

School Success Profile
INTERPRETING THE SUMMARY GROUP PROFILE

The Summary Group Profile is generated by combining the individual scores of all your students who took the SSP into one profile. Reference information about the student group is included on the left side of the summary profile. Summary data on the 22 SSP profile dimensions are included on the right side of the page. These data reflect how your students are doing as a group on the dimensions included in the Social Environment Profile and the Individual Adaptation Profile.

Scores reflects a continuum of performance from red (RISK), yellow (CAUTION), and green (ASSET). Green (ASSET) is the performance standard. The percentages associated with each dimension indicate the proportion of students who received one of three scores: red (RISK), yellow (CAUTION), and green (ASSET). In most cases, these percentages will add to 100% across the rows, although these percentages may add to 99% to 101% as a consequence of rounding.

The most positive summary group profile would include results with a high percentage of students with green (Asset) codes. In reviewing the findings, we encourage school employees to consider the desired performance standard for each dimension. In other words, what proportion of students would have to affirm a particular dimension (an asset score) for school employees to evaluate students' functioning on that dimension as at least adequate? We can only share with you that the proportion of students that respond with an asset response will be somewhere between 0 and 100%. Prior research suggests that schools with a higher proportion of students receiving asset scores on the 22 summary profile dimensions also have students with higher end-of-grade performance scores and higher overall success at school. School success is defined as graduation from high school prepared to pursue post-secondary education or training, military service, or employment capable of moving the student toward earning a "living wage."

Summary Group Profile data supplement other sources of information about students; the results are designed to promote a dialogue between practitioners, students, and families about intervention goals and strategies. SSP data present insights into students' perceptions of their environments and of themselves. We believe students' perceptions of themselves and their situations augment the perceptions of students as reported by others who know them and as found in administrative school records. This information is used as a starting point for working with students to address their concerns and strengths.



School Success Profile

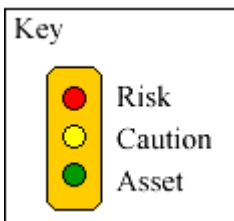
Group Profile

[Query Tool](#)

Reference Information

Student ID: 1115 - 3663
Total Surveys: 144
Average Age: 16
Grade Range: 9th Grade (Freshman) - 12th Grade (Senior)
Gender: Male: 45%
Race/Ethnicity: Native American: 1%
 Asian/Pacific Islander: 4%
 Black/African-American: 25%
 Hispanic/Latino: 6%
 White: 48%
 Multiracial: 11%
 Other: 4%
Free/Reduced Price Lunch: Yes: 41%
School: Sample High School
District: Sample City
State: Sample State

Date Processed: 5/2/2007



Social Environment Profile

Dimension	Asset %	Caution %	Risk %
Neighborhood			
Neighbor Support	42	44	14
Neighborhood Youth Behavior	45	39	16
Neighborhood Safety	79	18	3
School			
Learning Climate	47	42	11
School Satisfaction	48	43	10
Teacher Support	57	37	6
School Safety	24	63	12
Friends			
Friend Support	66	28	6
Peer Group Acceptance	95	4	1
Friend Behavior	39	50	11
Family			
Family Togetherness	48	40	12
Parent Support	55	37	8
Home Academic Environment	41	45	14
Parent Education Support	25	53	22
School Behavior Expectations	58	35	7

Individual Adaptation Profile

Personal Beliefs & Well-Being			
Social Support Use	65	30	5
Physical Health	43	53	4
Self Confidence	61	36	4
Adjustment	67	25	7
School Attitudes & Behavior			
School Engagement	11	62	28
Trouble Avoidance	64	35	1
Academic Performance			
Grades	37	13	50

School Success Profile Dimensions

Social Environment Profile

Neighborhood

Neighbor Support (7 items)

Youth perceive their neighbors as trustworthy and supportive of young people, interested in their welfare, and willing to help them if they have a problem.

Neighborhood Youth Behavior (8 items)

Youth live in a neighborhood where young people engage in constructive behavior, graduate from high school, and are unlikely to break the law and get in trouble with the police.

Neighborhood Safety (8 items)

Youth live in a neighborhood with a low incidence of crime and violence.

School

Learning Climate (7 items)

Youth attend a school where students get a good education, where student needs come first, where the adults at school affirm and care about students, and where every student is valued.

School Satisfaction (4 items)

Youth enjoy going to their school, get along well with teachers and other students, and report that they are getting a good education.

Teacher Support (8 items)

Youth perceive teachers at their school as supportive, as caring about them and their academic success, and as expecting them to do their best.

School Safety (11 items)

Youth attend a school with a low level of crime, problem behavior, and bullying behavior.

Friends

Friend Support (5 items)

Youth perceive their friends as trustworthy and supportive and as responsive to their needs and feelings.

Peer Group Acceptance (7 items)

Youth feel accepted by their peers, able to be themselves, and able to resist peer pressure.

Friend Behavior (9 items)

Youth have friends who are unlikely to break the law or get in trouble with the police, who stay out of trouble and perform well at school, and who are likely to graduate from high school.

Family

Family Togetherness (7 items)

Youth report that the people in their home feel a sense of emotional closeness and bonding with one another, do things together, and work together to solve problems.

Parent Support (5 items)

Youth report that the adults in their home provide them with loving support and encouragement and spend free time with them.

Home Academic Environment (8 items)

Youth report that they discuss their courses or programs at school, their school-related activities, current events and politics, and their plans for the future with the adults who live in their home.

Parent Education Support (6 items)

Youth report that the adults in their home encourage and support them in their school work and activities, help them get needed books or supplies, and offer help with homework or special assignments.

School Behavior Expectations (12 items)

Youth perceive the adults in their home as expecting them to do their school work, to attend classes, and to follow school rules.

Individual Adaptation Profile

Personal Beliefs and Well-Being

Social Support Use (8 items)

Youth indicate that there are people they can turn to for various types of social support and assistance.

Physical Health (8 items)

Youth evidence good health, as indicated by an absence of symptoms or physical illness over the past seven days.

Self Confidence (5 items)

Youth report a sense of confidence in themselves and positive self-regard.

Adjustment (6 items)

Youth do not feel a sense of sadness, confusion, aloneness, or general despair about the future.

School Attitudes & Behavior**School Engagement (3 items)**

Youth report that they find school fun and exciting, look forward to learning new things at school, and look forward to going to school.

Trouble Avoidance (11 items)

Youth report that they have avoided problem behaviors in the past 30 days that reflect getting into trouble at school.

Grades (3 items)

Youth report at least B's or C's or better on their most recent report card, no D's or F's on their most recent report card, and they describe their grades as better or much better than the grades received by other students in their classes.