



Discovering what kids need to succeed

Developmental Assets: A Profile of Your Youth

Executive Summary and Complete Survey Report

Results from the Search Institute Survey

Profiles of Student Life: Attitudes and Behaviors

**Haddam-Killingworth
Higganum, CT
January 2021**

3001 Broadway St NE Ste 310
Minneapolis, MN 55413
1.800.888.7828
www.searchinstitute.org

Survey Services

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Executive Summary



Developmental Assets: A Profile of Your Youth

Haddam-Killingworth

Over the past 20 years, Search Institute has surveyed over three million youth about how they experience the 40 Developmental Assets—a research-based framework that identifies basic building blocks of human development. We've found clear relationships between youth outcomes and asset levels in both cross-sectional and longitudinal studies.

The results are compelling: The more assets kids have, the better. Youth with high asset levels are less likely to engage in high-risk behaviors (such as violence, sexual activity, drug use, and suicide), and more likely to engage in thriving behaviors (such as helping others, doing well in school, and taking on leadership roles).

Assets are crucial for the healthy development of all youth, regardless of their community size, geographic region, gender, economic status, race, or ethnicity. This report summarizes the extent to which *your* youth experience the Developmental Assets and how the assets relate to their behavior and overall health.

The Developmental Assets were assessed in your school community in January 2021, using the Search Institute survey *Profiles of Student Life: Attitudes and Behaviors*. Below you'll find a brief summary of demographic data that describes the young people who participated in your study.

| Table 1. Youth Who Were Surveyed | | | | |
|----------------------------------|--|------------------------|--------------------------|---------------------------|
| | | Actual Number of Youth | Adjusted Number of Youth | Adjusted Percent of Total |
| Total Sample ¹ | | 720 | | 100 |
| Gender ^{2,3} | Female | 362 | 364 | 51 |
| | Male | 343 | 345 | 49 |
| | Transgender, male-to-female | 2 | 0 | 0 |
| | Transgender, female-to-male | 2 | 0 | 0 |
| | Transgender, do not identify as exclusively male or female | 7 | 0 | 0 |
| | Not sure | 3 | 0 | 0 |
| Grade ² | 6 | 0 | | 0 |
| | 7 | 139 | | 19 |
| | 8 | 132 | | 18 |
| | 9 | 128 | | 18 |
| | 10 | 118 | | 16 |
| | 11 | 108 | | 15 |
| | 12 | 95 | | 13 |
| Race/Ethnicity ² | American Indian or Alaska Native | 4 | | 1 |
| | Asian | 12 | | 2 |
| | Black or African American | 6 | | 1 |
| | Hispanic or Latino/Latina | 9 | | 1 |
| | Native Hawaiian or Other Pacific Islander | 1 | | 0 |
| | White | 581 | | 81 |
| | Other | 9 | | 1 |
| | More than one of the above | 96 | | 13 |

¹ Three criteria were used to determine whether individual responses were valid. Survey forms that did not meet one or more of the criteria were discarded. Reasons for survey disqualification include missing data on 40 or more items, pattern filling, and surveys from students in grades other than those intended. See full report for more information.

² Numbers may not add up to the "Total Sample" figure due to missing information on individual surveys.

³ Gender combination occurs for all transgender options. Male-to-female is recoded as female. Female-to-male is recoded as male. Others are not included in the gender columns.

The Developmental Assets in Your Community

The Developmental Asset framework covers extensive territory, including the experiences of young people and their commitments, values, skills, and identity. Your youth were asked questions about their experience of each of the 40 assets. Their answers form the basis for this report. To grasp the range and depth of concepts measured by the asset framework, we can divide assets into two key areas: external assets and internal assets.

External assets are the positive developmental experiences that families, schools, neighborhoods, community groups, and other youth and family-serving organizations provide young people. These positive experiences are reinforced and supported by the broader efforts of society through government policy, health care providers, law enforcement agencies, civic foundations, and other community institutions.

| Table 2. Percent of Your Youth Reporting External Assets | | | |
|--|------------------------------------|--|---------|
| Category | Asset Name | Definition | Percent |
| Support | 1. Family support | Family life provides high levels of love and support. | 81 |
| | 2. Positive family communication | Young person and his or her parent(s) communicate positively, and young person is willing to seek parent(s) advice and counsel. | 42 |
| | 3. Other adult relationships | Young person receives support from three or more nonparent adults. | 57 |
| | 4. Caring neighborhood | Young person experiences caring neighbors. | 44 |
| | 5. Caring school climate | School provides a caring, encouraging environment. | 42 |
| | 6. Parent involvement in schooling | Parent(s) are actively involved in helping young person succeed in school. | 26 |
| Empowerment | 7. Community values youth | Young person perceives that adults in the community value youth. | 27 |
| | 8. Youth as resources | Young people are given useful roles in the community. | 36 |
| | 9. Service to others | Young person serves in the community one hour or more per week. | 41 |
| | 10. Safety | Young person feels safe at home, school, and in the neighborhood. | 55 |
| Boundaries and Expectations | 11. Family boundaries | Family has clear rules and consequences, and monitors the young person's whereabouts. | 54 |
| | 12. School boundaries | School provides clear rules and consequences. | 60 |
| | 13. Neighborhood boundaries | Neighbors take responsibility for monitoring young people's behavior. | 38 |
| | 14. Adult role models | Parent(s) and other adults model positive, responsible behavior. | 42 |
| | 15. Positive peer influence | Young person's best friends model responsible behavior. | 82 |
| | 16. High expectations | Both parent(s) and teachers encourage the young person to do well. | 63 |
| Constructive Use of Time | 17. Creative activities | Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. | 17 |
| | 18. Youth programs | Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations. | 52 |
| | 19. Religious community | Young person spends one or more hours per week in activities in a religious institution. | 26 |
| | 20. Time at home | Young person is out with friends "with nothing special to do" two or fewer nights per week. | 72 |

Internal assets are the positive commitments, skills, and values that form a young person’s inner guidance system. Youth make personal choices and actions based upon the degree to which their internal assets are developed.

| Table 3. Percent of Your Youth Reporting Internal Assets | | | |
|---|--------------------------------------|--|----------------|
| Category | Asset Name | Definition | Percent |
| Commitment to Learning | 21. Achievement motivation | Young person is motivated to do well in school. | 71 |
| | 22. School engagement | Young person is actively engaged in learning. | 80 |
| | 23. Homework | Young person reports doing at least one hour of homework every school day. | 59 |
| | 24. Bonding to school | Young person cares about his or her school. | 69 |
| | 25. Reading for pleasure | Young person reads for pleasure three or more hours per week. | 16 |
| Positive Values | 26. Caring | Young person places high value on helping other people. | 69 |
| | 27. Equality and social justice | Young person places high value on promoting equality and reducing hunger and poverty. | 74 |
| | 28. Integrity | Young person acts on convictions and stands up for his or her beliefs. | 76 |
| | 29. Honesty | Young person tells the truth even when it is not easy. | 75 |
| | 30. Responsibility | Young person accepts and takes personal responsibility. | 76 |
| | 31. Restraint | Young person believes it is important not to be sexually active or to use alcohol or other drugs. | 46 |
| Social Competencies | 32. Planning and decision-making | Young person knows how to plan ahead and make choices. | 40 |
| | 33. Interpersonal competence | Young person has empathy, sensitivity, and friendship skills. | 55 |
| | 34. Cultural competence | Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. | 59 |
| | 35. Resistance skills | Young person can resist negative peer pressure and dangerous situations. | 50 |
| | 36. Peaceful conflict resolution | Young person seeks to resolve conflict nonviolently. | 49 |
| Positive Identity | 37. Personal power | Young person feels he or she has control over "things that happen to me." | 44 |
| | 38. Self-esteem | Young person reports having a high self-esteem. | 45 |
| | 39. Sense of purpose | Young person reports that "my life has a purpose." | 58 |
| | 40. Positive view of personal future | Young person is optimistic about his or her personal future. | 68 |

The External Developmental Assets (Assets 1–20)

Think of *external assets* as positive developmental experiences provided for youth by networks of supportive people and social systems in the community. They offer youth a consistent source of love and respect, opportunities for empowerment, leadership, service, and creativity, safe interpersonal and physical boundaries, and high expectations for personal achievement.

The table below summarizes the extent to which young people in your community experience each of the 20 external Developmental Assets.

| Table 4. Percent of Youth Reporting External Assets by Gender and Grade | | | | | | | | | | |
|---|--------------|--------|----|-------|----|----|----|----|----|----|
| External Asset | Total Sample | Gender | | Grade | | | | | | |
| | | M | F | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Support | | | | | | | | | | |
| 1. Family support | 81 | 85 | 78 | 92 | 77 | 79 | 80 | 84 | 73 | |
| 2. Positive family communication | 42 | 44 | 41 | 59 | 37 | 36 | 43 | 33 | 40 | |
| 3. Other adult relationships | 57 | 57 | 57 | 67 | 52 | 56 | 52 | 50 | 63 | |
| 4. Caring neighborhood | 44 | 47 | 41 | 62 | 33 | 37 | 35 | 49 | 48 | |
| 5. Caring school climate | 42 | 49 | 36 | 59 | 31 | 41 | 33 | 38 | 52 | |
| 6. Parent involvement in schooling | 26 | 28 | 25 | 35 | 30 | 27 | 19 | 17 | 27 | |
| Empowerment | | | | | | | | | | |
| 7. Community values youth | 27 | 28 | 26 | 47 | 22 | 22 | 18 | 21 | 29 | |
| 8. Youth as resources | 36 | 37 | 35 | 47 | 23 | 33 | 29 | 43 | 42 | |
| 9. Service to others | 41 | 45 | 37 | 42 | 33 | 46 | 41 | 36 | 46 | |
| 10. Safety | 55 | 69 | 41 | 60 | 48 | 44 | 57 | 66 | 56 | |
| Boundaries and Expectations | | | | | | | | | | |
| 11. Family boundaries | 54 | 55 | 54 | 43 | 45 | 59 | 62 | 62 | 56 | |
| 12. School boundaries | 60 | 67 | 54 | 71 | 55 | 66 | 55 | 54 | 60 | |
| 13. Neighborhood boundaries | 38 | 41 | 35 | 47 | 36 | 33 | 33 | 38 | 38 | |
| 14. Adult role models | 42 | 40 | 45 | 56 | 36 | 44 | 29 | 42 | 42 | |
| 15. Positive peer influence | 82 | 83 | 82 | 94 | 82 | 81 | 90 | 74 | 68 | |
| 16. High expectations | 63 | 69 | 58 | 79 | 53 | 64 | 53 | 63 | 68 | |
| Constructive Use of Time | | | | | | | | | | |
| 17. Creative activities | 17 | 13 | 20 | 15 | 14 | 14 | 17 | 19 | 23 | |
| 18. Youth programs | 52 | 50 | 55 | 43 | 41 | 52 | 57 | 55 | 71 | |
| 19. Religious community | 26 | 26 | 26 | 33 | 24 | 30 | 18 | 26 | 21 | |
| 20. Time at home | 72 | 74 | 69 | 74 | 81 | 73 | 74 | 64 | 58 | |

The Internal Developmental Assets (Assets 21–40)

The *internal assets* can be thought of as inner characteristics: a young person's motivation and commitment to academic achievement and lifelong learning; his or her positive personal values; social competencies (including relationship and communication skills); and characteristics of personal identity, including an optimistic future outlook and sense of purpose.

The table below summarizes the extent to which young people in your community experience each of the 20 internal Developmental Assets.

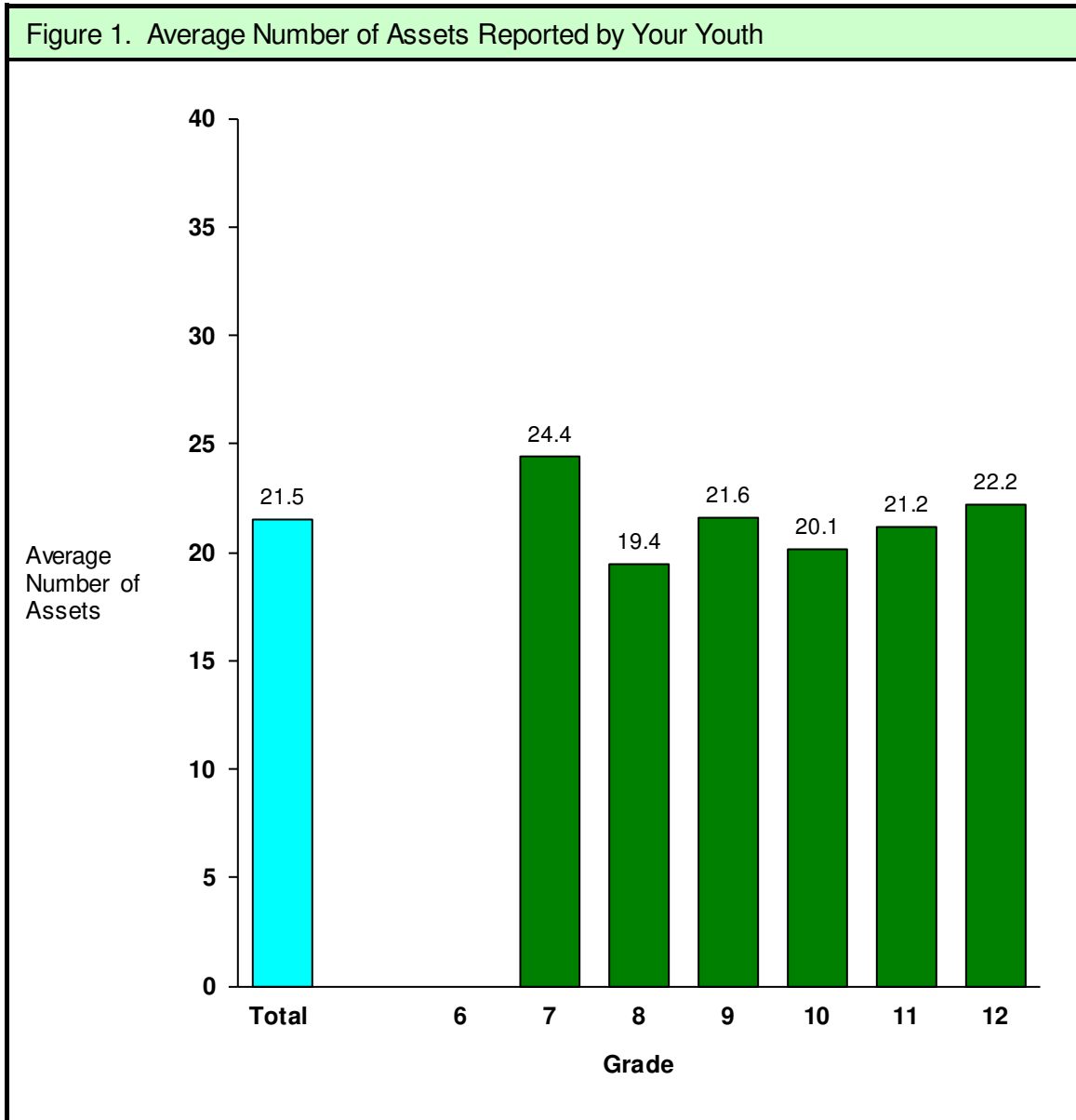
| Table 5. Percent of Youth Reporting Internal Assets by Gender and Grade | | | | | | | | | |
|---|--------------|--------|----|-------|----|----|----|----|----|
| Internal Asset | Total Sample | Gender | | Grade | | | | | |
| | | M | F | 6 | 7 | 8 | 9 | 10 | 11 |
| Commitment to Learning | | | | | | | | | |
| 21. Achievement motivation | 71 | 66 | 76 | 78 | 60 | 76 | 72 | 69 | 70 |
| 22. School engagement | 80 | 81 | 79 | 86 | 68 | 84 | 73 | 84 | 86 |
| 23. Homework | 59 | 50 | 68 | 34 | 52 | 65 | 71 | 68 | 73 |
| 24. Bonding to school | 69 | 67 | 71 | 85 | 51 | 75 | 60 | 70 | 71 |
| 25. Reading for pleasure | 16 | 15 | 18 | 24 | 18 | 18 | 10 | 14 | 13 |
| Positive Values | | | | | | | | | |
| 26. Caring | 69 | 61 | 78 | 67 | 62 | 73 | 67 | 75 | 76 |
| 27. Equality and social justice | 74 | 63 | 84 | 71 | 72 | 74 | 74 | 78 | 79 |
| 28. Integrity | 76 | 70 | 80 | 71 | 68 | 75 | 76 | 81 | 87 |
| 29. Honesty | 75 | 73 | 77 | 77 | 70 | 73 | 72 | 77 | 84 |
| 30. Responsibility | 76 | 77 | 77 | 76 | 65 | 80 | 76 | 79 | 86 |
| 31. Restraint | 46 | 50 | 43 | 68 | 68 | 48 | 29 | 31 | 19 |
| Social Competencies | | | | | | | | | |
| 32. Planning and decision-making | 40 | 36 | 44 | 40 | 33 | 39 | 38 | 48 | 43 |
| 33. Interpersonal competence | 55 | 45 | 64 | 67 | 50 | 49 | 52 | 50 | 61 |
| 34. Cultural competence | 59 | 49 | 68 | 58 | 62 | 63 | 50 | 61 | 58 |
| 35. Resistance skills | 50 | 49 | 52 | 56 | 53 | 55 | 42 | 44 | 49 |
| 36. Peaceful conflict resolution | 49 | 39 | 58 | 59 | 47 | 51 | 42 | 44 | 45 |
| Positive Identity | | | | | | | | | |
| 37. Personal power | 44 | 48 | 40 | 53 | 36 | 37 | 40 | 47 | 51 |
| 38. Self-esteem | 45 | 56 | 36 | 59 | 39 | 38 | 47 | 41 | 47 |
| 39. Sense of purpose | 58 | 70 | 49 | 75 | 55 | 50 | 54 | 56 | 59 |
| 40. Positive view of personal future | 68 | 70 | 68 | 77 | 64 | 63 | 69 | 66 | 71 |

Average Number of Developmental Assets in Your Youth

Search Institute's research on adolescents consistently shows a small but meaningful difference in assets between older youth (grades nine through 12) and younger youth (grades six through eight), with younger youth reporting more assets than older youth. This result has been found in both “snapshot” and longitudinal studies. Regardless of age, gender, economic status, or geographic region, most young people in the United States experience far too few of the 40 Developmental Assets.

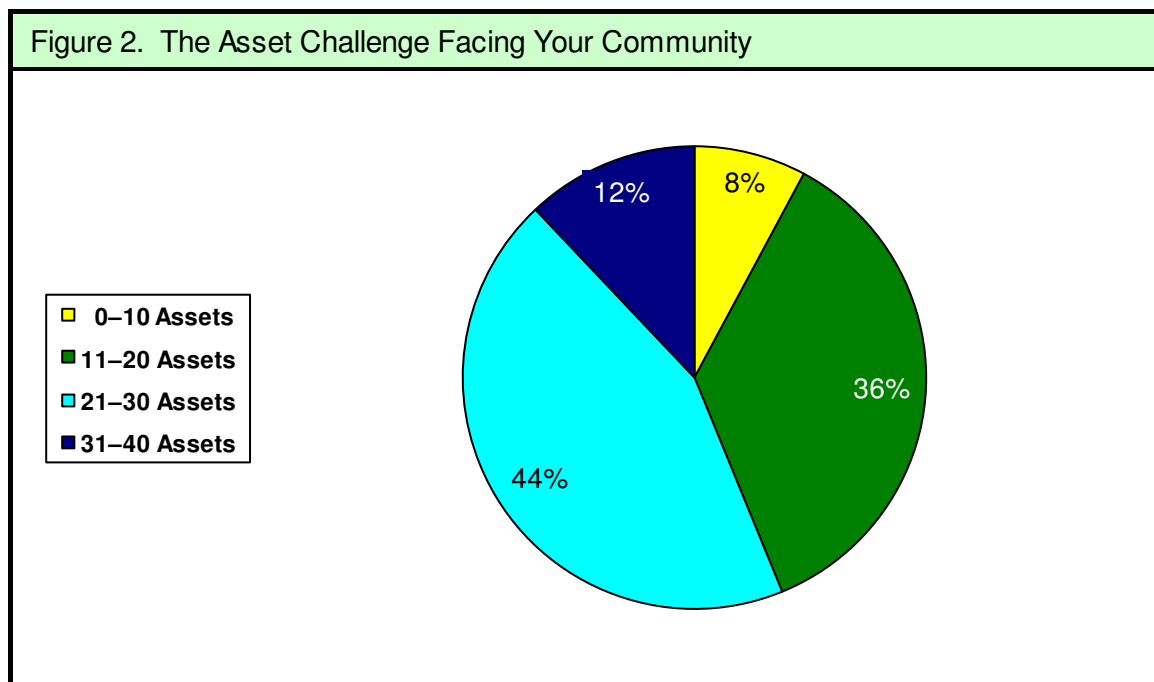
If one or more grade levels in your survey sample report particularly low average numbers of assets compared to other grades in your study, you may need to closely examine community conditions that affect asset development at those particular grade levels.

The following figure reflects the average number of Developmental Assets reported at each grade level by youth in your community.



Your Community's Challenge

For optimal youth outcomes, the more assets youth have, the better. Having 31–40 assets is better than 21–30, which is better than having 11–20, and so on. In an ideal world, communities would strive to ensure that all youth eventually experience between 31 and 40 of the Developmental Assets. In your community, 12 percent of surveyed students report 31 or more of the 40 assets. Below in Figure 2 you'll find the percent of your young people who currently experience Developmental Assets (in asset groups of 10).



The Asset Challenge for All Communities

The state of Developmental Assets in your community is likely to be similar to the challenging asset pattern found throughout the country. The particular strengths and weaknesses highlighted in this report are a unique reflection of your community, but general patterns (of average numbers of assets, general decreases in asset levels, and relationships between assets and risk behaviors and between assets and thriving behaviors) are typical of other communities that have administered this survey to youth. Search Institute studies have found regardless of town size or geography that youth typically lack support. Communities can draw upon the inherent strengths of youth and adults to increase assets in young people and do the following:

- Give adequate adult support through long-term, positive intergenerational relationships;
- Provide meaningful leadership and community involvement opportunities;
- Engage young people in youth-serving programs;
- Provide consistent and well-defined behavioral boundaries;
- Help youth connect to their community; and
- Create critical opportunities to develop social competencies and form positive values.

Young people may face complex social forces, including:

- High levels of parental absence;
- Adult silence on positive values and healthy boundaries;
- Fragmented family and community social systems;
- Neighbors who are isolated from one another and separated by age barriers;
- Adult fear of becoming involved and the sense that young people are someone else's responsibility;
- Public disengagement from the important work of building meaningful connections with youth;
- Youth overexposure to media saturated with violence and sexual situations;
- Poverty and lack of access to supportive programs and services;
- Inadequate education and poor economic opportunities that cause families to be unable to provide for their children's needs;
- Schools, religious institutions, and other youth-serving organizations that are not adequately equipped to be supportive, caring, and challenging in a positive way.

By working to eliminate these barriers and conditions, communities can fortify young people against the allure of risk-taking behaviors, negative pressures, and undesirable sources of belonging in order to prepare them to become the next generation of parents, workers, leaders, and citizens. While this combination of social factors suggests that we have much work to do, a concerted effort by all members of the community to build assets in youth can strengthen our capacity to be caring, connected and committed to the common good.

The Power of Developmental Assets to Promote Thriving in Youth

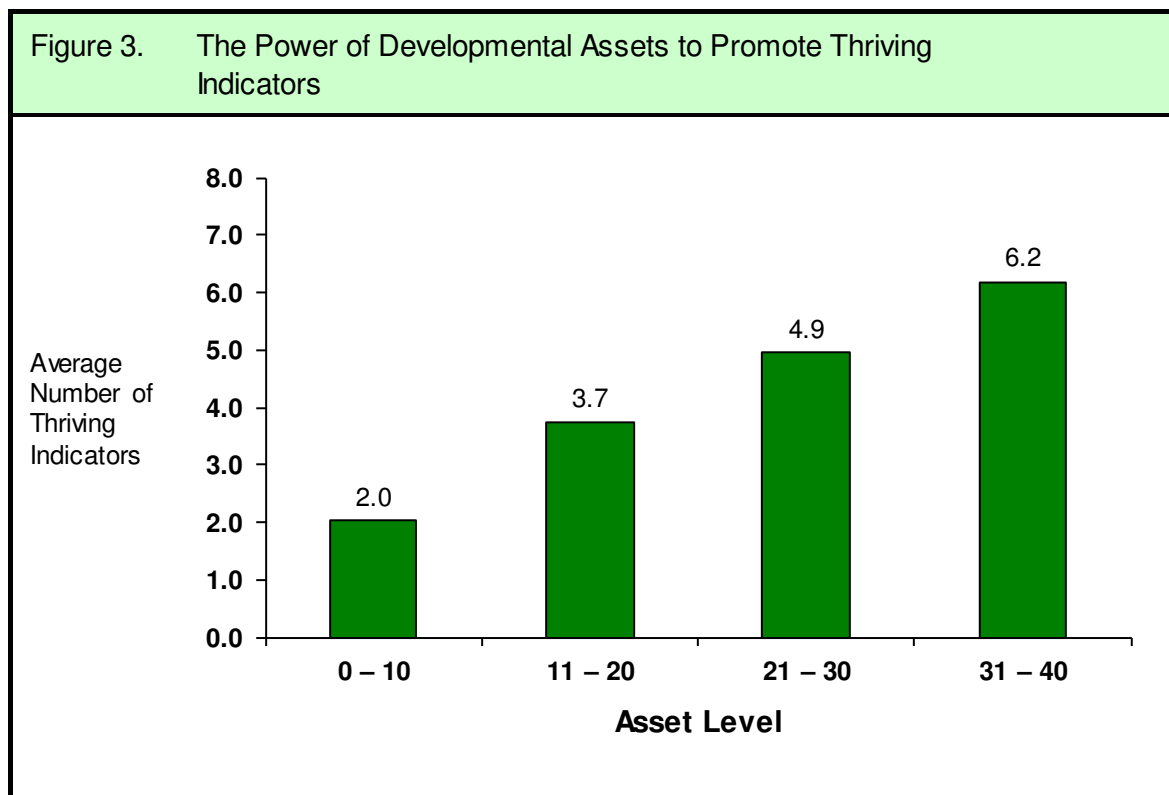
Youth who report higher levels of assets are not only less likely to engage in risk-taking behaviors, but they are also more likely to consistently report higher numbers of eight thriving indicators, according to Search Institute's research. These indicators offer a brief look at thriving, which is a much more comprehensive concept.⁴ Figure 3 reflects the power of assets to promote the eight specific thriving indicators among young people.

Eight Indicators of Thriving Youth

Youth:

- Experience school success
- Help others informally
- Value diversity
- Maintain good personal health
- Exhibit leadership
- Resist danger
- Controll impulsive behavior
- Overcome adversity

In the figure below, each bar represents a relationship between the average number of thriving indicators reported by your youth and the total number of assets (in asset groups of 10) reported by the same youth.



⁴ For more details regarding the definition and measurement of thriving, see *Sparks: How Parents Can Ignite the Hidden Strengths of Teenagers* by Peter L. Benson, Ph.D. (Jossey-Bass, 2008). See also Benson, P. L., & Scales, P. C. (2009). The definition and preliminary measurement of thriving in adolescence. *Journal of Positive Psychology* 4(1), 85-104.

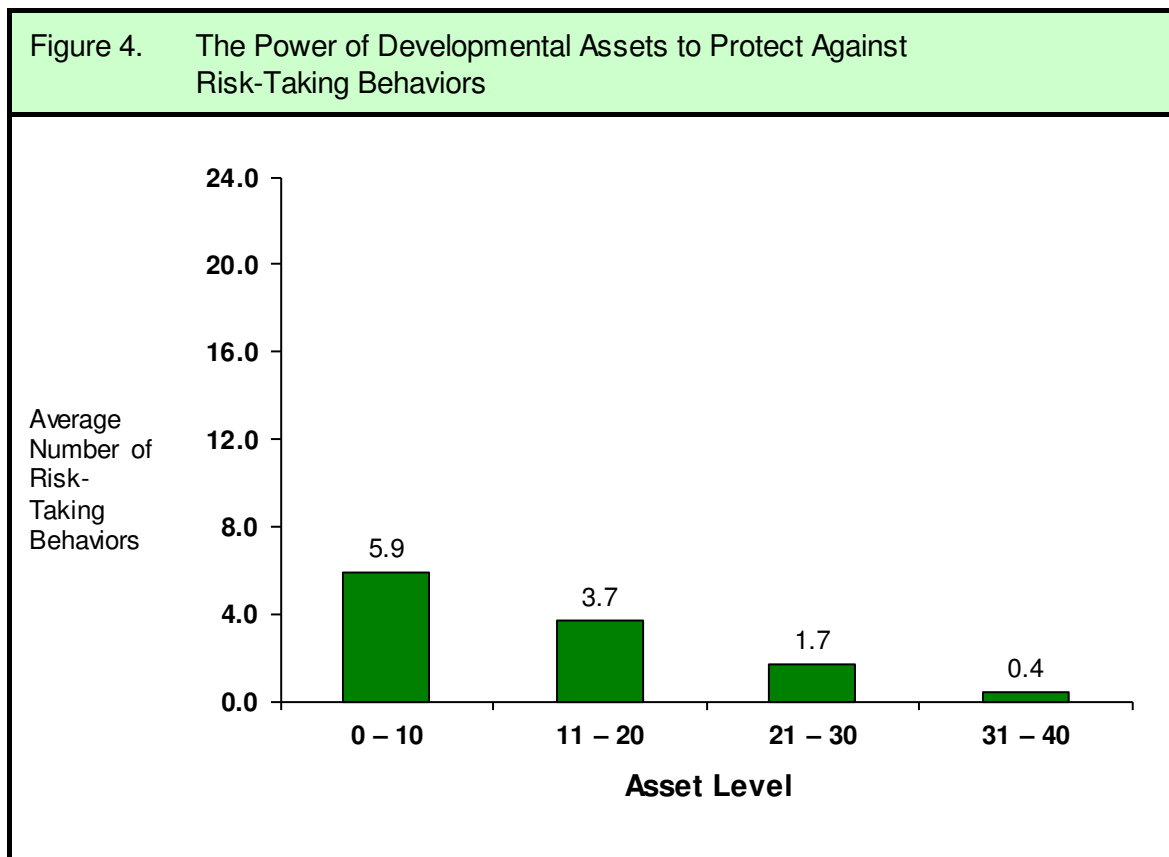
The Protective Power of Developmental Assets

Search Institute's research consistently shows that youth with higher levels of Developmental Assets are involved in fewer risk-taking behaviors and experience higher levels of thriving indicators. Developmental Assets have the power to protect youth from engaging in the following 24 risk-taking behaviors:

Risk-Taking Behaviors

- Alcohol use
- Binge drinking
- Marijuana use
- Smokeless tobacco use
- Illegal drug use
- Driving while drinking
- Early sexual intercourse
- Vandalism
- Vaping
- Smoking
- Shoplifting
- Using a weapon
- Eating disorders
- Skipping school
- Gambling
- Depression
- Getting into trouble with police
- Hitting another person
- Hurting another person
- Fighting in groups
- Carrying a weapon for protection
- Threatening to cause physical harm
- Attempting suicide
- Riding with an impaired driver

Each vertical bar in Figure 4 represents the average number of risk-taking behaviors reported by your youth at particular asset levels (in asset groups of 10). *Note the average number of risk-taking behaviors reported by students who experience assets at both the highest and lowest levels.*



Take Action!

This report provides educators and administrators, parents, neighbors, community members, and leaders with insight into the behaviors, opportunities, and challenges facing young people in your community. Use this information as a powerful basis for ongoing, community-wide discussions about how best to improve the well-being of your youth.

Set a Community-Wide Asset Goal

It is important for each community to establish and work toward the goal of a higher average total number of assets that each of its young people experience. This goal-setting process can provide a critical opportunity for community members to create a shared vision for healthy youth. As you begin your goal-setting process, keep in mind the barriers and challenges noted above, as well as the protective power of Developmental Assets and their power to help youth thrive.

The good news is that everyone—parents, grandparents, educators, neighbors, children, teenagers, youth workers, employers, health care providers, business people, religious leaders, coaches, mentors, and many others—can build Developmental Assets in youth. Ideally, an entire community will become involved in ensuring that its young people receive the solid developmental foundation they need to become tomorrow's competent, caring adults.

Begin With First Steps

As a Neighbor or Caring Adult, You Can . . .

- Invite a young person you know to join you in an activity: play a game, visit a park, or go for a walk together.
- Greet the children and adolescents you see every day.
- Send birthday cards, letters, “I’m thinking of you” notes, or e-messages to a child or adolescent with whom you have a connection.

As a Young Person, You Can . . .

- Challenge yourself to develop a new interest on your own, or try a new activity through school, local youth programming, cocurricular activities, or faith community youth program.
- Strike up a conversation with an adult you admire, and get to know that person better. See adults as potential friends and informal mentors.
- Look for opportunities to build relationships with younger children through service projects, tutoring, or baby-sitting.

As a Parent or Family Member, You Can . . .

- Consistently model—and talk about—your family’s values and priorities.
- Regularly include all children in your family in projects around the house, recreational activities of all kinds, and community service projects that benefit people with needs greater than your own.

- Post a list of the Developmental Assets and talk to children about them. Ask teens for suggestions of ways to strengthen their assets as well as yours.

As an Organization Member and/or Businessperson, You Can . . .

- Highlight, develop, expand, and support programs designed to build assets, such as one-on-one mentoring, peer helping, service learning, and parent education.
- Provide meaningful opportunities for young people to contribute to the lives of others, in and through your organization.
- Develop employee policies that encourage asset building in youth, including flexible work schedules for parents and other employees that allow them to volunteer in youth development programs.

For detailed information about building Developmental Assets or starting an asset-building initiative in your community, visit Search Institute at www.search-institute.org or call (800) 888-7828.

Complete Report



Section 2

Developmental Assets: A Model of Positive Human Development

This report summarizes how young people in your community experience the 40 Developmental Assets and how those assets relate to their behavioral choices, as measured by the Search Institute survey *Profiles of Student Life: Attitudes and Behaviors*. Students in your community recently took the survey in January 2021.

Search Institute's framework of 40 Developmental Assets provides a positive way to assess the overall well-being of middle school and high school youth. Assets represent developmental building blocks that are crucial for all youth, regardless of gender, race, ethnicity, family economics, community size, or geographic region. Search Institute's research is based on fifty years of scientific inquiry into risk-taking and resiliency factors, as well as normal developmental processes. See Section 3, Portrait of Developmental Assets, for a complete list of Developmental Assets.

Profiles of Student Life: Attitudes and Behaviors assesses the protective factors present in the lives of youth, including thriving and resiliency behaviors. It also measures levels of high-risk behaviors, including the use of tobacco, alcohol, other drugs, violence, and early sexual involvement. By juxtaposing challenging risk behaviors with the positive model of the Developmental Asset framework, Search Institute offers communities a hopeful vision of change that can guide your efforts to create a positive climate in which to raise youth. The framework emphasizes healthy human development, and relies on every resident to share responsibility for ensuring that young people grow up healthy and capable of leading productive lives.

The Value of Developmental Assets

Search Institute researchers synthesized what's been learned from a substantial body of literature in the fields of developmental psychology and positive youth development, as well as drawing upon decades of Search Institute research studies, to create the Developmental Assets framework.⁵ The Institute's survey research demonstrates a **strong correlation between high levels of Developmental Assets present in young people's lives and significantly lower levels of risk-taking behaviors, including substance use, school truancy, premature sexual activity, and delinquency.**

The research also shows that youth who report higher levels of Developmental Assets are more likely to show **signs of thriving**, including **higher student achievement** and **school success**, as well as **informal helping behaviors, leadership, resisting danger and controlling impulsive behavior, valuing diversity, maintaining good personal health, and overcoming adversity.**

⁵ Scales, Peter C., Ph.D. and Leffert, Nancy, Ph.D. (2004). *Developmental Assets: A Synthesis of the Scientific Research on Adolescent Development* (2nd ed.). Minneapolis, MN: Search Institute.

Ensuring Healthy Youth—Everyone’s Responsibility

Study after study—local and national—draws attention to disturbingly high rates of teen and adolescent risk-taking. These behaviors include alcohol and other drug use, early sexual activity and teen pregnancy, interpersonal violence, and school failure, among others. In searching for solutions, communities and individuals may turn to prevention programs, behavioral interventions, and social services for help. These methods are often, although not always, effective.

It’s vitally important for communities to confront behaviors that threaten the health, safety, and positive futures of young people, whether youth engage in risky behaviors themselves or are exploited by the behaviors of other adults, the media, pervasive poverty, racism, or family and community violence. Despite the best efforts of concerned, competent people and community organizations, these problems often persist or are replaced by equally challenging ones.

Troubling youth behaviors can often be explained by a scarcity of positive developmental experiences. Strengthening, and in some cases rebuilding, the Developmental Assets framework is essential for young people’s positive development.

The Developmental Assets framework allows you a way to assess the health of youth in your community and focus community-wide attention on creating the positive conditions necessary to nurture healthy development. Responsibility for ensuring these conditions lies with adults who interact with youth every day—families, friends, neighbors, teachers, retirees, law enforcement professionals, business people, coworkers, religious leaders—and many others. Everyone has a valuable role to play in nurturing healthy youth.

Key Supports for Young People

The Developmental Assets approach emphasizes the importance of providing youth with the positive core developmental supports and traits they need from adults, including but not limited to:

- Caring adult relationships
- Positive intergenerational family relationships
- Safety at home, school, and in the neighborhood
- Clear, consistent boundaries and guidelines
- Opportunities for participation in constructive activities
- A commitment to learning
- Consistent attention to developing positive values
- Opportunities to serve the needs of others
- Time to practice and learn planning and decision-making skills
- Opportunities to develop a sense of purpose and goals for the future

External and Internal Developmental Assets

Think of the 40 Developmental Assets as **external** experiences in the home, school, peer group, and community that support and nurture youth, and **internal** attitudes, values, and competencies that work together to help youth become healthy, independent, and successful young adults.

External assets are positive developmental experiences that surround youth with support, personal boundaries and expectations, and opportunities for empowerment and constructive use of time. When various systems in the community deliberately provide these critical experiences for young people, positive development is stimulated and nurtured.

Internal assets are elements of a young person’s educational commitments, strong positive values, social competencies, and healthy, positive identity. Similar to external assets, internal assets develop in young people through consistent, deliberate community efforts.

For more information about Search Institute’s work and research supporting the Developmental Assets framework, see Appendix C.

How Your Survey Was Conducted

Search Institute’s *Profiles of Student Life: Attitudes and Behaviors* survey measures Developmental Assets levels in your community. Similar research has been conducted with over three million young people in hundreds of communities across the country and around the world.⁶

The survey was administered in January, 2021 to students in grades 7 through 12 at Haddam-Killingworth. Standardized administration procedures were provided to school staff by Search Institute to enhance the quality of the data. To ensure complete student anonymity, no names or identification numbers were used. Parents were notified of the survey administration and given the option of withdrawing their student(s).

A Note about Interpreting the Data

To create the final dataset on which these findings are based, multiple careful reviews were made of individual survey responses. For your survey report, 89 surveys were eliminated due to one or more of the following factors:

- Missing data on 40 or more items within the same survey;
- Filling in long patterns of responses rather than answering thoughtfully (e.g., answering “Strongly Disagree” to 18 questions in a row even though the questions have a mix of positive and negative tone);
- Reporting a grade level other than those intended to be surveyed.

The number of surveys discarded from your survey sample represents 11 percent of the total number of your surveys received by Search Institute. Typically, for online surveys, between fifteen and twenty-five percent of surveys are discarded for the reasons mentioned above. If, for any reason, the percentage of discarded surveys is greater than 25 percent, caution should be used in interpreting the results, as survey bias may be present.

An important factor affecting survey data quality is the degree to which the surveyed students represent all youth in a participating school(s). If a survey consists of a *random sample* of students, the sample must be large enough to appropriately represent the student population. Survey studies that are intended to assess *all* youth should ideally obtain data from at least 80 percent of the student population. Neither method produces perfect results, but both methods can provide quality information about your youth.

In this report, percentages are generally reported by total group, gender, and grade. To protect students’ anonymity, if data are received from fewer than 30 students per grade, percentages are

⁶ The current framework of 40 Developmental Assets reflects Search Institute’s continuing commitment to increase an understanding of Developmental Assets and the developmental processes working in the lives of children and adolescents. Search Institute studies conducted prior to 1996 measured a set of 30 Developmental Assets.

reported for *combinations* of grades (for example, grades six, seven, and eight, grades nine and 10, or grades 11 and 12).

Please note: When grade-level survey sample sizes are 50 or less, exercise caution in making blanket comparisons between individual grade levels, unless sample sizes represent the total number of youth in those grades. Also, when not every student in grades six through 12 is surveyed, use caution in reporting total survey item percentages, as figures will not necessarily represent the experience of the entire population of students in grades six through 12. See Table 6 below for characteristics of the youth who participated in your study.

| Table 6. Youth Who Were Surveyed | | | | |
|----------------------------------|---|------------------------------|--------------------------------|---------------------------------|
| | | Actual Number of Youth | Adjusted Number of Youth | Adjusted Percent of Total |
| Total Sample ⁷ | | 720 | | 100 |
| Gender ^{8,9} | Female | 362 | 364 | 51 |
| | Male | 343 | 345 | 49 |
| | Transgender, male-to-female | 2 | 0 | 0 |
| | Transgender, female-to-male | 2 | 0 | 0 |
| | Transgender, do not identify as exclusively male or female | 7 | 0 | 0 |
| | Not sure | 3 | 0 | 0 |
| Grade ⁸ | 6 | 0 | | 0 |
| | 7 | 139 | | 19 |
| | 8 | 132 | | 18 |
| | 9 | 128 | | 18 |
| | 10 | 118 | | 16 |
| | 11 | 108 | | 15 |
| | 12 | 95 | | 13 |
| Race/Ethnicity ⁸ | American Indian or Alaska Native | 4 | | 1 |
| | Asian | 12 | | 2 |
| | Black or African American | 6 | | 1 |
| | Hispanic or Latino/Latina | 9 | | 1 |
| | Native Hawaiian or Other Pacific Islander | 1 | | 0 |
| | White | 581 | | 81 |
| | Other | 9 | | 1 |
| | More than one of the above | 96 | | 13 |

⁷ Four criteria were used to determine whether individual responses were valid. Survey forms that did not meet one or more of the criteria were discarded. Reasons for survey disqualification include inconsistent responses, missing data on 40 or more items, reports of unrealistically high levels of alcohol or other drug use, and surveys from students in grades other than those intended. See full report for more information.

⁸ Numbers may not add up to the "Total Sample" figure due to missing information on individual surveys.

⁹ Gender combination occurs for all transgender options. Male-to-female is recoded as female. Female-to-male is recoded as male. Others are not included in the gender columns.

How to Use This Report

This report contains important insights into the lives of young people living in your community. It includes information about the challenges they face, as well as the external supports and internal strengths they have to help them overcome those challenges. When reading survey reports, readers sometimes debate the meaning or accuracy of individual numbers. General guidelines for interpreting your results may be helpful:

- First, give additional consideration to survey differences of *five percentage points or more* between grade levels and between males and females.
- Next, look for *patterns* of findings, rather than focusing on a specific asset level or individual survey item finding. Ask, for example, “Does one grade level or set of grade levels consistently report fewer assets?”
- Finally, rather than overwhelming and confusing community members with individual item numbers, *convey an overall message* about youth in your community, such as the average number of assets reported by your youth.

Many members of your community will benefit from the information in this report, including:

- Young people
- Educators
- Youth workers
- Community leaders
- Healthcare providers
- Parents
- Media representatives
- Religious leaders
- Employers and business people
- After-school caregivers and coaches
- Community and neighborhood

Use local resources, as well as survey resources from Search Institute’s Web site (www.search-institute.org), Survey Services, and Training and Speaking departments, to communicate your survey findings. See Appendix D for an extensive list of asset-building resources to aid your efforts and Appendix E for answers to Frequently Asked Questions.

After you share the survey report with your youth, parents, educators, community leaders and others, you can begin the important work of asset building. This work requires long-term commitment and community-wide effort. While the information gathered from the *Profiles of Student Life: Attitudes and Behaviors* survey represents a snapshot of your youth at a particular moment in time, opportunities for asset building in youth (ideally beginning at birth and continuing throughout childhood) can extend well into adolescence and beyond.

See section 7, *Taking Action*, for ideas on getting started. And note the “Questions to Consider” at the bottom of many pages, which can be used to start a candid discussion about what works well and what needs attention in your community’s efforts to build assets in your young people. Once you’re engaged in asset building, you may discover individuals and groups who are already involved in supporting youth in highly creative ways. While asset building is not a program, it *is* a catalyst for empowering and connecting all parts of the community.

Section 3

Portrait of Developmental Assets

Here you'll find information in various forms about the state of Developmental Assets in your young people, including reports of "Average Number of Assets" and "Percentage of Youth Who Report Each Asset." Whether a youth is said to have an asset is based on how that person answered survey questions that measure the asset.

Each asset is carefully evaluated, and is considered either present or absent in a youth's life in order to simplify survey reporting and focus attention on overall trends. In reality, of course, young people experience assets by degrees, and not as an "all or nothing" proposition.

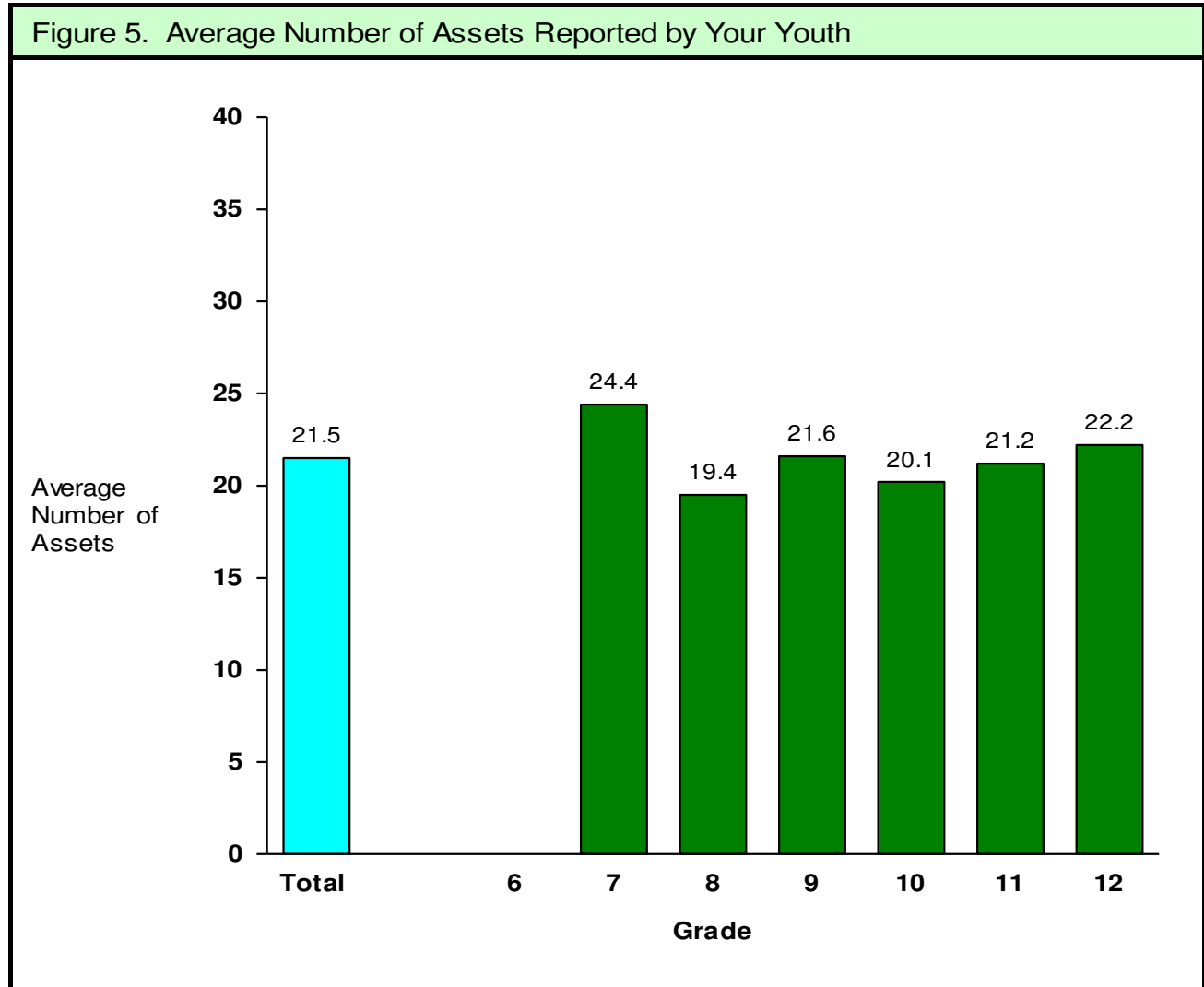
To motivate and challenge your community, you'll want to create a shared vision of the average number of assets your youth should ideally experience. This approach reminds everyone that many different asset combinations contribute to the healthy development of young people. When the majority of youth experience an asset, that experience becomes the accepted standard for the community.

See Appendix A for detailed information about youth responses to each survey item, and Appendix B to examine the relationship between survey items and the assets they measure.

Average Number of Assets in Your Youth

Students' individual survey responses were analyzed to determine whether they "have" each asset. Figure 5 represents the average number of Developmental Assets reported by your students, as well as the average number reported at each grade level.

Most young people in the United States—regardless of ethnicity, age, gender, economic status, or geographic region—experience too few of the 40 assets. Of particular concern, a Search Institute longitudinal study found that the average number of assets reported by adolescents in the 6th through 8th grades tends to decrease as they move into the 9th through 12th grades.



Questions to Consider

- What is the average number of assets reported by your youth?
- How does the average number of reported assets compare across various grade levels?
- Do some grade levels report especially low numbers of assets? If so, why might this be, and what response can you make to turn the numbers around?

External Developmental Assets

External assets are the positive experiences and supports a young person receives from formal and informal connections to adults and peers in the community. Twenty external assets are organized into four categories: **Support**, **Empowerment**, **Boundaries and Expectations**, and **Constructive Use of Time**.

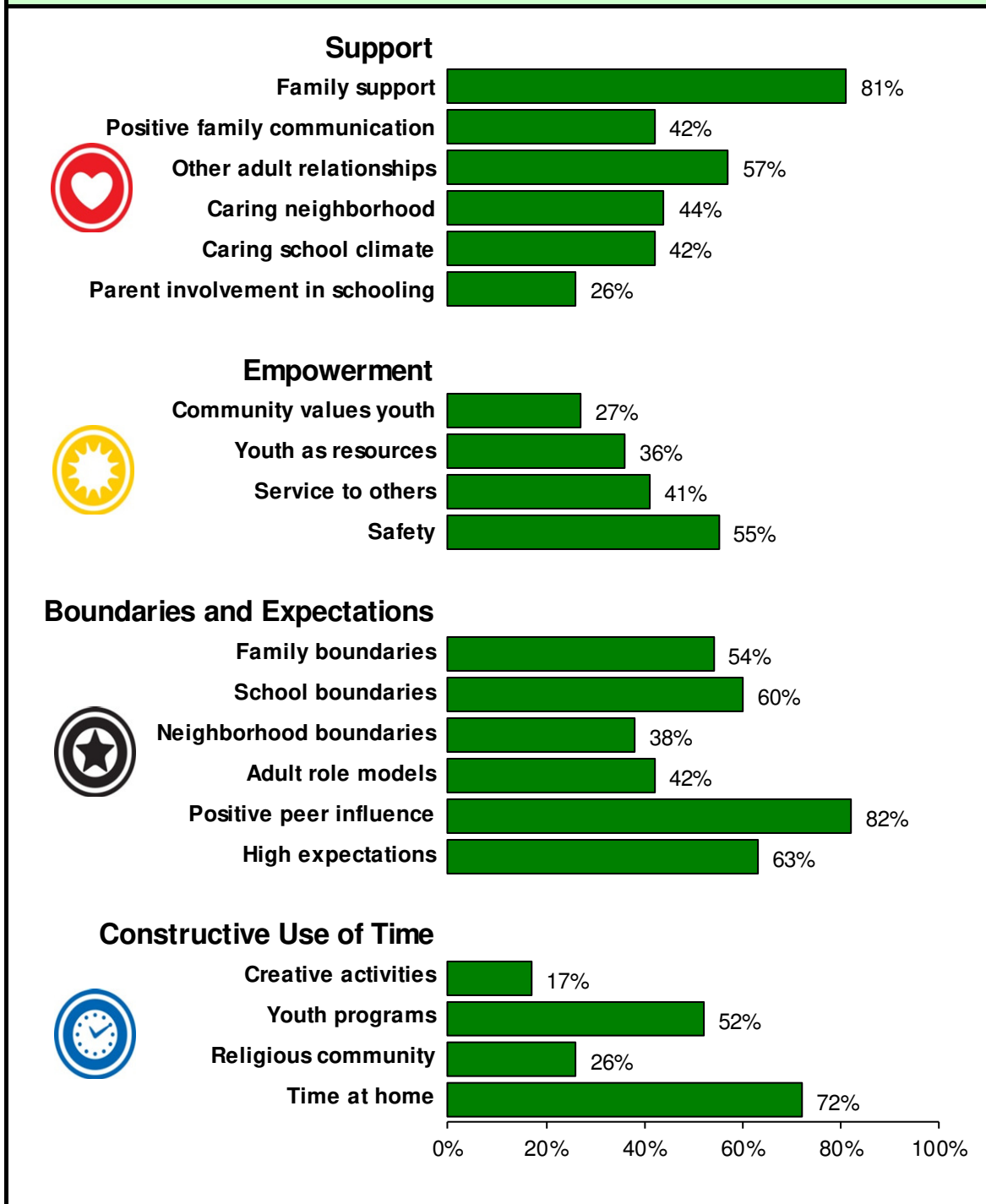
The **Support** assets refer to the love, affirmation, and acceptance that young people receive from their families, other adults, and peers. Ideally, young people experience an abundance of support not only within their families, but also from many other people in their community.

The **Empowerment** assets relate to the key developmental need youth have to be valued and valuable. Empowerment assets focus on community perceptions of young people (as reported by youth themselves), on opportunities for youth to contribute to and serve their community in meaningful ways, and on the community's efforts to create a safe place for youth to grow and flourish.

Boundaries and Expectations assets refer to the need youth have for clear and enforced boundaries to complement their experience of the Support and Empowerment assets. Ideally, Boundaries and Expectations assets are experienced within the family, school, and neighborhood, providing a set of consistent messages about appropriate and acceptable behavior across social systems and contexts.

The **Constructive Use of Time** assets are the purposeful, structured opportunities for children and adolescents that a healthy community offers to its young people. Whether they're provided through schools, community groups, or religious institutions, organized activities contribute to the development of many external and internal assets.

Figure 6. Percent of Youth Reporting Each of 20 External Assets



External Developmental Assets in Your Youth

This table reflects percentages of external Developmental Assets reported by the total sample of youth who were surveyed. The data refer to each of the 20 external assets, which are grouped by external asset categories (Support, Empowerment, Boundaries and Expectations, and Constructive Use of Time).

| Table 7. Percent of Youth Reporting External Assets (with Definitions) | | | |
|--|------------------------------------|--|---------|
| Category | Asset Name | Definition | Percent |
| Support | 1. Family support | Family life provides high levels of love and support. | 81 |
| | 2. Positive family communication | Young person and his or her parent(s) communicate positively, and young person is willing to seek parent(s) advice and counsel. | 42 |
| | 3. Other adult relationships | Young person receives support from three or more nonparent adults. | 57 |
| | 4. Caring neighborhood | Young person experiences caring neighbors. | 44 |
| | 5. Caring school climate | School provides a caring, encouraging environment. | 42 |
| | 6. Parent involvement in schooling | Parent(s) are actively involved in helping young person succeed in school. | 26 |
| Empowerment | 7. Community values youth | Young person perceives that adults in the community value youth. | 27 |
| | 8. Youth as resources | Young people are given useful roles in the community. | 36 |
| | 9. Service to others | Young person serves in the community one hour or more per week. | 41 |
| | 10. Safety | Young person feels safe at home, school, and in the neighborhood. | 55 |
| Boundaries and Expectations | 11. Family boundaries | Family has clear rules and consequences, and monitors the young person's whereabouts. | 54 |
| | 12. School boundaries | School provides clear rules and consequences. | 60 |
| | 13. Neighborhood boundaries | Neighbors take responsibility for monitoring young people's behavior. | 38 |
| | 14. Adult role models | Parent(s) and other adults model positive, responsible behavior. | 42 |
| | 15. Positive peer influence | Young person's best friends model responsible behavior. | 82 |
| | 16. High expectations | Both parent(s) and teachers encourage the young person to do well. | 63 |
| Constructive Use of Time | 17. Creative activities | Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. | 17 |
| | 18. Youth programs | Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations. | 52 |
| | 19. Religious community | Young person spends one or more hours per week in activities in a religious institution. | 26 |
| | 20. Time at home | Young person is out with friends "with nothing special to do" two or fewer nights per week. | 72 |

Questions to Consider

- Which external Developmental Assets are particularly strong in your surveyed students? Particularly weak?
- Which external asset **categories** are particularly strong or weak?
- What implications do these findings have for your community?

External Assets by Gender and Grade

This table reflects percentages of surveyed youth who reported each of the 20 external Developmental Assets. Results are given by *total sample*, *gender*, and *grade* and are grouped by external asset categories. Notice that percentages for the total sample correspond to the bar graph in Figure 6.

| Table 8. Percent of Youth Reporting External Assets by Gender and Grade | | | | | | | | | |
|---|--------------|--------|----|-------|----|----|----|----|----|
| External Asset | Total Sample | Gender | | Grade | | | | | |
| | | M | F | 6 | 7 | 8 | 9 | 10 | 11 |
| Support | | | | | | | | | |
| 1. Family support | 81 | 85 | 78 | 92 | 77 | 79 | 80 | 84 | 73 |
| 2. Positive family communication | 42 | 44 | 41 | 59 | 37 | 36 | 43 | 33 | 40 |
| 3. Other adult relationships | 57 | 57 | 57 | 67 | 52 | 56 | 52 | 50 | 63 |
| 4. Caring neighborhood | 44 | 47 | 41 | 62 | 33 | 37 | 35 | 49 | 48 |
| 5. Caring school climate | 42 | 49 | 36 | 59 | 31 | 41 | 33 | 38 | 52 |
| 6. Parent involvement in schooling | 26 | 28 | 25 | 35 | 30 | 27 | 19 | 17 | 27 |
| Empowerment | | | | | | | | | |
| 7. Community values youth | 27 | 28 | 26 | 47 | 22 | 22 | 18 | 21 | 29 |
| 8. Youth as resources | 36 | 37 | 35 | 47 | 23 | 33 | 29 | 43 | 42 |
| 9. Service to others | 41 | 45 | 37 | 42 | 33 | 46 | 41 | 36 | 46 |
| 10. Safety | 55 | 69 | 41 | 60 | 48 | 44 | 57 | 66 | 56 |
| Boundaries and Expectations | | | | | | | | | |
| 11. Family boundaries | 54 | 55 | 54 | 43 | 45 | 59 | 62 | 62 | 56 |
| 12. School boundaries | 60 | 67 | 54 | 71 | 55 | 66 | 55 | 54 | 60 |
| 13. Neighborhood boundaries | 38 | 41 | 35 | 47 | 36 | 33 | 33 | 38 | 38 |
| 14. Adult role models | 42 | 40 | 45 | 56 | 36 | 44 | 29 | 42 | 42 |
| 15. Positive peer influence | 82 | 83 | 82 | 94 | 82 | 81 | 90 | 74 | 68 |
| 16. High expectations | 63 | 69 | 58 | 79 | 53 | 64 | 53 | 63 | 68 |
| Constructive Use of Time | | | | | | | | | |
| 17. Creative activities | 17 | 13 | 20 | 15 | 14 | 14 | 17 | 19 | 23 |
| 18. Youth programs | 52 | 50 | 55 | 43 | 41 | 52 | 57 | 55 | 71 |
| 19. Religious community | 26 | 26 | 26 | 33 | 24 | 30 | 18 | 26 | 21 |
| 20. Time at home | 72 | 74 | 69 | 74 | 81 | 73 | 74 | 64 | 58 |

Questions to Consider

- Do significant differences show up between numbers of external assets reported by males and females? If so, which external assets are those?
- Did some grade levels report consistently higher or lower levels of external assets compared to others? If so, what might explain the differences?
- How can the community respond in a constructive way to disparities in asset levels?

Internal Developmental Assets

Internal assets are those qualities, skills, and attributes a community and family can nurture within youth so they can contribute to their own development. The 20 internal assets are divided into four asset categories: **Commitment to Learning**, **Positive Values**, **Social Competencies**, and **Positive Identity**.

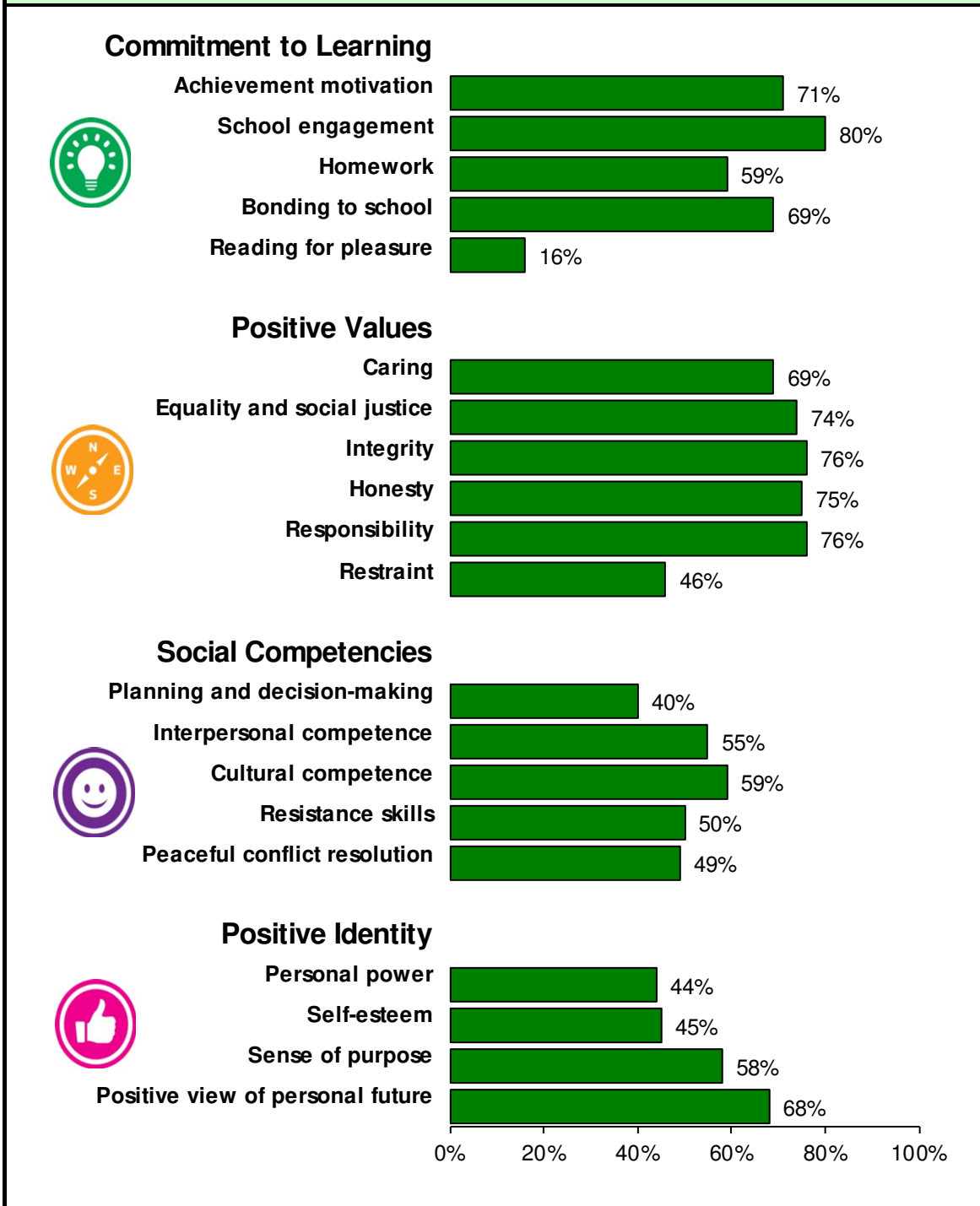
Commitment to Learning assets are essential in a rapidly changing world. Developing intellectual curiosity and critical thinking skills to acquire knowledge and learn from experience are important characteristics of successful adolescents.

Positive Values assets are important “internal compasses” that guide young people’s priorities and choices. These values represent the foundation first laid by a young person’s family. Though parents and caregivers seek to nurture and instill many values in children, the asset framework focuses particularly on six known to help prevent high-risk behaviors and promote caring for others.

Social Competencies assets reflect important personal skills young people need to negotiate the maze of choices and options they face in the teenage years. These skills also lay a foundation for the development of independence and competence as young adults.

Positive Identity assets focus on young people’s views of themselves—their own sense of power, purpose, worth, and promise. Without these assets, young people risk feeling powerless and lack a sense of initiative and meaning.

Figure 7. Percent of Youth Reporting Each of 20 Internal Assets



Internal Developmental Assets in Your Youth

This table reflects percentages of internal Developmental Assets reported by the total sample of youth who were surveyed. The data refer to each of the 20 internal assets, which are grouped by internal asset categories (Commitment to Learning, Positive Values, Social Competencies, and Positive Identity).

| Table 9. Percent of Youth Reporting Internal Assets (with Definitions) | | | |
|--|--------------------------------------|--|---------|
| Category | Asset Name | Definition | Percent |
| Commitment to Learning | 21. Achievement motivation | Young person is motivated to do well in school. | 71 |
| | 22. School engagement | Young person is actively engaged in learning. | 80 |
| | 23. Homework | Young person reports doing at least one hour of homework every school day. | 59 |
| | 24. Bonding to school | Young person cares about his or her school. | 69 |
| | 25. Reading for pleasure | Young person reads for pleasure three or more hours per week. | 16 |
| Positive Values | 26. Caring | Young person places high value on helping other people. | 69 |
| | 27. Equality and social justice | Young person places high value on promoting equality and reducing hunger and poverty. | 74 |
| | 28. Integrity | Young person acts on convictions and stands up for his or her beliefs. | 76 |
| | 29. Honesty | Young person tells the truth even when it is not easy. | 75 |
| | 30. Responsibility | Young person accepts and takes personal responsibility. | 76 |
| | 31. Restraint | Young person believes it is important not to be sexually active or to use alcohol or other drugs. | 46 |
| Social Competencies | 32. Planning and decision-making | Young person knows how to plan ahead and make choices. | 40 |
| | 33. Interpersonal competence | Young person has empathy, sensitivity, and friendship skills. | 55 |
| | 34. Cultural competence | Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. | 59 |
| | 35. Resistance skills | Young person can resist negative peer pressure and dangerous situations. | 50 |
| | 36. Peaceful conflict resolution | Young person seeks to resolve conflict nonviolently. | 49 |
| Positive Identity | 37. Personal power | Young person feels he or she has control over "things that happen to me." | 44 |
| | 38. Self-esteem | Young person reports having a high self-esteem. | 45 |
| | 39. Sense of purpose | Young person reports that "my life has a purpose." | 58 |
| | 40. Positive view of personal future | Young person is optimistic about his or her personal future. | 68 |

Questions to Consider

- Where are the strengths and needs of your youth with respect to their internal assets? Which assets do more youth report, and which do fewer report?
- Are reports of some internal asset categories particularly high or low? Why might this be?
- What actions can you take to strengthen internal assets in your young people?

Internal Assets by Gender and Grade

This table reflects percentages of surveyed youth who reported each of the 20 internal Developmental Assets. Results are given by *total sample*, *gender*, and *grade* and are grouped by internal asset categories. Notice that percentages for the total sample correspond to the bar graph in Figure 7.

| Table 10. Percent of Youth Reporting Internal Assets by Gender and Grade | | | | | | | | | | |
|--|--------|--------|----|-------|----|----|----|----|----|----|
| Internal Asset | Total | Gender | | Grade | | | | | | |
| | Sample | M | F | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Commitment to Learning | | | | | | | | | | |
| 21. Achievement motivation | 71 | 66 | 76 | 78 | 60 | 76 | 72 | 69 | 70 | |
| 22. School engagement | 80 | 81 | 79 | 86 | 68 | 84 | 73 | 84 | 86 | |
| 23. Homework | 59 | 50 | 68 | 34 | 52 | 65 | 71 | 68 | 73 | |
| 24. Bonding to school | 69 | 67 | 71 | 85 | 51 | 75 | 60 | 70 | 71 | |
| 25. Reading for pleasure | 16 | 15 | 18 | 24 | 18 | 18 | 10 | 14 | 13 | |
| Positive Values | | | | | | | | | | |
| 26. Caring | 69 | 61 | 78 | 67 | 62 | 73 | 67 | 75 | 76 | |
| 27. Equality and social justice | 74 | 63 | 84 | 71 | 72 | 74 | 74 | 78 | 79 | |
| 28. Integrity | 76 | 70 | 80 | 71 | 68 | 75 | 76 | 81 | 87 | |
| 29. Honesty | 75 | 73 | 77 | 77 | 70 | 73 | 72 | 77 | 84 | |
| 30. Responsibility | 76 | 77 | 77 | 76 | 65 | 80 | 76 | 79 | 86 | |
| 31. Restraint | 46 | 50 | 43 | 68 | 68 | 48 | 29 | 31 | 19 | |
| Social Competencies | | | | | | | | | | |
| 32. Planning and decision-making | 40 | 36 | 44 | 40 | 33 | 39 | 38 | 48 | 43 | |
| 33. Interpersonal competence | 55 | 45 | 64 | 67 | 50 | 49 | 52 | 50 | 61 | |
| 34. Cultural competence | 59 | 49 | 68 | 58 | 62 | 63 | 50 | 61 | 58 | |
| 35. Resistance skills | 50 | 49 | 52 | 56 | 53 | 55 | 42 | 44 | 49 | |
| 36. Peaceful conflict resolution | 49 | 39 | 58 | 59 | 47 | 51 | 42 | 44 | 45 | |
| Positive Identity | | | | | | | | | | |
| 37. Personal power | 44 | 48 | 40 | 53 | 36 | 37 | 40 | 47 | 51 | |
| 38. Self-esteem | 45 | 56 | 36 | 59 | 39 | 38 | 47 | 41 | 47 | |
| 39. Sense of purpose | 58 | 70 | 49 | 75 | 55 | 50 | 54 | 56 | 59 | |
| 40. Positive view of personal future | 68 | 70 | 68 | 77 | 64 | 63 | 69 | 66 | 71 | |

Questions to Consider

- Are there significant differences between internal asset levels reported by males and females? If so, which assets are those?
- Do some grade levels report consistently higher or lower levels of external assets than others? If so, what might explain the differences?

Developmental Deficits in Youth

Assets form part of the developmental foundation upon which healthy lives are built. Although Search Institute advocates positive, community-based efforts to promote Developmental Assets in young people, communities must also focus attention on preventing the developmental deficits measured by *Profiles of Student Life: Attitudes and Behaviors*. Developmental deficits are the negative influences that can interfere with the ability to develop into a healthy, successful adult. These influences limit a young person’s access to external assets, block their development of internal assets, and ease the way into risky behavioral choices. While deficits don’t necessarily do permanent harm by themselves, together they make lasting harm possible.

Five developmental deficit conditions were evaluated in this survey, including being home alone two or more hours per school day; exposure to television and video programming three or more hours per day; victimization by household physical abuse; victimization by violence outside the home; and exposure to tobacco, alcohol, marijuana, and other substance use at parties.

The percentage of your surveyed youth reporting each of these five developmental deficits is shown for the total sample, gender, and grade level. Each deficit is correlated here with a high-risk behavior.

| Table 11. Percent of Youth Reporting Developmental Deficits | | | | | | | | | | | |
|---|--|--------------|--------|----|-------|----|----|----|----|----|----|
| Deficit | Definition | Total Sample | Gender | | Grade | | | | | | |
| | | | M | F | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Alone at Home | Spends two hours or more alone per school day | 35 | 32 | 38 | 19 | 28 | 40 | 36 | 55 | 40 | |
| TV Overexposure | Watches TV or videos three or more hours per school day | 32 | 32 | 31 | 18 | 36 | 36 | 40 | 35 | 28 | |
| Physical Abuse | Reports once or more, "Have you ever been physically harmed (that is, where someone caused you to have a scar, black & blue marks, welts, bleeding, or a broken bone) by someone in your family or someone living with you?" | 17 | 14 | 19 | 18 | 25 | 18 | 17 | 9 | 11 | |
| Victim of Violence | Reports once or more, "How many times in the last 2 years have you been the victim of physical violence where someone caused you physical pain or injury?" | 17 | 19 | 16 | 17 | 31 | 17 | 18 | 10 | 8 | |
| Drinking Parties | Reports attending one or more parties in the last year "where other kids your age were drinking." | 25 | 19 | 30 | 5 | 7 | 15 | 38 | 44 | 53 | |

Questions to Consider

- Do differences exist between males and females? Between grade levels? How can you respond positively?
- How do any deficits noted here relate to Developmental Asset levels in your youth?
- What other deficits are present in the community that may underlie the deficit conditions (such as poverty, racism, and social exclusion) noted here?

Section 4

Thriving Indicators and Risk-Taking

Youth were asked about the presence of eight thriving indicators in their lives—factors commonly valued and accepted by developmental experts as important elements of healthy human development. Thriving behaviors that were measured include succeeding in school, helping others, valuing diversity, taking care of one’s health, showing leadership, resisting danger, delaying gratification, and overcoming adversity. Researchers have noted a simultaneous decrease in these positive, health-promoting behaviors as youth risk-taking behaviors increase.

In this section you’ll also find information about young people’s involvement in risk-taking behaviors. Youth were asked specifically about their experience with 24 risk-taking behaviors, including using inhalants, alcohol, tobacco, marijuana, and other illicit drugs, as well as driving under the influence of alcohol and riding with an impaired driver.

Other risk behaviors that were measured include early sexual intercourse, antisocial behaviors (shoplifting, vandalism, and trouble with police), committing acts of violence, school truancy, gambling, eating disorders, depression, and attempted suicide. Each of these behaviors is identified and measured by total sample, gender, and grade.

You will also find data here related to patterns of high-risk behaviors that indicate repeated acts of risk-taking. Perhaps more important than a young person’s involvement in *individual* acts of risk-taking is the repeated involvement in behaviors that compromise well-being. A young person who reports using alcohol once or more in the past month is considered to be involved in *risk-taking behavior*. However, a young person who has used alcohol *three* or more times in the past month (almost every week) is considered to be engaging in a *high-risk pattern of behavior* and is even more likely to experience negative consequences related to the behavior. When negative, and sometimes potentially life-threatening, behaviors among young people become more common, it is especially important to look for root causes and conditions leading to these behaviors.

Eight Indicators of Thriving

Table 12 presents the percentages of your youth who report each of eight thriving indicators, including valuing diversity, succeeding in school, helping others, maintaining good health, showing leadership, resisting danger, delaying gratification, and overcoming adversity. The table defines thriving indicators and presents percentages for each by total sample, gender, and grade level.

| Table 12. Percentages of Eight Thriving Indicators in Your Youth | | | | | | | | | | | |
|--|--|--------------|--------|----|-------|----|----|----|----|----|----|
| Thriving Indicator | Definition | Total Sample | Gender | | Grade | | | | | | |
| | | | M | F | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Succeeds in School | Gets mostly As on report card | 35 | 27 | 44 | 43 | 33 | 29 | 31 | 37 | 41 | |
| Helps Others | Helps friends or neighbors one or more hours per week | 78 | 78 | 79 | 85 | 71 | 86 | 71 | 74 | 83 | |
| Values Diversity | Places high importance on getting to know people of other racial/ethnic groups | 74 | 64 | 83 | 70 | 67 | 75 | 73 | 82 | 80 | |
| Maintains Good Health | Pays attention to healthy nutrition and exercise | 60 | 62 | 59 | 74 | 53 | 64 | 48 | 54 | 62 | |
| Exhibits Leadership | Has been a leader of a group or organization in the last 12 months | 57 | 58 | 56 | 60 | 59 | 53 | 44 | 58 | 68 | |
| Resists Danger | Avoids doing things that are dangerous | 19 | 17 | 20 | 17 | 19 | 20 | 15 | 19 | 25 | |
| Delays Gratification | Saves money for something special rather than spending it all right away | 56 | 59 | 54 | 59 | 59 | 53 | 53 | 54 | 56 | |
| Overcomes Adversity | Does not give up when things get difficult | 61 | 64 | 59 | 67 | 58 | 63 | 47 | 65 | 66 | |

Questions to Consider

- In what areas is the community doing a particularly good job of nurturing thriving behaviors in young people?
- Are there differences between males and females, or across grade levels? If so, why?
- How do differences in thriving behaviors relate to differences in assets, deficits, and risk-taking behaviors?

Nine Risk-Taking Behaviors Related to Substance Use

In Table 13 you'll find the percentage of your youth who report nine risk-taking behaviors related specifically to substance use, including alcohol, tobacco, and/or other illicit drug use.

The table presents each substance mentioned above and nine related risk-taking behaviors, as well as how these behaviors are defined within the survey. Percentages are reported for each risk behavior by total sample, gender, and grade level.

| Table 13. Percent of Youth Who Report Nine Risk-Taking Behaviors Related to Substance Use | | | | | | | | | | | |
|---|---|--------|--------|----|-------|----|----|----|----|----|----|
| Risk-Taking Behavior | | Total | Gender | | Grade | | | | | | |
| Category | Definition | Sample | M | F | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Alcohol | Used alcohol once or more in the last 30 days | 21 | 17 | 23 | | 5 | 8 | 17 | 31 | 29 | 42 |
| | Got drunk once or more in the last two weeks | 8 | 7 | 9 | | 1 | 2 | 5 | 9 | 14 | 20 |
| Tobacco | Smoked cigarettes once or more in the last 30 days | 2 | 3 | 2 | | 0 | 2 | 1 | 3 | 3 | 5 |
| | Used smokeless tobacco once or more in the last 12 months | 1 | 2 | 0 | | 0 | 1 | 0 | 1 | 3 | 5 |
| Vaping | Vaped tobacco, nicotine, or marijuana once or more in the last 30 days | 15 | 10 | 18 | | 3 | 5 | 9 | 15 | 33 | 31 |
| Marijuana | Used marijuana or hashish once or more in the last 30 days | 10 | 10 | 10 | | 1 | 3 | 6 | 13 | 22 | 22 |
| Other Drug Use | Used heroin or other narcotics once or more in the last 12 months | 1 | 1 | 0 | | 0 | 0 | 0 | 1 | 3 | 2 |
| Driving and Alcohol | Drove after drinking once or more in the last 12 months | 2 | 2 | 1 | | 0 | 0 | 1 | 3 | 3 | 7 |
| | Rode (once or more in the last 12 months) with a driver who had been drinking | 18 | 15 | 20 | | 13 | 18 | 21 | 23 | 16 | 15 |

Questions to Consider

- What percentage of your youth reports substance-related risk-taking behaviors?
- How do substance use differences relate to differences in reported numbers of assets or reported numbers of deficits you have already identified?
- Which asset categories could have a positive effect on risk-taking behaviors?

Fifteen Additional Risk-Taking Behaviors

In Table 14 you'll find data about eight risk categories and 15 associated risk-taking behaviors in which your youth report involvement, including early sexual intercourse, anti-social behavior, violence, school truancy, gambling, eating disorders, depression, and attempted suicide. Percentages are reported for each behavior by total sample, gender, and grade level.

| Table 14. Percent of Youth Reporting 15 Additional Risk-Taking Behaviors | | | | | | | | | | | |
|--|---|--------------|--------|----|-------|----|----|----|----|----|----|
| Risk-Taking Behavior | | Total Sample | Gender | | Grade | | | | | | |
| Category | Definition | | M | F | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Sexual Intercourse | Has had sexual intercourse one or more times | 14 | 13 | 15 | 1 | 2 | 6 | 18 | 27 | 41 | |
| Anti-Social Behavior | Shoplifted once or more in the last 12 months | 8 | 7 | 9 | 3 | 8 | 5 | 11 | 12 | 13 | |
| | Committed vandalism once or more in the last 12 months | 8 | 10 | 5 | 4 | 8 | 8 | 10 | 8 | 6 | |
| | Got into trouble with police once or more in the last 12 months | 7 | 12 | 3 | 5 | 10 | 4 | 11 | 4 | 9 | |
| Violence | Hit someone once or more in the last 12 months | 16 | 20 | 12 | 15 | 24 | 15 | 19 | 11 | 9 | |
| | Physically hurt someone once or more in the last 12 months | 7 | 10 | 4 | 11 | 11 | 5 | 4 | 6 | 4 | |
| | Used a weapon to get something from a person once or more in the last 12 months | 1 | 1 | 1 | 1 | 2 | 1 | 3 | 1 | 2 | |
| | Been in a group fight once or more in the last 12 months | 9 | 12 | 6 | 17 | 9 | 5 | 10 | 6 | 4 | |
| | Carried a weapon for protection once or more in the last 12 months | 16 | 20 | 12 | 12 | 21 | 14 | 20 | 13 | 14 | |
| | Threatened physical harm to someone once or more in the last 12 months | 18 | 19 | 16 | 13 | 22 | 18 | 23 | 16 | 15 | |
| School Truancy | Skipped school once or more in the last four weeks | 17 | 12 | 20 | 18 | 24 | 11 | 14 | 17 | 14 | |
| Gambling | Gambled once or more in the last 12 months | 15 | 22 | 9 | 16 | 9 | 13 | 22 | 16 | 15 | |
| Eating Disorder | Has engaged in bulimic or anorexic behavior | 21 | 17 | 25 | 15 | 22 | 17 | 34 | 19 | 22 | |
| Depression | Felt sad or depressed most or all of the time in the last month | 19 | 11 | 27 | 12 | 23 | 20 | 25 | 21 | 17 | |
| Attempted Suicide | Has attempted suicide one or more times | 10 | 7 | 11 | 6 | 14 | 13 | 10 | 6 | 9 | |

Questions to Consider

- Looking at positive percentages, what school programs appear to be effective for youth?
- Which of the additional 15 risk-taking behaviors appear to be a concern for your youth?
- Do differences emerge between male and female reports of risk behaviors? Across various grade levels?
- How can you thoughtfully engage young people in a discussion of these issues?

High-Risk Behavior Patterns

Table 15 presents the percentages of your surveyed youth who report problematic levels of the 10 high-risk behavior patterns by total sample, gender, and by grade.

Patterns of high-risk behaviors shown here represent higher incidence levels of 24 previously reported, individual behaviors noted in Tables 13 and 14. The 10 high-risk behavior patterns presented here are defined by both single and combined (related) risk behaviors.

| Table 15. Percent of Youth Reporting 10 High-Risk Behavior Patterns | | | | | | | | | | | |
|---|---|--------------|--------|----|-------|----|----|----|----|----|----|
| High-Risk Behavior Pattern | | Total Sample | Gender | | Grade | | | | | | |
| Category | Definition | | M | F | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Alcohol | Has used alcohol three or more times in the last 30 days or got drunk once or more in the last two weeks | 12 | 10 | 13 | | 2 | 5 | 9 | 17 | 20 | 26 |
| Tobacco | Smokes one or more cigarettes every day or uses chewing tobacco frequently | 1 | 1 | 0 | | 0 | 1 | 0 | 1 | 1 | 1 |
| Illicit Drugs | Used heroin or other narcotics multiple times in the last 12 months | 1 | 1 | 0 | | 0 | 0 | 0 | 0 | 2 | 2 |
| Sexual Intercourse | Has had sexual intercourse three or more times in lifetime | 11 | 10 | 11 | | 0 | 2 | 4 | 15 | 19 | 34 |
| Depression/ Suicide | Is frequently depressed and/or has attempted suicide | 23 | 15 | 30 | | 15 | 28 | 24 | 28 | 23 | 23 |
| Anti-Social Behavior | Has been involved in three or more incidents of shoplifting, trouble with police, or vandalism in the last 12 months | 5 | 7 | 3 | | 1 | 6 | 3 | 9 | 6 | 5 |
| Violence | Has engaged in three or more acts of fighting, hitting, injuring a person, carrying or using a weapon, or threatening physical harm in the last 12 months | 17 | 22 | 13 | | 14 | 22 | 17 | 21 | 14 | 14 |
| School Problems | Has skipped school two or more days in the last four weeks and/or has below a C average | 11 | 12 | 11 | | 9 | 18 | 9 | 13 | 14 | 5 |
| Driving and Alcohol | Has driven after drinking or ridden with a drinking driver three or more times in the last 12 months | 8 | 8 | 9 | | 2 | 8 | 9 | 16 | 7 | 8 |
| Gambling | Has gambled three or more times in the last 12 months | 6 | 9 | 3 | | 5 | 4 | 6 | 11 | 6 | 4 |

Questions to Consider

- What percent of your youth reports high-risk behavior patterns?
- What differences are reported between males and females? Across grade levels?

Section 5

The Protective Power of Developmental Assets

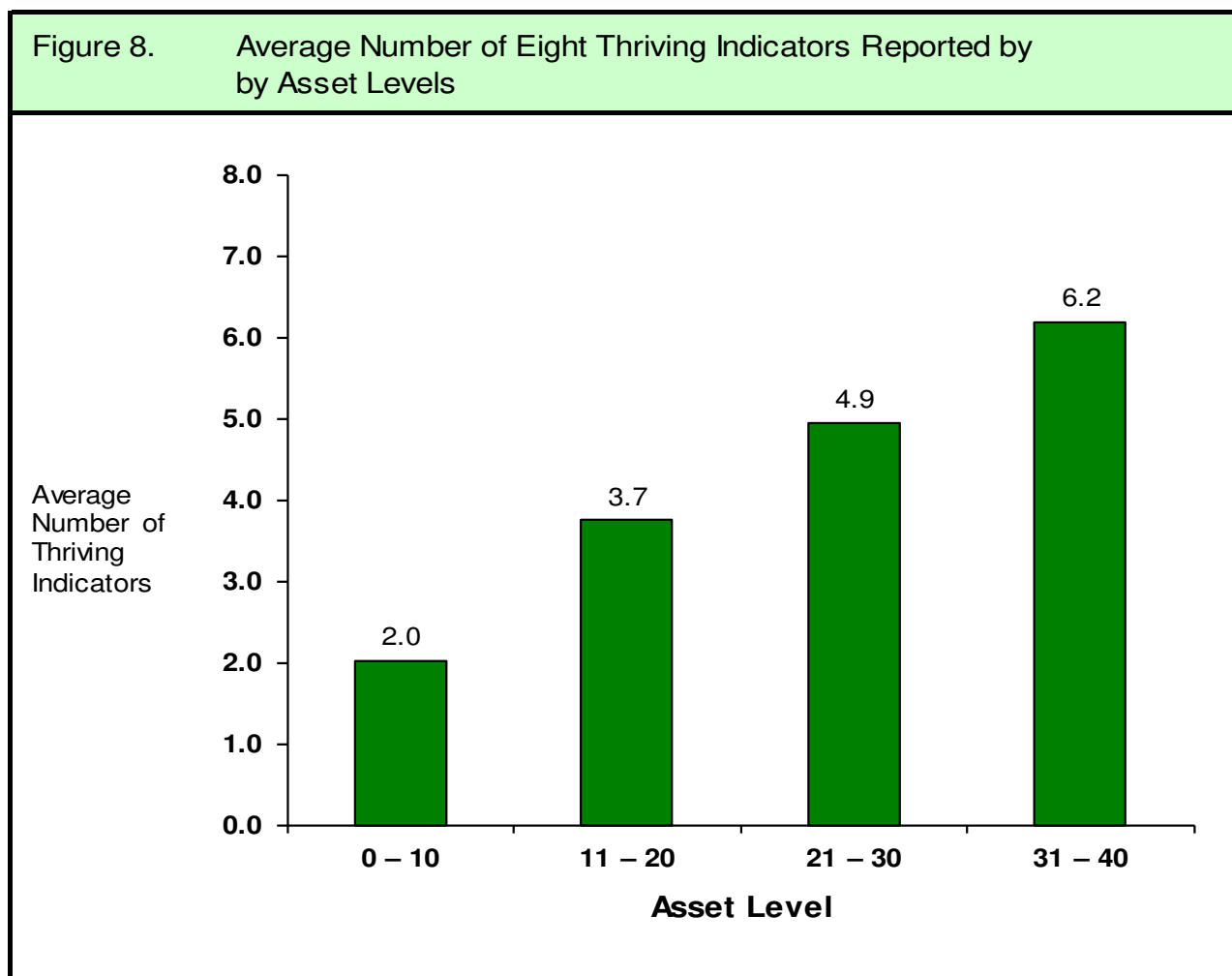
The choices young people make about how they act, what they do with their time, and who they will become are not made simply by chance. Their decisions are based upon a web of external and internal influences, including the positive influence of Developmental Assets. Survey data in this section reflect how the assets experienced by young people affect the choices they make regarding both risk-taking behaviors and thriving indicators (described in section 4).

Search Institute's studies have consistently shown that young people who experience more of the Developmental Assets engage in fewer risk-taking behaviors. They are also more likely to report indicators of thriving. In other words, the more assets a young person has, the more likely he or she will make healthy lifestyle choices, regardless of a young person's age, race, gender, or geographic origins. It is likely that the data for your youth will follow this same pattern.

Average Thriving Levels and Developmental Asset Levels

Just as assets protect against negative behaviors, they also promote positive behaviors. Having multiple protective factors (assets) as a young adolescent is more influential in ensuring positive youth outcomes than having risk factors (deficits and risky behaviors). In other words, the influence of assets is stronger than individual risk factors.¹⁰

As Figure 8 illustrates, youth with more Developmental Assets generally report higher average levels of thriving indicators (reported by asset level in groups of 10).



Questions to Consider

- Do assets make a positive difference for your youth? What conclusions, if any, can you draw from the data?
- Do your youth follow the typical pattern of reports of increasing levels of thriving indicators along with higher levels of assets? How can you continue to support thriving indicators in youth?

¹⁰ See Scales, P. C. Ph.D. and Leffert, Nancy, Ph.D. (2004). *Developmental Assets: A Synthesis of the Scientific Research on Adolescent Development* (2nd ed.). Minneapolis, MN: Search Institute.

Individual Thriving Indicators and Related Asset Levels

Strong and consistent evidence indicates that youth who have more assets also report more thriving indicators. Here you'll find data about the positive consequences of Developmental Assets expressed by the percentage of your surveyed youth who report each of eight thriving indicators. These findings are reported for the total sample and by asset level.

| Table 16. Percent of Youth Reporting Eight Thriving Indicators by Asset Level | | | | | | |
|---|---|--------------|--------------------------------|-------|-------|-------|
| Thriving Indicator | Definition | Total Sample | Number of Assets ¹¹ | | | |
| | | | 0–10 | 11–20 | 21–30 | 31–40 |
| Succeeds in School | Gets mostly As on report card | 35 | 8 | 24 | 44 | 63 |
| Helps Others | Helps friends or neighbors one or more hours per week | 78 | 52 | 77 | 80 | 94 |
| Values Diversity | Places high importance getting to know people of other racial/ethnic groups | 74 | 42 | 67 | 81 | 90 |
| Maintains Good Health | Pays attention to healthy nutrition and exercise | 60 | 10 | 48 | 68 | 95 |
| Exhibits Leadership | Has been a leader of a group or organization in the last 12 months | 57 | 27 | 48 | 63 | 77 |
| Resists Danger | Avoids doing things that are dangerous | 19 | 13 | 9 | 23 | 40 |
| Delays Gratification | Saves money for something special rather than spending it all right away | 56 | 27 | 47 | 62 | 78 |
| Overcomes Adversity | Does not give up when things get difficult | 61 | 29 | 50 | 72 | 84 |

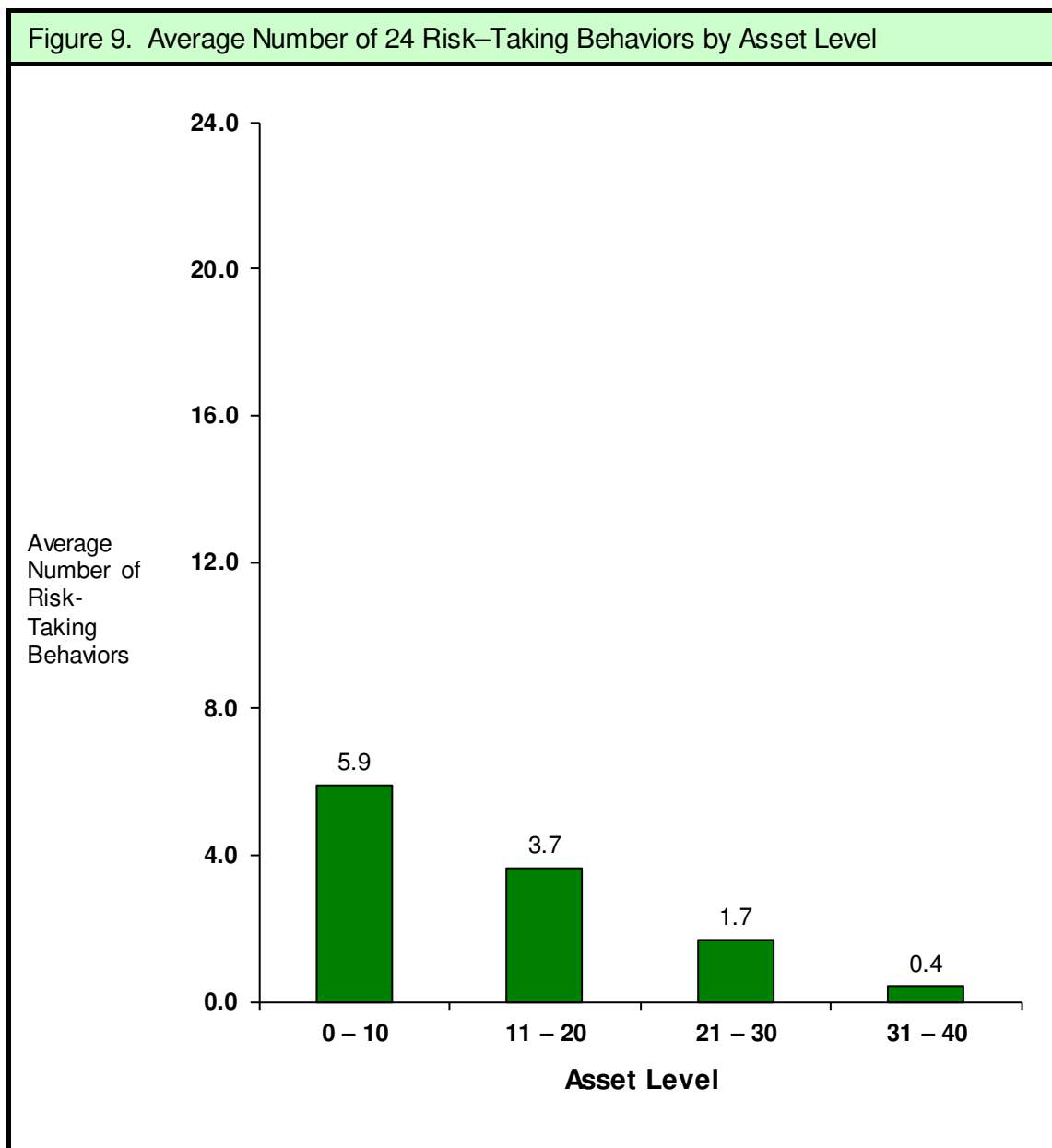
Questions to Consider

- What pattern of thriving indicators do you notice as you scan the table of asset levels?
- Which thriving indicators require additional attention by your community?

¹¹ One or more of the Number of Assets columns may be blank due to fewer than 20 youth representing that asset level. Reporting on small numbers of youth yields unreliable results, and could potentially compromise anonymity.

24 Risk-Taking Behaviors by Asset Level

This figure illustrates the powerful effect assets have on reducing risk-taking behaviors among youth. It is likely that your data reflect a higher average number of risk-taking behaviors among students who also report lower asset levels. The data below show the average number of risk-taking behaviors by asset levels reported by your youth.



Questions to Consider

- Do assets make a positive difference for your youth? What examples do you see in young people?
- Do your youth follow the expected pattern of decreasing levels of risk-taking behaviors with higher levels of assets? If not, are there other extenuating circumstances?

Risk-Taking Behaviors Related to Substance Use

The protective properties of Developmental Assets are clearly illustrated by the relationship of assets to youth substance use. Typically, strong and consistent evidence shows that youth who report more assets also report fewer risk-taking behaviors.

In the table below you'll find the percentage of your youth who report nine risk-taking behaviors related specifically to alcohol, tobacco, and other drug use. These findings, similar to those in Figure 9, are based on the total survey sample and are reported for each behavior by asset level (in asset groups of 10).

| Table 17. Percent of Youth Reporting Nine Substance Use-Related Risk-Taking Behaviors by Asset Level | | | | | | |
|--|---|--------------|--------------------------------|-------|-------|-------|
| Risk-Taking Behavior | | Total Sample | Number of Assets ¹² | | | |
| Category | Definition | | 0–10 | 11–20 | 21–30 | 31–40 |
| Alcohol | Used alcohol once or more in the last 30 days | 21 | 35 | 25 | 19 | 3 |
| | Got drunk once or more in the last two weeks | 8 | 23 | 8 | 7 | 0 |
| Tobacco | Smoked cigarettes once or more in the last 30 days | 2 | 10 | 4 | 0 | 0 |
| | Used smokeless tobacco once or more in the last 12 months | 1 | 8 | 2 | 0 | 0 |
| Vaping | Vaped tobacco, nicotine, or marijuana once or more in the last 30 days | 15 | 35 | 21 | 11 | 1 |
| Marijuana | Used marijuana or hashish once or more in the last 30 days | 10 | 33 | 15 | 5 | 0 |
| Other Drug Use | Used heroin or other narcotics once or more in the last 12 months | 1 | 4 | 1 | 0 | 0 |
| Driving and Alcohol | Drove after drinking once or more in the last 12 months | 2 | 4 | 3 | 0 | 0 |
| | Rode (once or more in the last 12 months) with a driver who had been drinking | 18 | 33 | 23 | 14 | 3 |

Questions to Consider

- What general pattern of risk-taking behaviors do you note as you move across asset levels?
- Is your community's pattern consistent with results Search Institute has observed in its studies? If not, why not?
- What actions can you take to help reduce substance-use risk behaviors in your community?

¹² One or more of the Number of Assets columns may be blank due to fewer than 20 youth representing that asset level. Reporting on small numbers of youth yields unreliable results, and could potentially compromise anonymity.

Incidence of Additional Risk-Taking Behaviors

This table presents 15 additional risk-taking behaviors related to actions potentially harmful to young people. Percentages are reported by total sample and asset level (in asset groups of 10). Strong and consistent evidence shows that youth who report more assets also report fewer risk-taking behaviors.

| Table 18. Percent of Youth Reporting 15 Additional Risk-Taking Behaviors by Asset Level | | | | | | |
|--|---|--------------|--------------------------------|-------|-------|-------|
| Risk-Taking Behavior | | Total Sample | Number of Assets ¹³ | | | |
| Category | Definition | | 0–10 | 11–20 | 21–30 | 31–40 |
| Sexual Intercourse | Has had sexual intercourse one or more times | 14 | 23 | 19 | 12 | 4 |
| Anti-Social Behavior | Shoplifted once or more in the last 12 months | 8 | 33 | 10 | 4 | 1 |
| | Committed vandalism once or more in the last 12 months | 8 | 23 | 10 | 3 | 1 |
| | Got into trouble with police once or more in the last 12 months | 7 | 15 | 10 | 3 | 1 |
| Violence | Hit someone once or more in the last 12 months | 16 | 35 | 23 | 8 | 4 |
| | Physically hurt someone once or more in the last 12 months | 7 | 8 | 11 | 4 | 1 |
| | Used a weapon to get something from a person once or more in the last 12 months | 1 | 4 | 2 | 0 | 0 |
| | Been in a group fight once or more in the last 12 months | 9 | 17 | 12 | 4 | 3 |
| | Carried a weapon for protection once or more in the last 12 months | 16 | 29 | 24 | 11 | 3 |
| | Threatened physical harm to someone once or more in the last 12 months | 18 | 38 | 29 | 9 | 4 |
| School Truancy | Skipped school once or more in the last four weeks | 17 | 42 | 24 | 9 | 5 |
| Gambling | Gambled once or more in the last 12 months | 15 | 23 | 17 | 12 | 6 |
| Eating Disorder | Has engaged in bulimic or anorexic behavior | 21 | 44 | 29 | 15 | 4 |
| Depression | Felt sad or depressed most or all of the time in the last month | 19 | 52 | 30 | 10 | 0 |
| Attempted Suicide | Has attempted suicide one or more times | 10 | 23 | 15 | 6 | 0 |

Questions to Consider

- How can our community continue to support youth in reducing risk-taking behaviors?
- What general pattern of risk-taking behaviors do you notice as you move across asset levels?
- Is the pattern consistent with what you would expect to find, and if not, why not?

¹³ One or more of the Number of Assets columns may be blank due to fewer than 20 youth representing that asset level. Reporting on small numbers of youth yields unreliable results, and could potentially compromise anonymity.

High-Risk Behavior Patterns and the Protective Power of Assets

Strong and consistent evidence shows that youth report more assets when they also report fewer high-risk behaviors. This table presents data that demonstrates an inverse relationship between patterns of high-risk behaviors and levels of Developmental Assets in young people.

Table 19 defines 10 high-risk behavior patterns and gives percentages for each pattern by total sample and asset level (in asset groups of 10).

| Table 19. Percent of Youth Reporting 10 High-Risk Behavior Patterns by Asset Level | | | | | | |
|--|---|--------------|--------------------------------|-------|-------|-------|
| High-Risk Behavior Pattern | | Total Sample | Number of Assets ¹⁴ | | | |
| Category | Definition | | 0–10 | 11–20 | 21–30 | 31–40 |
| Alcohol | Has used alcohol three or more times in the last 30 days or got drunk once or more in the last two weeks | 12 | 29 | 16 | 9 | 0 |
| Tobacco | Smokes one or more cigarettes every day or uses chewing tobacco frequently | 1 | 0 | 2 | 0 | 0 |
| Illicit Drugs | Used heroin or other narcotics multiple times in the last 12 months | 1 | 0 | 1 | 0 | 0 |
| Sexual Intercourse | Has had sexual intercourse three or more times in lifetime | 11 | 19 | 14 | 9 | 4 |
| Depression/Suicide | Is frequently depressed and/or has attempted suicide | 23 | 60 | 34 | 15 | 0 |
| Anti-Social Behavior | Has been involved in three or more incidents of shoplifting, trouble with police, or vandalism in the last 12 months | 5 | 19 | 7 | 2 | 1 |
| Violence | Has engaged in three or more acts of fighting, hitting, injuring a person, carrying or using a weapon, or threatening physical harm in the last 12 months | 17 | 40 | 25 | 11 | 3 |
| School Problems | Has skipped school two or more days in the last four weeks and/or has below a C average | 11 | 37 | 16 | 5 | 5 |
| Driving and Alcohol | Has driven after drinking or ridden with a drinking driver three or more times in the last 12 months | 8 | 25 | 11 | 5 | 1 |
| Gambling | Has gambled three or more times in the last 12 months | 6 | 10 | 7 | 4 | 4 |

Questions to Consider

- What is the community doing well with regard to reducing youth high-risk behaviors?
- What general pattern of high-risk behaviors do you notice as you scan the asset level data?

¹⁴ One or more of the Number of Assets columns may be blank due to fewer than 20 youth representing that asset level. Reporting on small numbers of youth yields unreliable results, and could potentially compromise anonymity.

Section 6

Portrait of the Four Core Measures

Young people are increasingly exposed to negative behaviors and opportunities for risk-taking. Youth who experience low levels of Developmental Assets and high levels of developmental deficit conditions are particularly vulnerable. In this section, you'll find data describing four core measures related to young people's use of alcohol, tobacco, prescription drugs, and marijuana (the four core measures are defined below). These data can be used to meet Drug Free Communities (DFC) grantee reporting requirements established by the Substance Abuse and Mental Health Services Administration (SAMHSA).

All communities can also use the data in this section to assess student levels of involvement with substance use and abuse. This information is invaluable not only to your efforts to educate the community and develop an action plan for reducing substance use, associated risk behaviors, and deficit factors, but also as a basis for strengthening protective factors (assets) critical to ensuring that your youth thrive. See section 4 for more information on thriving behaviors and their sources.

Profiles of Student Life: Attitudes and Behaviors specifically measures students' use of alcohol, tobacco, prescription drugs, and marijuana. Selected survey questions address the following four core measures:

- The percentage of youth who report using alcohol, tobacco, marijuana, or prescription drugs at least once in the 30 days immediately preceding the survey date.
- The percentage of youth who think there is moderate or great risk in binge drinking, smoking one or more packs of cigarettes per day, smoking marijuana once or twice a week, or using prescription drugs not prescribed to them.
- The percentage of youth who report that their parents feel *regular use* of alcohol is wrong or very wrong, and report that their parents feel *any* use of cigarettes, marijuana, or unprescribed prescription drugs is wrong.
- The percentage of youth who report that their friends feel *regular use* of alcohol is wrong or very wrong, and report that their parents feel *any* use of cigarettes, marijuana, or unprescribed prescription drugs is wrong.

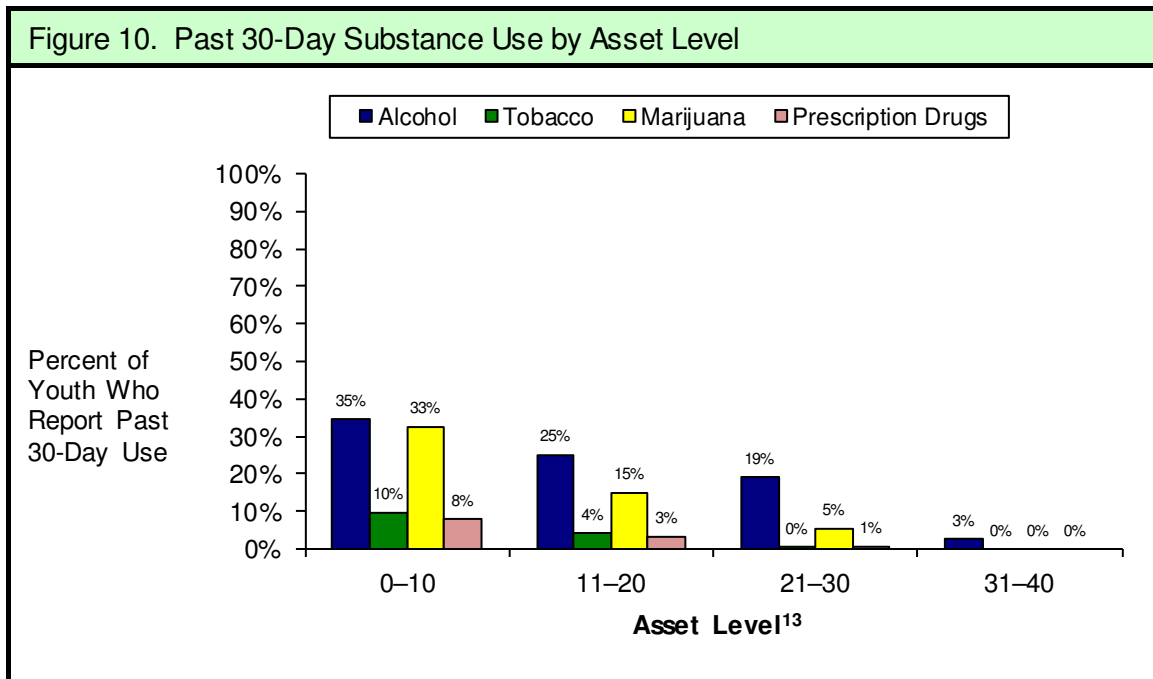
You can use the data in this section to guide school and community prevention activities and asset building efforts that lead to a permanent reduction of negative choices by young people in your community.

Past 30-Day Use of Alcohol, Tobacco, Marijuana, and Prescription Drugs

One of the areas evaluated by the *Profiles of Student Life: Attitudes and Behaviors* survey relates to students' alcohol, tobacco, marijuana and prescription drug use in the 30 days *immediately preceding* the survey administration (see Appendix A for the text of questions 84, 86, 87, and, 88). The percentages for past 30-day substance use by total sample, gender, and grade are shown in Table 20.

| Table 20. Past 30-Day Substance Use by Gender and Grade | | | | | | | | | | | |
|---|--|--------------|--------|----|-------|---|----|----|----|----|----|
| Category | Definition | Total Sample | Gender | | Grade | | | | | | |
| | | | M | F | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Alcohol | Used alcohol once or more in the past 30 days | 21 | 17 | 23 | 5 | 8 | 17 | 31 | 29 | 42 | |
| Tobacco | Smoked cigarettes once or more in the past 30 days | 2 | 3 | 2 | 0 | 2 | 1 | 3 | 3 | 5 | |
| Marijuana | Used marijuana once or more in the past 30 days | 10 | 10 | 10 | 1 | 3 | 6 | 13 | 22 | 22 | |
| Prescription Drugs | Used prescription drugs once or more in the past 30 days | 2 | 2 | 2 | 0 | 2 | 1 | 3 | 4 | 2 | |

Figure 10 shows how alcohol, tobacco, marijuana, and prescription drug use in the 30 days preceding the survey compare across asset levels.



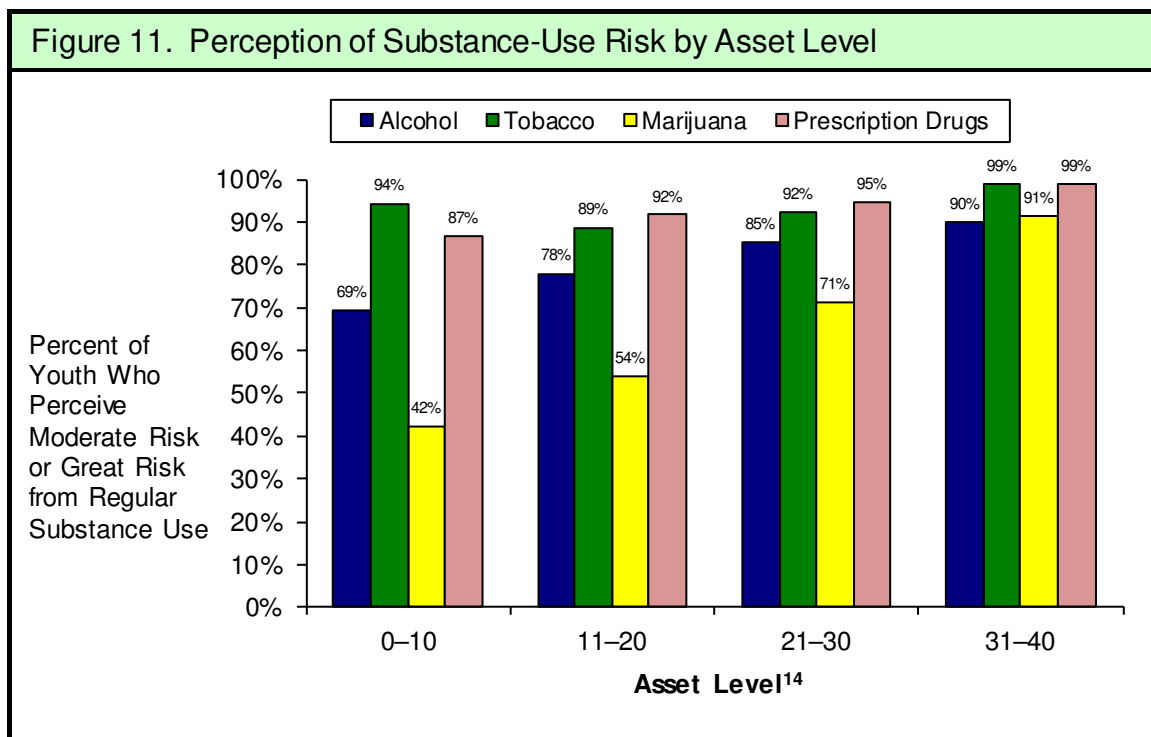
¹³ One or more of the Asset Level groups may be blank due to fewer than 20 youth representing that asset level. Reporting on small numbers of youth yields unreliable results, and could potentially compromise anonymity.

Youth Perception of Risk of Alcohol, Tobacco, Marijuana, and Prescription Drug Use

One of the four core measures evaluated by the *Profiles of Student Life: Attitudes and Behaviors* survey is students' perception of the risks involved in using alcohol, tobacco, marijuana, and prescription drugs (see Appendix A for the text of questions 97 through 100). The percentages for youth perception of risk are recorded in Table 21.

| Table 21. Perception of Substance-Use Risk by Gender and Grade | | | | | | | | | | | |
|--|--|-----------------|--------|----|-------|----|----|----|----|----|----|
| Category | Definition <i>Moderate Risk or Great Risk</i> | Total Sample | Gender | | Grade | | | | | | |
| | | | M | F | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Alcohol | Five or more drinks once or twice a week | 82 | 79 | 84 | 91 | 84 | 82 | 76 | 81 | 74 | |
| Tobacco | One or more packs of cigarettes per day | 92 | 91 | 92 | 98 | 95 | 91 | 87 | 94 | 84 | |
| Marijuana | Once or twice a week | 65 | 64 | 66 | 93 | 75 | 73 | 50 | 46 | 40 | |
| Prescription Drugs | Use prescription drugs that are not prescribed to them | 93 | 93 | 93 | 96 | 92 | 91 | 93 | 95 | 93 | |

Figure 11 shows youth perception of the risks involved in substance use compared across asset levels.

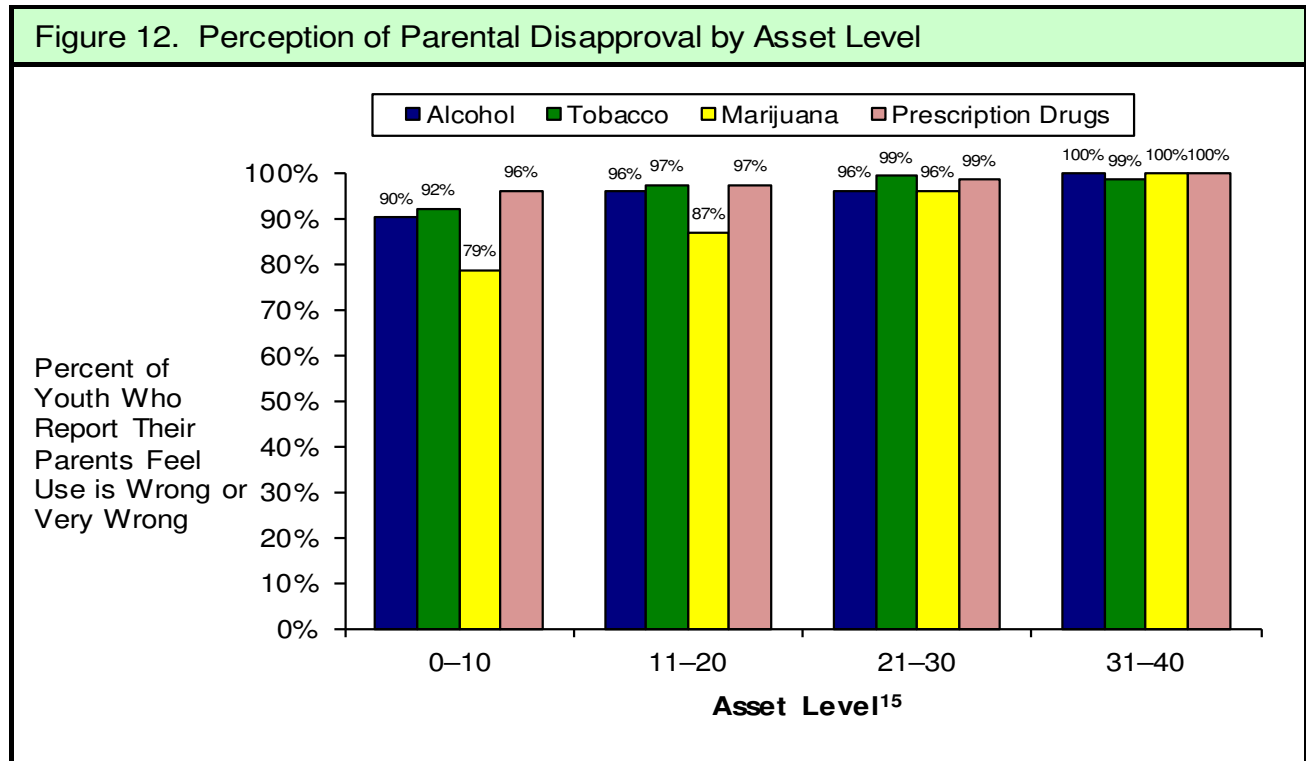


¹⁴ One or more of the Asset Level groups may be blank due to fewer than 20 youth representing that asset level. Reporting on small numbers of youth yields unreliable results, and could potentially compromise anonymity.

Youth Perception of Parental Disapproval of Alcohol, Tobacco, Marijuana, and Prescription Drug Use

The *Profiles of Student Life: Attitudes and Behaviors* survey evaluates students' perception of their parents' disapproval of youth use of alcohol, tobacco, marijuana, and prescription drugs (see Appendix A for the text of questions 89 through 92). Percentages for youth perception of parental disapproval of substance use are recorded below in Table 22 and Figure 12.

| Table 22. Perception of Parental Disapproval of Substance Use | | | | | | | | | | | |
|---|---|-----------------|--------|----|-------|----|----|----|-----|----|----|
| Category | Definition <i>Wrong or Very Wrong</i> | Total Sample | Gender | | Grade | | | | | | |
| | | | M | F | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Alcohol | Drink regularly | 96 | 96 | 95 | 98 | 98 | 98 | 95 | 94 | 92 | |
| Tobacco | Smoke cigarettes | 98 | 97 | 98 | 99 | 98 | 98 | 97 | 100 | 93 | |
| Marijuana | Smoke marijuana | 92 | 94 | 90 | 98 | 97 | 96 | 92 | 88 | 75 | |
| Prescription Drugs | Use prescription drugs not prescribed to you | 98 | 98 | 98 | 99 | 98 | 98 | 96 | 98 | 99 | |

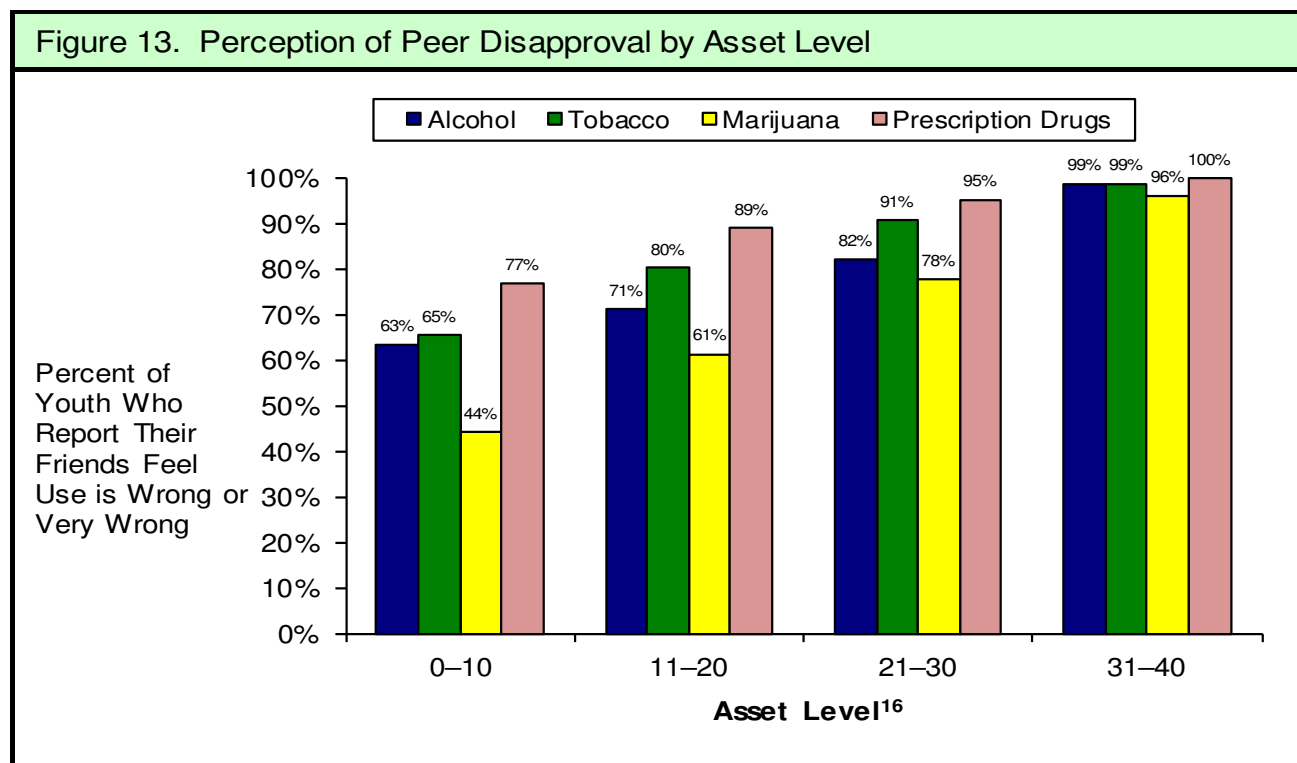


¹⁷ One or more of the Asset Level groups may be blank due to fewer than 20 youth representing that asset level. Reporting on small numbers of youth yields unreliable results, and could potentially compromise anonymity.

Youth Perception of Peer Disapproval of Alcohol, Tobacco, Marijuana, and Prescription Drug Use

The *Profiles of Student Life: Attitudes and Behaviors* survey evaluates students' perception of their friends' disapproval of youth use of alcohol, tobacco, marijuana, and prescription drugs (see Appendix A for the text of questions 93 through 96). Percentages for youth perception of peer disapproval of substance use are recorded below in Table 23 and Figure 13.

| Table 23. Perception of Peer Disapproval of Substance Use | | | | | | | | | | |
|---|---|-----------------|--------|----|-------|----|----|----|----|----|
| Category | Definition <i>Wrong or Very Wrong</i> | Total Sample | Gender | | Grade | | | | | |
| | | | M | F | 6 | 7 | 8 | 9 | 10 | 11 |
| Alcohol | Drink regularly | 78 | 83 | 75 | 93 | 89 | 73 | 69 | 75 | 65 |
| Tobacco | Smoke cigarettes | 86 | 87 | 85 | 94 | 93 | 86 | 82 | 81 | 73 |
| Marijuana | Smoke marijuana | 71 | 77 | 66 | 94 | 90 | 70 | 60 | 53 | 48 |
| Prescription Drugs | Use prescription drugs not prescribed to you | 92 | 92 | 91 | 94 | 93 | 88 | 91 | 95 | 88 |



¹⁶ One or more of the Asset Level groups may be blank due to fewer than 20 youth representing that asset level. Reporting on small numbers of youth yields unreliable results, and could potentially compromise anonymity.

Four Core Measures Data Summary

Table 24 summarizes how your students responded to all questions related to the four core measures measured by the *Profiles of Student Life: Attitudes and Behaviors* survey.

| Table 24. Summary of Four Core Measures Data | | | | | | | | | | | | | | | | | |
|--|-----------|-----------------|-----|------|-----|--------------------|------|------|------|------------------------------------|-------|------|------|--------------------------------|------|------|------|
| | | Past 30-Day Use | | | | Perception of Risk | | | | Perception of Parental Disapproval | | | | Perception of Peer Disapproval | | | |
| | | Alc | Tob | Mar | Pre | Alc | Tob | Mar | Pre | Alc | Tob | Mar | Pre | Alc | Tob | Mar | Pre |
| Total Sample | *% | 20.5 | 2.2 | 10.2 | 2.0 | 81.9 | 91.8 | 65.0 | 93.2 | 95.8 | 97.6 | 91.8 | 98.2 | 78.5 | 85.9 | 71.5 | 91.7 |
| | n | 147 | 16 | 73 | 14 | 589 | 660 | 466 | 670 | 689 | 701 | 660 | 703 | 562 | 617 | 511 | 655 |
| | N | 717 | 719 | 719 | 716 | 719 | 719 | 717 | 719 | 719 | 718 | 719 | 716 | 716 | 718 | 715 | 714 |
| Male | *% | 17.3 | 2.6 | 9.9 | 1.8 | 79.4 | 91.0 | 64.0 | 92.7 | 96.2 | 97.1 | 94.2 | 98.2 | 82.7 | 86.9 | 77.4 | 92.4 |
| | n | 59 | 9 | 34 | 6 | 273 | 313 | 220 | 319 | 331 | 334 | 324 | 336 | 283 | 298 | 264 | 315 |
| | N | 342 | 344 | 345 | 341 | 344 | 344 | 344 | 344 | 344 | 344 | 344 | 342 | 342 | 343 | 341 | 341 |
| Female | *% | 23.4 | 1.6 | 10.2 | 1.6 | 84.1 | 92.3 | 66.3 | 93.4 | 95.3 | 98.1 | 89.8 | 98.1 | 74.7 | 85.4 | 66.1 | 91.4 |
| | n | 85 | 6 | 37 | 6 | 306 | 336 | 240 | 340 | 347 | 356 | 327 | 356 | 271 | 311 | 240 | 331 |
| | N | 364 | 364 | 363 | 364 | 364 | 364 | 362 | 364 | 364 | 363 | 364 | 363 | 363 | 364 | 363 | 362 |
| Grade 6 | *% | | | | | | | | | | | | | | | | |
| | n | | | | | | | | | | | | | | | | |
| | N | | | | | | | | | | | | | | | | |
| Grade 7 | *% | 5.1 | 0.0 | 0.7 | 0.0 | 90.6 | 97.8 | 92.7 | 95.7 | 97.8 | 98.6 | 97.8 | 99.3 | 93.5 | 94.2 | 94.2 | 94.2 |
| | n | 7 | 0 | 1 | 0 | 125 | 135 | 127 | 132 | 135 | 136 | 135 | 137 | 129 | 131 | 131 | 130 |
| | N | 138 | 138 | 139 | 139 | 138 | 138 | 137 | 138 | 138 | 138 | 138 | 138 | 138 | 139 | 139 | 138 |
| Grade 8 | *% | 8.3 | 2.3 | 3.0 | 2.3 | 84.1 | 94.7 | 75.0 | 91.7 | 97.7 | 97.7 | 97.0 | 98.5 | 89.3 | 93.2 | 90.1 | 93.1 |
| | n | 11 | 3 | 4 | 3 | 111 | 125 | 99 | 121 | 129 | 129 | 128 | 129 | 117 | 123 | 118 | 121 |
| | N | 132 | 132 | 132 | 131 | 132 | 132 | 132 | 132 | 132 | 132 | 132 | 131 | 131 | 132 | 131 | 130 |
| Grade 9 | *% | 17.2 | 0.8 | 6.3 | 0.8 | 82.0 | 90.6 | 72.7 | 90.6 | 97.7 | 98.4 | 96.1 | 98.4 | 72.7 | 85.9 | 70.3 | 88.3 |
| | n | 22 | 1 | 8 | 1 | 105 | 116 | 93 | 116 | 125 | 126 | 123 | 124 | 93 | 110 | 90 | 113 |
| | N | 128 | 128 | 128 | 127 | 128 | 128 | 128 | 128 | 128 | 128 | 128 | 126 | 128 | 128 | 128 | 128 |
| Grade 10 | *% | 30.5 | 3.4 | 12.7 | 3.4 | 76.3 | 87.3 | 50.4 | 93.2 | 94.9 | 97.4 | 91.5 | 95.8 | 69.2 | 82.1 | 60.3 | 90.5 |
| | n | 36 | 4 | 15 | 4 | 90 | 103 | 59 | 110 | 112 | 114 | 108 | 113 | 81 | 96 | 70 | 105 |
| | N | 118 | 118 | 118 | 117 | 118 | 118 | 117 | 118 | 118 | 117 | 118 | 118 | 117 | 117 | 116 | 116 |
| Grade 11 | *% | 29.2 | 2.8 | 22.4 | 3.7 | 81.5 | 93.5 | 46.3 | 95.4 | 93.5 | 100.0 | 88.0 | 98.1 | 75.0 | 81.5 | 53.3 | 95.4 |
| | n | 31 | 3 | 24 | 4 | 88 | 101 | 50 | 103 | 101 | 108 | 95 | 106 | 81 | 88 | 57 | 103 |
| | N | 106 | 108 | 107 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 107 | 108 |
| Grade 12 | *% | 42.1 | 5.3 | 22.1 | 2.1 | 73.7 | 84.2 | 40.0 | 92.6 | 91.6 | 92.6 | 74.7 | 98.9 | 64.9 | 73.4 | 47.9 | 88.3 |
| | n | 40 | 5 | 21 | 2 | 70 | 80 | 38 | 88 | 87 | 88 | 71 | 94 | 61 | 69 | 45 | 83 |
| | N | 95 | 95 | 95 | 94 | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 94 | 94 | 94 | 94 |

Notes:

* In Table 24 the rows marked with a percent sign (%) reflect **percentages** of youth who meet the criteria appropriate to the particular column for Past 30-Day Use, Perception of Risk, Perception of Parental Disapproval, and Perception of Peer Disapproval.

n Rows marked with a lower case n report the **number** of students who meet the criteria.

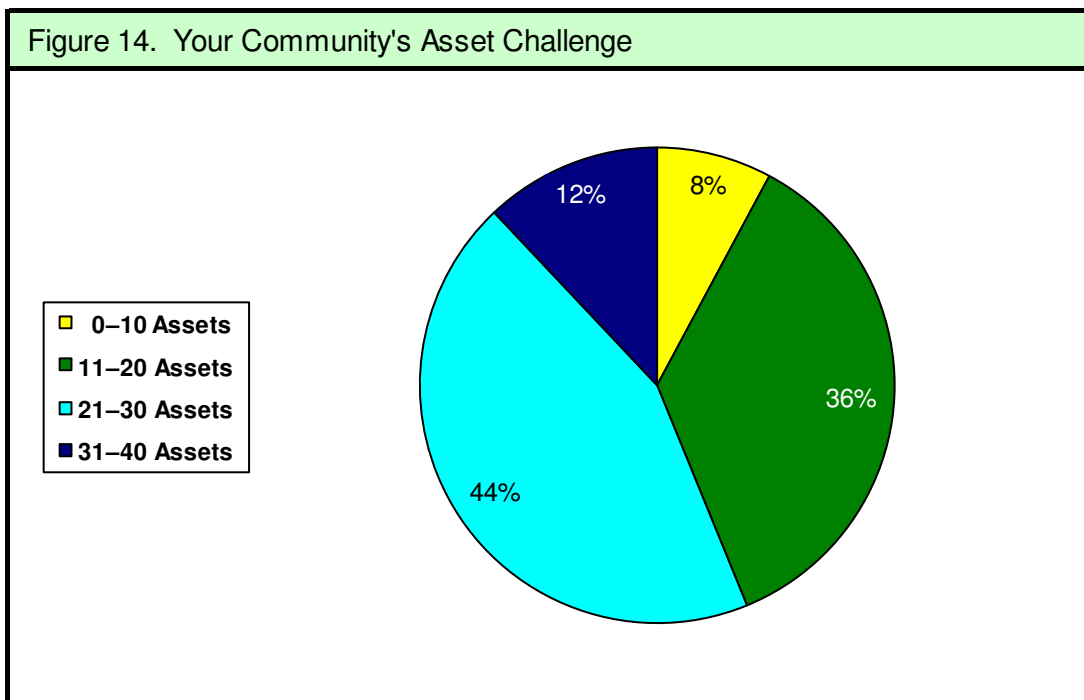
N Rows marked with an upper case N report the **number** of students who responded to the relevant question.

Section 7

Taking Action

Assets are cumulative—and the more assets, the better. Search Institute's research consistently shows that the more assets young people have, the less likely they are to be involved in risk-taking behaviors. And multiple indicators of thriving, including school academic success, increase as assets increase. Figure 14 presents the distribution of assets in your community.

While well-intentioned youth development efforts often focus on the consequences of asset “depletion,” the problems we see now will persist, and likely increase, unless we place a major emphasis on rebuilding the asset foundation for our youth.



Asset-building communities galvanize people, organizations, institutions, and systems to take action around a shared understanding of positive development. Ultimately, strengthening and rebuilding the developmental framework of a community is a movement led by the people—parents, relatives, educators, youth workers, religious leaders, and other concerned adults—to create a community-wide sense of common purpose.

Residents and community leaders are part of the same team moving in the same direction. Asset building creates a culture in which all residents are encouraged and expected, by virtue of their membership in the community, to promote the positive development of youth.

Strengthening the Foundation of Developmental Assets

How do you strengthen Developmental Assets for all young people? Search Institute has identified six principles to help guide the process:¹⁷

1. **All young people need assets:** While it is crucial to pay special attention to youth who have the least resources (economically and/or emotionally), **all** children and adolescents will benefit from having even more assets than they now have.
2. **Everyone can build assets:** All adults, youth, and children can play a role in developing assets by spreading positive messages to and about young people across the community.
3. **Building assets is an ongoing process:** Asset development starts when a child is born, and continues through high school and beyond.
4. **Relationships are crucial:** A key to asset development is strong relationships between adults and young people, between young people and their peers, and between teenagers and younger children.
5. **Send consistent messages:** Asset building requires sending consistent, positive messages to youth and adults about what is important.
6. **Repeat the message—again and again:** Young people need to hear the same positive messages and feel support over and over from many different people.

Characteristics of Healthy, Asset-Building Communities

Successful asset-building communities are those in which adults and youth work together to create a culture of cooperation rooted in respect for all community members. Here you'll find the characteristics of healthy asset-building communities. Note that there is and should be much overlap between the various roles and responsibilities identified below.

Educators, youth leaders, and faith community members can do the following:

- Build assets in youth by concentrating on
 - Building intergenerational relationships
 - Educating and supporting parents
 - Encouraging a constructive use of time
 - Focusing on values development
 - Emphasizing service to the community.

The focus is on both their own members and on the larger community.

¹⁹ Adapted from *Uniting Communities for Youth: Mobilizing All Sectors to Create a Positive Future*, Peter L. Benson, Ph.D., Minneapolis, MN: Search Institute, 1995.

- Youth-serving professionals and volunteers (such as day-care providers, teachers, social workers, religious and community youth leaders, coaches, and mentors) receive training in asset building.
- Preschool, elementary, and secondary schools place a high priority on becoming caring environments for all students. Schools provide a challenging and engaging curriculum, offer opportunities for nurturing the values that community members consider critical, expand and strengthen out-of-school activities, and connect with parents to reinforce the importance of family attention to asset building.

Young people can do the following:

- Learn about the Developmental Assets and care about increasing them by promoting asset building actions for themselves and their peers.
- Ask for opportunities to lead, make decisions, and offer their knowledge and ideas to others. They are empowered to take on useful roles in community life.
- Actively participate in developing community programs and policies, rather than function as passive objects of adult programming.
- Engage frequently in service to other people, often partnering with adults. The community highly values the service-learning that comes from these experiences.
- Most 7- to 18-year-olds are involved in one or more clubs, teams, or other youth-serving organizations that make asset building central to their mission.
- Establish and sustain healthy relationships with younger children.

All caring adults, including parents, community residents, business people, elected representatives, and organization members can do the following:

- Create safe places for youth to meet and hang out.
- Assume personal responsibility for developing sustained, caring, intergenerational relationships with young people and building assets by taking the following concrete actions:
 - Listening carefully
 - Sharing respectful conversation
 - Enjoying their company and distinguishing them by name
 - Complimenting positive behaviors
 - Acknowledging youth when they're present
 - Involving youth in decision-making.
- Identify and share with youth a core set of common values and boundaries. Adults model and articulate these positive values and boundaries to young people.
- Believe in the importance of building Developmental Assets in youth. Communicate that message several times a year to all residents.
- Support families and adults (particularly parents) with community programs that teach and equip adults to make asset building a top priority.
- Invest in expanding and strengthening the community system of youth clubs, teams, and organizations.

- Elevate peer helping, mentoring, and service-learning programs, all of which intentionally build assets, to top priority within the community and expand them to reach a larger number of youth.
- Ensure that businesses that employ teenagers deliberately address the Support, Boundaries and Expectations, Positive Values, and Social Competencies assets in the workplace.
- Encourage employers to develop family-friendly policies in the workplace and provide processes for employees to build healthy relationships with youth.
- Train youth organizations and other service provider leaders and volunteers in asset-building strategies. Provide meaningful opportunities for youth to serve their communities and build citizenship and leadership skills.
- Move asset development and community-wide cooperation to the top of local government planning, policy, and funding priorities through policy-making, influence, training, and resource allocation.
- Consistently and repeatedly communicate a vision for healthy youth through local, regional, and national media (including print, radio, television, and Internet). Public relations efforts support local asset-building efforts. The media provide forums for sharing innovative actions taken by individuals and organizations.
- Take pride in and share with youth the community's cultural strengths and traditions, including:
 - Showing respect for elders and authority figures
 - Nurturing intergenerational relationships
 - Caring for others
 - Understanding the wisdom about "what matters."

Affirming these strengths represents an important dimension of cultural competence, in addition to knowledge and contact with cultures outside one's own.

- Offer frequent expressions of support to young people in informal public settings and in formal gathering places.
- Recognize and celebrate the innovative actions of asset-building individuals and systems. Youth professionals and volunteers experience a high status in the life of the community.
- Make a community-wide commitment to asset building that is long-term and includes all residents.
- Pay particular attention to helping girls develop and express assertiveness skills, personal control and skill mastery, and a healthy self-concept.
- Pay particular attention to helping boys develop and express compassion, caring, and a healthy self-concept.
- Ensure that there are safe sources of short-term childcare for families on weekends and weeknights.

Creating an Asset-Rich Community

There is no single "best model" or "right way" for launching and sustaining a community-wide asset-building initiative. However, certain dynamics appear to be essential. The movement requires a

team—representing all the social systems and voices in the community, ***including youth***—to gather information, plan, and take the lead in mobilizing the community’s asset-building capacity.

We recommend these general strategies for getting started:

- **Establish long-term goals and perspective**—Use the information in this report to develop a shared community vision for increasing the asset base for all children and adolescents. Strive to increase the average number of assets to 31 or more. Reaching your target cannot be rushed or accomplished with a single idea or program. It will take long-term commitment, multiple and coordinated changes, and a passion for the vision that will sustain your efforts.
- **Educate and motivate**—Make it a priority to communicate the power of Developmental Assets to all community residents—including children and youth—on multiple occasions, using a variety of media.
- **Think “intergenerationally”**—Communities that are too segregated by generations must look for opportunities to connect old and young, adults and youth, teenagers and children. Acknowledge and celebrate the asset-building power of intergenerational relationships.
- **Expand the reach of family education**—Families are the key source of Developmental Assets. All parents and guardians need multiple opportunities to learn about, remember, and build Developmental Assets in youth. Agencies, schools, community education, religious institutions, the media, public health, and other community-based organizations must work together to provide these opportunities, with particular emphasis on promoting responsible parenting by fathers and mothers.
- **Support and expand current asset-building efforts**—Though they may not use the same vocabulary, many people, places, and programs already build assets in neighborhoods, schools, parks and recreation programs, religious institutions, and youth organizations. Recognizing, publicizing, and supporting asset-building efforts helps reinforce their commitment and inspires others to take similar action.
- **Strengthen socializing systems**—Though much asset building occurs in daily, informal interactions, neighborhoods, schools, religious institutions, youth organizations, and employers must also be intentional about asset building. Look for ways to make training, technical assistance, and networking opportunities available in these settings.
- **Empower youth to contribute**—Many young people feel devalued by adults. Most report that their community does not provide useful roles for them. In settings where youth are involved, make it a typical occurrence to ask for their ideas and advice, to make decisions with them, and to treat them as responsible, competent allies in all asset-building efforts.
- **Elevate the importance of service**—Make it the accepted practice for children and youth to serve others in caring and compassionate ways through youth organizations, families, neighborhoods, schools, and religious institutions. Service solidifies caring values and provides opportunities to build social competencies, empowerment, and positive identity assets. It becomes even more powerful (shaping learning, positive values, and competencies) when combined with reflection activities. A reasonable goal would be to ensure that all youth engage in acts of service many times a year from the ages of five to 20.
- **Provide places to grow**—Too many youth lack connection to the kinds of teams, clubs, organizations, and programs that provide safe and active places to develop asset strength. All citizens and leaders need to look for opportunities to expand choices for young people to gather safely. Parents and other caring adults must encourage and reward involvement.
- **Advocate for high-quality opportunities for young people**—Young people are the responsibility not just of their families but of the whole community. All citizens—whether they are parents or not—must demand, support, and allocate necessary resources for the highest quality schools, out-of-school care, and other youth programs. Challenge individuals to

Appendices



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Appendix A

Survey Item Percentages by Gender and Grade

| Survey Items | Total | Gender | | Grade | | | | | | |
|--|--------|--------|----|-------|-----|-----|-----|-----|----|-----|
| | Sample | M | F | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 1. Age | | | | | | | | | | |
| 11 or younger | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| 12 | 13 | 15 | 12 | 70 | 0 | 0 | 0 | 0 | 0 | 0 |
| 13 | 19 | 23 | 16 | 28 | 77 | 0 | 0 | 0 | 0 | 0 |
| 14 | 18 | 17 | 19 | 1 | 23 | 79 | 0 | 0 | 0 | 0 |
| 15 | 17 | 14 | 20 | 0 | 0 | 21 | 79 | 0 | 0 | 0 |
| 16 | 14 | 14 | 15 | 0 | 0 | 0 | 19 | 75 | 0 | 0 |
| 17 | 13 | 14 | 13 | 0 | 0 | 0 | 2 | 25 | 72 | 0 |
| 18 | 4 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 28 |
| 19 or older | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2. Grade in school | | | | | | | | | | |
| 5th | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6th | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7th | 19 | 23 | 16 | 100 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8th | 18 | 20 | 16 | 0 | 100 | 0 | 0 | 0 | 0 | 0 |
| 9th | 18 | 15 | 20 | 0 | 0 | 100 | 0 | 0 | 0 | 0 |
| 10th | 16 | 15 | 18 | 0 | 0 | 0 | 100 | 0 | 0 | 0 |
| 11th | 15 | 14 | 16 | 0 | 0 | 0 | 0 | 100 | 0 | 0 |
| 12th | 13 | 12 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 100 |
| 3. Gender | | | | | | | | | | |
| Female | 50 | 0 | 99 | 42 | 45 | 56 | 56 | 53 | 53 | 53 |
| Male | 48 | 99 | 0 | 58 | 52 | 41 | 44 | 46 | 44 | 44 |
| Transgender, male-to-female | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Transgender, female-to-male | 0 | 1 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 |
| Transgender, do not identify as exclusively male or female | 1 | 0 | 0 | 1 | 1 | 2 | 0 | 1 | 1 | 1 |
| Not sure | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 |
| 4. Would you say that you are ... ? | | | | | | | | | | |
| Only straight/heterosexual | 79 | 91 | 70 | 89 | 73 | 77 | 80 | 79 | 79 | 79 |
| Mostly straight/heterosexual | 9 | 4 | 14 | 5 | 11 | 9 | 11 | 10 | 9 | 9 |
| Bisexual | 8 | 2 | 13 | 6 | 11 | 10 | 8 | 6 | 5 | 5 |
| Mostly lesbian/gay | 2 | 1 | 2 | 0 | 2 | 2 | 1 | 3 | 4 | 4 |
| Only lesbian/gay | 2 | 1 | 1 | 0 | 2 | 2 | 0 | 3 | 2 | 2 |
| 5. Race / ethnicity | | | | | | | | | | |
| American Indian or Alaska Native | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 |
| Asian | 2 | 1 | 2 | 2 | 1 | 4 | 2 | 0 | 1 | 1 |
| Black or African American | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 0 | 1 | 1 |
| Hispanic or Latino/Latina | 1 | 1 | 1 | 2 | 0 | 2 | 1 | 2 | 1 | 1 |
| Native Hawaiian or Other Pacific Islander | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| White | 81 | 80 | 82 | 76 | 74 | 78 | 86 | 85 | 91 | 91 |
| Other | 1 | 2 | 0 | 3 | 1 | 2 | 0 | 2 | 0 | 0 |
| More than one of the above | 13 | 12 | 14 | 15 | 21 | 13 | 10 | 11 | 6 | 6 |
| 6. Which of the following best describes your family? | | | | | | | | | | |
| I live with my two birth / biological parents | 72 | 75 | 70 | 79 | 66 | 73 | 72 | 73 | 69 | 69 |
| I live with my two adoptive parents | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 1 | 3 | 3 |
| Sometimes I live with my mom and sometimes my | 11 | 11 | 11 | 10 | 14 | 11 | 12 | 8 | 13 | 13 |
| I live with one parent | 5 | 4 | 5 | 4 | 5 | 4 | 3 | 7 | 8 | 8 |
| I live with one parent and one stepparent | 7 | 6 | 8 | 2 | 8 | 9 | 8 | 9 | 5 | 5 |
| I live with one birth parent and one adoptive pare | 1 | 1 | 1 | 1 | 2 | 1 | 0 | 0 | 0 | 0 |
| I live with foster parents | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| I live with my grandparents or other adult relative | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| who take care of me | | | | | | | | | | |
| Other | 1 | 1 | 1 | 1 | 2 | 0 | 3 | 0 | 0 | 0 |

Survey Item Percentages by Gender and Grade (Cont'd)

| Survey Items | Total Sample | Gender | | Grade | | | | | | |
|--|-----------------|--------|----|-------|----|----|----|----|----|----|
| | | M | F | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| How important is each of the following to you in your life? | | | | | | | | | | |
| 7. Helping other people | | | | | | | | | | |
| Not important | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 |
| Somewhat important | 6 | 8 | 4 | 3 | 9 | 5 | 8 | 4 | 5 | |
| Not sure | 4 | 4 | 3 | 5 | 4 | 5 | 3 | 3 | 2 | |
| Quite important | 51 | 57 | 46 | 57 | 58 | 51 | 48 | 50 | 41 | |
| Extremely important | 39 | 31 | 47 | 35 | 29 | 38 | 40 | 42 | 52 | |
| 8. Helping to reduce hunger and poverty in the world | | | | | | | | | | |
| Not important | 2 | 3 | 2 | 1 | 3 | 1 | 3 | 4 | 2 | |
| Somewhat important | 10 | 13 | 7 | 9 | 14 | 9 | 11 | 7 | 9 | |
| Not sure | 14 | 18 | 10 | 19 | 17 | 15 | 12 | 11 | 11 | |
| Quite important | 38 | 37 | 39 | 34 | 36 | 37 | 38 | 43 | 43 | |
| Extremely important | 36 | 29 | 42 | 38 | 31 | 39 | 36 | 35 | 35 | |
| 9. Helping to make the world a better place in which to live | | | | | | | | | | |
| Not important | 1 | 1 | 1 | 0 | 1 | 2 | 2 | 1 | 2 | |
| Somewhat important | 5 | 8 | 3 | 4 | 8 | 4 | 5 | 6 | 5 | |
| Not sure | 9 | 12 | 6 | 15 | 11 | 9 | 5 | 6 | 5 | |
| Quite important | 36 | 35 | 36 | 32 | 45 | 39 | 33 | 37 | 29 | |
| Extremely important | 48 | 43 | 55 | 49 | 35 | 46 | 55 | 51 | 59 | |
| 10. Being religious or spiritual | | | | | | | | | | |
| Not important | 24 | 23 | 24 | 16 | 29 | 21 | 27 | 26 | 25 | |
| Somewhat important | 22 | 20 | 25 | 22 | 17 | 20 | 23 | 20 | 34 | |
| Not sure | 25 | 25 | 24 | 33 | 25 | 25 | 26 | 15 | 20 | |
| Quite important | 19 | 20 | 18 | 16 | 15 | 23 | 16 | 28 | 14 | |
| Extremely important | 11 | 12 | 10 | 13 | 14 | 11 | 8 | 11 | 7 | |
| 11. Helping to make sure that all people are treated fairly | | | | | | | | | | |
| Not important | 1 | 1 | 0 | 0 | 2 | 1 | 2 | 1 | 0 | |
| Somewhat important | 5 | 8 | 3 | 6 | 5 | 4 | 7 | 4 | 6 | |
| Not sure | 4 | 7 | 3 | 7 | 6 | 5 | 1 | 5 | 2 | |
| Quite important | 38 | 47 | 29 | 42 | 38 | 35 | 37 | 41 | 32 | |
| Extremely important | 51 | 37 | 65 | 45 | 48 | 55 | 53 | 50 | 60 | |
| 12. Getting to know people who are of a different race or ethnic group than I am | | | | | | | | | | |
| Not important | 3 | 6 | 1 | 1 | 3 | 2 | 3 | 4 | 5 | |
| Somewhat important | 7 | 9 | 5 | 5 | 8 | 8 | 10 | 6 | 5 | |
| Not sure | 16 | 22 | 11 | 23 | 23 | 15 | 14 | 8 | 9 | |
| Quite important | 42 | 42 | 42 | 45 | 38 | 37 | 43 | 56 | 33 | |
| Extremely important | 32 | 22 | 41 | 26 | 29 | 38 | 30 | 26 | 47 | |
| 13. Speaking up for equality (everyone should have the same rights and opportunities) | | | | | | | | | | |
| Not important | 1 | 2 | 1 | 0 | 2 | 2 | 1 | 2 | 2 | |
| Somewhat important | 5 | 8 | 2 | 5 | 4 | 4 | 6 | 5 | 6 | |
| Not sure | 10 | 15 | 5 | 13 | 14 | 11 | 7 | 5 | 7 | |
| Quite important | 31 | 34 | 28 | 30 | 37 | 28 | 38 | 33 | 16 | |
| Extremely important | 53 | 42 | 63 | 52 | 44 | 55 | 49 | 56 | 68 | |
| 14. Giving time or money to make life better for other people | | | | | | | | | | |
| Not important | 3 | 5 | 1 | 1 | 2 | 3 | 3 | 5 | 5 | |
| Somewhat important | 10 | 14 | 7 | 9 | 11 | 9 | 14 | 10 | 9 | |
| Not sure | 16 | 19 | 14 | 20 | 21 | 17 | 14 | 13 | 12 | |
| Quite important | 47 | 44 | 50 | 49 | 45 | 46 | 47 | 50 | 41 | |
| Extremely important | 23 | 18 | 28 | 22 | 20 | 24 | 22 | 22 | 33 | |

Survey Item Percentages by Gender and Grade (Cont'd)

| Survey Items | Total Sample | Gender | | Grade | | | | | | |
|---|-----------------|--------|----|-------|----|----|----|----|----|----|
| | | M | F | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| How important is each of the following to you in your life? | | | | | | | | | | |
| 15. Doing what I believe is right, even if my friends make fun of me | | | | | | | | | | |
| Not important | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 0 | 0 | |
| Somewhat important | 6 | 8 | 5 | 6 | 8 | 4 | 8 | 6 | 4 | |
| Not sure | 12 | 14 | 10 | 14 | 14 | 13 | 10 | 10 | 8 | |
| Quite important | 41 | 44 | 38 | 35 | 42 | 39 | 41 | 47 | 45 | |
| Extremely important | 40 | 33 | 46 | 43 | 34 | 43 | 39 | 37 | 42 | |
| 16. Standing up for what I believe, even when it's unpopular to do so | | | | | | | | | | |
| Not important | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | |
| Somewhat important | 5 | 6 | 4 | 4 | 8 | 5 | 5 | 4 | 3 | |
| Not sure | 12 | 16 | 9 | 19 | 15 | 13 | 9 | 8 | 5 | |
| Quite important | 39 | 40 | 39 | 33 | 42 | 32 | 44 | 42 | 46 | |
| Extremely important | 43 | 36 | 48 | 43 | 34 | 49 | 41 | 46 | 45 | |
| 17. Telling the truth, even when it's not easy | | | | | | | | | | |
| Not important | 1 | 1 | 1 | 0 | 2 | 0 | 1 | 1 | 0 | |
| Somewhat important | 9 | 9 | 9 | 8 | 11 | 9 | 12 | 5 | 9 | |
| Not sure | 15 | 17 | 13 | 15 | 17 | 18 | 15 | 18 | 6 | |
| Quite important | 44 | 44 | 44 | 45 | 39 | 42 | 45 | 50 | 44 | |
| Extremely important | 31 | 29 | 33 | 33 | 30 | 30 | 27 | 27 | 40 | |
| 18. Accepting responsibility for my actions when I make a mistake or get in trouble | | | | | | | | | | |
| Not important | 1 | 1 | 1 | 1 | 2 | 0 | 1 | 1 | 0 | |
| Somewhat important | 5 | 6 | 5 | 7 | 7 | 4 | 5 | 5 | 5 | |
| Not sure | 10 | 9 | 11 | 10 | 12 | 10 | 11 | 9 | 7 | |
| Quite important | 47 | 49 | 45 | 47 | 40 | 46 | 55 | 54 | 38 | |
| Extremely important | 37 | 35 | 39 | 35 | 39 | 40 | 28 | 31 | 49 | |
| 19. Doing my best, even when I have to do a job I don't like | | | | | | | | | | |
| Not important | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 0 | |
| Somewhat important | 7 | 7 | 7 | 6 | 11 | 7 | 7 | 7 | 4 | |
| Not sure | 9 | 11 | 7 | 9 | 18 | 6 | 10 | 5 | 5 | |
| Quite important | 45 | 46 | 44 | 48 | 34 | 45 | 49 | 52 | 41 | |
| Extremely important | 38 | 35 | 40 | 36 | 36 | 41 | 33 | 35 | 49 | |
| 20. On an average school day, how much time do you spend doing homework outside of school? | | | | | | | | | | |
| None | 6 | 8 | 5 | 9 | 8 | 4 | 8 | 4 | 3 | |
| Half hour or less | 15 | 20 | 10 | 29 | 17 | 5 | 8 | 15 | 15 | |
| Between a half hour and an hour | 20 | 22 | 17 | 29 | 24 | 26 | 12 | 14 | 9 | |
| 1 hour | 17 | 19 | 16 | 18 | 22 | 17 | 18 | 14 | 15 | |
| 2 hours | 26 | 22 | 29 | 14 | 25 | 30 | 31 | 31 | 28 | |
| 3 hours or more | 16 | 9 | 23 | 1 | 5 | 19 | 23 | 23 | 31 | |
| 21. What grades do you earn in school? | | | | | | | | | | |
| Mostly As | 35 | 27 | 44 | 43 | 33 | 29 | 31 | 37 | 41 | |
| About half As and half Bs | 33 | 34 | 33 | 34 | 24 | 36 | 38 | 35 | 34 | |
| Mostly Bs | 14 | 21 | 7 | 15 | 13 | 16 | 13 | 11 | 14 | |
| About half Bs and half Cs | 10 | 9 | 9 | 7 | 15 | 12 | 9 | 8 | 6 | |
| Mostly Cs | 3 | 3 | 3 | 1 | 5 | 2 | 3 | 7 | 1 | |
| About half Cs and half Ds | 3 | 4 | 1 | 1 | 7 | 3 | 3 | 1 | 2 | |
| Mostly Ds | 1 | 1 | 1 | 0 | 1 | 2 | 1 | 0 | 1 | |
| Mostly below Ds | 1 | 1 | 1 | 0 | 2 | 0 | 3 | 0 | 0 | |

Survey Item Percentages by Gender and Grade (Cont'd)

| Survey Items | Total Sample | Gender | | Grade | | | | | | |
|--|-----------------|--------|----|-------|----|----|----|----|----|----|
| | | M | F | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| How often does one of your parents . . . ? | | | | | | | | | | |
| 22. Help you with your school work | | | | | | | | | | |
| Very often | 5 | 5 | 6 | 12 | 7 | 4 | 5 | 2 | 1 | |
| Often | 12 | 13 | 11 | 21 | 15 | 13 | 8 | 5 | 4 | |
| Sometimes | 30 | 31 | 29 | 35 | 38 | 31 | 21 | 30 | 20 | |
| Seldom | 29 | 31 | 27 | 24 | 23 | 32 | 32 | 31 | 35 | |
| Never | 24 | 20 | 27 | 9 | 17 | 19 | 33 | 33 | 40 | |
| 23. Talk to you about what you are doing in school | | | | | | | | | | |
| Very often | 32 | 34 | 31 | 37 | 31 | 30 | 31 | 28 | 33 | |
| Often | 33 | 33 | 33 | 31 | 31 | 36 | 31 | 37 | 31 | |
| Sometimes | 22 | 21 | 22 | 21 | 25 | 17 | 26 | 21 | 19 | |
| Seldom | 9 | 8 | 11 | 7 | 7 | 11 | 9 | 11 | 12 | |
| Never | 4 | 4 | 4 | 4 | 6 | 6 | 3 | 3 | 4 | |
| 24. Ask you about homework | | | | | | | | | | |
| Very often | 32 | 36 | 29 | 34 | 30 | 37 | 31 | 29 | 29 | |
| Often | 29 | 31 | 28 | 30 | 30 | 23 | 32 | 31 | 32 | |
| Sometimes | 22 | 20 | 24 | 22 | 24 | 25 | 17 | 23 | 23 | |
| Seldom | 9 | 7 | 10 | 10 | 7 | 9 | 11 | 9 | 5 | |
| Never | 8 | 6 | 9 | 4 | 9 | 6 | 8 | 8 | 11 | |
| 25. Go to meetings or events at your school | | | | | | | | | | |
| Very often | 14 | 15 | 13 | 19 | 10 | 12 | 14 | 11 | 17 | |
| Often | 26 | 25 | 26 | 29 | 27 | 21 | 29 | 23 | 24 | |
| Sometimes | 35 | 34 | 35 | 29 | 34 | 39 | 32 | 41 | 36 | |
| Seldom | 17 | 19 | 16 | 19 | 20 | 20 | 17 | 13 | 12 | |
| Never | 8 | 7 | 10 | 4 | 9 | 8 | 8 | 11 | 11 | |
| 26. At school I try as hard as I can to do my best work | | | | | | | | | | |
| Strongly agree | 35 | 30 | 39 | 44 | 35 | 30 | 30 | 33 | 35 | |
| Agree | 48 | 49 | 47 | 48 | 42 | 56 | 47 | 47 | 46 | |
| Not sure | 11 | 13 | 8 | 6 | 14 | 8 | 12 | 14 | 12 | |
| Disagree | 5 | 6 | 4 | 2 | 7 | 5 | 8 | 5 | 4 | |
| Strongly disagree | 1 | 2 | 1 | 0 | 2 | 0 | 3 | 1 | 3 | |
| 27. My teachers really care about me | | | | | | | | | | |
| Strongly agree | 20 | 26 | 14 | 35 | 15 | 15 | 12 | 13 | 30 | |
| Agree | 46 | 43 | 48 | 43 | 38 | 46 | 48 | 50 | 52 | |
| Not sure | 25 | 22 | 29 | 20 | 33 | 33 | 24 | 31 | 9 | |
| Disagree | 6 | 6 | 7 | 2 | 11 | 5 | 9 | 3 | 7 | |
| Strongly disagree | 3 | 4 | 2 | 0 | 4 | 1 | 7 | 3 | 2 | |
| 28. It bothers me when I don't do something well | | | | | | | | | | |
| Strongly agree | 45 | 33 | 57 | 36 | 37 | 56 | 52 | 45 | 48 | |
| Agree | 36 | 44 | 29 | 37 | 35 | 27 | 36 | 40 | 43 | |
| Not sure | 10 | 12 | 8 | 12 | 14 | 13 | 8 | 7 | 6 | |
| Disagree | 6 | 9 | 3 | 13 | 8 | 2 | 3 | 6 | 1 | |
| Strongly disagree | 2 | 2 | 2 | 1 | 5 | 2 | 1 | 1 | 2 | |
| 29. I get a lot of encouragement at my school | | | | | | | | | | |
| Strongly agree | 13 | 15 | 12 | 23 | 8 | 11 | 6 | 9 | 23 | |
| Agree | 40 | 42 | 39 | 45 | 32 | 42 | 38 | 42 | 44 | |
| Not sure | 31 | 30 | 31 | 24 | 35 | 32 | 35 | 36 | 21 | |
| Disagree | 11 | 8 | 14 | 6 | 15 | 13 | 13 | 9 | 6 | |
| Strongly disagree | 5 | 6 | 4 | 1 | 10 | 2 | 9 | 4 | 5 | |
| 30. Teachers at school push me to be the best I can be | | | | | | | | | | |
| Strongly agree | 20 | 23 | 17 | 33 | 18 | 18 | 8 | 13 | 28 | |
| Agree | 47 | 49 | 45 | 47 | 40 | 50 | 47 | 55 | 45 | |
| Not sure | 24 | 18 | 30 | 19 | 31 | 27 | 30 | 20 | 16 | |
| Disagree | 6 | 7 | 6 | 1 | 8 | 4 | 9 | 9 | 9 | |
| Strongly disagree | 3 | 3 | 2 | 0 | 3 | 1 | 6 | 3 | 3 | |

Survey Item Percentages by Gender and Grade (Cont'd)

| Survey Items | Total Sample | Gender | | Grade | | | | | | |
|--|-----------------|--------|----|-------|----|----|----|----|----|----|
| | | M | F | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 31. My parents push me to be the best I can be | | | | | | | | | | |
| Strongly agree | 53 | 56 | 50 | 72 | 50 | 49 | 42 | 47 | 51 | |
| Agree | 36 | 35 | 37 | 22 | 34 | 40 | 44 | 44 | 36 | |
| Not sure | 8 | 5 | 10 | 5 | 10 | 10 | 10 | 5 | 7 | |
| Disagree | 2 | 2 | 2 | 1 | 4 | 1 | 2 | 3 | 4 | |
| Strongly disagree | 1 | 1 | 1 | 0 | 2 | 0 | 2 | 1 | 1 | |
| 32. During the last four weeks, how many days of school have you missed because you skipped or "ditched"? | | | | | | | | | | |
| None | 83 | 88 | 80 | 82 | 76 | 89 | 86 | 83 | 86 | |
| 1 day | 8 | 6 | 10 | 10 | 14 | 5 | 7 | 4 | 9 | |
| 2 days | 5 | 5 | 5 | 6 | 6 | 3 | 3 | 9 | 2 | |
| 3 days | 2 | 1 | 3 | 1 | 2 | 2 | 4 | 2 | 1 | |
| 4 – 5 days | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 2 | 1 | |
| 6 – 10 days | 0 | 1 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | |
| 11 or more days | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | |
| 33. During this school year, have you received special help in school for your class work or behavior on a daily or weekly basis? | | | | | | | | | | |
| Yes | 21 | 23 | 19 | 20 | 27 | 24 | 20 | 19 | 13 | |
| No | 79 | 77 | 81 | 80 | 73 | 76 | 80 | 81 | 87 | |
| How often do you . . . ? | | | | | | | | | | |
| 34. Feel bored at school | | | | | | | | | | |
| Usually | 61 | 62 | 60 | 40 | 66 | 66 | 74 | 66 | 58 | |
| Sometimes | 37 | 37 | 38 | 58 | 34 | 31 | 25 | 33 | 40 | |
| Never | 2 | 1 | 2 | 2 | 0 | 2 | 2 | 1 | 2 | |
| 35. Come to classes without the supplies I need (for example, paper, computer, books) | | | | | | | | | | |
| Usually | 20 | 17 | 23 | 19 | 25 | 17 | 22 | 17 | 17 | |
| Sometimes | 26 | 33 | 20 | 30 | 35 | 22 | 24 | 26 | 18 | |
| Never | 54 | 50 | 58 | 50 | 40 | 61 | 54 | 57 | 65 | |
| 36. Come to classes without your homework finished | | | | | | | | | | |
| Usually | 17 | 16 | 17 | 13 | 20 | 10 | 29 | 13 | 15 | |
| Sometimes | 45 | 48 | 40 | 39 | 45 | 47 | 36 | 46 | 61 | |
| Never | 38 | 36 | 42 | 48 | 36 | 43 | 35 | 41 | 24 | |
| 37. Feel interested in what you are learning at school | | | | | | | | | | |
| Usually | 19 | 20 | 18 | 30 | 16 | 15 | 9 | 14 | 29 | |
| Sometimes | 67 | 65 | 68 | 65 | 58 | 68 | 75 | 73 | 63 | |
| Never | 14 | 15 | 14 | 5 | 26 | 17 | 15 | 13 | 7 | |
| 38. On the whole, I like myself | | | | | | | | | | |
| Strongly agree | 28 | 37 | 20 | 41 | 28 | 18 | 29 | 24 | 25 | |
| Agree | 48 | 51 | 45 | 41 | 38 | 55 | 49 | 54 | 51 | |
| Not sure | 12 | 6 | 18 | 11 | 17 | 10 | 11 | 14 | 11 | |
| Disagree | 8 | 5 | 10 | 6 | 8 | 10 | 6 | 7 | 11 | |
| Strongly disagree | 4 | 2 | 6 | 1 | 9 | 6 | 5 | 1 | 3 | |
| 39. It is against my values to drink alcohol while I am a teenager | | | | | | | | | | |
| Strongly agree | 42 | 48 | 36 | 61 | 57 | 44 | 30 | 26 | 21 | |
| Agree | 22 | 23 | 22 | 21 | 25 | 24 | 21 | 24 | 18 | |
| Not sure | 18 | 16 | 18 | 12 | 14 | 17 | 25 | 21 | 18 | |
| Disagree | 12 | 8 | 17 | 4 | 4 | 13 | 13 | 22 | 23 | |
| Strongly disagree | 6 | 5 | 7 | 1 | 1 | 2 | 12 | 6 | 20 | |
| 40. I like to do exciting things, even if they are dangerous | | | | | | | | | | |
| Strongly agree | 19 | 25 | 13 | 20 | 23 | 16 | 19 | 20 | 15 | |
| Agree | 34 | 35 | 34 | 33 | 30 | 34 | 38 | 34 | 38 | |
| Not sure | 28 | 24 | 33 | 30 | 29 | 30 | 29 | 27 | 22 | |
| Disagree | 13 | 13 | 14 | 14 | 13 | 11 | 12 | 12 | 19 | |
| Strongly disagree | 6 | 4 | 7 | 4 | 6 | 9 | 3 | 6 | 6 | |

Survey Item Percentages by Gender and Grade (Cont'd)

| Survey Items | Total Sample | Gender | | Grade | | | | | | |
|---|-----------------|--------|----|-------|----|----|----|----|----|----|
| | | M | F | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 41. At times, I think I am no good at all | | | | | | | | | | |
| Strongly agree | 11 | 6 | 15 | 9 | 15 | 13 | 13 | 4 | 12 | |
| Agree | 25 | 20 | 28 | 19 | 19 | 30 | 25 | 29 | 26 | |
| Not sure | 22 | 19 | 26 | 23 | 24 | 19 | 19 | 29 | 19 | |
| Disagree | 25 | 32 | 19 | 28 | 24 | 25 | 26 | 24 | 24 | |
| Strongly disagree | 17 | 23 | 12 | 20 | 18 | 13 | 16 | 15 | 19 | |
| 42. I get along well with my parents | | | | | | | | | | |
| Strongly agree | 42 | 45 | 39 | 54 | 42 | 39 | 35 | 39 | 40 | |
| Agree | 41 | 42 | 41 | 40 | 36 | 45 | 47 | 47 | 33 | |
| Not sure | 11 | 10 | 13 | 4 | 11 | 11 | 15 | 11 | 18 | |
| Disagree | 4 | 2 | 5 | 1 | 9 | 2 | 2 | 3 | 6 | |
| Strongly disagree | 1 | 1 | 2 | 1 | 2 | 2 | 1 | 0 | 3 | |
| 43. All in all, I am glad I am me | | | | | | | | | | |
| Strongly agree | 37 | 45 | 30 | 51 | 33 | 29 | 37 | 31 | 42 | |
| Agree | 40 | 40 | 40 | 34 | 31 | 48 | 41 | 52 | 36 | |
| Not sure | 14 | 10 | 17 | 10 | 21 | 13 | 14 | 10 | 16 | |
| Disagree | 5 | 3 | 6 | 1 | 8 | 4 | 6 | 6 | 4 | |
| Strongly disagree | 4 | 1 | 6 | 3 | 8 | 7 | 3 | 0 | 2 | |
| 44. I feel I do not have much to be proud of | | | | | | | | | | |
| Strongly agree | 6 | 6 | 6 | 4 | 9 | 5 | 8 | 2 | 9 | |
| Agree | 14 | 12 | 16 | 6 | 21 | 16 | 12 | 14 | 13 | |
| Not sure | 20 | 16 | 24 | 18 | 21 | 17 | 22 | 23 | 20 | |
| Disagree | 37 | 38 | 36 | 36 | 27 | 45 | 36 | 44 | 35 | |
| Strongly disagree | 23 | 28 | 18 | 35 | 22 | 16 | 21 | 17 | 23 | |
| 45. If I break one of my parents' rules, I usually get punished | | | | | | | | | | |
| Strongly agree | 25 | 25 | 25 | 20 | 33 | 28 | 26 | 18 | 25 | |
| Agree | 48 | 51 | 45 | 47 | 37 | 49 | 46 | 60 | 51 | |
| Not sure | 17 | 16 | 18 | 20 | 23 | 13 | 19 | 10 | 16 | |
| Disagree | 8 | 5 | 10 | 10 | 4 | 9 | 6 | 11 | 5 | |
| Strongly disagree | 2 | 2 | 2 | 2 | 3 | 2 | 3 | 1 | 3 | |
| 46. My parents give me help and support when I need it | | | | | | | | | | |
| Strongly agree | 44 | 45 | 43 | 53 | 44 | 37 | 42 | 42 | 48 | |
| Agree | 43 | 44 | 42 | 40 | 37 | 50 | 43 | 52 | 36 | |
| Not sure | 7 | 6 | 8 | 5 | 10 | 9 | 9 | 4 | 7 | |
| Disagree | 3 | 2 | 4 | 1 | 5 | 2 | 4 | 3 | 5 | |
| Strongly disagree | 2 | 3 | 2 | 1 | 5 | 2 | 2 | 0 | 3 | |
| 47. It is against my values to have sex while I am a teenager | | | | | | | | | | |
| Strongly agree | 25 | 24 | 25 | 44 | 40 | 23 | 10 | 13 | 9 | |
| Agree | 16 | 17 | 14 | 15 | 21 | 19 | 16 | 14 | 7 | |
| Not sure | 27 | 28 | 26 | 27 | 24 | 31 | 30 | 31 | 19 | |
| Disagree | 17 | 15 | 19 | 7 | 11 | 20 | 22 | 19 | 29 | |
| Strongly disagree | 15 | 15 | 16 | 7 | 5 | 8 | 22 | 24 | 35 | |
| 48. In my school there are clear rules about what students can and cannot do | | | | | | | | | | |
| Strongly agree | 28 | 30 | 25 | 45 | 25 | 28 | 16 | 24 | 23 | |
| Agree | 53 | 51 | 54 | 45 | 48 | 51 | 60 | 58 | 58 | |
| Not sure | 12 | 9 | 14 | 8 | 17 | 11 | 14 | 7 | 13 | |
| Disagree | 6 | 7 | 5 | 1 | 8 | 8 | 7 | 7 | 5 | |
| Strongly disagree | 2 | 3 | 2 | 1 | 3 | 2 | 3 | 3 | 1 | |
| 49. I care about the school I go to | | | | | | | | | | |
| Strongly agree | 21 | 21 | 21 | 36 | 14 | 21 | 14 | 12 | 25 | |
| Agree | 48 | 47 | 50 | 49 | 36 | 54 | 47 | 58 | 45 | |
| Not sure | 19 | 20 | 18 | 9 | 29 | 16 | 24 | 19 | 18 | |
| Disagree | 7 | 7 | 7 | 2 | 12 | 4 | 9 | 7 | 9 | |
| Strongly disagree | 5 | 6 | 4 | 4 | 8 | 5 | 7 | 4 | 2 | |

Survey Item Percentages by Gender and Grade (Cont'd)

| Survey Items | Total Sample | Gender | | Grade | | | | | | |
|---|-----------------|--------|----|-------|----|----|----|----|----|----|
| | | M | F | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 50. My parents often tell me they love me | | | | | | | | | | |
| Strongly agree | 58 | 58 | 57 | 74 | 57 | 54 | 56 | 52 | 48 | |
| Agree | 33 | 34 | 32 | 22 | 32 | 35 | 35 | 38 | 39 | |
| Not sure | 5 | 4 | 5 | 1 | 5 | 6 | 3 | 7 | 5 | |
| Disagree | 3 | 3 | 3 | 1 | 3 | 3 | 4 | 1 | 4 | |
| Strongly disagree | 2 | 1 | 3 | 1 | 3 | 1 | 2 | 2 | 3 | |
| 51. In my family, I feel useful and important | | | | | | | | | | |
| Strongly agree | 35 | 39 | 33 | 48 | 29 | 33 | 31 | 35 | 36 | |
| Agree | 42 | 46 | 39 | 36 | 42 | 43 | 47 | 44 | 42 | |
| Not sure | 13 | 10 | 16 | 12 | 13 | 16 | 14 | 15 | 12 | |
| Disagree | 6 | 3 | 8 | 2 | 11 | 5 | 5 | 6 | 6 | |
| Strongly disagree | 3 | 2 | 4 | 2 | 6 | 3 | 4 | 0 | 4 | |
| 52. Students in my school care about me | | | | | | | | | | |
| Strongly agree | 14 | 16 | 11 | 19 | 11 | 11 | 12 | 11 | 17 | |
| Agree | 47 | 55 | 41 | 57 | 34 | 45 | 48 | 53 | 47 | |
| Not sure | 29 | 22 | 35 | 20 | 39 | 32 | 28 | 27 | 26 | |
| Disagree | 7 | 5 | 9 | 2 | 10 | 7 | 8 | 8 | 9 | |
| Strongly disagree | 3 | 2 | 4 | 1 | 6 | 5 | 3 | 1 | 2 | |
| 53. In my family, there are clear rules about what I can and cannot do | | | | | | | | | | |
| Strongly agree | 34 | 37 | 31 | 42 | 42 | 31 | 25 | 24 | 35 | |
| Agree | 49 | 49 | 50 | 38 | 34 | 55 | 65 | 63 | 44 | |
| Not sure | 11 | 9 | 13 | 15 | 15 | 9 | 8 | 7 | 12 | |
| Disagree | 4 | 4 | 5 | 5 | 8 | 3 | 0 | 5 | 5 | |
| Strongly disagree | 2 | 2 | 1 | 0 | 2 | 2 | 3 | 1 | 4 | |
| 54. In my neighborhood, there are a lot of people who care about me | | | | | | | | | | |
| Strongly agree | 14 | 15 | 13 | 24 | 8 | 14 | 5 | 14 | 15 | |
| Agree | 30 | 33 | 28 | 38 | 24 | 23 | 30 | 35 | 33 | |
| Not sure | 35 | 36 | 34 | 28 | 42 | 41 | 38 | 29 | 32 | |
| Disagree | 14 | 11 | 17 | 5 | 17 | 16 | 15 | 19 | 13 | |
| Strongly disagree | 7 | 6 | 8 | 5 | 8 | 6 | 12 | 4 | 7 | |
| 55. At my school, everyone knows that you'll get in trouble for using alcohol or other drugs | | | | | | | | | | |
| Strongly agree | 39 | 46 | 31 | 54 | 37 | 43 | 32 | 28 | 32 | |
| Agree | 36 | 33 | 38 | 33 | 31 | 36 | 37 | 39 | 39 | |
| Not sure | 11 | 8 | 13 | 7 | 15 | 9 | 13 | 13 | 7 | |
| Disagree | 8 | 5 | 12 | 2 | 10 | 5 | 10 | 11 | 14 | |
| Strongly disagree | 7 | 7 | 6 | 3 | 7 | 7 | 8 | 8 | 7 | |
| 56. If one of my neighbors saw me do something wrong, he or she would tell one of my parents | | | | | | | | | | |
| Strongly agree | 15 | 17 | 14 | 20 | 16 | 13 | 14 | 16 | 15 | |
| Agree | 22 | 24 | 21 | 28 | 20 | 20 | 19 | 22 | 23 | |
| Not sure | 46 | 46 | 46 | 45 | 45 | 53 | 43 | 41 | 48 | |
| Disagree | 11 | 8 | 13 | 6 | 11 | 8 | 15 | 17 | 11 | |
| Strongly disagree | 5 | 5 | 5 | 2 | 7 | 6 | 8 | 5 | 3 | |
| During the last 12 months, how many times have you ... ? | | | | | | | | | | |
| 57. Been a leader in a group or organization | | | | | | | | | | |
| Never | 43 | 42 | 44 | 40 | 41 | 47 | 56 | 42 | 32 | |
| Once | 16 | 14 | 17 | 17 | 23 | 15 | 14 | 14 | 13 | |
| Twice | 15 | 17 | 14 | 20 | 14 | 13 | 10 | 17 | 19 | |
| 3 – 4 Times | 13 | 13 | 14 | 7 | 15 | 14 | 8 | 18 | 20 | |
| 5 or More Times | 12 | 14 | 11 | 17 | 8 | 11 | 13 | 10 | 15 | |

Survey Item Percentages by Gender and Grade (Cont'd)

| Survey Items | Total Sample | Gender | | Grade | | | | | | |
|---|-----------------|--------|----|-------|----|----|----|----|----|----|
| | | M | F | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| During the last 12 months, how many times have you ... ? | | | | | | | | | | |
| 58. Stolen something from a store | | | | | | | | | | |
| Never | 92 | 93 | 91 | 97 | 92 | 95 | 89 | 88 | 87 | |
| Once | 4 | 4 | 5 | 2 | 4 | 2 | 4 | 6 | 9 | |
| Twice | 2 | 1 | 2 | 0 | 3 | 0 | 3 | 4 | 2 | |
| 3 – 4 Times | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | |
| 5 or More Times | 2 | 2 | 1 | 0 | 1 | 3 | 3 | 2 | 1 | |
| 59. Gotten into trouble with the police | | | | | | | | | | |
| Never | 93 | 88 | 97 | 95 | 90 | 96 | 89 | 96 | 91 | |
| Once | 4 | 7 | 1 | 4 | 7 | 2 | 3 | 2 | 6 | |
| Twice | 1 | 2 | 1 | 1 | 1 | 1 | 3 | 1 | 0 | |
| 3 – 4 Times | 1 | 2 | 0 | 0 | 2 | 1 | 3 | 1 | 1 | |
| 5 or More Times | 1 | 1 | 1 | 0 | 1 | 0 | 2 | 0 | 1 | |
| 60. Hit or beat up someone | | | | | | | | | | |
| Never | 84 | 80 | 88 | 85 | 76 | 85 | 81 | 89 | 91 | |
| Once | 9 | 13 | 6 | 9 | 12 | 10 | 8 | 8 | 5 | |
| Twice | 3 | 2 | 3 | 2 | 5 | 4 | 3 | 1 | 2 | |
| 3 – 4 Times | 2 | 3 | 1 | 1 | 2 | 0 | 7 | 1 | 0 | |
| 5 or More Times | 2 | 2 | 2 | 3 | 5 | 1 | 2 | 1 | 1 | |
| 61. Damaged property just for fun (such as breaking windows, scratching a car, putting paint on walls, etc.) | | | | | | | | | | |
| Never | 92 | 90 | 95 | 96 | 92 | 92 | 90 | 92 | 94 | |
| Once | 5 | 6 | 3 | 3 | 5 | 6 | 7 | 5 | 4 | |
| Twice | 2 | 2 | 1 | 1 | 2 | 2 | 3 | 1 | 1 | |
| 3 – 4 Times | 1 | 1 | 0 | 0 | 2 | 1 | 0 | 2 | 0 | |
| 5 or More Times | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | |
| During an average week, how many hours do you spend ... ? | | | | | | | | | | |
| 62. Playing on or helping with sports teams at school or in the community | | | | | | | | | | |
| 0 hours | 45 | 44 | 44 | 50 | 52 | 45 | 45 | 43 | 29 | |
| 1 hour | 7 | 8 | 6 | 10 | 8 | 6 | 4 | 4 | 6 | |
| 2 hours | 10 | 11 | 9 | 9 | 12 | 7 | 10 | 10 | 12 | |
| 3 – 5 hours | 16 | 15 | 16 | 17 | 17 | 23 | 11 | 10 | 15 | |
| 6 – 10 hours | 15 | 13 | 17 | 9 | 6 | 14 | 21 | 21 | 22 | |
| 11 or more hours | 8 | 10 | 7 | 6 | 6 | 5 | 9 | 12 | 16 | |
| 63. In clubs or organizations other than sports at school (for example, school newspaper, student government, school plays, language clubs, hobby clubs, drama club, debate, etc.) | | | | | | | | | | |
| 0 hours | 62 | 71 | 54 | 77 | 73 | 66 | 55 | 54 | 40 | |
| 1 hour | 16 | 10 | 21 | 13 | 13 | 19 | 16 | 18 | 17 | |
| 2 hours | 11 | 10 | 12 | 4 | 9 | 4 | 14 | 18 | 20 | |
| 3 – 5 hours | 9 | 6 | 11 | 3 | 4 | 10 | 13 | 8 | 19 | |
| 6 – 10 hours | 1 | 2 | 1 | 1 | 0 | 1 | 1 | 2 | 4 | |
| 11 or more hours | 1 | 1 | 1 | 1 | 1 | 0 | 2 | 1 | 0 | |
| 64. In clubs or organizations other than sports outside of school (such as 4-H, Scouts, Boys and Girls Clubs, YWCA, YMCA, etc.) | | | | | | | | | | |
| 0 hours | 79 | 79 | 79 | 81 | 83 | 83 | 83 | 72 | 70 | |
| 1 hour | 8 | 7 | 9 | 7 | 7 | 6 | 3 | 12 | 15 | |
| 2 hours | 6 | 6 | 6 | 5 | 5 | 3 | 7 | 7 | 9 | |
| 3 – 5 hours | 4 | 5 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | |
| 6 – 10 hours | 1 | 1 | 1 | 1 | 0 | 2 | 0 | 3 | 2 | |
| 11 or more hours | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 2 | 1 | |

Survey Item Percentages by Gender and Grade (Cont'd)

| Survey Items | Total Sample | Gender | | Grade | | | | | | |
|--|-----------------|--------|----|-------|----|----|----|----|----|----|
| | | M | F | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| During an average week, how many hours do you spend . . . ? | | | | | | | | | | |
| 65. Reading just for fun (not part of your school work) | | | | | | | | | | |
| 0 hours | 47 | 51 | 44 | 23 | 48 | 48 | 60 | 56 | 54 | |
| 1 hour | 24 | 23 | 24 | 33 | 24 | 21 | 19 | 25 | 20 | |
| 2 hours | 13 | 11 | 13 | 20 | 11 | 13 | 11 | 6 | 14 | |
| 3 – 5 hours | 9 | 9 | 10 | 12 | 11 | 6 | 8 | 9 | 9 | |
| 6 – 10 hours | 3 | 3 | 4 | 7 | 4 | 5 | 1 | 3 | 1 | |
| 11 or more hours | 3 | 2 | 4 | 5 | 2 | 7 | 2 | 2 | 2 | |
| 66. Going to programs, groups, or services at a church, synagogue, mosque, or other religious or spiritual place | | | | | | | | | | |
| 0 hours | 74 | 74 | 74 | 67 | 76 | 70 | 82 | 74 | 79 | |
| 1 hour | 13 | 13 | 14 | 17 | 10 | 13 | 10 | 14 | 15 | |
| 2 hours | 8 | 10 | 8 | 12 | 7 | 11 | 4 | 10 | 5 | |
| 3 – 5 hours | 3 | 2 | 3 | 3 | 4 | 5 | 2 | 1 | 0 | |
| 6 – 10 hours | 1 | 1 | 1 | 1 | 1 | 0 | 2 | 1 | 0 | |
| 11 or more hours | 1 | 1 | 1 | 0 | 3 | 1 | 0 | 0 | 1 | |
| 67. Helping other people without getting paid (such as helping out at a hospital, daycare center, food shelf, youth program, community service agency, or doing other things) to make your city a better place for people to live | | | | | | | | | | |
| 0 hours | 59 | 55 | 63 | 58 | 67 | 54 | 59 | 64 | 54 | |
| 1 hour | 22 | 24 | 20 | 25 | 19 | 24 | 17 | 19 | 27 | |
| 2 hours | 8 | 9 | 8 | 8 | 4 | 11 | 9 | 8 | 12 | |
| 3 – 5 hours | 8 | 10 | 7 | 8 | 10 | 9 | 12 | 5 | 5 | |
| 6 – 10 hours | 1 | 1 | 1 | 1 | 0 | 0 | 3 | 3 | 2 | |
| 11 or more hours | 1 | 1 | 1 | 0 | 1 | 2 | 1 | 1 | 0 | |
| 68. Helping friends or neighbors | | | | | | | | | | |
| 0 hours | 22 | 22 | 21 | 15 | 29 | 14 | 29 | 26 | 17 | |
| 1 hour | 35 | 35 | 35 | 37 | 31 | 43 | 32 | 31 | 34 | |
| 2 hours | 22 | 21 | 23 | 18 | 18 | 22 | 23 | 22 | 32 | |
| 3 – 5 hours | 15 | 14 | 16 | 19 | 15 | 16 | 8 | 18 | 13 | |
| 6 – 10 hours | 4 | 4 | 3 | 6 | 5 | 3 | 4 | 1 | 2 | |
| 11 or more hours | 3 | 3 | 2 | 4 | 2 | 2 | 4 | 2 | 3 | |
| 69. Practicing or taking lessons in music, art, drama, or dance, after school or on weekends | | | | | | | | | | |
| 0 hours | 66 | 72 | 61 | 61 | 69 | 68 | 62 | 72 | 65 | |
| 1 hour | 9 | 8 | 10 | 13 | 8 | 13 | 12 | 4 | 5 | |
| 2 hours | 8 | 7 | 8 | 10 | 8 | 5 | 9 | 6 | 6 | |
| 3 – 5 hours | 10 | 7 | 13 | 10 | 8 | 8 | 11 | 14 | 13 | |
| 6 – 10 hours | 4 | 3 | 5 | 2 | 5 | 4 | 3 | 4 | 7 | |
| 11 or more hours | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 1 | 3 | |
| People who know me would say that this is . . . | | | | | | | | | | |
| 70. Knowing how to say "no" when someone wants me to do things I know are wrong or dangerous | | | | | | | | | | |
| Not at all like me | 3 | 3 | 3 | 4 | 3 | 4 | 4 | 3 | 1 | |
| A little like me | 8 | 6 | 8 | 7 | 8 | 6 | 8 | 8 | 7 | |
| Somewhat like me | 17 | 17 | 16 | 12 | 15 | 19 | 19 | 19 | 17 | |
| Quite like me | 39 | 44 | 35 | 41 | 42 | 33 | 38 | 40 | 41 | |
| Very much like me | 34 | 29 | 38 | 36 | 31 | 38 | 32 | 31 | 34 | |
| 71. Caring about other people's feelings | | | | | | | | | | |
| Not at all like me | 2 | 3 | 1 | 1 | 2 | 2 | 3 | 2 | 3 | |
| A little like me | 5 | 5 | 4 | 3 | 5 | 4 | 5 | 7 | 4 | |
| Somewhat like me | 10 | 13 | 7 | 10 | 14 | 10 | 9 | 9 | 9 | |
| Quite like me | 35 | 44 | 26 | 34 | 39 | 37 | 38 | 31 | 29 | |
| Very much like me | 48 | 34 | 61 | 52 | 40 | 47 | 45 | 50 | 54 | |

Survey Item Percentages by Gender and Grade (Cont'd)

| Survey Items | Total Sample | Gender | | Grade | | | | | | |
|--|-----------------|--------|----|-------|----|----|----|----|----|----|
| | | M | F | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| People who know me would say that this is . . . | | | | | | | | | | |
| 72. Thinking through the possible good and bad results of different choices before I make decisions | | | | | | | | | | |
| Not at all like me | 5 | 4 | 6 | 4 | 8 | 6 | 4 | 3 | 3 | |
| A little like me | 9 | 11 | 8 | 9 | 13 | 12 | 6 | 10 | 5 | |
| Somew hat like me | 23 | 27 | 20 | 27 | 28 | 22 | 24 | 18 | 19 | |
| Quite like me | 36 | 36 | 36 | 34 | 35 | 34 | 39 | 37 | 37 | |
| Very much like me | 26 | 22 | 31 | 27 | 15 | 26 | 26 | 32 | 35 | |
| 73. Saving my money for something special rather than spending it all right away | | | | | | | | | | |
| Not at all like me | 8 | 8 | 8 | 7 | 10 | 7 | 10 | 6 | 7 | |
| A little like me | 11 | 8 | 13 | 12 | 10 | 13 | 9 | 13 | 6 | |
| Somew hat like me | 26 | 25 | 25 | 22 | 21 | 27 | 27 | 27 | 31 | |
| Quite like me | 27 | 27 | 27 | 25 | 27 | 26 | 30 | 28 | 24 | |
| Very much like me | 29 | 32 | 27 | 34 | 32 | 27 | 23 | 26 | 32 | |
| 74. Respecting the values and beliefs of people who are of a different race or culture than I am | | | | | | | | | | |
| Not at all like me | 1 | 3 | 0 | 1 | 0 | 2 | 1 | 2 | 1 | |
| A little like me | 2 | 2 | 2 | 1 | 1 | 4 | 3 | 1 | 4 | |
| Somew hat like me | 7 | 10 | 3 | 5 | 5 | 5 | 5 | 9 | 12 | |
| Quite like me | 32 | 40 | 24 | 29 | 35 | 30 | 35 | 31 | 29 | |
| Very much like me | 58 | 45 | 71 | 63 | 59 | 59 | 56 | 57 | 54 | |
| 75. Giving up when things get hard for me | | | | | | | | | | |
| Not at all like me | 29 | 33 | 25 | 31 | 25 | 26 | 21 | 33 | 41 | |
| A little like me | 32 | 31 | 34 | 36 | 34 | 37 | 27 | 31 | 25 | |
| Somew hat like me | 23 | 23 | 22 | 22 | 18 | 20 | 34 | 21 | 21 | |
| Quite like me | 10 | 9 | 12 | 8 | 13 | 12 | 10 | 9 | 9 | |
| Very much like me | 6 | 4 | 7 | 3 | 10 | 5 | 9 | 5 | 3 | |
| 76. Staying away from people who might get me in trouble | | | | | | | | | | |
| Not at all like me | 8 | 7 | 8 | 7 | 6 | 9 | 11 | 6 | 6 | |
| A little like me | 18 | 19 | 16 | 18 | 18 | 17 | 17 | 24 | 14 | |
| Somew hat like me | 24 | 26 | 23 | 18 | 18 | 19 | 35 | 31 | 28 | |
| Quite like me | 30 | 30 | 31 | 36 | 32 | 30 | 22 | 24 | 36 | |
| Very much like me | 20 | 18 | 23 | 21 | 26 | 25 | 15 | 16 | 16 | |
| 77. Feeling really sad when one of my friends is unhappy | | | | | | | | | | |
| Not at all like me | 6 | 10 | 3 | 7 | 9 | 5 | 6 | 8 | 3 | |
| A little like me | 13 | 15 | 10 | 12 | 12 | 21 | 12 | 12 | 7 | |
| Somew hat like me | 26 | 33 | 20 | 22 | 23 | 31 | 27 | 29 | 25 | |
| Quite like me | 35 | 29 | 41 | 33 | 35 | 29 | 34 | 36 | 44 | |
| Very much like me | 20 | 13 | 26 | 27 | 21 | 14 | 21 | 15 | 20 | |
| 78. Being good at making and keeping friends | | | | | | | | | | |
| Not at all like me | 4 | 3 | 5 | 1 | 5 | 6 | 5 | 4 | 2 | |
| A little like me | 9 | 6 | 11 | 6 | 11 | 7 | 6 | 11 | 14 | |
| Somew hat like me | 21 | 19 | 23 | 12 | 21 | 21 | 22 | 30 | 24 | |
| Quite like me | 39 | 43 | 36 | 37 | 42 | 44 | 43 | 33 | 34 | |
| Very much like me | 27 | 29 | 25 | 45 | 21 | 22 | 24 | 22 | 26 | |
| 79. Knowing a lot about people of other races or ethnic groups | | | | | | | | | | |
| Not at all like me | 6 | 8 | 4 | 4 | 7 | 5 | 7 | 7 | 11 | |
| A little like me | 17 | 18 | 16 | 17 | 20 | 18 | 20 | 15 | 13 | |
| Somew hat like me | 34 | 33 | 35 | 36 | 35 | 30 | 37 | 35 | 32 | |
| Quite like me | 27 | 24 | 28 | 25 | 27 | 31 | 22 | 28 | 24 | |
| Very much like me | 16 | 15 | 16 | 19 | 11 | 16 | 14 | 16 | 21 | |

Survey Item Percentages by Gender and Grade (Cont'd)

| Survey Items | Total Sample | Gender | | Grade | | | | | | |
|---|-----------------|--------|----|-------|----|----|----|----|----|----|
| | | M | F | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| People who know me would say that this is . . . | | | | | | | | | | |
| 80. Enjoying being with people who are of a different race or ethnic group than I am | | | | | | | | | | |
| Not at all like me | 1 | 2 | 1 | 1 | 1 | 0 | 3 | 2 | 2 | |
| A little like me | 5 | 6 | 5 | 8 | 3 | 4 | 2 | 10 | 5 | |
| Somewhat like me | 18 | 25 | 12 | 18 | 18 | 22 | 18 | 16 | 16 | |
| Quite like me | 37 | 37 | 37 | 35 | 38 | 35 | 41 | 35 | 39 | |
| Very much like me | 38 | 30 | 46 | 38 | 40 | 39 | 37 | 37 | 38 | |
| 81. Being good at planning ahead | | | | | | | | | | |
| Not at all like me | 9 | 10 | 8 | 8 | 11 | 11 | 6 | 9 | 8 | |
| A little like me | 16 | 18 | 14 | 13 | 23 | 18 | 15 | 13 | 14 | |
| Somewhat like me | 25 | 27 | 23 | 28 | 22 | 23 | 29 | 21 | 25 | |
| Quite like me | 28 | 28 | 28 | 27 | 24 | 26 | 32 | 32 | 25 | |
| Very much like me | 22 | 18 | 27 | 25 | 19 | 22 | 18 | 25 | 27 | |
| 82. Taking good care of my body (such as, eating foods that are good for me, exercising regularly, and eating three good meals a day) | | | | | | | | | | |
| Not at all like me | 7 | 4 | 9 | 1 | 9 | 9 | 7 | 7 | 8 | |
| A little like me | 9 | 8 | 10 | 9 | 12 | 7 | 14 | 7 | 4 | |
| Somewhat like me | 24 | 26 | 22 | 16 | 25 | 20 | 31 | 31 | 25 | |
| Quite like me | 34 | 37 | 31 | 41 | 32 | 38 | 30 | 28 | 28 | |
| Very much like me | 26 | 25 | 28 | 33 | 22 | 26 | 17 | 26 | 34 | |
| On how many occasions (if any) have you had more than just a few sips of alcoholic beverages (beer, wine, or hard liquor) to drink...? | | | | | | | | | | |
| 83. In your lifetime | | | | | | | | | | |
| 0 | 55 | 57 | 54 | 65 | 62 | 60 | 52 | 46 | 41 | |
| 1 – 2 | 14 | 16 | 12 | 20 | 20 | 15 | 8 | 9 | 9 | |
| 3 – 5 | 9 | 7 | 11 | 8 | 7 | 11 | 10 | 7 | 13 | |
| 6 – 9 | 6 | 6 | 6 | 4 | 5 | 6 | 10 | 8 | 3 | |
| 10 – 19 | 5 | 5 | 5 | 3 | 3 | 2 | 7 | 10 | 7 | |
| 20 – 39 | 4 | 3 | 5 | 1 | 2 | 2 | 6 | 7 | 11 | |
| 40 + | 6 | 5 | 7 | 0 | 2 | 3 | 8 | 11 | 16 | |
| 84. During the past 30 days | | | | | | | | | | |
| 0 | 79 | 83 | 77 | 95 | 92 | 83 | 69 | 71 | 58 | |
| 1 – 2 | 11 | 10 | 13 | 4 | 5 | 12 | 16 | 15 | 21 | |
| 3 – 5 | 5 | 5 | 6 | 1 | 2 | 2 | 9 | 11 | 8 | |
| 6 – 9 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 3 | |
| 10 – 19 | 1 | 0 | 2 | 0 | 1 | 1 | 1 | 0 | 5 | |
| 20 – 39 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 2 | 1 | |
| 40 + | 1 | 1 | 1 | 0 | 0 | 1 | 3 | 0 | 3 | |
| 85. Think back over the past two weeks. How many times have you had five or more drinks in a row? (A "drink" is a glass of wine, a bottle or can of beer, a shot glass of liquor, or a mixed drink.) | | | | | | | | | | |
| None | 92 | 93 | 91 | 99 | 98 | 95 | 91 | 86 | 80 | |
| Once | 4 | 2 | 6 | 1 | 1 | 2 | 4 | 7 | 11 | |
| Twice | 2 | 2 | 2 | 0 | 1 | 2 | 3 | 6 | 4 | |
| 3 to 5 times | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 2 | |
| 6 to 9 times | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | |
| 10 or more times | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | |

Survey Item Percentages by Gender and Grade (Cont'd)

| Survey Items | Total Sample | Gender | | Grade | | | | | | |
|--|-----------------|--------|----|-------|----|----|----|----|----|----|
| | | M | F | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 86. How frequently have you smoked cigarettes during the past 30 days? | | | | | | | | | | |
| I have never smoked a cigarette | 90 | 88 | 93 | 97 | 93 | 97 | 87 | 81 | 82 | |
| Not at all | 8 | 11 | 6 | 3 | 5 | 2 | 11 | 21 | 15 | |
| Less than 1 cigarette per day | 2 | 2 | 1 | 0 | 2 | 1 | 3 | 2 | 4 | |
| 1 to 5 cigarettes per day | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | |
| About 1/2 pack per day | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| About 1 pack per day | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | |
| About 1 – 1/2 packs per day | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | |
| 2 or more packs per day | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | |
| 87. During the past 30 days have you used marijuana or hashish? | | | | | | | | | | |
| Yes | 10 | 10 | 10 | 1 | 3 | 6 | 13 | 22 | 22 | |
| No | 90 | 90 | 90 | 99 | 97 | 94 | 87 | 78 | 78 | |
| 88. During the past 30 days have you used prescription drugs not prescribed to you? | | | | | | | | | | |
| Yes | 2 | 2 | 2 | 0 | 2 | 1 | 3 | 4 | 2 | |
| No | 98 | 98 | 98 | 100 | 98 | 99 | 97 | 96 | 98 | |
| How wrong do your parents feel it would be for you to...? | | | | | | | | | | |
| 89. Have one or two drinks of an alcoholic beverage nearly every day | | | | | | | | | | |
| Very Wrong | 80 | 83 | 77 | 87 | 86 | 83 | 75 | 76 | 69 | |
| Wrong | 16 | 14 | 18 | 11 | 12 | 15 | 19 | 18 | 22 | |
| A Little Bit Wrong | 3 | 3 | 4 | 2 | 2 | 2 | 3 | 6 | 7 | |
| Not at all Wrong | 1 | 1 | 1 | 0 | 0 | 1 | 3 | 1 | 1 | |
| 90. Smoke tobacco | | | | | | | | | | |
| Very Wrong | 88 | 90 | 87 | 93 | 93 | 91 | 90 | 84 | 74 | |
| Wrong | 9 | 8 | 11 | 6 | 5 | 7 | 8 | 16 | 19 | |
| A Little Bit Wrong | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 0 | 6 | |
| Not at all Wrong | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | |
| 91. Smoke marijuana | | | | | | | | | | |
| Very Wrong | 81 | 84 | 78 | 95 | 90 | 86 | 78 | 67 | 58 | |
| Wrong | 11 | 10 | 12 | 3 | 7 | 10 | 14 | 21 | 17 | |
| A Little Bit Wrong | 6 | 3 | 8 | 2 | 2 | 3 | 6 | 10 | 15 | |
| Not at all Wrong | 2 | 3 | 2 | 0 | 1 | 1 | 3 | 2 | 11 | |
| 92. Use prescription drugs not prescribed to you | | | | | | | | | | |
| Very Wrong | 91 | 92 | 90 | 94 | 90 | 89 | 92 | 90 | 92 | |
| Wrong | 7 | 6 | 8 | 5 | 8 | 10 | 3 | 8 | 7 | |
| A Little Bit Wrong | 2 | 1 | 2 | 1 | 2 | 2 | 3 | 2 | 1 | |
| Not at all Wrong | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | |
| How wrong do your friends feel it would be for you to...? | | | | | | | | | | |
| 93. Have one or two drinks of an alcoholic beverage nearly every day | | | | | | | | | | |
| Very Wrong | 52 | 54 | 49 | 69 | 71 | 45 | 40 | 36 | 39 | |
| Wrong | 27 | 29 | 26 | 25 | 18 | 27 | 29 | 39 | 26 | |
| A Little Bit Wrong | 14 | 10 | 18 | 4 | 9 | 21 | 20 | 15 | 18 | |
| Not at all Wrong | 7 | 7 | 8 | 2 | 2 | 6 | 11 | 10 | 17 | |
| 94. Smoke tobacco | | | | | | | | | | |
| Very Wrong | 63 | 62 | 63 | 75 | 76 | 63 | 60 | 44 | 50 | |
| Wrong | 23 | 25 | 22 | 19 | 17 | 23 | 22 | 37 | 23 | |
| A Little Bit Wrong | 8 | 7 | 10 | 4 | 6 | 11 | 8 | 12 | 13 | |
| Not at all Wrong | 6 | 6 | 5 | 2 | 1 | 3 | 10 | 6 | 14 | |

Survey Item Percentages by Gender and Grade (Cont'd)

| Survey Items | Total Sample | Gender | | Grade | | | | | | |
|---|-----------------|--------|----|-------|-----|-----|----|----|----|----|
| | | M | F | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| How wrong do your friends feel it would be for you to...? | | | | | | | | | | |
| 95. Smoke marijuana | | | | | | | | | | |
| Very Wrong | 53 | 57 | 49 | 78 | 73 | 54 | 40 | 25 | 32 | |
| Wrong | 19 | 21 | 17 | 17 | 17 | 16 | 21 | 28 | 16 | |
| A Little Bit Wrong | 13 | 11 | 16 | 4 | 5 | 19 | 21 | 21 | 14 | |
| Not at all Wrong | 15 | 12 | 18 | 2 | 5 | 11 | 19 | 26 | 38 | |
| 96. Use prescription drugs not prescribed to you | | | | | | | | | | |
| Very Wrong | 71 | 72 | 70 | 76 | 75 | 70 | 72 | 63 | 68 | |
| Wrong | 21 | 21 | 22 | 18 | 18 | 19 | 19 | 32 | 20 | |
| A Little Bit Wrong | 5 | 4 | 6 | 4 | 6 | 8 | 3 | 3 | 9 | |
| Not at all Wrong | 3 | 3 | 2 | 1 | 1 | 4 | 6 | 2 | 3 | |
| How much do you think people risk harming themselves (physically or in other ways) if they...? | | | | | | | | | | |
| 97. Have five or more drinks of an alcoholic beverage once or twice a week | | | | | | | | | | |
| No Risk | 4 | 5 | 3 | 2 | 3 | 5 | 6 | 4 | 6 | |
| Slight Risk | 14 | 15 | 13 | 7 | 13 | 13 | 18 | 15 | 20 | |
| Moderate Risk | 40 | 39 | 41 | 43 | 34 | 40 | 46 | 44 | 33 | |
| Great Risk | 42 | 41 | 43 | 47 | 50 | 42 | 31 | 37 | 41 | |
| 98. Smoke one or more packs of cigarettes per day | | | | | | | | | | |
| No Risk | 3 | 3 | 2 | 1 | 3 | 3 | 5 | 0 | 5 | |
| Slight Risk | 5 | 6 | 5 | 1 | 2 | 6 | 8 | 6 | 11 | |
| Moderate Risk | 19 | 19 | 18 | 14 | 17 | 22 | 22 | 16 | 22 | |
| Great Risk | 73 | 72 | 74 | 83 | 77 | 69 | 65 | 78 | 62 | |
| 99. Smoke marijuana once or twice a week | | | | | | | | | | |
| No Risk | 15 | 17 | 13 | 2 | 8 | 13 | 21 | 22 | 31 | |
| Slight Risk | 20 | 19 | 20 | 5 | 17 | 15 | 29 | 31 | 29 | |
| Moderate Risk | 31 | 29 | 34 | 40 | 29 | 40 | 29 | 24 | 22 | |
| Great Risk | 34 | 35 | 33 | 53 | 46 | 33 | 21 | 22 | 18 | |
| 100. Use prescription drugs that are not prescribed to them | | | | | | | | | | |
| No Risk | 2 | 3 | 2 | 1 | 2 | 3 | 3 | 0 | 3 | |
| Slight Risk | 5 | 5 | 5 | 3 | 7 | 6 | 3 | 5 | 4 | |
| Moderate Risk | 18 | 21 | 17 | 20 | 17 | 20 | 19 | 18 | 16 | |
| Great Risk | 75 | 72 | 77 | 76 | 74 | 70 | 75 | 78 | 77 | |
| 101. How many times, if any, have you used cocaine (crack, coke) in your lifetime...? | | | | | | | | | | |
| 0 | 99 | 98 | 99 | 100 | 100 | 100 | 97 | 97 | 96 | |
| 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | |
| 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | |
| 3 – 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | |
| 6 – 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 10 – 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 20 – 39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 40 + | 1 | 1 | 0 | 0 | 0 | 0 | 2 | 2 | 1 | |
| During the last 12 months, how many times have you ... ? | | | | | | | | | | |
| 102. Been to a party where other kids your age were drinking | | | | | | | | | | |
| Never | 75 | 81 | 70 | 95 | 93 | 85 | 62 | 56 | 47 | |
| Once | 5 | 3 | 6 | 4 | 3 | 5 | 8 | 5 | 5 | |
| Twice | 8 | 4 | 10 | 1 | 2 | 6 | 14 | 9 | 16 | |
| 3 – 4 times | 6 | 5 | 7 | 0 | 2 | 2 | 10 | 11 | 16 | |
| 5 or more times | 6 | 6 | 7 | 0 | 0 | 2 | 6 | 19 | 16 | |

Survey Item Percentages by Gender and Grade (Cont'd)

| Survey Items | Total Sample | Gender | | Grade | | | | | | |
|---|-----------------|--------|----|-------|-----|----|----|----|----|----|
| | | M | F | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| During the last 12 months, how many times have you ... ? | | | | | | | | | | |
| 103. Driven a car after you had been drinking | | | | | | | | | | |
| Never | 98 | 98 | 99 | 100 | 100 | 99 | 97 | 97 | 93 | |
| Once | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 2 | |
| Twice | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | |
| 3 – 4 times | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | |
| 5 or more times | 1 | 1 | 0 | 0 | 0 | 0 | 2 | 2 | 1 | |
| 104. Ridden in a car whose driver had been drinking | | | | | | | | | | |
| Never | 82 | 85 | 80 | 87 | 82 | 79 | 77 | 84 | 85 | |
| Once | 7 | 6 | 7 | 6 | 7 | 10 | 3 | 6 | 6 | |
| Twice | 4 | 3 | 4 | 4 | 3 | 2 | 3 | 5 | 4 | |
| 3 – 4 times | 3 | 3 | 3 | 1 | 2 | 5 | 5 | 3 | 2 | |
| 5 or more times | 5 | 4 | 5 | 1 | 6 | 4 | 11 | 3 | 2 | |
| 105. How many times during the last 30 days, if any, have you vaped tobacco, nicotine, or marijuana? | | | | | | | | | | |
| 0 | 85 | 90 | 82 | 97 | 95 | 91 | 85 | 67 | 69 | |
| 1 | 3 | 2 | 3 | 1 | 1 | 0 | 1 | 9 | 4 | |
| 2 | 2 | 1 | 2 | 0 | 0 | 2 | 2 | 4 | 3 | |
| 3 – 5 | 2 | 2 | 1 | 1 | 2 | 2 | 3 | 2 | 1 | |
| 6 – 9 | 1 | 1 | 0 | 0 | 0 | 2 | 1 | 1 | 0 | |
| 10 – 19 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 5 | |
| 20 – 39 | 2 | 1 | 2 | 0 | 1 | 1 | 2 | 6 | 2 | |
| 40 + | 6 | 4 | 7 | 0 | 1 | 3 | 8 | 12 | 15 | |
| 106. In an average week, how many times do all of the people in your family who live with you eat dinner together? | | | | | | | | | | |
| None | 9 | 9 | 9 | 5 | 11 | 8 | 12 | 9 | 9 | |
| Once a week | 7 | 6 | 8 | 4 | 5 | 10 | 5 | 11 | 12 | |
| Twice a week | 6 | 4 | 7 | 4 | 6 | 6 | 4 | 8 | 5 | |
| Three times a week | 10 | 7 | 13 | 8 | 6 | 13 | 9 | 12 | 15 | |
| 4 times a week | 10 | 7 | 12 | 8 | 6 | 9 | 14 | 12 | 9 | |
| 5 times a week | 16 | 17 | 15 | 19 | 14 | 16 | 10 | 18 | 17 | |
| 6 times a week | 16 | 18 | 14 | 12 | 17 | 16 | 21 | 16 | 14 | |
| 7 times a week | 27 | 31 | 23 | 40 | 36 | 22 | 25 | 14 | 19 | |
| 107. How often did you feel sad or depressed during the last month? | | | | | | | | | | |
| All of the time | 6 | 3 | 9 | 2 | 8 | 5 | 9 | 6 | 6 | |
| Most of the time | 13 | 8 | 18 | 10 | 14 | 14 | 15 | 15 | 11 | |
| Some of the time | 21 | 13 | 28 | 13 | 18 | 20 | 25 | 29 | 23 | |
| Once in a while | 37 | 38 | 36 | 46 | 30 | 41 | 27 | 35 | 41 | |
| Not at all | 23 | 38 | 9 | 28 | 30 | 19 | 23 | 15 | 19 | |
| 108. Have you ever tried to kill yourself? | | | | | | | | | | |
| No | 90 | 93 | 89 | 94 | 86 | 87 | 90 | 94 | 91 | |
| Yes, once | 6 | 4 | 6 | 4 | 7 | 9 | 7 | 3 | 4 | |
| Yes, twice | 2 | 1 | 2 | 2 | 3 | 2 | 2 | 1 | 2 | |
| Yes, more than two times | 2 | 1 | 2 | 0 | 4 | 2 | 2 | 2 | 3 | |
| 109. Have you ever had sexual intercourse ("gone all the way," "made love")? | | | | | | | | | | |
| No – SKIP TO QUESTION #111 | 86 | 87 | 85 | 99 | 98 | 94 | 82 | 73 | 59 | |
| Once | 2 | 2 | 2 | 1 | 1 | 1 | 2 | 8 | 2 | |
| Twice | 1 | 1 | 1 | 0 | 0 | 2 | 1 | 0 | 5 | |
| 3 times | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 2 | |
| 4 or more times | 10 | 9 | 10 | 0 | 1 | 3 | 14 | 18 | 32 | |

Survey Item Percentages by Gender and Grade (Cont'd)

| Survey Items | Total Sample | Gender | | Grade | | | | | | |
|--|-----------------|--------|-----|-------|-----|-----|----|----|----|----|
| | | M | F | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 110. When you have sex, how often do you and/or your partner use a birth control method such as birth control pills, Depo-Provera shot, an implant, ring, patch, male or female condom (rubber), foam, diaphragm, or IUD? | | | | | | | | | | |
| Never | 16 | 16 | 15 | 0 | 50 | 38 | 19 | 10 | 13 | |
| Seldom | 8 | 11 | 6 | 0 | 0 | 0 | 10 | 7 | 10 | |
| Sometimes | 5 | 4 | 6 | 0 | 50 | 0 | 5 | 3 | 5 | |
| Often | 19 | 27 | 13 | 100 | 0 | 25 | 14 | 21 | 18 | |
| Always | 52 | 42 | 60 | 0 | 0 | 38 | 52 | 59 | 54 | |
| How many times, if any, in the last 12 months have you used . . . ? | | | | | | | | | | |
| 111. Chewing tobacco or snuff | | | | | | | | | | |
| 0 | 99 | 98 | 100 | 100 | 99 | 100 | 99 | 97 | 95 | |
| 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | |
| 2 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | |
| 3 – 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | |
| 6 – 9 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | |
| 10 – 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 20 – 39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 40 + | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | |
| 112. Heroin or other narcotics (like opioids or meth) | | | | | | | | | | |
| 0 | 99 | 99 | 100 | 100 | 100 | 100 | 99 | 97 | 98 | |
| 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | |
| 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | |
| 3 – 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 6 – 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 10 – 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 20 – 39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 40 + | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | |
| 113. Sometimes I feel like my life has no purpose | | | | | | | | | | |
| Strongly agree | 9 | 5 | 11 | 4 | 11 | 9 | 13 | 9 | 6 | |
| Agree | 16 | 11 | 21 | 10 | 17 | 23 | 14 | 19 | 15 | |
| Not sure | 16 | 14 | 19 | 11 | 17 | 17 | 19 | 16 | 20 | |
| Disagree | 27 | 28 | 26 | 31 | 27 | 22 | 26 | 29 | 23 | |
| Strongly disagree | 32 | 42 | 23 | 43 | 27 | 28 | 28 | 27 | 36 | |
| 114. Adults in my town or city make me feel important | | | | | | | | | | |
| Strongly agree | 11 | 12 | 11 | 21 | 12 | 9 | 3 | 8 | 14 | |
| Agree | 38 | 41 | 35 | 48 | 32 | 47 | 32 | 35 | 33 | |
| Not sure | 29 | 32 | 27 | 24 | 34 | 24 | 37 | 34 | 23 | |
| Disagree | 15 | 10 | 21 | 4 | 14 | 16 | 20 | 21 | 21 | |
| Strongly disagree | 6 | 5 | 6 | 2 | 8 | 5 | 9 | 2 | 9 | |
| 115. Adults in my town or city listen to what I have to say | | | | | | | | | | |
| Strongly agree | 9 | 9 | 9 | 15 | 8 | 7 | 3 | 8 | 13 | |
| Agree | 35 | 36 | 34 | 46 | 30 | 37 | 32 | 36 | 25 | |
| Not sure | 32 | 36 | 28 | 30 | 34 | 32 | 34 | 28 | 34 | |
| Disagree | 16 | 12 | 21 | 6 | 20 | 17 | 20 | 20 | 16 | |
| Strongly disagree | 8 | 7 | 9 | 3 | 8 | 7 | 11 | 8 | 13 | |
| 116. I'm given lots of chances to help make my town or city a better place in which to live | | | | | | | | | | |
| Strongly agree | 9 | 9 | 9 | 15 | 5 | 5 | 6 | 13 | 12 | |
| Agree | 31 | 32 | 30 | 35 | 22 | 32 | 25 | 34 | 41 | |
| Not sure | 37 | 38 | 35 | 41 | 47 | 34 | 38 | 30 | 26 | |
| Disagree | 17 | 14 | 19 | 7 | 18 | 21 | 21 | 20 | 15 | |
| Strongly disagree | 6 | 6 | 6 | 3 | 8 | 7 | 10 | 4 | 6 | |

Survey Item Percentages by Gender and Grade (Cont'd)

| Survey Items | Total Sample | Gender | | Grade | | | | | | |
|--|-----------------|--------|----|-------|----|----|----|----|----|----|
| | | M | F | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 117. Adults in my town or city don't care about people my age | | | | | | | | | | |
| Strongly agree | 4 | 3 | 4 | 5 | 4 | 3 | 3 | 7 | 4 | |
| Agree | 12 | 11 | 13 | 5 | 15 | 13 | 12 | 14 | 16 | |
| Not sure | 39 | 41 | 37 | 29 | 43 | 44 | 41 | 43 | 33 | |
| Disagree | 31 | 29 | 32 | 32 | 28 | 29 | 35 | 28 | 32 | |
| Strongly disagree | 14 | 15 | 14 | 29 | 10 | 12 | 10 | 7 | 15 | |
| 118. In my town or city, I feel like I matter to people | | | | | | | | | | |
| Strongly agree | 9 | 10 | 8 | 16 | 8 | 5 | 7 | 6 | 14 | |
| Agree | 35 | 36 | 36 | 45 | 27 | 37 | 31 | 42 | 32 | |
| Not sure | 39 | 40 | 37 | 30 | 45 | 38 | 43 | 43 | 34 | |
| Disagree | 10 | 7 | 12 | 6 | 10 | 13 | 10 | 8 | 13 | |
| Strongly disagree | 7 | 6 | 7 | 3 | 10 | 8 | 9 | 2 | 8 | |
| 119. When things don't go well for me, I am good at finding a way to make things better | | | | | | | | | | |
| Strongly agree | 16 | 18 | 13 | 26 | 11 | 10 | 13 | 14 | 19 | |
| Agree | 48 | 51 | 45 | 49 | 45 | 48 | 47 | 56 | 44 | |
| Not sure | 25 | 24 | 27 | 18 | 27 | 27 | 30 | 25 | 27 | |
| Disagree | 7 | 5 | 10 | 6 | 13 | 9 | 6 | 5 | 4 | |
| Strongly disagree | 4 | 3 | 4 | 1 | 4 | 6 | 5 | 1 | 5 | |
| 120. When I am an adult, I'm sure I will have a good life | | | | | | | | | | |
| Strongly agree | 33 | 37 | 31 | 49 | 31 | 27 | 29 | 33 | 29 | |
| Agree | 35 | 33 | 37 | 28 | 33 | 37 | 40 | 34 | 41 | |
| Not sure | 25 | 26 | 25 | 19 | 27 | 27 | 25 | 30 | 23 | |
| Disagree | 3 | 1 | 4 | 1 | 5 | 4 | 1 | 3 | 1 | |
| Strongly disagree | 4 | 3 | 3 | 2 | 4 | 6 | 5 | 1 | 5 | |
| During the last 12 months, how many times have you . . . ? | | | | | | | | | | |
| 121. Taken part in a fight where a group of your friends fought another group | | | | | | | | | | |
| Never | 91 | 88 | 94 | 83 | 91 | 95 | 90 | 94 | 96 | |
| Once | 5 | 7 | 3 | 11 | 4 | 4 | 6 | 2 | 2 | |
| Twice | 2 | 3 | 1 | 3 | 4 | 1 | 3 | 3 | 0 | |
| 3 – 4 times | 1 | 1 | 1 | 2 | 2 | 0 | 1 | 0 | 1 | |
| 5 or more times | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | |
| 122. Hurt someone badly enough to need bandages or a doctor | | | | | | | | | | |
| Never | 93 | 90 | 96 | 89 | 89 | 95 | 96 | 94 | 96 | |
| Once | 4 | 6 | 3 | 6 | 7 | 5 | 2 | 4 | 2 | |
| Twice | 1 | 1 | 1 | 3 | 1 | 0 | 1 | 1 | 1 | |
| 3 – 4 times | 1 | 1 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | |
| 5 or more times | 1 | 1 | 1 | 0 | 2 | 1 | 2 | 1 | 1 | |
| 123. Used a knife, gun, or other weapon to get something from a person | | | | | | | | | | |
| Never | 99 | 99 | 99 | 99 | 98 | 99 | 97 | 99 | 98 | |
| Once | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | |
| Twice | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | |
| 3 – 4 times | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | |
| 5 or more times | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | |
| 124. If you had an important concern about drugs, alcohol, sex, or some other serious issue, would you talk to your parent(s) about it? | | | | | | | | | | |
| Yes | 30 | 31 | 30 | 40 | 23 | 25 | 24 | 31 | 41 | |
| Probably | 30 | 31 | 30 | 33 | 32 | 34 | 33 | 28 | 18 | |
| I'm not sure | 16 | 16 | 16 | 9 | 20 | 14 | 18 | 18 | 16 | |
| Probably not | 11 | 10 | 12 | 8 | 11 | 13 | 11 | 9 | 13 | |
| No | 13 | 12 | 13 | 9 | 14 | 14 | 14 | 13 | 13 | |

Survey Item Percentages by Gender and Grade (Cont'd)

| Survey Items | Total Sample | Gender | | Grade | | | | | | |
|--|-----------------|--------|----|-------|----|----|----|----|----|----|
| | | M | F | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 125. How much of the time do your parents ask you where you are going or with whom you will be? | | | | | | | | | | |
| Never | 6 | 9 | 3 | 13 | 6 | 3 | 5 | 2 | 5 | |
| Seldom | 5 | 6 | 4 | 4 | 11 | 3 | 6 | 4 | 4 | |
| Some of the time | 9 | 11 | 7 | 9 | 14 | 10 | 5 | 7 | 9 | |
| Most of the time | 26 | 28 | 24 | 38 | 27 | 23 | 25 | 24 | 16 | |
| All of the time | 54 | 46 | 61 | 36 | 42 | 60 | 59 | 64 | 66 | |
| Among the people you consider to be your closest friends, how many would you say . . . ? | | | | | | | | | | |
| 126. Drink alcohol once a week or more | | | | | | | | | | |
| None | 74 | 80 | 69 | 97 | 90 | 65 | 69 | 57 | 59 | |
| A few | 18 | 14 | 23 | 2 | 9 | 27 | 23 | 30 | 23 | |
| Some | 4 | 4 | 4 | 1 | 0 | 5 | 4 | 7 | 7 | |
| Most | 3 | 1 | 4 | 0 | 0 | 2 | 3 | 4 | 7 | |
| All | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 3 | 3 | |
| 127. Have used drugs such as marijuana or cocaine | | | | | | | | | | |
| None | 70 | 76 | 64 | 97 | 83 | 70 | 70 | 43 | 39 | |
| A few | 18 | 15 | 22 | 2 | 13 | 18 | 21 | 30 | 33 | |
| Some | 5 | 4 | 6 | 0 | 2 | 6 | 3 | 10 | 14 | |
| Most | 5 | 4 | 6 | 1 | 1 | 6 | 4 | 11 | 6 | |
| All | 2 | 2 | 2 | 0 | 1 | 0 | 2 | 5 | 8 | |
| 128. Do well in school | | | | | | | | | | |
| None | 4 | 7 | 2 | 5 | 3 | 2 | 8 | 1 | 5 | |
| A few | 9 | 8 | 9 | 4 | 12 | 12 | 4 | 10 | 9 | |
| Some | 14 | 13 | 15 | 6 | 20 | 14 | 15 | 20 | 11 | |
| Most | 51 | 55 | 45 | 55 | 50 | 58 | 48 | 45 | 45 | |
| All | 22 | 16 | 29 | 29 | 15 | 14 | 24 | 24 | 29 | |
| 129. Get into trouble at school | | | | | | | | | | |
| None | 50 | 36 | 64 | 40 | 32 | 51 | 58 | 58 | 74 | |
| A few | 32 | 40 | 23 | 37 | 41 | 37 | 26 | 25 | 17 | |
| Some | 13 | 19 | 8 | 19 | 18 | 9 | 11 | 13 | 6 | |
| Most | 4 | 4 | 4 | 3 | 7 | 3 | 5 | 3 | 3 | |
| All | 1 | 0 | 1 | 1 | 2 | 0 | 0 | 1 | 0 | |
| How often do you feel afraid of . . . ? | | | | | | | | | | |
| 130. Walking around your neighborhood | | | | | | | | | | |
| Never | 68 | 82 | 55 | 76 | 61 | 59 | 69 | 75 | 72 | |
| Once in a while | 20 | 13 | 27 | 19 | 25 | 26 | 16 | 19 | 15 | |
| Sometimes | 7 | 4 | 10 | 4 | 8 | 9 | 8 | 4 | 8 | |
| Often | 3 | 1 | 4 | 1 | 2 | 4 | 3 | 2 | 4 | |
| Always | 2 | 0 | 4 | 1 | 5 | 2 | 3 | 1 | 1 | |
| 131. Getting hurt by someone at your school | | | | | | | | | | |
| Never | 77 | 84 | 70 | 80 | 69 | 71 | 83 | 85 | 72 | |
| Once in a while | 14 | 11 | 17 | 11 | 14 | 19 | 9 | 13 | 17 | |
| Sometimes | 6 | 3 | 9 | 8 | 10 | 5 | 5 | 1 | 6 | |
| Often | 2 | 1 | 2 | 1 | 2 | 2 | 2 | 0 | 4 | |
| Always | 2 | 0 | 3 | 1 | 5 | 3 | 1 | 1 | 0 | |
| 132. Getting hurt by someone in your home | | | | | | | | | | |
| Never | 87 | 92 | 83 | 86 | 78 | 85 | 89 | 93 | 90 | |
| Once in a while | 9 | 6 | 12 | 12 | 11 | 10 | 9 | 3 | 8 | |
| Sometimes | 3 | 2 | 3 | 2 | 5 | 4 | 3 | 2 | 2 | |
| Often | 1 | 0 | 2 | 0 | 4 | 0 | 0 | 1 | 0 | |
| Always | 1 | 0 | 1 | 0 | 2 | 1 | 0 | 1 | 0 | |

Survey Item Percentages by Gender and Grade (Cont'd)

| Survey Items | Total Sample | Gender | | Grade | | | | | | |
|---|-----------------|--------|----|-------|----|----|----|----|----|----|
| | | M | F | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 133. On the average, how many evenings per week do you go out to activities at a school, youth group, congregation, or other organization? | | | | | | | | | | |
| 0 | 54 | 57 | 51 | 55 | 53 | 55 | 58 | 50 | 54 | |
| 1 | 14 | 13 | 15 | 12 | 17 | 14 | 8 | 15 | 17 | |
| 2 | 12 | 11 | 13 | 14 | 13 | 10 | 11 | 13 | 8 | |
| 3 | 7 | 8 | 5 | 4 | 9 | 7 | 5 | 7 | 7 | |
| 4 | 7 | 6 | 7 | 11 | 5 | 5 | 9 | 4 | 4 | |
| 5 | 4 | 2 | 6 | 2 | 2 | 4 | 4 | 7 | 6 | |
| 6 | 2 | 1 | 2 | 0 | 0 | 3 | 2 | 2 | 3 | |
| 7 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 3 | 0 | |
| 134. On the average, how many evenings per week do you go out just to be with your friends without anything special to do? | | | | | | | | | | |
| 0 | 27 | 29 | 23 | 31 | 37 | 24 | 27 | 16 | 21 | |
| 1 | 22 | 22 | 23 | 23 | 23 | 29 | 16 | 25 | 13 | |
| 2 | 23 | 23 | 23 | 20 | 21 | 20 | 31 | 23 | 24 | |
| 3 | 16 | 16 | 17 | 15 | 13 | 17 | 15 | 14 | 27 | |
| 4 | 6 | 5 | 7 | 7 | 3 | 6 | 5 | 9 | 5 | |
| 5 | 3 | 2 | 4 | 3 | 1 | 3 | 3 | 5 | 2 | |
| 6 | 1 | 0 | 2 | 1 | 1 | 0 | 1 | 0 | 4 | |
| 7 | 2 | 2 | 2 | 0 | 2 | 1 | 2 | 7 | 3 | |
| 135. Imagine that someone at your school hit you or pushed you for no reason. What would you do? Mark one answer. | | | | | | | | | | |
| I'd hit or push them right back. | 43 | 48 | 38 | 32 | 45 | 44 | 43 | 51 | 45 | |
| I'd try to hurt them worse than they hurt me. | 9 | 13 | 4 | 9 | 8 | 5 | 15 | 5 | 9 | |
| I'd try to talk to this person and work out our differences. | 17 | 18 | 16 | 19 | 15 | 17 | 12 | 16 | 23 | |
| I'd talk to a teacher or other adult. | 16 | 8 | 23 | 24 | 12 | 15 | 14 | 18 | 11 | |
| I'd just ignore it and do nothing. | 16 | 13 | 18 | 17 | 20 | 19 | 15 | 10 | 12 | |
| 136. Students help decide what goes on in my school | | | | | | | | | | |
| Strongly agree | 9 | 10 | 7 | 11 | 7 | 10 | 4 | 9 | 11 | |
| Agree | 43 | 37 | 50 | 46 | 32 | 44 | 42 | 47 | 52 | |
| Not sure | 30 | 30 | 29 | 30 | 34 | 37 | 32 | 23 | 18 | |
| Disagree | 12 | 14 | 10 | 9 | 16 | 5 | 15 | 18 | 12 | |
| Strongly disagree | 6 | 8 | 4 | 3 | 11 | 3 | 7 | 3 | 8 | |
| 137. I don't care how I do in school | | | | | | | | | | |
| Strongly agree | 3 | 2 | 3 | 1 | 5 | 3 | 1 | 3 | 4 | |
| Agree | 6 | 6 | 7 | 4 | 9 | 6 | 5 | 5 | 8 | |
| Not sure | 10 | 12 | 8 | 7 | 10 | 6 | 15 | 9 | 10 | |
| Disagree | 33 | 39 | 27 | 32 | 33 | 33 | 36 | 38 | 26 | |
| Strongly disagree | 48 | 42 | 55 | 56 | 42 | 52 | 43 | 45 | 53 | |
| 138. I have lots of good conversations with my parents | | | | | | | | | | |
| Strongly agree | 28 | 28 | 28 | 34 | 24 | 23 | 23 | 30 | 34 | |
| Agree | 47 | 50 | 45 | 48 | 40 | 56 | 48 | 49 | 39 | |
| Not sure | 15 | 14 | 14 | 14 | 21 | 12 | 15 | 12 | 15 | |
| Disagree | 7 | 5 | 9 | 1 | 9 | 6 | 10 | 7 | 9 | |
| Strongly disagree | 4 | 3 | 4 | 2 | 6 | 4 | 3 | 2 | 3 | |
| 139. If I break a rule at school, I'm sure to get in trouble | | | | | | | | | | |
| Strongly agree | 22 | 24 | 21 | 25 | 22 | 23 | 19 | 21 | 24 | |
| Agree | 50 | 51 | 49 | 44 | 47 | 55 | 54 | 48 | 52 | |
| Not sure | 21 | 19 | 24 | 21 | 23 | 17 | 22 | 23 | 22 | |
| Disagree | 5 | 5 | 5 | 7 | 4 | 4 | 3 | 8 | 3 | |
| Strongly disagree | 2 | 2 | 2 | 3 | 5 | 1 | 3 | 0 | 0 | |

Survey Item Percentages by Gender and Grade (Cont'd)

| Survey Items | Total Sample | Gender | | Grade | | | | | | |
|--|-----------------|--------|----|-------|----|----|----|----|----|----|
| | | M | F | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 140. My parents spend a lot of time helping other people | | | | | | | | | | |
| Strongly agree | 22 | 19 | 24 | 26 | 16 | 17 | 21 | 26 | 26 | |
| Agree | 45 | 45 | 46 | 48 | 40 | 53 | 39 | 50 | 42 | |
| Not sure | 25 | 28 | 21 | 24 | 31 | 23 | 28 | 19 | 22 | |
| Disagree | 7 | 7 | 7 | 1 | 11 | 6 | 11 | 5 | 10 | |
| Strongly disagree | 1 | 1 | 2 | 1 | 2 | 2 | 2 | 1 | 1 | |
| 141. I have little control over the things that will happen in my life | | | | | | | | | | |
| Strongly agree | 9 | 10 | 8 | 11 | 11 | 11 | 7 | 8 | 5 | |
| Agree | 15 | 13 | 16 | 13 | 16 | 17 | 16 | 12 | 13 | |
| Not sure | 24 | 22 | 26 | 21 | 24 | 28 | 28 | 21 | 23 | |
| Disagree | 38 | 38 | 38 | 35 | 35 | 33 | 43 | 47 | 37 | |
| Strongly disagree | 14 | 17 | 12 | 21 | 13 | 11 | 5 | 12 | 23 | |
| During the last 12 months, how many times have you ... ? | | | | | | | | | | |
| 142. Carried a knife or gun to protect yourself | | | | | | | | | | |
| Never | 84 | 80 | 88 | 88 | 79 | 86 | 80 | 87 | 86 | |
| Once | 5 | 6 | 4 | 6 | 10 | 2 | 3 | 3 | 6 | |
| Twice | 2 | 3 | 1 | 1 | 1 | 3 | 5 | 0 | 1 | |
| 3 – 4 times | 2 | 2 | 2 | 1 | 2 | 1 | 2 | 2 | 2 | |
| 5 or more times | 7 | 10 | 4 | 3 | 8 | 8 | 10 | 8 | 4 | |
| 143. Threatened to physically hurt someone | | | | | | | | | | |
| Never | 82 | 81 | 84 | 87 | 78 | 82 | 77 | 84 | 85 | |
| Once | 7 | 7 | 8 | 6 | 14 | 4 | 6 | 7 | 8 | |
| Twice | 4 | 4 | 3 | 4 | 2 | 6 | 7 | 2 | 4 | |
| 3 – 4 times | 2 | 1 | 3 | 1 | 3 | 5 | 3 | 1 | 1 | |
| 5 or more times | 4 | 5 | 3 | 2 | 3 | 3 | 8 | 6 | 2 | |
| 144. Gambled (for example, bought lottery tickets or tabs, bet money on sports teams or card games, etc.) | | | | | | | | | | |
| Never | 85 | 78 | 91 | 84 | 91 | 87 | 78 | 84 | 85 | |
| Once | 5 | 7 | 2 | 6 | 2 | 5 | 3 | 7 | 8 | |
| Twice | 4 | 5 | 4 | 5 | 4 | 2 | 8 | 4 | 3 | |
| 3 – 4 times | 3 | 4 | 2 | 3 | 2 | 2 | 5 | 3 | 1 | |
| 5 or more times | 3 | 5 | 1 | 2 | 2 | 3 | 6 | 3 | 3 | |
| How many adults have you known for two or more years who ... ? (don't count your parents or relatives) | | | | | | | | | | |
| 145. Give you lots of encouragement whenever they see you | | | | | | | | | | |
| 0 | 7 | 8 | 7 | 6 | 8 | 8 | 9 | 5 | 8 | |
| 1 | 8 | 6 | 10 | 4 | 11 | 6 | 10 | 10 | 8 | |
| 2 | 14 | 13 | 14 | 7 | 15 | 20 | 9 | 19 | 13 | |
| 3 – 4 | 29 | 29 | 27 | 28 | 28 | 24 | 33 | 29 | 31 | |
| 5 or more | 42 | 44 | 42 | 55 | 38 | 43 | 38 | 37 | 41 | |
| 146. You look forward to spending time with | | | | | | | | | | |
| 0 | 9 | 10 | 8 | 4 | 10 | 12 | 10 | 7 | 11 | |
| 1 | 8 | 8 | 8 | 5 | 12 | 9 | 5 | 11 | 6 | |
| 2 | 17 | 16 | 19 | 19 | 20 | 17 | 19 | 15 | 14 | |
| 3 – 4 | 28 | 28 | 28 | 25 | 25 | 27 | 34 | 28 | 30 | |
| 5 or more | 38 | 39 | 37 | 47 | 33 | 36 | 32 | 38 | 39 | |
| 147. Spend a lot of time helping other people | | | | | | | | | | |
| 0 | 10 | 11 | 9 | 6 | 12 | 13 | 10 | 8 | 11 | |
| 1 | 9 | 8 | 9 | 6 | 14 | 10 | 9 | 11 | 2 | |
| 2 | 22 | 22 | 22 | 23 | 20 | 20 | 24 | 22 | 25 | |
| 3 – 4 | 30 | 29 | 32 | 34 | 29 | 28 | 28 | 32 | 31 | |
| 5 or more | 29 | 30 | 28 | 32 | 25 | 30 | 29 | 26 | 31 | |

Survey Item Percentages by Gender and Grade (Cont'd)

| Survey Items | Total Sample | Gender | | Grade | | | | | | |
|---|-----------------|--------|----|-------|----|----|----|----|----|----|
| | | M | F | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| How many adults have you known for two or more years who . . . ? (don't count your parents or relatives) | | | | | | | | | | |
| 148. Do things that are wrong or dangerous | | | | | | | | | | |
| 0 | 67 | 67 | 68 | 78 | 68 | 70 | 56 | 63 | 65 | |
| 1 | 17 | 17 | 17 | 14 | 17 | 19 | 17 | 21 | 14 | |
| 2 | 8 | 8 | 9 | 4 | 7 | 6 | 15 | 11 | 9 | |
| 3 – 4 | 4 | 4 | 4 | 2 | 5 | 2 | 5 | 2 | 6 | |
| 5 or more | 4 | 4 | 3 | 1 | 3 | 2 | 8 | 4 | 6 | |
| 149. Talk with you at least once a month | | | | | | | | | | |
| 0 | 10 | 10 | 9 | 9 | 12 | 10 | 12 | 8 | 6 | |
| 1 | 9 | 8 | 10 | 7 | 14 | 11 | 7 | 10 | 3 | |
| 2 | 17 | 18 | 16 | 18 | 12 | 16 | 22 | 22 | 13 | |
| 3 – 4 | 29 | 28 | 30 | 25 | 28 | 27 | 32 | 27 | 37 | |
| 5 or more | 35 | 36 | 35 | 42 | 35 | 37 | 27 | 32 | 41 | |
| On an average school day, how many hours do you spend . . . ? | | | | | | | | | | |
| 150. Watching TV or videos | | | | | | | | | | |
| None | 5 | 8 | 3 | 5 | 6 | 3 | 4 | 8 | 5 | |
| Less than 1 hour | 14 | 15 | 14 | 19 | 14 | 11 | 13 | 11 | 16 | |
| 1 hour | 24 | 27 | 22 | 37 | 23 | 24 | 16 | 22 | 22 | |
| 2 hours | 24 | 19 | 29 | 21 | 20 | 26 | 28 | 23 | 29 | |
| 3 hours | 14 | 15 | 14 | 8 | 14 | 19 | 18 | 19 | 10 | |
| 4 or more hours | 17 | 16 | 17 | 10 | 23 | 17 | 22 | 16 | 18 | |
| 151. Using a computer, cell phone, or tablet to email, play games, surf the web, message, or text with friends | | | | | | | | | | |
| None | 3 | 4 | 1 | 3 | 3 | 2 | 3 | 2 | 3 | |
| Less than 1 hour | 6 | 8 | 4 | 9 | 7 | 3 | 4 | 4 | 6 | |
| 1 hour | 13 | 14 | 12 | 24 | 7 | 13 | 8 | 12 | 12 | |
| 2 hours | 20 | 18 | 22 | 25 | 18 | 21 | 18 | 19 | 18 | |
| 3 hours | 19 | 20 | 19 | 18 | 22 | 21 | 21 | 15 | 16 | |
| 4 or more hours | 40 | 36 | 42 | 21 | 43 | 41 | 45 | 49 | 44 | |
| 152. At home with no adult there with you | | | | | | | | | | |
| None | 17 | 19 | 15 | 15 | 19 | 13 | 21 | 12 | 25 | |
| Less than 1 hour | 26 | 28 | 25 | 38 | 28 | 28 | 24 | 16 | 20 | |
| 1 hour | 21 | 21 | 22 | 28 | 25 | 18 | 19 | 17 | 15 | |
| 2 hours | 12 | 13 | 11 | 8 | 9 | 12 | 13 | 20 | 11 | |
| 3 hours | 9 | 9 | 10 | 7 | 7 | 10 | 8 | 14 | 10 | |
| 4 or more hours | 14 | 10 | 18 | 4 | 12 | 19 | 16 | 21 | 19 | |
| 153. Have you ever been physically harmed (that is where someone caused you to have a scar, black and blue marks, welts, bleeding, or a broken bone) by someone in your family or someone living with you? | | | | | | | | | | |
| Never | 83 | 86 | 81 | 82 | 75 | 82 | 83 | 91 | 89 | |
| Once | 8 | 6 | 9 | 10 | 11 | 9 | 9 | 2 | 5 | |
| 2 – 3 times | 5 | 4 | 6 | 6 | 8 | 4 | 5 | 3 | 3 | |
| 4 – 10 times | 2 | 1 | 2 | 1 | 2 | 3 | 3 | 1 | 0 | |
| More than 10 times | 2 | 2 | 2 | 1 | 4 | 2 | 1 | 4 | 2 | |
| 154. How many times in the last 2 years have you been the victim of physical violence where someone caused you physical pain or injury? | | | | | | | | | | |
| Never | 83 | 81 | 84 | 83 | 69 | 83 | 82 | 90 | 92 | |
| Once | 7 | 8 | 6 | 9 | 9 | 7 | 7 | 5 | 1 | |
| Twice | 4 | 4 | 4 | 4 | 8 | 2 | 5 | 1 | 3 | |
| 3 times | 2 | 3 | 1 | 3 | 3 | 4 | 1 | 1 | 1 | |
| 4 or more times | 4 | 4 | 5 | 1 | 10 | 3 | 5 | 4 | 2 | |

Survey Item Percentages by Gender and Grade (Cont'd)

| Survey Items | Total Sample | Gender | | Grade | | | | | | |
|--|-----------------|--------|----|-------|----|----|----|----|----|----|
| | | M | F | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 155. Where does your family now live? | | | | | | | | | | |
| On a farm | 2 | 2 | 1 | 0 | 0 | 2 | 5 | 1 | 2 | |
| In the country, not on a farm | 5 | 6 | 4 | 4 | 7 | 6 | 6 | 5 | 2 | |
| On an American Indian reservation | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | |
| In a small town (under 2,500 in population) | 31 | 28 | 35 | 40 | 29 | 31 | 26 | 30 | 29 | |
| In a town (2,500 to 9,999) | 60 | 61 | 58 | 56 | 57 | 61 | 61 | 62 | 63 | |
| In a small city (10,000 to 49,999) | 2 | 2 | 1 | 0 | 5 | 1 | 1 | 1 | 2 | |
| In a medium size city (50,000 to 250,000) | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | |
| In a large city (over 250,000) | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | |
| 156. How many years have you lived in the city where you now live? | | | | | | | | | | |
| All my life | 54 | 51 | 55 | 52 | 41 | 55 | 53 | 59 | 66 | |
| 10 years or more, but I've lived in at least one other place | 18 | 18 | 18 | 12 | 15 | 15 | 27 | 19 | 21 | |
| 5 – 9 years | 14 | 15 | 13 | 13 | 24 | 13 | 12 | 11 | 8 | |
| 3 – 4 years | 8 | 8 | 7 | 14 | 10 | 6 | 6 | 7 | 3 | |
| 1 – 2 years | 3 | 3 | 3 | 3 | 4 | 6 | 1 | 3 | 2 | |
| Less than 1 year | 4 | 4 | 3 | 6 | 6 | 6 | 1 | 1 | 0 | |
| 157. How often do you binge eat (eat a lot of food in a short period of time) and then make yourself throw up or use laxatives to get rid of the food you have eaten? | | | | | | | | | | |
| Never | 78 | 80 | 78 | 80 | 80 | 76 | 70 | 78 | 86 | |
| Once in a while | 14 | 14 | 14 | 14 | 14 | 21 | 13 | 15 | 8 | |
| Sometimes | 5 | 4 | 5 | 2 | 4 | 2 | 11 | 4 | 5 | |
| Often | 3 | 2 | 3 | 4 | 2 | 2 | 6 | 3 | 1 | |
| 158. Have you ever gone several months where you cut down on how much you ate and lost so much weight or became so thin that other people became worried about you? | | | | | | | | | | |
| Yes | 17 | 13 | 20 | 10 | 19 | 15 | 24 | 16 | 20 | |
| No | 83 | 87 | 80 | 90 | 81 | 85 | 76 | 84 | 80 | |
| 159. What is the highest level of schooling your father (or stepfather or male foster parent/guardian) completed? | | | | | | | | | | |
| Completed grade school or less | 2 | 2 | 1 | 0 | 1 | 3 | 2 | 3 | 2 | |
| Some high school | 4 | 3 | 4 | 1 | 3 | 2 | 3 | 6 | 7 | |
| Completed high school | 14 | 10 | 16 | 12 | 14 | 12 | 11 | 19 | 14 | |
| Some college | 10 | 11 | 9 | 6 | 12 | 10 | 11 | 8 | 17 | |
| Completed college | 38 | 39 | 38 | 40 | 37 | 44 | 37 | 34 | 37 | |
| Graduate or professional school after college | 24 | 23 | 25 | 26 | 20 | 20 | 27 | 27 | 21 | |
| Don't know, or does not apply | 9 | 12 | 6 | 14 | 13 | 9 | 9 | 4 | 2 | |
| 160. What is the highest level of schooling your mother (or stepmother or female foster parent/guardian) completed? | | | | | | | | | | |
| Completed grade school or less | 2 | 2 | 1 | 1 | 1 | 1 | 3 | 1 | 3 | |
| Some high school | 2 | 1 | 2 | 0 | 2 | 3 | 3 | 2 | 0 | |
| Completed high school | 9 | 9 | 9 | 7 | 8 | 7 | 9 | 10 | 14 | |
| Some college | 9 | 9 | 8 | 8 | 10 | 6 | 7 | 11 | 11 | |
| Completed college | 38 | 38 | 37 | 32 | 36 | 43 | 39 | 38 | 38 | |
| Graduate or professional school after college | 35 | 32 | 38 | 39 | 34 | 33 | 31 | 37 | 33 | |
| Don't know, or does not apply | 7 | 10 | 5 | 12 | 10 | 8 | 9 | 1 | 1 | |

Appendix B

Survey Items and Related Developmental Assets, Deficits, Risk-Taking Behaviors, High-Risk Behavior Patterns, and Thriving Indicators

EXTERNAL ASSETS

Support

| <u>Asset</u> | <u>Question #</u> | <u>Question</u> |
|------------------------------------|-------------------|--|
| 1. Family support | 42 | I get along well with my parents. |
| | 46 | My parents give me help and support when I need it. |
| | 50 | My parents often tell me they love me. |
| 2. Positive family communication | 124 | If you had an important concern about drugs, alcohol, sex, or some other serious issue, would you talk to your parent(s) about it? |
| | 138 | I have lots of good conversations with my parents. |
| | 106 | In an average week, how many times do all of the people in your family who live with you eat dinner together? |
| 3. Other adult relationships | 145 | <i>How many adults have you known for two or more years who...</i> Give you lots of encouragement whenever they see you? |
| | 146 | You look forward to spending time with? |
| | 149 | Talk with you at least once a month? |
| 4. Caring neighborhood | 54 | In my neighborhood, there are a lot of people who care about me. |
| 5. Caring school climate | 27 | My teachers really care about me. |
| | 29 | I get a lot of encouragement at my school. |
| | 52 | Students in my school care about me. |
| 6. Parent involvement in schooling | 22 | <i>How often does one of your parents...</i> Help you with your schoolwork? |
| | 23 | Talk to you about what you are doing in school? |
| | 24 | Ask you about homework? |
| | 25 | Go to meetings or events at your school? |

Empowerment

| <u>Asset</u> | <u>Question #</u> | <u>Question</u> |
|---------------------------|-------------------|---|
| 7. Community values youth | 114 | Adults in my town or city make me feel important. |
| | 115 | Adults in my town or city listen to what I have to say. |
| | 117 | Adults in my town or city don't care about people my age. |
| | 118 | In my town or city, I feel like I matter to people. |
| 8. Youth as resources | 51 | In my family, I feel useful and important. |
| | 116 | I'm given lots of chances to help make my town or city a better place in which to live. |
| | 136 | Students help decide what goes on in my school. |

EXTERNAL ASSETS

Empowerment (con't)

| <u>Asset</u> | <u>Question #</u> | <u>Question</u> |
|---|-------------------|--|
| 9. Service to others service people | 67 | <i>During an average week, how many hours do you spend...</i> Helping other people without getting paid (such as helping out at a hospital, daycare center, food shelf, youth program, community agency, or doing other things) to make your city a better place for to live? |
| 10. Safety | 130 131 132 | <i>How often do you feel afraid of...</i> Walking around your neighborhood? Getting hurt by someone at your school? Getting hurt by someone in your home? |

Boundaries and Expectations

| <u>Asset</u> | <u>Question #</u> | <u>Question</u> |
|--|--------------------------|--|
| 11. Family boundaries with | 45 53 125 | If I break one of my parents' rules, I usually get punished. In my family, there are clear rules about what I can and cannot do. How much of the time do your parents ask you where you are going or whom you will be? |
| 12. School boundaries do. or | 48 55 139 | In my school there are clear rules about what students can and cannot do. At my school, everyone knows that you'll get in trouble for using alcohol other drugs. If I break a rule at school, I'm sure to get in trouble. |
| 13. Neighborhood boundaries | 56 | If one of my neighbors saw me do something wrong, he or she would tell one of my parents. |
| 14. Adult role models | 140 147 148 | My parents spend a lot of time helping other people. <i>How many adults have you known for two or more years who...</i> Spend a lot of time helping other people? Do things that are wrong or dangerous? |
| 15. Positive peer influence would | 126 127 128 129 | <i>Among the people you consider to be your closest friends, how many you say...</i> Drink alcohol once a week or more? Have used drugs such as marijuana or cocaine? Do well in school? Get into trouble at school? |
| 16. High expectations | 30 31 | Teachers at school push me to be the best I can be. My parents push me to be the best I can be. |

Constructive Use of Time

| <u>Asset</u> | <u>Question #</u> | <u>Question</u> |
|--------------------------------------|-------------------|---|
| 17. Creative activities school or | 69 | <i>During an average week, how many hours do you spend...</i> Practicing or taking lessons in music, art, drama, or dance, after on weekends? |

EXTERNAL ASSETS

Constructive Use of Time (con't)

| <u>Asset</u> | <u>Question #</u> | <u>Question</u> |
|--|-------------------|--|
| 18. Youth programs community? school | 62 | <i>During an average week, how many hours do you spend...</i> Playing on or helping with sports teams at school or in the |
| | 63 | In clubs or organizations (other than sports) at school (for example, newspaper, student government, school plays, language clubs, hobby clubs, drama club, debate, etc.)? |
| as | 64 | In clubs or organizations (other than sports) outside of school (such 4-H, Scouts, Boys and Girls Clubs, YWCA, YMCA)? |
| 19. Religious community mosque, | 66 | <i>During an average week, how many hours do you spend...</i> Going to programs, groups, or services at a church, synagogue, or other religious or spiritual place? |
| 20. Time at home with | 134 | On the average, how many evenings per week do you go out just to be your friends without anything special to do? |

INTERNAL ASSETS

Commitment to Learning

| <u>Asset</u> | <u>Question #</u> | <u>Question</u> |
|----------------------------|----------------------|--|
| 21. Achievement motivation | 26 28 137 | At school I try as hard as I can to do my best work. It bothers me when I don't do something well. I don't care how I do in school. |
| 22. School engagement | 34 35 36 37 | <i>How often do you...</i> Feel bored at school Come to classes without the supplies I need (for example, paper, computer, books) Come to classes without your homework finished? Feel interested in what you are learning at school? |
| 23. Homework | 20 | On an average school day, about how much time do you spend doing homework outside of school? |
| 24. Bonding to school | 49 | I care about the school I go to. |
| 25. Reading for pleasure | 65 | <i>During an average week, how many hours do you spend...</i> Reading just for fun (not part of your school work)? |

Positive Values

| <u>Asset</u> | <u>Question #</u> | <u>Question</u> |
|---------------------------------|-------------------|---|
| 26. Caring | 7 | <i>How important is each of the following to you in your life?</i> Helping other people |
| | 9 | Helping to make the world a better place in which to live |
| | 14 | Giving time or money to make life better for other people |
| 27. Equality and social justice | 8 | <i>How important is each of the following to you in your life?</i> Helping to reduce hunger and poverty in the world |
| | 11 | Helping to make sure that all people are treated fairly |
| | 13 | Speaking up for equality (everyone should have the same rights and opportunities) |

INTERNAL ASSETS

Positive Values (con't)

| <u>Asset</u> | <u>Question #</u> | <u>Question</u> |
|-----------------------|-------------------|--|
| 28. Integrity | 15 | <i>How important is each of the following to you in your life?</i> Doing what I believe is right even if my friends make fun of me |
| | 16 | Standing up for what I believe, even when it's unpopular to do so |
| 29. Honesty | 17 | <i>How important is each of the following to you in your life?</i> Telling the truth, even when it's not easy |
| | 18 | <i>How important is each of the following to you in your life?</i> Accepting responsibility for my actions when I make a mistake or get |
| 30. Responsibility in | 19 | trouble Doing my best even when I have to do a job I don't like |
| | 39 | It is against my values to drink alcohol while I am a teenager. |
| 31. Restraint | 47 | It is against my values to have sex while I am a teenager. |

Social Competencies

| <u>Asset</u> | <u>Question #</u> | <u>Question</u> |
|--|-------------------------|--|
| 32. Planning and decision-making choices | 72 | <i>Think about the people who know you well. How do you think they would rate you on each of these?</i> Thinking through the possible good and bad results of different |
| | 81 | before I make decisions Being good at planning ahead |
| 33. Interpersonal competence would | 71 | <i>Think about the people who know you well. How do you think they rate you on each of these?</i> Caring about other people's feelings |
| | 77 | Feeling really sad when one of my friends is unhappy |
| | 78 | Being good at making and keeping friends |
| | 34. Cultural competence | |

| | | |
|----------------------------------|-----|---|
| race or | 74 | Respecting the values and beliefs of people who are of a different culture than I am |
| | 79 | Knowing a lot about people of other races |
| | 80 | Enjoying being with people who are of a different race than I am |
| 35. Resistance skills | | <i>Think about the people who know you well. How do you think they would rate you on each of these?</i> |
| know are | 70 | Knowing how to say "no" when someone wants me to do things I |
| | | wrong or dangerous |
| | 76 | Staying away from people who might get me in trouble |
| 36. Peaceful conflict resolution | 135 | Imagine that someone at your school hit you or pushed you for no reason. What would you do? |

INTERNAL ASSETS

Positive Identity

| <u>Asset</u> | <u>Question #</u> | <u>Question</u> |
|--------------------------------------|-------------------|--|
| 37. Personal power things | 119 | When things don't go well for me, I am good at finding a way to make better. |
| | 141 | I have little control over the things that will happen in my life. |
| 38. Self-esteem | 38 | On the whole, I like myself. |
| | 41 | At times, I think I am no good at all. |
| | 43 | All in all, I am glad I am me. |
| | 44 | I feel I do not have much to be proud of. |
| 39. Sense of purpose | 113 | Sometimes I feel like my life has no purpose. |
| 40. Positive view of personal future | 120 | When I am an adult, I'm sure I will have a good life. |

DEFICITS

| <u>Deficit</u> | <u>Question #</u> | <u>Question</u> |
|-----------------------|-------------------|---|
| Alone at home | 152 | <i>On an average school day, how many hours do you spend... At home with no adult there with you?</i> |
| TV overexposure | 150 | <i>On an average school day, how many hours do you spend... Watching TV or videos?</i> |
| Physical abuse you to | 153 | Have you ever been physically harmed (that is, where someone caused have a scar, black and blue marks, welts, bleeding, or a broken bone) by someone in your family or someone living with you? |
| Victim of violence | 154 | How many times in the last 2 years have you been the victim of physical violence where someone caused you physical pain or injury? |
| Drinking parties | 102 | <i>During the last 12 months, how many times have you...? Been to a party where other kids your age were drinking</i> |

RISK-TAKING BEHAVIORS

| <u>Risk-Taking Behavior</u> | <u>Question #</u> | <u>Question</u> |
|-----------------------------|-------------------|---|
| Alcohol of | 84 | <i>On how many occasions (if any) have you had more than just a few sips Alcoholic beverages (beer, wine, or hard liquor to drink...?</i> |
| | 85 | <i>During the past 30 days Think back over the past two weeks. How many times have you had five more drinks in a row? (A "drink" is a glass of wine, a bottle or can of beer,</i> |
| or | | |
| a | | |

shot glass of liquor, or a mixed drink.)

RISK-TAKING BEHAVIORS (con't)

| <u>Risk-Taking Behavior</u> | <u>Question #</u> | <u>Question</u> |
|---------------------------------------|---------------------------------------|---|
| Tobacco | 86 | How frequently have you smoked cigarettes during the past 30 days? <i>How many times, if any, in the last 12 months have you used...?</i> |
| | 111 | Chewing tobacco or snuff |
| Vaping | 105 | How many times during the last 30 days, if any, have you vaped Tobacco, nicotine, or marijuana? |
| Marijuana | 87 | During the past 30 days have you used marijuana or hashish? |
| Other drug use morphine) | 112 | <i>How many times, if any, in the last 12 months have you used...?</i> Heroin (smack, horse, skag) or other narcotics (like opium or |
| Driving and alcohol | 103 | <i>During the last 12 months, how many times have you...?</i> Driven a car after you had been drinking |
| | 104 | Ridden in a car whose driver had been drinking |
| Sexual intercourse | 109 | Have you ever had sexual intercourse ("gone all the way," "made love")? |
| Anti-social behavior a | 58 | <i>During the last 12 months, how many times have you...?</i> Stolen something from a store |
| | 59 | Gotten into trouble with the police |
| | 61 | Damaged property just for fun (such as breaking windows, scratching |
| | | car, putting paint on walls, etc.) |
| Violence group | 60 | <i>During the last 12 months, how many times have you...?</i> Hit or beat up someone |
| | 121 | Taken part in a fight where a group of your friends fought another |
| | 122 | Hurt someone badly enough to need bandages or a doctor |
| | 123 | Used a knife, gun or other weapon to get something from a person |
| | 142 | Carried a knife or gun to protect yourself |
| 143 | Threatened to physically hurt someone | |
| School truancy | 32 | During the last four weeks, how many days of school have you missed because you skipped or "ditched?" |
| Gambling sports | 144 | <i>During the last 12 months, how many times have you...?</i> Gambled (for example, bought lottery tickets or tabs, bet money on |
| | | teams or card games, etc.) |
| Eating disorder and have you | 157 | How often do you binge eat (eat a lot of food in a short period of time) then make yourself throw up or use laxatives to get rid of the food you eaten? |
| | 158 | Have you ever gone several months where you cut down on how much ate and lost so much weight or became so thin that other people became worried about you? |
| Depression | 107 | How often did you feel sad or depressed during the last month? |
| Attempted suicide | 108 | Have you ever tried to kill yourself? |

HIGH-RISK BEHAVIOR PATTERNS

| <u>High Risk Pattern</u> | <u>Question #</u> | <u>Question</u> |
|--------------------------|---------------------------------------|--|
| Alcohol of | 84 | <i>On how many occasions (if any) have you had more than just a few sips</i> |
| | 85 | <i>alcoholic beverages (beer, wine, or hard liquor) to drink...?</i> During the past 30 days |
| or | | Think back over the past two weeks. How many times have you had five |
| | | more drinks in a row? (A "drink" is a glass of wine, a bottle or can of beer, |
| a | | shot glass of liquor, or a mixed drink.) |
| | | |
| Tobacco | 86 | How frequently have you smoked cigarettes during the past 30 days? |
| | 111 | <i>How many times, if any, in the last 12 months have you used...?</i> Chewing tobacco or snuff |
| Illicit drugs | 112 | <i>How many times, if any, in the last 12 months have you used...?</i> Heroin or other narcotics (like opioids or meth) |
| | | |
| Sexual intercourse | 109 | Have you ever had sexual intercourse ("gone all the way," "made love")? |
| Depression/suicide | 107 | How often did you feel sad or depressed during the last month? |
| | 108 | Have you ever tried to kill yourself? |
| Anti-social behavior | | <i>During the last 12 months, how many times have you...?</i> |
| | 58 | Stolen something from a store |
| | 59 | Gotten into trouble with the police |
| | 61 | Damaged property just for fun (such as breaking windows, scratching |
| a | | car, putting paint on walls, etc.) |
| | | |
| Violence | | <i>During the last 12 months, how many times have you...?</i> |
| | 60 | Hit or beat up someone |
| | 121 | Taken part in a fight where a group of your friends fought another |
| | 122 | Hurt someone badly enough to need bandages or a doctor |
| | 123 | Used a knife, gun or other weapon to get something from a person |
| | 142 | Carried a knife or gun to protect yourself |
| 143 | Threatened to physically hurt someone | |
| School problems | 21 | What grades do you earn in school? |
| | 32 | During the last four weeks, how many days of school have you missed because you skipped or "ditched?" |
| Driving and alcohol | | <i>During the last 12 months, how many times have you...?</i> |
| | 103 | Driven a car after you had been drinking |
| | 104 | Ridden in a car whose driver had been drinking |
| Gambling | | <i>During the last 12 months, how many times have you...?</i> |
| | 144 | Gambled (for example, bought lottery tickets or tabs, bet money on |
| sports | | teams or card games, etc.) |

THRIVING INDICATORS

| <u>Thriving Indicator</u> | <u>Question #</u> | <u>Question</u> |
|---------------------------|-------------------|--|
| Succeeds in school | 21 | What grades do you earn in school? |
| Helps others | 68 | <i>During an average week, how many hours do you spend...?</i> Helping friends or neighbors |
| Values diversity | 12 | <i>How important is each of the following to you in your life?</i> Getting to know people who are of a different race than I am |
| Maintains good health | 82 | <i>Think about the people who know you well. How do you think they would rate you on each of these?</i> Taking good care of my body (such as eating foods that are good for me, exercising regularly, and eating three good meals a day) |
| Exhibits leadership | 57 | <i>During the last 12 months, how many times have you...</i> Been a leader in a group or organization? |
| Resists danger | 40 | I like to do exciting things even if they are dangerous. |
| Delays gratification | 73 | <i>Think about the people who know you well. How do you think they would rate you on each of these?</i> Saving my money for something special rather than spending it all away |
| Overcomes adversity | 75 | <i>Think about the people who know you well. How do you think they would rate you on each of these?</i> Giving up when things get hard for me |

Appendix C

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Appendix D

Search Institute Resources

Resources for Schools, Communities, and Youth Organizations

Coming into Their Own: How Developmental Assets Promote Positive Growth in Middle Childhood by *Peter C. Scales, Ph.D., Arturo Sesma, Jr., Ph.D., and Brent Bolstrom (2003)*

This book provides research findings from studies on the development of children in grades four through six. This guide helps parents and other adults understand what programs, policies, and practices are most effective in raising healthy kids during the critical middle childhood years.

Developmental Assets Profile (DAP)

The DAP survey is designed for youth in grades 6 through 12. It measures the eight Developmental Assets categories in a convenient format that can be scored by the survey administrator across five interpersonal areas to better understand how young people fare personally and socially within the family, school, and community.

Developmental Assets: A Synthesis of the Scientific Research on Adolescent Development by *Peter C. Scales, Ph.D. and Nancy Leffert, Ph.D. (2004)*

Examines more than 800 scientific articles and reports on adolescent development that are linked to each Developmental Asset. This book is an invaluable reference that demonstrates the strong scientific foundation undergirding the asset framework and reveals what is known about how assets are built and their impact on various youth populations.

The Best of Building Assets Together: Favorite Group Activities That Help Youth Succeed by *Jolene Roehlkepartain (2008)*

Presents 150+ “best of the best” activities for groups of young people ages 12 to 18. Games and projects energize, inspire, and allow participants to explore family communication, school climate, peer relationships, service-learning, self-esteem, leadership, diversity, and community involvement. Includes tips from educators and youth providers and a CD with over 50 reproducible handouts in English and Spanish.

Great Places to Learn: Creating Asset-Building That Schools Help Students Succeed by *Neal Starkman, Ph.D., Peter C. Scales, Ph.D., and Clay Roberts, M.S. (2006)*

Rooted in many years of research about the effectiveness of assets, this foundational book for educators shines as a powerful, positive guide to infusing assets into any school community.

Assets to Go! (2006; *mini-poster*) - Show them your commitment with this colorful display poster of the 40 Developmental Assets. Bright colors and graphics make it an eye-catching message that your youth are important.

Instant Assets: 52 Short and Simple E-mails for Sharing the Asset Message (2007; *CD-ROM*)

- Would you like to send out a weekly asset message? Now it's easy—we've done the work for you with 52 ready-made e-mail messages. Send messages on their own, or add them to your organization's existing communication, whether it's e-mail, Web-based, or print!

Take It Personally by *Jolene Roehlkepartain (2017)* - This action and reflection workbook contains everything individuals need to make a stronger commitment to children and teenagers. Ideal for staff meetings, parent groups, volunteer trainings, and community events, this concise journal helps people from all walks of life learn about the power they have to make a difference for young people.

Trainings for Schools, Communities, and Youth Organizations

What's Up with Our Kids?—A Search Institute facilitator presents your survey results and helps build a shared understanding of young people's strengths and needs. Contact Search Institute Training and Speaking for more information at 1-800-888-7828.

Building Developmental Assets in School Communities—A strong introductory workshop to inspire and motivate everyone in your school community! This training makes the connection between assets and student success, and demonstrates how everyone can play a positive role in helping youth thrive.

Essentials of Asset Building for Trainers and Facilitators—Learn to deliver two core workshops, **Everyone's An Asset Builder** and **Sharing the Asset Message**. Use local expertise to spread the good word about the power of Developmental Assets.

Everyone's an Asset Builder - This workshop introduces participants to Search Institute's internationally-recognized research on the strengths and supports that enable young people to thrive. The workshop examines the power of individuals in shaping the lives of youth and the central role of relationships in building the Developmental Assets that all young people need.

Resources for Parents

ParentFurther.com—Visit parentfurther.com for a wealth of free parenting resources by Search Institute, including the "Everyday Parenting Ideas" newsletter that addresses various parenting challenges. Also includes many other useful tools for parents.

Sparks: How Parents Can Ignite the Hidden Strengths of Teenagers by Peter L. Benson, Ph.D. (2008)—Describes a simple yet powerful plan for awakening the "spark" that lives within every young person. Sparks—when recognized and nurtured—give teenagers joy, energy, and direction. They can transform a young person's life from survival mode to thriving mode. Grounded in new research conducted with thousands of teenagers and parents, **Sparks** offers a step-by-step approach to helping all teenagers discover their unique gifts.

150 Ways to Show Kids You Care (2014; *mini-poster*)—Discover 150 great ideas to make kids feel special every day. Even the simplest acts of kindness can build assets in the lives of children and teens. You'll find plenty of ideas on the mini-poster and in the 84-page book by the same name. Poster and book offer adults easy, meaningful ideas to show kids they really care. Bilingual.

Parenting at the Speed of Teens (2004)—A portable guide to positive, commonsense strategies for dealing with both the everyday issues of parenting teenagers—junk food, the Internet, stress, friendships—as well as the serious ones—depression, divorce, racism, and substance abuse. Illustrates how the "little things" such as talking one-on-one, setting boundaries, offering guidance, and modeling positive behavior—can make a big difference in helping a teenager be successful.

Raising Kids with Care: 50 Ways to Help Your Whole Family Thrive (2006; *mini-poster*) - A list of comforting, practical tips and reminders intended to help parents and guardians build assets in their children and take care of themselves. Filled with thoughtful insights and realistic reminders, it offers a much-needed boost to the daily life of parents.

For a catalog of additional resources, call Search Institute at 1-800-888-7828,
or view our online store at www.searchinstitutestore.org.

Appendix E

Frequently Asked Questions

What is the history behind the *Profiles of Student Life: Attitudes and Behaviors* survey?

Search Institute's *Profiles of Student Life: Attitudes and Behaviors (A&B)* survey was created in 1989 and measured 30 Developmental Assets at the time. In 1996, the asset framework was expanded to 40 Developmental Assets. This was done on the basis of Search Institute's analysis of its own aggregate data from the more than 250,000 students who took the original 30-asset survey during the period 1989–1994, as well as additional syntheses of child and adolescent research and conversations with researchers and practitioners. The *A&B* was revised in 2008 and again in 2012 to collect "Four Core Measures" data required for COMET reporting by Drug Free Communities grantees, as well as to update obsolete and outdated language, and add more timely questions for young adults.

We are a Drug Free Communities grantee new to the Developmental Assets. How does the Developmental Assets framework relate to our prevention efforts?

Research on the Developmental Assets has shown that strong, measurable links exist between youth assets, thriving, and risk behaviors. Youth who report higher levels of Developmental Assets generally report fewer risk behaviors than peers who report fewer assets. Implementing the Developmental Asset framework can add value to your prevention efforts by offering tested, research-based results and a flexible foundation for the work you're already doing.

Where can I find comparable national data on alcohol and drug use?

While Search Institute does not archive national aggregate data on risk behaviors related to alcohol and drug use, national data is available online at the Substance Abuse and Mental Health Services Administration (SAMHSA), Office of Applied Studies (OAS) web site, <http://www.oas.samhsa.gov/>.

Now that we've received our survey data, how can we best utilize it?

It can be difficult to come up with an action plan after you've received your survey results. After wading through 80 pages of data on your youth, the obvious question is "Where do I start?" Search Institute Training and Speaking offers the professional presentation "What's Up with Our Kids?" to assist you in analyzing and disseminating your *A&B* survey data, as well as discussing the implications for asset building in your community. Find out more about Search Institute Training and Speaking at www.search-institute.org/training-speaking. For additional links to excellent resources for utilizing your survey data, visit <http://www.search-institute.org/survey-services/next-steps>.

Can we look at individual students' experiences of Developmental Assets?

The *A&B* survey was designed to provide aggregate-level data for individual communities. It was not designed as an individual student assessment instrument or as a program evaluation tool. Search

Institute does offer a survey to assess the strengths of individual students and small groups with its *Developmental Assets Profile (DAP)* survey. The *DAP* is a short, administrator-scored survey designed to yield individual data on the eight Developmental Asset categories and five Context Views. The *DAP* is oftentimes used to measure change over time, and provide data for program evaluation purposes. For more information, please visit our Web site at [www http://www.search-institute.org/survey-services/surveys/developmental-assets-profile](http://www.search-institute.org/survey-services/surveys/developmental-assets-profile).

Can we compare our A&B results to “National Data?”

Search Institute has an aggregate dataset representing 89,366 public or alternative school students in grades 6 through 12 (available in [A Fragile Foundation: The State of Developmental Assets among American Youth](#)). The sample includes students from U.S. communities in 26 states. These data were gathered through independent community studies across the 2009-2010 school year. Caution should be used in comparing your community’s data to this aggregate data set, as the dataset is not based on a nationally representative sample, but rather, was weighted to reflect the 2010 U.S. Census. While a community may choose to use these data as a barometer of how similar or different its youth are compared to the youth represented in this larger sample, Search Institute strongly recommends that each community sets its own goals based on where it wants its young people to be rather than where its young people are in relation to this aggregate data.

How can we cite our A&B Report and the Executive Summary?

When disseminating information from the full report of Executive Summary, use the following citation:

From *Developmental Assets: A Profile of Your Youth* for [name of your school/community] © [year of your report] by Search Institute, Minneapolis, MN. Data collected with the survey *Search Institute Profiles of Student Life: Attitudes and Behaviors*, copyright © 1996, 2012, Search Institute, Minneapolis, MN.

How can ___% of our youth have each of the ___ items in a certain Developmental Asset, but only ___% actually possess that particular asset?

Youth have to average “agree” on all measures of a particular Developmental Asset in order to actually “have” the Developmental Asset. Different youth may have some of the individual elements, but fewer youth may have averaged having all of them. This explains why the percentages attributed to each response cannot simply be averaged to find out the percentage of youth with that particular Developmental Asset.

Why does Search Institute ask questions related to sexual activity and use of protection?

The primary reason we ask these questions is based on the same thoughts and reasoning behind asking about the other variety of high-risk behaviors, and that is in order to help schools and other organizations understand the extent of these problems in their communities, as well as how building Developmental Assets can help prevent those problems.

The age of puberty has dropped considerably over the last 50 years, now occurring for the majority of girls between ages 9-12, and for boys between ages 10-13. Twenty percent of adolescents will have

sexual intercourse while in middle school. For those children, early sexual intercourse is even riskier than it is for older adolescents, as the younger they are, the less likely they are to use protection against pregnancy or sexually transmitted infections (STIs). Communities need to know the extent to which their kids are engaging in risky behaviors like this in order to know how best to both promote positive development in general and to reduce or prevent risky behaviors specifically.

Will asking questions about certain topics actually encourage certain behaviors?

Taken from the U.S. Centers for Disease Control and Prevention:

“There is no evidence that simply asking students about health risk behaviors will encourage them to try that behavior.” <http://www.cdc.gov/healthyyouth/yrbs/faq.htm>

Why does the research show that Developmental Asset levels often decrease as youth get older?

Our cross-sectional (one-time snapshot) studies and longitudinal research following youth over time show that the total number of assets tends to decrease, on the average, among high school students as compared to middle school students. One study did show an average increase for some assets later in high school, in the 11th and 12th grades. Using the Me and My World survey with 4th-6th graders, we also found that 4th and 5th graders have higher average asset levels than 6th graders. So the evidence seems to be very consistent that younger children have more assets, on average.

The biggest drop seems to occur in middle school, especially 7th and 8th grades, and continue in the first year of high school, which for most students is 9th grade. What seems to be happening is that the quantity and quality of relationships young people have—which are the foundation of the assets approach—seem to deteriorate across those years. Many adults find young adolescents more difficult, changeable, demanding, and provocative than elementary-aged children, and pull back from connecting with them more than superficially, if even that. Of course, some adults flip those adjectives upside down, and find young adolescents lively, flexible, spontaneous, experimental, inquisitive, and curious, and love to be around them. But they appear to be in the minority. It’s not all about adults, of course. Peer relationships can be tough in those transitional years.

Note too that we say assets tend to decrease, “on average,” because many youth increase, and many stay relatively stable too: There are multiple “asset paths.” In one study, for example, we found that the greatest percentage of students, 41%, did decrease, but we also found that 35% of students remained stable in their asset totals from middle school to high school, and 24% increased. The average that is happening to a large group doesn’t necessarily describe the experience of an individual student.

We administered the A&B survey in the past; can we use the A&B again to show change over time?

The A&B survey should not be used to measure change over time or as a pre/post test. This is true for a few different reasons:

The most important reason lies in the dichotomous nature of Developmental Asset measurement. By dichotomous, what we mean is that when we score the surveys, we determine whether each

respondent (anonymously) “has” or doesn’t “have” each of the Developmental Assets by using mean scores from the items we’ve created to measure those Developmental Assets. We then pull all of that information together to give you results for the full group. When we report results in a dichotomous manner (which is appropriate when reporting group results in this manner), there is only have or have not; yes or no. This differs from reporting data on a continuous scale, where a respondent’s mean score could land anywhere along a scale. As you can imagine, any given person could make a lot of progress towards having a Developmental Asset without crossing that point at which we say they do have the asset. And that’s the kind of change that’s important to see if you’re doing any work that needs to show positive change over time.

A second point to keep in mind is that these surveys are used primarily in schools, and are given anonymously. From year to year, school populations change with kids leaving or joining the district, or simply by being absent on the date the survey is administered. Ideally, change over time measurement would follow the same group of kids, which is impractical with these surveys.

Many communities use these surveys repeatedly, and that’s appropriate as long as we’re all clear on reasonable goals. It’s reasonable and effective to use these surveys to gain an accurate and current perspective on the beliefs and experiences of the youth you are currently surveying. As those who have worked in schools know, any given class can have a very distinct personality, and so getting that updated view is important so that you’re not making inaccurate assumptions about the group of youth currently living in your community based on results from previous groups. Many find it useful to, for example, follow trends in a particular grade level or levels (e.g. 6th graders in 2011 vs. 6th graders in 2012), and that’s a very reasonable goal.

The Attitudes and Behaviors was designed to give a look at how a group of youth is experiencing assets, risk behaviors, deficits, and thriving behaviors at a particular point in time. It does this quite well, and thus works beautifully as a community mobilization tool. It can be a catalyst for forming or sustaining an asset-building initiative by giving youth a way to share the community experience from their perspective.

If you are specifically interested in an instrument to show change over time or use in a program evaluation, you may want to consider our *Developmental Assets Profile*. More information can be found online. <http://www.search-institute.org/survey-services/surveys/developmental-assets-profile>

Do youth answer truthfully?

Studies have shown that students are truthful when answering questions on anonymous surveys. To be safe, our scanning system looks for inconsistencies in the way students respond to similar questions, unrealistically high substance use, too many unanswered items, and patterns in responses. Surveys with these kinds of problems are not used in the report findings. The percentage of surveys removed from individual school or community studies has remained consistent over time and generally falls into the 5 to 8 percent range.

Appendix F

Getting the Word Out

You've read through the report. Some of the findings are surprising, others expected. Some are troubling; others pleasing. Overall, it's clear that the findings have implications for working with your youth—even though you may not know fully what those implications are. How can you be turning these statistics into action?

Survey information has power for planning, evaluation, and change. But information becomes powerful only as it is shared with others so they become aware of the needs and concerns.

Why share the findings?

- 1) It builds awareness. When people become aware of needs and want to change the status quo, they are much more likely to be committed to action than those whose leaders simply tell them what needs to be changed.
- 2) It creates a common commitment and concern. As people across a community analyze survey results, consensus about problems and possibilities begins to grow. That shared commitment can translate into meaningful involvement and action.
- 3) It elicits new partners. Letting people know what issues arise from the survey encourages them to step forward and become involved.
- 4) It creates a sense of trust. Sharing survey information openly and honestly tells people that you trust them and want them to be involved.
- 5) It serves as an educational tool. Sharing your survey findings becomes, in itself, an opportunity to educate young people, their parents, and the community about the realities. Young people may find new courage to resist pressure because they see that “everybody” *isn't* involved in various at-risk behaviors. Similarly, parents and other adults may take more active roles when they see a problem is real.

Some people may object to sharing results, particularly if they are disturbing or “make a school or community look bad.” But, except in some cases with problematic samples, even “bad news” can lead to positive results. Of course, the results may be painful, and the initial discussions uncomfortable. However, discomfort is a small price to pay if the study galvanizes people to take action around key concerns.

Working with a Team

When you're ready to process the information, the first step is to begin absorbing and distilling the information. This is most effective in a small leadership team. Having a team or group is important for several reasons:

- 1) Other people will see things you might miss, or they may interpret a finding differently.
- 2) Involving a leadership team early on builds wider ownership in the process.
- 3) Sharing the workload with others makes it more likely that the job will be done.
- 4) Working with a small group at this stage allows you to test ideas, gauge reaction, and anticipate questions, so you'll be adequately prepared when you go public.

The Team's Makeup

The team would ideally include representatives from various constituencies, so that each would feel like part of the process in the early stages of the discussion. Some examples might be:

- 1) An existing committee or task force. Be sure it includes the principal and other key leaders who have a stake in the results.
- 2) A school-based task force that includes an administrator, a teacher, a counselor, a member of the parent organization, and student government leaders.
- 3) A community-based team that includes a representative from various sectors—social services, government, education, law enforcement, business and industry, teenagers, parents, and the religious community.

The Perils of Interpretation

This survey has powerful data and provides you with information you might never have otherwise. The challenge is to let the information speak for itself and to interpret it appropriately. There are two dangers in interpreting your findings:

- 1) Under-interpretation—Under-interpretation of survey findings occurs when you explain away differences, surprises, or bad news as inconsequential. Significant differences, surprises, and pieces of bad news need careful analysis. When many students report involvement in a particular behavior or express negative experiences, those responses need to be taken seriously.
- 2) Over-interpretation—On the other end are those people who exaggerate all the bad news and conclude that all past work has failed. For them, the situation is much worse than it really is. One example would be to take a low score on a single item and magnify it excessively. Making decisions based solely on a few questions would be premature. Instead, look for patterns, contradictions, and confirmations before drawing conclusions.

Perhaps the best approach to interpreting data on your students is to compare the results to other available information—your experiences with youth, the insights of experts, young people's own interpretations. Many times you'll find that the data confirm and reinforce things you already know. Surprises may point to dynamics you hadn't examined before. A good question to ask is: Do the findings make sense? If not, why not?

Creating a Summary of Highlights

To distill, the dictionary says, is "to extract the essence of"—to draw out the essential. For survey information to have meaning, it must first be distilled. Survey information can be overwhelming, so we at Search Institute have begun the distilling process by arranging the data in categories. Because each community is unique, your team needs to distill the information further to reflect the major issues and strengths in your community.

Some communities have found it useful to have an outside expert facilitate their initial discussion of the survey findings. These consultants can provide a broader context, answer specific questions about trends and usage, and keep the discussion moving in constructive ways.

Another option is to lead a task force through a simple group process, guided by an experienced group facilitator. Here's a structure that may help you through the process.

- 1) Send out the report in advance so people come to the meeting prepared to talk.
- 2) If team members don't know each other well, begin the meeting with introductions. Have people each tell who they are and how they are involved with young people.
- 3) Discuss briefly any initial questions or impressions about the report.
- 4) Assign one of two people to each section of data in the report.
- 5) Ask people to work alone for ten minutes, reviewing their assigned section. As they work, have them note what findings are most significant to them—what things “jump out” at them.
- 6) Ask small groups each to identify the three to six most important findings in their section.
- 7) Check for consistency in highlighting the findings. For example, one group might consistently note difference between boys and girls, while another notices differences between grades. These differing perspectives may be the best way to report the results. However, it is also useful to be consistent in your reporting, allowing for comparison among sections.
- 8) Once all the highlights have been gathered, decide together if the categories from the survey report are the best categories to use. The highlights might arrange themselves in another structure more meaningful in your school or community.
- 9) As a group decide if there are any series of items (such as interests or at-risk behaviors) that are significant enough to present as a chart. There may be, for example, one chart, graph, or table that really captures the heart of your study. If so, include that graphic in your summary.
- 10) Assign someone to prepare a one- to two-page fact sheet to share with your community. Make the presentation simple and straightforward. Present the findings without commentary, since you'll want people to reach their own conclusions.
- 11) You also may want to prepare a one-page set of questions based on the survey results to guide people who lead discussions in classes, parent groups, and other settings. In addition to making the discussion more focused, feedback from different groups on the same questions can be valuable planning information.

Present the Key Findings

Once you have the basic information together, you'll want to present it in a clear, approachable way. Depending on your skills, resources, and audience, here are some possibilities:

- 1) Fact sheet—This is the simplest least expensive approach, and it can be quite effective. Begin with a brief introduction to the survey process and scope, then “bullets” the key findings in simple sentences. There's no attempt to make the sheet hold together as a continuous narrative. Incorporating charts adds visual interest.
- 2) Narrative—This would be more like a traditional news release in which the survey is tied together with a narrative. You might include quotes from knowledgeable people. Sometimes a narrative works well as a press release to accompany a fact sheet.
- 3) Charts—These visual presentations often give power to statistics in ways that text cannot. A school art teacher or student can take the charts a step further by incorporating appropriate illustrations.
- 4) Booklet or brochure—Some groups have created booklets and brochures on their survey results to distribute widely. These could include a two-page list of highlights, a more in-depth interpretation, comments from community leaders and experts, and suggestions for ways people can get involved in the issues.

- 5) Posters—A well designed poster can be a useful way to communicate with students and people in the community. Include charts, graphs, and quick highlights from the study. These posters could be placed in school halls, community centers, government buildings, classrooms, open areas in malls, grocery store windows, and other places where people gather or browse.
- 6) Video—Create a short documentary on survey results, incorporating charts, quotes from students and experts, narration from local community members, and scenes from the community. A communications class could take this idea on as a project, or you could cooperate with a local cable or television station as an experiential education experience for students. The resulting video could be shown on local access cable, a local television station, in classrooms, at workshops, and—where available—through school-wide television programming.

Who should hear?

Students, parents, school administrators, school faculty and staff, community youth workers, community leaders, and the media.

Publicity Tips and Tools

Telling Administrators and Counselors

The principal, other school administrators, and counselors should be the first to know about the survey results, and they should be active in deciding how the results will be used. Taking time to get administrators on board—if they're not already—may be the most productive part of the dissemination process. Their endorsement and advocacy can make the results become a priority for the school and the community.

- Personal discussion with the principal/superintendent/district officials—It is appropriate to schedule an opportunity for debriefing between these individuals and the survey coordinator so that perceptions can be confirmed. It is helpful to have the principal or superintendent sign letters to parents about the study and to introduce the study at public meetings.
- Expert roundtable—It may be useful to have a roundtable discussion in which selected experts from the community and school discuss the results confidentially. These experts could include school counselors, psychologists, alcohol and other drug coordinators, researchers, teachers, policy-makers, and others.
- Presentation to the school board—Since the board makes decisions on priorities and funding, presenting the findings and fielding questions is important to ensure that there is support behind your efforts.

Telling Faculty and Staff

School faculty and staff will, of necessity, be active players in any efforts a school takes to address concerns. In addition to their insights about the findings, teachers and counselors will need to think through the implications of the results for their work with the students. Both faculty and staff need a basic understanding of the findings and their implications so they can answer questions from students, parents, and the community.

- Special announcements or staff meetings—It’s best to tell teachers the survey findings in person in a setting where they have opportunity to reflect and respond.
- In-service training—An in-service training day is an excellent opportunity to have faculty process the survey findings. You could ask an outside expert to dialogue about issues raised by the survey. Or you could have a consultant lead the teachers through a systematic analysis and interpretation of the findings. Another option would be to design your own workshop. This training is important if you wish to have teachers process the results with students. Ask them how they will use the material in their classrooms.

Telling Students

If anyone has a stake in your survey findings, it’s the young people. After all, these results reflect their own experiences. Yet too often we forget to involve them in the interpretation and dissemination efforts. As a result, we miss their perspective.

Furthermore, getting information to youth can be a challenging process, particularly if the “messenger” hasn’t built credibility. If youth think adults are attacking them, they’ll probably “tune out” the findings. One way to avoid this problem is to involve youth from the beginning. Not only will they be more effective in conveying information, but they will also provide an important “reality check” in the interpretation.

- Student newspaper—Industrious student reporters will be challenged to present the study highlights in effective ways. They can interview other students about the results, adding new perspectives to the research. An editor might even choose to write an editorial on the study, calling his or her peers to get involved in issues.
- Student government—Understanding, interpreting, and disseminating survey results can be a fulfilling process for a student council. Providing these leaders with the fact sheets will challenge them to take seriously the issues raised by the survey.
- Relevant school clubs—School-based clubs that deal with teen issues such as alcohol and other drugs would be natural focal points for raising awareness. Survey results can even give them ideas for specific club projects. Encourage clubs to create a distribute fact sheets, brochures, or a video on the study.
- School assemblies—A creative presentation, drama, or video based on the survey results can capture young people’s attention. Making the assembly into a town meeting where students have opportunities to discuss the findings in small groups and ask questions may have potential.
- Bulletin boards and posters—Printing a poster of results to display in various places also has potential.
- Relevant classes—Your survey results can be appropriate discussion material for a variety of classes. A health class could talk about alcohol and other drug use, or sexuality issues. A government or civics class could talk about the potential impact of survey findings on a community, or a place for a discussion on community involvement.
- Special school-day—Many of these ideas could be pulled together into a special day that focuses on the survey results throughout the day. Teachers could coordinate discussion of various aspects of the survey in different classes. An assembly could bring in community experts. Posters and bulletin boards could decorate the halls. Clubs could plan special activities and the student newspaper could print a special edition. Such an approach would clearly promote widespread discussion.

Telling Parents

Parental involvement is vital to any efforts to improve the well-being of youth. Thus parents must be included in the information-sharing process.

- Parent organizations—Your school’s PTA or PTO is a logical ally in disseminating results from your study. This group likely would want to organize a special parents’ meeting to discuss the results.
- Parent newsletter—If your school or the parents’ organization has a regular newsletter, include the fact sheet as part of the next mailing. It would have added impact if the principal or president of the parent organization wrote a column about the study’s implications.
- Special letter to parents—It may be most appropriate to send a copy of your fact sheet or brochure to every parent, along with a cover letter from the school principal or other respected school leader.
- Special parents meeting—A special parents meeting can be a useful way to reach parents. You might not attract the majority of parents to this forum, but you could draw leaders who would influence others. This meeting could include several elements, such as a presentation, panel discussion, or small group discussions.
- Parent-teacher conference days—If your school holds regular parent-teacher conferences, a discussion of the survey findings could be built into the interaction. Ask teachers to distribute a fact sheet on the survey during their conferences. Parents could also have opportunities throughout the day to participate in small group discussions. Another option is to set up an attractive display near the school entrance where parents would notice it as they arrived or left. Have fact sheets available.

Telling Community Leaders and Policy Makers

More and more, educators and other advocates for youth are reaffirming the impact an entire community has on adolescent well-being. Parents and schools can’t address all the issues alone. To have maximum impact, they need the support of a healthy, concerned community. The first step in creating the kind of concern in to raise awareness in the community of the needs of young people. Sharing survey findings with community leaders can be part of this process.

- Presentations—Many professionals are part of organizations that have regular meetings. These may be local professional associations, or they could be chapters of clubs such as Rotary, Lions, or Kiwanis. Any of these meetings would be a potential audience for a discussion of the survey results and their meaning for the community.
- Newsletters—Some professional organizations are large enough that they have local or regional newsletters. They may be interested in briefly describing your school’s study, or even include a page of highlights. Many religious congregations may also run the information in their newsletters.
- Personal visits—There may be some leaders in your community who merit a personal visit. For example, you might arrange an appointment to tell the mayor, council-member, or business leader about the study.
- Student presentations—Having young people tell their own stories to adults can be particularly powerful and eye-opening. A debate team or anti-drug club may want to develop a presentation on the results in an effort to raise community awareness.

Telling the Media

Getting the media involved early in the survey process can be a valuable way to ensure their cooperation while also relying on their expertise. While professional help is not needed, an editor or reporter on your task force can help with timing the story, getting the story to the right people, and

helping to prepare information to release to the media. The story can be an important vehicle for raising community concern and awareness.

- News release—A news release is the basic document that's generally used to get a story noticed. As a straightforward and short document, news releases should be written in straight journalistic style, highlighting the major findings in the first paragraph. Send your news release to the education reporter at local newspapers, TV stations, radio stations, and other news sources. You may want to make a follow-up call to arrange any interviews the reporter may wish to include in the story.
- News conference—If you believe your survey findings are particularly powerful, you may wish to hold a news conference. This interactive format allows you to present findings in more detail and to answer questions from the media. News conferences need to be well planned and orchestrated. Be certain to include all media members in the area.
- Personal interviews—Most reporters will welcome suggestions of knowledgeable people to interview. To prepare for these interviews, write out your statements in advance. Also develop two or three 20-second “sound bites” about the study that will get your point across quickly.
- Editorial or article—It may be appropriate for the school's principal, a teacher, leader, or student to write an editorial, column, or letter to the editor about the study. These opinion pieces should be well-focused, highlighting the needs and challenging the community to take seriously the concerns. Such an approach might be particularly useful as a way of announcing your task force's recommendations based on the findings.