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Developmental Assets: A Profile of Your Youth

Executive Summary

Results from the Search Institute Survey

Profiles of Student Life: Attitudes and Behaviors

**Mercer Island High School
Mercer Island, WA
May 2016**

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Survey Services

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Developmental Assets: A Profile of Your Youth

Mercer Island High School

Over the past 20 years, Search Institute has surveyed over three million youth about how they experience the 40 Developmental Assets—a research-based framework that identifies basic building blocks of human development. We've found clear relationships between youth outcomes and asset levels in both cross-sectional and longitudinal studies.

The results are compelling: The more assets kids have, the better. Youth with high asset levels are less likely to engage in high-risk behaviors (such as violence, sexual activity, drug use, and suicide), and more likely to engage in thriving behaviors (such as helping others, doing well in school, and taking on leadership roles).

Assets are crucial for the healthy development of all youth, regardless of their community size, geographic region, gender, economic status, race, or ethnicity. This report summarizes the extent to which *your* youth experience the Developmental Assets and how the assets relate to their behavior and overall health.

The Developmental Assets were assessed in your school community in March 2016, using the Search Institute survey *Profiles of Student Life: Attitudes and Behaviors*. Below you'll find a brief summary of demographic data that describes the young people who participated in your study.

Table 1. Youth Who Were Surveyed				
		Actual Number of Youth	Adjusted Number of Youth	Adjusted Percent of Total
Total Sample¹		1059		100
Gender²	Female	538	542	52
	Male	493	496	48
	Transgender, male-to-female	4	0	0
	Transgender, female-to-male	3	0	0
	Transgender, do not identify as exclusively male or female	10	0	0
	Not sure	7	0	0
Grade²	6	0		0
	7	0		0
	8	0		0
	9	325		31
	10	289		27
	11	229		22
	12	215		20
Race/Ethnicity²	American Indian or Alaska Native	3		0
	Asian	189		18
	Black or African American	18		2
	Hispanic or Latino/Latina	14		1
	Native Hawaiian or Other Pacific Islander	8		1
	White	651		62
	Other	32		3
	More than one of the above	141		13

¹ Three criteria were used to determine whether individual responses were valid. Survey forms that did not meet one or more of the criteria were discarded. Reasons for survey disqualification include missing data on 40 or more items, pattern filling, and surveys from students in grades other than those intended. See full report for more information.

² Numbers may not add up to the "Total Sample" figure due to missing information on individual surveys.

The Developmental Assets in Your Community

The Developmental Asset framework covers extensive territory, including the experiences of young people and their commitments, values, skills, and identity. Your youth were asked questions about their experience of each of the 40 assets. Their answers form the basis for this report. To grasp the range and depth of concepts measured by the asset framework, we can divide assets into two key areas: external assets and internal assets.

External assets are the positive developmental experiences that families, schools, neighborhoods, community groups, and other youth and family-serving organizations provide young people. These positive experiences are reinforced and supported by the broader efforts of society through government policy, health care providers, law enforcement agencies, civic foundations, and other community institutions.

Table 2. Percent of Your Youth Reporting External Assets

Category	Asset Name	Definition	Percent
Support	1. Family support	Family life provides high levels of love and support.	77
	2. Positive family communication	Young person and his or her parent(s) communicate positively, and young person is willing to seek parent(s) advice and counsel.	33
	3. Other adult relationships	Young person receives support from three or more nonparent adults.	53
	4. Caring neighborhood	Young person experiences caring neighbors.	42
	5. Caring school climate	School provides a caring, encouraging environment.	50
	6. Parent involvement in schooling	Parent(s) are actively involved in helping young person succeed in school.	21
Empowerment	7. Community values youth	Young person perceives that adults in the community value youth.	27
	8. Youth as resources	Young people are given useful roles in the community.	39
	9. Service to others	Young person serves in the community one hour or more per week.	56
	10. Safety	Young person feels safe at home, school, and in the neighborhood.	71
Boundaries and Expectations	11. Family boundaries	Family has clear rules and consequences, and monitors the young person's whereabouts.	47
	12. School boundaries	School provides clear rules and consequences.	50
	13. Neighborhood boundaries	Neighbors take responsibility for monitoring young people's behavior.	41
	14. Adult role models	Parent(s) and other adults model positive, responsible behavior.	41
	15. Positive peer influence	Young person's best friends model responsible behavior.	73
	16. High expectations	Both parent(s) and teachers encourage the young person to do well.	64
Constructive Use of Time	17. Creative activities	Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.	22
	18. Youth programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.	80
	19. Religious community	Young person spends one or more hours per week in activities in a religious institution.	34
	20. Time at home	Young person is out with friends "with nothing special to do" two or fewer nights per week.	74

Internal assets are the positive commitments, skills, and values that form a young person’s inner guidance system. Youth make personal choices and actions based upon the degree to which their internal assets are developed.

Table 3. Percent of Your Youth Reporting Internal Assets			
Category	Asset Name	Definition	Percent
Commitment to Learning	21. Achievement motivation	Young person is motivated to do well in school.	81
	22. School engagement	Young person is actively engaged in learning.	72
	23. Homework	Young person reports doing at least one hour of homework every school day.	85
	24. Bonding to school	Young person cares about his or her school.	72
	25. Reading for pleasure	Young person reads for pleasure three or more hours per week.	19
Positive Values	26. Caring	Young person places high value on helping other people.	67
	27. Equality and social justice	Young person places high value on promoting equality and reducing hunger and poverty.	65
	28. Integrity	Young person acts on convictions and stands up for his or her beliefs.	77
	29. Honesty	Young person tells the truth even when it is not easy.	72
	30. Responsibility	Young person accepts and takes personal responsibility.	72
	31. Restraint	Young person believes it is important not to be sexually active or to use alcohol or other drugs.	39
Social Competencies	32. Planning and decision-making	Young person knows how to plan ahead and make choices.	49
	33. Interpersonal competence	Young person has empathy, sensitivity, and friendship skills.	53
	34. Cultural competence	Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.	56
	35. Resistance skills	Young person can resist negative peer pressure and dangerous situations.	52
	36. Peaceful conflict resolution	Young person seeks to resolve conflict nonviolently.	65
Positive Identity	37. Personal power	Young person feels he or she has control over "things that happen to me."	45
	38. Self-esteem	Young person reports having a high self-esteem.	47
	39. Sense of purpose	Young person reports that "my life has a purpose."	60
	40. Positive view of personal future	Young person is optimistic about his or her personal future.	73

The External Developmental Assets (Assets 1–20)

Think of *external assets* as positive developmental experiences provided for youth by networks of supportive people and social systems in the community. They offer youth a consistent source of love and respect, opportunities for empowerment, leadership, service, and creativity, safe interpersonal and physical boundaries, and high expectations for personal achievement.

The table below summarizes the extent to which young people in your community experience each of the 20 external Developmental Assets.

Table 4. Percent of Youth Reporting External Assets by Gender and Grade										
External Asset	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
Support										
1. Family support	77	77	78				78	78	75	74
2. Positive family communication	33	33	34				35	35	31	32
3. Other adult relationships	53	52	54				51	51	57	55
4. Caring neighborhood	42	43	43				45	38	44	42
5. Caring school climate	50	52	50				52	45	48	57
6. Parent involvement in schooling	21	20	22				29	19	22	12
Empowerment										
7. Community values youth	27	28	27				28	26	27	26
8. Youth as resources	39	39	39				39	39	35	40
9. Service to others	56	49	64				51	61	56	59
10. Safety	71	81	63				69	68	75	75
Boundaries and Expectations										
11. Family boundaries	47	45	51				50	45	49	45
12. School boundaries	50	53	48				58	53	42	42
13. Neighborhood boundaries	41	43	40				48	40	38	35
14. Adult role models	41	37	45				45	41	35	40
15. Positive peer influence	73	72	75				85	74	71	57
16. High expectations	64	65	64				67	64	63	62
Constructive Use of Time										
17. Creative activities	22	18	26				23	23	23	20
18. Youth programs	80	78	83				83	80	76	81
19. Religious community	34	31	37				33	35	35	33
20. Time at home	74	76	73				78	74	79	63

The Internal Developmental Assets (Assets 21–40)

The *internal assets* can be thought of as inner characteristics: a young person's motivation and commitment to academic achievement and lifelong learning; his or her positive personal values; social competencies (including relationship and communication skills); and characteristics of personal identity, including an optimistic future outlook and sense of purpose.

The table below summarizes the extent to which young people in your community experience each of the 20 internal Developmental Assets.

Table 5. Percent of Youth Reporting Internal Assets by Gender and Grade										
Internal Asset	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
Commitment to Learning										
21. Achievement motivation	81	77	86				85	81	81	75
22. School engagement	72	66	78				78	74	70	61
23. Homework	85	79	90				82	85	93	80
24. Bonding to school	72	72	73				78	72	68	67
25. Reading for pleasure	19	17	20				24	17	16	18
Positive Values										
26. Caring	67	56	78				66	67	64	73
27. Equality and social justice	65	52	76				65	66	61	66
28. Integrity	77	71	83				73	77	76	84
29. Honesty	72	70	74				73	70	71	74
30. Responsibility	72	68	77				72	71	70	76
31. Restraint	39	36	41				55	42	30	19
Social Competencies										
32. Planning and decision-making	49	44	54				50	49	46	49
33. Interpersonal competence	53	41	64				53	56	49	54
34. Cultural competence	56	47	63				57	57	53	55
35. Resistance skills	52	52	53				59	52	47	48
36. Peaceful conflict resolution	65	48	80				65	66	65	61
Positive Identity										
37. Personal power	45	48	44				43	40	44	57
38. Self-esteem	47	53	43				47	42	44	56
39. Sense of purpose	60	66	56				64	56	61	60
40. Positive view of personal future	73	73	74				73	71	71	78

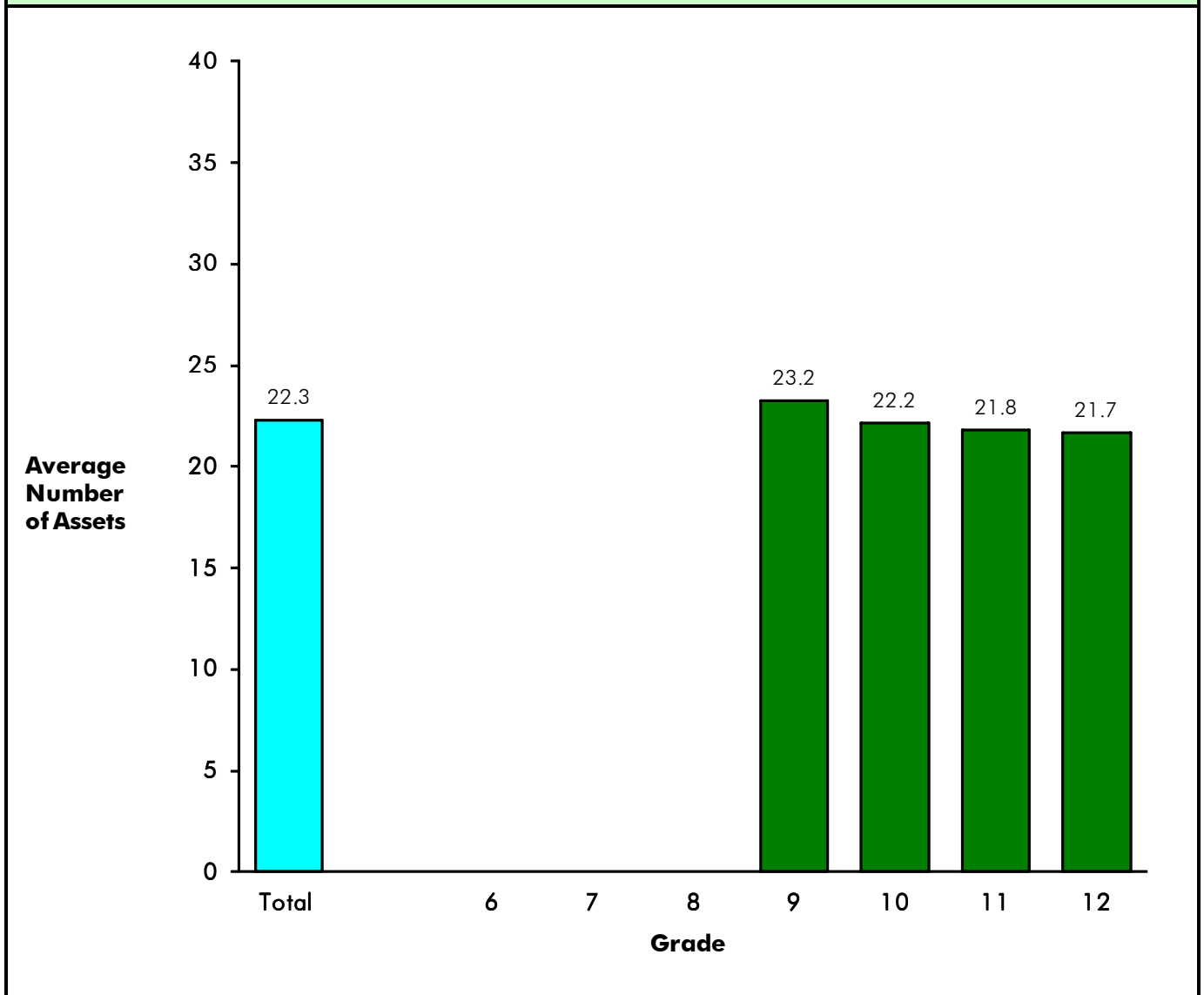
Average Number of Developmental Assets in Your Youth

Search Institute's research on adolescents consistently shows a small but meaningful difference in assets between older youth (grades nine through 12) and younger youth (grades six through eight), with younger youth reporting more assets than older youth. This result has been found in both "snapshot" and longitudinal studies. Regardless of age, gender, economic status, or geographic region, most young people in the United States experience far too few of the 40 Developmental Assets.

If one or more grade levels in your survey sample report particularly low average numbers of assets compared to other grades in your study, you may need to closely examine community conditions that affect asset development at those particular grade levels.

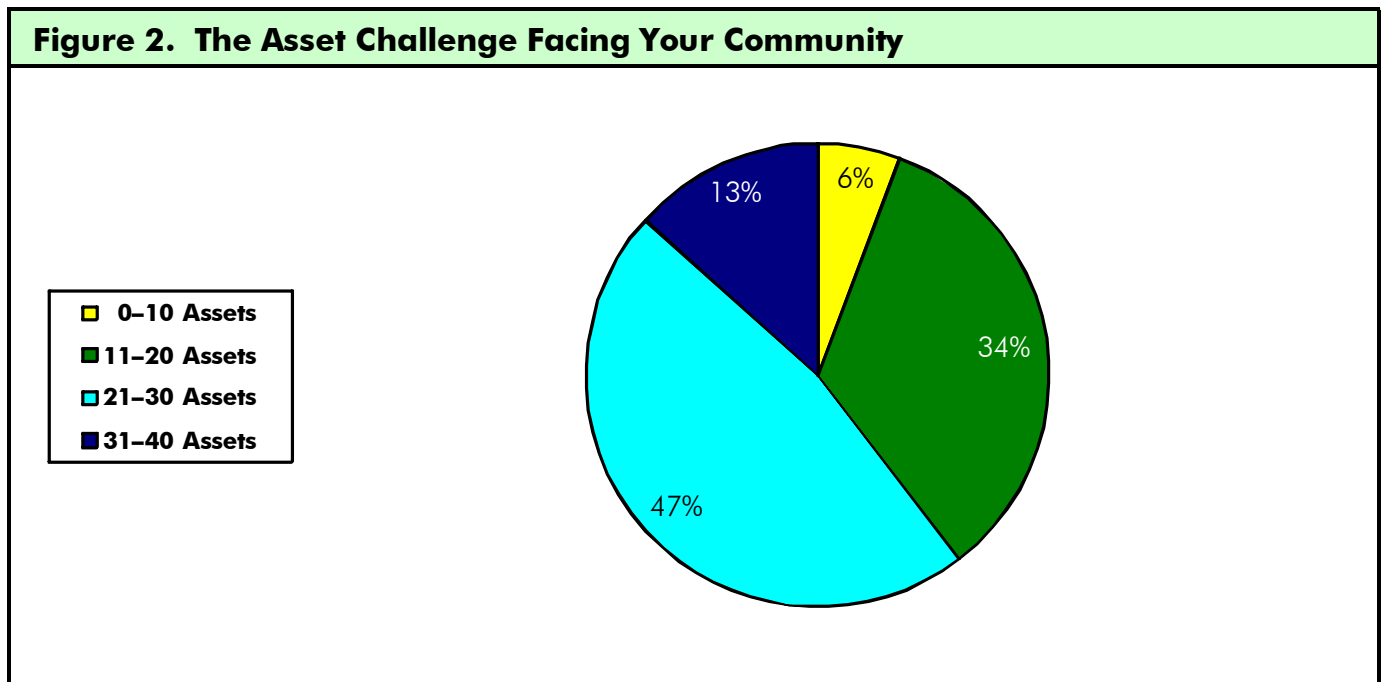
The following figure reflects the average number of Developmental Assets reported at each grade level by youth in your community.

Figure 1. Average Number of Assets Reported by Your Youth



Your Community's Challenge

For optimal youth outcomes, the more assets youth have, the better. Having 31–40 assets is better than 21–30, which is better than having 11–20, and so on. In an ideal world, communities would strive to ensure that all youth eventually experience between 31 and 40 of the Developmental Assets. In your community, 13 percent of surveyed students report 31 or more of the 40 assets. Below in Figure 2 you'll find the percent of your young people who currently experience Developmental Assets (in asset groups of 10).



The Asset Challenge for All Communities

The state of Developmental Assets in your community is likely to be similar to the challenging asset pattern found throughout the country. The particular strengths and weaknesses highlighted in this report are a unique reflection of your community, but general patterns (of average numbers of assets, general decreases in asset levels, and relationships between assets and risk behaviors and between assets and thriving behaviors) are typical of other communities that have administered this survey to youth. Search Institute studies have found regardless of town size or geography that youth typically lack support. Communities can draw upon the inherent strengths of youth and adults to increase assets in young people and do the following:

- Give adequate adult support through long-term, positive intergenerational relationships;
- Provide meaningful leadership and community involvement opportunities;
- Engage young people in youth-serving programs;
- Provide consistent and well-defined behavioral boundaries;
- Help youth connect to their community; and
- Create critical opportunities to develop social competencies and form positive values.

Young people may face complex social forces, including:

- High levels of parental absence;
- Adult silence on positive values and healthy boundaries;
- Fragmented family and community social systems;
- Neighbors who are isolated from one another and separated by age barriers;
- Adult fear of becoming involved and the sense that young people are someone else's responsibility;
- Public disengagement from the important work of building meaningful connections with youth;
- Youth overexposure to media saturated with violence and sexual situations;
- Poverty and lack of access to supportive programs and services;
- Inadequate education and poor economic opportunities that cause families to be unable to provide for their children's needs;
- Schools, religious institutions, and other youth-serving organizations that are not adequately equipped to be supportive, caring, and challenging in a positive way.

By working to eliminate these barriers and conditions, communities can fortify young people against the allure of risk-taking behaviors, negative pressures, and undesirable sources of belonging in order to prepare them to become the next generation of parents, workers, leaders, and citizens. While this combination of social factors suggests that we have much work to do, a concerted effort by all members of the community to build assets in youth can strengthen our capacity to be caring, connected and committed to the common good.

The Power of Developmental Assets to Promote Thriving in Youth

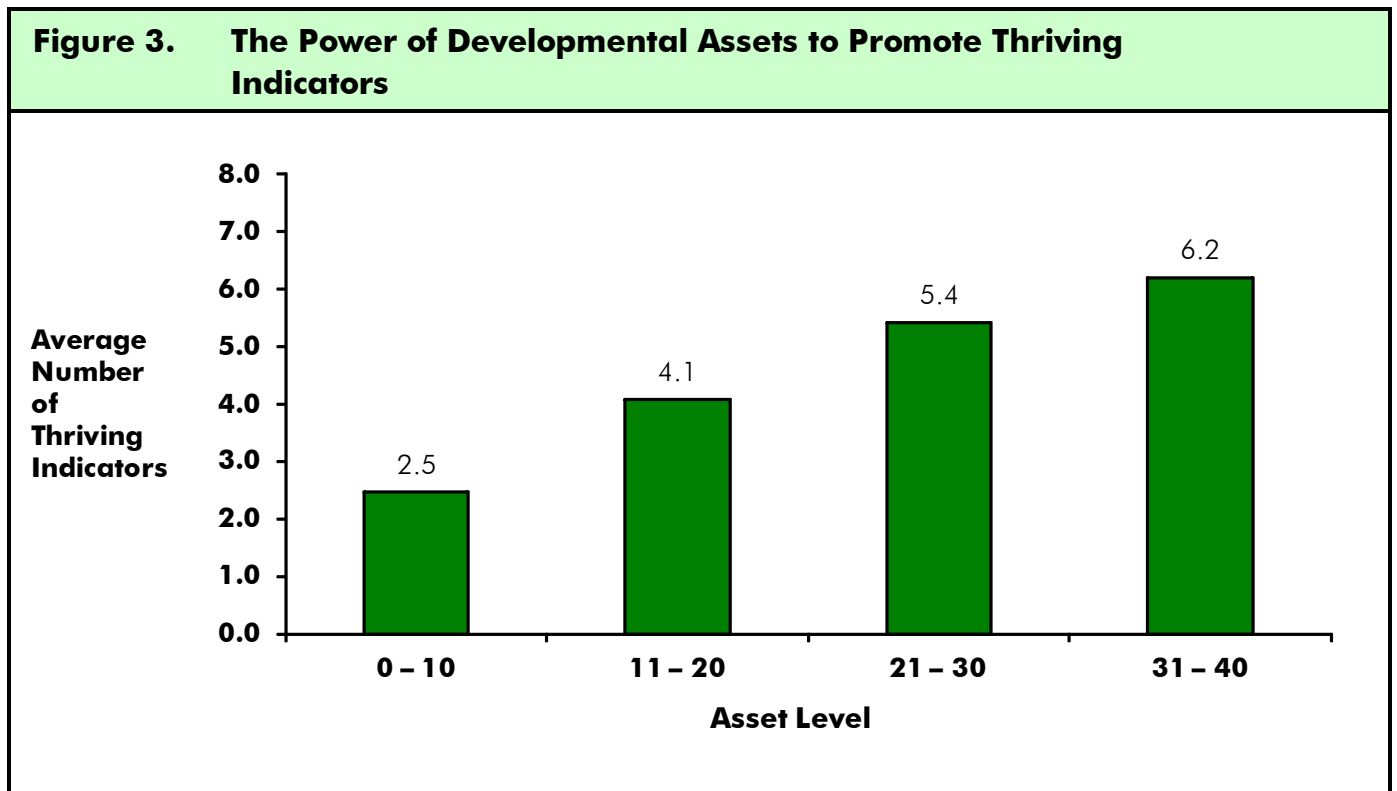
Youth who report higher levels of assets are not only less likely to engage in risk-taking behaviors, but they are also more likely to consistently report higher numbers of eight thriving indicators, according to Search Institute's research. These indicators offer a brief look at thriving, which is a much more comprehensive concept.³ Figure 3 reflects the power of assets to promote the eight specific thriving indicators among young people.

Eight Indicators of Thriving Youth

Youth:

- Experience school success
- Help others informally
- Value diversity
- Maintain good personal health
- Exhibit leadership
- Resist danger
- Control impulsive behavior
- Overcome adversity

In the figure below, each bar represents a relationship between the average number of thriving indicators reported by your youth and the total number of assets (in asset groups of 10) reported by the same youth.



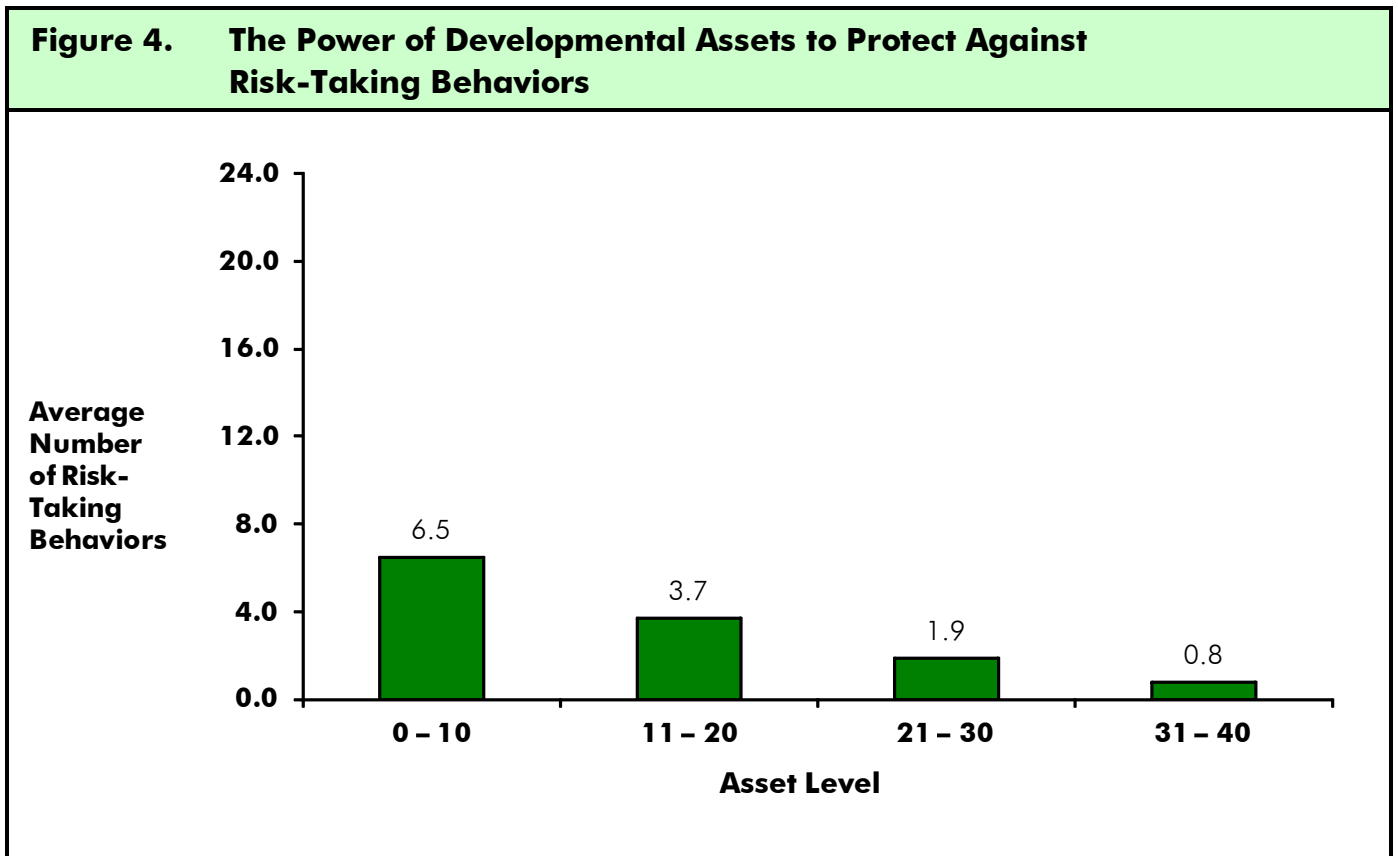
³ For more details regarding the definition and measurement of thriving, see *Sparks: How Parents Can Ignite the Hidden Strengths of Teenagers* by Peter L. Benson, Ph.D. (Jossey-Bass, 2008). See also Benson, P. L., & Scales, P. C. (2009). The definition and preliminary measurement of thriving in adolescence. *Journal of Positive Psychology* 4(1), 85-104.

The Protective Power of Developmental Assets

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

- Risk-Taking Behaviors**
- Alcohol use
 - Binge drinking
 - Marijuana use
 - Smokeless tobacco use
 - Illegal drug use
 - Driving while drinking
 - Early sexual intercourse
 - Vandalism
 - Inhalant use
 - Smoking
 - Shoplifting
 - Using a weapon
 - Eating disorders
 - Skipping school
 - Gambling
 - Depression
 - Getting into trouble with police
 - Hitting another person
 - Hurting another person
 - Fighting in groups
 - Carrying a weapon for protection
 - Threatening to cause physical harm
 - Attempting suicide
 - Riding with an impaired driver

Each vertical bar in Figure 4 represents the average number of risk-taking behaviors reported by your youth at particular asset levels (in asset groups of 10). *Note the average number of risk-taking behaviors reported by students who experience assets at both the highest and lowest levels.*



Take Action!

This report provides educators and administrators, parents, neighbors, community members, and leaders with insight into the behaviors, opportunities, and challenges facing young people in your community. Use this information as a powerful basis for ongoing, community-wide discussions about how best to improve the well-being of your youth.

Set a Community-Wide Asset Goal

It is important for each community to establish and work toward the goal of a higher average total number of assets that each of its young people experience. This goal-setting process can provide a critical opportunity for community members to create a shared vision for healthy youth. As you begin your goal-setting process, keep in mind the barriers and challenges noted above, as well as the protective power of Developmental Assets and their power to help youth thrive.

The good news is that everyone—parents, grandparents, educators, neighbors, children, teenagers, youth workers, employers, health care providers, business people, religious leaders, coaches, mentors, and many others—can build Developmental Assets in youth. Ideally, an entire community will become involved in ensuring that its young people receive the solid developmental foundation they need to become tomorrow’s competent, caring adults.

Begin With First Steps

As a Neighbor or Caring Adult, You Can . . .

- Invite a young person you know to join you in an activity: play a game, visit a park, or go for a walk together.
- Greet the children and adolescents you see every day.
- Send birthday cards, letters, “I’m thinking of you” notes, or e-messages to a child or adolescent with whom you have a connection.

As a Young Person, You Can . . .

- Challenge yourself to develop a new interest on your own, or try a new activity through school, local youth programming, cocurricular activities, or faith community youth program.
- Strike up a conversation with an adult you admire, and get to know that person better. See adults as potential friends and informal mentors.
- Look for opportunities to build relationships with younger children through service projects, tutoring, or baby-sitting.

As a Parent or Family Member, You Can . . .

- Consistently model—and talk about—your family’s values and priorities.
- Regularly include all children in your family in projects around the house, recreational activities of all kinds, and community service projects that benefit people with needs greater than your own.
- Post a list of the Developmental Assets and talk to children about them. Ask teens for suggestions of ways to strengthen their assets as well as yours.