

Analysis of Alexandria Youth Assets and Risk Behaviors

January 2008

MONITORING AND EVALUATION SERVICES

INFORMATION
FOR



DECISION-MAKING

ALEXANDRIA CITY PUBLIC SCHOOLS

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EXECUTIVE SUMMARY

The Search Institute Profiles of Student Life: Attitudes and Behavior survey (PSLAB) was administered to ACPS students in grades 7-12 in December 2006. An initial report and presentations were made to the School Board, City Council and interested community and youth groups during the Spring and Summer of 2007. This report complements and expands upon the previous report and information shared. It includes a detailed profile of the strengths and risk behaviors engaged in by various student subgroups. In addition, it examines which assets are likely to lead to an increase in thriving behaviors as well as a decrease in risk taking behaviors.

Key highlights from the results are:

- Of the 14 assets studied, Alexandria youth had strengths in Positive Identity, Connection to Family and Personal and Social Values. Weaknesses were noted in Connection to School and Community.
- Although the profile of strengths and weaknesses was similar for all student subgroups examined; there were significant differences in how strongly the assets were experienced.
 - Economic disadvantage had a negative linear relationship with experience of assets. This was not the case for personal and social values and connection to school.
 - Gender differences were noted primarily on individual assets, typically favoring girls. The only asset that did not follow this trend was positive identity, which was stronger for boys.
 - Ethnic differences were noted on 12 of the 14 assets.
- Engagement in individual risk behaviors was highest for alcohol use, fighting, depression and television overexposure. Girls were more likely to experience depression, boys were more likely to act out; there were no gender differences for alcohol use and television overexposure.
- Forty percent of youth exhibit no high risk behavior. Violence was the most common high risk behavior; it was disproportionately associated with Black youth. Many high risk behaviors were likely to co-occur with violence and anti-social acts being the most common.
- The asset of Risk Avoidance, which includes values and skills related to good decision making predicted a decrease in all four risk behaviors examined, as well as better grades in school. Positive Identity, Social Competence, School Engagement and Activity Engagement predicted increased in three of four thriving behaviors.

The data suggest an integrated approach to asset development and risk reduction, as well as differentiation of approach based on gender, age, socioeconomic and culture differences. Implementation of this survey provides a baseline for understanding perceived strengths and risks experienced by youth and allows for setting targets and goals for the future. Collaboration among community members and service providers to create a community vision to target those goals will help produce the greatest amount of change. Eight recommendations are offered at the conclusion of this report.

INTRODUCTION

This report provides an in-depth look at the data collected from the administration of the Search Institute *Profiles of Student Life: Attitudes and Behavior* survey (PSLAB) in December 2006 to ACPS students in grades 7-12. A detailed profile of the specific strengths and weaknesses of student subgroups and how those attributes may be related to positive and negative developmental outcomes is provided. It complements and expands upon previous information already shared with the School Board, City Council and interested community groups during the spring and summer of 2007. The goal of this report is to facilitate the development of a comprehensive plan for the schools and community that focuses on ways to simultaneously increase healthy development and to reduce engagement in negative behaviors for city youth.

Search Institute generated a report for the community based on their Developmental Asset framework in April, 2007. The report, *Developmental Assets: A Profile of Your Youth*, Alexandria City Public Schools, described the average number of assets the youth reported plus the percentage of youth who reported each individual asset from their model of 40 assets (available at:

http://www.acps.k12.va.us/mes/reports/20070301_youthprofile_full.pdf). Assets were assessed as either present or absent and percentages were presented for all youth combined, as well as by grade and gender. In addition to the assets, five deficits or negative influences and engagement in 24 risk behaviors were presented in the report.

Because it can be difficult to fully grasp 40 different assets or 156 individual items, this current report utilizes a model of seven individual asset scales and seven ecological asset scales extracted from the author's previous research with the Search Institute dataset¹. Using a statistical technique called Factor Analysis; the Search Institute model of 40 assets was simplified. The 14 resulting asset scales are more reliable and valid measures of assets experienced by youth. Seven of the scales represent individual capacities and strengths (e.g., Positive Identity); while the remaining seven scales assess youths' perception of the key contexts of their lives: families, schools, and communities.

Instead of classifying the assets as present or absent, as the Search report does, this approach recognizes that youth experience the assets to different degrees, not just all or nothing. For example, moderate or low levels of an asset may be sufficient when combined with high assets in other areas. Although communities may strive for all youth to have all assets, this is probably unrealistic and unnecessary due to individual differences and the unique circumstances of each community. Rather, it is important to understand which patterns of assets promote thriving and protect against risk and how that may differ among youth (e.g., between boys and girls). These data and method allow for greater understanding of community youth and better lends themselves to collaborative planning required to adequately serve Alexandria youth.

¹ This research was published in a peer reviewed journal in 2004. Theokas, C., Almerigi, J., Lerner, R., Dowling, E., Benson, P., Scales, P., and von Eye, A. (2004). Conceptualizing and modeling individual and ecological asset components of thriving in early adolescence. *Journal of Early Adolescence*, 25, 113-143.

Three key research questions guided the analyses and results presented in this report:

1. Which of the 14 assets are relative areas of strength and weakness for Alexandria youth?
 - a. Are individual or ecological assets more developed?
 - b. Do the results differ by key demographic groups (gender, grade, race/ethnicity, economic disadvantage)?
 - c. Which assets are strongly related to one another?
2. What risk behaviors are the most prevalent for Alexandria youth?
 - a. Do the results differ by key demographic groups?
 - b. Which risk behaviors co-occur within children?
 - c. What characteristics describe the youth with high-risk behavior patterns?
3. Which assets are a good investment of time and money for the community as they are linked to thriving behaviors and lower levels of risk behaviors?

Background

Administration of the Search Institute PSLAB survey was done in collaboration with the City, specifically the Youth Policy Commission. This was the second administration of the survey to Alexandria youth; the first was conducted in December 2000. The findings, at that time, indicated that Alexandria youth, on average experienced just less than half of the 40 Developmental Assets (19.5). The distribution of youth in different assets categories ranged from 12% having 0-10 assets, 44%, 11-20 assets, 35%, 21-30 assets and 9%, 31-40 assets. Strengths were noted in Family Support, Achievement Motivation, Integrity and a Positive View of the Future. Violence (35%) and Depression/Suicide (29%) were the two high-risk behavior patterns reported most frequently by the students.

Participation differed between 2000 and 2006, which limits the ability to assess trends. Sixth grade students and Alexandria youth at several private schools in town participated in 2000. This did not occur in 2006 due to changes in state guidelines about what types of questions can be asked of public school K-6 students and limited interest on the part of the private schools. Understanding that the samples vary slightly, the pattern of results is quite similar. The average number of assets experienced by all youth in 2006 was 18.3, with slightly more students in the lower asset categories (15%: 0-10 assets, 48%: 11-20 assets, 33%: 21-30 assets and 5%: 31-40 assets). Search data shows that total number of assets tends to decrease as grade level increases, which may account for the small changes observed (no sixth grade in the 2006 administration). The strengths and two most common high risk behavior patterns remained the same, with roughly the same frequency of students involved.

The results regarding assets are consistent with PSLAB survey data collected from almost 150,000 6th-12th grade youth in 202 communities in calendar year 2003. Figure 1 displays the average number of assets, by grade, for Alexandria for both 2000 and 2006, as well as the comparative sample from Search Institute in 2003. The average number of assets for the total Search Institute sample was 18.6. The distribution of youth in asset groups varied slightly from the Alexandria samples (0-10 assets: 17%; 11-20 assets: 42%; 21-30 assets: 32%, 31-40 assets: 8%). This sample is not a nationally representative sample, but

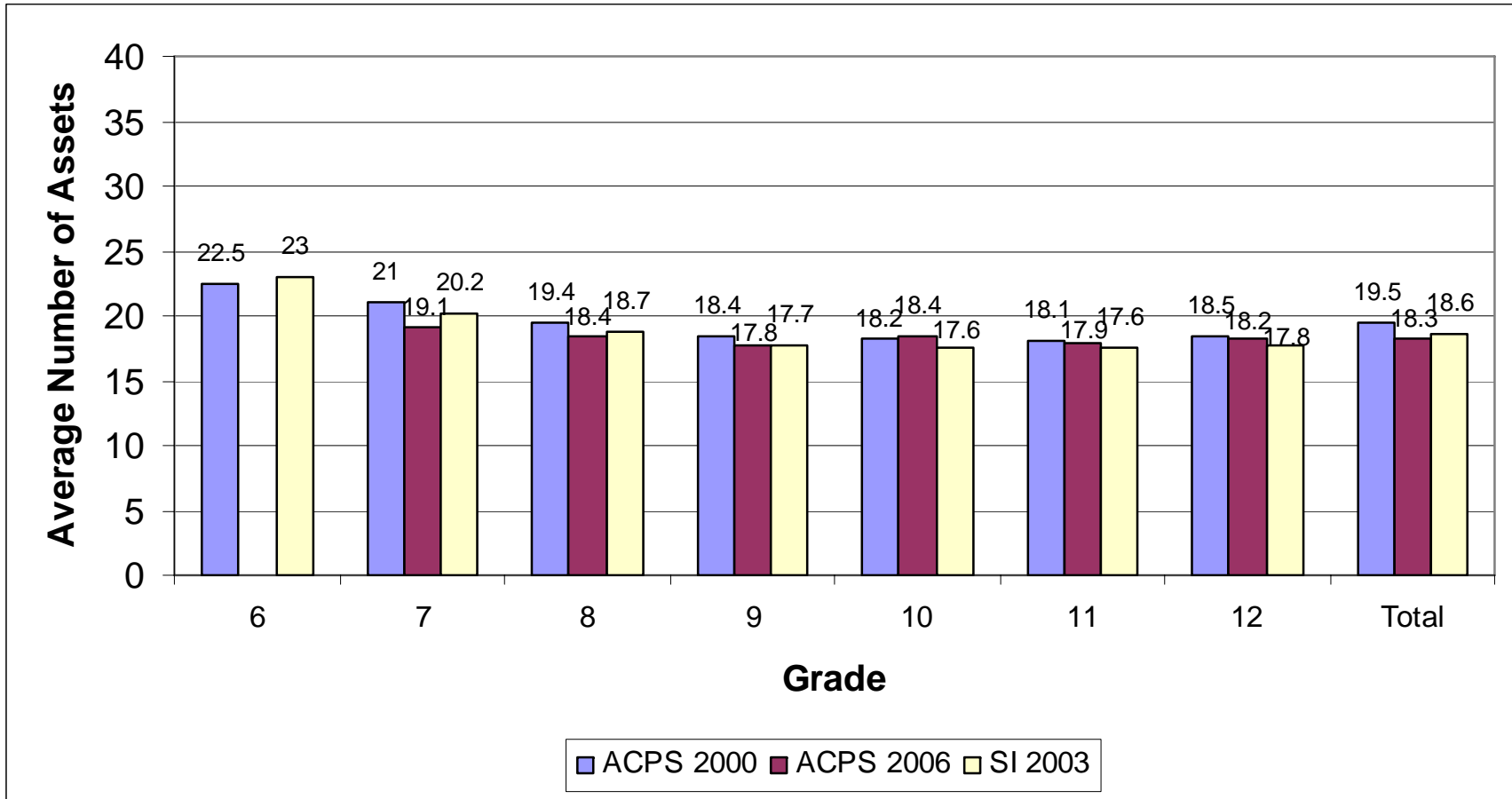


Figure 1: Average Number of 40 Developmental Assets, by Grade, for Alexandria in 2000 and 2006 and for a 2003 Comparative Search Institute Sample

rather represents a select group of communities who have chosen to engage in an asset building program and white and suburban youth are overrepresented. Search Institute does not provide comparative data for the risk behaviors included in the survey. Arlington County administered the PSLAB survey in March 2006 to students in 6th, 8th, 10th and 12th grade, for comparison with a proximal locality, the data for their youth are available at http://www.arlingtonpartnershipforyouth.org/rep_pubs/world06.pdf.

Alexandria data from 2000 have been used by the City to guide programs in developing their capacity to build needed assets for Alexandria youth. Current data was needed to update grant funding guidelines and to refocus the community on building the developmental infrastructure essential for positive development of its children. The City plans to hold various community meetings to share the results and gain consensus on a plan of action. Recently, The Alexandria Youth Council had the opportunity to hear the results and to develop the youth perspective on the findings. As well, various sub-committees of the Partnership for a Healthier Alexandria have also been exploring the data and are beginning to develop a community needs assessment.

The data received by Search Institute is community specific and intended for descriptive purposes. Their goal is that communities make choice on where to focus their energy based on their interpretation of the findings and what is important to the community. This report is intended to provide a greater level of detail and disaggregate the results further, so the action plan developed can be more targeted.

METHODOLOGY AND PROCEDURES

Profiles of Student Life: Attitudes and Behavior Survey (PSLAB)

The PSLAB survey is an anonymous, self-report, paper and pencil survey. It contains 156 items, grouped together in meaningful units to facilitate completion and takes approximately 45-50 minutes to complete. It was developed by Search Institute in 1996 and has been given to hundreds of thousands of youth in hundreds of different communities worldwide in the past ten years. The questions were developed from years of research on core developmental processes that are linked to positive outcomes for youth and key risk behaviors that may hinder successful development. Survey items include questions on demographics, behaviors, values, perceptions and attitudes about different topics including themselves, their friends, family, school, substance use and time spent in different activities. The items have been approved for use with middle and high school aged students and there are no negative consequences associated with participation. All items are answered with frequency (0, 1, 2, 3-5, etc.) or a Likert response scale, normally with 5 choices (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree).

The survey is typically administered to students in school and standard administration guidelines are followed. Prior to beginning the survey, the purpose and goal of the research as well as the opportunity being provided to students to voice their feelings to

interested community members is shared and explained. Students are told that their answers are confidential and that their honesty is essential. They are also informed that they can skip items that they do not feel comfortable answering. Student answer documents do not have any identifying information on them, so there is no way a response can be linked with an individual student. The purpose of the survey is not to learn about individual youth behaviors, but to understand how groups of students are doing. Students put the surveys in sealed envelopes and they are sent to Search Institute for scanning. A datafile, with individual item responses, is available upon request, which is what was used to conduct the analyses presented in this report.

Procedure

The Search Institute PSLAB survey was administered to all ACPS 7th-12th grade students present in school on the day selected for data collection. Each secondary school chose one or two days during the week of December 6th, 2006 to maximize reaching the majority of students. For example, at Minnie Howard and George Washington, the students were given the opportunity to complete the survey during their Health/PE class; all students rotate through this class in two day cycles. Francis Hammond used their Accelerated Reader period, STEP lunch period and TC Williams set aside a block of the school day when all students simultaneously had the time to complete the survey. Parents were notified about the survey at the beginning of November and given the opportunity to opt their children out of participation (see Appendix A for the letter to parents). Thirty-five parents chose this option. In addition, students had the choice whether or not to complete the survey when it was being given and whether they preferred to complete the survey in English or Spanish.

The number of completed, usable surveys was 3,035 (317 surveys were discarded due to greater than 25% of items being missing or inconsistent patterns of responses). Not all students answered all questions, but of the usable surveys, only 1-5% of the data were missing from individual items. Some items toward the end of the survey had more missing responses suggesting that some students were not able to complete the survey. All usable surveys had at least 75% of the items answered. Ninety-seven percent of the students completed 90% or more of the survey.

A question often asked by individuals reviewing the data is, “How can we be certain that the students answered truthfully?” Concerns are often in regard to reported substance use, which is sensitive and highly stigmatized behavior. Are the data under-reported due to fears of incrimination? Self-report surveys are the primary method of collecting this type of data and although potentially problematic, research has shown that surveys provide good indicators of the nature and extent of drug use in a population². In addition, all surveys are subject to some degree of error; however the large sample size and statistical analyses chosen help alleviate these types of problems.

² Harrison, L., and Hughes. A. (Eds.) (1997). The validity of self-reported drug use: Improving survey estimates. NIDA Research Monograph 176. US Department of Health and Human Services: National Institutes of Health.

Participation

Table 1 shows the number of students by school and grade who completed the survey. These numbers were compared to the December 2006 enrollment to determine what percentage of the population participated in the data collection; this data is included in the final column of the table. Overall, approximately 75% of enrolled ACPS students completed the survey. This number represents an excellent research sample. We can feel confident that the data reflect the ACPS student population.

Table 1: Participation in the Search Institute PSLAB Survey

	Grade	N	Enrollment	% of population
Francis Hammond	7	279	364	77%
	8	320	379	84%
George Washington	7	241	335	72%
	8	233	324	72%
Minnie Howard	9	485	683	71%
STEP ^a	10	31	--	--
	11	23	--	--
	12	16	--	--
TC Williams	10	490	714	73%
	11	493	682	76%
	12	424	568	77%
TOTAL		3035	4049	75%

^a Separate enrollment data is not available for STEP. STEP and TCW participation numbers are combined to determine % of population participation for grades 10, 11 and 12.

Sample Demographics

Students self-reported key demographic information that will be used in the analysis section. Table 2 displays the characteristics of the students. Monitoring and Evaluation reports typically include NCLB subgroups of race/ethnicity, special education status, English as a second language status and participation in the free and reduced lunch program as a proxy for economic disadvantage. Given that this is an anonymous, self-report survey, only gender and race/ethnicity are available. However, in research, parents' education level is often used as a proxy for economic disadvantage. Students reported both their mother's and their father's education level. A single indicator was created for each student that noted the highest educational level of either parent. Many students did not know their parents' educational levels and many skipped the question, but for those whom data are available, this indicator will be used in analyses.

Table 2: Demographic Characteristics of Students Participating in the Search Institute PSLAB Survey

Demographic Characteristic		Number ^a	Percent
Gender	Male	1384	46
	Female	1625	54
Race/Ethnicity	Asian/American Indian ^b	224	8
	Black	1093	37
	Hispanic	668	22
	White	671	22
	Multi-racial	335	11
Parent Education	Less than HS	305	12
	HS or some College	807	31
	College	673	26
	Adv Degree	840	32
Living Situation	2 Parents	1645	55
	1 Parent-Mom	1026	34
	1 Parent-Dad	124	4
	Part-time Mom/Dad	198	7
Years in Alexandria	Less than 1 year	261	9
	1-2 years	332	11
	3-5 years	356	12
	5-9 years	476	16
	10 or more years	1481	51

^a Due to missing data, the numbers will not always sum to the total sample size. Percentages were calculated based on number of respondents answering the question.

^b Twenty students self-identified as American Indian. Search Institute policy is to not provide race ethnicity data for subgroups less than 30, so Asian and American Indian are combined into one category.

Slightly more females than males completed the survey. The racial/ethnic distribution closely mirrors the ACPS school population. Forty-three percent of students' parents have a high school degree or less, with the remaining ~60% divided between at least one parent having earned a college or advanced degree. The majority of students live in two-parent families (55%) and have lived in Alexandria more than 10 years or all their life (51%).

Measures and Indicators

As mentioned in the introduction, the Search PSLAB survey has 156 items distributed across different types of questions. Fourteen key psychological constructs that are related

to healthy development can be well measured from these items. Each of these 14 constructs is measured on a scale of 1-5, so they can be compared with one another to identify a profile of strengths and weaknesses. A score of 1 represents a low score, while a score of 5 represents a high score. In addition to positive attitudes and behaviors, the survey assesses four core categories of risk behaviors: substance use/abuse, anti-social behavior, violent behaviors and mental health. Television viewing and overexposure specifically, is also available and is included as it has been negatively linked to academic performance and family time and positively linked to obesity.

Individual Strengths and Capacities

Table 3 lists and describes the measures that assess individual strengths and capacities. Each of these skills has been linked to positive, healthy development and is related to youths’ attitudes and behaviors. For example, youth who engage in constructive activities after school tend to do better in school and have lower levels of risk behaviors. These strengths and capacities are often considered the things we want for all youth.

Table 3: Measures and Descriptions of Individual Strengths

Scale	Description
Positive Identity	Youths’ self-esteem and outlook on the future
Social Conscience	Youths’ sense of social justice and importance of making a difference in the world
Personal Values	Youths’ commitment to values including honesty, integrity, responsibility and perseverance
Social Competence	Youths’ ability to interact with different types of people and make and keep friends
School Engagement	Youths’ commitment to school and being prepared for each school day
Risk Avoidance	Youths’ ability to make good choices, to think before acting and to avoid risky or dangerous behaviors
Engagement in Activities	Number of types of five activities youth participate in including school and community clubs, sports, volunteering and the arts

Ecological Strengths and Capacities

Table 4 lists and describes the measures that assess youths’ connection to and experiences within the settings of their lives: family, school and community. These scales focus on what is provided to youth by others and contribute to healthy development, as

do the individual strengths. For example, do youth perceive that their parents and teachers push them to do their best, support them and care about them (connection) and do they receive the necessary structure to make good decisions (rules and boundaries).

Table 4: Measures and Descriptions of Ecological Strengths

Scale	Description
Connection to Family	Youths' perceptions of being valued, supported and cared about by their family
Family Rules and Boundaries	Parents set expectations and have rules for youth to follow
Parent Involvement in School	Parents talk to their child about school and participate in school activities
Connection to School	Youths' perceptions of being valued, supported and cared about by teachers and school staff
School Rules	The school has rules and expectations of students that will be followed through on
Connection to Community	Youths' perceptions about being valued, supported and cared about by the community they live in
Connection to Other Adults	Youth have adults in their lives that care about them and support them

Risk Behaviors

All items assessing risk behaviors are reported as frequencies and specify a particular time frame.

Substance use/abuse items examined in this report include alcohol, tobacco, marijuana, and inhalants. For this report, all substance use/abuse items will be reported as use in the last 12 months. Response options include: 0, 1, 2, 3-5, 6-9, 10-19, 20-39 or 40+. These response categories were simplified to never, 1-2 times reflecting experimentation, and 3+ times reflecting more sustained use in the past year. Other drugs including cocaine, heroin, PCP, LSD and amphetamines were used by a very small percentage of the population (1-3%) and will not be focused on in the report. A single indicator of 'other drugs' will be utilized that indicates the number of these drugs used one or more times in the last 12 months. Use of any illegal drugs (marijuana, cocaine, heroin, LSD, PCP, amphetamines) three or more times in the last 12 months is considered a high risk behavior pattern.

Anti-social behavior includes stealing, getting in trouble with the police and vandalism. Students indicate the frequency that they engaged in these activities in the past 12 months. Response options include: never, once, twice, 3-4 times or 5+ times. These response categories were simplified to never, 1-2 times, and 3+ times reflecting more sustained involvement in the past year. Three or more incidents, of any type of anti-social behavior, in the last year, is classified a high-risk behavior pattern for anti-social acts.

Violent behavior includes, hitting, group fighting, threatening or injuring someone, carrying or using a weapon. Students indicate the frequency that they engaged in these activities in the past 12 months. Response options include never, once, twice, 3-4 times or 5+ times. These response categories were simplified to never, 1-2 times, and 3+ times reflecting more sustained involvement in the past year. Three or more incidents, across all behaviors, in the last year, is considered a high-risk behavior pattern for violent acts.

Two serious mental health indicators are included in the survey: depression and suicide. Students indicate how depressed they have been in the last month and report if they have ever tried to kill themselves. Both indicators are simplified to three groups, as was done with all other risk behaviors. The three categories for depression were: all or most of the time, once in awhile or some of the time, and never. Attempting suicide was simplified to never, once, or two or more times. Being depressed most or all of the time and/or attempting suicide is classified as a high risk behavior pattern.

Although not illegal or life threatening, significant research has documented the deleterious effects of excessive television viewing; tv overexposure has been defined as three or more hours per day.

Statistical Tests

A variety of different types of statistical tests were used to analyze the data and answer the research questions. A large majority of this report focuses on comparing data for different groups of students. Statistical tests were run to determine if the differences in means between the groups was likely to be a true difference or whether the difference occurred just by chance. The results of the statistical tests are reported as “p-values”. Simply put, a p-value is the probability that the observed difference or association could be based on chance. P-values range from 0-1. A low p-value, conventionally anything below .05 means that the difference is not likely due to chance and is a real difference, i.e., statistically significant. The lower the p-value, the more significant the difference is between the groups. In addition to statistical significance, practical difference is important to consider. When running statistical tests with large sample sizes, as in the case of this report, small differences between groups can be detected that are not meaningfully significant. As a result, only highly significant differences will be reported ($p < .005$). Significant differences between groups will be noted with an * in the table. The strength of the relationship between indicators was also assessed. The results of these tests are reported as “r-values” and range from 0-1. Conventionally, values $> .30$ are considered important in psychological research. Small relationships range from .10-.29, medium from .30-.49 and large from .50-1.0.

RESULTS

Question 1: Which of the 14 assets are relative areas of strength and weakness for Alexandria youth?

- a. Are individual or ecological assets more developed?
- b. Do the results differ by key demographic groups (gender, grade, race/ethnicity, economic disadvantage)?
- c. Which assets are strongly related to one another?

Tables 5-8 display the total average score for each of the 14 asset scales. The results are displayed separately for gender, grade, race/ethnicity and economic disadvantage. Scores can range from 1-5. As can be seen, all average scores are at or above the midpoint of the range (with the exception of Number of Activities engaged in, which will be explained), suggesting overall positive results for ACPS students. The Activities score displays the breadth of activity involvement on the part of youth, so qualitatively is a different type of score than the other scales, which show on a scale how positively or negatively youth experience that asset.

Individual asset scores are more uniform and clustered closely together. Social Competence is the least well developed individual asset, with Positive Identity, Personal and Social Values and School Engagement all quite highly developed (Table 5). The Ecological asset scores (Table 6) are more widely varied and four are below the lowest individual asset category (Parent Involvement, School Connection, Community Connection and Connection to Other Adults). Connection to Family, and experiencing Family and School Rules are stronger assets. Overall, ecological assets are less likely to be reported by Alexandria youth.

The profile of strengths and weaknesses noted with the 14 assets is similar for most demographic groups; however, there are significant differences in how strongly the assets are experienced. First, considering gender (Table 5 & 6), six of the seven individual assets differed significantly between boys and girls, while only two of the ecological assets significantly differed between the two groups. Five of the six individual assets were higher for girls, with only Positive Identity higher for boys. Participation in activities did not differ between boys and girls. In regard to youths' experience of what their families, schools and communities provide to them, only Family Rules and having adult mentors differed between boys and girls, favoring girls.

Trends by grade or age were significant for three of seven individual assets and two of seven ecological assets. Personal Values and Social Competence increased with age, while Risk Avoidance and perception of Family Rules significantly decreased with age. Connection to Other Adults did not show a strong increasing or decreasing trend, but differed between grades.

Six of seven individual and ecological assets differed between students with different racial/ethnic backgrounds (Table 7 & 8). Social Competence and Family Rules did not differ between groups. Some key highlights include:

Table 5: Average Scores for Individual Assets by Gender and Grade

Individual Assets											
	Total	Gender			Grade						
		Male	Female	sig	7	8	9	10	11	12	sig
Positive Identity	3.9	3.9	3.8	*	3.8	3.9	3.8	3.9	3.8	3.9	
Social Conscience	3.9	3.7	4.0	*	3.8	3.9	3.8	3.8	3.8	3.9	
Personal Values	3.9	3.8	4.0	*	3.8	3.8	3.8	3.9	4.0	4.0	*
Social Competence	3.6	3.4	3.7	*	3.5	3.5	3.6	3.6	3.6	3.7	*
School Engagement	3.8	3.7	3.9	*	3.7	3.7	3.7	3.9	3.8	3.8	
Risk Avoidance	3.7	3.6	3.7	*	4.1	3.9	3.6	3.6	3.5	3.3	*
Activities	2.2	2.1	2.2		2.2	2.3	2.1	2.1	2.2	2.1	

Table 6: Average Scores for Ecological Assets by Gender and Grade

Ecological Assets											
	Total	Gender			Grade						
		Male	Female	sig	7	8	9	10	11	12	sig
Connection to Family	3.9	3.9	3.9		4.0	4.0	3.9	3.8	3.8	3.7	
Family Rules	3.8	3.7	3.9	*	3.9	3.9	3.9	3.8	3.7	3.6	*
Parent Involvement	3.3	3.3	3.2		3.5	3.4	3.3	3.2	3.1	2.9	
Connection to School	3.2	3.1	3.2		3.3	3.2	3.1	3.1	3.1	3.0	
School Rules	3.8	3.8	3.8		4.0	3.9	3.7	3.7	3.7	3.6	
Connection to Community	3.0	3.1	3.0		3.2	3.1	3.0	3.0	2.9	2.9	
Connection to Other Adults	3.3	3.2	3.3	*	3.3	3.3	3.3	3.2	3.2	3.3	*

Table 7: Average Scores for Individual Assets by Ethnicity and Economic Disadvantage

Individual Assets											
	Total	Race/Ethnicity				sig	Economic Disadvantage				
		Asian	Black	Hispanic	White		< HS	HS	College	Adv Deg	sig
Positive Identity	3.9	3.7	4.0	3.7	3.8	*	3.7	3.9	3.9	3.9	*
Social Conscience	3.9	3.9	3.9	3.9	3.7	*	3.8	3.8	3.8	3.9	
Personal Values	3.9	3.9	3.9	3.9	3.7	*	3.8	3.9	3.9	3.9	
Social Competence	3.6	3.6	3.5	3.6	3.6		3.4	3.5	3.6	3.7	*
School Engagement	3.8	4.0	3.8	3.7	3.9	*	3.6	3.8	3.8	3.9	*
Risk Avoidance	3.7	4.0	3.7	3.6	3.5	*	3.5	3.6	3.7	3.7	*
Activities	2.2	2.2	2.2	1.6	2.6	*	1.7	1.9	2.3	2.6	*

Table 8: Average Scores for Ecological Assets by Ethnicity and Economic Disadvantage

Ecological Assets											
	Total	Race/Ethnicity				sig	Economic Disadvantage				
		Asian	Black	Hispanic	White		< HS	HS	College	Adv Deg	sig
Connection to Family	3.9	3.8	4.0	3.8	3.9	*	3.7	3.8	3.9	3.9	*
Family Rules	3.8	3.8	3.9	3.7	3.8		3.6	3.8	3.8	3.9	*
Parent Involvement	3.3	3.1	3.3	3.1	3.5	*	2.9	3.1	3.3	3.5	*
Connection to School	3.2	3.3	3.2	3.1	3.1	*	3.1	3.1	3.2	3.2	
School Rules	3.8	3.8	3.9	3.9	3.5	*	3.7	3.8	3.7	3.7	*
Connection to Community	3.0	3.1	3.0	2.9	3.2	*	2.9	2.9	3.1	3.2	*
Connection to Other Adults	3.3	3.1	3.3	2.9	3.5	*	2.9	3.1	3.3	3.5	*

- Black students have very strong positive personal identities and connection to their families.
- White students report lower personal and social values and risk avoidance than all other racial/ethnic groups, but benefit from higher than average parental involvement, connection to adult mentors, and engagement in after school activities.
- Asian students report higher than average school connection and engagement and risk avoidance, but lower than average parental involvement.
- Hispanic students tend to participate in fewer activities and be less connected to family, school and community supports.

Economic Disadvantage was clearly related to many of the assets (11 of 14), which is what is typically found in developmental research. More parental education was related to higher levels of school engagement, social competence, risk avoidance, participation in activities and positive identity. Higher levels of ecological assets were experienced by youth whose parents had more education with the exception of Connection to School, which was similar across groups.

The likelihood of youth having high assets in multiple areas was also examined (question 1c). R-values are provided in Appendix B; key themes are described in text. Some individual assets were strongly related to one another indicating that if students had high scores on one asset, they would likely have high scores on the other. Conversely, if students had low assets in the area, they would also likely have low assets in the other. For example, personal and social values were related to one another and with social competence and school engagement. Risk Avoidance, however, was most consistently linked to the other assets. That is, if youth scored high on avoiding risks, they were more likely to also score high on school engagement, social competence and values. Positive identity and engagement in activities were not highly related to any other individual asset, but were strongly related to three ecological assets: Connection to Family, Community and Other Adults.

Ecological assets within contexts were highly related to one another. That is, if students perceived close relationships with their family, they also experienced rules and boundaries and parent involvement. If youth were connected to school, they also perceived rules at school and were likely to have high school engagement scores (an individual asset). Similarly, if youth felt connected to the community, they also typically felt they had adult mentors in their lives. In addition, if youth were connected to one ecological context, e.g., Family, they were also likely to feel strong connections with the school and community. Connection to school was the ecological asset most strongly related to the individual assets. The only asset it was not significantly related to was engagement in activities.

These relationships suggest if you build assets in one area, you are likely to accrue benefits in other areas. Moreover, although assets are classified as individual or ecological, they are not independent of one another. For example, the data suggest a positive identity emerges in the context of positive connection with family, mentors and one's community. Similarly, engagement in activities builds connections to ones' community and adult mentors and role models.

Question 2: What risk behaviors are the most prevalent for Alexandria youth?

- a. Do the results differ by key demographic groups?
- b. Which risk behaviors co-occur within children?
- c. What characteristics describe the youth with high-risk behavior patterns?

The individual behavioral indicators and high risk behavior pattern for each of the four categories of risk behavior are presented separately for each of the demographic groups. The “r-values” that show the likelihood of engagement in two different risk behaviors are presented in Appendix C (e.g., the correlation between cigarette and marijuana use is .55). Key findings for each category of risk behavior are described below.

Substance Use and Abuse

Tables 9-13 display the frequency of use of each of the 5 substance use indicators. Table 14 presents the percent of students, by demographic category, exhibiting the high risk behavior pattern of illicit drug use. Key data highlights include:

- Alcohol was used by the most students, followed by cigarettes and marijuana. Inhalants were used by a very small percentage of the population.
- Only marijuana use differed significantly between boys and girls, with higher usage by boys.
- Prevalence of use of all substances was higher during the high school years, with the exception of inhalants.
- Parental education did not seem to be a factor that contributed to more or less use of illegal substances.
- There were significant differences between students of different ethnic/racial backgrounds.
 - Alcohol and marijuana use was highest among White students.
 - Cigarette and inhalant use was highest among Hispanic students.
 - Asian students were least likely to experiment or use illegal substances.
- Thirteen percent of Alexandria youth have used any one of the illegal drugs three or more times in the last year, with the highest engagement by high school (17%) and White youth (17%). Involvement was more likely for boys than girls.

Very strong relationships were noted between the use of alcohol, cigarettes and marijuana (all r-values > .47). Less strong, but still significant relationships were observed between using cigarettes and marijuana and the number of hard drugs tried ($r > .30$). Alcohol usage was not strongly related to the number of hard drugs tried.

Anti-Social Behavior

Tables 15-18 display the individual behaviors associated with anti-social behavior and the associated high risk behavior.

- Unlike substance use where few differences were noted between boys and girls, all indicators were significantly different between the sexes, with higher involvement by boys. For example, 34% of boys, as compared to 20% of girls exhibited the high risk behavior pattern.

Table 9: Frequency of Alcohol Use in the Past Year

Alcohol Use (%)				
<i>Subgroup</i>	<i>sig</i>	0	1-2 times	3+ times
Male		55	17	28
Female		52	22	26
MS		68	20	13
HS	*	46	20	34
Asian		78	10	13
Black	*	62	19	19
Hispanic		53	21	26
White		36	21	43
<HS		57	22	21
HS		50	20	29
College		54	21	26
Adv Degree		50	19	30
Total		54	19	27

Table 10: Frequency of Cigarette Use in the Past Year

Cigarette Use (%)				
<i>Subgroup</i>	<i>sig</i>	0	1-2 times	3+ times
Male		79	7	13
Female		82	6	12
MS	*	88	6	7
HS		77	7	16
Asian		85	10	5
Black	*	87	6	7
Hispanic		72	9	19
White		77	6	16
<HS		72	12	15
HS		79	6	14
College		82	7	11
Adv Degree		83	6	11
Total		81	7	12

Table 11: Frequency of Marijuana Use in the Past Year

Marijuana Use (%)				
<i>Subgroup</i>	<i>sig</i>	0	1-2 times	3+ times
Male	*	79	6	14
Female		83	7	10
MS	*	92	3	5
HS		75	9	16
Asian		91	3	6
Black	*	83	6	11
Hispanic		82	7	11
White		75	8	16
<HS		80	7	13
HS		77	9	13
College		83	6	10
Adv Degree		81	5	13
Total		81	7	12

Table 12: Frequency of Inhalant Use in the Past Year

Inhalant Use (%)				
<i>Subgroup</i>	<i>sig</i>	0	1-2 times	3+ times
Male		91	5	4
Female		91	5	4
MS	*	87	8	6
HS		93	4	3
Asian		94	2	4
Black		93	4	3
Hispanic		88	7	4
White		91	5	4
<HS		87	7	6
HS		91	5	4
College		91	6	3
Adv Degree		91	4	4
Total		91	5	4

Table 13: Number of Hard Drugs Used in the Past Year

Number of Hard Drugs Used (%)				
<i>Subgroup</i>	<i>sig</i>	0	1	2+
Male		94	4	2
Female		95	3	2
MS	*	97	2	1
HS		93	4	3
Asian		94	4	2
Black	*	98	1	1
Hispanic		93	5	2
White		92	6	2
<HS		94	4	2
HS		94	4	2
College		96	2	2
Adv Degree		93	5	2
Total		94	4	2

Table 14: Frequency of Illicit Drugs HRB

High Risk Behavior: Illicit Drugs (Percent Involved)			
<i>Subgroup</i>	<i>sig</i>	No	Yes
Male	*	85	15
Female		89	11
MS	*	95	5
HS		83	17
Asian		93	7
Black	*	89	11
Hispanic		88	12
White		83	17
<HS		86	14
HS		86	14
College		89	11
Adv Degree		86	14
Total		87	13

Table 15: Frequency of Stealing in the Past Year

Stealing				
<i>Subgroup</i>	<i>sig</i>	0	1-2 times	3+ times
Male	*	60	20	20
Female		70	17	13
MS		67	18	15
HS		64	19	16
Asian		75	17	7
Black	*	61	21	18
Hispanic		62	20	18
White		75	13	12
<HS		63	20	17
HS	*	56	23	21
College		67	18	15
Adv Degree		76	14	10
Total		65	19	16

Table 16: Frequency of Police Involvement in the Past Year

Trouble with the Police				
<i>Subgroup</i>	<i>sig</i>	0	1-2 times	3+ times
Male	*	65	25	10
Female		82	14	4
MS		77	16	7
HS		73	21	6
Asian		87	12	1
Black	*	72	21	7
Hispanic		71	20	8
White		78	19	3
<HS		67	24	9
HS	*	71	22	7
College		75	18	7
Adv Degree		81	17	3
Total		74	19	6

Table 17: Frequency of Vandalism in the Past Year

Vandalism				
<i>Subgroup</i>		0	1-2 times	3+ times
Male	*	69	17	13
Female		87	9	4
MS	*	76	13	11
HS		81	12	7
Asian		86	8	6
Black	*	78	13	8
Hispanic		75	14	11
White		84	11	5
<HS		73	15	12
HS	*	74	15	10
College		82	11	7
Adv Degree		84	10	6
Total		79	12	9

Table 18: Frequency of Anti-Social HRB

High Risk Behavior: Anti-Social Acts (Percent Involved)			
<i>Subgroup</i>	<i>sig</i>	No	Yes
Male	*	66	34
Female		80	20
MS		74	26
HS		74	26
Asian		86	14
Black	*	72	28
Hispanic		70	30
White		81	19
<HS		70	30
HS	*	67	33
College		75	25
Adv Degree		83	17
Total		74	26

- There was only one significant difference between MS and HS students; vandalism was reported by more middle school students, 11% had committed three or more acts in the last year.
- Family education level was a significant factor in all types of anti-social behavior. Adolescents with at least college educated parents were less likely to engage in these criminal acts.
- Differences between racial/ethnic groups were also apparent. Black and Hispanic students were more likely to be involved in these negative behaviors than both Asian and White students.
- Double the amount of students exhibit the high risk behavior associated with anti-social acts (26%), as compared to substance use (13%).

Strong relationships were noted between each of the three anti-social behavioral indicators (all r-values > .43).

Violent Behavior

There are six individual indicators associated with violence. Data are presented in Tables 19-25. Significant differences were observed between nearly all subgroups for each of the six indicators. Some patterns that emerged include:

- Hitting someone, followed by threatening someone were the most common individual behaviors.
- Fighting was more likely to be done by individuals (45%), rather than groups of kids fighting one another (23%).
- Using a weapon was a very uncommon behavior; however 17% of youth indicated that they had carried a weapon for protection in the last 12 months.
- Violence was the most common high risk behavior across all risk behavior categories, with 39% of youth overall falling into this category. The rate was significantly higher among males (47%), middle school students (44%), Black students (48%) and youth whose parents have less than a high school education (47%) or a high school education (46%).
- Subgroup differences:
 - Boys were more likely than girls to engage in all of these behaviors.
 - Middle school students were more likely to engage in most of these behaviors.
 - Black students were more likely to engage in these behaviors, particularly fighting and threatening others.
 - Higher levels of parental education were consistently linked to less violent behaviors.

Moderate relationships were noted between each of the six violent behavioral indicators.

Table 19: Frequency of Fighting in the Past Year

Fighting				
<i>Subgroup</i>	<i>sig</i>	0	1-2 times	3+ times
Male	*	47	31	22
Female		63	20	17
MS		48	28	24
HS	*	60	24	16
Asian		67	22	11
Black	*	48	25	27
Hispanic		55	28	17
White		68	24	8
<HS		45	32	23
HS	*	50	25	25
College		56	27	17
Adv Degree		66	24	10
Total		55	26	19

Table 20: Frequency of Group Fighting in the Past Year

Group Fighting				
<i>Subgroup</i>	<i>sig</i>	0	1-2 times	3+ times
Male	*	69	21	10
Female		83	13	3
MS	*	74	17	9
HS		78	17	5
Asian		82	14	4
Black	*	73	17	9
Hispanic		70	23	7
White		88	10	2
<HS		65	25	9
HS	*	73	20	7
College		78	17	5
Adv Degree		85	11	3
Total		76	17	6

Table 21: Frequency of Injuring a Person in the Past Year

Injuring a Person				
<i>Subgroup</i>		0	1-2 times	3+ times
Male	*	74	20	6
Female		88	9	2
MS	*	78	17	6
HS		83	13	3
Asian		86	11	3
Black	*	77	17	5
Hispanic		81	14	5
White		90	8	2
<HS		77	17	6
HS	*	77	18	6
College		84	12	4
Adv Degree		87	10	2
Total		82	14	4

Table 22: Frequency of Weapon Use in the Past Year

Using a Weapon				
<i>Subgroup</i>	<i>sig</i>	0	1-2 times	3+ times
Male	*	90	6	4
Female		97	2	1
MS		92	5	3
HS		94	4	2
Asian		95	3	2
Black	*	92	5	3
Hispanic		92	5	2
White		97	2	1
<HS		90	7	4
HS		93	6	1
College		94	4	2
Adv Degree		96	2	2
Total		94	4	2

Table 23: Frequency of Carrying a Weapon in the Past Year

Carrying a Weapon				
<i>Subgroup</i>	<i>sig</i>	0	1	2+
Male	*	75	12	13
Female		89	7	5
MS		82	11	7
HS		83	9	9
Asian		91	4	5
Black	*	81	10	9
Hispanic		79	11	10
White		87	7	6
<HS		77	11	13
HS	*	78	12	10
College		85	7	7
Adv Degree		87	7	5
Total		82	9	8

Table 24: Frequency of Making Threats in the Past Year

Threatening Someone				
<i>Subgroup</i>	<i>sig</i>	0	1	2+
Male	*	61	21	17
Female		70	18	12
MS	*	61	23	15
HS		68	18	14
Asian		78	15	6
Black	*	58	22	20
Hispanic		72	19	9
White		73	17	11
<HS		67	19	14
HS	*	59	23	18
College		65	20	14
Adv Degree		71	18	10
Total		66	20	14

Table 25: Frequency of Violence HRB

High Risk Behavior: Violence (Percent Involved)			
<i>Subgroup</i>	<i>sig</i>	No	Yes
Male	*	53	47
Female		68	32
MS	*	56	44
HS		64	36
Asian		72	28
Black	*	52	48
Hispanic		62	38
White		76	24
<HS		53	47
HS	*	54	46
College		64	36
Adv Degree		71	29
Total		61	39

Mental Health

Two mental health indicators were examined. The data are presented in Tables 26-28. These behaviors are considered internalizing behaviors in that they may cause harm to the individual, as compared to violence and anti-social behaviors, which are acting out or externalizing behaviors. The trends noted were:

- Feeling sad or depressed (in the past month) was a common feeling (81%). Acting on this behavior (at any time) was not prevalent (17%); however the high risk behavior that comprises the two individual indicators was the second most common among those examined (28%).
- Girls were more likely to report being depressed and attempting suicide than boys.
- Depression was slightly more common in high school students.
- Asian and Hispanic students were more likely to report attempting suicide.
- The high risk behavior pattern was significantly less likely for White youth (19%) and was most common for youth whose parents had less than a high school education (37%).

Depression and suicide were moderately related to one another ($r=.30$).

TV Overexposure

The data regarding how many hours per day that youth watch television is displayed in Table 29.

- Forty-five percent of youth overall watch television more than three hours on an average school day.
- No differences were noted between boys and girls.
- Television overexposure was much more common for middle school students and Black youth and least likely for White youth and for youth whose parents had earned advanced degrees.

Co-Occurring Risk Behaviors

The relationship between individual indicators within risk behavior categories was noted above; generally consistent relationships were noted. In addition to looking at behaviors within categories, it is instructive to look at individual indicators across risk behavior categories. Many moderate and strong relationships were noted (see Appendix C).

- Cigarette and marijuana use were related to trouble with the police. Marijuana use was also related to carrying a weapon.
- Moderate to strong relationships were noted between all anti-social and violent behaviors.
- The mental health indicators were not related to any other individual risk behavior indicator.

Table 26: Frequency of Depression in the Past Month

Depression				
<i>Subgroup</i>	<i>sig</i>	Never	Some	All
Male	*	28	59	13
Female		11	65	23
MS		21	64	15
HS	*	19	61	20
Asian		19	60	21
Black		22	59	19
Hispanic		17	62	21
White		18	69	13
<HS		19	54	27
HS		19	59	21
College		24	60	16
Adv Degree		16	70	14
Total		19	62	19

Table 27: Frequency of Suicide Attempts (Lifetime)

Suicide				
<i>Subgroup</i>	<i>sig</i>	0	1	2+ times
Male	*	90	6	4
Female		77	13	10
MS		82	11	7
HS		84	9	7
Asian		82	11	7
Black	*	85	10	5
Hispanic		80	12	8
White		88	7	5
<HS		79	12	9
HS		81	11	8
College		86	9	5
Adv Degree		86	7	7
Total		83	10	7

Table 28: Frequency of Mental Health HRB

High Risk Behavior: Mental Health (Percent Involved)			
<i>Subgroup</i>	<i>sig</i>	No	Yes
Male	*	81	19
Female		65	35
MS		74	26
HS		71	29
Asian		71	29
Black	*	72	28
Hispanic		68	32
White		81	19
<HS		63	37
HS	*	68	32
College		76	24
Adv Degree		77	23
Total		72	28

Table 29: Frequency of Television HRB

High Risk Behavior: TV Overexposure (Percent Involved)			
<i>Subgroup</i>	<i>sig</i>	No	Yes
Male		56	44
Female		55	45
MS	*	45	55
HS		61	39
Asian		61	39
Black	*	42	58
Hispanic		53	47
White		77	23
<HS		49	51
HS	*	49	51
College		54	46
Adv Degree		70	30
Total		55	45

The high risk behavior patterns (excluding television overexposure) were also examined to determine if they co-occurred within individuals. Table 30 presents the results. As can be seen, approximately 40% of youth surveyed exhibit none of the high risk behavior patterns. In addition, when examined together, it is clear that many of the high risk behavior patterns co-occur within youth. The percentage of youth individually exhibiting any one of the four high risk behavior patterns is substantially less from when the incidence of each of the four high risk behaviors was examined individually in the population. Overall, 30% of youth exhibit only one high risk behavior pattern; 19% exhibit two, of which the most common is the co-occurrence of anti-social and violent behavior, followed by violent behaviors and mental health; 9% exhibit three and; 2% exhibit all four high risk behavior patterns.

Table 30: Co-Occurrence of Risk Behaviors

Co-Occurrence of Risk Behaviors				
High Risk Behavior	N	% Co-Occuring	N	% in Population
None	1208	40	na	na
Illicit Drugs	68	2	376	13
Anti-Social	139	5	779	26
Violence	363	12	1131	39
Mental Health	353	12	842	28
Illicit Drugs and Anti-Social	34	1	na	na
Illicit Drugs and Violence	45	2	na	na
Illicit Drugs and Mental Health	22	1	na	na
Anti-Social and Violence	231	8	na	na
Anti-Social and Mental Health	63	2	na	na
Violence and Mental Health	170	6	na	na
Illicit Drugs, Anti-Social and Violence	102	3	na	na
Illicit Drugs, Anti-Social and MH	7	<1	na	na
Illicit Drugs, Violence and MH	25	1	na	na
Anti-Social, Violence and Mental Health	125	4	na	na
Illicit Drugs, Anti-Social, Violence and MH	74	2	na	na

Table 31 displays the demographic characteristics of students by the number of high risk behavior patterns they engage in. Some key themes are:

- Students who do not engage in any high risk behaviors are disproportionately likely to be female, middle school, Asian or White and have parents with more education. That said, students of every gender, culture and socioeconomic background are in this group, so it is not restricted to a particular group.
- None of the demographic characteristics clearly define the small group of students (N=74) who are engaging in four high risk behaviors, indicating that any child could possibly fall into this group.
- Hispanic students are slightly more likely than the school average to engage in one high risk behavior, and are less likely to engage in two risk behaviors. Black students are slightly more likely to engage in two high risk behaviors. Asian students are least likely to participate in three high risk behaviors.
- Gender differences are generally small, with the exception of being in the no risk behavior group. Slightly fewer females are engaging in 2 or 3 risk behaviors.
- Middle school students are engaging in fewer high risk behaviors than high school students.
- Patterns of engagement are similar for Black and Hispanic students.

Table 31: Demographic Characteristics of Students by Number of HRB Patterns

<i>Subgroup</i>	High Risk Behavior Patterns				
	None N=1208	One N=923	Two N=565	Three N=259	Four N=74
Male	36	30	21	10	2
Female	43	30	17	7	3
MS	42	32	17	8	2
HS	39	30	19	9	3
Asian	48	32	15	4	1
Black	36	30	22	9	2
Hispanic	36	34	17	10	3
White	50	29	14	6	1
<HS	29	35	21	11	4
HS	32	31	22	12	3
College	45	26	19	7	2
Adv Degree	48	30	15	5	2
Total	40	30	19	9	2

Characteristics of Youth with High Risk Behavior Patterns

The demographic characteristics of youth exhibiting high risk behavior patterns were presented in Tables 14, 18, 25, 28 and 29. All results are summarized in Table 32. The data reveal some interesting observations including:

- Television overexposure is the most common high-risk behavior among all subgroups, with two exceptions. Males are slightly more likely to engage in violent behavior (47%, compared to 44%), as are white students (24% vs. 23%).
- Females are most at-risk for mental health related issues (7% above the Alexandria average). All other high risk behaviors are at or below the Alexandria average, although it is important to note that nearly as many girls are engaging in violent behaviors as are experiencing mental health issues. This is due to the fact that violent behaviors are exhibited much more frequently in the population.
- Boys are most likely to engage in anti-social and violent behaviors.
- Rates for middle and high school youth are similar for anti-social behavior and mental health, but high school students are more likely to abuse substances and middle school youth are more likely to exhibit violent behavior and watch excessive amounts of television.
- More than 30% of Hispanic youth are engaging in anti-social acts, violent behavior and experiencing mental health issues, as well as watching too much television.
- White students, overall, have the lowest engagement in violent and mental health behaviors and television viewing, but the highest engagement in substance use.
- Asian students are least likely to use substances and engage in anti-social behavior. Roughly equal percentages of Asian youth are acting out violently, as are experiencing mental health issues.
- Nearly 50% of Black youth exhibit the violent high risk behavior pattern and nearly 60% view three or more hours of television on a school day. Although 20-points less, both anti-social and mental health high risk behaviors are experienced by a large percentage of the population.
- More parental education is generally related to less engagement in anti-social, violent, and mental health behaviors; this same trend does not occur for substance use.

In addition to demographic characteristics, another way of examining the relationship is to examine differences between groups of youth. Two groups were established for each outcome behavior, those exhibiting the high risk behavior and those who did not. Outcome behaviors examined were the scores on the 14 asset scales. The difference in the means between these two groups was examined to determine if there were statistically significant differences (see Table 33).

Substance Abuse:

- All asset scales were significantly different between the two groups with the exception of Positive Identity and Connection to Other Adults.

Table 32: Percentage of Students Exhibiting HRBs by Demographic Characteristics

High Risk Behavior Patterns					
<i>Subgroup</i>	Substance Use	Anti-Social Behavior	Violent Behavior	Mental Health	TV Over-Exposure
Male	15	34	47	19	44
Female	11	20	32	35	45
MS	5	26	44	26	55
HS	17	26	36	29	39
Asian	7	14	28	29	39
Black	11	28	48	28	58
Hispanic	12	30	38	32	47
White	17	19	24	19	23
<HS	14	30	47	37	51
HS	14	33	46	32	51
College	11	25	36	24	46
Adv Degree	14	17	29	23	30
Total	13	26	39	28	45

Anti-Social Behavior

- All asset scale scores were different between the two groups.

Violent Behavior

- All asset scales were different between the two groups with the exception of Positive Identity.

Mental Health

- Nine of the asset scales were different between the two groups; five did not differentiate the groups (Social Conscience, Personal Values, Social Competence, Family Rules and Boundaries, and School Rules).
- Students in the mental health high risk behavior group had the lowest scores on Positive identity, Connection to Family, Community and Other Adults.

Television Overexposure

- All asset scales were significantly different with the exception of Positive Identity, perception of School Rules and Connection to Other Adults.

Table 33: Average Scores on the 14 Asset Scales by Placement in HRB Groups

	Average Scale Scores														
	Substance Abuse HRB			Anti-Social HRB			Violence HRB			Mental Health HRB			TV Overexposure HRB		
	Yes N=376	No N=2578	sig	Yes N=779	No N=2226	sig	Yes N=1131	No N=1773	sig	Yes N=842	No N=2184	sig	Yes 1314	No N=1613	sig
Positive Identity	3.8	3.9		3.7	3.9	*	3.8	3.9	*	3.3	4.1	*	3.8	3.9	
Social Conscience	3.6	3.9	*	3.6	3.9	*	3.7	4.0	*	3.9	3.8		3.8	3.9	*
Personal Values	3.6	3.9	*	3.6	4.0	*	3.7	4.0	*	3.9	3.9		3.8	4.0	*
Social Competence	3.3	3.6	*	3.2	3.7	*	3.4	3.7	*	3.5	3.6		3.5	3.7	*
School Engagement	3.4	3.8	*	3.4	3.9	*	3.5	4.0	*	3.6	3.9	*	3.7	3.9	*
Risk Avoidance	2.6	3.8	*	3.1	3.9	*	3.3	3.9	*	3.5	3.7	*	3.6	3.7	*
Activities	1.9	2.2	*	1.9	2.3	*	2.1	2.2	*	2.0	2.2	*	2.0	2.3	*
Connection to Family	3.6	3.9	*	3.6	3.9	*	3.7	3.9	*	3.5	4.0	*	3.8	3.9	*
Family Rules	3.6	3.9	*	3.6	3.9	*	3.7	3.9	*	3.8	3.8		3.8	3.9	*
Parent Involvement	2.9	3.3	*	3.1	3.3	*	3.1	3.3	*	3.0	3.3	*	3.1	3.3	*
Connection to School	2.9	3.2	*	2.9	3.2	*	3.0	3.3	*	3.0	3.2	*	3.1	3.2	*
School Rules	3.4	3.8	*	3.6	3.9	*	3.7	3.9	*	3.8	3.8		3.8	3.8	
Connection to Community	2.8	3.1	*	2.8	3.1	*	2.9	3.1	*	2.7	3.2	*	2.9	3.1	*
Connection to Other Adults	3.2	3.3		3.1	3.3	*	3.2	3.3	*	3.0	3.4	*	3.2	3.3	

Table 34: Average Scores on the 14 Asset Scales by Number of HRBs

		Average Scale Scores					sig
		No HRB	One HRB	Two HRB	Three HRB	Four HRB	
	Sample Total	N=1208	N=923	N=565	N=259	N=74	
Positive Identity	3.9	4.1	3.8	3.7	3.6	3.2	*
Social Conscience	3.9	4.0	3.9	3.7	3.6	3.3	*
Personal Values	3.9	4.0	3.9	3.7	3.6	3.5	*
Social Competence	3.6	3.8	3.6	3.4	3.2	3.1	*
School Engagement	3.8	4.1	3.8	3.5	3.3	3.3	*
Risk Avoidance	3.7	4.1	3.7	3.3	2.8	2.4	*
Activities	2.2	2.3	2.2	2.0	1.8	1.8	*
Connection to Family	3.9	4.1	3.8	3.6	3.5	3.3	*
Family Rules	3.8	3.9	3.8	3.7	3.5	3.5	*
Parent Involvement	3.3	3.4	3.2	3.1	2.9	2.9	*
Connection to School	3.2	3.3	3.1	3.0	2.8	2.7	*
School Rules	3.8	3.9	3.8	3.7	3.5	3.5	*
Connection to Community	3	3.2	3.0	2.9	2.7	2.5	*
Connection to Other Adults	3.3	3.4	3.1	3.1	3.0	3.1	*

Table 34 displays the average scale scores on each of the 14 asset scales by the number of high risk behaviors exhibited by the student. As can be seen, the no high risk behavior group consistently has the highest scores, earning above average scores in a number of areas (4+). There is a consistent linear decrease in scores with the number of high risk behaviors exhibited. The differences between the groups are significant for all assets. The difference on the Risk Avoidance scale among each group is the largest for any of the assets.

Question 3: Which assets are a good investment of time and money for the community as they are linked to thriving behaviors and lower levels of risk behaviors?

A statistical technique called multiple regression³ was used to address this question and to identify which assets predicted lower levels of four common risk behavior indicators (alcohol use, marijuana use, fighting and feeling sad or depressed) and higher levels of four thriving indicators (grades in school, maintains good health, resilience in the face of adversity and exhibits leadership). Table 35 shows which of the asset scales predicted which outcomes. Each of the 14 asset scales are represented by a column and the eight outcomes are in the rows of the table. Looking down a column, one can see how many of the outcomes are predicted by that particular asset. Issues to consider include; (1) How many outcomes are related to the asset? and (2) Does the asset predict both positive outcomes and less engagement in risk behaviors. Looking across a row, one can see which assets are related to the outcome behavior. Questions to consider include; (1) Do many assets predict the outcome behavior or just a few? and (2) Are the assets individual, ecological or both?

As can be seen from the table, the assets have differential relationships with the eight outcome behaviors that were examined. No asset predicts all outcomes, while a number predict both positive and negative outcomes. The individual assets were more likely to be related to the outcomes, as compared to the ecological assets. The direction of some effects were unexpected, these are noted with double asterisk in the table. Some of the key themes are presented below:

- Three assets, Family Rules, Parental Involvement and Connection to Community were not related to any of the outcome behaviors.
- Two assets only predicted one outcome behavior. Social Conscience predicted less marijuana use. Personal Values predicted greater resilience.
- Risk Avoidance predicted the most outcome behaviors: all four risk behaviors and better grades in school.
- Positive Identity, Social Competence, School Engagement and Activity Engagement each predicted three of the four positive developmental outcomes. Positive Identity, Social Competence and School Engagement each also predicted the reduction of one risk behavior.
- Three unanticipated negative relationships were observed with the ecological assets. Connection to Family was negatively related to number of leadership experiences in the past year, perhaps reflecting a commitment to family that decreased time for external activities (e.g., sports/clubs) which in turn reduced leadership opportunities. Perception of School Rules was negatively related to grades and leadership experiences. Connection to Other Adults was related more alcohol use, suggesting that youth may also engage with adults who can be a negative influence.
- Connection to School was positively related to grades and less fighting.
- Connection with Other Adults was related positively to more leadership experiences.

³ Demographic characteristics that were previously found to be related to the outcome behaviors were controlled for in the analyses. All asset scales were entered simultaneously in step 2 of the regression model.

Table 35: Relationship Among Asset Scales and Four Risk Indicators and Four Thriving Indicators

Outcomes	Asset Scales													
	Individual Assets							Ecological Assets						
	Pos Identity	Social Conscience	Pers Values	Social Comp	School Eng	Risk Avoid	Activity Eng	Family	Family Rules	Parent Involve	School	School Rules	Comm-unity	Other Adults
Alcohol Use						*								**
Marijuana Use		*				*								
Fighting				*	*	*					*			
Depression	*					*								
Grades				*	*	*	*				*	**		
Health	*			*	*		*							
Resilience	*		*		*									
Leadership	*			*			*	**				**		*
Total	4	1	1	4	4	5	3	1	0	0	2	2	0	2

* Positive Association
 ** Negative Association

DISCUSSION

The data available from the Search Institute *Profiles of Student Life: Attitudes and Behavior* survey provides a very rich description of the perceptions and behaviors of Alexandria youth. In this report, we disaggregated the data by the various subgroups in the population and focused on perceived strengths and capacities, engagement in risk behaviors and the relationship between the two. Youth engagement is a priority in the adolescent development field, as it is thought that asking youth their opinions and involving youth in decisions that affect them, their schools and neighborhoods promotes both youth development and healthy communities. These data are a step in that direction. Youth have a particular vantage point on the world and this report presents that perspective. The data, as all data are, are subject to inaccuracies. However, the sample size is quite large which mediates against error in the data and the population sampled is representative of the school population, which helps with generalizing the results to understand Alexandria youth.

A few core themes emerged from the research. First, in general, youth in Alexandria experience many of the 14 assets studied. Clear strengths are noted in a sense of positive identity, connection to family and having a core sense of personal and social values. Youth typically are engaged in two different types of out of school activities, which are thought to provide positive opportunities for development. Connection to school and community were the least well developed assets in youth, although youth did report being engaged in school, which demonstrates their commitment to learning although they do not necessarily feel valued and supported by their teachers. That said, there were significant differences in how strongly these assets were experienced by different youth. Economic disadvantage and ethnic background were two demographic characteristics that often differentiated youths' experience of assets. In the case of economic disadvantage, there was often a linear increase in the asset with each success level of education, likely suggesting more stability, knowledge of opportunities and expectations, which translate to better outcomes. For example, engagement in out of school activities ranged from 1.7-2.6, with an overall net difference of one activity between students whose parent had less than a high school education to students with a parent with an advanced degree. Gender differentiated primarily on individual assets and grade or age was least related to different experiences. Interestingly, personal and social values seemed to solidify with age, however this was in contrast to risk avoidance and perception of family rules which decreased with age.

Second, although youth experience many assets, there is considerable experimentation and engagement in risk behaviors. Alcohol use, stealing, fighting and threatening others were the most common behaviors. In addition, television overexposure and some feelings of sadness and depression in the last month were common among the youth sampled. Many of these behaviors are considered typical in adolescence (e.g., television viewing) or are rites of passage (experimentation with alcohol), however when they reach critical levels, they negatively impact developmental outcomes. Habits built during this time can last a lifetime. For example, television viewing is associated with less engagement in constructive activities (school, sports) and relationships with family and friends and positively associated with obesity, all of which can have lasting consequences. Moreover, tacit permission by adults for

experimentation in risky behaviors sends a mixed message to youth, which makes it difficult for youth to negotiate tricky situations. Values and standards need to be unequivocal and appropriate and legal behavior needs to be modeled for youth. In addition, recent research has shown that the brain does not stop developing until the mid-20s. Use of alcohol and illegal substances can have serious short-term and long-term consequences on behavior and brain function.

Only 40% of youth were not associated with any of the high risk behavior patterns and some behaviors were disproportionately associated with certain groups of students. For example, mental health behaviors were far more likely to be associated with females, while anti-social and violent behaviors were more likely to be engaged in by males. White and Asian youth, as well as youth whose parents were more educated, were least likely to engage in any of the high risk behaviors, although use of alcohol and marijuana were highest among White youth. Youth who engage in high risk behaviors typically have significantly lower levels of both individual and ecological assets. The mental health high risk behavior was associated with the fewest significant differences on the assets (9 out of 14). However, the assets that differentiated the two groups were telling, Positive Identity, School Engagement, Activity Participation, Connection to Family, School and Community, to name a few. These youth are disengaged from people and institutions and do not feel good about themselves and their future.

Finally, although there is considerable agreement that we want all youth to experience all assets to a high degree and that more assets are beneficial, not all assets are equal. Certain assets are clearly related to a reduction in specific risk behaviors. For example, a positive identity or sense of self was clearly related fewer mental health concerns, while a commitment to risk avoidance was related to less substance use, anti-social and violent behaviors. School engagement was also linked with less anti-social and violent behaviors. Four assets were also linked to increases in three out of the four thriving behaviors examined; positive identity, social competence, school engagement and activity engagement. These data suggest that when youth are engaged in constructive activities, both in school and out of school, their sense of self matures, as does their ability to negotiate the social environment of adolescence, which supports their ability to be able to make good decisions and avoid risky behaviors.

The information provided in this report can be utilized to help guide next steps in school and community program development and improvement. The data clearly point out areas of need, as well as strengths to be capitalized on. In addition, this data can be used by families and concerned citizens to begin conversations with youth, share thoughts and ideas and establish ways of interacting for the future. To begin this conversation, some recommendations are provided below.

Recommendations

With the abundance of data provided in this report and the number of differences between subgroups, it initially seems quite difficult to find a starting point for a community plan. The developmental assets model is predicated on a positive youth development perspective,

which will frame the recommendations. This outlook on youth considers youth to be resources to be developed, rather than problems to be managed. It is important to keep this idea in the forefront, as adolescence is conventionally considered to be a time of storm and stress or crisis and a universal rejection of adults and rules. Experimentation with risky behaviors is thought by many to be normative and a rite of passage. As a result, families and individuals working with youth expect adolescents to be difficult and work done with youth often focuses on attempting to prevent problems and to remediate problems after they have already emerged, when in reality research shows that families, educators and youth workers have the potential to positively impact youth.

Adolescents look up to the adults in their life as their primary role models and need their continued supervision and support. Lecturing youth and telling youth to do or not to do typically does not work; adolescents' cognitive and social skills are changing and they desire autonomy. Providing age appropriate opportunities to be part of decisions is important. Youth are building skills for the future that need to be practiced and developed, so it is important for adolescents to be part of the conversation. The positive youth development or assets approach focuses on promotion of assets and opportunities; these assets then can cushion the impact of negative influences (e.g., poverty) and help young people to thrive, rather than just survive.

Indeed, reviewing this data can focus people on the negative, given the alarming numbers associated with some of the risk behaviors. This knowledge though needs to be combined with the profile of strengths in youth, which are many. Moreover, for those youth who are problem free, it does not mean they are prepared and engaged for their future. Similarly, having assets does not guarantee no involvement in risk behaviors. For example, White youth had the highest scores in activity engagement, parent involvement and connection with community and other adults, but the lowest risk avoidant scores. Those working with youth need to find ways to build strengths and relationships that will empower youth and equip them with the values and skills to make good decisions.

1. The data suggest an integrated approach to asset development and risk reduction and differentiation of approach and services based on gender, age, socioeconomic and culture differences. The students let us know that they think and experience different things in their families, schools, and communities and different assets impact different outcomes. Alexandria is a diverse, urban community and its diversity needs to be capitalized on so that strengths and assets in one group can be transferred to another, rather than creating further stratification of individuals and ultimately different outcomes based on demographic characteristics. As asset based approach can be utilized with all young people and a shared vision by a community that values its young people will create a foundation to build upon. Often, different agencies and groups work independently or with only a small segment of the population; if across these boundaries, there can be a shared commitment to asset development, youth will experience regular and repeated contact with caring adults, who have high expectations and want the best for them.
2. A positive identity and outlook on the future is a strong asset for Alexandria youth. As youth learn about their strengths and weaknesses and likes and dislikes and set

- goals for their future, this knowledge needs to be integrated with social competence skills, the weakest individual asset. Social competence refers to the skills and abilities of youth to build and maintain friendships and to interact with different types of people. Positive feelings about themselves need to be combined with skills that can be employed in different situations and relationships.
3. Similarly, a strong social conscience and personal values needs to be combined with appropriate risk-avoidant values and skills (the second weakest individual asset, which declines significantly with age). Students indicated they felt strongly about making a difference in the world and had personal values of honesty and integrity, however they did not feel as strongly about illegal activities (drinking) and their ability to think through decisions before acting. These strong personal and social values were not very predictive of either of the positive or negative outcomes examined, whereas risk avoidance was. Building connections between these different values will help youth to make choices that are meaningful and compatible with their ideals and goals for the future.
 4. The concept of Risk Avoidance is powerful. It predicts a reduction in all negative behaviors examined, as well as better school achievement. This concept of values and skills that prevents engagement in risk behaviors needs to be addressed and developed in multiple different settings with youth. Youth need practice with these skills and to understand that these values are held by the important individuals in their life. Research suggests that some of the “go to” strategies for adults (e.g., scare tactics, punitive outcomes, etc.) do not work with youth, but helping youth to develop risk avoidant values and strategies that can be employed in difficult or spontaneous situations does, as does providing age appropriate supervision and structure (Reyna & Farley, 2006). Parent Involvement, one of the weaker ecological assets, which also declines with age, speaks to this idea of supervision. Youth feel a strong connection and commitment to their family, but do not perceive that involvement in their decisions. It is also not predictive of any of the positive or negative outcomes, however strengthening this connection with youth may work to decrease risk.
 5. Similarly, connection and relationships with school, community and other adults were perceived to be weak by youth, especially Hispanic youth. These are the primary settings of development and it is important that youth feel valued by these people and institutions. Inter-generational relationships bind a community together and offer the opportunity of working together and setting shared goals that everyone commits to. Providing opportunities for engagement for all youth and demonstrating sincere caring and interest are important to build bridges. Seminal research in psychology has indicated that as long as youth have one adult role model, their chances of success are greatly increased.
 6. A culture change needs to occur in relation to violent and anti-social acts, whether it is pushing, shoving, and threatening behaviors or physical fights and misdemeanor acts. The data suggest they are pervasive and consequently normative and acceptable across multiple settings. They are also the most common co-occurring risk behaviors suggesting that involvement in one activity can lead to involvement in another.
 7. Depression and suicide rates are also high. Some feelings of sadness/depression are acceptable and anticipated given the many challenges and pressures faced by adolescents. However, it is important that youth and front line workers can readily

identify the difference between episodic sadness and pervasive overwhelming feelings that may be acted on by their peers and youth they interact with on a daily basis. In addition, resources need to be available and comfortable for youth to access. The need is far more common in females so strategies should be tailored for this group.

8. Although not life threatening like the other risk behaviors, television overexposure is extremely common. It is important to provide other activities that encourage physical, cognitive and social development. Hispanic youth are least likely to engage in structured out of school activities, so this is an important group to engage. The more youth are engaged in activities that help them explore their identities, the more likely they are to set and achieve goals that will positively propel them into the future.

These changes and recommendations do not need to be done in the context of specific programs and interventions, although some can and will be. These are ideas that any individual can work on in the context of their relationships and activities with youth in the community. Asset building needs to be a conscious choice.

As individuals in different settings begin to work on these goals and engage with youth in increasingly meaningful ways, it is important to monitor if change is happening in the community. When deciding to administer the Profiles of Student Life: Attitudes and Behavior survey, the goal was that it would be repeated every two years. In this way, cohort changes could be observed as well as overall trends in the city monitored. In education, targets are often set (e.g., for achievement goals). With this administration, we have a benchmark or a starting point. Given the integrated approach advocated for, it is important to watch both the growth in assets and the reduction of risk taking that may come about as individuals take personal responsibility for changing undesirable outcomes.

The assets are uniformly at or slightly above the midpoint of the scale. Some assets to target suggested by the current data are in relation to Social Competence and Connection to School, Community and Other Adults, as well as strengthening and improving Risk Avoidance values and skills for all students. A target for the average score on each of the 14 assets scales would be a score of 4.0. If this could be mirrored across all of the subgroups, it would demonstrate a community commitment to all youth.

In regard to the risk behaviors, the percentage of students not engaging in any of the high risk behaviors is currently 40%. This number is telling as it is not the majority of the students. It is important to reach critical mass with this number to tip the scales in the other direction and create a culture of risk avoidance. If during each administration, this number could be improved by 5%, in four years, 50% of the student body would not be engaging in any high risk behaviors. Other important risk behavior targets for the most common individual indicators are:

1. No Alcohol use: from 54% to 59%
2. No Stealing: from 65% to 70%
3. No Fighting: from 55% to 60%
4. Reduce experience of Depression All of the time from 19% to 14%
5. No Television overexposure: from 55% to 60%

Summary

The Profiles of Student Life: Attitudes and Behavior survey provides a new look at Alexandria youth. These data provide a window into youth experiences and behaviors. Although some may disagree with the portrayal presented, we can be reasonably confident that the data are valid given the large number of respondents and the match with the student population. Moreover, youth perceptions, whether accurate or not, guide behavior. As the City and schools move forward with their plans to improve programs and services for students and families, it is hoped that the results from these analyses can be used to expand the conversation and provide objective data that can be integrated with the existing knowledge of community leaders.

Appendix A : Text of Letter to Parents

November 3, 2006

Dear Parent or Guardian:

The Alexandria Youth Policy Commission in collaboration with the Alexandria City Public Schools (ACPS) plans to survey students in grades seven through twelve during the week of December 4th to learn youths' perceptions of the assets they, their peers, families, schools and neighborhoods have to promote thriving and well-being. The survey being utilized was developed by Search Institute and is called, *The Profiles of Student Life: Attitudes and Behavior Survey*. It has been administered to more than 500,000 youth nationwide over the past 10 years. It was administered to ACPS youth during the 2000-2001 school year. The information collected was used by the City and the Schools to develop and implement programs to address the needs of Alexandria's youth. Now, it is time to update that data.

As a parent or guardian, it is important for you to know that the instrument asks students about a large number of topics. The survey includes 156 items and is completed anonymously. It will take approximately one class period to complete. The majority of the items focus on such things as values, school behavior, relationships, etc. However, a small number of items do ask about alcohol and drug consumption (14), sexual behavior (2), and antisocial behavior (9). All of the questions have been reviewed by the Youth Policy Commission and ACPS staff and are deemed appropriate for use with middle school and high school age students. There are no foreseeable risks associated with your son/daughter completing the survey; however we anticipate that the data collected from all ACPS youth will be beneficial and can be used to improve opportunities for children and youth.

You may view a copy of the survey at your child's school library or the public library (beginning November 6th). Additional information about Search Institute and the developmental assets is available online at www.search-institute.org. If you do not wish to have your child participate, please sign and return the attached form. On the day of administration, your son/daughter may elect not to participate as well. There will be no rewards or penalties associated with you or your child's decision to participate. We believe the survey is critical for Alexandria youth as we plan for their future. The information collected will help the City and the Schools to focus on strategies that ensure the health and well-being of tomorrow's citizenry.

If you have any questions or concerns about the survey, contact Ron Frazier of the Youth Policy Commission at (703) 838-0992 (ron.frazier@alexandriava.gov) or Monte Dawson at ACPS at 703-824-6638 (mdawson@acps.k12.va.us).

Sincerely, Rebecca L. Perry , Superintendent, Alexandria City Public Schools

Appendix B: Correlations Among the 14 Asset Scales

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Positive Identity	1.000	.127	.188	.227	.256	.113	.130	.468	.124	.215	.295	.122	.361	.308
2. Social Conscience		1.000	.569	.489	.248	.304	.173	.217	.229	.173	.311	.266	.198	.175
3. Personal Values			1.000	.480	.307	.303	.125	.278	.242	.149	.302	.274	.176	.184
4. Social Competence				1.000	.335	.335	.211	.244	.252	.181	.335	.245	.244	.303
5. School Engagement					1.000	.372	.120	.295	.218	.180	.317	.210	.202	.171
6. Risk Avoidance						1.000	.096	.269	.239	.209	.314	.335	.217	.083
7. Activities							1.000	.190	.132	.266	.223	.006	.331	.257
8. Connection to Family								1.000	.384	.532	.390	.268	.457	.332
9. Family Rules									1.000	.370	.257	.309	.226	.213
10. Parent Involvement										1.000	.264	.154	.350	.264
11. Connection to School											1.000	.399	.520	.260
12. School Rules												1.000	.229	.097
13. Connection to Community													1.000	.351
14. Connection to Other Adults														1.000

Appendix C: Correlations Among Risk Behavior Items

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1. Alcohol	1.000	.466	.505	.146	.200	.246	.257	.189	.132	.180	.187	.173	.252	.232	.069	.102	-.009
2. Cigarette		1.000	.553	.150	.305	.278	.319	.230	.135	.206	.188	.187	.269	.177	.078	.161	-.001
3. Marijuana			1.000	.112	.334	.315	.363	.266	.182	.242	.261	.239	.319	.231	.029	.103	-.005
4. Inhalent				1.000	.270	.211	.128	.226	.195	.193	.210	.204	.167	.207	.096	.194	.089
5. Hard Drugs					1.000	.166	.203	.166	.089	.127	.167	.224	.153	.117	.076	.178	-.018
6. Stealing						1.000	.447	.484	.352	.333	.320	.300	.301	.311	.051	.112	.137
7. Trouble with Police							1.000	.483	.373	.437	.432	.397	.369	.291	.023	.102	.066
8. Vandalism								1.000	.366	.419	.397	.416	.348	.325	.004	.076	.135
9. Fighting									1.000	.434	.455	.285	.301	.469	.034	.112	.192
10. Group Fighting										1.000	.569	.416	.410	.343	.021	.115	.132
11. Injury											1.000	.468	.424	.427	.013	.124	.119
12. Weapon Use												1.000	.383	.303	.003	.106	.075
13. Weapon Carry													1.000	.373	.011	.128	.083
14. Threatening														1.000	.083	.165	.163
15. Depression															1.000	.299	.022
16. Suicide																1.000	.068
17. TV Overexposure																	1.000