

2004 Gogebic-Ontonagon County Asset Survey Result

Gogebic-Ontonagon Counties and Hurley School District

Demographics: 1,823 students from each grade between 6th and 12th grade in Gogebic County, Ontonagon County and the Hurley Wisconsin School District were surveyed during 2004. The sample was 49% male and 51% female.

Grade Sampled	% of Sample
6 th Grade	8%
7 th Grade	14%
8 th Grade	15%
9 th Grade	17%
10 th Grade	16%
11 th Grade	16%
12 th Grade	13%

External Assets			
Asset Type	Asset Name	Definition	%
Support	1. Family support	- Family life provides high levels of love and support.	65
	2. Positive family communication	- Young person and his or her parent(s) communicate positively, and young person is willing to seek parent(s)' advice and counsel.	23
	3. Other adult relationships	- Young person receives support from three or more non-parent adults.	39
	4. Caring neighborhood	- Young person experiences caring neighbors.	37
	5. Caring school climate	- School provides a caring, encouraging environment.	22
	6. Parent involvement in school	- Parent(s) are actively involved in helping young persons succeed in school.	25
Empowerment	7. Community values youth	- Young person perceives that adults in the community value youth	18
	8. Youth as resources	- Young people are given useful roles in the community.	19
	9. Services to others	- Young person serves in the community one hour or more per week.	46
	10. Safety	- Young person feels safe at home, school, and in the neighborhood	56
Boundaries & Expectations	11. Family boundaries	- Family has clear rules and consequences, and monitors the young person's whereabouts.	44
	12. School boundaries	- School provides clear rules and consequences.	46
	13. Neighborhood boundaries	- Neighbors take responsibility for monitoring young people's behavior.	49

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	14. Adult role models	- Parent(s) and other adults model positive, responsible behavior.	25
	15. Positive peer influence	- Young person's best friends model responsible behavior.	60
	16. High expectations	- Both parent(s) and teachers encourage the young person to do well.	38
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.	16
	18. Youth programs	- Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.	53
	19. Religious community	- Young person spends one or more hours per week in activities in a religious institution.	50
	20. Time at home	- Young person is out with friends "with nothing special to do "two or fewer nights per week."	47
Internal Assets			
Commitment to Learning	21. Achievement motivation	- Young person is motivated to do well in school.	55
	22. School engagement	- Young person is actively engaged in learning.	62
	23. Homework	- Young person reports doing at least one hour of homework every school day.	39
	24. Bonding to school	- Young person cares about his or her school.	51
	25. Reading for pleasure	- Young person reads for pleasure three or more hours per week.	23
Positive Values	26. Caring	- Young person places high value on helping other people.	39
	27. Equality and social justice	- Young person places high value on promoting equality and reducing hunger and poverty.	42
	28. Integrity	- Young person acts on convictions and stands up for his or her beliefs.	62
	29. Honesty	- Young person tells the truth even when it is not easy.	64
	30. Responsibility	- Young person accepts and takes personal responsibility.	60
	31. Restraint	- Young person believes it is important not be sexually active or to use alcohol or other drugs.	38
Social Competencies	32. Planning and decision-making	- Young person knows how to plan ahead and make choices.	24
	33. Interpersonal competence	- Young person has empathy, sensitivity, and friendship skills.	39

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	34. Cultural competence	- Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.	29
	35. Resistance skills	- Young person can resist negative peer pressure and dangerous situations.	37
	36. Peaceful conflict resolution	- Young person seeks to resolve conflict non-violently.	41
Positive Identity	37. Personal power	- Young person feels he or she has control over "things that happen to me."	43
	38. Self-Esteem	- Young person reports having a high self-esteem.	43
	39. Sense of purpose	- Young person reports that "my life has a purpose."	55
	40. Positive view of personal future	- Young person is optimistic about his or her personal future.	69

The asset survey results from the counties listed here are used by the permission of the individuals and groups who worked to orchestrate the administration of the survey in their communities. This information is provided in an effort to create opportunities to examine the youth climate across the region. We hope that people who seek to make positive changes for youth will be able to use these results to inform their decisions.

A word of caution: using this data to compare one community to another is not encouraged. The characteristics of the sample are not uniform among the survey reports. For instance, while in Marquette and Alger Counties 12th graders constituted 32% of the sample, Delta and Schoolcraft counties didn't survey any 12th graders. For that reason, there is no basis for comparison among the counties. In addition, the *Profiles in Student Life: Attitudes and Behaviors* survey is not intended to create competition among communities. The data can be used to provide a "snapshot in time" of the youth environment in the survey communities.