

**IOWA YOUTH SURVEY (IYS)  
TREND REPORT  
1999, 2002 and 2005**

Prepared For

**Wayne**  
County # 93

***Prepared By:***

**Research Institute for Studies in Education (RISE)  
Iowa State University**

***With Funds and/or Assistance Provided By:***

**Iowa Department of Public Health**  
Division of Behavioral Health and Professional Licensure  
Office of Gambling Treatment and Prevention  
Bureau of Disability and Violence Prevention  
Division of Health Promotion and Chronic Disease  
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**Iowa Department of Human Rights**  
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## **ACKNOWLEDGMENTS**

The 2005 Iowa Youth Survey (IYS) would never have been completed without the assistance and support of several organizations and individuals. First, we would like to thank all the district superintendents, principals, teachers, counselors, facilitators, parents and students for an incredible effort. Survey participation increased from 85,426 in 1999 to almost 97,000 in 2002. In 2005, 98,246 students participated. The increases from 1999 to 2005 were due to the continued group effort in each district, which resulted in a high level of school participation.

We are especially grateful for the assistance provided by the Iowa Department of Human Rights, Division of Criminal and Juvenile Justice Planning (CJJP) and Statistical Analysis Center, the author of the 2002 Iowa Youth Survey reports. In an effort to make the data from the 1999, 2002, and 2005 Iowa Youth Surveys comparable to the maximum degree possible, we have drawn extensively on the prior work done by the CJJP and the Iowa Consortium for Substance Abuse Research, the author of the 1999 IYS reports, in terms of data management and analyses. Also, much of the narrative in this report borrows heavily from the Consortium's 1999 IYS reports. Hopefully, this report is viewed as carrying forward the quality of the CJJP and the Consortium's previous work. Any mistakes or other problems in the 2005 report, however, are due to its authors.

The other individuals and organizations that were involved in this collaborative effort are too numerous to mention in detail, but they included individuals from state and local government agencies, youth organizations, youth service providers, and private enterprise. Each and everyone who participated provided invaluable input into the product of those efforts.

Thank you all for being a part of the 2005 collection and analyses of data on Iowa's youth.

## **IMPORTANT INFORMATION ABOUT THIS REPORT**

### **What Can I Do With The Results Reported?**

This Iowa Youth Survey (IYS) county Trend Report provides a graphical profile of changes in the youth development related needs of your county's adolescents from 1999 to 2005. These results help assess changes in the relative strengths and weaknesses of our schools, families and communities from the perspective of those students enrolled in 6<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grade. The data can be used to help county level planners identify the relative needs of the county's youth, obtain the resources necessary to develop programs that respond to those needs and, as similar data are collected over time, assess the outcomes of those programs. This county report can also be used as a standard against which to compare similar reports based on other geographical and institutional based subdivisions that might be produced. Finally, the IYS data can be combined with information from other sources to create a more comprehensive overview of positive youth development needs and any changes in them through time.

### **What Data Are Included in This Report?**

All of the data analyzed in this report come from the 1999, 2002, and 2005 Iowa Youth Surveys. The data gathering procedures were nearly identical for the 1999, 2002, and 2005 surveys, but there were some differences that could have a significant impact on comparisons between the years.

The general content of the questions included in the three surveys is very similar. The 2002 survey included 10 more questions than in the 1999 survey and several new questions were added to the 2005 survey. Among the new additions in 2005 are questions related to bullying; exercise, diet, and weight; and grades.

The appropriateness of any comparison between the 1999, 2002, and 2005 surveys, and surveys from previous years, must be considered on a question-by-question basis. Trend analyses for the most part should be considered exploratory at best. If comparisons are made, the 1999, 2002, and 2005 reports may make the county results *appear* to be significantly different, for better or worse, from the reports generated by previous surveys. This appearance may be due to differences in question wording and the representativeness of the sample rather than to actual changes in your county's youth.

### **Profile of Level of Participation**

All schools surveyed each year were asked to complete a census (100%) of their public school enrollment in grades 6, 8 and 11, as well as those age 14-18 enrolled in alternative programs. Participation, however, was voluntary (the school districts, the students' parents/guardians, and the students within each school district could opt not to participate) and the schools varied in the extent to which they succeeded in obtaining a census in both years. A comparison of the school districts participating in the 1999, 2002 and 2005 surveys also identifies some differences. In 1999, 329 of Iowa's 375 public school districts participated: in 2002, 349 of Iowa's 371 public school districts and 49 of 178 nonpublic schools participated: and in 2005, 359 of Iowa's 365 public school districts participated. Further, some school districts participated in only one or two of the three surveys. If no districts in your county participated in one of the previous year's surveys, then bars will not appear for that year. Further details on the number of students from your county that participated during each of the survey years are available in each of the county's detailed IYS reports.

While several other minor differences in the data gathering procedures and the groups compared undoubtedly exist, none are expected to have a significant impact on the results presented in this report.

### **Specific Report Content**

The analyses in this report are based on constructs included in The Iowa Youth Development Results Framework and the responses to other questions that were, for one reason or another, identified as being of special significance to State planners.

**Iowa Youth Development Results Framework Constructs.** These constructs are the product of an interactive process that began with a committee of State planners identifying hypothetical constructs and accompanying measures derived from the IYS. They were then subjected to additional theoretical consideration and empirical testing, with the results used to revise the constructs and measures, which were then reviewed and tested again and so on, until a consensus was reached on the content of each construct. A youth development model emerged that included a total of 32 core youth development constructs (measured by various combinations of 122 questions from the surveys) organized in eight key domains. Each construct is measured by one or more identical questions from the three surveys. In 2005, after careful consideration, a question about prescription drugs was added to the Illegal Drug Use construct. This will make comparisons against previous years not valid for that construct, however this does reflect problems that today's youth have with taking prescription medications illegally. A new domain, Bullying, was also added in 2005, but is not included in this report, as the pertinent questions were not included in the 1999 and 2002 surveys. This domain can however, be used in future trend reports.

The Iowa Youth Development Results Framework domains and their associated constructs are listed on the following page.

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

\*The Bullying domain is new for the 2005 report and will not be included in this trend report.

\*\* Data will not be displayed if less than 15 students answered the construct questions.

Results are reported in figures, with green bars representing the percent of respondents who responded positively to all of the questions used to assess a particular construct. The bars are presented in groups of three. The top bar represents 1999 survey results, the middle bar represents 2002 survey results and the lower bar represents 2005 survey results. At the left end of each bar is printed the percent of respondents who responded positively to the questions in the construct. For those domains comprised of more than one construct, the first figure includes the bar graphs for the county totals for each of the constructs in that particular domain. A separate figure follows for each construct included in the domain containing a repeat of the county total and breakdowns by grade, gender, and gender within grade.

The first figure for domains having more than one construct can be used to assess the relative strengths and weaknesses of each of the positive youth development needs (constructs) included in that domain from survey to survey. In the remaining figures, the results for each construct are displayed on two charts. The first chart can be used to assess differences, if any, between the 1999, 2002, and 2005 survey respondents on the county total and the 6<sup>th</sup> grade, 8<sup>th</sup> grade, 11<sup>th</sup> grade, male and female subgroups. This chart also includes the quasi panel bars, which can be used to assess maturation trends, that is, changes that take place as “the same” group of students moves from 8th to 11th grade (discussed further below). The second chart includes bars for each of the gender within grade subgroups. Any differences in the relative lengths of these bars may be considered generation trends, in that the bars represent different sets of students defined in the same manner in different years (for example, two different groups of students in the 8th grade 3 years apart). These 12 sets of bars may also be used to identify subpopulations of adolescents showing greater need for improvement in particular constructs. For example, males or 8th graders may have relatively lower percents than the other subpopulations or they may show more or less improvement from 1999 to 2005.

It should be noted that the 8th to 11th grade quasi panel analyses only approximate a panel research design. A panel design requires that the same group of subjects (in this case, the same group of individual students) be observed or questioned at different points in time. The IYS questionnaire does not contain individual respondent identifiers, so those individual 8th graders in the 2002 IYS who also completed the IYS in 2005 as 11th graders could not be selected out for a panel analysis. It is likely safe to assume that most 2002 8th graders are 11th graders in 2005, but not every 2002 8th grade student would be in 11th grade in 2005 and not every 2005 11th grader was in 8th grade in 2002. Also, not every school district participated in both the 2002 and 2005 surveys and even some of those districts that did participate in both years did not always include both their 8th and 11th grade students. Given these conditions, a two stage selection process was used in order to approximate a “true” panel design. First, only those students from school districts that reported at least some returns from both 8th and 11th graders in both 2002 and 2005 were included in these analyses. Second, only those 2005 11th graders who reported on their questionnaires that they had been in the same school district 3 or more years were included. The 8th and 11th grade quasi panel results are based on a comparison of this group of 2005 11th graders with the 2002 8th graders selected in the first stage. If none of the districts in your county surveyed 8<sup>th</sup> graders in 2002 and 11<sup>th</sup> graders in 2005, then there will not be any bars in the quasi panel area.

Please note that the information used for these county trend reports is not weighted, unlike some of the other reports produced from these surveys.

### **How Do I Identify Significant Changes?**

Given that the data are based on an incomplete census and on self-report questionnaires, the reported results should be regarded as having some margin of error. Because of the large



number of students responding to each question, small differences in percents can often be statistically significant. A practical rule of thumb is to consider differences of 1% or greater to be differences that are meaningful.

### **Some Additional Cautions When Interpreting the Results Reported**

Unless the districts in your county collected data from every student, there is always the possibility that the students who completed the IYS are not representative of all students in your county. In general, the higher the proportion of students participating, the more likely the sample is representative and without bias. Still, only the school districts know exactly why some of the students did not participate, and only school district personnel can be fully aware of any biases that those non-participating students might introduce into the report percentages.

Several different procedures for presenting the Iowa Youth Development Results Framework data were explored, and all had advantages and disadvantages. The percent of respondents scoring positively on all the questions was judged to be the most desirable way of presenting these data. A high proportion of students scoring positively on all the questions in a construct is certainly an encouraging result. One should not, however, necessarily take such a finding as evidence that there is no room for improvement in the youth development need which that construct represents. It is quite probable that there are several respondents who did not respond in the most desirable way included in that high percentage. Also, a relatively low percentage scoring positively on all questions should not necessarily be a cause for excessive concern. It may well be that a negative response to only one question in a multi-question construct is primarily responsible for this low percentage, and on every other question in the construct the students' responses are positive. Further, in terms of identifying changes (positive or negative), it is the difference between years rather than the relative size of the proportion of students meeting the score criterion in any one year that is of most significance. The bottom line is that while the differences in the percentage of students who answer positively can be used to assess the relative needs among these constructs, there is likely to be plenty of room for improvement in meeting any of the 32 positive youth development needs and goals represented by these constructs.

The youth development domain/construct labels included in this report are common to a wide range of youth development related theories and models and they can be measured in many different ways. The list of questions and responses that accompany each figure tell exactly how these domains/constructs were measured in this report, and that may or may not be the same as they are measured in other youth development related data. Any comparison of this data with any other data (national or state) that might be based on similar labels should be approached with caution and the actual measures used in each database carefully compared and assessed for compatibility.

It must also be remembered that the youth development constructs presented in this report are summary measures based on the responses to one or some combination of questions that appear in each of the 1999, 2002, and 2005 Iowa Youth Surveys. No matter how or what combinations of questions may be used to summarize the IYS data or how the responses are scored, those combinations will to one degree or another provide an incomplete information base. In order to identify more specific needs, the data in this trend report will often need to be supplemented by comparisons based on the individual questions included in the multi-question constructs, as well as by examination of the full range of responses to each question. For example, the Substance Use Risk Awareness construct in this report provides a summary measure of the extent to which Iowa students are aware of substance use risks in total, but not the level of risk awareness for specific substances. The total score provides an overall view but

does not identify which specific areas of risk awareness are in most need of improvement. In order to allocate scarce resources in the most efficient manner possible, a comparison of the responses to each question in the surveys would be necessary.

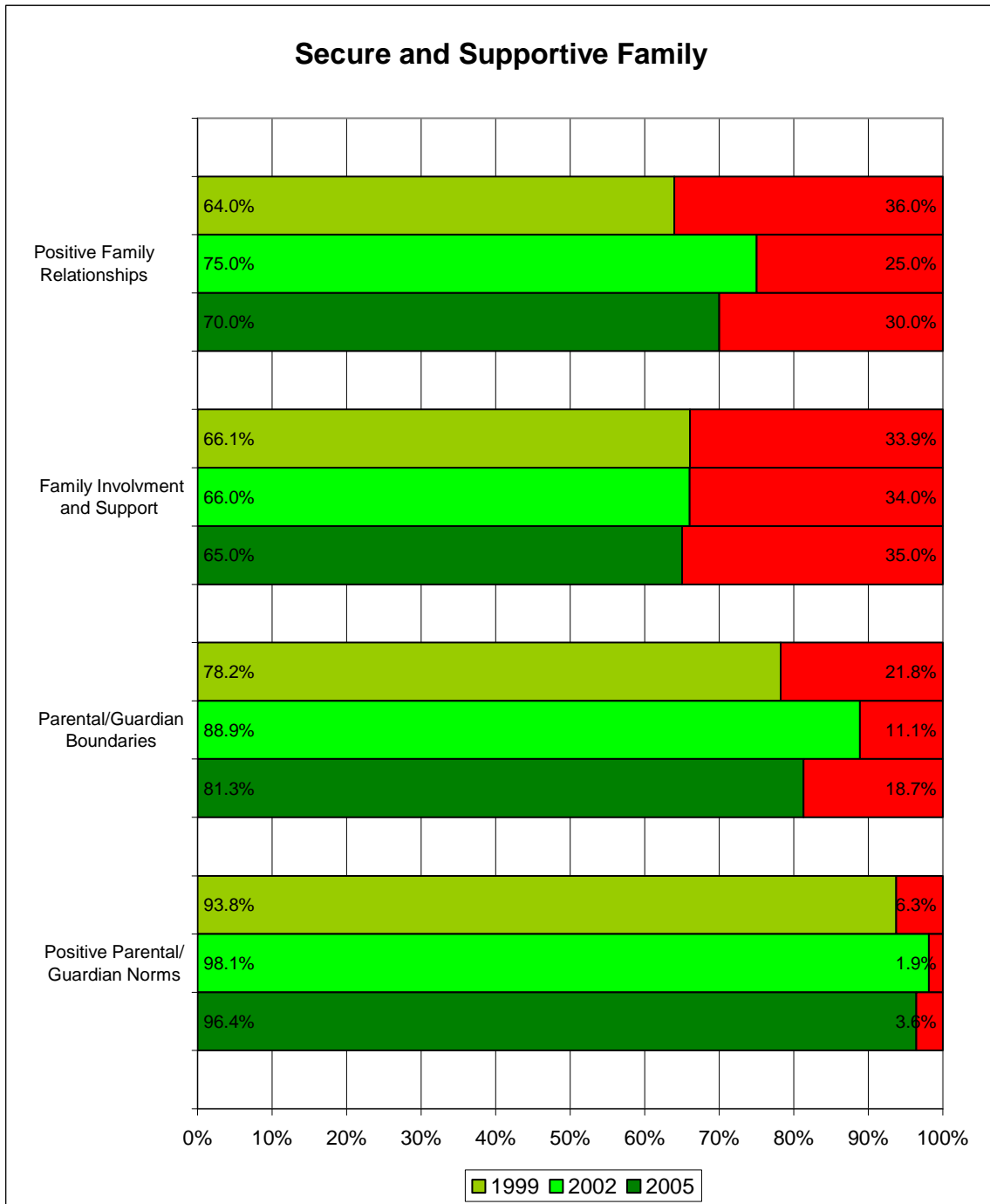
Finally, the results framework and constructs described in this report should also be viewed as a work in progress. As the positive youth development knowledge base grows, new constructs may need to be added and/or the current constructs revised. New and/or alternative means of measuring the current constructs may be developed, including additions to or revisions of the questions in the IYS questionnaire. Also, new data sources may be identified that could be used in lieu of, or as complements to, the IYS data presented in this report.

### ***Other Available Reports***

**State and AEA.** The State level trend report is available to the public. This report is different in some respects from the county reports, but counties will be able to use the State report to help integrate their data with state level aggregates. The report is available on the IYS website, <http://www.iowayouthsurvey.org> as well the websites of other state agencies funding this study.

## IOWA YOUTH DEVELOPMENT DOMAINS AND RELATED CONSTRUCTS

### A. Secure and Supportive Family Domain



Green bars represent positive results, Red bars negative results

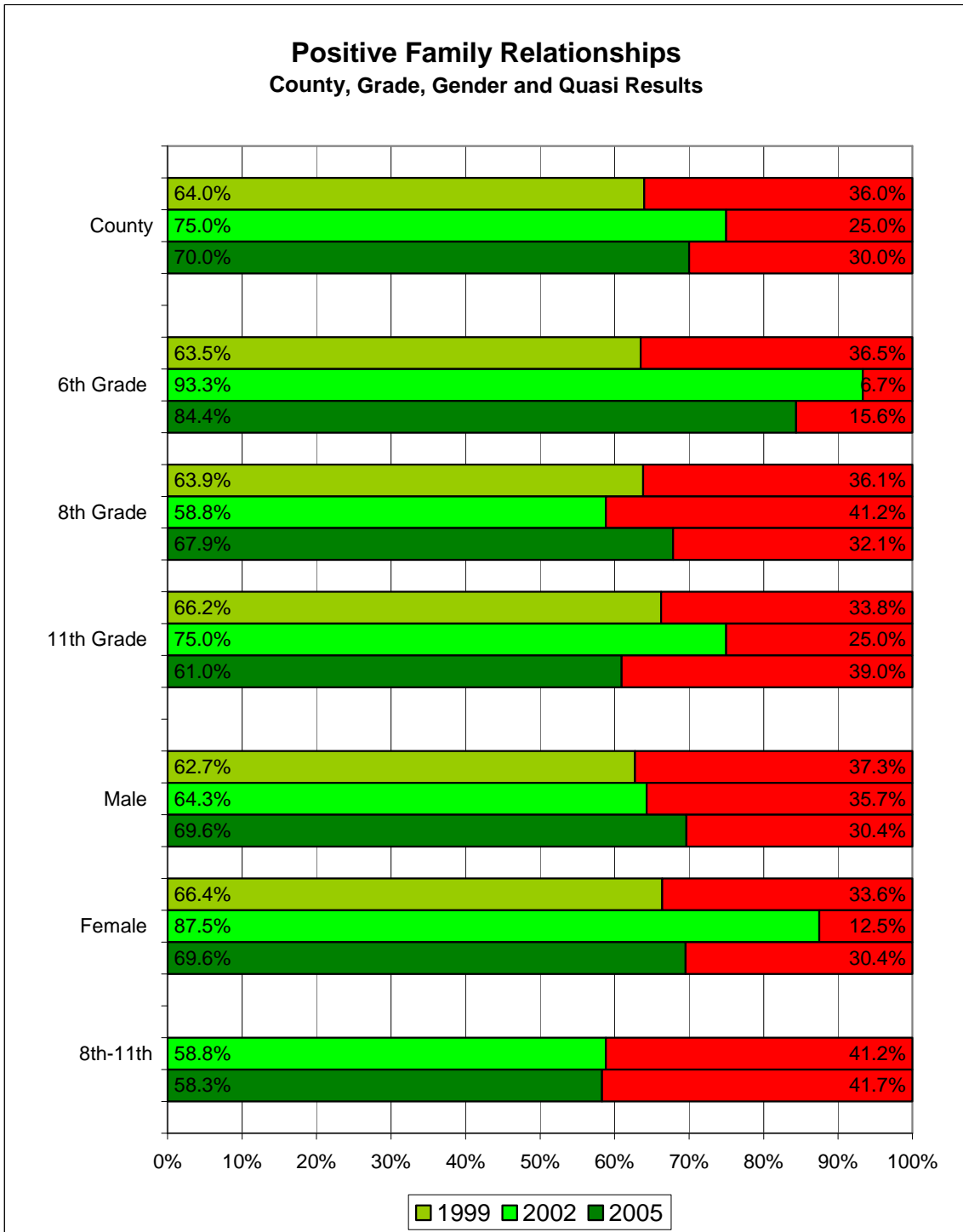
### **Questions Included in the Domain—Secure and Supportive Family**

The 4 questions included in the Positive Family Relationships construct are: 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, and I can get help and support when I need it from someone in my home. A "strongly agree" or "agree" response is coded as positive and a "disagree" or a "strongly disagree" response is coded as negative.

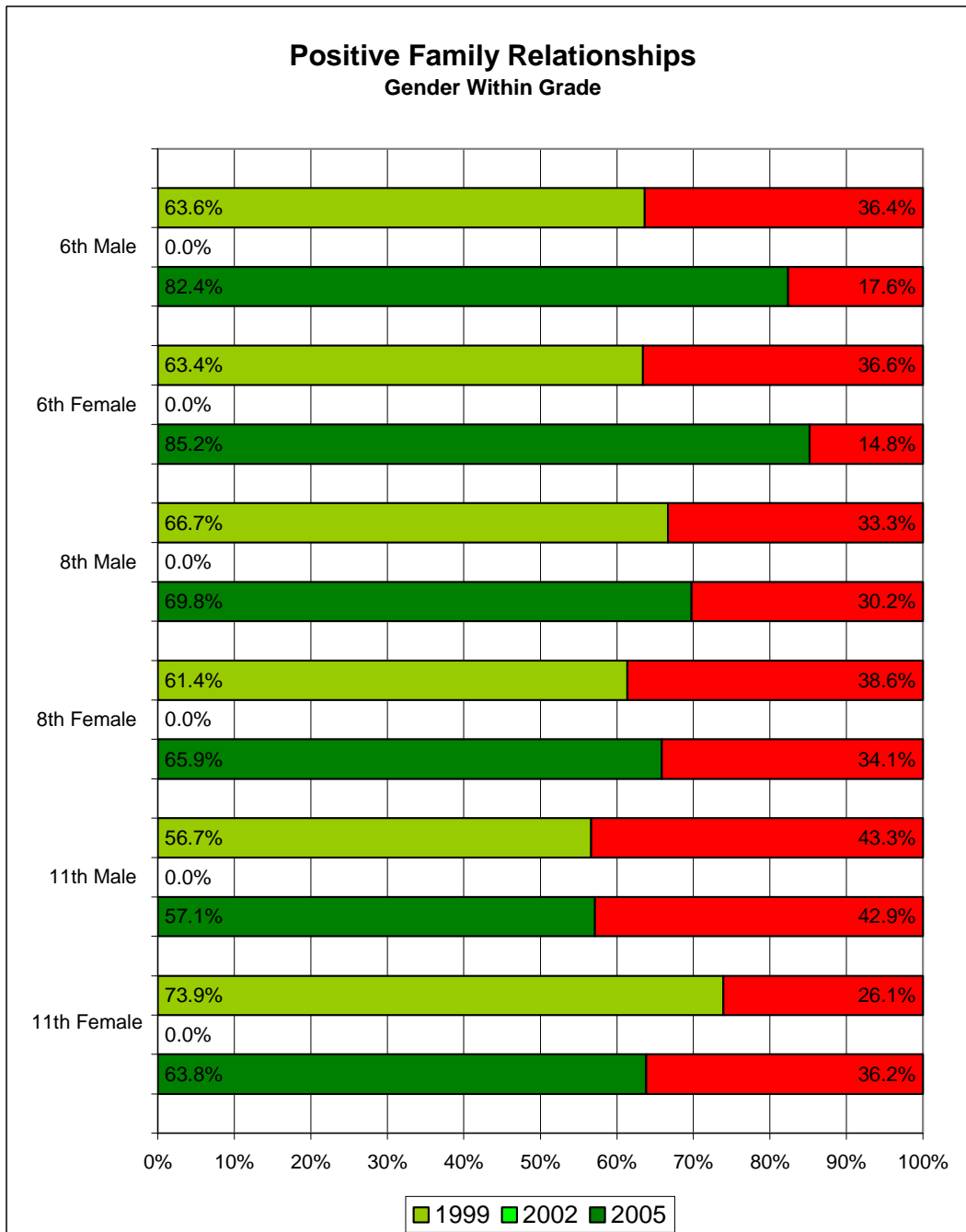
The 6 questions included in the Family Involvement and Support construct are: A parent/guardian knows where I am and who I am with, especially in the evenings and on weekends; A parent/guardian checks to make sure I have done the things I am supposed to do (school homework, household chores, get home 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 school work, and At least one of my parents/guardians goes to school activities that I am involved in. An "always" or "often" or "sometimes" is coded as positive and "never" is coded as negative.

The 2 questions in the Parental/Guardian Boundaries construct are: 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, and in my home there are clear rules about what I can and cannot do. A "strongly agree" or "agree" is coded as positive and a "strongly disagree" or "disagree" is coded as negative.

The 6 questions in the Positive Parental/Guardian Norms construct share the same stem, How wrong would your parents/guardians feel it would be for you to: Drink beer, wine or hard liquor (for example vodka, whiskey, gin) without their permission; Smoke cigarettes; Smoke marijuana; Start a physical fight with someone; Go to a party where kids under 21 were using alcohol, and Go to a party where kids were using drugs. A "very wrong" or "wrong" or "a little wrong" or "don't know" is coded as positive and a "not wrong at all" is coded as negative.



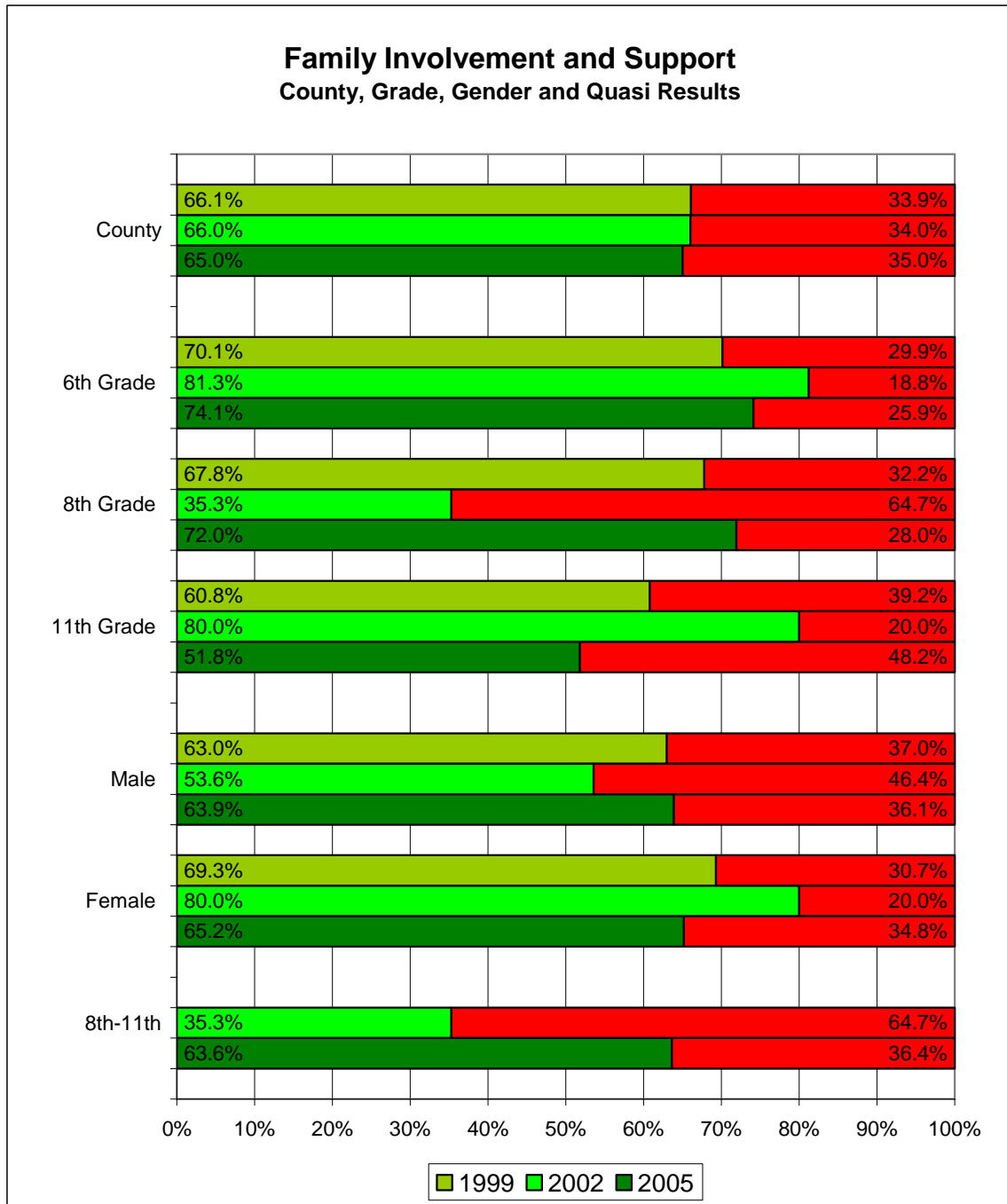
Green bars represent positive results, Red bars negative results



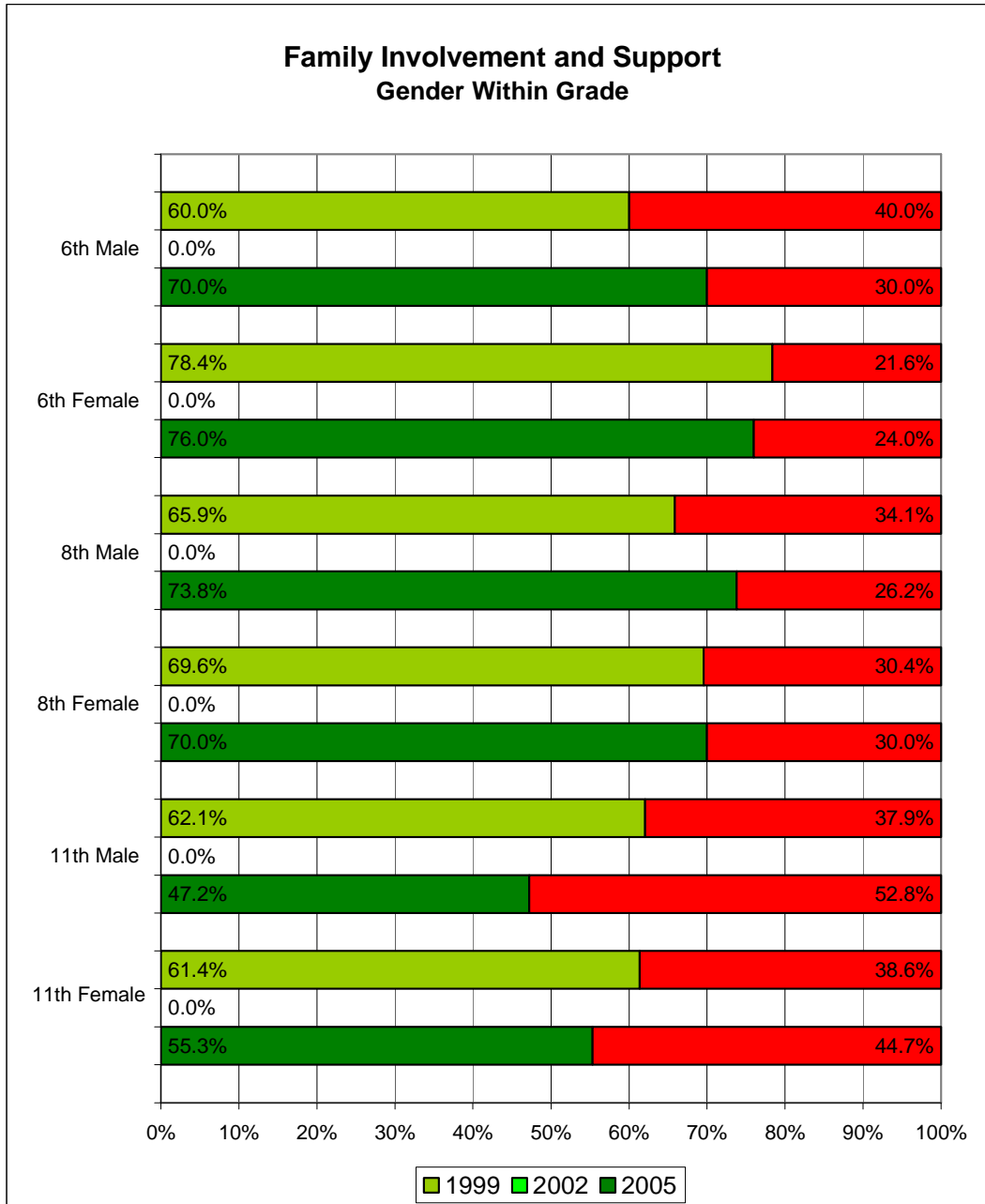
Green bars represent positive results, Red bars negative results

### Questions Included in the Construct

The 4 questions included in the **Positive Family Relationships** construct are: 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, and I can get help and support when I need it from someone in my home. A "strongly agree" or "agree" response is coded as positive and a "disagree" or a "strongly disagree" response is coded as negative.



Green bars represent positive results, Red bars negative results

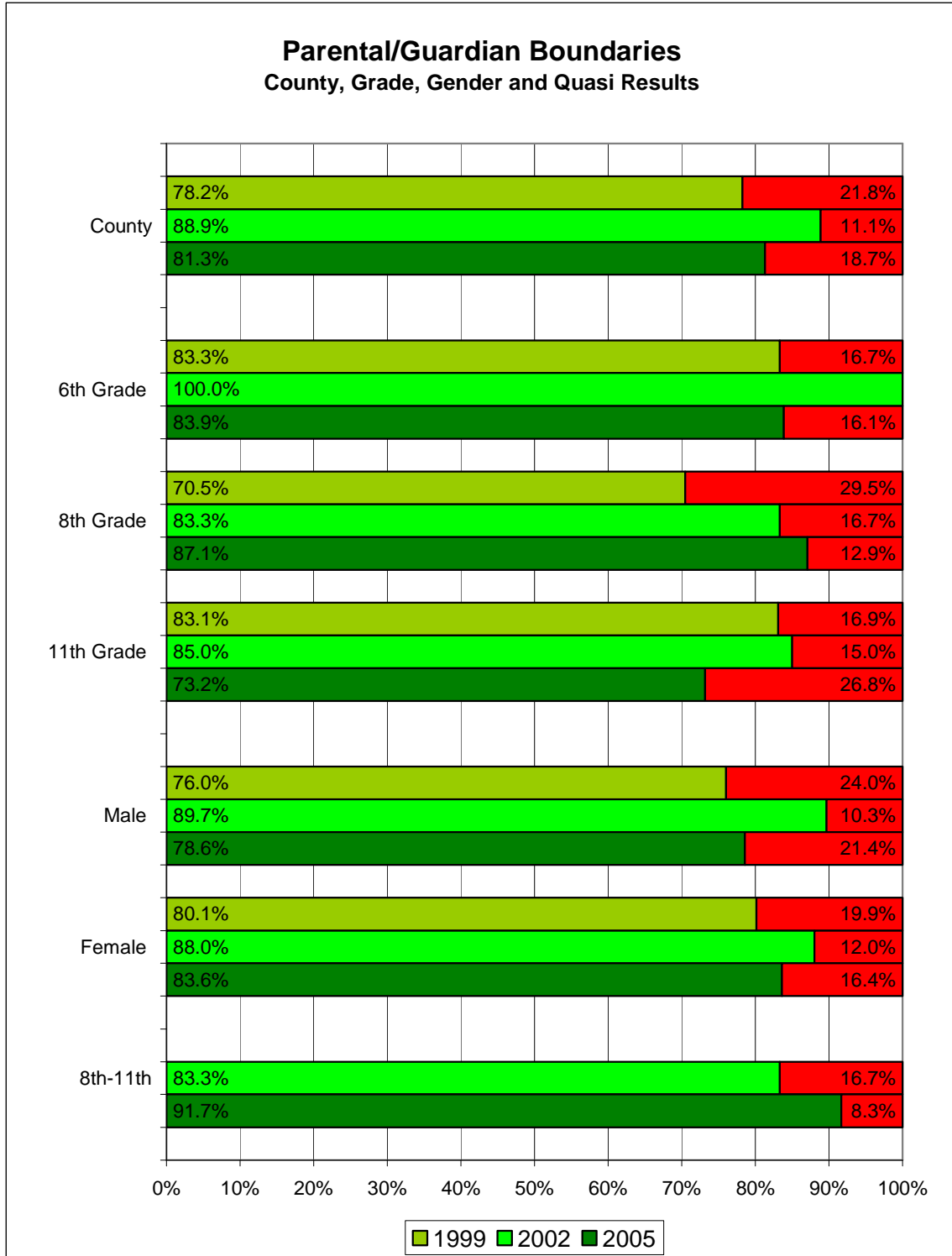


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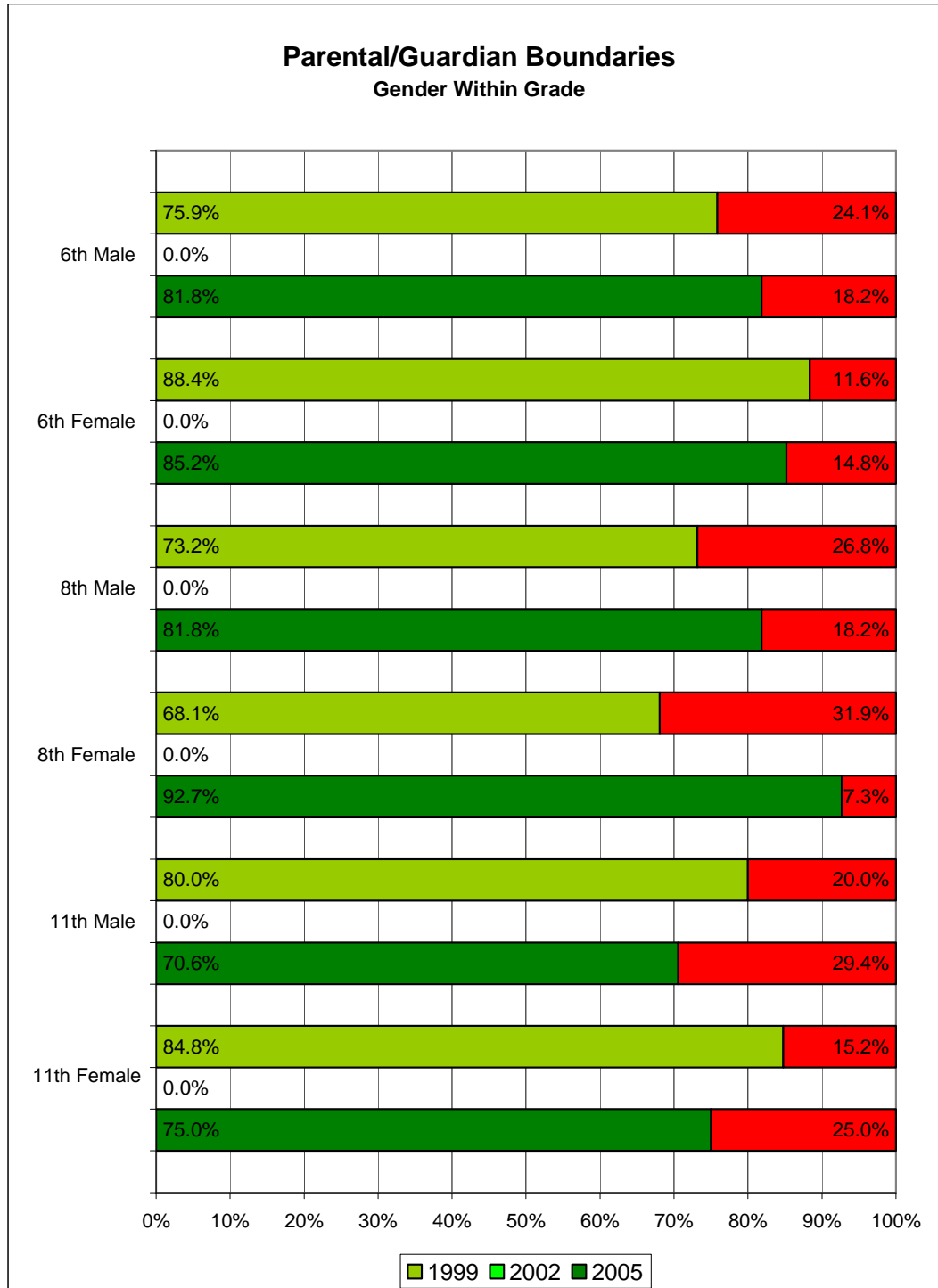
### Questions Included in the Construct

The 6 questions included in the **Family Involvement and Support** construct are: A parent/guardian knows where I am and who I am with, especially in the evenings 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 school work, and At least one of my parents/guardians goes to school activities that I am involved in. An “always” or “often” or “sometimes” is coded as positive and “never” is coded as negative.





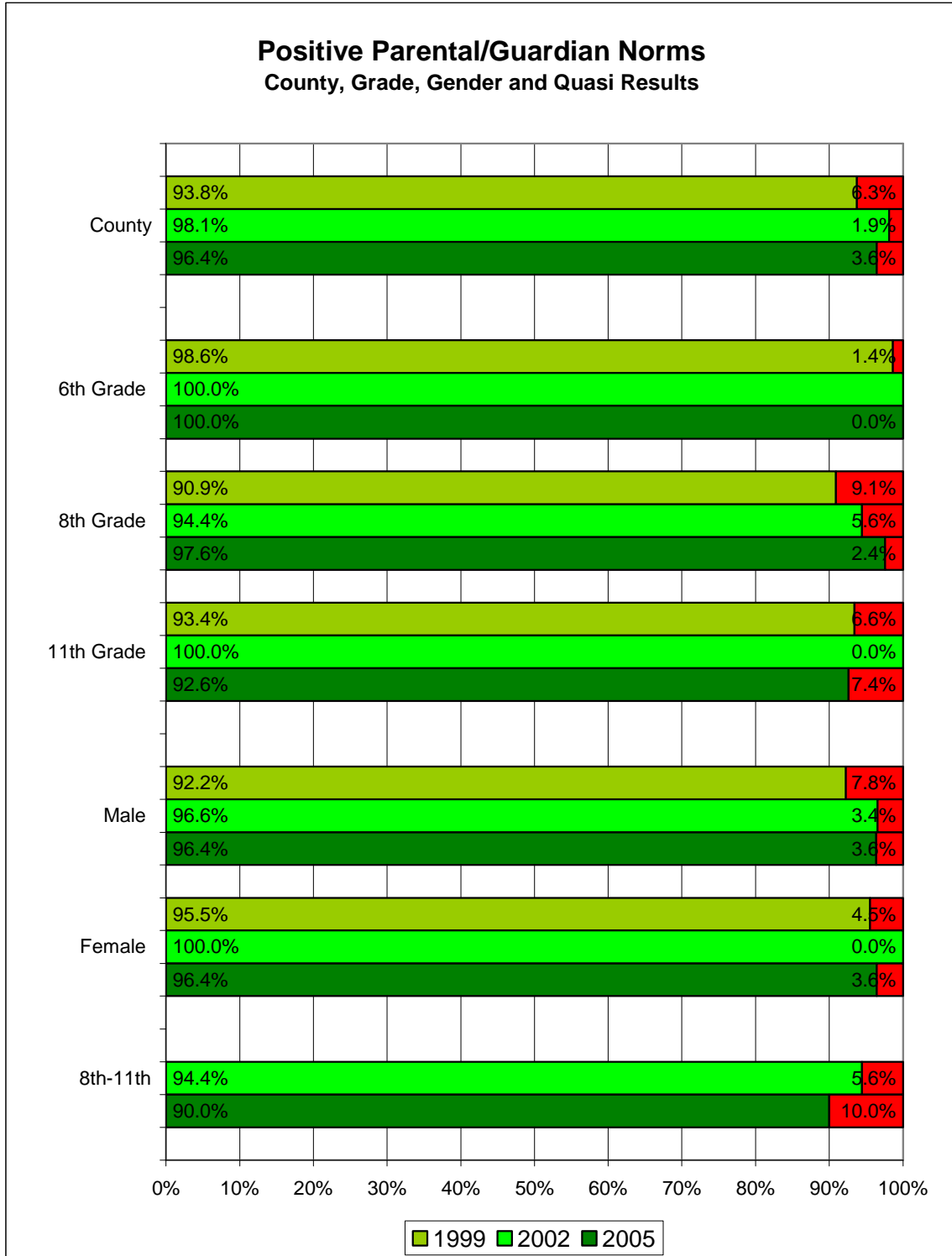
Green bars represent positive results, Red bars negative results



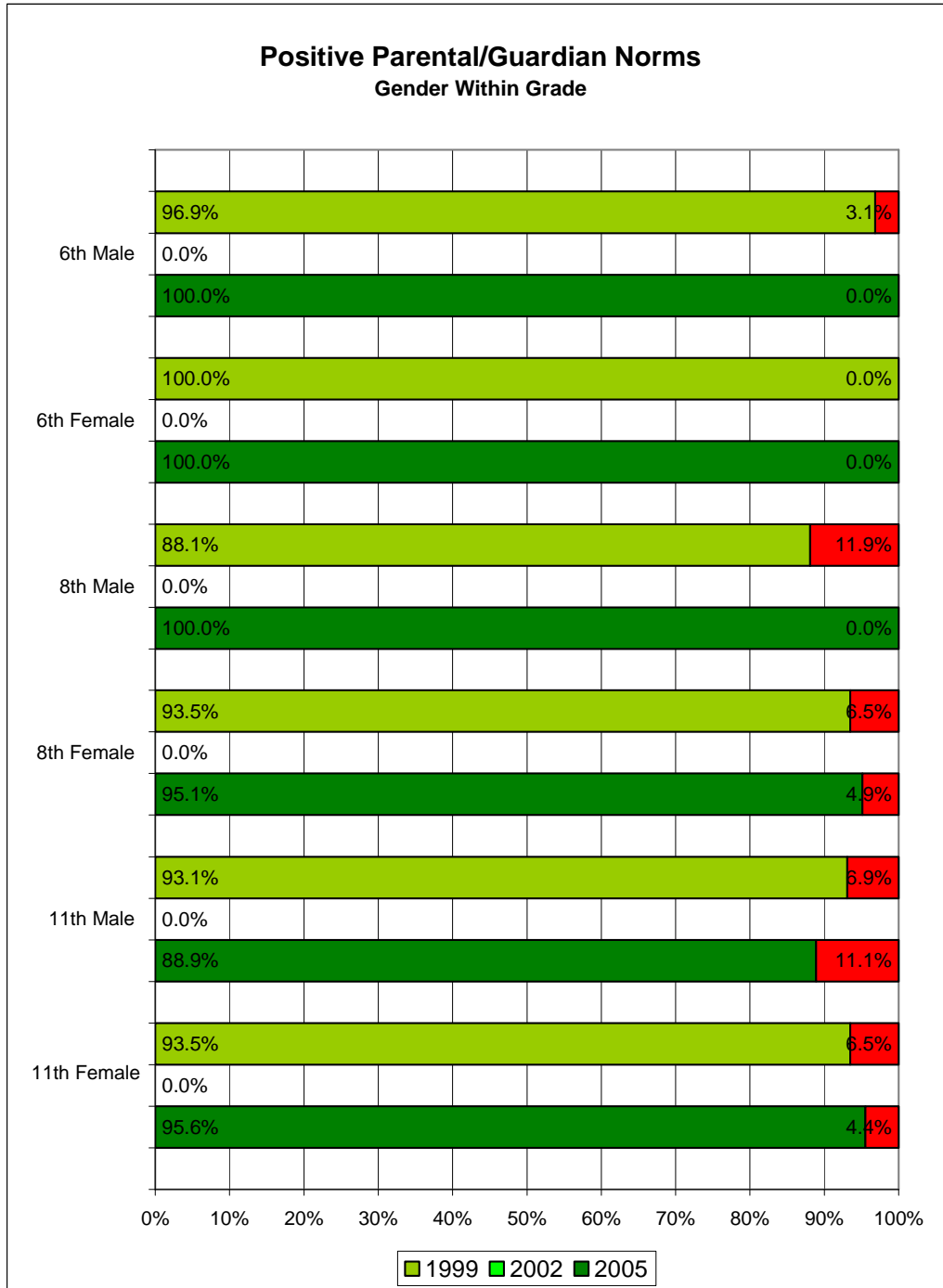
Green bars represent positive results, Red bars negative results

### Questions Included in the Construct

The 2 questions in the **Parental/Guardian Boundaries** construct are: 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, and In my home there are clear rules about what I can and cannot do. A "strongly agree" or "agree" is coded as positive and a "strongly disagree" or "disagree" is coded as negative.



Green bars represent positive results, Red bars negative results

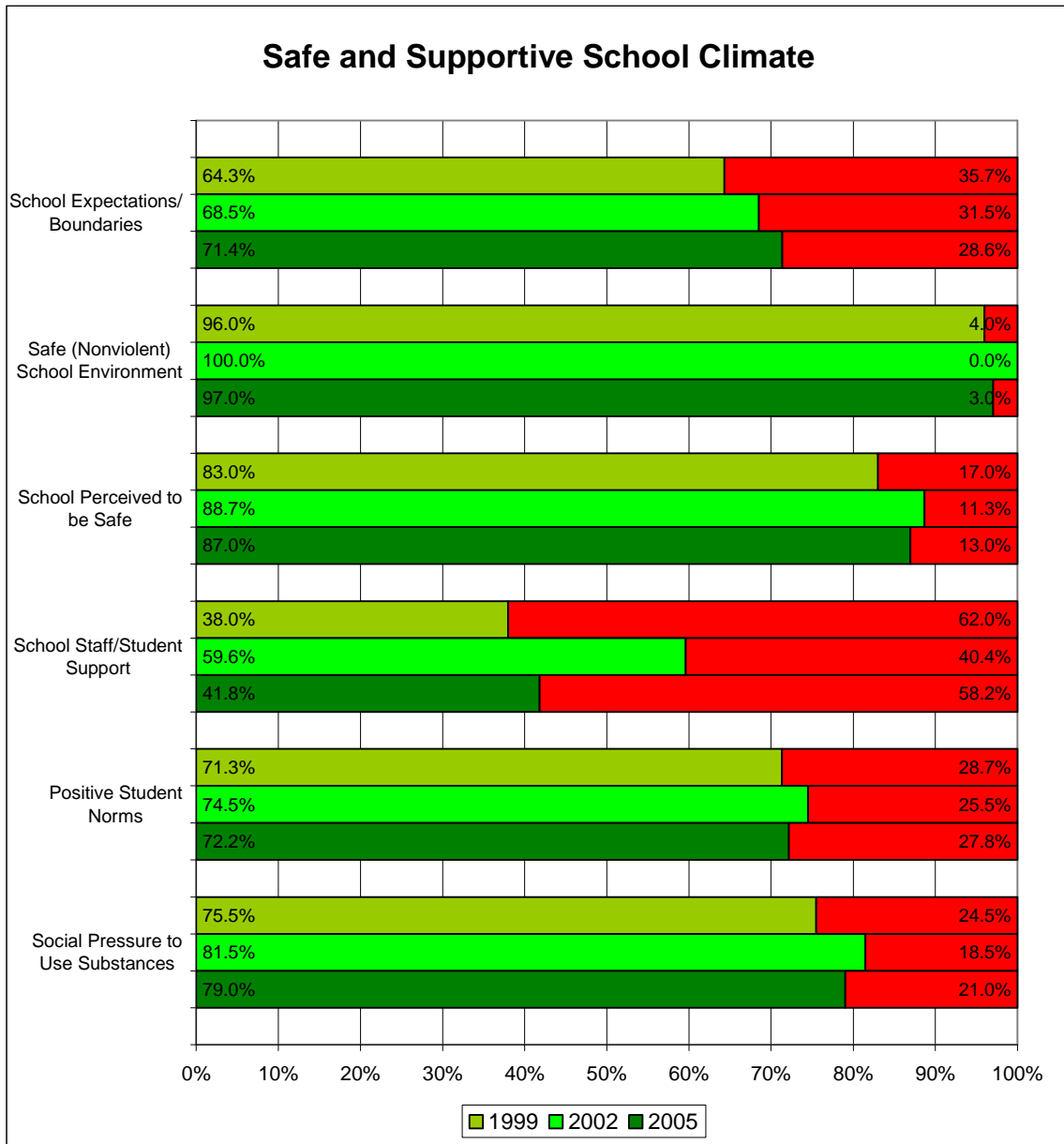


Green bars represent positive results, Red bars negative results

### Questions Included in the Construct

The 6 questions in the **Positive Parental/Guardian Norms** construct share the same stem, How wrong would your parents/guardians feel it would be for you to: Drink beer, wine or hard liquor (for example vodka, whiskey, gin) without their permission; Smoke cigarettes; Smoke marijuana; Start a physical fight with someone; Go to a party where kids under 21 were using alcohol, and Go to a party where kids were using drugs. A “very wrong” or “wrong” or “a little wrong” or “don’t know” is coded as positive and a “not wrong at all” is coded as negative.

**B. Safe and Supportive School Climate Domain**



Green bars represent positive results, Red bars negative results

## Questions Included in the Domain—Safe and Supportive School Climate

The 5 questions included in the School Expectations/Boundaries construct are: There are clear rules about what students can and cannot do; The school principal and teachers consistently enforce school rules; If I skipped school at least one of my parents/guardians would be notified; Students caught drinking, smoking, or using an illegal drug are not allowed to participate in any extracurricular activity for some time period, and My school lets a parent/guardian know if I've done something wrong. A "strongly agree" or "agree" is coded as positive and a "strongly disagree" or "disagree" is coded as negative.

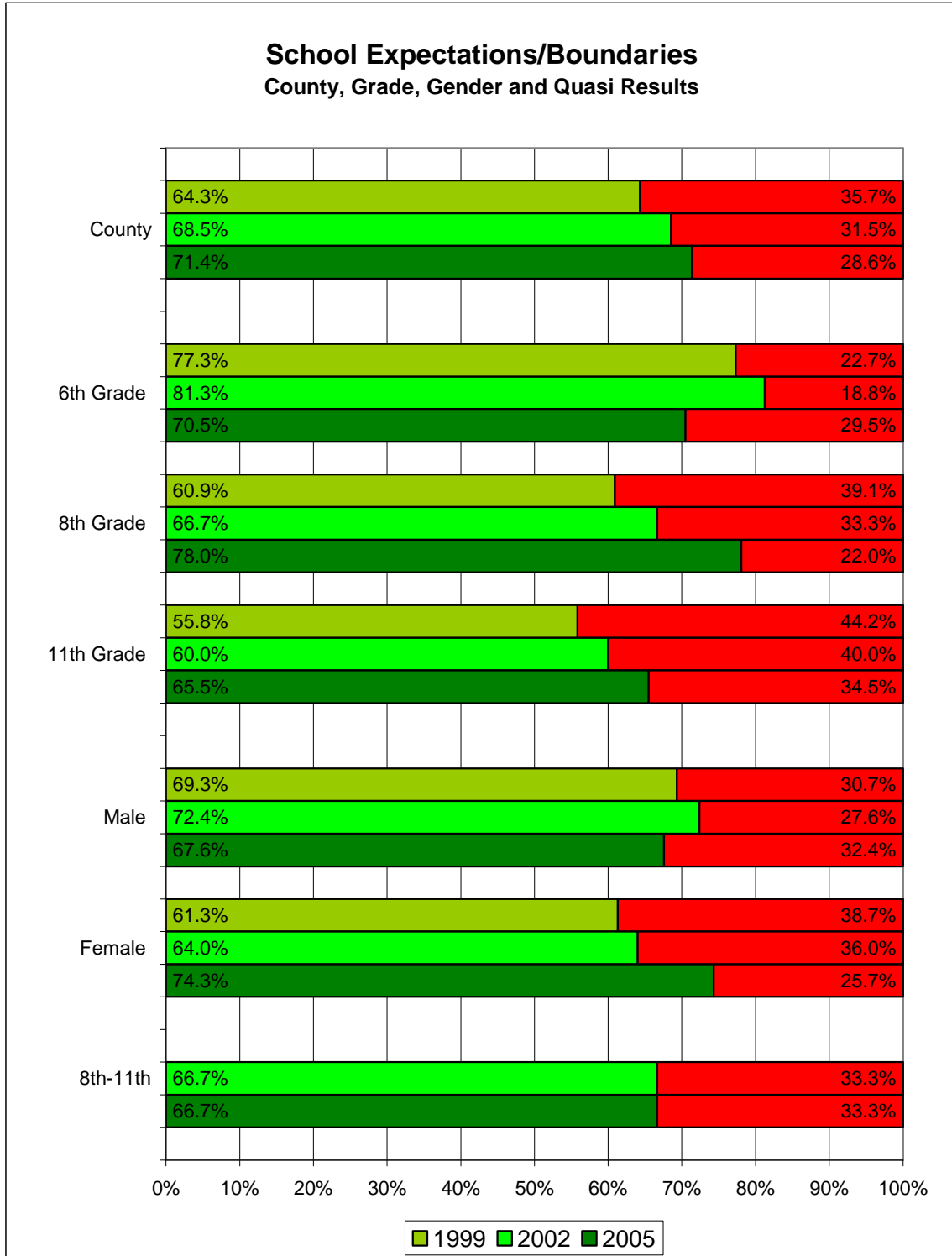
The 2 questions in the Safe (Nonviolent) School Environment construct share the same stem (In the past 12 months, how often have you): Had your things (clothing, books, bike, car) stolen or deliberately damaged on school property, and Been threatened or injured by someone with a weapon (like a gun, knife or club) on school property. A "none" or "1 or 2 times" is coded as positive and a "3-5 times" or "6 or more times" is coded as negative.

The 1 question in the School Perceived to be Safe construct is: I feel safe at school. A "strongly agree" or "agree" is coded as positive and a "strongly disagree" or "disagree" is coded as negative.

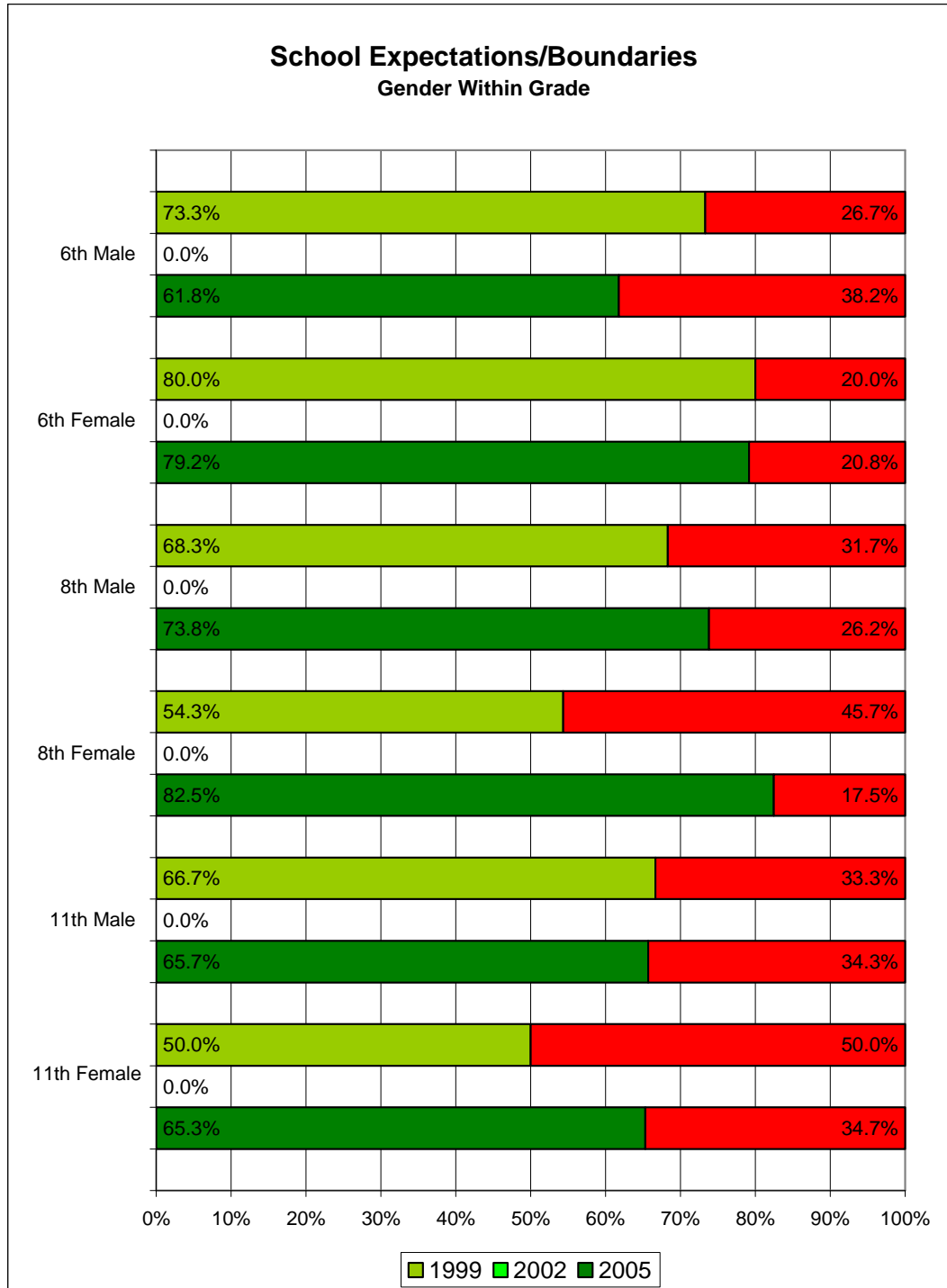
The 6 questions in the School Staff/ Student Support constructs are: My teachers care about me; My teachers are available to talk with students one-on-one; My teachers notice when I am doing a good job and let me know about it; Students in my school treat each other with respect; My school lets a parent/guardian know if I'm doing a good job, and There is at least one adult at school that I could go to for help with a problem. A "strongly agree" or "agree" is coded as positive and a "strongly disagree" or "disagree" is coded as negative.

The 6 questions included in the Positive Student Norms construct share the same stem [How wrong would most of the students in you school (not just your best friends) feel it would be for you to]: Drink beer, wine, or hard liquor (for example vodka, whiskey, gin); Smoke cigarettes; Smoke marijuana; Start a physical fight with someone; Go to a Party where kids under 21 were using alcohol; Go to a party where kids were using drugs. A "very wrong" or "wrong" or "a little wrong" or "don't know" is coded as positive and a "not wrong at all" is coded as negative.

The 4 questions included in the Social Pressure to Use Substances Limited construct share the same stem [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, and Used any other illegal drug. A "less popular" or "a lot less popular" or "wouldn't change my popularity" is coded as positive and "a lot more popular" or "more popular" is coded as negative.



Green bars represent positive results, Red bars negative results



Green bars represent positive results, Red bars negative results

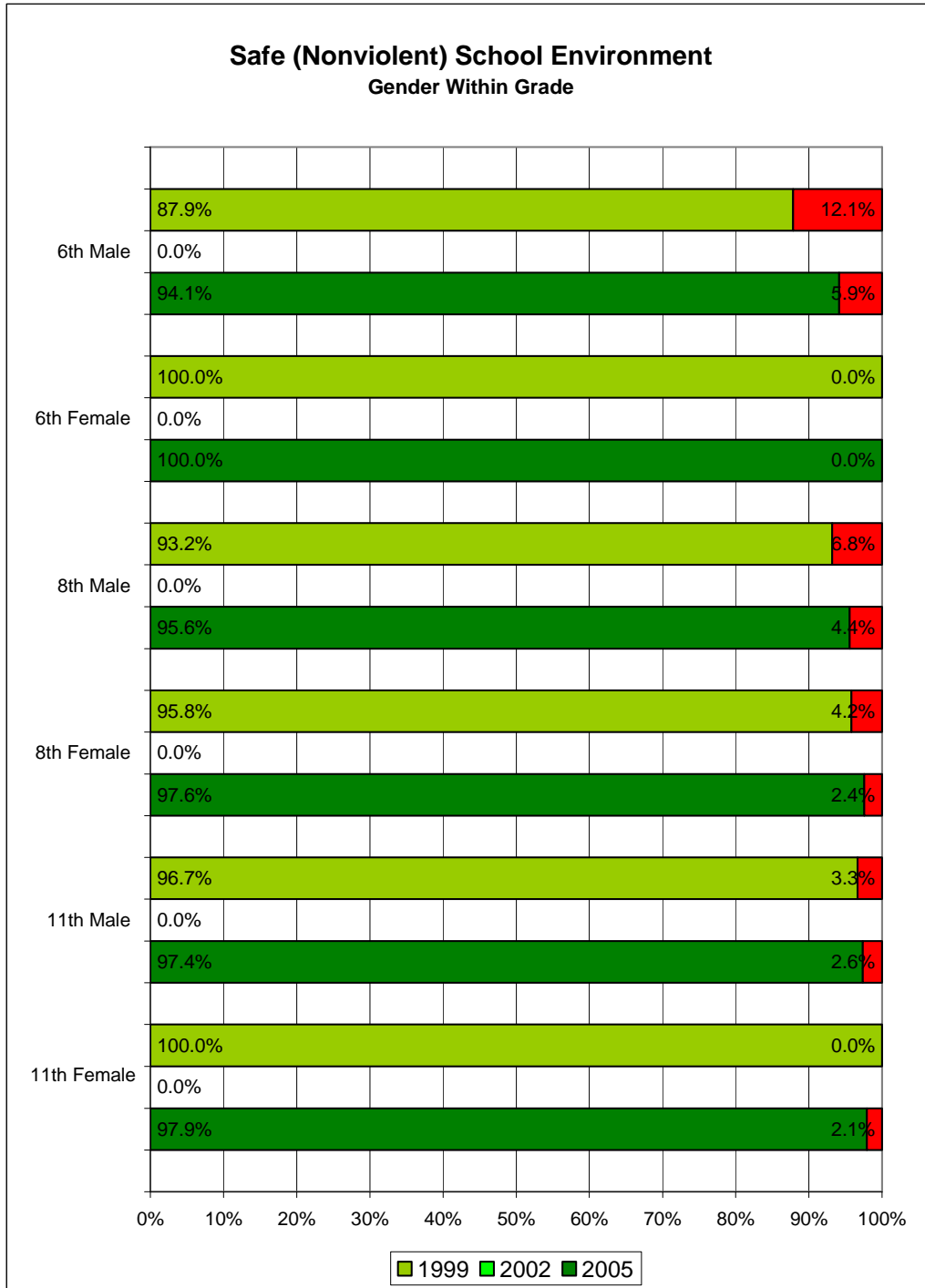
### Questions Included in the Construct

The 5 questions included in the **School Expectations/Boundaries** construct are: There are clear rules about what students can and cannot do; The school principal and teachers consistently enforce school rules; If I skipped school at least one of my parents/guardians would be notified; Students caught drinking, smoking, or using an illegal drug are not allowed to participate in any extracurricular activity for some time period, and My school lets a parent/guardian know if I've done something wrong. A "strongly agree" or "agree" is coded as positive and a "strongly disagree" or "disagree" is coded as negative.





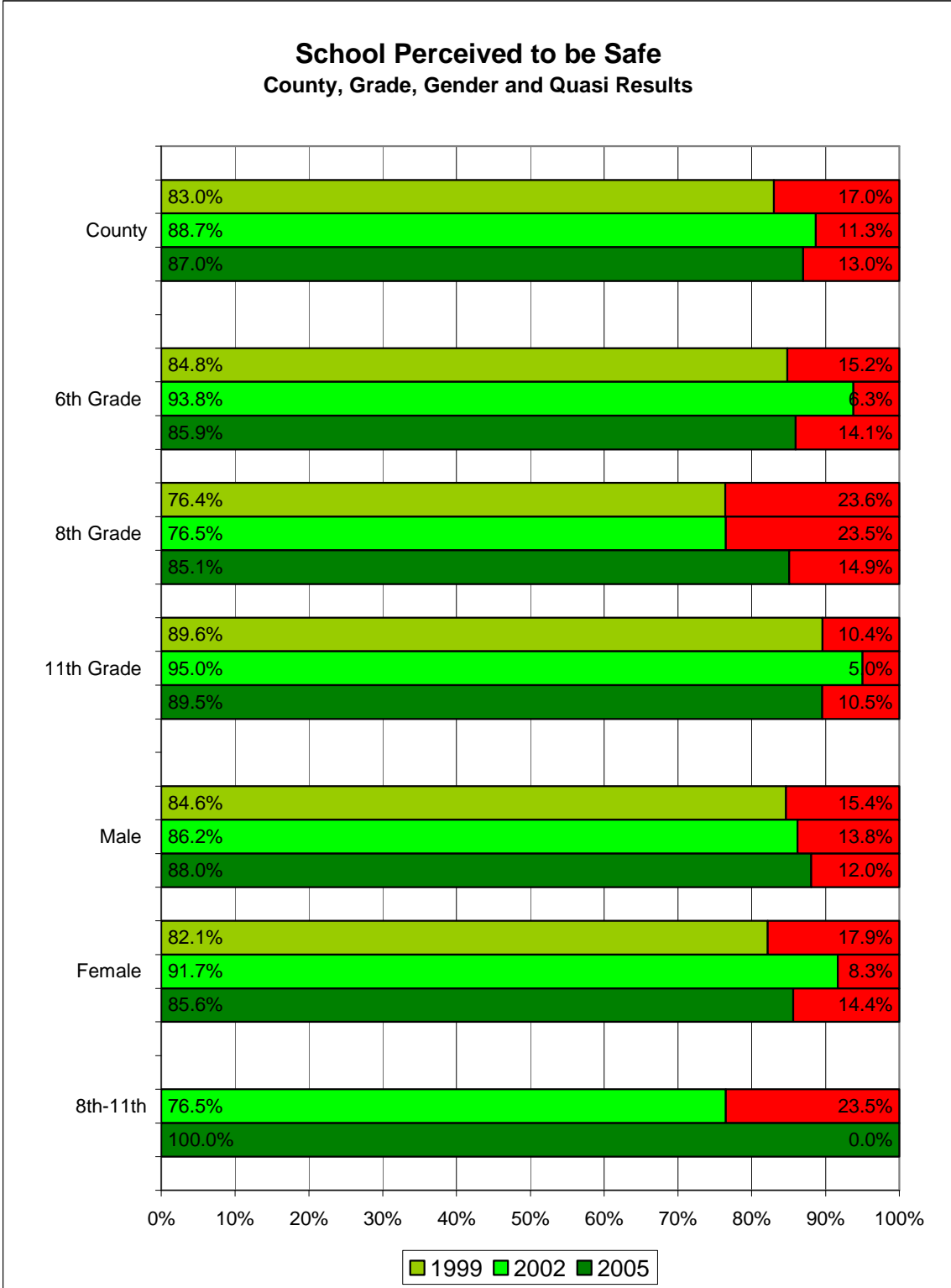
Green bars represent positive results, Red bars negative results



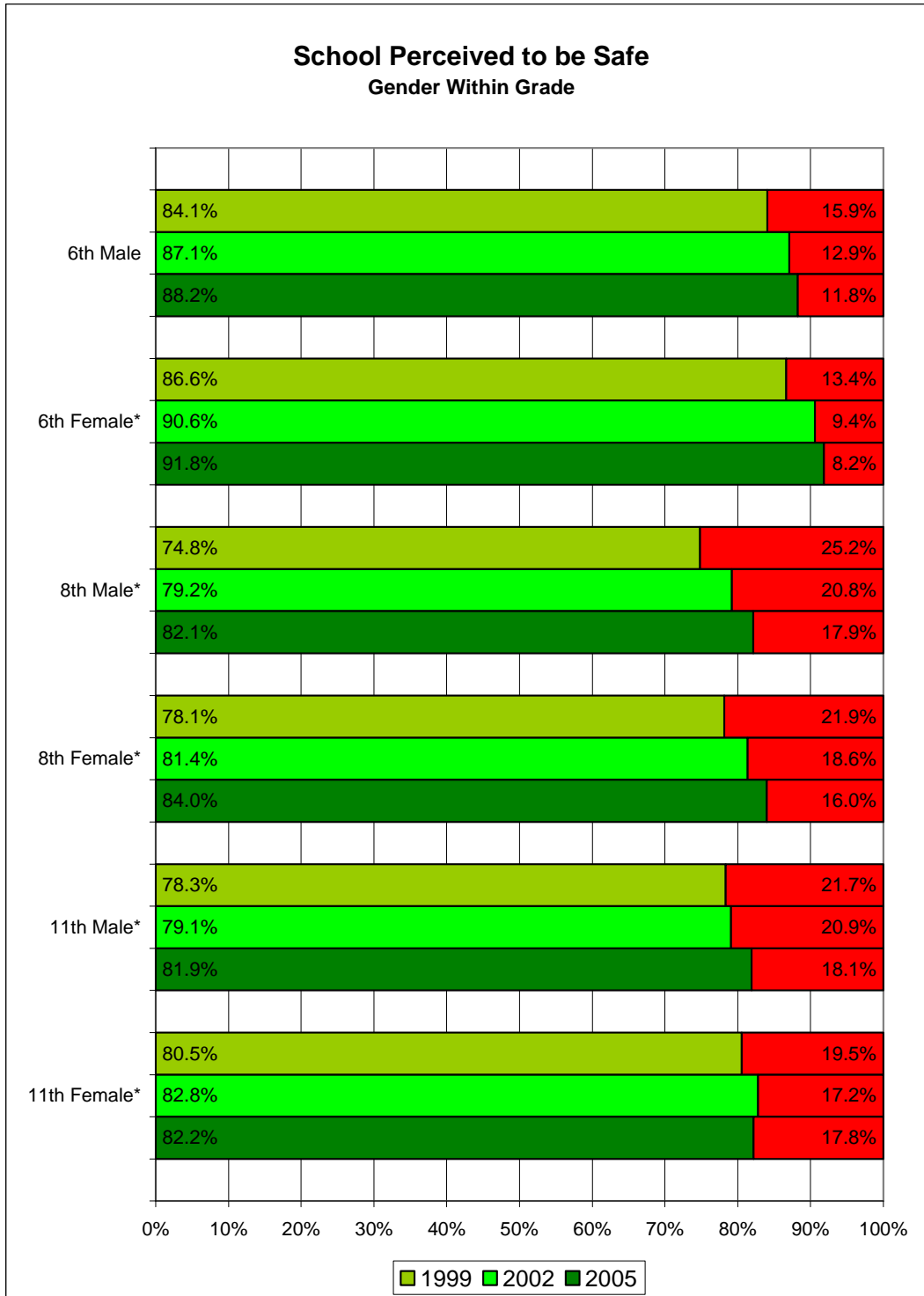
Green bars represent positive results, Red bars negative results

### Questions Included in the Construct

The 2 questions in the **Safe (Nonviolent) School Environment** construct share the same stem (In the past 12 months, how often have you): Had your things (clothing, books, bike, car) stolen or deliberately damaged on school property, and Been threatened or injured by someone with a weapon (like a gun, knife or club) on school property. A “none” or “1 or 2 times” is coded as positive and a “3-5 times” or “6 or more times” is coded as negative.



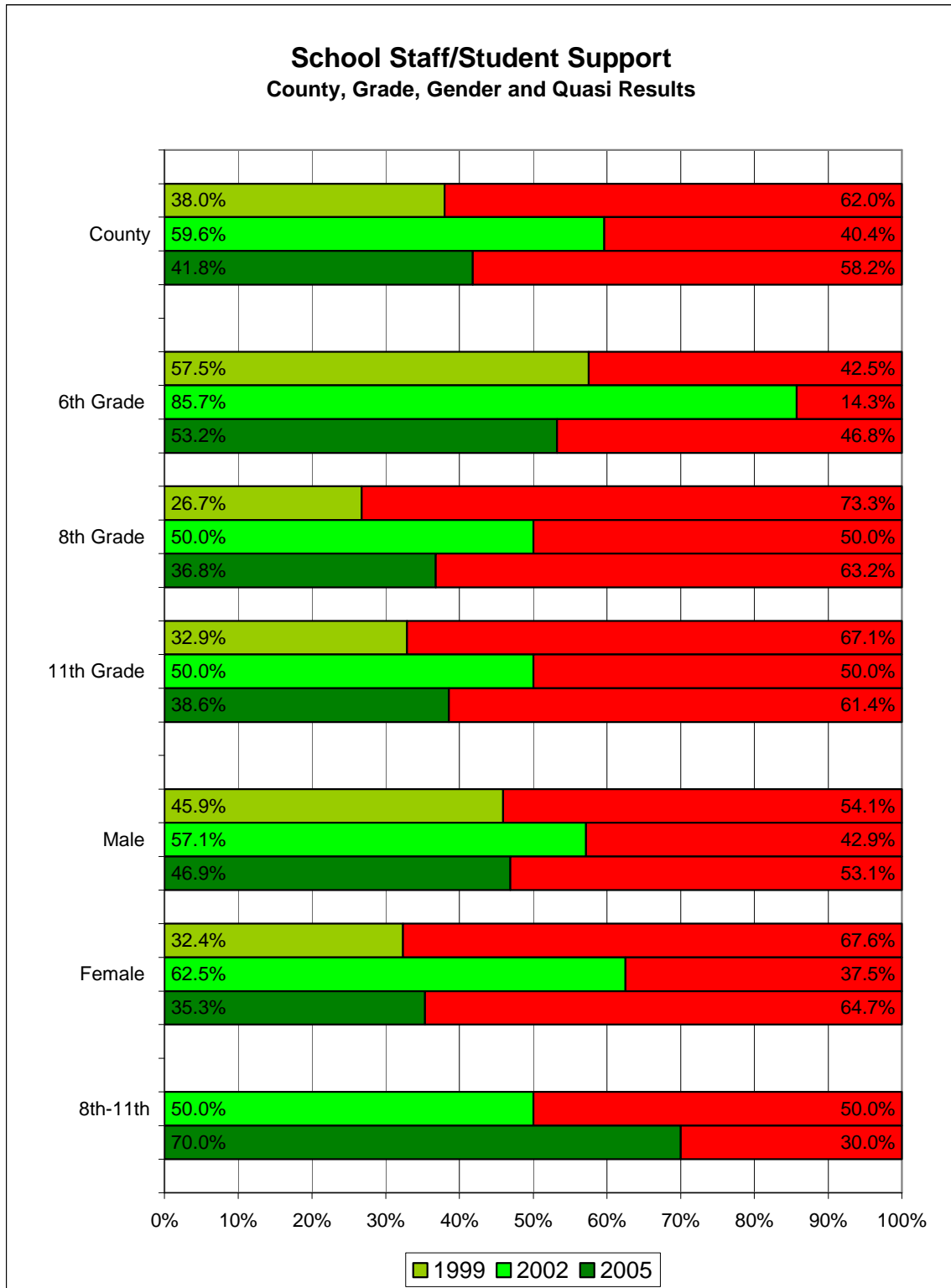
Green bars represent positive results, Red bars negative results



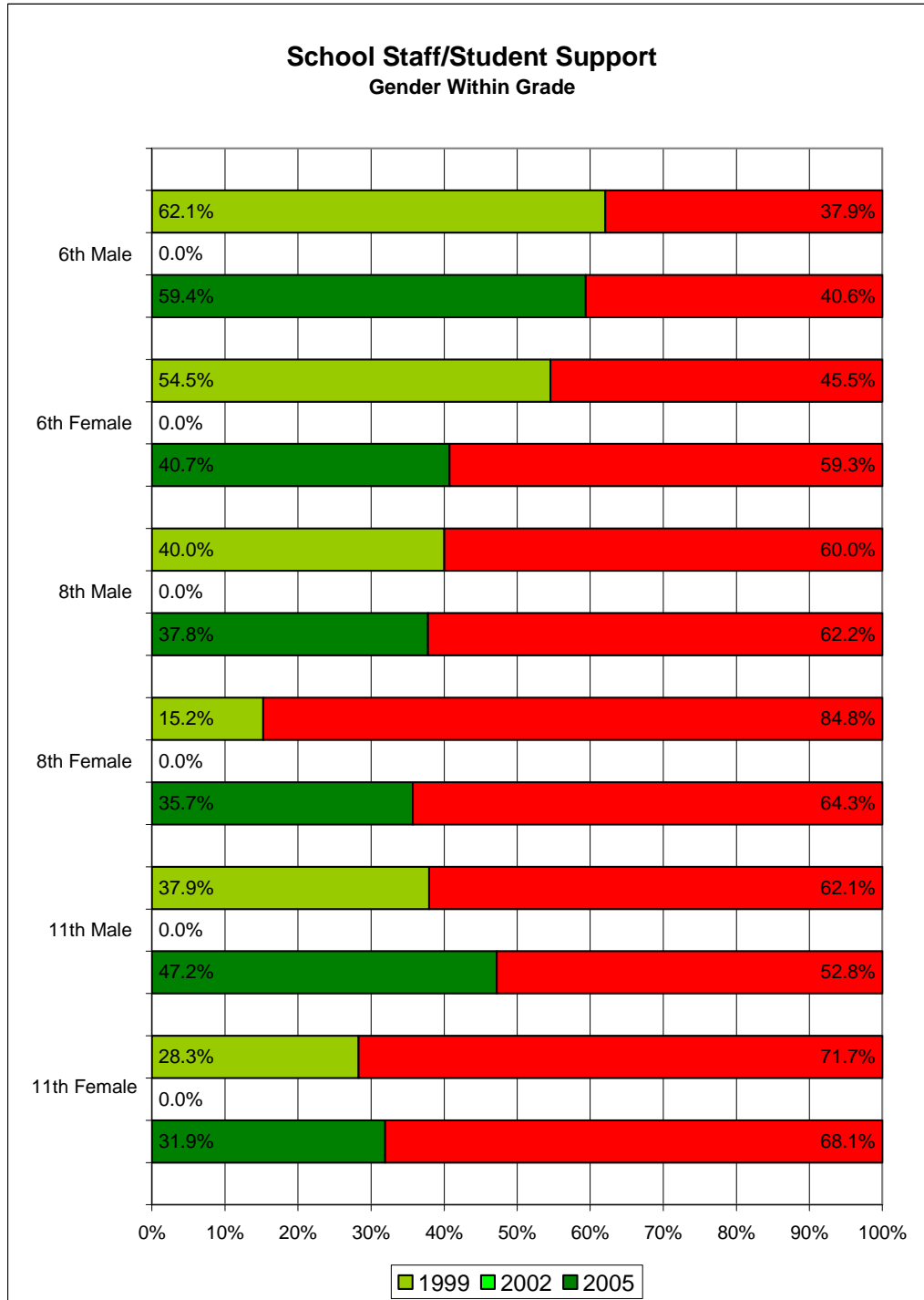
Green bars represent positive results, Red bars negative results

### Questions Included in the Construct

The 1 question in the **School Perceived to be Safe** construct is: I feel safe at school. A “strongly agree” or “agree” is coded as positive and a “strongly disagree” or “disagree” is coded as negative.



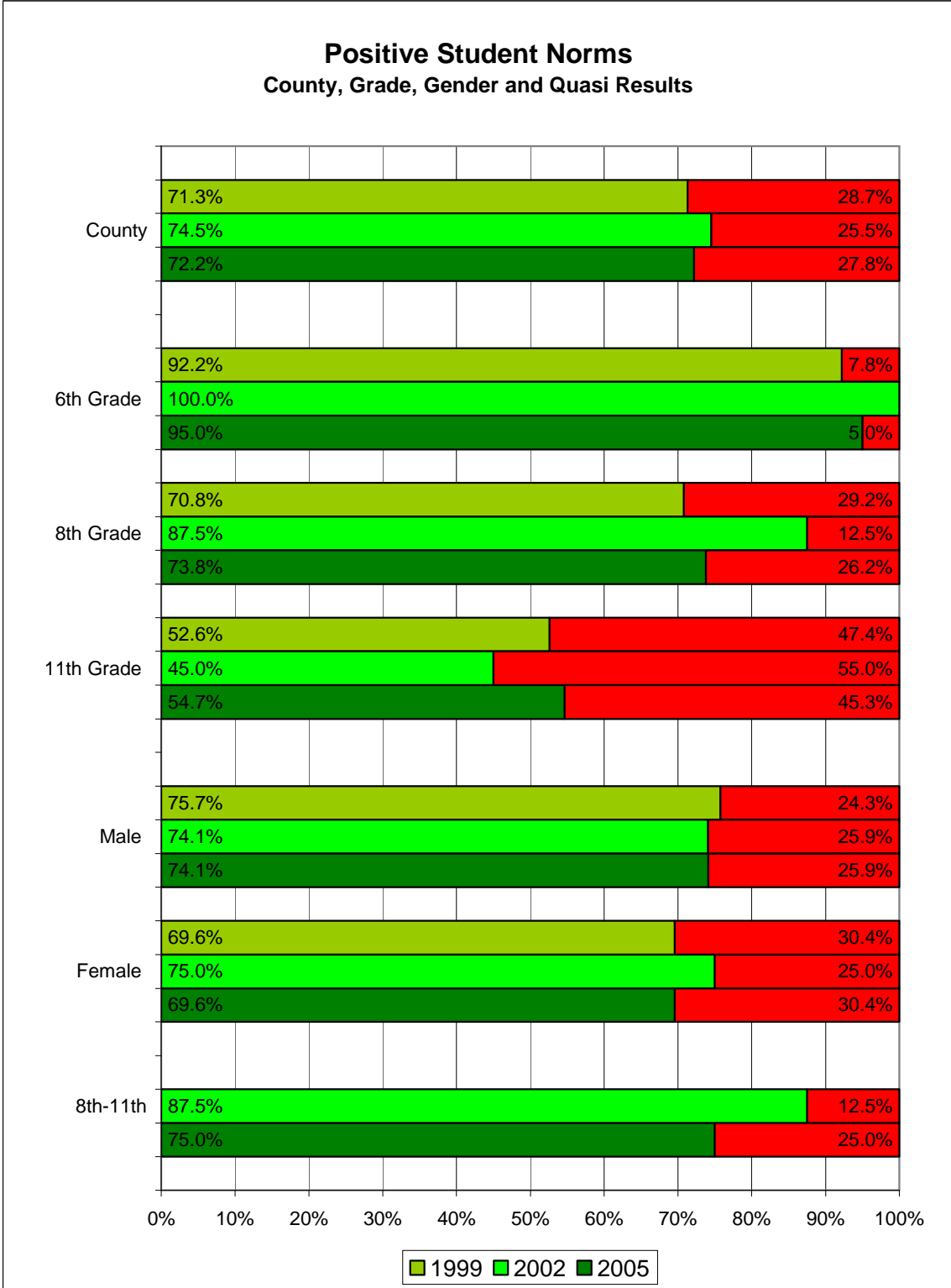
Green bars represent positive results, Red bars negative results



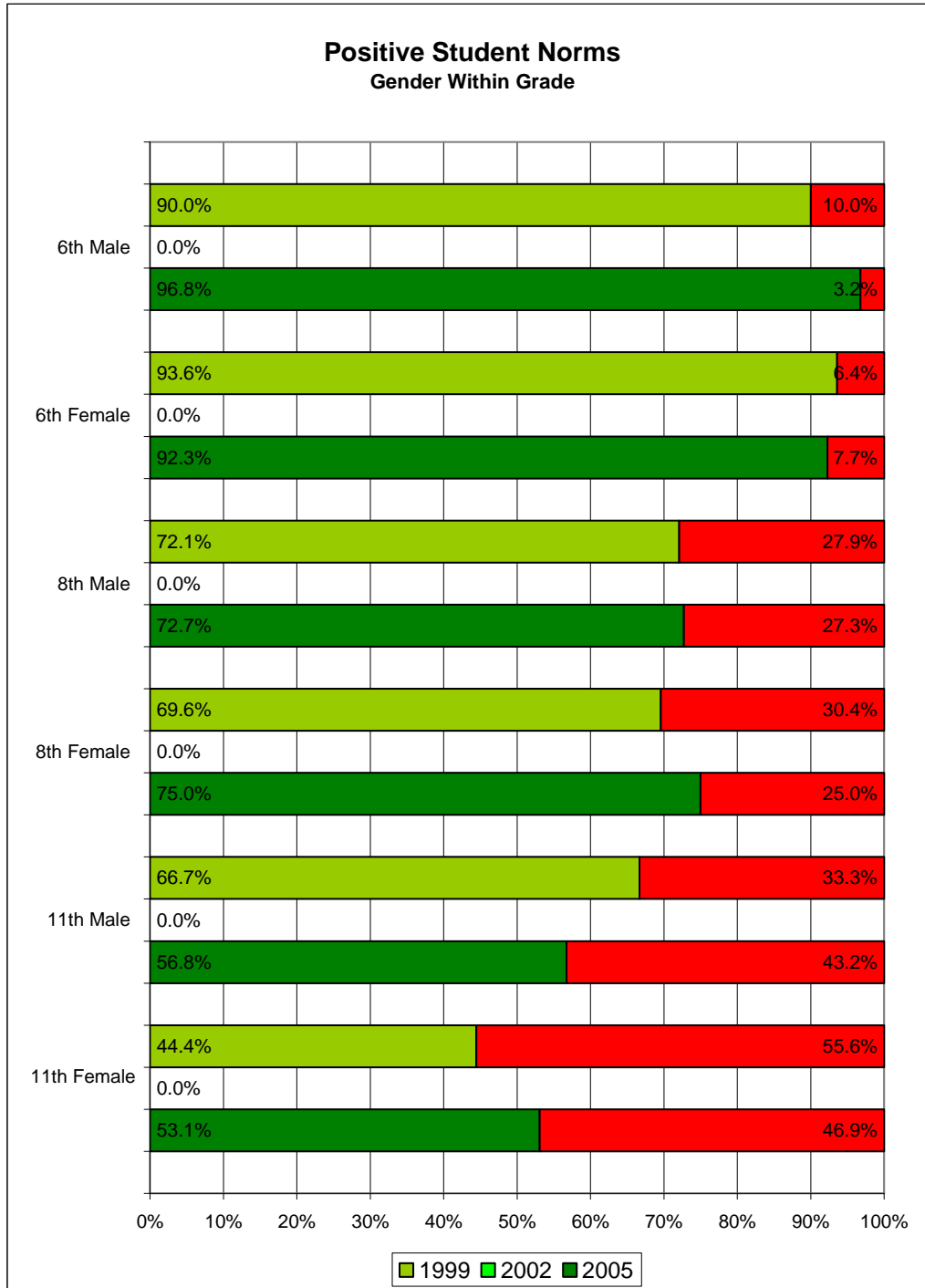
Green bars represent positive results, Red bars negative results

### Questions Included in the Construct

The 6 questions in the **School Staff/ Student Support** constructs are: 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, and There is at least one adult at school that I could go to for help with a problem. A "strongly agree" or "agree" is coded as positive and a "strongly disagree" or "disagree" is coded as negative.



Green bars represent positive results, Red bars negative results



Green bars represent positive results, Red bars negative results

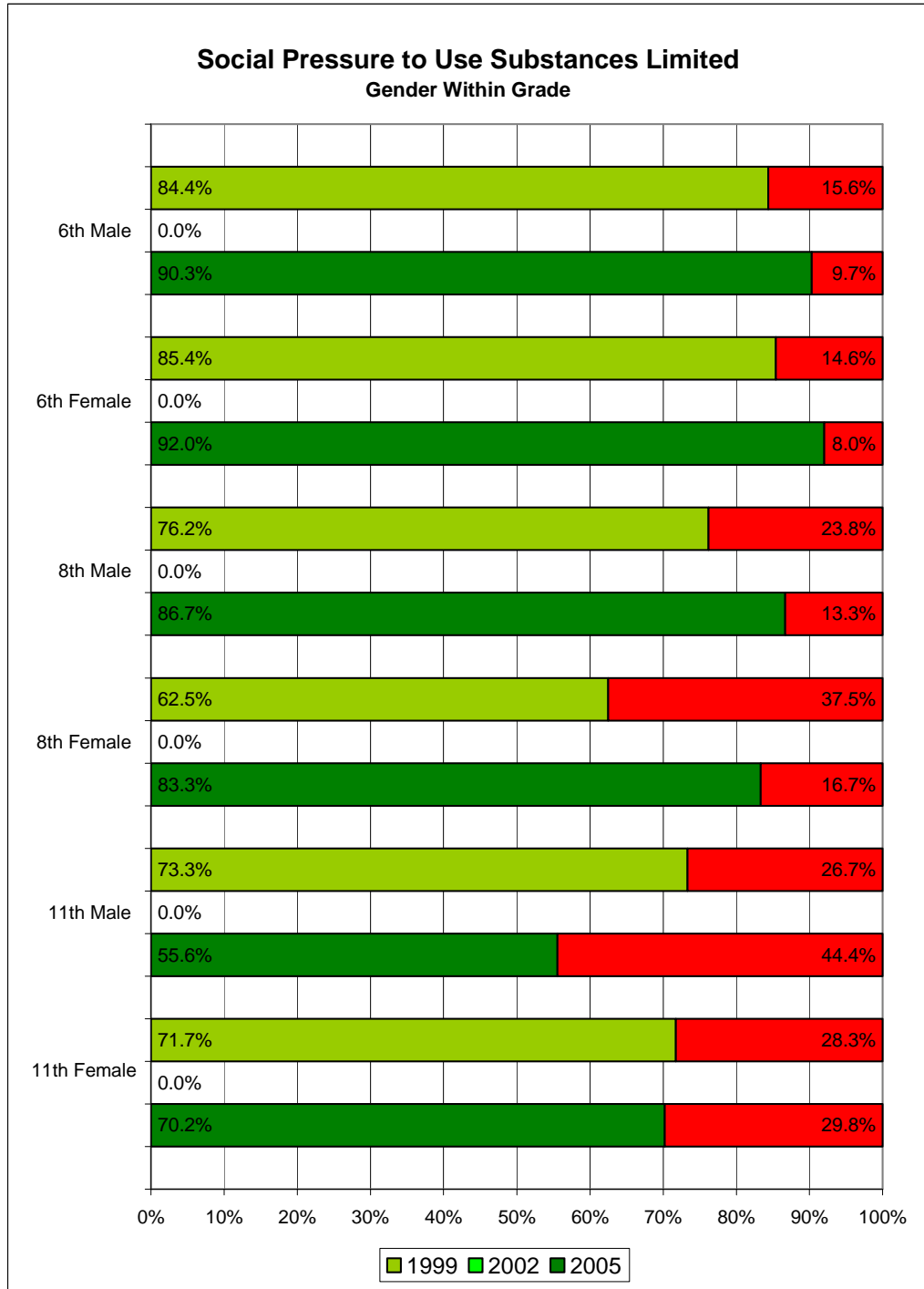
### Questions Included in the Construct

The 6 questions included in the **Positive Student Norms** construct share the same stem [How wrong would most of the students in your school (not just your best friends) feel it would be for you to]: Drink beer, wine, or hard liquor (for example vodka, whiskey, gin); Smoke cigarettes; Smoke marijuana; Start a physical fight with someone; Go to a Party where kids under 21 were using alcohol; Go to a party where kids were using drugs. A “very wrong” or “wrong” or “a little wrong” or “don’t know” is coded as positive and a “not wrong at all” is coded as negative.





Green bars represent positive results, Red bars negative results

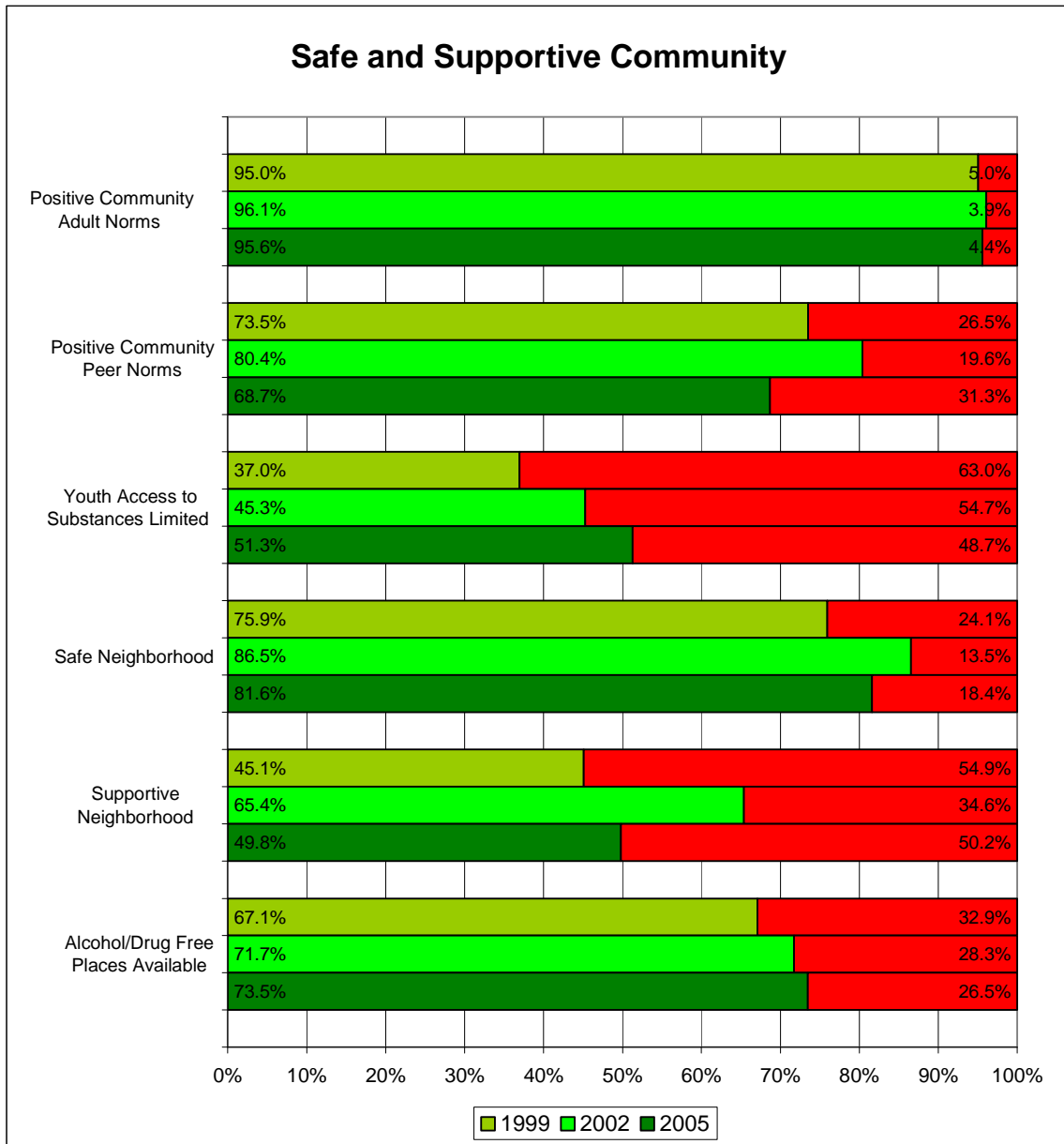


Green bars represent positive results, Red bars negative results

### Questions Included in the Construct

The 4 questions included in the **Social Pressure to Use Substances Limited** construct share the same stem [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, and Used any other illegal drug. A “less popular” or “a lot less popular” or “wouldn’t change my popularity” is coded as positive and “a lot more popular” or “more popular” is coded as negative.

**C. Safe and Supportive Community Domain**



Green bars represent positive results, Red bars negative results

## Questions Included in the Domain—Safe and Supportive Community

The 6 questions included in the Positive Community Adult Norms construct share the same stem (How wrong would most adults in your neighborhood and/or community feel it would be for you to): Drink beer, wine or hard liquor (for example vodka, whiskey, gin); Smoke cigarettes; Smoke marijuana; Start a physical fight with someone; Go to a party where kids under 21 were using alcohol, and Go to a party where kids were using drugs. A “very wrong” or “wrong” or “a little wrong” or “don’t know” is coded as positive and a “not wrong at all” is coded as negative.

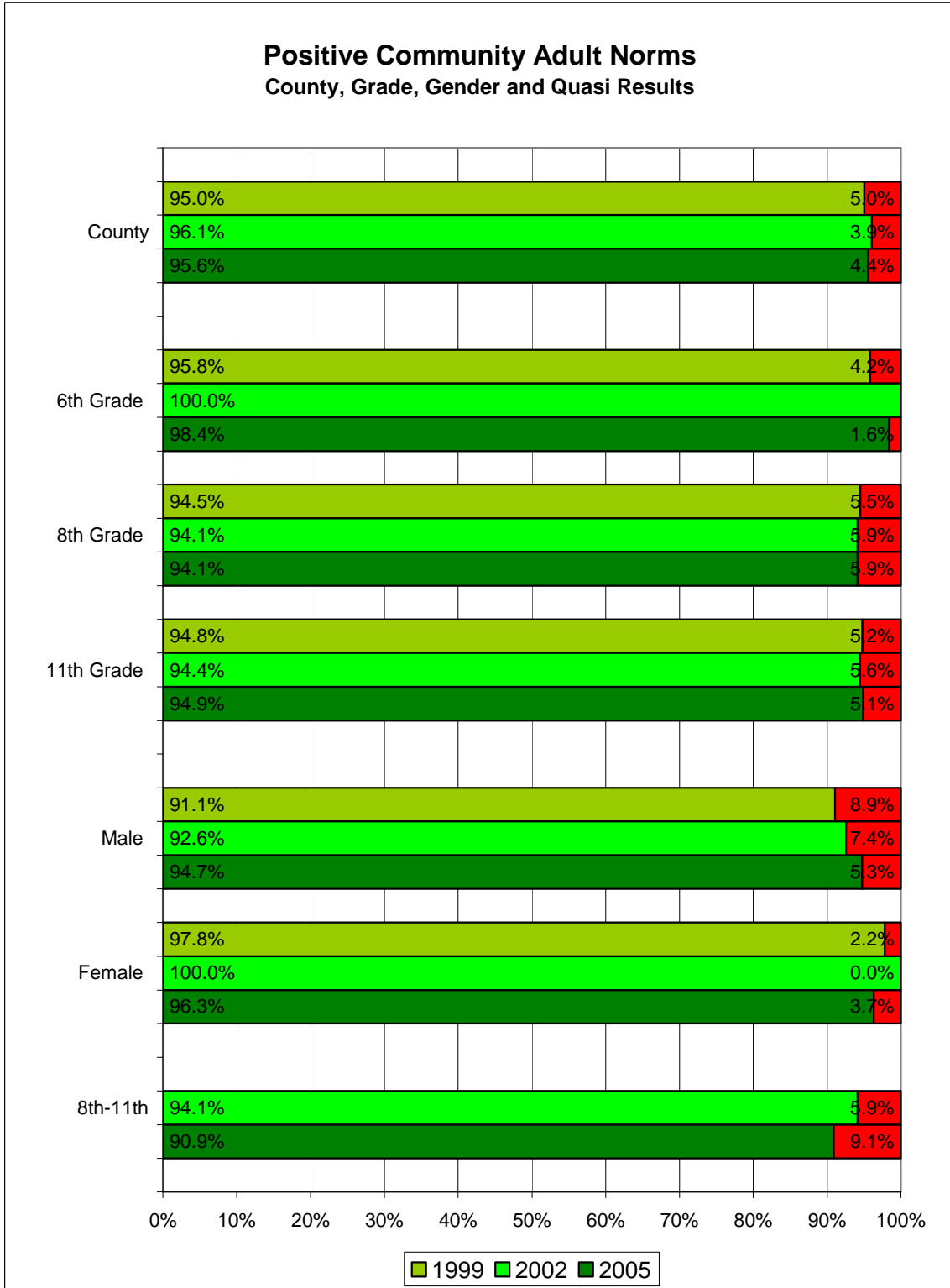
The 6 questions included in the Positive Community Peer Norms construct share the same stem (Thinking of your best friends, how wrong would most of them feel it would be for you to): Drink beer, wine or hard liquor (for example vodka, whiskey, gin); Smoke cigarettes; Smoke marijuana; Start a physical fight with someone; Go to a party where kids under 21 were using alcohol, and Go to a party where kids were using drugs. A “very wrong” or “wrong” or “a little wrong” or “don’t know” is coded as positive and a “not wrong at all” is coded as negative.

The 6 questions included in the Youth Access to Substances Limited construct share the same stem (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), and Any other illegal drug (cocaine, etc.). A “very hard” or “hard” or “don’t know” is coded positive and a “easy” or “very easy” is coded negative.

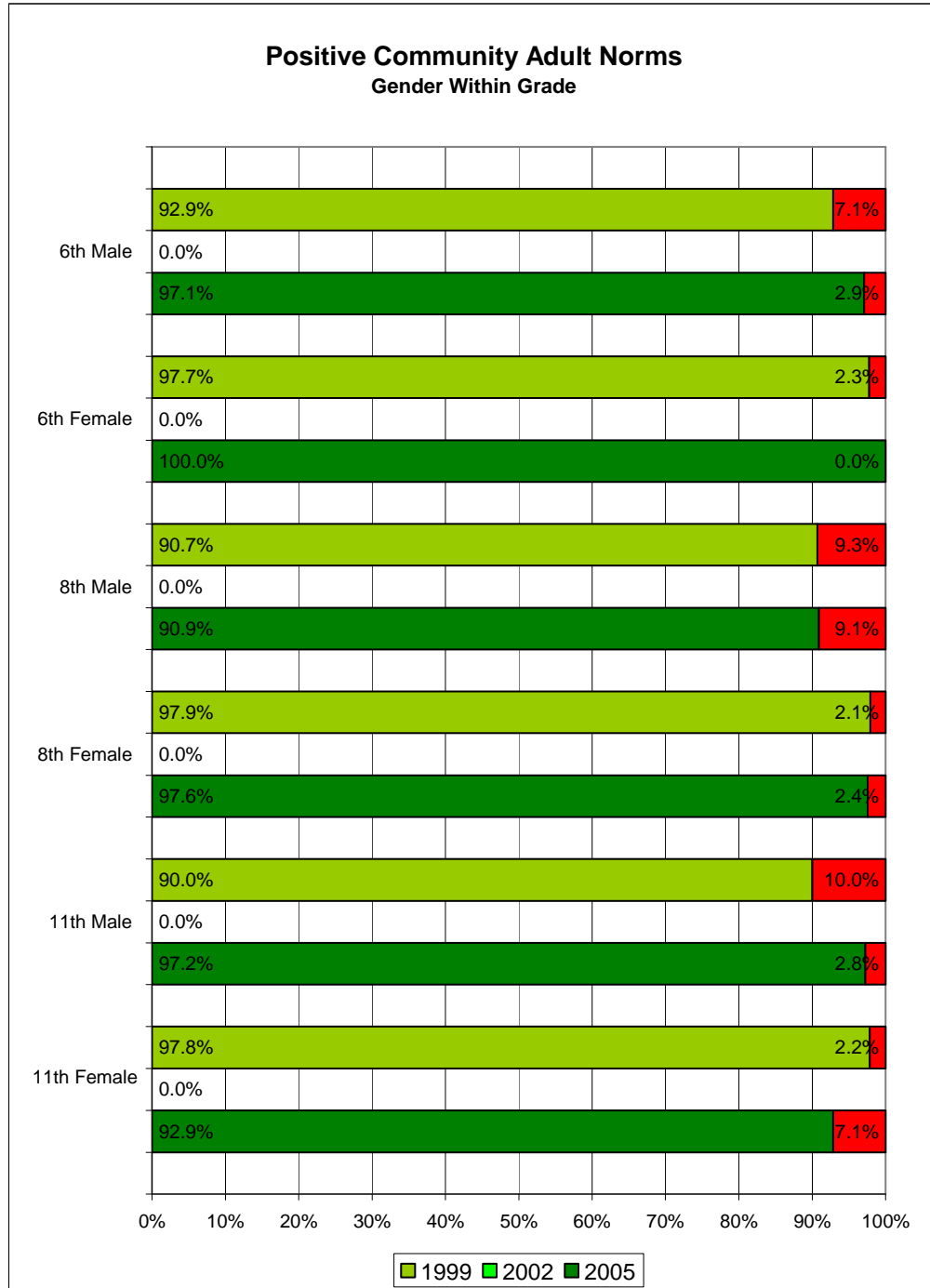
The 2 questions included in the Safe Neighborhood construct are: My neighborhood is a safe place to live and In my neighborhood there are lots of fights, crime, or illegal drugs. For the first question, “strongly agree” or “agree” is coded positive and a “strongly disagree” or “disagree” is coded negative and for the second question, “strongly disagree” or “disagree” is coded positive and a “strongly agree” or “agree” is coded negative.

The 6 questions included in the Supportive Neighborhood construct are: 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, and Adults in my neighborhood or community spend time talking with me. A “strongly agree” or “agree” is coded positive and a “strongly disagree” or “disagree” is coded negative.

The 1 question included in the Alcohol/Drug Free Places Available construct is: There are enough places for kids my age to go that are alcohol and drug free. A “strongly agree” or “agree” is coded positive and a “strongly disagree” or “disagree” is coded negative.



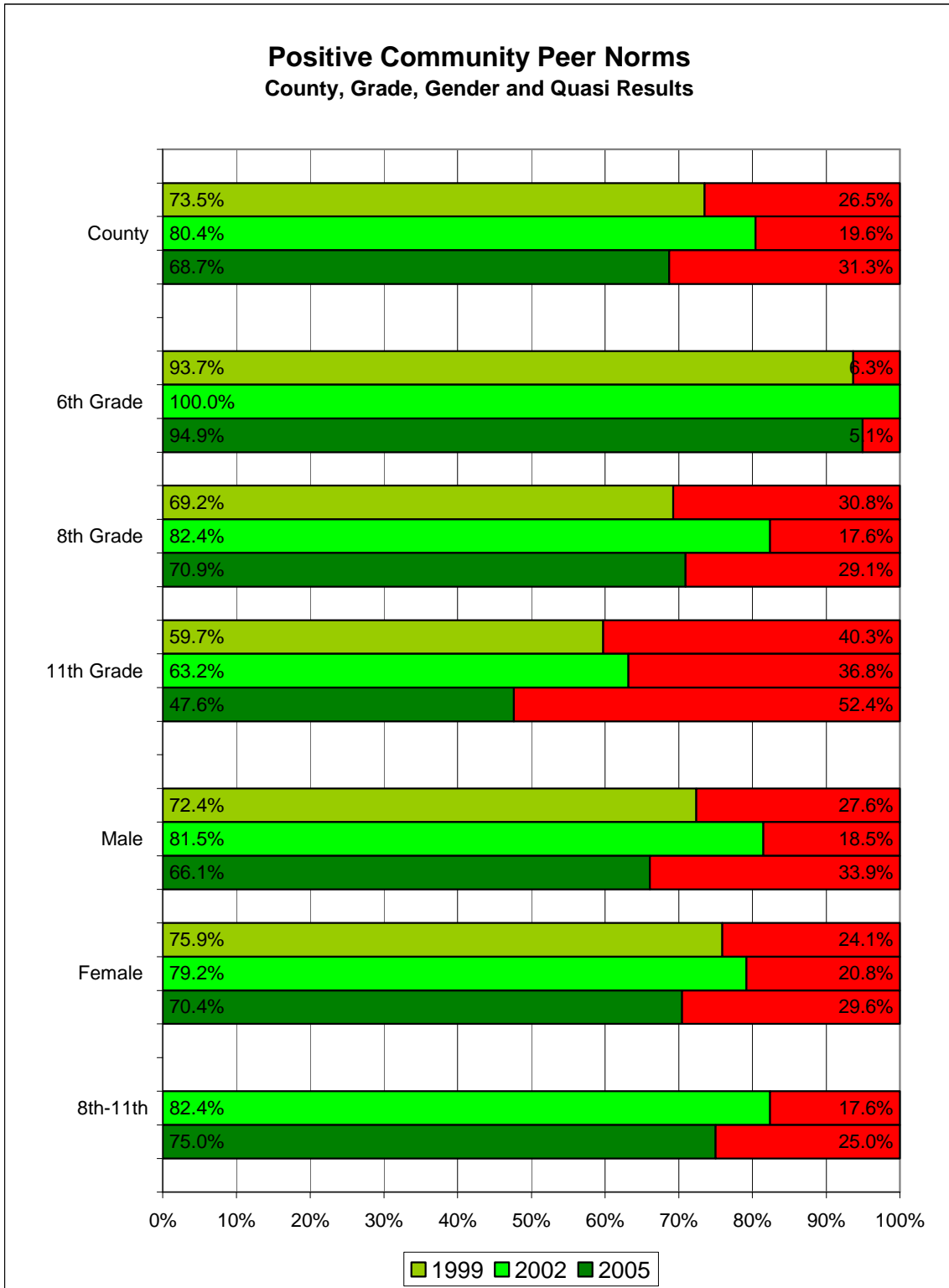
Green bars represent positive results, Red bars negative results



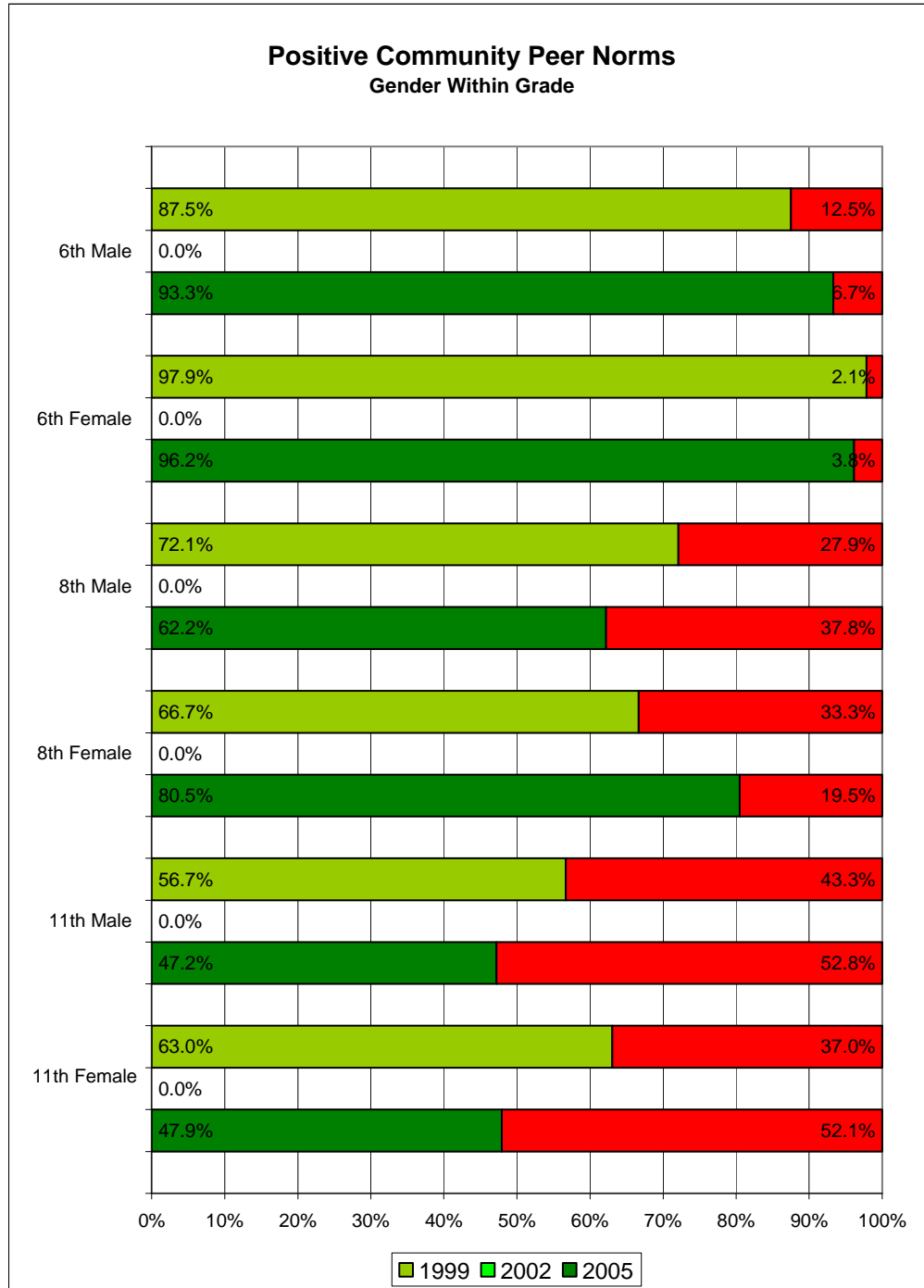
Green bars represent positive results, Red bars negative results

### Questions Included in the Construct

The 6 questions included in the **Positive Community Adult Norms** construct share the same stem (How wrong would most adults in your neighborhood and/or community feel it would be for you to): Drink beer, wine or hard liquor (for example vodka, whiskey, gin); Smoke cigarettes; Smoke marijuana; Start a physical fight with someone; Go to a party where kids under 21 were using alcohol, and Go to a party where kids were using drugs. A “very wrong” or “wrong” or “a little wrong” or “don’t know” is coded as positive and a “not wrong at all” is coded as negative.



Green bars represent positive results, Red bars negative results

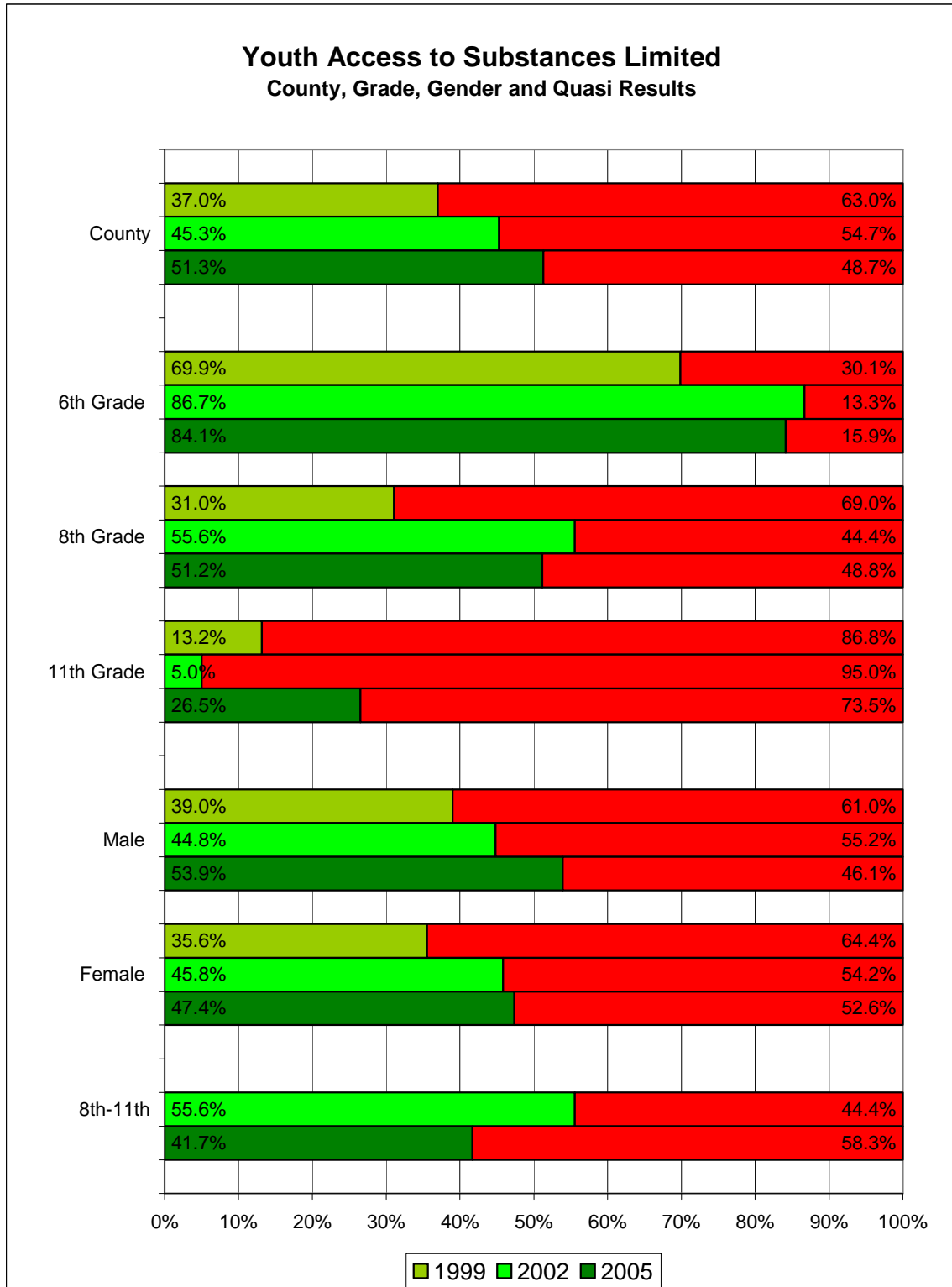


Green bars represent positive results, Red bars negative results

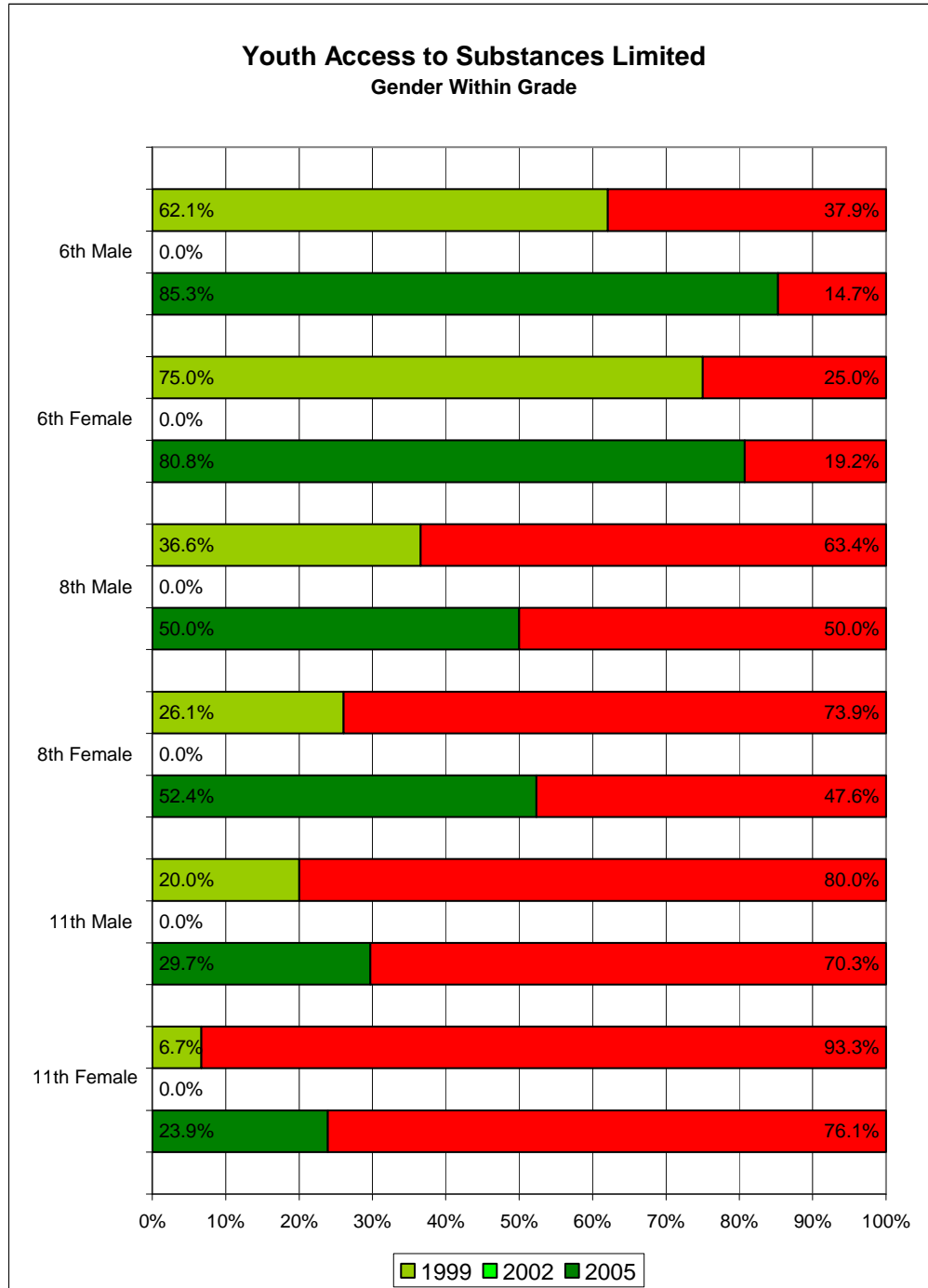
### Questions Included in the Construct

The 6 questions included in the **Positive Community Peer Norms** construct share the same stem (Thinking of your best friends, how wrong would most of them feel it would be for you to): Drink beer, wine or hard liquor (for example vodka, whiskey, gin); Smoke cigarettes; Smoke marijuana; Start a physical fight with someone; Go to a party where kids under 21 were using alcohol, and Go to a party where kids were using drugs. A “very wrong” or “wrong” or “a little wrong” or “don’t know” is coded as positive and a “not wrong at all” is coded as negative.





Green bars represent positive results, Red bars negative results



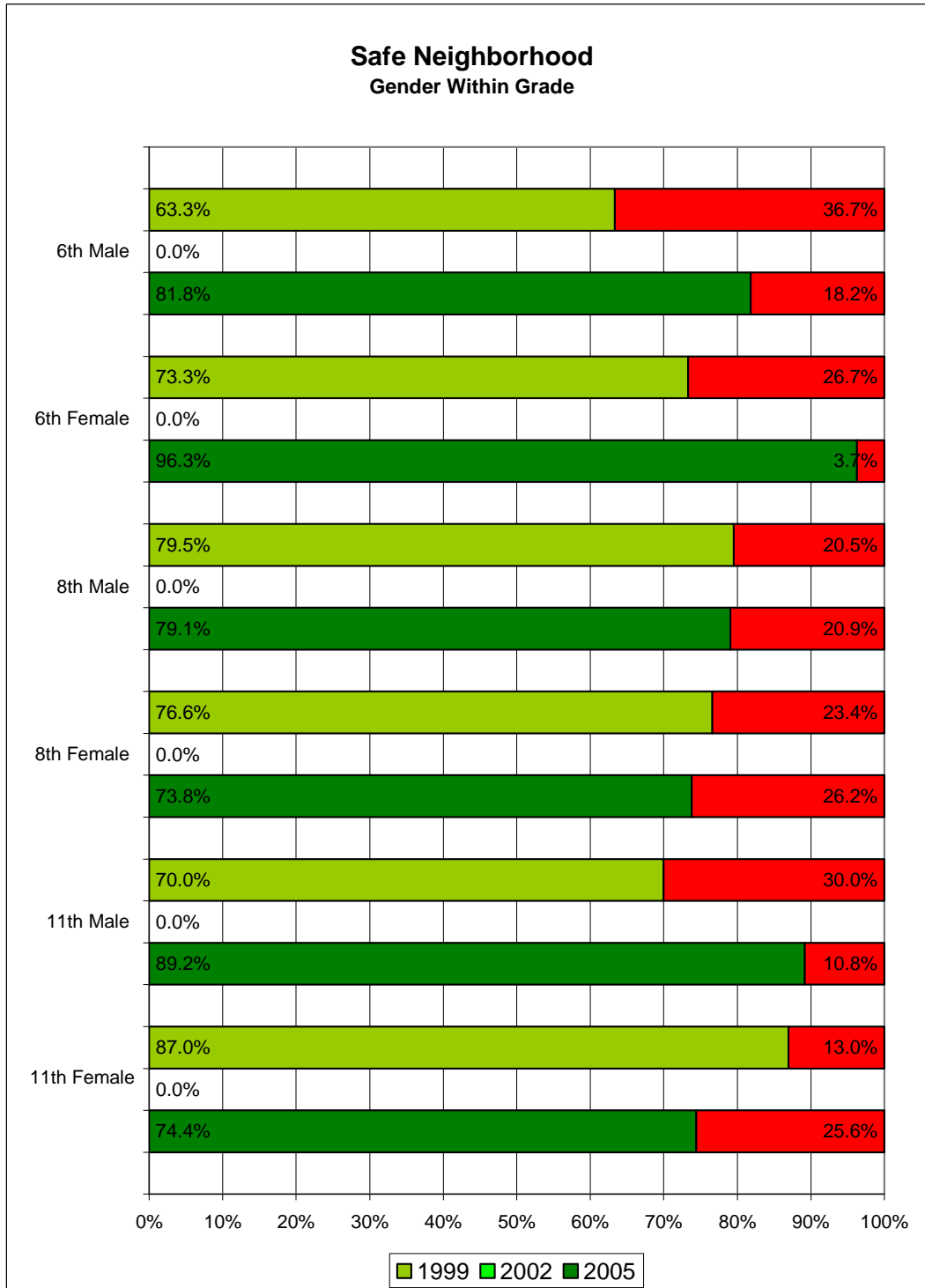
Green bars represent positive results, Red bars negative results

### Questions Included in the Construct

The 6 questions included in the **Youth Access to Substances Limited** construct share the same stem (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), and Any other illegal drug (cocaine, etc.). A “very hard” or “hard” or “don’t know” is coded positive and a “easy” or “very easy” is coded negative.



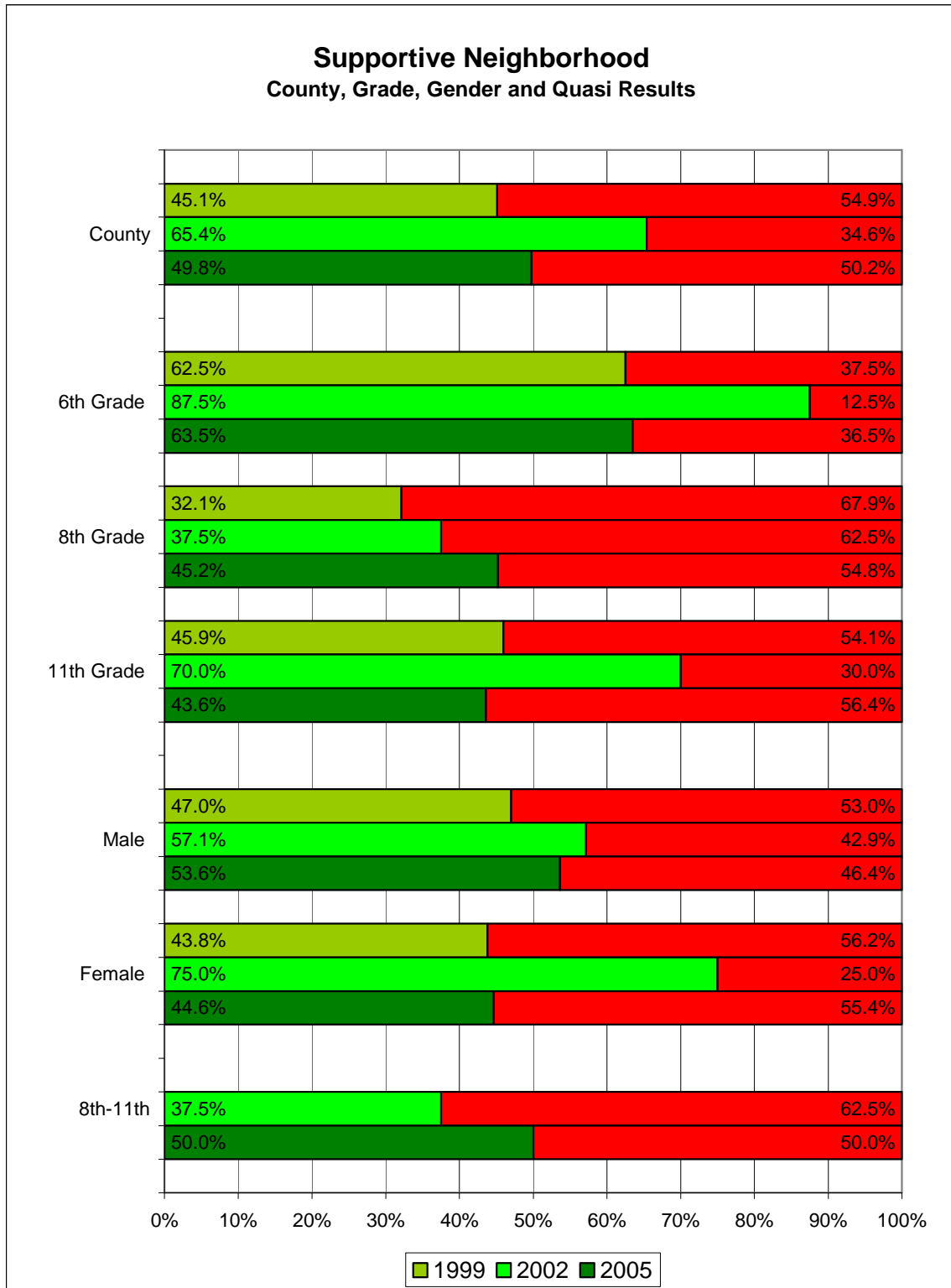
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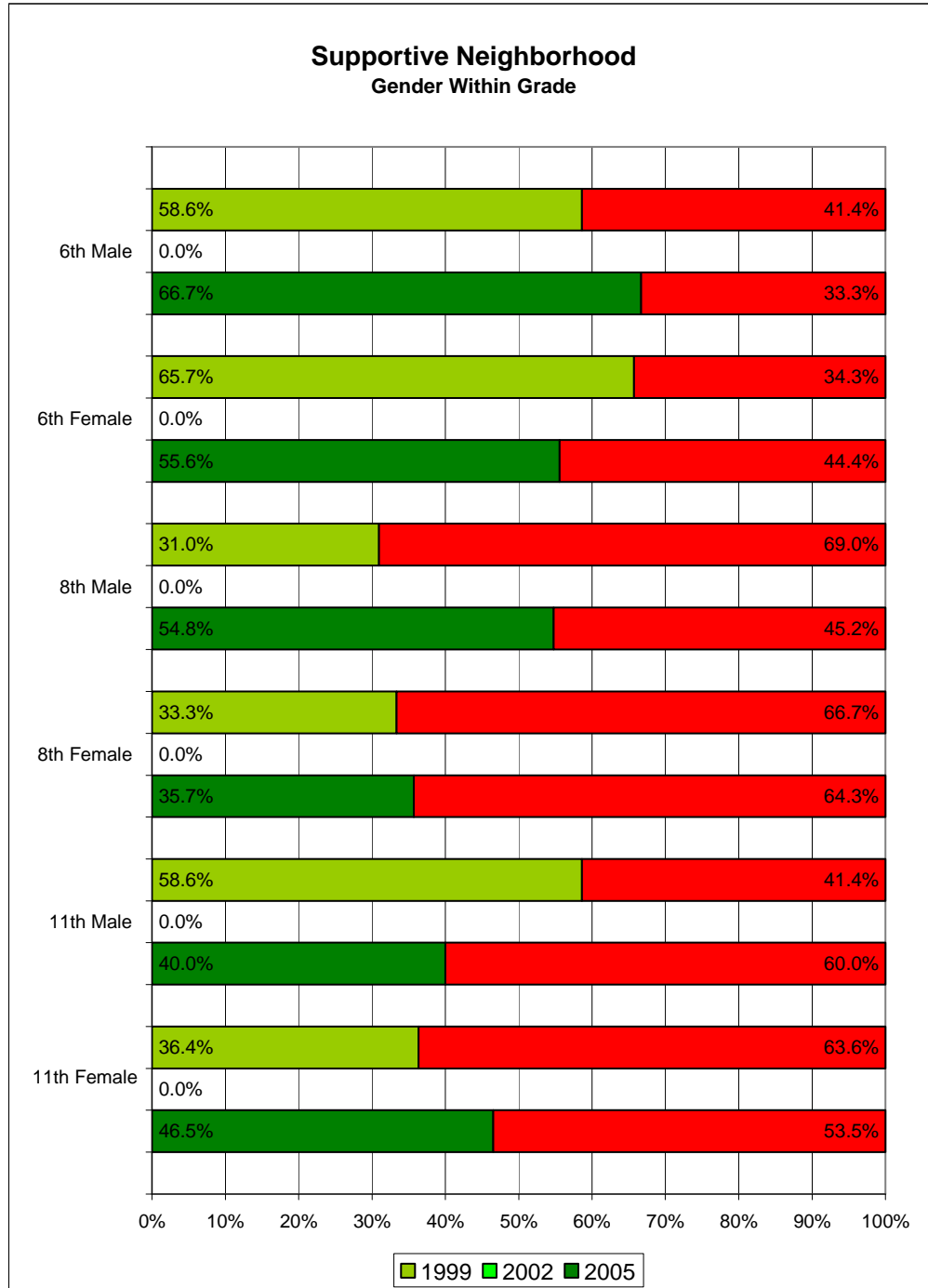
Green bars represent positive results, Red bars negative results

### Questions Included in the Construct

The 2 questions included in the **Safe Neighborhood** construct are: My neighborhood is a safe place to live and In my neighborhood there are lots of fights, crime, or illegal drugs. For the first question, “strongly agree” or “agree” is coded positive and a “strongly disagree” or “disagree” is coded negative and for the second question, “strongly disagree” or “disagree” is coded positive and a “strongly agree” or “agree” is coded negative.



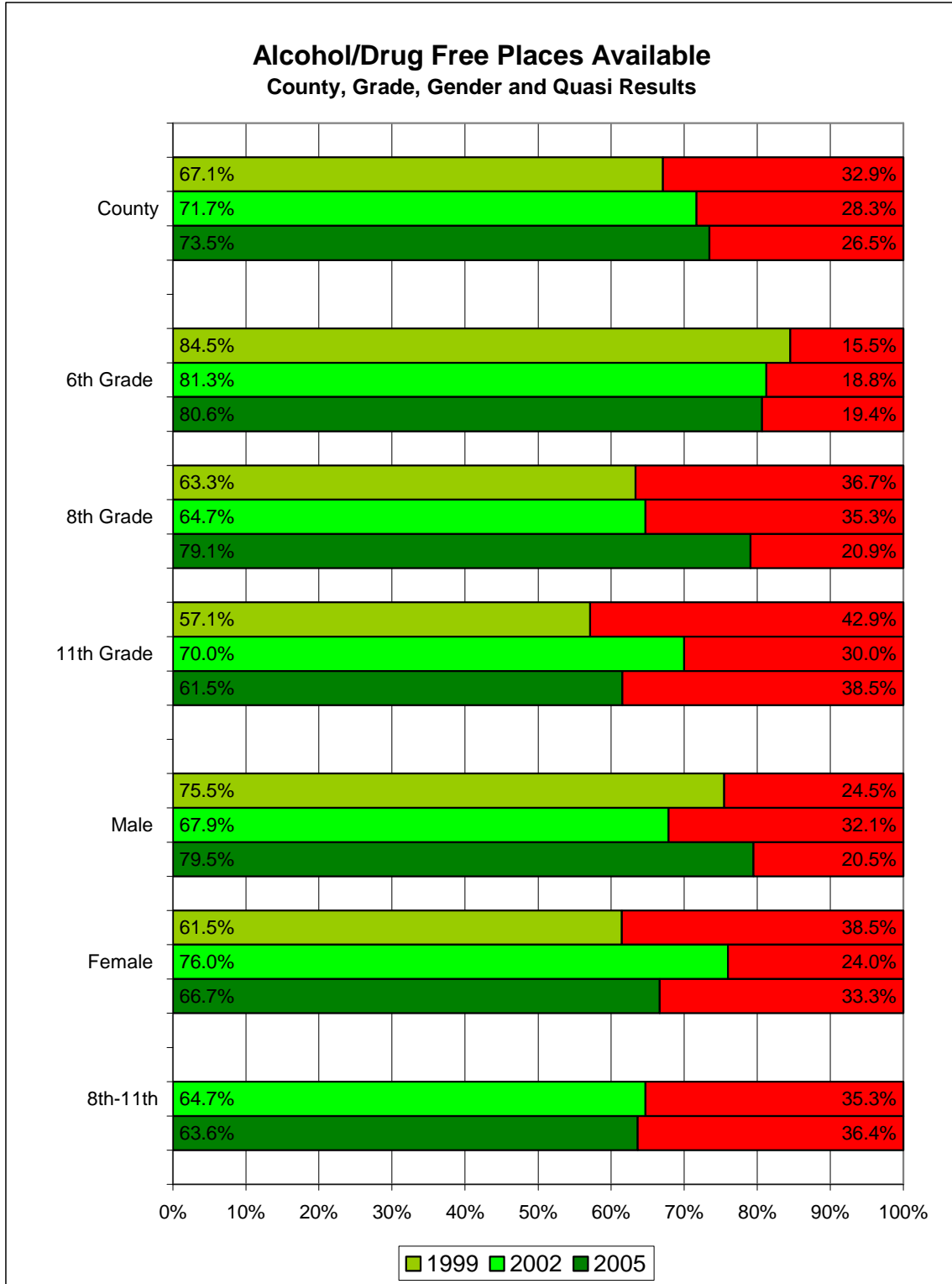
Green bars represent positive results, Red bars negative results



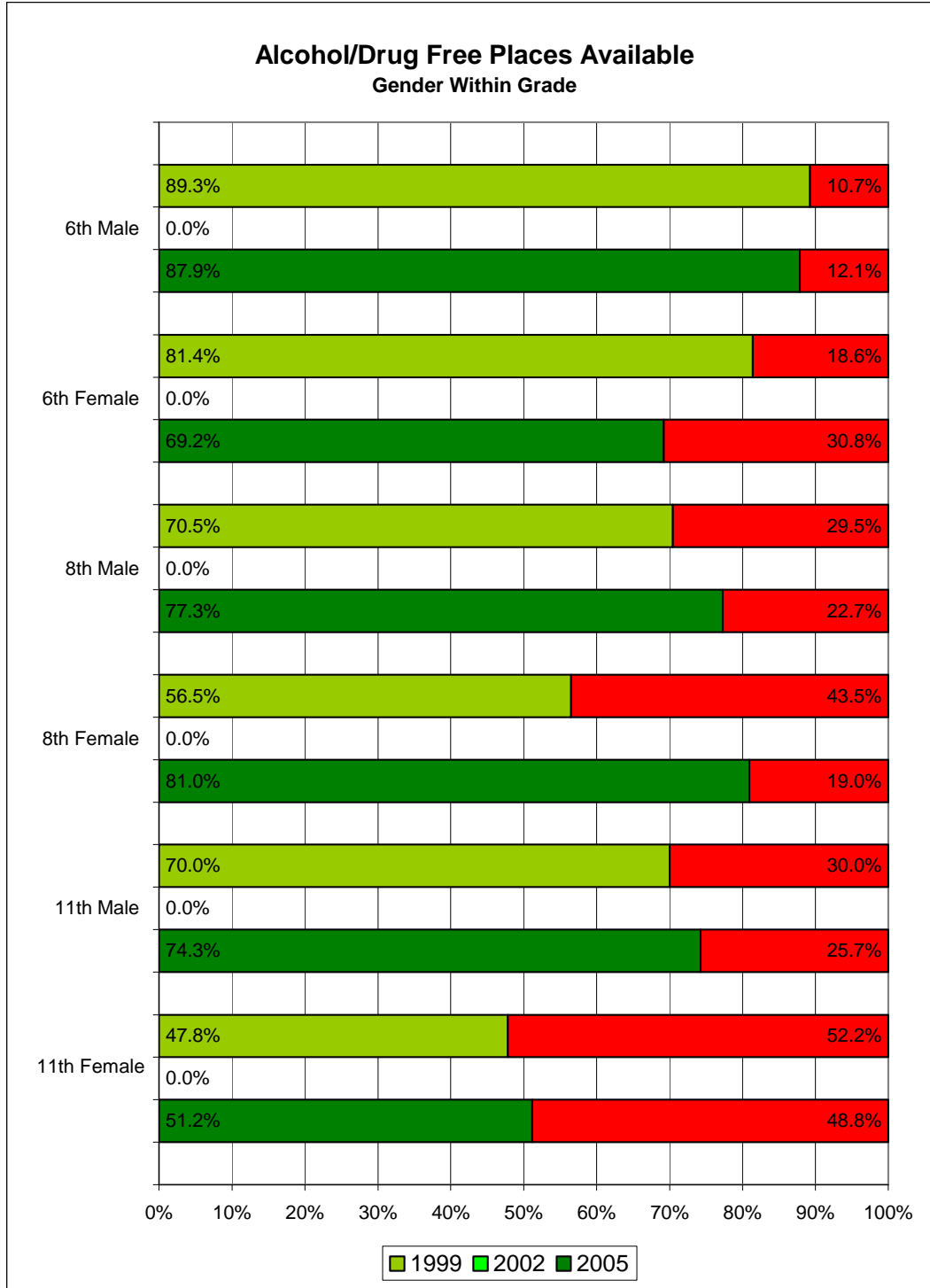
Green bars represent positive results, Red bars negative results

### Questions Included in the Construct

The 6 questions included in the **Supportive Neighborhood** construct are: 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, and Adults in my neighborhood or community spend time talking with me. A “strongly agree” or “agree” is coded positive and a “strongly disagree” or “disagree” is coded negative.



Green bars represent positive results, Red bars negative results



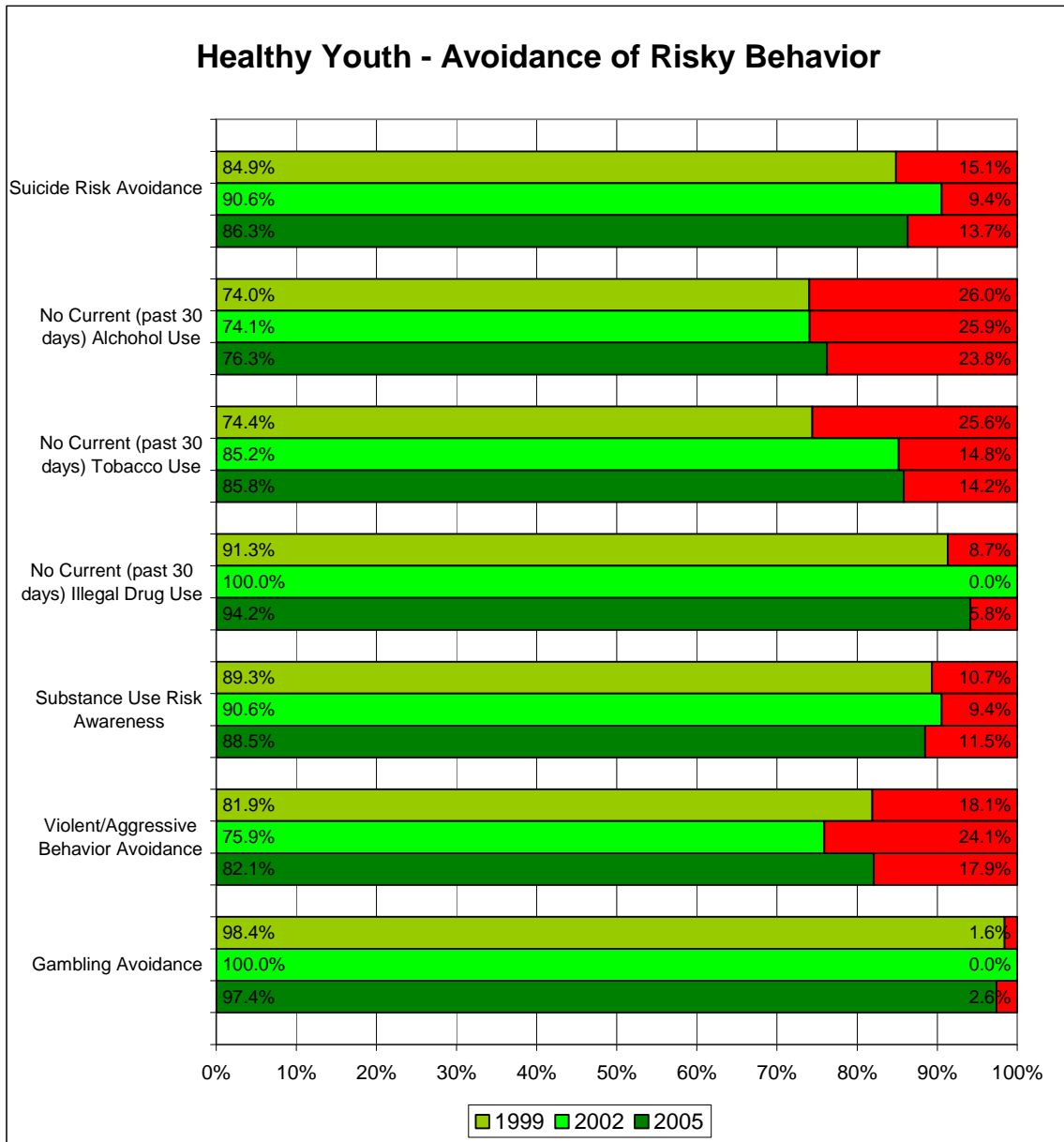
Green bars represent positive results, Red bars negative results

### Questions Included in the Construct

The 1 question included in the **Alcohol/Drug Free Places Available** construct is: There are enough places for kids my age to go that are alcohol and drug free. A “strongly agree” or “agree” is coded positive and a “strongly disagree” or “disagree” is coded negative.



**D. Healthy Youth – Avoidance of Risky Behavior Domain**



Green bars represent positive results, Red bars negative results

## Questions Included in the Domain—Healthy Youth-Avoidance of Risky Behavior

The 2 questions included in the Suicide Risk Avoidance construct are: In the last 12 months, did you make a plan about how you would attempt suicide and Have you ever tried to kill yourself. A “no” is coded positive and a “yes” is coded negative.

The 2 questions included in the No Current (Past 30 Days) Alcohol Use construct are: 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 and In the past 30 days, on how many days have you: had at least one drink of alcohol (glass, bottle or cans of beer; glass of wine, liquor or mixed drink). A “1 or more days” response was coded negative and any other combination of responses (including missing data) was coded positive.

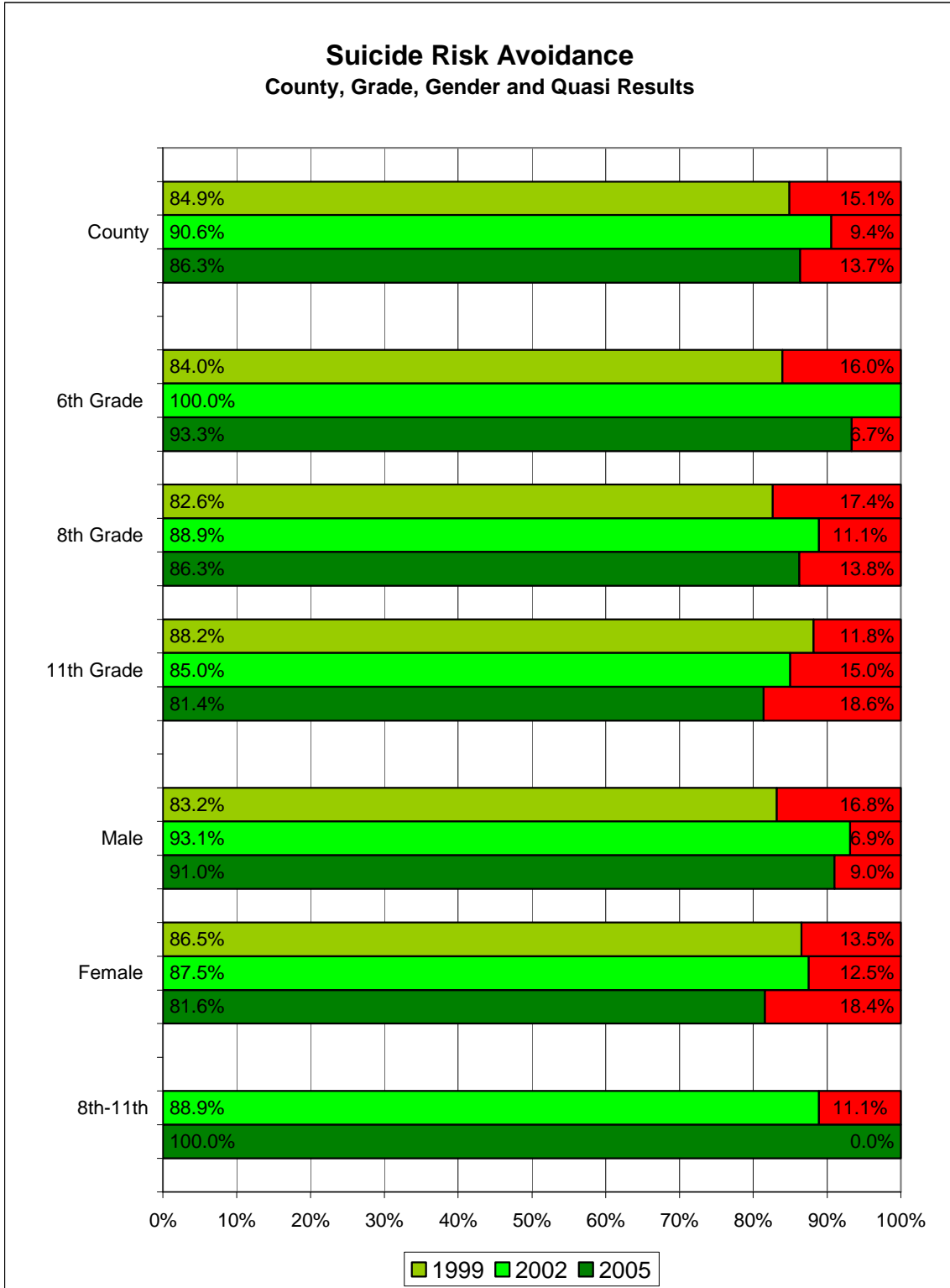
The 4 questions included in the No Current (Past 30 Days) Tobacco Use construct are: During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day; In the past 30 days, on how many days have you smoked cigarettes; In the past 30 days, on how many days have you smoked cigars, and If you have ever used any of the substances below, on how many of the last 30 days have you: used smokeless tobacco (chewing tobacco, snuff, plug, dipping tobacco). Any response that indicated tobacco use on any of the 4 questions (smoking less than 1 cigarette, or more, per day in response to the first question or a 1 or more days response to the 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> questions) was coded negative and any other combination of responses (including missing data) was coded positive.

Six of the 8 questions included in the No Current (Past 30 Days) Illegal Drug Use construct share a common stem (In the past 30 days, how many days have you): used marijuana (pot, grass, hash, bud, weed); Sniffed glue, breathed the contents of gases or sprays in order to get high; Used methamphetamines (crank, ice); Used cocaine (coke, rock, crack); Used amphetamines other than methamphetamines (like stimulants, uppers, speed); Used prescription medications that were not prescribed for you by your doctor. The question about using prescription medications is an addition to this construct that was made in 2005. The last 2 of the 8 questions share a common stem (If you have ever used any of the substances below, on how many of the last 30 days have you): Taken steroid pills or shots without a doctor’s prescription and taken any other illegal drug (like barbiturates, heroin, hallucinogens) without a doctor’s prescription. Any indication of drug use on any of the 8 questions (1 or more days in response to any of the 7 questions) was coded negative and any other combination of responses (including missing data) was coded positive.

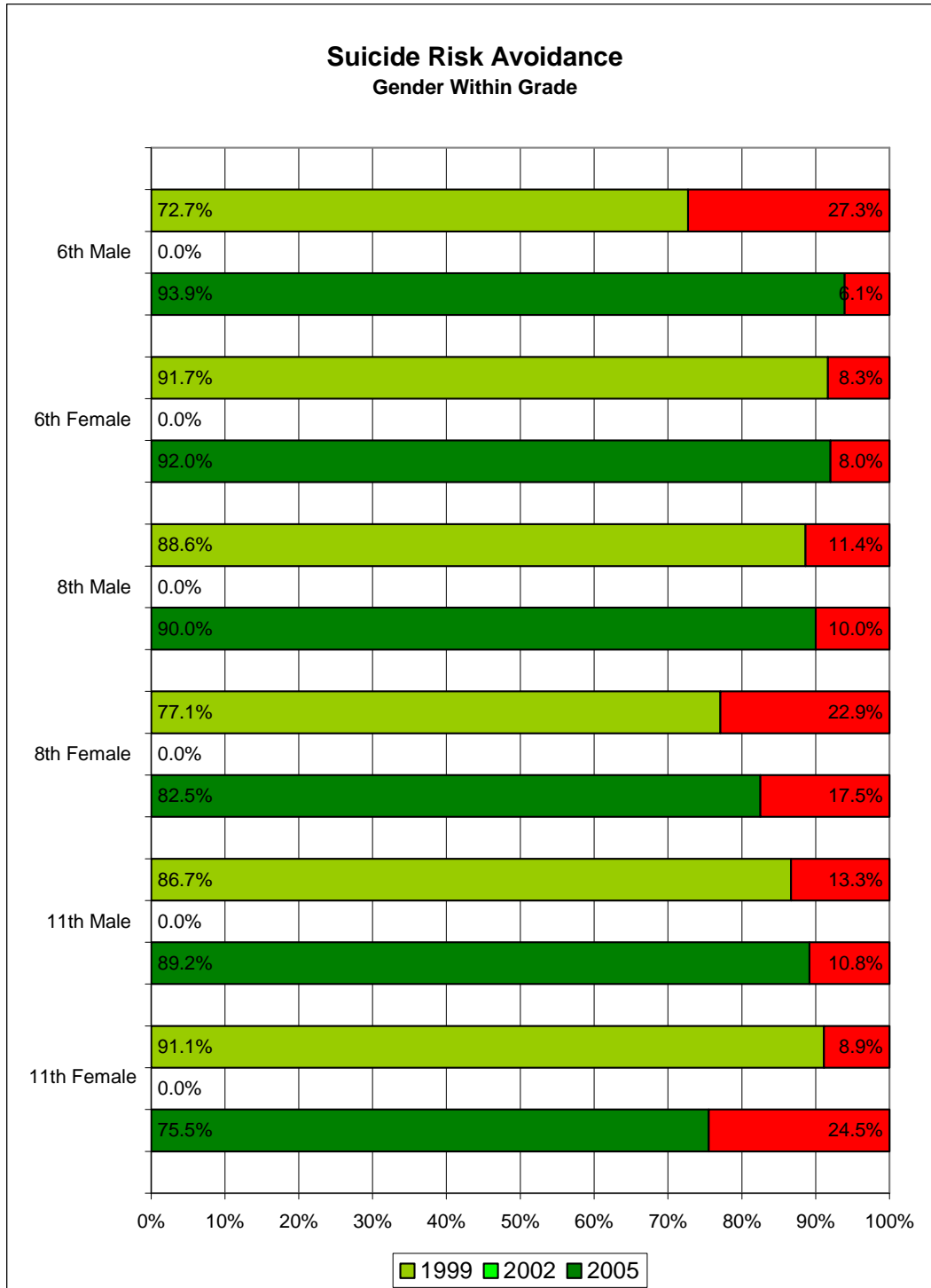
The 7 questions included in the Substance Use Risk Awareness construct share a common stem [How much do you think you risk harming yourself (physically or otherwise) if you]: Drink 3 or more drinks (glasses, cans or bottles of beer; glasses of wine, liquor or mixed drinks) of alcohol nearly every day; 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, and Use any other illegal drug once a week. A “great risk” or “moderate risk” or “slight risk” or “don’t know” is coded positive and a “no risk” is coded negative.

The 7 questions included in the Violent/Aggressive Behavior Avoidance construct share a common stem (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, and Stolen something. A “1 or 2 times” in the first and fifth questions is coded negative, for the rest of the questions a “none” or “1 or 2 times” is coded positive and a “3-5 times” or “6 or more times” is coded negative.

The 3 questions in the Gambling Avoidance construct are: If you have gambled (like buying lottery tickets, betting on the outcome of sports events, card games, or horse/dog races) in the past 12 months, how much money did you usually bet; Has the money you spent gambling led to financial problems, and Has the time you spent gambling led to problems in your family, work, school, or personal life. In the first question a “I never gamble” or “less than 5 dollars” or “5 to 10 dollars” or “11 to 25 dollars” or 26 to 50 dollars” is coded positive and a “more than 50 dollars” is coded negative. In the last 2 questions a “I never gamble” or “no” is coded positive and a “yes” is coded negative.



Green bars represent positive results, Red bars negative results



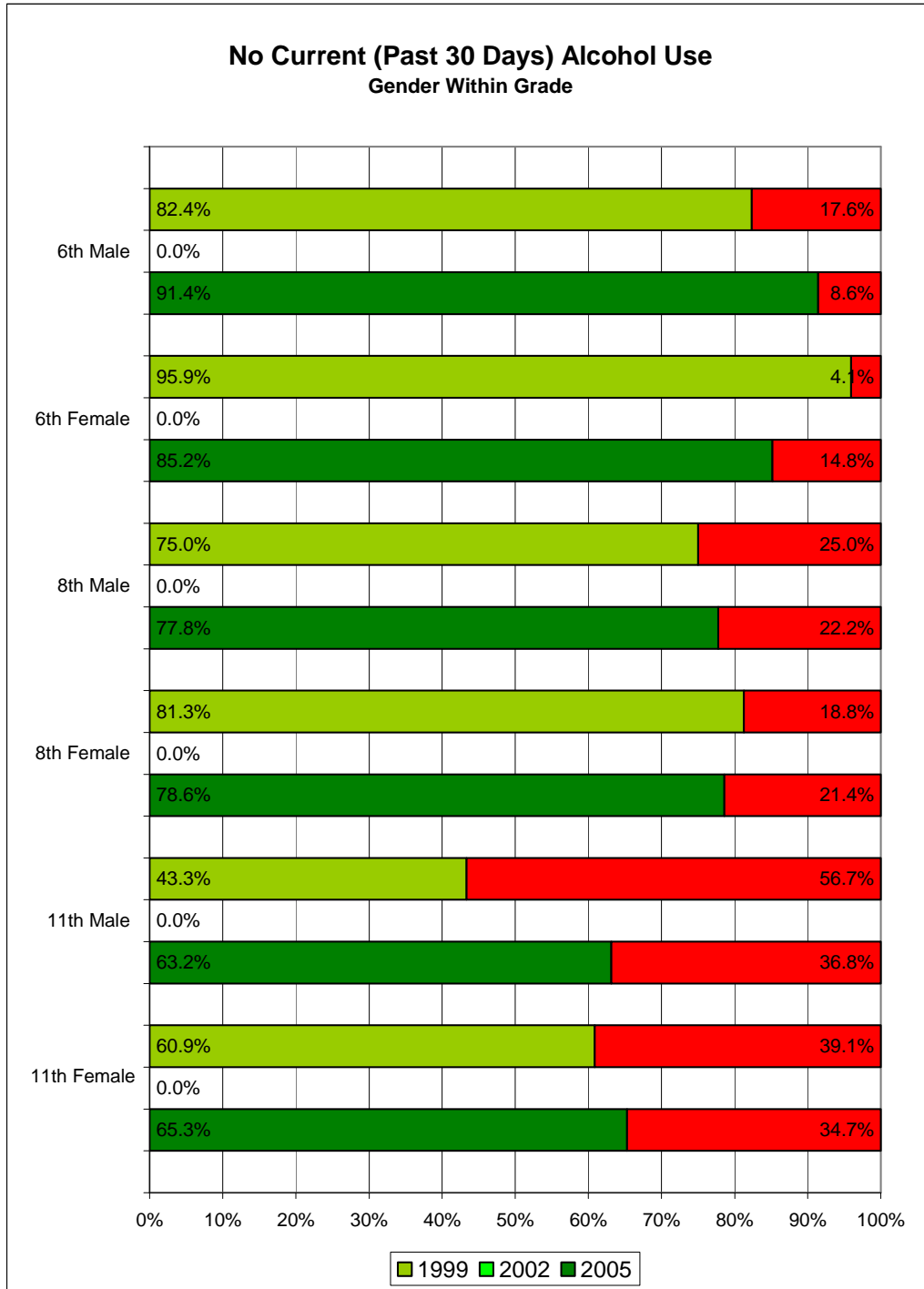
Green bars represent positive results, Red bars negative results

### Questions Included in the Construct

The 2 questions included in the **Suicide Risk Avoidance** construct are: In the last 12 months, did you make a plan about how you would attempt suicide and Have you ever tried to kill yourself. A “no” is coded positive and a “yes” is coded negative.



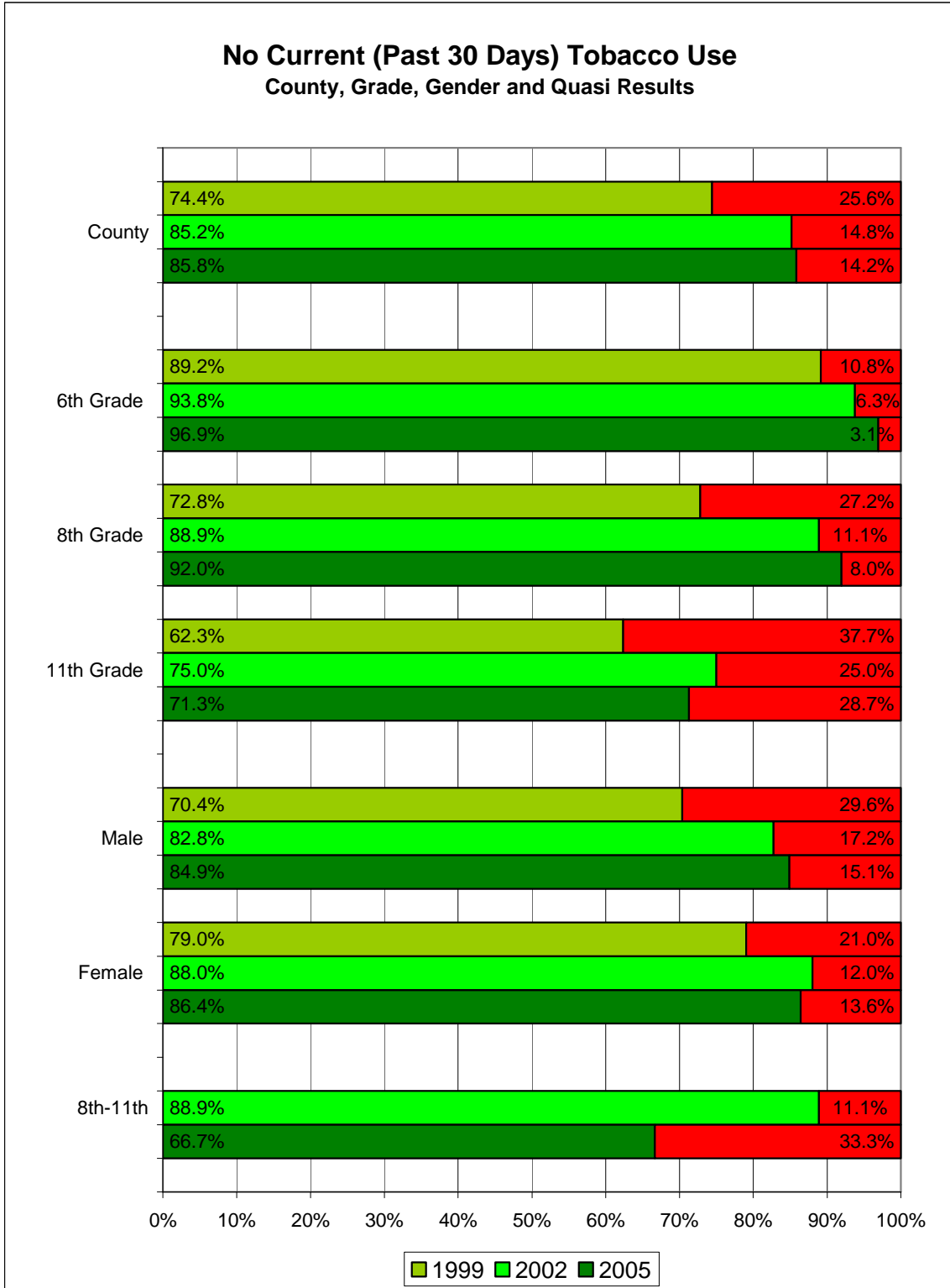
Green bars represent positive results, Red bars negative results



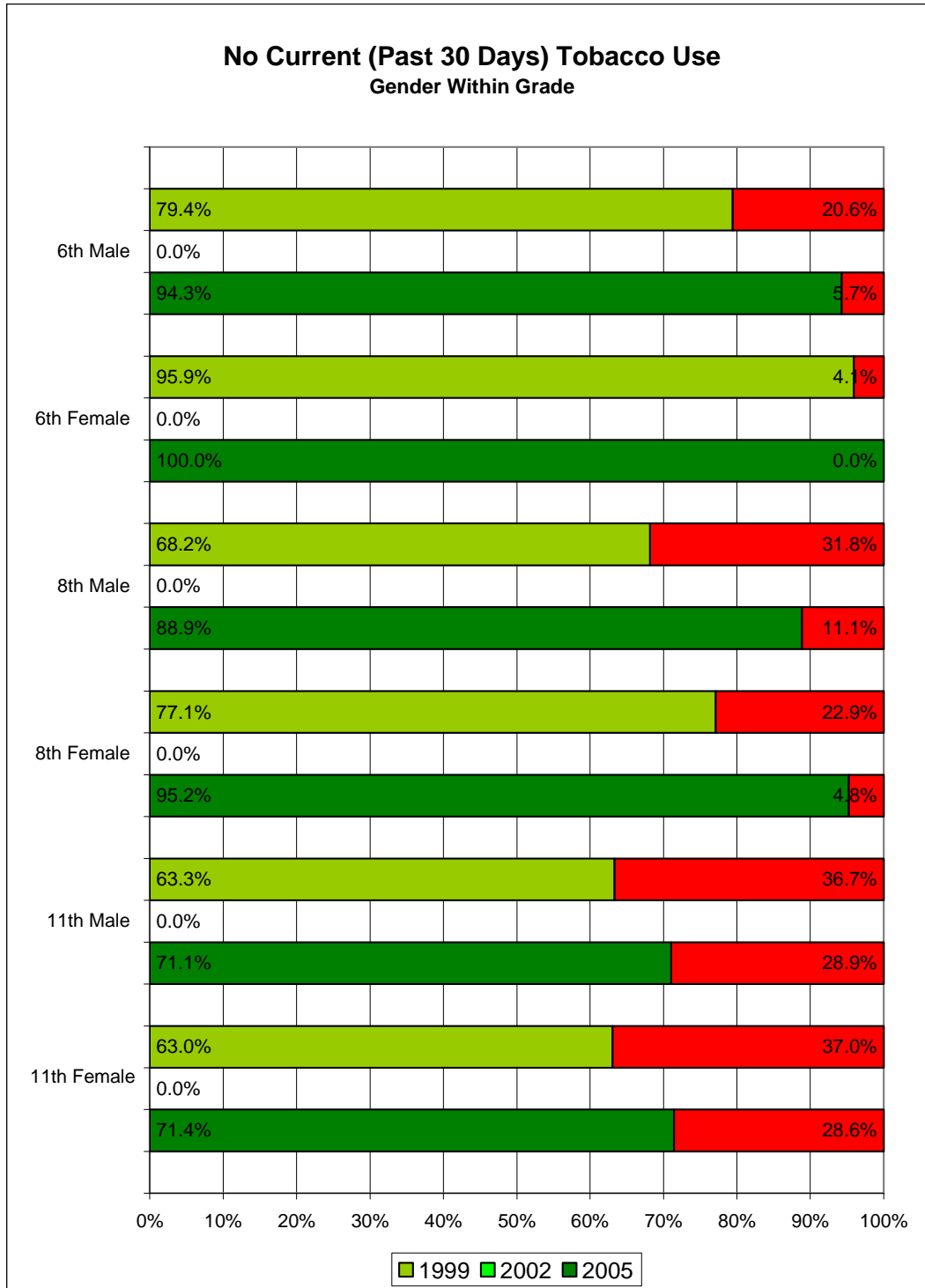
Green bars represent positive results, Red bars negative results

### Questions Included in the Construct

The 2 questions included in the **No Current (Past 30 Days) Alcohol Use** construct are: 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 and In the past 30 days, on how many days have you: had at least one drink of alcohol (glass, bottle or cans of beer; glass of wine, liquor or mixed drink). A “1 or more days” response was coded negative and any other combination of responses (including missing data) was coded positive.



Green bars represent positive results, Red bars negative results



Green bars represent positive results, Red bars negative results

### Questions Included in the Construct

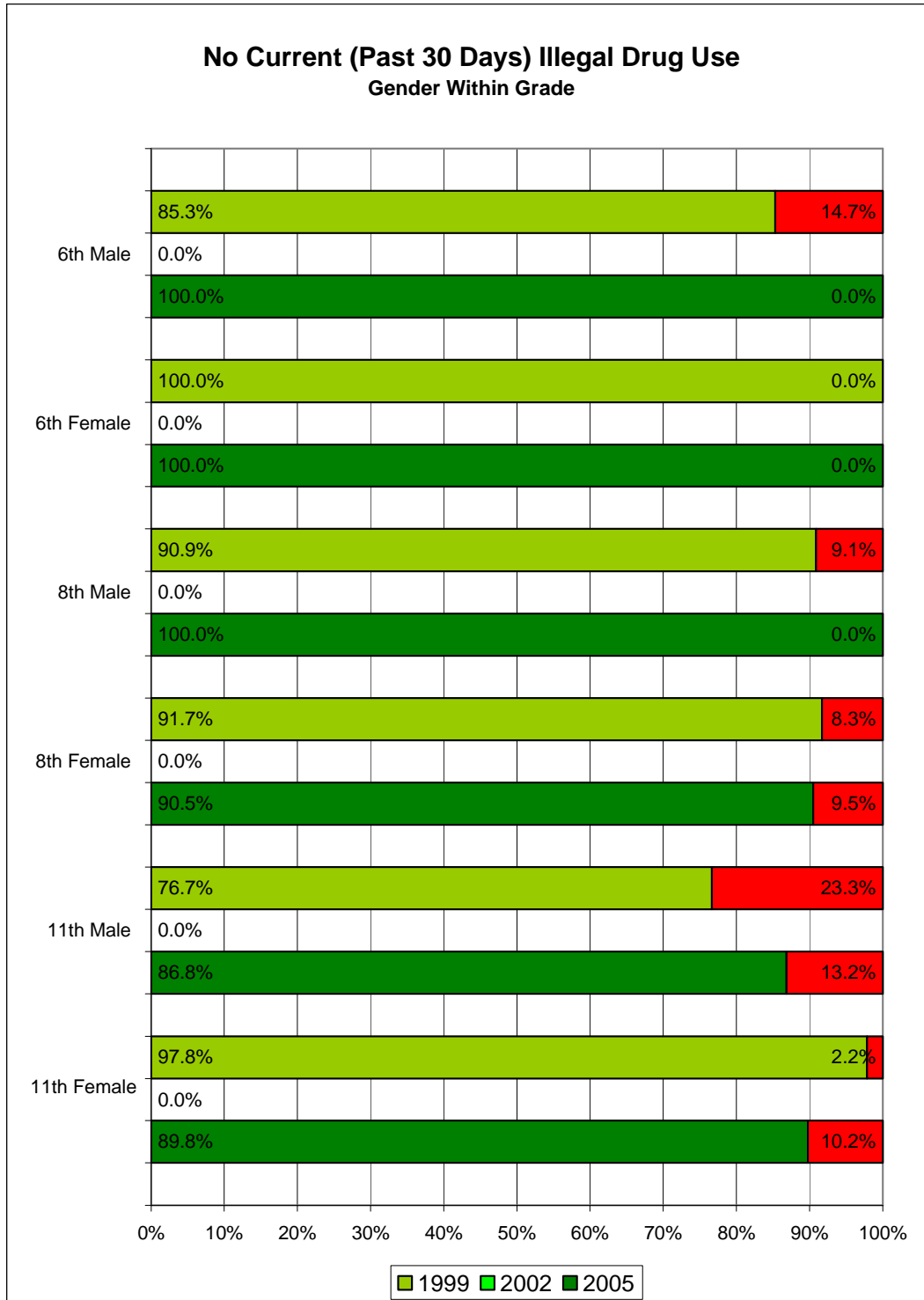
The 4 questions included in the **No Current (Past 30 Days) Tobacco Use** construct are: During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day; In the past 30 days, on how many days have you smoked cigarettes; In the past 30 days, on how many days have you smoked cigars, and If you have ever used any of the substances below, on how many of the last 30 days have you: used smokeless tobacco (chewing tobacco, snuff, plug, dipping tobacco). Any response that indicated tobacco use on any of the 4 questions (smoking less than



1 cigarette, or more, per day in response to the first question or a 1 or more days response to the 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> questions) was coded negative and any other combination of responses (including missing data) was coded positive.



Green bars represent positive results, Red bars negative results

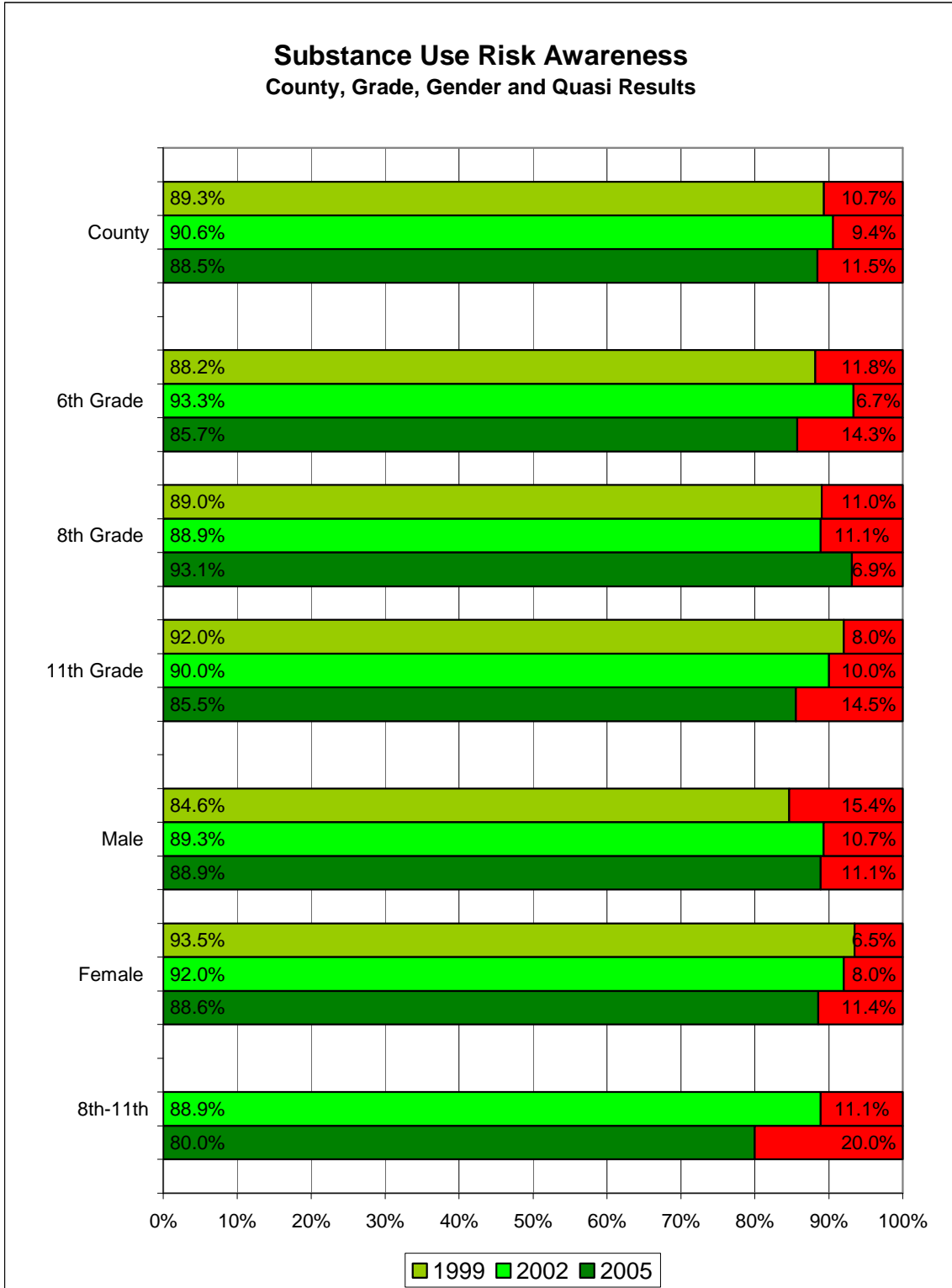


Green bars represent positive results, Red bars negative results

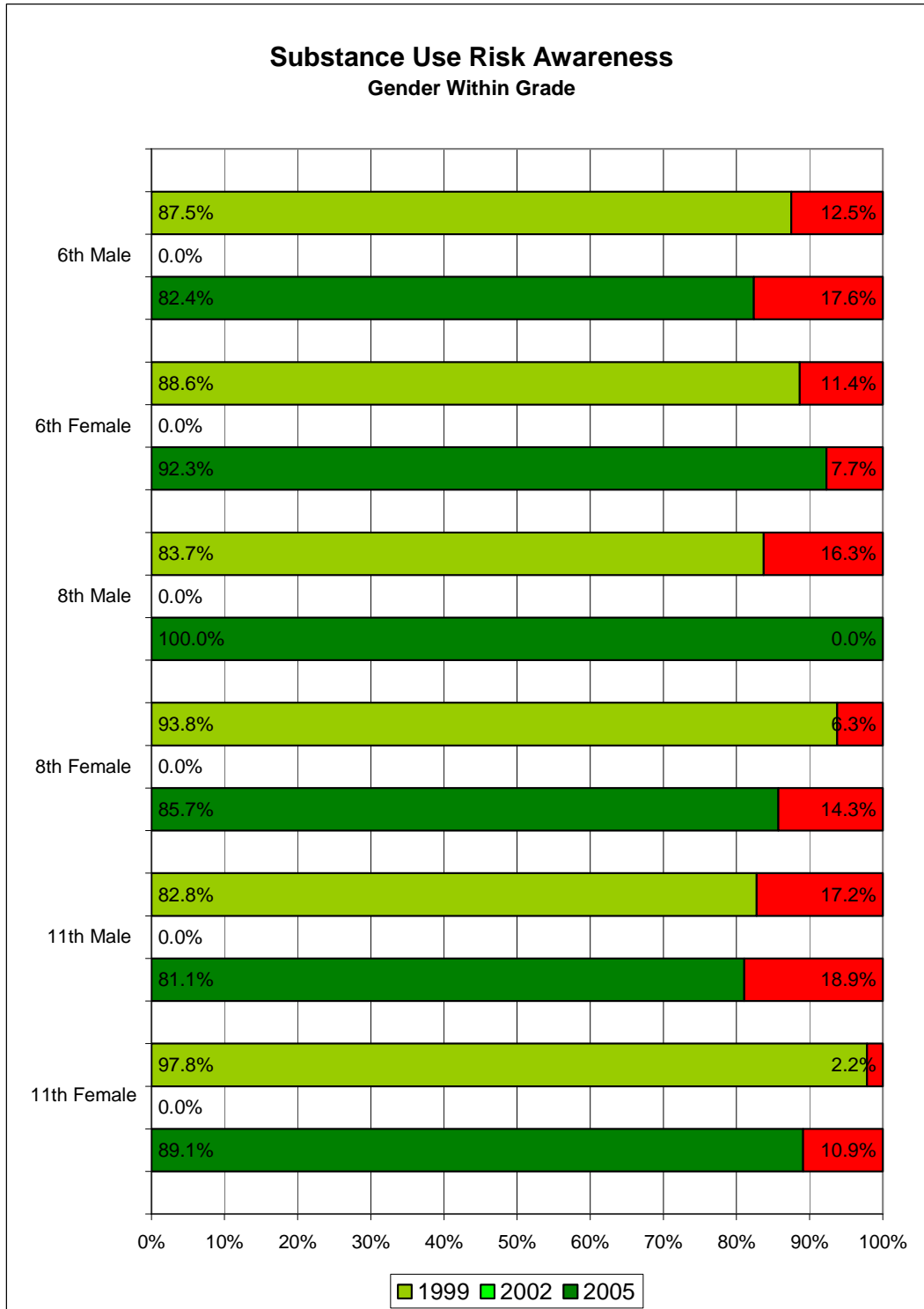
### Questions Included in the Construct

Six of the 8 questions included in the **No Current (Past 30 Days) Illegal Drug Use** construct share a common stem (In the past 30 days, how many days have you): used marijuana (pot, grass, hash, bud, weed); Sniffed glue, breathed the contents of gases or sprays in order to get high; Used methamphetamines (crank, ice); Used cocaine (coke, rock, crack); Used amphetamines other than methamphetamines (like stimulants, uppers, speed); Used prescription

medications that were not prescribed for you by your doctor. The question about using prescription medications is an addition to this construct that was made in 2005. The last 2 of the 8 questions share a common stem (If you have ever used any of the substances below, on how many of the last 30 days have you): Taken steroid pills or shots without a doctor's prescription and taken any other illegal drug (like barbiturates, heroin, hallucinogens) without a doctor's prescription. Any indication of drug use on any of the 8 questions (1 or more days in response to any of the 7 questions) was coded negative and any other combination of responses (including missing data) was coded positive.



Green bars represent positive results, Red bars negative results

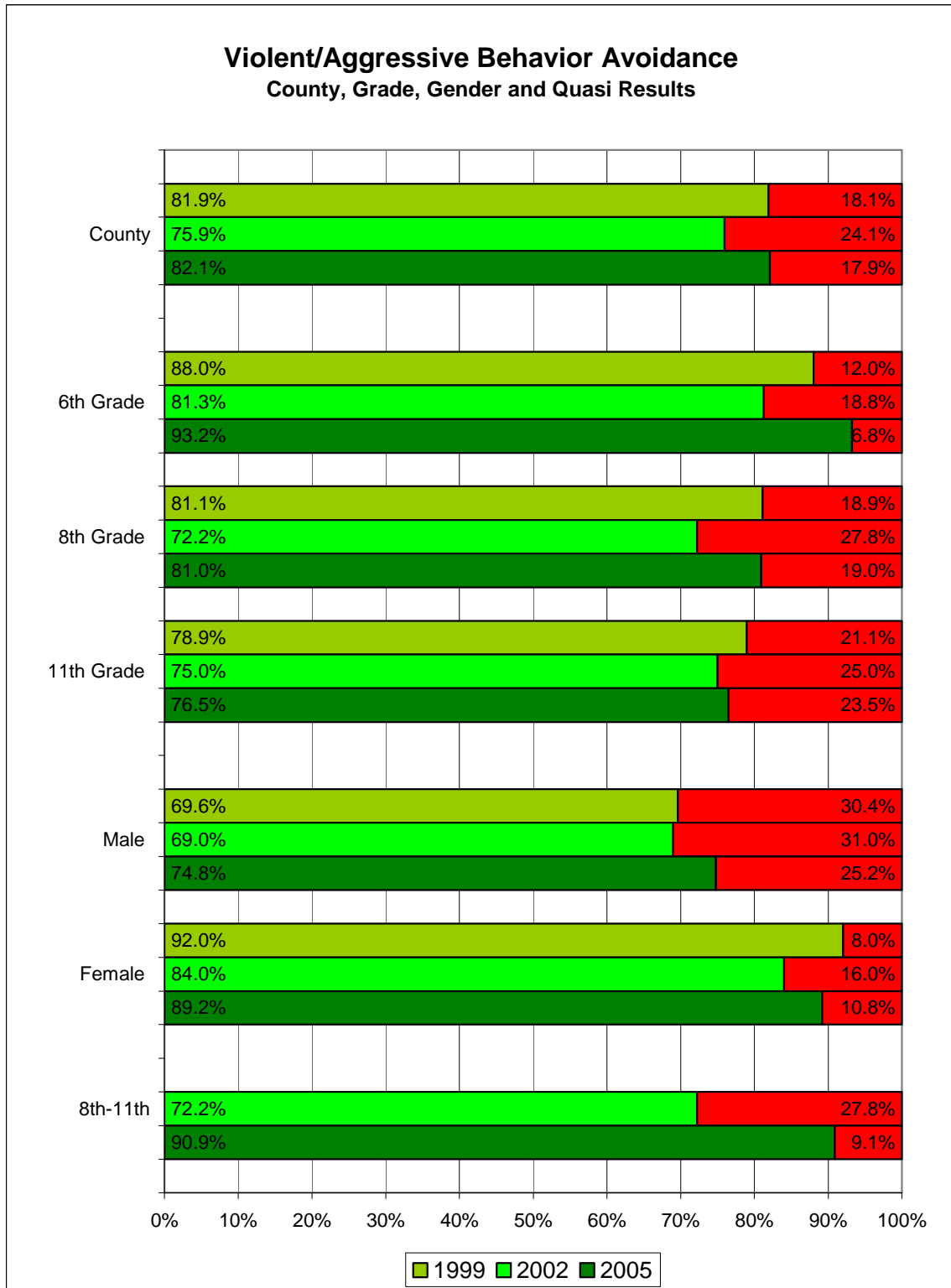


Green bars represent positive results, Red bars negative results

### Questions Included in the Construct

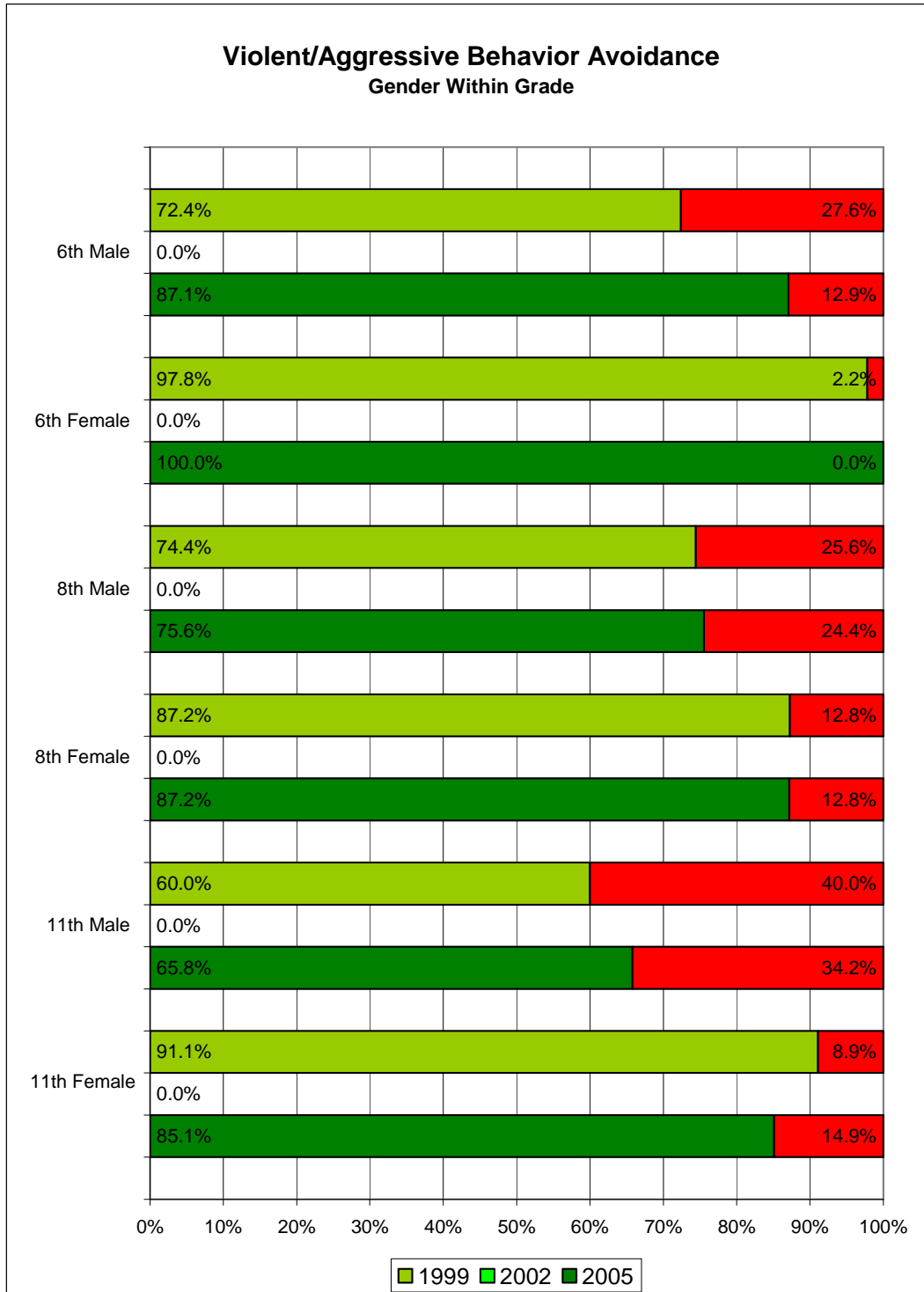
The 7 questions included in the **Substance Use Risk Awareness** construct share a common stem [How much do you think you risk harming yourself (physically or otherwise) if you]: Drink 3 or more drinks (glasses, cans or bottles of beer; glasses of wine, liquor or mixed drinks) of alcohol nearly every 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, and Use any other illegal drug once a week. A “great risk” or “moderate risk” or “slight risk” or “don’t know” is coded positive and a “no risk” is coded negative.



Green bars represent positive results, Red bars negative results





Green bars represent positive results, Red bars negative results

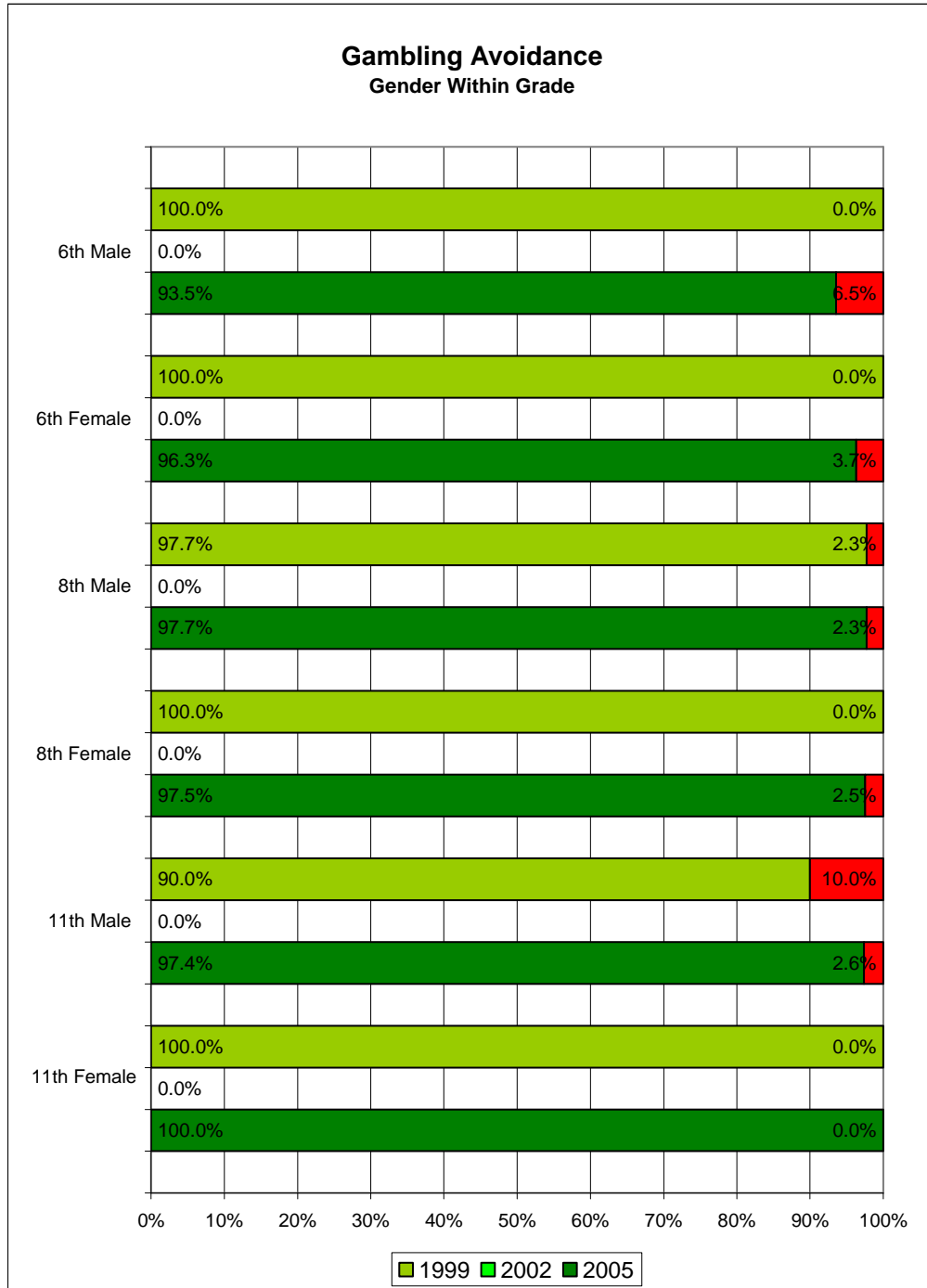
### Questions Included in the Construct

The 7 questions included in the **Violent/Aggressive Behavior Avoidance** construct share a common stem (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, and Stolen something. A “1 or 2 times” in the first and fifth questions is coded negative, for the rest of the questions a “none” or “1 or 2 times” is coded positive and a “3-5 times” or “6 or more times” is coded negative.



Green bars represent positive results, Red bars negative results

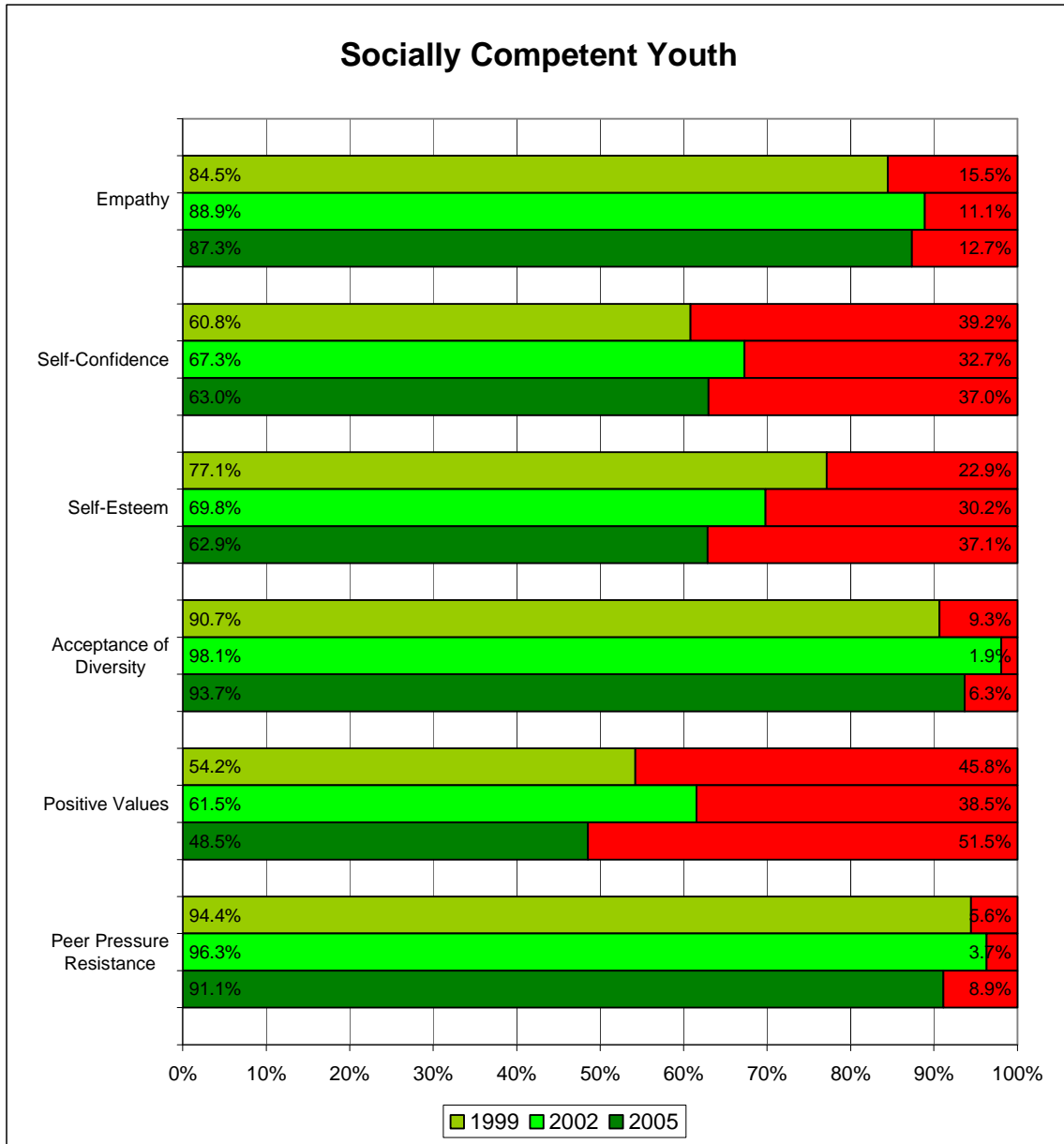


Green bars represent positive results, Red bars negative results

### Questions Included in the Construct

The 3 questions in the **Gambling Avoidance** construct are: If you have gambled (like buying lottery tickets, betting on the outcome of sports events, card games, or horse/dog races) in the past 12 months, how much money did you usually bet; Has the money you spent gambling led to financial problems, and Has the time you spent gambling led to problems in your family, work, school, or personal life. In the first question a “I never gamble” or “less than 5 dollars” or “5 to 10 dollars” or “11 to 25 dollars” or 26 to 50 dollars” is coded positive and a “more than 50 dollars” is coded negative. In the last 2 questions a “I never gamble” or “no” is coded positive and a “yes” is coded negative.

**E. Socially Competent Youth Domain**



Green bars represent positive results, Red bars negative results

## **Questions Included in the Domain—Social Competent Youth**

The 3 questions in the Empathy construct are: It is important to help other people; I care about other people's feelings, and I feel sorry for people who have things stolen or damaged. A "strongly agree" or "agree" is coded positive and a "strongly disagree" or "disagree" is coded negative.

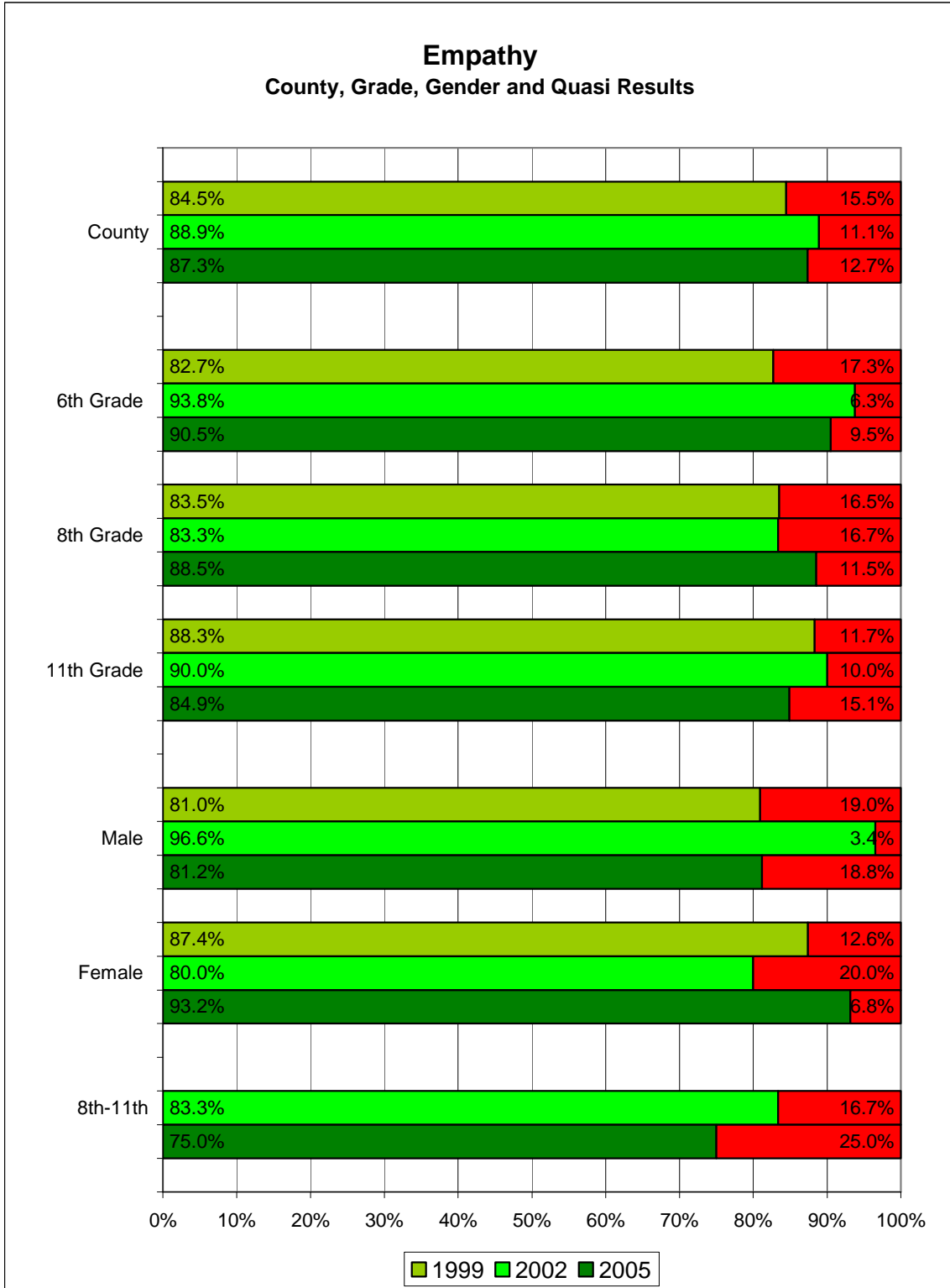
The 4 questions included in the Self-Confidence constructs are: I accept responsibility for my actions when I make a mistake or get into trouble; I am good at making friends; When I have problems, I am good at finding a way to fix them, and I think things through carefully before I make a decision. A "strongly agree" or "agree" is coded positive and a "strongly disagree" or "disagree" is coded negative.

The 1 question included in the Self-Esteem construct is: I feel I do not have much to be proud of. A "strongly disagree" or "disagree" is coded positive and a "strongly agree" or "agree" is coded negative.

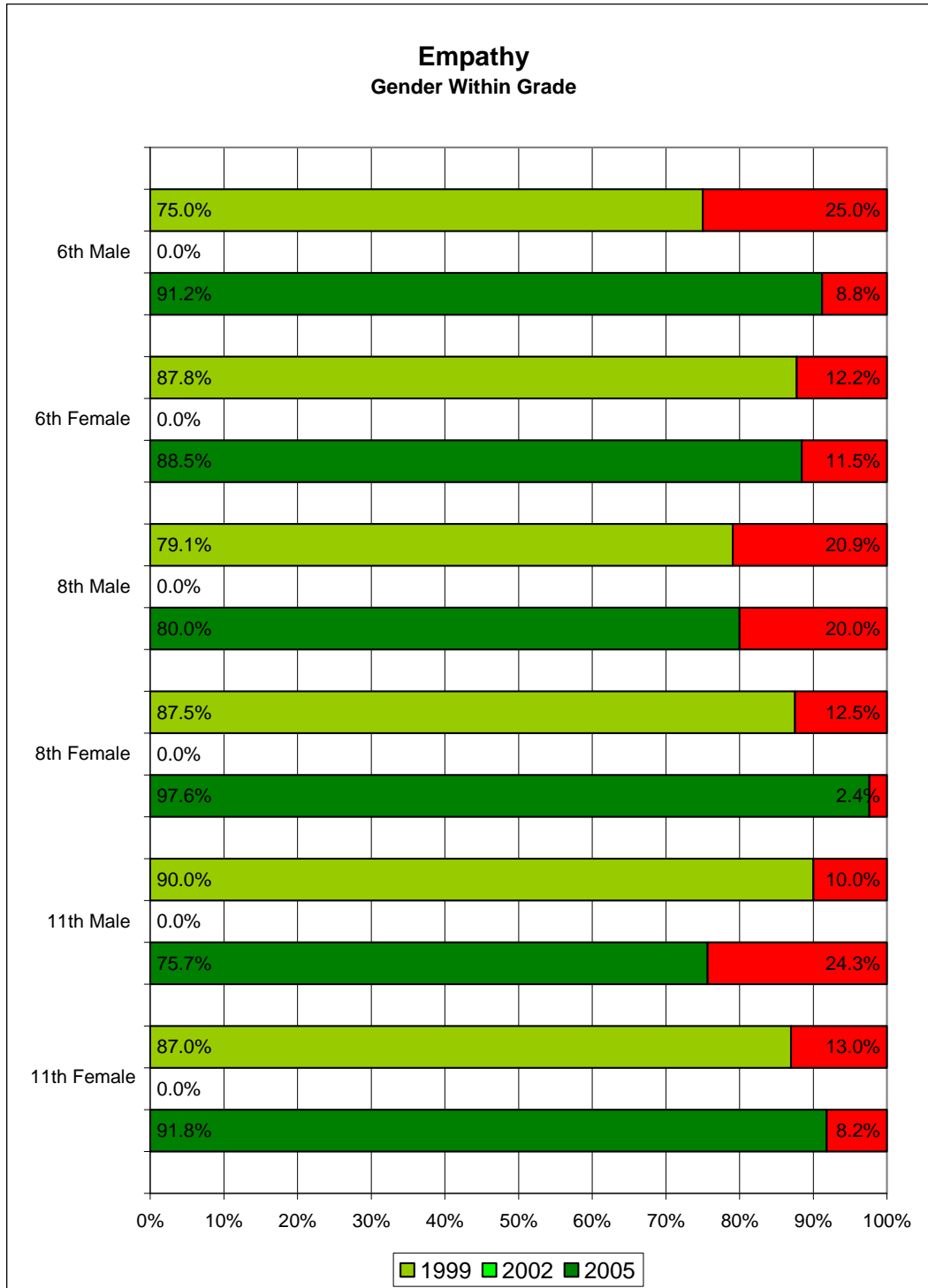
The 2 questions included in the Acceptance of Diversity construct are: I am accepting of those different than myself (racially, culturally, socio-economically) and It is wrong to discriminate against someone because of her/his race, appearance, culture, religion, etc. A "strongly agree" or "agree" is coded positive and a "strongly disagree" or "disagree" is coded negative.

The 4 questions included in the Positive Values construct are: 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, and It is against my values to use alcohol and drugs as a teenager. A "strongly agree" or "agree" is coded positive and a "strongly disagree" or "disagree" is coded negative.

The 1 question included in the Peer Pressure Resistance construct is: I can say "no" when someone wants me to do things I know are wrong or dangerous. A "strongly agree" or "agree" is coded positive and a "strongly disagree" or "disagree" is negative.



Green bars represent positive results, Red bars negative results

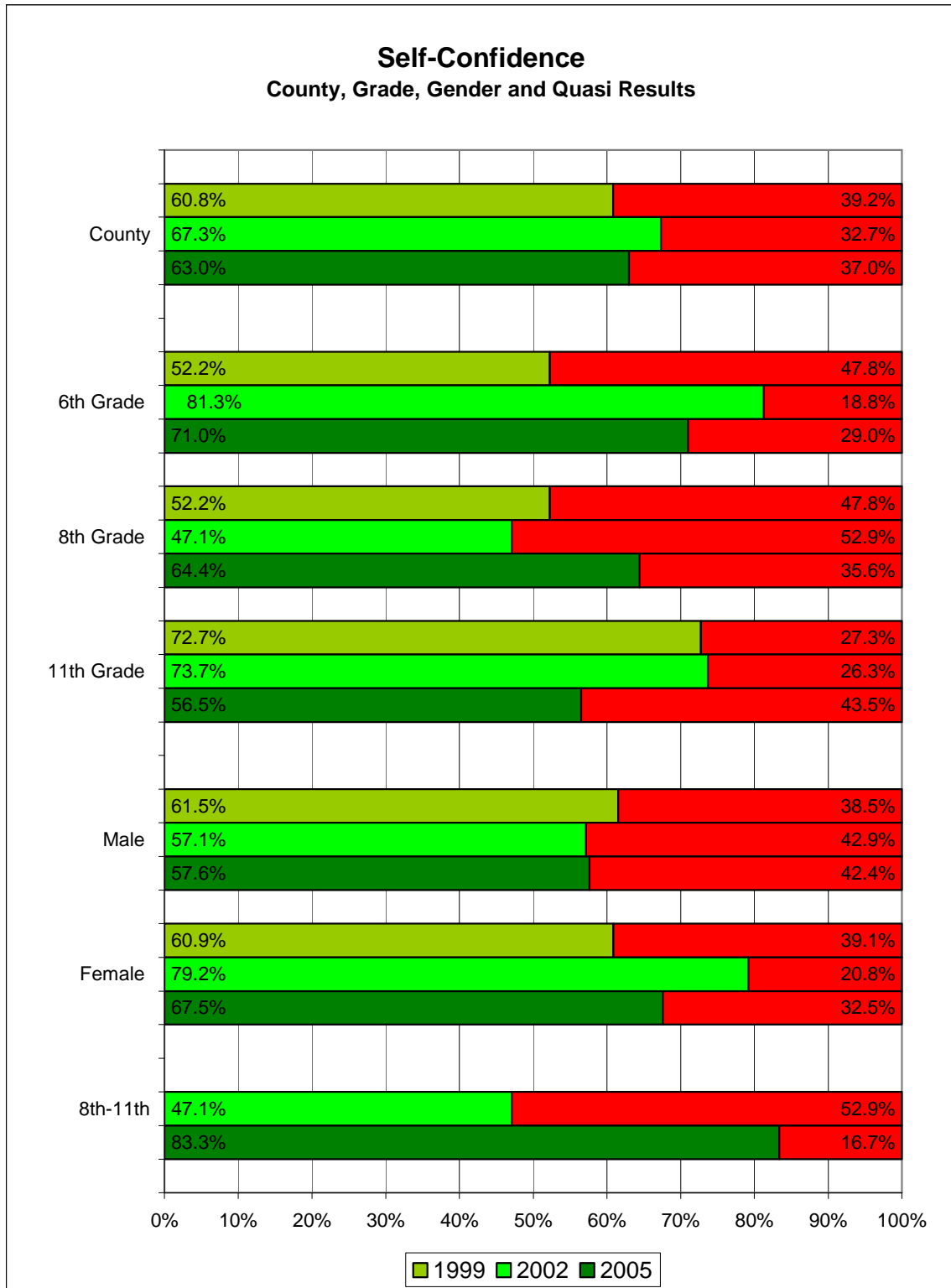


Green bars represent positive results, Red bars negative results

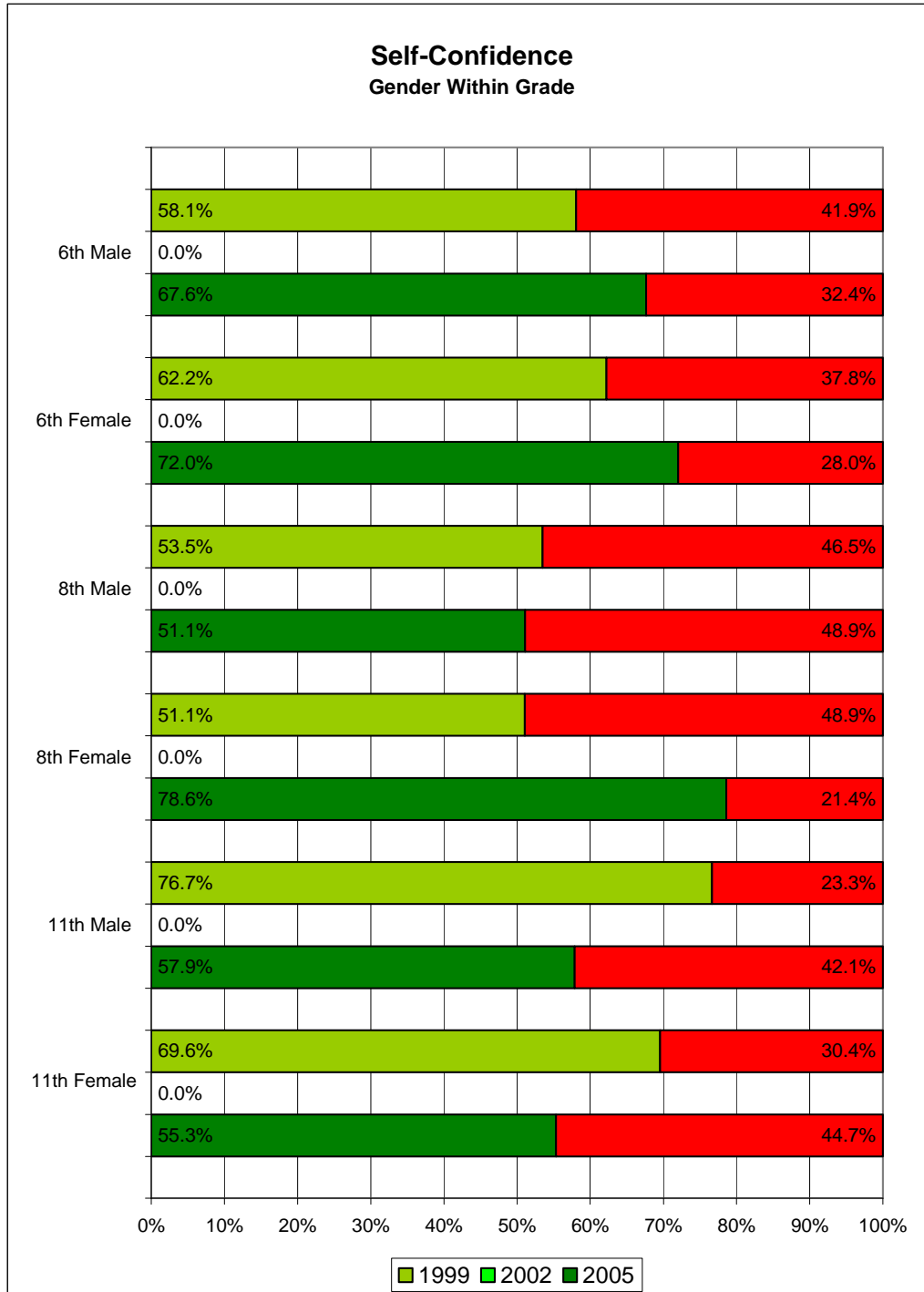
### Questions Included in the Construct

The 3 questions in the **Empathy** construct are: It is important to help other people; I care about other people’s feelings, and I feel sorry for people who have things stolen or damaged. A “strongly agree” or “agree” is coded positive and a “strongly disagree” or “disagree” is coded negative.





Green bars represent positive results, Red bars negative results



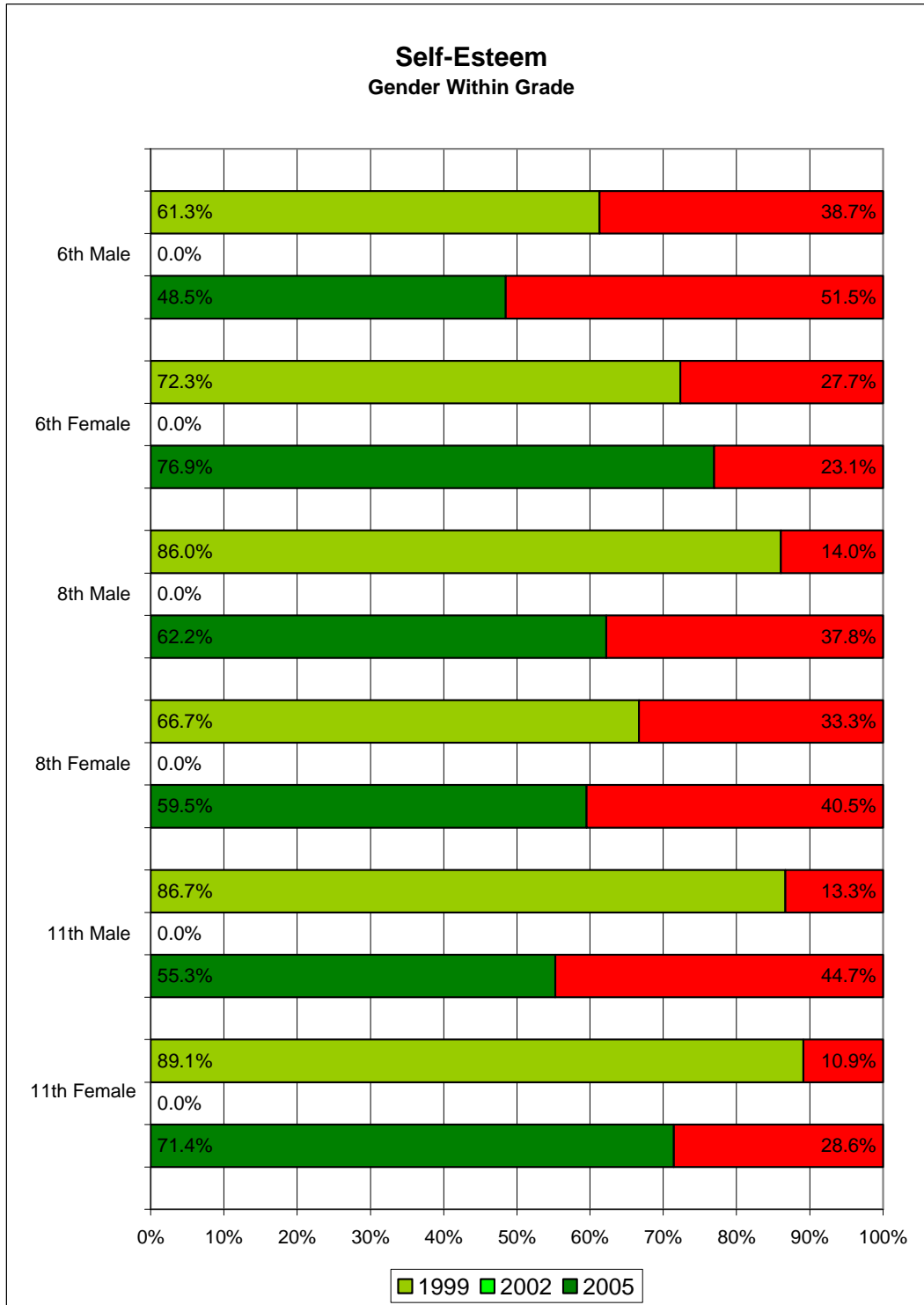
Green bars represent positive results, Red bars negative results

### Questions Included in the Construct

The 4 questions included in the **Self-Confidence** constructs are: 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 a way to fix them, and I think things through carefully before I make a decision. A “strongly agree” or “agree” is coded positive and a “strongly disagree” or “disagree” is coded negative.



Green bars represent positive results, Red bars negative results



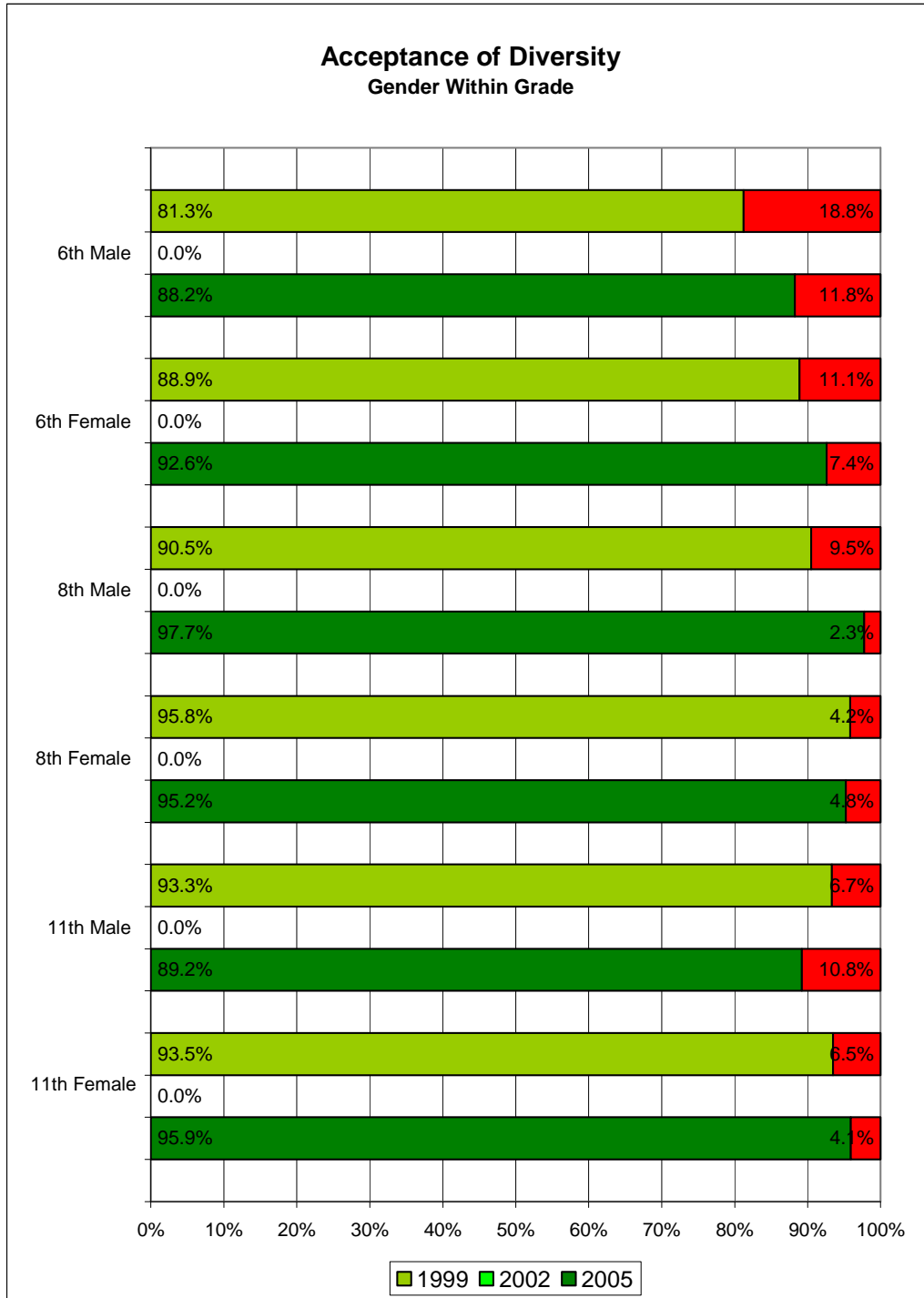
Green bars represent positive results, Red bars negative results

### Questions Included in the Construct

The 1 question included in the **Self-Esteem** construct is: I feel I do not have much to be proud of. A “strongly disagree” or “disagree” is coded positive and a “strongly agree” or “agree” is coded negative.



Green bars represent positive results, Red bars negative results



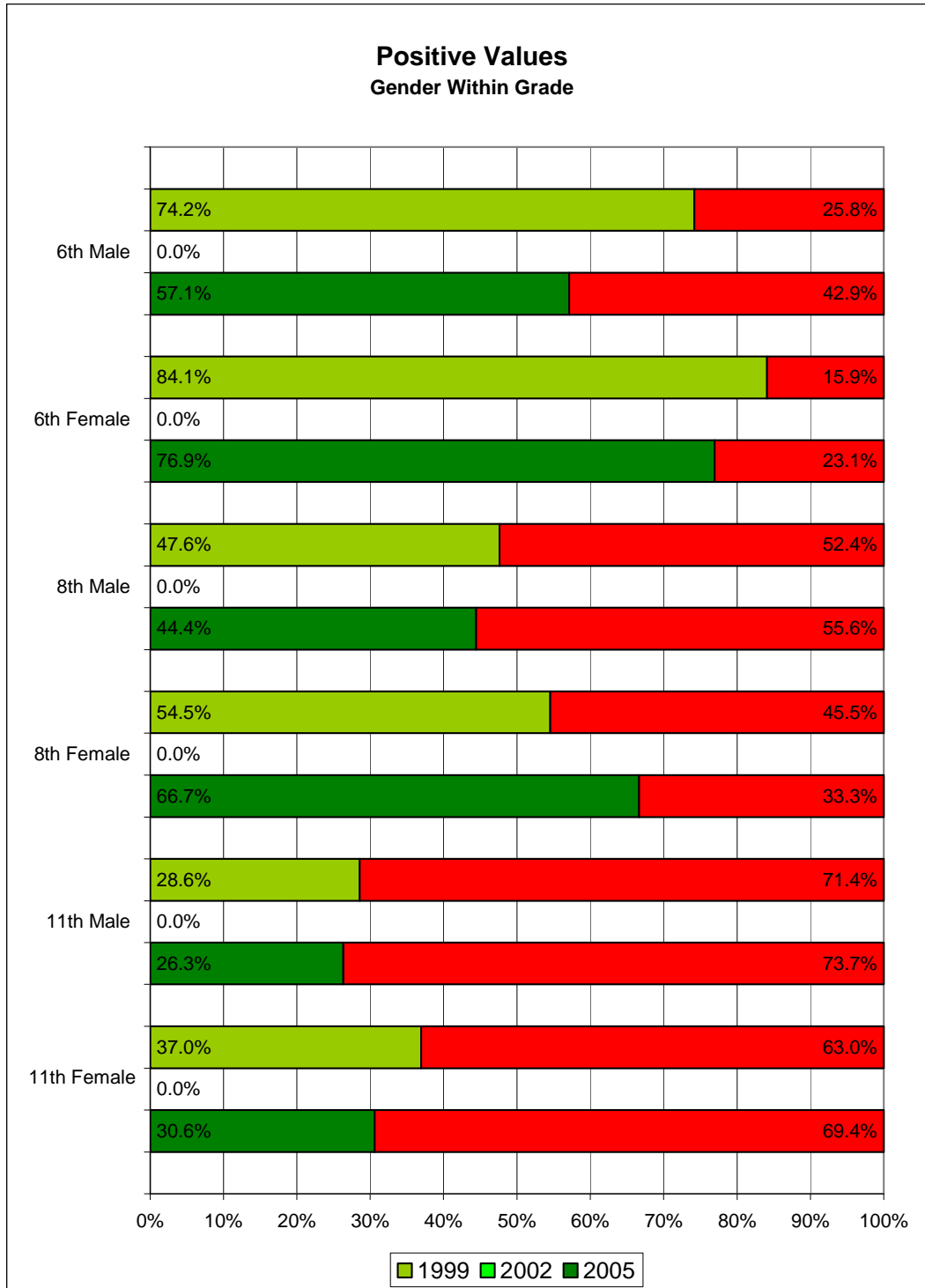
Green bars represent positive results, Red bars negative results

### Questions Included in the Construct

The 2 questions included in the **Acceptance of Diversity** construct are: I am accepting of those different than myself (racially, culturally, socio-economically) and It is wrong to discriminate against someone because of her/his race, appearance, culture, religion, etc. A “strongly agree” or “agree” is coded positive and a “strongly disagree” or “disagree” is coded negative.



Green bars represent positive results, Red bars negative results

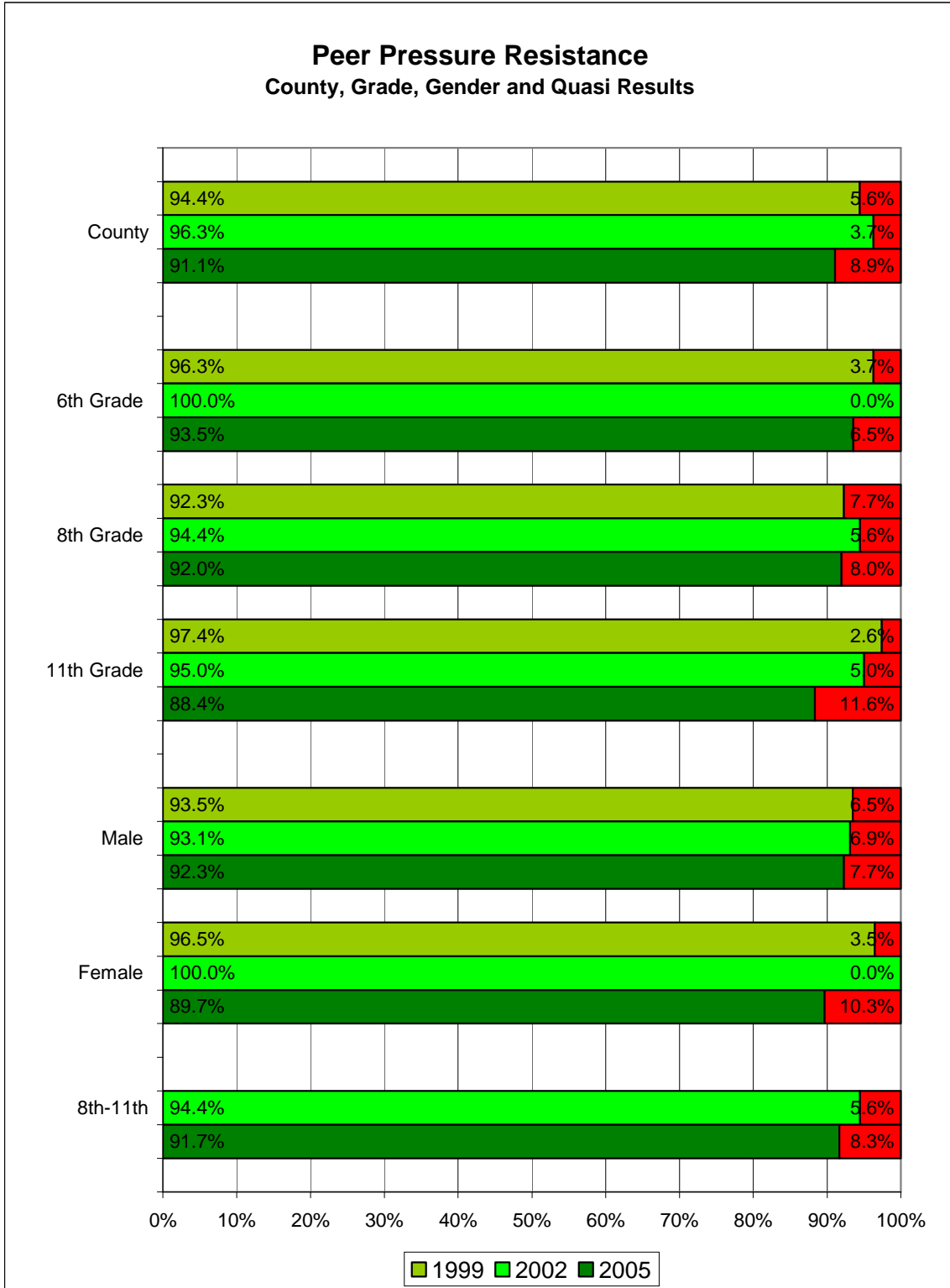


Green bars represent positive results, Red bars negative results

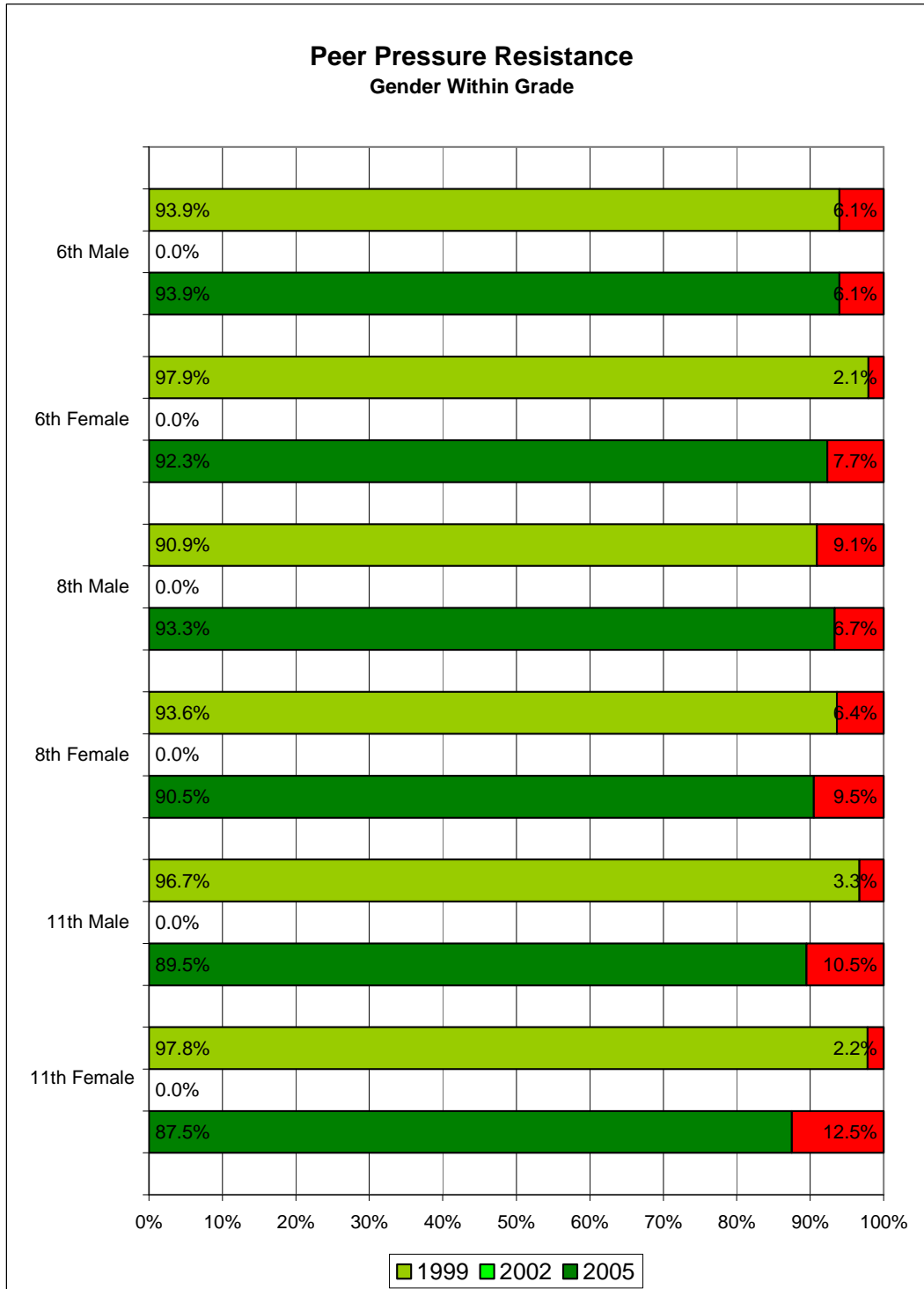
### Questions Included in the Construct

The 4 questions included in the **Positive Values** construct are: 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, and It is against my values to use alcohol and drugs as a teenager. A “strongly agree” or “agree” is coded positive and a “strongly disagree” or “disagree” is coded negative.





Green bars represent positive results, Red bars negative results

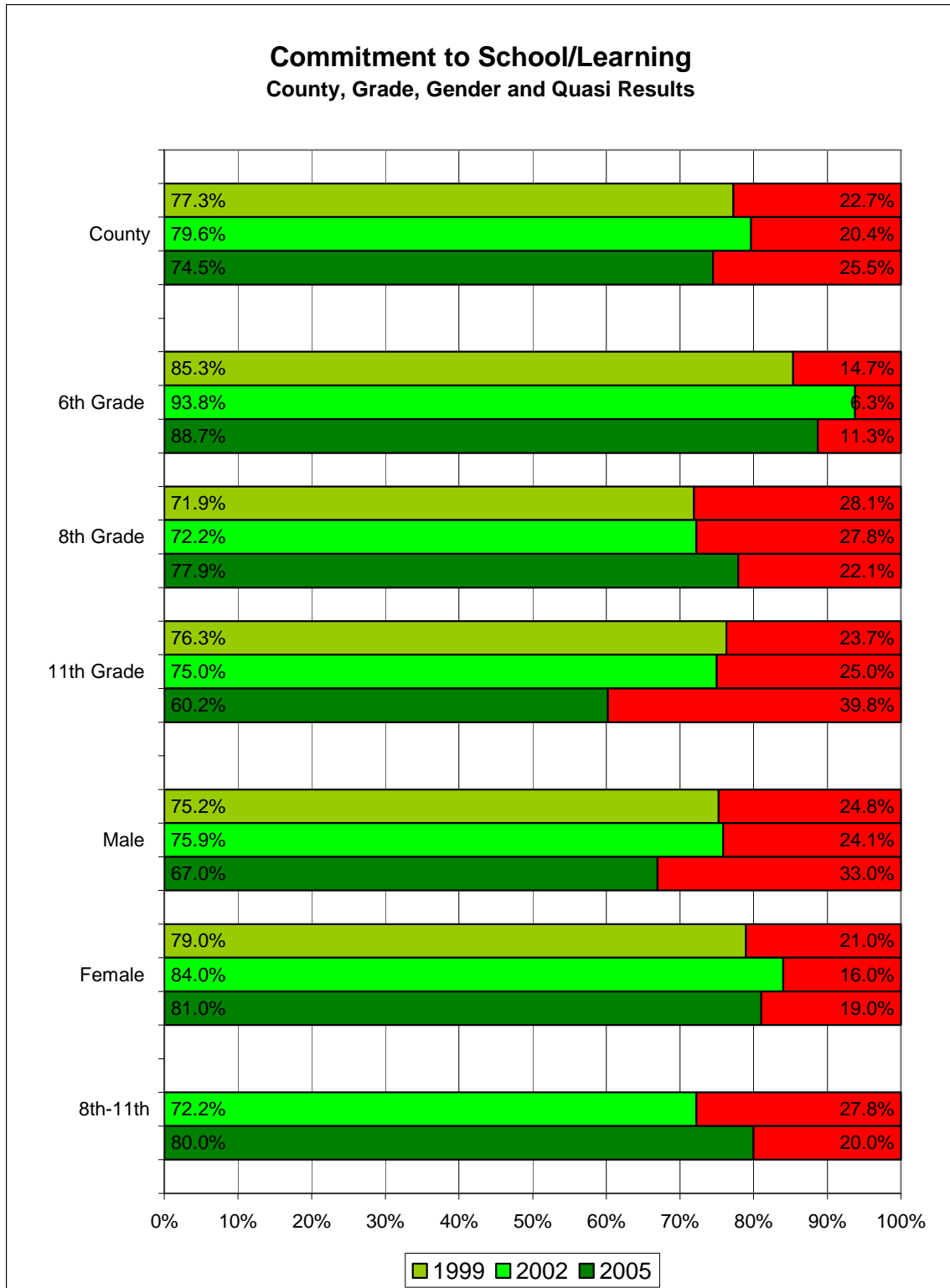


Green bars represent positive results, Red bars negative results

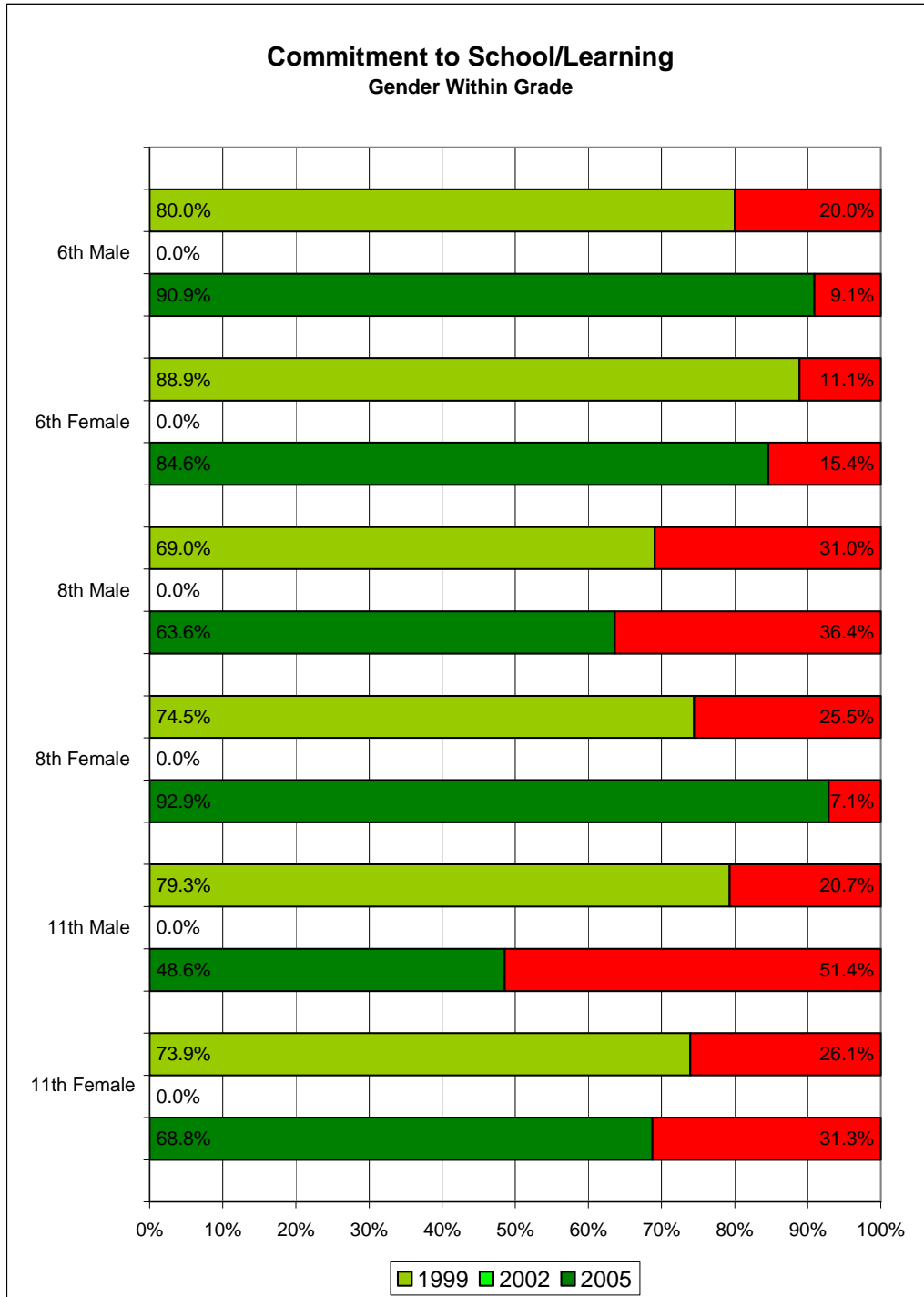
### Questions Included in the Construct

The 1 question included in the **Peer Pressure Resistance** construct is: I can say “no” when someone wants me to do things I know are wrong or dangerous. A “strongly agree” or “agree” is coded positive and a “strongly disagree” or “disagree” is negative.

**F. Youth Successful in School Domain**



Green bars represent positive results, Red bars negative results



Green bars represent positive results, Red bars negative results

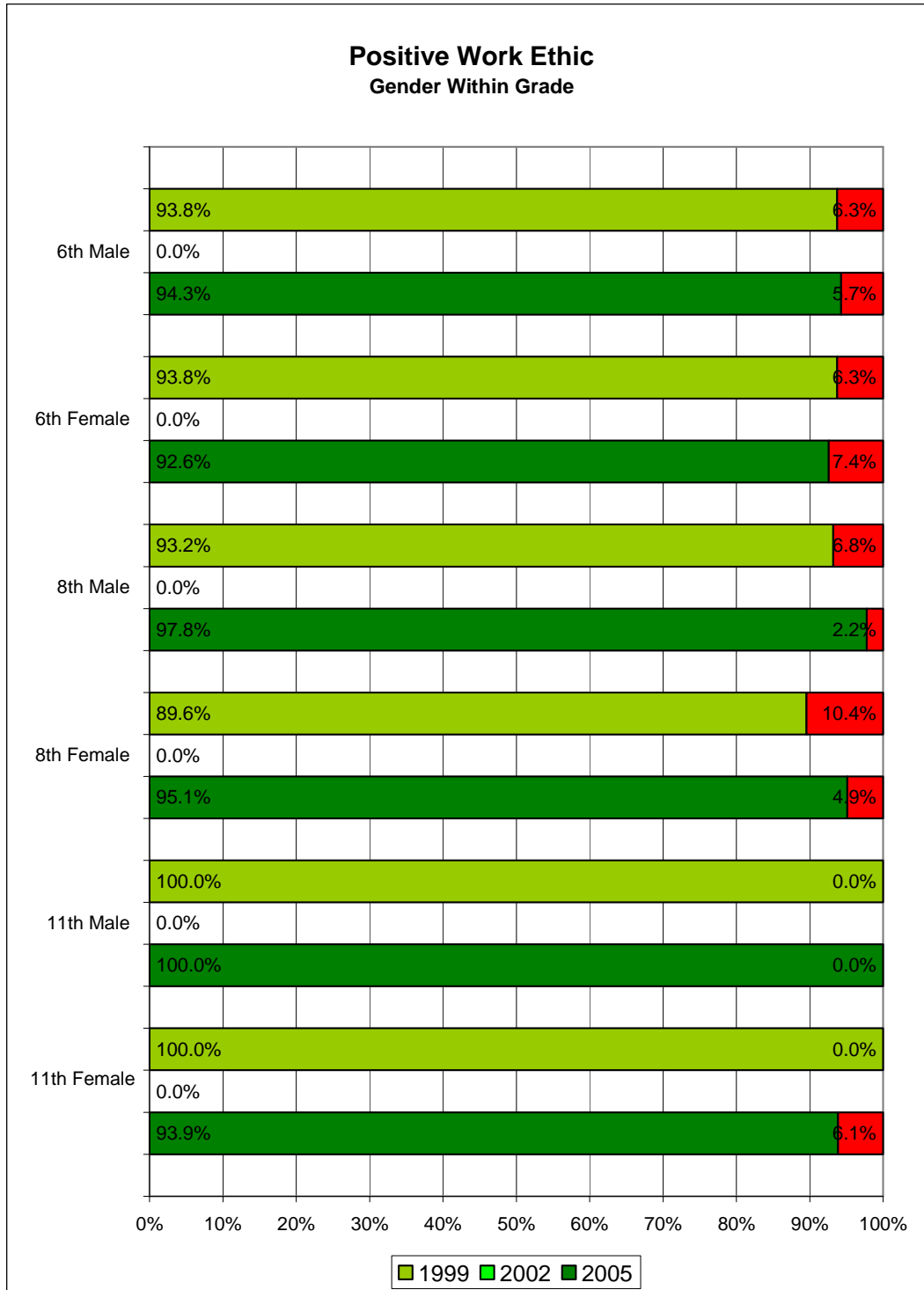
### Questions Included in the Construct

The 1 construct (**Commitment to School/Learning**) in the **Youth Successful in School** domain includes 4 questions: I care about my school; I try to do my best in school; I plan to finish high school, and I do the homework that is assigned. A “strongly agree” or “agree” is coded positive and a “strongly disagree” or “disagree” is coded negative.

**G. Youth Prepared for a Productive Adulthood Domain**



Green bars represent positive results, Red bars negative results

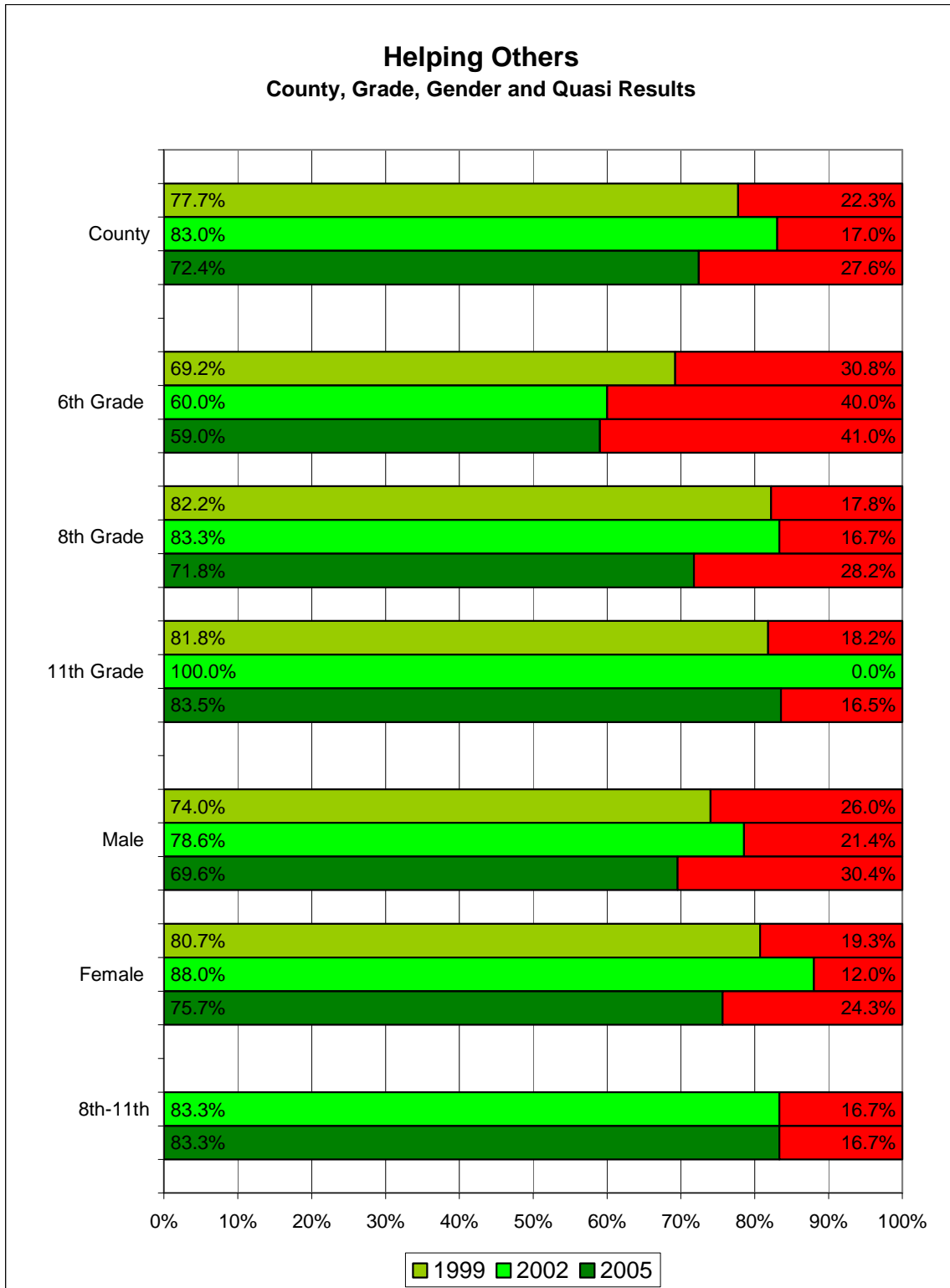


Green bars represent positive results, Red bars negative results

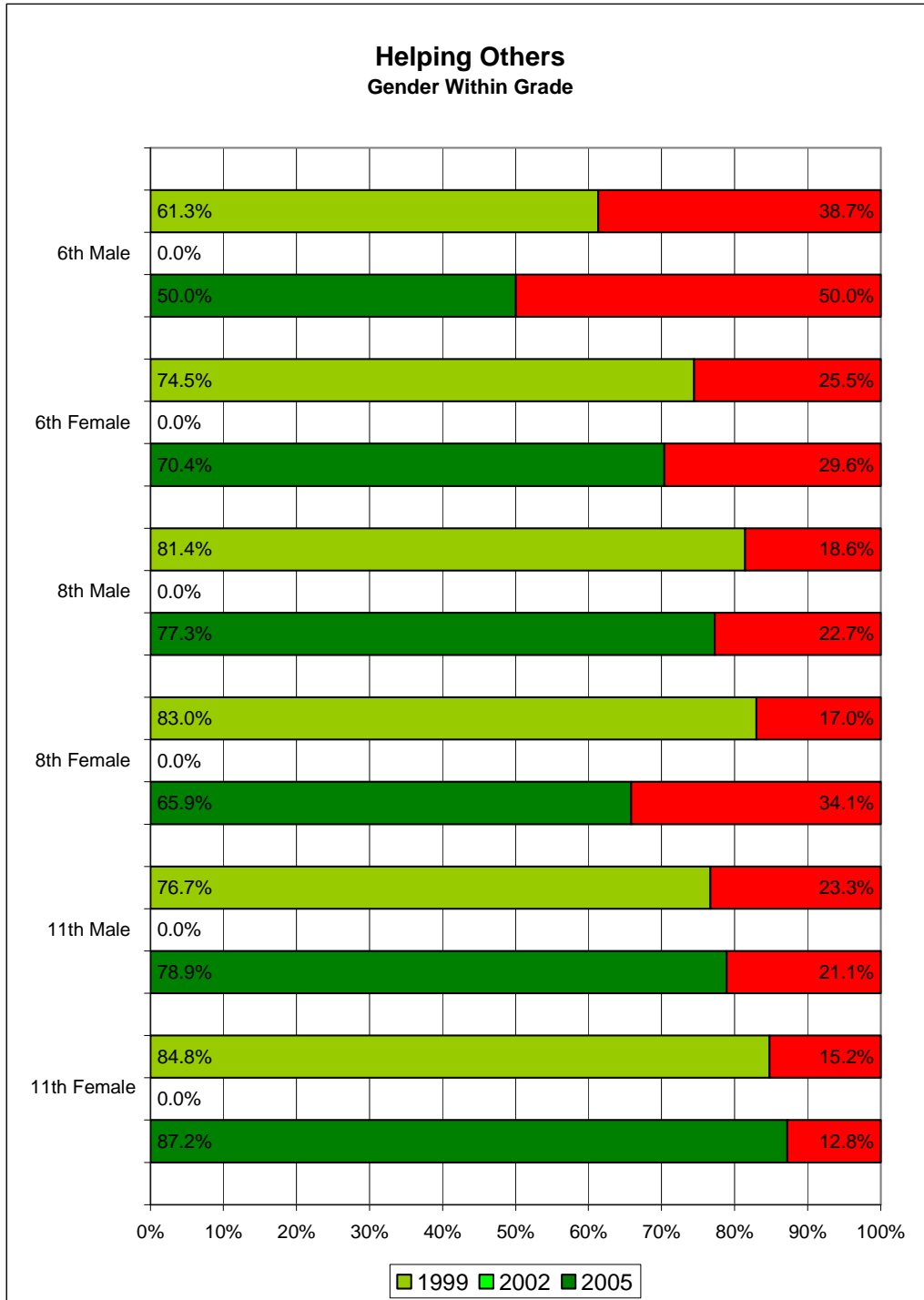
### Questions Included in the Construct

The 1 construct (**Positive Work Ethic**) in the **Youth Prepared for a Productive Adulthood** domain includes 1 question: I believe that working hard now will make my life successful in the future. A “strongly agree” or “agree” is coded positive and a “strongly disagree” or “disagree” is coded negative.

**H. Youth Engaged in/Contribute to Community Domain**



Green bars represent positive results, Red bars negative results



Green bars represent positive results, Red bars negative results

### Questions Included in the Construct

The 1 construct (**Helping Others**) in the **Youth Engaged In/Contribute to Community** domain includes 1 question: On the average during the school year, how many hours per week do you spend: Helping friends, neighbors, or others (including volunteer activities). A “1-2 hours” or “3-5 hours” or “6-10 hours” or “11 or more hours” is coded positive and a “0 hours” is coded negative.



## APPENDIX A

Table A.1. Data Profile of Iowa Youth Development Results Framework Constructs: Total Valid and Percent Missing for Each Construct.

IOWA YOUTH DEVELOPMENT RESULTS FRAMEWORK DOMAINS AND CONSTRUCTS	Total Valid			Percent Missing		
	1999	2002	2005	1999 <sup>1</sup>	2002 <sup>2</sup>	2005 <sup>3</sup>
<b>SECURE AND SUPPORTIVE FAMILY</b>						
Positive Family Relationships	236	52	230	7.1	3.7	4.2
Family Involvement and Support	230	53	223	9.4	1.9	7.1
Parental/Guardian Boundaries	239	54	230	5.9	0.0	4.2
Positive Parental/Guardian Norms	240	54	225	5.5	0.0	6.3
<b>SAFE AND SUPPORTIVE SCHOOL CLIMATE</b>						
School Expectations/Boundaries	241	54	227	5.1	0.0	5.4
Safe (Nonviolent) School Environment	250	54	236	1.6	0.0	1.7
School Perceived to be Safe	247	53	238	2.8	1.9	0.8
School Staff/Student Support	237	52	232	6.7	3.7	3.3
Positive Student Norms	244	51	230	3.9	5.6	4.2
Social Pressure to Use Substances Limited	249	54	229	2.0	0.0	4.6
<b>SAFE AND SUPPORTIVE COMMUNITY</b>						
Positive Community Adult Norms	242	51	226	4.7	5.6	5.8
Positive Community Peer Norms	249	51	230	2.0	5.6	4.2
Youth Access to Substances Limited	238	53	232	6.3	1.9	3.3
Safe Neighborhood	245	52	228	3.5	3.7	5.0
Supportive Neighborhood	224	52	225	11.8	3.7	6.3
Alcohol/Drug Free Places Available	240	53	226	5.5	1.9	5.8
<b>HEALTHY YOUTH – AVOIDANCE OF RISKY BEHAVIOR</b>						
Suicide Risk Avoidance	251	53	227	1.2	1.9	5.4
No Current (past 30 days) Alcohol Use	254	54	240	0.0	0.0	0.0
No Current (past 30 days) Tobacco Use	254	54	240	0.0	0.0	0.0
No Current (past 30 days) Illegal Drug Use	254	54	240	0.0	0.0	0.0
Substance Use Risk Awareness	244	53	234	3.9	1.9	2.5
Violent/Aggressive Behavior Avoidance	243	54	229	4.3	0.0	4.6
Gambling Avoidance	251	52	232	1.2	3.7	3.3
<b>SOCIALLY COMPETENT YOUTH</b>						
Empathy	251	54	237	1.2	0.0	1.3
Self-Confidence	245	52	235	3.5	3.7	2.1
Self-Esteem	245	53	237	3.5	1.9	1.3
Acceptance of Diversity	246	52	237	3.1	3.7	1.3
Positive Values	238	52	239	6.3	3.7	0.4
Peer Pressure Resistance	251	54	236	1.2	0.0	1.7
<b>YOUTH SUCCESSFUL IN SCHOOL</b>						
Commitment to School/Learning	242	54	231	4.7	0.0	3.8
<b>YOUTH PREPARED FOR A PRODUCTIVE ADULTHOOD</b>						
Positive Work Ethic	251	53	239	1.2	1.9	0.4
<b>YOUTH ENGAGED IN/CONTRIBUTE TO COMMUNITY</b>						
Helping Others	247	53	232	2.8	1.9	3.3

<sup>1</sup>Based on total of 254<sup>2</sup>Based on total of 54<sup>3</sup>Based on total of 240