

# REPORT

## **Developmental Assets: A Profile of Your Youth New Prague Area Schools**

***Prepared for:***

**New Prague School District #721  
New Prague, MN**

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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.<sup>1</sup>

The survey was administered in November, 2007 to students in grades 7, 9, and 11 at New Prague Middle School, New Prague High School, and St. Wenceslaus Elementary School in New Prague, and Holy Cross Catholic School in Webster, MN. 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.

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<sup>1</sup>Early 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.

Parents were notified of the survey administration and given the option of withdrawing their student(s).

To create the final set of data on which these findings are based, several checks were made on individual survey responses. For this report, 56 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 8 percent of the total number of surveys received at Search Institute. Typically between five and eight percent of surveys are discarded for these reasons. If, for any reason, the percentage of discarded surveys is greater than 10 percent, caution should be used in interpreting the results, as some bias may be present.

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

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

## **How to Use This Report**

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

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

There are many people in your community who will benefit from the information in this report. These include educators, parents, young people, youth workers, community leaders, policy makers,

media, religious leaders, employers, coaches, health care providers, and so on. Use local resources or those from Search Institute to help you communicate these findings to others. Appendix D in this report lists some of the asset-building resources available from Search Institute.

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

## Figure 1: 40 Developmental Assets

External Assets		
Asset Type	Asset Name	Definition
<b>Support</b>	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	
<b>Empowerment</b>	7. Community values youth	<p>Young person perceives that adults in the community value youth.</p> <p>Young people are given useful roles in the community.</p> <p>Young person serves in the community one or more hours per week.</p> <p>Young person feels safe at home, at school, and in the neighborhood.</p>
	8. Youth as resources	
	9. Service to others	
	10. Safety	
<b>Boundaries and Expectations</b>	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	
<b>Constructive Use of Time</b>	17. Creative activities	<p>Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</p> <p>Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.</p> <p>Young person spends one or more hours per week in activities in a religious institution.</p> <p>Young person is out with friends "with nothing special to do" two or fewer nights per week.</p>
	18. Youth programs	
	19. Religious community	
	20. Time at home	

**Figure 1: 40 Developmental Assets (Cont'd)**

**Internal Assets**

<b>Asset Type</b>	<b>Asset Name</b>	<b>Definition</b>
<b>Commitment to Learning</b>	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.
<b>Positive Values</b>	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.
<b>Social Competencies</b>	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.
<b>Positive Identity</b>	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
<b>Total Sample</b>		664	100
<b>Gender*</b>	Male	303	46
	Female	355	54
<b>Grade*</b>	6	0	0
	7	188	28
	8	0	0
	9	272	41
	10	0	0
	11	203	31
	12	0	0
<b>Race / Ethnicity*</b>	American Indian	8	1
	Asian / Pacific Islander	13	2
	Black / African American	7	1
	Hispanic	8	1
	White	589	89
	Multi-racial	36	5

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

## II. Portrait of Developmental Assets

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

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

### External Assets

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

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

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

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

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

## Internal Assets

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

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

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

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

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

## Deficits

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

## Figure Descriptions

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

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

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

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

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

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

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

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

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

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

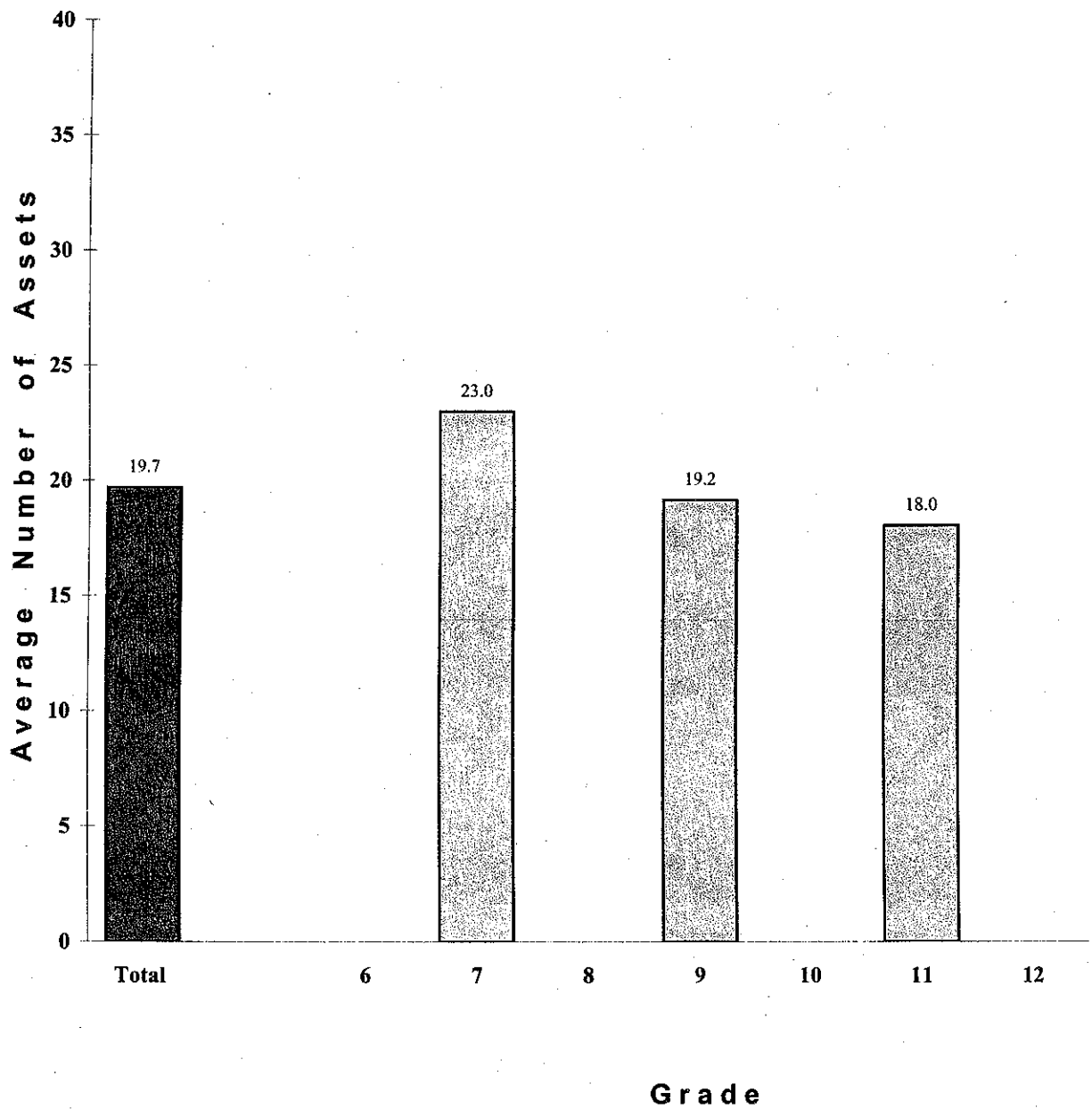
**Figure 8:** The percentage of your surveyed youth reporting each of five developmental deficits, for the total sample, by gender, and by grade. Each of these deficits can interfere with the development of assets. Each also is correlated with high-risk behavior. Although this report advocates community-based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

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

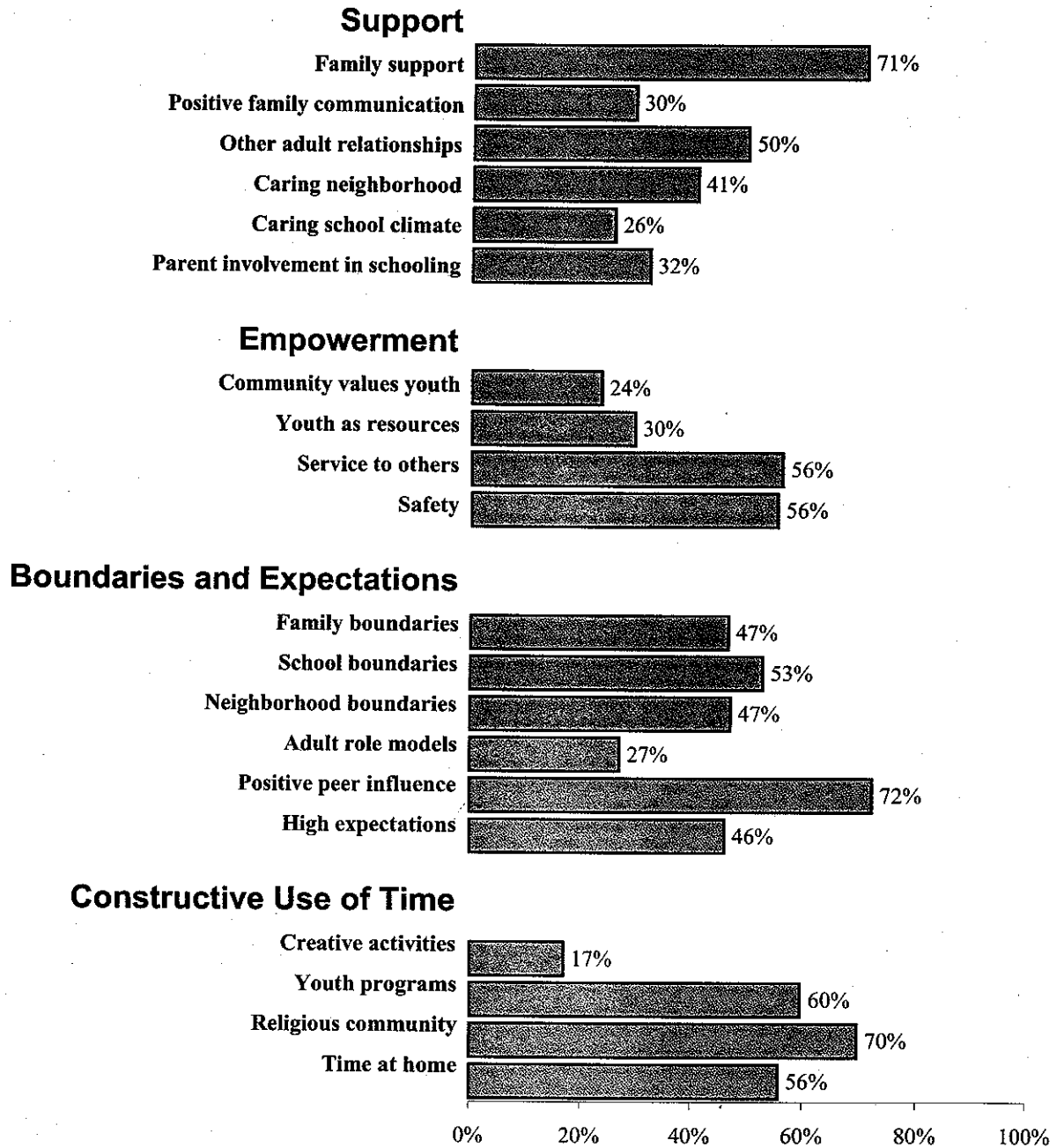
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**Figure 3: Average Number of 40 Assets**

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

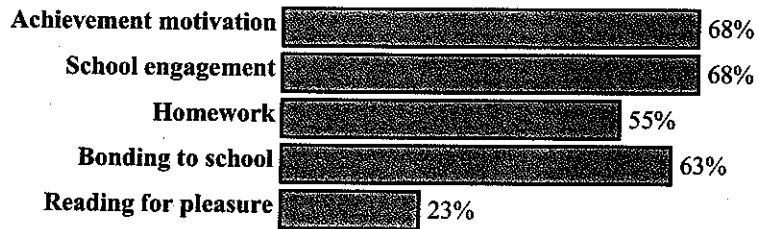


**Figure 5: Percent of Youth Reporting Each External Asset, by Gender and Grade**

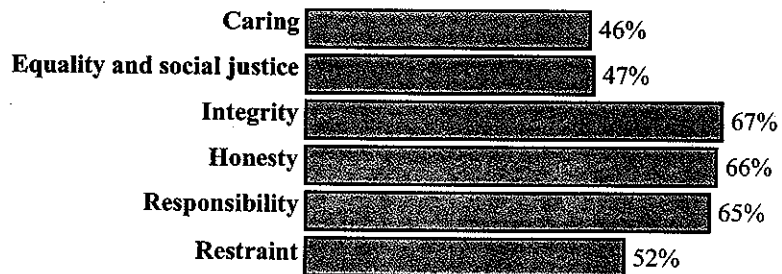
External Asset	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
<b>Support</b>										
1. Family support	71	70	73	79	74	61				
2. Positive family communication	30	26	33	43	30	16				
3. Other adult relationships	50	52	49	49	48	54				
4. Caring neighborhood	41	36	45	50	37	39				
5. Caring school climate	26	24	27	41	21	18				
6. Parent involvement in schooling	32	33	32	47	34	17				
<b>Empowerment</b>										
7. Community values youth	24	20	27	31	23	18				
8. Youth as resources	30	28	31	44	27	20				
9. Service to others	56	51	61	64	57	50				
10. Safety	56	62	50	49	49	70				
<b>Boundaries and Expectations</b>										
11. Family boundaries	47	45	49	50	49	41				
12. School boundaries	53	54	53	79	48	36				
13. Neighborhood boundaries	47	45	49	61	44	39				
14. Adult role models	27	23	31	38	24	22				
15. Positive peer influence	72	69	76	89	74	56				
16. High expectations	46	46	46	60	42	39				
<b>Constructive Use of Time</b>										
17. Creative activities	17	12	21	16	15	20				
18. Youth programs	60	58	61	60	58	62				
19. Religious community	70	68	70	73	74	60				
20. Time at home	56	57	54	66	58	44				

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

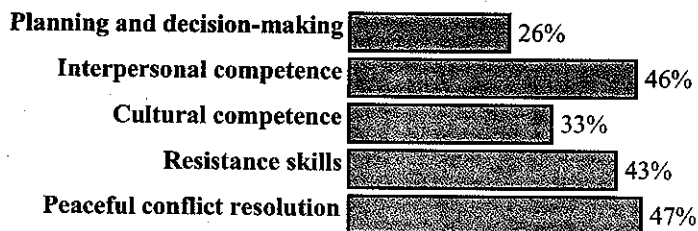
**Commitment to Learning**



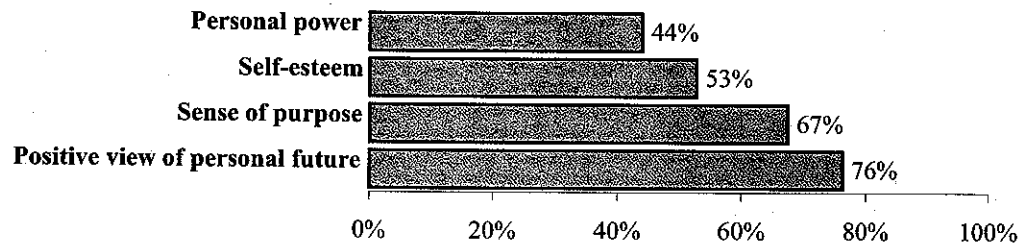
**Positive Values**



**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
<b>Commitment to Learning</b>										
21. Achievement motivation	68	62	72	74	65		65			
22. School engagement	68	56	78	66	64		74			
23. Homework	55	46	62	47	59		57			
24. Bonding to school	63	58	68	76	59		58			
25. Reading for pleasure	23	19	25	29	21		19			
<b>Positive Values</b>										
26. Caring	46	36	55	55	43		42			
27. Equality and social justice	47	36	56	58	44		40			
28. Integrity	67	61	73	66	66		71			
29. Honesty	66	59	73	72	63		67			
30. Responsibility	65	64	66	68	65		63			
31. Restraint	52	47	56	80	50		29			
<b>Social Competencies</b>										
32. Planning and decision-making	26	21	30	26	22		31			
33. Interpersonal competence	46	30	60	48	45		48			
34. Cultural competence	33	30	36	47	30		23			
35. Resistance skills	43	42	44	57	41		34			
36. Peaceful conflict resolution	47	34	58	54	45		45			
<b>Positive Identity</b>										
37. Personal power	44	42	45	42	41		50			
38. Self-esteem	53	58	48	54	51		54			
39. Sense of purpose	67	72	63	69	65		69			
40. Positive view of personal future	76	73	79	82	71		77			

**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
<b>Alone at Home</b>	Two hours or more per school day	49	50	47		39		52		53	
<b>TV Overexposure</b>	Watches TV or videos three or more hours per school day	25	31	20		23		30		20	
<b>Physical Abuse</b>	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?"	27	30	26		27		28		27	
<b>Victim of Violence</b>	Reports one or more incidents, "how many times in the last 2 years have you been the victim of physical violence where someone caused you physical pain or injury?"	29	35	24		28		30		29	
<b>Drinking Parties</b>	Reports attending one or more parties in the last year "where other kids your age were drinking."	39	38	39		10		34		70	

### 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 Sample	Gender		Grade						
Category	Definition		M	F	6	7	8	9	10	11	12
<b>Alcohol</b>	Used alcohol once or more in the last 30 days	24	26	23		5		23		44	
	Got drunk once or more in the last two weeks	16	19	14		5		14		30	
<b>Tobacco</b>	Smoked cigarettes once or more in the last 30 days	17	16	18		3		13		35	
	Used smokeless tobacco once or more in the last 12 months	13	20	7		3		10		26	
<b>Inhalants</b>	Sniffed or inhaled substances to get high once or more in the last 12 months	10	9	10		7		10		11	
<b>Marijuana</b>	Used marijuana once or more in the last 12 months	15	15	14		1		12		30	
<b>Other Drug Use</b>	Used other illicit drugs once or more in the last 12 months*	7	7	6		1		6		12	
<b>Driving and Alcohol</b>	Drove after drinking once or more in the last 12 months	7	9	6		0		5		17	
	Rode (once or more in the last 12 months) with a driver who had been drinking	34	35	34		24		40		34	

\* 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
<b>Sexual Intercourse</b>	Has had sexual intercourse one or more times	21	22	19		5		17		39	
<b>Anti-Social Behavior</b>	Shoplifted once or more in the last 12 months	21	27	15		11		17		35	
	Committed vandalism once or more in the last 12 months	18	24	14		11		18		26	
	Got into trouble with police once or more in the last 12 months	25	33	18		14		22		38	
<b>Violence</b>	Hit someone once or more in the last 12 months	37	51	26		31		39		41	
	Physically hurt someone once or more in the last 12 months	14	23	7		13		15		13	
	Used a weapon to get something from a person once or more in the last 12 months	3	5	1		2		3		4	
	Been in a group fight once or more in the last 12 months	20	26	15		18		23		18	
	Carried a weapon for protection once or more in the last 12 months	11	21	3		14		12		8	
	Threatened physical harm to someone once or more in the last 12 months	26	34	20		16		28		33	
<b>School Truancy</b>	Skipped school once or more in the last four weeks	20	21	19		15		16		29	
<b>Gambling</b>	Gambled once or more in the last 12 months	27	39	17		22		28		29	
<b>Eating Disorder</b>	Has engaged in bulimic or anorexic behavior	14	13	14		6		18		14	
<b>Depression</b>	Felt sad or depressed most or all of the time in the last month	9	8	10		7		13		6	
<b>Attempted Suicide</b>	Has attempted suicide one or more times	9	5	11		5		9		11	

**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
<b>Alcohol</b>	Has used alcohol three or more times in the last 30 days or got drunk once or more in the last two weeks	18	21	16		5		16			33
<b>Tobacco</b>	Smokes one or more cigarettes every day or uses chewing tobacco frequently	12	14	11		1		10			26
<b>Illicit Drugs</b>	Used illicit drugs three or more times in the last 12 months*	12	12	12		1		9			26
<b>Sexual Intercourse</b>	Has had sexual intercourse three or more times in lifetime	13	14	12		1		10			27
<b>Depression/ Suicide</b>	Is frequently depressed and/or has attempted suicide	13	10	16		10		15			15
<b>Anti-Social Behavior</b>	Has been involved in three or more incidents of shoplifting, trouble with police, or vandalism in the last 12 months	17	24	12		6		14			32
<b>Violence</b>	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	27	39	17		20		30			28
<b>School Problems</b>	Has skipped school two or more days in the last four weeks and/or has below a C average	17	20	14		12		17			21
<b>Driving and Alcohol</b>	Has driven after drinking or ridden with a drinking driver three or more times in the last 12 months	13	15	12		6		15			17
<b>Gambling</b>	Has gambled three or more times in the last 12 months	12	20	5		9		11			15

\* 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	
<b>Succeeds in School</b>	Gets mostly As on report card	25	19	30		27			25			24
<b>Helps Others</b>	Helps friends or neighbors one or more hours per week	82	76	87		81			83			81
<b>Values Diversity</b>	Places high importance on getting to know people of other racial/ethnic groups	54	49	58		67			50			48
<b>Maintains Good Health</b>	Pays attention to healthy nutrition and exercise	56	54	57		67			53			50
<b>Exhibits Leadership</b>	Has been a leader of a group or organization in the last 12 months	72	72	73		68			70			78
<b>Resists Danger</b>	Avoids doing things that are dangerous	20	11	27		29			18			15
<b>Delays Gratification</b>	Saves money for something special rather than spending it all right away	47	54	42		56			47			40
<b>Overcomes Adversity</b>	Does not give up when things get difficult	70	74	67		70			71			69

## 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?

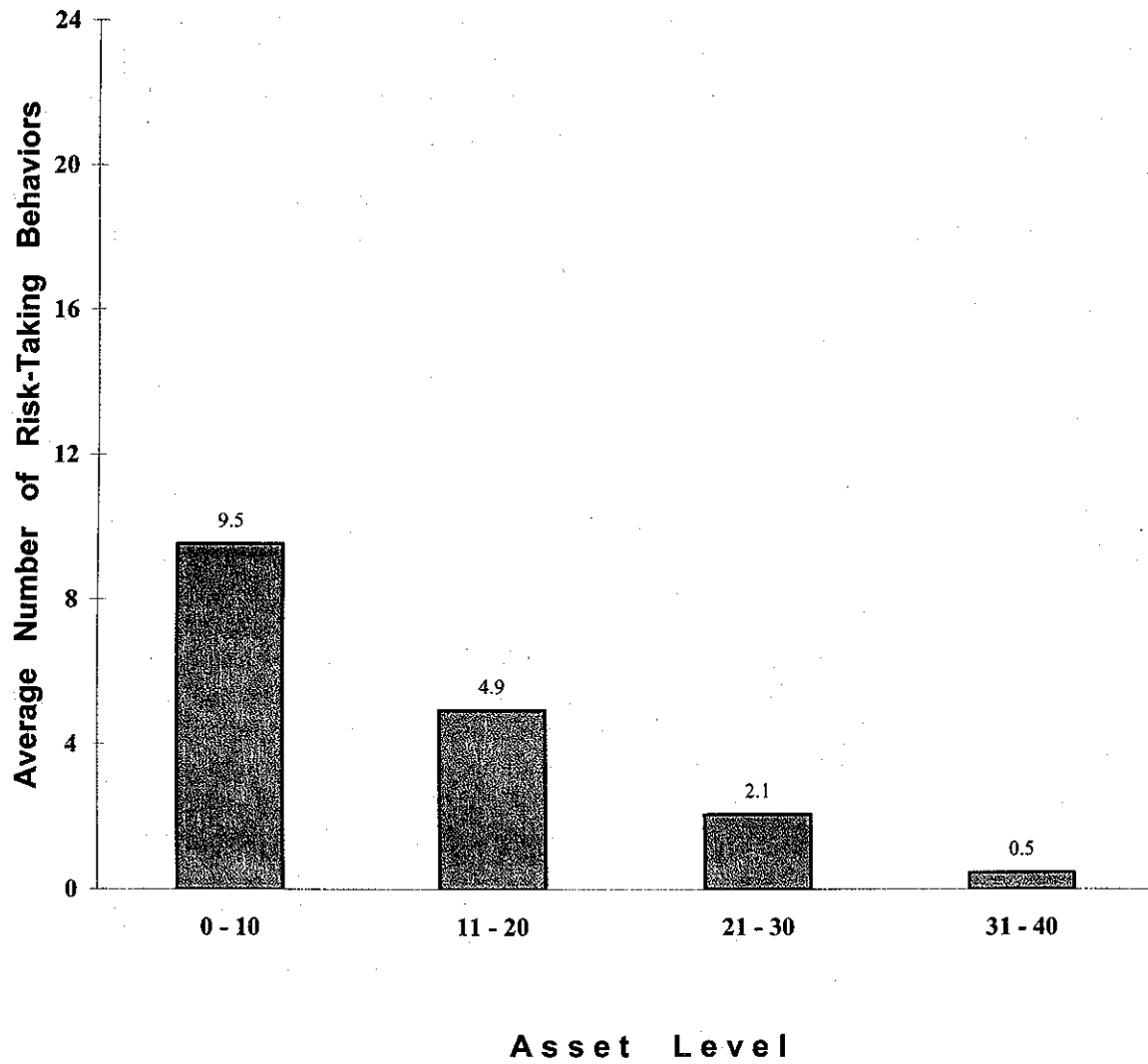
**Figure 18:** The positive consequences of Developmental Assets—the percentage of your surveyed youth reporting each of eight thriving indicators. These findings are reported for the total sample and by asset level. The figure, similar to Figure 12, presents the thriving indicators and how they are 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?

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

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**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
<b>Alcohol</b>	Used alcohol once or more in the last 30 days	24	59	33	11	0
	Got drunk once or more in the last two weeks	16	48	19	6	0
<b>Tobacco</b>	Smoked cigarettes once or more in the last 30 days	17	54	20	5	0
	Used smokeless tobacco once or more in the last 12 months	13	29	18	5	2
<b>Inhalants</b>	Sniffed or inhaled substances to get high once or more in the last 12 months	10	25	12	4	0
<b>Marijuana</b>	Used marijuana once or more in the last 12 months	15	52	17	4	0
<b>Other Drug Use</b>	Used other illicit drugs once or more in the last 12 months†	7	28	7	0	0
<b>Driving and Alcohol</b>	Drove after drinking once or more in the last 12 months	7	17	12	2	0
	Rode (once or more in the last 12 months) with a driver who had been drinking	34	57	41	26	15

† 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
<b>Sexual Intercourse</b>	Has had sexual intercourse one or more times	21	48	26	8	2
<b>Anti-Social Behavior</b>	Shoplifted once or more in the last 12 months	21	53	24	8	0
	Committed vandalism once or more in the last 12 months	18	41	23	7	0
	Got into trouble with police once or more in the last 12 months	25	53	27	15	2
<b>Violence</b>	Hit someone once or more in the last 12 months	37	61	46	25	2
	Physically hurt someone once or more in the last 12 months	14	33	15	7	2
	Used a weapon to get something from a person once or more in the last 12 months	3	7	3	0	0
	Been in a group fight once or more in the last 12 months	20	39	25	11	4
	Carried a weapon for protection once or more in the last 12 months	11	27	10	6	0
	Threatened physical harm to someone once or more in the last 12 months	26	53	34	13	0
<b>School Truancy</b>	Skipped school once or more in the last four weeks	20	48	21	8	2
<b>Gambling</b>	Gambled once or more in the last 12 months	27	43	29	22	12
<b>Eating Disorder</b>	Has engaged in bulimic or anorexic behavior	14	23	17	7	4
<b>Depression</b>	Felt sad or depressed most or all of the time in the last month	9	23	13	2	0
<b>Attempted Suicide</b>	Has attempted suicide one or more times	9	23	11	4	0

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

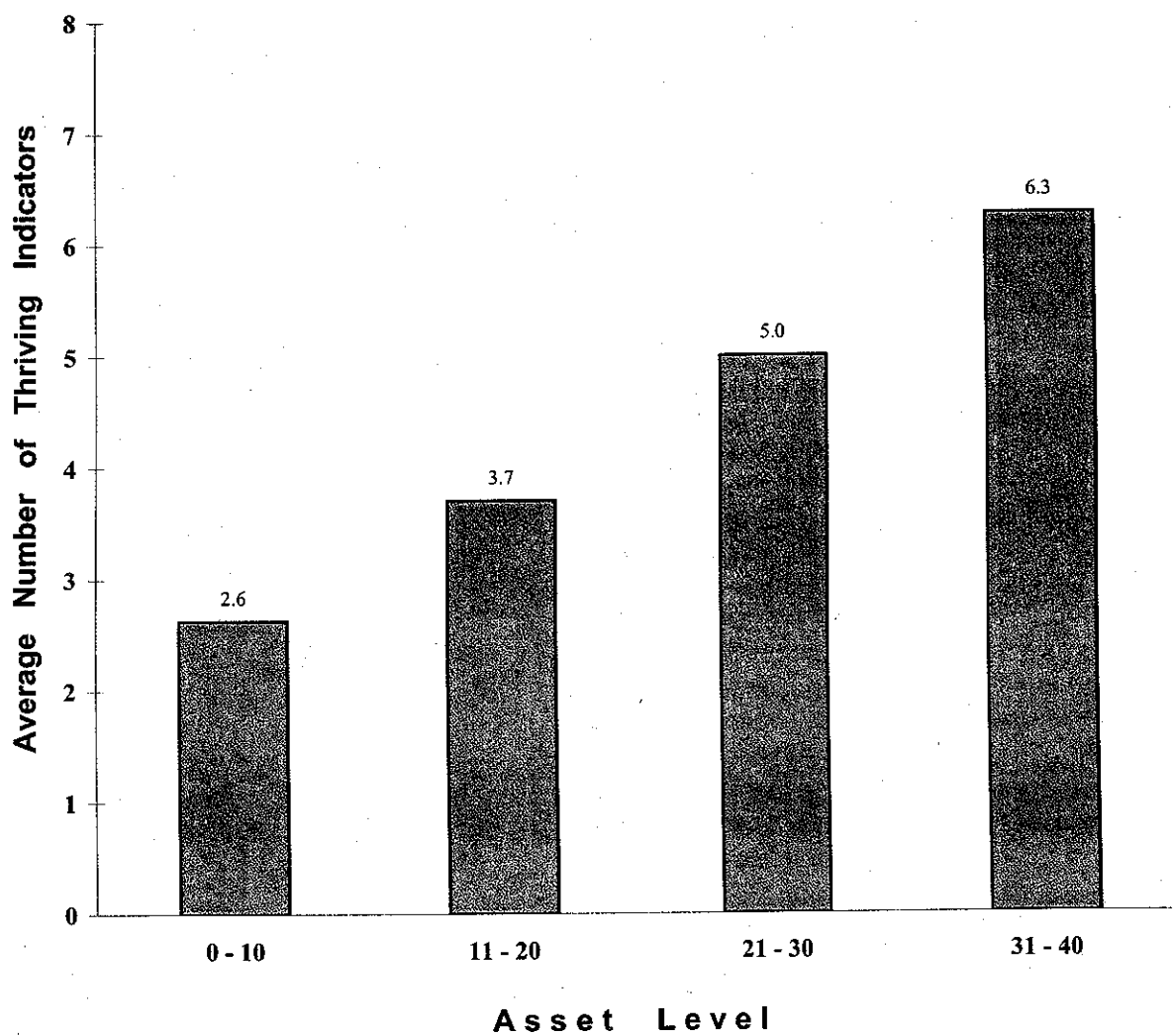
High-Risk Behavior Pattern		Total Sample	Number of Assets			
Category	Definition		0-10	11-20	21-30	31-40
<b>Alcohol</b>	Has used alcohol three or more times in the last 30 days or got drunk once or more in the last two weeks	18	53	22	6	0
<b>Tobacco</b>	Smokes one or more cigarettes every day or uses chewing tobacco frequently	12	37	15	4	0
<b>Illicit Drugs</b>	Used illicit drugs three or more times in the last 12 months†	12	43	15	2	0
<b>Sexual Intercourse</b>	Has had sexual intercourse three or more times in lifetime	13	33	15	6	2
<b>Depression/ Suicide</b>	Is frequently depressed and/or has attempted suicide	13	28	19	6	0
<b>Anti-Social Behavior</b>	Has been involved in three or more incidents of shoplifting, trouble with police, or vandalism in the last 12 months	17	49	20	4	0
<b>Violence</b>	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	27	60	34	12	0
<b>School Problems</b>	Has skipped school two or more days in the last four weeks and/or has below a C average	17	51	19	5	0
<b>Driving and Alcohol</b>	Has driven after drinking or ridden with a drinking driver three or more times in the last 12 months	13	30	16	8	2
<b>Gambling</b>	Has gambled three or more times in the last 12 months	12	27	13	9	0

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

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

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**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
<b>Succeeds in School</b>	Gets mostly As on report card	25	4	20	33	53
<b>Helps Others</b>	Helps friends or neighbors one or more hours per week	82	65	75	91	96
<b>Values Diversity</b>	Places high importance on getting to know people of other racial/ethnic groups	54	30	46	67	83
<b>Maintains Good Health</b>	Pays attention to healthy nutrition and exercise	56	24	48	68	92
<b>Exhibits Leadership</b>	Has been a leader of a group or organization in the last 12 months	72	48	71	83	85
<b>Resists Danger</b>	Avoids doing things that are dangerous	20	12	10	24	56
<b>Delays Gratification</b>	Saves money for something special rather than spending it all right away	47	29	38	53	79
<b>Overcomes Adversity</b>	Does not give up when things get difficult	70	48	64	82	87

## 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.<sup>2</sup>

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.

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<sup>2</sup> 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.

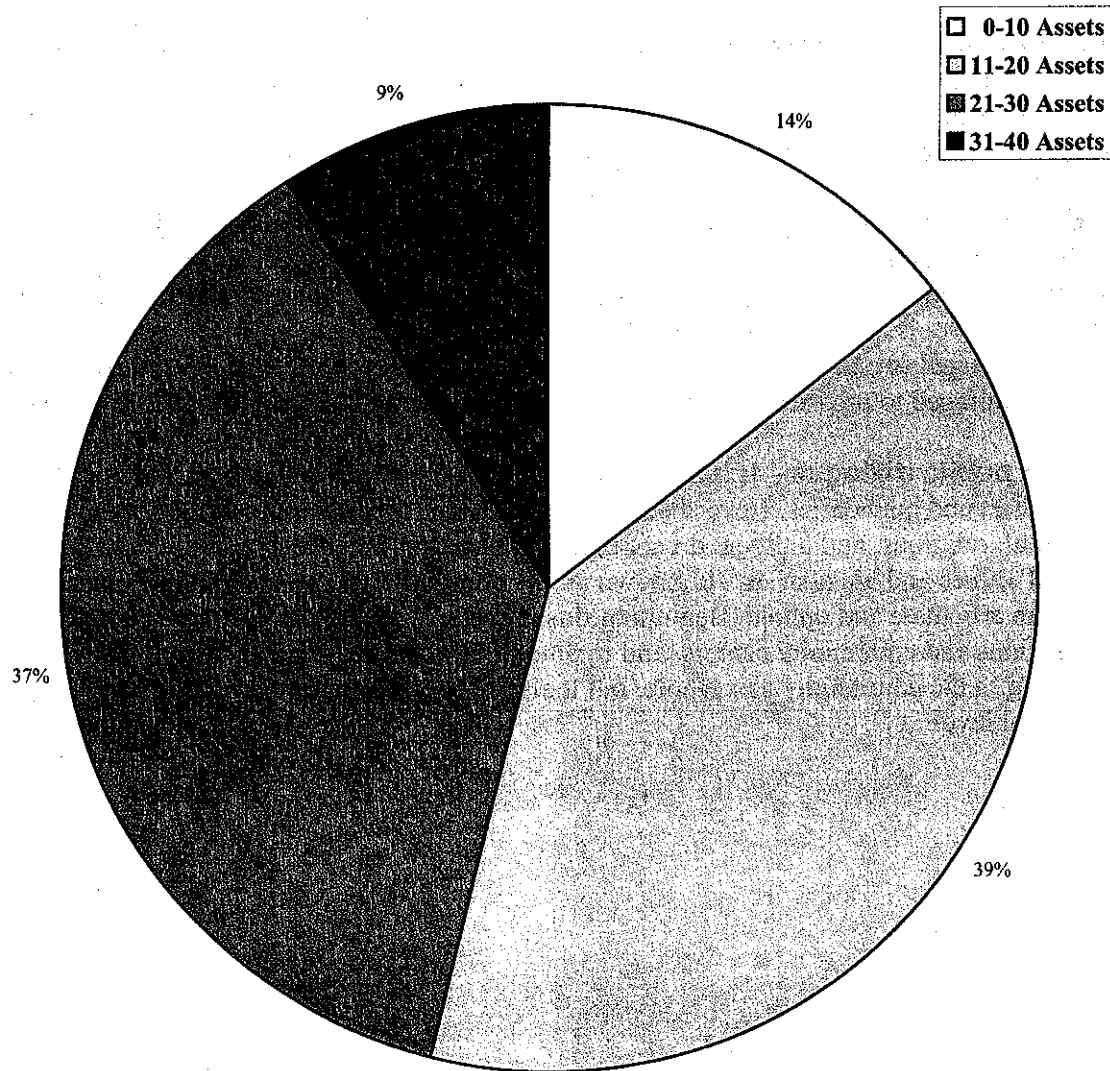
- **Advocate for quality opportunities for young people**—Young people are the responsibility not just of families but of the whole community. It is the responsibility of all citizens—whether they have children or not—to demand, support, and allocate necessary resources for the highest quality schools, 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.

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**Figure 19: The Challenge**

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

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## Figure 20: 35 Characteristics of Asset-Building Communities

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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.

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

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

# Appendices

**There are four appendices included in this report.**

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

**Appendix A**

**All Survey Items by Gender and Grade**

	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
<b>1. Age</b>										
11 or younger	0	0	0	1		0		0		
12	19	19	20	68		0		0		
13	9	10	8	31		0		0		
14	25	24	25	0		60		0		
15	16	20	13	0		39		0		
16	21	16	26	0		1		68		
17	10	11	9	0		0		32		
18	0	0	0	0		0		0		
19 or older	0	0	0	0		0		0		
<b>2. Grade in school</b>										
5th	0	0	0	0		0		0		
6th	0	0	0	0		0		0		
7th	28	29	28	100		0		0		
8th	0	0	0	0		0		0		
9th	41	45	37	0		100		0		
10th	0	0	0	0		0		0		
11th	31	26	34	0		0		100		
12th	0	0	0	0		0		0		
<b>3. Gender</b>										
Male	46	100	0	47		51		40		
Female	54	0	100	53		49		60		
<b>4. Race / ethnicity</b>										
American Indian	1	2	1	1		2		0		
Asian or Pacific Islander	2	3	1	3		2		1		
Black or African American	1	2	0	1		1		0		
Hispanic	1	2	1	1		1		1		
White	89	86	92	88		86		96		
Multi-racial	5	6	5	6		8		1		
<b>5. Which best describes your family?</b>										
I live with two parents	80	78	81	84		77		79		
I live in a one-parent family with my mother	6	6	6	2		8		7		
I live in a one-parent family with my father	3	3	3	1		4		3		
Sometimes I live with my mother and sometimes with my father	12	13	10	14		11		10		
<b>How important is this to you in your life?</b>										
<b>6. Helping other people</b>										
Not important	3	5	1	1		4		2		
Somewhat important	12	16	8	10		16		10		
Not sure	10	15	6	14		11		6		
Quite important	52	49	55	52		53		51		
Extremely important	22	15	29	23		16		31		
<b>7. Helping to reduce hunger and poverty in the world</b>										
Not important	9	15	3	5		7		13		
Somewhat important	17	19	14	12		17		21		
Not sure	29	33	26	28		32		26		
Quite important	28	20	35	28		28		28		
Extremely important	18	13	23	28		16		12		
<b>8. Helping to make the world a better place in which to live</b>										
Not important	4	8	1	1		5		6		
Somewhat important	13	17	10	12		12		16		
Not sure	16	18	15	13		17		18		
Quite important	39	33	43	32		42		40		
Extremely important	28	25	30	42		24		20		

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

All Survey Items by Gender and Grade (Cont'd)	Percent								
	Total Sample	Gender		Grade					
		M	F	6	7	8	9	10	11
<b>How important is this to you in your life?</b>									
<b>17. Accepting responsibility for my actions when I make a mistake or get in trouble</b>									
Not important	4	6	2	2		3		7	
Somewhat important	10	10	10	6		13		9	
Not sure	15	15	15	15		15		13	
Quite important	43	44	44	46		40		45	
Extremely important	28	25	30	31		28		25	
<b>18. Doing my best even when I have to do a job I don't like</b>									
Not important	4	6	1	1		5		5	
Somewhat important	9	8	9	10		6		10	
Not sure	14	12	16	14		14		13	
Quite important	45	47	45	45		47		43	
Extremely important	28	27	29	29		27		28	
<b>19. On an average school day, about how much time do you spend doing homework outside of school?</b>									
None	5	9	2	3		5		7	
Half hour or less	14	19	10	11		13		17	
Between half an hour and an hour	26	26	26	38		23		18	
1 hour	23	21	25	26		24		20	
2 hours	25	20	29	18		28		27	
3 hours or more	7	5	9	4		7		9	
<b>20. What grades do you earn in school?</b>									
Mostly As	25	19	30	27		25		24	
About half As and half Bs	27	24	29	33		24		25	
Mostly Bs	13	14	12	12		13		15	
About half Bs and half Cs	19	23	17	17		19		23	
Mostly Cs	6	7	5	4		6		7	
About half Cs and half Ds	5	7	3	6		6		3	
Mostly Ds	2	2	2	1		3		2	
Mostly below Ds	2	3	2	1		5		1	
<b>How often does one of your parents . . . ?</b>									
<b>21. Help you with your school work</b>									
Very often	10	10	10	20		8		2	
Often	19	20	18	29		18		11	
Sometimes	34	33	35	34		39		27	
Seldom	23	23	23	12		25		31	
Never	14	14	14	5		9		29	
<b>22. Talk to you about what you are doing in school</b>									
Very often	23	21	25	30		25		16	
Often	30	33	28	30		32		30	
Sometimes	26	25	27	22		26		29	
Seldom	15	15	15	13		13		20	
Never	5	6	5	5		4		5	
<b>23. Ask you about homework</b>									
Very often	33	37	29	41		37		21	
Often	29	27	31	30		29		27	
Sometimes	19	16	21	16		17		25	
Seldom	14	14	14	10		13		18	
Never	5	6	5	3		4		8	
<b>24. Go to meetings or events at your school</b>									
Very often	22	19	24	28		22		16	
Often	28	25	31	28		29		26	
Sometimes	26	27	24	23		26		28	
Seldom	15	15	15	12		16		16	
Never	10	14	7	9		8		14	

All Survey Items by Gender and Grade (Cont'd)	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
<b>25. At school I try as hard as I can to do my best work</b>										
Strongly agree	27	19	34	38		24		22		
Agree	51	53	49	47		55		50		
Not sure	13	16	11	12		13		15		
Disagree	8	9	6	3		6		14		
Strongly disagree	1	2	0	1		2		0		
<b>26. My teachers really care about me</b>										
Strongly agree	10	11	9	20		8		4		
Agree	32	29	34	35		31		31		
Not sure	39	38	39	38		39		39		
Disagree	13	15	11	5		16		16		
Strongly disagree	7	7	6	2		7		10		
<b>27. It bothers me when I don't do something well</b>										
Strongly agree	36	28	43	35		33		41		
Agree	38	42	35	39		42		33		
Not sure	15	16	14	18		15		11		
Disagree	8	11	7	9		6		12		
Strongly disagree	2	4	1	1		3		2		
<b>28. I get a lot of encouragement at my school</b>										
Strongly agree	8	7	9	14		6		5		
Agree	30	28	32	36		26		31		
Not sure	35	36	34	30		39		33		
Disagree	19	19	20	15		19		24		
Strongly disagree	7	9	6	5		10		6		
<b>29. Teachers at school push me to be the best I can be</b>										
Strongly agree	13	14	12	22		10		8		
Agree	37	37	38	44		34		34		
Not sure	30	28	31	27		33		28		
Disagree	15	15	14	3		17		22		
Strongly disagree	6	6	5	3		6		7		
<b>30. My parents push me to be the best I can be</b>										
Strongly agree	49	52	46	54		53		39		
Agree	35	34	37	32		35		39		
Not sure	10	8	12	9		8		14		
Disagree	4	5	3	3		2		7		
Strongly disagree	2	2	2	3		2		0		
<b>31. During the last four weeks, how many days of school have you missed because you skipped or "ditched?"</b>										
None	80	79	81	85		84		71		
1 day	9	9	9	9		8		11		
2 days	5	5	4	4		3		6		
3 days	2	1	3	1		1		4		
4 - 5 days	2	3	2	1		1		4		
6 - 10 days	1	2	0	0		2		1		
11 or more days	1	0	1	0		0		1		
<b>How often do you . . . ?</b>										
<b>32. Feel bored at school</b>										
Usually	51	58	46	37		58		54		
Sometimes	46	40	52	59		38		46		
Never	3	3	3	4		4		0		
<b>33. Come to classes without bringing paper or something to write with</b>										
Usually	5	9	1	5		7		2		
Sometimes	29	38	21	42		29		18		
Never	66	53	77	53		64		80		

**All Survey Items by Gender and Grade**

<b>(Cont'd)</b>	<b>Percent</b>									
	<b>Total</b>	<b>Gender</b>		<b>Grade</b>						
		<b>Sample</b>	<b>M</b>	<b>F</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
<b>How often do you . . . ?</b>										
<b>34. Come to classes without your homework finished</b>										
Usually	10	12	9	9			13			9
Sometimes	52	56	49	53			48			57
Never	38	32	42	39			40			34
<b>35. Come to classes without your books</b>										
Usually	6	10	3	7			7			5
Sometimes	22	23	20	26			22			18
Never	72	67	77	67			71			77
<b>36. On the whole, I like myself</b>										
Strongly agree	33	39	28	45			29			28
Agree	52	49	54	43			54			58
Not sure	11	9	12	10			13			9
Disagree	3	2	4	2			3			4
Strongly disagree	1	1	1	1			1			1
<b>37. It is against my values to drink alcohol while I am a teenager</b>										
Strongly agree	42	43	42	69			36			26
Agree	15	15	15	15			19			10
Not sure	17	18	16	12			22			15
Disagree	13	12	14	4			10			25
Strongly disagree	13	13	13	1			13			25
<b>38. I like to do exciting things even if they are dangerous</b>										
Strongly agree	20	30	13	14			23			23
Agree	33	35	32	26			33			41
Not sure	26	24	28	31			26			22
Disagree	14	7	19	19			12			11
Strongly disagree	6	4	8	10			6			3
<b>39. At times, I think I am no good at all</b>										
Strongly agree	7	7	8	6			9			5
Agree	25	20	28	28			24			21
Not sure	23	24	22	22			24			23
Disagree	26	29	24	23			27			28
Strongly disagree	19	21	18	21			16			22
<b>40. I get along well with my parents</b>										
Strongly agree	35	40	31	42			36			28
Agree	42	38	46	38			40			49
Not sure	15	15	14	14			14			16
Disagree	6	4	7	4			7			5
Strongly disagree	3	2	3	2			3			2
<b>41. All in all, I am glad I am me</b>										
Strongly agree	42	45	38	50			41			34
Agree	41	38	44	35			39			49
Not sure	13	12	14	12			15			11
Disagree	3	3	2	2			3			3
Strongly disagree	2	1	2	2			1			2
<b>42. I feel I do not have much to be proud of</b>										
Strongly agree	5	3	5	6			3			4
Agree	11	12	11	10			14			8
Not sure	17	18	15	15			16			19
Disagree	35	35	36	30			35			41
Strongly disagree	33	32	33	39			32			29

All Survey Items by Gender and Grade (Cont'd)	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
<b>43. If I break one of my parents' rules, I usually get punished</b>										
Strongly agree	16	16	16	22		15		12		
Agree	43	42	45	43		45		42		
Not sure	20	23	18	22		21		19		
Disagree	15	15	15	10		15		20		
Strongly disagree	5	4	5	3		4		7		
<b>44. My parents give me help and support when I need it</b>										
Strongly agree	43	41	45	55		43		32		
Agree	39	43	35	31		40		45		
Not sure	11	10	12	9		12		12		
Disagree	5	4	5	4		4		6		
Strongly disagree	3	2	3	2		1		4		
<b>45. It is against my values to have sex while I am a teenager</b>										
Strongly agree	38	29	45	60		37		20		
Agree	17	18	17	17		19		15		
Not sure	19	21	18	18		21		17		
Disagree	11	13	9	2		7		23		
Strongly disagree	15	20	11	3		15		25		
<b>46. In my school there are clear rules about what students can and cannot do</b>										
Strongly agree	28	25	29	47		23		15		
Agree	51	54	49	45		53		53		
Not sure	17	16	18	7		17		25		
Disagree	3	4	3	1		5		4		
Strongly disagree	1	1	2	0		1		2		
<b>47. I care about the school I go to</b>										
Strongly agree	18	15	20	29		15		11		
Agree	45	42	48	46		44		46		
Not sure	21	25	17	17		25		18		
Disagree	10	11	8	5		9		15		
Strongly disagree	7	6	7	2		7		9		
<b>48. My parents often tell me they love me</b>										
Strongly agree	48	36	59	60		46		40		
Agree	33	41	26	27		37		32		
Not sure	11	14	8	8		10		14		
Disagree	6	7	5	4		5		9		
Strongly disagree	2	2	2	1		1		4		
<b>49. In my family, I feel useful and important</b>										
Strongly agree	29	30	28	38		26		25		
Agree	41	41	41	38		42		42		
Not sure	19	20	18	17		18		22		
Disagree	8	7	9	5		10		8		
Strongly disagree	3	2	4	2		4		2		
<b>50. Students in my school care about me</b>										
Strongly agree	14	13	16	20		12		12		
Agree	41	39	42	39		40		44		
Not sure	33	35	30	33		35		30		
Disagree	7	7	8	6		8		8		
Strongly disagree	5	5	5	2		6		6		
<b>51. In my family, there are clear rules about what I can and cannot do</b>										
Strongly agree	30	32	29	40		31		20		
Agree	46	45	47	41		42		55		
Not sure	15	16	14	14		15		15		
Disagree	7	5	9	4		8		9		
Strongly disagree	2	3	1	1		3		1		

**All Survey Items by Gender and Grade**

<b>(Cont'd)</b>	<b>Percent</b>									
	<b>Total</b>	<b>Gender</b>		<b>Grade</b>						
		<b>Sample</b>	<b>M</b>	<b>F</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
<b>52. In my neighborhood, there are a lot of people who care about me</b>										
Strongly agree	13	11	14	20			10			9
Agree	28	25	31	30			27			30
Not sure	35	39	32	38			38			29
Disagree	14	15	14	7			17			18
Strongly disagree	10	11	8	5			9			14
<b>53. At my school, everyone knows that you'll get in trouble for using alcohol or other drugs</b>										
Strongly agree	38	41	36	63			34			21
Agree	29	27	31	19			29			38
Not sure	16	17	15	12			19			15
Disagree	8	7	9	3			8			14
Strongly disagree	9	8	9	3			10			12
<b>54. If one of my neighbors saw me do something wrong, he or she would tell one of my parents</b>										
Strongly agree	19	18	19	30			17			11
Agree	29	27	30	30			28			29
Not sure	35	35	35	30			38			35
Disagree	11	12	10	6			11			15
Strongly disagree	7	8	6	3			7			10
<b>During the last 12 months, how many times have you ... ?</b>										
<b>55. Been a leader in a group or organization</b>										
Never	28	28	27	32			30			22
Once in a while	19	16	22	18			18			23
Sometimes	18	18	17	18			16			20
Often	18	18	18	17			21			16
Always	17	19	15	15			16			20
<b>56. Stolen something from a store</b>										
Never	79	73	85	89			83			65
Once in a while	10	13	7	7			7			14
Sometimes	3	4	2	2			2			4
Often	2	1	3	0			1			4
Always	7	10	4	2			6			12
<b>57. Gotten into trouble with the police</b>										
Never	75	67	82	86			78			62
Once in a while	14	16	13	10			10			24
Sometimes	5	8	3	3			6			6
Often	2	3	1	1			2			3
Always	4	6	1	1			5			5
<b>58. Hit or beat up someone</b>										
Never	63	49	74	69			61			59
Once in a while	17	19	15	15			16			20
Sometimes	7	11	4	5			8			7
Often	4	7	1	3			4			4
Always	9	14	5	7			11			10
<b>59. Damaged property just for fun (such as breaking windows, scratching a car, putting paint on walls, etc.)</b>										
Never	82	76	86	89			82			74
Once in a while	9	11	7	6			9			11
Sometimes	4	5	3	3			4			4
Often	2	3	2	1			1			6
Always	3	5	2	1			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
<b>During an average week, how many hours do you spend . . . ?</b>										
<b>60. Playing on or helping with sports teams at school or in the community</b>										
0 hours	36	35	37	31		35		41		
1 hour	10	8	12	15		7		10		
2 hours	10	10	9	10		13		4		
3 - 5 hours	12	12	13	16		10		11		
6 - 10 hours	15	15	15	15		15		15		
11 or more hours	17	20	15	13		20		18		
<b>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.)</b>										
0 hours	65	75	57	68		72		52		
1 hour	15	9	19	12		10		22		
2 hours	9	9	10	10		9		10		
3 - 5 hours	5	4	6	5		4		8		
6 - 10 hours	3	2	3	3		2		3		
11 or more hours	3	2	4	3		3		5		
<b>62. In clubs or organizations (other than sports) outside of school (such as 4-H, Scouts, Boys and Girls Clubs, YWCA, YMCA)</b>										
0 hours	73	80	66	69		76		71		
1 hour	11	7	15	11		8		15		
2 hours	6	4	7	5		7		6		
3 - 5 hours	6	3	8	8		7		3		
6 - 10 hours	1	2	1	3		0		1		
11 or more hours	3	4	2	4		3		2		
<b>63. Reading just for fun (not part of your school work)</b>										
0 hours	38	48	29	31		43		37		
1 hour	26	25	28	27		25		28		
2 hours	14	8	18	14		12		16		
3 - 5 hours	13	8	16	16		13		10		
6 - 10 hours	5	5	4	7		4		5		
11 or more hours	5	5	5	6		5		4		
<b>64. Going to programs, groups, or services at a church, synagogue, mosque, or other religious or spiritual place</b>										
0 hours	30	32	30	27		26		40		
1 hour	29	29	30	27		28		34		
2 hours	23	21	24	24		29		14		
3 - 5 hours	13	12	13	13		14		10		
6 - 10 hours	2	3	2	4		3		0		
11 or more hours	2	4	1	4		1		2		
<b>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</b>										
0 hours	44	49	39	36		43		50		
1 hour	30	29	32	35		27		30		
2 hours	13	12	15	13		13		14		
3 - 5 hours	7	6	9	9		8		4		
6 - 10 hours	2	2	3	3		3		1		
11 or more hours	3	4	3	4		5		1		

**All Survey Items by Gender and Grade**

(Cont'd)	Percent										
	Total Sample	Gender		Grade							
		M	F	6	7	8	9	10	11	12	
<b>During an average week, how many hours do you spend ... ?</b>											
<b>66. Helping friends or neighbors</b>											
0 hours	18	24	13		19		17			19	
1 hour	37	35	38		38		36			36	
2 hours	22	19	26		20		25			22	
3 - 5 hours	15	12	18		14		15			17	
6 - 10 hours	4	4	3		4		3			4	
11 or more hours	4	6	2		5		4			2	
<b>67. Practicing or taking lessons in music, art, drama, or dance, after school or on weekends</b>											
0 hours	59	71	49		59		59			58	
1 hour	15	13	18		15		18			12	
2 hours	9	5	12		10		7			10	
3 - 5 hours	10	6	14		10		9			11	
6 - 10 hours	3	2	3		3		2			2	
11 or more hours	4	4	5		3		4			6	
<b>People who know me would say that this is ...</b>											
<b>68. Knowing how to say "no" when someone wants me to do things I know are wrong or dangerous</b>											
Not at all like me	5	7	4		4		6			4	
A little like me	11	13	9		8		11			12	
Somewhat like me	15	16	15		10		17			19	
Quite like me	36	35	37		38		33			38	
Very much like me	33	29	35		39		33			27	
<b>69. Caring about other people's feelings</b>											
Not at all like me	3	4	2		1		3			4	
A little like me	8	13	3		9		10			4	
Somewhat like me	17	26	9		20		16			16	
Quite like me	37	35	40		38		38			36	
Very much like me	35	22	45		31		33			40	
<b>70. Thinking through the possible good and bad results of different choices before I make decisions</b>											
Not at all like me	8	8	8		7		9			7	
A little like me	18	22	16		18		20			16	
Somewhat like me	29	28	31		34		28			28	
Quite like me	32	31	33		29		30			37	
Very much like me	12	11	13		13		12			12	
<b>71. Saving my money for something special rather than spending it all right away</b>											
Not at all like me	11	8	12		5		12			13	
A little like me	16	14	17		12		18			15	
Somewhat like me	27	24	29		26		23			32	
Quite like me	24	25	23		22		24			25	
Very much like me	23	29	19		34		22			15	
<b>72. Respecting the values and beliefs of people who are of a different race or culture than I am</b>											
Not at all like me	6	10	4		3		6			10	
A little like me	7	9	5		6		6			10	
Somewhat like me	15	18	13		11		20			13	
Quite like me	39	38	39		42		36			40	
Very much like me	32	25	39		38		33			27	
<b>73. Giving up when things get hard for me</b>											
Not at all like me	34	41	29		40		30			35	
A little like me	36	33	38		30		41			34	
Somewhat like me	18	14	22		18		18			19	
Quite like me	7	8	7		7		7			8	
Very much like me	4	4	5		5		4			3	