

Iowa Youth Survey Trend Report Analysis – March 2010

Domain I: Secure and Supportive Family, pgs 8-16

The data from students indicate the following over time:	What does this information mean for the district:
There is positive parental support for school	<i>Continue to find ways to involve parents in school activities</i>
70% favorable family relationships	<i>Continue teaching about responsibility, relationships, and getting along</i>
Family relationships are consistently staying the same over time	
Older students report less family involvement	<i>Continue communication between school and parents</i>
A large increase for 6 th grade males having parents not involved	<i>Encourage parental support and relationships</i>
8 th grade boys highest for not having parental boundaries	<i>Parental information about risky behaviors in coordination with PSY</i>
11 th grade parents are giving more freedom	
All grades and genders report supportive families in the avoidance of drugs, drinking and parties	<i>Reassure parents the importance of their support in this area is critical</i>

Domain II: Safe and Supportive School Climate, pgs. 17-30

The data from students indicate the following over time:	What this means for the district:
There has been an increase in school expectations and boundaries	<i>Involve students in decisions regarding expectations</i>
School is a nonviolent environment for 97% of students	<i>Consistent over time – males responses more positive</i>
School is perceived to be safe by 84% of students – consistent over time	<i>How can safety be increased, especially for females</i>
Consistently, students don't feel teachers are supportive – under 40%, lowest for 11 th gr males*	<i>What can staff do to ensure support?</i>
Positive student norms (violence, drugs, drinking) had an increase in response – 69% up to 75%	<i>Reinforce what's working</i>
Limited peer pressure to use substances was reported at 85% up from 76%	<i>Continue support and partnerships</i>

Domain III: Safe and Supportive Community, pgs. 31-44

The data from students indicate the following over time:	What this means for the district:
Positive adult norms has remained consistent, with a gradual positive increase	<i>Share with community</i>
Positive community peer norms has had a gradual increase over time, but MS males report a decrease	<i>What has caused decrease for MS males?</i>
Youth access to substances is limited had a small positive increase, but still under 50%*: 11 th grade data high*	<i>Share with community</i>
85% of student report living in safe neighborhoods – consistent over time	<i>Share with community</i>
Students consistently report under 42% that they have a supportive neighborhood	<i>Share with community</i>
Available place that are free of alcohol and drugs had increased from 68% to 76% in positive responses	<i>Share with community</i>

Domain IV: Healthy Youth – Avoidance of Risky Behavior, pgs 45-62

The data from students indicate the following over time:	What this means for the district:
Suicide risk avoidance remains consistent – 87%, 2008 data increase of risk for MS Females	<i>More info and more supports</i>
Increase in the avoidance of alcohol use in the last 30 days – 84%, 11 th grade males 70% favorable response	<i>Earlier alcohol education</i>

Consistent avoidance of tobacco use – 88%, 11 th grade males most risk 67% favorable response	<i>Earlier tobacco education</i>
Consistent avoidance of illegal drug use – 90%, 11 th graders most at risk 84% favorable response	<i>Education on consequences, resources</i>
Substance use risk awareness consistent – 87%, 11 th grade most risk 80% favorable response	<i>Education on consequences, resources</i>
Avoidance of violent/aggressive behavior – 87%, all levels of males had less favorable responses	<i>More education and support</i>
Gambling avoidance, 2008 data 69% a decrease from 98%, students not see as a problem	<i>Gambling education consideration</i>

Domain V: Socially Competent Youth, pgs 63-76

The data from students indicate the following over time:	What this means for the district:
Students are empathetic to others, consistent over time – 87%, 8 th grade males decreased to 74%	<i>Teaching about empathy could lessen bullying</i>
Students have a sense of self-confidence consistently under 70%, MS students have a decrease over time	<i>Education on self-esteem and self-confidence</i>
Self-esteem has decreased over time – 72.5%, 11 th grade M and F, 8 th grade M, 6 th grade F	<i>Education on self-esteem and self-confidence</i>
Acceptance of diversity has increased over time – 97%,	<i>Watch the data – educate to data</i>
Positive values (violence, sex, honesty, substances use) remain consistent but never over 60%, Males under 50%	<i>Address how character and self-esteem connect</i>
Peer pressure resistance has increased over time to 96%	<i>Address how confidence impacts peer pressure</i>

Domain VI: Youth Successful in School, pgs 77-78

The data from students indicate the following over time:	What this means for the district:
Commitment to School Learning increased 72% to 75%, low group 11 th gr Males at 68%	<i>Investigate why there is a decrease from 6th to 11th, especially in males yrly</i>

Domain VII: Youth Prepared for Productive Adulthood, pgs 79-80

The data from students indicate the following over time:	What this means for the district:
Increase over time for all levels and subgroups – 94% to 97%	<i>Continue to reinforce students' hard work as a link to future success</i>

Domain VIII: Youth Engaged in/Contribute to Community, pgs 81-84

The data from students indicate the following over time:	What this means for the district:
Consistent decrease over time 80% to 71%, across all levels and subgroups	<i>Are there opportunities for students to volunteer and participate</i>

Domain IX: Bullying, pgs 85-89

The data from students indicate the following over time:	What this means for the district:
Nearly 60% of students indicated they had been bullied in some way in 2008	<i>Investigate types of bullying students experiencing, where is it happening</i>
MS, F: 65% to 73% had experienced ridicule, being ostracized, false rumors, messages through email, website, or phone	<i>Address through information</i>
56% of students reported that adults try to stop bullying,	<i>Do teachers know how to respond to bullying, do students report incidents?</i>
6 th grade reported higher frequency of adults addressing bullying – 71%	<i>What process is in place to deal with bullying behaviors?</i>
Adults addressing bullying decreases as students advance through grades	<i>How is MS different than HS as bullying is addressed?</i>
Bullying is addressed more frequently with females than males, except for 6 th grade	<i>Establish framework for equitably addressing bullying consistently by all staff</i>

