

Developmental Assets: A Profile of Your Youth

Executive Summary

Chemung County Schools
Chemung County, NY

March 2008

Prepared by:



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Developmental Assets: A Profile of Your Youth

Chemung County Schools

Search Institute's framework of Developmental Assets provides a tool for assessing the health and well-being of middle and high school age youth. The asset framework represents a common core of developmental building blocks crucial for all youth, regardless of community size, region of the country, gender, family economics, or race/ethnicity. This report summarizes the extent to which youth in your community experience these assets and how the assets relate to their behavior. These 40 Developmental Assets were assessed in November and December, 2007 using the survey *Search Institute Profiles of Student Life: Attitudes and Behaviors*.

The following table describes the youth in your community who participated in the study.

Who Was Surveyed

		Number of Youth	Percent of Total
Total Sample*		2289	100
Gender**	Male	1150	51
	Female	1121	49
Grade**	6	0	0
	7	741	33
	8	0	0
	9	869	38
	10	0	0
	11	670	29
Race / Ethnicity**	12	0	0
	American Indian	68	3
	Asian / Pacific Islander	27	1
	Black / African American	123	5
	Hispanic	41	2
	White	1770	78
	Multi-racial	228	10

* Five criteria are used to determine whether individual responses are of good quality. In your study, survey forms were discarded for not meeting one or more of these criteria. See full report for more information.

** Numbers may not sum to "Total Sample" due to missing information.

The Developmental Assets are grouped into two major types (see Figures 1 and 2). **External assets** are the networks of support, opportunities and people that stimulate and nurture positive development in youth. **Internal assets** are the young person's own commitments, values, and competencies. Figures 1 and 2 provide the percentage of all youth in your study reporting each asset.

Figure 1: External Assets

Percent of Your Youth Reporting Each of 20 External Assets

Asset Type	Asset Name	Definition	Percent
Support	1. Family support	Family life provides high levels of love and support.	71
	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.	46
	4. Caring neighborhood	Young person experiences caring neighbors.	42
	5. Caring school climate	School provides a caring, encouraging environment.	33
	6. Parent involvement in schooling	Parent(s) are actively involved in helping young person succeed in school.	33
Empowerment	7. Community values youth	Young person perceives that adults in the community value youth.	26
	8. Youth as resources	Young people are given useful roles in the community.	30
	9. Service to others	Young person serves in the community one hour or more per week.	55
	10. Safety	Young person feels safe at home, school, and in the neighborhood.	47
Boundaries and Expectations	11. Family boundaries	Family has clear rules and consequences, and monitors the young person's whereabouts.	47
	12. School boundaries	School provides clear rules and consequences.	56
	13. Neighborhood boundaries	Neighbors take responsibility for monitoring young people's behavior.	53
	14. Adult role models	Parent(s) and other adults model positive, responsible behavior.	31
	15. Positive peer influence	Young person's best friends model responsible behavior.	68
	16. High expectations	Both parent(s) and teachers encourage the young person to do well.	52
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.	18
	18. Youth programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.	57
	19. Religious community	Young person spends one or more hours per week in activities in a religious institution.	43
	20. Time at home	Young person is out with friends "with nothing special to do" two or fewer nights per week.	53

Figure 2: Internal Assets

Percent of Your Youth Reporting Each of 20 Internal Assets

Asset Type	Asset Name	Definition	Percent
Commitment to Learning	21. Achievement motivation	Young person is motivated to do well in school.	67
	22. School engagement	Young person is actively engaged in learning.	55
	23. Homework	Young person reports doing at least one hour of homework every school day.	39
	24. Bonding to school	Young person cares about his or her school.	59
	25. Reading for pleasure	Young person reads for pleasure three or more hours per week.	21
Positive Values	26. Caring	Young person places high value on helping other people.	49
	27. Equality and social justice	Young person places high value on promoting equality and reducing hunger and poverty.	52
	28. Integrity	Young person acts on convictions and stands up for his or her beliefs.	66
	29. Honesty	Young person tells the truth even when it is not easy.	66
	30. Responsibility	Young person accepts and takes personal responsibility.	64
	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.	30
	33. Interpersonal competence	Young person has empathy, sensitivity, and friendship skills.	46
	34. Cultural competence	Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.	44
	35. Resistance skills	Young person can resist negative peer pressure and dangerous situations.	43
	36. Peaceful conflict resolution	Young person seeks to resolve conflict nonviolently.	42
	Positive Identity	37. Personal power	Young person feels he or she has control over "things that happen to me."
38. Self-esteem		Young person reports having a high self-esteem.	54
39. Sense of purpose		Young person reports that "my life has a purpose."	65
40. Positive view of personal future		Young person is optimistic about his or her personal future.	73

Figure 3: Average Number of Assets Your Youth Report

Most young people in the United States—regardless of age, gender, or region of the country—experience too few of the 40 assets. Search Institute's research on adolescents consistently has shown a small, but observable, decrease in assets among older adolescents (9th- through 12th-grade youth) as compared with young adolescents (6th- through 8th-grade youth). If the average number of assets in some of your grades is particularly low compared to other grades, it may suggest a need to more closely examine what is happening at that grade level. Here is the average number of assets reported by youth in your community at each grade level.

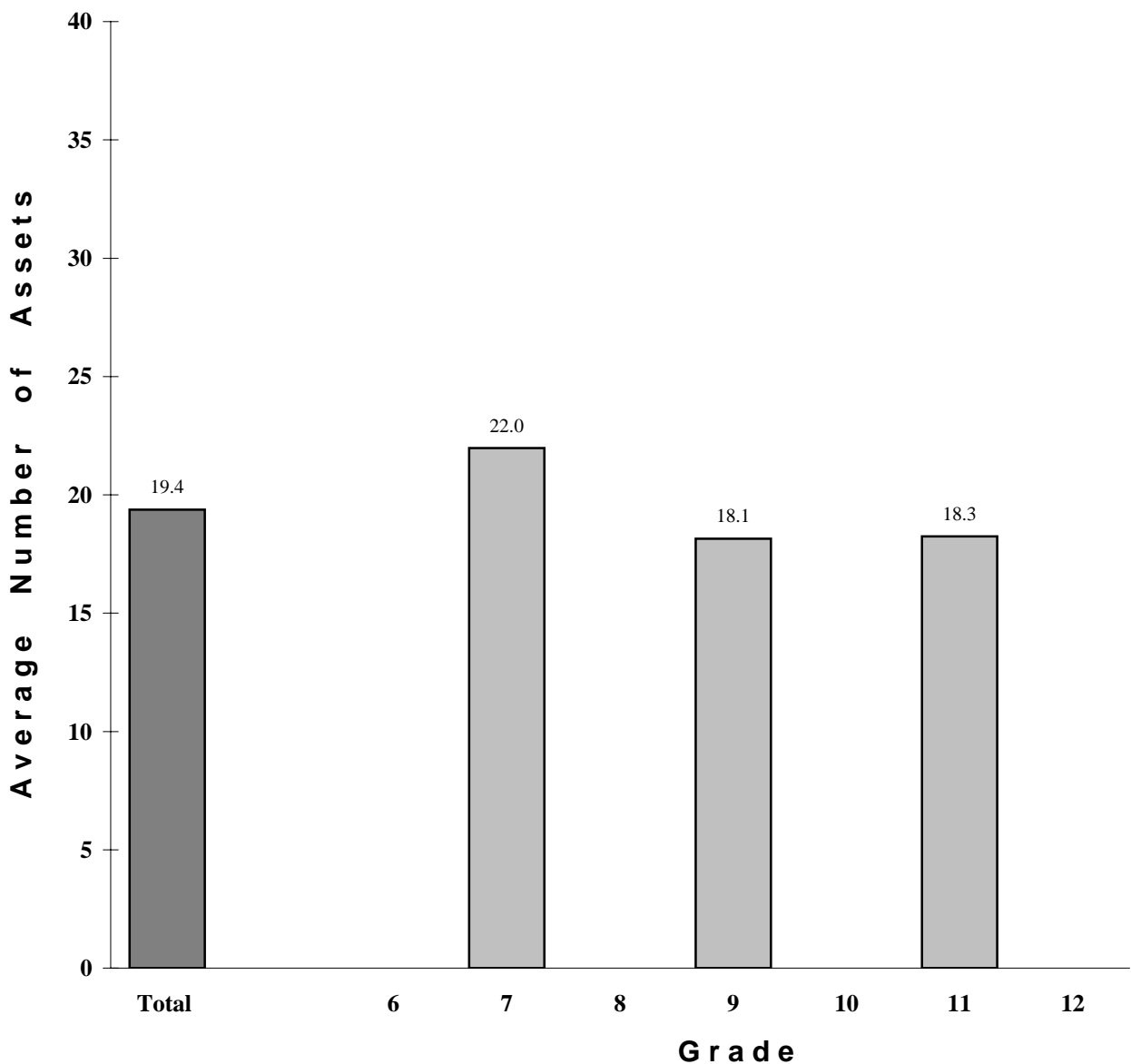
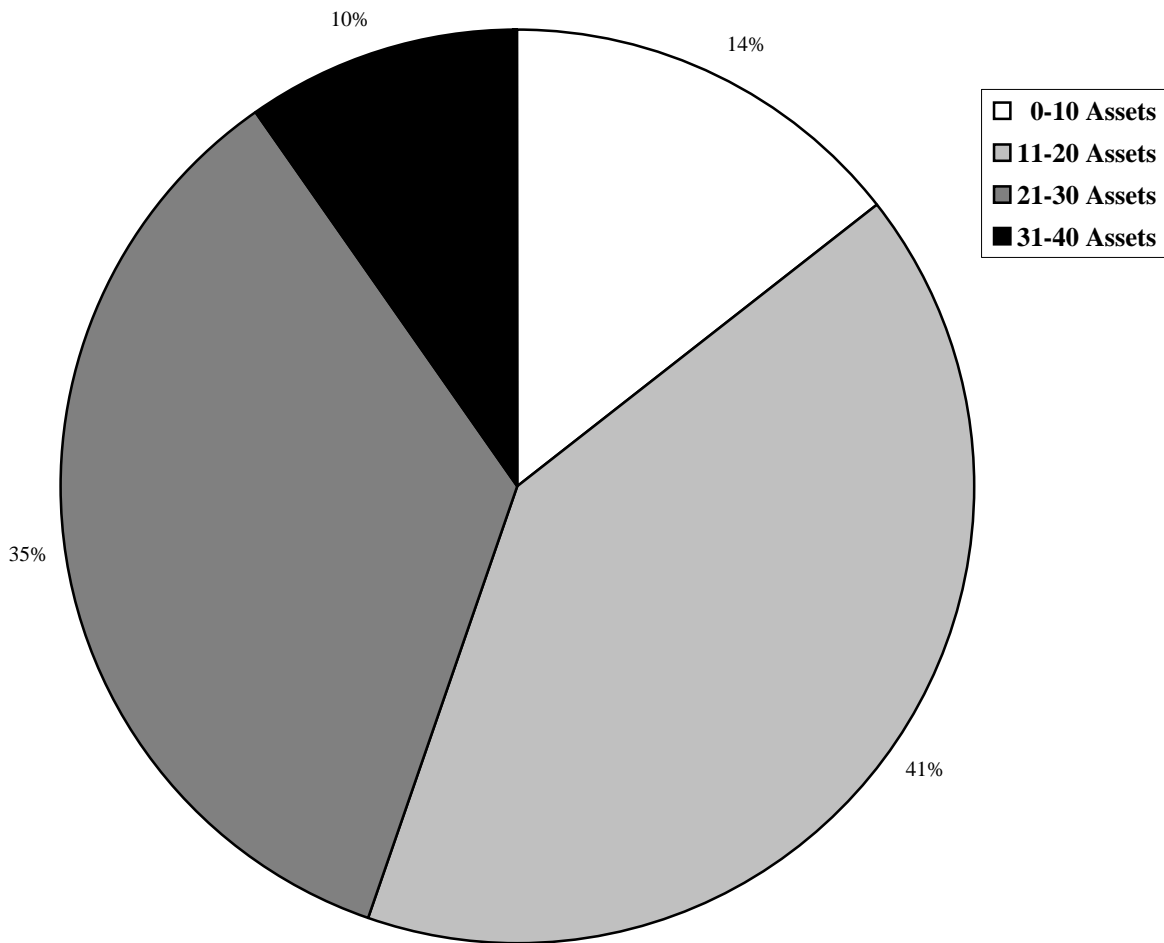


Figure 4: The Challenge Facing Your Community

Ideally, of course, all youth would experience 31-40 of these assets. Each community needs to establish a goal for what percentage of youth it seeks to be at this level. This process can provide an important opportunity for creating a community vision for your youth. The figure below shows the percentage of your youth who experience each of four levels of assets: 0-10, 11-20, 21-30, and 31-40.



Note. Percentages may not total to 100% due to rounding.

Figure 5: The Power of Assets to Protect Against Risk-Taking Behaviors

This figure shows the power of assets to protect youth from risk-taking behaviors. Search Institute's research consistently shows that youth with higher levels of assets are involved in fewer risk-taking behaviors. Each vertical bar shows the *average number* of 24 risk-taking behaviors among all youth, grouped by asset level (0-10, 11-20, 21-30, and 31-40). The 24 risk-taking behaviors are: alcohol use, binge drinking, smoking, smokeless tobacco, inhalants, marijuana, other illicit drugs, drinking and driving, riding with a driver who has been drinking, sexual intercourse, shoplifting, vandalism, trouble with police, hitting someone, hurting someone, use of a weapon, group fighting, carrying a weapon for protection, threatening physical harm, skipping school, gambling, eating disorders, depression, and attempted suicide.

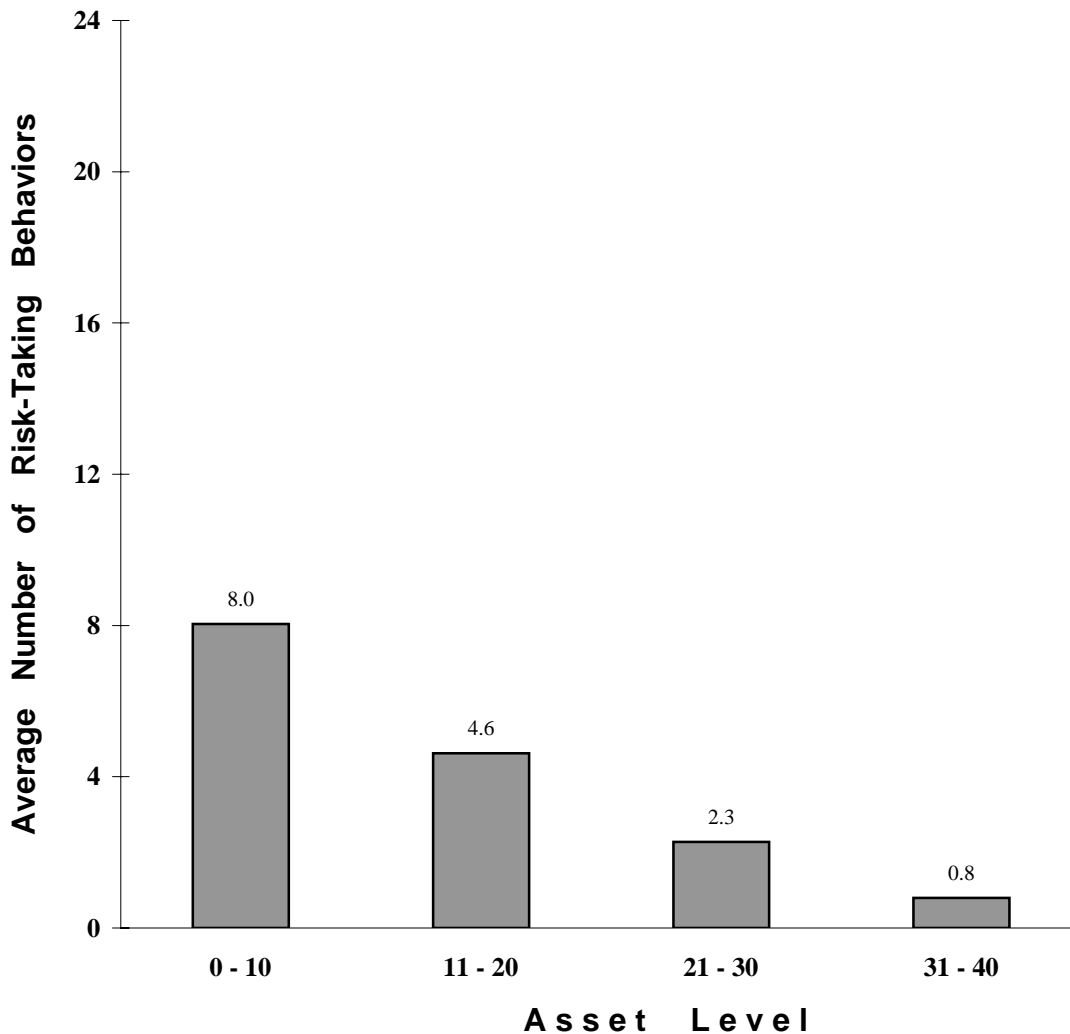
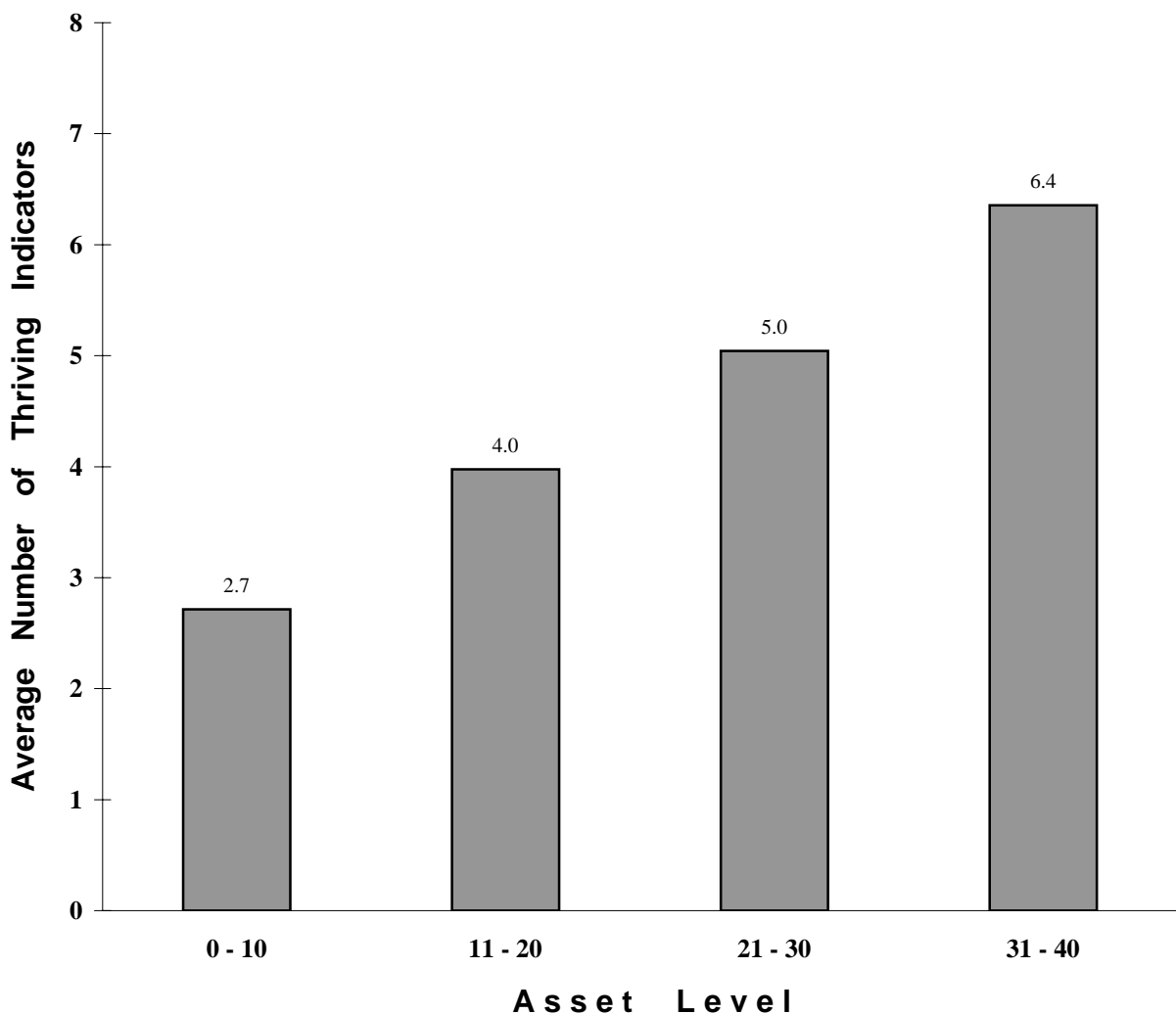


Figure 6: The Power of Assets to Promote Thriving Indicators

This figure shows the power of assets to promote thriving indicators among your youth. Search Institute's research consistently shows that youth with higher levels of assets are more likely to report more thriving indicators. Each vertical bar shows the *average number* of eight thriving indicators among all youth, grouped by asset level (0-10, 11-20, 21-30, and 31-40). The eight thriving indicators are: school success, informal helping, valuing diversity, maintaining good health, exhibiting leadership, resisting danger, impulse control, and overcoming adversity.



What Next?

Moving from Awareness to Action

This report provides insights about the young people in your community and can be a powerful tool for community-wide discussion about how to improve the well-being of your youth. The good news is that everyone—parents, grandparents, educators, neighborhoods, children, teenagers, youth workers, employers, health care providers, coaches, and others—can build assets. Ideally, the whole community is involved to ensure that young people have the solid foundation they need to become tomorrow's competent, caring adults. Here are some suggestions for how to begin strengthening the assets among the youth in your community.

What adults can do . . .

- Smile at every child or adolescent you see.
- Send a "thinking of you" or birthday card, letter, or e-mail message to a child or adolescent.
- Invite a young person you know to do something together, such as playing a game or going to a park

What young people can do . . .

- Take advantage of interesting and challenging opportunities through youth programs, cocurricular activities, and congregational youth programs.
- Get to know an adult you admire.
- Find opportunities to build relationships with younger children such as service projects, tutoring, or baby-sitting.

What families can do . . .

- Model—and talk about—your own values and priorities.
- Regularly do things with your child, including projects around your house, recreational activities, and service projects.
- Talk to your children about assets. Ask them for suggestions of ways to strengthen theirs and yours

What organizations can do . . .

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

For more information about what you can do to build assets or start an asset-building initiative in your community, call Search Institute at 1 - 800 - 888-7828.

If available, the name and phone number of a local contact person or initiative appears below.

REPORT

Developmental Assets: A Profile of Your Youth Chemung County Schools

Prepared for:

**Chemung County Youth Bureau
Elmira, NY**

March 2008

Prepared by:



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Search Institute will treat this report as confidential. Because the data upon which this report is based can be used to advance the understanding of adolescent development, Search Institute reserves the right to add these data to its larger Developmental Assets database. This report is based on data from *Search Institute Profiles of Student Life: Attitudes and Behaviors*, copyright © 1996 by Search Institute. For additional information, contact Search Institute's Data Services Department, 1-800-888-7828.

I. Introduction

Search Institute's framework of Developmental Assets provides a way to assess the health and well-being of middle and high school age youth. The assets represent a common core of developmental building blocks crucial for all youth, regardless of community size, region of the country, gender, family economics, or race/ethnicity. This report summarizes the extent to which youth in your community experience these assets and how the assets relate to their behavior. These 40 Developmental Assets were assessed using the survey *Search Institute Profiles of Student Life: Attitudes and Behaviors*.

Developmental Assets: A Paradigm of Positive Human Development

A litany of studies—both national and local—call attention to frighteningly high rates of alcohol and other drug use, teenage pregnancy, violence, school failure, and other concerns about adolescents. People everywhere are looking for solutions to these problems. Yet, in spite of our best intentions, we seem to be making little progress. The most common response is to seek to reduce problems through prevention programs, early intervention, and social services. Then, when all else fails, we turn to increasingly expensive treatment and/or incarceration, adding more strain to community resources and patience.

It is appropriate to try to control and reduce problems among young people. Indeed, health-compromising, future-jeopardizing, and safety-threatening behaviors must be confronted and solutions sought. And forces that threaten healthy development—such as adults who exploit youth, over-exposure to mass media, violence, poverty, and racism—must be vigorously combated. However, the problem-centered approach which relies heavily on professionals and public sector resources rarely works by itself. Despite the best intentions and valiant efforts of concerned and competent people and organizations, the problems often persist or are replaced by other problems that require still more resources.

A complementary approach is needed—one that accents healthy development and requires action by all residents of a community. This approach recognizes that a major issue in all towns and cities is that many of the core processes of healthy development are increasingly absent. These include adult support, positive intergenerational relationships, safe places, clear and consistent boundaries, participation in constructive activities, commitment to learning, consistent attention to values, and practice in serving others. The fragility of this developmental infrastructure explains many of the behavioral choices made by adolescents that trouble communities.

Strengthening, and in some cases rebuilding, this developmental infrastructure is essential for the positive development of all young people in all communities. Furthermore, everyone has a role to play. Though support from professionals and the public sector is needed, much of the responsibility and capacity for the healthy development of youth is in the hands of the people who interact with young

people every day—families, friends, neighbors, seniors, law enforcement, businesses, religious institutions, and other citizens.

Search Institute’s framework of Developmental Assets provides a way not only for assessing your youth but also for mobilizing community-wide attention to the need for the healthy development of young people.

The 40 assets and their definitions are listed in Figure 1. The assets are grouped into two major types:

1. **External assets** are positive developmental experiences that surround youth with support, empowerment, boundaries and expectations, and opportunities for constructive use of time. When provided by many different formal and informal systems in a community, they stimulate and nurture positive development in youth.

2. **Internal assets** are a young person's own commitments, values, and competencies. They are grouped into categories of educational commitment, positive values, social competencies, and positive identity. Similar to the external assets, community is also important for the development of these internal assets.

The asset framework is based on years of scientific inquiry into risk and resiliency factors, as well as normal developmental processes. Researchers and evaluators at Search Institute have combined and analyzed numerous studies to create the asset framework. This research has shown that youth with higher levels of assets are significantly less likely to engage in risk-taking behaviors, such as substance use, delinquency, school truancy, or too-early sexual activity. In addition, they are more likely to exhibit indicators of thriving, such as school success and informal helping.

For more information about Search Institute's work undergirding the Developmental Asset paradigm, see Appendix C.

How Your Study Was Done

The survey *Search Institute Profiles of Student Life: Attitudes and Behaviors* was used to measure these assets among youth in your community. Similar research has been conducted with hundreds of thousands of young people in hundreds of communities across the country.¹

The survey was administered in November, 2007 to students in grades 7, 9, and 11 at Broadway Middle School, Ernie Davis Middle School, Southside High School, Elmira Free Academy, and Alternative High School in Elmira, Cohen Middle School and Thomas Edison High School in Elmira Heights, Horseheads Middle School and Horseheads High School in Horseheads, and Spencer Van Etten Middle School and Spencer Van Etten High School in Spencer, NY. Standardized administration

¹Early studies measured a set of 30 developmental assets. The new framework of 40 assets reflects Search Institute's ongoing commitment to increase the understanding of the developmental needs and processes of children and adolescents.

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 informed of the survey administration.

To create the final set of data on which these findings are based, several checks were made on individual survey responses. For this report, 151 survey(s) were eliminated due to inconsistent responses, missing data on 40 or more items, reports of unrealistically high levels of alcohol or other drug use (e.g., daily use of multiple drugs), or grades other than those intended to be surveyed. The number of surveys discarded represents 6 percent of the total number of surveys received at Search Institute. Typically between five and eight percent of surveys are discarded for these reasons. If, for any reason, the percentage of discarded surveys is greater than 10 percent, caution should be used in interpreting the results, as some bias may be present.

Another factor affecting the quality of the data is the degree to which the surveyed students represent the youth in the participating school(s). If a random sample was used, the sample needs to be large enough to appropriately represent the student population. Studies intended to assess all youth should ideally obtain data from at least 80 percent of the students. Neither method produces perfect results, but both can provide quality information about your youth.

In this report, percentages are generally reported by total group, by gender, and by grade. To protect anonymity, if data are available from fewer than 30 students per grade, percentages are reported for combinations of grades (for example 6th-7th-8th, 9th-10th, and 11th-12th). When the sample sizes at the individual grade levels are 50 youth or fewer, caution should be used in making comparisons among grades, unless the sample sizes represent the total number of youth in those grades. If all grades 6-12 were not surveyed, caution should be used in reporting the total percentages as they will not necessarily be representative of the entire population of students in grades 6-12. Characteristics of the youth participating in your study are given in Figure 2.

How to Use This Report

This report contains important insights about the young people in your community. It includes information about the challenges they face and the internal strengths and external supports they have to overcome those challenges.

In reading a report such as this, there is often a tendency to debate the accuracy of individual numbers or their meanings. Some general guidelines for interpretation may be helpful. First, differences of five percent or more between grade levels or between males and females are worthy of thought and consideration. Second, it is often helpful to look for *patterns* of findings rather than to focus on a specific asset or finding, for example, does one grade or set of grades consistently report fewer assets? Third, do not overwhelm others with numbers at the risk of losing their understanding of key messages. Rather, make more use of the figures that give the overall messages such as the average number of assets your youth report.

There are many people in your community who will benefit from the information in this report. These include educators, parents, young people, youth workers, community leaders, policy makers, media, religious leaders, employers, coaches, health care providers, and so on. Use local resources or those from Search Institute to help you communicate these findings to others. Appendix D in this report lists some of the asset-building resources available from Search Institute.

Once you have shared the information with key people and groups, your community can begin the important work of asset building. This, of course, requires a long-term, community-wide effort. While this report gives a snapshot of youth at a particular point in time, asset building begins at birth and continues through childhood, adolescence, and beyond. Section V of this report highlights some ideas for getting started as an asset-building community. Once you do, you will find that there are many individuals and groups in your own community that already are involved in asset building. You also will find that many people and organizations have creative new ways to build assets. Asset building is not a program—it is a catalyst for connecting and empowering all sectors of your community.

Figure 1: 40 Developmental Assets

External Assets

Asset Type	Asset Name	Definition
Support	1. Family support	Family life provides high levels of love and support.
	2. Positive family communication	Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).
	3. Other adult relationships	Young person receives support from three or more nonparent adults.
	4. Caring neighborhood	Young person experiences caring neighbors.
	5. Caring school climate	School provides a caring, encouraging environment.
	6. Parent involvement in schooling	Parent(s) are actively involved in helping young person succeed in school.
Empowerment	7. Community values youth	Young person perceives that adults in the community value youth.
	8. Youth as resources	Young people are given useful roles in the community.
	9. Service to others	Young person serves in the community one or more hours per week.
	10. Safety	Young person feels safe at home, at school, and in the neighborhood.
Boundaries and Expectations	11. Family boundaries	Family has clear rules and consequences and monitors the young person's whereabouts.
	12. School boundaries	School provides clear rules and consequences.
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	14. Adult role models	Parent(s) and other adults model positive, responsible behavior.
	15. Positive peer influence	Young person's best friends model responsible behavior.
	16. High expectations	Both parent(s) and teachers encourage the young person to do well.
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.
	18. Youth programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
	19. Religious community	Young person spends one or more hours per week in activities in a religious institution.
	20. Time at home	Young person is out with friends "with nothing special to do" two or fewer nights per week.

Figure 1: 40 Developmental Assets (Cont'd)

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

Figure 2: Who Was Surveyed

		Number of Youth	Percent of Total
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	9	869	38
	10	0	0
	11	670	29
	12	0	0
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Race / Ethnicity*	American Indian	68	3
	Asian / Pacific Islander	27	1
	Black / African American	123	5
	Hispanic	41	2
	White	1770	78
	Multi-racial	228	10

*Numbers may not sum to "Total Sample" due to missing information.

II. Portrait of Developmental Assets

In this section information about your young people's assets is presented in various forms. Both the average number of assets your youth report plus the percentage of youth who report each asset are noted. Whether or not a youth is said to have an asset is based on how he or she answered the questions that measure the asset. (See Appendix B for more information on which survey items measure each asset. See Appendix A for information on how your youth responded to each survey item.) In order to simplify reporting and focus attention on overall trends, all assets are assessed as either present or absent in a youth's life. In reality, of course, youth experience assets in degrees, not all or nothing.

Figure 3 shows the average number of assets for all youth combined, as well as by grade. In order to motivate and challenge your community, you may want to create a shared vision for the average number of assets you want your youth to experience. This approach reminds citizens that there are many different asset combinations that contribute to the healthy development of youth. When a majority of youth experience an asset, it becomes accepted and normative.

External Assets

Figures 4 and 5 show the overall percentages of youth who report each *external* asset as well as the percentages by grade and gender. The external assets are the positive experiences and support a young person receives from formal and informal connections to others in the community. There are 20 external assets, divided into four categories: **support, empowerment, boundaries and expectations, and constructive use of time.**

The **SUPPORT** assets refer to the way young people experience love, affirmation, and acceptance. Ideally, young people experience an abundance of support not only in their families but also from many other people in the community.

The **EMPOWERMENT** assets relate to the key developmental need for youth to be valued and valuable. The empowerment assets highlight this need, focusing on community perceptions of youth (as reported by youth), and opportunities for youth to contribute to society in meaningful ways.

BOUNDARIES AND EXPECTATIONS assets refer to the need for youth to have clear and enforced boundaries to complement support and empowerment. Ideally, boundary assets are experienced in the settings of family, school, and neighborhood, providing a set of consistent messages about appropriate and acceptable behavior across socializing systems.

The final category of external assets is **CONSTRUCTIVE USE OF TIME**. One of the prime characteristics of a healthy community for youth is a rich array of structured opportunities for children and adolescents. Whether through schools, community organizations, or religious institutions, these structured activities contribute to the development of many of the internal and external assets.

Internal Assets

Figures 6 and 7 show the overall percentage of youth with each *internal* asset and the percentage by grade and gender. The internal assets are those things a community and family nurture within youth so they can contribute to their own development. There are 20 internal assets divided into four categories: **commitment to learning**, **positive values**, **social competencies**, and **a positive identity**.

COMMITMENT TO LEARNING is essential to young people in today's changing world. Developing an internal intellectual curiosity and the skills to gain new knowledge and learn from experience are important characteristics for a workforce that must adapt to rapid change.

POSITIVE VALUES are important "internal compasses" to guide young people's priorities and choices. Though there are many values that we seek to nurture, the asset framework focuses on six values known to both help prevent high risk behaviors *and* promote caring for others.

SOCIAL COMPETENCIES reflect the important personal skills young people need to negotiate through the maze of choices and options they face. These skills also lay a foundation for independence and competence as young adults.

POSITIVE IDENTITY assets focus on young people's view of themselves—their own sense of power, purpose, worth, and promise. Without these assets, young people risk feeling powerless and without a sense of initiative and purpose.

Deficits

Assets form part of the developmental infrastructure on which healthy lives are built. Deficits are countervailing influences that can interfere with a youth's healthy development, limiting access to external assets, blocking development of internal assets, or easing the way into risky behavioral choices. Deficits are negative influences, none of which necessarily does permanent harm, but each of which makes harm more possible.

Figure Descriptions

Figure 3: The average number of 40 assets your youth report, for the total sample and by grade level. Each student's responses are analyzed to determine whether he/she has each asset. The number of assets are then averaged across groups (total sample and grade level). Past evidence indicates that the number of reported assets is relatively similar across grades. Attention should be focused on increasing the number of assets your youth report.

Questions to consider: What is the average number of assets reported by your youth? How do the number of assets compare across grades? Are there any grades reporting low numbers of assets?

Figure 4: The percentage of your surveyed youth reporting each of 20 external assets, listed under four general external asset categories. This bar graph gives a visual presentation of the differences in percentages in the external assets.

Questions to consider: Where are the strengths and needs of your youth with respect to external assets; that is, which assets do more of your youth report, and which do fewer report? Are there some *categories* of assets that are particularly high or low in general?

Figure 5: The percentage of your surveyed youth reporting each of 20 external assets, for the total sample, by gender, and by grade. The 20 external assets are listed under the four general external asset categories. You will notice that the percentages for the total sample correspond to those presented graphically in Figure 4.

Questions to consider: Are there differences between males and females? Do females report certain external assets more than males, and vice versa? Are there certain grades reporting consistently higher or lower levels of external assets?

Figure 6: The percentage of your surveyed youth reporting each of 20 internal assets, listed under the four general internal asset categories. This bar graph gives a visual presentation of the differences in percentages in the internal assets.

Questions to consider: Where are the strengths and needs of your youth with respect to internal assets; that is, which assets do more youth report, and which do fewer report? Are there some *categories* of assets that are particularly high or low in general?

Figure 7: The percentage of your surveyed youth reporting each of 20 internal assets, for the total sample, by gender, and by grade. The 20 internal assets are listed under the four general internal asset categories. You will notice that the percentages for the total sample correspond to those presented graphically in Figure 6.

Questions to consider: Are there differences between males and females? Do females report certain internal assets more than males, and vice versa? Are there certain grades reporting consistently higher or lower levels of internal assets?

Figure 8: The percentage of your surveyed youth reporting each of five developmental deficits, for the total sample, by gender, and by grade. Each of these deficits can interfere with the development of assets. Each also is correlated with high-risk behavior. Although this report advocates community-based efforts to promote Developmental Assets, communities must also focus attention on preventing these and related deficits (e.g., poverty, racism, exclusion).

Questions to consider: What percentage of your youth are reporting these deficits? Are there differences between males and females, or across grade levels? How do these differences in deficits relate to the differences in the assets you have already detected?

Figure 3: Average Number of 40 Assets

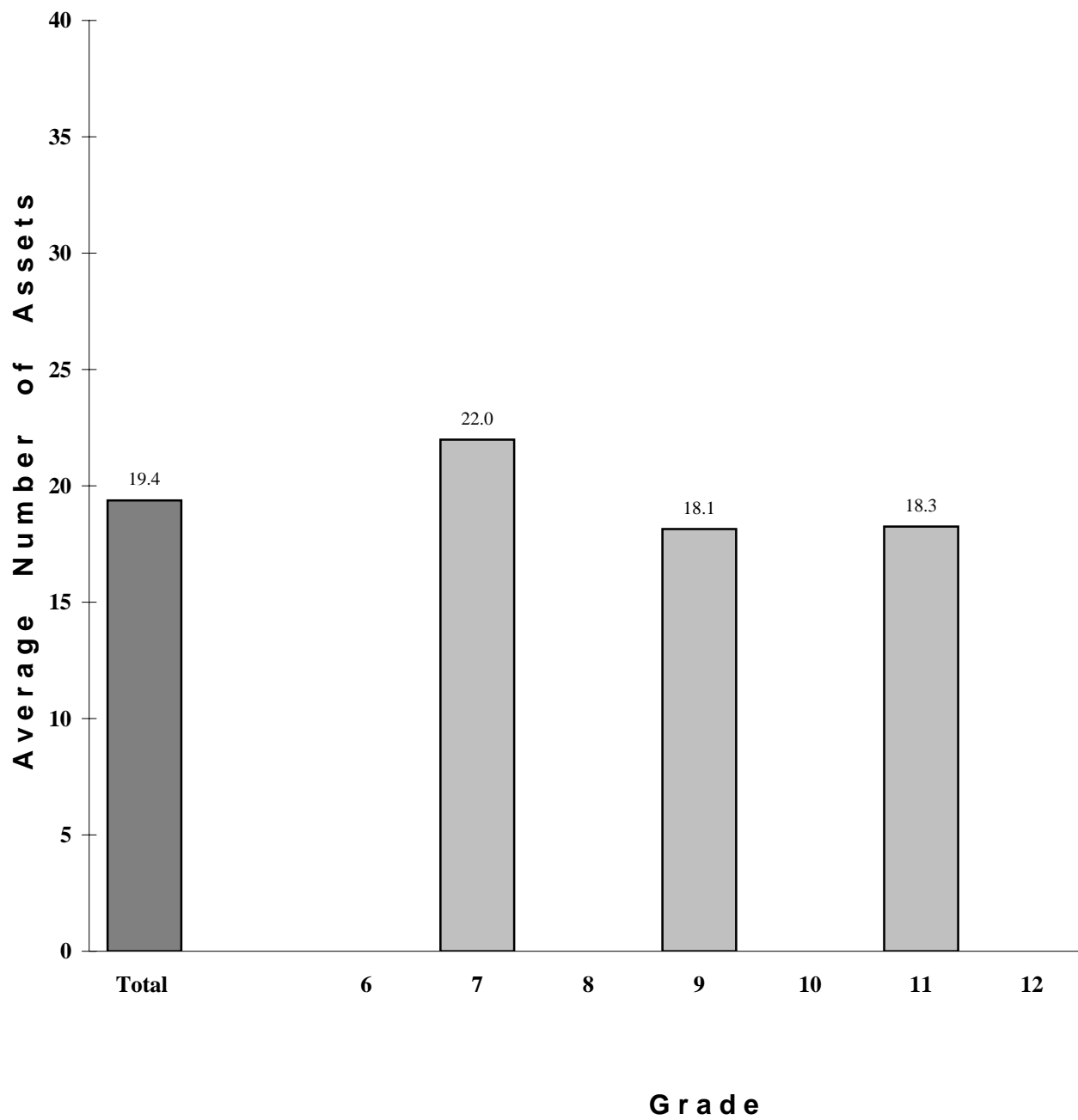


Figure 4: Percent of Youth Reporting Each of 20 External Assets

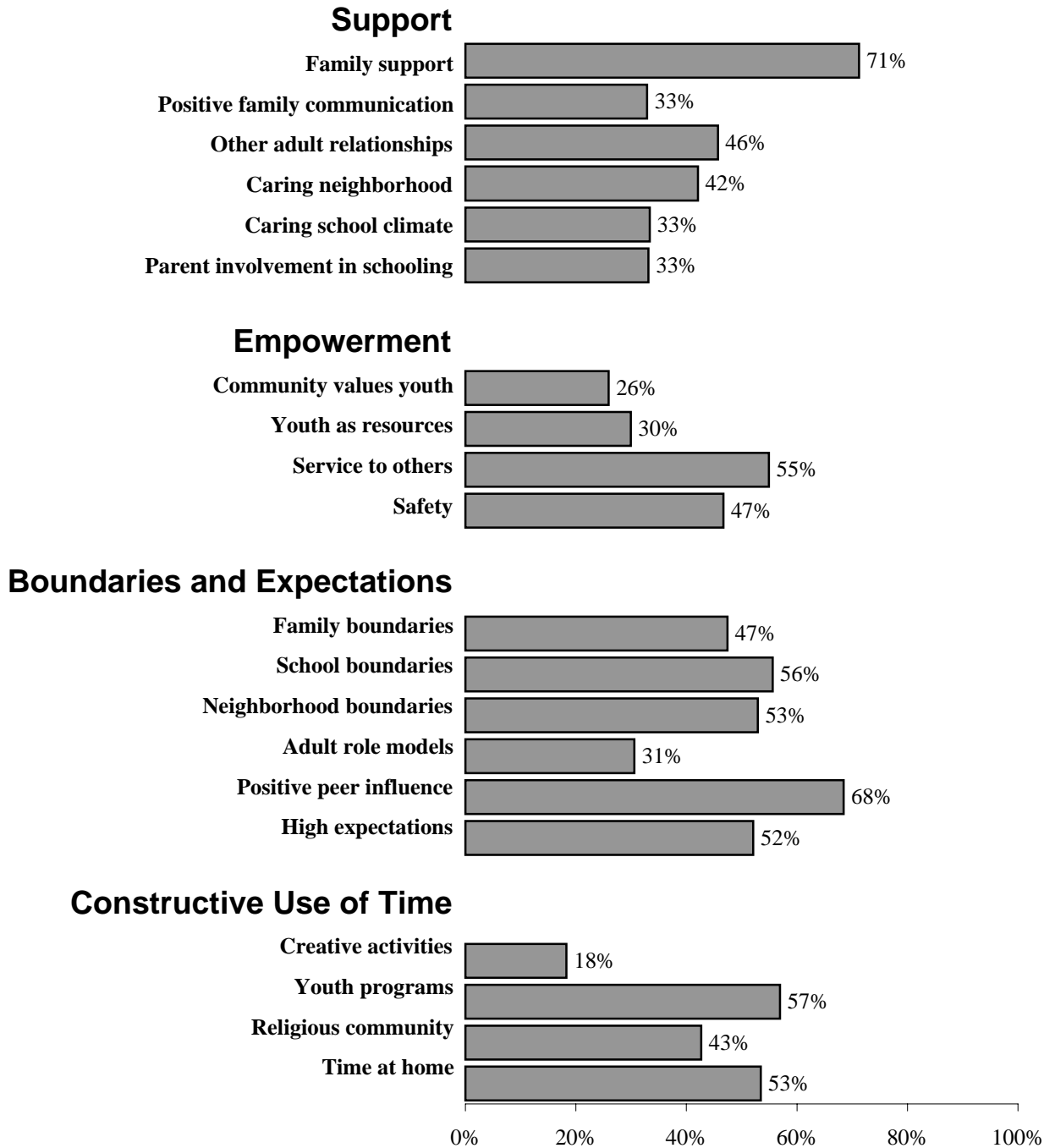
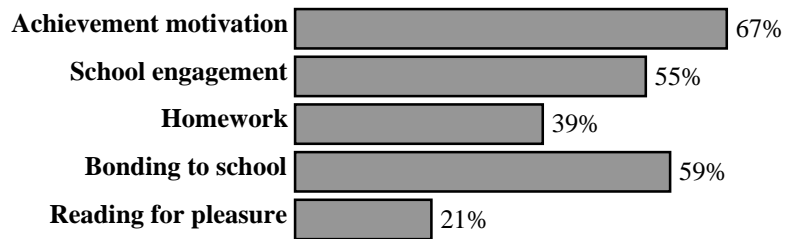


Figure 5: Percent of Youth Reporting Each External Asset, by Gender and Grade

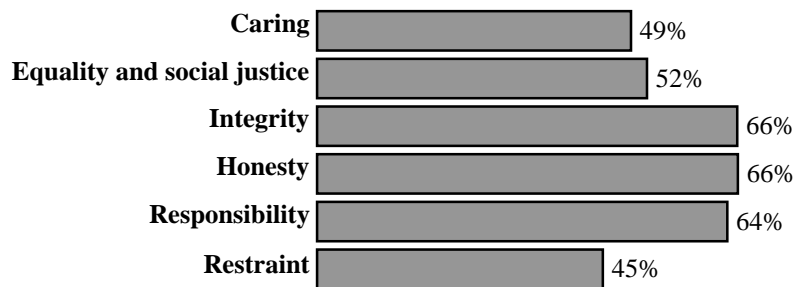
External Asset	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
Support										
1. Family support	71	74	68	81	67	65				
2. Positive family communication	33	33	33	42	29	27				
3. Other adult relationships	46	45	46	47	43	47				
4. Caring neighborhood	42	40	44	51	40	34				
5. Caring school climate	33	30	36	45	28	28				
6. Parent involvement in schooling	33	33	33	43	31	24				
Empowerment										
7. Community values youth	26	24	28	37	22	19				
8. Youth as resources	30	30	31	41	27	22				
9. Service to others	55	50	59	62	51	53				
10. Safety	47	58	35	41	45	54				
Boundaries and Expectations										
11. Family boundaries	47	45	50	49	49	44				
12. School boundaries	56	54	58	71	50	47				
13. Neighborhood boundaries	53	51	55	65	51	42				
14. Adult role models	31	29	32	37	29	26				
15. Positive peer influence	68	66	71	84	66	55				
16. High expectations	52	50	54	63	47	47				
Constructive Use of Time										
17. Creative activities	18	14	23	20	18	17				
18. Youth programs	57	58	56	60	54	59				
19. Religious community	43	39	46	54	39	35				
20. Time at home	53	54	53	61	49	51				

Figure 6: Percent of Youth Reporting Each of 20 Internal Assets

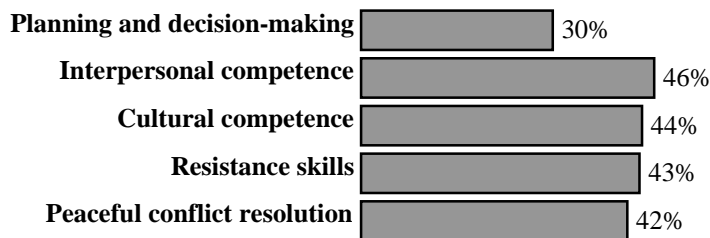
Commitment to Learning



Positive Values



Social Competencies



Positive Identity

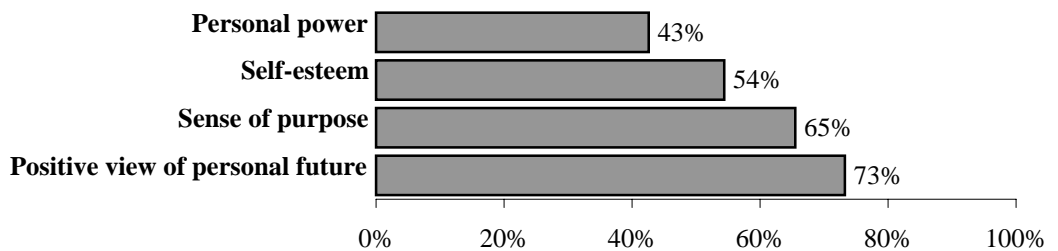


Figure 7: Percent of Youth Reporting Each Internal Asset, by Gender and Grade

Internal Asset	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
Commitment to Learning										
21. Achievement motivation	67	61	74	72		63		68		
22. School engagement	55	46	64	61		48		57		
23. Homework	39	32	45	34		35		47		
24. Bonding to school	59	56	61	67		54		55		
25. Reading for pleasure	21	15	28	22		21		21		
Positive Values										
26. Caring	49	40	59	54		46		48		
27. Equality and social justice	52	41	62	58		47		50		
28. Integrity	66	59	73	62		63		73		
29. Honesty	66	60	71	70		61		68		
30. Responsibility	64	59	69	65		58		70		
31. Restraint	45	40	50	72		40		21		
Social Competencies										
32. Planning and decision-making	30	28	32	33		26		32		
33. Interpersonal competence	46	31	61	50		43		46		
34. Cultural competence	44	36	52	48		44		39		
35. Resistance skills	43	39	48	52		41		38		
36. Peaceful conflict resolution	42	33	51	53		37		36		
Positive Identity										
37. Personal power	43	43	43	40		41		47		
38. Self-esteem	54	60	49	57		53		54		
39. Sense of purpose	65	70	61	65		63		68		
40. Positive view of personal future	73	73	74	73		74		72		

Figure 8: Percent of Youth Reporting Each of 5 Deficits, by Gender and Grade

Deficit	Definition	Total Sample	Gender		Grade						
			M	F	6	7	8	9	10	11	12
Alone at Home	Two hours or more per school day	40	38	42		30		45		45	
TV Overexposure	Watches TV or videos three or more hours per school day	31	35	27		31		32		30	
Physical Abuse	Reports one or more incidents, "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?"	31	31	31		31		32		29	
Victim of Violence	Reports one or more incidents, "how many times in the last 2 years have you been the victim of physical violence where someone caused you physical pain or injury?"	29	33	25		27		31		28	
Drinking Parties	Reports attending one or more parties in the last year "where other kids your age were drinking."	34	34	34		10		37		57	

III: Portrait of Risk-Taking Behaviors and Thriving Indicators

There is growing concern in the United States about the increase in negative and potentially life-threatening behaviors among our young people as well as a decrease in positive, health-promoting behaviors. This section presents information about your youth's involvement in each of 24 risk-taking behaviors. Also measured is the extent to which your youth report each of eight thriving indicators, which are commonly valued and accepted as important elements of healthy development.

Perhaps more important than your youth's involvement in individual acts of risk-taking are *patterns of high-risk behavior*—repeated involvement in behaviors that compromise a young person's well-being. For example, 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 once a week) is engaging in a high-risk pattern of behavior and is even more likely to experience negative consequences related to the behavior.

Figure Descriptions

Figure 9: The percentage of your surveyed youth reporting each of nine risk-taking behaviors related specifically to alcohol, tobacco, and/or other drug use. The figure presents the risk-taking behaviors and how these behaviors are defined within the survey. Percentages are also reported for each behavior by gender and by grade.

Questions to consider: What percentage of your youth are reporting these substance-related risk-taking behaviors? Are there differences between males and females, or across grade levels? How do these differences relate to the differences in the assets or the deficits you have already detected?

Figure 10: The percentage of your surveyed youth reporting each of 15 other risk-taking behaviors, such as anti-social behavior and gambling. The figure presents the risk-taking behaviors and how these behaviors are defined within the survey. Percentages are also reported for each behavior by gender and by grade.

Questions to consider: What percentages of your youth are reporting these risk-taking behaviors? Are there differences between males and females, or across grade levels? How do these differences relate to the differences in the assets or the deficits you have already detected?

Figure 11: The percentage of your surveyed youth reporting problematic levels of 10 high-risk behavior patterns. The figure presents the high-risk behavior patterns and how these patterns are defined within the survey. Essentially, the high-risk behavior patterns represent higher incidence levels

of the previously reported 24 risk behaviors; and, in many cases, combinations of related risk behaviors are used to define a pattern. Percentages are also reported for each pattern by gender and by grade.

Questions to consider: What percentage of your youth are reporting these high-risk behavior patterns? Are there differences between males and females, or across grade levels? How do these differences relate to the differences in the assets or the deficits you have already detected?

Figure 12: The percentage of your surveyed youth reporting each of eight thriving indicators, ranging from affirmation of diversity to school success. The figure presents the thriving indicators and how they are defined within the survey. Percentages are also reported for each thriving indicator by gender and by grade.

Questions to consider: What percentage of your youth report these thriving indicators? Are there differences between males and females, or across grade levels? How do these differences in thriving relate to the differences in the assets, deficits, or risk-taking behaviors that you have already detected?

Figure 9: Percent of Youth Reporting Each of 9 Substance Use Related Risk-Taking Behaviors, by Gender and Grade

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	24	24	24	7		26			40	
	Got drunk once or more in the last two weeks	15	17	13	5		16			26	
Tobacco	Smoked cigarettes once or more in the last 30 days	12	14	10	4		12			21	
	Used smokeless tobacco once or more in the last 12 months	5	8	1	1		5			8	
Inhalants	Sniffed or inhaled substances to get high once or more in the last 12 months	6	6	7	8		6			4	
Marijuana	Used marijuana once or more in the last 12 months	17	19	15	3		18			31	
Other Drug Use	Used other illicit drugs once or more in the last 12 months*	5	5	4	3		5			6	
Driving and Alcohol	Drove after drinking once or more in the last 12 months	4	5	4	1		4			9	
	Rode (once or more in the last 12 months) with a driver who had been drinking	25	24	26	20		28			27	

* Includes cocaine, LSD, PCP or angel dust, heroin, and amphetamines

Figure 10: Percent of Youth Reporting Each of 15 Other Risk-Taking Behaviors, by Gender and Grade

Risk-Taking Behavior		Total Sample	Gender		Grade						
Category	Definition		M	F	6	7	8	9	10	11	12
Sexual Intercourse	Has had sexual intercourse one or more times	27	31	23		7		28		49	
Anti-Social Behavior	Shoplifted once or more in the last 12 months	19	23	16		12		23		23	
	Committed vandalism once or more in the last 12 months	16	23	9		12		19		17	
	Got into trouble with police once or more in the last 12 months	25	30	19		17		31		25	
Violence	Hit someone once or more in the last 12 months	35	44	26		34		40		30	
	Physically hurt someone once or more in the last 12 months	16	23	8		14		18		15	
	Used a weapon to get something from a person once or more in the last 12 months	3	5	2		2		4		3	
	Been in a group fight once or more in the last 12 months	17	22	13		18		19		15	
	Carried a weapon for protection once or more in the last 12 months	14	23	6		10		17		15	
	Threatened physical harm to someone once or more in the last 12 months	33	37	28		25		36		37	
School Truancy	Skipped school once or more in the last four weeks	21	23	20		17		23		25	
Gambling	Gambled once or more in the last 12 months	29	40	16		23		31		32	
Eating Disorder	Has engaged in bulimic or anorexic behavior	13	10	16		11		15		14	
Depression	Felt sad or depressed most or all of the time in the last month	13	9	17		10		15		13	
Attempted Suicide	Has attempted suicide one or more times	11	7	15		9		12		12	

Figure 11: Percent of Youth Reporting Each of 10 High-Risk Behavior Patterns, by Gender and Grade

High-Risk Behavior Pattern		Total Sample	Gender		Grade						
Category	Definition		M	F	6	7	8	9	10	11	12
Alcohol	Has used alcohol three or more times in the last 30 days or got drunk once or more in the last two weeks	17	18	15		5		17		30	
Tobacco	Smokes one or more cigarettes every day or uses chewing tobacco frequently	7	9	4		1		7		12	
Illicit Drugs	Used illicit drugs three or more times in the last 12 months*	13	15	10		3		13		23	
Sexual Intercourse	Has had sexual intercourse three or more times in lifetime	18	19	16		2		16		37	
Depression/ Suicide	Is frequently depressed and/or has attempted suicide	19	13	25		15		21		20	
Anti-Social Behavior	Has been involved in three or more incidents of shoplifting, trouble with police, or vandalism in the last 12 months	16	22	11		10		20		20	
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	30	40	21		26		33		32	
School Problems	Has skipped school two or more days in the last four weeks and/or has below a C average	17	20	13		14		18		17	
Driving and Alcohol	Has driven after drinking or ridden with a drinking driver three or more times in the last 12 months	10	10	9		7		10		13	
Gambling	Has gambled three or more times in the last 12 months	14	21	6		9		15		17	

* Includes cocaine, LSD, PCP or angel dust, heroin, marijuana, and amphetamines

Figure 12: Percent of Youth Reporting Each of 8 Thriving Indicators, by Gender and Grade

Thriving Indicator	Definition	Total Sample	Gender		Grade						
			M	F	6	7	8	9	10	11	12
Succeeds in School	Gets mostly As on report card	28	26	31	32			26			28
Helps Others	Helps friends or neighbors one or more hours per week	82	78	86	84			82			81
Values Diversity	Places high importance on getting to know people of other racial/ethnic groups	59	52	67	58			61			58
Maintains Good Health	Pays attention to healthy nutrition and exercise	59	59	59	66			57			55
Exhibits Leadership	Has been a leader of a group or organization in the last 12 months	66	66	67	68			62			69
Resists Danger	Avoids doing things that are dangerous	23	17	30	33			17			20
Delays Gratification	Saves money for something special rather than spending it all right away	45	48	43	50			42			45
Overcomes Adversity	Does not give up when things get difficult	71	74	69	71			70			73

IV: The Power of Developmental Assets

Fortunately, the choices young people make about how to act, what to do, and who to be are not made simply by chance. Their decisions are made based on a web of external and internal influences, including the Developmental Assets. The figures in this section reflect how the assets they experience influence the choices they make regarding the risk-taking behaviors and thriving indicators described in section III.

Search Institute's studies have consistently shown that young people who experience more of the assets engage in fewer risk-taking behaviors, and are more likely to report indicators of thriving. In other words, the more assets a young person experiences, the more likely he or she will choose a healthy lifestyle. This has been shown to be true regardless of age, race, gender, or region of the country. It is likely that the data about your youth will follow this same pattern.

Figure Descriptions

Figure 13: Average number of risk-taking behaviors by asset levels. This bar graph illustrates the powerful effect of assets on risk-taking behaviors among your youth. Your youth were first categorized by the total number of assets each reported (0-10, 11-20, 21-30, 31-40), and then the average number of the 24 risk-taking behaviors was calculated. Likely your data reflect a higher average number of risk-taking behaviors among those students with lower levels of assets.

Questions to consider: Do assets make a difference for your youth? Do your youth follow the normative pattern of decreasing levels of risk-taking behaviors with higher levels of assets?

Figure 14: The protective consequences of Developmental Assets—the percentage of your surveyed youth reporting each of nine risk-taking behaviors related specifically to alcohol, tobacco, and other drug use. These findings are based on the total sample, reported by asset level. This figure, similar to Figure 9, presents the risk-taking behaviors and how these behaviors are defined within the survey. In addition, percentages are reported for each behavior by the four levels of assets (0-10, 11-20, 21-30, 31-40 assets). Typically there has been strong and consistent evidence that youth reporting more assets also report fewer risk-taking behaviors.

Questions to consider: What is the general pattern of risk-taking behaviors as you move across asset levels? Is the pattern consistent with what Search Institute has seen in its studies?

Figure 15: The protective consequences of Developmental Assets—the percentage of your surveyed youth reporting each of 15 risk-taking behaviors related to potentially harmful actions. The figure, similar to Figure 10, presents the risk-taking behaviors and how these behaviors are defined within the survey, together with the total sample percentage for each. In addition, percentages for each

behavior are reported by asset level (0-10, 11-20, 21-30, and 31-40 assets). Typically there has been strong and consistent evidence that youth reporting more assets also report fewer of these risk-taking behaviors.

Questions to consider: What is the general pattern of risk-taking behaviors as you move across asset levels? Is the pattern consistent with what has been found in Search Institute's studies, or with what you would expect?

Figure 16: The protective consequences of Developmental Assets—the percentage of your surveyed youth reporting each of 10 high-risk behavior patterns. The findings are reported for the total sample and by asset level. The figure, similar to Figure 11, presents the high-risk behaviors and how they are defined within the survey, together with the total sample percentage reporting each pattern. In addition, percentages are reported by asset level (0-10, 11-20, 21-30, 31-40 assets). Historically there has been strong and consistent evidence that youth reporting more assets also report fewer high-risk behaviors.

Questions to consider: What is the general pattern of high-risk behaviors as you move across asset levels? Is the pattern consistent with what has been found in Search Institute's studies or with what you would expect?

Figure 17: Average number of eight thriving indicators by asset level. Just as assets protect, they also promote. As this bar graph shows, youth with more assets generally report higher average levels on the eight thriving indicators.

Questions to consider: Do assets make a difference for your youth? Do your youth follow the normative pattern of increasing levels of thriving indicators with higher levels of assets?

Figure 18: The positive consequences of Developmental Assets—the percentage of your surveyed youth reporting each of eight thriving indicators. These findings are reported for the total sample and by asset level. The figure, similar to Figure 12, presents the thriving indicators and how they are defined within the survey, together with the overall percentage of the total sample reporting each. In addition, percentages are reported by asset level (0-10, 11-20, 21-30, 31-40 assets). Strong and consistent evidence indicates that youth who report more assets also report more thriving indicators.

Questions to consider: What is the pattern of thriving indicators as you move across asset levels? Is the pattern consistent with what has been found in Search Institute's studies or with what you would expect?

Figure 13: Average Number of 24 Risk-Taking Behaviors, by Asset Level

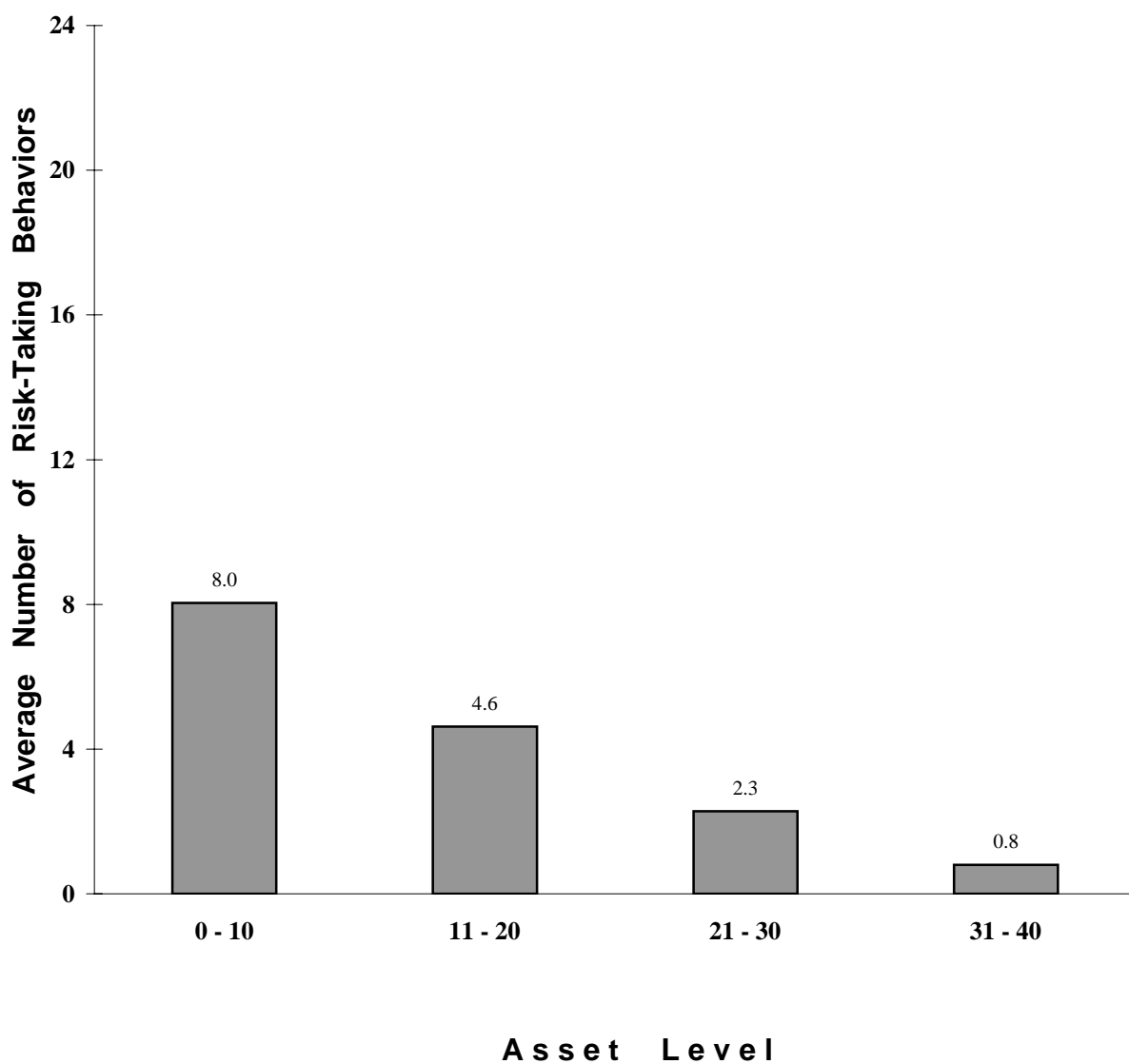


Figure 14: Percent of Youth Reporting Each of 9 Substance Use Related Risk-Taking Behaviors, by Asset Level

Risk-Taking Behavior		Total	Number of Assets			
Category	Definition	Sample	0-10	11-20	21-30	31-40
Alcohol	Used alcohol once or more in the last 30 days	24	44	31	15	4
	Got drunk once or more in the last two weeks	15	36	18	7	3
Tobacco	Smoked cigarettes once or more in the last 30 days	12	32	14	4	1
	Used smokeless tobacco once or more in the last 12 months	5	11	6	1	0
Inhalants	Sniffed or inhaled substances to get high once or more in the last 12 months	6	18	7	2	0
Marijuana	Used marijuana once or more in the last 12 months	17	38	21	8	3
Other Drug Use	Used other illicit drugs once or more in the last 12 months†	5	18	4	1	0
Driving and Alcohol	Drove after drinking once or more in the last 12 months	4	14	4	2	0
	Rode (once or more in the last 12 months) with a driver who had been drinking	25	47	29	16	6

† Includes cocaine, LSD, PCP or angel dust, heroin, and amphetamines

Figure 15: Percent of Youth Reporting Each of 15 Other Risk-Taking Behaviors, by Asset Level

Risk-Taking Behavior		Total Sample	Number of Assets			
Category	Definition		0-10	11-20	21-30	31-40
Sexual Intercourse	Has had sexual intercourse one or more times	27	49	32	18	6
Anti-Social Behavior	Shoplifted once or more in the last 12 months	19	39	22	10	2
	Committed vandalism once or more in the last 12 months	16	40	18	6	1
	Got into trouble with police once or more in the last 12 months	25	48	29	14	4
Violence	Hit someone once or more in the last 12 months	35	60	40	23	10
	Physically hurt someone once or more in the last 12 months	16	35	17	8	4
	Used a weapon to get something from a person once or more in the last 12 months	3	13	2	1	1
	Been in a group fight once or more in the last 12 months	17	35	20	10	2
	Carried a weapon for protection once or more in the last 12 months	14	33	15	7	2
	Threatened physical harm to someone once or more in the last 12 months	33	60	38	20	4
School Truancy	Skipped school once or more in the last four weeks	21	39	23	15	5
Gambling	Gambled once or more in the last 12 months	29	39	34	21	11
Eating Disorder	Has engaged in bulimic or anorexic behavior	13	21	16	9	5
Depression	Felt sad or depressed most or all of the time in the last month	13	26	15	7	2
Attempted Suicide	Has attempted suicide one or more times	11	25	12	5	3

Figure 16: Percent of Youth Reporting Each of 10 High-Risk Behavior Patterns, by Asset Level

High-Risk Behavior Pattern		Total Sample	Number of Assets			
Category	Definition		0-10	11-20	21-30	31-40
Alcohol	Has used alcohol three or more times in the last 30 days or got drunk once or more in the last two weeks	17	37	20	8	4
Tobacco	Smokes one or more cigarettes every day or uses chewing tobacco frequently	7	21	8	2	0
Illicit Drugs	Used illicit drugs three or more times in the last 12 months†	13	34	14	5	1
Sexual Intercourse	Has had sexual intercourse three or more times in lifetime	18	32	22	11	5
Depression/ Suicide	Is frequently depressed and/or has attempted suicide	19	36	23	10	4
Anti-Social Behavior	Has been involved in three or more incidents of shoplifting, trouble with police, or vandalism in the last 12 months	16	40	19	6	1
Violence	Has engaged in three or more acts of fighting, hitting, injuring a person, carrying or using a weapon, or threatening physical harm in the last 12 months	30	60	35	16	8
School Problems	Has skipped school two or more days in the last four weeks and/or has below a C average	17	33	18	9	3
Driving and Alcohol	Has driven after drinking or ridden with a drinking driver three or more times in the last 12 months	10	25	10	5	1
Gambling	Has gambled three or more times in the last 12 months	14	22	17	9	2

† Includes cocaine, LSD, PCP or angel dust, heroin, marijuana, and amphetamines

Figure 17: Average Number of 8 Thriving Indicators, by Asset Level

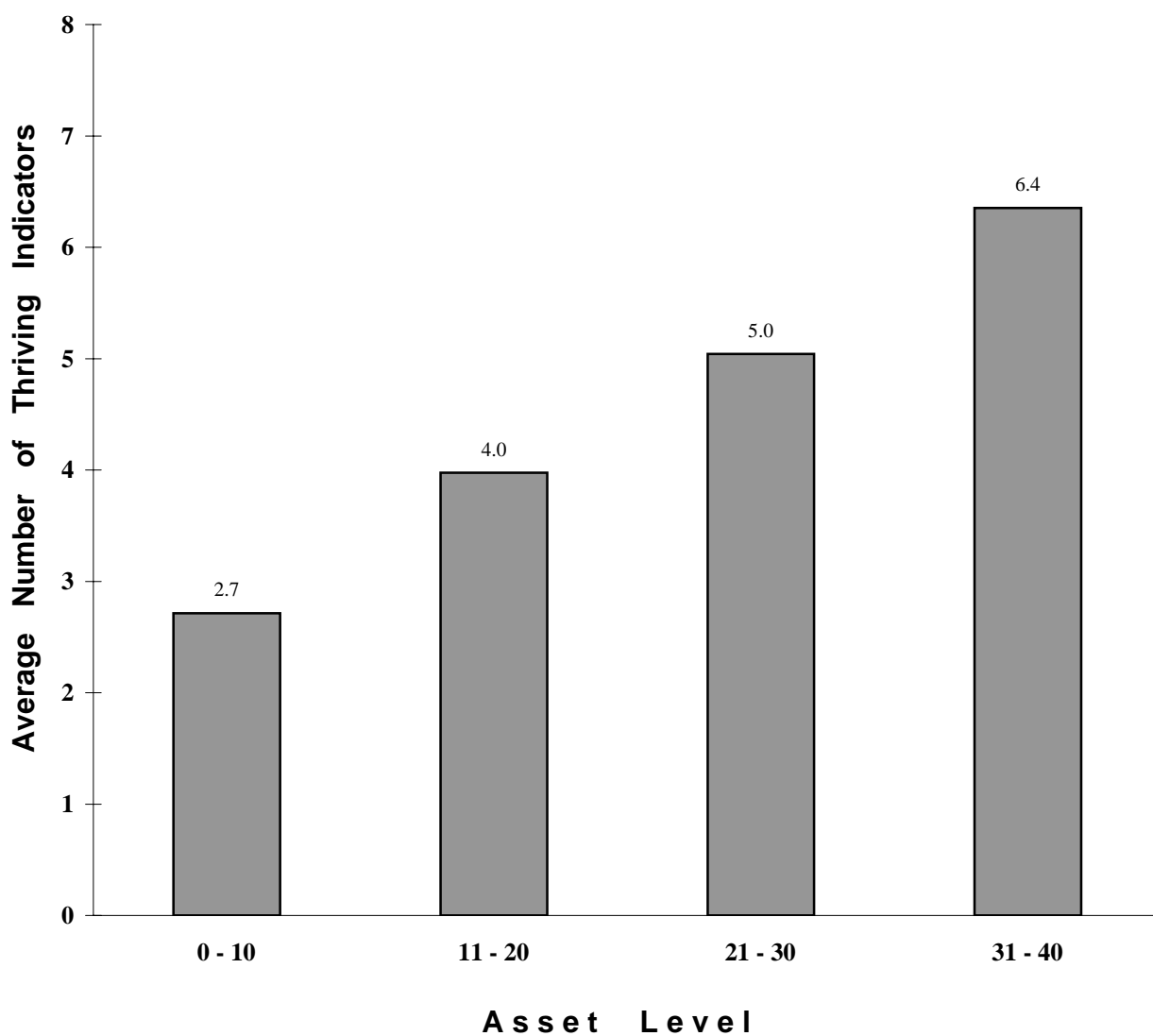


Figure 18: Percent of Youth Reporting Each of 8 Thriving Indicators, by Asset Level

Thriving Indicator	Definition	Total Sample	Number of Assets			
			0-10	11-20	21-30	31-40
Succeeds in School	Gets mostly As on report card	28	11	22	39	56
Helps Others	Helps friends or neighbors one or more hours per week	82	60	81	90	97
Values Diversity	Places high importance on getting to know people of other racial/ethnic groups	59	32	53	70	88
Maintains Good Health	Pays attention to healthy nutrition and exercise	59	29	52	73	93
Exhibits Leadership	Has been a leader of a group or organization in the last 12 months	66	44	63	74	87
Resists Danger	Avoids doing things that are dangerous	23	7	17	28	57
Delays Gratification	Saves money for something special rather than spending it all right away	45	29	38	53	69
Overcomes Adversity	Does not give up when things get difficult	71	59	69	78	90

V. From Awareness to Action

The Challenge

In all communities across the country, Developmental Assets are too fragile. Ideally, a community should strive to ensure that all youth experience 31 or more of the 40 Developmental Assets. In your community, 10 percent of students surveyed report 31 or more of the assets (see Figure 19). Had your study included youth who have dropped out of school, the picture of assets would likely be even more somber.

This portrait of Developmental Assets likely mirrors the pattern found in communities across the nation. Regardless of town size or geography, youth typically:

- receive too little support through sustained and positive intergenerational relationships;
- lack opportunities for leadership and involvement;
- disengage from youth-serving programs in the community;
- experience inconsistent or unarticulated boundaries;
- feel disconnected from their community; and
- miss the formation of social competencies and positive values.

As long as this pattern continues, we will see too many young people who are susceptible to risk taking and negative pressure, drawn to less desirable sources of belonging, and ill-equipped to become the next generation of parents, workers, leaders, and citizens. Why are we in this situation? A number of social forces could be at work, including:

- high levels of parental absence in the lives of children;
- adult silence about boundaries and values;
- the fragmentation of many socializing systems;
- age segregation and the general disengagement of the public from building meaningful connections with youth;
- the isolation of people of all ages within neighborhoods;
- over-exposure to the mass media;
- barriers to healthy development such as poverty, lack of access to programs and services, and families ill-equipped to care for their children;
- fear of involvement by adults and a sense that youth are the responsibility of "someone else"; and
- the too-common occurrence of schools, religious institutions, and other youth-serving organizations not adequately equipped to be places of support, caring, and positive challenge.

This combination of factors suggests, among other things, that we are losing our capacity to be communities in which caring, connectedness, and a shared sense of purpose are common-place and a commitment to children dominates public and private life.

Promoting Developmental Assets

Assets are cumulative or additive—the more, the better. Search Institute's research has consistently shown that the more assets young people have, the less likely they are to be involved in risk-taking behaviors. And, multiple forms of thriving, such as school success, increase as assets increase. Given the power of the Developmental Assets and their current state of disrepair, a commitment to asset building should become a top priority. While many well-intentioned youth development efforts focus on the consequences of asset depletion, unless we place major energy into rebuilding the asset foundation for youth, the problems we now see will persist—and likely increase.

How do we begin the work of strengthening the Developmental Assets for all young people? Through its work with communities across the country, Search Institute has identified six principles to help guide the process.²

1. **All young people need assets:** While it is crucial to pay special attention to those who have the least (economically or emotionally), **all** children and adolescents will benefit from having more assets than they now have.

2. **Everyone can build assets:** Asset development requires positive messages across a community. All adults, youth, and children play a role.

3. **It's an ongoing process:** Asset development starts when a child is born and continues through high school and beyond.

4. **Relationships are key:** A central key to asset development is strong relationships between adults and young people, young people and their peers, and teenagers and children.

5. **Consistent messages:** Asset building requires consistent, positive messages about what is important.

6. **Redundancy:** Young people need to hear the same positive messages and feel support over and over again, from many different people.

Asset-building communities mobilize people, organizations, institutions, and systems to take action around a shared understanding of positive development. Figure 20 lists 35 characteristics of asset-building communities. Ultimately, rebuilding and strengthening the developmental infrastructure in a community is not a program run by professionals. It is a movement that creates a community-wide sense of common purpose, places residents and their leaders on the same team moving in the same direction, and creates a culture in which all residents are expected, by virtue of their membership in the community, to promote the positive development of youth.

² Adapted from *Uniting Communities for Youth: Mobilizing All Sectors to Create a Positive Future* by Dr. Peter L. Benson, Search Institute, 1995.

Taking Action

There is no single model for how a community-wide, asset-building initiative is launched and sustained. However, certain dynamics appear essential. The movement requires a team of people—representing all socializing systems and voices in the community (including youth)—to gather information, plan, and take the lead in mobilizing the community’s asset-building capacity. We recommend these general strategies for getting started:

- **Establish long-term goals and perspective**—Use the information in this report to begin developing a shared community-wide vision of increasing the asset base for all children and adolescents. Strive to increase the average number of assets to 31 or more. Reaching this target cannot be rushed or done with a single new idea or program. It will take a long-term commitment, multiple and coordinated changes, and a passion for the vision that will sustain the efforts.

- **Mobilize the public**—A priority should be communicating the Developmental Assets and their power to all residents of your community—including children and youth—on multiple occasions, using a variety of media.

- **Think intergenerationally**—In all communities, we have become too comfortable with disconnected generations. Opportunities to connect old and young, adults and youth, teenagers and children should be acknowledged and celebrated for their asset-building power.

- **Expand the reach of family education**—Families are a key source of Developmental Assets. All parents and guardians need multiple opportunities to learn about, remember, and build Developmental Assets. Agencies, schools, community education, religious institutions, the media, public health, and other community-based organizations should work together to provide these opportunities, with particular emphasis on promoting responsible fathering.

- **Support and expand current asset-building efforts**—Though they may not use the same vocabulary, many people, places, and programs already build assets. They are found throughout communities in neighborhoods, schools, parks and recreation programs, religious institutions, and youth organizations. Recognizing, publicizing, and supporting these efforts, helps to 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 become more intentional about asset building. Opportunities for training, technical assistance, and networking should be made available in these settings.

- **Empower youth to contribute**—Many youth feel devalued by adults. And most report that their community does not provide useful roles for young people. It should become normative in all settings where youth are involved to seek their input and advice, to make decisions with them, and to treat them as responsible, competent allies in all asset-building efforts.

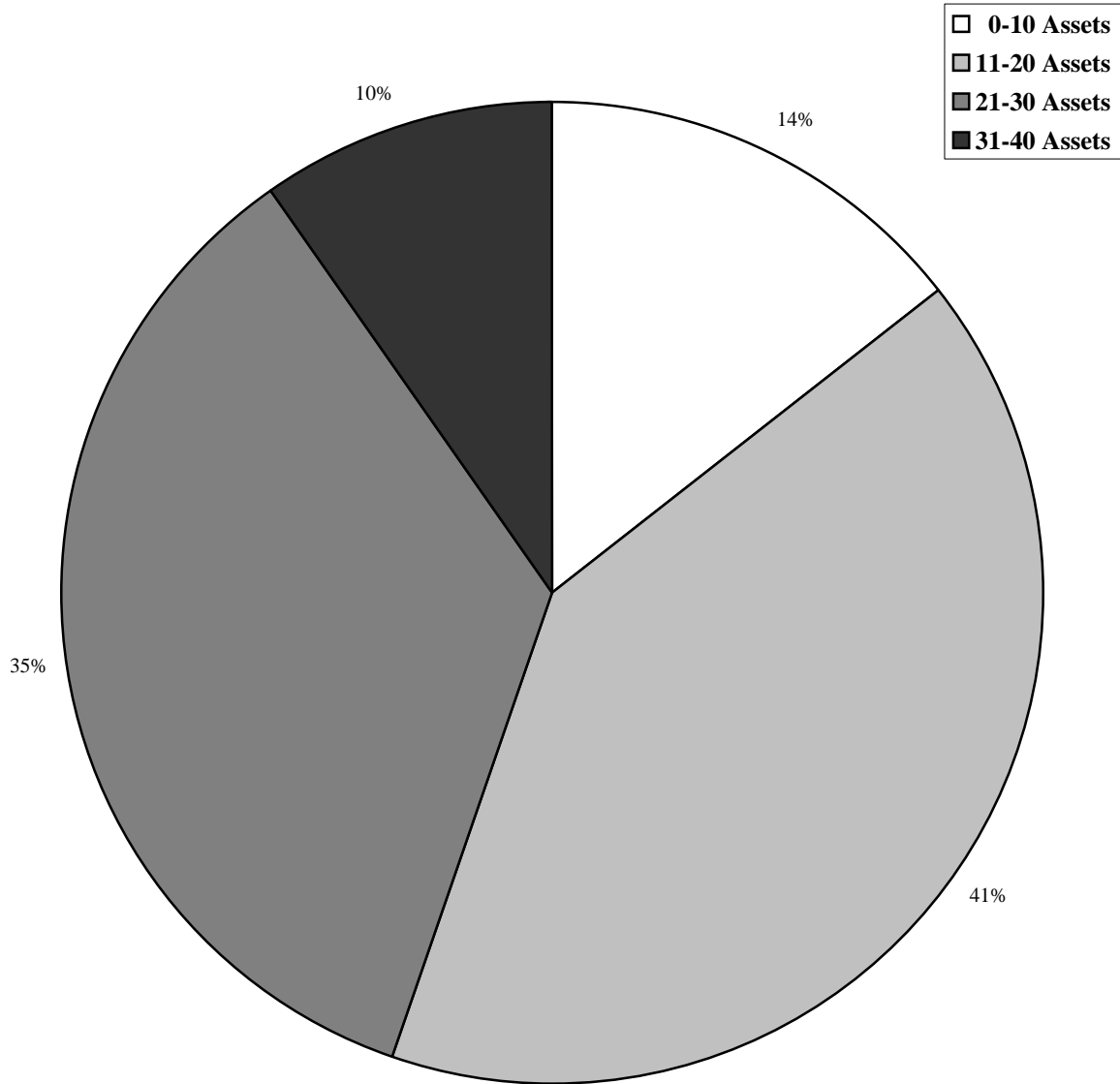
- **Elevate the importance of service**—It ought to become the norm for children and youth to engage in acts of caring and compassion for others and for the common good through youth organizations, families, neighborhoods, schools, and religious institutions. Service to others both solidifies caring values and provides opportunities for building the assets of social competencies, empowerment, and positive identity. When combined with intentional reflection, it becomes a powerful tool for shaping learning, positive values, and competencies. A goal is to ensure that all youth engage in acts of service many times a year from ages 5-20.

- **Provide places to grow**—Too many youth are disengaged from the kinds of teams, clubs, organizations, and programs that provide safe and active places to develop asset strength. All citizens and their leaders need to rally around the expansion of opportunities, and parents and all adults must encourage and reward involvement.

- **Advocate for quality opportunities for young people**—Young people are the responsibility not just of families but of the whole community. It is the responsibility of all citizens—whether they have children or not—to demand, support, and allocate necessary resources for the highest quality schools, pre- and after-school care, and other youth programs. In addition, individuals should be challenged to contribute their time and talent as volunteers in youth programs. Employers should be encouraged to provide incentives for volunteer activity on behalf of children and youth.

- **Begin public dialogue**—It is a formidable task to build public consensus on a common core of shared values and boundaries. Nevertheless, a way must be found to pursue this essential dialogue. While cultural, religious, and political diversity adds richness to these discussions, there is also a shared set of values and boundaries—unknown at this point to all of us—which every community and its people can articulate and uphold. Beginning this process in neighborhoods and apartment buildings, in congregations and community centers, and in other grassroots settings not only leads to broader understanding in the community as a whole, but it also begins to create relationships and connections at the personal level.

Figure 19: The Challenge



Note. Percentages may not total to 100% due to rounding.

Figure 20: 35 Characteristics of Asset-Building Communities

1. A vision rooted in Developmental Assets is communicated several times a year to all residents.
2. All residents understand their personal capacity to promote Developmental Assets.
3. Most residents take personal responsibility.
4. Most residents take action.
5. New residents are quickly socialized to the community vision.
6. Children and teenagers know the Developmental Assets.
7. Most youth take action to promote assets for themselves and for their peers.
8. The community thinks and acts intergenerationally. Most adults establish sustained relationships with children and adolescents and most adolescents establish sustained relationships with younger children.
9. Youth have many opportunities to lead, make decisions, and give input; youth are provided useful roles in community life. Youth then are actors in the reclaiming of community rather than just objects of programs.
10. All children and teenagers frequently engage in service to others. Much of this "work" is done with adults, and a premium is placed on learning from these experiences (i.e., service-learning).
11. A common core of values is named.
12. Adults model and articulate their values.
13. A common core of boundaries is named.
14. Adults model and articulate these boundaries.
15. Families are supported, taught, and equipped to elevate asset building to top priority.
16. Community programs assist adults – particularly parents – to personally reclaim Developmental Assets.
17. Neighbors and community residents build caring relationships with youth and express this caring through dialogue, listening, commending positive behavior, acknowledging their presence, enjoying their company, and involving them in decision-making. They know neighborhood children and adolescents by name and take time to get to know them.
18. Businesses that employ teenagers address the assets of support, boundaries, values, and social competencies. Employers also develop family-friendly policies and provide mechanisms for employees to build relationships with youth.
19. Religious institutions mobilize their capacity for intergenerational relationships, educating and supporting parents, constructive use of time, values development, and service to the community. They focus on both their own members and the larger community.
20. Schools – both elementary and secondary – place priority on becoming caring environments for all students, providing a challenging and engaging curriculum for all students, providing opportunities for nurturing values deemed crucial by the community, expanding and strengthening co-curricular activities, and using their connections with parents to reinforce the importance of family attention to assets.

Figure 20: 35 Characteristics of Asset-Building Communities (Cont'd)

21. Youth organizations and other service providers train leaders and volunteers in asset-building strategies and provide meaningful opportunities for youth to serve their communities and build citizenship and leadership skills.
22. Local government – through policy, influence, training, and resource allocation – moves asset development and community-wide cooperation to top priorities for planning, policies, and funding allocations within the municipality.
23. The community invests in expanding and strengthening its systems of youth clubs, teams, and organizations
24. Virtually all 7- to 18-year-olds are involved in one or more clubs, teams, or other youth-serving organizations that view building assets as central to their mission.
25. All professionals (e.g., day-care providers, teachers, social workers, religious youth workers) and volunteers (e.g., coaches, mentors) who work with youth receive training in asset building.
26. The media (print, radio, television, internet) repeatedly communicate the community's vision, support local mobilization efforts, and provide forums for sharing innovative actions taken by individuals and organizations.
27. The community prizes cultural strengths and traditions. Particularly for youth of color, this heritage includes the concept of elders, the primacy of intergenerational relationships, respect for figures of authority, the value of caring for others, and a wisdom about what matters. Being in touch with and affirming these strengths represent an important dimension of cultural competence, in addition to knowledge and contact with cultures beyond one's own.
28. Teenagers have safe places "to hang."
29. Families have safe places on weekends and during evenings to receive short-term child care.
30. All children receive frequent expressions of support in both informal public settings and in places where youth gather.
31. The community celebrates the individuals and systems which take innovative action. Youth professionals and volunteers have high status in the life of the community.
32. The community-wide commitment to asset building is long-term and inclusive.
33. The community pays particular attention to helping girls develop assertiveness skills, a sense of personal control and mastery, and healthy self-concept.
34. The community pays particular attention to helping boys develop and express compassion and caring.
35. Current programs which intentionally build assets, such as peer helping, mentoring, and service-learning, are elevated to top priority and expanded to reach a larger number of youth.

Appendices

There are four appendices included in this report.

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- Appendix A** A list of all survey items with response option percentages by total sample, by gender, and by grade level
- Appendix B** Item mapping to assets, deficits, risk-taking behaviors, high-risk behavior patterns, and thriving indicators
- Appendix C** A bibliography of the theory and research undergirding Search Institute's framework of Developmental Assets
- Appendix D** Search Institute asset-promoting print and video resources

Appendix A

All Survey Items by Gender and Grade

	Percent								
	Total Sample	Gender		Grade					
		M	F	6	7	8	9	10	11
1. Age									
11 or younger	0	1	0	1		0	0		
12	24	23	26	75		0	0		
13	8	9	6	22		1	0		
14	29	27	30	1		74	0		
15	9	11	8	0		24	1		
16	23	22	24	0		1	77		
17	6	7	5	0		0	21		
18	0	0	0	0		0	1		
19 or older	0	0	0	0		0	0		
2. Grade in school									
5th	0	0	0	0		0	0		
6th	0	0	0	0		0	0		
7th	33	32	33	100		0	0		
8th	0	0	0	0		0	0		
9th	38	38	38	0		100	0		
10th	0	0	0	0		0	0		
11th	29	29	29	0		0	100		
12th	0	0	0	0		0	0		
3. Gender									
Male	51	100	0	50		51	51		
Female	49	0	100	50		49	49		
4. Race / ethnicity									
American Indian	3	4	2	5		3	1		
Asian or Pacific Islander	1	1	1	1		1	2		
Black or African American	5	6	5	6		5	5		
Hispanic	2	2	1	2		2	2		
White	78	79	78	73		78	85		
Multi-racial	10	8	12	13		11	6		
5. Which best describes your family?									
I live with two parents	64	65	63	63		63	68		
I live in a one-parent family with my mother	17	16	18	15		18	18		
I live in a one-parent family with my father	4	4	4	3		4	4		
Sometimes I live with my mother and sometimes with my father	15	15	15	19		15	10		
How important is this to you in your life?									
6. Helping other people									
Not important	2	4	1	1		2	3		
Somewhat important	14	17	11	13		15	14		
Not sure	12	15	8	14		13	7		
Quite important	51	50	53	50		49	55		
Extremely important	21	16	27	22		20	21		
7. Helping to reduce hunger and poverty in the world									
Not important	6	10	2	4		7	8		
Somewhat important	16	18	13	12		18	17		
Not sure	25	28	22	24		27	25		
Quite important	29	26	33	28		31	30		
Extremely important	24	18	30	32		18	20		
8. Helping to make the world a better place in which to live									
Not important	4	6	1	2		4	5		
Somewhat important	11	13	9	8		13	12		
Not sure	16	18	14	14		17	17		
Quite important	35	33	37	30		36	38		
Extremely important	35	30	39	45		30	28		

All Survey Items by Gender and Grade (Cont'd)	Percent								
	Total Sample	Gender		Grade					
		M	F	6	7	8	9	10	11
How important is this to you in your life?									
9. Being religious or spiritual									
Not important	23	27	19	15		26		29	
Somewhat important	20	20	21	19		21		22	
Not sure	21	19	22	27		19		16	
Quite important	21	20	22	23		21		19	
Extremely important	15	14	16	17		14		14	
10. Helping to make sure that all people are treated fairly									
Not important	4	7	2	3		6		4	
Somewhat important	12	14	10	10		13		13	
Not sure	13	15	10	13		13		11	
Quite important	43	42	44	43		41		46	
Extremely important	28	22	34	31		27		26	
11. Getting to know people who are of a different race than I am									
Not important	6	9	3	4		7		8	
Somewhat important	13	14	11	13		12		13	
Not sure	22	25	19	25		20		21	
Quite important	38	35	40	35		38		40	
Extremely important	22	17	27	23		23		18	
12. Speaking up for equality (everyone should have the same rights and opportunities)									
Not important	4	7	2	4		5		3	
Somewhat important	11	14	8	9		11		13	
Not sure	15	17	13	16		14		15	
Quite important	31	30	31	29		32		31	
Extremely important	39	32	47	43		38		37	
13. Giving time or money to make life better for other people									
Not important	7	11	4	5		8		8	
Somewhat important	17	19	15	14		19		18	
Not sure	23	26	20	23		23		23	
Quite important	36	32	40	39		35		34	
Extremely important	17	12	22	19		14		17	
14. Doing what I believe is right even if my friends make fun of me									
Not important	4	6	2	4		5		3	
Somewhat important	10	12	8	10		9		10	
Not sure	13	16	10	14		15		10	
Quite important	36	36	35	32		36		40	
Extremely important	37	31	45	42		35		37	
15. Standing up for what I believe, even when it's unpopular to do so									
Not important	4	6	2	4		5		2	
Somewhat important	9	10	7	9		10		8	
Not sure	16	17	15	21		17		10	
Quite important	33	32	34	29		33		37	
Extremely important	38	35	42	37		35		44	
16. Telling the truth, even when it's not easy									
Not important	5	8	3	4		6		6	
Somewhat important	12	13	11	10		14		11	
Not sure	17	19	15	16		19		15	
Quite important	37	37	38	37		37		38	
Extremely important	28	24	33	32		25		29	

All Survey Items by Gender and Grade (Cont'd)	Percent								
	Total Sample	Gender		Grade					
		M	F	6	7	8	9	10	11
How important is this to you in your life?									
17. Accepting responsibility for my actions when I make a mistake or get in trouble									
Not important	4	7	2	3		5		4	
Somewhat important	10	11	9	10		12		8	
Not sure	14	15	13	14		16		12	
Quite important	40	40	40	38		41		41	
Extremely important	31	27	36	34		27		35	
18. Doing my best even when I have to do a job I don't like									
Not important	4	6	2	4		5		4	
Somewhat important	9	10	8	9		11		7	
Not sure	14	16	13	14		17		12	
Quite important	40	37	43	38		38		43	
Extremely important	33	31	34	35		29		35	
19. On an average school day, about how much time do you spend doing homework outside of school?									
None	9	13	5	5		10		12	
Half hour or less	22	25	18	22		24		18	
Between half an hour and an hour	31	30	32	39		31		23	
1 hour	19	17	22	18		20		20	
2 hours	14	12	17	12		13		19	
3 hours or more	5	4	6	5		3		8	
20. What grades do you earn in school?									
Mostly As	28	26	31	32		26		28	
About half As and half Bs	30	27	33	36		26		28	
Mostly Bs	13	13	12	9		13		15	
About half Bs and half Cs	17	18	15	14		18		17	
Mostly Cs	5	6	3	2		6		5	
About half Cs and half Ds	5	5	4	5		5		4	
Mostly Ds	1	2	1	1		2		1	
Mostly below Ds	2	3	1	1		2		1	
How often does one of your parents . . . ?									
21. Help you with your school work									
Very often	14	14	14	22		12		6	
Often	18	19	16	21		18		14	
Sometimes	33	31	35	35		33		30	
Seldom	21	20	22	16		23		24	
Never	15	16	14	6		14		25	
22. Talk to you about what you are doing in school									
Very often	31	30	32	35		31		26	
Often	29	32	27	30		28		30	
Sometimes	23	23	22	19		23		26	
Seldom	10	9	12	9		11		10	
Never	7	6	7	7		7		6	
23. Ask you about homework									
Very often	43	45	41	47		43		38	
Often	24	25	23	24		25		24	
Sometimes	16	15	16	15		15		18	
Seldom	10	9	12	8		11		12	
Never	7	6	8	6		7		8	
24. Go to meetings or events at your school									
Very often	19	17	21	22		17		17	
Often	21	23	20	24		22		18	
Sometimes	25	24	25	28		25		22	
Seldom	18	18	17	15		17		21	
Never	17	18	16	11		19		22	

All Survey Items by Gender and Grade (Cont'd)	Percent								
	Total Sample	Gender		Grade					
		M	F	6	7	8	9	10	11
25. At school I try as hard as I can to do my best work									
Strongly agree	31	27	35	38		28		27	
Agree	47	46	47	47		46		47	
Not sure	15	17	13	11		19		15	
Disagree	6	7	4	3		6		8	
Strongly disagree	2	3	1	1		2		2	
26. My teachers really care about me									
Strongly agree	15	16	15	23		10		13	
Agree	35	34	35	34		35		35	
Not sure	35	34	37	34		36		35	
Disagree	9	9	8	5		11		11	
Strongly disagree	6	7	5	4		9		6	
27. It bothers me when I don't do something well									
Strongly agree	38	32	44	40		35		39	
Agree	36	36	36	33		38		39	
Not sure	14	17	12	16		14		12	
Disagree	8	9	6	8		8		7	
Strongly disagree	4	5	2	4		4		2	
28. I get a lot of encouragement at my school									
Strongly agree	13	10	15	20		9		9	
Agree	33	33	33	36		31		32	
Not sure	32	33	32	27		34		35	
Disagree	15	15	14	10		17		17	
Strongly disagree	8	9	6	6		10		8	
29. Teachers at school push me to be the best I can be									
Strongly agree	21	21	21	34		16		14	
Agree	36	34	38	36		36		36	
Not sure	26	26	26	19		28		31	
Disagree	12	13	11	8		14		14	
Strongly disagree	4	6	3	3		6		4	
30. My parents push me to be the best I can be									
Strongly agree	53	52	53	63		50		45	
Agree	31	31	31	22		33		38	
Not sure	10	10	10	9		10		11	
Disagree	4	4	4	4		4		5	
Strongly disagree	3	2	3	2		3		3	
31. During the last four weeks, how many days of school have you missed because you skipped or "ditched?"									
None	79	77	80	83		77		75	
1 day	10	9	10	9		10		11	
2 days	4	4	4	3		4		5	
3 days	3	4	2	3		2		3	
4 - 5 days	2	3	2	1		3		3	
6 - 10 days	1	1	2	1		2		1	
11 or more days	1	2	1	1		2		1	
How often do you . . . ?									
32. Feel bored at school									
Usually	51	56	46	41		58		53	
Sometimes	46	41	52	54		41		44	
Never	3	3	3	4		1		3	
33. Come to classes without bringing paper or something to write with									
Usually	6	9	4	5		8		6	
Sometimes	39	46	32	43		41		32	
Never	55	45	64	52		51		62	

All Survey Items by Gender and Grade (Cont'd)	Percent								
	Total Sample	Gender		Grade					
		M	F	6	7	8	9	10	11
How often do you . . . ?									
34. Come to classes without your homework finished									
Usually	12	14	9	8		13		12	
Sometimes	58	60	55	53		59		61	
Never	31	26	36	39		27		27	
35. Come to classes without your books									
Usually	7	9	6	6		8		8	
Sometimes	34	36	31	32		36		33	
Never	59	55	64	63		56		59	
36. On the whole, I like myself									
Strongly agree	38	44	33	44		37		35	
Agree	43	43	43	37		43		48	
Not sure	13	10	17	15		14		11	
Disagree	4	2	6	3		4		4	
Strongly disagree	2	1	2	1		2		2	
37. It is against my values to drink alcohol while I am a teenager									
Strongly agree	38	37	40	65		33		17	
Agree	16	18	15	15		18		16	
Not sure	17	18	17	11		21		21	
Disagree	16	13	19	4		17		28	
Strongly disagree	11	13	10	5		12		18	
38. I like to do exciting things even if they are dangerous									
Strongly agree	20	28	13	19		22		20	
Agree	30	34	25	24		32		33	
Not sure	27	21	32	25		28		27	
Disagree	14	11	18	17		11		15	
Strongly disagree	9	6	12	16		6		5	
39. At times, I think I am no good at all									
Strongly agree	10	8	12	11		11		7	
Agree	21	17	24	21		21		20	
Not sure	21	20	21	23		19		20	
Disagree	26	29	24	22		27		30	
Strongly disagree	23	26	20	23		22		23	
40. I get along well with my parents									
Strongly agree	34	38	29	42		31		28	
Agree	40	41	39	39		39		44	
Not sure	15	11	19	12		17		16	
Disagree	7	5	9	5		8		8	
Strongly disagree	4	4	5	3		5		5	
41. All in all, I am glad I am me									
Strongly agree	48	52	44	57		45		41	
Agree	34	34	34	29		35		39	
Not sure	13	10	16	10		15		15	
Disagree	3	2	4	3		3		4	
Strongly disagree	2	2	2	2		3		2	
42. I feel I do not have much to be proud of									
Strongly agree	6	6	6	7		6		4	
Agree	11	11	12	9		13		11	
Not sure	16	15	16	14		16		17	
Disagree	34	34	34	30		33		40	
Strongly disagree	33	34	32	40		31		28	

All Survey Items by Gender and Grade (Cont'd)	Percent								
	Total Sample	Gender		Grade					
		M	F	6	7	8	9	10	11
43. If I break one of my parents' rules, I usually get punished									
Strongly agree	21	21	21	24		22		17	
Agree	41	41	41	42		42		39	
Not sure	17	17	17	17		16		18	
Disagree	14	13	15	11		14		18	
Strongly disagree	7	7	7	6		7		8	
44. My parents give me help and support when I need it									
Strongly agree	44	43	45	56		41		35	
Agree	37	39	35	31		38		43	
Not sure	11	10	12	8		12		13	
Disagree	4	4	4	3		5		5	
Strongly disagree	3	3	3	2		3		4	
45. It is against my values to have sex while I am a teenager									
Strongly agree	33	25	42	56		27		16	
Agree	12	13	12	14		15		8	
Not sure	20	22	18	16		23		20	
Disagree	17	17	17	6		17		29	
Strongly disagree	18	24	11	8		18		28	
46. In my school there are clear rules about what students can and cannot do									
Strongly agree	38	38	38	54		33		26	
Agree	41	40	42	34		42		48	
Not sure	14	13	15	10		17		16	
Disagree	5	6	5	2		6		8	
Strongly disagree	2	3	1	1		2		3	
47. I care about the school I go to									
Strongly agree	20	19	21	28		17		15	
Agree	39	38	40	39		38		40	
Not sure	23	23	22	19		24		24	
Disagree	10	11	9	7		12		11	
Strongly disagree	9	10	7	7		9		10	
48. My parents often tell me they love me									
Strongly agree	52	49	55	64		48		44	
Agree	31	32	30	26		33		33	
Not sure	8	9	7	5		10		9	
Disagree	5	6	5	4		5		8	
Strongly disagree	4	3	4	2		4		6	
49. In my family, I feel useful and important									
Strongly agree	34	34	34	45		31		27	
Agree	36	40	32	32		36		40	
Not sure	17	16	19	15		19		18	
Disagree	8	6	10	5		9		9	
Strongly disagree	5	4	5	3		5		5	
50. Students in my school care about me									
Strongly agree	19	17	22	26		18		14	
Agree	38	37	39	35		39		42	
Not sure	30	33	27	28		31		31	
Disagree	7	8	6	6		6		8	
Strongly disagree	6	6	5	5		6		5	
51. In my family, there are clear rules about what I can and cannot do									
Strongly agree	38	36	40	49		36		28	
Agree	37	37	37	34		36		41	
Not sure	15	16	14	11		16		18	
Disagree	7	8	6	4		8		9	
Strongly disagree	3	3	3	2		4		5	

All Survey Items by Gender and Grade (Cont'd)	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
52. In my neighborhood, there are a lot of people who care about me										
Strongly agree	18	17	19	26		16		11		
Agree	24	24	25	25		24		23		
Not sure	34	37	31	32		35		36		
Disagree	13	12	14	8		13		18		
Strongly disagree	11	11	11	8		12		13		
53. At my school, everyone knows that you'll get in trouble for using alcohol or other drugs										
Strongly agree	39	39	40	56		31		32		
Agree	28	27	29	21		31		31		
Not sure	17	17	17	12		22		17		
Disagree	7	8	7	4		8		10		
Strongly disagree	8	9	7	7		7		10		
54. If one of my neighbors saw me do something wrong, he or she would tell one of my parents										
Strongly agree	28	25	30	39		26		18		
Agree	25	25	25	26		26		24		
Not sure	30	31	28	25		30		35		
Disagree	8	9	8	5		9		12		
Strongly disagree	9	9	8	6		9		11		
During the last 12 months, how many times have you . . . ?										
55. Been a leader in a group or organization										
Never	34	34	33	32		38		31		
Once in a while	19	18	21	19		20		19		
Sometimes	16	14	17	15		16		17		
Often	15	16	14	16		12		17		
Always	16	18	14	18		14		17		
56. Stolen something from a store										
Never	81	77	84	88		77		77		
Once in a while	9	10	8	7		12		8		
Sometimes	3	3	3	2		4		4		
Often	3	3	2	1		3		5		
Always	4	6	2	2		4		6		
57. Gotten into trouble with the police										
Never	75	70	81	83		69		75		
Once in a while	13	15	12	9		16		13		
Sometimes	5	7	3	4		7		6		
Often	3	4	2	2		4		4		
Always	3	4	2	2		4		2		
58. Hit or beat up someone										
Never	65	56	74	66		60		70		
Once in a while	16	18	13	15		18		13		
Sometimes	7	9	5	5		9		6		
Often	4	6	3	5		5		4		
Always	8	11	5	8		8		7		
59. Damaged property just for fun (such as breaking windows, scratching a car, putting paint on walls, etc.)										
Never	84	77	91	88		81		83		
Once in a while	8	10	5	6		9		7		
Sometimes	3	4	2	2		5		3		
Often	2	3	1	2		2		3		
Always	3	6	1	2		3		4		

All Survey Items by Gender and Grade

(Cont'd)

	Percent								
	Total Sample	Gender		Grade					
		M	F	6	7	8	9	10	11
During an average week, how many hours do you spend . . . ?									
60. Playing on or helping with sports teams at school or in the community									
0 hours	39	38	41	32		42		45	
1 hour	8	6	9	11		7		5	
2 hours	11	11	12	16		10		8	
3 - 5 hours	13	13	12	18		12		9	
6 - 10 hours	11	10	11	10		10		12	
11 or more hours	18	21	15	13		20		22	
61. 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	64	70	58	55		73		62	
1 hour	15	14	16	20		13		12	
2 hours	9	7	11	11		5		11	
3 - 5 hours	8	6	10	9		6		10	
6 - 10 hours	2	1	3	3		2		2	
11 or more hours	2	2	2	3		2		2	
62. In clubs or organizations (other than sports) outside of school (such as 4-H, Scouts, Boys and Girls Clubs, YWCA, YMCA)									
0 hours	69	73	66	67		72		68	
1 hour	10	9	11	13		9		7	
2 hours	8	7	10	7		8		11	
3 - 5 hours	7	7	8	7		6		9	
6 - 10 hours	3	2	3	4		3		2	
11 or more hours	3	3	3	3		3		3	
63. Reading just for fun (not part of your school work)									
0 hours	43	52	34	39		44		45	
1 hour	24	22	25	25		25		20	
2 hours	12	11	14	14		10		13	
3 - 5 hours	11	8	14	10		11		11	
6 - 10 hours	5	3	6	5		4		5	
11 or more hours	6	4	8	7		6		6	
64. Going to programs, groups, or services at a church, synagogue, mosque, or other religious or spiritual place									
0 hours	57	61	54	46		61		65	
1 hour	14	13	16	17		14		11	
2 hours	14	12	16	16		15		10	
3 - 5 hours	9	8	10	12		6		9	
6 - 10 hours	3	2	3	4		2		2	
11 or more hours	3	4	3	5		2		3	
65. 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	45	50	41	38		49		47	
1 hour	23	23	23	25		23		23	
2 hours	14	12	17	14		13		16	
3 - 5 hours	10	9	12	13		9		9	
6 - 10 hours	3	2	4	3		2		3	
11 or more hours	4	4	4	6		4		3	

All Survey Items by Gender and Grade

(Cont'd)

	Percent								
	Total Sample	Gender		Grade					
		M	F	6	7	8	9	10	11
During an average week, how many hours do you spend . . . ?									
66. Helping friends or neighbors									
0 hours	18	22	14	16		18		19	
1 hour	33	32	33	34		33		31	
2 hours	22	21	22	20		21		25	
3 - 5 hours	15	13	17	15		16		15	
6 - 10 hours	5	4	6	7		5		4	
11 or more hours	7	7	7	8		7		7	
67. Practicing or taking lessons in music, art, drama, or dance, after school or on weekends									
0 hours	60	69	51	50		64		66	
1 hour	12	11	14	18		11		8	
2 hours	9	6	12	12		6		9	
3 - 5 hours	9	7	12	8		10		8	
6 - 10 hours	4	3	6	6		3		3	
11 or more hours	5	5	6	5		5		5	
People who know me would say that this is . . .									
68. Knowing how to say "no" when someone wants me to do things I know are wrong or dangerous									
Not at all like me	8	10	5	10		7		6	
A little like me	10	12	9	10		12		10	
Somewhat like me	18	18	17	16		19		19	
Quite like me	27	28	26	23		28		31	
Very much like me	37	31	43	42		34		35	
69. Caring about other people's feelings									
Not at all like me	5	7	3	5		5		4	
A little like me	9	12	5	8		9		8	
Somewhat like me	19	25	14	20		21		16	
Quite like me	33	34	33	33		32		35	
Very much like me	34	22	45	33		32		37	
70. Thinking through the possible good and bad results of different choices before I make decisions									
Not at all like me	9	10	8	9		9		9	
A little like me	16	18	14	16		18		14	
Somewhat like me	24	25	23	22		25		25	
Quite like me	30	28	33	30		30		32	
Very much like me	21	19	23	24		18		21	
71. Saving my money for something special rather than spending it all right away									
Not at all like me	16	15	18	14		21		13	
A little like me	17	17	17	15		16		20	
Somewhat like me	22	21	22	21		22		22	
Quite like me	22	24	21	22		21		23	
Very much like me	23	24	22	28		21		22	
72. Respecting the values and beliefs of people who are of a different race or culture than I am									
Not at all like me	4	6	2	5		5		4	
A little like me	8	11	5	7		8		9	
Somewhat like me	15	19	11	13		15		17	
Quite like me	31	30	32	29		29		35	
Very much like me	42	34	49	46		43		36	
73. Giving up when things get hard for me									
Not at all like me	44	46	41	43		44		45	
A little like me	28	27	28	28		27		28	
Somewhat like me	16	15	18	14		18		17	
Quite like me	6	6	7	8		6		6	
Very much like me	6	5	7	8		6		4	

All Survey Items by Gender and Grade (Cont'd)	Percent								
	Total Sample	Gender		Grade					
		M	F	6	7	8	9	10	11
People who know me would say that this is . . .									
74. Staying away from people who might get me in trouble									
Not at all like me	14	16	13		11		17		15
A little like me	20	20	19		14		20		25
Somewhat like me	21	22	21		18		23		23
Quite like me	23	23	23		24		21		24
Very much like me	21	19	24		32		18		14
75. Feeling really sad when one of my friends is unhappy									
Not at all like me	13	20	6		12		14		12
A little like me	20	26	13		20		19		20
Somewhat like me	24	26	22		21		23		28
Quite like me	24	18	31		24		24		25
Very much like me	19	10	29		23		20		16
76. Being good at making and keeping friends									
Not at all like me	4	5	2		3		4		3
A little like me	6	7	6		6		7		6
Somewhat like me	18	22	15		16		19		20
Quite like me	34	36	32		30		34		38
Very much like me	38	30	45		44		36		34
77. Knowing a lot about people of other races									
Not at all like me	11	14	8		11		12		9
A little like me	19	19	18		17		18		22
Somewhat like me	28	28	27		26		29		28
Quite like me	24	22	26		24		25		23
Very much like me	18	16	20		21		16		18
78. Enjoying being with people who are of a different race than I am									
Not at all like me	5	7	3		5		6		4
A little like me	14	17	12		13		14		16
Somewhat like me	25	28	21		23		24		27
Quite like me	28	26	31		24		30		31
Very much like me	27	22	33		34		27		21
79. Being good at planning ahead									
Not at all like me	13	14	11		13		14		11
A little like me	17	18	16		16		20		15
Somewhat like me	28	28	28		28		30		25
Quite like me	27	27	27		26		23		32
Very much like me	15	13	18		18		13		16
80. 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	6	7	5		5		6		7
A little like me	13	12	14		11		14		14
Somewhat like me	22	22	22		18		23		24
Quite like me	27	28	27		29		26		27
Very much like me	32	32	33		37		31		28
How many times, if any, have you had alcohol to drink . . . ?									
81. In your lifetime									
0	42	41	43		66		37		22
1	11	12	11		14		13		7
2	8	7	8		7		8		8
3 - 5	12	12	12		7		15		13
6 - 9	7	5	9		3		8		10
10 - 19	7	7	7		2		8		12
20 - 39	5	5	6		1		4		12
40 +	8	10	5		1		7		16

All Survey Items by Gender and Grade

(Cont'd)

	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
How many times, if any, have you had alcohol to drink . . . ?										
82. During the last 12 months										
0	56	56	56	82		51		34		
1	11	11	11	10		13		10		
2	8	8	8	3		11		9		
3 - 5	9	8	11	3		10		16		
6 - 9	6	5	6	1		7		10		
10 - 19	5	5	5	1		4		11		
20 - 39	3	3	2	0		3		6		
40 +	3	4	1	1		2		5		
83. During the last 30 days										
0	76	76	76	93		74		60		
1	9	8	9	4		11		11		
2	6	5	7	2		6		9		
3 - 5	5	5	6	0		4		12		
6 - 9	2	2	1	0		2		4		
10 - 19	1	2	1	0		2		2		
20 - 39	1	1	0	1		0		1		
40 +	1	1	0	0		1		1		
84. Think back over the last 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	85	83	87	95		84		74		
Once	6	5	6	2		6		9		
Twice	4	4	4	1		4		7		
3 to 5 times	3	4	2	1		4		5		
6 to 9 times	1	1	1	0		1		2		
10 or more times	2	3	0	1		2		3		
85. If you came home from a party and your parents found out that you had been drinking, how upset do you think they would be?										
Not at all upset	3	4	2	2		2		5		
A little upset	5	5	4	2		5		7		
Somewhat upset	9	9	9	5		10		12		
Very upset	22	23	20	14		22		30		
Extremely upset	62	59	65	77		60		46		
How many times, if any, have you smoked cigarettes . . . ?										
86. In your lifetime										
0	73	71	74	86		70		61		
1	7	7	6	6		7		7		
2	4	4	4	3		3		5		
3 - 5	3	3	4	1		4		4		
6 - 9	3	2	3	1		3		4		
10 - 19	2	2	3	1		2		4		
20 - 39	2	2	1	0		2		2		
40 +	7	9	5	1		8		13		
87. During the last 12 months										
0	81	81	82	93		79		71		
1	4	3	4	3		4		4		
2	2	2	3	1		3		2		
3 - 5	3	2	3	1		2		4		
6 - 9	2	2	3	0		2		4		
10 - 19	2	2	1	0		2		3		
20 - 39	2	2	2	1		2		2		
40 +	5	6	3	0		5		10		

All Survey Items by Gender and Grade

(Cont'd)

	Percent								
	Total Sample	Gender		Grade					
		M	F	6	7	8	9	10	11
How many times, if any, have you smoked cigarettes . . . ?									
88. During the last 30 days									
0	88	86	90	96		88		79	
1	2	2	3	1		2		4	
2	1	1	1	1		2		2	
3 - 5	2	2	2	1		2		3	
6 - 9	1	1	1	0		1		2	
10 - 19	1	1	1	0		1		2	
20 - 39	1	1	1	0		1		3	
40 +	3	3	2	0		2		6	
89. During the last two weeks, about how many cigarettes have you smoked?									
None	90	88	92	97		90		83	
Less than 1 cigarette per day	3	3	3	2		3		6	
1 to 5 cigarettes per day	4	5	3	1		4		6	
About 1/2 pack per day	1	1	1	0		2		2	
About 1 pack per day	1	1	1	0		0		2	
About 1 - 1/2 packs per day	0	0	0	0		0		0	
2 or more packs per day	0	1	0	0		0		1	
How many times, if any, have you used marijuana (grass, pot) or hashish (hash, hash oil) . . . ?									
90. In your lifetime									
0	79	76	83	95		77		63	
1	4	5	3	2		5		5	
2	2	2	2	0		3		3	
3 - 5	3	4	3	1		4		5	
6 - 9	2	2	2	0		2		4	
10 - 19	3	2	3	1		3		4	
20 - 39	2	2	2	0		1		3	
40 +	5	7	3	0		5		12	
91. During the last 12 months									
0	83	81	85	97		82		69	
1	3	4	3	1		4		5	
2	3	3	3	1		3		5	
3 - 5	2	2	2	1		4		3	
6 - 9	2	2	2	0		3		4	
10 - 19	2	1	2	0		1		4	
20 - 39	1	2	1	0		2		2	
40 +	3	5	2	0		3		8	
How many times, if any, have you used cocaine (crack, coke, snow, rock) . . . ?									
92. In your lifetime									
0	97	96	98	98		98		95	
1	1	1	1	1		1		2	
2	1	1	0	0		0		1	
3 - 5	0	0	0	0		0		1	
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 +	0	1	0	0		0		1	
93. During the last 12 months									
0	98	98	99	99		98		97	
1	1	1	0	0		1		1	
2	0	1	0	0		0		0	
3 - 5	0	0	0	0		0		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 +	0	0	0	0		0		1	

All Survey Items by Gender and Grade

(Cont'd)

	Percent								
	Total Sample	Gender		Grade					
		M	F	6	7	8	9	10	11
During the last 12 months, how many times have you . . . ?									
94. Been to a party where other kids your age were drinking									
Never	66	66	66	90		63		43	
Once	11	10	11	5		13		13	
Twice	6	7	6	2		9		8	
3 - 4 times	7	6	8	1		7		14	
5 or more times	10	11	9	2		8		22	
95. Driven a car after you had been drinking									
Never	96	95	96	99		96		91	
Once	2	3	2	1		2		5	
Twice	1	1	1	0		1		1	
3 - 4 times	0	0	0	0		0		0	
5 or more times	1	1	0	0		1		2	
96. Ridden in a car whose driver had been drinking									
Never	75	76	74	80		72		73	
Once	12	11	12	10		13		12	
Twice	5	5	5	3		6		5	
3 - 4 times	4	4	3	3		4		4	
5 or more times	5	5	5	3		5		6	
How many times, if any, have you sniffed glue, breathed the contents of aerosol spray cans or inhaled other fumes in order to get high . . . ?									
97. During the last 12 months									
0	94	94	93	92		94		96	
1	3	3	3	4		3		2	
2	1	1	2	1		2		1	
3 - 5	1	0	1	1		1		0	
6 - 9	0	0	1	1		0		0	
10 - 19	0	0	0	0		0		0	
20 - 39	0	0	0	0		0		0	
40 +	0	1	0	0		0		1	
98. During the last 30 days									
0	97	97	96	95		97		98	
1	2	1	2	2		2		1	
2	1	0	1	1		1		0	
3 - 5	0	0	0	0		0		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 +	0	1	0	1		0		0	
99. In an average week, how many times do all of the people in your family who live with you eat dinner together?									
None	13	12	14	11		15		13	
Once a week	8	8	9	7		8		11	
Twice a week	9	8	10	6		10		11	
Three times a week	10	9	11	11		10		11	
4 times a week	10	10	10	8		10		12	
5 times a week	14	15	13	14		14		13	
6 times a week	9	10	9	11		9		8	
7 times a week	26	28	25	33		25		22	
100. How often did you feel sad or depressed during the last month?									
All of the time	5	3	7	4		6		4	
Most of the time	8	6	11	6		9		9	
Some of the time	16	12	21	15		16		19	
Once in a while	42	42	43	42		40		46	
Not at all	28	37	19	33		29		22	

All Survey Items by Gender and Grade

(Cont'd)

	Percent								
	Total Sample	Gender		Grade					
		M	F	6	7	8	9	10	11
101. Have you ever tried to kill yourself?									
No	89	93	85	91		88		88	
Yes, once	6	3	9	5		6		7	
Yes, twice	2	2	2	1		2		2	
Yes, more than two times	3	2	4	2		4		2	
102. Have you ever had sexual intercourse ("gone all the way," "made love")?									
No	73	69	77	93		72		51	
Once	7	9	5	5		8		8	
Twice	3	3	2	1		3		4	
3 times	2	2	2	0		3		4	
4 or more times	16	17	14	2		13		34	
103. When you have sex, how often do you and/or your partner use a birth control method such as birth control pills, a condom (rubber), foam, diaphragm, or IUD?									
Never	20	19	22	58		18		10	
Seldom	4	4	6	3		5		4	
Sometimes	4	3	5	0		5		5	
Often	11	12	10	4		9		15	
Always	60	63	57	35		63		66	
How many times, if any, in the last 12 months have you used . . . ?									
104. Chewing tobacco or snuff									
0	95	92	99	99		95		92	
1	1	2	1	0		2		2	
2	1	2	0	0		1		2	
3 - 5	1	1	0	0		1		1	
6 - 9	0	1	0	0		0		1	
10 - 19	0	1	0	0		1		0	
20 - 39	0	0	0	0		0		1	
40 +	1	1	0	0		0		2	
105. Heroin (smack, horse, skag) or other narcotics like opium or morphine									
0	99	99	99	99		98		99	
1	1	1	1	1		1		0	
2	0	0	0	0		0		0	
3 - 5	0	0	0	0		0		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 +	0	0	0	0		0		0	
106. Alawan									
0	100	100	100	100		100		100	
1	0	0	0	0		0		0	
2	0	0	0	0		0		0	
3 - 5	0	0	0	0		0		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 +	0	0	0	0		0		0	
107. PCP or Angel Dust									
0	99	99	99	99		99		99	
1	0	0	0	0		1		0	
2	0	0	0	0		1		0	
3 - 5	0	0	0	0		0		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 +	0	0	0	0		0		0	

All Survey Items by Gender and Grade (Cont'd)	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
How many times, if any, in the last 12 months have you used . . . ?										
108. LSD ("acid")										
0	99	99	99	100		99		98		
1	1	1	0	0		0		1		
2	0	0	0	0		0		0		
3 - 5	0	0	0	0		0		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 +	0	0	0	0		0		0		
109. Amphetamines (for example, uppers, ups, speed, bennies, dexies) without a prescription from a doctor										
0	98	98	97	99		97		97		
1	1	1	1	0		1		1		
2	0	0	1	0		1		0		
3 - 5	1	1	1	0		1		1		
6 - 9	0	0	0	0		0		1		
10 - 19	0	0	0	0		0		0		
20 - 39	0	0	0	0		0		0		
40 +	0	0	0	0		0		0		
110. Sometimes I feel like my life has no purpose										
Strongly agree	7	5	8	7		8		5		
Agree	13	10	16	11		15		13		
Not sure	15	14	15	17		14		14		
Disagree	23	25	22	22		23		25		
Strongly disagree	42	46	39	43		41		43		
111. Adults in my town or city make me feel important										
Strongly agree	14	13	14	22		11		7		
Agree	32	32	32	34		30		31		
Not sure	34	35	33	31		34		36		
Disagree	13	12	14	7		16		16		
Strongly disagree	8	8	8	6		8		10		
112. Adults in my town or city listen to what I have to say										
Strongly agree	11	10	12	18		8		7		
Agree	30	31	29	31		30		28		
Not sure	33	35	31	31		33		35		
Disagree	17	15	18	12		19		19		
Strongly disagree	9	9	10	7		9		11		
113. I'm given lots of chances to help make my town or city a better place in which to live										
Strongly agree	12	12	13	19		10		8		
Agree	26	24	28	28		26		24		
Not sure	33	36	31	31		33		36		
Disagree	18	17	19	13		21		20		
Strongly disagree	10	11	9	8		10		11		
114. Adults in my town or city don't care about people my age										
Strongly agree	7	8	6	5		9		7		
Agree	12	12	11	9		11		15		
Not sure	39	38	40	34		40		42		
Disagree	25	25	24	25		25		24		
Strongly disagree	18	17	19	27		15		11		

All Survey Items by Gender and Grade (Cont'd)	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
115. In my town or city, I feel like I matter to people										
Strongly agree	12	11	12	19		10		6		
Agree	30	31	29	33		29		30		
Not sure	38	38	37	34		39		40		
Disagree	13	11	14	8		14		16		
Strongly disagree	8	8	7	6		8		8		
116. When things don't go well for me, I am good at finding a way to make things better										
Strongly agree	18	19	18	24		16		14		
Agree	41	41	42	39		41		46		
Not sure	28	29	28	27		30		28		
Disagree	8	7	9	7		8		9		
Strongly disagree	4	5	4	3		5		4		
117. When I am an adult, I'm sure I will have a good life										
Strongly agree	40	39	41	45		39		35		
Agree	33	34	33	28		35		38		
Not sure	22	22	22	22		21		22		
Disagree	2	2	3	2		2		3		
Strongly disagree	2	3	2	2		2		3		
During the last 12 months, how many times have you . . . ?										
118. Taken part in a fight where a group of your friends fought another group										
Never	83	78	87	82		81		85		
Once	10	11	9	10		11		9		
Twice	3	5	2	3		3		3		
3 - 4 times	2	2	2	2		2		1		
5 or more times	2	4	1	2		2		2		
119. Hurt someone badly enough to need bandages or a doctor										
Never	84	77	92	86		82		85		
Once	10	14	6	10		11		9		
Twice	3	4	1	2		4		1		
3 - 4 times	2	3	1	1		2		2		
5 or more times	1	3	0	1		2		2		
120. Used a knife, gun or other weapon to get something from a person										
Never	97	95	98	98		96		97		
Once	2	2	1	2		2		1		
Twice	1	1	0	0		1		0		
3 - 4 times	0	0	0	0		0		0		
5 or more times	1	2	0	0		1		1		
121. 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	32	31	33	42		27		27		
Probably	21	22	20	21		21		21		
I'm not sure	15	15	15	15		13		16		
Probably not	13	13	14	8		16		15		
No	19	19	18	12		22		21		
122. How much of the time do your parents ask you where you are going or with whom you will be?										
Never	5	6	4	7		4		4		
Seldom	4	5	4	3		5		4		
Some of the time	10	10	9	10		9		10		
Most of the time	26	31	21	23		30		26		
All of the time	55	48	62	56		53		56		

All Survey Items by Gender and Grade (Cont'd)	Percent								
	Total Sample	Gender		Grade					
		M	F	6	7	8	9	10	11
Among the people you consider to be your closest friends, how many would you say . . . ?									
123. Drink alcohol once a week or more									
None	61	63	59		88		58		35
A few	24	21	26		8		27		36
Some	7	7	8		2		8		12
Most	6	6	6		1		5		13
All	2	3	1		0		2		4
124. Have used drugs such as marijuana or cocaine									
None	63	64	63		89		61		38
A few	21	20	21		7		23		32
Some	7	6	7		2		8		10
Most	7	8	7		2		6		15
All	3	3	2		0		2		5
125. Do well in school									
None	5	6	3		6		4		5
A few	10	12	9		10		13		8
Some	18	20	16		15		19		20
Most	47	47	47		45		47		50
All	20	15	24		25		17		18
126. Get into trouble at school									
None	33	27	40		36		28		38
A few	36	38	33		35		37		36
Some	20	22	18		18		23		18
Most	7	8	6		7		8		6
All	3	4	2		4		4		3
How often do you feel afraid of . . . ?									
127. Walking around your neighborhood									
Never	63	74	52		58		64		68
Once in a while	21	16	27		26		22		17
Sometimes	8	5	11		10		6		8
Often	4	2	6		3		5		4
Always	4	2	5		4		4		3
128. Getting hurt by someone at your school									
Never	70	75	64		68		67		75
Once in a while	17	15	19		18		19		14
Sometimes	8	6	10		7		9		8
Often	2	1	3		3		2		2
Always	3	2	4		4		3		1
129. Getting hurt by someone in your home									
Never	84	88	80		80		84		89
Once in a while	8	6	10		10		8		7
Sometimes	4	3	4		5		4		2
Often	2	1	3		3		3		1
Always	2	1	2		3		2		1
130. On the average, how many evenings per week do you go out to activities at a school, youth group, congregation, or other organization?									
0	47	53	41		43		51		46
1	15	13	18		18		15		13
2	12	11	13		12		12		13
3	8	7	9		9		6		9
4	5	4	6		5		3		6
5	5	4	6		7		5		4
6	4	3	4		3		4		5
7	3	4	3		3		3		3

All Survey Items by Gender and Grade (Cont'd)	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
131. On the average, how many evenings per week do you go out just to be with your friends without anything special to do?										
0	18	21	17	25		14		16		
1	16	16	17	18		17		15		
2	19	18	19	17		18		20		
3	16	15	18	14		17		17		
4	10	9	10	8		10		10		
5	8	8	8	5		10		9		
6	3	3	4	3		4		4		
7	9	10	8	9		10		8		
132. Imagine that someone at your school hit you or pushed you for no reason. What would you do?										
I'd hit or push them right back.	46	49	42	37		49		51		
I'd try to hurt them worse than they hurt me.	13	18	8	11		14		13		
I'd try to talk to this person and work out our differences.	10	9	11	8		9		11		
I'd talk to a teacher or other adult.	15	8	22	26		11		8		
I'd just ignore it and do nothing.	17	16	18	18		17		17		
133. Students help decide what goes on in my school										
Strongly agree	10	11	9	14		9		7		
Agree	32	30	35	34		32		32		
Not sure	33	34	33	35		35		30		
Disagree	14	12	15	10		15		17		
Strongly disagree	10	12	9	8		10		14		
134. I don't care how I do in school										
Strongly agree	3	3	3	4		4		1		
Agree	4	6	2	4		4		4		
Not sure	11	13	9	10		11		12		
Disagree	30	32	27	23		36		29		
Strongly disagree	52	46	59	60		45		53		
135. I have lots of good conversations with my parents										
Strongly agree	21	20	23	30		18		17		
Agree	37	40	35	35		38		40		
Not sure	24	26	23	23		26		25		
Disagree	11	9	12	7		12		12		
Strongly disagree	6	5	7	5		7		7		
136. If I break a rule at school, I'm sure to get in trouble										
Strongly agree	26	23	28	38		22		16		
Agree	37	35	39	35		38		37		
Not sure	24	26	21	17		25		30		
Disagree	10	11	9	5		11		13		
Strongly disagree	4	4	3	5		4		4		
137. My parents spend a lot of time helping other people										
Strongly agree	15	15	14	18		15		10		
Agree	33	32	33	34		31		35		
Not sure	35	36	34	36		36		34		
Disagree	11	10	12	9		11		14		
Strongly disagree	6	6	6	4		7		7		
138. I have little control over the things that will happen in my life										
Strongly agree	10	10	9	15		9		5		
Agree	16	15	17	17		15		15		
Not sure	23	22	23	23		23		21		
Disagree	29	31	28	24		31		32		
Strongly disagree	23	23	23	21		21		27		

All Survey Items by Gender and Grade

(Cont'd)

	Percent								
	Total Sample	Gender		Grade					
		M	F	6	7	8	9	10	11
During the last 12 months, how many times have you . . . ?									
139. Carried a knife or gun to protect yourself									
Never	86	77	94	90		83		85	
Once	5	8	2	4		7		4	
Twice	2	4	1	2		3		3	
3 - 4 times	1	2	0	1		1		1	
5 or more times	6	9	2	4		6		7	
140. Threatened to physically hurt someone									
Never	67	63	72	75		64		63	
Once	15	16	14	13		18		14	
Twice	6	7	5	4		7		7	
3 - 4 times	5	6	3	2		4		7	
5 or more times	7	9	5	5		7		9	
141. Gambled (for example, bought lottery tickets or tabs, bet money on sports teams or card games, etc.)									
Never	71	60	84	77		69		68	
Once	9	11	6	10		8		8	
Twice	6	8	4	4		7		8	
3 - 4 times	5	8	3	3		7		6	
5 or more times	8	14	3	6		9		11	
How many adults have you known for two or more years who . . . ? (don't count parents or relatives)									
142. Give you lots of encouragement whenever they see you									
0	10	11	9	10		11		11	
1	13	13	14	13		14		13	
2	18	19	17	17		19		17	
3 or 4	22	20	24	19		22		26	
5 or more	36	37	36	41		34		33	
143. You look forward to spending time with									
0	14	16	12	13		15		15	
1	14	13	15	14		14		13	
2	20	21	19	19		21		21	
3 or 4	23	22	25	22		22		26	
5 or more	29	28	29	32		28		26	
144. Spend a lot of time helping other people									
0	16	18	16	15		17		17	
1	16	17	15	16		17		14	
2	23	24	23	22		24		24	
3 or 4	22	19	25	21		22		24	
5 or more	22	23	21	26		19		22	
145. Do things that are wrong or dangerous									
0	66	65	68	74		65		60	
1	17	17	17	15		18		18	
2	9	10	8	5		10		10	
3 or 4	4	5	4	3		5		6	
5 or more	4	4	3	3		3		5	
146. Talk with you at least once a month									
0	15	16	15	17		16		13	
1	15	15	15	16		16		13	
2	16	16	16	12		18		18	
3 or 4	18	17	20	17		18		20	
5 or more	35	36	34	38		32		36	

All Survey Items by Gender and Grade (Cont'd)	Percent								
	Total Sample	Gender		Grade					
		M	F	6	7	8	9	10	11
On an average school day, how many hours do you spend . . . ?									
147. Watching TV or videos									
None	6	7	6	7		5		6	
Less than 1 hour	17	14	19	18		16		17	
1 hour	21	19	24	20		22		22	
2 hours	24	24	24	23		25		25	
3 hours	14	16	13	13		16		14	
4 or more hours	17	20	14	18		16		17	
148. At home with no adult there with you									
None	18	18	18	23		15		15	
Less than 1 hour	23	23	23	29		21		19	
1 hour	19	21	17	17		19		20	
2 hours	17	17	19	13		20		19	
3 hours	11	10	11	7		13		12	
4 or more hours	12	11	12	10		12		14	
149. 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	69	69	69	69		68		71	
Once	14	13	15	15		14		13	
2 - 3 times	10	10	10	8		11		11	
4 - 10 times	3	3	3	4		3		2	
More than 10 times	4	5	2	4		4		3	
150. 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	71	67	75	73		69		72	
Once	13	14	13	13		14		13	
Twice	6	6	5	5		5		6	
3 times	3	4	3	3		4		3	
4 or more times	6	8	4	6		7		5	
151. Where does your family now live?									
On a farm	3	3	3	4		3		3	
In the country, not on a farm	14	15	13	16		14		14	
On an American Indian reservation	1	1	0	0		1		1	
In a small town (under 2,500 in population)	23	20	25	23		24		20	
In a town (2,500 to 9,999)	25	26	26	24		27		25	
In a small city (10,000 to 49,999)	25	26	25	23		22		32	
In a medium size city (50,000 to 250,000)	6	6	6	7		7		5	
In a large city (over 250,000)	2	2	2	2		2		1	
152. How many years have you lived in the city where you now live?									
All my life	50	51	50	48		50		52	
10 years or more, but I've lived in at least one other place	16	15	17	13		16		18	
5 - 9 years	15	15	14	16		15		14	
3 - 4 years	8	7	8	8		8		7	
1 - 2 years	6	6	6	8		6		3	
Less than 1 year	5	5	5	6		5		5	
153. 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	89	90	89	89		89		90	
Once in a while	7	6	7	7		6		6	
Sometimes	2	2	2	1		3		3	
Often	2	2	1	2		2		1	

All Survey Items by Gender and Grade

(Cont'd)

	Percent								
	Total Sample	Gender		Grade					
		M	F	6	7	8	9	10	11
154. 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	11	7	15	9		12		12	
No	89	93	85	91		88		88	
155. What is the highest level of schooling your father (or step-father or male foster parent/guardian) completed?									
Completed grade school or less	2	3	1	3		2		1	
Some high school	7	6	9	5		8		8	
Completed high school	25	26	25	21		28		27	
Some college	13	13	13	11		13		15	
Completed college	24	25	23	21		24		27	
Graduate or professional school after college	14	15	14	17		13		13	
Don't know, or does not apply	14	13	15	21		12		9	
156. What is the highest level of schooling your mother (or step-mother or female foster parent/guardian) completed?									
Completed grade school or less	1	2	1	2		1		1	
Some high school	6	5	7	5		9		4	
Completed high school	22	22	22	17		23		26	
Some college	15	15	15	12		16		16	
Completed college	31	33	29	29		30		36	
Graduate or professional school after college	15	15	16	20		14		13	
Don't know, or does not apply	9	9	9	15		9		4	

Appendix B

Item Mapping to Assets, Deficits, Risk-Taking Behaviors, High-Risk Behavior Patterns, and Thriving Indicators

EXTERNAL ASSETS

Support

<u>Asset</u>	<u>Question #</u>	<u>Question</u>
Family support	40	I get along well with my parents
	44	My parents give me help and support when I need it.
	48	My parents often tell me they love me.
Positive family communication	121	If you had an important concern about drugs, alcohol, sex, or some other serious issue, would you talk to your parent(s) about it?
	135	I have lots of good conversations with my parents.
	99	In an average week, how many times do all of the people in your family who live with you eat dinner together?
Other adult relationships		How many adults have you known for two or more years who...?
	142	Give you lots of encouragement whenever they see you
	143	You look forward to spending time with
	146	Talk with you at least once a month
Caring neighborhood	52	In my neighborhood, there are a lot of people who care about me.
Caring school climate	26	My teachers really care about me.
	28	I get a lot of encouragement at my school.
	50	Students in my school care about me.
Parent involvement in schooling		How often does one of your parents...?
	21	Help you with your school work
	22	Talk to you about what you are doing in school
	23	Ask you about homework
	24	Go to meetings or events at your school

Empowerment

<u>Asset</u>	<u>Question #</u>	<u>Question</u>
Community values youth	111	Adults in my town or city make me feel important.
	112	Adults in my town or city listen to what I have to say.
	114	Adults in my town or city don't care about people my age.
	115	In my town or city, I feel like I matter to people.

Youth as resources	49	In my family, I feel useful and important.
	113	I'm given lots of chances to help make my town or city a better place in which to live.
	133	Students help decide what goes on in my school.
Service to others		During an average week, how many hours do you spend...?
	65	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
Safety		How often do you feel afraid of...?
	127	Walking around your neighborhood
	128	Getting hurt by someone at your school
	129	Getting hurt by someone in your home

Boundaries and Expectations

<u>Asset</u>	<u>Question #</u>	<u>Question</u>
Family boundaries	43	If I break one of my parents' rules, I usually get punished.
	51	In my family, there are clear rules about what I can and cannot do.
	122	How much of the time do your parents ask you where you are going or with whom you will be?
School boundaries	46	In my school there are clear rules about what students can and cannot do.
	53	At my school, everyone knows that you'll get in trouble for using alcohol or other drugs.
	136	If I break a rule at school, I'm sure to get in trouble.
Neighborhood boundaries	54	If one of my neighbors saw me do something wrong, he or she would tell one of my parents.
Adult role models	137	My parents spend a lot of time helping other people.
		How many adults have you known for two or more years who...?
	144	Spend a lot of time helping other people
	145	Do things that are wrong or dangerous
Positive peer influence		Among the people you consider to be your closest friends, how many would you say...?
	123	Drink alcohol once a week or more
	124	Have used drugs such as marijuana or cocaine
	125	Do well in school
	126	Get into trouble at school
High expectations	29	Teachers at school push me to be the best I can be.
	30	My parents push me to be the best I can be.

Constructive Use of Time

<u>Asset</u>	<u>Question #</u>	<u>Question</u>
Creative activities		During an average week, how many hours do you spend...?
	67	Practicing or taking lessons in music, art, drama, or dance, after school or on weekends
Youth programs		During an average week, how many hours do you spend...?
	60	Playing on or helping with sports teams at school or in the community
	61	In clubs or organizations (other than sports) <u>at school</u> (for example, school newspaper, student government, school plays, language clubs, hobby clubs, drama club, debate, etc.)
	62	In clubs or organizations (other than sports) <u>outside of school</u> (such as 4-H, Scouts, Boys and Girls Clubs, YWCA, YMCA)
Religious community		During an average week, how many hours do you spend...?
	64	Going to programs, groups, or services at a church, synagogue, mosque, or other religious or spiritual place
Time at home	131	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

<u>Asset</u>	<u>Question #</u>	<u>Question</u>
Achievement motivation	25	At school I try as hard as I can to do my best work.
	27	It bothers me when I don't do something well.
	134	I don't care how I do in school.
School engagement		How often do you...?
	32	Feel bored at school
	33	Come to classes without bringing paper or something to write with
	34	Come to classes without your homework finished
	35	Come to classes without your books
Homework	19	On an average school day, about how much time do you spend doing homework outside of school?
Bonding to school	47	I care about the school I go to.
Reading for pleasure	63	During an average week, how many hours do you spend...? Reading just for fun (not part of your school work)

Positive Values

<u>Asset</u>	<u>Question #</u>	<u>Question</u>
Caring		How important is each of the following to you in your life?
	6	Helping other people
	8	Helping to make the world a better place in which to live
	13	Giving time or money to make life better for other people
Equality and social justice		How important is each of the following to you in your life?
	7	Helping to reduce hunger and poverty in the world
	10	Helping to make sure that all people are treated fairly
	12	Speaking up for equality (everyone should have the same rights and opportunities)
Integrity		How important is each of the following to you in your life?
	14	Doing what I believe is right even if my friends make fun of me
	15	Standing up for what I believe, even when it's unpopular to do so
Honesty		How important is each of the following to you in your life?
	16	Telling the truth, even when it's not easy
Responsibility		How important is each of the following to you in your life?
	17	Accepting responsibility for my actions when I make a mistake or get in trouble
	18	Doing my best even when I have to do a job I don't like
Restraint	37	It is against my values to drink alcohol while I am a teenager.
	45	It is against my values to have sex while I am a teenager.

Social Competencies

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

Cultural competence		Think about the people who know you well. How do you think they would rate you on each of these?
	72	Respecting the values and beliefs of people who are of a different race or culture than I am
	77	Knowing a lot about people of other races
	78	Enjoying being with people who are of a different race than I am
Resistance skills		Think about the people who know you well. How do you think they would rate you on each of these?
	68	Knowing how to say "no" when someone wants me to do things I know are wrong or dangerous
	74	Staying away from people who might get me in trouble
Peaceful conflict resolution	132	Imagine that someone at your school hit you or pushed you for no reason. What would you do?

Positive Identity

<u>Asset</u>	<u>Question #</u>	<u>Question</u>
Personal power	116	When things don't go well for me, I am good at finding a way to make things better.
	138	I have little control over the things that will happen in my life.
Self-esteem	36	On the whole, I like myself.
	39	At times, I think I am no good at all.
	41	All in all, I am glad I am me.
	42	I feel I do not have much to be proud of.
Sense of purpose	110	Sometimes I feel like my life has no purpose.
Positive view of personal future	117	When I am an adult, I'm sure I will have a good life.

DEFICITS

<u>Deficit</u>	<u>Question #</u>	<u>Question</u>
Alone at home	148	On an average school day, how many hours do you spend...? At home with no adult there with you
TV overexposure	147	On an average school day, how many hours do you spend...? Watching TV or videos
Physical abuse	149	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	150	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	94	During the last 12 months, how many times have you...? Been to a party where other kids your age were drinking
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RISK-TAKING BEHAVIORS

<u>Risk-Taking Behavior</u>	<u>Question #</u>	<u>Question</u>
Alcohol	83	How many times, if any, have you had alcohol to drink during the last 30 days?
	84	Think back over the last 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	88	How many times, if any, have you smoked cigarettes during the last 30 days?
	104	How many times, if any, in the last 12 months have you used chewing tobacco or snuff?
Inhalants	97	During the last 12 months, how many times, if any, have you sniffed glue, breathed the contents of aerosol spray cans or inhaled other fumes in order to get high?
Marijuana	91	How many times, if any, have you used marijuana (grass, pot) or hashish (hash, hash oil) during the last 12 months?
Other drug use	93	How many times, if any, have you used cocaine (crack, coke, snow, rock) during the last 12 months?
	105	How many times, if any, in the last 12 months have you used heroin (smack, horse, skag) or other narcotics like opium or morphine?
	107	How many times, if any, in the last 12 months have you used PCP or Angel Dust?
	108	How many times, if any, in the last 12 months have you used LSD ("acid")
	109	How many times, if any, in the last 12 months have you used amphetamines (for example, uppers, ups, speed, bennies, dexies) without a prescription from a doctor?
Driving and alcohol	95	During the last 12 months, how many times have you driven a car after you had been drinking?
	96	During the last 12 months, how many times have you ridden in a car whose driver had been drinking?
Sexual intercourse	102	Have you ever had sexual intercourse ("gone all the way," "made love")?

Anti-social behavior	56	During the last 12 months, how many times have you stolen something from a store?
	57	During the last 12 months, how many times have you gotten into trouble with the police?
	59	During the last 12 months, how many times have you damaged property just for fun (such as breaking windows, scratching a car, putting paint on walls, etc.)?
Violence	58	During the last 12 months, how many times have you hit or beat up someone?
	118	During the last 12 months, how many times have you taken part in a fight where a group of your friends fought another group?
	119	During the last 12 months, how many times have you hurt someone badly enough to need bandages or a doctor?
	120	During the last 12 months, how many times have you used a knife, gun or other weapon to get something from a person?
	139	During the last 12 months, how many times have you carried a knife or gun to protect yourself?
	140	During the last 12 months, how many times have you threatened to physically hurt someone?
School truancy	31	During the last four weeks, how many days of school have you missed because you skipped or "ditched"?
Gambling	141	During the last 12 months, how many times have you gambled (for example, bought lottery tickets or tabs, bet money on sports teams or card games, etc.)?
Eating disorder	153	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?
	154	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	100	How often did you feel sad or depressed during the last month?
Attempted suicide	101	Have you ever tried to kill yourself?

HIGH-RISK BEHAVIOR PATTERNS

As is mentioned in Section III, high-risk behavior patterns represent higher incidence levels of the previously reported 24 risk-taking behaviors. In many cases, combinations of related risk-taking behaviors are used to define a pattern.

<u>High Risk Pattern</u>	<u>Question #</u>	<u>Question</u>
Alcohol	83	How many times, if any, have you used alcohol to drink during the last 30 days?
	84	Think back over the last 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	89	During the last two weeks, about how many cigarettes have you smoked?
	104	How many times, if any, in the last 12 months have you used chewing tobacco or snuff?
Illicit drugs	91	How many times, if any, have you used marijuana (grass, pot) or hashish (hash, hash oil) during the last 12 months?
	93	How many times, if any, have you used cocaine (crack, coke, snow, rock) during the last 12 months?
	105	How many times, if any, in the last 12 months have you used heroin (smack, horse, skag) or other narcotics like opium or morphine?
	107	How many times, if any, in the last 12 months have you used PCP or Angel Dust?
	108	How many times, if any, in the last 12 months have you used LSD ("acid")?
	109	How many times, if any, in the last 12 months have you used amphetamines (for example, uppers, ups, speed, bennies, dexies) without a prescription from a doctor?
Sexual intercourse	102	Have you ever had sexual intercourse ("gone all the way," "made love")?
Depression/suicide	100	How often did you feel sad or depressed during the last month?
	101	Have you ever tried to kill yourself?
Anti-social behavior	56	During the last 12 months, how many times have you stolen something from a store?
	57	During the last 12 months, how many times have you gotten into trouble with the police?
	59	During the last 12 months, how many times have you damaged property just for fun (such as breaking windows, scratching a car, putting paint on walls, etc.)?
Violence	58	During the last 12 months, how many times have you hit or beat up someone?
	118	During the last 12 months, how many times have you taken part in a fight where a group of your friends fought another group?
	119	During the last 12 months, how many times have you hurt someone badly enough to need bandages or a doctor?
	120	During the last 12 months, how many times have you used a knife, gun or other weapon to get something from a person?
	139	During the last 12 months, how many times have you carried a knife or gun to protect yourself?
	140	During the last 12 months, how many times have you threatened to physically hurt someone?
School problems	20	What grades do you earn in school?
	31	During the last four weeks, how many days of school have you missed because you skipped or "ditched"?

Driving and alcohol	95	During the last 12 months, how many times have you driven a car after you had been drinking?
	96	During the last 12 months, how many times have you ridden in a car whose driver had been drinking?
Gambling	141	During the last 12 months, how many times have you gambled (for example, bought lottery tickets or tabs, bet money on sports teams or card games, etc.)?

THRIVING INDICATORS

<u>Thriving Indicator</u>	<u>Question #</u>	<u>Question</u>
Succeeds in school	20	What grades do you earn in school?
Helps others	66	During an average week, how many hours do you spend...? Helping friends or neighbors
Values diversity		How important is each of the following to you in your life?
	11	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?
	80	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	55	During the last 12 months, how many times have you...? Been a leader in a group or organization
Resists danger	38	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?
	71	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?
	73	Giving up when things get hard for me

Appendix C

Bibliography of the Theory and Research Undergirding Search Institute's Framework of Developmental Assets

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Appendix D

Search Institute Asset-Promoting Print and Video Resources

A Fragile Foundation

The State of Developmental Assets among American Youth

Peter L. Benson, Peter C. Scales, Nancy Leffert and Eugene C. Roehlkepartain

Based on a sample of almost 100,000 youth in 213 communities, this report looks at youth today through the Developmental Asset lens. The report features data from communities that used the *Search Institute Profiles of Student Life: Attitudes and Behaviors* survey during the 1996/97 school year.

Developmental Assets

A Synthesis of the Scientific Research on Adolescent Development

Peter C. Scales and Nancy Leffert

This book examines more than 800 scientific articles and reports on adolescent development that tie to each of the 40 Developmental Assets identified by Search Institute. An invaluable reference for people who seek to build assets for youth through their programs and communities, it not only shows the strong scientific foundation that undergirds the asset framework, but also shows what is known about how assets are built and their impact on different populations of youth.

Building Assets Together

Designed for use with youth in schools, congregations, and other youth-serving programs, this book describes creative, easy-to-use activities to introduce Developmental Assets to youth. It includes:

- 94 interactive group activities for 6th to 12th graders
- 41 attractive, reproducible worksheets that help youth understand their own assets

Ideas for Parents

Based on the 40 Developmental Assets, this set of 50 newsletter masters lets you provide parents in your community or organization with practical tips on how they can help their children grow into responsible, successful adults.

Sharing the Asset Message Speaker's Kit

This kit includes everything you need to present the asset framework to your organization or community. It includes a speaker's script, 13 transparencies, stories from asset-building communities around the country, answers to commonly-asked questions, and reproducible handouts.

Healthy Communities • Healthy Youth Tool Kit

Designed to meet the needs of communities and organizations looking for help with starting and sustaining an asset-building effort, this easy-to-use, one-of-a-kind quick reference guide offers ideas, strategies, and examples for mobilizing your community or organization.

For a catalog of additional resources, call Search Institute at 1-800-888-7828.