



2014 IOWA YOUTH SURVEY TREND REPORT

State of Iowa
2008 • 2010 • 2012 • 2014

Sponsored By:
Iowa Department of Public Health
Division of Behavioral Health

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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Acknowledgments

There were many individuals and organizations involved in this collaborative effort to collect youth development data from Iowa's 6th, 8th, and 11th grade students. Thank you to all who contributed to the collection and analyses of the 2014 Iowa Youth Survey data.

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

From September 29, 2014 through November 7, 2014, the Iowa Department of Public Health (IDPH) collaborated with schools in Iowa to conduct the 2014 Iowa Youth Survey (IYS). The 2014 IYS is the fifteenth 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. In addition to the 2014 Iowa Youth Survey State of Iowa Trend Report, many other reports are publicly available on the IYS website: www.iowayouthsurvey.iowa.gov.

Objectives

The 2014 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. IYS data can assist in providing a better understanding of students in Iowa and their needs. It can also help to assess the strengths and challenges of schools, families, and communities from the young person’s perspective. In addition, IYS data may be used to obtain funding for a wide variety of programs and services. The 2014 IYS trend reports include new information by providing data for 25 individual IYS questions. These data may assist with identifying strengths, as well as some specific areas that may be in need of improvement. The new trend data also serve as a model for how individual question data may be presented. The 2014 IYS trend reports continue to include data to provide an overall view of youth through the presentation of constructs. The percentages of responses to the specific questions utilized in the individual question figures and the constructs are available in the State of Iowa Youth Survey Reports for each survey year. The Iowa Youth Survey has proven to be a valuable resource in youth needs assessment, program development, implementation, and outcome evaluation. Data analyzed in the 2014 Iowa Youth Survey State of Iowa Trend Report are derived from the 2008, 2010, 2012, and 2014 Iowa Youth Surveys.

2008, 2010, 2012, and 2014 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 2008 to 2014. Based on information in previous IYS reports, Table 1 provides the total number of students completing a validated 2008, 2010, 2012, and 2014 IYS, by grade. The first column lists the year and the second through fourth columns display the number of records from students who reported that they were in grades 6, 8, or 11 and completed a validated IYS.

Table 1. 2008 – 2014 IYS Participation by Grade

Number of IYS Records			
Year	Grade 6	Grade 8	Grade 11
2008	32,264	32,673	31,130
2010	26,857	27,115	23,656
2012	24,170	24,294	21,963
2014	26,117	26,443	24,464

Not all public school districts and non-public schools participated in the IYS at the four data collection points (2008, 2010, 2012, and 2014). 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; it is assumed 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 in the IYS decreased from 2008 to 2012, however the percent increased in 2014. Non-public school participation declined from 2008 to 2012 and remained steady in 2014. Table 2 provides the number of participating public school districts and non-public schools in 2008 through 2014.

Table 2. 2008 – 2014 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
2008	362	347	96%	184	48	26%
2010	359	307	86%	183	31	17%
2012	348	255	73%	175	21	12%
2014	338	287	85%	189	22	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

Prior to IYS administration, a committee of youth development professionals selected by IDPH reviews and makes recommendations regarding the IYS survey questions. The selection of specific survey questions each year is, in part, based on experts' suggestions as well as analysis of question and response data collected in previous Iowa Youth Surveys. The appropriateness of any comparison of IYS data in 2008, 2010, 2012, and 2014 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 was discontinued for a number of reasons including,

but not limited to: 1) it shortened the amount of time necessary to generate reports; 2) weights were sometimes interpreted incorrectly by readers; and 3) weights normally had a minor effect on reported data and no effect on the percentages in individual grades. As a result, some unweighted results reported in this report may vary slightly from the same results reported in the 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.

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 and the online administration of the 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, there is the possibility the students who complete the IYS are not representative of all students in Iowa. 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 IYS report percentages. The Iowa Youth Survey are self-reported data and relies on each student's ability to read and honestly respond to each question. Also, since the IYS was conducted online, a student's ability to complete the survey is also dependent on possessing basic computer skills. Self-reported behaviors, attitudes, and beliefs are always subject to error (unintentional such as mistakenly selecting the wrong response or intentional such as denial or boasting), and it is not possible to identify records where this occurs. Additionally, some surveys contained missing data indicating that not all students answered every question. There are many potential reasons for missing data and why a student may choose not to answer a particular question including comprehension level (understanding survey language); confidentiality concerns; refusal to provide an answer resulting from lack of interest or motivation; beliefs and attitudes about the subject of the question; or inadvertently skipping a question. In general, the higher the proportion of students participating, the more likely the survey results are representative and without bias.

It is also important to note in the Construct Section of this report 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 2014, conservative analyses were performed using the smallest subgroup comparisons and it was determined that a change of 1.6 percentage points or greater for the state data should be considered a statistically significant change. Statistical analyses were performed on data and significant differences are noted in the narrative. Additionally, the notation: “Any difference of 1.6 percentage points or greater may be considered statistically significant” appears beneath the individual question and construct figures.

Data Presentation

Section I: Individual Question Trends

Data provided in figures on pages 7 through 31 present selected responses to 25 questions that appear in the 2008, 2010, 2012, and 2014 Iowa Youth Surveys. Eighteen figures display responses for all four years. Since some of the 25 questions were not asked during all four years of IYS administration, seven figures display responses for fewer years: one figure displays responses for 2010, 2012, and 2014 and six figures display responses for 2012 and 2014.

Percentages for the selected responses to questions are provided for all students who reported they were in 6th, 8th, and 11th grades, as well as responses for all grades combined. “All Grades” combines all responses from grades 6, 8, and 11, and also includes records with missing responses for grade.

Each figure provides the IYS section and question number since question numbers can change each year. Percentages in the figures are based on the number of students who answered that question; missing responses are not included in the calculation. All percentages are rounded; “0%” appearing in any column represents anything less than 0.5% (including 0 or none). Following each figure, the question is provided along with all response options for the question including responses represented by the percentages in the figure and the other possible responses associated with the question.

Section II: Construct Trends

A committee of State Planners participated in an interactive process to identify key youth development related constructs that provide summary measures based on the responses to a combination of two or more questions. Constructs are organized in key domains. Originally, 34 constructs within nine framework domains were identified. 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. Changes made to questions in the 2010 eliminated eight constructs, an additional eight constructs were eliminated in 2012, and in 2014 three more constructs were eliminated. The 2014 State of Iowa IYS Trend report presents data collected in 2008, 2010, 2012, and 2014 for the remaining 15 constructs within six domains. For more information about the background and changes that have occurred through the years, refer to Appendix A on page 84.

The data for constructs are combined and presented in the six domains on pages 32 through 83. 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 blue 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 orange 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 2008 survey results, 2010, 2012, and 2014. 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.

Table 3. IYS Domains and Constructs

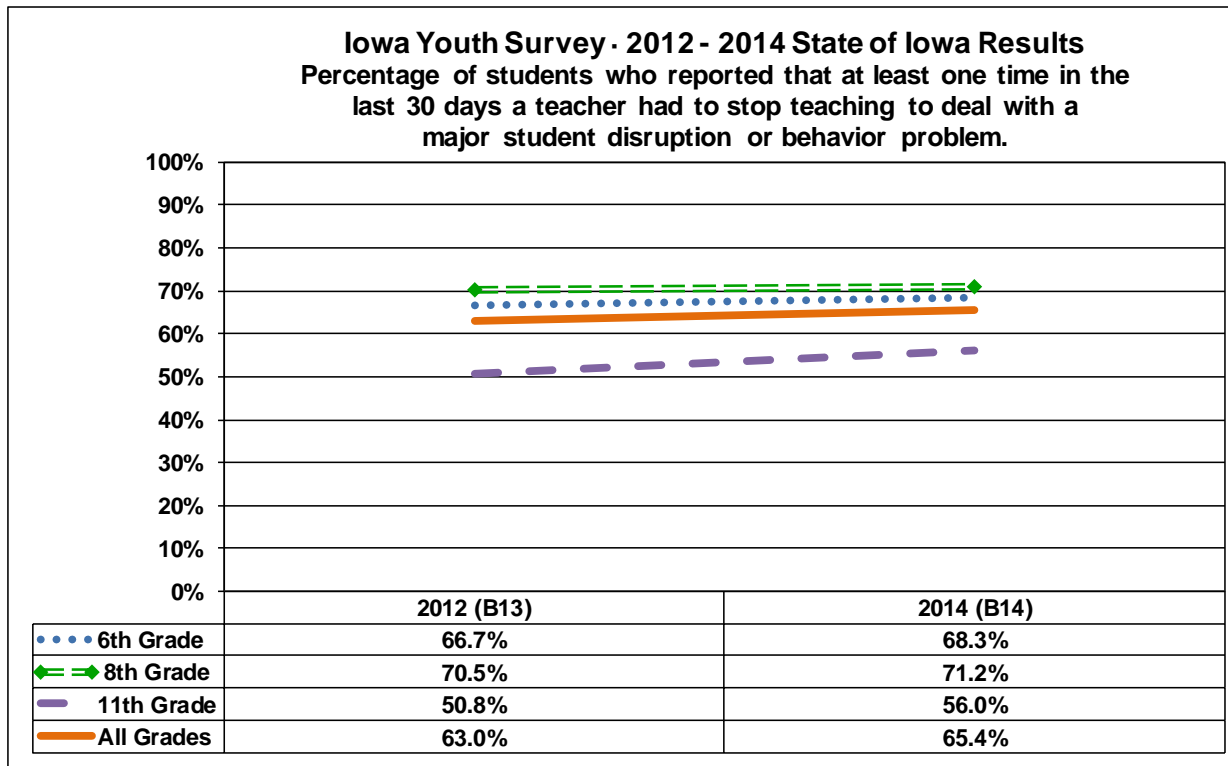
IOWA YOUTH DEVELOPMENT RESULTS FRAMEWORK DOMAINS AND CONSTRUCTS
SECURE AND SUPPORTIVE FAMILY
Positive Family Relationships
Family Involvement and Support
Parental/Guardian Boundaries
SAFE AND SUPPORTIVE SCHOOL CLIMATE
School Expectations/Boundaries
School Staff/Student Support
Positive Student Norms
Social Pressure to Use Substances Limited
SAFE AND SUPPORTIVE COMMUNITY
Youth Access to Substances Limited
Safe Neighborhood
Supportive Neighborhood
SOCIALLY COMPETENT YOUTH
Empathy
Self-Confidence
Positive Values
YOUTH SUCCESSFUL IN SCHOOL
Commitment to School/Learning
BULLYING
Bullying

Additional Information

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

Section I. Individual Question Trends

Figure 1. Major Classroom Disruptions and Behavior Problems



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

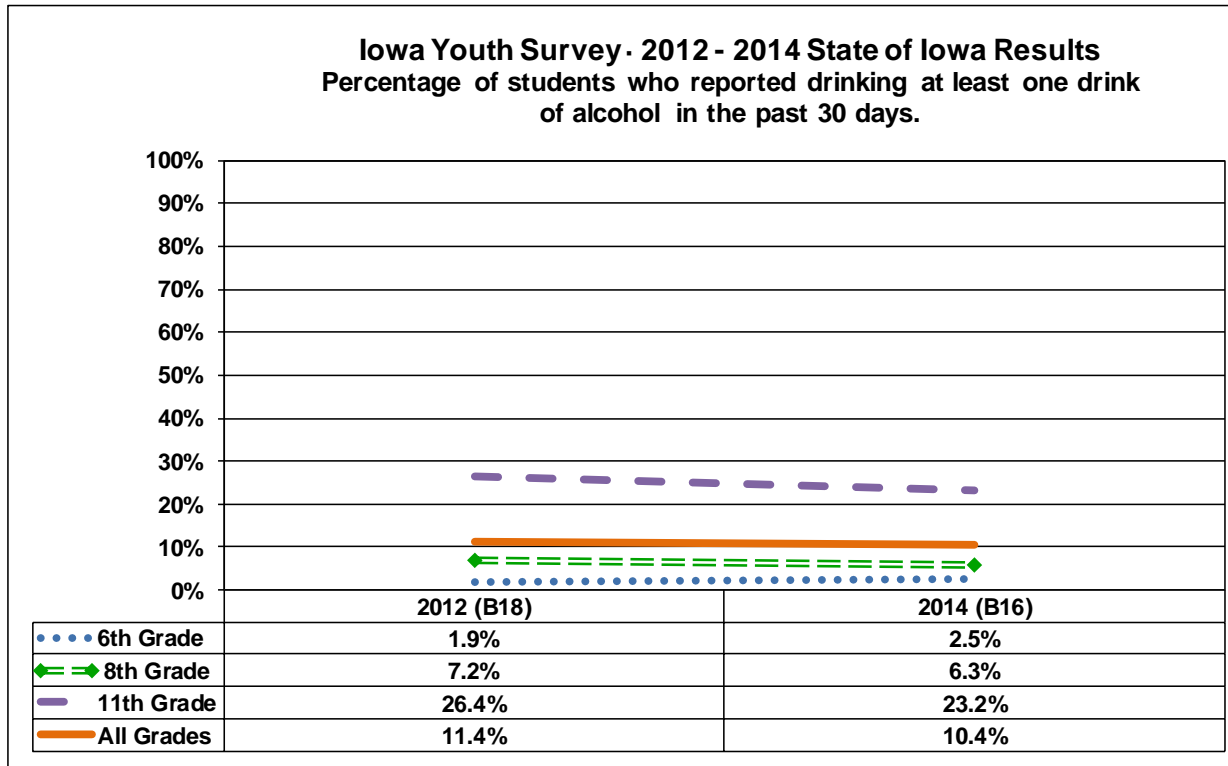
Over half of students in all groups reported a teacher had to stop teaching to deal with a major student disruption or behavior problem in both 2012 and 2014. A higher percentage of students in grade 8 report this than grades 6 and 11. Responses to this question from students in grades 6 and 8 remained stable from 2012 to 2014. However, from 2012 to 2014, there was a statistically significant increase for 11th graders (5.2 percentage points) reporting a teacher had to stop teaching to deal with a major student disruption or behavior problem in the past 30 days. The all grades category also shows a significant increase of 2.4 percentage points for this question from 2012 to 2014.

IYS Question: About how often in the last 30 days have any of your classroom teachers had to stop teaching in order to deal with a major student disruption or behavior problem?

Responses Represented by Percentages: “1 time,” “2 times,” and “3 or more times.”

Other Response to Question: “0 times.”

Figure 2. Alcohol Use in Past 30 Days



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

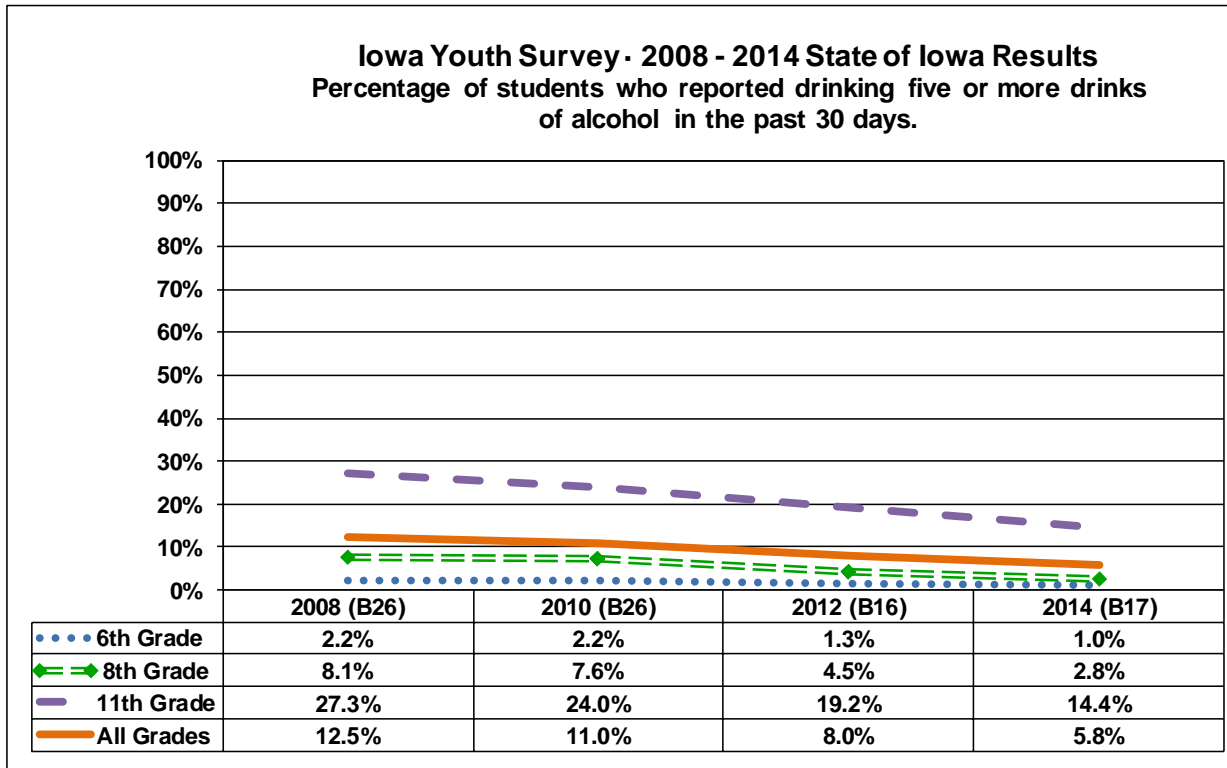
Past 30 day alcohol use increases from grade 6 to grade 11. Approximately one quarter of 11th grade students in Iowa report past 30 day alcohol use (an average of 24.8% of students in grade 11 in 2012 and 2014). However, there was a statistically significant decrease for students in grade 11 reporting alcohol use in the past 30 days from 2012 to 2014 (a drop of 3.2 percentage points). All other groups reporting past 30 day alcohol use remained stable from 2012 to 2014.

IYS Question: In the past 30 days, have you had at least one drink of alcohol (glass, bottle or can of beer, glass of wine, liquor, or mixed drink)?

Response Represented by Percentages: “Yes.”

Other Response to Question: “No.”

Figure 3. Binge Drinking in Past 30 Days



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

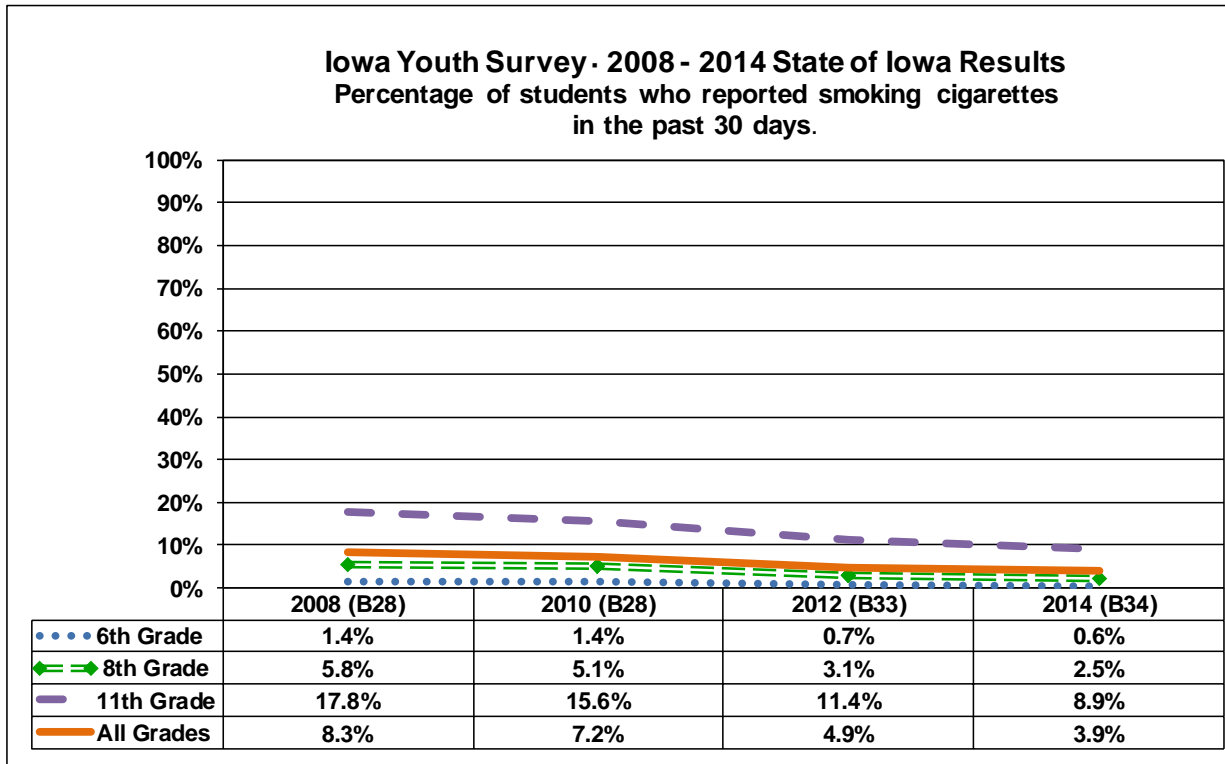
Students reporting binge drinking in the past 30 days increases from grade 6 to 11. However, statistically significant decreases occurred from 2008 to 2014 for students in grades 8 and 11 (and consequently in the all grades category). Most notably, there was a 12.9 percentage point decrease in binge drinking for 11th graders from 2008 to 2014, from 27.3% in 2008 to 14.4% in 2014.

IYS Question: 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?

Responses Represented by Percentages: “1 day,” “2 days,” “3 to 5 days,” “6 to 9 days,” “10 to 19 days,” and “20 or more days.”

Other Response to Question: “0 days.”

Figure 4. Cigarettes Use in Past 30 Days



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

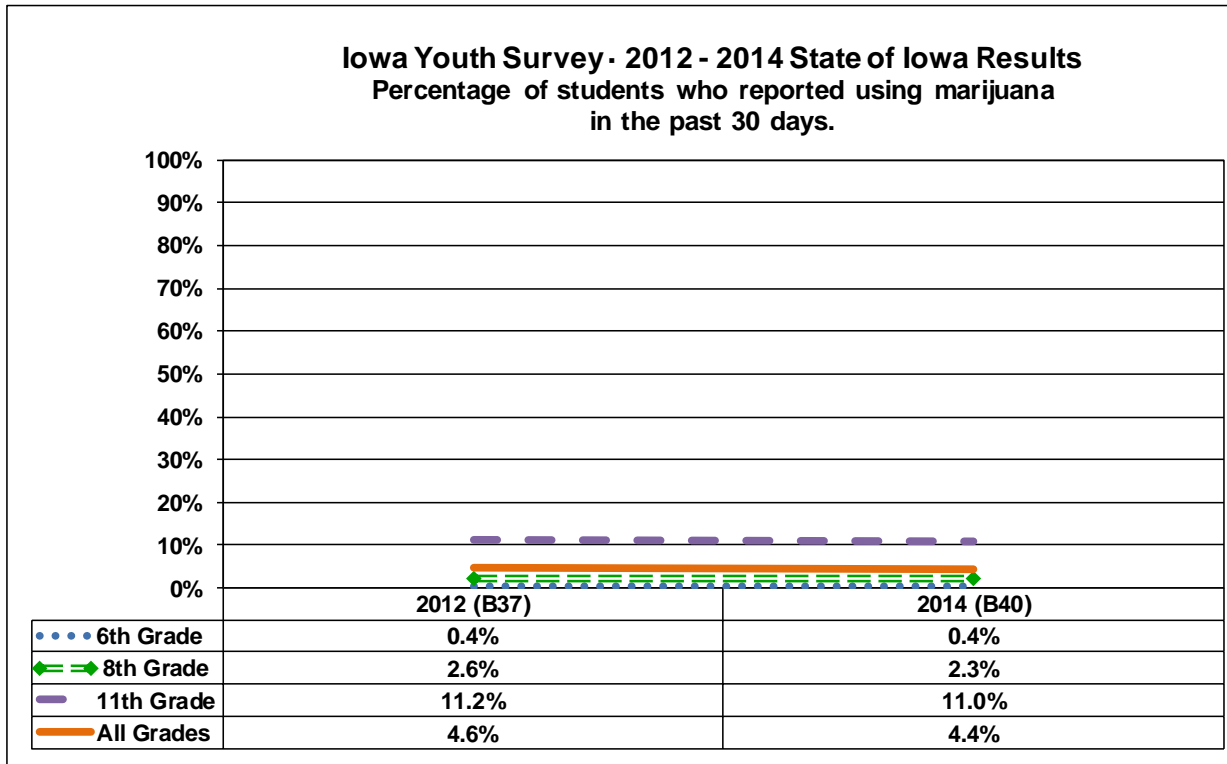
Past 30 day cigarette use increases from grade 6 to 11. However, the percentage of 11th graders reporting past 30 day cigarette use decreased by half (8.9 percentage points), with the largest decrease occurring from 2010 to 2012 (4.2 percentage points). A statistically significant decrease also occurred for 8th graders reporting past 30 day cigarette use from 2008 to 2014 (a reduction of 3.3 percentage points). These decreases contributed to a greater than 50% reduction in past 30 day cigarette use for all Iowa students who responded to the IYS question from 2008 to 2014.

IYS Question: In the past 30 days, on how many days have you: Smoked cigarettes?

Responses Represented by Percentages: “1-2 days,” “3-5 days,” “6-9 days,” “10-19 days,” “20-29 days,” and “30 days.”

Other Response to Question: “0 days.”

Figure 5. Marijuana Use in Past 30 Days



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

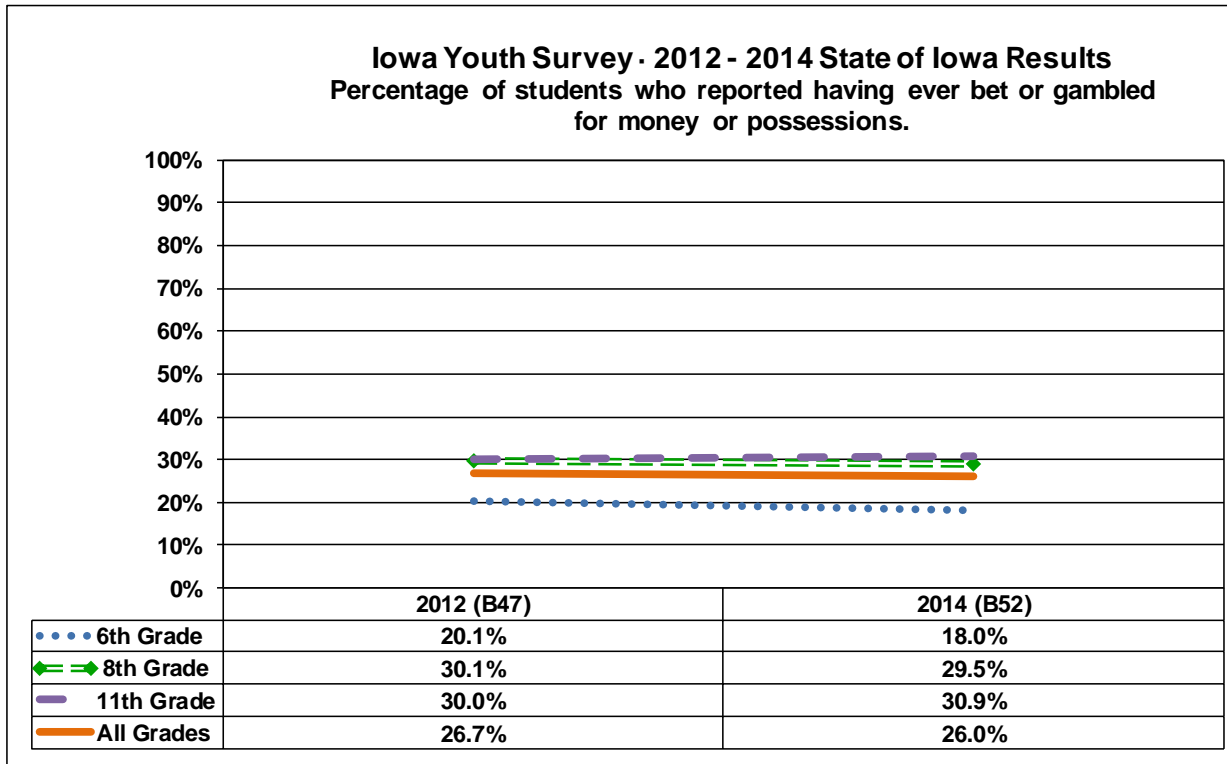
Past 30 day use of marijuana remained low and stable for all groups from 2012 to 2014. Few students in 6th and 8th grade report marijuana use in the past 30 days, while approximately 11% of students in grade 11 report using marijuana in the past 30 days.

IYS Question: In the past 30 days, have you used marijuana (pot, grass, hash, bud, weed)?

Response Represented by Percentages: “Yes.”

Other Response to Question: “No.”

Figure 6. Betting or Gambling for Money or Possessions



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

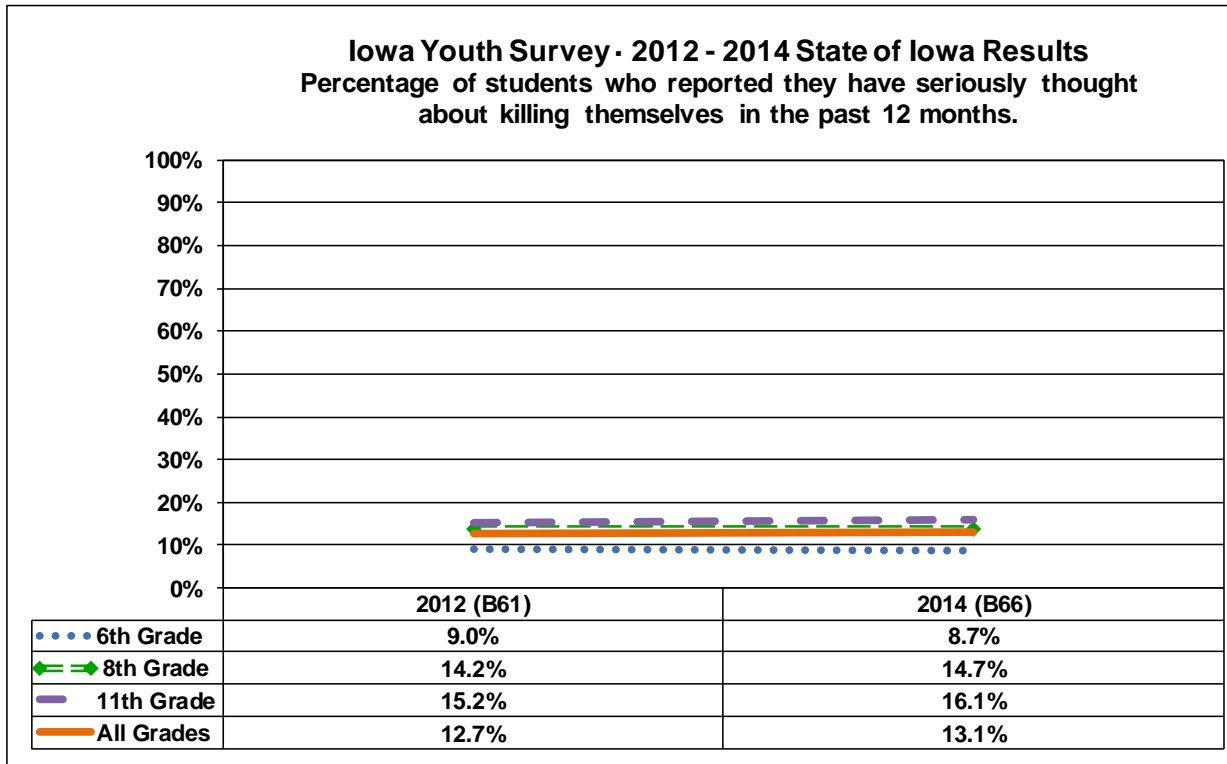
Approximately one-fifth of students in grade 6 and nearly one-third of students in grades 8 and 11 reported they have ever bet or gambled for money or possessions. There was a statistically significant decrease for 6th graders reporting ever betting or gambling for money or possessions from 2012 to 2014 (2.1 percentage points). All other groups reporting betting or gambling remained stable from 2012 to 2014.

IYS Question: Have you ever bet or gambled for money or possessions?

Response Represented by Percentages: “Yes.”

Other Response to Question: “No.”

Figure 7. Suicidal Thoughts in Past 12 Months



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

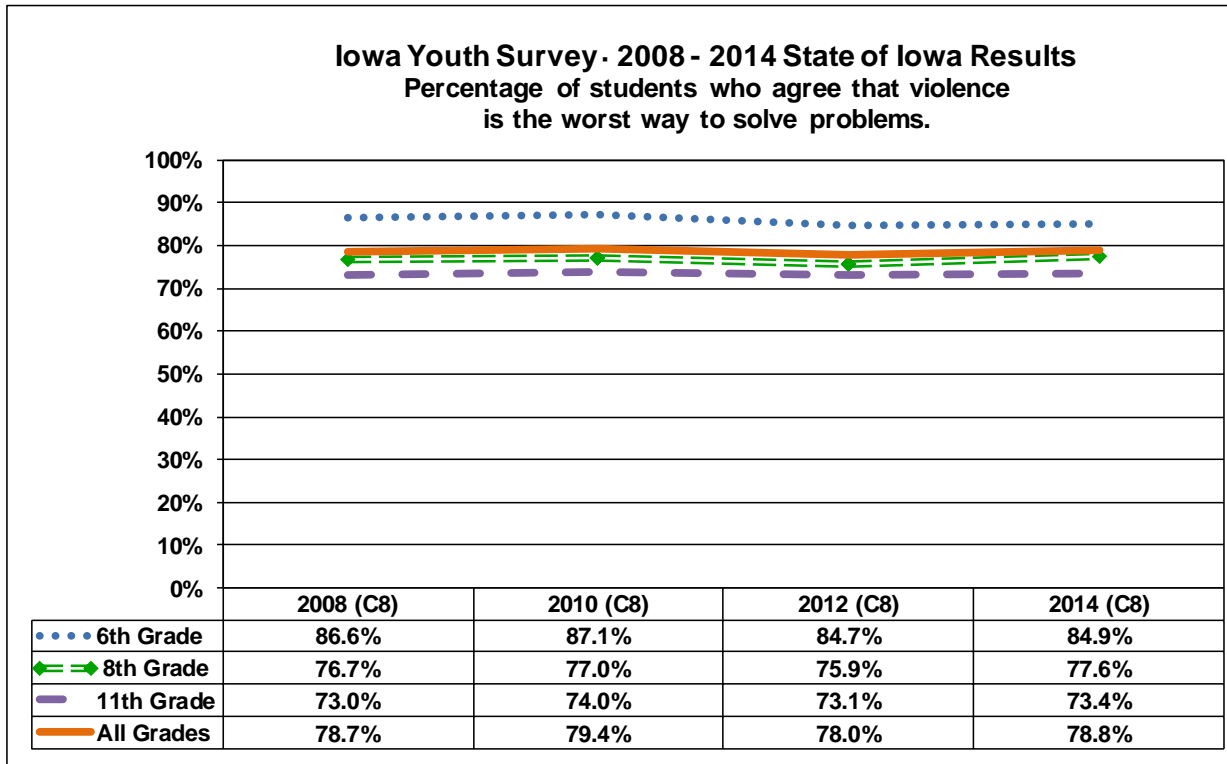
Students reporting suicidal thoughts in the past 12 months has remained stable for all groups from 2012 to 2014. However, in 2012 and 2014, an average of nearly 9% of 6th graders, over 14% of 8th graders, and approximately 16% of 11th graders reported they have seriously thought about killing themselves in the past 12 months.

IYS Question: During the past 12 months, have you seriously thought about killing yourself?

Response Represented by Percentages: “Yes.”

Other Response to Question: “No.”

Figure 8. Violence as a Way to Solve Problems



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

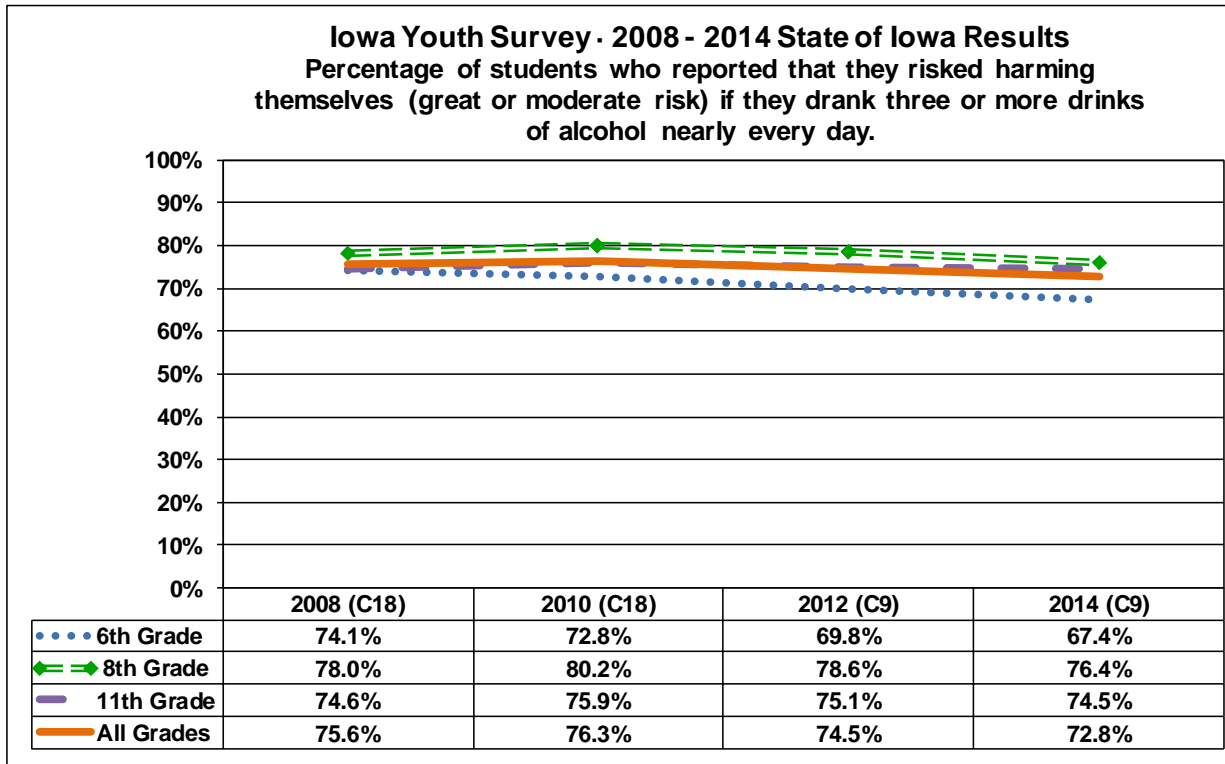
The majority of students in all grades agreed that violence is the worst way to solve problems. However, from 2008 to 2014, there was a statistically significant decrease (1.7 percentage points) for 6th graders agreeing that violence is the worst way to solve problems, with the largest drop of 2.4 percentage points occurring from 2010 to 2012. Responses for all other groups remained stable from 2008 to 2014; however there was a significant increase for 8th graders agreeing that violence is the worst way to solve problems from 2012 to 2014 (1.7 percentage points).

IYS Question: How much do you agree or disagree that each of the following statements is true: Violence is the worst way to solve problems.

Responses Represented by Percentages: “Strongly Agree” and “Agree.”

Other Responses to Question: “Disagree” and “Strongly Disagree.”

Figure 9. Risk of Drinking Three or More Drinks Nearly Every Day



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

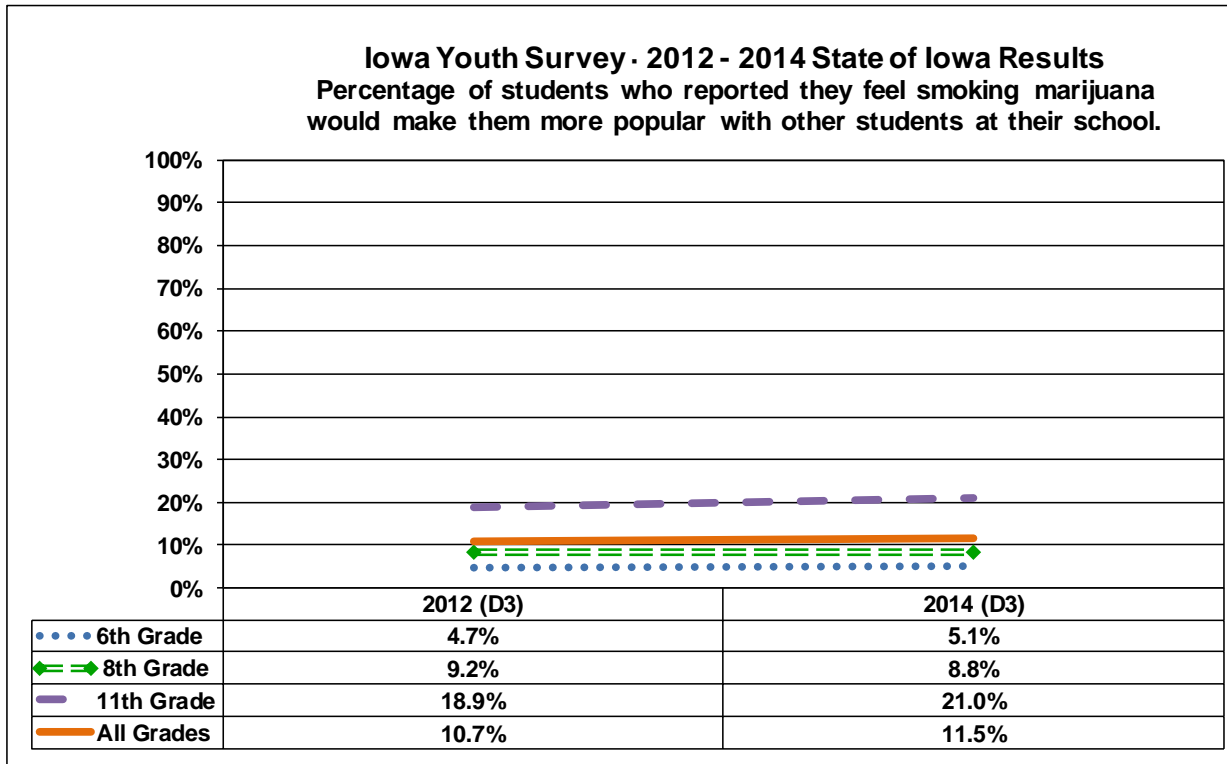
Although most students reported there is great or moderate risk of harming themselves if they drank three or more drinks of alcohol nearly every day, from 2008 to 2014, there have been statistically significant decreases for 6th and 8th grade students reporting this (6.7 and 1.6 percentage points respectively). These changes contributed to the significant decrease of 2.8 percentage points for students in all grades reporting self-harm for consumption of 3 or more drinks nearly every day. Responses to this question from 11th graders remained stable from 2008 to 2014.

IYS Question: How much do you think you risk harming yourself (physically or otherwise) if you: Drink 3 or more drinks of alcohol (glasses, cans, bottles of beer; glasses of wine, liquor or mixed drinks) nearly every day?

Responses Represented by Percentages: “Great Risk” and “Moderate Risk.”

Other Responses to Question: “Slight Risk,” “No Risk,” and “Don't Know.”

Figure 10. Smoking Marijuana Would Increase Popularity



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

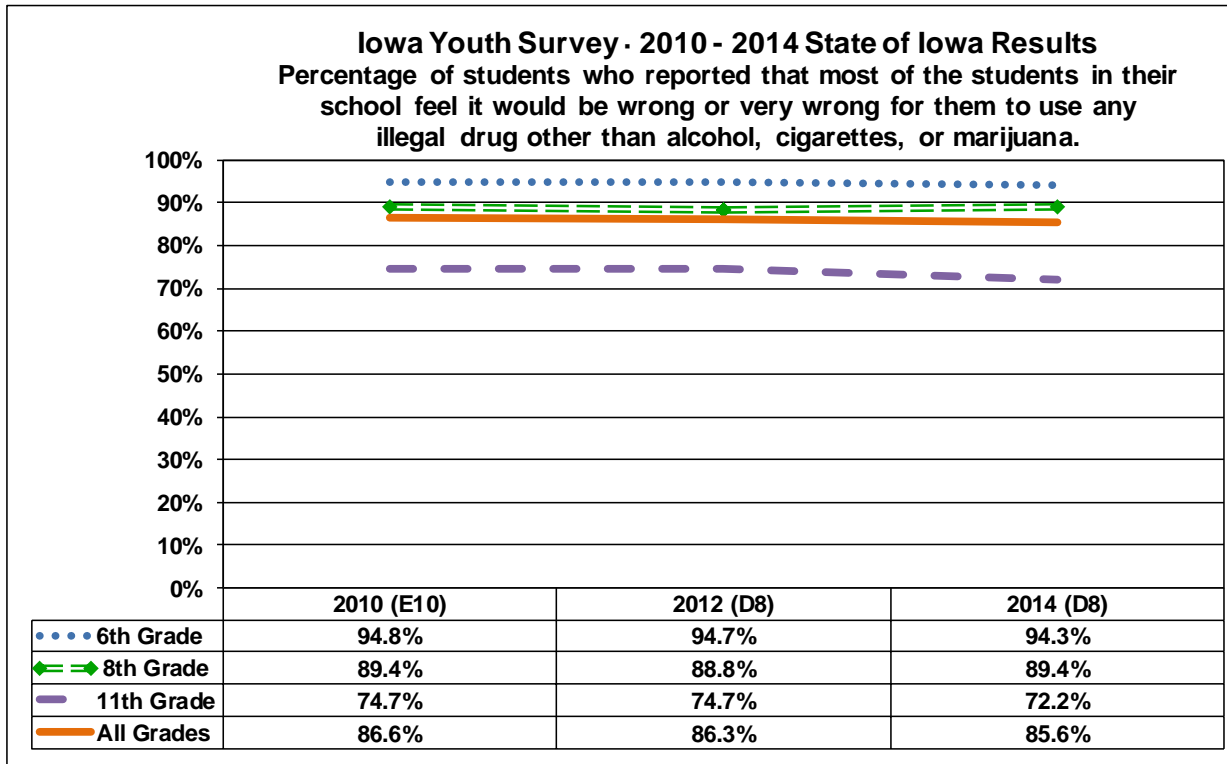
Students reporting that smoking marijuana would make them more popular with other students at their school steadily increases from grade 6 to grade 11. In 2012 and 2014, an average of 5% of 6th graders, 9% of 8th graders, and nearly 20% of 11th graders report smoking marijuana would make them more popular with other students at their school. From 2012 to 2014, students in grade 11 showed a statistically significant increase (2.1 percentage points) to this question, while all other groups remained stable.

IYS Question: Would you be more or less popular (respected or cool) with the other students in your school if you: Smoked marijuana?

Responses Represented by Percentages: “A Lot More Popular” and “More Popular.”

Other Responses to Question: “Less Popular,” “A Lot Less Popular,” and “Wouldn’t Change My Popularity.”

Figure 11. Other Student’s Perceptions of Illegal Drug Use



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

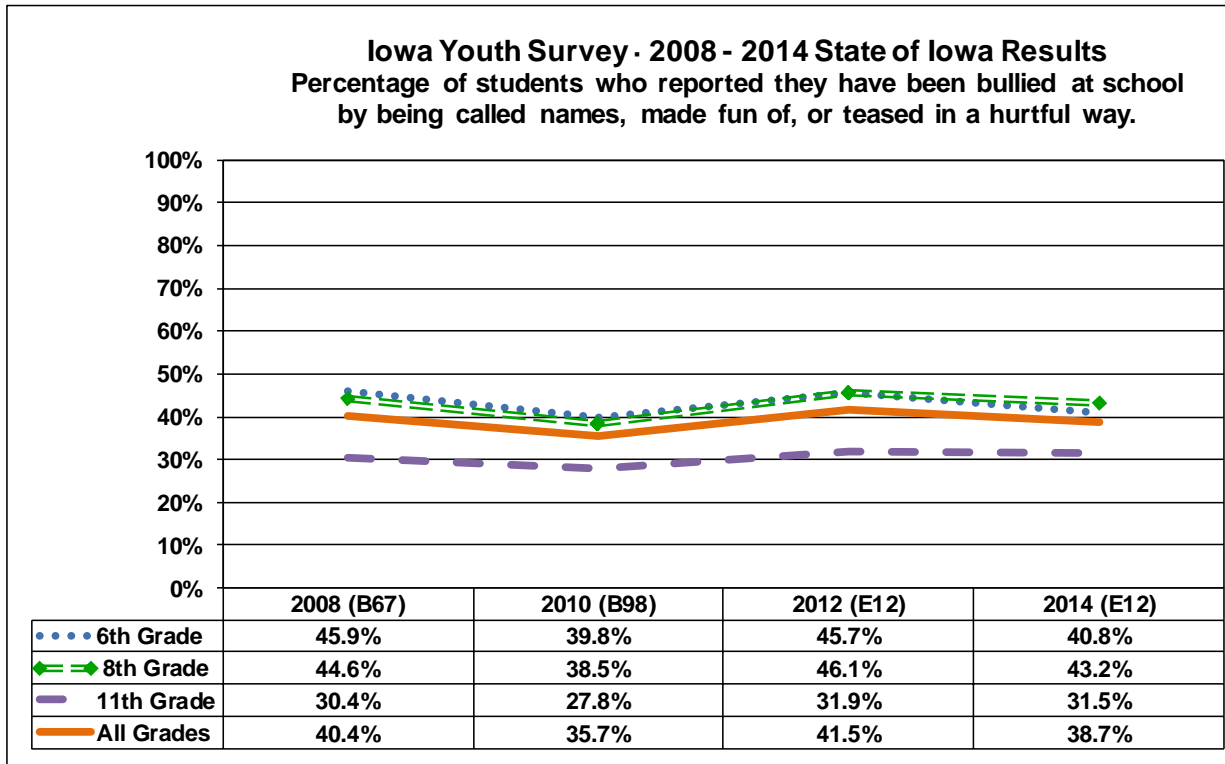
Students reporting that most students in their school feel it would be wrong or very wrong to use any illegal drug other than alcohol, cigarettes, or marijuana decreases steadily from grade 6 to grade 11. Most notably, there is a statistically significant decrease for 11th graders reporting most students in their school feel it would be wrong or very wrong to use any illegal drug other than alcohol, cigarettes, or marijuana from 2012 to 2014 (2.5 percentage points). All other groups remained stable from 2010 to 2014.

IYS Question: How wrong would most of the students in your school (not just your best friends) feel it would be for you to: Use any illegal drug other than alcohol, cigarettes, or marijuana?

Responses Represented by Percentages: “Very Wrong” and “Wrong.”

Other Responses to Question: “A Little Wrong,” “Not Wrong At All,” and “Don’t Know.”

Figure 12. Bullying at School



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

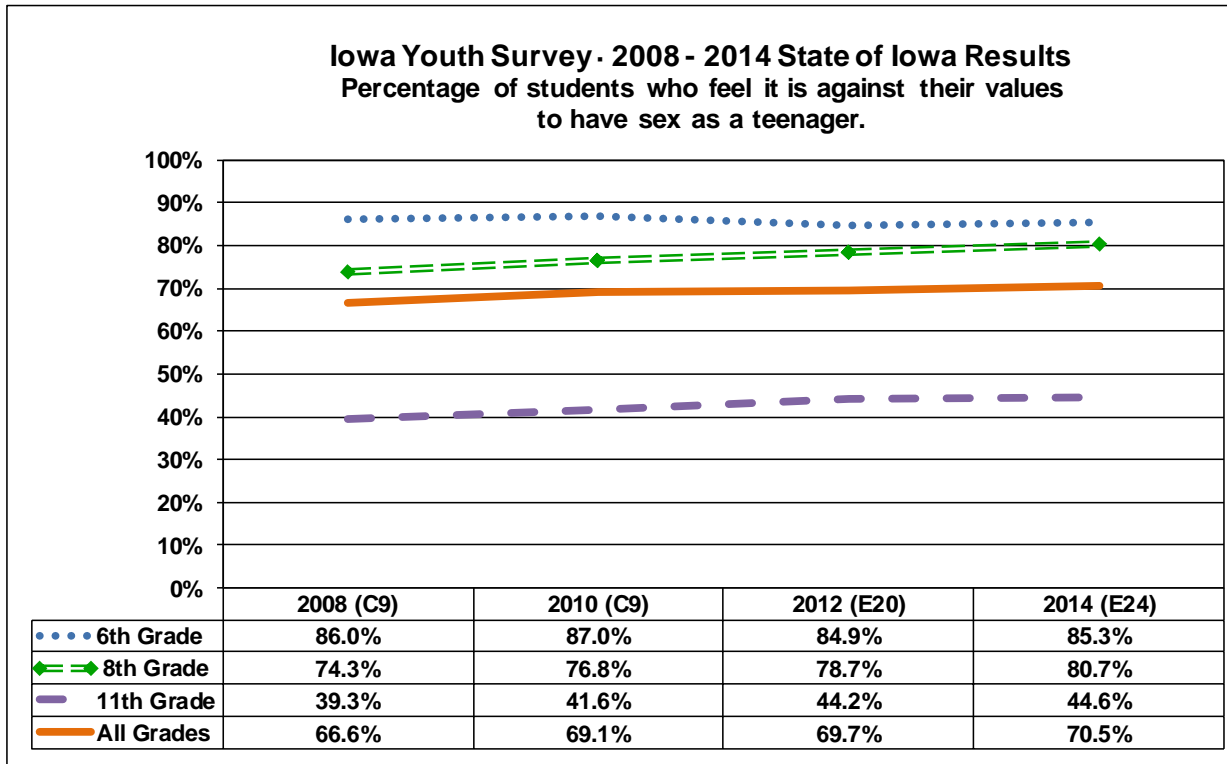
Over all years, an average of 43% of 6th and 8th graders and 30% of 11th graders reported being bullied at school by being called names, made fun of, or teased in a hurtful way. From 2008 to 2014, there was a statistically significant decrease for 6th graders reporting they have been bullied at school (5.1 percentage points). Likewise, for students in the all grades category, there has been a 1.7 percentage point decrease in students reporting bullying, while responses from students in grades 8 and 11 remained stable from 2008 to 2014. However, it is interesting to note the variability in responses by year. From 2008 to 2010, there were significant decreases for students in all groups reporting they had been bullied at school by being called names, made fun of, or teased in a hurtful way. However, there were very significant increases for students in all groups from 2010 to 2012 reporting they had been bullied (ranging from 4.1 for 11th graders to 7.6 for 8th graders). From 2012 to 2014, there were again significant decreases for all groups reporting bullying, except 11th graders who remained stable.

IYS Question: In the last 30 days, how many times have you been bullied at school in the ways listed below: I was called names, was made fun of, or teased in a hurtful way?

Responses Represented by Percentages: “1 time,” “2 times,” “3-5 times,” “6-10 times,” and “11 or more times.”

Other Response to Question: “0 times.”

Figure 13. Against Values to Have Sex



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

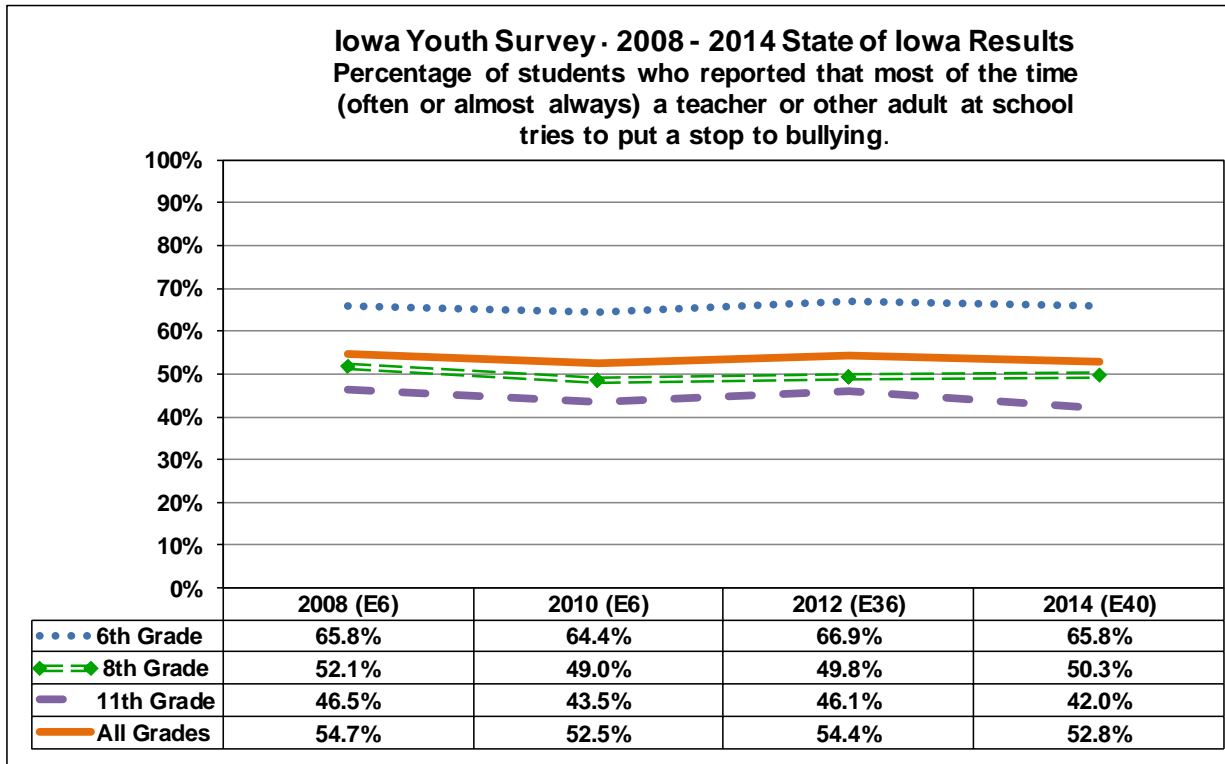
The majority of 6th and 8th graders reported they feel it is against their values to have sex as a teenager (averaging 86% for 6th graders and 78% for 8th graders for all years). This changes dramatically as students get older, with fewer than half of the 11th graders reporting it is against their values to have sex as a teenager (averaging 42% for all years). However, from 2008 to 2014, statistically significant increases occurred for students in grades 8 and 11 (and consequently students in all grades) for students reporting it is against their values to have sex as a teenager; 6.4 and 5.3 percentage point increases for 8th and 11th graders respectively and a 3.9 percentage point increase for students in all grades. Responses from 6th graders to this question remained stable from 2008 to 2014, although there was a significant decrease of 2.1 percentage points from 2010 to 2012.

IYS Question: How much do you agree or disagree that each of the following statements is true: It is against my values to have sex as a teenager.

Responses Represented by Percentages: “Strongly Agree” and “Agree.”

Other Responses to Question: “Disagree” and “Strongly Disagree.”

Figure 14. Teachers or Other Adults Put A Stop to Bullying at School



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

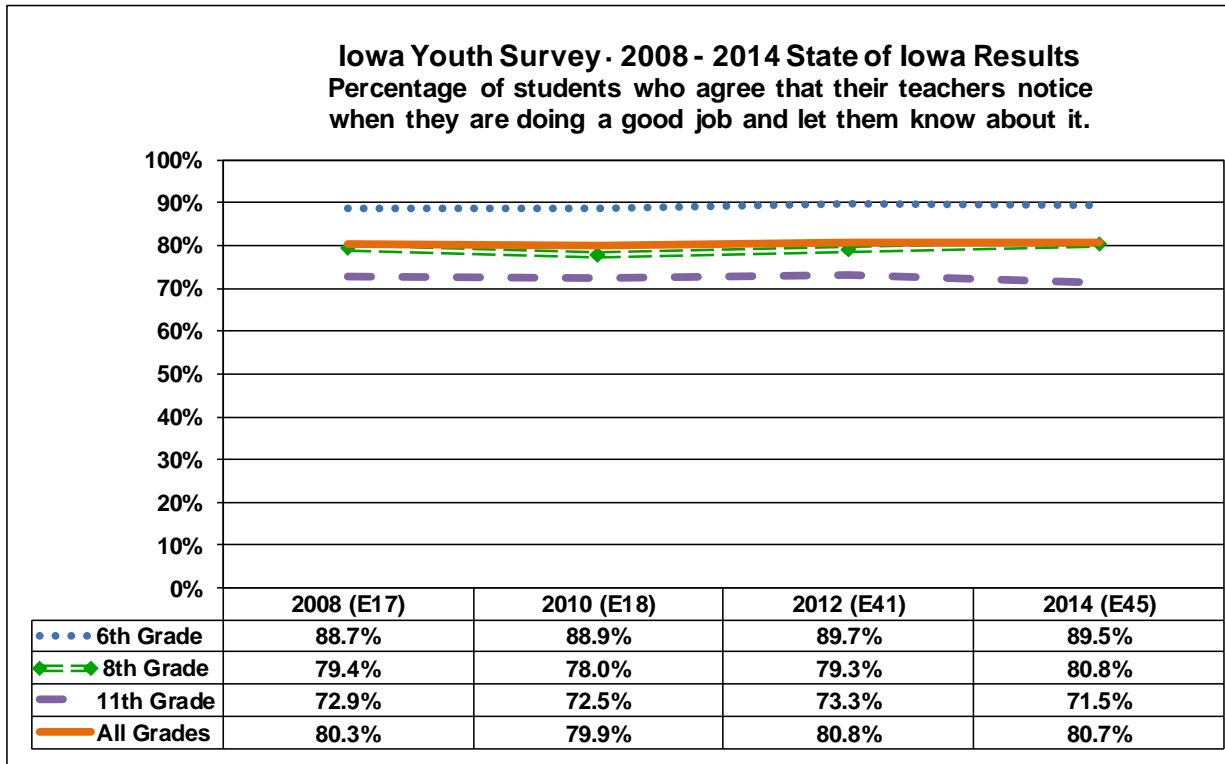
As grade level increases, students reporting that a teacher or other adult at school often or almost always tries to put a stop to bullying at school decreases. Averaging responses from all years, approximately two-thirds (66%) of 6th graders, 50% of 8th graders, and 45% of 11th graders reported adults at school try to put a stop to bullying. Statistically significant increases occurred from 2010 to 2012 for 6th and 11th graders reporting adults try to put a stop to bullying at school; however, from 2012 to 2014 a significant decrease of 4.1 percentage points occurred for 11th graders. From 2008 to 2014, there are significant decreases for students in grades 8 and 11 (and consequently students in all grades) reporting teachers or other adults often or almost always try to put a stop to bullying, most notably a 4.5 percentage point decrease for 11th graders.

IYS Question: When a student is being bullied at school, how often do the teachers or other adults at school try to put a stop to it?

Responses Represented by Percentages: “Often,” and “Almost Always.”

Other Responses to Question: “Sometimes,” “Once in a While,” and “Almost Never.”

Figure 15. Teachers Notice and Let Students Know When They Are Doing a Good Job



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

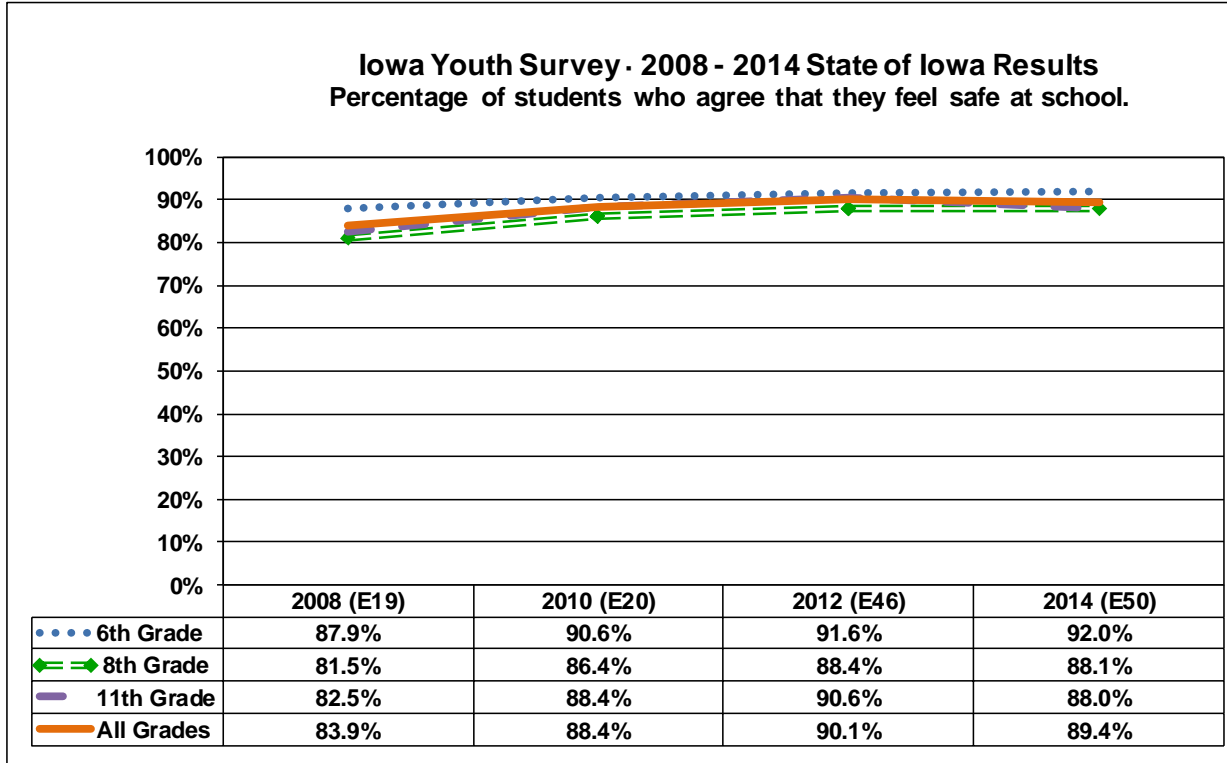
As grade level increases, students agreeing that their teachers notice when they are doing a good job and let them know about it decreases, ranging from an average of 89% of 6th graders to 73% of 11th graders responding this way over all years. Responses have remained stable for all groups from 2008 to 2014, with the only statistically significant difference occurring from 2012 to 2014 when there was a decrease for 11th grade students reporting teachers notice when they are doing a good job and let them know about it.

IYS Question: How much do you agree or disagree that each of the following statements is true: My teachers notice when I am doing a good job and let me know about it.

Responses Represented by Percentages: “Strongly Agree” and “Agree.”

Other Responses to Question: “Disagree” and “Strongly Disagree.”

Figure 16. Students Feel Safe at School



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

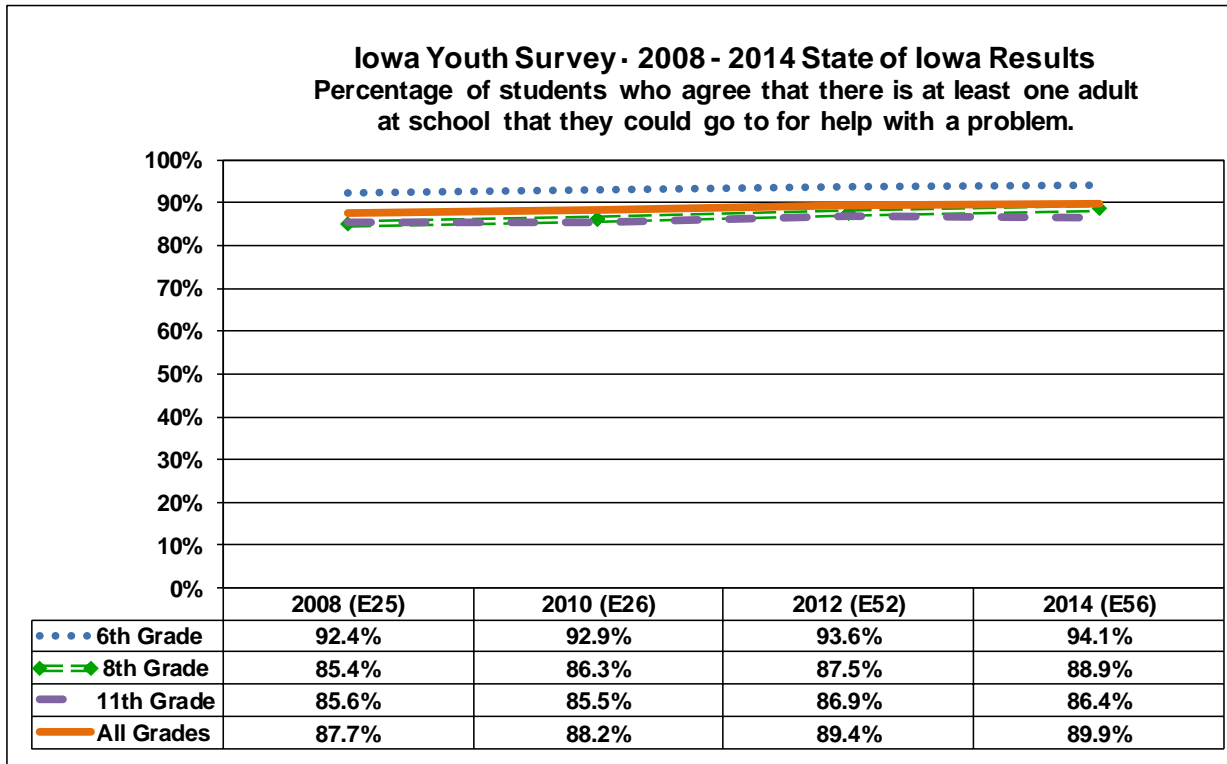
In 2008 through 2014, an average of 88% of students in Iowa in all grades reported they feel safe at school. From 2008 to 2014, there were statistically significant increases for all groups reporting they feel safe at school. The largest increases occurred from 2008 to 2010 for all groups; there were moderate increases occurring from 2010 to 2012 for all groups, with the exception of 6th graders.

IYS Question: How much do you agree or disagree that each of the following statements is true: I feel safe at school.

Responses Represented by Percentages: “Strongly Agree” and “Agree.”

Other Responses to Question: “Disagree” and “Strongly Disagree.”

Figure 17. Students Have Adult at School to Go to for Help with Problems



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

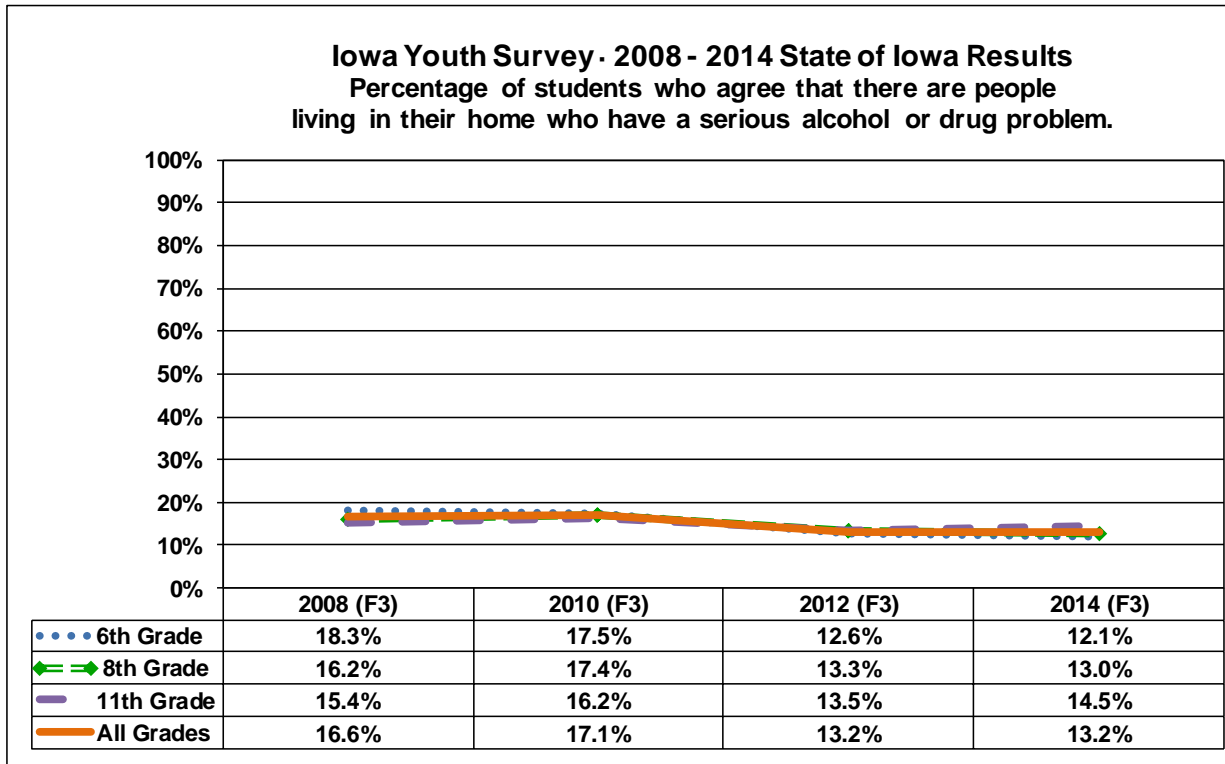
As grade level increases, students agreeing that there is at least one adult at school that they could go to for help with a problem decreases, although an average of 89% of students in all grades reported there is someone to go to for help with a problem. From 2008 to 2014, there were statistically significant increases for 6th and 8th graders (and consequently students in all grades) reporting there is at least one adult at school they could go to for help with a problem. Responses to this question from students in grade 11 have remained stable.

IYS Question: How much do you agree or disagree that each of the following statements is true: There is at least one adult at school that I could go to for help with a problem.

Responses Represented by Percentages: “Strongly Agree” and “Agree.”

Other Responses to Question: “Disagree” and “Strongly Disagree.”

Figure 18. Students Have People in Their Home with Serious Alcohol or Drug Problem



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

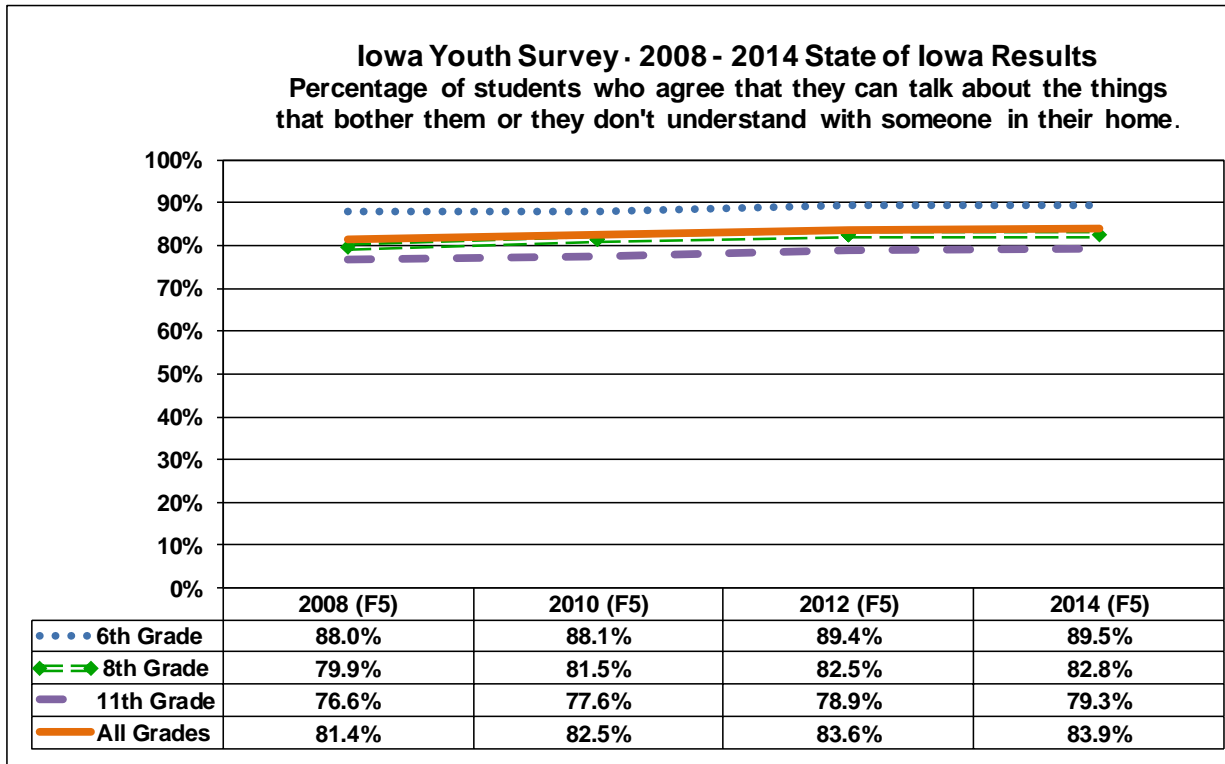
For all years, an average of 15% of Iowa students in all groups reported there are people living in their home who have a serious alcohol or drug problem. From 2008 to 2014, there were statistically significant decreases for students in grades 6 and 8 (and consequently students in all grades) reporting this. This is a result of significant decreases that occurred for all groups from 2010 to 2012, ranging from 4.9 percentage points for 6th graders to 2.7 percentage points for 11th graders.

IYS Question: How much do you agree or disagree that each of the following statements is true: There are people living in my home who have a serious alcohol or drug problem.

Responses Represented by Percentages: “Strongly Agree” and “Agree.”

Other Responses to Question: “Disagree” and “Strongly Disagree.”

Figure 19. Students Have Someone They Can Talk With in Their Home



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

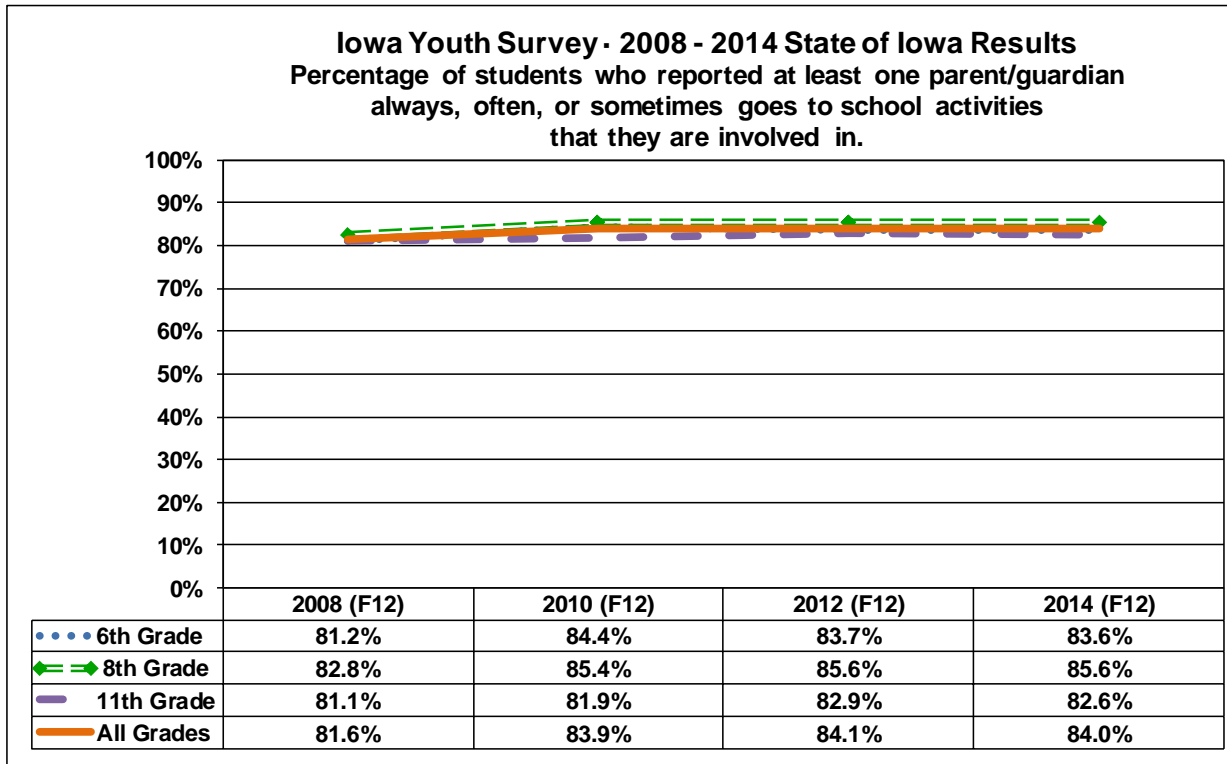
As grade level increases, students agreeing that there is someone in their home they can talk to about things that bother them or they don't understand decreases, although statistically significant increases occurred from 2008 to 2014 for 8th and 11th graders. Over all years, an average of 89% of 6th graders, 82% of 8th graders, and 78% of 11th graders agree there is someone in their home they can talk to about things that bother them or they don't understand.

IYS Question: How much do you agree or disagree that each of the following statements is true: I can talk about the things that bother me or I don't understand with someone in my home.

Responses Represented by Percentages: "Strongly Agree" and "Agree."

Other Responses to Question: "Disagree" and "Strongly Disagree."

Figure 20. Parents/Guardians Attend School Activities



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

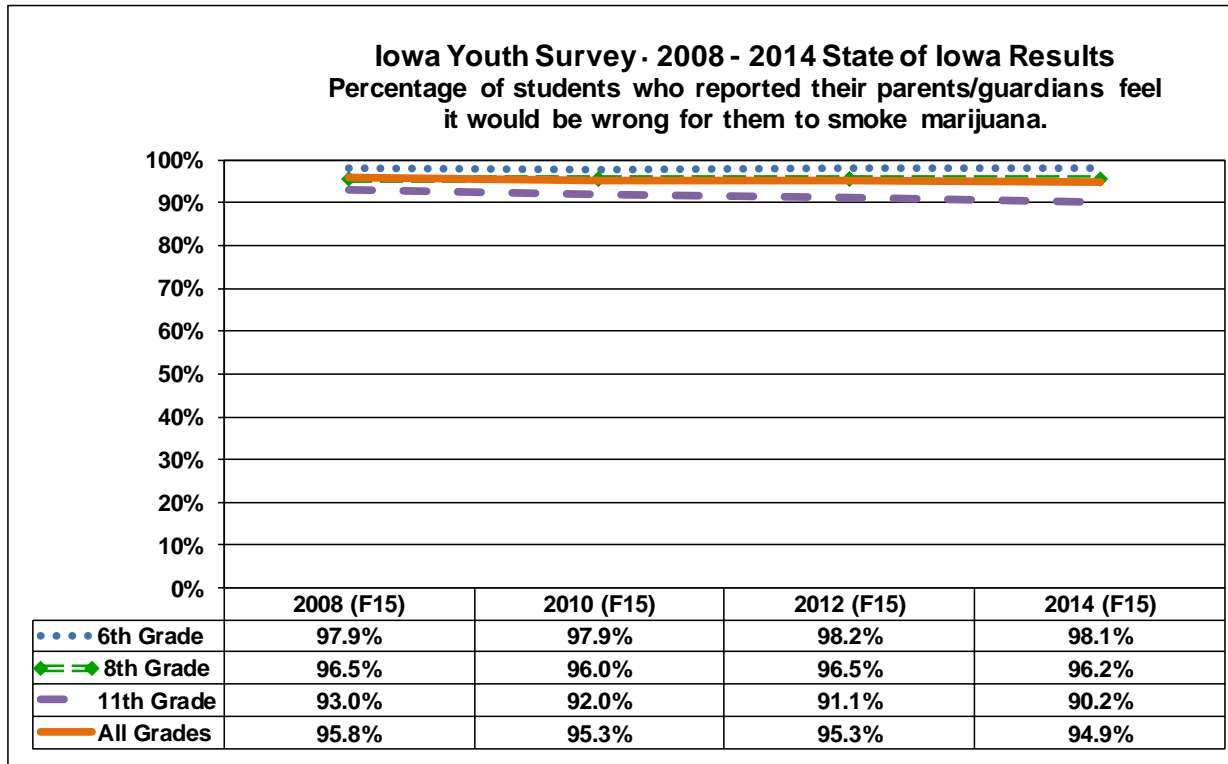
Over 80% of students in all years reported at least one parent or guardian always, often, or sometimes goes to school activities they are involved in. Statistically significant increases occurred for 6th and 8th graders from 2008 to 2014, particularly increasing from 2008 to 2010.

IYS Question: How often do the following occur: At least one of my parents/guardians goes to school activities that I am involved in?

Responses Represented by Percentages: “Always,” “Often,” and “Sometimes.”

Other Response to Question: “Never.”

Figure 21. Parents/Guardians Feel It Would Be Wrong for Student to Smoke Marijuana



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

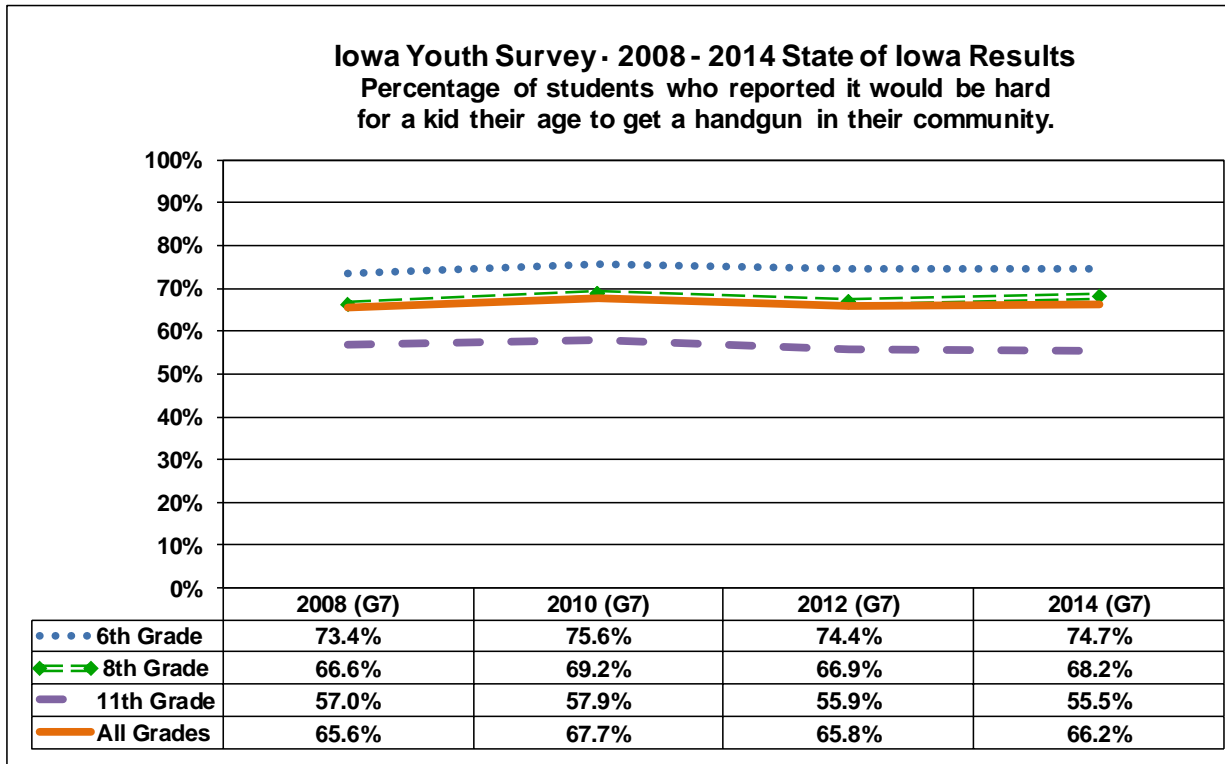
Nearly all students participating in the IYS in Iowa reported their parents or guardians feel it would be wrong for them to smoke marijuana. Although, from 2008 to 2014, 11th graders responding this way decreased significantly, by 2.8 percentage points.

IYS Question: How wrong would your parents/guardians feel it would be for you to: Smoke marijuana?

Responses Represented by Percentages: “Very Wrong” and “Wrong.”

Other Responses to Question: “A Little Wrong,” “Not Wrong At All,” and “Don't Know.”

Figure 22. Difficulty of Getting Handgun in Community



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

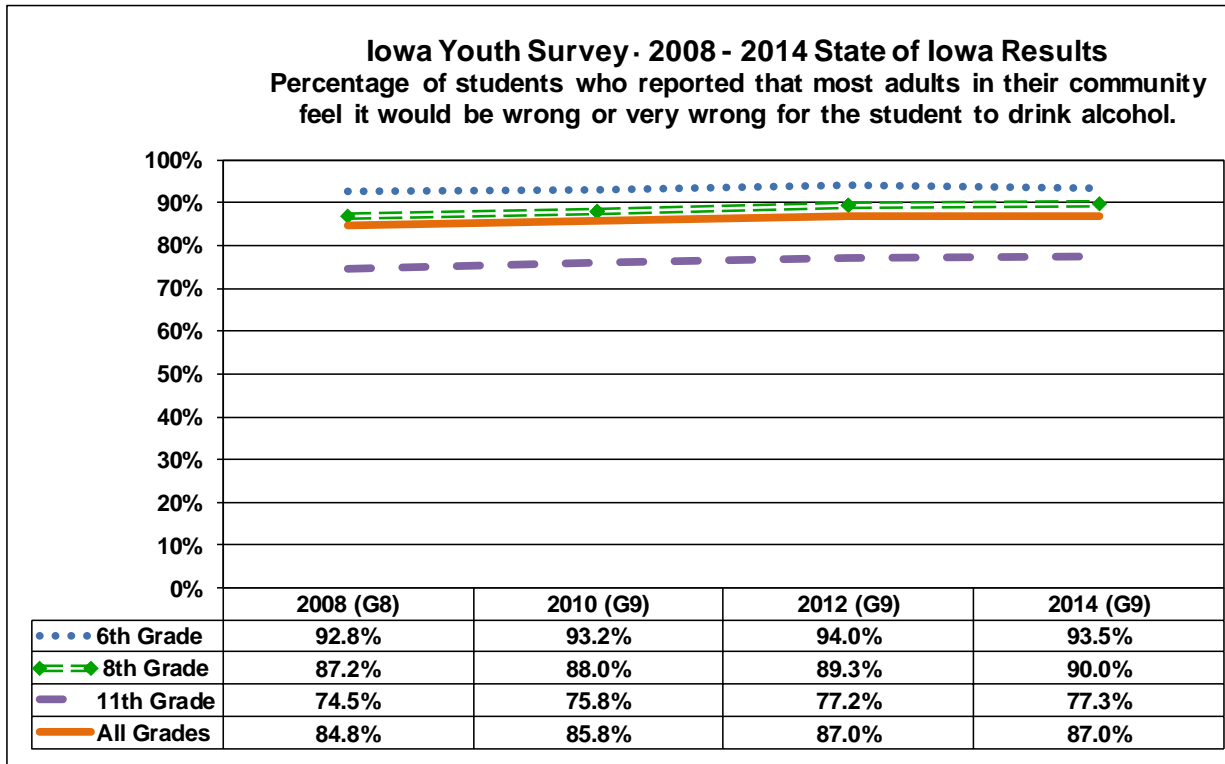
For students in all grades, approximately two-thirds (66%) feel it would be hard for a kid their age to get a handgun in their community. As grade level increases, students reporting this decreases; responses range from 75% of 6th graders to 57% of 11th graders reporting this. The only statistically significant increase from 2008 to 2014 for this question occurred for 8th graders. However, from 2008 to 2010, despite significant increases occurring for 6th and 8th graders, significant decreases took place for 8th and 11th graders reporting it would be hard for a kid their age to get a handgun in their community from 2010 to 2012.

IYS Question: In your neighborhood or community, how difficult do you think it would be for a kid your age to get each of the following: A Handgun?

Responses Represented by Percentages: “Very Hard” and “Hard.”

Other Responses to Question: “Easy,” “Very Easy,” and “Don’t Know.”

Figure 23. Adults in the Community Feel It Would Be Wrong for Student to Drink Alcohol



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

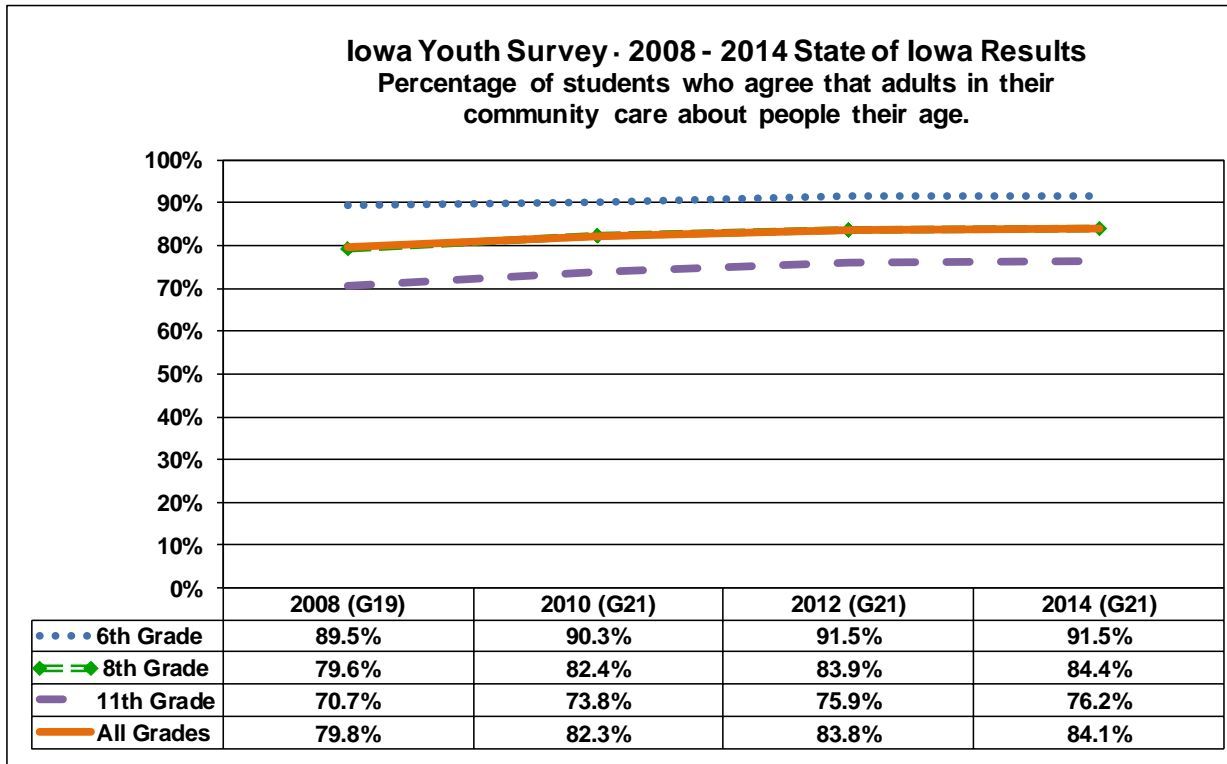
As grade level increases, students reporting that most adults in their community feel it would be wrong or very wrong for the student to drink alcohol decreases. However, statistically significant increases for 8th and 11th graders reporting this occurred from 2008 to 2014 (2.8 percentage point changes for both grades).

IYS Question: 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)?

Responses Represented by Percentages: “Very Wrong” and “Wrong.”

Other Responses to Question: “A Little Wrong,” “Not Wrong At All,” and “Don't Know.”

Figure 24. Adults in the Community Care About Students



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

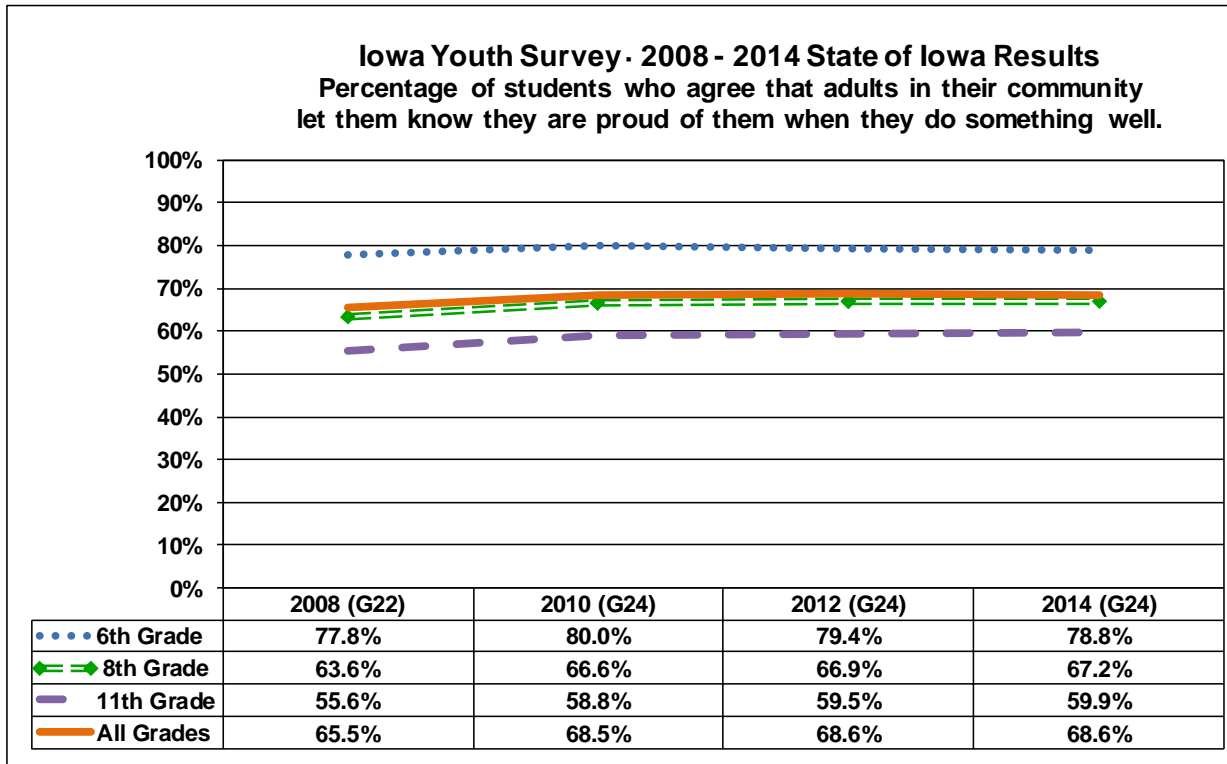
As grade level increases, students agreeing that adults in their community care about people their age decreases. However, from 2008 to 2014, statistically significant increases in students feeling adults in their community care about people their age occurred for all groups.

IYS Question: How much do you agree or disagree that each of the following statements is true: Adults in my community care about people my age.

Responses Represented by Percentages: “Strongly Agree” and “Agree.”

Other Responses to Question: “Disagree” and “Strongly Disagree.”

Figure 25. Adults in the Community Let Students Know They Are Proud of Them



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

As grade level increases, students agreeing that adults in their community let them know they are proud of them when they do something well decreases. However, from 2008 to 2014, statistically significant increases in students agreeing adults in their community let them know they are proud of them when they do something well occurred for 8th and 11th graders (3.6 and 4.3 percentage point increases respectively), contributing to the 3.1 percentage point increase for all students in Iowa participating in the IYS.

IYS Question: How much do you agree or disagree that each of the following statements is true: Adults in my neighborhood or community let me know they are proud of me when I do something well.

Responses Represented by Percentages: “Strongly Agree” and “Agree.”

Other Responses to Question: “Disagree” and “Strongly Disagree.”

Section II. Construct Trends

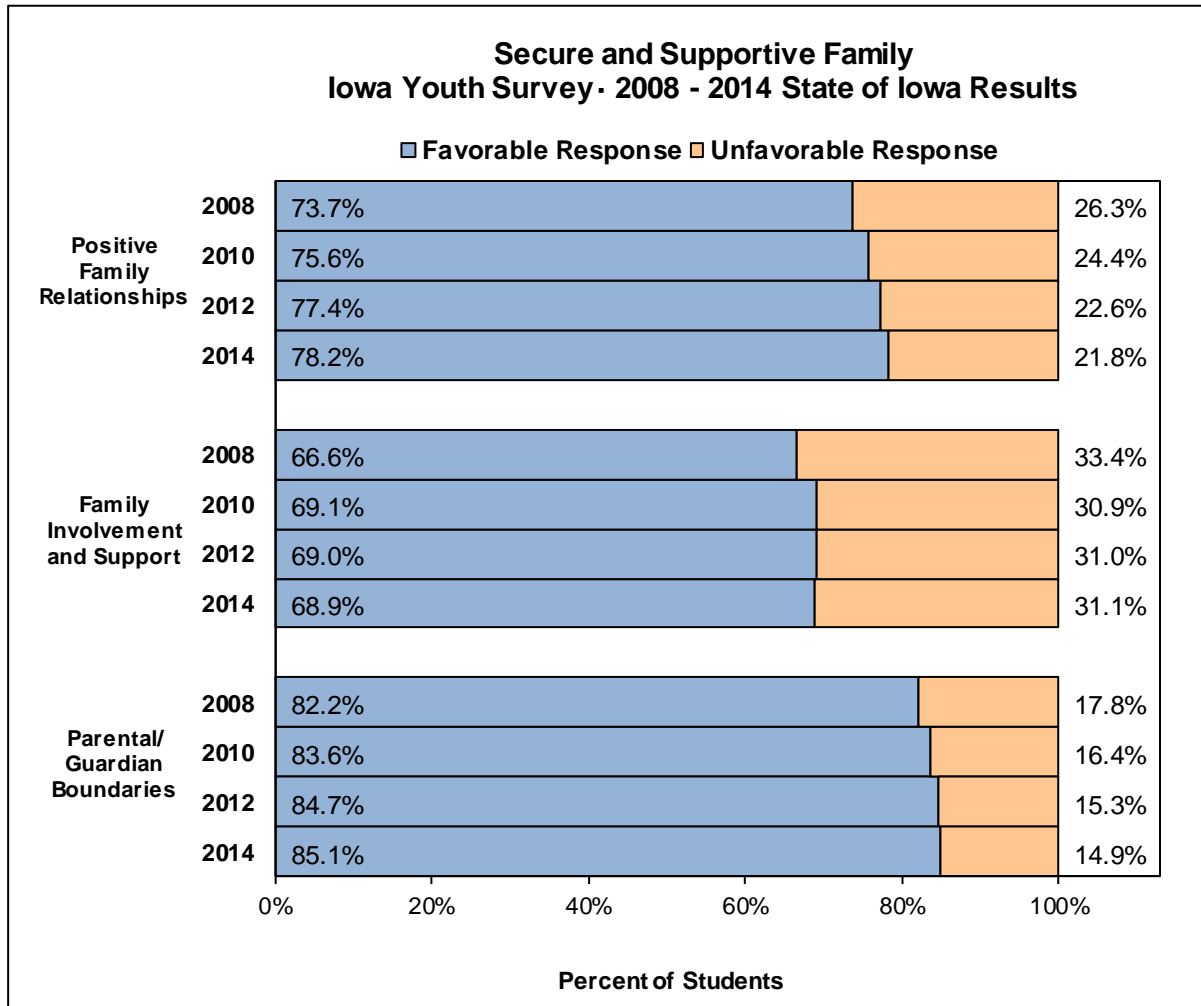
Domain I: Secure and Supportive Family

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

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

All constructs in the Secure and Supportive Family Domain show an upward trend from 2008 to 2014 and favorable responses for all constructs in this domain increased significantly from 2008 to 2014. The Parental/Guardian Boundaries construct has the highest percentage of favorable responses in this domain in all IYS years, with approximately 84% of students responding favorably to this construct.

Figure 26. Secure and Supportive Family Domain



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

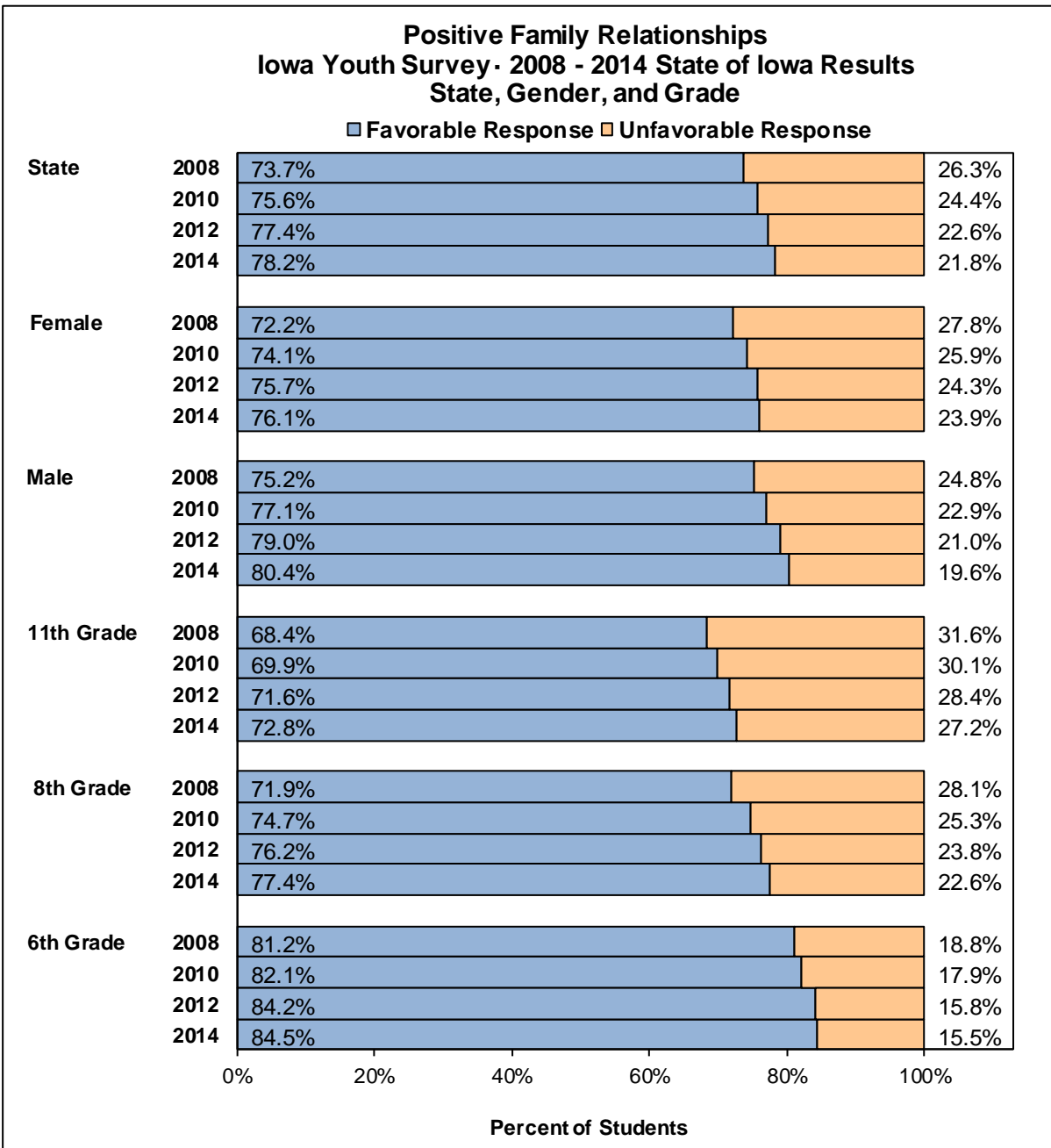
Positive Family Relationships

Iowa shows a positive trend in all groups for the Positive Family Relationships construct from 2008 to 2014. Males show more of an increase than females, with the greatest change indicated by 8th grade males (6.8 percentage points). Students in grade 8 show a stronger increase than the other grades (5.5 percentage points). Students in grade 6 show the smallest increase of 3.3 percentage points from 2008 to 2014, while males and females in grade 11 increased 4 or more percentage points during this time.

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?

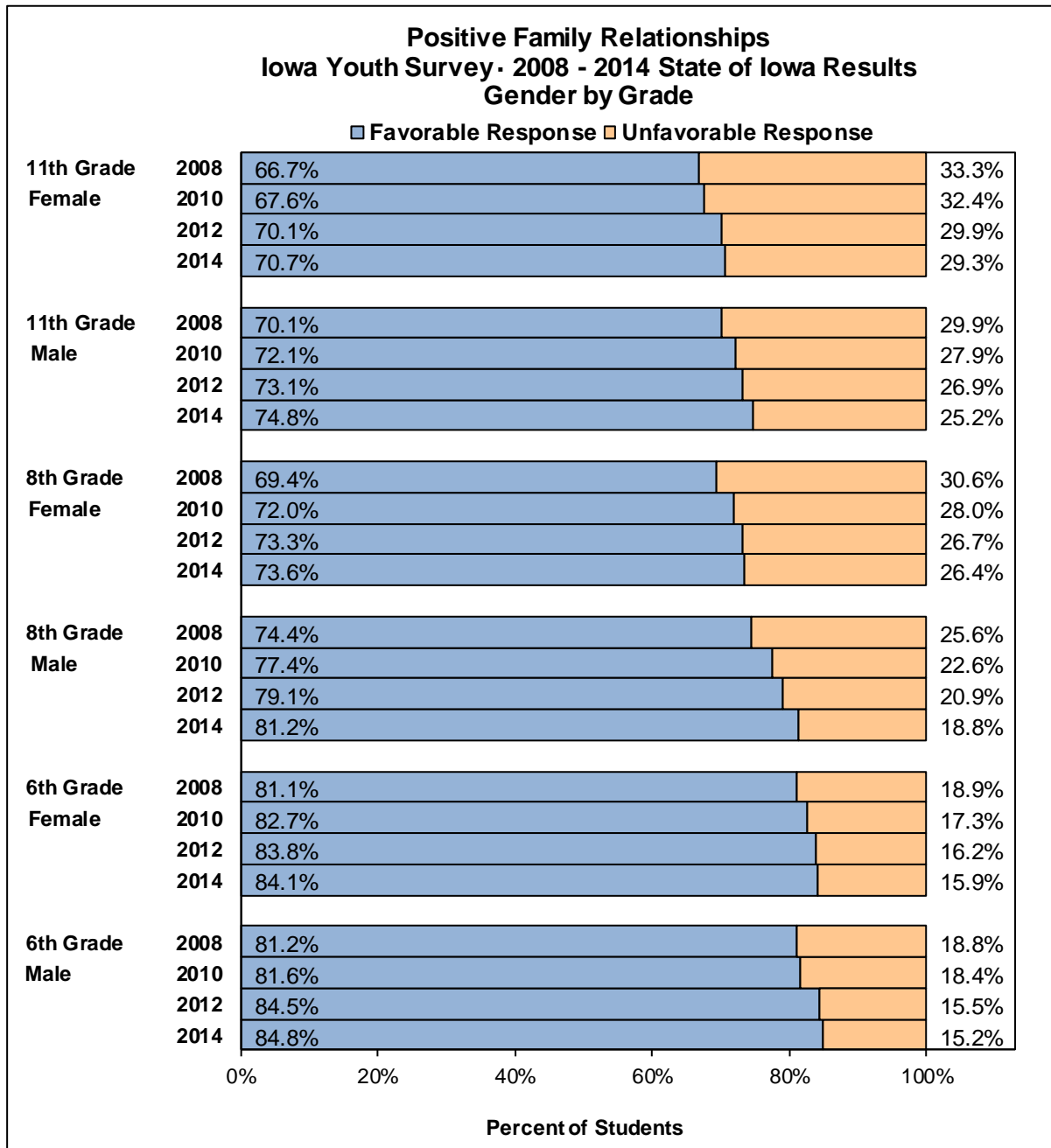
Response Coding: "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

Figure 27a. Positive Family Relationships Construct: State, Gender, Grade



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

Figure 27b. Positive Family Relationships Construct: Gender by Grade



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

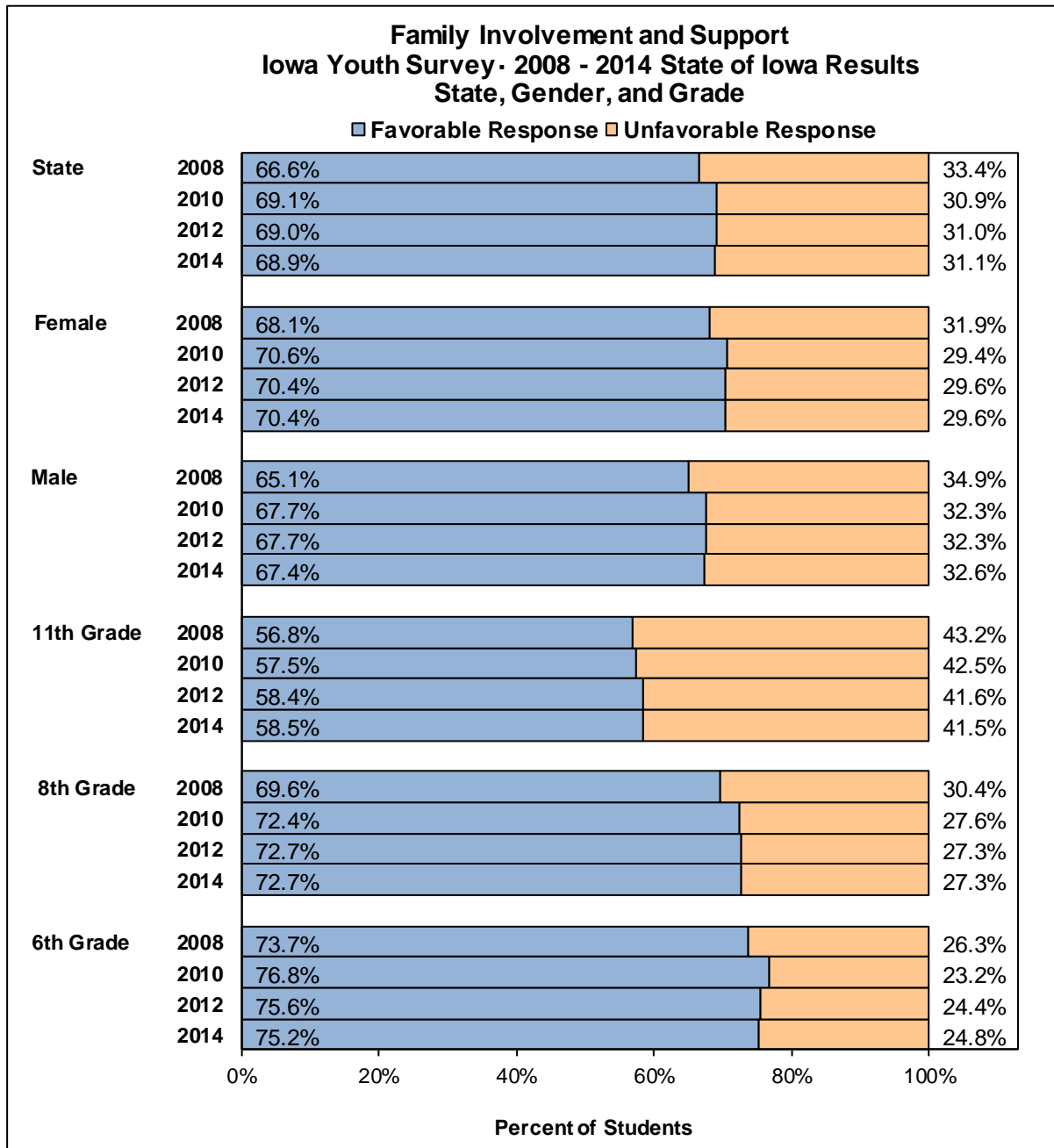
Family Involvement and Support

Overall, the Family Involvement and Support construct has remained stable from 2008 to 2014. All groups, except 6th graders, show a statistically significant increase in favorable responses from 2008 to 2014. 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.

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?

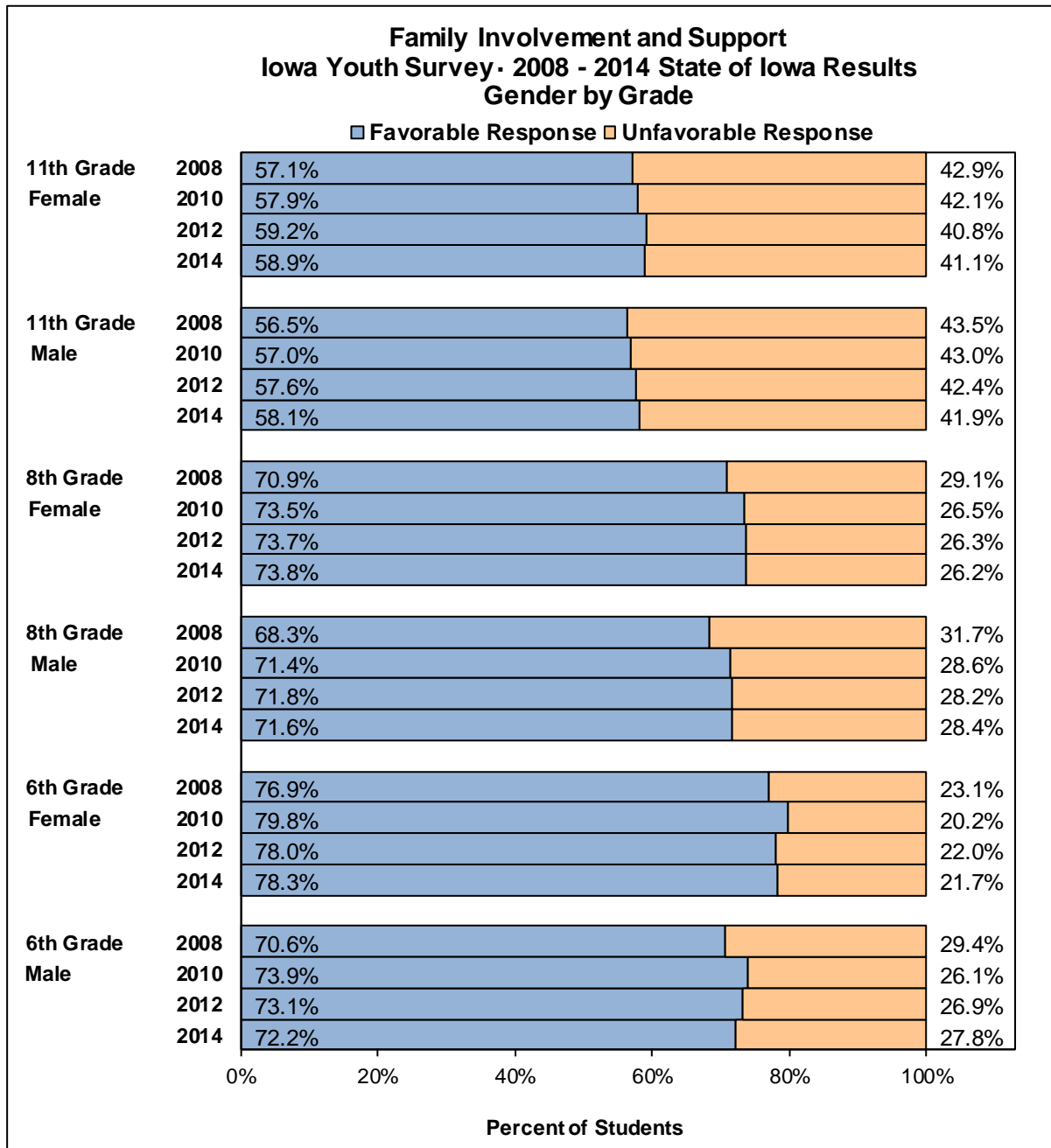
Response Coding: “Always,” “often,” or “sometimes” are coded as favorable and “never” is coded as unfavorable.

Figure 28a. Family Involvement and Support Construct: State, Gender, Grade



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

Figure 28b. Family Involvement and Support Construct: Gender by Grade



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

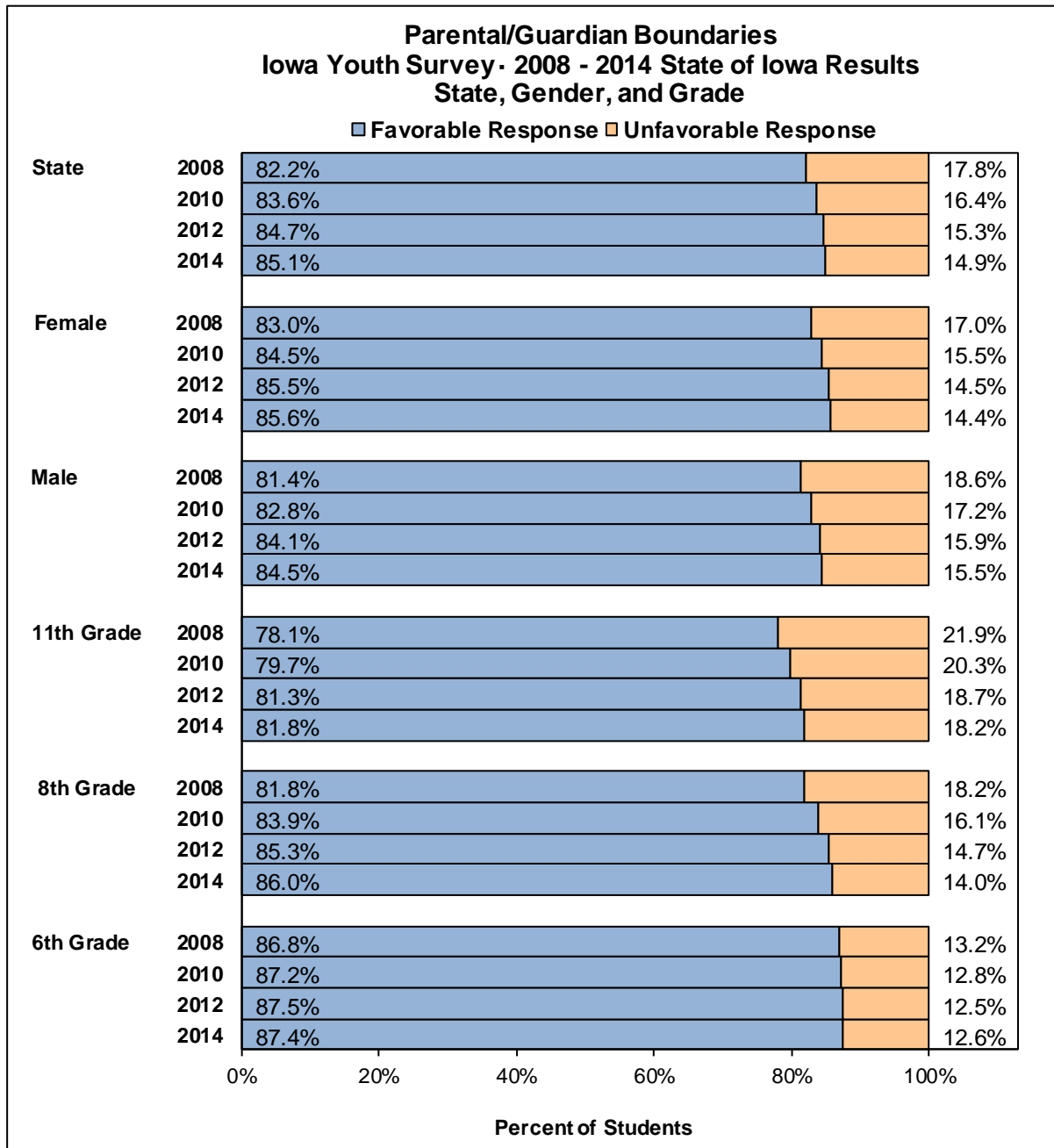
Parental/Guardian Boundaries

Students in Iowa show a statistically significant change of 2.9 percentage points in favorable responses for the Parental/Guardian Boundaries construct from 2008 to 2014. Although there were not any significant changes from 2012 to 2014 for any groups, 8th graders show the largest change in favorable responses from 2008 to 2014 (4.2 percentage points), with 8th grade males having the highest increase of 4.6 percentage points. Favorable responses for students in grade 11 also increased from 2008 to 2014, while 6th graders have remained stable with approximately 87% of students responding favorably to this construct.

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?

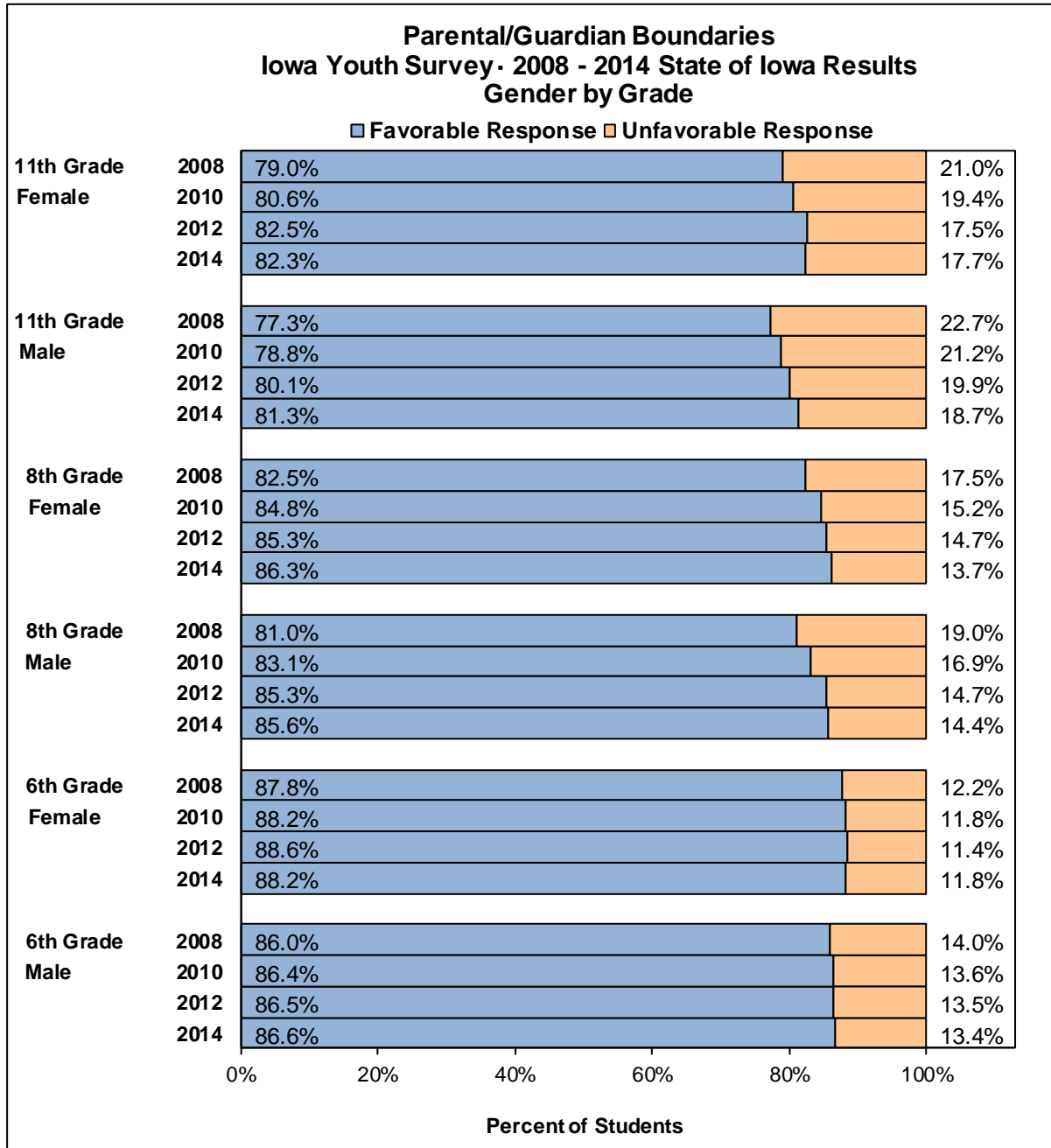
Response coding: "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

Figure 29a. Parental/Guardian Boundaries Construct: State, Gender, Grade



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

Figure 29b. Parental/Guardian Boundaries Construct: Gender by Grade



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

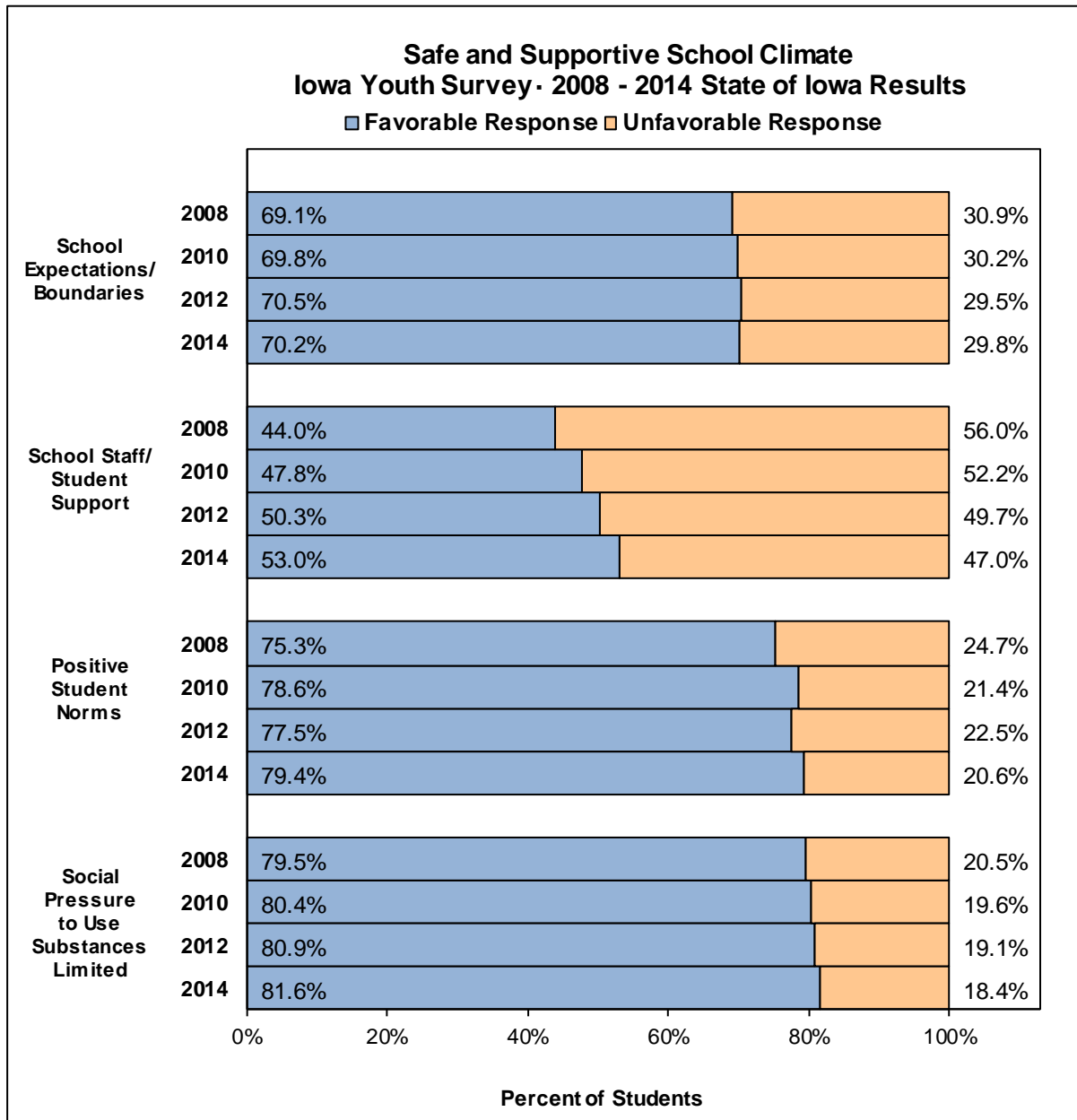
Domain II: Safe and Supportive School Climate

The four constructs within the Safe and Supportive School Climate Domain (Figure 30 displayed on the following page) are:

- School Expectations/Boundaries
- School Staff/Student Support
- Positive Student Norms
- Social Pressure to Use Substances Limited

Due to question changes in the 2014 survey, one construct in this domain has been removed. The Safe (Nonviolent) School Environment construct was included in this domain in previous trend reports. Three constructs show positive trends from 2008 to 2014. Although the School Staff/Student Support construct has the lowest percentage of favorable responses in this domain, there is a change of nine percentage points for favorable responses from 2008 to 2014. The Positive Student Norms and Social Pressure to Use Substances Limited constructs also experienced statistically significant increases in favorable responses from 2008 to 2012, while the School Expectations/Boundaries construct had no significant change.

Figure 30. Safe and Supportive School Climate Domain



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

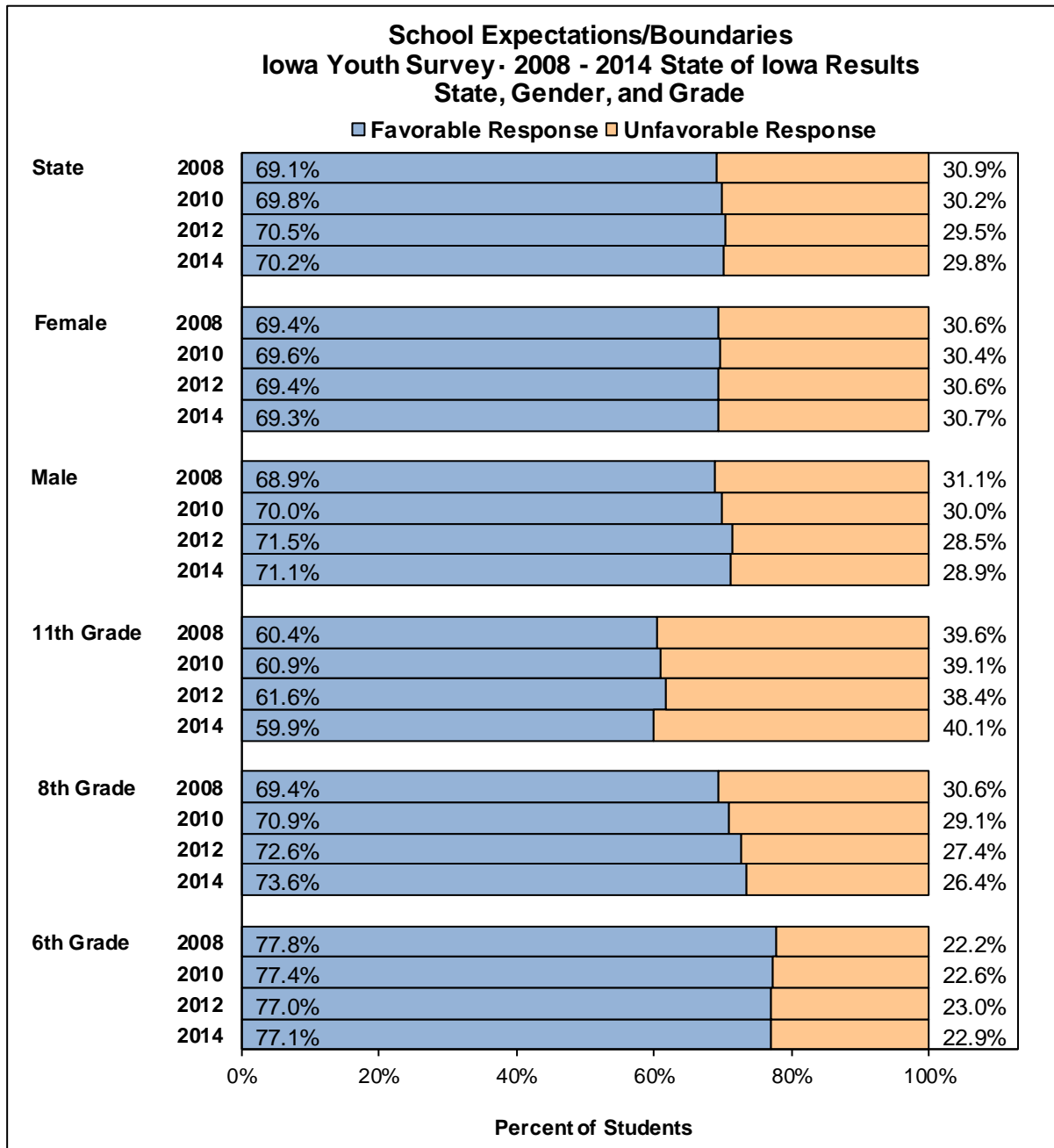
School Expectations/Boundaries

Although there are no statistically significant changes for the School Expectations/Boundaries construct from 2008 to 2014 for all students in Iowa, favorable responses for 8th graders increased by 4.2 percentage points. A statistically significant change in favorable responses occurred for 8th grade males (5.6 percentage points) from 2008 to 2014, largely contributing to the overall increase of 2.2 percentage points for males. Responses from 6th and 11th graders remained relatively stable from 2008 to 2014; however there was a significant decrease for 11th grade females in favorable responses from 2012 to 2014 (2 percentage points).

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?

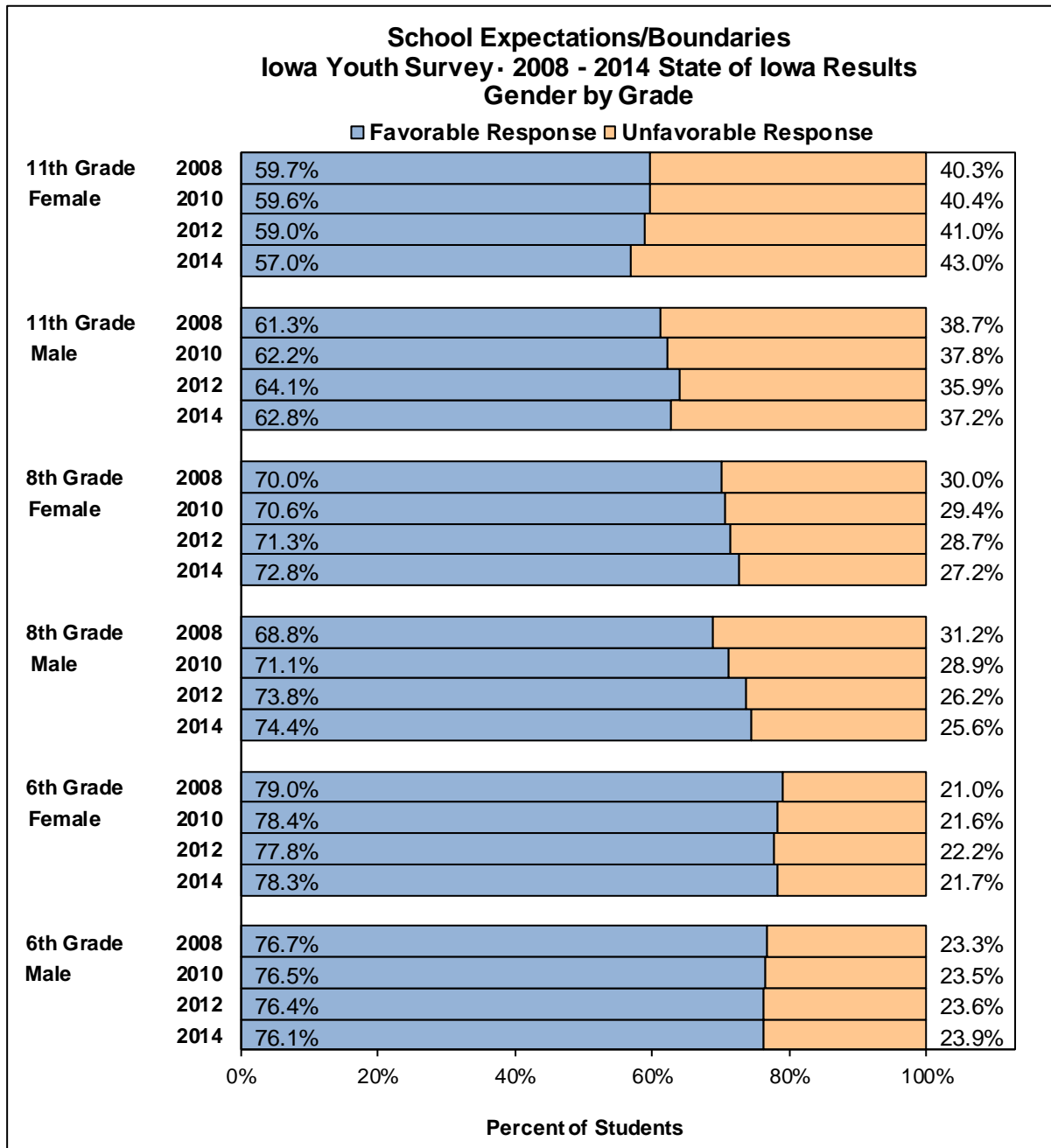
Response coding: "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

Figure 31a. School Expectations/Boundaries Construct: State, Gender, Grade



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

Figure 31b. School Expectations/Boundaries Construct: Gender by Grade



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

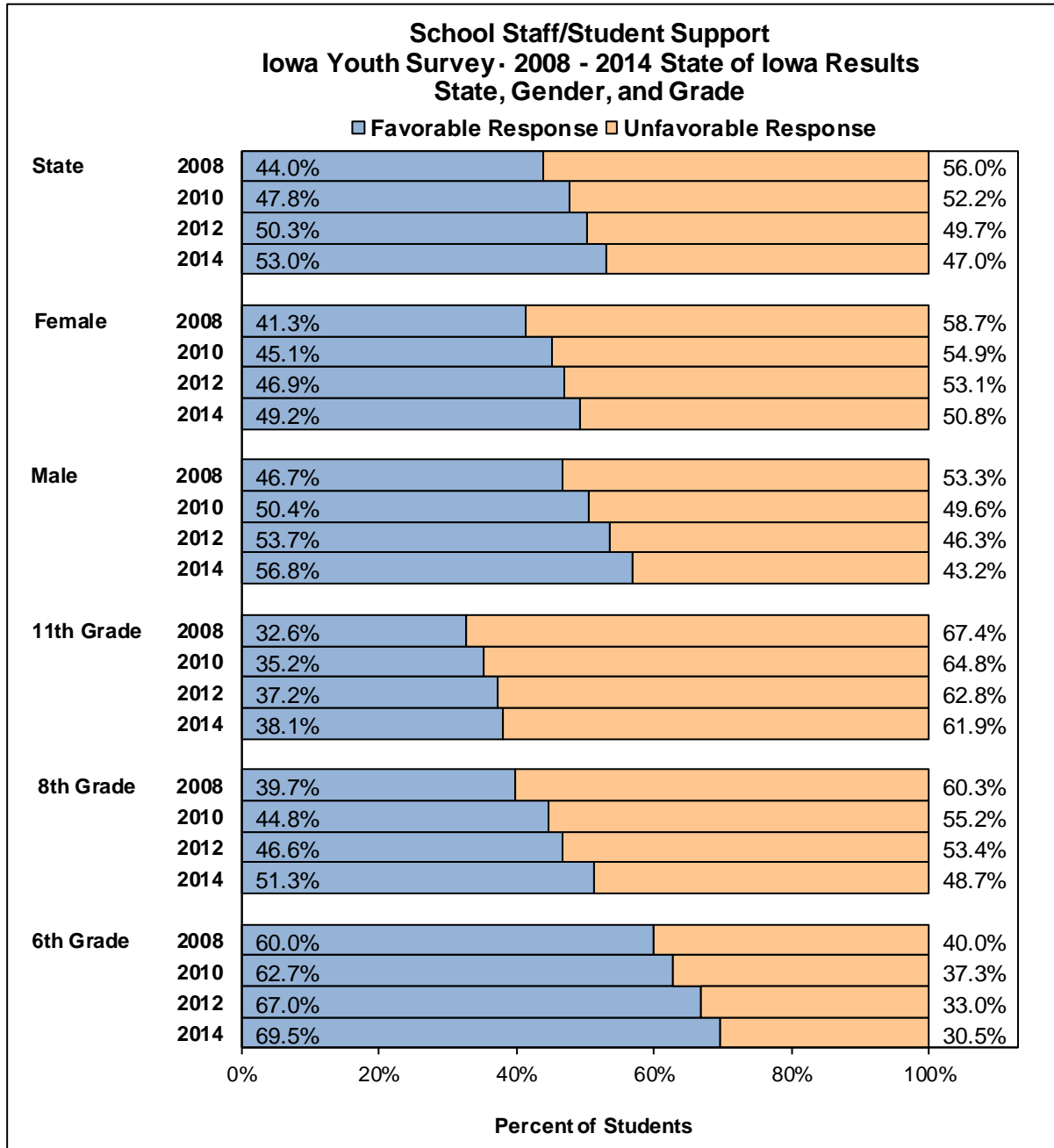
School Staff/Student Support

The trend overall from 2008 to 2014 is very positive for the School Staff/Student Support construct. From 2008 to 2014, all groups show statistically significant changes in favorable responses. The largest increase in favorable responses occurred for 8th grade students (11.5 percentage points) and specifically for 8th grade males (13.6 percentage points). 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?

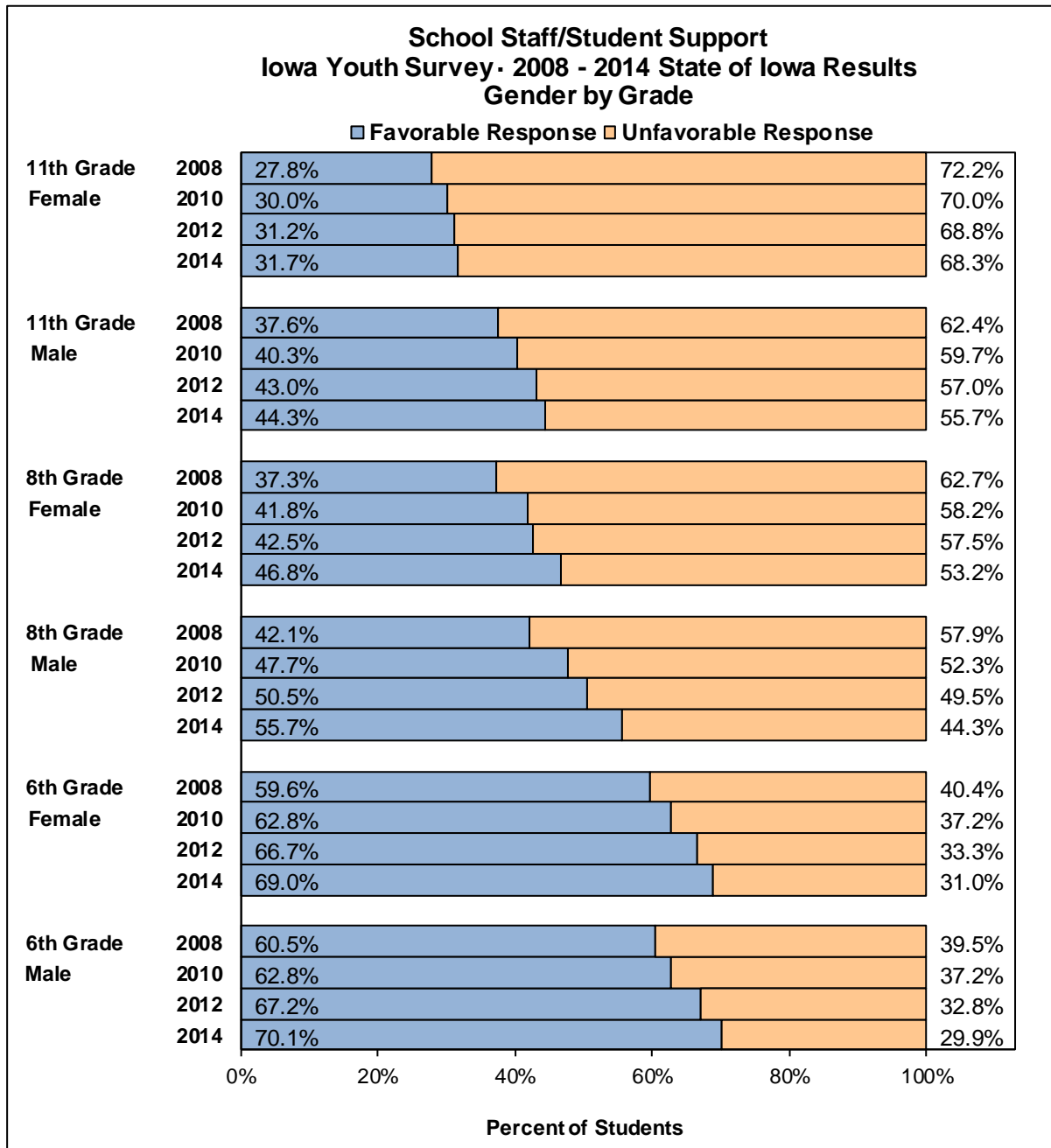
Response coding: "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

Figure 32a. School Staff/Student Support Construct: State, Gender, Grade



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

Figure 32b. School Staff/Student Support Construct: Gender by Grade



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

Positive Student Norms

For the Positive Student Norms construct, favorable responses increased significantly by 4.1 percentage points for the state overall from 2008 to 2014. Eleventh grade students show the largest positive change of 6.1 percentage points, including a 7.1 percentage point change for female in grade 11. Students in grade 8 also show a positive trend for this construct, while responses from 6th graders 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.

Additional Information: Questions were added to the Iowa Youth Survey which pertain to this construct. However, those items were not included in the construct to maintain continuity with previous reports. The relevant questions are:

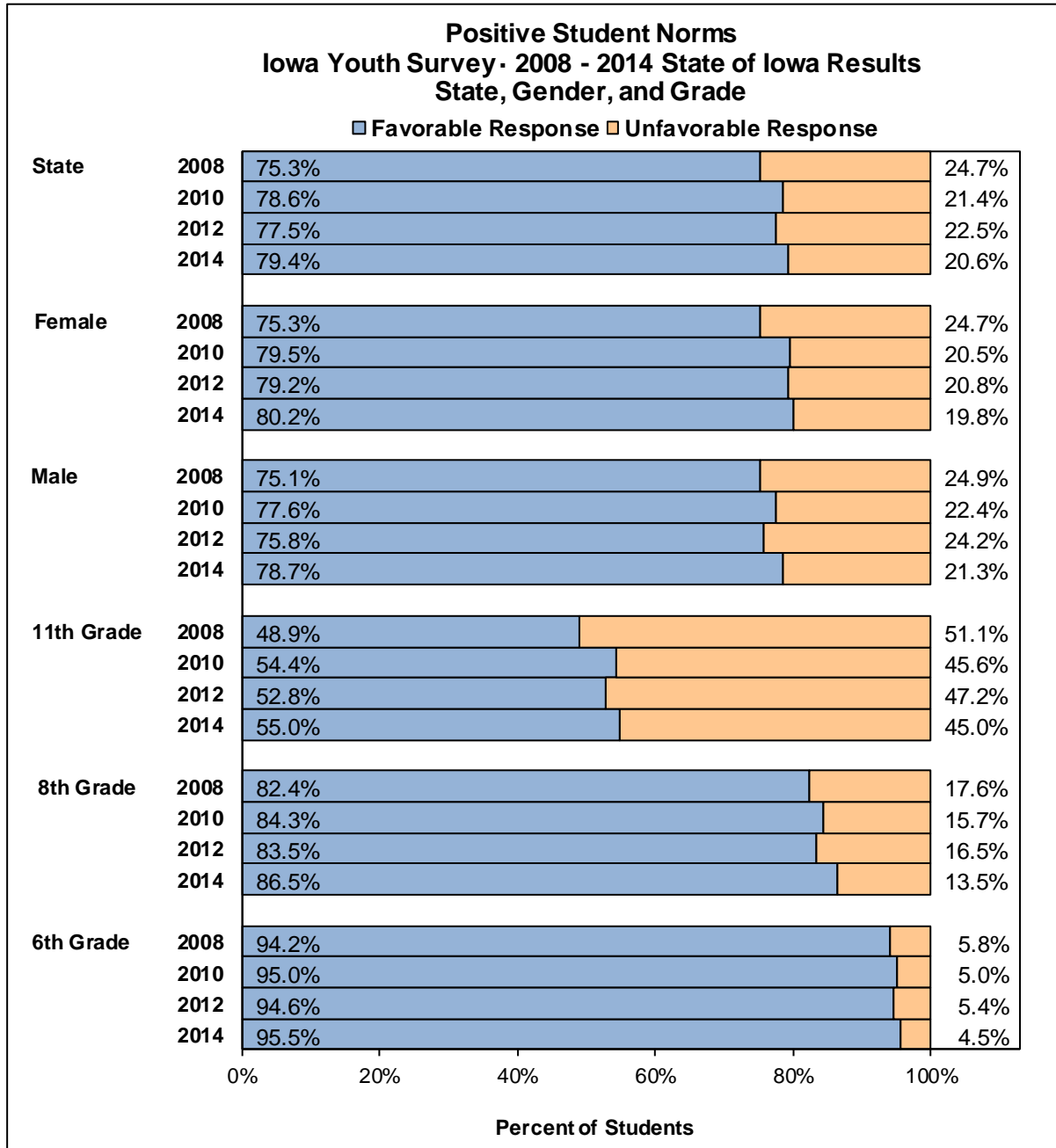
How wrong would most of the students in your school (not just your best friends) feel it would be for you to:

Use prescription drugs that were not prescribed for you?

Use prescription drugs that were prescribed to you but in a way other than the directions?

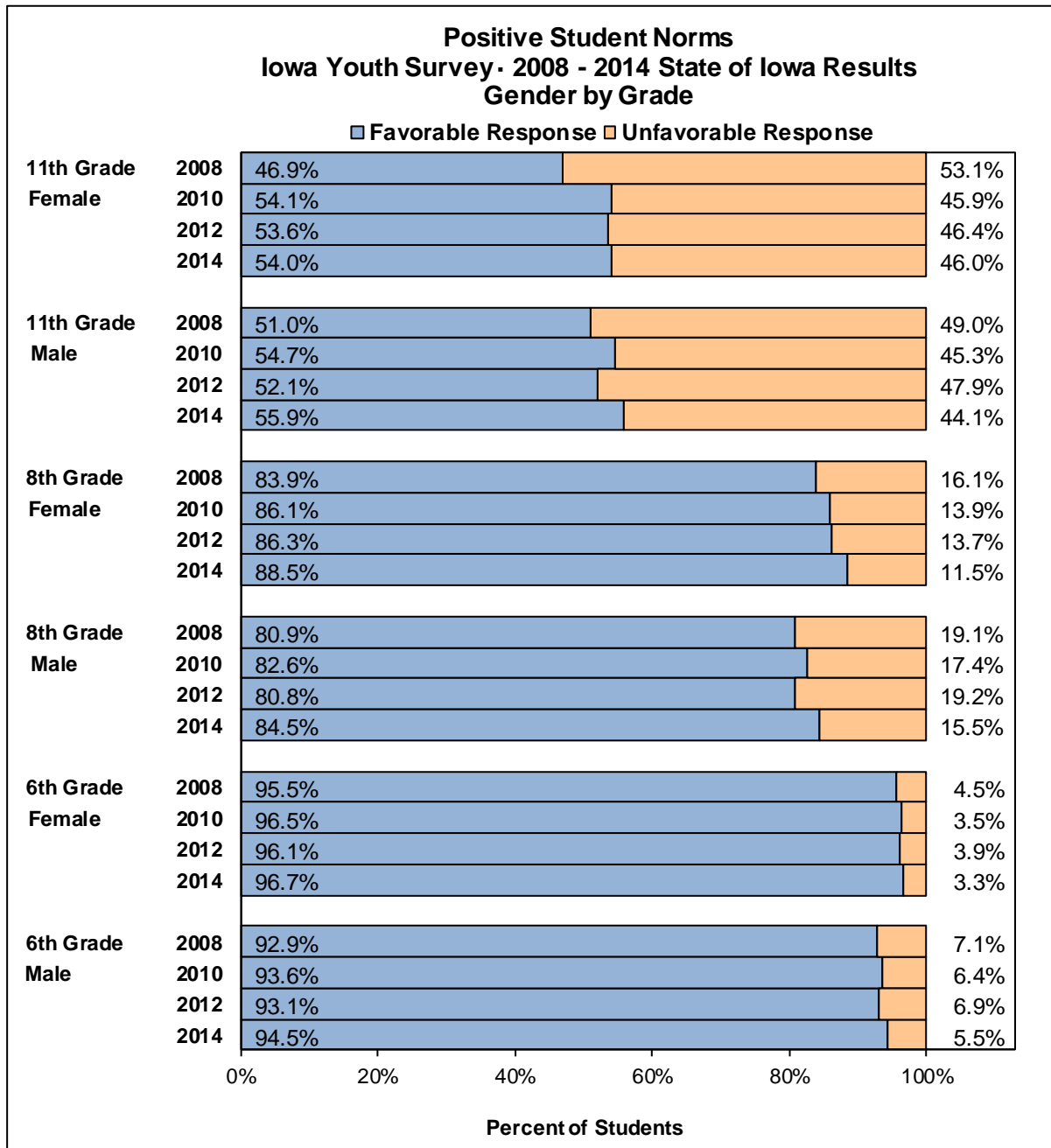
Carry a gun, knife, club, or other weapon to school or a school event?

Figure 33a. Positive Student Norms Construct: State, Gender, Grade



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

Figure 33b. Positive Student Norms Construct: Gender by Grade



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

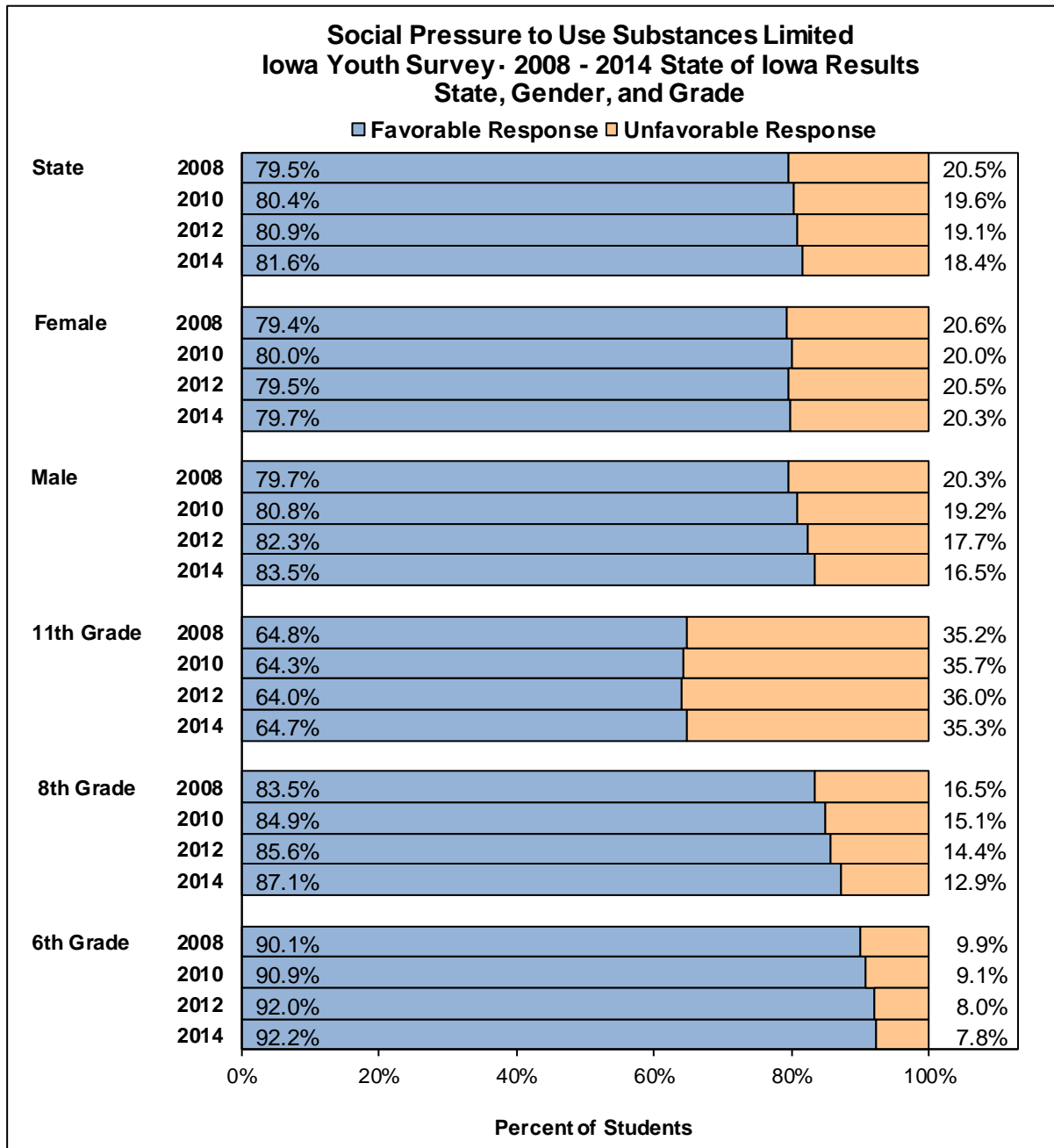
Social Pressure to Use Substances Limited

Statistically significant increases in favorable responses for the Social Pressure to Use Substances Limited construct for the state occurred from 2008 to 2014. Although favorable responses for 11th grade students have remained relatively stable, from 2008 to 2014 female 11th graders decreased by 3.4 percentage points. Favorable responses from students in grades 6 and 8 have increased significantly from 2008 to 2014, with the largest increase of 5.1 percentage points for 8th grade males. Males and females often report similar responses indicating they have similar perceptions regarding social pressure to use substances. However, favorable responses from 11th graders are well below responses of 6th and 8th graders (by over 20 percentage points nearly every year) and favorable responses from 8th graders average approximately 6 percentage points lower than students in grade 6 for all years.

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?

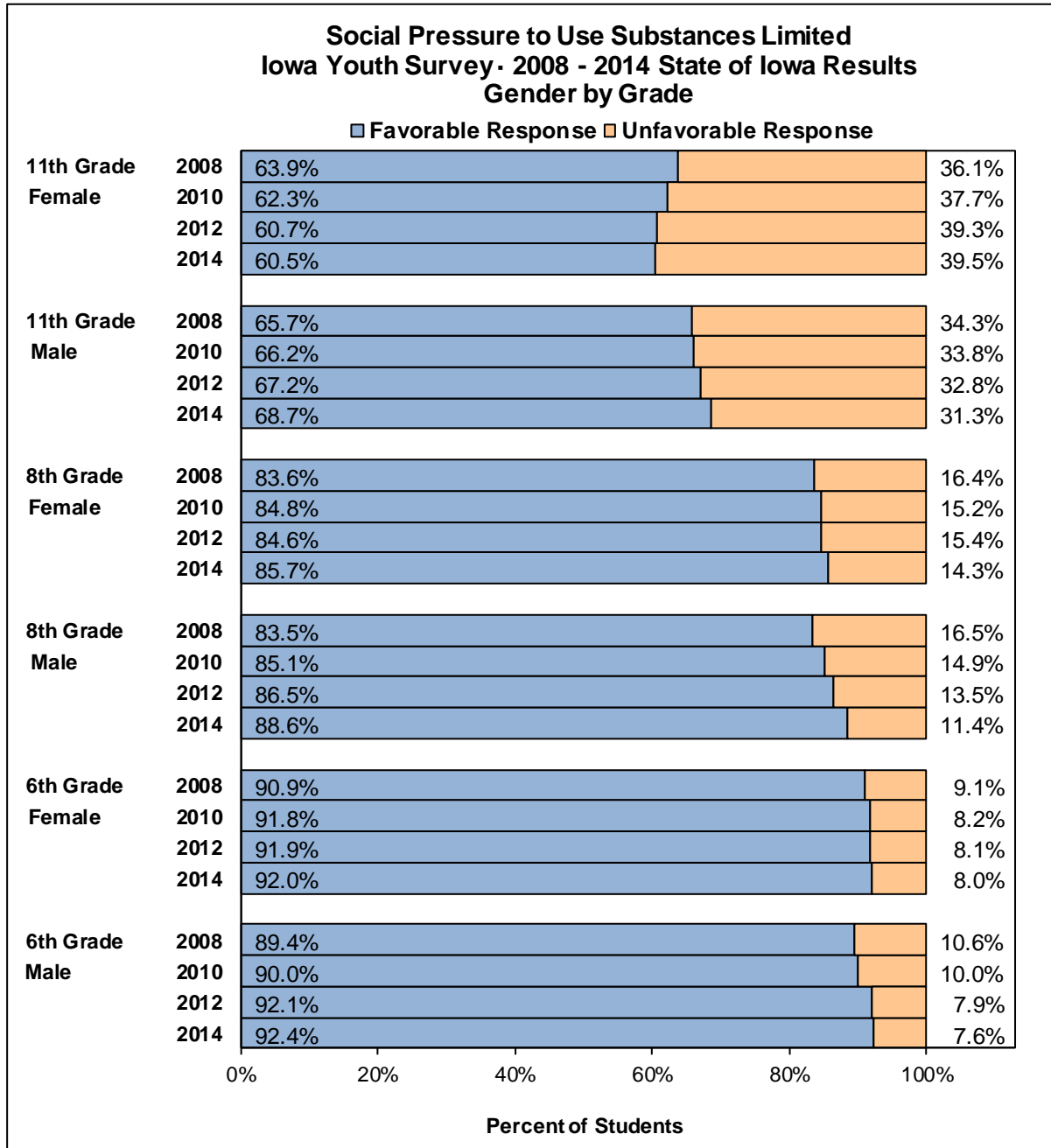
Response coding: "Less popular," "a lot less popular," or "wouldn't change my popularity" are coded as favorable and "a lot more popular" or "more popular" are coded as unfavorable.

Figure 34a. Social Pressure to Use Substances Limited Construct: State, Gender, Grade



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

Figure 34b. Social Pressure to Use Substances Limited Construct: Gender by Grade



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

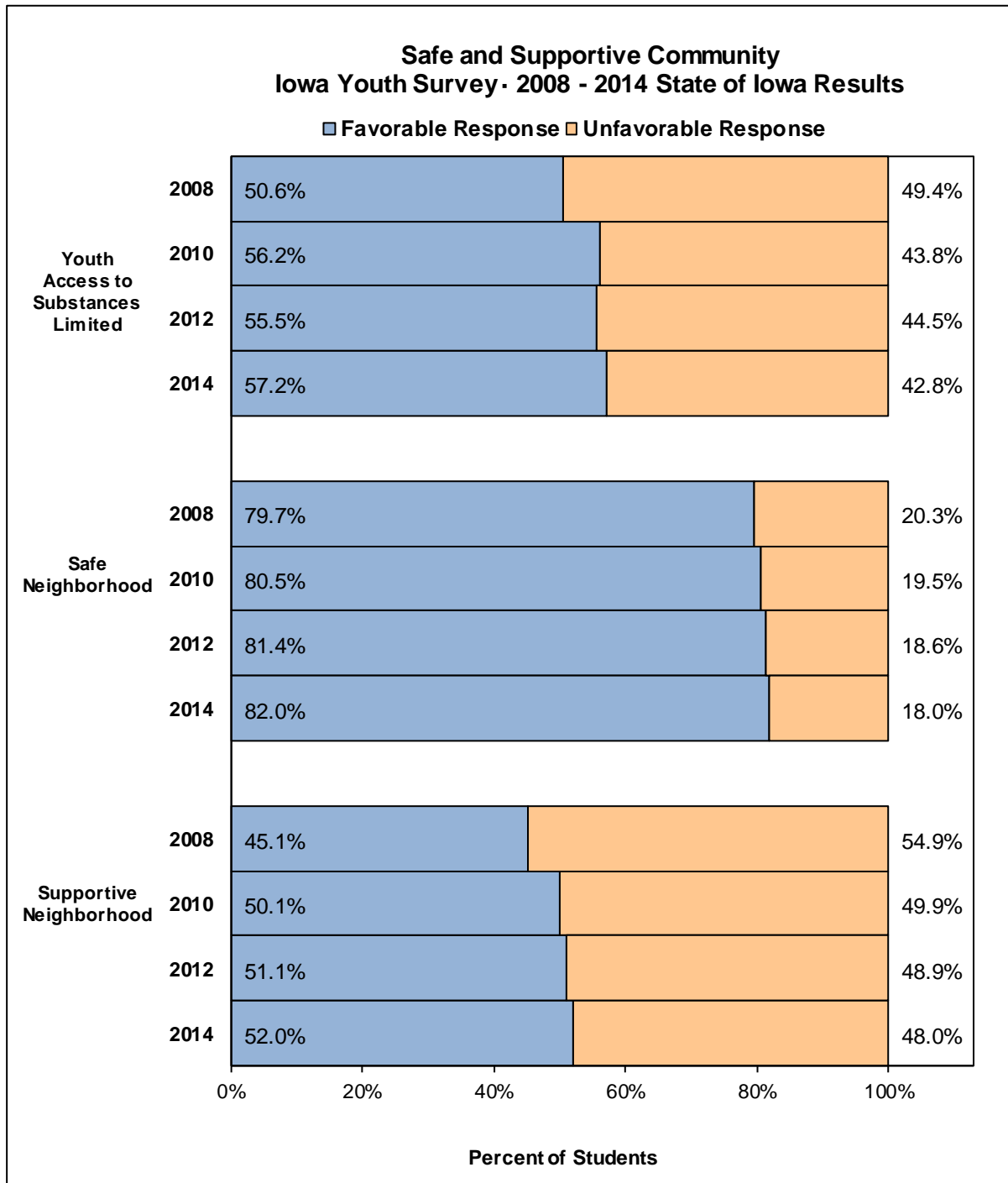
Domain III: Safe and Supportive Community

The three constructs within the Safe and Supportive Community Domain (Figure 35 displayed on the following page) are:

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

All constructs, Youth Access to Substances Limited, Safe Neighborhood, and Supportive Neighborhood show positive trends in favorable responses from 2008 to 2014. The Safe Neighborhood construct yields the highest percentage of favorable responses in this domain. The Youth Access to Substances Limited and Supportive Neighborhood constructs both show increases of favorable response by nearly seven percentage points from 2008 to 2014.

Figure 35. Safe and Supportive Community Domain



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

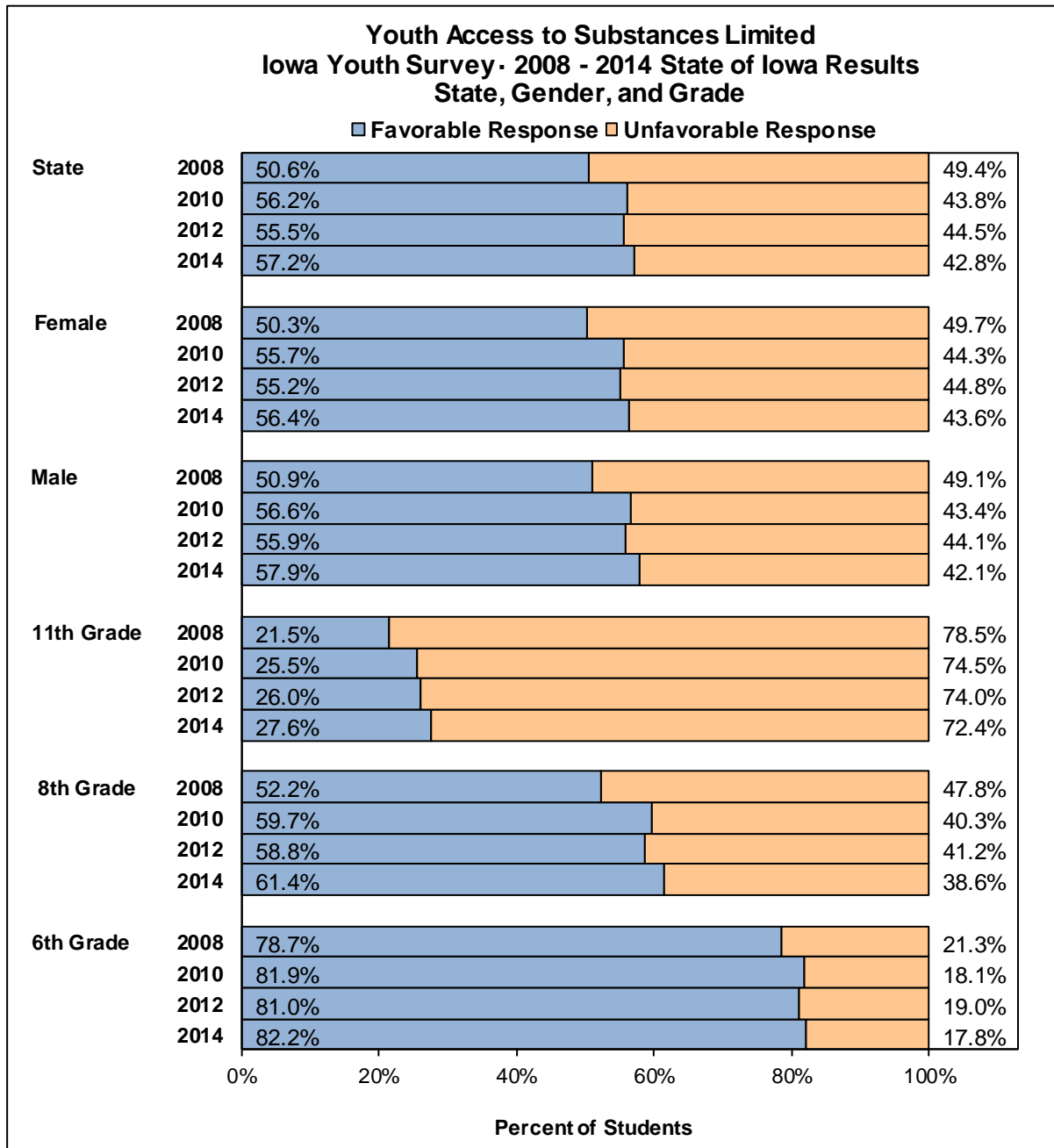
Youth Access to Substances Limited

Statistically significant positive trends for the Youth Access to Substances Limited construct occurred from 2008 to 2014 for all groups, with males in 8th grade showing the largest increase in favorable responses (9.5 percentage points). In all survey years, favorable responses from 11th graders are well below favorable responses from students in 8th grade (by an average of 33 percentage points). Favorable responses from 8th graders are well below favorable responses from students in 6th grade (an average of 23%). Overall, although there are no significant differences between male and female responses, 6th grade males have significantly lower favorable responses than 6th grade females in all survey years. Conversely, favorable responses from females in grades 8 and 11 are significantly lower than males in all survey years.

Six IYS questions are utilized in this construct: In your neighborhood or community, how difficult do you think it would be for a kid your age to get each of the following: cigarettes; alcoholic beverages (beer, wine or liquor); marijuana (pot, grass, hash, bud, weed); methamphetamines (crank, ice); amphetamines other than methamphetamines (like stimulants, uppers, speed); any other illegal drug (cocaine, etc.)?

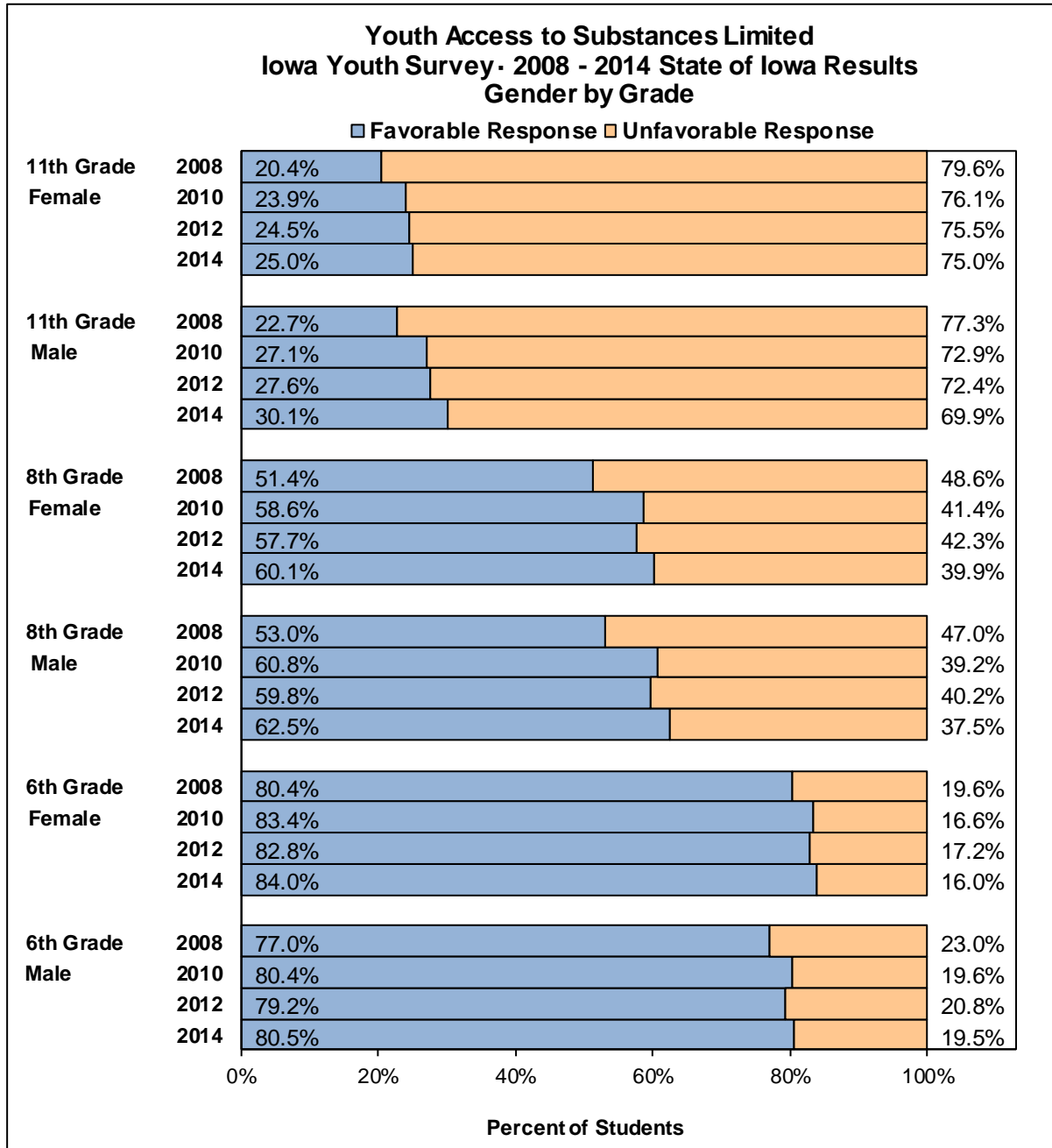
Response coding: “Very hard,” “hard,” or “don’t know” are coded as favorable and “easy” or “very easy” are coded as unfavorable.

Figure 36a. Youth Access to Substances Limited Construct: State, Gender, Grade



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

Figure 36b. Youth Access to Substances Limited Construct: Gender by Grade



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

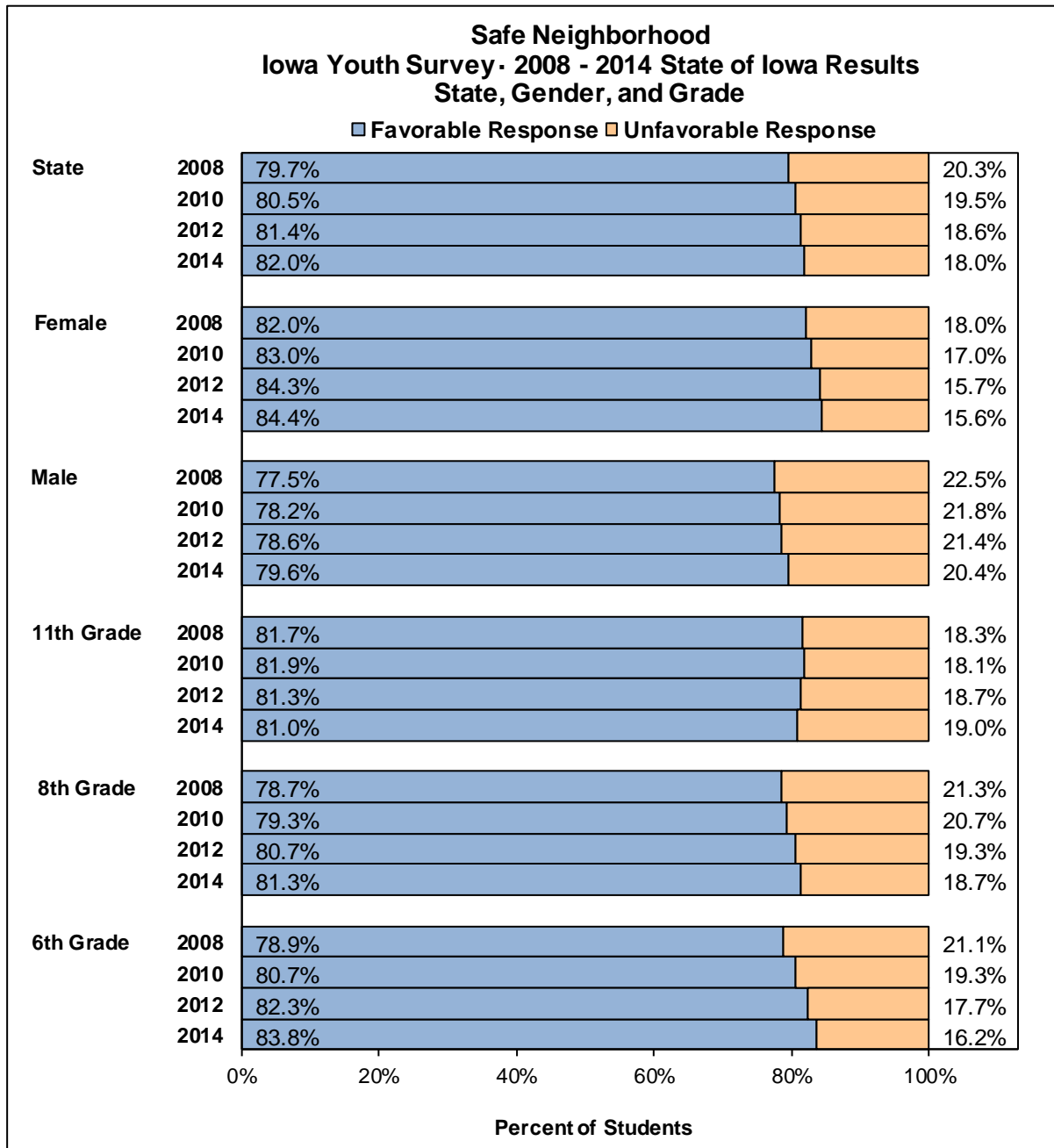
Safe Neighborhood

From 2008 to 2014, all groups, with the exception of 11th graders, show statistically significant increases in favorable responses; the increase occurs most notably for students in 6th grade (increase of 4.9 percentage points). All grades were somewhat similar in reporting favorable responses in the Safe Neighborhood construct, however in all survey years, males are less likely than females to perceive they have a safe neighborhood.

Two IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: my neighborhood is a safe place to live; in my neighborhood there are lots of fights, crime, or illegal drugs?

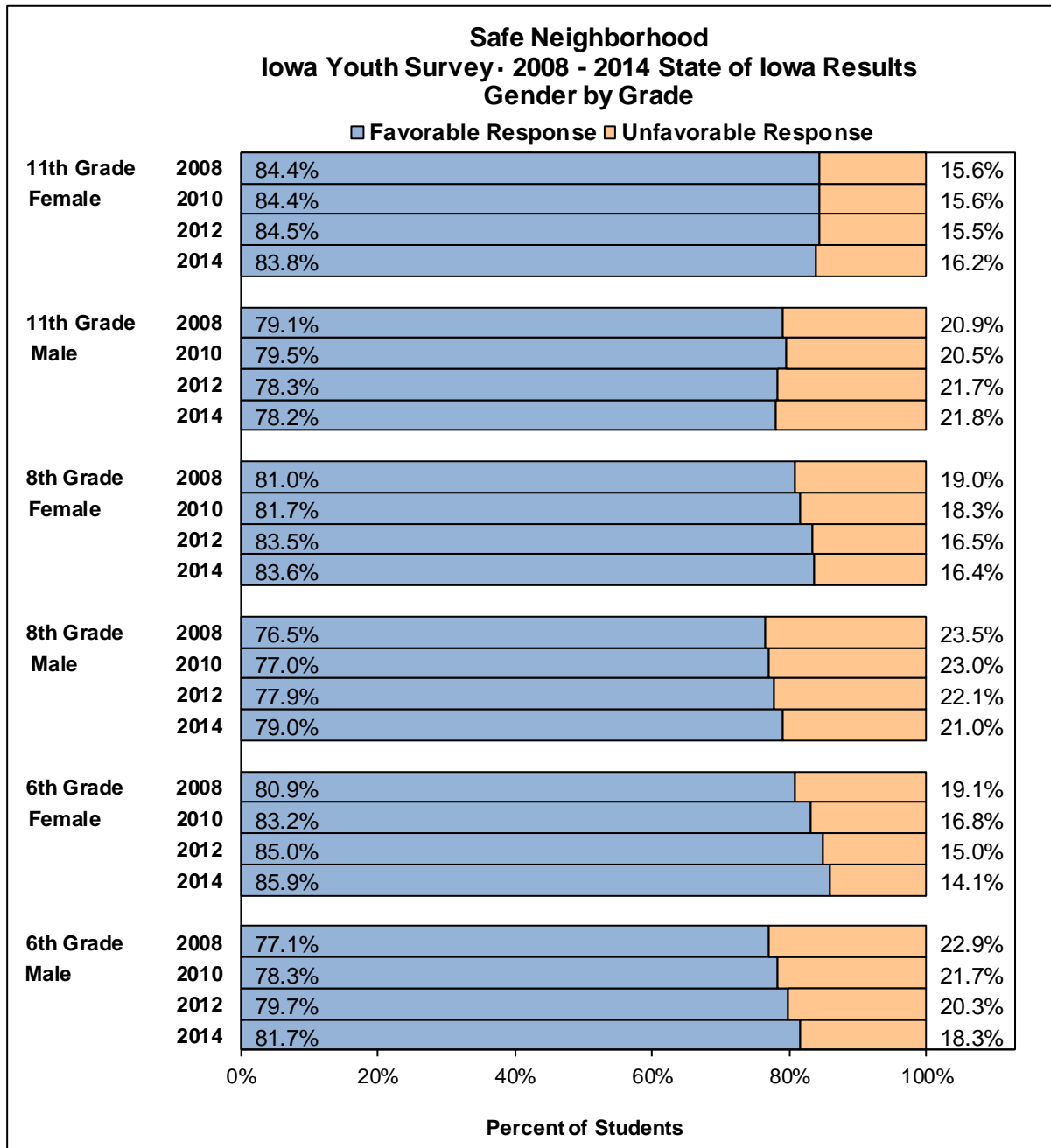
Response coding: First question - “strongly agree” or “agree” are coded as favorable and “strongly disagree” or “disagree” are coded as unfavorable. Second question - “strongly disagree” or “disagree” are coded as favorable and “strongly agree” or “agree” are coded as unfavorable.

Figure 37a. Safe Neighborhood Construct: State, Gender, Grade



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

Figure 37b. Safe Neighborhood Construct: Gender by Grade



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

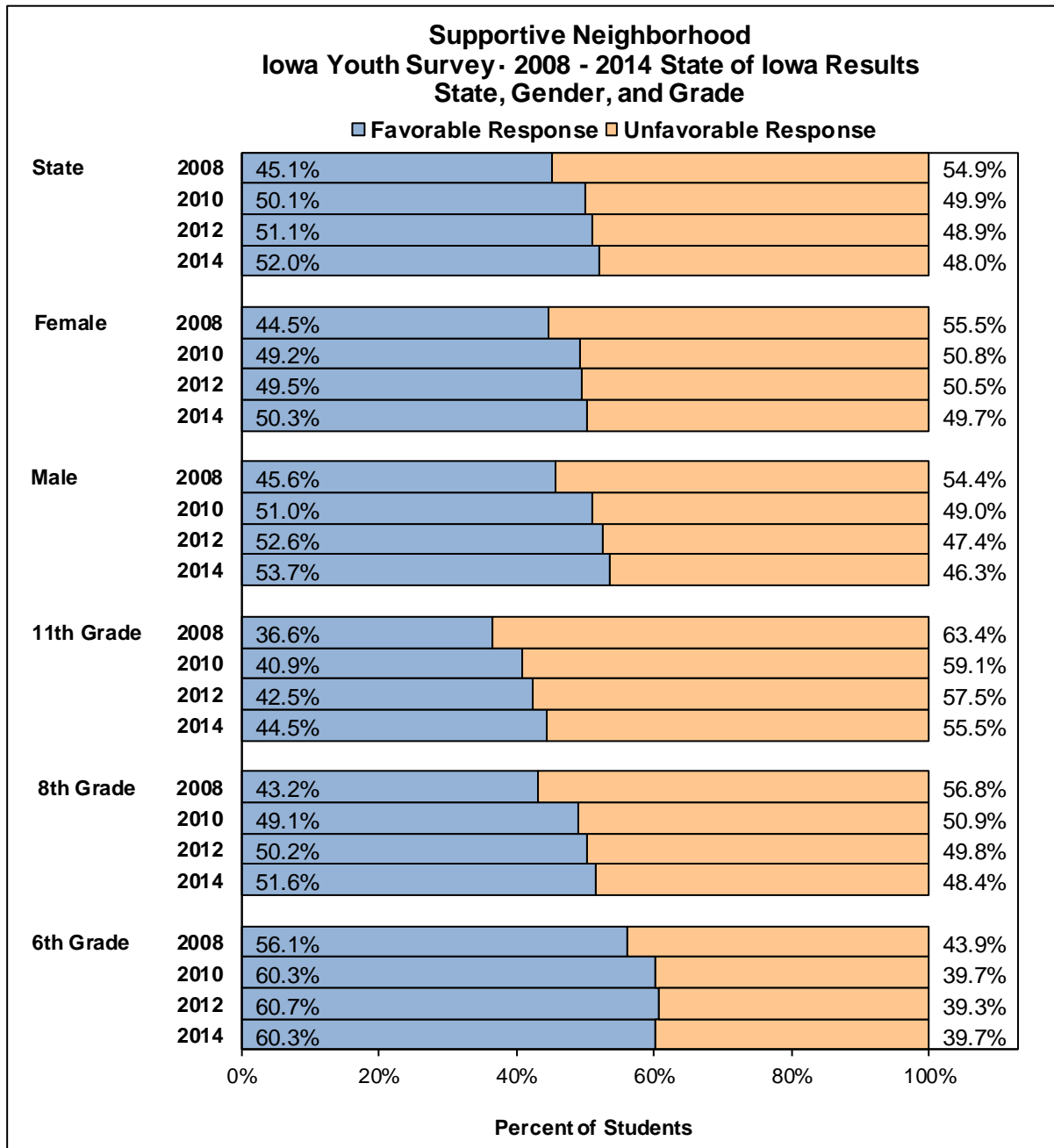
Supportive Neighborhood

Positive trends in favorable responses occurred from 2008 to 2014 for all groups in the Supportive Neighborhood construct. The largest increase in favorable responses was in the 8th grade male group (an increase of nearly 10 percentage points). Students in grade 6 feel their neighborhood is the most supportive and 11th graders feel their neighborhood is the least supportive. Males reported their neighborhood was supportive at a significantly higher rate than females in 2010, 2012, and 2014.

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?

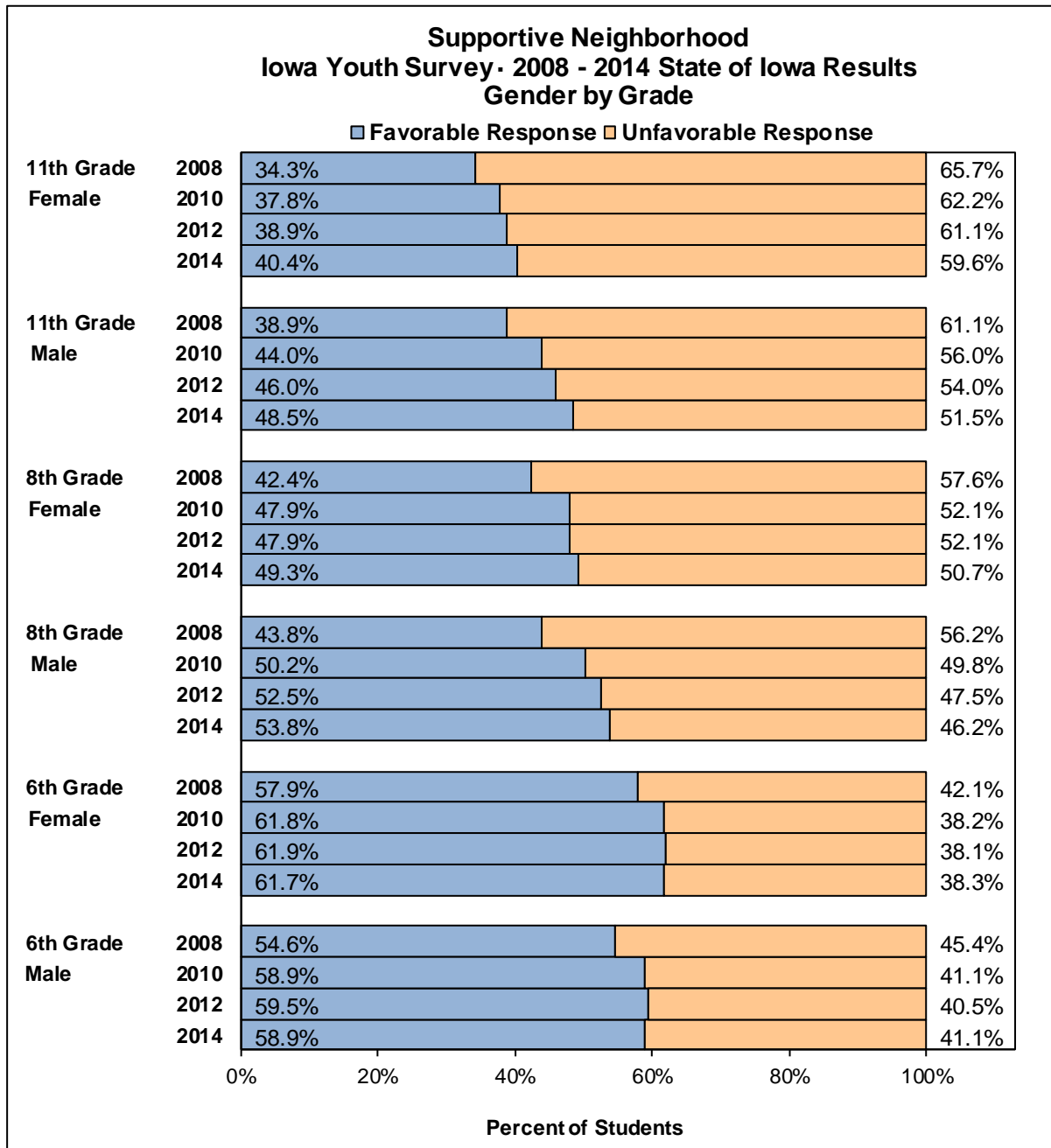
Response coding: “Strongly agree” or “agree” are coded as favorable and “strongly disagree” or “disagree” are coded as unfavorable.

Figure 38a. Supportive Neighborhood Construct: State, Gender, Grade



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

Figure 38b. Supportive Neighborhood Construct: Gender by Grade



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

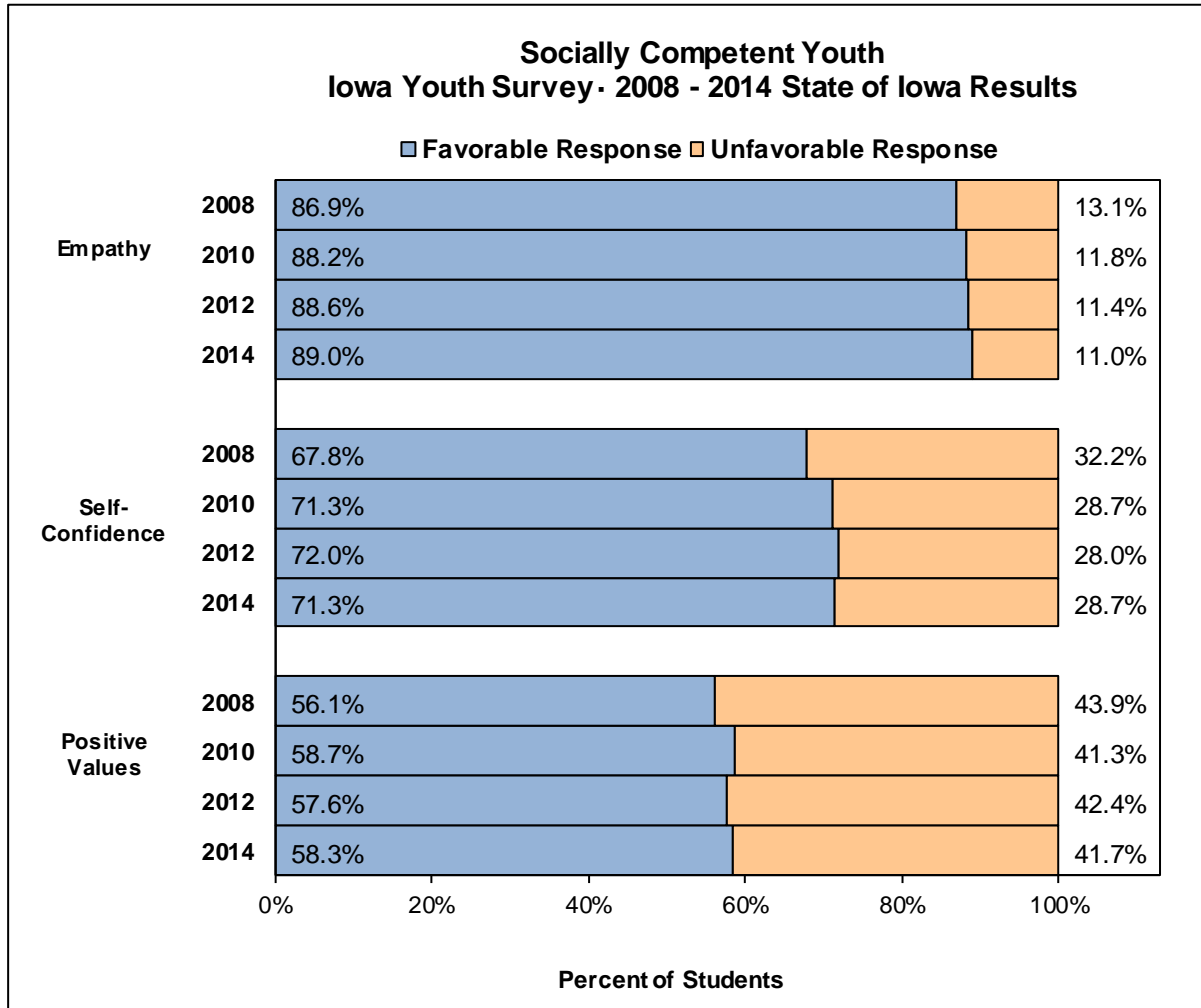
Domain IV: Socially Competent Youth

The three constructs within the Socially Competent Youth Domain (Figure 39 displayed on the following page) are:

- Empathy
- Self-Confidence
- Positive Values

Due to question changes in the 2014 survey, one construct in this domain has been removed. The Acceptance of Diversity construct was included in this domain in previous trend reports. Favorable responses for the three constructs Empathy, Self-Confidence, and Positive Values have statistically significant increases from 2008 to 2014. The Empathy construct has the highest percentage of favorable responses of the three constructs in this domain.

Figure 39. Socially Competent Youth Domain



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

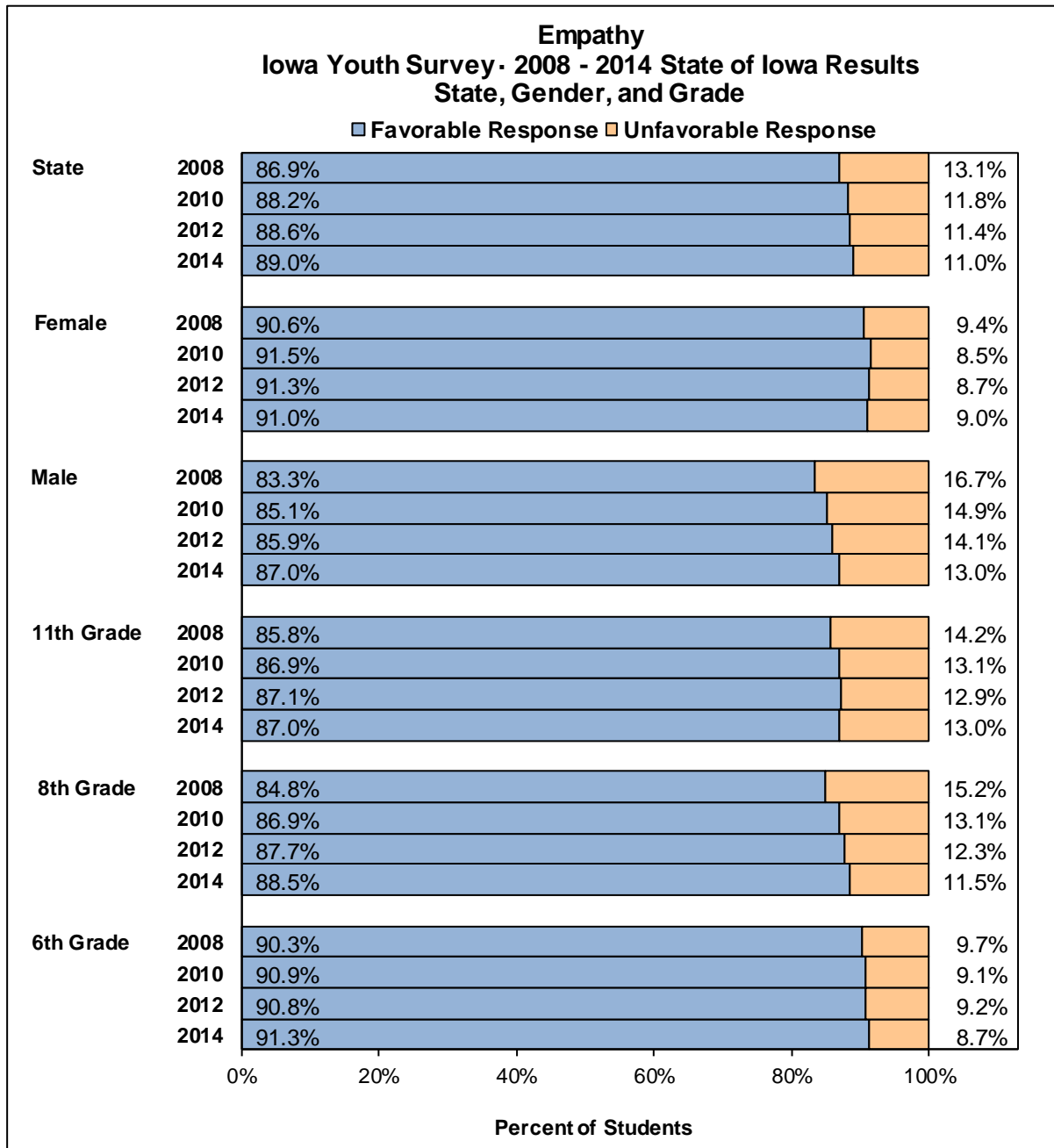
Empathy

The Empathy construct had a statistically significant increase in favorable responses for the all students in Iowa from 2008 to 2014. Other significant increases in favorable responses occurred in all male groups, particularly 8th grade males (5.6 percentage points) and for females in 8th grade. 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 peoples' feelings; I feel sorry for people who have things stolen or damaged?

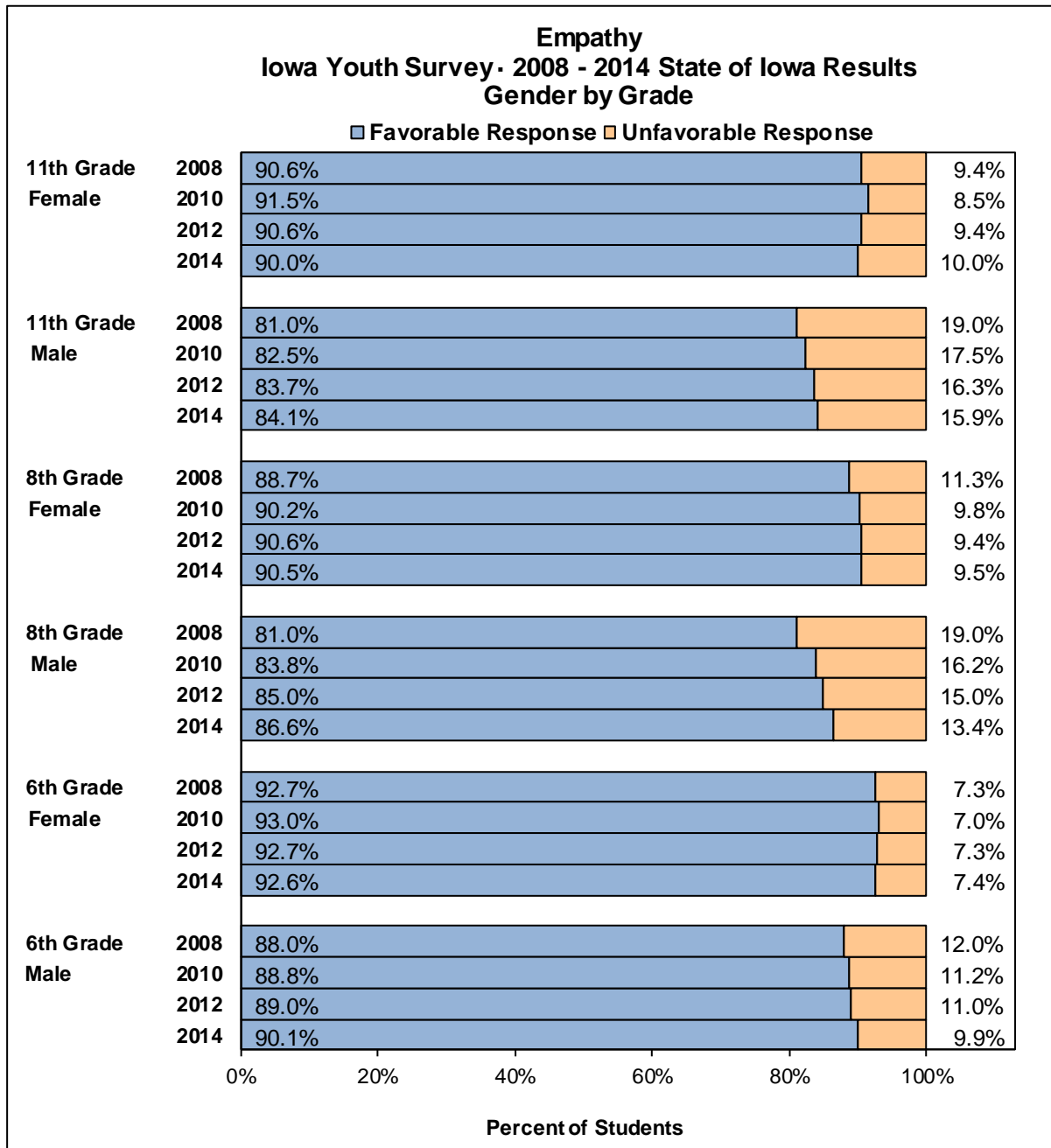
Response coding: "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

Figure 40a. Empathy Construct: State, Gender, Grade



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

Figure 40b. Empathy Construct: Gender by Grade



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

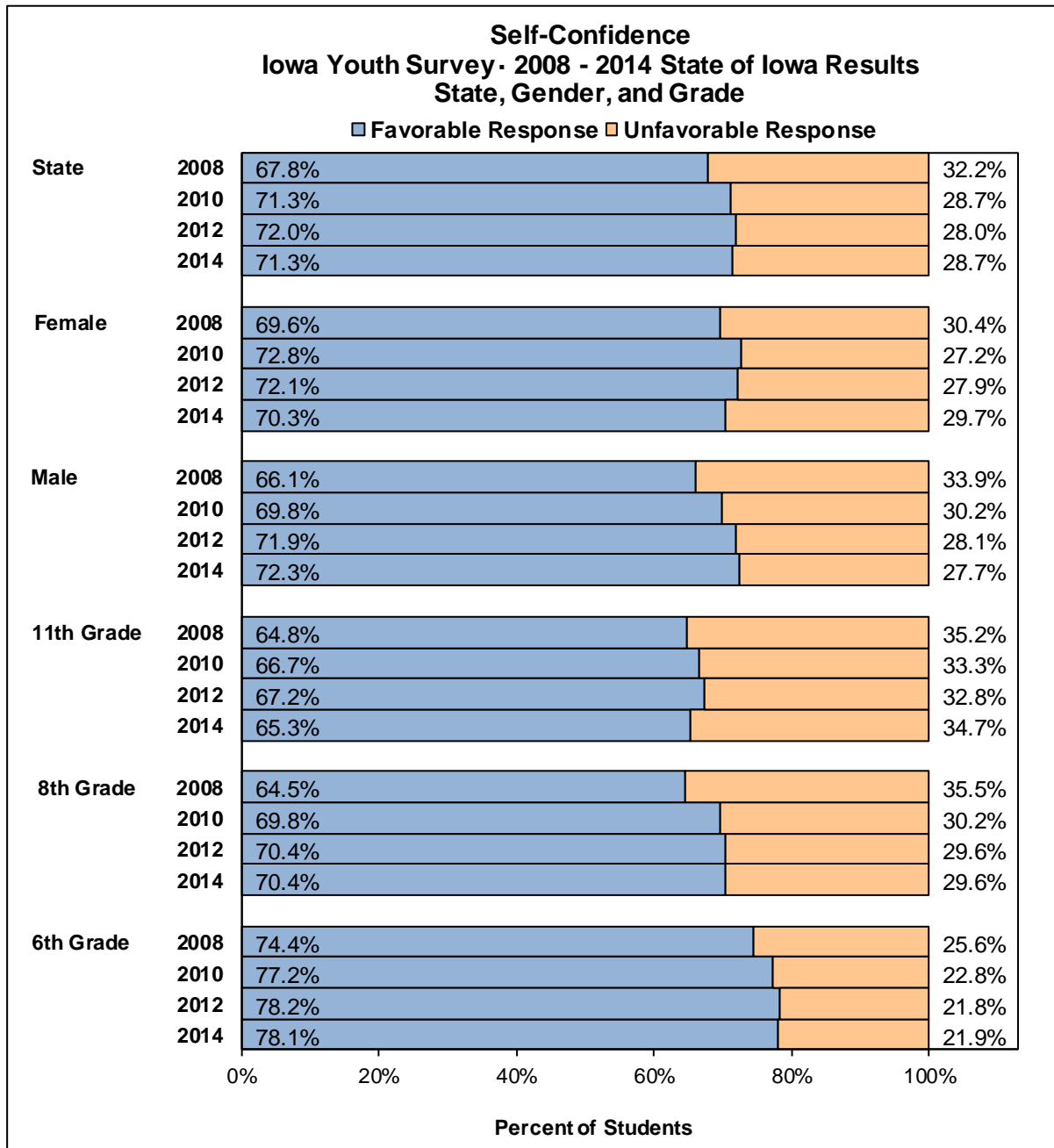
Self-Confidence

Favorable responses for the Self-Confidence construct show the largest increases for all groups from 2008 to 2010. From 2012 to 2014, favorable responses for all females and specifically 11th grade females significantly decreased; this decrease for 11th grade females contributed to a significant decrease in self-confidence from 2012 to 2014 for students in 11th grade. From 2008 to 2014, 8th grade males reporting favorable responses increased 10 percentage points. In recent years, 6th graders report a higher percentage of favorable responses than 8th graders, who report a higher percentage than 11th graders. There are statistically significant gender differences within 6th grade where female respondents were more likely to express self-confidence in all years. In 2014, there are statistically significant gender differences (over four percentage points) for students in grades 8 and 11 with males reporting higher self-confidence than females.

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?

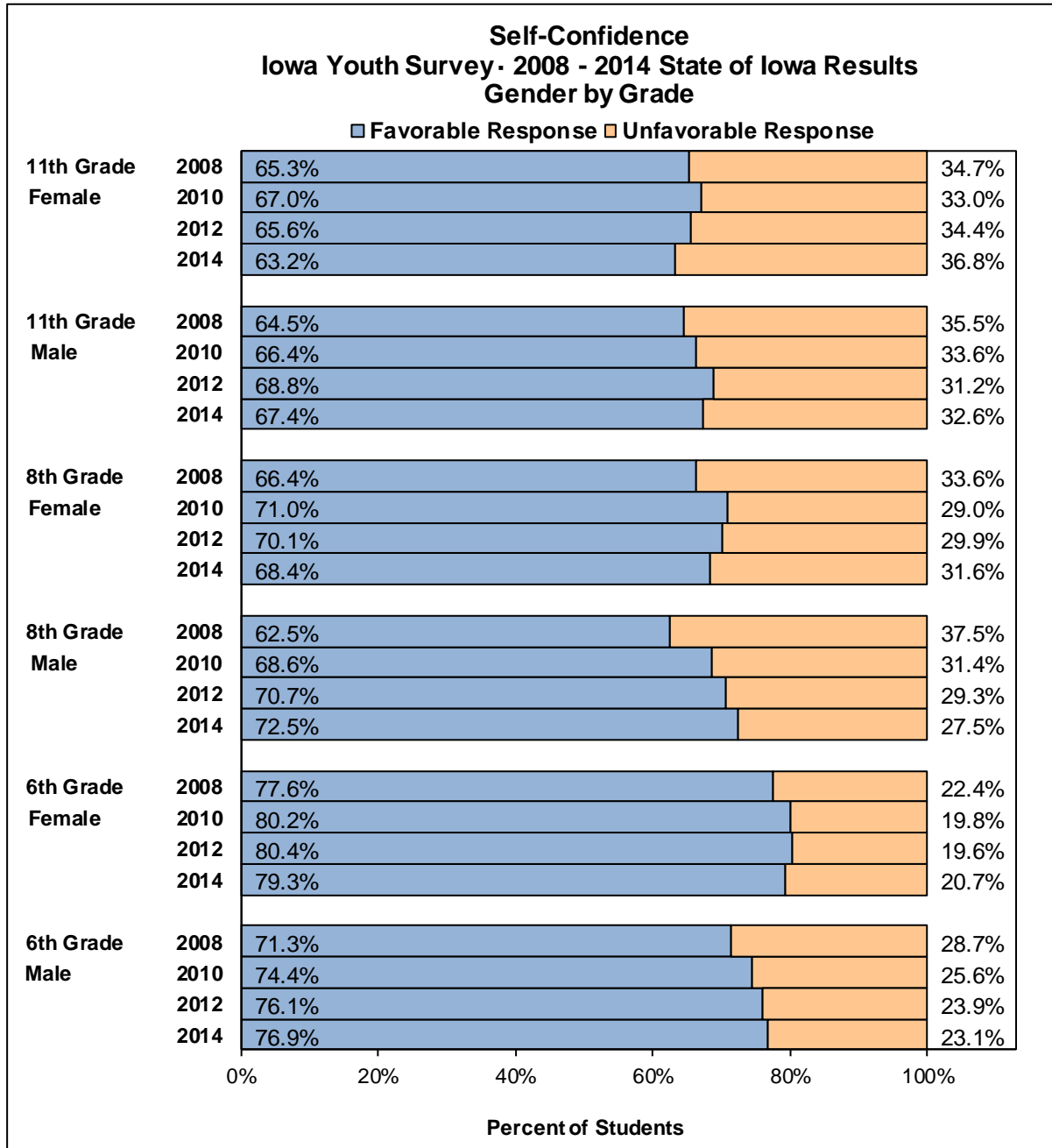
Response coding: “Strongly agree” or “agree” are coded as favorable and “strongly disagree” or “disagree” are coded as unfavorable.

Figure 41a. Self-Confidence Construct: State, Gender, Grade



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

Figure 41b. Self-Confidence Construct: Gender by Grade



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

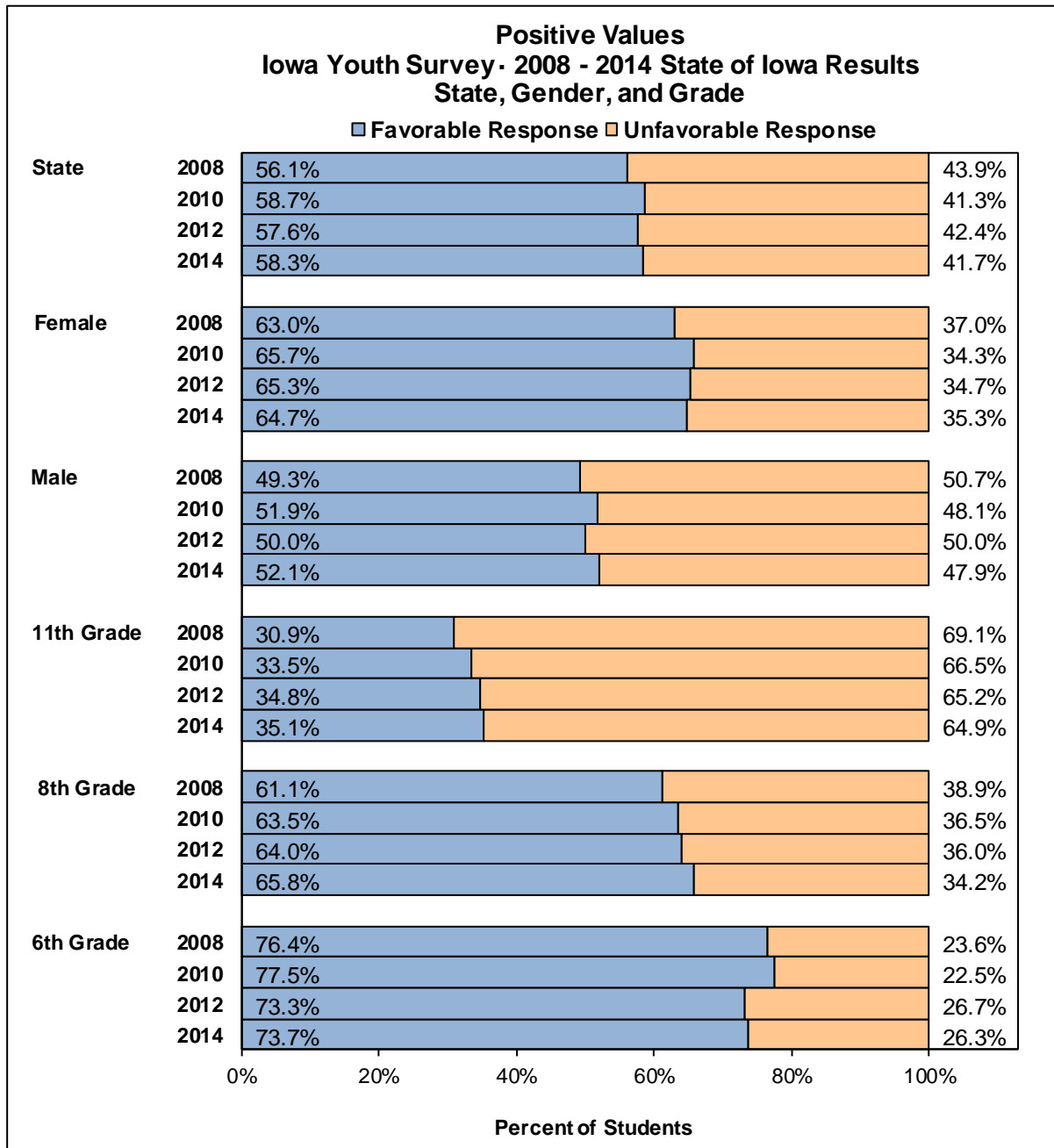
Positive Values

A positive trend for the Positive Values construct occurred from 2008 to 2014 for all groups with the exception of 6th graders. Females in all grades report significantly higher levels of positive values, with the greatest disparity (averaging 17 percentage points) 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?

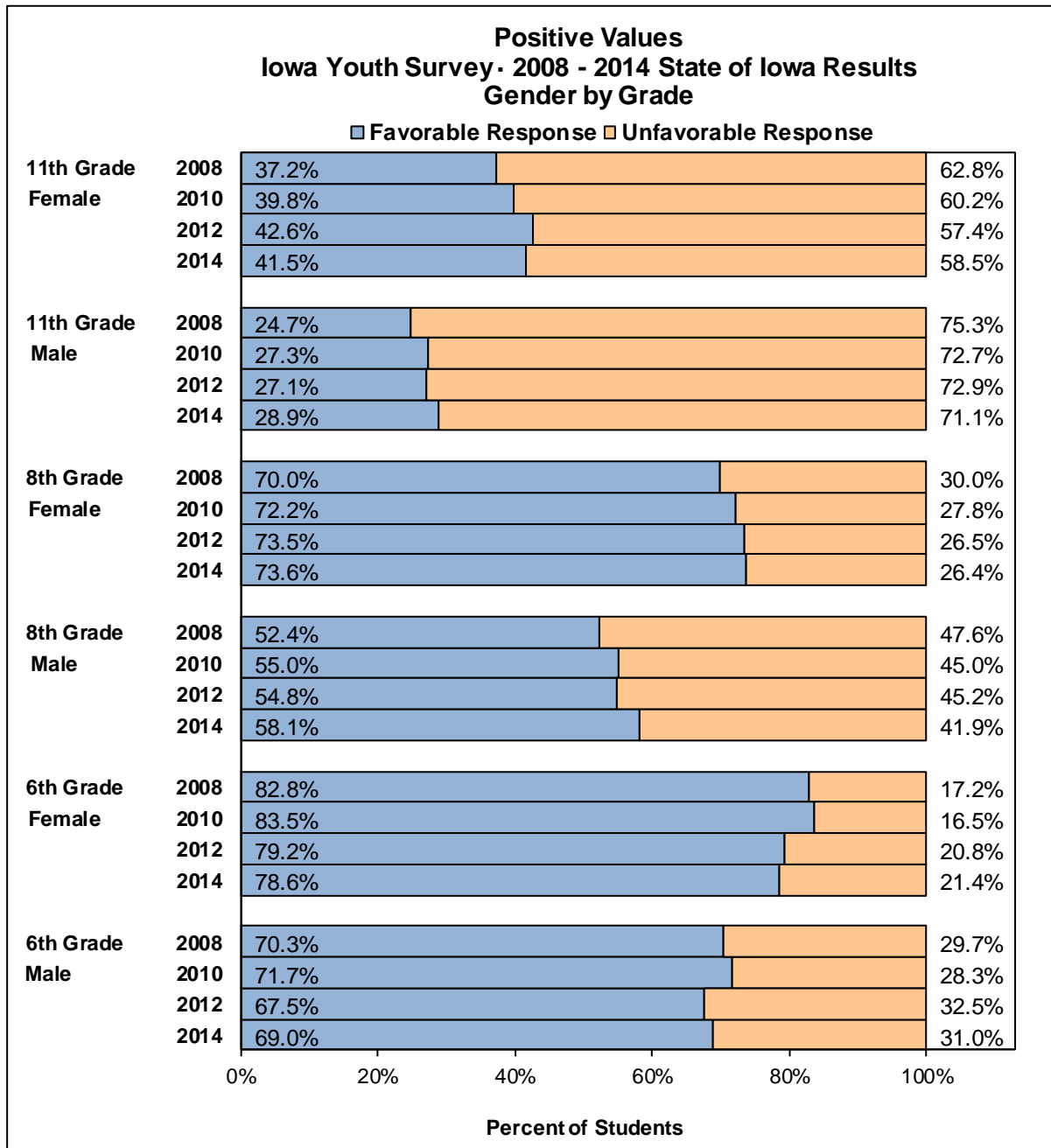
Response coding: “Strongly agree” or “agree” are coded as favorable and “strongly disagree” or “disagree” are coded as unfavorable.

Figure 42a. Positive Values Construct: State, Gender, Grade



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

Figure 42b. Positive Values Construct: Gender by Grade



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

Domain V: Youth Successful in School

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

- Commitment to School/Learning

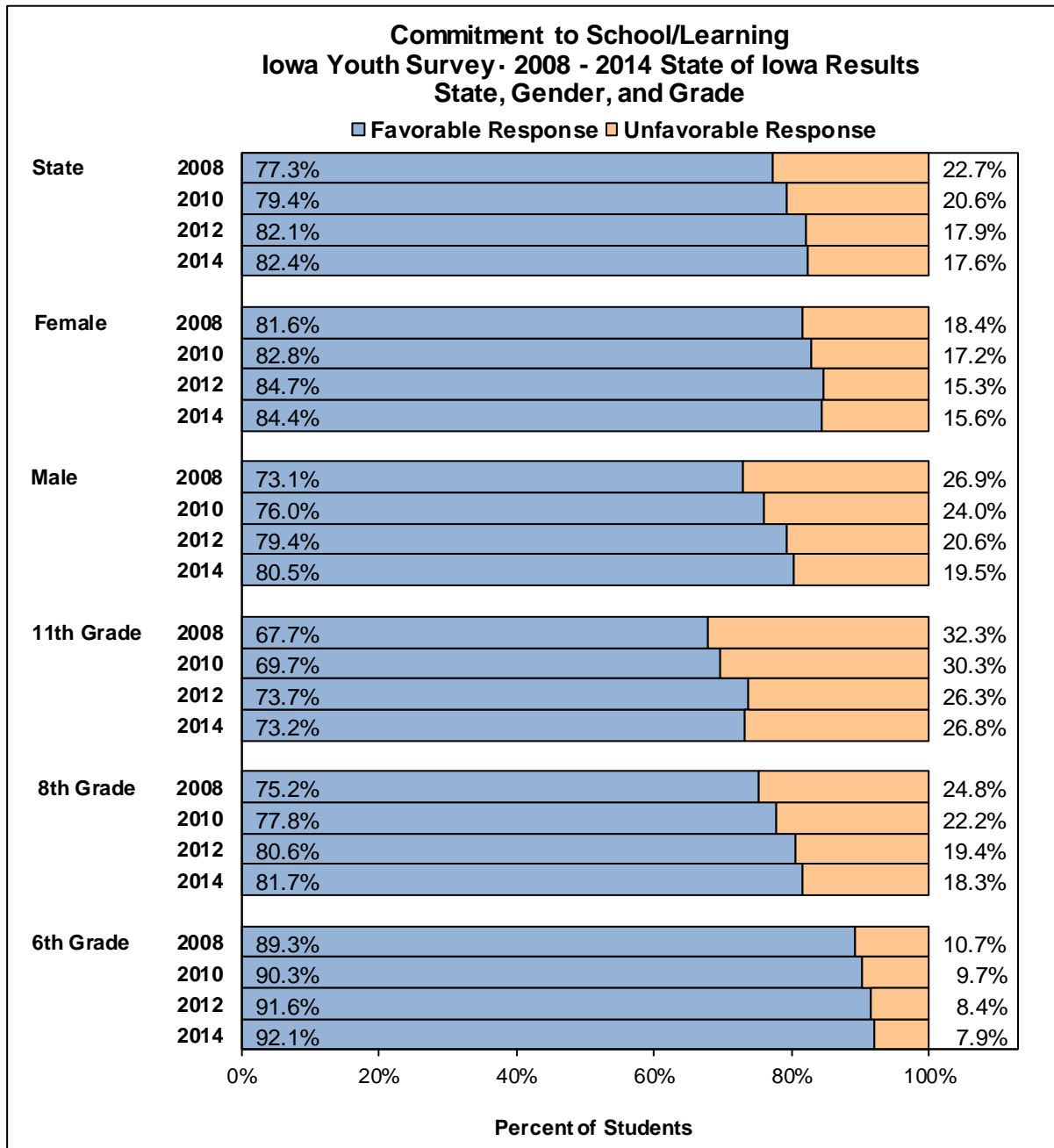
Commitment to School/Learning

A positive trend to Commitment to School/Learning is shown for the state overall from 2008 to 2014. This upward trend is also seen for males and females, as well as students in 6th, 8th and 11th grades. 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?

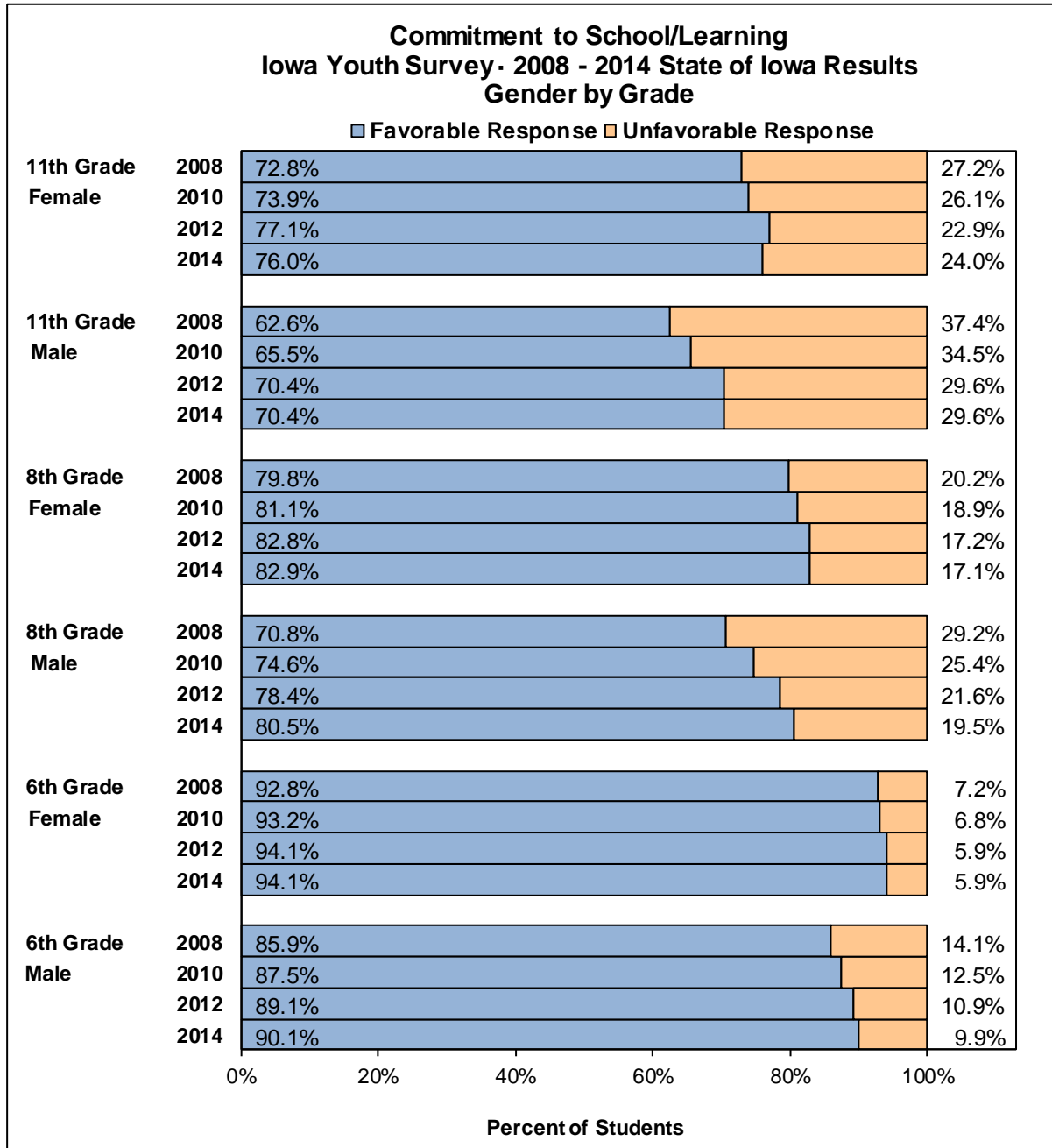
Response coding: “Strongly agree” or “agree” are coded as favorable and “strongly disagree” or “disagree” are coded as unfavorable.

Figure 43a. Commitment to School/Learning Construct: State, Gender, Grade



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

Figure 43b. Commitment to School/Learning Construct: Gender by Grade



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

Domain VI: Bullying

There is one construct within the Bullying domain:

- Bullying

Bullying

From 2012 to 2014, favorable responses for the Bullying construct increased significantly for the state overall by 3.1 percentage points. Although all groups saw statistically significant decreases in favorable responses from 2010 to 2012, many groups show significant increases in favorable responses from 2012 to 2014 including 6th graders, particularly 6th grade females showing the largest increase (5.1 percentage points). From 2012 to 2014, the only groups that did not see a decrease in reported bullying were 11th graders. Females report being bullied significantly more than males, with the largest disparity (averaging nearly 15 percentage points) between genders occurring in grades 8 and 11. Students in grade 11 report experiencing the least bullying compared with students in grades 6 and 8.

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.

Additional Information: Questions were added to the Iowa Youth Survey which pertain to this construct. However, those items were not included in the construct to maintain continuity with previous reports. The relevant questions are:

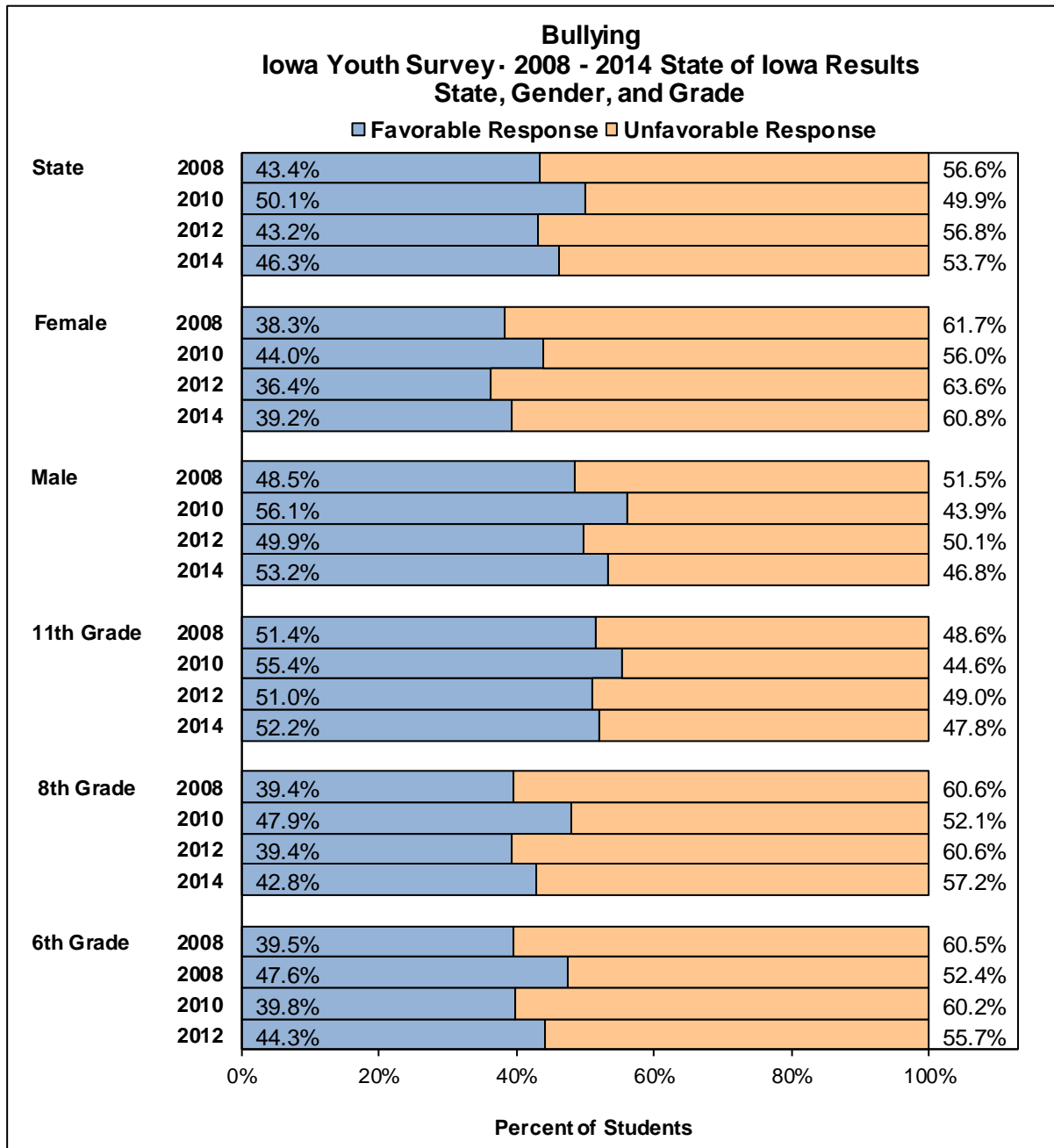
In the last 30 days, how many times have you been bullied at school in the ways listed?

I was made fun of because of my sexual orientation or gender identity;

Something hurtful has been shared about me on social media (Facebook, Twitter, Snapchat, etc.).

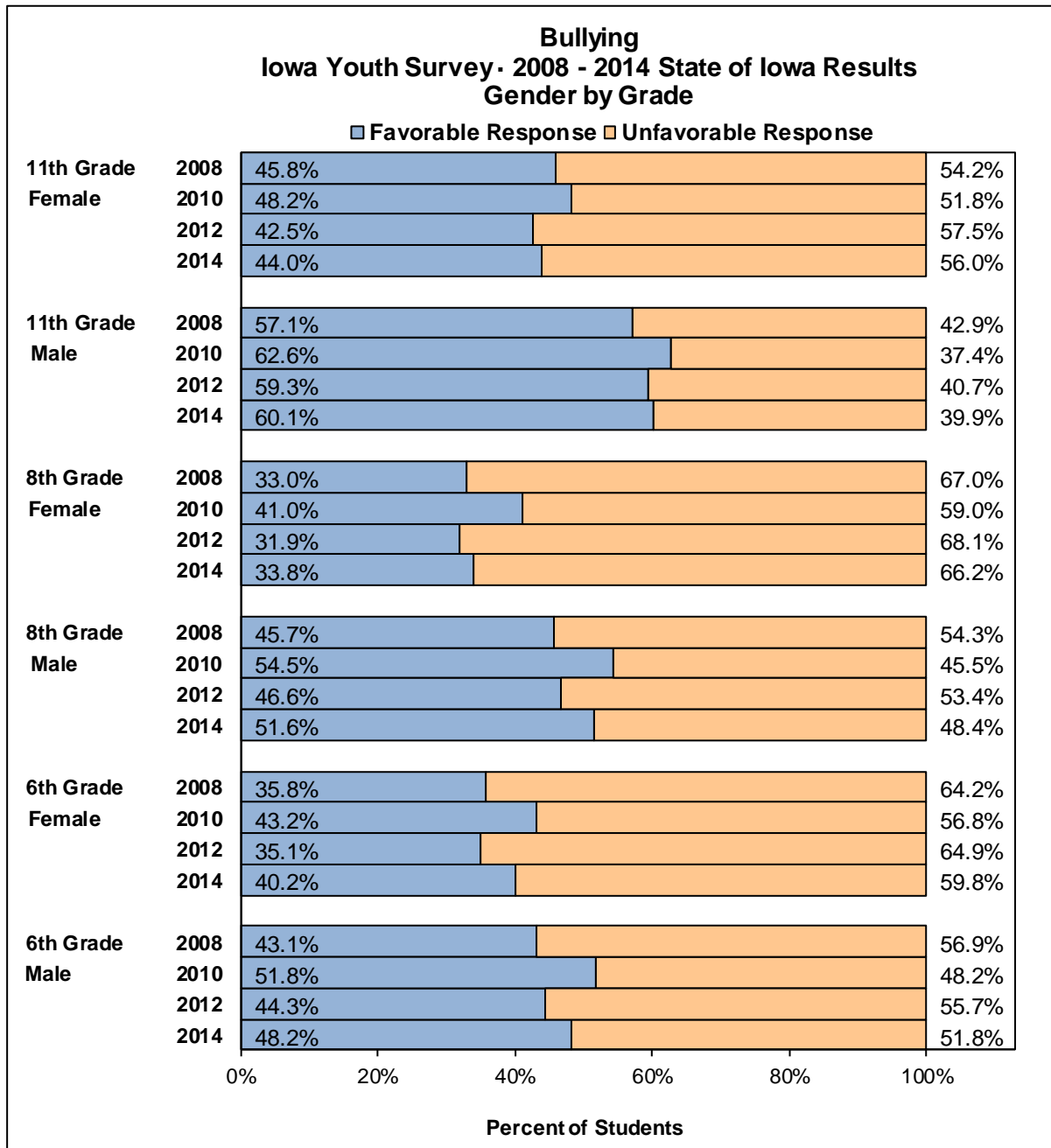
In the last 30 days, how many times have you bullied someone else at school?

Figure 44a. Bullying Construct: State, Gender, Grade



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

Figure 44b. Bullying Construct: Gender by Grade



Note: Any difference of 1.6 percentage points or greater may be considered statistically significant.

Appendix A. Background of Iowa Youth Survey

Prior to 1999, the IYS was given to a sample of students in 6th, 8th, 10th, and 12th grades from approximately one-third of Iowa's public school districts.

1999

- The 1999 IYS was different from previous years in both the procedures used to implement the survey and the students who were asked to participate. Beginning 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 the change in the grade levels made in 1999 restricts direct comparisons with survey data collected prior to 1999 to grades 6 and 8, and to the schools that participated in those surveys.
- IYS questionnaires were completed on paper by students.
- The 1999 IYS contained 181 questions and the validated record count was 85,426.

2002

- Beginning in 2002, IYS participation was sought to include 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.
- Prior to the 2002 IYS, a committee of state-level planners participated in an interactive process to identify key youth development-related constructs which provide a summary of the data collected within nine framework domains. The data were combined for selected questions and presented in figures in the 2002 trend reports.
- The 2002 IYS contained 191 questions and the validated record count was 96,849.

2005

- A section containing 34 constructs, within nine framework domains, were included in 2005 IYS reports.
- The 2005 IYS contained 190 questions and the validated record count was 98,104.

2008

- 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.
- The 2008 IYS contained 198 questions and the validated record count was 97,741.

2010

- Following the 2008 IYS, the decision was made to change the IYS completion schedule from every three years to every two years, this began in 2010. Also in 2010, changes in funding mechanisms reduced the incentive for school districts to participate in the IYS. Due to these changes, fewer school districts initially signed up to participate. To try to increase the number of participating districts, IDPH re-opened the IYS to accommodate additional districts, changing the close of the IYS data collection period from October to December. Approximately 7.5% of the total number of records were collected during the later time period. Analyses indicated data from the districts that completed the IYS in the second

administration period tended to be significantly different than data collected during the traditional IYS collection period, although only by a few percentage points. This difference could be due to the different collection periods. Alternative reasons include, but are not limited to, differences in participants' age between the collection periods, differences in the districts that participated later, or geographic distribution across the state.

- In 2010, eight constructs were eliminated due to component questions either being eliminated or changed significantly, resulting in 26 construct figures in 2010 reports. This change also eliminated one framework domain.
- The 2010 IYS contained 220 questions and the validated record count was 78,382

2012

- In 2012 in an effort to reduce the amount of time it took younger students to complete the IYS, modifications were made to the structure of the survey without changing the content. Skip questions were introduced for questions related to alcohol, tobacco, and marijuana use, as well as gambling and suicidal ideations.
- Prior to 2012, weights were generated based on enrollment data and were only applied to the columns totaling all grades. This process was discontinued in 2012 for a number of reasons including, but not limited to: 1) it shortened 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.
- In 2012, eight constructs were eliminated due to component questions either being eliminated or changed significantly. This change also eliminated one framework domain.
- The 2012 IYS contained 211 questions and the validated record count was 70,770.

2014

- In 2014, three constructs were eliminated due to component questions either being eliminated or changed significantly. This change also eliminated one framework domain.
- The 2014 IYS contained 219 questions and the validated record count was 77,139.