

Developmental Assets: A Profile of Your Youth

Executive Summary

Hudson City School District
Hudson, OH

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Prepared by:



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Hudson City School District

Search Institute's framework of Developmental Assets provides a tool for assessing the health and well-being of middle and high school age youth. The asset framework represents a common core of developmental building blocks crucial for all youth, regardless of community size, region of the country, gender, family economics, or race/ethnicity. This report summarizes the extent to which youth in your community experience these assets and how the assets relate to their behavior. These 40 Developmental Assets were assessed in May, 2008 using the survey *Search Institute Profiles of Student Life: Attitudes and Behaviors*.

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

Who Was Surveyed

		Number of Youth	Percent of Total
Total Sample*		804	100
Gender**	Male	386	48
	Female	414	52
Grade**	6	0	0
	7	0	0
	8	348	43
	9	0	0
	10	266	33
	11	0	0
	12	189	24
Race / Ethnicity**	American Indian	4	1
	Asian / Pacific Islander	35	4
	Black / African American	12	2
	Hispanic	9	1
	White	710	89
	Multi-racial	30	4

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

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

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

Figure 1: External Assets

Percent of Your Youth Reporting Each of 20 External Assets

Asset Type	Asset Name	Definition	Percent
Support	1. Family support	Family life provides high levels of love and support.	73
	2. Positive family communication	Young person and his or her parent(s) communicate positively, and young person is willing to seek parent(s)' advice and counsel.	28
	3. Other adult relationships	Young person receives support from three or more nonparent adults.	53
	4. Caring neighborhood	Young person experiences caring neighbors.	40
	5. Caring school climate	School provides a caring, encouraging environment.	36
	6. Parent involvement in schooling	Parent(s) are actively involved in helping young person succeed in school.	23
Empowerment	7. Community values youth	Young person perceives that adults in the community value youth.	20
	8. Youth as resources	Young people are given useful roles in the community.	31
	9. Service to others	Young person serves in the community one hour or more per week.	58
	10. Safety	Young person feels safe at home, school, and in the neighborhood.	66
Boundaries and Expectations	11. Family boundaries	Family has clear rules and consequences, and monitors the young person's whereabouts.	50
	12. School boundaries	School provides clear rules and consequences.	49
	13. Neighborhood boundaries	Neighbors take responsibility for monitoring young people's behavior.	43
	14. Adult role models	Parent(s) and other adults model positive, responsible behavior.	35
	15. Positive peer influence	Young person's best friends model responsible behavior.	75
	16. High expectations	Both parent(s) and teachers encourage the young person to do well.	52
Constructive Use of Time	17. Creative activities	Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.	24
	18. Youth programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.	73
	19. Religious community	Young person spends one or more hours per week in activities in a religious institution.	62
	20. Time at home	Young person is out with friends "with nothing special to do" two or fewer nights per week.	47

Figure 2: Internal Assets

Percent of Your Youth Reporting Each of 20 Internal Assets

Asset Type	Asset Name	Definition	Percent
Commitment to Learning	21. Achievement motivation	Young person is motivated to do well in school.	71
	22. School engagement	Young person is actively engaged in learning.	63
	23. Homework	Young person reports doing at least one hour of homework every school day.	66
	24. Bonding to school	Young person cares about his or her school.	69
	25. Reading for pleasure	Young person reads for pleasure three or more hours per week.	31
Positive Values	26. Caring	Young person places high value on helping other people.	56
	27. Equality and social justice	Young person places high value on promoting equality and reducing hunger and poverty.	50
	28. Integrity	Young person acts on convictions and stands up for his or her beliefs.	70
	29. Honesty	Young person tells the truth even when it is not easy.	66
	30. Responsibility	Young person accepts and takes personal responsibility.	63
	31. Restraint	Young person believes it is important not to be sexually active or to use alcohol or other drugs.	50
Social Competencies	32. Planning and decision-making	Young person knows how to plan ahead and make choices.	38
	33. Interpersonal competence	Young person has empathy, sensitivity, and friendship skills.	46
	34. Cultural competence	Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.	41
	* 35. Resistance skills	Young person can resist negative peer pressure and dangerous situations.	46 *
	36. Peaceful conflict resolution	Young person seeks to resolve conflict nonviolently.	55
Positive Identity	37. Personal power	Young person feels he or she has control over "things that happen to me."	56
	38. Self-esteem	Young person reports having a high self-esteem.	53
	39. Sense of purpose	Young person reports that "my life has a purpose."	67
	40. Positive view of personal future	Young person is optimistic about his or her personal future.	75

Figure 3: Average Number of Assets Your Youth Report

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

