

**The Student Stressors and Assets Survey: An Assessment of
the Developmental Assets™ of Students in the Bernards
Township School District**

**Prepared for
Bernards Township Board of Health and
Municipal Alliance Against Substance Abuse**

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An Assessment of the Emotional Assets of Students in the Bernards Township School District

**Prepared by Kirk Harlow, Dr.P.H.
July, 2005**

Executive Summary

A project was undertaken in Winter 2004 to conduct a survey of the students in the Bernards Township, NJ School District. There were two primary areas of assessment. First, the survey was designed to examine the Developmental Assets of students. Developmental Assets are attributes that students may have to help prevent or protect against high-risk behavior such as drug abuse or delinquency.

Second, the survey was designed to capture information about high-risk behavior. The purpose of this information was to provide both a baseline of information on the prevalence of high-risk behavior, and to provide the ability to examine if the presence of Developmental Assets was associated with levels of high-risk behavior.

Survey Design and Distribution

The design of the survey was a collaborative effort involving staff of the Bernards Township Health Department, staff from the Bernards Township School District, and Kirk Harlow, Dr.P.H. of Midwestern State University/DecisionStat. The design group met on January 18, 2005 to identify the primary purposes of the survey and to identify survey content areas.

Survey items for the content areas were developed in two ways. First, twenty-five of the survey's questions were taken directly from the *Search Institute Profiles of Student Life: Attitudes and Behaviors*.¹ This instrument was designed by the Search Institute as a tool to examine Developmental Assets, and the items selected were identified by the design group as representative of the developmental asset areas to be assessed. The remaining questions were designed specifically for this survey.

The target population for the survey included all 6th, 8th, 10th, and 12th graders in the School District. Parents were informed of the survey and asked to grant permission to complete the survey. Home room teachers distributed the surveys in their classrooms and the surveys were completed at that time and placed in a sealed envelope by the student to ensure anonymity. Once all surveys were completed, they were shipped to Dr. Kirk Harlow for processing. There were 1002 completed surveys, an overall response rate of 66 percent. The response rates by grade level were 87 percent, 74 percent, 44 percent, and 55 percent for 6th, 8th, 10th, and 12th grades respectively.

Results and Conclusions

Overall, the results of the survey indicated that most of the students surveyed had in place the Developmental Assets considered to help prevent inappropriate behavior such as alcohol and

¹ Items were used with written permission from the Search Institute, Minneapolis, MN., Copyright 1996.

drug abuse. Three summary tables designed to provide an overview of the survey results are presented below. These tables provide the results of selected survey items that represent each of the developmental asset categories. While the summary tables do not include the results of all the survey items, the general results presented are consistent with those discussed in detail in the report.

The mean scores for seven of the eight developmental asset categories are presented in Table 1. The table indicates fairly high mean scores across the developmental asset categories; results consistent with the more detailed frequency scores noted in the report.

Because the developmental asset category, Constructive Use of Time, is measured in terms of time participating in activities, it has been separated out and the summary results are presented in Table 2. As the table shows, over 80 percent of the students indicated participation in some activity more than two hours per week.

A number of questions were asked regarding inappropriate behavior including stealing, physical fighting, skipping class, going to the principal’s office, alcohol use, and drug use. These questions were a subset of the of the asset category, Positive Values. The only two areas with a fairly high proportion of students were the use of drugs and alcohol. These results are summarized in Table 3. As the table shows, the quantity of use increases with grade level. Of note is that 45 percent of 12th graders indicated using alcohol without parental permission more than 6 times in a year, and 19 percent indicated use of drugs.

Table 1. Summary Mean Score for Developmental Asset Categories				
	Grade			
	6th Mean	8th Mean	10th Mean	12th Mean
Support Summary (11, 10, 46)*	4.23	3.94	3.98	3.99
Boundaries Summary (13, 15)	3.90	3.75	3.47	3.58
Commitment to Learning Summary (44, 47)	4.11	4.09	4.16	4.21
Positive Identity Summary (19, 42)	4.02	3.87	3.68	3.64
Social Competence Summary (29,30)	3.96	3.65	3.69	3.86
Positive Values Summary (50)	3.12	2.77	2.75	2.65
Empowerment Summary (21, 22)	3.28	2.97	3.04	3.03

* Numbers in parentheses are the survey items used to calculate means. Means are calculated from survey items with a scale of 1 to 5 where 1 is lowest and 5 is highest.

Table 2. Participation in extra-curricular activities 2 or more hours per week				
	Grade			
	6th Column N %	8th Column N %	10th Column N %	12th Column N %
Yes	88.9%	87.9%	88.7%	85.0%
No	11.1%	12.1%	11.3%	15.0%

Table 3. Use of Alcohol and Drugs by Grade Level					
		Grade			
		6th	8th	10th	12th
		Column N %	Column N %	Column N %	Column N %
36. How often Drank alcohol without parents' permission?	Never	98.3%	85.6%	41.8%	30.1%
	1 or 2 times	1.1%	8.9%	12.1%	9.8%
	3 or 4 times	.0%	2.6%	6.7%	10.4%
	5 or 6 times	.3%	.7%	6.7%	4.6%
	More than 6 times	.3%	2.3%	32.7%	45.1%
38. How often used a drug other than alcohol to get high?	Never	99.4%	96.4%	64.8%	61.6%
	1 or 2 times	.0%	1.3%	14.5%	9.3%
	3 or 4 times	.3%	.7%	6.7%	5.8%
	5 or 6 times	.3%	.3%	2.4%	4.1%
	More than 6 times	.0%	1.3%	11.5%	19.2%

As noted, the findings suggest that the students surveyed have fairly high levels of Developmental Assets in place. In addition, analysis of the relationship between the developmental asset categories and alcohol and drug use suggested that many of the Developmental Assets are protective; that is, the presence of an asset is associated with lower involvement in inappropriate behaviors.

One problem area that was identified was the use of alcohol and drugs among the 10th and 12th graders. A large proportion of those students indicated using alcohol six or more times in the past year. The results presented in the body of the report suggested that one segment of this group may be individuals with high participation in activities, especially sports. This suggests that the use of alcohol may be part of a set of social norms.

It should be noted that the developmental asset categories are very broad constructs. As such, the summary tables do not fully reflect some of the variation within the developmental categories. The following are some additional results that merit noting:

- While parental support is high, about one-fourth of the students did indicate feeling too much pressure from parents to do well.
- Other than parents, students were most likely to seek support from a close friend or relative if they needed it as opposed to other possible sources of support.
- Students indicated feeling that school rules were clear, but not necessarily family rules. In addition, it appeared that punishment for breaking a family rule was not consistent.
- Female students in the 10th and 12th grades tended to indicate the greatest degree of dissatisfaction with their weight. Over 35 percent indicated they were not satisfied with their weight.
- Students indicated knowing how to set limits, but they also indicated acting without thinking. Thus, even though they were high on the Social Competence category, there is the potential for impulsive behavior to override self-regulatory behavior.

- There is a clear transition point between 6th and 8th grade that the results indicated. This is consistent with the shift from pre-adolescence to adolescence. The implication is that for interventions to have a sustained effect they should occur in 8th grade and higher, as well as in the lower grades.
- About 11 percent of the students indicated experiencing some form of bullying one or more times a week. The results of the survey suggested that these are individuals who are less emotionally resilient than other students, with higher levels of sadness and perceptions that they receive less support from parents and others.

Implications of the Results

Although the primary aim of the survey was to establish a benchmark for the Developmental Assets among the students surveyed, there are some implications for program planning that warrant comment.

- The relatively high proportions of students with positive levels of Developmental Assets will make the identification of positive change in the future difficult. Simply put, there is only so much room for improvement. As such, it may be most fruitful to identify high-risk students and evaluate interventions specifically with respect to those students.
- There appears to be a fair amount of alcohol use that may be occurring among students participating in athletic programs. This should be examined further, and if confirmed, programs targeting this group may be worthwhile.
- There was an identified relationship between thrill seeking and impulse control, and high-risk behavior. While students indicated being able to say “no,” they also indicated that impulses could reduce resistance. Developing programs that focus not only on resistance, but impulse control, may be worthwhile. In addition, targeting high-risk students such as those with Attention Deficit Hyperactivity Disorder may be of value.
- The willingness of students to use school resources for support was relatively low, and diminished in the older grades. There are students such as those who are experiencing bullying for whom professionally trained school counselors may be especially helpful. If additional outreach efforts are possible, they should be considered.
- A variation of the survey instrument may be a useful tool to create a dialogue between students and their parents. As a part of the pilot testing, it was found that discussion of the responses with students after completion created a structure framework for exploring their feelings about issues examined in the survey.
- The results of the survey in an appropriate format should be made available not only to adults, but also the students. Giving back the results is empowering, and an opportunity to open discussion about the issues examined in the survey. The results may also be applicable in a number of classes as illustrations of concepts.

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Introduction

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Second, the survey was designed to capture information about high-risk behavior. The purpose of this information was to provide both a baseline of information on the prevalence of high-risk behavior, and to provide the ability to examine if the presence of Developmental Assets was associated with levels of high-risk behavior.

In addition to these two primary areas, several other categories of information were collected including information on bullying, potential adult confidants, participation in and satisfaction with different intervention programs and extracurricular and sports activities, and general demographic information.

The results of the survey are presented in the remainder of this report. A discussion of the survey design and distribution procedures is presented in the next section. This is followed by a presentation of the results of the survey. The report is concluded with comments on the implication of the results.

Survey Design and Procedures

Survey Design

The design of the survey was a collaborative effort involving staff of the Bernards Township Health Department, staff from the Bernards Township School District, and Kirk Harlow, Dr.P.H. of Midwestern State University/DecisionStat. The design group met on January 18, 2005 to identify the primary purposes of the survey and to identify survey content areas.

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² Items were used with written permission from the Search Institute, Minneapolis, MN., Copyright 1996.

Survey Distribution

The target population for the survey included all 6th, 8th, 10th, and 12th graders in the School District. Parents were informed of the survey and asked to grant permission to complete the survey. Home room teachers distributed the surveys in their classrooms and the surveys were completed at that time and placed in a sealed envelope by the student to ensure anonymity. Once all surveys were completed, they were shipped to Dr. Kirk Harlow for processing. There were 1002 completed surveys, an overall response rate of 66 percent. The response rates by grade level were 87 percent, 74 percent, 44 percent, and 55 percent for 6th, 8th, 10th, and 12th grades respectively.

Survey Results

The results of the survey are presented in four general sections. The demographic characteristics of the students completing the survey are presented in the first section in order to provide the reader with an understanding of the nature of the student population. The second section, Developmental Assets, provides the results of the survey for each of the eight Developmental Assets. A more extensive analysis of the factors that relate to the ratings of developmental assets is provided in the third section, Relationships. Finally, the discussion of results is concluded with a section examining bullying.

Student Characteristics

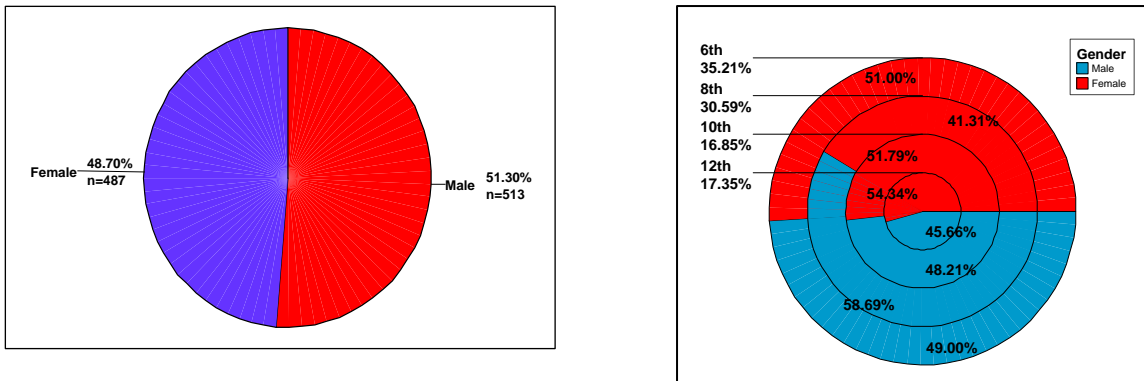
An overview of the characteristics of the students completing the survey is presented in this section of the report. The primary purpose of this section is to provide a characterization of the respondent population. Additional discussion of the relationship of the demographic factors to other factors examined in the survey is provided later in the report.

Data were not collected on the socio-economic status of the students; however, Bernards Township is a relatively affluent area. According to the Bureau of the Census, the median family income for the relevant community is about \$135,000. Sixty-four percent of the population has an identified occupation of management, professional, and related occupations.³

The gender breakdown of the student respondents is presented in Figure 1. As might be expected, it is about half males and half females. A further breakdown of the respondents by their grade in school and gender is presented in Figure 2. As Figure 2 shows, a proportionately larger number of the respondents are in the 6th and 8th grades than in the 10th or 12th grades. Figure 2 also indicates that the gender mix is somewhat different from grade-to-grade. Fifty-eight percent of the 8th grade respondents are male, while the other three grades are comprised of slightly less males than females.

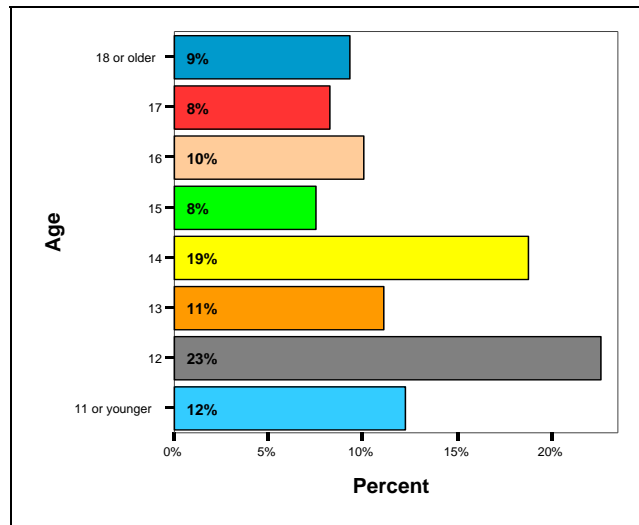
³ U.S. Bureau of the Census. *Census 2000*. Table DP-3. Profile of Selected Economic Characteristics: 2000, Bernards Township, Somerset County, NJ.

Figure 2
Current Grade in School by Gender



The age distribution of the students presented in Figure 3 is consistent with ages that would be expected for the grades that were surveyed, as well as the proportion of respondents by grade level. The largest proportion of student respondents is 12-year olds followed by 14-year olds, although all age groups are quite well represented.

Figure 3
Current Age of Students

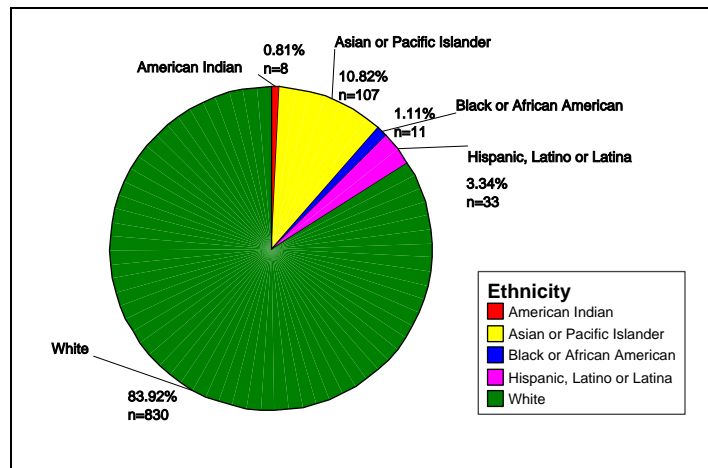


As shown in Figure 4, over 83 percent of the students responding indicated White as their ethnicity, a result consistent with the ethnic composition of the population in the school district.⁴ A sizable number of students (10 percent) indicated Asian or Pacific Islander, with only a limited number of students noting African American, Hispanic/Latino, or American Indian.⁵

⁴ The 2000 Census for Bernards Township indicated 87 percent White, 1.4 percent Black/African American, 7.8 percent Asian, and 2.6 percent Hispanic or Latino. U.S. Bureau of the Census. *Census 2000*. Table DP-1. Profile of General Demographic Characteristics: 2000, Bernards Township, Somerset County, NJ.

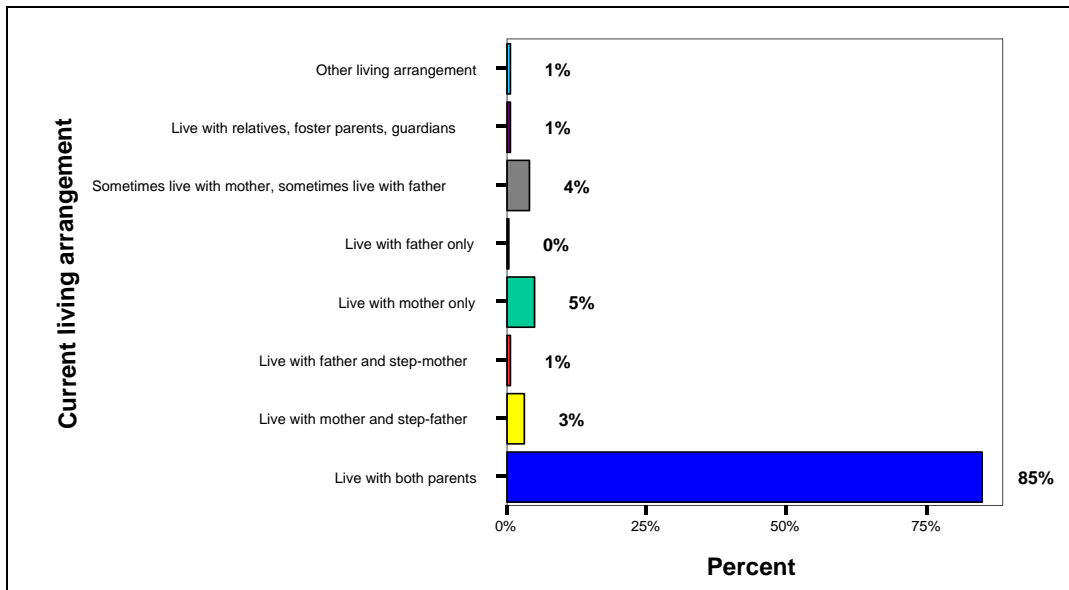
⁵ As a result of the relative ethnic homogeneity of the student respondents, the analyses presented later in the report are not broken down into ethnic groups.

Figure 4
Ethnic Composition of Students



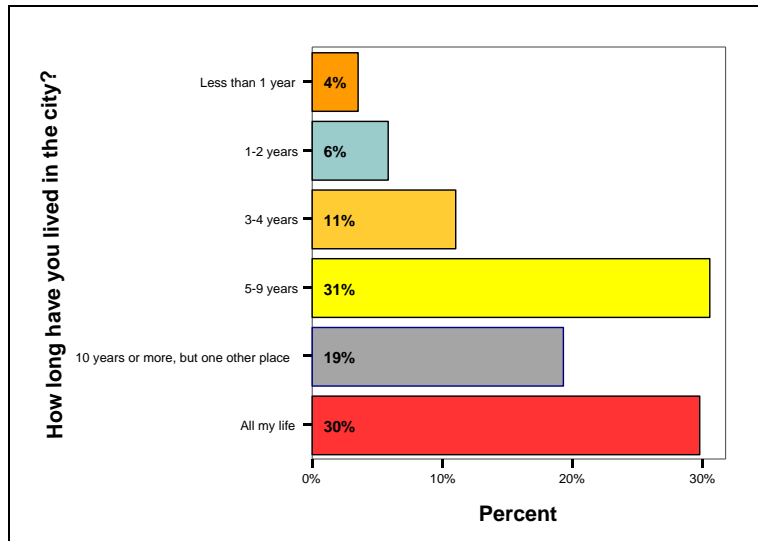
The vast majority of students (85 percent) indicated living with both parents (See Figure 5). This is a markedly higher proportion than the 67 percent reported by the U.S. Bureau of the Census.⁶ Figure 6 indicates that most of the student respondents have lived in the community over 5 years, and 49 percent have lived in the community over 10 years. Taken together, these two figures indicate a very stable living situation for most of the student respondents.

Figure 5
Current Living Situation



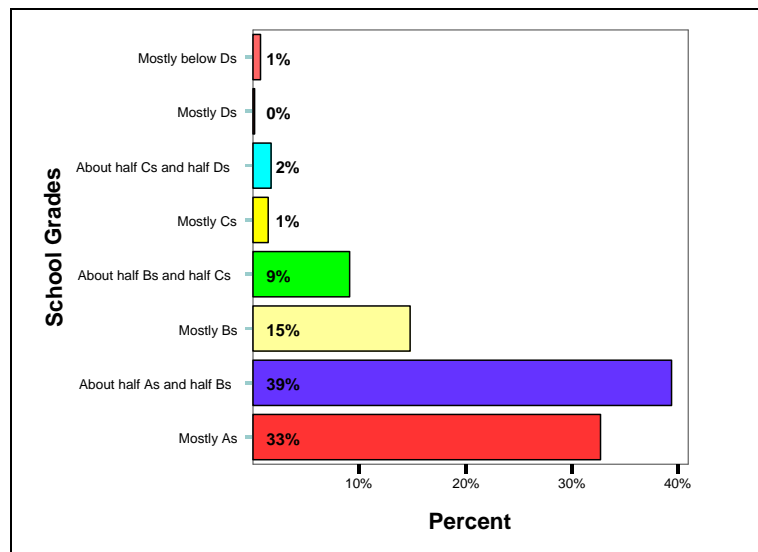
⁶ United States Bureau of the Census. America's Families and Living Arrangements: 2003. Table C2. <http://www.census.gov/population/socdemo/hh-fam/cps2003/tabC2-all.pdf>

Figure 6
Time Lived in Community



The grades reported by the students are presented in Figure 7. Seventy-two percent of the students indicated receiving at least As and Bs. Only four percent of the students indicated grades of C or less. By traditional standards, the performance of most students is above average.

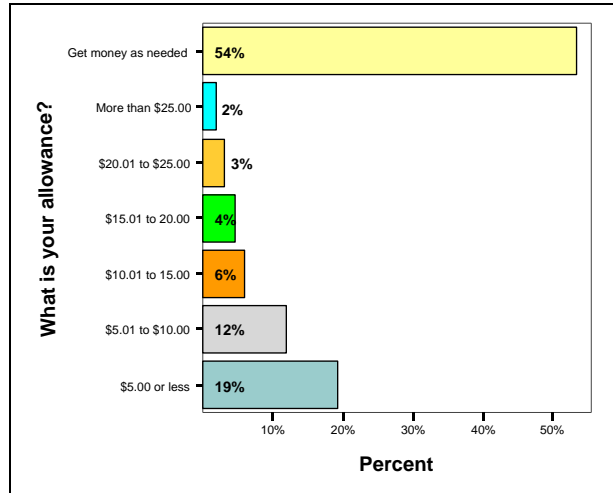
Figure 7
School Grades



As Figure 8 indicates, well over half of the students are provided with money as needed as opposed to being given an allowance. As shown in Table 4, there are some variations among the grades, but “get money as needed” was still the most likely response. In addition, only about 10 percent of the respondents indicated having a job. The primary aim of these two questions was to determine the availability of discretionary spending money, but given the sizable number

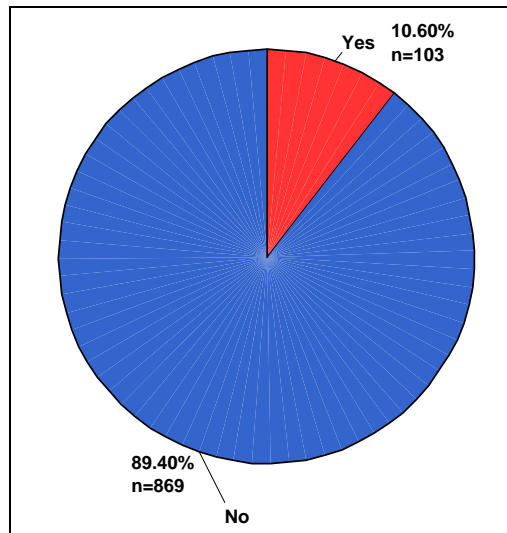
indicating receiving money as needed, it is not possible to draw any conclusions since data are not available on the amount of money available.

Figure 8
What is Your Allowance?



		What is your allowance?						
		\$5.00 or less	\$5.01 to \$10.00	\$10.01 to 15.00	\$15.01 to 20.00	\$20.01 to \$25.00	More than \$25.00	Get money as needed
		Row N %	Row N %	Row N %	Row N %	Row N %	Row N %	Row N %
Grade	6th	22.0%	17.7%	4.9%	2.9%	3.1%	.6%	48.9%
	8th	19.5%	13.5%	7.7%	2.4%	2.0%	2.0%	52.9%
	10th	11.4%	6.0%	7.2%	6.0%	3.0%	2.4%	64.1%
	12th	21.4%	3.0%	4.2%	9.5%	4.2%	4.2%	53.6%

Figure 9
Do You Currently Have a Job?



As noted at the onset of this section, this school district is located in a relatively affluent area. The student respondents mirror the school district students well. They are predominantly White, have lived in the community most of their school-age lives, live with both parents, and tend to have grades that are above average.

Developmental Assets

A primary aim of the survey was to assess the extent to which the students in the school district had a set of attributes that may contribute to the prevention of high-risk behavior. One framework for assessing these attributes was developed by the Search Institute. The search institute has identified eight developmental asset categories and 40 corresponding Developmental Assets. These assets have been found to be protective factors that may play a part in preventing inappropriate and high-risk behaviors among youth.

The eight categories of Developmental Assets are briefly listed below.⁷ More detailed discussion of these is provided later in the report.

1. Support—support from family, school, and community;
2. Empowerment—valuing of young people by the community;
3. Boundaries and expectation—clear expectations and limits;
4. Constructive use of time—enriching activities in which young people can participate;
5. Commitment to learning—lifelong commitment to learning and education;
6. Positive values—guiding values for choices;
7. Social competencies—Skills equipping young people to make effective choices; and
8. Positive identity—Sense of purpose and worth.

The results of the survey are presented with respect to the different Developmental Assets identified by the Search Institute in the remainder of this section of the report.

Support

The first major category of Developmental Assets identified by the Search Institute is Support. Research has suggested that the presence of support from parents and others is one of the most important factors in the prevention of high-risk behavior. The results of the survey items related to support are presented in this section of the report.

Parental support

Items 11, 20, and 41 were designed to obtain information about parental support and involvement in the student's life. As shown in Table 5, about 87 percent of the students indicated they "agreed" or "strongly agreed" with the statement, "My parents give me help and support when I need it." In addition, only 3.1 percent indicated that they "Disagree" or

⁷ Search Institute. Asset categories. <http://www.search-institute.org/assets/assetcategories.html>

“Strongly disagree” with the statement. The results were very similar for the statement, “My parents push me to do the best that I can,” with about 84 percent agreeing or strongly agreeing with the statement.

Item 41 was included in the survey to assess the extent to which students may feel too much pressure from parents, even if they also receive help and support. Nearly one-fourth of the students indicated “Agree” or “Strongly agree” with the statement, “My parents put too much pressure on me to do well.” In addition, only 43 percent of the students indicated some level of disagreement with the statement. These results suggest a sizable proportion of students are feeling a high level of pressure.

As the table shows, there were some differences among the grade levels on Items 11 and 20 related to parental support. In general, the perceived level of parental support tended to be inversely related to grade level. It is important to note, however, that even though there was a decline as grade level increased, the overall level of support remained high.

An analysis also was done to determine if there were any differences between the genders with respect to Item 11, “My parents give me help and support when I need it.” Chi-square statistics were calculated comparing the results for males and females for each of the four grades, but no statistically significant differences were found, suggesting that the level of perceived parental support is similar for male and female students.

Table 5. Parental Support-related Survey Items by Grade Level											
		Grade									
		6th		8th		10th		12th		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
11. My parents give me help and support when I need it *	Strongly disagree	2	.6%	3	1.0%	6	3.6%	4	2.3%	15	1.5%
	Disagree	5	1.4%	6	2.0%	1	.6%	4	2.3%	16	1.6%
	Neutral	24	6.9%	37	12.1%	22	13.1%	17	9.8%	100	10.0%
	Agree	91	26.0%	106	34.6%	60	35.7%	62	35.8%	319	32.0%
	Strongly agree	228	65.1%	154	50.3%	79	47.0%	86	49.7%	547	54.9%
20. My parents push me to do the best that I can **	Strongly disagree	3	.9%	1	.3%	4	2.4%	3	1.7%	11	1.1%
	Disagree	1	.3%	14	4.6%	3	1.8%	5	2.9%	23	2.3%
	Neutral	31	8.9%	36	11.7%	27	16.3%	24	14.0%	118	11.9%
	Agree	98	28.2%	114	37.1%	65	39.2%	61	35.5%	338	34.1%
	Strongly agree	214	61.7%	142	46.3%	67	40.4%	79	45.9%	502	50.6%
41. My parents put too much pressure on me to do well ***	Strongly disagree	58	16.6%	33	10.8%	14	8.4%	16	9.3%	121	12.2%
	Disagree	112	32.1%	89	29.1%	50	30.1%	55	32.0%	306	30.8%
	Neutral	101	28.9%	98	32.0%	65	39.2%	60	34.9%	324	32.6%
	Agree	54	15.5%	57	18.6%	23	13.9%	31	18.0%	165	16.6%
	Strongly agree	24	6.9%	29	9.5%	14	8.4%	10	5.8%	77	7.8%
* Chi-square = 33.1, p < .01 ** Chi-square = 43.5, p < .01 *** Not statistically significant											

Students also were asked two questions regarding their parents' involvement with and interest in their school work. As can be seen in Table 6, over three-fourths of the 6th graders indicated that parents help with homework at least sometimes, but this declined to about 43 percent by 12th grade.

About 70 percent of the students indicated that their parents spoke with them about school either "often" or "very often" in the 6th, 8th, and 10th grades. There is a slight, statistically significant decline in frequency from 6th to 12th grade, although the decline is not nearly as pronounced as the one for help with homework, and occurs primarily when students are in the 12th grade. In addition, students indicated that parents ask about school at least sometimes over 80 percent of the time for all grade levels.

Taken together, these two items reflect a natural pattern of behavior. Parents gradually reduce the frequency of their assistance with homework as the student advances, but tend to continue talking with the student about school.

Table 6. Frequency of Parental School Involvement by Grade Level					
		Grade			
		6th	8th	10th	12th
		Column N %	Column N %	Column N %	Column N %
31. How often do parents help you with homework?	Very often	16.0%	10.9%	7.2%	4.0%
	Often	26.6%	24.8%	10.8%	9.2%
	Sometimes	34.9%	34.7%	30.1%	29.5%
	Seldom	18.9%	19.5%	37.3%	27.2%
	Never	3.7%	10.2%	14.5%	30.1%
Chi-square = 134.8, p < .01					
		Grade			
		6th	8th	10th	12th
		Column N %	Column N %	Column N %	Column N %
32. How often do parents talk to you about what you are doing in school?	Very often	37.8%	33.6%	33.1%	28.9%
	Often	34.1%	33.6%	36.1%	30.1%
	Sometimes	19.5%	19.7%	19.3%	27.7%
	Seldom	7.7%	12.5%	10.2%	8.7%
	Never	.9%	.7%	1.2%	4.6%
Chi-square = 26.1, p < .01					

Overall, the results of the survey suggest that parental support is quite high in the student population. Over 80 percent of the students indicated getting support from parents, and about the same number also indicated that parents talk with them about school. The one countervailing result was that a fairly high proportion of students indicated getting too much pressure from parents. An analysis of Items 11 (Support) and 41 (Pressure) indicated an inverse correlation ($r = -.246, p < .01$) between the two items, suggesting that those feeling too much pressure from parents also may feel less supported by parents.

School Support

In addition to questions about parental support, there were also a number of questions that examined support in school. The results for these items are presented in Table 7. As can be seen, items 10, 12, and 51 are related to the supportiveness of the school environment. Sixty-two percent of the students indicated getting a lot of encouragement at school, and 60 percent indicated that teachers pushed them to do the best they can.

Students' views of the level of caring of teachers were a bit more tepid. As shown, only 40 percent noted "agree" or "strongly agree" with respect to the statement, "My teachers really care about me." The difference in results may suggest that students make a distinction between encouragement to perform and caring.

The results also reveal some differences from grade-to-grade. There is a decline in the perception of school support from 6th to 8th grade, although there appears to be some movement upward in 12th grade. It is likely that at least some of the change is related to the change from pre-adolescence to adolescence, as well as changes in the nature and structure of the student's school experience.

The results were examined further to determine if there was any relationship of gender to perceptions of school support. Chi-square tests were conducted comparing males and females for Item 10, "Get a lot of encouragement at school" for each of the four grade levels. Of the four grade levels, statistically significant differences were found only for those in 6th grade. For that group, about 80 percent of the females indicated some level of agreement with the item, compared with around 67 percent of the males. It should be noted that these differences are a matter of perception, and not necessarily reflective of the actual behavior of teachers.

Table 7. School Support by Grade Level											
		Grade									
		6th		8th		10th		12th		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
10. Get a lot of encouragement at school	Strongly disagree	1	.3%	11	3.6%	5	3.0%	6	3.5%	23	2.3%
	Disagree	15	4.3%	29	9.4%	16	9.6%	17	9.8%	77	7.7%
	Neutral	76	21.8%	105	34.2%	54	32.3%	42	24.3%	277	27.8%
	Agree	195	55.9%	133	43.3%	71	42.5%	87	50.3%	486	48.8%
	Strongly agree	62	17.8%	29	9.4%	21	12.6%	21	12.1%	133	13.4%
Chi-square = 44.7, p < .01											
12. Teachers at school push me to do the best I can	Strongly disagree	1	.3%	15	4.9%	9	5.4%	7	4.0%	32	3.2%
	Disagree	15	4.3%	33	10.8%	11	6.5%	18	10.4%	77	7.7%
	Neutral	76	21.7%	97	31.7%	66	39.3%	55	31.8%	294	29.5%
	Agree	166	47.4%	129	42.2%	64	38.1%	75	43.4%	434	43.5%
	Strongly agree	92	26.3%	32	10.5%	18	10.7%	18	10.4%	160	16.0%
Chi-square = 77.0, p < .01											

Table 7. School Support by Grade Level											
		Grade									
		6th		8th		10th		12th		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
51. My teachers really care about me	Strongly disagree	10	2.9%	31	10.2%	13	7.8%	8	4.7%	62	6.3%
	Disagree	28	8.1%	54	17.8%	32	19.2%	32	18.6%	146	14.7%
	Neutral	114	32.9%	129	42.4%	72	43.1%	72	41.9%	387	39.1%
	Agree	135	38.9%	66	21.7%	44	26.3%	48	27.9%	293	29.6%
	Strongly agree	60	17.3%	24	7.9%	6	3.6%	12	7.0%	102	10.3%
Chi-square = 81.4, p < .01											

Other Support

A third area of support examined through the questionnaire was support in addition to parents and school. As Table 8 reveals, there is a high level of other support with over three-fourths of the students having indicated “There is always someone to turn to,” and over half having indicated that “There are a lot of people who care about them in their neighborhood.” In addition, over three-fourths of the students noted that they could make friends easily.

Two of the items, Item 17, “There are a lot of people who care about me in my neighborhood” and Item 46, “There is always someone I can turn to if I need help,” had statistically significant relationships with respect to grade level, with a decline in the perception of support as grade-level increased. Item 45, “I make friends easily,” however, did not have a statistically significant relationship to grade level. It is not possible to determine if the differences are a result of different ways of perceiving for students at different grade levels, or if the actual support that is experienced may be different for students of different grade levels.

Table 8. Other Support Factors by Grade Level											
		Grade									
		6th		8th		10th		12th		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
17. There are a lot of people who care about me in my neighborhood	Strongly disagree	9	2.6%	14	4.6%	11	6.6%	12	6.9%	46	4.6%
	Disagree	26	7.4%	28	9.2%	25	15.0%	22	12.7%	101	10.2%
	Neutral	103	29.5%	103	33.9%	51	30.5%	51	29.5%	308	31.0%
	Agree	126	36.1%	117	38.5%	57	34.1%	68	39.3%	368	37.1%
	Strongly agree	85	24.4%	42	13.8%	23	13.8%	20	11.6%	170	17.1%
Chi-square = 33.1, p < .01											
45. I make friends easily	Strongly disagree	4	1.1%	6	2.0%	7	4.2%	4	2.3%	21	2.1%
	Disagree	14	4.0%	12	3.9%	6	3.6%	7	4.0%	39	3.9%
	Neutral	55	15.8%	60	19.6%	25	15.0%	31	17.9%	171	17.2%
	Agree	161	46.1%	148	48.4%	81	48.5%	80	46.2%	470	47.2%
	Strongly agree	115	33.0%	80	26.1%	48	28.7%	51	29.5%	294	29.5%
Chi-square = 9.95, Not significant											

Table 8. Other Support Factors by Grade Level											
		Grade									
		6th		8th		10th		12th		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
46. There is always someone I can turn to if I need help	Strongly disagree	4	1.1%	4	1.3%	5	3.0%	3	1.7%	16	1.6%
	Disagree	11	3.1%	13	4.3%	5	3.0%	11	6.4%	40	4.0%
	Neutral	47	13.4%	53	17.4%	20	12.0%	20	11.6%	140	14.1%
	Agree	113	32.3%	129	42.3%	62	37.1%	71	41.0%	375	37.7%
	Strongly agree	175	50.0%	106	34.8%	75	44.9%	68	39.3%	424	42.6%
Chi-square = 24.4, p < .05											

Sources of Support

A final set of support questions was asked to find out potential student confidants other than parents. Table 9 indicates that students overall were most likely to confide in a close relative or friend with about 83 percent of the students indicating “somewhat likely” or “very likely.” Confiding in a teacher or guidance/other school counselor were the next most likely choices, but substantially less likely than a close relative or friend.

There are, however, some notable differences when grade-specific data are looked at. As can be seen, there is a tendency for willingness to confide in anyone to be lower for students in the higher grades. Less than half of the 8th, 10th, and 12th graders indicated willingness to confide in anyone other than close friends or relatives. There is a clear change in attitudes that occurs between 6th and 8th grades; that is, at the point of transition from pre-adolescent to adolescent.

Table 9. Confidant Type by Grade Level											
		Grade									
		6th		8th		10th		12th		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
56. Confide in teacher	Not likely at all	105	30.0%	153	50.7%	97	58.8%	91	52.6%	446	45.1%
	Somewhat likely	196	56.0%	134	44.4%	63	38.2%	63	36.4%	456	46.1%
	Very likely	49	14.0%	15	5.0%	5	3.0%	19	11.0%	88	8.9%
Chi-square = 65.0, p < .01											
57. Confide in a coach	Not likely at all	177	50.9%	174	57.4%	92	55.8%	97	56.1%	540	54.6%
	Somewhat likely	136	39.1%	94	31.0%	54	32.7%	52	30.1%	336	34.0%
	Very likely	35	10.1%	35	11.6%	19	11.5%	24	13.9%	113	11.4%
Not statistically significant											
58. Confide in a close relative/family friend	Not likely at all	32	9.2%	57	18.9%	33	20.0%	42	24.3%	164	16.6%
	Somewhat likely	110	31.5%	107	35.4%	58	35.2%	65	37.6%	340	34.4%
	Very likely	207	59.3%	138	45.7%	74	44.8%	66	38.2%	485	49.0%
Chi-square = 34.3, p < .01											

Table 9. Confidant Type by Grade Level											
		Grade									
		6th		8th		10th		12th		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
59. Confide in guidance/other school counselor	Not likely at all	88	25.3%	156	52.2%	107	65.2%	115	66.5%	466	47.4%
	Somewhat likely	170	48.9%	103	34.4%	47	28.7%	49	28.3%	369	37.5%
	Very likely	90	25.9%	40	13.4%	10	6.1%	9	5.2%	149	15.1%
Chi-square = 128.9, p < .01											
60. Confide in student assistance counselor	Not likely at all	155	45.2%	206	69.1%	128	77.6%	140	80.9%	629	64.2%
	Somewhat likely	158	46.1%	69	23.2%	31	18.8%	27	15.6%	285	29.1%
	Very likely	30	8.7%	23	7.7%	6	3.6%	6	3.5%	65	6.6%
Chi-square = 95.0, p < .01											
61. Confide in school nurse	Not likely at all	226	65.3%	231	76.7%	134	81.2%	114	65.9%	705	71.6%
	Somewhat likely	98	28.3%	60	19.9%	26	15.8%	31	17.9%	215	21.8%
	Very likely	22	6.4%	10	3.3%	5	3.0%	28	16.2%	65	6.6%
Chi-square = 49.3, p < .01											
62. Confide in doctor, nurse, or other health professional	Not likely at all	165	47.4%	167	55.3%	100	61.0%	91	52.9%	523	53.0%
	Somewhat likely	128	36.8%	107	35.4%	54	32.9%	58	33.7%	347	35.2%
	Very likely	55	15.8%	28	9.3%	10	6.1%	23	13.4%	116	11.8%
Chi-square = 16.2, p < .05											
63. Confide in a telephone hotline	Not likely at all	272	78.4%	242	80.1%	149	90.3%	157	91.3%	820	83.2%
	Somewhat likely	56	16.1%	47	15.6%	15	9.1%	12	7.0%	130	13.2%
	Very likely	19	5.5%	13	4.3%	1	.6%	3	1.7%	36	3.7%
Chi-square = 23.8, p < .01											
64. Confide in an adult in your neighborhood	Not likely at all	169	48.7%	190	62.9%	120	72.7%	134	77.9%	613	62.2%
	Somewhat likely	148	42.7%	94	31.1%	40	24.2%	34	19.8%	316	32.0%
	Very likely	30	8.6%	18	6.0%	5	3.0%	4	2.3%	57	5.8%
Chi-square = 54.1, p < .01											

In summary, the results of the survey on the developmental asset category of support suggest that the students responding to the survey perceived themselves as having support from parents, the school, and others. Survey items asking directly about support indicated over 80 percent felt they got support from parents when they needed it and had someone to turn to if they needed to. Over 60 percent indicated they received encouragement from school.

Boundaries and Expectations

A second major category of Developmental Assets identified by the Search Institute is Boundaries and Expectations. This category is comprised of Developmental Assets related to rules and expectations.

Three items on school and family rules are presented in Table 10. Less than half of the students indicated any level of agreement with the statement, “If I break one of my family rules, I usually get punished.” Over three-fourths of all the student respondents indicated some level of agreement with the statement that the school has clear rules compared with only 59 percent indicating that for parental rules (Chi-square = 151.9, $p < .01$). In addition, the extent to which the students perceived clear rules shows a decline as grade increases.

The results suggest that there is more ambiguity regarding rules in students’ home settings than in the school setting. They also suggest that students perceive less clarity of rules in higher grades, which may be a reflection of an increase in personal responsibility in the later grades.

Table 10. Family and School Rules by Grade											
		Grade									
		6th		8th		10th		12th		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
13. If I break one of my family rules, I usually get punished	Strongly disagree	9	2.6%	12	3.9%	8	4.8%	6	3.5%	35	3.5%
	Disagree	40	11.5%	46	15.0%	29	17.3%	28	16.2%	143	14.4%
	Neutral	113	32.6%	88	28.7%	53	31.5%	50	28.9%	304	30.6%
	Agree	134	38.6%	107	34.9%	56	33.3%	71	41.0%	368	37.0%
	Strongly agree	51	14.7%	54	17.6%	22	13.1%	18	10.4%	145	14.6%
Not statistically significant											
15. My school has clear rules about what students can and cannot do	Strongly disagree	3	.9%	12	3.9%	10	6.0%	6	3.5%	31	3.1%
	Disagree	15	4.3%	13	4.3%	21	12.5%	15	8.7%	64	6.4%
	Neutral	33	9.4%	43	14.1%	27	16.1%	29	16.8%	132	13.3%
	Agree	129	36.9%	123	40.5%	77	45.8%	87	50.3%	416	41.8%
	Strongly agree	170	48.6%	113	37.2%	33	19.6%	36	20.8%	352	35.4%
Chi-square = 78.6, $p < .01$											
18. My family has clear rules about what I can and cannot do	Strongly disagree	6	1.7%	10	3.3%	8	4.8%	5	2.9%	29	2.9%
	Disagree	19	5.4%	28	9.2%	20	12.0%	23	13.3%	90	9.0%
	Neutral	86	24.6%	93	30.4%	51	30.5%	58	33.5%	288	28.9%
	Agree	145	41.5%	109	35.6%	65	38.9%	66	38.2%	385	38.7%
	Strongly agree	93	26.6%	66	21.6%	23	13.8%	21	12.1%	203	20.4%
Chi-square = 35.5, $p < .01$											

Constructive Use of Time

A third category of Developmental Assets is constructive use of time. Constructive use of time is the extent to which the student participates in activities that may provide developmental value such as lessons, extracurricular activities, or religious activities. The underlying premise of this category is that participation in positive activities will prevent or reduce the likelihood of participating in high-risk activities.

As shown in Table 11, over three-fourths of all the students combined indicated participating in some sort of sports activity two or more hours per week. Participation in sports, however, was somewhat different among the grade levels. Of note is the relatively large number of 12th graders (27.7 percent) who indicated no participation in sports.

Participation in other activities was less frequent. Less than half indicated any participation in school clubs or organizations, and only slightly more than half indicated participation in clubs and activities outside of school. This was generally the case regardless of grade level.

Table 11. Participation in Activities by Grade Level												
		Grade										
		6th		8th		10th		12th		Total		
		Count	Column %	Count	Column %	Count	Column %	Count	Column %	Count	Column %	
53. Playing in sports/ helping with sports teams at school or in community	0 hours	27	7.8%	30	9.9%	29	17.5%	48	27.7%	134	13.5%	
	1 hour	36	10.4%	25	8.2%	9	5.4%	11	6.4%	81	8.2%	
	2 hours	46	13.3%	37	12.2%	11	6.6%	13	7.5%	107	10.8%	
	3-5 hours	103	29.7%	72	23.7%	15	9.0%	25	14.5%	215	21.7%	
	6-10 hours	90	25.9%	80	26.3%	22	13.3%	18	10.4%	210	21.2%	
	11 or more hours	45	13.0%	60	19.7%	80	48.2%	58	33.5%	243	24.5%	
Chi-square = 164.7, p < .01												
54. In clubs or organizations at school	0 hours	193	55.8%	167	54.9%	86	51.8%	83	48.0%	529	53.5%	
	1 hour	81	23.4%	60	19.7%	30	18.1%	18	10.4%	189	19.1%	
	2 hours	41	11.8%	37	12.2%	27	16.3%	18	10.4%	123	12.4%	
	3-5 hours	23	6.6%	25	8.2%	11	6.6%	33	19.1%	92	9.3%	
	6-10 hours	5	1.4%	10	3.3%	4	2.4%	12	6.9%	31	3.1%	
	11 or more hours	3	.9%	5	1.6%	8	4.8%	9	5.2%	25	2.5%	
Chi-square = 61.1, p < .01												
55. In clubs or organizations outside of school	0 hours	155	44.7%	151	49.8%	73	44.2%	56	32.4%	435	44.0%	
	1 hour	78	22.5%	64	21.1%	22	13.3%	13	7.5%	177	17.9%	
	2 hours	56	16.1%	44	14.5%	28	17.0%	35	20.2%	163	16.5%	
	3-5 hours	40	11.5%	31	10.2%	29	17.6%	39	22.5%	139	14.1%	
	6-10 hours	14	4.0%	8	2.6%	9	5.5%	18	10.4%	49	5.0%	
	11 or more hours	4	1.2%	5	1.7%	4	2.4%	12	6.9%	25	2.5%	
Chi-square = 74.2, p < .01												

Additional information was gathered on participation in a variety of other activities (See Table 12). As the table indicates, the primary form of activity for students in all grades surveyed was athletics/intramural sports, with two-thirds or more of the students indicating some

participation. There also was fairly high participation among the 10th and 12th graders in youth faith-based programs. Forty-one percent of 10th graders and 47 percent of 12th graders noted some participation.

Table 12. Participation in Extra-curricular Activities by Grade Level								
	Grade							
	6th		8th		10th		12th	
	Yes	No	Yes	No	Yes	No	Yes	No
	Row %	Row %	Row %	Row %	Row %	Row %	Row %	Row %
74. Participate in Athletics/Intramural Sports	69.5%	30.5%	65.8%	34.2%	77.4%	22.6%	71.1%	28.9%
75. Participate in P.U.S.H. program	14.5%	85.5%	6.5%	93.5%	6.0%	94.0%	39.9%	60.1%
76. Participate in homework club	10.8%	89.2%	18.9%	81.1%	3.0%	97.0%	2.9%	97.1%
77. Participate in Peer Helpers/Peer Leaders	13.1%	86.9%	13.7%	86.3%	17.9%	82.1%	20.2%	79.8%
78. Participate in M.A.P. programs	6.6%	93.4%	8.1%	91.9%	9.5%	90.5%	8.1%	91.9%
79. Participate in Youth Programs at the Y.M.C.A.	23.9%	76.1%	15.0%	85.0%	17.9%	82.1%	16.8%	83.2%
80. Participate in Youth Faith-based Programs	14.2%	85.8%	29.3%	70.7%	41.1%	58.9%	46.8%	53.2%
81. Participate in T.I.G.S./H.I.G.H. Group	2.3%	97.7%	5.9%	94.1%	10.1%	89.9%	9.2%	90.8%

Those who participated in the different activities also were asked to rate how worthwhile they thought they were. These ratings are presented in Table 13. In general, most of the students who participated considered the programs at least somewhat worthwhile. Three programs, homework club, M.A.P. programs, and T.I.G.S./H.I.G.H. Group, had roughly 25 percent of the students who participated indicating that they were not worthwhile. Faith-based programs received the most favorable ratings with 61 percent indicating they were “very worthwhile.”

Table 13. How Worthwhile Was Participation in Activities?						
	Not worthwhile		Somewhat worthwhile		Very worthwhile	
	Count	Row N %	Count	Row N %	Count	Row N %
74. How worthwhile participating in Athletics/Intramural Sports?	24	3.6%	191	28.4%	458	68.1%
75. How worthwhile to participate in P.U.S.H. program?	23	14.9%	76	49.4%	55	35.7%
76. How worthwhile to participate in homework club?	35	32.1%	49	45.0%	25	22.9%

Table 13. How Worthwhile Was Participation in Activities?						
	Not worthwhile		Somewhat worthwhile		Very worthwhile	
	Count	Row N %	Count	Row N %	Count	Row N %
77. How worthwhile to participate in Peer Helpers/Peer Leaders?	24	15.9%	65	43.0%	62	41.1%
78. How worthwhile to participate in M.A.P. programs?	24	29.3%	18	22.0%	40	48.8%
79. How worthwhile to participate in Youth Programs at the Y.M.C.A.	20	11.3%	83	46.9%	74	41.8%
80. How worthwhile to participate in Youth Faith-based Programs?	24	8.6%	92	33.0%	163	58.4%
81. How worthwhile to participate in T.I.G.S./H.I.G.H. Group?	27	40.3%	26	38.8%	14	20.9%

Commitment to Learning

A fourth category of Developmental Assets examined through the questionnaire was commitment to learning. This construct encompasses achievement motivation and engagement in learning-related activities.

The three items related to commitment to learning presented in Table 14 reveal very positive results. Over 80 percent of the students in all four grades indicated some level of disagreement with the statement, “I don’t care how well I do in school,” suggesting concern for school performance.

A similar proportion of students indicated agreement with the statement, “I will do well if I work hard.” This scale item assesses one aspect of achievement motivation, the belief that effort will lead to successful performance.

The third item in Table 14, “I usually expect to succeed in things I do,” also was quite positive, although somewhat less so than the other two items. In this case, about 60 percent of the students in the four grades indicated positive responses.

The table also shows some differences in the proportions among the different grades. The most pronounced is the difference between 6th graders and the other grades. Sixth graders appear to have a more intense caring about doing well in school and belief that they will do well if they work hard than the students in the other grades. They appear, however, to be a bit less certain about their expectations of success. While it is difficult to provide a specific explanation for the differences, they are consistent with the transition from pre-adolescence to adolescence.

Table 14. Commitment to School and Work Effort											
		Grade									
		6th		8th		10th		12th		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
16. I don't care how well I do in school	Strongly disagree	250	72.0%	160	52.1%	94	56.3%	90	52.0%	594	59.8%
	Disagree	66	19.0%	95	30.9%	54	32.3%	49	28.3%	264	26.6%
	Neutral	20	5.8%	36	11.7%	9	5.4%	24	13.9%	89	9.0%
	Agree	5	1.4%	11	3.6%	6	3.6%	6	3.5%	28	2.8%
	Strongly agree	6	1.7%	5	1.6%	4	2.4%	4	2.3%	19	1.9%
Chi-square = 43.5, p < .01											
44. I will do well if I work hard	Strongly disagree	1	.3%	0	.0%	3	1.8%	2	1.2%	6	.6%
	Disagree	4	1.1%	4	1.3%	1	.6%	3	1.7%	12	1.2%
	Neutral	23	6.6%	30	9.8%	10	6.0%	14	8.1%	77	7.7%
	Agree	112	32.0%	140	45.9%	58	34.9%	66	38.2%	376	37.8%
	Strongly agree	210	60.0%	131	43.0%	94	56.6%	88	50.9%	523	52.6%
Chi-square = 30.0, p < .01											
47. I usually expect to succeed in things I do	Strongly disagree	6	1.7%	3	1.0%	6	3.6%	4	2.3%	19	1.9%
	Disagree	17	4.9%	15	4.9%	4	2.4%	4	2.3%	40	4.0%
	Neutral	112	32.0%	73	23.9%	37	22.2%	26	15.0%	248	24.9%
	Agree	150	42.9%	138	45.1%	75	44.9%	84	48.6%	447	44.9%
	Strongly agree	65	18.6%	77	25.2%	45	26.9%	55	31.8%	242	24.3%
Chi-square = 32.7, p < .01											

Two additional items were included on the survey to assess commitment to learning (See Table 15). The results for these two items are comparable to those of the items discussed above. Over 70 percent of the students in all four grades noted it was either “quite important” or “extremely important” to get good grades and to do at least one thing well. Once again the 6th graders tended to have higher ratings than the student respondents from the other grades.

Table 15. Importance of Grades and Activities											
		Grade									
		6th		8th		10th		12th		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
71. How import to get good grades?	Not important	5	1.4%	5	1.7%	5	3.0%	10	5.8%	25	2.5%
	Somewhat important	13	3.7%	17	5.6%	9	5.5%	14	8.1%	53	5.4%
	Not sure	12	3.4%	27	8.9%	14	8.5%	19	11.0%	72	7.3%
	Quite important	96	27.6%	112	37.0%	61	37.0%	84	48.8%	353	35.7%
	Extremely important	222	63.8%	142	46.9%	76	46.1%	45	26.2%	485	49.1%
Chi-square = 75.4, p < .01											

Table 15. Importance of Grades and Activities											
		Grade									
		6th		8th		10th		12th		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
73. How important to be good at at least one thing?	Not important	3	.9%	5	1.7%	5	3.0%	7	4.1%	20	2.0%
	Somewhat important	16	4.6%	14	4.6%	18	10.9%	16	9.3%	64	6.5%
	Not sure	39	11.2%	28	9.2%	10	6.1%	23	13.4%	100	10.1%
	Quite important	112	32.2%	116	38.3%	56	33.9%	66	38.4%	350	35.4%
	Extremely important	178	51.1%	140	46.2%	76	46.1%	60	34.9%	454	46.0%
Chi-square = 31.6, p < .01											

All-in-all, the results on the survey items examining commitment to learning were consistently positive. Positive ratings were noted on the survey items at least 70 percent of the time in almost every case.

Positive Identity

Positive identity is the degree to which the student has high self-esteem and a sense of purpose in life. While a number of the survey items presented under the other developmental asset categories may also apply here, the items discussed in this section are primarily related to emotional well being.

Item 19 in Table 16, “I feel good about myself,” is a typical measure of self-esteem. About three-fourths of the students in all four grades indicated positive ratings on this item. Further, only about five percent of the students in any of the grades indicated negative ratings.

Items 26 and 42 in Table 16 are items commonly used to assess the degree to which someone may be experiencing some level of depression. The ratings are generally positive across all the grades with positive ratings for roughly two-thirds of the students in all grades. In addition, the frequency of students indicating that they feel sad a lot of the time was relatively low at about 10 percent. The proportion of students indicating feeling lonely, however, did increase to over 20 percent in the 10th and 12th grades, suggesting that a sense of loneliness may occur for a small, but noteworthy proportion of students as they move into the later teen years.

Table 16. Self Esteem and Emotional Wellbeing											
		Grade									
		6th		8th		10th		12th		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
19. I feel good about myself	Strongly disagree	4	1.1%	6	2.0%	2	1.2%	4	2.3%	16	1.6%
	Disagree	15	4.3%	10	3.3%	10	6.0%	4	2.3%	39	3.9%
	Neutral	56	16.0%	64	20.8%	39	23.5%	33	19.2%	192	19.3%
	Agree	150	43.0%	140	45.6%	77	46.4%	88	51.2%	455	45.8%
	Strongly agree	124	35.5%	87	28.3%	38	22.9%	43	25.0%	292	29.4%

Table 16. Self Esteem and Emotional Wellbeing											
		Grade									
		6th		8th		10th		12th		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
26. I feel sad a lot of the time	Strongly disagree	97	27.8%	86	28.3%	49	29.3%	48	27.7%	280	28.2%
	Disagree	149	42.7%	113	37.2%	69	41.3%	62	35.8%	393	39.6%
	Neutral	66	18.9%	66	21.7%	29	17.4%	43	24.9%	204	20.5%
	Agree	28	8.0%	29	9.5%	17	10.2%	13	7.5%	87	8.8%
	Strongly agree	9	2.6%	10	3.3%	3	1.8%	7	4.0%	29	2.9%
40. I don't have enough time to do everything I need to do	Strongly disagree	17	4.9%	8	2.6%	11	6.6%	6	3.5%	42	4.2%
	Disagree	78	22.3%	40	13.1%	28	16.9%	19	11.0%	165	16.6%
	Neutral	121	34.6%	79	25.8%	35	21.1%	45	26.2%	280	28.2%
	Agree	84	24.0%	99	32.4%	61	36.7%	49	28.5%	293	29.5%
	Strongly agree	50	14.3%	80	26.1%	31	18.7%	53	30.8%	214	21.5%
42. I often feel lonely	Strongly disagree	142	40.6%	97	31.8%	36	21.6%	31	18.0%	306	30.8%
	Disagree	106	30.3%	96	31.5%	63	37.7%	50	29.1%	315	31.7%
	Neutral	64	18.3%	70	23.0%	30	18.0%	47	27.3%	211	21.2%
	Agree	27	7.7%	31	10.2%	30	18.0%	33	19.2%	121	12.2%
	Strongly agree	11	3.1%	11	3.6%	8	4.8%	11	6.4%	41	4.1%

Two additional questions were asked as indicators of self-esteem, satisfaction with current weight and the importance of being popular. Table 17 provides the breakdown of the ratings by grade and gender. The table reveals some important differences both by gender and grade. As can be seen, both genders have fairly positive views of their weight in 6th and 8th grades, but there is a marked decline in the satisfaction with weight in the 10th and 12th grades. This is especially true for female students who have statistically significant lower levels of satisfaction with their weight than male students in both grades (Chi-square = 25.1 for 10th grade, 16.0 for 12th grade, $p < .01$).

Table 17. Satisfaction with Weight by Grade Level and Gender											
Males		Grade									
		6th		8th		10th		12th		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
24. I am satisfied with my current weight	Strongly disagree	6	3.6%	5	2.8%	3	3.8%	2	2.5%	16	3.2%
	Disagree	14	8.3%	30	16.9%	7	8.8%	10	12.7%	61	12.1%
	Neutral	26	15.5%	31	17.4%	13	16.3%	16	20.3%	86	17.0%
	Agree	55	32.7%	61	34.3%	26	32.5%	31	39.2%	173	34.3%
	Strongly agree	67	39.9%	51	28.7%	31	38.8%	20	25.3%	169	33.5%

Table 17. Satisfaction with Weight by Grade Level and Gender											
Females		Grade									
		6th		8th		10th		12th		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
24. I am satisfied with my current weight	Strongly disagree	10	5.7%	9	7.2%	8	9.2%	9	9.6%	36	7.5%
	Disagree	23	13.1%	18	14.4%	27	31.0%	26	27.7%	94	19.5%
	Neutral	36	20.6%	26	20.8%	17	19.5%	20	21.3%	99	20.6%
	Agree	55	31.4%	43	34.4%	25	28.7%	31	33.0%	154	32.0%
	Strongly agree	51	29.1%	29	23.2%	10	11.5%	8	8.5%	98	20.4%

The results of the ratings of the importance of being popular are presented in Table 18. As shown, there is no clear pattern to the results. Roughly a quarter of the students indicated popularity was not important, while a similar number indicated popularity was either “quite important” or “extremely important.”

Table 18. Importance of Popularity by Grade Level											
72. How important to be popular?		Grade									
		6th		8th		10th		12th		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
72. How important to be popular?	Not important	99	28.6%	70	23.1%	35	21.3%	40	23.3%	244	24.8%
	Somewhat important	62	17.9%	58	19.1%	31	18.9%	37	21.5%	188	19.1%
	Not sure	82	23.7%	82	27.1%	41	25.0%	52	30.2%	257	26.1%
	Quite important	63	18.2%	70	23.1%	43	26.2%	33	19.2%	209	21.2%
	Extremely important	40	11.6%	23	7.6%	14	8.5%	10	5.8%	87	8.8%

The results of this section suggest that the student respondents as a group have a fairly high degree of positive identity. Most of the students reported positive self-esteem, and most did not report issues of loneliness or sadness. A sizable proportion of the young women in 10th and 12th grade, however, did indicate dissatisfaction with their current weight.

Social Competencies

Social competencies are the skills required to effectively make positive choices, resist negative influences, and build healthy relationships.

One set of questions was included to examine the extent to which students thought of themselves as able to think through their actions and resist pressure from other students. The results in Table 19 suggest that students tended to see themselves as having personal limits. About 70 percent indicated that taking someone up on a dangerous dare was either “not at all like me” or “a little like me.” Around 80 percent indicated knowing when to say “no” to something wrong or dangerous was either “quite like me” or “very much like me.”

As the table shows, however, only about half the students indicated that thinking through possible good and bad choices was either “quite like me” or “very much like me,” suggesting students may act without thinking some of the time. In other words, while students indicated resistance to pressure and when to say no, they also indicated the potential to act without thinking.

Table 19. Indicators of Resistance by Grade Level											
		Grade									
		6th		8th		10th		12th		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
28. I will take someone up on a dare even if it's dangerous or wrong	Not at all like me	234	66.9%	118	38.8%	52	31.7%	59	34.1%	463	46.7%
	A little like me	72	20.6%	85	28.0%	49	29.9%	45	26.0%	251	25.3%
	Somewhat like me	22	6.3%	64	21.1%	38	23.2%	50	28.9%	174	17.6%
	Quite like me	12	3.4%	19	6.3%	14	8.5%	10	5.8%	55	5.5%
	Very much like me	10	2.9%	18	5.9%	11	6.7%	9	5.2%	48	4.8%
29. I think through the possible good and bad choices before decisions	Not at all like me	17	4.9%	23	7.6%	11	6.7%	8	4.6%	59	5.9%
	A little like me	41	11.7%	61	20.1%	20	12.1%	14	8.1%	136	13.7%
	Somewhat like me	102	29.1%	89	29.3%	49	29.7%	52	30.1%	292	29.4%
	Quite like me	141	40.3%	91	29.9%	54	32.7%	56	32.4%	342	34.5%
	Very much like me	49	14.0%	40	13.2%	31	18.8%	43	24.9%	163	16.4%
30. I know how to say "no" when someone wants me to do things I know are wrong/dangerous	Not at all like me	12	3.4%	17	5.6%	11	6.7%	8	4.6%	48	4.8%
	A little like me	7	2.0%	15	4.9%	10	6.1%	8	4.6%	40	4.0%
	Somewhat like me	22	6.3%	35	11.5%	26	15.8%	17	9.8%	100	10.1%
	Quite like me	82	23.4%	94	30.8%	51	30.9%	69	39.9%	296	29.8%
	Very much like me	227	64.9%	144	47.2%	67	40.6%	71	41.0%	509	51.3%

Table 20 presents two additional questions related to students’ resistance to inappropriate behavior. The first, “I am not interested in anything unless it is exciting,” is one way of examining students’ interest in thrill seeking. Roughly 25 percent of the students in the four grades indicated some level of agreement with the statement. Item 48, “I often act without stopping to think,” had between 20 and 25 percent of the students in the four grades indicating agreement with the statement.

Table 20. Impulsivity-Related Items											
		Grade									
		6th		8th		10th		12th		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
14. I am not interested in anything unless it is exciting	Strongly disagree	38	10.9%	19	6.2%	4	2.4%	12	6.9%	73	7.3%
	Disagree	101	28.9%	74	24.3%	56	33.5%	50	28.9%	281	28.3%
	Neutral	127	36.4%	114	37.4%	60	35.9%	57	32.9%	358	36.0%
	Agree	52	14.9%	70	23.0%	34	20.4%	39	22.5%	195	19.6%
	Strongly agree	31	8.9%	28	9.2%	13	7.8%	15	8.7%	87	8.8%
48. I often act without stopping to think	Strongly disagree	25	7.1%	22	7.2%	11	6.6%	16	9.2%	74	7.4%
	Disagree	122	34.9%	85	27.8%	54	32.3%	69	39.9%	330	33.1%
	Neutral	133	38.0%	110	35.9%	62	37.1%	51	29.5%	356	35.7%
	Agree	54	15.4%	63	20.6%	22	13.2%	25	14.5%	164	16.5%
	Strongly agree	16	4.6%	26	8.5%	18	10.8%	12	6.9%	72	7.2%

A second set of questions examined the students’ perceptions of their relationship to other people. As Table 21 indicates, about 80 percent of the students noted that the statement, “I care about other people’s feelings,” was either “Quite like me” or “Very much like me.” In addition, about 80 percent indicated that helping other people was either “Quite important” or “Extremely important.”

The students’ views towards getting to know people of different races were not as strong as those of the other areas. A little over half of the students selected it was “Quite important” or “Extremely important” to get to know people of different ethnic groups. While only a very small number indicated that getting to know people of different races was not important, the results suggest a sizable group did not see getting to know people of other ethnic groups as essential. This may be reflective of the ethnic homogeneity of the school district, since interaction with other ethnic groups may not occur in the students’ day-to-day lives.

Table 21. Relationships to Other People										
	Not at all like me		A little like me		Somewhat like me		Quite like me		Very much like me	
	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %
27. I care about other people's feelings	23	2.3%	28	2.8%	145	14.6%	388	39.0%	412	41.4%
	Not important		Somewhat important		Not sure		Quite important		Extremely important	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
68. How important to help other people?	20	2.0%	67	6.8%	92	9.3%	514	51.8%	299	30.1%

Table 21. Relationships to Other People										
	Not important		Somewhat important		Not sure		Quite important		Extremely important	
	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %
69. How important to get to know people of different ethnic groups?	55	5.6%	120	12.1%	255	25.8%	364	36.8%	196	19.8%

In summary, like the other developmental categories, the ratings of students on the items for social competencies tend to be quite high. About 80 percent of the students indicated they had some degree of resistance to social pressure. There were, however, about 25 percent of the students who might be characterized as impulsive or oriented toward thrill seeking.

In addition, most students saw themselves as caring about others' feelings and considered helping others important. Students rated the importance of getting to know people of other ethnicities somewhat less high than the other areas, a result that may reflect the ethnic homogeneity of the school district.

Positive Values

The category of positive values encompasses the degree to which the person has principles in place that affect positive choices. The survey questions related to this category had two orientations. The first was questions around impulse control or the extent to which the student uses judgment in his or her actions. The second orientation of questions was an assessment of the students' involvement in socially inappropriate behaviors.

Item 49 in Table 22 examines the extent to which students may act in ways they regret in the future. The results indicate a high proportion of neutral or middle responses, suggesting regret at a moderate frequency. The data also suggest differences among the students in the four grade levels (Chi-square = 31.1, $p < .01$), with a shift upward in frequency from 6th to 8th grade, and a gradual decrease through 12th grade.

Item 50 in Table 22 might be considered the work ethic question. As can be seen, a sizable proportion in all four grades indicated some level of agreement with the statement, "I usually try to get by without doing any more work than I have to," increasing from about 30 percent in the 6th grade to about 45 percent in the 7th grade (Chi-square = 29.0, $p < .01$). It is important to note that these responses are the students' own perceptions and not objective measures of actual effort. As reported earlier in the report, the majority of students in all grade levels indicated having grades of B or higher, suggesting that if students are doing only enough to get by, their views of what getting by means reflect reasonably high expectations.

Table 22. Ratings of Extent of Regret and Work Ethic											
		Grade									
		6th		8th		10th		12th		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
49. I do many things I regret afterward	Strongly disagree	30	8.7%	33	10.8%	18	10.8%	27	15.7%	108	10.9%
	Disagree	124	35.9%	75	24.6%	57	34.3%	73	42.4%	329	33.3%
	Neutral	107	31.0%	118	38.7%	56	33.7%	47	27.3%	328	33.2%
	Agree	58	16.8%	61	20.0%	26	15.7%	17	9.9%	162	16.4%
	Strongly agree	26	7.5%	18	5.9%	9	5.4%	8	4.7%	61	6.2%
50. I usually try to get by without doing any more work than I have to	Strongly disagree	42	12.1%	26	8.5%	15	9.0%	11	6.4%	94	9.5%
	Disagree	94	27.2%	62	20.3%	25	15.1%	30	17.3%	211	21.3%
	Neutral	108	31.2%	87	28.5%	55	33.1%	52	30.1%	302	30.5%
	Agree	67	19.4%	77	25.2%	46	27.7%	48	27.7%	238	24.0%
	Strongly agree	35	10.1%	53	17.4%	25	15.1%	32	18.5%	145	14.6%

The results of a question examining the students' perceived importance of accepting responsibility for their actions is presented in Table 23. As shown, at least two-thirds of the students in all four grade levels indicated it was either "quite important" or "extremely important" to accept responsibility for one's actions. Like several other results presented, there was somewhat of a change among the students in each of the grades, with the level of importance declining from 6th grade to 8th grade, but increasing again in 10th and 12th graders (Chi-square = 45.0, $p < .01$). Since these are cross-sectional data, these represent differences among distinct groups and do not reflect a developmental pattern of a cohort over time.

Table 23. How important to accept responsibility for actions?											
		Grade									
		6th		8th		10th		12th		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
Not important	3	.9%	18	5.9%	6	3.6%	6	3.5%	33	3.3%	
Somewhat important	16	4.6%	33	10.9%	15	9.1%	9	5.2%	73	7.4%	
Not sure	50	14.4%	45	14.9%	21	12.7%	19	11.0%	135	13.7%	
Quite important	148	42.7%	148	48.8%	79	47.9%	81	47.1%	456	46.2%	
Extremely important	130	37.5%	59	19.5%	44	26.7%	57	33.1%	290	29.4%	

A series of questions also were asked to assess the extent to which the students may engage in inappropriate behavior (See Table 24). There were several areas of behavior for which very few of the student respondents noted having been involved including physical fighting, taking something in excess of \$10.00 in value, having been to the principal's office, and vandalizing property. Skipping or cutting classes was indicated a bit more frequently among 10th

and 12th graders, but still with less than 10 percent of the students identified themselves as skipping/cutting more than six times in a year.

Two categories of behavior did reflect slightly higher proportions of students engaging in them, especially in the 10th and 12th grades. Thirty-two percent of the 10th graders and 45 percent of the 12th graders indicated drinking alcohol without parents' permission more than 6 times in the past year. Although less pronounced, there also were sizable groups of students who used drugs more than 6 times in the past year including 11.5 percent of the 10th graders and 19.2 percent of the 12th graders. As shown in Table 25, there are some differences in the patterns of drug and alcohol use between males and females among 10th and 12th graders, but the differences were not statistically significant.

Table 24. Risk Behavior Frequency by Grade Level						
		Grade				
		6th	8th	10th	12th	Total
		Column N %	Column N %	Column N %	Column N %	Column N %
33. How often gotten into a physical fight at school?	Never	90.3%	83.6%	92.1%	91.9%	88.8%
	1 or 2 times	8.0%	12.5%	6.1%	2.9%	8.2%
	3 or 4 times	1.1%	2.6%	.6%	4.0%	2.0%
	5 or 6 times	.0%	.0%	.0%	.0%	.0%
	More than 6 times	.6%	1.3%	1.2%	1.2%	1.0%
34. How often take something worth more than \$10.00 that did not belong to you?	Never	92.6%	80.7%	81.8%	78.0%	84.6%
	1 or 2 times	6.9%	14.8%	14.5%	12.1%	11.5%
	3 or 4 times	.3%	2.3%	.6%	4.6%	1.7%
	5 or 6 times	.0%	.3%	.0%	1.2%	.3%
	More than 6 times	.3%	2.0%	3.0%	4.0%	1.9%
35. How often vandalized property?	Never	81.9%	74.0%	77.6%	76.9%	77.9%
	1 or 2 times	16.9%	17.8%	13.3%	11.6%	15.6%
	3 or 4 times	.3%	5.9%	4.2%	6.4%	3.7%
	5 or 6 times	.6%	1.0%	.6%	1.7%	.9%
	More than 6 times	.3%	1.3%	4.2%	3.5%	1.8%
36. How often Drank alcohol without parents' permission?	Never	98.3%	85.6%	41.8%	30.1%	73.1%
	1 or 2 times	1.1%	8.9%	12.1%	9.8%	6.8%
	3 or 4 times	.0%	2.6%	6.7%	10.4%	3.7%
	5 or 6 times	.3%	.7%	6.7%	4.6%	2.2%
	More than 6 times	.3%	2.3%	32.7%	45.1%	14.1%
37. How often been sent to the "office" or "principal"?	Never	64.3%	53.9%	67.9%	68.8%	62.5%
	1 or 2 times	29.4%	28.6%	20.0%	17.9%	25.6%
	3 or 4 times	4.3%	5.9%	5.5%	7.5%	5.5%
	5 or 6 times	.6%	5.6%	1.8%	1.7%	2.5%
	More than 6 times	1.4%	5.9%	4.8%	4.0%	3.8%

Table 24. Risk Behavior Frequency by Grade Level						
		Grade				
		6th	8th	10th	12th	Total
		Column N %	Column N %	Column N %	Column N %	Column N %
38. How often used a drug other than alcohol to get high?	Never	99.4%	96.4%	64.8%	61.6%	86.2%
	1 or 2 times	.0%	1.3%	14.5%	9.3%	4.4%
	3 or 4 times	.3%	.7%	6.7%	5.8%	2.4%
	5 or 6 times	.3%	.3%	2.4%	4.1%	1.3%
	More than 6 times	.0%	1.3%	11.5%	19.2%	5.6%
39. How often skipped school or cut classes?	Never	95.4%	87.8%	65.2%	54.1%	80.9%
	1 or 2 times	3.7%	9.5%	18.3%	19.8%	10.7%
	3 or 4 times	.6%	1.6%	6.7%	14.0%	4.3%
	5 or 6 times	.3%	.0%	1.2%	4.7%	1.1%
	More than 6 times	.0%	1.0%	8.5%	7.6%	3.0%

Table 25. Use of Alcohol and Drugs by Gender for 10 th and 12 th Graders					
		Gender			
		Male		Female	
		Count	Column N %	Count	Column N %
36. How often Drank alcohol without parents' permission?	Never	53	33.5%	68	37.8%
	1 or 2 times	18	11.4%	19	10.6%
	3 or 4 times	9	5.7%	20	11.1%
	5 or 6 times	8	5.1%	11	6.1%
	More than 6 times	70	44.3%	62	34.4%
38. How often used a drug other than alcohol to get high?	Never	94	59.5%	119	66.5%
	1 or 2 times	18	11.4%	22	12.3%
	3 or 4 times	10	6.3%	11	6.1%
	5 or 6 times	4	2.5%	7	3.9%
	More than 6 times	32	20.3%	20	11.2%

The last two questions asked in relationship to positive values were about dating and sexual relations (See Table 26). As might be expected, the proportion of students indicating they “agree” or “strongly agree” with the statement, “It’s Ok for someone my age to date increased from 51 percent for 6th graders to 92 percent for 12th graders. It is important to note that the question did not ask students if they dated, but only if they considered it okay to date. As such, the results do not necessarily measure the number of students who are actually dating.

As the results show for Item 52, “It is against my values to have sex while I am a teenager,” there are substantial differences in the responses for the different grade levels. Over three-fourths of the 6th graders noted “agree” or “strongly agree” with the statement, while only about 15 percent of the 12th graders did. Like the question on dating, this question did not directly ask about sexual activity, but rather about the students’ beliefs regarding it. Therefore, the responses only suggest the acceptability of sexual activity, not necessarily its occurrence.

Table 26. Dating and Sexual Relations Responses by Grade Level											
		Grade									
		6th		8th		10th		12th		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
43. It's OK for someone my age to date	Strongly disagree	31	8.9%	9	2.9%	3	1.8%	1	.6%	44	4.4%
	Disagree	46	13.2%	7	2.3%	1	.6%	1	.6%	55	5.5%
	Neutral	92	26.4%	46	15.0%	6	3.6%	10	5.8%	154	15.5%
	Agree	88	25.2%	106	34.5%	48	28.9%	39	22.5%	281	28.2%
	Strongly agree	92	26.4%	139	45.3%	108	65.1%	122	70.5%	461	46.3%
52. It is against my values to have sex while I am a teenager	Strongly disagree	22	6.5%	40	13.3%	39	23.5%	64	37.2%	165	16.9%
	Disagree	12	3.5%	29	9.7%	38	22.9%	40	23.3%	119	12.2%
	Neutral	43	12.6%	87	29.0%	41	24.7%	41	23.8%	212	21.7%
	Agree	36	10.6%	57	19.0%	19	11.4%	13	7.6%	125	12.8%
	Strongly agree	228	66.9%	87	29.0%	29	17.5%	14	8.1%	358	36.6%

The results of this section of the report provide a picture of students who believe they should take responsibility for their actions and who don't engage in fighting, vandalizing, or stealing. They also indicate, however, that for 10th and 12th graders use of alcohol is quite common, and there is a general belief that sexual activity is acceptable. While use of drugs is markedly less frequent than alcohol, there was a sizable proportion of students (11.5 percent 10th graders and 19.1 percent 12th graders) who indicated use 6 or more times in a year. In general, the respondents in grades 10 and 12 might be characterized as not inclined towards delinquent behavior, but somewhat inclined to risk behavior associated with alcohol, drugs, and sexual activity.

Empowerment

Empowerment is the sense among students that they are valued by their community and feel safe. Three questions in the survey examined aspects of empowerment (See Table 27). Item 21, "Adults in my town/city make me feel useful," was an assessment of the perceptions of students regarding how valued they are in their community. The results indicated that in the neighborhood of 40 percent of the students indicated "agree" or "strongly agree" on this item. While positive, the results also indicated a sizable proportion of students noting either "disagree" or "strongly disagree" with the item.

The results for Item 22, "Students help decide what goes on the school," are similar to those for Item 21. As the table shows, about a third of the students indicated "agree" or "strongly agree," but considerable numbers of students also indicated some level of disagreement with the statement.

The final item, "I feel safe in my school," had positive results with about 87 percent of the 6th graders, 71 percent of the 8th graders, 68 percent of the 10th graders, and 81 percent of the 12th graders indicating feeling safe.

Table 27. Empowerment and Safety by Grade Level											
		Grade									
		6th		8th		10th		12th		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
21. Adults in my town/city make me feel useful	Strongly disagree	18	5.2%	21	7.0%	7	4.3%	14	8.2%	60	6.1%
	Disagree	48	13.9%	44	14.6%	36	22.0%	31	18.1%	159	16.2%
	Neutral	123	35.7%	122	40.4%	63	38.4%	56	32.7%	364	37.1%
	Agree	124	35.9%	98	32.5%	46	28.0%	58	33.9%	326	33.2%
	Strongly agree	32	9.3%	17	5.6%	12	7.3%	12	7.0%	73	7.4%
22. Students help decide what goes on in the school	Strongly disagree	32	9.2%	51	16.7%	17	10.3%	25	14.5%	125	12.6%
	Disagree	47	13.6%	56	18.4%	38	23.0%	30	17.3%	171	17.3%
	Neutral	106	30.6%	113	37.0%	50	30.3%	59	34.1%	328	33.2%
	Agree	118	34.1%	74	24.3%	53	32.1%	51	29.5%	296	29.9%
	Strongly agree	43	12.4%	11	3.6%	7	4.2%	8	4.6%	69	7.0%
23. I feel safe in my school	Strongly disagree	5	1.4%	9	3.0%	4	2.4%	4	2.3%	22	2.2%
	Disagree	11	3.2%	17	5.6%	9	5.4%	10	5.8%	47	4.7%
	Neutral	28	8.0%	63	20.7%	40	24.1%	19	11.0%	150	15.1%
	Agree	120	34.4%	132	43.3%	85	51.2%	86	49.7%	423	42.6%
	Strongly agree	185	53.0%	84	27.5%	28	16.9%	54	31.2%	351	35.3%

The data on empowerment suggest that students feel a high degree of safety in their school. The results also indicate that the majority of students feel either neutral or negative about their involvement in decisions about what goes on in their schools and the extent to which they are made to feel useful by adults in their community.

Relationships

The results of the different survey items have been presented in the report thus far. Some of the relationships between selected survey items representing the different Developmental Assets and two of the risk factors, use of alcohol and use of other drugs, are considered in this section of the report.

A detailed, in-depth analysis of the many possible relationships is beyond the scope of this report. What are presented are some cross-tabulations that provide high-level overview of the relationships between the Developmental Assets and the risk factors. It is important to note, however, that these represent only a very limited examination and do not address the complex interplay of different factors. Consequently, the results should be interpreted very cautiously, and only as potential areas of relationships that should be considered more fully.

Support

Three of the survey items related to the Support asset and the use of alcohol and drugs are presented in Tables 28 and 29. In general, there are observable differences in the proportions, especially when those who indicated “never” are compared with those who indicated “more than 6 times” for all the items in both of the tables.

Looking, for example, specifically at Item 11, parental support, it can be seen that about 60 percent of those indicating never drinking alcohol without parental permission indicated “strongly agree” compared with only 40 percent of those indicating “more than six times.” The same item on drug use reveals a very similar pattern (See Table 29).

Table 28. Relationship between Support and Alcohol Consumption						
		36. How often Drank alcohol without parents' permission?				
		Never	1 or 2 times	3 or 4 times	5 or 6 times	More than 6 times
		Column N %	Column N %	Column N %	Column N %	Column N %
11. My parents give me help and support when I need it	Strongly disagree	.6%	2.9%	2.7%	.0%	5.7%
	Disagree	1.5%	2.9%	2.7%	.0%	1.4%
	Neutral	8.3%	10.1%	27.0%	9.1%	14.9%
	Agree	29.8%	43.5%	35.1%	36.4%	37.6%
	Strongly agree	59.9%	40.6%	32.4%	54.5%	40.4%
46. There is always someone I can turn to if I need help	Strongly disagree	1.1%	2.9%	2.7%	.0%	3.5%
	Disagree	3.6%	5.8%	2.7%	9.1%	5.0%
	Neutral	13.1%	11.6%	27.0%	27.3%	14.2%
	Agree	37.7%	37.7%	35.1%	31.8%	39.0%
	Strongly agree	44.5%	42.0%	32.4%	31.8%	38.3%
51. My teachers really care about me	Strongly disagree	5.4%	5.8%	5.4%	9.5%	10.7%
	Disagree	11.5%	33.3%	24.3%	23.8%	18.6%
	Neutral	37.4%	39.1%	56.8%	33.3%	42.1%
	Agree	33.0%	15.9%	13.5%	33.3%	23.6%
	Strongly agree	12.6%	5.8%	.0%	.0%	5.0%

Table 29. Relationship between Support and Drug Consumption						
		38. How often used a drug other than alcohol to get high?				
		Never	1 or 2 times	3 or 4 times	5 or 6 times	More than 6 times
		Column N %	Column N %	Column N %	Column N %	Column N %
11. My parents give me help and support when I need it	Strongly disagree	.8%	2.2%	4.2%	7.7%	8.9%
	Disagree	1.8%	.0%	.0%	.0%	1.8%
	Neutral	8.8%	11.1%	29.2%	23.1%	17.9%
	Agree	31.0%	42.2%	33.3%	30.8%	42.9%
	Strongly agree	57.7%	44.4%	33.3%	38.5%	28.6%

Table 29. Relationship between Support and Drug Consumption						
		38. How often used a drug other than alcohol to get high?				
		Never	1 or 2 times	3 or 4 times	5 or 6 times	More than 6 times
		Column N %	Column N %	Column N %	Column N %	Column N %
46. There is always someone I can turn to if I need help	Strongly disagree	1.2%	2.2%	4.2%	.0%	7.1%
	Disagree	3.5%	8.9%	4.2%	15.4%	5.4%
	Neutral	12.5%	15.6%	33.3%	23.1%	25.0%
	Agree	38.2%	33.3%	37.5%	30.8%	33.9%
	Strongly agree	44.6%	40.0%	20.8%	30.8%	28.6%
51. My teachers really care about me	Strongly disagree	5.4%	4.4%	16.7%	15.4%	14.3%
	Disagree	13.7%	22.2%	8.3%	15.4%	28.6%
	Neutral	38.5%	42.2%	41.7%	53.8%	37.5%
	Agree	30.7%	31.1%	33.3%	7.7%	16.1%
	Strongly agree	11.7%	.0%	.0%	7.7%	3.6%

Boundaries and Expectations

The results on boundaries and expectations are comparable to those for support. As shown in Tables 30 and 31, the proportion of students indicating a higher degree of boundaries and expectations in place were more likely to indicate never using alcohol without parental permission or using other drugs.

For example, about 17 percent of the students who indicated never drinking alcohol without parents permission indicated “strongly agree” with the statement, “If I break one of my family rules, I usually get punished,” compared with 8 percent of those indicating using alcohol “more than 6 times.”

The responses to school rules were similar with 41 percent of the students who indicated never using alcohol without parent’s permission noting “strongly agree” on the statement about school rules, compared with only about 18 percent of those who indicated using alcohol more than six times. This result is somewhat intriguing since one would expect that the message to students from the school is consistent, so it is likely that some other factor is involved in the results.

Table 30. Relationship between Boundaries and Expectations and Alcohol Consumption						
		36. How often Drank alcohol without parents' permission?				
		Never	1 or 2 times	3 or 4 times	5 or 6 times	More than 6 times
		Column N %	Column N %	Column N %	Column N %	Column N %
13. If I break one of my family rules, I usually get punished	Strongly disagree	2.6%	2.9%	5.4%	.0%	8.5%
	Disagree	13.4%	17.4%	13.5%	18.2%	17.7%
	Neutral	31.6%	20.3%	40.5%	18.2%	29.1%
	Agree	35.5%	47.8%	32.4%	54.5%	36.9%
	Strongly agree	16.9%	11.6%	8.1%	9.1%	7.8%

Table 30. Relationship between Boundaries and Expectations and Alcohol Consumption						
		36. How often Drank alcohol without parents' permission?				
		Never	1 or 2 times	3 or 4 times	5 or 6 times	More than 6 times
		Column N %	Column N %	Column N %	Column N %	Column N %
15. My school has clear rules about what students can and cannot do	Strongly disagree	2.2%	4.3%	.0%	4.5%	7.9%
	Disagree	5.1%	11.6%	8.1%	18.2%	8.6%
	Neutral	10.2%	23.2%	35.1%	4.5%	20.0%
	Agree	41.1%	42.0%	43.2%	50.0%	45.0%
	Strongly agree	41.4%	18.8%	13.5%	22.7%	18.6%
18. My family has clear rules about what I can and cannot do	Strongly disagree	2.2%	5.8%	8.3%	.0%	4.3%
	Disagree	7.0%	13.0%	8.3%	18.2%	16.3%
	Neutral	27.8%	27.5%	38.9%	31.8%	33.3%
	Agree	39.3%	39.1%	38.9%	36.4%	34.8%
	Strongly agree	23.7%	14.5%	5.6%	13.6%	11.3%

Table 31. Relationship between Boundaries and Expectations and Drug Consumption						
		38. How often used a drug other than alcohol to get high?				
		Never	1 or 2 times	3 or 4 times	5 or 6 times	More than 6 times
		Column N %	Column N %	Column N %	Column N %	Column N %
13. If I break one of my family rules, I usually get punished	Strongly disagree	2.9%	4.4%	.0%	.0%	14.3%
	Disagree	13.5%	17.8%	8.3%	61.5%	17.9%
	Neutral	30.8%	24.4%	29.2%	7.7%	35.7%
	Agree	36.8%	48.9%	45.8%	23.1%	28.6%
	Strongly agree	16.0%	4.4%	16.7%	7.7%	3.6%
15. My school has clear rules about what students can and cannot do	Strongly disagree	2.6%	4.4%	4.2%	.0%	8.9%
	Disagree	5.9%	6.7%	8.3%	23.1%	10.7%
	Neutral	11.8%	17.8%	29.2%	15.4%	25.0%
	Agree	41.7%	55.6%	33.3%	46.2%	39.3%
	Strongly agree	38.1%	15.6%	25.0%	15.4%	16.1%
18. My family has clear rules about what I can and cannot do	Strongly disagree	2.3%	6.7%	4.2%	.0%	8.9%
	Disagree	8.4%	4.4%	12.5%	15.4%	19.6%
	Neutral	27.1%	35.6%	54.2%	46.2%	37.5%
	Agree	39.5%	48.9%	25.0%	30.8%	23.2%
	Strongly agree	22.6%	4.4%	4.2%	7.7%	10.7%

Constructive Use of Time

It generally is believed that participation in extra-curricular activities is a positive alternative to the inappropriate use of alcohol and drugs. The results from this survey, however, are not entirely consistent with that belief.

The results for use of alcohol and playing in sports (See Table 32) suggest that there is a group for which playing in sports and use of alcohol correspond. Twenty-eight percent of the students who indicated playing in sports 11 or more hours per week also indicated using alcohol without permission 6 or more times in a year. This is compared to only 17 percent of those who indicated no participation in sports. For drug use, the two groups with highest use are those who are either high athletic participants or non-participants. One explanation for the high use of alcohol in particular among the high participants in athletics is that the use of alcohol may be normative social practice among this group.

The results are somewhat similar for participation in school clubs and participation in clubs outside of school, with those highly active in clubs or those with no participation in clubs indicating higher levels of use of alcohol and drugs than the other groups.

These results suggest a somewhat bi-modal pattern in which higher risk of alcohol and drug use appears to occur among both high-participants in and low-participants in activities.⁸ The results may be a representation of two types of groups, those who use alcohol and drugs as part of social activities, and those who use them in more anti-social contexts.

Table 32. Relationship between Activity Participation and Alcohol Consumption						
		36. How often Drank alcohol without parents' permission?				
		Never	1 or 2 times	3 or 4 times	5 or 6 times	More than 6 times
		Row N %	Row N %	Row N %	Row N %	Row N %
53. Playing in sports/helping with sports teams at school or in community	0 hours	65.9%	8.9%	7.4%	.7%	17.0%
	1 hour	80.2%	6.2%	3.7%	6.2%	3.7%
	2 hours	83.0%	3.8%	1.9%	2.8%	8.5%
	3-5 hours	83.3%	4.2%	3.7%	.5%	8.4%
	6-10 hours	79.4%	7.7%	2.9%	1.4%	8.6%
	11 or more hours	55.0%	9.5%	3.3%	3.7%	28.5%
54. In clubs or organizations at school	0 hours	72.7%	6.6%	4.0%	2.3%	14.5%
	1 hour	82.4%	3.7%	2.1%	2.1%	9.6%
	2 hours	68.9%	11.5%	2.5%	.8%	16.4%
	3-5 hours	67.0%	6.6%	6.6%	3.3%	16.5%
	6-10 hours	58.1%	16.1%	6.5%	6.5%	12.9%
	11 or more hours	62.5%	8.3%	4.2%	.0%	25.0%
55. In clubs or organizations outside of school	0 hours	75.2%	6.2%	3.4%	2.1%	13.1%
	1 hour	81.9%	6.8%	2.8%	2.8%	5.6%
	2 hours	72.8%	8.0%	1.9%	1.9%	15.4%
	3-5 hours	62.0%	10.9%	7.3%	2.2%	17.5%
	6-10 hours	60.0%	4.0%	4.0%	2.0%	30.0%
	11 or more hours	52.0%	.0%	8.0%	4.0%	36.0%

⁸ Some recent research has suggested that White teens who participate in athletics are at greater risk for use of alcohol. Eitle, D., Turner, R.J., and Eitle, T.M. (2003). The deterrence hypothesis reexamined: Sports participation and substance use among young adults. *Journal of Drug Issues*, 33 (1), pp. 193-222.

Table 33. Relationship between Activity Participation and Drug Consumption						
		38. How often used a drug other than alcohol to get high?				
		Never	1 or 2 times	3 or 4 times	5 or 6 times	More than 6 times
		Row N %	Row N %	Row N %	Row N %	Row N %
53. Playing in sports/helping with sports teams at school or in community	0 hours	79.9%	6.7%	3.0%	2.2%	8.2%
	1 hour	87.7%	1.2%	2.5%	3.7%	4.9%
	2 hours	86.8%	5.7%	2.8%	1.9%	2.8%
	3-5 hours	91.2%	1.4%	2.8%	.0%	4.7%
	6-10 hours	93.8%	2.4%	1.0%	1.0%	1.9%
	11 or more hours	77.7%	8.7%	2.9%	1.2%	9.5%
54. In clubs or organizations at school	0 hours	85.1%	5.3%	1.7%	1.5%	6.4%
	1 hour	92.6%	3.2%	3.2%	.0%	1.1%
	2 hours	86.1%	5.7%	1.6%	.8%	5.7%
	3-5 hours	83.3%	2.2%	5.6%	2.2%	6.7%
	6-10 hours	80.6%	3.2%	3.2%	6.5%	6.5%
	11 or more hours	75.0%	4.2%	4.2%	.0%	16.7%
55. In clubs or organizations outside of school	0 hours	86.6%	3.5%	1.8%	2.1%	6.0%
	1 hour	93.2%	3.4%	.6%	.0%	2.8%
	2 hours	88.3%	4.9%	2.5%	1.2%	3.1%
	3-5 hours	78.1%	7.3%	5.8%	.7%	8.0%
	6-10 hours	78.0%	10.0%	2.0%	.0%	10.0%
	11 or more hours	72.0%	4.0%	8.0%	4.0%	12.0%

Commitment to Learning

The examination of the selected survey items on commitment to learning and use of alcohol and drugs tended to indicate an inverse relationship, especially with respect to the item on caring about doing well in school (See Table 34). There was, however, some indication that the group that used drugs more than 6 times in a year was not markedly different than the group who indicated no drug use at all with respect to feelings about doing well if they work hard. It may be that the two items represent somewhat distinct issues; that is, the students who use alcohol and drugs may care less about school than those who do not, but still believe that hard work will lead to success.

Table 34. Relationship between Commitment to Learning and Alcohol Consumption						
		36. How often Drank alcohol without parents' permission?				
		Never	1 or 2 times	3 or 4 times	5 or 6 times	More than 6 times
		Column N %	Column N %	Column N %	Column N %	Column N %
16. I don't care how well I do in school	Strongly disagree	66.0%	43.5%	37.8%	54.5%	42.6%
	Disagree	23.9%	37.7%	32.4%	27.3%	32.6%
	Neutral	6.8%	11.6%	21.6%	9.1%	15.6%
	Agree	2.2%	4.3%	2.7%	.0%	5.7%
	Strongly agree	1.1%	2.9%	5.4%	9.1%	3.5%

Table 34. Relationship between Commitment to Learning and Alcohol Consumption						
		36. How often Drank alcohol without parents' permission?				
		Never	1 or 2 times	3 or 4 times	5 or 6 times	More than 6 times
		Column N %	Column N %	Column N %	Column N %	Column N %
44. I will do well if I work hard	Strongly disagree	.1%	1.5%	.0%	.0%	2.9%
	Disagree	.8%	1.5%	2.7%	4.5%	2.1%
	Neutral	5.9%	19.1%	21.6%	9.1%	6.4%
	Agree	37.7%	36.8%	40.5%	50.0%	37.1%
	Strongly agree	55.4%	41.2%	35.1%	36.4%	51.4%

Table 35. Relationship between Commitment to Learning and Drug Consumption						
		38. How often used a drug other than alcohol to get high?				
		Never	1 or 2 times	3 or 4 times	5 or 6 times	More than 6 times
		Column N %	Column N %	Column N %	Column N %	Column N %
16. I don't care how well I do in school	Strongly disagree	63.5%	31.1%	37.5%	46.2%	39.3%
	Disagree	25.1%	53.3%	33.3%	30.8%	23.2%
	Neutral	7.6%	4.4%	25.0%	23.1%	23.2%
	Agree	2.5%	6.7%	4.2%	.0%	5.4%
	Strongly agree	1.4%	4.4%	.0%	.0%	8.9%
44. I will do well if I work hard	Strongly disagree	.2%	.0%	4.2%	.0%	5.5%
	Disagree	1.1%	2.3%	.0%	.0%	3.6%
	Neutral	7.1%	6.8%	20.8%	30.8%	3.6%
	Agree	37.7%	40.9%	29.2%	53.8%	38.2%
	Strongly agree	53.9%	50.0%	45.8%	15.4%	49.1%

Positive Identity

The breakdowns of the items on self-esteem and sadness by use of alcohol and drugs are presented in Tables 36 and 37. As shown, there appears to be a slight inverse relationship between self-esteem levels and use of alcohol and drugs, with those who indicate higher self-esteem tending to fall in the non-user category.

For Item 26, “I feel sad a lot of the time,” however, there does not appear to be any obvious relationship. This suggests that the use of alcohol may be independent of feelings of sadness or depression for this group of students.

Table 36. Relationship between Positive Identity and Alcohol Consumption						
		36. How often Drank alcohol without parents' permission?				
		Never	1 or 2 times	3 or 4 times	5 or 6 times	More than 6 times
		Column N %	Column N %	Column N %	Column N %	Column N %
19. I feel good about myself	Strongly disagree	1.2%	4.3%	.0%	.0%	2.2%
	Disagree	3.7%	4.3%	2.7%	4.5%	5.0%
	Neutral	17.2%	21.7%	40.5%	27.3%	22.3%
	Agree	44.9%	58.0%	37.8%	54.5%	44.6%
	Strongly agree	32.9%	11.6%	18.9%	13.6%	25.9%
26. I feel sad a lot of the time	Strongly disagree	29.4%	23.5%	18.9%	27.3%	27.0%
	Disagree	40.2%	38.2%	24.3%	45.5%	39.7%
	Neutral	19.6%	22.1%	48.6%	18.2%	17.7%
	Agree	8.0%	13.2%	5.4%	4.5%	12.1%
	Strongly agree	2.8%	2.9%	2.7%	4.5%	3.5%

Table 37. Relationship between Positive Identity and Drug Consumption						
		38. How often used a drug other than alcohol to get high?				
		Never	1 or 2 times	3 or 4 times	5 or 6 times	More than 6 times
		Column N %	Column N %	Column N %	Column N %	Column N %
19. I feel good about myself	Strongly disagree	1.5%	.0%	.0%	.0%	3.7%
	Disagree	3.6%	4.4%	8.3%	7.7%	5.6%
	Neutral	17.9%	28.9%	33.3%	38.5%	22.2%
	Agree	46.4%	44.4%	37.5%	38.5%	42.6%
	Strongly agree	30.6%	22.2%	20.8%	15.4%	25.9%
26. I feel sad a lot of the time	Strongly disagree	28.7%	24.4%	20.8%	23.1%	28.6%
	Disagree	39.7%	44.4%	33.3%	30.8%	37.5%
	Neutral	20.0%	22.2%	25.0%	38.5%	19.6%
	Agree	9.0%	4.4%	16.7%	.0%	7.1%
	Strongly agree	2.5%	4.4%	4.2%	7.7%	7.1%

Social Competencies

Two of the questions related to risk taking that are part of the construct of social competencies are presented in Tables 38 and 39. As the tables reveal, there appears to be a relationship between a tendency to be impulsive and/or take risks and the use of alcohol and drugs. This is especially pronounced with respect to the item on a willingness to engage in a dangerous dare. Fifty-nine percent of the students who said that they never used alcohol indicated that they knew when to say “no” compared with only 28 percent of those indicating use of alcohol six or more times in a year. Comparable results also occurred for the use of drugs other than alcohol.

Table 38. Relationship between Social Competencies and Alcohol Consumption						
		36. How often Drank alcohol without parents' permission?				
		Never	1 or 2 times	3 or 4 times	5 or 6 times	More than 6 times
		Column N %	Column N %	Column N %	Column N %	Column N %
29. I think through the possible good and bad choices before decisions	Not at all like me	4.1%	13.0%	8.1%	4.5%	11.3%
	A little like me	13.2%	15.9%	8.1%	13.6%	16.3%
	Somewhat like me	28.1%	26.1%	48.6%	36.4%	32.6%
	Quite like me	38.0%	21.7%	21.6%	31.8%	26.2%
	Very much like me	16.5%	23.2%	13.5%	13.6%	13.5%
30. I know how to say "no" when someone wants me to do thing I know are wrong/dangerous	Not at all like me	3.4%	5.8%	5.4%	.0%	12.1%
	A little like me	2.6%	8.7%	5.4%	4.5%	8.5%
	Somewhat like me	6.6%	14.5%	32.4%	27.3%	17.7%
	Quite like me	28.2%	33.3%	32.4%	45.5%	33.3%
	Very much like me	59.1%	37.7%	24.3%	22.7%	28.4%

Table 39. Relationship between Social Competencies and Drug Consumption						
		38. How often used a drug other than alcohol to get high?				
		Never	1 or 2 times	3 or 4 times	5 or 6 times	More than 6 times
		Column N %	Column N %	Column N %	Column N %	Column N %
29. I think through the possible good and bad choices before decisions	Not at all like me	5.0%	6.7%	4.2%	.0%	21.4%
	A little like me	13.2%	17.8%	25.0%	15.4%	12.5%
	Somewhat like me	28.2%	37.8%	29.2%	53.8%	39.3%
	Quite like me	36.2%	26.7%	33.3%	7.7%	19.6%
	Very much like me	17.4%	11.1%	8.3%	23.1%	7.1%
30. I know how to say "no" when someone wants me to do thing I know are wrong/dangerous	Not at all like me	3.7%	4.4%	12.5%	.0%	19.6%
	A little like me	3.6%	4.4%	8.3%	7.7%	7.1%
	Somewhat like me	7.6%	28.9%	37.5%	23.1%	19.6%
	Quite like me	29.3%	40.0%	29.2%	30.8%	28.6%
	Very much like me	55.8%	22.2%	12.5%	38.5%	25.0%

Positive Values

The results presented in Tables 40 and 41 look at the relationship between perceived frequency of doing things that may be regretted afterwards and use of alcohol and drugs. While there are some differences, there is no distinct pattern suggesting no relationship between perceived regret and use of alcohol or drugs.

Table 40. Relationship between Positive Values and Alcohol Consumption						
		36. How often Drank alcohol without parents' permission?				
		Never	1 or 2 times	3 or 4 times	5 or 6 times	More than 6 times
		Column N %	Column N %	Column N %	Column N %	Column N %
49. I do many things I regret afterward	Strongly disagree	11.7%	4.3%	8.1%	13.6%	10.7%
	Disagree	33.2%	30.4%	24.3%	54.5%	33.6%
	Neutral	33.8%	31.9%	37.8%	13.6%	32.9%
	Agree	15.7%	27.5%	24.3%	9.1%	15.0%
	Strongly agree	5.6%	5.8%	5.4%	9.1%	7.9%

Table 41. Relationship between Positive Values and Drug Consumption						
		38. How often used a drug other than alcohol to get high?				
		Never	1 or 2 times	3 or 4 times	5 or 6 times	More than 6 times
		Column N %	Column N %	Column N %	Column N %	Column N %
49. I do many things I regret afterward	Strongly disagree	10.7%	13.3%	12.5%	25.0%	8.9%
	Disagree	33.6%	33.3%	25.0%	25.0%	33.9%
	Neutral	33.1%	28.9%	33.3%	33.3%	37.5%
	Agree	16.8%	22.2%	20.8%	.0%	10.7%
	Strongly agree	5.8%	2.2%	8.3%	16.7%	8.9%

Tables 42 and 43 provide the results examining the association between students' views of accepting responsibility for their actions and use of alcohol and drugs. As can be seen, there are some observable differences. Thirty-one percent of the students who indicated "never" to using alcohol considered accepting responsibility extremely important, compared with only 24 percent of those who used alcohol six or more times in a year. Likewise, 30 percent of the students who indicated "never" to using drugs considered accepting responsibility "extremely important" compared with only 14 percent of those who used drugs six or more times in a year.

Table 42. Relationship between Accepting Responsibility and Alcohol Consumption						
		36. How often Drank alcohol without parents' permission?				
		Never	1 or 2 times	3 or 4 times	5 or 6 times	More than 6 times
		Column N %	Column N %	Column N %	Column N %	Column N %
70. How important to accept responsibility for actions?	Not important	1.8%	8.7%	5.4%	4.5%	7.9%
	Somewhat important	6.7%	13.0%	2.7%	13.6%	8.6%
	Not sure	13.1%	18.8%	24.3%	9.1%	12.2%
	Quite important	47.2%	34.8%	45.9%	50.0%	47.5%
	Extremely important	31.3%	24.6%	21.6%	22.7%	23.7%

Table 43. Relationship between Accepting Responsibility and Drug Consumption						
		38. How often used a drug other than alcohol to get high?				
		Never	1 or 2 times	3 or 4 times	5 or 6 times	More than 6 times
		Column N %	Column N %	Column N %	Column N %	Column N %
70. How important to accept responsibility for actions?	Not important	2.7%	4.4%	4.2%	.0%	12.7%
	Somewhat important	7.4%	4.4%	8.3%	7.7%	9.1%
	Not sure	13.7%	13.3%	29.2%	.0%	10.9%
	Quite important	45.7%	55.6%	33.3%	61.5%	52.7%
	Extremely important	30.5%	22.2%	25.0%	30.8%	14.5%

Empowerment

Tables 44 and 45 provide the results examining the relationship between Item 21, “Adults in my town/city make me feel useful,” and use of alcohol and drugs. As can be seen, the level of agreement with the Item 21 is lower for those indicating use of alcohol and drugs than those who do not. About 43 percent of students indicating never using alcohol noted either “agree” or “strongly agree” on Item 21, compared with about 35 percent of those using alcohol more than six times in a year. Similar results also can be seen for use of drugs.

Table 44. Relationship between Empowerment and Alcohol Consumption						
		36. How often Drank alcohol without parents' permission?				
		Never	1 or 2 times	3 or 4 times	5 or 6 times	More than 6 times
		Column N %	Column N %	Column N %	Column N %	Column N %
21. Adults in my town/city make me feel useful	Strongly disagree	5.3%	14.5%	2.7%	5.0%	7.2%
	Disagree	14.5%	21.7%	18.9%	30.0%	19.4%
	Neutral	37.4%	27.5%	51.4%	25.0%	38.1%
	Agree	35.1%	27.5%	24.3%	25.0%	29.5%
	Strongly agree	7.7%	8.7%	2.7%	15.0%	5.8%

Table 45. Relationship between Empowerment and Drug Consumption						
		38. How often used a drug other than alcohol to get high?				
		Never	1 or 2 times	3 or 4 times	5 or 6 times	More than 6 times
		Column N %	Column N %	Column N %	Column N %	Column N %
21. Adults in my town/city make me feel useful	Strongly disagree	5.8%	4.5%	8.3%	8.3%	10.9%
	Disagree	15.6%	27.3%	8.3%	33.3%	16.4%
	Neutral	36.8%	29.5%	50.0%	33.3%	43.6%
	Agree	34.0%	34.1%	29.2%	16.7%	23.6%
	Strongly agree	7.8%	4.5%	4.2%	8.3%	5.5%

Summary Comments

The results of this section generally suggest that the presence of the Developmental Assets is related to lower risk of inappropriate behavior, in this instance, the use of alcohol and drugs. It should be emphasized, however, that this examination was very limited and did not take into consideration more complex questions such as the interaction among the different survey items and differences related to demographic factors.

Bullying

One concern in schools today is bullying. Three questions were asked to examine the extent of bullying that may be occurring in the school district (See Table 46). Each of the three questions was selected as one specific form of bullying behavior that may occur. As the table shows, about 80 percent of the students in all four grades indicated “Never” on each of the three questions.

Table 46. Frequency of Bullying Activities by Grade Level											
		Grade									
		6th		8th		10th		12th		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
65. How often forced to give other student something that belonged to you?	Never	299	85.9%	261	86.4%	153	92.7%	156	90.7%	869	88.0%
	Less than once a week	36	10.3%	28	9.3%	8	4.8%	9	5.2%	81	8.2%
	Once a week	8	2.3%	8	2.6%	3	1.8%	3	1.7%	22	2.2%
	2-4 times a week	3	.9%	1	.3%	0	.0%	1	.6%	5	.5%
	5 or more times a week	2	.6%	4	1.3%	1	.6%	3	1.7%	10	1.0%
66. How often threatened or hurt?	Never	281	81.0%	240	79.5%	135	82.3%	153	89.0%	809	82.1%
	Less than once a week	45	13.0%	39	12.9%	18	11.0%	11	6.4%	113	11.5%
	Once a week	11	3.2%	15	5.0%	3	1.8%	3	1.7%	32	3.2%
	2-4 times a week	8	2.3%	4	1.3%	2	1.2%	1	.6%	15	1.5%
	5 or more times a week	2	.6%	4	1.3%	6	3.7%	4	2.3%	16	1.6%
67. How often hit, pushed, or kicked?	Never	277	79.6%	247	81.8%	140	84.8%	149	86.6%	813	82.4%
	Less than once a week	37	10.6%	36	11.9%	16	9.7%	13	7.6%	102	10.3%
	Once a week	18	5.2%	8	2.6%	1	.6%	3	1.7%	30	3.0%
	2-4 times a week	10	2.9%	9	3.0%	5	3.0%	2	1.2%	26	2.6%
	5 or more times a week	6	1.7%	2	.7%	3	1.8%	5	2.9%	16	1.6%

Since each question represents a different form of bullying behavior, it is possible that total number of students experiencing one or more of the types of bullying behavior will exceed the total for any single question. In order to examine this, student responses were classified into two different aggregate measures of bullying that combined all three questions: 1) Bullied in some way 5 or more times per week; and 2) Bullied in some way 1 or more times per week. The results for these questions are presented in Table 47.

As the table shows, 2.5 percent of the students indicated being bullied at least 5 or more times per week. There was a statistically significant difference between males and females with males more than twice as likely to indicate bullying. The proportion of all students who indicated being bullied one or more times per week was 11.3 percent, and again males were more than twice as likely to be bullied as females.

Table 47. Proportion of Students Bullied by Gender												
	Gender											
	Male				Female				Total			
	Yes		No		Yes		No		Yes		No	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Bullied in some way 5 or more times per week *	19	3.7%	494	96.3%	6	1.2%	481	98.8%	25	2.5%	975	97.5%
Bullied in some way 1 or more times per week **	81	15.8%	432	84.2%	32	6.6%	455	93.4%	113	11.3%	887	88.7%
* Chi-square = 6.21, p < .05												
** Chi-square = 21.18, p < .01												

Factors Associated with Bullying

This section provides a limited examination of the relationships between being bullied and several of the survey items related to support, positive identify, and safety. The results are presented in Table 48. As the table shows, students who indicated being bullied one or more times a week were inclined to note less positive responses on all of the items. In other words, students who indicated being bullied tended to indicate having less support, less self-esteem, more sadness, and feeling less safe.

Table 48. Factor Associated with Being Bullied					
		Bullied in some way 1 or more times per week			
		Yes		No	
		Count	Column N %	Count	Column N %
11. My parents give me help and support when I need it	Strongly disagree	7	6.3%	8	.9%
	Disagree	4	3.6%	12	1.4%
	Neutral	17	15.2%	83	9.3%
	Agree	32	28.6%	289	32.5%
	Strongly agree	52	46.4%	496	55.9%

Table 48. Factor Associated with Being Bullied					
		Bullied in some way 1 or more times per week			
		Yes		No	
		Count	Column N %	Count	Column N %
46. There is always someone I can turn to if I need help	Strongly disagree	11	9.8%	5	.6%
	Disagree	10	8.9%	30	3.4%
	Neutral	26	23.2%	115	13.0%
	Agree	30	26.8%	346	39.1%
	Strongly agree	35	31.3%	390	44.0%
19. I feel good about myself	Strongly disagree	6	5.4%	10	1.1%
	Disagree	10	9.0%	29	3.3%
	Neutral	36	32.4%	157	17.7%
	Agree	41	36.9%	415	46.8%
	Strongly agree	18	16.2%	275	31.0%
26. I feel sad a lot of the time	Strongly disagree	14	12.5%	267	30.2%
	Disagree	27	24.1%	366	41.4%
	Neutral	39	34.8%	166	18.8%
	Agree	18	16.1%	70	7.9%
	Strongly agree	14	12.5%	15	1.7%
23. I feel safe in my school	Strongly disagree	9	8.2%	13	1.5%
	Disagree	10	9.1%	37	4.2%
	Neutral	30	27.3%	120	13.5%
	Agree	31	28.2%	395	44.6%
	Strongly agree	30	27.3%	321	36.2%

The data on bullying indicate that only a small proportion of students (2.5 percent) is being bullied in some way on a daily basis, but just over 11 percent of the students indicated being bullied in some way one or more times a week. In addition, about 28 percent of the students who indicated being bullied in some way also indicated “agree” or “strongly agree” with the statement, “I feel sad a lot of the time.” Further, the results suggest that students who indicated being bullied also feel they get less support from parents and others than students who did not indicate being bullied.

Summary and Conclusions

The purpose of this report was to present the results of a survey examining students’ beliefs about the presence of a variety of Developmental Assets or factors that may play a role in preventing or reducing high-risk behavior. In an effort to provide a somewhat succinct summarization of the information provided in the report, several summary tables have been developed.

The mean scores for seven of the eight developmental asset categories are presented in Table 49. These scores were computed by calculating the mean score of selected survey items that represented the developmental asset category to create a developmental category score ranging between one and five, and then calculating the means of those category scores with a range of one as the lowest score to five as the highest score.

The table indicates fairly high mean scores across the developmental asset categories; with most scores in excess of 3.5 or above the “neutral” point. These results are consistent with the more detailed frequency scores noted in the body of the report.

Table 49. Summary Mean Score for Developmental Asset Categories				
	Grade			
	6th	8th	10th	12th
	Mean	Mean	Mean	Mean
Support Summary (11, 10, 46)*	4.23	3.94	3.98	3.99
Boundaries Summary (13, 15)	3.90	3.75	3.47	3.58
Commitment to Learning Summary (44, 47)	4.11	4.09	4.16	4.21
Positive Identity Summary (19, 42)	4.02	3.87	3.68	3.64
Social Competence Summary (29,30)	3.96	3.65	3.69	3.86
Positive Values Summary (50)	3.12	2.77	2.75	2.65
Empowerment Summary (21, 22)	3.28	2.97	3.04	3.03

* Numbers in parentheses are the survey items used to calculate means.

Because the developmental asset category, Constructive Use of Time, is measured in terms of time participating in activities, it has been separated out and the summary results are presented in Table 50. As the table shows, over 80 percent of the students indicated participation in some activity more than two hours per week.

A number of questions were asked regarding inappropriate behavior including stealing, physical fighting, skipping class, going to the principal’s office, alcohol use, and drug use. These questions were a subset of the asset category, Positive Values. The only two areas with a fairly high proportion of students were the use of drugs and alcohol. These results are summarized in Table 51. As the table shows, the quantity of use increases with grade level. Of note is that 45 percent of 12th graders indicated using alcohol without parental permission more than 6 times in a year, and 19 percent indicated use of drugs.

Table 50. Participation in extra-curricular activities 2 or more hours per week				
	Grade			
	6th	8th	10th	12th
	Column N %	Column N %	Column N %	Column N %
Yes	88.9%	87.9%	88.7%	85.0%
No	11.1%	12.1%	11.3%	15.0%

Table 51. Use of Alcohol and Drugs by Grade Level					
		Grade			
		6th	8th	10th	12th
		Column N %	Column N %	Column N %	Column N %
36. How often Drank alcohol without parents' permission?	Never	98.3%	85.6%	41.8%	30.1%
	1 or 2 times	1.1%	8.9%	12.1%	9.8%
	3 or 4 times	.0%	2.6%	6.7%	10.4%
	5 or 6 times	.3%	.7%	6.7%	4.6%
	More than 6 times	.3%	2.3%	32.7%	45.1%
38. How often used a drug other than alcohol to get high?	Never	99.4%	96.4%	64.8%	61.6%
	1 or 2 times	.0%	1.3%	14.5%	9.3%
	3 or 4 times	.3%	.7%	6.7%	5.8%
	5 or 6 times	.3%	.3%	2.4%	4.1%
	More than 6 times	.0%	1.3%	11.5%	19.2%

The results of the survey suggested that the students surveyed have fairly high levels of Developmental Assets in place. In addition, the results suggested that many of the Developmental Assets are protective; that is, the presence of an asset is associated with lower involvement in inappropriate behaviors.

One problem area that was identified was the use of alcohol and drugs among the 10th and 12th graders. A large proportion of those students indicated using alcohol six or more times in the past year. The results presented in the body of the report suggested that one segment of this group may be individuals with high participation in activities, especially sports. This suggests that the use of alcohol may be part of a set of social norms.

In addition to the overall results noted, the following are some additional results that merit noting:

- While parental support is high, about one-fourth of the students did indicate feeling too much pressure to do well from parents.
- Other than parents, students were most likely to seek support from a close friend or relative if they needed it as opposed to other possible sources of support.
- Students indicated feeling that school rules were clear, but not necessarily family rules. In addition, it appeared that punishment for breaking a family rule was not consistent.
- Female students in the 10th and 12th grades tended to indicate the greatest degree of dissatisfaction with their weight. Over 35 percent indicated they were not satisfied with their weight.
- Students indicated knowing how to set limits, but they also indicated acting without thinking. Thus, even though they were high on the Social Competence category, there is the potential for impulsive behavior to override self-regulatory behavior.
- There is a clear transition point between 6th and 8th grade that the results indicated. This is consistent with the shift from pre-adolescence to adolescence. The

implication is that for interventions to have a sustained effect they should occur in 8th grade and higher, as well as in the lower grades.

- About 11 percent of the students indicated experiencing some form of bullying one or more times a week. The results of the survey suggest that these are individuals who are less emotionally resilient than other students, with higher levels of sadness and perceptions that they receive less support from parents and others.

Implications of the Results

Although the primary aim of the survey was to establish a benchmark for the Developmental Assets among the students surveyed, there are some implications for program planning that warrant comment.

- The relatively high proportions of students with positive levels of Developmental Assets will make the identification of positive change in the future difficult. Simply put, there is only so much room for improvement. As such, it may be most fruitful to identify high-risk students and evaluate interventions specifically with respect to those students.
- There appears to be a fair amount of alcohol use that may be occurring among students participating in athletic programs. This should be examined further, and if confirmed, programs targeting this group may be worthwhile.
- There was an identified relationship between thrill seeking and impulse control, and high-risk behavior. While students indicated being able to say “no,” they also indicated that impulses could reduce resistance. Developing programs that focus not only on resistance, but impulse control, may be worthwhile. In addition, targeting high-risk students such as those with Attention Deficit Hyperactivity Disorder may be of value.
- The willingness of students to use school resources for support was relatively low, and diminished in the older grades. There are students such as those who are experiencing bullying for whom professionally trained school counselors may be especially helpful. If additional outreach efforts are possible, they should be considered. The results suggest that students are not likely to take the initiative to get assistance from school personnel.
- A variation of the survey instrument may be a useful tool to create a dialogue between students and their parents. As a part of the pilot testing, it was found that discussion of the responses with students after completion created a structure framework for exploring their feelings about issues examined in the survey.
- The results of the survey in an appropriate format should be made available not only to adults, but also the students. Giving back the results is empowering, and an opportunity to open discussion about the issues examined in the survey. The results may also be applicable in a number of classes as illustrations of concepts.