

# IOWA YOUTH SURVEY TREND REPORT

**State of Iowa**  
**2005 • 2008 • 2010 • 2012**

Sponsored By:

**Iowa Department of Public Health**

Division of Behavioral Health

Division of Tobacco Use Prevention and Control

Office of Gambling Treatment and Prevention

**Iowa Department of Education**

**Iowa Department of Human Rights**

Division of Criminal and Juvenile Justice Planning

Prepared By:

**Iowa Consortium for Substance Abuse Research and Evaluation**

**University of Iowa**



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

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We wish to directly thank all the district superintendents, principals, teachers, counselors, facilitators, parents, and students for their incredible effort. 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.

## **Overview**

In September through November of 2012, the Iowa Department of Public Health (IDPH) collaborated with schools in Iowa to conduct the 2012 Iowa Youth Survey (IYS). The 2012 IYS is the fourteenth 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. The IYS includes questions about students' behaviors, attitudes, and beliefs, as well as their perceptions of peer, family, school, neighborhood, and community environments over time. In addition to the 2012 State of Iowa Trend report, multiple IYS yearly and trend reports are also publicly available on the IYS website: [www.iowayouthsurvey.iowa.gov](http://www.iowayouthsurvey.iowa.gov).

## **Objective**

The 2012 Iowa Youth Survey State of Iowa Trend Report is designed to help state-level planners, community agencies, and school personnel identify youth development needs, implement relevant targeted interventions, and assess outcomes. It can also help to assess the strengths and challenges of schools, families, and communities through the years from the young person's perspective. In addition, these data can help the state obtain funding for a wide variety of programs and services. IYS trend data provide an overall view of youth for each construct; however, the data do not identify which specific areas may be most in need of improvement. The percentages of responses to the specific questions utilized in the constructs are available in the State of Iowa Youth Survey Reports for each survey year. An analysis of the responses to each question utilized in scoring the construct would be necessary to allocate scarce resources in the most efficient manner possible. The Iowa Youth Survey has proven to be a valuable resource in youth needs assessment, program development, implementation, and outcome evaluation. Data analyzed in the 2012 Iowa Youth Survey State of Iowa Trend Report are derived from the 2005, 2008, 2010, and 2012 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.

In 2012, in an effort to reduce the amount of time it takes younger students to complete the IYS, modifications were made to the structure of the survey without changing the content. Skip questions were introduced for alcohol (B14), tobacco (B28), and marijuana use (B36), as well as gambling (B47) and suicidal ideations (B61, B62, and B63). This change, if all skip outs are selected, would reduce the survey length by 34 questions. When a “no” response to a skip question is selected, all questions corresponding to this section are classified with null responses (No, Never, etc.) as well.

### **2005, 2008, 2010, and 2012 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 2005 to 2012. Based on information in previous IYS reports, Table 1 found below provides the total number of students completing a validated 2005, 2008, 2010, and 2012 IYS, by grade. The first column lists the year and the second column lists the grade. The third column displays the number of records from students who reported that they were in grades 6, 8, or 11 and completed a validated IYS.

**Table 1. 2005 – 2012 IYS Participation by Grade**

<b>Year</b>	<b>Grade</b>	<b>Number of IYS Records</b>
<b>2005</b>	6	31,814
	8	34,068
	11	31,673
<b>2008</b>	6	32,264
	8	32,673
	11	31,130
<b>2010</b>	6	26,857
	8	27,115
	11	23,656
<b>2012</b>	6	24,170
	8	24,294
	11	21,963

School district and non-public school participation has trended downward from 2008. Not all public school districts and non-public schools participated in the IYS at the four data collection points (2005, 2008, 2010, and 2012). Data from all public school districts and non-public schools that participated in at least one year of the IYS are included in this report and data in this report assume each record represents one student. In general, the higher the percentage

of students completing the IYS, the more likely the data are representative of all students in grades 6, 8, and 11 residing in the state of Iowa. The percent of public school districts participating increased through 2005, dropped slightly in 2008, and dropped more substantially in 2010 and again in 2012. Non-public schools declined in 2005, gained participation in 2008, and then dropped in 2010 and 2012. Table 2 provides the number of participating public school districts and non-public schools in 2005 through 2012 based on information in previous IYS reports.

**Table 2. 2005 – 2012 Public School District and Non-Public School IYS Participation**

Year	Number of Public School Districts	Number of Public School Districts Participating in IYS	Percent Participating in IYS	Number of Non-Public Schools	Number of Non-Public Schools Participating in IYS	Percent Participating in IYS
2005	365	359	98%	194	27	14%
2008	362	347	96%	184	48	26%
2010	359	307	86%	183	31	17%
2012	348	255	73%	175	21	12%

### 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 2005, 2008, 2010, and 2012 must be considered on a question by question basis. The general content of the questions and response options included in the IYS at the four survey points is very similar, however changes have occurred. For example, new questions were added each year and several questions have been removed through the years. Additionally, wording changes to questions and responses have occurred to elicit additional, more detailed information.

### Data

#### Weighting

Prior to 2012, weights were generated based on enrollment data and were only applied to the columns totaling all grades. This process has been discontinued for a number of reasons including, but not limited to: 1) it shortens the amount of time necessary to generate reports; 2) weights were sometimes interpreted incorrectly by readers; and 3) weights normally had a minor

impact on reported data and no effect on the percentages in individual grades. As a result, some unweighted results reported here may vary slightly from the same results reported in the 2005, 2008, and 2010 weighted reports.

### **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 2012, significant question changes occurred that resulted in the elimination of eight constructs: School Perceived to be Safe; Alcohol/Drug Free Places Available; No Current (past 30 days) Alcohol Use; Substance Use Risk Awareness; Self-Esteem; Peer Pressure Resistance; Positive Work Ethic; and Do School Adults Stop Bullying. These changes also resulted in the elimination of the Youth Prepared For A Productive Adulthood 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 but are not limited to procedural irregularities across school districts during IYS administration and the online administration of the 2008, 2010, and 2012 IYS.

Since every school district did not collect data from every student, home schooled students may not have been surveyed and not all public school districts and non-public schools participated in the IYS at the four data collection points. Therefore, it is possible that the students who completed the IYS are not representative of all students in Iowa. Additionally, IYS data do not represent youth who may have dropped out of school. It is unknown what biases non-participating youth might introduce into the state report percentages. The Iowa Youth Survey is self-reported data and relies on each student's ability to read and honestly respond to each question. Additionally, since the 2008, 2010, and 2012 IYS were conducted online, a student's ability to complete the survey is also dependent on possessing basic computer skills. Self-reported behaviors, attitudes, and beliefs are always subject to error (unintentional such as mistakenly selecting the wrong response or intentional such as denial or boasting), and it is not possible to identify records where this occurs. Additionally, some surveys contained missing data indicating that not all students answered every question. There are many potential reasons for missing data and why a student may choose not to answer a particular question including comprehension level (understanding survey language); confidentiality concerns; refusal to provide an answer resulting from lack of interest or motivation; beliefs and attitudes about the subject of the question; or inadvertently skipping a question. In general, the higher the proportion of students participating, the more likely the survey results are representative and without bias.

It is also important to note that a low percentage of students scoring positively on a particular construct is not necessarily a cause for excessive concern. An unfavorable response to only one question in a multi-question construct will result in a low positive score, however every other question utilized in the construct may have had favorable student responses. Conversely, a high proportion of students scoring positively on all questions is encouraging, however, not



indicative that there is not room for improvement in the youth development need represented by the construct. The percentages of responses to specific questions utilized in the constructs are presented in the State of Iowa Youth Survey Reports.

Due to the large number of students responding to each question, small differences in percents can often be statistically significant. In previous trend reports, it was suggested that differences of one percentage point or greater be considered meaningful. In 2012, conservative analyses were performed using the smallest subgroup comparisons and it was determined that a change of 1.8 percentage points or greater for the weighted state data should be considered a significant change. Statistical analyses were performed on all construct data and significant differences are noted in the construct narrative. Additionally, the notation: "Any difference of 1.8 percentage points or greater may be considered statistically significant" appears beneath the construct figures.

### **Data Presentation**

A committee of State planners participated in an interactive process to identify key youth development-related constructs that provide a summary of the data collected within nine framework domains. Thirty-four constructs and accompanying measures (questions derived from the IYS) were originally identified. Changes made to questions on the 2010 IYS resulted in the elimination of eight constructs, and another eight constructs were eliminated in 2012. The 2012 State of Iowa IYS Trend report presents data collected in 2005, 2008, 2010, and 2012 for the remaining 18 constructs.

### **Construct Figures**

The data for constructs are combined and presented in eight domains on pages 8 through 68. The first figure presents the state data for all validated records for each construct within the domain (when the domain is comprised of more than one construct). Following this figure are descriptions of trends for each construct and a list of the questions and responses associated with each construct. Unless noted, all response options for questions in each construct were the same. Following this, two figures present response data for each construct. The first figure presents totals for state, 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 participants who responded favorably to all of the questions involved in computing a particular construct. The red shaded portion of the bar (on the right) represents the percent of participants who responded unfavorably to at least one question associated with that construct. The bars are presented in groups of four, with the top bar representing 2005 survey results, followed by 2008, 2010, and 2012. Due to rounding, percentages may not add up to exactly 100%.

In accordance with computations in previous IYS reports, percentages in all 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 constructs.

A listing of the framework domains and constructs is presented in Table 3 on the following page.

**Table 3. IYS Domains and Constructs**

<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
<b>SAFE AND SUPPORTIVE SCHOOL CLIMATE</b>
School Expectations/Boundaries
Safe (Nonviolent) School Environment
School Staff/Student Support
Positive Student Norms
Social Pressure to Use Substances Limited
<b>SAFE AND SUPPORTIVE COMMUNITY</b>
Youth Access to Substances Limited
Safe Neighborhood
Supportive Neighborhood
<b>HEALTHY YOUTH — AVOIDANCE OF RISKY BEHAVIOR</b>
Violent/Aggressive Behavior Avoidance
<b>SOCIALLY COMPETENT YOUTH</b>
Empathy
Self-Confidence
Acceptance of Diversity
Positive Values
<b>YOUTH SUCCESSFUL IN SCHOOL</b>
Commitment to School/Learning
<b>YOUTH PREPARED FOR A PRODUCTIVE ADULTHOOD</b>
<b>BULLYING</b>
Bullying

**Additional Information**

To obtain more detail regarding Iowa Youth Survey procedures or for answers to general questions, please visit: [www.iowayouthsurvey.iowa.gov](http://www.iowayouthsurvey.iowa.gov). For additional information, use the "Contact Us" link found in the upper right corner of this page. While resources are limited, every effort will be made to promptly respond to requests.

**Construct Trends**

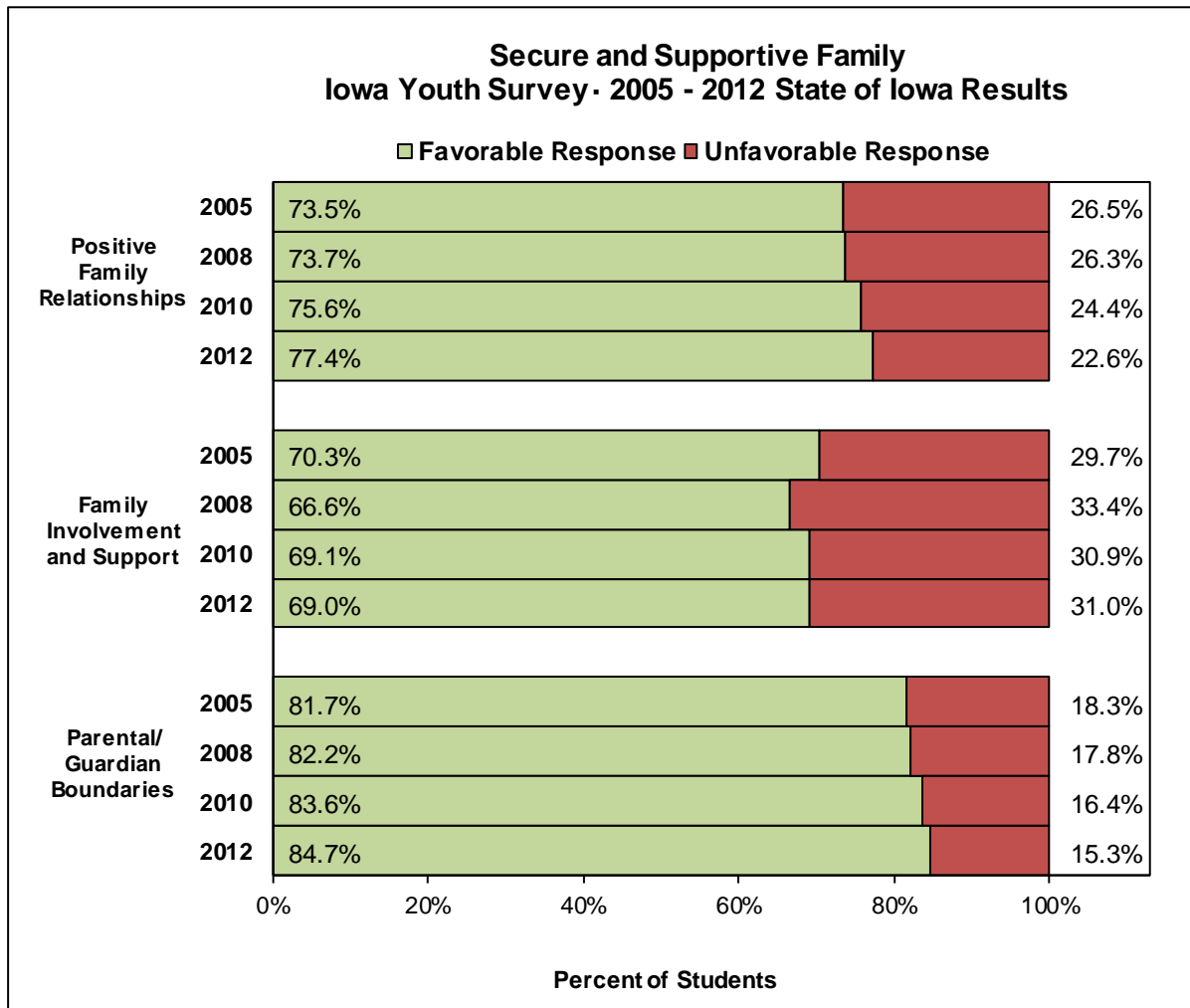
**Domain I: Secure and Supportive Family**

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

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

The Positive Family Relationships and Parental/Guardian Boundaries constructs have increased significantly from 2005 to 2012. The Family Involvement and Support construct has remained stable.

**Figure 1. Secure and Supportive Family Domain**



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.

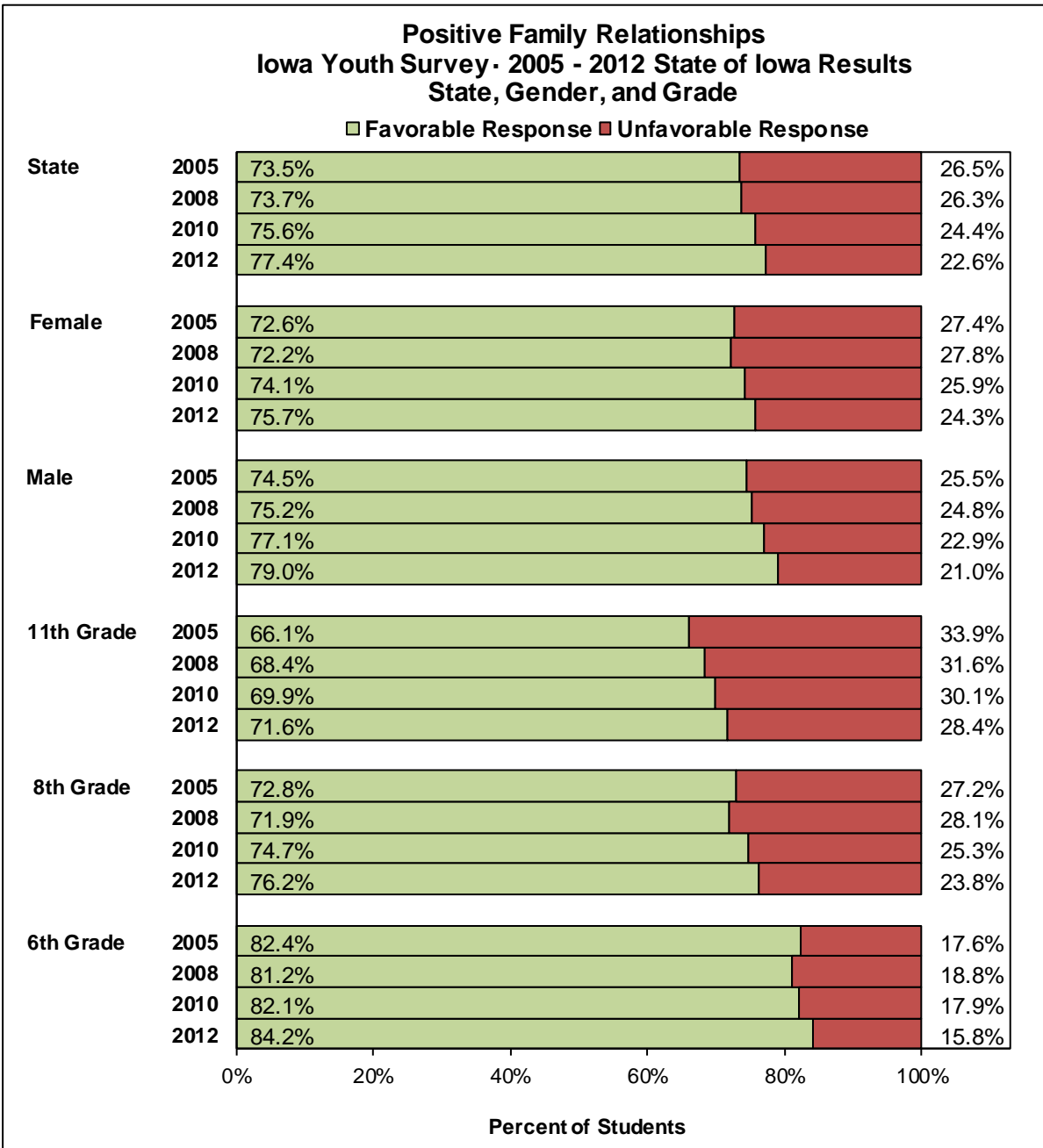
### Positive Family Relationships

Iowa shows a positive trend for the Positive Family Relationships construct from 2005 to 2012. All groupings show significant positive trends except for 6<sup>th</sup> grade females. Males showed more of an increase than females, and 11<sup>th</sup> graders posted a stronger increase than the other grades. The higher the grade level, the lower the favorable percentages for this construct in each survey year, although the gap between grade levels has lessened. This may indicate that as youth go through adolescence family relationships are perceived as less supportive.

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

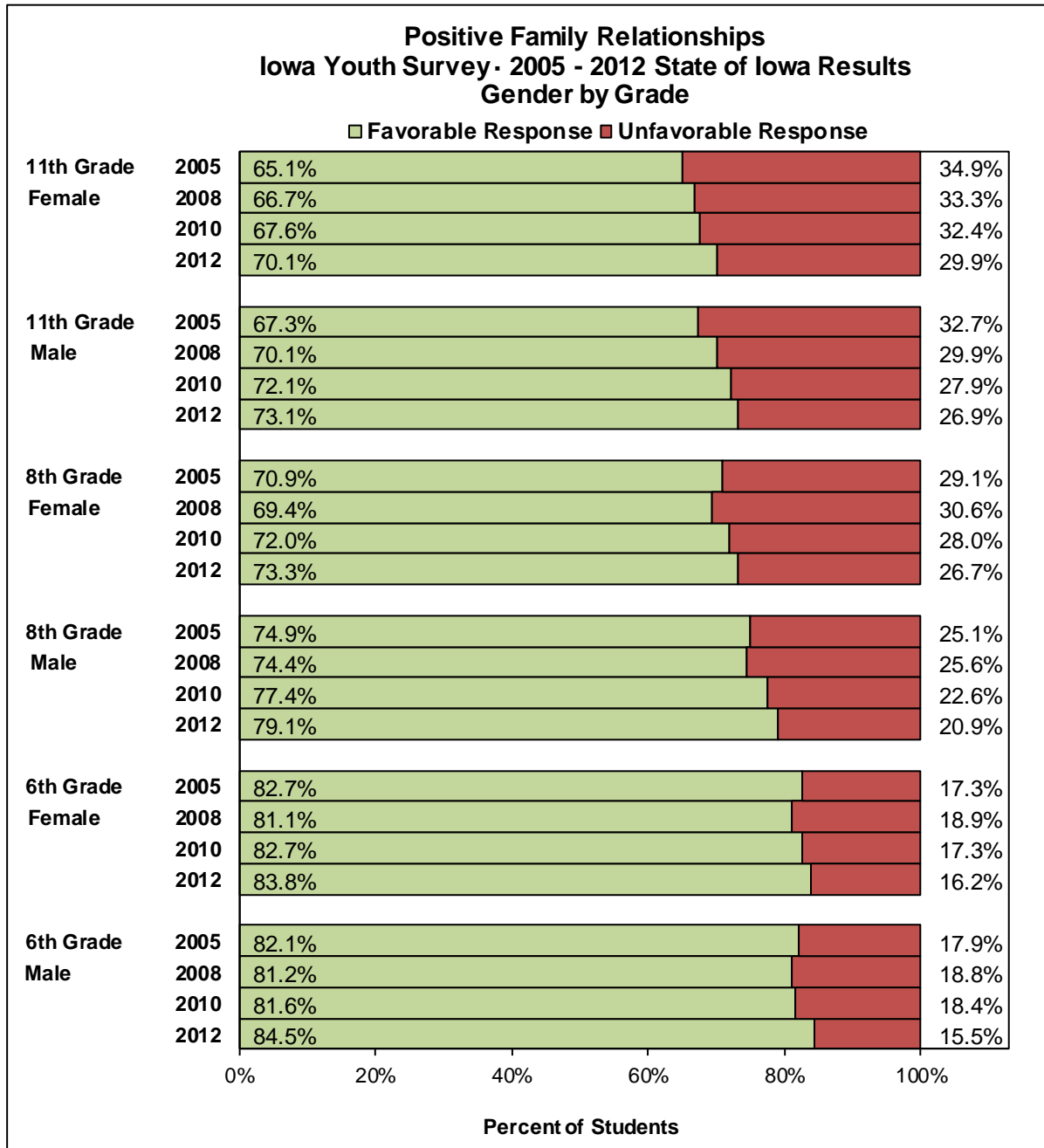
*Response Coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

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



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.

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



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.

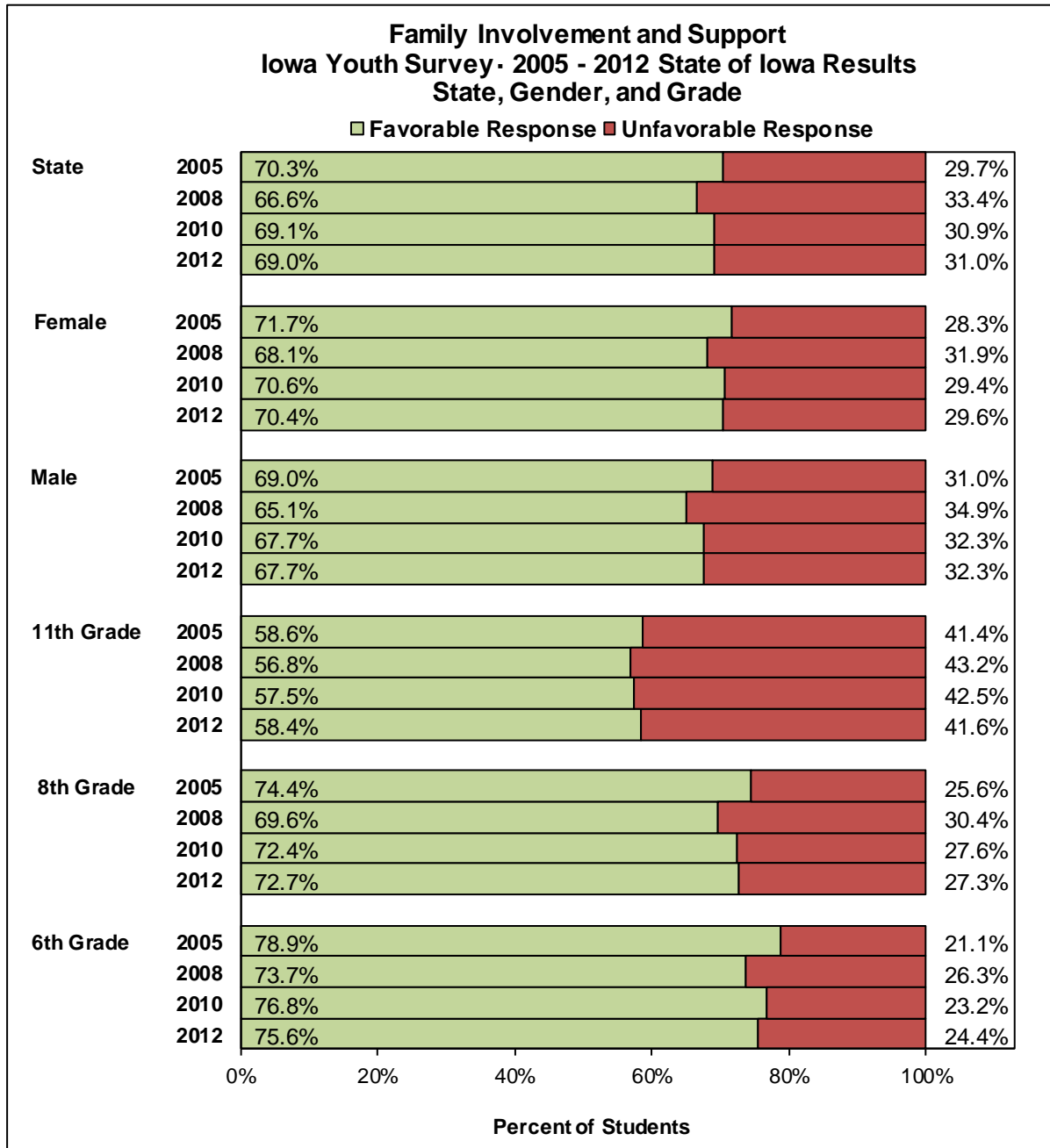
### Family Involvement and Support

Overall, the Family Involvement and Support construct has remained stable from 2005 to 2012. The only gradation expressing any significant change is a decrease in favorable responses by 8<sup>th</sup> grade males and all 6<sup>th</sup> graders from 2005 to 2012. Females have higher favorable percentages than males in each survey year for this construct. The higher the grade level, the lower the favorable percentages for this construct in each survey year.

*Six IYS questions are utilized in this construct:* How often do the following occur: a parent/guardian knows where I am and who I am with, especially in the evening and on weekends; a parent/guardian checks to make sure I have done the things I am supposed to do (school homework, household chores, get home on time, etc.); a parent/guardian generally finds out if I have done something wrong, and then punishes me; when I am doing a good job, someone in my home lets me know about it; someone in my home helps me with my schoolwork; at least one of my parents/guardians goes to school activities that I am involved in?

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

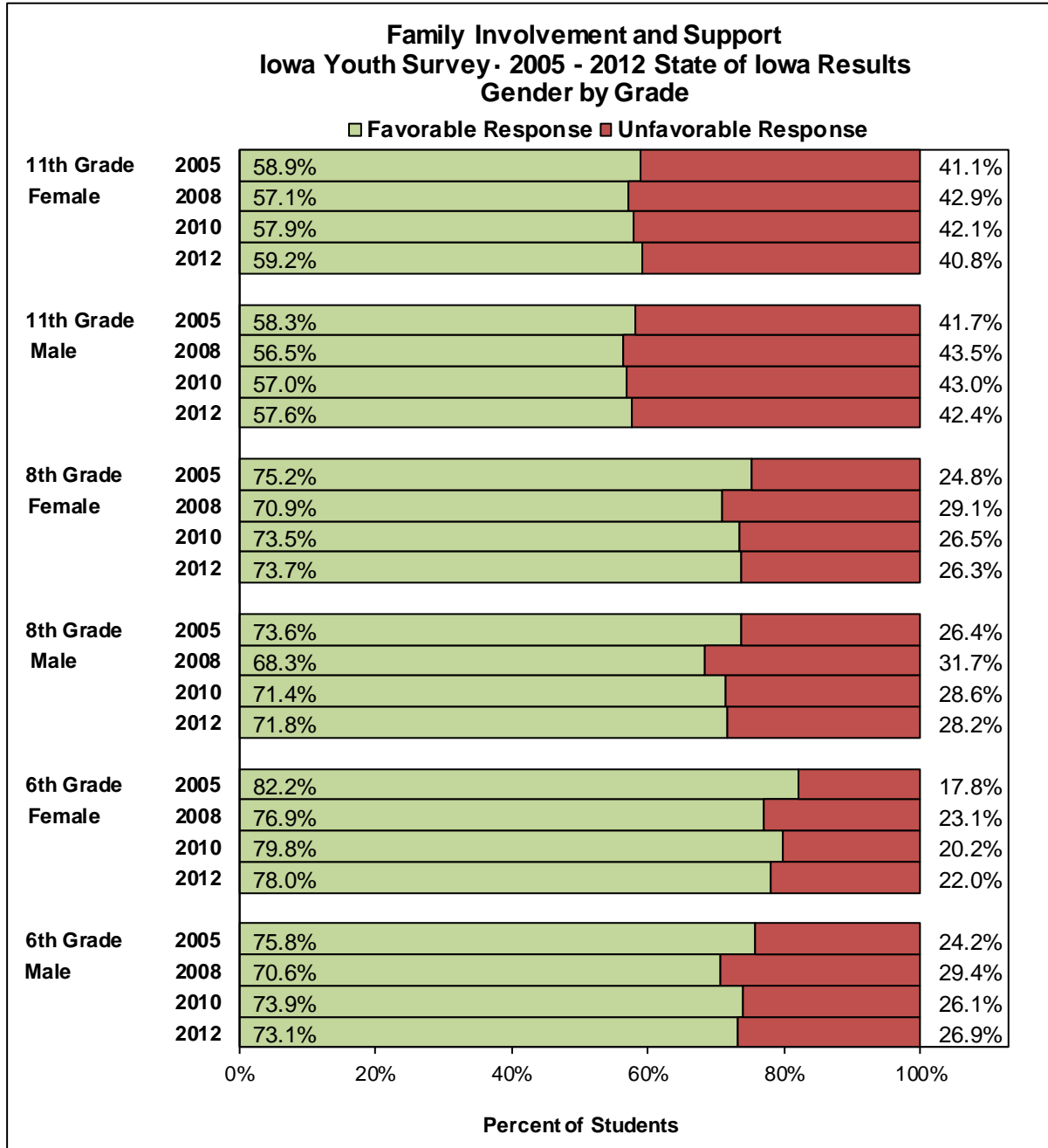
**Figure 3a. Family Involvement and Support Construct: State, Gender, Grade**



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.



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



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.

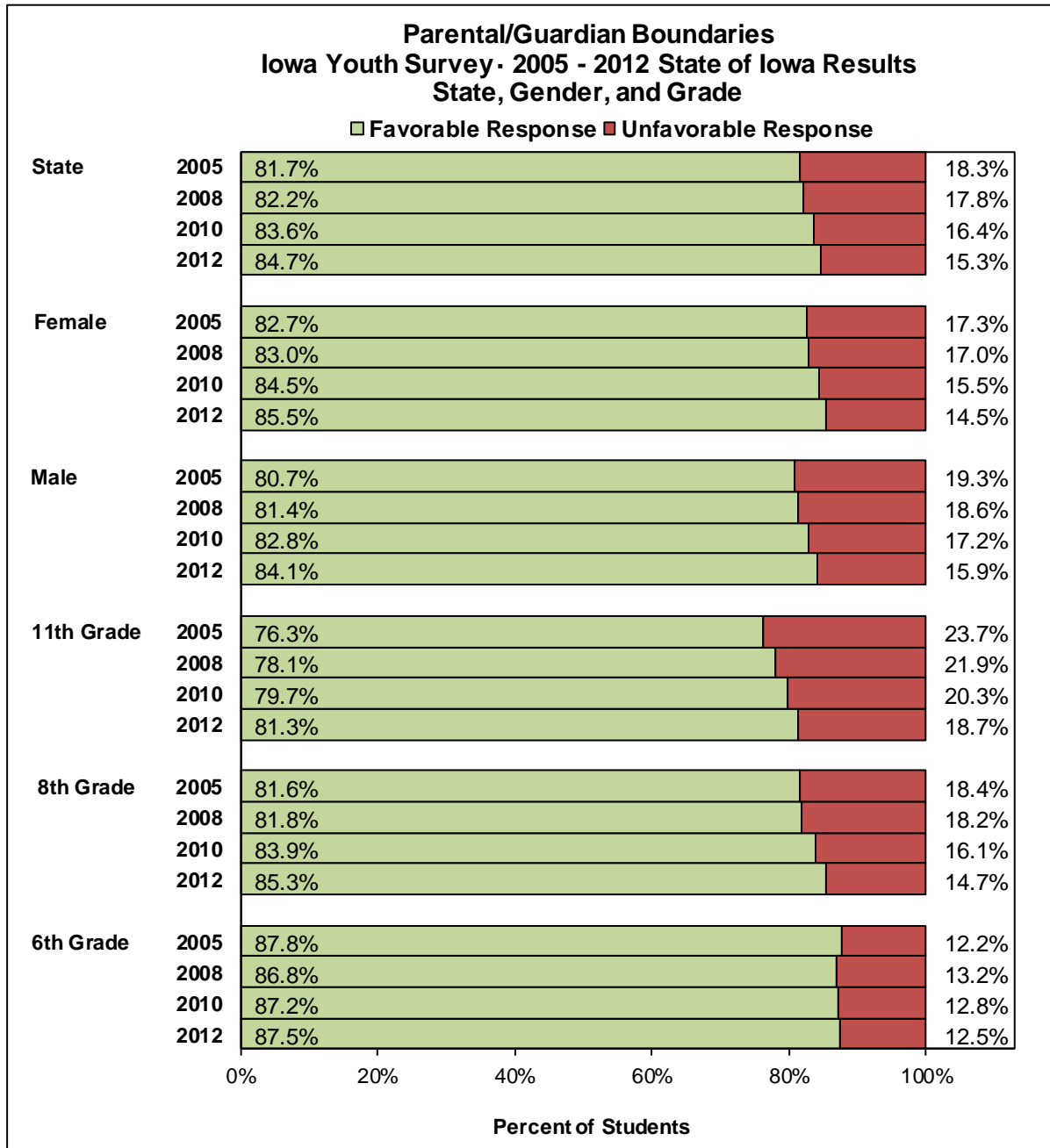
### Parental/Guardian Boundaries

Iowa students overall, as well as both sexes, 8<sup>th</sup> graders, and 11<sup>th</sup> graders, show a significant improvement for the Parental/Guardian Boundaries construct from 2005 to 2012. 11<sup>th</sup> grade females showed the largest increase in favorable responses from 2005 to 2012 (approximately 5 percentage points). There is no significant difference between females and males in 2012. The gap between the grades has lessened from 2005 to 2012, especially between 6<sup>th</sup> and 8<sup>th</sup> graders.

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

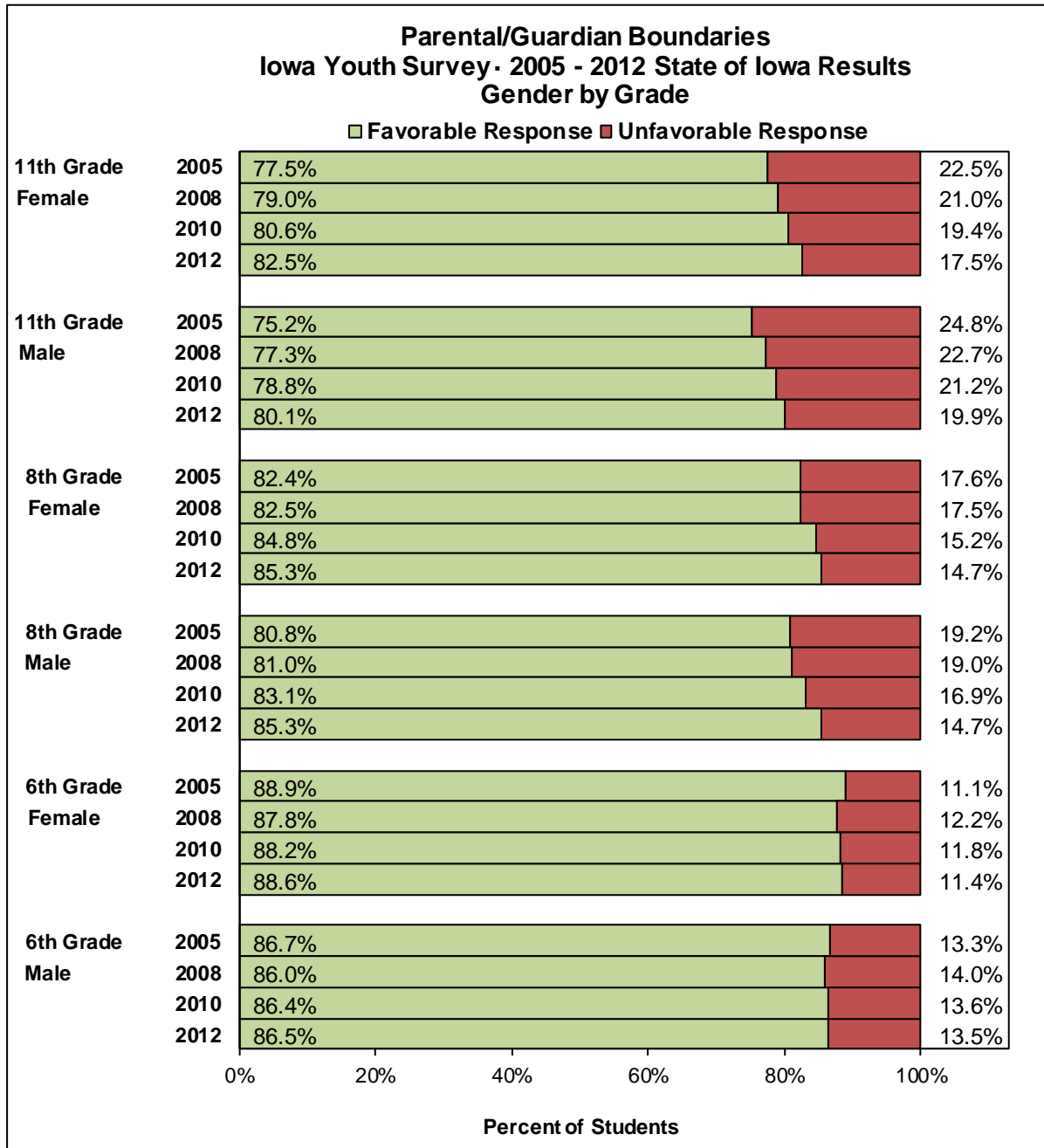
*Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

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



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.

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



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.

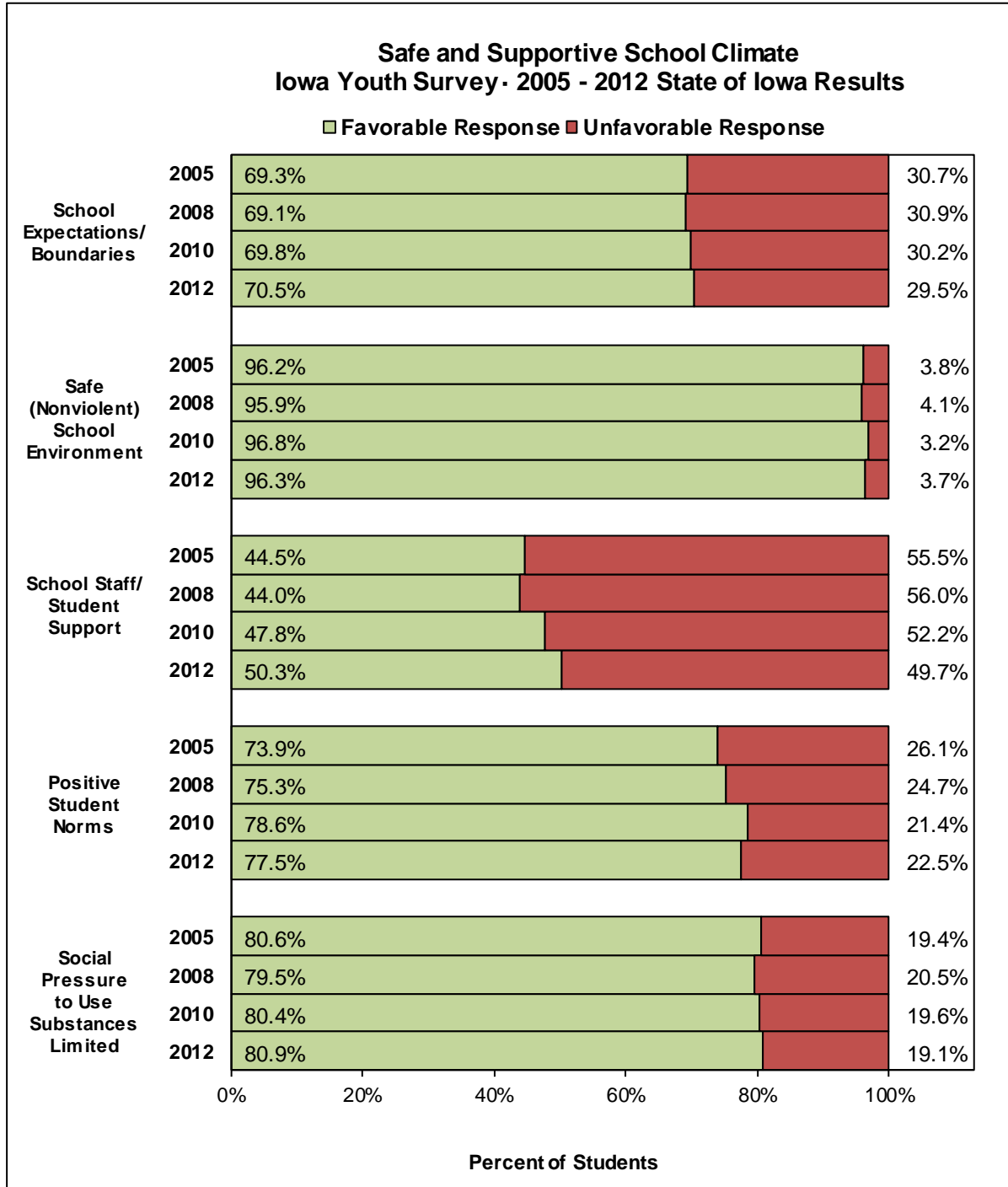
**Domain II: Safe and Supportive School Climate**

The five 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 Staff/Student Support
- Positive Student Norms
- Social Pressure to Use Substances Limited

Due to question changes in the 2012 survey, one construct in this domain has been removed. The School Perceived to be Safe construct was included in this domain in previous trend reports. Two constructs, School Staff/Student Support and Positive Student Norms, had significant increases in favorable responses from 2005 to 2012; all other constructs had no significant change. The School Staff/Student Support construct continues to have the lowest percentage of favorable responses in this domain. The Safe (Nonviolent) School Environment construct has the highest percentage of favorable responses of the five constructs in this domain.

**Figure 5. Safe and Supportive School Climate Domain**



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.

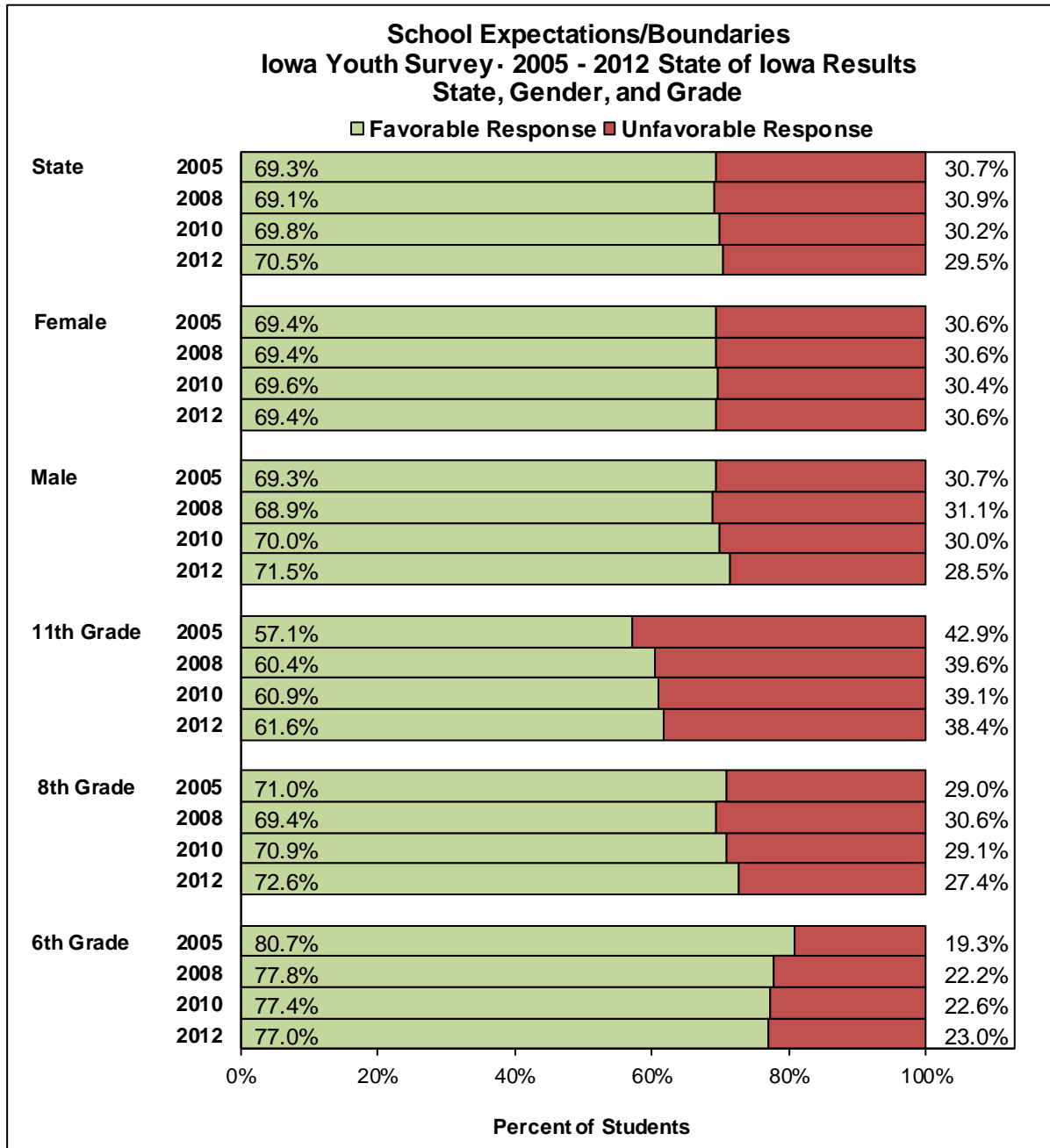
### School Expectations/Boundaries

The state data show no significant difference for the School Expectations/Boundaries construct from 2005 to 2012. A significant increase in favorable responses by males and 11<sup>th</sup> graders from 2005 to 2012 was offset by a significant decrease by 6<sup>th</sup> graders. Responses from 8<sup>th</sup> grade males increased significantly from 2005 to 2012.

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

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

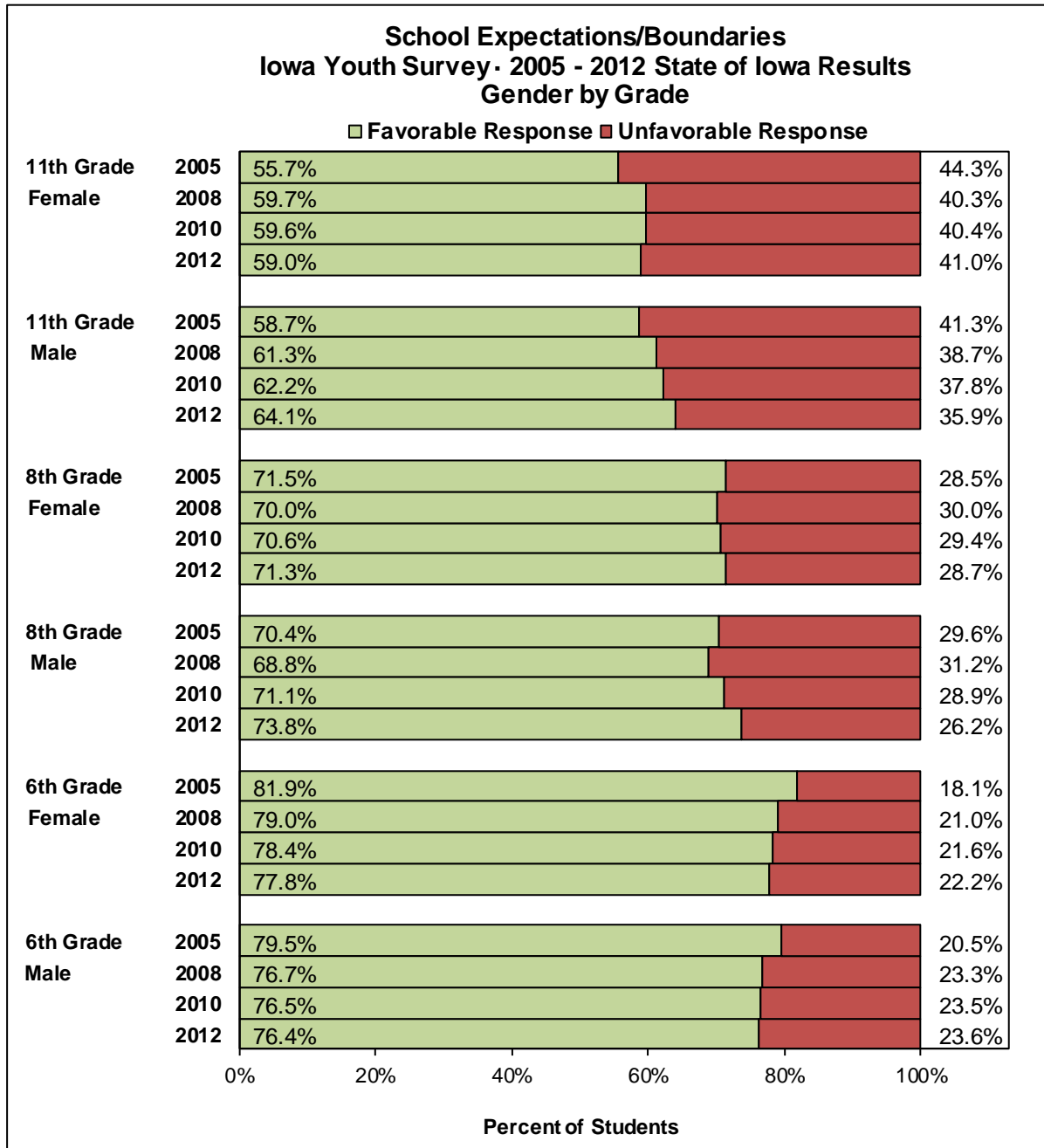
**Figure 6a. School Expectations/Boundaries Construct: State, Gender, Grade**



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.



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



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.

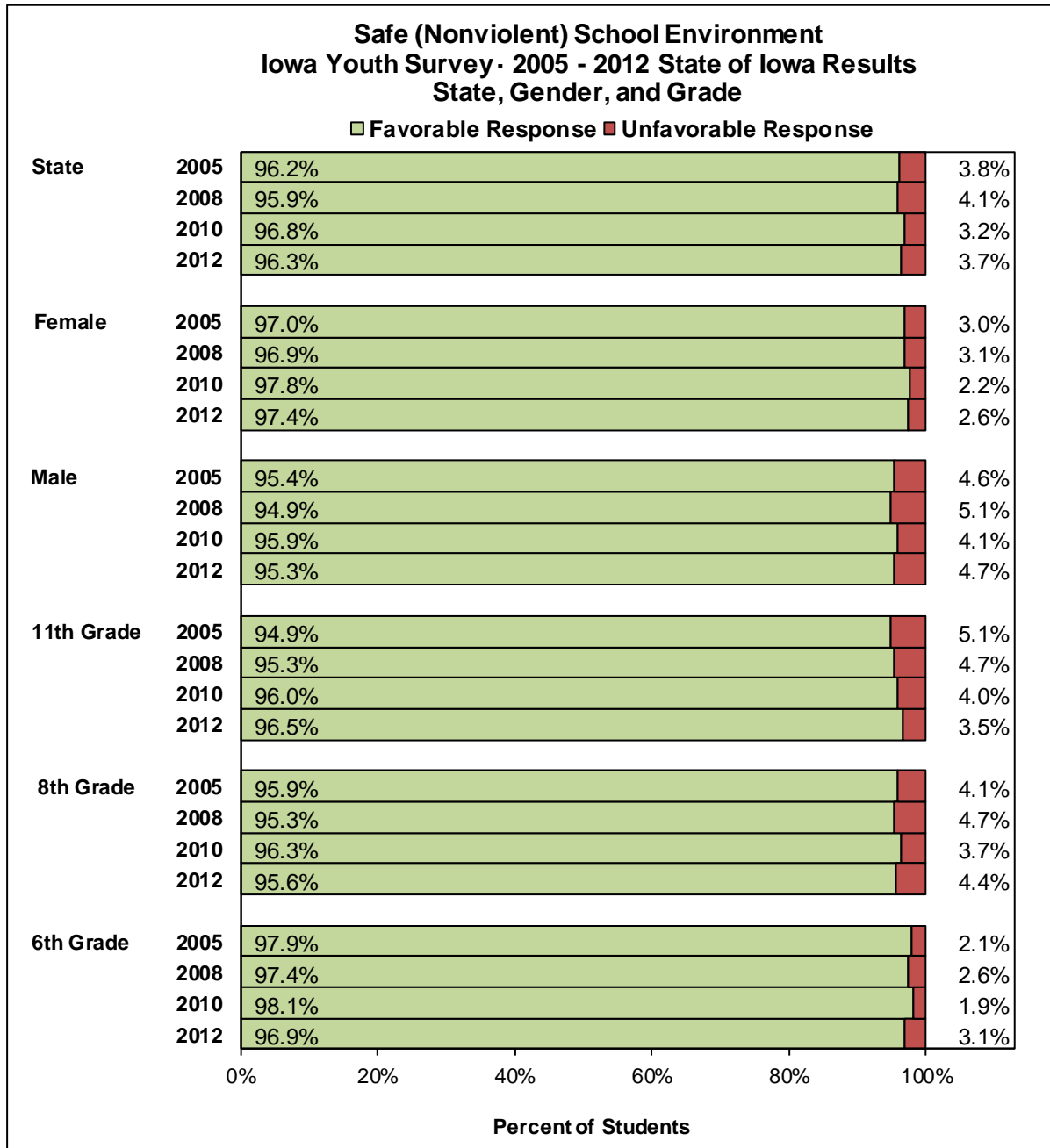
### Safe (Nonviolent) School Environment

The favorable response percentages have remained high, all over 90%, with no significant change from year to year for the Safe (Nonviolent) School Environment construct. There is no significant difference across grades or between sexes for this construct.

*Two IYS questions are utilized in this construct:* In the past 12 months, how often have you: had your things (clothing, books, bike, car) stolen or deliberately damaged on school property; been threatened or injured by someone with a weapon (like a gun, knife, or club) on school property?

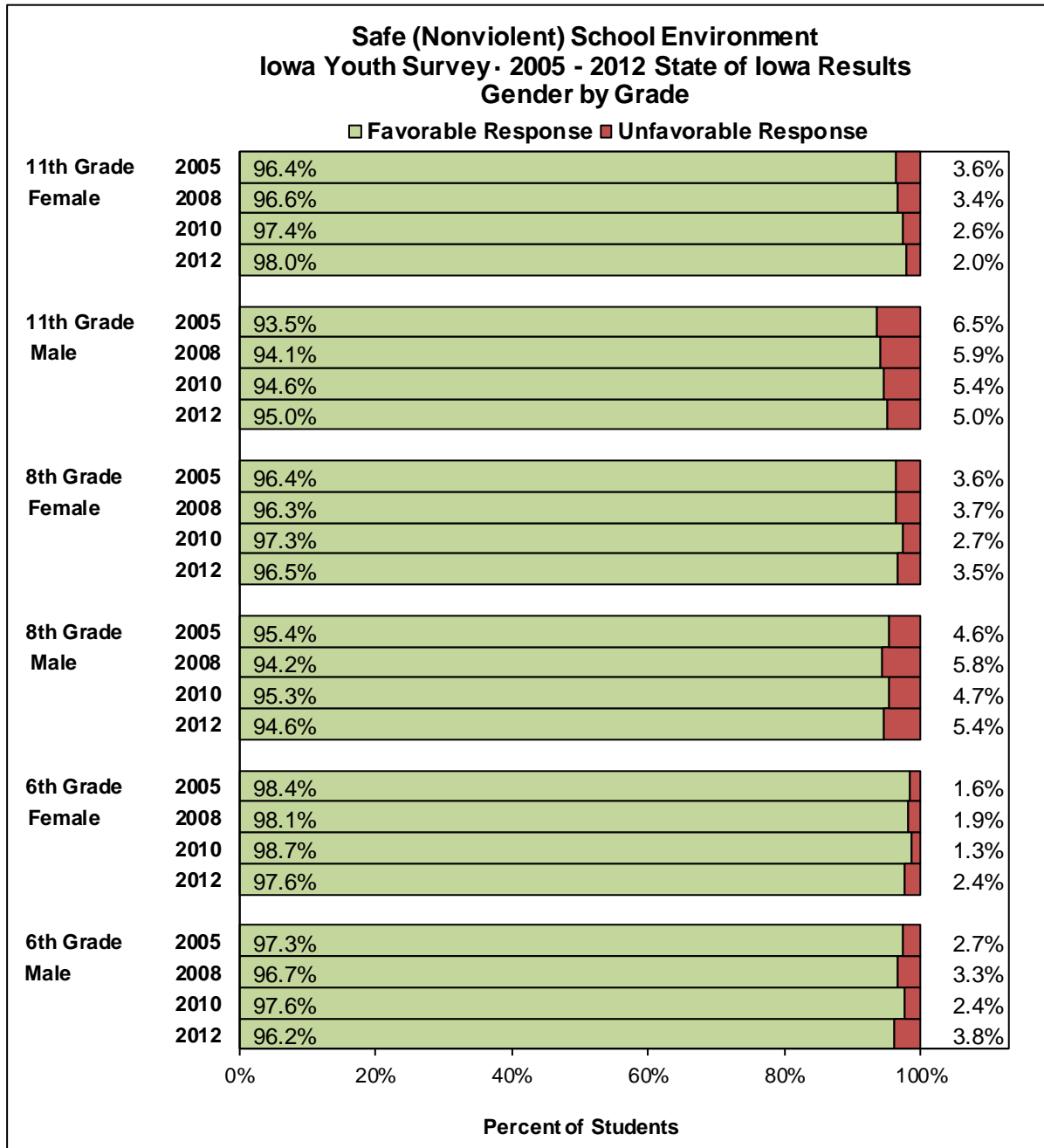
*Response coding:* “None” or “1 or 2 times” are coded as favorable and “3-5 times” or “6 or more times” are coded as unfavorable.

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



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.

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



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.

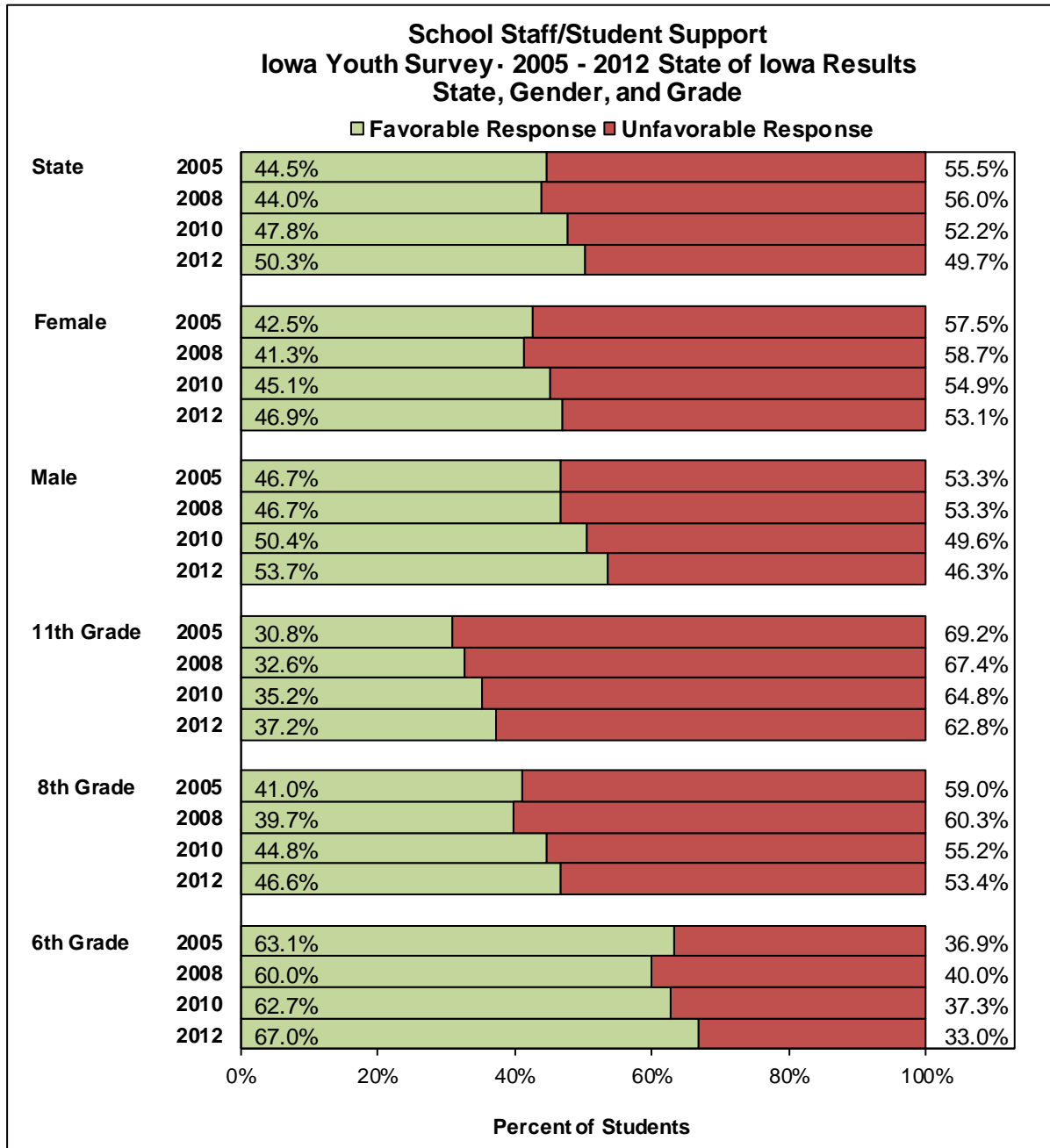
### School Staff/Student Support

The state trend is positive for the School Staff/Student Support construct; this is also true for males and females and all three grades. From 2005 to 2012, the largest increase (7.9 percentage points) in favorable responses occurred amongst 11<sup>th</sup> grade males. From 2005 to 2012, the disparity between male and female favorable responses has steadily increased, with males reporting more favorable responses. In all survey years, students in grade 6 report much higher favorable responses than students in grades 8, who report higher favorable responses percentages than students in grade 11.

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

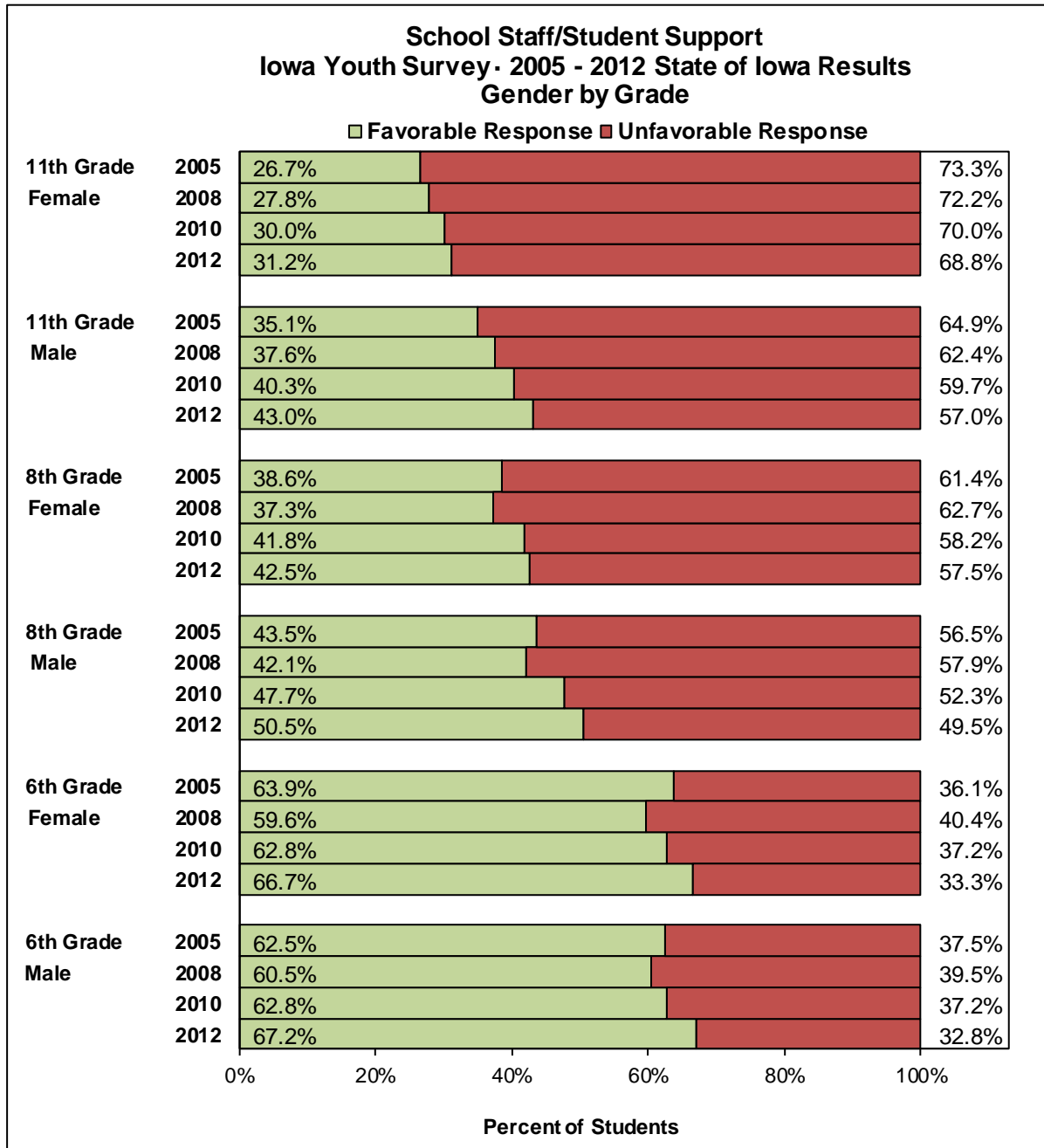
*Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

**Figure 8a. School Staff/Student Support Construct: State, Gender, Grade**



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.

**Figure 8b. School Staff/Student Support Construct: Gender by Grade**



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.

### Positive Student Norms

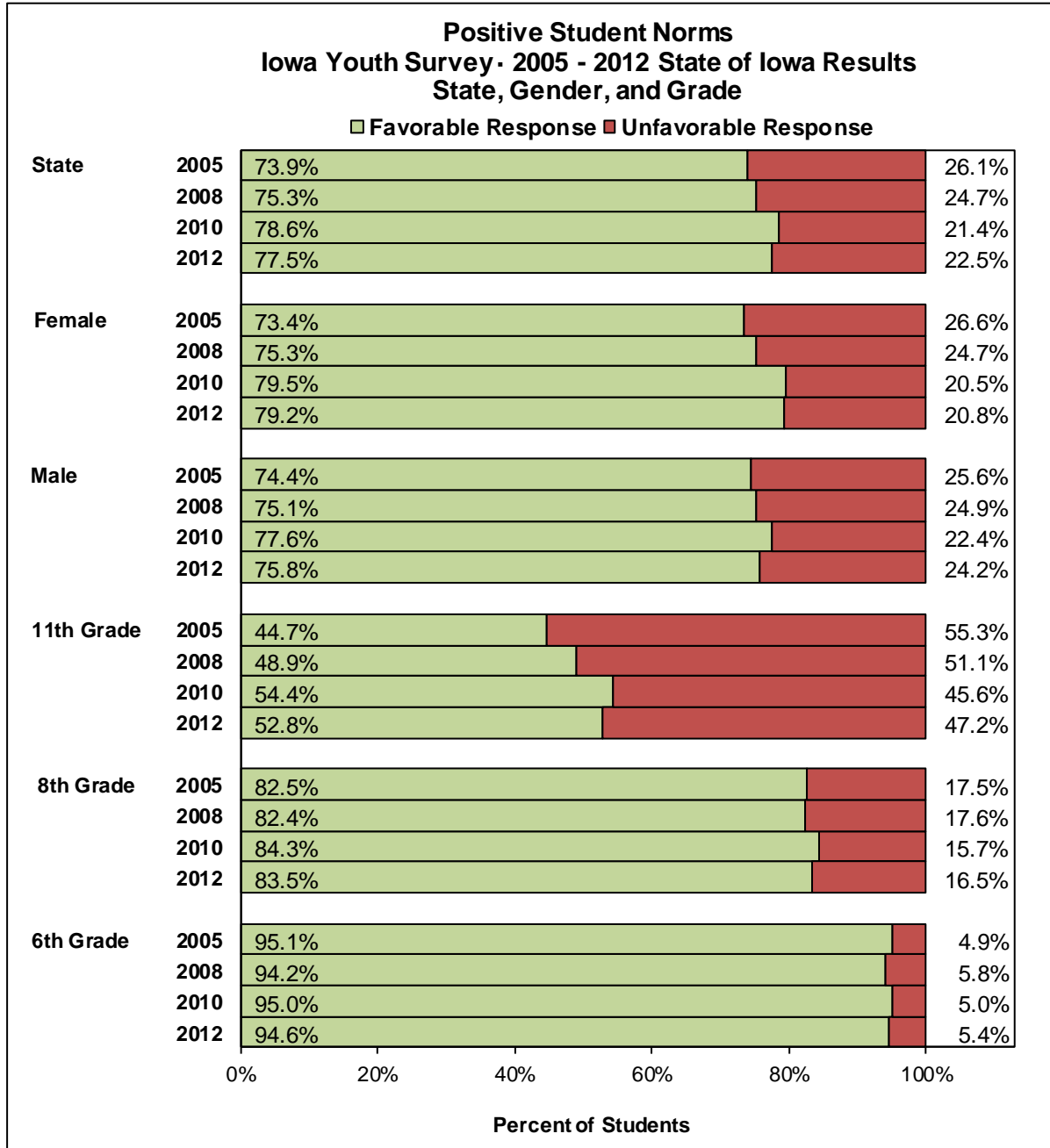
For the Positive Student Norms construct, there was a significant increase in favorable responses for the state overall from 2005 to 2012. Females and 11<sup>th</sup> graders showed significant increases from 2005 to 2012. Eleventh grade females had the largest positive change (12.2 percentage point increase) from 2005 to 2012. Responses from students in grades 6 and 8 have remained stable throughout all survey years.

*Six IYS questions are utilized in this construct:* How wrong would most of the students in your school (not just your best friends) feel it would be to: drink beer, wine, or hard liquor (for example vodka, whiskey, gin); smoke cigarettes; smoke marijuana; start a physical fight with someone; go to a party where kids under 21 were using alcohol; go to a party where kids were using drugs?

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

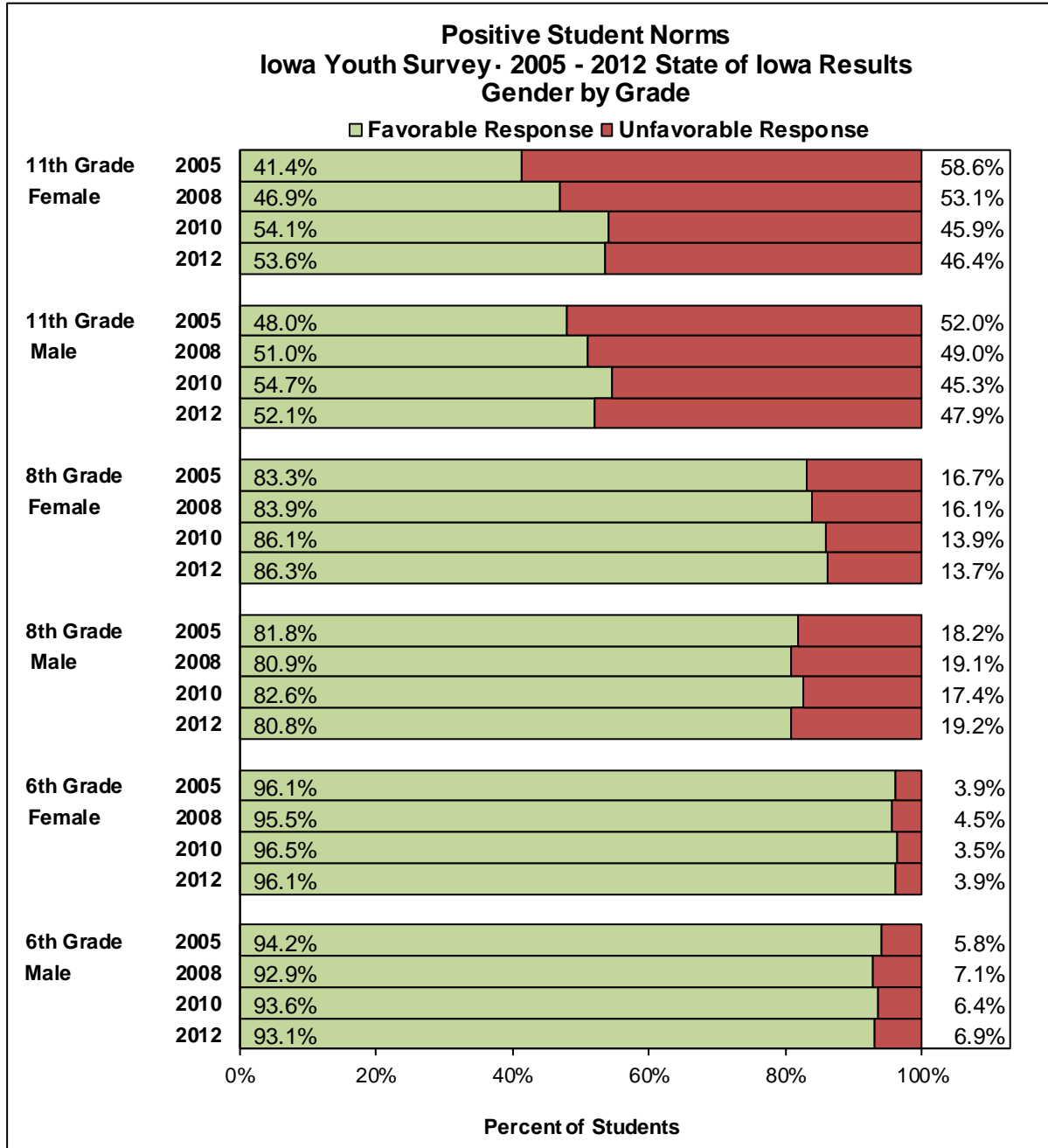


**Figure 9a. Positive Student Norms Construct: State, Gender, Grade**



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.

**Figure 9b. Positive Student Norms Construct: Gender by Grade**



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.

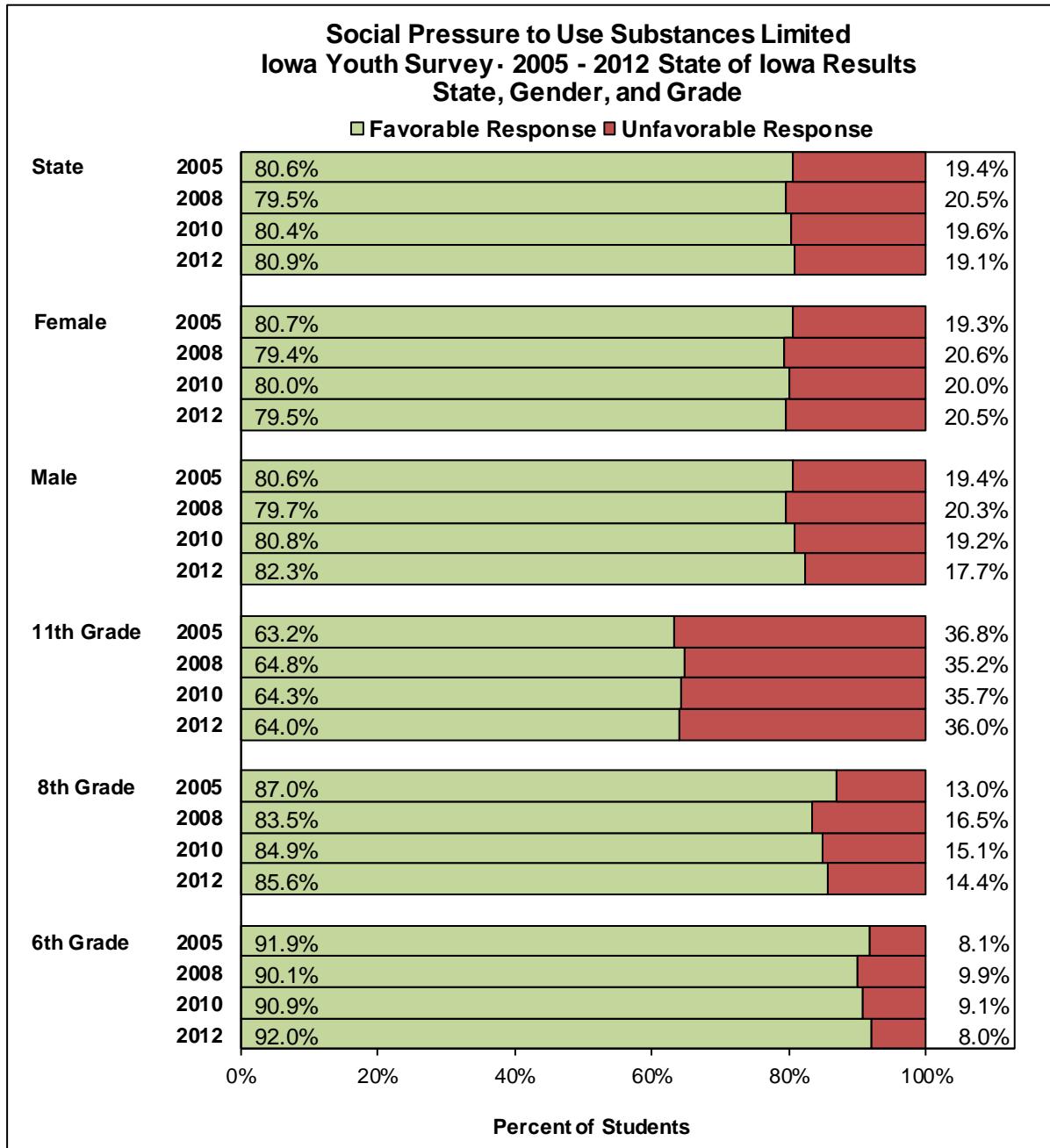
### Social Pressure to Use Substances Limited

There was no significant change for the state total, either sex, or any of the grades from 2005 to 2012 for the Social Pressure to Use Substances Limited construct. There was a significant increase in favorable responses by 11<sup>th</sup> grade males, which was largely offset by a significant decrease by 11<sup>th</sup> grade females. There was also a significant decrease in favorable responses by 8<sup>th</sup> grade females from 2005 to 2012. Males reported favorable responses at a higher clip than did females at both the 8<sup>th</sup> and 11<sup>th</sup> grade levels. The older the respondent, the lower the favorable response rate; this holds true across the years for students in 6<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grades.

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

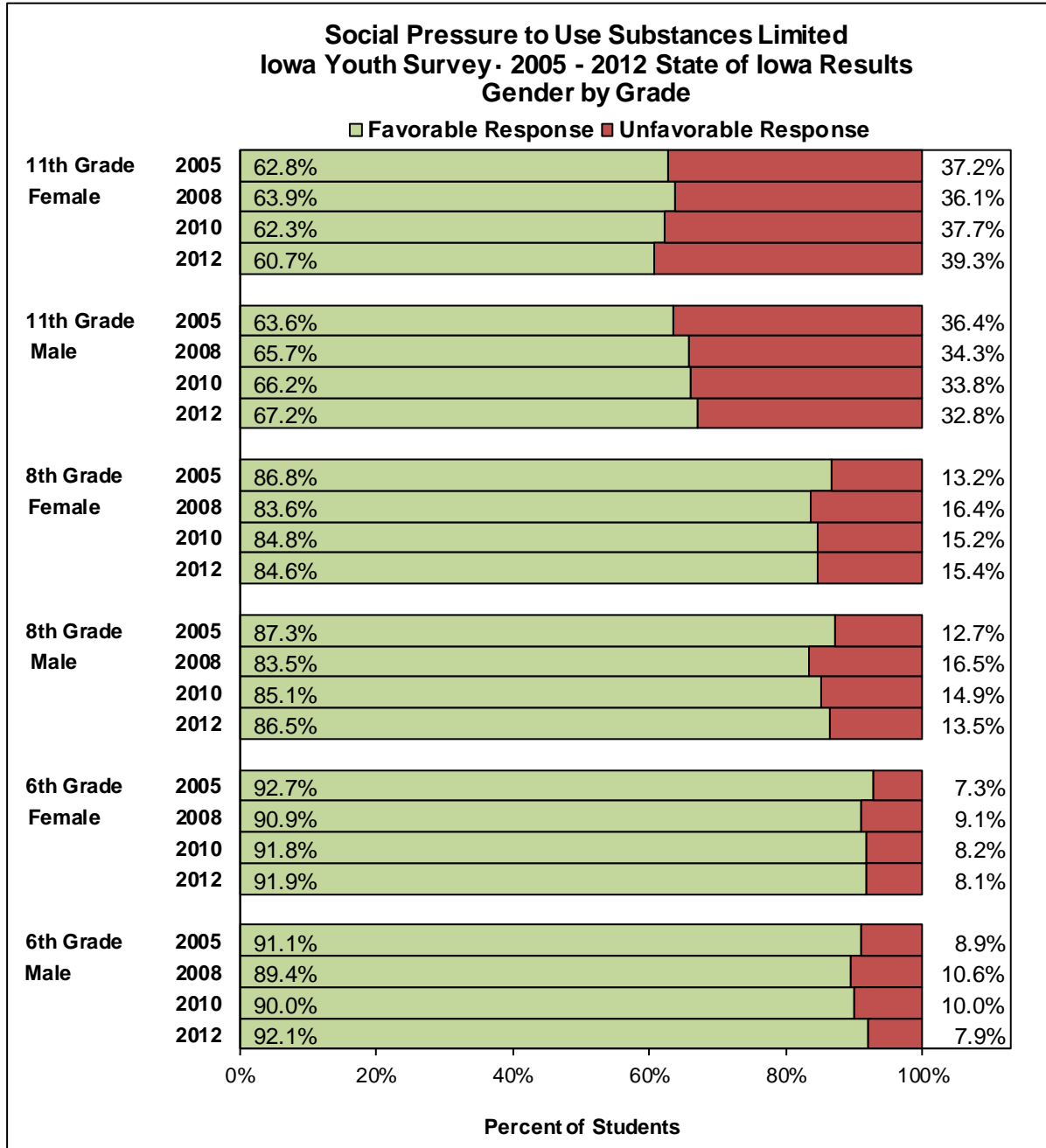
*Response coding:* "Less popular," "a lot less popular," or "wouldn't change my popularity" are coded as favorable and "a lot more popular" or "more popular" are coded as unfavorable.

**Figure 10a. Social Pressure to Use Substances Limited Construct: State, Gender, Grade**



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.

**Figure 10b. Social Pressure to Use Substances Limited Construct: Gender by Grade**



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.

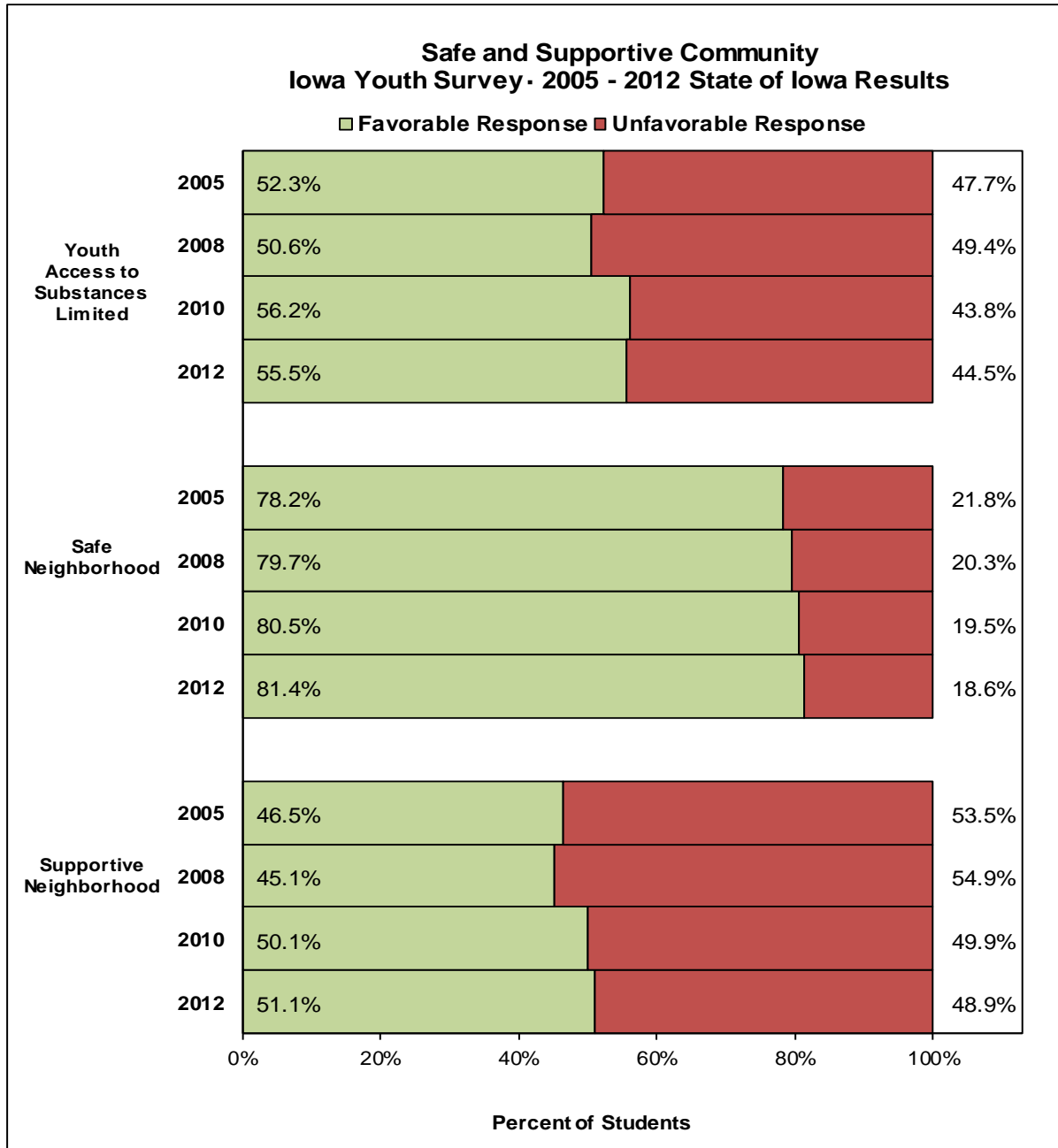
**Domain III: Safe and Supportive Community**

The three constructs within the Safe and Supportive Community Domain (Figure 11 displayed on the following page) are:

- Youth Access to Substances Limited
- Safe Neighborhood
- Supportive Neighborhood

Due to question changes in the 2012 survey, one construct in this domain has been removed. The Alcohol/Drug Free Places Available construct was removed. All three constructs showed a significant improvement in favorable responses from 2005 to 2012. The Safe Neighborhood construct had the highest percentage of favorable responses in 2012. The Supportive Neighborhood construct yielded the lowest percentage of favorable responses in this domain.

**Figure 11. Safe and Supportive Community Domain**



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.

### Youth Access to Substances Limited

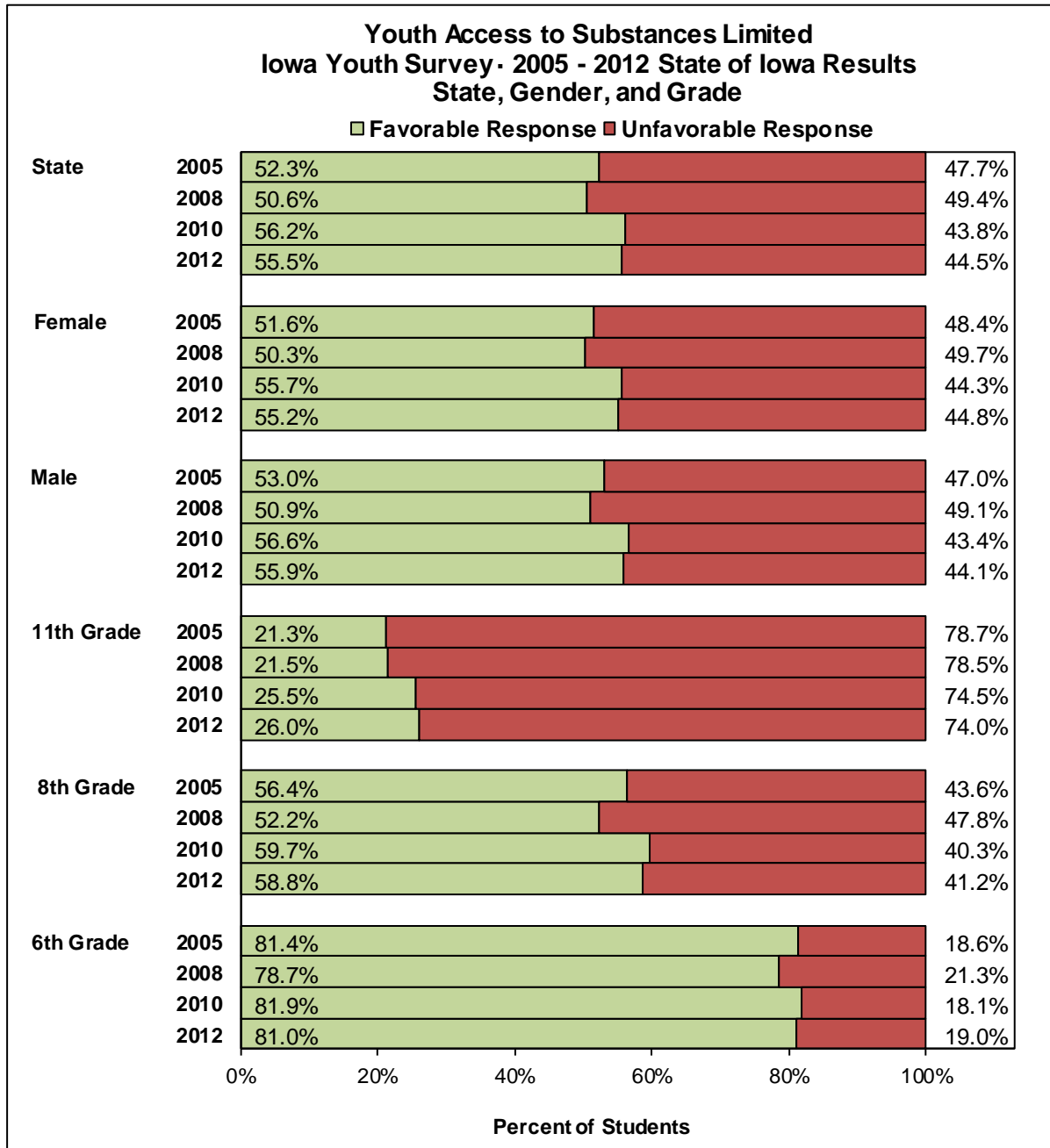
Significant positive trends for the Youth Access to Substances Limited construct occurred from 2005 to 2012 for all groupings except for 6<sup>th</sup> graders. In all survey years, favorable responses from 11<sup>th</sup> graders are well below (by 30 to 35 percentage points) favorable responses from students in 8<sup>th</sup> grade, which are well below (by 20 to 30 percentage points) favorable responses from students in 6<sup>th</sup> grade. There are no significant differences between male and female responses overall, but 6<sup>th</sup> grade females provided more positive responses than did their male peers; this trend is reversed in both 8<sup>th</sup> and 11<sup>th</sup> grades.

*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.

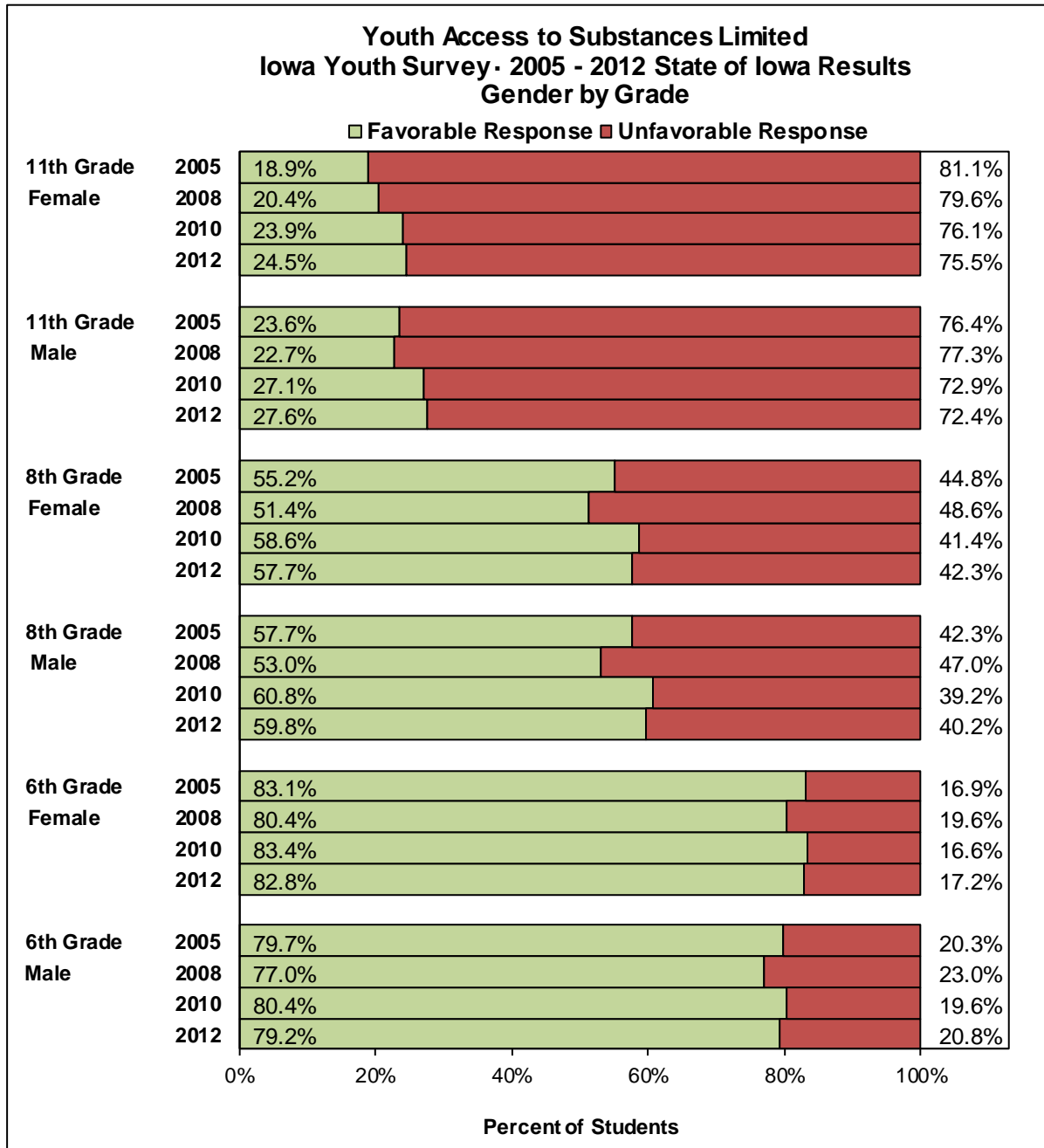


**Figure 12a. Youth Access to Substances Limited Construct: State, Gender, Grade**



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.

**Figure 12b. Youth Access to Substances Limited Construct: Gender by Grade**



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.

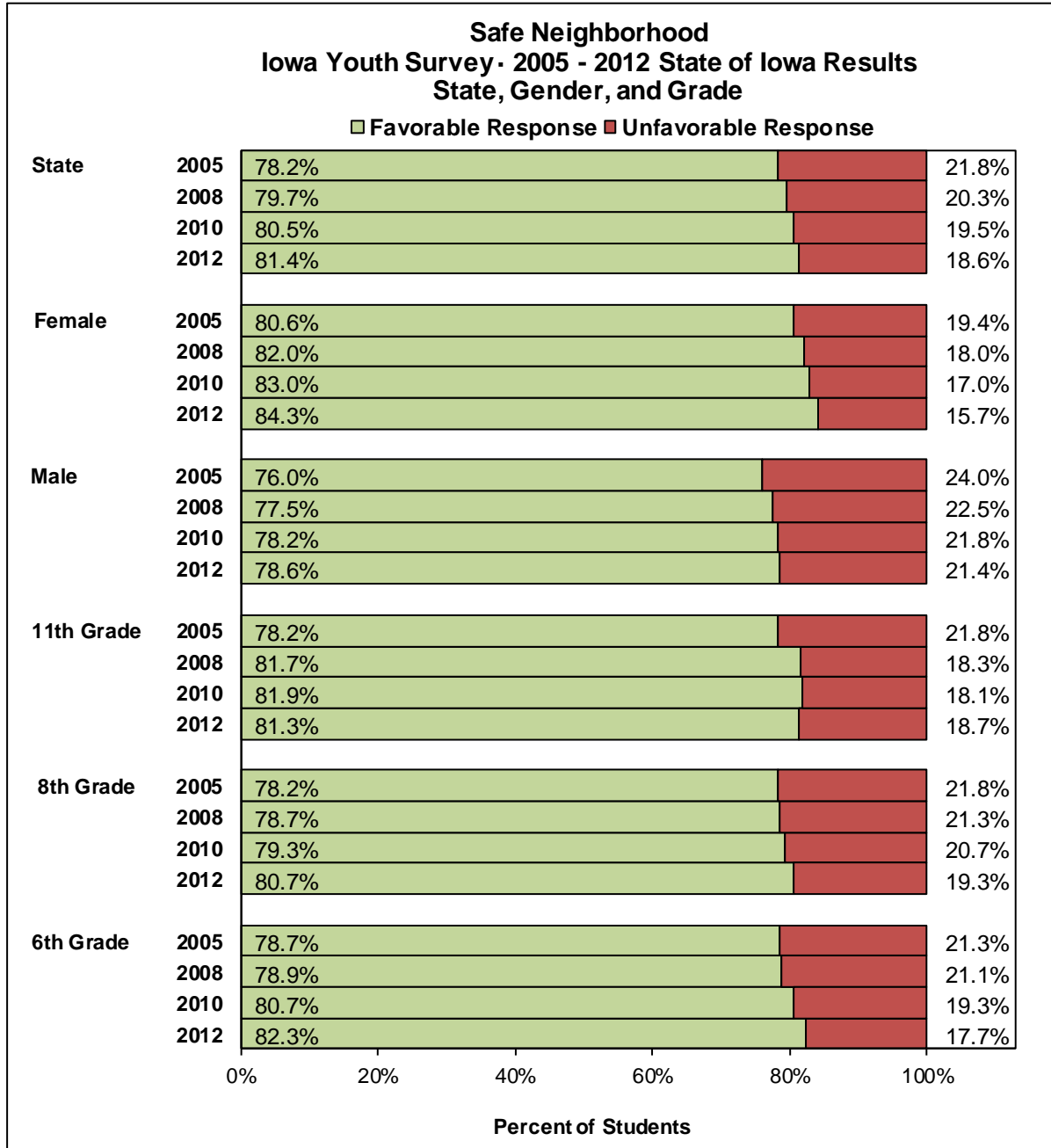
### Safe Neighborhood

The Safe Neighborhood construct had significant increases for all groupings except 8<sup>th</sup> grade males from 2005 to 2012. In all survey years, males are less likely than females to perceive they have a safe neighborhood. All grades were similar in their reported favorable responses in the Safe Neighborhood construct.

*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?

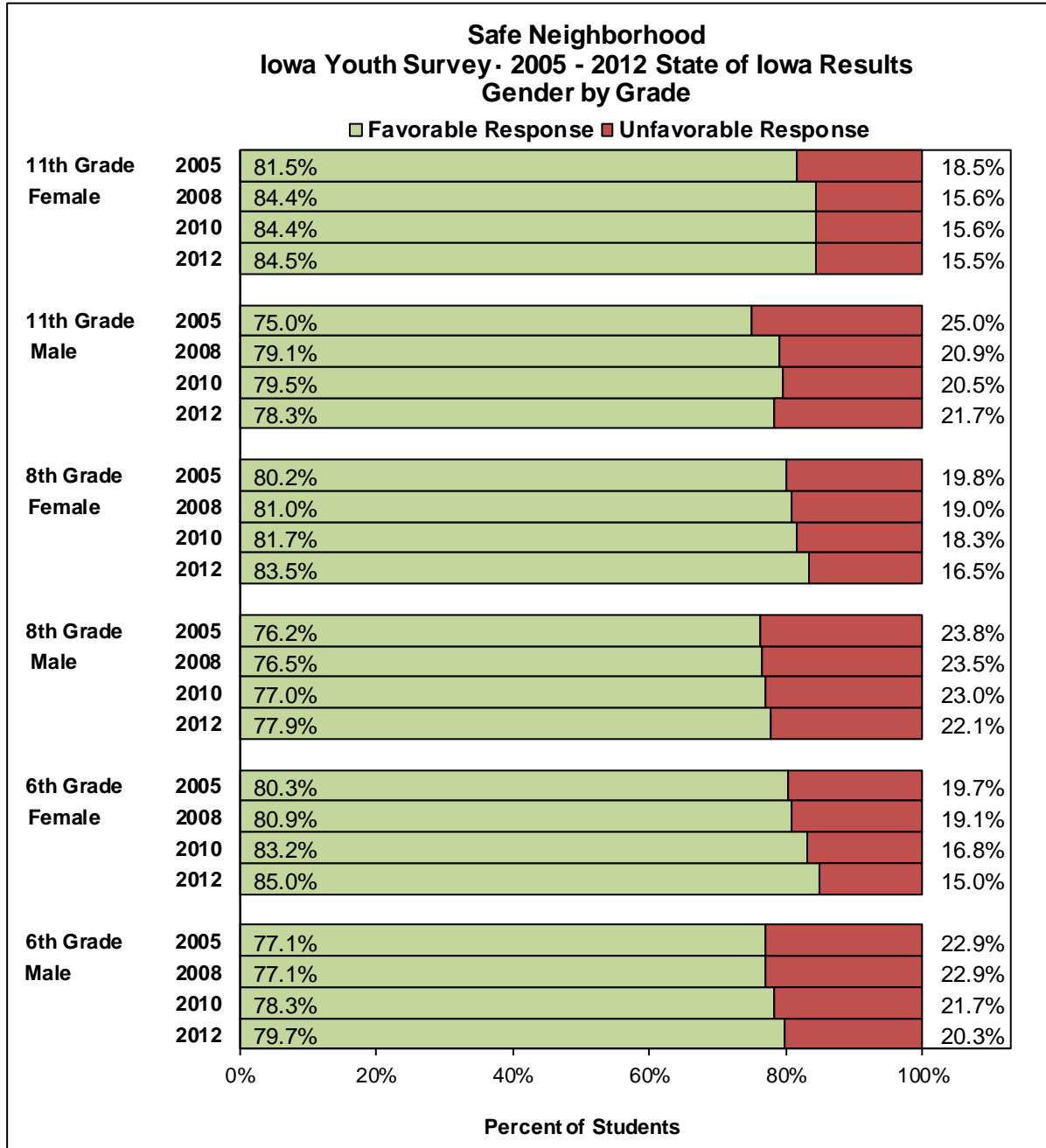
*Response coding:* First question - “strongly agree” or “agree” are coded as favorable and “strongly disagree” or “disagree” are coded as unfavorable. Second question - “strongly disagree” or “disagree” are coded as favorable and “strongly agree” or “agree” are coded as unfavorable.

**Figure 13a. Safe Neighborhood Construct: State, Gender, Grade**



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.

**Figure 13b. Safe Neighborhood Construct: Gender by Grade**



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.

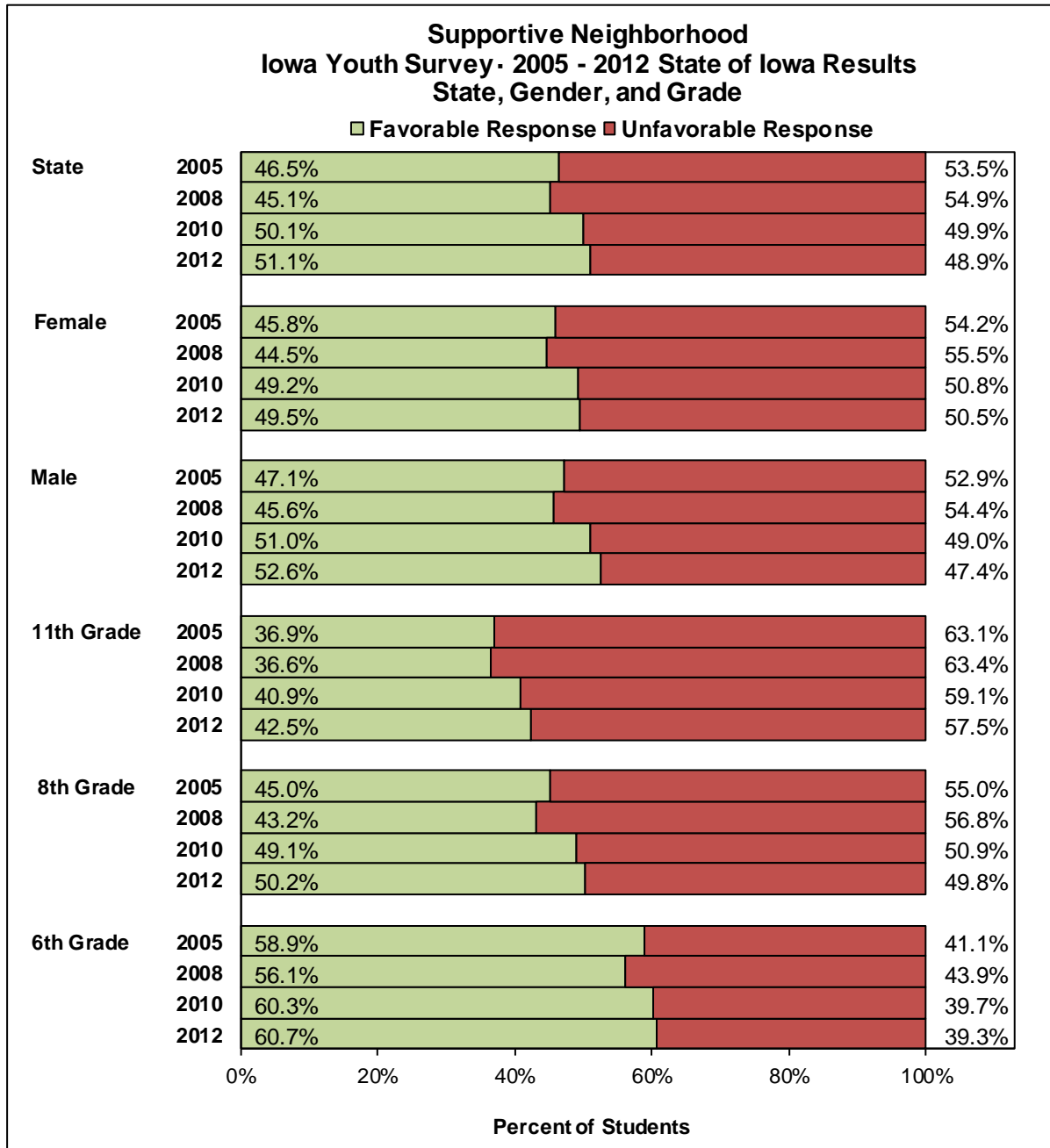
### Supportive Neighborhood

Positive trends in favorable responses occurred from 2005 to 2012 for all groupings except 6<sup>th</sup> grade females in the Supportive Neighborhood construct. The largest increase in favorable responses was in the 8<sup>th</sup> grade male group (an increase of nearly 7 percentage points). Students in grade 6 feel their neighborhood is the most supportive when compared to the other grades.

*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?

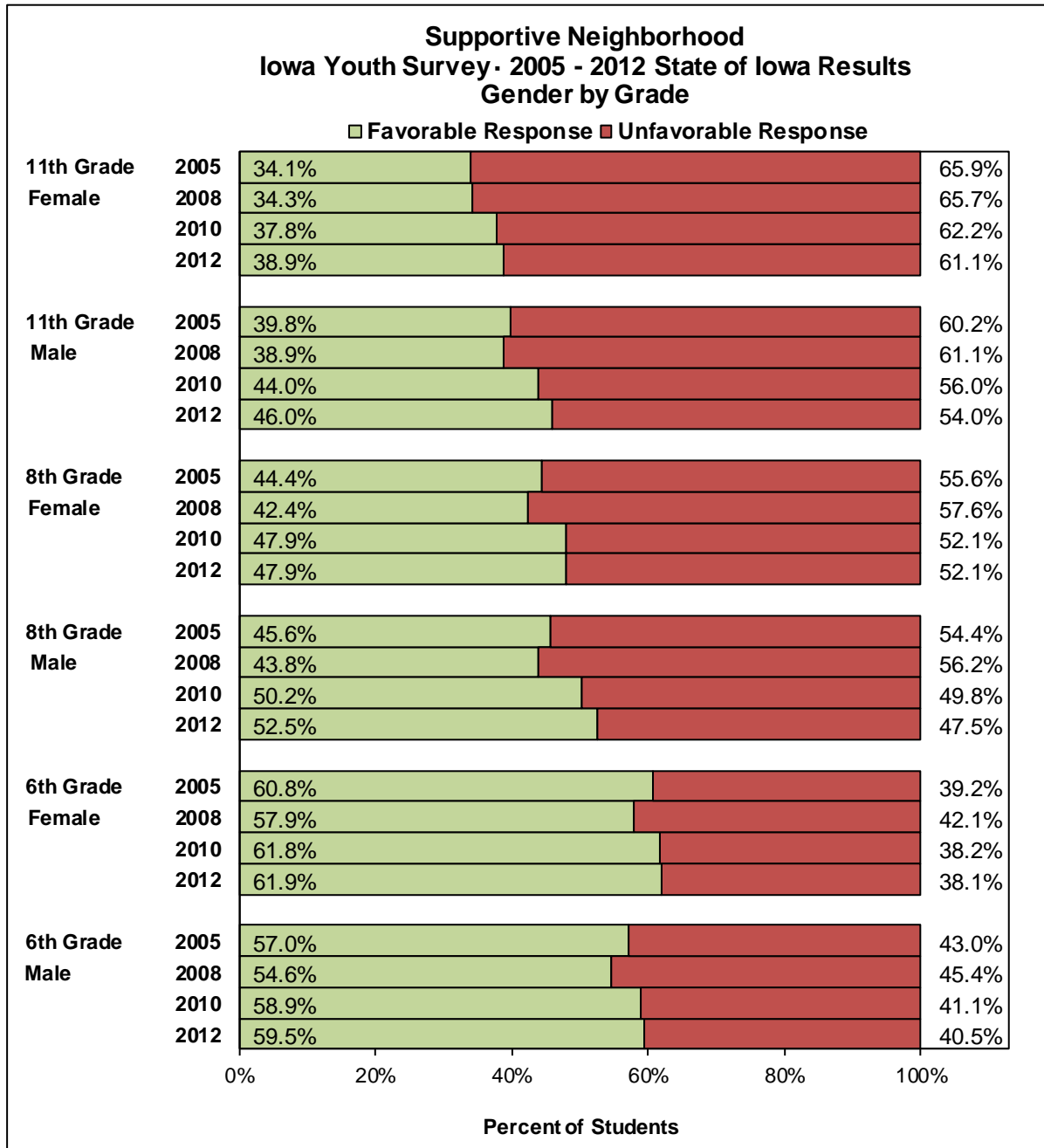
*Response coding:* “Strongly agree” or “agree” are coded as favorable and “strongly disagree” or “disagree” are coded as unfavorable.

**Figure 14a. Supportive Neighborhood Construct: State, Gender, Grade**



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.

**Figure 14b. Supportive Neighborhood Construct: Gender by Grade**



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.



#### **Domain IV: Healthy Youth – Avoidance of Risky Behavior**

There is one construct within the Healthy Youth – Avoidance of Risky Behavior Domain:

- Violent/Aggressive Behavior Avoidance

Due to question changes in the 2012 survey, two constructs in this domain have been removed. The No Current (past 30 days) Alcohol Use and Substance Use Risk Awareness constructs were included in this domain in previous trend reports.

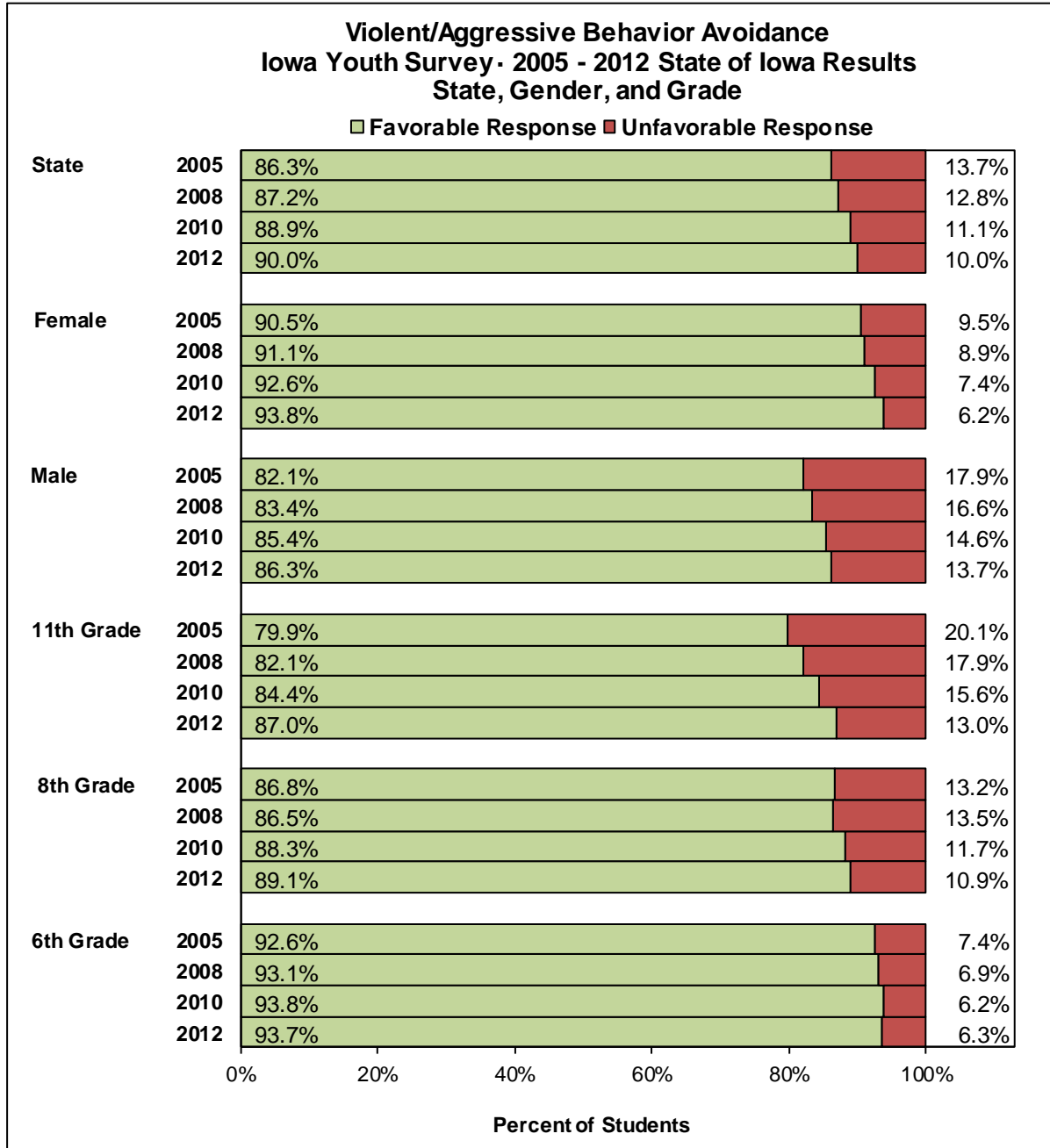
#### Violent/Aggressive Behavior Avoidance

For the Violent/Aggressive Behavior Avoidance construct, positive trends occurred from 2005 to 2012 in almost all groups; the exceptions remained unchanged and are 6<sup>th</sup> grade females and 6<sup>th</sup> graders overall. Females have significantly higher favorable responses for this construct in all three grades throughout all survey years. Eleventh grade students showed the most improvement (just over 7 percentage points) from 2005 to 2012.

*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?

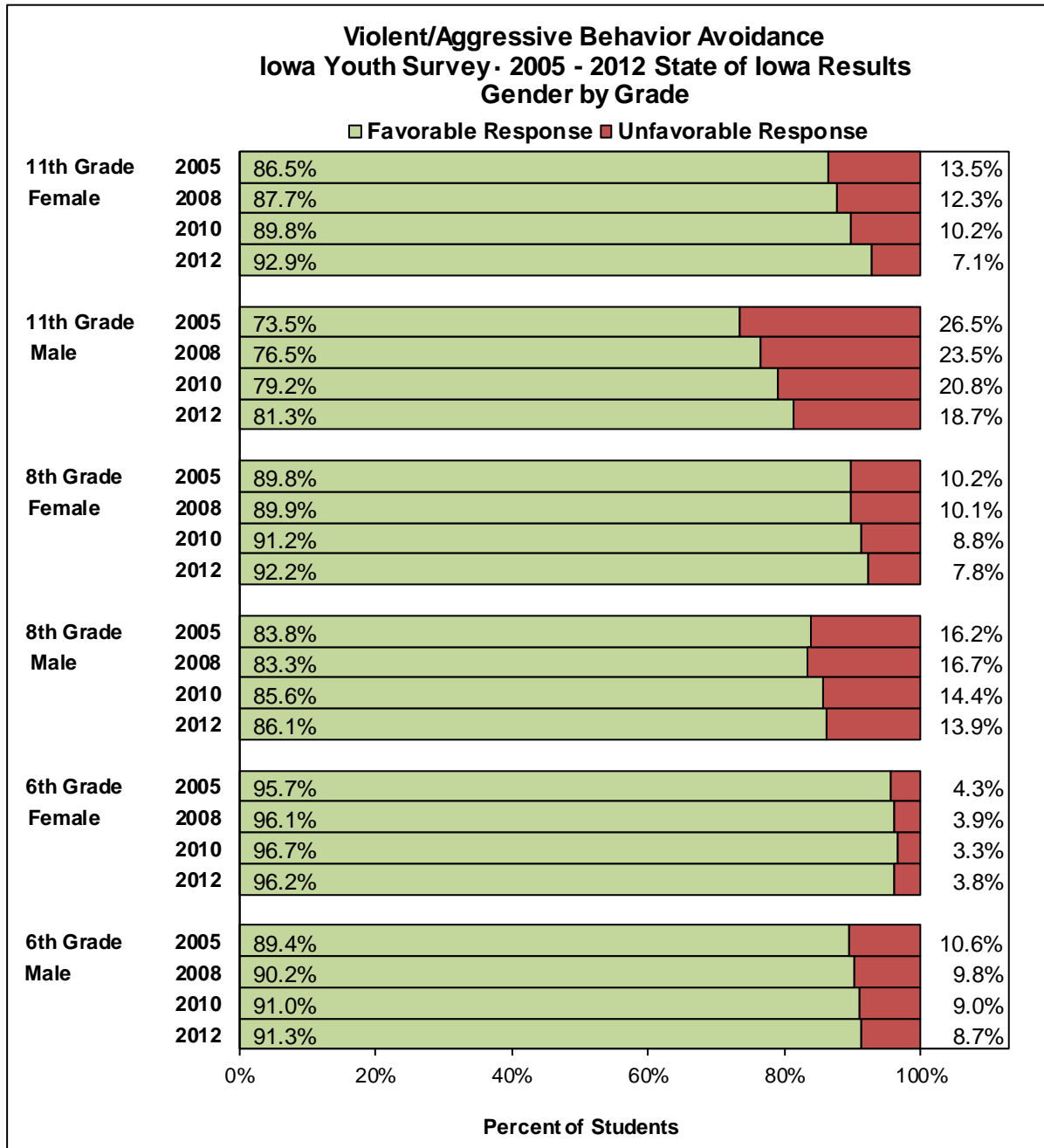
*Response coding:* First and fifth questions – “None” is coded as favorable and “1 or 2 times,” “3-5 times,” or “6 or more times” are coded as unfavorable. Second, third, fourth, sixth, and seventh questions – “None” or “1 or 2 times” are coded as favorable and “3-5 times” or “6 or more times” are coded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

**Figure 15a. Violent/Aggressive Behavior Avoidance Construct: State, Gender, Grade**



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.

**Figure 15b. Violent/Aggressive Behavior Avoidance Construct: Gender by Grade**



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.

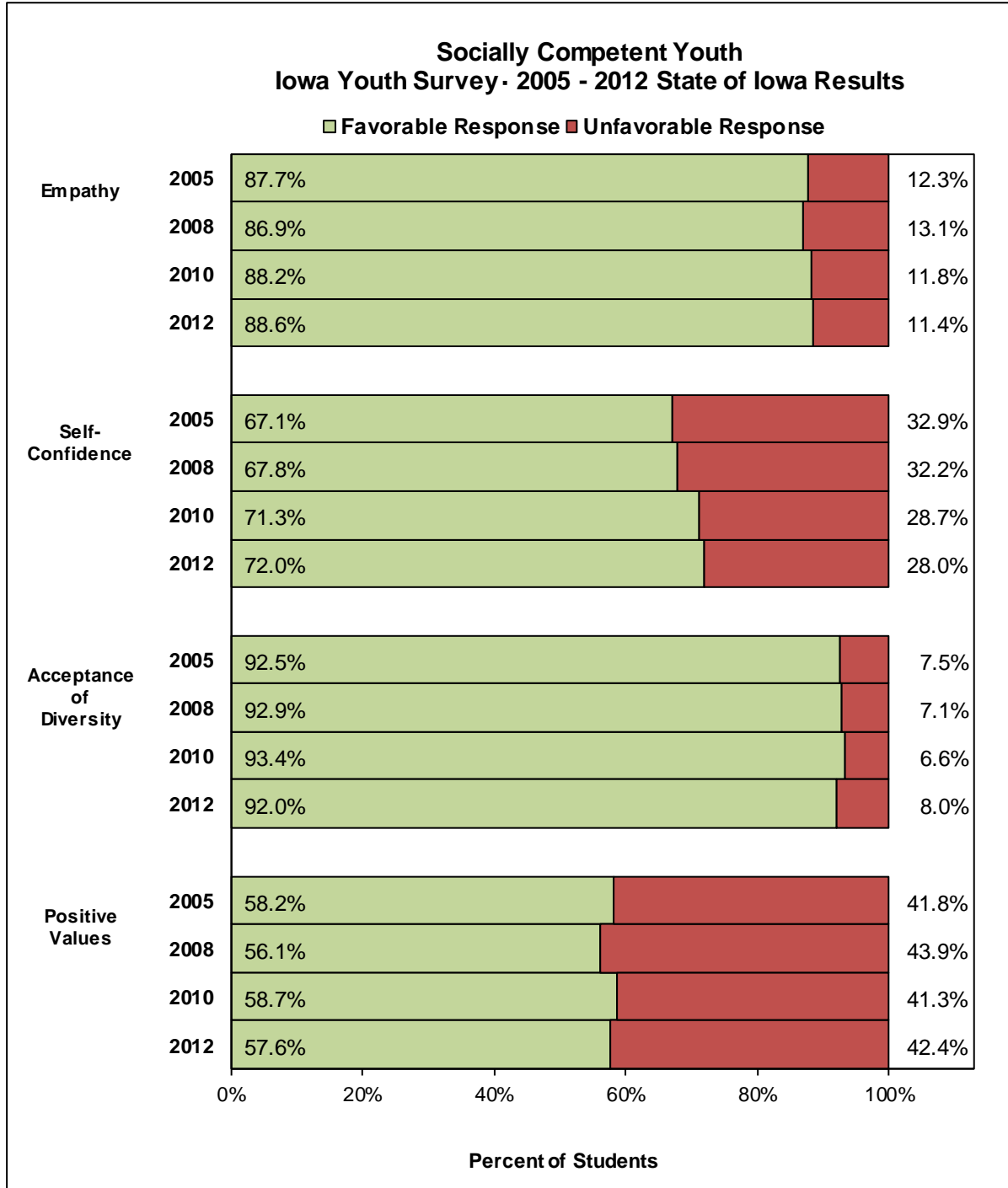
**Domain V: Socially Competent Youth**

The four constructs within the Socially Competent Youth Domain (Figure 16 displayed on the following page) are:

- Empathy
- Self-Confidence
- Acceptance of Diversity
- Positive Values

Due to question changes in the 2012 survey, two constructs in this domain have been removed. The Self-Esteem and Peer Pressure Resistance constructs were included in this domain in previous trend reports. Favorable responses for the Empathy, Acceptance of Diversity, and Positive Values constructs have remained consistent from 2005 to 2012. The Empathy and Acceptance of Diversity constructs have the highest percentage of favorable responses of the four constructs in this domain. The Self-Confidence construct presents positive trending with a significant increase in favorable responses occurring from 2005 to 2012. The Positive Values construct has the lowest percentage of favorable responses in this domain.

**Figure 16. Socially Competent Youth Domain**



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.

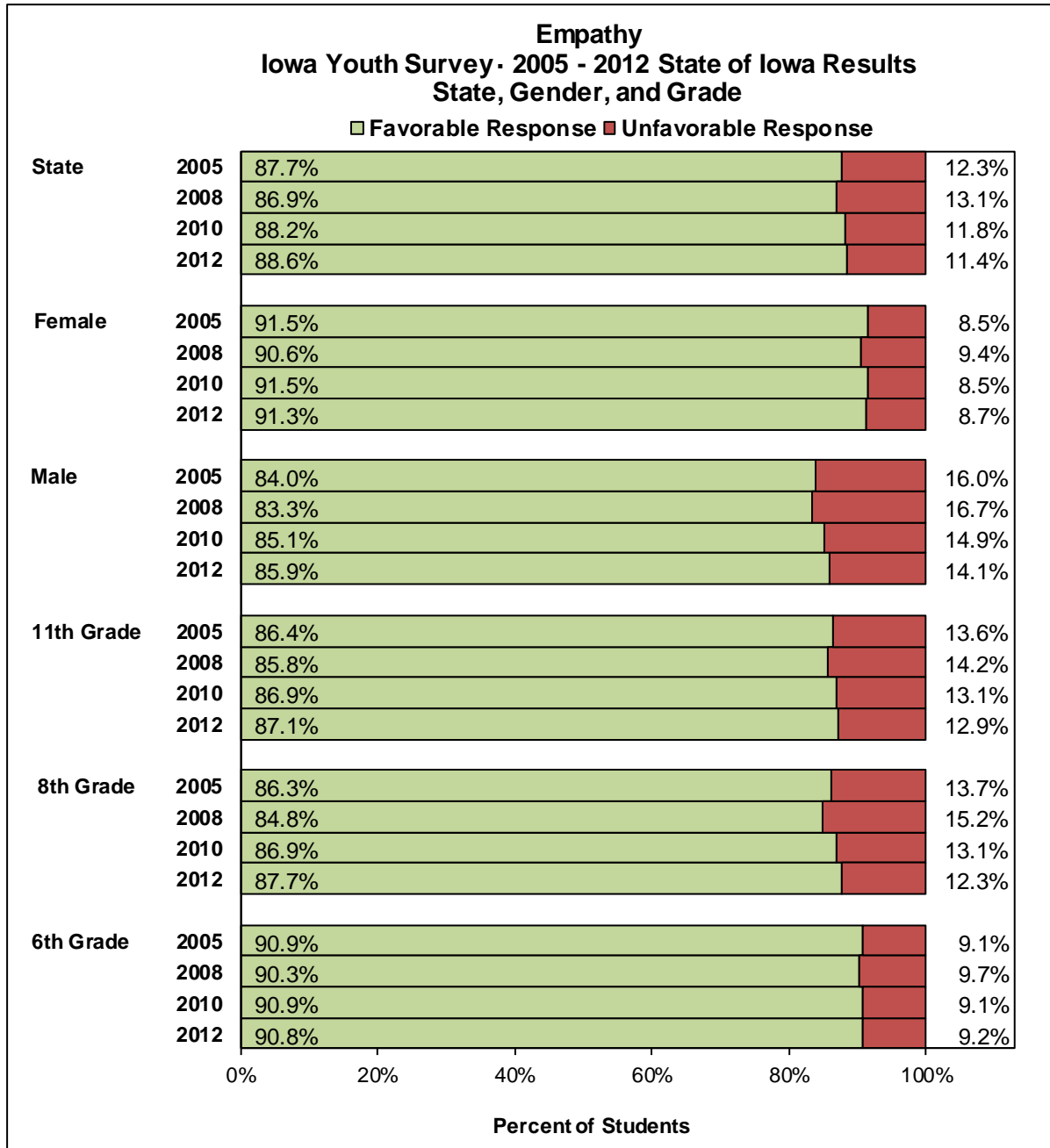
## Empathy

The Empathy construct had significant increases in favorable responses for males, 8<sup>th</sup> grade males, and 11<sup>th</sup> grade males. All other groupings had no significant change from 2005 to 2012. Females report higher levels of empathy than males in all three grades, with the disparity between genders increasing as the grade level increases.

*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?

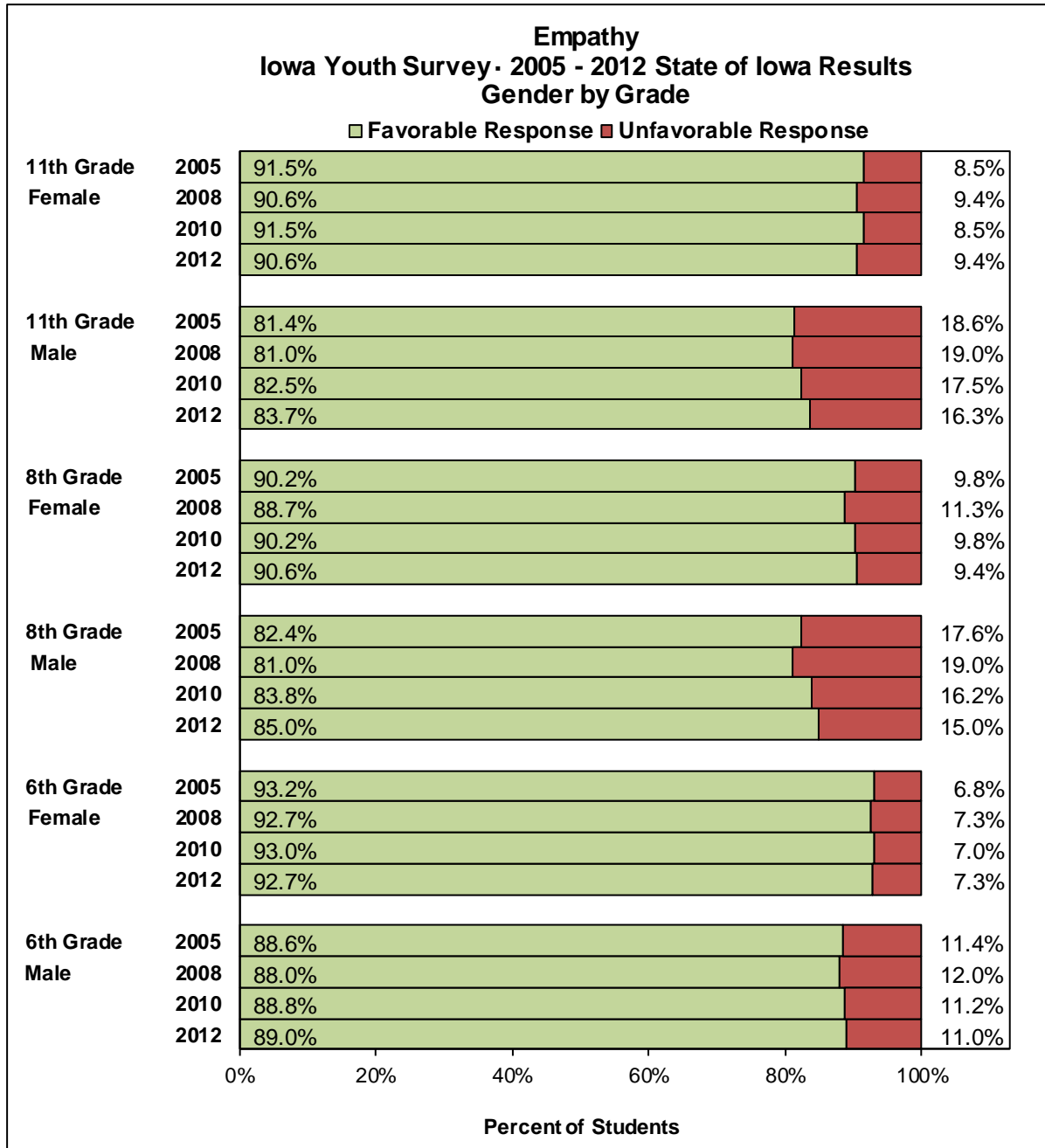
*Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

**Figure 17a. Empathy Construct: State, Gender, Grade**



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.

Figure 17b. Empathy Construct: Gender by Grade



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.



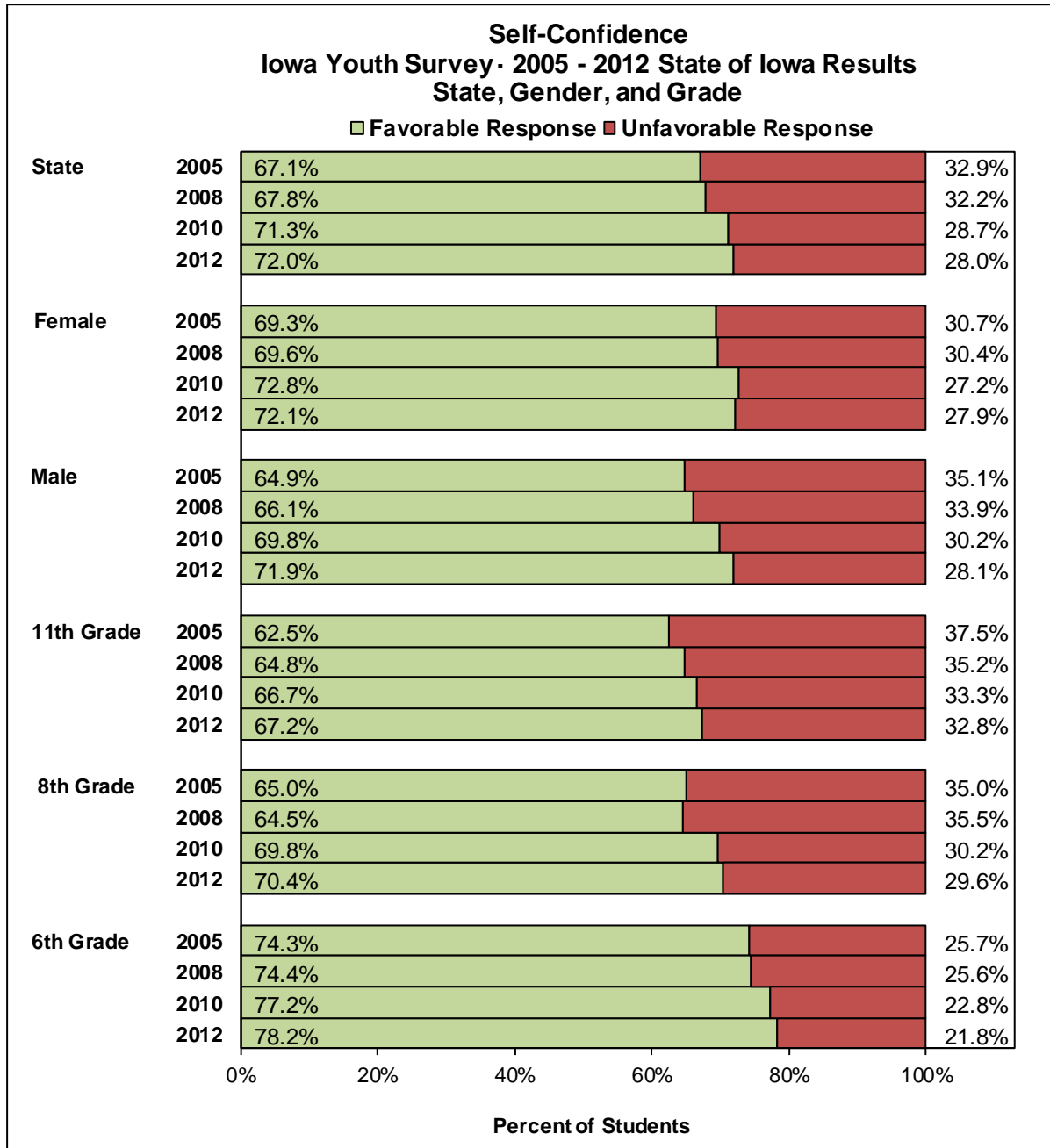
## Self-Confidence

Favorable responses for the Self-Confidence construct have increased significantly for the state and all sub-state demographic groupings from 2005 to 2012. 6<sup>th</sup> graders report a higher percentage of favorable responses than 8<sup>th</sup> and 11<sup>th</sup> graders. The only gender difference within a grade is in 6<sup>th</sup> grade, where female respondents were more likely to express self-confidence.

*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?

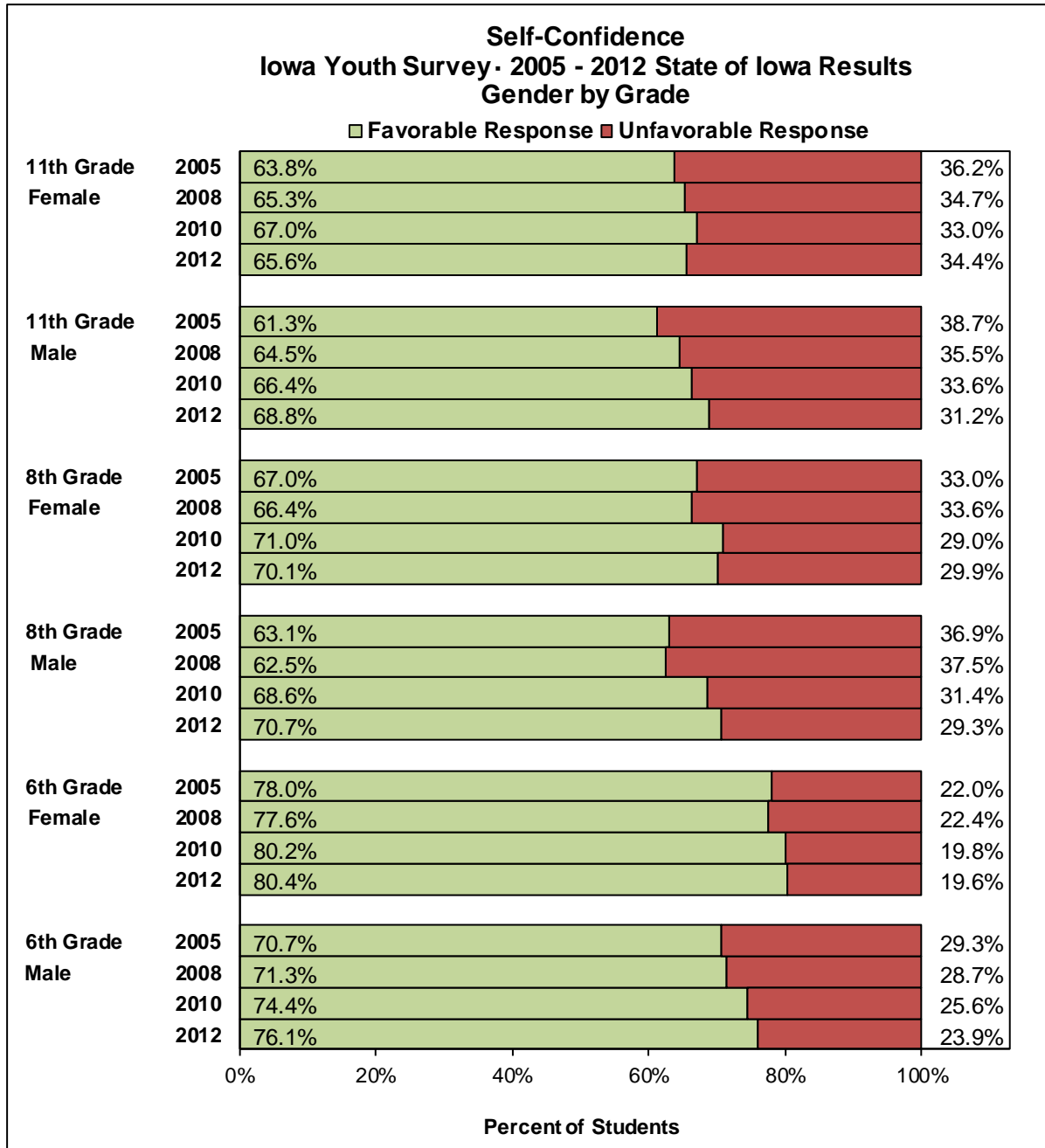
*Response coding:* “Strongly agree” or “agree” are coded as favorable and “strongly disagree” or “disagree” are coded as unfavorable.

**Figure 18a. Self-Confidence Construct: State, Gender, Grade**



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.

**Figure 18b. Self-Confidence Construct: Gender by Grade**



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.

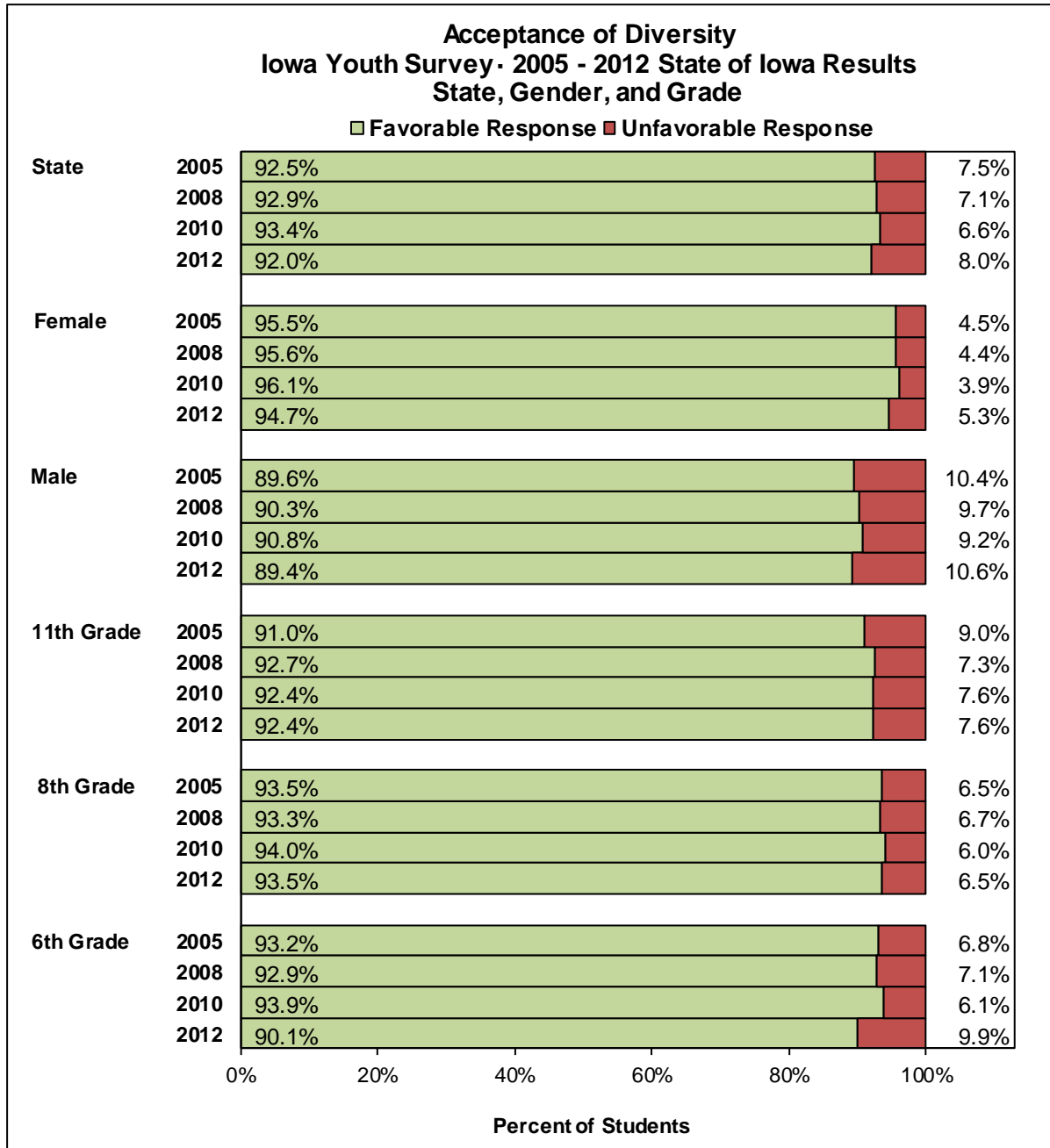
### Acceptance of Diversity

The Acceptance of Diversity has remained virtually unchanged across almost all demographic breakdowns from 2005 to 2012. There was a significant decrease in favorable responses for all 6<sup>th</sup> graders as well as both male and female 6<sup>th</sup> graders. 11<sup>th</sup> grade males posted an increase in favorable responses from 2005 to 2012. All groupings have a very high percentage of favorable responses, with all over 85% and most over 90%. Females have significantly higher favorable responses for this construct in all three grades. Responses from all grades are similar each survey year.

*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?

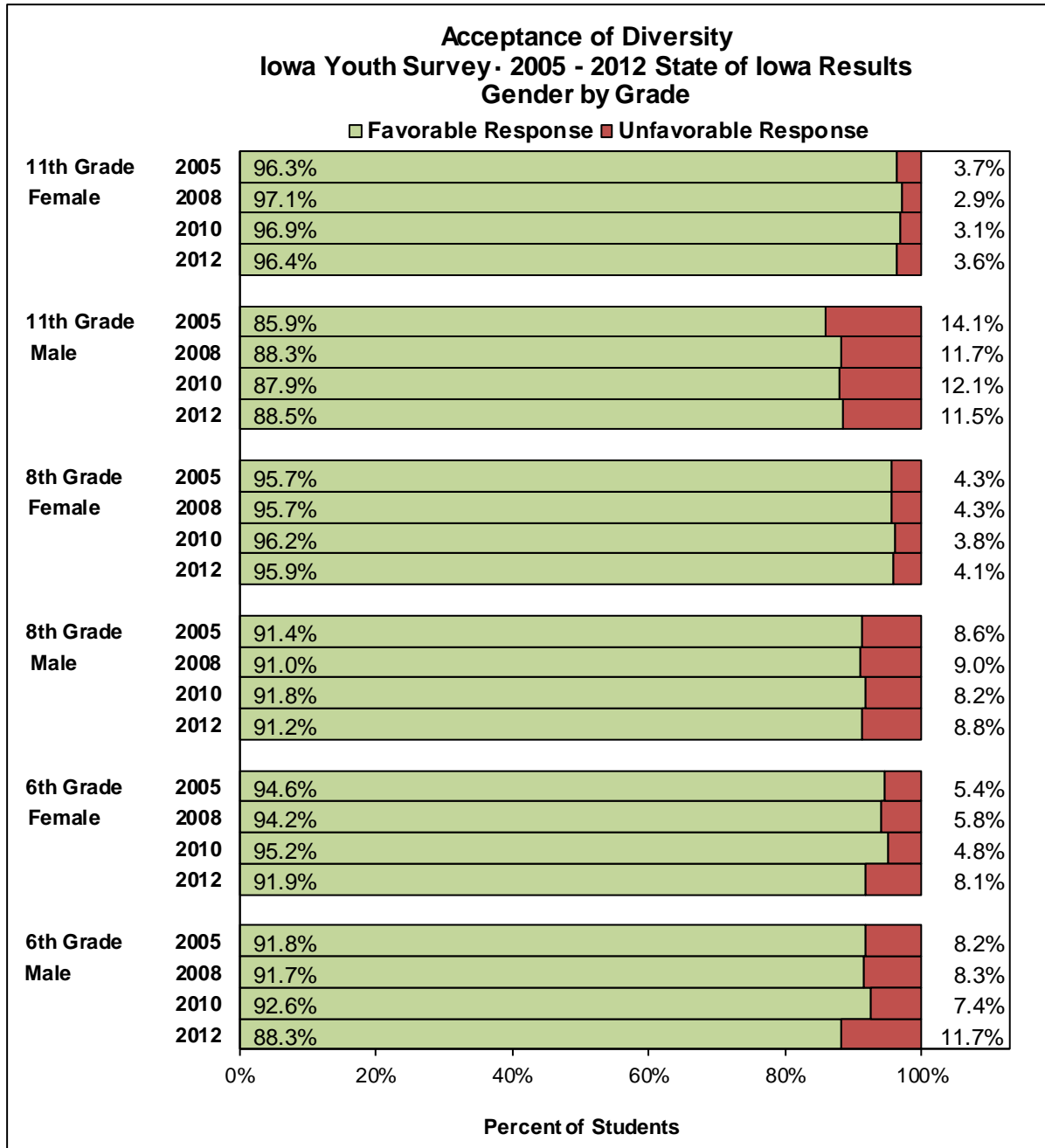
*Response coding:* “Strongly agree” or “agree” are coded as favorable and “strongly disagree” or “disagree” are coded as unfavorable.

**Figure 19a. Acceptance of Diversity Construct: State, Gender, Grade**



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.

**Figure 19b. Acceptance of Diversity Construct: Gender by Grade**



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.

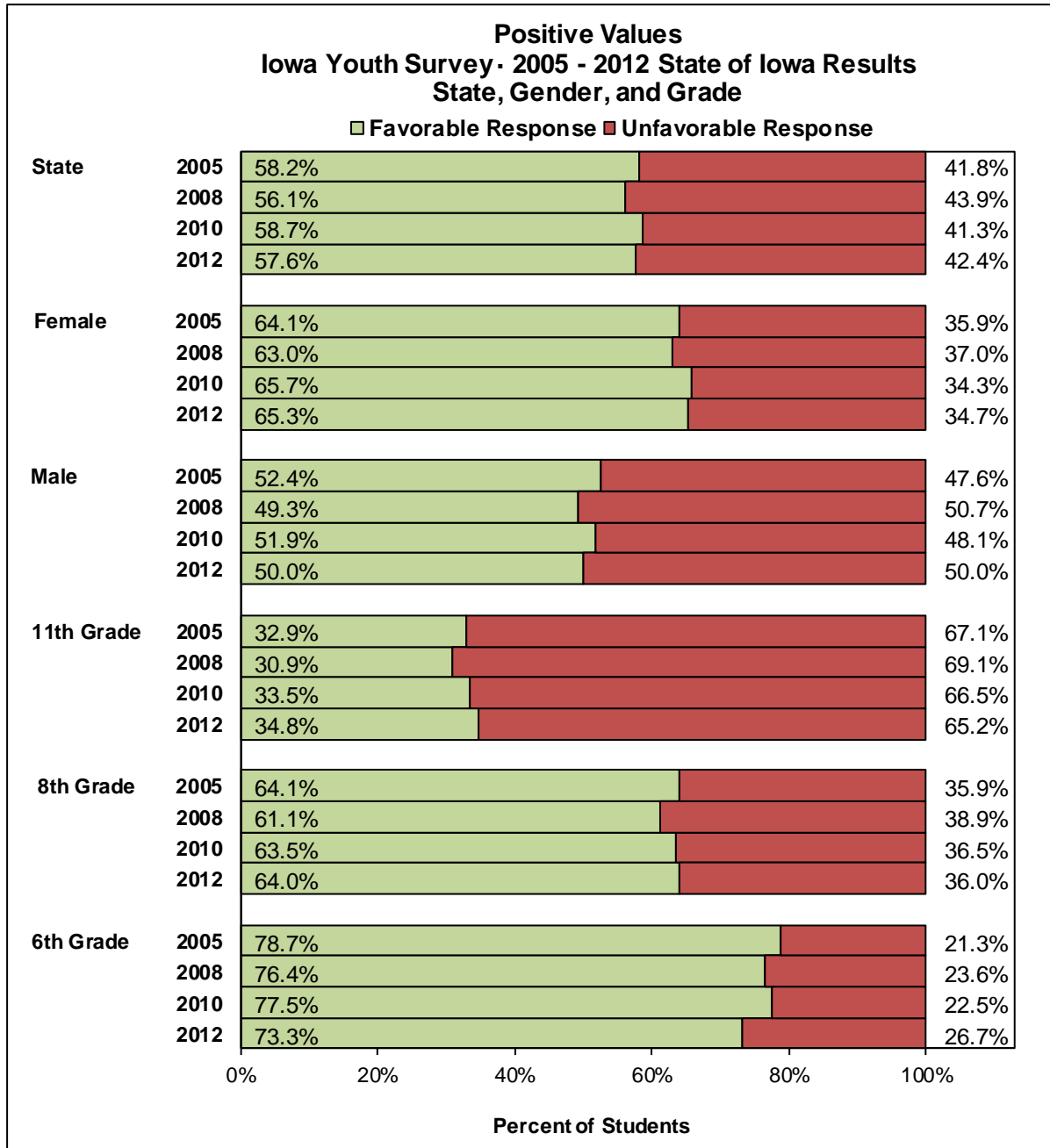
### Positive Values

The positive values construct state-wide has been relatively stable from 2005 to 2012. Males and 6<sup>th</sup> graders have shown a significant decrease in favorable responses while 11<sup>th</sup> graders showed an increase from 2005 to 2012. These changes were largely driven by a decrease in positive values for both female and male 6<sup>th</sup> graders, and an increase by 11<sup>th</sup> grade females. Females in all grades report significantly higher levels of positive values, with the greatest disparity between genders occurring in 8th grade. Positive values drop dramatically as grade level increases.

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

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

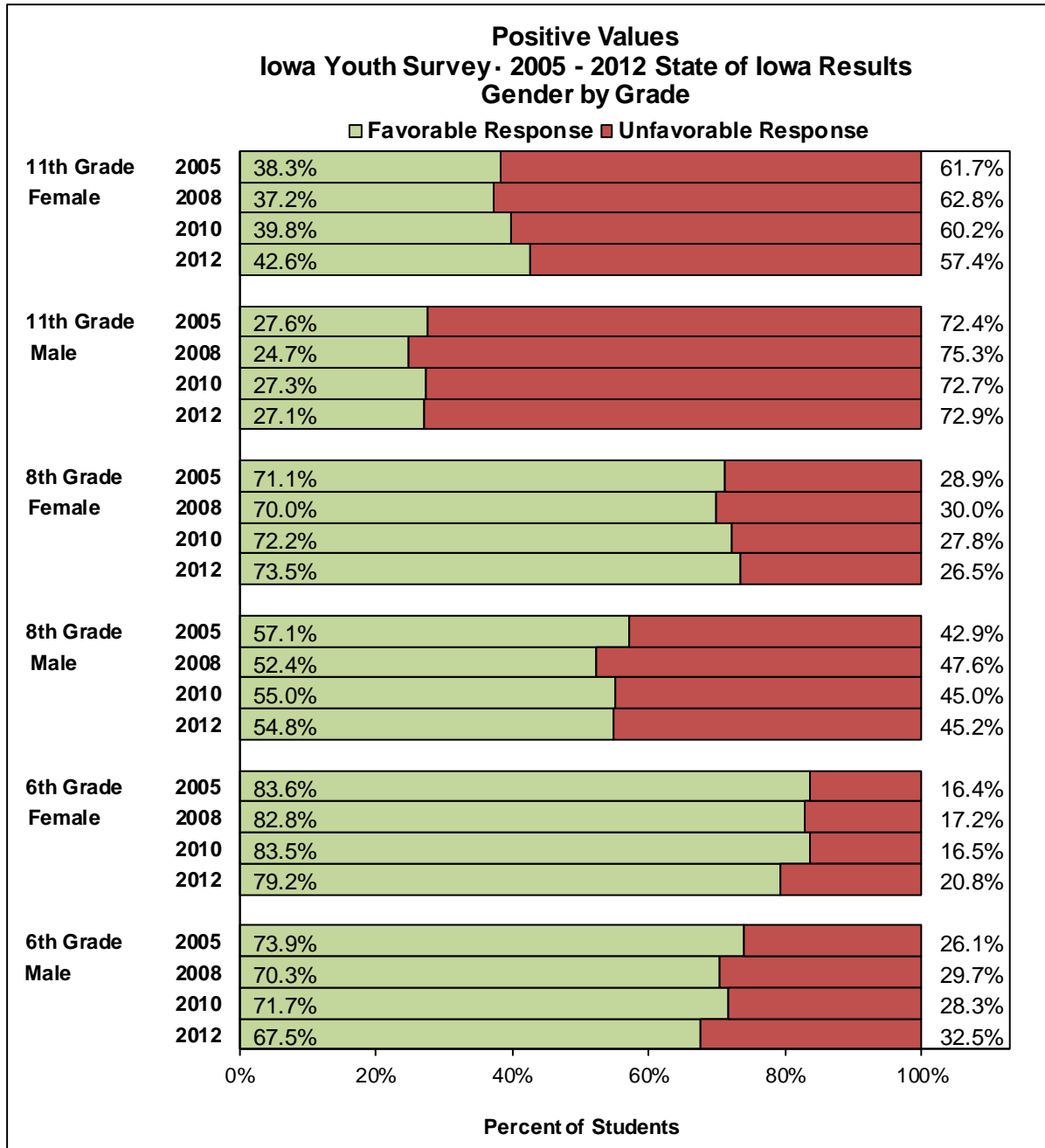
**Figure 20a. Positive Values Construct: State, Gender, Grade**



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.



**Figure 20b. Positive Values Construct: Gender by Grade**



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.

## **Domain VI: Youth Successful in School**

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

- Commitment to School/Learning

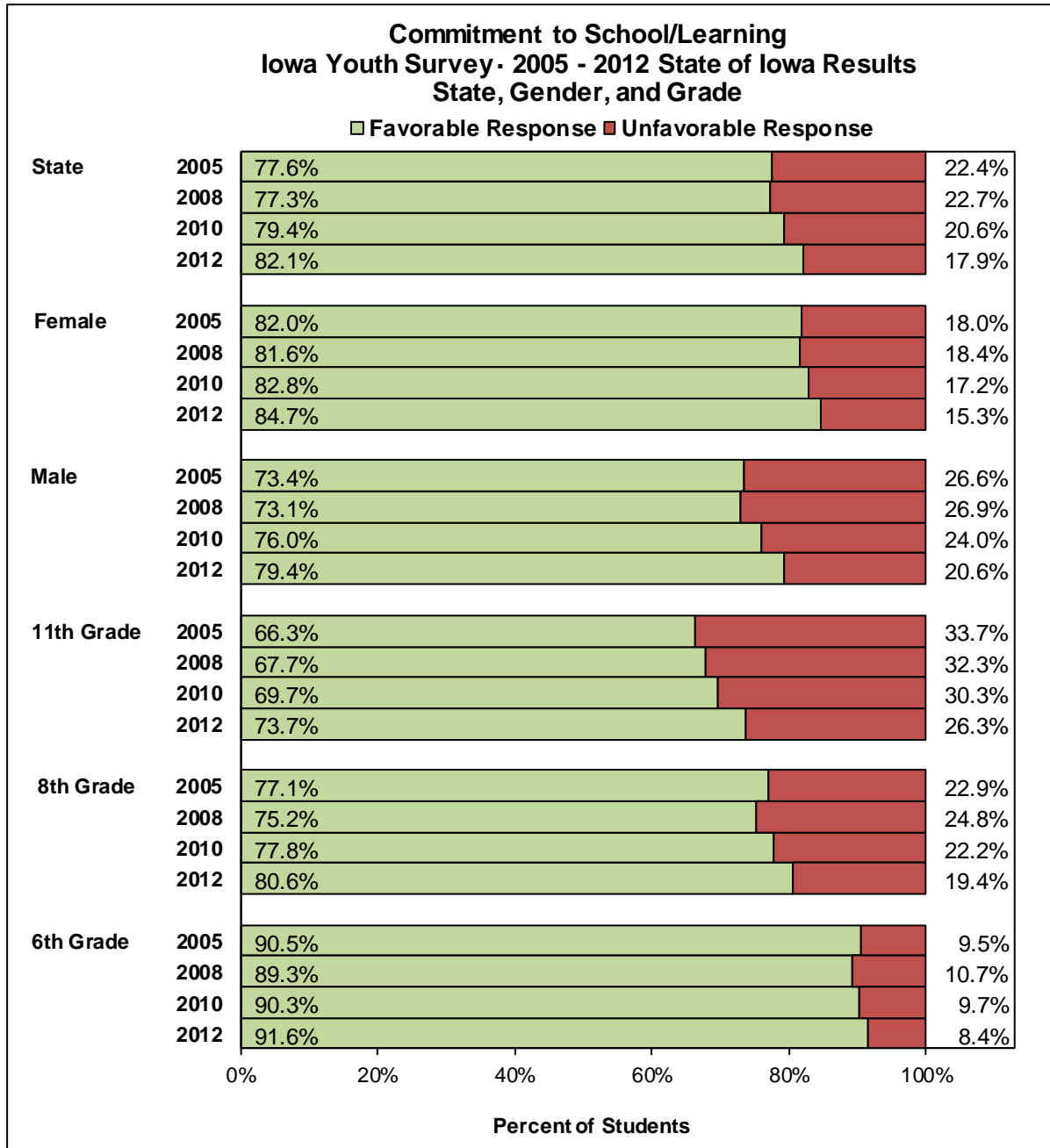
### Commitment to School/Learning

A positive trend to Commitment to School/Learning is shown for the state overall from 2005 to 2012. This upward trend is also seen for both sexes, 8<sup>th</sup> graders, and students in 11<sup>th</sup> grade. Favorable responses from both sexes of 11<sup>th</sup> grade students increased, with males seeing almost a 10 percentage point increase from 2005 to 2012. In all survey years, females reported significantly more favorable responses for this construct than males. In all survey years, Commitment to School/Learning drops as students move into higher grades.

*Four IYS questions are utilized in this construct:* How much do you agree or disagree that each of the following statements is true: I care about my school; I try to do my best in school; I plan to finish high school; I do the homework that is assigned?

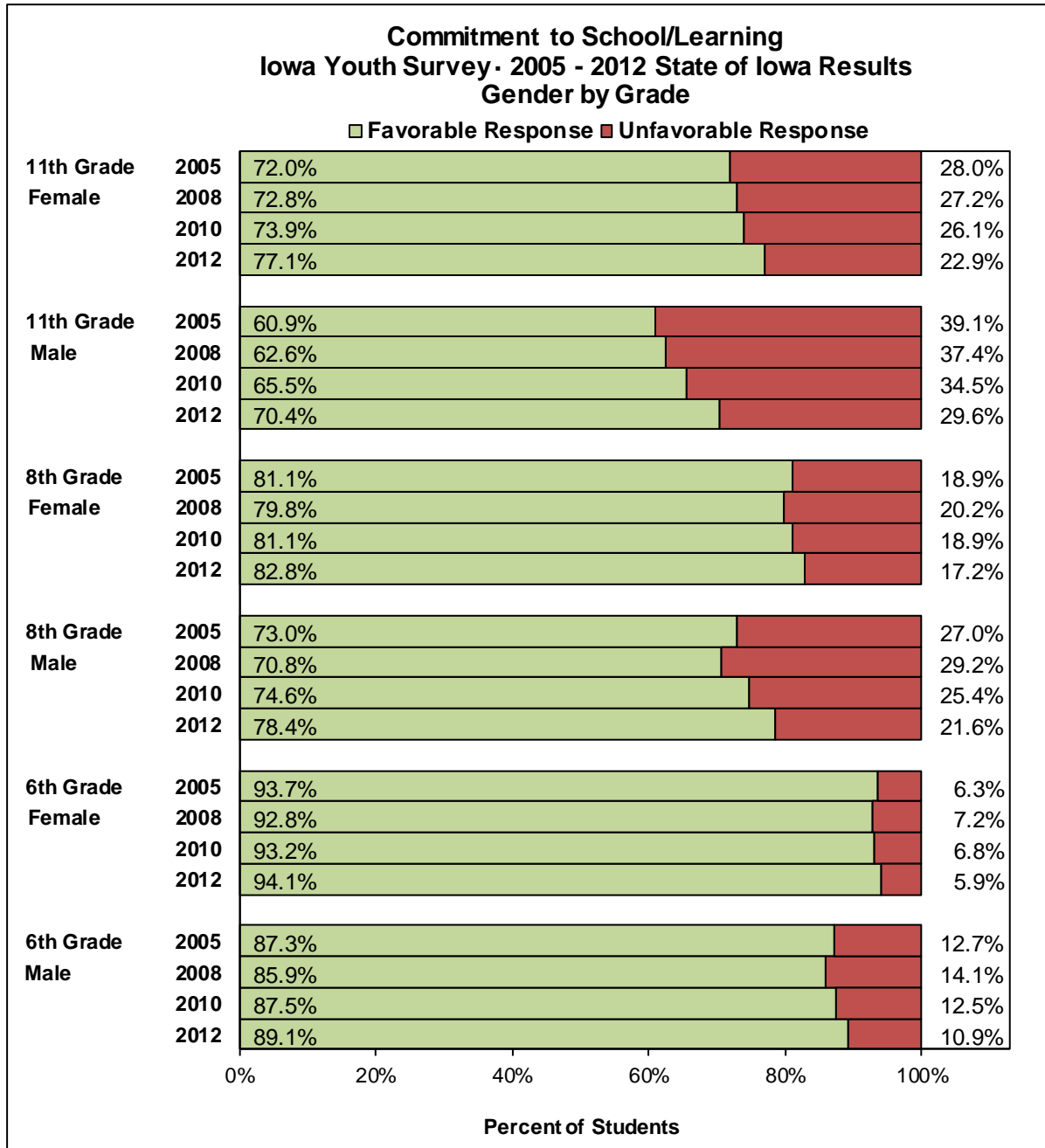
*Response coding:* “Strongly agree” or “agree” are coded as favorable and “strongly disagree” or “disagree” are coded as unfavorable.

**Figure 21a. Commitment to School/Learning Construct: State, Gender, Grade**



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.

**Figure 21b. Commitment to School/Learning Construct: Gender by Grade**



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.

## **Domain VII: Bullying**

There is one construct within the Bullying domain:

- Bullying

Due to question changes in the 2012 survey, one construct in this domain has been removed. The Do School Adults Stop Bullying construct was included in this domain in previous trend reports.

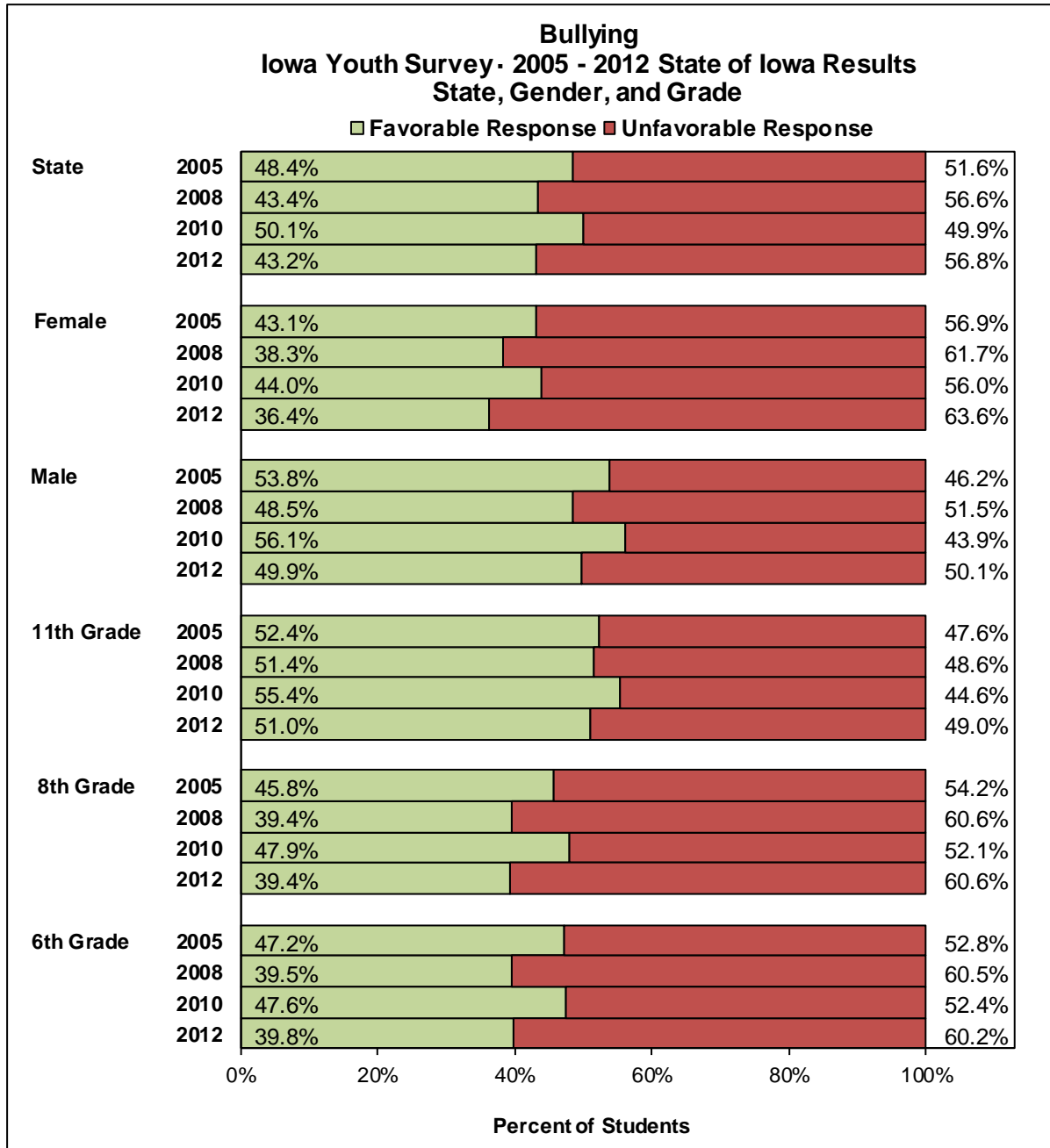
### Bullying

From 2005 to 2012, favorable responses for the Bullying construct decreased significantly for the state overall, and significant decreases occurred in nearly all groups. The only groupings that did not see an increase in reported bullying were 11<sup>th</sup> graders; this was due to males remaining stable as 11<sup>th</sup> grade females did show an increase in reported bullying. Females report being bullied significantly more than males, with the largest disparity between genders occurring in grade 11. Students in grade 11 report experiencing the least bullying compared with students in grades 6 and 8; students in grades 6 and 8 report similar amounts of bullying.

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

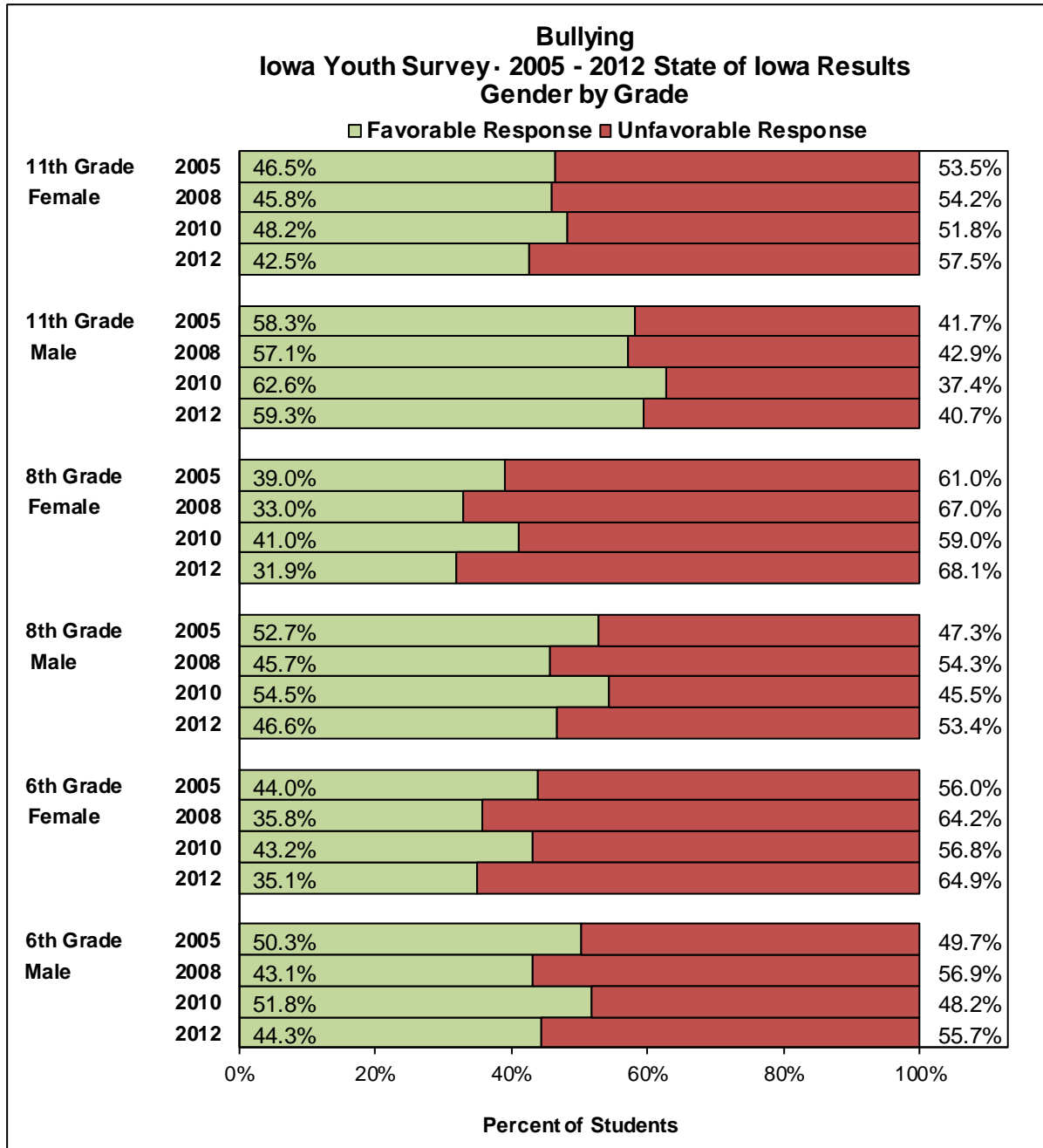
*Response coding:* "0 times" is coded as favorable and any response indicating one or more times of being bullied is coded as unfavorable.

**Figure 22a. Bullying Construct: State, Gender, Grade**



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.

**Figure 22b. Bullying Construct: Gender by Grade**



**Note:** Any difference of 1.8 percentage points or greater may be considered statistically significant.