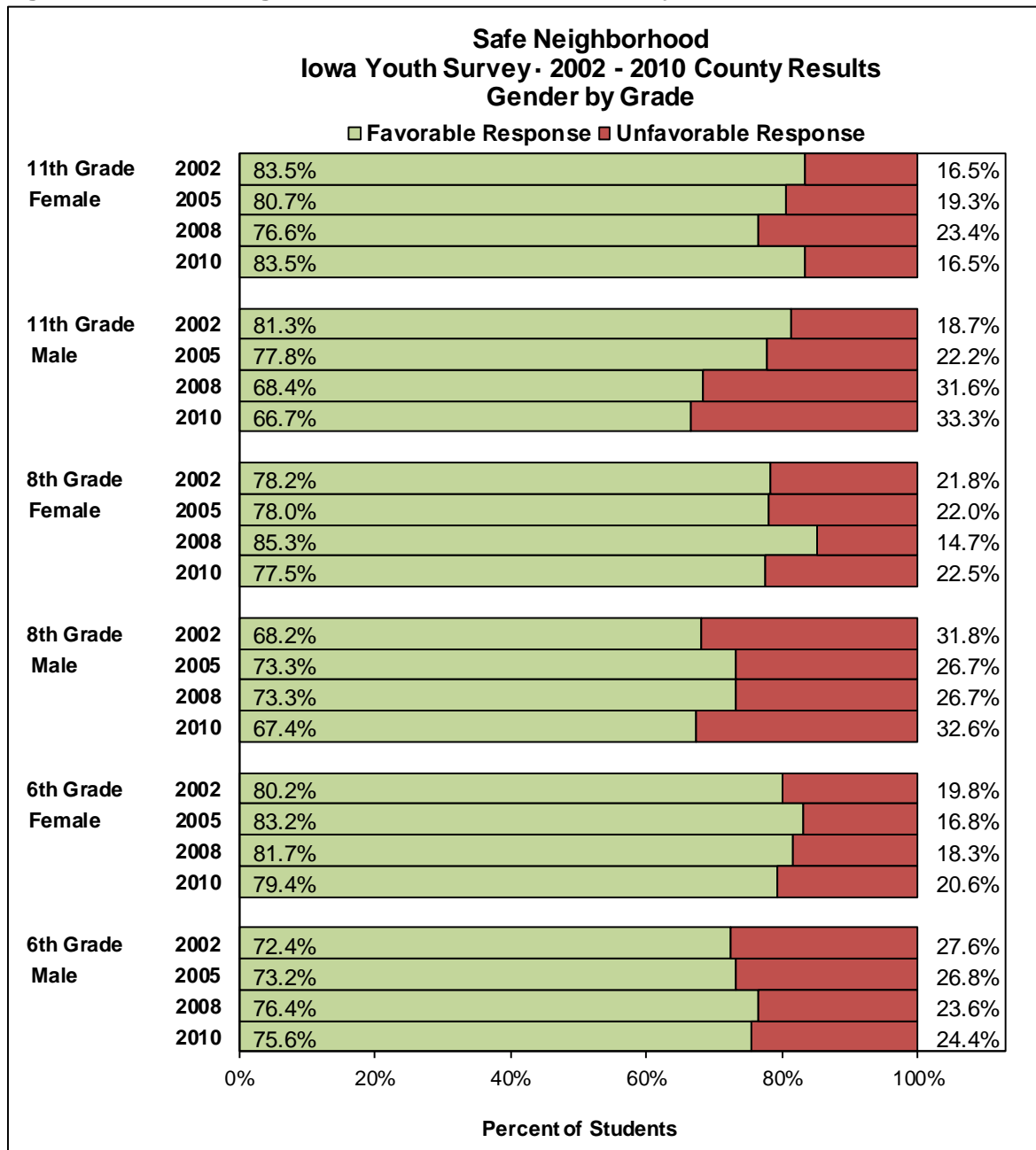
Safe Neighborhood

Figure 14a. Safe Neighborhood Construct: County, 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.

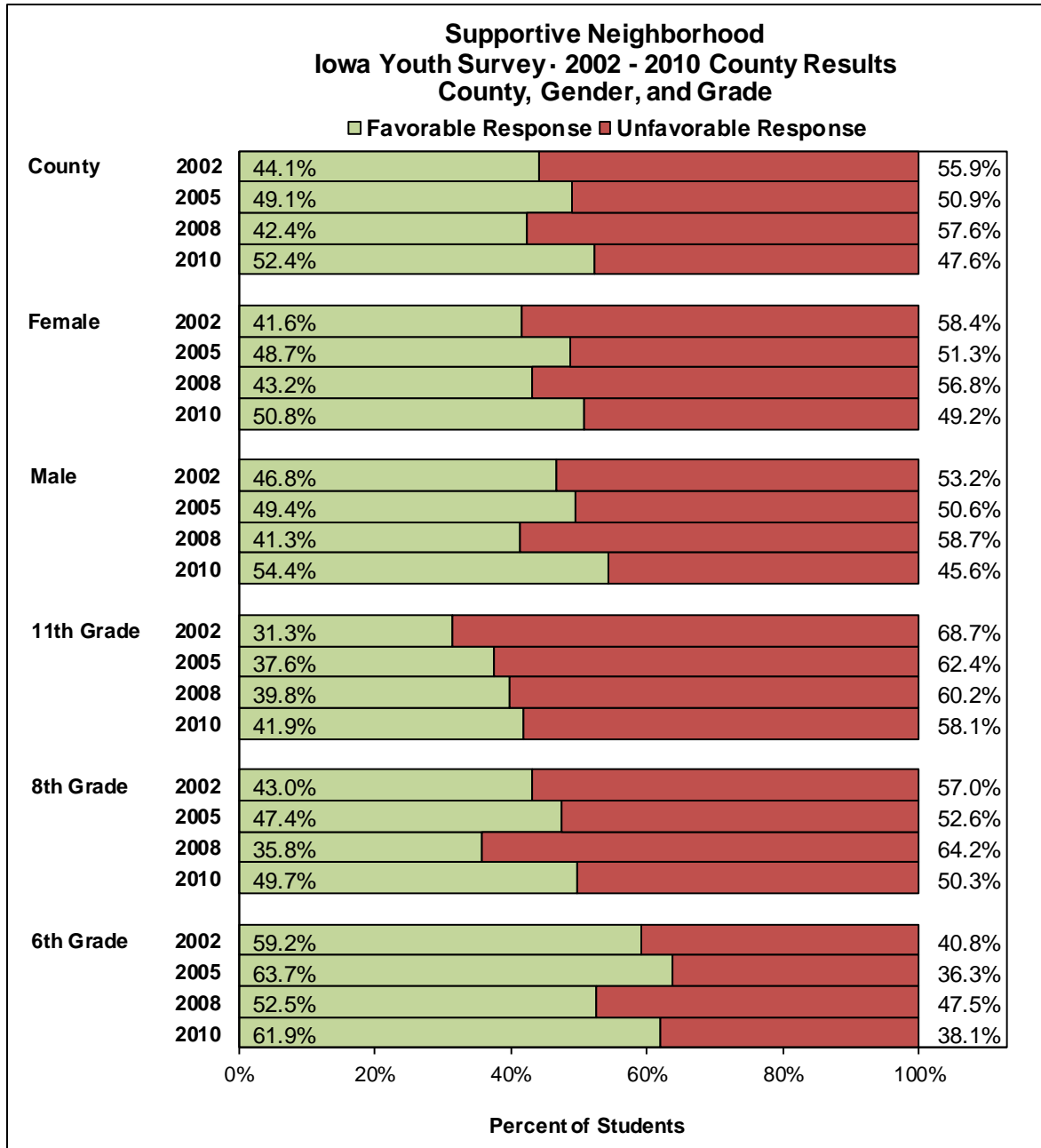
Figure 14b. Safe Neighborhood Construct: Gender by Grade



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.

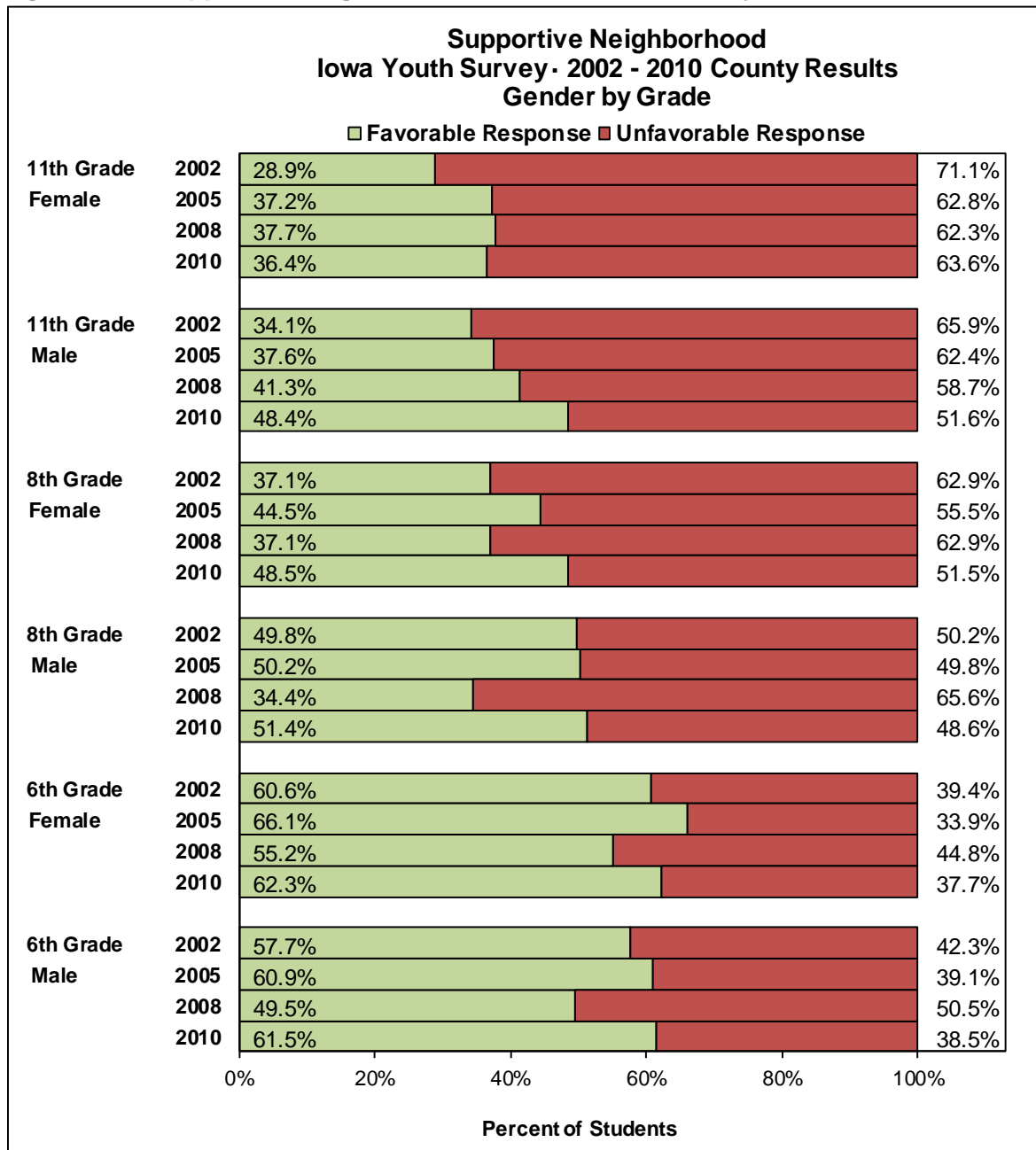
Supportive Neighborhood

Figure 15a. Supportive Neighborhood Construct: County, 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.

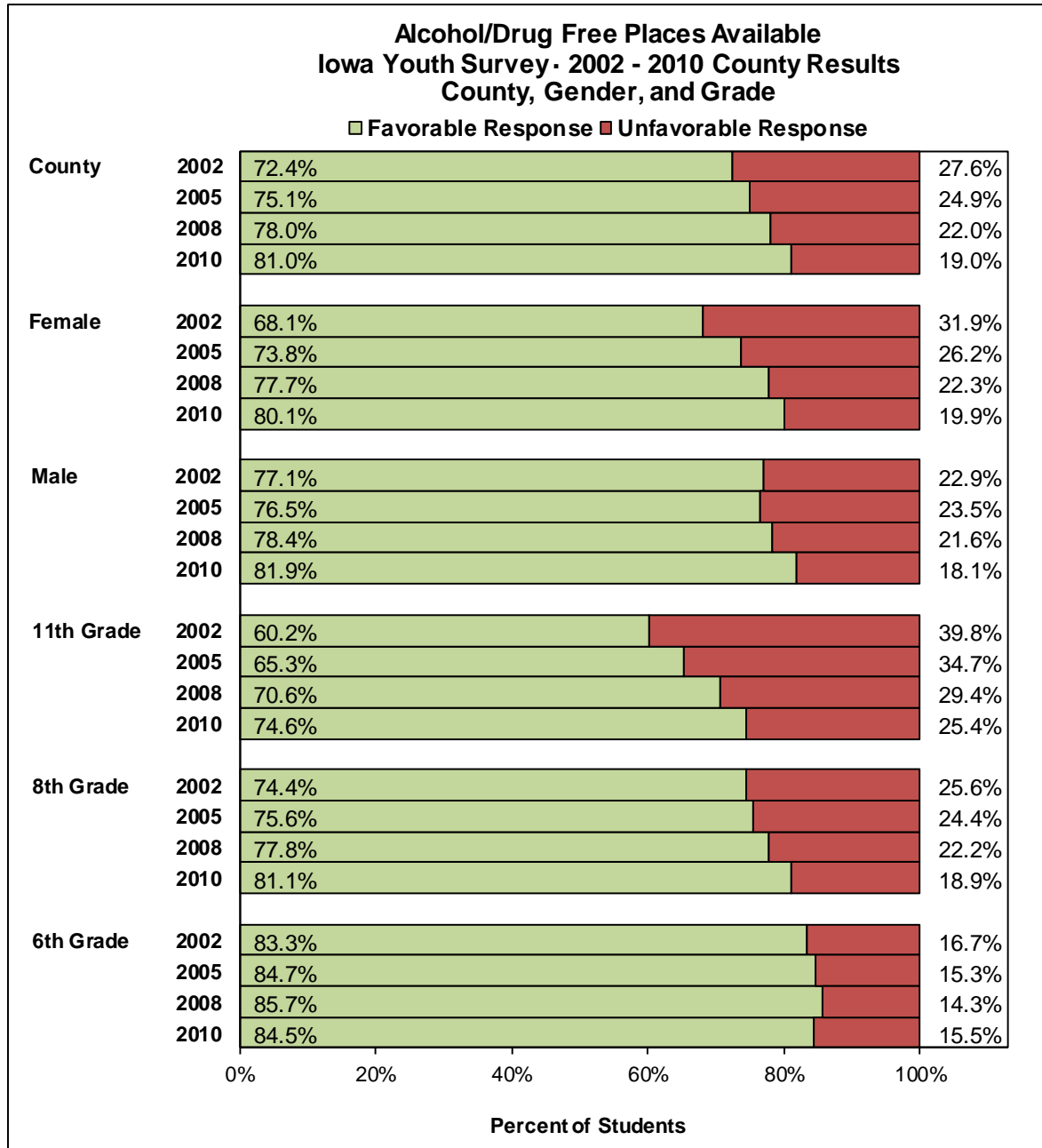
Figure 15b. Supportive Neighborhood Construct: Gender by Grade



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.

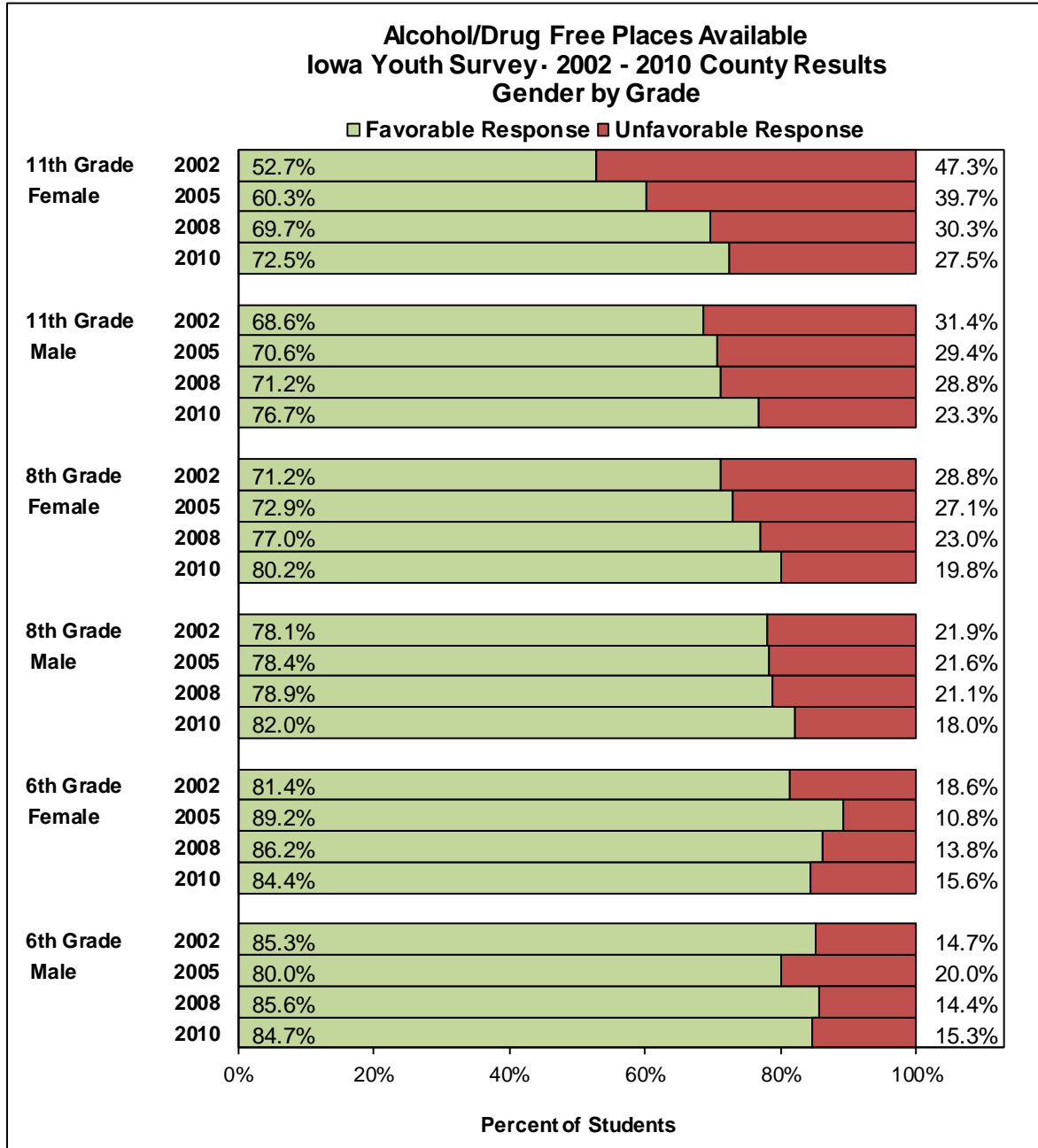
Alcohol/Drug Free Places Available

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



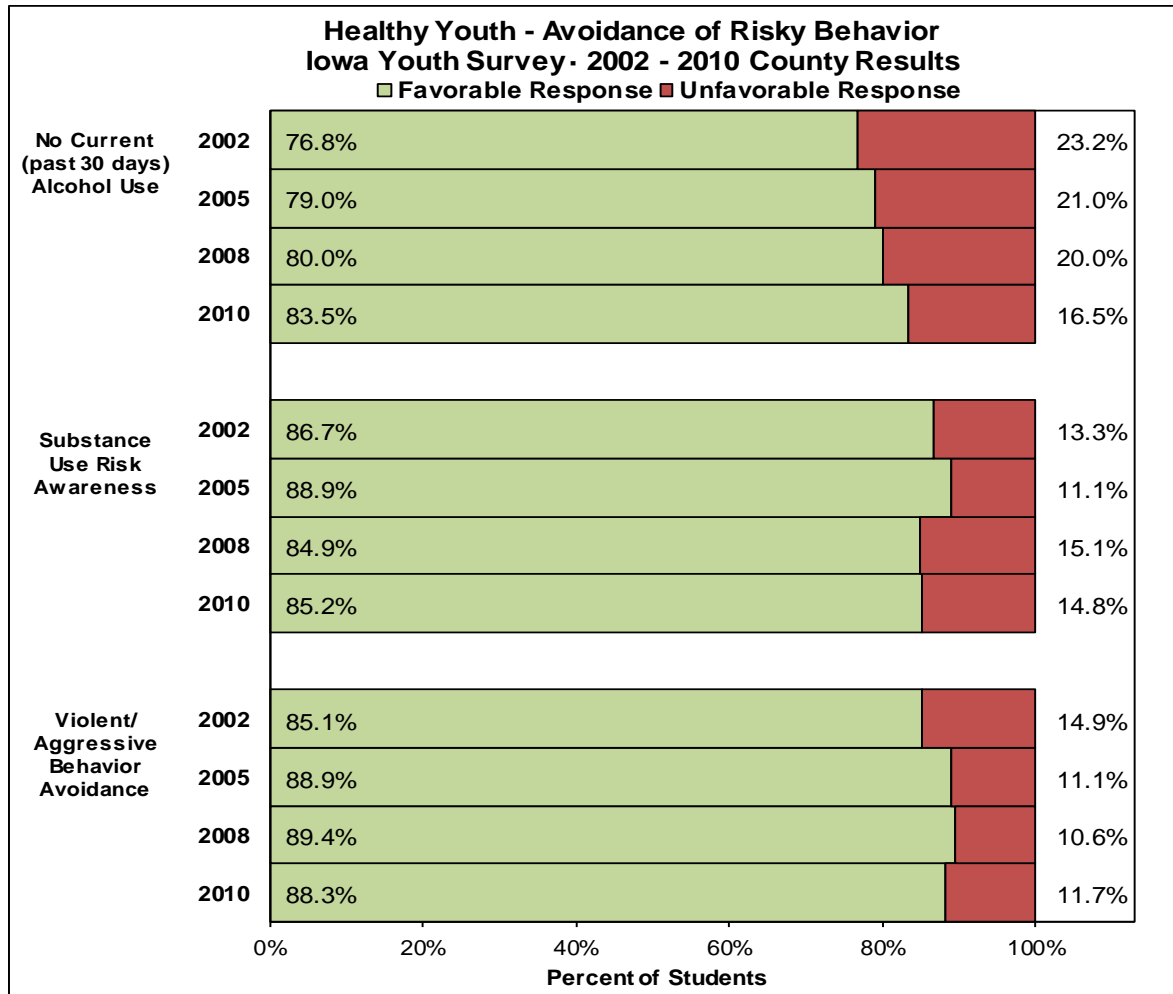
One IYS question is utilized in this question: How much do you agree or disagree that the following statement is true: there are enough places for kids my age to go that are alcohol and drug free? Response coding: "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree"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

Domain IV: Healthy Youth – Avoidance of Risky Behavior

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

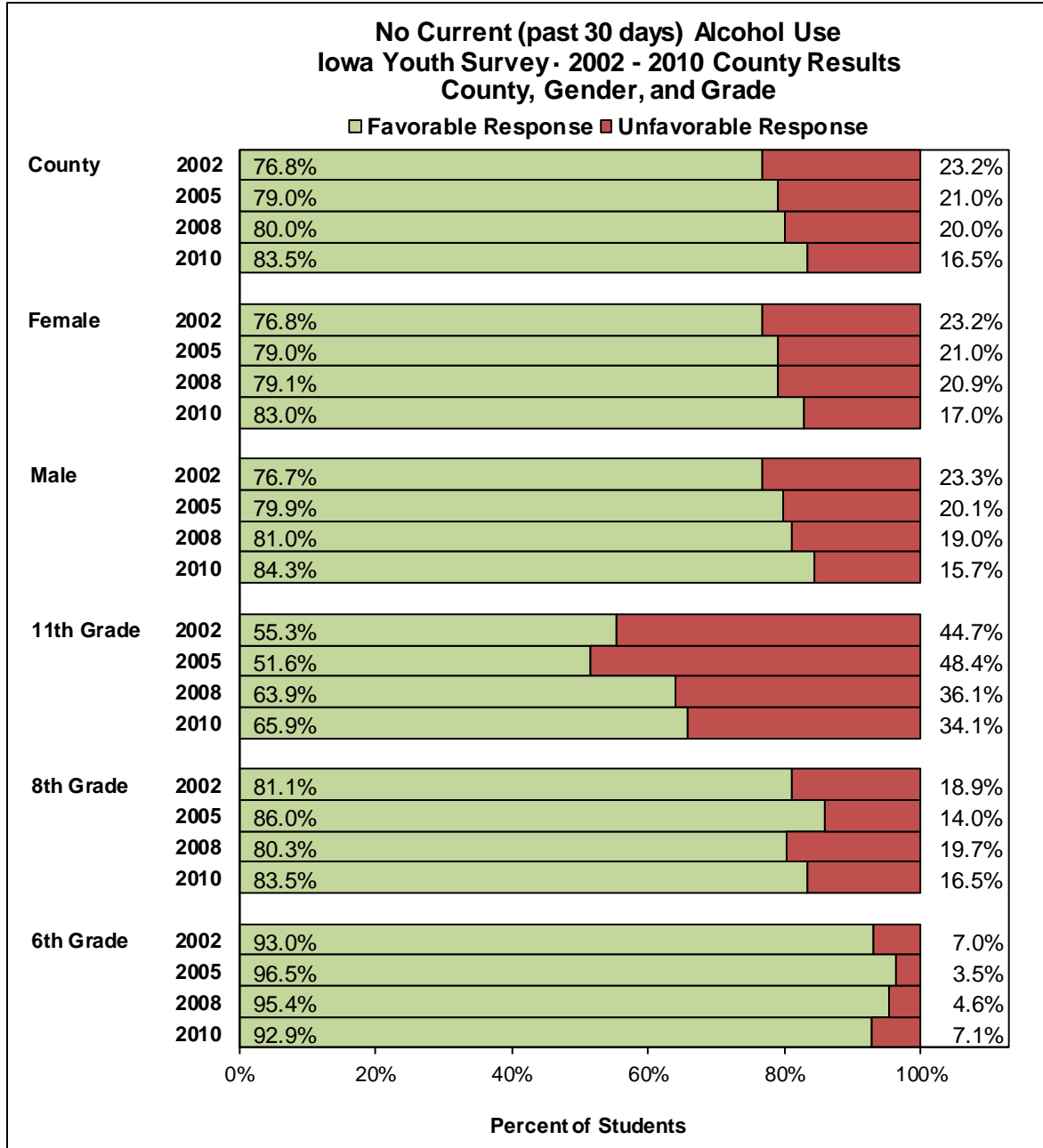
- No Current (past 30 days) Alcohol Use
- Substance Use Risk Awareness
- Violent/Aggressive Behavior Avoidance

Figure 17. Healthy Youth – Avoidance of Risky Behavior Domain



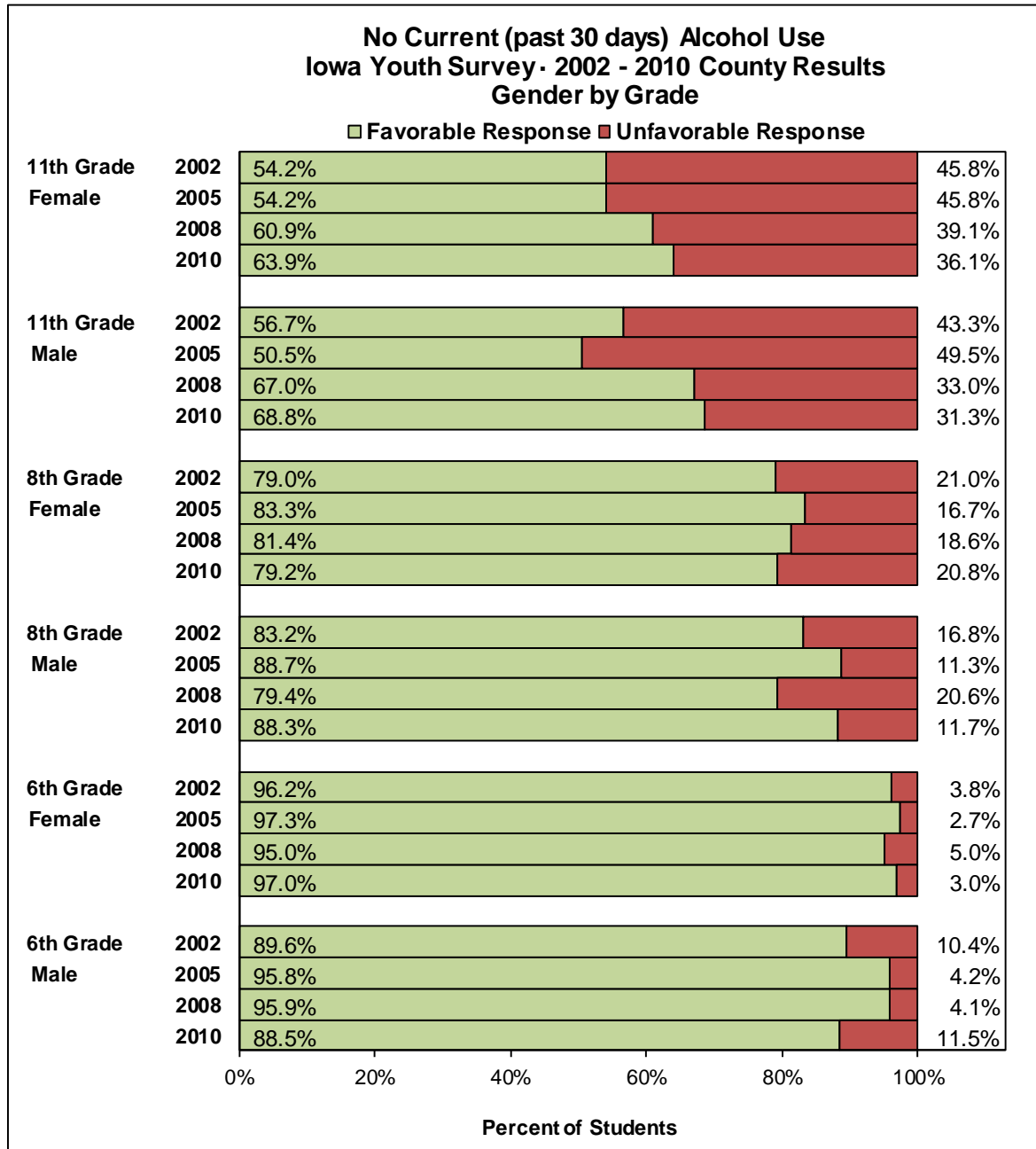
No Current (past 30 days) Alcohol Use

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

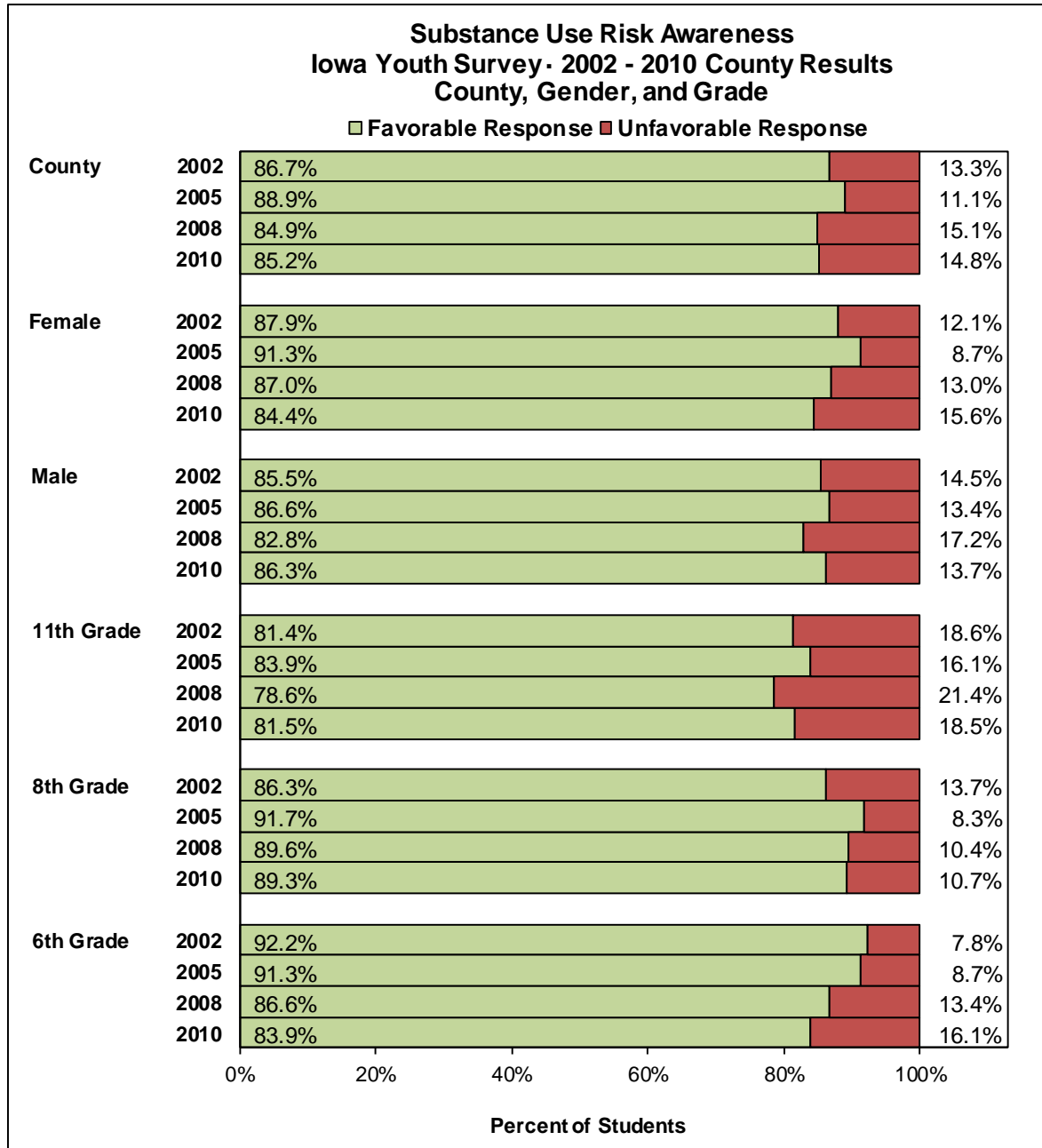
Figure 18b. No Current (past 30 days) Alcohol Use Construct: Gender by Grade



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.

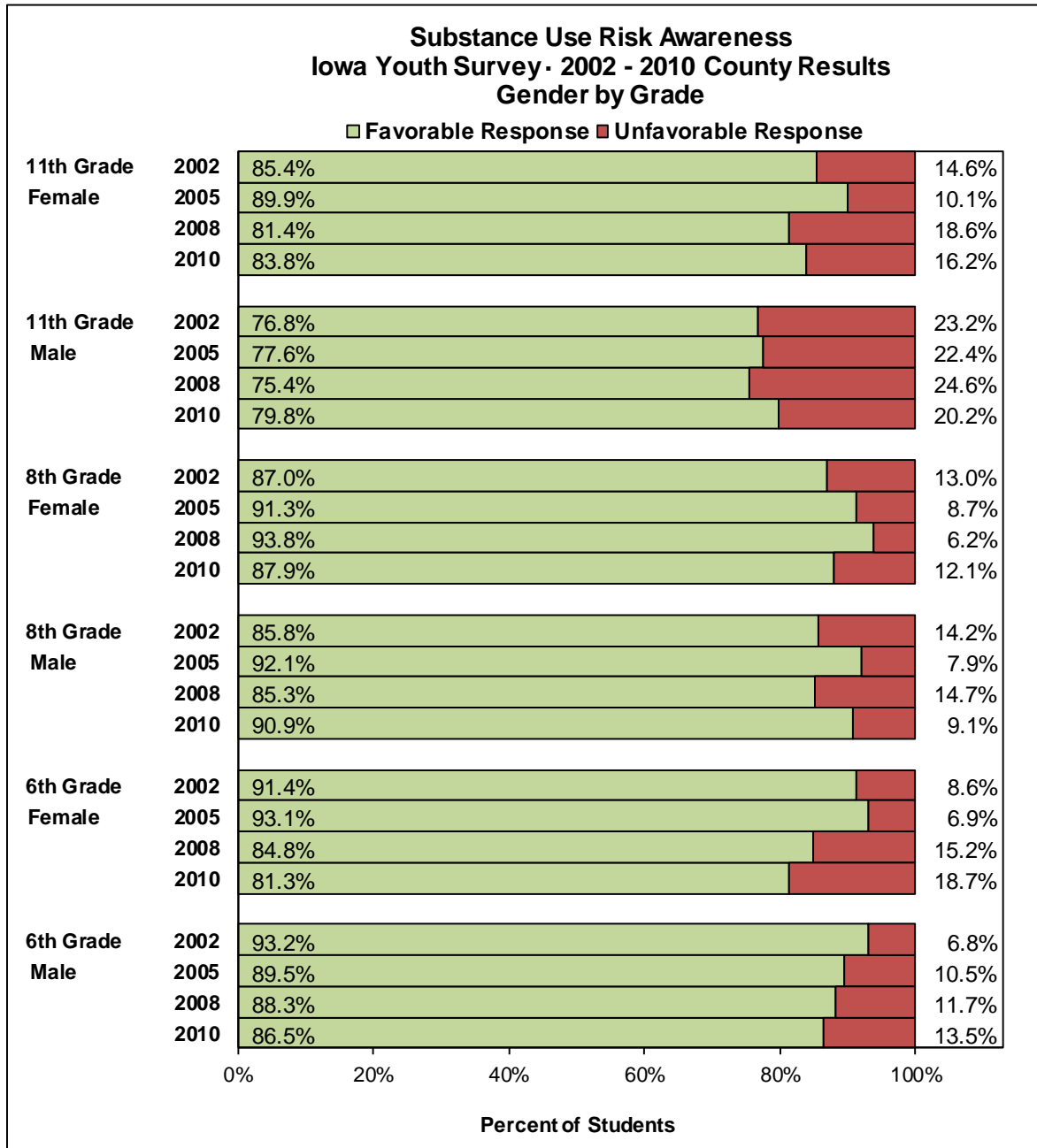
Substance Use Risk Awareness

Figure 19a. Substance Use Risk Awareness Construct: County, 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.

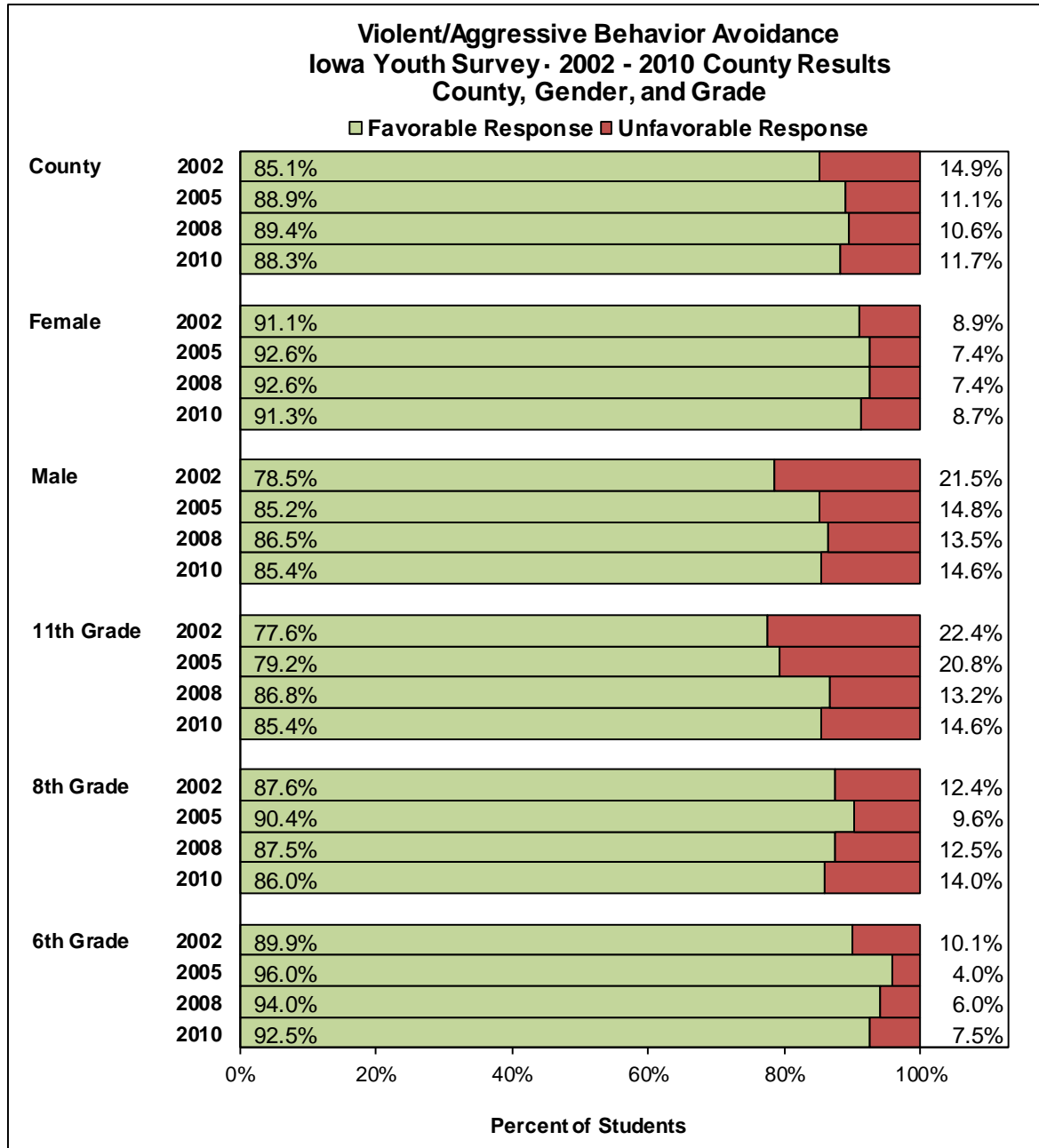
Figure 19b. Substance Use Risk Awareness Construct: Gender by Grade



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.

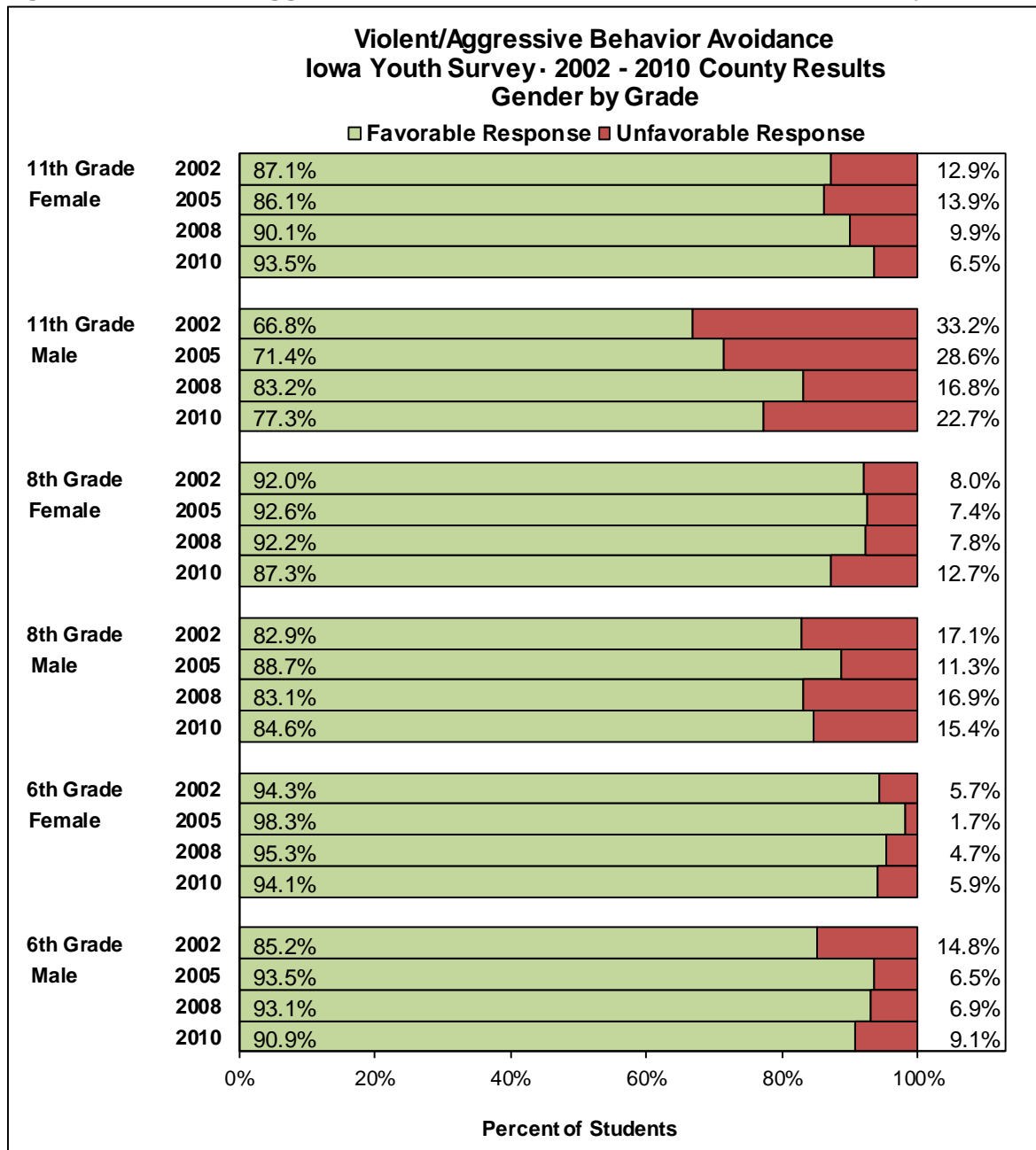
Violent/Aggressive Behavior Avoidance

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



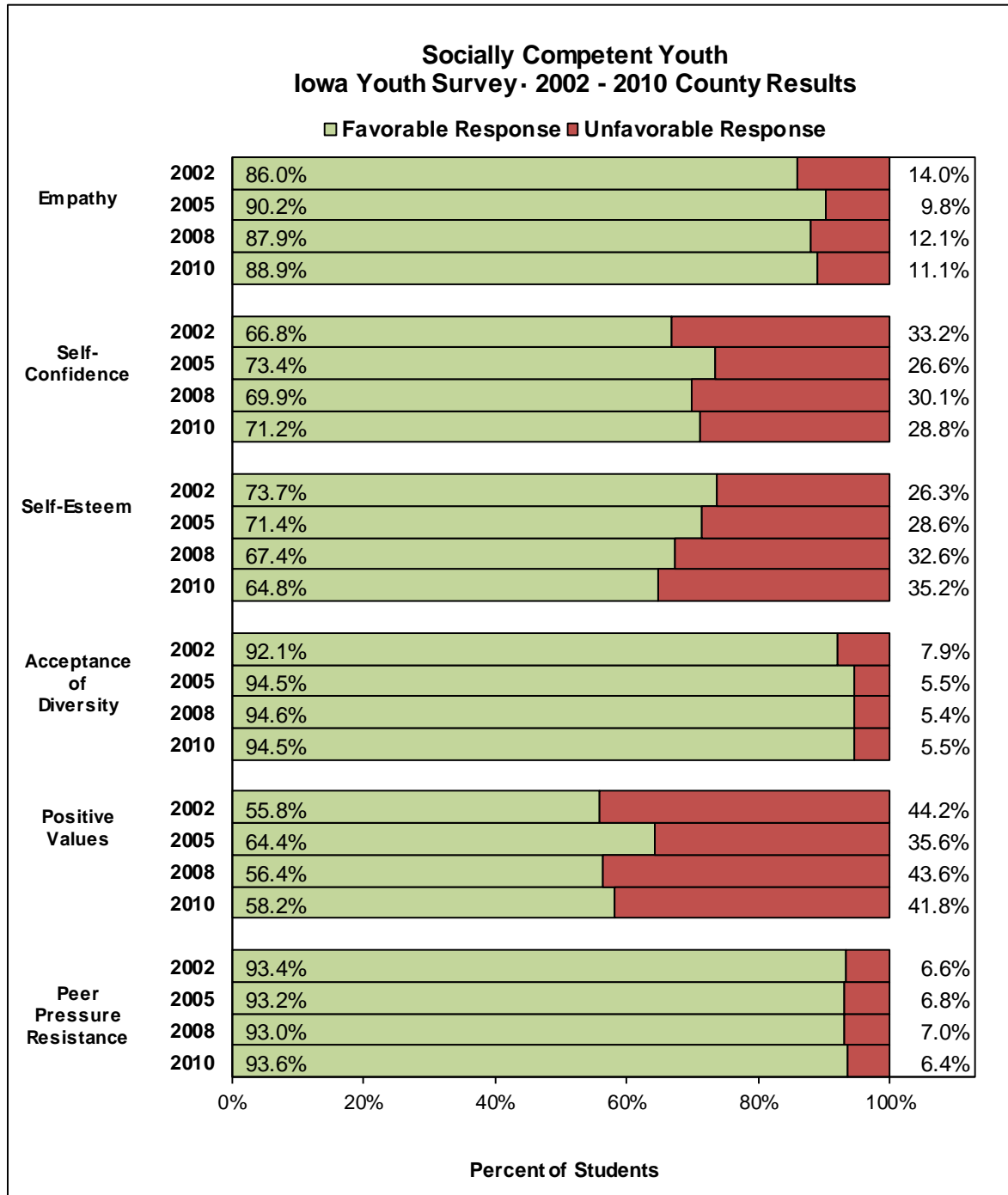
Seven IYS questions are utilized in this construct: In the past 12 months, how often have you: carried a gun, knife, club, or other weapon to school; been disciplined at school for fighting, theft, or damaging property; damaged property just for fun (like breaking windows, scratching a car, etc); beaten 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.

Domain V: Socially Competent Youth

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

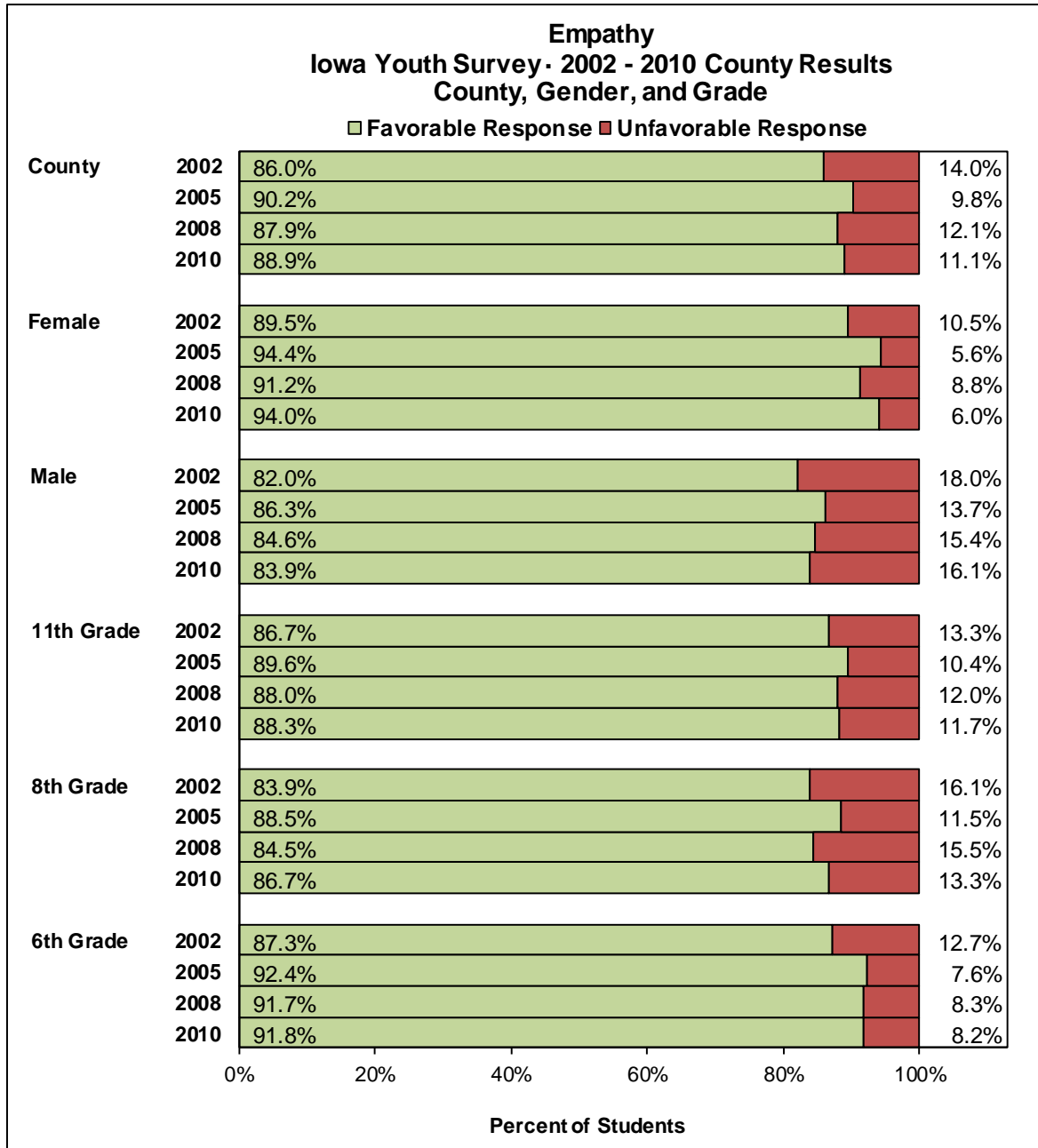
- Empathy
- Self-Confidence
- Self-Esteem
- Acceptance of Diversity
- Positive Values
- Peer Pressure Resistance

Figure 21. Socially Competent Youth Domain



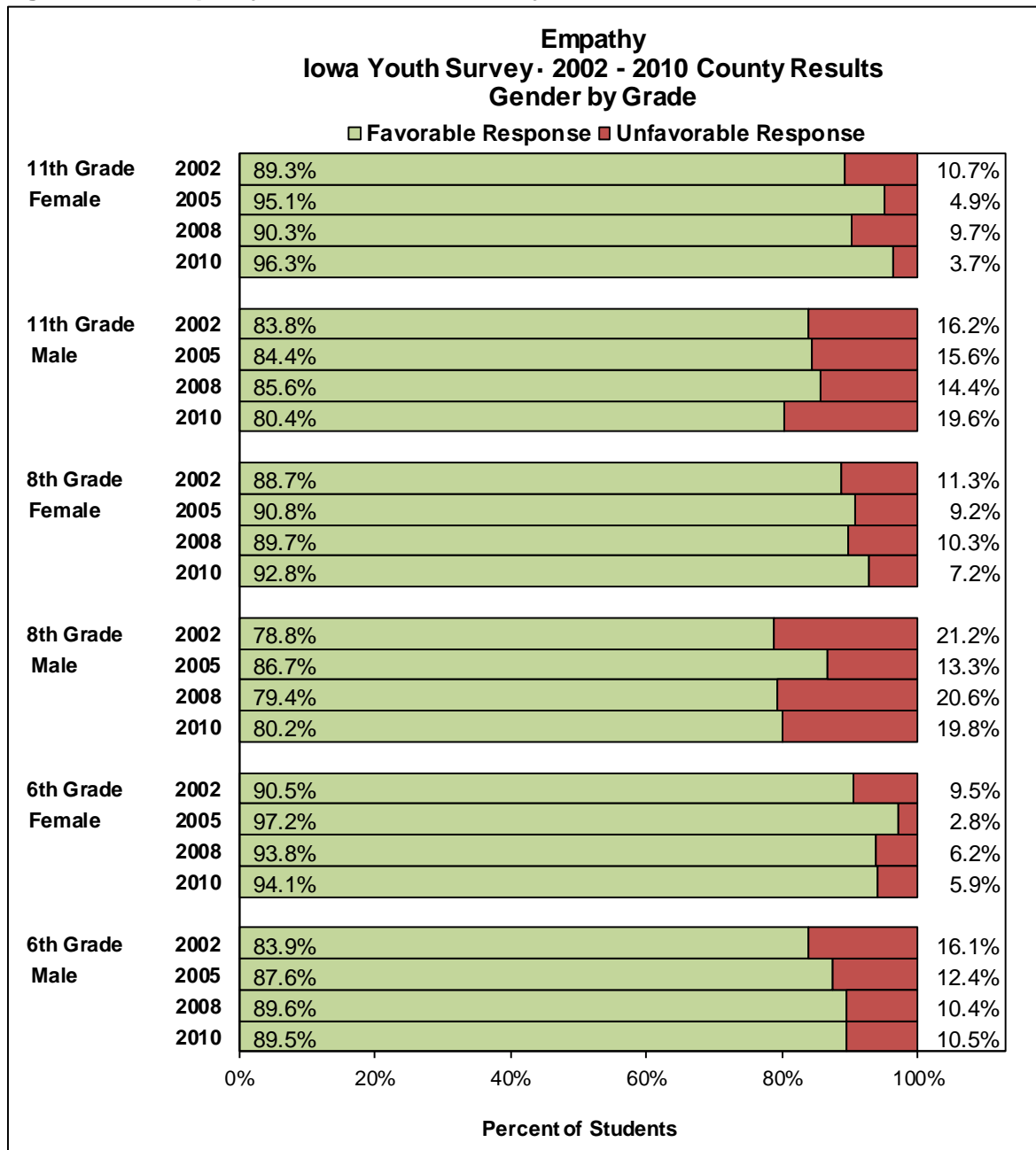
Empathy

Figure 22a. Empathy Construct: County, 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.

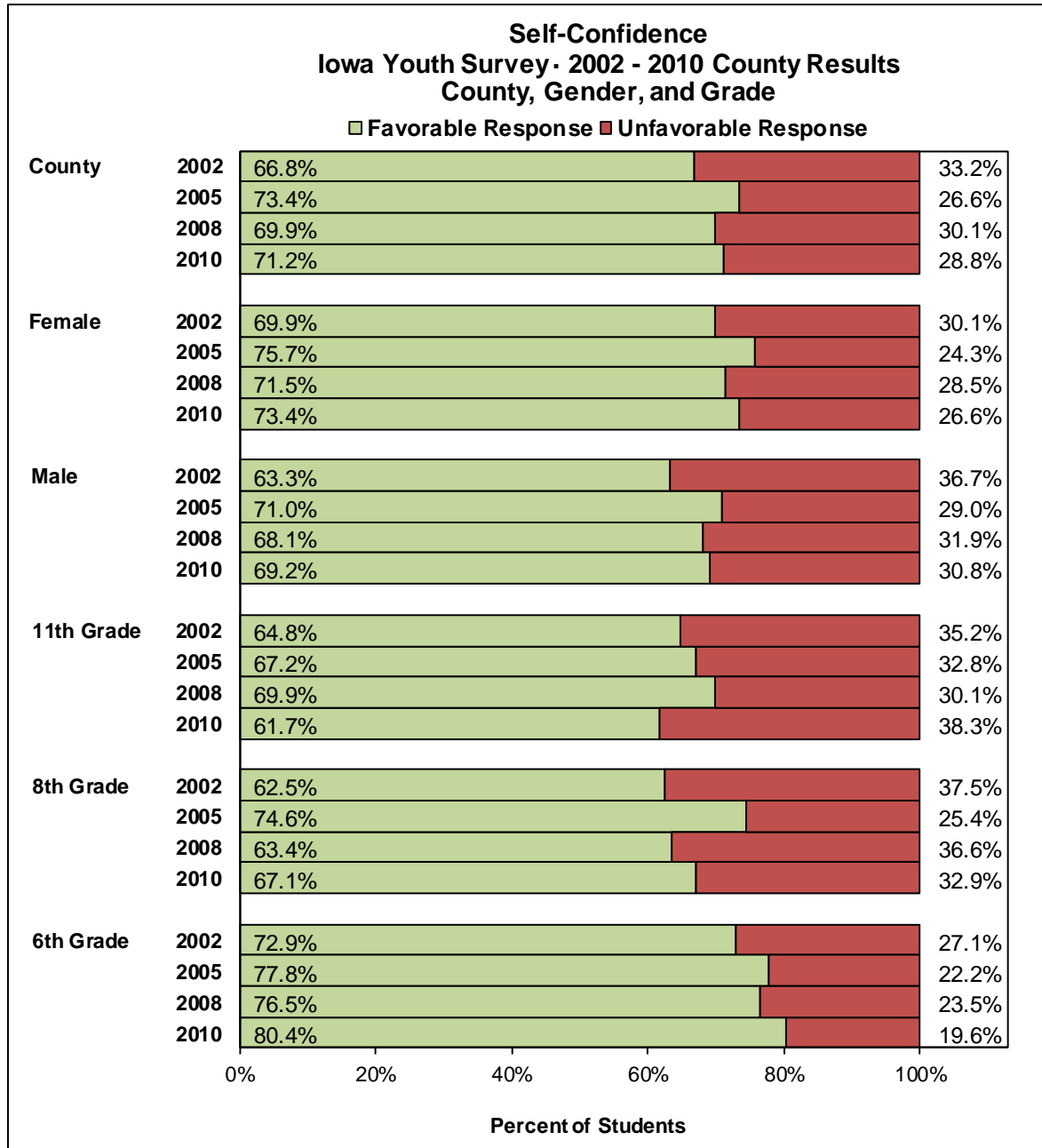
Figure 22b. Empathy Construct: Gender by Grade



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.

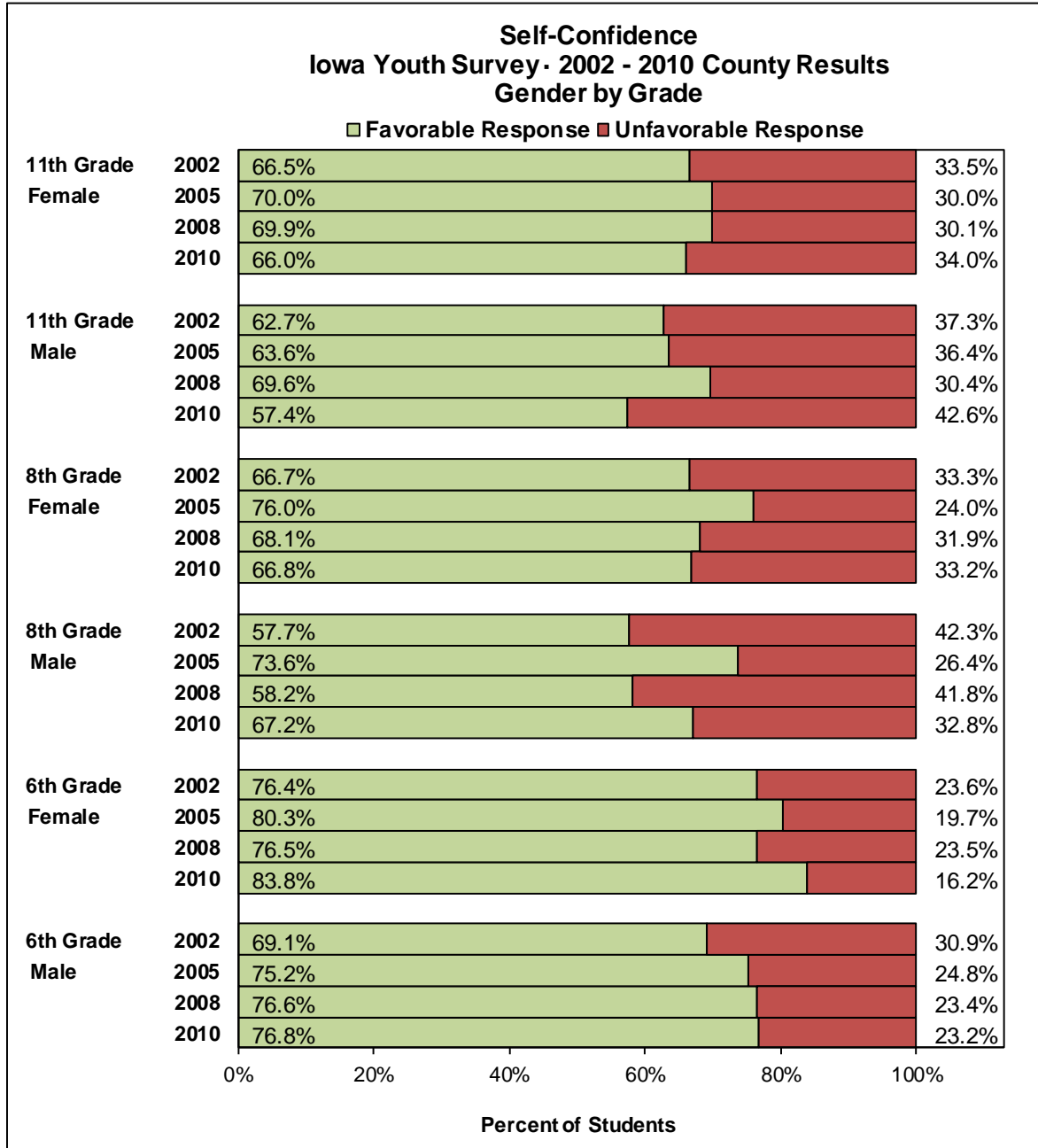
Self-Confidence

Figure 23a. Self-Confidence Construct: County, 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.

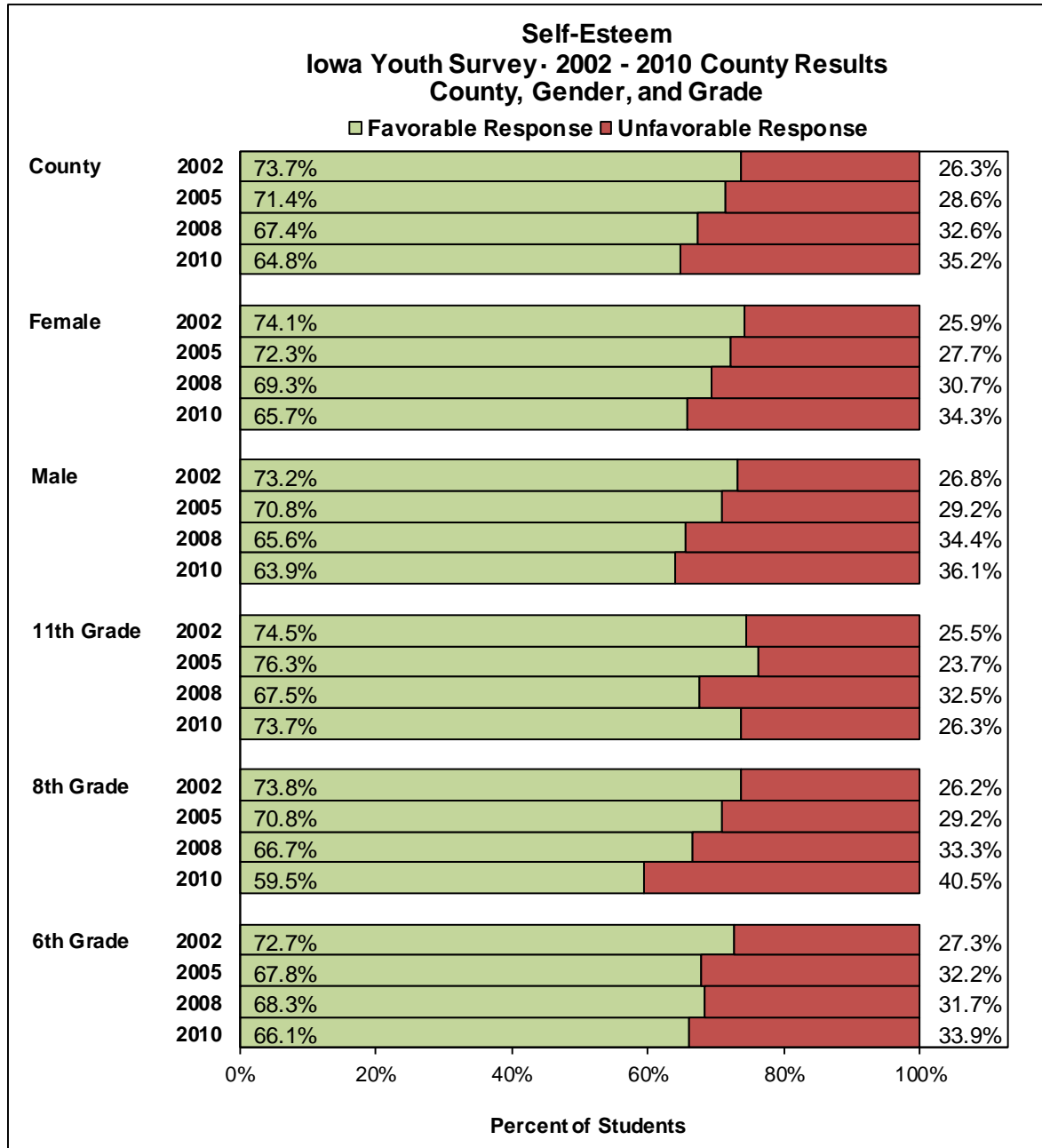
Figure 23b. Self-Confidence Construct: Gender by Grade



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.

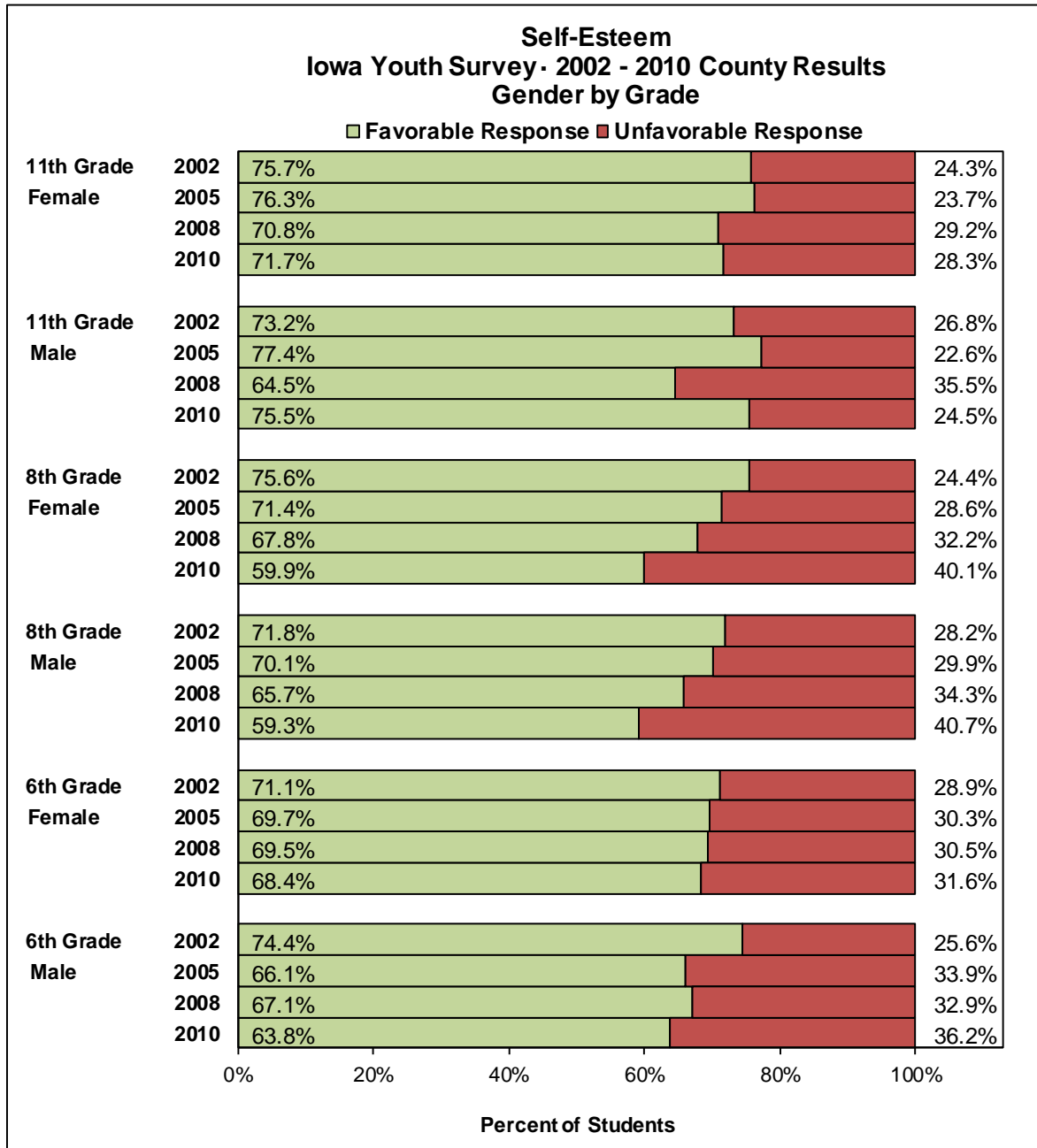
Self-Esteem

Figure 24a. Self-Esteem Construct: County, 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.

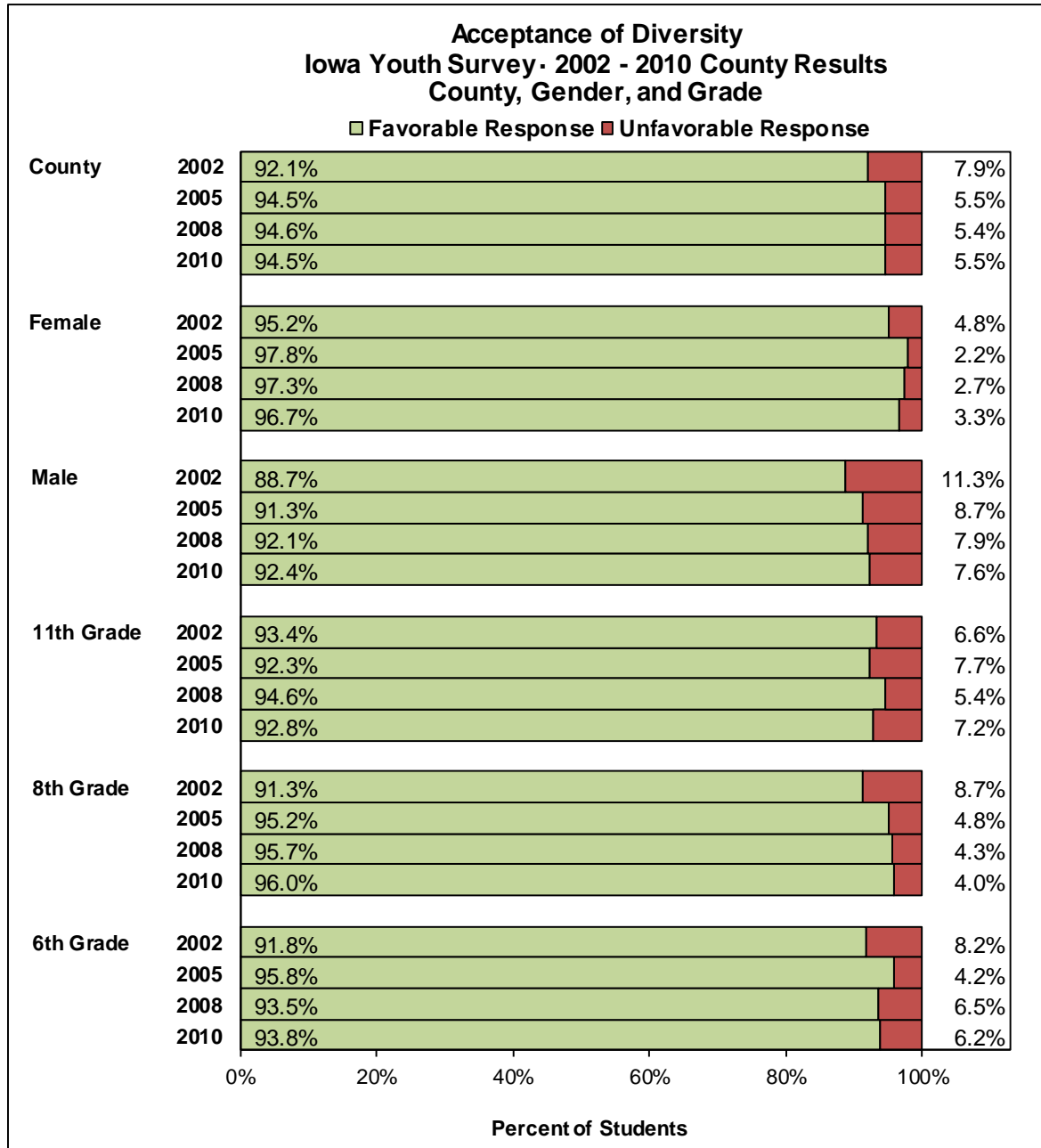
Figure 24b. Self-Esteem Construct: Gender by Grade



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.

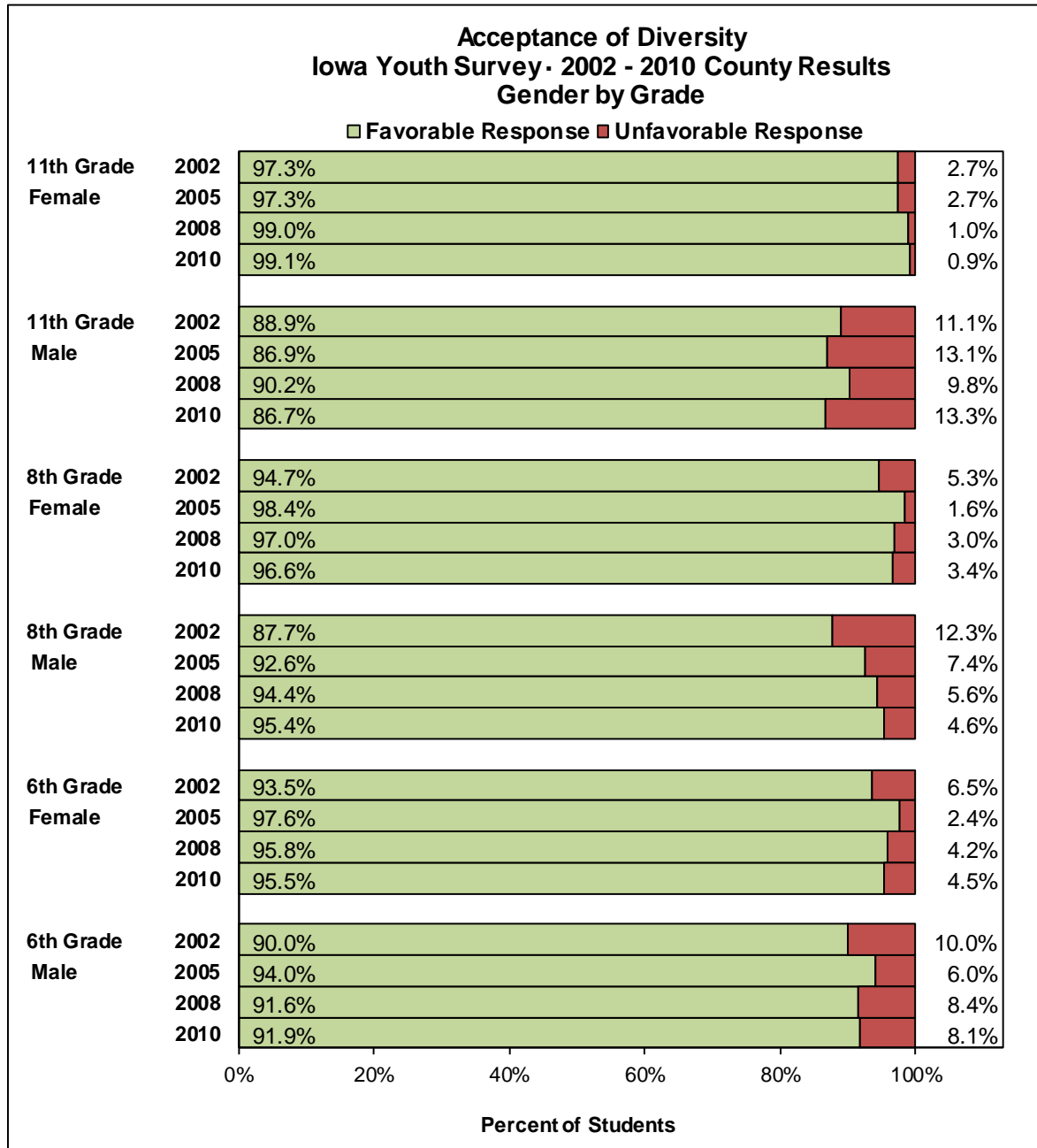
Acceptance of Diversity

Figure 25a. Acceptance of Diversity Construct: County, 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.

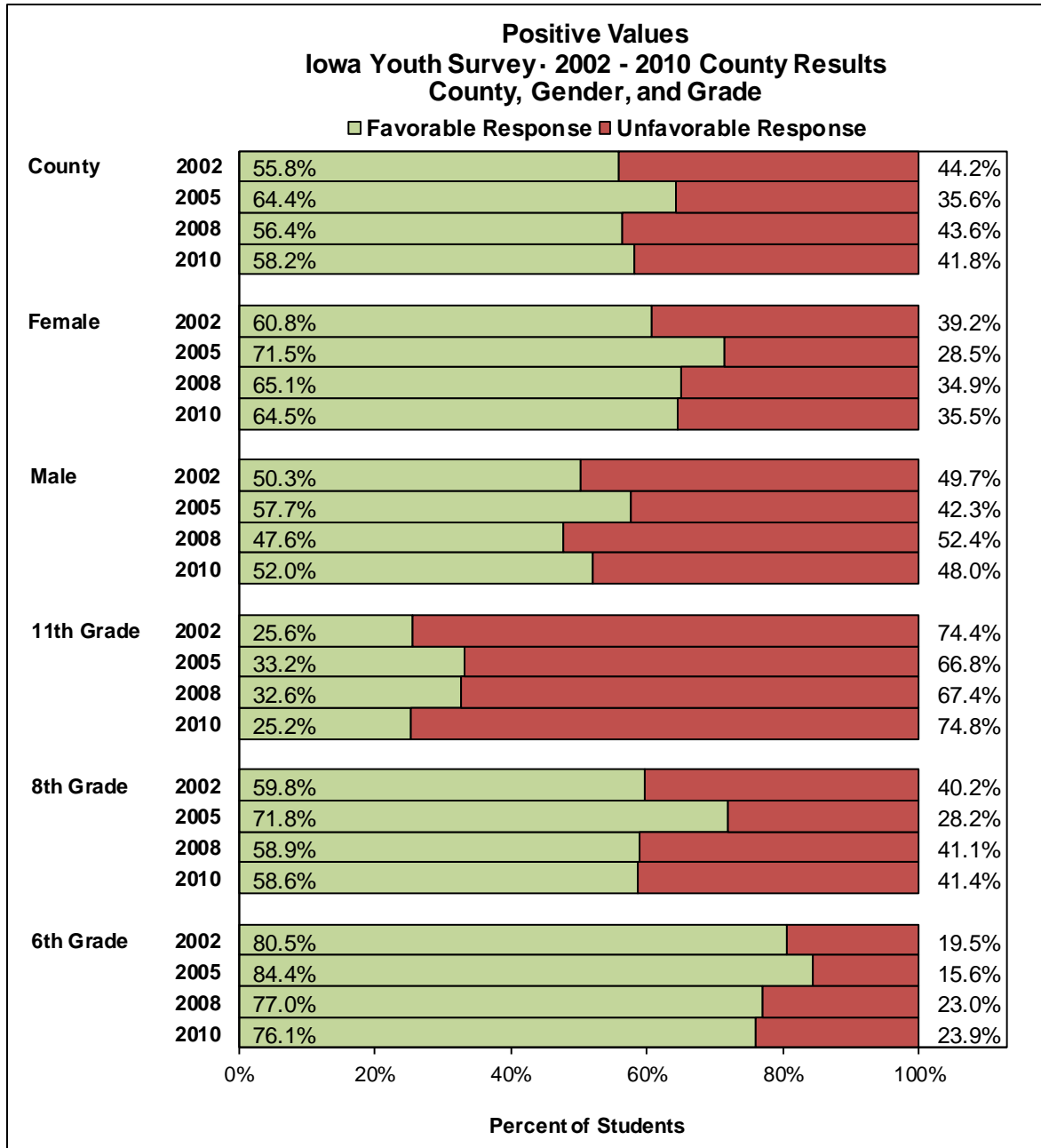
Figure 25b. Acceptance of Diversity Construct: Gender by Grade



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.

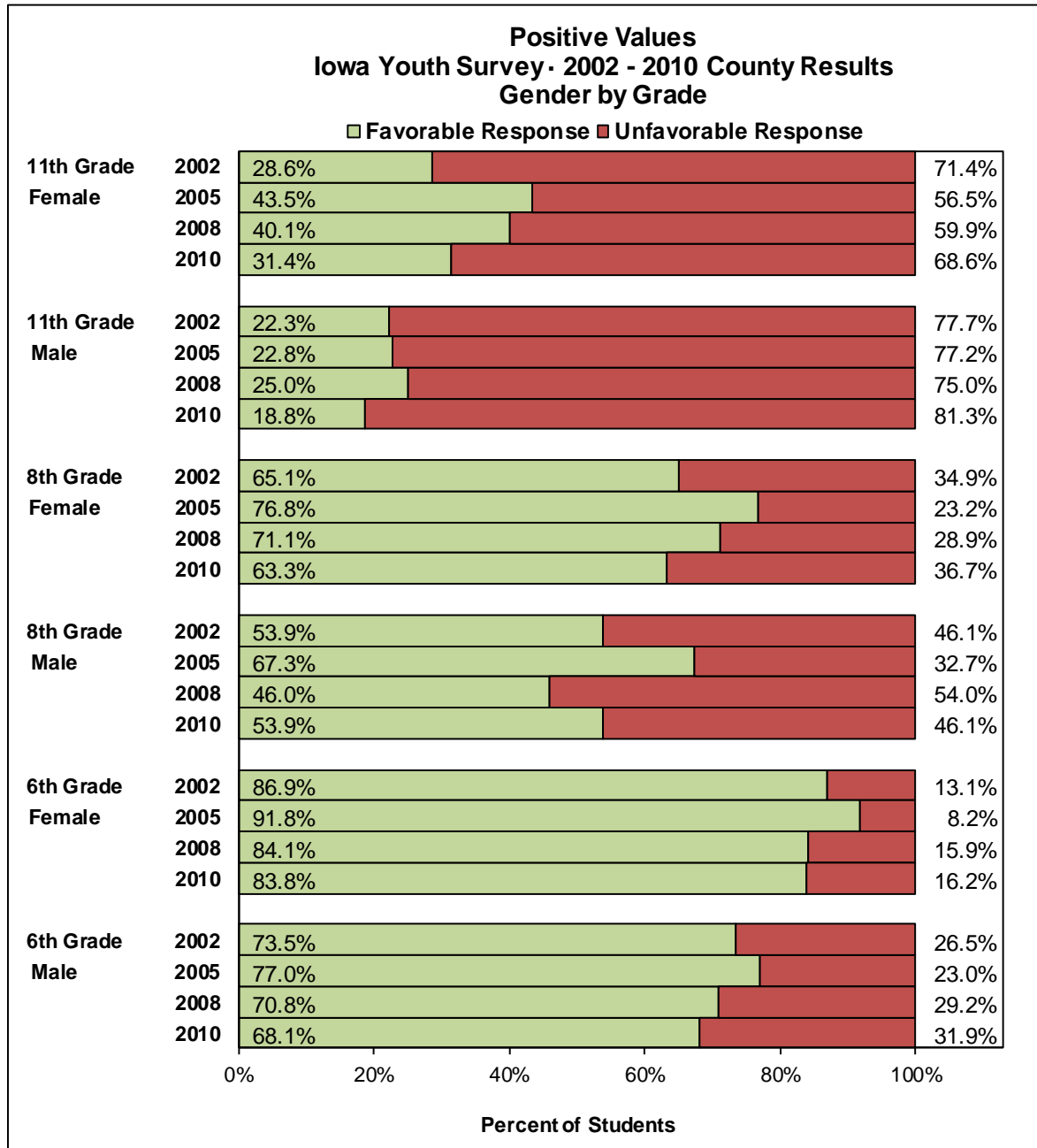
Positive Values

Figure 26a. Positive Values Construct: County, 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.

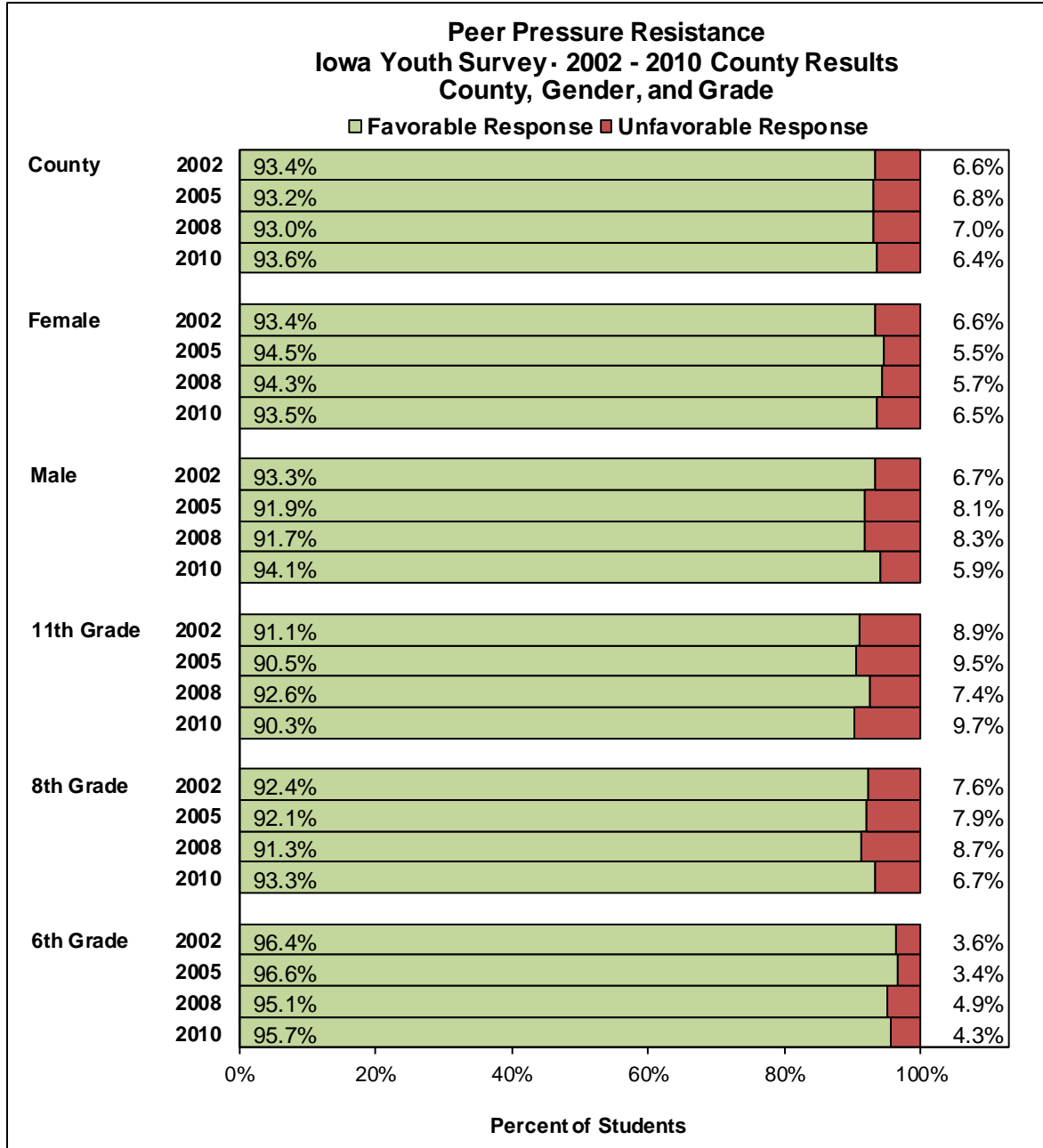
Figure 26b. Positive Values Construct: Gender by Grade



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.

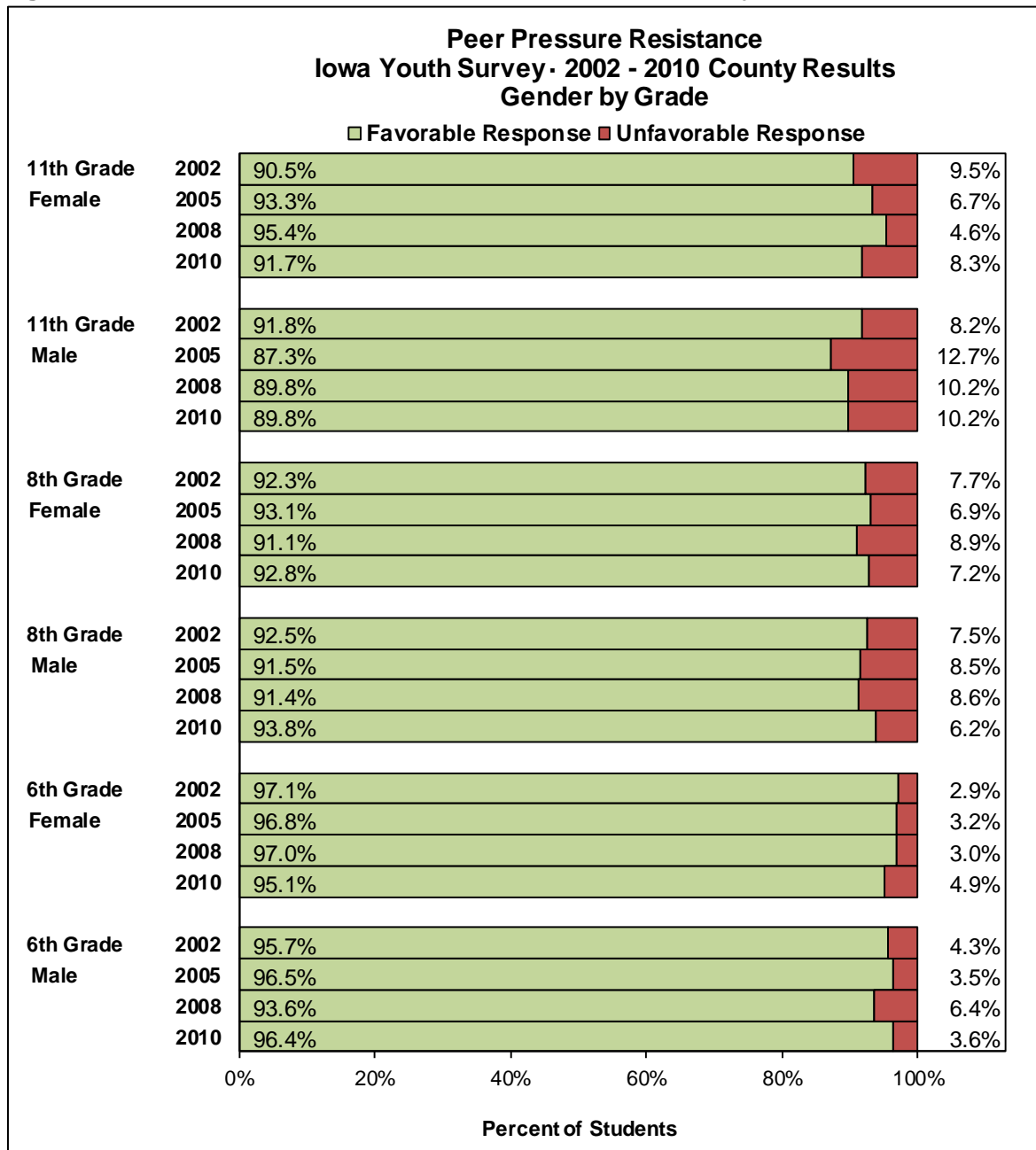
Peer Pressure Resistance

Figure 27a. Peer Pressure Resistance Construct: County, 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 27b. 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.

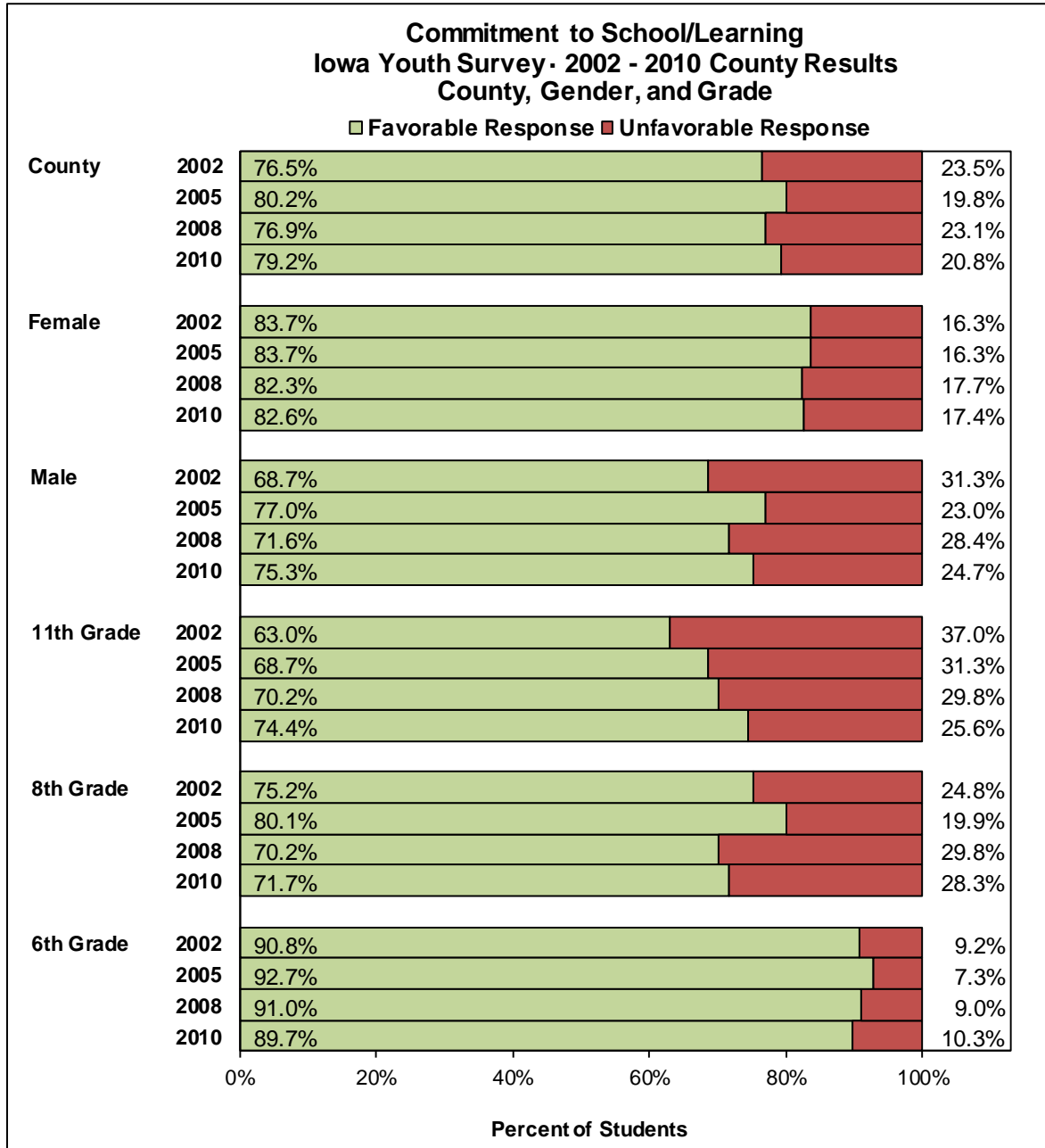
Domain VI: Youth Successful in School

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

- Commitment to School/Learning

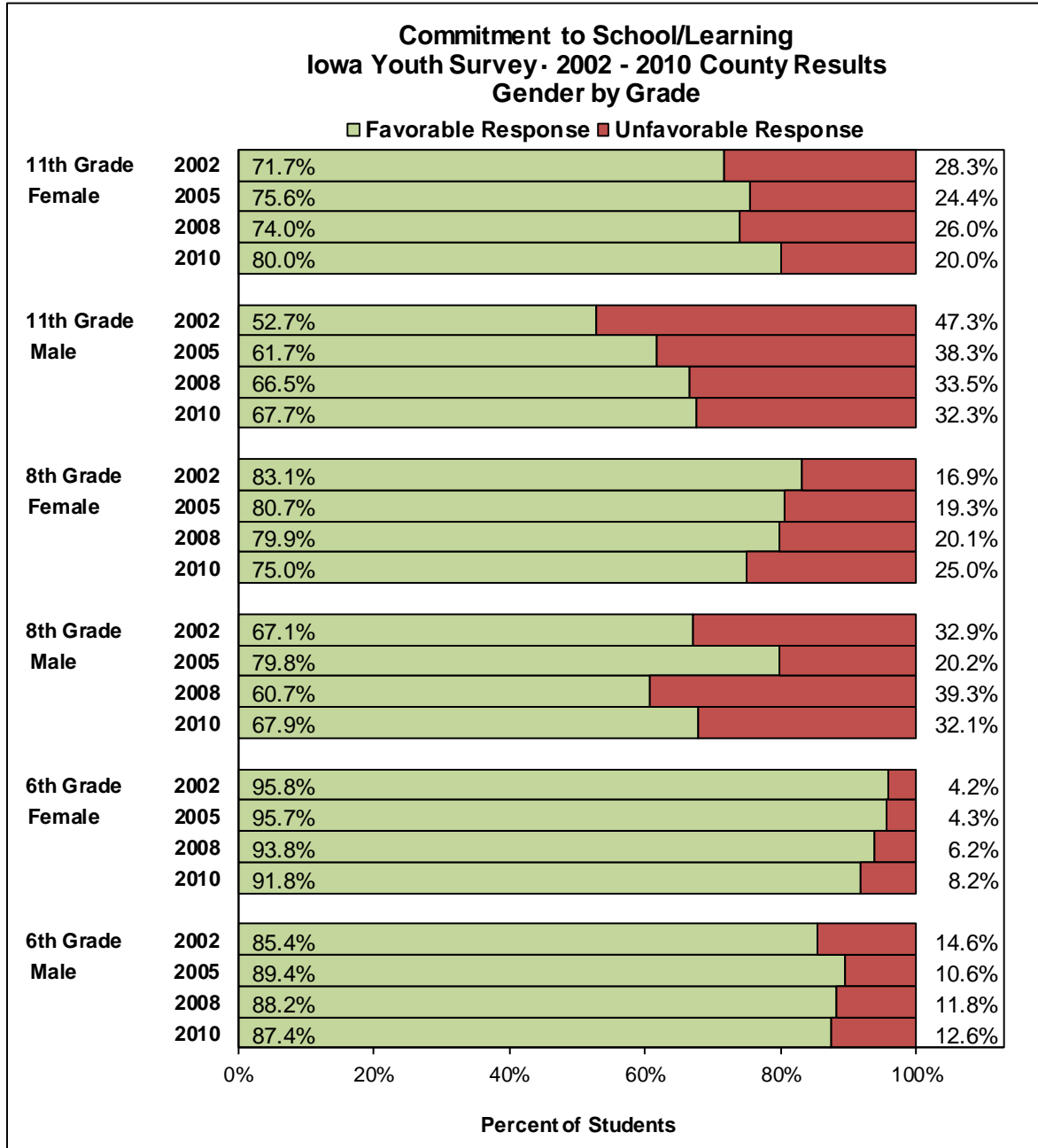
Commitment to School/Learning

Figure 28a. Commitment to School/Learning Construct: County, 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 28b. 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.

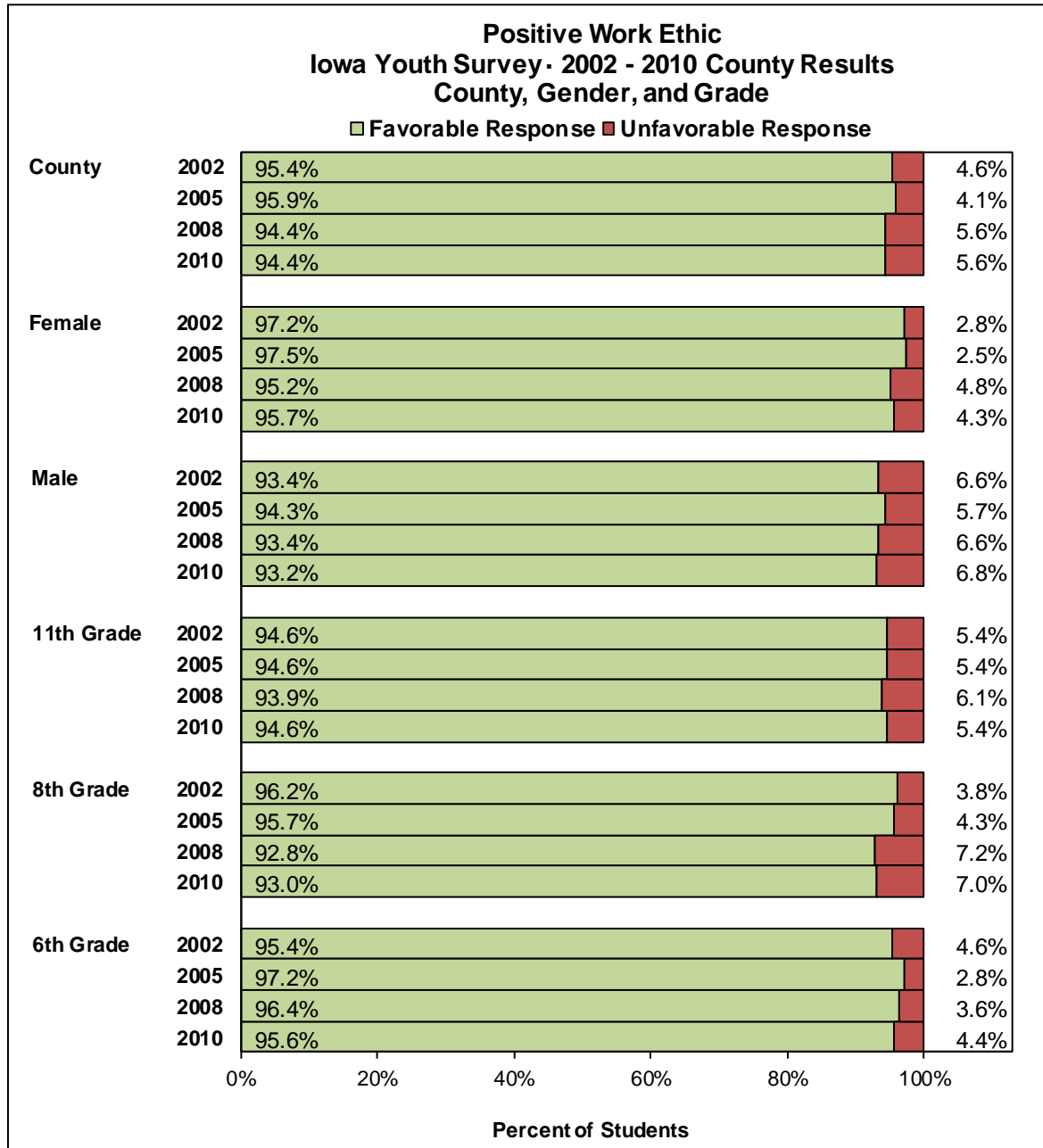
Domain VII: Youth Prepared For a Productive Adulthood

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

- Positive Work Ethic

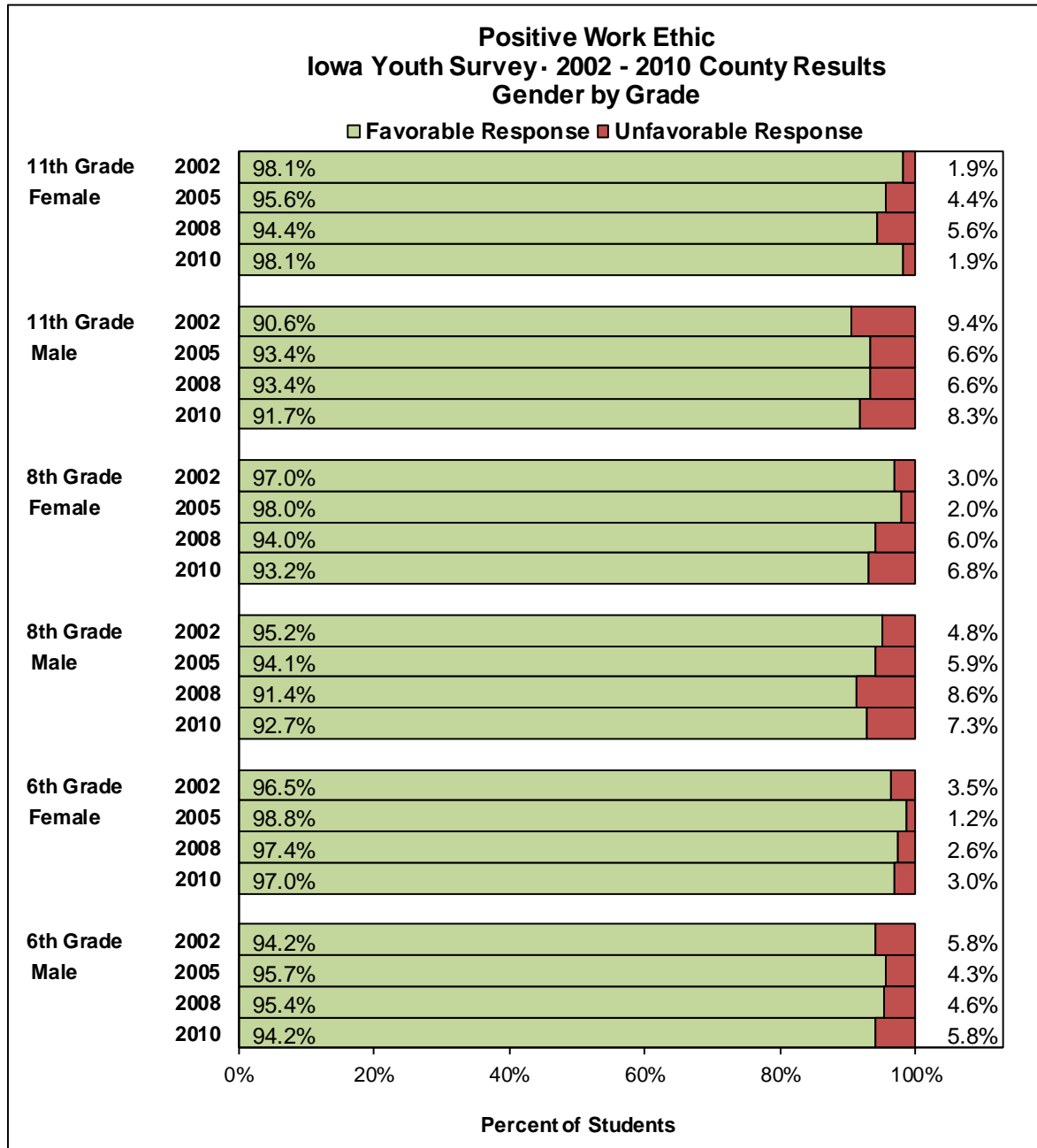
Positive Work Ethic

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



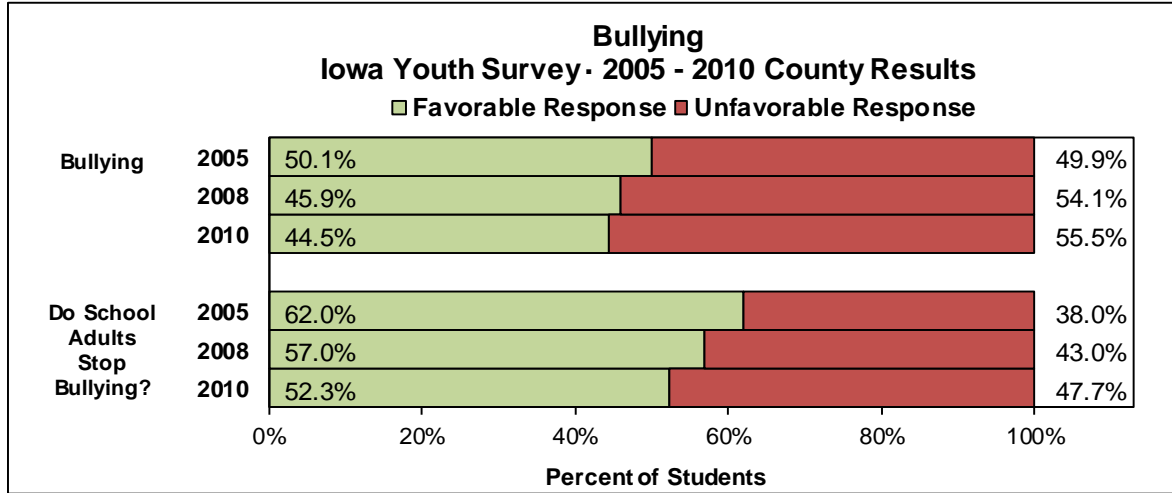
One IYS question is utilized in this construct: How much do you agree or disagree that the following statement is true: I believe that working hard now will make my life successful in the future? Response coding: "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree"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

Domain VIII: 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:

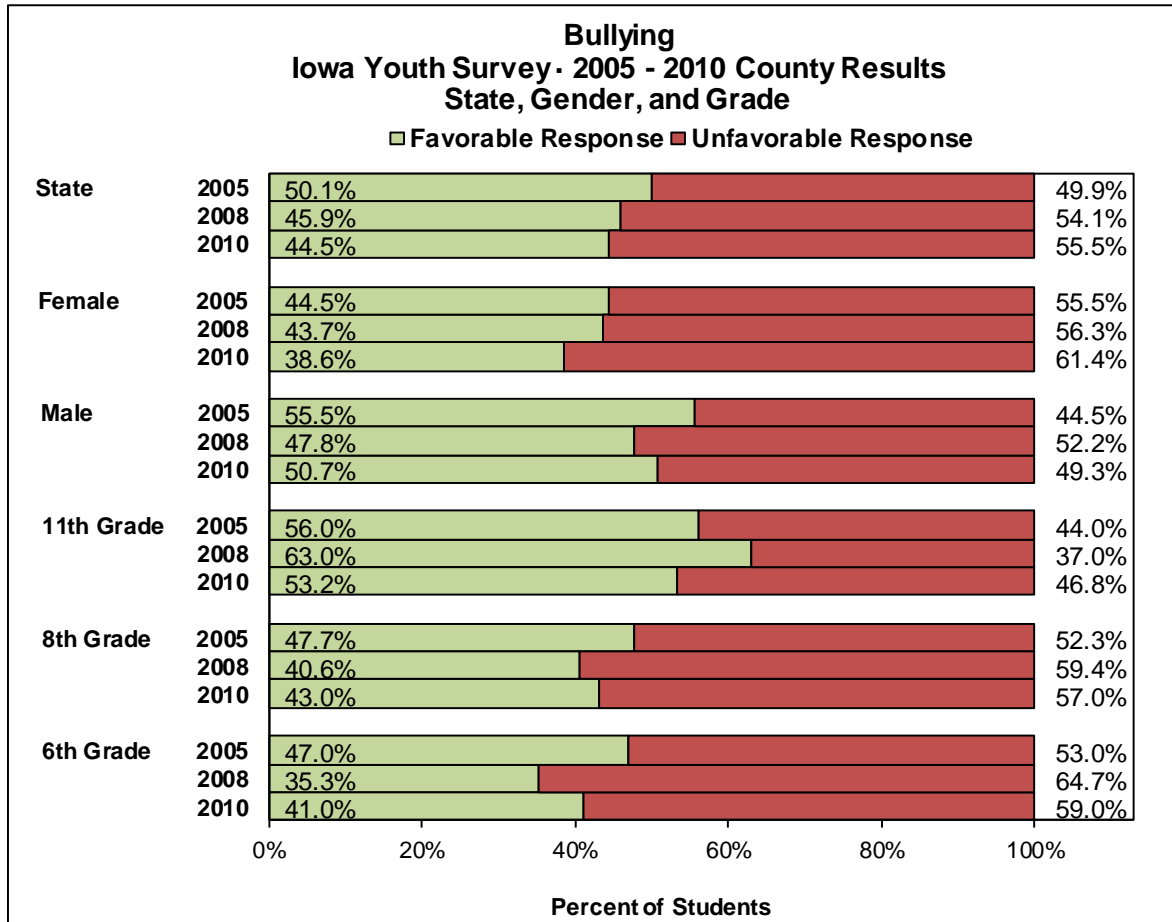
- Bullying
- Do School Adults Stop Bullying?

Figure 30. Bullying Domain



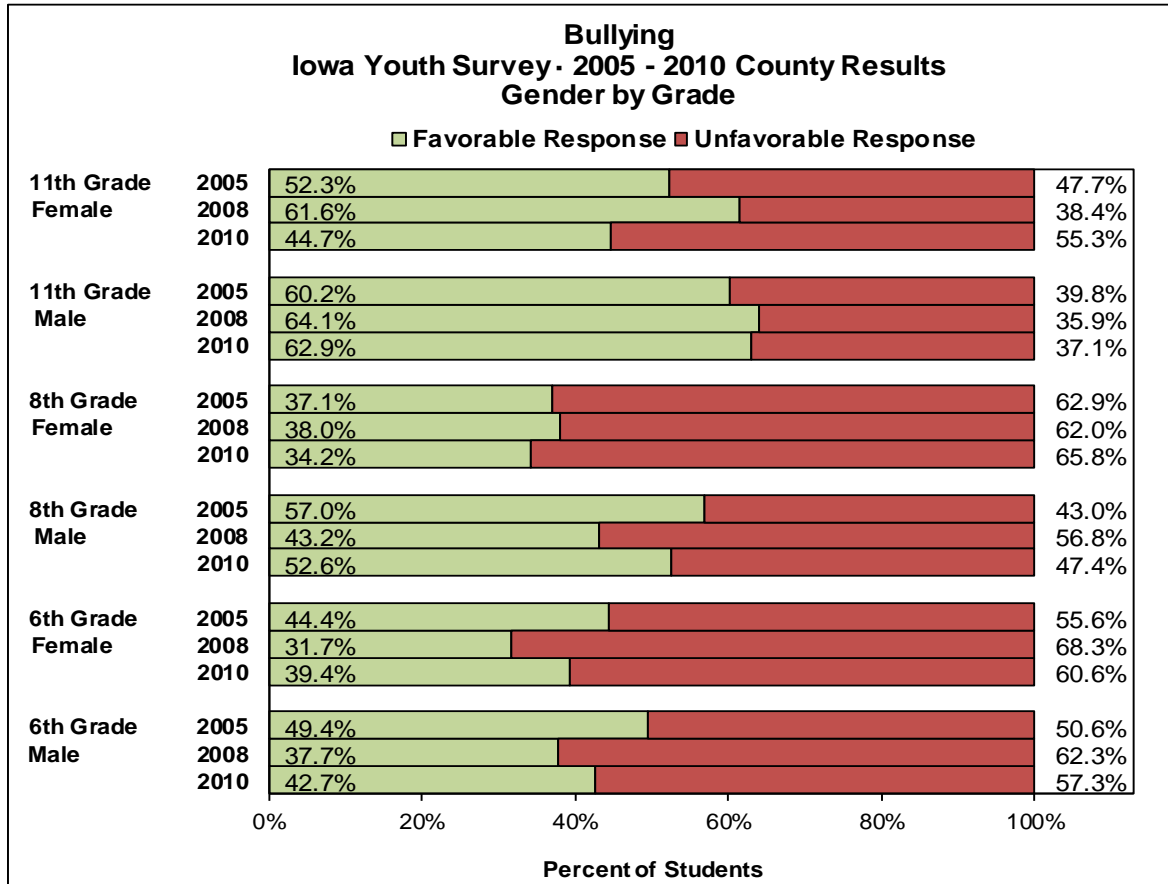
Bullying

Figure 31a. Bullying Construct: County, 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.

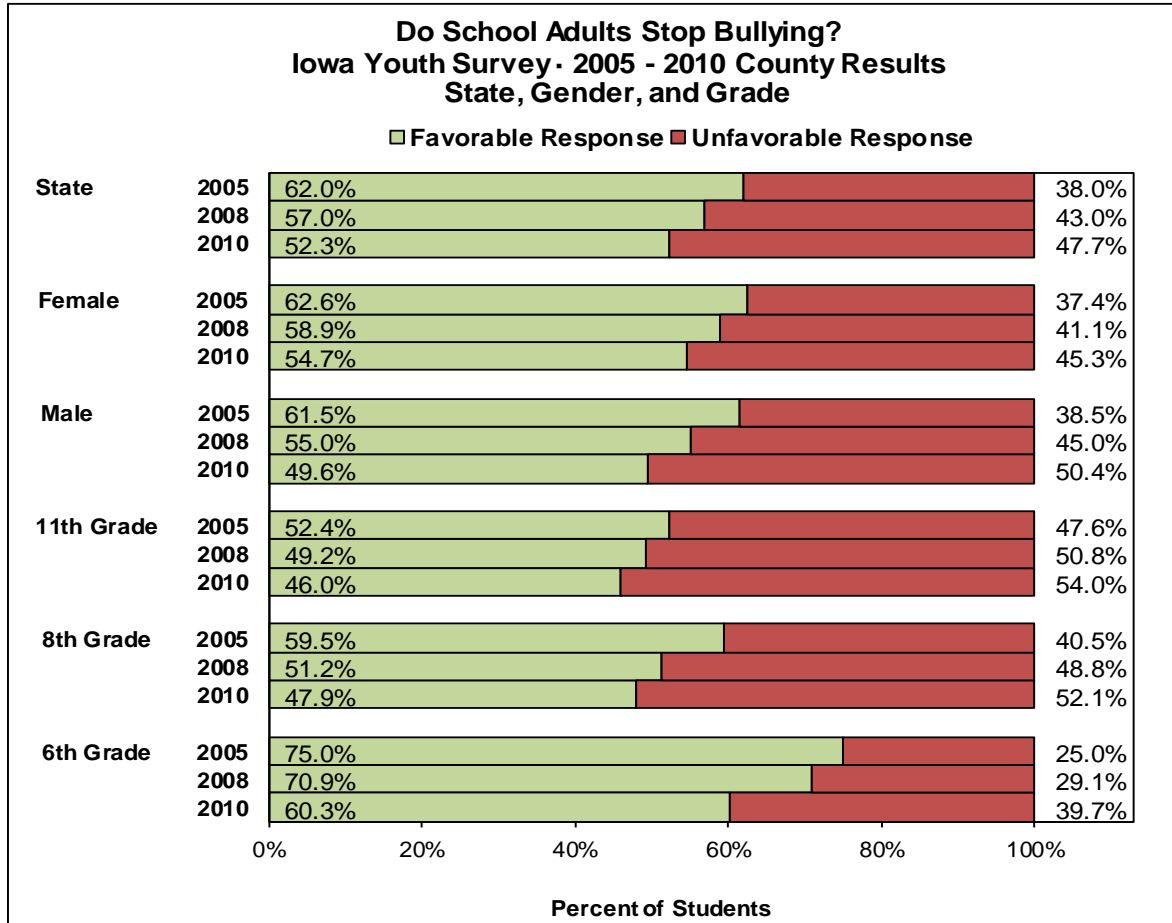
Figure 31b. Bullying Construct: Gender by Grade



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.

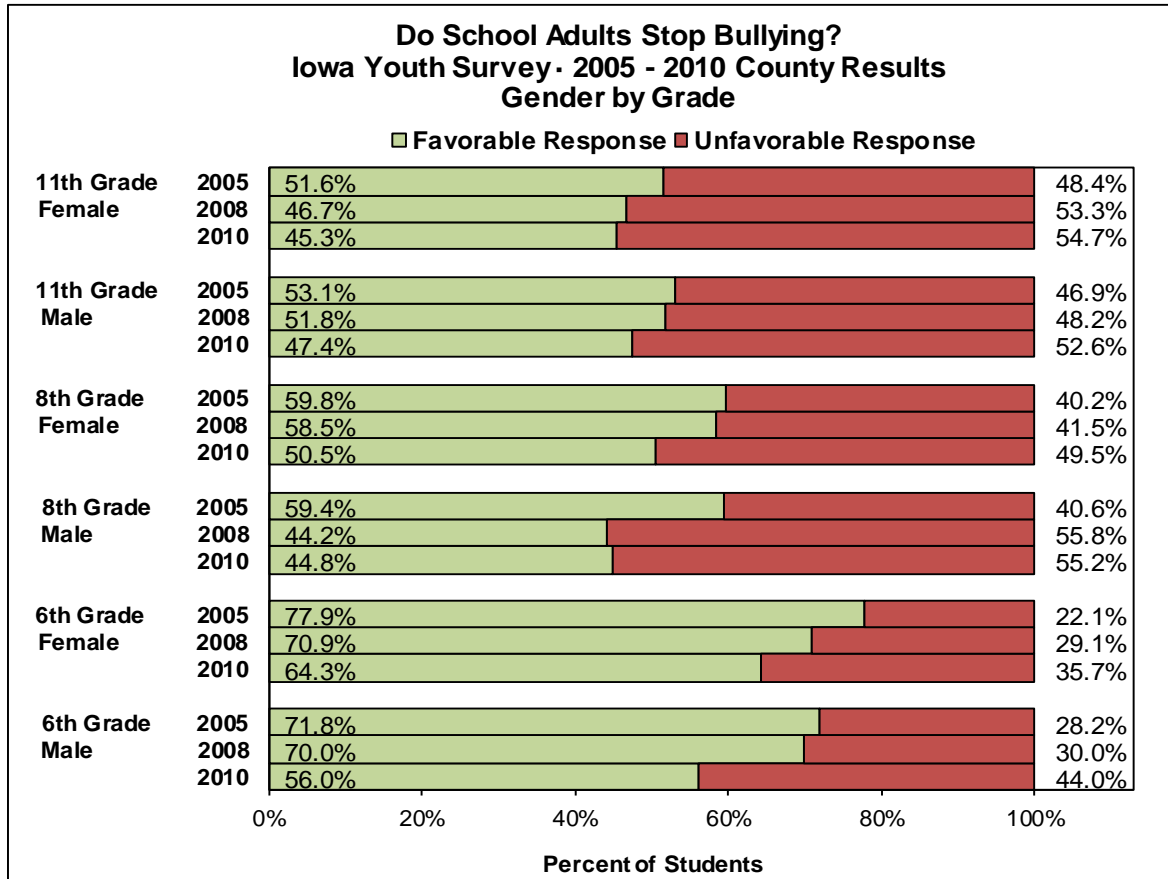
Do School Adults Stop Bullying?

Figure 32a. Do School Adults Stop Bullying? Construct: County, 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 32b. 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.