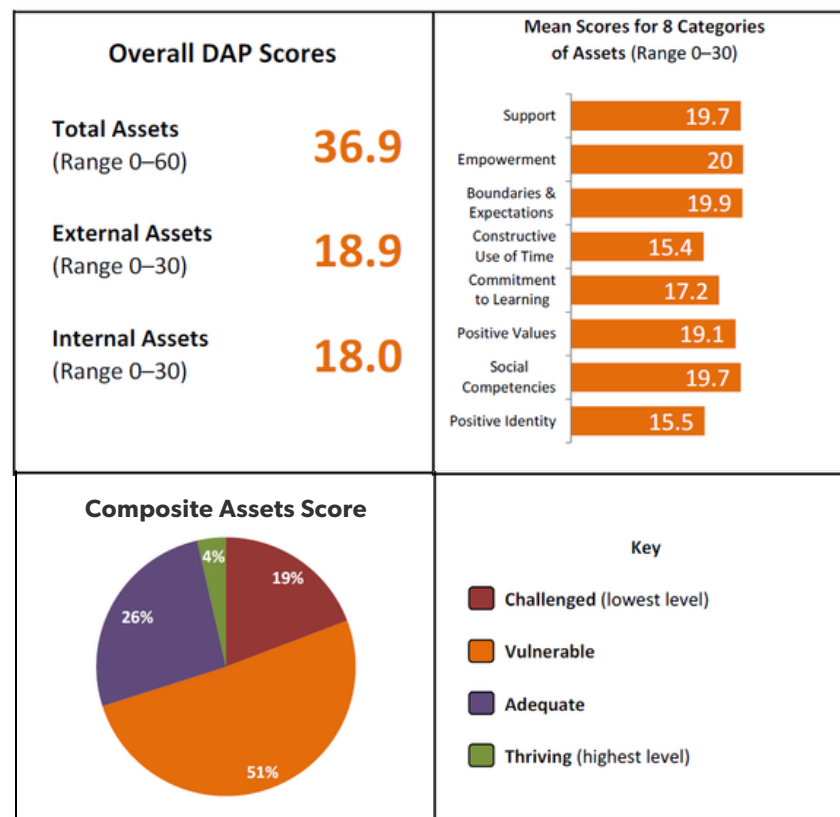
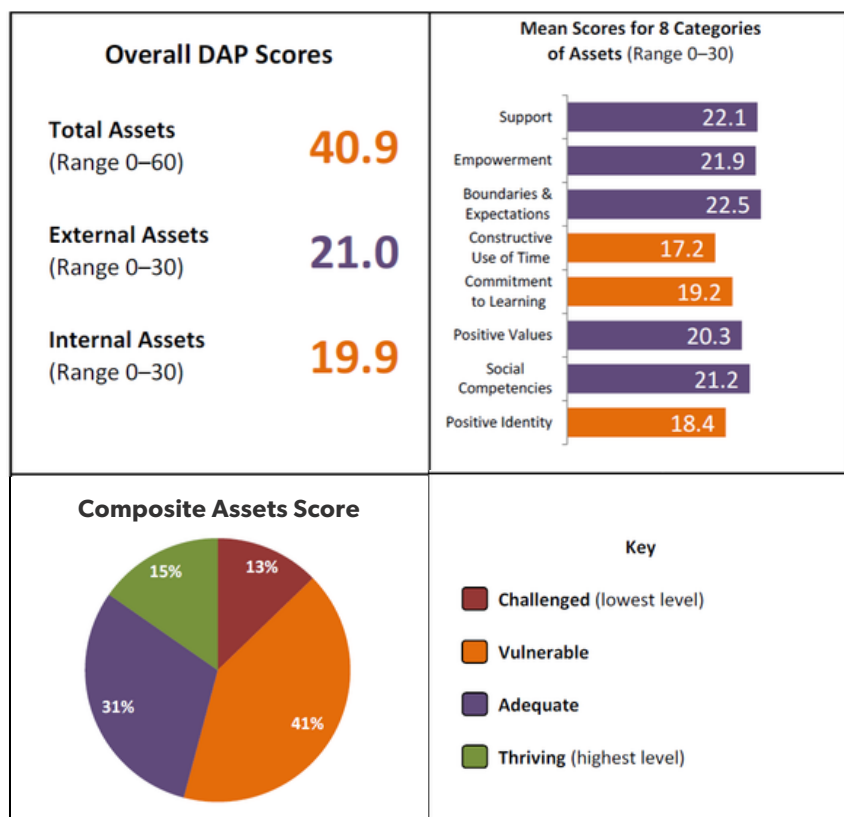


2021 Results Dashboard

The information shown is from a survey conducted in Colchester, CT at William J. Johnston Middle School and Bacon Academy called the Search Institute's Developmental Assets Profile. Extensive research has shown that having these assets in their lives helps young people grow up healthy, caring, and responsible.









William J. Johnston Middle School 351 Youth

Bacon Academy 239 Youth



Eight Categories of Developmental Assets

The framework of Developmental Assets is organized into eight categories, which are shown in the box below. These categories represent key supports (external assets) and personal strengths (internal assets) that young people need to have and develop in order to thrive.

THE EIGHT CATEGORIES OF DEVELOPMENTAL ASSETS	
External Assets	Internal Assets
 <p>SUPPORT Young people need to be surrounded by people who love, care for, appreciate, and accept them.</p>	 <p>COMMITMENT TO LEARNING Young people need a sense of the lasting importance of learning and a belief in their own abilities.</p>
 <p>EMPOWERMENT Young people need to feel valued and valuable. This happens when youth feel safe and respected.</p>	 <p>POSITIVE VALUES Young people need to develop strong guiding values or principles to help them make healthy life choices.</p>
 <p>BOUDARIES AND EXPECTATIONS Young people need clear rules, consistent consequences for breaking rules, and encouragement to do their best.</p>	 <p>SOCIAL COMPETENCIES Young people need the skills to interact effectively with others, to make difficult decisions, and to cope with new situations.</p>
 <p>CONSTRUCTIVE USE OF TIME Young people need opportunities—outside of school—to learn and develop new skills and interests with other youth and adults.</p>	 <p>POSITIVE IDENTITY Young people need to believe in their own self-worth and to feel that they have control over the things that happen to them.</p>

Framework for Developmental Assets for Adolescents

Grounded in research in youth development, resiliency, and prevention, Search Institute’s framework of Developmental Assets identifies key relationships, opportunities, and personal strengths youth need to avoid risks and to thrive.

External Assets

Support

1. Family support—Family life provides high levels of love and support.
2. Positive family communication—Young person and her or his parent(s) communicate positively, and young person is willing to seek parent(s) advice and counsel.
3. Other adult relationships—Young person receives support from three or more nonparent adults.
4. Caring neighborhood—Young person experiences caring neighbors.
5. Caring school climate—School provides a caring, encouraging environment.
6. Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school.

Empowerment

7. Community values youth—Young person perceives that adults in the community value youth.
8. Youth as resources—Young people are given useful roles in the community.
9. Service to others—Young person serves in the community one hour or more per week.
10. Safety—Young person feels safe at home, school, and in the neighborhood.

Boundaries and Expectations

11. Family boundaries—Family has clear rules and consequences, and monitors the young person’s whereabouts.
12. School boundaries—School provides clear rules and consequences.
13. Neighborhood boundaries—Neighbors take responsibility for monitoring young people’s behavior.
14. Adult role models—Parent(s) and other adults model positive, responsible behavior.
15. Positive peer influence—Young person’s best friends model responsible behavior.
16. High expectations—Both parent(s) and teachers encourage the young person to do well.

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.
18. Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.
19. Religious community—Young person spends one or more hours per week in activities in a religious institution.
20. Time at home—Young person is out with friends “with nothing special to do,” two or fewer nights per week.

Framework for Developmental Assets for Adolescents

The Search Institute's research shows that youth with the most assets are more likely to do well in school, be civically engaged, and value diversity. Youth with the most assets are least likely to have problems with alcohol use, violence, illicit drug use and sexual activity.

Internal Assets

Commitment to Learning

- 21. Achievement motivation—Young person is motivated to do well in school.
- 22. School engagement—Young person is actively engaged in learning.
- 23. Homework—Young person reports doing at least one hour of homework every school day.
- 24. Bonding to school—Young person cares about her or his school.
- 25. Reading for pleasure—Young person reads for pleasure three or more hours per week.

Positive Values

- 26. Caring—Young person places high value on helping other people.
- 27. Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty.
- 28. Integrity—Young person acts on convictions and stands up for her or his beliefs.
- 29. Honesty—Young person “tells the truth even when it is not easy.”
- 30. Responsibility—Young person accepts and takes personal responsibility.
- 31. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs.

Social Competencies

- 32. Planning and decision-making—Young person knows how to plan ahead and make choices.
- 33. Interpersonal competence—Young person has empathy, sensitivity, and friendship skills.
- 34. Cultural competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
- 35. Resistance skills—Young person can resist negative peer pressure and dangerous situations.
- 36. Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently.

Positive Identity

- 37. Personal power—Young person feels he or she has control over “things that happen to me.”
- 38. Self-esteem—Young person reports having a high self-esteem.
- 39. Sense of purpose—Young person reports that “my life has a purpose.”
- 40. Positive view of personal future—Young person is optimistic about her or his personal future.