

**TABLE 1**  
**Alexandria City Public Schools**  
**Percent of Youth Reporting External Assets<sup>a</sup>**

Category	Asset Name	Definition	2009-2010 Percent	2012-2013 Percent	2015-2016 Percent	2018-2019 Percent	Change from 2009-10
<b>Support</b>	1. Family support	Family life provides high levels of love and support.	67	68	71	<b>73</b>	<b>+6</b>
	2. Positive family communication	Young person and parent(s) communicate positively, and young person is willing to seek parent advice and counsel.	25	25	26	<b>24</b>	<b>-1</b>
	3. Other adult relationships	Young person receives support from three or more nonparent adults.	42	46	42	<b>42</b>	<b>0</b>
	4. Caring neighborhood	Young person experiences caring neighbors.	37	34	32	<b>35</b>	<b>-2</b>
	5. Caring school climate	School provides a caring, encouraging environment.	28	31	30	<b>35</b>	<b>+7</b>
	6. Parent involvement in schooling	Parent(s) are actively involved in helping young person succeed in school.	28	28	26	<b>26</b>	<b>-2</b>
<b>Empowerment</b>	7. Community values youth	Young person perceives that adults in the community value youth.	20	20	19	<b>19</b>	<b>-1</b>
	8. Youth as resources	Young people are given useful roles in the community.	21	26	26	<b>26</b>	<b>+5</b>
	9. Service to others	Young person serves in the community one hour or more per week.	46	46	40	<b>39</b>	<b>-7</b>
	10. Safety	Young person feels safe at home, school, and in the neighborhood.	49	46	46	<b>47</b>	<b>-2</b>
<b>Boundaries and Expectations</b>	11. Family boundaries	Family has clear rules and consequences, and monitors the young person's whereabouts.	41	42	46	<b>53</b>	<b>+12</b>
	12. School boundaries	School provides clear rules and consequences.	47	54	52	<b>52</b>	<b>+5</b>
	13. Neighborhood boundaries	Neighbors take responsibility for monitoring young people's behavior.	42	40	40	<b>39</b>	<b>-3</b>
	14. Adult role models	Parent(s) and other adults model positive, responsible behavior.	27	30	33	<b>37</b>	<b>+10</b>
	15. Positive peer influence	Young person's best friends model responsible behavior.	60	65	71	<b>73</b>	<b>+13</b>
	16. High expectations	Both parent(s) and teachers encourage the young person to do well.	51	57	55	<b>60</b>	<b>+9</b>
<b>Constructive Use of Time</b>	17. Creative activities	Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.	21	18	16	<b>19</b>	<b>-2</b>
	18. Youth programs	Young person spends ≥3 per week in sports, clubs, or organizations at school and/or in community.	52	57	54	<b>54</b>	<b>+2</b>
	19. Religious community	Young person spends one or more hours per week in activities in a religious institution.	52	55	51	<b>42</b>	<b>-10</b>
	20. Time at home	Young person is out with friends "with nothing special to do" two or fewer nights per week.	56	63	68	<b>71</b>	<b>+15</b>

<sup>a</sup>Results from surveys administered in 2009-10 and 2012-13 contain results for students in grades 7-12. From 2015-16 on, the Search Survey was only administered to students in grades 8, 10 and 12.

**TABLE 2**  
**Alexandria City Public Schools**  
**Percentage of Youth Reporting Internal Assets<sup>a</sup>**

Category	Asset Name	Definition	2009-2010 Percent	2012-2013 Percent	2015-2016 Percent	2018-2019 Percent	Change from 2009-10
<b>Commitment to Learning</b>	21. Achievement motivation	Young person is motivated to do well in school.	70	69	72	72	+2
	22. School engagement	Young person is actively engaged in learning.	48	47	53	79	+31
	23. Homework	Young person reports doing at least one hour of homework every school day.	52	48	55	52	0
	24. Bonding to school	Young person cares about his or her school.	49	50	53	56	+7
	25. Reading for pleasure	Young person reads for pleasure three or more hours per week.	26	25	22	20	-6
<b>Positive Values</b>	26. Caring	Young person places high value on helping other people.	56	61	68	73	+17
	27. Equality and social justice	Young person places high value on promoting equality and reducing hunger and poverty.	62	65	76	82	+20
	28. Integrity	Young person acts on convictions and stands up for his or her beliefs.	71	75	78	82	+11
	29. Honesty	Young person tells the truth even when it is not easy.	65	68	71	75	+10
	30. Responsibility	Young person accepts and takes personal responsibility.	65	65	72	77	+12
	31. Restraint	Young person believes it is important not to be sexually active or to use alcohol or other drugs.	41	42	45	44	+3
<b>Social Competencies</b>	32. Planning and decision-making	Young person knows how to plan ahead and make choices.	33	37	38	40	+7
	33. Interpersonal competence	Young person has empathy, sensitivity, and friendship skills.	44	43	38	45	+1
	34. Cultural competence	Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.	52	55	60	66	+14
	35. Resistance skills	Young person can resist negative peer pressure and dangerous situations.	41	46	50	53	+12
	36. Peaceful conflict resolution	Young person seeks to resolve conflict nonviolently.	37	41	46	44	+7
<b>Positive Identity</b>	37. Personal power	Young person feels he or she has control over "things that happen to me."	42	38	36	34	-8
	38. Self-esteem	Young person reports having a high self-esteem.	57	52	48	39	-18
	39. Sense of purpose	Young person reports that "my life has a purpose."	59	60	58	52	-7
	40. Positive view of personal future	Young person is optimistic about his or her personal future.	74	72	73	65	-9

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