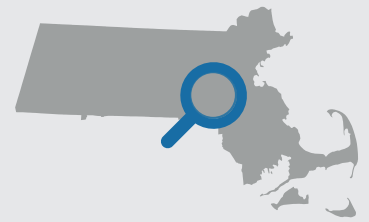


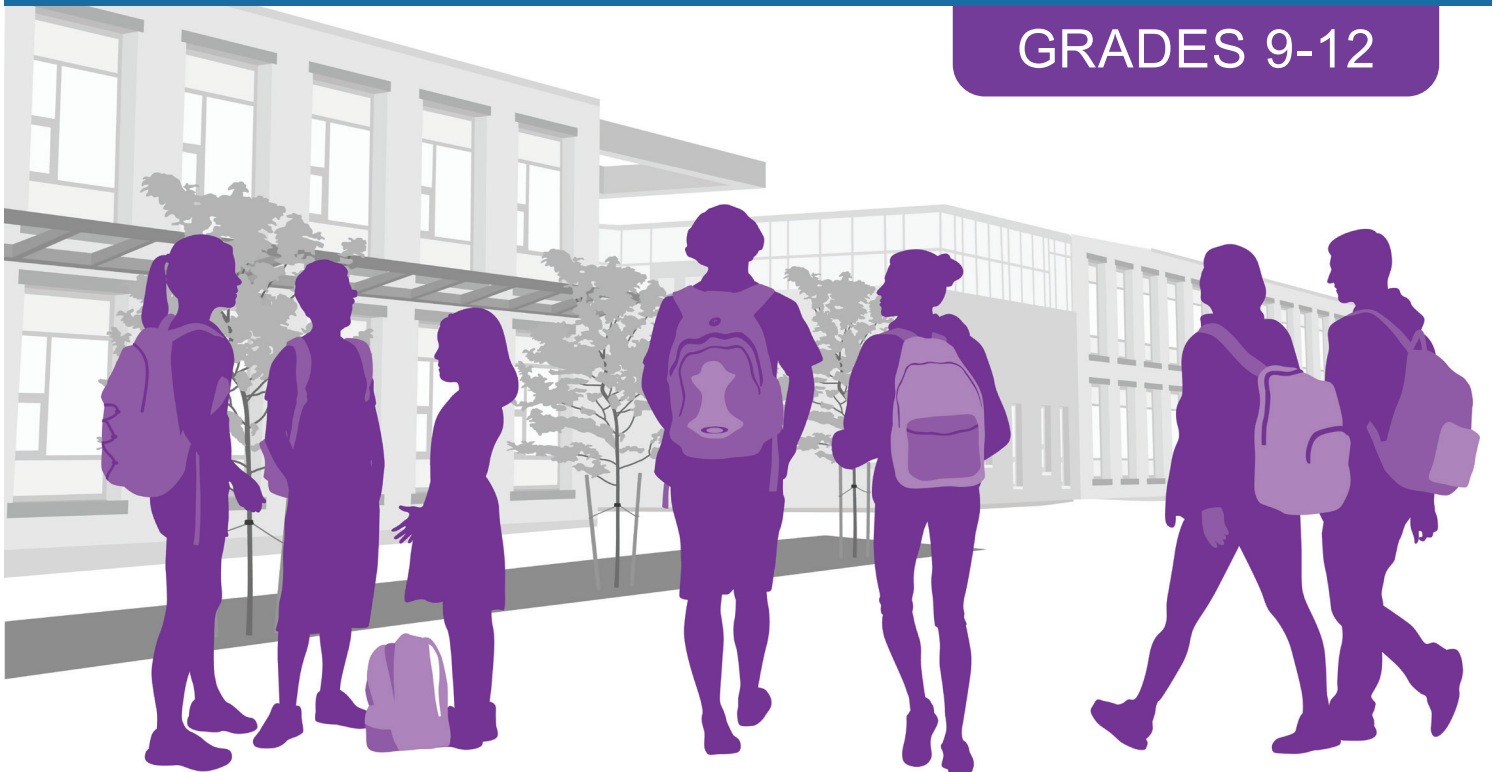
MetroWest Adolescent Health Survey Report

*Informing data-driven school and community
health policies and practices*



2021 | Wellesley High School

GRADES 9-12



**METROWEST
HEALTH
FOUNDATION**



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2021 MetroWest Adolescent Health Survey

High School Report

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Section 1

Background and Methods

Background and Methodology

2021 MetroWest Adolescent Health Survey

Wellesley High School

Background

The MetroWest Adolescent Health Survey (MWAHS) monitors trends in adolescent health and risk behaviors in the 25 communities in the MetroWest region served by the MetroWest Health Foundation (MHF). The survey has been administered biennially to middle and high school youth since 2006, with the exception of 2020 due to COVID-19 and the challenges of administering a survey in remote learning environments. The MWAHS collects data to support communities in determining priorities and enhancing local programs and policies related to adolescent health and wellness.

In the fall of 2021, students in the MetroWest region participated in the 8th administration of the MWAHS. This was the first time that the MWAHS was administered online, whereas prior administration used paper-and-pencil survey instruments. The online survey administration was possible in 2021 because of increased technological capabilities and the universal prevalence of one-to-one device programs at all participating schools, both of which were accelerated by the need to make online learning possible for all students during COVID-19.

A total of 58 middle and high schools in all 25 communities in the region participated in the survey. A census of students was surveyed in each participating school. In total, 16,390 middle school students (91% participation rate) and 22,903 high school students (83% participation rate) took the 2021 MWAHS. These high levels of student participation indicate that the data is highly representative of the student populations in each district as well as the MetroWest Region as a whole. Additionally, the large amount of student data provides each school and district with the ability to examine differences in behavioral reports by sex, grade, and other demographic characteristics.

Survey Instrument

Content and Development

The MWAHS is largely based on the *Youth Risk Behavior Surveillance System* (YRBSS) of the Centers for Disease Control and Prevention (CDC)¹ and the Massachusetts version of the YRBS², administered collaboratively by the Massachusetts Department of Elementary and Secondary Education and the Department of Public Health. The MWAHS contains additional questions that address emerging behaviors, along with issues of interest to the MetroWest region based on input from school and community stakeholders.

All participating districts take the same core surveys; there is one core survey for middle school and one for high school, each designed to be developmentally appropriate for the particular age group. A large portion of the questions on the core surveys have remained unchanged from 2006 to 2021 to allow for comparisons over time. The 2021 core surveys cover the following topics:

- » **Substance use:** tobacco, electronic vapor products, alcohol, marijuana, other illegal substances, and misuse of prescription drugs
- » **Violence:** weapon carrying, physical fighting, dating violence, bullying, and cyberbullying
- » **Behaviors related to unintentional injuries:** seatbelt use, helmet use, impaired driving, and distracted driving
- » **Mental health:** stress, anxiety, depressive symptoms, self-injury, and suicidality, as well as help-seeking behaviors and sources of mental health support
- » **Sexual behaviors:** sexual intercourse, condom use, and other behaviors related to unintended pregnancy and sexually transmitted infections (questions on sexual behavior are optional at the middle school level)
- » **Online behaviors:** time spent online (overall and on social media) and attitudes related to social media
- » **Additional behaviors:** physical activity, sleep, and time spent studying and participating in extracurricular activities
- » **Protective factors:** school connectedness, adult support at school and outside of school, and peer support

Additional questions were added to the 2021 core surveys to gather new data on emerging adolescent health issues and local concerns. New questions added to both the middle and high school core surveys include the following topics: demographics (years living in the United States, language spoken at home), access and usage of different types of electronic vapor products, perceived risk and consequences of marijuana use, coping behaviors for stress, school engagement and school climate, community issues and experiences, adverse childhood experiences, and mental health and substance use related to COVID-19. Questions on gender identity and sexual orientation were added to the middle school core survey for the first time in 2021.

In addition to the core surveys, districts can customize their middle and high school surveys by selecting questions from a set of optional items that includes a multitude of adolescent health topics. In 2021, 22 out of 26 high schools and 22 out of 24 middle school districts chose to customize their surveys. This customization enables communities to collect additional data on issues of local concern or on populations of special interest.

Format

The MWAHS is a self-administered survey that is completed online using tablet or laptop computers. The core high school survey consists of 165 questions and the core middle school survey consists of 122 questions. The survey is designed for an hour-long classroom administration period. All questions are multiple choice.

Students accessed the survey using a link and a unique, random access code that was provided to them on a postcard. This ensured that each student could complete the survey only once, and in case of an interruption, could use their code to access the survey where they left off. The codes were not linked to students' identities.

Validity and Reliability

The question is often asked whether students respond truthfully to surveys of risk behaviors. Research on the validity and reliability of self-report surveys among school-based populations suggest that surveys are reliable methods of collecting data from young people. In fact, research on the national YRBSS indicates that adolescents

are just as credible as adults when answering this kind of survey. These studies show that young people respond truthfully when: their participation is voluntary; they perceive the survey as important; and they feel that measures have been taken to preserve their privacy and anonymity.³

The MWAHS meets these three conditions by following procedures to assure students that participation is voluntary and anonymous. Students are given the choice to participate and may stop participation at any point during the survey. The MWAHS instructions highlight the anonymous nature of the survey and explain that students' answers will be kept private and only be analyzed in aggregate. The instructions also call attention to why it is important to hear directly from students, stating that findings will be used to improve health education and services for young people.

The validity of the survey is further strengthened by using a questionnaire based largely upon the CDC *Youth Risk Behavior Surveillance System*. The YRBSS is a standardized instrument developed by the CDC in collaboration with other national and local health education agencies. A number of published articles address the validity and test-retest reliability of the instrument.^{4,5}

Many school-based surveillance studies have switched from paper-and-pencil to online surveys in recent years, including the 2021 Massachusetts Youth Risk Behavior Survey. Research has shown that findings from online and paper-and-pencil surveys of youth risk behaviors are generally equivalent.⁶ In addition, the online surveys were pilot-tested with middle and high school youth to ensure that they were easy to access and complete. Additional features of the online survey helped to ensure students felt their responses were private, including a "pause" button and automatic "time-out" feature.

Translations

The middle and high school MWAHS instruments are available in English, Spanish, and Portuguese. Students are directed to select their language when they first access the survey website. Survey access cards in Spanish and Portuguese are made available to students as well. Out of a total of 39,293 middle and high school surveys for the MetroWest Region in 2021, 513 surveys were completed in Spanish (1.3%) and 1,079 surveys were completed in Portuguese (2.7%). This is higher than previous years, likely due to two reasons: (1) Students could choose their own language, which may have led to more students preferring to complete the survey Spanish or Portuguese, even if they were able to complete the survey in English, and (2) changing demographics of the MetroWest region.

Survey Procedures

Survey Administration

The 2021 MWAHS survey administration took place from October 25 to December 14, 2021. Students in grades 9 through 12 at Wellesley High School took the survey on November 3. All schools followed local procedures for informing parents of the survey, which included sending information to parent(s)/guardian(s) in advance through the school's normal means of parent communication to inform them of the survey and providing them with the option of opting out their child(ren) if desired.

A designated MWAHS coordinator in each school and/or district was trained on the survey administration methods. All teachers/staff administering the survey read a standardized set of instructions to students, which included informing them of the voluntary and anonymous nature of the survey. They were also instructed to follow specific procedures to assure that students' answers remained private and that no students felt any pressure to participate. All students who were eligible to participate (i.e., those who were not opted out by their parents) were given the opportunity to decide on their own whether to take the MWAHS.

Respondents and Participation Rate

Out of 1,397 students enrolled at Wellesley High School, 1,244 participated in the MWAHS, with a participation rate of 89%. 12 students didn't receive parent permission to participate, and 8 students chose not to participate on their own (based on information reported by teachers). The majority of nonparticipation was due student absences on the day(s) of the survey administration.

Table 1A below shows the demographic breakdown of student participants from Wellesley High School by sex and grade. Reflecting the high participation, the demographic characteristics of the survey participants closely match those of the student body at the time of the survey administration.

Grade	Female		Male		Unknown		TOTAL	
	n	%	N	%	n	%	N	%
9th grade	181	14.5%	133	10.7%	0	0.0%	314	25.2%
10th grade	172	13.8%	162	13.0%	0	0.0%	334	26.8%
11th grade	157	12.6%	167	13.4%	1	0.1%	325	26.1%
12th grade	139	11.2%	126	10.1%	0	0.0%	265	21.3%
Unknown	3	0.2%	0	0.0%	3	0.2%	6	0.5%
TOTAL	652	52.4%	588	47.3%	4	0.3%	1,244	100.0%

Analysis

Missing Data and Data Cleaning

Patterns of responses that were inconsistent or indicative of inappropriate (“joking”) responses were identified through analytic review, which showed that the vast majority of students paid attention, answered the survey logically, and completed most or all questions. For example, only a small percentage (0.3%) of high school students in the regional dataset responded that they had engaged in all forms of lifetime and recent substance use asked about on the survey. There were also very few logical inconsistencies (e.g., students reporting that they had never smoked, but subsequently saying they had smoked in the past 30 days).

Patterns of missing data were also examined for each of the topic areas. As anticipated, there was more missing data on items at the end of the survey, indicating that a small proportion of students were not able to complete the survey in the time allotted, chose not to complete the entire survey, or chose to skip some questions, which they are instructed that they can do. Overall, these validity and missing data checks provided evidence that students took the survey seriously and that the length was appropriate for the vast majority of students.

Generalizability

The MWHAS is a census of the student population at each participating school. Due to the high participation rate, the student data is considered highly representative of the student population as a whole. It is unknown whether students absent from school on the day of the survey and youth who do not attend school may differ from the survey participants in terms of their health and risk behaviors.

Trends

Comparisons over time are presented for MetroWest regional data and for districts that have participated in multiple survey waves. For the regional comparisons, we include all districts that participated in the survey at each time point, even though the number of participating districts increased from 2006 to 2012. Analyses show that restricting the regional data to districts that participated in all eight survey administrations makes little difference, and does not influence the direction or magnitude of the overall findings. From 2012 to 2021, all eligible middle and high schools in the MetroWest region participated in the survey.

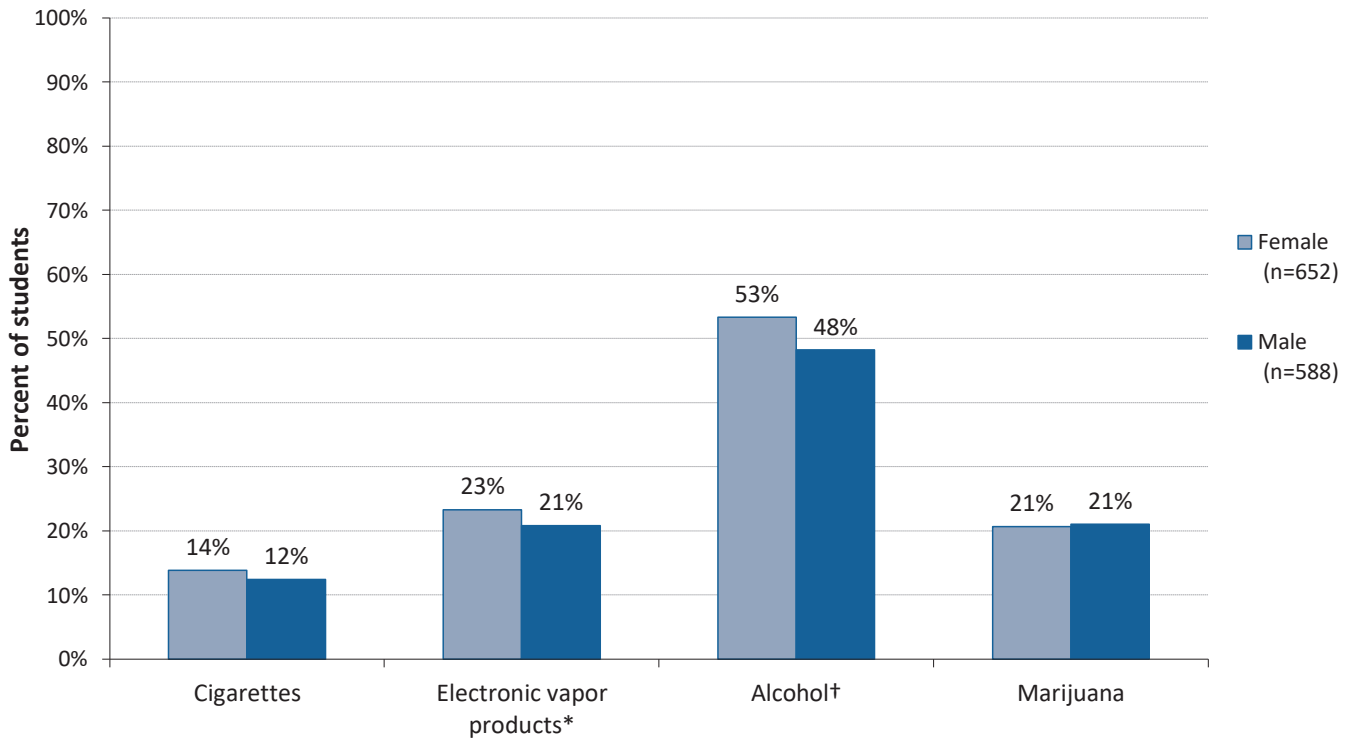
References

1. Centers for Disease Control and Prevention. 2021 Youth Risk Behavior Survey. Available at: <http://www.cdc.gov/YRBSS>. Accessed on March 1, 2022.
2. Massachusetts Department of Elementary and Secondary Education. Massachusetts Youth Risk Behavior Survey. Available at: <https://www.doe.mass.edu/sfs/yrbs/?msclkid=6ee02298ad8011ec816a570fa5acd40e>. Accessed on March 1, 2022.
3. Centers for Disease Control and Prevention. YRBSS Frequently Asked Questions. Available at: <https://www.cdc.gov/healthyouth/data/yrbs/faq.htm>. Accessed on March 1, 2022.
4. Brener ND, Billy JOG, Grady WR. (2003). Assessment of factors affecting the validity of self-reported health-risk behavior among adolescents: evidence from the scientific literature. *Journal of Adolescent Health*, 33:436-457.
5. Brener ND, Kann L, McManus TL, Kinchen S, Sundberg EC, Ross JG. (2002). Reliability of the 1999 Youth Risk Behavior Survey Questionnaire. *Journal of Adolescent Health*, 31:336–34.
6. Eaton, D.K., Brener, N.D., Kann, L., Denniston, M.M., McManus, T., Kyle, T.M., Roberts, A.M., Flint, K.H., & Ross, J.G. (2010). Comparison of paper-and-pencil versus Web administration of the Youth Risk Behavior Survey (YRBS): Risk behavior prevalence estimates. *Evaluation Review*, 34(2): 137-53. doi: 10.1177/0193841X10362491.

Section 2

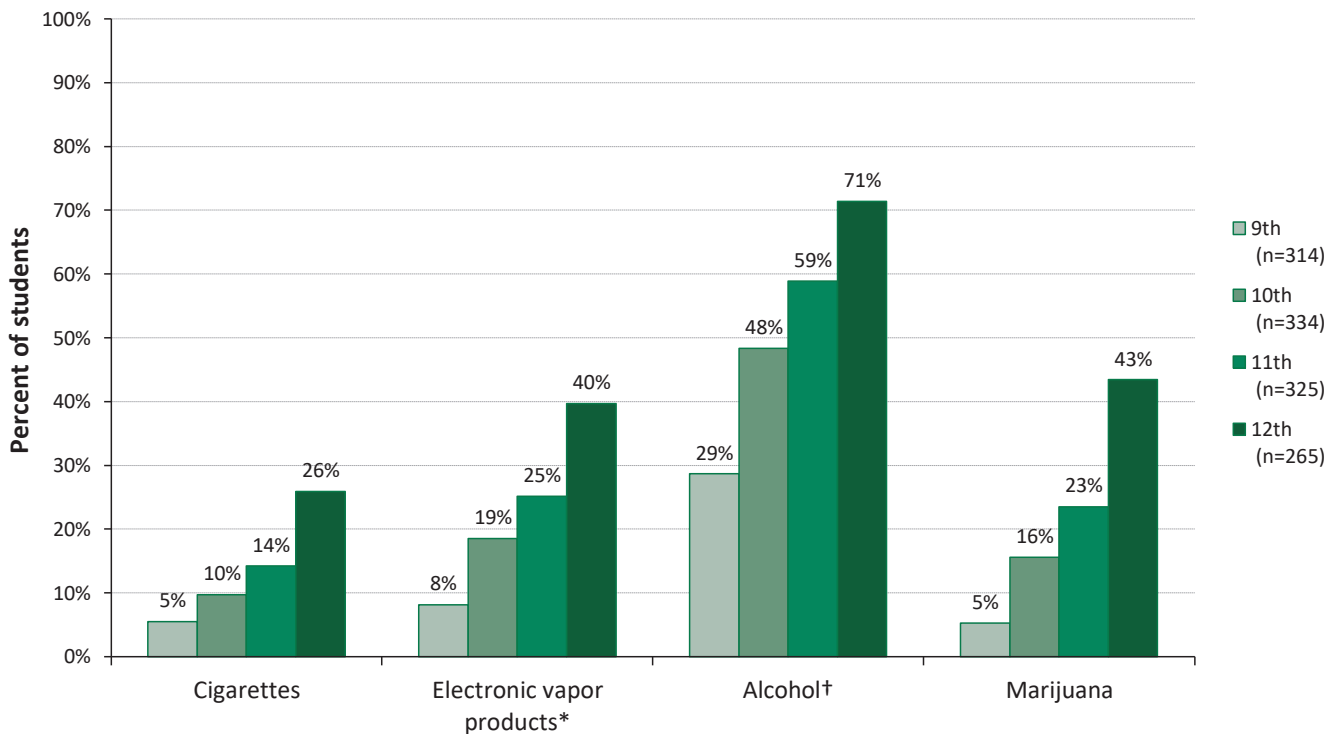
Substance Use

Figure 2-1A. Lifetime Substance Use by Sex, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



* Includes electronic cigarettes (e-cigarettes) like JUUL, SMOK, Suorin, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods; also includes disposable products that you can only use once such as Puff Bars, Stig, or Viigo
 † Does not include drinking a few sips of wine for religious purposes

Figure 2-1B. Lifetime Substance Use by Grade, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey

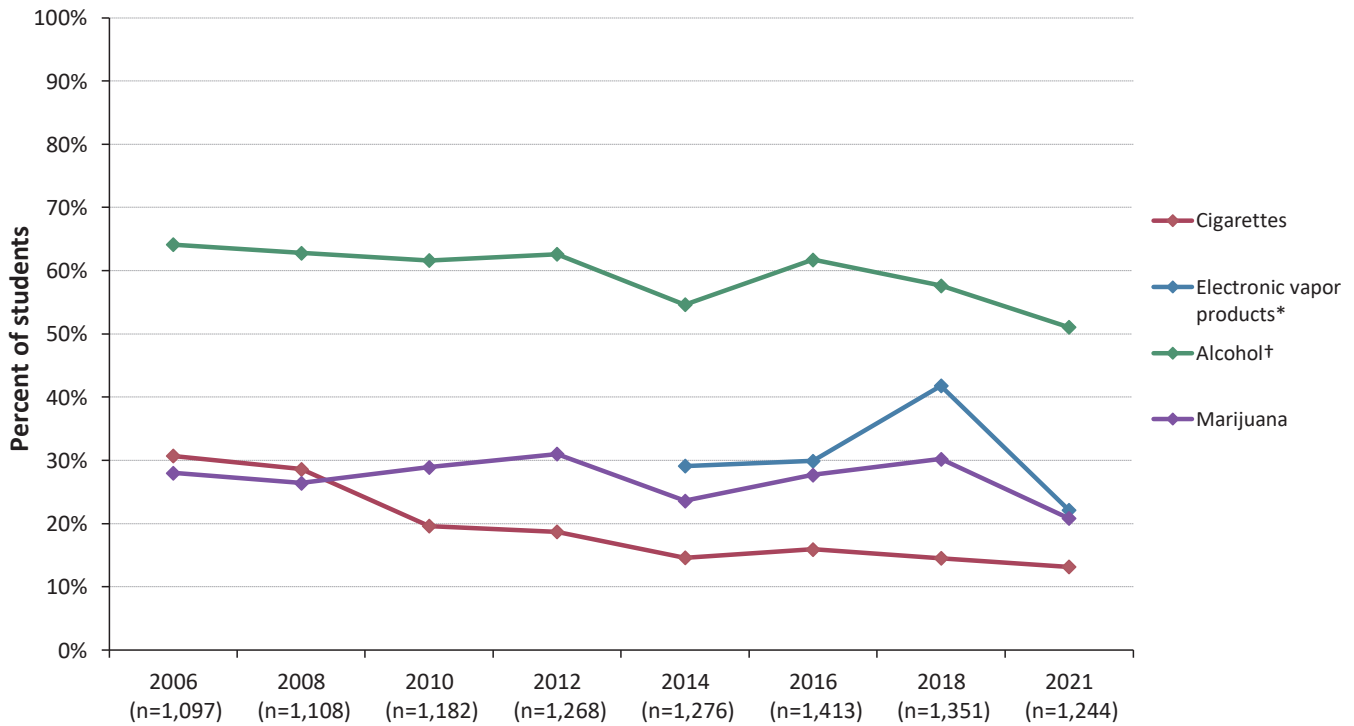


* Includes electronic cigarettes (e-cigarettes) like JUUL, SMOK, Suorin, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods; also includes disposable products that you can only use once such as Puff Bars, Stig, or Viigo
 † Does not include drinking a few sips of wine for religious purposes

Figure 2-1C. Lifetime Substance Use, 2006-2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

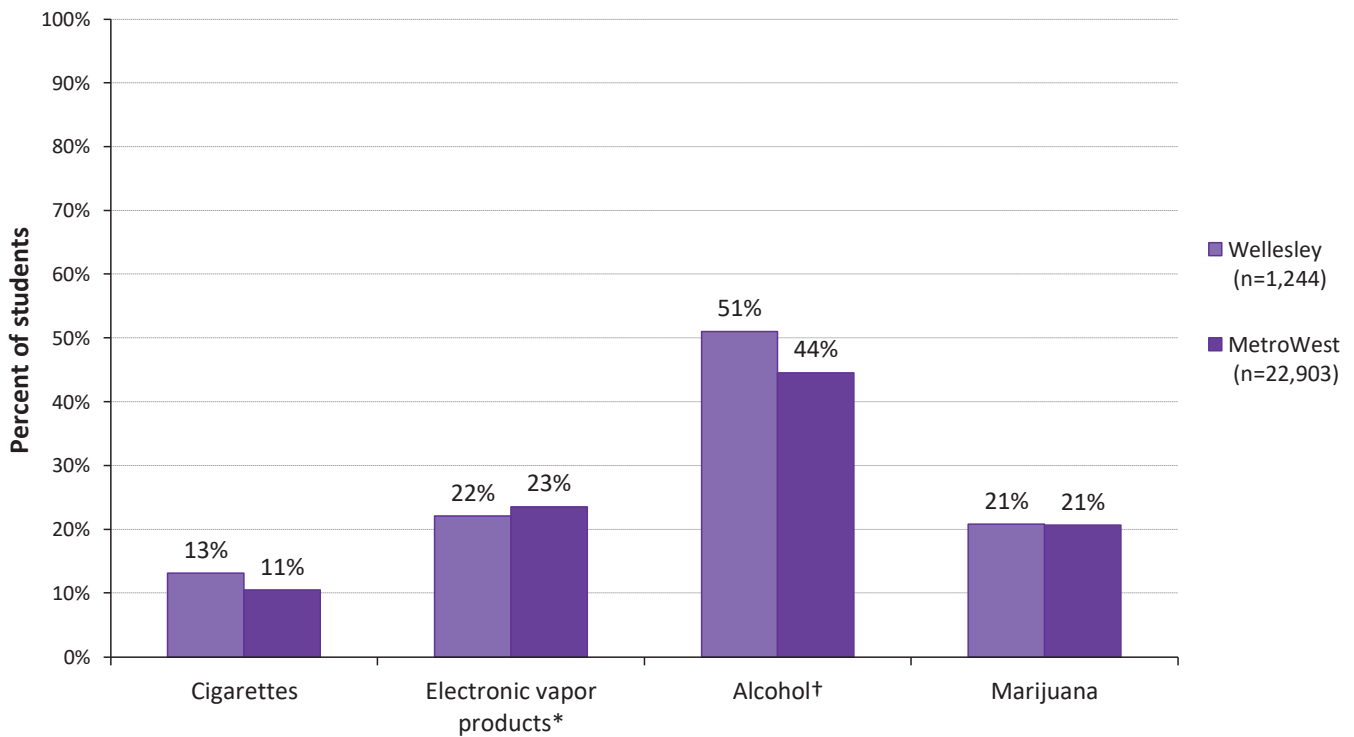


* Includes electronic cigarettes (e-cigarettes) like JUUL, SMOK, Suorin, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods; also includes disposable products that you can only use once such as Puff Bars, Stig, or Viigo
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Figure 2-1D. Lifetime Substance Use at the District and Regional Levels, 2021

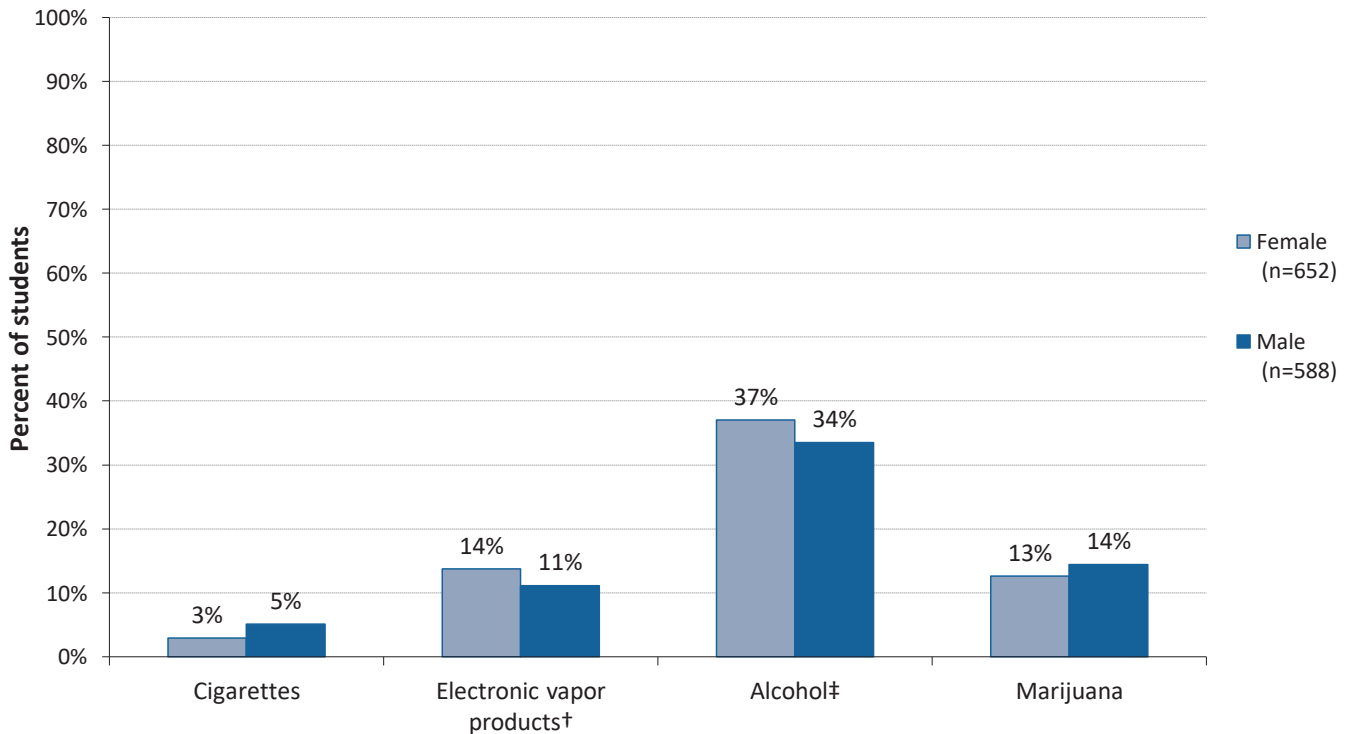
Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey



* Includes electronic cigarettes (e-cigarettes) like JUUL, SMOK, Suorin, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods; also includes disposable products that you can only use once such as Puff Bars, Stig, or Viigo
 † Does not include drinking a few sips of wine for religious purposes

Figure 2-2A. Current Substance Use* by Sex, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey

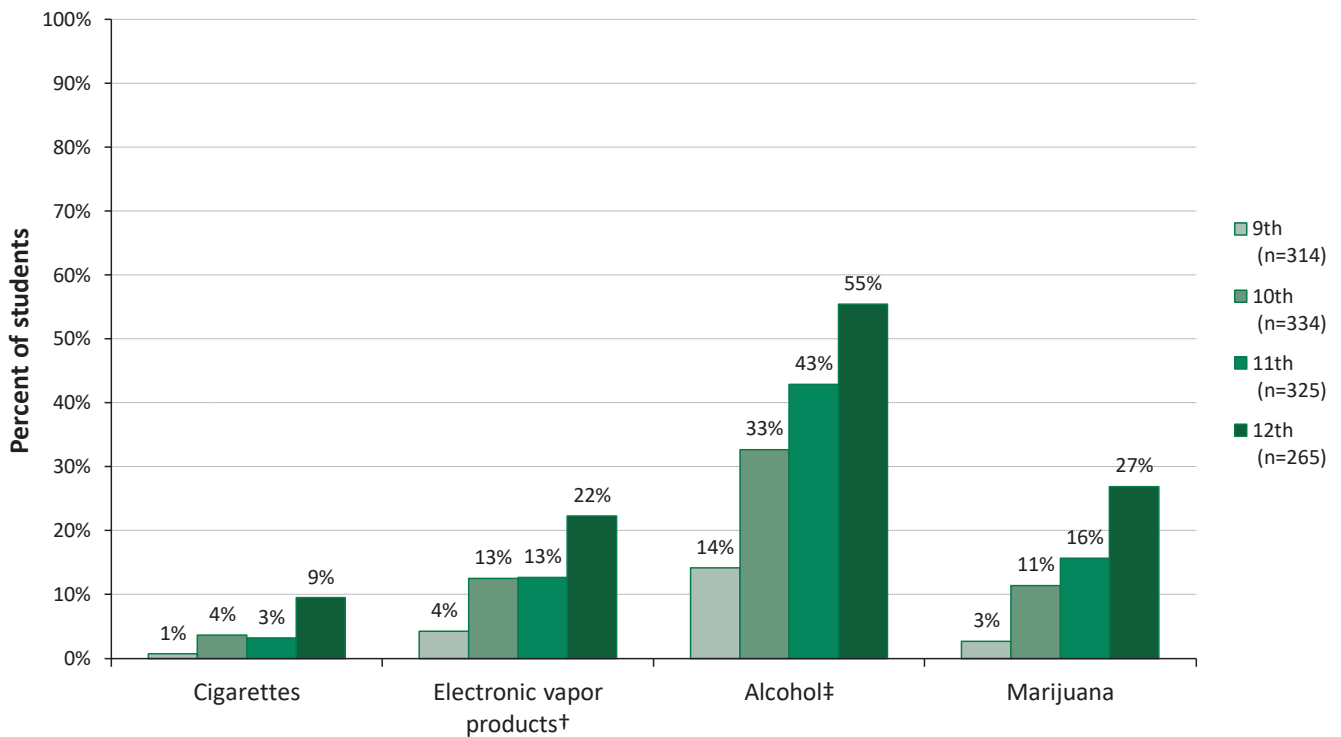


* Used one or more times in the past 30 days

† Includes electronic cigarettes (e-cigarettes) like JUUL, SMOK, Suorin, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods; also includes disposable products that you can only use once such as Puff Bars, Stig, or Viigo

‡ Does not include drinking a few sips of wine for religious purposes

Figure 2-2B. Current Substance Use* by Grade, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



* Used one or more times in the past 30 days

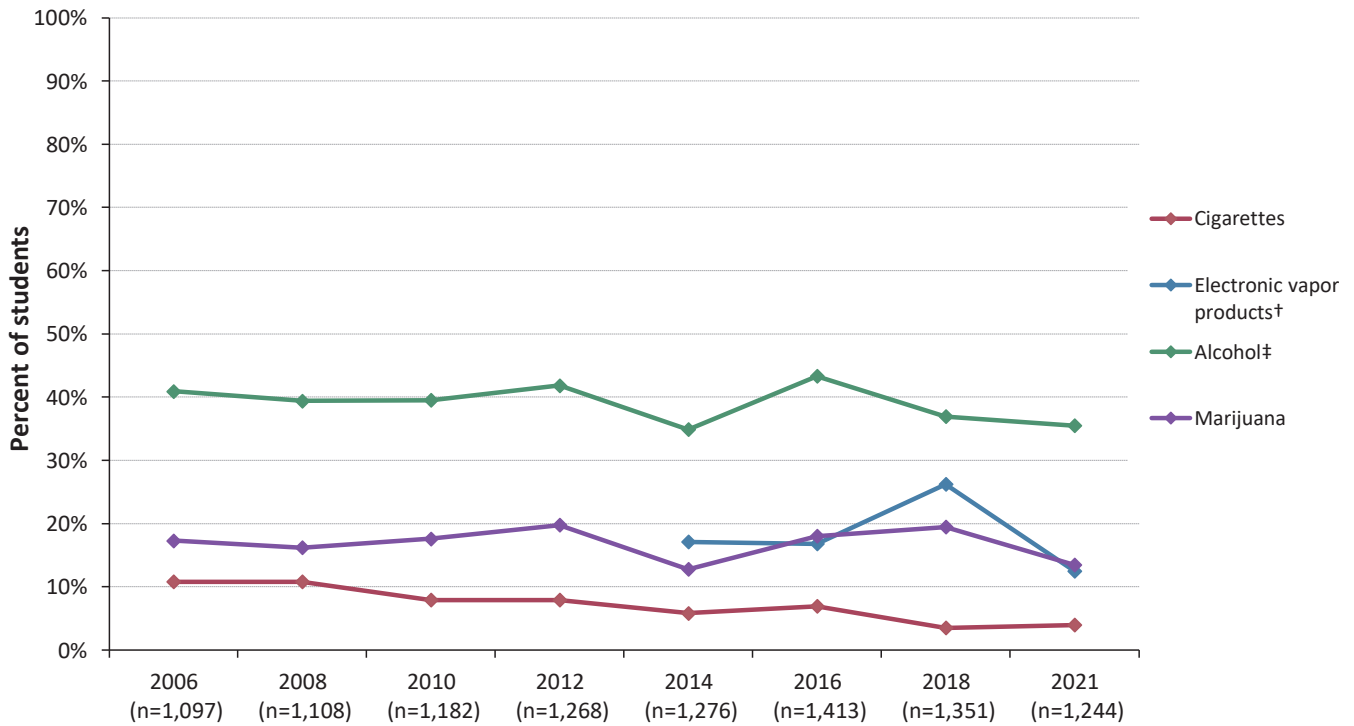
† Includes electronic cigarettes (e-cigarettes) like JUUL, SMOK, Suorin, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods; also includes disposable products that you can only use once such as Puff Bars, Stig, or Viigo

‡ Does not include drinking a few sips of wine for religious purposes

Figure 2-2C. Current Substance Use*, 2006-2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey



* Used one or more times in the past 30 days

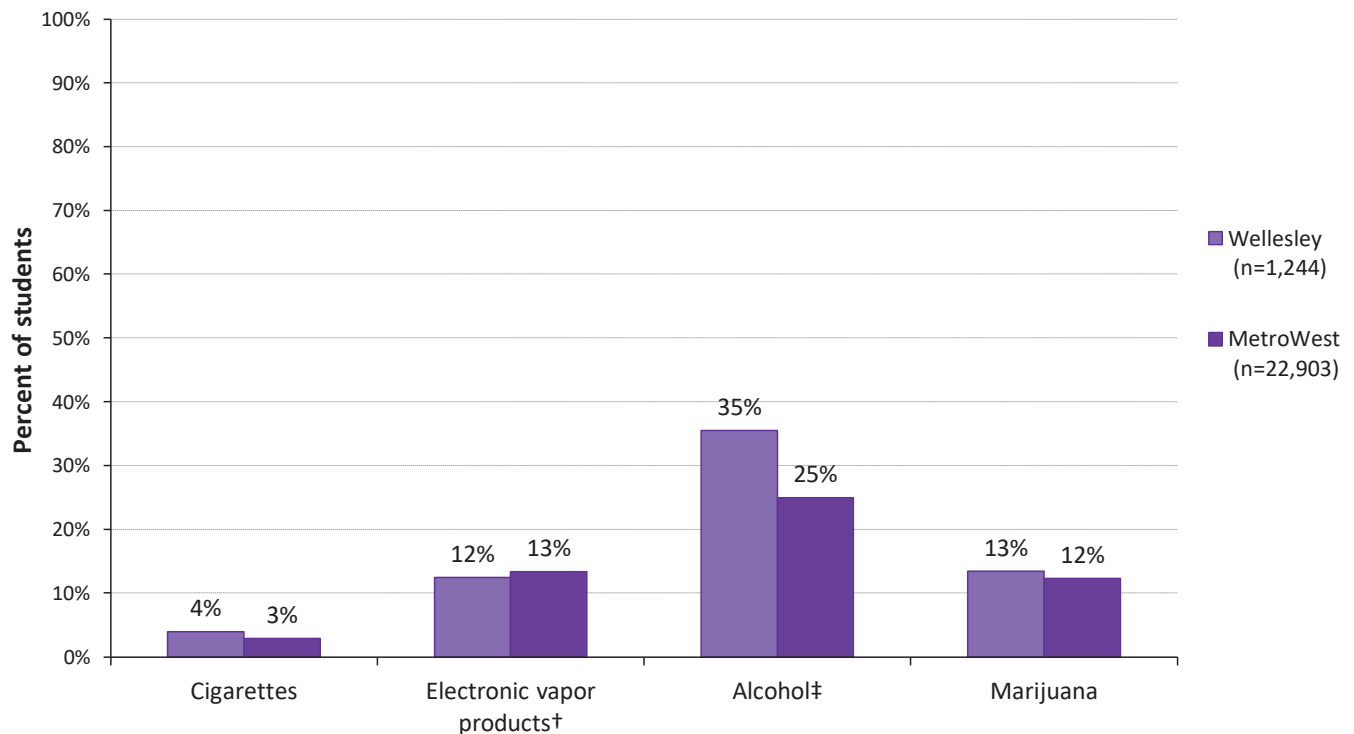
† Includes electronic cigarettes (e-cigarettes) like JUUL, SMOK, Suorin, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods; also includes disposable products that you can only use once such as Puff Bars, Stig, or Viigo

‡ Does not include drinking a few sips of wine for religious purposes

Figure 2-2D. Current Substance Use* at the District and Regional Levels, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

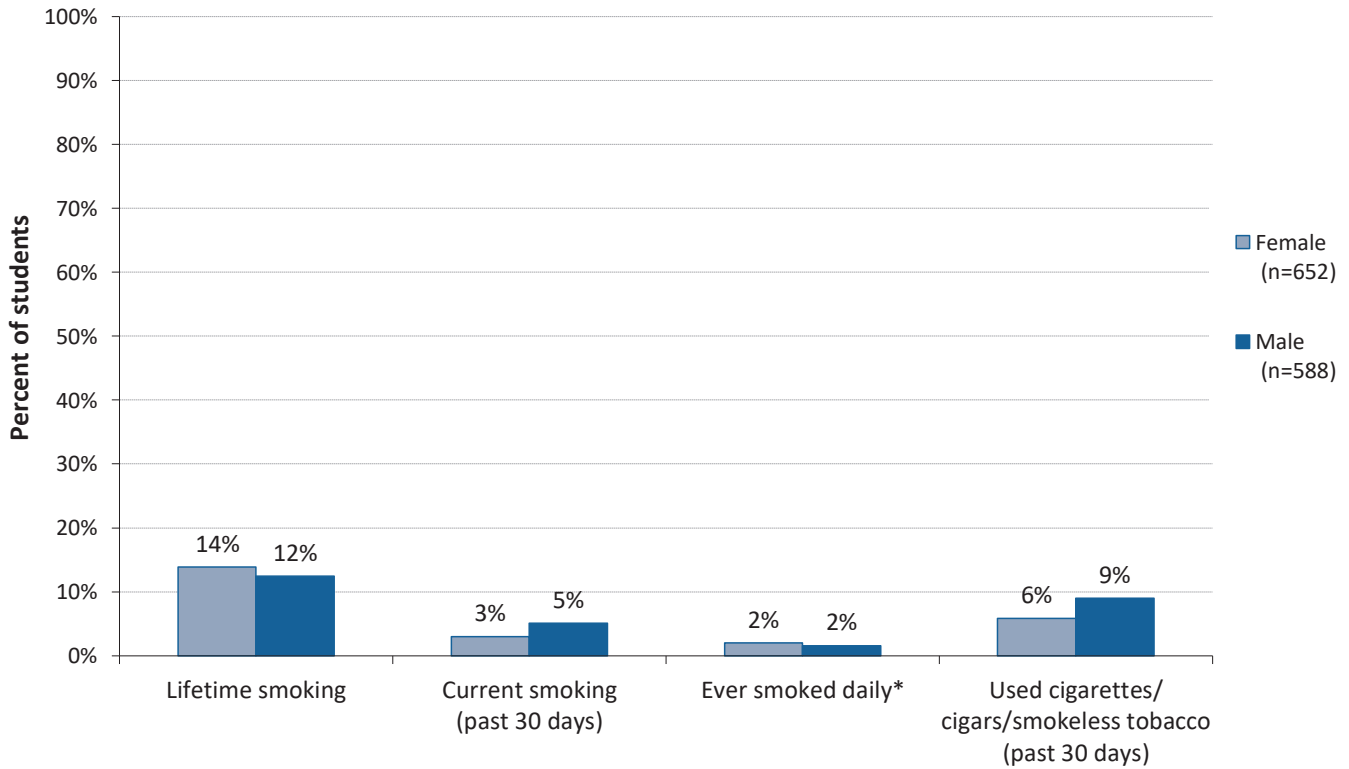


* Used one or more times in the past 30 days

† Includes electronic cigarettes (e-cigarettes) like JUUL, SMOK, Suorin, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods; also includes disposable products that you can only use once such as Puff Bars, Stig, or Viigo

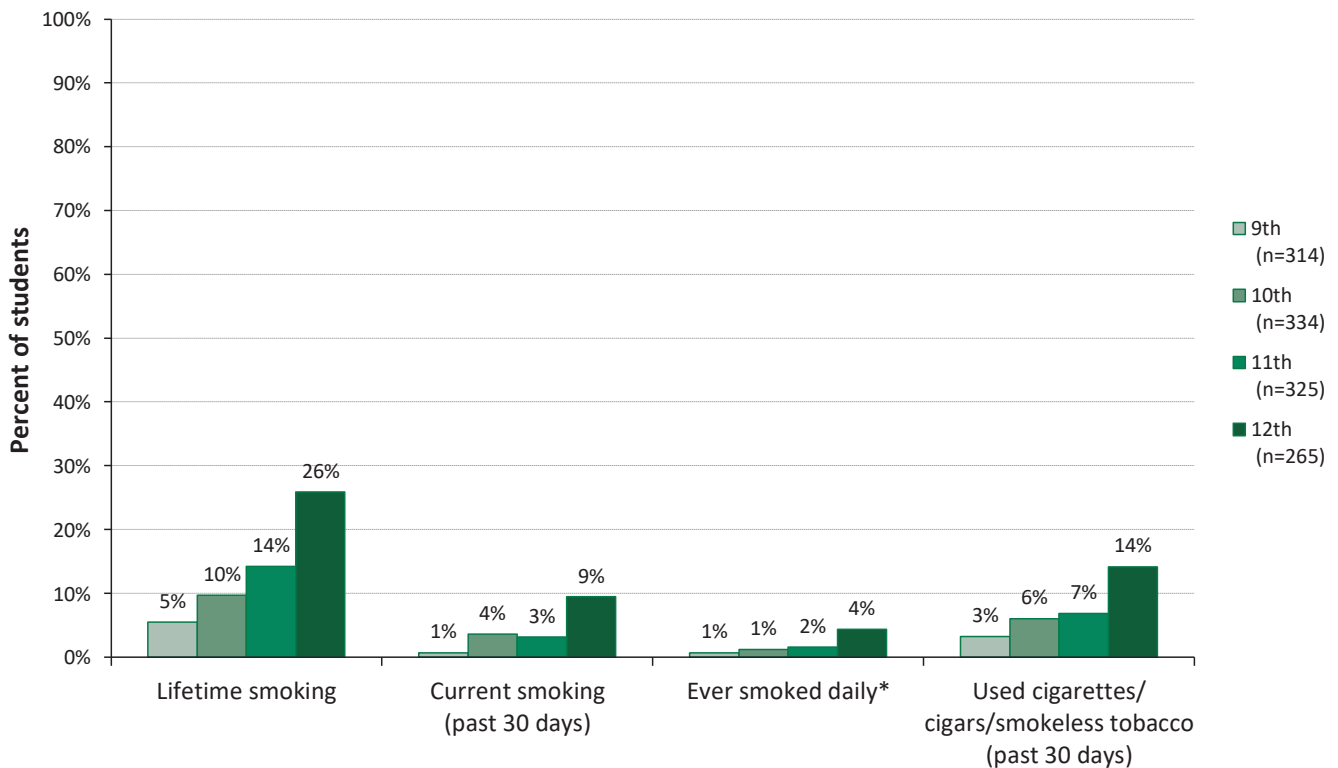
‡ Does not include drinking a few sips of wine for religious purposes

Figure 2-3A. Tobacco Use by Sex, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



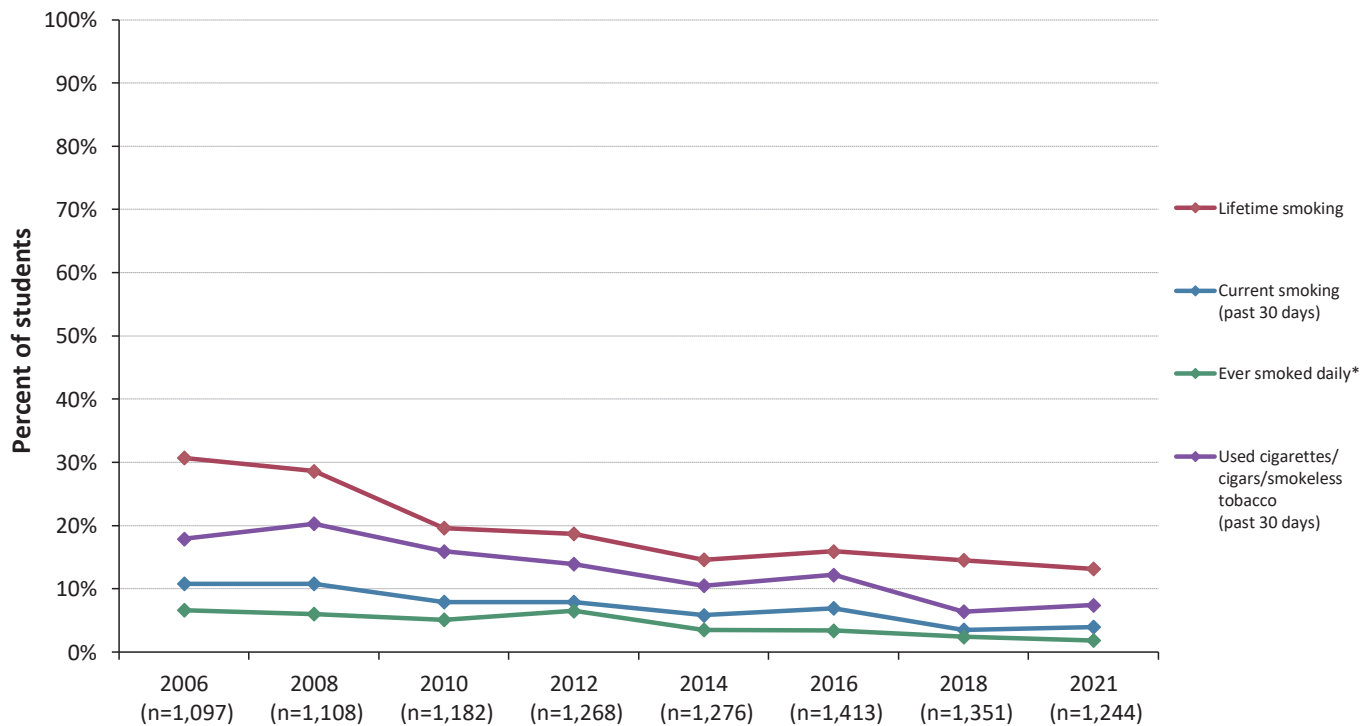
* Every day for 30 days

Figure 2-3B. Tobacco Use by Grade, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



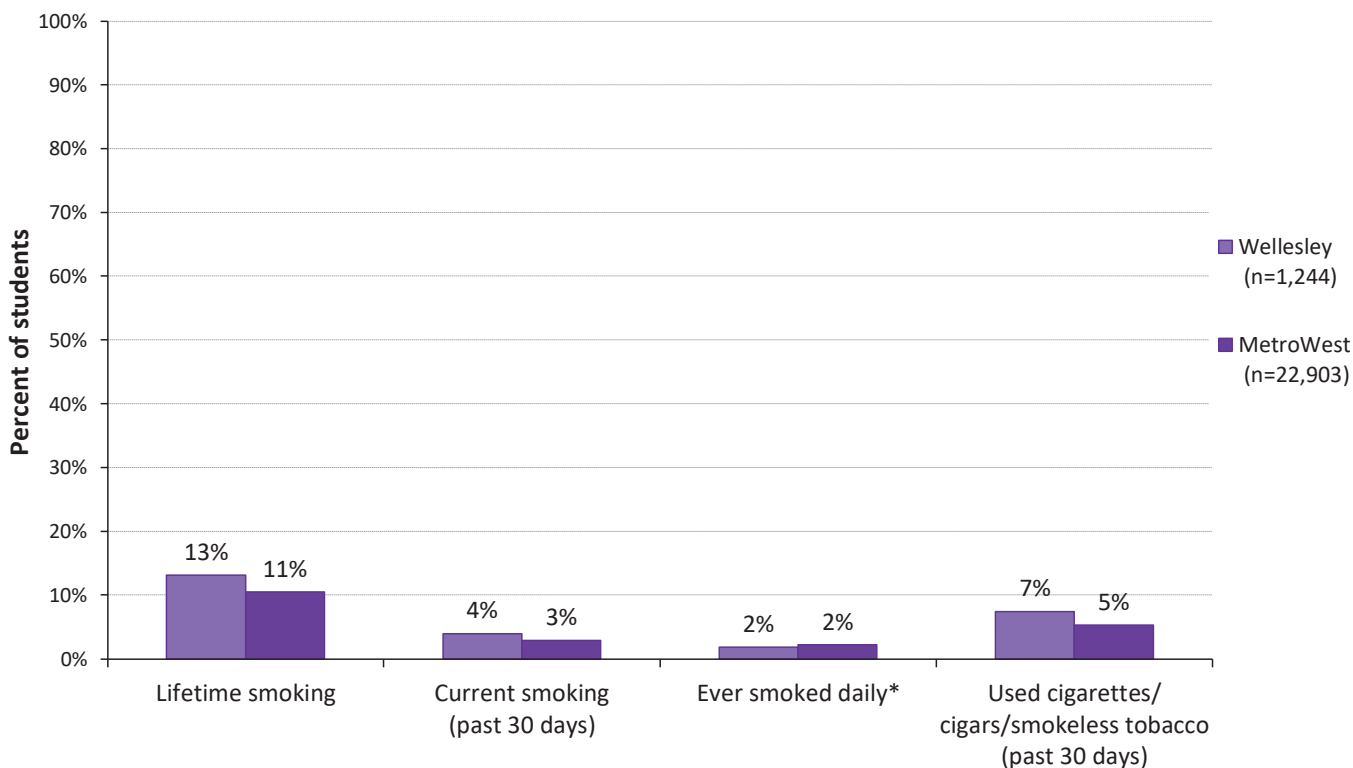
* Every day for 30 days

Figure 2-3C. Tobacco Use, 2006-2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



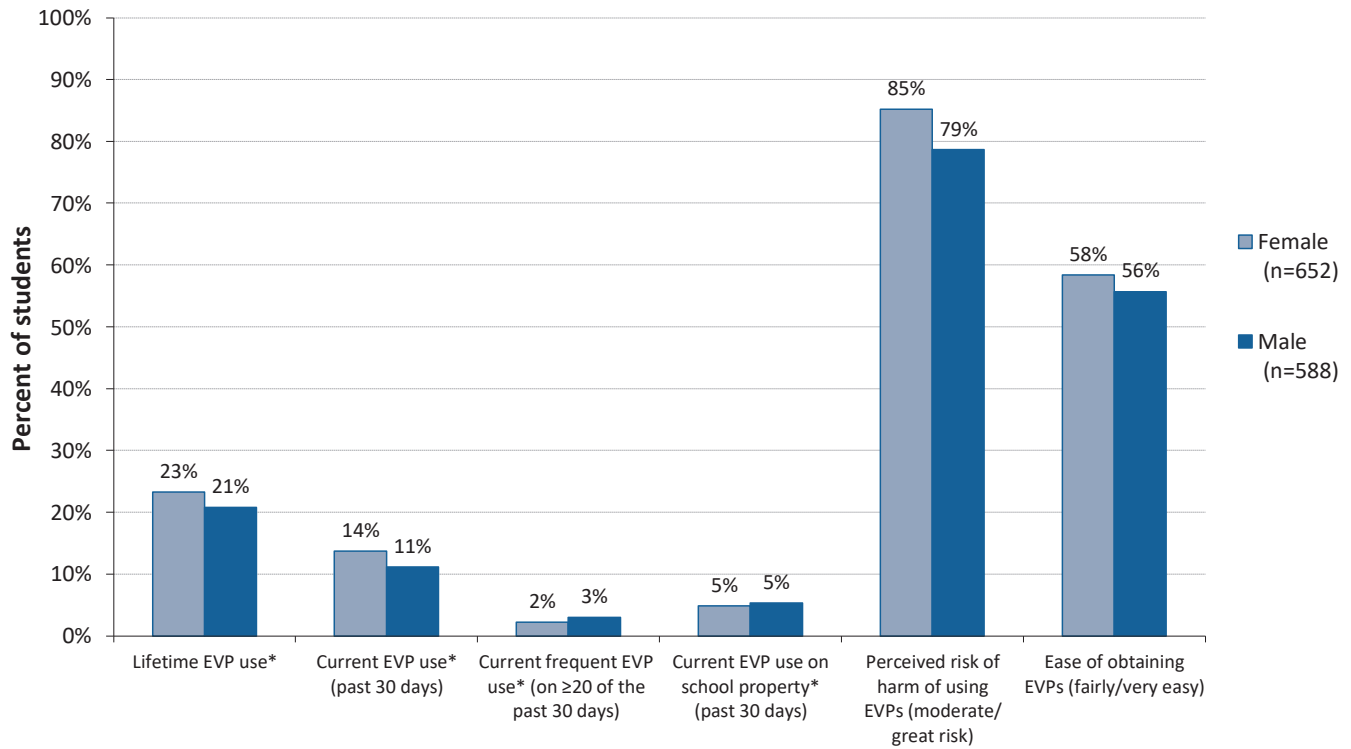
* Every day for 30 days

Figure 2-3D. Tobacco Use at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



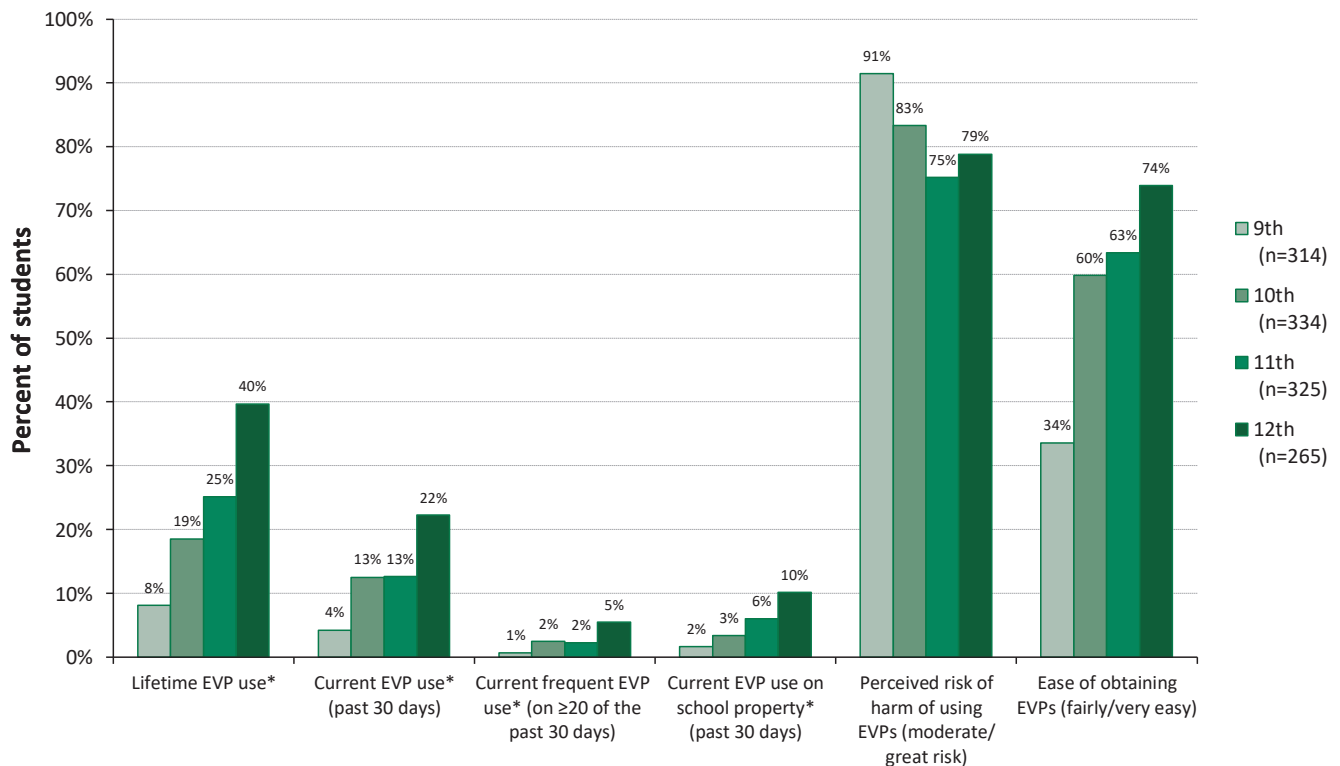
* Every day for 30 days

Figure 2-4A. Electronic Vapor Product (EVP) Use by Sex, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



* Includes electronic cigarettes (e-cigarettes) like JUUL, SMOK, Suorin, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods; also includes disposable products that you can only use once such as Puff Bars, Stig, or Viigo

Figure 2-4B. Electronic Vapor Product (EVP) Use by Grade, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey

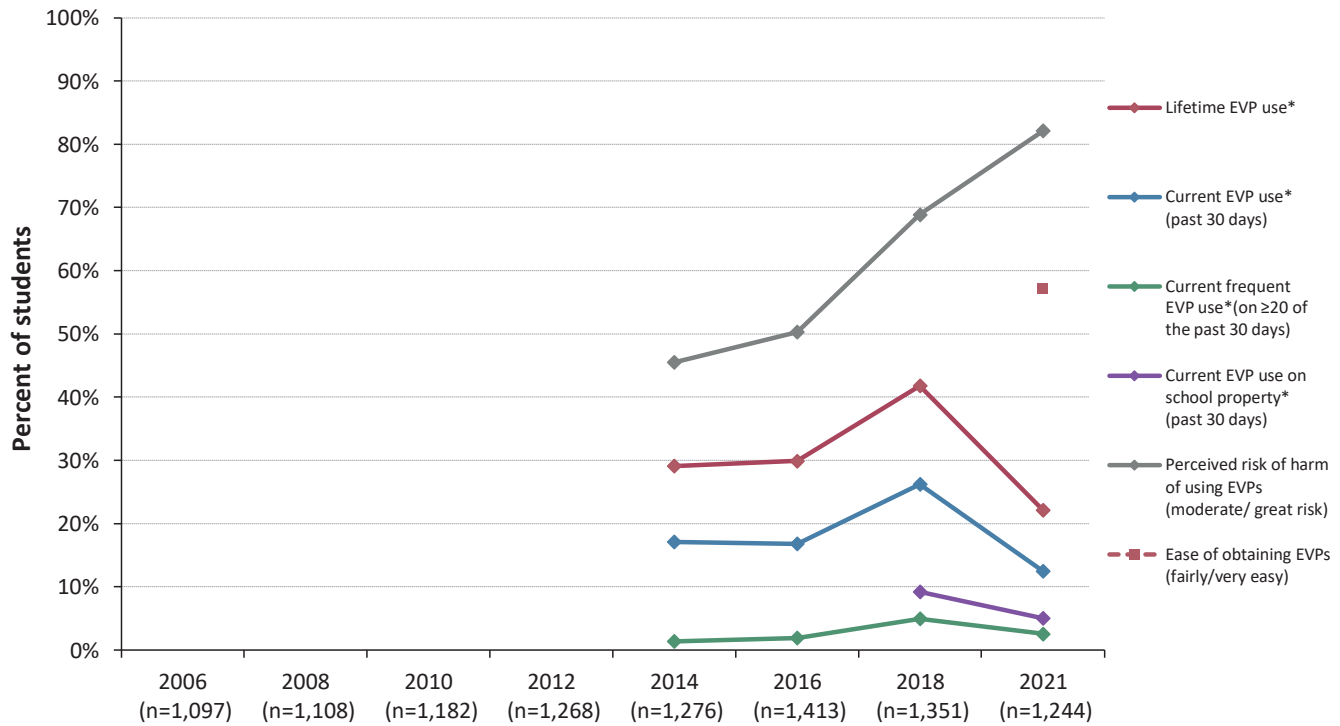


* Includes electronic cigarettes (e-cigarettes) like JUUL, SMOK, Suorin, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods; also includes disposable products that you can only use once such as Puff Bars, Stig, or Viigo

Figure 2-4C. Electronic Vapor Product (EVP) Use, 2006-2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

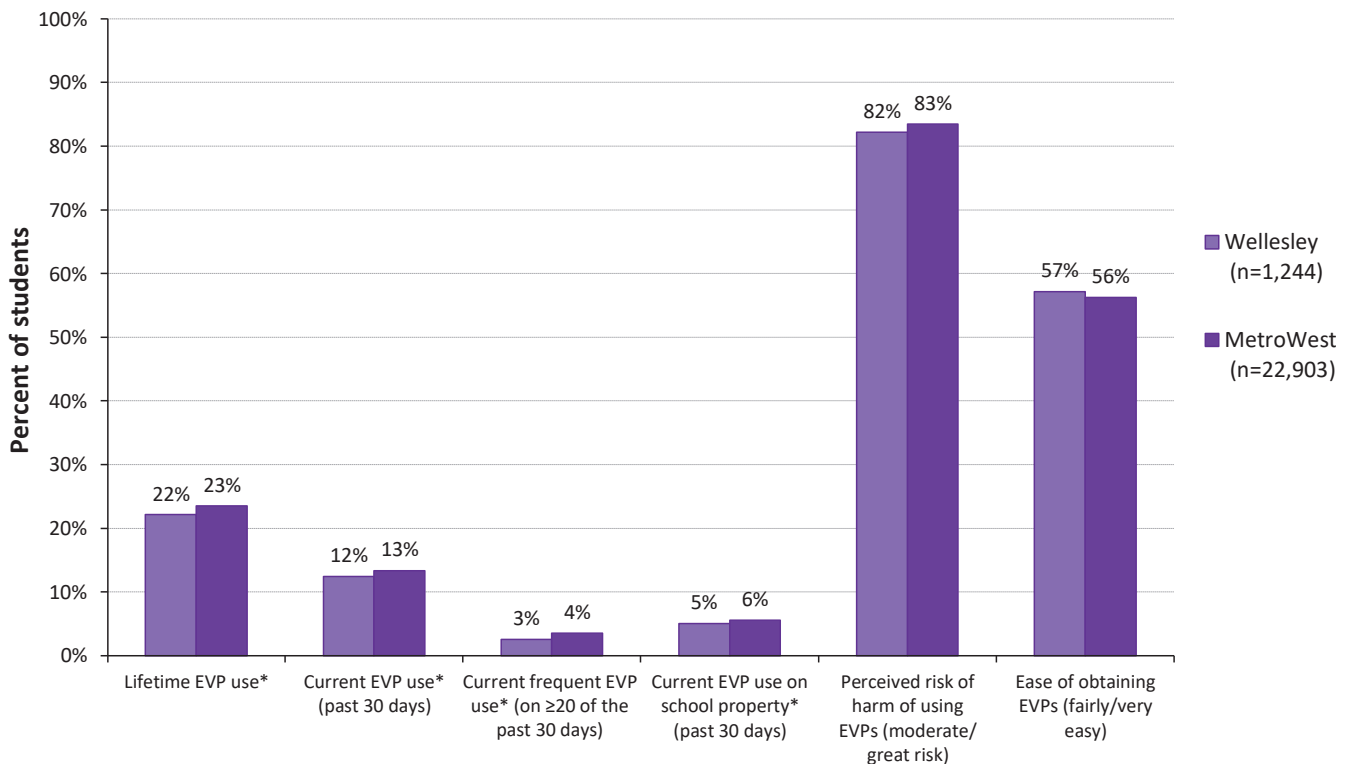


* Includes electronic cigarettes (e-cigarettes) like JUUL, SMOK, Suorin, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods; also includes disposable products that you can only use once such as Puff Bars, Stig, or Viigo

Figure 2-4D. Electronic Vapor Product (EVP) Use at the District and Regional Levels, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

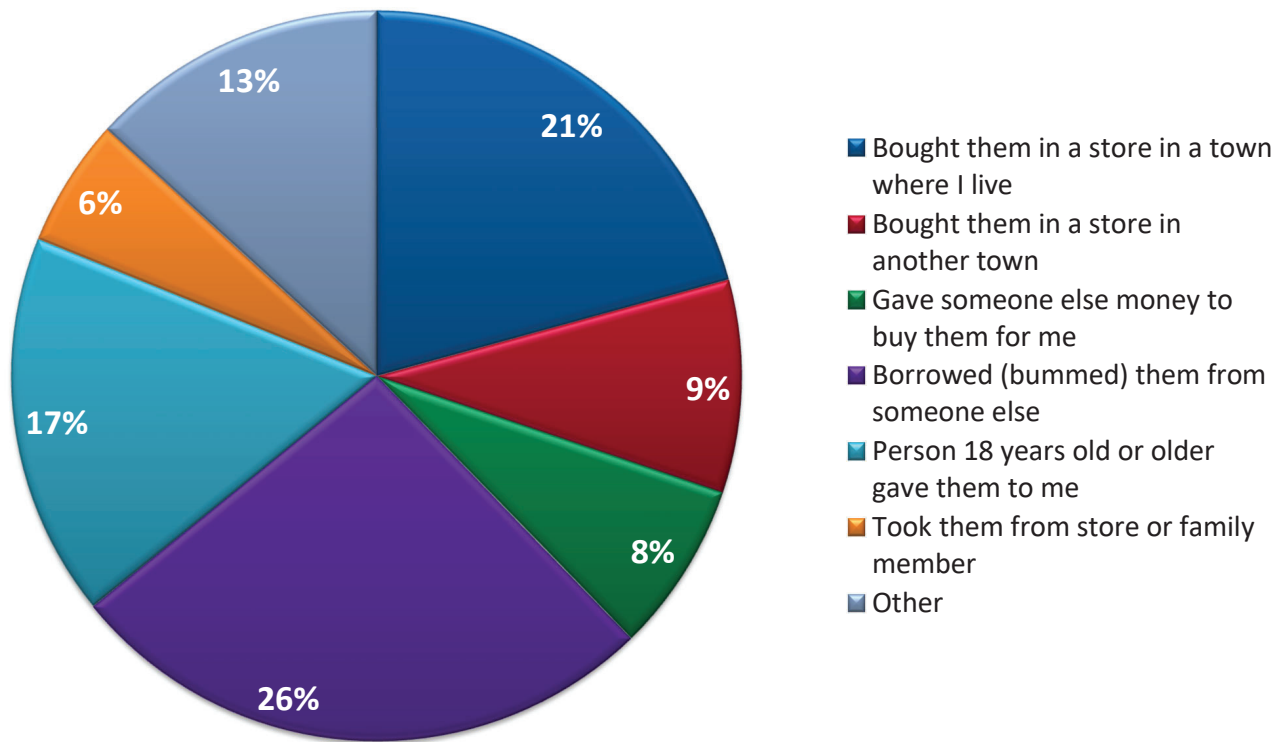


* Includes electronic cigarettes (e-cigarettes) like JUUL, SMOK, Suorin, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods; also includes disposable products that you can only use once such as Puff Bars, Stig, or Viigo

Figure 2-5. Access to Conventional Cigarettes*, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

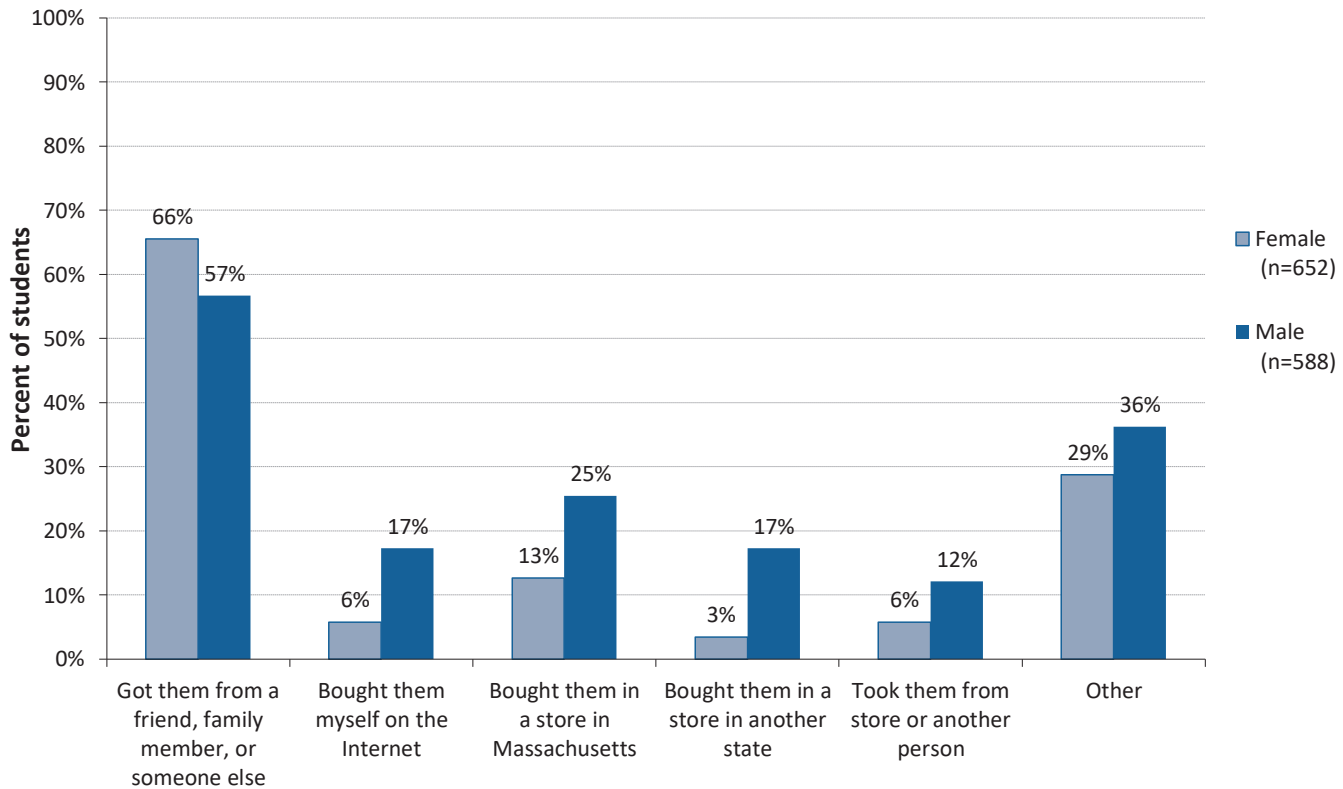


* Source where student "usually" got cigarettes, among students who smoked in the past 30 days

Figure 2-6A. Access to Electronic Vapor Products* by Sex, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

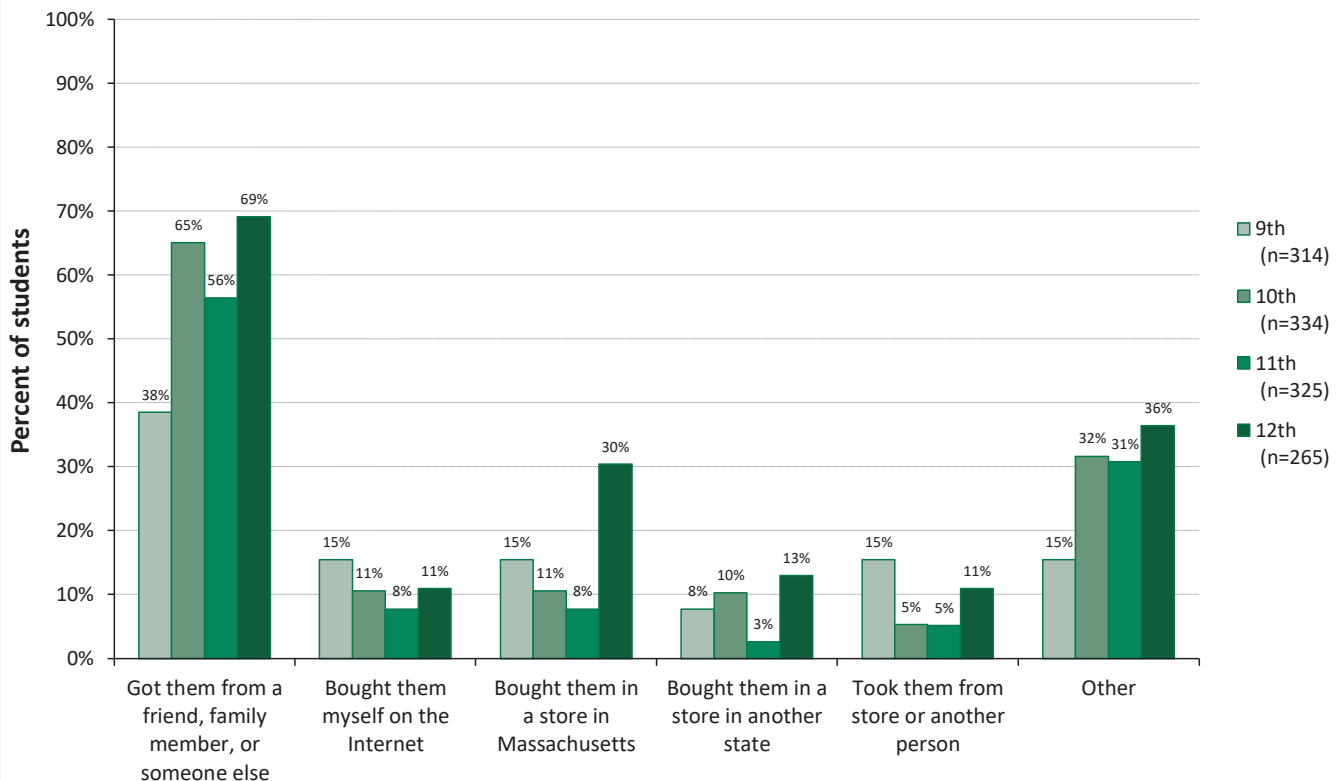


* Source where student "usually" got electronic vapor products, among students who used them in the past 30 days

Figure 2-6B. Access to Electronic Vapor Products* by Grade, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

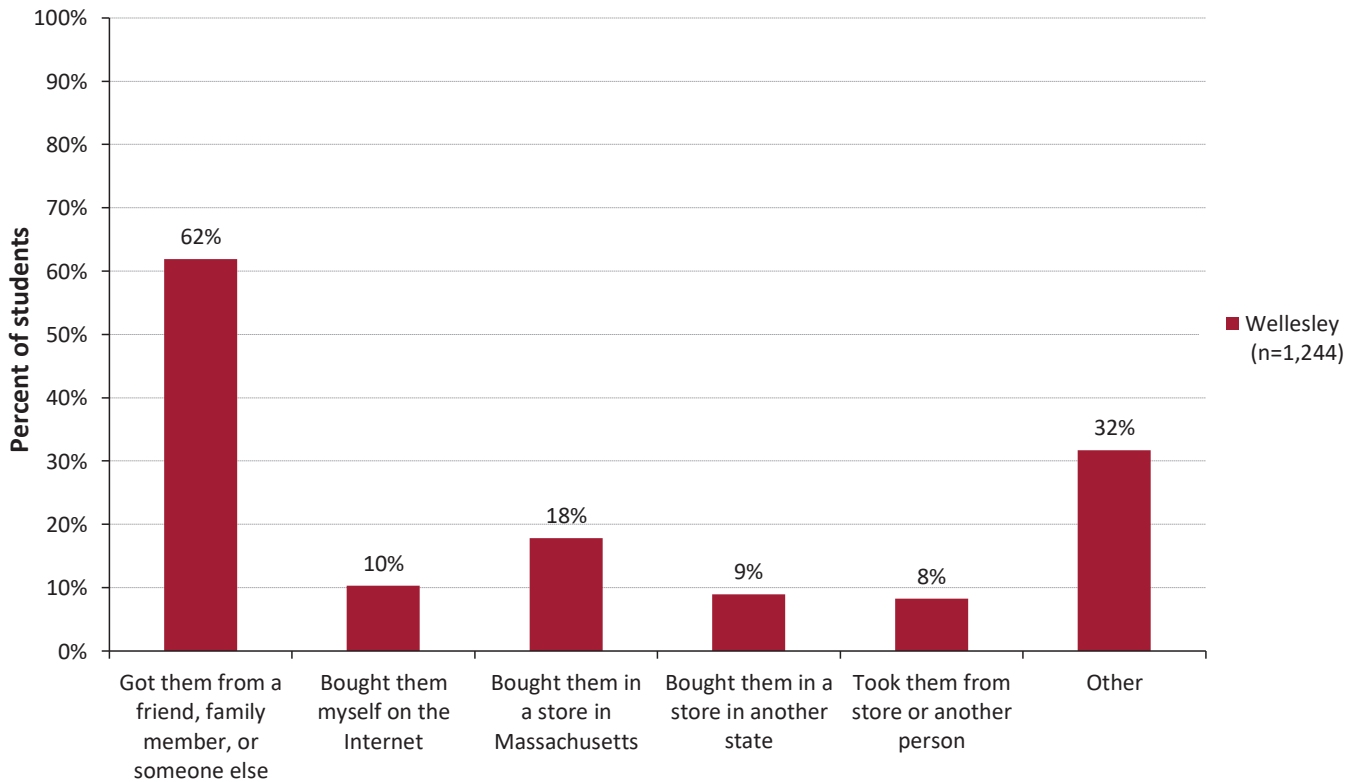


* Source where student "usually" got electronic vapor products, among students who used them in the past 30 days

Figure 2-6C. Access to Electronic Vapor Products*, 2006-2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

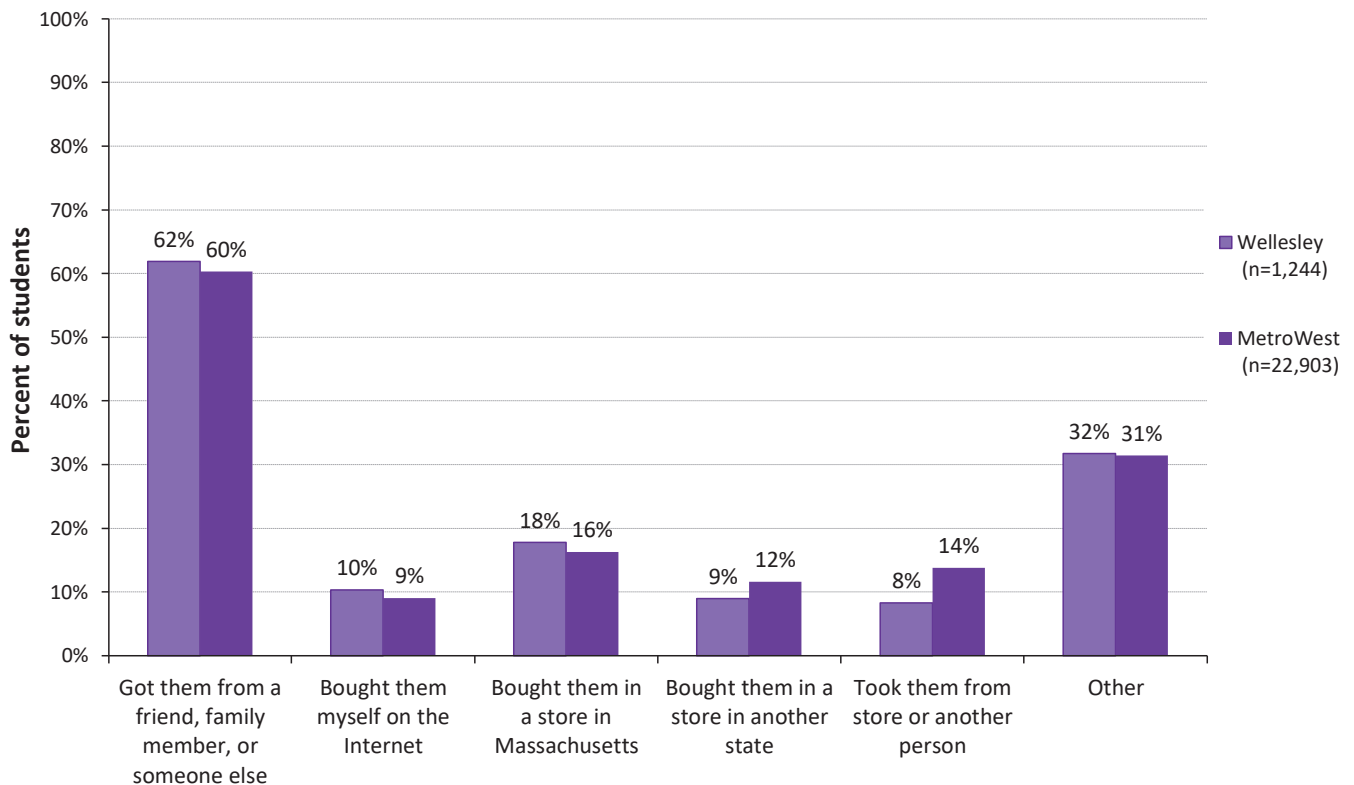


* Source where student "usually" got electronic vapor products, among students who used them in the past 30 days

Figure 2-6D. Access to Electronic Vapor Products* at the District and Regional Levels, 2021

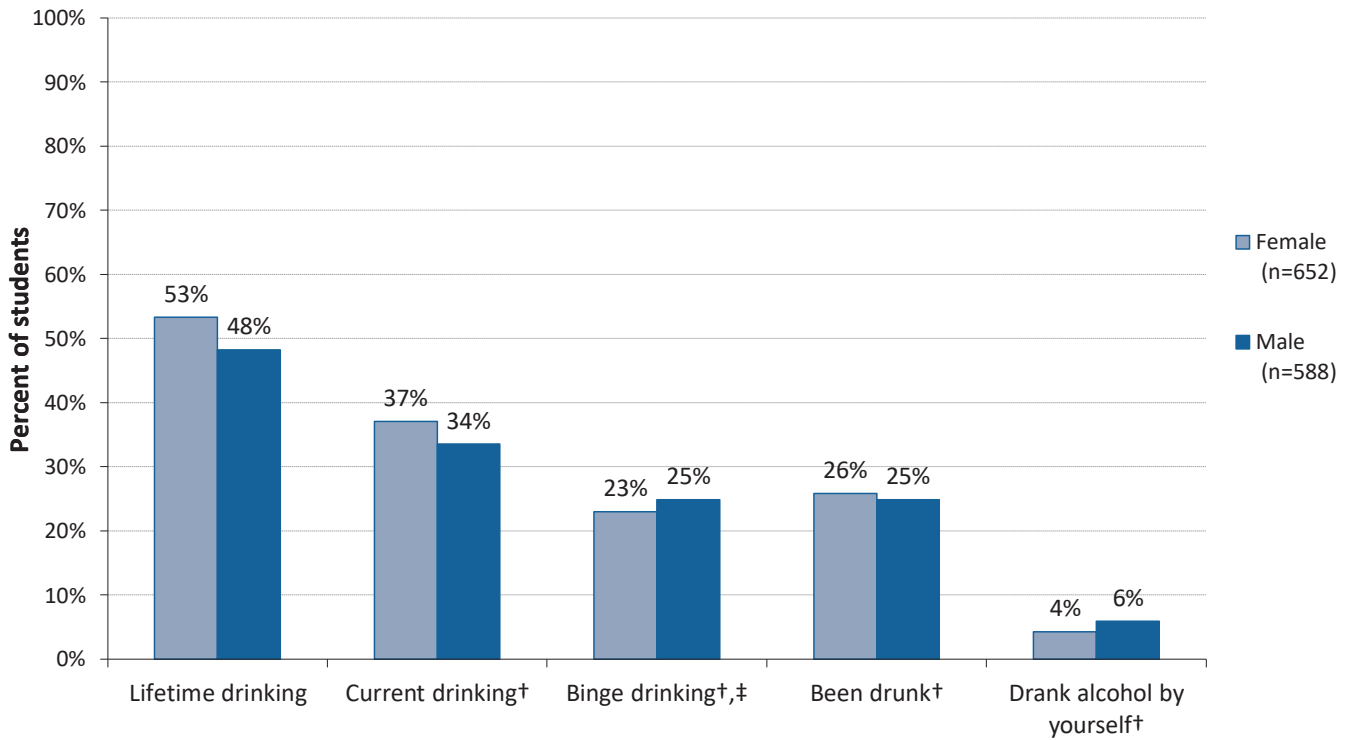
Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey



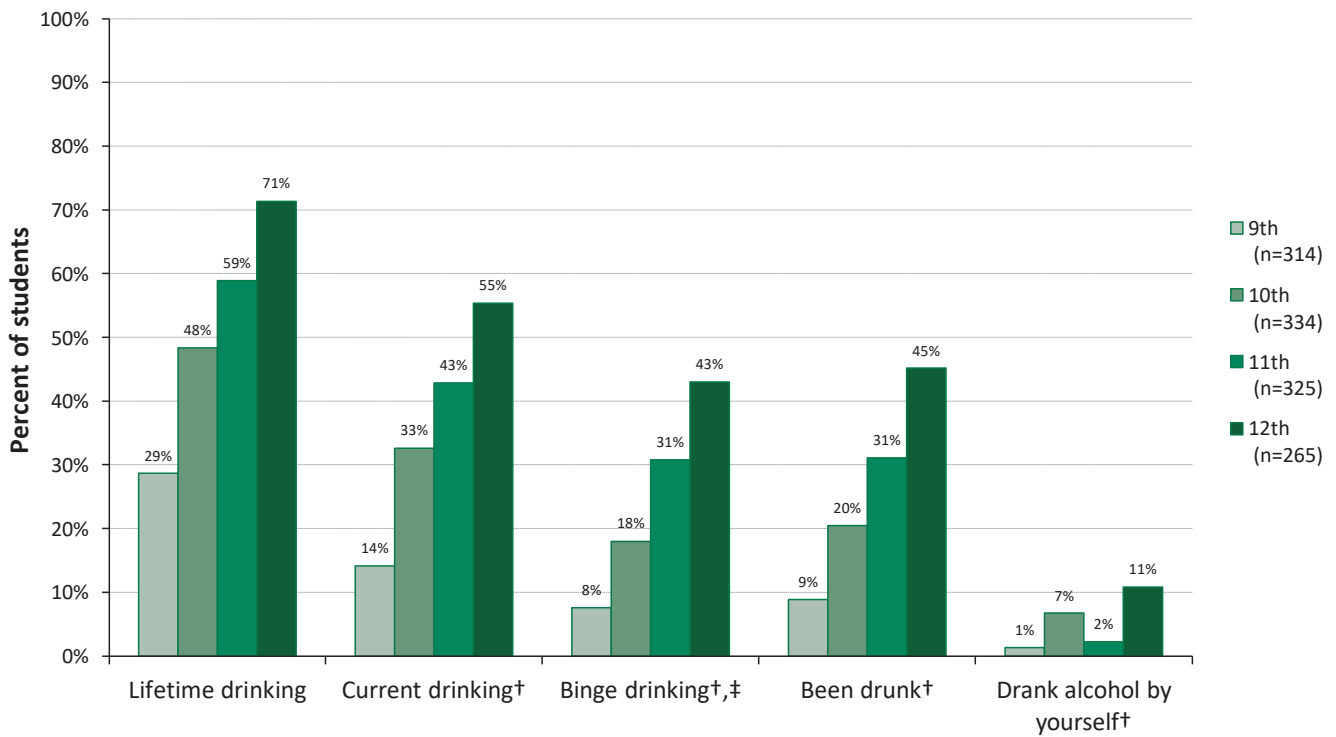
* Source where student "usually" got electronic vapor products, among students who used them in the past 30 days

Figure 2-7A. Alcohol Use* by Sex, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



* Does not include drinking a few sips of wine for religious purposes
 † In the past 30 days
 ‡ Consumed 4+ drinks in a row for females, or 5+ drinks in a row for males

Figure 2-7B. Alcohol Use* by Grade, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey

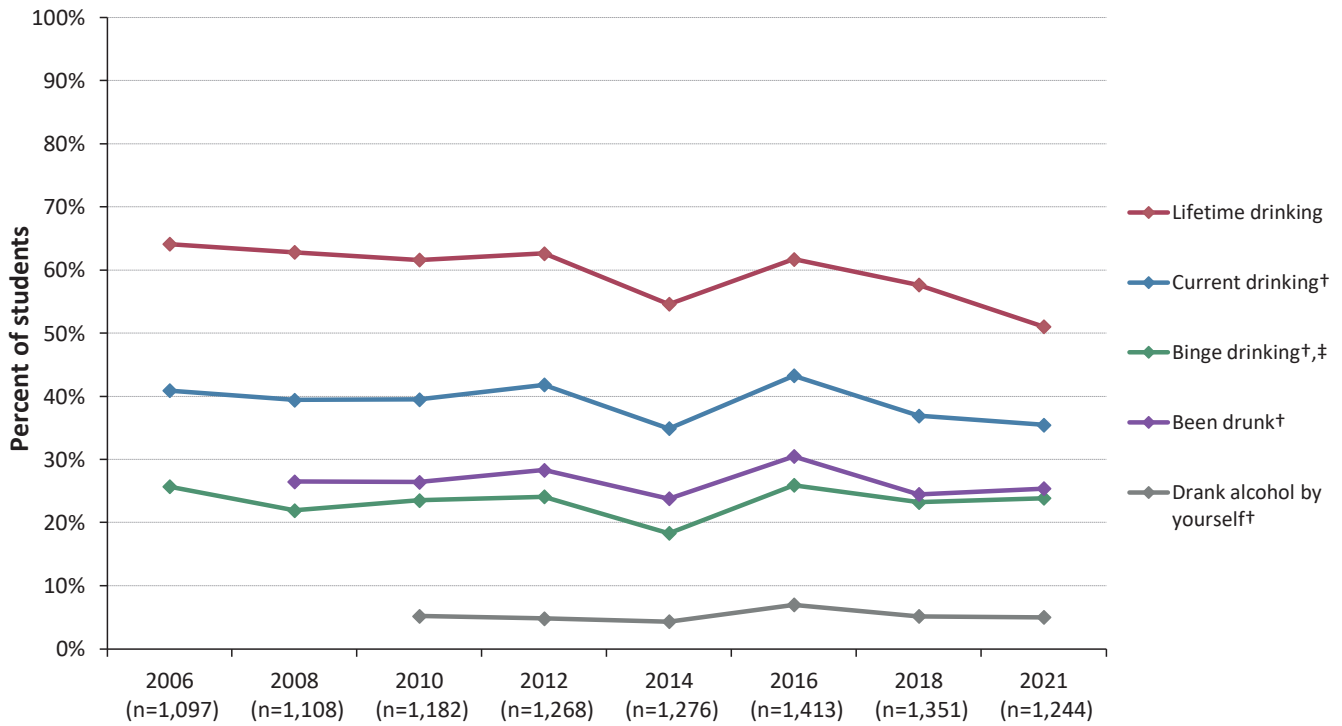


* Does not include drinking a few sips of wine for religious purposes
 † In the past 30 days
 ‡ Consumed 4+ drinks in a row for females, or 5+ drinks in a row for males

Figure 2-7C. Alcohol Use*, 2006-2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey



* Does not include drinking a few sips of wine for religious purposes

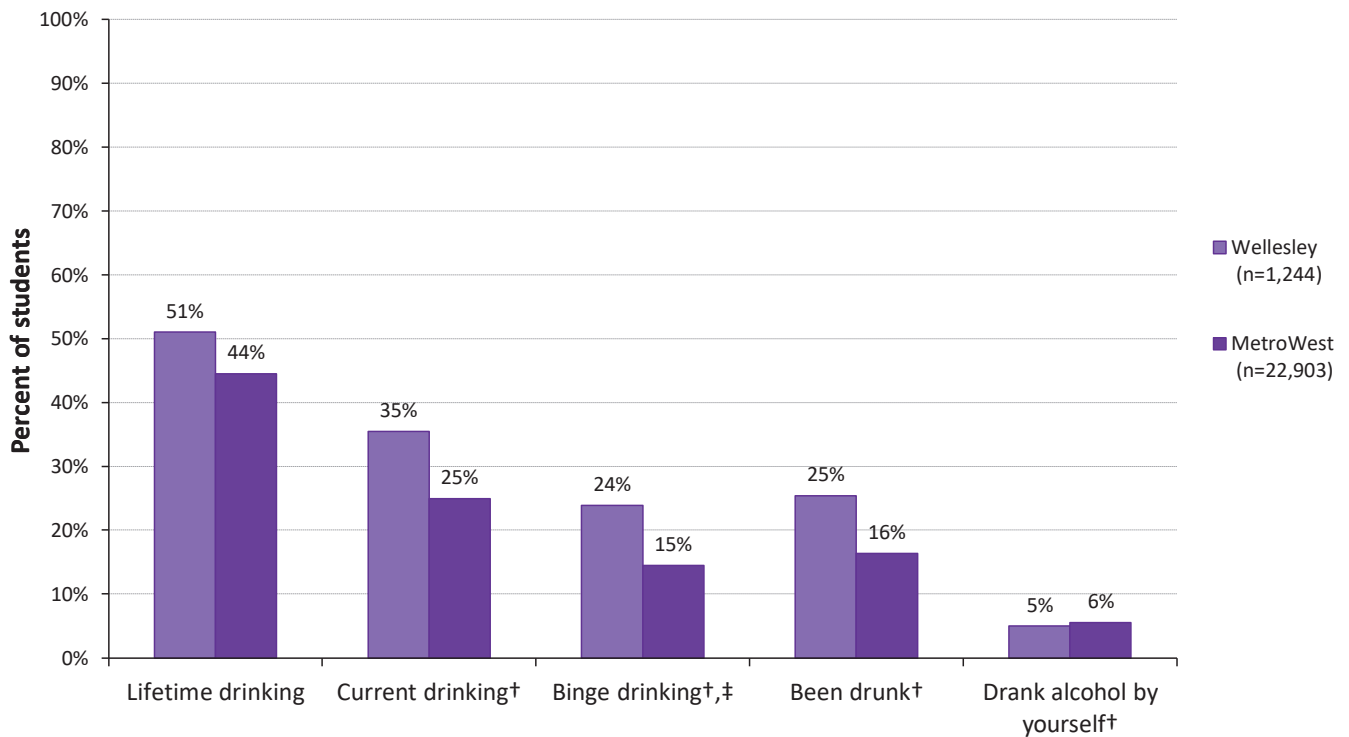
† In the past 30 days

‡ Consumed 4+ drinks in a row for females, or 5+ drinks in a row for males

Figure 2-7D. Alcohol Use* at the District and Regional Levels, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

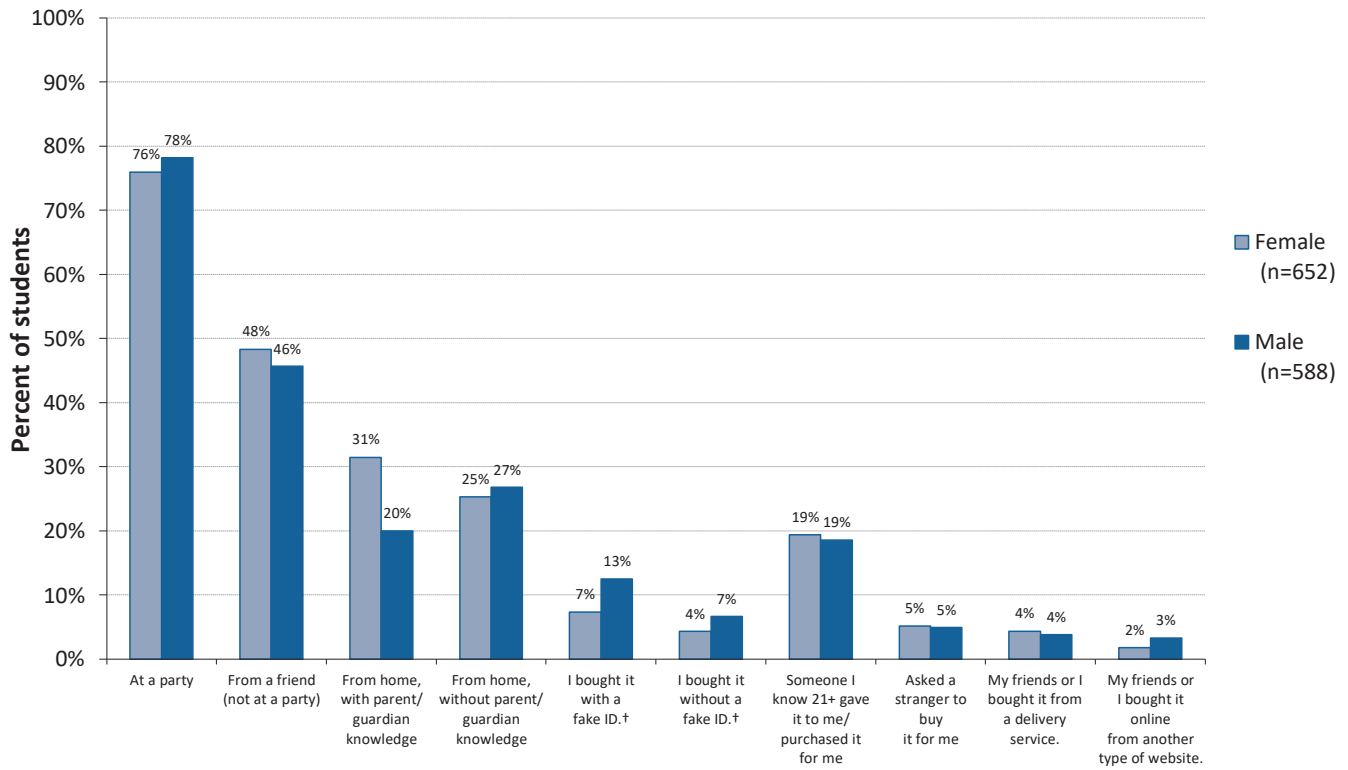


* Does not include drinking a few sips of wine for religious purposes

† In the past 30 days

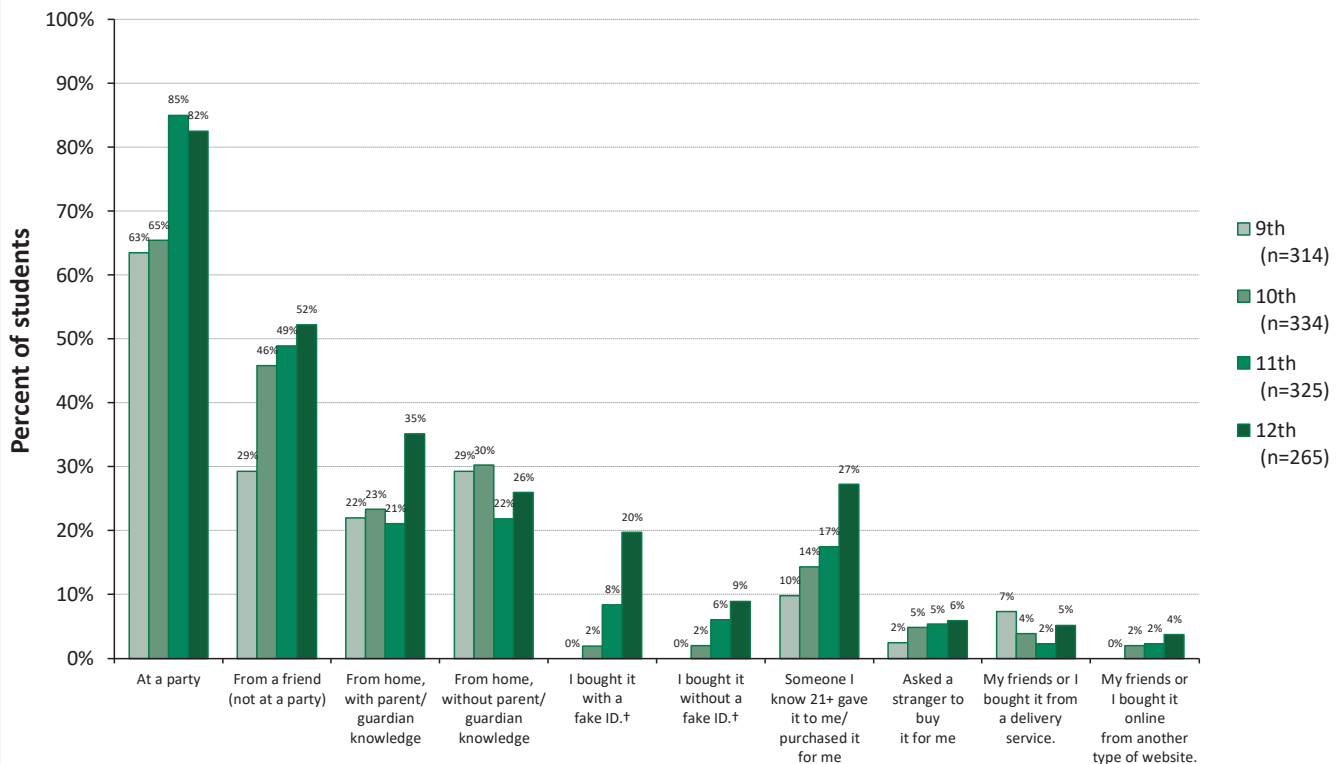
‡ Consumed 4+ drinks in a row for females, or 5+ drinks in a row for males

Figure 2-8A. Access to Alcohol Among Current Drinkers* by Sex, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



* Among students who drank in the past 30 days
 † At a store, tavern, bar, or public event (like a concert or sporting event)

Figure 2-8B. Access to Alcohol Among Current Drinkers* by Grade, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey

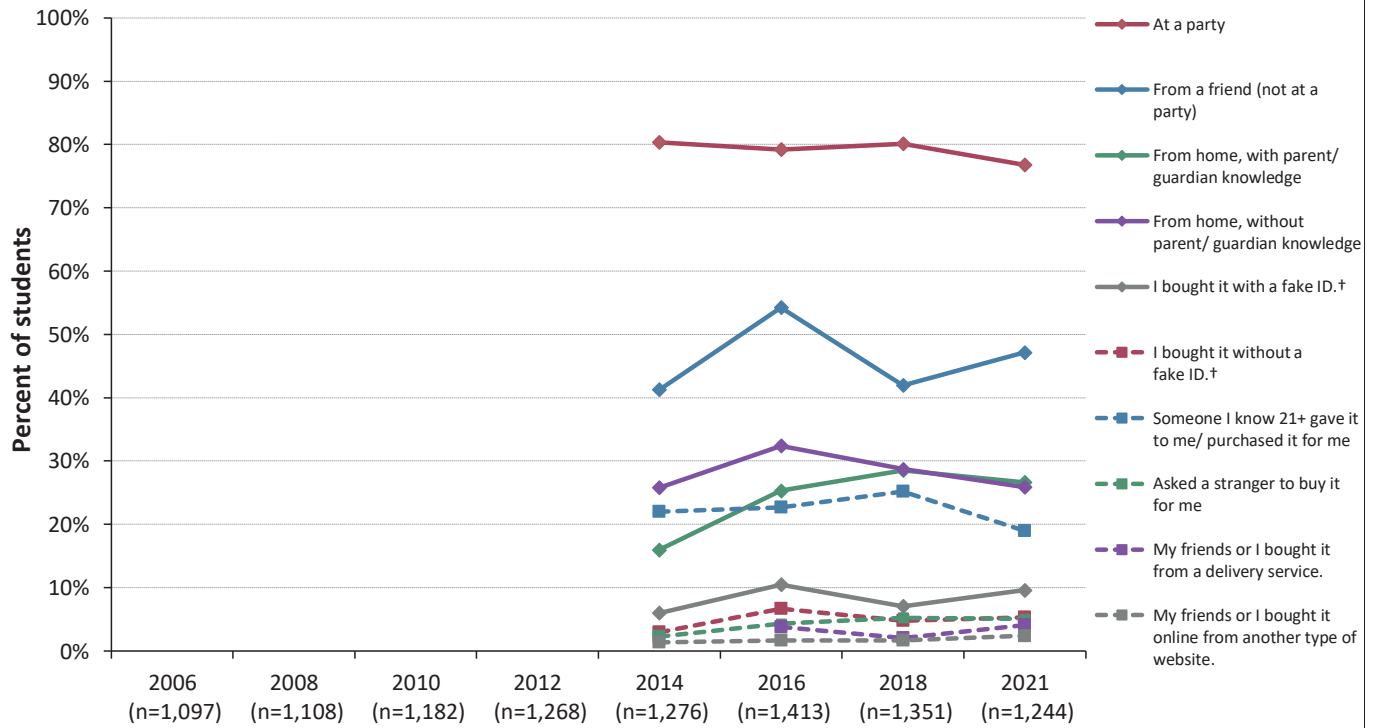


* Among students who drank in the past 30 days
 † At a store, tavern, bar, or public event (like a concert or sporting event)

Figure 2-8C. Access to Alcohol Among Current Drinkers*, 2006-2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey



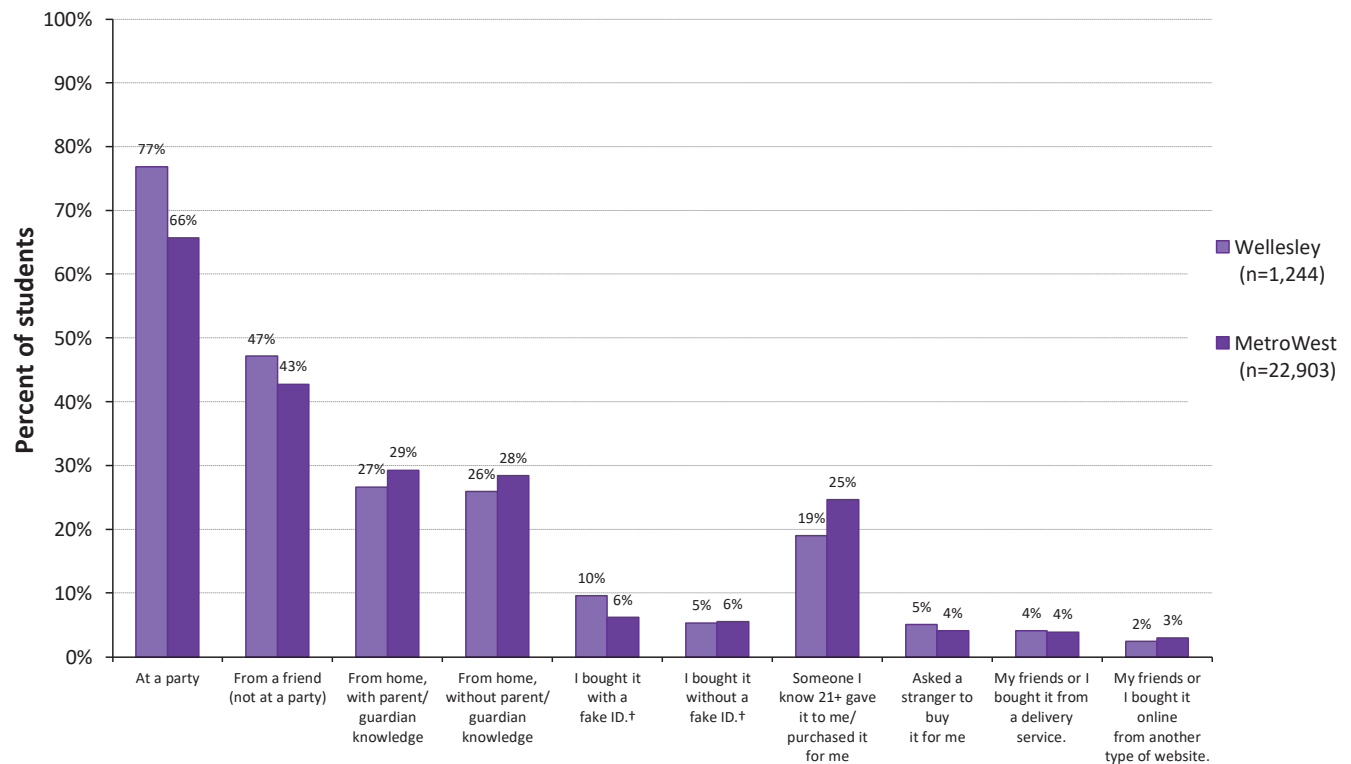
* Among students who drank in the past 30 days

† At a store, tavern, bar, or public event (like a concert or sporting event)

Figure 2-8D. Access to Alcohol Among Current Drinkers* at the District and Regional Levels, 2021

Wellesley High School (Grades 9-12)

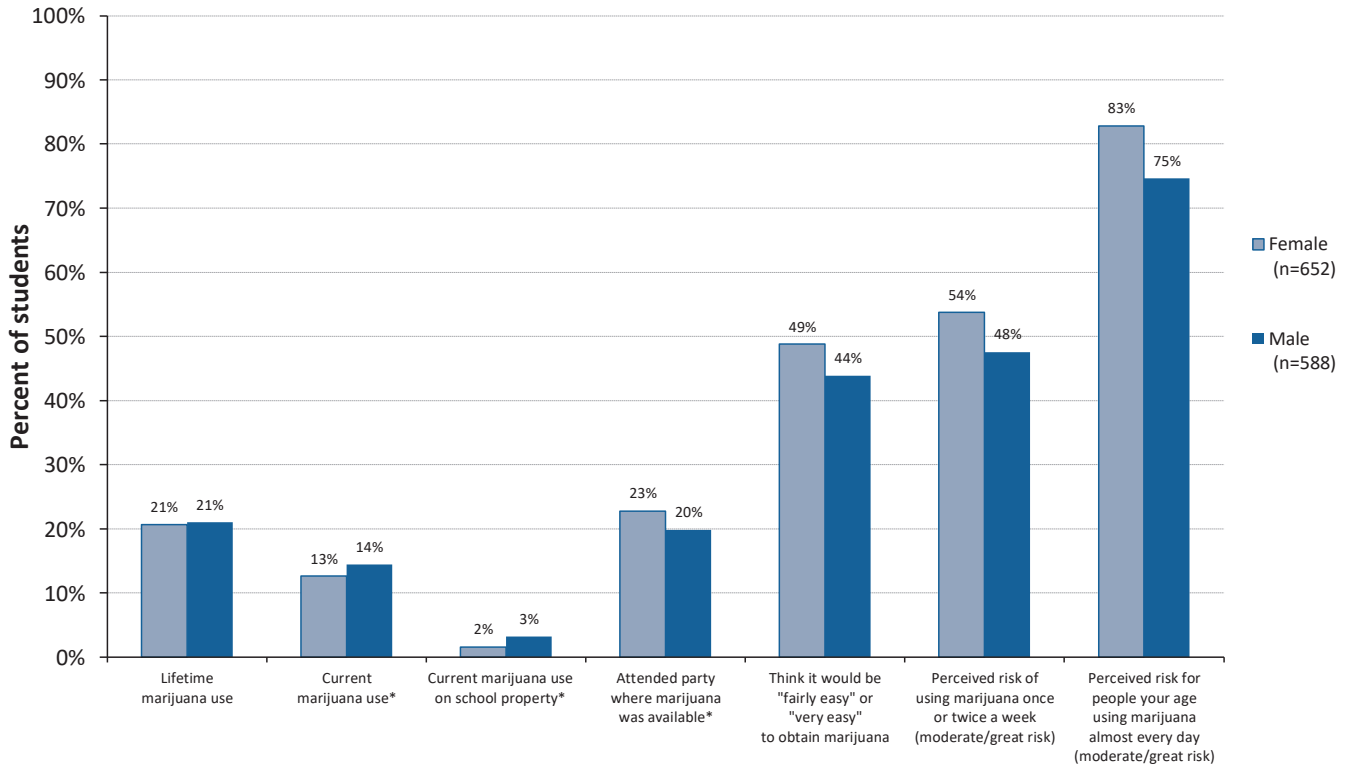
MetroWest Adolescent Health Survey



* Among students who drank in the past 30 days

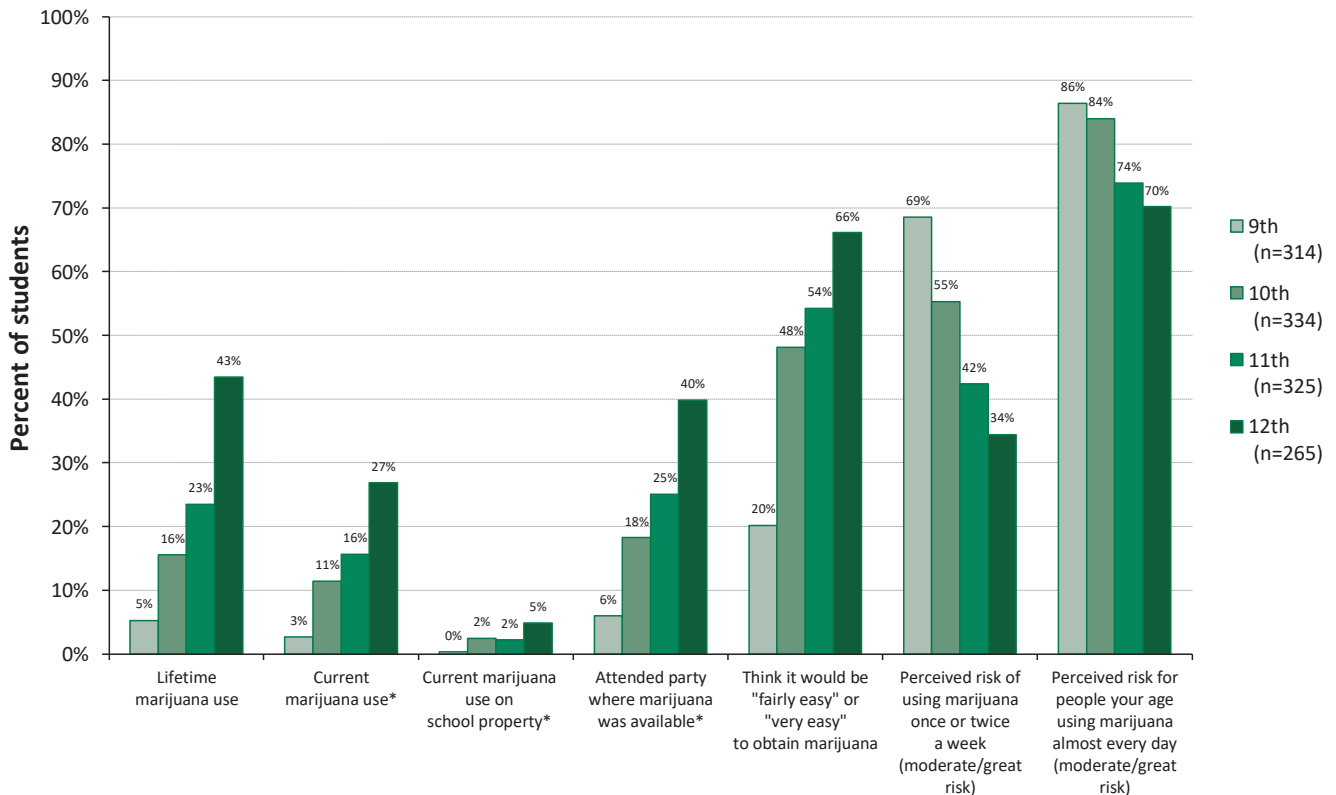
† At a store, tavern, bar, or public event (like a concert or sporting event)

Figure 2-9A. Marijuana Use by Sex, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



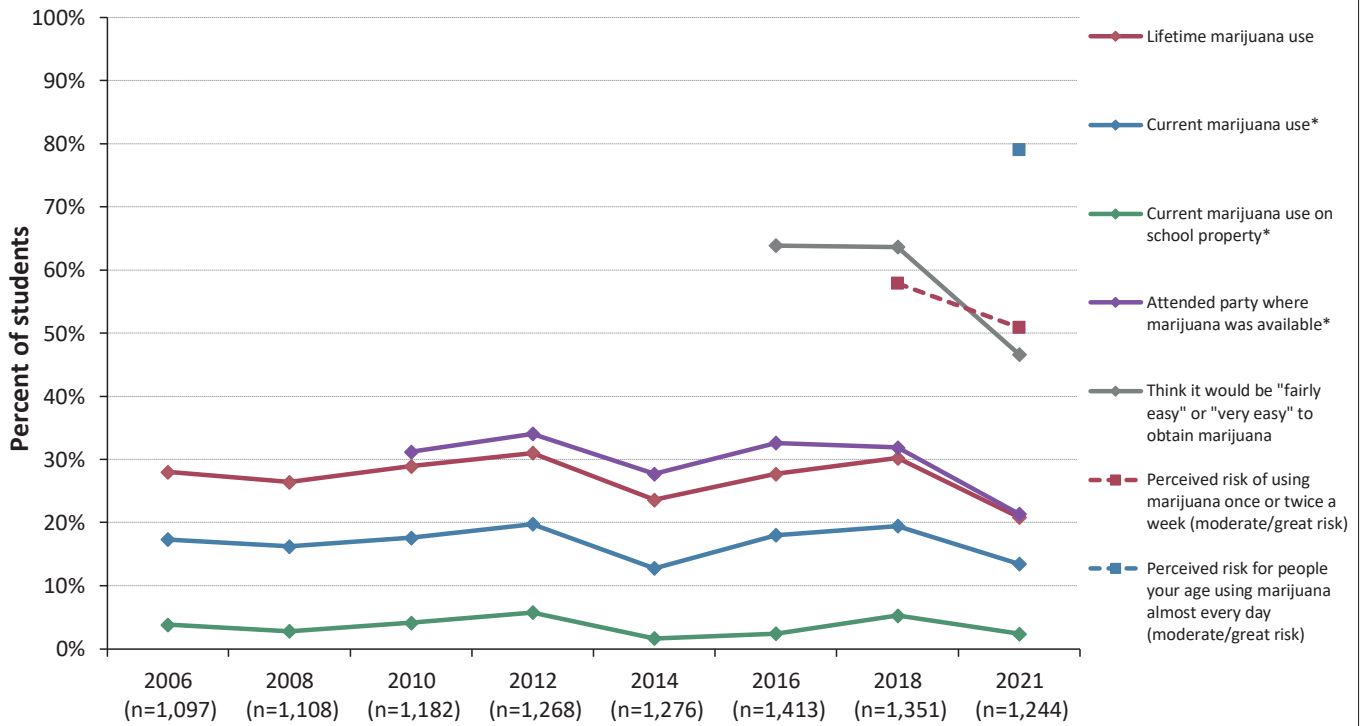
* In the past 30 days

Figure 2-9B. Marijuana Use by Grade, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



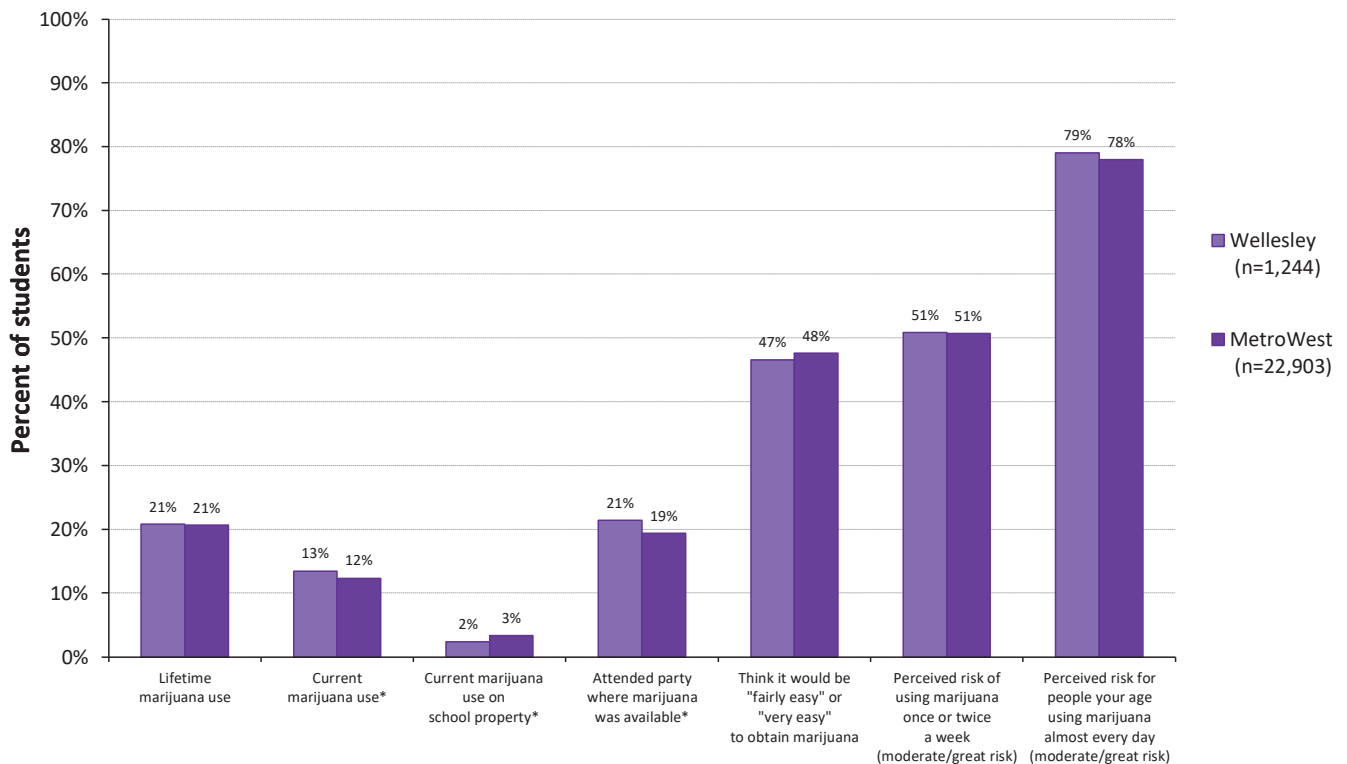
* In the past 30 days

Figure 2-9C. Marijuana Use, 2006-2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



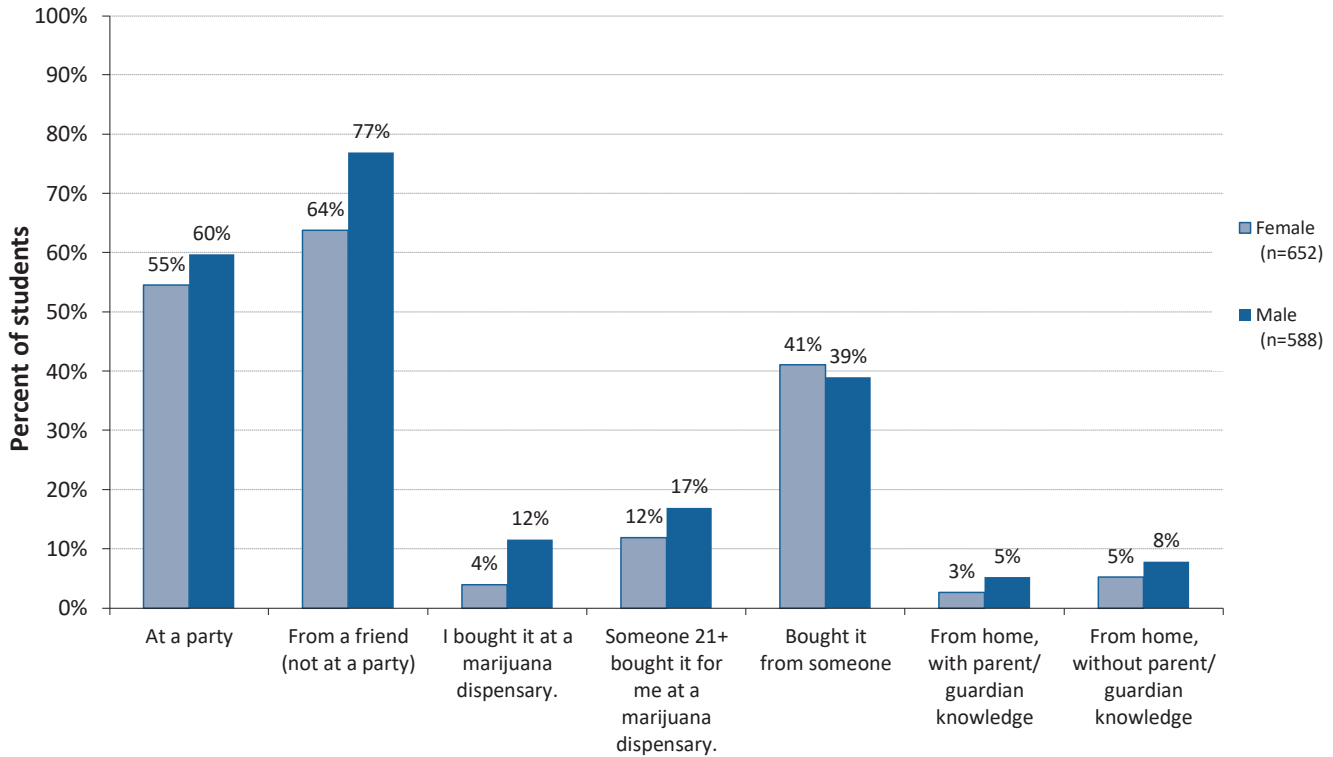
* In the past 30 days

Figure 2-9D. Marijuana Use at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



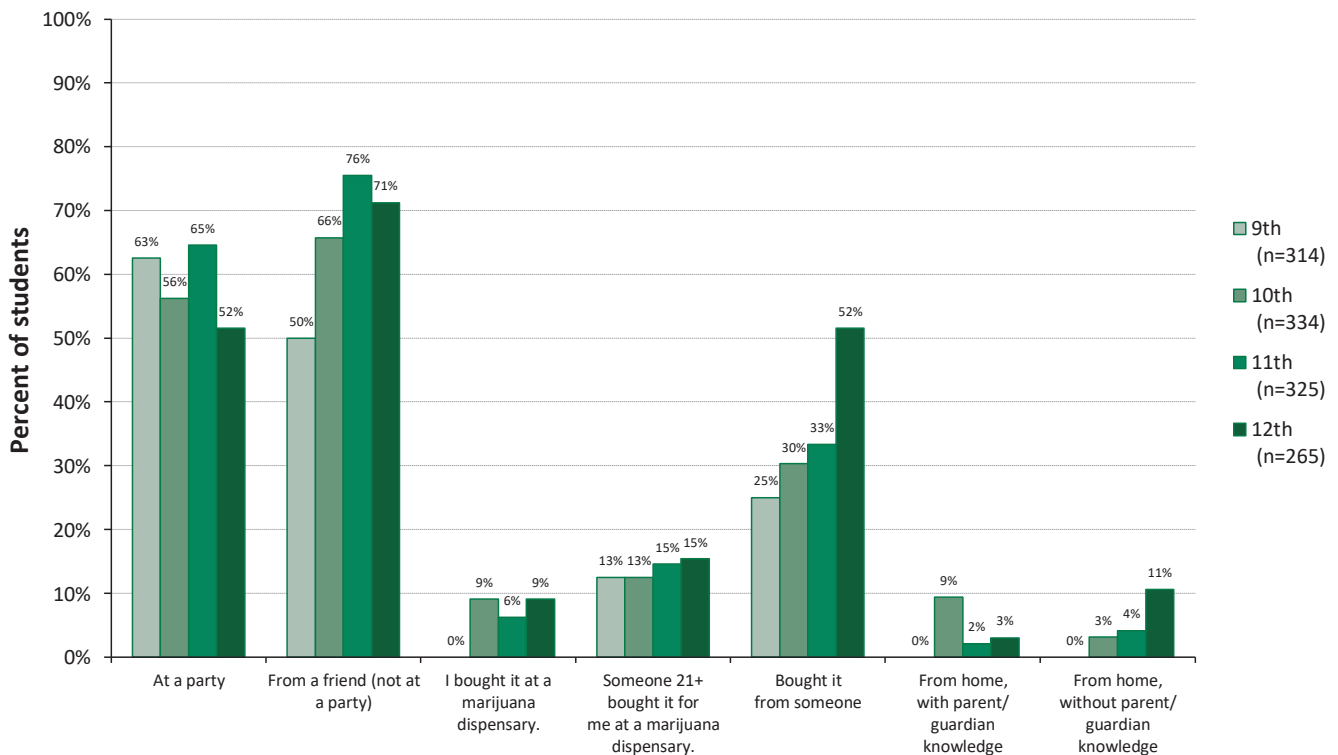
* In the past 30 days

Figure 2-10A. Access to Marijuana Among Current Users* by Sex, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



* In the past 30 days

Figure 2-10B. Access to Marijuana Among Current Users* by Grade, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey

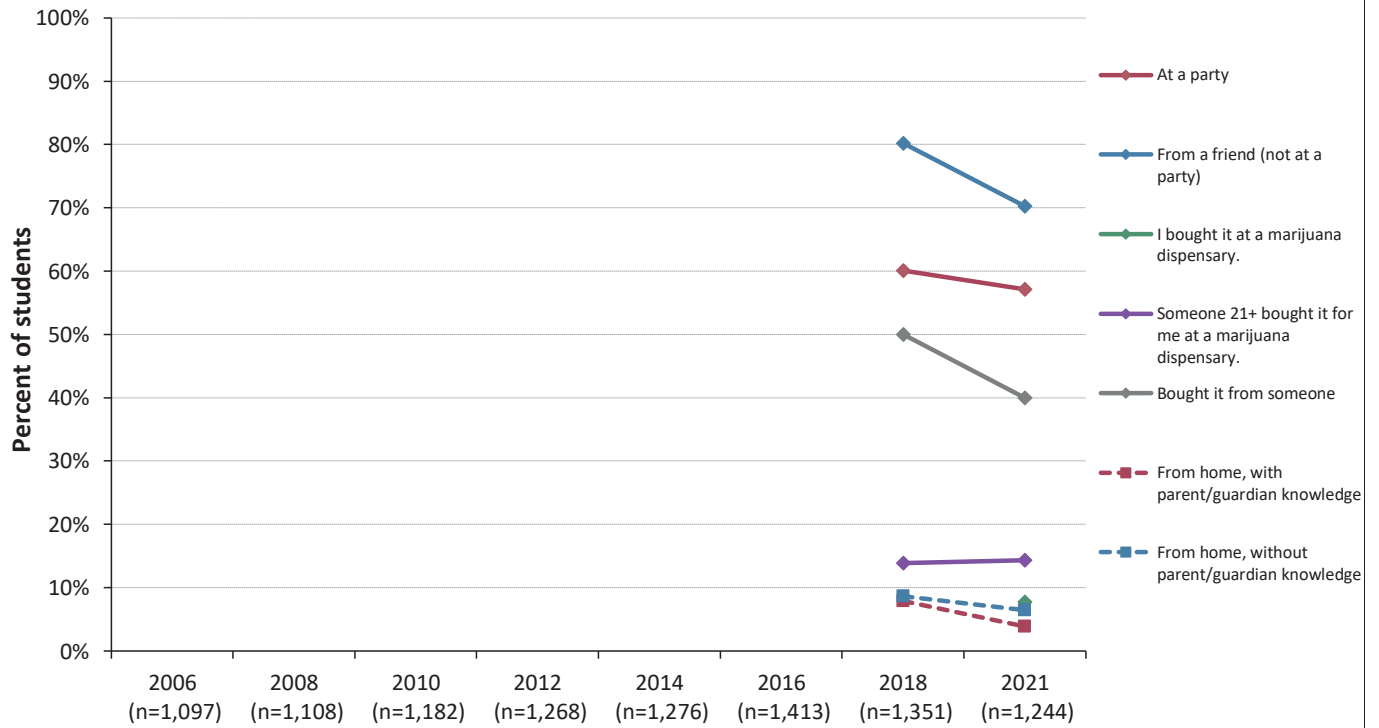


* In the past 30 days

Figure 2-10C. Access to Marijuana Among Current Users* , 2006-2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

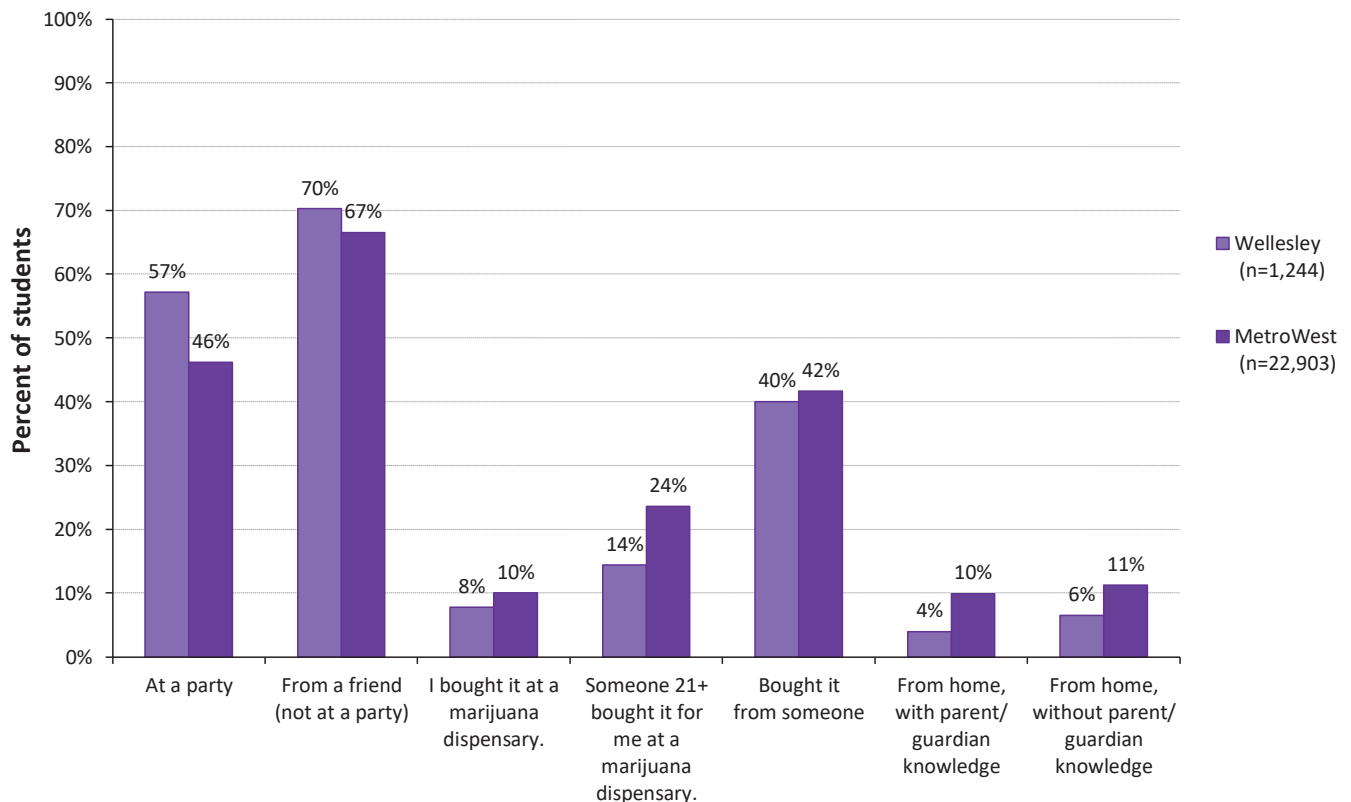


* In the past 30 days

Figure 2-10D. Access to Marijuana Among Current Users* at the District and Regional Levels, 2021

Wellesley High School (Grades 9-12)

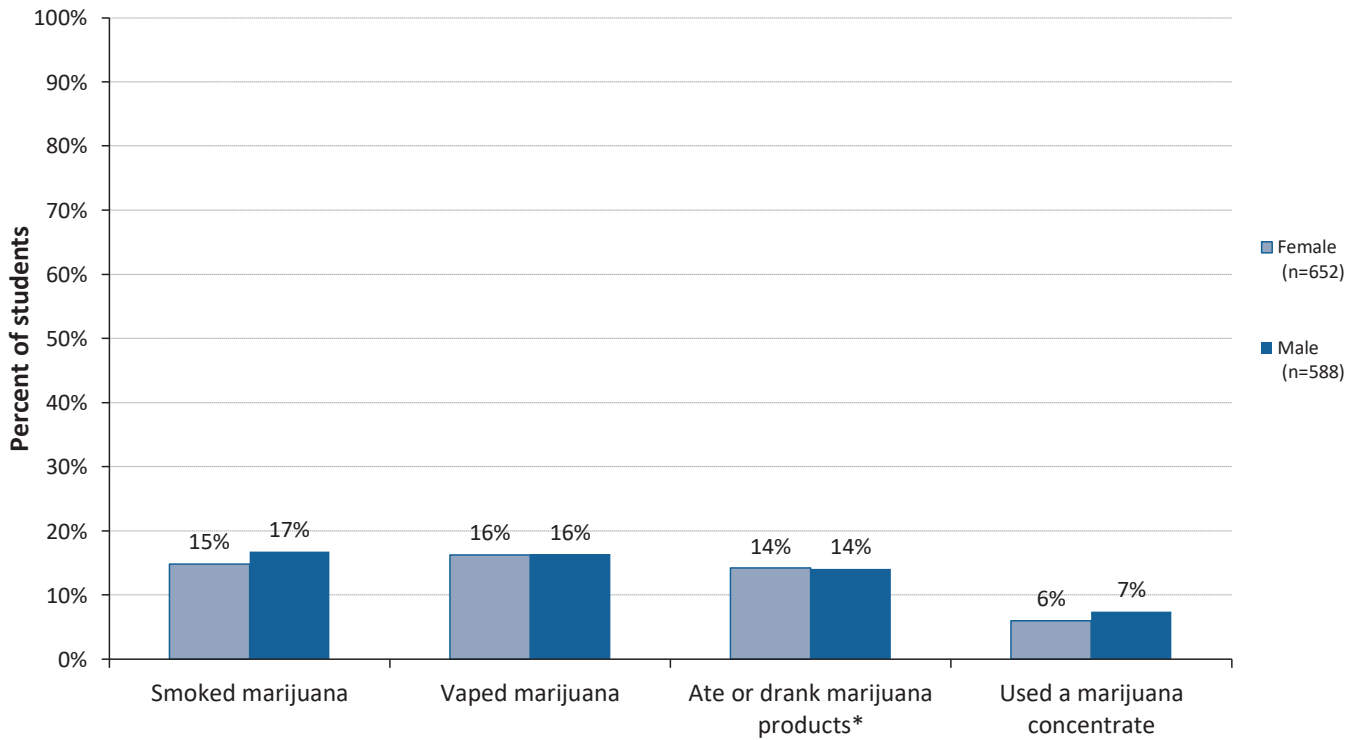
MetroWest Adolescent Health Survey



* In the past 30 days

**Figure 2-11A. Types of Lifetime Marijuana Use by Sex, 2021
Wellesley High School (Grades 9-12)**

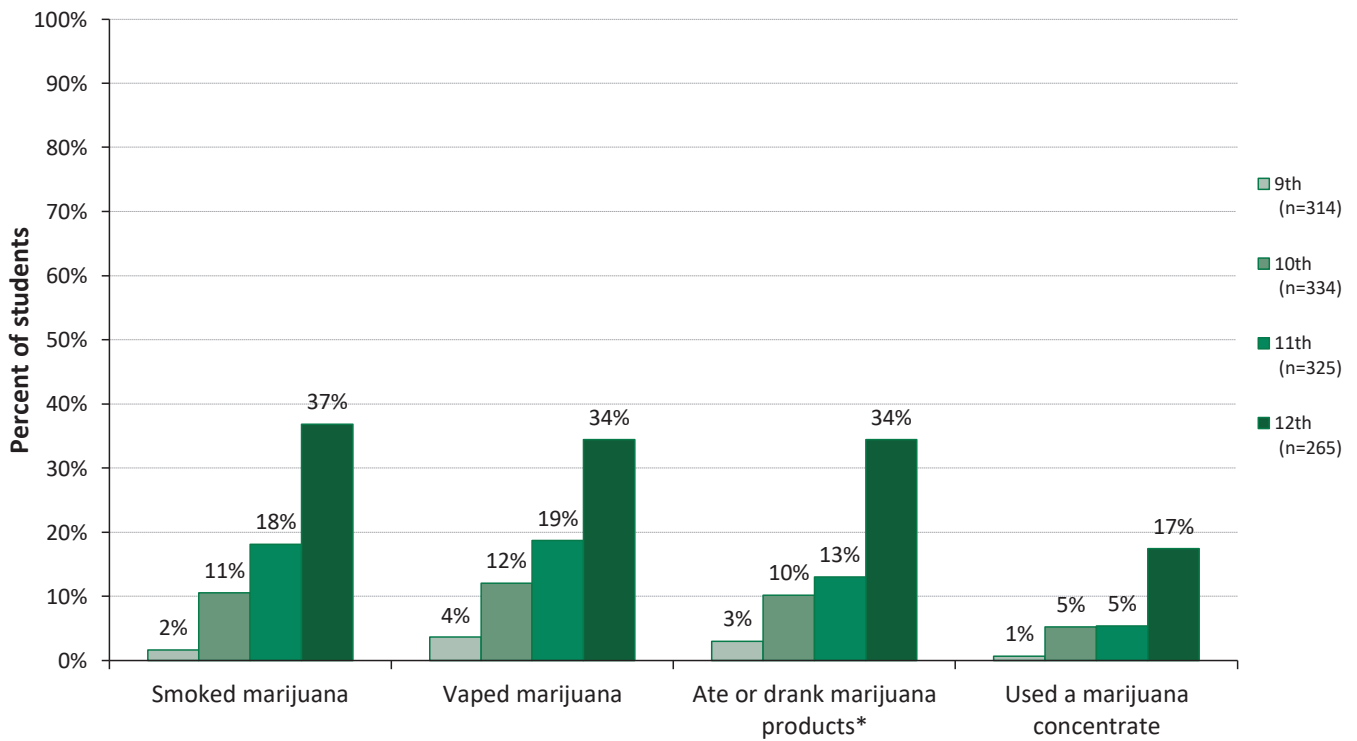
MetroWest Adolescent Health Survey



* Includes edibles, such as candy, baked goods, snacks, or drinks that contain marijuana

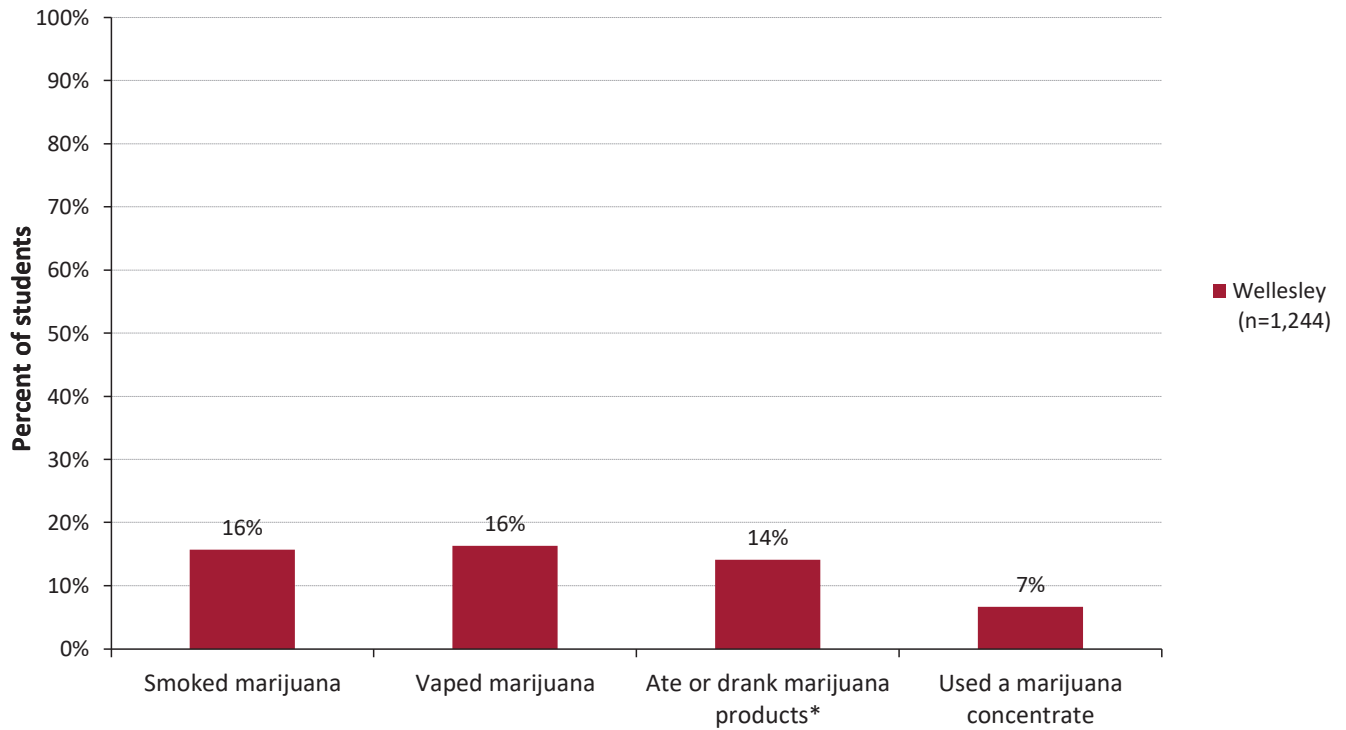
**Figure 2-11B. Types of Lifetime Marijuana Use by Grade, 2021
Wellesley High School (Grades 9-12)**

MetroWest Adolescent Health Survey



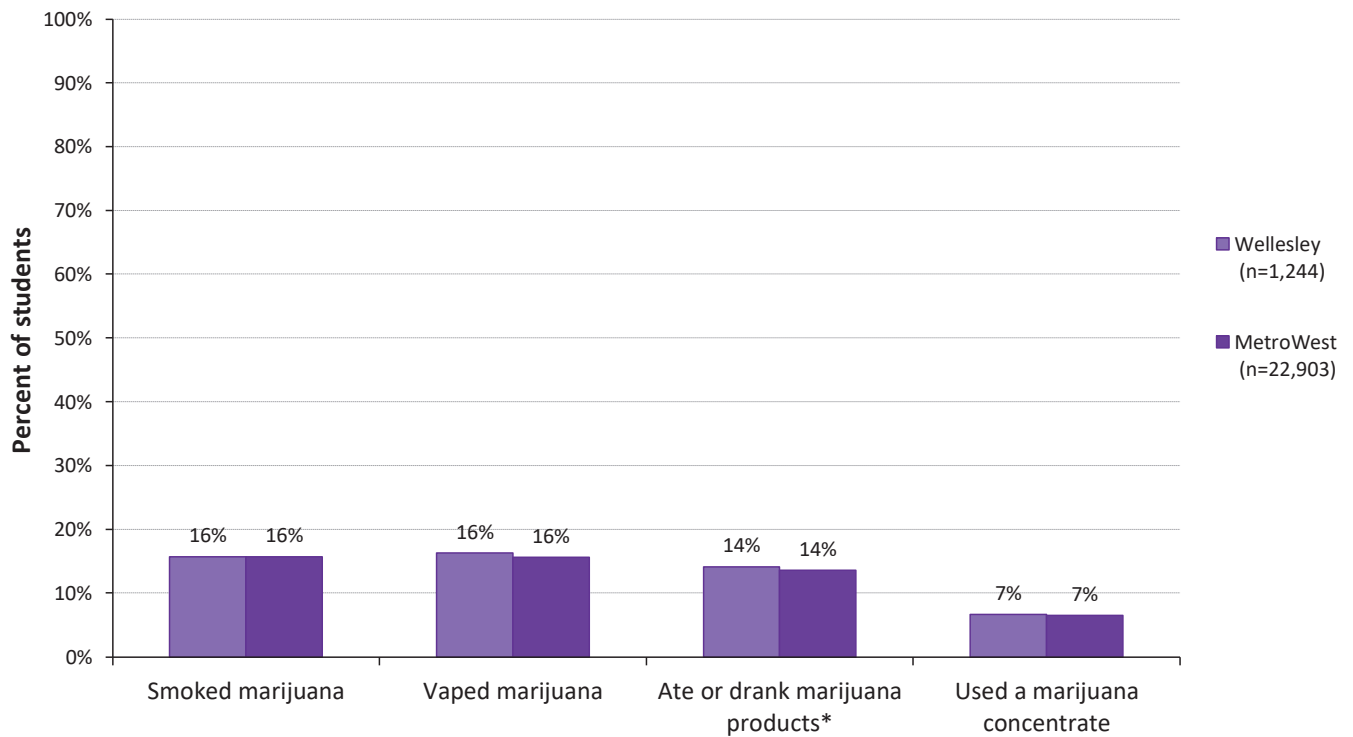
* Includes edibles, such as candy, baked goods, snacks, or drinks that contain marijuana

Figure 2-11C. Types of Lifetime Marijuana Use, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



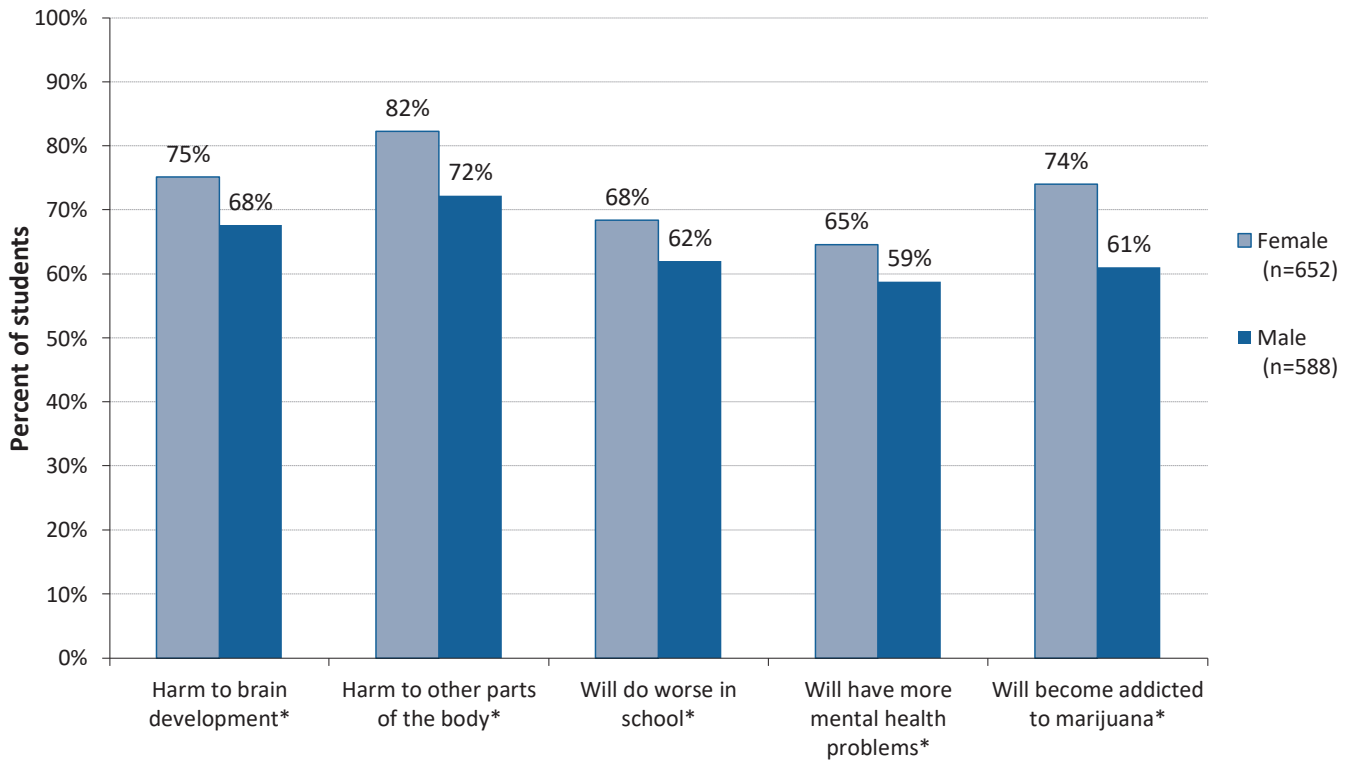
* Includes edibles, such as candy, baked goods, snacks, or drinks that contain marijuana

Figure 2-11D. Types of Lifetime Marijuana Use at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



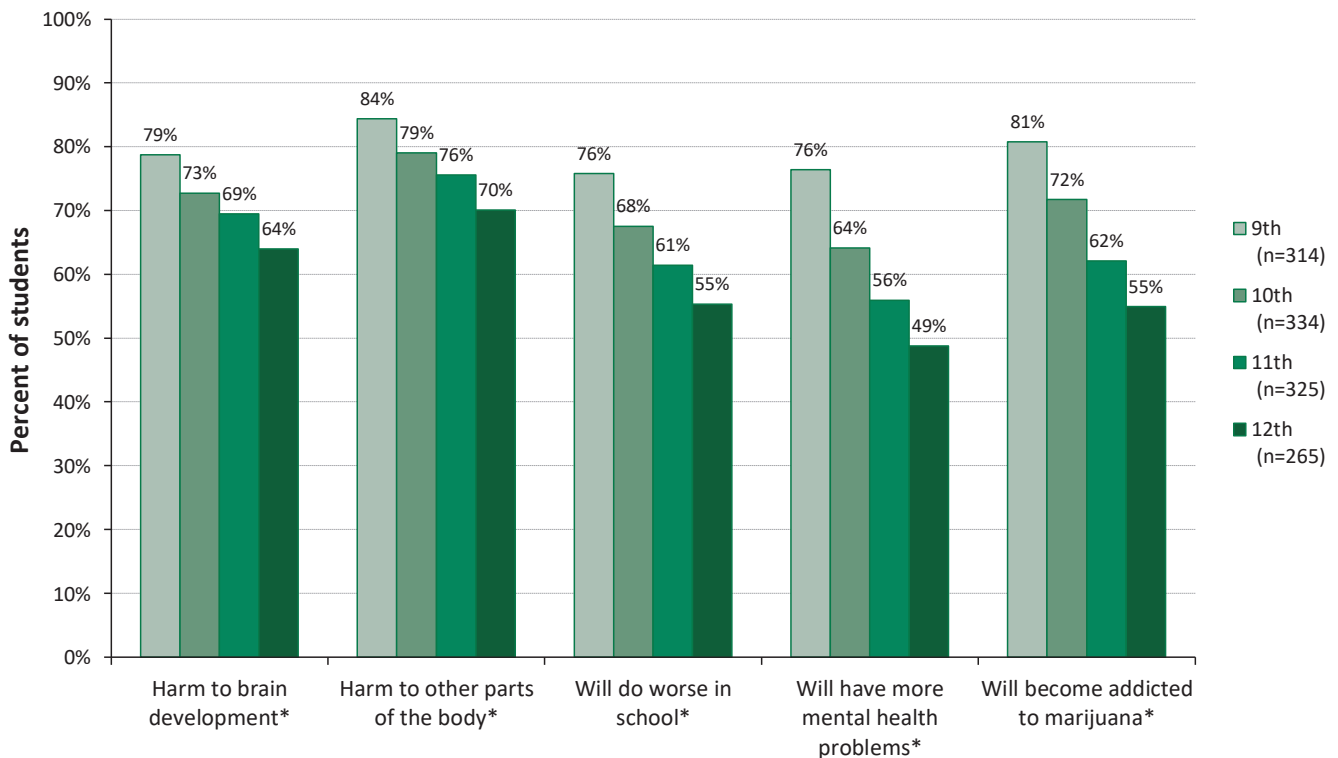
* Includes edibles, such as candy, baked goods, snacks, or drinks that contain marijuana

Figure 2-12A. Percieved Consequences of Marijuana Use* by Sex, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



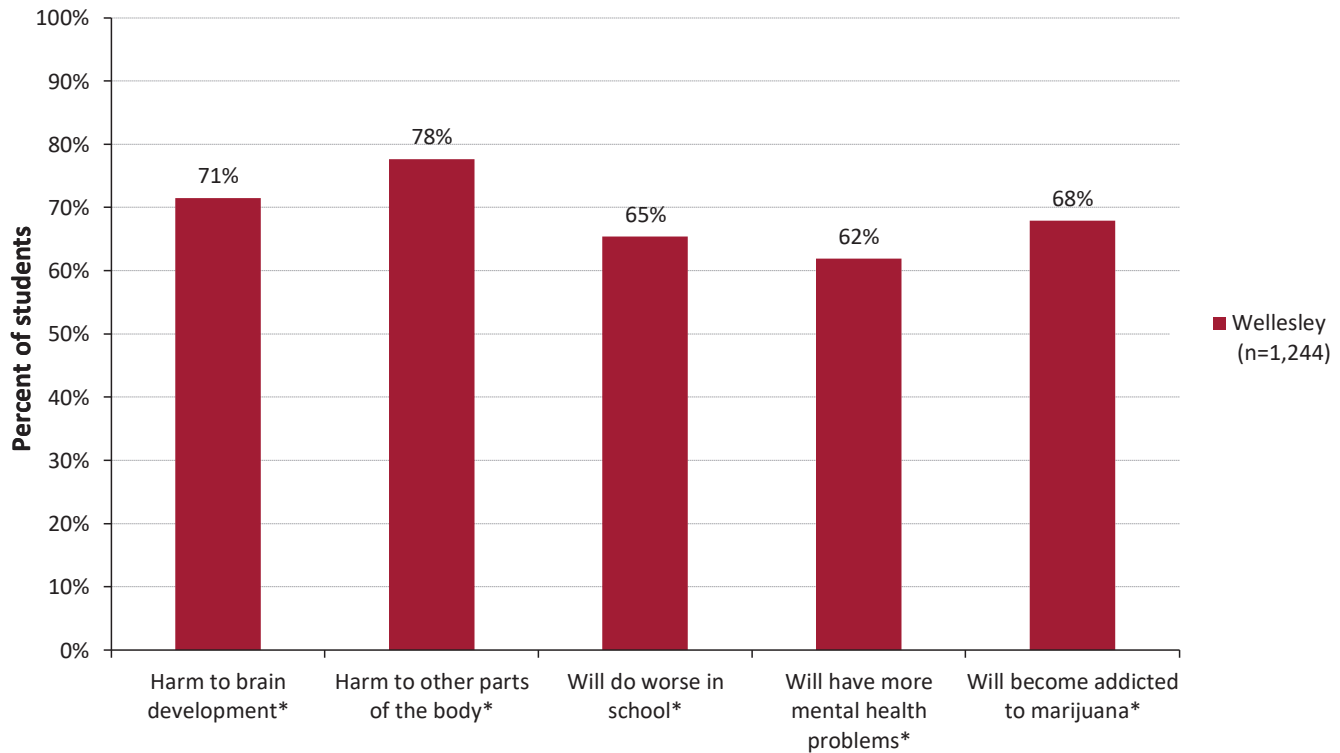
* Perceived likelihood of consequence for people your age who use marijuana several times a week; Students responded "likely" or "very likely"

Figure 2-12B. Percieved Consequences of Marijuana Use* by Grade, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



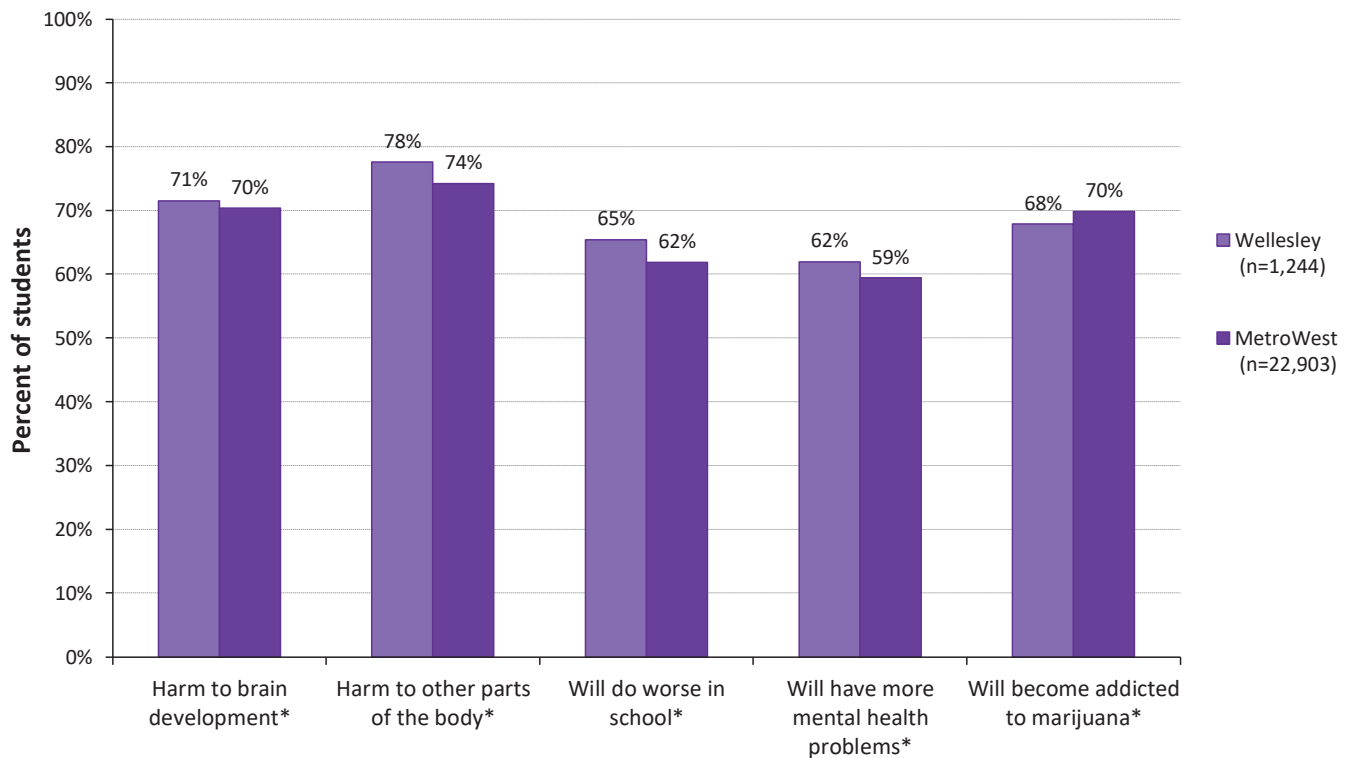
* Perceived likelihood of consequence for people your age who use marijuana several times a week; Students responded "likely" or "very likely"

Figure 2-12C. Percieved Consequences of Marijuana Use* , 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



* Percieved likelihood of consequence for people your age who use marijuana several times a week; Students responded "likely" or "very likely"

Figure 2-12D. Percieved Consequences of Marijuana Use* at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey

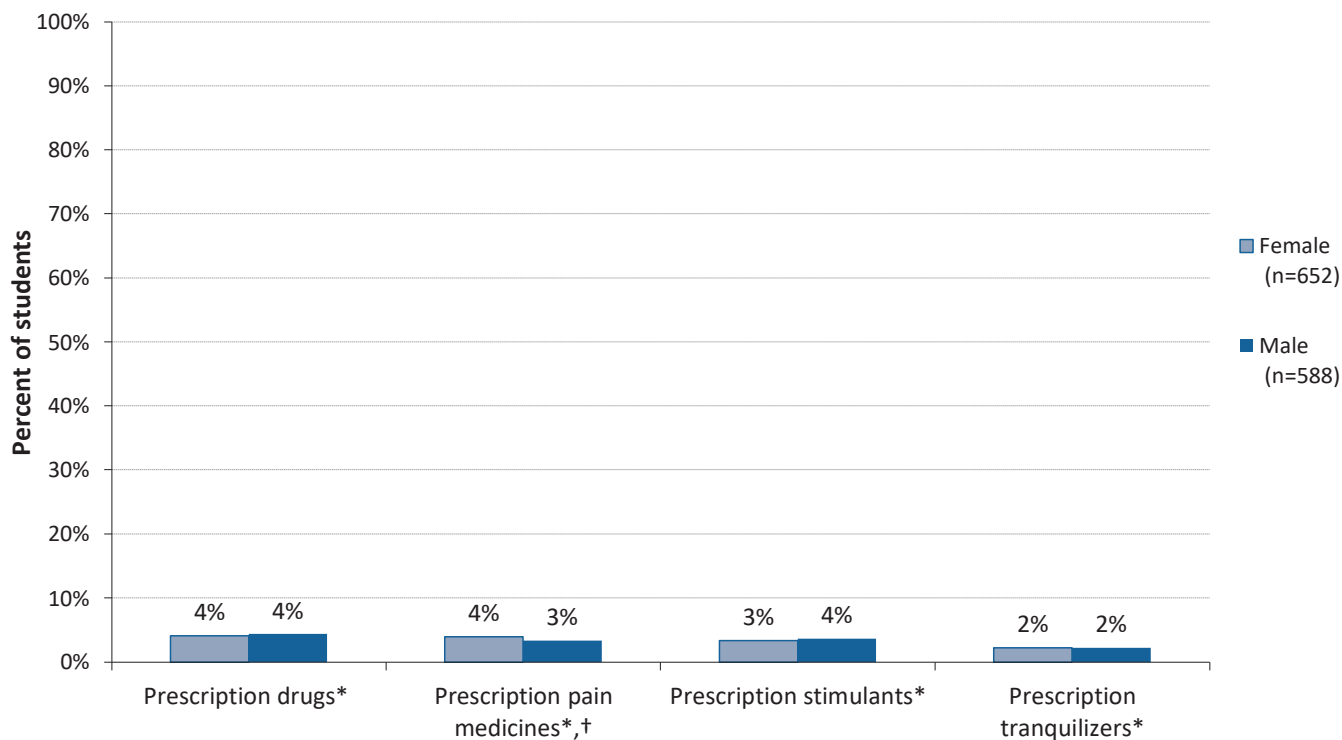


* Percieved likelihood of consequence for people your age who use marijuana several times a week; Students responded "likely" or "very likely"

Figure 2-13A. Lifetime Misuse of Prescription Drugs by Sex, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

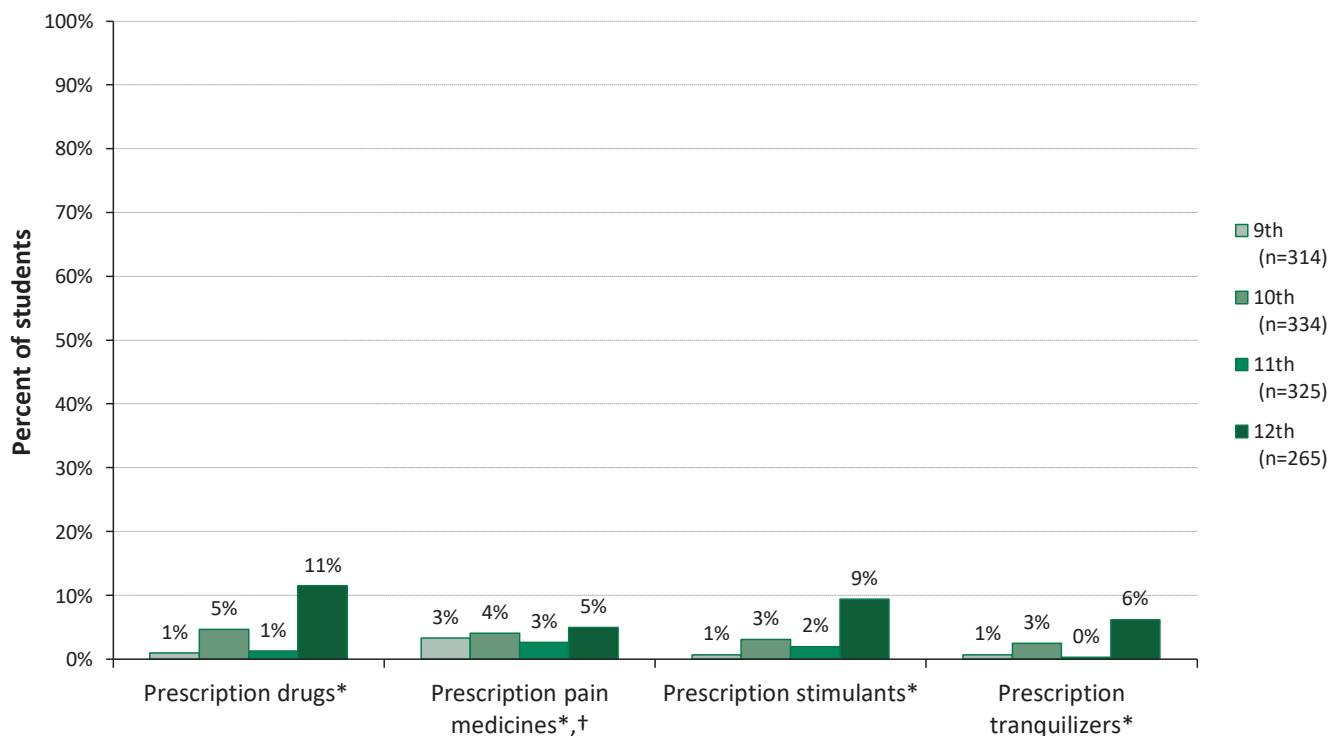


* Without a doctor's prescription or differently than how a doctor told you to use it; this includes using someone else's prescription or obtaining the medicine illegally
 † includes opioids like codeine, Vicodin, OxyContin, Hydrocodone, and Percocet.

Figure 2-13B. Lifetime Misuse of Prescription Drugs by Grade, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

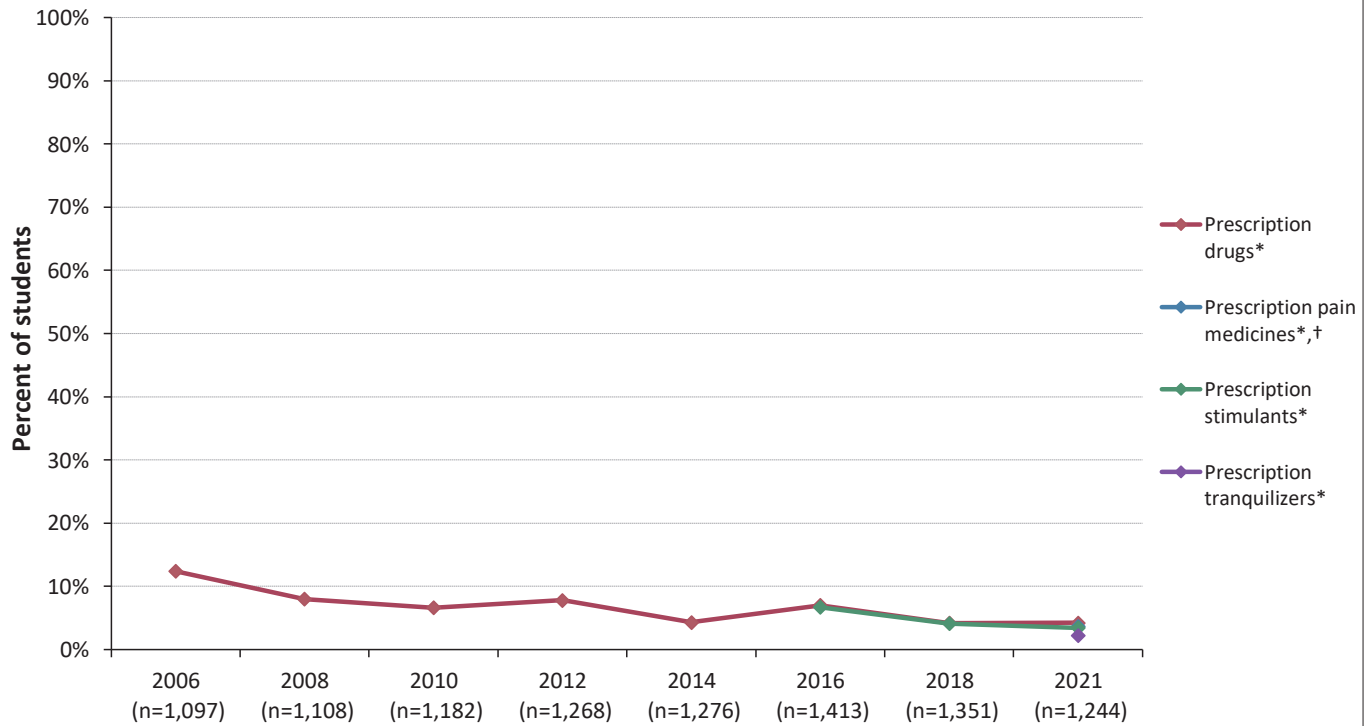


* Without a doctor's prescription or differently than how a doctor told you to use it; this includes using someone else's prescription or obtaining the medicine illegally
 † includes opioids like codeine, Vicodin, OxyContin, Hydrocodone, and Percocet.

Figure 2-13C. Lifetime Misuse of Prescription Drugs, 2006-2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

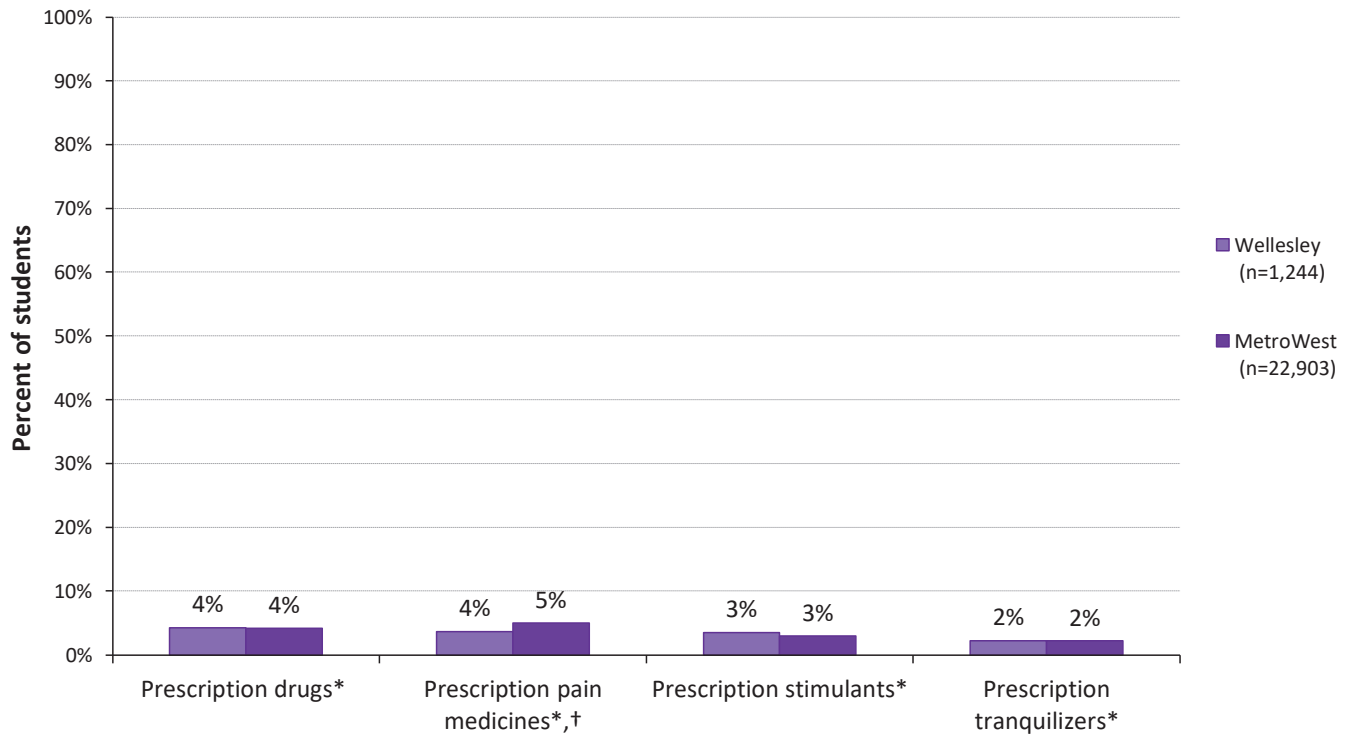


* Without a doctor's prescription or differently than how a doctor told you to use it; this includes using someone else's prescription or obtaining the medicine illegally
 † includes opioids like codeine, Vicodin, OxyContin, Hydrocodone, and Percocet.

Figure 2-13D. Lifetime Misuse of Prescription Drugs at the District and Regional Levels, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

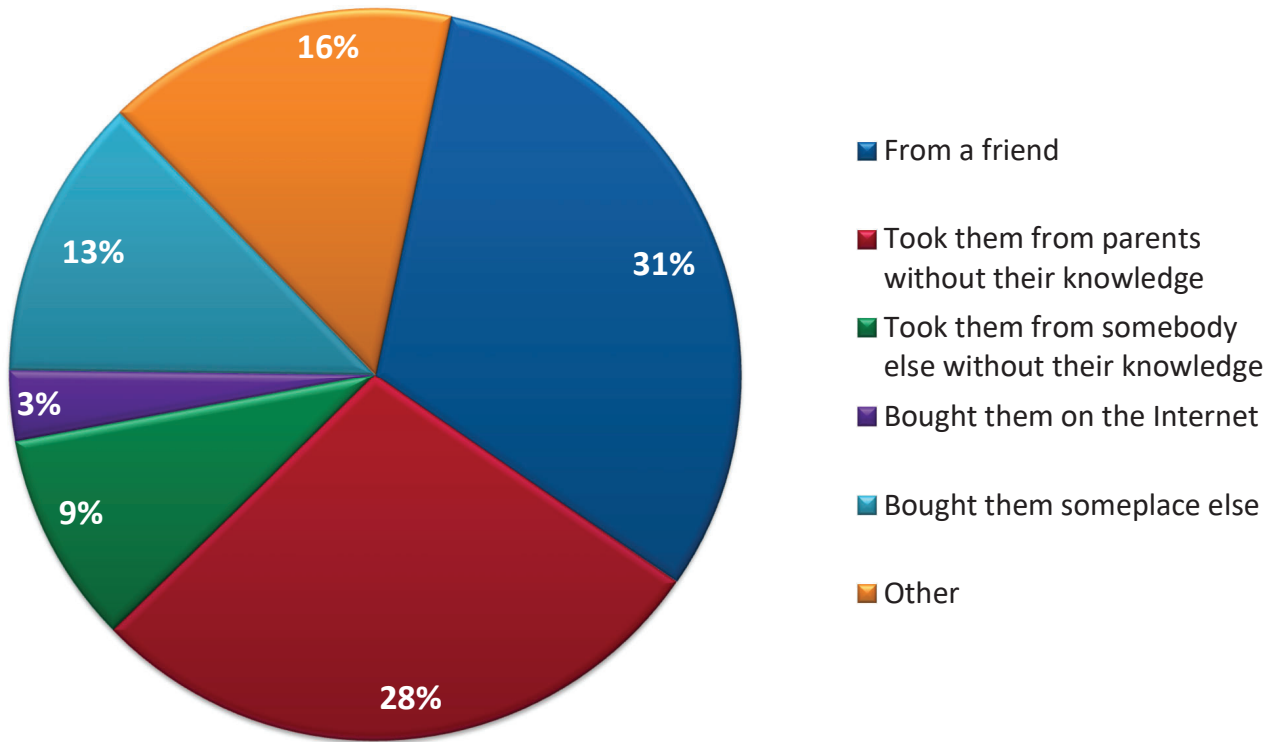


* Without a doctor's prescription or differently than how a doctor told you to use it; this includes using someone else's prescription or obtaining the medicine illegally
 † includes opioids like codeine, Vicodin, OxyContin, Hydrocodone, and Percocet.

Figure 2-14. Access to Prescription Pain Medicine,* 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

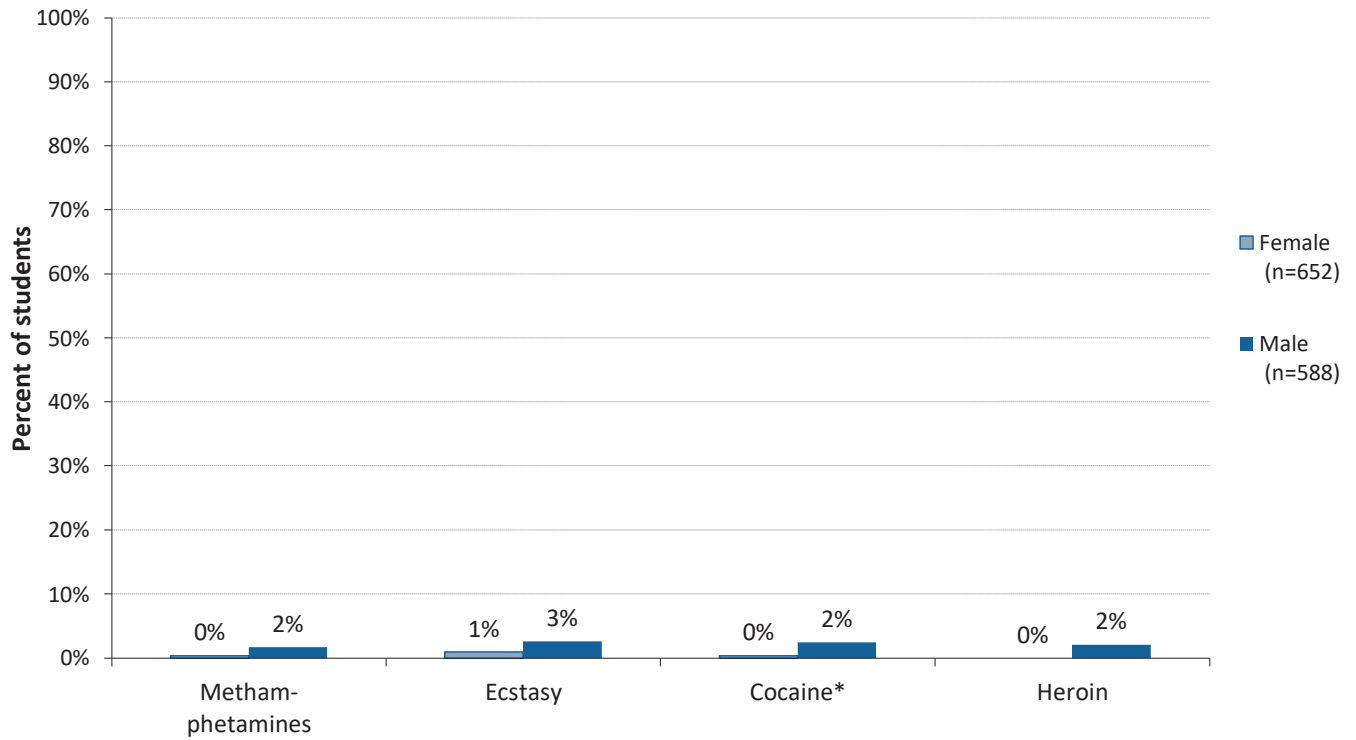


* Source where student "usually" got prescription pain medicine, among students who misused prescription pain medicine in their lifetime. Prescription pain medicine includes opioids like codeine, Vicodin, OxyContin, Hydrocodone, and Percocet.

Figure 2-15A. Lifetime Other Substance Use by Sex, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

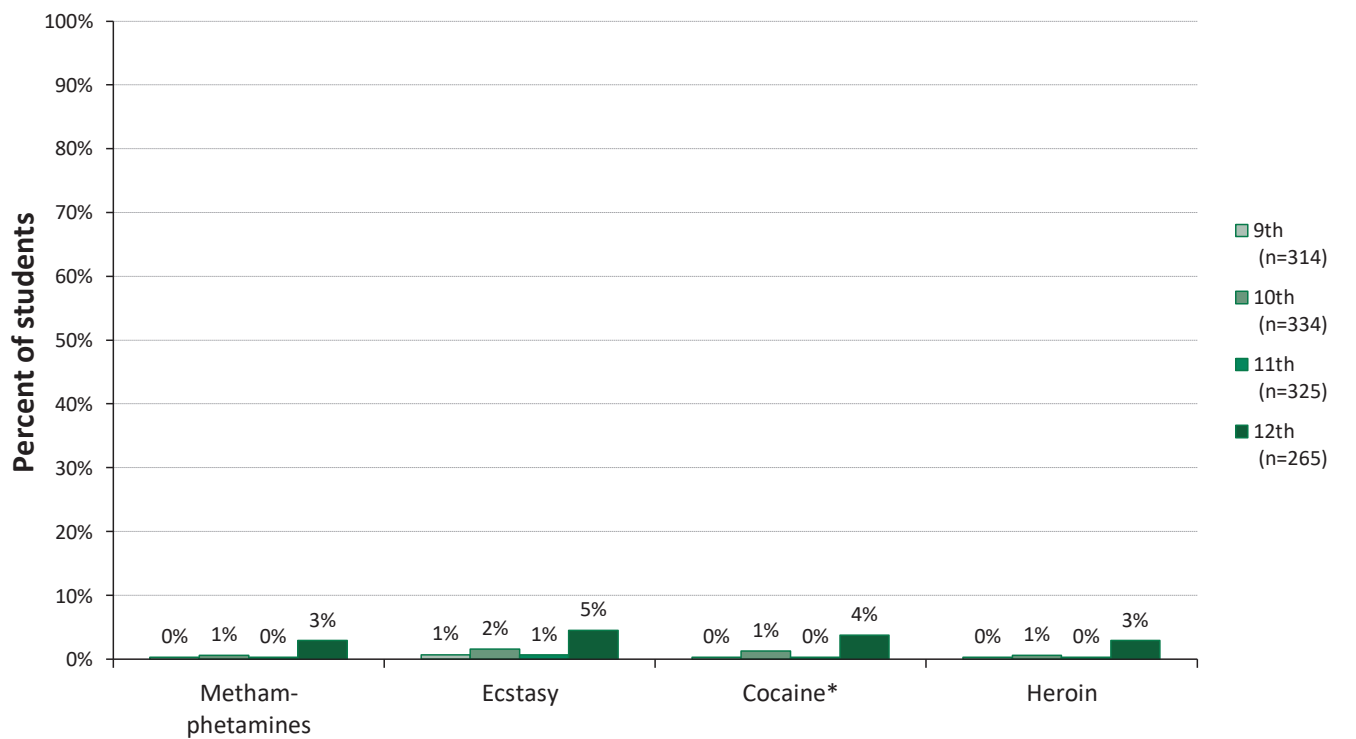


* Includes using powder, crack or freebase

Figure 2-15B. Lifetime Other Substance Use by Grade, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

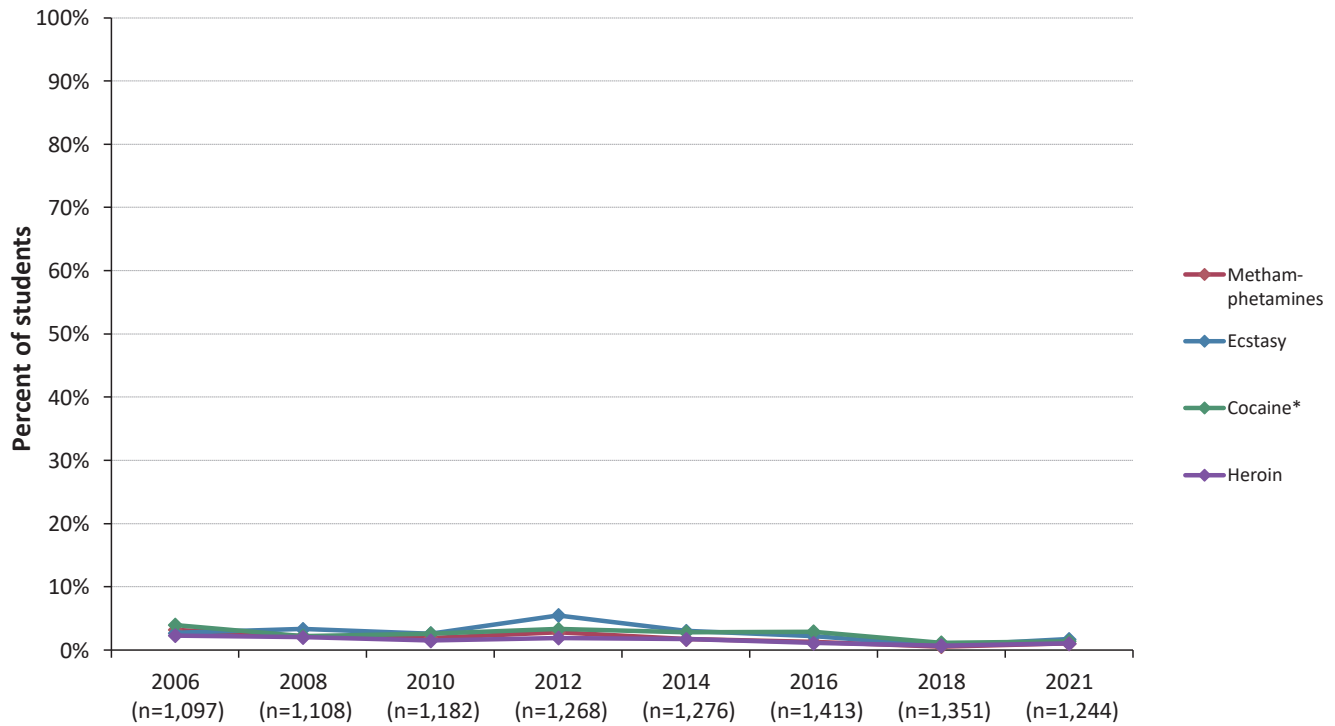


* Includes using powder, crack or freebase

Figure 2-15C. Lifetime Other Substance Use, 2006-2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

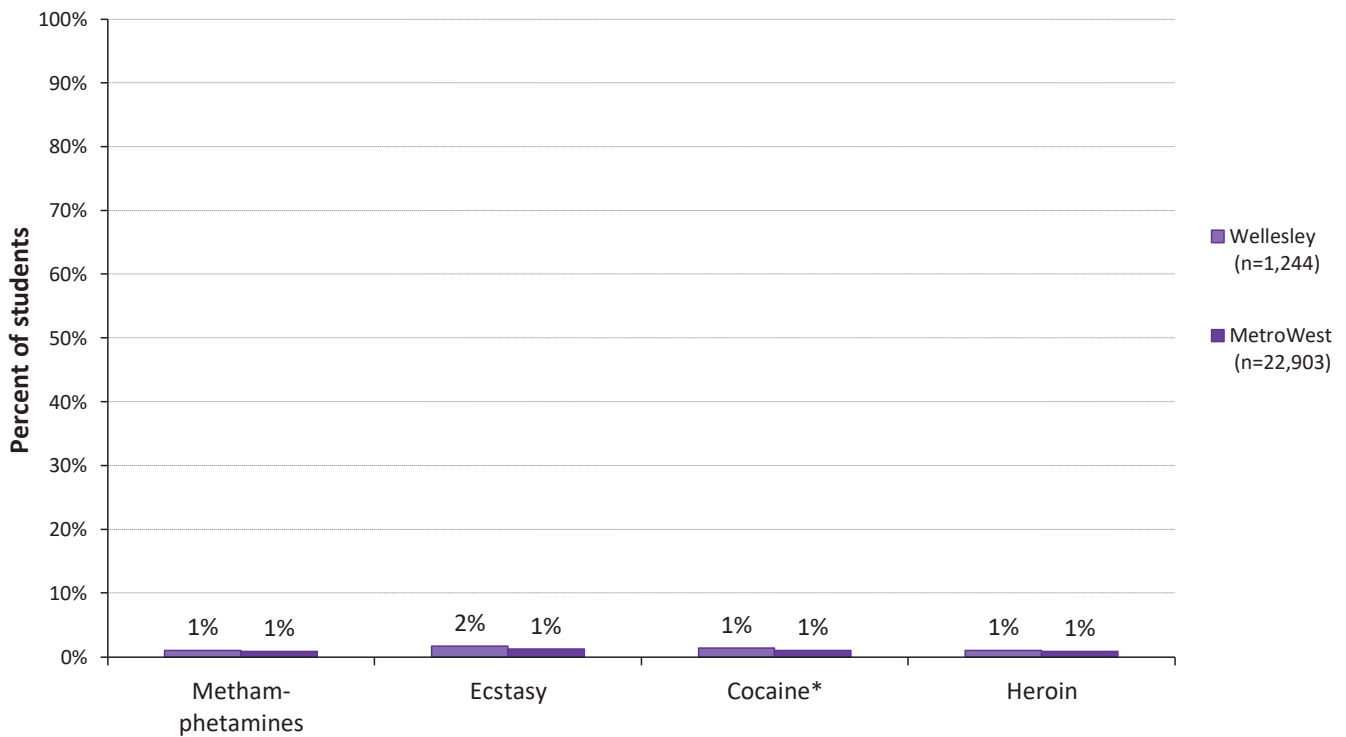


* Includes using powder, crack or freebase

Figure 2-15D. Lifetime Other Substance Use at the District and Regional Levels, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey



* Includes using powder, crack or freebase

Table 2-1A. Lifetime and Current Substance Use by Sex and Grade, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
	(1,244)	Female (652)	Male (588)	9 th (314)	10 th (334)	11 th (325)	12 th (265)
LIFETIME USE *							
Cigarettes	13.2	13.9	12.4	5.5	9.7	14.2	25.9
Electronic vapor products [†]	22.1	23.2	20.8	8.1	18.5	25.2	39.7
Alcohol [‡]	51.0	53.3	48.2	28.7	48.3	58.9	71.4
Marijuana	20.8	20.7	21.0	5.2	15.5	23.5	43.4
Prescription drugs (any) [§]	4.2	4.1	4.4	1.0	4.7	1.3	11.5
Prescription pain medicines**	3.7	4.0	3.3	3.3	4.1	2.6	5.0
Prescription stimulants [§]	3.5	3.3	3.7	0.7	3.1	1.9	9.4
Prescription tranquilizers [§]	2.2	2.2	2.2	0.7	2.5	0.3	6.1
Methamphetamines	1.0	0.3	1.7	0.3	0.6	0.3	2.9
Ecstasy	1.7	1.0	2.6	0.7	1.6	0.7	4.5
Cocaine ^{††}	1.4	0.3	2.4	0.3	1.3	0.3	3.7
Heroin	1.0	0.0	2.0	0.3	0.6	0.3	2.9
CURRENT USE (past 30 days) ^{##}							
Cigarettes	4.0	3.0	5.1	0.7	3.6	3.2	9.4
Electronic vapor products [†]	12.5	13.7	11.1	4.2	12.5	12.7	22.3
Alcohol [‡]	35.5	37.0	33.5	14.1	32.6	42.8	55.4
Marijuana	13.4	12.6	14.4	2.6	11.4	15.6	26.8
Prescription drugs (any) [§]	3.7	3.5	4.1	1.3	5.3	2.3	6.6
Prescription pain medicines	1.8	1.4	2.2	1.0	2.5	1.6	2.1
CURRENT USE ON SCHOOL PROPERTY (past 30 days) ^{##}							
Electronic vapor products [†]	5.0	4.8	5.3	1.6	3.4	6.0	10.2
Alcohol [‡]	1.9	1.3	2.7	0.7	2.4	1.6	3.2
Marijuana	2.4	1.6	3.2	0.3	2.5	2.2	4.9

* Used one or more times in lifetime

† Includes electronic cigarettes (e-cigarettes) like JUUL, SMOK, Suorin, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods; also includes disposable products that you can only use once such as Puff Bars, Stig, or Viigo

‡ Does not include drinking a few sips of wine for religious purposes

§ Without a doctor's prescription or differently than how a doctor told you to use it; includes using someone else's prescription or obtaining the medicine illegally

** Without a doctor's prescription or differently than how a doctor told you to use; prescription pain medicine includes opioids like codeine, Vicodin, OxyContin, Hydrocodone, and Percocet.

†† Includes using powder, crack, or freebase

Used one or more times in the past 30 days

Table 2-1B. Lifetime and Current Substance Use, 2006-2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 <i>(1,097)</i>	2008 <i>(1,108)</i>	2010 <i>(1,182)</i>	2012 <i>(1,268)</i>	2014 <i>(1,276)</i>	2016 <i>(1,413)</i>	2018 <i>(1,351)</i>	2021 <i>(1,244)</i>
LIFETIME USE *								
Cigarettes	30.7	28.6	19.6	18.7	14.6	15.9	14.5	13.2
Electronic vapor products [†]	–	–	–	–	29.1	29.9	41.8	22.1
Alcohol [‡]	64.1	62.8	61.6	62.6	54.6	61.7	57.6	51.0
Marijuana	28.0	26.4	28.9	31.0	23.6	27.7	30.2	20.8
Prescription drugs (any) [§]	12.4	8.0	6.6	7.8	4.3	7.0	4.2	4.2
Prescription pain medicines**	–	–	–	–	–	–	–	3.7
Prescription stimulants [§]	–	–	–	–	–	6.7	4.1	3.5
Prescription tranquilizers [§]	–	–	–	–	–	–	–	2.2
Methamphetamines	3.2	2.2	1.9	2.8	1.7	1.3	0.5	1.0
Ecstasy	2.7	3.3	2.6	5.5	3.0	2.2	0.7	1.7
Cocaine ^{††}	4.0	2.2	2.6	3.3	2.8	2.9	1.1	1.4
Heroin	2.3	2.0	1.5	1.9	1.7	1.1	0.7	1.0
CURRENT USE (past 30 days) ^{##}								
Cigarettes	10.8	10.8	7.9	7.9	5.8	6.9	3.5	4.0
Electronic vapor products [†]	–	–	–	–	17.1	16.8	26.3	12.5
Alcohol [‡]	40.9	39.4	39.5	41.8	34.9	43.3	36.9	35.5
Marijuana	17.3	16.2	17.6	19.8	12.8	18.0	19.5	13.4
Prescription drugs (any) [§]	–	3.6	3.0	4.7	2.6	3.6	2.8	3.7
Prescription pain medicines	–	–	–	–	–	–	2.0	1.8
CURRENT USE ON SCHOOL PROPERTY (past 30 days) ^{##}								
Electronic vapor products [†]	–	–	–	–	–	–	9.2	5.0
Alcohol [‡]	2.7	1.8	2.6	2.0	1.3	2.2	0.9	1.9
Marijuana	3.8	2.8	4.1	5.8	1.7	2.4	5.2	2.4

* Used one or more times in lifetime

† Includes electronic cigarettes (e-cigarettes) like JUUL, SMOK, Suorin, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods; also includes disposable products that you can only use once such as Puff Bars, Stig, or Viigo

‡ Does not include drinking a few sips of wine for religious purposes

§ Without a doctor's prescription or differently than how a doctor told you to use it; includes using someone else's prescription or obtaining the medicine illegally

** Without a doctor's prescription or differently than how a doctor told you to use; prescription pain medicine includes opioids like codeine, Vicodin, OxyContin, Hydrocodone, and Percocet.

†† Includes using powder, crack, or freebase

Used one or more times in the past 30 days

Table 2-1C. Lifetime and Current Substance Use at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> <i>(1,244)</i>	<u>MetroWest Region</u> <i>(22,903)</i>
LIFETIME USE *		
Cigarettes	13.2	10.5
Electronic vapor products [†]	22.1	23.5
Alcohol [‡]	51.0	44.5
Marijuana	20.8	20.6
Prescription drugs (any) [§]	4.2	4.2
Prescription pain medicines**	3.7	5.0
Prescription stimulants [§]	3.5	2.9
Prescription tranquilizers [§]	2.2	2.2
Methamphetamines	1.0	0.8
Ecstasy	1.7	1.2
Cocaine ^{††}	1.4	1.0
Heroin	1.0	0.8
CURRENT USE (past 30 days) ††		
Cigarettes	4.0	2.9
Electronic vapor products [†]	12.5	13.3
Alcohol [‡]	35.5	24.9
Marijuana	13.4	12.3
Prescription drugs (any) [§]	3.7	3.3
Prescription pain medicines	1.8	2.6
CURRENT USE ON SCHOOL PROPERTY (past 30 days) ††		
Electronic vapor products [†]	5.0	5.6
Alcohol [‡]	1.9	1.7
Marijuana	2.4	3.3

* Used one or more times in lifetime

† Includes electronic cigarettes (e-cigarettes) like JUUL, SMOK, Suorin, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods; also includes disposable products that you can only use once such as Puff Bars, Stig, or Viigo

‡ Does not include drinking a few sips of wine for religious purposes

§ Without a doctor's prescription or differently than how a doctor told you to use it; includes using someone else's prescription or obtaining the medicine illegally

** Without a doctor's prescription or differently than how a doctor told you to use; prescription pain medicine includes opioids like codeine, Vicodin, OxyContin, Hydrocodone, and Percocet.

†† Includes using powder, crack, or freebase

‡‡ Used one or more times in the past 30 days

Table 2-2A. Tobacco Use by Sex and Grade, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
	(1,244)	Female (652)	Male (588)	9 th (314)	10 th (334)	11 th (325)	12 th (265)
CIGARETTE SMOKING							
Lifetime cigarette smoking*	13.2	13.9	12.4	5.5	9.7	14.2	25.9
Smoked a whole cigarette before age 13 years	1.5	0.5	2.6	1.6	1.5	0.3	2.8
Current cigarette use (past 30 days)	4.0	3.0	5.1	0.7	3.6	3.2	9.4
Current frequent cigarette use (on 20 or more of the past 30 days)	0.6	0.3	0.9	0.0	0.9	0.0	1.6
Ever smoked cigarettes daily (every day for 30 days)	1.8	2.0	1.6	0.7	1.2	1.6	4.3
USE OF OTHER TOBACCO PRODUCTS							
Current smokeless tobacco use (past 30 days) [†]	2.1	1.6	2.8	1.0	1.5	2.2	4.3
Current cigar use (past 30 days) [‡]	2.0	0.9	3.2	0.0	2.7	0.6	5.1
Used cigarettes, cigars, and/or smokeless tobacco (past 30 days)	7.4	5.9	9.0	3.2	6.0	6.8	14.2
Used cigarettes, cigars, smokeless tobacco, and/or electronic vapor products (past 30 days)	14.6	15.4	13.9	5.2	14.8	14.2	26.6

* Ever tried cigarette smoking, even one or two puffs

† Used chewing tobacco, snuff, or dip

‡ Smoked cigars, cigarillos, or little cigars

Table 2-2B. Tobacco Use, 2006-2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 (1,097)	2008 (1,108)	2010 (1,182)	2012 (1,268)	2014 (1,276)	2016 (1,413)	2018 (1,351)	2021 (1,244)
CIGARETTE SMOKING								
Lifetime cigarette smoking*	30.7	28.6	19.6	18.7	14.6	15.9	14.5	13.2
Smoked a whole cigarette before age 13 years	3.4	2.1	2.5	2.9	1.4	1.5	1.0	1.5
Current cigarette use (past 30 days)	10.8	10.8	7.9	7.9	5.8	6.9	3.5	4.0
Current frequent cigarette use (on 20 or more of the past 30 days)	3.6	3.1	1.9	2.0	1.2	0.9	0.3	0.6
Ever smoked cigarettes daily (every day for 30 days)	6.6	6.0	5.1	6.5	3.5	3.4	2.4	1.8
USE OF OTHER TOBACCO PRODUCTS								
Current smokeless tobacco use (past 30 days) [†]	5.8	7.3	5.9	6.8	4.1	6.1	3.1	2.1
Current cigar use (past 30 days) [‡]	11.8	14.8	10.8	9.1	5.1	6.3	2.9	2.0
Used cigarettes, cigars, and/or smokeless tobacco (past 30 days)	17.9	20.3	15.9	13.9	10.5	12.2	6.4	7.4
Used cigarettes, cigars, smokeless tobacco, and/or electronic vapor products (past 30 days)	–	–	–	–	–	–	27.2	14.6

* Ever tried cigarette smoking, even one or two puffs

[†] Used chewing tobacco, snuff, or dip

[‡] Smoked cigars, cigarillos, or little cigars

Table 2-2C. Tobacco Use at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> <i>(1,244)</i>	<u>MetroWest Region</u> <i>(1,244)</i>
CIGARETTE SMOKING		
Lifetime cigarette smoking*	13.2	10.5
Smoked a whole cigarette before age 13 years	1.5	1.6
Current cigarette use (past 30 days)	4.0	2.9
Current frequent cigarette use (on 20 or more of the past 30 days)	0.6	0.6
Ever smoked cigarettes daily (every day for 30 days)	1.8	2.2
USE OF OTHER TOBACCO PRODUCTS		
Current smokeless tobacco use (past 30 days) [†]	2.1	1.7
Current cigar use (past 30 days) [‡]	2.0	1.8
Used cigarettes, cigars, and/or smokeless tobacco (past 30 days)	7.4	5.3
Used cigarettes, cigars, smokeless tobacco, and/or electronic vapor products (past 30 days)	14.6	14.4

* Ever tried cigarette smoking, even one or two puffs

† Used chewing tobacco, snuff, or dip

‡ Smoked cigars, cigarillos, or little cigars

Table 2-3A. Electronic Vapor Product Use by Sex and Grade, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
	(1,244)	Female (652)	Male (588)	9 th (314)	10 th (334)	11 th (325)	12 th (265)
ELECTRONIC VAPOR PRODUCT USE*							
Lifetime electronic vapor product use	22.1	23.2	20.8	8.1	18.5	25.2	39.7
Used an electronic vapor product before age 13 years	1.7	1.2	2.3	2.6	1.5	0.9	2.0
Current electronic vapor product use (past 30 days)	12.5	13.7	11.1	4.2	12.5	12.7	22.3
Current frequent electronic vapor product use (on 20 or more of the past 30 days)	2.6	2.2	3.0	0.7	2.4	2.2	5.5
Current daily electronic vapor product use (on all 30 of the past 30 days)	1.6	1.1	2.1	0.3	0.9	1.3	4.3
Current electronic vapor product use on school property (past 30 days)	5.0	4.8	5.3	1.6	3.4	6.0	10.2
Used electronic vapor products that contain nicotine (past 30 days)	8.7	9.8	7.5	3.0	7.1	9.6	16.9
Used electronic vapor products that contain a flavor (past 30 days)	8.8	10.1	7.4	3.6	7.1	9.6	16.5
Used electronic vapor products that contain THC (past 30 days)	7.4	6.6	8.3	1.6	7.4	7.0	14.9
Used disposable electronic vapor products (past 30 days)	8.3	9.0	7.4	2.6	6.8	9.6	15.3
Used gum that contains nicotine (past 30 days) [†]	1.6	1.6	1.6	0.3	1.8	2.2	2.0
Perceived risk of using electronic vapor products (moderate/great risk)	82.1	85.2	78.6	91.4	83.3	75.2	78.8
Ease of obtaining electronic vapor products (fairly/very easy)	57.2	58.4	55.7	33.6	59.8	63.4	73.9
BEHAVIORS RELATED TO FREQUENT USE							
Ever used electronic vapor products daily (at least once every day for 30 days)	4.8	4.9	4.7	1.6	4.3	4.5	9.6
Feel a strong craving or need to vape (often/very often, past 30 days)	1.8	2.0	1.6	0.3	1.9	1.6	4.0
Want to vape soon after you wake up (often/very often, past 30 days)	1.7	1.1	2.3	0.0	1.2	1.9	4.0
Tried to quit using electronic vapor products (among students who vaped, past 12 months)	37.4	42.4	31.3	31.6	50.0	43.8	26.8

* Includes electronic cigarettes (e-cigarettes) like JUUL, SMOK, Suorin, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods; also includes disposable products that you can only use once such as Puff Bars, Stig, or Viigo

† Includes flavored gums like ZYN or other nicotine gums like Nicorette

Table 2-3B. Electronic Vapor Product Use, 2006-2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 (1,097)	2008 (1,108)	2010 (1,182)	2012 (1,268)	2014 (1,276)	2016 (1,413)	2018 (1,351)	2021 (1,244)
ELECTRONIC VAPOR PRODUCT USE*								
Lifetime electronic vapor product use	–	–	–	–	29.1	29.9	41.8	22.1
Used an electronic vapor product before age 13 years	–	–	–	–	–	–	1.3	1.7
Current electronic vapor product use (past 30 days)	–	–	–	–	17.1	16.8	26.3	12.5
Current frequent electronic vapor product use (on 20 or more of the past 30 days)	–	–	–	–	1.4	1.9	5.0	2.6
Current daily electronic vapor product use (on all 30 of the past 30 days)	–	–	–	–	1.1	1.1	3.2	1.6
Current electronic vapor product use on school property (past 30 days)	–	–	–	–	–	–	9.2	5.0
Used electronic vapor products that contain nicotine (past 30 days)	–	–	–	–	–	–	–	8.7
Used electronic vapor products that contain a flavor (past 30 days)	–	–	–	–	–	–	–	8.8
Used electronic vapor products that contain THC (past 30 days)	–	–	–	–	–	–	–	7.4
Used disposable electronic vapor products (past 30 days)	–	–	–	–	–	–	–	8.3
Used gum that contains nicotine (past 30 days) [†]	–	–	–	–	–	–	–	1.6
Perceived risk of using electronic vapor products (moderate/great risk)	–	–	–	–	45.5	50.3	68.9	82.1
Ease of obtaining electronic vapor products (fairly/very easy)	–	–	–	–	–	–	–	57.2
BEHAVIORS RELATED TO FREQUENT USE								
Ever used electronic vapor products daily (at least once every day for 30 days)	–	–	–	–	–	–	–	4.8
Feel a strong craving or need to vape (often/very often, past 30 days)	–	–	–	–	–	–	–	1.8
Want to vape soon after you wake up (often/very often, past 30 days)	–	–	–	–	–	–	–	1.7
Tried to quit using electronic vapor products (among students who vaped, past 12 months)	–	–	–	–	–	–	–	37.4

* Includes electronic cigarettes (e-cigarettes) like JUUL, SMOK, Suorin, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods; also includes disposable products that you can only use once such as Puff Bars, Stig, or Viigo

† Includes flavored gums like ZYN or other nicotine gums like Nicorette

Table 2-3C. Electronic Vapor Product Use at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> (1,244)	<u>MetroWest Region</u> (22,903)
ELECTRONIC VAPOR PRODUCT USE*		
Lifetime electronic vapor product use	22.1	23.5
Used an electronic vapor product before age 13 years	1.7	3.1
Current electronic vapor product use (past 30 days)	12.5	13.3
Current frequent electronic vapor product use (on 20 or more of the past 30 days)	2.6	3.5
Current daily electronic vapor product use (on all 30 of the past 30 days)	1.6	2.3
Current electronic vapor product use on school property (past 30 days)	5.0	5.6
Used electronic vapor products that contain nicotine (past 30 days)	8.7	9.8
Used electronic vapor products that contain a flavor (past 30 days)	8.8	10.1
Used electronic vapor products that contain THC (past 30 days)	7.4	7.4
Used disposable electronic vapor products (past 30 days)	8.3	9.7
Used gum that contains nicotine (past 30 days) [†]	1.6	1.7
Perceived risk of using electronic vapor products (moderate/great risk)	82.1	83.4
Ease of obtaining electronic vapor products (fairly/very easy)	57.2	56.2
BEHAVIORS RELATED TO FREQUENT USE		
Ever used electronic vapor products daily (at least once every day for 30 days)	4.8	6.0
Feel a strong craving or need to vape (often/very often, past 30 days)	1.8	2.2
Want to vape soon after you wake up (often/very often, past 30 days)	1.7	2.3
Tried to quit using electronic vapor products (among students who vaped, past 12 months)	37.4	47.9

* Includes electronic cigarettes (e-cigarettes) like JUUL, SMOK, Suorin, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods; also includes disposable products that you can only use once such as Puff Bars, Stig, or Viigo

† Includes flavored gums like ZYN or other nicotine gums like Nicorette

Table 2-4A. Alcohol Use by Sex and Grade, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
	(1,244)	Female (652)	Male (588)	9 th (314)	10 th (334)	11 th (325)	12 th (265)
ALCOHOL USE*							
Lifetime alcohol use	51.0	53.3	48.2	28.7	48.3	58.9	71.4
Had first drink of alcohol before age 13 years	7.8	6.9	8.9	9.8	8.0	6.4	7.1
Current alcohol use (past 30 days)	35.5	37.0	33.5	14.1	32.6	42.8	55.4
Current alcohol use on school property (past 30 days)	1.9	1.3	2.7	0.7	2.4	1.6	3.2
Binge drinking (past 30 days) [†]	23.9	23.0	24.9	7.5	18.0	30.8	43.0
Was “drunk” from consuming alcohol (past 30 days)	25.4	25.8	24.9	8.9	20.4	31.1	45.2
Drank alcohol by yourself (past 30 days)	5.0	4.3	5.9	1.3	6.7	2.2	10.8
Drinking interfered with responsibilities (past 12 months)	4.4	4.1	4.7	0.3	5.2	5.8	6.5
Used marijuana and alcohol during the same time period (past 30 days) [‡]	9.5	7.8	11.6	1.3	7.1	9.9	22.4
Perceived risk of having five or more drinks of alcohol once or twice a week (moderate/great risk)	71.1	74.9	66.5	78.7	74.2	69.2	59.8
Ever lived with someone who was having a problem with alcohol/drug use	11.7	14.6	8.5	7.6	14.2	13.7	11.0
DRINKING AND DRIVING (past 30 days)							
Rode in a car driven by someone who had been drinking	12.0	12.6	11.4	11.0	9.9	11.8	16.1
Rode in a car driven by a high school student who had been drinking	4.6	3.9	5.4	0.3	2.7	6.3	10.2
Drove a car when you had been drinking [§]	4.8	3.1	6.7	–	–	5.1	4.5

* Does not include drinking a few sips of wine for religious purposes

† Consumed 4+ drinks in a row for females, or 5+ drinks in a row for males

‡ Within a couple of hours

§ Among 11th and 12th grade drivers only

Table 2-4B. Alcohol Use, 2006-2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 <i>(1,097)</i>	2008 <i>(1,108)</i>	2010 <i>(1,182)</i>	2012 <i>(1,268)</i>	2014 <i>(1,276)</i>	2016 <i>(1,413)</i>	2018 <i>(1,351)</i>	2021 <i>(1,244)</i>
ALCOHOL USE*								
Lifetime alcohol use	64.1	62.8	61.6	62.6	54.6	61.7	57.6	51.0
Had first drink of alcohol before age 13 years	11.1	10.7	10.8	11.7	7.7	9.3	8.7	7.8
Current alcohol use (past 30 days)	40.9	39.4	39.5	41.8	34.9	43.3	36.9	35.5
Current alcohol use on school property (past 30 days)	2.7	1.8	2.6	2.0	1.3	2.2	0.9	1.9
Binge drinking (past 30 days) [†]	25.7	21.9	23.5	24.1	18.3	25.9	23.2	23.9
Was “drunk” from consuming alcohol (past 30 days)	–	26.5	26.4	28.3	23.8	30.5	24.5	25.4
Drank alcohol by yourself (past 30 days)	–	–	5.2	4.8	4.3	7.0	5.2	5.0
Drinking interfered with responsibilities (past 12 months)	6.3	4.9	4.9	3.8	2.4	3.9	4.4	4.4
Used marijuana and alcohol during the same time period (past 30 days) [‡]	–	–	–	13.2	10.0	12.9	12.5	9.5
Perceived risk of having five or more drinks of alcohol once or twice a week (moderate/great risk)	–	–	–	–	–	–	–	71.1
Ever lived with someone who was having a problem with alcohol/drug use	–	–	–	–	–	–	–	11.7
DRINKING AND DRIVING (past 30 days)								
Rode in a car driven by someone who had been drinking	23.6	22.1	21.5	18.7	16.5	14.5	13.4	12.0
Rode in a car driven by a high school student who had been drinking	–	–	–	9.8	8.4	7.0	4.7	4.6
Drove a car when you had been drinking [§]	21.5	13.9	10.9	7.2	7.2	5.6	3.8	4.8

* Does not include drinking a few sips of wine for religious purposes

† Consumed 4+ drinks in a row for females, or 5+ drinks in a row for males

‡ Within a couple of hours

§ Among 11th and 12th grade drivers only

Table 2-4C. Alcohol Use at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> <i>(1,244)</i>	<u>MetroWest Region</u> <i>(22,903)</i>
ALCOHOL USE*		
Lifetime alcohol use	51.0	44.5
Had first drink of alcohol before age 13 years	7.8	7.3
Current alcohol use (past 30 days)	35.5	24.9
Current alcohol use on school property (past 30 days)	1.9	1.7
Binge drinking (past 30 days) [†]	23.9	14.5
Was “drunk” from consuming alcohol (past 30 days)	25.4	16.4
Drank alcohol by yourself (past 30 days)	5.0	5.5
Drinking interfered with responsibilities (past 12 months)	4.4	3.1
Used marijuana and alcohol during the same time period (past 30 days) [‡]	9.5	6.9
Perceived risk of having five or more drinks of alcohol once or twice a week (moderate/great risk)	71.1	77.6
Ever lived with someone who was having a problem with alcohol/drug use	11.7	16.5
DRINKING AND DRIVING (past 30 days)		
Rode in a car driven by someone who had been drinking	12.0	12.2
Rode in a car driven by a high school student who had been drinking	4.6	4.0
Drove a car when you had been drinking [§]	4.8	4.2

* Does not include drinking a few sips of wine for religious purposes

† Consumed 4+ drinks in a row for females, or 5+ drinks in a row for males

‡ Within a couple of hours

§ Among 11th and 12th grade drivers only

Table 2-5A. Marijuana Use by Sex and Grade, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
	(1,244)	Female (652)	Male (588)	9 th (314)	10 th (334)	11 th (325)	12 th (265)
MARIJUANA USE*							
Lifetime marijuana use	20.8	20.7	21.0	5.2	15.5	23.5	43.4
Tried marijuana before age 13 years	0.8	0.6	1.1	0.7	0.6	0.3	2.0
Current marijuana use (past 30 days)	13.4	12.6	14.4	2.6	11.4	15.6	26.8
Current marijuana use on school property (past 30 days)	2.4	1.6	3.2	0.3	2.5	2.2	4.9
Went to a party/hung out where marijuana was available (past 30 days)	21.4	22.8	19.9	6.0	18.3	25.1	39.8
Offered/sold/given marijuana on school property (past 12 months)	5.2	4.9	5.6	2.7	5.6	6.4	6.5
Used marijuana and alcohol during the same time period (past 30 days) [†]	9.5	7.8	11.6	1.3	7.1	9.9	22.4
Think it would be "fairly easy" or "very easy" to obtain marijuana	46.6	48.8	43.9	20.1	48.1	54.2	66.1
Know one or more adults who use marijuana	43.2	46.4	39.5	31.4	36.3	50.3	57.3
Ever lived with someone who was having a problem with alcohol/drug use	11.7	14.6	8.5	7.6	14.2	13.7	11.0
TYPES OF MARIJUANA USE							
Smoked marijuana (like in a joint or blunt) (lifetime)	15.7	14.8	16.8	1.7	10.5	18.1	36.8
Vaped marijuana (used marijuana in an electronic vaping device) (lifetime)	16.3	16.3	16.4	3.6	12.0	18.7	34.4
Ate or drank products made with marijuana (lifetime) [‡]	14.1	14.2	14.1	3.0	10.2	13.0	34.4
Used a marijuana concentrate or other high potency product (such as hash oil, dabs, wax, or shatter) (lifetime)	6.6	6.0	7.4	0.7	5.3	5.4	17.4
Smoked marijuana (like in a joint or blunt) (past 30 days)	7.5	6.2	9.0	1.0	6.5	8.6	15.4
Vaped marijuana (used marijuana in an electronic vaping device) (past 30 days)	9.4	8.9	9.9	1.7	8.4	11.5	17.5
Ate or drank products made with marijuana (past 30 days) [‡]	5.3	4.5	6.3	1.0	4.4	4.8	12.7
Used a marijuana concentrate or other high potency product (such as hash oil, dabs, wax, or shatter) (past 30 days)	2.6	2.7	2.5	0.0	1.9	3.2	6.1
MARIJUANA USE AND DRIVING							
Rode in a car driven by a high school student who had been using marijuana (past 30 days)	9.3	7.5	11.4	0.3	5.1	9.1	25.5
Drove a car when you had been using marijuana (past 30 days) [§]	7.4	4.1	11.0	–	–	3.6	11.7
Think riding in a car driven by a high school student who had been using marijuana is "very dangerous"	65.6	68.0	62.7	77.1	65.2	64.3	53.7

* Does not include CBD-only or hemp products

† Within a couple of hours

‡ Includes edibles, such as candy, baked goods, snacks, or drinks that contain marijuana

§ Among 11th and 12th grade drivers only

Table 2-5B. Marijuana Use, 2006-2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 (1,097)	2008 (1,108)	2010 (1,182)	2012 (1,268)	2014 (1,276)	2016 (1,413)	2018 (1,351)	2021 (1,244)
MARIJUANA USE*								
Lifetime marijuana use	28.0	26.4	28.9	31.0	23.6	27.7	30.2	20.8
Tried marijuana before age 13 years	2.7	2.4	2.0	3.6	2.1	1.3	0.8	0.8
Current marijuana use (past 30 days)	17.3	16.2	17.6	19.8	12.8	18.0	19.5	13.4
Current marijuana use on school property (past 30 days)	3.8	2.8	4.1	5.8	1.7	2.4	5.2	2.4
Went to a party/hung out where marijuana was available (past 30 days)	–	–	31.2	34.1	27.7	32.6	31.9	21.4
Offered/sold/given marijuana on school property (past 12 months)	–	–	–	20.5	11.4	9.3	14.1	5.2
Used marijuana and alcohol during the same time period (past 30 days) [†]	–	–	–	13.2	10.0	12.9	12.5	9.5
Think it would be "fairly easy" or "very easy" to obtain marijuana	–	–	–	–	–	63.9	63.6	46.6
Know one or more adults who use marijuana	–	–	–	–	–	–	–	43.2
Ever lived with someone who was having a problem with alcohol/drug use	–	–	–	–	–	–	–	11.7
TYPES OF MARIJUANA USE								
Smoked marijuana (like in a joint or blunt) (lifetime)	–	–	–	–	–	–	25.6	15.7
Vaped marijuana (used marijuana in an electronic vaping device) (lifetime)	–	–	–	–	–	–	24.1	16.3
Ate or drank products made with marijuana (lifetime) [‡]	–	–	–	–	–	–	14.3	14.1
Used a marijuana concentrate or other high potency product (such as hash oil, dabs, wax, or shatter) (lifetime)	–	–	–	–	–	–	12.7	6.6
Smoked marijuana (like in a joint or blunt) (past 30 days)	–	–	–	–	–	–	–	7.5
Vaped marijuana (used marijuana in an electronic vaping device) (past 30 days)	–	–	–	–	–	–	–	9.4
Ate or drank products made with marijuana (past 30 days) [‡]	–	–	–	–	–	–	–	5.3
Used a marijuana concentrate or other high potency product (such as hash oil, dabs, wax, or shatter) (past 30 days)	–	–	–	–	–	–	–	2.6
MARIJUANA USE AND DRIVING								
Rode in a car driven by a high school student who had been using marijuana (past 30 days)	–	–	–	15.5	9.3	14.3	12.9	9.3
Drove a car when you had been using marijuana (past 30 days) [§]	–	–	–	10.0	8.4	10.6	11.9	7.4
Think riding in a car driven by a high school student who had been using marijuana is "very dangerous"	–	–	–	51.9	61.4	62.2	60.8	65.6

* Does not include CBD-only or hemp products

† Within a couple of hours

‡ Includes edibles, such as candy, baked goods, snacks, or drinks that contain marijuana

§ Among 11th and 12th grade drivers only

Table 2-5C. Marijuana Use at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> <i>(1,244)</i>	<u>MetroWest Region</u> <i>(22,903)</i>
MARIJUANA USE*		
Lifetime marijuana use	20.8	20.6
Tried marijuana before age 13 years	0.8	1.7
Current marijuana use (past 30 days)	13.4	12.3
Current marijuana use on school property (past 30 days)	2.4	3.3
Went to a party/hung out where marijuana was available (past 30 days)	21.4	19.4
Offered/sold/given marijuana on school property (past 12 months)	5.2	7.2
Used marijuana and alcohol during the same time period (past 30 days) [†]	9.5	6.9
Think it would be "fairly easy" or "very easy" to obtain marijuana	46.6	47.6
Know one or more adults who use marijuana	43.2	46.5
Ever lived with someone who was having a problem with alcohol/drug use	11.7	16.5
TYPES OF MARIJUANA USE		
Smoked marijuana (like in a joint or blunt) (lifetime)	15.7	15.7
Vaped marijuana (used marijuana in an electronic vaping device) (lifetime)	16.3	15.6
Ate or drank products made with marijuana (lifetime) [‡]	14.1	13.6
Used a marijuana concentrate or other high potency product (such as hash oil, dabs, wax, or shatter) (lifetime)	6.6	6.5
Smoked marijuana (like in a joint or blunt) (past 30 days)	7.5	8.4
Vaped marijuana (used marijuana in an electronic vaping device) (past 30 days)	9.4	8.5
Ate or drank products made with marijuana (past 30 days) [‡]	5.3	5.3
Used a marijuana concentrate or other high potency product (such as hash oil, dabs, wax, or shatter) (past 30 days)	2.6	3.0
MARIJUANA USE AND DRIVING		
Rode in a car driven by a high school student who had been using marijuana (past 30 days)	0	0
Drove a car when you had been using marijuana (past 30 days) [§]	9.3	7.6
Think riding in a car driven by a high school student who had been using marijuana is "very dangerous"	7.4	8.1
	65.6	65.2

* Does not include CBD-only or hemp products

† Within a couple of hours

‡ Includes edibles, such as candy, baked goods, snacks, or drinks that contain marijuana

§ Among 11th and 12th grade drivers only

Table 2-6A. Consequences of Marijuana Use by Sex and Grade, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
	(1,244)	Female (652)	Male (588)	9 th (314)	10 th (334)	11 th (325)	12 th (265)
PERCEIVED CONSEQUENCES OF MARIJUANA USE							
Perceived risk of using marijuana once or twice a week (moderate/great risk)	50.8	53.7	47.5	68.6	55.3	42.4	34.4
Perceived risk for people your age using marijuana every day or almost every day (moderate/great risk)	79.0	82.8	74.6	86.4	84.0	73.9	70.2
Harm to brain development (likely/very likely)*	71.5	75.1	67.6	78.7	72.7	69.5	63.9
Harm to other parts of the body, like the lungs or heart (likely/very likely)*	77.6	82.2	72.2	84.4	79.0	75.6	70.1
Will do worse in school than students who don't use marijuana (likely/very likely)*	65.4	68.4	62.0	75.7	67.5	61.4	55.3
Will have more mental health problems than students who don't use marijuana (likely/very likely)*	61.9	64.5	58.8	76.4	64.1	55.9	48.8
Will become addicted to marijuana (likely/very likely)*	67.9	74.0	61.0	80.7	71.7	62.1	54.9
CONSEQUENCES OF MARIJUANA USE (often/very often, past 6 months)							
Used marijuana before noon	1.0	1.1	0.9	0.3	1.3	1.0	1.6
Used marijuana when you were alone	2.3	1.9	2.7	0.3	2.2	1.9	5.3
Had memory problems when you used marijuana	1.8	1.6	2.0	0.0	2.5	1.0	4.1
Had friends or family members tell you to stop or reduce using marijuana	1.0	0.6	1.5	0.0	1.6	0.6	2.0
Tried to reduce or stop your marijuana use without succeeding	0.7	0.6	0.7	0.0	1.3	0.6	0.8
Had arguments, fights, or problems at school or work because of marijuana use	0.8	0.6	0.9	0.0	1.3	1.0	0.8

* Perceived likelihood of consequence for people your age who use marijuana several times a week

Table 2-6B. Consequences of Marijuana Use, 2006-2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							2021 (1,244)
	2006 (1,097)	2008 (1,108)	2010 (1,182)	2012 (1,268)	2014 (1,276)	2016 (1,413)	2018 (1,351)	
PERCEIVED CONSEQUENCES OF MARIJUANA USE								
Perceived risk of using marijuana once or twice a week (moderate/great risk)	-	-	-	-	-	-	57.9	50.8
Perceived risk for people your age using marijuana every day or almost every day (moderate/great risk)	-	-	-	-	-	-	-	79.0
Harm to brain development (likely/very likely)*	-	-	-	-	-	-	-	71.5
Harm to other parts of the body, like the lungs or heart (likely/very likely)*	-	-	-	-	-	-	-	77.6
Will do worse in school than students who don't use marijuana (likely/very likely)*	-	-	-	-	-	-	-	65.4
Will have more mental health problems than students who don't use marijuana (likely/very likely)*	-	-	-	-	-	-	-	61.9
Will become addicted to marijuana (likely/very likely)*	-	-	-	-	-	-	-	67.9
CONSEQUENCES OF MARIJUANA USE (often/very often, past 6 months)								
Used marijuana before noon	-	-	-	-	-	-	-	1.0
Used marijuana when you were alone	-	-	-	-	-	-	-	2.3
Had memory problems when you used marijuana	-	-	-	-	-	-	-	1.8
Had friends or family members tell you to stop or reduce using marijuana	-	-	-	-	-	-	-	1.0
Tried to reduce or stop your marijuana use without succeeding	-	-	-	-	-	-	-	0.7
Had arguments, fights, or problems at school or work because of marijuana use	-	-	-	-	-	-	-	0.8

* Perceived likelihood of consequence for people your age who use marijuana several times a week

Table 2-6C. Consequences of Marijuana Use at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> <i>(1,244)</i>	<u>MetroWest Region</u> <i>(22,903)</i>
PERCEIVED CONSEQUENCES OF MARIJUANA USE		
Perceived risk of using marijuana once or twice a week (moderate/great risk)	50.8	50.7
Perceived risk for people your age using marijuana every day or almost every day (moderate/great risk)	79.0	77.9
Harm to brain development (likely/very likely)*	71.5	70.4
Harm to other parts of the body, like the lungs or heart (likely/very likely)*	77.6	74.2
Will do worse in school than students who don't use marijuana (likely/very likely)*	65.4	61.8
Will have more mental health problems than students who don't use marijuana (likely/very likely)*	61.9	59.4
Will become addicted to marijuana (likely/very likely)*	67.9	69.9
CONSEQUENCES OF MARIJUANA USE (often/very often, past 6 months)		
Used marijuana before noon	1.0	2.1
Used marijuana when you were alone	2.3	3.6
Had memory problems when you used marijuana	1.8	1.9
Had friends or family members tell you to stop or reduce using marijuana	1.0	1.4
Tried to reduce or stop your marijuana use without succeeding	0.7	1.1
Had arguments, fights, or problems at school or work because of marijuana use	0.8	1.0

* *Perceived likelihood of consequence for people your age who use marijuana several times a week*

Table 2-7A. Prescription Drug Misuse and Other Substance Use by Sex and Grade, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u> <i>(1,244)</i>	<u>Sex (%)</u>		<u>Grade (%)</u>			
		Female <i>(652)</i>	Male <i>(588)</i>	9 th <i>(314)</i>	10 th <i>(334)</i>	11 th <i>(325)</i>	12 th <i>(265)</i>
OVERALL MISUSE OF PRESCRIPTION DRUGS*							
Lifetime prescription drug misuse	4.2	4.1	4.4	1.0	4.7	1.3	11.5
Current prescription drug misuse (past 30 days)	3.7	3.5	4.1	1.3	5.3	2.3	6.6
MISUSE OF PRESCRIPTION PAIN MEDICINE[†] AND STIMULANTS							
Lifetime prescription pain medication misuse	3.7	4.0	3.3	3.3	4.1	2.6	5.0
Current prescription pain medicine misuse (past 30 days)	1.8	1.4	2.2	1.0	2.5	1.6	2.1
Prescribed prescription pain medicine by a healthcare provider (past 12 months) [†]	17.2	17.6	16.7	20.9	18.8	15.3	12.9
Offered/sold/given prescription pain medicine on school property (past 12 months) [†]	5.4	6.2	4.5	5.0	5.6	3.9	7.4
Lifetime stimulant misuse*	3.5	3.3	3.7	0.7	3.1	1.9	9.4
Lifetime tranquilizer or sedative misuse*	2.2	2.2	2.2	0.7	2.5	0.3	6.1
OTHER SUBSTANCE USE							
Lifetime methamphetamine use	1.0	0.3	1.7	0.3	0.6	0.3	2.9
Lifetime ecstasy use	1.7	1.0	2.6	0.7	1.6	0.7	4.5
Lifetime cocaine use [‡]	1.4	0.3	2.4	0.3	1.3	0.3	3.7
Lifetime heroin use	1.0	0.0	2.0	0.3	0.6	0.3	2.9

* Without a doctor's prescription or differently than how a doctor told you to use it; this includes using someone else's prescription or obtaining the medicine illegally

† Without a doctor's prescription or differently than how a doctor told you to use it; prescription pain medicine includes opioids like codeine, Vicodin, OxyContin, Hydrocodone, and Percocet

‡ Includes using powder, crack, or freebase

Table 2-7B. Prescription Drug Misuse and Other Substance Use, 2006-2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 <i>(1,097)</i>	2008 <i>(1,108)</i>	2010 <i>(1,182)</i>	2012 <i>(1,268)</i>	2014 <i>(1,276)</i>	2016 <i>(1,413)</i>	2018 <i>(1,351)</i>	2021 <i>(1,244)</i>
OVERALL MISUSE OF PRESCRIPTION DRUGS*								
Lifetime prescription drug misuse	12.4	8.0	6.6	7.8	4.3	7.0	4.2	4.2
Current prescription drug misuse (past 30 days)	–	3.6	3.0	4.7	2.6	3.6	2.8	3.7
MISUSE OF PRESCRIPTION PAIN MEDICINE[†] AND STIMULANTS								
Lifetime prescription pain medication misuse	–	–	–	–	–	–	–	3.7
Current prescription pain medicine misuse (past 30 days)	–	–	–	–	–	–	2.0	1.8
Prescribed prescription pain medicine by a healthcare provider (past 12 months) [†]	–	–	–	–	–	9.9	22.4	17.2
Offered/sold/given prescription pain medicine on school property (past 12 months) [†]	–	–	–	6.6	4.1	5.0	2.0	5.4
Lifetime stimulant misuse*	–	–	–	–	–	6.7	4.1	3.5
Lifetime tranquilizer or sedative misuse*	–	–	–	–	–	–	–	2.2
OTHER SUBSTANCE USE								
Lifetime methamphetamine use	3.2	2.2	1.9	2.8	1.7	1.3	0.5	1.0
Lifetime ecstasy use	2.7	3.3	2.6	5.5	3.0	2.2	0.7	1.7
Lifetime cocaine use [‡]	4.0	2.2	2.6	3.3	2.8	2.9	1.1	1.4
Lifetime heroin use	2.3	2.0	1.5	1.9	1.7	1.1	0.7	1.0

* Without a doctor's prescription or differently than how a doctor told you to use it; this includes using someone else's prescription or obtaining the medicine illegally

† Without a doctor's prescription or differently than how a doctor told you to use it; prescription pain medicine includes opioids like codeine, Vicodin, OxyContin, Hydrocodone, and Percocet

‡ Includes using powder, crack, or freebase

Table 2-7C. Prescription Drug Misuse and Other Substance Use at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> <i>(1,244)</i>	<u>MetroWest Region</u> <i>(22,903)</i>
OVERALL MISUSE OF PRESCRIPTION DRUGS*		
Lifetime prescription drug misuse	4.2	4.2
Current prescription drug misuse (past 30 days)	3.7	3.3
MISUSE OF PRESCRIPTION PAIN MEDICINE[†] AND STIMULANTS		
Lifetime prescription pain medication misuse	3.7	5.0
Current prescription pain medicine misuse (past 30 days)	1.8	2.6
Prescribed prescription pain medicine by a healthcare provider (past 12 months) [†]	17.2	18.4
Offered/sold/given prescription pain medicine on school property (past 12 months) [†]	5.4	4.6
Lifetime stimulant misuse*	3.5	2.9
Lifetime tranquilizer or sedative misuse*	2.2	2.2
OTHER SUBSTANCE USE		
	0	0
Lifetime methamphetamine use	1.0	0.8
Lifetime ecstasy use	1.7	1.2
Lifetime cocaine use [‡]	1.4	1.0
Lifetime heroin use	1.0	0.8

* Without a doctor's prescription or differently than how a doctor told you to use it; this includes using someone else's prescription or obtaining the medicine illegally

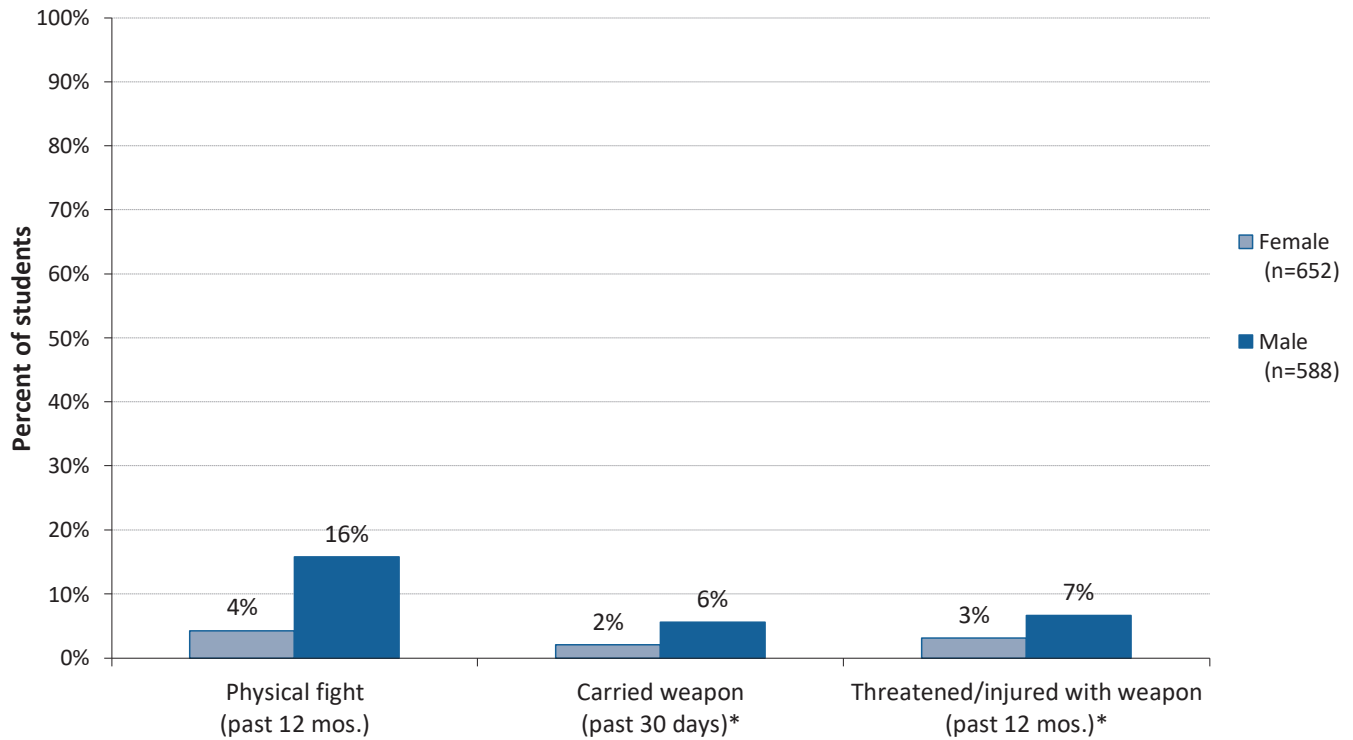
† Without a doctor's prescription or differently than how a doctor told you to use it; prescription pain medicine includes opioids like codeine, Vicodin, OxyContin, Hydrocodone, and Percocet

‡ Includes using powder, crack, or freebase

Section 3

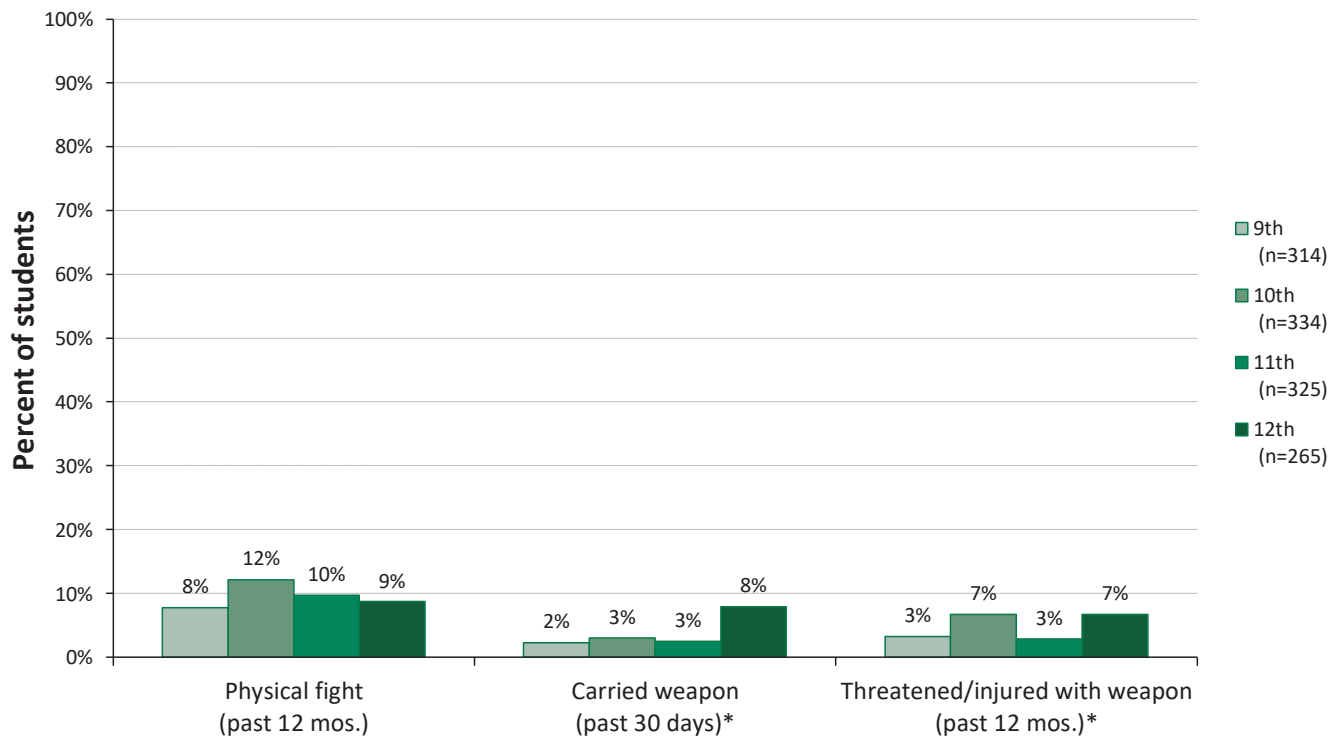
Violence and Bullying

Figure 3-1A. Fighting and Weapon Carrying by Sex, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



* For example, a gun, knife, or club

Figure 3-1B. Fighting and Weapon Carrying by Grade, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey

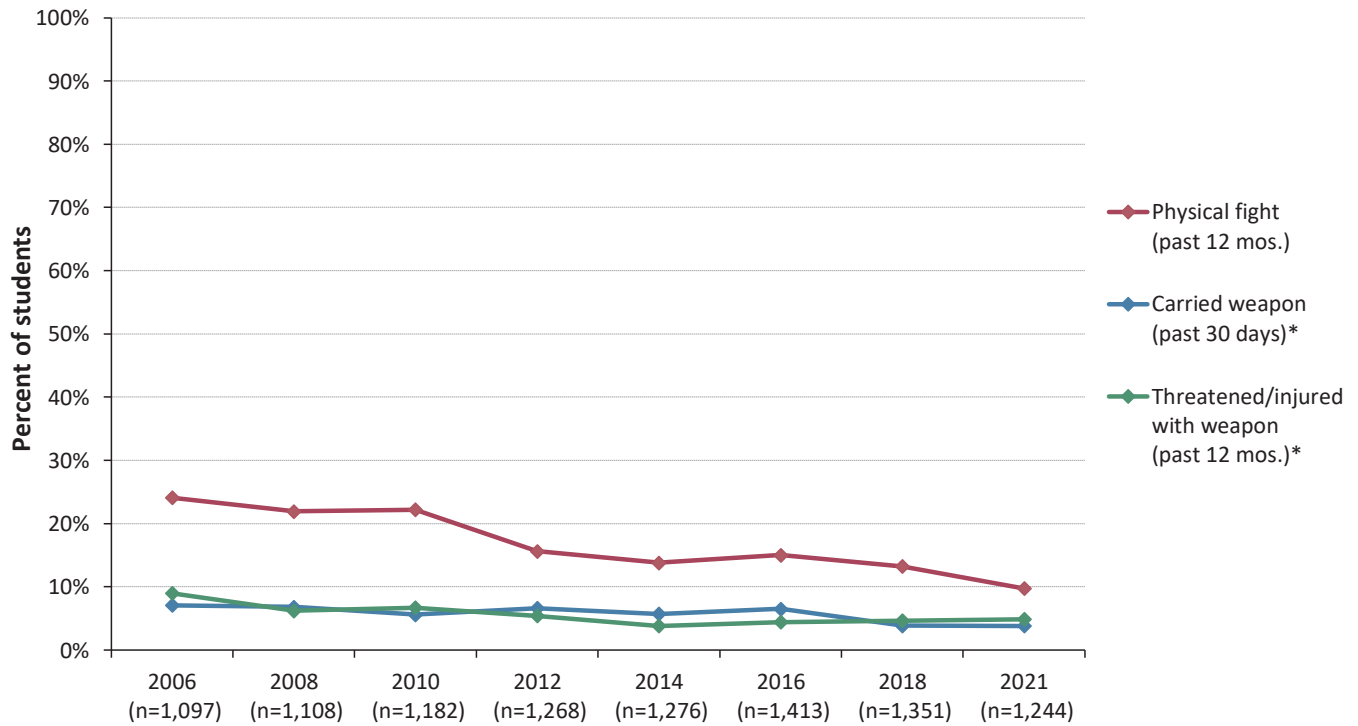


* For example, a gun, knife, or club

Figure 3-1C. Fighting and Weapon Carrying , 2006-2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

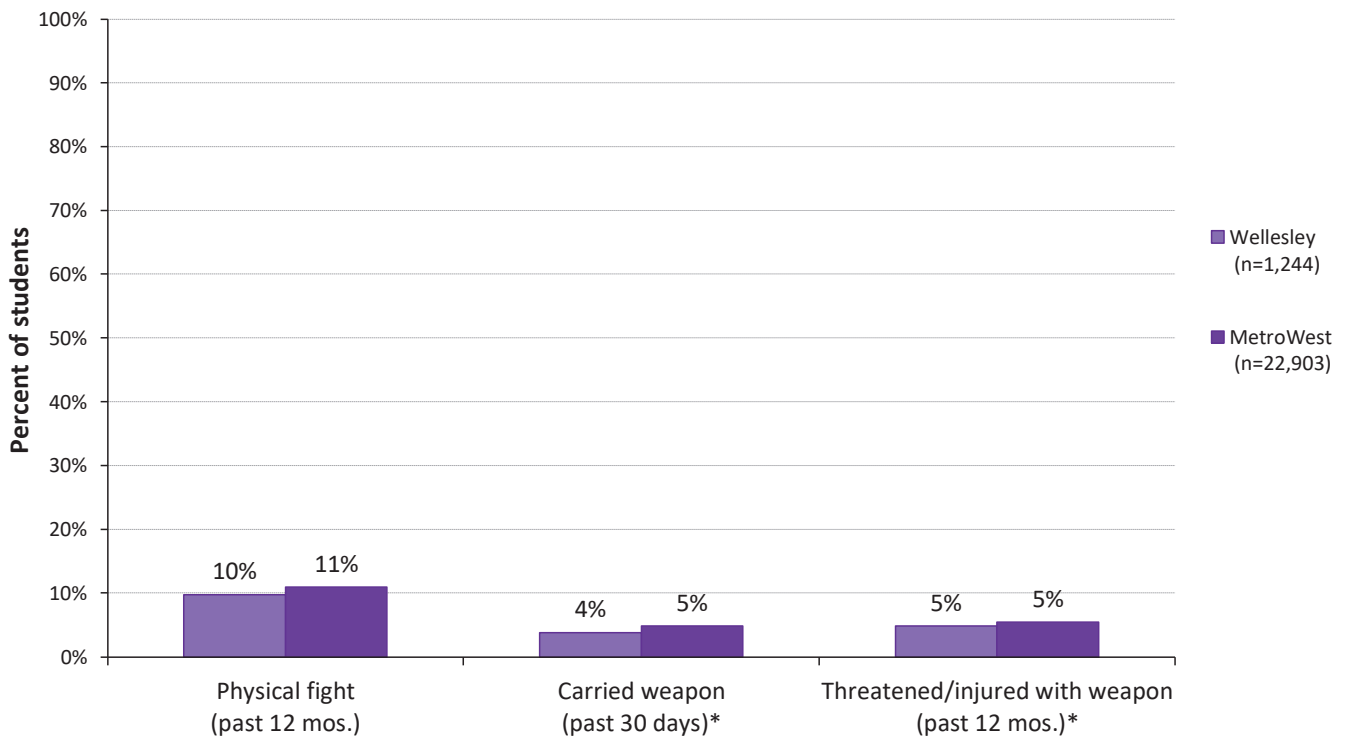


* For example, a gun, knife, or club

Figure 3-1D. Fighting and Weapon Carrying at the District and Regional Levels, 2021

Wellesley High School (Grades 9-12)

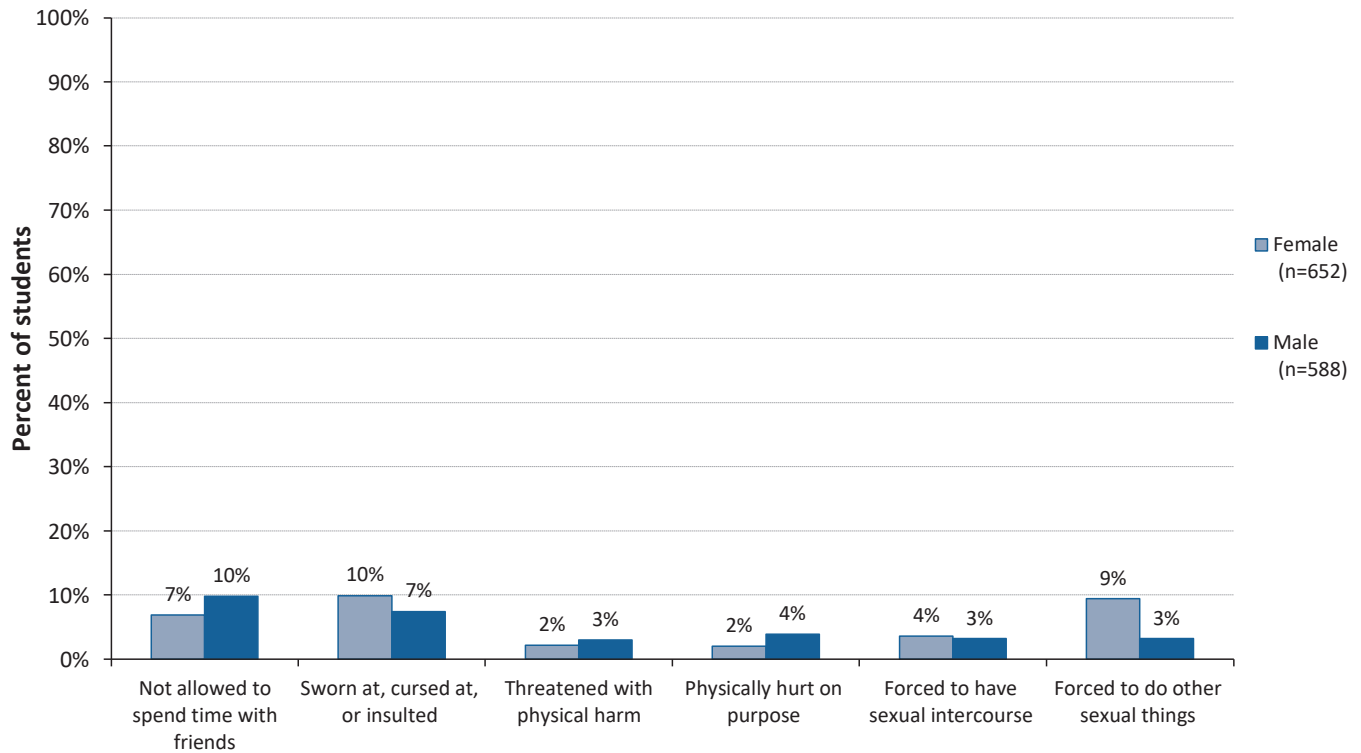
MetroWest Adolescent Health Survey



* For example, a gun, knife, or club

**Figure 3-2A. Lifetime Dating Violence* by Sex, 2021
Wellesley High School (Grades 9-12)**

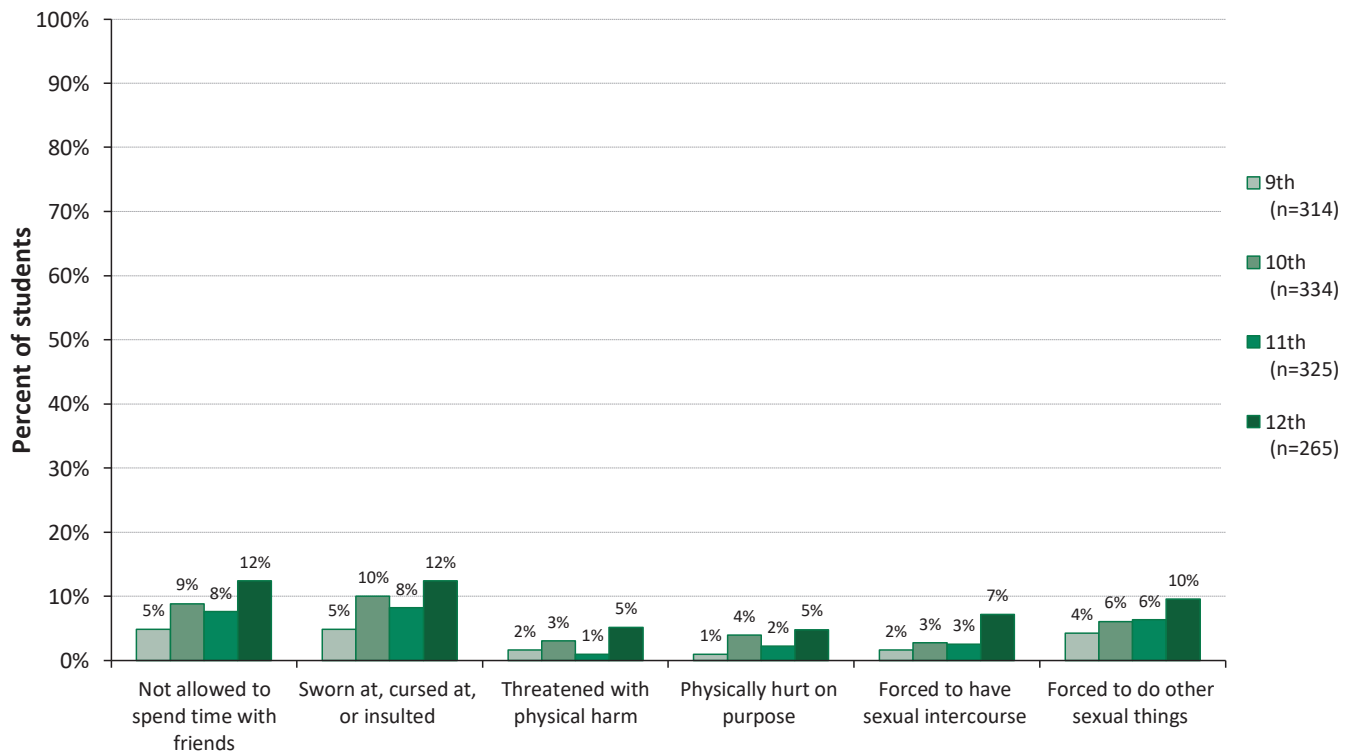
MetroWest Adolescent Health Survey



* By someone you were dating or going out with

**Figure 3-2B. Lifetime Dating Violence* by Grade, 2021
Wellesley High School (Grades 9-12)**

MetroWest Adolescent Health Survey

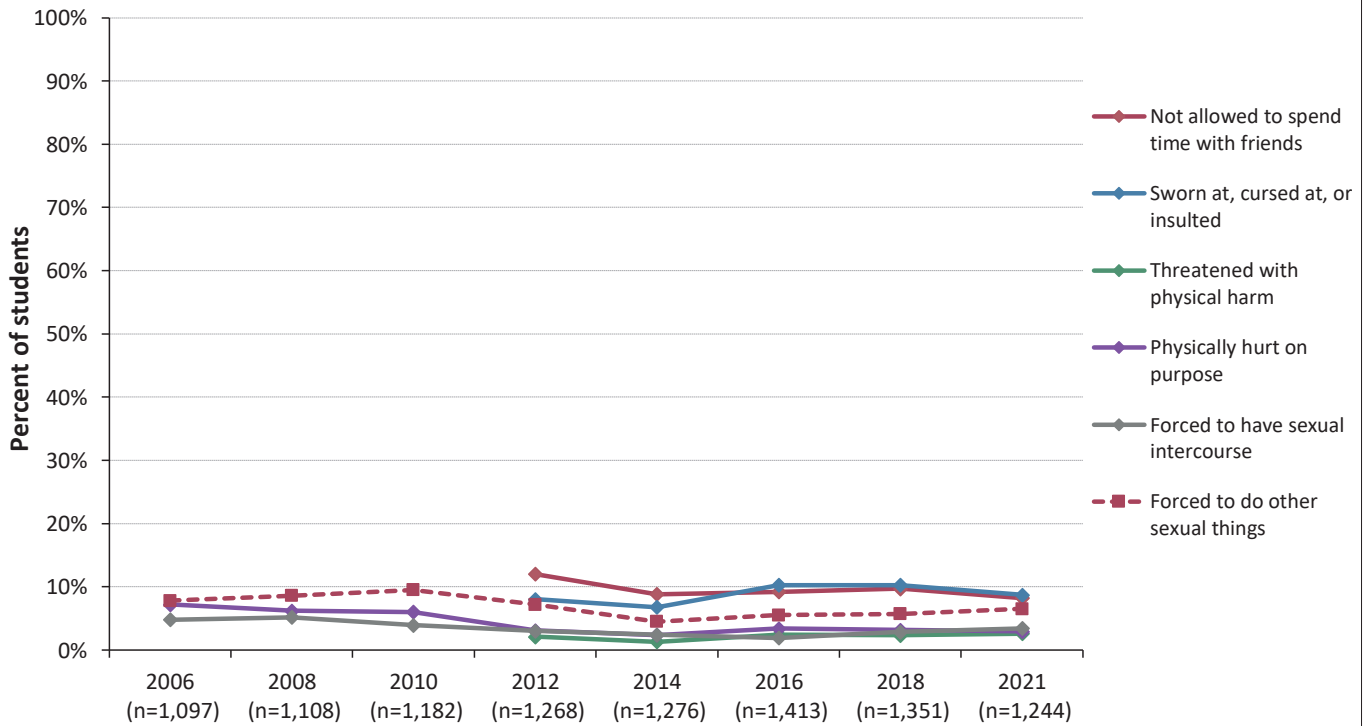


* By someone you were dating or going out with

Figure 3-2C. Lifetime Dating Violence*, 2006-2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

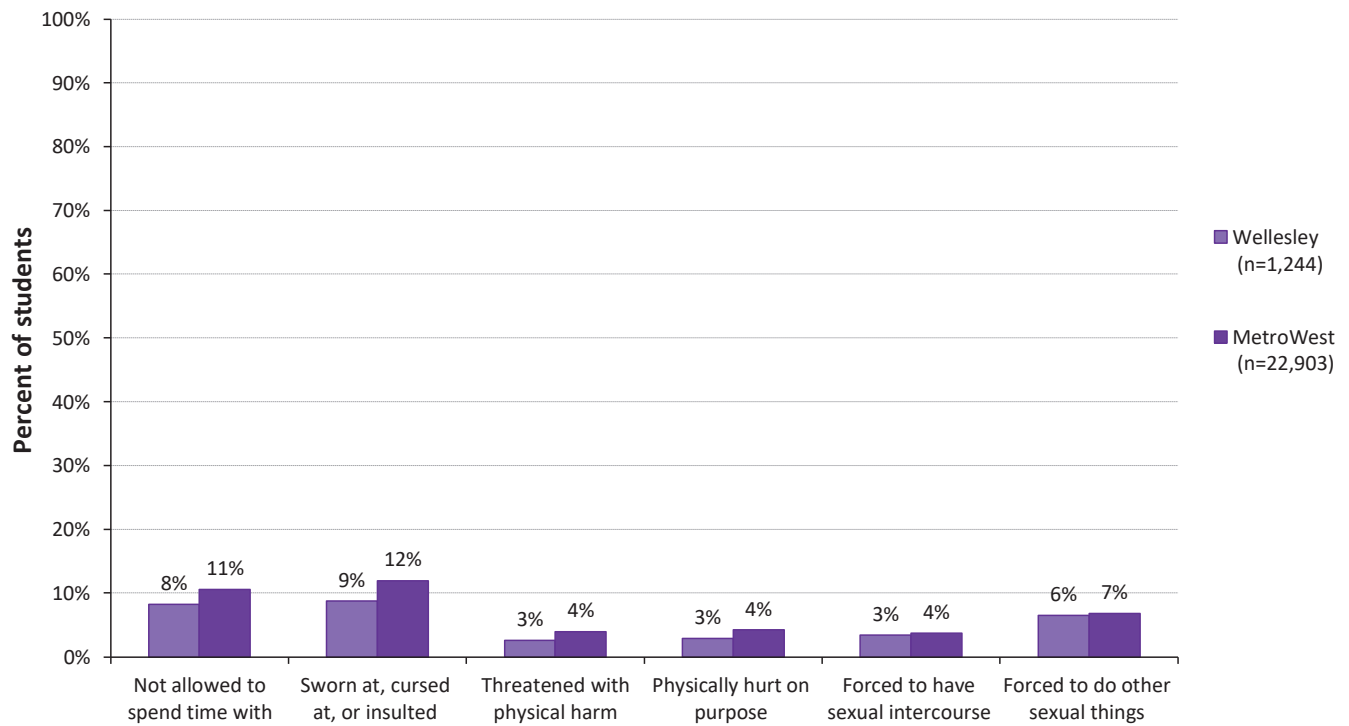


* By someone you were dating or going out with

Figure 3-2D. Lifetime Dating Violence* at the District and Regional Levels, 2021

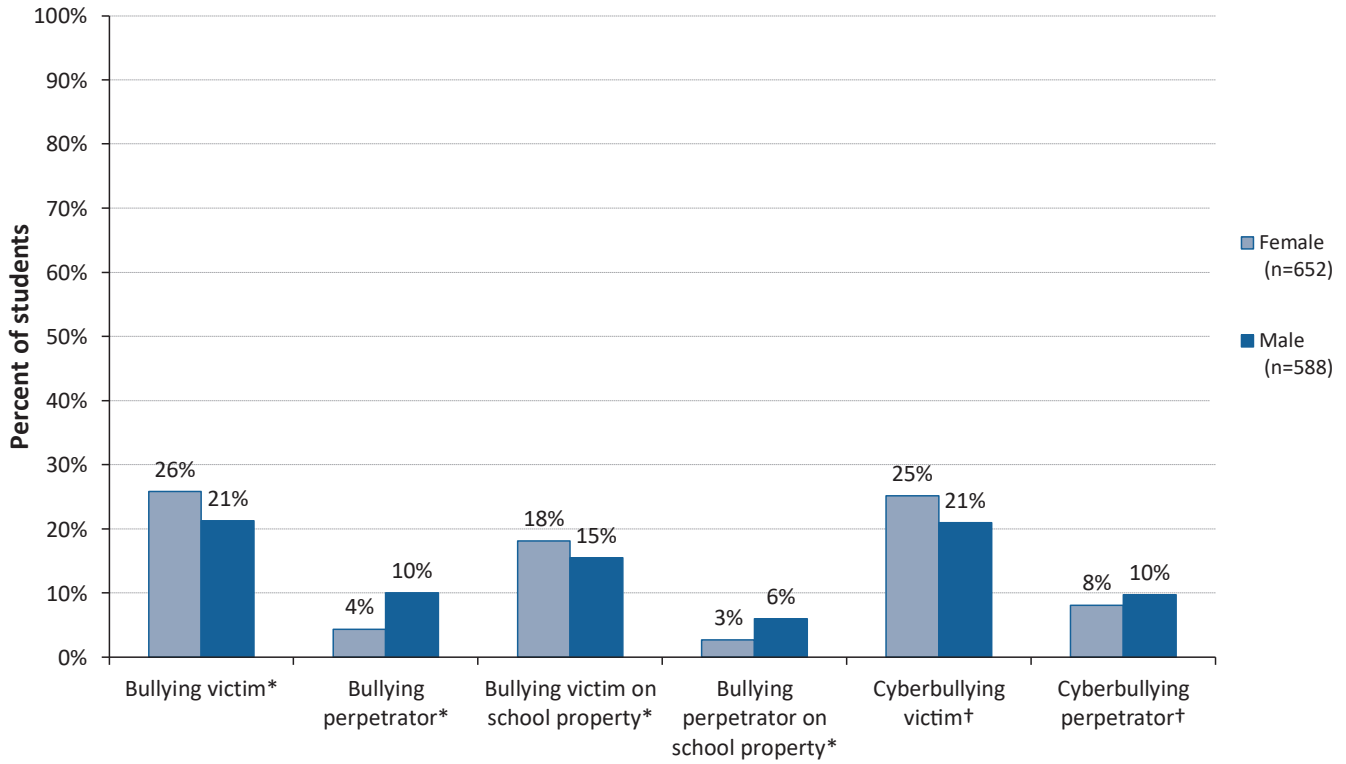
Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey



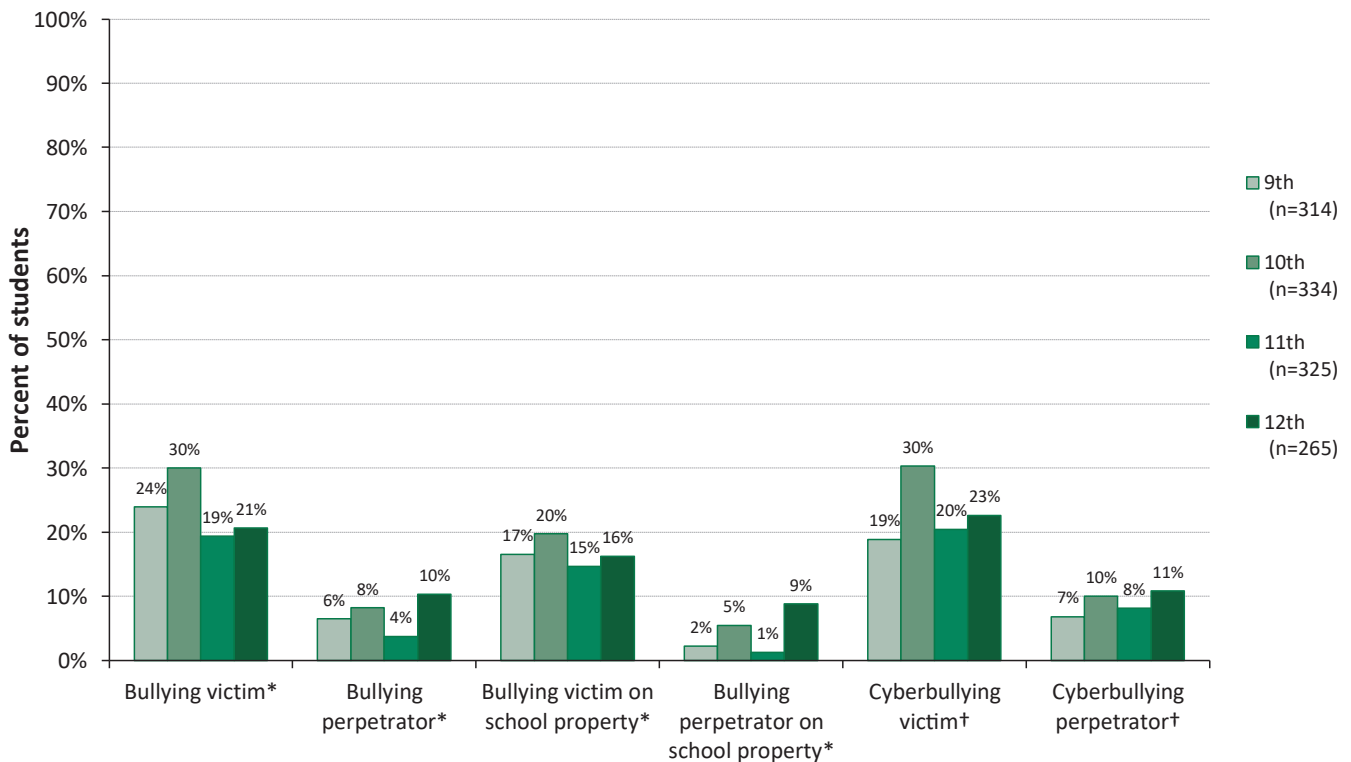
* By someone you were dating or going out with

Figure 3-3A. Bullying and Cyberbullying by Sex, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



* In the past 12 months; bullying defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again
 † In the past 12 months; cyberbullying defined as using the Internet, cell phones, or other electronic devices to bully, tease, threaten or spread rumors about someone

Figure 3-3B. Bullying and Cyberbullying by Grade, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey

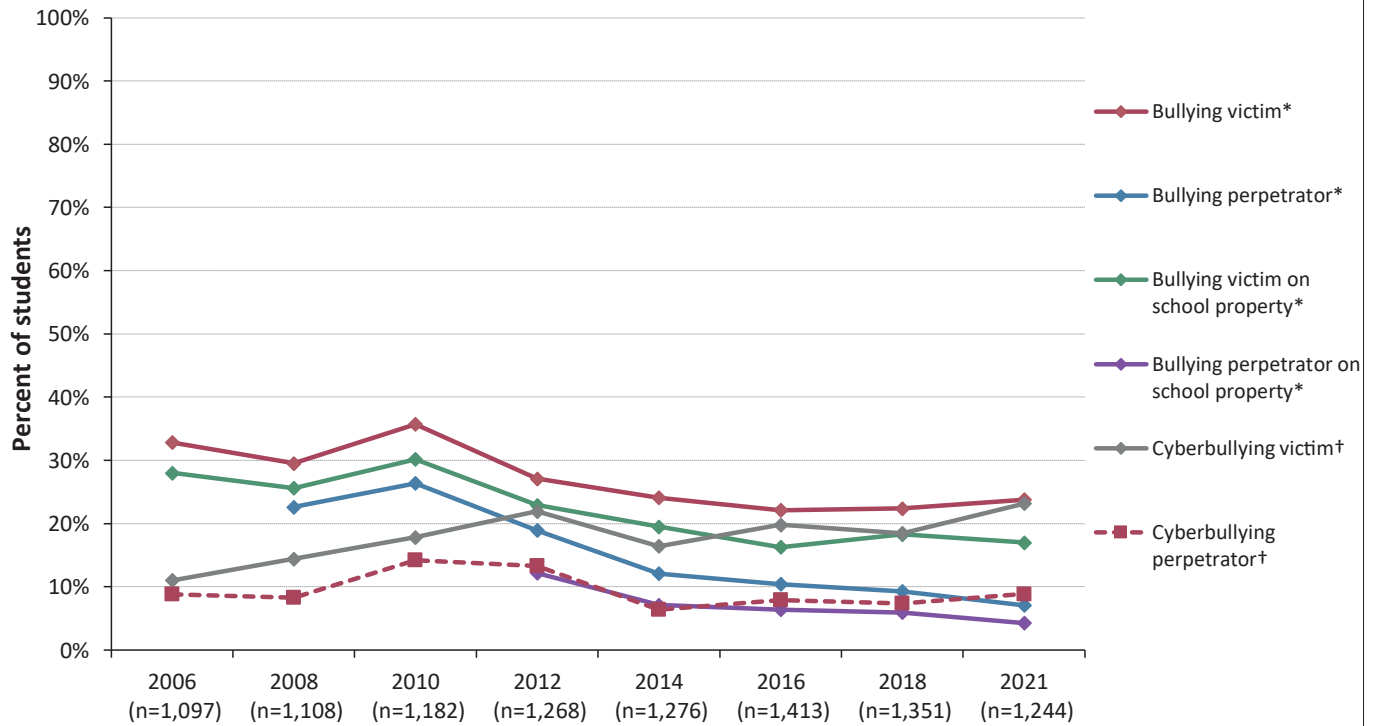


* In the past 12 months; bullying defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again
 † In the past 12 months; cyberbullying defined as using the Internet, cell phones, or other electronic devices to bully, tease, threaten or spread rumors about someone

Figure 3-3C. Bullying and Cyberbullying, 2006-2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey



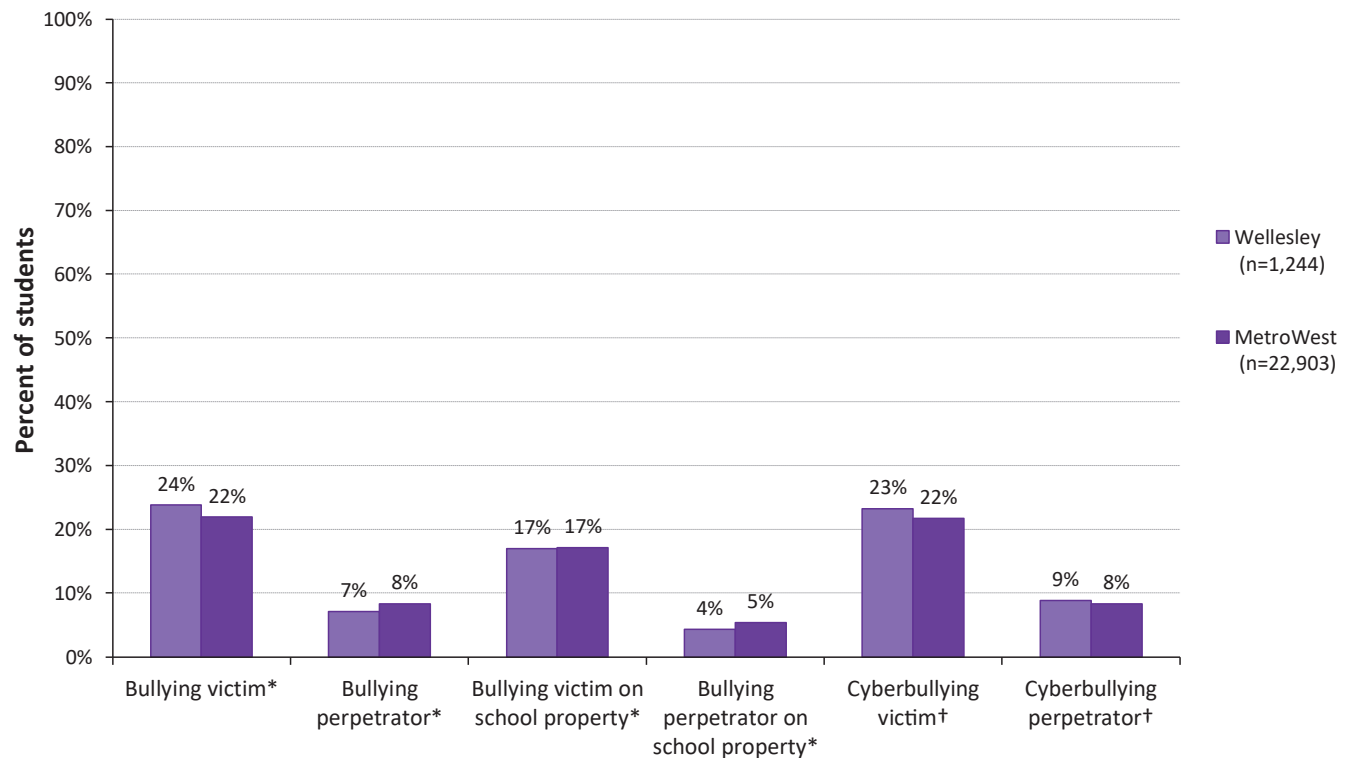
* In the past 12 months; bullying defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again

† In the past 12 months; cyberbullying defined as using the Internet, cell phones, or other electronic devices to bully, tease, threaten or spread rumors about someone

Figure 3-3D. Bullying and Cyberbullying at the District and Regional Levels, 2021

Wellesley High School (Grades 9-12)

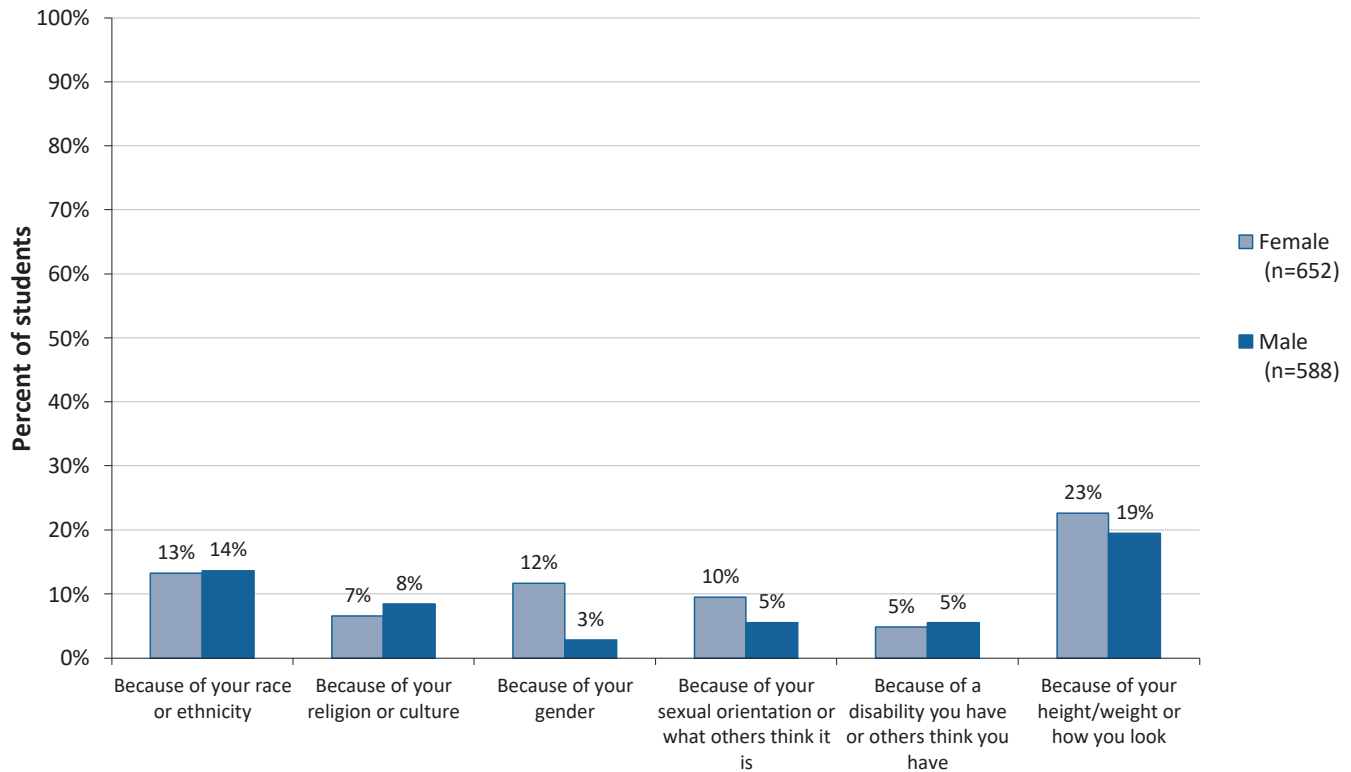
MetroWest Adolescent Health Survey



* In the past 12 months; bullying defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again

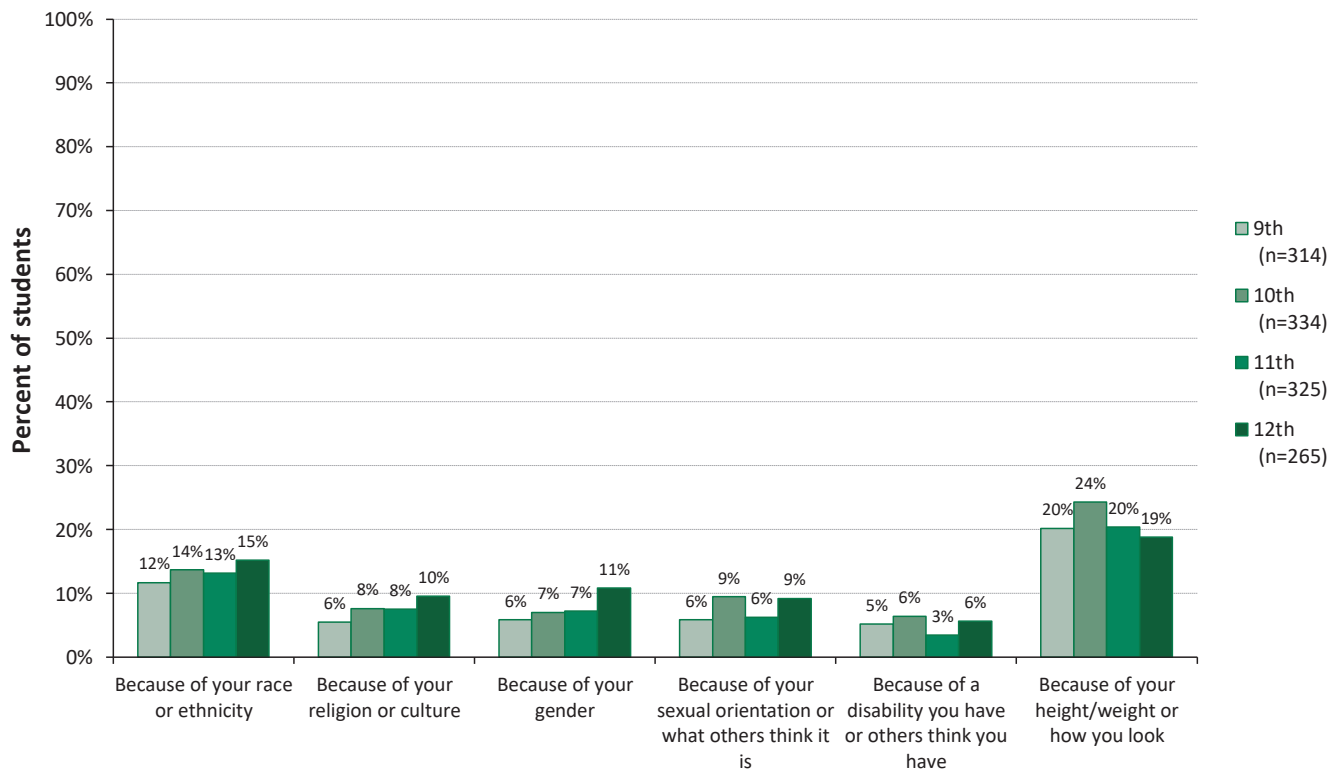
† In the past 12 months; cyberbullying defined as using the Internet, cell phones, or other electronic devices to bully, tease, threaten or spread rumors about someone

Figure 3-4A. Identity-Based Bullying at School* by Sex, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



*Defined as being bullied or called names, teased, made fun of, embarrassed, or threatened by other students on school property

Figure 3-4B. Identity-Based Bullying at School* by Grade, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey

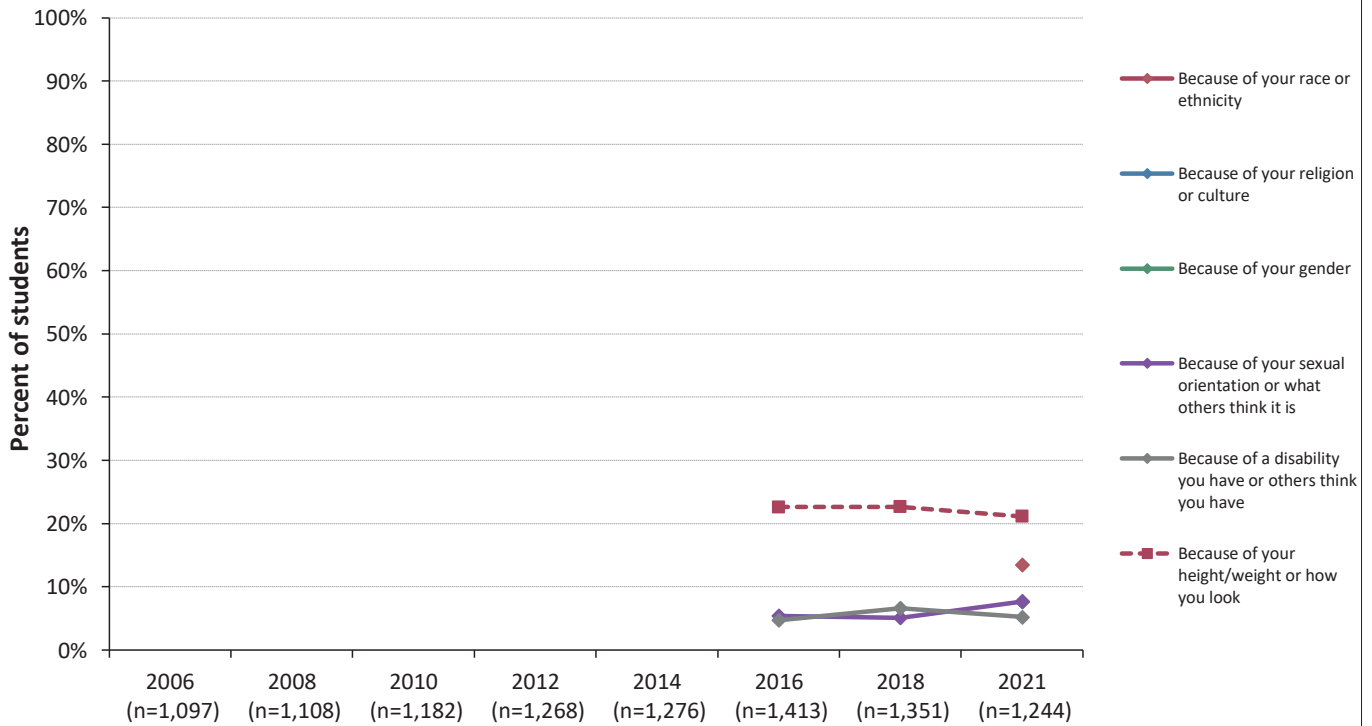


*Defined as being bullied or called names, teased, made fun of, embarrassed, or threatened by other students on school property

Figure 3-4C. Identity-Based Bullying at School*, 2006-2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

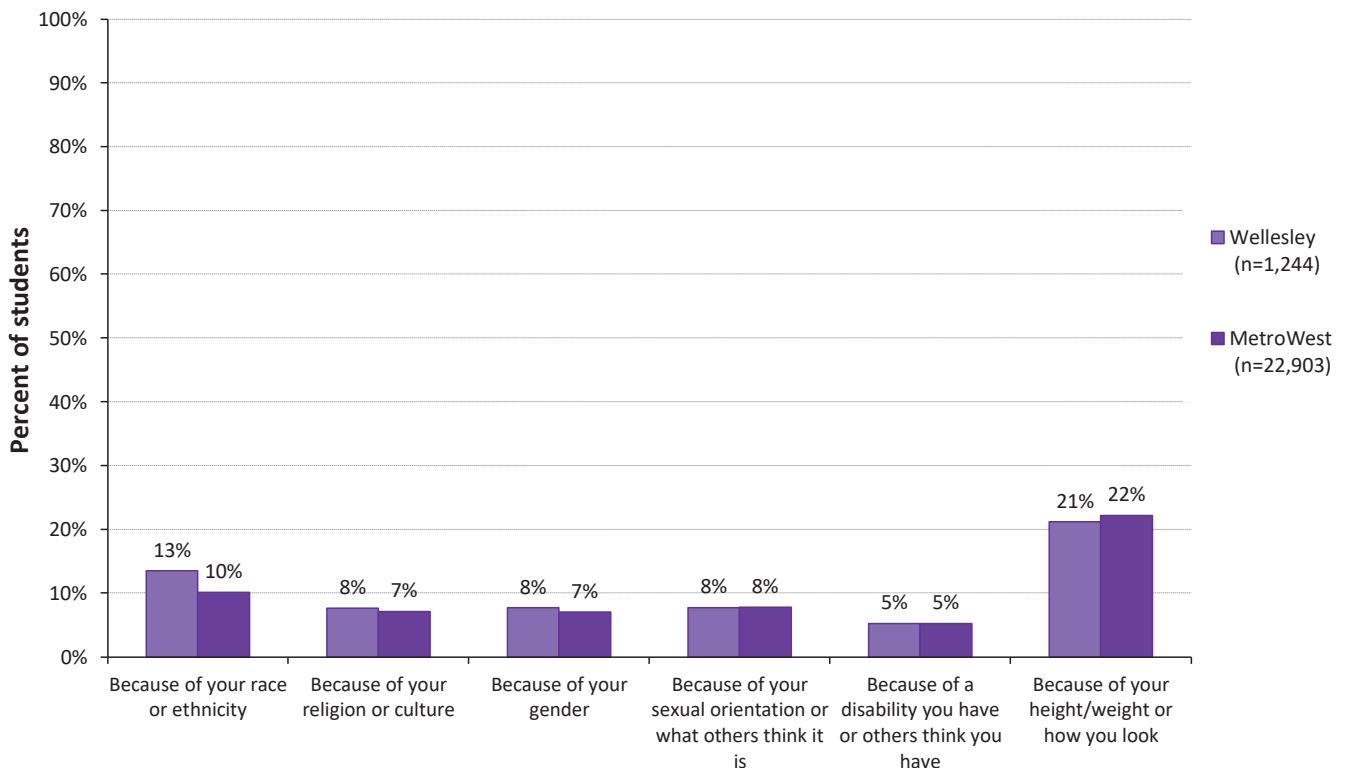


*Defined as being bullied or called names, teased, made fun of, embarrassed, or threatened by other students on school property

Figure 3-4D. Identity-Based Bullying at School* at the District and Regional Levels, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

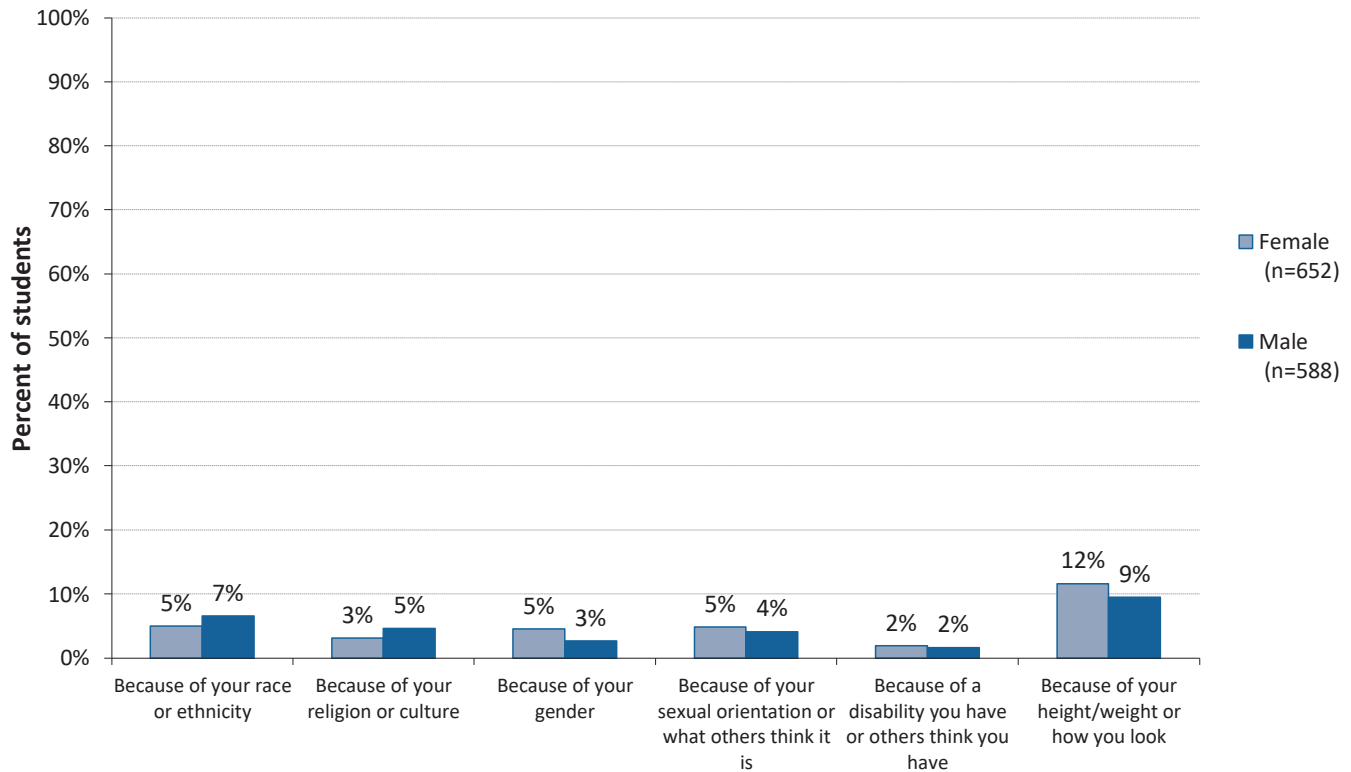


*Defined as being bullied or called names, teased, made fun of, embarrassed, or threatened by other students on school property

Figure 3-5A. Identity-Based Cyberbullying* by Sex, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

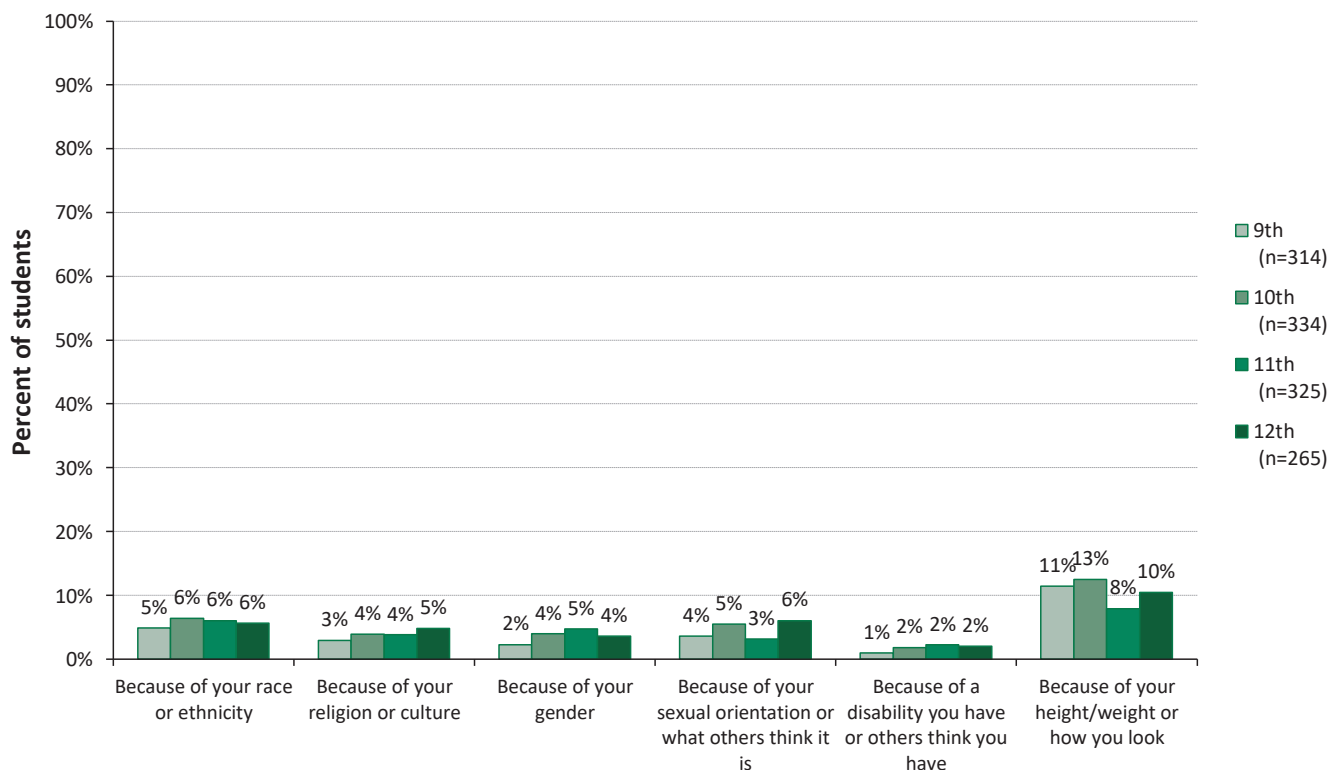


* Using the Internet, social media, cell phone, or other electronic devices to bully, tease, threaten, or spread rumors about someone

Figure 3-5B. Identity-Based Cyberbullying* by Grade, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

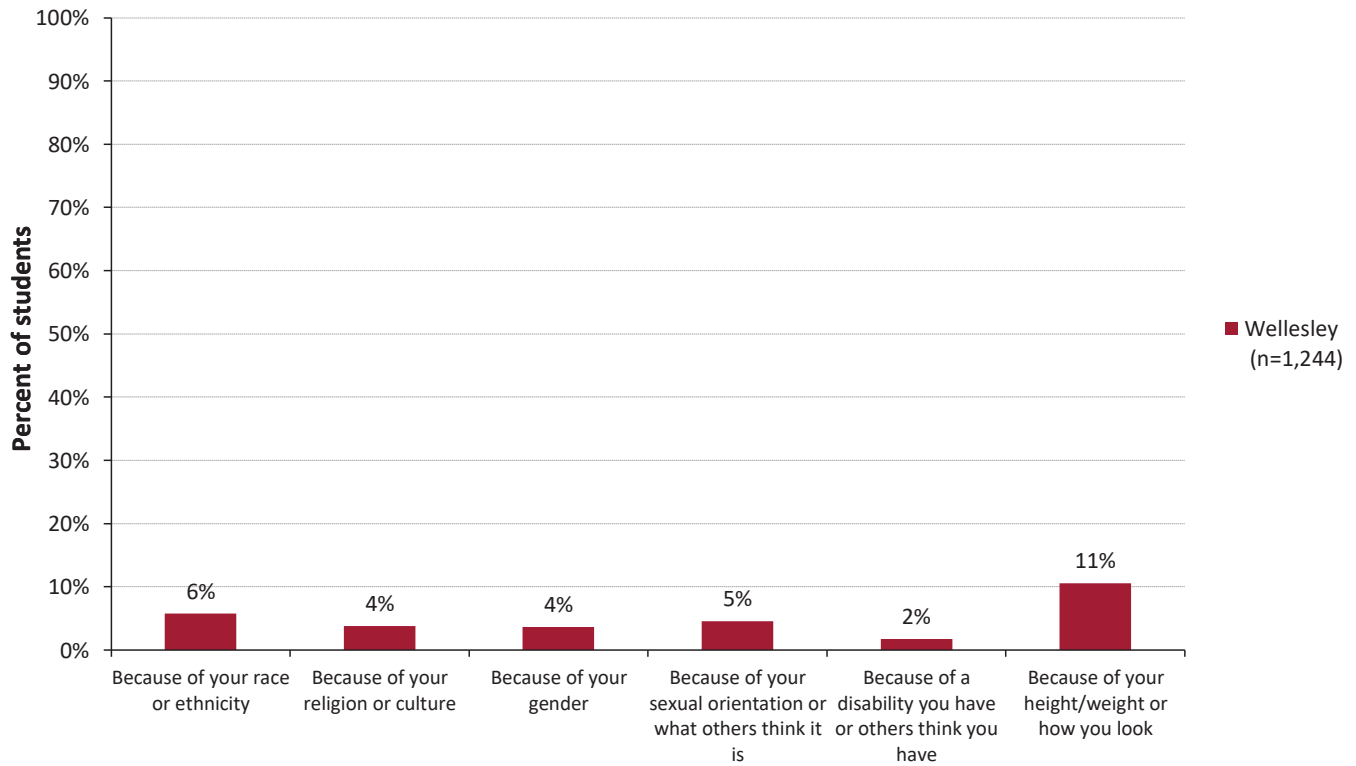


* Using the Internet, social media, cell phone, or other electronic devices to bully, tease, threaten, or spread rumors about someone

Figure 3-5C. Identity-Based Cyberbullying*, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

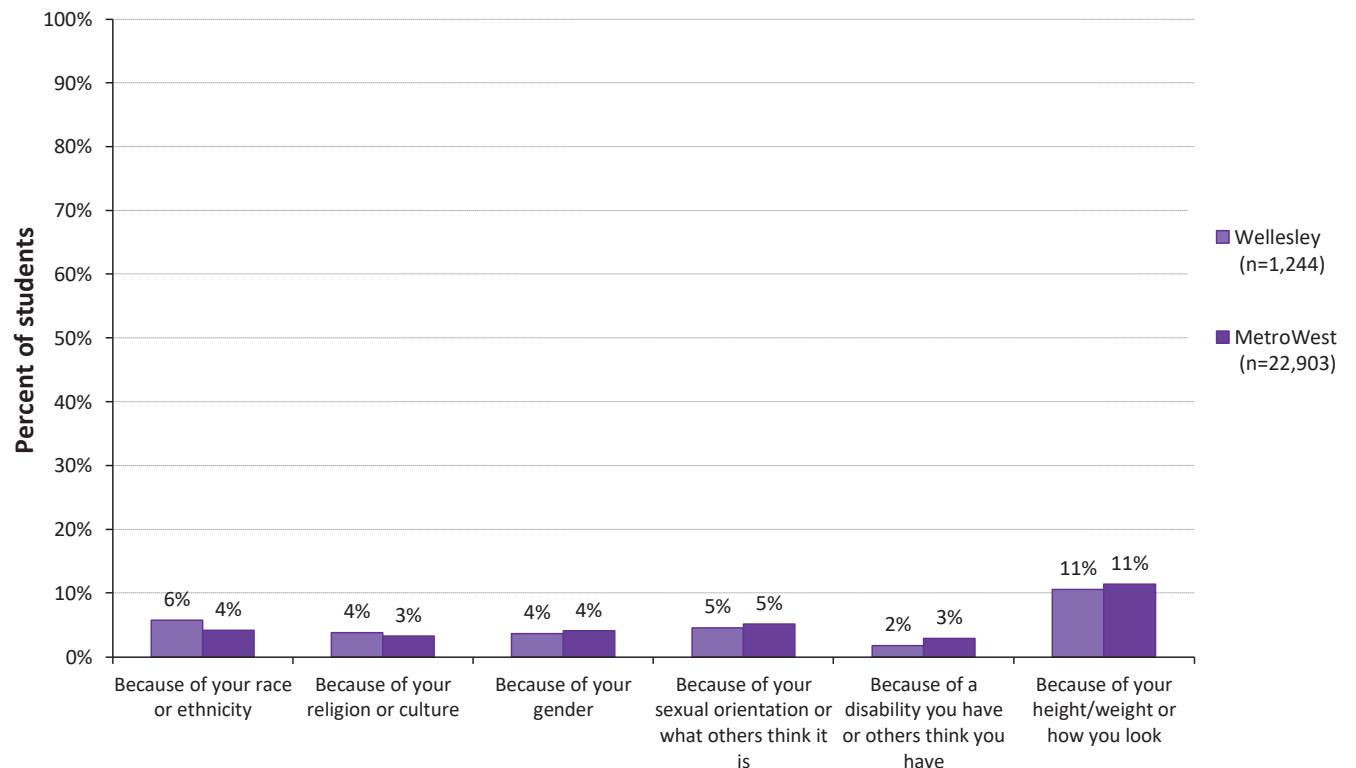


* Using the Internet, social media, cell phone, or other electronic devices to bully, tease, threaten, or spread rumors about someone

Figure 3-5D. Identity-Based Cyberbullying* at the District and Regional Levels, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey



* Using the Internet, social media, cell phone, or other electronic devices to bully, tease, threaten, or spread rumors about someone

Table 3-1A. Safety, Weapons, and Violence by Sex and Grade, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
	(1,244)	Female (652)	Male (588)	9 th (314)	10 th (334)	11 th (325)	12 th (265)
SAFETY							
Didn't go to school because of safety concerns (past 30 days)*	3.7	3.8	3.7	1.9	4.6	5.0	3.2
WEAPONS[†]							
Threatened or injured with a weapon (past 12 months)	4.9	3.1	6.7	3.2	6.7	2.8	6.7
Threatened or injured with a weapon on school property (past 12 months)	1.9	1.2	2.5	1.6	2.4	0.9	2.4
Carried a weapon (past 30 days)	3.8	2.0	5.6	2.3	3.0	2.5	7.9
Carried a weapon on school property (past 30 days)	1.1	0.5	1.6	0.0	0.9	0.6	2.8
Carried a gun (past 12 months) [‡]	0.9	0.3	1.4	0.3	1.2	0.6	1.2
PHYSICAL FIGHTING (past 12 months)							
In a physical fight	9.7	4.2	15.8	7.8	12.1	9.7	8.7
In a physical fight on school property	2.8	1.1	4.6	2.3	3.4	1.9	3.6
DATING VIOLENCE[§]							
Not allowed to spend time with friends (lifetime)	8.2	6.9	9.8	4.9	8.8	7.6	12.4
Sworn at, cursed at, or insulted (lifetime)	8.7	9.9	7.4	4.9	10.1	8.2	12.4
Threatened with physical harm (lifetime)	2.6	2.2	3.0	1.6	3.0	1.0	5.2
Physically hurt on purpose (lifetime)	2.9	2.0	3.9	1.0	4.0	2.2	4.8
Physically hurt on purpose (past 12 months)	2.1	1.7	2.5	1.0	2.4	1.9	3.2
Forced to have sexual intercourse (lifetime)	3.4	3.6	3.2	1.6	2.7	2.5	7.2
Forced to do other sexual things (lifetime)	6.5	9.4	3.2	4.2	6.1	6.3	9.6
Forced you to do sexual things you did not want to do (kissing, touching, or forced intercourse) (past 12 months)	6.3	8.8	3.5	3.3	6.4	7.3	8.4
EXPERIENCES OF VIOLENCE AT HOME							
Ever been hit, beat, kicked, or physically hurt by an adult in your home	23.8	23.2	24.4	22.4	24.2	22.4	26.2
Adults in your home have ever slapped, hit, kicked, punched, or beat each other up	10.4	10.4	10.4	8.8	9.4	10.4	13.9

* Because you felt you would be unsafe at school or on the way to or from school

† For example, a gun, knife, or club

‡ Does not include carrying a gun only for hunting or for a sport, such as target shooting

§ By a boyfriend, girlfriend, date, or someone you were going out with

Table 3-1B. Safety, Weapons, and Violence, 2006-2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 <i>(1,097)</i>	2008 <i>(1,108)</i>	2010 <i>(1,182)</i>	2012 <i>(1,268)</i>	2014 <i>(1,276)</i>	2016 <i>(1,413)</i>	2018 <i>(1,351)</i>	2021 <i>(1,244)</i>
SAFETY								
Didn't go to school because of safety concerns (past 30 days)*	2.7	3.5	3.8	3.3	2.1	2.5	4.2	3.7
WEAPONS[†]								
Threatened or injured with a weapon (past 12 months)	9.0	6.2	6.7	5.4	3.8	4.4	4.7	4.9
Threatened or injured with a weapon on school property (past 12 months)	4.7	4.1	3.6	3.0	1.6	1.8	1.8	1.9
Carried a weapon (past 30 days)	7.1	6.8	5.6	6.6	5.7	6.5	3.8	3.8
Carried a weapon on school property (past 30 days)	2.7	2.7	3.1	3.3	2.0	1.8	1.6	1.1
Carried a gun (past 12 months) [‡]	–	–	–	–	–	0.9	1.0	0.9
PHYSICAL FIGHTING (past 12 months)								
In a physical fight	24.1	21.9	22.2	15.6	13.8	15.0	13.2	9.7
In a physical fight on school property	6.7	7.1	7.1	5.0	3.2	3.3	3.5	2.8
DATING VIOLENCE[§]								
Not allowed to spend time with friends (lifetime)	–	–	–	12.0	8.8	9.2	9.7	8.2
Sworn at, cursed at, or insulted (lifetime)	–	–	–	8.0	6.8	10.3	10.3	8.7
Threatened with physical harm (lifetime)	–	–	–	2.1	1.3	2.4	2.3	2.6
Physically hurt on purpose (lifetime)	7.2	6.2	6.0	3.1	2.4	3.4	3.1	2.9
Physically hurt on purpose (past 12 months)	–	–	–	–	–	–	–	2.1
Forced to have sexual intercourse (lifetime)	4.8	5.2	3.9	3.0	2.4	1.9	2.8	3.4
Forced to do other sexual things (lifetime)	7.8	8.6	9.5	7.2	4.5	5.5	5.7	6.5
Forced you to do sexual things you did not want to do (kissing, touching, or forced intercourse) (past 12 months)	–	–	–	–	–	–	–	6.3
EXPERIENCES OF VIOLENCE AT HOME								
Ever been hit, beat, kicked, or physically hurt by an adult in your home	–	–	–	–	–	–	–	23.8
Adults in your home have ever slapped, hit, kicked, punched, or beat each other up	–	–	–	–	–	–	–	10.4

* Because you felt you would be unsafe at school or on the way to or from school

† For example, a gun, knife, or club

‡ Does not include carrying a gun only for hunting or for a sport, such as target shooting

§ By a boyfriend, girlfriend, date, or someone you were going out with

Table 3-1C. Safety, Weapons, and Violence at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> <i>(1,244)</i>	<u>MetroWest Region</u> <i>(22,903)</i>
SAFETY		
Didn't go to school because of safety concerns (past 30 days)*	3.7	3.6
WEAPONS[†]		
Threatened or injured with a weapon (past 12 months)	4.9	5.4
Threatened or injured with a weapon on school property (past 12 months)	1.9	2.5
Carried a weapon (past 30 days)	3.8	4.8
Carried a weapon on school property (past 30 days)	1.1	1.2
Carried a gun (past 12 months) [‡]	0.9	1.2
PHYSICAL FIGHTING (past 12 months)		
In a physical fight	9.7	10.9
In a physical fight on school property	2.8	3.1
DATING VIOLENCE[§]		
Not allowed to spend time with friends (lifetime)	8.2	10.6
Sworn at, cursed at, or insulted (lifetime)	8.7	11.9
Threatened with physical harm (lifetime)	2.6	3.9
Physically hurt on purpose (lifetime)	2.9	4.2
Physically hurt on purpose (past 12 months)	2.1	3.1
Forced to have sexual intercourse (lifetime)	3.4	3.7
Forced to do other sexual things (lifetime)	6.5	6.8
Forced you to do sexual things you did not want to do (kissing, touching, or forced intercourse) (past 12 months)	6.3	6.1
EXPERIENCES OF VIOLENCE AT HOME		
Ever been hit, beat, kicked, or physically hurt by an adult in your home	23.8	22.1
Adults in your home have ever slapped, hit, kicked, punched, or beat each other up	10.4	10.0

* Because you felt you would be unsafe at school or on the way to or from school

† For example, a gun, knife, or club

‡ Does not include carrying a gun only for hunting or for a sport, such as target shooting

§ By a boyfriend, girlfriend, date, or someone you were going out with

Table 3-2A. Bullying and Cyberbullying by Sex and Grade, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
	(1,244)	Female (652)	Male (588)	9 th (314)	10 th (334)	11 th (325)	12 th (265)
<i>BULLYING (past 12 months)*</i>							
Been a victim of bullying	23.8	25.9	21.2	23.9	30.0	19.4	20.6
Been a victim of bullying on school property	17.0	18.1	15.5	16.6	19.8	14.7	16.3
Bullied someone else	7.1	4.4	10.1	6.5	8.2	3.8	10.3
Bullied someone else on school property	4.3	2.7	6.0	2.3	5.5	1.3	8.8
Talked to a teacher/adult from school about being bullied	6.0	7.0	4.9	5.5	6.7	6.3	5.6
Talked to a parent/adult outside of school about being bullied	11.7	14.2	8.8	12.0	17.9	8.2	7.6
<i>CYBERBULLYING (past 12 months) †</i>							
Been a victim of cyberbullying	23.2	25.1	21.0	18.9	30.3	20.4	22.6
Cyberbullied someone else	8.9	8.1	9.7	6.8	10.0	8.2	10.8
Talked to a teacher/adult from school about being cyberbullied	3.5	3.4	3.5	2.3	4.2	3.1	4.4
Talked to a parent/adult outside of school about being cyberbullied	6.8	8.2	5.3	6.2	10.6	5.4	4.4

* Defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again

† Defined as using the Internet, cell phones, or other electronic devices to bully, tease, threaten, or spread rumors about someone; includes being bullied through texting, email, and social media (such as Instagram, Facebook, Snapchat, Twitter, and TikTok)

Table 3-2B. Bullying and Cyberbullying, 2006-2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 <i>(1,097)</i>	2008 <i>(1,108)</i>	2010 <i>(1,182)</i>	2012 <i>(1,268)</i>	2014 <i>(1,276)</i>	2016 <i>(1,413)</i>	2018 <i>(1,351)</i>	2021 <i>(1,244)</i>
<i>BULLYING (past 12 months)*</i>								
Been a victim of bullying	32.8	29.5	35.7	27.1	24.1	22.1	22.4	23.8
Been a victim of bullying on school property	28.0	25.6	30.2	22.9	19.5	16.3	18.3	17.0
Bullied someone else	–	22.6	26.4	18.9	12.1	10.4	9.3	7.1
Bullied someone else on school property	–	–	–	12.2	7.1	6.4	5.9	4.3
Talked to a teacher/adult from school about being bullied	–	–	9.8	6.7	5.5	5.6	5.7	6.0
Talked to a parent/adult outside of school about being bullied	–	–	14.0	12.6	11.1	10.6	11.1	11.7
<i>CYBERBULLYING (past 12 months) †</i>								
Been a victim of cyberbullying	11.0	14.4	17.8	21.9	16.4	19.8	18.4	23.2
Cyberbullied someone else	8.8	8.3	14.2	13.3	6.4	7.9	7.4	8.9
Talked to a teacher/adult from school about being cyberbullied	–	–	4.1	3.5	2.4	3.1	3.6	3.5
Talked to a parent/adult outside of school about being cyberbullied	–	–	5.3	6.1	5.5	6.8	5.7	6.8

* Defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again

† Defined as using the Internet, cell phones, or other electronic devices to bully, tease, threaten, or spread rumors about someone; includes being bullied through texting, email, and social media (such as Instagram, Facebook, Snapchat, Twitter, and TikTok)

Table 3-2C. Bullying and Cyberbullying at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> <i>(1,244)</i>	<u>MetroWest Region</u> <i>(22,903)</i>
<i>BULLYING (past 12 months)*</i>		
Been a victim of bullying	23.8	22.0
Been a victim of bullying on school property	17.0	17.1
Bullied someone else	7.1	8.3
Bullied someone else on school property	4.3	5.4
Talked to a teacher/adult from school about being bullied	6.0	5.6
Talked to a parent/adult outside of school about being bullied	11.7	10.8
<i>CYBERBULLYING (past 12 months) †</i>		
Been a victim of cyberbullying	23.2	21.7
Cyberbullied someone else	8.9	8.3
Talked to a teacher/adult from school about being cyberbullied	3.5	3.1
Talked to a parent/adult outside of school about being cyberbullied	6.8	6.3

* Defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again

† Defined as using the Internet, cell phones, or other electronic devices to bully, tease, threaten, or spread rumors about someone; includes being bullied through texting, email, and social media (such as Instagram, Facebook, Snapchat, Twitter, and TikTok)

Table 3-3A. Identity-Based Bullying and Cyberbullying by Sex and Grade, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
	(1,244)	Female (652)	Male (588)	9 th (314)	10 th (334)	11 th (325)	12 th (265)
IDENTITY-BASED BULLYING AT SCHOOL (past 12 months)*							
Bullied/verbally harrassed because of your race or ethnicity	13.5	13.2	13.6	11.7	13.7	13.2	15.2
Bullied/verbally harrassed because of your religion or culture	7.6	6.6	8.5	5.5	7.6	7.5	9.6
Bullied/verbally harrassed because of your gender	7.7	11.7	2.8	5.8	7.0	7.2	10.8
Bullied/verbally harrassed because of your sexual identity or orientation or what others think it is	7.7	9.5	5.5	5.8	9.5	6.3	9.2
Bullied/verbally harrassed because of a disability you have or others think you have	5.2	4.8	5.5	5.2	6.4	3.4	5.6
Bullied/verbally harrassed because of your height or weight or how you look	21.2	22.6	19.5	20.1	24.3	20.4	18.8
IDENTITY-BASED CYBERBULLYING (past 12 months) †							
Cyberbullied because of your race or ethnicity	5.7	5.0	6.6	4.9	6.4	6.0	5.6
Cyberbullied because of your religion or culture	3.8	3.1	4.6	2.9	3.9	3.8	4.8
Cyberbullied because of your gender	3.7	4.5	2.7	2.3	4.0	4.8	3.6
Cyberbullied because of your sexual identity or orientation or what others think it is	4.6	4.9	4.1	3.6	5.5	3.2	6.0
Cyberbullied because of a disability you have or others think you have	1.7	1.9	1.6	1.0	1.8	2.2	2.0
Cyberbullied because of your height or weight, or how you look	10.6	11.6	9.4	11.4	12.5	7.9	10.4

* Defined as being bullied or called names, teased, made fun of, embarrassed, or threatened one or more times by others at your school

† Defined as being bullied or called names, teased, threatened, or gossiped about by someone using the internet, social media, cell phone, or other electronic device

Table 3-3B. Identity-Based Bullying and Cyberbullying, 2006-2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 (1,097)	2008 (1,108)	2010 (1,182)	2012 (1,268)	2014 (1,276)	2016 (1,413)	2018 (1,351)	2021 (1,244)
IDENTITY-BASED BULLYING AT SCHOOL (past 12 months)*								
Bullied/verbally harrassed because of your race or ethnicity	–	–	–	–	–	–	–	13.5
Bullied/verbally harrassed because of your religion or culture	–	–	–	–	–	–	–	7.6
Bullied/verbally harrassed because of your gender	–	–	–	–	–	–	–	7.7
Bullied/verbally harrassed because of your sexual identity or orientation or what others think it is	–	–	–	–	–	5.4	5.1	7.7
Bullied/verbally harrassed because of a disability you have or others think you have	–	–	–	–	–	4.7	6.6	5.2
Bullied/verbally harrassed because of your height or weight or how you look	–	–	–	–	–	22.6	22.6	21.2
IDENTITY-BASED CYBERBULLYING (past 12 months) †								
Cyberbullied because of your race or ethnicity	–	–	–	–	–	–	–	5.7
Cyberbullied because of your religion or culture	–	–	–	–	–	–	–	3.8
Cyberbullied because of your gender	–	–	–	–	–	–	–	3.7
Cyberbullied because of your sexual identity or orientation or what others think it is	–	–	–	–	–	–	–	4.6
Cyberbullied because of a disability you have or others think you have	–	–	–	–	–	–	–	1.7
Cyberbullied because of your height or weight, or how you look	–	–	–	–	–	–	–	10.6

* Defined as being bullied or called names, teased, made fun of, embarrassed, or threatened one or more times by others at your school

† Defined as being bullied or called names, teased, threatened, or gossiped about by someone using the internet, social media, cell phone, or other electronic device

Table 3-3C. Identity-Based Bullying and Cyberbullying at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> <i>(1,244)</i>	<u>MetroWest Region</u> <i>(22,903)</i>
IDENTITY-BASED BULLYING AT SCHOOL (past 12 months)*		
Bullied/verbally harrassed because of your race or ethnicity	13.5	10.1
Bullied/verbally harrassed because of your religion or culture	7.6	7.1
Bullied/verbally harrassed because of your gender	7.7	7.0
Bullied/verbally harrassed because of your sexual identity or orientation or what others think it is	7.7	7.7
Bullied/verbally harrassed because of a disability you have or others think you have	5.2	5.2
Bullied/verbally harrassed because of your height or weight or how you look	21.2	22.2
IDENTITY-BASED CYBERBULLYING (past 12 months) †		
Cyberbullied because of your race or ethnicity	5.7	4.2
Cyberbullied because of your religion or culture	3.8	3.3
Cyberbullied because of your gender	3.7	4.1
Cyberbullied because of your sexual identity or orientation or what others think it is	4.6	5.1
Cyberbullied because of a disability you have or others think you have	1.7	2.9
Cyberbullied because of your height or weight, or how you look	10.6	11.4

* Defined as being bullied or called names, teased, made fun of, embarrassed, or threatened one or more times by others at your school

† Defined as being bullied or called names, teased, threatened, or gossiped about by someone using the internet, social media, cell phone, or other electronic device

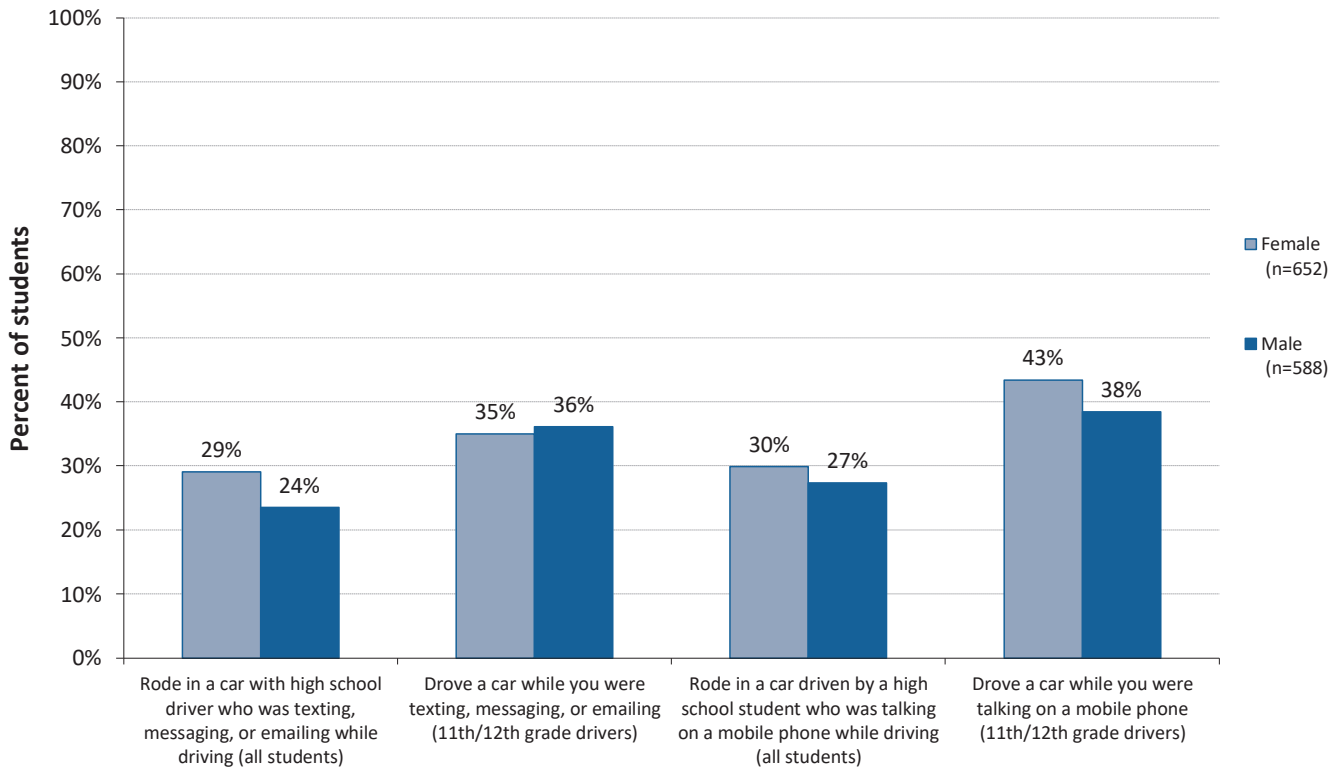
Section 4

Unintentional Injury

Figure 4-1A. Distracted Driving* by Sex, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

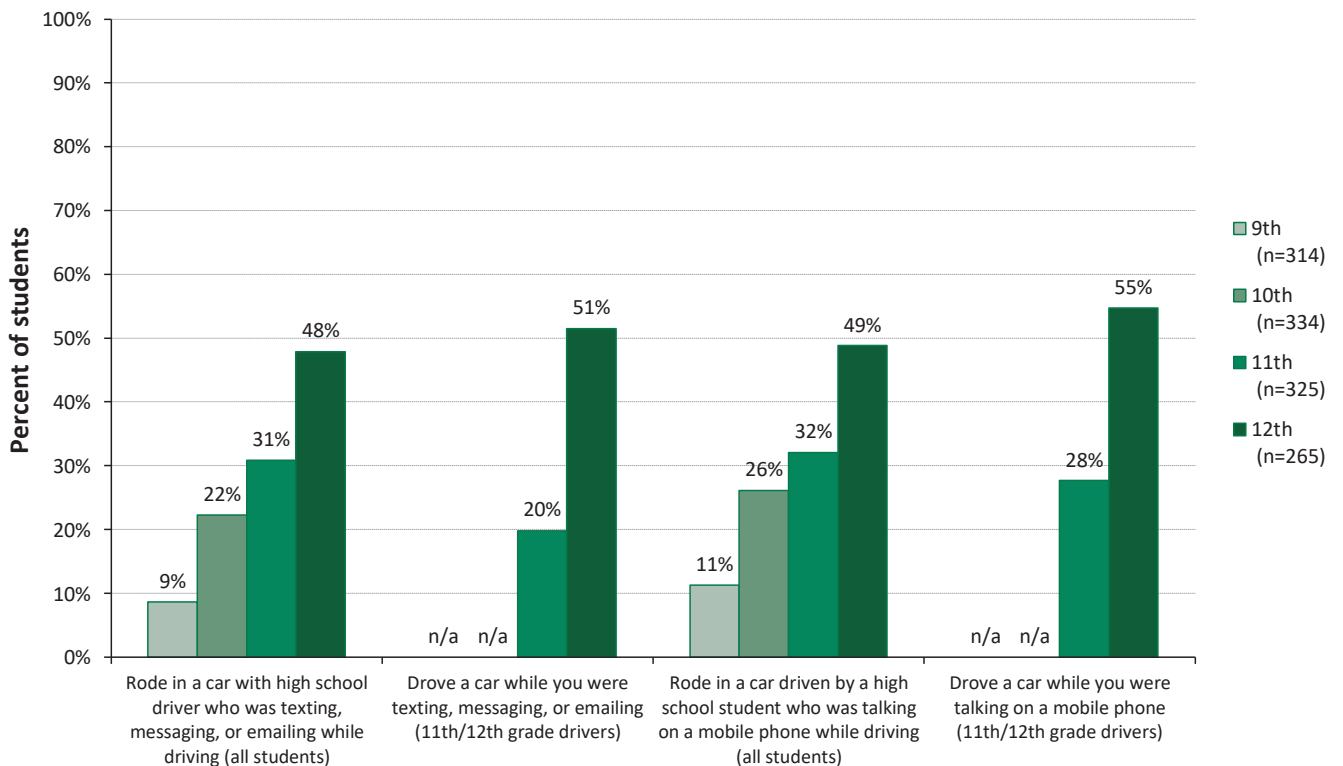


*in the past 30 days

Figure 4-1B. Distracted Driving* by Grade, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

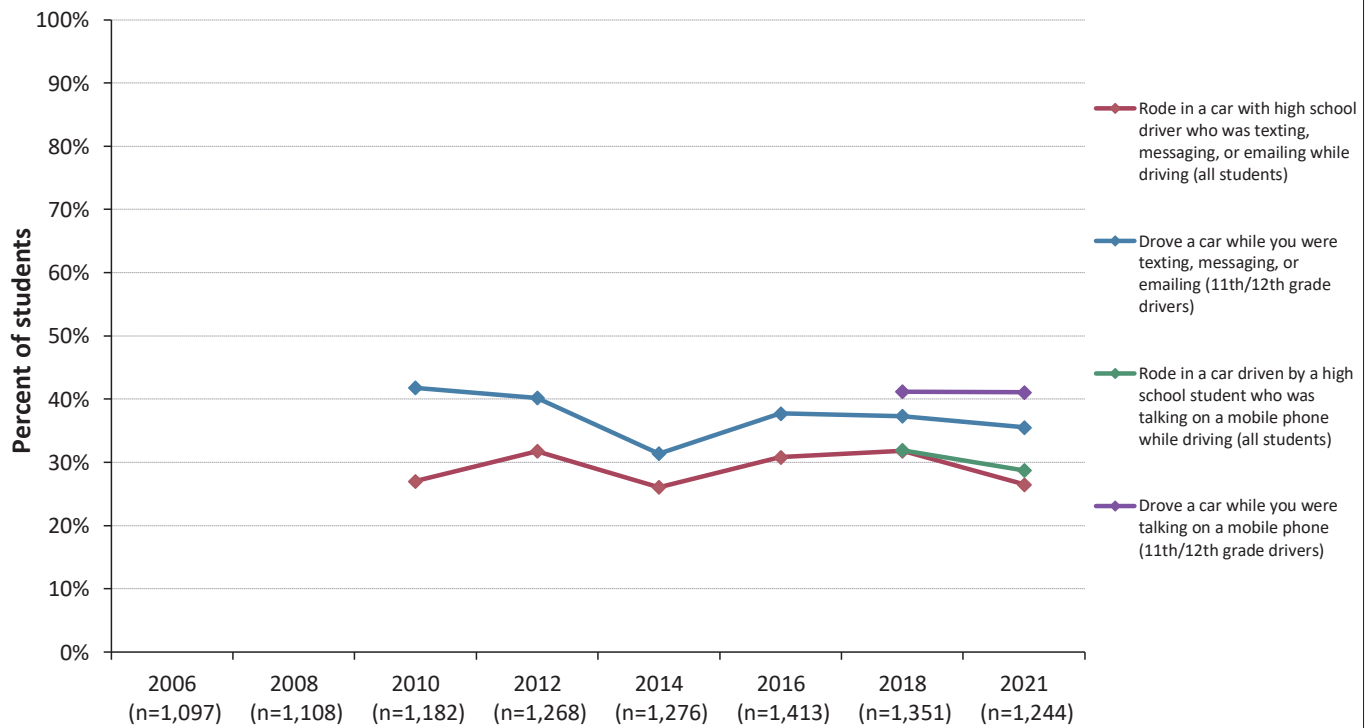


*in the past 30 days

Figure 4-1C. Distracted Driving*, 2006-2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

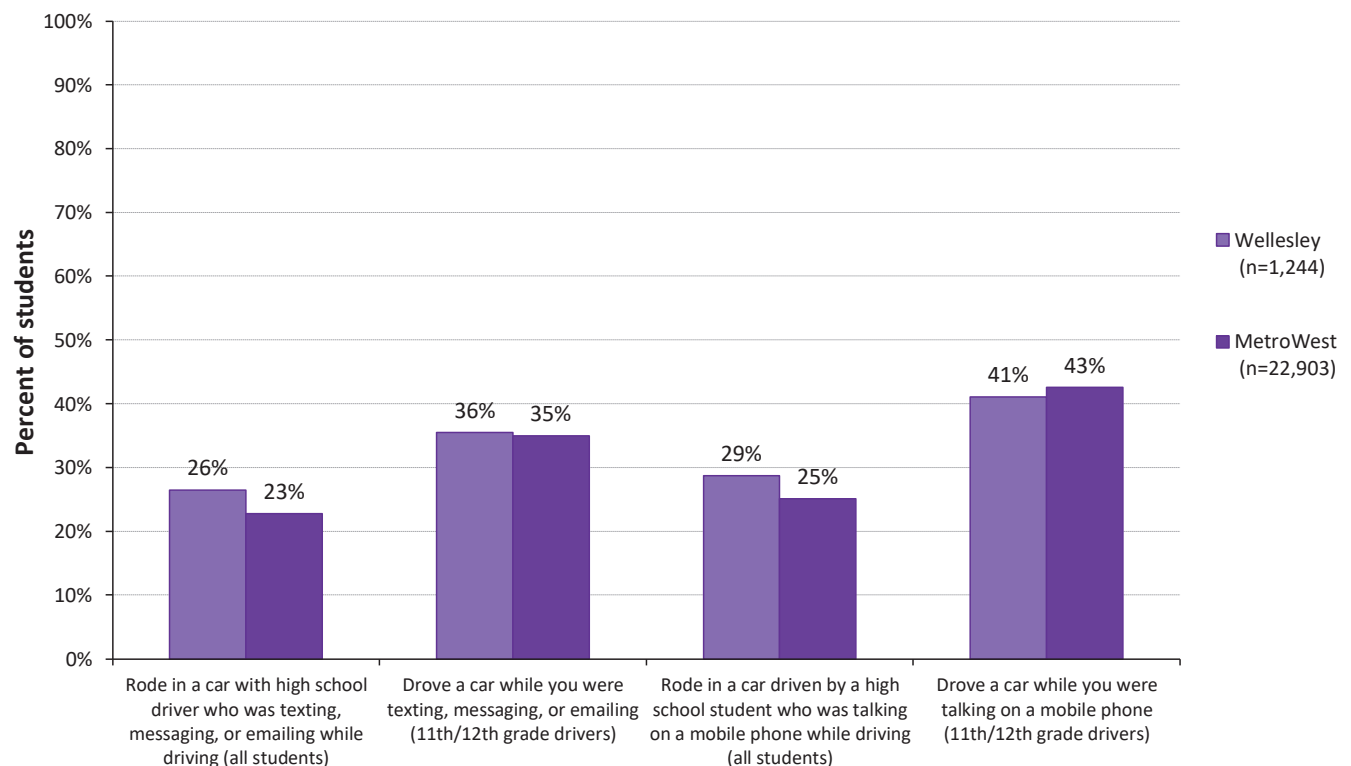


*in the past 30 days

Figure 4-1D. Distracted Driving* at the District and Regional Levels, 2021

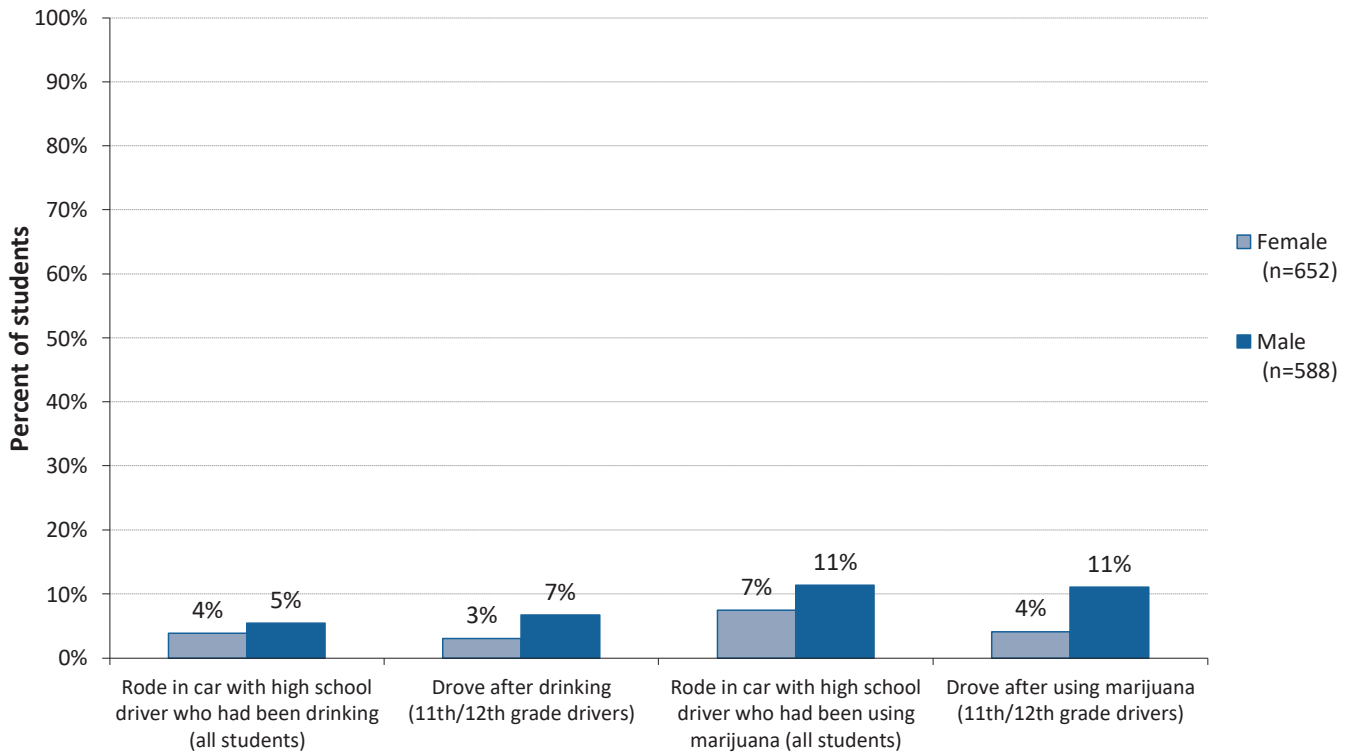
Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey



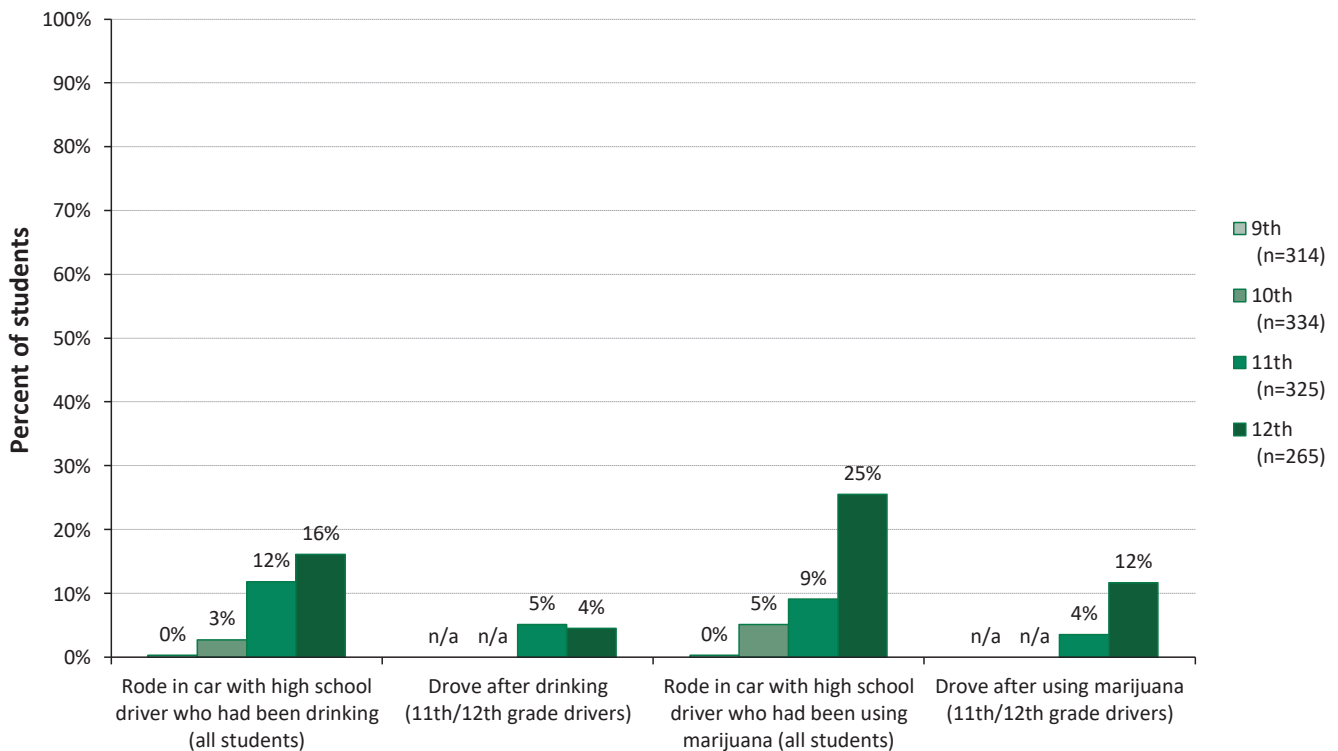
*in the past 30 days

Figure 4-2A. Impaired Driving* by Sex, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



* In the past 30 days

Figure 4-2B. Impaired Driving* by Grade, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey

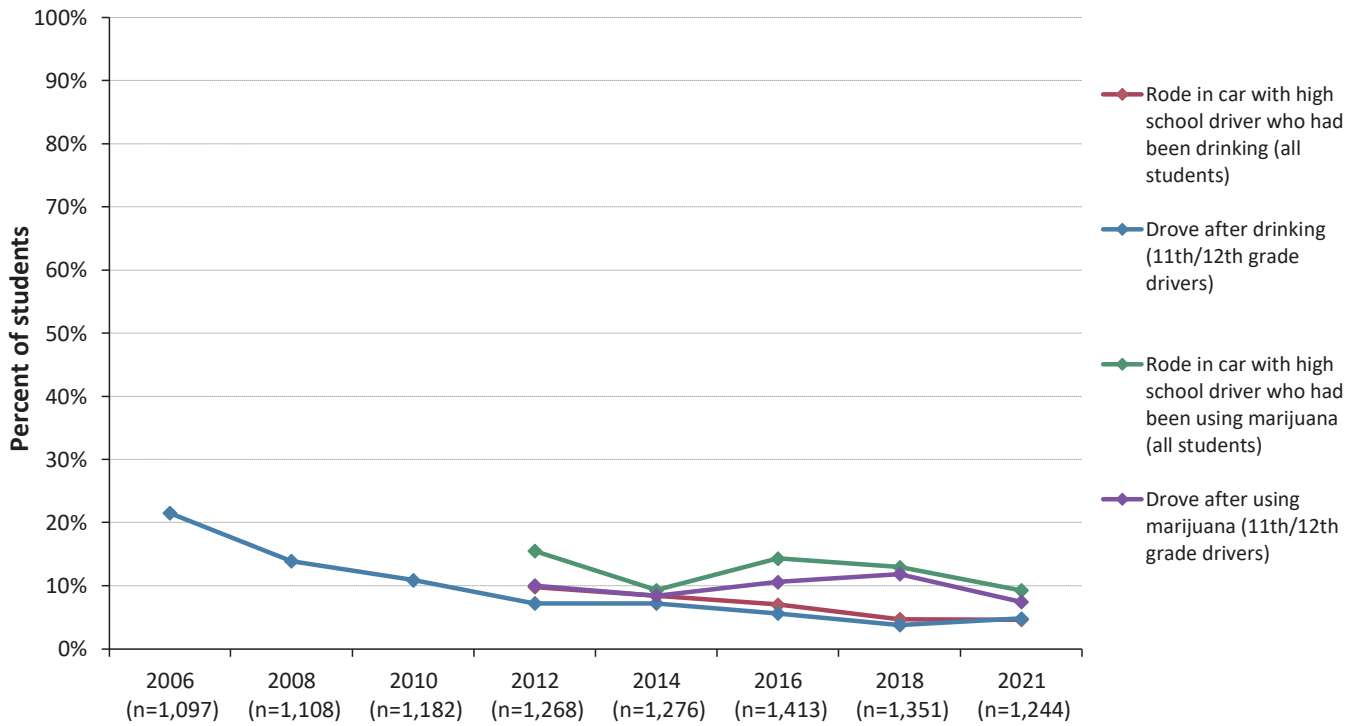


* In the past 30 days

Figure 4-2C. Impaired Driving* , 2006-2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

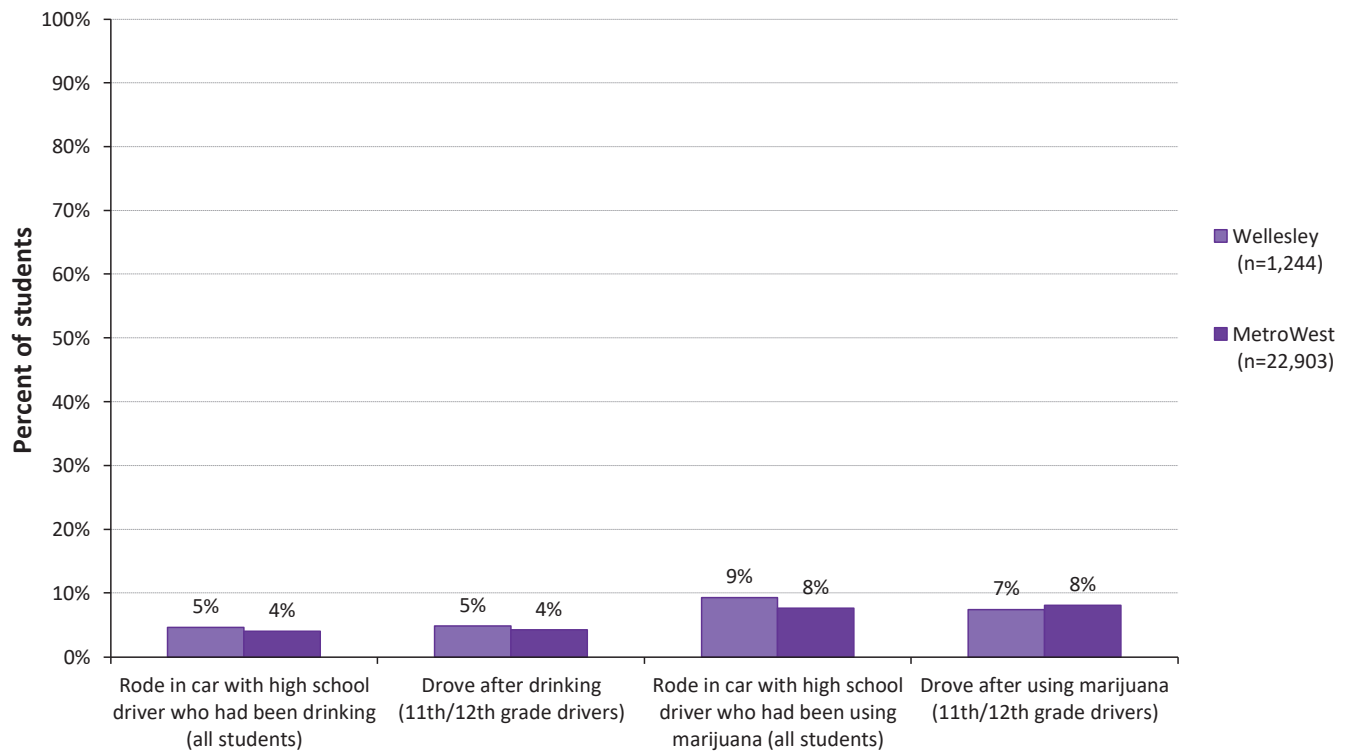


* In the past 30 days

Figure 4-2D. Impaired Driving* at the District and Regional Levels, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey



* In the past 30 days

Table 4-1A. Behaviors Related to Unintentional Injury by Sex and Grade, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
	(1,244)	Female (652)	Male (588)	9 th (314)	10 th (334)	11 th (325)	12 th (265)
<i>SAFETY-RELATED BEHAVIORS</i>							
Never/rarely wore a helmet when riding a bicycle (past 12 months, among students who rode a bicycle)	50.4	50.0	50.9	39.5	54.1	58.1	50.5
Never/rarely wear a seatbelt when riding as a passenger in a car	2.6	1.6	3.6	2.6	2.1	3.1	2.3
<i>DRIVING UNDER THE INFLUENCE (past 30 days)</i>							
Rode in a car with a driver who had been drinking	12.0	12.6	11.4	11.0	9.9	11.8	16.1
Rode in a car driven by a high school student who had been drinking	4.6	3.9	5.4	0.3	2.7	6.3	10.2
Drove a car when you had been drinking*	4.8	3.1	6.7	–	–	5.1	4.5
Rode in a car driven by a high school student who had been using marijuana	9.3	7.5	11.4	0.3	5.1	9.1	25.5
Drove a car when you had been using marijuana*	7.4	4.1	11.0	–	–	3.6	11.7
Think riding in a car driven by a high school student who had been using marijuana is "very dangerous"	65.6	68.0	62.7	77.1	65.2	64.3	53.7
<i>DISTRACTED DRIVING (past 30 days)</i>							
Rode in a car driven by a high school student who was texting, messaging, or emailing while driving	26.5	29.1	23.5	8.7	22.3	30.8	47.8
Drove a car while you were texting, messaging, or emailing*	35.5	35.0	36.1	–	–	19.8	51.5
Rode in a car driven by a high school student who was talking on a mobile phone while driving	28.7	29.9	27.4	11.3	26.1	32.1	48.8
Drove a car while you were talking on a mobile phone*	41.1	43.4	38.4	–	–	27.7	54.7

* Among 11th and 12th grade youth who drove in the past 30 days

Table 4-1B. Behaviors Related to Unintentional Injury, 2006-2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 <i>(1,097)</i>	2008 <i>(1,108)</i>	2010 <i>(1,182)</i>	2012 <i>(1,268)</i>	2014 <i>(1,276)</i>	2016 <i>(1,413)</i>	2018 <i>(1,351)</i>	2021 <i>(1,244)</i>
SAFETY-RELATED BEHAVIORS								
Never/rarely wore a helmet when riding a bicycle (past 12 months, among students who rode a bicycle)	43.2	45.8	44.6	43.2	44.7	48.9	49.9	50.4
Never/rarely wear a seatbelt when riding as a passenger in a car	3.5	3.4	3.9	3.6	2.5	3.5	3.6	2.6
DRIVING UNDER THE INFLUENCE (past 30 days)								
Rode in a car with a driver who had been drinking	23.6	22.1	21.5	18.7	16.5	14.5	13.4	12.0
Rode in a car driven by a high school student who had been drinking	–	–	–	9.8	8.4	7.0	4.7	4.6
Drove a car when you had been drinking*	21.5	13.9	10.9	7.2	7.2	5.6	3.8	4.8
Rode in a car driven by a high school student who had been using marijuana	–	–	–	15.5	9.3	14.3	12.9	9.3
Drove a car when you had been using marijuana*	–	–	–	10.0	8.4	10.6	11.9	7.4
Think riding in a car driven by a high school student who had been using marijuana is "very dangerous"	–	–	–	–	–	–	–	65.6
DISTRACTED DRIVING (past 30 days)								
Rode in a car driven by a high school student who was texting, messaging, or emailing while driving	–	–	27.0	31.8	26.1	30.8	31.8	26.5
Drove a car while you were texting, messaging, or emailing*	–	–	41.8	40.2	31.4	37.7	37.3	35.5
Rode in a car driven by a high school student who was talking on a mobile phone while driving	–	–	–	–	–	–	31.9	28.7
Drove a car while you were talking on a mobile phone*	–	–	–	–	–	–	41.2	41.1

* Among 11th and 12th grade youth who drove in the past 30 days

Table 4-1C. Behaviors Related to Unintentional Injury at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> <i>(1,244)</i>	<u>MetroWest Region</u> <i>(22,903)</i>
<i>SAFETY-RELATED BEHAVIORS</i>		
Never/rarely wore a helmet when riding a bicycle (past 12 months, among students who rode a bicycle)	50.4	48.0
Never/rarely wear a seatbelt when riding as a passenger in a car	2.6	2.4
<i>DRIVING UNDER THE INFLUENCE (past 30 days)</i>		
Rode in a car with a driver who had been drinking	12.0	12.2
Rode in a car driven by a high school student who had been drinking	4.6	4.0
Drove a car when you had been drinking*	4.8	4.2
Rode in a car driven by a high school student who had been using marijuana	9.3	7.6
Drove a car when you had been using marijuana*	7.4	8.1
Think riding in a car driven by a high school student who had been using marijuana is "very dangerous"	65.6	65.2
<i>DISTRACTED DRIVING (past 30 days)</i>		
Rode in a car driven by a high school student who was texting, messaging, or emailing while driving	26.5	22.8
Drove a car while you were texting, messaging, or emailing*	35.5	34.9
Rode in a car driven by a high school student who was talking on a mobile phone while driving	28.7	25.1
Drove a car while you were talking on a mobile phone*	41.1	42.5

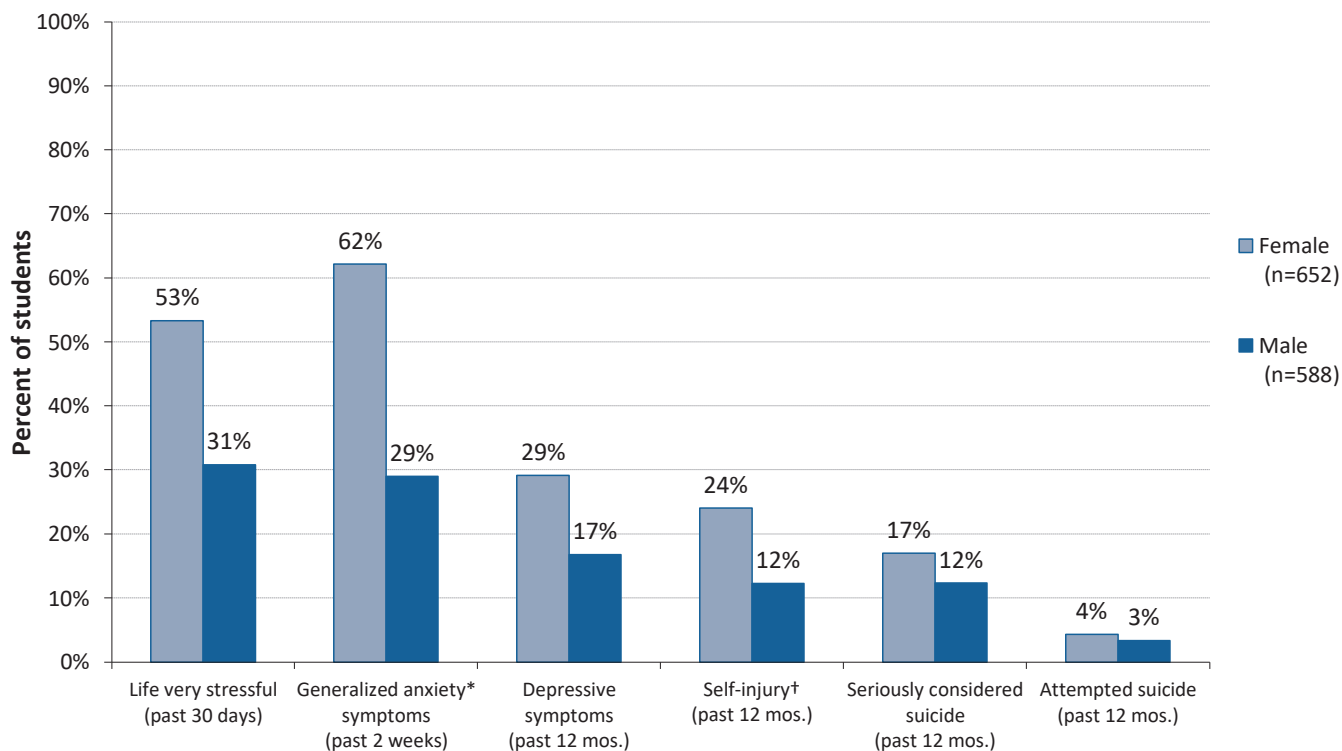
* Among 11th and 12th grade youth who drove in the past 30 days

Section 5
Mental Health

Figure 5-1A. Mental Health and Suicidality by Sex, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey



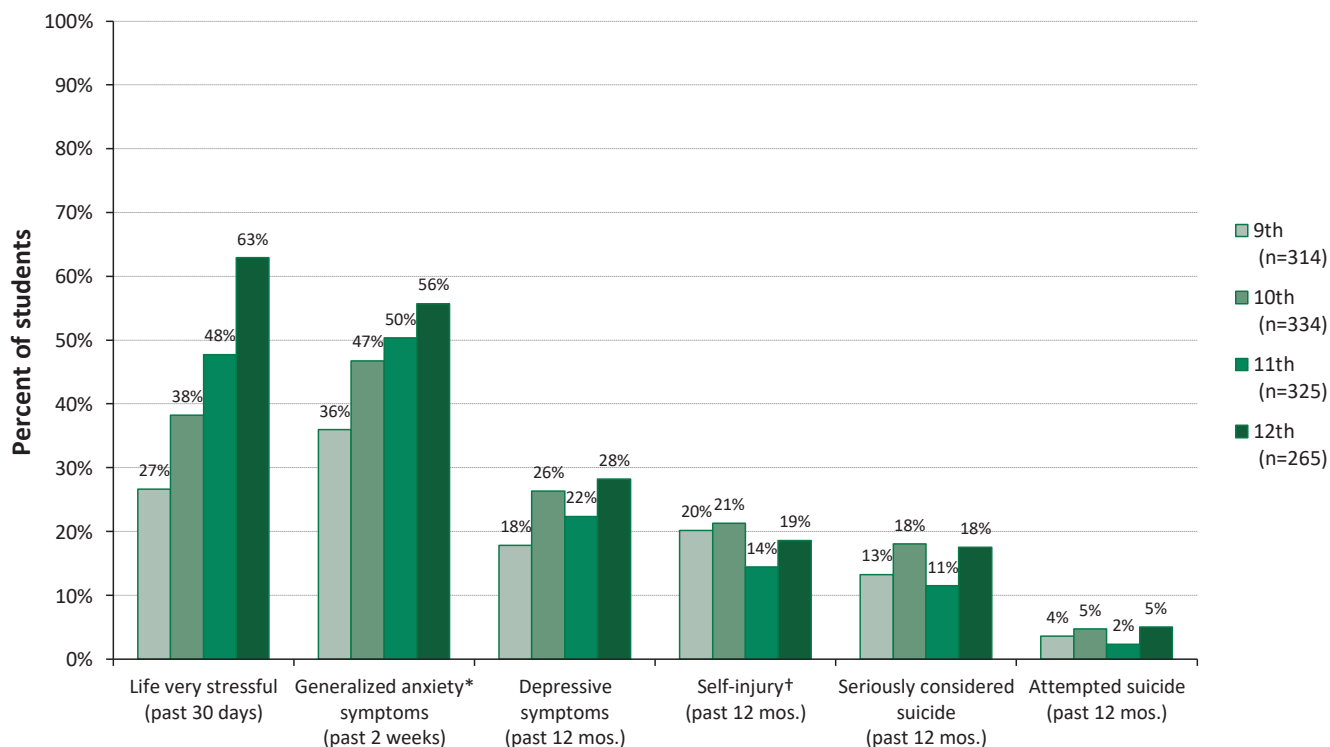
* Based on the Generalized Anxiety Disorder brief scale (GAD-2), adapted from: Spitzer, R. L., Kroenke, K., Williams, J. B., & Löwe, B. (2006). A brief measure for assessing generalized anxiety disorder: the GAD-7. Archives of internal medicine, 166(10), 1092-1097. <https://doi.org/10.1001/archinte.166.10.1092>

† For example, by cutting, burning, or bruising yourself on purpose

Figure 5-1B. Mental Health and Suicidality by Grade, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey



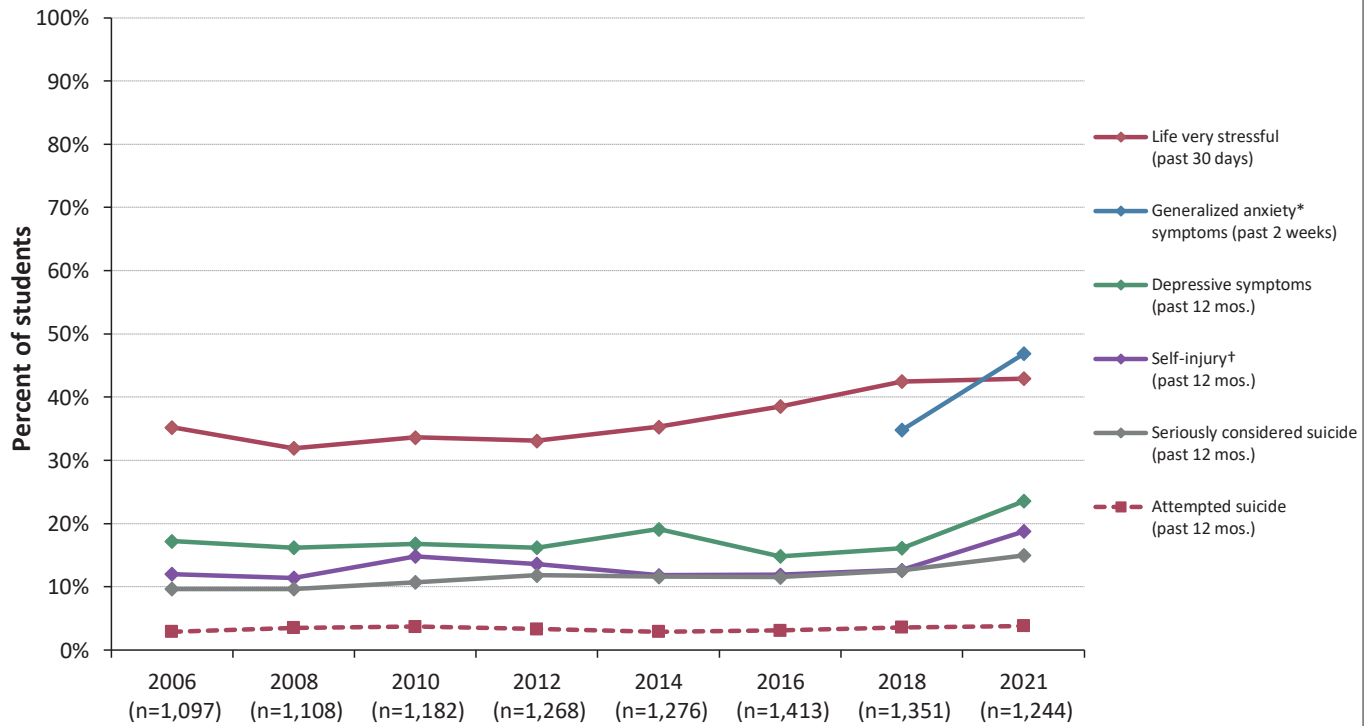
* Based on the Generalized Anxiety Disorder brief scale (GAD-2), adapted from: Spitzer, R. L., Kroenke, K., Williams, J. B., & Löwe, B. (2006). A brief measure for assessing generalized anxiety disorder: the GAD-7. Archives of internal medicine, 166(10), 1092-1097. <https://doi.org/10.1001/archinte.166.10.1092>

† For example, by cutting, burning, or bruising yourself on purpose

Figure 5-1C. Mental Health and Suicidality, 2006-2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey



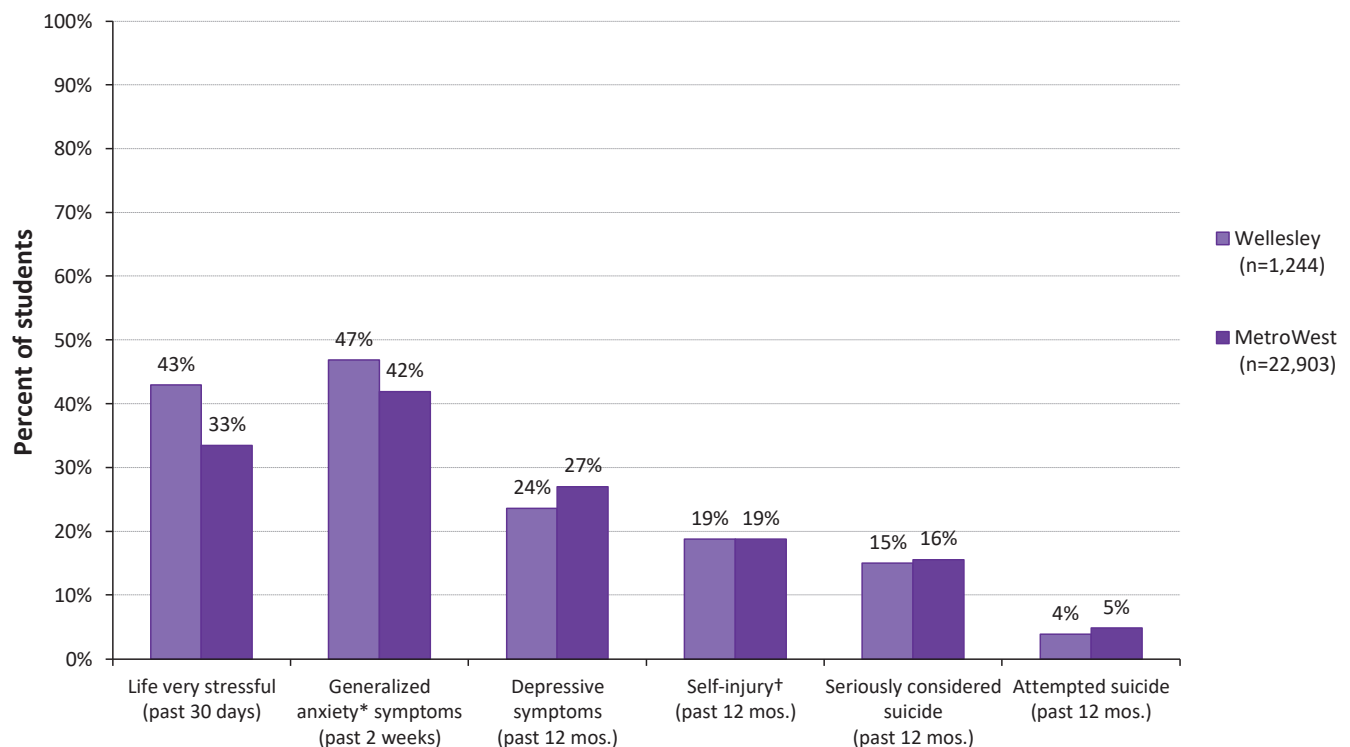
* Based on the Generalized Anxiety Disorder brief scale (GAD-2), adapted from: Spitzer, R. L., Kroenke, K., Williams, J. B., & Löwe, B. (2006). A brief measure for assessing generalized anxiety disorder: the GAD-7. Archives of internal medicine, 166(10), 1092–1097. <https://doi.org/10.1001/archinte.166.10.1092>

† For example, by cutting, burning, or bruising yourself on purpose

Figure 5-1D. Mental Health and Suicidality at the District and Regional Levels, 2021

Wellesley High School (Grades 9-12)

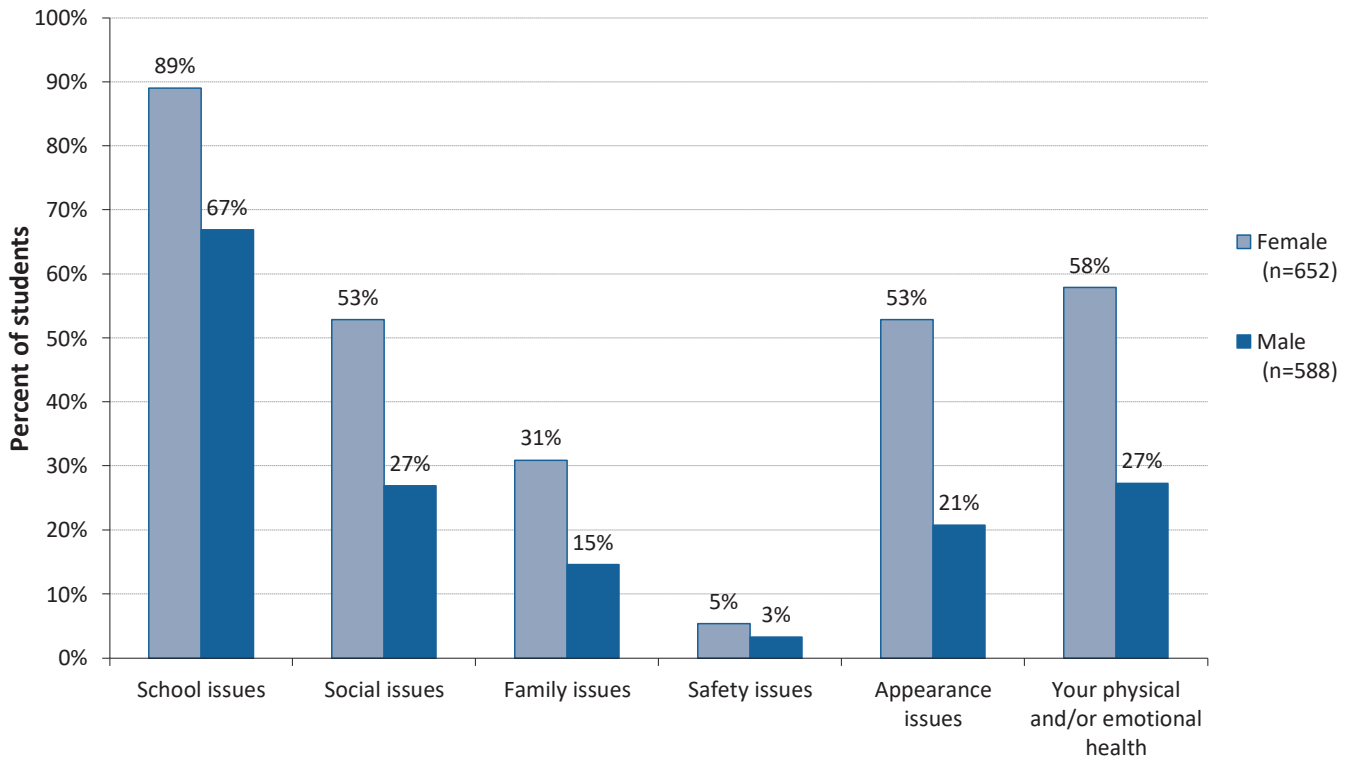
MetroWest Adolescent Health Survey



* Based on the Generalized Anxiety Disorder brief scale (GAD-2), adapted from: Spitzer, R. L., Kroenke, K., Williams, J. B., & Löwe, B. (2006). A brief measure for assessing generalized anxiety disorder: the GAD-7. Archives of internal medicine, 166(10), 1092–1097. <https://doi.org/10.1001/archinte.166.10.1092>

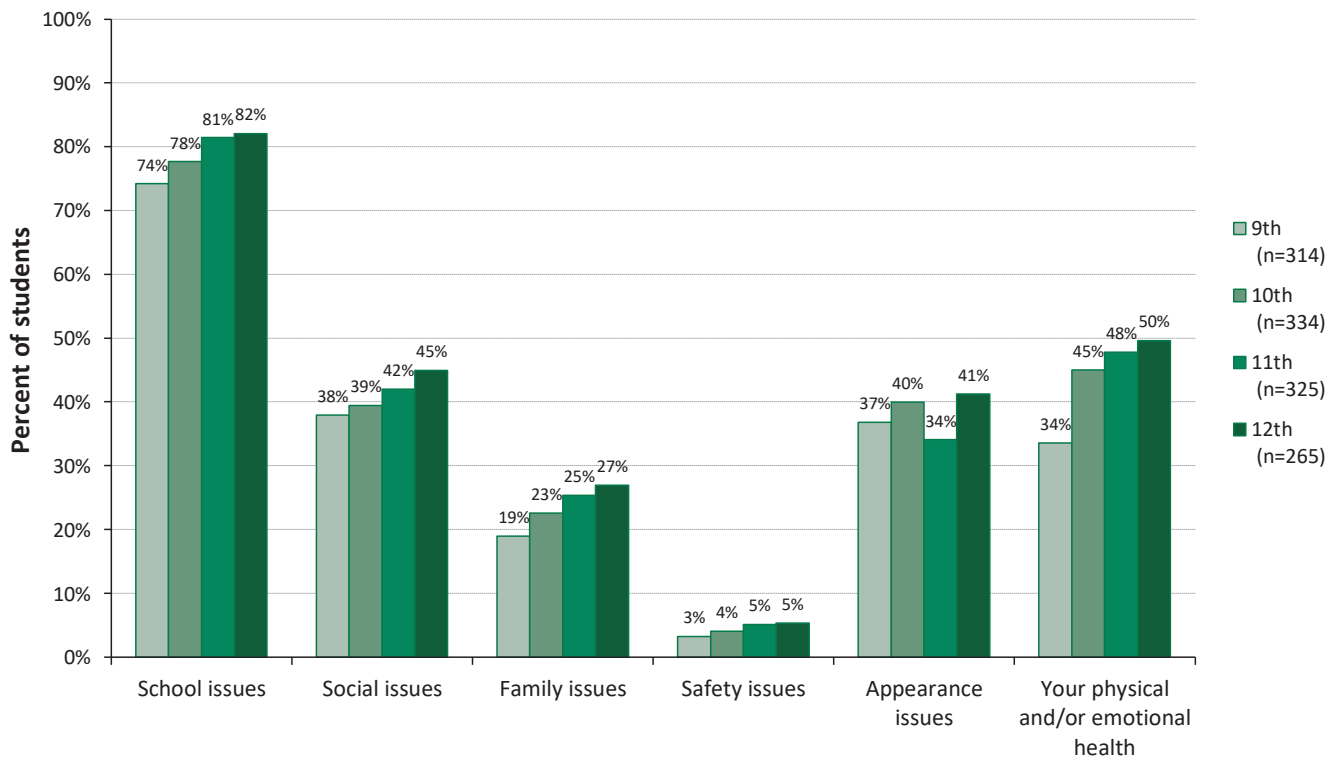
† For example, by cutting, burning, or bruising yourself on purpose

Figure 5-2A. Sources of Stress* by Sex, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



* Student responded that they worried/stressed about item "often" or "very often"

Figure 5-2B. Sources of Stress* by Grade, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey

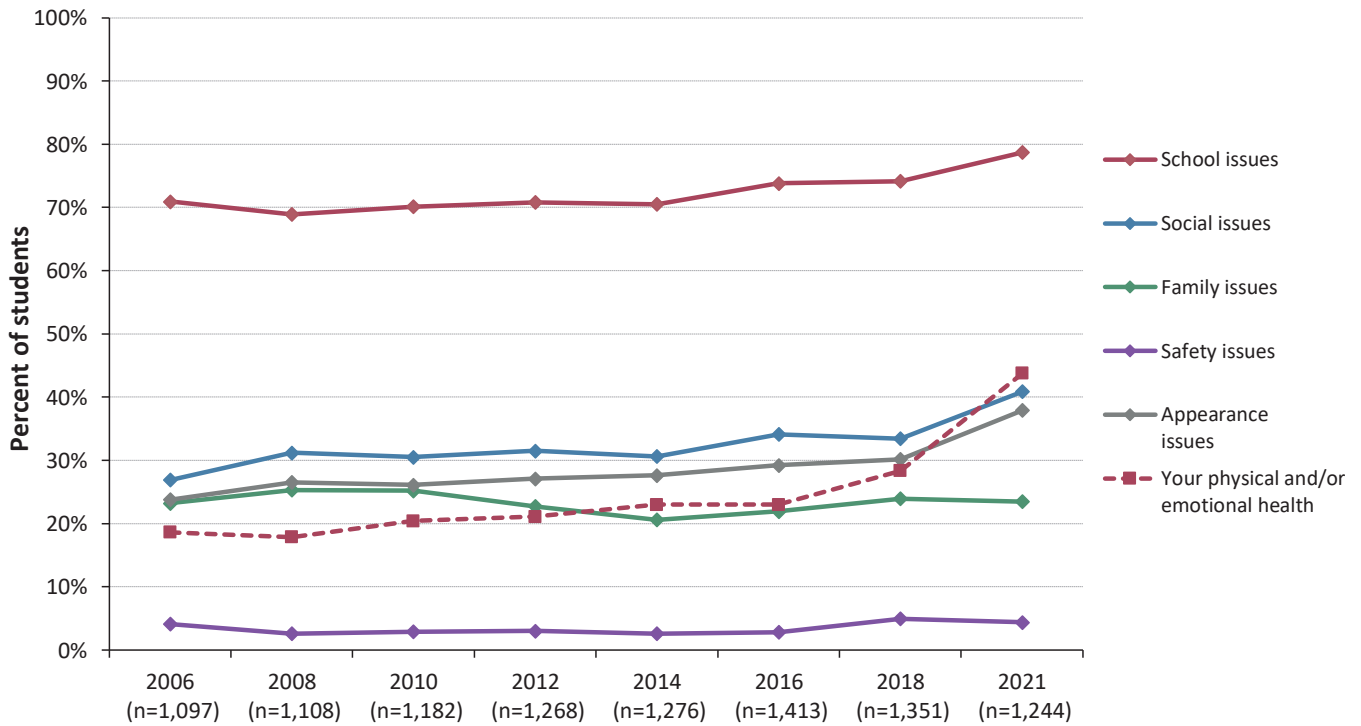


* Student responded that they worried/stressed about item "often" or "very often"

Figure 5-2C. Sources of Stress*, 2006-2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

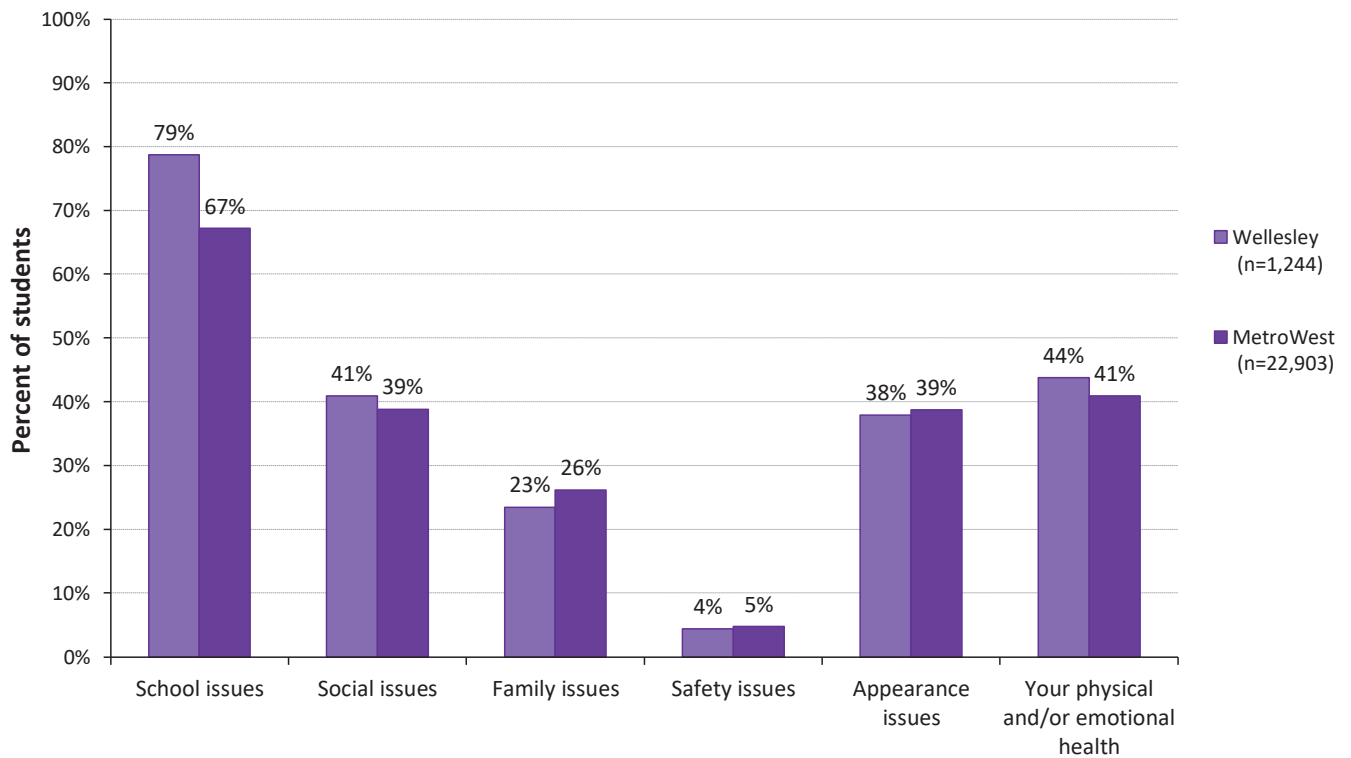


* Student responded that they worried/stressed about item "often" or "very often"

Figure 5-2D. Sources of Stress* at the District and Regional Levels, 2021

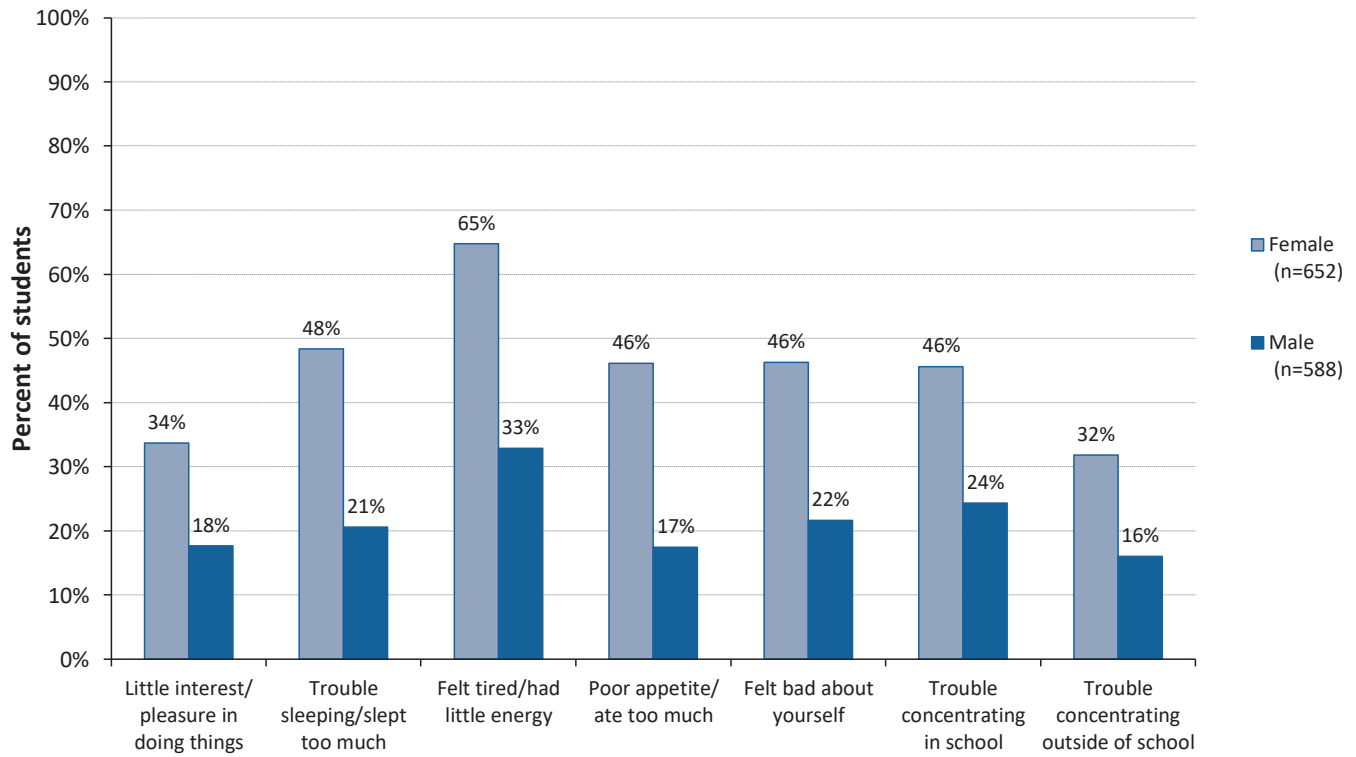
Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey



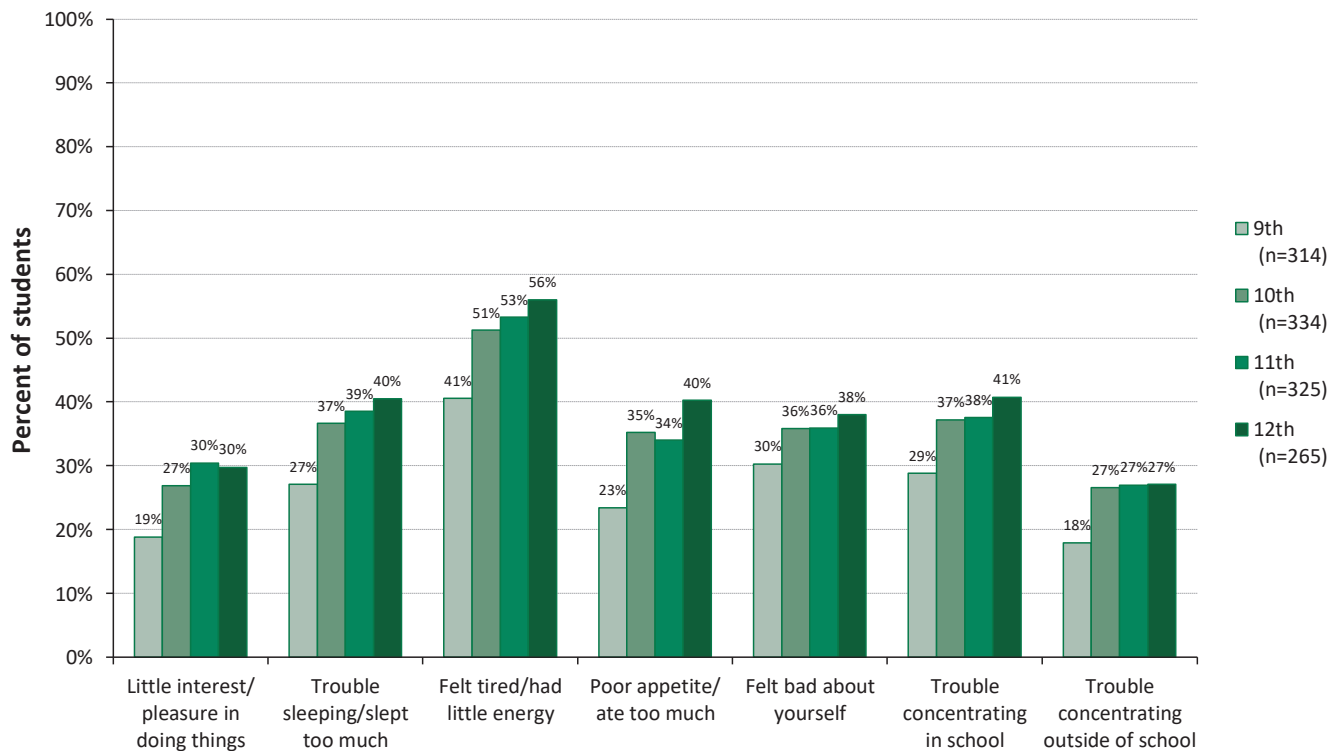
* Student responded that they worried/stressed about item "often" or "very often"

Figure 5-3A. Symptoms of Being Stressed, Anxious, or Worried* by Sex, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



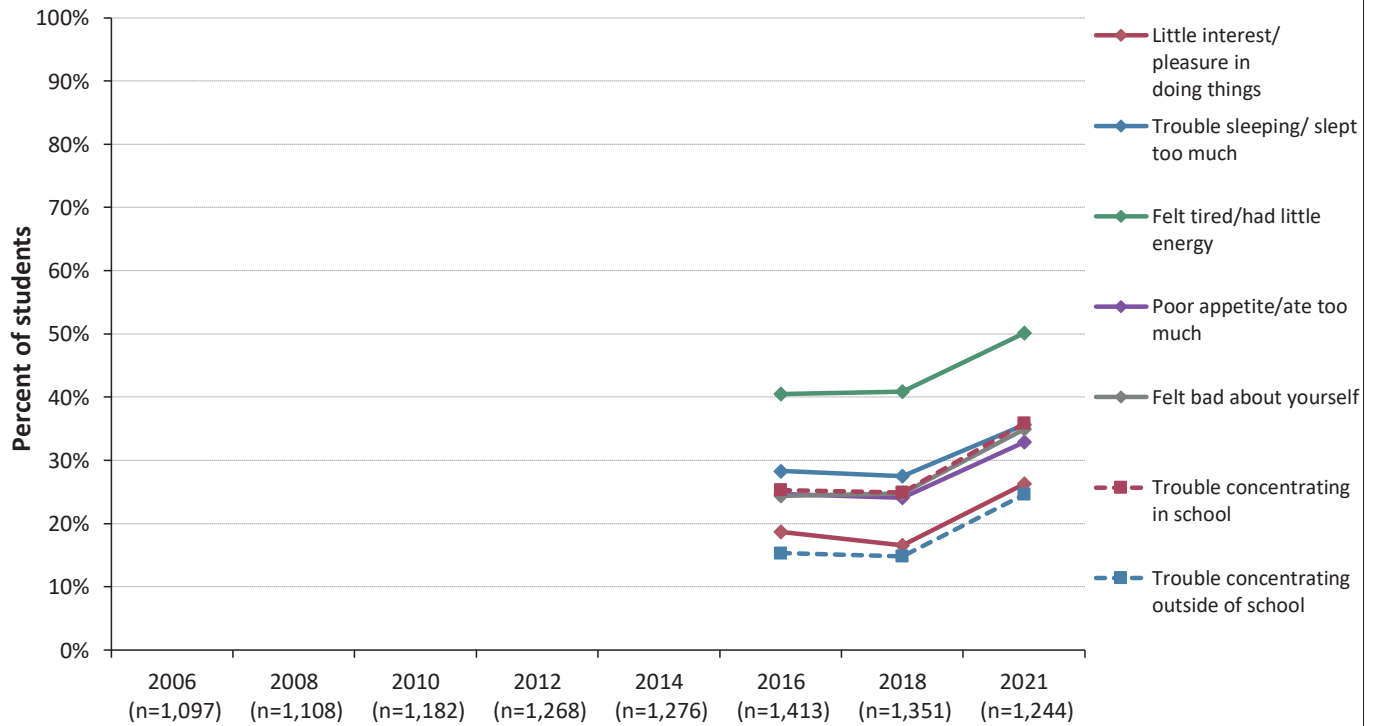
* Student responded "often" or "very often"; past 2 weeks

Figure 5-3B. Symptoms of Being Stressed, Anxious, or Worried* by Grade, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



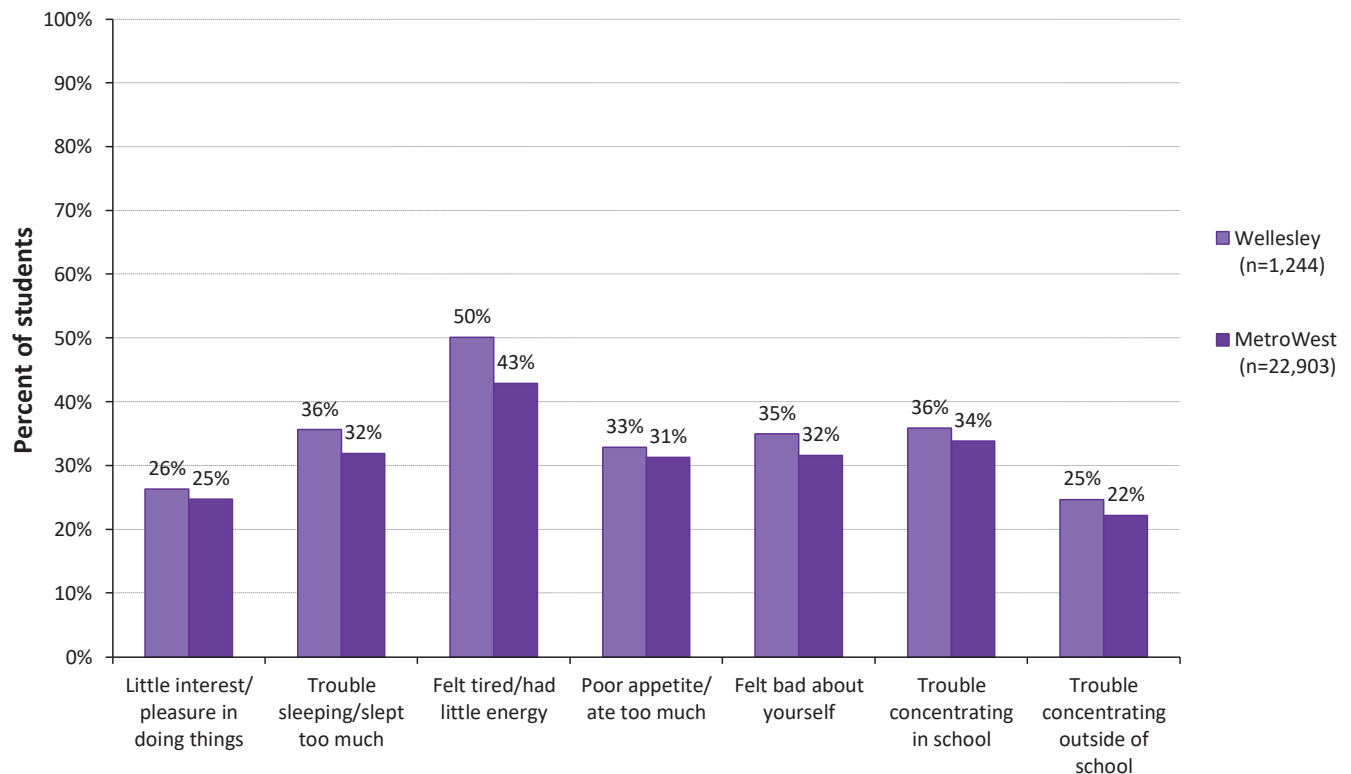
* Student responded "often" or "very often"; past 2 weeks

Figure 5-3C. Symptoms of Being Stressed, Anxious, or Worried*, 2006-2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



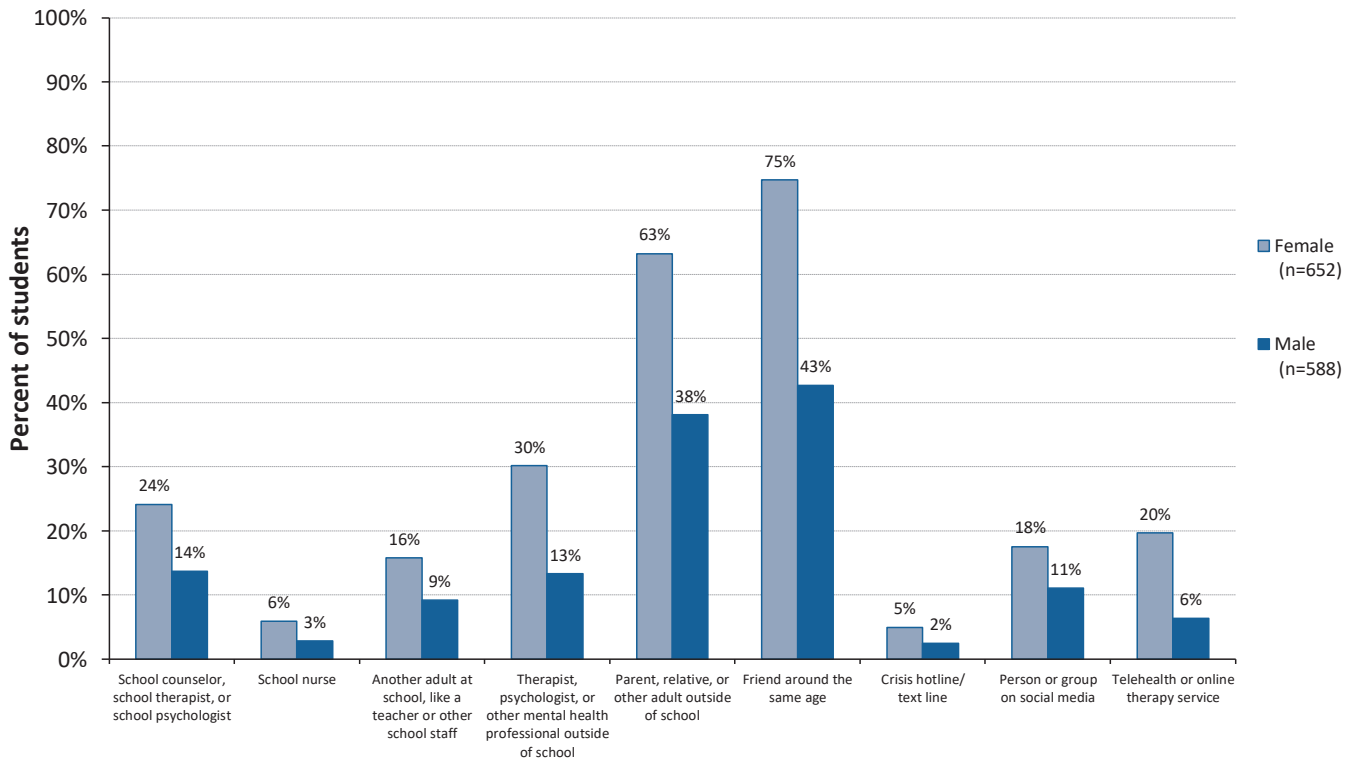
* Student responded "often" or "very often"; past 2 weeks

Figure 5-3D. Symptoms of Being Stressed, Anxious, or Worried* at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



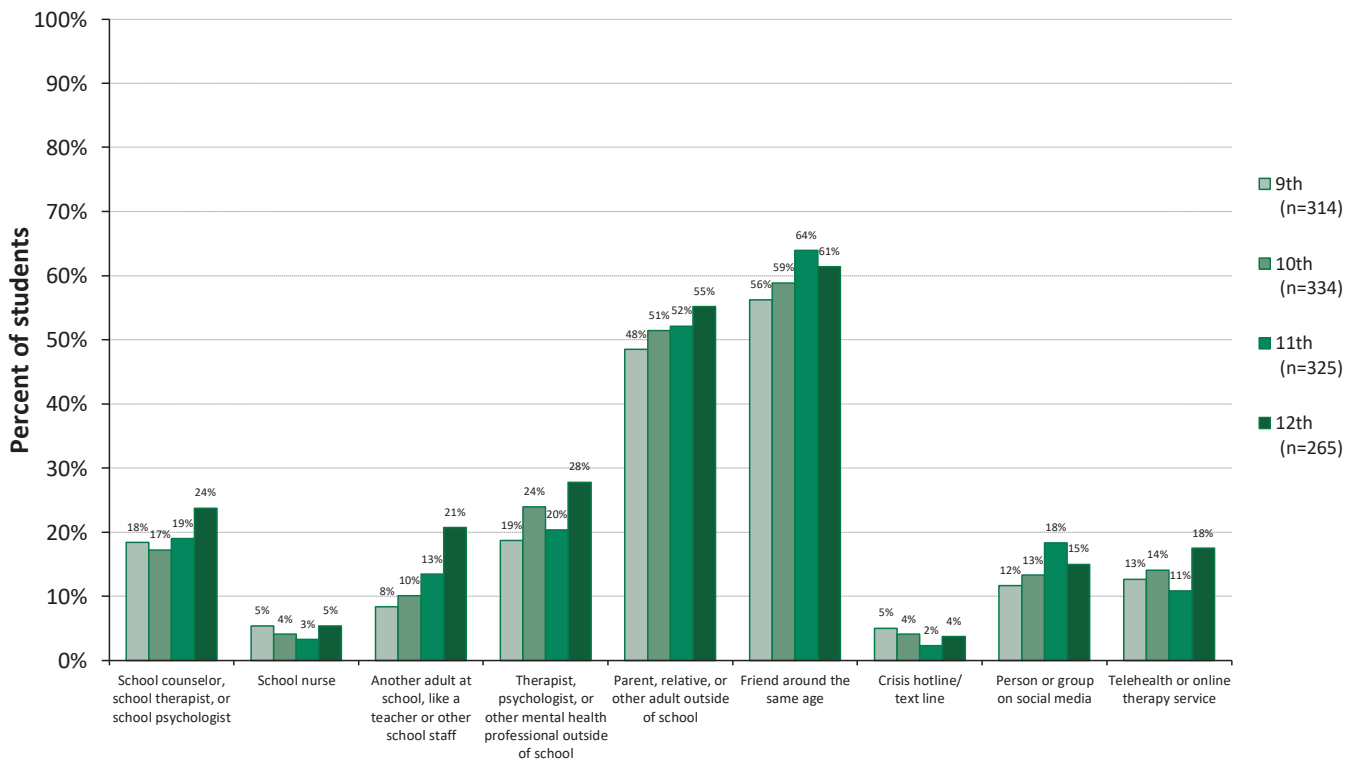
* Student responded "often" or "very often"; past 2 weeks

Figure 5-4A. Sources of Support for Help with Emotional Challenges or Problems* by Sex, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



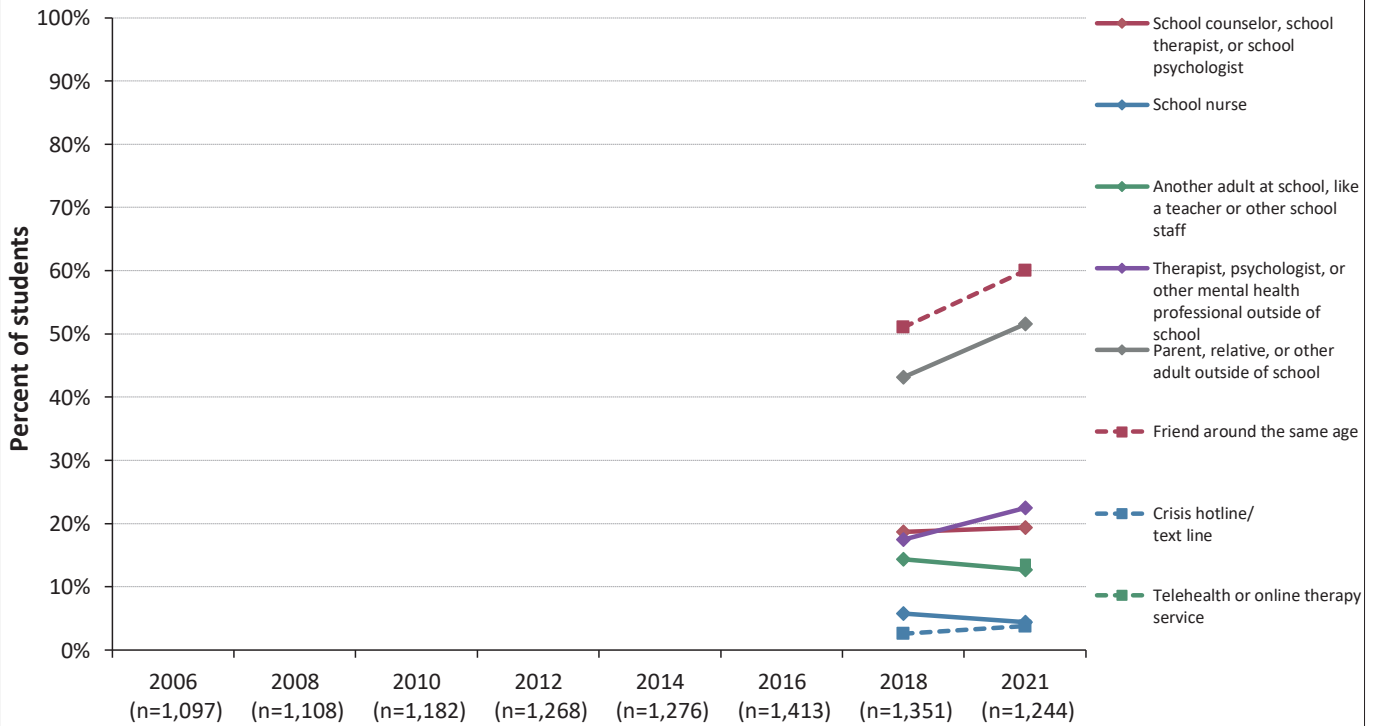
* Emotional challenges or problems include things that make you feel sad, angry, stressed, or anxious, or that may make you have thoughts of hurting yourself; student responded having talked with individual/group one or more times in the past 12 months

Figure 5-4B. Sources of Support for Help with Emotional Challenges or Problems* by Grade, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



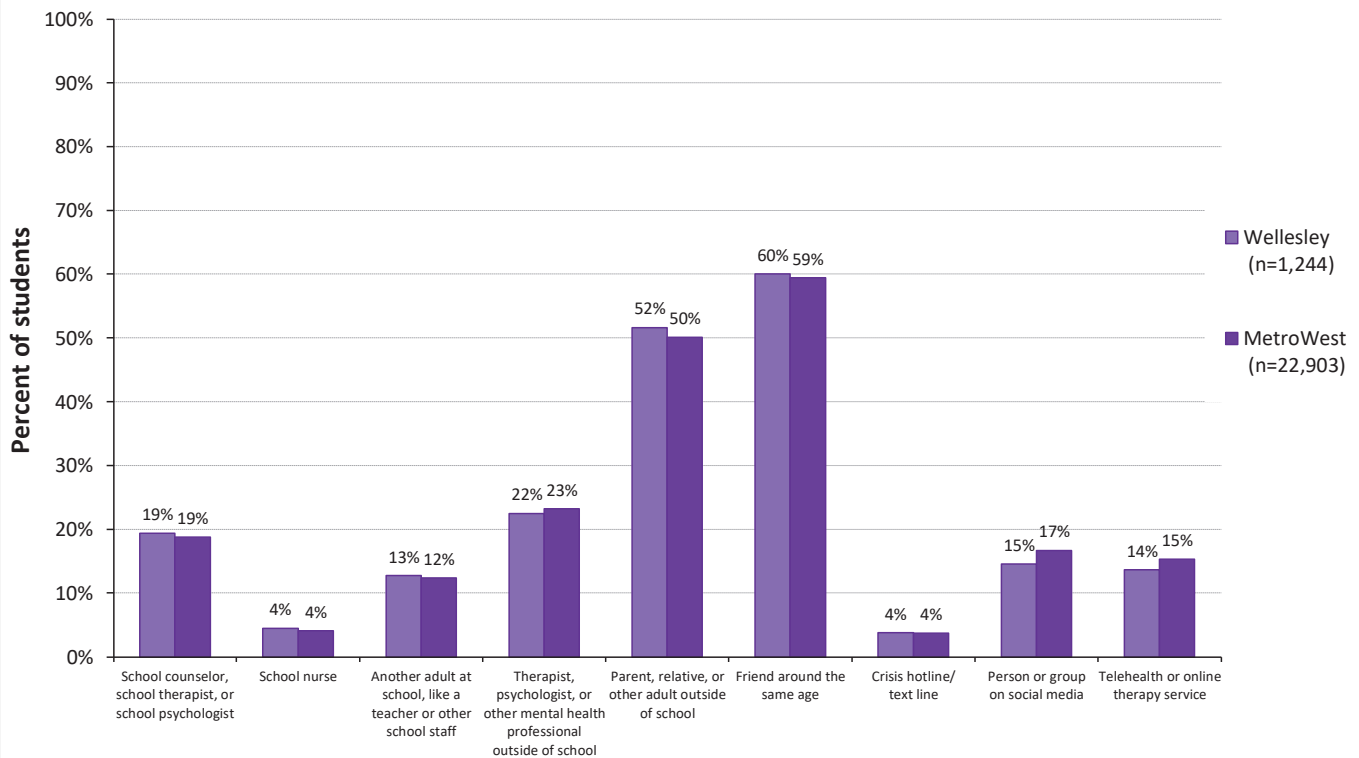
* Emotional challenges or problems include things that make you feel sad, angry, stressed, or anxious, or that may make you have thoughts of hurting yourself; student responded having talked with individual/group one or more times in the past 12 months

Figure 5-4C. Sources of Support for Help with Emotional Challenges or Problems*, 2006-2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



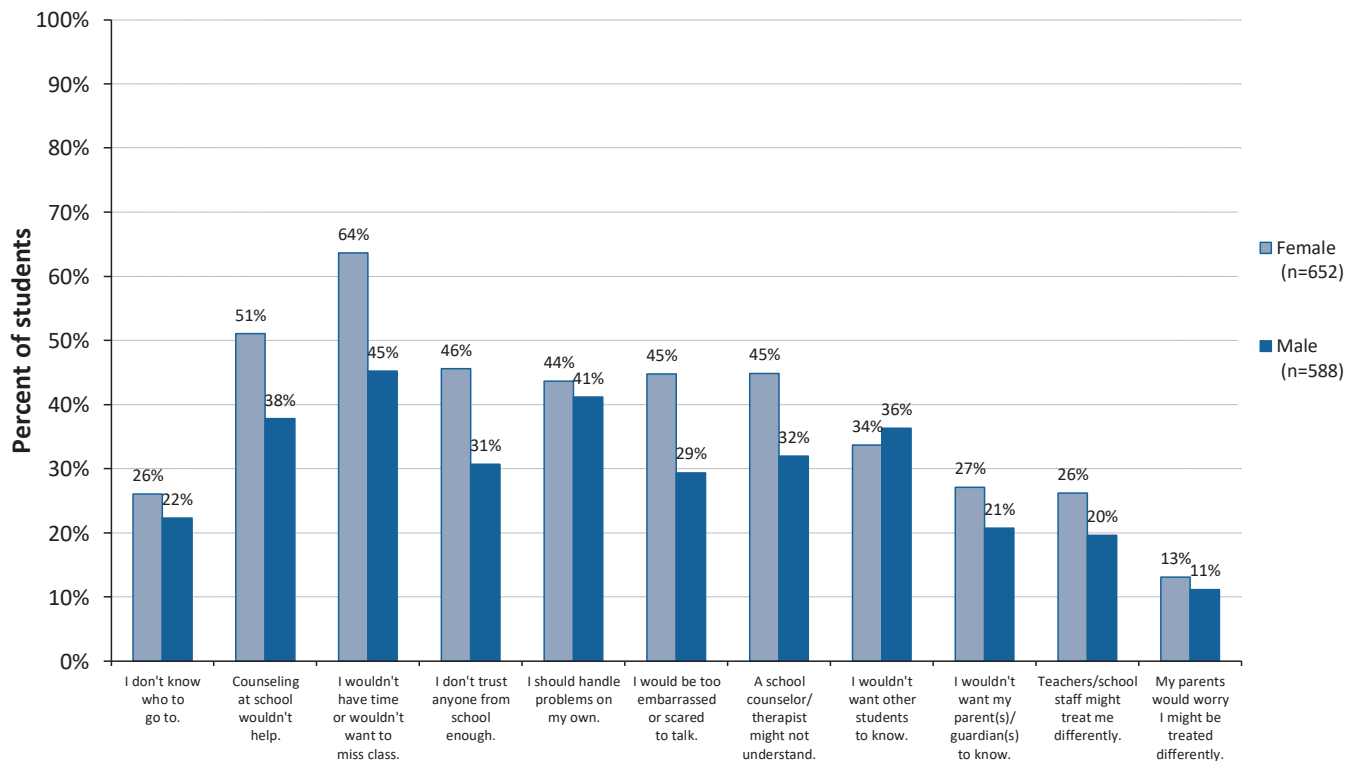
* Emotional challenges or problems include things that make you feel sad, angry, stressed, or anxious, or that may make you have thoughts of hurting yourself; student responded having talked with individual/group one or more times in the past 12 months

Figure 5-4D. Sources of Support for Help with Emotional Challenges or Problems* at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



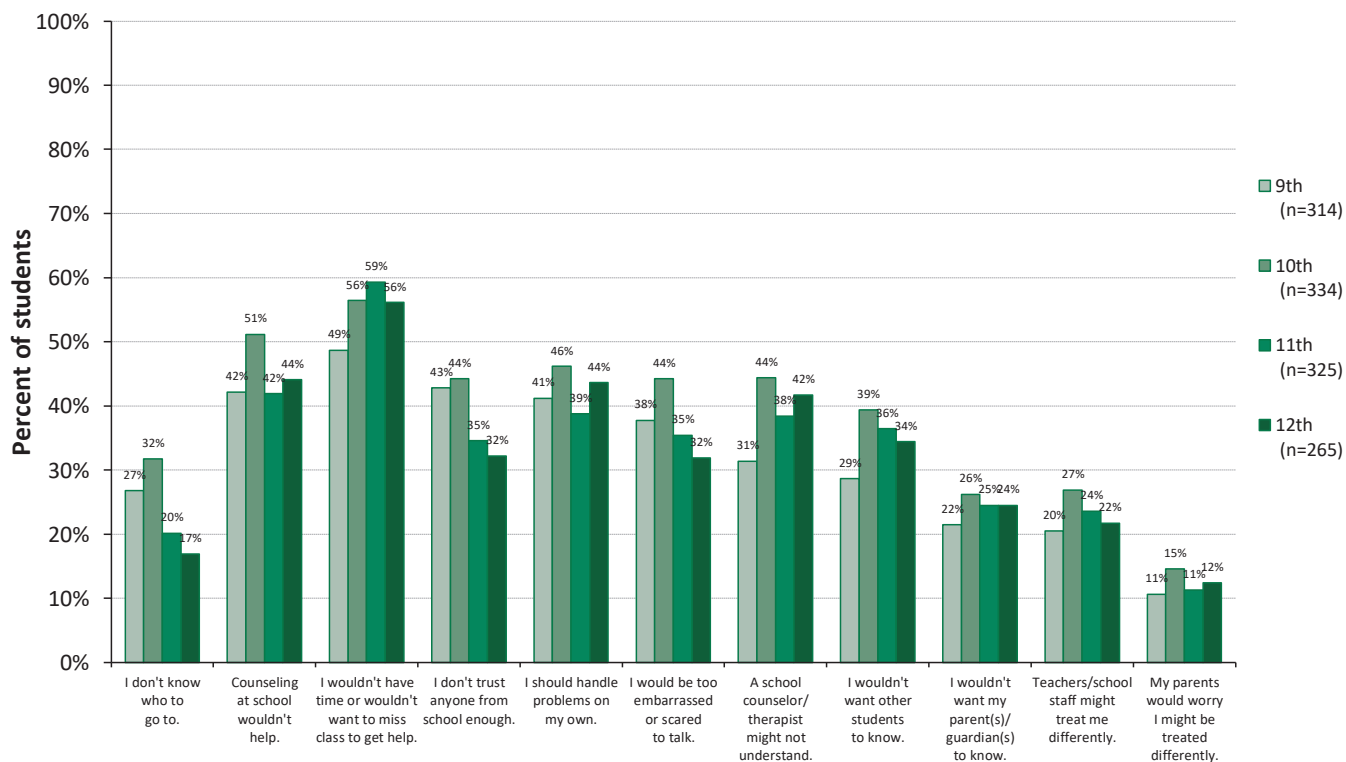
* Emotional challenges or problems include things that make you feel sad, angry, stressed, or anxious, or that may make you have thoughts of hurting yourself; student responded having talked with individual/group one or more times in the past 12 months

Figure 5-5A. Barriers to Seeking Help at School for Emotional Challenges* by Sex, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



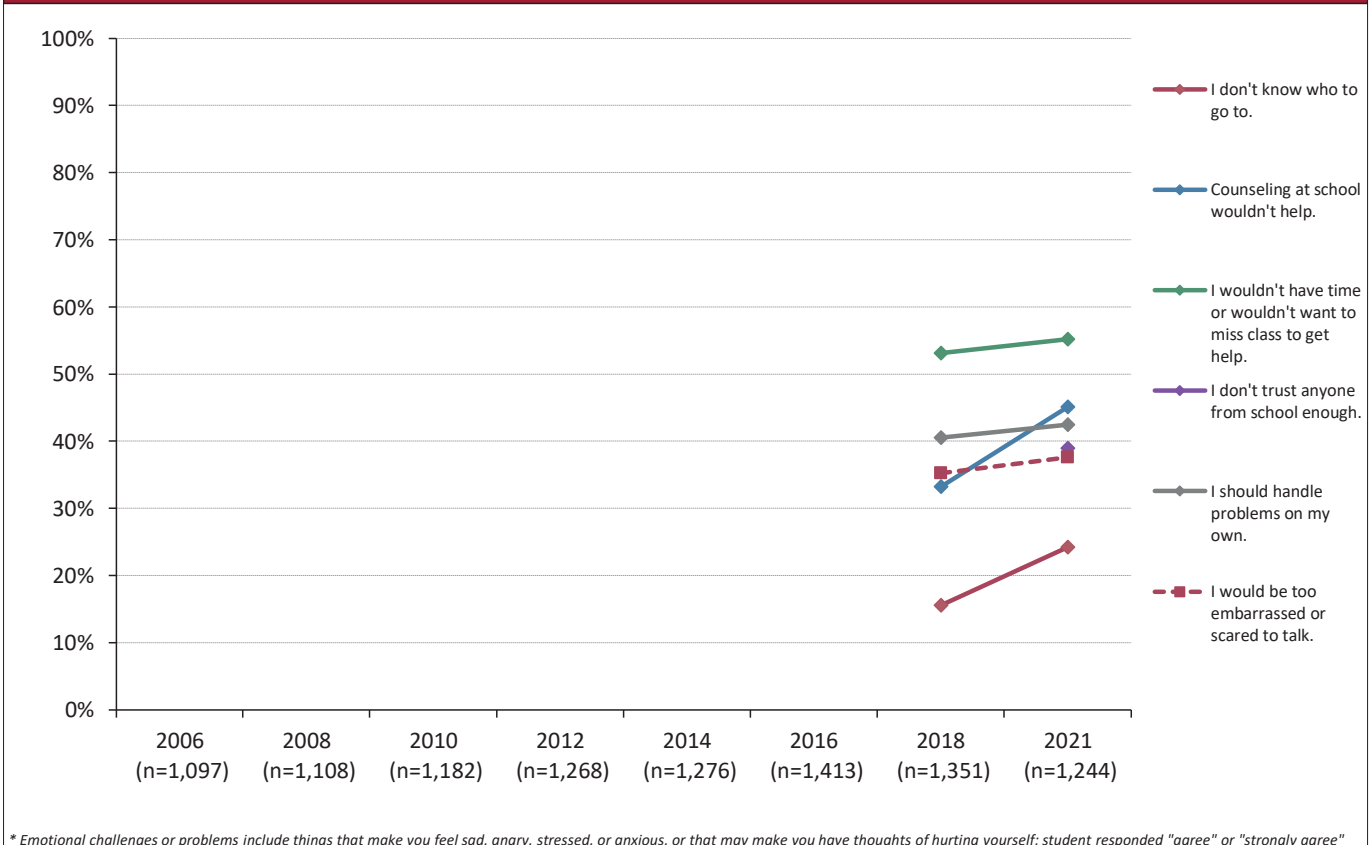
* Emotional challenges or problems include things that make you feel sad, angry, stressed, or anxious, or that may make you have thoughts of hurting yourself; student responded "agree" or "strongly agree"

Figure 5-5B. Barriers to Seeking Help at School for Emotional Challenges* by Grade, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



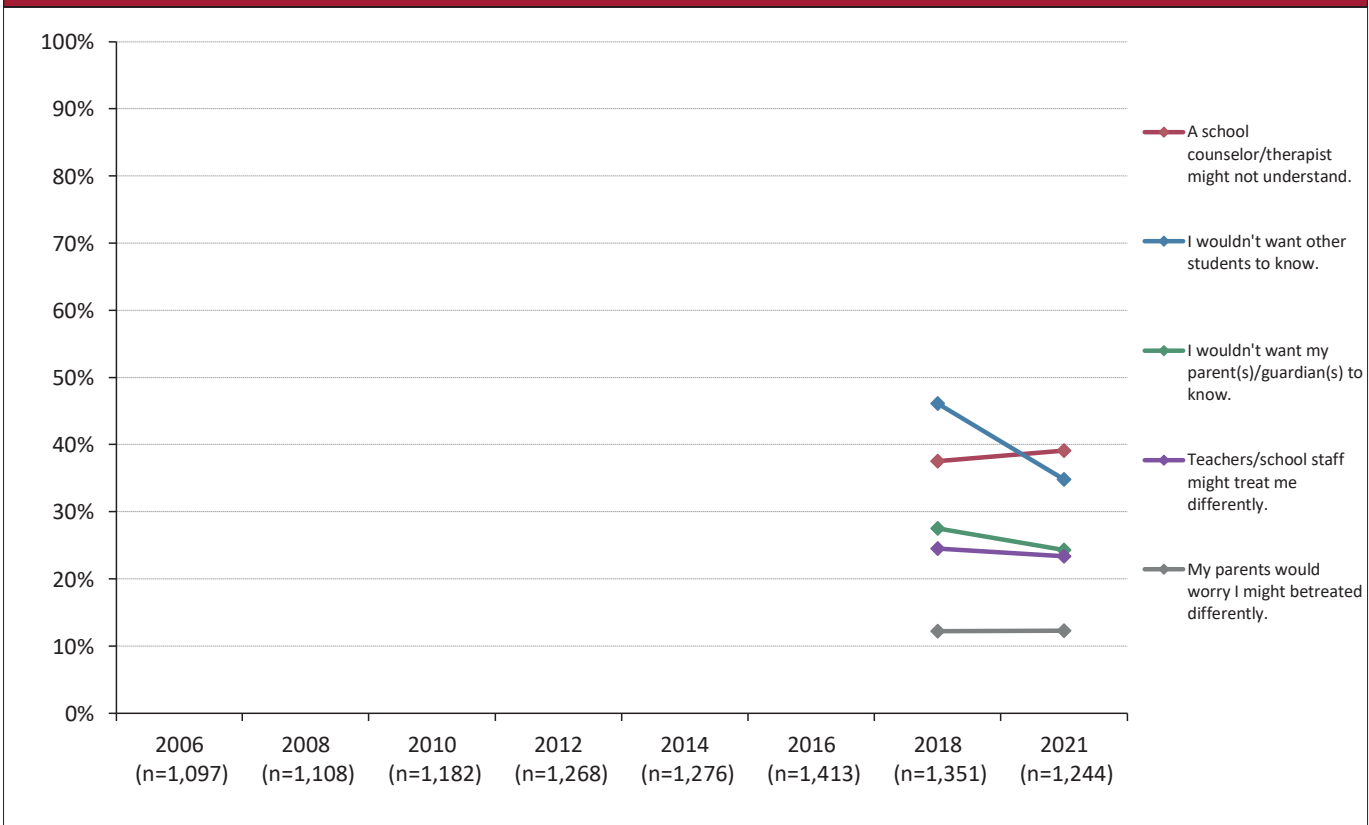
* Emotional challenges or problems include things that make you feel sad, angry, stressed, or anxious, or that may make you have thoughts of hurting yourself; student responded "agree" or "strongly agree"

Figure 5-5C. Barriers to Seeking Help at School for Emotional Challenges*, 2006-2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



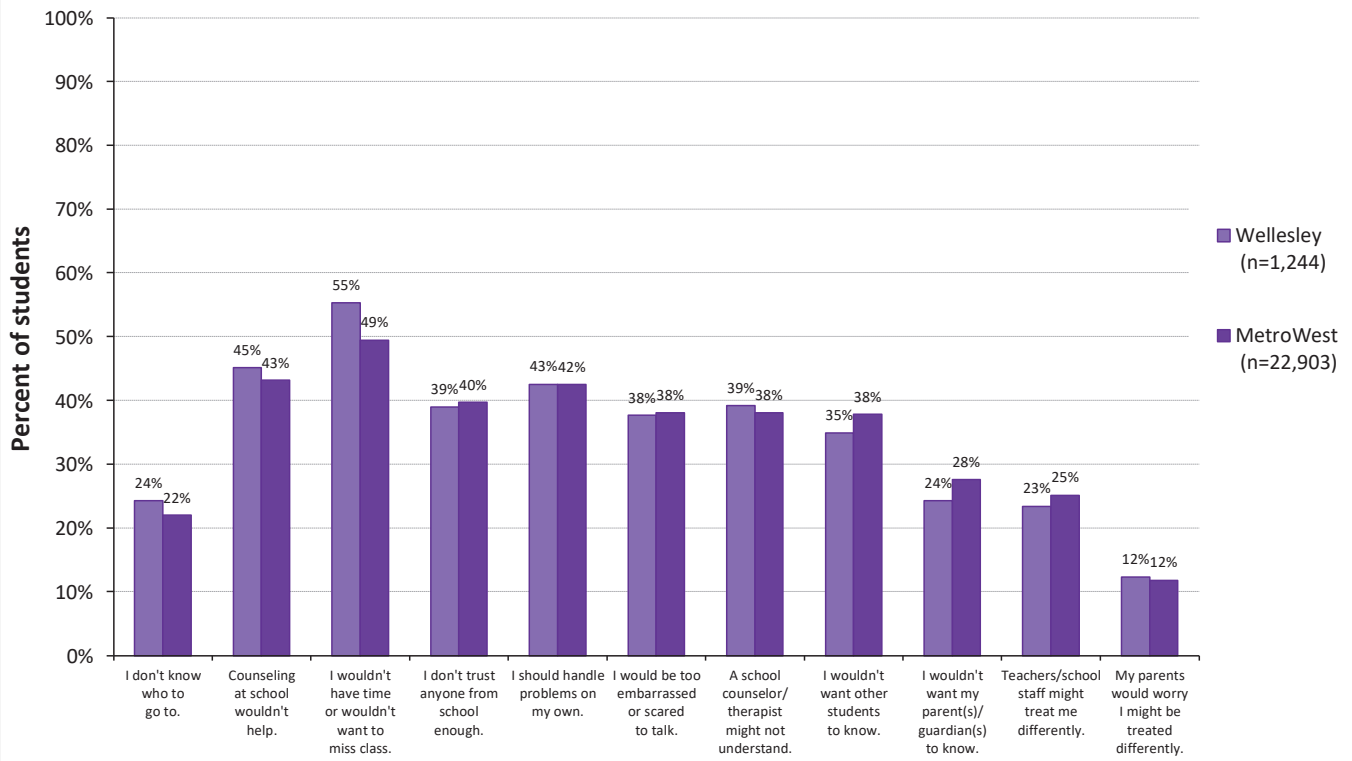
* Emotional challenges or problems include things that make you feel sad, angry, stressed, or anxious, or that may make you have thoughts of hurting yourself; student responded "agree" or "strongly agree"

Figure 5-5C(cont'd). Barriers to Seeking Help at School for Emotional Challenges*, 2006-2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



* Emotional challenges or problems include things that make you feel sad, angry, stressed, or anxious, or that may make you have thoughts of hurting yourself; student responded "agree" or "strongly agree"

Figure 5-5D. Barriers to Seeking Help at School for Emotional Challenges* at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



* Emotional challenges or problems include things that make you feel sad, angry, stressed, or anxious, or that may make you have thoughts of hurting yourself; student responded "agree" or "strongly agree"

Table 5-1A. Stress and Coping Strategies by Sex and Grade, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	Total (%) (1,244)	Sex (%)		Grade (%)			
		Female (652)	Male (588)	9 th (314)	10 th (334)	11 th (325)	12 th (265)
STRESS							
Life "very" stressful (past 30 days)	42.9	53.3	30.8	26.6	38.2	47.7	62.9
Worry/feel stressed about school issues*	78.7	89.0	66.8	74.2	77.6	81.4	82.0
Worry/feel stressed about social issues*	40.9	52.8	26.9	37.9	39.4	42.0	44.9
Worry/feel stressed about family issues*	23.5	30.9	14.6	19.0	22.6	25.3	26.9
Worry/feel stressed about safety issues*	4.4	5.3	3.3	3.3	4.0	5.1	5.3
Worry/feel stressed about appearance issues*	37.9	52.8	20.8	36.8	39.9	34.1	41.2
Worry/feel stressed about your physical and/or emotional health*	43.8	57.9	27.3	33.6	45.0	47.8	49.6
SYMPTOMS OF BEING STRESSED, ANXIOUS, OR WORRIED (often/very often, past 2 weeks)							
Had little interest or pleasure in doing things	26.3	33.7	17.6	18.8	26.9	30.4	29.8
Had trouble falling asleep or staying asleep or slept too much	35.6	48.3	20.6	27.1	36.6	38.5	40.5
Felt tired or had little energy	50.1	64.7	32.8	40.5	51.2	53.2	56.0
Had a poor appetite or ate too much	32.9	46.1	17.5	23.4	35.2	34.0	40.2
Felt bad about yourself or that you were a failure	34.9	46.3	21.7	30.3	35.8	35.9	38.0
Had trouble concentrating in school	35.8	45.6	24.4	28.8	37.2	37.5	40.7
Had trouble concentrating on things outside of school	24.6	31.8	16.0	17.9	26.5	26.9	27.1
REACTIONS AND COPING STRATEGIES WHEN FEELNG STRESSED, ANXIOUS, OR WORRIED							
Manage stress "poorly" or "very poorly" (among students who experience stress)	33.8	39.7	26.3	30.7	31.4	37.3	36.2
Exercise to make yourself feel better [†]	38.6	34.4	43.6	35.2	40.3	38.2	41.1
Use alcohol or drugs to make yourself feel better [†]	3.9	3.8	4.1	0.7	3.1	3.6	9.3
Distract yourself from your worries (e.g. watch TV, read, do a hobby, sleep) [†]	67.5	71.6	62.8	67.7	64.8	67.3	71.6
Get help or advice from someone else [†]	24.7	29.5	19.1	19.3	25.2	23.0	32.9
Get emotional support from someone else [†]	21.9	30.0	12.1	14.0	23.0	21.8	29.8
Get angry or upset with yourself [†]	35.8	47.3	22.0	27.4	37.4	40.5	37.9
Get angry or upset with others around you [†]	19.9	29.2	9.1	16.4	17.9	21.8	24.8
Try to see things in a different light, to make it seem more positive [†]	22.8	22.9	22.6	17.7	20.4	22.4	32.5
Make jokes about your feelings or situation [†]	41.0	49.1	31.3	32.3	40.8	43.2	48.8
Find comfort in your religion or spiritual beliefs [†]	8.3	9.0	7.6	6.7	6.0	8.7	13.1

* Student responded "often" or "very often"

† Do this "often" or "very often" when you are feeling stressed, worried, or anxious

Table 5-1B. Stress and Coping Strategies, 2006-2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 <i>(1,097)</i>	2008 <i>(1,108)</i>	2010 <i>(1,182)</i>	2012 <i>(1,268)</i>	2014 <i>(1,276)</i>	2016 <i>(1,413)</i>	2018 <i>(1,351)</i>	2021 <i>(1,244)</i>
STRESS								
Life "very" stressful (past 30 days)	35.2	31.9	33.6	33.1	35.3	38.5	42.4	42.9
Worry/feel stressed about school issues*	70.9	68.9	70.1	70.8	70.5	73.8	74.1	78.7
Worry/feel stressed about social issues*	26.9	31.2	30.5	31.5	30.6	34.1	33.4	40.9
Worry/feel stressed about family issues*	23.2	25.3	25.2	22.7	20.6	21.9	23.9	23.5
Worry/feel stressed about safety issues*	4.1	2.6	2.9	3.0	2.6	2.8	5.0	4.4
Worry/feel stressed about appearance issues*	23.8	26.5	26.1	27.1	27.6	29.2	30.2	37.9
Worry/feel stressed about your physical and/or emotional health*	18.6	17.9	20.4	21.1	23.0	23.0	28.4	43.8
SYMPTOMS OF BEING STRESSED, ANXIOUS, OR WORRIED (often/very often, past 2 weeks)								
Had little interest or pleasure in doing things	–	–	–	–	–	18.7	16.6	26.3
Had trouble falling asleep or staying asleep or slept too much	–	–	–	–	–	28.3	27.5	35.6
Felt tired or had little energy	–	–	–	–	–	40.5	40.9	50.1
Had a poor appetite or ate too much	–	–	–	–	–	24.7	24.1	32.9
Felt bad about yourself or that you were a failure	–	–	–	–	–	24.4	24.8	34.9
Had trouble concentrating in school	–	–	–	–	–	25.3	25.0	35.8
Had trouble concentrating on things outside of school	–	–	–	–	–	15.3	14.8	24.6
REACTIONS AND COPING STRATEGIES WHEN FEELING STRESSED, ANXIOUS, OR WORRIED								
Manage stress "poorly" or "very poorly" (among students who experience stress)	–	–	–	–	–	–	–	33.8
Exercise to make yourself feel better [†]	–	–	–	–	–	–	–	38.6
Use alcohol or drugs to make yourself feel better [†]	–	–	–	–	–	–	–	3.9
Distract yourself from your worries (e.g. watch TV, read, do a hobby, sleep) [†]	–	–	–	–	–	–	–	67.5
Get help or advice from someone else [†]	–	–	–	–	–	–	–	24.7
Get emotional support from someone else [†]	–	–	–	–	–	–	–	21.9
Get angry or upset with yourself [†]	–	–	–	–	–	–	–	35.8
Get angry or upset with others around you [†]	–	–	–	–	–	–	–	19.9
Try to see things in a different light, to make it seem more positive [†]	–	–	–	–	–	–	–	22.8
Make jokes about your feelings or situation [†]	–	–	–	–	–	–	–	41.0
Find comfort in your religion or spiritual beliefs [†]	–	–	–	–	–	–	–	8.3

* Student responded "often" or "very often"

† Do this "often" or "very often" when you are feeling stressed, worried, or anxious

Table 5-1C. Stress and Coping Strategies at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> <i>(1,244)</i>	<u>MetroWest Region</u> <i>(22,903)</i>
STRESS		
Life "very" stressful (past 30 days)	42.9	33.5
Worry/feel stressed about school issues*	78.7	67.2
Worry/feel stressed about social issues*	40.9	38.8
Worry/feel stressed about family issues*	23.5	26.2
Worry/feel stressed about safety issues*	4.4	4.8
Worry/feel stressed about appearance issues*	37.9	38.7
Worry/feel stressed about your physical and/or emotional health*	43.8	40.9
SYMPTOMS OF BEING STRESSED, ANXIOUS, OR WORRIED (often/very often, past 2 weeks)		
Had little interest or pleasure in doing things	26.3	24.7
Had trouble falling asleep or staying asleep or slept too much	35.6	31.9
Felt tired or had little energy	50.1	42.8
Had a poor appetite or ate too much	32.9	31.3
Felt bad about yourself or that you were a failure	34.9	31.6
Had trouble concentrating in school	35.8	33.8
Had trouble concentrating on things outside of school	24.6	22.2
REACTIONS AND COPING STRATEGIES WHEN FEELING STRESSED, ANXIOUS, OR WORRIED		
Manage stress "poorly" or "very poorly" (among students who experience stress)	33.8	32.3
Exercise to make yourself feel better [†]	38.6	34.6
Use alcohol or drugs to make yourself feel better [†]	3.9	3.5
Distract yourself from your worries (e.g. watch TV, read, do a hobby, sleep) [†]	67.5	64.9
Get help or advice from someone else [†]	24.7	20.5
Get emotional support from someone else [†]	21.9	20.1
Get angry or upset with yourself [†]	35.8	33.5
Get angry or upset with others around you [†]	19.9	18.5
Try to see things in a different light, to make it seem more positive [†]	22.8	22.9
Make jokes about your feelings or situation [†]	41.0	38.9
Find comfort in your religion or spiritual beliefs [†]	8.3	10.0

* Student responded "often" or "very often"

† Do this "often" or "very often" when you are feeling stressed, worried, or anxious

Table 5-2A. Mental Health and Suicidality by Sex and Grade, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u> <i>(1,244)</i>	<u>Sex (%)</u>		<u>Grade (%)</u>			
		Female <i>(652)</i>	Male <i>(588)</i>	9 th <i>(314)</i>	10 th <i>(334)</i>	11 th <i>(325)</i>	12 th <i>(265)</i>
GENERALIZED ANXIETY (past 2 weeks)							
Felt nervous, anxious, or on edge (more than half the days/nearly every day)	46.9	60.8	30.6	37.5	45.3	50.8	55.3
Unable to stop or control worrying (more than half the days/nearly every day)	37.4	50.9	21.7	26.1	39.8	39.6	45.1
Generalized Anxiety Disorder brief scale (GAD-2) suggests need for further diagnostic evaluation*	46.9	62.1	29.0	35.9	46.7	50.3	55.7
DEPRESSIVE SYMPTOMS, SELF-INJURY, AND SUICIDALITY							
Felt sad or hopeless almost every day for two or more weeks (past 12 months)	23.6	29.1	16.8	17.8	26.3	22.4	28.2
Hurt or injured yourself on purpose (past 12 months) [†]	18.8	24.0	12.3	20.1	21.3	14.4	18.6
Seriously considered attempting suicide (past 12 months)	15.0	17.0	12.4	13.2	18.0	11.5	17.5
Made a plan about attempting suicide (past 12 months)	11.2	12.8	9.2	10.9	12.7	7.9	13.8
Attempted suicide (past 12 months)	3.8	4.3	3.4	3.6	4.7	2.3	5.0
Made a suicide attempt requiring medical treatment (past 12 months) [‡]	1.5	2.1	0.7	1.3	1.9	1.0	1.7
Took medicine prescribed by a doctor/health professional for mental health or emotional problems (past 12 months)	12.4	15.9	8.2	9.6	12.3	10.2	18.8
Ever lived with someone who was depressed, mentally ill, or suicidal	32.0	40.3	22.2	26.9	33.2	33.3	34.9
MENTAL HEALTH RELATED TO COVID-19							
Experienced poor mental health [§] during the COVID-19 pandemic (most of the time, or always)	33.7	46.6	18.2	23.8	36.1	32.9	42.8
Mental health became "a little worse" or "a lot worse" since the beginning of the COVID-19 pandemic	49.9	59.1	39.0	45.8	49.2	53.5	51.7

* GAD-2 is adapted from: Spitzer, R. L., Kroenke, K., Williams, J. B., & Löwe, B. (2006). A brief measure for assessing generalized anxiety disorder: the GAD-7. *Archives of internal medicine*, 166(10), 1092–1097. <https://doi.org/10.1001/archinte.166.10.1092>

† For example, by cutting, burning, or bruising yourself on purpose

‡ Resulting in an injury, poisoning, or overdose that had to be treated by a doctor or nurse

§ Poor mental health includes anxiety, stress, and depression

Table 5-2B. Mental Health and Suicidality, 2006-2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 (1,097)	2008 (1,108)	2010 (1,182)	2012 (1,268)	2014 (1,276)	2016 (1,413)	2018 (1,351)	2021 (1,244)
GENERALIZED ANXIETY (past 2 weeks)								
Felt nervous, anxious, or on edge (more than half the days/nearly every day)	–	–	–	–	–	29.2	36.1	46.9
Unable to stop or control worrying (more than half the days/nearly every day)	–	–	–	–	–	22.5	27.2	37.4
Generalized Anxiety Disorder brief scale (GAD-2) suggests need for further diagnostic evaluation*	–	–	–	–	–	–	34.8	46.9
DEPRESSIVE SYMPTOMS, SELF-INJURY, AND SUICIDALITY								
Felt sad or hopeless almost every day for two or more weeks (past 12 months)	17.2	16.2	16.8	16.2	19.1	14.8	16.1	23.6
Hurt or injured yourself on purpose (past 12 months) [†]	12.0	11.4	14.8	13.6	11.8	11.9	12.6	18.8
Seriously considered attempting suicide (past 12 months)	9.7	9.7	10.7	11.8	11.6	11.5	12.6	15.0
Made a plan about attempting suicide (past 12 months)	8.4	7.2	7.8	8.6	9.2	9.5	8.4	11.2
Attempted suicide (past 12 months)	2.9	3.5	3.7	3.3	2.9	3.1	3.6	3.8
Made a suicide attempt requiring medical treatment (past 12 months) [‡]	0.8	1.4	1.2	0.9	0.6	0.4	1.1	1.5
Took medicine prescribed by a doctor/health professional for mental health or emotional problems (past 12 months)	–	–	–	–	–	–	–	12.4
Ever lived with someone who was depressed, mentally ill, or suicidal	–	–	–	–	–	–	–	32.0
MENTAL HEALTH RELATED TO COVID-19								
Experienced poor mental health [§] during the COVID-19 pandemic (most of the time, or always)	–	–	–	–	–	–	–	33.7
Mental health became "a little worse" or "a lot worse" since the beginning of the COVID-19 pandemic	–	–	–	–	–	–	–	49.9

* GAD-2 is adapted from: Spitzer, R. L., Kroenke, K., Williams, J. B., & Löwe, B. (2006). A brief measure for assessing generalized anxiety disorder: the GAD-7. *Archives of internal medicine*, 166(10), 1092–1097. <https://doi.org/10.1001/archinte.166.10.1092>

† For example, by cutting, burning, or bruising yourself on purpose

‡ Resulting in an injury, poisoning, or overdose that had to be treated by a doctor or nurse

§ Poor mental health includes anxiety, stress, and depression

Table 5-2C. Mental Health and Suicidality at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> (1,244)	<u>MetroWest Region</u> (22,903)
GENERALIZED ANXIETY (past 2 weeks)		
Felt nervous, anxious, or on edge (more than half the days/nearly every day)	46.9	41.8
Unable to stop or control worrying (more than half the days/nearly every day)	37.4	33.9
Generalized Anxiety Disorder brief scale (GAD-2) suggests need for further diagnostic evaluation*	46.9	41.9
DEPRESSIVE SYMPTOMS, SELF-INJURY, AND SUICIDALITY		
Felt sad or hopeless almost every day for two or more weeks (past 12 months)	23.6	27.0
Hurt or injured yourself on purpose (past 12 months) [†]	18.8	18.7
Seriously considered attempting suicide (past 12 months)	15.0	15.6
Made a plan about attempting suicide (past 12 months)	11.2	11.9
Attempted suicide (past 12 months)	3.8	4.9
Made a suicide attempt requiring medical treatment (past 12 months) [‡]	1.5	1.4
Took medicine prescribed by a doctor/health professional for mental health or emotional problems (past 12 months)	12.4	13.7
Ever lived with someone who was depressed, mentally ill, or suicidal	32.0	33.0
MENTAL HEALTH RELATED TO COVID-19		
Experienced poor mental health [§] during the COVID-19 pandemic (most of the time, or always)	33.7	33.6
Mental health became "a little worse" or "a lot worse" since the beginning of the COVID-19 pandemic	49.9	48.3

* GAD-2 is adapted from: Spitzer, R. L., Kroenke, K., Williams, J. B., & Löwe, B. (2006). A brief measure for assessing generalized anxiety disorder: the GAD-7. *Archives of internal medicine*, 166(10), 1092–1097.
<https://doi.org/10.1001/archinte.166.10.1092>

[†] For example, by cutting, burning, or bruising yourself on purpose

[‡] Resulting in an injury, poisoning, or overdose that had to be treated by a doctor or nurse

[§] Poor mental health includes anxiety, stress, and depression

Table 5-3A. Support for Emotional Challenges or Problems* by Sex and Grade, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
	(1,244)	Female (652)	Male (588)	9 th (314)	10 th (334)	11 th (325)	12 th (265)
SOURCES OF SUPPORT FOR HELP WITH EMOTIONAL CHALLENGES OR PROBLEMS (past 12 months) †							
School counselor, school therapist, or school psychologist	19.4	24.1	13.7	18.4	17.2	19.0	23.8
School nurse	4.5	5.9	2.8	5.4	4.1	3.3	5.4
Another adult from school, like a teacher or other school staff	12.7	15.8	9.2	8.4	10.1	13.4	20.7
Therapist, psychologist, or other mental health professional outside of school	22.5	30.2	13.3	18.7	24.0	20.3	27.8
Parent, relative, or other adult outside of school	51.6	63.2	38.1	48.5	51.4	52.1	55.2
Friend around the same age	60.0	74.7	42.7	56.2	58.9	63.9	61.4
Crisis hotline/text line	3.8	4.9	2.4	5.0	4.1	2.3	3.8
Person or group on social media (such as, Instagram, Facebook, Snapchat)	14.5	17.5	11.0	11.7	13.3	18.4	15.0
Used telehealth or online therapy services for help with emotional challenges or problems	13.6	19.7	6.4	12.7	14.1	10.8	17.5
BARRIERS TO SEEKING HELP FROM SOMEONE AT SCHOOL FOR EMOTIONAL CHALLENGES OR PROBLEMS (agree/strongly agree)							
I don't know who to go to for help.	24.3	26.1	22.3	26.8	31.7	20.1	16.9
I don't think counseling with someone at school would help.	45.1	51.0	37.8	42.2	51.1	41.9	44.1
I wouldn't have time or wouldn't want to miss class to get help.	55.3	63.6	45.2	48.6	56.4	59.3	56.1
I don't trust anyone from my school enough to talk about my emotional problems.	39.0	45.6	30.7	42.9	44.2	34.6	32.2
I should handle problems on my own.	42.5	43.7	41.2	41.2	46.2	38.7	43.6
I would be too embarrassed or scared to talk about it.	37.7	44.8	29.4	37.8	44.2	35.4	31.9
A school counselor/therapist might not understand me or the challenges I was having.	39.1	44.9	32.0	31.4	44.4	38.4	41.7
I wouldn't want other students to know I was meeting with a school counselor/therapist.	34.9	33.7	36.3	28.7	39.4	36.4	34.5
I wouldn't want my parent(s)/guardian(s) to know I was meeting with a school counselor/therapist.	24.3	27.1	20.8	21.5	26.2	24.5	24.5
Teachers or other school staff might treat me differently or give me fewer opportunities at school.	23.4	26.2	19.6	20.5	26.9	23.6	21.7
My parents wouldn't want me to get help at school because they would be worried I might be treated differently or given fewer opportunities at school.	12.3	13.1	11.2	10.6	14.6	11.3	12.4

* Emotional challenges or problems include things that make you feel sad, angry, stressed, or anxious, or that may make you have thoughts of hurting yourself

† Student responded having talked with individual/group one or more times

Table 5-3B. Support for Emotional Challenges or Problems*, 2006-2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 (1,097)	2008 (1,108)	2010 (1,182)	2012 (1,268)	2014 (1,276)	2016 (1,413)	2018 (1,351)	2021 (1,244)
SOURCES OF SUPPORT FOR HELP WITH EMOTIONAL CHALLENGES OR PROBLEMS (past 12 months) †								
School counselor, school therapist, or school psychologist	–	–	–	–	–	–	18.7	19.4
School nurse	–	–	–	–	–	–	5.8	4.5
Another adult from school, like a teacher or other school staff	–	–	–	–	–	–	14.4	12.7
Therapist, psychologist, or other mental health professional outside of school	–	–	–	–	–	–	17.5	22.5
Parent, relative, or other adult outside of school	–	–	–	–	–	–	43.2	51.6
Friend around the same age	–	–	–	–	–	–	51.0	60.0
Crisis hotline/text line	–	–	–	–	–	–	2.6	3.8
Person or group on social media (such as, Instagram, Facebook, Snapchat)	–	–	–	–	–	–	11.8	14.5
Used telehealth or online therapy services for help with emotional challenges or problems	–	–	–	–	–	–	–	13.6
BARRIERS TO SEEKING HELP FROM SOMEONE AT SCHOOL FOR EMOTIONAL CHALLENGES OR PROBLEMS (agree/strongly agree)								
I don't know who to go to for help.	–	–	–	–	–	–	15.6	24.3
I don't think counseling with someone at school would help.	–	–	–	–	–	–	33.3	45.1
I wouldn't have time or wouldn't want to miss class to get help.	–	–	–	–	–	–	53.1	55.3
I don't trust anyone from my school enough to talk about my emotional problems.	–	–	–	–	–	–	–	39.0
I should handle problems on my own.	–	–	–	–	–	–	40.6	42.5
I would be too embarrassed or scared to talk about it.	–	–	–	–	–	–	35.3	37.7
A school counselor/therapist might not understand me or the challenges I was having.	–	–	–	–	–	–	37.5	39.1
I wouldn't want other students to know I was meeting with a school counselor/therapist.	–	–	–	–	–	–	46.2	34.9
I wouldn't want my parent(s)/guardian(s) to know I was meeting with a school counselor/therapist.	–	–	–	–	–	–	27.6	24.3
Teachers or other school staff might treat me differently or give me fewer opportunities at school.	–	–	–	–	–	–	24.6	23.4
My parents wouldn't want me to get help at school because they would be worried I might be treated differently or given fewer opportunities at school.	–	–	–	–	–	–	12.3	12.3

* Emotional challenges or problems include things that make you feel sad, angry, stressed, or anxious, or that may make you have thoughts of hurting yourself

† Student responded having talked with individual/group one or more times

Table 5-3C. Support for Emotional Challenges or Problems* at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> (1,244)	<u>MetroWest Region</u> (22,903)
SOURCES OF SUPPORT FOR HELP WITH EMOTIONAL CHALLENGES OR PROBLEMS (past 12 months) †		
School counselor, school therapist, or school psychologist	19.4	18.8
School nurse	4.5	4.1
Another adult from school, like a teacher or other school staff	12.7	12.3
Therapist, psychologist, or other mental health professional outside of school	22.5	23.2
Parent, relative, or other adult outside of school	51.6	50.1
Friend around the same age	60.0	59.4
Crisis hotline/text line	3.8	3.7
Person or group on social media (such as, Instagram, Facebook, Snapchat)	14.5	16.7
Used telehealth or online therapy services for help with emotional challenges or problems	13.6	15.3
BARRIERS TO SEEKING HELP FROM SOMEONE AT SCHOOL FOR EMOTIONAL CHALLENGES OR PROBLEMS		
I don't know who to go to for help.	24.3	22.0
I don't think counseling with someone at school would help.	45.1	43.1
I wouldn't have time or wouldn't want to miss class to get help.	55.3	49.4
I don't trust anyone from my school enough to talk about my emotional problems.	39.0	39.7
I should handle problems on my own.	42.5	42.5
I would be too embarrassed or scared to talk about it.	37.7	38.1
A school counselor/therapist might not understand me or the challenges I was having.	39.1	38.0
I wouldn't want other students to know I was meeting with a school counselor/therapist.	34.9	37.8
I wouldn't want my parent(s)/guardian(s) to know I was meeting with a school counselor/therapist.	24.3	27.6
Teachers or other school staff might treat me differently or give me fewer opportunities at school.	23.4	25.1
My parents wouldn't want me to get help at school because they would be worried I might be treated differently or given fewer opportunities at school.	12.3	11.8

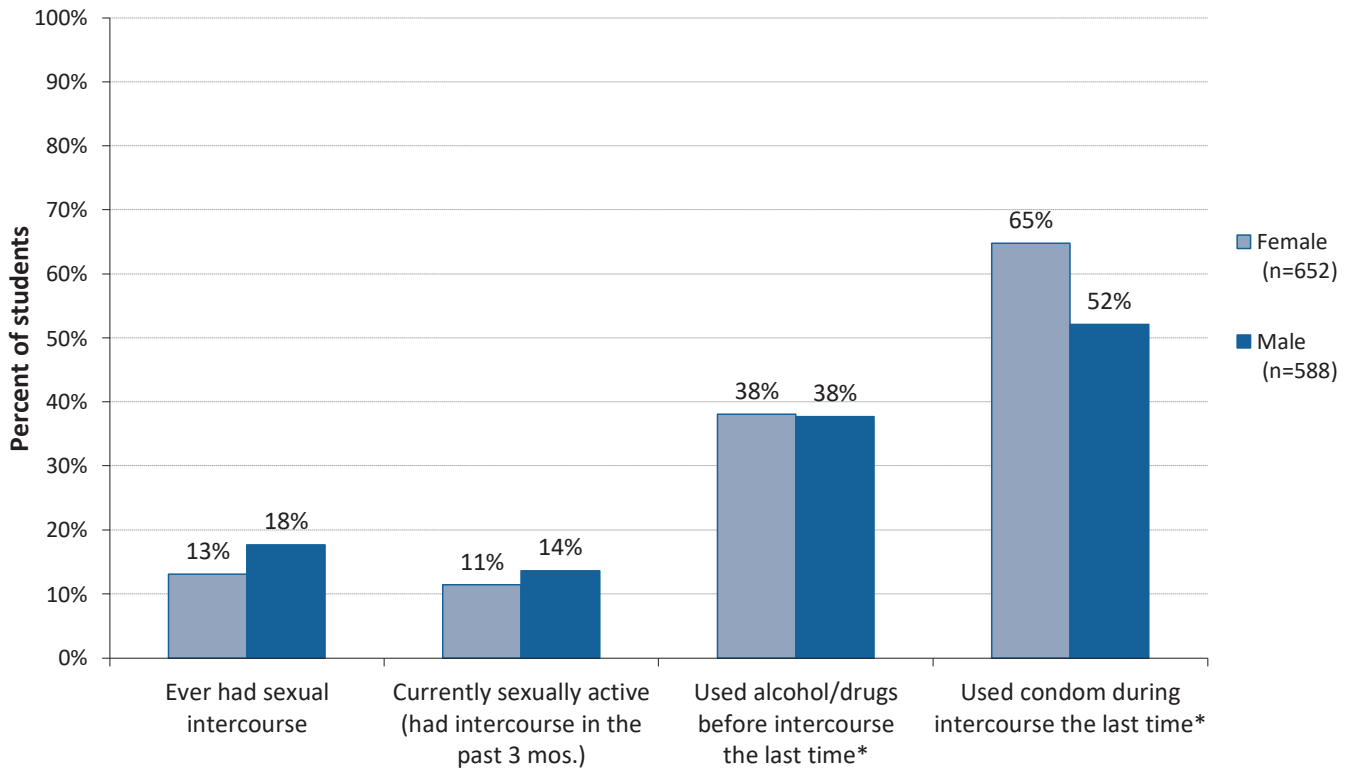
* Emotional challenges or problems include things that make you feel sad, angry, stressed, or anxious, or that may make you have thoughts of hurting yourself

† Student responded having talked with individual/group one or more times

Section 6

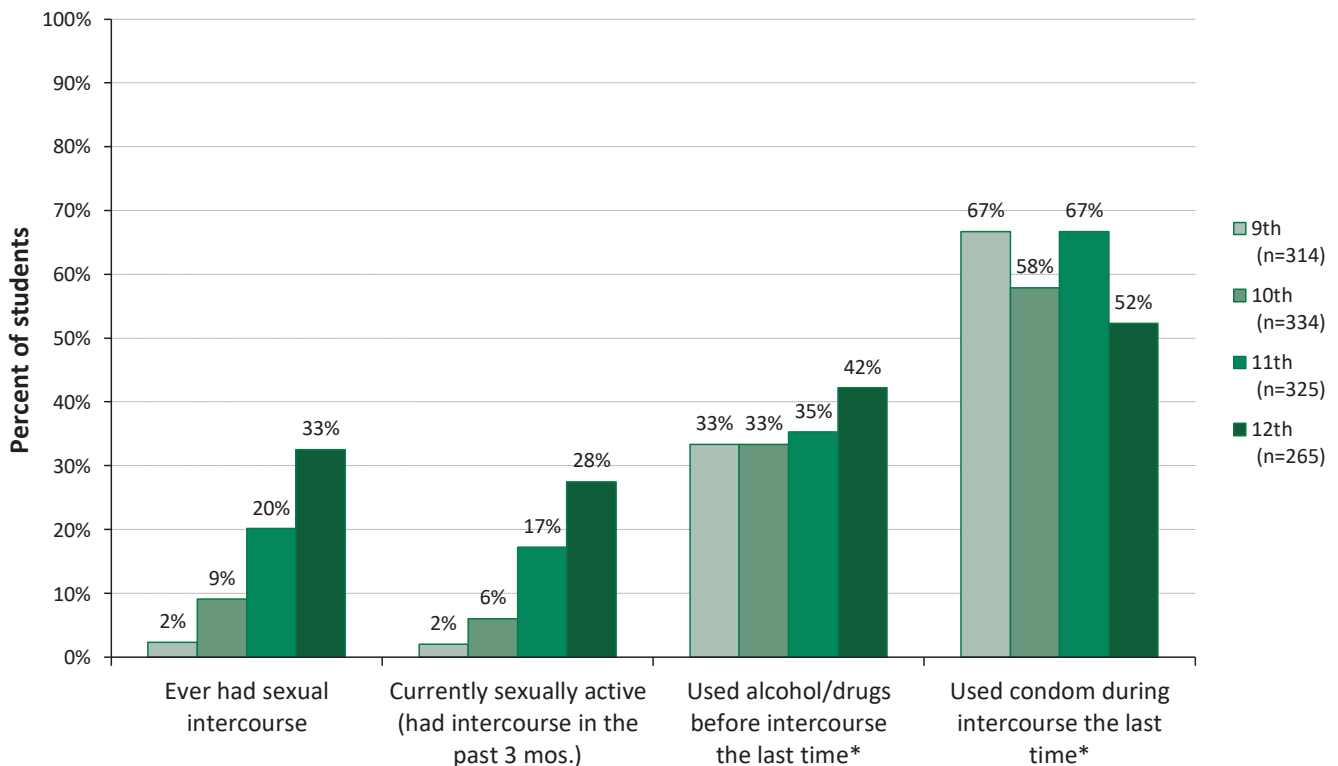
Sexual Behaviors

Figure 6-1A. Sexual Behaviors by Sex, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



* Among currently sexually active youth

Figure 6-1B. Sexual Behaviors by Grade, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey

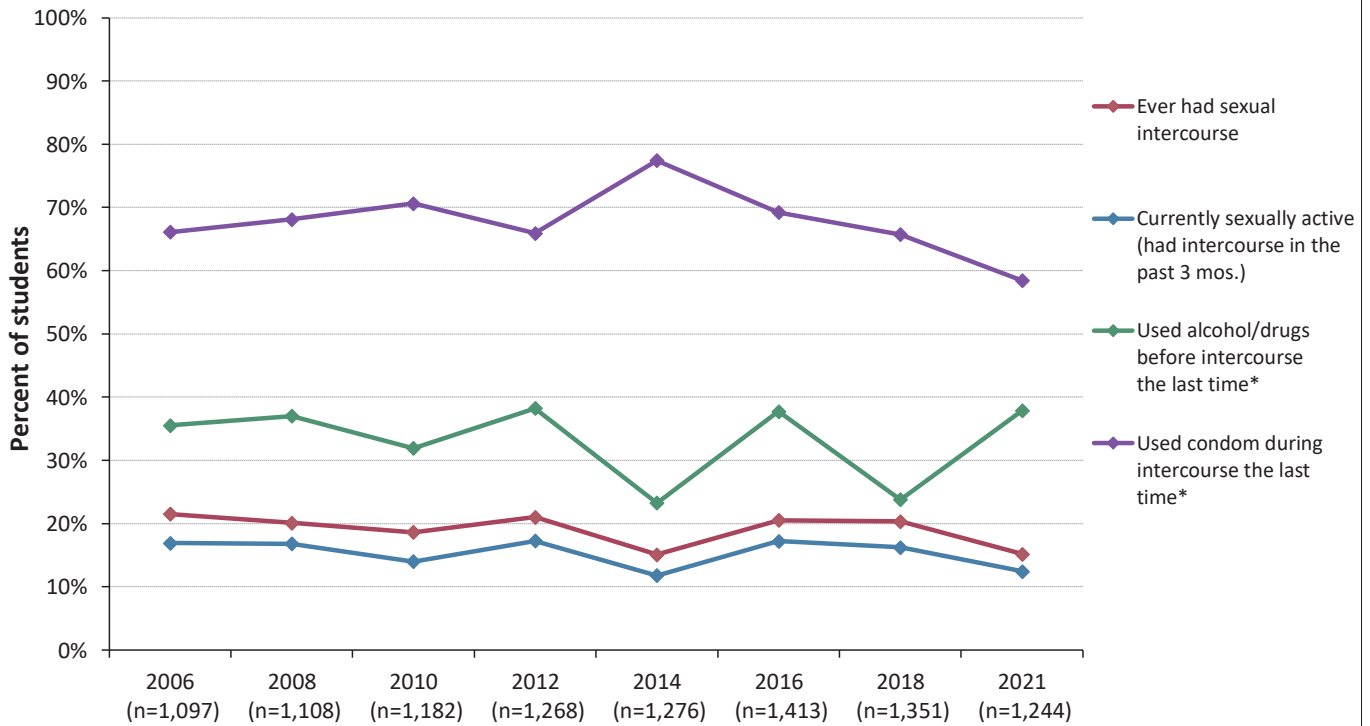


* Among currently sexually active youth

Figure 6-1C. Sexual Behaviors, 2006-2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

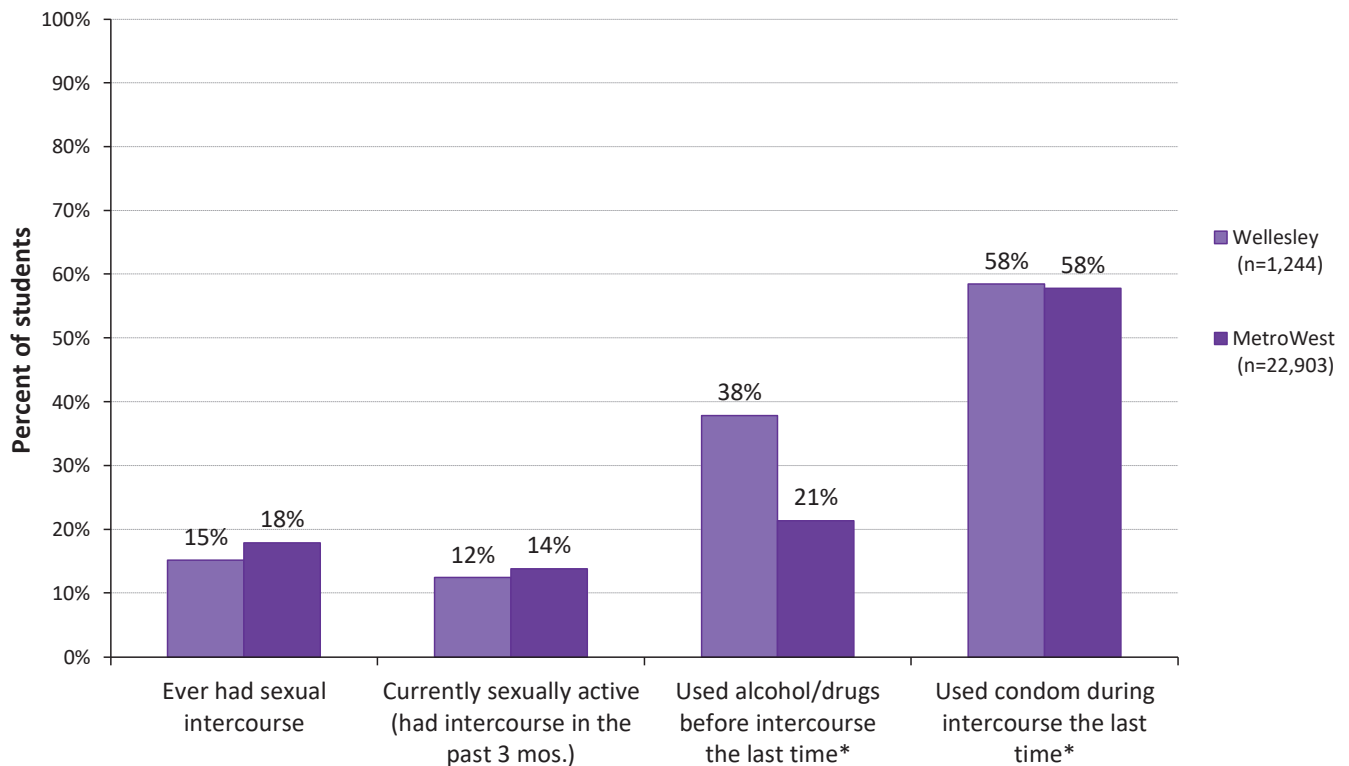


* Among currently sexually active youth

Figure 6-1D. Sexual Behaviors at the District and Regional Levels, 2021

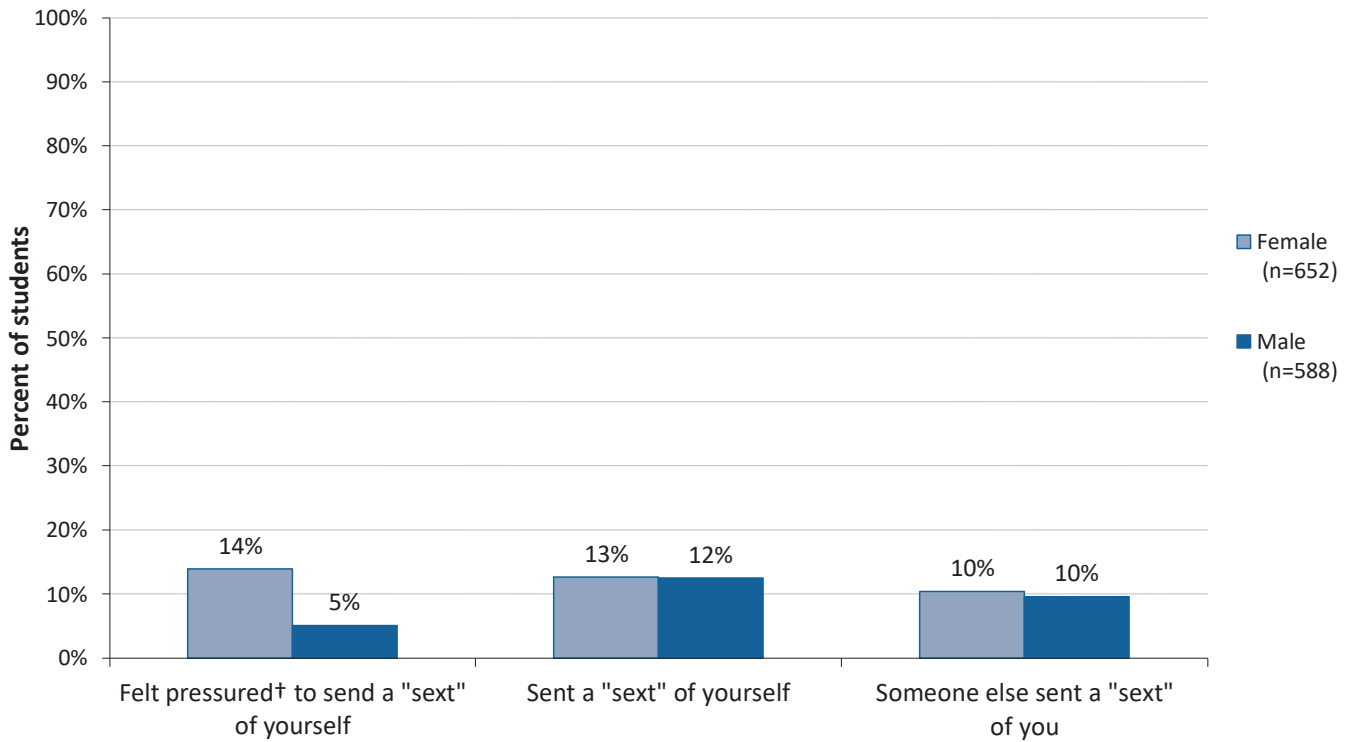
Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey



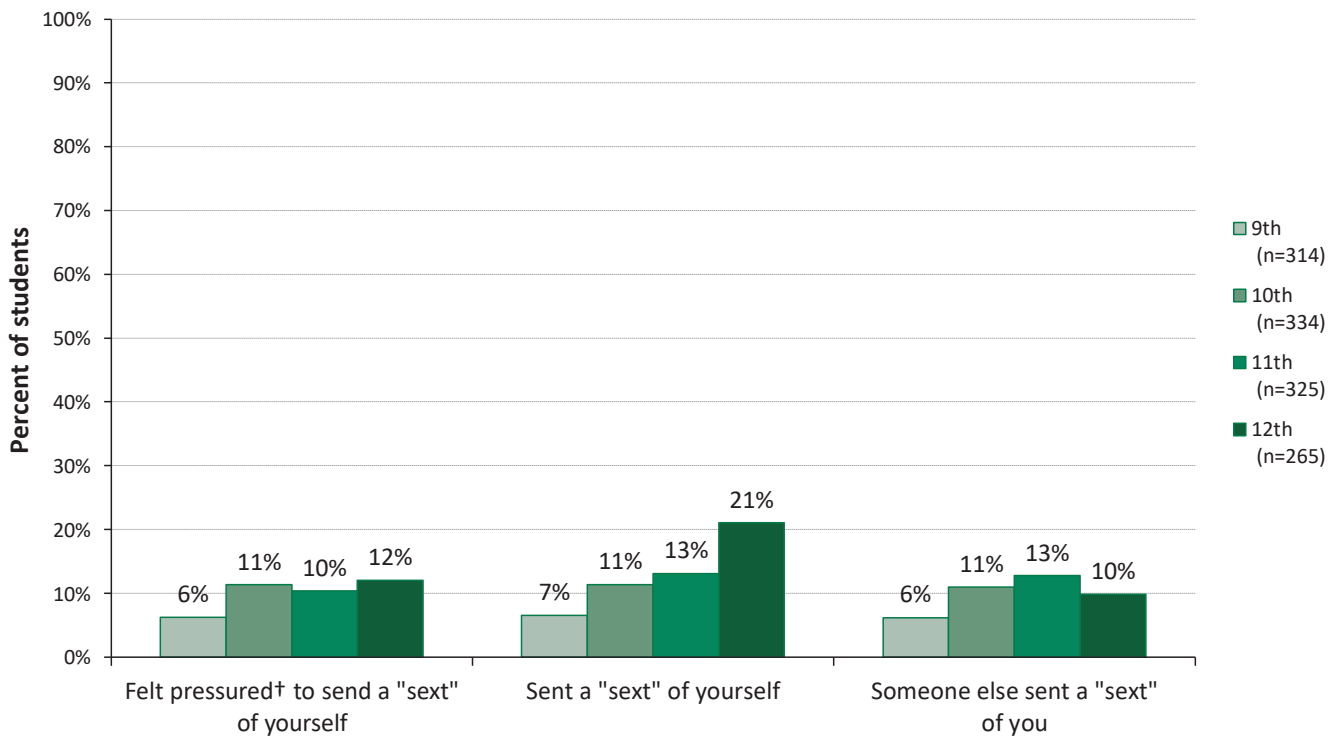
* Among currently sexually active youth

Figure 6-2A. Sexting* by Sex, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



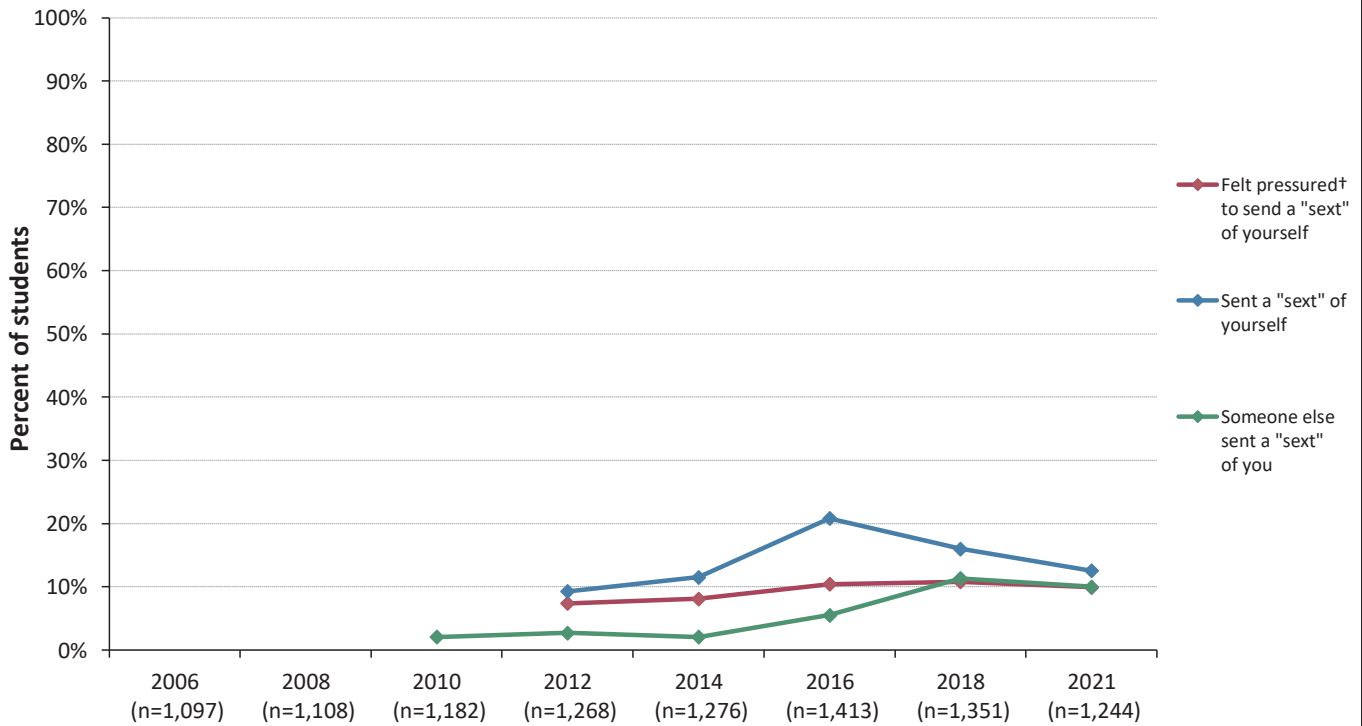
* Defined as sending/forwarding nude, sexually suggestive/explicit photos or videos using the Internet, cell phones, or other electronic devices in the past 12 months
 † By a boyfriend, girlfriend, date, or someone you were going out with

Figure 6-2B. Sexting* by Grade, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



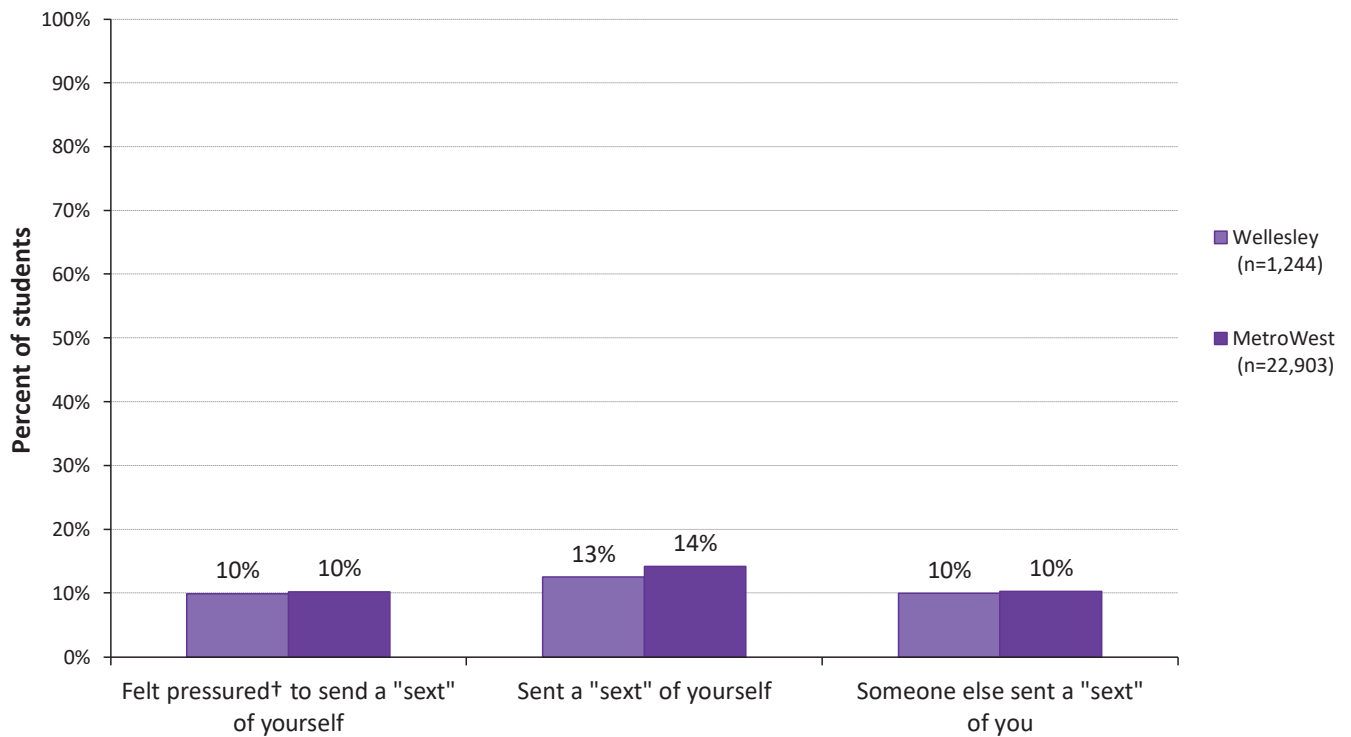
* Defined as sending/forwarding nude, sexually suggestive/explicit photos or videos using the Internet, cell phones, or other electronic devices in the past 12 months
 † By a boyfriend, girlfriend, date, or someone you were going out with

Figure 6-2C. Sexting*, 2006-2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



* Defined as sending/forwarding nude, sexually suggestive/explicit photos or videos using the Internet, cell phones, or other electronic devices in the past 12 months
 † By a boyfriend, girlfriend, date, or someone you were going out with

Figure 6-2D. Sexting* at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey

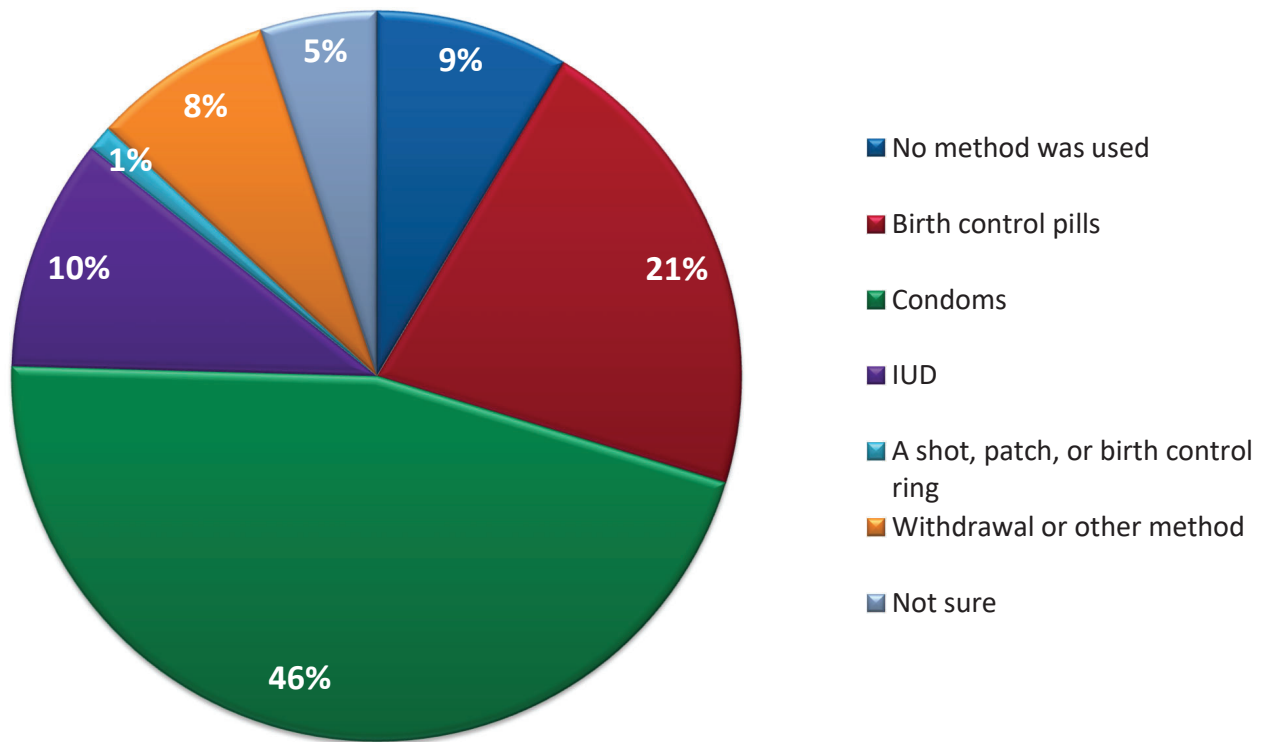


* Defined as sending/forwarding nude, sexually suggestive/explicit photos or videos using the Internet, cell phones, or other electronic devices in the past 12 months
 † By a boyfriend, girlfriend, date, or someone you were going out with

Figure 6-3. Pregnancy Prevention Method Used at Last Intercourse*

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey



**With an opposite sex partner, among youth who had intercourse in their lifetime*

Table 6-1A. Sexual Behaviors and Sexting by Sex and Grade, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
	(1,244)	Female (652)	Male (588)	9 th (314)	10 th (334)	11 th (325)	12 th (265)
SEXUAL BEHAVIORS							
Ever had sexual intercourse	15.2	13.1	17.6	2.3	9.1	20.1	32.5
Had first sexual intercourse before age 13 years	0.9	0.2	1.9	0.7	1.3	1.0	0.8
Had sexual intercourse with 4 or more people (lifetime)	2.8	1.6	4.3	1.0	1.3	2.6	7.5
Had sexual contact with someone of the same sex (lifetime)	6.1	7.9	3.9	3.0	8.2	5.0	8.4
Currently sexually active (had intercourse in the past 3 months)	12.4	11.4	13.6	2.0	6.0	17.2	27.5
Used alcohol or drugs before sexual intercourse the last time*	37.9	38.0	37.7	33.3	33.3	35.3	42.2
Used a condom during sexual intercourse the last time*	58.5	64.8	52.1	66.7	57.9	66.7	52.3
Used birth control pills during sexual intercourse the last time*	17.7	23.6	12.7	6.3	3.6	12.3	28.8
Been pregnant/gotten someone pregnant (lifetime)	1.3	0.3	2.4	0.0	1.6	2.0	1.7
Had sexual contact against your will (lifetime)	10.0	12.5	7.1	6.4	8.9	8.3	17.6
Been physically forced to have sexual intercourse when you did not want to (lifetime)	3.7	4.2	3.2	1.3	3.8	3.3	6.7
"SEXTING" (past 12 months) †							
Felt pressured by a boyfriend/girlfriend/date to send, forward, or post a "sext" of yourself	9.9	13.9	5.1	6.2	11.3	10.4	12.0
Sent, forwarded, or posted a "sext" of yourself	12.6	12.7	12.5	6.5	11.4	13.1	21.0
Someone else sent or posted a "sext" of you	10.0	10.4	9.5	6.2	11.0	12.8	9.9

* Among youth who are currently sexually active (had intercourse in the past 3 months)

† Defined as sending or forwarding nude, sexually suggestive, or explicit photos or videos using the Internet, cell phones, or other electronic devices

Table 6-1B. Sexual Behaviors and Sexting, 2006-2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 <i>(1,097)</i>	2008 <i>(1,108)</i>	2010 <i>(1,182)</i>	2012 <i>(1,268)</i>	2014 <i>(1,276)</i>	2016 <i>(1,413)</i>	2018 <i>(1,351)</i>	2021 <i>(1,244)</i>
SEXUAL BEHAVIORS								
Ever had sexual intercourse	21.5	20.1	18.6	21.0	15.1	20.5	20.3	15.2
Had first sexual intercourse before age 13 years	3.0	3.0	2.4	3.7	1.2	1.4	1.0	0.9
Had sexual intercourse with 4 or more people (lifetime)	6.5	5.8	4.9	7.0	2.8	5.1	4.2	2.8
Had sexual contact with someone of the same sex (lifetime)	–	–	–	2.7	3.0	4.7	3.7	6.1
Currently sexually active (had intercourse in the past 3 months)	16.9	16.8	14.0	17.3	11.8	17.2	16.2	12.4
Used alcohol or drugs before sexual intercourse the last time*	35.5	37.0	31.9	38.2	23.3	37.7	23.8	37.9
Used a condom during sexual intercourse the last time*	66.1	68.1	70.6	65.9	77.4	69.2	65.7	58.5
Used birth control pills during sexual intercourse the last time*	47.5	48.1	29.9	24.2	28.8	38.6	29.8	17.7
Been pregnant/gotten someone pregnant (lifetime)	2.7	1.2	2.0	2.1	1.3	1.0	0.9	1.3
Had sexual contact against your will (lifetime)	–	–	–	–	–	7.5	10.5	10.0
Been physically forced to have sexual intercourse when you did not want to (lifetime)	4.2	5.2	4.0	3.6	2.7	2.5	3.4	3.7
"SEXTING" (past 12 months) †								
Felt pressured by a boyfriend/girlfriend/date to send, forward, or post a "sext" of yourself	–	–	–	7.4	8.1	10.4	10.8	9.9
Sent, forwarded, or posted a "sext" of yourself	–	–	–	9.3	11.5	20.8	16.0	12.6
Someone else sent or posted a "sext" of you	–	–	2.1	2.7	2.1	5.5	11.3	10.0

* Among youth who are currently sexually active (had intercourse in the past 3 months)

† Defined as sending or forwarding nude, sexually suggestive, or explicit photos or videos using the Internet, cell phones, or other electronic devices

Table 6-1C. Sexual Behaviors and Sexting at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

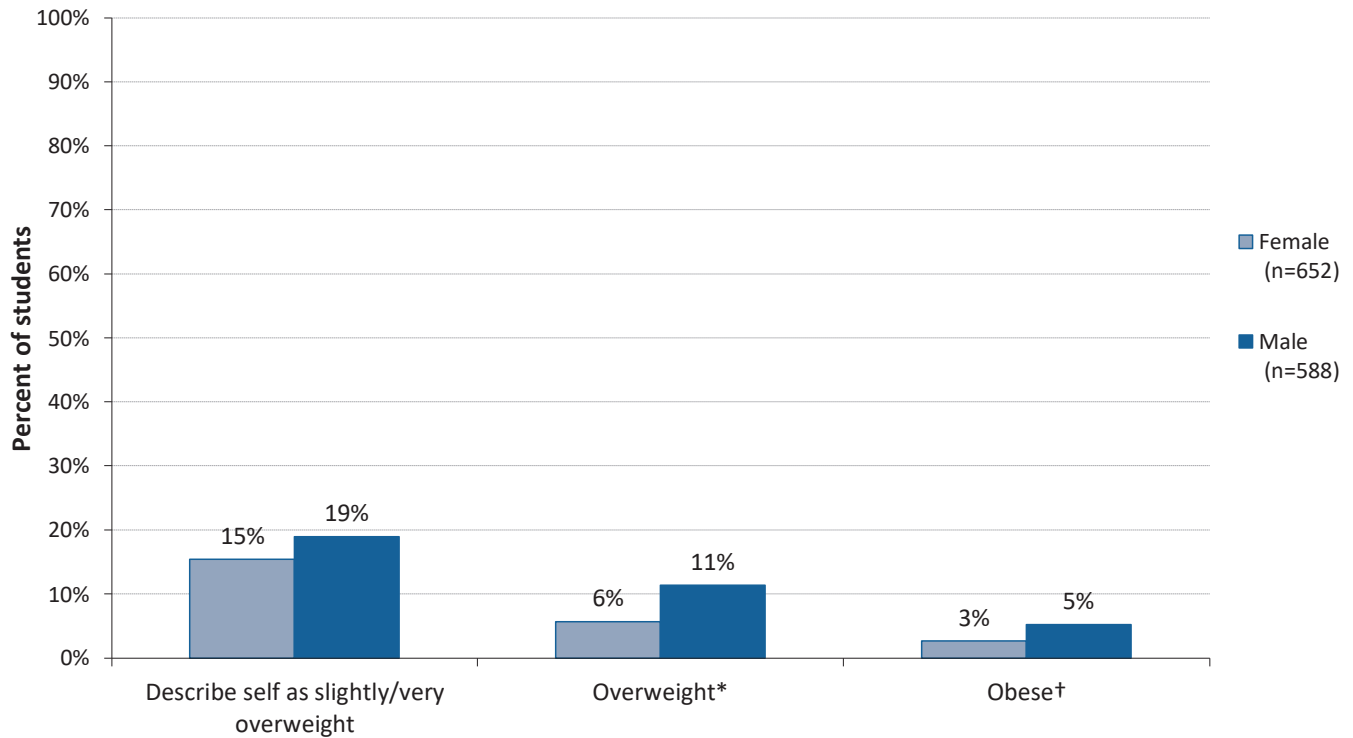
	<u>Wellesley</u> <i>(1,244)</i>	<u>MetroWest Region</u> <i>(22,903)</i>
SEXUAL BEHAVIORS		
Ever had sexual intercourse	15.2	17.8
Had first sexual intercourse before age 13 years	0.9	1.5
Had sexual intercourse with 4 or more people (lifetime)	2.8	3.4
Had sexual contact with someone of the same sex (lifetime)	6.1	6.0
Currently sexually active (had intercourse in the past 3 months)	12.4	13.8
Used alcohol or drugs before sexual intercourse the last time*	37.9	21.3
Used a condom during sexual intercourse the last time*	58.5	57.8
Used birth control pills during sexual intercourse the last time*	17.7	21.8
Been pregnant/gotten someone pregnant (lifetime)	1.3	1.0
Had sexual contact against your will (lifetime)	10.0	10.1
Been physically forced to have sexual intercourse when you did not want to (lifetime)	3.7	4.4
"SEXTING" (past 12 months) †		
Felt pressured by a boyfriend/girlfriend/date to send, forward, or post a "sext" of yourself	9.9	10.2
Sent, forwarded, or posted a "sext" of yourself	12.6	14.2
Someone else sent or posted a "sext" of you	10.0	10.2

* Among youth who are currently sexually active (had intercourse in the past 3 months)

† Defined as sending or forwarding nude, sexually suggestive, or explicit photos or videos using the Internet, cell phones, or other electronic devices

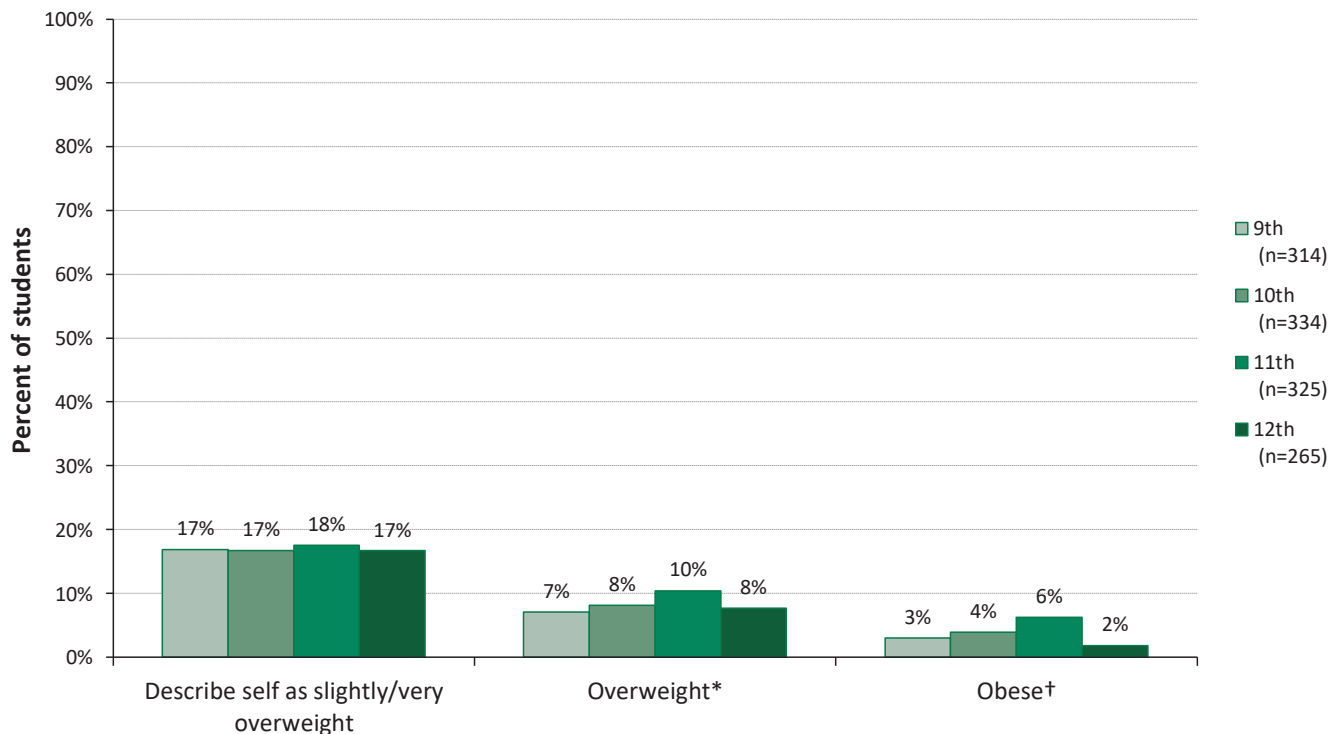
Section 7
Physical Activity and Weight

Figure 7-1A. Weight Perception and Body Weight by Sex, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



* Students who were ≥85th percentile but <95th percentile for body mass index by age and gender, based on reference data
 † Students who were ≥95th percentile for body mass index by age and gender, based on reference data

Figure 7-1B. Weight Perception and Body Weight by Grade, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey

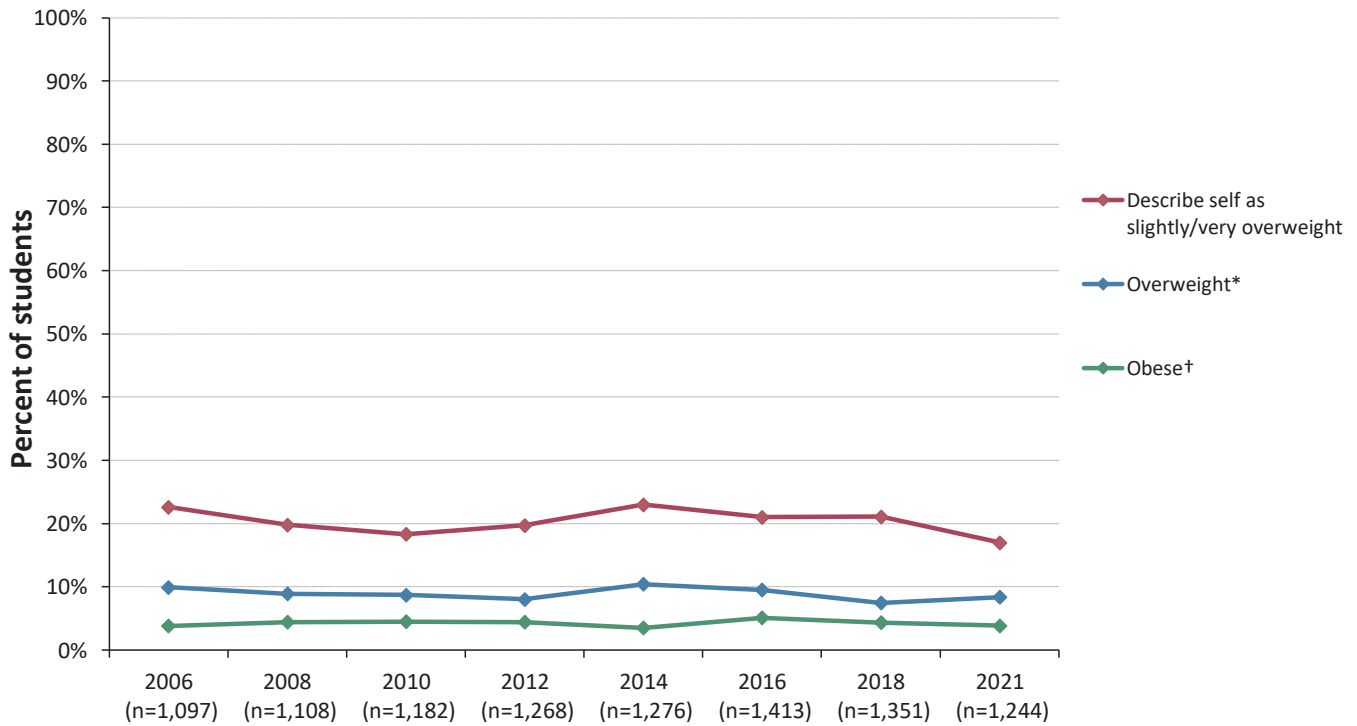


* Students who were ≥85th percentile but <95th percentile for body mass index by age and gender, based on reference data
 † Students who were ≥95th percentile for body mass index by age and gender, based on reference data

Figure 7-1C. Weight Perception and Body Weight, 2006-2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

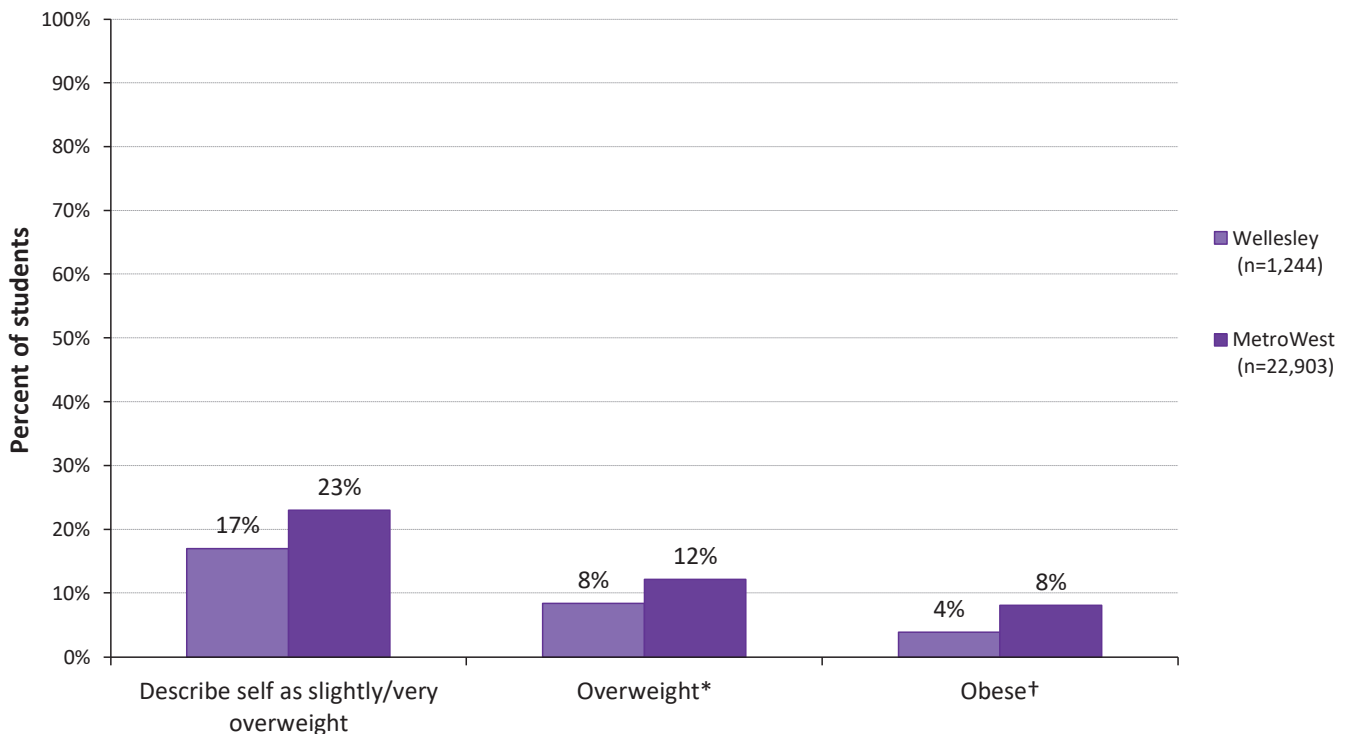


* Students who were ≥85th percentile but <95th percentile for body mass index by age and gender, based on reference data
 † Students who were ≥95th percentile for body mass index by age and gender, based on reference data

Figure 7-1D. Weight Perception and Body Weight at the District and Regional Levels, 2021

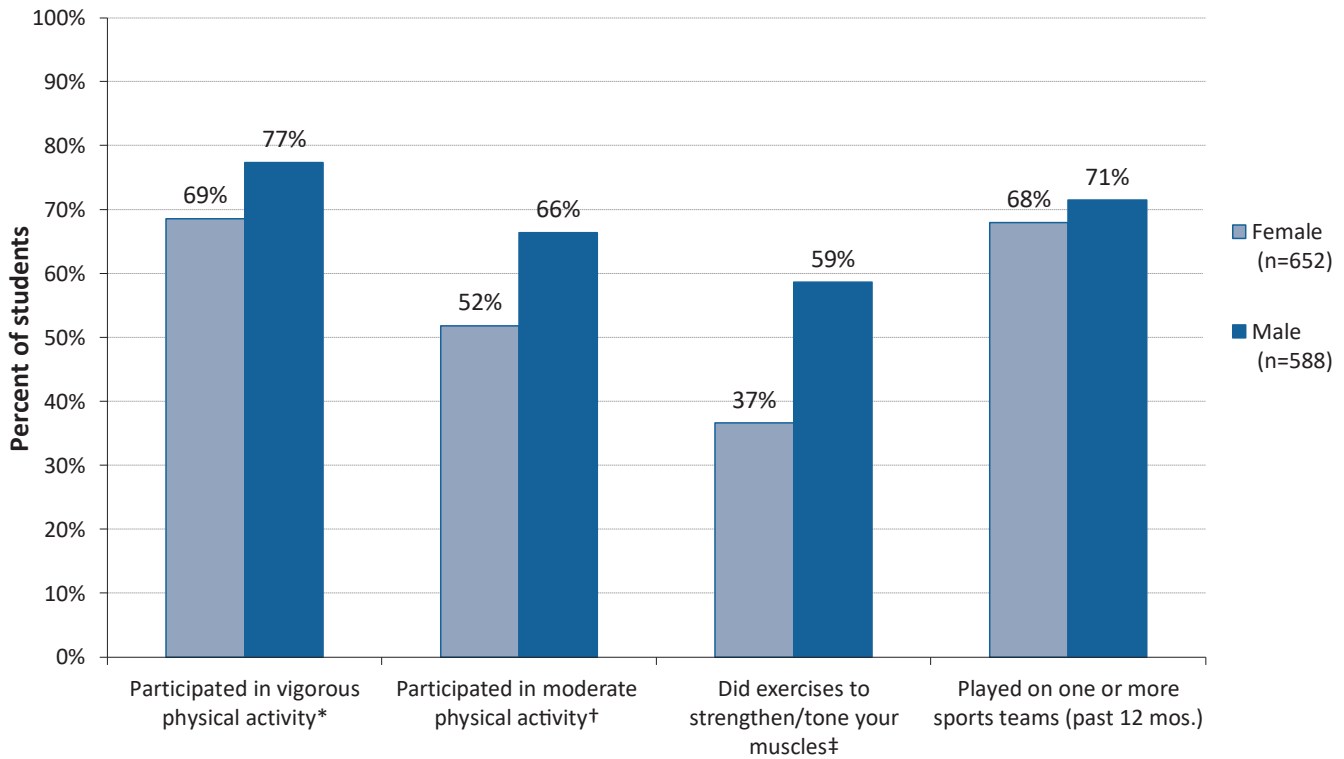
Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey



* Students who were ≥85th percentile but <95th percentile for body mass index by age and gender, based on reference data
 † Students who were ≥95th percentile for body mass index by age and gender, based on reference data

Figure 7-2A. Physical Activity by Sex, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey

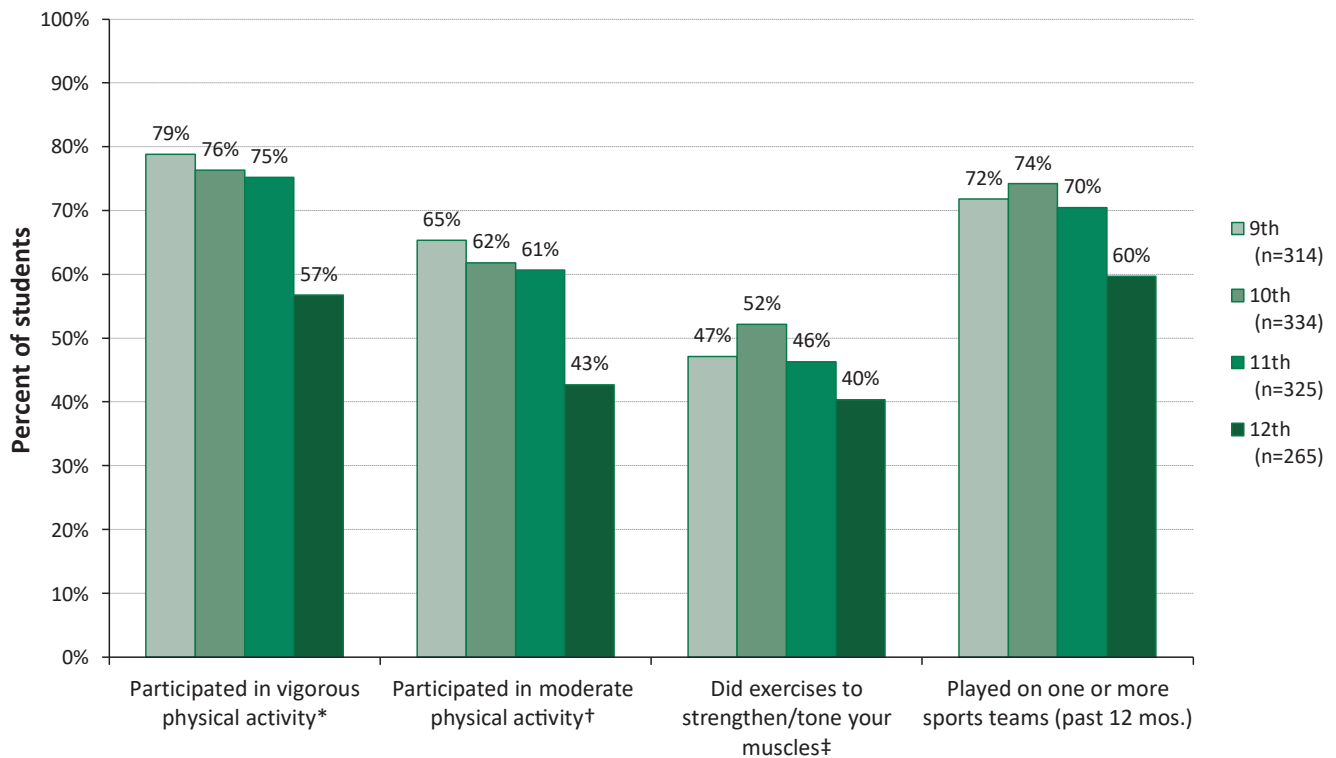


* Exercised for at least 20 minutes that made you sweat and breathe hard on three or more days per week

† Physically active for ≥ 60 minutes/day on ≥ 5 of the past 7 days; includes physical activity that increases your heart rate and makes you breathe hard some of the time

‡ Exercised to strengthen or tone your muscles on ≥ 3 of the past 7 days

Figure 7-2B. Physical Activity by Grade, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey

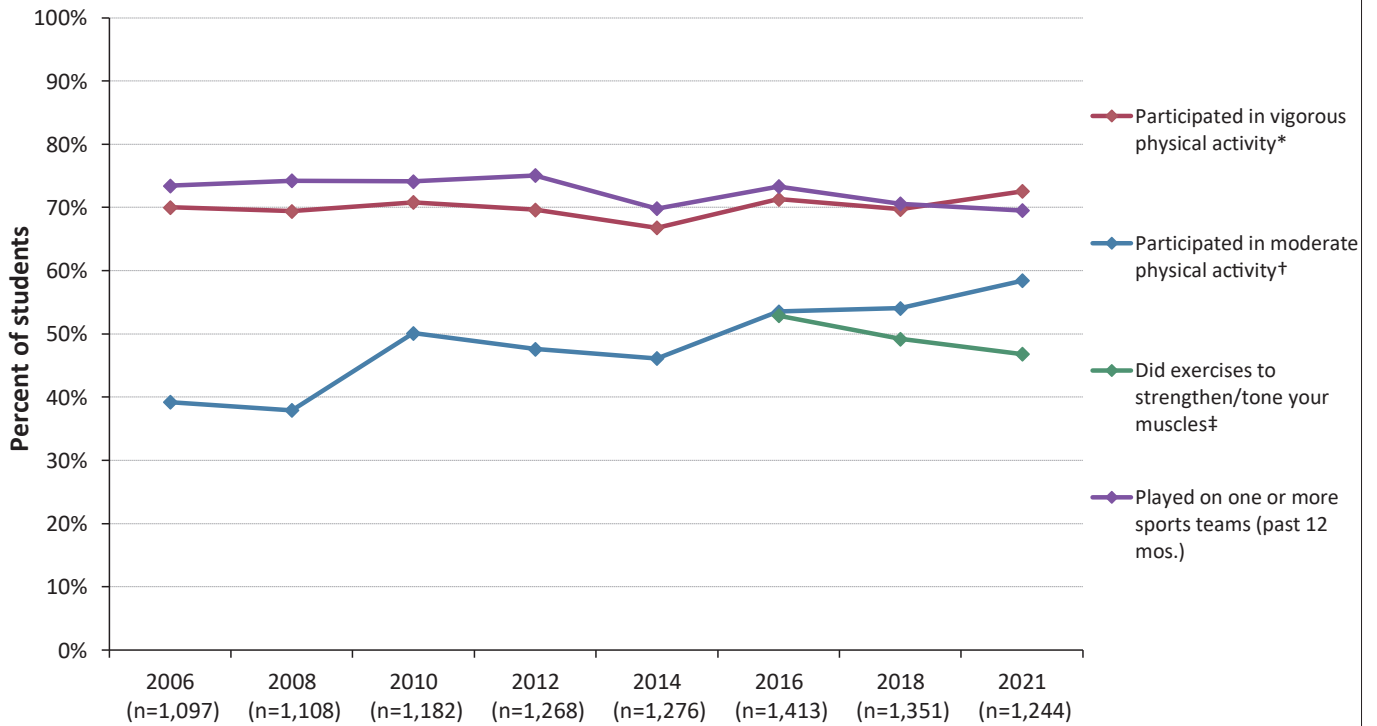


* Exercised for at least 20 minutes that made you sweat and breathe hard on three or more days per week

† Physically active for ≥ 60 minutes/day on ≥ 5 of the past 7 days; includes physical activity that increases your heart rate and makes you breathe hard some of the time

‡ Exercised to strengthen or tone your muscles on ≥ 3 of the past 7 days

Figure 7-2C. Physical Activity, 2006-2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey

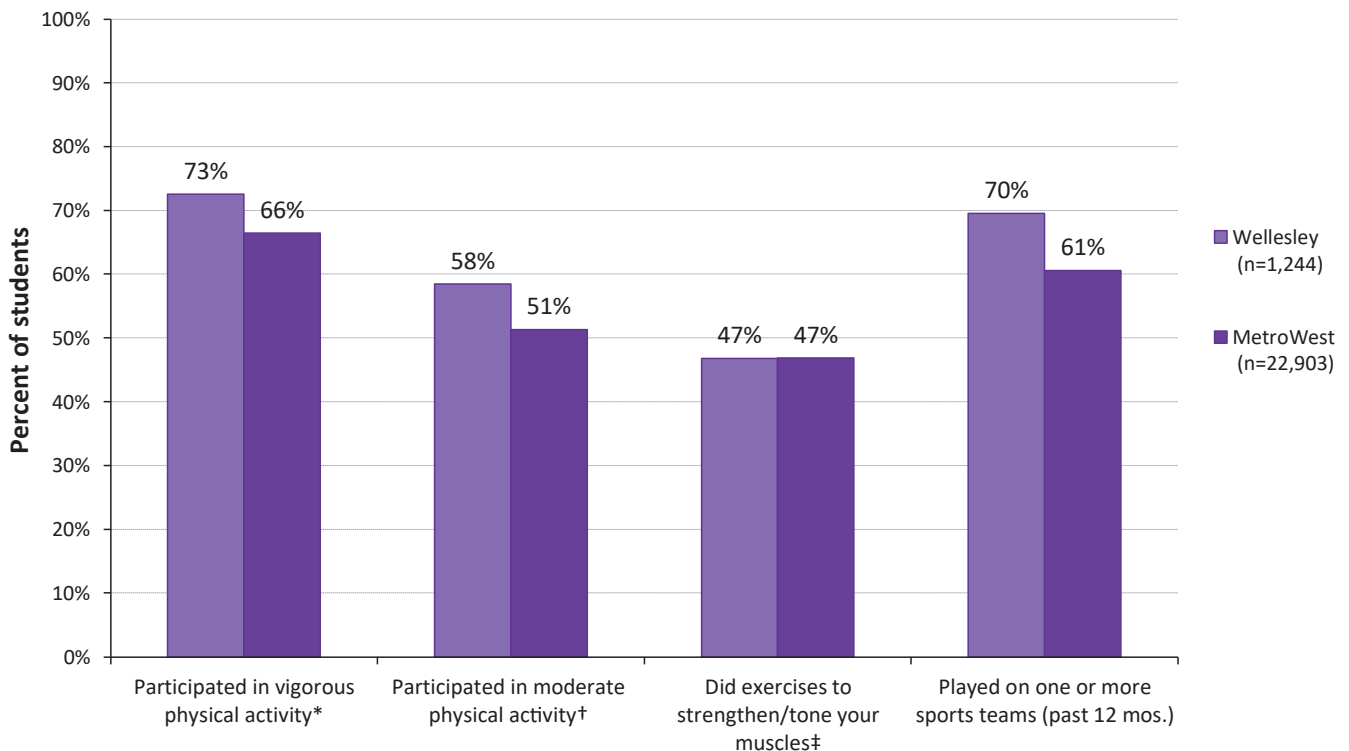


* Exercised for at least 20 minutes that made you sweat and breathe hard on three or more days per week

† Physically active for ≥ 60 minutes/day on ≥ 5 of the past 7 days; includes physical activity that increases your heart rate and makes you breathe hard some of the time

‡ Exercised to strengthen or tone your muscles on ≥ 3 of the past 7 days

Figure 7-2D. Physical Activity at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



* Exercised for at least 20 minutes that made you sweat and breathe hard on three or more days per week

† Physically active for ≥ 60 minutes/day on ≥ 5 of the past 7 days; includes physical activity that increases your heart rate and makes you breathe hard some of the time

‡ Exercised to strengthen or tone your muscles on ≥ 3 of the past 7 days

Table 7-1A. Weight, Nutrition, and Physical Activity by Sex and Grade, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
		Female	Male	9 th	10 th	11 th	12 th
	(1,244)	(652)	(588)	(314)	(334)	(325)	(265)
WEIGHT PERCEPTION							
Describe self as slightly or very overweight	17.0	15.4	18.9	16.8	16.7	17.5	16.7
BODY MASS INDEX							
Overweight*	8.4	5.7	11.4	7.1	8.1	10.4	7.7
Obese [†]	3.8	2.7	5.2	3.0	3.9	6.2	1.8
EATING PATTERNS (past 7 days)							
Ate breakfast on all 7 days	41.1	37.9	44.9	41.9	40.7	45.3	35.7
Ate dinner at home with parent(s)/guardian(s) on 5 or more days	74.9	71.6	78.9	83.2	74.3	74.0	66.8
PHYSICAL ACTIVITY							
Participated in vigorous physical activity for at least 20 minutes on 3 or more of the past 7 days [‡]	72.6	68.6	77.3	78.8	76.3	75.2	56.7
Participated in moderate physical activity for at least 60 minutes per day on 5 or more of the past 7 days [§]	58.4	51.8	66.3	65.3	61.8	60.7	42.7
Did exercises to strengthen or tone your muscles (on 3 or more of the past 7 days)**	46.8	36.6	58.6	47.1	52.1	46.3	40.3
Played on one or more sports teams (past 12 months)	69.6	68.0	71.5	71.8	74.2	70.5	59.7

* Students who were ≥85th percentile but <95th percentile for body mass index by age and gender, based on reference data

† Students who were ≥95th percentile for body mass index by age and gender, based on reference data

‡ Includes physical activity that made you sweat and breathe hard, such as basketball, soccer, running, swimming laps, fast bicycling, fast dancing, or similar aerobic activities

§ Includes any physical activity that increases your heart rate and makes you breathe hard some of the time

** Such as push-ups, sit-ups, or weightlifting

Table 7-1B. Weight, Nutrition, and Physical Activity, 2006-2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 <i>(1,097)</i>	2008 <i>(1,108)</i>	2010 <i>(1,182)</i>	2012 <i>(1,268)</i>	2014 <i>(1,276)</i>	2016 <i>(1,413)</i>	2018 <i>(1,351)</i>	2021 <i>(1,244)</i>
WEIGHT PERCEPTION								
Describe self as slightly or very overweight	22.6	19.8	18.3	19.7	23.0	21.0	21.1	17.0
BODY MASS INDEX								
Overweight*	9.9	8.9	8.7	8.0	10.4	9.5	7.5	8.4
Obese [†]	3.8	4.4	4.5	4.4	3.5	5.1	4.3	3.8
EATING PATTERNS (past 7 days)								
Ate breakfast on all 7 days	–	–	–	–	53.8	50.4	45.8	41.1
Ate dinner at home with parent(s)/guardian(s) on 5 or more days	–	–	–	76.2	76.2	71.5	71.7	74.9
PHYSICAL ACTIVITY								
Participated in vigorous physical activity for at least 20 minutes on 3 or more of the past 7 days [‡]	70.0	69.4	70.8	69.6	66.8	71.3	69.7	72.6
Participated in moderate physical activity for at least 60 minutes per day on 5 or more of the past 7 days [§]	39.2	37.9	50.1	47.6	46.1	53.5	54.0	58.4
Did exercises to strengthen or tone your muscles (on 3 or more of the past 7 days)**	–	–	–	–	–	52.9	49.2	46.8
Played on one or more sports teams (past 12 months)	73.4	74.2	74.1	75.1	69.8	73.3	70.6	69.6

* Students who were ≥85th percentile but <95th percentile for body mass index by age and gender, based on reference data

† Students who were ≥95th percentile for body mass index by age and gender, based on reference data

‡ Includes physical activity that made you sweat and breathe hard, such as basketball, soccer, running, swimming laps, fast bicycling, fast dancing, or similar aerobic activities

§ Includes any physical activity that increases your heart rate and makes you breathe hard some of the time

** Such as push-ups, sit-ups, or weightlifting

Table 7-1C. Weight, Nutrition, and Physical Activity at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> (1,244)	<u>MetroWest Region</u> (22,903)
WEIGHT PERCEPTION		
Describe self as slightly or very overweight	17.0	23.0
BODY MASS INDEX		
Overweight*	8.4	12.1
Obese [†]	3.8	8.1
EATING PATTERNS (past 7 days)		
Ate breakfast on all 7 days	41.1	38.0
Ate dinner at home with parent(s)/guardian(s) on 5 or more days	74.9	68.7
PHYSICAL ACTIVITY		
Participated in vigorous physical activity for at least 20 minutes on 3 or more of the past 7 days [‡]	72.6	66.4
Participated in moderate physical activity for at least 60 minutes per day on 5 or more of the past 7 days [§]	58.4	51.3
Did exercises to strengthen or tone your muscles (on 3 or more of the past 7 days)**	46.8	46.8
Played on one or more sports teams (past 12 months)	69.6	60.5

* Students who were ≥85th percentile but <95th percentile for body mass index by age and gender, based on reference data

† Students who were ≥95th percentile for body mass index by age and gender, based on reference data

‡ Includes physical activity that made you sweat and breathe hard, such as basketball, soccer, running, swimming laps, fast bicycling, fast dancing, or similar aerobic activities

§ Includes any physical activity that increases your heart rate and makes you breathe hard some of the time

** Such as push-ups, sit-ups, or weightlifting

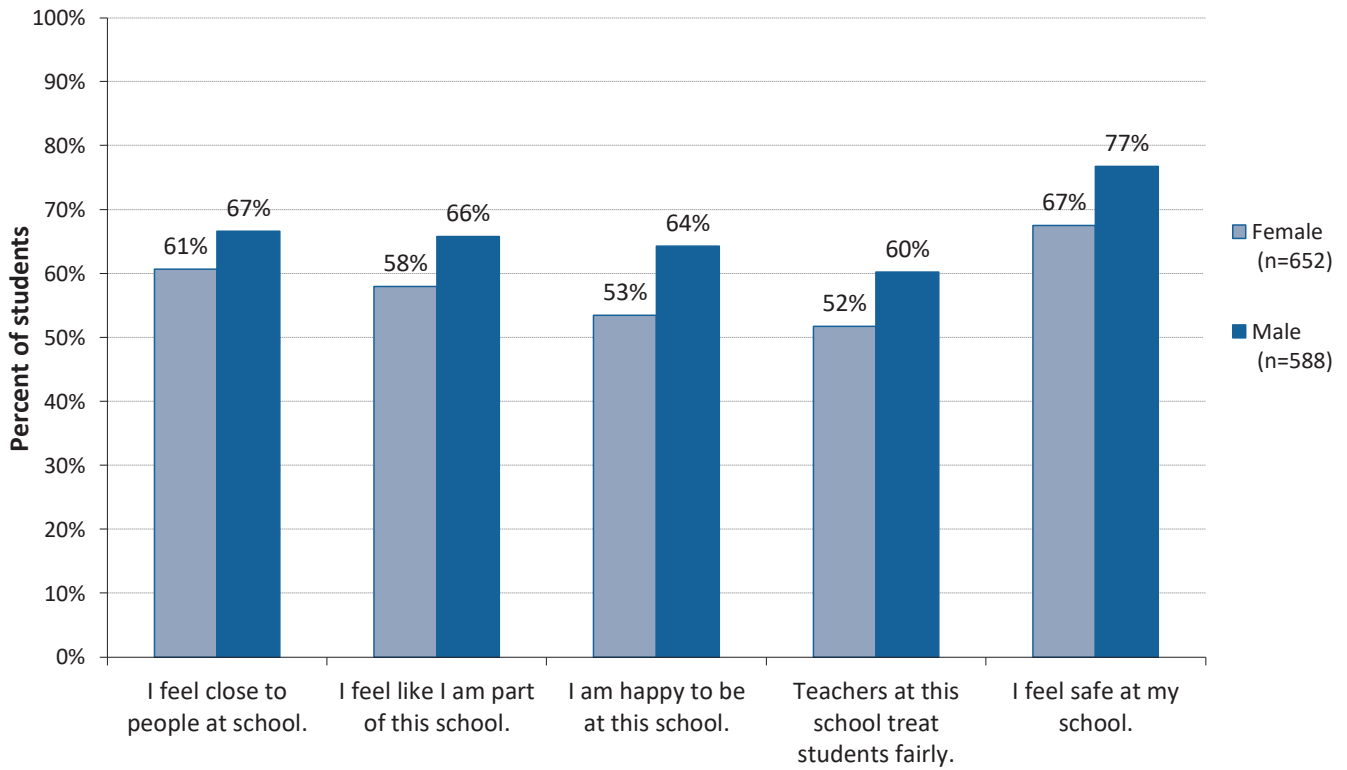
Section 8

Protective Factors

Figure 8-1A. School Connectedness* by Sex, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

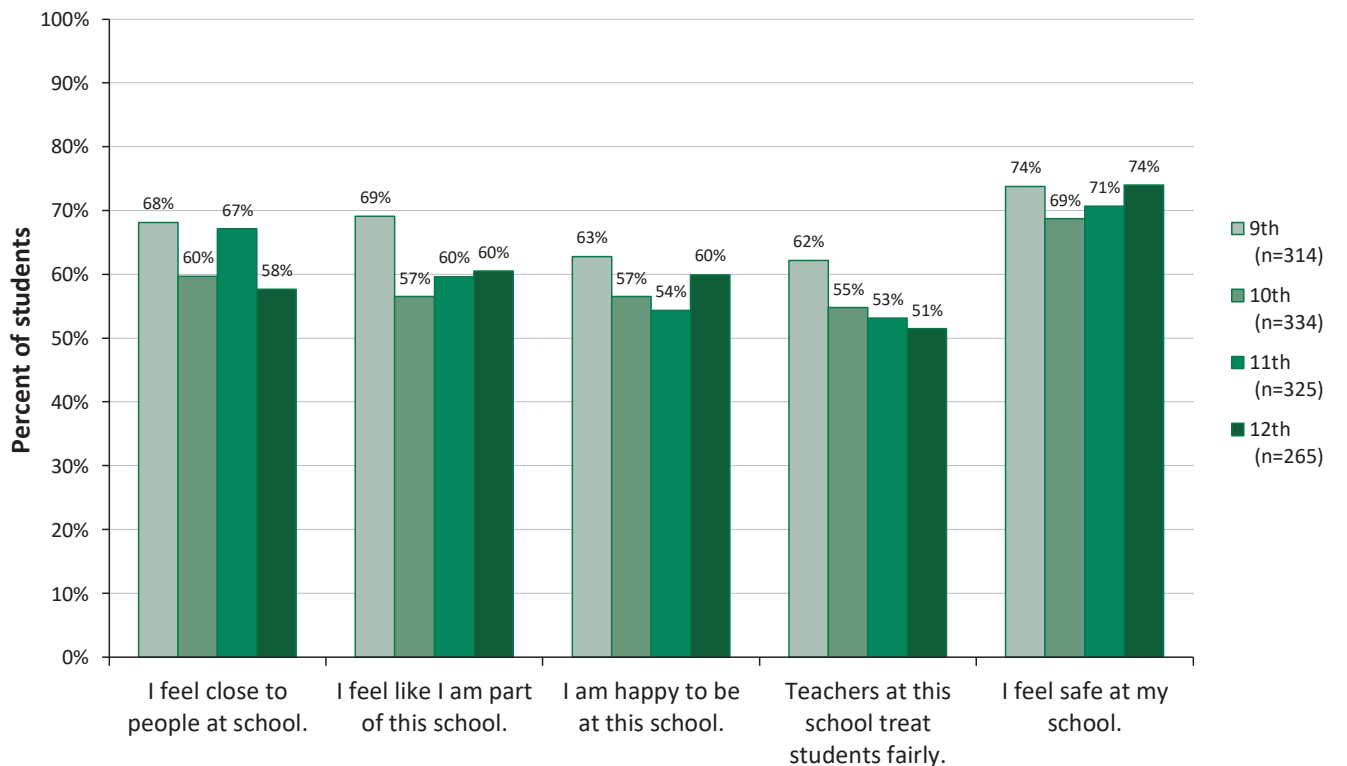


* Students responded "agree" or "strongly agree"

Figure 8-1B. School Connectedness* by Grade, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

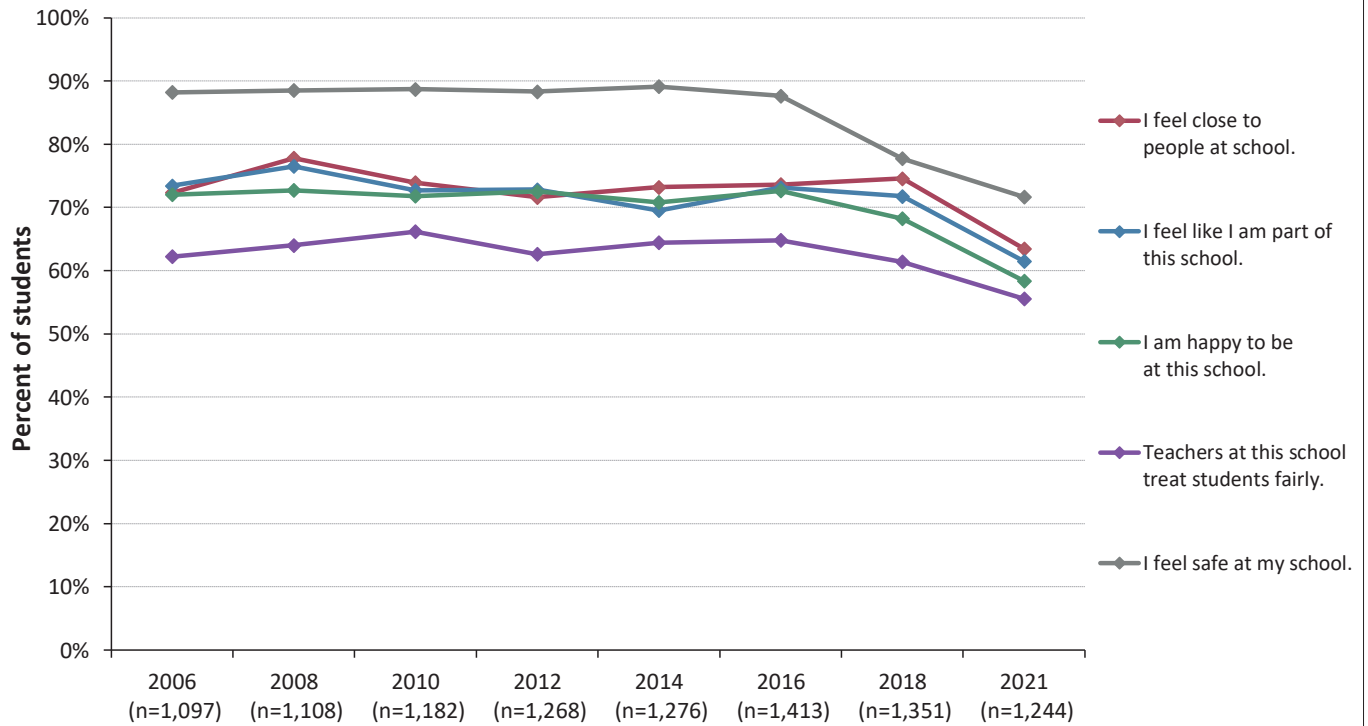


* Students responded "agree" or "strongly agree"

Figure 8-1C. School Connectedness*, 2006-2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

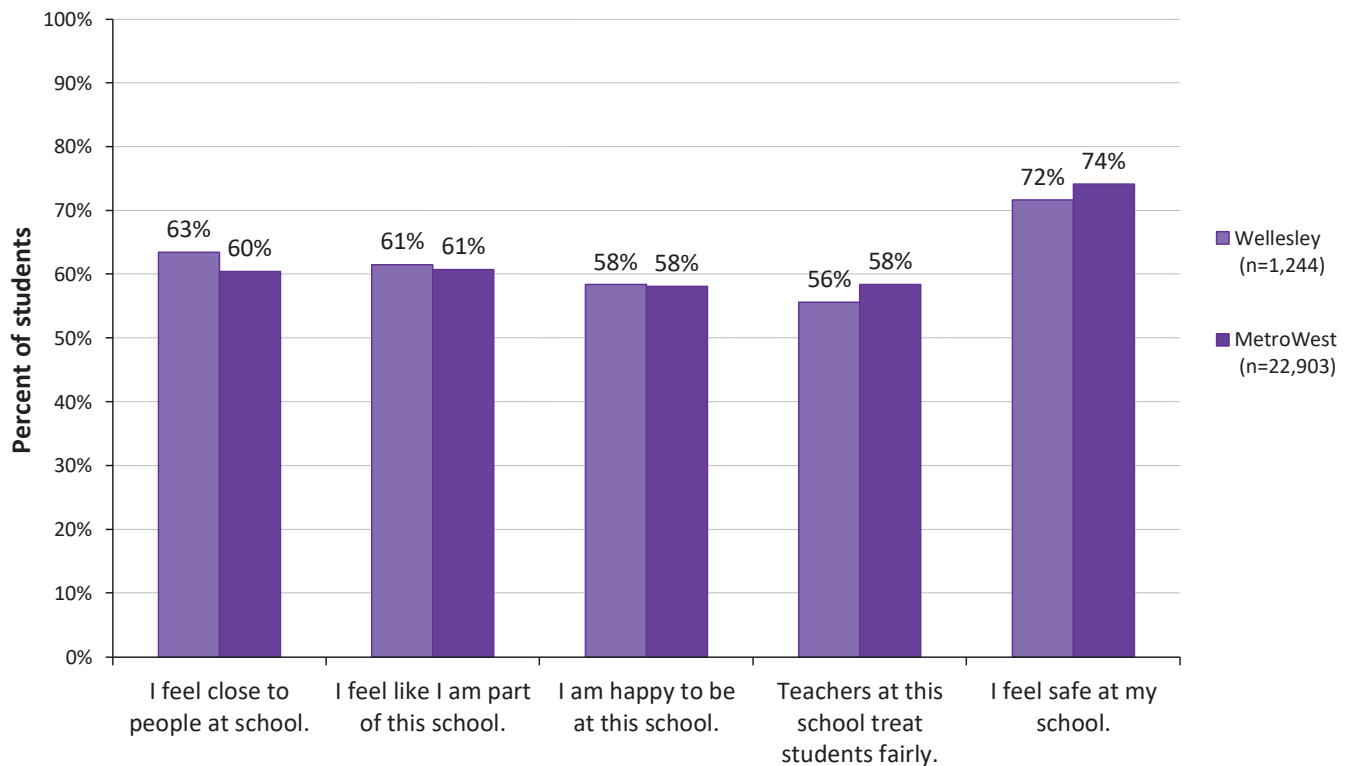


* Students responded "agree" or "strongly agree"

Figure 8-1D. School Connectedness* at the District and Regional Levels, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

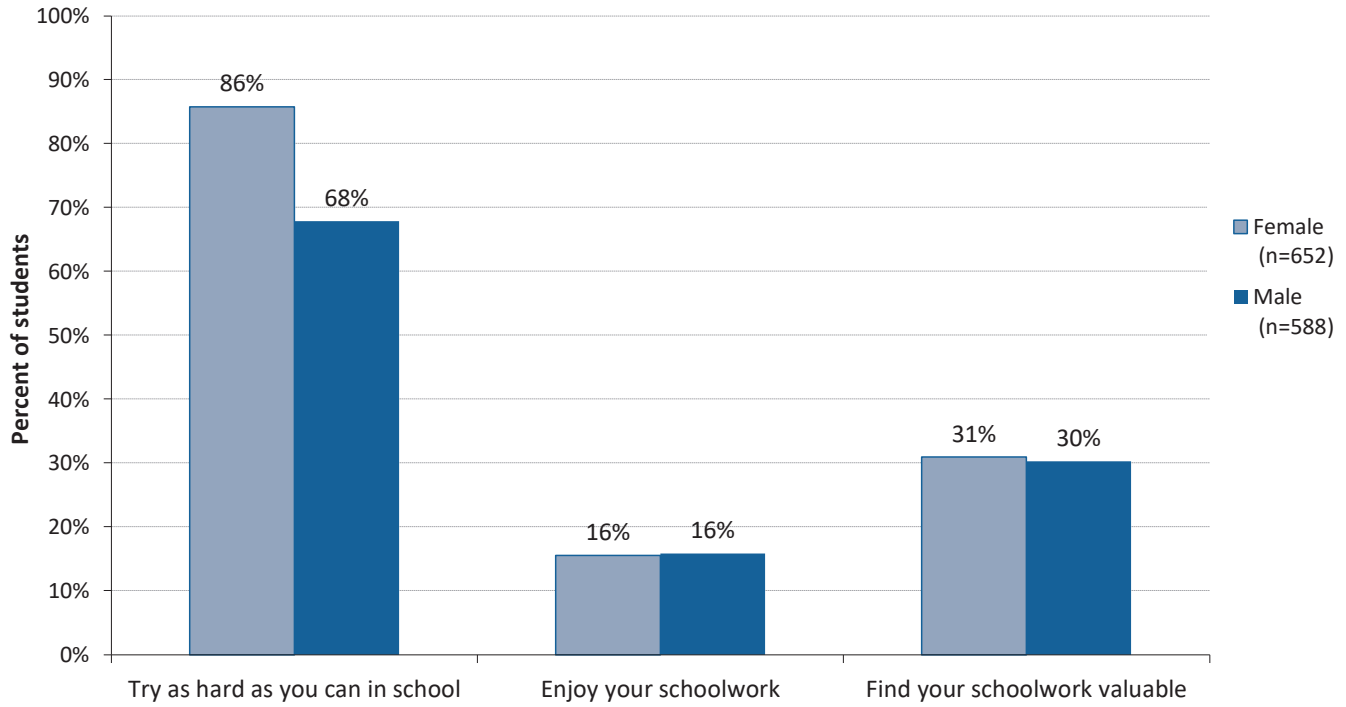


* Students responded "agree" or "strongly agree"

Figure 8-2A. School Engagement* by Sex, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

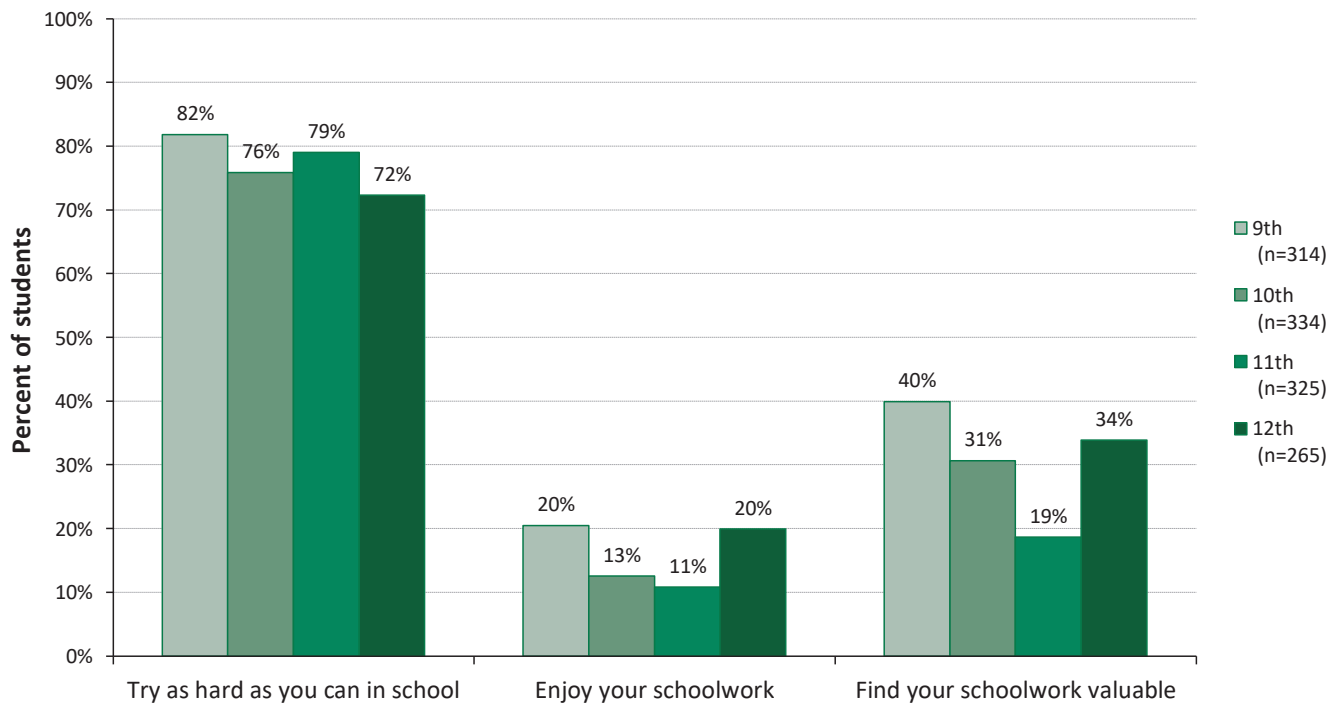


* Students responded "most of the time" or "always"

Figure 8-2B. School Engagement* by Grade, 2021

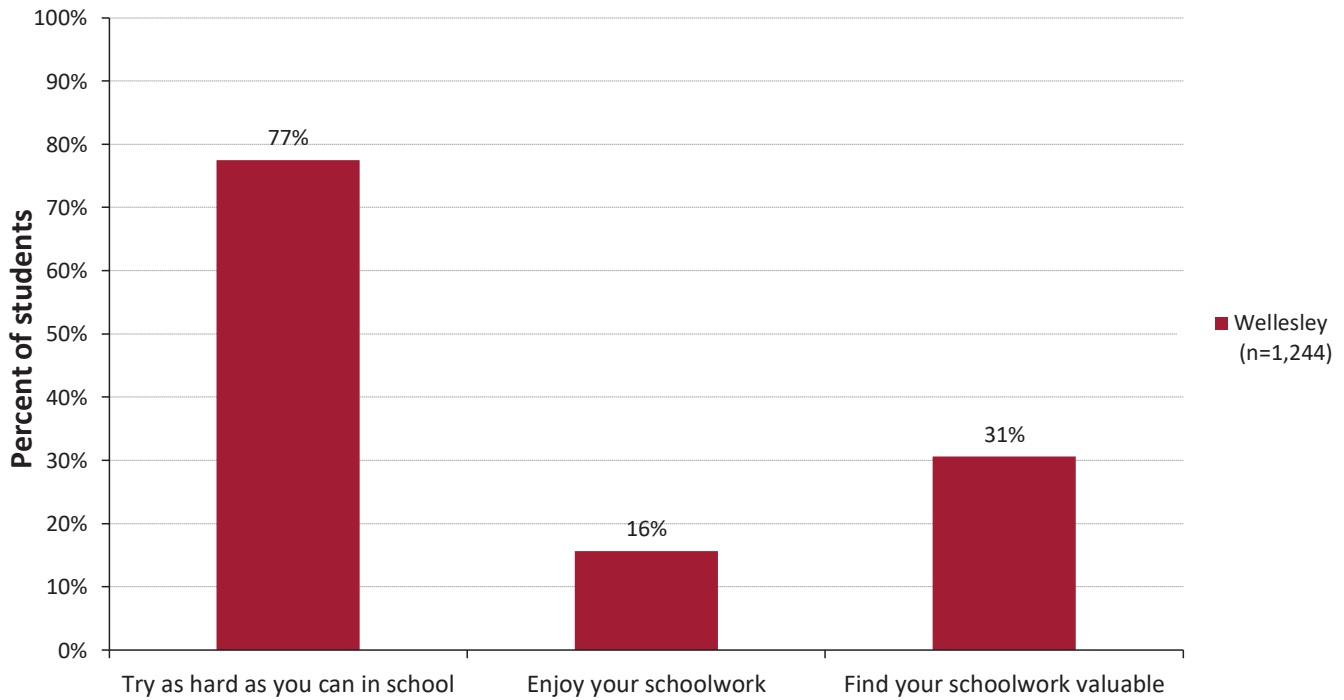
Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey



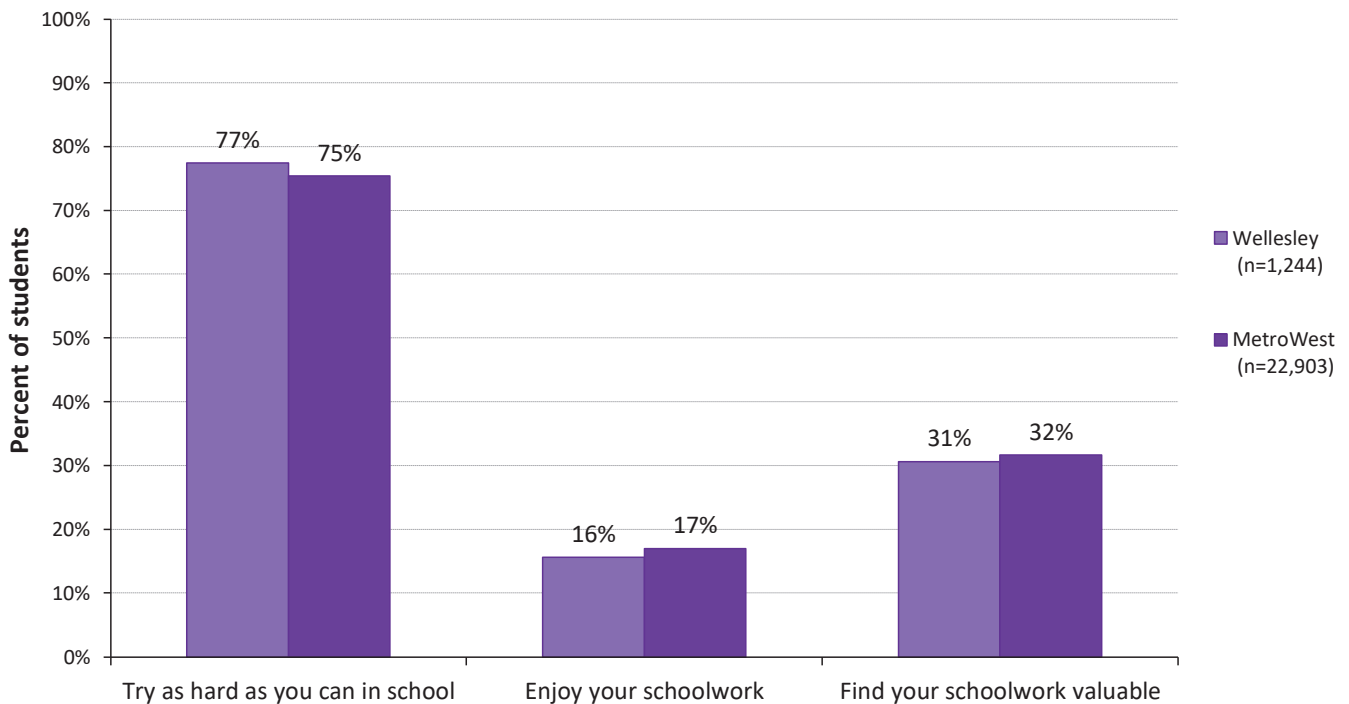
* Students responded "most of the time" or "always"

Figure 8-2C. School Engagement*, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



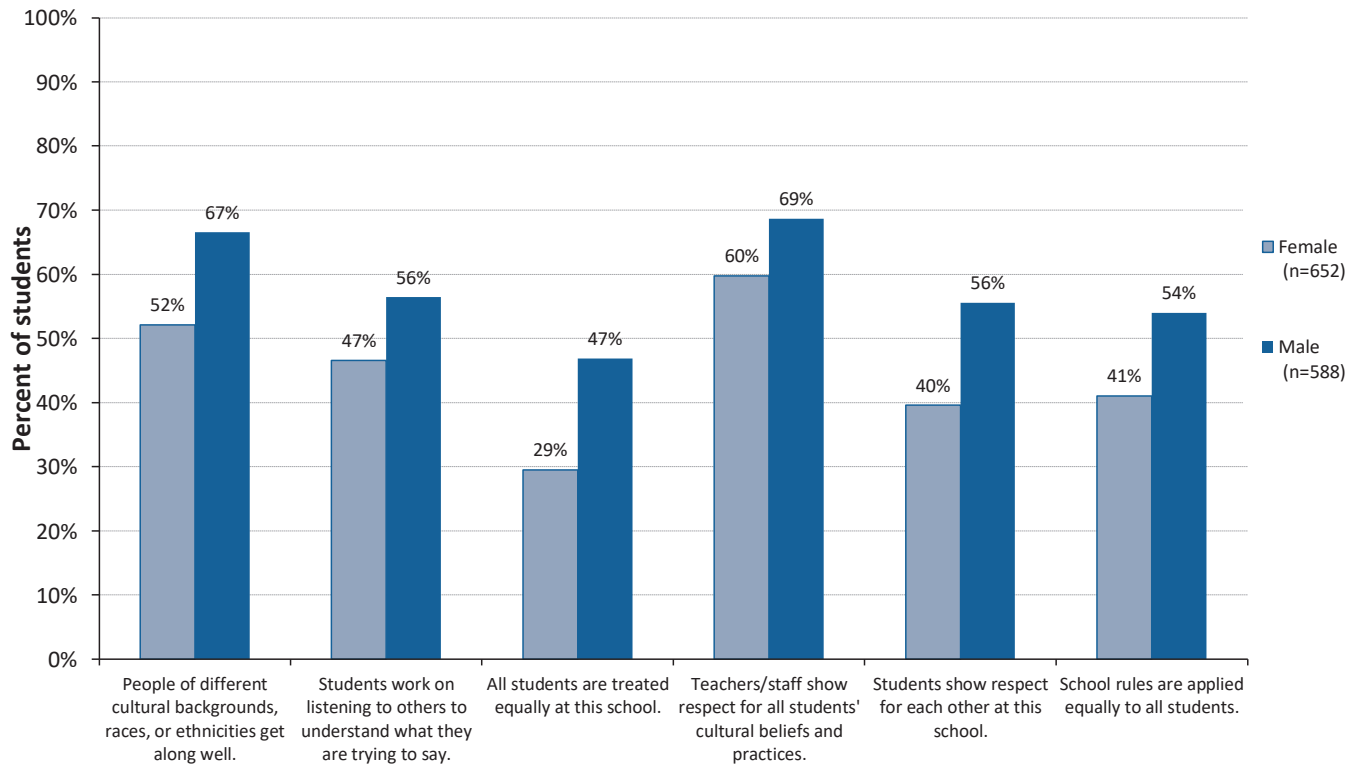
* Students responded "most of the time" or "always"

Figure 8-2D. School Engagement* at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



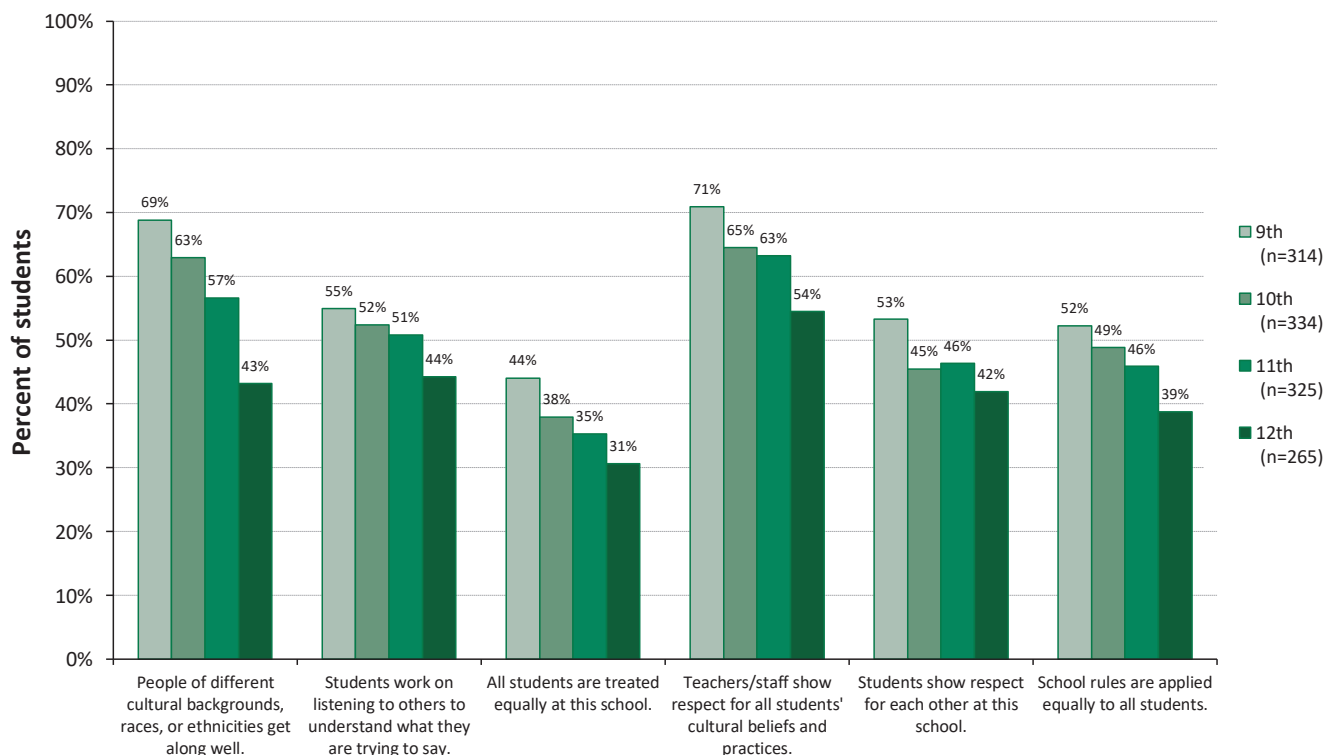
* Answered either "most of the time" or "always"

Figure 8-3A. School Climate* by Sex, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



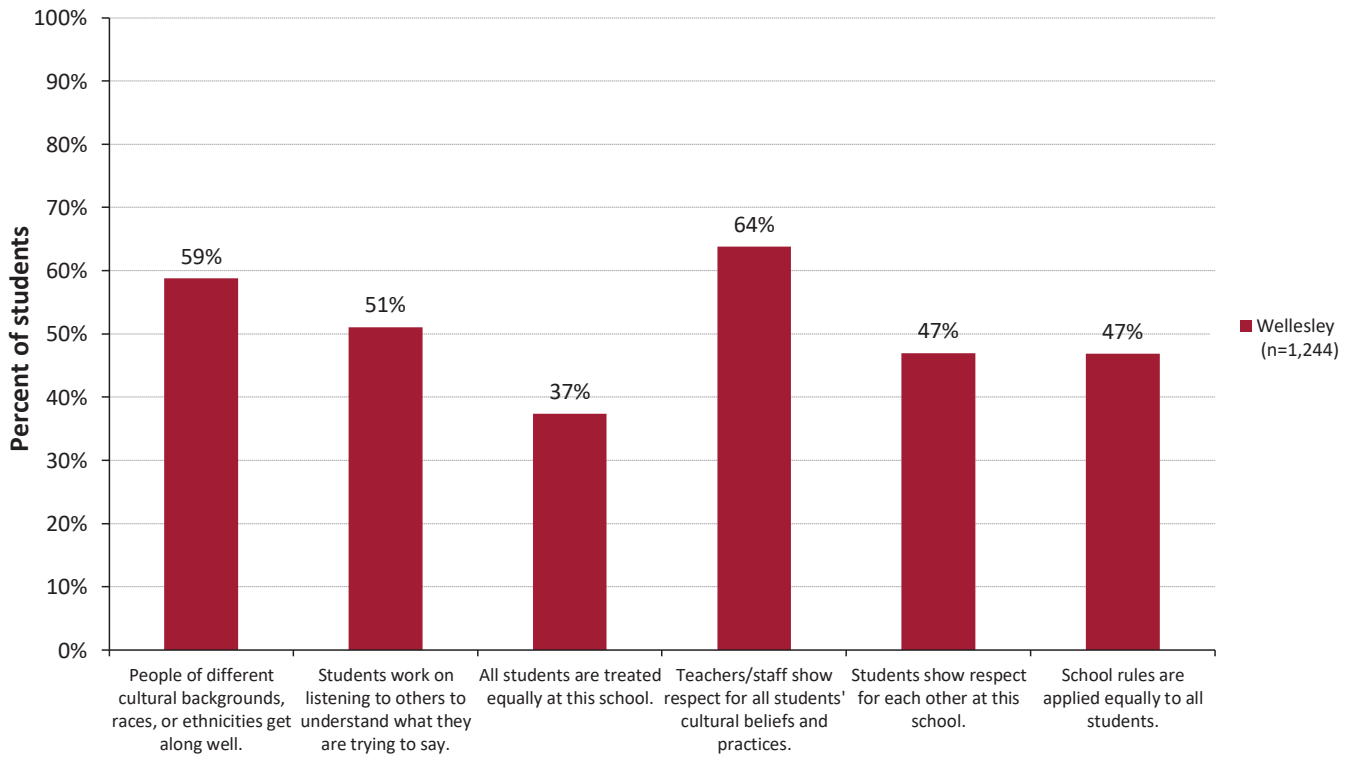
* Students responded "agree" or "strongly agree"

Figure 8-3B. School Climate* by Grade, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



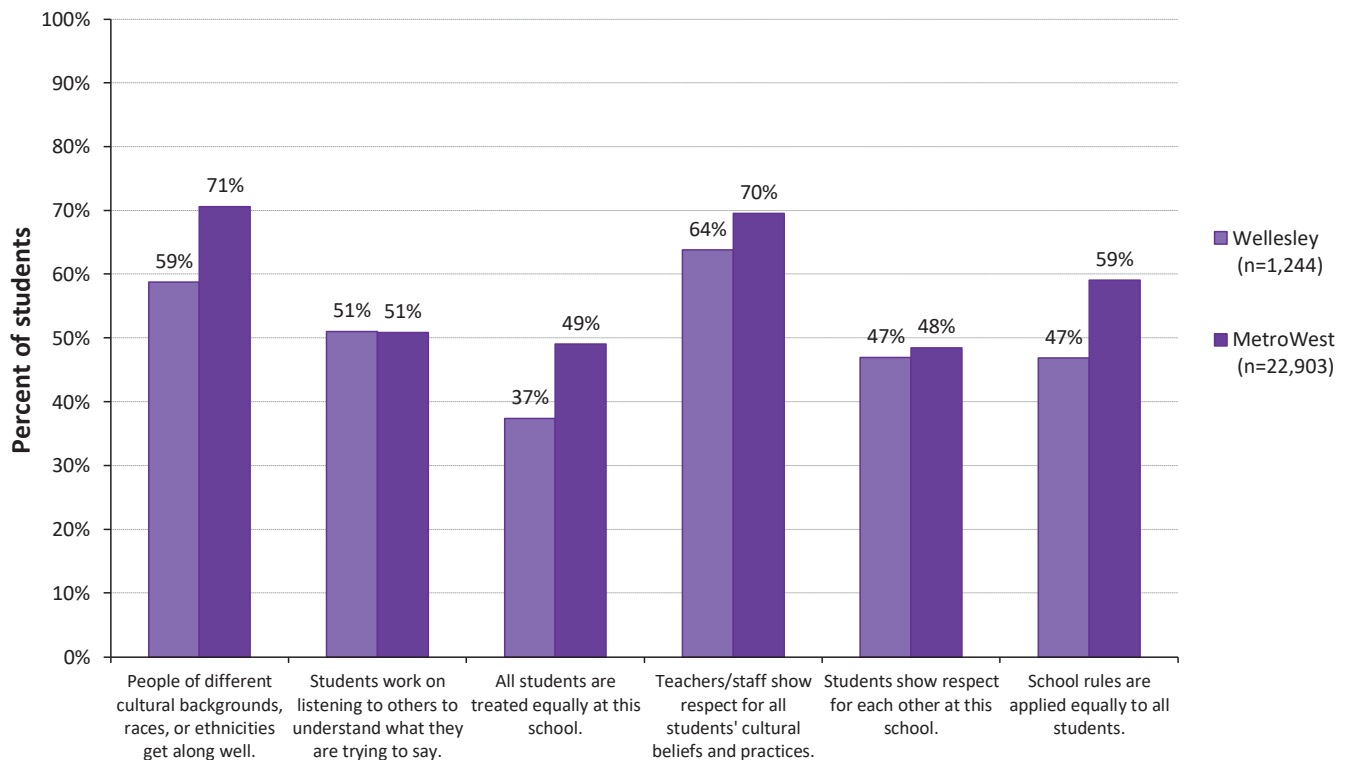
* Students responded "agree" or "strongly agree"

Figure 8-3C. School Climate*, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



* Students responded "agree" or "strongly agree"

Figure 8-3D. School Climate* at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



* Students responded "agree" or "strongly agree"

Figure 8-4A. Adult Support by Sex, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey

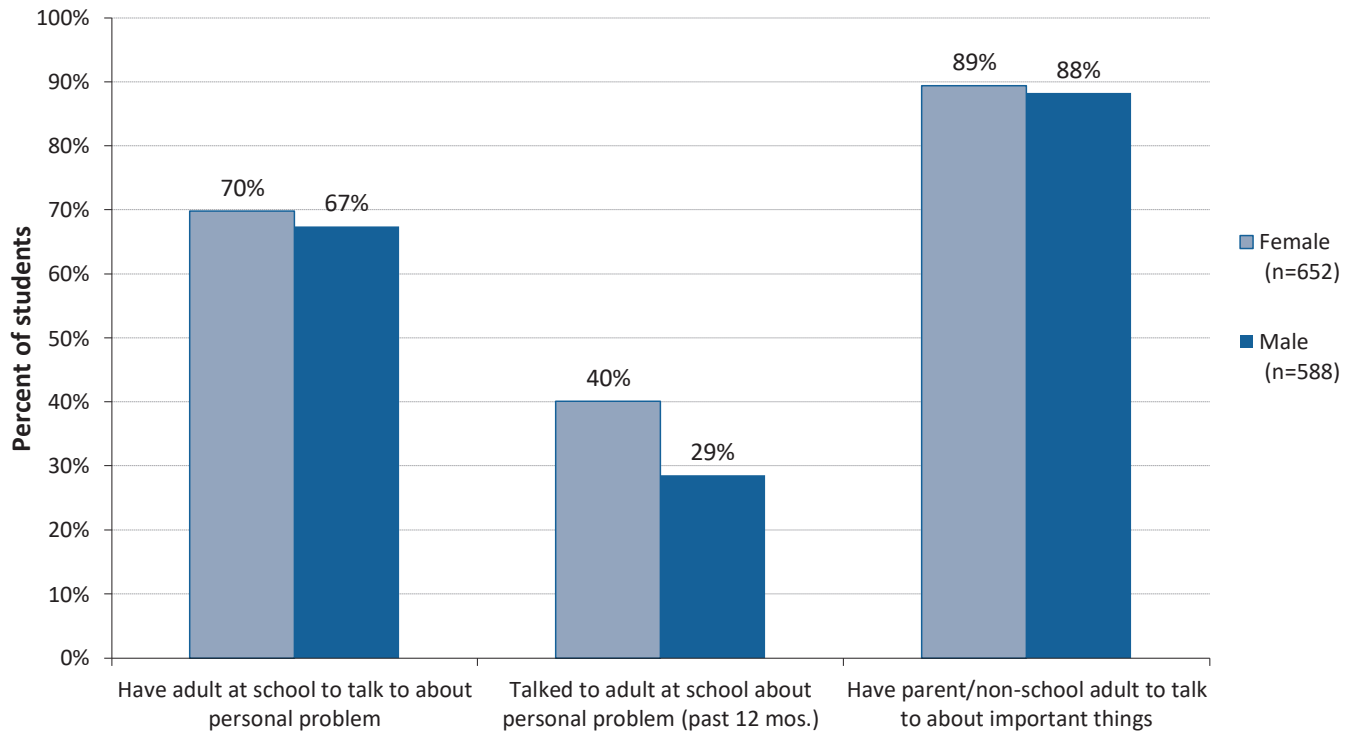


Figure 8-4B. Adult Support by Grade, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey

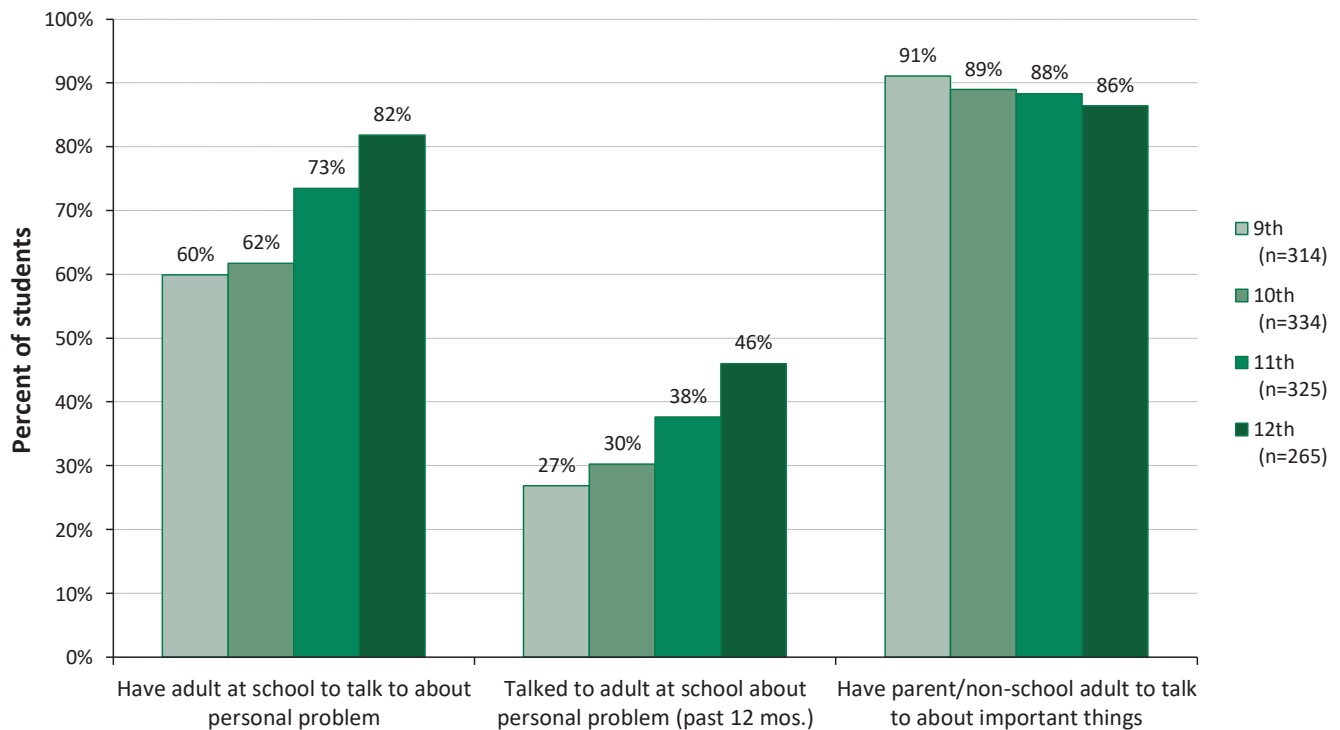


Figure 8-4C. Adult Support, 2006-2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey

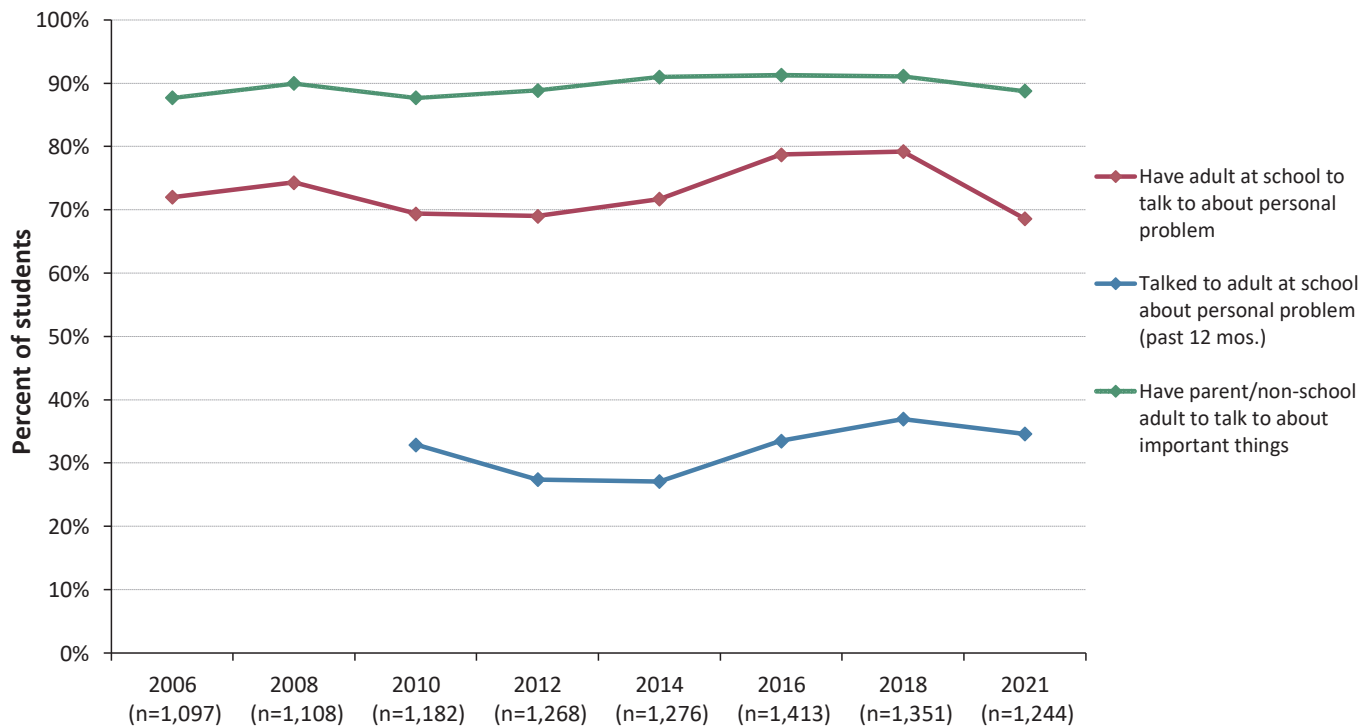


Figure 8-4D. Adult Support at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey

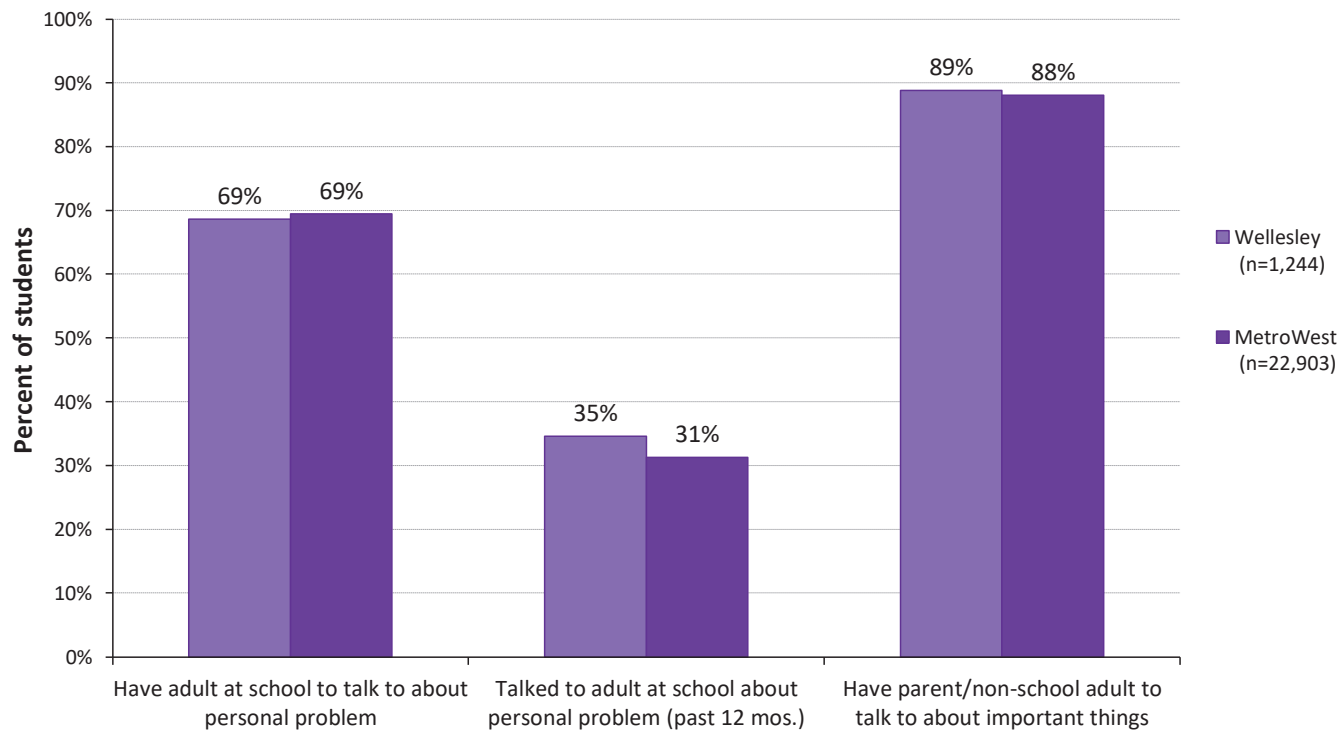
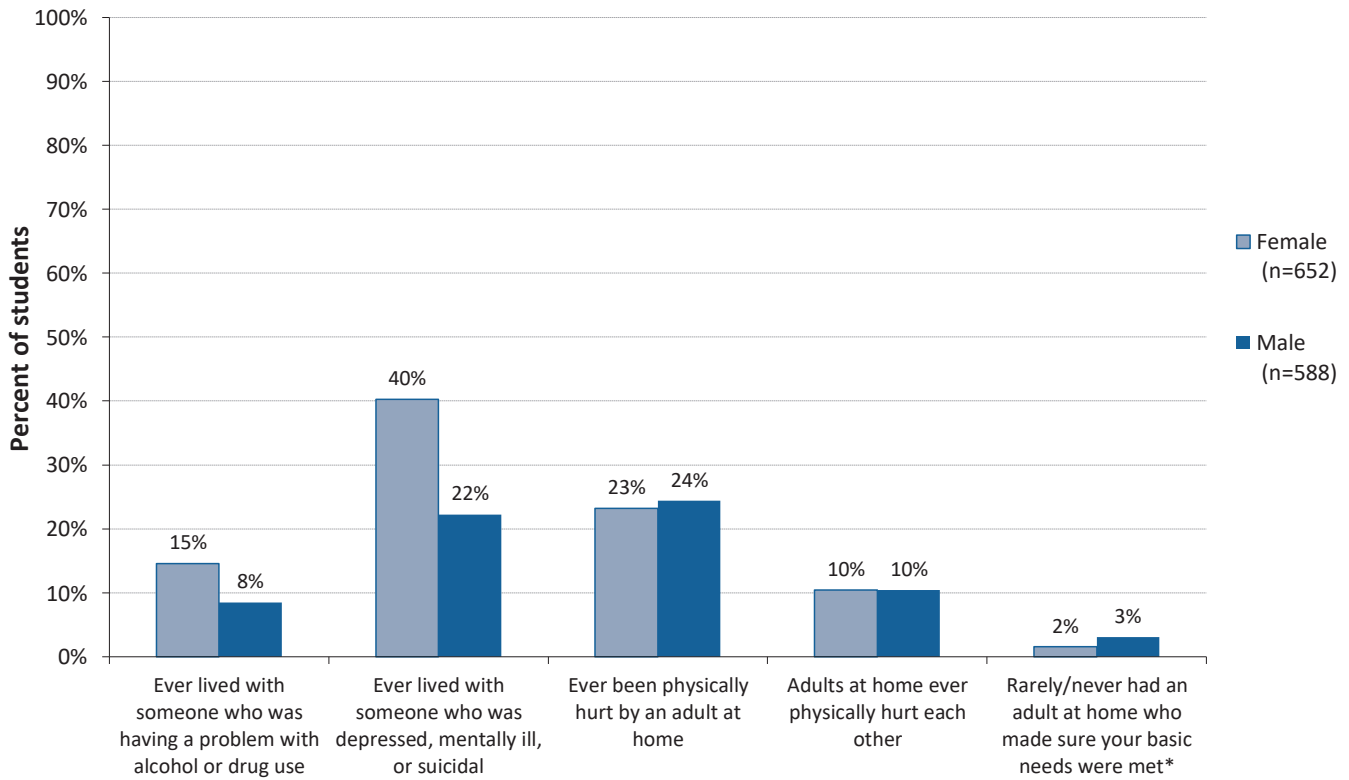


Figure 8-5A. Adverse Childhood Experiences by Sex, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

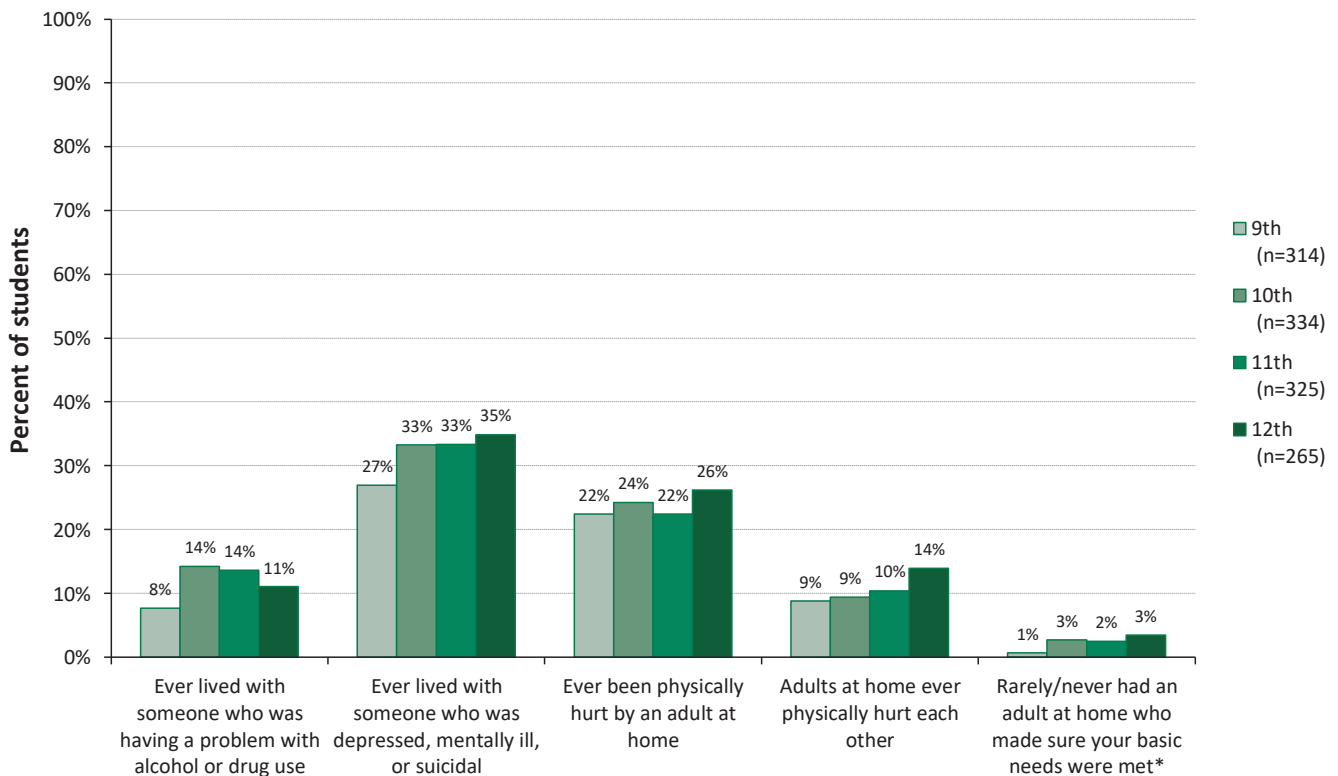


* Basic needs include looking after your safety, making sure you had clean clothes, and providing you enough to eat.

Figure 8-5B. Adverse Childhood Experiences by Grade, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

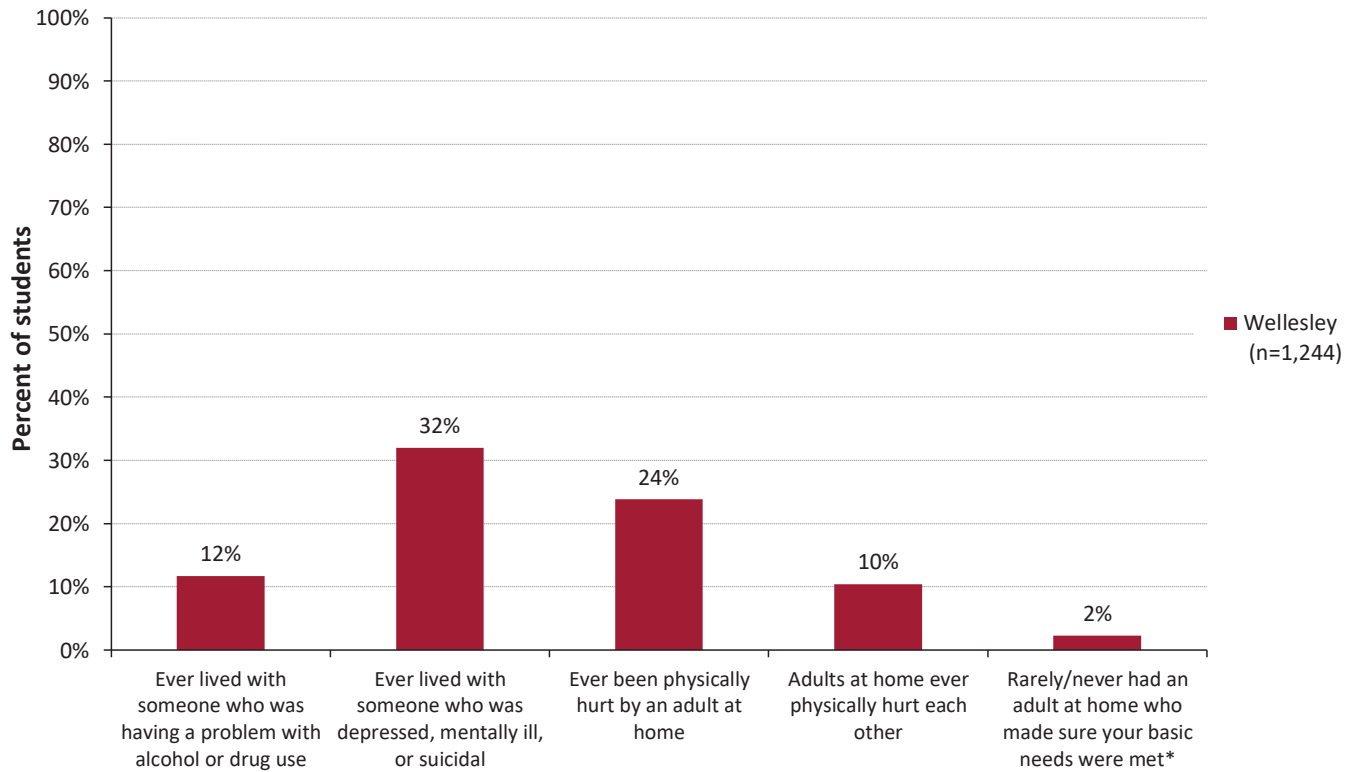


* Basic needs include looking after your safety, making sure you had clean clothes, and providing you enough to eat.

Figure 8-5C. Adverse Childhood Experiences, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

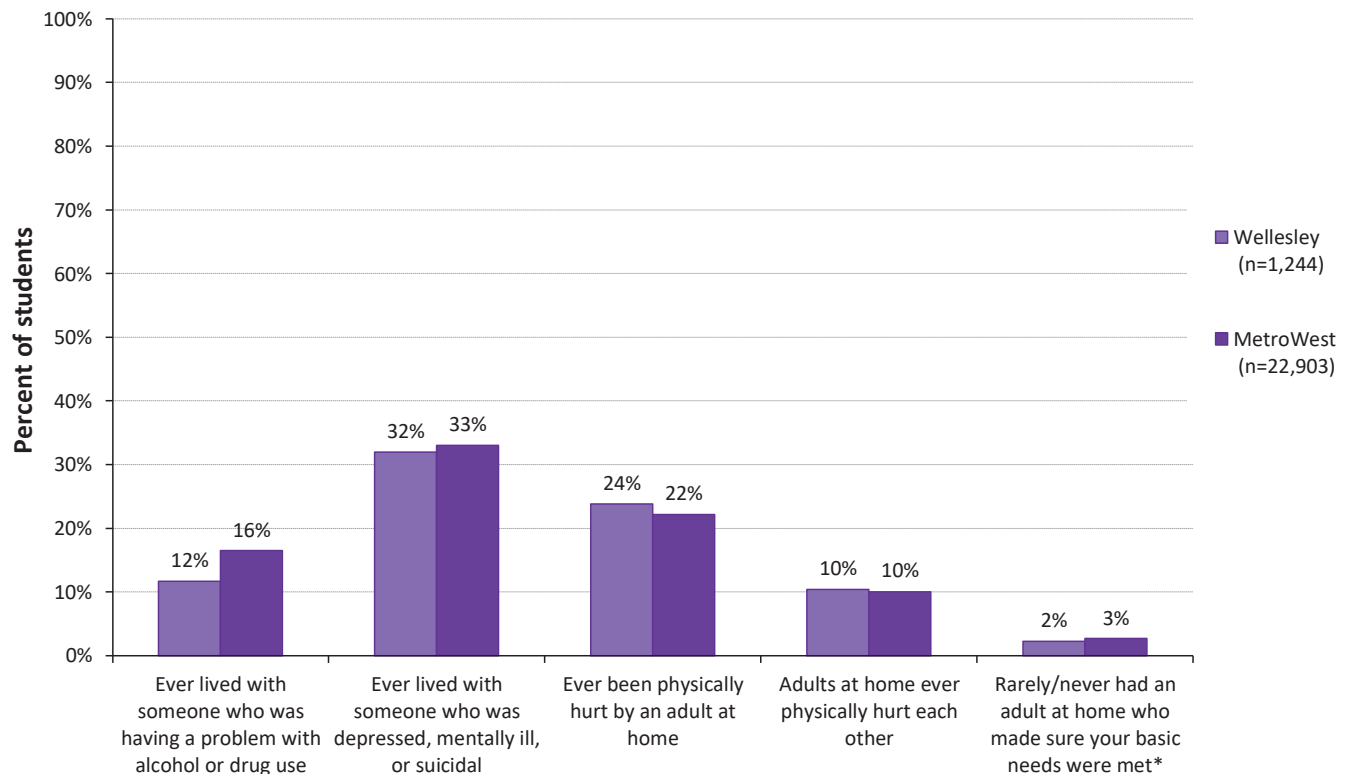


* Basic needs include looking after your safety, making sure you had clean clothes, and providing you enough to eat.

Figure 8-5D. Adverse Childhood Experiences at the District and Regional Levels, 2021

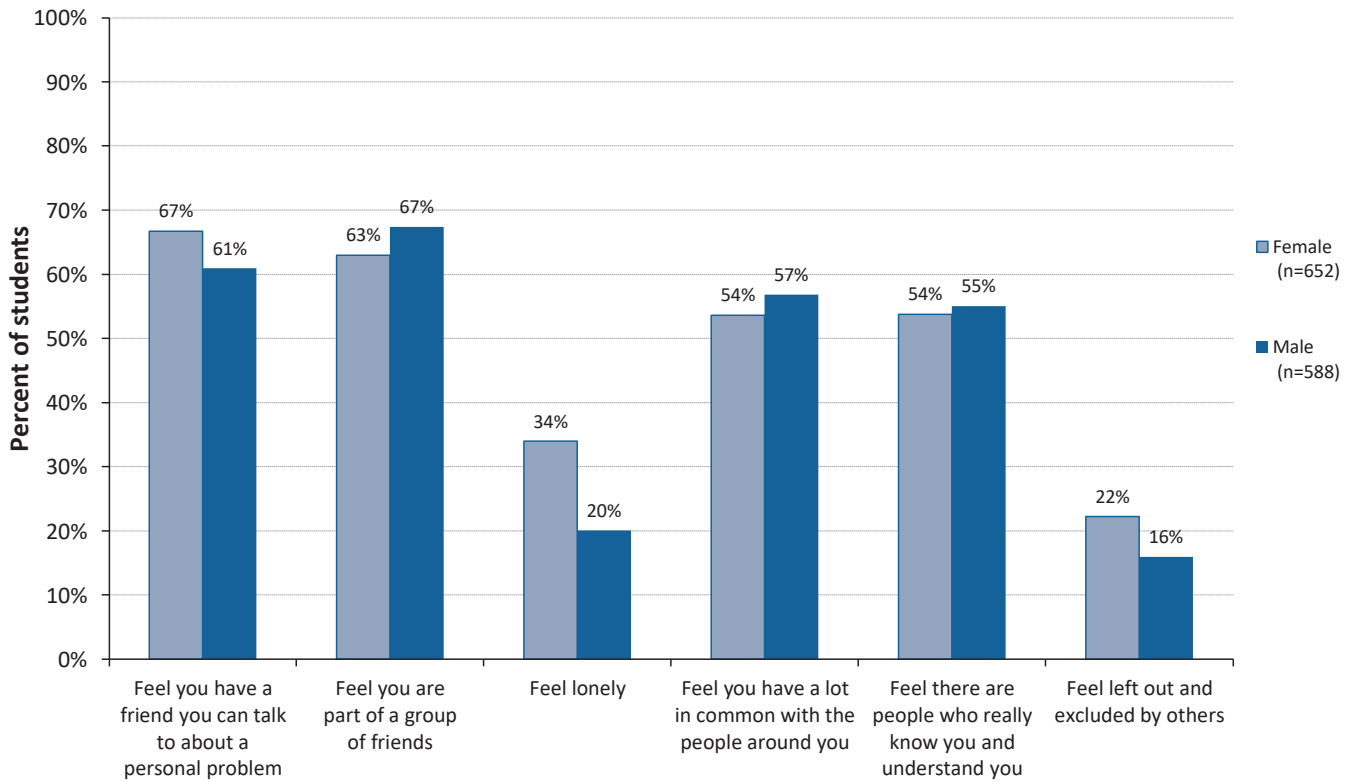
Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey



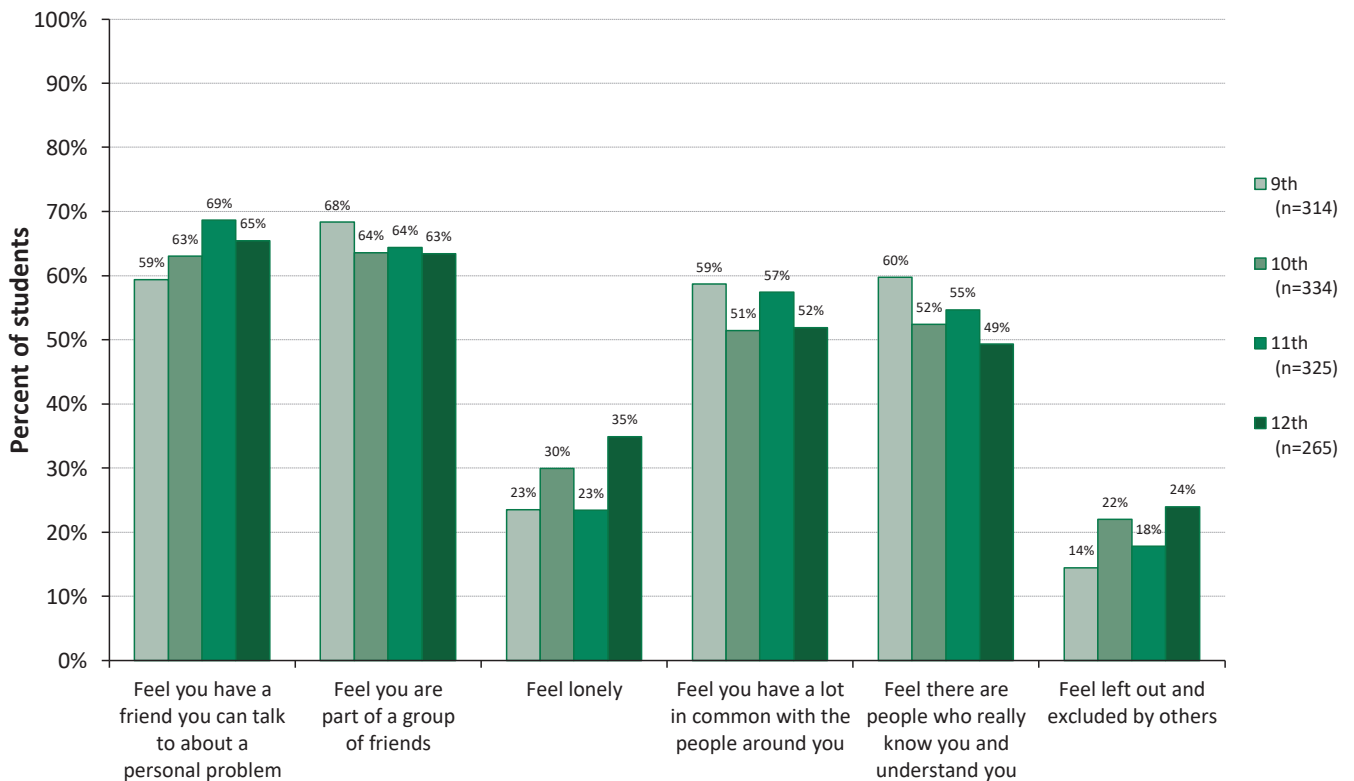
* Basic needs include looking after your safety, making sure you had clean clothes, and providing you enough to eat.

Figure 8-6A. Peer Support* by Sex, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



* Student responded "often" or "very often"

Figure 8-6B. Peer Support* by Grade, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey

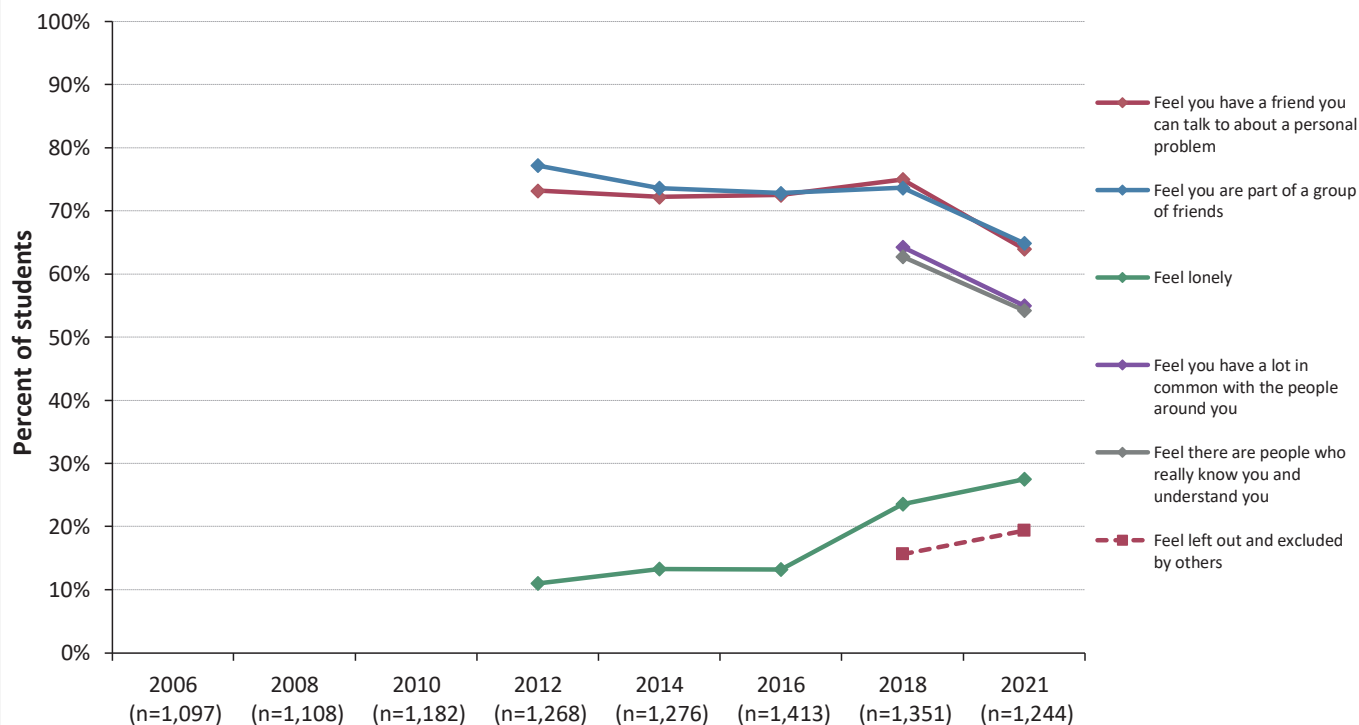


* Student responded "often" or "very often"

Figure 8-6C. Peer Support*, 2006-2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

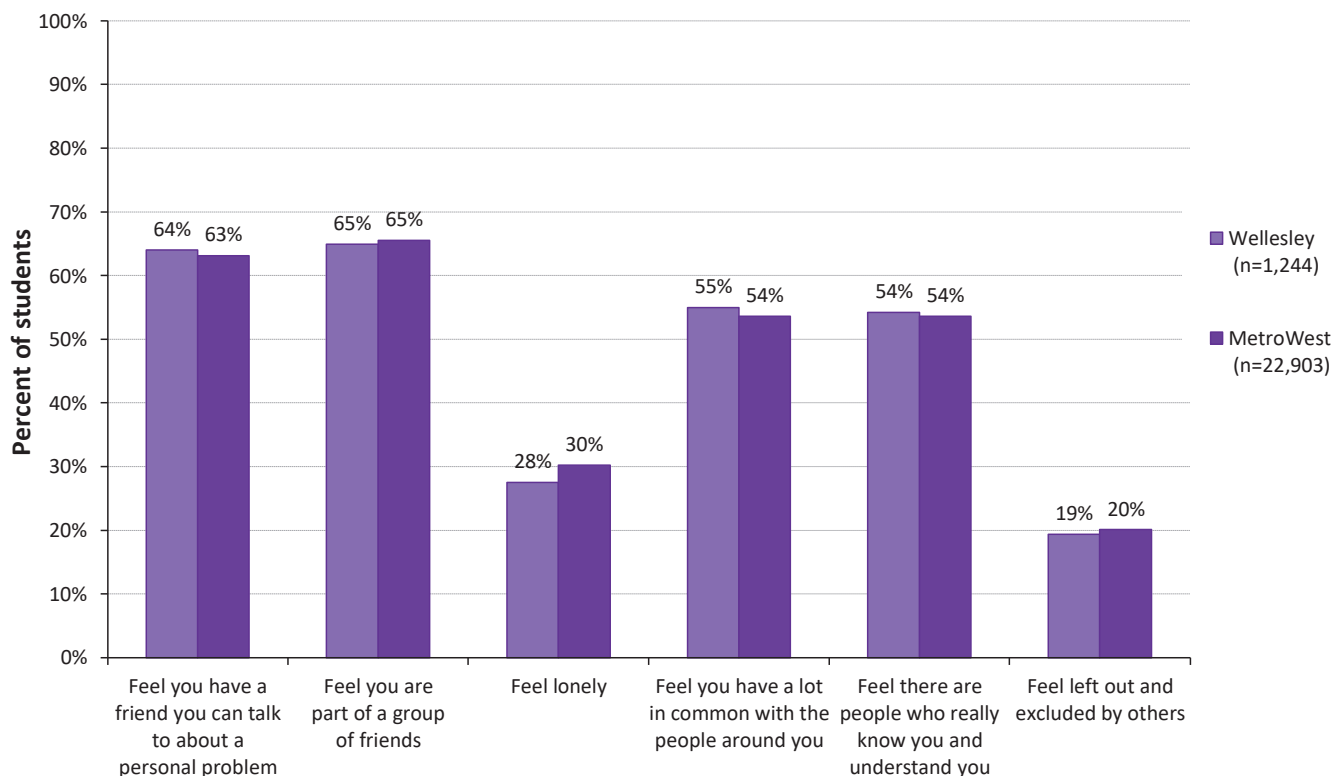


* Student responded "often" or "very often"

Figure 8-6D. Peer Support* at the District and Regional Levels, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

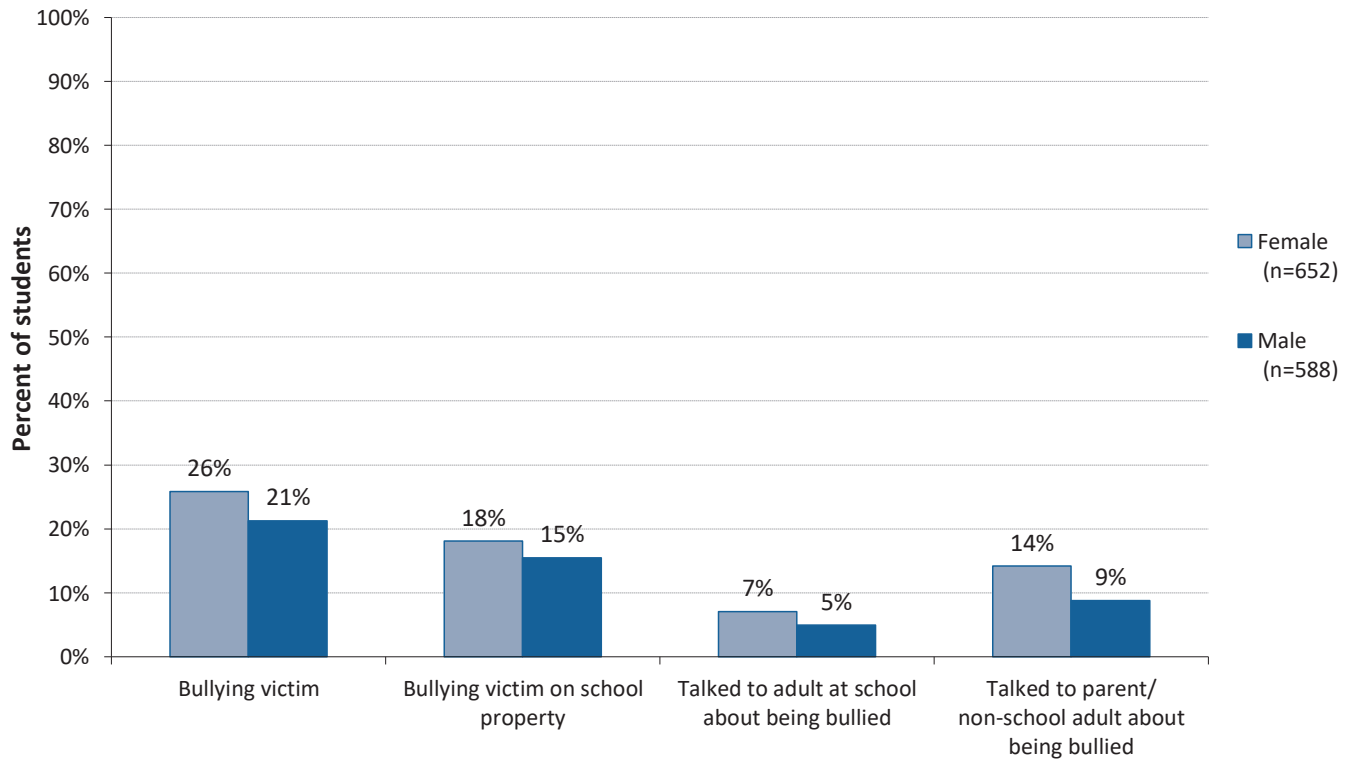


* Student responded "often" or "very often"

Figure 8-7A. Bullying* and Adult Support by Sex, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

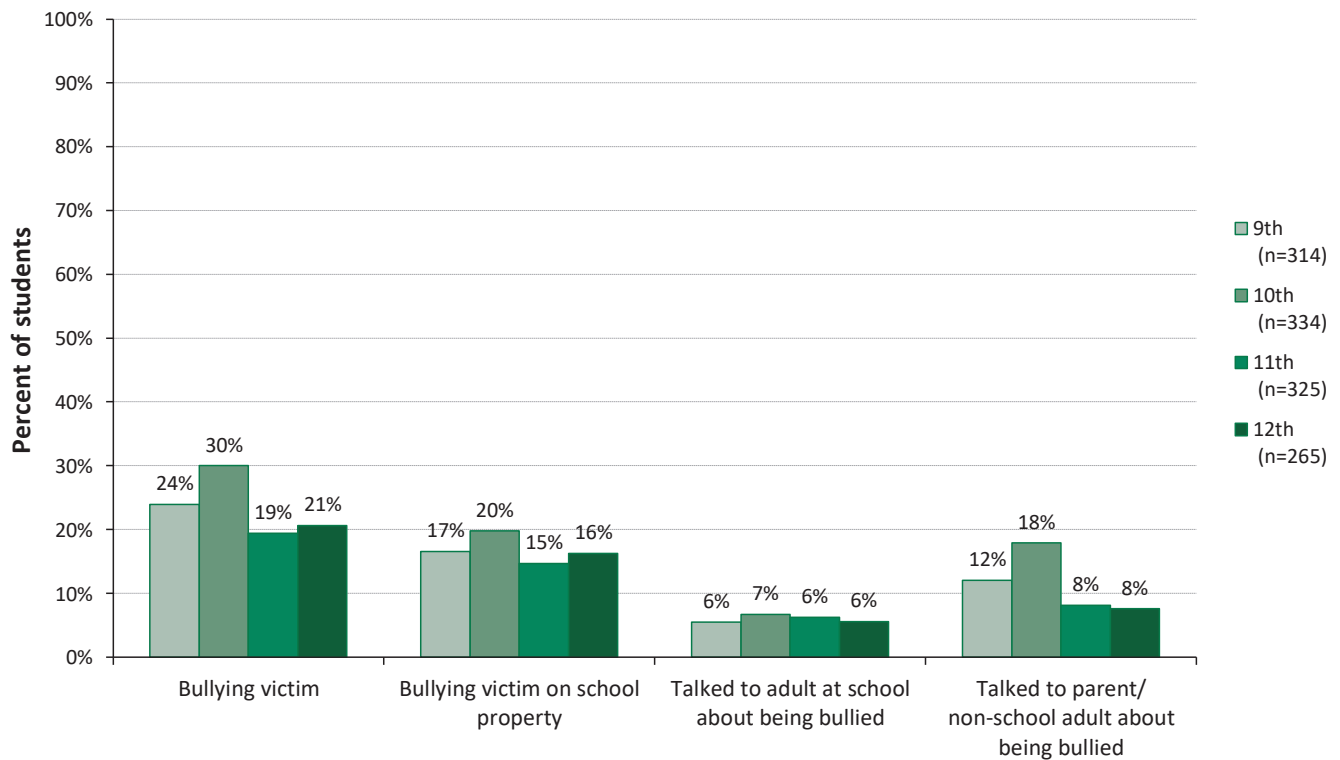


* In the past 12 months; bullying defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again

Figure 8-7B. Bullying* and Adult Support by Grade, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

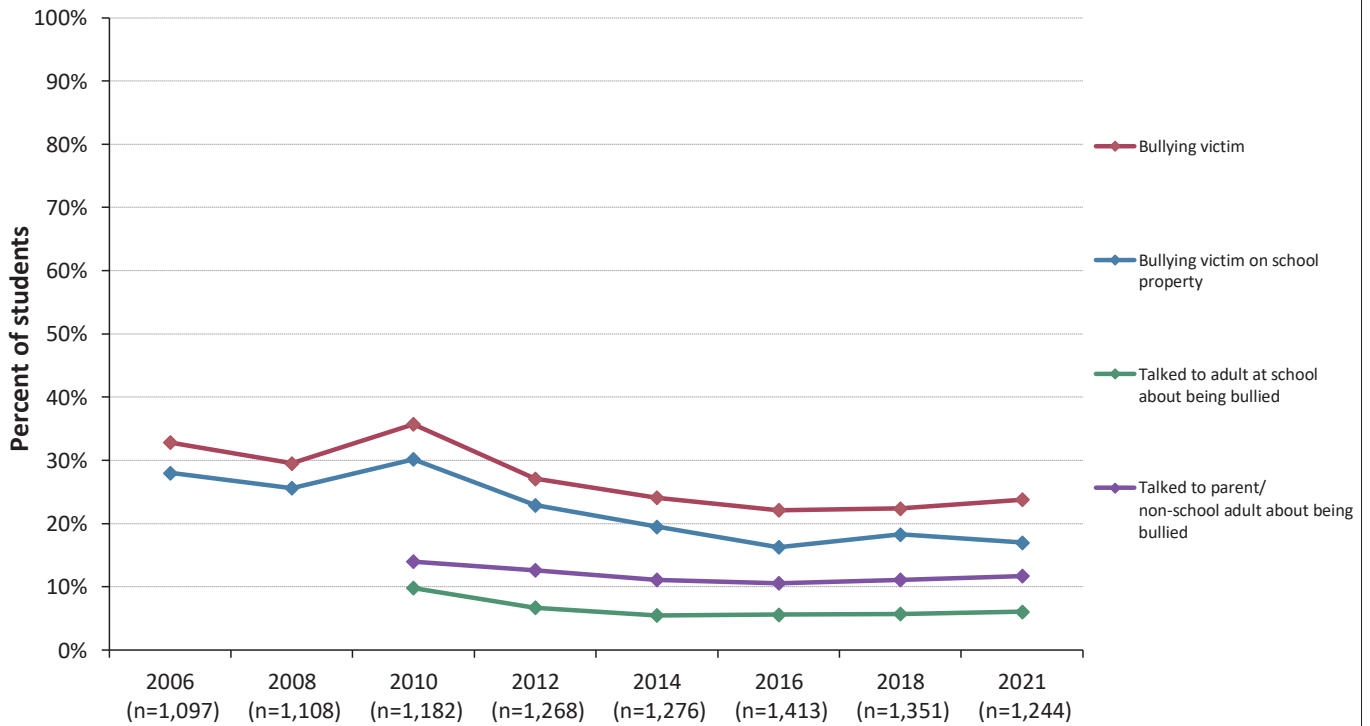


* In the past 12 months; bullying defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again

Figure 8-7C. Bullying* and Adult Support, 2006-2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

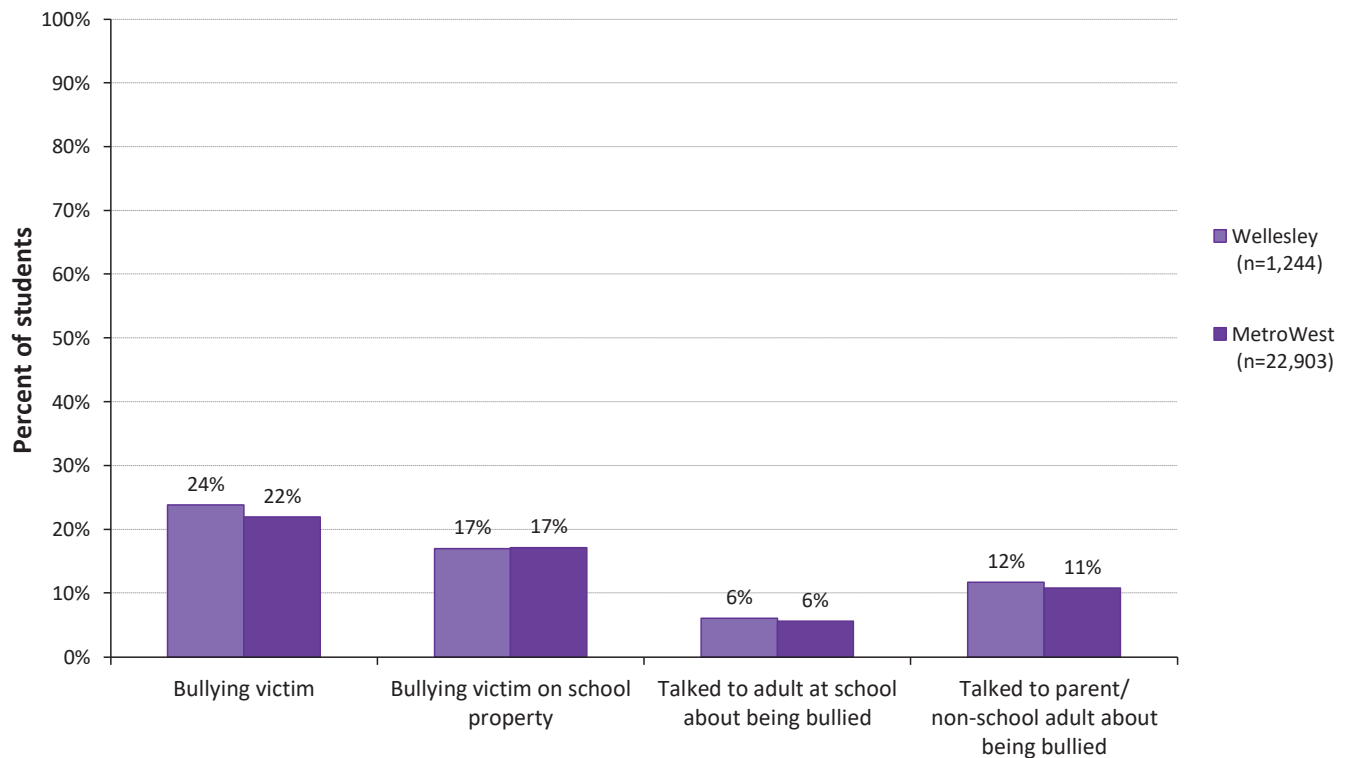


* In the past 12 months; bullying defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again

Figure 8-7D. Bullying* and Adult Support at the District and Regional Levels, 2021

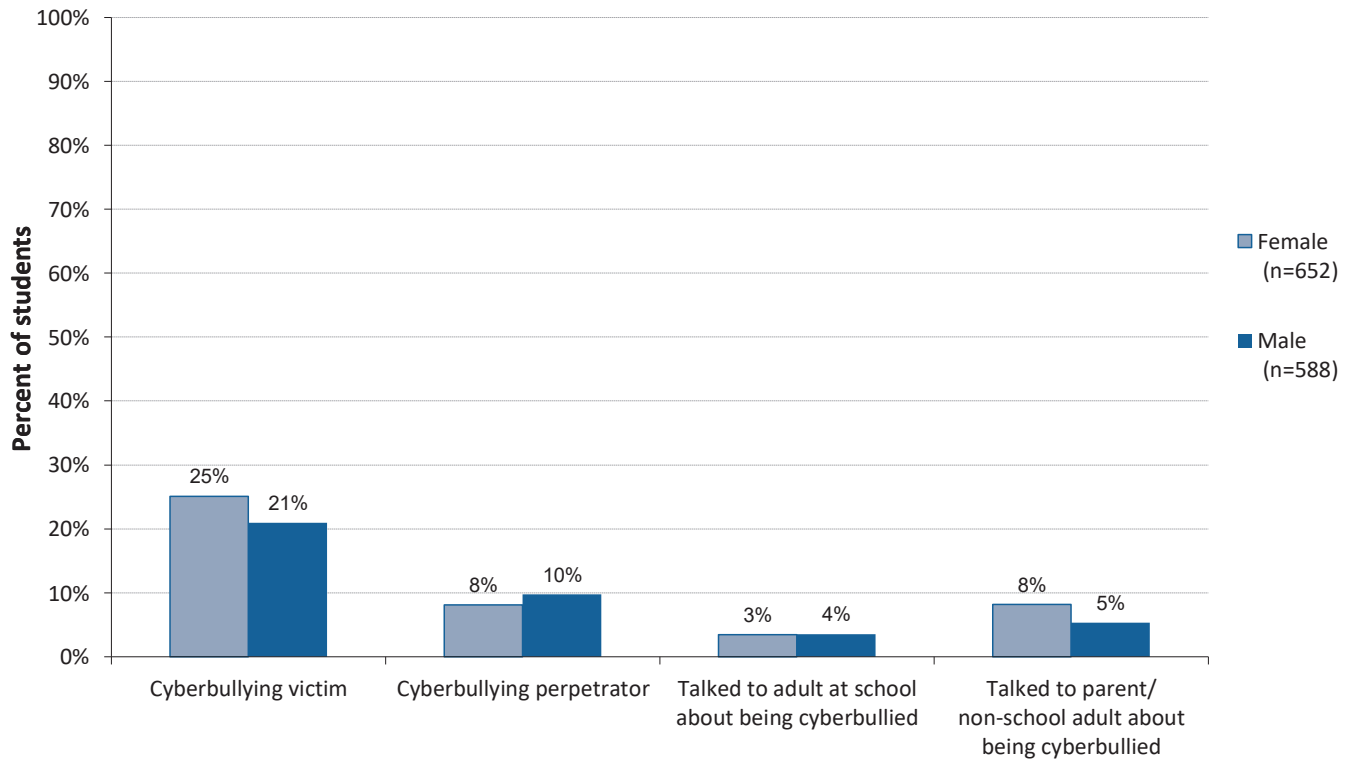
Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey



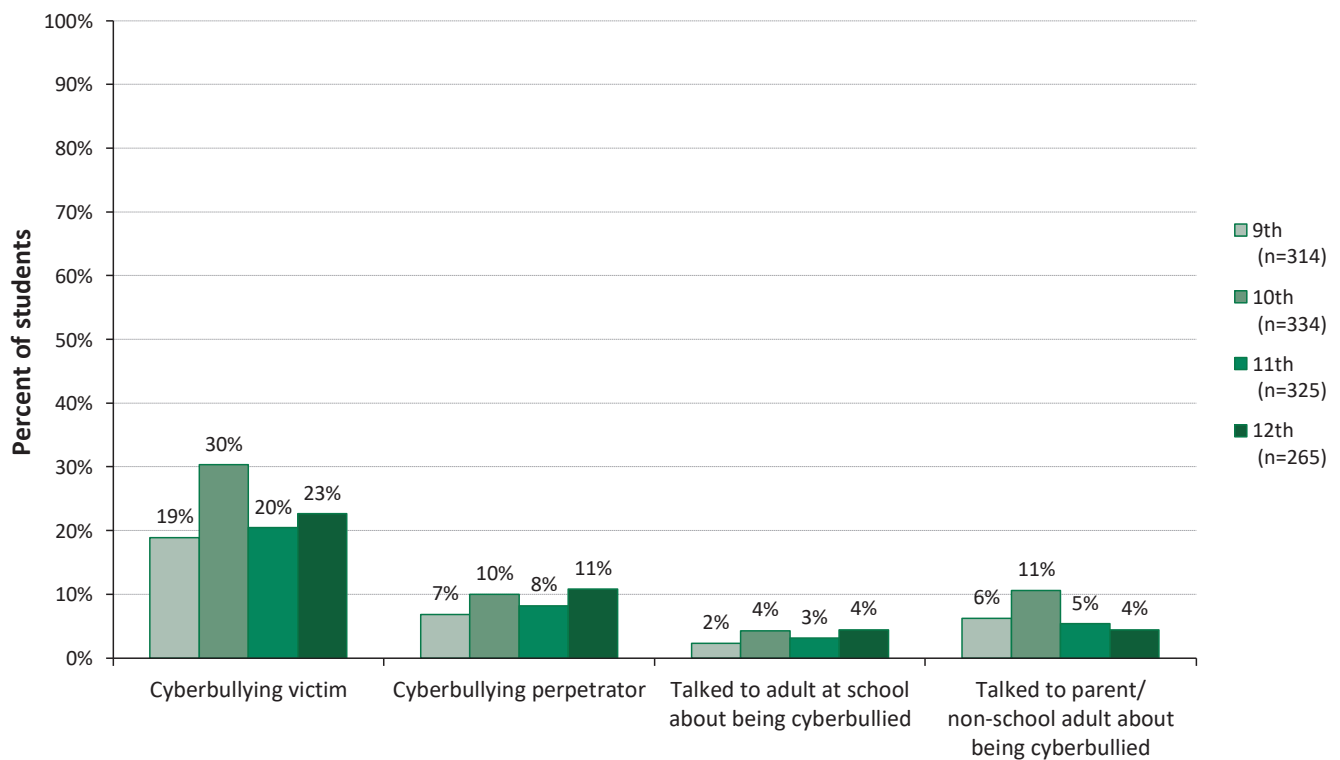
* In the past 12 months; bullying defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again

Figure 8-8A. Cyberbullying* and Adult Support by Sex, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



* During the past 12 months; cyberbullying defined as using the Internet, cell phones, or other electronic devices to bully, tease, threaten or spread rumors about someone

Figure 8-8B. Cyberbullying* and Adult Support by Grade, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



* During the past 12 months; cyberbullying defined as using the Internet, cell phones, or other electronic devices to bully, tease, threaten or spread rumors about someone

Figure 8-8C. Cyberbullying* and Adult Support, 2006-2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

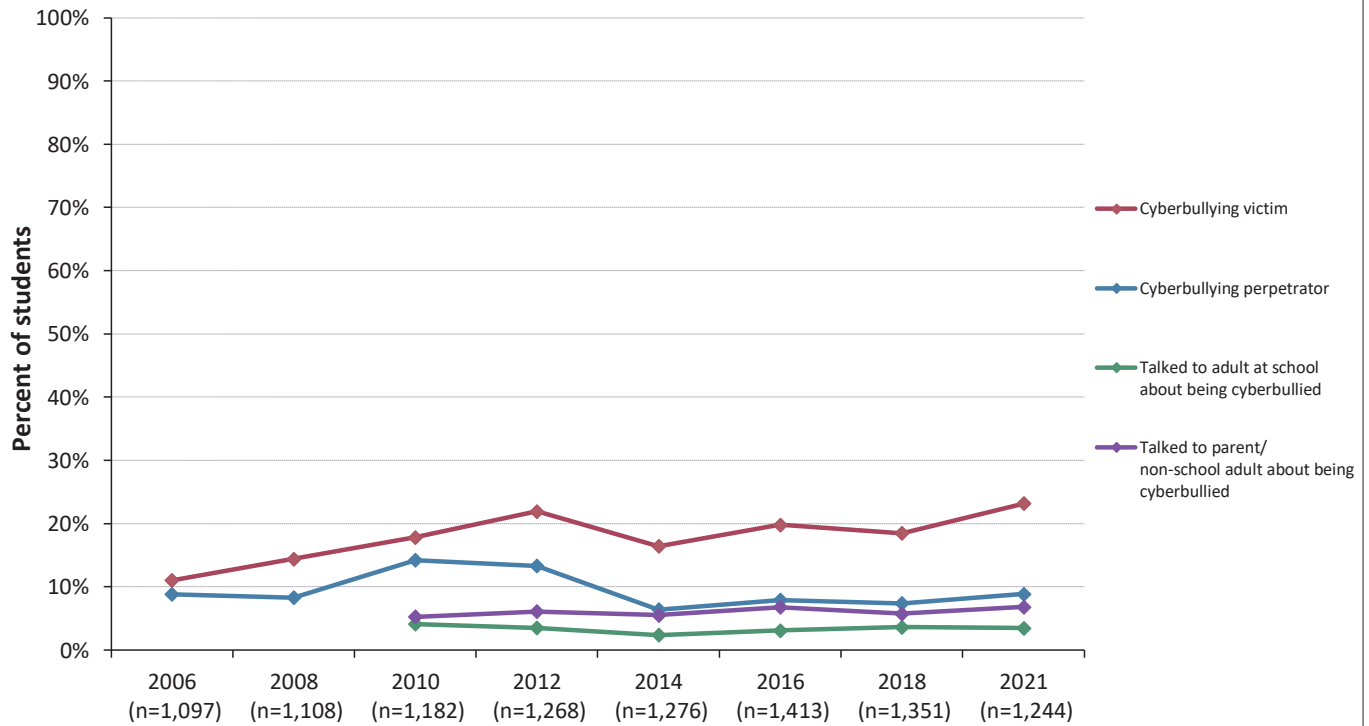
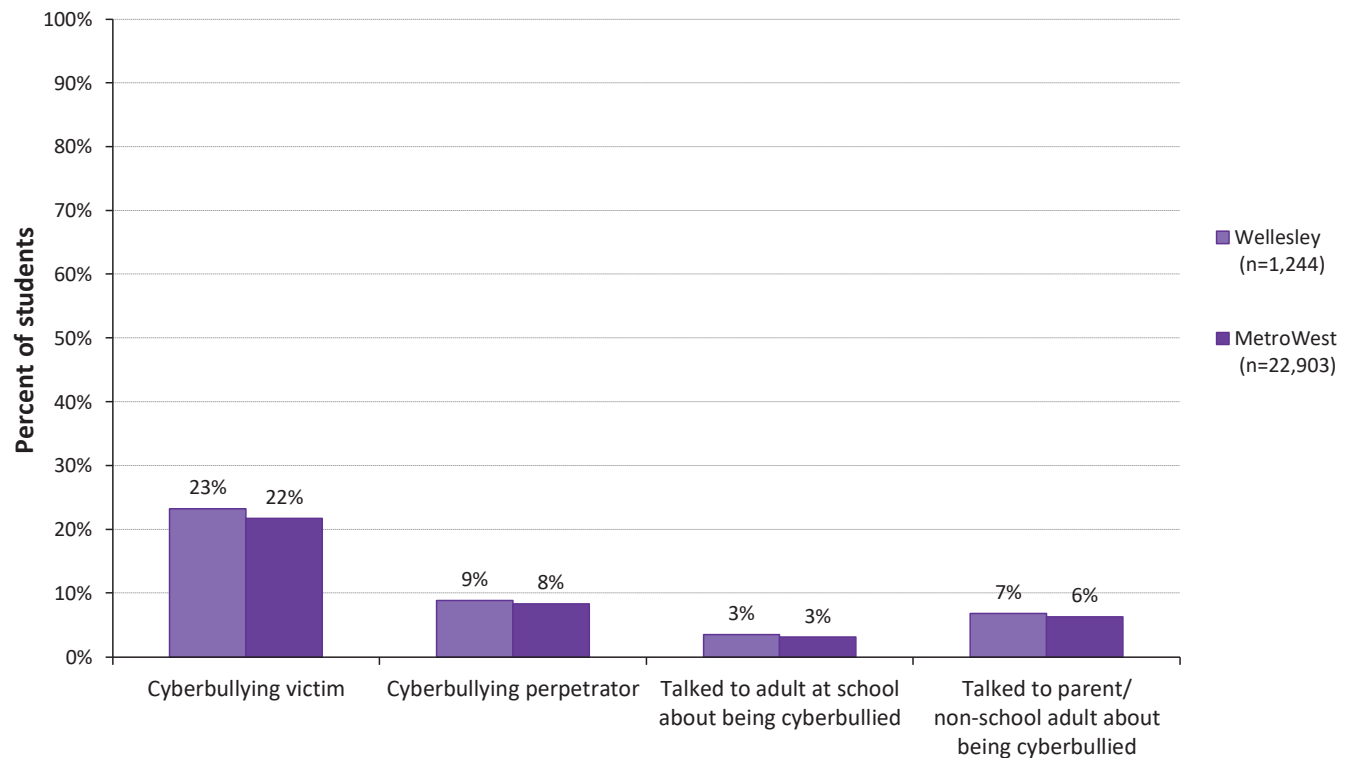


Figure 8-8D. Cyberbullying* and Adult Support at the District and Regional Levels, 2021

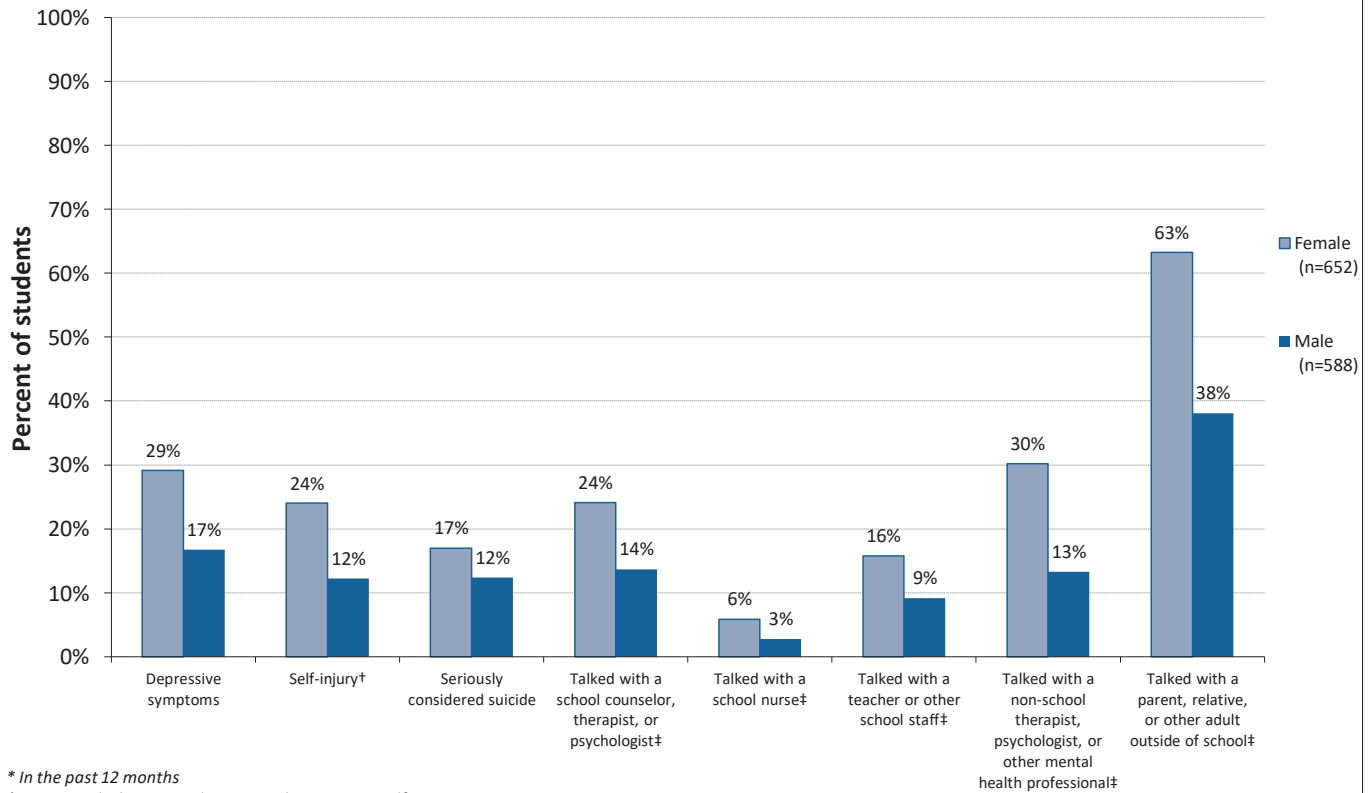
Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey



* During the past 12 months; cyberbullying defined as using the Internet, cell phones, or other electronic devices to bully, tease, threaten or spread rumors about someone

Figure 8-9A. Mental Health and Adult Support* by Sex, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey

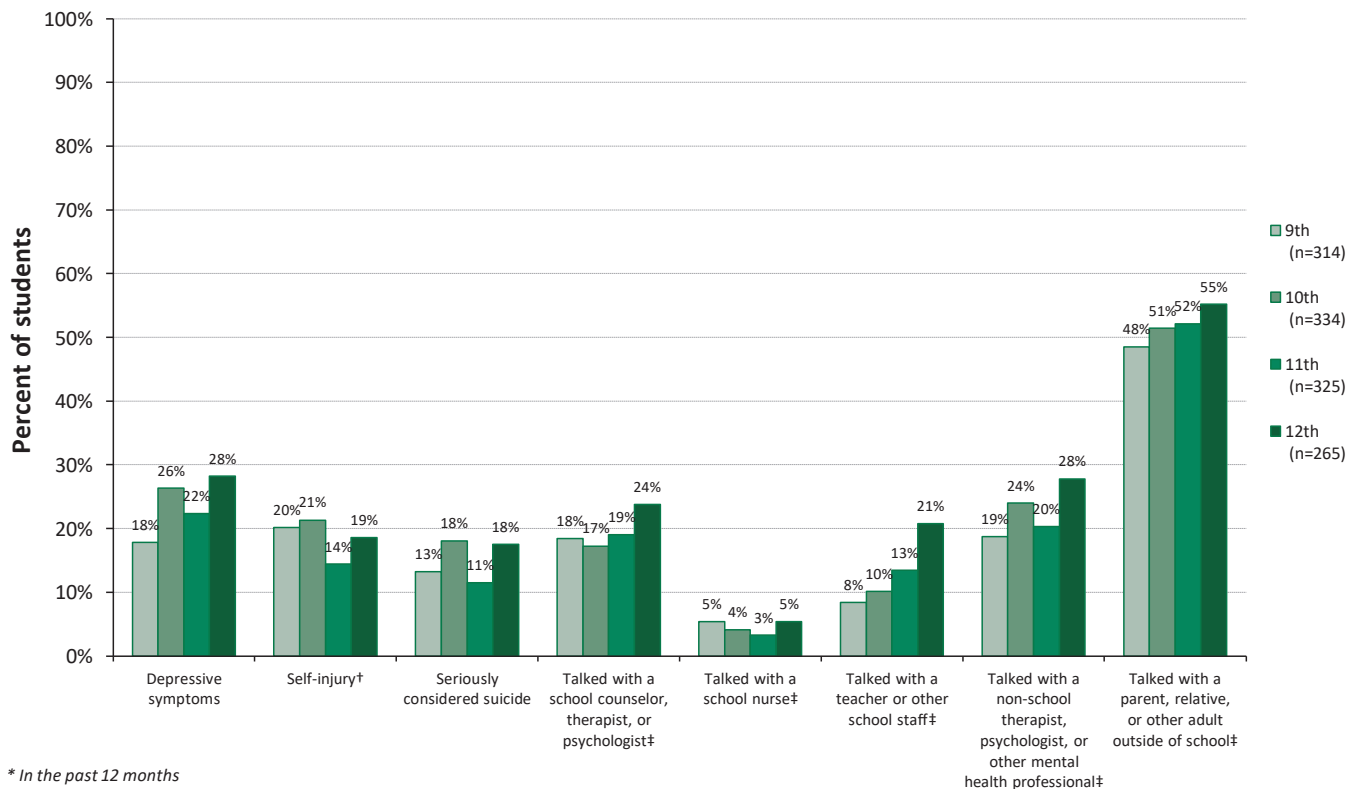


* In the past 12 months

† For example, by cutting, burning, or bruising yourself on purpose

‡ About emotional challenges or problems; student responded having talked with individual/group one or more times in the past 12 months

Figure 8-9B. Mental Health and Adult Support* by Grade, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



* In the past 12 months

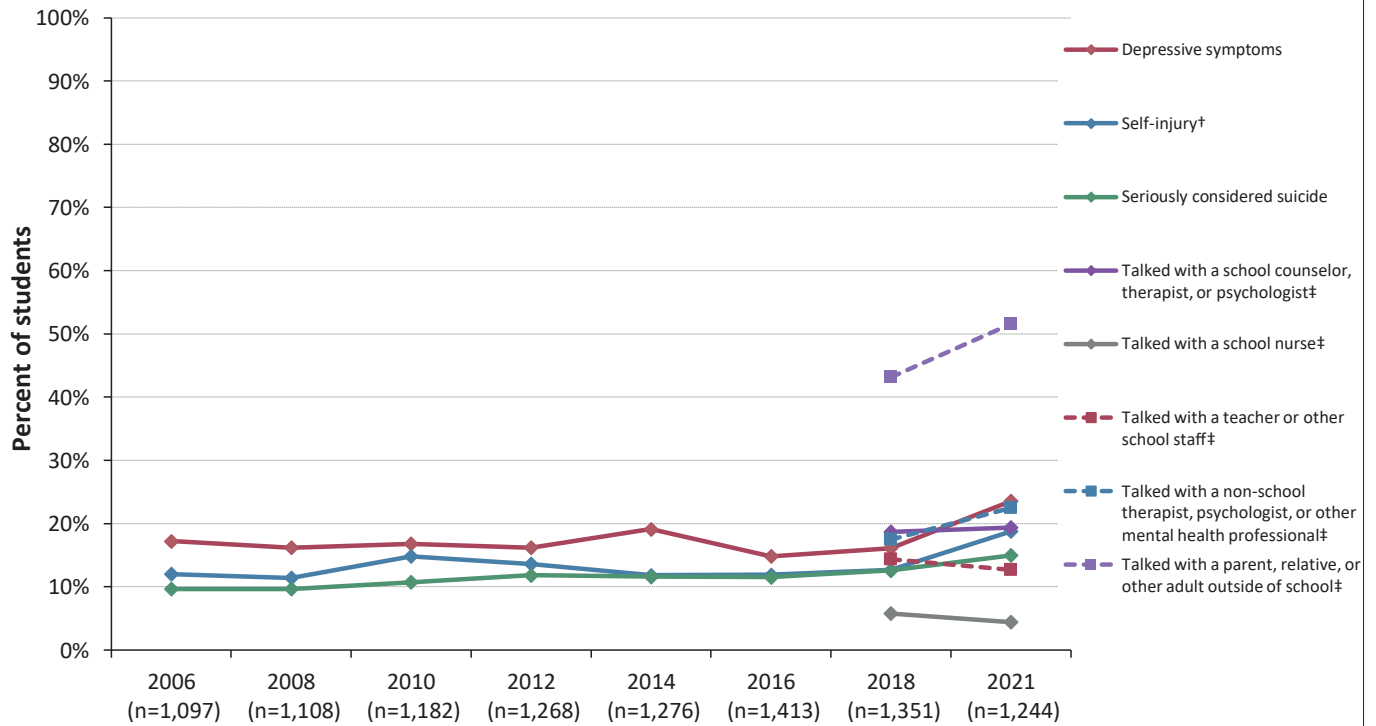
† For example, by cutting, burning, or bruising yourself on purpose

‡ About emotional challenges or problems; student responded having talked with individual/group one or more times in the past 12 months

Figure 8-9C. Mental Health and Adult Support*, 2006-2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey



* In the past 12 months

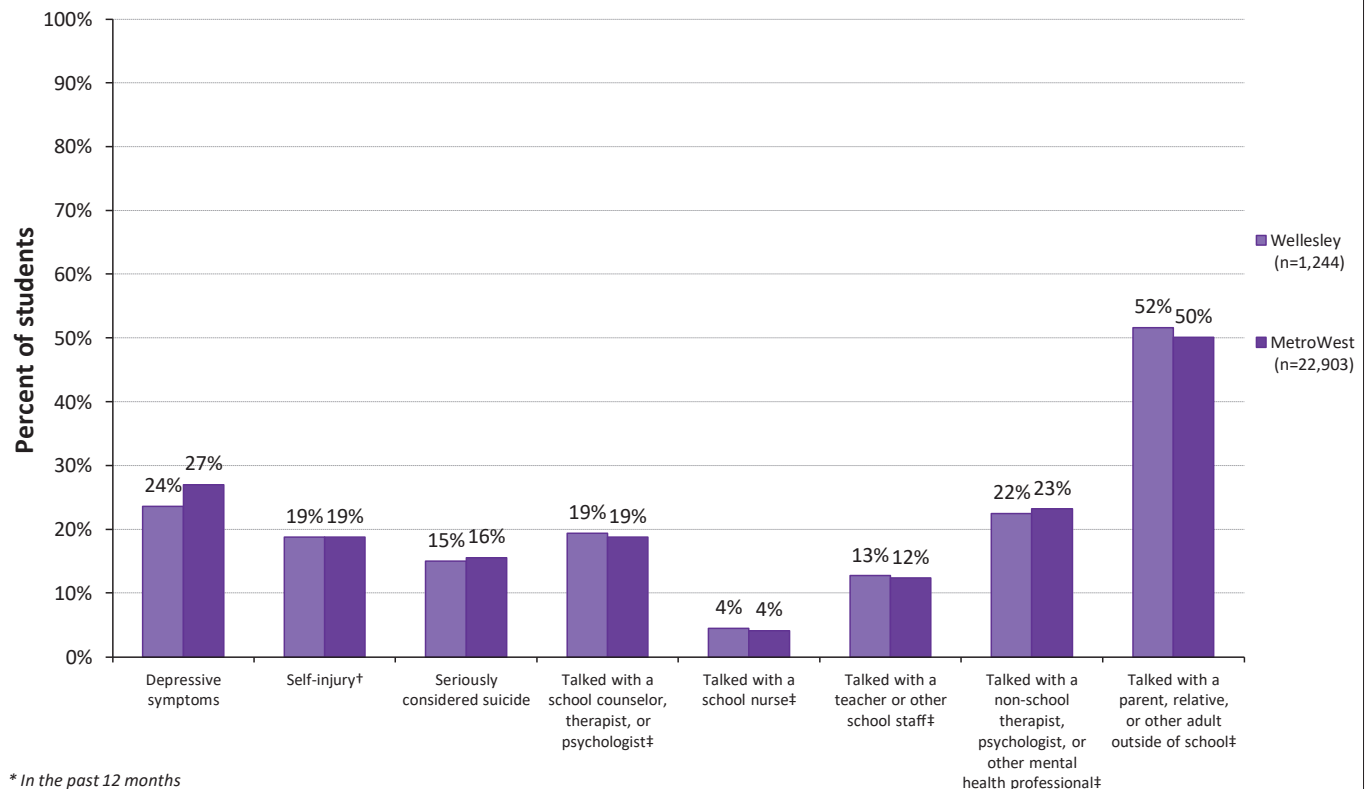
† For example, by cutting, burning, or bruising yourself on purpose

‡ About emotional challenges or problems; student responded having talked with individual/group one or more times in the past 12 months

Figure 8-9D. Mental Health and Adult Support* at the District and Regional Levels, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey



* In the past 12 months

† For example, by cutting, burning, or bruising yourself on purpose

‡ About emotional challenges or problems; student responded having talked with individual/group one or more times in the past 12 months

Table 8-1A. School Connectedness, Engagement, and Climate by Sex and Grade, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
	(1,244)	Female (652)	Male (588)	9 th (314)	10 th (334)	11 th (325)	12 th (265)
<i>SCHOOL CONNECTEDNESS (agree/ strongly agree)</i>							
I feel close to people at school.	63.4	60.7	66.6	68.1	59.7	67.1	57.6
I feel like I am part of this school.	61.5	58.0	65.7	69.1	56.5	59.6	60.5
I am happy to be at this school.	58.3	53.4	64.2	62.8	56.5	54.3	59.9
The teachers at this school treat students fairly.	55.6	51.7	60.2	62.1	54.8	53.1	51.5
I feel safe in my school.	71.7	67.5	76.7	73.8	68.7	70.6	74.0
<i>SCHOOL ENGAGEMENT (most of the time/always)</i>							
Try as hard as you can in school	77.4	85.7	67.9	81.8	75.9	79.0	72.3
Enjoy your schoolwork	15.6	15.5	15.8	20.5	12.5	10.8	19.9
Find your schoolwork valuable	30.6	30.9	30.3	39.9	30.6	18.7	33.9
<i>SCHOOL CLIMATE (agree/ strongly agree)</i>							
People of different cultural backgrounds, races, or ethnicities get along well at this school.	58.7	52.1	66.5	68.8	62.9	56.6	43.2
At this school, students work on listening to others to understand what they are trying to say.	51.0	46.5	56.4	54.9	52.4	50.8	44.3
At this school, all students are treated equally.	37.4	29.5	46.8	44.0	37.9	35.3	30.6
At this school, teachers/school staff show respect for all students' cultural beliefs and practices.	63.8	59.8	68.7	70.9	64.5	63.2	54.5
At this school, students show respect for each other.	46.9	39.6	55.6	53.2	45.5	46.4	41.9
School rules are applied equally to all students.	46.9	41.0	53.9	52.2	48.9	45.9	38.7

Table 8-1C. School Connectedness, Engagement, and Climate at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> <i>(1,244)</i>	<u>MetroWest Region</u> <i>(22,903)</i>
<i>SCHOOL CONNECTEDNESS (agree/ strongly agree)</i>		
I feel close to people at school.	63.4	60.4
I feel like I am part of this school.	61.5	60.7
I am happy to be at this school.	58.3	58.1
The teachers at this school treat students fairly.	55.6	58.4
I feel safe in my school.	71.7	74.1
<i>SCHOOL ENGAGEMENT (most of the time/always)</i>		
Try as hard as you can in school	77.4	75.4
Enjoy your schoolwork	15.6	17.0
Find your schoolwork valuable	30.6	31.6
<i>SCHOOL CLIMATE (agree/ strongly agree)</i>		
People of different cultural backgrounds, races, or ethnicities get along well at this school.	58.7	70.6
At this school, students work on listening to others to understand what they are trying to say.	51.0	50.9
At this school, all students are treated equally.	37.4	49.0
At this school, teachers/school staff show respect for all students' cultural beliefs and practices.	63.8	69.5
At this school, students show respect for each other.	46.9	48.5
School rules are applied equally to all students.	46.9	59.0

Table 8-2A. Adult Support at School by Sex and Grade, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
	(1,244)	Female (652)	Male (588)	9 th (314)	10 th (334)	11 th (325)	12 th (265)
ADULT SUPPORT AT SCHOOL							
Have at least one teacher/adult at school to talk to if you have a problem	68.6	69.8	67.4	59.9	61.7	73.5	81.8
Talked to a teacher/adult from your school about a personal problem*	34.6	40.1	28.5	26.8	30.2	37.7	46.0
Talked to a teacher/adult at school about being bullied*	6.0	7.0	4.9	5.5	6.7	6.3	5.6
Talked to a teacher/adult at school about being cyberbullied*	3.5	3.4	3.5	2.3	4.2	3.1	4.4
Talked with a school counselor, school therapist, or school psychologist about emotional challenges or problems*	19.4	24.1	13.7	18.4	17.2	19.0	23.8
Talked with a school nurse about emotional challenges or problems*	4.5	5.9	2.8	5.4	4.1	3.3	5.4
Talked with a teacher or other school staff about emotional challenges or problems*	12.7	15.8	9.2	8.4	10.1	13.4	20.7
There is a teacher or some other adult who really cares about me. †	52.1	50.9	53.7	43.1	49.5	57.1	60.0
There is a teacher or some other adult who tells me when I do a good job. †	66.8	65.8	68.1	67.9	61.4	66.7	72.3
There is a teacher or some other adult who notices when I'm not there. †	57.6	54.7	61.2	54.2	54.2	57.9	66.0
There is a teacher or some other adult who always wants me to do my best. †	72.6	71.4	74.2	73.6	71.1	71.9	73.9
There is a teacher or some other adult who listens to me when I have something to say. †	69.9	70.1	69.8	70.2	69.4	68.2	72.0
There is a teacher or some other adult who believes that I will be a success. †	65.4	65.1	65.8	64.2	63.2	65.3	69.5
TRAUMA-INFORMED SCHOOL ENVIRONMENT ‡							
Teachers/adults at school notice when students are in distress. §	45.6	49.7	40.5	44.5	51.9	45.7	38.0
Teachers/adults at school understand how being in distress can affect a student's behavior in class. §	43.4	49.7	35.7	38.1	45.7	44.0	45.1
Teachers/adults at school help students in distress get help and support at school. §	39.9	44.1	34.7	33.3	43.3	43.9	37.7

* During the past 12 months

† Students responded "pretty true" or "very true"

‡ Recognition of the presence of students at school who may be experiencing distress or trauma that is related to a terrible event or ongoing serious problem in their lives, such as violence, abuse, a serious accident, losing a close friend or family member, or lack of food or basic needs

§ Students responded "unlikely" or "very unlikely"

Table 8-2B. Adult Support at School, 2006-2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 (1,097)	2008 (1,108)	2010 (1,182)	2012 (1,268)	2014 (1,276)	2016 (1,413)	2018 (1,351)	2021 (1,244)
ADULT SUPPORT AT SCHOOL								
Have at least one teacher/adult at school to talk to if you have a problem	72.0	74.3	69.4	69.0	71.7	78.7	79.2	68.6
Talked to a teacher/adult from your school about a personal problem*	–	–	32.9	27.4	27.1	33.5	37.0	34.6
Talked to a teacher/adult at school about being bullied*	–	–	9.8	6.7	5.5	5.6	5.7	6.0
Talked to a teacher/adult at school about being cyberbullied*	–	–	4.1	3.5	2.4	3.1	3.6	3.5
Talked with a school counselor, school therapist, or school psychologist about emotional challenges or problems*	–	–	–	–	–	–	18.7	19.4
Talked with a school nurse about emotional challenges or problems*	–	–	–	–	–	–	5.8	4.5
Talked with a teacher or other school staff about emotional challenges or problems*	–	–	–	–	–	–	14.4	12.7
There is a teacher or some other adult who really cares about me.†	–	–	–	–	–	–	–	52.1
There is a teacher or some other adult who tells me when I do a good job.†	–	–	–	–	–	–	–	66.8
There is a teacher or some other adult who notices when I'm not there.†	–	–	–	–	–	–	–	57.6
There is a teacher or some other adult who always wants me to do my best.†	–	–	–	–	–	–	–	72.6
There is a teacher or some other adult who listens to me when I have something to say.†	–	–	–	–	–	–	–	69.9
There is a teacher or some other adult who believes that I will be a success.†	–	–	–	–	–	–	–	65.4
TRAUMA-INFORMED SCHOOL ENVIRONMENT‡								
Teachers/adults at school notice when students are in distress.§	–	–	–	–	–	–	–	45.6
Teachers/adults at school understand how being in distress can affect a student's behavior in class.§	–	–	–	–	–	–	–	43.4
Teachers/adults at school help students in distress get help and support at school.§	–	–	–	–	–	–	–	39.9

* During the past 12 months

† Students responded "pretty true" or "very true"

‡ Recognition of the presence of students at school who may be experiencing distress or trauma that is related to a terrible event or ongoing serious problem in their lives, such as violence, abuse, a serious accident, losing a close friend or family member, or lack of food or basic needs

§ Students responded "unlikely" or "very unlikely"

Table 8-2C. Adult Support at School at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> (1,244)	<u>MetroWest Region</u> (22,903)
ADULT SUPPORT AT SCHOOL		
Have at least one teacher/adult at school to talk to if you have a problem	68.6	69.4
Talked to a teacher/adult from your school about a personal problem*	34.6	31.3
Talked to a teacher/adult at school about being bullied*	6.0	5.6
Talked to a teacher/adult at school about being cyberbullied*	3.5	3.1
Talked with a school counselor, school therapist, or school psychologist about emotional challenges or problems*	19.4	18.8
Talked with a school nurse about emotional challenges or problems*	4.5	4.1
Talked with a teacher or other school staff about emotional challenges or problems*	12.7	12.3
There is a teacher or some other adult who really cares about me. [†]	52.1	52.6
There is a teacher or some other adult who tells me when I do a good job. [†]	66.8	67.6
There is a teacher or some other adult who notices when I'm not there. [†]	57.6	57.3
There is a teacher or some other adult who always wants me to do my best. [†]	72.6	74.5
There is a teacher or some other adult who listens to me when I have something to say. [†]	69.9	69.4
There is a teacher or some other adult who believes that I will be a success. [†]	65.4	67.6
TRAUMA-INFORMED SCHOOL ENVIRONMENT[‡]		
Teachers/adults at school notice when students are in distress. [§]	45.6	40.7
Teachers/adults at school understand how being in distress can affect a student's behavior in class. [§]	43.4	37.6
Teachers/adults at school help students in distress get help and support at school. [§]	39.9	34.4

* During the past 12 months

† Students responded "pretty true" or "very true"

‡ Recognition of the presence of students at school who may be experiencing distress or trauma that is related to a terrible event or ongoing serious problem in their lives, such as violence, abuse, a serious accident, losing a close friend or family member, or lack of food or basic needs

§ Students responded "unlikely" or "very unlikely"

Table 8-3A. Adult Support and Peer Support by Sex and Grade, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
	(1,244)	Female (652)	Male (588)	9 th (314)	10 th (334)	11 th (325)	12 th (265)
ADULT SUPPORT OUTSIDE OF SCHOOL							
Have at least one parent/adult outside of school to talk to about things that are important to you	88.8	89.4	88.2	91.1	88.9	88.3	86.4
Ate dinner at home with parent(s)/guardian(s) on 5 or more days (past 7 days)	74.9	71.6	78.9	83.2	74.3	74.0	66.8
Parents/adults in your family have clear rules and consequences for your behavior (agree/strongly agree)	80.1	80.4	79.8	86.9	79.2	79.9	73.2
Talked to a parent/adult outside of school about being bullied*	11.7	14.2	8.8	12.0	17.9	8.2	7.6
Talked to a parent/adult outside of school about being cyberbullied*	6.8	8.2	5.3	6.2	10.6	5.4	4.4
Talked with a parent, relative, or other adult outside of school about emotional challenges or problems*	51.6	63.2	38.1	48.5	51.4	52.1	55.2
ADVERSE CHILDHOOD EXPERIENCES							
Ever lived with someone who was having a problem with alcohol or drug use	11.7	14.6	8.5	7.6	14.2	13.7	11.0
Ever lived with someone who was depressed, mentally ill, or suicidal	32.0	40.3	22.2	26.9	33.2	33.3	34.9
Ever been hit, beat, kicked, or physically hurt by an adult in your home	23.8	23.2	24.4	22.4	24.2	22.4	26.2
Adults in your home have ever slapped, hit, kicked, punched, or beat each other up	10.4	10.4	10.4	8.8	9.4	10.4	13.9
There has been an adult in your household who tried hard to make sure your basic needs were met (rarely/never) [†]	2.3	1.5	3.1	0.6	2.7	2.5	3.5
PEER SUPPORT (often/very often)							
Feel you have a friend you can talk to about a personal problem	64.0	66.7	60.9	59.4	63.1	68.6	65.4
Feel you are part of a group of friends	64.9	63.0	67.4	68.4	63.6	64.4	63.4
Feel lonely	27.5	34.0	20.0	23.5	29.9	23.4	34.9
Feel you have a lot in common with the people around you	54.9	53.6	56.8	58.7	51.4	57.4	51.9
Feel there are people who really know you and understand you	54.2	53.8	55.0	59.7	52.4	54.6	49.4
Feel left out and excluded by others	19.4	22.2	15.9	14.4	22.0	17.8	23.9

* During the past 12 months

† Basic needs include looking after your safety, making sure you had clean clothes, and providing you enough to eat.

Table 8-3B. Adult Support and Peer Support, 2006-2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 <i>(1,097)</i>	2008 <i>(1,108)</i>	2010 <i>(1,182)</i>	2012 <i>(1,268)</i>	2014 <i>(1,276)</i>	2016 <i>(1,413)</i>	2018 <i>(1,351)</i>	2021 <i>(1,244)</i>
ADULT SUPPORT OUTSIDE OF SCHOOL								
Have at least one parent/adult outside of school to talk to about things that are important to you	87.7	90.0	87.7	88.9	91.0	91.3	91.1	88.8
Ate dinner at home with parent(s)/guardian(s) on 5 or more days (past 7 days)	–	–	–	76.2	76.2	71.5	71.7	74.9
Parents/adults in your family have clear rules and consequences for your behavior (agree/strongly agree)	–	–	–	–	–	–	–	80.1
Talked to a parent/adult outside of school about being bullied*	–	–	14.0	12.6	11.1	10.6	11.1	11.7
Talked to a parent/adult outside of school about being cyberbullied*	–	–	5.3	6.1	5.5	6.8	5.7	6.8
Talked with a parent, relative, or other adult outside of school about emotional challenges or problems*	–	–	–	–	–	–	43.2	51.6
ADVERSE CHILDHOOD EXPERIENCES								
Ever lived with someone who was having a problem with alcohol or drug use	–	–	–	–	–	–	–	11.7
Ever lived with someone who was depressed, mentally ill, or suicidal	–	–	–	–	–	–	–	32.0
Ever been hit, beat, kicked, or physically hurt by an adult in your home	–	–	–	–	–	–	–	23.8
Adults in your home have ever slapped, hit, kicked, punched, or beat each other up	–	–	–	–	–	–	–	10.4
There has been an adult in your household who tried hard to make sure your basic needs were met (rarely/never) [†]	–	–	–	–	–	–	–	2.3
PEER SUPPORT (often/very often)								
Feel you have a friend you can talk to about a personal problem	–	–	–	73.2	72.2	72.5	75.0	64.0
Feel you are part of a group of friends	–	–	–	77.2	73.6	72.8	73.6	64.9
Feel lonely	–	–	–	11.0	13.3	13.2	23.6	27.5
Feel you have a lot in common with the people around you	–	–	–	–	–	–	64.3	54.9
Feel there are people who really know you and understand you	–	–	–	–	–	–	62.8	54.2
Feel left out and excluded by others	–	–	–	–	–	–	15.6	19.4

* During the past 12 months

† Basic needs include looking after your safety, making sure you had clean clothes, and providing you enough to eat.

Table 8-3C. Adult Support and Peer Support at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> (1,244)	<u>MetroWest Region</u> (22,903)
ADULT SUPPORT OUTSIDE OF SCHOOL		
Have at least one parent/adult outside of school to talk to about things that are important to you	88.8	88.1
Ate dinner at home with parent(s)/guardian(s) on 5 or more days (past 7 days)	74.9	68.7
Parents/adults in your family have clear rules and consequences for your behavior (agree/strongly agree)	80.1	81.5
Talked to a parent/adult outside of school about being bullied*	11.7	10.8
Talked to a parent/adult outside of school about being cyberbullied*	6.8	6.3
Talked with a parent, relative, or other adult outside of school about emotional challenges or problems*	51.6	50.1
ADVERSE CHILDHOOD EXPERIENCES		
Ever lived with someone who was having a problem with alcohol or drug use	11.7	16.5
Ever lived with someone who was depressed, mentally ill, or suicidal	32.0	33.0
Ever been hit, beat, kicked, or physically hurt by an adult in your home	23.8	22.1
Adults in your home have ever slapped, hit, kicked, punched, or beat each other up	10.4	10.0
There has been an adult in your household who tried hard to make sure your basic needs were met (rarely/never) [†]	2.3	2.7
PEER SUPPORT (often/very often)		
Feel you have a friend you can talk to about a personal problem	64.0	63.1
Feel you are part of a group of friends	64.9	65.5
Feel lonely	27.5	30.3
Feel you have a lot in common with the people around you	54.9	53.6
Feel there are people who really know you and understand you	54.2	53.6
Feel left out and excluded by others	19.4	20.1

* During the past 12 months

† Basic needs include looking after your safety, making sure you had clean clothes, and providing you enough to eat.

Section 9
Risk Behaviors on School Property

Figure 9-1A. Substance Use and Drug Availability on School Property by Sex, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey

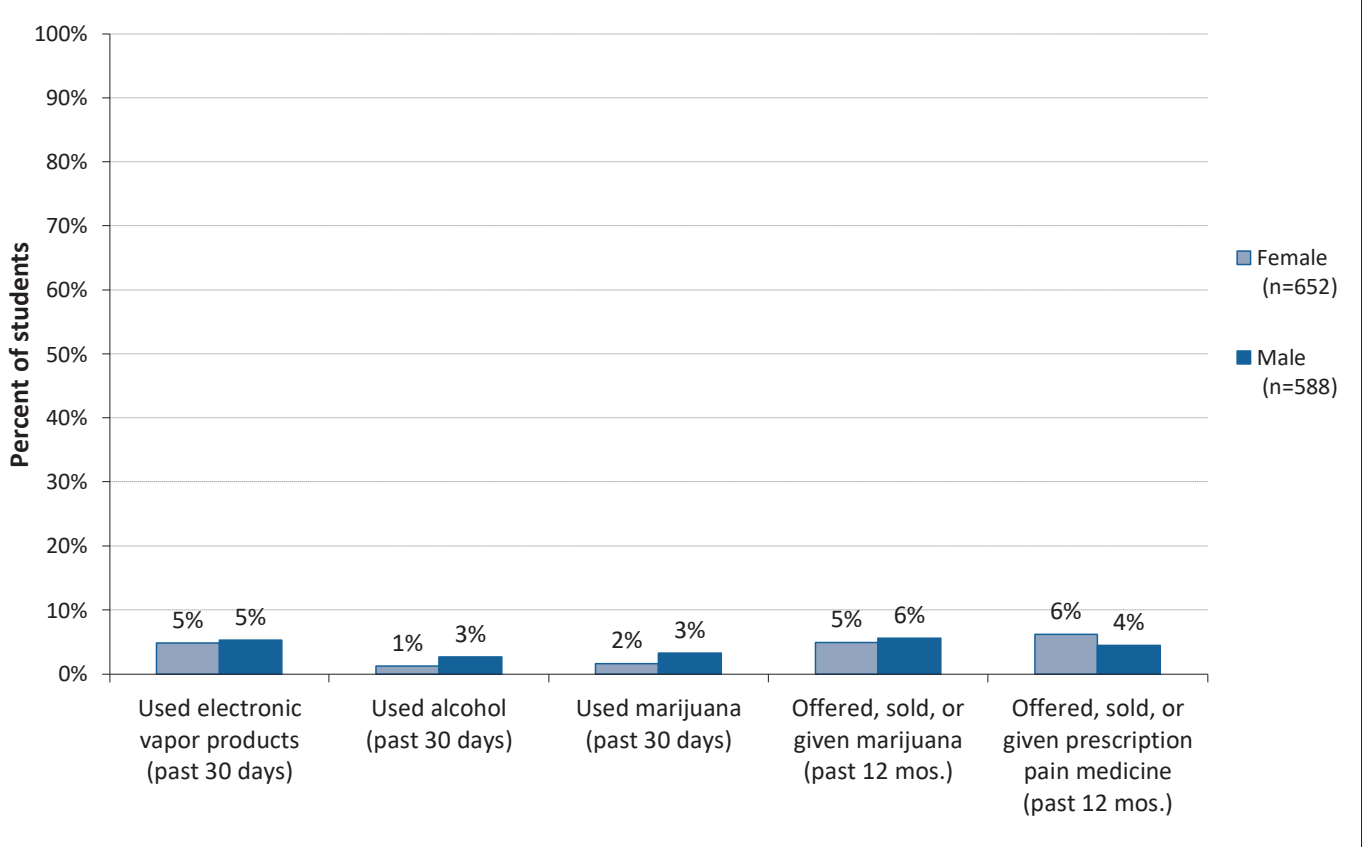


Figure 9-1B. Substance Use and Drug Availability on School Property by Grade, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey

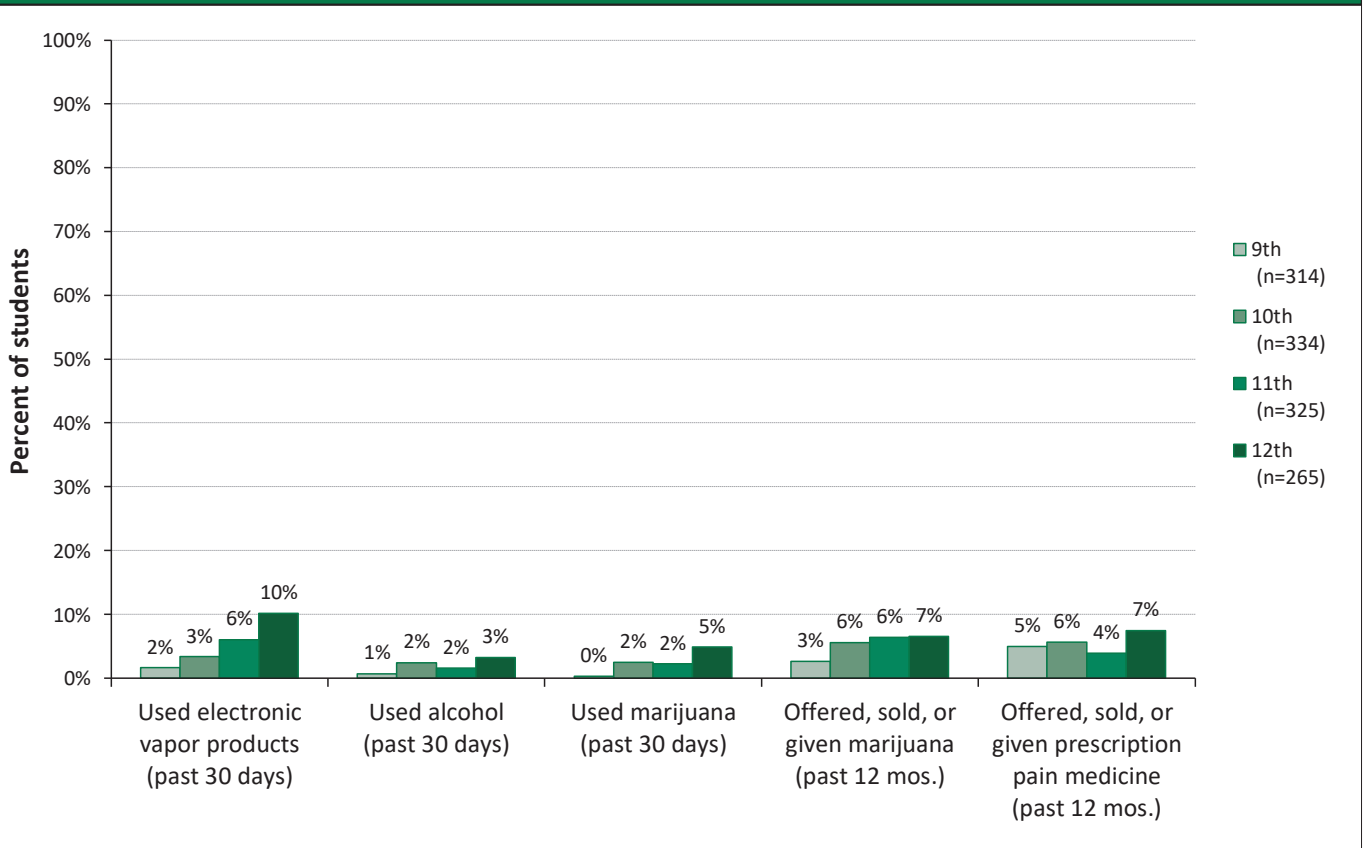


Figure 9-1C. Substance Use and Drug Availability on School Property, 2006-2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey

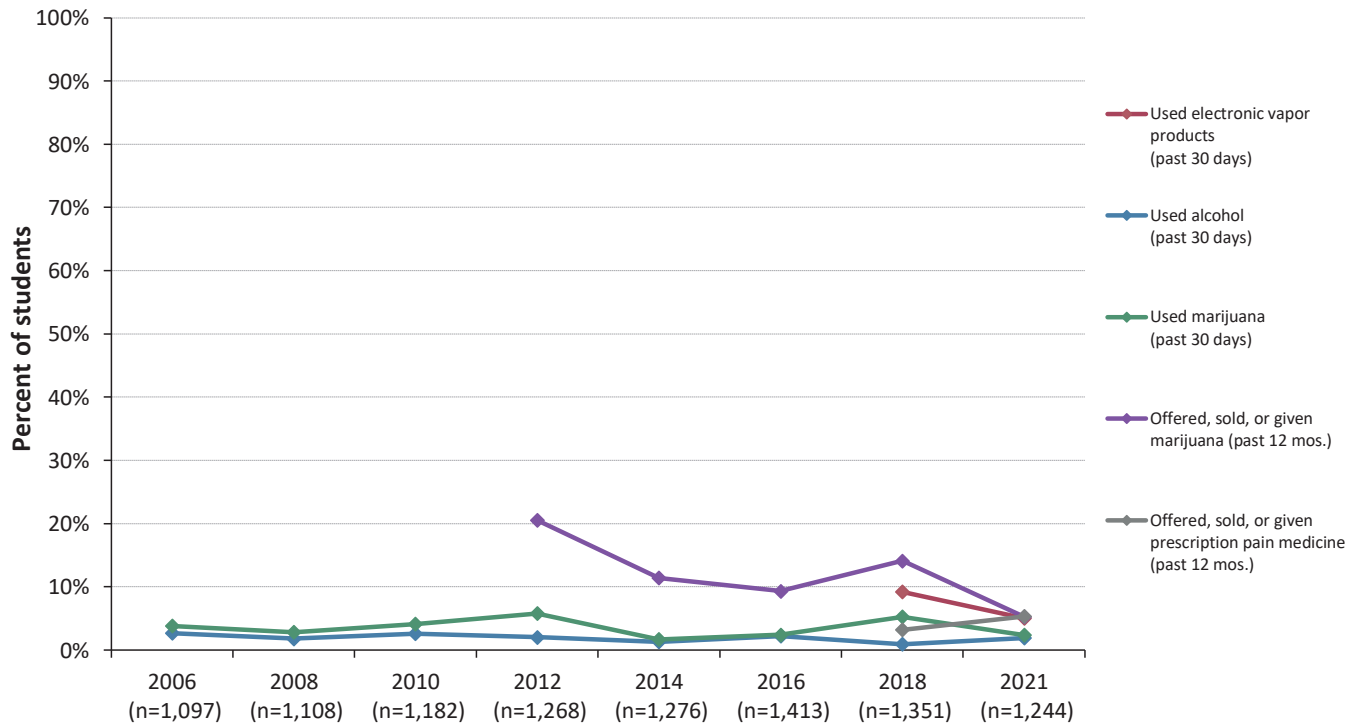


Figure 9-1D. Substance Use and Drug Availability on School Property at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey

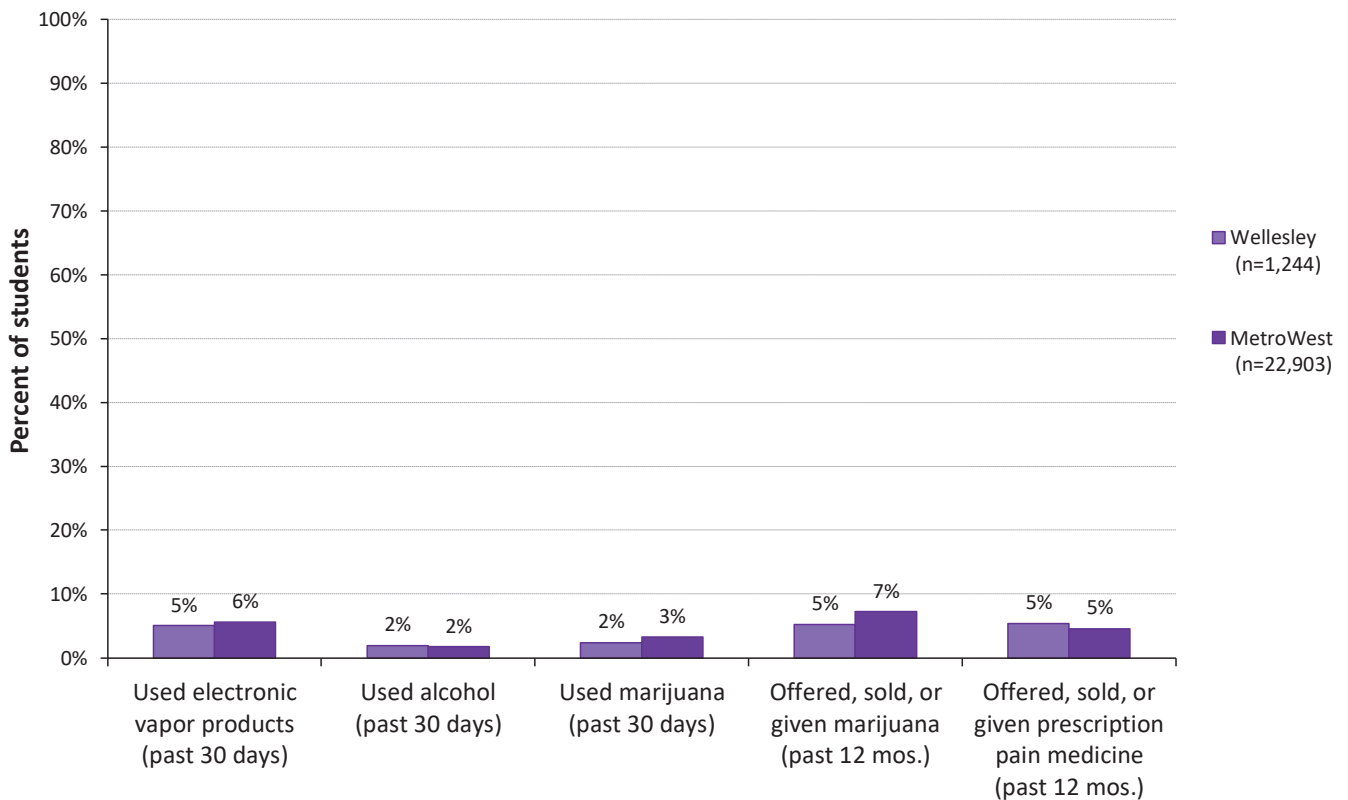
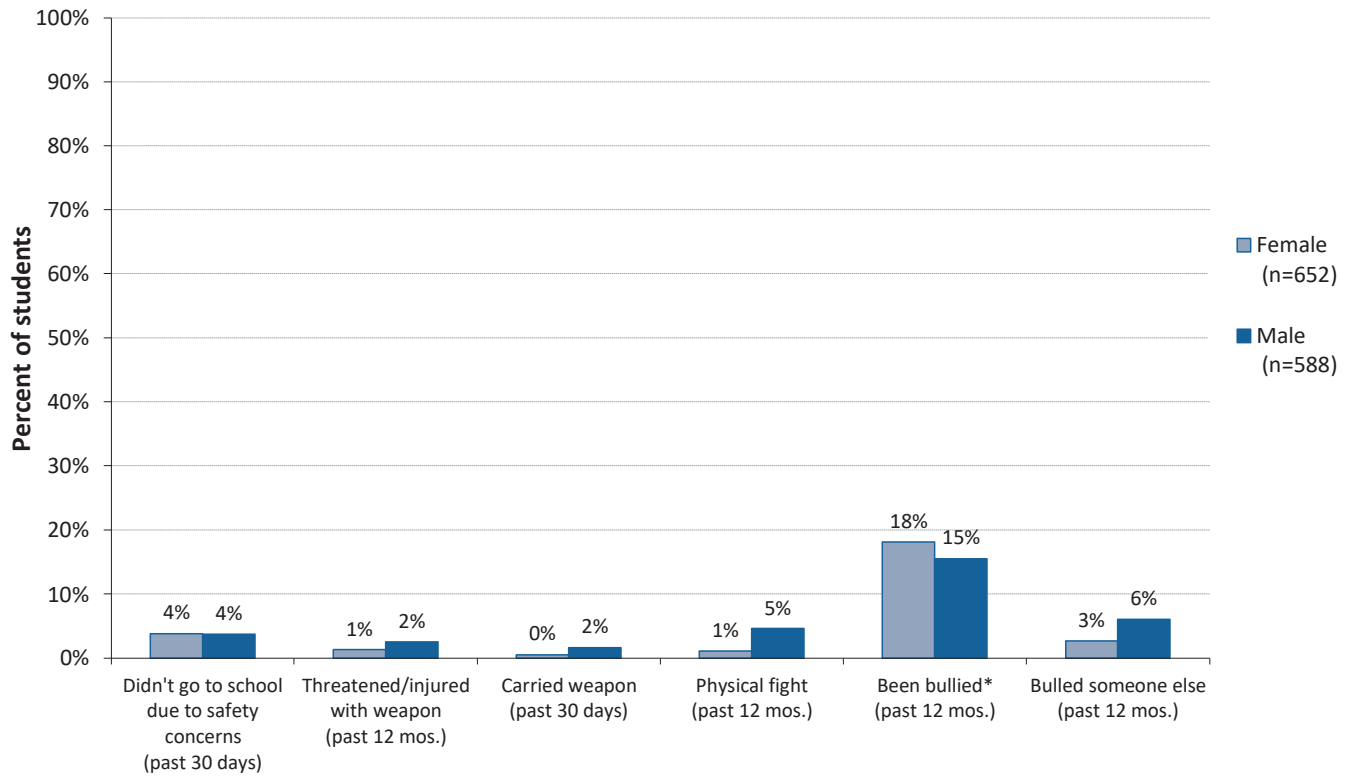
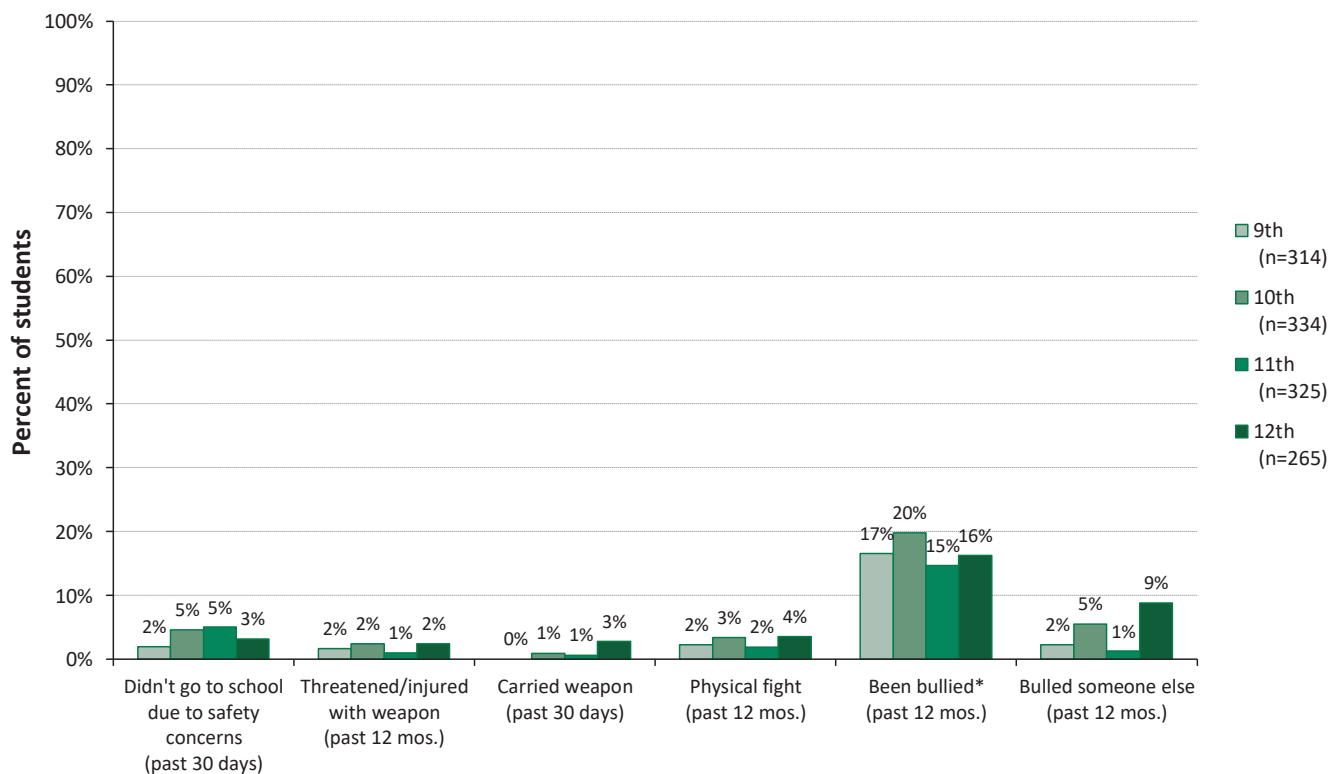


Figure 9-2A. Violence and Bullying on School Property by Sex, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



* Bullying defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again

Figure 9-2B. Violence and Bullying on School Property by Grade, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey

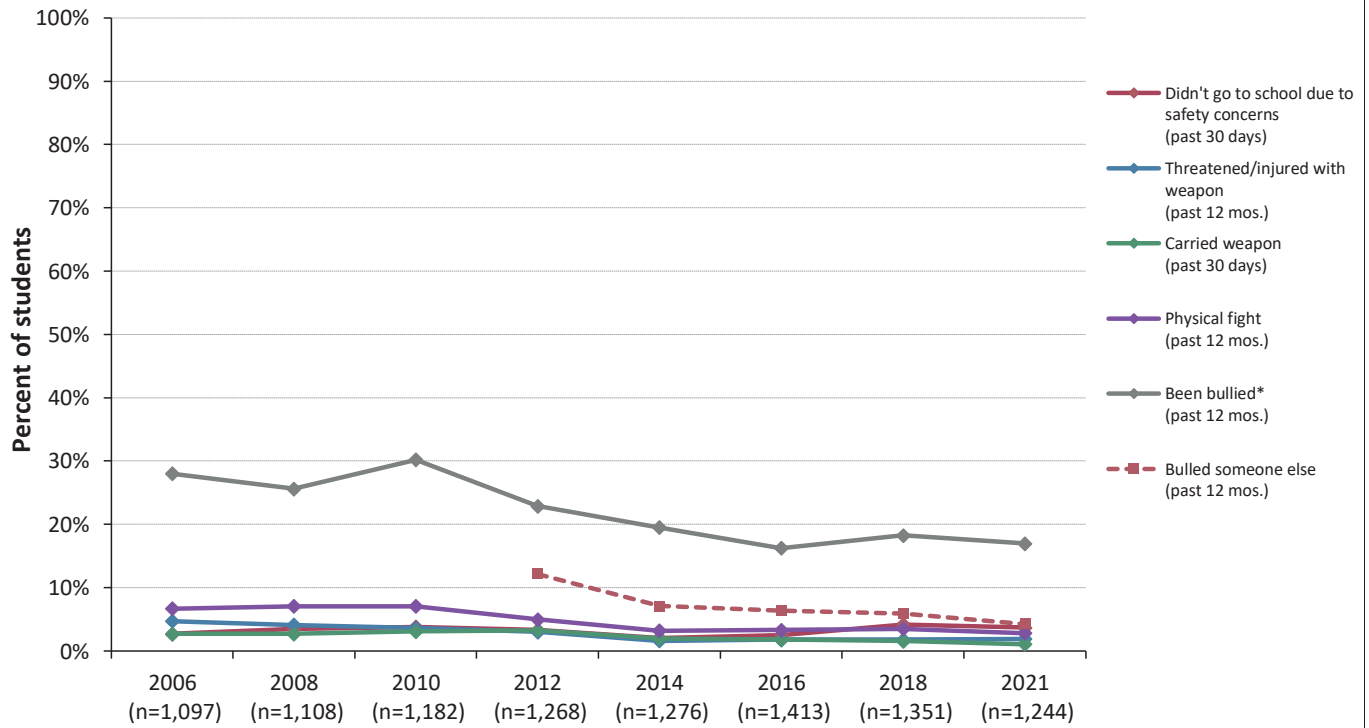


* Bullying defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again

Figure 9-2C. Violence and Bullying on School Property, 2006-2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

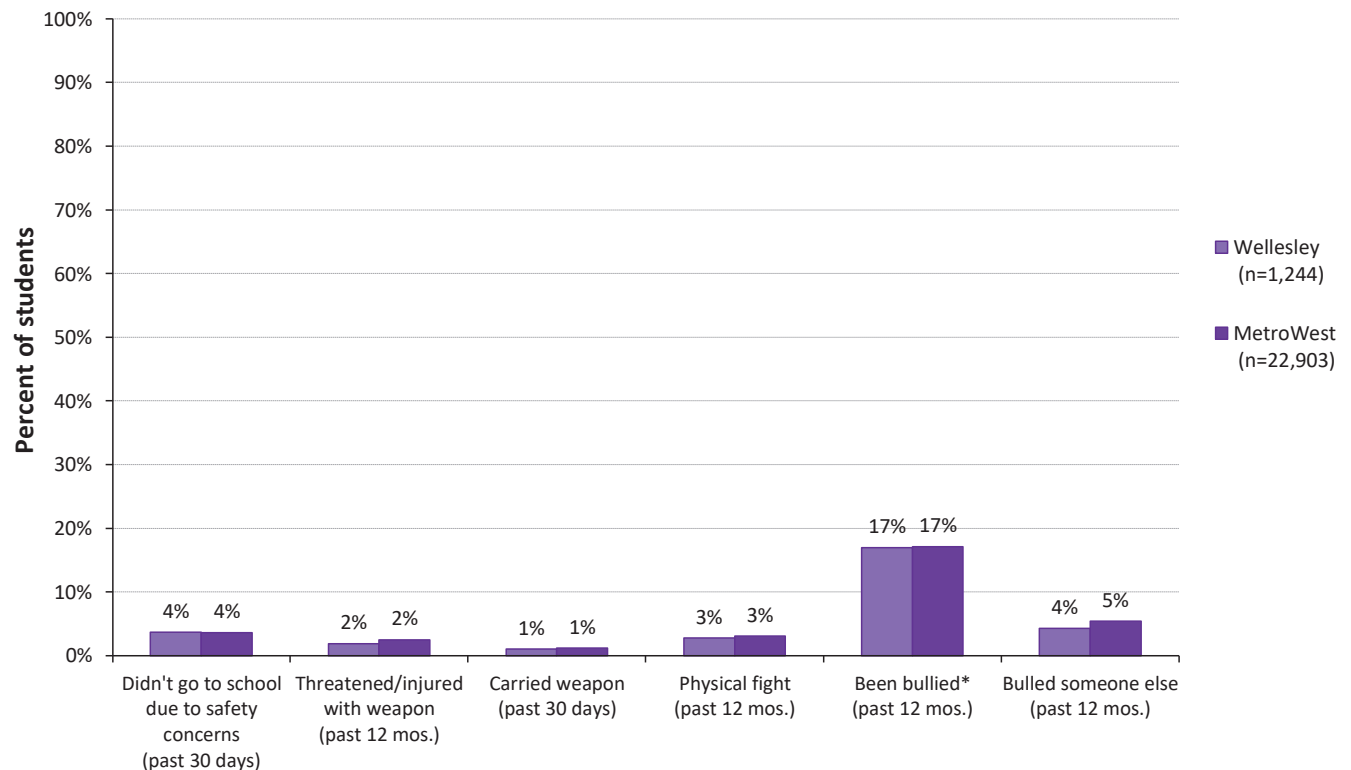


* Bullying defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again

Figure 9-2D. Violence and Bullying on School Property at the District and Regional Levels, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey



* Bullying defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again

Table 9-1A. Risk Behaviors on School Property by Sex and Grade, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
	(1,244)	Female (652)	Male (588)	9 th (314)	10 th (334)	11 th (325)	12 th (265)
<i>SUBSTANCE USE ON SCHOOL PROPERTY (past 30 days)</i>							
Used electronic vapor products on school property	5.0	4.8	5.3	1.6	3.4	6.0	10.2
Used alcohol on school property	1.9	1.3	2.7	0.7	2.4	1.6	3.2
Used marijuana on school property	2.4	1.6	3.2	0.3	2.5	2.2	4.9
<i>DRUG AVAILABILITY ON SCHOOL PROPERTY (past 12 months)</i>							
Offered, sold, or given marijuana on school property	5.2	4.9	5.6	2.7	5.6	6.4	6.5
Offered, sold, or given prescription pain medicine on school property	5.4	6.2	4.5	5.0	5.6	3.9	7.4
<i>SAFETY, WEAPONS, AND VIOLENCE AT SCHOOL</i>							
Didn't go to school because of safety concerns (past 30 days)*	3.7	3.8	3.7	1.9	4.6	5.0	3.2
Threatened or injured with a weapon on school property (past 12 months) [†]	1.9	1.2	2.5	1.6	2.4	0.9	2.4
Carried a weapon on school property (past 30 days) [†]	1.1	0.5	1.6	0.0	0.9	0.6	2.8
In a physical fight on school property (past 12 months)	2.8	1.1	4.6	2.3	3.4	1.9	3.6
Been bullied on school property (past 12 months) [‡]	17.0	18.1	15.5	16.6	19.8	14.7	16.3
Bullied someone else on school property (past 12 months) [‡]	4.3	2.7	6.0	2.3	5.5	1.3	8.8

* Because you felt you would be unsafe at school or on the way to or from school

† For example, a gun, knife, or club

‡ Defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again

Table 9-1B. Risk Behaviors on School Property, 2006-2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 <i>(1,097)</i>	2008 <i>(1,108)</i>	2010 <i>(1,182)</i>	2012 <i>(1,268)</i>	2014 <i>(1,276)</i>	2016 <i>(1,413)</i>	2018 <i>(1,351)</i>	2021 <i>(1,244)</i>
<i>SUBSTANCE USE ON SCHOOL PROPERTY (past 30 days)</i>								
Used electronic vapor products on school property	–	–	–	–	–	–	9.2	5.0
Used alcohol on school property	2.7	1.8	2.6	2.0	1.3	2.2	0.9	1.9
Used marijuana on school property	3.8	2.8	4.1	5.8	1.7	2.4	5.2	2.4
<i>DRUG AVAILABILITY ON SCHOOL PROPERTY (past 12 months)</i>								
Offered, sold, or given marijuana on school property	–	–	–	20.5	11.4	9.3	14.1	5.2
Offered, sold, or given prescription pain medicine on school property	–	–	–	–	–	–	3.2	5.4
<i>SAFETY, WEAPONS, AND VIOLENCE AT SCHOOL</i>								
Didn't go to school because of safety concerns (past 30 days)*	2.7	3.5	3.8	3.3	2.1	2.5	4.2	3.7
Threatened or injured with a weapon on school property (past 12 months)†	4.7	4.1	3.6	3.0	1.6	1.8	1.8	1.9
Carried a weapon on school property (past 30 days)†	2.7	2.7	3.1	3.3	2.0	1.8	1.6	1.1
In a physical fight on school property (past 12 months)	6.7	7.1	7.1	5.0	3.2	3.3	3.5	2.8
Been bullied on school property (past 12 months)‡	28.0	25.6	30.2	22.9	19.5	16.3	18.3	17.0
Bullied someone else on school property (past 12 months)‡	–	–	–	12.2	7.1	6.4	5.9	4.3

* Because you felt you would be unsafe at school or on the way to or from school

† For example, a gun, knife, or club

‡ Defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again

Table 9-1C. Risk Behaviors on School Property at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> <i>(1,244)</i>	<u>MetroWest Region</u> <i>(22,903)</i>
<i>SUBSTANCE USE ON SCHOOL PROPERTY (past 30 days)</i>		
Used electronic vapor products on school property	5.0	5.6
Used alcohol on school property	1.9	1.7
Used marijuana on school property	2.4	3.3
<i>DRUG AVAILABILITY ON SCHOOL PROPERTY (past 12 months)</i>		
Offered, sold, or given marijuana on school property	5.2	7.2
Offered, sold, or given prescription pain medicine on school property	5.4	4.6
<i>SAFETY, WEAPONS, AND VIOLENCE AT SCHOOL</i>		
Didn't go to school because of safety concerns (past 30 days)*	3.7	3.6
Threatened or injured with a weapon on school property (past 12 months) [†]	1.9	2.5
Carried a weapon on school property (past 30 days) [†]	1.1	1.2
In a physical fight on school property (past 12 months)	2.8	3.1
Been bullied on school property (past 12 months) [‡]	17.0	17.1
Bullied someone else on school property (past 12 months) [‡]	4.3	5.4

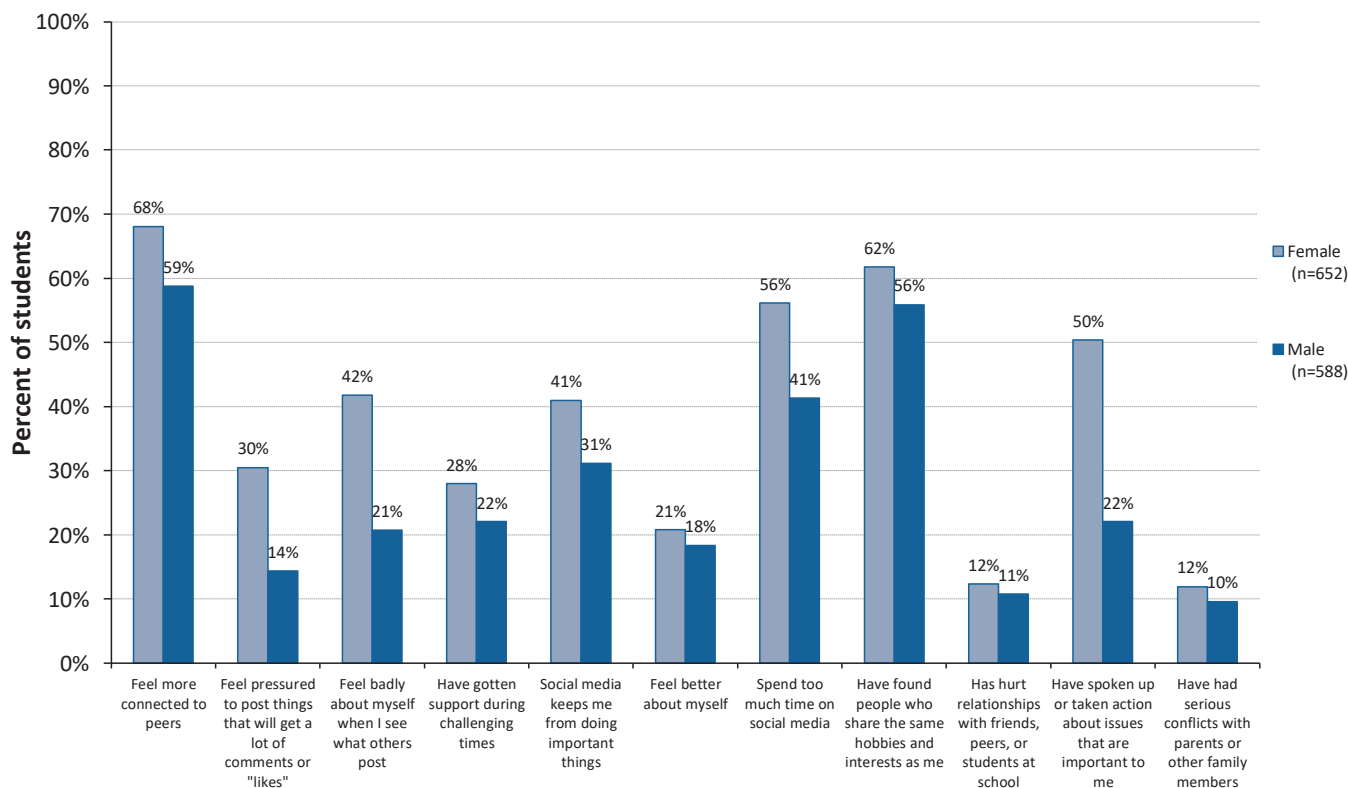
* Because you felt you would be unsafe at school or on the way to or from school

† For example, a gun, knife, or club

‡ Defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again

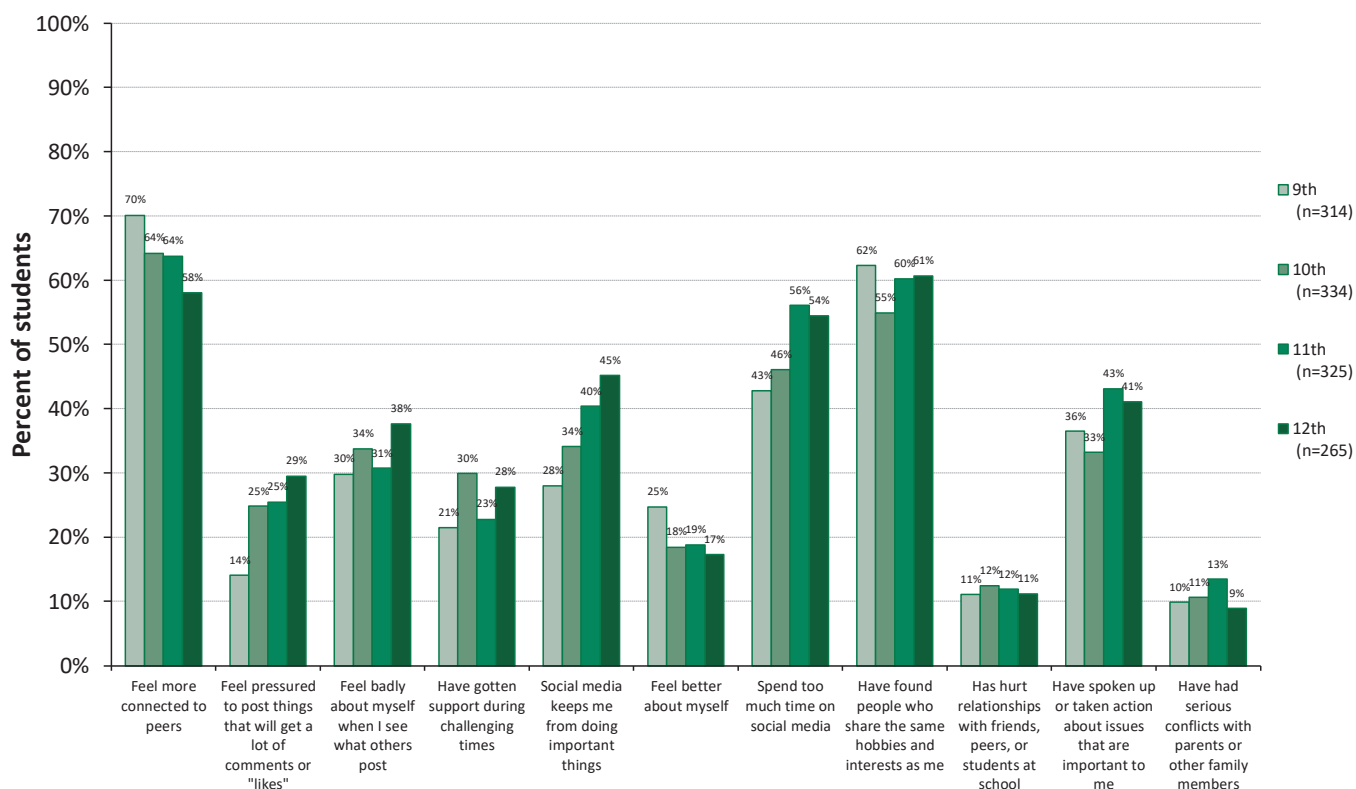
Section 10
General Health and Online Behaviors

Figure 10-1A. Attitudes and Experiences Related to Social Media Use* by Sex, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



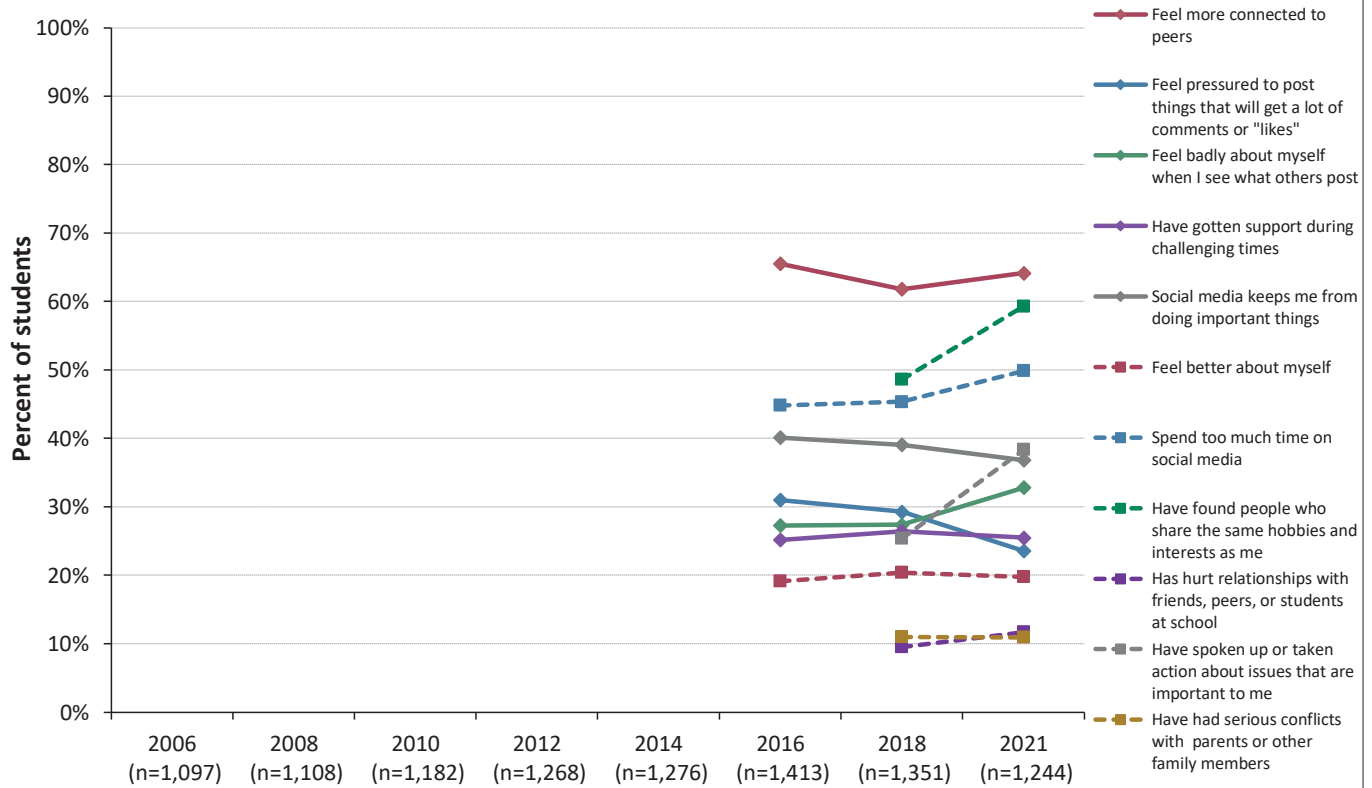
*Among students who use social media; students responded "agree" or "strongly agree"

Figure 10-1B. Attitudes and Experiences Related to Social Media Use* by Grade, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



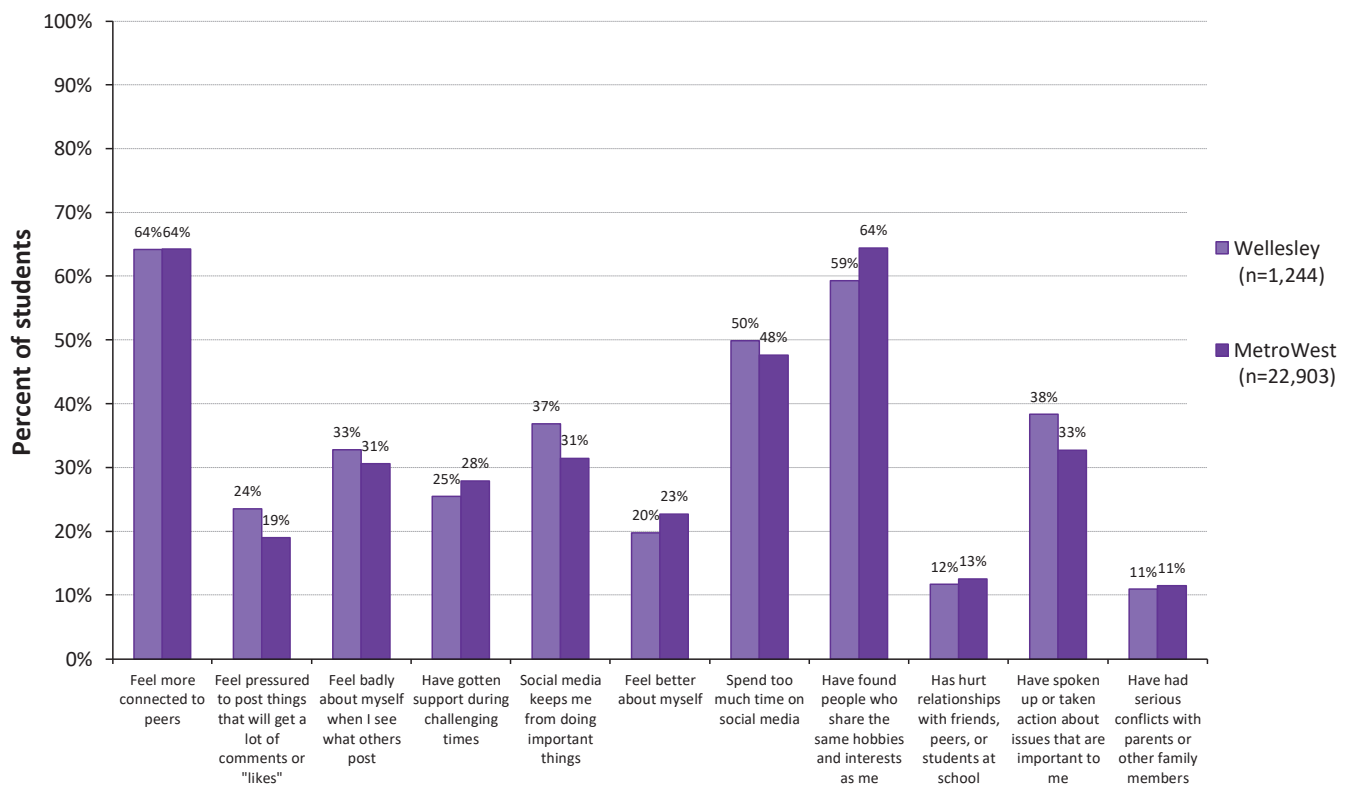
*Among students who use social media; students responded "agree" or "strongly agree"

Figure 10-1C. Attitudes and Experiences Related to Social Media Use*, 2006-2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



*Among students who use social media; students responded "agree" or "strongly agree"

Figure 10-1D. Attitudes and Experiences Related to Social Media Use* at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey

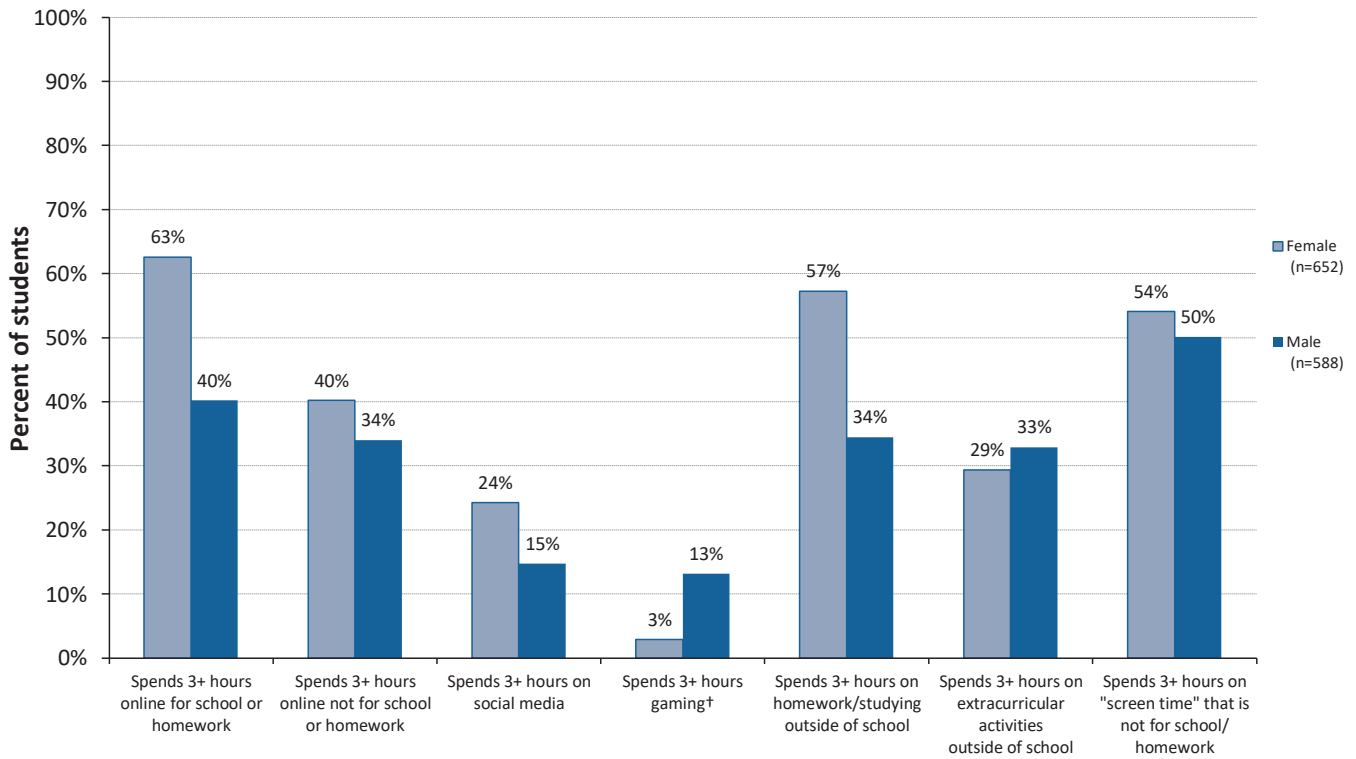


*Among students who use social media; students responded "agree" or "strongly agree"

Figure 10-2A. Student Time Utilization* by Sex, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

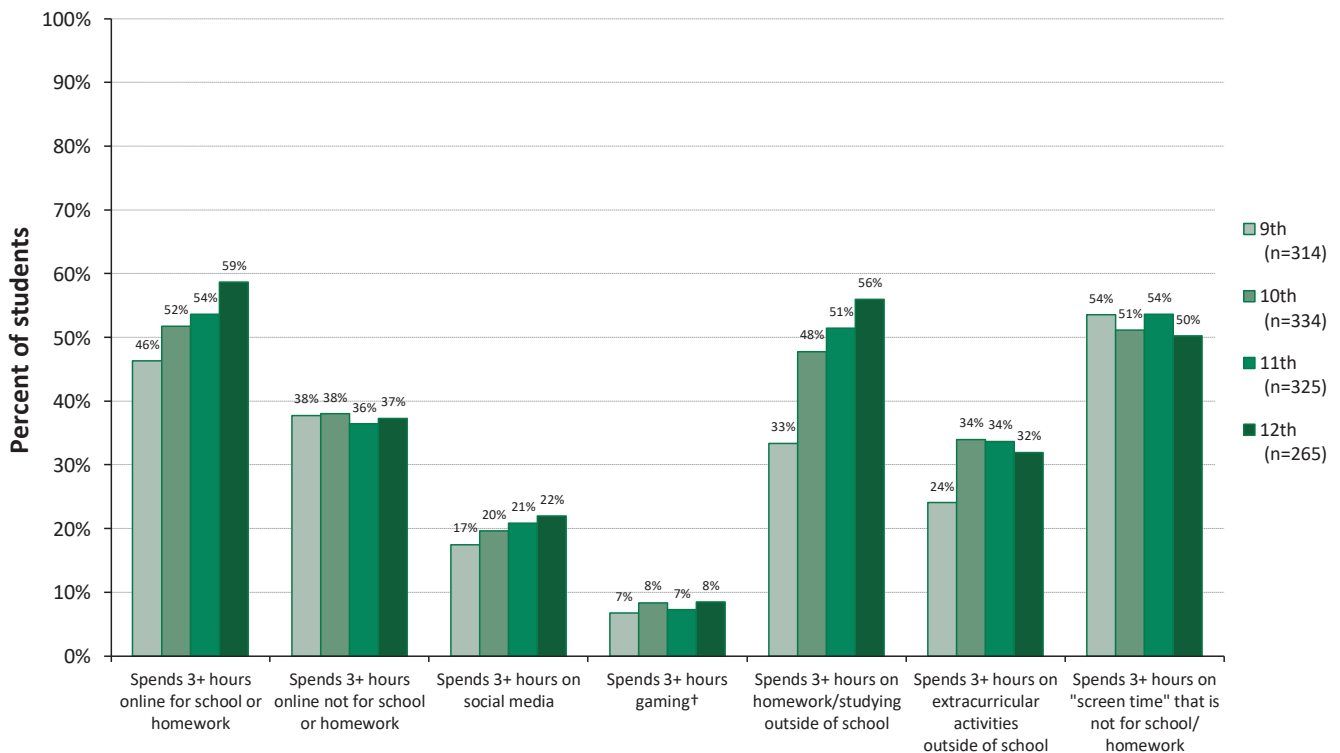


* On an average school day
 † Playing online or video games

Figure 10-2B. Student Time Utilization* by Grade, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

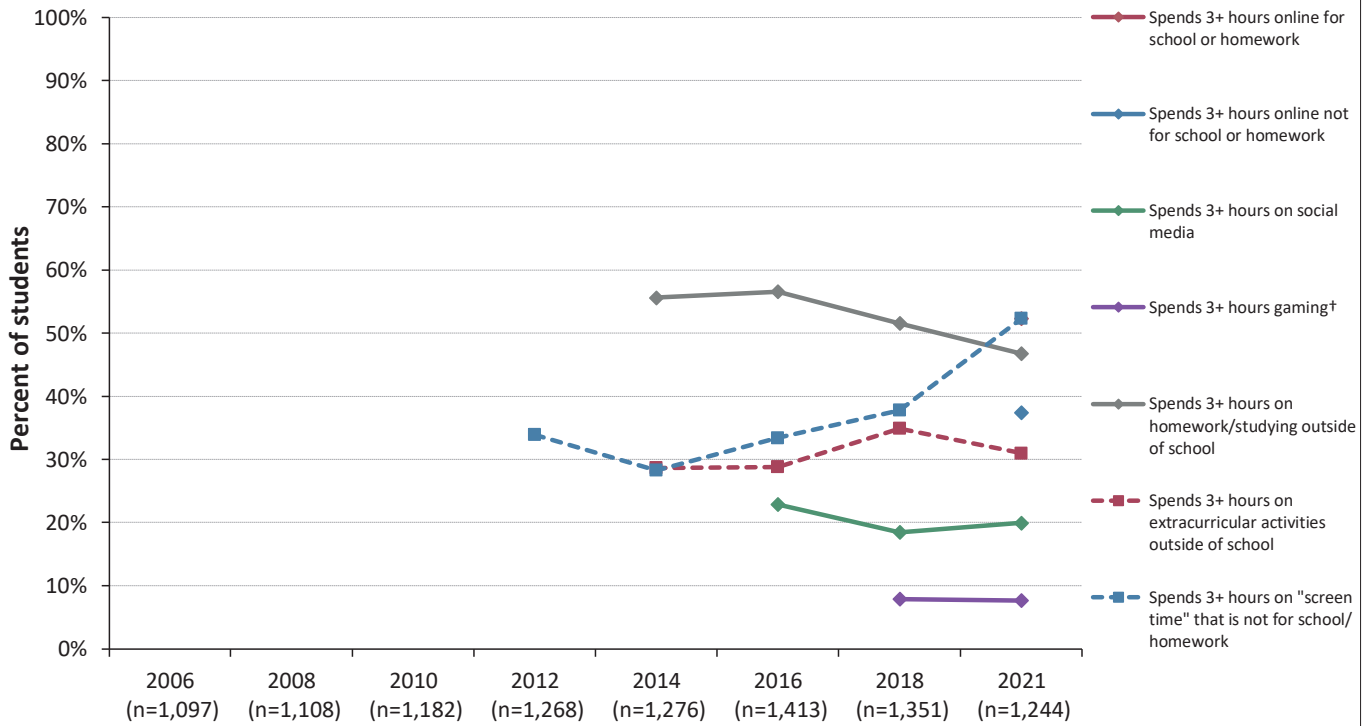


* On an average school day
 † Playing online or video games

Figure 10-2C. Student Time Utilization*, 2006-2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

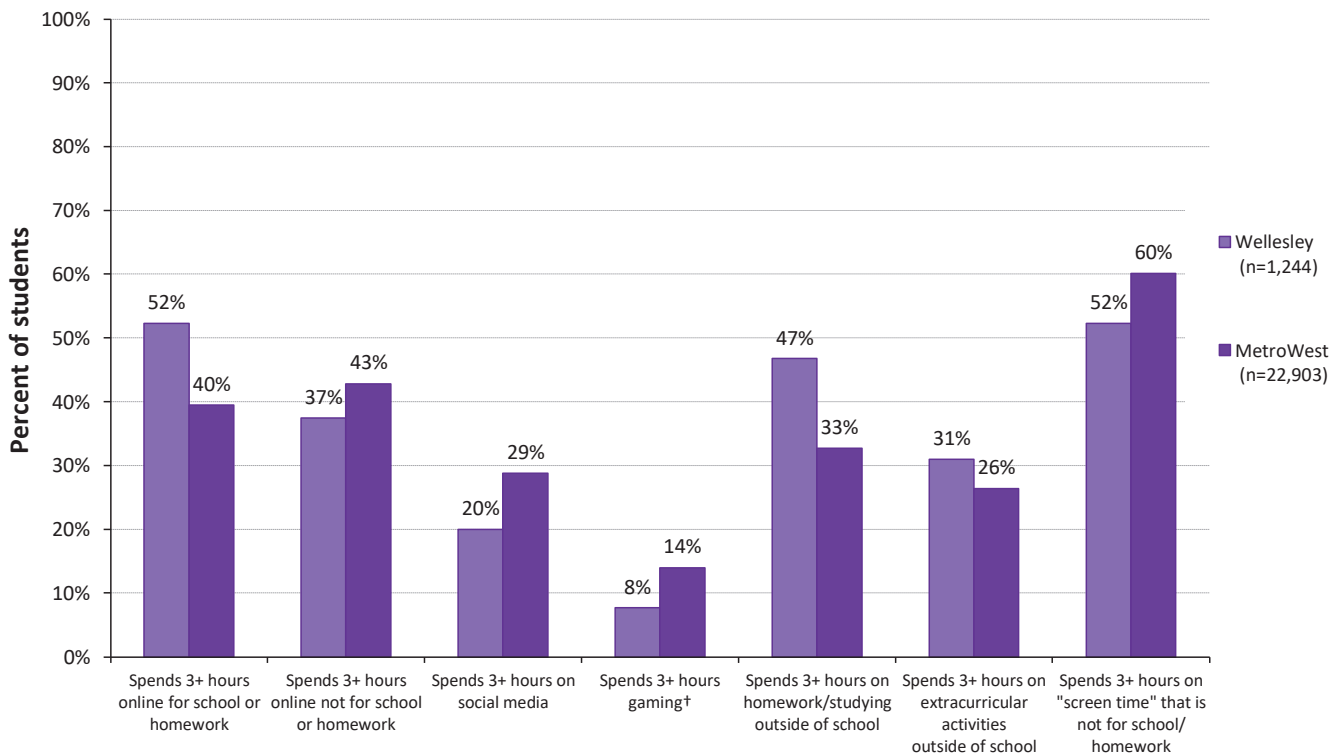


* On an average school day
 † Playing online or video games

Figure 10-2D. Student Time Utilization* at the District and Regional Levels, 2021

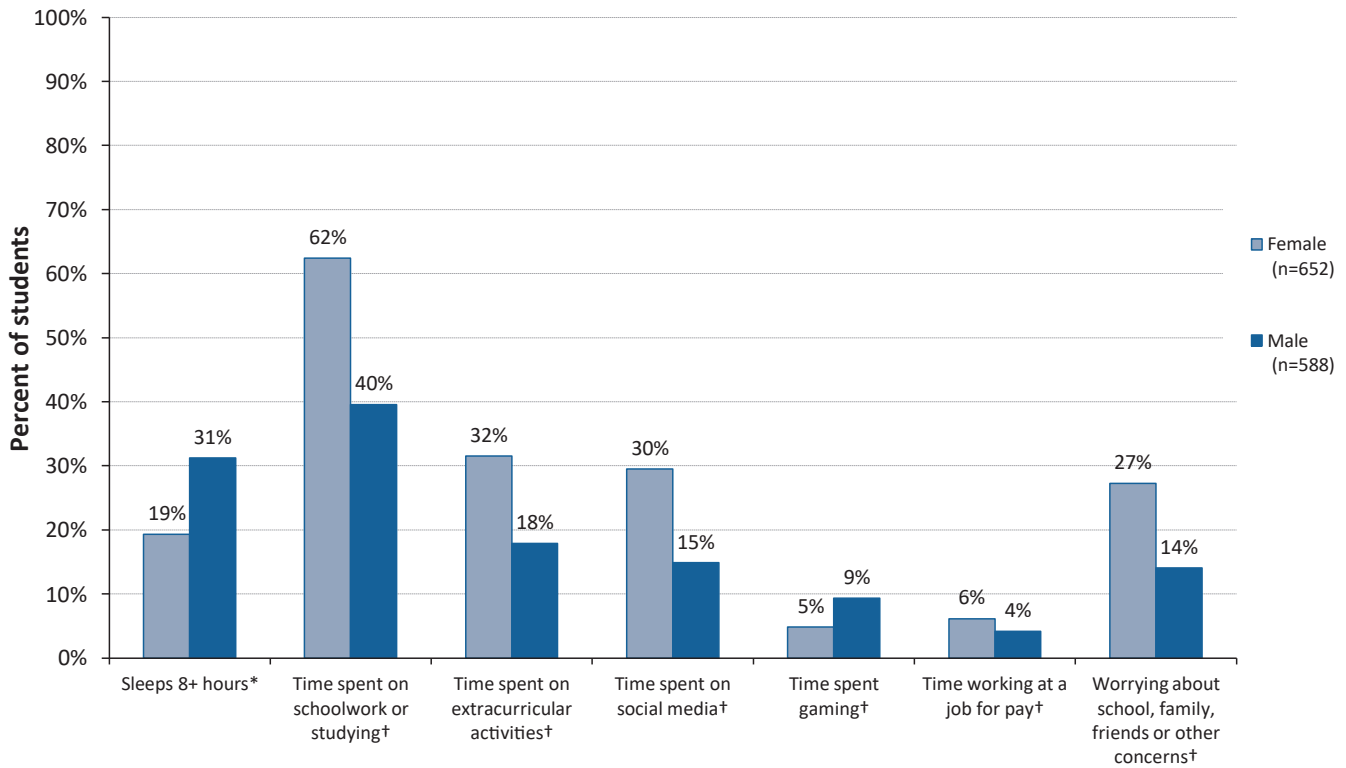
Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey



* On an average school day
 † Playing online or video games

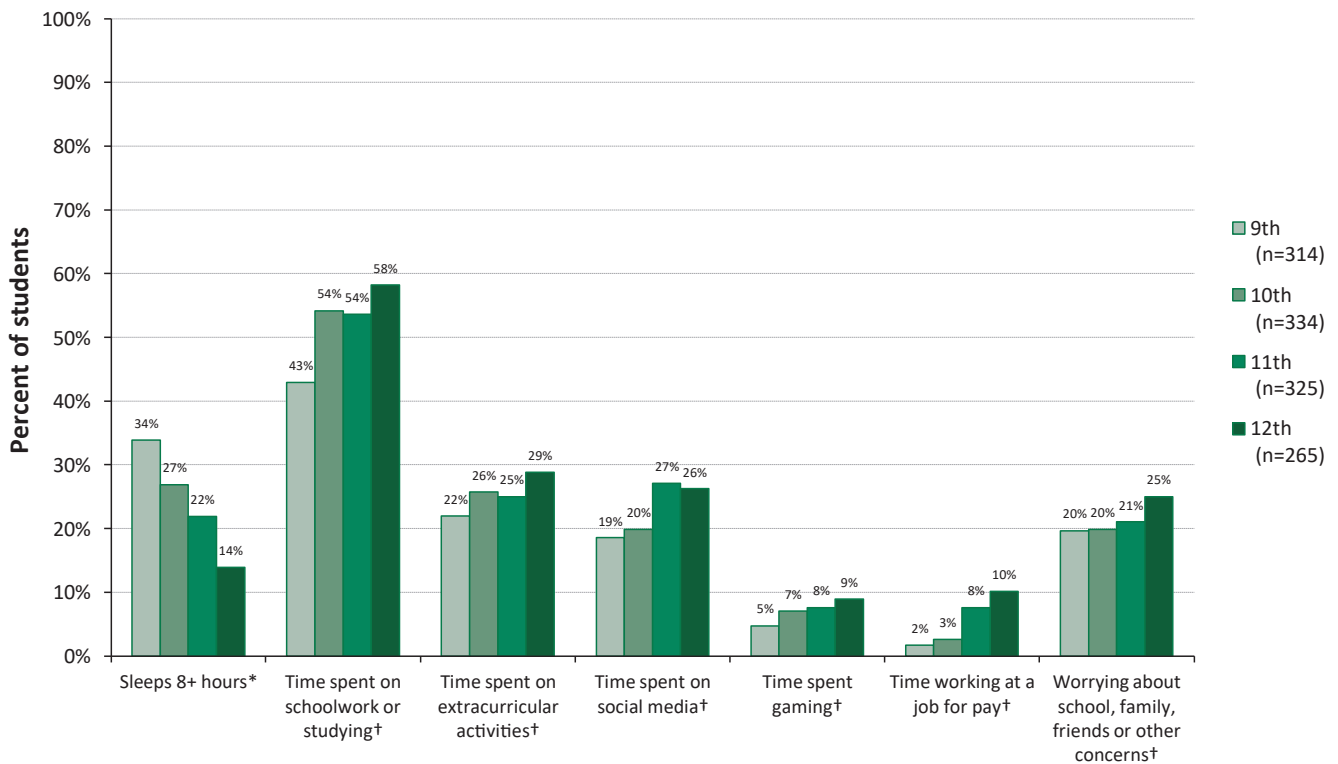
Figure 10-3A. Hours of Sleep and Causes of Reduced Sleep by Sex, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



* On an average school night

† Keeps you from getting enough sleep "often" or "very often"

Figure 10-3B. Hours of Sleep and Causes of Reduced Sleep by Grade, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



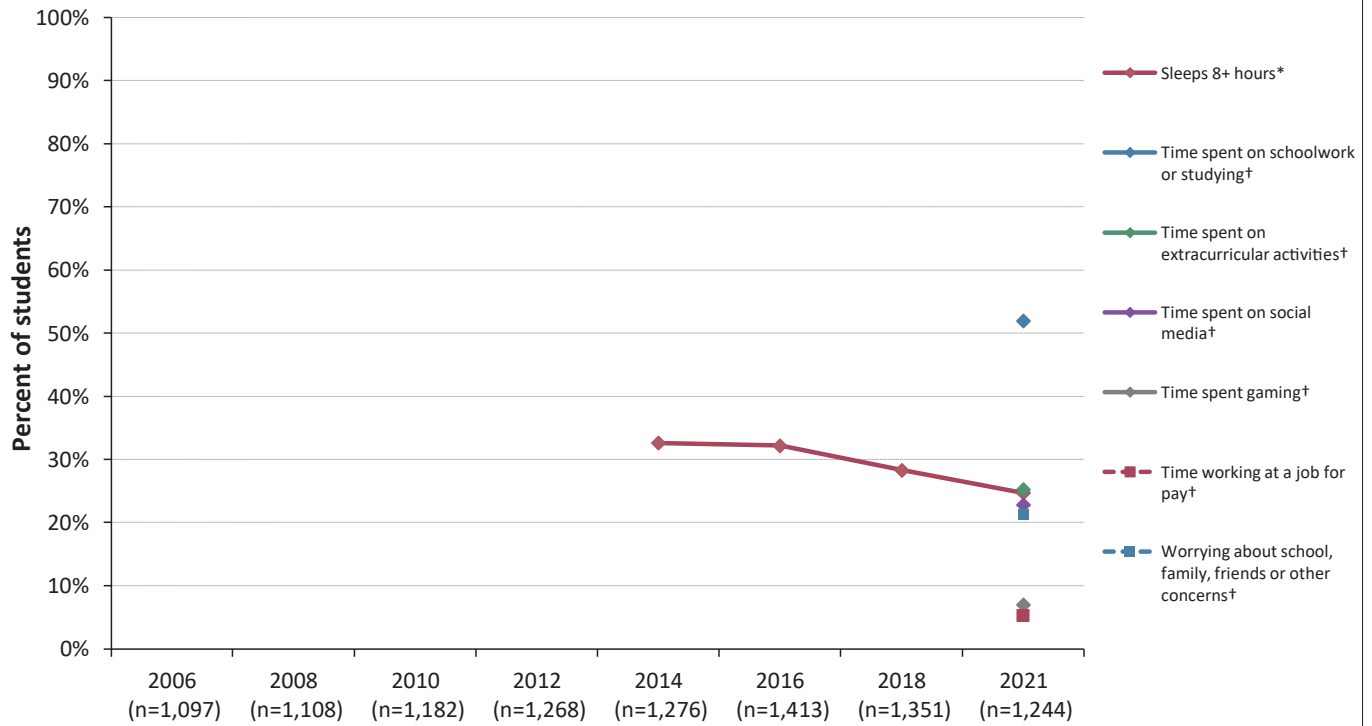
* On an average school night

† Keeps you from getting enough sleep "often" or "very often"

Figure 10-3C. Hours of Sleep and Causes of Reduced Sleep, 2006-2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey



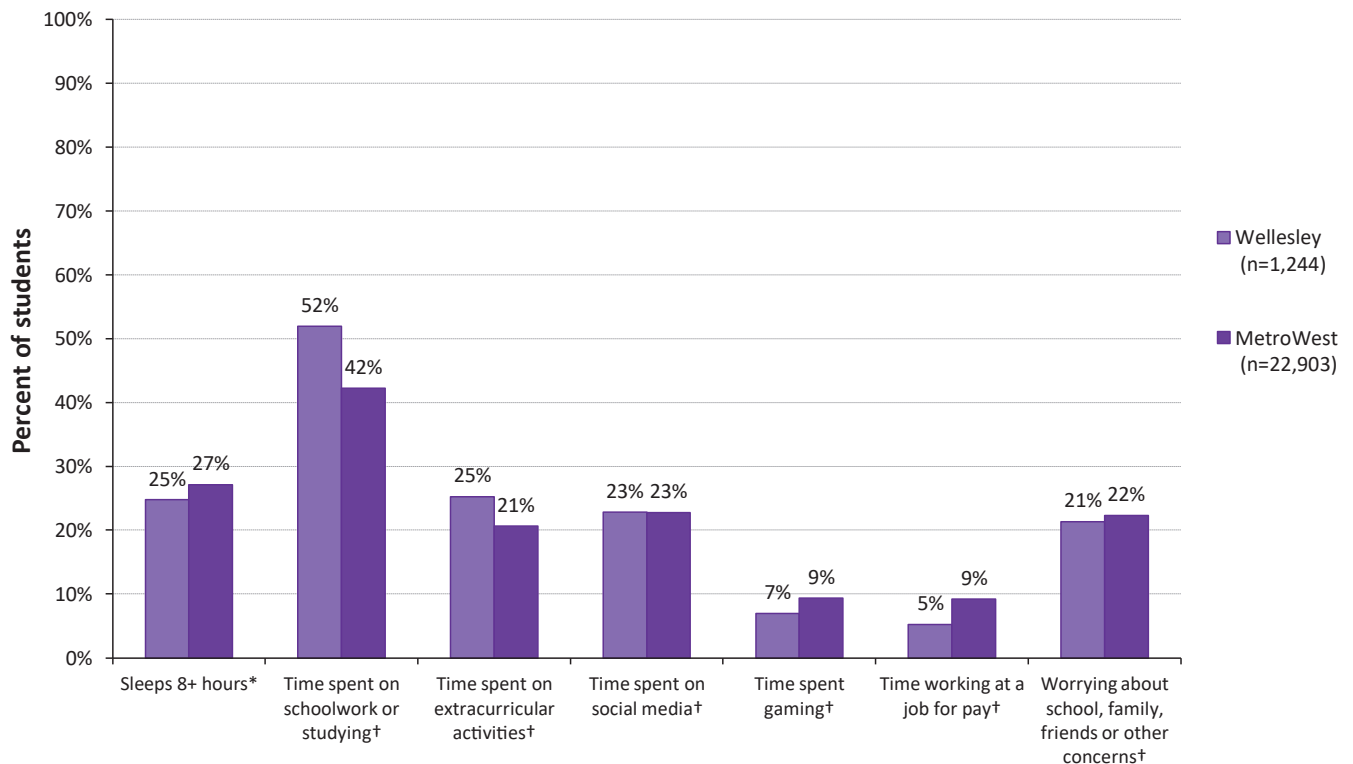
* On an average school night

† Keeps you from getting enough sleep "often" or "very often"

Figure 10-3D. Hours of Sleep and Causes of Reduced Sleep at the District and Regional Levels, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey



* On an average school night

† Keeps you from getting enough sleep "often" or "very often"

Table 10-1A. Online Behaviors by Sex and Grade, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
	(1,244)	Female (652)	Male (588)	9 th (314)	10 th (334)	11 th (325)	12 th (265)
ONLINE BEHAVIORS AND USE OF SOCIAL MEDIA (on an average school day)							
Spend 3 or more hours online for school or homework	52.3	62.6	40.2	46.3	51.8	53.6	58.6
Spend 3 or more hours online not for school or homework	37.4	40.2	34.0	37.8	38.0	36.4	37.3
Spend 3 or more hours on social media	19.9	24.2	14.7	17.5	19.6	20.9	21.9
Spend 3 or more hours gaming	7.7	2.9	13.1	6.8	8.4	7.3	8.4
ATTITUDES AND EXPERIENCES RELATED TO SOCIAL MEDIA USE (agree/strongly agree)							
I feel more connected to peers because of social media.	64.1	68.1	58.8	70.1	64.2	63.7	58.1
I feel pressure to post things that will be popular and get a lot of comments or "likes."	23.5	30.5	14.4	14.0	24.8	25.5	29.5
I feel badly about myself, excluded, or left out when I see what others post on social media.	32.8	41.8	20.7	29.8	33.7	30.7	37.6
I have gotten support on social media when I've been going through a tough or challenging time.	25.5	28.0	22.1	21.5	29.9	22.8	27.8
Social media keeps me from doing other things that are important, like homework or family responsibilities.	36.8	40.9	31.1	28.0	34.1	40.4	45.2
Being on social media helps me feel better about myself.	19.7	20.8	18.4	24.7	18.4	18.8	17.3
I spend too much time on social media.	49.9	56.2	41.3	42.8	46.0	56.1	54.4
I have found people who share the same hobbies and interests as me on social media.	59.3	61.8	55.9	62.3	54.9	60.2	60.6
Social media has hurt my relationships with friends, peers, or students at my school.	11.7	12.3	10.8	11.1	12.5	11.9	11.2
I have spoken up or taken action on social media about issues that are important to me.	38.3	50.4	22.1	36.5	33.2	43.1	41.0
I have had serious conflicts with my parents or other members of my family because of my social media use.	10.9	11.9	9.6	9.9	10.6	13.4	8.9

Table 10-1B. Online Behaviors, 2006-2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 <i>(1,097)</i>	2008 <i>(1,108)</i>	2010 <i>(1,182)</i>	2012 <i>(1,268)</i>	2014 <i>(1,276)</i>	2016 <i>(1,413)</i>	2018 <i>(1,351)</i>	2021 <i>(1,244)</i>
ONLINE BEHAVIORS AND USE OF SOCIAL MEDIA (on an average school day)								
Spend 3 or more hours online for school or homework	–	–	–	–	–	–	–	52.3
Spend 3 or more hours online not for school or homework	–	–	–	–	–	–	–	37.4
Spend 3 or more hours on social media	–	–	–	–	–	22.9	18.5	19.9
Spend 3 or more hours gaming	–	–	–	–	–	–	7.9	7.7
ATTITUDES AND EXPERIENCES RELATED TO SOCIAL MEDIA USE (agree/strongly agree)								
I feel more connected to peers because of social media.	–	–	–	–	–	65.5	61.8	64.1
I feel pressure to post things that will be popular and get a lot of comments or "likes."	–	–	–	–	–	31.0	29.3	23.5
I feel badly about myself, excluded, or left out when I see what others post on social media.	–	–	–	–	–	27.3	27.4	32.8
I have gotten support on social media when I've been going through a tough or challenging time.	–	–	–	–	–	25.2	26.4	25.5
Social media keeps me from doing other things that are important, like homework or family responsibilities.	–	–	–	–	–	40.1	39.0	36.8
Being on social media helps me feel better about myself.	–	–	–	–	–	19.1	20.4	19.7
I spend too much time on social media.	–	–	–	–	–	44.8	45.3	49.9
I have found people who share the same hobbies and interests as me on social media.	–	–	–	–	–	–	48.6	59.3
Social media has hurt my relationships with friends, peers, or students at my school.	–	–	–	–	–	–	9.5	11.7
I have spoken up or taken action on social media about issues that are important to me.	–	–	–	–	–	–	25.4	38.3
I have had serious conflicts with my parents or other members of my family because of my social media use.	–	–	–	–	–	–	11.0	10.9

Table 10-1C. Online Behaviors at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> <i>(1,244)</i>	<u>MetroWest Region</u> <i>(22,903)</i>
ONLINE BEHAVIORS AND USE OF SOCIAL MEDIA (on an average school day)		
Spend 3 or more hours online for school or homework	52.3	39.5
Spend 3 or more hours online not for school or homework	37.4	42.8
Spend 3 or more hours on social media	19.9	28.8
Spend 3 or more hours gaming	7.7	14.0
ATTITUDES AND EXPERIENCES RELATED TO SOCIAL MEDIA USE (agree/strongly agree)		
I feel more connected to peers because of social media.	64.1	64.2
I feel pressure to post things that will be popular and get a lot of comments or "likes."	23.5	19.0
I feel badly about myself, excluded, or left out when I see what others post on social media.	32.8	30.6
I have gotten support on social media when I've been going through a tough or challenging time.	25.5	27.9
Social media keeps me from doing other things that are important, like homework or family responsibilities.	36.8	31.5
Being on social media helps me feel better about myself.	19.7	22.7
I spend too much time on social media.	49.9	47.6
I have found people who share the same hobbies and interests as me on social media.	59.3	64.4
Social media has hurt my relationships with friends, peers, or students at my school.	11.7	12.5
I have spoken up or taken action on social media about issues that are important to me.	38.3	32.7
I have had serious conflicts with my parents or other members of my family because of my social media use.	10.9	11.5

Table 10-2A. General Health, Sleep, and Student Use of Time by Sex and Grade, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
	(1,244)	Female (652)	Male (588)	9 th (314)	10 th (334)	11 th (325)	12 th (265)
GENERAL HEALTH & SLEEP							
Describes general health (emotional and physical wellbeing) as very good/excellent	52.7	44.6	61.8	56.7	52.4	47.5	54.7
Absent from school on 3 or more days (past 30 days)	14.9	16.9	12.5	11.4	13.7	15.5	19.6
Sleeps 8 or more hours on an average school night	24.7	19.3	31.2	33.9	26.9	21.9	13.9
STUDENT ACTIVITIES AND USE OF TIME							
Spend 3 or more hours on homework/studying before or after school*	46.8	57.3	34.5	33.3	47.8	51.5	55.9
Spend 3 or more hours on extracurricular activities outside of school*	31.0	29.3	32.9	24.1	34.0	33.7	32.0
Spend 3 or more hours on "screen time" that is not for school work/homework**†	52.3	54.1	50.1	53.5	51.1	53.6	50.2
Participated in volunteer or community service activities on 3 or more days (past 12 months)	65.2	70.3	59.0	55.3	57.5	76.1	73.8
CAUSES OF REDUCED SLEEP ‡							
Time spent on schoolwork or studying	52.0	62.4	39.6	42.9	54.2	53.6	58.2
Time spent on extracurricular activities	25.2	31.5	17.9	22.0	25.7	25.0	28.8
Time spent on social media	22.8	29.5	14.9	18.6	19.9	27.1	26.3
Time spent gaming	7.0	4.8	9.3	4.7	7.1	7.6	8.9
Time working at a job for pay	5.2	6.1	4.2	1.7	2.6	7.6	10.2
Worrying about school, family, friends, or other concerns	21.3	27.3	14.1	19.7	19.9	21.1	25.0

* On an average school day

† Includes watching TV, going on the Internet, playing video games, or using a computer, tablet, or smartphone

‡ Keeps you from getting enough sleep "often" or "very often"

Table 10-2B. General Health, Sleep, and Student Use of Time, 2006-2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 (1,097)	2008 (1,108)	2010 (1,182)	2012 (1,268)	2014 (1,276)	2016 (1,413)	2018 (1,351)	2021 (1,244)
GENERAL HEALTH & SLEEP								
Describes general health (emotional and physical wellbeing) as very good/excellent	80.0	80.7	77.5	79.5	78.0	76.2	75.7	52.7
Absent from school on 3 or more days (past 30 days)	–	–	–	–	12.9	13.7	12.5	14.9
Sleeps 8 or more hours on an average school night	–	–	–	–	32.6	32.2	28.3	24.7
STUDENT ACTIVITIES AND USE OF TIME								
Spend 3 or more hours on homework/studying before or after school*	–	–	–	–	55.6	56.6	51.6	46.8
Spend 3 or more hours on extracurricular activities outside of school*	–	–	–	–	28.7	28.8	34.9	31.0
Spend 3 or more hours on "screen time" that is not for school work/homework**†	–	–	–	33.9	28.3	33.4	37.8	52.3
Participated in volunteer or community service activities on 3 or more days (past 12 months)	–	–	–	–	–	72.3	70.8	65.2
CAUSES OF REDUCED SLEEP ‡								
Time spent on schoolwork or studying	–	–	–	–	–	–	–	52.0
Time spent on extracurricular activities	–	–	–	–	–	–	–	25.2
Time spent on social media	–	–	–	–	–	–	–	22.8
Time spent gaming	–	–	–	–	–	–	–	7.0
Time working at a job for pay	–	–	–	–	–	–	–	5.2
Worrying about school, family, friends, or other concerns	–	–	–	–	–	–	–	21.3

* On an average school day

† Includes watching TV, going on the Internet, playing video games, or using a computer, tablet, or smartphone

‡ Keeps you from getting enough sleep "often" or "very often"

Table 10-2C. General Health, Sleep, and Student Use of Time at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> <i>(1,244)</i>	<u>MetroWest Region</u> <i>(22,903)</i>
GENERAL HEALTH & SLEEP		
Describes general health (emotional and physical wellbeing) as very good/excellent	52.7	51.2
Absent from school on 3 or more days (past 30 days)	14.9	17.9
Sleeps 8 or more hours on an average school night	24.7	27.1
STUDENT ACTIVITIES AND USE OF TIME		
Spend 3 or more hours on homework/studying before or after school*	46.8	32.7
Spend 3 or more hours on extracurricular activities outside of school*	31.0	26.4
Spend 3 or more hours on "screen time" that is not for school work/homework*,†	52.3	60.1
Participated in volunteer or community service activities on 3 or more days (past 12 months)	65.2	60.2
CAUSES OF REDUCED SLEEP ‡		
Time spent on schoolwork or studying	52.0	42.2
Time spent on extracurricular activities	25.2	20.6
Time spent on social media	22.8	22.8
Time spent gaming	7.0	9.3
Time working at a job for pay	5.2	9.2
Worrying about school, family, friends, or other concerns	21.3	22.3

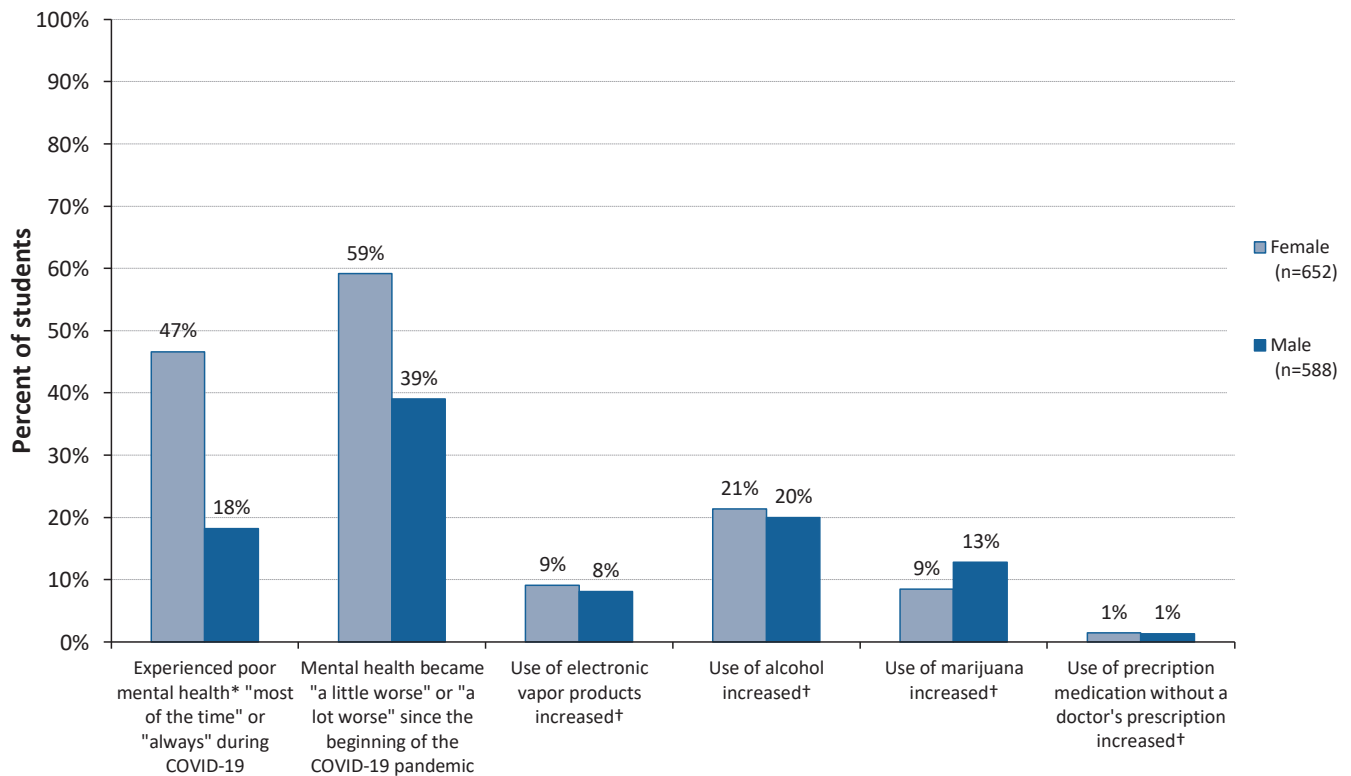
* On an average school day

† Includes watching TV, going on the Internet, playing video games, or using a computer, tablet, or smartphone

‡ Keeps you from getting enough sleep "often" or "very often"

Section 11
COVID-19 and Community Experiences

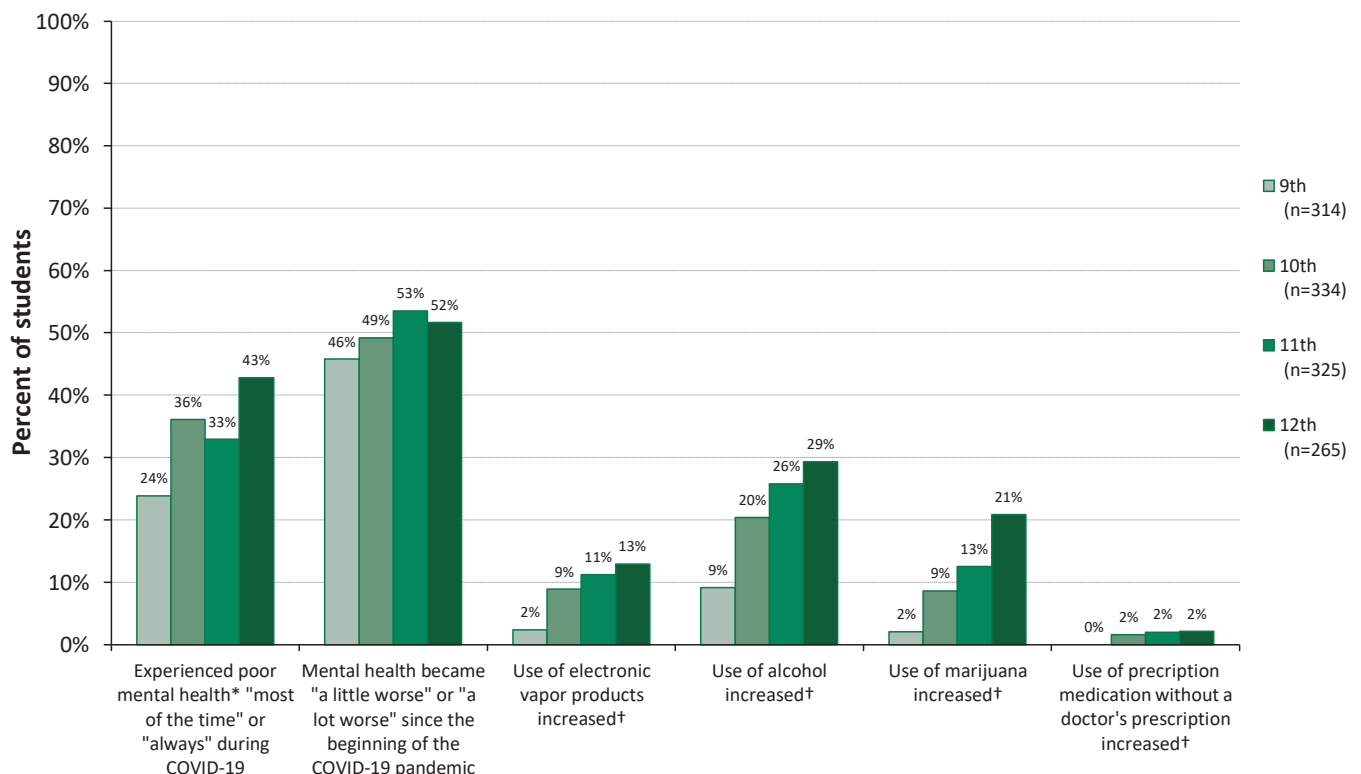
Figure 11-1A. Experiences During the COVID-19 Pandemic by Sex, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



* Poor mental health includes anxiety, stress, and depression

† Students responded "a little" or "a lot" since the beginning of the COVID-19 pandemic

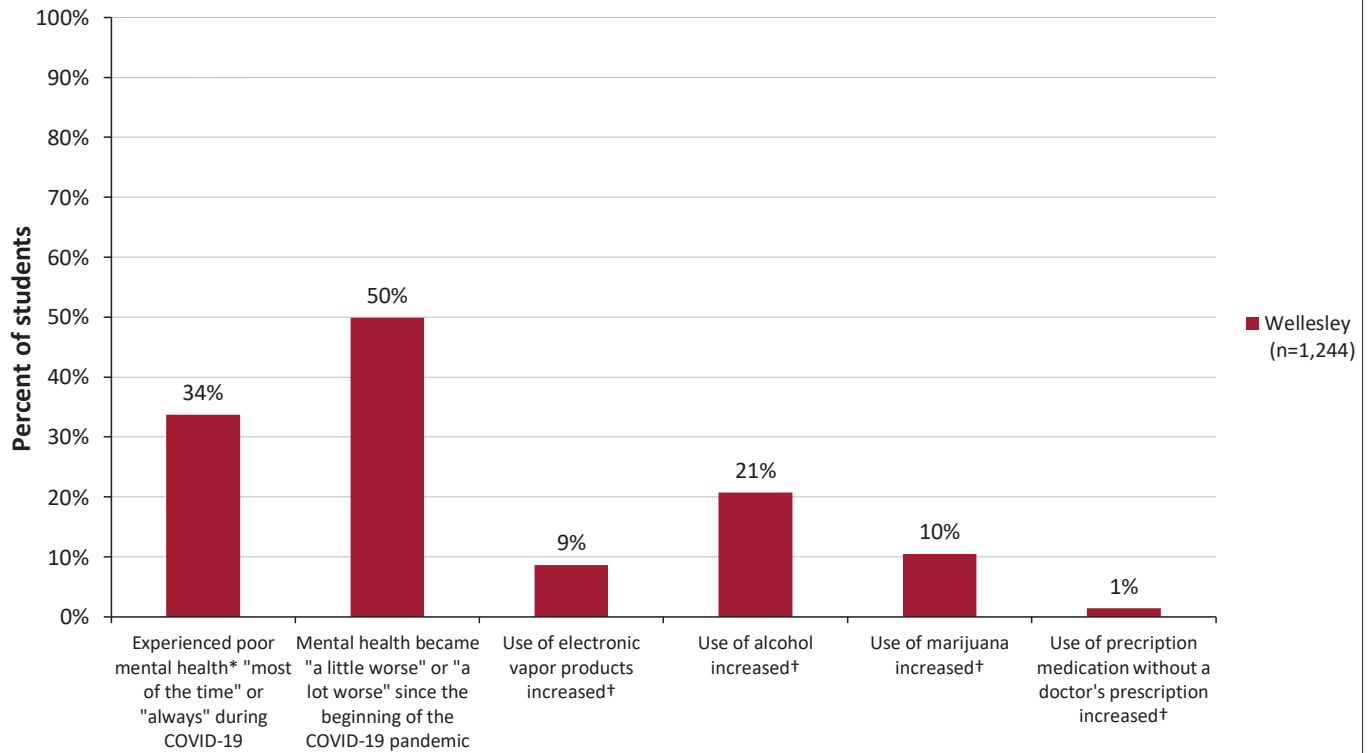
Figure 11-1B. Experiences During the COVID-19 Pandemic by Grade, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



* Poor mental health includes anxiety, stress, and depression

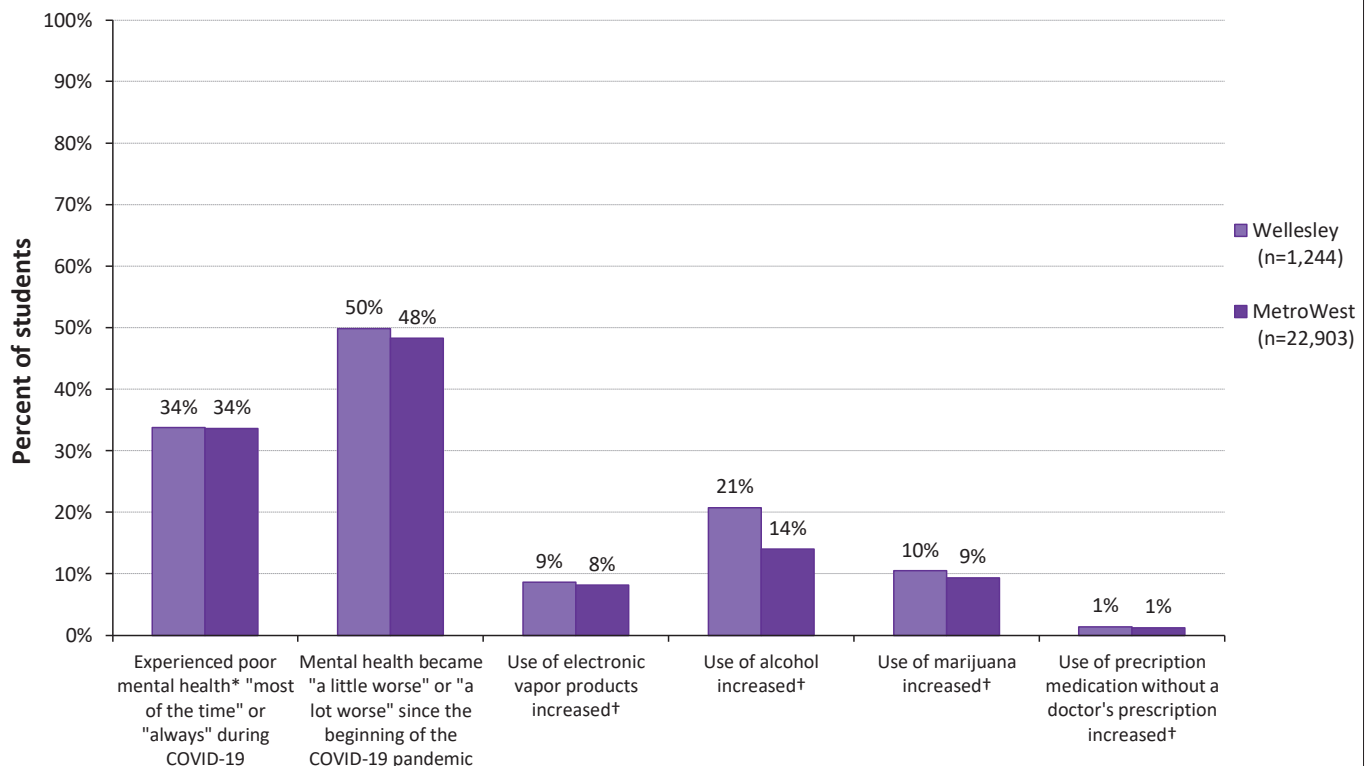
† Students responded "a little" or "a lot" since the beginning of the COVID-19 pandemic

Figure 11-1C. Experiences During the COVID-19 Pandemic, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



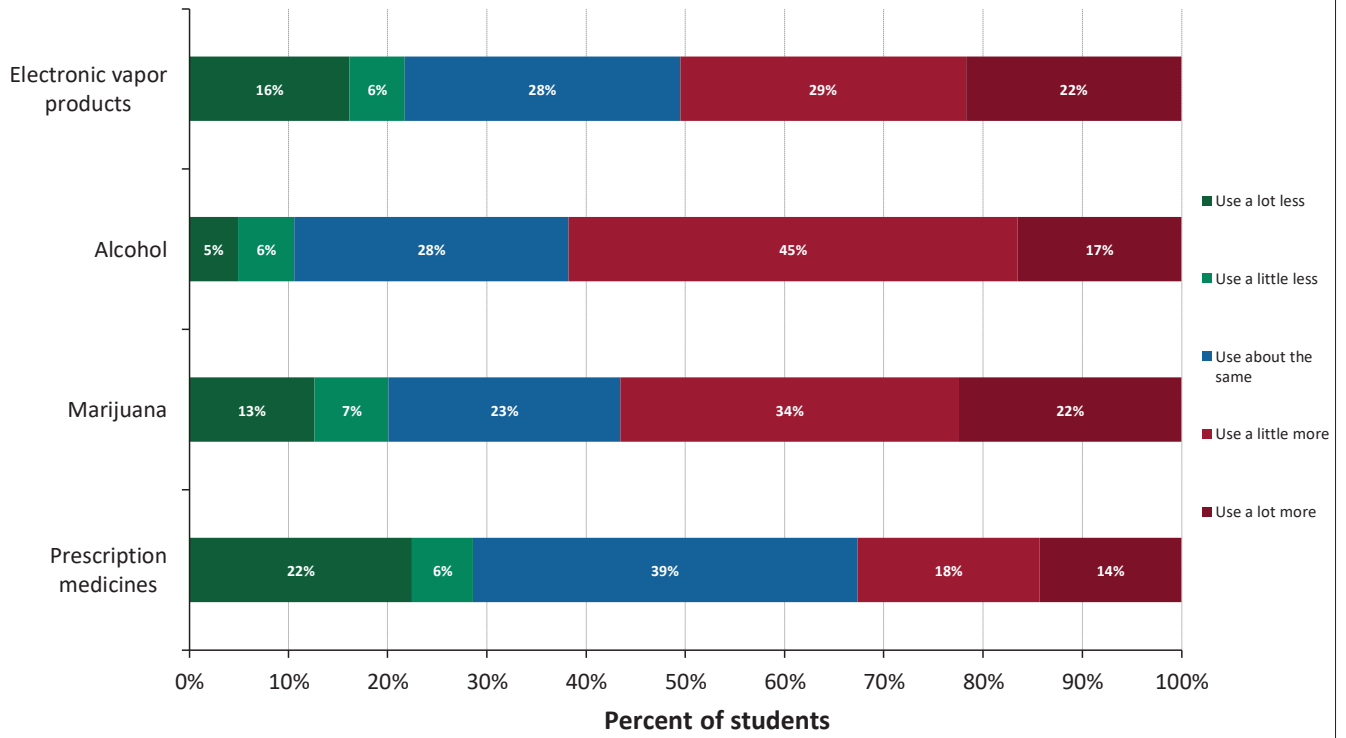
* Poor mental health includes anxiety, stress, and depression
 † Students responded "a little" or "a lot" since the beginning of the COVID-19 pandemic

Figure 11-1D. Experiences During the COVID-19 Pandemic at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



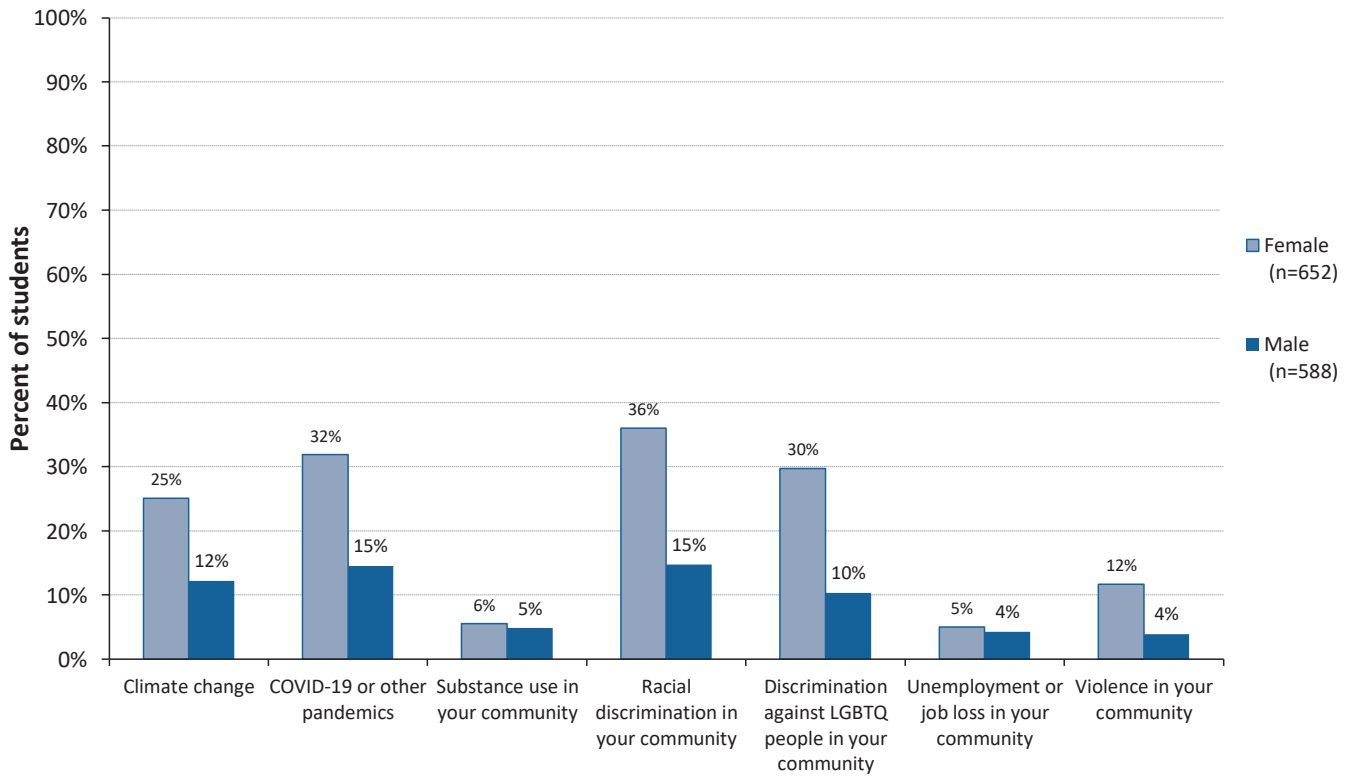
* Poor mental health includes anxiety, stress, and depression
 † Students responded "a little" or "a lot" since the beginning of the COVID-19 pandemic

Figure 11-2. Changes in Substance Use During the COVID-19 Among Lifetime Users*
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



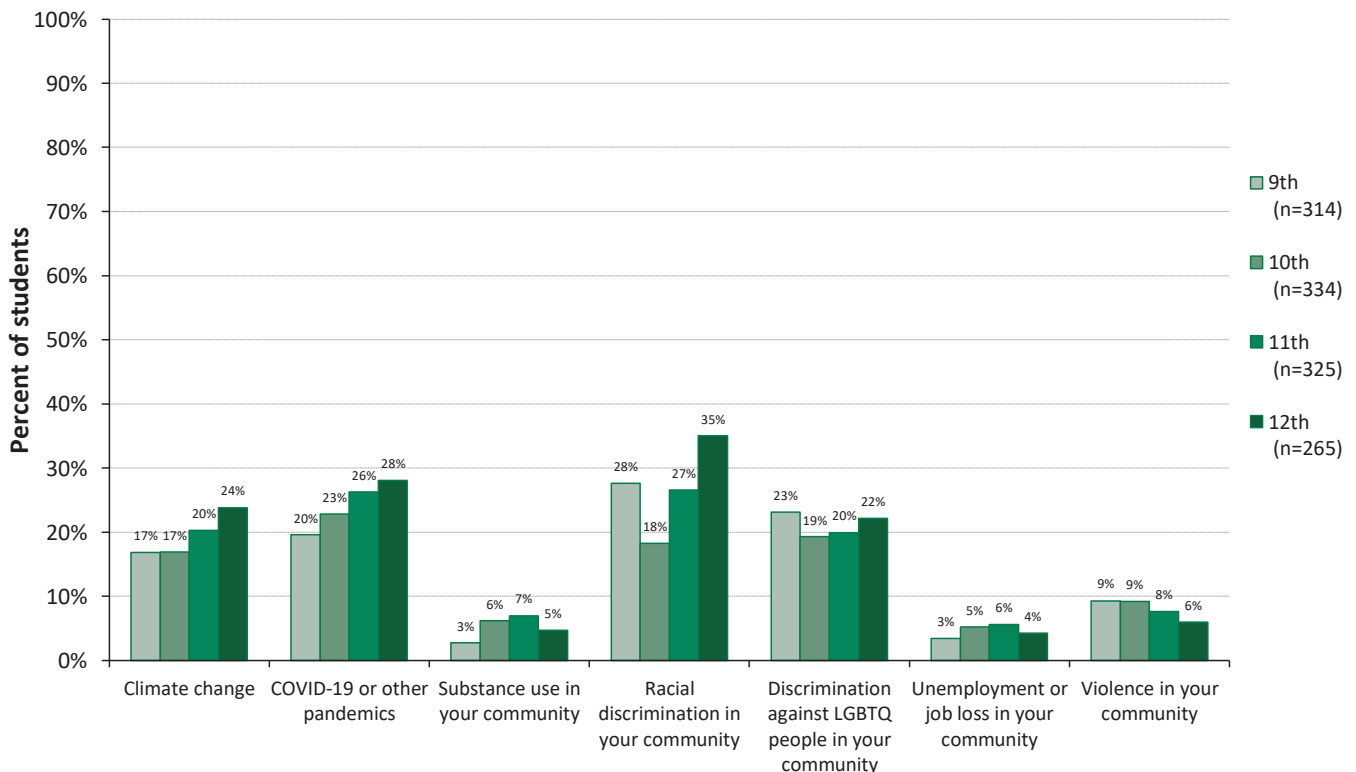
*Indicates change in use among lifetime users of each substance since the beginning of the COVID-19 pandemic

Figure 11-3A. Worry About Community Issues* by Sex, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey



* Students responded "often" or "very often"

Figure 11-3B. Worry About Community Issues* by Grade, 2021
Wellesley High School (Grades 9-12)
MetroWest Adolescent Health Survey

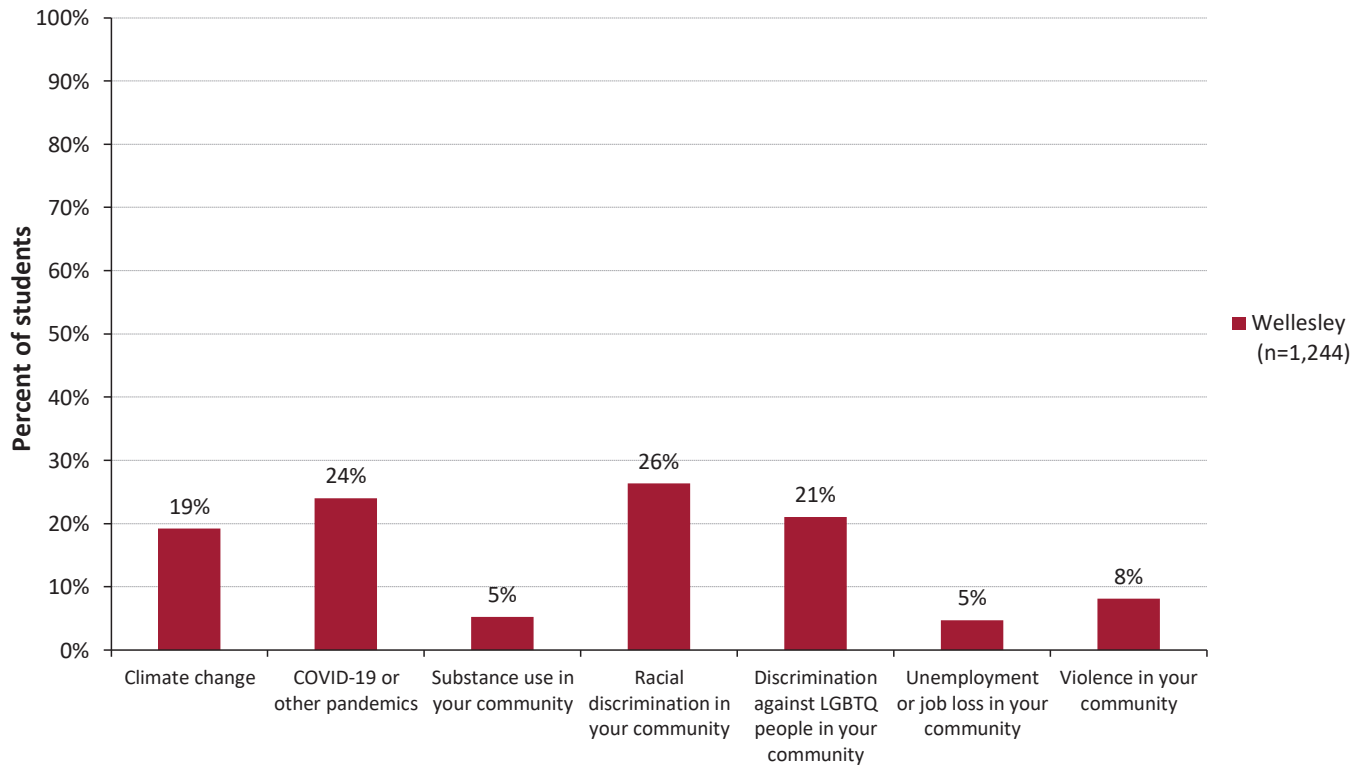


* Students responded "often" or "very often"

Figure 11-3C. Worry About Community Issues*, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

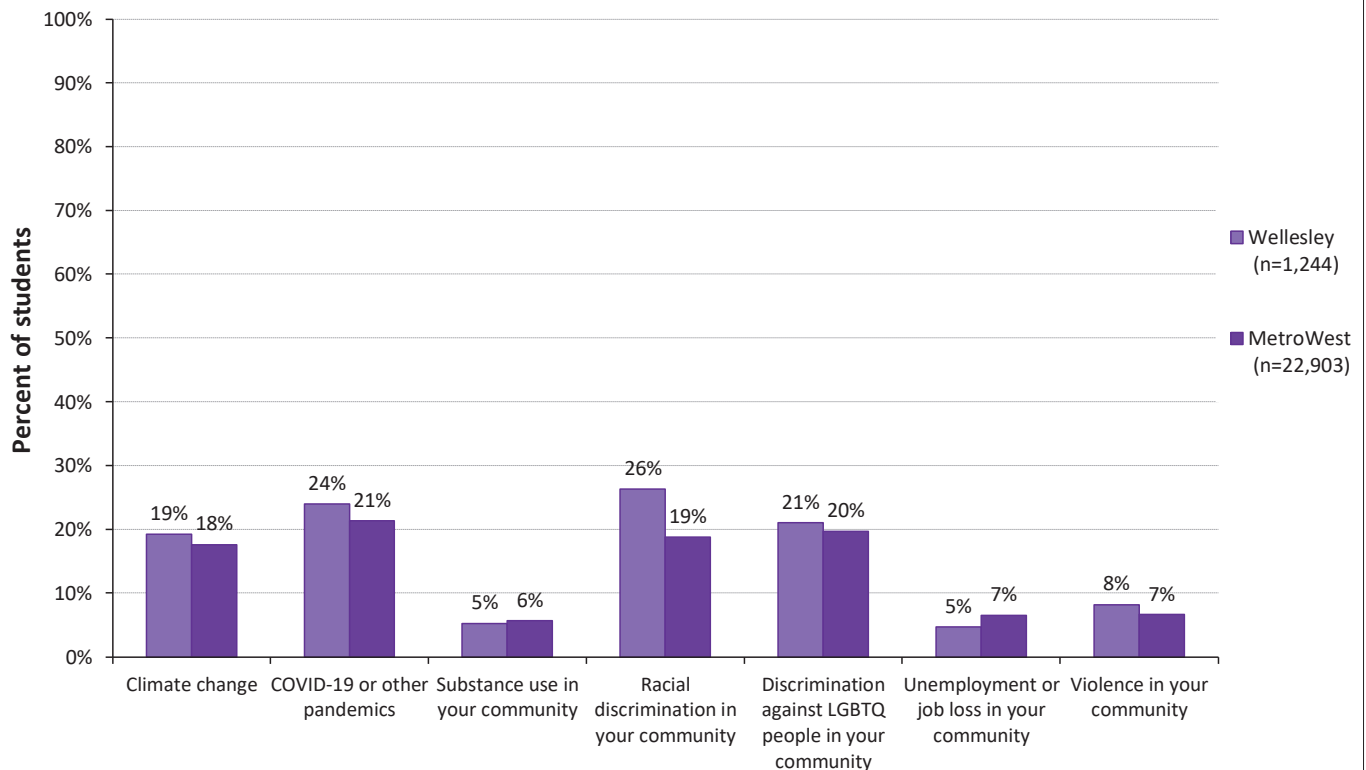


* Students responded "often" or "very often"

Figure 11-3D. Worry About Community Issues* at the District and Regional Levels, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

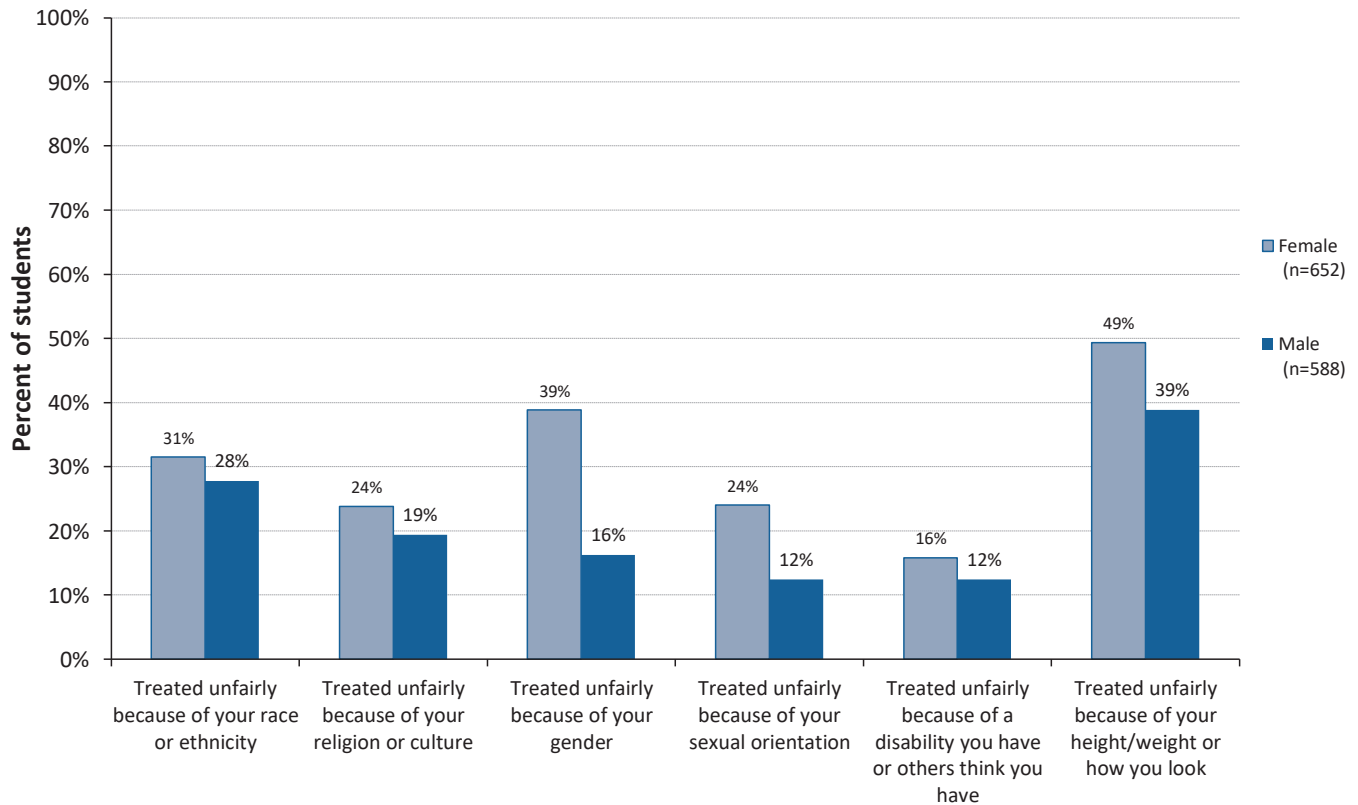


* Students responded "often" or "very often"

Figure 11-4A. Experiences of Discrimination* by Sex, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

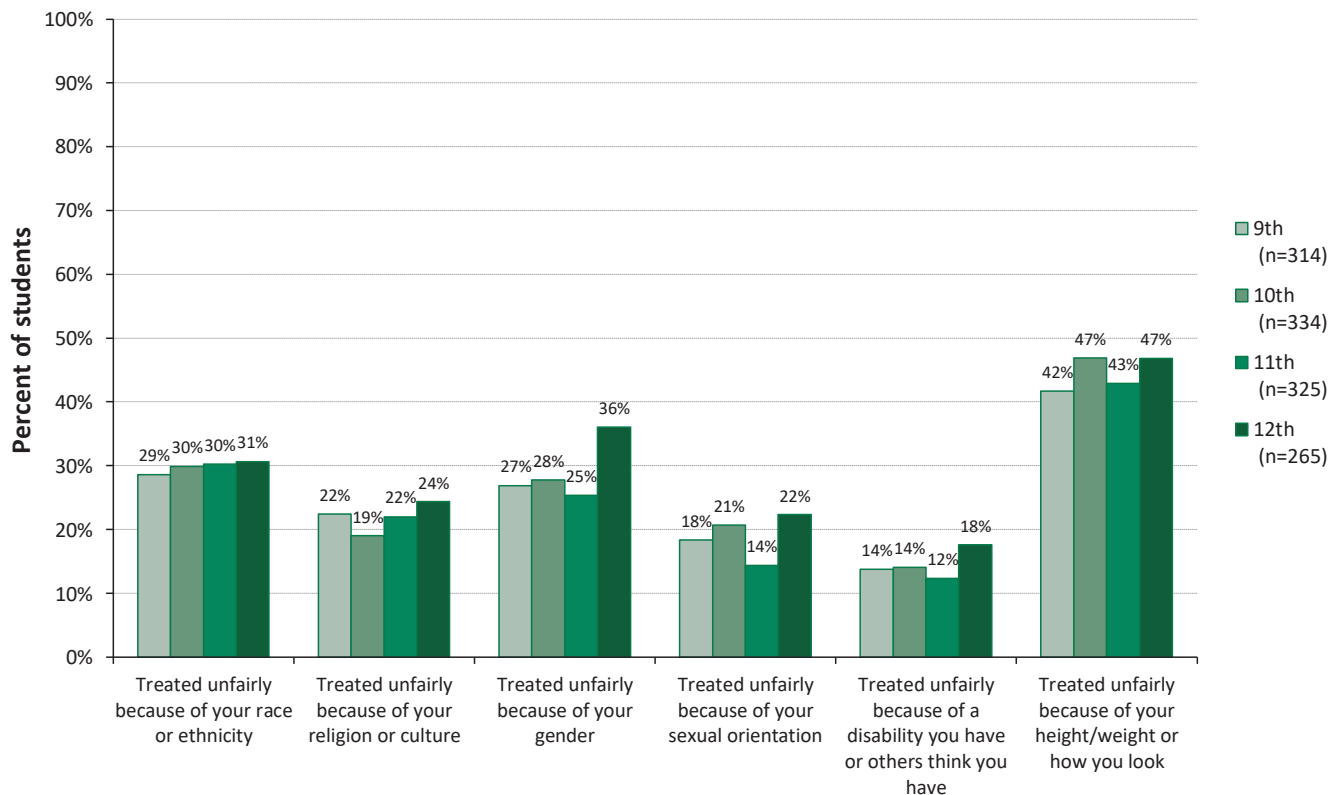


* In their lifetime

Figure 11-4B. Experiences of Discrimination* by Grade, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

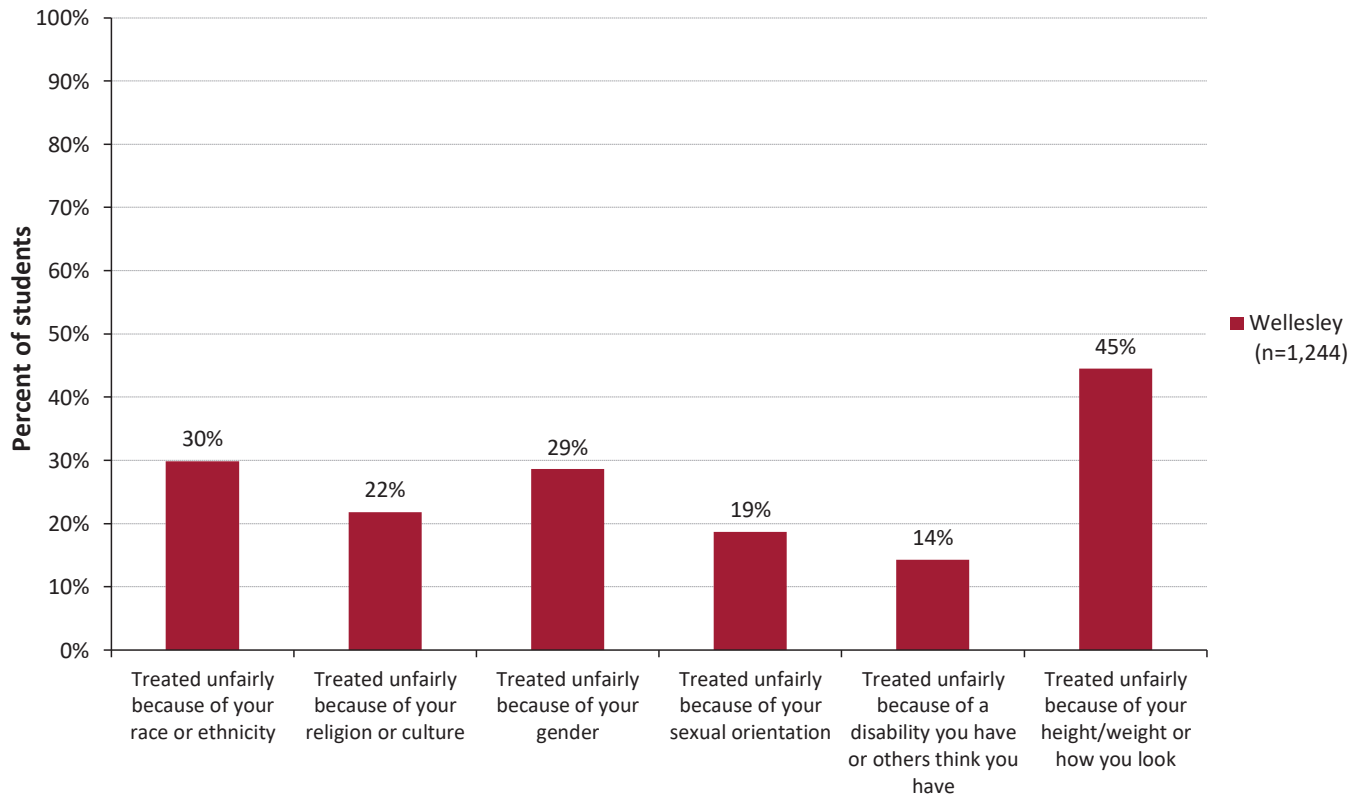


* In their lifetime

Figure 11-4C. Experiences of Discrimination*, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey

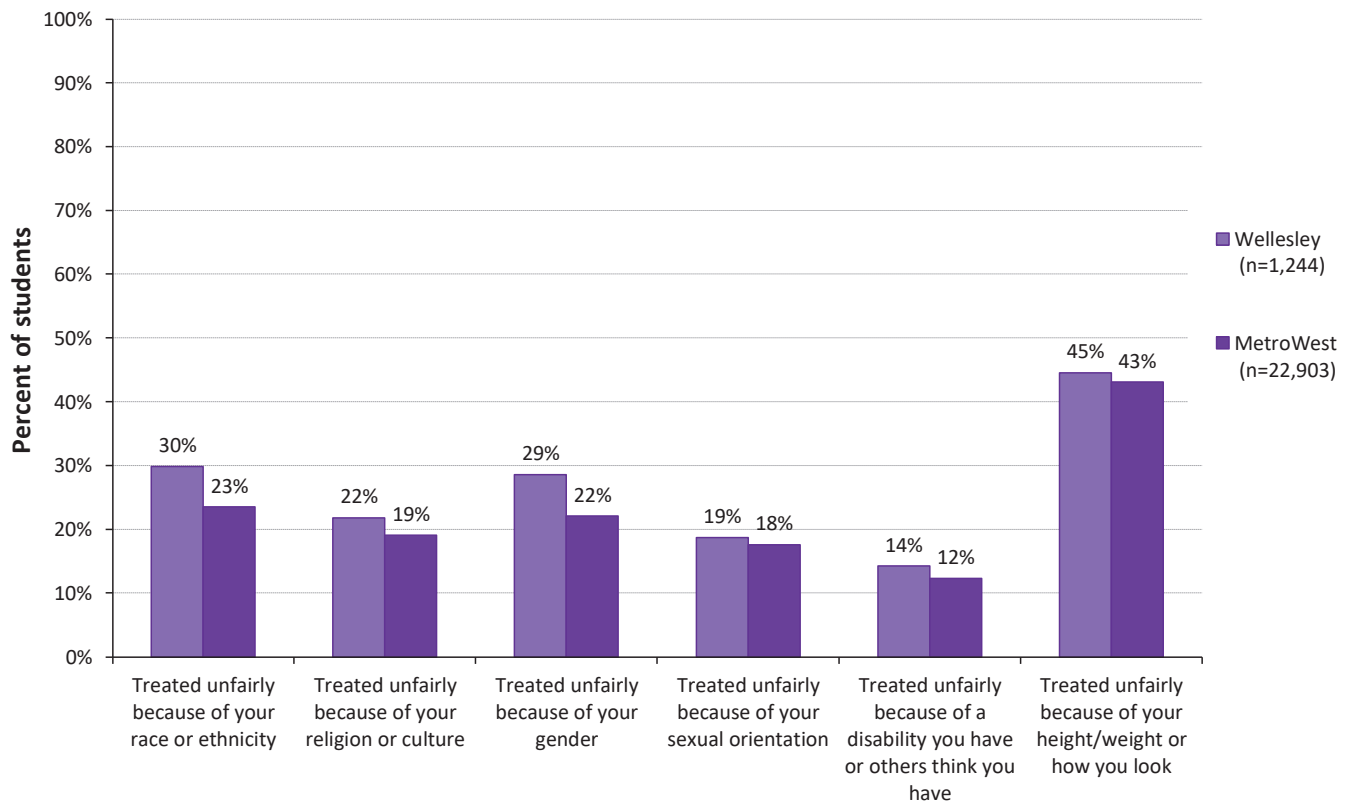


* In their lifetime

Figure 11-4D. Experiences of Discrimination* at the District and Regional Levels, 2021

Wellesley High School (Grades 9-12)

MetroWest Adolescent Health Survey



* In their lifetime

Table 11-1A. COVID-19 and Community Issues/Experiences by Sex and Grade, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
	(1,244)	Female (652)	Male (588)	9 th (314)	10 th (334)	11 th (325)	12 th (265)
EXPERIENCES DURING THE COVID-19 PANDEMIC							
Experienced poor mental health "most of the time" or "always" during COVID-19 pandemic*	33.7	46.6	18.2	23.8	36.1	32.9	42.8
Mental health became "a little worse" or "a lot worse"	49.9	59.1	39.0	45.8	49.2	53.5	51.7
Use of electronic vapor products increased (a little/a lot)	8.6	9.1	8.1	2.4	8.9	11.2	12.9
Use of alcohol increased (a little/a lot)	20.7	21.4	20.0	9.2	20.4	25.7	29.3
Use of marijuana increased (a little/a lot)	10.5	8.5	12.8	2.0	8.6	12.5	20.8
Use of prescription medication without a doctor's prescription increased (a little/a lot)	1.4	1.4	1.3	0.0	1.6	2.0	2.1
WORRY ABOUT COMMUNITY ISSUES (often/very often)							
Climate change	19.2	25.0	12.2	16.8	16.9	20.3	23.8
COVID-19 (coronavirus) or other pandemics	24.0	31.9	14.5	19.6	22.8	26.2	28.1
Substance use in your community	5.2	5.5	4.9	2.8	6.2	7.0	4.7
Racial discrimination in you community	26.3	36.0	14.8	27.6	18.3	26.6	35.0
Discrimination against LGBTQ people in your community	21.0	29.7	10.3	23.1	19.3	19.9	22.1
Unemployment or job loss in your community	4.7	5.0	4.3	3.4	5.2	5.6	4.3
Violence in your community	8.1	11.7	3.9	9.3	9.2	7.7	6.0
EXPERIENCES OF DISCRIMINATION (lifetime)							
Treated badly/unfairly because of your race or ethnicity	29.9	31.5	27.8	28.6	29.9	30.2	30.6
Treated badly/unfairly because of your religion or culture	21.8	23.8	19.4	22.4	19.0	22.0	24.4
Treated badly/unfairly because of your gender or gender identity	28.6	38.8	16.3	26.9	27.8	25.3	36.1
Treated badly/unfairly because of your sexual identity or sexual orientation	18.7	24.0	12.4	18.3	20.7	14.3	22.3
Treated badly/unfairly because of a disability you have or others think you have	14.2	15.8	12.4	13.8	14.1	12.3	17.6
Treated badly/unfairly because of your height or weight, or how you look	44.5	49.4	38.8	41.7	46.9	42.9	46.8

* Poor mental health includes anxiety, stress, and depression

Table 11-1B. COVID-19 and Community Issues/Experiences, 2006-2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							2021 (1,244)
	2006 (1,097)	2008 (1,108)	2010 (1,182)	2012 (1,268)	2014 (1,276)	2016 (1,413)	2018 (1,351)	
EXPERIENCES DURING THE COVID-19 PANDEMIC								
Experienced poor mental health "most of the time" or "always" during COVID-19 pandemic*	-	-	-	-	-	-	-	33.7
Mental health became "a little worse" or "a lot worse"	-	-	-	-	-	-	-	49.9
Use of electronic vapor products increased (a little/a lot)	-	-	-	-	-	-	-	8.6
Use of alcohol increased (a little/a lot)	-	-	-	-	-	-	-	20.7
Use of marijuana increased (a little/a lot)	-	-	-	-	-	-	-	10.5
Use of prescription medication without a doctor's prescription increased (a little/a lot)	-	-	-	-	-	-	-	1.4
WORRY ABOUT COMMUNITY ISSUES (often/very often)								
Climate change	-	-	-	-	-	-	-	19.2
COVID-19 (coronavirus) or other pandemics	-	-	-	-	-	-	-	24.0
Substance use in your community	-	-	-	-	-	-	-	5.2
Racial discrimination in you community	-	-	-	-	-	-	-	26.3
Discrimination against LGBTQ people in your community	-	-	-	-	-	-	-	21.0
Unemployment or job loss in your community	-	-	-	-	-	-	-	4.7
Violence in your community	-	-	-	-	-	-	-	8.1
EXPERIENCES OF DISCRIMINATION (lifetime)								
Treated badly/unfairly because of your race or ethnicity	-	-	-	-	-	-	-	29.9
Treated badly/unfairly because of your religion or culture	-	-	-	-	-	-	-	21.8
Treated badly/unfairly because of your gender or gender identity	-	-	-	-	-	-	-	28.6
Treated badly/unfairly because of your sexual identity or sexual orientation	-	-	-	-	-	-	-	18.7
Treated badly/unfairly because of a disability you have or others think you have	-	-	-	-	-	-	-	14.2
Treated badly/unfairly because of your height or weight, or how you look	-	-	-	-	-	-	-	44.5

* Poor mental health includes anxiety, stress, and depression

Table 11-1C. COVID-19 and Community Issues/Experiences at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> <i>(1,244)</i>	<u>MetroWest Region</u> <i>(22,903)</i>
EXPERIENCES DURING THE COVID-19 PANDEMIC		
Experienced poor mental health "most of the time" or "always" during COVID-19 pandemic*	33.7	33.6
Mental health became "a little worse" or "a lot worse"	49.9	48.3
Use of electronic vapor products increased (a little/a lot)	8.6	8.2
Use of alcohol increased (a little/a lot)	20.7	14.0
Use of marijuana increased (a little/a lot)	10.5	9.3
Use of prescription medication without a doctor's prescription increased (a little/a lot)	1.4	1.2
WORRY ABOUT COMMUNITY ISSUES (often/very often)		
Climate change	19.2	17.6
COVID-19 (coronavirus) or other pandemics	24.0	21.3
Substance use in your community	5.2	5.6
Racial discrimination in you community	26.3	18.7
Discrimination against LGBTQ people in your community	21.0	19.7
Unemployment or job loss in your community	4.7	6.5
Violence in your community	8.1	6.6
EXPERIENCES OF DISCRIMINATION (lifetime)		
Treated badly/unfairly because of your race or ethnicity	29.9	23.5
Treated badly/unfairly because of your religion or culture	21.8	19.1
Treated badly/unfairly because of your gender or gender identity	28.6	22.1
Treated badly/unfairly because of your sexual identity or sexual orientation	18.7	17.6
Treated badly/unfairly because of a disability you have or others think you have	14.2	12.3
Treated badly/unfairly because of your height or weight, or how you look	44.5	43.1

* Poor mental health includes anxiety, stress, and depression

Section 12
Socio-demographics and Other
Student Characteristics

Table 12-1A. Socio-demographics and Other Student Characteristics by Sex and Grade, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
	(1,244)	Female (652)	Male (588)	9 th (314)	10 th (334)	11 th (325)	12 th (265)
SOCIO-DEMOGRAPHICS AND OTHER STUDENT CHARACTERISTICS							
Identify as transgender	2.6	4.2	0.7	3.2	2.7	2.2	2.3
Identify as nonbinary*	3.1	5.1	0.9	4.8	3.0	2.5	2.3
Identify as gay/lesbian, bisexual, not sure/questioning, or describe sexual identity in another way (not heterosexual)	23.1	35.3	9.4	21.7	25.2	22.0	23.7
Have any physical disabilities or physical long-term health problems [†]	8.4	9.5	7.1	4.7	10.8	9.0	9.2
Have any long-term learning disabilities [†]	12.4	11.6	13.2	9.2	12.8	9.9	18.5
Have an Individualized Education Program (IEP)	16.6	12.9	21.0	15.0	17.5	14.9	19.9
Ever been told by a doctor or health care professional that you have an attention disorder, such as Attention Deficit/Hyperactivity Disorder (ADD/ADHD)	18.1	17.3	19.0	15.6	20.3	15.9	21.1
Language other than English spoken "most of the time" at home	12.0	12.7	11.1	13.1	11.7	10.2	12.9
Have not always lived in the United States	15.2	14.6	15.9	15.0	12.9	13.6	20.1

* Non-binary also includes identifying as gender-queer, gender-fluid, or gender non-conforming

† Long-term means 6 months or more

Table 12-1B. Socio-demographics and Other Student Characteristics, 2006-2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 <i>(1,097)</i>	2008 <i>(1,108)</i>	2010 <i>(1,182)</i>	2012 <i>(1,268)</i>	2014 <i>(1,276)</i>	2016 <i>(1,413)</i>	2018 <i>(1,351)</i>	2021 <i>(1,244)</i>
SOCIO-DEMOGRAPHICS AND OTHER STUDENT CHARACTERISTICS								
Identify as transgender	–	–	–	–	–	1.1	1.2	2.6
Identify as nonbinary*	–	–	–	–	–	–	–	3.1
Identify as gay/lesbian, bisexual, not sure/questioning, or describe sexual identity in another way (not heterosexual)	7.1	5.9	5.8	7.8	9.1	12.9	12.5	23.1
Have any physical disabilities or physical long-term health problems [†]	–	–	–	8.5	10.2	11.8	9.7	8.4
Have any long-term learning disabilities [†]	–	–	–	9.4	9.9	11.6	12.0	12.4
Have an Individualized Education Program (IEP)	–	–	–	–	15.3	15.9	18.7	16.6
Ever been told by a doctor or health care professional that you have an attention disorder, such as Attention Deficit/Hyperactivity Disorder (ADD/ADHD)	–	–	–	–	–	–	–	18.1
Language other than English spoken "most of the time" at home	–	–	–	–	–	–	–	12.0
Have not always lived in the United States	–	–	–	–	–	–	–	15.2

* Non-binary also includes identifying as gender-queer, gender-fluid, or gender non-conforming

† Long-term means 6 months or more

Table 12-1C. Socio-demographics and Other Student Characteristics at the District and Regional Levels, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> <i>(1,244)</i>	<u>MetroWest Region</u> <i>(22,903)</i>
<i>SOCIO-DEMOGRAPHICS AND OTHER STUDENT CHARACTERISTICS</i>		
Identify as transgender	2.6	3.3
Identify as nonbinary*	3.1	3.1
Identify as gay/lesbian, bisexual, not sure/questioning, or describe sexual identity in another way (not heterosexual)	23.1	22.5
Have any physical disabilities or physical long-term health problems [†]	8.4	9.5
Have any long-term learning disabilities [†]	12.4	11.6
Have an Individualized Education Program (IEP)	16.6	15.9
Ever been told by a doctor or health care professional that you have an attention disorder, such as Attention Deficit/Hyperactivity Disorder (ADD/ADHD)	18.1	17.3
Language other than English spoken "most of the time" at home	12.0	18.2
Have not always lived in the United States	15.2	13.5

* Non-binary also includes identifying as gender-queer, gender-fluid, or gender non-conforming

† Long-term means 6 months or more

Appendix 1
Participating Districts

2021 MetroWest Adolescent Health Survey

Participating Districts

Middle School Survey

Ashland	Hudson	Natick
Bellingham	King Philip	Needham
Dedham*	Marlborough	Northborough
Dover-Sherborn	McAuliffe	Norwood*
Framingham	Medfield	Southborough
Franklin	Medway	Sudbury
Holliston	Mendon-Upton	Wayland
Hopedale	Milford	Wellesley
Hopkinton	Millis	Westborough
		Weston*

High School Survey

Algonquin Regional	Hopedale	Milford
Ashland	Hopkinton	Millis
Assabet Valley	Hudson	Natick
Bellingham	Keefe Technical	Needham
Blackstone Valley	King Philip	Norwood*
Dedham*	Lincoln-Sudbury	Tri-County*
Dover-Sherborn	Marlborough	Wayland
Framingham	Medfield	Wellesley
Franklin	Medway	Westborough
Holliston	Mendon-Upton	Weston*

**Data from these districts is not included in the aggregate regional data because these communities are not served by the MetroWest Health Foundation.*

Appendix 2

Survey Instrument

2021 MetroWest Adolescent Health Survey
WELLESLEY HIGH SCHOOL
(GRADES 9-12)

This survey is about health behavior. The information you give will be used to improve health education for young people like yourself.

This survey is anonymous. The answers you give will be kept private. No one will know how you answered the questions, and there is no way to link your responses to who you are. Your responses will be combined with those of other students. There are no right or wrong answers. Please answer the questions based on what you really do.

Completing this survey is voluntary. Whether or not you answer the questions will not affect your grade in this class. If you are not comfortable answering a question, just leave it blank.

Questions about your background will be used only to describe the types of students completing this survey. The information will not be used to find out your name.

INSTRUCTIONS:

- Make sure to read each question carefully.
- Click on a response to choose your answer. Choose only one answer for each question unless the instructions say otherwise.
- Once you complete a section of the survey, click on "next."
- At the end of the survey, click on "submit".

Click "Next" to continue.

PART A. BACKGROUND

1. How old are you?

- 13 years old or younger
- 14 years old
- 15 years old
- 16 years old
- 17 years old
- 18 years old or older

2. In what grade are you?

- 9th grade
- 10th grade
- 11th grade
- 12th grade
- Ungraded or other grade

3. What is your sex? (This question is asking about your biological sex at birth, that is, what the doctor put on your birth certificate.)

- Female
- Male

4. How do you identify your gender?

- Girl or woman
- Boy or man
- Non-binary (including gender-queer, gender-fluid, gender non-conforming)
- I am not sure about my gender identity (questioning).
- I do not know what this question is asking.

5. A transgender person is someone whose biological sex at birth does not match the way they think or feel about themselves. Are you transgender?

- No, I am not transgender.
- Yes, I am transgender and I think of myself as really a boy or man.
- Yes, I am transgender and I think of myself as really a girl or woman.
- Yes, I am transgender and I think of myself in some other way.
- I do not know if I am transgender.
- I do not know what this question is asking.

6. Are you Hispanic or Latino/a?

- Yes
- No

7. How do you describe yourself? Mark all that apply.

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Other

8. What language is spoken most of the time in your home?

- English
- Spanish
- Portuguese
- Another language

9. How long have you lived in the United States?

- Less than 1 year
- 1 to 3 years
- 4 to 6 years
- More than 6 years, but not my whole life
- I have always lived in the United States

10. Which of the following best describes you?

- Heterosexual (straight)
- Gay or lesbian
- Bisexual
- I describe my sexual identity some other way.
- I am not sure about my sexual identity (questioning).
- I do not know what this question is asking.

11. How do you describe your health in general? By health, we mean your emotional and physical well-being.

- Excellent
- Very good
- Good
- Fair
- Poor

12. During the past 12 months, how would you describe your grades in school?

- Mostly A's
- Mostly B's
- Mostly C's
- Mostly D's
- Mostly F's
- None of these grades
- Not sure

13. Is there at least one teacher or other adult at your school that you can talk to if you have a problem?

- Yes, one
- Yes, more than one
- No
- Not sure

14. During the past 12 months, did you talk to a teacher or other adult from your school about a personal problem you had?

- Yes, once
- Yes, more than once
- No

15. Outside of school, is there an adult (or adults) you can talk to about things that are important to you?

- Yes, parent or other adult family member
- Yes, non-family adult (such as religious leader, club advisor, neighbor, etc.)
- Yes, both family and non-family adults
- No
- Not sure

16. Do you agree or disagree that your parents or other adults in your family have clear rules and consequences for your behavior?
- Strongly agree
 - Agree
 - Not sure
 - Disagree
 - Strongly disagree
17. During your life, how often has there been an adult in your household who tried hard to make sure your basic needs were met, such as looking after your safety and making sure you had clean clothes and enough to eat?
- Never
 - Rarely
 - Sometimes
 - Most of the time
 - Always

PART B. PERSONAL SAFETY

18. When you rode a bicycle during the past 12 months, how often did you wear a helmet?
- I did not ride a bicycle in the past 12 months.
 - Never wore a helmet
 - Rarely wore a helmet
 - Sometimes wore a helmet
 - Most of the time wore a helmet
 - Always wore a helmet
19. How often do you wear a seat belt when riding in a car driven by someone else?
- Never
 - Rarely
 - Sometimes
 - Most of the time
 - Always
20. During the past 30 days, how many times did you ride in a car or other vehicle driven by someone who had been drinking alcohol?
- 0 times
 - 1 time
 - 2 or 3 times
 - 4 or 5 times
 - 6 or more times

21. <u>During the past 30 days</u> , how many times did you <u>ride</u> in a car or other vehicle <u>driven by another high school student</u> :	<i>Didn't ride with a high school driver</i>	0 times	1 time	2 or 3 times	4 or 5 times	6 or more times
a. Who was texting, messaging, or emailing while driving?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Who was talking on a mobile phone while driving?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Who had been drinking alcohol?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Who had been using marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. During the past 30 days, how many times did you drive a car or other vehicle when:	<i>Didn't drive in the past 30 days</i>	0 times	1 time	2 or 3 times	4 or 5 times	6 or more times
a. You were texting, messaging, or emailing while driving?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. You were talking on a mobile phone while driving?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. You had been drinking alcohol?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. You had been using marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART C. VIOLENCE

These questions ask about weapons, fighting, and other violence-related behaviors.

23. **During the past 30 days, on how many days did you not go to school because you felt you would be unsafe due to violence at school or on your way to or from school?**

- 0 days
- 1 day
- 2 or 3 days
- 4 or 5 days
- 6 or more days

24. **During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club?**

- 0 times
- 1 time
- 2 or 3 times
- 4 or 5 times
- 6 or more times

25. **During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?**

- 0 times
- 1 time
- 2 or 3 times
- 4 or 5 times
- 6 or more times

26. **During the past 12 months, how many times were you in a physical fight?**

- 0 times
- 1 time
- 2 or 3 times
- 4 or 5 times
- 6 or more times

27. **During the past 12 months, how many times were you in a physical fight on school property?**

- 0 times
- 1 time
- 2 or 3 times
- 4 or 5 times
- 6 or more times

28. **During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club?**

- 0 days
- 1 day
- 2 or 3 days
- 4 or 5 days
- 6 or more days

29. **During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?**

- 0 days
- 1 day
- 2 or 3 days
- 4 or 5 days
- 6 or more days

30. **During the past 12 months, on how many days did you carry a gun? (Do not count the days when you carried a gun only for hunting or for a sport, such as target shooting.)**

- 0 days
- 1 day
- 2 or 3 days
- 4 or 5 days
- 6 or more days

These questions are about some negative things that can happen with boyfriends/girlfriends, dates, or people you've gone out with.

31. During your life, did someone you were dating or going out with ever:	<i>I have never dated or gone out with someone.</i>	Yes, once	Yes, more than once	No
a. Refuse to let you spend time with other friends when you wanted to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Swear or curse at you, or call you names like fat, ugly, stupid, or some other insult?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Threaten to hurt you physically?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Hit, slap, or physically hurt you on purpose?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Force you to have sexual intercourse when you did not want to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Force you to do other sexual things you did not want to do?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. During the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)

- I did not date or go out with anyone during the past 12 months.
- 0 times
- 1 time
- 2 or 3 times
- 4 or 5 times
- 6 or more times

33. During the past 12 months, how many times did someone you were dating or going out with force you to do sexual things that you did not want to do? (Count such things as kissing, touching, or being physically forced to have sexual intercourse.)

- I did not date or go out with anyone during the past 12 months.
- 0 times
- 1 time
- 2 or 3 times
- 4 or 5 times
- 6 or more times

These next 2 questions ask about experiences with adults in your home.

34. During your life, how often has an adult in your home hit, beat, kicked, or physically hurt you in any way?

- Never
- Rarely
- Sometimes
- Most of the time
- Always

35. During your life, how often have adults in your home slapped, hit, kicked, punched, or beat each other up?

- Never
- Rarely
- Sometimes
- Most of the time
- Always

PART D. BULLYING

The next questions ask about bullying. Bullying is when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again.

36. During the past 12 months, how many times have you been bullied?

- 0 times 6 or 7 times
 1 time 8 or 9 times
 2 or 3 times 10 or 11 times
 4 or 5 times 12 or more times

37. During the past 12 months, how many times have you been bullied on school property?

- 0 times 6 or 7 times
 1 time 8 or 9 times
 2 or 3 times 10 or 11 times
 4 or 5 times 12 or more times

38. During the past 12 months, how many times did you talk to an adult from school about being bullied?

- Never
 Once
 2 or more times

39. During the past 12 months, how many times did you talk to a parent or other adult outside of school about being bullied?

- Never
 Once
 2 or more times

40. During the past 12 months, how many times have you bullied someone else?

- 0 times 6 or 7 times
 1 time 8 or 9 times
 2 or 3 times 10 or 11 times
 4 or 5 times 12 or more times

41. During the past 12 months, how many times have you bullied someone else on school property?

- 0 times 6 or 7 times
 1 time 8 or 9 times
 2 or 3 times 10 or 11 times
 4 or 5 times 12 or more times

42. <u>During the past 12 months</u> , how many times have you been bullied or called names, teased, made fun of, embarrassed, or threatened by other students on school property for the following reasons:	Never	Once	2 or more times
a. Because of your race or ethnicity?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Because of your religion or culture?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Because of your gender?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Because of your sexual identity or orientation (such as being gay, lesbian, or bisexual) or what others think it is?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Because of a disability you have or others think you have?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Because of your height or weight, or how you look?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

These questions ask about electronic bullying, also called “cyberbullying.” This is using the Internet, cell phones, or other electronic devices to bully, tease, threaten, or spread rumors about someone. Include being bullied through texting, email, and social media, like Instagram, Facebook, Snapchat, Twitter, and TikTok.

43. **During the past 12 months**, how many times has someone used the Internet, social media, cell phones, or other electronic devices to bully, tease, threaten or spread rumors about you?
- 0 times
 - 1 time
 - 2 or 3 times
 - 4 or 5 times
 - 6 or 7 times
 - 8 or 9 times
 - 10 or 11 times
 - 12 or more times
44. **During the past 12 months**, how many times did you talk to an **adult from school** about being cyberbullied?
- Never
 - Once
 - 2 or more times
45. **During the past 12 months**, how many times did you talk to a **parent or other adult outside of school** about being cyberbullied?
- Never
 - Once
 - 2 or more times
46. **During the past 12 months**, how many times have **you** used the Internet, social media, cell phones, or other electronic devices to bully, tease, threaten, or spread rumors about someone else?
- 0 times
 - 1 time
 - 2 or 3 times
 - 4 or 5 times
 - 6 or 7 times
 - 8 or 9 times
 - 10 or 11 times
 - 12 or more times

47. During the past 12 months , how many times has someone used the internet, social media, cell phone, or other electronic device to bully, tease, threaten, or spread rumors about you for the following reasons:	Never	Once	2 or more times
a. Because of your race or ethnicity?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Because of your religion or culture?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Because of your gender?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Because of your sexual identity or orientation (such as being gay, lesbian, or bisexual) or what others think it is?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Because of a disability you have or others think you have?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Because of your height or weight, or how you look?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART E. SUBSTANCE USE

These questions ask about tobacco use.

48. Have you ever tried cigarette smoking, even one or two puffs?

- Yes
- No

49. How old were you when you smoked a whole cigarette for the first time?

- I have never smoked a whole cigarette.
- 8 years old or younger
- 9 or 10 years old
- 11 or 12 years old
- 13 or 14 years old
- 15 or 16 years old
- 17 years old or older

50. During the past 30 days, on how many days did you smoke cigarettes?

- 0 days
- 1 or 2 days
- 3 to 5 days
- 6 to 9 days
- 10 to 19 days
- 20 to 29 days
- All 30 days

51. During the past 30 days, how did you usually get your own cigarettes? (Select only one response.)

- I did not try to get cigarettes during the past 30 days.
- I bought them myself in a store (such as a convenience store, supermarket, discount store, or gas station) in the town where I live.
- I bought them in a store in another town.
- I gave someone else money to buy them for me.
- I borrowed or bummed them from someone else.
- A person 18 years old or older gave them to me.
- I took them from a store or family member.
- I got them some other way.

52. Have you ever smoked cigarettes daily, that is, at least one cigarette every day for 30 days?

- Yes
- No

53. During the past 30 days, on how many days did you use chewing tobacco, snuff, or dip?

- 0 days
- 1 or 2 days
- 3 to 5 days
- 6 to 9 days
- 10 to 19 days
- 20 to 29 days
- All 30 days

54. During the past 30 days, on how many days did you smoke cigars, cigarillos, or little cigars?

- 0 days
- 1 or 2 days
- 3 to 5 days
- 6 to 9 days
- 10 to 19 days
- 20 to 29 days
- All 30 days

These questions ask about vaping, which means using electronic vapor products, such as JUUL, SMOK, Suorin, Vuse, and blu. Electronic vapor products include e-cigarettes, vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods. They also include disposable products that you can only use once, such as Puff Bars, Stig, or Viigo.

55. Have you ever used an electronic vapor product?

- Yes
- No

56. How old were you when you used an electronic vapor product for the first time?

- I have never used an electronic vapor product.
- 8 years old or younger
- 9 or 10 years old
- 11 or 12 years old
- 13 or 14 years old
- 15 or 16 years old
- 17 years old or older

57. During the past 30 days, on how many days did you use an electronic vapor product?

- 0 days
- 1 or 2 days
- 3 to 5 days
- 6 to 9 days
- 10 to 19 days
- 20 to 29 days
- All 30 days

58. During the past 30 days, on how many days did you use an electronic vapor product on school property?

- 0 days
- 1 or 2 days
- 3 to 5 days
- 6 to 9 days
- 10 to 19 days
- 20 to 29 days
- All 30 days

59. <u>During the past 30 days</u> , did you get electronic vapor products in any of the following ways?	Yes	No
a. I got or bought them from a friend, family member, or someone else.	<input type="radio"/>	<input type="radio"/>
b. I bought them myself on the Internet.	<input type="radio"/>	<input type="radio"/>
c. I bought them myself in a store (such as a convenience store, supermarket, discount store, gas station, or vape shop) <u>in Massachusetts</u> .	<input type="radio"/>	<input type="radio"/>
d. I bought them in a store <u>in another state</u> .	<input type="radio"/>	<input type="radio"/>
e. I took them from a store or another person.	<input type="radio"/>	<input type="radio"/>
f. I got them some other way.	<input type="radio"/>	<input type="radio"/>

60. Have you ever used electronic vapor products daily, that is, at least once every day for 30 days?

- Yes
- No

61. During the past 30 days, on how many days did you use each of the following types of electronic vapor products?	0 days	1 or 2 days	3 to 9 days	10 to 19 days	20 or more days
a. Vapor products that contain <u>nicotine</u> (nicotine is a chemical in tobacco that can make you have cravings and become addicted)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Vapor products that contain a <u>flavor</u> (like mint, fruit, vanilla, bubble gum, candy, or any other non-tobacco flavor)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Vapor products that contain <u>THC</u> (THC is the chemical in marijuana that gives you the feeling of being high)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. <u>Disposable</u> vapor products that you only use once (like Puff Bars, Stig, or Viigo)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

62. During the past 30 days, how often did you:	Never	Rarely	Sometimes	Often	Very often
a. Feel a strong craving or need to vape?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Want to vape soon after you wake up in the morning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

63. **During the past 30 days, did you use gum that contained nicotine? (This includes flavored gums like ZYN or other nicotine gums like Nicorette.)**

- Yes, to help me quit vaping or smoking
- Yes, when I am having a craving for nicotine but can't vape (not trying to quit vaping or smoking)
- Yes, for some other reason
- No

64. **During the past 12 months, did you try to quit using electronic vapor products?**

- I did not use any electronic vapor products in the past 12 months.
- No, I did not try to quit.
- Yes, I tried to quit but I was not successful.
- Yes, I tried to quit and I was able to quit.

65. **How difficult or easy would it be for you to get electronic vapor products if you wanted to?**

- Very difficult
- Fairly difficult
- Fairly easy
- Very easy

66. **How much do you think people risk harming themselves (physically or in other ways) if they use electronic vapor products?**

- No risk
- Slight risk
- Moderate risk
- Great risk

These questions ask about drinking alcohol. This includes drinking beer, wine, wine coolers, and liquor such as rum, gin, vodka, or whiskey. It also includes drinking hard seltzers (seltzer water that contains alcohol, like White Claw or Truly), hard lemonade, and hard cider that contain alcohol. For these questions, drinking alcohol does not include drinking a few sips of wine for religious purposes.

67. **During your life, on how many days have you had at least one drink of alcohol?**

- 0 days
- 1 or 2 days
- 3 to 9 days
- 10 to 19 days
- 20 to 39 days
- 40 to 99 days
- 100 or more days

68. **How old were you when you had your first drink of alcohol other than a few sips?**

- I have never had a drink of alcohol other than a few sips.
- 8 years old or younger
- 9 or 10 years old
- 11 or 12 years old
- 13 or 14 years old
- 15 or 16 years old
- 17 years old or older

69. **During the past 30 days, on how many days did you have at least one drink of alcohol?**

- 0 days
- 1 or 2 days
- 3 to 5 days
- 6 to 9 days
- 10 to 19 days
- 20 to 29 days
- All 30 days

70. **During the past 30 days, on how many days did you have 4 or more drinks of alcohol in a row (if you are female) or 5 or more drinks of alcohol in a row (if you are male)? "In a row" means within a couple of hours.**

- 0 days
- 1 day
- 2 days
- 3 to 5 days
- 6 to 9 days
- 10 to 19 days
- 20 or more days

71. **During the past 30 days, on how many days did you have at least one drink of alcohol on school property?**

- 0 days
- 1 or 2 days
- 3 to 5 days
- 6 to 9 days
- 10 to 19 days
- 20 to 29 days
- All 30 days

72. **During the past 30 days, how many times have you been drunk from drinking alcoholic beverages?**

- 0 times
- 1 or 2 times
- 3 to 5 times
- 6 to 9 times
- 10 to 19 times
- 20 or more times

73. **During the past 30 days, how many times did you drink alcohol by yourself?**

- 0 times
- 1 or 2 times
- 3 to 5 times
- 6 to 9 times
- 10 to 19 times
- 20 or more times

74. During the past 30 days, did you get alcohol in any of the following ways?	Yes	No
a. I got it at a party.	<input type="radio"/>	<input type="radio"/>
b. A friend gave it to me (not at a party).	<input type="radio"/>	<input type="radio"/>
c. I got it from home, <u>with</u> my parent's/guardian's knowledge.	<input type="radio"/>	<input type="radio"/>
d. I got it from home, <u>without</u> my parent's/guardian's knowledge.	<input type="radio"/>	<input type="radio"/>
e. I bought it at a store, tavern, bar, or public event (like a concert or sporting event) <u>with</u> a fake ID.	<input type="radio"/>	<input type="radio"/>
f. I bought it at a store, tavern, bar, or public event <u>without</u> a fake ID.	<input type="radio"/>	<input type="radio"/>
g. A friend or someone I know who is <u>over 21</u> gave it to me/purchased it for me.	<input type="radio"/>	<input type="radio"/>
h. I asked a stranger to buy it for me.	<input type="radio"/>	<input type="radio"/>
i. My friends or I bought it from an <u>alcohol delivery service</u> (by using an app or ordering online).	<input type="radio"/>	<input type="radio"/>
j. My friends or I bought it online through another type of website.	<input type="radio"/>	<input type="radio"/>

75. **During the past 12 months, how many times did drinking alcohol interfere with school, work, or other responsibilities (like being late or missing school or work, making it hard to concentrate, etc.)?**

- 0 times
- 1 or 2 times
- 3 to 5 times
- 6 to 9 times
- 10 to 19 times
- 20 to 39 times
- 40 or more times

76. **How much do you think people risk harming themselves (physically or in other ways) if they have five or more drinks of an alcohol beverage once or twice a week?**

- No risk
- Slight risk
- Moderate risk
- Great risk

These questions are about marijuana use. Marijuana also is called weed, pot, or cannabis. For these questions, do not count CBD-only or hemp products, which come from the same plant as marijuana, but do not cause a high when used alone.

77. During your life, how many times have you used marijuana?

- 0 times
- 1 or 2 times
- 3 to 9 times
- 10 to 19 times
- 20 to 39 times
- 40 to 99 times
- 100 or more times

78. How old were you when you tried marijuana for the first time?

- I have never tried marijuana.
- 8 years old or younger
- 9 or 10 years old
- 11 or 12 years old
- 13 or 14 years old
- 15 or 16 years old
- 17 years old

79. During your life, how many times have you used marijuana in any of the following ways?	0 times	1 or 2 times	3 to 9 times	10 to 19 times	20 to 39 times	40 to 99 times	100 or more times
a. Smoked it (like in a joint or blunt)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Vaped it (used it with an electronic vaping device)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Ate or drank it in goods or products made with marijuana (This includes edibles, such as candy, baked goods, snacks, or drinks that contain marijuana.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Used a concentrate or other high potency product (such as hash oil, dabs, wax, or shatter)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now, here are some questions about marijuana use in the past 30 days.

80. During the past 30 days, how many times did you use marijuana?

- 0 times
- 1 or 2 times
- 3 to 5 times
- 6 to 9 times
- 10 to 19 times
- 20 to 39 times
- 40 or more times

81. During the past 30 days, how many times did you use marijuana on school property?

- 0 times
- 1 or 2 times
- 3 to 5 times
- 6 to 9 times
- 10 to 19 times
- 20 to 39 times
- 40 or more times

82. During the past 30 days, how many times did you use marijuana and alcohol during the same time period (within a couple of hours)?

- 0 times
- 1 or 2 times
- 3 to 9 times
- 10 to 19 times
- 20 or more times

83. During the past 30 days, how many times did you go to a party or hang out with friends where marijuana was available?

- 0 times
- 1 or 2 times
- 3 to 9 times
- 10 to 19 times
- 20 or more times

84. During the past 30 days, how many times have you used marijuana in any of the following ways?	0 times	1 or 2 times	3 to 9 times	10 to 19 times	20 to 39 times	40 or more times
a. Smoked it (like in a joint or blunt)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Vaped it (used it with an electronic vaping device)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Ate or drank it in goods or products made with marijuana (This includes edibles, such as candy, baked goods, snacks, or drinks that contain marijuana.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Used a concentrate or other high potency product (such as hash oil, dabs, wax, or shatter)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

85. During the past 30 days, did you get marijuana in any of the following ways?	Yes	No
a. I got it at a party.	<input type="radio"/>	<input type="radio"/>
b. A friend gave it to me (not at a party).	<input type="radio"/>	<input type="radio"/>
c. I bought it at a marijuana dispensary.	<input type="radio"/>	<input type="radio"/>
d. Someone age 21 or older bought it for me at a marijuana dispensary.	<input type="radio"/>	<input type="radio"/>
e. I bought it from a friend or someone else.	<input type="radio"/>	<input type="radio"/>
f. I got it from home, <u>with</u> my parent's/guardian's knowledge.	<input type="radio"/>	<input type="radio"/>
g. I got it from home, <u>without</u> my parent's/guardian's knowledge.	<input type="radio"/>	<input type="radio"/>

Here are some additional questions about marijuana use and attitudes.

86. During the past 6 months, how often have you:	Never	Rarely	Some-times	Often	Very often
a. Used marijuana before noon?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Used marijuana when you were alone?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Had memory problems when you used marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Had friends or family members tell you to reduce or stop your marijuana use?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Tried to reduce or stop your marijuana use without succeeding?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Had problems because of your marijuana use (arguments, fights, problems at school or work)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

87. During the past 12 months, has anyone offered, sold, or given you marijuana on school property?

- Yes
- No

88. How difficult or easy would it be for you to get marijuana if you wanted to?

- Very difficult
- Fairly difficult
- Fairly easy
- Very easy

89. Among the adults you know, how many of them do you think use marijuana?

- None
- 1 adult
- 2 or 3 adults
- 4 or 5 adults
- 6 or more adults

90. Have you ever lived with someone who was having a problem with alcohol or drug use?

- Yes
- No

91. How much do you think people risk harming themselves (physically or in other ways) if they use marijuana once or twice a week?

- No risk
- Slight risk
- Moderate risk
- Great risk

92. How much do you think people your age risk harming themselves (physically or in other ways) if they use marijuana every day or almost every day?

- No risk
- Slight risk
- Moderate risk
- Great risk

93. How dangerous do you think it is to ride in a car driven by a high school student who had been using marijuana?

- Not at all dangerous
- A little dangerous
- Somewhat dangerous
- Very dangerous

94. <u>In your opinion</u> , how likely is it that people your age who use marijuana several times a week will:	Very unlikely	Unlikely	Not sure	Likely	Very Likely
a. Harm their brain development?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Harm other parts of their body, like their lungs or heart?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Do worse in school than students who don't use marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Have more mental health problems than other students who don't use marijuana (like anxiety or depression)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Become addicted to marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

These questions ask about using prescription drugs without a doctor's prescription or differently than how a doctor told you to use it. This includes using someone else's prescription or obtaining the medicine illegally.

95. <u>During your life, how many times have you used the following drugs without a doctor's prescription or differently than how a doctor told you to use it:</u>	0 times	1 or 2 times	3 to 9 times	10 to 19 times	20 to 39 times	40 or more times
a. <u>Any prescription drug?</u> This includes using someone else's prescription or obtaining it illegally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. A prescription <u>stimulant</u> (something that increases your alertness, attention, and energy, like Ritalin, Adderall, or Concerta)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. A prescription <u>tranquilizer</u> or sedative (something that decreases anxiety or tension, like Xanax, Klonopin, Ativan, or Valium)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

96. During the past 30 days, how many times have you used any prescription drug without a doctor's prescription or differently than a doctor told you to use it?

- 0 times 10 to 19 times
- 1 or 2 times 20 to 39 times
- 3 to 9 times 40 or more times

These questions are about the use of prescription pain medicine without a doctor's prescription or differently than how a doctor told you to use it. Prescription pain medicine includes opioids like codeine, Vicodin, OxyContin, Hydrocodone, and Percocet.

97. During your life, how many times have you used prescription pain medicine without a doctor's prescription or differently than how a doctor told you to use it?

- 0 times
- 1 or 2 times
- 3 to 9 times
- 10 to 19 times
- 20 to 39 times
- 40 or more times

98. During the past 30 days, how many times did you use a prescription pain medicine without a doctor's prescription or differently than how a doctor told you to use it?

- 0 times 10 to 19 times
- 1 or 2 times 20 to 39 times
- 3 to 9 times 40 or more times

99. During the past 12 months, has anyone offered, sold, or given you prescription pain medicine that you did not have a prescription for on school property?

- Yes
- No

100. During the past 12 months, were you prescribed pain medicine by a doctor to relieve pain due to an injury, surgery, or dental procedure?

- No
- Yes, once
- Yes, more than once
- Not sure

101. If you have ever used prescription pain medicine without a doctor's prescription, how did you usually get it? (Select only one response.)

- I have never used prescription pain medicine without a doctor's prescription.
- I got it from a friend.
- I took it from my parents, without them knowing.
- I took it from somebody else, without them knowing.
- I bought it on the Internet.
- I bought it someplace else.
- I got it some other way.

These questions ask about other drugs. Again, whether or not you have used these drugs, there is an answer for you.

102. During your life, how many times have you used the following drugs?	0 times	1 or 2 times	3 to 9 times	10 to 19 times	20 to 39 times	40 or more times
a. Methamphetamines (also called speed, crystal meth, crank, ice, or meth)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Ecstasy (also called MDMA, Molly, "E", or "X")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Any form of cocaine, including powder, crack, or freebase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Heroin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART F. MENTAL HEALTH

These questions ask about worrying and stress.

103. During the past 30 days, how stressful has your life been?

- Not at all stressful
- A little stressful
- Somewhat stressful
- Very stressful

104. How often do you worry or feel stressed about:	Never	Rarely	Sometimes	Often	Very often
a. School issues (like grades, homework, or tests)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Social issues (like friendships, dating, or teasing)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Family issues (like your relationship with your parent(s), your family's financial situation, or family health concerns)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Safety issues (like violence or fear for your safety at home, school, or in your neighborhood)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Appearance issues (like your weight or how you look)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Your physical and/or emotional health?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

105. Over the last 2 weeks how often have you been bothered by the following problems?	Not at all	Several days	More than half the days	Nearly every day
a. Feeling nervous, anxious, or on edge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Not being able to stop or control worrying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

106. During the past two weeks, how often have you felt so stressed, anxious, or worried that you:	Never	Rarely	Sometimes	Often	Very often
a. Had little interest or pleasure in doing things?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Had trouble falling asleep or staying asleep, or slept too much?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Felt tired or had little energy?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Had a poor appetite or ate too much?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Felt bad about yourself or that you were a failure or had let yourself or your family down?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Had trouble concentrating <u>on school</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Had trouble concentrating on things <u>outside of school</u> , such as watching videos or shows or reading for pleasure?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

107. When you are feeling stressed, anxious, or worried, how well do you manage these feelings?

- I don't experience these feelings.
- Very poorly
- Poorly
- Fairly well
- Well
- Very well

108. When you feel stressed, worried, or anxious, how often do you:	Never	Rarely	Sometimes	Often	Very often
a. Exercise to make yourself feel better (like running, playing sports, dancing, or doing yoga)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Use alcohol or drugs to make yourself feel better?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Do something to take your mind off your worries (like watching TV or videos, reading, doing a hobby, sleeping)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Get help or advice from someone else?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Get emotional support from someone else?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Get angry or upset with yourself?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Get angry or upset with others around you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Try to see things in a different light, to make it seem more positive?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Make jokes about your feelings or situation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Find comfort in your religion or spiritual beliefs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

These questions ask about sad feelings, deliberately hurting yourself, and attempted suicide. Sometimes people feel so depressed about the future that they may consider attempting suicide, that is, taking some action to end their own life.

109. **During the past 12 months**, did you ever feel so sad or hopeless almost every day for **two weeks or more in a row** that you stopped doing some usual activities?
- Yes
 - No
110. **During the past 12 months**, how many times did you hurt or injure yourself **on purpose**? (For example, by cutting, burning, or bruising yourself on purpose.)
- 0 times
 - 1 or 2 times
 - 3 to 5 times
 - 6 to 9 times
 - 10 to 19 times
 - 20 or more times
111. **During the past 12 months**, did you ever **seriously** consider attempting suicide?
- Yes
 - No
112. **During the past 12 months**, did you make a plan about how you would attempt suicide?
- Yes
 - No
113. **During the past 12 months**, how many times did you actually attempt suicide?
- 0 times
 - 1 time
 - 2 or 3 times
 - 4 or 5 times
 - 6 or more times
114. **If you attempted suicide during the past 12 months**, did any attempt result in an injury, poisoning, or overdose that had to be treated by a doctor or nurse?
- I did not attempt suicide during the past 12 months.*
 - Yes
 - No
115. **During the past 12 months**, did you **take medicine prescribed** by a doctor or other health professional for any type of mental health or emotional problem?
- Yes
 - No
 - Not sure
116. Have you ever lived with someone who was depressed, mentally ill, or suicidal?
- Yes
 - No

These questions are about emotional challenges or problems. Emotional challenges include things that make you feel sad, angry, stressed, or anxious, or that may make you have thoughts of hurting yourself.

117. During the past 12 months, how many times did you talk with any of the following for help with emotional challenges or problems?	0 times	1 time	2 or 3 times	4 or more times
a. School counselor, school therapist, or school psychologist (Do <u>not</u> include talking about class scheduling or college or career preparation.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. School nurse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Another adult <u>from school</u> , like a teacher or other school staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Therapist, psychologist, or other mental health professional <u>outside of school</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Parent, relative, or other adult <u>outside of school</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Friend around the same age as you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Crisis hotline/text line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Person or group on social media (such as Instagram, Facebook, Snapchat)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

118. During the past 12 months, how many times did you use telehealth or online therapy services for help with emotional challenges or problems? This means talking to a therapist, psychologist, or mental health professional using a phone, computer, or other electronic device. It can include talking with a provider you already know, or using an online service like Talkspace or Betterhelp.

- 0 times
- 1 time
- 2 or 3 times
- 4 or more times

These statements are about seeking help for emotional challenges or problems from a counselor, therapist, or psychologist at school.

119. How much do you agree or disagree with each statement about getting help from someone at school?	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. I don't know who to go to for help at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I don't think counseling with someone at school would help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I wouldn't have time or wouldn't want to miss class to get help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I don't trust anyone from my school enough to talk about my emotional challenges or problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I should handle problems on my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I would be too embarrassed or scared to talk about it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. A school counselor/therapist might not understand me or the challenges I was having.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I wouldn't want other students to know I was meeting with a school counselor/therapist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I wouldn't want my parent(s)/guardian(s) to know I was meeting with a school counselor/therapist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Teachers or other school staff might treat me differently or give me fewer opportunities at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. My parents wouldn't want me to get help at school because they would be worried I might be treated differently or given fewer opportunities at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next questions are about students experiencing distress or trauma that is related to a terrible event or ongoing serious problem in their lives. Some examples include violence, abuse, a serious accident, losing a close friend or family member, or lack of food or basic needs.

120. How likely is it that teachers or other adults at your school:	Very unlikely	Unlikely	Neither	Likely	Very likely
a. Notice when students are in distress (experiencing extreme anxiety, sorrow, or emotional pain)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Understand how being in distress can affect a student's behavior in class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Help students who are in distress get help and support at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Indicate how often each of the statements below describes you.

121. How often do you:	Never	Rarely	Sometimes	Often	Very often
a. Feel like you have a friend you can talk to about a personal problem?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Feel like you are part of a group of friends?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Feel lonely?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Feel like you have a lot in common with the people around you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Feel like there are people who really know you and understand you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Feel left out and excluded by others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART G. COVID-19 (CORONAVIRUS)

The next questions ask about your experiences since the beginning of the COVID-19 (coronavirus) pandemic, which began early in 2020 in the United States.

122. **During the COVID-19 pandemic**, how often have you experienced poor mental health? (Poor mental health includes stress, anxiety, and depression.)

- Never
- Rarely
- Sometimes
- Most of the time
- Always

123. How has your mental and emotional health changed **since the beginning of the COVID-19 pandemic?**

- Become a lot worse
- Become a little worse
- About the same
- Become a little better
- Become a lot better

124. How has your use of the following substances changed since the beginning of the COVID-19 pandemic?	<i>I have never used this substance</i>	Use a <u>lot</u> <u>more</u> now	Use a <u>little</u> <u>more</u> now	Use about the same	Use a <u>little</u> <u>less</u> now	Use a <u>lot</u> <u>less</u> now
a. Electronic vapor products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Alcohol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Marijuana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Any prescription medicine <u>without</u> a doctor's prescription	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART H. SEXUAL BEHAVIOR

These questions ask about sexual behavior. Whether or not you have ever had sexual intercourse, there is an answer for you.

125. Have you ever had sexual intercourse (gone all the way)?

- Yes
- No

126. How old were you when you had sexual intercourse for the first time?

- I have never had sexual intercourse.
- 11 years old or younger
- 12 years old
- 13 years old
- 14 years old
- 15 years old
- 16 years old
- 17 years old or older

127. During your life, with how many people have you had sexual intercourse?

- I have never had sexual intercourse.
- 1 person
- 2 people
- 3 people
- 4 people
- 5 people
- 6 or more people

128. During the past 3 months, with how many people did you have sexual intercourse?

- I have never had sexual intercourse.
- I have had sexual intercourse, but not during the past 3 months.
- 1 person
- 2 people
- 3 people
- 4 people
- 5 people
- 6 or more people

129. Did you drink alcohol or use drugs before you had sexual intercourse the last time?

- I have never had sexual intercourse.
- Yes
- No

130. The last time you had sexual intercourse, did you or your partner use a condom?

- I have never had sexual intercourse.
- Yes
- No

131. The last time you had sexual intercourse with an opposite-sex partner, what one method did you or your partner use to prevent pregnancy? (Select only one response.)

- I have never had sexual intercourse with an opposite-sex partner.
- No method was used to prevent pregnancy.
- Birth control pills (Do not count emergency contraception such as Plan B or the "morning after" pill.)
- Condoms
- An IUD (such as Mirena or ParaGard) or implant (such as Implanon or Nexplanon)
- A shot (such as Depo-Provera), patch (such as Ortho Evra), or birth control ring (such as NuvaRing)
- Withdrawal or some other method
- Not sure

132. How many times have you been pregnant or gotten someone pregnant?

- I have never been pregnant or gotten someone pregnant.
- 1 time
- 2 or more times
- Not sure

133. During your life, has anyone ever had sexual contact with you against your will?

- Yes, once
- Yes, more than once
- No

134. During your life, have you ever been physically forced to have sexual intercourse when you did not want to?

- Yes, once
- Yes, more than once
- No

135. During your life, with whom have you had sexual contact?

- I have never had sexual contact.
- Females
- Males
- Females and males

PART I. SCHOOL ATTITUDES AND EXPERIENCES

These questions are about your feelings and experiences related to school. The questions about school refer to how you are participating in school right now.

136. Do you agree or disagree with these statements about school?	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. I feel close to people at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I feel like I am part of this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I am happy to be at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The teachers at this school treat students fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I feel safe in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

137. At my school, there is a teacher or some other adult who:	Not at all true	A little true	Pretty true	Very true
a. Really cares about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Tells me when I do a good job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Notices when I'm not there.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Always wants me to do my best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Listens to me when I have something to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Believes that I will be a success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

138. How often do you:	Never	Rarely	Sometimes	Most of the time	Always
a. Try as hard as you can in school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Enjoy your schoolwork?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Find your schoolwork valuable?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

139. Do you agree or disagree with the following statements:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. People of different cultural backgrounds, races, or ethnicities get along well at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. At this school, students work on listening to others to understand what they are trying to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. At this school, all students are treated equally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. At this school, teachers/school staff show respect for all students' cultural beliefs and practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. At this school, students show respect for each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. School rules are applied equally to all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

140. **During the past 30 days, on how many days were you absent from school?**
- 0 days
 - 1 or 2 days
 - 3 to 5 days
 - 6 to 9 days
 - 10 or more days
141. **Do you have any physical disabilities or physical, long-term health problems? (Long-term means 6 months or more.)**
- Yes
 - No
 - Not sure
142. **Do you have any long-term learning disabilities? (Long-term means 6 months or more.)**
- Yes
 - No
 - Not sure
143. **Do you have an IEP (Individualized Education Program) at school?**
- Yes
 - No
 - Not sure
144. **Have you ever been told by a doctor or other health care professional that you have an attention disorder, such as Attention Deficit/Hyperactivity Disorder (ADD/ADHD)?**
- Yes
 - No
 - Not sure
145. **Are you eligible to get a free or reduced-price lunch at school? (Receiving free or reduced-price lunches means that lunch at school is provided to you for free or you pay less for it.)**
- Yes
 - No
 - Not sure
146. **How many advanced placement (AP) classes are you taking this school year?**
- None
 - One AP class
 - Two AP classes
 - Three or more AP classes
147. **How many honors-level classes are you taking this school year? (Do not include advanced placement classes.)**
- None
 - One honors class
 - Two honors classes
 - Three or more honors classes

PART J. ACTIVITIES AND SLEEP

148. On an average school day, how many hours do you spend:	None	Less than 1 hour per day	1 hour per day	2 hours per day	3 hours per day	4 hours per day	5 or more hours per day
a. On extracurricular activities outside of school, like sports, clubs, music lessons, or other nonacademic activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. On "screen time" that is not for school work or homework? Count time spent watching TV, going on the Internet, playing video games, or using a computer, tablet, or smartphone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. On homework or studying before or after school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

149. **During the past 12 months, on how many days did you participate in any volunteer activities or community service activities outside of your home? (Do not include activities for which you were paid.)**

- 0 days 10 to 19 days
 1 or 2 days 20 to 39 days
 3 to 9 days 40 or more days

150. **On an average school night, how many hours of sleep do you get?**

- 4 or less hours 8 hours
 5 hours 9 hours
 6 hours 10 or more hours
 7 hours

151. How often do each of the following things keep you from getting enough sleep?	Never	Rarely	Some-times	Often	Very often
a. The amount of schoolwork and studying you have	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The amount of time you spend on extracurricular activities (like sports, clubs, music lessons, hobbies, or other nonacademic activities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The amount of time you spend on social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The amount of time you spend gaming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The amount of time you work at a job for pay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Worrying about school, family, friends, or other concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART K. ONLINE BEHAVIORS

These questions ask about using cell phones, computers, and other electronic devices to talk, send messages, go online, or use social media. Social media includes Instagram, Facebook, Snapchat, Twitter, TikTok, and other platforms where you can share messages, photos/videos, or other information online.

152. On an average school day, how many hours do you:	None	Less than 1 hour per day	1 hour per day	2 hours per day	3 hours per day	4 hours per day	5 or more hours per day
a. Spend online for school or homework?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Spend online <u>not</u> for school or homework?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Spend on <u>social media</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Spend <u>gaming</u> (playing online or video games)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

153. Do you agree or disagree with these statements about social media?	<i>I don't use social media.</i>	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. I feel more connected with my peers because of social media.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I feel pressured to post things that will be popular and get a lot of comments or "likes."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I feel badly about myself, excluded, or left out when I see what others post on social media.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I have gotten support on social media when I've been going through a tough or challenging time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Social media keeps me from doing other things that are important, like homework or family responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Being on social media helps me feel better about myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I spend too much time on social media.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I have found people who share the same hobbies and interests as me on social media.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Social media has hurt my relationships with friends, peers, or students at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I have spoken up or taken action on social media about issues that are important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. I have had serious conflicts with my parents or other members of my family because of my social media use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next questions are about "sexting." That means sending or forwarding nude, semi-nude, or sexually suggestive photos or videos using the Internet, cell phones, or other electronic devices.

154. During the past 12 months, how many times:	0 times	1 time	2 times	3 or more times
a. Did you <u>feel pressured</u> by a boyfriend/girlfriend, date or someone you were going out with to send, forward, or post a nude, semi-nude, or sexually suggestive photo/video of yourself?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Did you <u>send, forward, or post</u> a nude, semi-nude, or sexually suggestive photo/video of yourself?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Did <u>someone else</u> send or post a nude, semi-nude, or sexually suggestive photo/video of you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART L. COMMUNITY ISSUES AND EXPERIENCES

Sometimes, young people worry about things that may affect themselves or others. The following questions ask how much you worry about these things.

155. How often do you worry or feel stressed about:	Never	Rarely	Some-times	Often	Very often
a. Climate change?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. COVID-19 (coronavirus) or other pandemics?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Substance use in your community?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Racial discrimination in your community?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Discrimination against LGBTQ people in your community (LGBTQ means lesbian, gay, bisexual, transgender, queer, or questioning)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Unemployment or job loss in your community?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Violence in your community?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

156. During your life, how often have you felt that you were treated badly or unfairly because of:	Never	Rarely	Some-times	Often	Very often
a. Your race or ethnicity?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Your religion or culture?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Your gender or gender identity?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Your sexual identity or sexual orientation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. A disability you have or others think you have?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Your height or weight, or how you look?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART M. NUTRITION AND PHYSICAL ACTIVITY

These questions ask about body weight and eating patterns.

157. How do you describe your weight?

- Very underweight
- Slightly underweight
- About the right weight
- Slightly overweight
- Very overweight

158. During the past 7 days, on how many days did you eat breakfast?

- 0 days
- 1 day
- 2 days
- 3 days
- 4 days
- 5 days
- 6 days
- 7 days

159. During the past 7 days, on how many days did you eat dinner at home with at least one of your parents or guardians?

- 0 days
- 1 day
- 2 days
- 3 days
- 4 days
- 5 days
- 6 days
- 7 days

These questions are about physical activity.

160. During the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day? (Add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time.)

- 0 days 4 days
 1 day 5 days
 2 days 6 days
 3 days 7 days

161. During the past 7 days, on how many days did you exercise or participate in physical activity for at least 20 minutes that made you sweat and breathe hard, such as basketball, soccer, running, swimming laps, fast bicycling, fast dancing, or similar aerobic activities?

- 0 days 4 days
 1 day 5 days
 2 days 6 days
 3 days 7 days

162. During the past 7 days, on how many days did you do exercises to strengthen or tone your muscles, such as push-ups, sit-ups, or weight lifting?

- 0 days 4 days
 1 day 5 days
 2 days 6 days
 3 days 7 days

163. During the past 12 months, on how many sports teams did you play? (Include any teams run by your school or community groups.)

- 0 teams
 1 team
 2 teams
 3 or more teams

164. How tall are you without your shoes on? Write your height in the shaded blank boxes.

Example:

Height	
Feet	Inches
5	7

Fill in your height here:

Height	
Feet	Inches

165. How much do you weigh without your shoes on? Write your weight in the shaded blank boxes.

Example:

Weight		
Pounds		
1	5	2

Fill in your weight here:

Weight		
Pounds		

PART N. ADDITIONAL QUESTIONS

Now here is the final set of questions. These questions will help us learn more about the health and behaviors of students.

Since the beginning of the COVID-19 pandemic:	Yes	No
Did a parent or other adult in your home lose their job, even for a short amount of time?	<input type="radio"/>	<input type="radio"/>
Did someone who lives with you test positive for COVID-19?	<input type="radio"/>	<input type="radio"/>
Was someone close to you (close friend or family member) hospitalized with COVID-19?	<input type="radio"/>	<input type="radio"/>

How have the following things changed since the beginning of the COVID-19 pandemic?	Become a <u>lot</u> worse	Become a <u>little</u> worse	About the same	Become a <u>little</u> better	Become a <u>lot</u> better
The level of effort you put into your school work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of your relationships with teachers and other staff from your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of your relationships with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of your relationships with your family members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the past 30 days, have you used electric vapor products on school property in any of the following places?	Yes	No
In the classroom	<input type="radio"/>	<input type="radio"/>
In the cafeteria/lunch room	<input type="radio"/>	<input type="radio"/>
In the locker rooms	<input type="radio"/>	<input type="radio"/>
In the hallways	<input type="radio"/>	<input type="radio"/>
In the bathroom	<input type="radio"/>	<input type="radio"/>
In the library	<input type="radio"/>	<input type="radio"/>
Outside on school property	<input type="radio"/>	<input type="radio"/>

How important are each of the following things to you in making a decision whether or not to drink alcohol?	Not at all important	A little important	Somewhat important	Very important
Your parents do not approve of you drinking alcohol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your friends/peers do not approve of you drinking alcohol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your sports coach would not approve of you drinking alcohol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You don't want to harm yourself by drinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You are worried about getting caught by your parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You are worried about getting caught by your sports coach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You are worried about getting caught by someone at your school (teacher, school administrator, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the past 30 days, how often did you worry or feel stressed about:	Never or hardly ever	Rarely	Sometimes	Often	Very often
Getting good grades?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being able to finish all of your work and study enough for tests?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making plans for college or what you will do after high school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressure from your parent(s)/guardian(s) to do well in school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressure from your teachers or other school staff to do well in school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressure or competition from other students to do well in school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being involved in afterschool/extracurricular activities, like sports and clubs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**This is the end of the survey. Please follow the instructions of the person giving you the survey.
Thank you very much for your help!**

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Appendix 3
MetroWest Region Tables

Table 2-1A. Lifetime and Current Substance Use by Sex and Grade, 2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u> <i>(22,903)</i>	<u>Sex (%)</u>		<u>Grade (%)</u>			
		Female <i>(11,548)</i>	Male <i>(11,283)</i>	9 th <i>(6,306)</i>	10 th <i>(5,913)</i>	11 th <i>(5,432)</i>	12 th <i>(5,181)</i>
LIFETIME USE *							
Cigarettes	10.5	10.6	10.4	6.2	7.8	12.1	17.1
Electronic vapor products [†]	23.5	26.4	20.5	12.3	19.0	27.4	38.3
Alcohol [‡]	44.5	47.9	40.9	28.6	39.9	51.2	62.5
Marijuana	20.6	21.7	19.6	7.1	14.7	25.4	39.2
Prescription drugs (any) [§]	4.2	4.9	3.3	3.1	4.0	4.5	5.4
Prescription pain medicines**	5.0	5.7	4.3	5.3	4.5	5.1	5.0
Prescription stimulants [§]	2.9	3.0	2.9	2.2	2.4	3.2	4.0
Prescription tranquilizers [§]	2.2	2.4	1.9	1.6	2.1	2.3	2.7
Methamphetamines	0.8	0.6	1.1	0.4	0.8	1.0	1.1
Ecstasy	1.2	1.0	1.5	0.6	1.1	1.4	1.9
Cocaine ^{††}	1.0	0.8	1.3	0.5	0.8	1.4	1.6
Heroin	0.8	0.5	1.2	0.5	0.8	1.0	1.2
CURRENT USE (past 30 days) ††							
Cigarettes	2.9	2.4	3.4	1.4	2.2	3.0	5.4
Electronic vapor products [†]	13.3	15.1	11.5	6.0	11.1	15.8	22.4
Alcohol [‡]	24.9	28.0	21.7	10.5	21.1	30.1	41.8
Marijuana	12.3	12.2	12.5	3.8	8.9	15.0	24.1
Prescription drugs (any) [§]	3.3	3.6	2.9	2.7	3.2	3.4	3.9
Prescription pain medicines	2.6	2.6	2.5	2.9	2.3	2.5	2.5
CURRENT USE ON SCHOOL PROPERTY (past 30 days) ††							
Electronic vapor products [†]	5.6	6.0	5.1	2.8	4.4	6.4	9.5
Alcohol [‡]	1.7	1.3	2.1	1.0	1.2	1.7	3.1
Marijuana	3.3	2.7	3.9	1.4	2.5	3.8	6.0

* Used one or more times in lifetime

† Includes electronic cigarettes (e-cigarettes) like JUUL, SMOK, Suorin, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods; also includes disposable products that you can only use once such as Puff Bars, Stig, or Viigo

‡ Does not include drinking a few sips of wine for religious purposes

§ Without a doctor's prescription or differently than how a doctor told you to use it; includes using someone else's prescription or obtaining the medicine illegally

** Without a doctor's prescription or differently than how a doctor told you to use; prescription pain medicine includes opioids like codeine, Vicodin, OxyContin, Hydrocodone, and Percocet.

†† Includes using powder, crack, or freebase

‡‡ Used one or more times in the past 30 days

Table 2-1B. Lifetime and Current Substance Use, 2006-2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 <i>(16,680)</i>	2008 <i>(20,406)</i>	2010 <i>(23,187)</i>	2012 <i>(24,459)</i>	2014 <i>(24,355)</i>	2016 <i>(24,385)</i>	2018 <i>(24,746)</i>	2021 <i>(22,903)</i>
LIFETIME USE *								
Cigarettes	35.3	33.3	25.9	22.0	17.3	13.2	12.2	10.5
Electronic vapor products [†]	–	–	–	–	30.5	27.9	41.1	23.5
Alcohol [‡]	66.5	62.8	58.0	55.6	53.8	51.7	50.0	44.5
Marijuana	33.2	33.4	34.6	32.3	30.4	27.8	31.3	20.6
Prescription drugs (any) [§]	11.0	10.1	10.1	8.8	7.3	5.8	4.8	4.2
Prescription pain medicines**	–	–	–	–	–	–	–	5.0
Prescription stimulants [§]	–	–	–	–	–	5.2	3.8	2.9
Prescription tranquilizers [§]	–	–	–	–	–	–	–	2.2
Methamphetamines	3.8	3.2	3.3	2.9	2.0	1.7	0.9	0.8
Ecstasy	5.1	5.4	5.7	4.9	3.9	2.7	1.6	1.2
Cocaine ^{††}	6.0	5.3	4.4	3.8	3.2	2.7	1.7	1.0
Heroin	2.4	2.6	2.2	2.3	1.7	1.4	0.9	0.8
CURRENT USE (past 30 days) ^{##}								
Cigarettes	14.7	13.9	12.1	9.1	6.2	4.7	3.2	2.9
Electronic vapor products [†]	–	–	–	–	17.5	14.6	28.4	13.3
Alcohol [‡]	42.2	39.1	34.7	33.4	32.9	31.5	27.7	24.9
Marijuana	20.2	22.8	23.5	21.5	20.3	19.2	21.2	12.3
Prescription drugs (any) [§]	–	5.7	5.7	5.0	4.1	3.2	2.6	3.3
Prescription pain medicines	–	–	–	–	–	–	2.6	2.6
CURRENT USE ON SCHOOL PROPERTY (past 30 days) ^{##}								
Electronic vapor products [†]	–	–	–	–	–	–	12.1	5.6
Alcohol [‡]	4.8	4.0	3.3	3.6	2.8	2.7	1.5	1.7
Marijuana	4.4	5.2	6.0	5.0	4.3	3.4	5.6	3.3

* Used one or more times in lifetime

† Includes electronic cigarettes (e-cigarettes) like JUUL, SMOK, Suorin, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods; also includes disposable products that you can only use once such as Puff Bars, Stig, or Viigo

‡ Does not include drinking a few sips of wine for religious purposes

§ Without a doctor's prescription or differently than how a doctor told you to use it; includes using someone else's prescription or obtaining the medicine illegally

** Without a doctor's prescription or differently than how a doctor told you to use; prescription pain medicine includes opioids like codeine, Vicodin, OxyContin, Hydrocodone, and Percocet.

†† Includes using powder, crack, or freebase

Used one or more times in the past 30 days

Table 2-2A. Tobacco Use by Sex and Grade, 2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
		Female	Male	9 th	10 th	11 th	12 th
	(22,903)	(11,548)	(11,283)	(6,306)	(5,913)	(5,432)	(5,181)
CIGARETTE SMOKING							
Lifetime cigarette smoking*	10.5	10.6	10.4	6.2	7.8	12.1	17.1
Smoked a whole cigarette before age 13 years	1.6	1.2	2.0	1.4	1.4	1.6	1.8
Current cigarette use (past 30 days)	2.9	2.4	3.4	1.4	2.2	3.0	5.4
Current frequent cigarette use (on 20 or more of the past 30 days)	0.6	0.2	0.9	0.3	0.5	0.5	0.9
Ever smoked cigarettes daily (every day for 30 days)	2.2	2.2	2.1	1.9	1.9	2.2	2.7
USE OF OTHER TOBACCO PRODUCTS							
Current smokeless tobacco use (past 30 days) [†]	1.7	0.8	2.6	0.8	1.1	2.1	2.9
Current cigar use (past 30 days) [‡]	1.8	0.8	2.9	0.8	1.5	1.8	3.4
Used cigarettes, cigars, and/or smokeless tobacco (past 30 days)	5.3	3.7	6.8	2.7	3.9	5.8	9.1
Used cigarettes, cigars, smokeless tobacco, and/or electronic vapor products (past 30 days)	14.4	15.7	13.1	6.7	12.2	16.7	24.0

* Ever tried cigarette smoking, even one or two puffs

† Used chewing tobacco, snuff, or dip

‡ Smoked cigars, cigarillos, or little cigars

Table 2-2B. Tobacco Use, 2006-2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 <i>(16,680)</i>	2008 <i>(20,406)</i>	2010 <i>(23,187)</i>	2012 <i>(24,459)</i>	2014 <i>(24,355)</i>	2016 <i>(24,385)</i>	2018 <i>(24,746)</i>	2021 <i>(22,903)</i>
CIGARETTE SMOKING								
Lifetime cigarette smoking*	35.3	33.3	25.9	22.0	17.3	13.2	12.2	10.5
Smoked a whole cigarette before age 13 years	6.7	5.6	5.1	3.9	3.0	2.2	1.9	1.6
Current cigarette use (past 30 days)	14.7	13.9	12.1	9.1	6.2	4.7	3.2	2.9
Current frequent cigarette use (on 20 or more of the past 30 days)	5.6	4.6	4.0	2.9	1.7	1.2	0.8	0.6
Ever smoked cigarettes daily (every day for 30 days)	9.3	8.2	7.6	7.4	5.5	3.5	2.5	2.2
USE OF OTHER TOBACCO PRODUCTS								
Current smokeless tobacco use (past 30 days) [†]	5.1	6.3	6.3	5.4	4.4	3.8	2.5	1.7
Current cigar use (past 30 days) [‡]	13.4	14.5	13.1	10.6	8.1	5.7	3.5	1.8
Used cigarettes, cigars, and/or smokeless tobacco (past 30 days)	21.8	22.4	19.8	16.0	12.4	8.9	6.0	5.3
Used cigarettes, cigars, smokeless tobacco, and/or electronic vapor products (past 30 days)	–	–	–	–	–	–	29.0	14.4

* Ever tried cigarette smoking, even one or two puffs

[†] Used chewing tobacco, snuff, or dip

[‡] Smoked cigars, cigarillos, or little cigars

Table 2-3A. Electronic Vapor Product Use by Sex and Grade, 2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
	(22,903)	Female (11,548)	Male (11,283)	9 th (6,306)	10 th (5,913)	11 th (5,432)	12 th (5,181)
ELECTRONIC VAPOR PRODUCT USE*							
Lifetime electronic vapor product use	23.5	26.4	20.5	12.3	19.0	27.4	38.3
Used an electronic vapor product before age 13 years	3.1	3.0	3.2	3.4	3.1	3.1	2.7
Current electronic vapor product use (past 30 days)	13.3	15.1	11.5	6.0	11.1	15.8	22.4
Current frequent electronic vapor product use (on 20 or more of the past 30 days)	3.5	3.8	3.2	1.2	2.3	4.1	7.1
Current daily electronic vapor product use (on all 30 of the past 30 days)	2.3	2.3	2.2	0.7	1.6	2.5	4.8
Current electronic vapor product use on school property (past 30 days)	5.6	6.0	5.1	2.8	4.4	6.4	9.5
Used electronic vapor products that contain nicotine (past 30 days)	9.8	11.6	7.9	4.1	7.6	12.0	17.1
Used electronic vapor products that contain a flavor (past 30 days)	10.1	12.1	8.0	4.6	8.4	12.1	16.8
Used electronic vapor products that contain THC (past 30 days)	7.4	7.6	7.2	2.5	6.4	8.8	13.1
Used disposable electronic vapor products (past 30 days)	9.7	11.6	7.6	4.1	7.6	11.7	16.7
Used gum that contains nicotine (past 30 days) [†]	1.7	1.2	2.1	0.7	1.1	2.1	2.8
Perceived risk of using electronic vapor products (moderate/great risk)	83.4	86.1	80.6	86.1	84.7	82.0	80.2
Ease of obtaining electronic vapor products (fairly/very easy)	56.2	57.1	55.3	39.8	52.7	63.7	72.5
BEHAVIORS RELATED TO FREQUENT USE							
Ever used electronic vapor products daily (at least once every day for 30 days)	6.0	6.6	5.3	2.5	3.9	7.1	11.5
Feel a strong craving or need to vape (often/very often, past 30 days)	2.2	2.7	1.7	0.9	1.7	2.6	4.0
Want to vape soon after you wake up (often/very often, past 30 days)	2.3	2.6	2.1	0.8	1.5	2.8	4.6
Tried to quit using electronic vapor products (among students who vaped, past 12 months)	47.9	48.6	47.0	56.0	50.6	46.3	44.1

* Includes electronic cigarettes (e-cigarettes) like JUUL, SMOK, Suorin, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods; also includes disposable products that you can only use once such as Puff Bars, Stig, or Viigo

† Includes flavored gums like ZYN or other nicotine gums like Nicorette

Table 2-3B. Electronic Vapor Product Use, 2006-2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 <i>(16,680)</i>	2008 <i>(20,406)</i>	2010 <i>(23,187)</i>	2012 <i>(24,459)</i>	2014 <i>(24,355)</i>	2016 <i>(24,385)</i>	2018 <i>(24,746)</i>	2021 <i>(22,903)</i>
ELECTRONIC VAPOR PRODUCT USE*								
Lifetime electronic vapor product use	–	–	–	–	30.5	27.9	41.1	23.5
Used an electronic vapor product before age 13 years	–	–	–	–	–	–	2.4	3.1
Current electronic vapor product use (past 30 days)	–	–	–	–	17.5	14.6	28.4	13.3
Current frequent electronic vapor product use (on 20 or more of the past 30 days)	–	–	–	–	0.9	1.9	7.8	3.5
Current daily electronic vapor product use (on all 30 of the past 30 days)	–	–	–	–	0.8	1.6	5.0	2.3
Current electronic vapor product use on school property (past 30 days)	–	–	–	–	–	–	12.1	5.6
Used electronic vapor products that contain nicotine (past 30 days)	–	–	–	–	–	–	–	9.8
Used electronic vapor products that contain a flavor (past 30 days)	–	–	–	–	–	–	–	10.1
Used electronic vapor products that contain THC (past 30 days)	–	–	–	–	–	–	–	7.4
Used disposable electronic vapor products (past 30 days)	–	–	–	–	–	–	–	9.7
Used gum that contains nicotine (past 30 days) [†]	–	–	–	–	–	–	–	1.7
Perceived risk of using electronic vapor products (moderate/great risk)	–	–	–	–	42.2	47.9	67.2	83.4
Ease of obtaining electronic vapor products (fairly/very easy)	–	–	–	–	–	–	–	56.2
BEHAVIORS RELATED TO FREQUENT USE								
Ever used electronic vapor products daily (at least once every day for 30 days)	–	–	–	–	–	–	–	6.0
Feel a strong craving or need to vape (often/very often, past 30 days)	–	–	–	–	–	–	–	2.2
Want to vape soon after you wake up (often/very often, past 30 days)	–	–	–	–	–	–	–	2.3
Tried to quit using electronic vapor products (among students who vaped, past 12 months)	–	–	–	–	–	–	–	47.9

* Includes electronic cigarettes (e-cigarettes) like JUUL, SMOK, Suorin, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods; also includes disposable products that you can only use once such as Puff Bars, Stig, or Viigo

† Includes flavored gums like ZYN or other nicotine gums like Nicorette

Table 2-4A. Alcohol Use by Sex and Grade, 2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
	(22,903)	Female (11,548)	Male (11,283)	9 th (6,306)	10 th (5,913)	11 th (5,432)	12 th (5,181)
ALCOHOL USE*							
Lifetime alcohol use	44.5	47.9	40.9	28.6	39.9	51.2	62.5
Had first drink of alcohol before age 13 years	7.3	7.0	7.6	9.6	7.0	5.9	6.2
Current alcohol use (past 30 days)	24.9	28.0	21.7	10.5	21.1	30.1	41.8
Current alcohol use on school property (past 30 days)	1.7	1.3	2.1	1.0	1.2	1.7	3.1
Binge drinking (past 30 days) [†]	14.5	15.7	13.2	4.1	10.7	17.6	28.5
Was “drunk” from consuming alcohol (past 30 days)	16.4	18.5	14.1	4.9	12.4	20.0	31.3
Drank alcohol by yourself (past 30 days)	5.5	5.8	5.2	3.8	5.1	5.5	8.1
Drinking interfered with responsibilities (past 12 months)	3.1	3.2	3.0	1.5	2.3	3.7	5.3
Used marijuana and alcohol during the same time period (past 30 days) [‡]	6.9	6.7	7.3	1.9	4.4	8.2	14.8
Perceived risk of having five or more drinks of alcohol once or twice a week (moderate/great risk)	77.6	82.1	73.0	81.3	78.9	77.1	72.2
Ever lived with someone who was having a problem with alcohol/drug use	16.5	19.1	13.7	14.1	16.4	17.7	18.4
DRINKING AND DRIVING (past 30 days)							
Rode in a car driven by someone who had been drinking	12.2	13.4	11.0	11.7	11.2	12.3	13.6
Rode in a car driven by a high school student who had been drinking	4.0	4.1	4.0	1.5	2.4	4.8	8.0
Drove a car when you had been drinking [§]	4.2	3.1	5.4	–	–	3.0	5.4

* Does not include drinking a few sips of wine for religious purposes

† Consumed 4+ drinks in a row for females, or 5+ drinks in a row for males

‡ Within a couple of hours

§ Among 11th and 12th grade drivers only

Table 2-4B. Alcohol Use, 2006-2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 <i>(16,680)</i>	2008 <i>(20,406)</i>	2010 <i>(23,187)</i>	2012 <i>(24,459)</i>	2014 <i>(24,355)</i>	2016 <i>(24,385)</i>	2018 <i>(24,746)</i>	2021 <i>(22,903)</i>
ALCOHOL USE*								
Lifetime alcohol use	66.5	62.8	58.0	55.6	53.8	51.7	50.0	44.5
Had first drink of alcohol before age 13 years	15.5	13.5	12.1	10.2	9.0	8.9	8.1	7.3
Current alcohol use (past 30 days)	42.2	39.1	34.7	33.4	32.9	31.5	27.7	24.9
Current alcohol use on school property (past 30 days)	4.8	4.0	3.3	3.6	2.8	2.7	1.5	1.7
Binge drinking (past 30 days) [†]	25.1	23.2	20.8	18.7	17.5	16.9	15.8	14.5
Was “drunk” from consuming alcohol (past 30 days)	–	27.7	24.8	23.9	22.8	22.0	18.4	16.4
Drank alcohol by yourself (past 30 days)	–	–	6.6	7.1	6.7	6.9	5.5	5.5
Drinking interfered with responsibilities (past 12 months)	7.3	6.2	5.5	4.5	3.5	3.7	3.3	3.1
Used marijuana and alcohol during the same time period (past 30 days) [‡]	–	–	–	13.4	12.5	11.4	10.8	6.9
Perceived risk of having five or more drinks of alcohol once or twice a week (moderate/great risk)	–	–	–	–	–	–	–	77.6
Ever lived with someone who was having a problem with alcohol/drug use	–	–	–	–	–	–	–	16.5
DRINKING AND DRIVING (past 30 days)								
Rode in a car driven by someone who had been drinking	25.2	25.8	22.5	19.5	16.7	14.1	13.5	12.2
Rode in a car driven by a high school student who had been drinking	–	–	–	10.3	8.4	6.5	5.1	4.0
Drove a car when you had been drinking [§]	18.6	16.1	13.1	9.1	7.5	5.7	3.9	4.2

* Does not include drinking a few sips of wine for religious purposes

† Consumed 4+ drinks in a row for females, or 5+ drinks in a row for males

‡ Within a couple of hours

§ Among 11th and 12th grade drivers only

Table 2-5A. Marijuana Use by Sex and Grade, 2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
	(22,903)	Female (11,548)	Male (11,283)	9 th (6,306)	10 th (5,913)	11 th (5,432)	12 th (5,181)
MARIJUANA USE*							
Lifetime marijuana use	20.6	21.7	19.6	7.1	14.7	25.4	39.2
Tried marijuana before age 13 years	1.7	1.3	2.1	1.5	1.5	1.6	2.0
Current marijuana use (past 30 days)	12.3	12.2	12.5	3.8	8.9	15.0	24.1
Current marijuana use on school property (past 30 days)	3.3	2.7	3.9	1.4	2.5	3.8	6.0
Went to a party/hung out where marijuana was available (past 30 days)	19.4	21.4	17.2	7.9	15.7	23.6	33.5
Offered/sold/given marijuana on school property (past 12 months)	7.2	7.0	7.5	5.1	6.8	8.8	8.7
Used marijuana and alcohol during the same time period (past 30 days) [†]	6.9	6.7	7.3	1.9	4.4	8.2	14.8
Think it would be "fairly easy" or "very easy" to obtain marijuana	47.6	48.8	46.3	28.3	41.9	56.7	68.2
Know one or more adults who use marijuana	46.5	49.7	43.1	35.9	43.0	51.7	58.2
Ever lived with someone who was having a problem with alcohol/drug use	16.5	19.1	13.7	14.1	16.4	17.7	18.4
TYPES OF MARIJUANA USE							
Smoked marijuana (like in a joint or blunt) (lifetime)	15.7	15.8	15.7	4.7	10.0	19.2	32.3
Vaped marijuana (used marijuana in an electronic vaping device) (lifetime)	15.6	16.6	14.5	5.1	11.4	19.1	29.7
Ate or drank products made with marijuana (lifetime) [‡]	13.6	14.5	12.8	3.7	9.1	16.5	28.2
Used a marijuana concentrate or other high potency product (such as hash oil, dabs, wax, or shatter) (lifetime)	6.5	6.1	7.0	2.2	4.4	7.2	13.6
Smoked marijuana (like in a joint or blunt) (past 30 days)	8.4	7.8	8.9	2.3	5.3	10.1	17.6
Vaped marijuana (used marijuana in an electronic vaping device) (past 30 days)	8.5	8.6	8.4	2.8	6.8	10.8	15.2
Ate or drank products made with marijuana (past 30 days) [‡]	5.3	5.0	5.5	1.5	4.1	6.0	10.4
Used a marijuana concentrate or other high potency product (such as hash oil, dabs, wax, or shatter) (past 30 days)	3.0	2.9	3.2	1.0	2.2	3.4	6.2
MARIJUANA USE AND DRIVING							
Rode in a car driven by a high school student who had been using marijuana (past 30 days)	7.6	7.4	7.9	2.0	4.2	8.3	17.6
Drove a car when you had been using marijuana (past 30 days) [§]	8.1	5.8	10.5	–	–	4.5	11.5
Think riding in a car driven by a high school student who had been using marijuana is "very dangerous"	65.2	69.7	60.4	70.1	67.9	66.2	54.8

* Does not include CBD-only or hemp products

† Within a couple of hours

‡ Includes edibles, such as candy, baked goods, snacks, or drinks that contain marijuana

§ Among 11th and 12th grade drivers only

Table 2-5B. Marijuana Use, 2006-2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 <i>(16,680)</i>	2008 <i>(20,406)</i>	2010 <i>(23,187)</i>	2012 <i>(24,459)</i>	2014 <i>(24,355)</i>	2016 <i>(24,385)</i>	2018 <i>(24,746)</i>	2021 <i>(22,903)</i>
MARIJUANA USE*								
Lifetime marijuana use	33.2	33.4	34.6	32.3	30.4	27.8	31.3	20.6
Tried marijuana before age 13 years	5.9	5.2	4.8	4.5	3.6	2.8	2.1	1.7
Current marijuana use (past 30 days)	20.2	22.8	23.5	21.5	20.3	19.2	21.2	12.3
Current marijuana use on school property (past 30 days)	4.4	5.2	6.0	5.0	4.3	3.4	5.6	3.3
Went to a party/hung out where marijuana was available (past 30 days)	–	–	36.5	31.6	31.1	28.7	30.3	19.4
Offered/sold/given marijuana on school property (past 12 months)	–	–	–	17.4	14.8	11.0	13.1	7.2
Used marijuana and alcohol during the same time period (past 30 days) [†]	–	–	–	13.4	12.5	11.4	10.8	6.9
Think it would be "fairly easy" or "very easy" to obtain marijuana	–	–	–	–	–	66.3	64.3	47.6
Know one or more adults who use marijuana	–	–	–	–	–	–	–	46.5
Ever lived with someone who was having a problem with alcohol/drug use	–	–	–	–	–	–	–	16.5
TYPES OF MARIJUANA USE								
Smoked marijuana (like in a joint or blunt) (lifetime)	–	–	–	–	–	–	25.6	15.7
Vaped marijuana (used marijuana in an electronic vaping device) (lifetime)	–	–	–	–	–	–	25.8	15.6
Ate or drank products made with marijuana (lifetime) [‡]	–	–	–	–	–	–	16.0	13.6
Used a marijuana concentrate or other high potency product (such as hash oil, dabs, wax, or shatter) (lifetime)	–	–	–	–	–	–	13.9	6.5
Smoked marijuana (like in a joint or blunt) (past 30 days)	–	–	–	–	–	–	–	8.4
Vaped marijuana (used marijuana in an electronic vaping device) (past 30 days)	–	–	–	–	–	–	–	8.5
Ate or drank products made with marijuana (past 30 days) [‡]	–	–	–	–	–	–	–	5.3
Used a marijuana concentrate or other high potency product (such as hash oil, dabs, wax, or shatter) (past 30 days)	–	–	–	–	–	–	–	3.0
MARIJUANA USE AND DRIVING								
Rode in a car driven by a high school student who had been using marijuana (past 30 days)	–	–	–	18.0	16.2	14.6	14.1	7.6
Drove a car when you had been using marijuana (past 30 days) [§]	–	–	–	16.8	16.5	14.1	13.6	8.1
Think riding in a car driven by a high school student who had been using marijuana is "very dangerous"	–	–	–	52.0	55.2	57.7	57.6	65.2

* Does not include CBD-only or hemp products

† Within a couple of hours

‡ Includes edibles, such as candy, baked goods, snacks, or drinks that contain marijuana

§ Among 11th and 12th grade drivers only

Table 2-6A. Consequences of Marijuana Use by Sex and Grade, 2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
	(22,903)	Female (11,548)	Male (11,283)	9 th (6,306)	10 th (5,913)	11 th (5,432)	12 th (5,181)
PERCEIVED CONSEQUENCES OF MARIJUANA USE							
Perceived risk of using marijuana once or twice a week (moderate/great risk)	50.7	56.0	45.1	64.5	53.8	45.4	35.5
Perceived risk for people your age using marijuana every day or almost every day (moderate/great risk)	77.9	82.2	73.4	85.3	81.2	75.1	68.2
Harm to brain development (likely/very likely)*	70.4	75.4	65.0	75.6	72.2	68.7	63.6
Harm to other parts of the body, like the lungs or heart (likely/very likely)*	74.2	80.5	67.6	78.5	75.8	73.1	68.3
Will do worse in school than students who don't use marijuana (likely/very likely)*	61.8	65.2	58.3	69.5	65.2	58.2	52.4
Will have more mental health problems than students who don't use marijuana (likely/very likely)*	59.4	64.1	54.4	68.8	62.4	55.9	48.2
Will become addicted to marijuana (likely/very likely)*	69.9	75.4	64.0	78.9	72.9	66.4	59.0
CONSEQUENCES OF MARIJUANA USE (often/very often, past 6 months)							
Used marijuana before noon	2.1	2.0	2.3	0.9	1.7	2.5	3.9
Used marijuana when you were alone	3.6	3.4	3.9	1.2	2.4	4.4	7.3
Had memory problems when you used marijuana	1.9	2.0	1.9	1.0	1.7	2.1	3.2
Had friends or family members tell you to stop or reduce using marijuana	1.4	1.3	1.6	0.8	1.3	1.6	2.1
Tried to reduce or stop your marijuana use without succeeding	1.1	1.0	1.2	0.7	1.1	1.0	1.4
Had arguments, fights, or problems at school or work because of marijuana use	1.0	0.9	1.2	0.6	1.0	1.2	1.4

* Perceived likelihood of consequence for people your age who use marijuana several times a week

Table 2-6B. Consequences of Marijuana Use, 2006-2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							2021 (22,903)
	2006 (16,680)	2008 (20,406)	2010 (23,187)	2012 (24,459)	2014 (24,355)	2016 (24,385)	2018 (24,746)	
PERCEIVED CONSEQUENCES OF MARIJUANA USE								
Perceived risk of using marijuana once or twice a week (moderate/great risk)	–	–	–	–	–	–	55.7	50.7
Perceived risk for people your age using marijuana every day or almost every day (moderate/great risk)	–	–	–	–	–	–	–	77.9
Harm to brain development (likely/very likely)*	–	–	–	–	–	–	–	70.4
Harm to other parts of the body, like the lungs or heart (likely/very likely)*	–	–	–	–	–	–	–	74.2
Will do worse in school than students who don't use marijuana (likely/very likely)*	–	–	–	–	–	–	–	61.8
Will have more mental health problems than students who don't use marijuana (likely/very likely)*	–	–	–	–	–	–	–	59.4
Will become addicted to marijuana (likely/very likely)*	–	–	–	–	–	–	–	69.9
CONSEQUENCES OF MARIJUANA USE (often/very often, past 6 months)								
Used marijuana before noon	–	–	–	–	–	–	–	2.1
Used marijuana when you were alone	–	–	–	–	–	–	–	3.6
Had memory problems when you used marijuana	–	–	–	–	–	–	–	1.9
Had friends or family members tell you to stop or reduce using marijuana	–	–	–	–	–	–	–	1.4
Tried to reduce or stop your marijuana use without succeeding	–	–	–	–	–	–	–	1.1
Had arguments, fights, or problems at school or work because of marijuana use	–	–	–	–	–	–	–	1.0

* Perceived likelihood of consequence for people your age who use marijuana several times a week

Table 2-7A. Prescription Drug Misuse and Other Substance Use by Sex and Grade, 2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u> (22,903)	<u>Sex (%)</u>		<u>Grade (%)</u>			
		Female (11,548)	Male (11,283)	9 th (6,306)	10 th (5,913)	11 th (5,432)	12 th (5,181)
OVERALL MISUSE OF PRESCRIPTION DRUGS*							
Lifetime prescription drug misuse	4.2	4.9	3.3	3.1	4.0	4.5	5.4
Current prescription drug misuse (past 30 days)	3.3	3.6	2.9	2.7	3.2	3.4	3.9
MISUSE OF PRESCRIPTION PAIN MEDICINE[†] AND STIMULANTS							
Lifetime prescription pain medication misuse	5.0	5.7	4.3	5.3	4.5	5.1	5.0
Current prescription pain medicine misuse (past 30 days)	2.6	2.6	2.5	2.9	2.3	2.5	2.5
Prescribed prescription pain medicine by a healthcare provider (past 12 months) [†]	18.4	19.6	17.2	18.5	19.1	17.8	18.1
Offered/sold/given prescription pain medicine on school property (past 12 months) [†]	4.6	5.3	3.7	3.8	5.0	4.8	4.6
Lifetime stimulant misuse*	2.9	3.0	2.9	2.2	2.4	3.2	4.0
Lifetime tranquilizer or sedative misuse*	2.2	2.4	1.9	1.6	2.1	2.3	2.7
OTHER SUBSTANCE USE							
Lifetime methamphetamine use	0.8	0.6	1.1	0.4	0.8	1.0	1.1
Lifetime ecstasy use	1.2	1.0	1.5	0.6	1.1	1.4	1.9
Lifetime cocaine use [‡]	1.0	0.8	1.3	0.5	0.8	1.4	1.6
Lifetime heroin use	0.8	0.5	1.2	0.5	0.8	1.0	1.2

* Without a doctor's prescription or differently than how a doctor told you to use it; this includes using someone else's prescription or obtaining the medicine illegally

† Without a doctor's prescription or differently than how a doctor told you to use it; prescription pain medicine includes opioids like codeine, Vicodin, OxyContin, Hydrocodone, and Percocet

‡ Includes using powder, crack, or freebase

Table 2-7B. Prescription Drug Misuse and Other Substance Use, 2006-2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 <i>(16,680)</i>	2008 <i>(20,406)</i>	2010 <i>(23,187)</i>	2012 <i>(24,459)</i>	2014 <i>(24,355)</i>	2016 <i>(24,385)</i>	2018 <i>(24,746)</i>	2021 <i>(22,903)</i>
OVERALL MISUSE OF PRESCRIPTION DRUGS*								
Lifetime prescription drug misuse	11.0	10.1	10.1	8.8	7.3	5.8	4.8	4.2
Current prescription drug misuse (past 30 days)	–	5.7	5.7	5.0	4.1	3.2	2.6	3.3
MISUSE OF PRESCRIPTION PAIN MEDICINE[†] AND STIMULANTS								
Lifetime prescription pain medication misuse	–	–	–	–	–	–	–	5.0
Current prescription pain medicine misuse (past 30 days)	–	–	–	–	–	–	2.6	2.6
Prescribed prescription pain medicine by a healthcare provider (past 12 months) [†]	–	–	–	–	–	–	23.1	18.4
Offered/sold/given prescription pain medicine on school property (past 12 months) [†]	–	–	–	6.8	5.3	5.1	2.6	4.6
Lifetime stimulant misuse*	–	–	–	–	–	5.2	3.8	2.9
Lifetime tranquilizer or sedative misuse*	–	–	–	–	–	–	–	2.2
OTHER SUBSTANCE USE								
Lifetime methamphetamine use	3.8	3.2	3.3	2.9	2.0	1.7	0.9	0.8
Lifetime ecstasy use	5.1	5.4	5.7	4.9	3.9	2.7	1.6	1.2
Lifetime cocaine use [‡]	6.0	5.3	4.4	3.8	3.2	2.7	1.7	1.0
Lifetime heroin use	2.4	2.6	2.2	2.3	1.7	1.4	0.9	0.8

* Without a doctor's prescription or differently than how a doctor told you to use it; this includes using someone else's prescription or obtaining the medicine illegally

† Without a doctor's prescription or differently than how a doctor told you to use it; prescription pain medicine includes opioids like codeine, Vicodin, OxyContin, Hydrocodone, and Percocet

‡ Includes using powder, crack, or freebase

Table 3-1A. Safety, Weapons, and Violence by Sex and Grade, 2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u> <i>(22,903)</i>	<u>Sex (%)</u>		<u>Grade (%)</u>			
		Female <i>(11,548)</i>	Male <i>(11,283)</i>	9 th <i>(6,306)</i>	10 th <i>(5,913)</i>	11 th <i>(5,432)</i>	12 th <i>(5,181)</i>
SAFETY							
Didn't go to school because of safety concerns (past 30 days)*	3.6	3.7	3.5	3.4	3.6	3.6	3.7
WEAPONS[†]							
Threatened or injured with a weapon (past 12 months)	5.4	4.4	6.4	5.6	5.5	4.9	5.3
Threatened or injured with a weapon on school property (past 12 months)	2.5	1.9	3.1	2.5	2.4	2.2	2.7
Carried a weapon (past 30 days)	4.8	3.0	6.7	4.2	4.8	4.7	5.7
Carried a weapon on school property (past 30 days)	1.2	0.7	1.8	0.9	0.9	1.1	1.9
Carried a gun (past 12 months) [‡]	1.2	0.5	1.9	1.1	0.8	1.2	1.5
PHYSICAL FIGHTING (past 12 months)							
In a physical fight	10.9	6.1	15.9	13.4	11.1	9.4	9.1
In a physical fight on school property	3.1	1.3	4.9	3.6	2.9	2.6	3.0
DATING VIOLENCE[§]							
Not allowed to spend time with friends (lifetime)	10.6	11.6	9.4	7.3	9.8	12.1	13.7
Sworn at, cursed at, or insulted (lifetime)	11.9	15.1	8.6	8.8	11.0	13.8	14.7
Threatened with physical harm (lifetime)	3.9	4.4	3.4	2.5	3.7	4.8	4.8
Physically hurt on purpose (lifetime)	4.2	4.1	4.3	2.8	3.6	4.7	6.0
Physically hurt on purpose (past 12 months)	3.1	2.8	3.3	2.1	2.7	3.5	4.2
Forced to have sexual intercourse (lifetime)	3.7	5.4	2.0	1.8	2.5	4.5	6.5
Forced to do other sexual things (lifetime)	6.8	10.7	2.7	3.9	5.6	8.2	10.0
Forced you to do sexual things you did not want to do (kissing, touching, or forced intercourse) (past 12 months)	6.1	9.2	2.8	4.0	5.4	7.2	8.2
EXPERIENCES OF VIOLENCE AT HOME							
Ever been hit, beat, kicked, or physically hurt by an adult in your home	22.1	22.4	21.8	21.5	22.1	21.9	23.1
Adults in your home have ever slapped, hit, kicked, punched, or beat each other up	10.0	11.4	8.6	9.3	9.8	9.7	11.5

* Because you felt you would be unsafe at school or on the way to or from school

† For example, a gun, knife, or club

‡ Does not include carrying a gun only for hunting or for a sport, such as target shooting

§ By a boyfriend, girlfriend, date, or someone you were going out with

Table 3-1B. Safety, Weapons, and Violence, 2006-2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 <i>(16,680)</i>	2008 <i>(20,406)</i>	2010 <i>(23,187)</i>	2012 <i>(24,459)</i>	2014 <i>(24,355)</i>	2016 <i>(24,385)</i>	2018 <i>(24,746)</i>	2021 <i>(22,903)</i>
SAFETY								
Didn't go to school because of safety concerns (past 30 days)*	3.6	3.7	4.0	4.0	3.5	3.5	4.6	3.6
WEAPONS[†]								
Threatened or injured with a weapon (past 12 months)	9.4	8.3	8.3	6.5	5.6	5.5	5.6	5.4
Threatened or injured with a weapon on school property (past 12 months)	5.1	4.6	4.6	3.5	3.1	2.8	2.9	2.5
Carried a weapon (past 30 days)	8.2	7.3	7.3	6.8	6.6	7.6	5.6	4.8
Carried a weapon on school property (past 30 days)	3.3	3.1	3.0	2.5	2.0	1.9	1.4	1.2
Carried a gun (past 12 months) [‡]	–	–	–	–	–	1.5	1.2	1.2
PHYSICAL FIGHTING (past 12 months)								
In a physical fight	26.0	23.9	21.7	16.8	14.1	13.6	13.5	10.9
In a physical fight on school property	8.7	8.3	7.4	5.5	4.2	3.9	4.0	3.1
DATING VIOLENCE[§]								
Not allowed to spend time with friends (lifetime)	–	–	–	13.9	13.0	12.0	12.5	10.6
Sworn at, cursed at, or insulted (lifetime)	–	–	–	14.9	12.3	12.0	11.5	11.9
Threatened with physical harm (lifetime)	–	–	–	4.1	3.8	3.5	3.2	3.9
Physically hurt on purpose (lifetime)	9.4	9.5	9.3	5.8	5.2	4.3	4.4	4.2
Physically hurt on purpose (past 12 months)	–	–	–	–	–	–	–	3.1
Forced to have sexual intercourse (lifetime)	5.6	5.6	5.9	3.7	3.8	3.0	3.0	3.7
Forced to do other sexual things (lifetime)	8.3	9.0	9.2	6.7	6.1	5.6	5.5	6.8
Forced you to do sexual things you did not want to do (kissing, touching, or forced intercourse) (past 12 months)	–	–	–	–	–	–	–	6.1
EXPERIENCES OF VIOLENCE AT HOME								
Ever been hit, beat, kicked, or physically hurt by an adult in your home	–	–	–	–	–	–	–	22.1
Adults in your home have ever slapped, hit, kicked, punched, or beat each other up	–	–	–	–	–	–	–	10.0

* Because you felt you would be unsafe at school or on the way to or from school

† For example, a gun, knife, or club

‡ Does not include carrying a gun only for hunting or for a sport, such as target shooting

§ By a boyfriend, girlfriend, date, or someone you were going out with

Table 3-2A. Bullying and Cyberbullying by Sex and Grade, 2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
	(22,903)	Female (11,548)	Male (11,283)	9 th (6,306)	10 th (5,913)	11 th (5,432)	12 th (5,181)
<i>BULLYING (past 12 months)*</i>							
Been a victim of bullying	22.0	26.0	17.7	24.8	22.3	20.6	19.4
Been a victim of bullying on school property	17.1	19.4	14.7	19.0	17.4	16.2	15.3
Bullied someone else	8.3	6.8	9.8	8.8	8.0	8.1	8.2
Bullied someone else on school property	5.4	4.1	6.8	5.2	4.8	5.5	6.0
Talked to a teacher/adult from school about being bullied	5.6	6.9	4.1	6.0	5.4	5.3	5.3
Talked to a parent/adult outside of school about being bullied	10.8	14.1	7.3	12.5	11.3	9.7	9.3
<i>CYBERBULLYING (past 12 months) †</i>							
Been a victim of cyberbullying	21.7	25.7	17.5	22.1	23.0	21.2	20.1
Cyberbullied someone else	8.3	7.7	8.9	8.1	8.6	8.3	8.1
Talked to a teacher/adult from school about being cyberbullied	3.1	3.8	2.4	3.0	3.2	3.0	3.2
Talked to a parent/adult outside of school about being cyberbullied	6.3	8.5	4.0	6.7	6.6	6.0	5.8

* Defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again

† Defined as using the Internet, cell phones, or other electronic devices to bully, tease, threaten, or spread rumors about someone; includes being bullied through texting, email, and social media (such as Instagram, Facebook, Snapchat, Twitter, and TikTok)

Table 3-2B. Bullying and Cyberbullying, 2006-2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 <i>(16,680)</i>	2008 <i>(20,406)</i>	2010 <i>(23,187)</i>	2012 <i>(24,459)</i>	2014 <i>(24,355)</i>	2016 <i>(24,385)</i>	2018 <i>(24,746)</i>	2021 <i>(22,903)</i>
<i>BULLYING (past 12 months)*</i>								
Been a victim of bullying	28.6	29.3	31.8	27.0	23.7	20.8	22.4	22.0
Been a victim of bullying on school property	25.5	25.9	28.2	22.9	20.0	17.1	18.9	17.1
Bullied someone else	–	26.7	24.9	15.9	10.7	9.4	9.0	8.3
Bullied someone else on school property	–	–	–	11.4	7.3	6.2	6.1	5.4
Talked to a teacher/adult from school about being bullied	–	–	9.0	8.4	6.8	6.6	6.9	5.6
Talked to a parent/adult outside of school about being bullied	–	–	13.7	13.4	11.7	10.6	11.6	10.8
<i>CYBERBULLYING (past 12 months) †</i>								
Been a victim of cyberbullying	14.6	15.8	20.0	21.5	21.2	19.3	18.3	21.7
Cyberbullied someone else	10.6	10.7	12.1	10.0	8.7	7.6	7.5	8.3
Talked to a teacher/adult from school about being cyberbullied	–	–	3.6	4.2	3.9	3.6	3.3	3.1
Talked to a parent/adult outside of school about being cyberbullied	–	–	5.5	6.9	6.7	6.2	5.8	6.3

* Defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again

† Defined as using the Internet, cell phones, or other electronic devices to bully, tease, threaten, or spread rumors about someone; includes being bullied through texting, email, and social media (such as Instagram, Facebook, Snapchat, Twitter, and TikTok)

Table 3-3A. Identity-Based Bullying and Cyberbullying by Sex and Grade, 2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
	(22,903)	Female (11,548)	Male (11,283)	9 th (6,306)	10 th (5,913)	11 th (5,432)	12 th (5,181)
IDENTITY-BASED BULLYING AT SCHOOL (past 12 months)*							
Bullied/verbally harrassed because of your race or ethnicity	10.1	10.1	10.1	10.0	10.0	10.5	9.9
Bullied/verbally harrassed because of your religion or culture	7.1	7.1	7.2	6.5	7.3	7.3	7.4
Bullied/verbally harrassed because of your gender	7.0	10.7	3.1	7.3	6.4	7.4	6.8
Bullied/verbally harrassed because of your sexual identity or orientation or what others think it is	7.7	10.2	5.1	7.8	7.7	7.8	7.4
Bullied/verbally harrassed because of a disability you have or others think you have	5.2	5.7	4.6	4.5	5.0	5.3	6.0
Bullied/verbally harrassed because of your height or weight or how you look	22.2	25.3	19.0	25.4	23.0	21.3	18.3
IDENTITY-BASED CYBERBULLYING (past 12 months) †							
Cyberbullied because of your race or ethnicity	4.2	4.0	4.4	4.3	4.3	4.2	3.8
Cyberbullied because of your religion or culture	3.3	3.2	3.3	3.3	3.5	3.0	3.2
Cyberbullied because of your gender	4.1	5.7	2.3	4.5	3.9	4.0	3.6
Cyberbullied because of your sexual identity or orientation or what others think it is	5.1	6.5	3.6	5.4	5.1	5.0	4.7
Cyberbullied because of a disability you have or others think you have	2.9	3.1	2.7	2.6	2.5	3.4	3.1
Cyberbullied because of your height or weight, or how you look	11.4	14.4	8.2	13.2	11.8	10.7	9.5

* Defined as being bullied or called names, teased, made fun of, embarrassed, or threatened one or more times by others at your school

† Defined as being bullied or called names, teased, threatened, or gossiped about by someone using the internet, social media, cell phone, or other electronic device

Table 3-3B. Identity-Based Bullying and Cyberbullying, 2006-2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							2021 (22,903)
	2006 (16,680)	2008 (20,406)	2010 (23,187)	2012 (24,459)	2014 (24,355)	2016 (24,385)	2018 (24,746)	
IDENTITY-BASED BULLYING AT SCHOOL (past 12 months)*								
Bullied/verbally harrassed because of your race or ethnicity	–	–	–	–	–	–	–	10.1
Bullied/verbally harrassed because of your religion or culture	–	–	–	–	–	–	–	7.1
Bullied/verbally harrassed because of your gender	–	–	–	–	–	–	–	7.0
Bullied/verbally harrassed because of your sexual identity or orientation or what others think it is	–	–	–	–	–	6.2	6.2	7.7
Bullied/verbally harrassed because of a disability you have or others think you have	–	–	–	–	–	5.7	6.5	5.2
Bullied/verbally harrassed because of your height or weight or how you look	–	–	–	–	–	22.6	24.9	22.2
IDENTITY-BASED CYBERBULLYING (past 12 months) †								
Cyberbullied because of your race or ethnicity	–	–	–	–	–	–	–	4.2
Cyberbullied because of your religion or culture	–	–	–	–	–	–	–	3.3
Cyberbullied because of your gender	–	–	–	–	–	–	–	4.1
Cyberbullied because of your sexual identity or orientation or what others think it is	–	–	–	–	–	–	–	5.1
Cyberbullied because of a disability you have or others think you have	–	–	–	–	–	–	–	2.9
Cyberbullied because of your height or weight, or how you look	–	–	–	–	–	–	–	11.4

* Defined as being bullied or called names, teased, made fun of, embarrassed, or threatened one or more times by others at your school

† Defined as being bullied or called names, teased, threatened, or gossiped about by someone using the internet, social media, cell phone, or other electronic device

Table 4-1A. Behaviors Related to Unintentional Injury by Sex and Grade, 2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u> (22,903)	<u>Sex (%)</u>		<u>Grade (%)</u>			
		Female (11,548)	Male (11,283)	9 th (6,306)	10 th (5,913)	11 th (5,432)	12 th (5,181)
SAFETY-RELATED BEHAVIORS							
Never/rarely wore a helmet when riding a bicycle (past 12 months, among students who rode a bicycle)	48.0	45.1	50.6	42.7	48.0	52.0	51.4
Never/rarely wear a seatbelt when riding as a passenger in a car	2.4	1.8	3.0	2.6	2.5	1.8	2.6
DRIVING UNDER THE INFLUENCE (past 30 days)							
Rode in a car with a driver who had been drinking	12.2	13.4	11.0	11.7	11.2	12.3	13.6
Rode in a car driven by a high school student who had been drinking	4.0	4.1	4.0	1.5	2.4	4.8	8.0
Drove a car when you had been drinking*	4.2	3.1	5.4	–	–	3.0	5.4
Rode in a car driven by a high school student who had been using marijuana	7.6	7.4	7.9	2.0	4.2	8.3	17.6
Drove a car when you had been using marijuana*	8.1	5.8	10.5	–	–	4.5	11.5
Think riding in a car driven by a high school student who had been using marijuana is "very dangerous"	65.2	69.7	60.4	70.1	67.9	66.2	54.8
DISTRACTED DRIVING (past 30 days)							
Rode in a car driven by a high school student who was texting, messaging, or emailing while driving	22.8	25.7	19.8	11.4	16.8	25.8	40.2
Drove a car while you were texting, messaging, or emailing*	34.9	36.4	33.3	–	–	22.7	46.0
Rode in a car driven by a high school student who was talking on a mobile phone while driving	25.1	28.2	21.9	14.3	19.3	28.3	41.7
Drove a car while you were talking on a mobile phone*	42.5	46.4	38.4	–	–	29.7	54.1

* Among 11th and 12th grade youth who drove in the past 30 days

Table 4-1B. Behaviors Related to Unintentional Injury, 2006-2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 <i>(16,680)</i>	2008 <i>(20,406)</i>	2010 <i>(23,187)</i>	2012 <i>(24,459)</i>	2014 <i>(24,355)</i>	2016 <i>(24,385)</i>	2018 <i>(24,746)</i>	2021 <i>(22,903)</i>
SAFETY-RELATED BEHAVIORS								
Never/rarely wore a helmet when riding a bicycle (past 12 months, among students who rode a bicycle)	60.8	61.4	58.1	54.4	51.0	49.9	49.5	48.0
Never/rarely wear a seatbelt when riding as a passenger in a car	7.1	6.8	6.0	5.5	4.5	3.7	3.5	2.4
DRIVING UNDER THE INFLUENCE (past 30 days)								
Rode in a car with a driver who had been drinking	25.2	25.8	22.5	19.5	16.7	14.1	13.5	12.2
Rode in a car driven by a high school student who had been drinking	–	–	–	10.3	8.4	6.5	5.1	4.0
Drove a car when you had been drinking*	18.6	16.1	13.1	9.1	7.5	5.7	3.9	4.2
Rode in a car driven by a high school student who had been using marijuana	–	–	–	18.0	16.2	14.6	14.1	7.6
Drove a car when you had been using marijuana*	–	–	–	16.8	16.5	14.1	13.6	8.1
Think riding in a car driven by a high school student who had been using marijuana is "very dangerous"	–	–	–	–	–	–	–	65.2
DISTRACTED DRIVING (past 30 days)								
Rode in a car driven by a high school student who was texting, messaging, or emailing while driving	–	–	28.5	33.1	30.0	29.2	29.8	22.8
Drove a car while you were texting, messaging, or emailing*	–	–	43.9	40.9	37.8	36.0	36.1	34.9
Rode in a car driven by a high school student who was talking on a mobile phone while driving	–	–	–	–	–	–	31.4	25.1
Drove a car while you were talking on a mobile phone*	–	–	–	–	–	–	40.0	42.5

* Among 11th and 12th grade youth who drove in the past 30 days

Table 5-1A. Stress and Coping Strategies by Sex and Grade, 2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	Total (%) (22,903)	Sex (%)		Grade (%)			
		Female (11,548)	Male (11,283)	9 th (6,306)	10 th (5,913)	11 th (5,432)	12 th (5,181)
STRESS							
Life "very" stressful (past 30 days)	33.5	44.6	21.4	22.3	30.3	38.1	46.2
Worry/feel stressed about school issues*	67.2	80.8	52.5	60.5	66.4	71.8	71.5
Worry/feel stressed about social issues*	38.8	49.3	27.4	34.0	38.3	42.3	41.7
Worry/feel stressed about family issues*	26.2	35.7	15.9	21.9	25.8	27.8	30.2
Worry/feel stressed about safety issues*	4.8	6.3	3.1	4.3	4.8	5.2	4.9
Worry/feel stressed about appearance issues*	38.7	55.0	21.2	36.6	38.4	40.1	40.5
Worry/feel stressed about your physical and/or emotional health*	40.9	56.2	24.4	33.7	39.7	44.6	47.4
SYMPTOMS OF BEING STRESSED, ANXIOUS, OR WORRIED (often/very often, past 2 weeks)							
Had little interest or pleasure in doing things	24.7	33.4	15.2	19.7	24.2	28.0	28.1
Had trouble falling asleep or staying asleep or slept too much	31.9	43.4	19.3	27.7	31.4	34.0	35.3
Felt tired or had little energy	42.8	56.9	27.6	36.0	41.8	45.8	49.4
Had a poor appetite or ate too much	31.3	45.1	16.4	27.1	29.6	33.6	36.1
Felt bad about yourself or that you were a failure	31.6	43.8	18.3	27.4	31.4	34.2	34.2
Had trouble concentrating in school	33.8	44.2	22.6	29.3	33.6	37.2	36.2
Had trouble concentrating on things outside of school	22.2	31.2	12.4	17.9	21.3	24.8	25.6
REACTIONS AND COPING STRATEGIES WHEN FEELNG STRESSED, ANXIOUS, OR WORRIED							
Manage stress "poorly" or "very poorly" (among students who experience stress)	32.3	39.1	23.9	30.1	31.6	35.4	32.4
Exercise to make yourself feel better [†]	34.6	31.9	37.6	33.1	36.0	34.6	34.9
Use alcohol or drugs to make yourself feel better [†]	3.5	4.1	2.9	1.6	2.9	3.7	6.4
Distract yourself from your worries (e.g. watch TV, read, do a hobby, sleep) [†]	64.9	69.2	60.3	63.7	65.5	65.4	65.3
Get help or advice from someone else [†]	20.5	26.3	14.2	17.0	19.8	21.3	24.6
Get emotional support from someone else [†]	20.1	26.8	12.7	15.3	18.8	22.2	25.0
Get angry or upset with yourself [†]	33.5	45.1	20.8	29.0	34.0	35.8	35.8
Get angry or upset with others around you [†]	18.5	27.6	8.7	16.6	18.2	20.3	19.4
Try to see things in a different light, to make it seem more positive [†]	22.9	23.7	22.1	20.4	22.2	23.2	26.7
Make jokes about your feelings or situation [†]	38.9	48.9	28.1	33.2	38.6	42.1	43.0
Find comfort in your religion or spiritual beliefs [†]	10.0	10.5	9.4	9.8	10.4	9.8	9.9

* Student responded "often" or "very often"

† Do this "often" or "very often" when you are feeling stressed, worried, or anxious

Table 5-1B. Stress and Coping Strategies, 2006-2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 <i>(16,680)</i>	2008 <i>(20,406)</i>	2010 <i>(23,187)</i>	2012 <i>(24,459)</i>	2014 <i>(24,355)</i>	2016 <i>(24,385)</i>	2018 <i>(24,746)</i>	2021 <i>(22,903)</i>
STRESS								
Life "very" stressful (past 30 days)	27.9	27.9	28.3	28.9	34.9	35.8	36.0	33.5
Worry/feel stressed about school issues*	58.0	58.5	57.0	59.8	65.8	66.4	65.5	67.2
Worry/feel stressed about social issues*	28.9	30.1	30.3	29.9	31.9	32.7	33.3	38.8
Worry/feel stressed about family issues*	26.9	29.3	28.9	27.2	27.7	25.0	25.6	26.2
Worry/feel stressed about safety issues*	3.7	3.7	3.8	3.7	4.3	4.5	5.1	4.8
Worry/feel stressed about appearance issues*	27.3	27.8	27.4	28.7	30.1	28.9	29.6	38.7
Worry/feel stressed about your physical and/or emotional health*	19.8	20.1	20.6	21.6	25.1	24.6	28.5	40.9
SYMPTOMS OF BEING STRESSED, ANXIOUS, OR WORRIED (often/very often, past 2 weeks)								
Had little interest or pleasure in doing things	–	–	–	–	–	19.1	17.6	24.7
Had trouble falling asleep or staying asleep or slept too much	–	–	–	–	–	30.1	28.1	31.9
Felt tired or had little energy	–	–	–	–	–	39.6	36.9	42.8
Had a poor appetite or ate too much	–	–	–	–	–	25.4	24.5	31.3
Felt bad about yourself or that you were a failure	–	–	–	–	–	24.6	24.8	31.6
Had trouble concentrating in school	–	–	–	–	–	26.9	25.9	33.8
Had trouble concentrating on things outside of school	–	–	–	–	–	16.7	15.7	22.2
REACTIONS AND COPING STRATEGIES WHEN FEELING STRESSED, ANXIOUS, OR WORRIED								
Manage stress "poorly" or "very poorly" (among students who experience stress)	–	–	–	–	–	–	–	32.3
Exercise to make yourself feel better [†]	–	–	–	–	–	–	–	34.6
Use alcohol or drugs to make yourself feel better [†]	–	–	–	–	–	–	–	3.5
Distract yourself from your worries (e.g. watch TV, read, do a hobby, sleep) [†]	–	–	–	–	–	–	–	64.9
Get help or advice from someone else [†]	–	–	–	–	–	–	–	20.5
Get emotional support from someone else [†]	–	–	–	–	–	–	–	20.1
Get angry or upset with yourself [†]	–	–	–	–	–	–	–	33.5
Get angry or upset with others around you [†]	–	–	–	–	–	–	–	18.5
Try to see things in a different light, to make it seem more positive [†]	–	–	–	–	–	–	–	22.9
Make jokes about your feelings or situation [†]	–	–	–	–	–	–	–	38.9
Find comfort in your religion or spiritual beliefs [†]	–	–	–	–	–	–	–	10.0

* Student responded "often" or "very often"

† Do this "often" or "very often" when you are feeling stressed, worried, or anxious

Table 5-2A. Mental Health and Suicidality by Sex and Grade, 2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u> (22,903)	<u>Sex (%)</u>		<u>Grade (%)</u>			
		Female (11,548)	Male (11,283)	9 th (6,306)	10 th (5,913)	11 th (5,432)	12 th (5,181)
GENERALIZED ANXIETY (past 2 weeks)							
Felt nervous, anxious, or on edge (more than half the days/nearly every day)	41.8	57.9	24.3	34.8	40.6	46.1	47.1
Unable to stop or control worrying (more than half the days/nearly every day)	33.9	48.8	17.7	27.8	33.0	37.6	38.4
Generalized Anxiety Disorder brief scale (GAD-2) suggests need for further diagnostic evaluation*	41.9	58.5	24.0	34.9	41.0	46.1	47.2
DEPRESSIVE SYMPTOMS, SELF-INJURY, AND SUICIDALITY							
Felt sad or hopeless almost every day for two or more weeks (past 12 months)	27.0	36.0	17.2	23.3	26.6	28.9	29.9
Hurt or injured yourself on purpose (past 12 months) [†]	18.7	26.2	10.7	19.3	19.0	19.0	17.4
Seriously considered attempting suicide (lifetime)	15.6	20.1	10.6	14.2	15.4	16.1	16.8
Made a plan about attempting suicide (lifetime)	11.9	14.9	8.5	11.6	12.1	11.7	12.1
Attempted suicide (lifetime)	4.9	6.2	3.4	4.7	5.2	4.6	4.8
Made a suicide attempt requiring medical treatment [‡]	1.4	1.8	0.9	1.3	1.4	1.3	1.4
Took medicine prescribed by a doctor/health professional for mental health or emotional problems (past 12 months)	13.7	18.6	8.4	10.1	13.0	15.7	17.1
Ever lived with someone who was depressed, mentally ill, or suicidal	33.0	40.4	25.0	27.2	31.8	35.9	38.7
MENTAL HEALTH RELATED TO COVID-19							
Experienced poor mental health [§] during the COVID-19 pandemic (most of the time, or always)	33.6	47.5	18.4	27.7	33.3	37.6	37.0
Mental health became "a little worse" or "a lot worse" since the beginning of the COVID-19 pandemic	48.3	57.6	38.1	46.6	48.7	50.6	47.5

* GAD-2 is adapted from: Spitzer, R. L., Kroenke, K., Williams, J. B., & Löwe, B. (2006). A brief measure for assessing generalized anxiety disorder: the GAD-7. *Archives of internal medicine*, 166(10), 1092–1097. <https://doi.org/10.1001/archinte.166.10.1092>

† For example, by cutting, burning, or bruising yourself on purpose

‡ Resulting in an injury, poisoning, or overdose that had to be treated by a doctor or nurse

§ Poor mental health includes anxiety, stress, and depression

Table 5-2B. Mental Health and Suicidality, 2006-2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 (16,680)	2008 (20,406)	2010 (23,187)	2012 (24,459)	2014 (24,355)	2016 (24,385)	2018 (24,746)	2021 (22,903)
GENERALIZED ANXIETY (past 2 weeks)								
Felt nervous, anxious, or on edge (more than half the days/nearly every day)	–	–	–	–	–	–	34.5	41.8
Unable to stop or control worrying (more than half the days/nearly every day)	–	–	–	–	–	–	26.8	33.9
Generalized Anxiety Disorder brief scale (GAD-2) suggests need for further diagnostic evaluation*	–	–	–	–	–	–	34.7	41.9
DEPRESSIVE SYMPTOMS, SELF-INJURY, AND SUICIDALITY								
Felt sad or hopeless almost every day for two or more weeks (past 12 months)	20.1	20.3	19.1	19.7	22.0	18.1	19.7	27.0
Hurt or injured yourself on purpose (past 12 months) [†]	13.2	13.2	14.0	15.6	15.2	12.9	13.5	18.7
Seriously considered attempting suicide (lifetime)	10.0	10.5	11.6	13.0	12.9	12.3	13.1	15.6
Made a plan about attempting suicide (lifetime)	7.5	7.8	8.6	9.8	10.0	8.9	9.5	11.9
Attempted suicide (lifetime)	4.1	4.1	4.0	4.7	4.5	4.0	3.9	4.9
Made a suicide attempt requiring medical treatment [‡]	1.6	1.5	1.4	1.5	1.3	1.2	1.1	1.4
Took medicine prescribed by a doctor/health professional for mental health or emotional problems (past 12 months)	–	–	–	–	–	–	–	13.7
Ever lived with someone who was depressed, mentally ill, or suicidal	–	–	–	–	–	–	–	33.0
MENTAL HEALTH RELATED TO COVID-19								
Experienced poor mental health [§] during the COVID-19 pandemic (most of the time, or always)	–	–	–	–	–	–	–	33.6
Mental health became "a little worse" or "a lot worse" since the beginning of the COVID-19 pandemic	–	–	–	–	–	–	–	48.3

* GAD-2 is adapted from: Spitzer, R. L., Kroenke, K., Williams, J. B., & Löwe, B. (2006). A brief measure for assessing generalized anxiety disorder: the GAD-7. *Archives of internal medicine*, 166(10), 1092–1097. <https://doi.org/10.1001/archinte.166.10.1092>

† For example, by cutting, burning, or bruising yourself on purpose

‡ Resulting in an injury, poisoning, or overdose that had to be treated by a doctor or nurse

§ Poor mental health includes anxiety, stress, and depression

Table 5-3A. Support for Emotional Challenges or Problems* by Sex and Grade, 2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
	(22,903)	Female (11,548)	Male (11,283)	9 th (6,306)	10 th (5,913)	11 th (5,432)	12 th (5,181)
SOURCES OF SUPPORT FOR HELP WITH EMOTIONAL CHALLENGES OR PROBLEMS (past 12 months) †							
School counselor, school therapist, or school psychologist	18.8	24.8	12.2	16.2	18.0	20.0	21.6
School nurse	4.1	5.3	2.7	3.5	4.1	4.3	4.6
Another adult from school, like a teacher or other school staff	12.3	16.3	8.0	8.7	10.8	13.6	17.3
Therapist, psychologist, or other mental health professional outside of school	23.2	31.5	14.0	19.0	22.7	25.2	26.9
Parent, relative, or other adult outside of school	50.1	62.6	36.5	45.6	50.0	52.2	53.8
Friend around the same age	59.4	75.0	42.4	52.5	58.8	62.9	65.2
Crisis hotline/text line	3.7	5.2	1.9	3.2	3.7	3.7	4.1
Person or group on social media (such as, Instagram, Facebook, Snapchat)	16.7	19.7	13.4	15.8	16.9	17.6	16.6
Used telehealth or online therapy services for help with emotional challenges or problems	15.3	21.7	8.3	12.2	14.7	17.0	18.1
BARRIERS TO SEEKING HELP FROM SOMEONE AT SCHOOL FOR EMOTIONAL CHALLENGES OR PROBLEMS (agree/strongly agree)							
I don't know who to go to for help.	22.0	23.8	20.0	23.3	23.4	21.8	18.8
I don't think counseling with someone at school would help.	43.1	48.5	37.1	40.4	44.5	45.1	42.7
I wouldn't have time or wouldn't want to miss class to get help.	49.4	57.1	41.0	46.2	49.7	52.1	50.2
I don't trust anyone from my school enough to talk about my emotional problems.	39.7	45.8	32.8	39.5	41.6	40.3	36.7
I should handle problems on my own.	42.5	43.1	41.7	41.1	43.2	43.6	42.1
I would be too embarrassed or scared to talk about it.	38.1	45.5	29.8	38.4	39.7	38.0	35.8
A school counselor/therapist might not understand me or the challenges I was having.	38.0	44.4	30.9	35.5	39.2	39.8	37.7
I wouldn't want other students to know I was meeting with a school counselor/therapist.	37.8	39.1	36.3	37.9	39.3	37.2	36.4
I wouldn't want my parent(s)/guardian(s) to know I was meeting with a school counselor/therapist.	27.6	30.8	24.1	27.9	29.1	27.2	25.7
Teachers or other school staff might treat me differently or give me fewer opportunities at school.	25.1	28.8	21.0	25.2	27.3	24.9	22.4
My parents wouldn't want me to get help at school because they would be worried I might be treated differently or given fewer opportunities at school.	11.8	13.0	10.5	11.4	12.8	11.6	11.2

* Emotional challenges or problems include things that make you feel sad, angry, stressed, or anxious, or that may make you have thoughts of hurting yourself

† Student responded having talked with individual/group one or more times

Table 5-3B. Support for Emotional Challenges or Problems*, 2006-2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 (16,680)	2008 (20,406)	2010 (23,187)	2012 (24,459)	2014 (24,355)	2016 (24,385)	2018 (24,746)	2021 (22,903)
SOURCES OF SUPPORT FOR HELP WITH EMOTIONAL CHALLENGES OR PROBLEMS (past 12 months) †								
School counselor, school therapist, or school psychologist	–	–	–	–	–	–	17.4	18.8
School nurse	–	–	–	–	–	–	5.2	4.1
Another adult from school, like a teacher or other school staff	–	–	–	–	–	–	13.3	12.3
Therapist, psychologist, or other mental health professional outside of school	–	–	–	–	–	–	17.7	23.2
Parent, relative, or other adult outside of school	–	–	–	–	–	–	44.3	50.1
Friend around the same age	–	–	–	–	–	–	52.7	59.4
Crisis hotline/text line	–	–	–	–	–	–	2.8	3.7
Person or group on social media (such as, Instagram, Facebook, Snapchat)	–	–	–	–	–	–	14.6	16.7
Used telehealth or online therapy services for help with emotional challenges or problems	–	–	–	–	–	–	–	15.3
BARRIERS TO SEEKING HELP FROM SOMEONE AT SCHOOL FOR EMOTIONAL CHALLENGES OR PROBLEMS (agree/strongly agree)								
I don't know who to go to for help.	–	–	–	–	–	–	15.9	22.0
I don't think counseling with someone at school would help.	–	–	–	–	–	–	32.8	43.1
I wouldn't have time or wouldn't want to miss class to get help.	–	–	–	–	–	–	45.7	49.4
I don't trust anyone from my school enough to talk about my emotional problems.	–	–	–	–	–	–	–	39.7
I should handle problems on my own.	–	–	–	–	–	–	38.2	42.5
I would be too embarrassed or scared to talk about it.	–	–	–	–	–	–	33.8	38.1
A school counselor/therapist might not understand me or the challenges I was having.	–	–	–	–	–	–	34.5	38.0
I wouldn't want other students to know I was meeting with a school counselor/therapist.	–	–	–	–	–	–	41.5	37.8
I wouldn't want my parent(s)/guardian(s) to know I was meeting with a school counselor/therapist.	–	–	–	–	–	–	25.1	27.6
Teachers or other school staff might treat me differently or give me fewer opportunities at school.	–	–	–	–	–	–	23.2	25.1
My parents wouldn't want me to get help at school because they would be worried I might be treated differently or given fewer opportunities at school.	–	–	–	–	–	–	10.8	11.8

* Emotional challenges or problems include things that make you feel sad, angry, stressed, or anxious, or that may make you have thoughts of hurting yourself

† Student responded having talked with individual/group one or more times

Table 6-1A. Sexual Behaviors and Sexting by Sex and Grade, 2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
	(22,903)	Female (11,548)	Male (11,283)	9 th (6,306)	10 th (5,913)	11 th (5,432)	12 th (5,181)
SEXUAL BEHAVIORS							
Ever had sexual intercourse	17.8	17.7	18.0	6.1	11.3	21.9	35.9
Had first sexual intercourse before age 13 years	1.5	1.1	2.0	1.2	1.6	1.9	1.4
Had sexual intercourse with 4 or more people (lifetime)	3.4	2.9	3.9	1.3	1.9	3.4	7.4
Had sexual contact with someone of the same sex (lifetime)	6.0	8.1	3.6	3.5	5.7	6.4	8.8
Currently sexually active (had intercourse in the past 3 months)	13.8	13.8	13.8	4.5	8.2	17.2	28.3
Used alcohol or drugs before sexual intercourse the last time*	21.3	20.7	22.1	13.7	20.8	19.4	24.0
Used a condom during sexual intercourse the last time*	57.8	54.1	61.9	62.9	64.6	59.6	53.6
Used birth control pills during sexual intercourse the last time*	21.8	27.3	16.8	4.9	13.3	24.9	28.2
Been pregnant/gotten someone pregnant (lifetime)	1.0	0.7	1.4	0.6	1.0	1.2	1.5
Had sexual contact against your will (lifetime)	10.1	14.4	5.3	6.4	9.0	11.6	14.3
Been physically forced to have sexual intercourse when you did not want to (lifetime)	4.4	6.0	2.6	2.4	3.7	5.1	6.9
"SEXTING" (past 12 months) †							
Felt pressured by a boyfriend/girlfriend/date to send, forward, or post a "sext" of yourself	10.2	15.0	4.8	6.9	10.2	12.3	11.8
Sent, forwarded, or posted a "sext" of yourself	14.2	16.5	11.6	7.6	12.0	17.0	21.8
Someone else sent or posted a "sext" of you	10.2	11.3	9.0	7.8	10.2	11.9	11.6

* Among youth who are currently sexually active (had intercourse in the past 3 months)

† Defined as sending or forwarding nude, sexually suggestive, or explicit photos or videos using the Internet, cell phones, or other electronic devices

Table 6-1B. Sexual Behaviors and Sexting, 2006-2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 <i>(16,680)</i>	2008 <i>(20,406)</i>	2010 <i>(23,187)</i>	2012 <i>(24,459)</i>	2014 <i>(24,355)</i>	2016 <i>(24,385)</i>	2018 <i>(24,746)</i>	2021 <i>(22,903)</i>
SEXUAL BEHAVIORS								
Ever had sexual intercourse	28.9	29.4	28.3	26.6	24.3	21.9	22.1	17.8
Had first sexual intercourse before age 13 years	3.8	3.7	3.3	3.0	2.1	1.8	1.6	1.5
Had sexual intercourse with 4 or more people (lifetime)	8.0	8.0	7.6	6.9	5.4	4.8	4.6	3.4
Had sexual contact with someone of the same sex (lifetime)	–	–	–	3.3	4.4	3.9	3.7	6.0
Currently sexually active (had intercourse in the past 3 months)	22.3	22.9	21.8	20.7	19.1	17.3	17.4	13.8
Used alcohol or drugs before sexual intercourse the last time*	26.5	27.8	27.0	29.2	27.7	25.5	21.8	21.3
Used a condom during sexual intercourse the last time*	66.6	65.0	63.2	66.3	65.1	62.2	63.9	57.8
Used birth control pills during sexual intercourse the last time*	39.1	41.0	24.4	25.0	28.8	30.3	30.1	21.8
Been pregnant/gotten someone pregnant (lifetime)	2.9	2.9	2.8	2.5	1.7	1.5	1.2	1.0
Had sexual contact against your will (lifetime)	–	–	–	–	–	7.5	8.6	10.1
Been physically forced to have sexual intercourse when you did not want to (lifetime)	5.7	5.7	5.5	4.8	4.6	3.4	3.4	4.4
"SEXTING" (past 12 months) †								
Felt pressured by a boyfriend/girlfriend/date to send, forward, or post a "sext" of yourself	–	–	–	8.1	9.3	9.1	11.6	10.2
Sent, forwarded, or posted a "sext" of yourself	–	–	–	10.7	15.4	18.1	17.7	14.2
Someone else sent or posted a "sext" of you	–	–	5.0	3.0	4.1	4.8	12.5	10.2

* Among youth who are currently sexually active (had intercourse in the past 3 months)

† Defined as sending or forwarding nude, sexually suggestive, or explicit photos or videos using the Internet, cell phones, or other electronic devices

Table 7-1A. Weight, Nutrition, and Physical Activity by Sex and Grade, 2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
		Female	Male	9 th	10 th	11 th	12 th
	(22,903)	(11,548)	(11,283)	(6,306)	(5,913)	(5,432)	(5,181)
WEIGHT PERCEPTION							
Describe self as slightly or very overweight	23.0	24.4	21.4	22.6	22.5	23.2	23.6
BODY MASS INDEX							
Overweight*	12.1	11.7	12.6	12.8	11.8	12.4	11.5
Obese [†]	8.1	6.0	10.2	7.9	8.5	8.1	7.8
EATING PATTERNS (past 7 days)							
Ate breakfast on all 7 days	38.0	33.5	43.1	41.3	40.3	36.9	32.9
Ate dinner at home with parent(s)/guardian(s) on 5 or more days	68.7	63.5	74.4	76.6	72.8	65.4	57.9
PHYSICAL ACTIVITY							
Participated in vigorous physical activity for at least 20 minutes on 3 or more of the past 7 days [‡]	66.4	60.7	72.7	70.9	69.2	64.6	59.5
Participated in moderate physical activity for at least 60 minutes per day on 5 or more of the past 7 days [§]	51.3	43.9	59.5	55.8	53.5	48.6	45.9
Did exercises to strengthen or tone your muscles (on 3 or more of the past 7 days)**	46.8	36.1	58.7	49.8	49.1	45.1	42.3
Played on one or more sports teams (past 12 months)	60.5	58.6	62.8	62.8	62.5	60.5	55.3

* Students who were ≥85th percentile but <95th percentile for body mass index by age and gender, based on reference data

† Students who were ≥95th percentile for body mass index by age and gender, based on reference data

‡ Includes physical activity that made you sweat and breathe hard, such as basketball, soccer, running, swimming laps, fast bicycling, fast dancing, or similar aerobic activities

§ Includes any physical activity that increases your heart rate and makes you breathe hard some of the time

** Such as push-ups, sit-ups, or weightlifting

Table 7-1B. Weight, Nutrition, and Physical Activity, 2006-2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 <i>(16,680)</i>	2008 <i>(20,406)</i>	2010 <i>(23,187)</i>	2012 <i>(24,459)</i>	2014 <i>(24,355)</i>	2016 <i>(24,385)</i>	2018 <i>(24,746)</i>	2021 <i>(22,903)</i>
WEIGHT PERCEPTION								
Describe self as slightly or very overweight	25.1	24.5	24.2	26.0	27.1	25.1	25.3	23.0
BODY MASS INDEX								
Overweight*	12.2	12.1	12.1	11.9	12.4	12.8	12.5	12.1
Obese [†]	7.7	7.2	7.2	7.2	7.9	8.2	8.3	8.1
EATING PATTERNS (past 7 days)								
Ate breakfast on all 7 days	–	–	–	–	47.9	45.8	40.4	38.0
Ate dinner at home with parent(s)/guardian(s) on 5 or more days	–	–	–	66.6	70.0	68.7	68.0	68.7
PHYSICAL ACTIVITY								
Participated in vigorous physical activity for at least 20 minutes on 3 or more of the past 7 days [‡]	65.1	65.2	67.6	68.5	66.8	68.4	67.6	66.4
Participated in moderate physical activity for at least 60 minutes per day on 5 or more of the past 7 days [§]	33.7	33.2	45.3	48.8	47.3	50.6	50.4	51.3
Did exercises to strengthen or tone your muscles (on 3 or more of the past 7 days)**	–	–	–	–	–	50.0	47.9	46.8
Played on one or more sports teams (past 12 months)	67.8	67.6	67.7	68.4	67.0	66.7	65.9	60.5

* Students who were ≥85th percentile but <95th percentile for body mass index by age and gender, based on reference data

† Students who were ≥95th percentile for body mass index by age and gender, based on reference data

‡ Includes physical activity that made you sweat and breathe hard, such as basketball, soccer, running, swimming laps, fast bicycling, fast dancing, or similar aerobic activities

§ Includes any physical activity that increases your heart rate and makes you breathe hard some of the time

** Such as push-ups, sit-ups, or weightlifting

Table 8-1A. School Connectedness, Engagement, and Climate by Sex and Grade, 2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
	(22,903)	Female (11,548)	Male (11,283)	9 th (6,306)	10 th (5,913)	11 th (5,432)	12 th (5,181)
<i>SCHOOL CONNECTEDNESS (agree/ strongly agree)</i>							
I feel close to people at school.	60.4	56.9	64.3	61.2	61.8	59.7	58.7
I feel like I am part of this school.	60.7	56.3	65.5	63.4	61.1	58.5	59.2
I am happy to be at this school.	58.1	52.0	64.9	62.7	58.4	54.0	56.3
The teachers at this school treat students fairly.	58.4	53.5	63.7	64.3	56.3	54.8	57.3
I feel safe in my school.	74.1	70.6	78.1	74.0	73.2	73.5	76.1
<i>SCHOOL ENGAGEMENT (most of the time/always)</i>							
Try as hard as you can in school	75.4	83.0	67.1	78.4	75.8	74.4	72.4
Enjoy your schoolwork	17.0	17.4	16.5	18.5	15.7	15.2	18.3
Find your schoolwork valuable	31.6	32.9	30.2	36.6	31.9	26.9	30.0
<i>SCHOOL CLIMATE (agree/ strongly agree)</i>							
People of different cultural backgrounds, races, or ethnicities get along well at this school.	70.6	66.4	75.3	75.6	70.6	68.2	66.9
At this school, students work on listening to others to understand what they are trying to say.	50.9	46.7	55.5	54.9	50.2	49.0	48.6
At this school, all students are treated equally.	49.0	41.2	57.7	55.5	48.6	46.1	44.7
At this school, teachers/school staff show respect for all students' cultural beliefs and practices.	69.5	65.5	74.0	74.4	68.7	67.2	67.0
At this school, students show respect for each other.	48.5	41.9	55.7	52.8	48.0	45.7	46.6
School rules are applied equally to all students.	59.0	53.9	64.7	67.1	58.6	55.6	53.2

Table 8-2A. Adult Support at School by Sex and Grade, 2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
	(22,903)	Female (11,548)	Male (11,283)	9 th (6,306)	10 th (5,913)	11 th (5,432)	12 th (5,181)
ADULT SUPPORT AT SCHOOL							
Have at least one teacher/adult at school to talk to if you have a problem	69.4	70.3	68.6	64.7	65.8	71.4	77.6
Talked to a teacher/adult from your school about a personal problem*	31.3	38.2	24.2	25.4	29.4	33.0	38.9
Talked to a teacher/adult at school about being bullied*	5.6	6.9	4.1	6.0	5.4	5.3	5.3
Talked to a teacher/adult at school about being cyberbullied*	3.1	3.8	2.4	3.0	3.2	3.0	3.2
Talked with a school counselor, school therapist, or school psychologist about emotional challenges or problems*	18.8	24.8	12.2	16.2	18.0	20.0	21.6
Talked with a school nurse about emotional challenges or problems*	4.1	5.3	2.7	3.5	4.1	4.3	4.6
Talked with a teacher or other school staff about emotional challenges or problems*	12.3	16.3	8.0	8.7	10.8	13.6	17.3
There is a teacher or some other adult who really cares about me. †	52.6	51.1	54.3	48.0	48.8	53.3	62.0
There is a teacher or some other adult who tells me when I do a good job. †	67.6	67.4	68.0	68.3	65.5	67.0	70.0
There is a teacher or some other adult who notices when I'm not there. †	57.3	54.4	60.6	56.8	55.4	57.1	60.7
There is a teacher or some other adult who always wants me to do my best. †	74.5	74.2	75.0	75.0	72.6	74.2	76.7
There is a teacher or some other adult who listens to me when I have something to say. †	69.4	68.5	70.6	68.8	67.4	69.1	73.1
There is a teacher or some other adult who believes that I will be a success. †	67.6	67.4	67.9	66.3	64.7	67.6	72.6
TRAUMA-INFORMED SCHOOL ENVIRONMENT ‡							
Teachers/adults at school notice when students are in distress. §	40.7	44.6	36.4	36.9	43.1	42.7	40.4
Teachers/adults at school understand how being in distress can affect a student's behavior in class. §	37.6	43.1	31.6	32.2	39.6	40.2	39.3
Teachers/adults at school help students in distress get help and support at school. §	34.4	38.0	30.4	27.9	36.4	37.0	37.3

* During the past 12 months

† Students responded "pretty true" or "very true"

‡ Recognition of the presence of students at school who may be experiencing distress or trauma that is related to a terrible event or ongoing serious problem in their lives, such as violence, abuse, a serious accident, losing a close friend or family member, or lack of food or basic needs

§ Students responded "unlikely" or "very unlikely"

Table 8-2B. Adult Support at School, 2006-2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 <i>(16,680)</i>	2008 <i>(20,406)</i>	2010 <i>(23,187)</i>	2012 <i>(24,459)</i>	2014 <i>(24,355)</i>	2016 <i>(24,385)</i>	2018 <i>(24,746)</i>	2021 <i>(22,903)</i>
ADULT SUPPORT AT SCHOOL								
Have at least one teacher/adult at school to talk to if you have a problem	66.3	67.1	67.0	69.4	71.0	74.9	75.1	69.4
Talked to a teacher/adult from your school about a personal problem*	–	–	30.1	29.4	28.6	29.3	33.6	31.3
Talked to a teacher/adult at school about being bullied*	–	–	9.0	8.4	6.8	6.6	6.9	5.6
Talked to a teacher/adult at school about being cyberbullied*	–	–	3.6	4.2	3.9	3.6	3.3	3.1
Talked with a school counselor, school therapist, or school psychologist about emotional challenges or problems*	–	–	–	–	–	–	17.4	18.8
Talked with a school nurse about emotional challenges or problems*	–	–	–	–	–	–	5.2	4.1
Talked with a teacher or other school staff about emotional challenges or problems*	–	–	–	–	–	–	13.3	12.3
There is a teacher or some other adult who really cares about me. †	–	–	–	–	–	–	–	52.6
There is a teacher or some other adult who tells me when I do a good job. †	–	–	–	–	–	–	–	67.6
There is a teacher or some other adult who notices when I'm not there. †	–	–	–	–	–	–	–	57.3
There is a teacher or some other adult who always wants me to do my best. †	–	–	–	–	–	–	–	74.5
There is a teacher or some other adult who listens to me when I have something to say. †	–	–	–	–	–	–	–	69.4
There is a teacher or some other adult who believes that I will be a success. †	–	–	–	–	–	–	–	67.6
TRAUMA-INFORMED SCHOOL ENVIRONMENT ‡								
Teachers/adults at school notice when students are in distress. §	–	–	–	–	–	–	–	40.7
Teachers/adults at school understand how being in distress can affect a student's behavior in class. §	–	–	–	–	–	–	–	37.6
Teachers/adults at school help students in distress get help and support at school. §	–	–	–	–	–	–	–	34.4

* During the past 12 months

† Students responded "pretty true" or "very true"

‡ Recognition of the presence of students at school who may be experiencing distress or trauma that is related to a terrible event or ongoing serious problem in their lives, such as violence, abuse, a serious accident, losing a close friend or family member, or lack of food or basic needs

§ Students responded "unlikely" or "very unlikely"

Table 8-3A. Adult Support and Peer Support by Sex and Grade, 2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
	(22,903)	Female (11,548)	Male (11,283)	9 th (6,306)	10 th (5,913)	11 th (5,432)	12 th (5,181)
ADULT SUPPORT OUTSIDE OF SCHOOL							
Have at least one parent/adult outside of school to talk to about things that are important to you	88.1	87.3	88.9	88.0	87.7	88.3	88.4
Ate dinner at home with parent(s)/guardian(s) on 5 or more days (past 7 days)	68.7	63.5	74.4	76.6	72.8	65.4	57.9
Parents/adults in your family have clear rules and consequences for your behavior (agree/strongly agree)	81.5	79.9	83.1	82.5	82.6	81.3	79.3
Talked to a parent/adult outside of school about being bullied*	10.8	14.1	7.3	12.5	11.3	9.7	9.3
Talked to a parent/adult outside of school about being cyberbullied*	6.3	8.5	4.0	6.7	6.6	6.0	5.8
Talked with a parent, relative, or other adult outside of school about emotional challenges or problems*	50.1	62.6	36.5	45.6	50.0	52.2	53.8
ADVERSE CHILDHOOD EXPERIENCES							
Ever lived with someone who was having a problem with alcohol or drug use	16.5	19.1	13.7	14.1	16.4	17.7	18.4
Ever lived with someone who was depressed, mentally ill, or suicidal	33.0	40.4	25.0	27.2	31.8	35.9	38.7
Ever been hit, beat, kicked, or physically hurt by an adult in your home	22.1	22.4	21.8	21.5	22.1	21.9	23.1
Adults in your home have ever slapped, hit, kicked, punched, or beat each other up	10.0	11.4	8.6	9.3	9.8	9.7	11.5
There has been an adult in your household who tried hard to make sure your basic needs were met (rarely/never) [†]	2.7	2.0	3.3	2.8	2.2	2.6	3.0
PEER SUPPORT (often/very often)							
Feel you have a friend you can talk to about a personal problem	63.1	66.4	59.6	58.3	62.3	65.7	67.5
Feel you are part of a group of friends	65.5	62.6	68.7	66.2	66.4	64.7	64.4
Feel lonely	30.3	37.5	22.3	26.8	30.1	32.2	32.8
Feel you have a lot in common with the people around you	53.6	52.3	55.1	53.6	54.5	53.3	53.0
Feel there are people who really know you and understand you	53.6	53.8	53.4	53.0	53.6	53.3	54.6
Feel left out and excluded by others	20.1	25.2	14.4	18.1	20.0	21.0	21.7

* During the past 12 months

† Basic needs include looking after your safety, making sure you had clean clothes, and providing you enough to eat.

Table 8-3B. Adult Support and Peer Support, 2006-2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 (16,680)	2008 (20,406)	2010 (23,187)	2012 (24,459)	2014 (24,355)	2016 (24,385)	2018 (24,746)	2021 (22,903)
ADULT SUPPORT OUTSIDE OF SCHOOL								
Have at least one parent/adult outside of school to talk to about things that are important to you	88.1	88.2	87.9	89.0	89.7	91.0	90.5	88.1
Ate dinner at home with parent(s)/guardian(s) on 5 or more days (past 7 days)	–	–	–	66.6	70.0	68.7	68.0	68.7
Parents/adults in your family have clear rules and consequences for your behavior (agree/strongly agree)	–	–	–	–	–	–	–	81.5
Talked to a parent/adult outside of school about being bullied*	–	–	13.7	13.4	11.7	10.6	11.6	10.8
Talked to a parent/adult outside of school about being cyberbullied*	–	–	5.5	6.9	6.7	6.2	5.8	6.3
Talked with a parent, relative, or other adult outside of school about emotional challenges or problems*	–	–	–	–	–	–	44.3	50.1
ADVERSE CHILDHOOD EXPERIENCES								
Ever lived with someone who was having a problem with alcohol or drug use	–	–	–	–	–	–	–	16.5
Ever lived with someone who was depressed, mentally ill, or suicidal	–	–	–	–	–	–	–	33.0
Ever been hit, beat, kicked, or physically hurt by an adult in your home	–	–	–	–	–	–	–	22.1
Adults in your home have ever slapped, hit, kicked, punched, or beat each other up	–	–	–	–	–	–	–	10.0
There has been an adult in your household who tried hard to make sure your basic needs were met (rarely/never) [†]	–	–	–	–	–	–	–	2.7
PEER SUPPORT (often/very often)								
Feel you have a friend you can talk to about a personal problem	–	–	–	71.9	71.2	71.8	71.5	63.1
Feel you are part of a group of friends	–	–	–	77.0	73.5	73.7	71.3	65.5
Feel lonely	–	–	–	12.3	15.3	14.3	23.3	30.3
Feel you have a lot in common with the people around you	–	–	–	–	–	–	59.9	53.6
Feel there are people who really know you and understand you	–	–	–	–	–	–	59.5	53.6
Feel left out and excluded by others	–	–	–	–	–	–	15.2	20.1

* During the past 12 months

† Basic needs include looking after your safety, making sure you had clean clothes, and providing you enough to eat.

Table 9-1A. Risk Behaviors on School Property by Sex and Grade, 2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
	(22,903)	Female (11,548)	Male (11,283)	9 th (6,306)	10 th (5,913)	11 th (5,432)	12 th (5,181)
<i>SUBSTANCE USE ON SCHOOL PROPERTY (past 30 days)</i>							
Used electronic vapor products on school property	5.6	6.0	5.1	2.8	4.4	6.4	9.5
Used alcohol on school property	1.7	1.3	2.1	1.0	1.2	1.7	3.1
Used marijuana on school property	3.3	2.7	3.9	1.4	2.5	3.8	6.0
<i>DRUG AVAILABILITY ON SCHOOL PROPERTY (past 12 months)</i>							
Offered, sold, or given marijuana on school property	7.2	7.0	7.5	5.1	6.8	8.8	8.7
Offered, sold, or given prescription pain medicine on school property	4.6	5.3	3.7	3.8	5.0	4.8	4.6
<i>SAFETY, WEAPONS, AND VIOLENCE AT SCHOOL</i>							
Didn't go to school because of safety concerns (past 30 days)*	3.6	3.7	3.5	3.4	3.6	3.6	3.7
Threatened or injured with a weapon on school property (past 12 months) [†]	2.5	1.9	3.1	2.5	2.4	2.2	2.7
Carried a weapon on school property (past 30 days) [†]	1.2	0.7	1.8	0.9	0.9	1.1	1.9
In a physical fight on school property (past 12 months)	3.1	1.3	4.9	3.6	2.9	2.6	3.0
Been bullied on school property (past 12 months) [‡]	17.1	19.4	14.7	19.0	17.4	16.2	15.3
Bullied someone else on school property (past 12 months) [‡]	5.4	4.1	6.8	5.2	4.8	5.5	6.0

* Because you felt you would be unsafe at school or on the way to or from school

† For example, a gun, knife, or club

‡ Defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again

Table 9-1B. Risk Behaviors on School Property, 2006-2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 <i>(16,680)</i>	2008 <i>(20,406)</i>	2010 <i>(23,187)</i>	2012 <i>(24,459)</i>	2014 <i>(24,355)</i>	2016 <i>(24,385)</i>	2018 <i>(24,746)</i>	2021 <i>(22,903)</i>
<i>SUBSTANCE USE ON SCHOOL PROPERTY (past 30 days)</i>								
Used electronic vapor products on school property	–	–	–	–	–	–	12.1	5.6
Used alcohol on school property	4.8	4.0	3.3	3.6	2.8	2.7	1.5	1.7
Used marijuana on school property	4.4	5.2	6.0	5.0	4.3	3.4	5.6	3.3
<i>DRUG AVAILABILITY ON SCHOOL PROPERTY (past 12 months)</i>								
Offered, sold, or given marijuana on school property	–	–	–	17.4	14.8	11.0	13.1	7.2
Offered, sold, or given prescription pain medicine on school property	–	–	–	–	–	–	3.3	4.6
<i>SAFETY, WEAPONS, AND VIOLENCE AT SCHOOL</i>								
Didn't go to school because of safety concerns (past 30 days)*	3.6	3.7	4.0	4.0	3.5	3.5	4.6	3.6
Threatened or injured with a weapon on school property (past 12 months) [†]	5.1	4.6	4.6	3.5	3.1	2.8	2.9	2.5
Carried a weapon on school property (past 30 days) [†]	3.3	3.1	3.0	2.5	2.0	1.9	1.4	1.2
In a physical fight on school property (past 12 months)	8.7	8.3	7.4	5.5	4.2	3.9	4.0	3.1
Been bullied on school property (past 12 months) [‡]	25.5	25.9	28.2	22.9	20.0	17.1	18.9	17.1
Bullied someone else on school property (past 12 months) [‡]	–	–	–	11.4	7.3	6.2	6.1	5.4

* Because you felt you would be unsafe at school or on the way to or from school

[†] For example, a gun, knife, or club

[‡] Defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again

Table 10-1A. Online Behaviors by Sex and Grade, 2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
	(22,903)	Female (11,548)	Male (11,283)	9 th (6,306)	10 th (5,913)	11 th (5,432)	12 th (5,181)
ONLINE BEHAVIORS AND USE OF SOCIAL MEDIA (on an average school day)							
Spend 3 or more hours online for school or homework	39.5	49.8	28.2	33.7	37.9	43.9	43.8
Spend 3 or more hours online not for school or homework	42.8	45.1	40.2	42.7	43.9	42.3	42.2
Spend 3 or more hours on social media	28.8	35.2	21.6	28.7	29.1	28.5	28.7
Spend 3 or more hours gaming	14.0	6.1	22.7	16.4	14.3	12.3	12.3
ATTITUDES AND EXPERIENCES RELATED TO SOCIAL MEDIA USE (agree/strongly agree)							
I feel more connected to peers because of social media.	64.2	65.7	62.5	63.8	65.2	64.7	63.2
I feel pressure to post things that will be popular and get a lot of comments or "likes."	19.0	25.6	11.0	15.5	18.0	20.9	22.0
I feel badly about myself, excluded, or left out when I see what others post on social media.	30.6	40.6	18.5	27.6	29.7	31.8	33.6
I have gotten support on social media when I've been going through a tough or challenging time.	27.9	30.5	24.8	26.0	28.7	28.2	29.1
Social media keeps me from doing other things that are important, like homework or family responsibilities.	31.5	34.9	27.3	28.1	29.6	32.6	36.4
Being on social media helps me feel better about myself.	22.7	22.3	23.1	26.5	23.5	21.0	19.4
I spend too much time on social media.	47.6	53.5	40.5	43.8	46.6	49.6	51.2
I have found people who share the same hobbies and interests as me on social media.	64.4	65.2	63.5	64.9	65.9	62.7	64.1
Social media has hurt my relationships with friends, peers, or students at my school.	12.5	14.9	9.6	12.0	13.1	13.4	11.5
I have spoken up or taken action on social media about issues that are important to me.	32.7	42.7	20.7	27.9	32.3	35.1	36.3
I have had serious conflicts with my parents or other members of my family because of my social media use.	11.5	13.7	8.8	12.9	12.2	11.4	9.0

Table 10-1B. Online Behaviors, 2006-2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 <i>(16,680)</i>	2008 <i>(20,406)</i>	2010 <i>(23,187)</i>	2012 <i>(24,459)</i>	2014 <i>(24,355)</i>	2016 <i>(24,385)</i>	2018 <i>(24,746)</i>	2021 <i>(22,903)</i>
ONLINE BEHAVIORS AND USE OF SOCIAL MEDIA (on an average school day)								
Spend 3 or more hours online for school or homework	–	–	–	–	–	–	–	39.5
Spend 3 or more hours online not for school or homework	–	–	–	–	–	–	–	42.8
Spend 3 or more hours on social media	–	–	–	–	–	28.5	28.5	28.8
Spend 3 or more hours gaming	–	–	–	–	–	–	12.3	14.0
ATTITUDES AND EXPERIENCES RELATED TO SOCIAL MEDIA USE (agree/strongly agree)								
I feel more connected to peers because of social media.	–	–	–	–	–	64.7	60.3	64.2
I feel pressure to post things that will be popular and get a lot of comments or "likes."	–	–	–	–	–	26.1	24.8	19.0
I feel badly about myself, excluded, or left out when I see what others post on social media.	–	–	–	–	–	23.7	24.8	30.6
I have gotten support on social media when I've been going through a tough or challenging time.	–	–	–	–	–	29.9	31.0	27.9
Social media keeps me from doing other things that are important, like homework or family responsibilities.	–	–	–	–	–	32.8	32.4	31.5
Being on social media helps me feel better about myself.	–	–	–	–	–	22.4	21.1	22.7
I spend too much time on social media.	–	–	–	–	–	42.0	43.3	47.6
I have found people who share the same hobbies and interests as me on social media.	–	–	–	–	–	–	54.3	64.4
Social media has hurt my relationships with friends, peers, or students at my school.	–	–	–	–	–	–	11.5	12.5
I have spoken up or taken action on social media about issues that are important to me.	–	–	–	–	–	–	24.9	32.7
I have had serious conflicts with my parents or other members of my family because of my social media use.	–	–	–	–	–	–	10.5	11.5

Table 10-2A. General Health, Sleep, and Student Use of Time by Sex and Grade, 2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
	(22,903)	Female (11,548)	Male (11,283)	9 th (6,306)	10 th (5,913)	11 th (5,432)	12 th (5,181)
GENERAL HEALTH & SLEEP							
Describes general health (emotional and physical wellbeing) as very good/excellent	51.2	40.4	62.3	53.1	51.8	48.3	51.2
Absent from school on 3 or more days (past 30 days)	17.9	19.8	15.9	14.4	17.4	17.8	23.1
Sleeps 8 or more hours on an average school night	27.1	23.6	31.1	38.0	28.7	21.5	17.7
STUDENT ACTIVITIES AND USE OF TIME							
Spend 3 or more hours on homework/studying before or after school*	32.7	42.4	22.0	24.1	31.0	39.3	38.3
Spend 3 or more hours on extracurricular activities outside of school*	26.4	27.2	25.5	22.8	25.9	27.2	30.5
Spend 3 or more hours on "screen time" that is not for school work/homework**†	60.1	61.1	59.1	60.9	61.5	59.3	58.5
Participated in volunteer or community service activities on 3 or more days (past 12 months)	60.2	65.4	54.5	51.0	58.3	64.9	69.0
CAUSES OF REDUCED SLEEP ‡							
Time spent on schoolwork or studying	42.2	52.1	31.3	32.6	42.2	48.8	47.2
Time spent on extracurricular activities	20.6	26.3	14.3	16.0	20.2	23.2	24.1
Time spent on social media	22.8	27.7	17.3	21.3	21.5	24.3	24.6
Time spent gaming	9.3	5.3	13.8	10.4	9.1	8.4	9.3
Time working at a job for pay	9.2	11.2	6.9	2.4	5.3	13.2	17.8
Worrying about school, family, friends, or other concerns	22.3	29.6	14.2	18.6	22.3	23.8	25.4

* On an average school day

† Includes watching TV, going on the Internet, playing video games, or using a computer, tablet, or smartphone

‡ Keeps you from getting enough sleep "often" or "very often"

Table 10-2B. General Health, Sleep, and Student Use of Time, 2006-2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 <i>(16,680)</i>	2008 <i>(20,406)</i>	2010 <i>(23,187)</i>	2012 <i>(24,459)</i>	2014 <i>(24,355)</i>	2016 <i>(24,385)</i>	2018 <i>(24,746)</i>	2021 <i>(22,903)</i>
GENERAL HEALTH & SLEEP								
Describes general health (emotional and physical wellbeing) as very good/excellent	72.6	72.3	71.7	73.1	72.4	71.5	68.7	51.2
Absent from school on 3 or more days (past 30 days)	–	–	–	–	11.9	11.0	12.1	17.9
Sleeps 8 or more hours on an average school night	–	–	–	–	29.2	26.7	24.2	27.1
STUDENT ACTIVITIES AND USE OF TIME								
Spend 3 or more hours on homework/studying before or after school*	–	–	–	–	40.4	40.3	34.5	32.7
Spend 3 or more hours on extracurricular activities outside of school*	–	–	–	–	28.2	25.5	30.5	26.4
Spend 3 or more hours on "screen time" that is not for school work/homework**, [†]	–	–	–	38.7	37.0	38.9	45.8	60.1
Participated in volunteer or community service activities on 3 or more days (past 12 months)	–	–	–	–	–	67.3	66.2	60.2
CAUSES OF REDUCED SLEEP[‡]								
Time spent on schoolwork or studying	–	–	–	–	–	–	–	42.2
Time spent on extracurricular activities	–	–	–	–	–	–	–	20.6
Time spent on social media	–	–	–	–	–	–	–	22.8
Time spent gaming	–	–	–	–	–	–	–	9.3
Time working at a job for pay	–	–	–	–	–	–	–	9.2
Worrying about school, family, friends, or other concerns	–	–	–	–	–	–	–	22.3

* On an average school day

[†] Includes watching TV, going on the Internet, playing video games, or using a computer, tablet, or smartphone

[‡] Keeps you from getting enough sleep "often" or "very often"

Table 11-1A. COVID-19 and Community Issues/Experiences by Sex and Grade, 2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
	(22,903)	Female (11,548)	Male (11,283)	9 th (6,306)	10 th (5,913)	11 th (5,432)	12 th (5,181)
EXPERIENCES DURING THE COVID-19 PANDEMIC							
Experienced poor mental health "most of the time" or "always" during COVID-19 pandemic*	33.6	47.5	18.4	27.7	33.3	37.6	37.0
Mental health became "a little worse" or "a lot worse"	48.3	57.6	38.1	46.6	48.7	50.6	47.5
Use of electronic vapor products increased (a little/a lot)	8.2	10.0	6.2	3.8	7.6	10.6	11.8
Use of alcohol increased (a little/a lot)	14.0	16.5	11.3	5.5	12.9	18.3	21.6
Use of marijuana increased (a little/a lot)	9.3	9.5	9.2	3.0	7.2	11.9	17.1
Use of prescription medication without a doctor's prescription increased (a little/a lot)	1.2	1.3	1.1	0.8	1.1	1.5	1.5
WORRY ABOUT COMMUNITY ISSUES (often/very often)							
Climate change	17.6	22.6	12.0	13.6	16.1	20.1	21.5
COVID-19 (coronavirus) or other pandemics	21.3	29.4	12.4	18.5	20.3	22.2	25.0
Substance use in your community	5.6	6.8	4.3	4.7	5.6	6.5	5.9
Racial discrimination in you community	18.7	27.7	8.8	16.6	17.3	20.7	21.0
Discrimination against LGBTQ people in your community	19.7	29.6	8.6	18.0	18.9	21.6	20.6
Unemployment or job loss in your community	6.5	8.1	4.8	5.0	6.7	7.5	7.1
Violence in your community	6.6	9.0	3.9	6.6	7.1	6.9	5.8
EXPERIENCES OF DISCRIMINATION (lifetime)							
Treated badly/unfairly because of your race or ethnicity	23.5	24.5	22.4	22.4	23.0	24.1	24.6
Treated badly/unfairly because of your religion or culture	19.1	21.0	17.0	17.8	18.7	20.0	20.1
Treated badly/unfairly because of your gender or gender identity	22.1	31.0	12.2	19.6	20.7	23.8	24.9
Treated badly/unfairly because of your sexual identity or sexual orientation	17.6	23.0	11.5	16.0	17.4	17.9	19.2
Treated badly/unfairly because of a disability you have or others think you have	12.3	13.5	11.0	11.0	11.5	13.1	13.8
Treated badly/unfairly because of your height or weight, or how you look	43.1	50.1	35.4	42.0	43.4	42.8	44.4

* Poor mental health includes anxiety, stress, and depression

Table 11-1B. COVID-19 and Community Issues/Experiences, 2006-2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							2021 (22,903)
	2006 (16,680)	2008 (20,406)	2010 (23,187)	2012 (24,459)	2014 (24,355)	2016 (24,385)	2018 (24,746)	
EXPERIENCES DURING THE COVID-19 PANDEMIC								
Experienced poor mental health "most of the time" or "always" during COVID-19 pandemic*	-	-	-	-	-	-	-	33.6
Mental health became "a little worse" or "a lot worse"	-	-	-	-	-	-	-	48.3
Use of electronic vapor products increased (a little/a lot)	-	-	-	-	-	-	-	8.2
Use of alcohol increased (a little/a lot)	-	-	-	-	-	-	-	14.0
Use of marijuana increased (a little/a lot)	-	-	-	-	-	-	-	9.3
Use of prescription medication without a doctor's prescription increased (a little/a lot)	-	-	-	-	-	-	-	1.2
WORRY ABOUT COMMUNITY ISSUES (often/very often)								
Climate change	-	-	-	-	-	-	-	17.6
COVID-19 (coronavirus) or other pandemics	-	-	-	-	-	-	-	21.3
Substance use in your community	-	-	-	-	-	-	-	5.6
Racial discrimination in you community	-	-	-	-	-	-	-	18.7
Discrimination against LGBTQ people in your community	-	-	-	-	-	-	-	19.7
Unemployment or job loss in your community	-	-	-	-	-	-	-	6.5
Violence in your community	-	-	-	-	-	-	-	6.6
EXPERIENCES OF DISCRIMINATION (lifetime)								
Treated badly/unfairly because of your race or ethnicity	-	-	-	-	-	-	-	23.5
Treated badly/unfairly because of your religion or culture	-	-	-	-	-	-	-	19.1
Treated badly/unfairly because of your gender or gender identity	-	-	-	-	-	-	-	22.1
Treated badly/unfairly because of your sexual identity or sexual orientation	-	-	-	-	-	-	-	17.6
Treated badly/unfairly because of a disability you have or others think you have	-	-	-	-	-	-	-	12.3
Treated badly/unfairly because of your height or weight, or how you look	-	-	-	-	-	-	-	43.1

* Poor mental health includes anxiety, stress, and depression

Table 12-1A. Socio-demographics and Other Student Characteristics by Sex and Grade, 2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>			
	(22,903)	Female (11,548)	Male (11,283)	9 th (6,306)	10 th (5,913)	11 th (5,432)	12 th (5,181)
<i>SOCIO-DEMOGRAPHICS AND OTHER STUDENT CHARACTERISTICS</i>							
Identify as transgender	3.3	4.6	1.8	3.9	3.3	3.0	2.7
Identify as nonbinary*	3.1	4.8	1.3	3.6	3.0	3.0	2.8
Identify as gay/lesbian, bisexual, not sure/questioning, or describe sexual identity in another way (not heterosexual)	22.5	34.0	10.6	22.4	22.3	22.7	22.8
Have any physical disabilities or physical long-term health problems [†]	9.5	10.7	8.1	7.8	8.7	10.6	11.2
Have any long-term learning disabilities [†]	11.6	11.4	11.8	9.6	11.0	12.6	13.8
Have an Individualized Education Program (IEP)	15.9	14.0	18.1	15.6	15.8	16.6	15.7
Ever been told by a doctor or health care professional that you have an attention disorder, such as Attention Deficit/Hyperactivity Disorder (ADD/ADHD)	17.3	15.6	19.1	15.7	16.9	18.3	18.7
Language other than English spoken "most of the time" at home	18.2	18.3	18.0	21.6	18.4	16.7	15.1
Have not always lived in the United States	13.5	12.8	14.2	15.4	13.0	13.1	12.0

* Non-binary also includes identifying as gender-queer, gender-fluid, or gender non-conforming

† Long-term means 6 months or more

Table 12-1B. Socio-demographics and Other Student Characteristics, 2006-2021
MetroWest Region High School Students (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 <i>(16,680)</i>	2008 <i>(20,406)</i>	2010 <i>(23,187)</i>	2012 <i>(24,459)</i>	2014 <i>(24,355)</i>	2016 <i>(24,385)</i>	2018 <i>(24,746)</i>	2021 <i>(22,903)</i>
SOCIO-DEMOGRAPHICS AND OTHER STUDENT CHARACTERISTICS								
Identify as transgender	–	–	–	–	–	1.5	1.4	3.3
Identify as nonbinary*	–	–	–	–	–	–	–	3.1
Identify as gay/lesbian, bisexual, not sure/questioning, or describe sexual identity in another way (not heterosexual)	6.1	6.3	7.4	8.3	10.3	13.0	13.9	22.5
Have any physical disabilities or physical long-term health problems [†]	–	–	–	10.2	11.2	11.2	10.5	9.5
Have any long-term learning disabilities [†]	–	–	–	8.6	9.8	10.4	11.2	11.6
Have an Individualized Education Program (IEP)	–	–	–	–	15.4	16.7	16.9	15.9
Ever been told by a doctor or health care professional that you have an attention disorder, such as Attention Deficit/Hyperactivity Disorder (ADD/ADHD)	–	–	–	–	–	–	–	17.3
Language other than English spoken "most of the time" at home	–	–	–	–	–	–	–	18.2
Have not always lived in the United States	–	–	–	–	–	–	–	13.5

* Non-binary also includes identifying as gender-queer, gender-fluid, or gender non-conforming

† Long-term means 6 months or more

Appendix 4

Optional Questions

High School Optional Questions by Sex and Grade, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	Total (%) <i>(1,244)</i>	Sex (%)		Grade (%)			
		Female <i>(652)</i>	Male <i>(588)</i>	9 th <i>(314)</i>	10 th <i>(334)</i>	11 th <i>(325)</i>	12 th <i>(265)</i>
<i>Since the beginning of the COVID-19 pandemic: Did a parent or other adult in your home lose their job, even for a short amount of time?</i>							
Yes	14.8	16.2	13.1	10.0	15.8	15.2	18.9
No	85.2	83.8	86.9	90.0	84.2	84.8	81.1
<i>Since the beginning of the COVID-19 pandemic: Did someone who lives with you test positive for COVID-19?</i>							
Yes	17.3	16.0	18.8	14.4	21.4	14.0	19.4
No	82.7	84.0	81.2	85.6	78.6	86.0	80.6
<i>Since the beginning of the COVID-19 pandemic: Was someone close to you (close friend or family member) hospitalized with COVID-19?</i>							
Yes	18.4	21.1	15.1	19.9	18.9	18.9	15.3
No	81.6	78.9	84.9	80.1	81.1	81.1	84.7
<i>How have the following things changed since the beginning of the COVID-19 pandemic: The level of effort you put into your school work</i>							
Become a lot worse	15.0	15.0	14.8	9.4	14.3	18.6	17.4
Become a little worse	29.6	31.7	27.1	28.1	24.4	36.2	29.8
About the same	34.0	32.1	36.3	37.8	39.1	29.9	28.1
Become a little better	14.0	14.5	13.5	16.3	14.7	10.3	15.3
Become a lot better	7.4	6.6	8.4	8.3	7.5	5.0	9.4
<i>How have the following things changed since the beginning of the COVID-19 pandemic: The quality of your relationships with teachers and other staff from your school</i>							
Become a lot worse	7.2	8.6	5.5	3.8	8.2	7.3	9.4
Become a little worse	27.4	27.7	26.9	21.9	27.8	30.9	29.4
About the same	48.0	47.1	49.1	54.5	48.4	48.5	38.7
Become a little better	11.2	11.2	11.3	12.5	10.8	8.0	14.5
Become a lot better	6.3	5.5	7.2	7.3	4.9	5.3	8.1
<i>How have the following things changed since the beginning of the COVID-19 pandemic: The quality of your relationships with friends</i>							
Become a lot worse	6.8	7.9	5.5	5.6	7.8	5.6	8.5
Become a little worse	18.5	20.7	15.8	17.7	17.3	16.6	23.4
About the same	37.5	35.3	40.4	38.2	36.6	40.5	34.5
Become a little better	22.0	21.4	22.8	21.2	23.9	21.9	20.9
Become a lot better	15.2	14.7	15.6	17.4	14.4	15.3	12.8

High School Optional Questions by Sex and Grade, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	Total (%) (1,244)	Sex (%)		Grade (%)			
		Female (652)	Male (588)	9 th (314)	10 th (334)	11 th (325)	12 th (265)
<i>How have the following things changed since the beginning of the COVID-19 pandemic: The quality of your relationships with your family members</i>							
Become a lot worse	5.9	6.8	4.9	5.6	5.9	6.3	6.0
Become a little worse	12.0	13.2	10.5	11.8	13.0	9.6	14.0
About the same	43.3	40.9	46.2	41.0	43.0	45.8	43.4
Become a little better	25.7	25.7	25.7	24.0	26.4	27.2	25.1
Become a lot better	13.1	13.4	12.7	17.7	11.7	11.0	11.5
<i>During the past 30 days, have you used electric vapor products on school property in any of the following places: In the classroom</i>							
Yes	1.2	0.7	2.0	0.7	1.3	0.7	2.6
No	98.8	99.3	98.0	99.3	98.7	99.3	97.4
<i>How important are each of the following things to you in making a decision whether or not to drink alcohol: Your parents do not approve of you drinking alcohol</i>							
Not at all important	18.0	17.0	19.1	10.9	13.1	20.1	30.2
A little important	20.5	21.8	19.1	12.0	18.2	24.3	29.3
Somewhat important	22.5	24.5	20.0	18.6	25.8	24.0	20.9
Very important	38.9	36.7	41.8	58.4	43.0	31.6	19.6
<i>How important are each of the following things to you in making a decision whether or not to drink alcohol: Your friends/peers do not approve of you drinking alcohol</i>							
Not at all important	30.2	28.2	32.8	16.7	24.1	36.8	46.2
A little important	21.6	23.6	19.1	18.5	19.6	21.5	28.4
Somewhat important	20.4	20.0	20.8	19.6	24.7	21.9	13.8
Very important	27.7	28.2	27.3	45.1	31.6	19.8	11.6
<i>How important are each of the following things to you in making a decision whether or not to drink alcohol: Your sports coach would not approve of you drinking alcohol</i>							
Not at all important	38.6	38.2	39.1	25.9	33.9	41.1	57.1
A little important	14.4	15.1	13.7	13.5	12.5	15.8	16.5
Somewhat important	15.9	14.6	17.4	12.4	20.4	17.2	12.5
Very important	31.1	32.2	29.9	48.2	33.2	26.0	13.8

High School Optional Questions by Sex and Grade, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	Total (%) (1,244)	Sex (%)		Grade (%)			
		Female (652)	Male (588)	9 th (314)	10 th (334)	11 th (325)	12 th (265)
<i>How important are each of the following things to you in making a decision whether or not to drink alcohol: You don't want to harm yourself by drinking</i>							
Not at all important	15.2	14.1	16.5	9.4	14.5	15.9	21.9
A little important	13.0	14.6	11.0	8.0	10.3	14.9	20.1
Somewhat important	17.7	17.7	17.9	12.7	16.9	22.5	19.2
Very important	54.1	53.7	54.6	69.9	58.3	46.7	38.8
<i>How important are each of the following things to you in making a decision whether or not to drink alcohol: You are worried about getting caught by your parents</i>							
Not at all important	20.5	18.2	23.1	13.5	15.2	21.3	34.8
A little important	17.5	18.2	16.8	7.7	19.3	20.9	23.2
Somewhat important	23.2	24.7	21.3	22.3	24.5	26.1	18.8
Very important	38.8	38.8	38.9	56.6	41.0	31.7	23.2
<i>How important are each of the following things to you in making a decision whether or not to drink alcohol: You are worried about getting caught by your sports coach</i>							
Not at all important	38.6	38.2	39.1	25.9	33.9	41.1	57.1
A little important	14.4	15.1	13.7	13.5	12.5	15.8	16.5
Somewhat important	15.9	14.6	17.4	12.4	20.4	17.2	12.5
Very important	31.1	32.2	29.9	48.2	33.2	26.0	13.8
<i>How important are each of the following things to you in making a decision whether or not to drink alcohol: You are worried about getting caught by someone at your school (teacher, school administrator, etc.)</i>							
Not at all important	31.8	29.3	34.5	19.7	24.5	36.7	49.1
A little important	17.2	17.7	16.6	12.0	21.4	17.5	17.9
Somewhat important	17.3	18.5	15.8	16.8	16.9	19.9	15.2
Very important	33.8	34.5	33.1	51.5	37.2	25.9	17.9
<i>During the past 30 days, how often did you worry or feel stressed about: Getting good grades?</i>							
Never or hardly ever	2.8	1.0	5.0	1.4	3.0	3.1	3.9
Rarely	3.8	1.5	6.6	4.2	5.7	3.1	1.7
Sometimes	14.0	9.7	19.0	17.6	11.7	14.7	11.7
Often	29.6	26.2	34.0	34.9	29.7	25.3	29.0
Very often	49.8	61.7	35.4	41.9	50.0	53.8	53.7

High School Optional Questions by Sex and Grade, 2021
Wellesley High School (Grades 9-12)
2021 MetroWest Adolescent Health Survey

	Total (%) (1,244)	Sex (%)		Grade (%)			
		Female (652)	Male (588)	9 th (314)	10 th (334)	11 th (325)	12 th (265)
<i>During the past 30 days, how often did you worry or feel stressed about: Being able to finish all of your work and study enough for tests?</i>							
Never or hardly ever	3.3	1.0	6.2	2.5	3.7	3.8	3.5
Rarely	5.9	3.0	9.4	7.1	6.7	5.8	3.5
Sometimes	16.4	10.1	23.9	19.1	13.7	18.9	13.4
Often	28.5	27.2	30.1	33.7	28.8	24.4	27.3
Very often	45.9	58.7	30.3	37.6	47.2	47.1	52.4
<i>During the past 30 days, how often did you worry or feel stressed about: Making plans for college or what you will do after high school?</i>							
Never or hardly ever	9.1	5.6	13.4	15.8	12.3	3.8	3.5
Rarely	11.6	8.7	15.2	18.3	14.3	8.9	3.5
Sometimes	19.4	15.2	24.4	24.6	19.3	21.2	10.8
Often	20.6	21.3	20.0	16.9	23.3	20.5	22.1
Very often	39.3	49.3	27.1	24.3	30.7	45.5	60.2
<i>During the past 30 days, how often did you worry or feel stressed about: Pressure from your parent(s)/guardian(s) to do well in school?</i>							
Never or hardly ever	10.9	8.4	14.0	12.3	11.0	8.2	12.6
Rarely	16.6	16.8	16.4	18.3	17.1	17.8	12.6
Sometimes	25.5	24.6	26.6	26.1	25.8	23.6	27.0
Often	21.2	20.1	22.4	18.0	25.1	18.5	23.9
Very often	25.8	30.0	20.6	25.4	21.1	31.8	23.9
<i>During the past 30 days, how often did you worry or feel stressed about: Pressure from your teachers or other school staff to do well in school?</i>							
Never or hardly ever	15.8	10.2	22.6	18.0	16.0	13.7	15.6
Rarely	22.7	22.1	23.6	21.1	24.3	22.3	23.4
Sometimes	28.9	28.7	29.3	26.8	30.0	30.8	28.1
Often	16.1	18.3	13.4	20.4	17.3	12.0	14.3
Very often	16.4	20.8	11.2	13.7	12.3	21.2	18.6

High School Optional Questions by Sex and Grade, 2021

Wellesley High School (Grades 9-12)

2021 MetroWest Adolescent Health Survey

	Total (%) (1,244)	Sex (%)		Grade (%)			
		Female (652)	Male (588)	9 th (314)	10 th (334)	11 th (325)	12 th (265)
<i>During the past 30 days, how often did you worry or feel stressed about: Pressure or competition from other students to do well in school?</i>							
Never or hardly ever	13.8	8.8	19.6	17.0	16.1	10.3	11.3
Rarely	16.6	13.6	20.2	19.9	17.8	15.8	12.1
Sometimes	22.3	19.6	25.6	23.0	19.8	23.4	22.9
Often	21.0	23.9	17.6	17.7	23.8	19.2	23.8
Very often	26.4	34.2	17.0	22.3	22.5	31.3	29.9
<i>During the past 30 days, how often did you worry or feel stressed about: Being involved in afterschool/extracurricular activities, like sports and clubs?</i>							
Never or hardly ever	13.1	8.6	18.5	13.5	15.1	12.0	11.7
Rarely	17.8	14.5	21.9	21.0	19.1	13.0	18.2
Sometimes	23.9	21.8	26.5	24.6	22.1	26.4	22.5
Often	21.1	24.3	17.3	20.6	19.7	20.9	23.8
Very often	24.1	30.9	15.9	20.3	24.1	27.7	23.8

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