



# LM-NCC

The Lower Merion-Narberth Community Coalition  
Uniting Families and Community

# 2006-2007

## Student Support Card

Secondary Students of Lower Merion and Narberth  
from both Independent and Public Schools

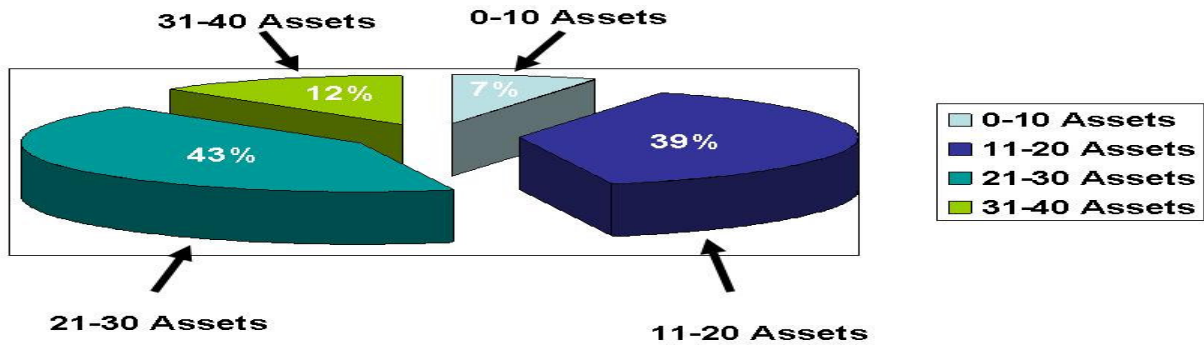
7th, 8th, 9th, 10th, 11th and 12th Grades

## LEVEL OF DEVELOPMENTAL ASSETS

Baseline data from student survey of 7<sup>th</sup> through 12<sup>th</sup> grades in January of 2000.  
Current data from the same grade levels surveyed in October of 2006. 5,141 Students surveyed.

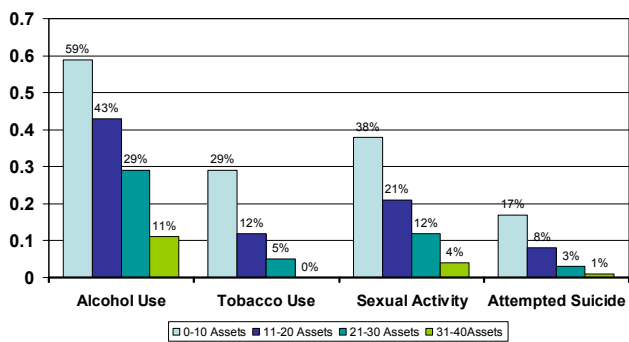
Type	Asset Name	Definition	Baseline (2000)	Current (2006)	Change
Support	1. Family Support	Family life provides high levels of love and support.	71	78	7
	2. Positive Family Communications	Parents and child communicate positively; child is willing to seek parents advice and counsel.	29	33	4
	3. Other Adult Relationships	Child receives support from three or more non-parent adults.	53	55	2
	4. Caring Neighborhood	Child experiences caring neighbors.	40	39	-1
	5. Caring School Climate	School provides a caring, encouraging environment.	33	45	12
	6. Parent Involvement	Parents are actively involved in helping child succeed in school.	28	32	4
Empowerment	7. Community Values Youth	Child perceives that community adults value youth.	21	25	4
	8. Youth Given Useful Roles	Youth are given useful roles in community life.	28	36	8
	9. Community Service	Child gives one hour or more per week to serve in one's community.	51	48	-3
	10. Safety	Child feels safe in home, school and neighborhood.	60	60	0
Boundaries and Expectations	11. Family Boundaries	Family has clear rules and consequences: and monitors whereabouts.	35	42	7
	12. School Boundaries	School provides clear rules and consequences.	42	54	12
	13. Neighborhood Boundaries	Neighbors would report undesirable behavior to family.	37	44	7
	14. Adult Role Models	Parent(s) and other adults model prosocial behavior.	34	39	5
	15. Positive Peer Influence	Child's best friends model responsible behavior.	55	69	14
	16. High Expectations	Both parents and teachers press child to achieve.	44	59	15
Time	17. Creative Activities	Involved three or more hours per week in lessons or practice in music, theater, or other arts.	27	24	-3
	18. Youth Programs	Youth spend one hour or more per week in sports, clubs or organizations at school and/or in community organizations.	80	84	4
	19. Religious Community	Involved one or more hours per week.	53	50	-3
	20. Time at Home	Out with friends "with nothing special to do," two or fewer nights per week.	59	68	9
Educational Commitment	21. Achievement Motivation	Child is motivated to do well in school.	69	80	11
	22. School Engagement	Child is actively engaged in learning.	62	73	11
	23. Homework	Child reports one or more hours of homework per day.	70	83	13
	24. Bonding to School	Child cares about her/his school.	60	72	12
	25. Reading for Pleasure	Child reads for pleasure three or more hours per week.	28	29	1
Values	26. Caring	Child places high value on helping other people.	49	58	9
	27. Equality and Social Justice	Child places high value on promoting equality and reducing hunger and poverty.	49	55	6
	28. Integrity	Child acts on convictions, stands up for her or his beliefs.	72	70	-2
	29. Honesty	Child "tells the truth even when it is not easy."	61	66	5
	30. Responsibility	Child accepts and takes personal responsibility.	55	61	6
	31. Restraint	Child believes it is important not to be sexually active or to use alcohol or other drugs.	28	36	8
Social Competencies	32. Planning and Decision-making	Child has skill to plan ahead and make choices.	33	33	0
	33. Interpersonal Competence	Child has empathy, sensitivity, and friendship skills.	50	48	-2
	34. Cultural Competence	Child has knowledge of and comfort with people of different racial backgrounds.	46	49	3
	35. Resistance Skills	Child can resist negative peer pressure.	41	46	5
	36. Peaceful Conflict Resolution	Child seeks to resolve conflict non-violently.	55	52	-3
Positive Identity	37. Personal Control	Child feels she/he has control over "things that happen to me."	50	52	2
	38. Self-esteem	Child reports high self-esteem.	54	57	3
	39. Sense of Purpose	Child reports "my life has a purpose."	63	68	5
	40. Positive View of Personal Future	Child is optimistic about his/her personal future.	72	76	4

# Current Level of Assets

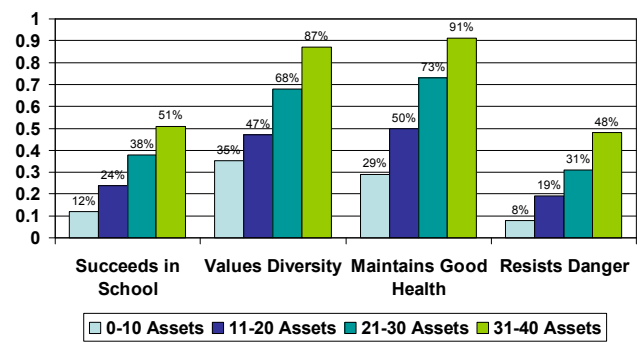


For more information on Developmental Assets © - [www.search-institute.org](http://www.search-institute.org)

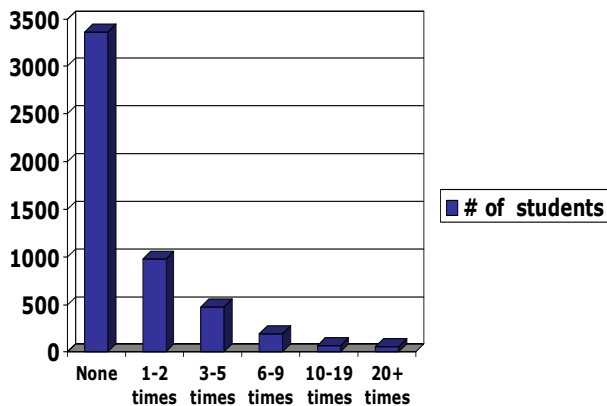
## More Assets = Less Risk Behaviors



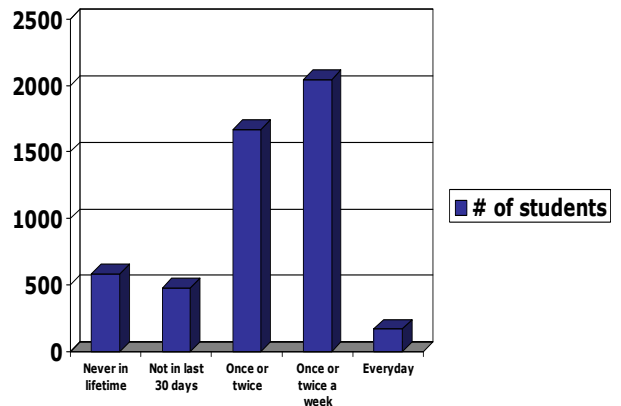
## More Assets = Thriving Behavior



## How many times in the last 30 days before the survey did youth report drinking any form of alcohol?



## How often do youth think that other students in the school used any form of alcohol in the last 30 days?



# **HIGHLIGHTS**

## **REASONS TO CELEBRATE**

- Total assets possessed by Lower Merion-Narberth youth has increased from 19.5 to 21.5 out of 40. The national average is 18.
- 32 out of 40 asset categories have increased from baseline.
- 76% of our youth remain optimistic about their future.
- More than 70% of our youth are actively engaged in and care about their schools and 80% are motivated to do well in school.
- 78% of our youth have families who provide them with high levels of love and support.
- 65% of Lower Merion-Narberth teenagers do not drink on a regular basis (previous 30-day period).
- Lower Merion and Narberth have a web of schools, youth-serving organizations, faith communities, government agencies, businesses, parents and other community partners who are actively working together to support our youth.
- The Lower Merion-Narberth Community Coalition and its ability to leverage resources provide the opportunity to truly support our youth.

## **REASONS TO STAY CONNECTED**

- Alcohol and marijuana abuse remain at unacceptably high levels in our community for high school students: 44.4% of surveyed high school students had used alcohol in the prior 30 days and 18.3% had used marijuana.
- The average age of first-time use of alcohol for our youth is 12.6.
- The average age of first-time marijuana use for our youth is 14.3.
- Only 36% of our youth believe it is important to not be sexually active or to use alcohol or other drugs.
- Only 25% of our youth feel this community values them and only 36% feel they have useful roles in the community.
- Only 33% of our youth are willing to ask their parents for advice and counsel and feel they communicate positively.
- Only 32% of our youth feel their parents are actively involved in helping them succeed in school.