

Developmental Assets: A Profile of Your Youth

Executive Summary and Report

Alexandria, VA

February 2001

Prepared by:



Developmental Assets: A Profile of Your Youth Executive Summary for Alexandria, VA
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Report Number 80223
Alexandria

Developmental Assets: A Profile of Your Youth

Alexandria, VA

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 December, 2000 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*		3708	100
Gender**	Male	1720	47
	Female	1958	53
Grade**	6	582	16
	7	583	16
	8	564	15
	9	539	15
	10	533	14
	11	497	13
	12	409	11
Race / Ethnicity**	American Indian	22	1
	Asian / Pacific Islander	219	6
	Black / African American	1429	39
	Hispanic	722	20
	White	959	26
	Multi-racial	305	8

* Five criteria are used to determine whether individual responses are of good quality. In your study, 410 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.	69
	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.	28
	3. Other adult relationships	Young person receives support from three or more non-parent adults.	40
	4. Caring neighborhood	Young person experiences caring neighbors.	37
	5. Caring school climate	School provides a caring, encouraging environment.	30
	6. Parent involvement in schooling	Parent(s) are actively involved in helping young person succeed in school.	34
Empowerment	7. Community values youth	Young person perceives that adults in the community value youth.	22
	8. Youth as resources	Young people are given useful roles in the community.	27
	9. Service to others	Young person serves in the community one hour or more per week.	48
	10. Safety	Young person feels safe at home, school, and in the neighborhood.	43
Boundaries and Expectations	11. Family boundaries	Family has clear rules and consequences, and monitors the young person's whereabouts.	41
	12. School boundaries	School provides clear rules and consequences.	59
	13. Neighborhood boundaries	Neighbors take responsibility for monitoring young people's behavior.	47
	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.	67
	16. High expectations	Both parent(s) and teachers encourage the young person to do well.	57
Constructive Use of Time	17. Creative activities	Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.	22
	18. Youth programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.	50
	19. Religious community	Young person spends one or more hours per week in activities in a religious institution.	59
	20. Time at home	Young person is out with friends "with nothing special to do" two or fewer nights per week.	62

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.	71
	22. School engagement	Young person is actively engaged in learning.	57
	23. Homework	Young person reports doing at least one hour of homework every school day.	65
	24. Bonding to school	Young person cares about his or her school.	53
	25. Reading for pleasure	Young person reads for pleasure three or more hours per week.	24
Positive Values	26. Caring	Young person places high value on helping other people.	56
	27. Equality and social justice	Young person places high value on promoting equality and reducing hunger and poverty.	63
	28. Integrity	Young person acts on convictions and stands up for his or her beliefs.	70
	29. Honesty	Young person tells the truth even when it is not easy.	66
	30. Responsibility	Young person accepts and takes personal responsibility.	63
	31. Restraint	Young person believes it is important not to be sexually active or to use alcohol or other drugs.	46
Social Competencies	32. Planning and decision-making	Young person knows how to plan ahead and make choices.	32
	33. Interpersonal competence	Young person has empathy, sensitivity, and friendship skills.	44
	34. Cultural competence	Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.	50
	35. Resistance skills	Young person can resist negative peer pressure and dangerous situations.	44
	36. Peaceful conflict resolution	Young person seeks to resolve conflict non-violently.	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.	56
39. Sense of purpose		Young person reports that "my life has a purpose."	57
40. Positive view of personal future		Young person is optimistic about his or her personal future.	75

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.

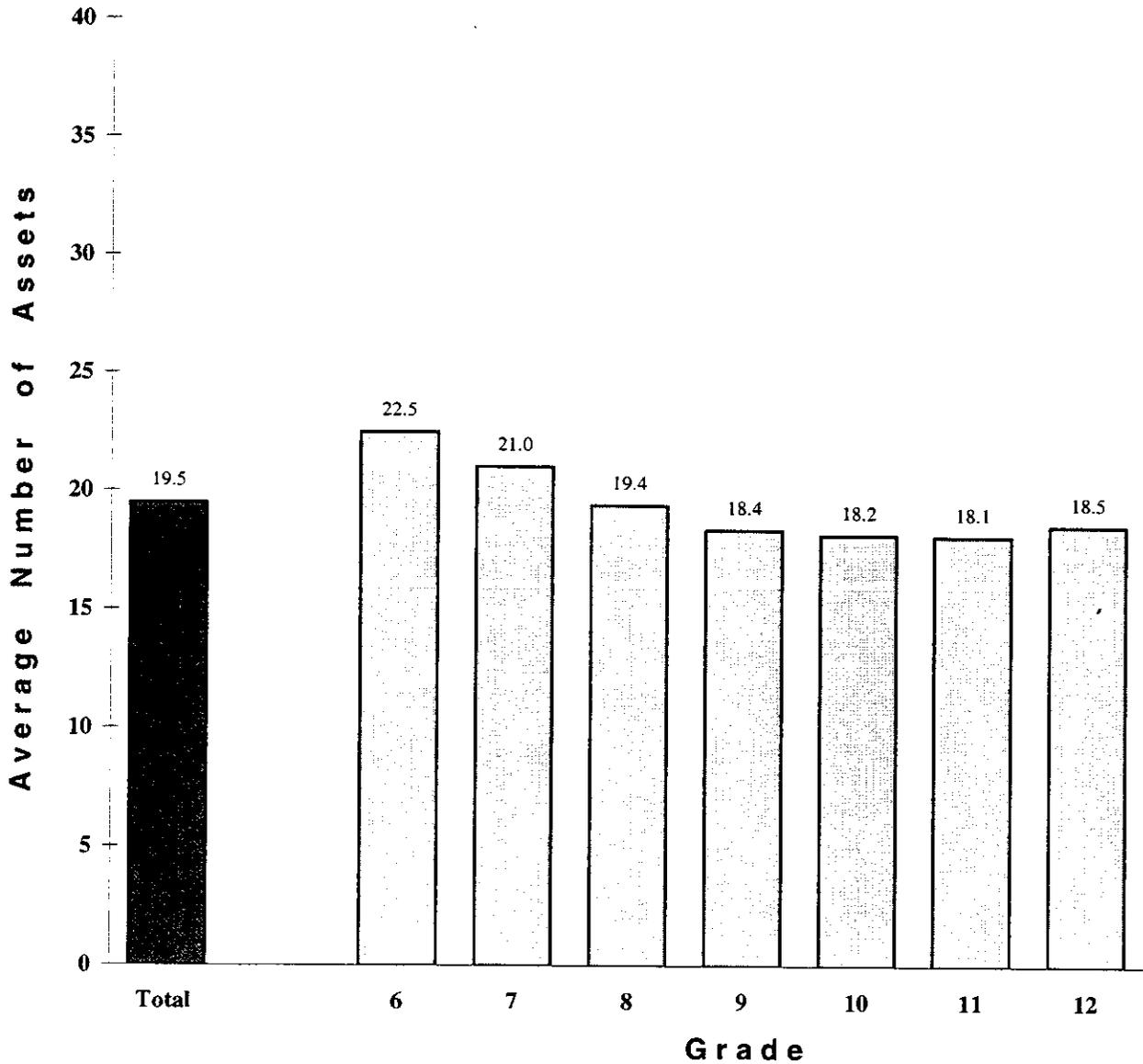
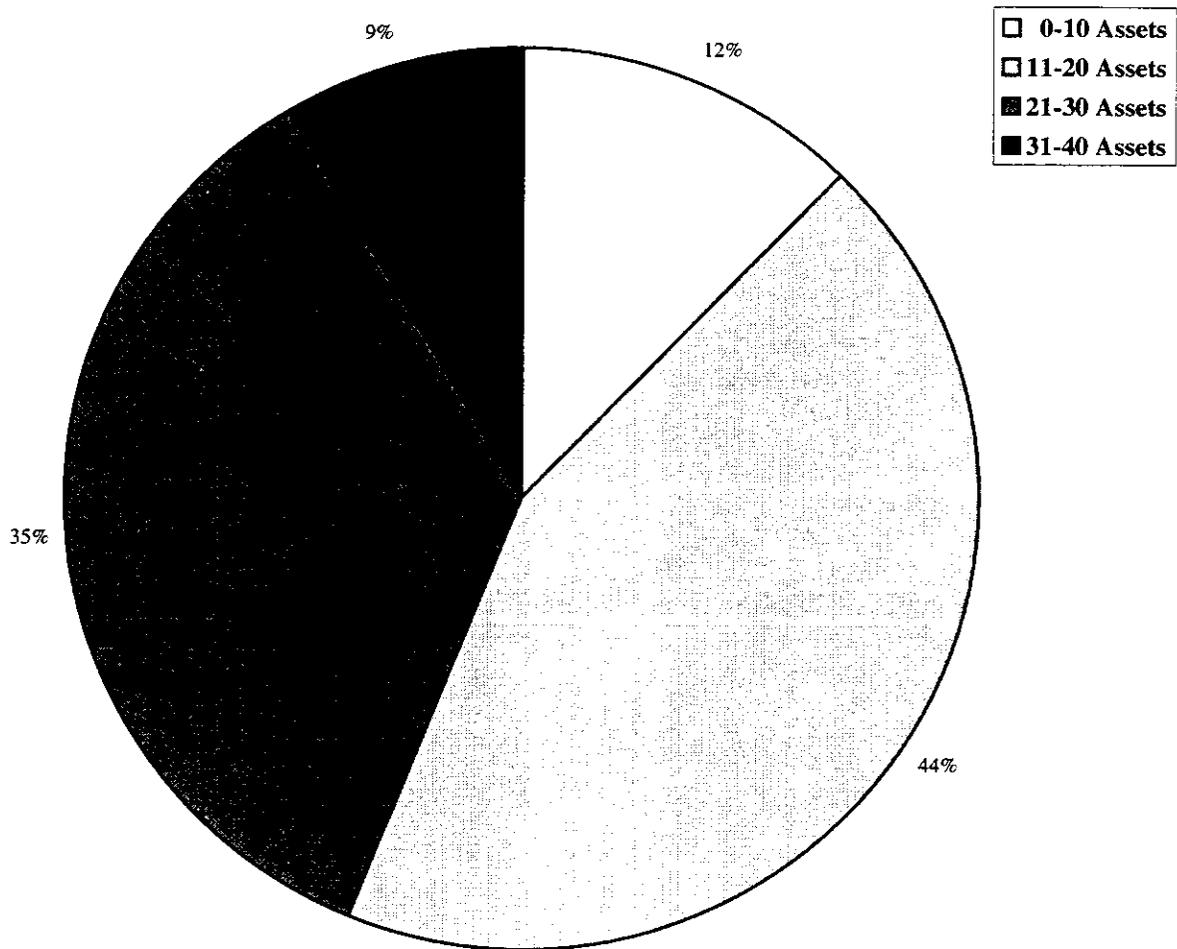


Figure 4: The Challenge Facing Your Community

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.

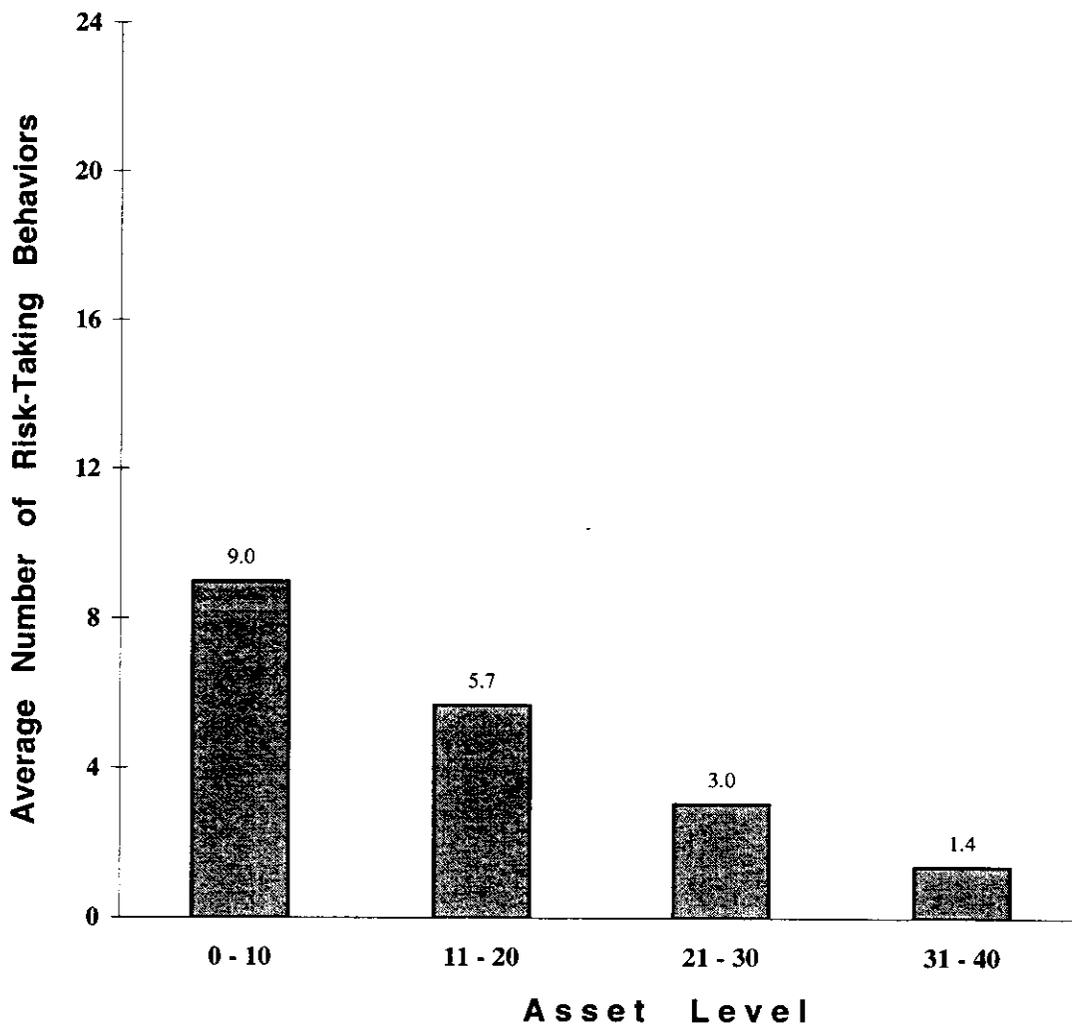
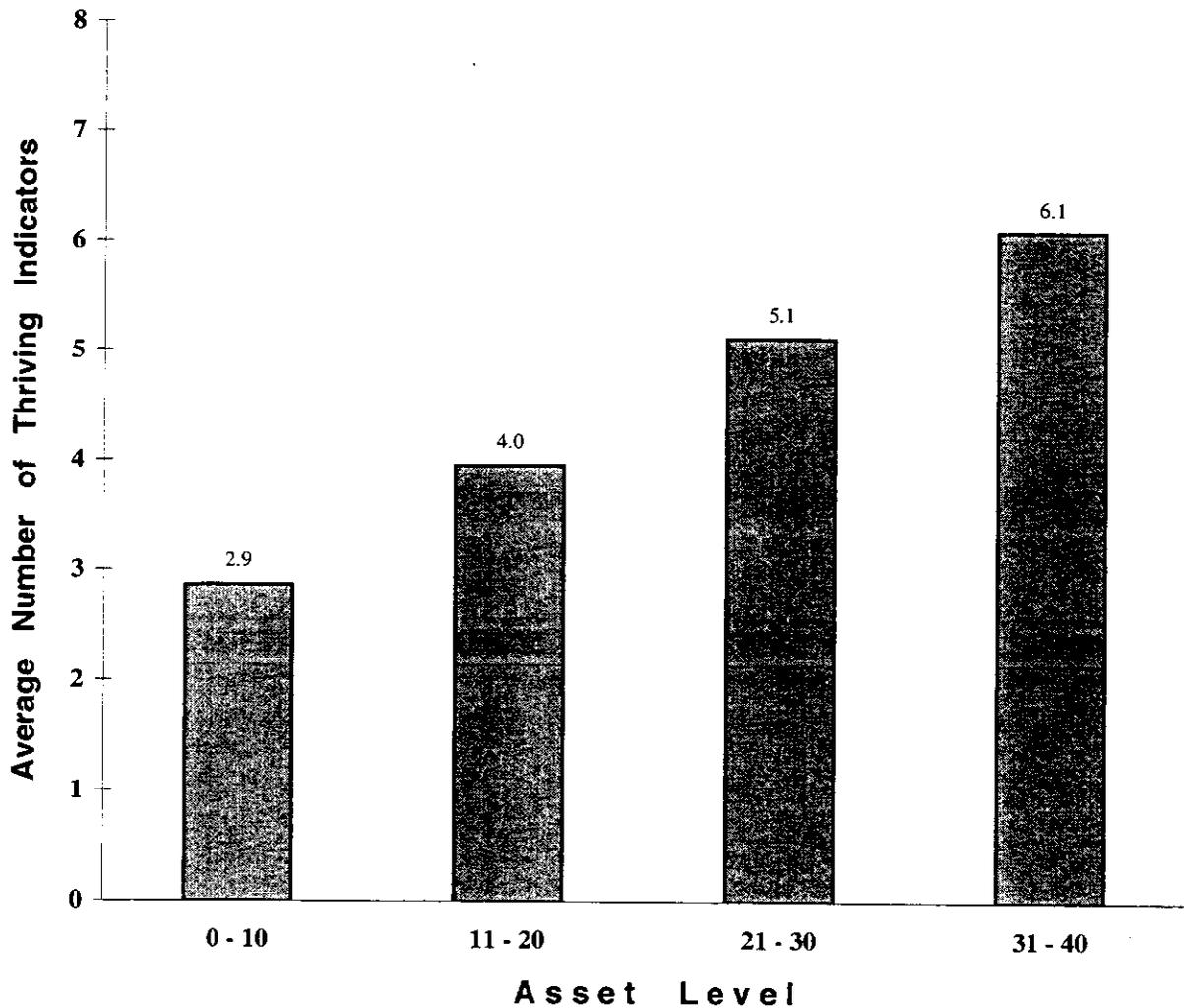


Figure 6: The Power of Assets to Promote Thriving Indicators

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

Alexandria, VA

Prepared for:

Alexandria Youth Policy Commission
Alexandria, VA

February 2001

Prepared by:



Contents

<u>Section</u>	<u>Title</u>	<u>Page</u>
I.	Introduction	1
	• Developmental Assets: A Paradigm of Positive Human Development	1
	• How Your Study Was Done.....	2
	• How to Use This Report.....	3
II.	Portrait of Developmental Assets	8
	• External Assets.....	8
	• Internal Assets.....	9
	• Deficits.....	9
	• Figure Descriptions.....	9
III.	Portrait of Risk-Taking Behaviors and Thriving Indicators	18
	• Figure Descriptions.....	18
IV.	The Power of Developmental Assets.....	24
	• Figure Descriptions.....	24
V.	From Awareness to Action	32
	• The Challenge.....	32
	• Promoting Developmental Assets.....	33
	• Taking Action.....	34
 Appendices		
A.	A list of all survey items with response option percentages by total sample, by gender, and by grade	A - 1
B.	Item mapping to assets, deficits, risk-taking behaviors, high-risk behavior patterns, and thriving indicators.....	B - 1
C.	A bibliography of the theory and research undergirding Search Institute's framework of developmental assets.....	C - 1
D.	Search Institute asset-promoting print and video resources.....	D - 1

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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 December, 2000 to students in grades 6 through 12 at T.C. Williams Middle High School, George Washington Middle School, Hammond Middle School, Minnie Howard School, St. Stephens & St. Agnes Schools, and the Secondary Training & Education Program in Alexandria, VA. Standardized administration procedures were provided to school staff by Search Institute to enhance the quality of the data. To ensure complete student anonymity, no names or identification numbers were used.

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.

To create the final set of data on which these findings are based, several checks were made on individual survey responses. For this report, 410 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 10 percent of the total number of surveys received at Search Institute. Typically less than five 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	<p>Family life provides high levels of love and support. Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).</p> <p>Young person receives support from three or more nonparent adults.</p> <p>Young person experiences caring neighbors.</p> <p>School provides a caring, encouraging environment.</p> <p>Parent(s) are actively involved in helping young person succeed in school.</p>
	2. Positive family communication	
	3. Other adult relationships	
	4. Caring neighborhood	
	5. Caring school climate	
	6. Parent involvement in schooling	
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	<p>Family has clear rules and consequences and monitors the young person's whereabouts.</p> <p>School provides clear rules and consequences.</p> <p>Neighbors take responsibility for monitoring young people's behavior.</p> <p>Parent(s) and other adults model positive, responsible behavior.</p> <p>Young person's best friends model responsible behavior.</p> <p>Both parent(s) and teachers encourage the young person to do well.</p>
	12. School boundaries	
	13. Neighborhood boundaries	
	14. Adult role models	
	15. Positive peer influence	
	16. High expectations	
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.
Positive Identity	35. Resistance skills	Young person can resist negative peer pressure and dangerous situations.
	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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	Black / African American	1429	39
	Hispanic	722	20
	White	959	26
	Multi-racial	305	8

*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 "external 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

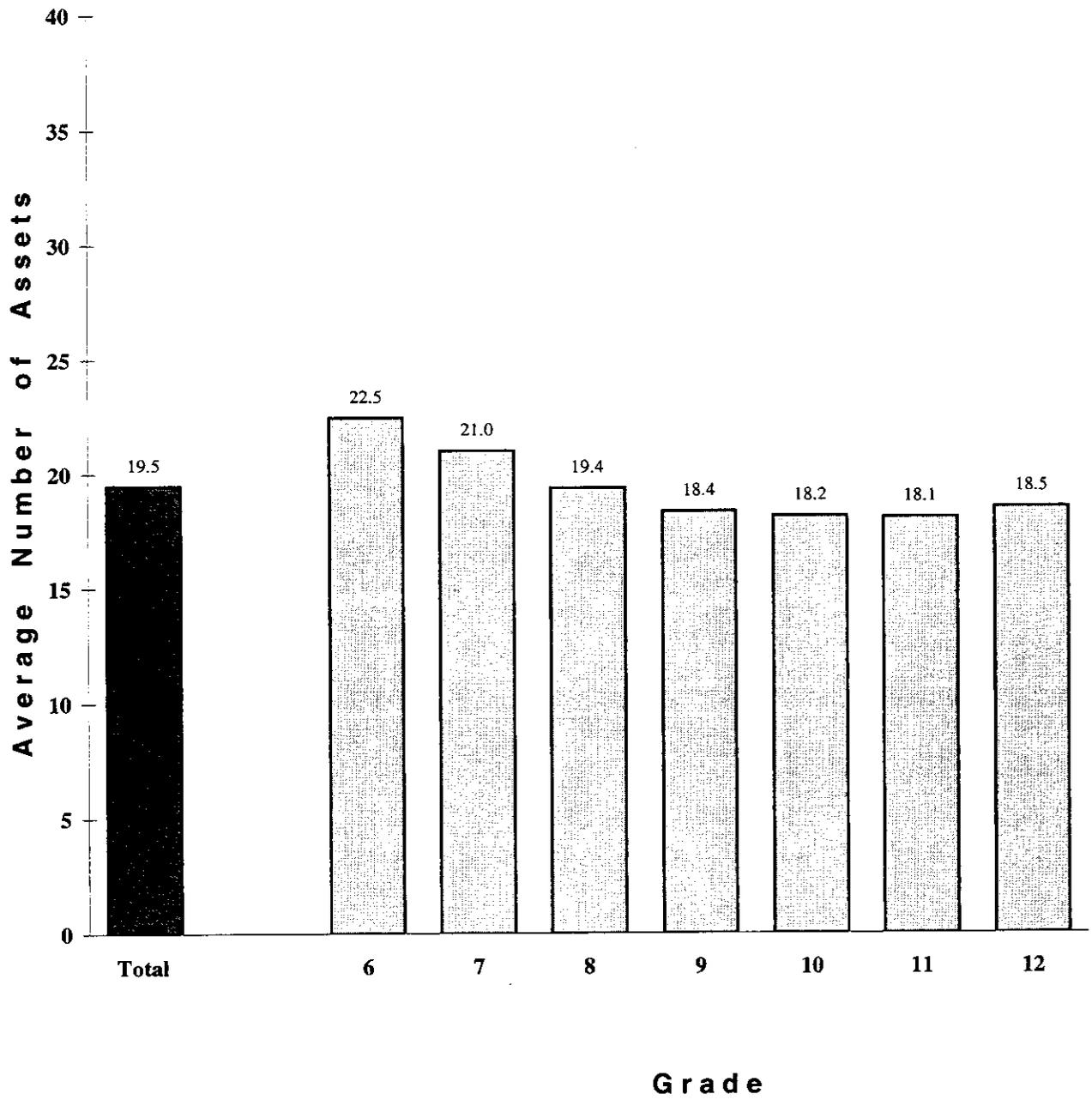


Figure 4: Percent of Youth Reporting Each of 20 External Assets

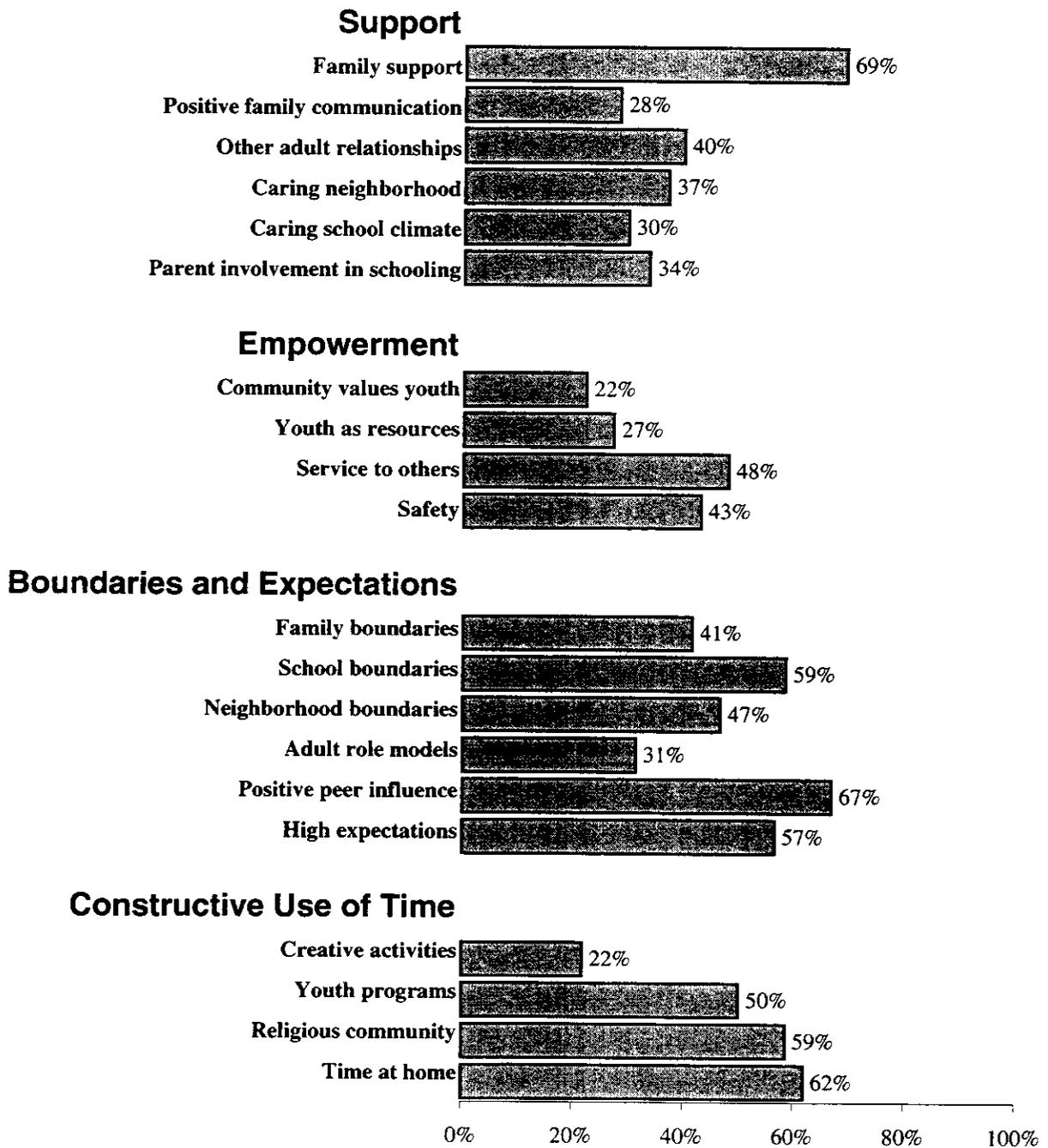
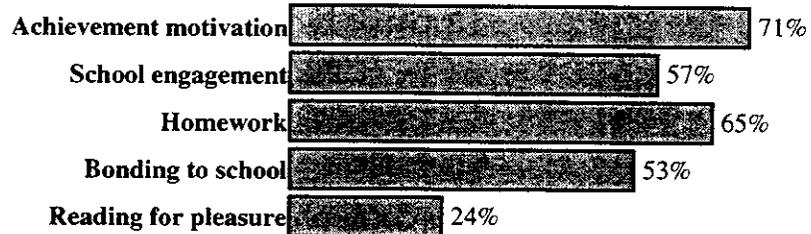


Figure 5: Percent of Youth Reporting Each External Asset, by Gender and Grade

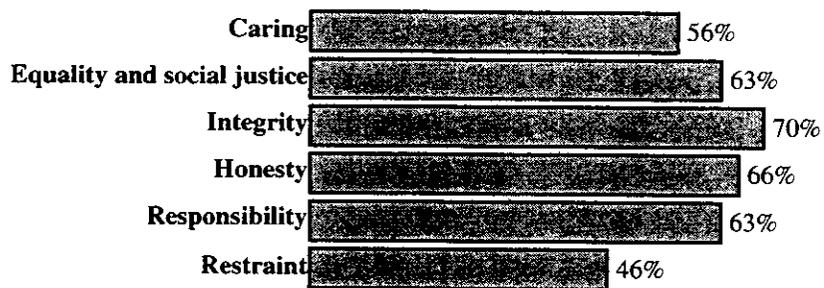
External Asset	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
Support										
1. Family support	69	70	69	77	77	71	64	64	67	59
2. Positive family communication	28	28	29	39	34	29	27	24	23	15
3. Other adult relationships	40	39	40	42	43	40	39	35	39	40
4. Caring neighborhood	37	37	37	47	46	38	34	34	29	27
5. Caring school climate	30	28	31	38	34	28	30	23	24	28
6. Parent involvement in schooling	34	34	33	46	45	32	35	28	23	20
Empowerment										
7. Community values youth	22	21	23	36	30	23	17	15	16	15
8. Youth as resources	27	26	28	35	34	23	22	26	23	26
9. Service to others	48	42	53	55	51	46	41	46	49	47
10. Safety	43	53	34	32	32	44	42	49	50	59
Boundaries and Expectations										
11. Family boundaries	41	39	44	44	49	42	43	36	37	37
12. School boundaries	59	58	59	74	69	60	50	52	47	53
13. Neighborhood boundaries	47	43	50	62	60	52	39	40	36	29
14. Adult role models	31	28	34	35	37	31	25	28	29	32
15. Positive peer influence	67	64	70	88	79	70	62	56	53	53
16. High expectations	57	57	56	68	68	61	57	48	45	42
Constructive Use of Time										
17. Creative activities	22	19	24	28	23	20	21	19	21	19
18. Youth programs	50	51	49	49	48	44	50	51	55	56
19. Religious community	59	57	60	70	69	62	55	55	50	43
20. Time at home	62	57	66	68	62	58	62	62	60	61

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

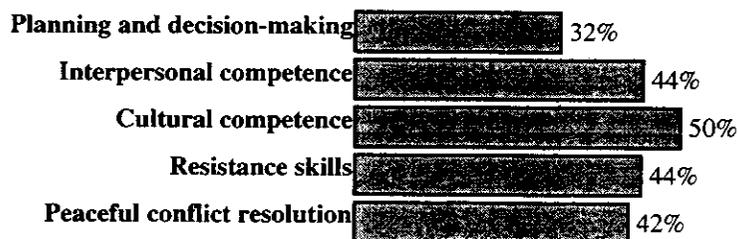
Commitment to Learning



Positive Values



Social Competencies



Positive Identity

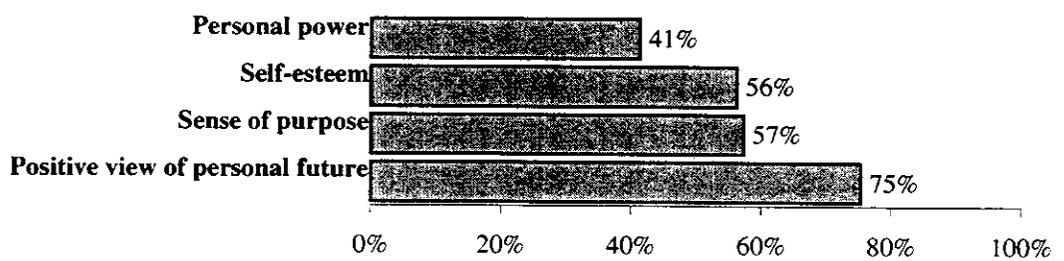


Figure 7: Percent of Youth Reporting Each Internal Asset, by Gender and Grade

Internal Asset	Total Sample	Gender		Grade							
		M	F	6	7	8	9	10	11	12	
Commitment to Learning											
21. Achievement motivation	71	65	76	73	72	69	69	67	72	73	
22. School engagement	57	53	60	61	54	59	53	53	55	61	
23. Homework	65	59	70	65	61	64	65	65	68	67	
24. Bonding to school	53	49	56	66	54	44	40	53	54	61	
25. Reading for pleasure	24	21	26	31	23	24	21	22	19	23	
Positive Values											
26. Caring	56	50	62	65	60	54	51	55	54	57	
27. Equality and social justice	63	58	68	67	66	65	59	61	59	64	
28. Integrity	70	66	73	70	64	65	68	72	72	80	
29. Honesty	66	63	68	74	72	64	61	63	61	65	
30. Responsibility	63	60	66	70	65	59	58	62	62	65	
31. Restraint	46	38	52	69	67	53	37	33	28	24	
Social Competencies											
32. Planning and decision-making	32	30	33	35	31	28	25	31	36	37	
33. Interpersonal competence	44	33	54	49	44	40	41	45	48	43	
34. Cultural competence	50	46	54	50	50	47	51	47	53	52	
35. Resistance skills	44	40	47	55	50	43	38	36	40	43	
36. Peaceful conflict resolution	42	37	47	54	42	35	37	40	43	42	
Positive Identity											
37. Personal power	41	41	41	35	38	36	36	47	49	52	
38. Self-esteem	56	58	55	57	55	59	56	53	56	59	
39. Sense of purpose	57	59	56	57	56	57	59	57	56	59	
40. Positive view of personal future	75	76	75	76	80	77	73	75	73	71	

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	46	46	47	33	45	44	50	47	56	53	
TV Overexposure	Watches TV or videos three or more hours per school day	44	46	43	40	49	50	50	42	40	37	
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?"	29	27	31	27	33	30	32	27	29	24	
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?"	28	33	24	26	33	27	34	28	25	23	
Drinking Parties	Reports attending one or more parties in the last year "where other kids your age were drinking."	44	45	43	11	19	36	56	62	70	67	

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	23	24	8	12	15	27	32	38	40
	Got drunk once or more in the last two weeks	14	15	13	7	9	12	16	17	20	21
Tobacco	Smoked cigarettes once or more in the last 30 days	16	16	15	4	8	12	16	22	26	26
	Used smokeless tobacco once or more in the last 12 months	2	4	1	1	2	1	2	2	3	5
Inhalants	Sniffed or inhaled substances to get high once or more in the last 12 months	7	7	7	9	11	8	8	3	6	2
Marijuana	Used marijuana once or more in the last 12 months	19	22	17	1	7	12	20	30	36	37
Other Drug Use	Used other illicit drugs once or more in the last 12 months*	6	7	6	1	5	6	6	6	11	10
Driving and Alcohol	Drove after drinking once or more in the last 12 months	8	9	6	2	1	5	6	9	14	23
	Rode (once or more in the last 12 months) with a driver who had been drinking	32	31	33	21	30	28	31	38	40	43

* 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	33	39	28	9	20	31	34	42	51	55	
Anti-Social Behavior	Shoplifted once or more in the last 12 months	30	34	27	21	29	34	34	32	31	28	
	Committed vandalism once or more in the last 12 months	17	25	9	11	15	20	21	19	18	11	
	Got into trouble with police once or more in the last 12 months	21	29	14	13	20	23	21	25	25	19	
Violence	Hit someone once or more in the last 12 months	42	53	32	46	53	53	42	36	30	30	
	Physically hurt someone once or more in the last 12 months	16	22	11	11	19	20	17	17	14	11	
	Used a weapon to get something from a person once or more in the last 12 months	5	7	3	4	3	6	6	5	6	3	
	Been in a group fight once or more in the last 12 months	21	28	15	19	25	25	19	21	21	18	
	Carried a weapon for protection once or more in the last 12 months	13	19	8	6	10	17	18	14	16	13	
	Threatened physical harm to someone once or more in the last 12 months	32	39	27	24	35	38	37	33	30	29	
School Truancy	Skipped school once or more in the last four weeks	27	28	27	14	17	18	23	37	45	47	
Gambling	Gambled once or more in the last 12 months	34	47	22	26	32	35	36	38	36	35	
Eating Disorder	Has engaged in bulimic or anorexic behavior	19	17	21	23	20	17	19	18	16	18	
Depression	Felt sad or depressed most or all of the time in the last month	20	17	23	18	17	18	25	23	20	20	
Attempted Suicide	Has attempted suicide one or more times	17	12	20	15	16	16	19	17	17	17	

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	16	8	10	12	19	21	25	27
Tobacco	Smokes one or more cigarettes every day or uses chewing tobacco frequently	7	9	6	1	3	5	8	10	13	16
Illicit Drugs	Used illicit drugs three or more times in the last 12 months*	14	16	12	1	4	9	14	21	26	29
Sexual Intercourse	Has had sexual intercourse three or more times in lifetime	23	25	20	5	9	15	23	30	41	44
Depression/Suicide	Is frequently depressed and/or has attempted suicide	29	24	33	26	26	27	34	32	28	29
Anti-Social Behavior	Has been involved in three or more incidents of shoplifting, trouble with police, or vandalism in the last 12 months	21	28	15	13	19	24	25	24	22	18
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	35	45	26	27	40	42	39	33	30	30
School Problems	Has skipped school two or more days in the last four weeks and/or has below a C average	24	26	22	14	19	19	20	31	35	33
Driving and Alcohol	Has driven after drinking or ridden with a drinking driver three or more times in the last 12 months	14	15	14	7	12	11	15	15	22	25
Gambling	Has gambled three or more times in the last 12 months	16	25	7	10	11	16	17	20	19	19

* 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	16	13	19	22	17	16	11	14	16	17	
Helps Others	Helps friends or neighbors one or more hours per week	80	77	83	85	79	79	79	79	81	79	
Values Diversity	Places high importance on getting to know people of other racial/ethnic groups	70	67	72	71	74	68	72	67	67	71	
Maintains Good Health	Pays attention to healthy nutrition and exercise	55	57	53	67	61	54	49	51	49	46	
Exhibits Leadership	Has been a leader of a group or organization in the last 12 months	67	66	67	67	71	63	65	65	67	69	
Resists Danger	Avoids doing things that are dangerous	36	28	43	44	38	38	26	36	33	37	
Delays Gratification	Saves money for something special rather than spending it all right away	48	51	46	56	51	49	40	49	46	45	
Overcomes Adversity	Does not give up when things get difficult	67	70	65	66	67	66	69	69	67	70	

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

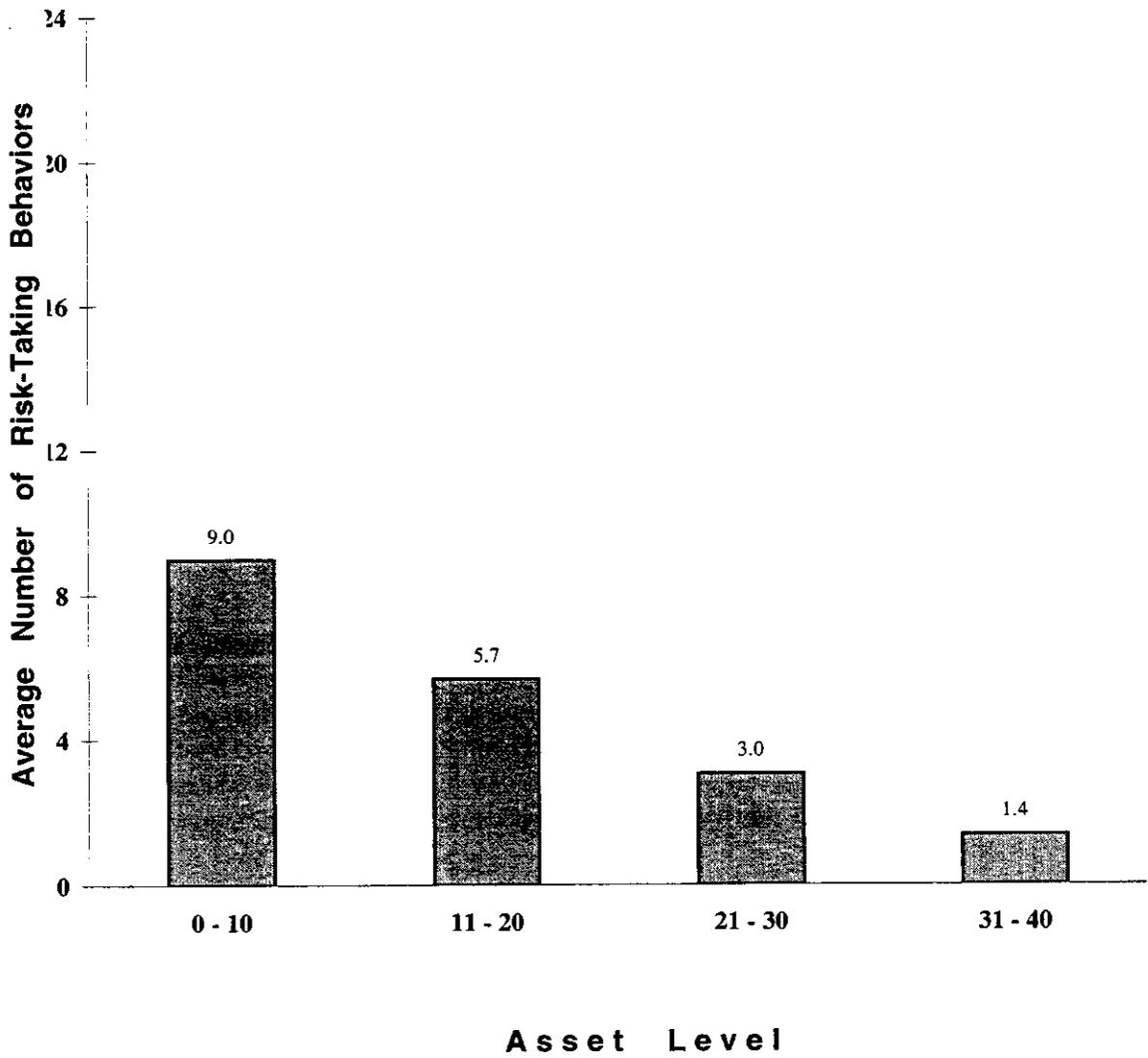


Figure 14: Percent of Youth Reporting Each of 9 Substance Use Related Risk-Taking Behaviors, by Asset Level

Risk-Taking Behavior		Total Sample	Number of Assets			
Category	Definition		0-10	11-20	21-30	31-40
Alcohol	Used alcohol once or more in the last 30 days	24	47	31	14	7
	Got drunk once or more in the last two weeks	14	33	17	7	2
Tobacco	Smoked cigarettes once or more in the last 30 days	16	39	19	8	3
	Used smokeless tobacco once or more in the last 12 months	2	5	2	1	0
Inhalants	Sniffed or inhaled substances to get high once or more in the last 12 months	7	17	9	4	1
Marijuana	Used marijuana once or more in the last 12 months	19	43	24	10	4
Other Drug Use	Used other illicit drugs once or more in the last 12 months†	6	21	7	2	0
Driving and Alcohol	Drove after drinking once or more in the last 12 months	8	18	8	5	1
	Rode (once or more in the last 12 months) with a driver who had been drinking	32	49	38	27	12

† 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	33	57	41	22	11
Anti-Social Behavior	Shoplifted once or more in the last 12 months	30	56	38	16	7
	Committed vandalism once or more in the last 12 months	17	43	20	7	2
	Got into trouble with police once or more in the last 12 months	21	42	24	13	3
Violence	Hit someone once or more in the last 12 months	42	63	48	32	22
	Physically hurt someone once or more in the last 12 months	16	31	19	9	3
	Used a weapon to get something from a person once or more in the last 12 months	5	11	6	1	0
	Been in a group fight once or more in the last 12 months	21	40	25	13	4
	Carried a weapon for protection once or more in the last 12 months	13	30	16	7	1
	Threatened physical harm to someone once or more in the last 12 months	32	55	40	22	12
School Truancy	Skipped school once or more in the last four weeks	27	53	32	17	7
Gambling	Gambled once or more in the last 12 months	34	54	39	27	15
Eating Disorder	Has engaged in bulimic or anorexic behavior	19	23	21	15	12
Depression	Felt sad or depressed most or all of the time in the last month	20	38	24	13	4
Attempted Suicide	Has attempted suicide one or more times	17	29	20	11	7

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	21	9	3
Tobacco	Smokes one or more cigarettes every day or uses chewing tobacco frequently	7	24	8	2	1
Illicit Drugs	Used illicit drugs three or more times in the last 12 months†	14	36	17	7	2
Sexual Intercourse	Has had sexual intercourse three or more times in lifetime	23	41	27	14	7
Depression/Suicide	Is frequently depressed and/or has attempted suicide	29	49	34	19	10
Anti-Social Behavior	Has been involved in three or more incidents of shoplifting, trouble with police, or vandalism in the last 12 months	21	52	25	8	0
Violence	Has engaged in three or more acts of fighting, hitting, injuring a person, carrying or using a weapon, or threatening physical harm in the last 12 months	35	60	43	22	9
School Problems	Has skipped school two or more days in the last four weeks and/or has below a C average	24	49	29	12	4
Driving and Alcohol	Has driven after drinking or ridden with a drinking driver three or more times in the last 12 months	14	31	18	8	3
Gambling	Has gambled three or more times in the last 12 months	16	30	19	11	4

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

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

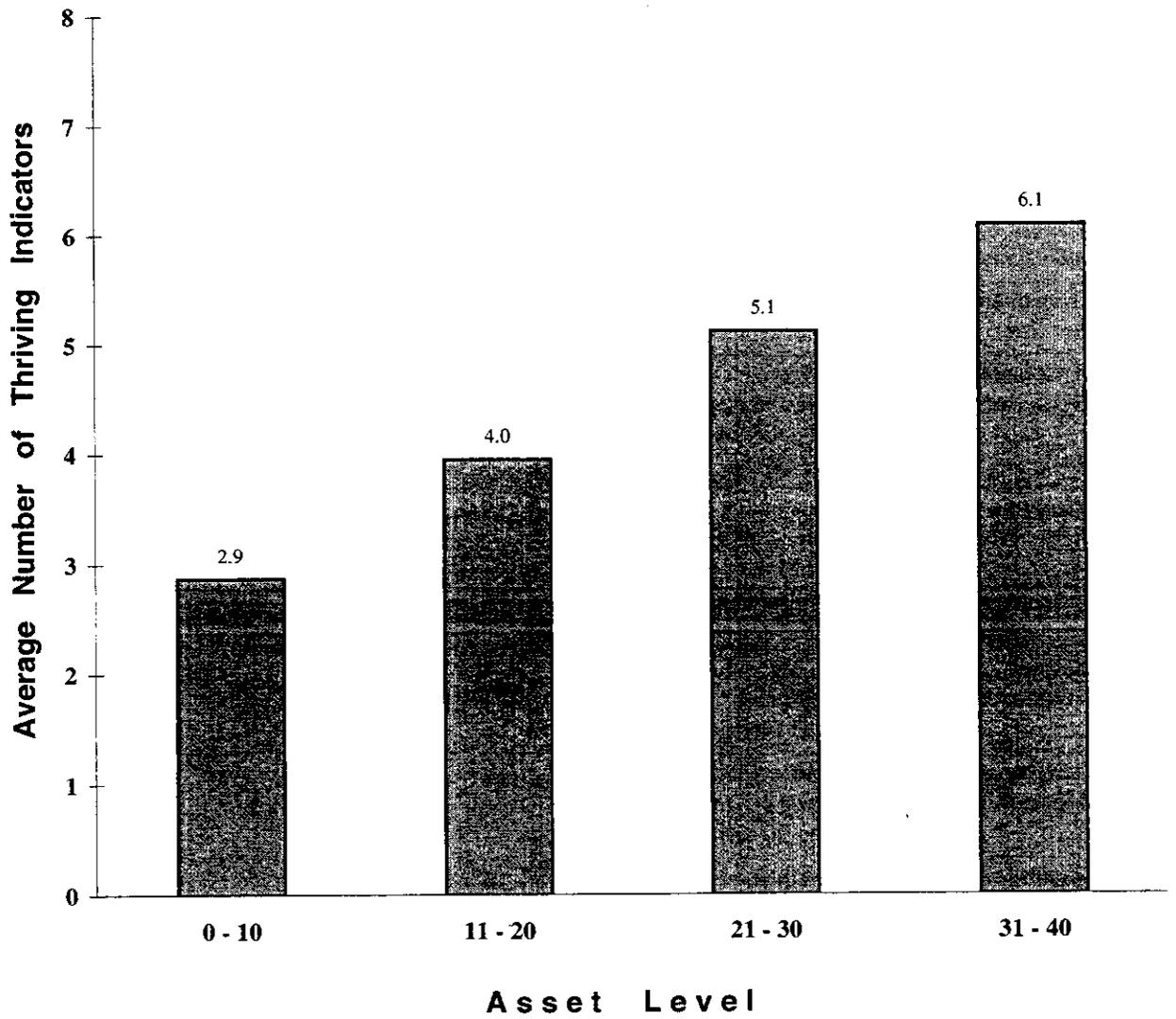


Figure 18: Percent of Youth Reporting Each of 8 Thriving Indicators, by Asset Level

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	16	7	11	23	37
Helps Others	Helps friends or neighbors one or more hours per week	80	62	76	88	94
Values Diversity	Places high importance on getting to know people of other racial/ethnic groups	70	44	64	81	92
Maintains Good Health	Pays attention to healthy nutrition and exercise	55	23	47	68	86
Exhibits Leadership	Has been a leader of a group or organization in the last 12 months	67	54	63	74	85
Resists Danger	Avoids doing things that are dangerous	36	13	30	44	53
Delays Gratification	Saves money for something special rather than spending it all right away	48	27	41	59	76
Overcomes Adversity	Does not give up when things get difficult	67	57	64	74	84

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, 9 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.

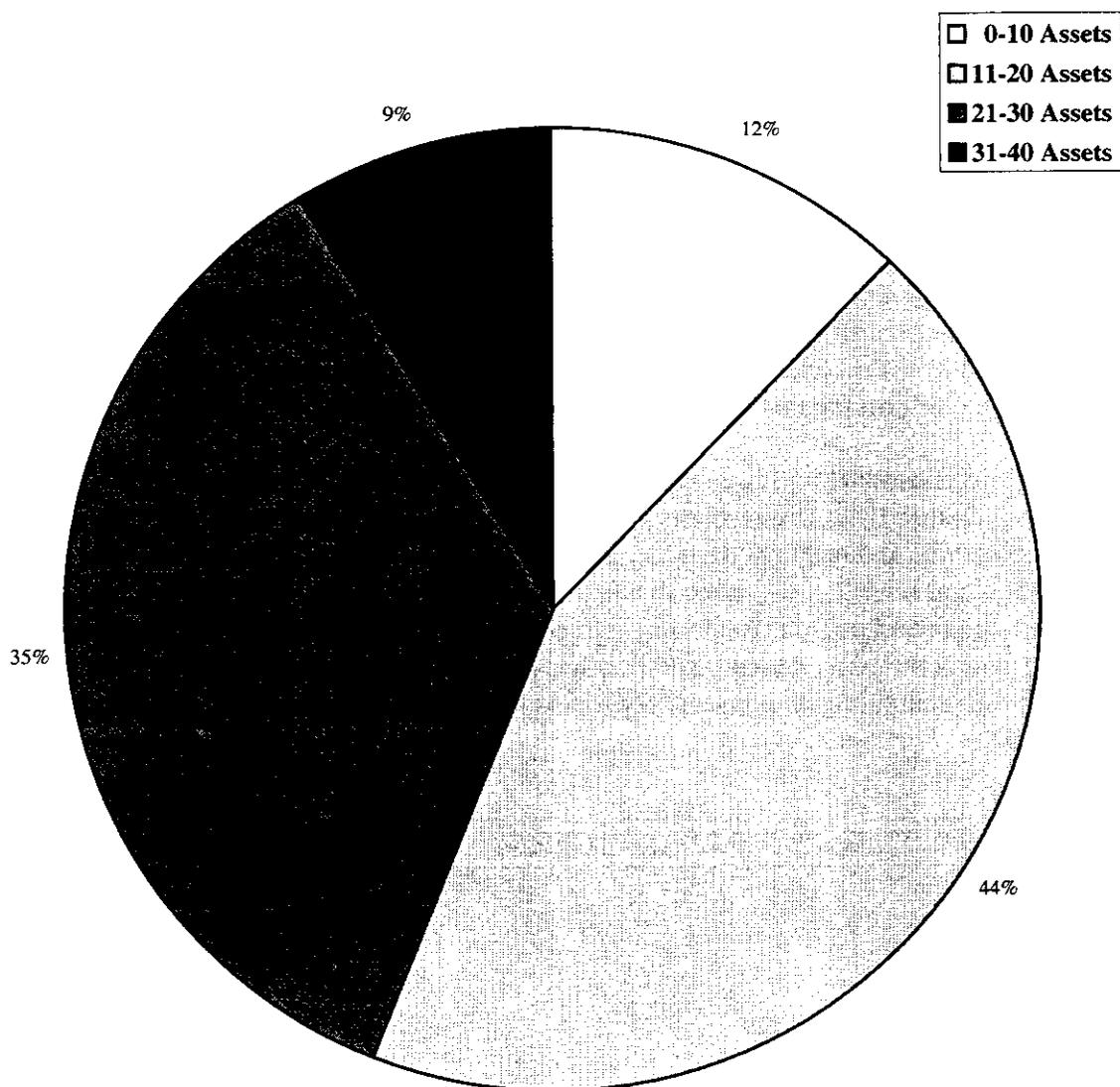
- **Elevate the importance of service**—It ought to become the norm for children and youth to engage in acts of caring and compassion for others and for the common good through youth organizations, families, neighborhoods, schools, and religious institutions. Service to others both solidifies caring 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.

- 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	12
1. Age										
11 or younger	10	8	11	60	1	0	0	0	0	0
12	15	16	14	36	60	1	0	0	0	0
13	15	14	15	3	32	58	2	0	0	0
14	15	15	15	0	7	33	59	1	0	0
15	14	14	14	0	0	7	33	54	1	0
16	13	13	14	0	0	1	6	33	56	2
17	13	14	12	0	0	0	1	9	36	59
18	5	5	4	0	0	0	0	3	6	32
19 or older	1	1	0	0	0	0	0	0	1	6
2. Grade in school										
5th	0	0	0	0	0	0	0	0	0	0
6th	16	16	16	100	0	0	0	0	0	0
7th	16	16	15	0	100	0	0	0	0	0
8th	15	15	15	0	0	100	0	0	0	0
9th	15	13	15	0	0	0	100	0	0	0
10th	14	15	14	0	0	0	0	100	0	0
11th	13	13	14	0	0	0	0	0	100	0
12th	11	11	11	0	0	0	0	0	0	100
3. Gender										
Male	47	100	0	47	48	47	43	48	45	48
Female	53	0	100	53	52	53	57	52	55	52
4. Race / ethnicity										
American Indian	1	0	1	1	1	1	1	1	0	0
Asian or Pacific Islander	6	6	6	5	5	6	5	5	7	9
Black or African American	39	40	38	42	41	42	37	39	34	38
Hispanic	20	21	19	24	21	19	22	18	16	16
White	26	27	26	20	23	23	26	29	35	30
Multi-racial	8	7	10	8	9	9	9	9	7	7
5. Which best describes your family?										
I live with two parents	58	61	55	59	57	58	57	56	61	57
I live in a one-parent family with my mother	31	28	34	29	32	31	32	33	31	32
I live in a one-parent family with my father	4	4	4	2	3	5	4	4	4	5
Sometimes I live with my mother and sometimes with my father	7	7	7	10	7	6	7	7	5	6
How important is this to you in your life?										
6. Helping other people										
Not important	1	2	0	1	1	2	2	2	1	1
Somewhat important	15	17	13	12	13	17	17	15	16	16
Not sure	7	9	5	9	10	7	9	5	6	3
Quite important	47	47	47	46	50	49	44	49	45	44
Extremely important	30	25	34	32	26	26	29	29	32	35
7. Helping to reduce hunger and poverty in the world										
Not important	5	7	3	3	2	4	6	8	8	7
Somewhat important	15	16	13	12	11	14	15	14	20	19
Not sure	18	21	16	19	18	19	20	18	17	16
Quite important	27	25	29	22	24	30	27	31	28	31
Extremely important	35	31	38	45	44	33	33	29	28	27
8. Helping to make the world a better place in which to live										
Not important	3	4	2	2	1	3	4	2	4	5
Somewhat important	12	12	11	6	9	12	13	13	16	14
Not sure	9	11	8	9	10	9	12	9	9	8
Quite important	28	28	28	20	27	30	29	31	32	30
Extremely important	48	45	51	63	53	47	43	44	39	43

All Survey Items by Gender and Grade

(Cont'd)	Percent									
	Total	Gender		Grade						
		Sample	M	F	6	7	8	9	10	11
How important is this to you in your life?										
9. Being religious or spiritual										
Not important	13	16	10	11	12	9	12	14	18	17
Somewhat important	16	14	18	14	14	17	15	18	16	18
Not sure	17	19	16	26	21	18	15	15	11	11
Quite important	25	24	25	19	27	26	28	26	27	23
Extremely important	29	27	31	30	27	31	30	27	28	31
10. Helping to make sure that all people are treated fairly										
Not important	2	2	1	2	1	2	3	2	2	3
Somewhat important	11	13	10	8	11	11	14	11	11	13
Not sure	8	10	7	9	10	9	8	9	8	5
Quite important	38	37	38	35	40	35	38	39	38	38
Extremely important	41	38	44	46	38	43	37	39	41	41
11. Getting to know people who are of a different race than I am										
Not important	5	6	4	6	3	5	4	6	6	7
Somewhat important	14	14	13	11	12	15	13	16	14	14
Not sure	11	12	10	13	11	11	11	11	13	8
Quite important	39	40	38	39	37	37	41	41	37	41
Extremely important	31	28	34	31	37	31	31	26	30	30
12. Speaking up for equality (everyone should have the same rights and opportunities)										
Not important	3	4	1	3	2	2	2	3	3	4
Somewhat important	9	9	8	7	8	10	10	9	10	8
Not sure	8	10	7	11	10	7	9	9	8	5
Quite important	29	29	29	23	26	29	32	33	30	31
Extremely important	51	48	54	56	55	52	48	46	50	52
13. Giving time or money to make life better for other people										
Not important	6	8	4	4	4	6	7	6	5	8
Somewhat important	18	20	17	14	16	19	20	22	20	19
Not sure	19	20	17	19	20	21	20	18	17	14
Quite important	37	34	39	36	39	35	36	37	36	41
Extremely important	20	18	22	28	21	19	16	19	22	17
14. Doing what I believe is right even if my friends make fun of me										
Not important	4	5	2	4	3	4	5	4	3	4
Somewhat important	8	8	8	7	10	8	9	8	8	7
Not sure	12	14	11	12	13	15	14	13	10	5
Quite important	33	33	33	26	31	33	31	36	36	39
Extremely important	43	40	47	51	44	40	42	40	42	45
15. Standing up for what I believe, even when it's unpopular to do so										
Not important	3	4	2	5	3	3	4	3	2	2
Somewhat important	9	8	9	8	11	10	8	8	9	5
Not sure	14	16	12	17	17	17	13	15	10	7
Quite important	32	31	32	27	30	31	34	34	31	36
Extremely important	43	40	44	43	39	39	41	41	47	49
16. Telling the truth, even when it's not easy										
Not important	5	6	3	3	2	4	7	5	5	8
Somewhat important	14	14	14	10	13	15	17	16	15	14
Not sure	15	16	15	13	14	17	16	16	19	13
Quite important	34	34	35	27	34	36	36	37	34	38
Extremely important	32	30	33	47	38	29	24	26	27	28

All Survey Items by Gender and Grade (Cont'd)	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
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	5	3	4	2	4	6	4	3	4
Somewhat important	11	10	12	8	9	15	13	11	12	10
Not sure	11	12	11	10	12	13	13	11	10	8
Quite important	40	39	40	35	40	39	40	39	44	42
Extremely important	34	33	35	42	37	30	29	34	32	36
18. Doing my best even when I have to do a job I don't like										
Not important	4	6	3	3	3	4	6	5	4	4
Somewhat important	13	13	12	7	13	13	14	14	15	14
Not sure	12	13	10	11	11	13	12	11	12	11
Quite important	38	35	40	33	39	40	40	40	39	37
Extremely important	34	33	34	45	34	30	29	31	30	34
19. On an average school day, about how much time do you spend doing homework outside of school?										
None	4	6	3	2	1	3	4	6	7	7
Half hour or less	11	12	10	10	13	10	10	13	10	13
Between half an hour and an hour	20	22	18	23	25	23	21	16	16	13
1 hour	23	24	22	28	22	27	22	20	19	25
2 hours	27	24	30	25	29	27	27	30	27	24
3 hours or more	15	11	18	12	11	10	15	16	22	18
20. What grades do you earn in school?										
Mostly As	16	13	19	22	17	16	11	14	16	17
About half As and half Bs	28	24	31	37	26	27	23	26	27	26
Mostly Bs	14	14	14	8	11	12	17	14	16	19
About half Bs and half Cs	27	30	24	23	27	29	33	27	24	26
Mostly Cs	6	8	5	2	7	5	7	9	9	5
About half Cs and half Ds	7	9	6	6	10	9	7	8	7	5
Mostly Ds	1	2	1	1	1	1	1	2	1	1
Mostly below Ds	1	1	1	2	1	2	1	1	1	0
How often does one of your parents . . . ?										
21. Help you with your school work										
Very often	13	14	13	24	18	14	11	9	7	6
Often	18	18	18	23	25	21	19	12	11	8
Sometimes	33	32	34	35	36	39	33	32	29	24
Seldom	20	18	21	12	13	15	20	25	27	30
Never	16	18	15	6	8	11	18	22	25	32
22. Talk to you about what you are doing in school										
Very often	35	37	34	40	42	33	35	35	33	27
Often	28	28	28	29	28	27	29	30	29	25
Sometimes	20	19	21	18	16	24	20	20	20	23
Seldom	10	9	11	8	9	9	11	9	10	15
Never	6	6	6	6	5	6	6	5	8	10
23. Ask you about homework										
Very often	43	46	41	55	52	45	42	40	35	27
Often	24	26	24	25	29	25	23	23	25	20
Sometimes	16	15	18	15	11	16	19	18	17	19
Seldom	9	8	10	3	6	8	10	11	13	20
Never	7	6	7	2	2	6	6	8	11	14
24. Go to meetings or events at your school										
Very often	16	16	16	21	19	15	13	14	14	16
Often	19	19	19	21	21	16	20	20	17	17
Sometimes	28	29	28	33	32	27	29	27	28	22
Seldom	19	18	19	14	14	23	23	18	18	20
Never	18	18	17	11	14	18	15	20	23	26

All Survey Items by Gender and Grade (Cont'd)	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
25. At school I try as hard as I can to do my best work										
Strongly agree	33	29	37	49	32	33	27	30	30	28
Agree	46	46	46	39	48	46	52	45	47	48
Not sure	11	13	10	9	13	12	11	12	13	11
Disagree	8	10	6	2	5	7	10	13	9	12
Strongly disagree	1	3	1	1	2	2	1	1	2	1
26. My teachers really care about me										
Strongly agree	18	19	18	31	25	17	16	11	12	11
Agree	31	32	30	29	32	31	35	29	28	33
Not sure	35	34	36	30	31	36	34	38	37	39
Disagree	10	9	11	6	7	8	11	15	15	10
Strongly disagree	6	7	5	3	6	7	5	6	8	7
27. It bothers me when I don't do something well										
Strongly agree	37	33	41	38	40	36	33	35	40	38
Agree	41	41	42	35	38	41	45	44	43	46
Not sure	12	15	10	15	13	14	13	11	10	11
Disagree	7	9	6	8	7	7	8	8	6	4
Strongly disagree	2	3	2	3	2	3	2	2	0	2
28. I get a lot of encouragement at my school										
Strongly agree	15	15	14	21	19	12	13	11	10	15
Agree	34	31	36	37	33	37	33	30	32	32
Not sure	27	27	26	26	26	26	28	29	27	25
Disagree	18	18	18	10	15	18	18	23	22	23
Strongly disagree	7	9	5	6	7	8	8	7	8	5
29. Teachers at school push me to be the best I can be										
Strongly agree	25	26	25	39	36	28	22	17	13	15
Agree	35	35	36	33	36	36	39	34	36	33
Not sure	21	21	21	18	16	20	23	23	23	28
Disagree	13	13	14	6	9	12	11	20	19	17
Strongly disagree	5	6	4	5	3	4	4	6	9	7
30. My parents push me to be the best I can be										
Strongly agree	62	63	60	67	71	65	60	58	55	50
Agree	26	25	27	22	19	25	28	30	30	31
Not sure	7	6	7	6	6	5	6	6	7	12
Disagree	3	3	3	2	2	2	3	4	4	5
Strongly disagree	2	3	2	3	2	2	3	2	4	2
31. During the last four weeks, how many days of school have you missed because you skipped or "ditched?"										
None	73	72	73	86	83	82	77	63	55	53
1 day	10	9	10	6	8	6	9	11	13	17
2 days	6	6	6	2	3	4	5	9	10	11
3 days	5	5	5	2	2	2	3	7	9	9
4 - 5 days	4	5	4	3	2	3	3	7	7	6
6 - 10 days	2	2	1	1	1	1	2	2	2	3
11 or more days	1	2	1	1	1	2	1	1	3	2
How often do you . . . ?										
32. Feel bored at school										
Usually	41	43	39	26	32	41	47	48	51	45
Sometimes	54	51	57	65	61	54	50	49	45	50
Never	5	6	5	9	7	5	3	3	4	4
33. Come to classes without bringing paper or something to write with										
Usually	7	10	5	10	8	5	8	8	6	6
Sometimes	38	42	35	44	47	47	39	34	29	22
Never	54	48	60	47	44	48	53	58	65	72

All Survey Items by Gender and Grade (Cont'd)	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
	How often do you . . . ?									
34. Come to classes without your homework finished										
Usually	11	14	8	10	11	9	11	12	12	11
Sometimes	65	64	65	55	65	64	71	67	67	63
Never	25	22	27	35	24	27	17	21	21	25
35. Come to classes without your books										
Usually	8	10	7	7	8	7	10	10	9	9
Sometimes	40	38	41	42	35	29	38	43	49	44
Never	52	52	52	52	57	64	52	47	42	46
36. On the whole, I like myself										
Strongly agree	48	51	46	51	50	48	44	49	49	46
Agree	37	34	38	31	35	39	41	35	37	40
Not sure	10	10	11	13	10	10	9	11	11	8
Disagree	4	3	4	4	4	2	5	4	3	5
Strongly disagree	1	1	1	1	2	1	1	2	1	0
37. It is against my values to drink alcohol while I am a teenager										
Strongly agree	43	42	45	66	63	50	34	32	24	25
Agree	16	17	15	11	18	18	20	17	15	14
Not sure	14	15	14	10	11	16	20	13	14	14
Disagree	15	13	16	3	4	11	17	23	25	26
Strongly disagree	12	13	10	9	4	6	10	15	21	21
38. I like to do exciting things even if they are dangerous										
Strongly agree	14	19	9	15	13	14	16	11	13	15
Agree	26	31	23	20	24	26	32	28	32	25
Not sure	24	23	25	21	25	23	26	25	22	23
Disagree	22	16	27	22	20	23	18	24	22	26
Strongly disagree	14	11	16	21	17	15	8	12	11	11
39. At times, I think I am no good at all										
Strongly agree	9	9	10	12	12	8	8	9	9	6
Agree	26	22	29	25	28	26	22	27	27	27
Not sure	16	17	16	21	16	18	19	13	15	11
Disagree	24	24	24	19	23	23	26	26	25	26
Strongly disagree	25	28	22	23	21	26	24	25	24	30
40. I get along well with my parents										
Strongly agree	36	38	34	47	42	36	33	31	29	28
Agree	38	39	37	32	36	38	35	39	46	41
Not sure	13	12	14	12	11	13	14	15	12	15
Disagree	9	7	10	5	7	9	12	9	9	10
Strongly disagree	5	4	5	5	4	4	6	6	4	5
41. All in all, I am glad I am me										
Strongly agree	52	55	50	58	57	58	48	47	46	48
Agree	31	30	31	25	28	28	31	35	36	33
Not sure	11	10	13	11	11	10	12	10	14	12
Disagree	4	3	4	3	2	3	6	5	2	6
Strongly disagree	2	3	2	3	2	1	3	2	2	2
42. I feel I do not have much to be proud of										
Strongly agree	5	6	5	6	6	6	5	7	4	4
Agree	13	13	13	14	12	11	15	15	13	13
Not sure	14	15	14	15	15	14	17	12	14	11
Disagree	32	30	34	27	33	30	34	33	36	36
Strongly disagree	35	36	34	38	35	39	29	34	33	37

All Survey Items by Gender and Grade

(Cont'd)	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
43. If I break one of my parents' rules, I usually get punished										
Strongly agree	19	18	20	26	27	19	18	15	14	11
Agree	37	37	37	38	38	40	38	32	35	37
Not sure	19	20	18	19	16	18	20	22	20	17
Disagree	18	17	19	12	15	16	17	23	22	24
Strongly disagree	7	8	7	5	5	7	7	7	10	11
44. My parents give me help and support when I need it										
Strongly agree	47	47	47	59	55	49	43	41	42	36
Agree	35	34	34	26	29	35	36	39	38	42
Not sure	10	9	10	8	9	9	10	11	11	10
Disagree	5	5	6	4	3	4	8	6	5	9
Strongly disagree	3	4	3	3	3	3	3	3	3	3
45. It is against my values to have sex while I am a teenager										
Strongly agree	32	21	43	53	48	36	25	23	19	14
Agree	12	12	12	12	13	13	11	10	11	12
Not sure	18	21	16	19	19	20	25	16	14	14
Disagree	17	18	16	5	10	15	18	24	27	25
Strongly disagree	21	28	14	11	10	16	22	26	28	36
46. In my school there are clear rules about what students can and cannot do										
Strongly agree	40	39	40	59	52	35	28	33	28	37
Agree	40	40	41	29	34	41	46	44	45	47
Not sure	12	12	12	10	8	16	14	11	14	9
Disagree	5	6	5	1	4	5	7	8	7	6
Strongly disagree	3	3	2	2	1	3	4	4	5	1
47. I care about the school I go to										
Strongly agree	20	19	21	27	22	16	11	19	18	23
Agree	33	31	36	38	32	28	29	34	36	38
Not sure	24	25	22	21	25	29	27	24	19	20
Disagree	13	14	13	7	11	14	19	12	15	12
Strongly disagree	10	12	9	7	9	13	14	11	12	7
48. My parents often tell me they love me										
Strongly agree	49	47	51	62	61	54	43	39	42	35
Agree	30	32	28	24	23	28	36	35	34	32
Not sure	9	10	8	7	8	8	8	12	9	14
Disagree	7	7	7	4	5	6	7	10	10	12
Strongly disagree	5	5	5	4	3	4	7	5	6	7
49. In my family, I feel useful and important										
Strongly agree	35	36	35	42	41	36	32	33	33	29
Agree	36	36	36	33	34	38	39	34	34	38
Not sure	17	16	17	15	15	15	14	19	21	18
Disagree	8	8	8	7	7	6	9	10	8	10
Strongly disagree	4	5	4	3	4	5	6	4	4	5
50. Students in my school care about me										
Strongly agree	12	11	13	11	12	11	13	13	11	14
Agree	32	30	34	30	29	33	36	33	33	33
Not sure	36	37	35	38	39	37	36	35	33	29
Disagree	11	12	10	11	11	9	9	11	14	16
Strongly disagree	9	10	7	9	9	9	6	8	10	9
51. In my family, there are clear rules about what I can and cannot do										
Strongly agree	36	34	38	48	46	40	32	29	28	23
Agree	39	40	37	32	38	37	40	42	40	42
Not sure	15	15	14	13	10	13	15	16	20	16
Disagree	8	8	8	4	4	6	9	11	10	15
Strongly disagree	3	3	3	2	1	4	4	2	2	4

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	12	11	12	18	16	12	9	9	9	5
Agree	25	26	25	29	30	27	24	24	20	22
Not sure	32	32	32	32	32	33	36	31	31	31
Disagree	17	16	18	13	12	15	17	21	21	26
Strongly disagree	14	15	13	9	11	14	14	15	19	16
53. At my school, everyone knows that you'll get in trouble for using alcohol or other drugs										
Strongly agree	48	50	46	63	58	47	35	43	39	46
Agree	26	25	26	17	22	25	31	25	30	33
Not sure	12	10	13	12	9	15	15	14	11	6
Disagree	7	6	8	3	3	8	10	10	11	6
Strongly disagree	7	8	7	5	7	5	9	8	9	8
54. If one of my neighbors saw me do something wrong, he or she would tell one of my parents										
Strongly agree	23	21	26	35	34	26	20	18	15	10
Agree	23	23	23	27	25	25	20	22	22	19
Not sure	30	30	30	26	24	30	33	31	31	36
Disagree	12	12	12	5	8	8	13	17	19	20
Strongly disagree	11	14	9	6	9	10	14	12	13	15
During the last 12 months, how many times have you ... ?										
55. Been a leader in a group or organization										
Never	33	34	33	33	29	37	35	35	33	31
Once in a while	17	17	17	16	20	18	17	16	16	16
Sometimes	14	14	15	15	16	12	14	14	16	14
Often	16	15	18	16	19	15	16	16	17	16
Always	19	20	17	21	17	18	17	19	17	23
56. Stolen something from a store										
Never	70	66	73	79	71	66	66	68	69	72
Once in a while	12	11	13	8	13	13	12	13	13	12
Sometimes	5	6	4	5	5	6	5	6	6	4
Often	4	5	4	3	5	5	4	4	5	5
Always	8	11	6	4	7	10	12	10	8	8
57. Gotten into trouble with the police										
Never	79	71	86	87	80	77	79	75	75	81
Once in a while	11	14	9	8	12	12	11	12	13	13
Sometimes	5	7	3	3	4	5	5	7	6	3
Often	3	5	1	1	2	4	2	4	4	3
Always	2	3	1	1	2	2	3	1	3	1
58. Hit or beat up someone										
Never	58	47	68	54	47	47	58	64	70	70
Once in a while	17	20	15	21	20	23	15	16	12	11
Sometimes	7	9	6	8	10	8	7	6	4	6
Often	7	9	5	5	9	8	8	5	7	6
Always	11	15	7	12	15	14	12	9	7	7
59. Damaged property just for fun (such as breaking windows, scratching a car, putting paint on walls, etc.)										
Never	83	75	91	89	85	80	79	81	82	89
Once in a while	7	10	5	6	7	9	9	9	7	5
Sometimes	3	5	2	3	2	4	5	4	3	1
Often	2	4	1	1	3	3	2	2	4	1
Always	4	7	1	2	3	4	5	4	4	3

All Survey Items by Gender and Grade

(Cont'd)

	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
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	47	41	51	40	46	46	48	47	49	51
1 hour	12	12	12	19	15	13	9	10	7	6
2 hours	10	12	9	14	15	10	8	8	9	8
3 - 5 hours	13	14	12	17	13	15	11	14	13	8
6 - 10 hours	7	8	6	5	5	7	9	7	10	8
11 or more hours	11	13	9	6	5	9	14	15	12	19
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	54	58	49	57	55	65	55	52	47	38
1 hour	20	19	20	22	20	17	21	19	19	20
2 hours	11	9	13	11	10	10	10	13	13	14
3 - 5 hours	9	8	11	6	10	5	8	11	12	16
6 - 10 hours	3	3	4	2	4	2	2	3	5	7
11 or more hours	3	2	3	3	1	1	4	3	4	5
62. In clubs or organizations (other than sports) outside of school (such as 4-H, Scouts, Boys and Girls Clubs, YWCA, YMCA)										
0 hours	72	73	70	66	66	73	76	74	73	73
1 hour	10	9	10	13	13	10	7	8	8	8
2 hours	8	7	9	10	10	7	7	7	9	8
3 - 5 hours	6	6	7	7	6	5	6	8	5	6
6 - 10 hours	2	2	2	2	2	2	3	2	2	3
11 or more hours	2	2	2	3	2	3	1	2	3	2
63. Reading just for fun (not part of your school work)										
0 hours	32	37	27	19	27	31	38	38	37	34
1 hour	29	28	30	33	34	30	29	23	27	26
2 hours	16	14	17	16	17	16	13	17	16	16
3 - 5 hours	13	12	15	14	10	13	11	14	13	17
6 - 10 hours	4	4	5	5	5	4	4	5	3	3
11 or more hours	6	5	7	13	8	6	6	3	3	3
64. Going to programs, groups, or services at a church, synagogue, mosque, or other religious or spiritual place										
0 hours	41	43	40	30	31	38	45	45	50	57
1 hour	18	19	18	20	20	19	20	18	16	13
2 hours	16	15	16	19	17	19	14	14	13	12
3 - 5 hours	16	14	17	17	20	16	14	16	14	13
6 - 10 hours	4	3	4	4	4	4	3	3	3	3
11 or more hours	6	6	6	10	8	5	4	4	4	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	52	58	47	45	49	54	59	54	51	53
1 hour	21	20	21	25	22	21	18	20	19	19
2 hours	12	10	14	11	12	13	10	12	15	12
3 - 5 hours	8	6	10	8	9	7	6	7	9	10
6 - 10 hours	3	2	4	4	2	3	3	2	3	4
11 or more hours	4	4	5	8	5	2	3	4	3	3

All Survey Items by Gender and Grade

(Cont'd)	Percent									
	Total	Gender		Grade						
		Sample	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	20	23	17	15	21	21	21	21	19	22
1 hour	34	34	34	35	35	36	33	34	33	32
2 hours	21	21	22	21	20	19	21	24	22	21
3 - 5 hours	13	12	14	12	11	14	14	12	14	15
6 - 10 hours	5	4	6	5	5	5	4	5	5	5
11 or more hours	7	7	7	11	9	5	6	4	7	6
67. Practicing or taking lessons in music, art, drama, or dance, after school or on weekends										
0 hours	53	58	48	34	42	52	62	58	62	68
1 hour	15	13	16	22	22	17	8	13	9	8
2 hours	11	9	12	15	13	11	9	10	8	6
3 - 5 hours	10	9	11	13	11	10	9	9	10	8
6 - 10 hours	5	4	6	5	5	4	5	5	3	7
11 or more hours	7	6	7	10	7	6	6	5	8	3
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	11	12	10	16	11	10	11	13	10	7
A little like me	12	12	11	10	13	12	11	13	12	10
Somewhat like me	14	17	12	7	13	15	16	16	15	19
Quite like me	26	26	26	23	23	25	30	28	27	26
Very much like me	37	33	40	44	41	37	32	30	35	38
69. Caring about other people's feelings										
Not at all like me	4	6	3	4	4	5	4	5	5	3
A little like me	11	14	8	14	15	12	12	11	6	6
Somewhat like me	19	23	14	18	19	21	20	17	18	17
Quite like me	31	32	31	29	29	33	33	30	32	33
Very much like me	35	25	43	35	33	29	31	37	40	40
70. Thinking through the possible good and bad results of different choices before I make decisions										
Not at all like me	8	8	7	9	9	8	10	7	5	5
A little like me	14	16	13	16	15	18	15	12	15	8
Somewhat like me	24	25	23	20	23	28	27	24	22	24
Quite like me	30	30	31	29	31	26	29	33	30	35
Very much like me	24	22	26	27	22	20	20	24	28	28
71. Saving my money for something special rather than spending it all right away										
Not at all like me	17	15	19	16	18	19	18	15	15	17
A little like me	16	15	16	14	16	15	20	16	17	15
Somewhat like me	19	18	19	13	15	18	23	20	22	23
Quite like me	20	20	20	18	19	21	18	25	21	19
Very much like me	28	31	26	38	32	28	21	24	25	26
72. Respecting the values and beliefs of people who are of a different race or culture than I am										
Not at all like me	5	6	3	7	4	4	5	5	5	2
A little like me	9	10	8	10	11	11	7	8	8	5
Somewhat like me	14	16	12	12	13	16	14	15	11	16
Quite like me	30	30	29	26	26	26	34	34	30	32
Very much like me	43	37	49	46	47	42	39	38	46	45
73. Giving up when things get hard for me										
Not at all like me	38	42	35	40	36	38	36	39	36	43
A little like me	29	28	30	26	31	27	33	30	31	26
Somewhat like me	17	16	18	15	17	16	18	18	18	17
Quite like me	10	9	11	10	10	11	8	9	11	9
Very much like me	6	5	6	9	5	7	5	5	4	4

All Survey Items by Gender and Grade

(Cont'd)	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
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	13	14	12	11	10	14	15	14	13	11
A little like me	21	22	19	14	18	21	25	24	23	22
Somewhat like me	20	20	19	14	16	17	22	23	24	23
Quite like me	21	20	22	22	25	22	17	18	18	22
Very much like me	26	24	28	39	31	25	20	20	22	23
75. Feeling really sad when one of my friends is unhappy										
Not at all like me	15	23	8	18	16	18	14	14	12	11
A little like me	21	24	18	20	19	21	24	20	19	21
Somewhat like me	23	24	23	18	22	24	24	24	25	29
Quite like me	23	18	27	22	25	19	23	21	26	25
Very much like me	18	12	23	22	18	17	15	21	17	14
76. Being good at making and keeping friends										
Not at all like me	4	5	4	5	4	3	6	5	4	3
A little like me	10	10	9	8	8	12	9	11	9	10
Somewhat like me	14	16	13	7	14	14	18	15	18	17
Quite like me	32	32	31	29	29	31	31	36	34	34
Very much like me	40	36	44	51	45	41	36	33	35	36
77. Knowing a lot about people of other races										
Not at all like me	10	10	9	14	10	11	8	8	9	5
A little like me	16	16	17	17	17	20	15	17	13	16
Somewhat like me	24	25	24	22	25	23	25	24	24	26
Quite like me	27	25	28	24	22	23	28	30	30	30
Very much like me	23	24	23	22	27	23	24	21	24	23
78. Enjoying being with people who are of a different race than I am										
Not at all like me	6	6	5	6	5	6	6	6	6	4
A little like me	12	12	12	12	10	14	11	15	12	10
Somewhat like me	20	23	17	15	19	20	19	21	21	21
Quite like me	30	28	31	25	26	27	33	31	32	35
Very much like me	33	30	36	42	39	32	31	27	29	29
79. Being good at planning ahead										
Not at all like me	12	12	11	11	11	13	14	12	12	8
A little like me	18	18	17	17	19	18	21	18	17	14
Somewhat like me	26	26	26	23	26	25	27	29	25	29
Quite like me	26	26	26	30	25	24	24	23	27	30
Very much like me	19	17	20	19	19	20	14	19	20	19
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	9	8	10	8	7	8	9	11	9	13
A little like me	15	15	15	9	12	13	18	15	18	19
Somewhat like me	22	21	22	16	19	25	24	23	24	22
Quite like me	24	25	22	27	26	23	24	24	21	20
Very much like me	31	31	30	40	35	32	25	27	28	26
How many times, if any, have you had alcohol to drink . . . ?										
81. In your lifetime										
0	39	37	40	68	54	41	29	27	21	22
1	13	14	12	15	16	17	13	11	9	6
2	8	7	9	6	8	9	10	9	7	7
3 - 5	13	12	13	6	11	16	19	14	13	13
6 - 9	7	7	7	2	3	7	9	10	10	9
10 - 19	7	7	7	1	3	5	8	11	13	13
20 - 39	6	5	6	1	2	3	6	8	12	11
40 +	7	10	6	1	2	1	7	10	16	19

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	57	57	58	85	77	64	48	45	36	37
1	11	11	10	7	10	14	14	12	10	10
2	8	8	8	4	7	8	10	10	9	9
3 - 5	8	8	8	2	3	8	14	10	11	11
6 - 9	5	5	6	1	2	3	5	7	12	9
10 - 19	5	5	5	0	1	1	4	8	13	9
20 - 39	3	4	3	0	1	1	3	5	6	7
40 +	2	4	1	1	0	1	2	3	4	8
83. During the last 30 days										
0	76	77	76	92	88	85	73	68	62	60
1	8	8	9	5	6	7	9	10	11	11
2	5	4	6	1	2	5	7	7	9	8
3 - 5	5	6	5	1	2	2	5	9	11	11
6 - 9	2	2	2	1	1	1	2	4	3	5
10 - 19	2	2	1	0	0	0	2	2	3	4
20 - 39	0	0	1	0	0	1	1	0	1	0
40 +	0	1	0	0	0	0	1	1	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	86	85	87	93	91	88	84	83	80	79
Once	6	6	6	4	4	6	7	7	6	6
Twice	4	4	4	2	2	3	3	6	6	6
3 to 5 times	2	2	3	1	2	2	2	2	5	5
6 to 9 times	1	1	1	0	0	1	1	1	2	2
10 or more times	1	1	1	0	1	1	2	1	2	2
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	3	3	1	3	4	3	4	6
A little upset	5	5	4	3	2	3	4	6	8	11
Somewhat upset	8	8	7	3	4	7	7	13	10	12
Very upset	21	23	19	15	20	19	25	23	25	23
Extremely upset	63	60	66	77	72	69	60	55	53	48
How many times, if any, have you smoked cigarettes . . . ?										
86. In your lifetime										
0	57	56	58	83	71	57	50	48	41	40
1	11	11	11	9	11	12	13	11	12	8
2	6	5	7	3	6	7	8	7	5	5
3 - 5	6	7	6	2	5	8	7	8	8	10
6 - 9	4	3	4	1	3	3	5	4	6	5
10 - 19	4	4	4	1	2	5	4	6	5	6
20 - 39	3	2	4	1	1	3	5	3	5	5
40 +	9	12	7	1	2	4	8	15	19	21
87. During the last 12 months										
0	74	73	75	94	85	75	72	64	61	59
1	5	5	5	3	5	6	6	5	5	5
2	4	3	4	1	3	6	5	4	3	4
3 - 5	4	4	4	1	3	4	5	5	5	6
6 - 9	2	2	3	0	1	3	3	3	4	3
10 - 19	3	3	3	0	1	2	4	4	4	5
20 - 39	2	2	2	0	1	2	2	4	4	3
40 +	6	8	4	1	1	2	3	9	13	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 smoked cigarettes . . . ?										
88. During the last 30 days										
0	84	84	85	96	92	88	84	78	74	74
1	3	3	3	2	2	3	4	3	3	3
2	2	2	2	1	2	3	2	2	2	3
3 - 5	2	2	2	1	2	2	3	3	4	2
6 - 9	2	2	1	0	0	1	2	3	3	2
10 - 19	2	2	2	0	0	1	1	2	3	4
20 - 39	2	2	1	0	0	1	1	3	4	4
40 +	3	4	2	1	1	1	3	5	7	8
89. During the last two weeks, about how many cigarettes have you smoked?										
None	88	87	88	97	95	91	88	81	79	79
Less than 1 cigarette per day	5	4	6	2	2	4	5	9	8	5
1 to 5 cigarettes per day	5	5	4	1	2	4	5	7	8	8
About 1/2 pack per day	1	2	1	0	0	1	1	2	3	4
About 1 pack per day	1	1	1	0	1	0	1	1	2	3
About 1 - 1/2 packs per day	0	0	0	0	0	0	0	0	0	0
2 or more packs per day	0	1	0	0	0	0	1	0	0	0
How many times, if any, have you used marijuana (grass, pot) or hashish (hash, hash oil) . . . ?										
90. In your lifetime										
0	75	72	78	97	91	82	74	63	57	54
1	5	5	5	2	3	4	6	7	7	6
2	3	3	2	1	2	3	4	3	4	3
3 - 5	4	4	4	0	2	3	3	7	7	5
6 - 9	2	2	2	0	0	2	2	3	4	4
10 - 19	3	3	2	0	0	1	3	5	4	6
20 - 39	3	3	2	0	1	1	4	4	6	4
40 +	6	8	4	0	1	2	4	8	12	18
91. During the last 12 months										
0	81	78	83	99	93	88	80	70	64	63
1	4	4	4	0	3	3	5	6	6	6
2	2	2	2	0	1	2	2	3	5	3
3 - 5	3	3	3	0	1	3	4	4	6	4
6 - 9	2	2	2	0	0	1	2	3	3	4
10 - 19	2	3	2	0	1	1	3	4	4	5
20 - 39	2	2	1	0	0	1	2	3	4	3
40 +	4	5	2	0	1	1	2	6	7	11
How many times, if any, have you used cocaine (crack, coke, snow, rock) . . . ?										
92. In your lifetime										
0	97	96	97	98	98	98	96	97	95	96
1	1	2	1	1	1	1	2	2	1	1
2	1	1	1	1	0	1	1	1	2	1
3 - 5	0	0	0	0	1	0	0	0	0	1
6 - 9	0	0	0	0	0	0	0	0	0	0
10 - 19	0	0	0	0	0	0	0	0	0	0
20 - 39	0	0	0	0	0	0	0	0	0	0
40 +	0	1	0	0	0	0	0	0	1	0
93. During the last 12 months										
0	98	98	98	99	98	99	98	98	96	97
1	1	1	1	0	1	0	1	1	2	2
2	0	0	0	0	0	0	0	0	0	0
3 - 5	0	0	0	0	0	0	0	0	1	0
6 - 9	0	0	0	0	0	0	0	0	0	1
10 - 19	0	0	0	0	0	0	0	0	0	0
20 - 39	0	0	0	0	0	0	0	0	0	0
40 +	0	0	0	0	0	0	0	0	1	0

All Survey Items by Gender and Grade

(Cont'd)	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
During the last 12 months, how many times have you . . . ?										
94. Been to a party where other kids your age were drinking										
Never	56	55	57	89	81	64	44	38	30	33
Once	12	11	13	5	8	15	18	12	12	13
Twice	9	9	9	2	3	7	15	13	12	12
3 - 4 times	8	8	8	1	3	6	11	11	14	13
5 or more times	16	17	14	2	5	9	13	27	32	30
95. Driven a car after you had been drinking										
Never	92	91	94	98	99	95	94	91	86	77
Once	3	4	3	1	1	3	3	5	5	7
Twice	1	2	1	0	0	1	1	2	2	4
3 - 4 times	1	2	1	0	0	1	1	1	3	5
5 or more times	2	2	1	1	0	1	1	1	4	6
96. Ridden in a car whose driver had been drinking										
Never	68	69	67	79	70	72	69	62	60	57
Once	14	13	14	9	14	13	12	16	14	17
Twice	6	6	6	5	4	5	5	9	7	7
3 - 4 times	5	4	5	2	5	4	4	5	8	8
5 or more times	8	8	7	5	7	5	10	7	11	11
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	93	93	93	91	89	92	92	97	94	98
1	3	3	4	6	5	4	4	1	2	0
2	1	2	1	2	2	2	2	1	1	0
3 - 5	1	1	1	1	2	1	1	1	1	1
6 - 9	0	0	0	0	1	0	1	0	0	0
10 - 19	0	1	0	0	1	1	0	0	0	0
20 - 39	0	0	0	0	0	0	0	0	0	0
40 +	0	0	0	0	0	1	0	0	1	0
98. During the last 30 days										
0	97	96	97	96	94	97	96	98	97	99
1	2	1	2	3	3	1	2	1	0	0
2	1	1	1	0	2	1	1	1	1	0
3 - 5	0	1	0	0	1	1	0	0	0	0
6 - 9	0	0	0	0	0	1	0	0	0	0
10 - 19	0	0	0	0	0	0	0	0	0	0
20 - 39	0	0	0	0	0	0	0	0	0	0
40 +	0	0	0	0	0	0	0	0	1	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	18	17	19	15	18	18	21	17	17	22
Once a week	11	11	12	10	8	12	11	14	11	15
Twice a week	11	10	11	11	9	10	8	12	12	14
Three times a week	10	9	10	7	8	9	10	11	14	12
4 times a week	9	10	8	8	10	7	9	9	10	11
5 times a week	12	12	11	9	12	12	12	13	14	9
6 times a week	7	7	7	7	7	8	8	8	7	5
7 times a week	22	22	21	33	28	24	20	16	14	11
100. How often did you feel sad or depressed during the last month?										
All of the time	7	6	7	7	6	6	8	7	7	6
Most of the time	13	10	16	11	11	12	17	16	13	14
Some of the time	22	18	25	16	21	20	19	24	27	26
Once in a while	41	42	41	43	44	42	40	40	40	41
Not at all	17	24	11	23	18	20	16	13	13	13

All Survey Items by Gender and Grade

(Cont'd)	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
101. Have you ever tried to kill yourself?										
No	83	88	80	85	84	84	81	83	83	83
Yes, once	10	8	13	10	12	10	11	10	10	10
Yes, twice	3	1	3	2	2	2	3	3	3	3
Yes, more than two times	3	3	4	4	2	3	5	4	4	3
102. Have you ever had sexual intercourse ("gone all the way," "made love")?										
No	67	61	72	91	80	69	66	58	49	45
Once	7	9	5	4	7	10	8	8	6	6
Twice	4	5	3	1	4	6	3	3	4	5
3 times	3	4	3	1	2	3	5	4	6	4
4 or more times	19	21	17	4	7	12	18	27	36	40
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	23	22	24	64	35	25	19	18	15	12
Seldom	4	3	5	2	4	4	4	3	4	5
Sometimes	6	6	5	3	6	6	6	7	7	6
Often	10	9	10	1	5	3	8	11	16	15
Always	57	59	56	30	50	63	64	62	57	61
How many times, if any, in the last 12 months have you used ... ?										
104. Chewing tobacco or snuff										
0	98	96	99	99	98	99	98	98	97	95
1	1	1	1	1	1	1	1	0	1	0
2	0	1	0	0	0	0	0	1	1	1
3 - 5	0	1	0	0	0	0	0	0	0	1
6 - 9	0	0	0	0	0	0	0	0	0	1
10 - 19	0	0	0	0	0	0	0	0	1	0
20 - 39	0	0	0	0	0	0	0	0	0	0
40 +	0	0	0	0	0	0	0	0	0	0
105. Heroin (smack, horse, skag) or other narcotics like opium or morphine										
0	99	98	99	100	99	98	98	98	99	98
1	1	1	0	0	0	1	1	1	0	0
2	0	0	0	0	0	1	0	0	0	0
3 - 5	0	0	0	0	0	0	0	0	0	0
6 - 9	0	0	0	0	0	0	0	0	0	0
10 - 19	0	0	0	0	0	0	0	0	0	0
20 - 39	0	0	0	0	0	0	0	0	0	0
40 +	0	0	0	0	0	0	0	0	0	0
106. Alawan										
0	100	100	100	100	100	100	100	100	100	100
1	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0
3 - 5	0	0	0	0	0	0	0	0	0	0
6 - 9	0	0	0	0	0	0	0	0	0	0
10 - 19	0	0	0	0	0	0	0	0	0	0
20 - 39	0	0	0	0	0	0	0	0	0	0
40 +	0	0	0	0	0	0	0	0	0	0
107. PCP or Angel Dust										
0	98	98	98	100	98	97	98	97	98	99
1	1	1	1	0	1	2	1	2	2	1
2	0	0	0	0	1	0	0	1	1	0
3 - 5	0	0	0	0	0	0	1	0	0	0
6 - 9	0	0	0	0	0	0	0	0	0	0
10 - 19	0	0	0	0	0	0	0	0	0	0
20 - 39	0	0	0	0	0	0	0	0	0	0
40 +	0	0	0	0	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	98	98	98	100	100	99	98	99	96	97
1	1	1	1	0	0	1	1	1	2	1
2	0	0	0	0	0	0	0	0	1	1
3 - 5	0	0	0	0	0	0	0	0	0	0
6 - 9	0	0	0	0	0	0	0	0	0	0
10 - 19	0	0	0	0	0	0	0	0	0	0
20 - 39	0	0	0	0	0	0	0	0	0	0
40 +	0	0	0	0	0	0	0	0	0	0
109. Amphetamines (for example, uppers, ups, speed, bennies, dexies) without a prescription from a doctor										
0	96	96	97	99	97	98	96	96	94	93
1	1	1	2	0	2	1	2	1	1	2
2	1	1	1	0	0	1	0	1	1	1
3 - 5	1	1	0	0	1	0	0	1	1	1
6 - 9	0	0	0	0	0	0	1	0	1	0
10 - 19	0	0	0	0	0	0	1	1	0	0
20 - 39	0	0	0	0	0	0	0	1	0	0
40 +	0	0	0	0	0	0	0	0	1	1
110. Sometimes I feel like my life has no purpose										
Strongly agree	10	10	10	12	8	10	10	10	9	8
Agree	18	14	21	17	18	17	16	21	16	21
Not sure	15	17	14	13	18	16	15	12	19	13
Disagree	23	20	26	18	21	24	24	26	24	26
Strongly disagree	34	39	30	39	36	34	35	31	32	33
111. Adults in my town or city make me feel important										
Strongly agree	12	12	13	25	16	12	7	8	7	8
Agree	30	31	30	32	36	30	33	28	25	28
Not sure	32	32	32	27	30	33	33	36	34	31
Disagree	16	15	17	9	11	14	16	18	23	23
Strongly disagree	9	10	8	7	7	10	10	9	12	9
112. Adults in my town or city listen to what I have to say										
Strongly agree	11	10	11	20	13	11	8	7	6	7
Agree	29	29	29	29	32	30	29	27	25	29
Not sure	29	30	29	27	29	27	28	33	30	29
Disagree	20	18	22	13	16	21	22	24	26	23
Strongly disagree	11	12	10	10	10	11	14	10	12	11
113. I'm given lots of chances to help make my town or city a better place in which to live										
Strongly agree	9	9	10	17	12	9	5	8	6	5
Agree	24	24	24	22	22	24	23	25	25	27
Not sure	32	32	32	29	32	30	35	34	30	32
Disagree	23	21	24	18	20	21	25	23	28	27
Strongly disagree	12	14	11	13	13	15	13	11	11	9
114. Adults in my town or city don't care about people my age										
Strongly agree	7	7	6	6	5	6	6	8	10	6
Agree	15	15	16	9	12	13	17	18	20	21
Not sure	35	35	36	30	32	35	39	36	35	41
Disagree	27	27	27	24	27	30	27	28	28	25
Strongly disagree	16	16	16	31	23	17	12	10	8	6

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	10	10	10	19	13	9	7	5	7	4
Agree	27	26	27	27	30	27	24	25	26	28
Not sure	39	40	38	34	33	42	44	43	37	39
Disagree	16	15	18	11	15	14	15	18	22	21
Strongly disagree	9	10	7	8	8	8	10	8	9	8
116. When things don't go well for me, I am good at finding a way to make things better										
Strongly agree	18	20	17	25	19	19	15	17	16	16
Agree	45	43	47	37	43	47	44	48	46	50
Not sure	23	24	22	23	23	22	28	19	25	21
Disagree	9	8	10	7	10	8	8	11	10	11
Strongly disagree	4	5	4	8	5	3	5	5	4	1
117. When I am an adult, I'm sure I will have a good life										
Strongly agree	46	47	45	54	53	48	45	44	38	38
Agree	29	29	30	23	27	29	28	30	36	34
Not sure	20	19	21	17	16	18	22	20	22	24
Disagree	2	3	2	2	2	1	2	3	3	2
Strongly disagree	3	3	2	4	2	3	3	2	2	2
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	79	72	85	81	75	75	81	79	79	82
Once	12	14	9	10	12	15	11	11	11	10
Twice	5	7	4	5	7	5	4	5	5	4
3 - 4 times	2	3	1	2	3	3	2	2	2	2
5 or more times	2	4	1	2	2	2	3	2	3	2
119. Hurt someone badly enough to need bandages or a doctor										
Never	84	78	89	89	81	80	83	83	86	89
Once	9	13	6	7	12	12	8	9	8	6
Twice	3	4	3	1	4	4	4	4	3	2
3 - 4 times	2	3	1	2	2	3	2	2	1	2
5 or more times	2	3	1	1	1	1	3	2	2	1
120. Used a knife, gun or other weapon to get something from a person										
Never	95	93	97	96	97	94	94	95	94	97
Once	3	3	2	3	2	3	3	3	3	1
Twice	1	1	1	1	0	2	1	1	0	1
3 - 4 times	1	1	0	0	1	1	1	1	1	1
5 or more times	1	1	0	0	0	0	1	1	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	31	30	32	48	34	28	24	27	25	25
Probably	20	20	20	16	22	23	22	20	21	14
I'm not sure	14	15	14	15	14	15	15	14	12	16
Probably not	13	13	14	7	11	11	17	17	17	16
No	21	22	20	14	19	23	22	21	25	28
122. How much of the time do your parents ask you where you are going or with whom you will be?										
Never	4	6	3	8	4	5	4	4	3	2
Seldom	4	6	4	5	3	5	5	3	4	7
Some of the time	11	14	8	11	12	13	8	11	12	10
Most of the time	26	30	23	22	22	22	28	32	29	30
All of the time	54	45	62	54	59	54	55	51	51	51

All Survey Items by Gender and Grade

(Cont'd)

	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
Among the people you consider to be your closest friends, how many would you say . . . ?										
123. Drink alcohol once a week or more										
None	64	63	65	94	84	75	55	48	43	40
A few	20	20	19	5	11	17	27	28	26	27
Some	8	8	9	1	2	5	10	11	16	14
Most	6	6	5	0	2	2	5	9	10	15
All	2	3	2	0	1	1	3	2	4	4
124. Have used drugs such as marijuana or cocaine										
None	63	61	64	95	86	73	52	45	40	35
A few	17	17	17	4	9	16	25	22	24	24
Some	8	8	8	1	3	6	10	13	13	13
Most	8	9	8	0	2	4	9	14	14	19
All	4	5	3	0	1	2	3	6	9	9
125. Do well in school										
None	5	6	4	7	5	5	5	4	3	3
A few	13	13	12	11	13	19	12	13	10	11
Some	22	25	20	15	21	21	24	26	27	24
Most	40	40	41	35	38	39	42	42	43	45
All	20	17	23	33	22	17	17	15	17	17
126. Get into trouble at school										
None	37	31	42	35	32	26	33	41	45	51
A few	34	36	32	33	36	39	34	33	32	31
Some	19	22	17	22	20	20	23	17	16	15
Most	7	8	6	7	9	11	8	6	5	3
All	3	3	2	2	3	5	2	3	2	1
How often do you feel afraid of . . . ?										
127. Walking around your neighborhood										
Never	61	74	50	53	57	65	61	64	62	68
Once in a while	23	16	29	25	30	21	21	18	21	21
Sometimes	10	6	14	11	7	10	12	12	11	6
Often	4	2	5	5	4	2	4	4	3	3
Always	3	2	3	6	3	2	2	2	3	2
128. Getting hurt by someone at your school										
Never	67	70	66	57	59	66	65	71	78	81
Once in a while	18	18	19	20	24	19	20	18	13	12
Sometimes	8	7	8	9	9	8	8	7	5	5
Often	3	3	3	5	4	4	4	2	2	1
Always	3	3	4	8	3	3	2	2	2	1
129. Getting hurt by someone in your home										
Never	85	89	82	79	79	85	85	87	91	91
Once in a while	7	6	9	10	10	7	8	6	4	5
Sometimes	4	3	5	6	6	5	2	4	3	3
Often	2	1	2	2	3	1	2	2	1	0
Always	2	1	2	4	3	2	1	1	1	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	41	45	38	42	37	43	48	38	42	38
1	18	17	18	16	18	19	13	21	17	20
2	14	13	15	15	15	13	11	16	14	16
3	11	10	12	11	13	8	10	11	11	12
4	6	5	6	7	7	6	4	3	7	4
5	6	5	6	5	6	5	8	6	4	4
6	2	2	2	1	2	3	2	3	2	1
7	3	3	3	4	2	3	3	2	2	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	23	22	23	35	26	23	23	20	16	15
1	18	15	20	18	19	16	19	15	17	20
2	21	19	23	15	17	20	21	26	27	27
3	14	15	13	8	13	15	11	18	17	16
4	7	8	5	5	7	7	8	5	8	8
5	7	9	6	7	8	9	8	6	8	5
6	2	3	2	2	2	3	2	3	1	3
7	8	9	7	10	9	8	8	7	6	7
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.	42	43	40	37	44	44	42	40	42	41
I'd try to hurt them worse than they hurt me.	16	20	13	9	14	21	21	19	14	17
I'd try to talk to this person and work out our differences.	11	12	11	10	9	8	9	12	17	17
I'd talk to a teacher or other adult.	13	9	17	24	18	13	9	10	7	7
I'd just ignore it and do nothing.	18	16	19	19	15	15	20	18	19	18
133. Students help decide what goes on in my school										
Strongly agree	12	13	11	18	17	10	7	10	10	10
Agree	31	30	33	29	30	28	31	35	30	38
Not sure	30	30	30	33	29	32	32	30	27	27
Disagree	15	13	16	10	13	15	17	14	18	16
Strongly disagree	12	14	10	10	11	15	13	11	15	8
134. I don't care how I do in school										
Strongly agree	3	4	2	6	4	3	3	4	1	3
Agree	4	4	3	4	5	4	4	4	3	3
Not sure	6	8	5	7	6	5	7	6	6	5
Disagree	30	32	28	21	24	32	34	30	36	33
Strongly disagree	57	52	61	62	62	55	53	56	54	57
135. I have lots of good conversations with my parents										
Strongly agree	24	23	26	32	29	25	21	23	20	16
Agree	37	38	37	34	37	36	39	36	39	38
Not sure	20	21	18	21	17	20	20	20	20	18
Disagree	12	12	13	8	10	12	11	14	14	20
Strongly disagree	7	7	7	6	6	7	9	7	7	7
136. If I break a rule at school, I'm sure to get in trouble										
Strongly agree	26	23	28	43	33	25	19	21	17	18
Agree	37	36	37	33	37	44	39	39	33	33
Not sure	20	21	19	16	17	17	24	22	24	23
Disagree	13	14	12	5	7	9	14	15	21	22
Strongly disagree	5	5	4	4	6	5	4	3	6	4
137. My parents spend a lot of time helping other people										
Strongly agree	16	16	17	26	18	17	13	14	14	12
Agree	34	32	35	27	33	35	32	36	34	39
Not sure	33	35	31	35	35	32	35	33	33	27
Disagree	12	11	12	7	9	11	14	12	13	16
Strongly disagree	5	6	5	5	5	5	5	4	6	5
138. I have little control over the things that will happen in my life										
Strongly agree	13	14	12	23	16	15	12	9	7	6
Agree	19	18	18	20	19	22	22	16	14	15
Not sure	18	18	18	18	18	21	19	15	17	14
Disagree	27	26	29	19	25	21	28	34	34	35
Strongly disagree	23	24	23	20	22	21	19	26	27	30

All Survey Items by Gender and Grade

(Cont'd)	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
During the last 12 months, how many times have you . . . ?										
139. Carried a knife or gun to protect yourself										
Never	87	81	92	94	90	83	82	86	84	87
Once	5	8	3	3	4	9	7	5	5	4
Twice	3	3	2	1	3	3	4	3	4	2
3 - 4 times	2	2	1	1	1	2	2	2	2	2
5 or more times	4	6	2	1	2	4	5	4	6	6
140. Threatened to physically hurt someone										
Never	68	61	73	76	65	62	63	67	70	71
Once	14	16	12	14	15	18	14	13	13	11
Twice	7	7	6	4	8	6	7	7	5	9
3 - 4 times	5	6	4	3	5	6	6	7	4	3
5 or more times	7	9	5	4	6	7	10	7	8	6
141. Gambled (for example, bought lottery tickets or tabs, bet money on sports teams or card games, etc.)										
Never	66	53	78	74	68	65	64	62	64	65
Once	10	12	9	11	12	10	13	8	10	7
Twice	7	10	5	5	9	9	6	9	7	9
3 - 4 times	6	10	3	5	5	6	5	8	7	8
5 or more times	10	15	4	6	6	10	11	12	12	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	12	14	11	16	13	12	11	14	9	10
1	13	13	13	12	14	14	14	14	13	11
2	16	16	16	14	16	16	15	19	16	18
3 or 4	21	20	23	18	17	18	23	24	25	26
5 or more	37	37	37	41	40	40	36	30	37	35
143. You look forward to spending time with										
0	18	20	16	17	14	20	17	21	15	22
1	17	16	17	16	16	17	19	17	19	13
2	20	19	21	17	16	18	19	24	26	23
3 or 4	22	22	22	19	24	22	22	21	20	25
5 or more	23	23	24	31	29	24	23	17	20	18
144. Spend a lot of time helping other people										
0	20	22	17	20	19	21	22	20	17	19
1	18	18	18	17	20	19	15	20	19	18
2	20	19	21	19	18	19	23	19	23	19
3 or 4	20	18	21	19	19	23	18	21	19	20
5 or more	22	22	23	25	24	19	23	20	22	24
145. Do things that are wrong or dangerous										
0	70	68	72	78	76	70	65	65	64	71
1	14	14	14	12	11	13	18	17	16	14
2	8	8	7	4	7	8	9	9	10	7
3 or 4	4	4	3	3	4	4	3	4	4	4
5 or more	5	6	4	4	3	5	5	5	8	4
146. Talk with you at least once a month										
0	18	20	17	24	19	20	18	18	13	16
1	18	16	19	16	15	17	17	20	21	17
2	17	17	17	13	16	16	18	16	21	19
3 or 4	18	17	19	14	16	18	18	17	20	22
5 or more	29	31	28	33	33	28	29	29	26	27

All Survey Items by Gender and Grade (Cont'd)	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
On an average school day, how many hours do you spend . . . ?										
147. Watching TV or videos										
None	6	6	6	8	6	6	6	5	6	6
Less than 1 hour	14	12	15	15	9	11	10	15	18	19
1 hour	16	15	17	18	15	13	15	19	16	16
2 hours	20	21	19	19	21	20	18	19	20	22
3 hours	16	16	15	14	16	16	18	16	14	16
4 or more hours	29	30	28	26	34	34	32	26	26	20
148. At home with no adult there with you										
None	18	18	18	29	18	20	14	14	17	16
Less than 1 hour	19	20	19	24	23	21	20	19	13	14
1 hour	16	16	16	14	15	15	15	19	15	17
2 hours	16	16	16	11	15	16	15	16	21	18
3 hours	12	11	13	7	12	10	15	14	15	13
4 or more hours	19	19	18	14	18	19	20	18	21	22
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	71	73	69	73	67	70	68	73	71	76
Once	13	11	14	14	16	14	12	11	11	9
2 - 3 times	9	8	10	7	10	10	10	8	10	9
4 - 10 times	4	3	4	3	4	3	4	4	6	3
More than 10 times	4	4	3	3	3	4	5	4	3	4
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	72	67	76	74	67	73	66	72	75	77
Once	14	16	13	15	17	14	16	13	13	10
Twice	5	6	5	5	5	4	7	6	6	6
3 times	3	3	3	3	3	4	3	3	1	2
4 or more times	6	8	4	4	8	5	8	5	5	6
151. Where does your family now live?										
On a farm	1	2	0	1	0	1	1	1	1	2
In the country, not on a farm	2	2	2	3	2	2	1	2	2	1
On an American Indian reservation	1	1	0	1	0	1	0	0	0	1
In a small town (under 2,500 in population)	2	3	2	3	3	3	3	1	1	1
In a town (2,500 to 9,999)	4	4	3	5	4	4	4	3	3	2
In a small city (10,000 to 49,999)	16	17	15	21	16	12	15	18	19	12
In a medium size city (50,000 to 250,000)	48	48	49	41	44	51	48	49	51	57
In a large city (over 250,000)	26	24	27	25	30	25	27	27	23	24
152. How many years have you lived in the city where you now live?										
All my life	36	37	35	33	34	39	37	37	38	34
10 years or more, but I've lived in at least one other place	14	15	14	11	14	13	14	14	16	18
5 - 9 years	16	15	17	17	18	14	16	17	14	15
3 - 4 years	13	13	13	17	12	13	11	10	12	16
1 - 2 years	12	12	12	14	11	11	12	13	12	11
Less than 1 year	9	8	9	8	10	9	9	9	10	6
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	85	85	84	85	85	82	86	85	86	86
Once in a while	9	9	10	9	10	12	7	8	9	9
Sometimes	4	4	4	4	3	4	4	5	4	2
Often	2	2	2	2	3	2	3	2	1	2

All Survey Items by Gender and Grade (Cont'd)	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
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	15	12	17	19	16	14	14	14	13	15
No	85	88	83	81	84	86	86	86	87	85
155. What is the highest level of schooling your father (or step-father or male foster parent/guardian) completed?										
Completed grade school or less	4	5	4	5	5	4	4	5	4	2
Some high school	8	7	8	4	6	8	11	9	6	8
Completed high school	16	15	17	11	16	17	12	19	19	18
Some college	10	10	9	9	8	9	11	7	9	17
Completed college	20	22	18	22	20	23	19	19	18	18
Graduate or professional school after college	25	24	25	22	22	21	25	25	31	28
Don't know, or does not apply	18	18	18	29	23	18	17	15	13	8
156. What is the highest level of schooling your mother (or step-mother or female foster parent/guardian) completed?										
Completed grade school or less	5	5	5	6	5	4	6	4	4	4
Some high school	8	7	9	6	6	10	10	9	7	11
Completed high school	18	17	18	12	16	21	15	23	19	21
Some college	13	13	14	10	13	13	14	14	14	16
Completed college	23	25	22	27	23	22	23	23	23	22
Graduate or professional school after college	21	21	22	19	22	20	21	19	25	22
Don't know, or does not apply	11	12	10	20	15	11	11	8	7	5

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
Equality and social justice	13	Giving time or money to make life better for other people
		How important is each of the following to you in your life?
	7	Helping to reduce hunger and poverty in the world
Integrity	10	Helping to make sure that all people are treated fairly
	12	Speaking up for equality (everyone should have the same rights and opportunities)
		How important is each of the following to you in your life?
Honesty	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
		How important is each of the following to you in your life?
Responsibility	16	Telling the truth, even when it's not easy
		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
Restraint	18	Doing my best even when I have to do a job I don't like
	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

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.