

2021
Evalumetrics Youth Survey
Wayne County Schools



Evalumetrics Youth Survey (Risk and Protective Factor Survey) 2021

WAYNE COUNTY SCHOOL Summary Report June 2021

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Sponsored by:

**Finger Lakes Community Schools
and
Wayne County Partnership for Strengthening Families**

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The Wayne County Partnership for Strengthening Families was established to “collaborate to strengthen individuals and families through agency cooperation and resource alignment”. Finger Lakes Community Schools evolved with a mission to *support the development of culturally responsive, trauma-informed community schools that have the capacity to deliver a continuum of evidence-based and restorative practices organized using multi-tiered systems of supports*. Strategic planning, driven by timely information and data, provide the basis for developing and evaluating strategies to address this mission.

The Evalumetrics Youth Survey (EYS) was conducted in schools throughout Wayne County in 2013, 2015, 2017, 2019, and 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 measures 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 Wayne 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.

EYS Responses
 2021

Wayne County
 Female
 Male
 Other
 Rather Not Say
 Total

	6th	8th	10th	12th	Total
Female	374	344	350	299	1367
Male	400	356	311	323	1390
Other	20	21	16	9	66
Rather Not Say	37	29	17	8	91
Total	831	750	694	639	2914

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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 rare¹.

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 scores below -1.0 represent risk from lack of protection.

The proportions of students in 6th, 8th, 10th, and 12th grade in Wayne County school that scored at or above the risk level for each risk or protective factor are shown in the tables below.

¹ *The survey does not measure all risk or protective factors. For example, poverty is a significant risk factor.*

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Wayne County 6th Grade	Wayne County	Wayne County
	2019	2021
	929	834
Low Neighborhood Attachment (R1-C)	11.1%	11.8%
Community Disorganization (R2-C)	12.6%	7.1%
Personal Transitions/Mobility (R3-C)	9.0%	6.7%
Lack of Family Supervision and Rules (R6-F)	9.9%	6.7%
Poor Family Discipline (R7-F)	6.1%	15.6%
Family Conflict (R8-F)	18.2%	6.8%
Family History of Antisocial Behavior (R9-F)	6.2%	3.8%
Parental Attitudes Favorable to Drug Use (R10-F)	7.6%	14.0%
Parental Attitudes Favorable to Antisocial Behavior (R11-F)	5.3%	3.0%
Little Commitment to School (R13-S)	2.9%	5.0%
Rebelliousness (R14-PI)	10.7%	6.0%
Impulsiveness (R16-PI)	5.5%	10.7%
Antisocial Behavior (R17-PI)	8.6%	1.7%
Favorable Attitudes Toward Antisocial Behavior (R18-PI)	3.1%	3.4%
Favorable Attitudes Toward Drug Use (R19-PI)	4.6%	0.7%
Sensation Seeking (R22-PI)	3.1%	24.6%
Rewards for Antisocial Involvement (R23-PI)	3.6%	2.5%
Lack Opportunities for Prosocial Involvement in the Community (P1-C)	16.8%	29.4%
Lack Rewards for Prosocial Behavior in the Community (P2-C)	26.4%	15.2%
Lack Attachment to Family (P3-F)	5.7%	21.7%
Lack Opportunities for Prosocial Involvement in Family(P4-F)	12.4%	6.2%
Lack Rewards for Prosocial Involvement in Family (P5-F)	16.0%	6.0%
Lack Opportunities for Prosocial Involvement in School (P6-S)	16.3%	12.5%
Lack Rewards for Prosocial Involvement in School(P7-S)	12.6%	2.5%
Lack Perceived Risks of Drug Use (P8-PI)	18.6%	14.0%
Lack Social Skills (P10-PI)	9.6%	7.9%
Attachment to School	6.9%	4.1%

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Wayne County 8th Grade	Wayne County	Wayne County
	2019	2021
	929	751
Low Neighborhood Attachment (R1-C)	18.3%	15.7%
Community Disorganization (R2-C)	15.3%	12.5%
Personal Transitions/Mobility (R3-C)	7.6%	10.0%
Laws and Norms Favorable to Drug Use (R4-C)	4.1%	4.8%
Perceived Availability of Drugs (R5-C)	2.1%	1.5%
Lack of Family Supervision and Rules (R6-F)	8.0%	5.7%
Poor Family Discipline (R7-F)	12.9%	7.1%
Family Conflict (R8-F)	8.5%	7.3%
Family History of Antisocial Behavior (R9-F)	6.4%	6.1%
Parental Attitudes Favorable to Drug Use (R10-F)	3.0%	3.1%
Parental Attitudes Favorable to Antisocial Behavior (R11-F)	4.9%	5.3%
Little Commitment to School (R13-S)	10.1%	6.3%
Rebelliousness (R14-PI)	8.4%	8.8%
Impulsiveness (R16-PI)	11.2%	15.0%
Antisocial Behavior (R17-PI)	3.1%	1.3%
Favorable Attitudes Toward Antisocial Behavior (R18-PI)	7.9%	8.5%
Favorable Attitudes Toward Drug Use (R19-PI)	2.9%	1.6%
Interaction With Antisocial Peers (R20-PI)	7.6%	1.3%
Friend Use Drugs (R21-PI)	2.6%	0.5%
Sensation Seeking (R22-PI)	19.5%	24.2%
Rewards for Antisocial Involvement (R23-PI)	6.6%	4.9%
Lack Opportunities for Prosocial Involvement in the Community (P1-C)	13.0%	23.2%
Lack Rewards for Prosocial Behavior in the Community (P2-C)	23.0%	20.0%
Lack Attachment to Family (P3-F)	10.2%	26.9%
Lack Opportunities for Prosocial Involvement in Family(P4-F)	12.2%	9.1%
Lack Rewards for Prosocial Involvement in Family (P5-F)	5.3%	9.5%
Lack Opportunities for Prosocial Involvement in School (P6-S)	15.6%	9.3%
Lack Rewards for Prosocial Involvement in School(P7-S)	15.2%	5.6%
Lack Perceived Risks of Drug Use (P8-PI)	12.4%	8.7%
Lack Social Skills (P10-PI)	15.0%	5.1%
Lack a Belief in Moral Order (P11-PI)	4.7%	3.6%
Lack of Attachment to School	14.9%	8.0%

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Wayne County 10th Grade	Wayne County	Wayne County
	2019	2021
	874	696
Low Neighborhood Attachment (R1-C)	18.7%	19.1%
Community Disorganization (R2-C)	15.5%	14.8%
Personal Transitions/Mobility (R3-C)	7.3%	9.6%
Laws and Norms Favorable to Drug Use (R4-C)	9.4%	9.9%
Perceived Availability of Drugs (R5-C)	4.4%	4.9%
Lack of Family Supervision and Rules (R6-F)	8.5%	8.9%
Poor Family Discipline (R7-F)	9.8%	8.3%
Family Conflict (R8-F)	8.0%	8.6%
Family History of Antisocial Behavior (R9-F)	10.3%	9.5%
Parental Attitudes Favorable to Drug Use (R10-F)	5.7%	5.3%
Parental Attitudes Favorable to Antisocial Behavior (R11-F)	5.4%	7.3%
Little Commitment to School (R13-S)	9.9%	8.0%
Rebelliousness (R14-PI)	9.9%	8.0%
Impulsiveness (R16-PI)	12.9%	14.8%
Antisocial Behavior (R17-PI)	4.2%	2.9%
Favorable Attitudes Toward Antisocial Behavior (R18-PI)	9.3%	8.3%
Favorable Attitudes Toward Drug Use (R19-PI)	4.4%	5.6%
Interaction With Antisocial Peers (R20-PI)	8.0%	3.4%
Friend Use Drugs (R21-PI)	7.7%	4.0%
Sensation Seeking (R22-PI)	20.3%	26.3%
Rewards for Antisocial Involvement (R23-PI)	8.2%	8.0%
Lack Opportunities for Prosocial Involvement in the Community (P1-C)	14.1%	24.7%
Lack Rewards for Prosocial Behavior in the Community (P2-C)	26.1%	26.1%
Lack Attachment to Family (P3-F)	10.1%	33.2%
Lack Opportunities for Prosocial Involvement in Family(P4-F)	12.0%	13.2%
Lack Rewards for Prosocial Involvement in Family (P5-F)	6.1%	11.8%
Lack Opportunities for Prosocial Involvement in School (P6-S)	14.0%	11.2%
Lack Rewards for Prosocial Involvement in School(P7-S)	14.2%	8.3%
Lack Perceived Risks of Drug Use (P8-PI)	13.2%	13.2%
Lack Social Skills (P10-PI)	15.3%	3.2%
Lack a Belief in Moral Order (P11-PI)	5.9%	6.2%
Lack of Attachment to School	12.7%	11.2%

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Wayne County 12th Grade	Wayne County	Wayne County
	2019	2021
	809	640
Low Neighborhood Attachment (R1-C)	23.0%	22.2%
Community Disorganization (R2-C)	17.1%	13.0%
Personal Transitions/Mobility (R3-C)	7.6%	10.0%
Laws and Norms Favorable to Drug Use (R4-C)	13.7%	15.8%
Perceived Availability of Drugs (R5-C)	9.1%	7.0%
Lack of Family Supervision and Rules (R6-F)	14.4%	14.7%
Poor Family Discipline (R7-F)	11.3%	12.7%
Family Conflict (R8-F)	7.4%	8.1%
Family History of Antisocial Behavior (R9-F)	17.5%	13.4%
Parental Attitudes Favorable to Drug Use (R10-F)	13.0%	12.7%
Parental Attitudes Favorable to Antisocial Behavior (R11-F)	6.8%	7.2%
Little Commitment to School (R13-S)	13.4%	12.5%
Rebelliousness (R14-PI)	11.0%	6.9%
Impulsiveness (R16-PI)	12.8%	10.5%
Antisocial Behavior (R17-PI)	5.3%	4.2%
Favorable Attitudes Toward Antisocial Behavior (R18-PI)	8.7%	6.7%
Favorable Attitudes Toward Drug Use (R19-PI)	9.4%	6.1%
Interaction With Antisocial Peers (R20-PI)	9.6%	4.2%
Friend Use Drugs (R21-PI)	10.1%	7.7%
Sensation Seeking (R22-PI)	22.1%	26.3%
Rewards for Antisocial Involvement (R23-PI)	8.6%	9.2%
Lack Opportunities for Prosocial Involvement in the Community (P1-C)	15.7%	27.0%
Lack Rewards for Prosocial Behavior in the Community (P2-C)	26.4%	29.5%
Lack Attachment to Family (P3-F)	10.8%	34.1%
Lack Opportunities for Prosocial Involvement in Family(P4-F)	13.0%	14.5%
Lack Rewards for Prosocial Involvement in Family (P5-F)	7.2%	11.4%
Lack Opportunities for Prosocial Involvement in School (P6-S)	15.4%	15.5%
Lack Rewards for Prosocial Involvement in School(P7-S)	12.6%	8.6%
Lack Perceived Risks of Drug Use (P8-PI)	16.4%	18.1%
Lack Social Skills (P10-PI)	15.5%	3.6%
Lack a Belief in Moral Order (P11-PI)	5.6%	3.3%
Lack of Attachment to School	14.4%	13.0%

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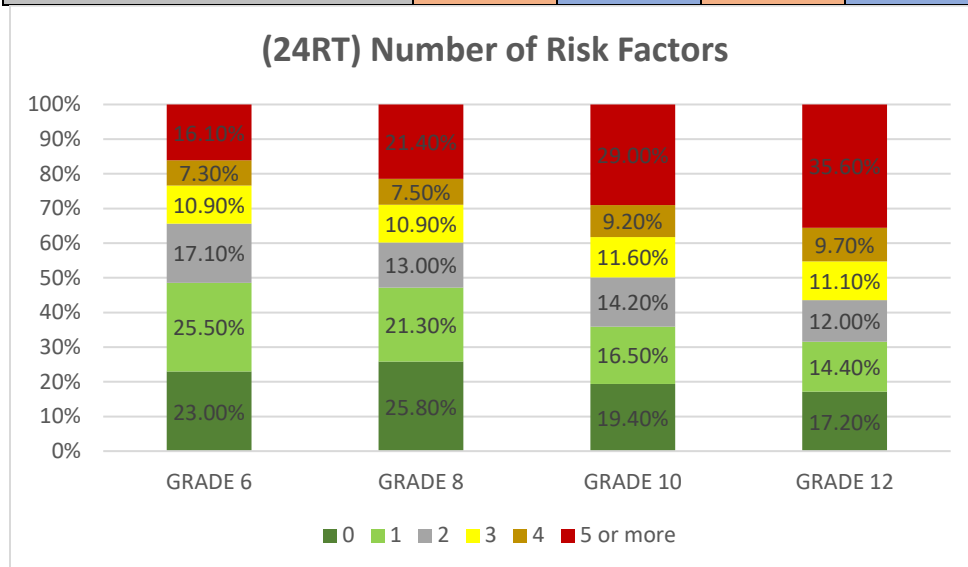


Overall Risk

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.

(24RT) Number of Risk Factors	GRADE 6	GRADE 8	GRADE 10	GRADE 12
0	23.00%	25.80%	19.40%	17.20%
1	25.50%	21.30%	16.50%	14.40%
2	17.10%	13.00%	14.20%	12.00%
3	10.90%	10.90%	11.60%	11.10%
4	7.30%	7.50%	9.20%	9.70%
5 or more	16.10%	21.40%	29.00%	35.60%
N=	834	751	696	640



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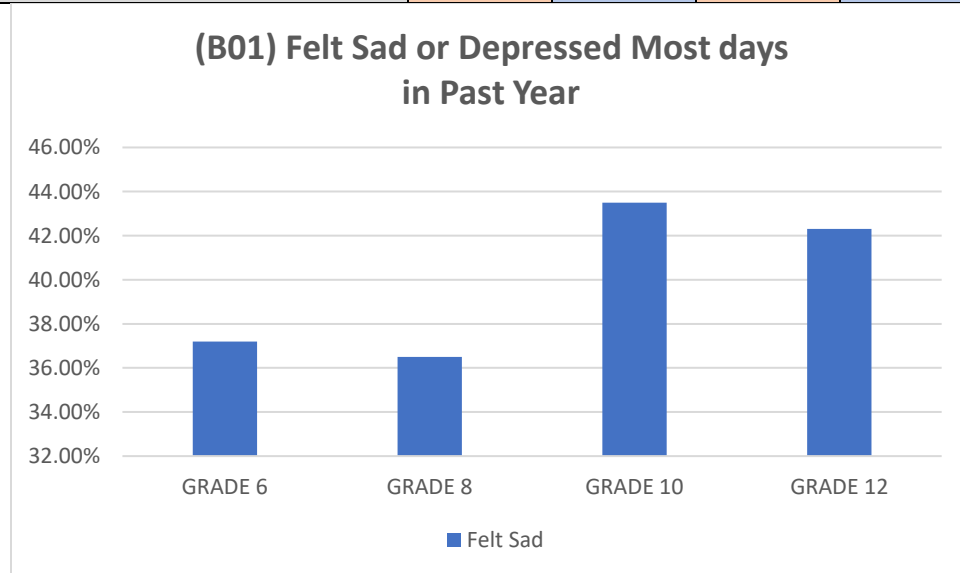
Risk Behaviors

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 a 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	37.20%	36.50%	43.50%	42.30%
No	62.80%	63.50%	56.50%	57.70%
N=	834	751	696	640



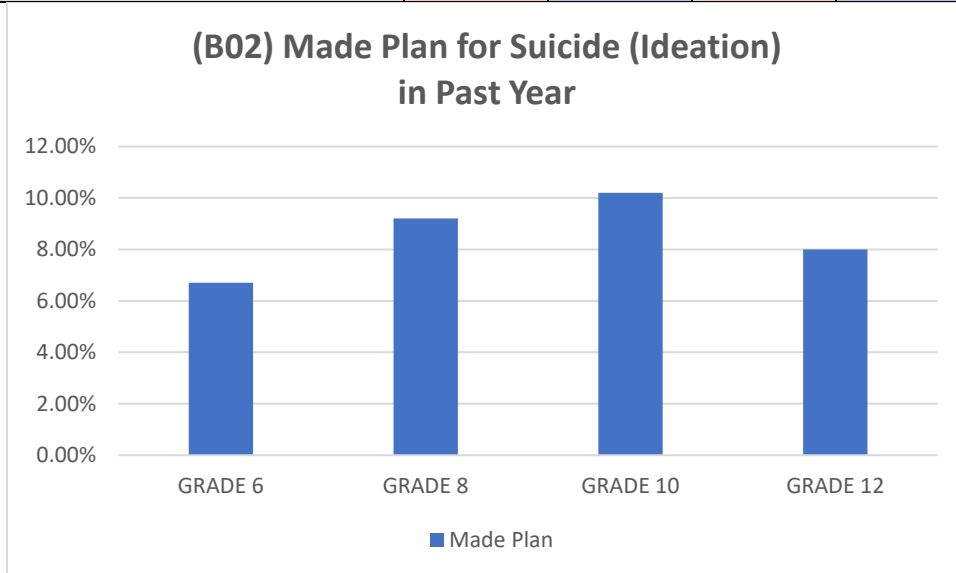
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Suicide Ideation

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	6.70%	9.20%	10.20%	8.00%
No Plan	93.30%	90.80%	89.80%	92.00%
N=	834	751	696	640



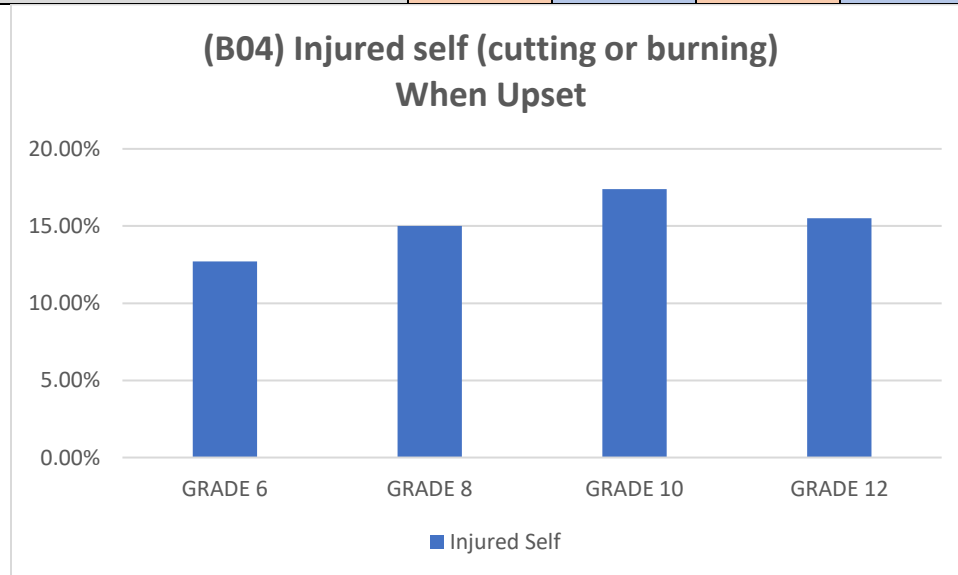
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Self-Injury

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 a 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	12.70%	15.00%	17.40%	15.50%
No	87.30%	85.00%	82.60%	84.50%
N=	834	751	696	640



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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).

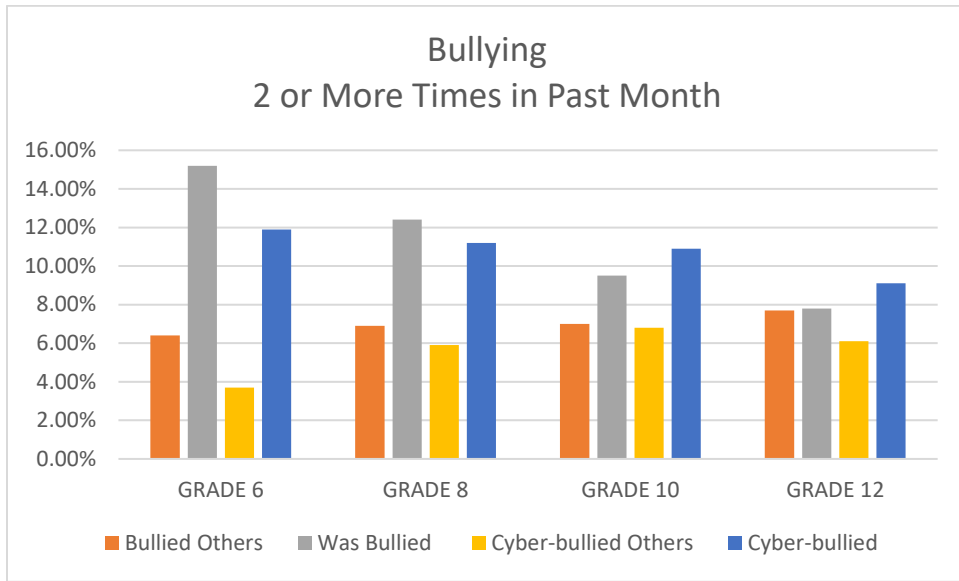
(B06) Bullied Others 2 or More Times in Past Month	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Bullied Others	6.40%	6.90%	7.00%	7.70%
Did Not Bully	93.60%	93.10%	93.00%	92.30%
N=	834	751	696	640

(B07) Was Bullied 2 or More Times in Past 30 Days	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Was Bullied More Than Once	15.20%	12.40%	9.50%	7.80%
Was Not Bullied by Others	84.80%	87.60%	90.50%	92.20%
N=	834	751	696	640

(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	3.70%	5.90%	6.80%	6.10%
Did Not Cyber-bully	96.30%	94.10%	93.20%	93.90%
N=	834	751	696	640

(B09) Received Threatening Text in Past 30 Days (Cyber-bully)	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Cyber-bullied in Past 30 Days	11.90%	11.20%	10.90%	9.10%
Was Not Cyber-bullied in Past 30 Days	88.10%	88.80%	89.10%	90.90%
N=	834	751	696	640

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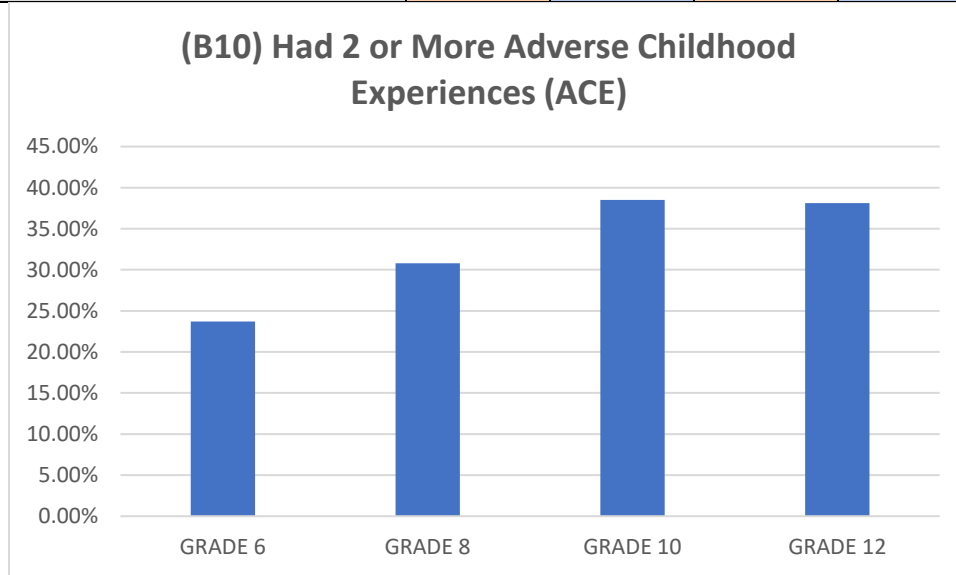
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Trauma

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	23.70%	30.80%	38.50%	38.10%
ACE Less Than 2	76.30%	69.20%	61.50%	61.90%
N=	834	751	696	640



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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	2.90%	4.80%	4.90%	5.30%
(SED2) Once	3.10%	5.40%	3.20%	2.40%
(SED3) On Several Days	11.40%	13.50%	14.60%	12.20%
(SED4) More Than Half the Time	22.30%	24.60%	24.20%	22.40%
(SED5) Nearly All the Time	60.30%	51.70%	53.10%	57.60%
N=	819	743	693	637

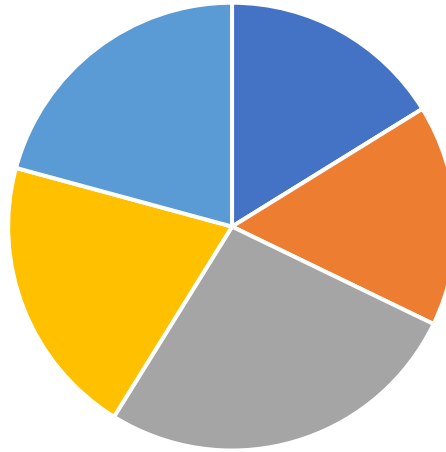
(SED02) Feeling nervous anxious or on edge	GRADE 6	GRADE 8	GRADE 10	GRADE 12
(SED1) Not at All	18.00%	16.20%	15.30%	16.20%
(SED2) Once	23.80%	16.00%	13.50%	18.20%
(SED3) On Several Days	27.10%	26.70%	28.50%	29.50%
(SED4) More Than Half the Time	18.70%	20.40%	21.70%	20.80%
(SED5) Nearly All the Time	12.40%	20.80%	21.10%	15.40%
N=	820	742	688	631

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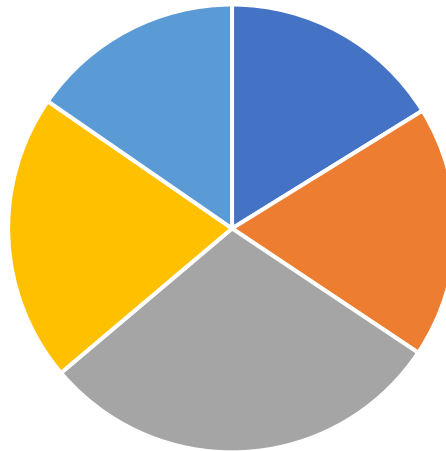
(SED02)Feeling nervous anxious or on edge

- (SED1) Not at All
- (SED2) Once
- (SED3) On Several Days
- (SED4) More Than Half the Time
- (SED5) Nearly All the Time



(SED02)Feeling nervous anxious or on edge

- (SED1) Not at All
- (SED2) Once
- (SED3) On Several Days
- (SED4) More Than Half the Time
- (SED5) Nearly All the Time



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(SED03) Feeling happy	GRADE 6	GRADE 8	GRADE 10	GRADE 12
(SED1) Not at All	4.60%	5.40%	4.90%	5.80%
(SED2) Once	7.30%	7.40%	6.50%	7.70%
(SED3) On Several Days	18.70%	28.60%	32.40%	27.70%
(SED4) More Than Half the Time	34.90%	32.80%	32.30%	35.60%
(SED5) Nearly All the Time	34.40%	25.80%	23.80%	23.10%
N=	822	744	688	635

(SED04) Feeling calm	GRADE 6	GRADE 8	GRADE 10	GRADE 12
(SED1) Not at All	4.20%	6.10%	6.60%	6.80%
(SED2) Once	6.90%	8.70%	7.60%	7.10%
(SED3) On Several Days	21.20%	31.50%	34.30%	30.40%
(SED4) More Than Half the Time	37.10%	29.10%	30.70%	33.40%
(SED5) Nearly All the Time	30.70%	24.60%	20.90%	22.30%
N=	815	739	685	632

(SED05) Worried about getting sick	GRADE 6	GRADE 8	GRADE 10	GRADE 12
(SED1) Not at All	44.50%	49.60%	53.00%	53.90%
(SED2) Once	20.90%	20.50%	16.60%	14.70%
(SED3) On Several Days	10.80%	14.80%	13.30%	15.00%
(SED4) More Than Half the Time	11.90%	8.20%	9.10%	8.40%
(SED5) Nearly All the Time	11.90%	6.90%	7.90%	8.00%
N=	815	742	692	634

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(SED06) Worried about a family member getting sick	GRADE 6	GRADE 8	GRADE 10	GRADE 12
(SED1) Not at All	27.00%	35.20%	39.80%	40.90%
(SED2) Once	20.10%	18.30%	17.20%	19.40%
(SED3) On Several Days	14.10%	19.00%	18.80%	19.10%
(SED4) More Than Half the Time	12.90%	13.60%	11.70%	8.50%
(SED5) Nearly All the Time	25.90%	13.90%	12.40%	12.10%
N=	822	742	691	635

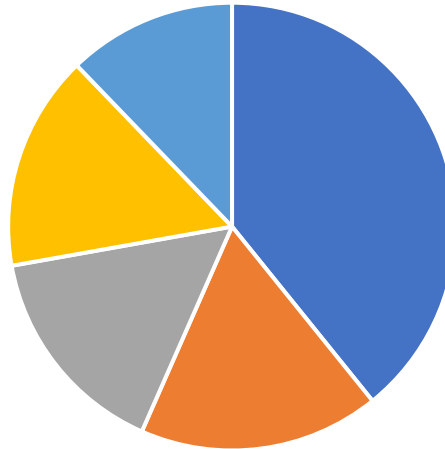
(SED07) Feeling sad depressed or hopeless	GRADE 6	GRADE 8	GRADE 10	GRADE 12
(SED1) Not at All	40.00%	39.20%	37.40%	37.50%
(SED2) Once	20.10%	17.40%	16.30%	17.00%
(SED3) On Several Days	16.40%	15.60%	17.30%	22.40%
(SED4) More Than Half the Time	12.80%	15.60%	15.40%	11.60%
(SED5) Nearly All the Time	10.60%	12.20%	13.50%	11.50%
N=	819	743	687	637

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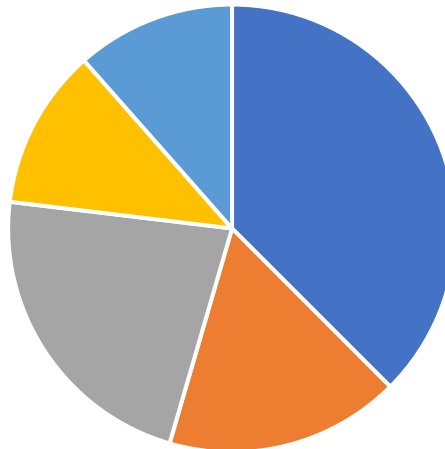
(SED07) Feeling sad depressed or hopeless

- (SED1) Not at All
- (SED2) Once
- (SED3) On Several Days
- (SED4) More Than Half the Time
- (SED5) Nearly All the Time



(SED07) Feeling sad depressed or hopeless

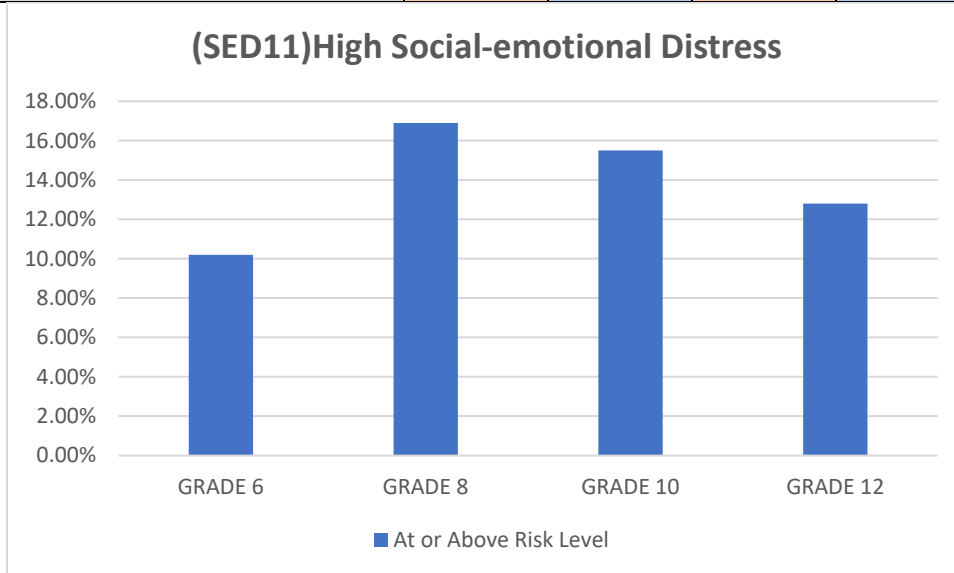
- (SED1) Not at All
- (SED2) Once
- (SED3) On Several Days
- (SED4) More Than Half the Time
- (SED5) Nearly All the Time



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(SED11) High Social-emotional Distress	GRADE 6	GRADE 8	GRADE 10	GRADE 12
At or Above Risk Level	10.20%	16.90%	15.50%	12.80%
Below Risk Level	89.80%	83.10%	84.50%	87.20%
N=	834	751	696	640



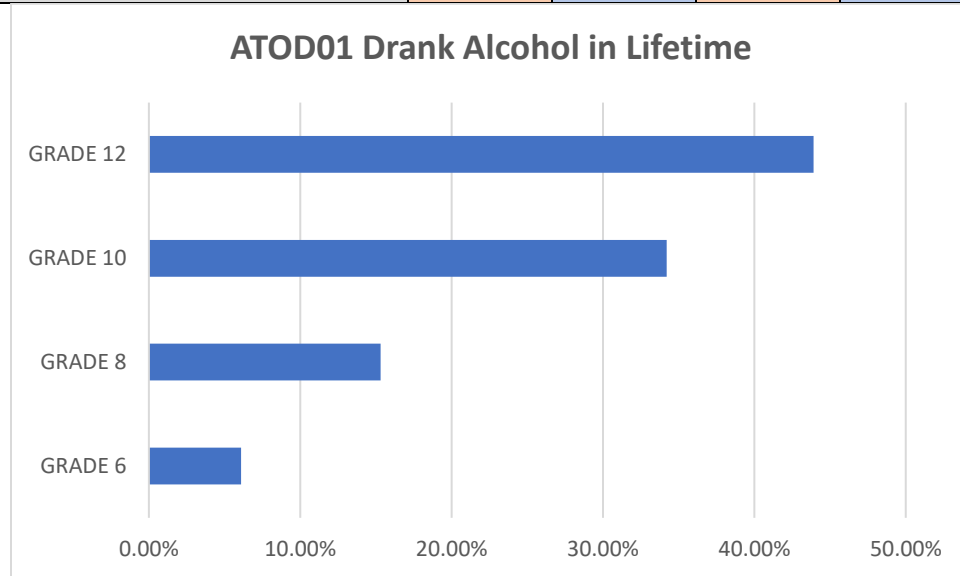
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Prevalence of Substance Use

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.

ATOD01 Drank Alcohol in Lifetime	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Did not use	93.90%	84.70%	65.80%	56.10%
Used	6.10%	15.30%	34.20%	43.90%
N=	834	751	696	640



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ATOD02 Drank Alcohol in Past Year	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Did not use	97.20%	89.60%	73.00%	62.30%
Used	2.80%	10.40%	27.00%	37.70%
N=	834	751	696	640

ATOD03 Drank Alcohol in Past 30 Days	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Did not use	99.00%	95.90%	91.10%	83.00%
Used	1.00%	4.10%	8.90%	17.00%
N=	834	751	696	640

ATOD04 Drank 5 or More on Single Occasion	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Did not use	99.80%	99.20%	96.40%	92.00%
Used	0.20%	0.80%	3.60%	8.00%
N=	834	751	696	640

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ATOD05 Smoked Cigarettes in Lifetime	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Did not use	97.10%	94.50%	90.10%	83.60%
Used	2.90%	5.50%	9.90%	16.40%
N=	834	751	696	640

ATOD06 Smoked Cigarettes in Past Year	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Did not use	99.40%	96.90%	94.30%	89.20%
Used	0.60%	3.10%	5.70%	10.80%
N=	834	751	696	640

ATOD07 Smoked Cigarettes in Past 30 Days	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Did not use	99.50%	99.70%	98.00%	95.80%
Used	0.50%	0.30%	2.00%	4.20%
N=	834	751	696	640

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ATOD08 Smoked Marijuana in Lifetime	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Did not use	99.20%	93.50%	81.50%	69.70%
Used	0.80%	6.50%	18.50%	30.30%
N=	834	751	696	640

ATOD09 Smoked Marijuana in Past Year	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Did not use	99.30%	94.70%	85.50%	75.20%
Used	0.70%	5.30%	14.50%	24.80%
N=	834	751	696	640

ATOD10 Smoked Marijuana in Past 30 Days	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Did not use	99.80%	97.90%	90.10%	84.50%
Used	0.20%	2.10%	9.90%	15.50%
N=	834	751	696	640

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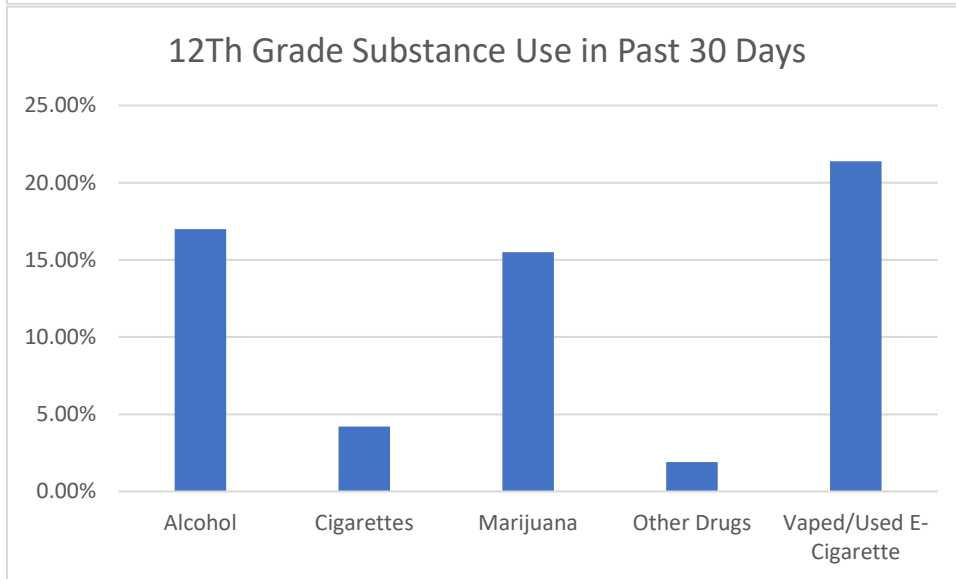
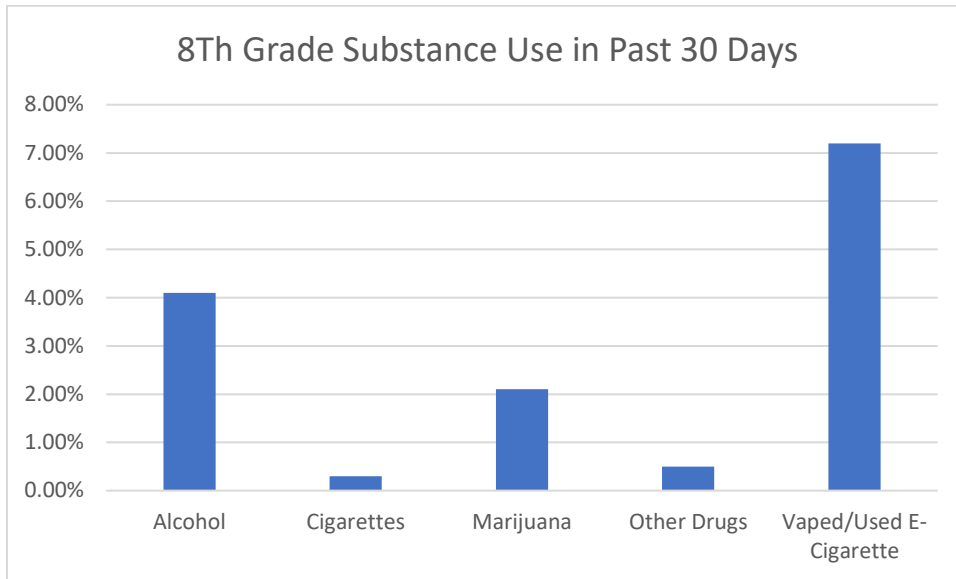
ATOD11 Used Other Drug in Lifetime	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Did not use	98.70%	97.60%	95.00%	93.40%
Used	1.30%	2.40%	5.00%	6.60%
N=	834	751	696	640

ATOD12 Used Other Drug in Past Year	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Did not use	99.50%	98.90%	96.70%	96.30%
Used	0.50%	1.10%	3.30%	3.80%
N=	834	751	696	640

ATOD13 Used Other Drug in Past 30 Days	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Did not use	99.80%	99.50%	98.00%	98.10%
Used	0.20%	0.50%	2.00%	1.90%
N=	834	751	696	640

ATOD14 Vaped/Used E-Cigarette in Past 30 Days	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Did not use	95.10%	92.80%	85.60%	78.60%
Used	4.90%	7.20%	14.40%	21.40%
N=	782	691	655	612

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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 missed because of illness in past 4 weeks?	GRADE 6	GRADE 8	GRADE 10	GRADE 12
(0) None	68.40%	74.10%	79.30%	79.80%
(1) One or Two	19.30%	15.80%	15.60%	14.00%
(2) Three to Five	9.00%	8.60%	3.60%	4.70%
(3) Six to 10	3.30%	1.50%	1.50%	1.40%
N=	633	607	589	570

sch02 Days of school missed in past 4 weeks because skipped	GRADE 6	GRADE 8	GRADE 10	GRADE 12
(0) None	88.50%	86.40%	87.80%	81.00%
(1) One or Two	8.10%	8.70%	8.40%	13.10%
(2) Three to Five	2.90%	4.20%	2.90%	4.30%
(3) Six to 10	0.50%	0.70%	0.90%	1.60%
N=	546	573	559	559

sch03 Days of school missed in past 4 weeks for other reason?	GRADE 6	GRADE 8	GRADE 10	GRADE 12
(0) None	62.60%	57.30%	63.00%	61.80%
(1) One or Two	25.80%	29.20%	23.20%	27.10%
(2) Three to Five	9.10%	10.50%	10.60%	9.30%
(3) Six to 10	2.50%	3.10%	3.20%	1.90%
N=	650	679	630	594

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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)	7.70%	8.50%	7.70%	12.60%
2 no (disagree)	30.50%	29.50%	34.20%	33.50%
3 yes (agree)	51.80%	52.60%	49.90%	46.50%
4 YES (strongly agree)	9.90%	9.40%	8.20%	7.40%
N=	826	745	692	635

sch05 Teachers ask me to work on special classroom projects#	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 NO (strongly disagree)	9.70%	8.40%	12.00%	15.10%
2 no (disagree)	42.60%	50.70%	54.90%	47.90%
3 yes (agree)	38.70%	35.90%	30.00%	32.10%
4 YES (strongly agree)	9.00%	5.00%	3.20%	4.90%
N=	824	746	694	635

sch06 Teachers notices when I do good job and let me know#	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 NO (strongly disagree)	2.20%	4.50%	6.60%	5.20%
2 no (disagree)	10.60%	16.00%	21.50%	17.90%
3 yes (agree)	53.80%	57.50%	54.80%	56.90%
4 YES (strongly agree)	33.40%	21.90%	17.10%	20.00%
N=	827	749	694	636

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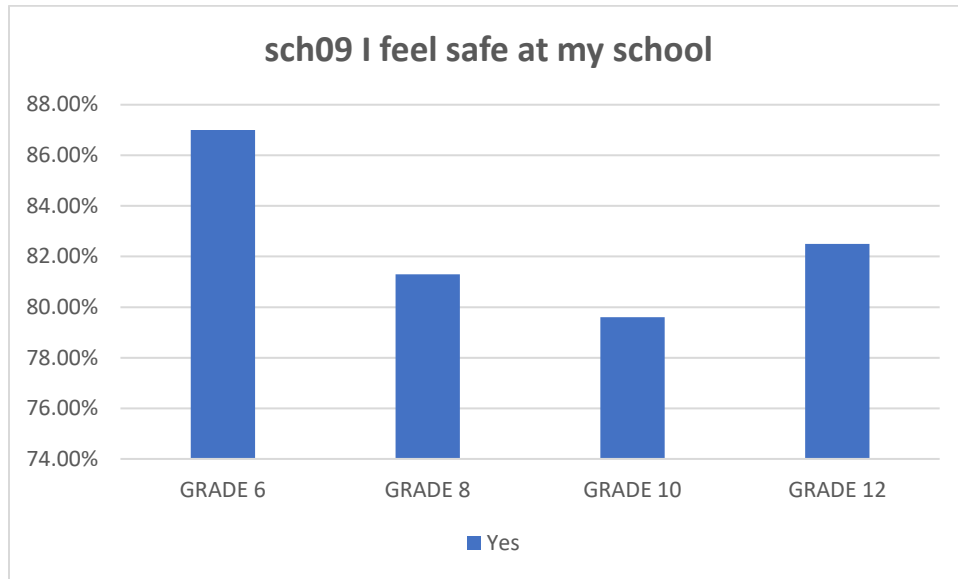


sch07 There are chances to get involved in school activities#	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 NO (strongly disagree)	9.00%	2.00%	2.50%	4.70%
2 no (disagree)	20.50%	8.40%	6.20%	8.30%
3 yes (agree)	38.30%	46.30%	43.90%	43.20%
4 YES (strongly agree)	32.20%	43.30%	47.40%	43.80%

N=	820	748	692	639
sch08 There are chances to talk with a teacher one-on-one#	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 NO (strongly disagree)	4.10%	4.00%	4.50%	4.70%
2 no (disagree)	15.40%	17.10%	21.50%	19.00%
3 yes (agree)	51.20%	53.90%	51.80%	50.50%
4 YES (strongly agree)	29.30%	25.00%	22.20%	25.70%
N=	826	748	693	637

sch09 I feel safe at my school#	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 NO (strongly disagree)	3.40%	6.40%	5.80%	5.00%
2 no (disagree)	9.60%	12.30%	14.60%	12.50%
3 yes (agree)	45.50%	57.80%	58.50%	57.30%
4 YES (strongly agree)	41.50%	23.50%	21.10%	25.20%
N=	824	749	691	634

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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)	5.50%	9.60%	14.60%	18.20%
2 no (disagree)	26.10%	32.80%	40.30%	36.50%
3 yes (agree)	44.40%	43.80%	37.30%	36.60%
4 YES (strongly agree)	23.90%	13.80%	7.80%	8.80%
N=	819	749	692	639

sch11 My teachers praise me when I work hard in school#	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 NO (strongly disagree)	7.30%	7.10%	10.30%	9.10%
2 no (disagree)	28.80%	34.20%	35.40%	29.10%
3 yes (agree)	46.50%	47.80%	46.40%	49.90%
4 YES (strongly agree)	17.50%	10.90%	7.90%	11.80%
N=	813	745	692	635

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sch12 I have lots of chances to be part of class discussions#	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 NO (strongly disagree)	2.40%	2.70%	3.00%	3.10%
2 no (disagree)	13.00%	10.20%	11.60%	8.60%
3 yes (agree)	52.70%	60.90%	63.20%	66.00%
4 YES (strongly agree)	31.80%	26.30%	22.30%	22.20%
N=	823	746	692	636

sch13 I think sometimes it is okay to cheat at school#	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 NO (strongly disagree)	67.50%	43.80%	33.40%	30.00%
2 no (disagree)	23.50%	36.00%	35.50%	38.50%
3 yes (agree)	7.60%	16.60%	25.50%	25.20%
4 YES (strongly agree)	1.30%	3.60%	5.60%	6.30%
N=	825	749	691	639

sch14 I can learn about careers I could have after graduation#	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 NO (strongly disagree)	7.50%	9.00%	9.10%	12.10%
2 no (disagree)	27.30%	22.30%	24.80%	25.80%
3 yes (agree)	46.60%	48.90%	49.00%	50.30%
4 YES (strongly agree)	18.70%	19.80%	17.10%	11.80%
N=	818	746	690	636

sch15 I can learn about STEM#	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 NO (strongly disagree)	0.70%	1.10%	2.00%	2.40%
2 no (disagree)	5.20%	3.90%	3.50%	6.40%
3 yes (agree)	45.70%	49.50%	57.10%	59.70%
4 YES (strongly agree)	48.40%	45.50%	37.40%	31.60%
N=	823	749	692	637

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sch16 Schoolwork you are assigned is meaningful and important?	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 Almost Always	28.60%	12.90%	5.90%	5.80%
2 Often	29.80%	27.30%	19.30%	17.70%
3 Sometimes	31.80%	37.50%	42.20%	41.30%
4 Seldom	4.60%	14.90%	22.00%	23.10%
5 Never	5.20%	7.30%	10.60%	12.20%
N=	831	751	696	640

sch17 How interesting are most of your courses?	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 Very Interesting	10.30%	5.70%	3.20%	5.50%
2 Quite Interesting	30.60%	19.30%	15.90%	18.60%
3 Fairly Interesting	37.30%	43.20%	40.40%	39.60%
4 Slightly Dull	14.80%	22.70%	30.30%	24.40%
5 Very Dull	7.00%	9.10%	10.20%	11.90%
N=	829	750	696	639

sch18 Things you are learning important for you later in life?	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 Very Important	31.00%	13.40%	4.00%	4.70%
2 Quite Important	29.90%	21.80%	14.10%	17.80%
3 Fairly Important	22.40%	29.20%	31.60%	30.30%
4 Slightly Important	11.70%	24.40%	35.30%	32.30%
5 Not Important	5.00%	11.20%	14.90%	14.80%
N=	832	751	696	640

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sch19 In past year how often did you enjoy being in school?	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 Never	7.00%	8.30%	9.90%	10.20%
2 Seldom	11.00%	16.00%	17.40%	18.10%
3 Sometimes	34.60%	36.50%	39.60%	38.70%
4 Often	32.00%	30.40%	27.40%	27.90%
5 Always	15.40%	8.70%	5.80%	5.00%
N=	812	743	690	635

sch20 In past year how often did you hate being in school?	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 Never	16.60%	8.80%	5.50%	6.80%
2 Seldom	27.30%	26.40%	21.20%	25.20%
3 Sometimes	32.60%	34.40%	38.40%	37.30%
4 Often	15.70%	22.20%	26.00%	24.10%
5 Always	7.70%	8.10%	8.80%	6.80%
N=	801	738	692	636

sch21 In past year how often did you do your best work in school	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 Never	0.60%	0.80%	1.60%	2.70%
2 Seldom	1.90%	3.90%	5.70%	4.40%
3 Sometimes	9.10%	20.30%	20.90%	23.30%
4 Often	33.20%	37.00%	43.00%	37.40%
5 Always	55.20%	37.90%	28.80%	32.20%
N=	799	738	690	634

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sch22 Times suspended from school?	GRADE 6	GRADE 8	GRADE 10	GRADE 12
0 Never	94.40%	94.10%	92.50%	95.70%
1 Once	3.60%	4.10%	5.40%	2.20%
2 Two or Three	1.10%	1.50%	1.30%	1.80%
4 Four or Five	0.50%	0.00%	0.30%	0.30%
6 Six to 10	0.50%	0.30%	0.40%	0.00%
N=	816	732	679	627

sch23 Times in the past year were drunk or high at school?	GRADE 6	GRADE 8	GRADE 10	GRADE 12
0 Never	99.30%	97.10%	92.60%	91.60%
1 Once	0.40%	1.90%	2.80%	2.70%
2 Two or Three	0.20%	0.70%	3.10%	5.00%
4 Four or Five	0.10%	0.10%	1.00%	0.30%
6 Six to 10	0.00%	0.10%	0.40%	0.30%
N=	812	730	678	622

sch24 Times in the past year you took a handgun to school?	GRADE 6	GRADE 8	GRADE 10	GRADE 12
0 Never	99.40%	99.60%	99.30%	98.60%
1 Once	0.40%	0.10%	0.40%	0.30%
2 Two or Three	0.10%	0.10%	0.10%	0.80%
4 Four or Five	0.10%	0.00%	0.00%	0.20%
6 Six to 10	0.00%	0.10%	0.10%	0.20%
N=	814	730	677	625

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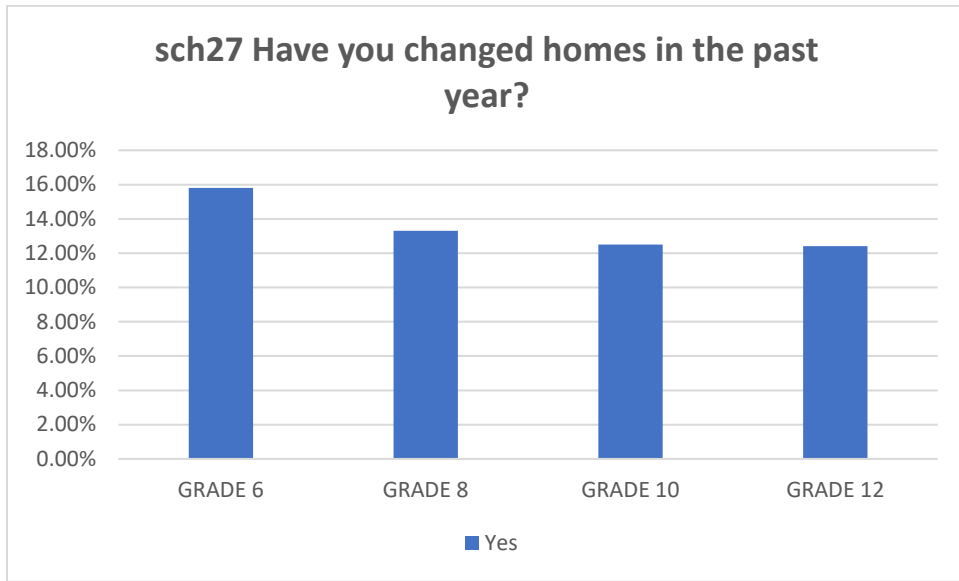


sch25 Times in the past year took any weapon to school?	GRADE 6	GRADE 8	GRADE 10	GRADE 12
0 Never	97.40%	97.10%	97.90%	97.10%
1 Once	1.50%	1.80%	0.70%	0.60%
2 Two or Three	0.90%	0.80%	0.90%	1.30%
4 Four or Five	0.10%	0.30%	0.10%	0.80%
6 Six to 10	0.10%	0.00%	0.30%	0.20%
N=	816	730	678	625

sch26 How many times have you changed homes since kindergarten?	GRADE 6	GRADE 8	GRADE 10	GRADE 12
0 None	46.10%	41.90%	46.20%	46.20%
1 Once	22.60%	23.20%	20.80%	19.90%
2 Two or Three	17.90%	18.20%	17.40%	18.80%
4 Four or Five	9.40%	10.40%	10.20%	10.10%
6 Six to 10	4.00%	6.30%	5.30%	5.00%
N=	748	637	625	597

sch27 Have you changed homes in the past year?	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 Yes	15.80%	13.30%	12.50%	12.40%
2 No	84.20%	86.70%	87.50%	87.60%
N=	747	637	623	596

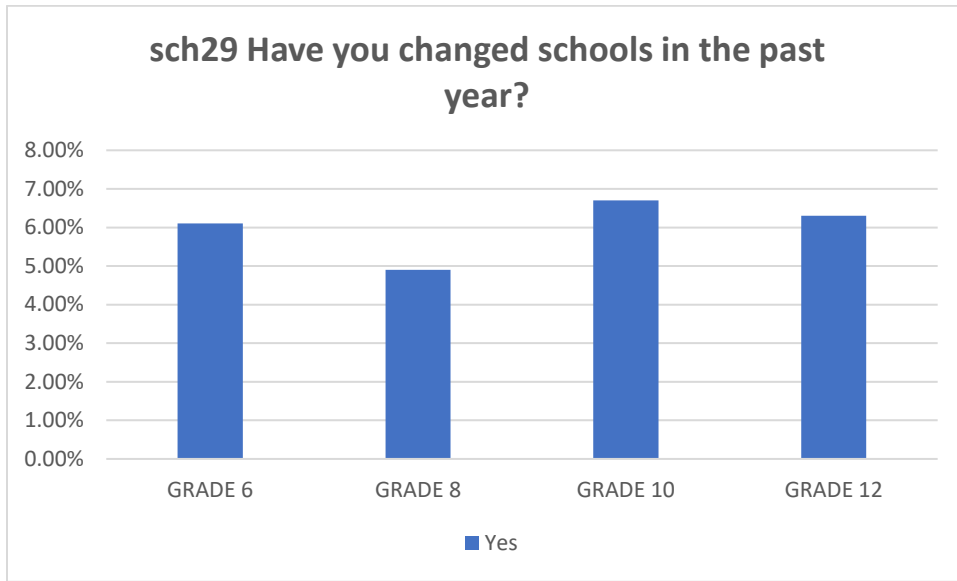
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sch28 Times have you changed schools since kindergarten?	GRADE 6	GRADE 8	GRADE 10	GRADE 12
0 None	67.30%	64.30%	66.20%	64.90%
1 Once	18.10%	16.10%	17.50%	17.60%
2 Two or Three	10.60%	12.60%	11.90%	11.10%
4 Four or Five	2.00%	4.90%	3.00%	4.00%
6 Six to 10	2.00%	2.20%	1.40%	2.30%
N=	752	635	624	596

sch29 Have you changed schools in the past year?	GRADE 6	GRADE 8	GRADE 10	GRADE 12
1 Yes	6.10%	4.90%	6.70%	6.30%
2 No	93.90%	95.10%	93.30%	93.70%
N=	748	635	623	599

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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?

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

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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.

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)

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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?

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.)?

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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

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.

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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?

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?

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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?

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)

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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.

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.