



The Coalition for Youth
OF LOWER MERION AND NARBERTH

2010-2011

Student Support Card

**The results of the 3rd community-wide survey of
Students' Attitudes and Behaviors**

**Lower Merion Independent and Public School Students
in 8th, 10th and 12th grades from:**

- Bala Cynwyd Middle School
- Jack M. Barrack Hebrew Academy
- Friends' Central School
- Harriton High School
- The Haverford School
- Lower Merion High School
- The Shipley School
- Welsh Valley Middle School



2010-2011 Student Support Card

What is the Lower Merion Community Student Support Card?

The Student Support Card is a snapshot of the attitudes of youths towards their community, school, family, peers and themselves. Over 2200 8th, 10th and 12th grade students completed the Search Institute Survey, “Profiles of Student Life: Attitudes and Behaviors”, consisting of 160 questions about their life.

Search Institute, a research organization based in Minneapolis, MN, developed the survey instrument and coined the term “Developmental Assets.®” The survey indicates how much external support students feel as well as their perception of their own internal assets. When a student has more external and internal assets, he/she is more likely to make wise choices, remain drug and alcohol free and be able to practice refusal skills when faced with dangerous situations.

Why is this important?

The Student Support Card indicates that everyone (i.e., parents, peers, extended family, community members, schools, faith community leaders, neighbors, coaches, business leaders, etc.) can impact the levels of assets possessed by youth. Academic learning increases if a student’s social and emotional life is healthy. We all must do our part to ensure that our youth are supported in making the right choices.

What is next?

The Coalition is doing the following to address the survey results:

- Organizing parent and student meetings.
- Collaborating and sharing resources to address current concerns of parents.
- Exploring shared and comprehensive curricula through an alliance of independent and public schools.
- Inviting students to participate in parent-teen forums, to plan community-wide youth events and to promote the safe ride home program, “Make the Call, Take the Call.”

Our challenge is to make the survey results relevant to each and every family in the Lower Merion Community. Our goal is to bring about change. Change will happen when we listen to and talk with our youth.

Get involved with the Coalition • www.coalitionforyouthlmn.org • 484-337-8731

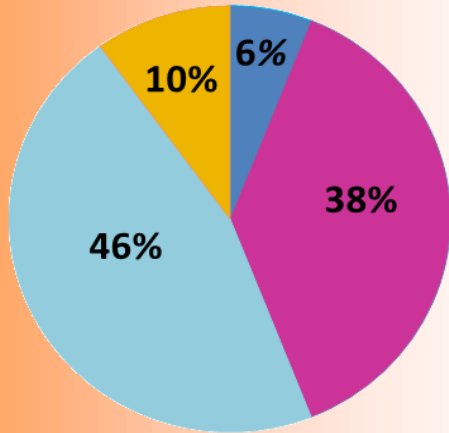
2010-2011 Level of 40 Developmental Assets®

Baseline data (2006-2007) — 5141 youths surveyed in grades 7 -12

Current data — 2209 youths surveyed in grades 8, 10, and 12

	TYPE	ASSET NAME	DEFINITION	BASE PERCENT	CURRENT PERCENT	CHANGE PERCENT
EXTERNAL ASSETS	Support	1. Family Support	Family life provides high level of love and support.	78	79	1
		2. Positive Family Communications	Parents and child communicate positively; child is willing to seek parents advice and counsel.	33	37	4
		3. Other Adult Relationships	Child receives support from three or more non-parent adults.	55	63	8
		4. Caring Neighborhood	Child experiences caring neighbors.	39	38	-1
		5. Caring School Climate	School provides a caring, encouraging environment.	45	47	2
		6. Parent Involvement	Parents are actively involved in helping child.	32	28	-4
	Empowerment	7. Community Values Youth	Child perceives that community adults value youth.	25	26	1
		8. Youth Given Useful Roles	Youth are given useful roles in community life.	36	35	-1
		9. Community Service	Child gives one hour or more per week to serve in one's community.	48	47	-1
		10. Safety	Child feels safe in home, school and neighborhood.	60	64	4
	Boundaries and Expectations	11. Family Boundaries	Family has clear rules and consequences: and monitors whereabouts.	42	39	-3
		12. School Boundaries	School provides clear rules and consequences.	54	52	-2
		13. Neighborhood Boundaries	Neighbors would report undesirable behavior to family.	44	36	-8
		14. Adult role Models	Parent(s) and other adults model prosocial behavior.	39	35	-4
		15. Positive Peer Influence	Child's best friends model responsible behavior.	69	59	-10
		16. High Expectations	Both parents and teachers press child to achieve.	59	60	1
	Time	17. Creative Activities	Involved three or more hours per week in lessons or practice in music, theater, or other arts.	24	22	-2
		18. Youth Programs	Youth spend one hour or more per week in sports, clubs or organizations at school and/or in community organizations.	84	79	-5
		19. Religious Community	Involved one or more hours per week.	50	43	-7
		20. Time at Home	Out with friends "with nothing special to do," two or fewer nights per week.	68	85	17
INTERNAL ASSETS	Educational Commitment	21. Achievement Motivation	Child is motivated to do well in school.	80	77	-3
		22. School Engagement	Child is actively engaged in learning.	73	71	-2
		23. Homework	Child reports one or more hours of homework per day.	83	79	-4
		24. Bonding to School	Child care about her/his school.	72	70	-2
		25. Reading for Pleasure	Child reads for pleasure three or more hours per week.	29	27	-2
	Values	26. Caring	Child places high value on helping other people.	58	59	1
		27. Equality and Social Justice	Child places high value on promoting equality and reducing hunger and poverty.	55	59	4
		28. Integrity	Child acts on convictions, stands up for her or his beliefs.	70	73	3
		29. Honesty	Child "tells the truth even when it is not easy."	66	67	1
		30. Responsibility	Child accepts and takes personal responsibility.	61	65	4
		31. Restraint	Child believes it is important not to be sexually active or to use alcohol and other drugs.	36	29	-7
	Social Competencies	32. Planning and Decision-making	Child has skill to plan ahead and make choices.	33	36	3
		33. Interpersonal Competence	Child has empathy, sensitivity, and friendship skills.	48	48	0
		34. Cultural Competence	Child has knowledge of and comfort with people of different racial backgrounds.	49	52	3
		35. Resistance Skills	Child can resist negative peer pressure.	46	45	-1
		36. Peaceful Conflict Resolution	Child seeks to resolve conflict non-violently.	52	50	-2
	Positive Identity	37. Personal Control	Child feels she/he has control over "things that happen to me."	52	55	3
		38. Self-esteem	Child reports high self-esteem.	57	60	3
		39. Sense of Purpose	Child reports "my life has a purpose."	68	69	1
		40. Positive View of Personal	Child is optimistic about his/her personal future.	76	77	1

Current Level of Assets

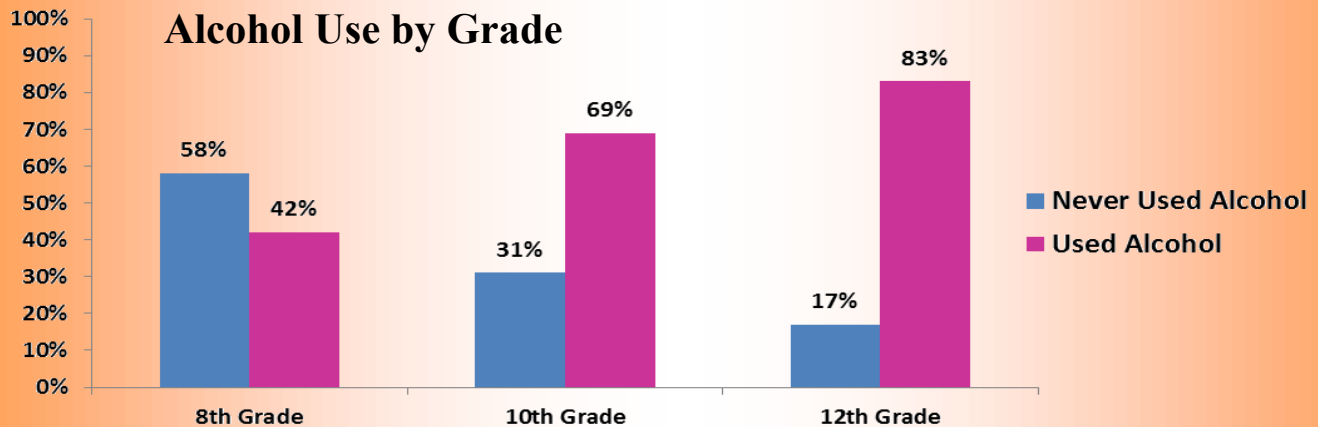


More Assets = Fewer Risk Behaviors

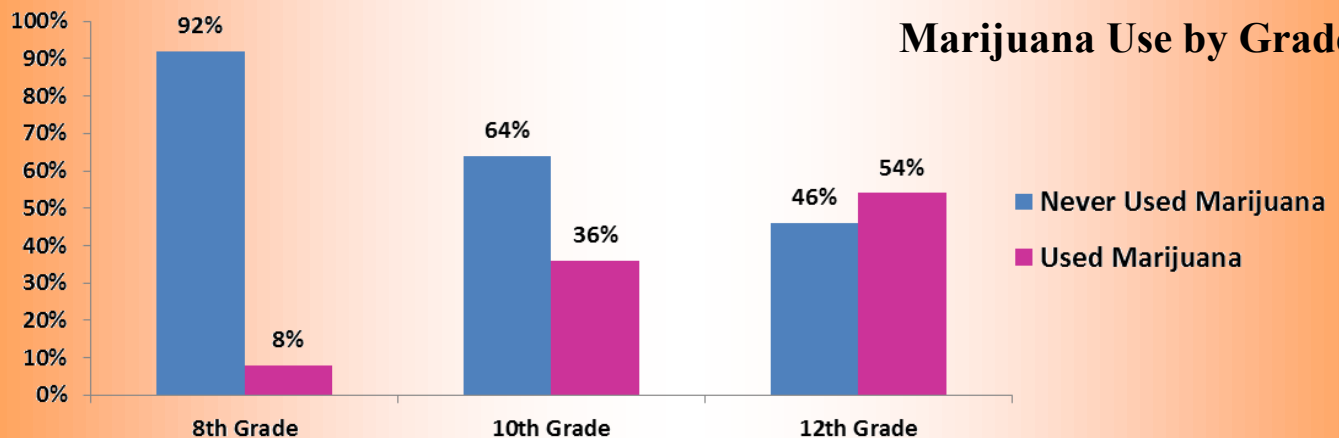
- 6% of youth have fewer than 10 Assets
- 38% of youth have 11-20 Assets
- 46% of youth have 21-30 Assets
- 10% of youth have 31-40 Assets

Current Level of Risk Behaviors

Alcohol Use by Grade



Marijuana Use by Grade





Reasons To Celebrate

- Total assets possessed by Lower Merion-Narberth youth has remained at 21.5 out of 40. The national average is 18. More than half of all of our students have more than half of the assets.
- 79% of our youth have families who provide them with high levels of love and support.
- 60% of our youth did not have a drink in the previous 30 days.
- 77% of our youth remain optimistic about their future.
- 73% of our youth act on their convictions and stand up for their beliefs.
- More than 71% of our youth are actively engaged in and care about their schools and 77% are motivated to do well in school.



Reasons To Be Concerned

- More than 52% of surveyed high school students had used alcohol in the prior 30 days and 43% had used marijuana at least once in the past year.
- 25% of surveyed high school students rode in a car with a driver who had been drinking at least once in the last year.
- Only 37% of our youth are willing to ask their parents for advice and counsel and feel they communicate positively.
- Only 26% of our youth feel this community values them and only 35% feel they have useful roles in the community.
- Only 22% of our youth are participating in creative activities (music, theater, art) on a regular basis (more than 3 hours per week).



The Coalition for Youth

OF LOWER MERION AND NARBERTH



1



2



3



4



5



6

1 • "Battle of the 'Burbs" 2010 Winners
at Milkboy Ardmore

2 • Lower Merion Students participate in local blood drive

3 • Haverford School Spanish Honors IV students and the Service Board organized the eighth all-school annual toy collection for children under 10 years of age for the U.S. Marine Corps' Toys for Tots campaign that benefits needy children

4 • Harriton's students participate in a local food drive

5 • Shipley Upper School students celebrate Martin Luther King Day of Service by making bowls that will be sold to benefit "Witness to Hunger"

6 • Barrack Middle School students sort clothing at "From Cradles to Crayons"

Mission Statement: The Coalition for Youth of Lower Merion and Narberth is a partnership of community agencies and individuals working together to create a safe and healthy environment for youth, and to reduce drug and alcohol use.

The Coalition is made of representation from the following: Public and Independent School Administration, Parents, LMSD Educational Foundation, Bryn Mawr Hospital/Main Line Health, Youth Aid Panel, Middleton Center/ BM Presbyterian Church, Minding Your Mind, Psychotherapists and Adolescent Therapists, District Court, Insight & Action/Personal and Professional, Coaching, The Renfrew Center, Main Line YMCA.