

2021
Evalumetrics Youth Survey
Allegany County Schools



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Evalumetrics Youth Survey (Risk and Protective Factor Survey) 2021

Allegany County Schools Summary Report 2021

Prepared by:
Evalumetrics Research
58 Scotland Road
Canandaigua, New York 14424
rlillis@rochester.rr.com
www.evalumetrics.org

Sponsored by:
Allegany Council on Alcoholism and Substance Abuse
ACASA

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The Evalumetrics Youth Survey (EYS) has been conducted in schools throughout Allegany County in every odd-numbered year since 1999 and most recently in 2021. The EYS is based on the Risk and Protective Factor Model developed at the University of Washington by J. David Hawkins, Richard Catalano, and Janet Miller. The EYS asks students about several critical health risk behaviors such as substance use, violence, and depression. The EYS also includes questions about students' attitudes toward and connection to school, family, and community.

The 2021 EYS also includes measure of students' social emotional distress (SED) in response to disruption of school as well as social and family life during the COVID-19 pandemic.

This report is a summary of the results for variables of greatest overall interest. Additional reports and research briefs will be prepared to address specific topics of concern to school and community-based organizations.

This report provides results for Allegany County schools.

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Method

The EYS is conducted online on a web-based platform that is accessed by students clicking on a URL address provided by the school. Basic demographic information is collected including grade, age, gender, and race. No identifying information is collected. Parents were notified of the surveys prior to implementation and were instructed on how to “opt out” if, for any reason, they preferred not to have their child participate. Unless parents opted out, students were asked to complete the survey (i.e., passive consent). At the start of the survey, students were instructed that participation was voluntary and they could elect not to take the survey or to skip any questions that they did not want to answer.

Surveys that were incomplete or met other criteria, (e.g., same answer to all questions, suspect answer patterns) were culled from the final database.

It should be noted that some results tables exclude results for 6th grade. Some items were not asked of 6th graders based on age-appropriate nature or comprehension.

The percentages in each table are based on the number of students (N) who answered the specific question presented in that table.

Completed Surveys¹ –

Completed Surveys	Grade									Total
	6th	7th	8th	MS	9th	10th	11th	12th	HS	
Female	179	22	143	344	3	140	4	123	270	614
Male	143	20	137	300	0	143	3	136	282	582
Other	3	0	6	9	0	0	0	4	4	13
Prefer Not to Say	6	2	7	15	0	8	0	6	14	29
Did not answer	6	0	2	8	0	3	0	1	4	12
Total	337	44	295	676	3	294	7	270	574	1250

¹ Some schools included 7th, 9th, and/or 11th grade students in the survey. In some cases, students designated they were in a grade other than 6th, 8th, 10th, or 12th.

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Risk and Protective Factors

The Risk and Protective Factor Model was developed at the University of Washington by J. David Hawkins, Richard Catalano, and Janet Miller. The model was developed by reviewing two decades of research that identified a link between certain risk factors and several problem behaviors and between protective factors and avoidance of problem behaviors. A major strength of this model is that by implementing strategies to reduce factors that predict one problem, (e.g., alcohol and other drug abuse), communities will likely reduce other negative behaviors, such as violence, delinquency, teen-pregnancy, gambling, and dropping out of school. Similarly, increasing protective factors will reduce problem behavior and mitigate the negative impact of environmental variables such as childhood trauma or other social emotional stress.

While some risk factor prevalence might be low when compared to prevalence of problems such as substance use, it should be noted that risk factors are often predictors of future behavior. For example, many students in 6th grade score at a risk level for Lack of Perceived Risk of Drug Use yet reported use of drugs by 6th graders is exceedingly rare².

Factors are represented by scales consisting of several items. The items included in each scale are listed in the EYS Data Dictionary in Attachment I. Factor raw scores are converted to statistical standard scores (z scores) using population means and standard deviations from a benchmark sample of 25,000 students from 29 schools in the Finger Lakes region in 2000. Risk factors standard scores above 1.0 are considered at risk. Protective factor score below -1.0 represent risk from lack of protection.

The first set of tables show the proportion of students in Allegany County schools that scored at or above the risk level for each risk or protective factor.

² *The survey does not measure all risk or protective factors. For example, poverty is a significant risk factor.*

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Middle School	Allegany County		
	Year	2019	2021
N=		833	676
Sensation Seeking (R22-PI)		16.8%	26.2%
Lack Opportunities for Prosocial Involvement in the Community (P1-C)		16.6%	24.6%
Lack Attachment to Family (P3-F)		9.6%	21.9%
Lack Rewards for Prosocial Behavior in the Community (P2-C)		28.2%	15.4%
Community Disorganization (R2-C)		17.0%	12.9%
Impulsiveness (R16-PI)		9.0%	12.7%
Low Neighborhood Attachment (R1-C)		13.4%	12.3%
Lack Opportunities for Prosocial Involvement in School (P6-S)		11.8%	9.8%
Lack Perceived Risks of Drug Use (P8-PI)		15.5%	9.2%
Lack Rewards for Prosocial Involvement in Family (P5-F)		16.1%	8.6%
Personal Transitions/Mobility (R3-C)		9.7%	8.3%
Poor Family Discipline (R7-F)		16.0%	7.8%
Rebelliousness (R14-PI)		7.1%	7.5%
Lack Opportunities for Prosocial Involvement in Family(P4-F)		15.7%	7.2%
Family Conflict (R8-F)		9.5%	7.0%
Lack Social Skills (P10-PI)		7.0%	6.5%
Little Commitment to School (R13-S)		12.5%	6.4%
Laws and Norms Favorable to Drug Use (R4-C)		9.0%	5.1%
Lack Rewards for Prosocial Involvement in School(P7-S)		8.3%	4.4%
Favorable Attitudes Toward Antisocial Behavior (R18-PI)		6.0%	4.3%
Family History of Antisocial Behavior (R9-F)		8.4%	4.1%
Rewards for Antisocial Involvement (R23-PI)		4.7%	3.4%
Parental Attitudes Favorable to Antisocial Behavior (R11-F)		5.6%	3.3%
Lack of Family Supervision and Rules (R6-F)		9.0%	3.1%
Antisocial Behavior (R17-PI)		3.4%	2.1%
Favorable Attitudes Toward Drug Use (R19-PI)		2.8%	2.1%
Perceived Availability of Drugs (R5-C)		1.3%	1.7%
Parental Attitudes Favorable to Drug Use (R10-F)		5.6%	1.6%
Lack a Belief in Moral Order (P11-PI)		4.8%	1.6%
Interaction With Antisocial Peers (R20-PI)		5.0%	1.4%
Friend Use Drugs (R21-PI)		2.8%	0.7%

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High School	Allegany County	
Year	2019	2021
N=	723	574
Lack Attachment to Family (P3-F)	15.8%	40.1%
Lack Opportunities for Prosocial Involvement in the Community (P1-C)	23.9%	29.8%
Sensation Seeking (R22-PI)	23.5%	29.3%
Lack Rewards for Prosocial Behavior in the Community (P2-C)	28.1%	26.1%
Low Neighborhood Attachment (R1-C)	28.2%	25.1%
Lack Perceived Risks of Drug Use (P8-PI)	17.6%	18.6%
Laws and Norms Favorable to Drug Use (R4-C)	17.3%	17.4%
Community Disorganization (R2-C)	19.5%	16.7%
Lack of Family Supervision and Rules (R6-F)	18.7%	16.7%
Family History of Antisocial Behavior (R9-F)	15.1%	15.9%
Little Commitment to School (R13-S)	16.3%	15.9%
Lack Opportunities for Prosocial Involvement in Family(P4-F)	17.8%	15.7%
Lack Rewards for Prosocial Involvement in Family (P5-F)	7.1%	13.6%
Poor Family Discipline (R7-F)	14.5%	12.7%
Parental Attitudes Favorable to Drug Use (R10-F)	12.4%	12.4%
Personal Transitions/Mobility (R3-C)	12.7%	11.8%
Lack Opportunities for Prosocial Involvement in School (P6-S)	10.1%	11.7%
Favorable Attitudes Toward Antisocial Behavior (R18-PI)	10.7%	11.3%
Impulsiveness (R16-PI)	12.2%	11.0%
Family Conflict (R8-F)	10.8%	10.6%
Rebelliousness (R14-PI)	12.0%	10.6%
Rewards for Antisocial Involvement (R23-PI)	10.8%	9.1%
Favorable Attitudes Toward Drug Use (R19-PI)	10.2%	8.9%
Lack Rewards for Prosocial Involvement in School(P7-S)	11.9%	8.9%
Lack a Belief in Moral Order (P11-PI)	5.1%	7.5%
Perceived Availability of Drugs (R5-C)	8.6%	7.3%
Friend Use Drugs (R21-PI)	9.7%	6.4%
Parental Attitudes Favorable to Antisocial Behavior (R11-F)	8.3%	5.9%
Lack Social Skills (P10-PI)	3.9%	5.9%
Antisocial Behavior (R17-PI)	5.9%	4.7%
Interaction With Antisocial Peers (R20-PI)	9.0%	4.2%

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(01R01-C) Low Neighborhood Attachment	GRADE 6	GRADE 8	GRADE 10	GRADE 12
At or Above Risk Level	11.3%	13.9%	24.8%	25.6%
Not at Risk Level	88.7%	86.1%	75.2%	74.4%
N=	337	295	294	270
(02R02-C) Community Disorganization	GRADE 6	GRADE 8	GRADE 10	GRADE 12
At or Above Risk Level	12.8%	14.9%	17.0%	15.2%
Not at Risk Level	87.2%	85.1%	83.0%	84.8%
N=	337	295	294	270
(03R03-C) Personal Transitions/Mobility	GRADE 6	GRADE 8	GRADE 10	GRADE 12
At or Above Risk Level	10.1%	7.1%	11.6%	11.1%
Not at Risk Level	89.9%	92.9%	88.4%	88.9%
N=	337	295	294	270
(04R04-C) Laws and Norms Favorable to Drug Use	GRADE 6	GRADE 8	GRADE 10	GRADE 12
At or Above Risk Level	n/a	5.1%	11.2%	24.4%
Not at Risk Level	n/a	94.9%	88.8%	75.6%
N=	337	295	294	270
(05R05-C) Perceived Availability of Drugs	GRADE 6	GRADE 8	GRADE 10	GRADE 12
At or Above Risk Level	n/a	1.7%	6.1%	8.9%
Not at Risk Level	n/a	98.3%	93.9%	91.1%
N=	337	295	294	270

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(06R06-F) Lack of Family Supervision and Rules	GRADE 6	GRADE 8	GRADE 10	GRADE 12
At or Above Risk Level	6.2%	3.1%	15.6%	18.1%
Not at Risk Level	93.8%	96.9%	84.4%	81.9%
N=	337	295	294	270
(07R07-F) Poor Family Discipline	GRADE 6	GRADE 8	GRADE 10	GRADE 12
At or Above Risk Level	8.3%	7.1%	10.2%	15.9%
Not at Risk Level	91.7%	92.9%	89.8%	84.1%
N=	337	295	294	270
(08R08-F) Family Conflict	GRADE 6	GRADE 8	GRADE 10	GRADE 12
At or Above Risk Level	6.2%	8.5%	11.9%	9.6%
Not at Risk Level	93.8%	91.5%	88.1%	90.4%
N=	337	295	294	270
(09R09-F) Family History of Antisocial Behavior	GRADE 6	GRADE 8	GRADE 10	GRADE 12
At or Above Risk Level	3.9%	4.7%	14.3%	17.4%
Not at Risk Level	96.1%	95.3%	85.7%	82.6%
N=	337	295	294	270
(10R10-F) Parental Attitudes Favorable to Drug Use	GRADE 6	GRADE 8	GRADE 10	GRADE 12
At or Above Risk Level	0.9%	2.4%	9.5%	15.6%
Not at Risk Level	99.1%	97.6%	90.5%	84.4%
N=	337	295	294	270

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(11R11-F) Parental Attitudes Favorable to Antisocial Behavior	GRADE 6	GRADE 8	GRADE 10	GRADE 12
At or Above Risk Level	2.7%	4.1%	7.1%	4.8%
Not at Risk Level	97.3%	95.9%	92.9%	95.2%
N=	337	295	294	270
(13R13-S) Little Commitment to School	GRADE 6	GRADE 8	GRADE 10	GRADE 12
At or Above Risk Level	4.7%	9.2%	13.9%	18.1%
Not at Risk Level	95.3%	90.8%	86.1%	81.9%
N=	337	295	294	270
(14R14-PI) Rebelliousness	GRADE 6	GRADE 8	GRADE 10	GRADE 12
At or Above Risk Level	6.5%	9.8%	13.6%	7.4%
Not at Risk Level	93.5%	90.2%	86.4%	92.6%
N=	337	295	294	270
(16R16-PI) Impulsiveness	GRADE 6	GRADE 8	GRADE 10	GRADE 12
At or Above Risk Level	12.2%	14.2%	12.2%	9.6%
Not at Risk Level	87.8%	85.8%	87.8%	90.4%
N=	337	295	294	270
(17R17-PI) Antisocial Behavior	GRADE 6	GRADE 8	GRADE 10	GRADE 12
At or Above Risk Level	3.0%	1.4%	4.1%	5.2%
Not at Risk Level	97.0%	98.6%	95.9%	94.8%
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(18R18-PI) Favorable Attitudes Toward Antisocial Behavior	GRADE 6	GRADE 8	GRADE 10	GRADE 12
At or Above Risk Level	2.4%	7.1%	12.9%	9.6%
Not at Risk Level	97.6%	92.9%	87.1%	90.4%
N=	337	295	294	270
(19R19-PI) Favorable Attitudes Toward Drug Use	GRADE 6	GRADE 8	GRADE 10	GRADE 12
At or Above Risk Level	1.5%	2.4%	8.2%	10.0%
Not at Risk Level	98.5%	97.6%	91.8%	90.0%
N=	337	295	294	270
(20R20-PI) Interaction With Antisocial Peers	GRADE 6	GRADE 8	GRADE 10	GRADE 12
At or Above Risk Level	n/a	1.4%	5.4%	3.0%
Not at Risk Level	n/a	98.6%	94.6%	97.0%
N=	337	295	294	270
(21R21-PI) Friend Use Drugs	GRADE 6	GRADE 8	GRADE 10	GRADE 12
At or Above Risk Level	n/a	0.7%	5.4%	7.0%
Not at Risk Level	n/a	99.3%	94.6%	93.0%
N=	337	295	294	270
(22R22-PI) Sensation Seeking	GRADE 6	GRADE 8	GRADE 10	GRADE 12
At or Above Risk Level	29.1%	22.7%	31.3%	26.3%
Not at Risk Level	70.9%	77.3%	68.7%	73.7%
N=	337	295	294	270

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(23R23-PI) Rewards for Antisocial Involvement	GRADE 6	GRADE 8	GRADE 10	GRADE 12
At or Above Risk Level	2.7%	4.7%	10.5%	7.0%
Not at Risk Level	97.3%	95.3%	89.5%	93.0%
N=	337	295	294	270

(24P01-C) Lack Opportunities for Involvement in Community	GRADE 6	GRADE 8	GRADE 10	GRADE 12
At or Above Risk Level	30.0%	19.7%	25.5%	34.1%
Not at Risk Level	70.0%	80.3%	74.5%	65.9%
N=	337	295	294	270

(25P02-C) Lack Rewards for Prosocial Behavior in Community	GRADE 6	GRADE 8	GRADE 10	GRADE 12
At or Above Risk Level	13.4%	18.3%	25.5%	27.4%
Not at Risk Level	86.6%	81.7%	74.5%	72.6%
N=	337	295	294	270

(26P03-F) Lack Attachment to Family	GRADE 6	GRADE 8	GRADE 10	GRADE 12
At or Above Risk Level	20.8%	24.7%	42.9%	37.4%
Not at Risk Level	79.2%	75.3%	57.1%	62.6%
N=	337	295	294	270

(27P04-F) Lack Opportunities for Prosocial Involvement in Family	GRADE 6	GRADE 8	GRADE 10	GRADE 12
At or Above Risk Level	5.3%	9.5%	17.3%	14.1%
Not at Risk Level	94.7%	90.5%	82.7%	85.9%
N=	337	295	294	270

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(28P05-F) Lack Rewards for Prosocial Involvement in Family	GRADE 6	GRADE 8	GRADE 10	GRADE 12
At or Above Risk Level	9.2%	7.8%	15.6%	11.5%
Not at Risk Level	90.8%	92.2%	84.4%	88.5%
N=	337	295	294	270
(29P06-S) Lack Opportunities for Prosocial Involvement in School	GRADE 6	GRADE 8	GRADE 10	GRADE 12
At or Above Risk Level	10.4%	8.5%	11.6%	11.9%
Not at Risk Level	89.6%	91.5%	88.4%	88.1%
N=	337	295	294	270
(30P07-S) Lack Rewards for Prosocial Involvement in School	GRADE 6	GRADE 8	GRADE 10	GRADE 12
At or Above Risk Level	3.0%	6.4%	10.2%	7.8%
Not at Risk Level	97.0%	93.6%	89.8%	92.2%
N=	337	295	294	270
(31P08-PI) Lack Perceived Risks of Drug Use	GRADE 6	GRADE 8	GRADE 10	GRADE 12
At or Above Risk Level	11.0%	7.8%	16.3%	21.5%
Not at Risk Level	89.0%	92.2%	83.7%	78.5%
N=	337	295	294	270
(32P10-PI) Lack Social Skills	GRADE 6	GRADE 8	GRADE 10	GRADE 12
At or Above Risk Level	5.3%	8.5%	7.8%	3.7%
Not at Risk Level	94.7%	91.5%	92.2%	96.3%
N=	337	295	294	270

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(33P11-PI) Lack a Belief in Moral Order	GRADE 6	GRADE 8	GRADE 10	GRADE 12
At or Above Risk Level	0.0%	3.7%	8.5%	6.3%
Not at Risk Level	100.0%	96.3%	91.5%	93.7%
N=	337	295	294	270
(34P12-S) Lack Attachment to School	GRADE 6	GRADE 8	GRADE 10	GRADE 12
At or Above Risk Level	3.6%	10.2%	12.2%	12.6%
Not at Risk Level	96.4%	89.8%	87.8%	87.4%
N=	337	295	294	270

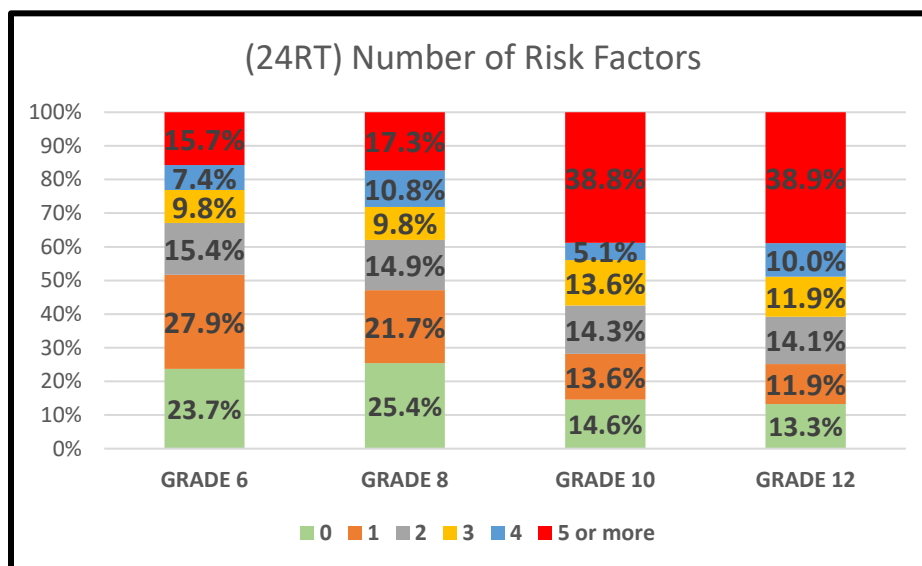
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Overall Risk

The Risk and Protective Factor framework states that an individual student’s likelihood of being involved in substance abuse, violence, or other negative behavior increases relative to the number of factors from which the student is at-risk. Thus, an additional measure of overall risk in a community is the number of students reporting multiple factors beyond the at-risk level. Table 2 shows the frequencies of the number of factors on which students scored above the risk level.

Number of Risk Factors	GRADE 6	GRADE 8	GRADE 10	GRADE 12
0	23.7%	25.4%	14.6%	13.3%
1	27.9%	21.7%	13.6%	11.9%
2	15.4%	14.9%	14.3%	14.1%
3	9.8%	9.8%	13.6%	11.9%
4	7.4%	10.8%	5.1%	10.0%
5 or more	15.7%	17.3%	38.8%	38.9%
N=	337	295	294	270



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Prevalence of Substance Use

Young peoples' use and abuse of alcohol, tobacco, and other drugs remains a major concern for parents, health professionals, law enforcement, and schools. Since the 1990's substance abuse prevention has developed evidence-based programs based on the Risk and Protective Factor Model. In the EYS, students were asked if, and how often they had used alcohol, tobacco, marijuana, or other substances. Alcohol, marijuana, and cigarettes are the most frequently used substances. Use of vaping devices such as e-cigarettes has increased dramatically.

Alcohol -

ATOD01 Drank Alcohol in Lifetime	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Used	5.9%	13.9%	42.5%	52.6%
Did not use	94.1%	86.1%	57.5%	47.4%
N=	337	295	294	270

ATOD02 Drank Alcohol in Past Year	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Used	3.0%	11.9%	38.1%	45.2%
Did not use	97.0%	88.1%	61.9%	54.8%
N=	337	295	294	270

ATOD03 Drank Alcohol in Past 30 Days	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Used	0.3%	3.1%	22.1%	25.9%
Did not use	99.7%	96.9%	77.9%	74.1%
N=	337	295	294	270

ATOD04 Drank 5 or More on Single Occasion	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Used	0.0%	1.7%	11.6%	14.8%
Did not use	100.0%	98.3%	88.4%	85.2%
N=	337	295	294	270

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Cigarettes -

ATOD05 Smoked Cigarettes in Lifetime	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Used	3.6%	9.2%	19.4%	22.2%
Did not use	96.4%	90.8%	80.6%	77.8%
N=	337	295	294	270

ATOD06 Smoked Cigarettes in Past Year	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Used	2.4%	3.7%	12.2%	10.4%
Did not use	97.6%	96.3%	87.8%	89.6%
N=	337	295	294	270

ATOD07 Smoked Cigarettes in Past 30 Days	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Used	0.6%	1.7%	4.4%	4.1%
Did not use	99.4%	98.3%	95.6%	95.9%
N=	337	295	294	270

Vaping -

ATOD14 Vaped/Used E-Cigarette in Past 30 Days	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Used	3.1%	10.6%	24.6%	27.6%
Did not use	96.9%	89.4%	75.4%	72.4%
N=	337	295	294	270

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Marijuana –

ATOD08 Smoked Marijuana in Lifetime	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Used	0.6%	6.1%	21.1%	29.3%
Did not use	99.4%	93.9%	78.9%	70.7%
N=	337	295	294	270
ATOD09 Smoked Marijuana in Past Year	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Used	0.3%	5.8%	17.0%	24.1%
Did not use	99.7%	94.2%	83.0%	75.9%
N=	337	295	294	270
ATOD10 Smoked Marijuana in Past 30 Days	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Used	0.0%	2.4%	10.5%	15.9%
Did not use	100.0%	97.6%	89.5%	84.1%
N=	337	295	294	270

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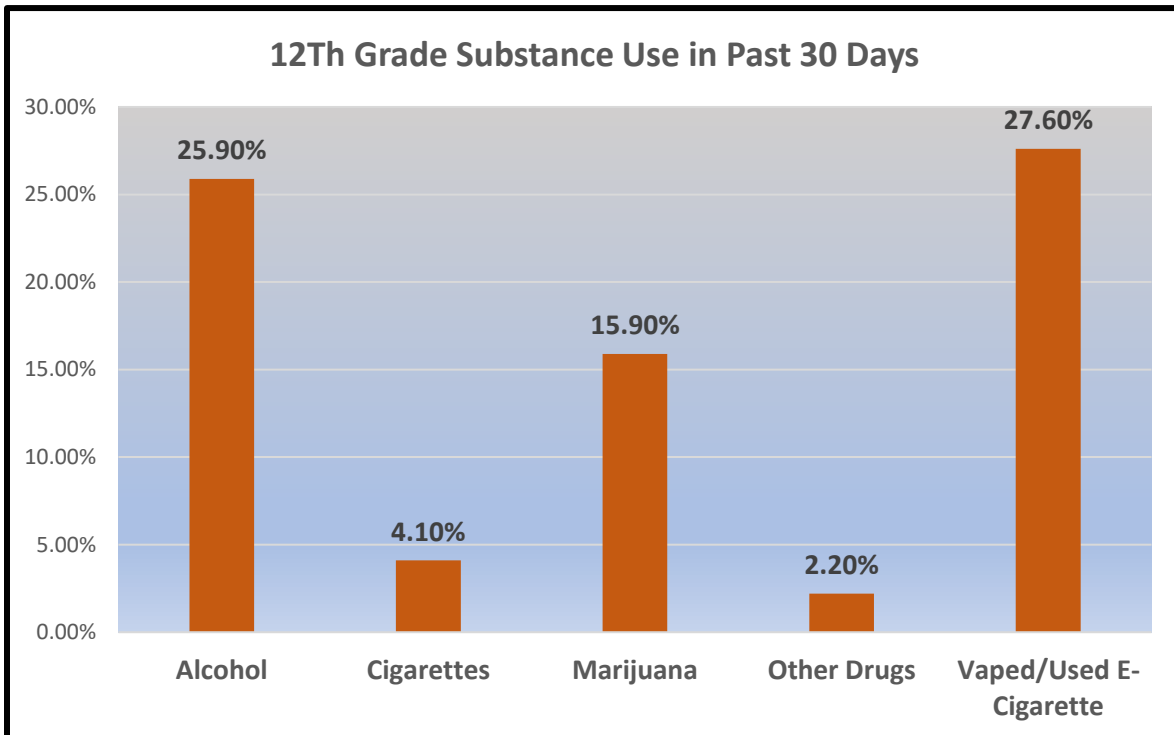
Drugs other than alcohol, tobacco, or marijuana –

ATOD11 Used Other Drug in Lifetime	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Used	0.3%	1.4%	4.1%	5.6%
Did not use	99.7%	98.6%	95.9%	94.4%
N=	337	295	294	270
ATOD12 Used Other Drug in Past Year	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Used	0.3%	1.0%	3.1%	3.7%
Did not use	99.7%	99.0%	96.9%	96.3%
N=	337	295	294	270
ATOD13 Used Other Drug in Past 30 Days	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Used	0.0%	0.7%	1.7%	2.2%
Did not use	100.0%	99.3%	98.3%	97.8%
N=	337	295	294	270

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Risk Behaviors

There are several behaviors that represent risks to the wellbeing of young people. These include depression, suicide ideation, self-injury such as cutting or burning, and bullying, including cyber-bullying. The EYS includes several items identical to the Centers for Disease Control and Prevention, *Youth Risk Behavior Survey*.

Depression

Teenage depression is a serious problem that impacts every aspect of teens’ lives. Left untreated, teen depression can lead to problems at home and school, drug abuse, and an overwhelming sense of sadness, despair, or anger. Students were asked if they “feel depressed most of the time, even if you feel happy sometimes.”

(B01) Felt Sad or Depressed Most days in Past Year	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Felt Sad	32.9%	42.4%	52.4%	43.7%
No	67.1%	57.6%	47.6%	56.3%
N=	337	295	294	270

Suicide Ideation

The greatest concern about depression and other negative feelings is the possibility that a student might contemplate, plan, or attempt suicide. Items from the Centers for Disease Control and Prevention, Youth Risk Behavior Survey were included in the survey to address these concerns.

(B02) Made Plan for Suicide (Ideation) in Past Year	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Made Plan	6.8%	9.8%	12.2%	6.7%
No Plan	93.2%	90.2%	87.8%	93.3%
N=	337	295	294	270

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Self-Injury

Some teens have a difficult time balancing their conflicting feelings and some turn to harmful activities like drinking, using drugs, or self-injury. Intentional self-injurious behavior, through cutting or burning, is used as a mechanism for coping with emotional distress. Those who self-injure often are experiencing overwhelming feelings, like extreme anxiety or tension, and in the moment self-injury may seem to provide a feeling of escape or relief. These injuries are not suicide attempts and often are interpreted as expressions of anger or psychological pain.

(B04) Injured self (cutting or burning) When Upset	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Injured Self	8.6%	10.8%	19.7%	17.8%
No	91.4%	89.2%	80.3%	82.2%
N=	337	295	294	270

Bullying

Bullying and other violent behaviors are a major concern for students, parents, and school administrators. Several items in the EYS relate to bullying. The EYS also asked about threats and harassment in cell phone texts, (i.e., Cyber-bullying).

(B06) Bullied Others 2 or More Times in Past Month	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Bullied Others	5.0%	5.8%	16.0%	6.7%
Did Not Bully	95.0%	94.2%	84.0%	93.3%
N=	337	295	294	270

(B07) Was Bullied 2 or More Times in Past 30 Days	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Was Bullied More Than Once	15.1%	13.2%	13.3%	11.5%
Was Not Bullied by Others	84.9%	86.8%	86.7%	88.5%
N=	337	295	294	270

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(B08) Sent Threatening Text in Past 30 Days (Cyber-bully)	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Cyber-bullied Others in Past 30 Days	4.2%	3.1%	8.8%	7.8%
Did Not Cyber-bully	95.8%	96.9%	91.2%	92.2%
N=	337	295	294	270

(B09) Received Threatening Text in Past 30 Days (Cyber-bully)	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Cyber-bullied in Past 30 Days	9.8%	11.2%	12.6%	11.5%
Was Not Cyber-bullied in Past 30 Days	90.2%	88.8%	87.4%	88.5%
N=	337	295	294	270

Trauma

ACE- Adverse childhood experiences (ACE) have been shown to be a major influence on every aspect of children’s lives. ACE are a significant source of trauma and can disrupt social emotional development, academic performance, and can lead to destructive behaviors such as delinquency and substance abuse. An ACE score of two or more has been shown to predict problematic behaviors.

(B10) Had 2 or More Adverse Childhood Experiences (ACE)	GRADE 6	GRADE 8	GRADE 10	GRADE 12
ACE Greater Than 2	29.1%	31.2%	43.5%	39.6%
ACE Less Than 2	70.9%	68.8%	56.5%	60.4%
N=	337	295	294	270

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Social-emotional distress- The past year has been like no other in terms of placing young people in situations of extreme stress resulting from disruption of school and social life due to the COVID-19 pandemic. In the spring of 2020, immediately after school buildings were closed, Finger Lakes Community Schools implemented the Youth Voice Survey (YVS) in schools throughout the region. The YVS measured several specific social-emotional concerns and reactions of young people to school closures and social isolation. The social-emotional distress (SED) items from the YVS were added to the 2021 EYS. Items were used to construct an SED Scale and statistical parameters were developed to establish risk levels at the middle school and high school levels. Results shown below can be used to plan evidence-based, trauma-informed strategies to address the SED needs of students.

(SED01)Feeling safe	GRADE 6	GRADE 8	GRADE 10	GRADE 12
(SED1) Not at All	3.9%	4.4%	4.1%	5.6%
(SED2) Once	4.8%	2.0%	3.4%	3.0%
(SED3) On Several Days	12.5%	13.3%	13.7%	11.2%
(SED4) More Than Half the Time	20.6%	24.2%	22.0%	23.0%
(SED5) Nearly All the Time	58.2%	56.0%	56.7%	57.2%
N=	335	293	291	269

(SED02)Feeling nervous anxious or on edge	GRADE 6	GRADE 8	GRADE 10	GRADE 12
(SED1) Not at All	21.0%	24.6%	15.7%	21.0%
(SED2) Once	23.1%	17.7%	14.0%	16.1%
(SED3) On Several Days	26.3%	21.8%	29.4%	23.2%
(SED4) More Than Half the Time	16.5%	18.8%	19.5%	18.7%
(SED5) Nearly All the Time	13.2%	17.1%	21.5%	21.0%
<i>Half the time or more</i>	29.7%	35.9%	41.0%	39.7%
N=	334	293	293	267

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(SED03)Feeling happy	GRADE 6	GRADE 8	GRADE 10	GRADE 12
(SED1) Not at All	3.9%	4.8%	4.5%	6.0%
(SED2) Once	9.2%	6.2%	11.0%	7.5%
(SED3) On Several Days	17.3%	26.4%	34.9%	32.5%
(SED4) More Than Half the Time	33.9%	38.7%	29.5%	37.3%
(SED5) Nearly All the Time	35.7%	24.0%	20.2%	16.8%
N=	336	292	292	268

(SED04)Feeling calm	GRADE 6	GRADE 8	GRADE 10	GRADE 12
(SED1) Not at All	5.4%	4.4%	6.2%	7.4%
(SED2) Once	9.6%	7.5%	13.0%	11.5%
(SED3) On Several Days	20.1%	23.8%	33.2%	31.9%
(SED4) More Than Half the Time	35.0%	37.4%	27.4%	27.8%
(SED5) Nearly All the Time	29.9%	26.9%	20.2%	21.5%
N=	334	294	292	270

(SED05)Worried about getting sick	GRADE 6	GRADE 8	GRADE 10	GRADE 12
(SED1) Not at All	45.7%	57.2%	61.6%	57.6%
(SED2) Once	17.0%	15.1%	12.6%	14.9%
(SED3) On Several Days	13.7%	10.3%	12.2%	11.9%
(SED4) More Than Half the Time	11.0%	8.2%	5.8%	7.4%
(SED5) Nearly All the Time	12.5%	9.2%	7.8%	8.2%
N=	335	292	294	269

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(SED06) Worried about a family member getting sick	GRADE 6	GRADE 8	GRADE 10	GRADE 12
(SED1) Not at All	29.6%	34.0%	46.2%	40.3%
(SED2) Once	14.9%	17.3%	13.7%	16.0%
(SED3) On Several Days	15.5%	18.7%	17.5%	16.8%
(SED4) More Than Half the Time	14.0%	11.9%	10.6%	11.9%
(SED5) Nearly All the Time	26.0%	18.0%	12.0%	14.9%
N=	335	294	292	268

(SED07) Feeling sad depressed or hopeless	GRADE 6	GRADE 8	GRADE 10	GRADE 12
(SED1) Not at All	44.2%	46.4%	30.6%	36.1%
(SED2) Once	22.4%	18.1%	18.4%	13.4%
(SED3) On Several Days	14.0%	13.0%	22.4%	23.8%
(SED4) More Than Half the Time	10.4%	10.6%	15.3%	16.7%
(SED5) Nearly All the Time	9.0%	11.9%	13.3%	10.0%
Half the time or more	19.4%	22.5%	28.6%	26.7%
N=	335	293	294	269

(SED08) Feeling connected and supported	GRADE 6	GRADE 8	GRADE 10	GRADE 12
(SED1) Not at All	5.7%	12.0%	14.7%	12.6%
(SED2) Once	7.5%	11.3%	17.7%	10.4%
(SED3) On Several Days	22.7%	24.7%	27.3%	35.7%
(SED4) More Than Half the Time	31.6%	27.8%	27.0%	29.4%
(SED5) Nearly All the Time	32.5%	24.1%	13.3%	11.9%
N=	335	291	293	269

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(SED09)Feeling lonely	GRADE 6	GRADE 8	GRADE 10	GRADE 12
(SED1) Not at All	40.4%	43.0%	29.6%	35.8%
(SED2) Once	22.0%	14.8%	17.0%	13.8%
(SED3) On Several Days	15.7%	19.2%	26.2%	21.6%
(SED4) More Than Half the Time	11.4%	11.3%	15.6%	16.4%
(SED5) Nearly All the Time	10.5%	11.7%	11.6%	12.3%
N=	332	291	294	268

(SED10)Enjoying things I usually like to do	GRADE 6	GRADE 8	GRADE 10	GRADE 12
(SED1) Not at All	3.9%	3.8%	7.1%	8.2%
(SED2) Once	5.1%	4.5%	9.9%	4.8%
(SED3) On Several Days	14.0%	19.2%	25.5%	29.0%
Less than half the time	23.0%	27.5%	42.5%	42.0%
(SED4) More Than Half the Time	25.6%	29.6%	26.9%	29.4%
(SED5) Nearly All the Time	51.5%	43.0%	30.6%	28.6%
N=	336	291	294	269

(SED11) High Social-emotional Distress	GRADE 6	GRADE 8	GRADE 10	GRADE 12
<i>At or Above Risk Level</i>	10.1%	10.5%	16.3%	16.3%
Below Risk Level	89.9%	89.5%	83.7%	83.7%
N=	337	295	294	270

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School Climate –

Students’ perceptions of their school’s climate is critical in engaging students and developing attachment to school, a critical variable that has been demonstrated to enhance development and mitigate social-emotional distress.

sch01 Days of school I missed because of illness in past 4 weeks	GRADE 6	GRADE 8	GRADE 10	GRADE 12
(0) None	65.2%	76.7%	72.4%	74.3%
(1) One or Two	22.5%	15.5%	17.5%	18.0%
(2) Three to Five	9.4%	6.5%	8.6%	6.1%
(3) Six to 10	2.9%	1.3%	1.6%	1.6%
N=	244	232	257	245

sch02 Days of school I missed in past 4 weeks because skipped	GRADE 6	GRADE 8	GRADE 10	GRADE 12
(0) None	91.4%	86.4%	79.4%	76.8%
(1) One or Two	6.4%	9.0%	11.7%	15.9%
(2) Three to Five	1.8%	3.6%	7.3%	4.5%
(3) Six to 10	0.5%	0.9%	1.6%	2.8%
N=	220	221	248	246

sch03 Days of school I missed in past 4 weeks for other reason	GRADE 6	GRADE 8	GRADE 10	GRADE 12
(0) None	61.2%	61.0%	57.8%	57.2%
(1) One or Two	29.5%	27.5%	28.7%	31.1%
(2) Three to Five	7.5%	9.2%	10.8%	10.5%
(3) Six to 10	1.9%	2.4%	2.6%	1.2%
N=	268	251	268	257

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sch04 Students have chances to help decide class activities	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 NO (strongly disagree)	8.9%	9.2%	8.5%	11.1%
2 no (disagree)	38.1%	34.9%	30.6%	35.2%
3 yes (agree)	43.5%	48.1%	51.0%	45.2%
4 YES (strongly agree)	9.5%	7.8%	9.9%	8.5%
N=	336	295	294	270
sch05 Teachers ask me to work on special classroom projects	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 NO (strongly disagree)	5.4%	8.2%	14.7%	16.3%
2 no (disagree)	47.0%	49.3%	51.2%	53.0%
3 yes (agree)	41.0%	38.8%	28.7%	25.6%
4 YES (strongly agree)	6.6%	3.7%	5.5%	5.2%
N=	332	294	293	270
sch06 Teachers notice when I do a good job and let me know	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 NO (strongly disagree)	2.1%	4.4%	7.5%	6.7%
2 no (disagree)	12.8%	12.2%	17.7%	25.6%
3 yes (agree)	54.6%	56.5%	57.3%	49.3%
4 YES (strongly agree)	30.4%	26.9%	17.4%	18.5%
N=	335	294	293	270

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sch07 There are chances to get involved in school activities	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 NO (strongly disagree)	3.3%	1.7%	2.4%	1.5%
2 no (disagree)	12.5%	6.1%	6.1%	8.5%
3 yes (agree)	47.5%	40.1%	40.5%	51.9%
4 YES (strongly agree)	36.7%	52.0%	51.0%	38.1%
N=	335	294	294	270

sch08 There are chances to talk with a teacher one-on-one	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 NO (strongly disagree)	3.3%	2.7%	4.4%	3.0%
2 no (disagree)	17.0%	17.3%	15.0%	14.4%
3 yes (agree)	51.9%	52.5%	54.3%	58.9%
4 YES (strongly agree)	27.8%	27.5%	26.3%	23.7%
N=	335	295	293	270

sch09 I feel safe at my school	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 NO (strongly disagree)	4.5%	5.1%	4.1%	3.0%
2 no (disagree)	7.4%	10.3%	12.6%	10.7%
3 yes (agree)	46.4%	53.1%	55.8%	57.0%
4 YES (strongly agree)	41.7%	31.5%	27.6%	29.3%
N=	336	292	294	270

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sch10 School lets my parents know I have done something well	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 NO (strongly disagree)	5.7%	8.9%	14.6%	14.1%
2 no (disagree)	30.6%	37.5%	39.5%	43.0%
3 yes (agree)	46.5%	37.9%	35.4%	35.2%
4 YES (strongly agree)	17.1%	15.7%	10.5%	7.8%
N=	333	293	294	270

sch11 My teachers praise me when I work hard in school	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 NO (strongly disagree)	7.1%	8.2%	12.9%	8.6%
2 no (disagree)	30.4%	29.8%	34.0%	38.8%
3 yes (agree)	48.5%	50.0%	45.2%	43.7%
4 YES (strongly agree)	14.0%	12.0%	7.8%	9.0%
N=	336	292	294	268

sch12 I have lots of chances to be part of class discussions	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 NO (strongly disagree)	3.9%	0.7%	3.1%	3.7%
2 no (disagree)	10.8%	5.8%	10.9%	8.5%
3 yes (agree)	55.6%	66.7%	62.5%	63.3%
4 YES (strongly agree)	29.7%	26.9%	23.5%	24.4%
N=	333	294	293	270

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sch13 I think sometimes it is okay to cheat at school	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 NO (strongly disagree)	65.8%	38.4%	28.2%	31.5%
2 no (disagree)	27.7%	41.1%	34.4%	38.1%
3 yes (agree)	4.8%	15.4%	28.9%	24.4%
4 YES (strongly agree)	1.8%	5.1%	8.5%	5.9%
N=	336	292	294	270

sch14 I can learn about careers I could have after graduation	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 NO (strongly disagree)	7.5%	7.5%	8.2%	10.0%
2 no (disagree)	20.1%	18.4%	22.5%	25.6%
3 yes (agree)	51.5%	53.2%	49.1%	49.3%
4 YES (strongly agree)	21.0%	20.8%	20.1%	15.2%
N=	334	293	293	270

sch15 I can learn about STEM	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 NO (strongly disagree)	2.1%	0.0%	2.7%	2.6%
2 no (disagree)	6.0%	2.4%	6.5%	8.1%
3 yes (agree)	45.7%	49.2%	54.8%	58.9%
4 YES (strongly agree)	46.3%	48.5%	36.1%	30.4%
N=	335	295	294	270

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sch16 Schoolwork you are assigned is meaningful and important	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 Almost Always	28.8%	14.2%	8.2%	8.1%
2 Often	24.3%	22.4%	13.3%	16.3%
3 Sometimes	35.3%	44.1%	42.2%	39.6%
4 Seldom	7.1%	13.9%	21.4%	25.6%
5 Never	4.5%	5.4%	15.0%	10.4%
N=	337	295	294	270

sch17 How interesting are most of your courses	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 Very Interesting	9.5%	3.1%	1.7%	3.7%
2 Quite Interesting	27.4%	18.6%	16.3%	15.9%
3 Fairly Interesting	45.5%	44.7%	37.1%	40.7%
4 Slightly Dull	14.9%	23.4%	28.2%	24.4%
5 Very Dull	2.7%	10.2%	16.7%	15.2%
N=	336	295	294	270

sch18 Things you are learning are important for you later in life	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 Very Important	33.8%	11.2%	5.4%	6.3%
2 Quite Important	24.9%	25.1%	14.6%	15.6%
3 Fairly Important	23.7%	30.2%	29.9%	31.1%
4 Slightly Important	12.8%	25.4%	34.4%	31.9%
5 Not Important	4.7%	8.1%	15.6%	15.2%
N=	337	295	294	270

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sch19 In the past year how often did you enjoy being in school	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 Never	7.3%	8.6%	11.4%	11.2%
2 Seldom	7.9%	17.2%	21.1%	27.6%
3 Sometimes	30.6%	37.5%	40.5%	35.8%
4 Often	32.1%	27.1%	22.1%	20.9%
5 Always	22.1%	9.6%	4.8%	4.5%
N=	330	291	289	268

sch20 In the past year how often did you hate being in school	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 Never	22.6%	9.0%	4.5%	4.5%
2 Seldom	26.8%	20.4%	18.3%	17.9%
3 Sometimes	31.1%	38.1%	36.7%	38.8%
4 Often	12.2%	24.9%	28.7%	31.3%
5 Always	7.3%	7.6%	11.8%	7.5%
N=	328	289	289	268

sch21 In the past year how often did you do your best work in school	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 Never	1.5%	1.0%	1.7%	2.6%
2 Seldom	1.8%	2.1%	5.9%	6.4%
3 Sometimes	13.4%	19.7%	22.1%	22.2%
4 Often	23.4%	39.0%	38.8%	38.7%
5 Always	59.9%	38.3%	31.5%	30.1%
N=	329	290	289	266

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sch22 Times you were suspended from school	GRADE 6	GRADE 8	GRADE 10	GRADE 12
0 Never	96.7%	94.5%	91.7%	94.0%
1 Once	3.3%	3.8%	4.2%	3.7%
2 Two or Three	0.0%	1.4%	2.1%	1.5%
4 Four or Five	0.0%	0.3%	1.7%	0.7%
6 Six to 10	0.0%	0.0%	0.3%	0.0%
N=	332	290	289	267

sch23 Times in the past year you were drunk or high at school	GRADE 6	GRADE 8	GRADE 10	GRADE 12
0 Never	98.8%	96.5%	89.6%	89.1%
1 Once	1.2%	1.7%	4.8%	3.7%
2 Two or Three	0.0%	1.4%	3.8%	4.5%
4 Four or Five	0.0%	0.3%	1.0%	1.9%
6 Six to 10	0.0%	0.0%	0.7%	0.7%
N=	332	289	289	267

sch24 Times in the past year you took a handgun to school	GRADE 6	GRADE 8	GRADE 10	GRADE 12
0 Never	99.7%	99.7%	99.0%	99.2%
1 Once	0.3%	0.0%	0.3%	0.0%
2 Two or Three	0.0%	0.3%	0.7%	0.8%
4 Four or Five	0.0%	0.0%	0.0%	0.0%
6 Six to 10	0.0%	0.0%	0.0%	0.0%
N=	332	291	289	266

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sch25 Times in the past year you took any weapon to school	GRADE 6	GRADE 8	GRADE 10	GRADE 12
0 Never	98.2%	96.6%	95.5%	97.0%
1 Once	1.8%	2.1%	3.1%	1.5%
2 Two or Three	0.0%	1.4%	0.7%	1.5%
4 Four or Five	0.0%	0.0%	0.3%	0.0%
6 Six to 10	0.0%	0.0%	0.3%	0.0%
N=	333	291	288	267

sch26 How many times have you changed homes since kindergarten	GRADE 6	GRADE 8	GRADE 10	GRADE 12
0 None	42.9%	42.3%	38.9%	40.2%
1 Once	23.4%	21.0%	21.5%	22.3%
2 Two or Three	18.2%	24.0%	20.7%	18.3%
4 Four or Five	11.4%	9.0%	12.0%	12.0%
6 Six to 10	4.2%	3.7%	6.9%	7.2%
N=	308	267	275	251

sch27 Have you changed homes in the past year	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 Yes	17.8%	10.4%	13.5%	14.7%
2 No	82.2%	89.6%	86.5%	85.3%
N=	309	269	274	251

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sch28 Times have you changed schools since kindergarten	GRADE 6	GRADE 8	GRADE 10	GRADE 12
0 None	68.0%	65.6%	65.5%	64.5%
1 Once	15.9%	18.1%	15.6%	16.3%
2 Two or Three	11.7%	11.5%	14.2%	13.5%
4 Four or Five	3.9%	3.0%	4.0%	4.0%
6 Six to 10	0.6%	1.9%	0.7%	1.6%
N=	309	270	275	251

sch29 Have you changed schools in the past year	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 Yes	9.7%	3.0%	6.9%	7.2%
2 No	90.3%	97.0%	93.1%	92.8%
N=	310	268	275	251

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Attachment I
Evalumetrics Youth Survey
Factor (Scale) Definitions
Revised May 2021

COMMUNITY: Low Neighborhood Attachment (R1)

I like my neighborhood.

If I had to move, I would miss the neighborhood I now live in.

COMMUNITY: Community Disorganization (R2)

How much do each of the following statements describe your neighborhood:

crime and/or drug selling.

fights.

lots of empty or abandoned buildings.

lots of graffiti.

COMMUNITY: Personal Transitions and Mobility (R3)

Have you changed homes in the past year?

How many times have you changed homes since kindergarten?

Have you changed schools in the past year?

How many times have you changed schools since kindergarten?

COMMUNITY: Laws and Norms Favorable to Drug Use (R4) (Grades 8 to 12 only)

How wrong would most adults in your neighborhood think it was for kids your age:

to use marijuana.

to drink alcohol.

to smoke cigarettes.

If a kid drank some beer, wine or hard liquor (for example, vodka, whiskey, or gin)

in your neighborhood would he or she be caught by the police?

If a kid smoked marijuana in your neighborhood, would he or she be caught by the police?

If a kid carried a handgun in your neighborhood, would he or she be caught by the police?

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COMMUNITY: Perceived Availability of Drugs & Handguns (R5) (Grades 8 to 12 only)

If you wanted to get some beer, wine or hard liquor (for example, vodka, whiskey, or gin), how easy would it be for you to get some?

IF You wanted to get some cigarettes, how easy would it be for you to get some?

If you wanted to get some marijuana, how easy would it be for you to get some?

If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?

If you wanted to get a handgun, how easy would it be for you to get one?

COMMUNITY: Opportunities for Prosocial Involvement (P1)

In my community there are enough recreational activities for kids my age.

In my community there are enough recreational activities such as sports, clubs, fun events, that I can do if I want.

In my community there are recreational activities that I would like to do but I can't.

COMMUNITY: Rewards for Prosocial Involvement (P2)

My neighbors notice when I am doing a good job and let me know.

There are people in my neighborhood who encourage me to do my best.

There are people in my neighborhood who are proud of me when I do something well.

There are lots of adults in my community I could talk to about something important.

FAMILY: Lack of Supervision and Rules (R6)

My parents ask if I've gotten my homework done.

My parents want me to call if I'm going to be late getting home.

Would your parents know if you did not come home on time?

When I am not at home, one of my parents knows where I am and who I am with.

The rules in my family are clear.

My family has clear rules about alcohol and drug use.

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FAMILY: Poor Discipline (R7)

If you drank some beer or wine or liquor (for example, vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents?

If you skipped school would you be caught by your parents?

If you carried a handgun without your parents' permission, would you be caught by your parents?

FAMILY: Family Conflict (R8)

People in my family often insult or yell at each other.

People in my family have serious arguments.

We argue about the same things in my family over and over.

FAMILY: Family History of Antisocial Behavior (R9)

Has anyone in your family ever had a severe alcohol or drug problem?

Have any of your brothers or sisters ever:

drunk beer, wine or hard liquor (for example, vodka, whiskey or gin)?

smoked marijuana?

smoked cigarettes?

taken a handgun to school?

been suspended or expelled from school?

About how many adults have you known personally who in the past year have:

used marijuana, crack, cocaine, or other drugs?

sold or dealt drugs?

done other things that could get them in trouble with the police like stealing,

selling stolen goods, mugging or assaulting others, etc)

gotten drunk or high?

FAMILY: Parental Attitudes Favorable Toward Drug Use (R10)

How wrong do your parents feel it would be for you to:

drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?

smoke cigarettes?

smoke marijuana?

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FAMILY: Parental Attitudes Favorable to Antisocial Behavior (R11)

How wrong do your parents think it would be for you to:

steal anything worth more than \$5?

draw graffiti, or write things or draw pictures on buildings or other property

(without the owner's permission)?

pick a fight with someone?

FAMILY: Attachment (P3)

Do you feel very close to the adults in your family (mother/father/step parent etc.)?

Do you share your thoughts and feelings adults in your family (mother/father/step parent etc.)?

Do you enjoy spending time with adults in your family (mother/father/step parent etc.)?

FAMILY: Opportunities for Prosocial Involvement (P4)

My parents give me lots of chances to do fun things with them.

My parents ask me what I think before most family decisions affecting me are made.

If I had a personal problem, I could ask my mom or dad for help.

FAMILY: Rewards for Prosocial Involvement (P5)

My parents notice when I am doing a good job and let me know about it.

How often do your parents tell you they're proud of you

for something you've done?

SCHOOL: Little Commitment to School (R13)

How often do you feel that the schoolwork you are assigned is meaningful and important?

How interesting are most of your courses to you?

How important do you think the things you are learning in school are going to be for your later life?

Now, thinking back over the past year in school, how often did you...

Enjoy being in school?

Hate being in school?

Try to do your best work in school?

During the LAST FOUR WEEKS how many whole days have you missed...

because of illness

because you skipped or "cut"

for other reasons

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SCHOOL: Opportunities for Prosocial Involvement (P6)

In my school, students have lots of chances to help decide things like class activities and rules.

There are lots of chances for students in my school to talk with a teacher one-on-one.

Teachers ask me to work on special classroom projects.

There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.

I have lots of chances to be part of class discussions or activities.

SCHOOL: Rewards for Prosocial Involvement (P7)

My teacher(s) notices when I am doing a good job and lets me know about it.

The school lets my parents know when I have done something well.

I feel safe at my school.

My teachers praise me when I work hard in school.

PEER-INDIVIDUAL: Rebelliousness (R14)

I do the opposite of what people tell me, just to get them mad.

I ignore rules that get in my way.

I like to see how much I can get away with.

PEER-INDIVIDUAL: Impulsiveness (R16)

It is important to think before you act.

Do you have to have everything right away?

I often do things without thinking about what will happen.

Do you often switch from activity to activity rather than sticking to one thing at a time?

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PEER-INDIVIDUAL: Antisocial Behavior (R17)

How many times in the past year (12 months) have you:
been suspended from school?

carried a handgun?

sold illegal drugs?

stolen or tried to steal a motor vehicle

such as a car or motorcycle?

been arrested?

attacked someone with the idea

of seriously hurting them?

been drunk or high at school?

taken a handgun to school?

PEER-INDIVIDUAL: Favorable Attitudes Toward Antisocial Behavior (R18)

How wrong do you think it is for someone your age to:

take a handgun to school?

steal anything worth more than \$5?

pick a fight with someone?

attack someone with the idea of seriously hurting them?

stay away from school all day when their parents think they are at school?

PEER-INDIVIDUAL: Favorable Attitudes Toward Drug Use (R19)

How wrong do you think it is for someone your age to:

drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?

smoke cigarettes?

smoke marijuana?

use LSD, cocaine, amphetamines or another illegal drug?

PEER-INDIVIDUAL: Perceived Risks of Drug Use (P8)

How much do you think people risk harming themselves (physically or in other ways) if they:

Smoke one or more packs of cigarettes per day?

Try marijuana once or twice?

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Smoke marijuana regularly?

Take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?

PEER-INDIVIDUAL: Interaction with Antisocial Peers (R20) (Grades 8 to 12 only)

Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:

been suspended from school?

carried a handgun?

sold illegal drugs?

stolen or tried to steal a motor vehicle such as a car or motorcycle?

been arrested?

dropped out of school?

PEER-INDIVIDUAL: Friends' Use of Drugs (R21) (Grades 8 to 12 only)

Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:

smoked cigarettes?

tried beer, wine or hard liquor (for example, vodka, whiskey or gin)

when their parents didn't know about it?

used marijuana?

used LSD, cocaine, amphetamines, or other illegal drugs?

PEER-INDIVIDUAL: Sensation Seeking (R22)

How many times have you done the following things?

Done what feels good no matter what.

Done something dangerous because someone dared you to do it.

Done crazy things even if they are a little dangerous.

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PEER-INDIVIDUAL: Rewards for Antisocial Involvement (R23)

What are the chances you would be seen as cool if you:

- smoked cigarettes?
- began drinking alcoholic beverages regularly,
that is, at least once or twice a month?
- smoked marijuana?
- carried a handgun?

PEER-INDIVIDUAL: Religiosity (P9)

How often do you attend religious services or activities?

PEER-INDIVIDUAL: Social Skills (P10)

You're looking at CD's in a music store with a friend. You look up and see her slip a CD under her coat. She smiles and says "Which one do you want? Go ahead, take it while nobody's around." There is nobody in sight, no employees and no other customers. What would you do now?

- Ignore her
- Grab a CD and leave the store
- Tell her to put the CD back
- Act like it's a joke, and ask her to put the CD back

It's 8:00 on a weeknight and you are about to go over to a friend's home when your mother asks you where you are going. What would you do now?

- You say "Oh, just going to go hang out with some friends." She says, "No, you'll just get into trouble if you go out.
- Stay home tonight."
- Leave the house anyway
- Explain what you are going to do with your friends, tell her when you'd get home, and ask if you can go out
- Not say anything and start watching TV
- Get into an argument with her

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You are visiting another part of town, and you don't know any of the people your age there. You are walking down the street, and some teenager you don't know is walking toward you. He is about your size, and as he is about to pass you, he deliberately bumps into you and you almost lose your balance. What would you say or do?

Push the person back

Say "Excuse me" and keep on walking

Say "Watch where you're going" and keep on walking

Swear at the person and walk away

You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you say or do?

Drink it

Tell your friend "No thanks, I don't drink" and suggest that you and your friend go and do something else

Just say "No, thanks" and walk away

Make up a good excuse, tell your friend you had something else to do, and leave

PEER-INDIVIDUAL: Belief in the Moral Order (P11)

I think it is okay to take something without asking if you can get away with it.

I think sometimes it's okay to cheat at school.

It is all right to beat up people if they start the fight.

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School: Attachment to Schools (P12) (New in 2019)

In my school, students have lots of chances to help decide things like class activities and rules.

Teachers ask me to work on special classroom projects.

My teacher(s) notice(s) when I am doing a good job and lets me know about it.

There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.

There are lots of chances for students in my school to talk with a teacher one-on-one.

I feel safe at my school.

The school lets my parents know when I have done something well.

My teachers praise me when I work hard in school.

I have lots of chances to be part of class discussions or activities.

Now thinking back over the past year in school, how often did you:

enjoy being in school.

Hate being at school

try to do your best work in school.