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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

Indian Lake High School and Middle School
Lewistown, OH
July 2014

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Executive Summary

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Developmental Assets: A Profile of Your Youth

Indian Lake High School and Middle School

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.

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The Developmental Assets were assessed in your school community in May 2014, 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]		307		100
Gender[2]	Female	152	152	50
	Male	151	151	50
	Transgender, male-to-female	0	0	0
	Transgender, female-to-male	0	0	0
	Transgender, do not identify as exclusively male or female	1	0	0
	Not sure	3	0	0
Grade[2]	6	0		0
	7	0		0
	8	126		41
	9	0		0
	10	108		35
	11	0		0
	12	72		24
Race/Ethnicity[2]	American Indian or Alaska Native	4		1
	Asian	2		1
	Black or African American	5		2
	Hispanic or Latino/Latina	4		1
	Native Hawaiian or Other Pacific Islander	0		0
	White	261		85
	Other	3		1
	More than one of the above	28		9

[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.

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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.	74
	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.	33
	3. Other adult relationships	Young person receives support from three or more nonparent adults.	57
	4. Caring neighborhood	Young person experiences caring neighbors.	35
	5. Caring school climate	School provides a caring, encouraging environment.	31
	6. Parent involvement in schooling	Parent(s) are actively involved in helping young person succeed in school.	28
Empowerment	7. Community values youth	Young person perceives that adults in the community value youth.	21
	8. Youth as resources	Young people are given useful roles in the community.	28
	9. Service to others	Young person serves in the community one hour or more per week.	50
	10. Safety	Young person feels safe at home, school, and in the neighborhood.	50
Boundaries and Expectations	11. Family boundaries	Family has clear rules and consequences, and monitors the young person's whereabouts.	53
	12. School boundaries	School provides clear rules and consequences.	58
	13. Neighborhood boundaries	Neighbors take responsibility for monitoring young people's behavior.	54
	14. Adult role models	Parent(s) and other adults model positive, responsible behavior.	28
	15. Positive peer influence	Young person's best friends model responsible behavior.	72
	16. High expectations	Both parent(s) and teachers encourage the young person to do well.	57
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.	12
	18. Youth programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.	63
	19. Religious community	Young person spends one or more hours per week in activities in a religious institution.	40
	20. Time at home	Young person is out with friends "with nothing special to do" two or fewer nights per week.	62

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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.	70
	22. School engagement	Young person is actively engaged in learning.	64
	23. Homework	Young person reports doing at least one hour of homework every school day.	37
	24. Bonding to school	Young person cares about his or her school.	58
	25. Reading for pleasure	Young person reads for pleasure three or more hours per week.	17
Positive Values	26. Caring	Young person places high value on helping other people.	58
	27. Equality and social justice	Young person places high value on promoting equality and reducing hunger and poverty.	58
	28. Integrity	Young person acts on convictions and stands up for his or her beliefs.	79
	29. Honesty	Young person tells the truth even when it is not easy.	79
	30. Responsibility	Young person accepts and takes personal responsibility.	81
	31. Restraint	Young person believes it is important not to be sexually active or to use alcohol or other drugs.	45
Social Competencies	32. Planning and decision–making	Young person knows how to plan ahead and make choices.	39
	33. Interpersonal competence	Young person has empathy, sensitivity, and friendship skills.	54
	34. Cultural competence	Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.	36
	35. Resistance skills	Young person can resist negative peer pressure and dangerous situations.	52
	36. Peaceful conflict resolution	Young person seeks to resolve conflict nonviolently.	41
Positive Identity	37. Personal power	Young person feels he or she has control over "things that happen to me."	46
	38. Self-esteem	Young person reports having a high self-esteem.	47
	39. Sense of purpose	Young person reports that "my life has a purpose."	57
	40. Positive view of personal future	Young person is optimistic about his or her personal future.	75

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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	74	77	72			75		73		75
2. Positive family communication	33	32	34			40		28		26
3. Other adult relationships	57	57	57			52		57		66
4. Caring neighborhood	35	38	33			39		25		43
5. Caring school climate	31	32	31			39		16		40
6. Parent involvement in schooling	28	29	28			40		18		25
Empowerment										
7. Community values youth	21	21	20			25		12		25
8. Youth as resources	28	33	24			36		14		36
9. Service to others	50	46	54			57		36		58
10. Safety	50	61	39			44		43		71
Boundaries and Expectations										
11. Family boundaries	53	47	59			54		57		44
12. School boundaries	58	60	57			66		54		48
13. Neighborhood boundaries	54	54	55			56		51		55
14. Adult role models	28	25	31			30		24		30
15. Positive peer influence	72	69	75			83		64		64
16. High expectations	57	56	59			67		49		50
Constructive Use of Time										
17. Creative activities	12	6	18			10		14		14
18. Youth programs	63	62	64			60		64		65
19. Religious community	40	36	44			45		33		40
20. Time at home	62	59	65			73		56		53

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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	12
Commitment to Learning										
21. Achievement motivation	70	63	80			75		69		63
22. School engagement	64	57	73			67		62		63
23. Homework	37	32	41			33		36		47
24. Bonding to school	58	59	58			66		45		62
25. Reading for pleasure	17	13	21			20		14		14
Positive Values										
26. Caring	58	50	68			67		45		64
27. Equality and social justice	58	50	68			68		45		58
28. Integrity	79	77	82			83		74		76
29. Honesty	79	74	84			80		78		78
30. Responsibility	81	79	84			84		73		86
31. Restraint	45	39	53			71		33		18
Social Competencies										
32. Planning and decision-making	39	38	40			36		40		42
33. Interpersonal competence	54	44	66			63		44		56
34. Cultural competence	36	37	36			41		30		39
35. Resistance skills	52	50	55			54		50		51
36. Peaceful conflict resolution	41	34	49			42		38		45
Positive Identity										
37. Personal power	46	52	41			42		45		54
38. Self-esteem	47	57	38			45		44		52
39. Sense of purpose	57	64	51			56		57		57
40. Positive view of personal future	75	74	78			73		76		79

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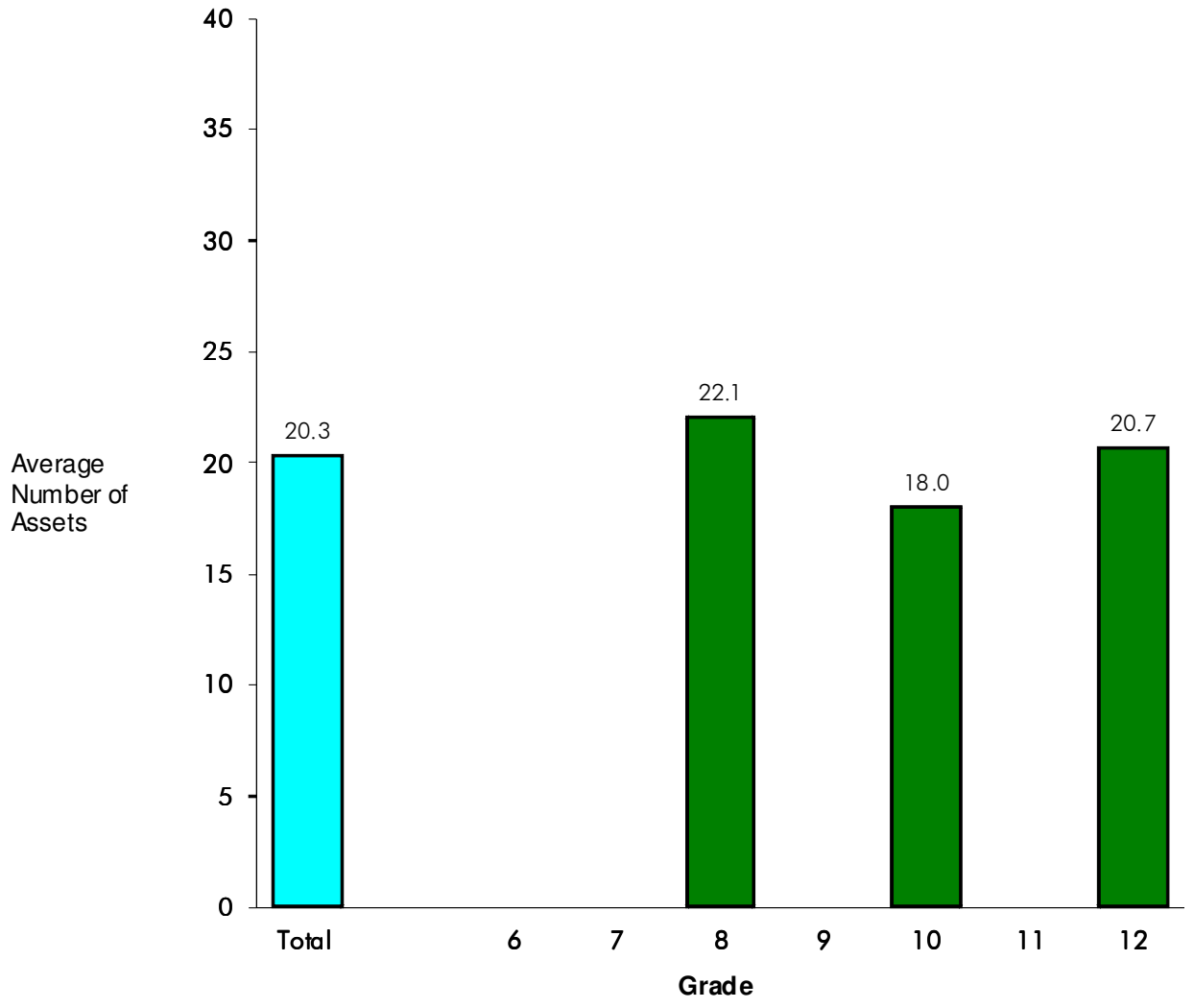
Average Number of Developmental Assets in Your Youth

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.

Figure 1. Average Number of Assets Reported by Your Youth



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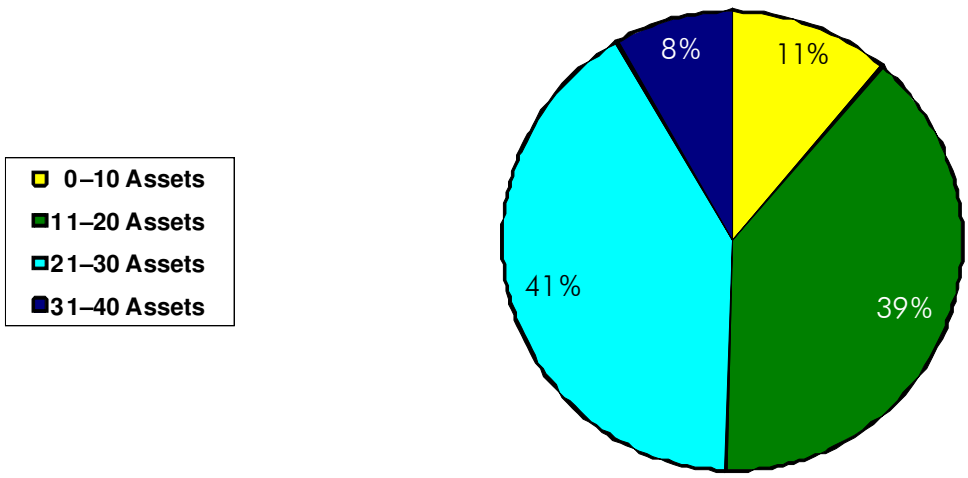
Your Community's Challenge

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, 8 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).

Figure 2. The Asset Challenge Facing Your Community



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.

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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.

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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.[3] Figure 3 reflects the power of assets to promote the eight specific thriving indicators among young people.

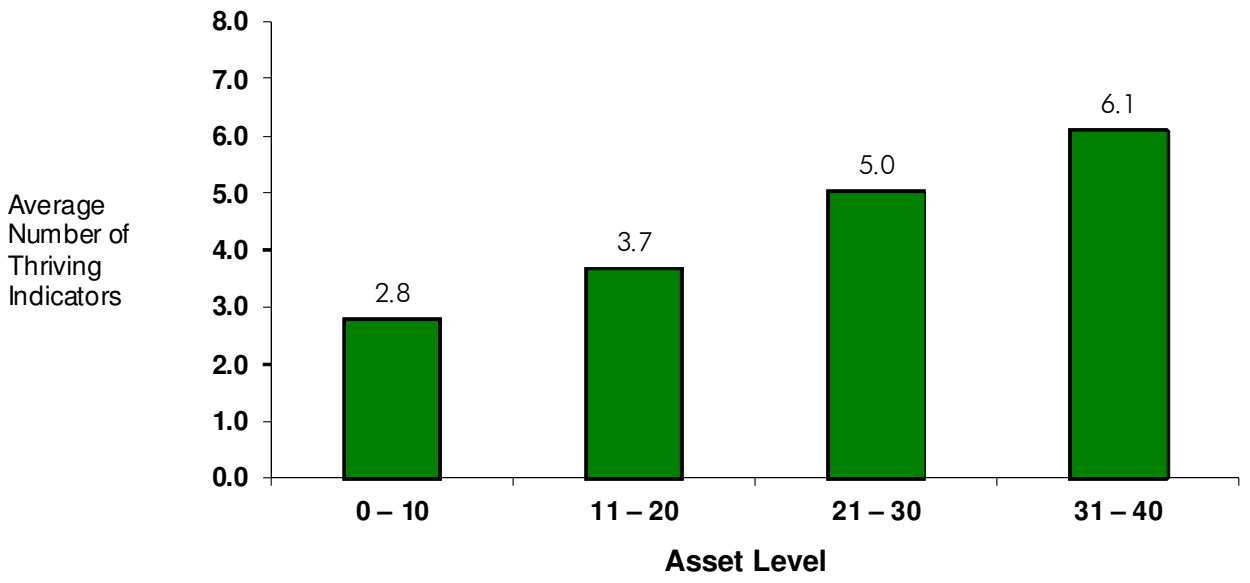
Eight Indicators of Thriving Youth

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.

Figure 3. The Power of Developmental Assets to Promote Thriving Indicators



[3] 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.

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The Protective Power of Developmental Assets

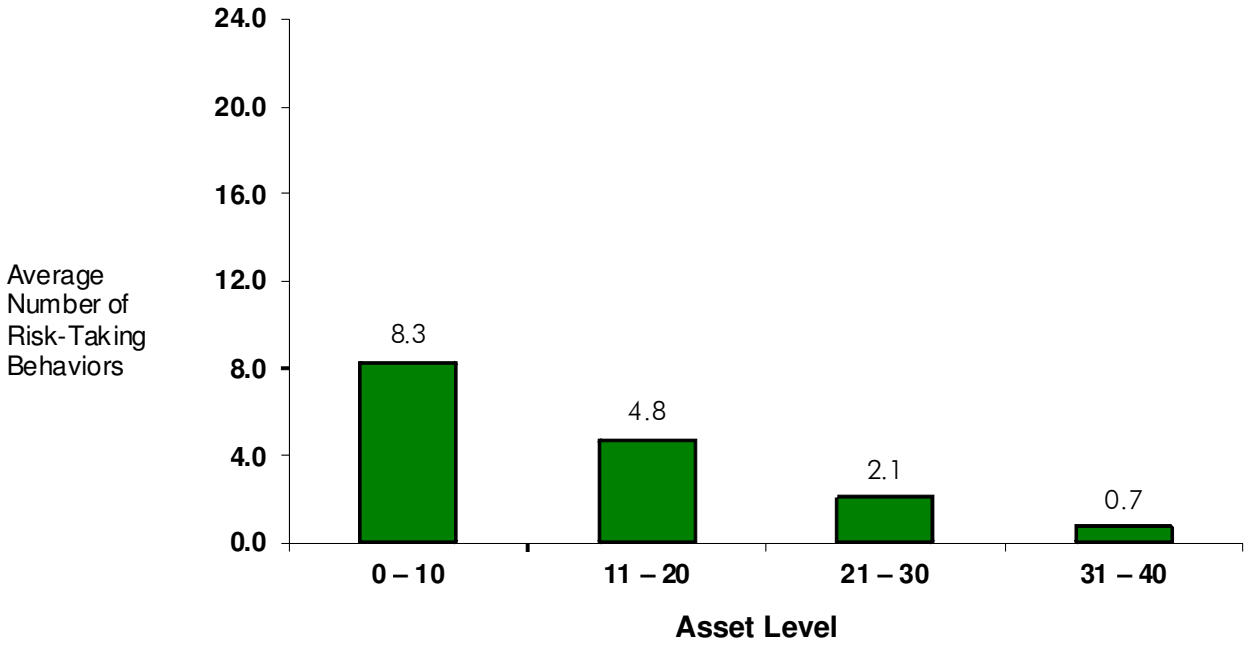
Search Institute's research consistently shows that youth with higher levels of Developmental Assets are involved in fewer risk-taking behaviors and experience higher levels of thriving indicators. Developmental Assets have the power to protect youth from engaging in the following 24 risk-taking behaviors:

Risk-Taking Behaviors

- Alcohol use
- Binge drinking
- Marijuana use
- Smokeless tobacco use
- Illegal drug use
- Driving while drinking
- Early sexual intercourse
- Vandalism
- Inhalant use
- 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.*

Figure 4. The Power of Developmental Assets to Protect Against Risk-Taking Behaviors



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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.

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- ☐ 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.

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Complete Report

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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 May 2014.

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.[4] 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.**

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

[4] 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.

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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.

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

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.

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.

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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.[5]

The survey was administered in May, 2014 to students in grades 8, 10, and 12 at Indian Lake High School and Middle School. 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, 11 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 4 percent of the total number of your surveys received by Search Institute. Typically, between five and eight percent of surveys are discarded for the reasons mentioned above. If, for any reason, the percentage of discarded surveys is greater than 10 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 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.

[5] 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.

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Table 6. Youth Who Were Surveyed				
		Actual Number of Youth	**Adjusted Number of Youth**	**Adjusted Percent of Total**
Total Sample[6]		307		100
Gender[7]	Female	152	152	50
	Male	151	151	50
	Transgender, male-to-female	0	0	0
	Transgender, female-to-male	0	0	0
	Transgender, do not identify as exclusively male or female	1	0	0
	Not sure	3	0	0
Grade[7]	6	0		0
	7	0		0
	8	126		41
	9	0		0
	10	108		35
	11	0		0
	12	72		24
Race/Ethnicity[7]	American Indian or Alaska Native	4		1
	Asian	2		1
	Black or African American	5		2
	Hispanic or Latino/Latina	4		1
	Native Hawaiian or Other Pacific Islander	0		0
	White	261		85
	Other	3		1
	More than one of the above	28		9

[6] 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.

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

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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 residents

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.

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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.

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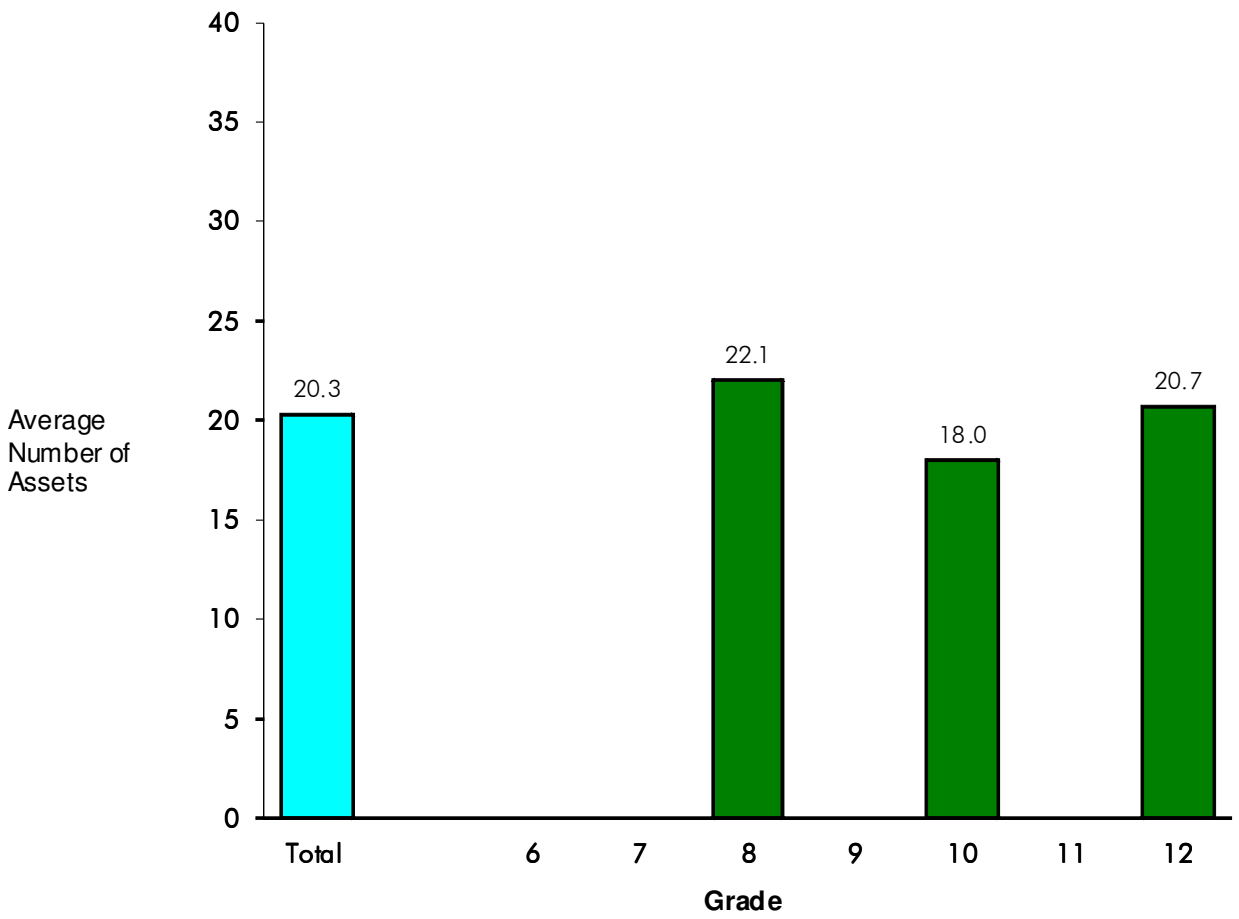
Average Number of Assets in Your Youth

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.

Figure 5. Average Number of Assets Reported by Your Youth



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?

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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.

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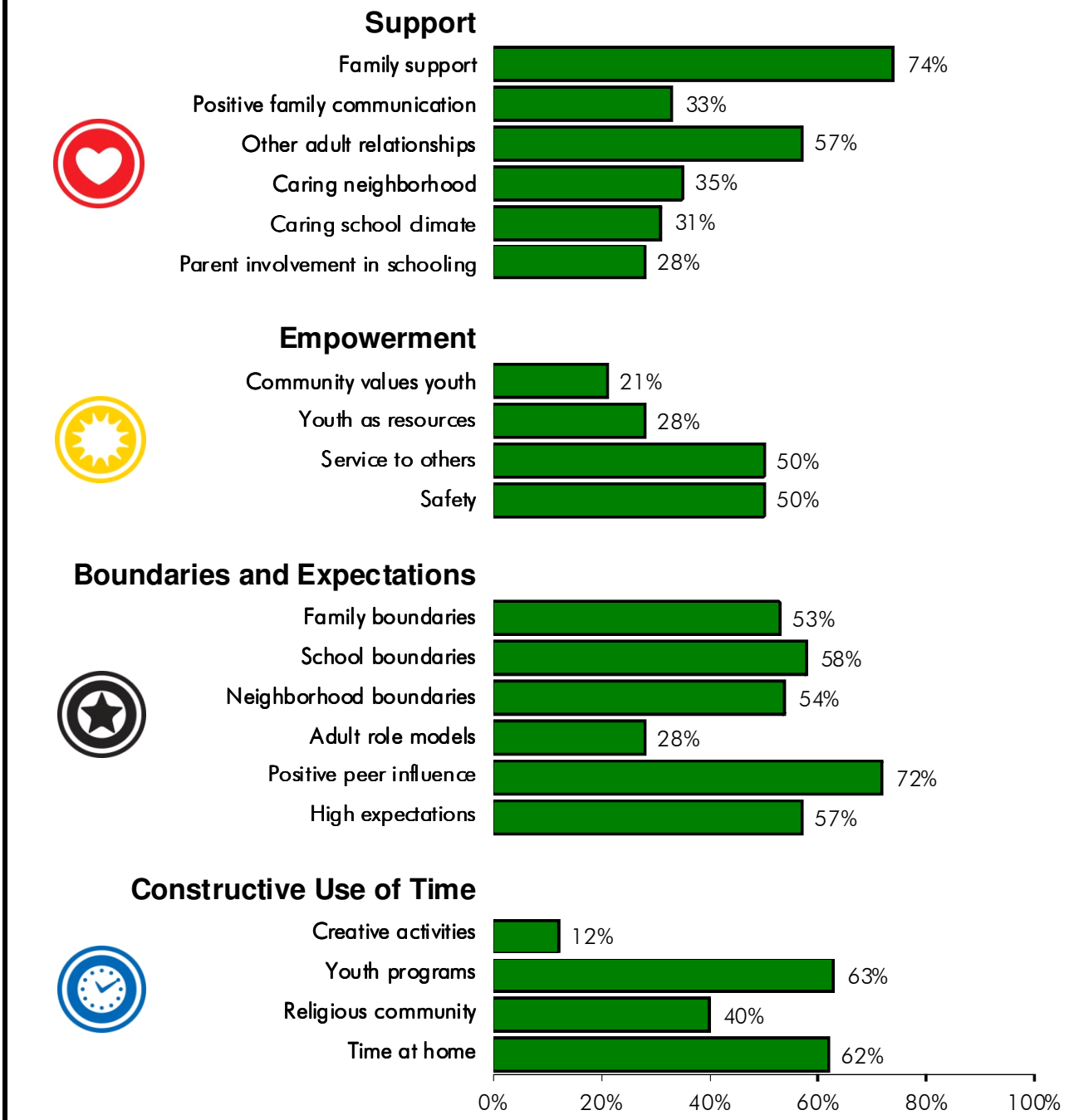
Figure 6. Percent of Youth Reporting Each of 20 External Assets



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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.	74
	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.	33
	3. Other adult relationships	Young person receives support from three or more nonparent adults.	57
	4. Caring neighborhood	Young person experiences caring neighbors.	35
	5. Caring school climate	School provides a caring, encouraging environment.	31
	6. Parent involvement in schooling	Parent(s) are actively involved in helping young person succeed in school.	28
Empowerment	7. Community values youth	Young person perceives that adults in the community value youth.	21
	8. Youth as resources	Young people are given useful roles in the community.	28
	9. Service to others	Young person serves in the community one hour or more per week.	50
	10. Safety	Young person feels safe at home, school, and in the neighborhood.	50
Boundaries and Expectations	11. Family boundaries	Family has clear rules and consequences, and monitors the young person's whereabouts.	53
	12. School boundaries	School provides clear rules and consequences.	58
	13. Neighborhood boundaries	Neighbors take responsibility for monitoring young people's behavior.	54
	14. Adult role models	Parent(s) and other adults model positive, responsible behavior.	28
	15. Positive peer influence	Young person's best friends model responsible behavior.	72
	16. High expectations	Both parent(s) and teachers encourage the young person to do well.	57
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.	12
	18. Youth programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.	63
	19. Religious community	Young person spends one or more hours per week in activities in a religious institution.	40
	20. Time at home	Young person is out with friends "with nothing special to do" two or fewer nights per week.	62

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?

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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	12
Support										
1. Family support	74	77	72			75		73		75
2. Positive family communication	33	32	34			40		28		26
3. Other adult relationships	57	57	57			52		57		66
4. Caring neighborhood	35	38	33			39		25		43
5. Caring school climate	31	32	31			39		16		40
6. Parent involvement in schooling	28	29	28			40		18		25
Empowerment										
7. Community values youth	21	21	20			25		12		25
8. Youth as resources	28	33	24			36		14		36
9. Service to others	50	46	54			57		36		58
10. Safety	50	61	39			44		43		71
Boundaries and Expectations										
11. Family boundaries	53	47	59			54		57		44
12. School boundaries	58	60	57			66		54		48
13. Neighborhood boundaries	54	54	55			56		51		55
14. Adult role models	28	25	31			30		24		30
15. Positive peer influence	72	69	75			83		64		64
16. High expectations	57	56	59			67		49		50
Constructive Use of Time										
17. Creative activities	12	6	18			10		14		14
18. Youth programs	63	62	64			60		64		65
19. Religious community	40	36	44			45		33		40
20. Time at home	62	59	65			73		56		53

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?

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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.

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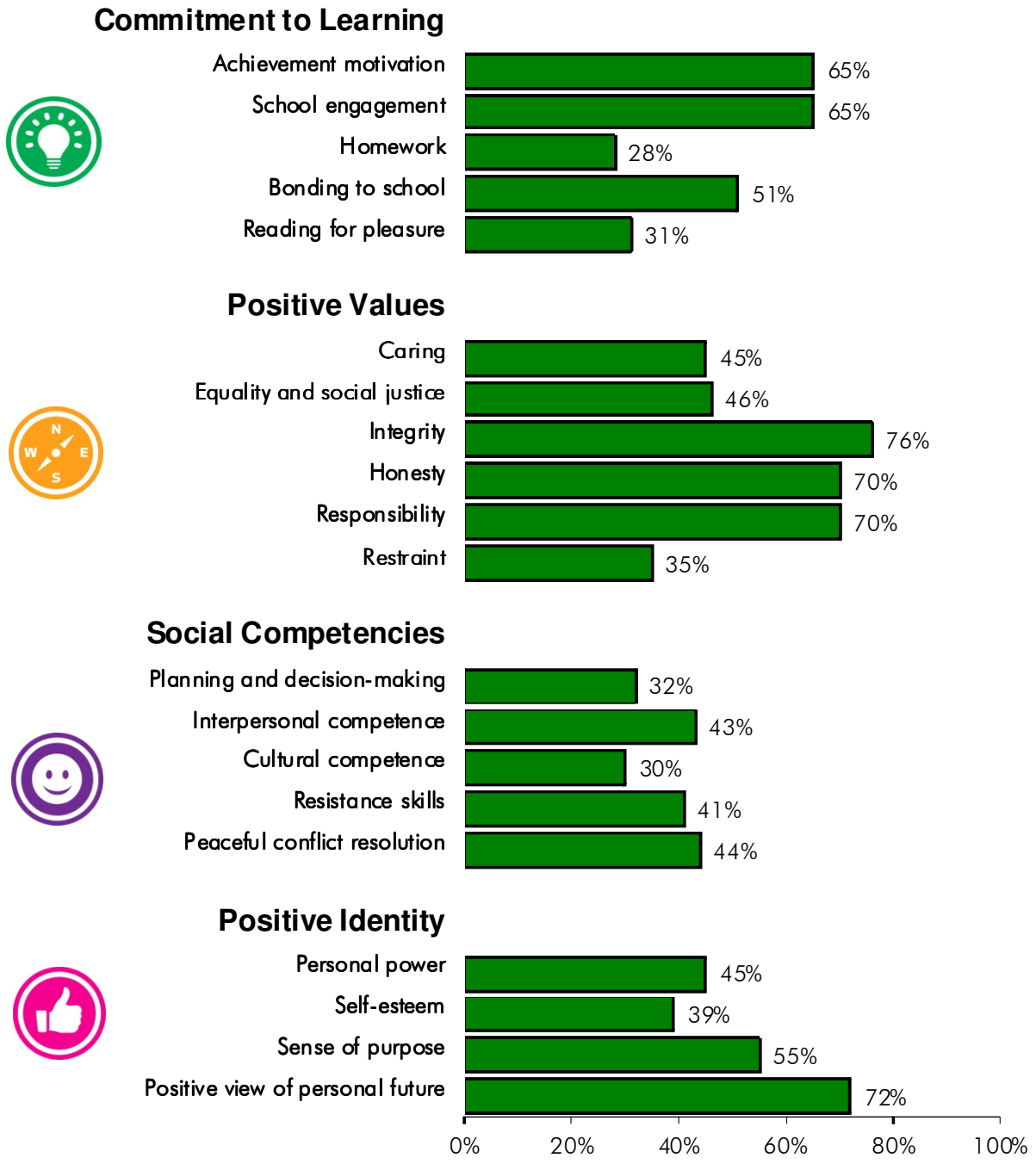
Figure 7. Percent of Youth Reporting Each of 20 Internal Assets



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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.	70
	22. School engagement	Young person is actively engaged in learning.	64
	23. Homework	Young person reports doing at least one hour of homework every school day.	37
	24. Bonding to school	Young person cares about his or her school.	58
	25. Reading for pleasure	Young person reads for pleasure three or more hours per week.	17
Positive Values	26. Caring	Young person places high value on helping other people.	58
	27. Equality and social justice	Young person places high value on promoting equality and reducing hunger and poverty.	58
	28. Integrity	Young person acts on convictions and stands up for his or her beliefs.	79
	29. Honesty	Young person tells the truth even when it is not easy.	79
	30. Responsibility	Young person accepts and takes personal responsibility.	81
	31. Restraint	Young person believes it is important not to be sexually active or to use alcohol or other drugs.	45
Social Competencies	32. Planning and decision-making	Young person knows how to plan ahead and make choices.	39
	33. Interpersonal competence	Young person has empathy, sensitivity, and friendship skills.	54
	34. Cultural competence	Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.	36
	35. Resistance skills	Young person can resist negative peer pressure and dangerous situations.	52
	36. Peaceful conflict resolution	Young person seeks to resolve conflict nonviolently.	41
Positive Identity	37. Personal power	Young person feels he or she has control over "things that happen to me."	46
	38. Self-esteem	Young person reports having a high self-esteem.	47
	39. Sense of purpose	Young person reports that "my life has a purpose."	57
	40. Positive view of personal future	Young person is optimistic about his or her personal future.	75

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?

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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 Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
Commitment to Learning										
21. Achievement motivation	70	63	80			75		69		63
22. School engagement	64	57	73			67		62		63
23. Homework	37	32	41			33		36		47
24. Bonding to school	58	59	58			66		45		62
25. Reading for pleasure	17	13	21			20		14		14
Positive Values										
26. Caring	58	50	68			67		45		64
27. Equality and social justice	58	50	68			68		45		58
28. Integrity	79	77	82			83		74		76
29. Honesty	79	74	84			80		78		78
30. Responsibility	81	79	84			84		73		86
31. Restraint	45	39	53			71		33		18
Social Competencies										
32. Planning and decision-making	39	38	40			36		40		42
33. Interpersonal competence	54	44	66			63		44		56
34. Cultural competence	36	37	36			41		30		39
35. Resistance skills	52	50	55			54		50		51
36. Peaceful conflict resolution	41	34	49			42		38		45
Positive Identity										
37. Personal power	46	52	41			42		45		54
38. Self-esteem	47	57	38			45		44		52
39. Sense of purpose	57	64	51			56		57		57
40. Positive view of personal future	75	74	78			73		76		79

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?

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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	43	42	44			39		48		42
TV Overexposure	Watches TV or videos three or more hours per school day	31	31	31			25		35		37
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?"	25	21	28			23		30		20
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?"	21	22	19			25		19		15
Drinking Parties	Reports attending one or more parties in the last year "where other kids your age were drinking."	34	36	31			10		46		58

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?

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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.

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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

		Total	Gender		Grade						
Thriving Indicator	Definition	Sample	M	F	6	7	8	9	10	11	12
Succeeds in School	Gets mostly As on report card	28	25	30			34		21		25
Helps Others	Helps friends or neighbors one or more hours per week	79	81	77			80		78		77
Values Diversity	Places high importance on getting to know people of other racial/ethnic groups	52	51	55			56		41		63
Maintains Good Health	Pays attention to healthy nutrition and exercise	57	60	54			61		50		61
Exhibits Leadership	Has been a leader of a group or organization in the last 12 months	70	74	66			68		67		78
Resists Danger	Avoids doing things that are dangerous	21	13	31			20		24		20
Delays Gratification	Saves money for something special rather than spending it all right away	51	53	49			59		49		39
Overcomes Adversity	Does not give up when things get difficult	72	79	66			70		69		81

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?

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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	23	26	19			12		23		43
	Got drunk once or more in the last two weeks	16	19	13			9		15		32
Tobacco	Smoked cigarettes once or more in the last 30 days	10	9	10			6		10		15
	Used smokeless tobacco once or more in the last 12 months	11	17	5			5		12		21
Inhalants	Sniffed or inhaled substances to get high once or more in the last 30 days	4	5	2			6		2		3
Marijuana	Used marijuana or hashish once or more in the last 30 days	14	10	16			8		16		21
Other Drug Use	Used heroin or other narcotics once or more in the last 12 months	3	3	2			3		2		3
Driving and Alcohol	Drove after drinking once or more in the last 12 months	8	11	3			3		9		14
	Rode (once or more in the last 12 months) with a driver who had been drinking	24	25	23			21		26		27

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?

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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	Gender		Grade						
Category	Definition	Sample	M	F	6	7	8	9	10	11	12
Sexual Intercourse	Has had sexual intercourse one or more times	41	43	38			14		50		74
Anti-Social Behavior	Shoplifted once or more in the last 12 months	12	13	9			14		8		13
	Committed vandalism once or more in the last 12 months	11	15	7			13		8		11
	Got into trouble with police once or more in the last 12 months	20	27	12			18		24		18
Violence	Hit someone once or more in the last 12 months	25	32	18			28		24		24
	Physically hurt someone once or more in the last 12 months	12	16	7			13		10		13
	Used a weapon to get something from a person once or more in the last 12 months	3	3	2			2		3		4
	Been in a group fight once or more in the last 12 months	13	15	9			16		11		10
	Carried a weapon for protection once or more in the last 12 months	18	24	12			20		15		20
	Threatened physical harm to someone once or more in the last 12 months	22	23	21			21		22		27
School Truancy	Skipped school once or more in the last four weeks	28	25	31			23		22		44
Gambling	Gambled once or more in the last 12 months	18	23	12			11		16		32
Eating Disorder	Has engaged in bulimic or anorexic behavior	20	15	25			21		23		17
Depression	Felt sad or depressed most or all of the time in the last month	20	13	27			18		28		14
Attempted Suicide	Has attempted suicide one or more times	21	17	24			22		21		18

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?

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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	Gender		Grade						
Category	Definition	Sample	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	18	21	13			9		17		35
Tobacco	Smokes one or more cigarettes every day or uses chewing tobacco frequently	9	9	7			4		8		18
Illicit Drugs	Used heroin or other narcotics multiple times in the last 12 months	2	2	1			2		1		1
Sexual Intercourse	Has had sexual intercourse three or more times in lifetime	31	29	32			7		37		64
Depression/ Suicide	Is frequently depressed and/or has attempted suicide	30	24	36			30		35		25
Anti-Social Behavior	Has been involved in three or more incidents of shoplifting, trouble with police, or vandalism in the last 12 months	11	15	7			13		8		14
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	22	26	16			21		24		20
School Problems	Has skipped school two or more days in the last four weeks and/or has below a C average	17	17	18			15		16		24
Driving and Alcohol	Has driven after drinking or ridden with a drinking driver three or more times in the last 12 months	12	13	9			12		11		13
Gambling	Has gambled three or more times in the last 12 months	8	10	5			6		7		14

Questions to Consider

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

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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.

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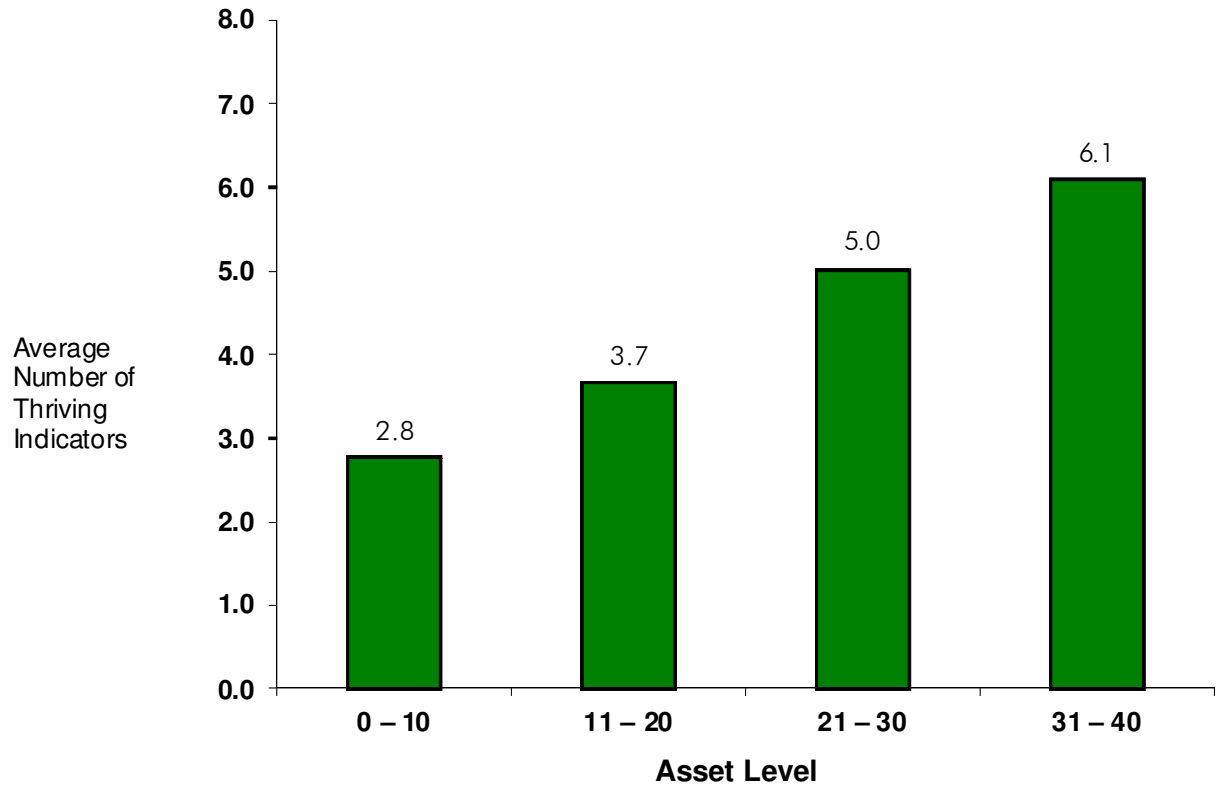
Average Thriving Levels and Developmental Asset Levels

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.[8]

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).

Figure 8. Average Number of Eight Thriving Indicators Reported by by Asset Levels



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?

[8] 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.

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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[9]			
			0–10	11–20	21–30	31–40
Succeeds in School	Gets mostly As on report card	28	10	14	41	68
Helps Others	Helps friends or neighbors one or more hours per week	79	68	72	86	91
Values Diversity	Places high importance getting to know people of other racial/ethnic groups	52	35	43	64	74
Maintains Good Health	Pays attention to healthy nutrition and exercise	57	16	47	67	96
Exhibits Leadership	Has been a leader of a group or organization in the last 12 months	70	52	59	79	91
Resists Danger	Avoids doing things that are dangerous	21	3	21	22	39
Delays Gratification	Saves money for something special rather than spending it all right away	51	29	47	59	70
Overcomes Adversity	Does not give up when things get difficult	72	65	63	81	78

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?

[9] 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.

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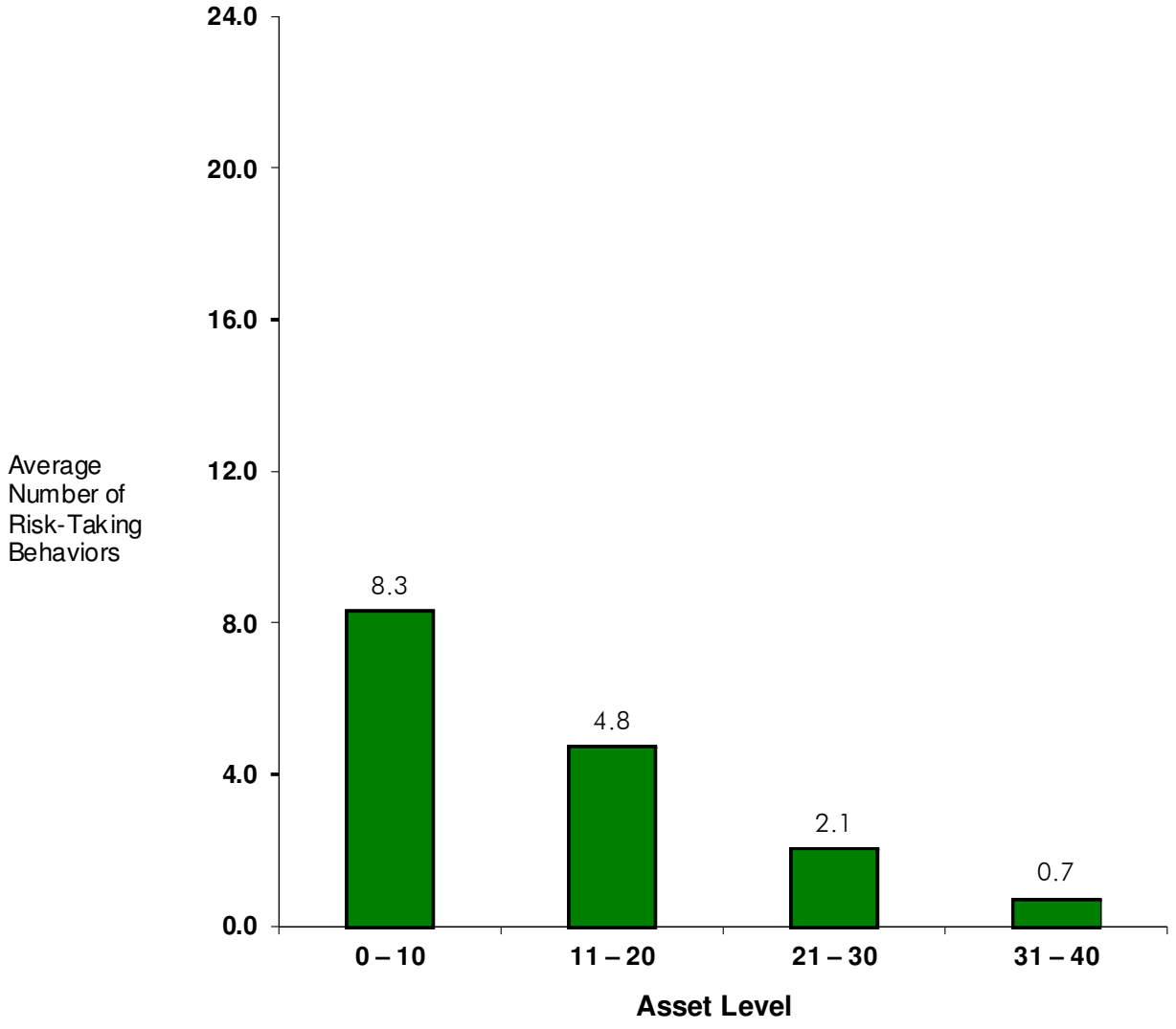
24 Risk-Taking Behaviors by Asset Level

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.

Figure 9. Average Number of 24 Risk–Taking Behaviors by Asset Level



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?

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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	Number of Assets[10]			
Category	Definition	Sample	0–10	11–20	21–30	31–40
Alcohol	Used alcohol once or more in the last 30 days	23	61	27	12	9
	Got drunk once or more in the last two weeks	16	45	16	9	0
Tobacco	Smoked cigarettes once or more in the last 30 days	10	33	11	2	0
	Used smokeless tobacco once or more in the last 12 months	11	29	12	5	0
Inhalants	Sniffed or inhaled substances to get high once or more in the last 30 days	4	13	3	2	0
Marijuana	Used marijuana or hashish once or more in the last 30 days	14	39	19	2	0
Other Drug Use	Used heroin or other narcotics once or more in the last 12 months	3	10	2	1	0
Driving and Alcohol	Drove after drinking once or more in the last 12 months	8	13	13	3	0
	Rode (once or more in the last 12 months) with a driver who had been drinking	24	42	34	16	4

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?

[10] 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.

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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	Number of Assets[11]			
Category	Definition	Sample	0–10	11–20	21–30	31–40
Sexual Intercourse	Has had sexual intercourse one or more times	41	68	52	25	17
Anti-Social Behavior	Shoplifted once or more in the last 12 months	12	39	6	6	4
	Committed vandalism once or more in the last 12 months	11	35	13	4	0
	Got into trouble with police once or more in the last 12 months	20	52	27	6	0
Violence	Hit someone once or more in the last 12 months	25	45	28	15	4
	Physically hurt someone once or more in the last 12 months	12	19	17	5	0
	Used a weapon to get something from a person once or more in the last 12 months	3	13	2	2	0
	Been in a group fight once or more in the last 12 months	13	16	16	11	0
	Carried a weapon for protection once or more in the last 12 months	18	29	24	12	0
	Threatened physical harm to someone once or more in the last 12 months	22	42	31	9	4
School Truancy	Skipped school once or more in the last four weeks	28	42	35	17	9
Gambling	Gambled once or more in the last 12 months	18	26	21	13	9
Eating Disorder	Has engaged in bulimic or anorexic behavior	20	45	20	15	0
Depression	Felt sad or depressed most or all of the time in the last month	20	55	26	9	0
Attempted Suicide	Has attempted suicide one or more times	21	45	28	9	9

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?

[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.

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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	Number of Assets[12]			
Category	Definition	Sample	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	18	48	19	9	0
Tobacco	Smokes one or more cigarettes every day or uses chewing tobacco frequently	9	37	7	4	0
Illicit Drugs	Used heroin or other narcotics multiple times in the last 12 months	2	6	2	1	0
Sexual Intercourse	Has had sexual intercourse three or more times in lifetime	31	61	40	21	17
Depression/ Suicide	Is frequently depressed and/or has attempted suicide	30	71	41	14	9
Anti-Social Behavior	Has been involved in three or more incidents of shoplifting, trouble with police, or vandalism in the last 12 months	11	39	10	5	0
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	22	45	25	13	0
School Problems	Has skipped school two or more days in the last four weeks and/or has below a C average	17	35	19	10	0
Driving and Alcohol	Has driven after drinking or ridden with a drinking driver three or more times in the last 12 months	12	26	13	7	0
Gambling	Has gambled three or more times in the last 12 months	8	19	8	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?

[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.

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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.

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

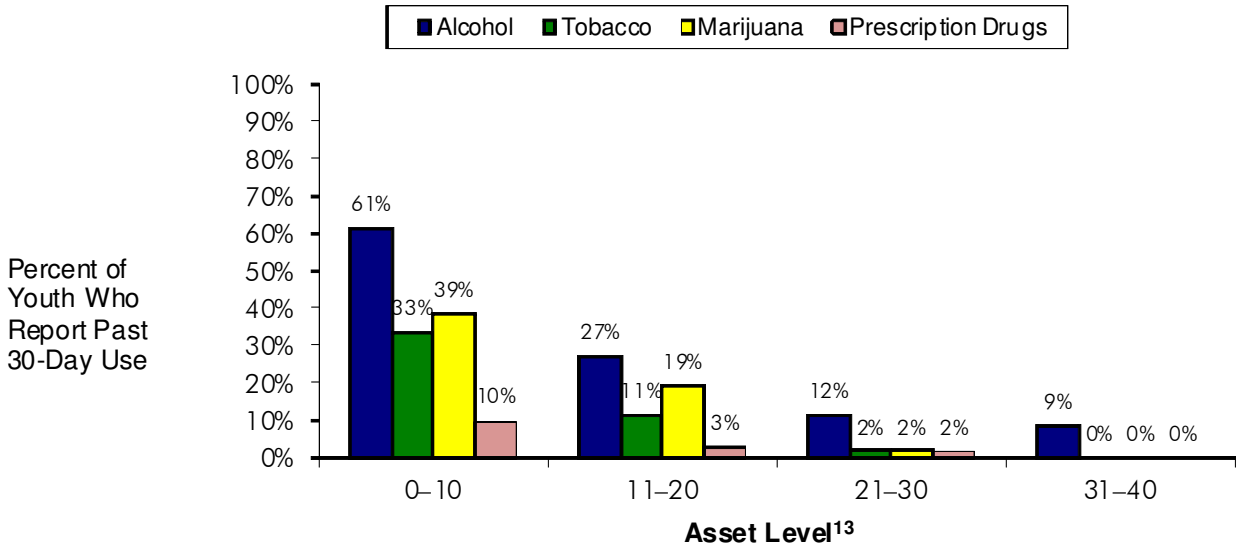
One of the areas evaluated by the *Profiles of Student Life: Attitudes and Behaviors* survey relates to students' alcohol, tobacco, marijuana and prescription drug use in the 30 days *immediately preceding* the survey administration (see Appendix A for the text of questions 84, 86, 87, and, 88). The 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	23	26	19			12		23		43
Tobacco	Smoked cigarettes once or more in the past 30 days	10	9	10			6		10		15
Marijuana	Used marijuana once or more in the past 30 days	14	10	16			8		16		21
Prescription Drugs	Used prescription drugs once or more in the past 30 days	3	3	3			2		2		6

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

Figure 10. Past 30-Day Substance Use by Asset Level



[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.

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

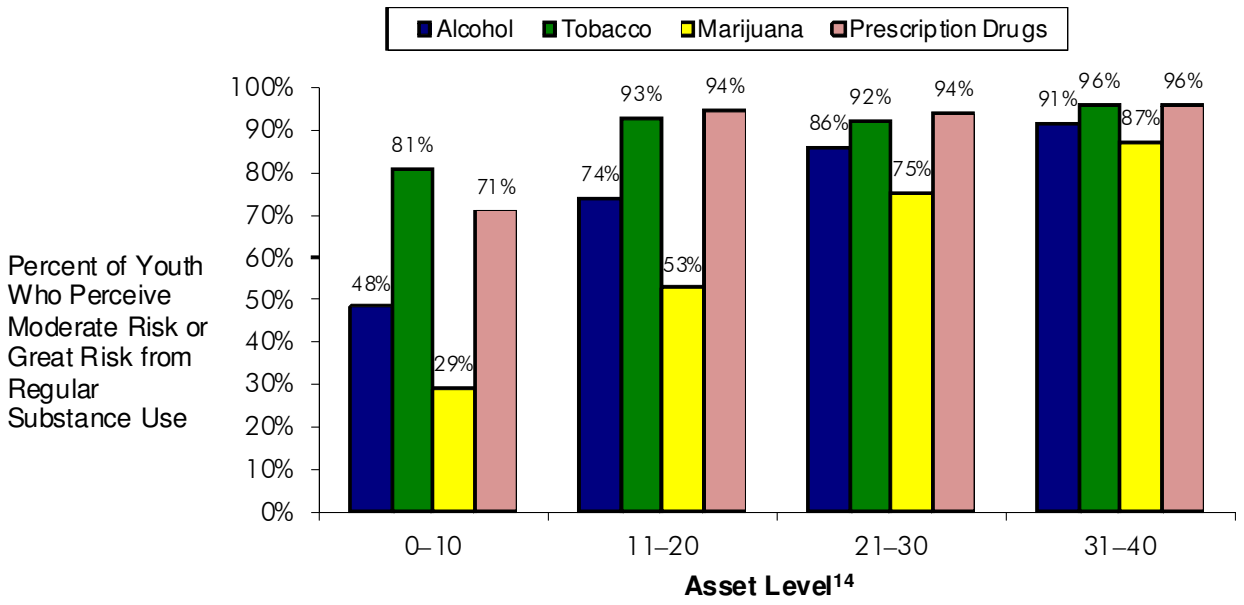
One of the four core measures evaluated by the *Profiles of Student Life: Attitudes and Behaviors* survey is students' perception of the risks involved in using alcohol, tobacco, marijuana, and prescription drugs (see Appendix A for the text of questions 97 through 100). The percentages for youth perception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

Table 21. Perception of Substance-Use Risk by Gender and Grade

Category	Definition *Moderate Risk or Great Risk*	Total Sample	Gender M	Gender F	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Alcohol	Five or more drinks once or twice a week	77	74	81			75		86		68
Tobacco	One or more packs of cigarettes per day	91	88	93			92		94		83
Marijuana	Once or twice a week	61	60	64			74		59		41
Prescription Drugs	Use prescription drugs that are not prescribed to them	91	87	95			91		92		89

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

Figure 11. Perception of Substance-Use Risk by Asset Level



[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.

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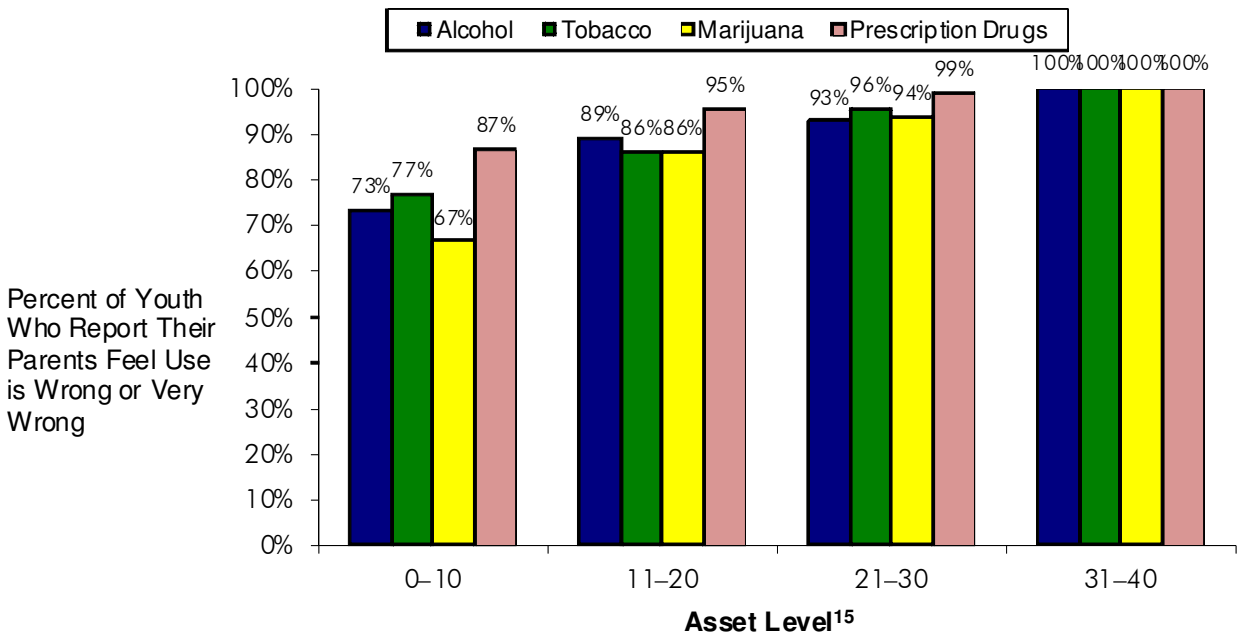
Youth Perception of Parental Disapproval of Alcohol, Tobacco, Marijuana, and Prescription Drug Use

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 *Wrong or Very Wrong*	Total Sample	Gender M	Gender F	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Alcohol	Drink regularly	89	89	91			93		87		86
Tobacco	Smoke cigarettes	90	89	90			94		92		79
Marijuana	Smoke marijuana	87	86	90			93		85		80
Prescription Drugs	Use prescription drugs not prescibed to you	95	96	95			95		94		97

Figure 12. Perception of Parental Disapproval by Asset Level



[15] 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.

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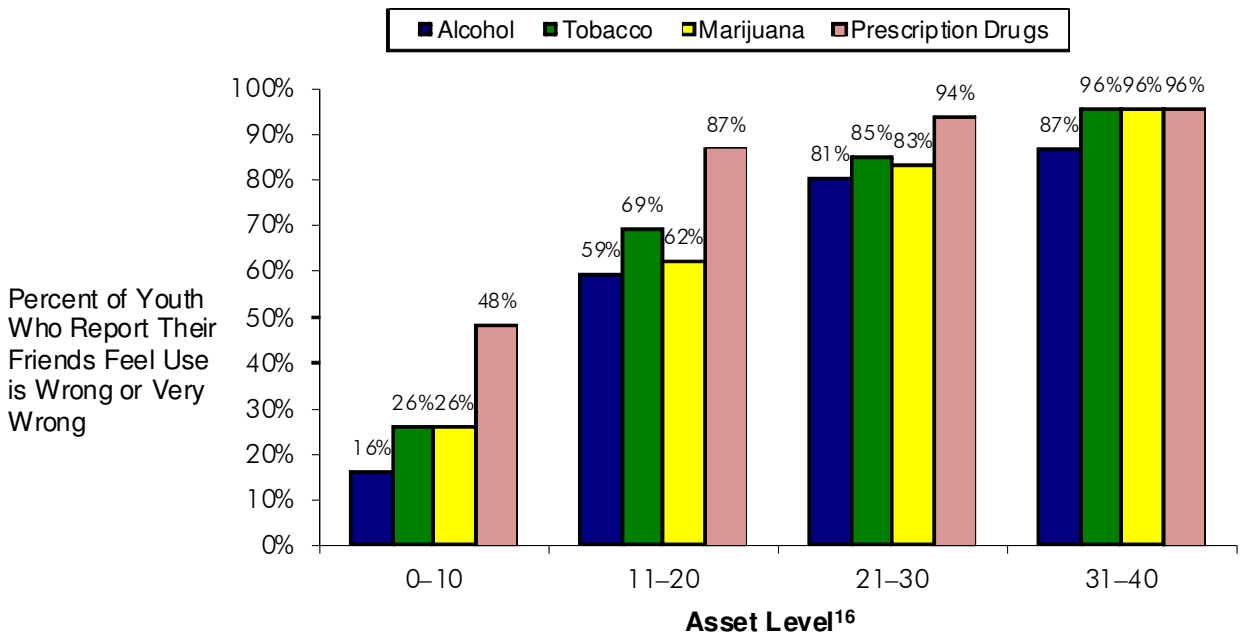
Youth Perception of Peer Disapproval of Alcohol, Tobacco, Marijuana, and Prescription Drug Use

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 *Wrong or Very Wrong*	Total Sample	Gender M	Gender F	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Alcohol	Drink regularly	65	62	70			83		57		46
Tobacco	Smoke cigarettes	73	68	80			87		67		57
Marijuana	Smoke marijuana	69	65	74			84		60		56
Prescription Drugs	Use prescription drugs not prescibed to you	86	82	89			94		81		76

Figure 13. Perception of Peer Disapproval by Asset Level



[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.

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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	*%	23.2	9.8	13.7	2.9	77.1	90.5	61.1	90.8	89.2	89.5	87.2	95.4	65.1	73.2	69.1	85.7
	n	71	30	42	9	236	277	187	277	273	273	266	291	200	224	212	263
	N	306	306	307	307	306	306	306	305	306	305	305	305	307	306	307	307
Male	*%	26.5	8.7	9.9	2.6	74.2	88.1	59.6	87.3	88.7	89.3	85.9	96.0	61.6	67.5	64.9	82.1
	n	40	13	15	4	112	133	90	131	133	133	128	143	93	102	98	124
	N	151	150	151	151	151	151	151	150	150	149	149	149	151	151	151	151
Female	*%	18.5	9.9	15.8	3.3	81.5	93.4	64.2	94.7	90.8	90.1	90.1	95.4	69.7	80.1	74.3	89.5
	n	28	15	24	5	123	141	97	143	138	137	137	145	106	121	113	136
	N	151	152	152	152	151	151	151	151	152	152	152	152	152	151	152	152
Grade 6	*%																
	n																
	N																
Grade 7	*%																
	n																
	N																
Grade 8	*%	11.9	6.3	7.9	2.4	74.6	92.1	73.8	91.2	92.9	93.6	92.8	95.2	82.5	87.3	84.1	94.4
	n	15	8	10	3	94	116	93	114	117	117	116	119	104	110	106	119
	N	126	126	126	126	126	126	126	125	126	125	125	125	126	126	126	126
Grade 9	*%																
	n																
	N																
Grade 10	*%	23.4	10.3	15.7	1.9	86.1	93.5	59.3	91.7	87.0	91.7	85.2	94.4	57.4	67.3	60.2	81.5
	n	25	11	17	2	93	101	64	99	94	99	92	102	62	72	65	88
	N	107	107	108	108	108	108	108	108	108	108	108	108	108	107	108	108
Grade 11	*%																
	n																
	N																
Grade 12	*%	43.1	15.3	20.8	5.6	67.6	83.1	40.8	88.7	85.9	78.9	80.3	97.2	45.8	56.9	55.6	76.4
	n	31	11	15	4	48	59	29	63	61	56	57	69	33	41	40	55
	N	72	72	72	72	71	71	71	71	71	71	71	71	72	72	72	72

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.

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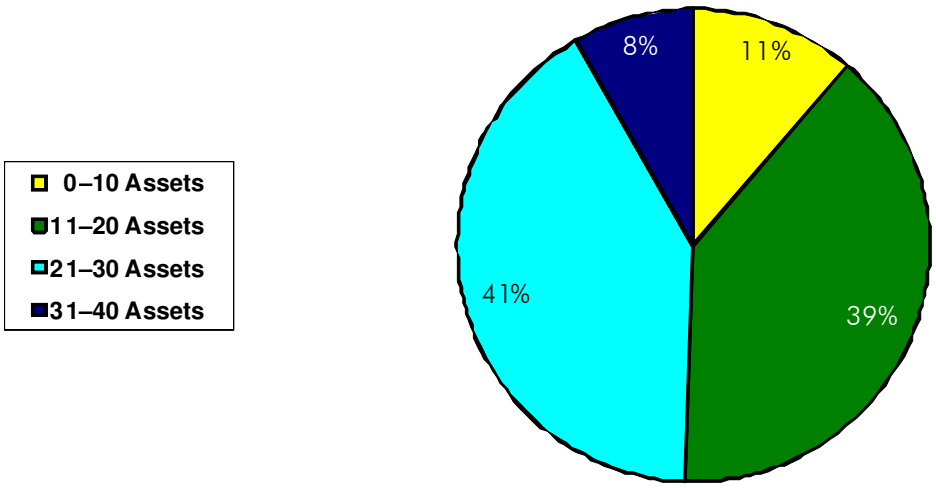
Section 7

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.

Figure 14. Your Community's Asset Challenge



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.

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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.

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

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- ☐ 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.

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- ☐ 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.

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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

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care, and other youth programs. Challenge individuals to contribute their time and talent as youth program volunteers. Encourage employers to provide incentives for volunteering on behalf of children and youth.

- **Start a public dialogue**—It can be a big job to build public consensus around shared community values and boundaries that relate to our hopes for young people and their future. Nevertheless, look for ways to pursue this dialogue. While cultural, religious, and political diversity adds richness to any discussion, every community and its people also share common values and boundaries that can be articulated and upheld. Beginning the conversation in neighborhoods and apartment buildings, congregations, community centers, and other grassroots settings not only leads everyone to a broader understanding of common values related to civic life, but it also supports the beginning of new relationships and connections on the personal level.

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Appendices

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Appendix A

Survey Item Percentages by Gender and Grade

Survey Items	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
1. Age										
11 or younger	0	0	0			0		0		0
12	0	0	0			0		0		0
13	5	5	5			11		0		0
14	29	25	32			70		0		0
15	11	12	10			18		10		0
16	25	27	24			0		71		0
17	9	11	9			1		19		11
18	18	18	18			0		0		78
19 or older	3	3	3			0		0		11
2. Grade in school										
5th	0	0	0			0		0		0
6th	0	0	0			0		0		0
7th	0	0	0			0		0		0
8th	41	40	42			100		0		0
9th	0	0	0			0		0		0
10th	35	36	35			0		100		0
11th	0	0	0			0		0		0
12th	24	24	23			0		0		100
3. Gender										
Female	50	0	100			51		49		49
Male	49	100	0			48		50		50
Transgender, male-to-female	0	0	0			0		0		0
Transgender, female-to-male	0	0	0			0		0		0
Transgender, do not identify as exclusively male or female	0	0	0			0		0		1
Not sure	1	0	0			2		1		0
4. Would you say that you are ... ?										
Only straight/heterosexual	92	94	91			93		91		93
Mostly straight/heterosexual	2	2	2			2		0		4
Bisexual	3	2	4			2		5		1
Mostly lesbian/gay	2	2	2			2		4		1
Only lesbian/gay	1	0	1			1		1		0
5. Race / ethnicity										
American Indian or Alaska Native	1	1	1			1		2		1
Asian	1	1	1			1		0		1
Black or African American	2	1	2			1		1		4
Hispanic or Latino/Latina	1	0	3			0		4		0
Native Hawaiian or Other Pacific Islander	0	0	0			0		0		0
White	85	85	87			83		86		86
Other	1	1	1			2		0		1
More than one of the above	9	11	7			13		7		6
6. Which of the following best describes your family?										
I live with my two birth / biological parents	47	50	44			46		45		51
I live with my two adoptive parents	2	1	3			2		1		3
Sometimes I live with my mom and sometimes my dad	10	11	9			14		10		3
I live with one parent	14	15	14			15		14		14
I live with one parent and one stepparent	18	13	24			18		19		18
I live with one birth parent and one adoptive parent	0	0	1			0		1		0
I live with foster parents	0	1	0			0		0		1
I live with my grandparents or other adult relatives who take care of me	7	9	5			5		9		8
Other	1	1	1			0		1		1

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

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

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

Survey Items	Total Sample	Gender M	Gender F	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 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	3	3	1			3		2		3
Somewhat important	7	8	5			4		6		11
Not sure	9	8	9			6		13		8
Quite important	37	41	34			40		35		33
Extremely important	45	40	52			48		44		44
16. Standing up for what I believe, even when it's unpopular to do so										
Not important	2	3	1			2		3		1
Somewhat important	5	4	5			2		6		6
Not sure	8	10	4			9		7		6
Quite important	37	40	35			34		37		42
Extremely important	49	43	55			53		46		46
17. Telling the truth, even when it's not easy										
Not important	4	5	2			3		3		6
Somewhat important	7	9	3			3		9		8
Not sure	11	12	11			13		10		8
Quite important	40	41	39			38		39		43
Extremely important	39	33	45			42		38		35
18. Accepting responsibility for my actions when I make a mistake or get in trouble										
Not important	4	5	2			6		4		1
Somewhat important	4	5	4			2		6		4
Not sure	6	5	7			2		9		6
Quite important	37	38	36			38		35		39
Extremely important	49	47	52			52		45		50
19. Doing my best, even when I have to do a job I don't like										
Not important	3	3	3			4		3		3
Somewhat important	5	5	5			5		6		3
Not sure	7	9	6			8		8		6
Quite important	39	38	39			37		37		43
Extremely important	46	45	47			46		45		46
20. On an average school day, how much time do you spend doing homework outside of school?										
None	14	19	8			11		17		14
Half hour or less	25	27	23			26		23		23
Between a half hour and an hour	24	21	28			30		24		16
1 hour	21	21	21			22		15		27
2 hours	12	8	15			7		17		11
3 hours or more	5	3	6			3		4		9
21. What grades do you earn in school?										
Mostly As	28	25	30			34		21		25
About half As and half Bs	29	26	31			33		25		27
Mostly Bs	14	17	9			8		20		14
About half Bs and half Cs	18	16	20			16		20		17
Mostly Cs	7	9	5			6		6		7
About half Cs and half Ds	4	5	2			2		3		7
Mostly Ds	2	1	3			0		4		3
Mostly below Ds	0	0	0			0		0		0

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

Survey Items	Total Sample	Gender M	Gender F	Grade 6	7	8	9	10	11	12
How often does one of your parents . . . ?										
22. Help you with your school work										
Very often	7	8	6			10		6		3
Often	13	13	14			20		10		6
Sometimes	28	26	29			33		24		25
Seldom	24	21	28			23		26		25
Never	28	32	23			15		33		42
23. Talk to you about what you are doing in school										
Very often	24	25	24			25		22		25
Often	25	27	22			27		26		19
Sometimes	24	24	24			23		25		24
Seldom	15	13	18			15		13		19
Never	12	11	11			10		14		13
24. Ask you about homework										
Very often	32	35	30			38		25		33
Often	20	19	21			19		21		18
Sometimes	18	14	21			14		24		14
Seldom	11	11	11			12		11		8
Never	20	21	18			17		19		26
25. Go to meetings or events at your school										
Very often	29	26	32			37		19		28
Often	18	19	17			21		18		14
Sometimes	20	19	22			18		19		22
Seldom	14	13	14			12		16		14
Never	20	24	14			12		28		22
26. At school I try as hard as I can to do my best work										
Strongly agree	30	22	39			39		24		24
Agree	51	51	52			50		57		43
Not sure	10	12	7			7		8		18
Disagree	6	11	1			2		6		11
Strongly disagree	3	5	1			2		4		4
27. My teachers really care about me										
Strongly agree	23	24	22			31		13		24
Agree	28	31	26			21		30		39
Not sure	29	27	31			32		31		22
Disagree	11	8	14			7		16		11
Strongly disagree	8	9	7			10		10		4
28. It bothers me when I don't do something well										
Strongly agree	51	44	58			54		51		44
Agree	32	33	32			31		29		39
Not sure	10	13	6			10		10		8
Disagree	5	7	2			3		7		4
Strongly disagree	3	3	2			2		3		4
29. I get a lot of encouragement at my school										
Strongly agree	14	16	12			21		8		11
Agree	31	32	32			29		27		42
Not sure	28	25	30			31		29		21
Disagree	16	19	14			11		23		15
Strongly disagree	10	9	12			8		13		11
30. Teachers at school push me to be the best I can be										
Strongly agree	21	21	21			33		12		14
Agree	41	41	42			40		41		44
Not sure	17	20	14			17		17		18
Disagree	14	10	17			5		21		18
Strongly disagree	7	8	5			6		9		6

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

Survey Items	Total Sample	Gender M	Gender F	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
31. My parents push me to be the best I can be										
Strongly agree	58	58	60			58		60		56
Agree	26	25	26			29		25		21
Not sure	7	6	7			9		4		7
Disagree	6	7	4			2		6		13
Strongly disagree	4	5	3			2		6		4
32. During the last four weeks, how many days of school have you missed because you skipped or "ditched"?										
None	72	75	69			77		78		56
1 day	15	15	15			10		12		26
2 days	5	5	5			4		6		6
3 days	3	2	4			2		3		4
4 – 5 days	3	1	5			4		1		4
6 – 10 days	1	2	0			1		1		1
11 or more days	1	0	2			2		0		3
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	9	9	9			14		5		8
No	91	91	91			86		95		92
How often do you . . . ?										
34. Feel bored at school										
Usually	58	58	56			48		62		67
Sometimes	41	38	44			49		38		31
Never	2	3	0			2		0		3
35. Come to classes without bringing paper or something to write with										
Usually	7	9	5			6		7		10
Sometimes	27	37	18			30		27		22
Never	66	54	78			64		66		68
36. Come to classes without your homework finished										
Usually	8	7	10			6		9		11
Sometimes	51	61	40			52		50		52
Never	40	31	50			42		41		37
37. Come to classes without your books										
Usually	5	5	5			3		6		8
Sometimes	23	25	20			17		30		25
Never	72	70	74			80		65		67
38. On the whole, I like myself										
Strongly agree	37	49	26			38		30		45
Agree	37	36	39			37		41		32
Not sure	14	7	19			17		14		8
Disagree	7	4	9			3		10		8
Strongly disagree	6	4	7			6		6		6
39. It is against my values to drink alcohol while I am a teenager										
Strongly agree	43	40	47			65		31		21
Agree	15	13	17			13		16		17
Not sure	18	21	15			13		22		21
Disagree	12	11	14			6		18		17
Strongly disagree	11	15	7			4		13		23
40. I like to do exciting things, even if they are dangerous										
Strongly agree	19	26	11			20		21		13
Agree	36	41	33			33		36		43
Not sure	23	20	25			27		18		24
Disagree	15	9	21			14		17		14
Strongly disagree	7	4	9			6		7		6

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

Survey Items	Total Sample	Gender M	Gender F	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
41. At times, I think I am no good at all										
Strongly agree	16	8	23			14		20		13
Agree	26	22	30			30		25		23
Not sure	21	26	16			26		19		17
Disagree	18	22	15			16		15		25
Strongly disagree	18	21	16			14		21		23
42. I get along well with my parents										
Strongly agree	42	49	35			44		39		42
Agree	35	32	38			34		32		41
Not sure	15	11	18			13		19		11
Disagree	6	5	7			7		6		3
Strongly disagree	2	2	3			1		4		3
43. All in all, I am glad I am me										
Strongly agree	50	62	40			55		44		51
Agree	27	23	31			26		27		30
Not sure	13	7	18			11		15		15
Disagree	5	4	6			4		8		1
Strongly disagree	4	3	5			4		6		3
44. I feel I do not have much to be proud of										
Strongly agree	8	7	9			8		6		11
Agree	16	12	20			18		17		13
Not sure	16	15	17			14		18		18
Disagree	31	35	28			31		34		25
Strongly disagree	29	31	26			29		26		32
45. If I break one of my parents' rules, I usually get punished										
Strongly agree	26	22	30			24		30		21
Agree	39	40	38			42		38		34
Not sure	17	23	12			18		14		21
Disagree	14	13	14			13		13		19
Strongly disagree	4	1	7			3		6		4
46. My parents give me help and support when I need it										
Strongly agree	49	49	50			55		45		45
Agree	32	32	31			28		33		35
Not sure	10	9	10			13		8		7
Disagree	6	6	7			4		8		8
Strongly disagree	3	4	3			1		6		4
47. It is against my values to have sex while I am a teenager										
Strongly agree	33	26	41			53		26		8
Agree	11	10	13			13		10		10
Not sure	15	16	14			15		14		17
Disagree	19	17	21			13		19		28
Strongly disagree	21	31	12			6		30		37
48. In my school there are clear rules about what students can and cannot do										
Strongly agree	43	46	42			58		36		28
Agree	36	38	35			27		40		48
Not sure	14	11	17			11		15		18
Disagree	4	4	3			2		6		6
Strongly disagree	2	1	3			2		4		0
49. I care about the school I go to										
Strongly agree	25	28	24			33		16		27
Agree	32	32	34			34		29		35
Not sure	23	22	23			22		29		14
Disagree	10	9	10			7		10		13
Strongly disagree	10	9	10			5		15		11

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

Survey Items	Total Sample	Gender M	Gender F	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
50. My parents often tell me they love me										
Strongly agree	58	53	64			63		57		51
Agree	27	28	24			26		23		32
Not sure	7	7	7			7		8		6
Disagree	6	7	5			3		7		8
Strongly disagree	2	4	1			1		4		3
51. In my family, I feel useful and important										
Strongly agree	38	43	33			41		35		38
Agree	35	34	37			32		39		34
Not sure	14	13	14			15		13		14
Disagree	7	5	9			6		9		7
Strongly disagree	5	5	6			6		4		7
52. Students in my school care about me										
Strongly agree	14	16	13			20		9		11
Agree	25	30	20			32		15		28
Not sure	33	29	36			31		38		30
Disagree	15	12	18			10		19		20
Strongly disagree	13	13	12			7		19		11
53. In my family, there are clear rules about what I can and cannot do										
Strongly agree	46	42	52			51		46		38
Agree	35	42	28			35		33		39
Not sure	11	11	11			10		9		15
Disagree	5	3	7			3		8		4
Strongly disagree	2	2	3			1		4		3
54. In my neighborhood, there are a lot of people who care about me										
Strongly agree	15	15	15			14		14		17
Agree	20	23	18			25		10		26
Not sure	33	34	33			34		37		26
Disagree	16	13	18			15		18		13
Strongly disagree	16	16	16			12		20		19
55. At my school, everyone knows that you'll get in trouble for using alcohol or other drugs										
Strongly agree	36	38	35			42		32		31
Agree	29	32	28			29		28		31
Not sure	18	14	21			17		20		17
Disagree	8	7	8			6		7		14
Strongly disagree	9	9	8			7		13		7
56. If one of my neighbors saw me do something wrong, he or she would tell one of my parents										
Strongly agree	29	28	31			29		34		24
Agree	25	26	24			27		18		31
Not sure	29	30	27			32		26		27
Disagree	8	9	6			5		10		8
Strongly disagree	10	7	12			8		12		10
During the last 12 months, how many times have you . . . ?										
57. Been a leader in a group or organization										
Never	30	26	34			32		33		22
Once	15	14	16			14		17		15
Twice	19	20	18			19		19		18
3 – 4 Times	20	19	22			19		16		31
5 or More Times	15	21	10			16		16		14

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

Survey Items	Total Sample	Gender M	Gender F	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
During the last 12 months, how many times have you . . . ?										
58. Stolen something from a store										
Never	88	87	91			86		92		88
Once	4	3	4			6		3		3
Twice	3	4	2			3		2		4
3 – 4 Times	2	3	1			3		1		1
5 or More Times	3	3	3			2		3		4
59. Gotten into trouble with the police										
Never	80	73	88			82		76		82
Once	11	14	8			10		15		8
Twice	5	7	1			6		6		1
3 – 4 Times	2	3	1			1		0		6
5 or More Times	3	3	2			2		4		3
60. Hit or beat up someone										
Never	75	68	82			72		76		76
Once	12	13	11			12		14		11
Twice	4	9	0			6		3		3
3 – 4 Times	3	3	3			5		1		4
5 or More Times	6	7	3			5		7		6
61. Damaged property just for fun (such as breaking windows, scratching a car, putting paint on walls, etc.)										
Never	89	85	93			87		92		89
Once	5	7	3			6		3		6
Twice	3	3	3			3		2		4
3 – 4 Times	1	1	1			1		1		1
5 or More Times	3	3	1			4		3		0
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	37	38	37			32		42		40
1 hour	6	4	8			6		6		7
2 hours	10	9	10			14		6		8
3 – 5 hours	16	12	20			20		17		8
6 – 10 hours	14	17	11			15		15		10
11 or more hours	17	19	14			13		15		26
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	53	58	49			56		56		44
1 hour	15	13	18			17		11		17
2 hours	14	14	14			13		12		19
3 – 5 hours	11	8	13			10		14		7
6 – 10 hours	3	5	1			1		5		4
11 or more hours	4	3	5			2		2		8
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	65	69	61			65		68		62
1 hour	13	13	13			15		10		17
2 hours	8	6	11			8		9		7
3 – 5 hours	10	9	11			10		8		11
6 – 10 hours	2	1	2			1		3		1
11 or more hours	2	1	2			2		2		1

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

Survey Items	Total Sample	Gender M	Gender F	Grade 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	52	63	42			42		61		60
1 hour	19	15	23			25		16		13
2 hours	12	9	15			14		9		14
3 – 5 hours	9	5	12			12		7		6
6 – 10 hours	4	5	4			5		4		3
11 or more hours	4	3	5			3		3		6
66. Going to programs, groups, or services at a church, synagogue, mosque, or other religious or spiritual place										
0 hours	60	64	56			55		67		60
1 hour	15	17	15			18		11		17
2 hours	11	9	14			9		13		14
3 – 5 hours	9	7	11			12		6		8
6 – 10 hours	2	2	2			2		3		0
11 or more hours	2	1	3			3		1		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	50	54	46			43		64		42
1 hour	20	16	23			21		11		29
2 hours	19	23	14			21		15		21
3 – 5 hours	7	5	10			10		6		6
6 – 10 hours	3	2	3			3		3		1
11 or more hours	2	1	3			2		2		1
68. Helping friends or neighbors										
0 hours	21	19	23			20		22		23
1 hour	29	26	32			29		28		31
2 hours	25	27	23			26		25		23
3 – 5 hours	16	21	12			15		17		17
6 – 10 hours	3	5	2			2		4		4
11 or more hours	5	3	7			7		4		3
69. Practicing or taking lessons in music, art, drama, or dance, after school or on weekends										
0 hours	66	77	55			61		70		69
1 hour	9	6	13			11		8		7
2 hours	12	11	14			17		7		10
3 – 5 hours	7	3	10			5		10		4
6 – 10 hours	2	1	4			2		2		3
11 or more hours	4	3	5			3		2		7
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	7	7	6			6		7		10
A little like me	10	8	12			8		15		6
Somewhat like me	16	19	13			17		16		15
Quite like me	29	29	28			26		24		39
Very much like me	38	36	41			43		38		31
71. Caring about other people's feelings										
Not at all like me	5	6	2			3		7		4
A little like me	6	8	4			5		9		3
Somewhat like me	13	18	8			13		15		11
Quite like me	30	34	26			32		29		29
Very much like me	46	33	60			47		40		53

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

Survey Items	Total Sample	Gender M	Gender F	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 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	7	7	5			6		12		1
A little like me	12	14	11			15		10		11
Somewhat like me	20	20	19			20		21		17
Quite like me	31	32	30			30		29		35
Very much like me	30	26	34			29		27		36
73. Saving my money for something special rather than spending it all right away										
Not at all like me	10	9	10			7		12		11
A little like me	16	15	16			13		15		21
Somewhat like me	24	22	25			21		24		28
Quite like me	20	20	21			25		16		18
Very much like me	30	33	29			34		33		21
74. Respecting the values and beliefs of people who are of a different race or culture than I am										
Not at all like me	6	7	5			7		6		6
A little like me	5	8	3			4		7		6
Somewhat like me	16	15	17			12		20		15
Quite like me	28	28	29			30		27		28
Very much like me	44	42	47			46		41		46
75. Giving up when things get hard for me										
Not at all like me	45	53	37			42		37		63
A little like me	27	26	28			28		32		18
Somewhat like me	15	13	17			17		17		8
Quite like me	9	7	11			9		8		11
Very much like me	4	1	7			4		6		0
76. Staying away from people who might get me in trouble										
Not at all like me	13	11	13			10		17		11
A little like me	19	24	13			21		15		20
Somewhat like me	17	16	19			16		20		15
Quite like me	25	24	25			23		21		31
Very much like me	27	25	30			30		27		23
77. Feeling really sad when one of my friends is unhappy										
Not at all like me	11	16	5			11		13		8
A little like me	13	18	7			8		18		14
Somewhat like me	24	25	24			20		21		35
Quite like me	28	24	32			33		24		25
Very much like me	24	16	32			28		23		18
78. Being good at making and keeping friends										
Not at all like me	6	5	7			8		4		6
A little like me	9	10	9			5		13		10
Somewhat like me	20	19	19			16		24		19
Quite like me	28	27	31			27		29		31
Very much like me	37	39	35			44		30		35
79. Knowing a lot about people of other races or ethnic groups										
Not at all like me	18	18	18			14		23		17
A little like me	19	16	23			21		17		21
Somewhat like me	31	29	33			32		34		25
Quite like me	18	21	17			21		13		22
Very much like me	13	16	10			12		13		15

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

Survey Items	Total Sample	Gender M	Gender F	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 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	11	12	11			11		15		8
A little like me	17	15	18			14		22		15
Somewhat like me	25	25	25			30		23		19
Quite like me	27	32	22			25		21		38
Very much like me	20	16	24			20		21		19
81. Being good at planning ahead										
Not at all like me	11	11	11			11		10		13
A little like me	18	18	17			16		16		21
Somewhat like me	23	24	23			23		27		18
Quite like me	25	30	20			27		21		25
Very much like me	24	18	29			22		25		24
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	8	8	8			7		10		8
A little like me	15	16	15			16		18		8
Somewhat like me	20	16	23			16		22		22
Quite like me	23	22	23			29		16		24
Very much like me	34	37	30			32		34		38
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	43	38	49			58		38		26
1 – 2	18	19	16			20		16		15
3 – 5	9	10	8			7		8		13
6 – 9	7	5	8			4		10		6
10 – 19	8	9	7			4		10		11
20 – 39	5	7	3			2		6		10
40 +	11	11	9			6		12		19
84. During the past 30 days										
0	77	74	81			88		77		57
1 – 2	10	9	12			6		11		17
3 – 5	5	7	3			2		7		10
6 – 9	2	3	1			1		2		4
10 – 19	3	5	1			1		3		8
20 – 39	1	1	0			1		0		1
40 +	2	1	1			2		1		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	84	81	88			91		85		68
Once	4	5	4			2		3		10
Twice	4	3	4			2		3		7
3 to 5 times	4	6	3			0		6		10
6 to 9 times	2	3	0			2		2		1
10 or more times	3	2	2			2		2		4

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

Survey Items	Total Sample	Gender M	Gender F	Grade 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	76	73	80			82		76		65
Not at all	19	25	13			15		19		30
Less than 1 cigarette per day	4	5	3			4		4		4
1 to 5 cigarettes per day	3	3	3			1		6		4
About 1/2 pack per day	2	1	2			1		1		4
About 1 pack per day	1	0	1			1		0		1
About 1 – 1/2 packs per day	0	0	1			0		0		1
2 or more packs per day	0	0	0			0		0		0
87. During the past 30 days have you used marijuana or hashish?										
Yes	14	10	16			8		16		21
No	86	90	84			92		84		79
88. During the past 30 days have you used prescription drugs not prescribed to you?										
Yes	3	3	3			2		2		6
No	97	97	97			98		98		94
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	76	73	81			83		70		72
Wrong	13	16	10			10		17		14
A Little Bit Wrong	7	7	7			6		8		8
Not at all Wrong	4	5	3			2		5		6
90. Smoke tobacco										
Very Wrong	81	79	84			90		79		68
Wrong	9	10	7			4		13		11
A Little Bit Wrong	7	6	7			5		6		13
Not at all Wrong	4	5	3			2		3		8
91. Smoke marijuana										
Very Wrong	78	75	83			83		76		72
Wrong	9	11	7			10		9		8
A Little Bit Wrong	8	9	6			5		9		13
Not at all Wrong	5	5	4			2		6		7
92. Use prescription drugs not prescribed to you										
Very Wrong	89	89	90			91		87		89
Wrong	6	7	5			4		7		8
A Little Bit Wrong	3	3	3			3		4		3
Not at all Wrong	1	1	1			2		2		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	46	42	50			62		42		24
Wrong	20	20	20			21		16		22
A Little Bit Wrong	21	21	21			10		23		38
Not at all Wrong	14	17	9			7		19		17
94. Smoke tobacco										
Very Wrong	55	48	63			69		50		39
Wrong	18	19	17			18		18		18
A Little Bit Wrong	13	17	9			9		13		21
Not at all Wrong	14	16	11			4		20		22

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

Survey Items	Total Sample	Gender M	Gender F	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
How wrong do your friends feel it would be for you to...?										
95. Smoke marijuana										
Very Wrong	56	50	63			74		46		39
Wrong	13	15	12			10		14		17
A Little Bit Wrong	12	16	7			7		16		14
Not at all Wrong	19	19	18			9		24		31
96. Use prescription drugs not prescribed to you										
Very Wrong	72	65	78			83		66		61
Wrong	14	17	11			11		16		15
A Little Bit Wrong	8	11	6			4		9		15
Not at all Wrong	6	7	5			2		9		8
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	6	7	4			8		4		6
Slight Risk	17	19	15			17		10		27
Moderate Risk	39	33	46			33		47		37
Great Risk	38	41	36			42		39		31
98. Smoke one or more packs of cigarettes per day										
No Risk	5	7	3			6		2		10
Slight Risk	4	5	3			2		5		7
Moderate Risk	22	23	21			23		23		17
Great Risk	69	66	72			69		70		66
99. Smoke marijuana once or twice a week										
No Risk	19	18	18			11		18		34
Slight Risk	20	23	18			15		23		25
Moderate Risk	21	19	24			24		19		17
Great Risk	40	41	40			50		40		24
100. Use prescription drugs that are not prescribed to them										
No Risk	5	6	3			6		2		6
Slight Risk	5	7	3			2		6		6
Moderate Risk	20	25	16			19		17		28
Great Risk	70	62	79			72		75		61
101. How many times, if any, have you used cocaine (crack, coke, snow, rock) in your litetime...?										
0	94	93	95			96		95		88
1	3	3	3			2		1		7
2	1	1	0			1		0		1
3 – 5	1	1	1			0		2		1
6 – 9	1	1	1			0		1		1
10 – 19	0	1	0			1		0		0
20 – 39	0	0	0			0		0		0
40 +	1	1	1			1		1		1
During the last 12 months, how many times have you . . . ?										
102. Been to a party where other kids your age were drinking										
Never	66	64	69			90		54		42
Once	9	7	11			6		9		14
Twice	7	7	6			1		11		10
3 – 4 times	7	9	7			0		13		13
5 or more times	11	14	8			3		13		22

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

Survey Items	Total Sample	Gender M	Gender F	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
During the last 12 months, how many times have you . . . ?										
103. Driven a car after you had been drinking										
Never	92	89	97			97		91		86
Once	5	7	2			1		6		8
Twice	1	1	1			0		1		3
3 – 4 times	1	2	0			2		0		3
5 or more times	1	1	1			1		2		0
104. Ridden in a car whose driver had been drinking										
Never	76	75	77			79		74		73
Once	9	9	10			5		11		14
Twice	6	7	5			6		6		6
3 – 4 times	4	4	4			6		2		4
5 or more times	6	6	5			6		7		3
105. How many times during the last 30 days, if any, have you sniffed glue, breathed the contents of aerosol spray cans or inhaled other fumes in order to get high...?										
0	96	95	98			94		98		97
1	2	3	1			4		1		0
2	0	1	0			0		0		1
3 – 5	0	1	0			0		1		0
6 – 9	0	0	0			0		0		0
10 – 19	0	0	0			0		0		0
20 – 39	0	0	0			0		0		0
40 +	1	1	1			2		0		1
106. In an average week, how many times do all of the people in your family who live with you eat dinner together?										
None	15	15	14			13		15		18
Once a week	10	9	11			13		7		10
Twice a week	10	8	12			8		11		11
Three times a week	14	14	13			9		17		18
4 times a week	8	9	7			8		7		7
5 times a week	16	18	14			20		11		15
6 times a week	5	5	5			6		5		4
7 times a week	23	23	24			24		27		17
107. How often did you feel sad or depressed during the last month?										
All of the time	7	3	9			7		7		4
Most of the time	14	10	18			10		20		10
Some of the time	16	11	20			15		15		21
Once in a while	40	44	36			48		33		36
Not at all	24	31	16			19		24		29
108. Have you ever tried to kill yourself?										
No	79	83	76			78		79		82
Yes, once	11	11	11			14		10		10
Yes, twice	4	3	5			5		2		4
Yes, more than two times	6	3	8			4		9		4
109. Have you ever had sexual intercourse ("gone all the way," "made love")?										
No – SKIP TO QUESTION #111	59	57	62			86		50		26
Once	8	11	5			6		10		6
Twice	2	3	1			1		3		4
3 times	3	3	1			2		6		1
4 or more times	28	25	30			6		32		63

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

Survey Items	Total Sample	Gender M	Gender F	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 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	17	15	18			42		11		9
Seldom	5	3	6			4		6		4
Sometimes	10	9	11			12		7		11
Often	9	9	8			0		11		11
Always	60	64	56			42		65		64
How many times, if any, in the last 12 months have you used . . . ?										
111. Chewing tobacco or snuff										
0	89	83	95			95		88		79
1	2	1	1			2		3		1
2	2	3	0			0		2		4
3 – 5	2	3	1			2		2		1
6 – 9	1	1	1			0		2		1
10 – 19	1	2	1			0		1		4
20 – 39	0	1	0			1		0		0
40 +	3	6	1			1		3		8
112. Heroin (smack, horse, skag) or other narcotics (like opium or morphine)										
0	97	97	98			97		98		97
1	1	1	1			1		1		1
2	0	0	0			0		0		0
3 – 5	0	1	0			1		0		0
6 – 9	0	0	0			0		0		0
10 – 19	0	1	0			0		1		0
20 – 39	0	0	0			0		0		0
40 +	1	1	1			2		0		1
113. Sometimes I feel like my life has no purpose										
Strongly agree	11	9	12			13		10		10
Agree	18	13	23			17		19		19
Not sure	14	15	14			15		13		14
Disagree	19	19	20			21		17		17
Strongly disagree	38	45	32			34		41		40
114. Adults in my town or city make me feel important										
Strongly agree	9	12	7			15		4		8
Agree	31	31	31			26		32		36
Not sure	32	31	33			37		32		25
Disagree	16	17	14			12		20		17
Strongly disagree	12	8	15			10		13		14
115. Adults in my town or city listen to what I have to say										
Strongly agree	10	11	8			15		5		7
Agree	27	30	25			28		21		34
Not sure	31	33	30			27		38		28
Disagree	17	16	17			13		19		20
Strongly disagree	15	10	19			16		17		11
116. I'm given lots of chances to help make my town or city a better place in which to live										
Strongly agree	8	10	7			13		4		7
Agree	21	25	18			17		15		39
Not sure	34	31	36			37		36		24
Disagree	23	22	23			20		30		17
Strongly disagree	14	12	16			14		15		14

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

Survey Items	Total Sample	Gender M	Gender F	Grade 6	7	8	9	10	11	12
117. Adults in my town or city don't care about people my age										
Strongly agree	10	8	11			10		11		8
Agree	17	21	15			14		16		26
Not sure	37	35	39			39		42		26
Disagree	19	19	19			19		17		22
Strongly disagree	17	17	17			19		14		17
118. In my town or city, I feel like I matter to people										
Strongly agree	10	11	10			17		6		6
Agree	24	28	21			19		24		33
Not sure	35	35	35			35		41		26
Disagree	18	17	20			15		21		20
Strongly disagree	12	9	14			14		9		14
119. When things don't go well for me, I am good at finding a way to make things better										
Strongly agree	23	23	24			25		19		28
Agree	36	38	35			34		36		39
Not sure	28	27	27			25		32		26
Disagree	8	7	9			11		6		3
Strongly disagree	6	5	6			6		6		4
120. When I am an adult, I'm sure I will have a good life										
Strongly agree	52	52	52			53		48		56
Agree	24	22	26			20		28		24
Not sure	18	20	15			20		18		15
Disagree	4	3	5			5		4		3
Strongly disagree	3	3	3			2		3		3
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	87	85	91			84		89		90
Once	7	7	6			10		4		4
Twice	3	4	1			2		4		1
3 – 4 times	2	2	1			1		2		3
5 or more times	2	3	1			2		2		1
122. Hurt someone badly enough to need bandages or a doctor										
Never	88	84	93			87		90		88
Once	6	6	5			7		3		7
Twice	3	5	1			2		3		4
3 – 4 times	2	3	1			2		3		0
5 or more times	2	2	1			2		2		1
123. Used a knife, gun, or other weapon to get something from a person										
Never	97	97	98			98		97		96
Once	1	0	1			1		0		1
Twice	0	1	0			0		0		1
3 – 4 times	0	0	0			0		0		0
5 or more times	2	3	1			2		3		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	39	39	39			45		37		32
Probably	25	23	27			20		24		33
I'm not sure	7	4	9			9		6		4
Probably not	12	15	10			12		11		14
No	18	20	15			14		22		17

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

Survey Items	Total Sample	Gender M	Gender F	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
125. How much of the time do your parents ask you where you are going or with whom you will be?										
Never	5	5	4			5		7		3
Seldom	5	5	4			6		5		4
Some of the time	9	9	9			10		7		11
Most of the time	27	30	24			29		24		26
All ot the time	54	50	59			51		58		56
Among the people you consider to be your closest friends, how many would you say . . . ?										
126. Drink alcohol once a week or more										
None	63	58	68			83		55		39
A few	20	21	19			10		27		28
Some	8	11	7			5		7		17
Most	5	6	5			0		7		13
All	3	4	2			2		4		4
127. Have used drugs such as marijuana or cocaine										
None	60	57	64			75		54		40
A few	17	19	14			14		19		21
Some	11	13	9			7		9		19
Most	8	7	9			2		12		13
All	5	4	5			2		6		7
128. Do well in school										
None	6	7	5			8		7		1
A few	8	9	7			7		10		8
Some	15	14	15			14		17		13
Most	40	39	40			35		40		46
All	32	31	33			37		26		32
129. Get into trouble at school										
None	51	41	61			49		43		65
A few	29	36	21			30		33		19
Some	14	16	13			13		16		14
Most	5	4	6			6		7		0
All	1	3	0			2		1		1
How often do you feel afraid of . . . ?										
130. Walking around your neighborhood										
Never	66	77	55			63		62		78
Once in a while	15	10	19			13		18		13
Sometimes	9	9	10			13		7		4
Often	6	2	10			9		5		3
Always	4	2	7			2		8		3
131. Getting hurt by someone at your school										
Never	70	75	64			66		62		88
Once in a while	13	16	11			17		17		3
Sometimes	10	7	12			10		13		4
Often	4	1	7			3		5		3
Always	4	1	6			4		4		3
132. Getting hurt by someone in your home										
Never	85	87	82			85		82		88
Once in a while	8	5	11			6		10		7
Sometimes	5	5	5			6		5		3
Often	2	2	2			2		3		1
Always	1	1	1			2		0		1

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

Survey Items	Total Sample	Gender M	Gender F	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 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	45	46	41			38		50		49
1	13	14	13			15		14		8
2	13	14	13			15		13		7
3	8	10	7			4		7		17
4	7	6	8			10		5		4
5	7	3	11			6		7		8
6	3	3	2			4		1		3
7	5	4	6			7		4		3
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	21	22	18			25		19		15
1	19	15	23			26		17		10
2	22	22	24			21		20		28
3	13	14	13			10		13		18
4	9	11	8			5		13		11
5	6	7	5			3		9		7
6	2	2	2			2		1		4
7	7	7	7			7		8		7
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.	45	51	38			45		51		37
I'd try to hurt them worse than they hurt me.	14	15	13			13		11		18
I'd try to talk to this person and work out our differences.	14	12	15			15		8		21
I'd talk to a teacher or other adult.	10	3	17			10		12		6
I'd just ignore it and do nothing.	18	19	17			17		18		18
136. Students help decide what goes on in my school										
Strongly agree	13	15	11			16		8		14
Agree	30	33	28			33		25		35
Not sure	30	28	32			32		28		28
Disagree	16	12	19			11		23		13
Strongly disagree	11	12	10			7		17		10
137. I don't care how I do in school										
Strongly agree	5	7	3			4		8		3
Agree	5	5	5			4		6		4
Not sure	11	12	7			12		8		13
Disagree	26	30	23			23		26		30
Strongly disagree	54	47	62			57		53		51
138. I have lots of good conversations with my parents										
Strongly agree	31	26	36			37		24		32
Agree	35	42	28			31		40		35
Not sure	16	16	17			18		15		14
Disagree	11	9	13			8		14		12
Strongly disagree	7	7	6			6		8		7
139. If I break a rule at school, I'm sure to get in trouble										
Strongly agree	31	30	33			37		26		27
Agree	37	38	36			35		42		31
Not sure	19	19	19			17		16		25
Disagree	10	11	8			6		10		15
Strongly disagree	4	3	5			5		6		1

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

Survey Items	Total Sample	Gender M	Gender F	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
140. My parents spend a lot of time helping other people										
Strongly agree	16	15	17			17		11		23
Agree	32	34	31			32		33		31
Not sure	32	34	29			35		30		28
Disagree	11	7	14			10		12		10
Strongly disagree	9	9	9			6		13		8
141. I have little control over the things that will happen in my life										
Strongly agree	14	14	14			18		10		10
Agree	15	14	17			12		22		10
Not sure	17	17	17			17		17		17
Disagree	22	22	23			21		18		31
Strongly disagree	32	34	30			31		33		31
During the last 12 months, how many times have you . . . ?										
142. Carried a knife or gun to protect yourself										
Never	82	76	88			80		85		80
Once	6	5	6			7		2		8
Twice	2	3	1			3		2		0
3 – 4 times	3	3	3			1		2		7
5 or more times	8	13	2			9		9		4
143. Threatened to physically hurt someone										
Never	78	77	79			79		78		73
Once	6	5	8			4		8		8
Twice	5	6	5			3		6		8
3 – 4 times	5	4	5			6		4		4
5 or more times	6	8	3			8		5		6
144. Gambled (for example, bought lottery tickets or tabs, bet money on sports teams or card games, etc.)										
Never	82	77	88			89		84		68
Once	6	5	6			3		7		10
Twice	4	7	1			2		3		8
3 – 4 times	4	5	4			2		3		10
5 or more times	4	5	1			3		4		4
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	9	3			8		7		4
1	12	7	16			13		9		11
2	18	18	18			21		16		15
3 – 4	24	22	26			23		29		17
5 or more	40	44	37			35		39		52
146. You look forward to spending time with										
0	8	7	7			8		10		6
1	11	12	11			17		10		3
2	19	20	19			17		23		18
3 – 4	27	22	32			26		29		27
5 or more	34	39	31			32		30		46
147. Spend a lot of time helping other people										
0	12	12	11			14		13		6
1	15	15	16			14		17		14
2	25	23	26			22		25		28
3 – 4	24	22	26			26		25		21
5 or more	24	28	21			24		20		31

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

Survey Items	Total Sample	Gender M	Gender F	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 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	57	52	61			54		57		61
1	20	22	17			24		15		20
2	11	12	9			10		13		7
3 – 4	6	5	7			7		5		6
5 or more	7	9	5			4		10		6
149. Talk with you at least once a month										
0	11	12	9			14		9		7
1	11	10	12			11		13		7
2	16	13	18			12		18		20
3 – 4	19	17	21			18		20		20
5 or more	43	48	40			44		40		46
On an average school day, how many hours do you spend . . . ?										
150. Watching TV or videos										
None	7	9	5			8		5		10
Less than 1 hour	20	21	19			25		20		13
1 hour	19	14	24			25		12		19
2 hours	23	25	21			18		28		21
3 hours	14	14	13			10		15		19
4 or more hours	17	16	18			14		20		19
151. Using a computer, cell phone, or other device to email, play games, surf the web, Instant Message, or text with friends										
None	5	8	1			10		2		1
Less than 1 hour	6	8	5			8		5		6
1 hour	9	14	5			9		10		7
2 hours	12	14	12			13		11		13
3 hours	11	11	12			11		10		13
4 or more hours	55	46	65			49		61		59
152. At home with no adult there with you										
None	21	20	21			24		17		21
Less than 1 hour	23	22	23			23		24		23
1 hour	13	15	12			15		11		14
2 hours	15	16	14			15		17		14
3 hours	12	11	14			10		12		17
4 or more hours	15	15	15			14		19		11
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	75	79	72			77		70		80
Once	8	8	9			7		12		4
2 – 3 times	12	9	14			12		13		10
4 – 10 times	2	1	3			1		2		6
More than 10 times	2	3	2			3		3		0
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	79	78	81			75		81		85
Once	9	9	9			13		5		7
Twice	6	7	5			6		8		4
3 times	3	3	3			2		4		3
4 or more times	3	4	1			3		3		1

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

Survey Items	Total Sample	Gender M	Gender F	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
155. Where does your family now live?										
On a farm	12	9	15			13		13		7
In the country, not on a farm	34	37	33			34		31		39
On an American Indian reservation	1	1	1			2		2		0
In a small town (under 2,500 in population)	38	36	40			39		38		38
In a town (2,500 to 9.999)	12	14	11			10		14		13
In a small city (10,000 to 49,999)	2	3	1			2		2		1
In a meduim size city (50,000 to 250,000)	0	1	0			1		0		0
In a large city (over 250,000)	0	0	1			0		0		1
156. How many years have you lived in the city where you now live?										
All my life	40	39	41			44		38		34
10 years or more, but I've lived in at least one other place	16	15	17			10		17		26
5 – 9 years	20	16	23			18		21		21
3 – 4 years	9	11	8			10		10		7
1 – 2 years	9	13	5			10		10		6
Less than 1 year	6	5	6			6		5		6
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	87	87	87			84		88		89
Once in a while	7	8	5			9		4		7
Sometimes	4	1	7			2		6		3
Often	3	4	1			4		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	15	11	19			15		17		13
No	85	89	81			85		83		87
159. What is the highest level of schooling your father (or stepfather or male foster parent/guardian) completed?										
Completed grade school or less	2	3	1			3		3		0
Some high school	11	12	10			10		14		8
Completed high school	39	36	42			32		47		41
Some college	11	12	10			12		8		15
Completed college	19	20	19			24		12		21
Graduate or professional school after college	9	10	9			10		10		7
Don't know, or does not apply	7	6	9			9		6		7
160. What is the highest level of schooling your mother (or stepmother or female foster parent/guardian) completed?										
Completed grade school or less	3	4	2			5		3		1
Some high school	7	5	9			4		10		7
Completed high school	32	33	30			27		34		35
Some college	16	18	13			11		16		24
Completed college	27	26	28			33		24		23
Graduate or professional school after college	10	11	9			14		9		4
Don't know, or does not apply	5	3	8			7		4		6

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Appendix B

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

EXTERNAL ASSETS

Support

Asset	Question #	Question
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		*How many adults have you known for two or more years who...*
	145	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		*How often does one of your parents...*
	22	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

Asset	Question #	Question
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.

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Empowerment (con't)

Asset	Question #	Question
9. Service to others	67	*During an average week, how many hours do you spend...* 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?
10. Safety		*How often do you feel afraid of...*
	130	Walking around your neighborhood?
	131	Getting hurt by someone at your school?
	132	Getting hurt by someone in your home?

Boundaries and Expectations

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

Constructive Use of Time

Asset	Question #	Question
17. Creative activities	69	*During an average week, how many hours do you spend...* Practicing or taking lessons in music, art, drama, or dance, after school or

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on weekends?

EXTERNAL ASSETS

Constructive Use of Time (con't)

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

INTERNAL ASSETS

Commitment to Learning

Asset	Question #	Question
21. Achievement motivation	26	At school I try as hard as I can to do my best work.
	28	It bothers me when I don't do something well.
	137	I don't care how I do in school.
22. School engagement		*How often do you...*
	34	Feel bored at school
	35	Come to classes without bringing paper or something to write with?
	36	Come to classes without your homework finished?
	37	Come to classes without your books?
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	*During an average week, how many hours do you spend...* Reading just for fun (not part of your school work)?

Positive Values

Asset	Question #	Question
26. Caring		*How important is each of the following to you in your life?*
	7	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		*How important is each of the following to you in your life?*

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social justice	8	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)

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

Social Competencies

Asset	Question #	Question
32. Planning and decision-making		*Think about the people who know you well. How do you think they would rate you on each of these?*
	72	Thinking through the possible good and bad results of different choices before I make decisions
	81	Being good at planning ahead
33. Interpersonal competence		*Think about the people who know you well. How do you think they would rate you on each of these?*
	71	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		*Think about the people who know you well. How do you think they would rate you on each of these?*
	74	Respecting the values and beliefs of people who are of a different race or 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		*Think about the people who know you well. How do you think they would rate you on each of these?*
	70	Knowing how to say "no" when someone wants me to do things I know are wrong or dangerous
	76	Staying away from people who might get me in trouble
36. Peaceful conflict	135	Imagine that someone at your school hit you or pushed you for no resolution reason. What would you do?

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INTERNAL ASSETS

Positive Identity

Asset	Question #	Question
37. Personal power	119	When things don't go well for me, I am good at finding a way to make things 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

Deficit	Question #	Question
Alone at home		*On an average school day, how many hours do you spend...*
	152	At home with no adult there with you?
TV overexposure		*On an average school day, how many hours do you spend...*
	150	Watching TV or videos?
Physical abuse	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?
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		*During the last 12 months, how many times have you...?*
	102	Been to a party where other kids your age were drinking

RISK-TAKING BEHAVIORS

Risk-Taking Behavior	Question #	Question
Alcohol		*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…?*
	84	During the past 30 days
	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.)

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RISK-TAKING BEHAVIORS (con't)

Risk-Taking Behavior	Question #	Question
Tobacco	86	How frequently have you smoked cigarettes during the past 30 days?
		How many times, if any, in the last 12 months have you used…?
	111	Chewing tobacco or snuff
Inhalants	105	How many times during the last 30 days, if any, have you sniffed glue, breathed the contents of aerosol spray cans or inhaled other fumes in order to get high?
Marijuana	87	During the past 30 days have you used marijuana or hashish?
Other drug use		*How many times, if any, in the last 12 months have you used…?*
	112	Heroin (smack, horse, skag) or other narcotics (like opium or morphine)
Driving and alcohol		*During the last 12 months, how many times have you…?*
	103	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		*During the last 12 months, how many times have you…?*
	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		*During the last 12 months, how many times have you…?*
	60	Hit or beat up someone
	121	Taken part in a fight where a group of your friends fought another group
	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		*During the last 12 months, how many times have you…?*
	144	Gambled (for example, bought lottery tickets or tabs, bet money on sports teams or card games, etc.)
Eating disorder	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?
	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?
Depression	107	How often did you feel sad or depressed during the last month?
Attempted suicide	108	Have you ever tried to kill yourself?

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HIGH-RISK BEHAVIOR PATTERNS

High Risk Pattern	Question #	Question
Alcohol		*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…?*
	84	During the past 30 days
	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.)
Tobacco	86	How frequently have you smoked cigarettes during the past 30 days?
		How many times, if any, in the last 12 months have you used…?
	111	Chewing tobacco or snuff
Illicit drugs		*How many times, if any, in the last 12 months have you used…?*
	112	Heroin (smack, horse, skag) or other narcotics (like opium or morphine)
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		*During the last 12 months, how many times have you…?*
	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		*During the last 12 months, how many times have you…?*
	60	Hit or beat up someone
	121	Taken part in a fight where a group of your friends fought another group
	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		*During the last 12 months, how many times have you…?*
	103	Driven a car after you had been drinking
	104	Ridden in a car whose driver had been drinking
Gambling		*During the last 12 months, how many times have you…?*
	144	Gambled (for example, bought lottery tickets or tabs, bet money on sports teams or card games, etc.)

THRIVING INDICATORS

Thriving Indicator	Question #	Question
Succeeds in school	21	What grades do you earn in school?
Helps others		*During an average week, how many hours do you spend...?*
	68	Helping friends or neighbors

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Values diversity		*How important is each of the following to you in your life?*
	12	Getting to know people who are of a different race than I am
Maintains good health		*Think about the people who know you well. How do you think they would rate you on each of these?*
	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)
Exhibits leadership		*During the last 12 months, how many times have you…*
	57	Been a leader in a group or organization?
Resists danger	40	I like to do exciting things even if they are dangerous.
Delays gratification		*Think about the people who know you well. How do you think they would rate you on each of these?*
	73	Saving my money for something special rather than spending it all right away
Overcomes adversity		*Think about the people who know you well. How do you think they would rate you on each of these?*
	75	Giving up when things get hard for me

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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 the latest 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 six 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. This survey can be given in two formats: on paper and online.

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 (2007; includes CD)*
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: How Asset-Building 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.

Ideas That Cook: Activities for Asset Builders in School Communities *by Neal Starkman, Ph.D. (2001)*
This asset-building guide offers awareness-raising exercises, activities that can be tailored to the needs of the entire school or small group, and ideas for celebration and recognition. Each activity includes a focus on learning, mentoring, and service-related opportunities.

Speaking of Developmental Assets: Presentation Resources and Strategies *by Neal Starkman, Ph.D. and Clay Roberts, M.S. (2001; kit with 3-ring binder)*
This speaker's kit includes everything you need to present the asset framework to your organization or community. It includes scripts and outlines, transparencies, reproducible handouts, a downloadable PowerPoint® presentation, stories from asset-building communities around the country, and answers to frequently asked questions. Includes selected handouts in Spanish.

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Trainings for Schools, Communities, and Youth Organizations

What's Up with Our Kids?—A national Search Institute trainer formally 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 1–800–294–4322.

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. Also available as a Training of Trainers.

Change of Heart: Creating a More Caring School Climate—School staff join a peer-selected student group to help improve the learning environment of your school and make a positive impact on student achievement.

Leading with Assets!—Motivate your youth with this energizing workshop that will inspire young people to make long-lasting, positive change.

Essentials of Asset Building (Training of Trainers)—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.

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 *(2005; book & 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 formats.

Ideas for Parents *(2005; CD)*— Provide parents in your community or organization with asset-based weekly newsletters on ways to help children grow into responsible, successful adults with this set of 50 templates. **Ideas for Parents** includes activities, discussion items, practical suggestions, and current Search Institute research, as well as a list of additional parent resources.

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.

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

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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*

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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.

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 site 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

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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

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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.

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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 being 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 c 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 other 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.

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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 and 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.

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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

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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

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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.

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- 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.

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- 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.

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