

MetroWest Adolescent Health Survey Report

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



2021

Wellesley Middle School

GRADES 6-8



**METROWEST
HEALTH
FOUNDATION**

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2021 MetroWest Adolescent Health Survey

Middle School Report

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Section 1

Background and Methods

Background and Methodology

2021 MetroWest Adolescent Health Survey

Wellesley Middle 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 6 through 8 at Wellesley Middle 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 1,009 students enrolled at Wellesley Middle School, 945 participated in the MWAHS, with a participation rate of 93.7%. 28 students didn't receive parent permission to participate, and 1 student chose not to participate on their own (based on information reported by teachers). The majority of nonparticipation was due to student absences on the day of the survey administration.

Table 1A below shows the demographic breakdown of student participants from Wellesley Middle 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	%
6th grade	147	15.6%	144	15.2%	4	0.4%	295	31.2%
7th grade	149	15.8%	158	16.7%	1	0.1%	308	32.6%
8th grade	181	19.2%	159	16.8%	2	0.2%	342	36.2%
TOTAL	477	50.5%	461	48.8%	7	0.7%	945	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.

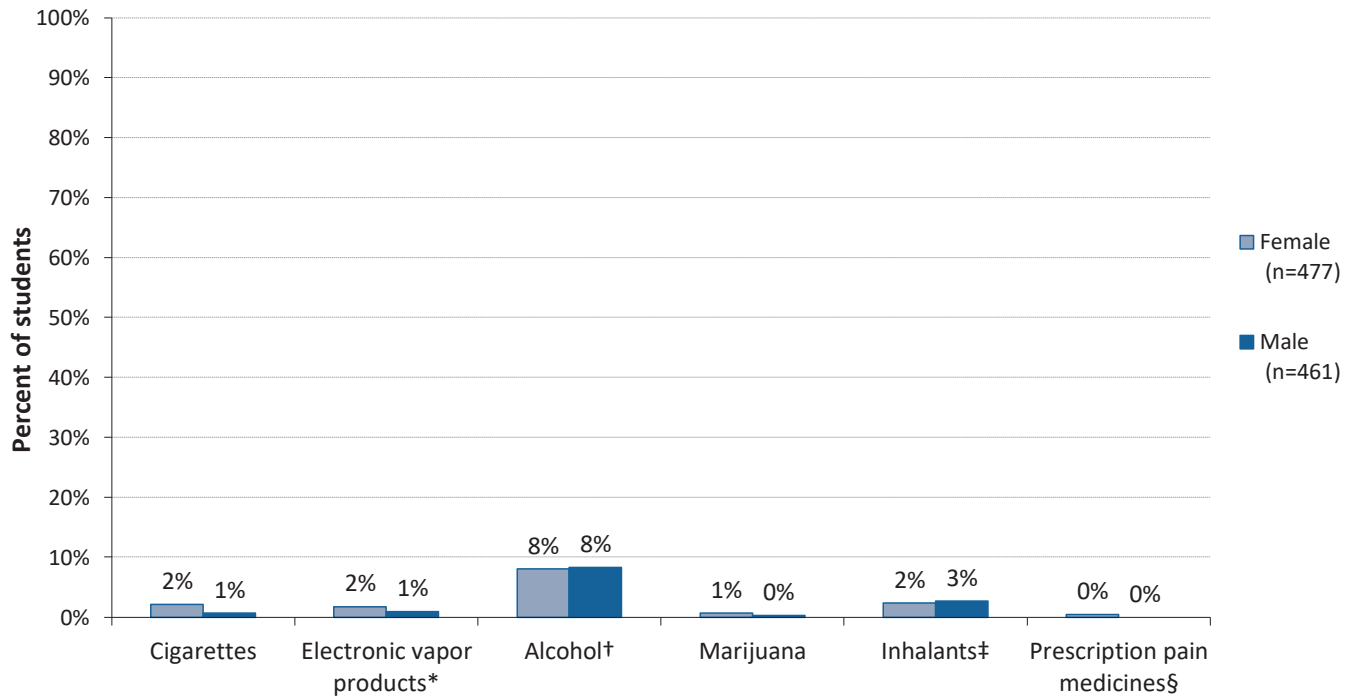
Section 2

Substance Use

Figure 2-1A. Lifetime Substance Use by Sex, 2021

Wellesley Middle School (Grades 6-8)

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

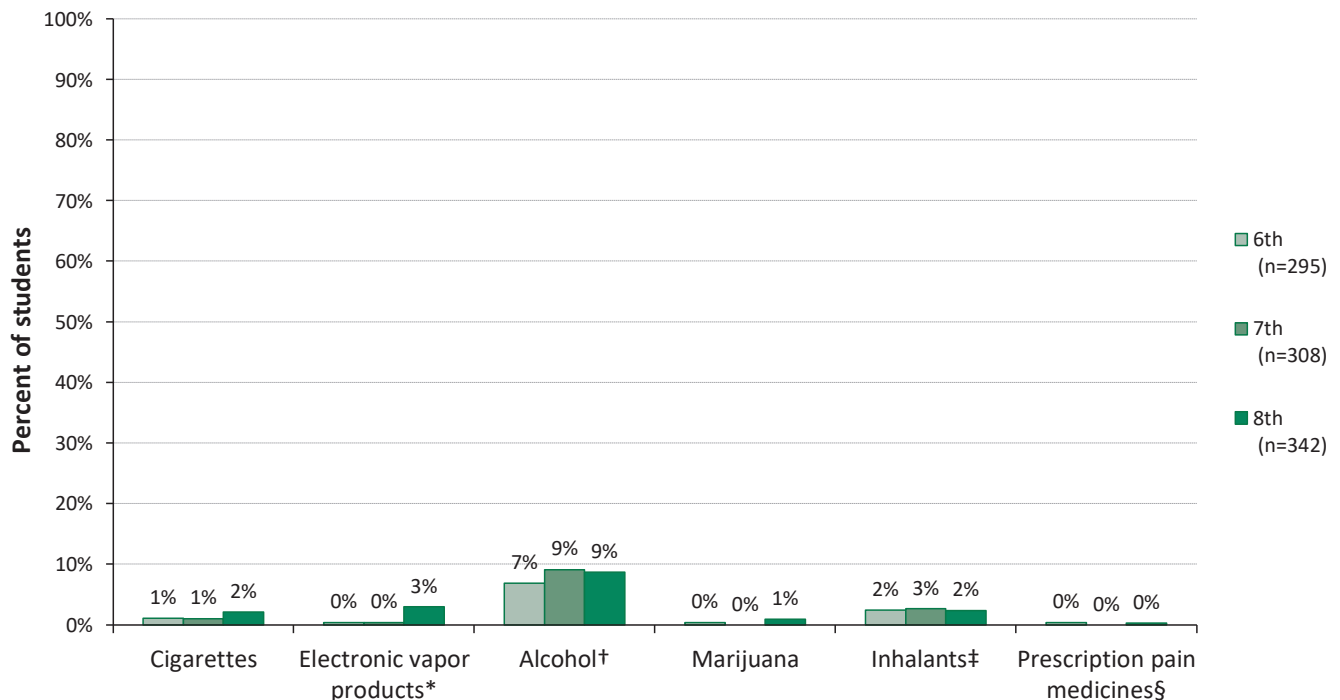
‡ Includes sniffing, glue, breathing the contents of aerosol spray cans, or inhaling any paints or sprays to get high

§ Includes using opioids like codeine, Vicodin, OxyContin, Hydrocodone, and Percocet without a doctor's prescription

Figure 2-1B. Lifetime Substance Use by Grade, 2021

Wellesley Middle School (Grades 6-8)

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

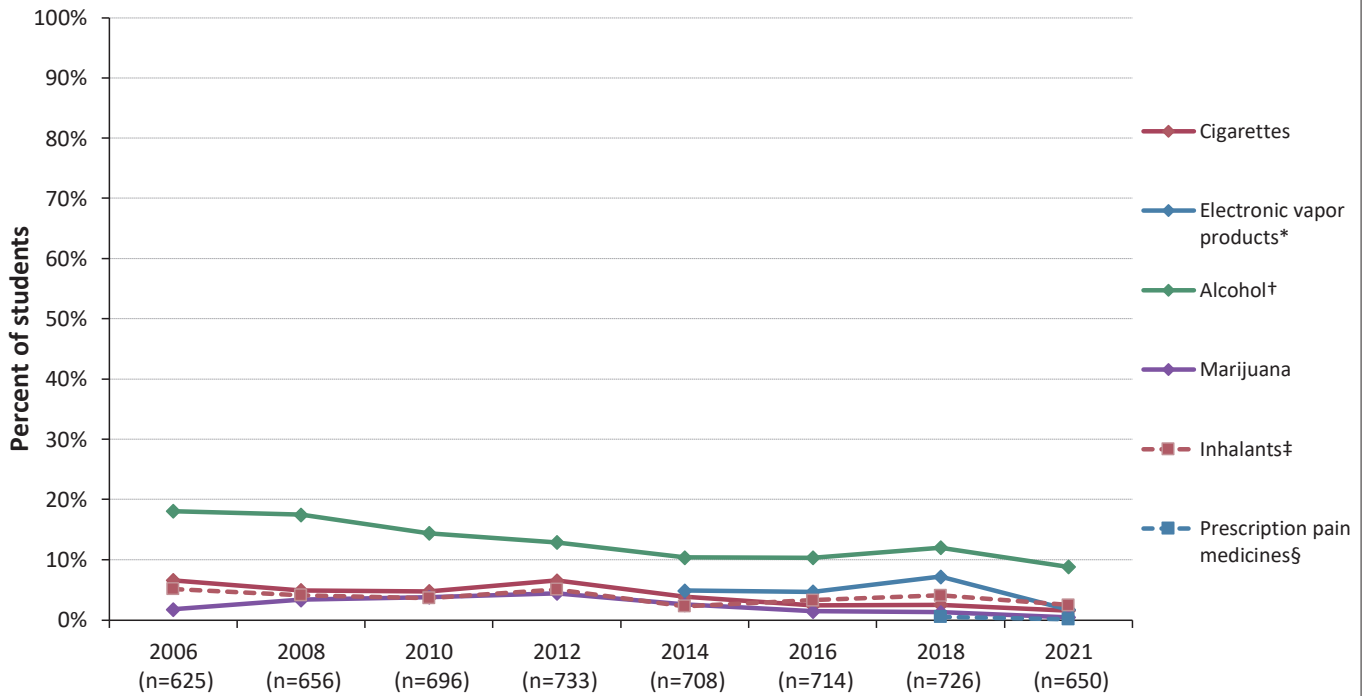
‡ Includes sniffing, glue, breathing the contents of aerosol spray cans, or inhaling any paints or sprays to get high

§ Includes using opioids like codeine, Vicodin, OxyContin, Hydrocodone, and Percocet without a doctor's prescription

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

Wellesley Middle School (Grades 7-8)

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

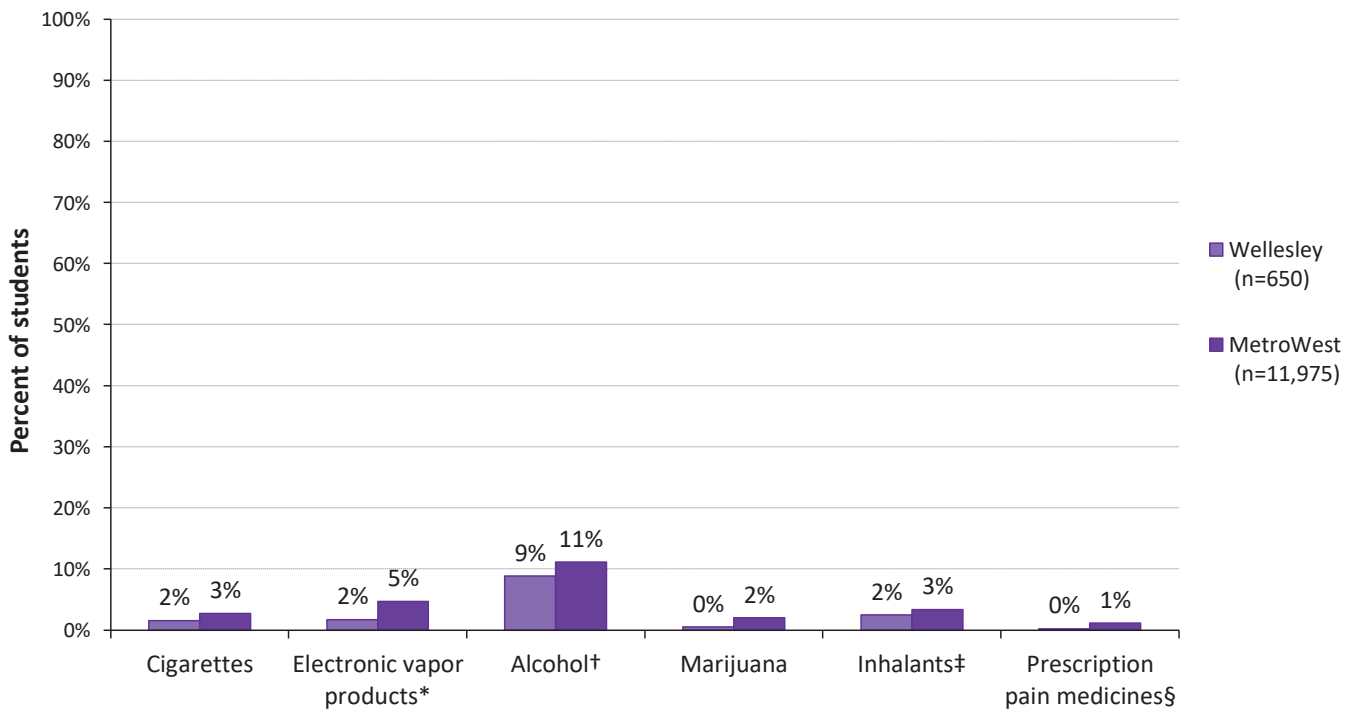
‡ Includes sniffing, glue, breathing the contents of aerosol spray cans, or inhaling any paints or sprays to get high

§ Includes using opioids like codeine, Vicodin, OxyContin, Hydrocodone, and Percocet without a doctor's prescription

Figure 2-1D. Lifetime Substance Use at the District and Regional Levels, 2021

Wellesley Middle School (Grades 7-8)

MetroWest Adolescent Health Survey



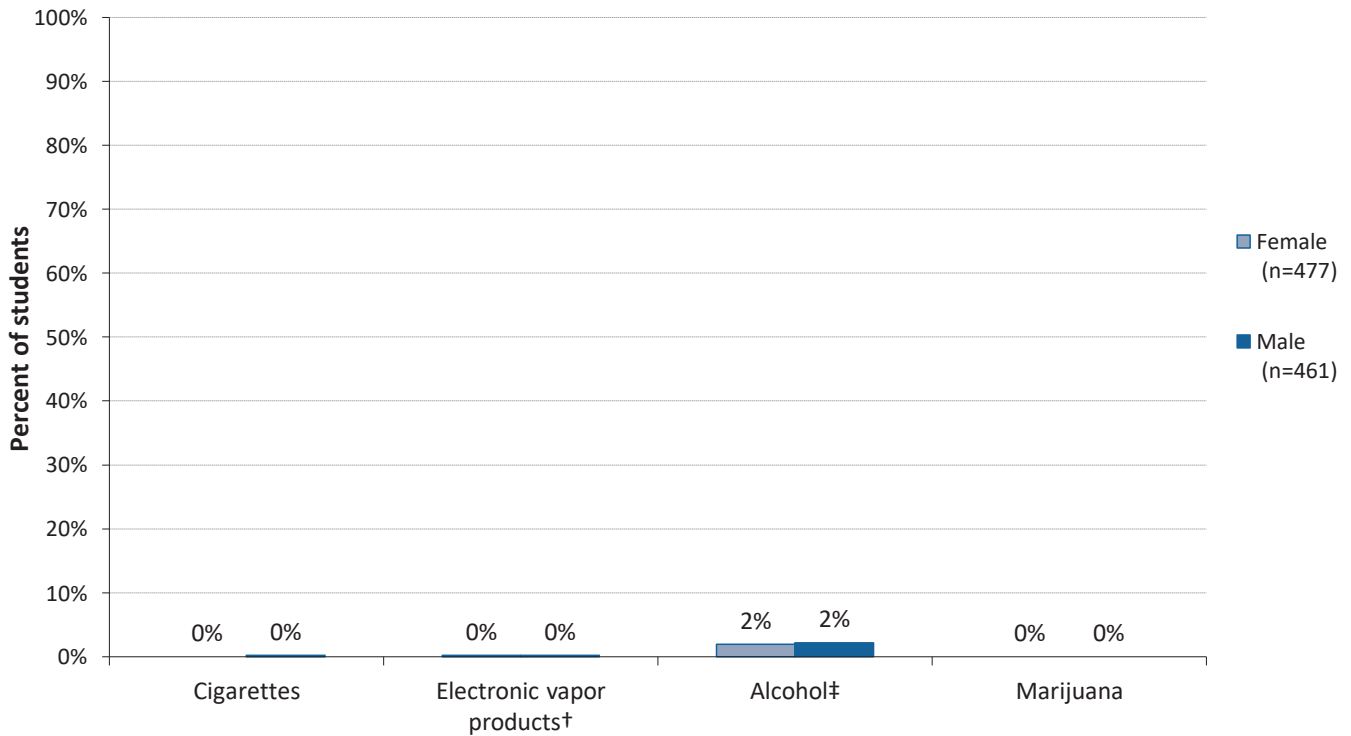
* Includes electronic cigarettes (e-cigarettes) like JUUL, SMOK, Suorin, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods; also includes disposable products that you can only use once such as Puff Bars, Stig, or Viigo

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

‡ Includes sniffing, glue, breathing the contents of aerosol spray cans, or inhaling any paints or sprays to get high

§ Includes using opioids like codeine, Vicodin, OxyContin, Hydrocodone, and Percocet without a doctor's prescription

Figure 2-2A. Current Substance Use* by Sex, 2021
Wellesley Middle School (Grades 6-8)
MetroWest Adolescent Health Survey

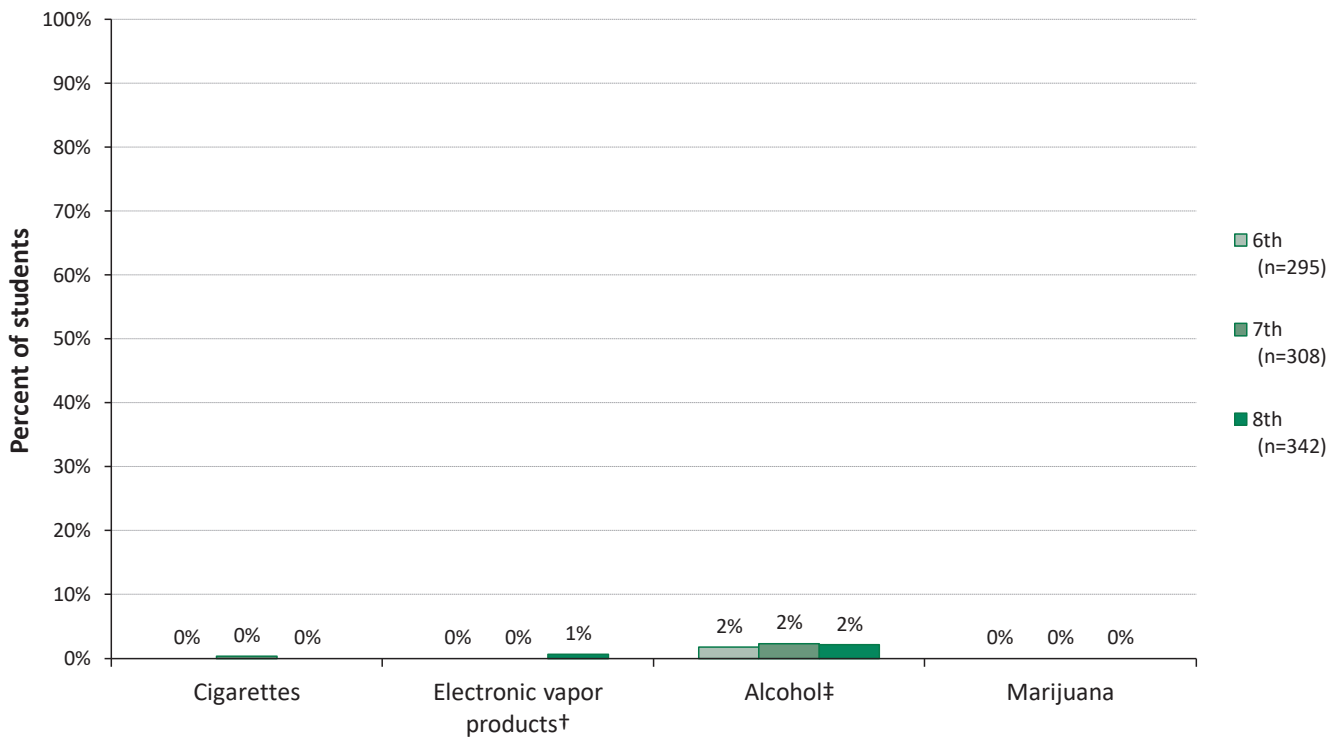


* Used one or more times in the past 30 days

† 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 Middle School (Grades 6-8)
MetroWest Adolescent Health Survey



* Used one or more times in the past 30 days

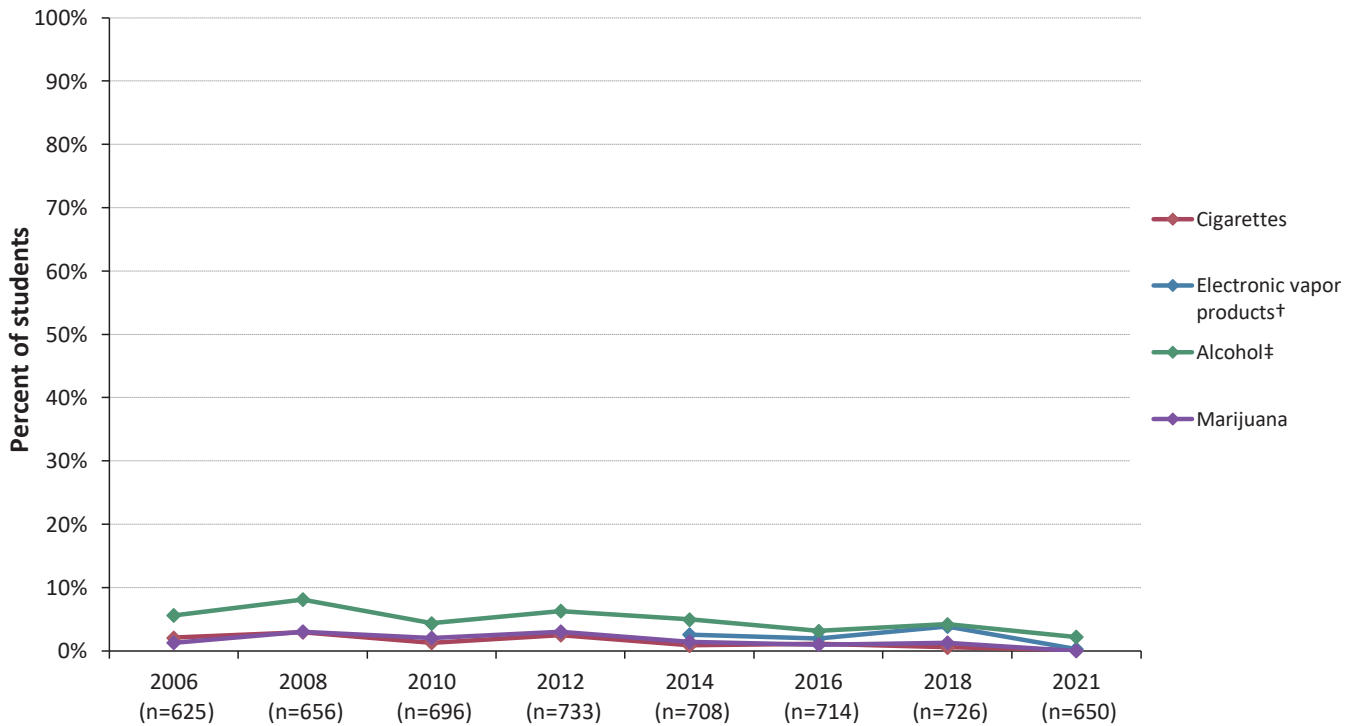
† Includes electronic cigarettes (e-cigarettes) like JUUL, SMOK, Suorin, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods; also includes disposable products that you can only use once such as Puff Bars, Stig, or Viigo

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

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

Wellesley Middle School (Grades 7-8)

MetroWest Adolescent Health Survey



* Used one or more times in the past 30 days

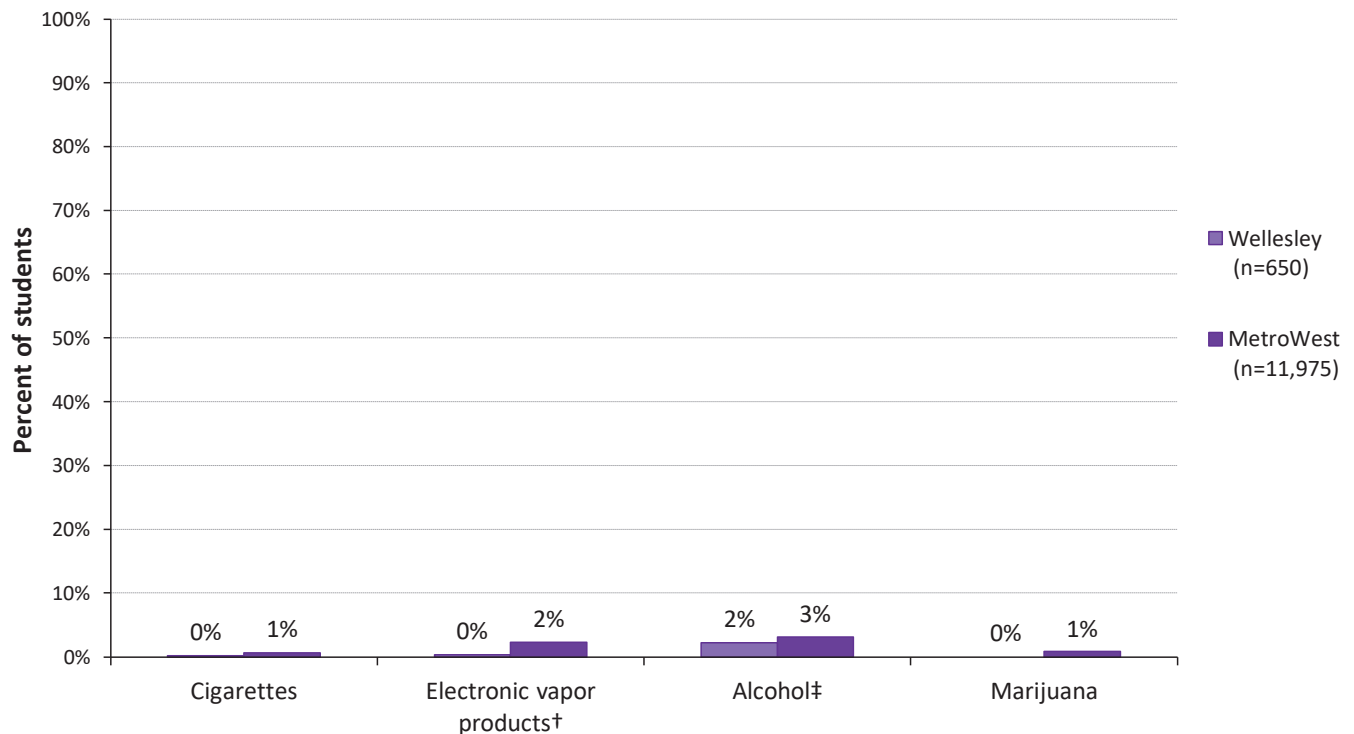
† Includes electronic cigarettes (e-cigarettes) like JUUL, SMOK, Suorin, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods; also includes disposable products that you can only use once such as Puff Bars, Stig, or Viigo

‡ 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 Middle School (Grades 7-8)

MetroWest Adolescent Health Survey

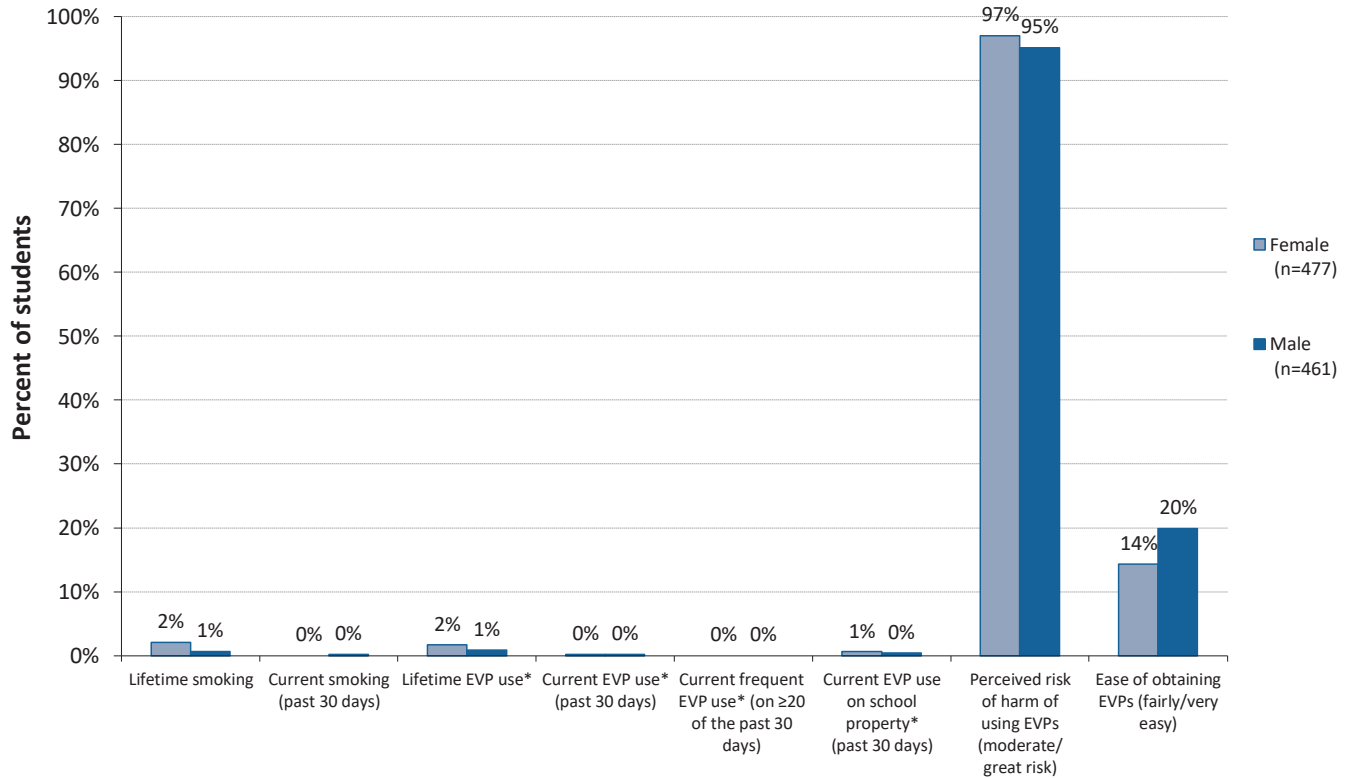


* Used one or more times in the past 30 days

† 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

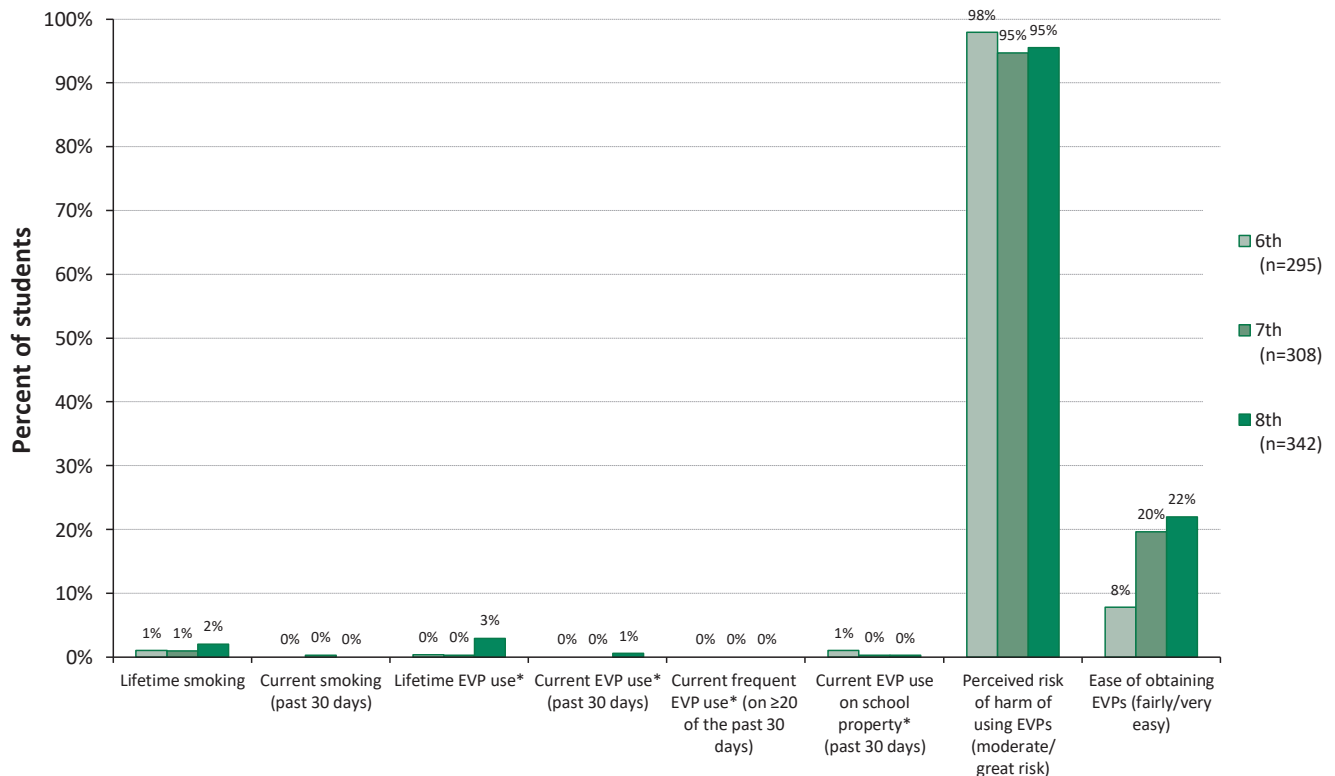
‡ Does not include drinking a few sips of wine for religious purposes

Figure 2-3A. Cigarette and Electronic Vapor Product (EVP) Use by Sex, 2021
Wellesley Middle School (Grades 6-8)
MetroWest Adolescent Health Survey



* Every day for 30 days

Figure 2-3B. Cigarette and Electronic Vapor Product (EVP) Use by Grade, 2021
Wellesley Middle School (Grades 6-8)
MetroWest Adolescent Health Survey

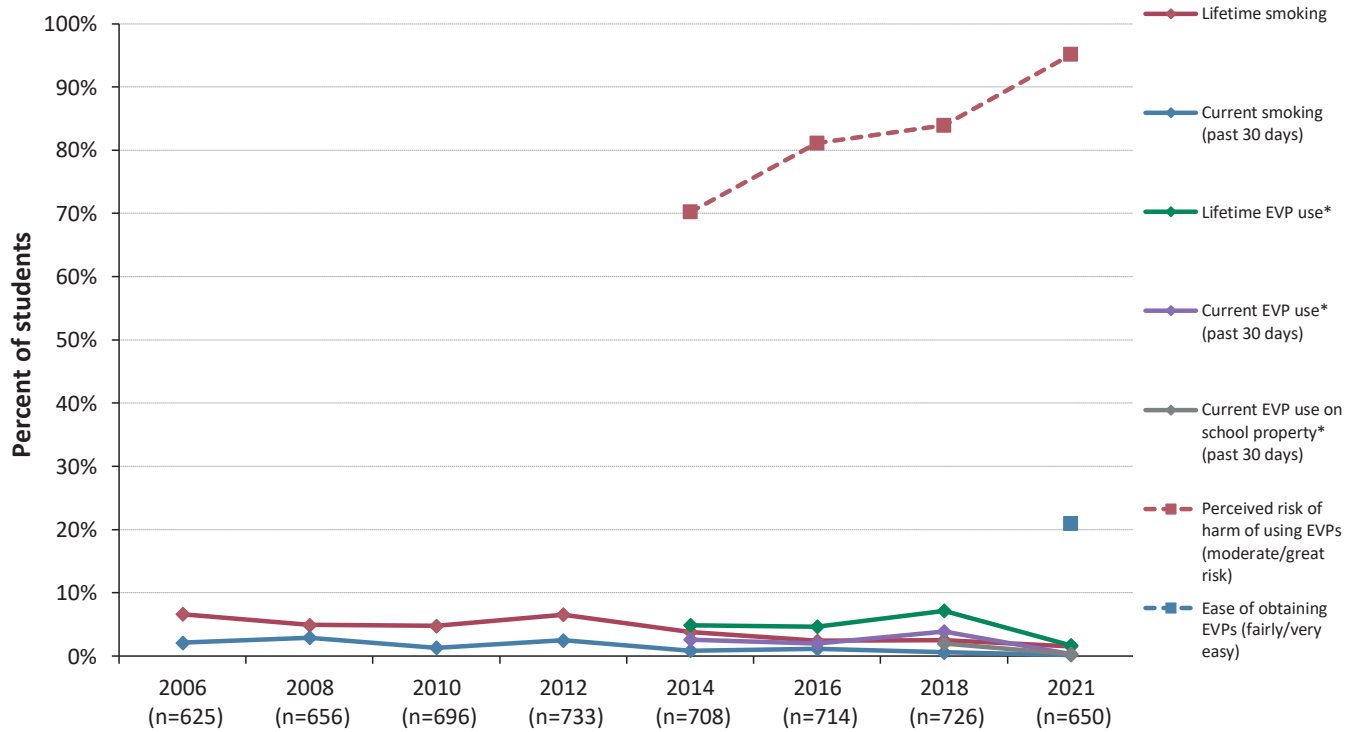


* Every day for 30 days

Figure 2-3C. Cigarette and Electronic Vapor Product (EVP) Use, 2006-2021

Wellesley Middle School (Grades 7-8)

MetroWest Adolescent Health Survey

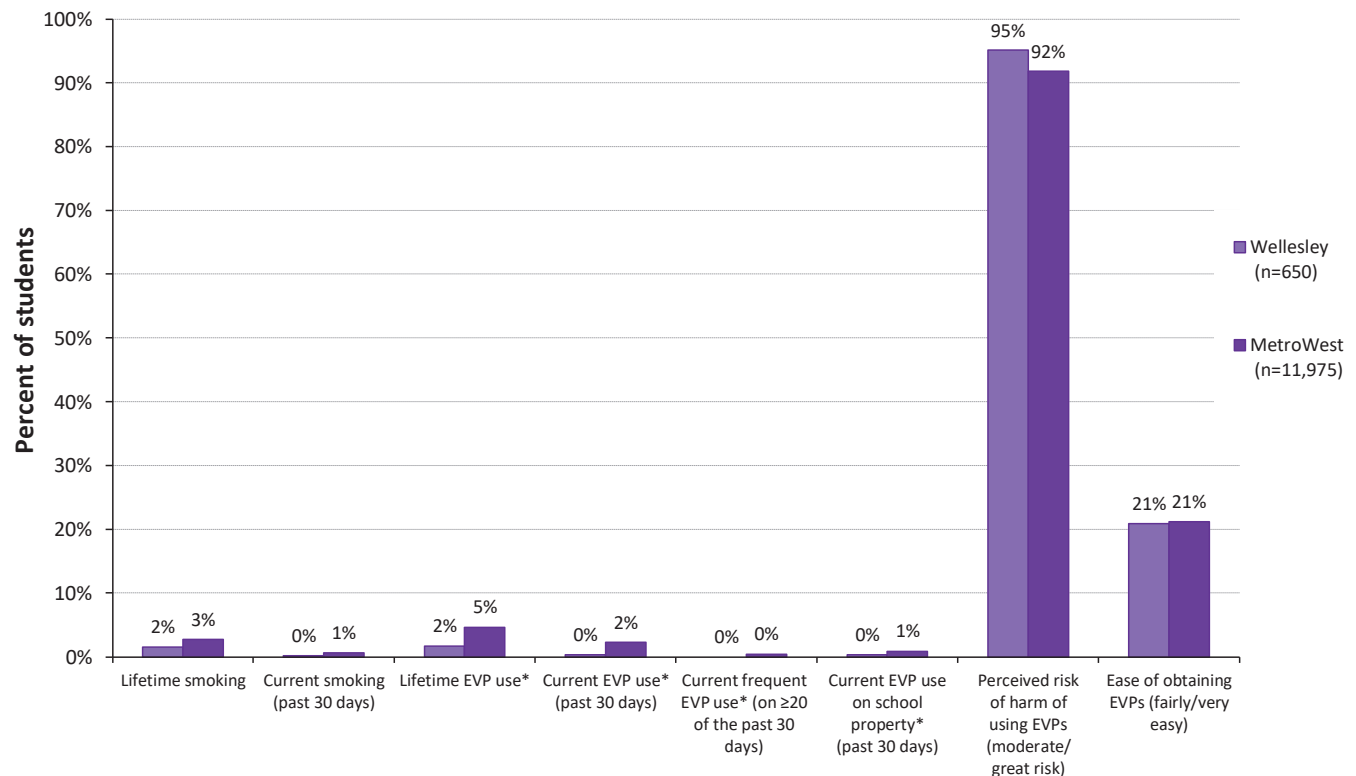


* Every day for 30 days

Figure 2-3D. Cigarette and Electronic Vapor Product (EVP) Use at the District and Regional Levels, 2021

Wellesley Middle School (Grades 7-8)

MetroWest Adolescent Health Survey



* Every day for 30 days

Figure 2-5A. Alcohol Use* by Sex, 2021
Wellesley Middle School (Grades 6-8)
MetroWest Adolescent Health Survey

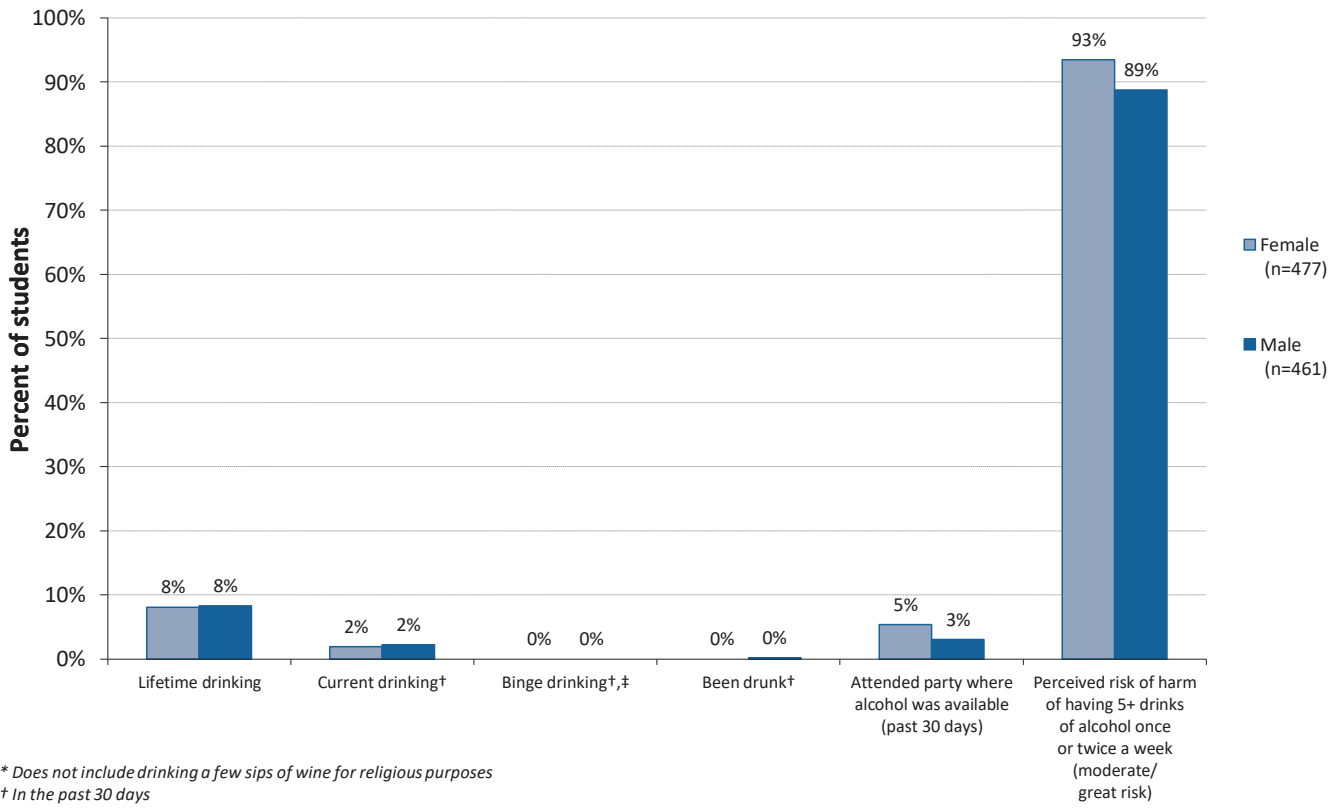


Figure 2-5B. Alcohol Use* by Grade, 2021
Wellesley Middle School (Grades 6-8)
MetroWest Adolescent Health Survey

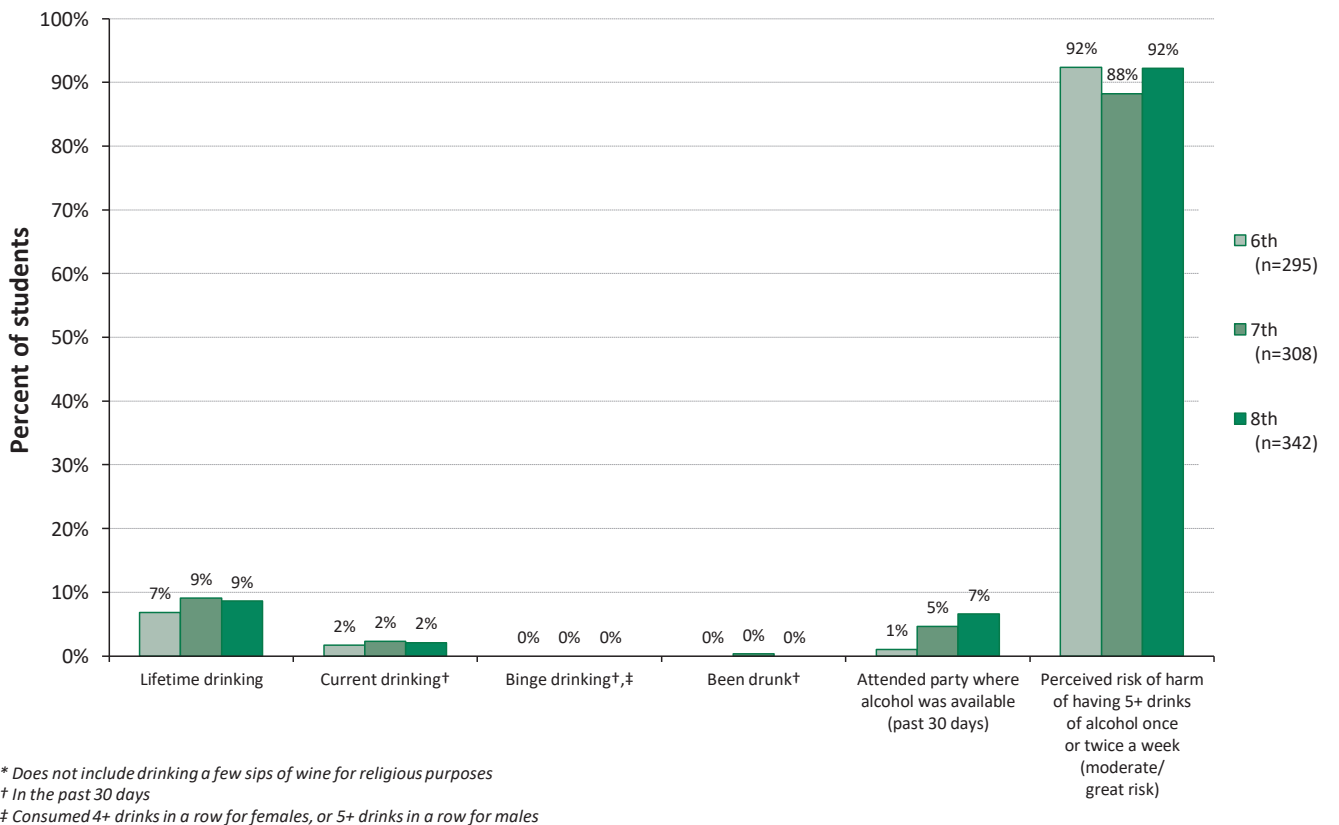
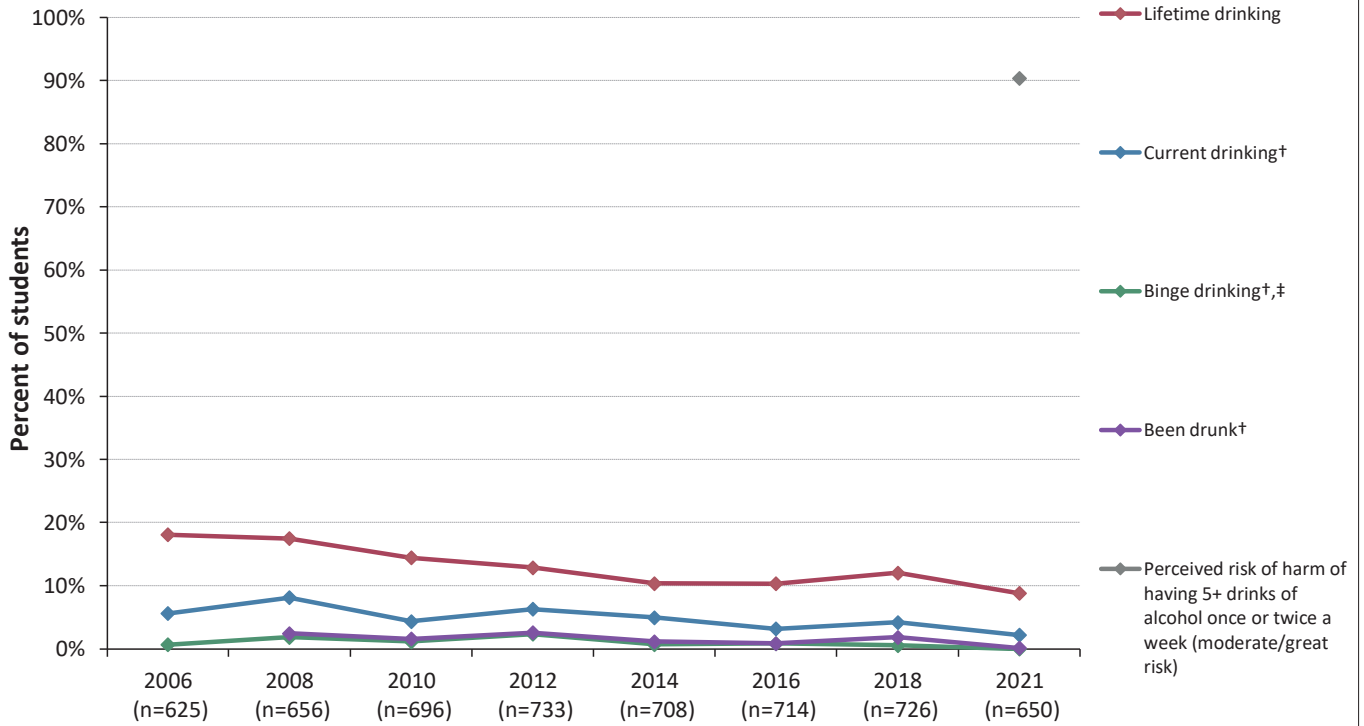


Figure 2-5C. Alcohol Use*, 2006-2021

Wellesley Middle School (Grades 7-8)

MetroWest Adolescent Health Survey



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

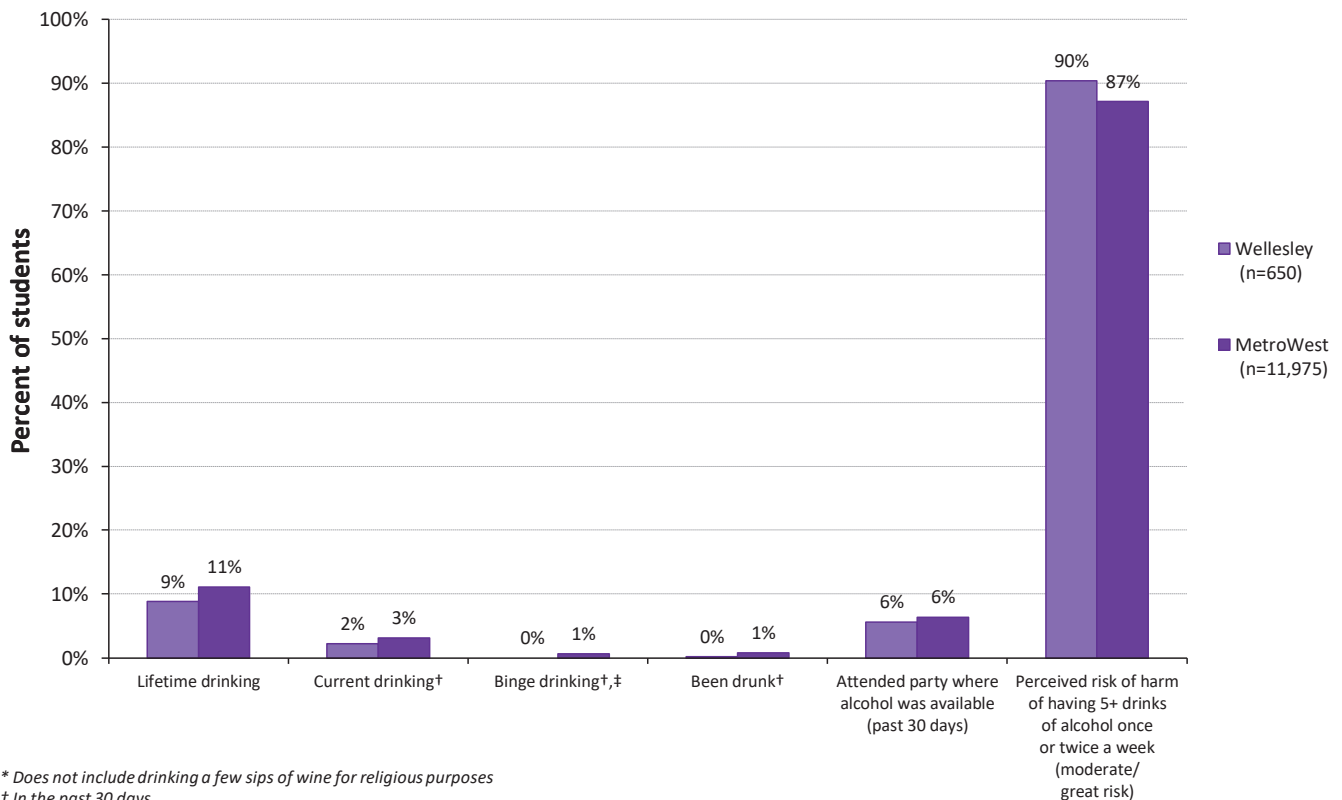
† In the past 30 days

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

Figure 2-5D. Alcohol Use* at the District and Regional Levels, 2021

Wellesley Middle School (Grades 7-8)

MetroWest Adolescent Health Survey



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

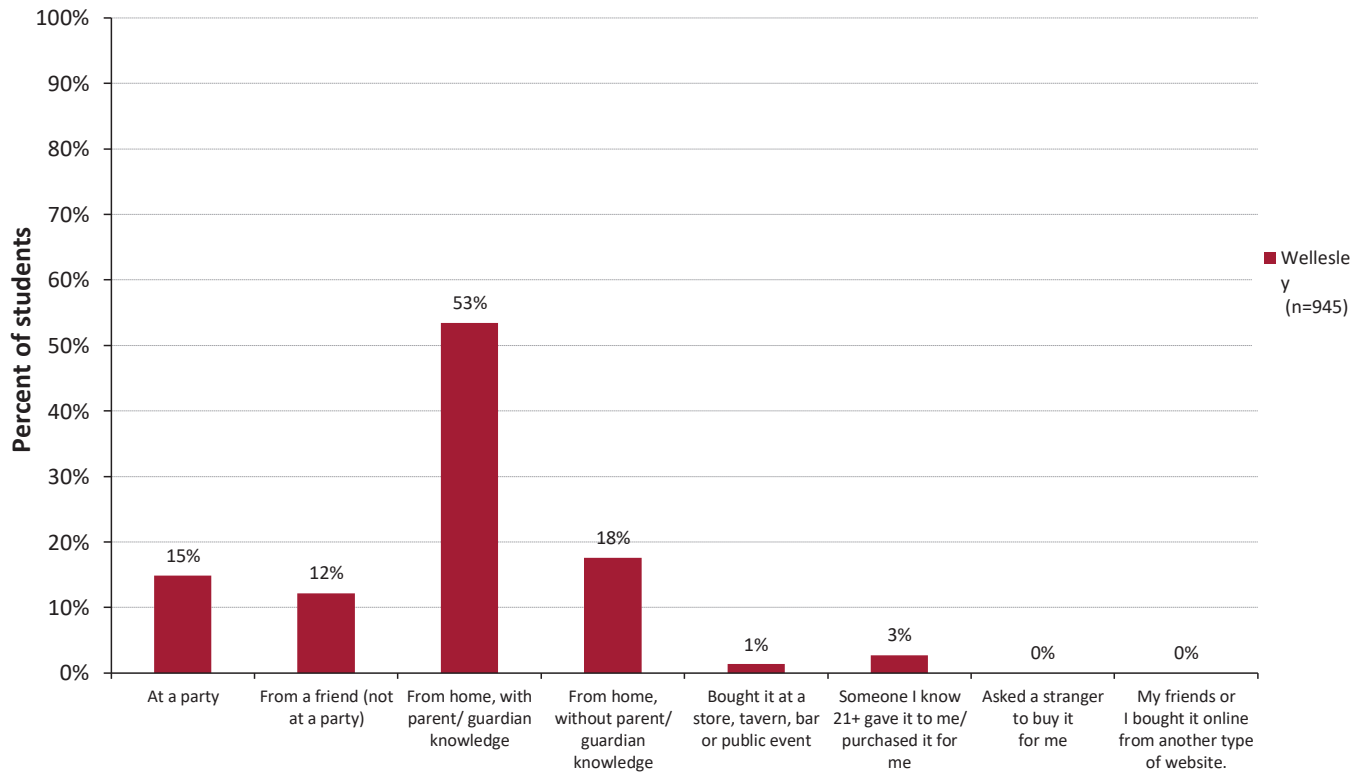
† In the past 30 days

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

Figure 2-6C. Access to Alcohol Among Current Drinkers*, 2006-2021

Wellesley Middle School (Grades 6-8)

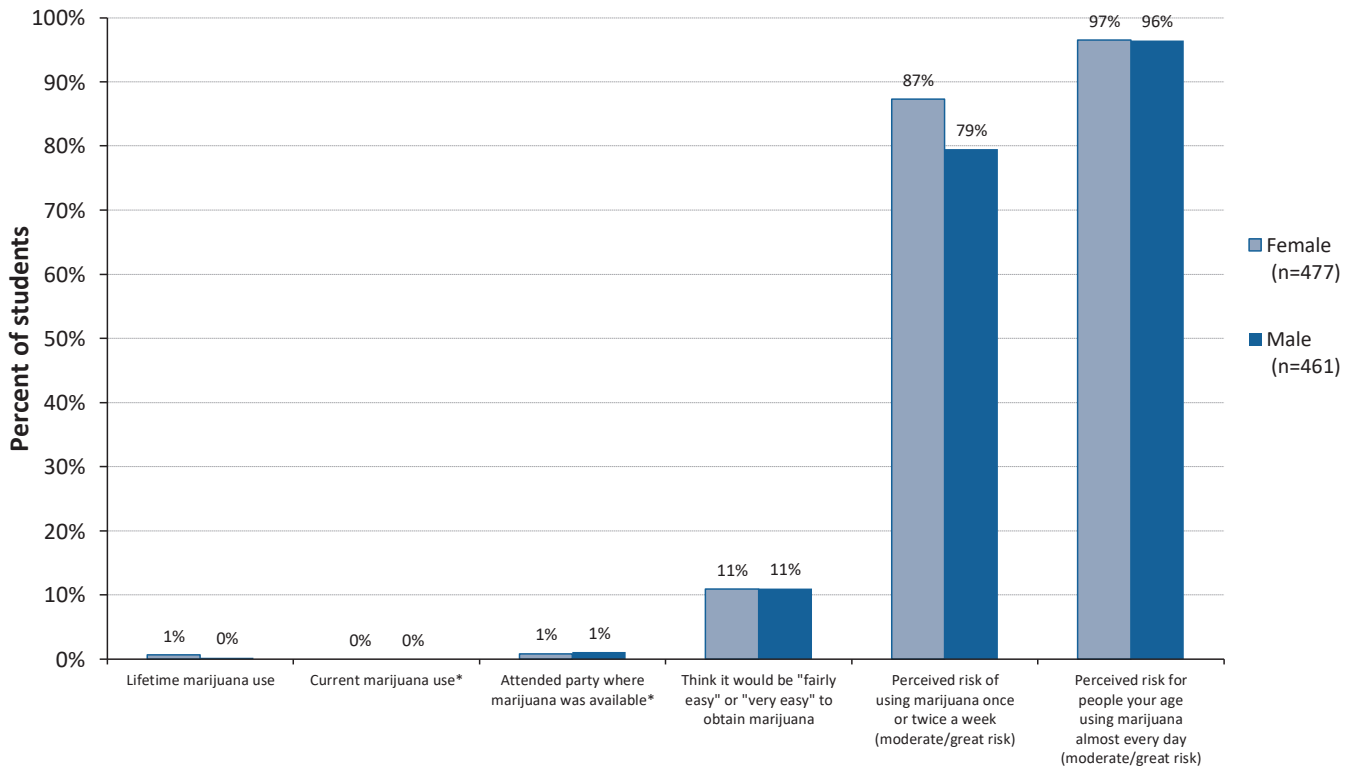
MetroWest Adolescent Health Survey



* Among students who drank in the past 30 days

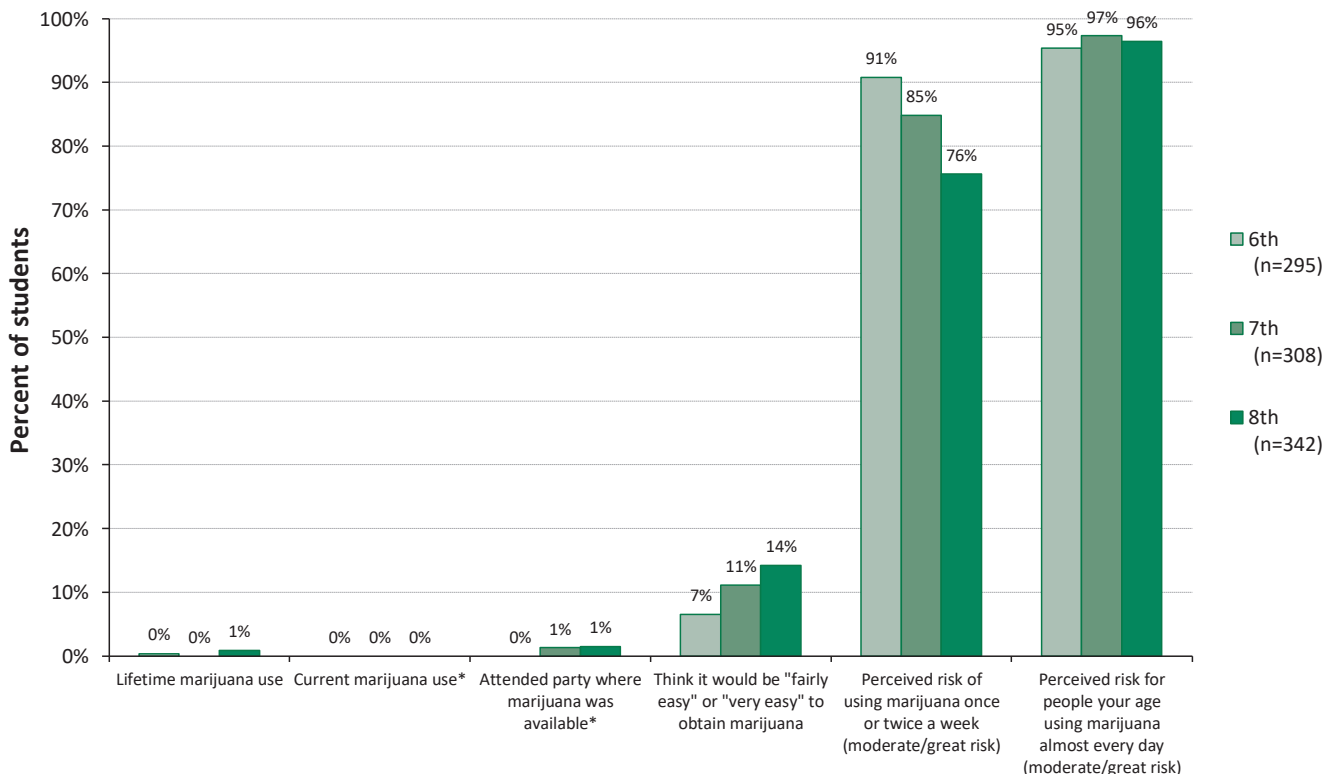
† At a store, tavern, bar, or public event (like a concert or sporting event)

Figure 2-7A. Marijuana Use by Sex, 2021
Wellesley Middle School (Grades 6-8)
MetroWest Adolescent Health Survey



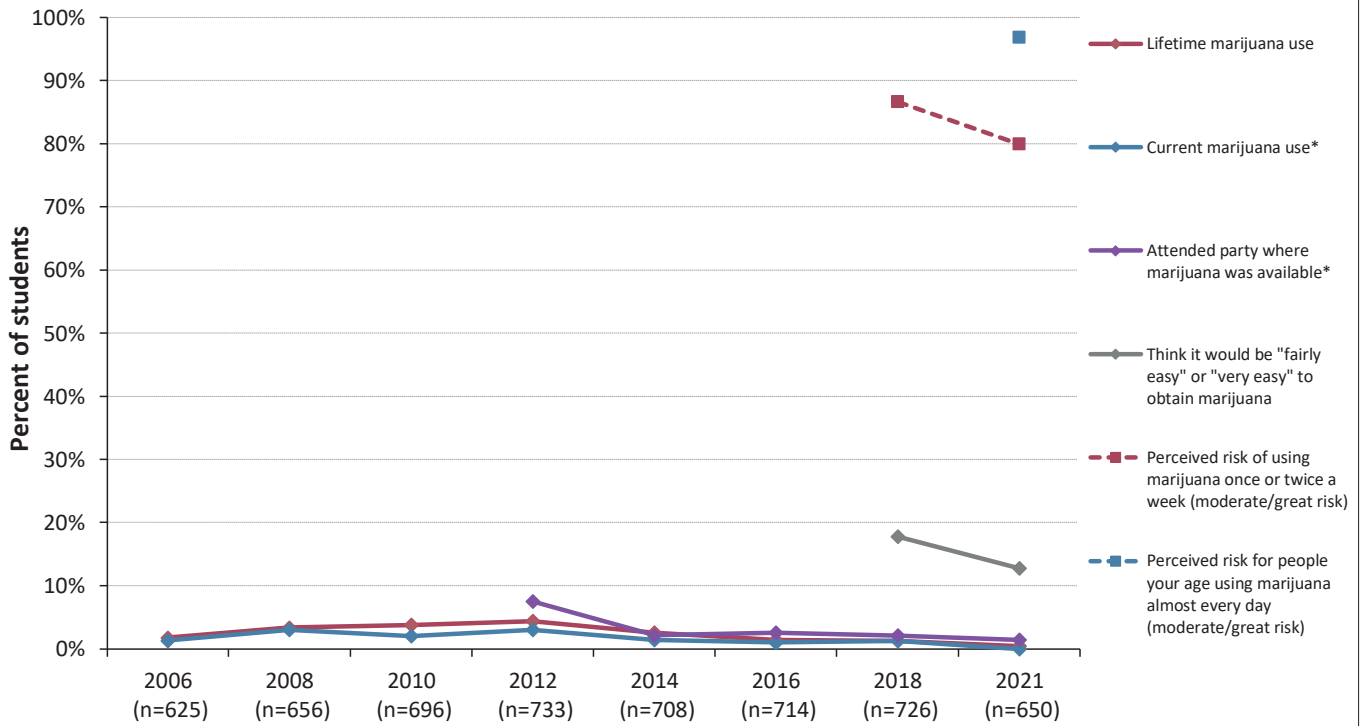
* In the past 30 days

Figure 2-7B. Marijuana Use by Grade, 2021
Wellesley Middle School (Grades 6-8)
MetroWest Adolescent Health Survey



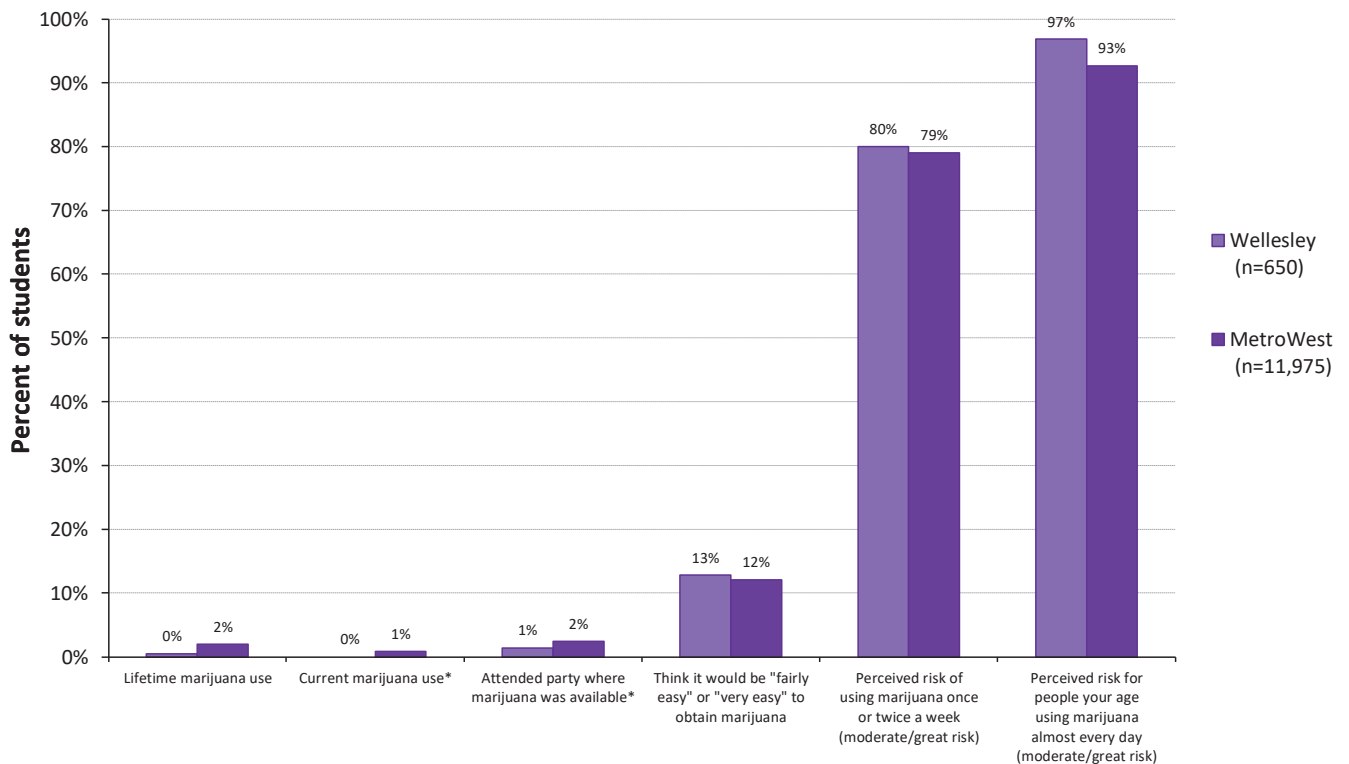
* In the past 30 days

Figure 2-7C. Marijuana Use, 2006-2021
Wellesley Middle School (Grades 7-8)
MetroWest Adolescent Health Survey



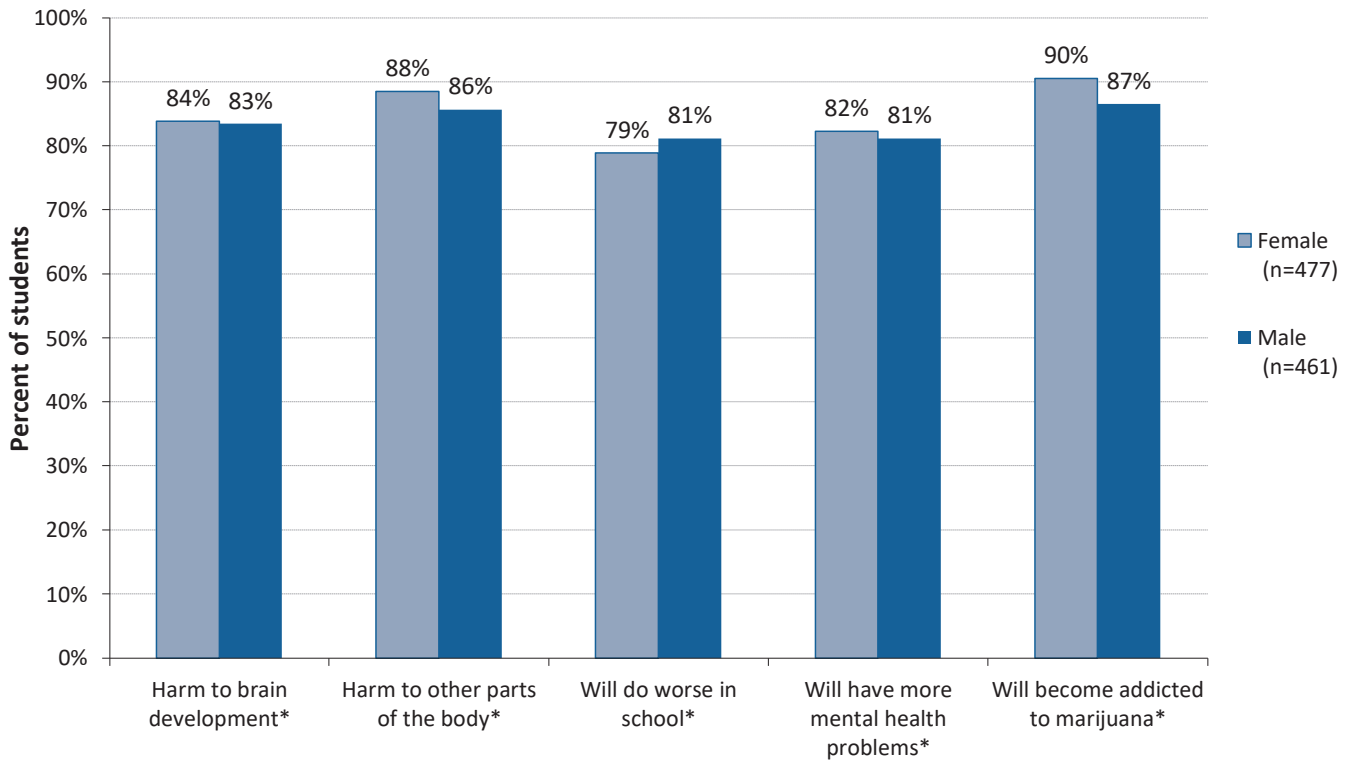
* In the past 30 days

Figure 2-7D. Marijuana Use at the District and Regional Levels, 2021
Wellesley Middle School (Grades 7-8)
MetroWest Adolescent Health Survey



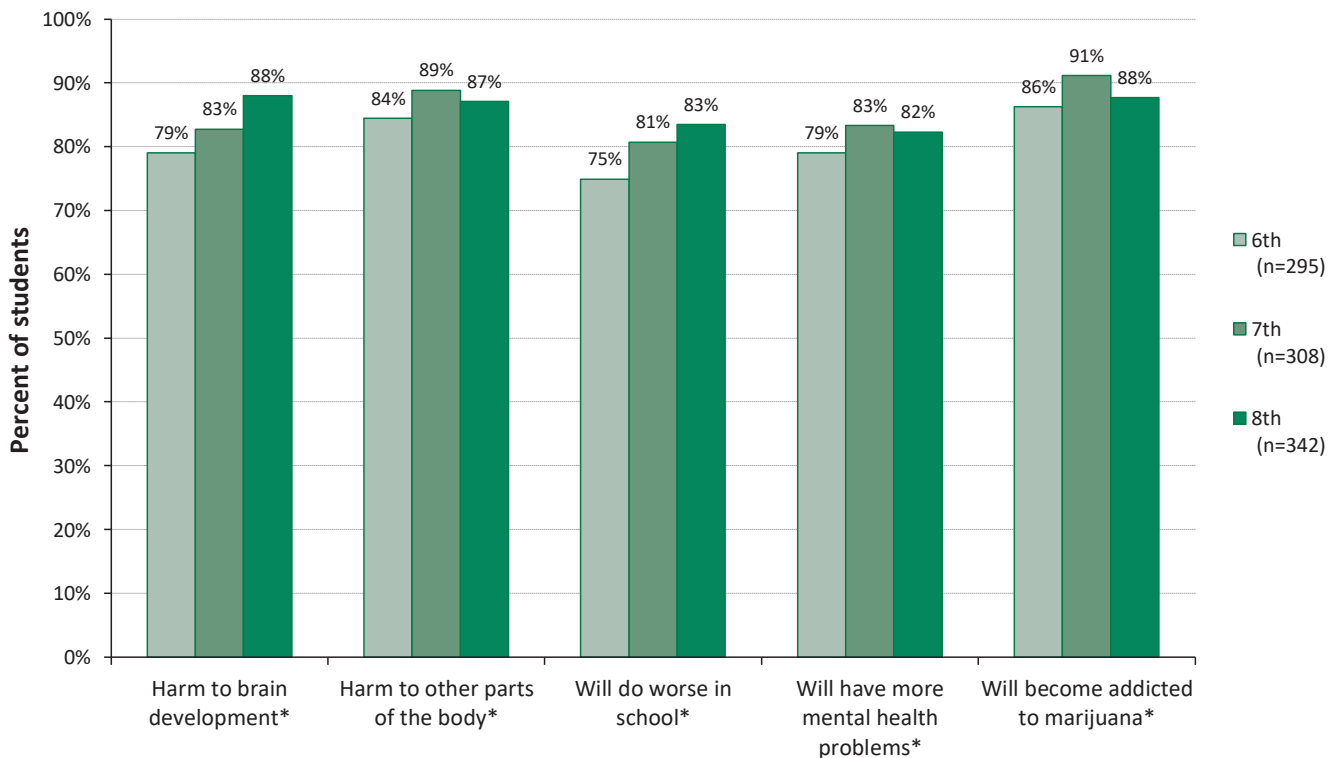
* In the past 30 days

Figure 2-8A. Percieved Consequences of Marijuana Use* by Sex, 2021
Wellesley Middle School (Grades 6-8)
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 2-8B. Percieved Consequences of Marijuana Use* by Grade, 2021
Wellesley Middle School (Grades 6-8)
MetroWest Adolescent Health Survey

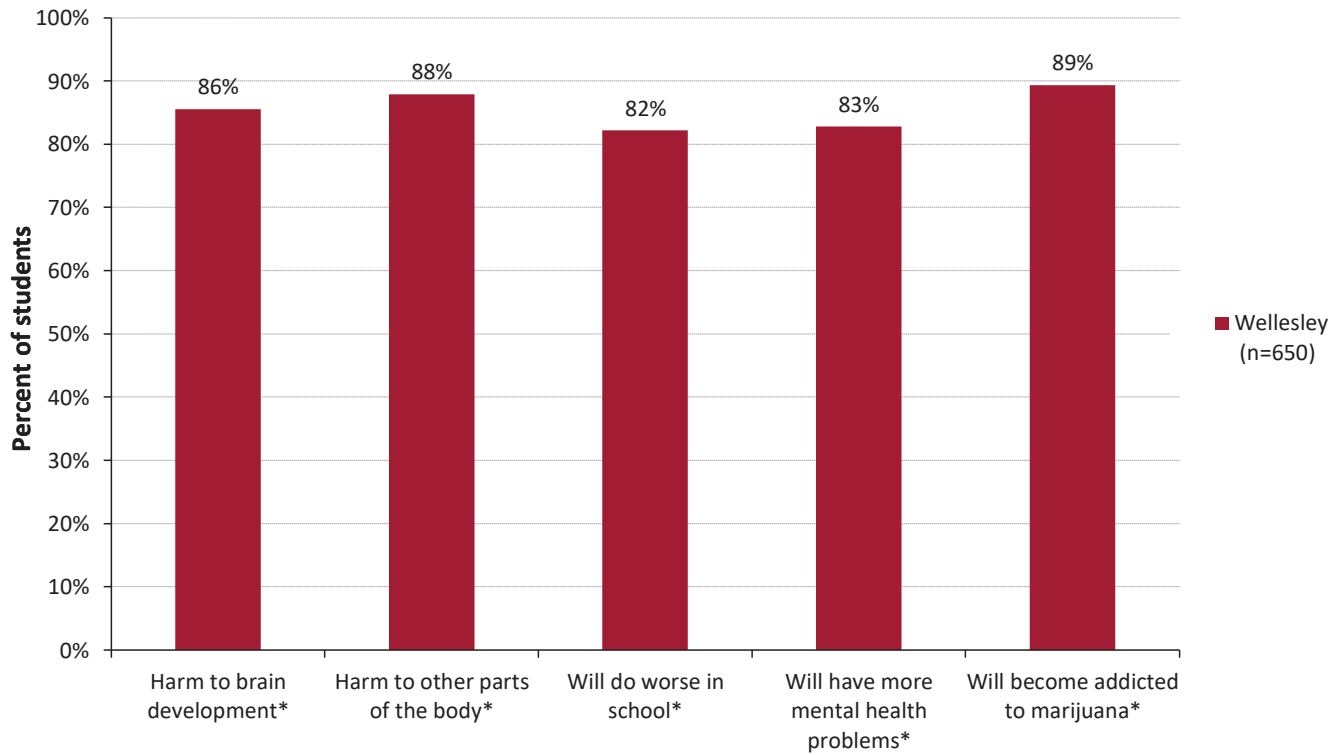


* Perceived likelihood of consequence for people your age who use marijuana several times a week; Students responded "likely" or "very likely"

Figure 2-8C. Percieved Consequences of Marijuana Use*, 2021

Wellesley Middle School (Grades 7-8)

MetroWest Adolescent Health Survey

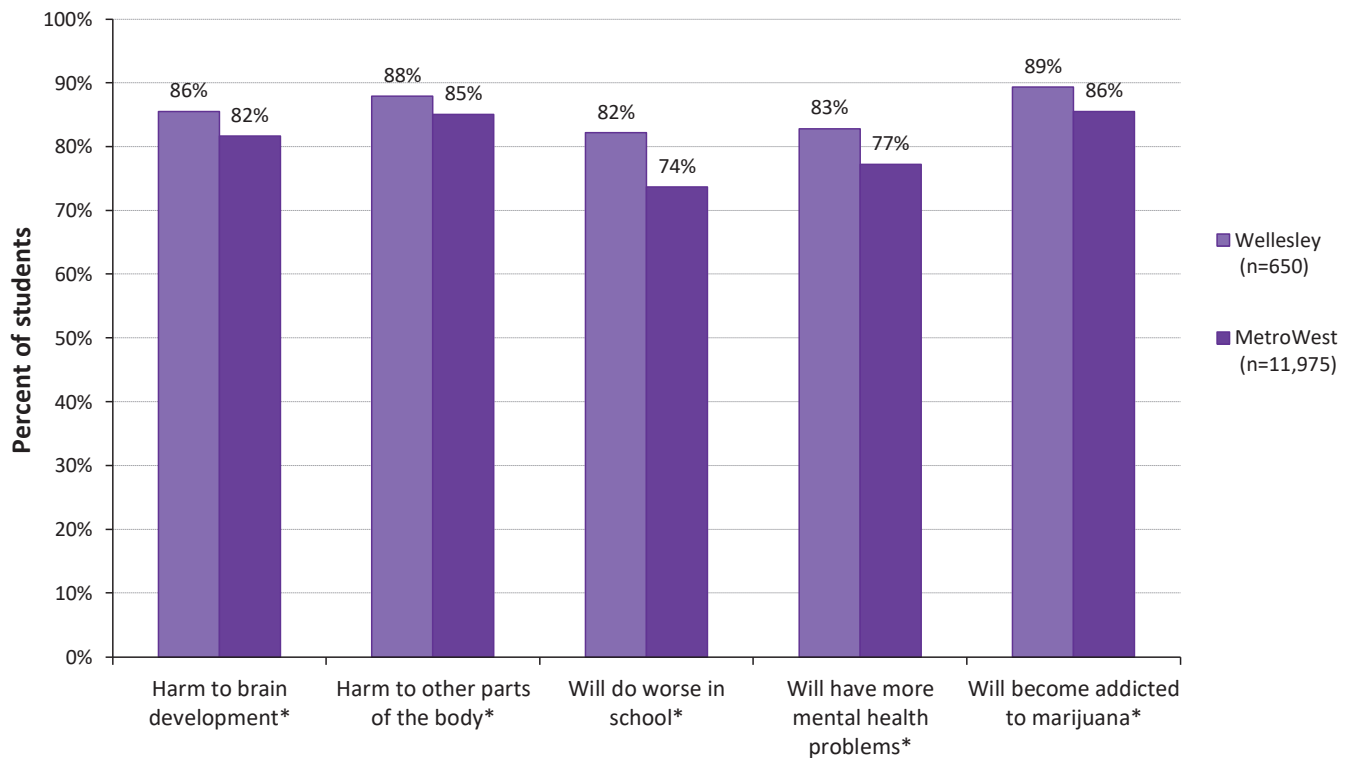


* Percieved likelihood of consequence for people your age who use marijuana several times a week; Students responded "likely" or "very likely"

Figure 2-8D. Percieved Consequences of Marijuana Use* at the District and Regional Levels, 2021

Wellesley Middle School (Grades 7-8)

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"

Table 2-1A. Cigarette and Electronic Vapor Product Use by Sex and Grade, 2021
Wellesley Middle School (Grades 6-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>		
	(945)	Female (477)	Male (461)	6 th (295)	7 th (308)	8 th (342)
CIGARETTE SMOKING						
Lifetime cigarette smoking*	1.4	2.1	0.7	1.0	1.0	2.0
Smoked a whole cigarette before age 11 years	0.4	0.2	0.7	0.7	0.3	0.3
Current cigarette use (past 30 days)	0.1	0.0	0.2	0.0	0.3	0.0
Current frequent cigarette use (on 20 or more of the past 30 days)	0.0	0.0	0.0	0.0	0.0	0.0
ELECTRONIC VAPOR PRODUCT USE[†]						
Lifetime electronic vapor product use	1.3	1.7	0.9	0.3	0.3	2.9
Used an electronic vapor product before age 11 years	0.1	0.0	0.2	0.0	0.0	0.3
Current electronic vapor product use (past 30 days)	0.2	0.2	0.2	0.0	0.0	0.6
Current frequent electronic vapor product use (on 20 or more of the past 30 days)	0.0	0.0	0.0	0.0	0.0	0.0
Current electronic vapor product use on school property (past 30 days)	0.5	0.6	0.4	1.0	0.3	0.3
Used electronic vapor products that contain <u>nicotine</u> (past 30 days)	0.1	0.2	0.0	0.0	0.0	0.3
Used electronic vapor products that contain a <u>flavor</u> (past 30 days)	0.1	0.2	0.0	0.0	0.0	0.3
Used electronic vapor products that contain <u>THC</u> (past 30 days)	0.0	0.0	0.0	0.0	0.0	0.0
Used <u>disposable</u> electronic vapor products (past 30 days)	0.1	0.2	0.0	0.0	0.0	0.3
Perceived risk of using electronic vapor products (moderate/great risk)	96.0	96.9	95.1	97.9	94.6	95.5
Ease of obtaining electronic vapor products (fairly/very easy)	16.9	14.3	19.9	7.8	19.6	21.9

* Ever tried cigarette smoking, even one or two puffs

† 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

Table 2-1B. Cigarette and Electronic Vapor Product Use, 2006-2021
Wellesley Middle School (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 (625)	2008 (656)	2010 (696)	2012 (733)	2014 (708)	2016 (714)	2018 (726)	2021 (650)
CIGARETTE SMOKING								
Lifetime cigarette smoking*	6.6	4.9	4.7	6.5	3.8	2.4	2.5	1.5
Smoked a whole cigarette before age 11 years	1.0	2.2	1.2	1.7	0.4	0.7	1.0	0.3
Current cigarette use (past 30 days)	2.1	2.9	1.3	2.5	0.9	1.1	0.6	0.2
Current frequent cigarette use (on 20 or more of the past 30 days)	0.5	0.9	0.6	0.8	0.3	0.7	0.3	0.0
ELECTRONIC VAPOR PRODUCT USE[†]								
Lifetime electronic vapor product use	–	–	–	–	4.9	4.7	7.2	1.7
Used an electronic vapor product before age 11 years	–	–	–	–	–	–	0.7	0.2
Current electronic vapor product use (past 30 days)	–	–	–	–	2.6	2.0	3.9	0.3
Current frequent electronic vapor product use (on 20 or more of the past 30 days)	–	–	–	–	0.1	0.3	0.8	0.0
Current electronic vapor product use on school property (past 30 days)	–	–	–	–	–	–	2.0	0.3
Used electronic vapor products that contain <u>nicotine</u> (past 30 days)	–	–	–	–	–	–	–	0.2
Used electronic vapor products that contain a <u>flavor</u> (past 30 days)	–	–	–	–	–	–	–	0.2
Used electronic vapor products that contain <u>THC</u> (past 30 days)	–	–	–	–	–	–	–	0.0
Used <u>disposable</u> electronic vapor products (past 30 days)	–	–	–	–	–	–	–	0.2
Perceived risk of using electronic vapor products (moderate/great risk)	–	–	–	–	70.2	81.1	83.9	95.1
Ease of obtaining electronic vapor products (fairly/very easy)	–	–	–	–	–	–	–	20.9

* Ever tried cigarette smoking, even one or two puffs

† 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

Table 2-1C. Cigarette and Electronic Vapor Product Use at the District and Regional Levels, 2021
Wellesley Middle School (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> <i>(650)</i>	<u>MetroWest Region</u> <i>(11,975)</i>
CIGARETTE SMOKING		
Lifetime cigarette smoking*	1.5	2.7
Smoked a whole cigarette before age 11 years	0.3	0.6
Current cigarette use (past 30 days)	0.2	0.6
Current frequent cigarette use (on 20 or more of the past 30 days)	0.0	0.2
ELECTRONIC VAPOR PRODUCT USE †		
Lifetime electronic vapor product use	1.7	4.6
Used an electronic vapor product before age 11 years	0.2	0.8
Current electronic vapor product use (past 30 days)	0.3	2.2
Current frequent electronic vapor product use (on 20 or more of the past 30 days)	0.0	0.4
Current electronic vapor product use on school property (past 30 days)	0.3	0.9
Used electronic vapor products that contain <u>nicotine</u> (past 30 days)	0.2	1.4
Used electronic vapor products that contain a <u>flavor</u> (past 30 days)	0.2	1.8
Used electronic vapor products that contain <u>THC</u> (past 30 days)	0.0	0.8
Used <u>disposable</u> electronic vapor products (past 30 days)	0.2	1.4
Perceived risk of using electronic vapor products (moderate/great risk)	95.1	91.8
Ease of obtaining electronic vapor products (fairly/very easy)	20.9	21.2

* Ever tried cigarette smoking, even one or two puffs

† 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

Table 2-2A. Alcohol Use by Sex and Grade, 2021
Wellesley Middle School (Grades 6-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>		
	(945)	Female (477)	Male (461)	6 th (295)	7 th (308)	8 th (342)
ALCOHOL USE*						
Lifetime alcohol use	8.2	8.1	8.3	6.8	9.1	8.6
Had first drink of alcohol before age 11 years	4.2	3.2	5.3	5.2	4.9	2.7
Current alcohol use (past 30 days)	2.0	1.9	2.2	1.7	2.3	2.1
Binge drinking (past 30 days) [†]	0.0	0.0	0.0	0.0	0.0	0.0
Was “drunk” from consuming alcohol (past 30 days)	0.1	0.0	0.2	0.0	0.3	0.0
Went to a party/hung out where alcohol was available (past 30 days)	4.2	5.3	3.1	1.0	4.6	6.6
ADDITIONAL MEASURES RELATED TO ALCOHOL						
Ever rode in car driven by a high school student who had been drinking	2.3	2.1	2.4	1.4	3.0	2.4
Ever lived with someone who was having a problem with alcohol/drug use	6.6	5.5	7.6	3.8	7.9	7.7
Perceived risk of having five or more drinks of alcohol once or twice a week (moderate/great risk)	91.0	93.5	88.7	92.4	88.3	92.2

* Includes drinking beer, wine, wine coolers, and liquor as well as hard seltzers (seltzer water that contain alcohol such as White Claw or Truly), hard lemonade, and hard cider that contains alcohol; 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

Table 2-2B. Alcohol Use, 2006-2021
Wellesley Middle School (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 (625)	2008 (656)	2010 (696)	2012 (733)	2014 (708)	2016 (714)	2018 (726)	2021 (650)
ALCOHOL USE*								
Lifetime alcohol use	18.1	17.5	14.4	12.9	10.4	10.3	12.0	8.9
Had first drink of alcohol before age 11 years	6.6	8.0	4.9	5.2	4.0	4.3	4.5	3.8
Current alcohol use (past 30 days)	5.6	8.1	4.3	6.3	5.0	3.2	4.2	2.2
Binge drinking (past 30 days) [†]	0.6	1.8	1.2	2.3	0.7	0.9	0.6	0.0
Was “drunk” from consuming alcohol (past 30 days)	–	2.4	1.6	2.6	1.1	0.9	1.8	0.2
Went to a party/hung out where alcohol was available (past 30 days)	–	–	6.4	13.0	5.7	7.4	5.0	5.6
ADDITIONAL MEASURES RELATED TO ALCOHOL								
Ever rode in car driven by a high school student who had been drinking	–	–	–	3.3	1.4	1.9	1.1	2.7
Ever lived with someone who was having a problem with alcohol/drug use	–	–	–	–	–	–	–	7.8
Perceived risk of having five or more drinks of alcohol once or twice a week (moderate/great risk)	–	–	–	–	–	–	–	90.3

* Includes drinking beer, wine, wine coolers, and liquor as well as hard seltzers (seltzer water that contain alcohol such as White Claw or Truly), hard lemonade, and hard cider that contains alcohol; 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

Table 2-2C. Alcohol Use at the District and Regional Levels, 2021
Wellesley Middle School (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> (650)	<u>MetroWest Region</u> (11,975)
ALCOHOL USE*		
Lifetime alcohol use	8.9	11.1
Had first drink of alcohol before age 11 years	3.8	4.7
Current alcohol use (past 30 days)	2.2	3.1
Binge drinking (past 30 days) [†]	0.0	0.6
Was “drunk” from consuming alcohol (past 30 days)	0.2	0.8
Went to a party/hung out where alcohol was available (past 30 days)	5.6	6.3
ADDITIONAL MEASURES RELATED TO ALCOHOL		
Ever rode in car driven by a high school student who had been drinking	2.7	2.1
Ever lived with someone who was having a problem with alcohol/drug use	7.8	11.8
Perceived risk of having five or more drinks of alcohol once or twice a week (moderate/great risk)	90.3	87.1

* Includes drinking beer, wine, wine coolers, and liquor as well as hard seltzers (seltzer water that contain alcohol such as White Claw or Truly), hard lemonade, and hard cider that contains alcohol; 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

Table 2-3A. Marijuana and Other Substance Use by Sex and Grade, 2021
Wellesley Middle School (Grades 6-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>		
	(945)	Female (477)	Male (461)	6 th (295)	7 th (308)	8 th (342)
MARIJUANA USE*						
Lifetime marijuana use	0.4	0.6	0.2	0.3	0.0	0.9
Tried marijuana before age 11 years	0.3	0.2	0.4	0.0	0.3	0.6
Current marijuana use (past 30 days)	0.0	0.0	0.0	0.0	0.0	0.0
Went to a party/hung out where marijuana was available (past 30 days)	1.0	0.9	1.1	0.0	1.3	1.5
Ate or drank products made with marijuana (lifetime) [†]	0.9	0.6	1.1	0.7	1.0	0.9
Think it would be "fairly easy" or "very easy" to obtain marijuana	10.9	11.0	11.0	6.5	11.2	14.2
Ever rode in car driven by a high school student who had been using marijuana	1.6	1.3	2.0	0.7	2.0	2.1
Know one or more adults who use marijuana	17.4	18.5	16.3	10.9	16.3	23.9
Ever lived with someone who was having a problem with alcohol/drug use	6.6	5.5	7.6	3.8	7.9	7.7
PERCEIVED CONSEQUENCES OF MARIJUANA USE						
Perceived risk of using marijuana once or twice a week (moderate/great risk)	83.3	87.3	79.5	90.8	84.8	75.7
Perceived risk for people your age using marijuana every day or almost every day (moderate/great risk)	96.4	96.5	96.5	95.4	97.3	96.4
Harm to brain development (likely/very likely) [‡]	83.5	83.8	83.4	79.0	82.7	88.0
Harm to other parts of the body, like the lungs or heart (likely/very likely) [‡]	86.8	88.5	85.7	84.4	88.8	87.1
Will do worse in school than students who don't use marijuana (likely/very likely) [‡]	79.9	78.9	81.1	74.9	80.7	83.4
Will have more mental health problems than students who don't use marijuana (likely/very likely) [‡]	81.6	82.3	81.1	79.0	83.3	82.3
Will become addicted to marijuana (likely/ very likely) [‡]	88.4	90.5	86.5	86.3	91.2	87.7
OTHER SUBSTANCE USE						
Lifetime inhalant use	2.5	2.3	2.6	2.4	2.6	2.4
Lifetime prescription pain medicine misuse (without a doctor's prescription) [§]	0.2	0.4	0.0	0.3	0.0	0.3

* Does not include CBD-only or hemp products

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

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

§ 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

Table 2-3B. Marijuana and Other Substance Use, 2006-2021
Wellesley Middle School (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 (625)	2008 (656)	2010 (696)	2012 (733)	2014 (708)	2016 (714)	2018 (726)	2021 (650)
MARIJUANA USE*								
Lifetime marijuana use	1.8	3.4	3.8	4.4	2.5	1.4	1.3	0.5
Tried marijuana before age 11 years	0.5	1.5	0.6	1.8	0.4	0.6	0.3	0.5
Current marijuana use (past 30 days)	1.3	3.1	2.0	3.0	1.4	1.0	1.3	0.0
Went to a party/hung out where marijuana was available (past 30 days)	–	–	–	7.5	2.1	2.6	2.1	1.4
Ate or drank products made with marijuana (lifetime) [†]	–	–	–	–	–	–	1.4	0.9
Think it would be "fairly easy" or "very easy" to obtain marijuana	–	–	–	–	–	–	17.8	12.8
Ever rode in car driven by a high school student who had been using marijuana	–	–	–	–	–	–	1.4	2.0
Know one or more adults who use marijuana	–	–	–	–	–	–	–	20.3
Ever lived with someone who was having a problem with alcohol/drug use	–	–	–	–	–	–	–	7.8
PERCEIVED CONSEQUENCES OF MARIJUANA USE								
Perceived risk of using marijuana once or twice a week (moderate/great risk)	–	–	–	–	–	–	86.6	80.0
Perceived risk for people your age using marijuana every day or almost every day (moderate/great risk)	–	–	–	–	–	–	–	96.9
Harm to brain development (likely/very likely) [‡]	–	–	–	–	–	–	–	85.5
Harm to other parts of the body, like the lungs or heart (likely/very likely) [‡]	–	–	–	–	–	–	–	87.9
Will do worse in school than students who don't use marijuana (likely/very likely) [‡]	–	–	–	–	–	–	–	82.1
Will have more mental health problems than students who don't use marijuana (likely/very likely) [‡]	–	–	–	–	–	–	–	82.8
Will become addicted to marijuana (likely/ very likely) [‡]	–	–	–	–	–	–	–	89.3
OTHER SUBSTANCE USE								
Lifetime inhalant use	5.1	4.1	3.6	5.1	2.3	3.3	4.1	2.5
Lifetime prescription pain medicine misuse (without a doctor's prescription) [§]	–	–	–	–	–	–	0.6	0.2

* Does not include CBD-only or hemp products

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

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

§ 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

Table 2-3C. Marijuana and Other Substance Use at the District and Regional Levels, 2021
Wellesley Middle School (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> (650)	<u>MetroWest Region</u> (11,975)
MARIJUANA USE*		
Lifetime marijuana use	0.5	1.9
Tried marijuana before age 11 years	0.5	0.3
Current marijuana use (past 30 days)	0.0	0.8
Went to a party/hung out where marijuana was available (past 30 days)	1.4	2.4
Ate or drank products made with marijuana (lifetime) [†]	0.9	1.6
Think it would be "fairly easy" or "very easy" to obtain marijuana	12.8	12.1
Ever rode in car driven by a high school student who had been using marijuana	2.0	2.4
Know one or more adults who use marijuana	20.3	24.9
Ever lived with someone who was having a problem with alcohol/drug use	7.8	11.8
PERCEIVED CONSEQUENCES OF MARIJUANA USE		
Perceived risk of using marijuana once or twice a week (moderate/great risk)	80.0	79.0
Perceived risk for people your age using marijuana every day or almost every day (moderate/great risk)	96.9	92.6
Harm to brain development (likely/very likely) [‡]	85.5	81.6
Harm to other parts of the body, like the lungs or heart (likely/very likely) [‡]	87.9	85.0
Will do worse in school than students who don't use marijuana (likely/very likely) [‡]	82.1	73.6
Will have more mental health problems than students who don't use marijuana (likely/very likely) [‡]	82.8	77.2
Will become addicted to marijuana (likely/ very likely) [‡]	89.3	85.5
OTHER SUBSTANCE USE		
Lifetime inhalant use	2.5	3.3
Lifetime prescription pain medicine misuse (without a doctor's prescription) [§]	0.2	1.1

* Does not include CBD-only or hemp products

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

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

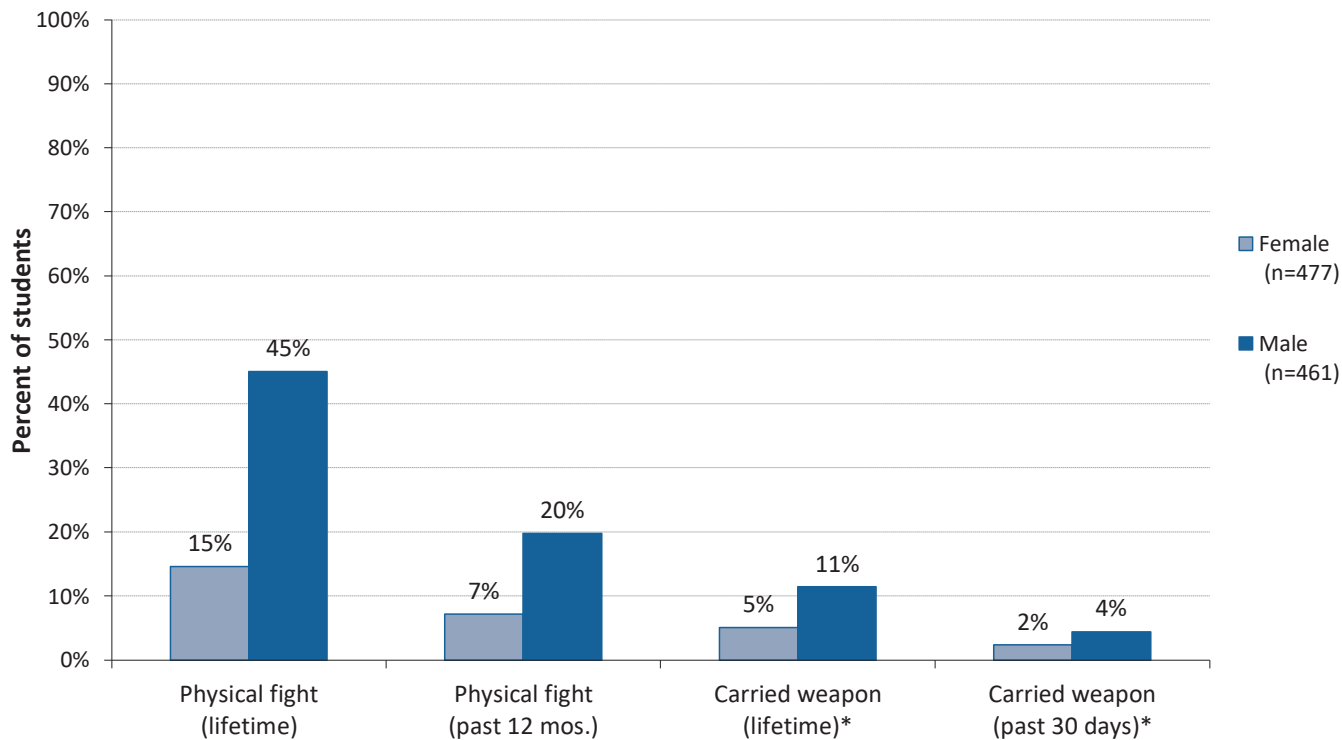
§ Without a doctor's prescription or differently than how a doctor told you to use it; prescription pain medicine includes opioids like codeine, Vicodin, OxyContin, Hydrocodone, and Percocet

Section 3

Violence and Bullying

Figure 3-1A. Fighting and Weapon Carrying by Sex, 2021
Wellesley Middle School (Grades 6-8)

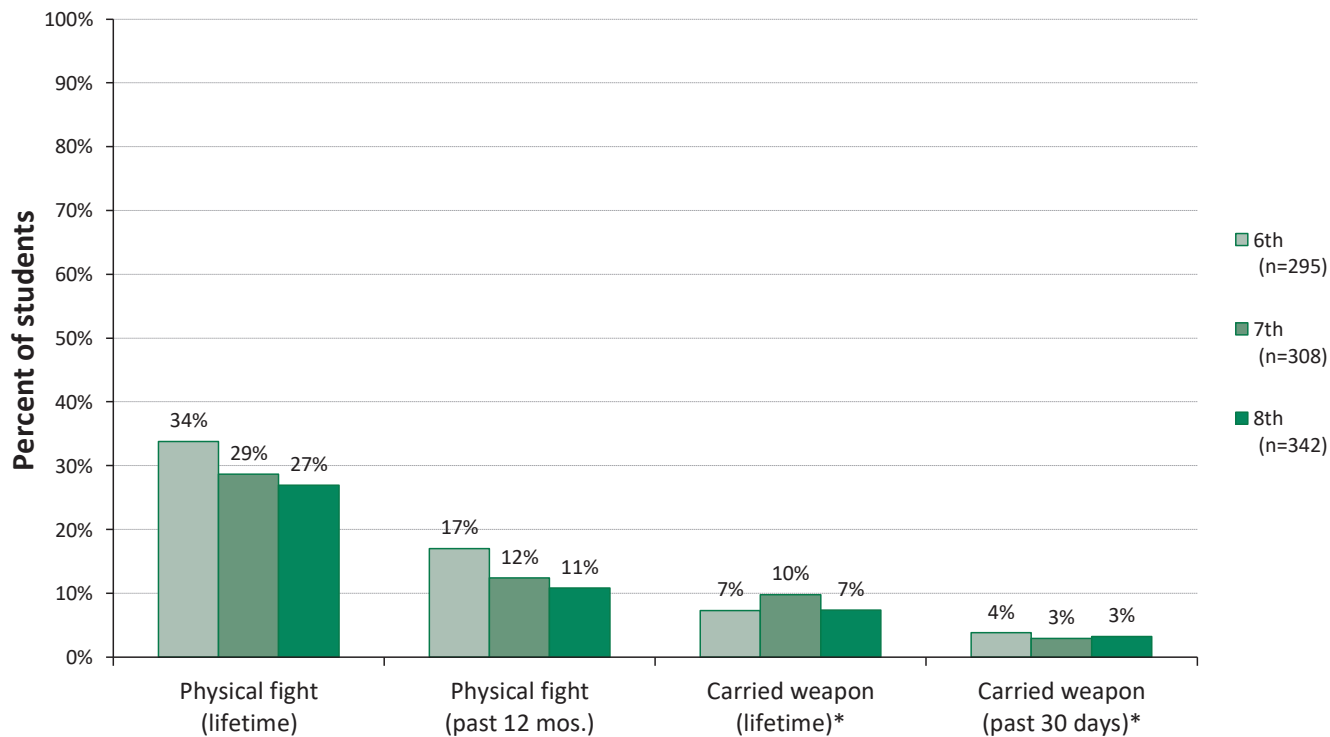
MetroWest Adolescent Health Survey



* For example, a gun, knife, or club

Figure 3-1B. Fighting and Weapon Carrying by Grade, 2021
Wellesley Middle School (Grades 6-8)

MetroWest Adolescent Health Survey

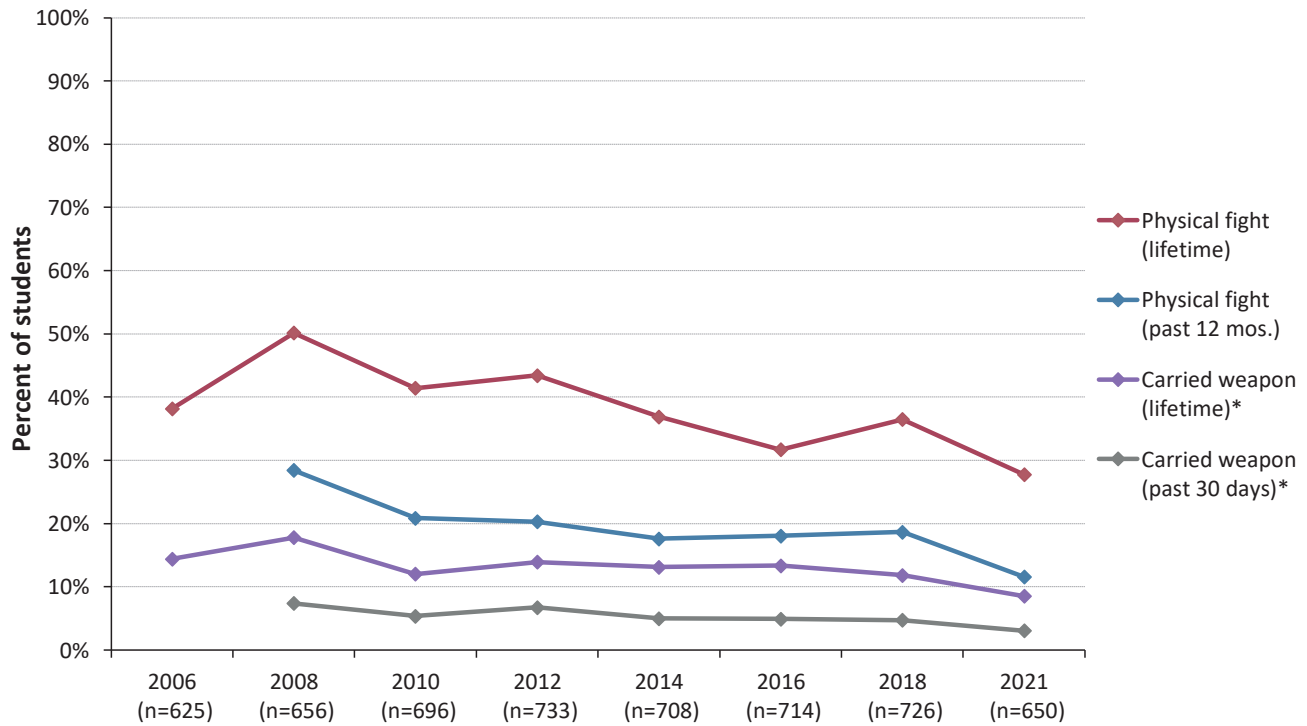


* For example, a gun, knife, or club

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

Wellesley Middle School (Grades 7-8)

MetroWest Adolescent Health Survey

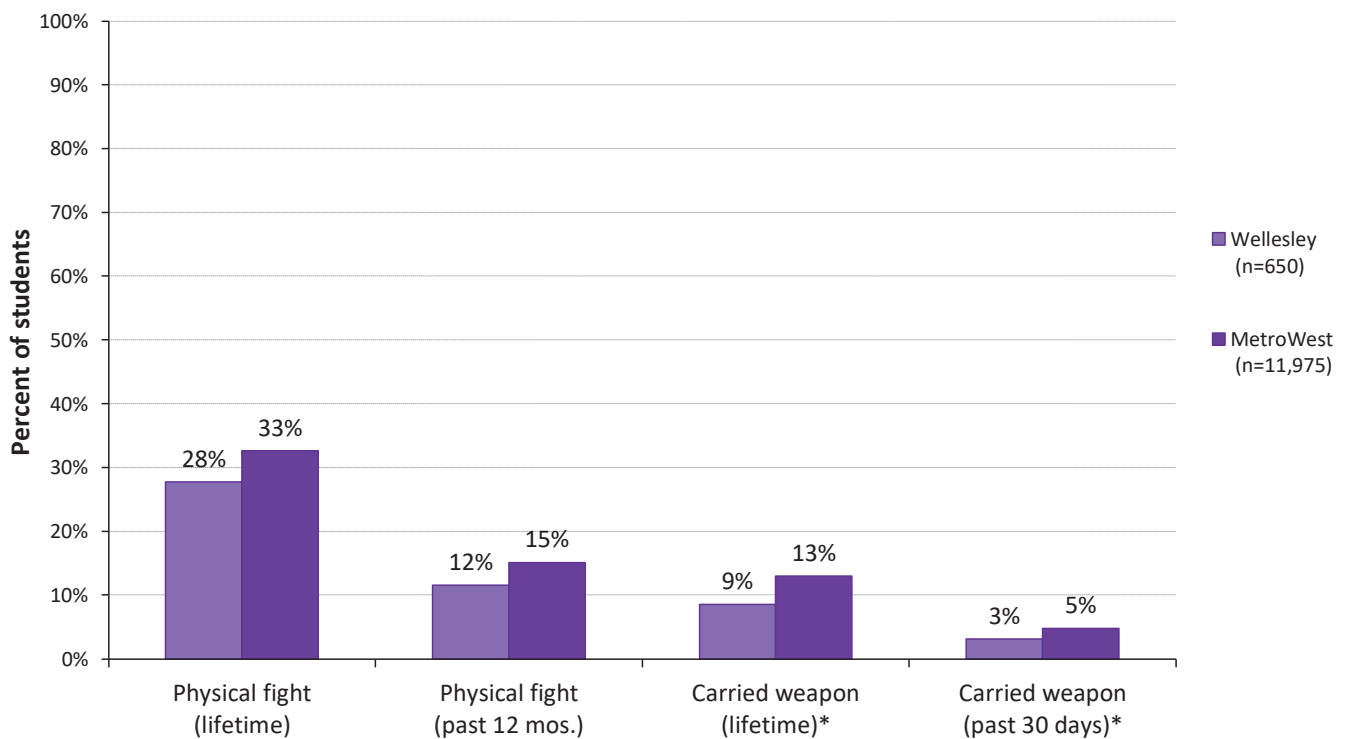


* For example, a gun, knife, or club

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

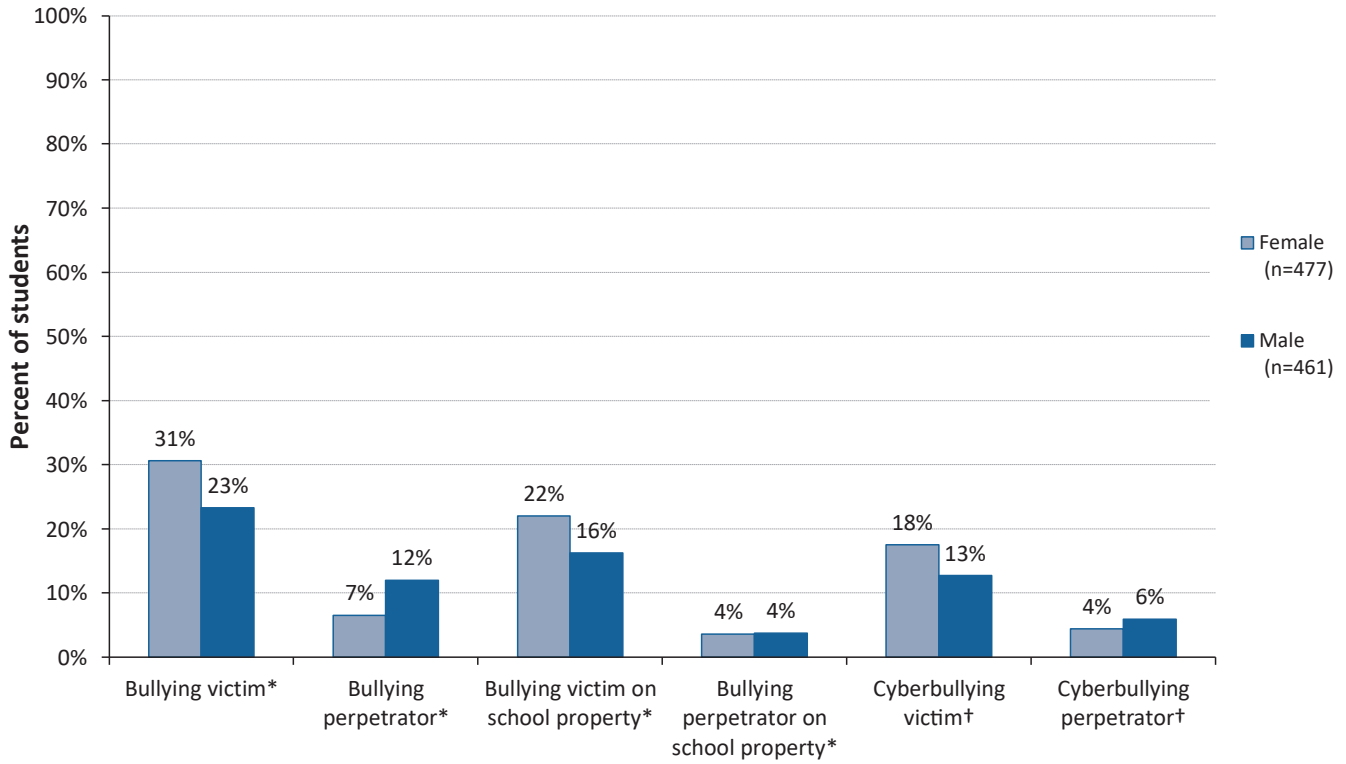
Wellesley Middle School (Grades 7-8)

MetroWest Adolescent Health Survey



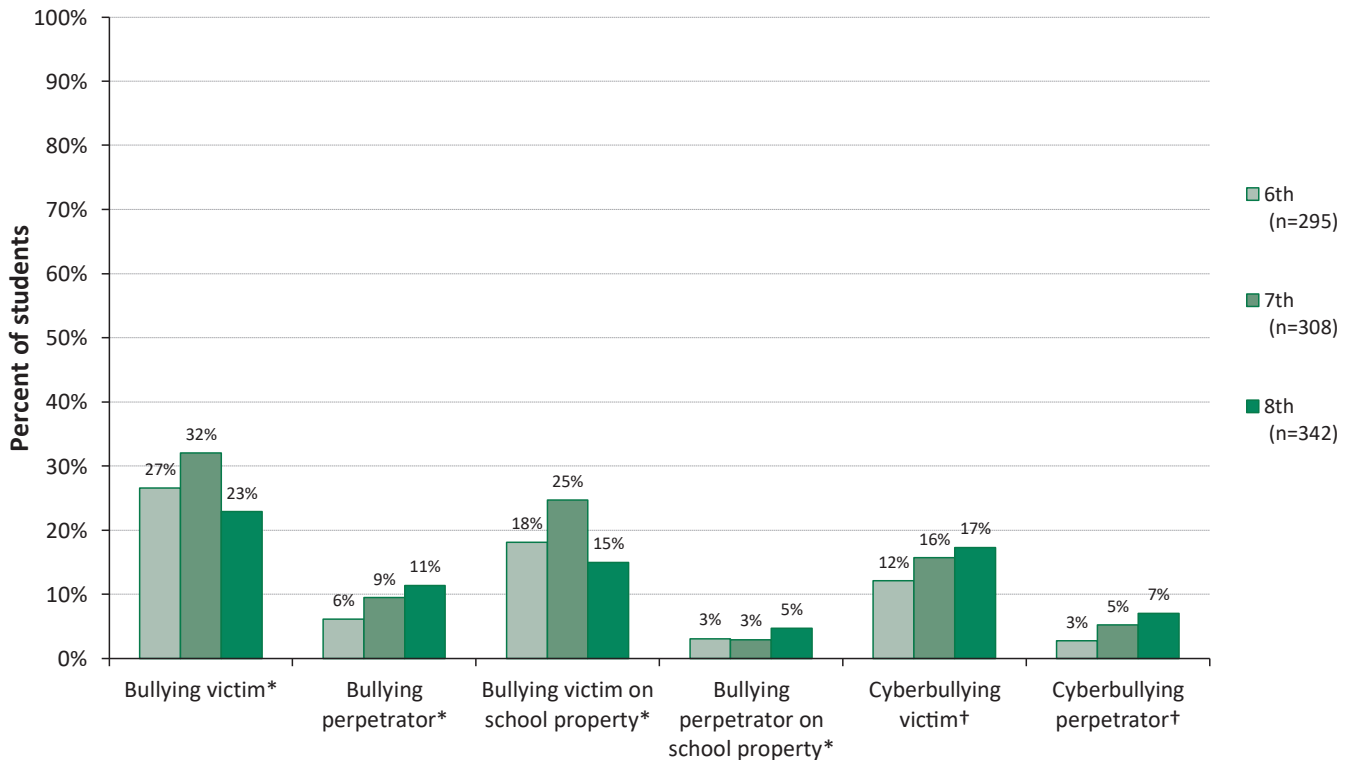
* For example, a gun, knife, or club

Figure 3-2A. Bullying and Cyberbullying by Sex, 2021
Wellesley Middle School (Grades 6-8)
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 3-2B. Bullying and Cyberbullying by Grade, 2021
Wellesley Middle School (Grades 6-8)
MetroWest Adolescent Health Survey

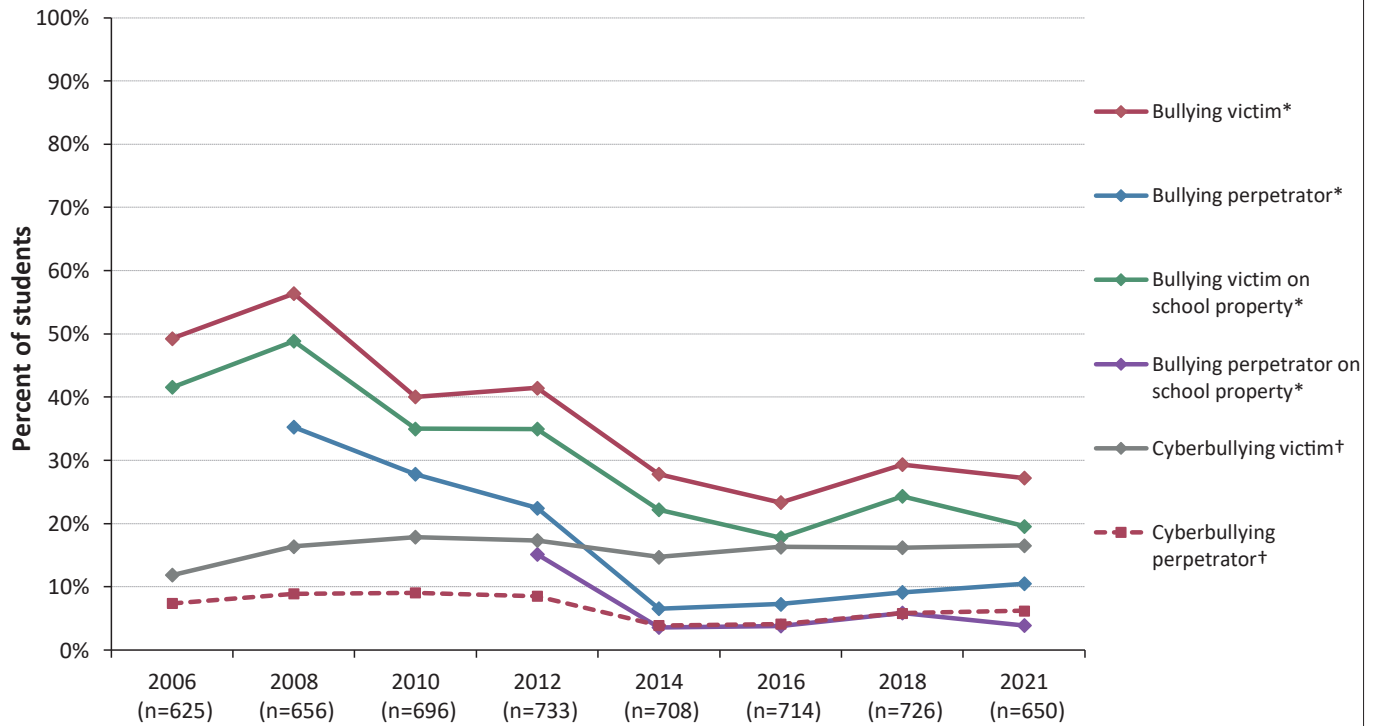


* In the past 12 months; bullying defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again
 † In the past 12 months; cyberbullying defined as using the Internet, cell phones, or other electronic devices to bully, tease, threaten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

Figure 3-2C. Bullying and Cyberbullying, 2006-2021

Wellesley Middle School (Grades 7-8)

MetroWest Adolescent Health Survey



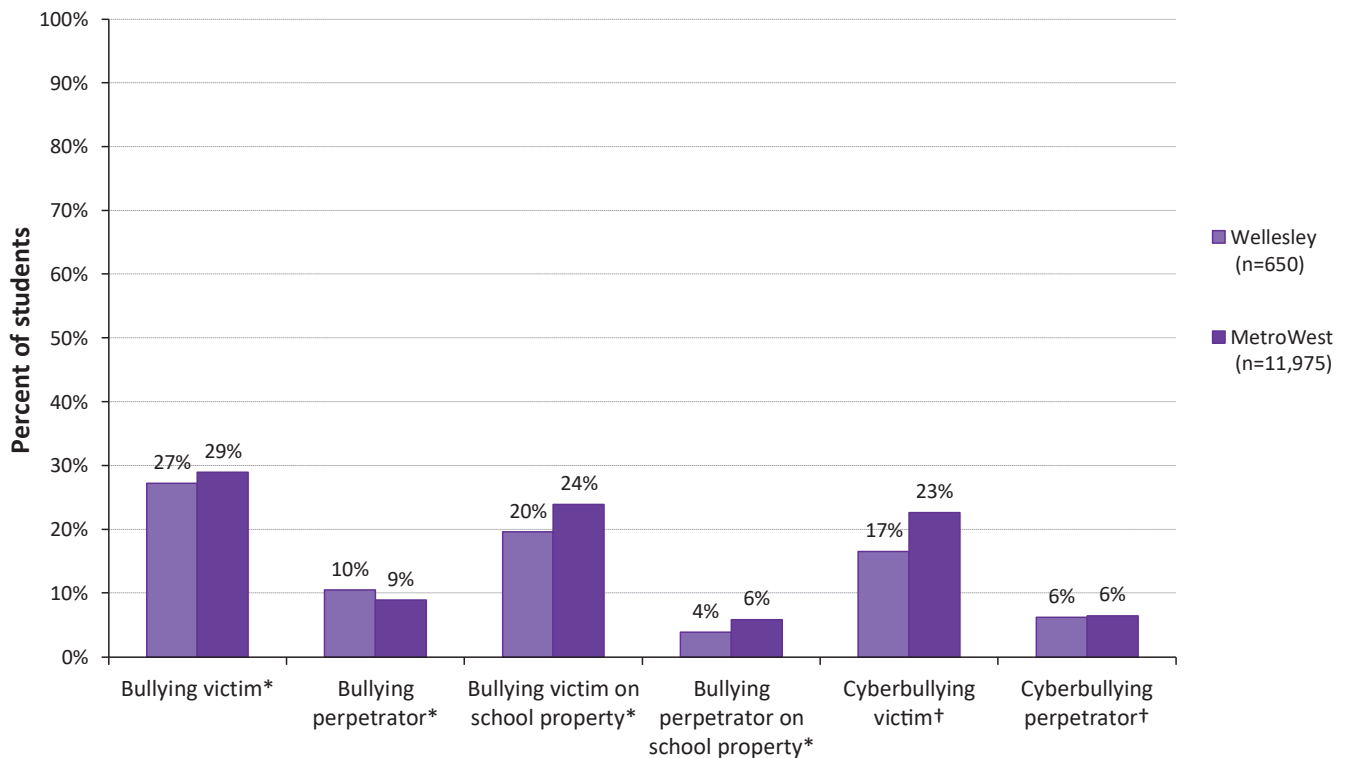
* In the past 12 months; bullying defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again

† 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 3-2D. Bullying and Cyberbullying at the District and Regional Levels, 2021

Wellesley Middle School (Grades 7-8)

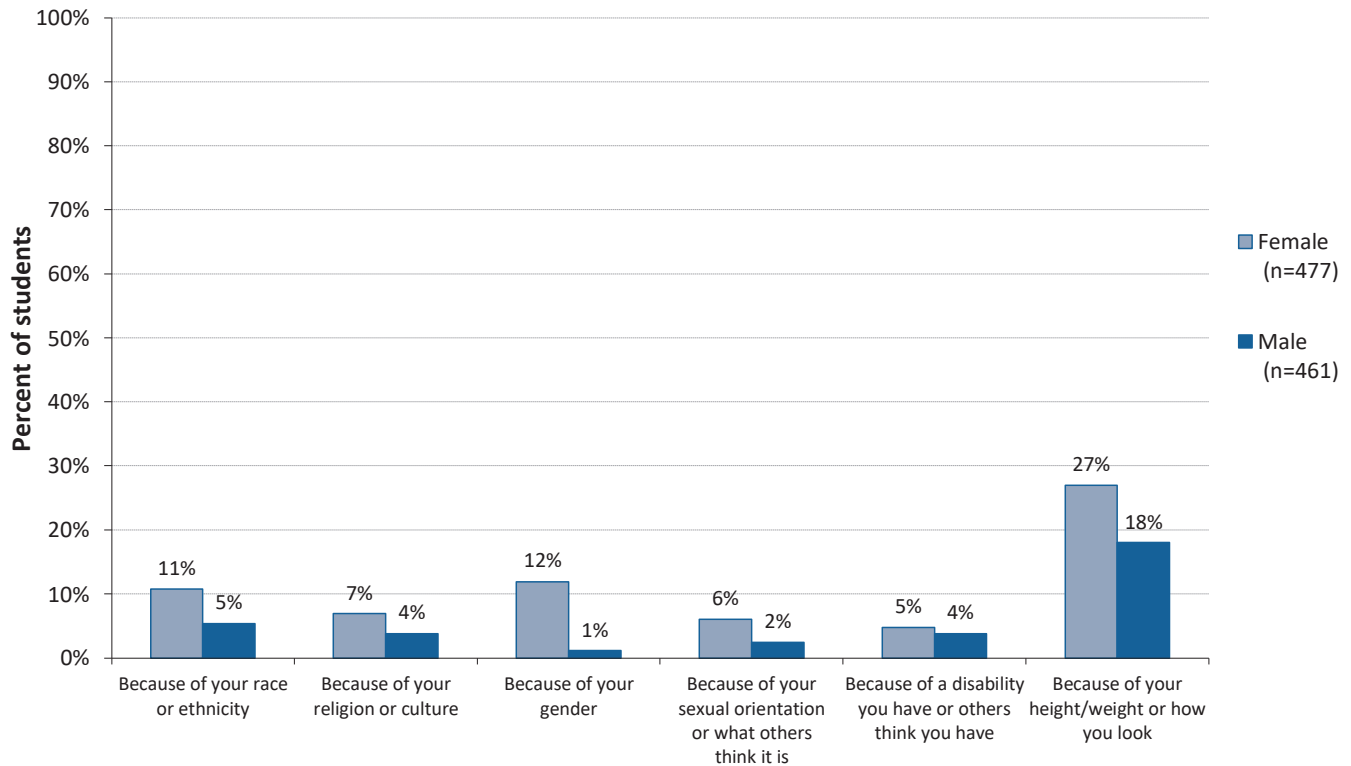
MetroWest Adolescent Health Survey



* 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

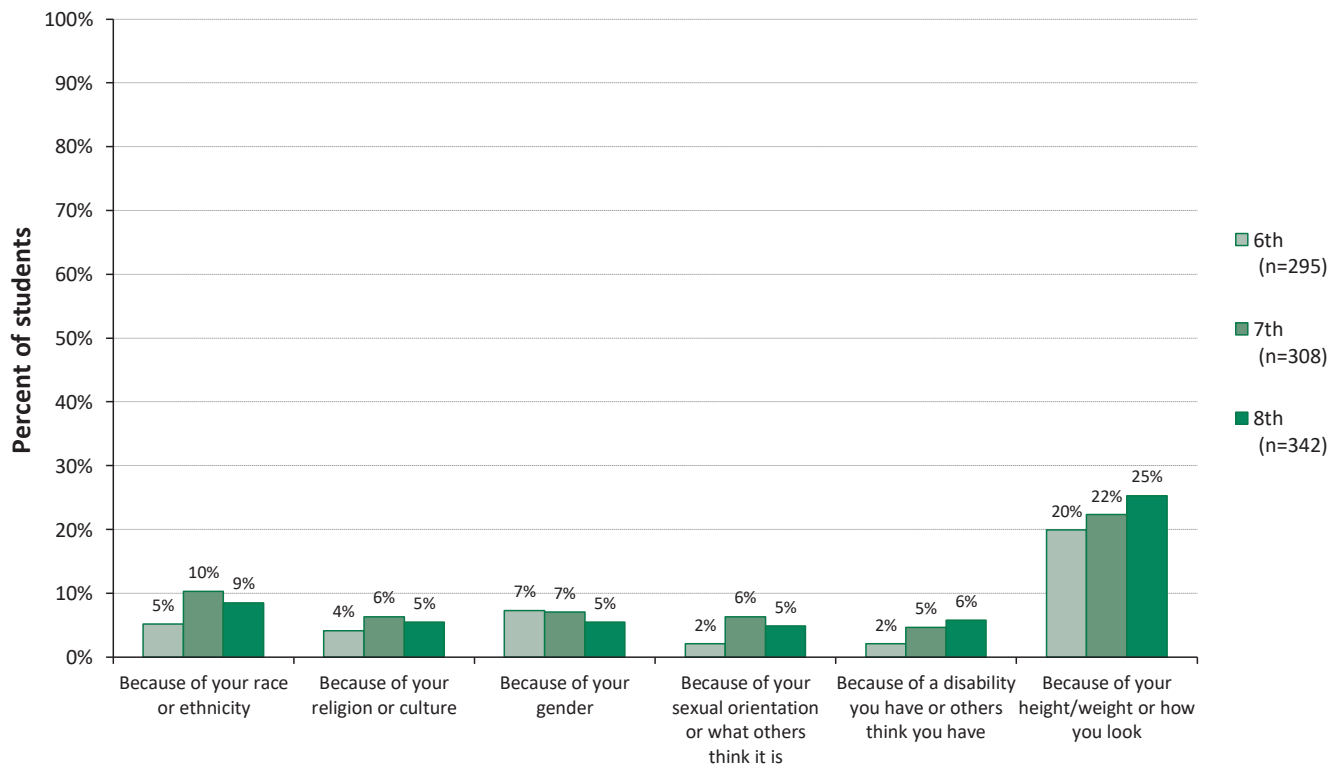
† In the past 12 months; cyberbullying defined as using the Internet, cell phones, or other electronic devices to bully, tease, threaten or spread rumors about someone

Figure 3-3A. Identity-Based Bullying at School* by Sex, 2021
Wellesley Middle School (Grades 6-8)
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 3-3B. Identity-Based Bullying at School* by Grade, 2021
Wellesley Middle School (Grades 6-8)
MetroWest Adolescent Health Survey

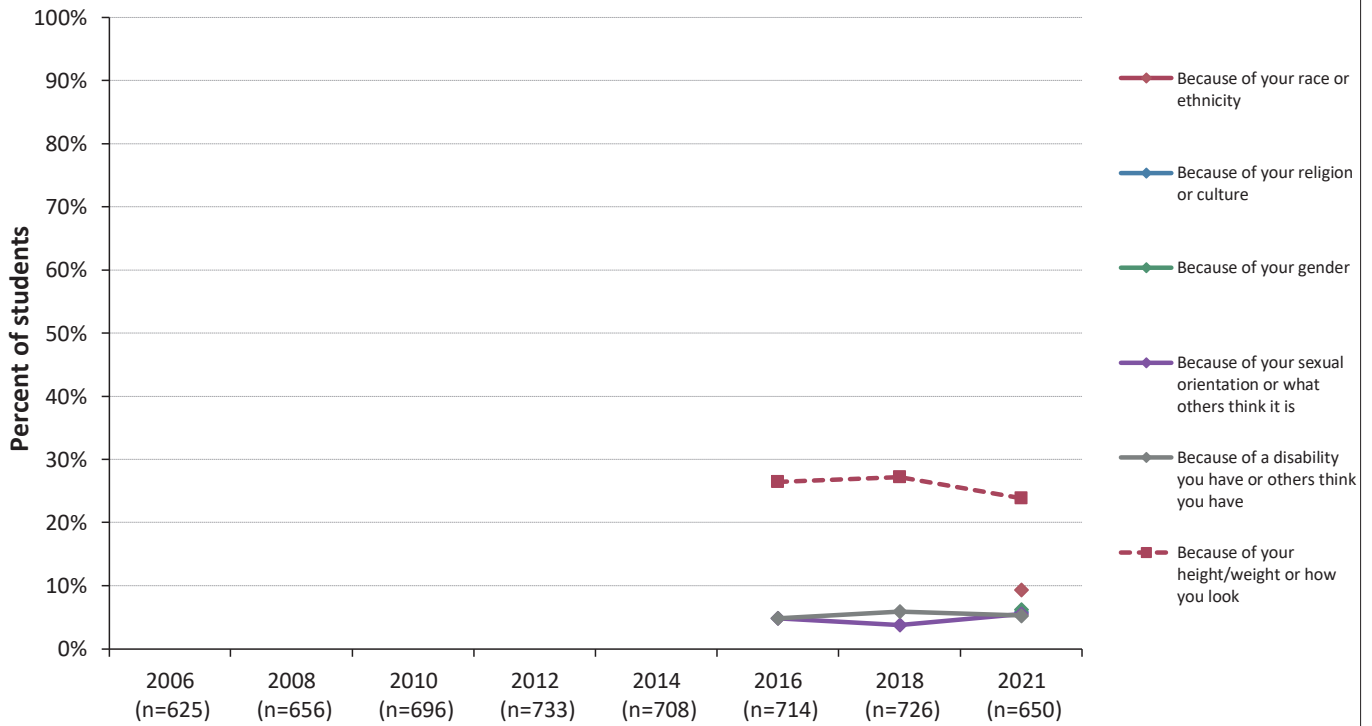


*Defined as being bullied or called names, teased, made fun of, embarrassed, or threatened by other students on school property

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

Wellesley Middle School (Grades 7-8)

MetroWest Adolescent Health Survey

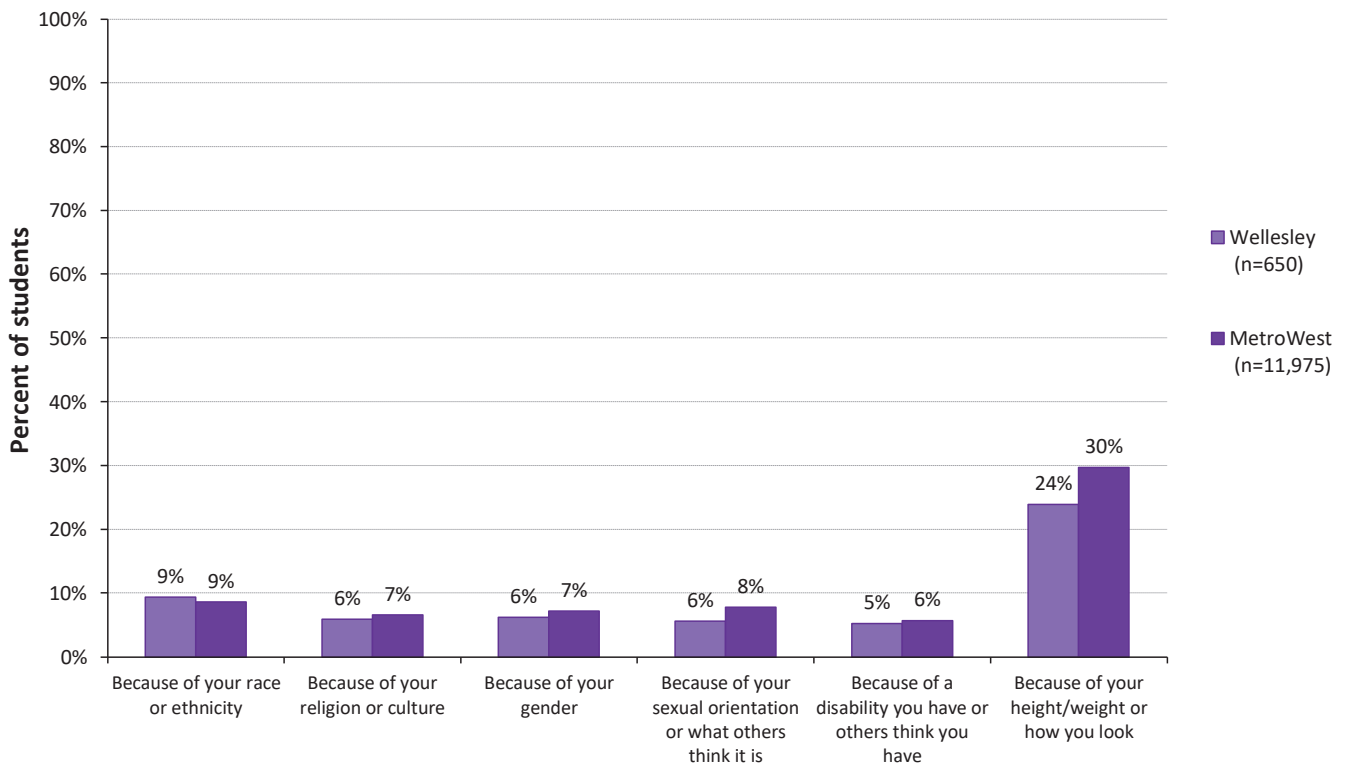


*Defined as being bullied or called names, teased, made fun of, embarrassed, or threatened by other students on school property

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

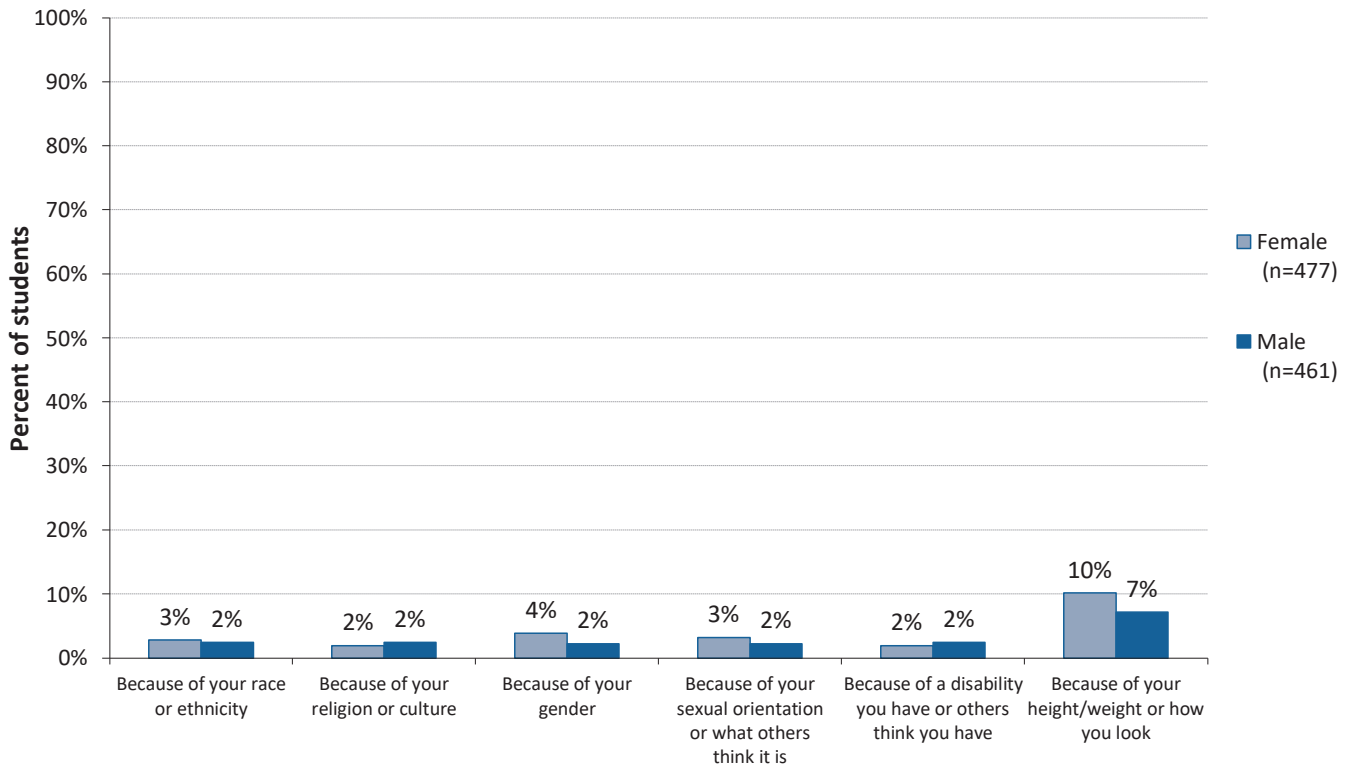
Wellesley Middle School (Grades 7-8)

MetroWest Adolescent Health Survey



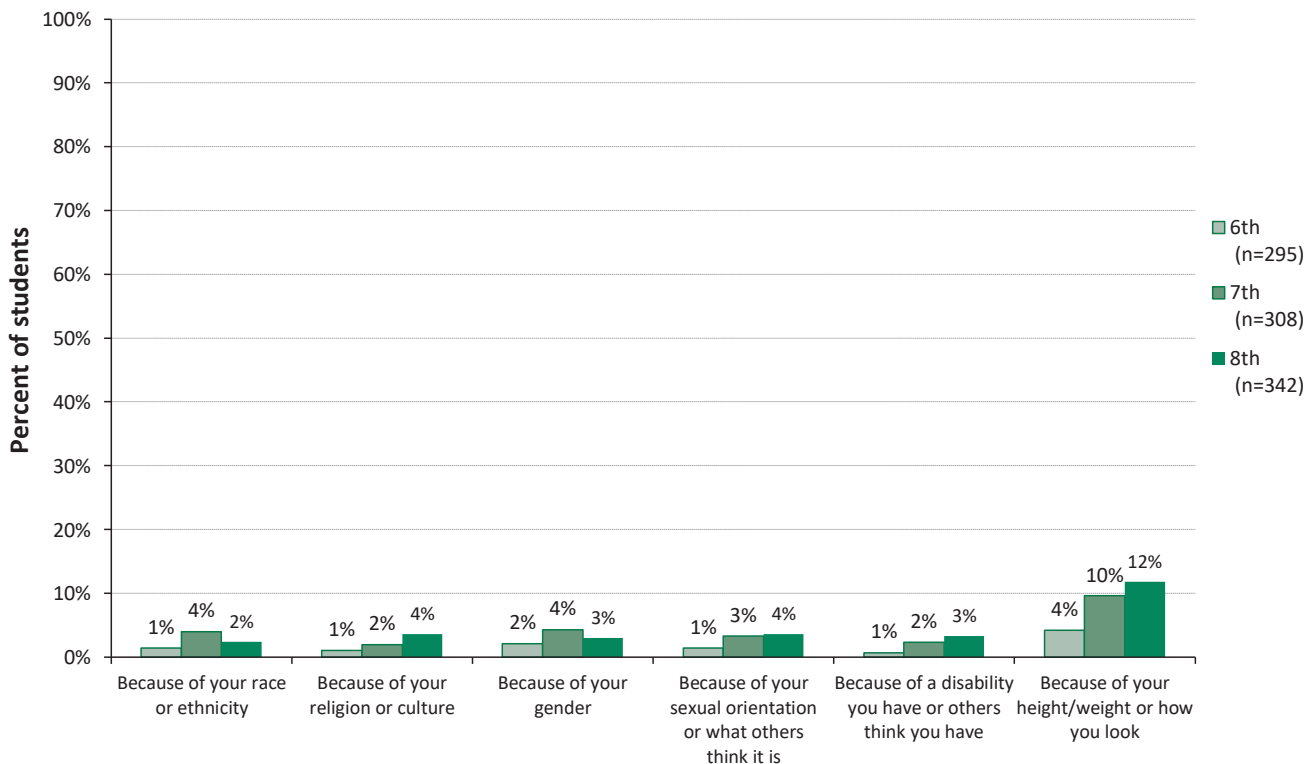
*Defined as being bullied or called names, teased, made fun of, embarrassed, or threatened by other students on school property

Figure 3-4A. Identity-Based Cyberbullying* by Sex, 2021
Wellesley Middle School (Grades 6-8)
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 3-4B. Identity-Based Cyberbullying* by Grade, 2021
Wellesley Middle School (Grades 6-8)
MetroWest Adolescent Health Survey

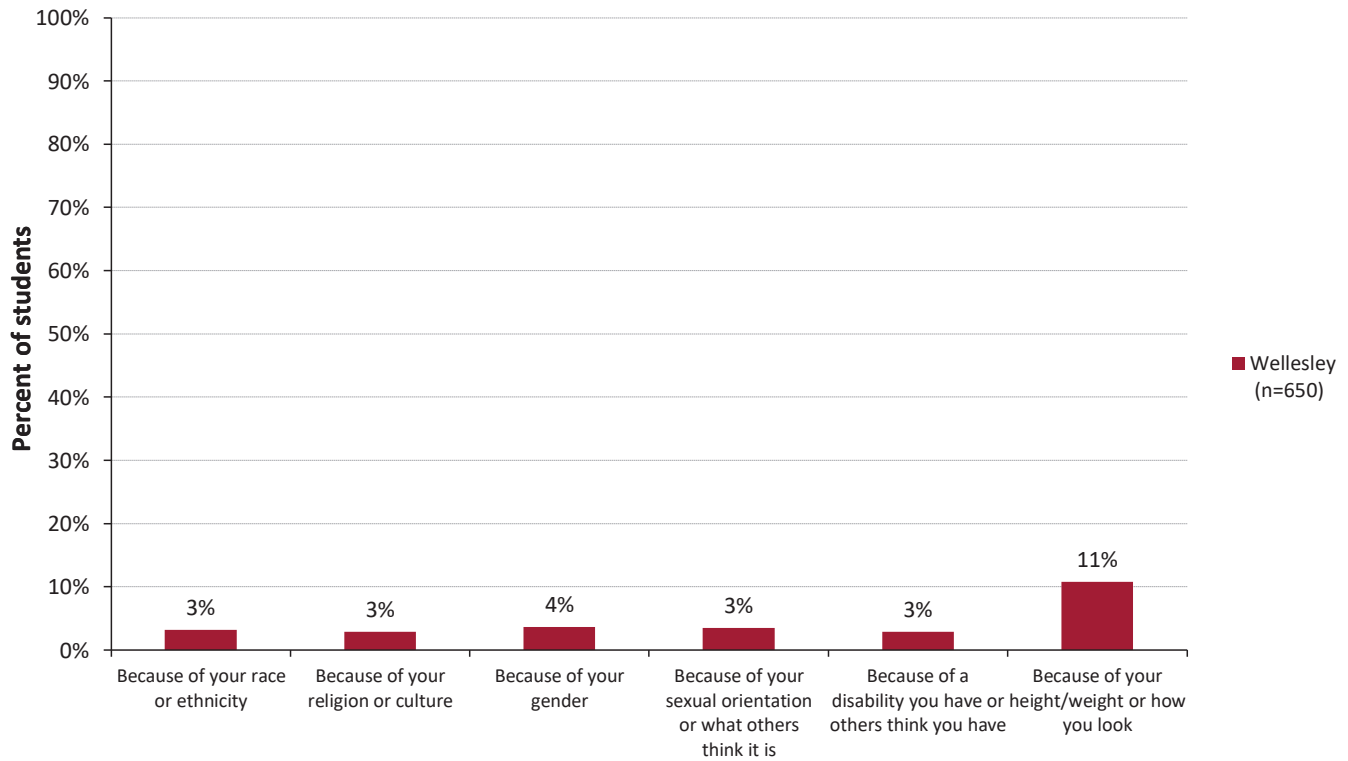


* Using the Internet, social media, cell phone, or other electronic devices to bully, tease, threaten, or spread rumors about someone

Figure 3-4C. Identity-Based Cyberbullying*, 2021

Wellesley Middle School (Grades 7-8)

MetroWest Adolescent Health Survey

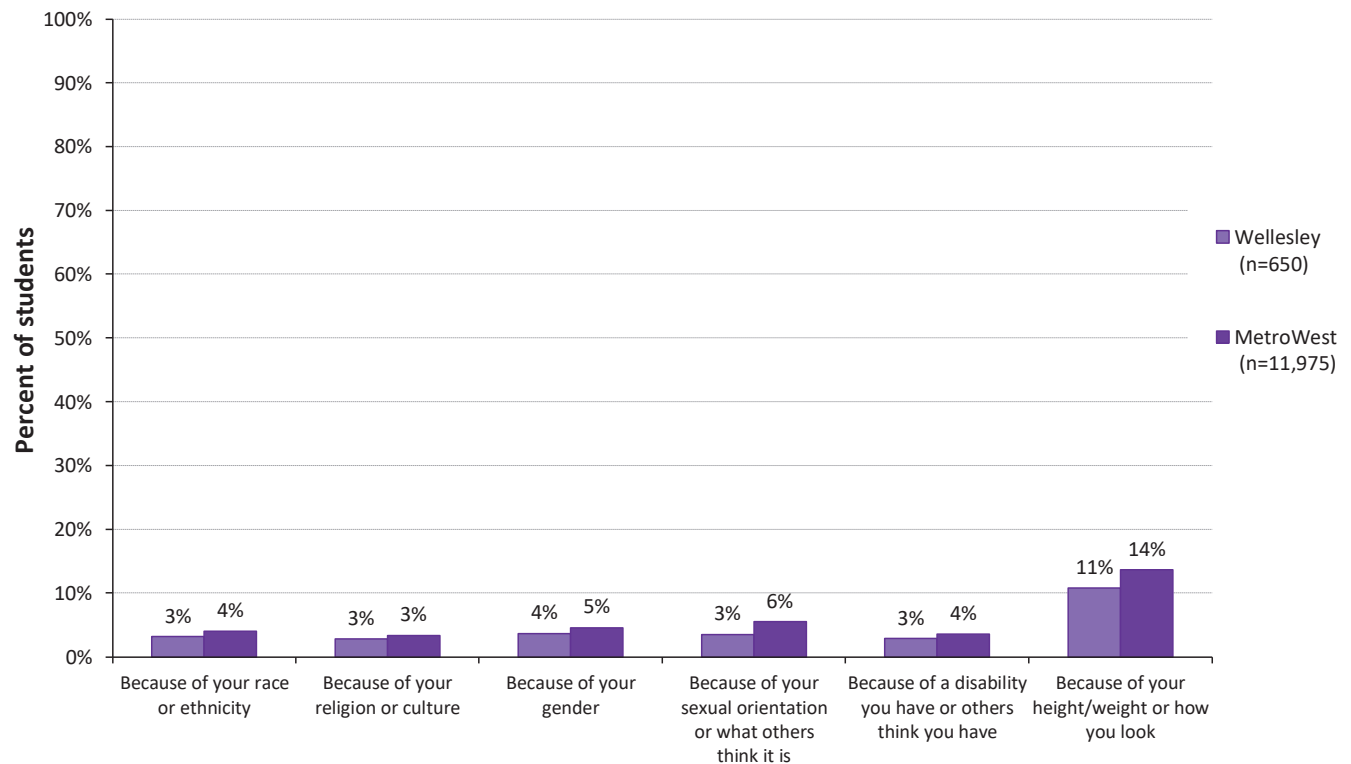


* Using the Internet, social media, cell phone, or other electronic devices to bully, tease, threaten, or spread rumors about someone

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

Wellesley Middle School (Grades 7-8)

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. Violence, Safety-Related Behaviors, and Dating Violence by Sex and Grade, 2021
Wellesley Middle School (Grades 6-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>		
	(945)	Female (477)	Male (461)	6 th (295)	7 th (308)	8 th (342)
SAFETY						
Didn't go to school because of safety concerns (past 30 days)*	0.9	1.1	0.7	1.0	1.3	0.3
WEAPONS †						
Carried a weapon (lifetime)	8.1	5.1	11.4	7.3	9.8	7.4
Carried a weapon on school property (lifetime)	0.3	0.2	0.4	0.0	0.7	0.3
Carried a weapon (past 30 days)	3.3	2.3	4.4	3.8	2.9	3.2
PHYSICAL FIGHTING						
In a physical fight (lifetime)	29.6	14.6	45.1	33.8	28.7	26.9
In a physical fight (past 12 months)	13.2	7.2	19.7	17.0	12.4	10.8
In a physical fight on school property (lifetime)	8.0	2.5	13.8	10.4	6.2	7.6
In a physical fight on school property (past 12 months)	2.2	1.1	3.5	2.8	2.6	1.5
DATING VIOLENCE ‡						
Sworn at, cursed at, or insulted (lifetime)	3.3	4.2	2.4	1.4	3.3	5.0
Physically hurt on purpose (lifetime)	0.3	0.4	0.2	0.3	0.3	0.3
EXPERIENCES OF VIOLENCE AT HOME						
Ever been hit, beat, kicked, or physically hurt by an adult in your home	19.4	17.0	21.5	17.1	22.1	18.8
Adults in your home have slapped, hit, kicked, punched, or beat each other up	6.0	6.3	5.7	3.8	7.1	6.8

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

† For example, a gun, knife, or club

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

Table 3-1B. Violence, Safety-Related Behaviors, and Dating Violence, 2006-2021
Wellesley Middle School (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 (625)	2008 (656)	2010 (696)	2012 (733)	2014 (708)	2016 (714)	2018 (726)	2021 (650)
SAFETY								
Didn't go to school because of safety concerns (past 30 days)*	1.9	2.8	1.7	1.9	0.6	2.5	2.6	0.8
WEAPONS †								
Carried a weapon (lifetime)	14.4	17.8	12.0	13.9	13.1	13.3	11.8	8.5
Carried a weapon on school property (lifetime)	2.3	2.0	2.2	1.9	1.3	0.7	0.6	0.5
Carried a weapon (past 30 days)	–	7.4	5.4	6.7	5.0	4.9	4.7	3.1
PHYSICAL FIGHTING								
In a physical fight (lifetime)	38.2	50.2	41.4	43.4	36.9	31.7	36.5	27.7
In a physical fight (past 12 months)	–	28.4	20.9	20.3	17.6	18.1	18.6	11.6
In a physical fight on school property (lifetime)	13.2	19.8	14.6	12.8	11.5	10.3	9.6	6.9
In a physical fight on school property (past 12 months)	–	8.3	4.9	5.2	3.7	4.4	3.0	2.0
DATING VIOLENCE ‡								
Sworn at, cursed at, or insulted (lifetime)	–	–	–	–	3.4	4.8	4.2	4.2
Physically hurt on purpose (lifetime)	–	–	–	–	0.9	1.6	0.8	0.3
EXPERIENCES OF VIOLENCE AT HOME								
Ever been hit, beat, kicked, or physically hurt by an adult in your home	–	–	–	–	–	–	–	20.4
Adults in your home have slapped, hit, kicked, punched, or beat each other up	–	–	–	–	–	–	–	6.9

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

† For example, a gun, knife, or club

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

Table 3-1C. Violence, Safety-Related Behaviors, and Dating Violence at the District and Regional Levels, 2021
Wellesley Middle School (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> <i>(650)</i>	<u>MetroWest Region</u> <i>(11,975)</i>
<i>SAFETY</i>		
Didn't go to school because of safety concerns (past 30 days)*	0.8	2.5
<i>WEAPONS †</i>		
Carried a weapon (lifetime)	8.5	13.0
Carried a weapon on school property (lifetime)	0.5	0.7
Carried a weapon (past 30 days)	3.1	4.8
<i>PHYSICAL FIGHTING</i>		
In a physical fight (lifetime)	27.7	32.6
In a physical fight (past 12 months)	11.6	15.1
In a physical fight on school property (lifetime)	6.9	11.2
In a physical fight on school property (past 12 months)	2.0	3.7
<i>DATING VIOLENCE ‡</i>		
Sworn at, cursed at, or insulted (lifetime)	4.2	6.1
Physically hurt on purpose (lifetime)	0.3	1.4
<i>EXPERIENCES OF VIOLENCE AT HOME</i>		
Ever been hit, beat, kicked, or physically hurt by an adult in your home	20.4	21.6
Adults in your home have slapped, hit, kicked, punched, or beat each other up	6.9	8.9

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

† For example, a gun, knife, or club

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

Table 3-2A. Bullying and Cyberbullying by Sex and Grade, 2021
Wellesley Middle School (Grades 6-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>		
	(945)	Female (477)	Male (461)	6 th (295)	7 th (308)	8 th (342)
<i>BULLYING (past 12 months)*</i>						
Been a victim of bullying	27.0	30.6	23.2	26.6	32.0	22.9
Been a victim of bullying on school property	19.1	22.0	16.2	18.2	24.7	15.0
Bullied someone else	9.1	6.5	12.0	6.1	9.5	11.4
Bullied someone else on school property	3.6	3.6	3.7	3.1	3.0	4.7
Talked to a teacher/adult from school about being bullied	9.2	10.4	8.1	10.3	12.4	5.3
Talked to a parent/adult outside of school about being bullied	17.3	19.5	14.7	22.7	18.3	11.8
<i>CYBERBULLYING (past 12 months) †</i>						
Been a victim of cyberbullying	15.2	17.5	12.7	12.1	15.7	17.3
Cyberbullied someone else	5.1	4.4	5.9	2.8	5.2	7.0
Talked to a teacher/adult from school about being cyberbullied	3.0	3.8	2.2	1.0	5.6	2.3
Talked to a parent/adult outside of school about being cyberbullied	7.3	9.3	5.3	8.3	8.2	5.6

* 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 Middle School (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 (625)	2008 (656)	2010 (696)	2012 (733)	2014 (708)	2016 (714)	2018 (726)	2021 (650)
<i>BULLYING (past 12 months)*</i>								
Been a victim of bullying	49.3	56.4	40.0	41.4	27.8	23.3	29.3	27.2
Been a victim of bullying on school property	41.6	48.8	35.0	34.9	22.2	17.8	24.3	19.6
Bullied someone else	–	35.2	27.8	22.5	6.5	7.3	9.1	10.5
Bullied someone else on school property	–	–	–	15.1	3.6	3.8	5.9	3.9
Talked to a teacher/adult from school about being bullied	–	–	13.0	14.3	10.9	8.4	9.9	8.7
Talked to a parent/adult outside of school about being bullied	–	–	20.1	24.1	16.8	12.9	16.7	14.9
<i>CYBERBULLYING (past 12 months) †</i>								
Been a victim of cyberbullying	11.9	16.4	17.8	17.3	14.7	16.3	16.2	16.5
Cyberbullied someone else	7.4	8.9	9.1	8.5	3.9	4.1	5.8	6.2
Talked to a teacher/adult from school about being cyberbullied	–	–	3.3	4.2	3.7	4.3	4.2	3.9
Talked to a parent/adult outside of school about being cyberbullied	–	–	5.8	5.8	6.0	6.4	6.6	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 Middle School (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> (650)	<u>MetroWest Region</u> (11,975)
<i>BULLYING (past 12 months)*</i>		
Been a victim of bullying	27.2	28.9
Been a victim of bullying on school property	19.6	23.9
Bullied someone else	10.5	8.9
Bullied someone else on school property	3.9	5.8
Talked to a teacher/adult from school about being bullied	8.7	10.3
Talked to a parent/adult outside of school about being bullied	14.9	17.8
<i>CYBERBULLYING (past 12 months) †</i>		
Been a victim of cyberbullying	16.5	22.6
Cyberbullied someone else	6.2	6.5
Talked to a teacher/adult from school about being cyberbullied	3.9	4.3
Talked to a parent/adult outside of school about being cyberbullied	6.8	8.2

* 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 Middle School (Grades 6-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>		
	(945)	Female (477)	Male (461)	6 th (295)	7 th (308)	8 th (342)
IDENTITY-BASED BULLYING AT SCHOOL (past 12 months)*						
Bullied because of your race or ethnicity	8.1	10.8	5.3	5.2	10.3	8.5
Bullied because of your religion or culture	5.3	6.9	3.8	4.2	6.3	5.5
Bullied because of your gender	6.6	11.9	1.1	7.3	7.0	5.5
Bullied because of your sexual identity or orientation or what others think it is	4.5	6.0	2.5	2.1	6.3	4.9
Bullied because of a disability you have or others think you have	4.3	4.8	3.8	2.1	4.7	5.8
Bullied because of your height or weight or how you look	22.6	27.0	18.0	19.9	22.3	25.3
IDENTITY-BASED CYBERBULLYING (past 12 months) †						
Cyberbullied because of your race or ethnicity	2.6	2.8	2.5	1.4	4.0	2.4
Cyberbullied because of your religion or culture	2.3	1.9	2.5	1.0	2.0	3.6
Cyberbullied because of your gender	3.2	3.9	2.2	2.1	4.3	3.0
Cyberbullied because of your sexual identity or orientation or what others think it is	2.8	3.2	2.2	1.4	3.3	3.6
Cyberbullied because of a disability you have or others think you have	2.2	1.9	2.5	0.7	2.3	3.3
Cyberbullied because of your height or weight, or how you look	8.7	10.1	7.1	4.2	9.6	11.8

* Defined as being bullied or called names, teased, made fun of, embarrassed, or threatened 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 Middle School (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 (625)	2008 (656)	2010 (696)	2012 (733)	2014 (708)	2016 (714)	2018 (726)	2021 (650)
IDENTITY-BASED BULLYING AT SCHOOL (past 12 months)*								
Bullied because of your race or ethnicity	–	–	–	–	–	–	–	9.4
Bullied because of your religion or culture	–	–	–	–	–	–	–	5.9
Bullied because of your gender	–	–	–	–	–	–	–	6.2
Bullied because of your sexual identity or orientation or what others think it is	–	–	–	–	–	4.9	3.8	5.6
Bullied because of a disability you have or others think you have	–	–	–	–	–	4.9	5.9	5.3
Bullied because of your height or weight or how you look	–	–	–	–	–	26.4	27.2	23.9
IDENTITY-BASED CYBERBULLYING (past 12 months) †								
Cyberbullied because of your race or ethnicity	–	–	–	–	–	–	–	3.2
Cyberbullied because of your religion or culture	–	–	–	–	–	–	–	2.8
Cyberbullied because of your gender	–	–	–	–	–	–	–	3.6
Cyberbullied because of your sexual identity or orientation or what others think it is	–	–	–	–	–	–	–	3.5
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	–	–	–	–	–	–	–	10.8

* Defined as being bullied or called names, teased, made fun of, embarrassed, or threatened 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 Middle School (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> (650)	<u>MetroWest Region</u> (11,975)
IDENTITY-BASED BULLYING AT SCHOOL (past 12 months)*		
Bullied because of your race or ethnicity	9.4	8.6
Bullied because of your religion or culture	5.9	6.6
Bullied because of your gender	6.2	7.2
Bullied because of your sexual identity or orientation or what others think it is	5.6	7.7
Bullied because of a disability you have or others think you have	5.3	5.7
Bullied because of your height or weight or how you look	23.9	29.7
IDENTITY-BASED CYBERBULLYING (past 12 months) †		
Cyberbullied because of your race or ethnicity	3.2	4.0
Cyberbullied because of your religion or culture	2.8	3.3
Cyberbullied because of your gender	3.6	4.6
Cyberbullied because of your sexual identity or orientation or what others think it is	3.5	5.5
Cyberbullied because of a disability you have or others think you have	2.9	3.5
Cyberbullied because of your height or weight, or how you look	10.8	13.6

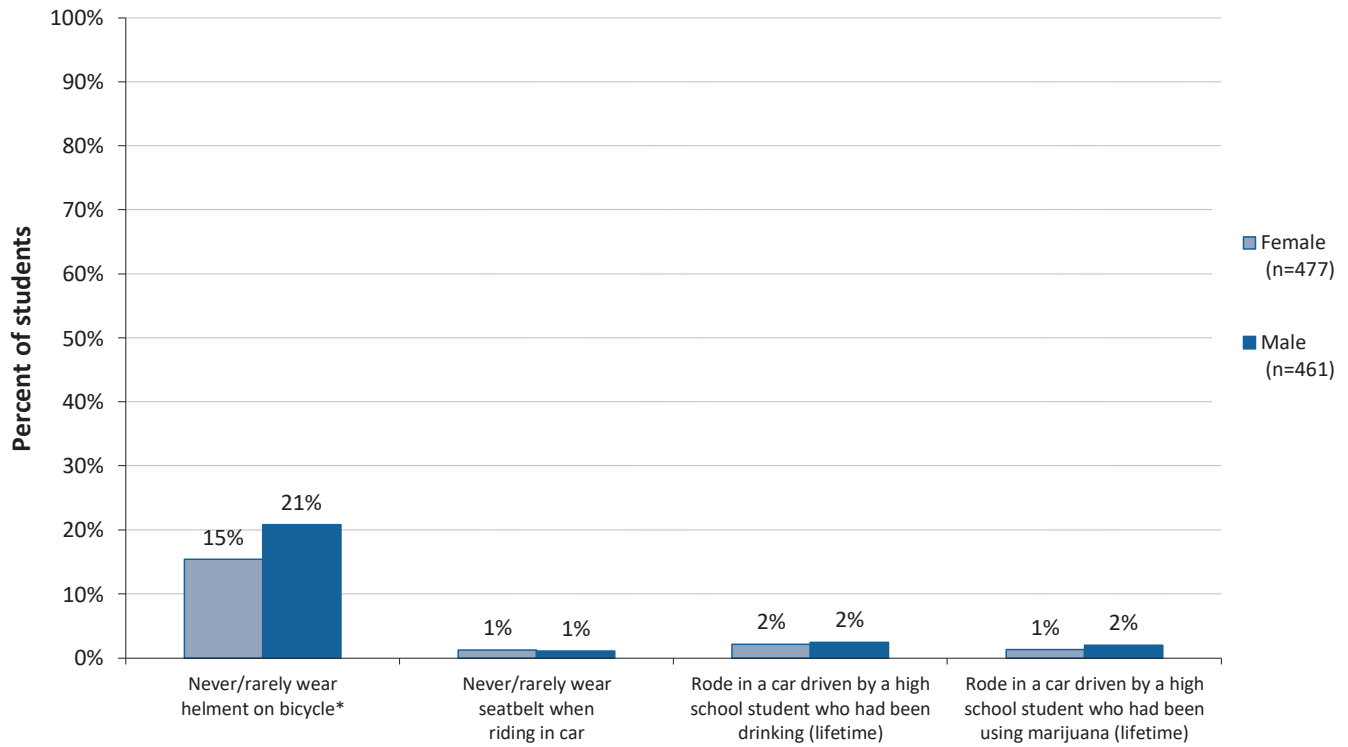
* Defined as being bullied or called names, teased, made fun of, embarrassed, or threatened by others at your school

† 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

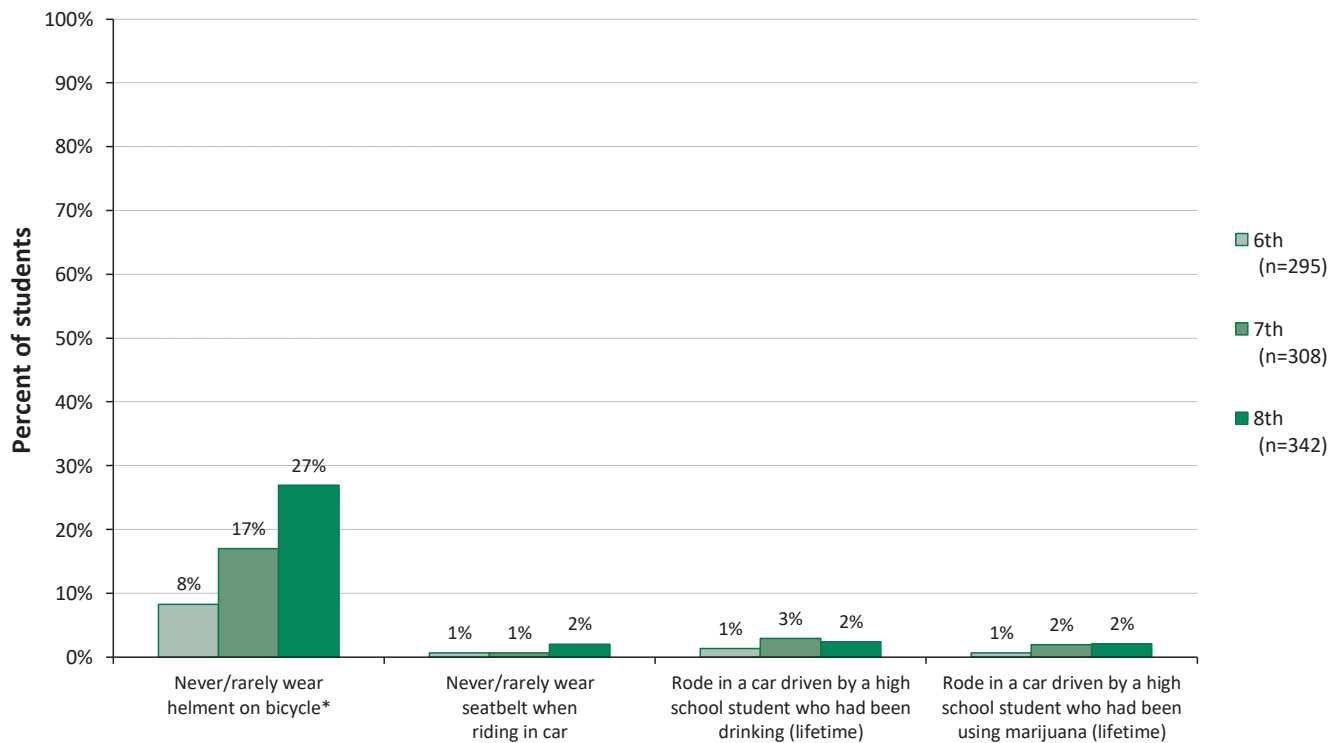
Unintentional Injury

Figure 4-1A. Behaviors Related to Unintentional Injury by Sex, 2021
Wellesley Middle School (Grades 6-8)
MetroWest Adolescent Health Survey



* Among the youth who ride a bicycle

Figure 4-1B. Behaviors Related to Unintentional Injury by Grade, 2021
Wellesley Middle School (Grades 6-8)
MetroWest Adolescent Health Survey

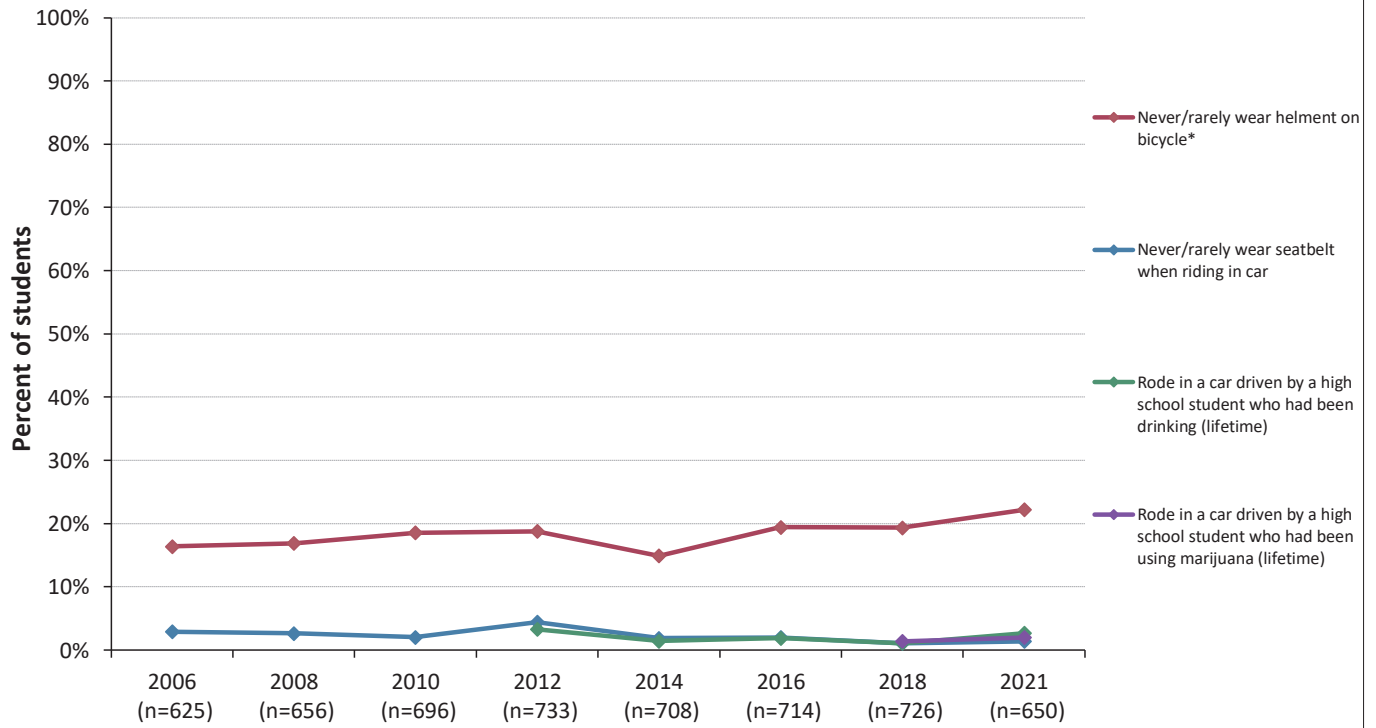


* Among the youth who ride a bicycle

Figure 4-1C. Behaviors Related to Unintentional Injury, 2006-2021

Wellesley Middle School (Grades 7-8)

MetroWest Adolescent Health Survey

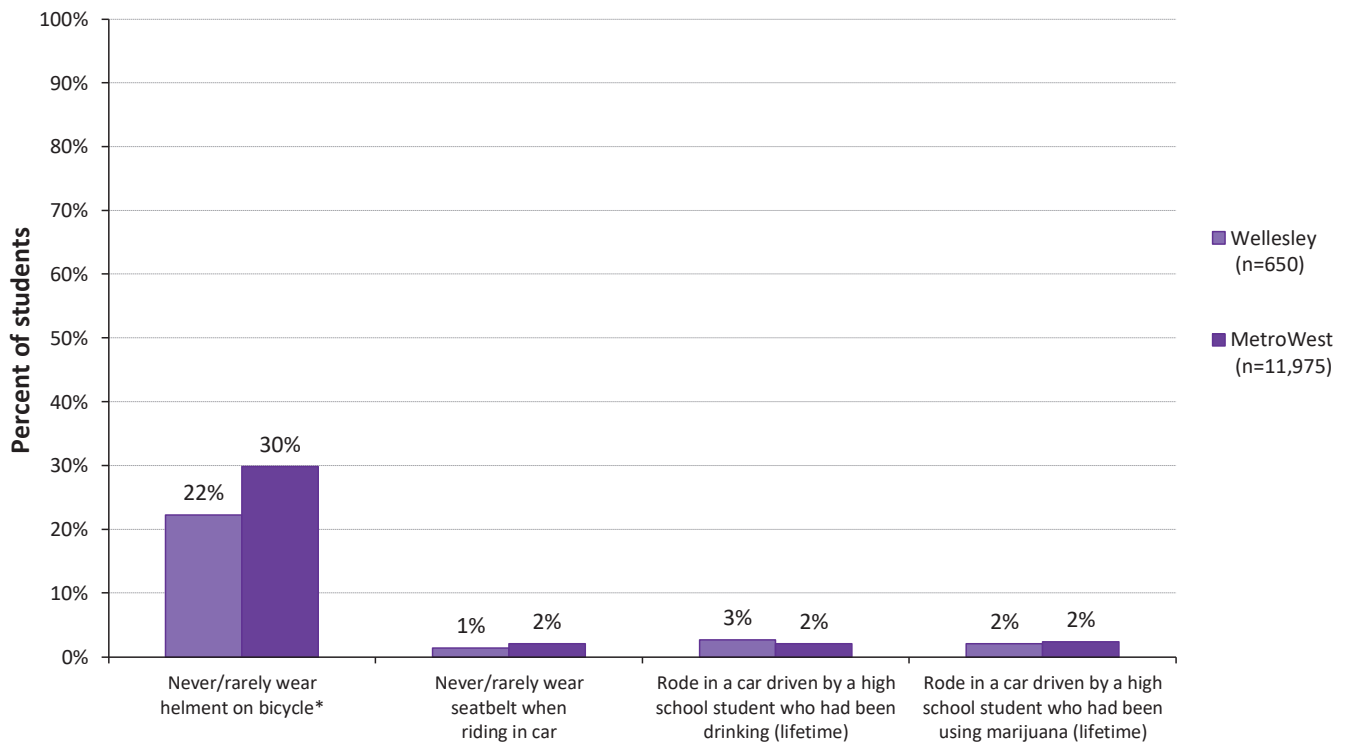


* Among the youth who ride a bicycle

Figure 4-1D. Behaviors Related to Unintentional Injury at the District and Regional Levels, 2021

Wellesley Middle School (Grades 7-8)

MetroWest Adolescent Health Survey



* Among the youth who ride a bicycle

Table 4-1A. Behaviors Related to Unintentional Injury by Sex and Grade, 2018
Wellesley Middle School (Grades 6-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>		
	(945)	Female (477)	Male (461)	6 th (295)	7 th (308)	8 th (342)
<i>SAFETY-RELATED BEHAVIORS</i>						
Never/rarely wore a helmet when riding a bicycle (past 12 months, among students who rode a bicycle)	17.9	15.4	20.8	8.3	17.0	26.9
Never/rarely wear a seatbelt when passenger in a car	1.2	1.3	1.1	0.7	0.7	2.0
<i>RIDING WITH A DRIVER UNDER THE INFLUENCE (lifetime)</i>						
Ever rode in car driven by a high school student who had been drinking	2.3	2.1	2.4	1.4	3.0	2.4
Ever rode in car driven by a high school student who had been using marijuana	1.6	1.3	2.0	0.7	2.0	2.1

Table 4-1B. Behaviors Related to Unintentional Injury, 2006-2021
Wellesley Middle School (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 (625)	2008 (656)	2010 (696)	2012 (733)	2014 (708)	2016 (714)	2018 (726)	2021 (650)
SAFETY-RELATED BEHAVIORS								
Never/rarely wore a helmet when riding a bicycle (past 12 months, among students who rode a bicycle)	16.4	16.9	18.5	18.8	14.9	19.4	19.3	22.2
Never/rarely wear a seatbelt when passenger in a car	2.9	2.6	2.0	4.4	1.9	2.0	1.1	1.4
RIDING WITH A DRIVER UNDER THE INFLUENCE (lifetime)								
Ever rode in car driven by a high school student who had been drinking	–	–	–	3.3	1.4	1.9	1.1	2.7
Ever rode in car driven by a high school student who had been using marijuana	–	–	–	–	–	–	1.4	2.0

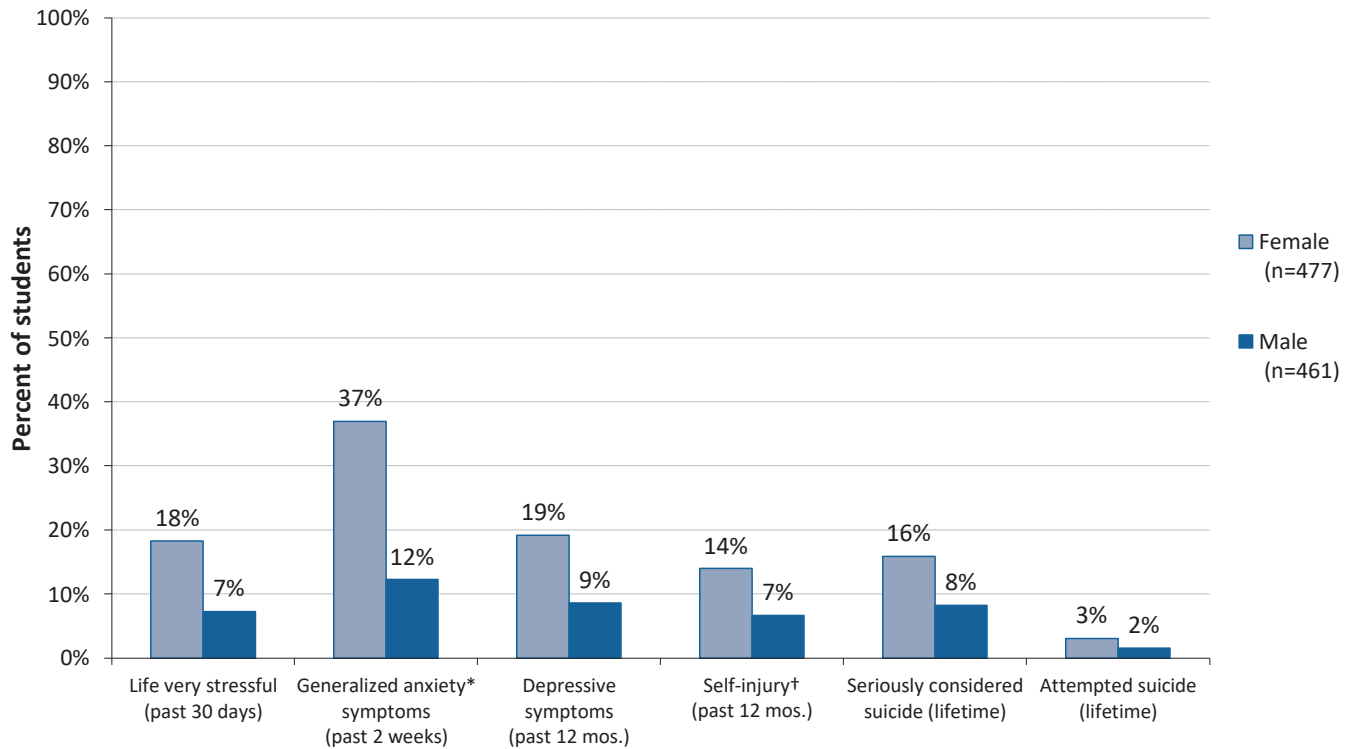
Table 4-1C. Behaviors Related to Unintentional Injury at the District and Regional Levels, 2021
Wellesley Middle School (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> (650)	<u>MetroWest Region</u> (11,975)
<i>SAFETY-RELATED BEHAVIORS</i>		
Never/rarely wore a helmet when riding a bicycle (past 12 months, among students who rode a bicycle)	22.2	29.8
Never/rarely wear a seatbelt when passenger in a car	1.4	2.0
<i>RIDING WITH A DRIVER UNDER THE INFLUENCE (lifetime)</i>		
Ever rode in car driven by a high school student who had been drinking	2.7	2.1
Ever rode in car driven by a high school student who had been using marijuana	2.0	2.4

Section 5

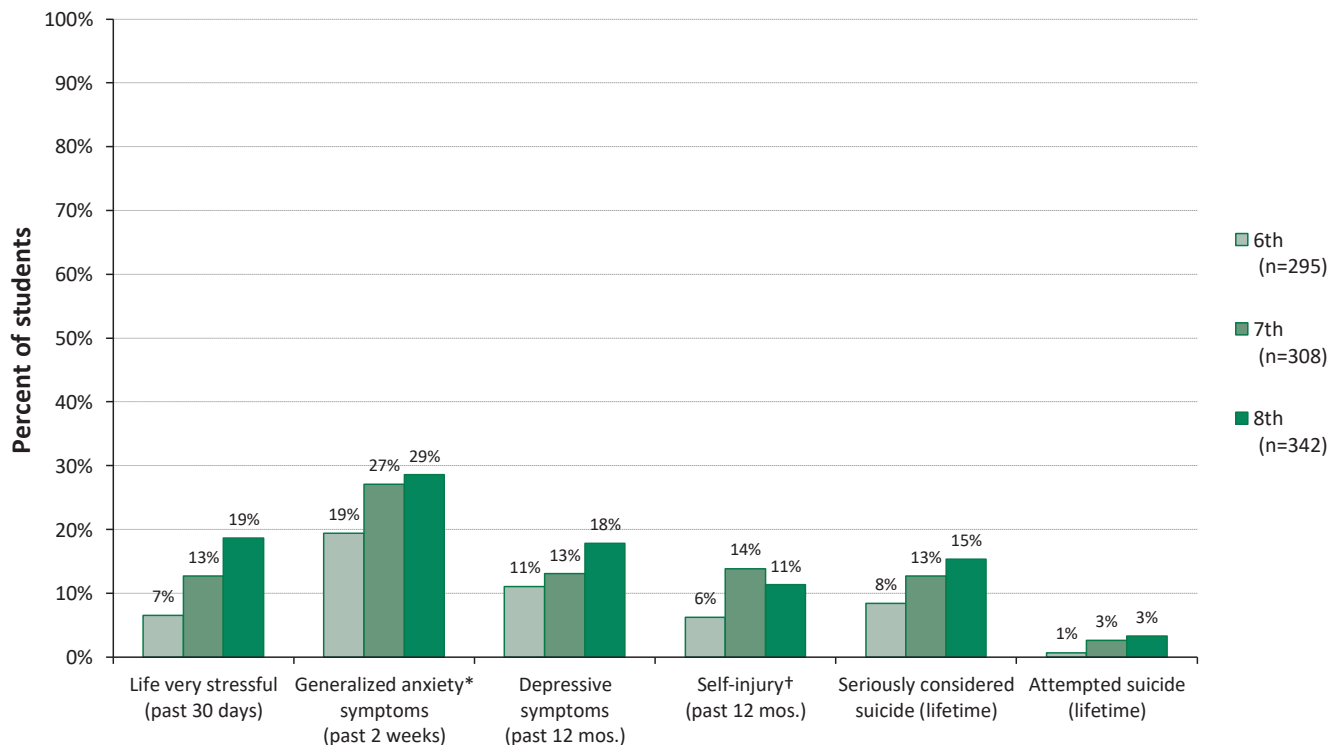
Mental Health

Figure 5-1A. Mental Health and Suicidality by Sex, 2021
Wellesley Middle School (Grades 6-8)
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 Middle School (Grades 6-8)
MetroWest Adolescent Health Survey

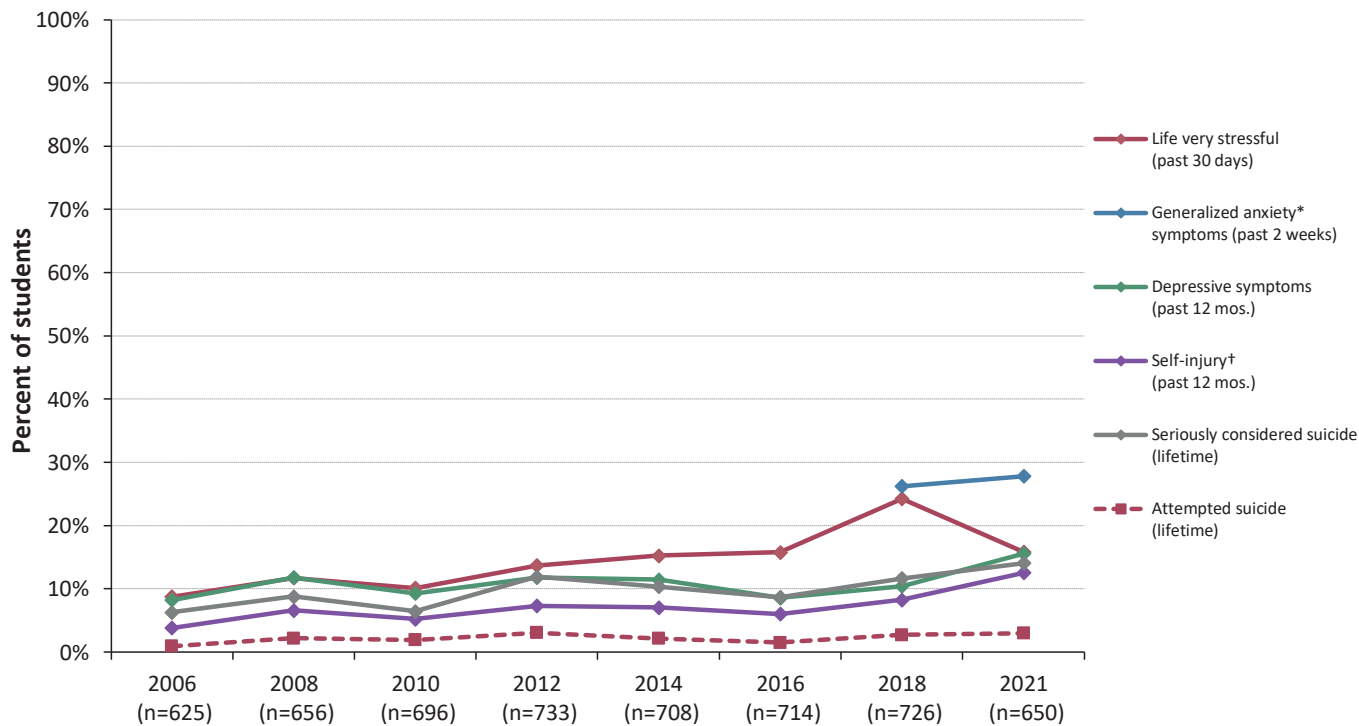


* Based on the Generalized Anxiety Disorder brief scale (GAD-2), adapted from: Spitzer, R. L., Kroenke, K., Williams, J. B., & Löwe, B. (2006). A brief measure for assessing generalized anxiety disorder: the GAD-7. Archives of internal medicine, 166(10), 1092–1097. <https://doi.org/10.1001/archinte.166.10.1092>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

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

Wellesley Middle School (Grades 7-8)

MetroWest Adolescent Health Survey



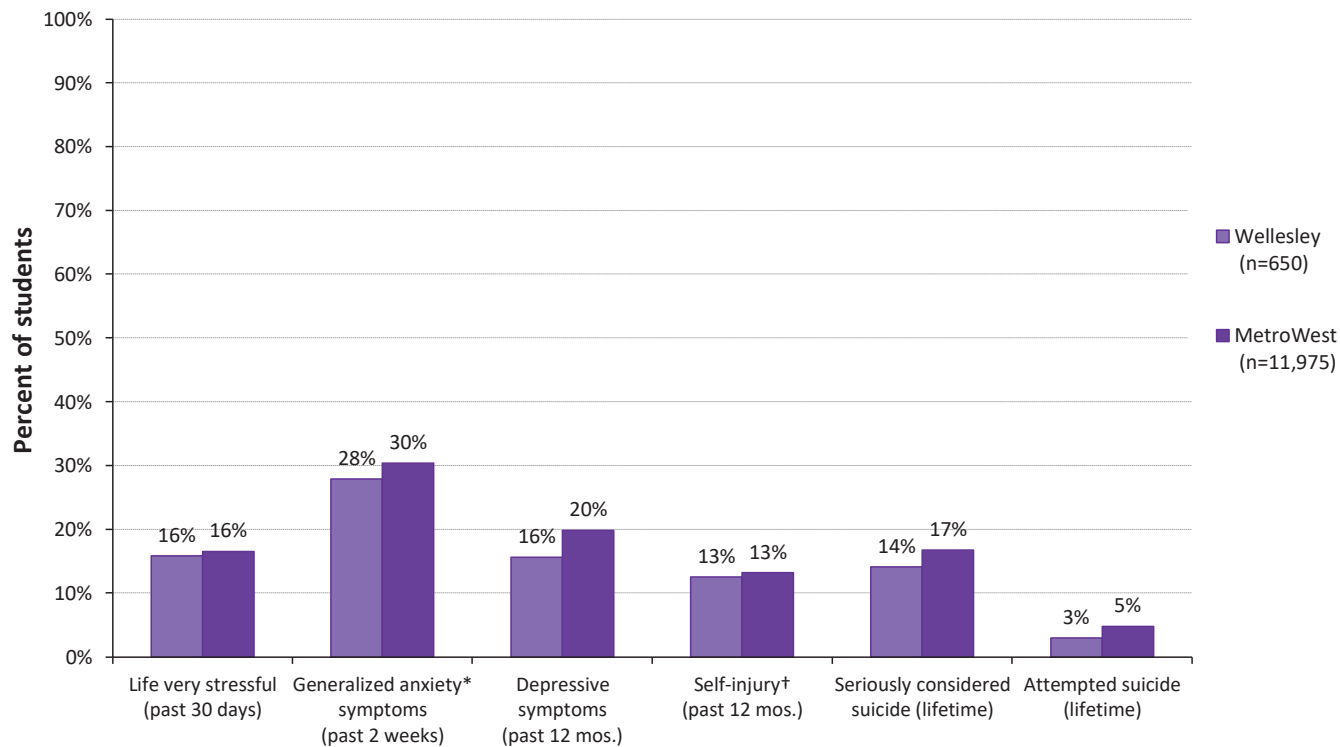
* Based on the Generalized Anxiety Disorder brief scale (GAD-2), adapted from: Spitzer, R. L., Kroenke, K., Williams, J. B., & Löwe, B. (2006). A brief measure for assessing generalized anxiety disorder: the GAD-7. Archives of internal medicine, 166(10), 1092–1097. <https://doi.org/10.1001/archinte.166.10.1092>

† 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 Middle School (Grades 7-8)

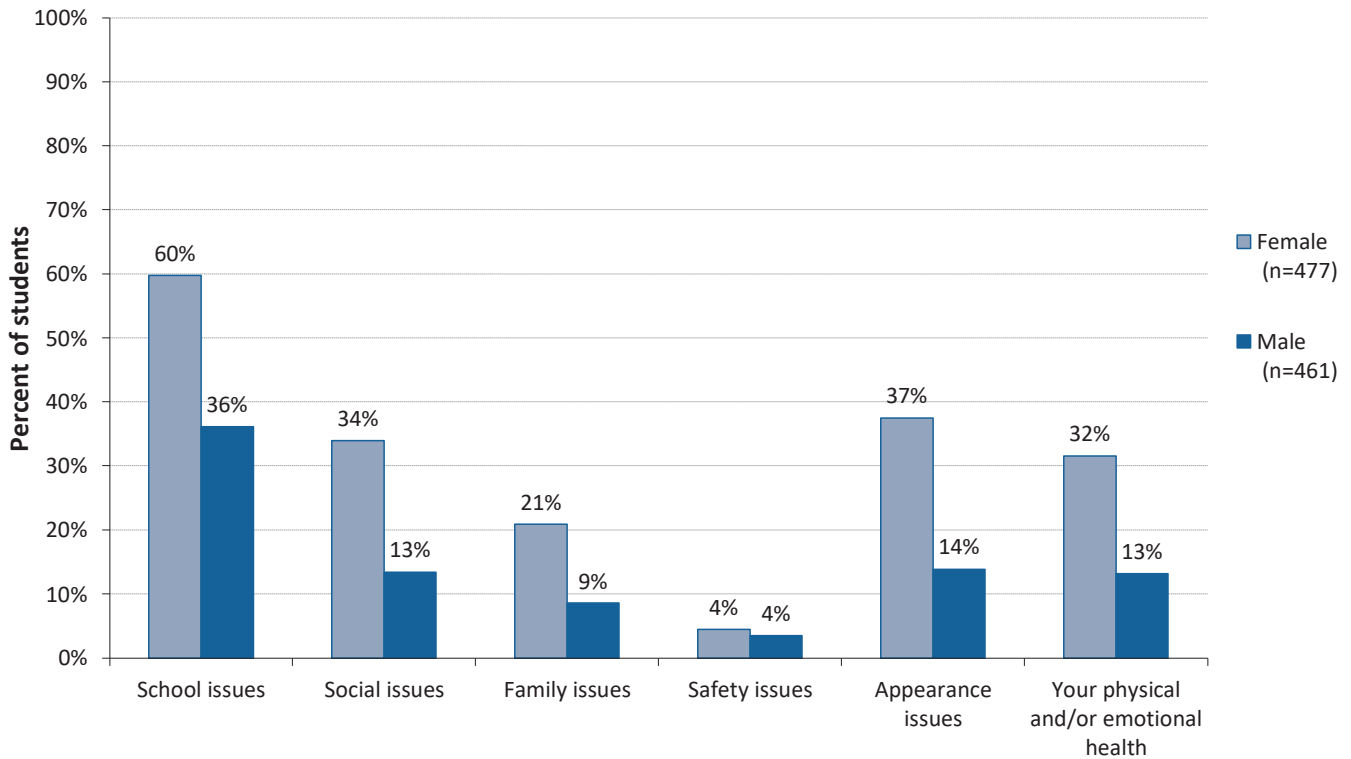
MetroWest Adolescent Health Survey



* 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>

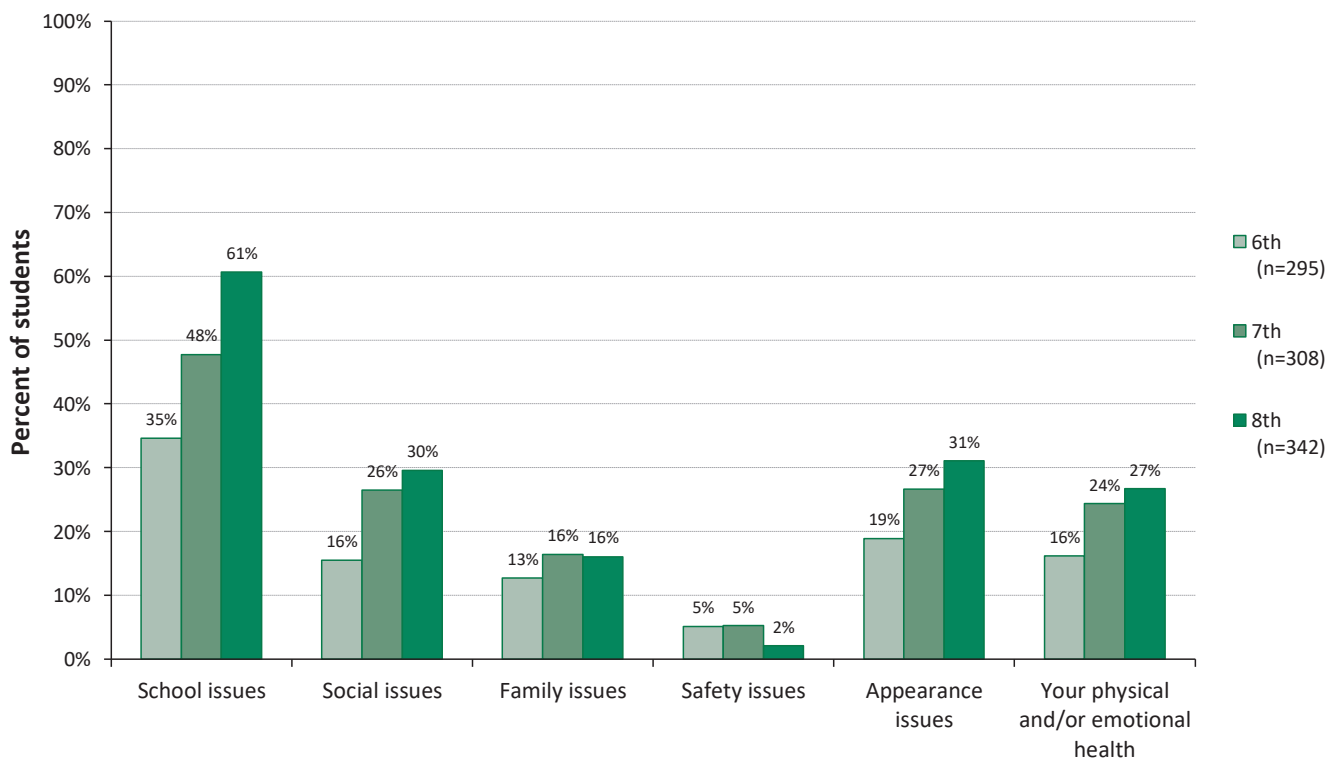
† For example, by cutting, burning, or bruising yourself on purpose

Figure 5-2A. Sources of Stress* by Sex, 2021
Wellesley Middle School (Grades 6-8)
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 Middle School (Grades 6-8)
MetroWest Adolescent Health Survey

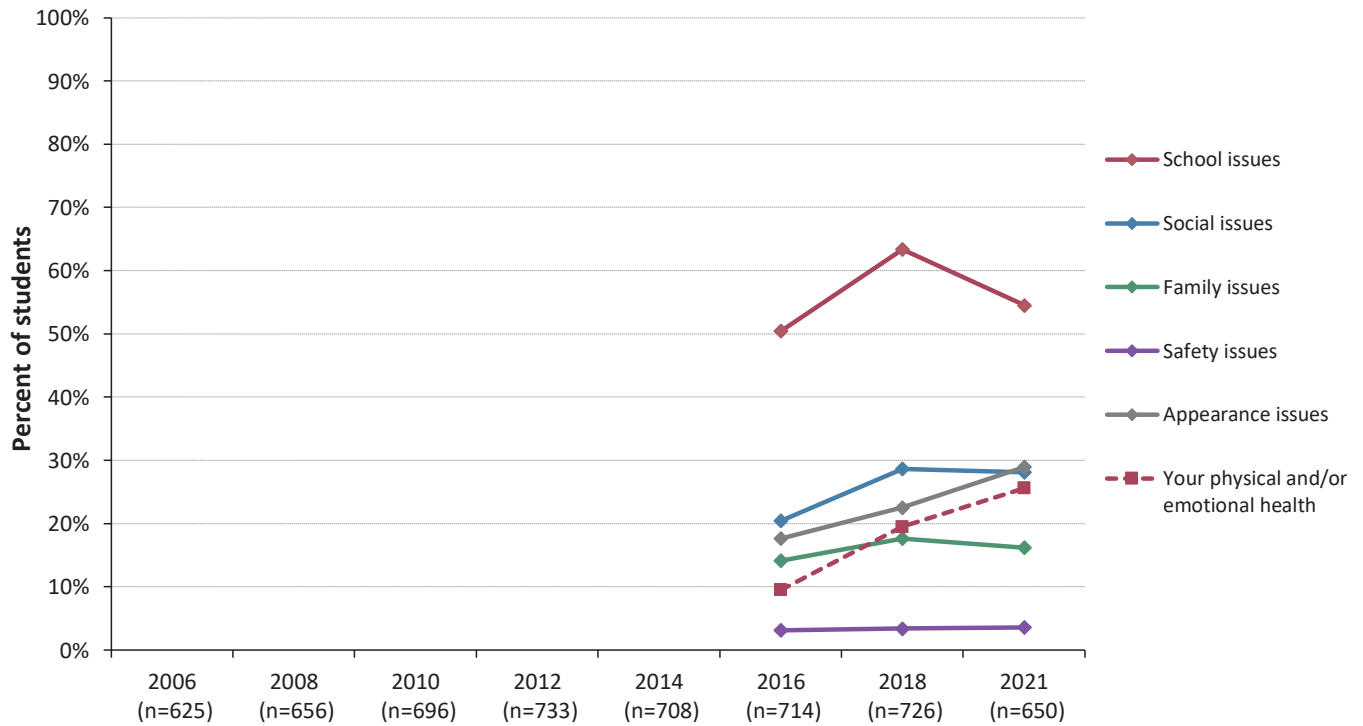


* Student responded that they worried/stressed about item "often" or "very often"

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

Wellesley Middle School (Grades 7-8)

MetroWest Adolescent Health Survey

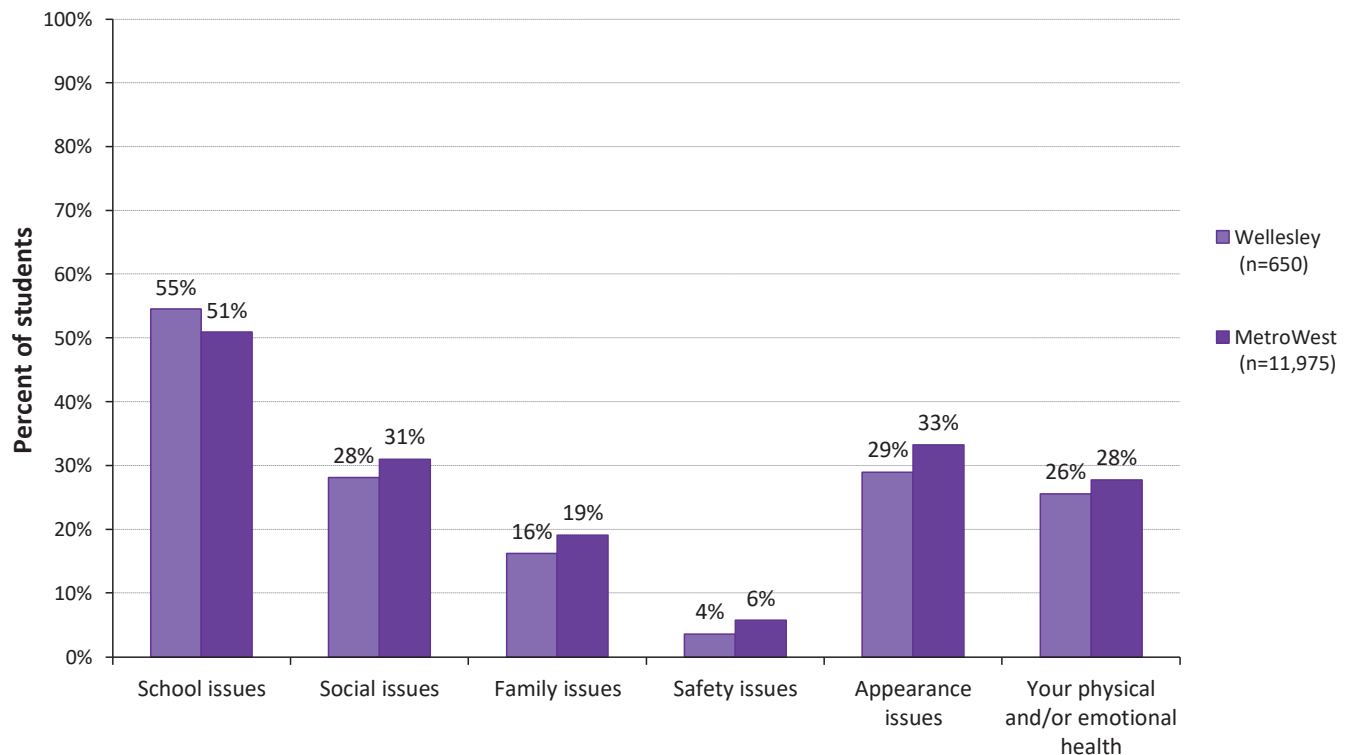


* Student responded that they worried/stressed about item "often" or "very often"

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

Wellesley Middle School (Grades 7-8)

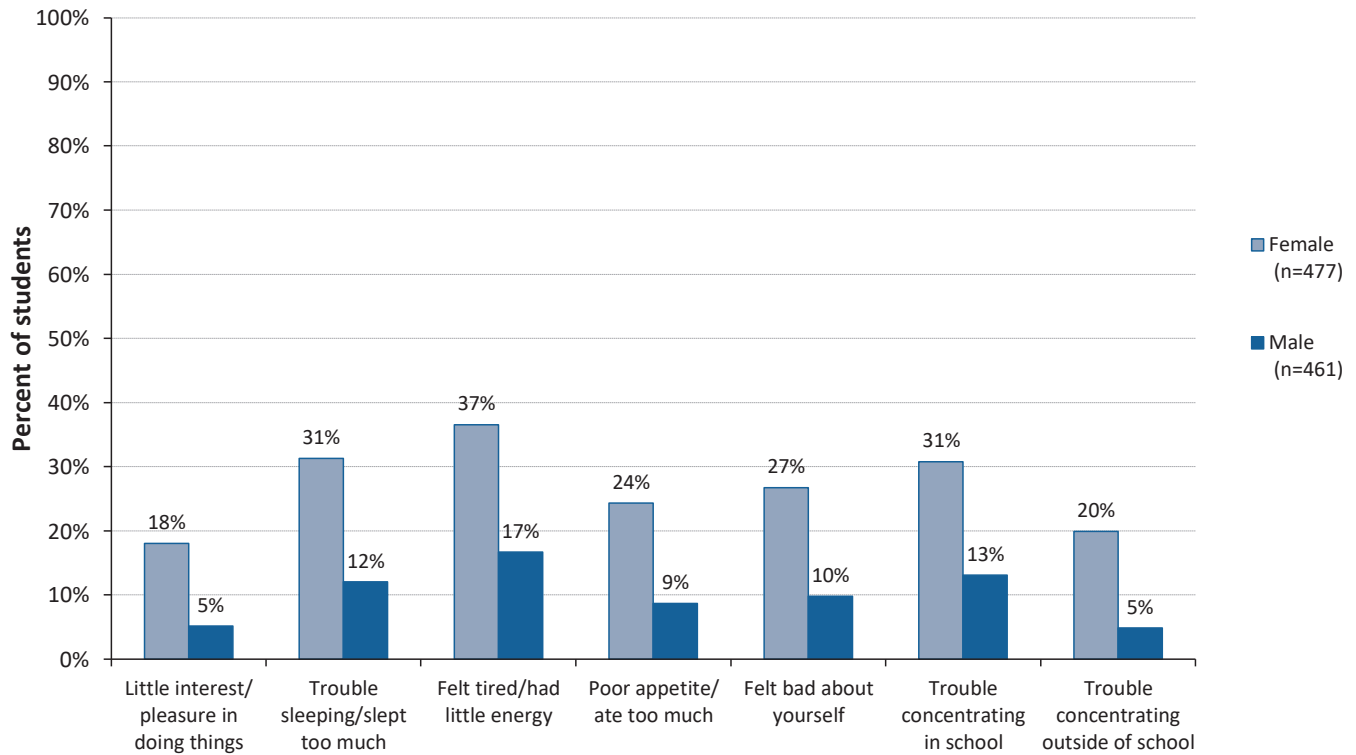
MetroWest Adolescent Health Survey



* 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 Middle School (Grades 6-8)**

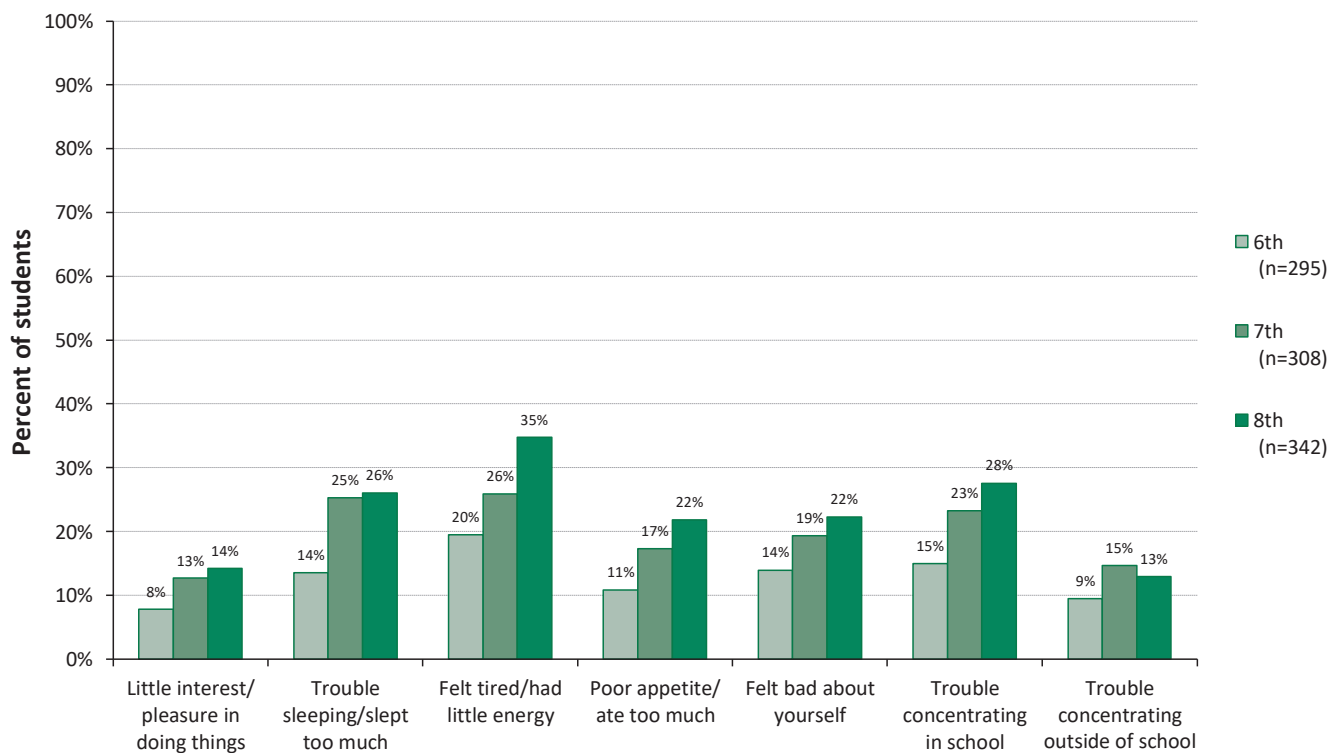
MetroWest Adolescent Health Survey



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

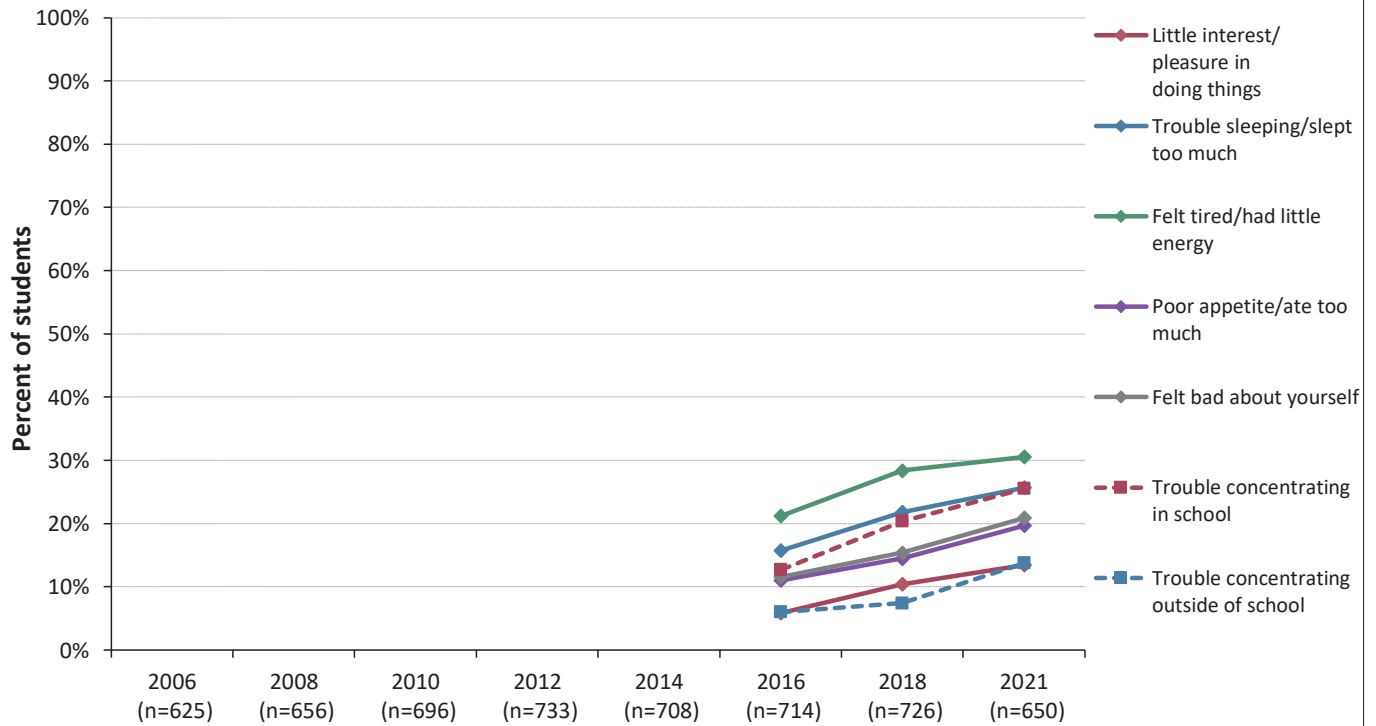
**Figure 5-3B. Symptoms of Being Stressed, Anxious, or Worried* by Grade, 2021
Wellesley Middle School (Grades 6-8)**

MetroWest Adolescent Health Survey



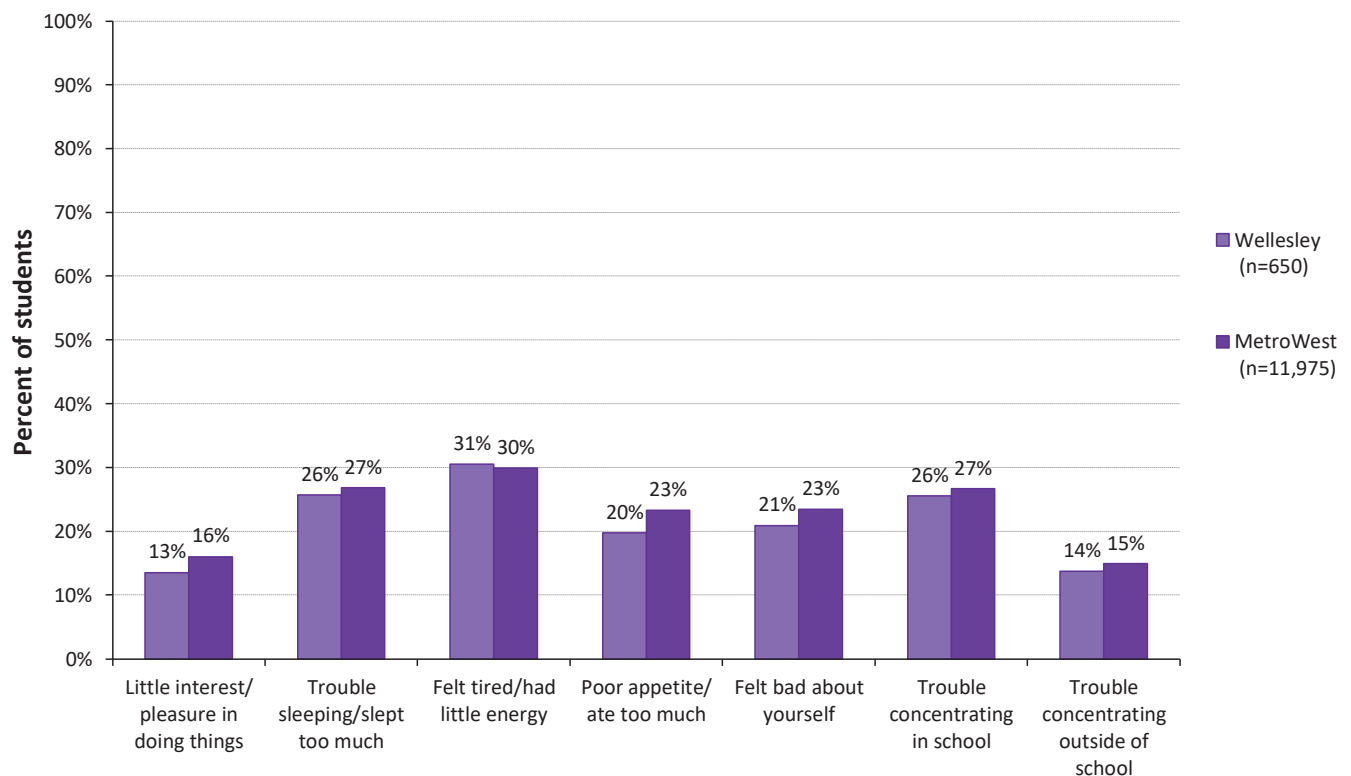
* Student responded "often" or "very often"; past 2 weeks

Figure 5-3C. Symptoms of Being Stressed, Anxious, or Worried*, 2006-2021
Wellesley Middle School (Grades 7-8)
MetroWest Adolescent Health Survey



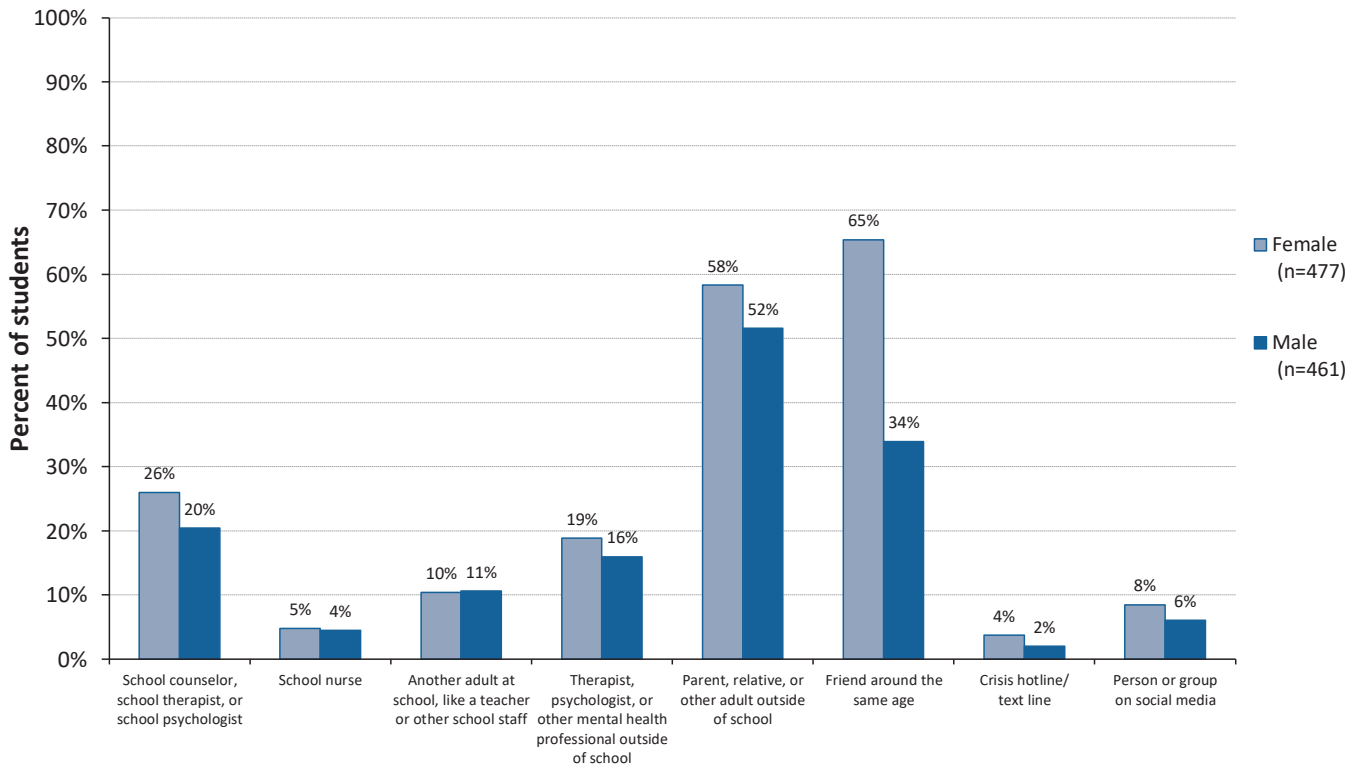
* Student responded "often" or "very often"; past 2 weeks

Figure 5-3D. Symptoms of Being Stressed, Anxious, or Worried* at the District and Regional Levels, 2021
Wellesley Middle School (Grades 7-8)
MetroWest Adolescent Health Survey



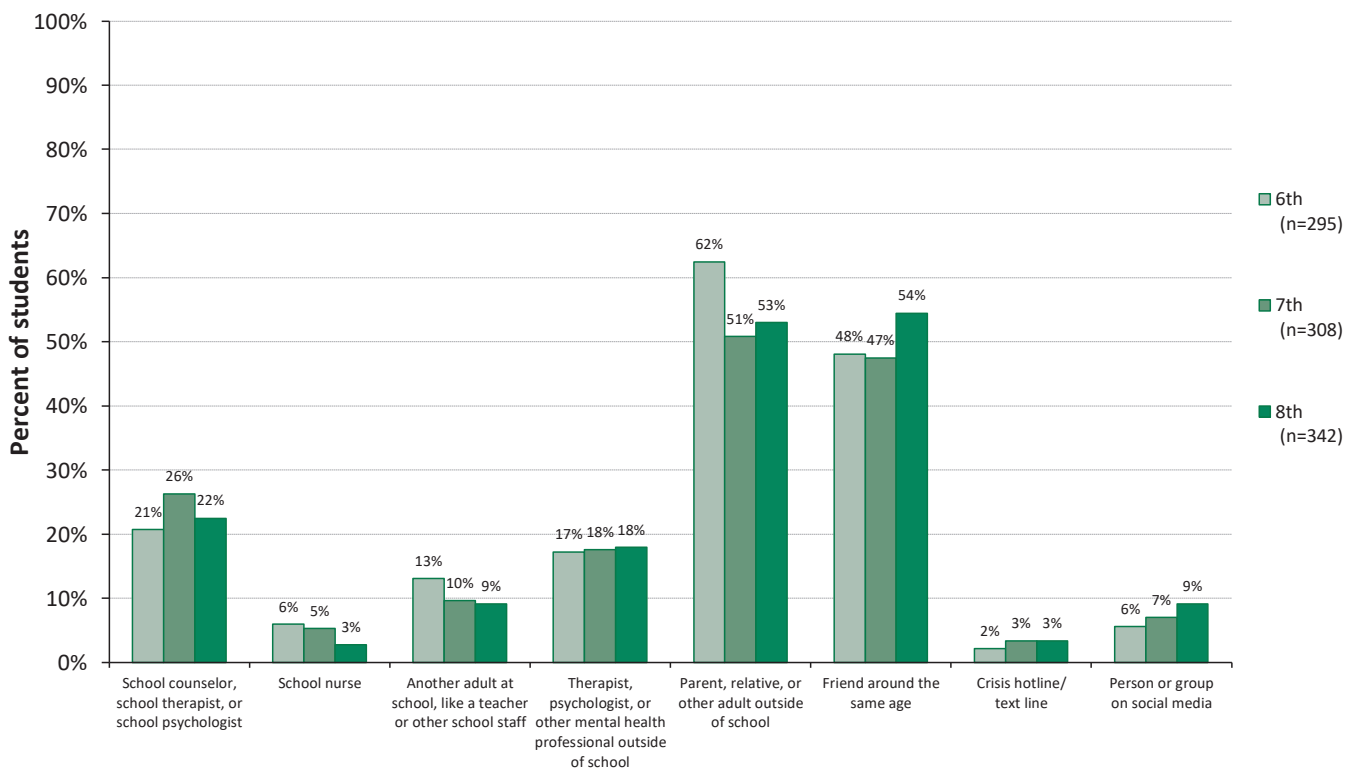
* Student responded "often" or "very often"; past 2 weeks

Figure 5-4A. Sources of Support for Help with Emotional Challenges or Problems* by Sex, 2021
Wellesley Middle School (Grades 6-8)
MetroWest Adolescent Health Survey



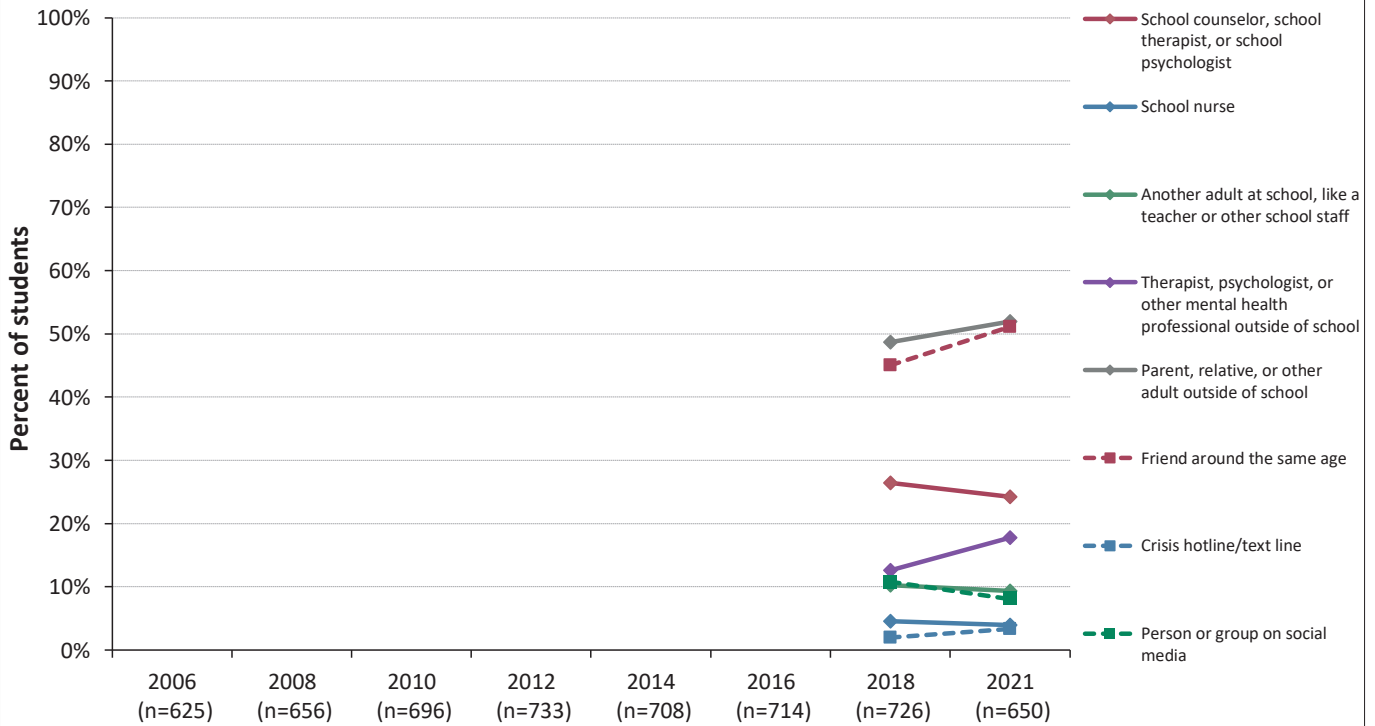
* Emotional challenges or problems include things that make you feel sad, angry, stressed, or anxious, or that may make you have thoughts of hurting yourself; student responded having talked with individual/group one or more times in the past 12 months

Figure 5-4B. Sources of Support for Help with Emotional Challenges or Problems* by Grade, 2021
Wellesley Middle School (Grades 6-8)
MetroWest Adolescent Health Survey



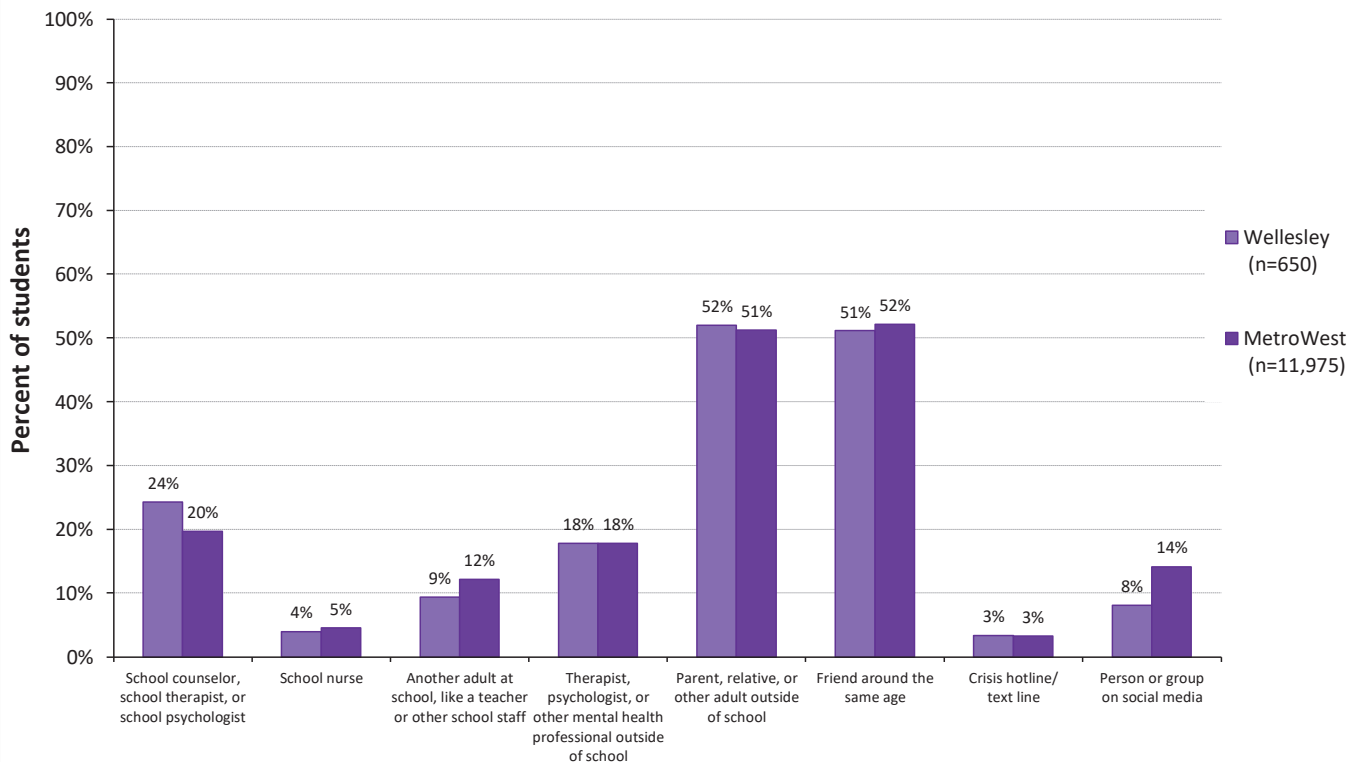
* Emotional challenges or problems include things that make you feel sad, angry, stressed, or anxious, or that may make you have thoughts of hurting yourself; student responded having talked with individual/group one or more times in the past 12 months

Figure 5-4C. Sources of Support for Help with Emotional Challenges or Problems*, 2006-2021
Wellesley Middle School (Grades 7-8)
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 Middle School (Grades 7-8)
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 Middle School (Grades 6-8)
MetroWest Adolescent Health Survey

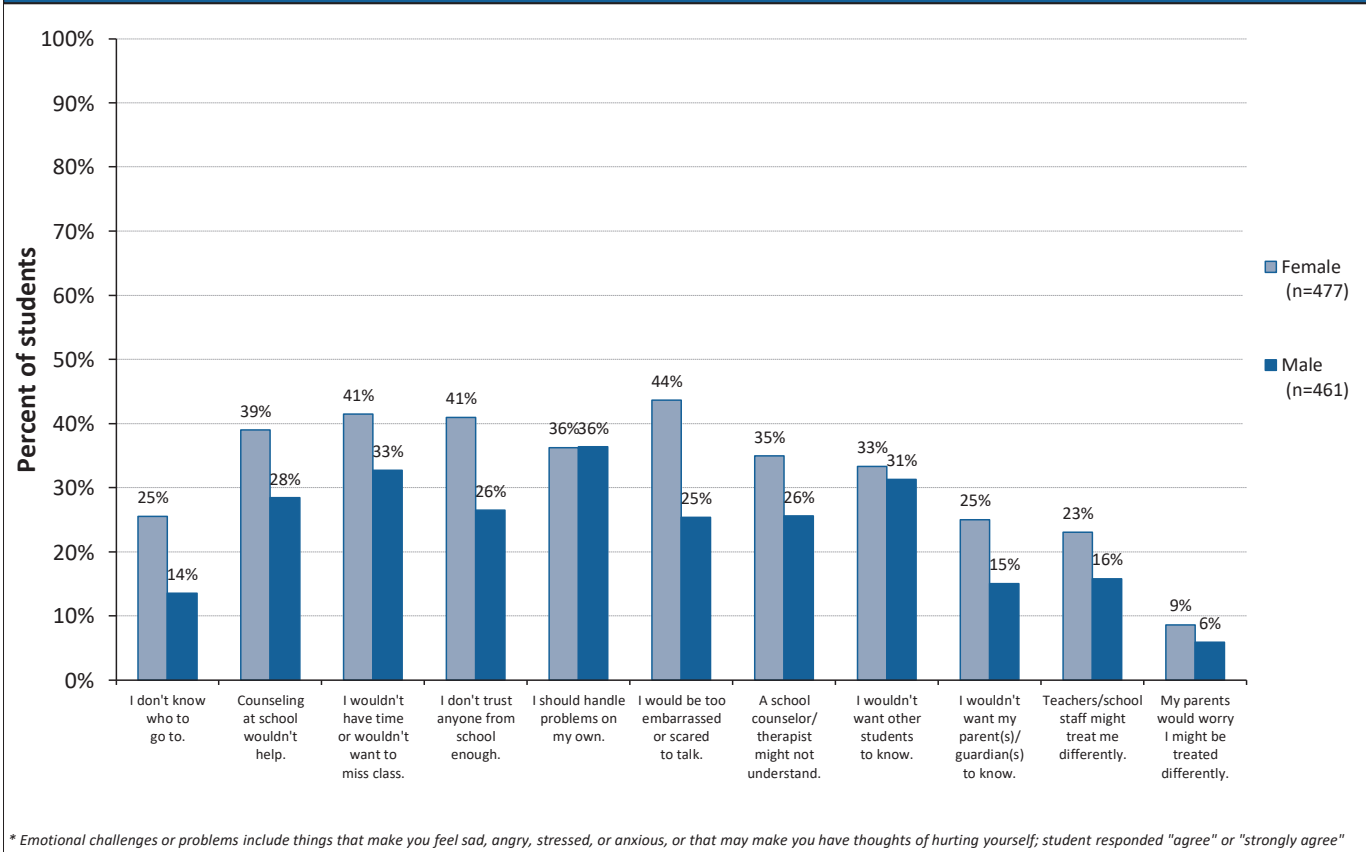


Figure 5-5B. Barriers to Seeking Help at School for Emotional Challenges* by Grade, 2021
Wellesley Middle School (Grades 6-8)
MetroWest Adolescent Health Survey

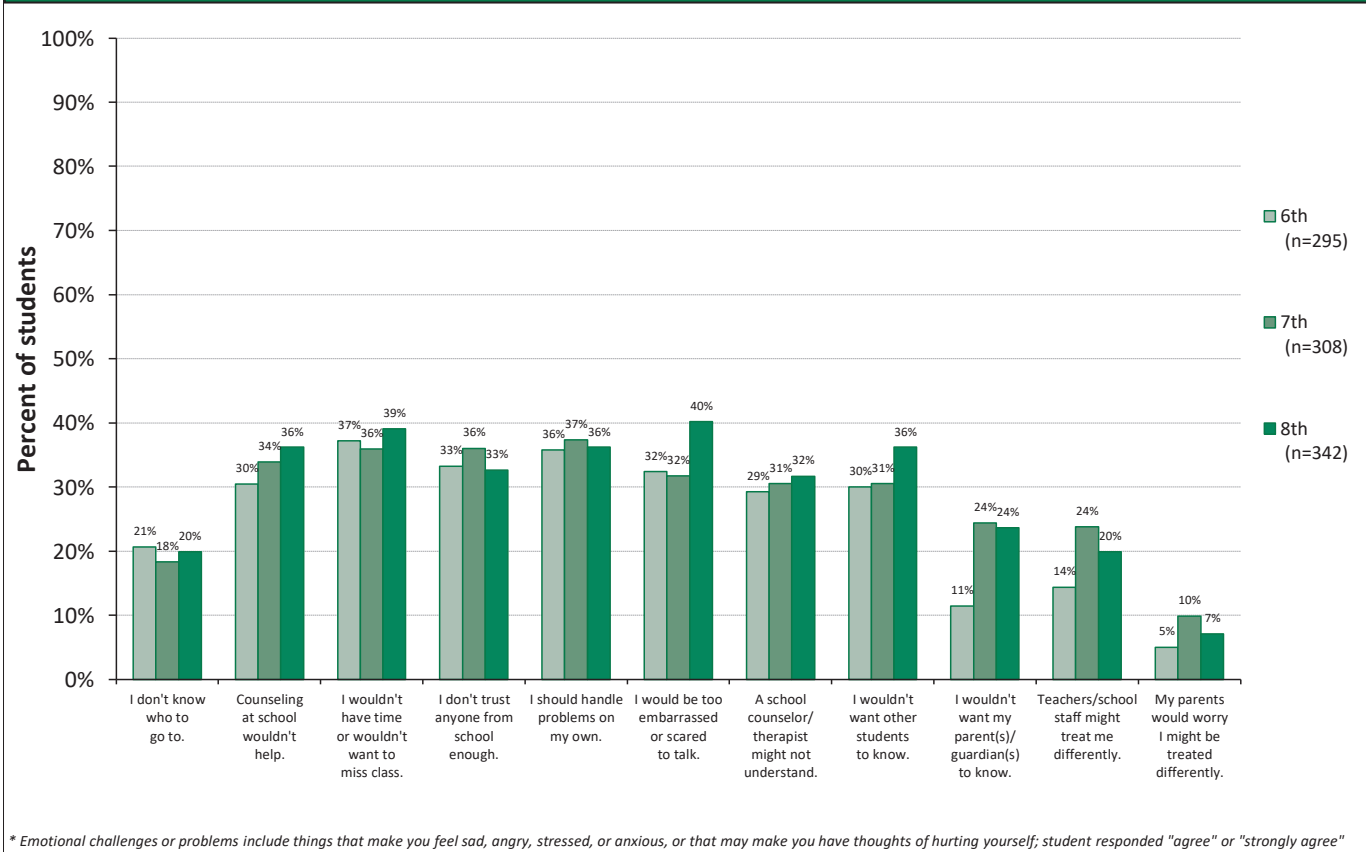
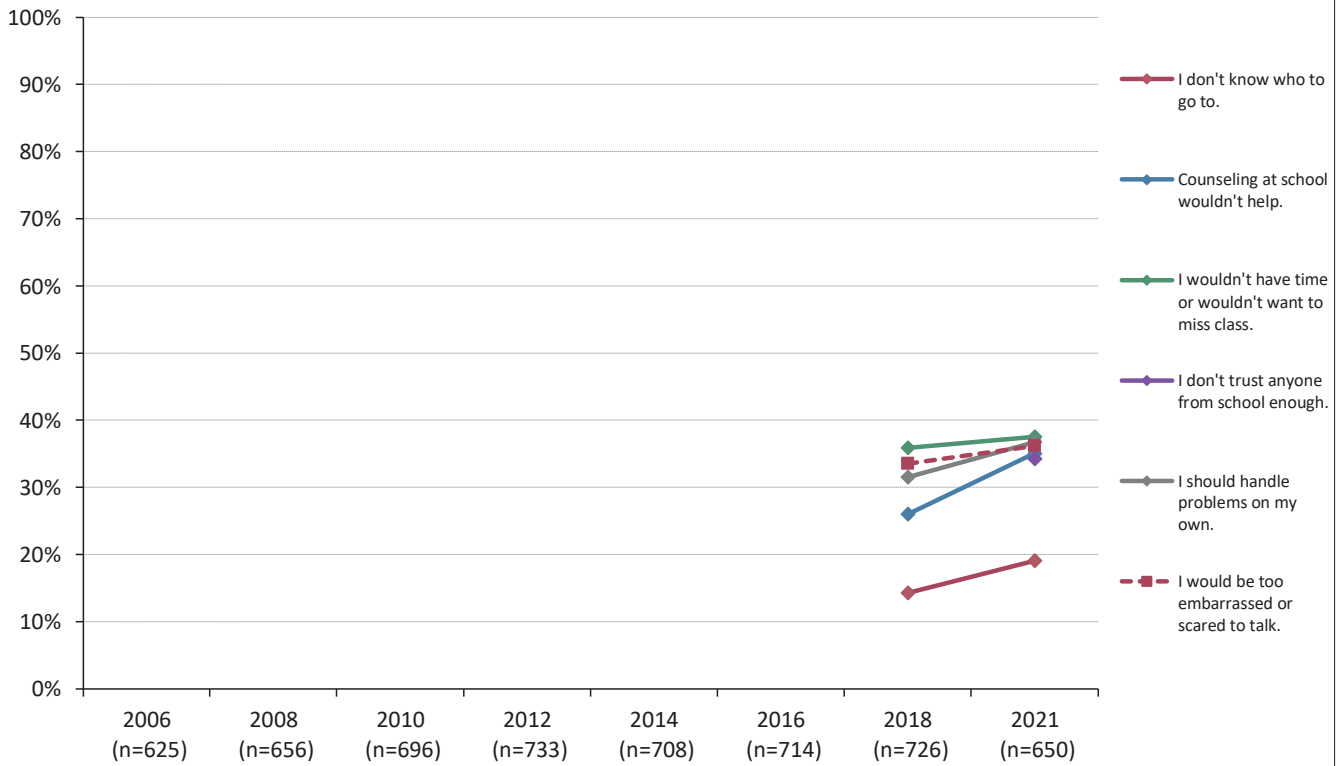


Figure 5-5C. Barriers to Seeking Help at School for Emotional Challenges*, 2006-2021
Wellesley Middle School (Grades 7-8)

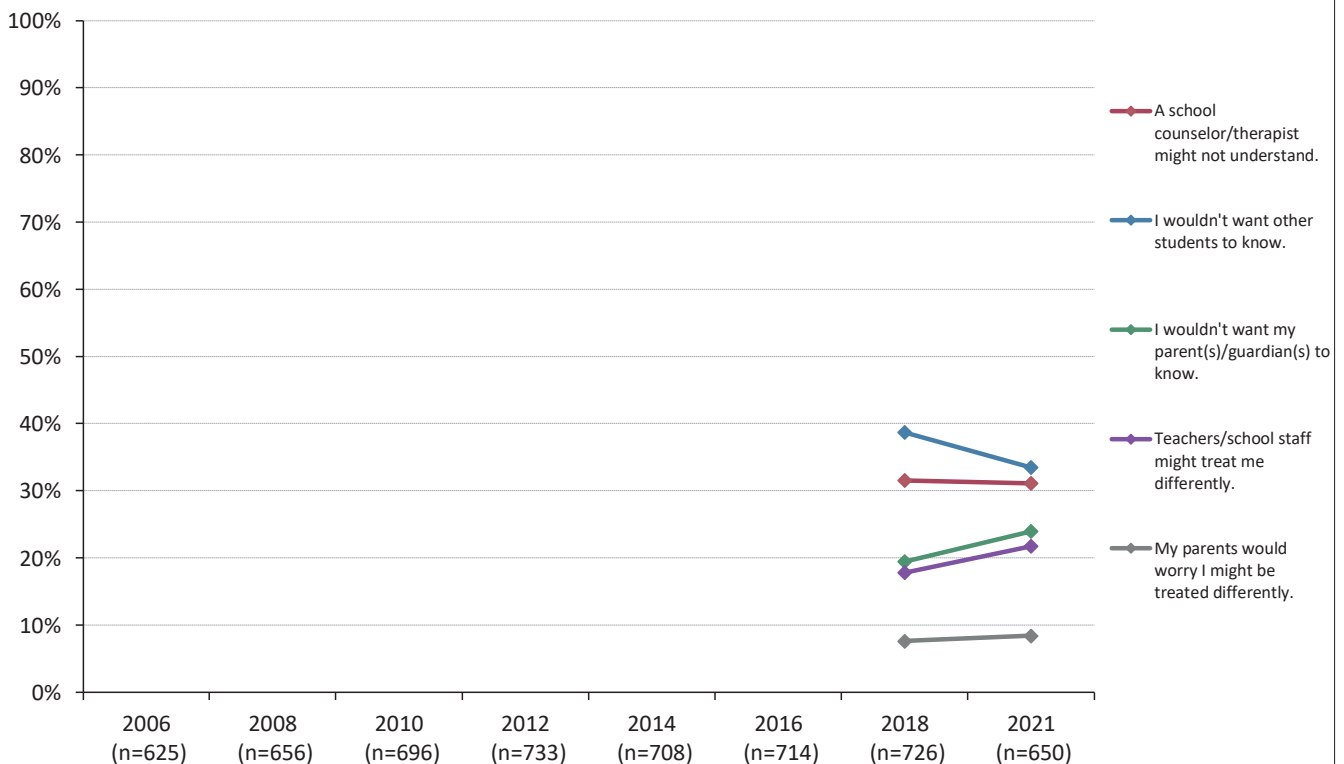
MetroWest Adolescent Health Survey



* 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"

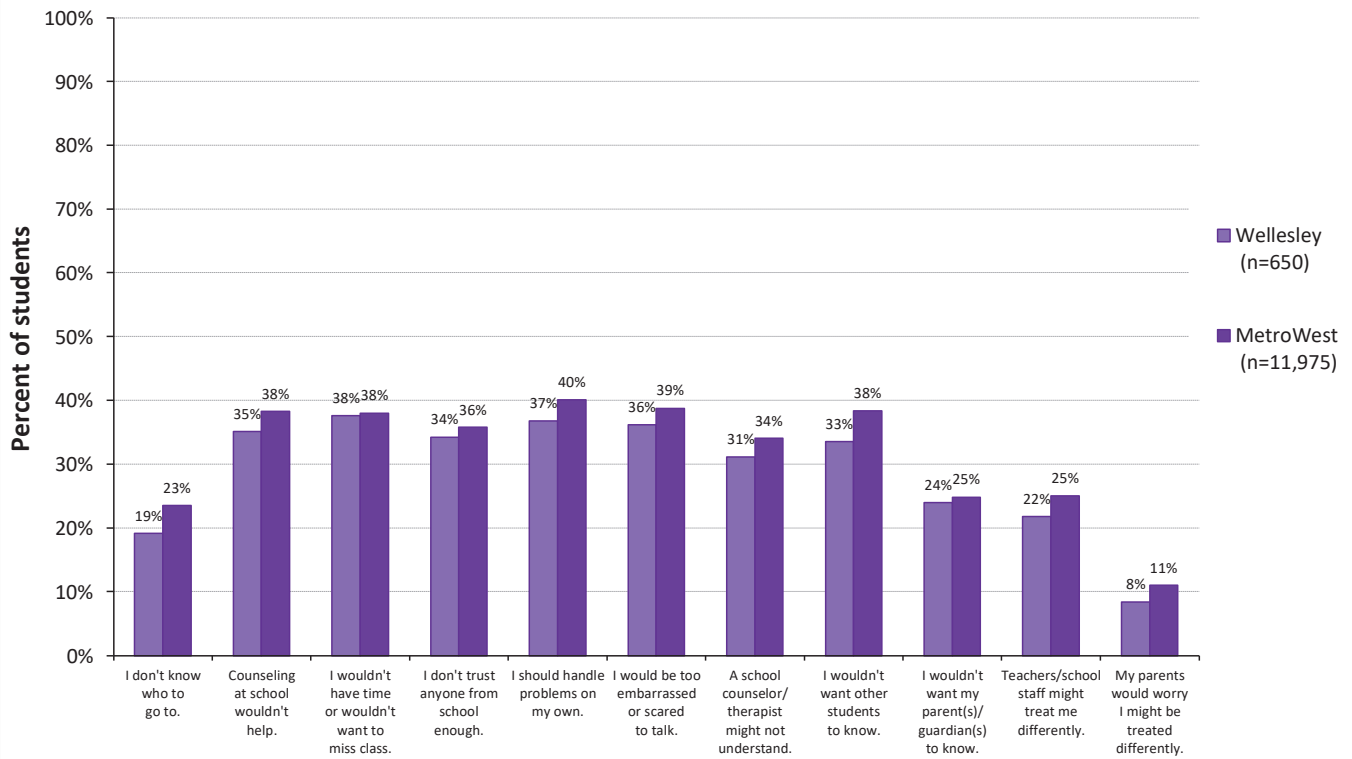
Figure 5-5C(cont'd). Barriers to Seeking Help at School for Emotional Challenges*, 2006-2021
Wellesley Middle School (Grades 7-8)

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 Middle School (Grades 7-8)
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 Middle School (Grades 6-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>		
	(945)	Female (477)	Male (461)	6 th (295)	7 th (308)	8 th (342)
STRESS						
Life "very" stressful (past 30 days)	12.9	18.3	7.2	6.6	12.7	18.6
Worry/feel stressed about school issues*	48.3	59.7	36.1	34.6	47.7	60.7
Worry/feel stressed about social issues*	24.2	34.0	13.4	15.5	26.5	29.6
Worry/feel stressed about family issues*	15.1	20.9	8.6	12.7	16.4	16.0
Worry/feel stressed about safety issues*	4.1	4.5	3.5	5.1	5.2	2.1
Worry/feel stressed about appearance issues*	25.8	37.4	13.8	18.9	26.6	31.1
Worry/feel stressed about your physical and/or emotional health*	22.6	31.6	13.2	16.2	24.3	26.7
SYMPTOMS OF BEING STRESSED, ANXIOUS, OR WORRIED (often/very often, past 2 weeks)						
Had little interest or pleasure in doing things	11.7	18.0	5.2	7.8	12.7	14.2
Had trouble falling asleep or staying asleep or slept too much	21.9	31.3	12.0	13.5	25.2	26.0
Felt tired or had little energy	27.1	36.6	16.7	19.5	25.9	34.7
Had a poor appetite or ate too much	17.0	24.3	8.7	10.8	17.3	21.9
Felt bad about yourself or that you were a failure	18.7	26.7	9.8	13.9	19.3	22.3
Had trouble concentrating in school	22.2	30.8	13.1	15.0	23.3	27.5
Had trouble concentrating on things outside of school	12.4	19.9	4.9	9.4	14.7	12.9
STRATEGIES TO COPE WITH FEELING STRESSED, ANXIOUS, OR WORRIED						
Manage stress "poorly" or "very poorly" (among students who experience stress)	20.7	26.4	13.8	18.0	21.7	22.1
Exercise to make yourself feel better [†]	38.1	34.8	41.6	36.7	40.1	37.5
Use alcohol or drugs to make yourself feel better [†]	0.4	0.2	0.7	0.0	0.3	0.9
Distract yourself from your worries (e.g. watch TV, read, do a hobby, sleep) [†]	65.5	66.3	64.7	68.2	64.1	64.5
Get help or advice from someone else [†]	19.7	21.5	17.7	28.3	17.1	14.6
Get emotional support from someone else [†]	15.4	17.2	13.2	21.7	13.5	11.6
Get angry or upset with yourself [†]	20.8	25.7	15.3	16.5	21.1	24.2
Get angry or upset with others around you [†]	10.3	13.8	6.1	5.2	11.8	13.2
Try to see things in a different light, to make it seem more positive [†]	21.1	21.5	20.0	24.2	16.5	22.7
Make jokes about your feelings or situation [†]	19.8	23.6	15.7	14.4	21.9	22.6
Find comfort in your religion or spiritual beliefs [†]	9.2	8.4	9.8	8.3	8.4	10.7

* 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 Middle School (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 (625)	2008 (656)	2010 (696)	2012 (733)	2014 (708)	2016 (714)	2018 (726)	2021 (650)
STRESS								
Life "very" stressful (past 30 days)	8.7	11.7	10.1	13.7	15.2	15.8	24.2	15.8
Worry/feel stressed about school issues*	–	–	–	–	–	50.5	63.4	54.5
Worry/feel stressed about social issues*	–	–	–	–	–	20.5	28.7	28.1
Worry/feel stressed about family issues*	–	–	–	–	–	14.2	17.7	16.2
Worry/feel stressed about safety issues*	–	–	–	–	–	3.1	3.4	3.6
Worry/feel stressed about appearance issues*	–	–	–	–	–	17.6	22.5	29.0
Worry/feel stressed about your physical and/or emotional health*	–	–	–	–	–	9.5	19.5	25.6
SYMPTOMS OF BEING STRESSED, ANXIOUS, OR WORRIED (often/very often, past 2 weeks)								
Had little interest or pleasure in doing things	–	–	–	–	–	5.9	10.4	13.5
Had trouble falling asleep or staying asleep or slept too much	–	–	–	–	–	15.8	21.8	25.7
Felt tired or had little energy	–	–	–	–	–	21.2	28.4	30.6
Had a poor appetite or ate too much	–	–	–	–	–	11.1	14.5	19.7
Felt bad about yourself or that you were a failure	–	–	–	–	–	11.6	15.4	20.9
Had trouble concentrating in school	–	–	–	–	–	12.7	20.4	25.5
Had trouble concentrating on things outside of school	–	–	–	–	–	6.1	7.4	13.7
STRATEGIES TO COPE WITH FEELING STRESSED, ANXIOUS, OR WORRIED								
Manage stress "poorly" or "very poorly" (among students who experience stress)	–	–	–	–	–	–	–	21.9
Exercise to make yourself feel better [†]	–	–	–	–	–	–	–	38.7
Use alcohol or drugs to make yourself feel better [†]	–	–	–	–	–	–	–	0.6
Distract yourself from your worries (e.g. watch TV, read, do a hobby, sleep) [†]	–	–	–	–	–	–	–	64.3
Get help or advice from someone else [†]	–	–	–	–	–	–	–	15.8
Get emotional support from someone else [†]	–	–	–	–	–	–	–	12.5
Get angry or upset with yourself [†]	–	–	–	–	–	–	–	22.7
Get angry or upset with others around you [†]	–	–	–	–	–	–	–	12.6
Try to see things in a different light, to make it seem more positive [†]	–	–	–	–	–	–	–	19.7
Make jokes about your feelings or situation [†]	–	–	–	–	–	–	–	22.2
Find comfort in your religion or spiritual beliefs [†]	–	–	–	–	–	–	–	9.6

* 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 Middle School (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> <i>(650)</i>	<u>MetroWest Region</u> <i>(11,975)</i>
STRESS		
Life "very" stressful (past 30 days)	15.8	16.5
Worry/feel stressed about school issues*	54.5	50.9
Worry/feel stressed about social issues*	28.1	31.0
Worry/feel stressed about family issues*	16.2	19.1
Worry/feel stressed about safety issues*	3.6	5.7
Worry/feel stressed about appearance issues*	29.0	33.2
Worry/feel stressed about your physical and/or emotional health*	25.6	27.7
SYMPTOMS OF BEING STRESSED, ANXIOUS, OR WORRIED (often/very often, past 2 weeks)		
Had little interest or pleasure in doing things	13.5	16.0
Had trouble falling asleep or staying asleep or slept too much	25.7	26.8
Felt tired or had little energy	30.6	29.9
Had a poor appetite or ate too much	19.7	23.3
Felt bad about yourself or that you were a failure	20.9	23.4
Had trouble concentrating in school	25.5	26.7
Had trouble concentrating on things outside of school	13.7	14.9
STRATEGIES TO COPE WITH FEELING STRESSED, ANXIOUS, OR WORRIED		
Manage stress "poorly" or "very poorly" (among students who experience stress)	21.9	25.9
Exercise to make yourself feel better [†]	38.7	32.6
Use alcohol or drugs to make yourself feel better [†]	0.6	0.9
Distract yourself from your worries (e.g. watch TV, read, do a hobby, sleep) [†]	64.3	66.3
Get help or advice from someone else [†]	15.8	19.6
Get emotional support from someone else [†]	12.5	16.4
Get angry or upset with yourself [†]	22.7	27.1
Get angry or upset with others around you [†]	12.6	14.6
Try to see things in a different light, to make it seem more positive [†]	19.7	21.7
Make jokes about your feelings or situation [†]	22.2	25.8
Find comfort in your religion or spiritual beliefs [†]	9.6	11.1

* 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 Middle School (Grades 6-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>		
	(945)	Female (477)	Male (461)	6 th (295)	7 th (308)	8 th (342)
GENERALIZED ANXIETY (past 2 weeks)						
Feel nervous, anxious, or on edge (more than half the days/nearly every day)	24.2	34.5	13.1	17.9	26.3	27.6
Unable to stop or control worrying (more than half the days/nearly every day)	20.3	29.7	9.6	17.0	21.8	21.7
Generalized Anxiety Disorder brief scale (GAD-2) suggests need for further diagnostic evaluation*	25.2	36.9	12.2	19.4	27.1	28.6
DEPRESSIVE SYMPTOMS, SELF-INJURY, AND SUICIDALITY						
Felt sad or hopeless almost every day for two or more weeks (past 12 months)	14.2	19.1	8.6	11.1	13.1	17.9
Hurt or injured yourself on purpose (past 12 months) [†]	10.6	13.9	6.6	6.3	13.9	11.3
Seriously considered attempting suicide (lifetime)	12.3	15.8	8.2	8.4	12.7	15.3
Made a plan about attempting suicide (lifetime)	7.7	10.8	4.4	4.9	8.0	9.9
Attempted suicide (lifetime)	2.3	3.0	1.5	0.7	2.6	3.3
Ever lived with someone who was depressed, mentally ill, or suicidal	11.1	13.2	8.4	6.6	9.5	16.3
MENTAL HEALTH RELATED TO COVID-19						
Experienced poor mental health [‡] during the COVID-19 pandemic (most of the time, or always)	17.0	23.7	9.6	8.8	18.7	22.5
Mental health became "a little worse" or "a lot worse" since the beginning of the COVID-19 pandemic	38.2	45.4	30.0	35.9	38.9	39.5

* 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

‡ Poor mental health includes anxiety, stress, and depression

Table 5-2B. Mental Health and Suicidality, 2006-2021
Wellesley Middle School (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 (625)	2008 (656)	2010 (696)	2012 (733)	2014 (708)	2016 (714)	2018 (726)	2021 (650)
GENERALIZED ANXIETY (past 2 weeks)								
Feel nervous, anxious, or on edge (more than half the days/nearly every day)	–	–	–	–	–	13.7	26.9	27.0
Unable to stop or control worrying (more than half the days/nearly every day)	–	–	–	–	–	9.7	18.7	21.8
Generalized Anxiety Disorder brief scale (GAD-2) suggests need for further diagnostic evaluation*	–	–	–	–	–	–	26.2	27.9
DEPRESSIVE SYMPTOMS, SELF-INJURY, AND SUICIDALITY								
Felt sad or hopeless almost every day for two or more weeks (past 12 months)	8.2	11.8	9.3	11.8	11.4	8.6	10.4	15.6
Hurt or injured yourself on purpose (past 12 months) [†]	3.9	6.6	5.2	7.3	7.0	6.0	8.3	12.5
Seriously considered attempting suicide (lifetime)	6.3	8.8	6.4	11.9	10.3	8.7	11.6	14.1
Made a plan about attempting suicide (lifetime)	4.0	5.5	4.7	8.1	8.0	5.5	6.9	9.0
Attempted suicide (lifetime)	1.0	2.2	1.9	3.0	2.1	1.5	2.7	3.0
Ever lived with someone who was depressed, mentally ill, or suicidal	–	–	–	–	–	–	–	13.1
MENTAL HEALTH RELATED TO COVID-19								
Experienced poor mental health [‡] during the COVID-19 pandemic (most of the time, or always)	–	–	–	–	–	–	–	20.7
Mental health became "a little worse" or "a lot worse" since the beginning of the COVID-19 pandemic	–	–	–	–	–	–	–	39.2

* 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

‡ Poor mental health includes anxiety, stress, and depression

Table 5-2C. Mental Health and Suicidality at the District and Regional Levels, 2021
Wellesley Middle School (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> (650)	<u>MetroWest Region</u> (11,975)
GENERALIZED ANXIETY (past 2 weeks)		
Feel nervous, anxious, or on edge (more than half the days/nearly every day)	27.0	29.7
Unable to stop or control worrying (more than half the days/nearly every day)	21.8	24.0
Generalized Anxiety Disorder brief scale (GAD-2) suggests need for further diagnostic evaluation*	27.9	30.4
DEPRESSIVE SYMPTOMS, SELF-INJURY, AND SUICIDALITY		
Felt sad or hopeless almost every day for two or more weeks (past 12 months)	15.6	19.8
Hurt or injured yourself on purpose (past 12 months) [†]	12.5	13.2
Seriously considered attempting suicide (lifetime)	14.1	16.7
Made a plan about attempting suicide (lifetime)	9.0	11.4
Attempted suicide (lifetime)	3.0	4.8
Ever lived with someone who was depressed, mentally ill, or suicidal	13.1	16.7
MENTAL HEALTH RELATED TO COVID-19		
Experienced poor mental health [‡] during the COVID-19 pandemic (most of the time, or always)	20.7	23.1
Mental health became "a little worse" or "a lot worse" since the beginning of the COVID-19 pandemic	39.2	40.7

* 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

‡ Poor mental health includes anxiety, stress, and depression

Table 5-3A. Support for Emotional Challenges or Problems* by Sex and Grade, 2021
Wellesley Middle School (Grades 6-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>		
	(945)	Female (477)	Male (461)	6 th (295)	7 th (308)	8 th (342)
<i>SOURCES OF SUPPORT FOR HELP WITH EMOTIONAL CHALLENGES OR PROBLEMS (past 12 months) †</i>						
School counselor, school therapist, or school psychologist	23.2	26.0	20.4	20.7	26.2	22.5
School nurse	4.6	4.8	4.5	6.0	5.3	2.7
Another adult from school, like a teacher or other school staff	10.5	10.4	10.6	13.1	9.7	9.1
Therapist, psychologist, or other mental health professional outside of school	17.6	18.8	16.0	17.3	17.6	17.9
Parent, relative, or other adult outside of school	55.2	58.3	51.6	62.5	50.8	53.0
Friend around the same age	50.2	65.4	33.9	48.1	47.5	54.4
Crisis hotline/text line	3.0	3.7	2.0	2.1	3.3	3.3
Person or group on social media (such as, Instagram, Facebook, Snapchat)	7.3	8.5	6.1	5.6	7.0	9.1
<i>BARRIERS TO SEEKING HELP FROM SOMEONE AT SCHOOL FOR EMOTIONAL CHALLENGES OR PROBLEMS (agree/strongly agree)</i>						
I don't know who to go to for help.	19.6	25.5	13.6	20.6	18.3	19.9
I don't think counseling with someone at school would help.	33.7	39.0	28.4	30.5	33.9	36.2
I wouldn't have time or wouldn't want to miss class to get help.	37.5	41.5	32.7	37.2	35.9	39.1
I don't trust anyone from my school enough to talk about my emotional problems.	33.9	40.9	26.5	33.2	36.0	32.6
I should handle problems on my own.	36.5	36.2	36.4	35.8	37.4	36.2
I would be too embarrassed or scared to talk about it.	35.0	43.7	25.3	32.4	31.8	40.2
A school counselor/therapist might not understand me or the challenges I was having.	30.6	34.9	25.6	29.3	30.5	31.7
I wouldn't want other students to know I was meeting with a school counselor/therapist.	32.4	33.3	31.3	30.0	30.5	36.2
I wouldn't want my parent(s)/guardian(s) to know I was meeting with a school counselor/therapist.	20.1	25.0	15.1	11.4	24.4	23.6
Teachers or other school staff might treat me differently or give me fewer opportunities at school.	19.5	23.1	15.8	14.4	23.8	19.9
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.	7.4	8.6	5.9	5.0	9.9	7.1

* 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 Middle School (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 (625)	2008 (656)	2010 (696)	2012 (733)	2014 (708)	2016 (714)	2018 (726)	2021 (650)
SOURCES OF SUPPORT FOR HELP WITH EMOTIONAL CHALLENGES OR PROBLEMS (past 12 months) †								
School counselor, school therapist, or school psychologist	–	–	–	–	–	–	26.5	24.3
School nurse	–	–	–	–	–	–	4.6	4.0
Another adult from school, like a teacher or other school staff	–	–	–	–	–	–	10.3	9.4
Therapist, psychologist, or other mental health professional outside of school	–	–	–	–	–	–	12.6	17.8
Parent, relative, or other adult outside of school	–	–	–	–	–	–	48.7	52.0
Friend around the same age	–	–	–	–	–	–	45.0	51.1
Crisis hotline/text line	–	–	–	–	–	–	2.0	3.3
Person or group on social media (such as, Instagram, Facebook, Snapchat)	–	–	–	–	–	–	10.8	8.1
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.	–	–	–	–	–	–	14.3	19.1
I don't think counseling with someone at school would help.	–	–	–	–	–	–	26.0	35.1
I wouldn't have time or wouldn't want to miss class to get help.	–	–	–	–	–	–	35.9	37.6
I don't trust anyone from my school enough to talk about my emotional problems.	–	–	–	–	–	–	–	34.2
I should handle problems on my own.	–	–	–	–	–	–	31.6	36.8
I would be too embarrassed or scared to talk about it.	–	–	–	–	–	–	33.6	36.2
A school counselor/therapist might not understand me or the challenges I was having.	–	–	–	–	–	–	31.6	31.1
I wouldn't want other students to know I was meeting with a school counselor/therapist.	–	–	–	–	–	–	38.7	33.5
I wouldn't want my parent(s)/guardian(s) to know I was meeting with a school counselor/therapist.	–	–	–	–	–	–	19.5	24.0
Teachers or other school staff might treat me differently or give me fewer opportunities at school.	–	–	–	–	–	–	17.8	21.8
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.	–	–	–	–	–	–	7.6	8.4

* 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 5-3C. Support for Emotional Challenges or Problems* at the District and Regional Levels, 2021
Wellesley Middle School (Grades 7-8)
2021 MetroWest Adolescent Health Survey

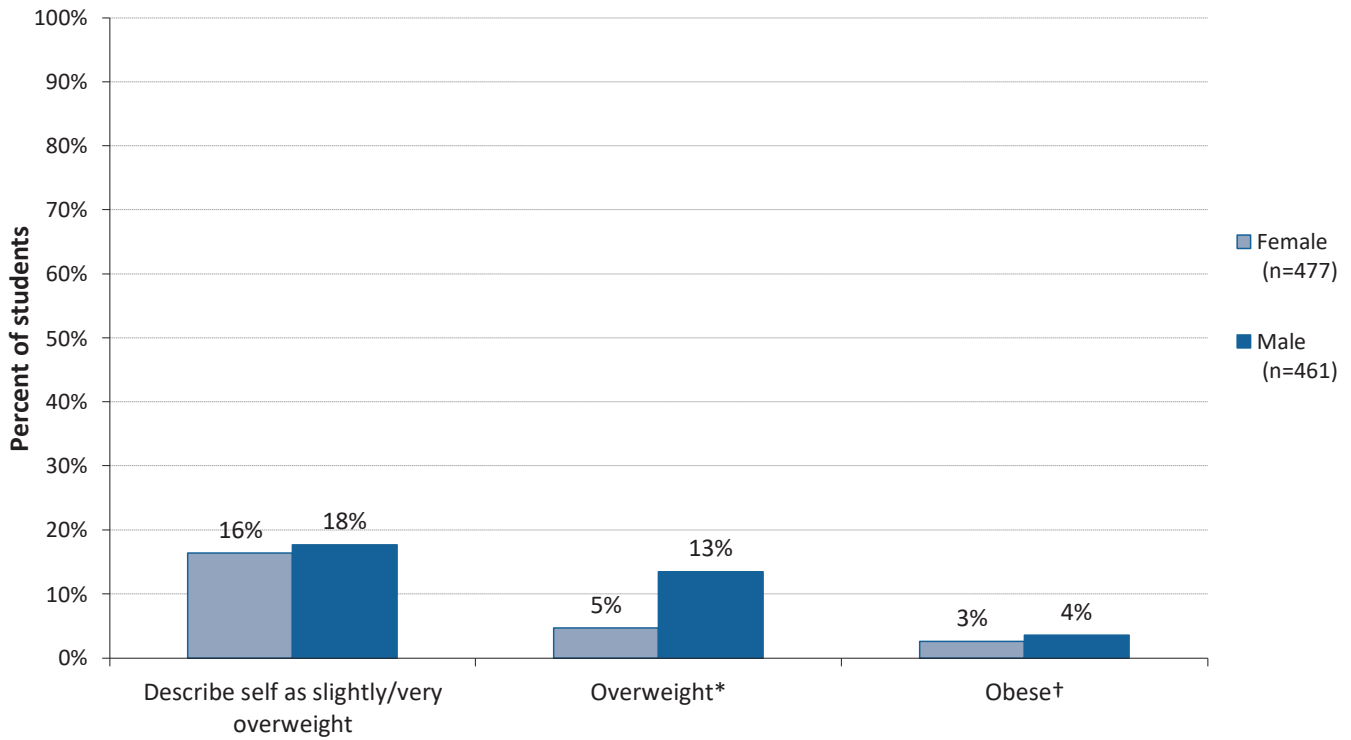
	<u>Wellesley</u> (650)	<u>MetroWest Region</u> (11,975)
<i>SOURCES OF SUPPORT FOR HELP WITH EMOTIONAL CHALLENGES OR PROBLEMS (past 12 months) †</i>		
School counselor, school therapist, or school psychologist	24.3	19.7
School nurse	4.0	4.5
Another adult from school, like a teacher or other school staff	9.4	12.2
Therapist, psychologist, or other mental health professional outside of school	17.8	17.8
Parent, relative, or other adult outside of school	52.0	51.2
Friend around the same age	51.1	52.2
Crisis hotline/text line	3.3	3.2
Person or group on social media (such as, Instagram, Facebook, Snapchat)	8.1	14.1
<i>BARRIERS TO SEEKING HELP FROM SOMEONE AT SCHOOL FOR EMOTIONAL CHALLENGES OR PROBLEMS (agree/strongly agree)</i>		
I don't know who to go to for help.	19.1	23.5
I don't think counseling with someone at school would help.	35.1	38.3
I wouldn't have time or wouldn't want to miss class to get help.	37.6	38.0
I don't trust anyone from my school enough to talk about my emotional problems.	34.2	35.8
I should handle problems on my own.	36.8	40.1
I would be too embarrassed or scared to talk about it.	36.2	38.7
A school counselor/therapist might not understand me or the challenges I was having.	31.1	34.0
I wouldn't want other students to know I was meeting with a school counselor/therapist.	33.5	38.3
I wouldn't want my parent(s)/guardian(s) to know I was meeting with a school counselor/therapist.	24.0	24.8
Teachers or other school staff might treat me differently or give me fewer opportunities at school.	21.8	25.0
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.	8.4	11.0

* 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

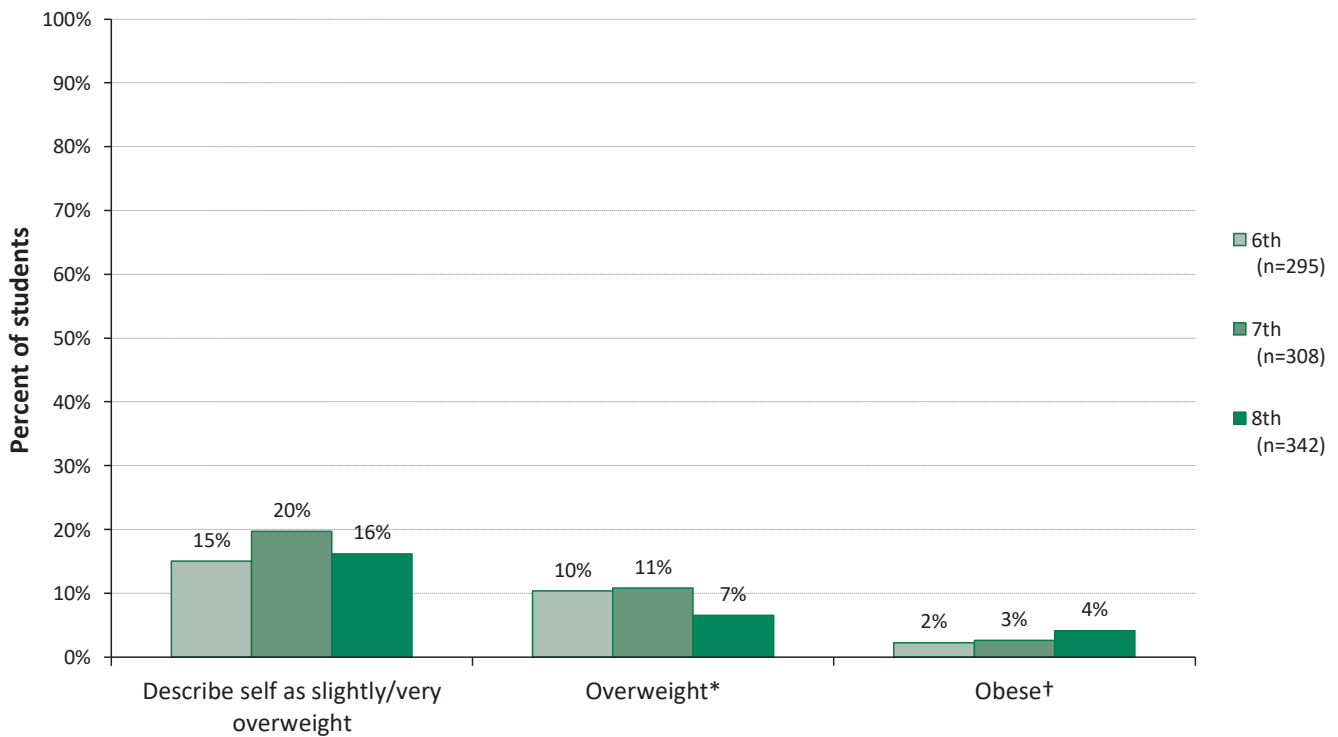
Section 6
Physical Activity and Weight

Figure 6-1A. Weight Perception and Body Weight by Sex, 2021
Wellesley Middle School (Grades 6-8)
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 6-1B. Weight Perception and Body Weight by Grade, 2021
Wellesley Middle School (Grades 6-8)
MetroWest Adolescent Health Survey

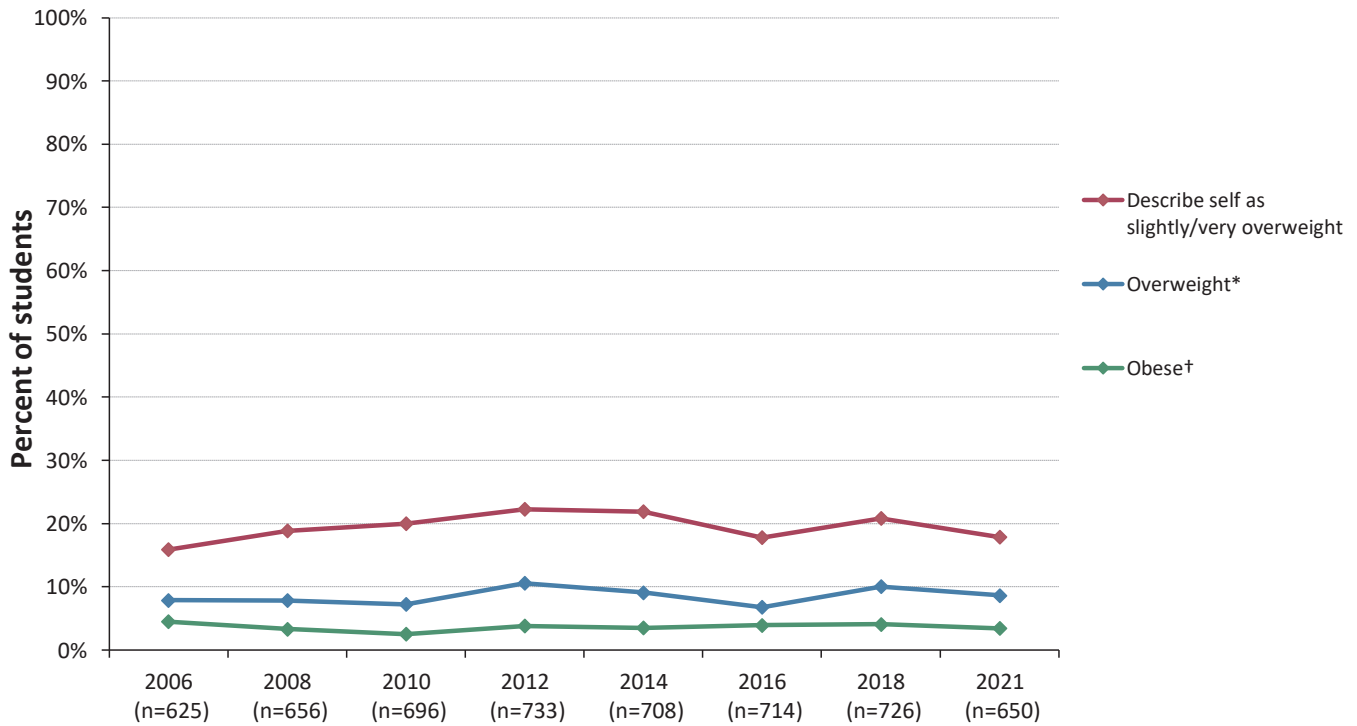


* Students who were ≥85th percentile but <95th percentile for body mass index by age and gender, based on reference data
 † Students who were ≥95th percentile for body mass index by age and gender, based on reference data

Figure 6-1C. Weight Perception and Body Weight, 2006-2021

Wellesley Middle School (Grades 7-8)

MetroWest Adolescent Health Survey

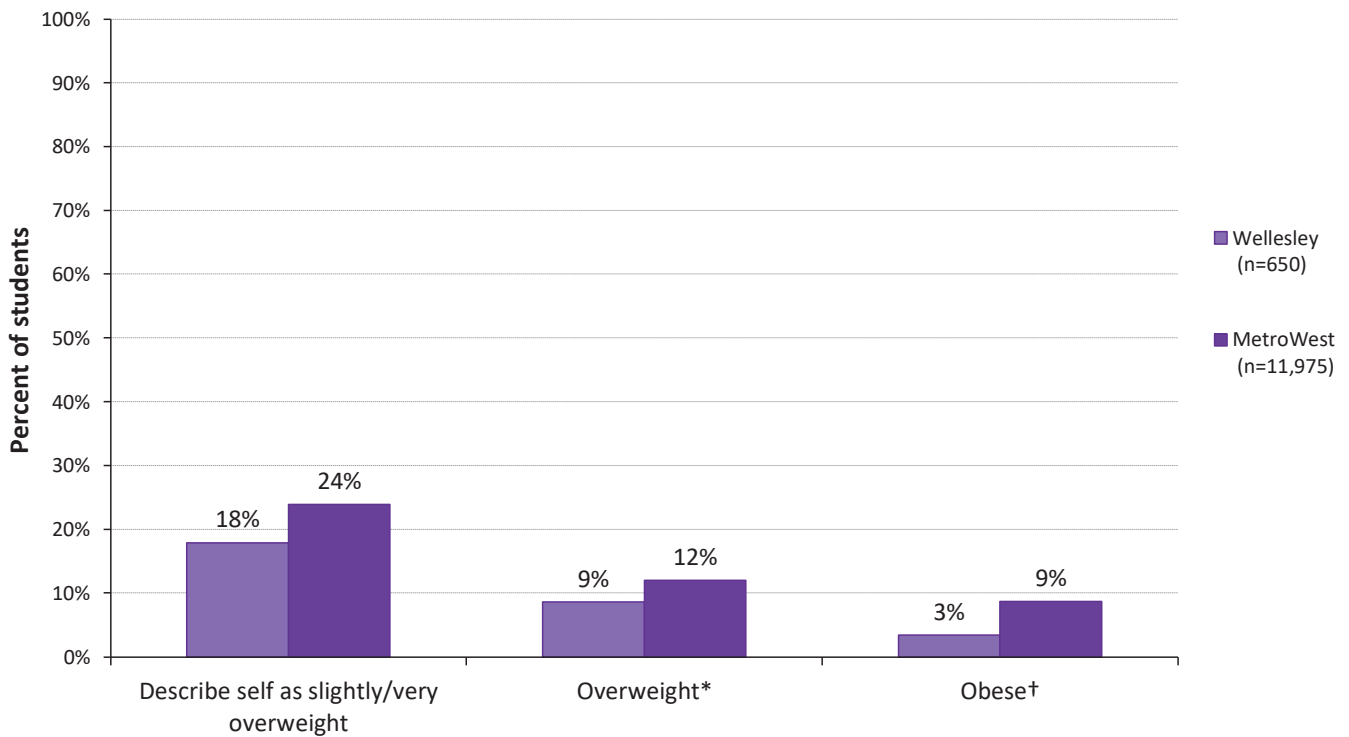


* Students who were ≥85th percentile but <95th percentile for body mass index by age and gender, based on reference data
 † Students who were ≥95th percentile for body mass index by age and gender, based on reference data

Figure 6-1D. Weight Perception and Body Weight at the District and Regional Levels, 2021

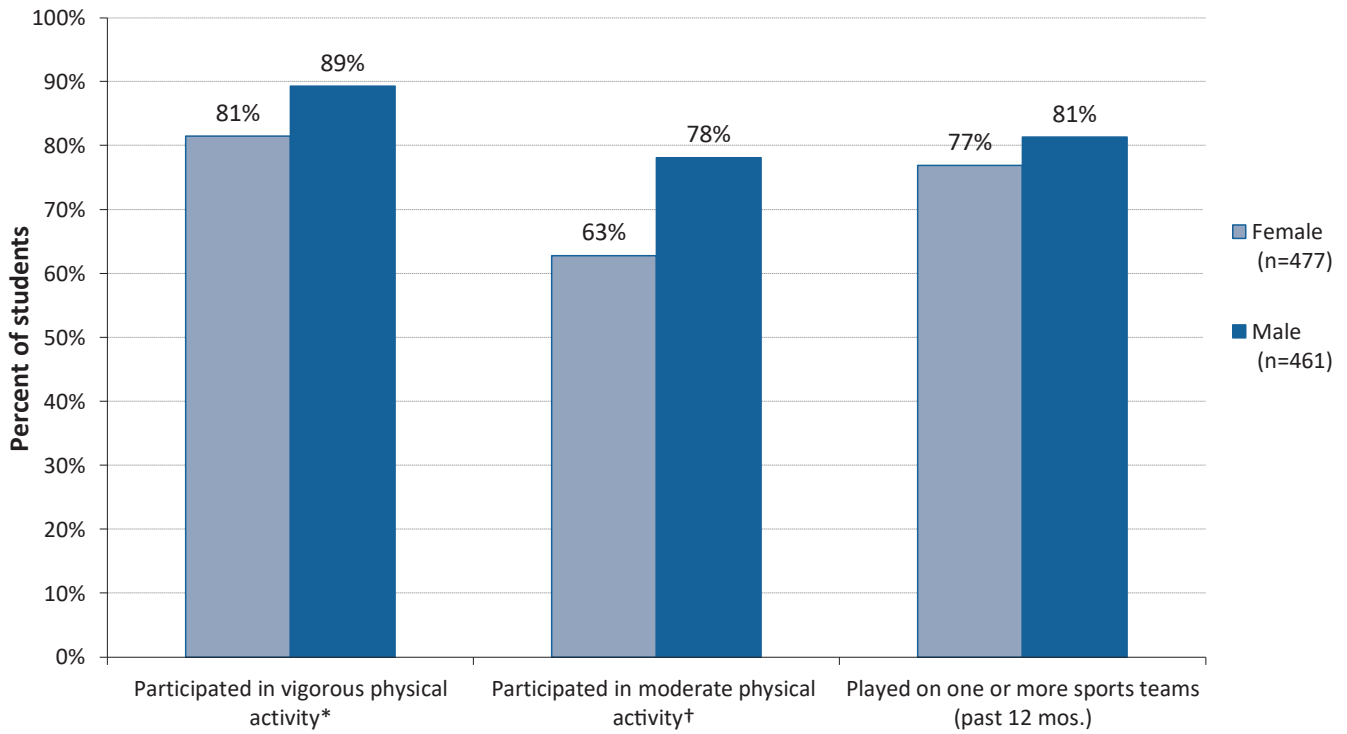
Wellesley Middle School (Grades 7-8)

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

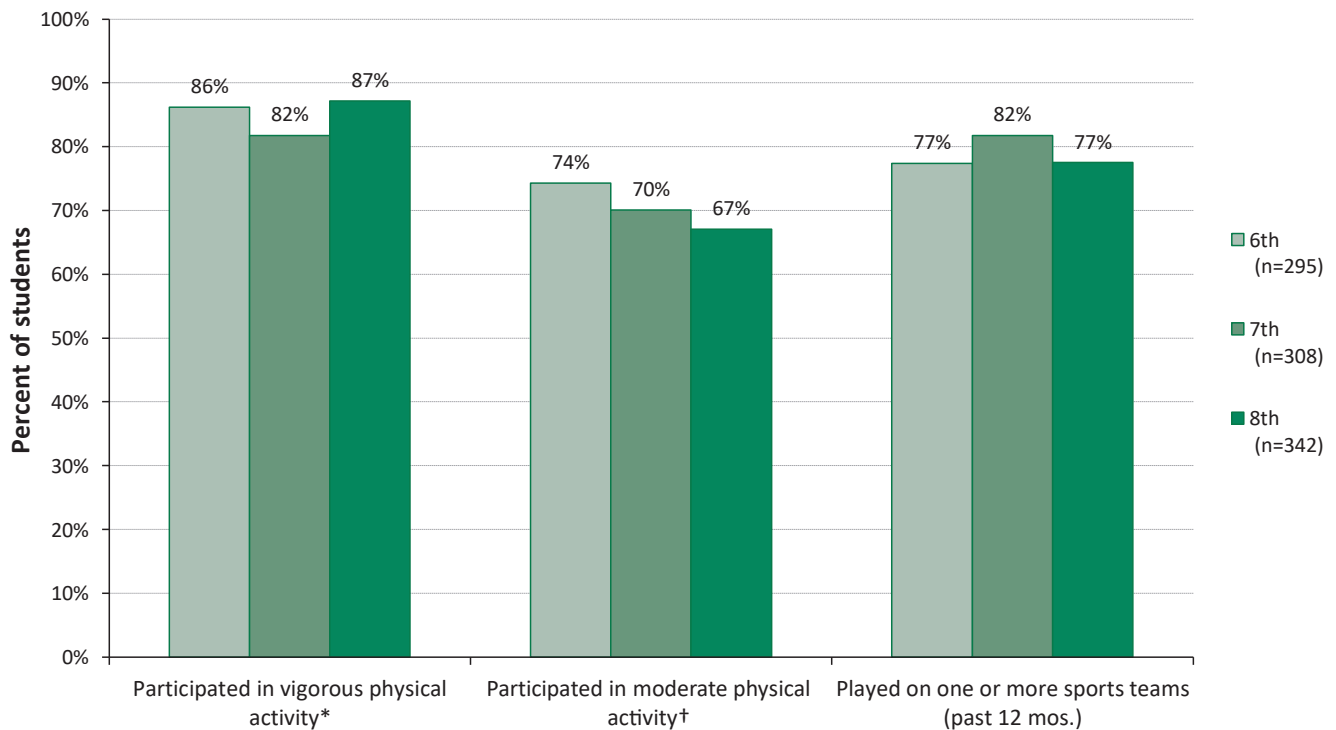
Figure 6-2A. Physical Activity by Sex, 2021
Wellesley Middle School (Grades 6-8)
MetroWest Adolescent Health Survey



* 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

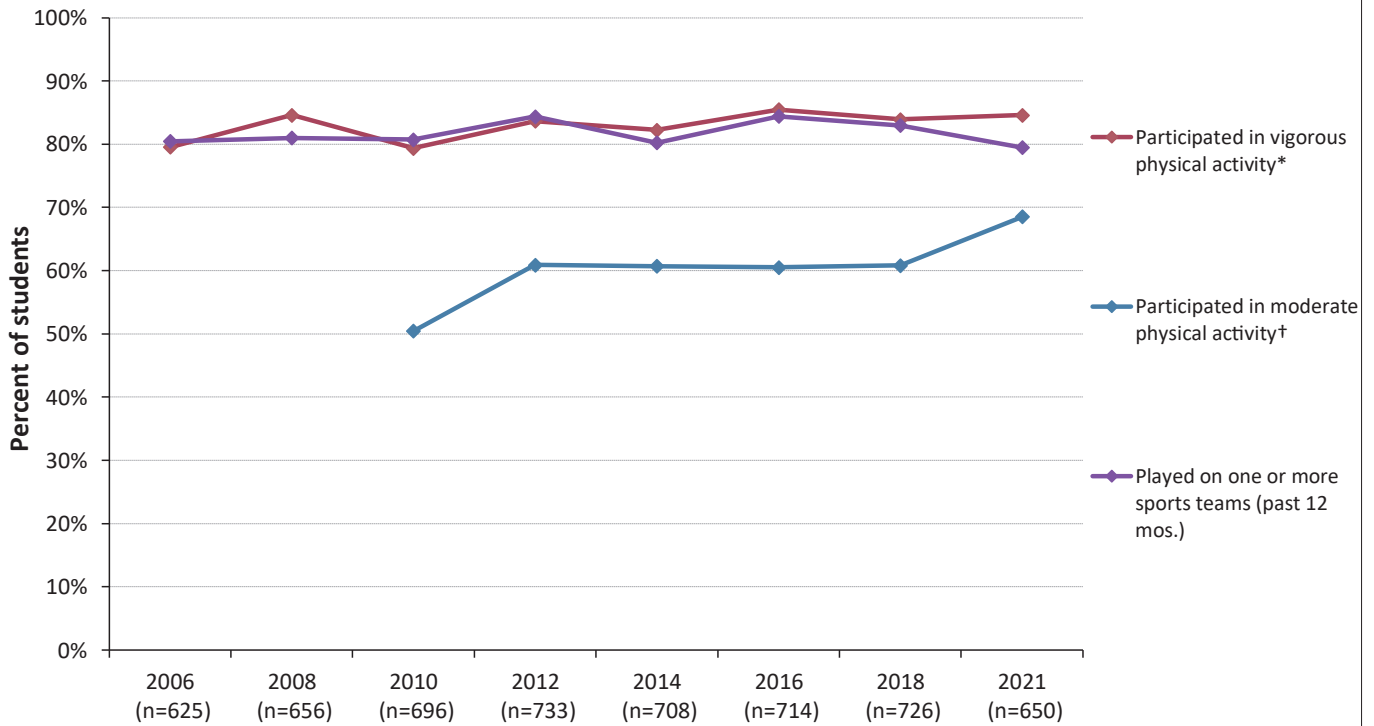
Figure 6-2B. Physical Activity by Grade, 2021
Wellesley Middle School (Grades 6-8)
MetroWest Adolescent Health Survey



* 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

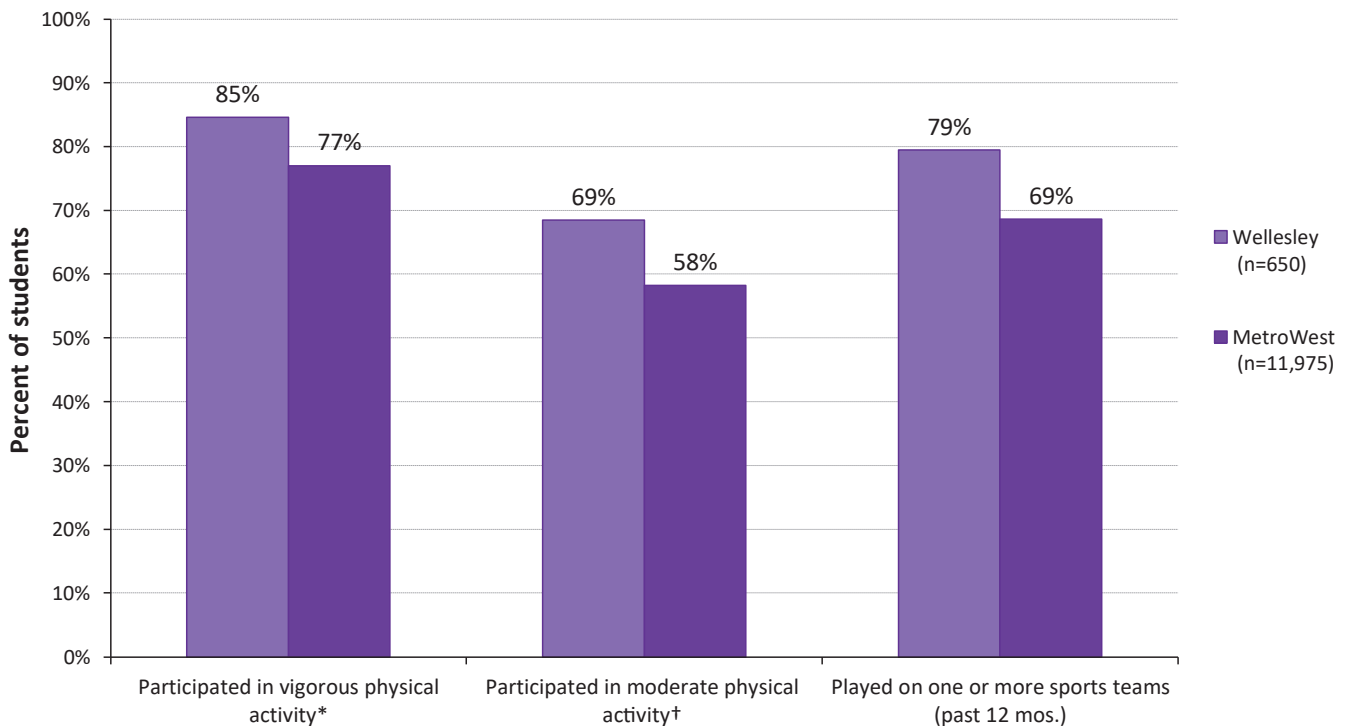
Figure 6-2C. Physical Activity, 2006-2021
Wellesley Middle School (Grades 7-8)
MetroWest Adolescent Health Survey



* 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

Figure 6-2D. Physical Activity at the District and Regional Levels, 2021
Wellesley Middle School (Grades 7-8)
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

Table 6-1A. Weight, Nutrition, and Physical Activity by Sex and Grade, 2021
Wellesley Middle School (Grades 6-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>		
	(945)	Female (477)	Male (461)	6 th (295)	7 th (308)	8 th (342)
WEIGHT PERCEPTION						
Describe self as slightly or very overweight	17.0	16.4	17.7	15.1	19.7	16.2
BODY MASS INDEX						
Overweight*	9.1	4.7	13.5	10.4	10.9	6.6
Obese [†]	3.1	2.6	3.6	2.3	2.6	4.2
EATING PATTERNS (past 7 days)						
Ate breakfast on all 7 days	58.2	52.0	65.1	64.0	57.6	53.9
Ate dinner at home with parent(s)/guardian(s) on 5 or more days	89.6	86.8	92.5	92.4	89.4	87.4
PHYSICAL ACTIVITY						
Participated in vigorous physical activity for at least 20 minutes on 3 or more of the past 7 days [‡]	85.0	81.5	89.3	86.1	81.7	87.1
Participated in moderate physical activity for at least 60 minutes per day on 5 or more of the past 7 days [§]	70.2	62.8	78.1	74.3	70.1	67.1
Played on one or more sports teams (past 12 months)	78.9	76.9	81.3	77.4	81.7	77.5

* 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

Table 6-1B. Weight, Nutrition, and Physical Activity, 2006-2021
Wellesley Middle School (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 (625)	2008 (656)	2010 (696)	2012 (733)	2014 (708)	2016 (714)	2018 (726)	2021 (650)
WEIGHT PERCEPTION								
Describe self as slightly or very overweight	15.9	18.9	20.0	22.3	21.9	17.8	20.8	17.9
BODY MASS INDEX								
Overweight*	7.9	7.8	7.2	10.6	9.1	6.8	10.0	8.6
Obese [†]	4.5	3.3	2.5	3.8	3.5	3.9	4.1	3.4
EATING PATTERNS (past 7 days)								
Ate breakfast on all 7 days	–	–	–	–	65.4	63.8	57.0	55.6
Ate dinner at home with parent(s)/guardian(s) on 5 or more days	–	–	–	84.6	87.6	87.9	84.7	88.3
PHYSICAL ACTIVITY								
Participated in vigorous physical activity for at least 20 minutes on 3 or more of the past 7 days [‡]	79.5	84.6	79.4	83.6	82.2	85.5	83.9	84.6
Participated in moderate physical activity for at least 60 minutes per day on 5 or more of the past 7 days [§]	–	–	50.4	60.9	60.7	60.5	60.8	68.5
Played on one or more sports teams (past 12 months)	80.4	81.0	80.7	84.3	80.2	84.4	83.0	79.5

* 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

Table 6-1C. Weight, Nutrition, and Physical Activity at the District and Regional Levels, 2021
Wellesley Middle School (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> (650)	<u>MetroWest Region</u> (11,975)
WEIGHT PERCEPTION		
Describe self as slightly or very overweight	17.9	23.9
BODY MASS INDEX		
Overweight*	8.6	12.0
Obese [†]	3.4	8.7
EATING PATTERNS (past 7 days)		
Ate breakfast on all 7 days	55.6	45.8
Ate dinner at home with parent(s)/guardian(s) on 5 or more days	88.3	83.1
PHYSICAL ACTIVITY		
Participated in vigorous physical activity for at least 20 minutes on 3 or more of the past 7 days [‡]	84.6	77.0
Participated in moderate physical activity for at least 60 minutes per day on 5 or more of the past 7 days [§]	68.5	58.3
Played on one or more sports teams (past 12 months)	79.5	68.6

* 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

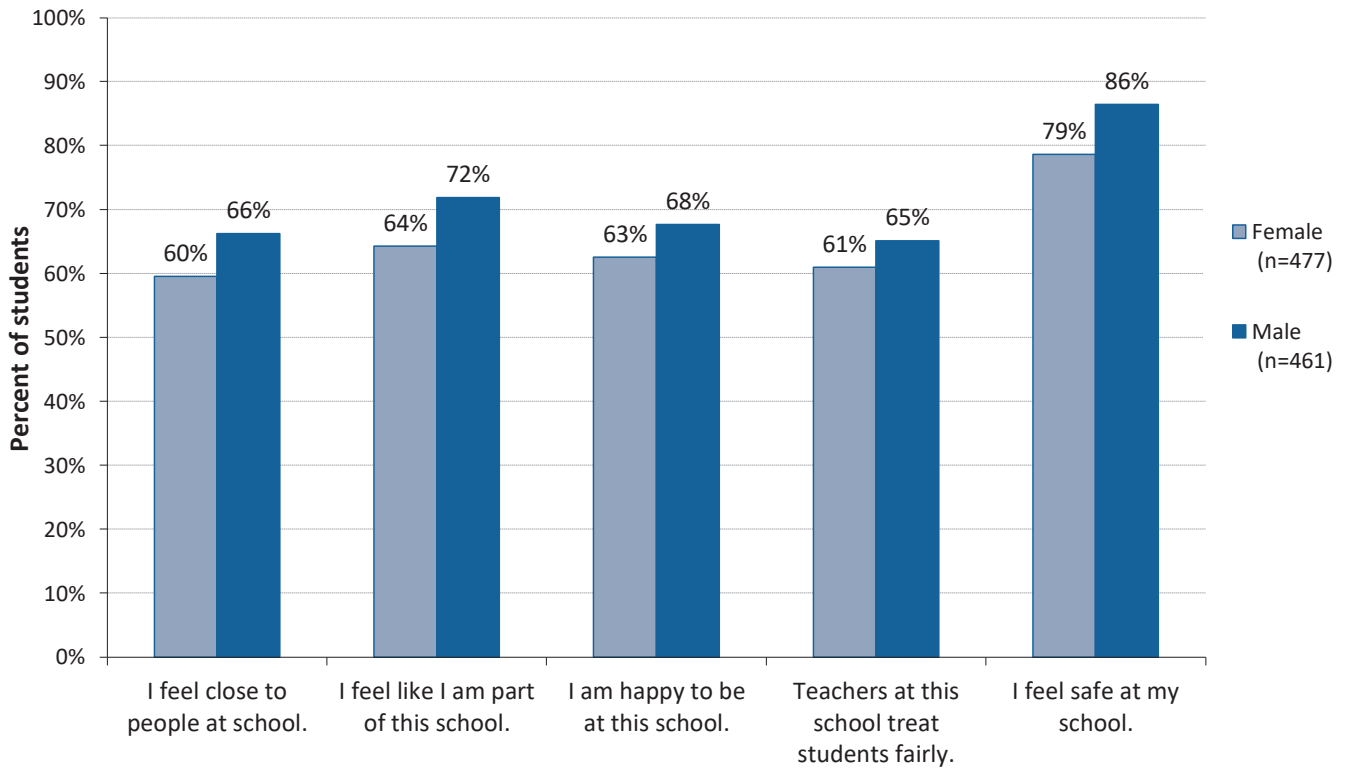
Section 7

Protective Factors

Figure 7-1A. School Connectedness* by Sex, 2021

Wellesley Middle School (Grades 6-8)

MetroWest Adolescent Health Survey

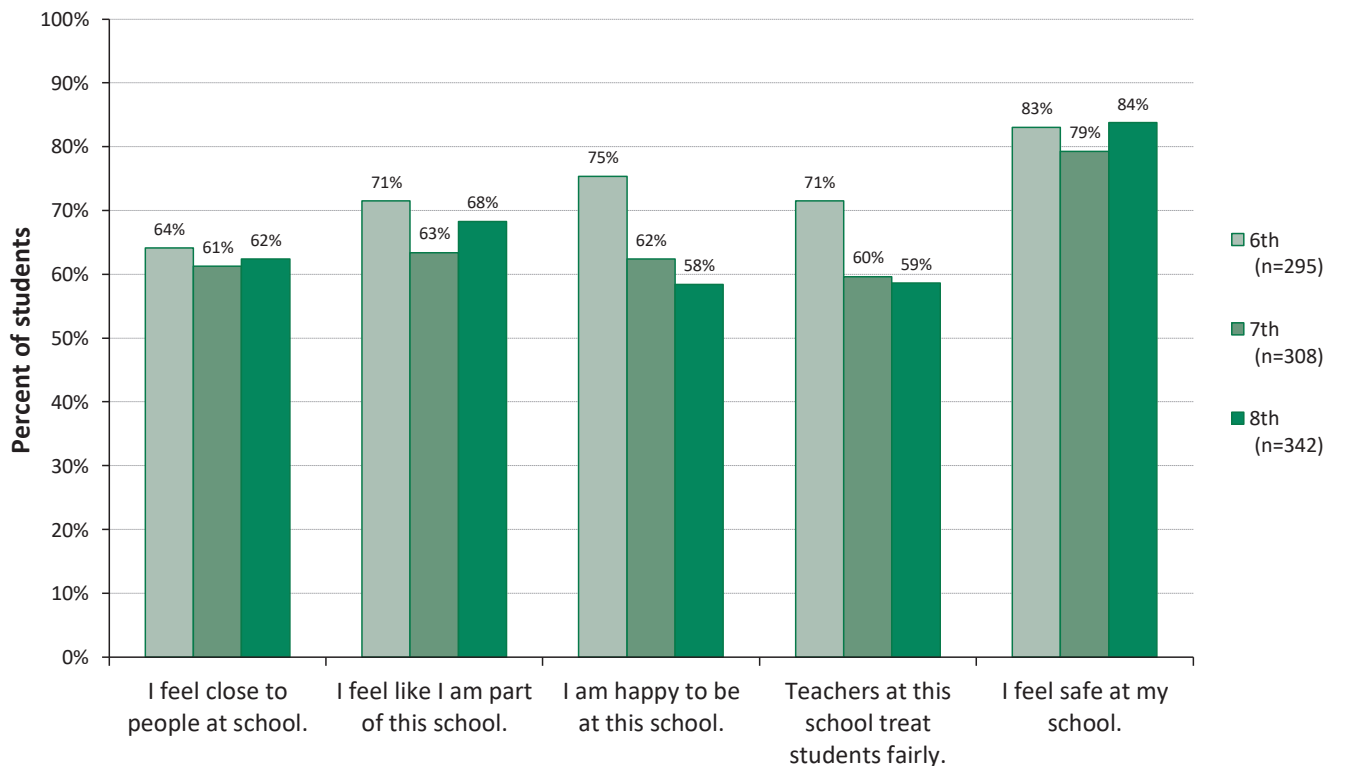


* Students responded "agree" or "strongly agree"

Figure 7-1B. School Connectedness* by Grade, 2021

Wellesley Middle School (Grades 6-8)

MetroWest Adolescent Health Survey

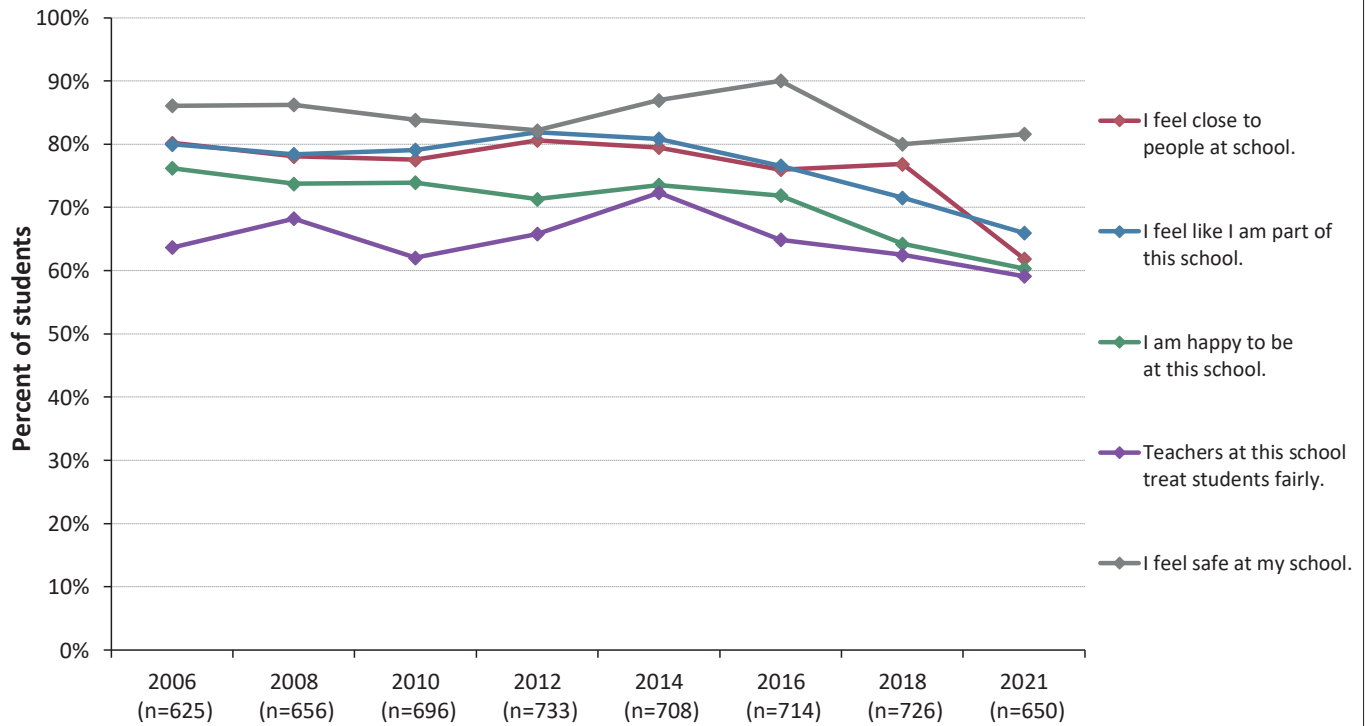


* Students responded "agree" or "strongly agree"

Figure 7-1C. School Connectedness*, 2006-2021

Wellesley Middle School (Grades 7-8)

MetroWest Adolescent Health Survey

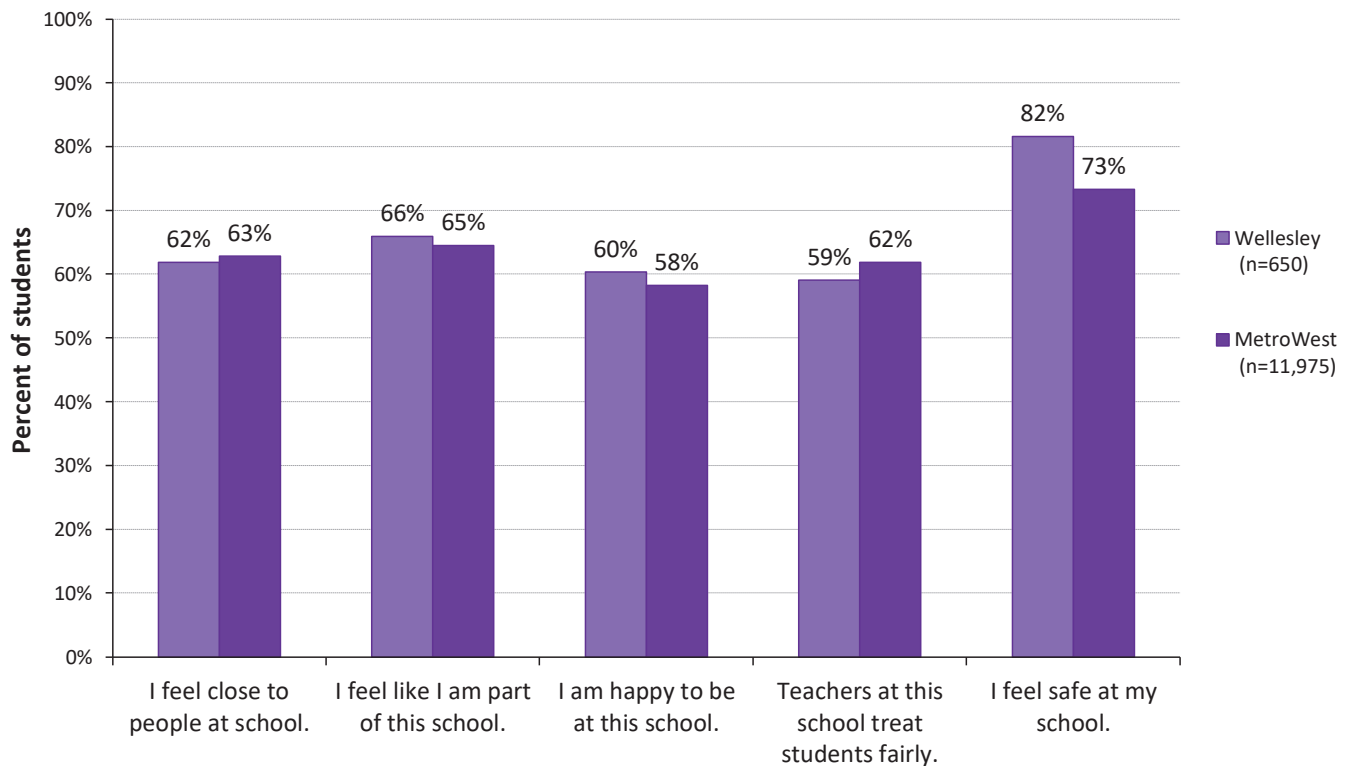


* Students responded "agree" or "strongly agree"

Figure 7-1D. School Connectedness* at the District and Regional Levels, 2021

Wellesley Middle School (Grades 7-8)

MetroWest Adolescent Health Survey

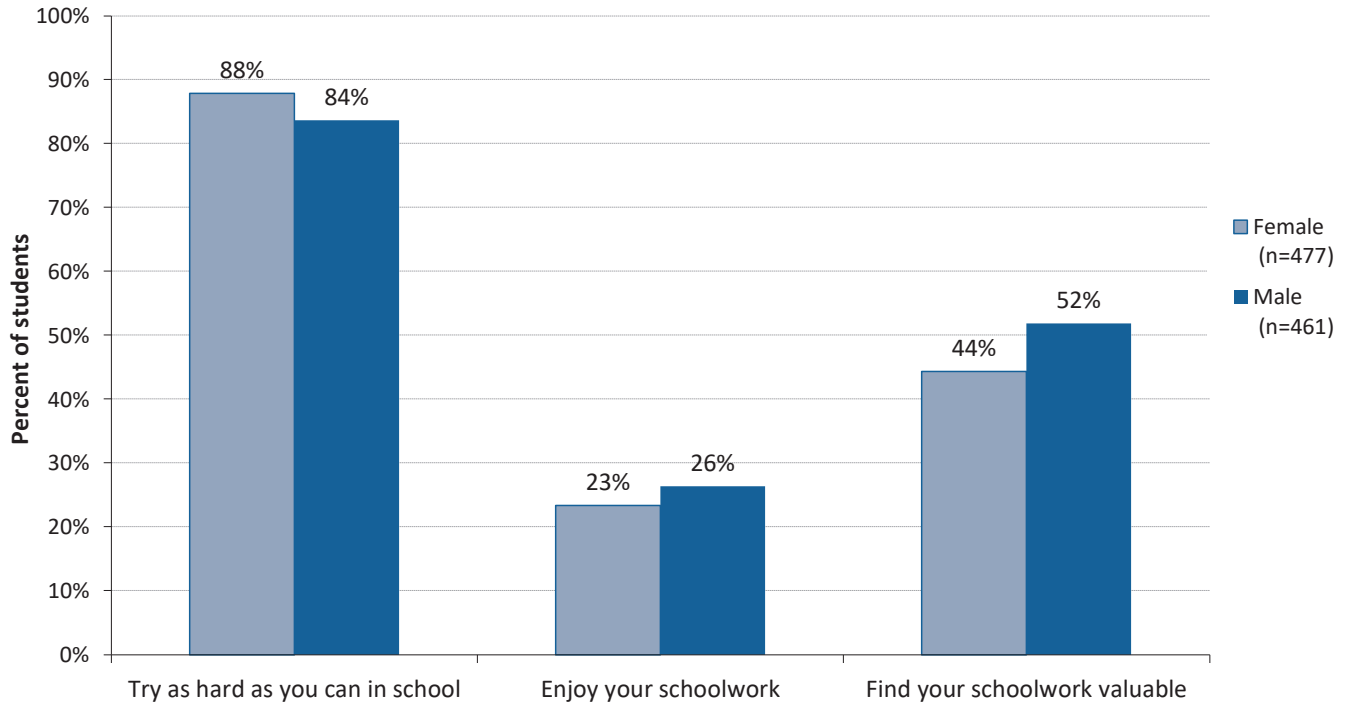


* Students responded "agree" or "strongly agree"

Figure 7-2A. School Engagement* by Sex, 2021

Wellesley Middle School (Grades 6-8)

MetroWest Adolescent Health Survey

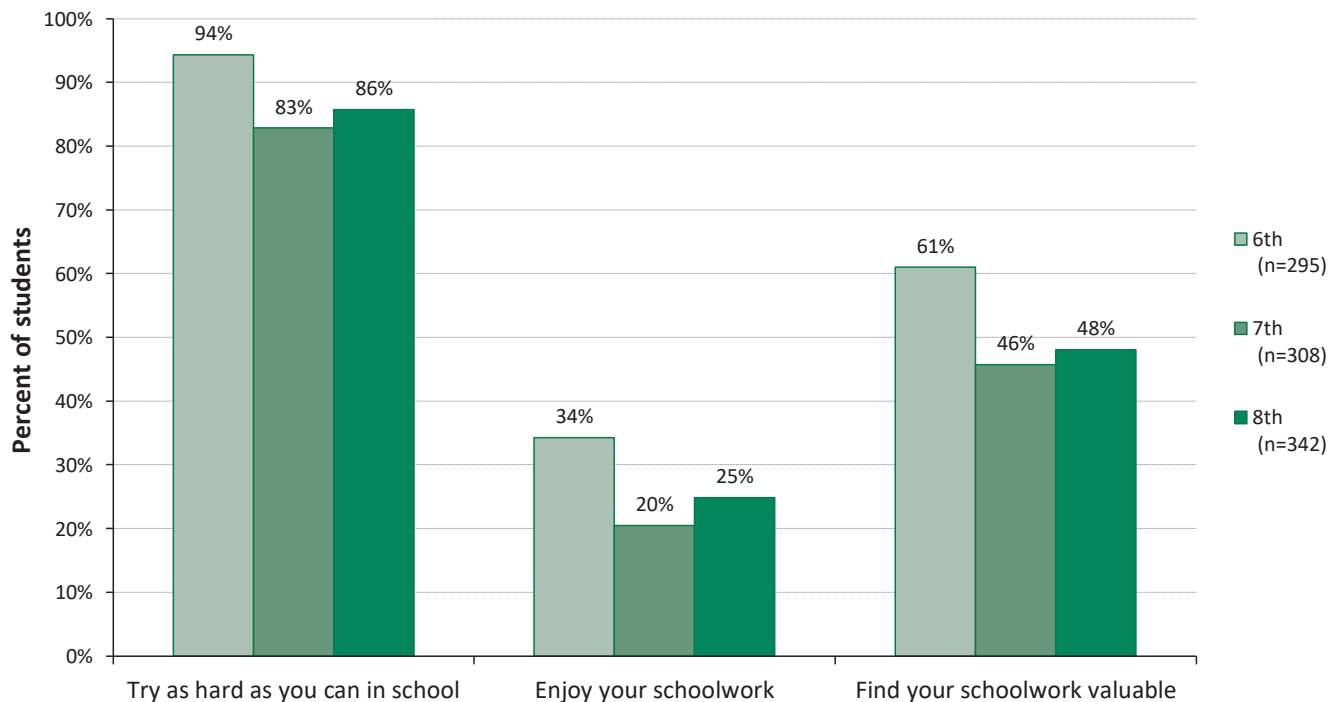


* Students responded "most of the time" or "always"

Figure 7-2B. School Engagement* by Grade, 2021

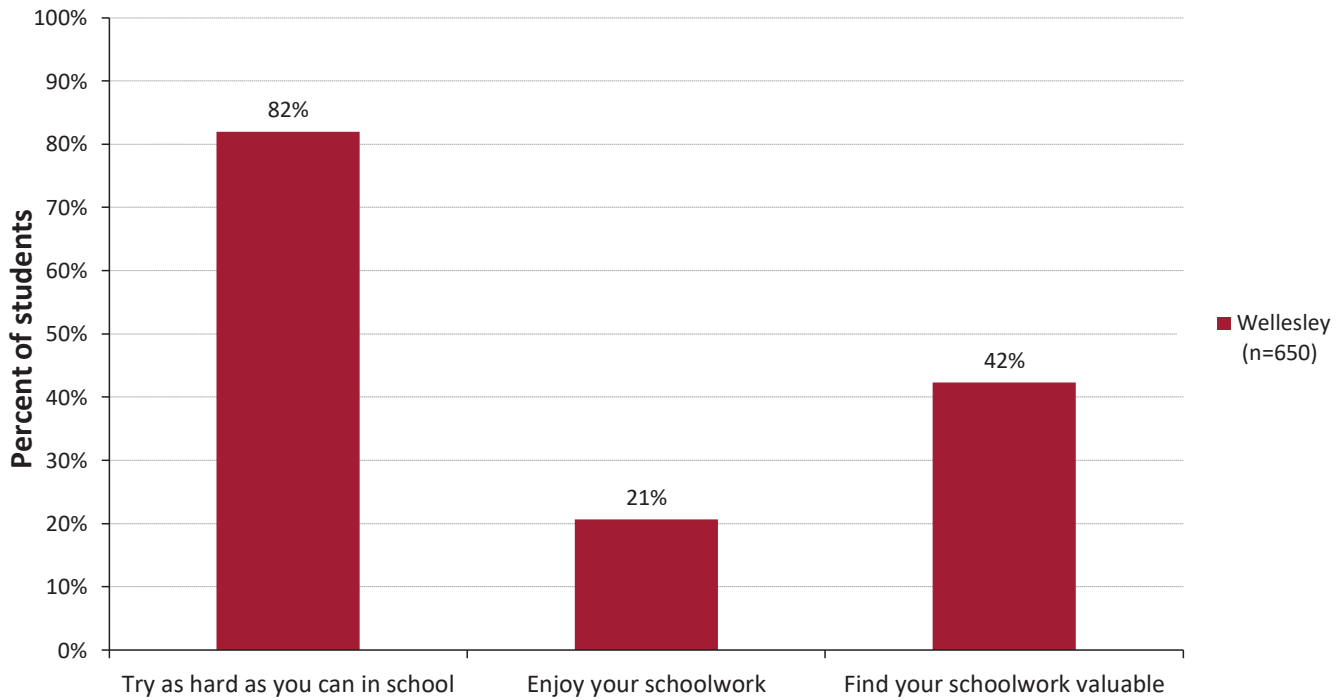
Wellesley Middle School (Grades 6-8)

MetroWest Adolescent Health Survey



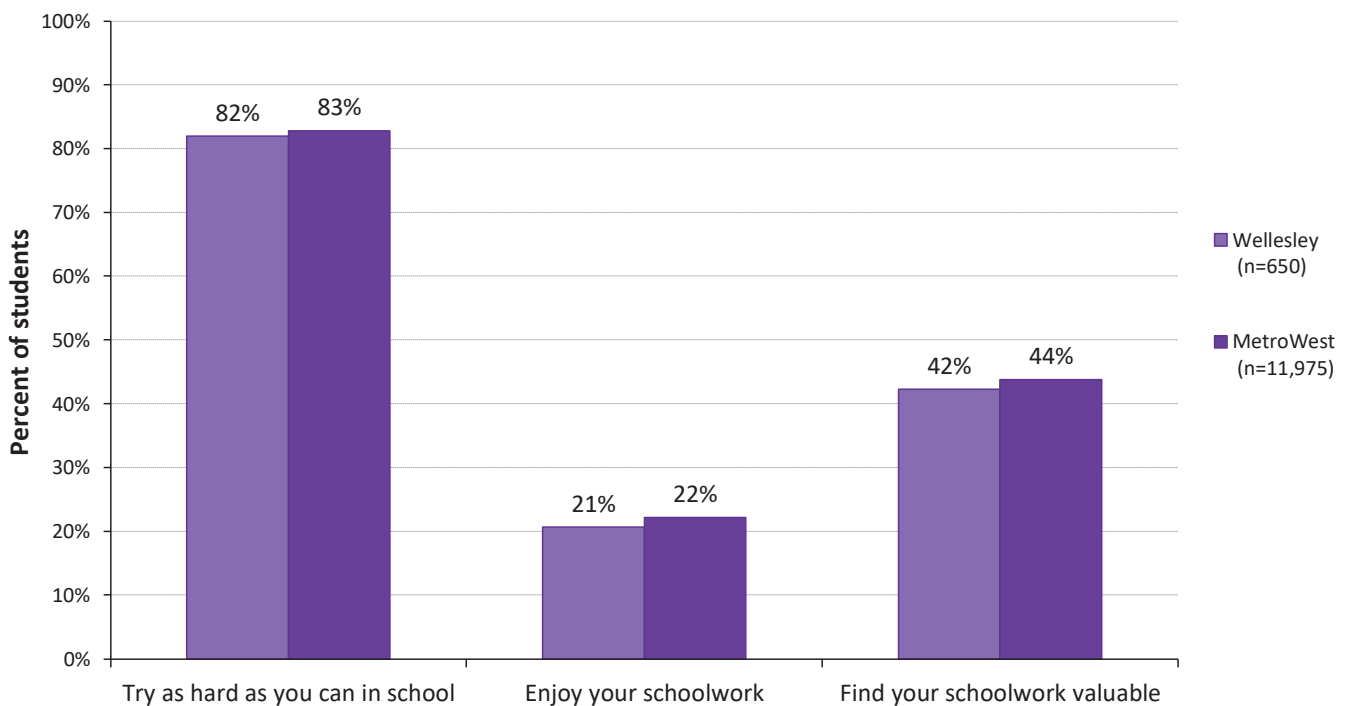
* Students responded "most of the time" or "always"

Figure 7-2C. School Engagement*, 2021
Wellesley Middle School (Grades 7-8)
MetroWest Adolescent Health Survey



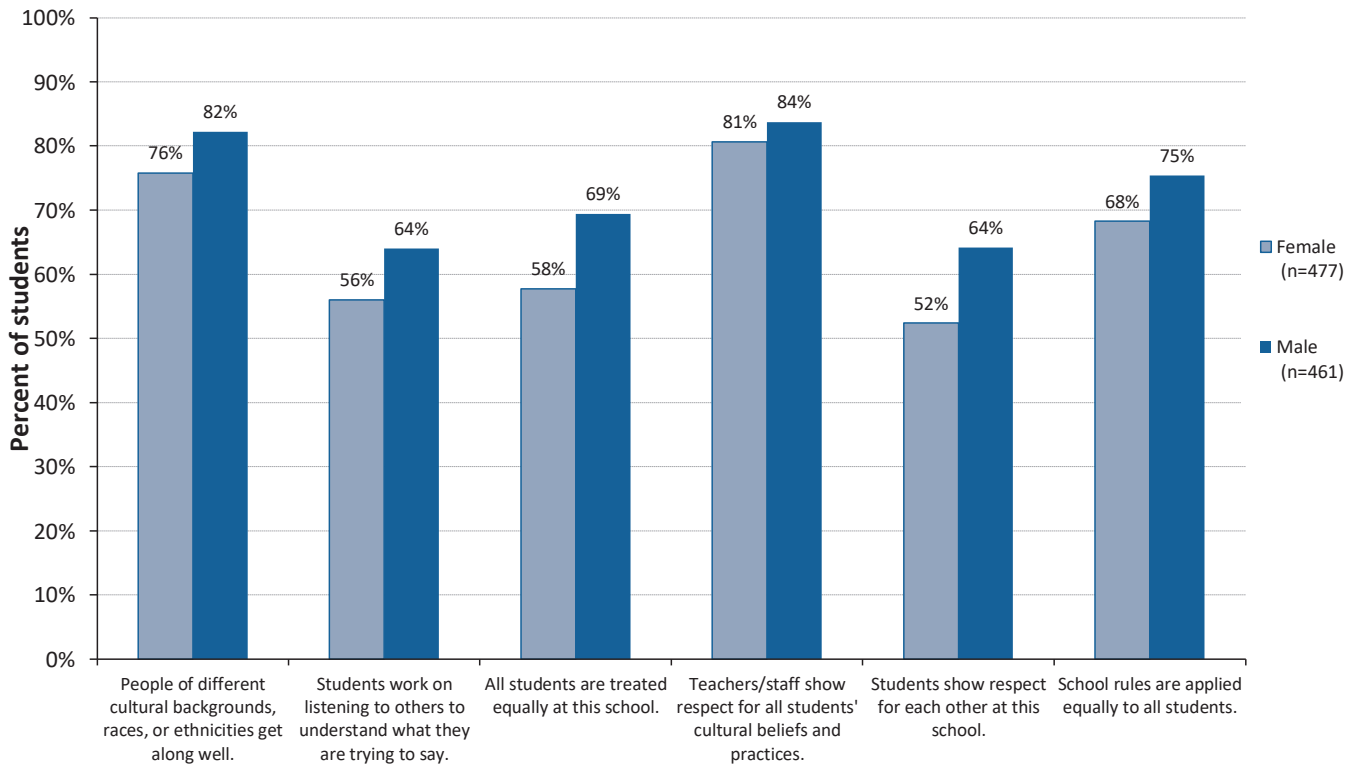
* Students responded "most of the time" or "always"

Figure 7-2D. School Engagement* at the District and Regional Levels, 2021
Wellesley Middle School (Grades 7-8)
MetroWest Adolescent Health Survey



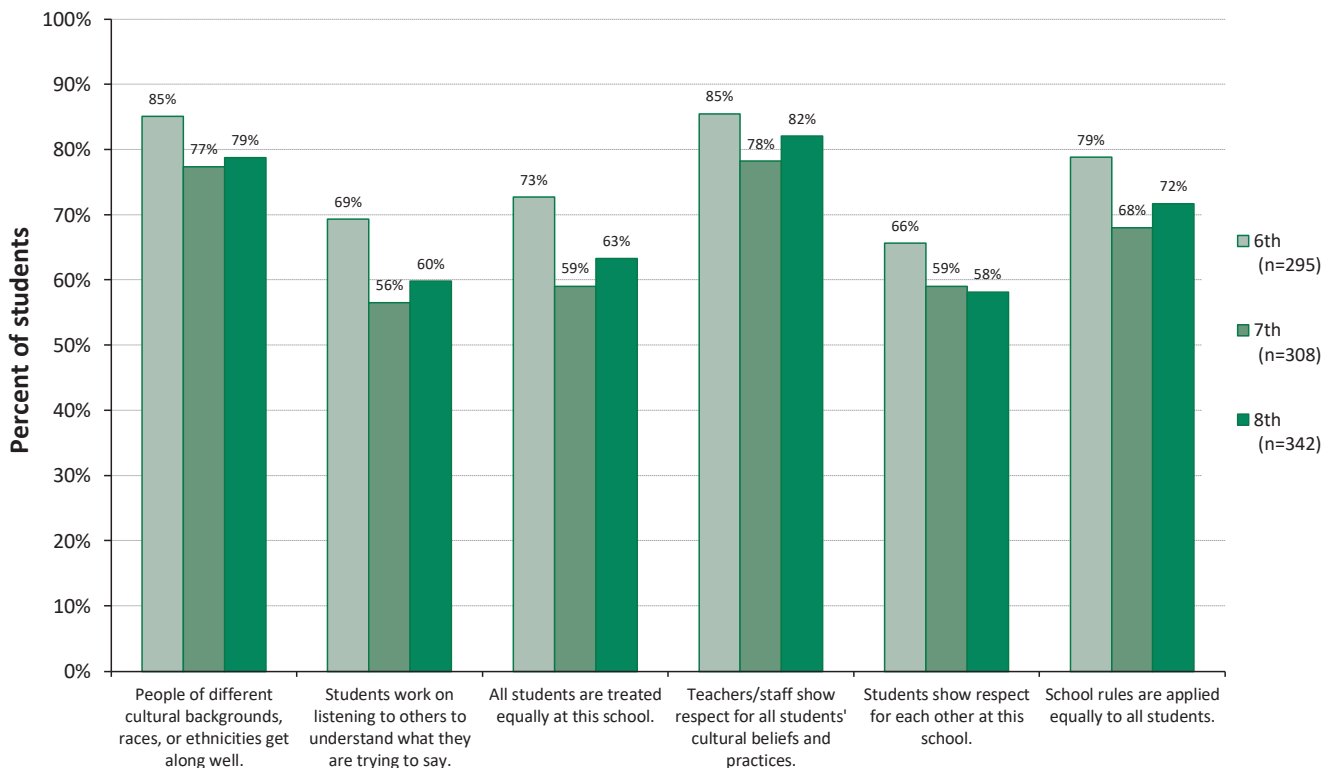
* Students responded "most of the time" or "always"

Figure 7-3A. School Climate* by Sex, 2021
Wellesley Middle School (Grades 6-8)
MetroWest Adolescent Health Survey



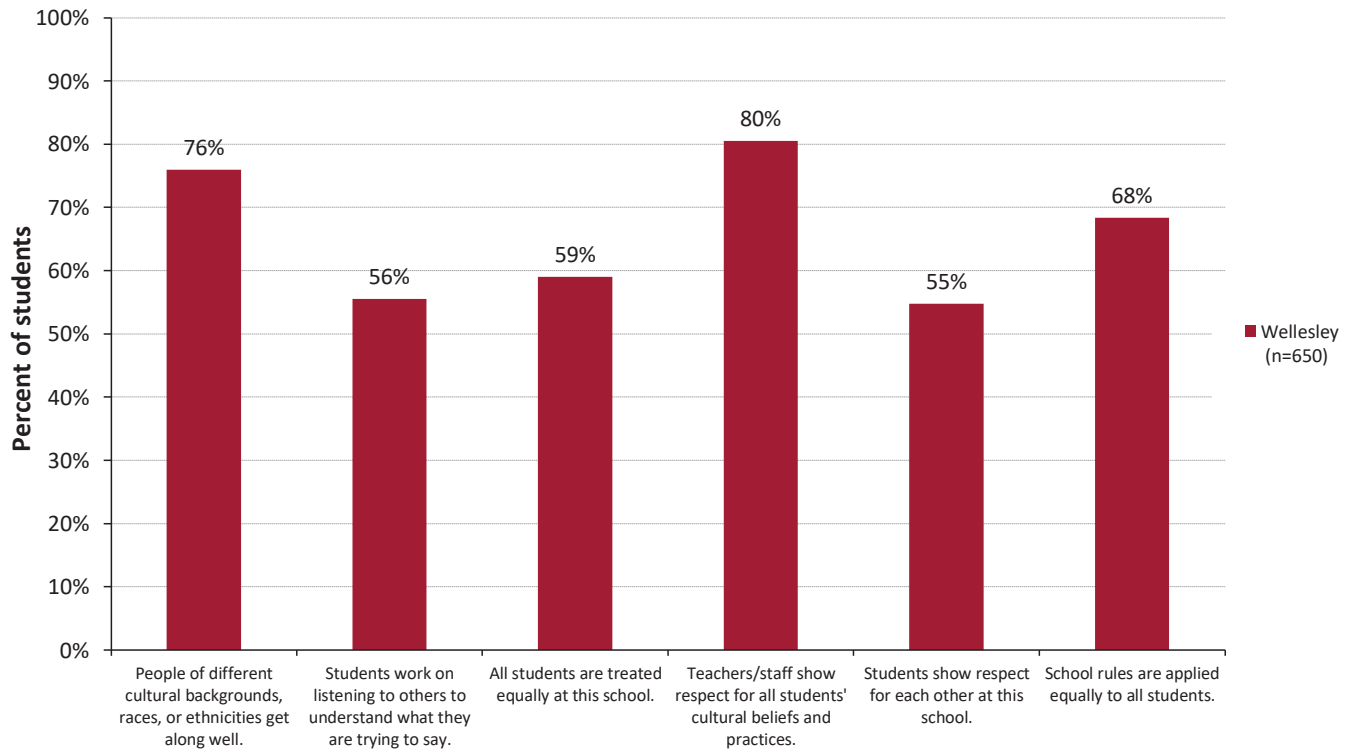
* Students responded "agree" or "strongly agree"

Figure 7-3B. School Climate* by Grade, 2021
Wellesley Middle School (Grades 6-8)
MetroWest Adolescent Health Survey



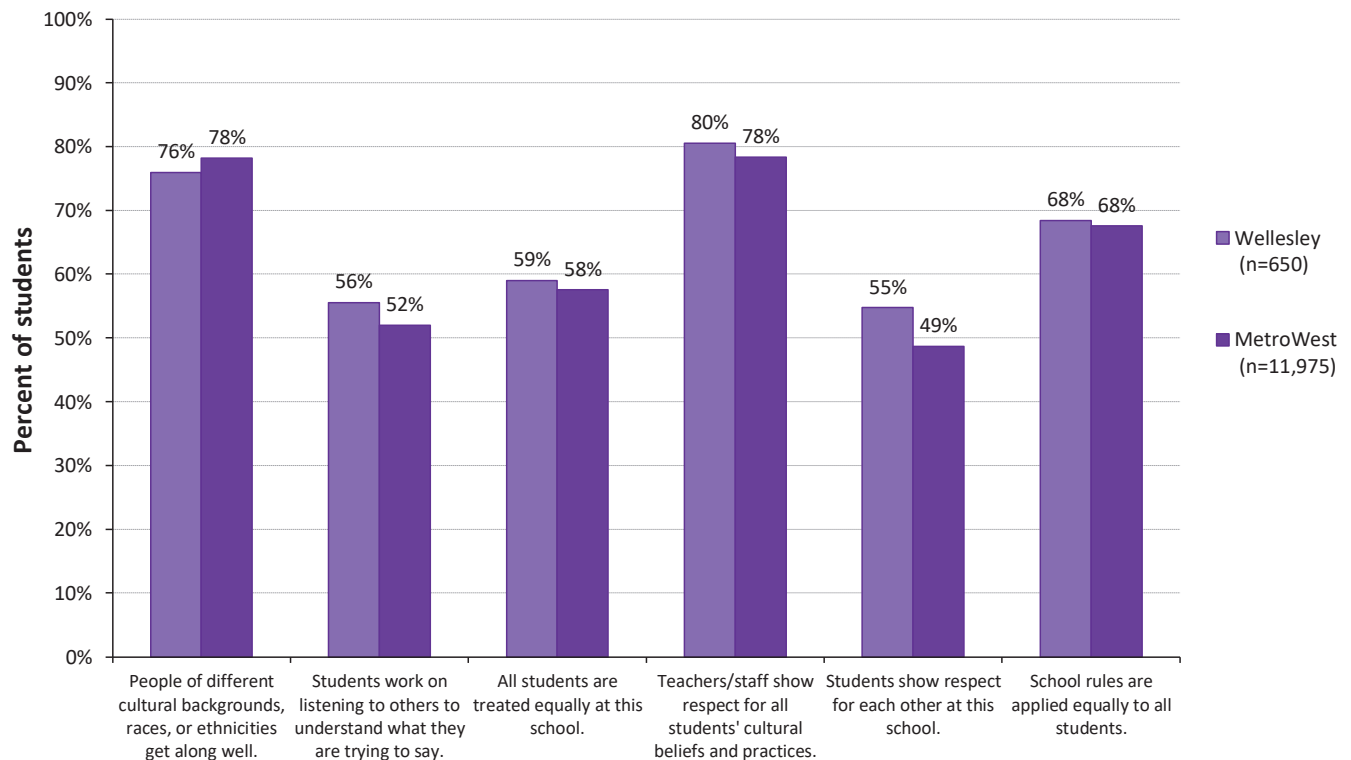
* Students responded "agree" or "strongly agree"

Figure 7-3C. School Climate*, 2021
Wellesley Middle School (Grades 7-8)
MetroWest Adolescent Health Survey



* Students responded "agree" or "strongly agree"

Figure 7-3D. School Climate* at the District and Regional Levels, 2021
Wellesley Middle School (Grades 7-8)
MetroWest Adolescent Health Survey



* Students responded "agree" or "strongly agree"

Figure 7-4A. Adult Support by Sex, 2021
Wellesley Middle School (Grades 6-8)
MetroWest Adolescent Health Survey

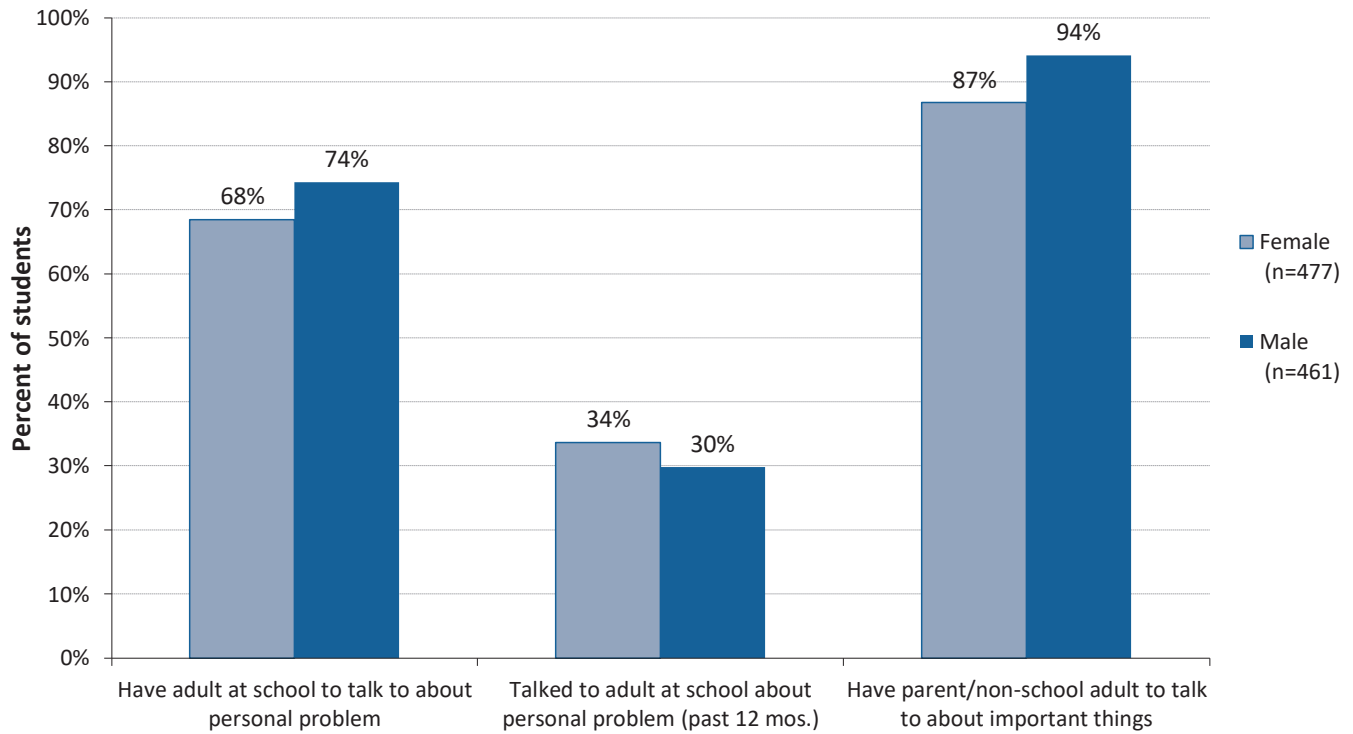


Figure 7-4B. Adult Support by Grade, 2021
Wellesley Middle School (Grades 6-8)
MetroWest Adolescent Health Survey

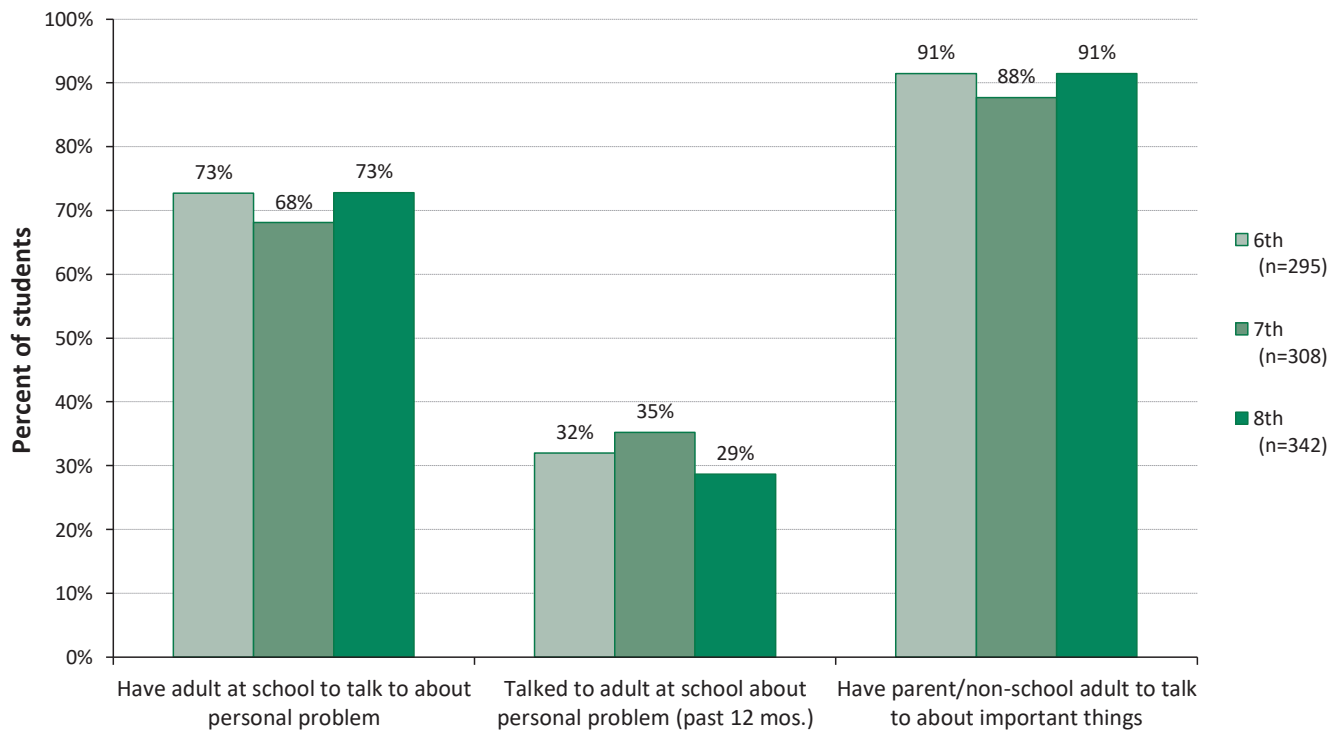


Figure 7-4C. Adult Support, 2006-2021
Wellesley Middle School (Grades 7-8)
MetroWest Adolescent Health Survey

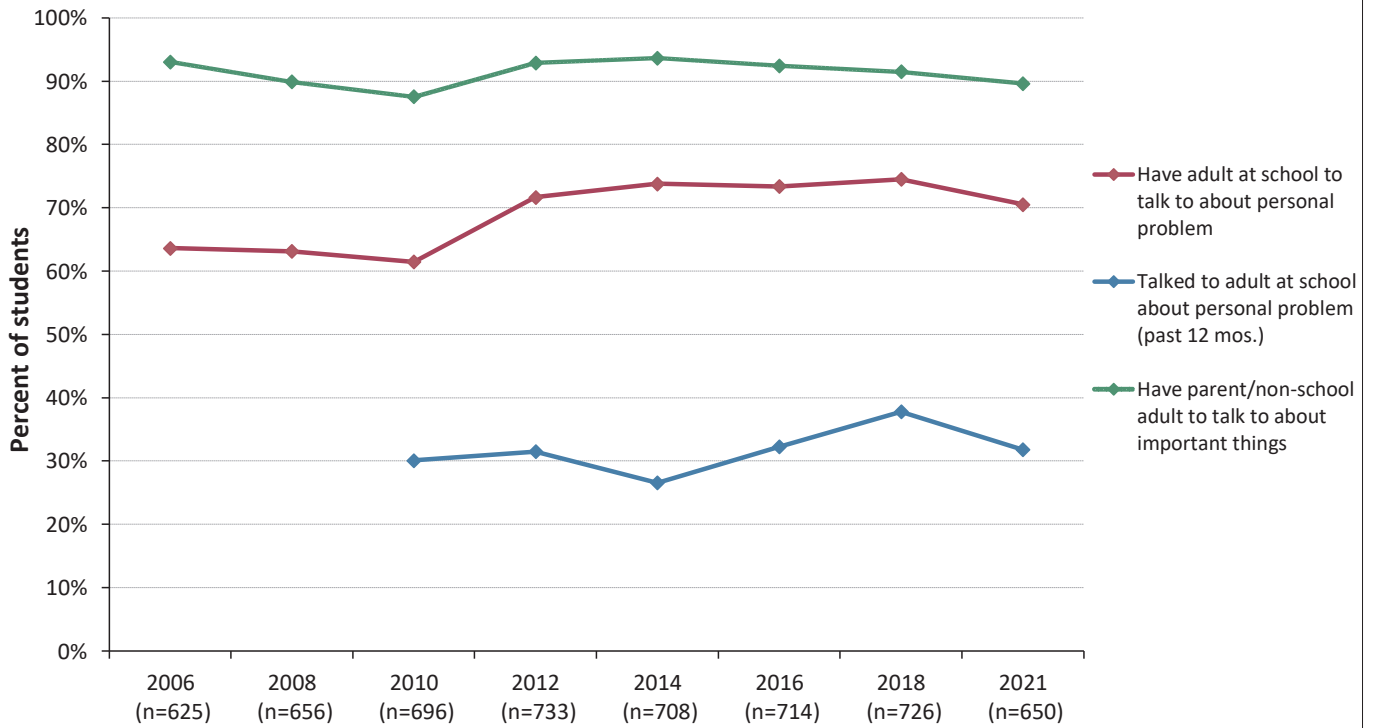


Figure 7-4D. Adult Support at the District and Regional Levels, 2021
Wellesley Middle School (Grades 7-8)
MetroWest Adolescent Health Survey

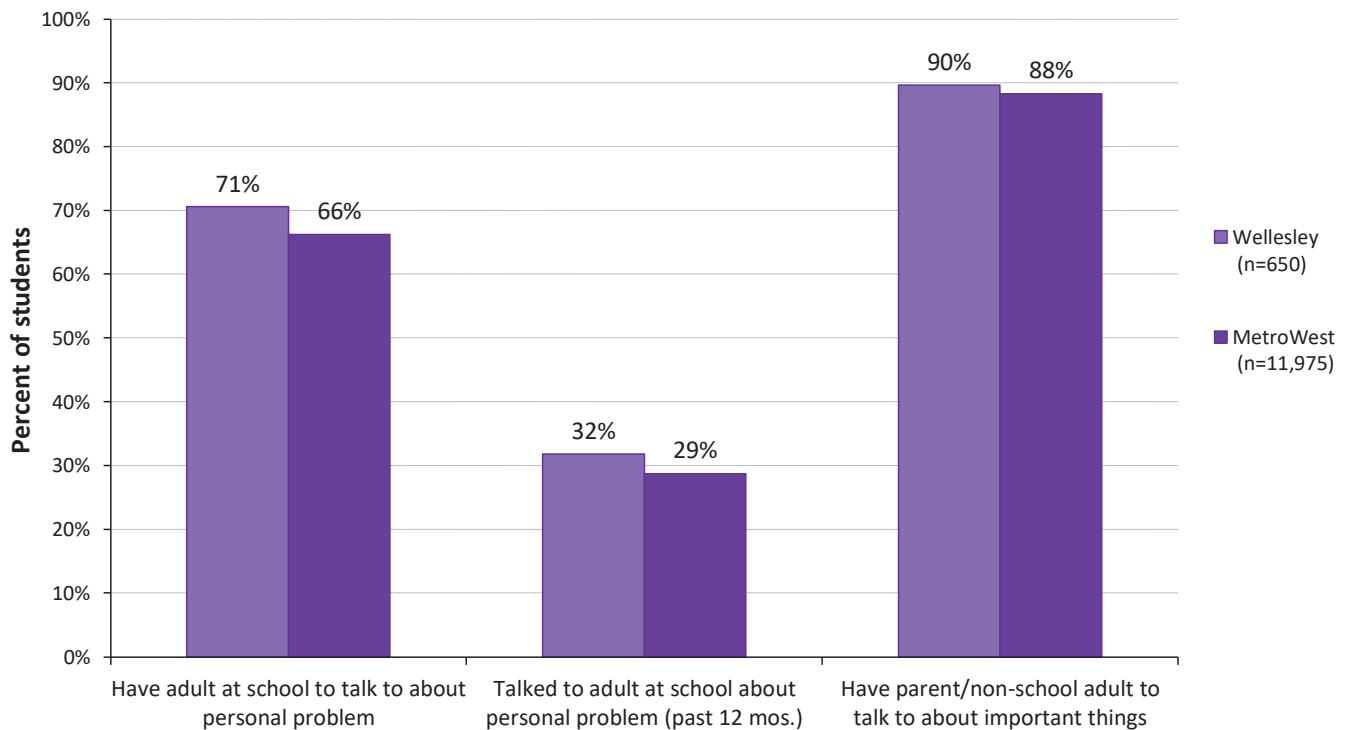
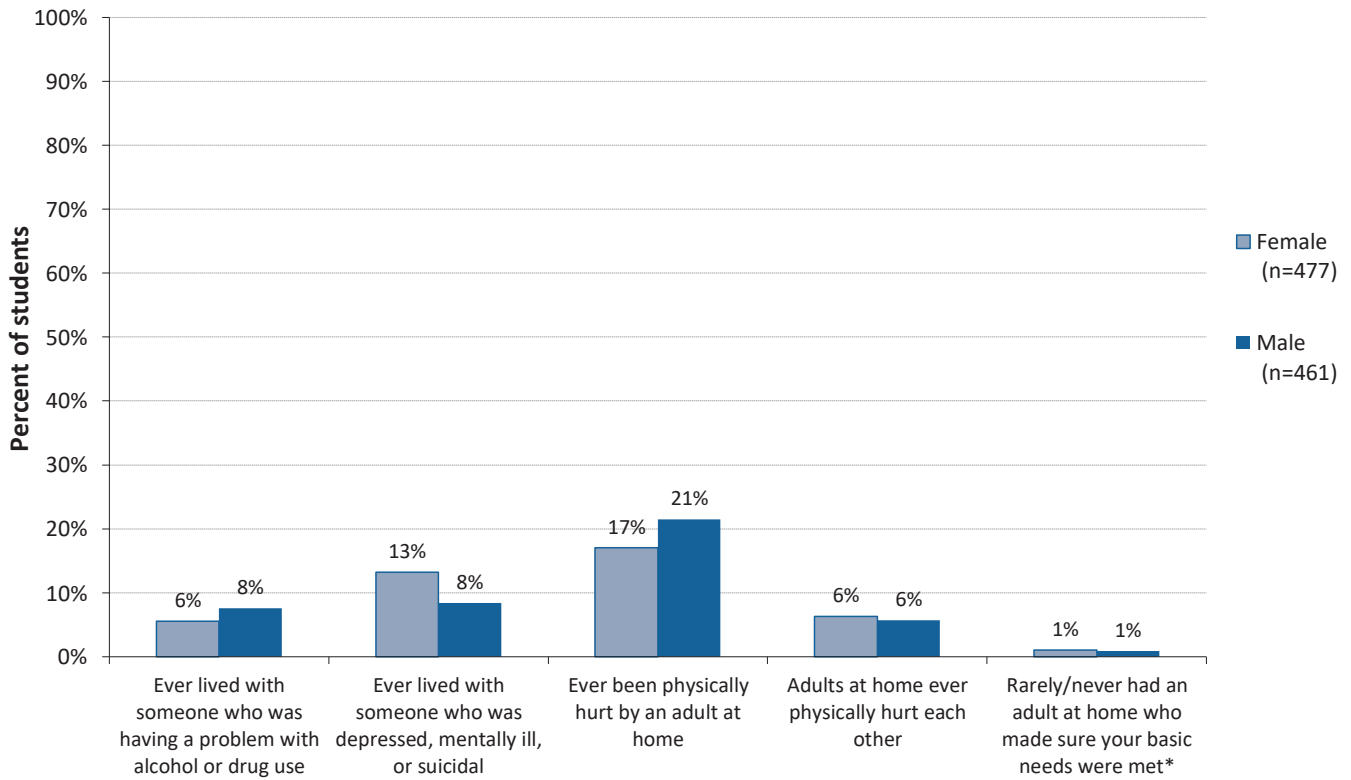


Figure 7-5A. Adverse Childhood Experiences by Sex, 2021

Wellesley Middle School (Grades 6-8)

MetroWest Adolescent Health Survey

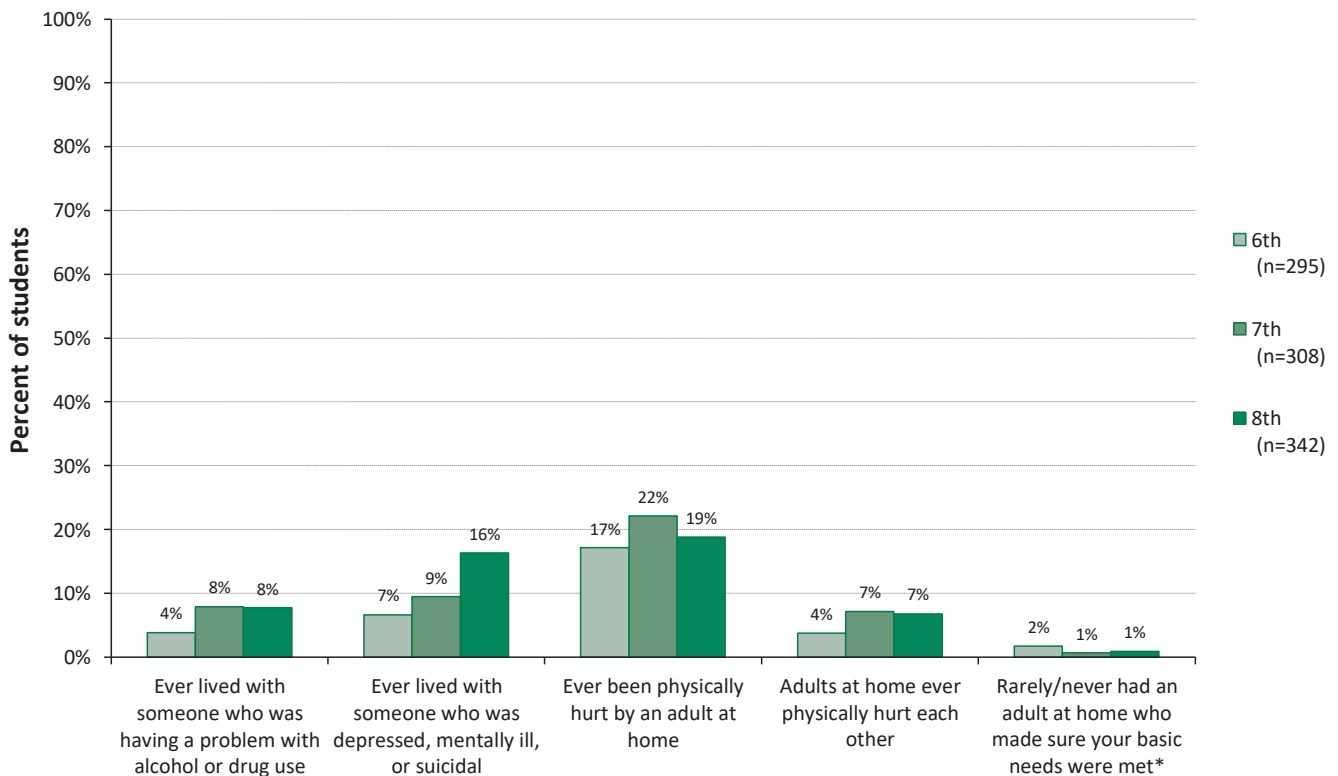


* Basic needs include looking after your safety, making sure you had clean clothes, and providing you enough to eat.

Figure 7-5B. Adverse Childhood Experiences by Grade, 2021

Wellesley Middle School (Grades 6-8)

MetroWest Adolescent Health Survey

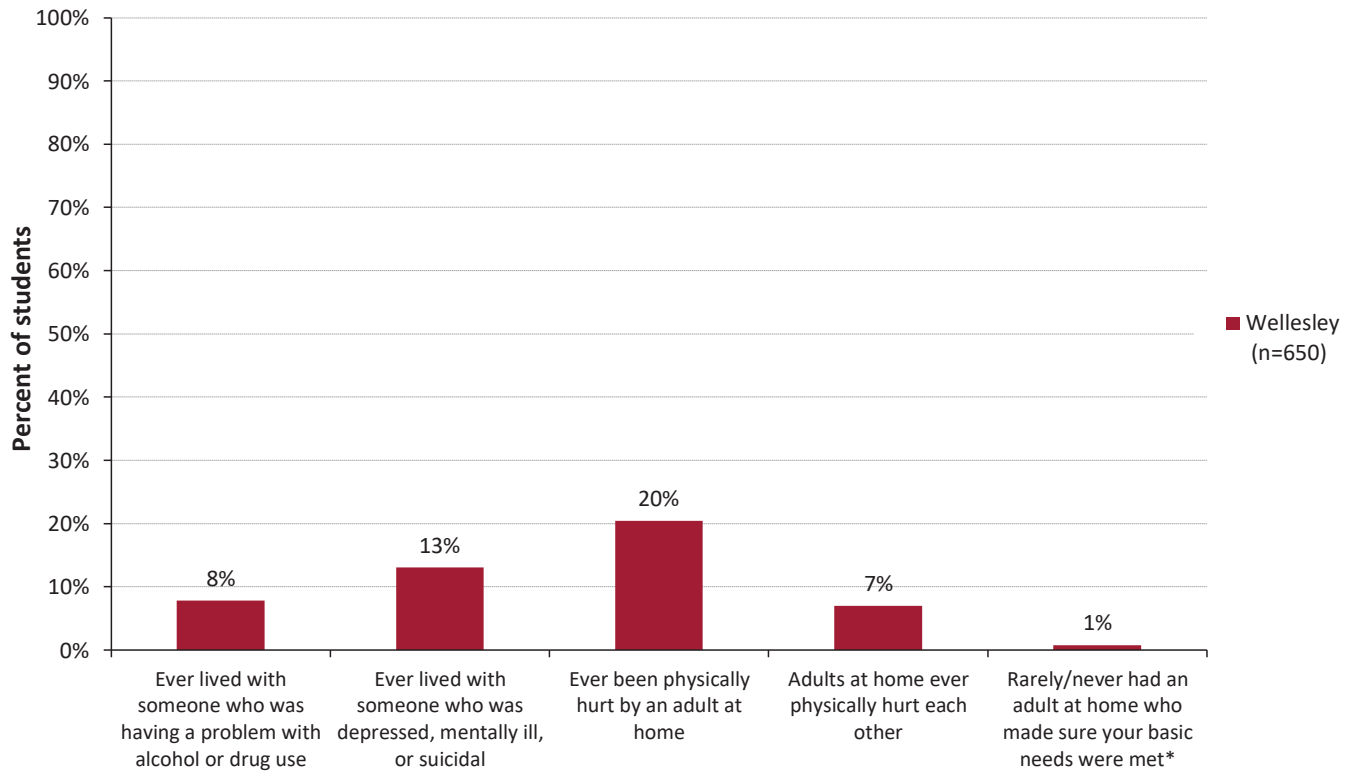


* Basic needs include looking after your safety, making sure you had clean clothes, and providing you enough to eat.

Figure 7-5C. Adverse Childhood Experiences, 2021

Wellesley Middle School (Grades 7-8)

MetroWest Adolescent Health Survey

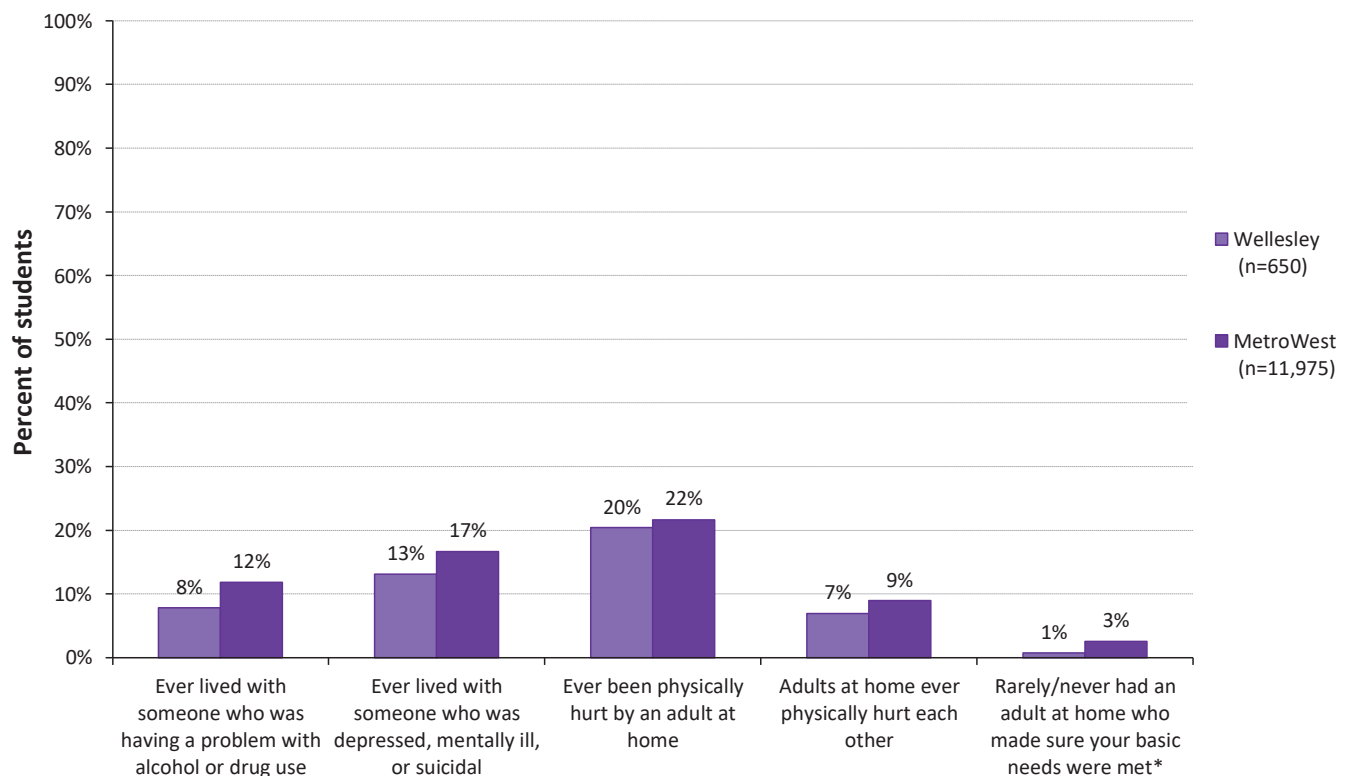


* Basic needs include looking after your safety, making sure you had clean clothes, and providing you enough to eat.

Figure 7-5D. Adverse Childhood Experiences at the District and Regional Levels, 2021

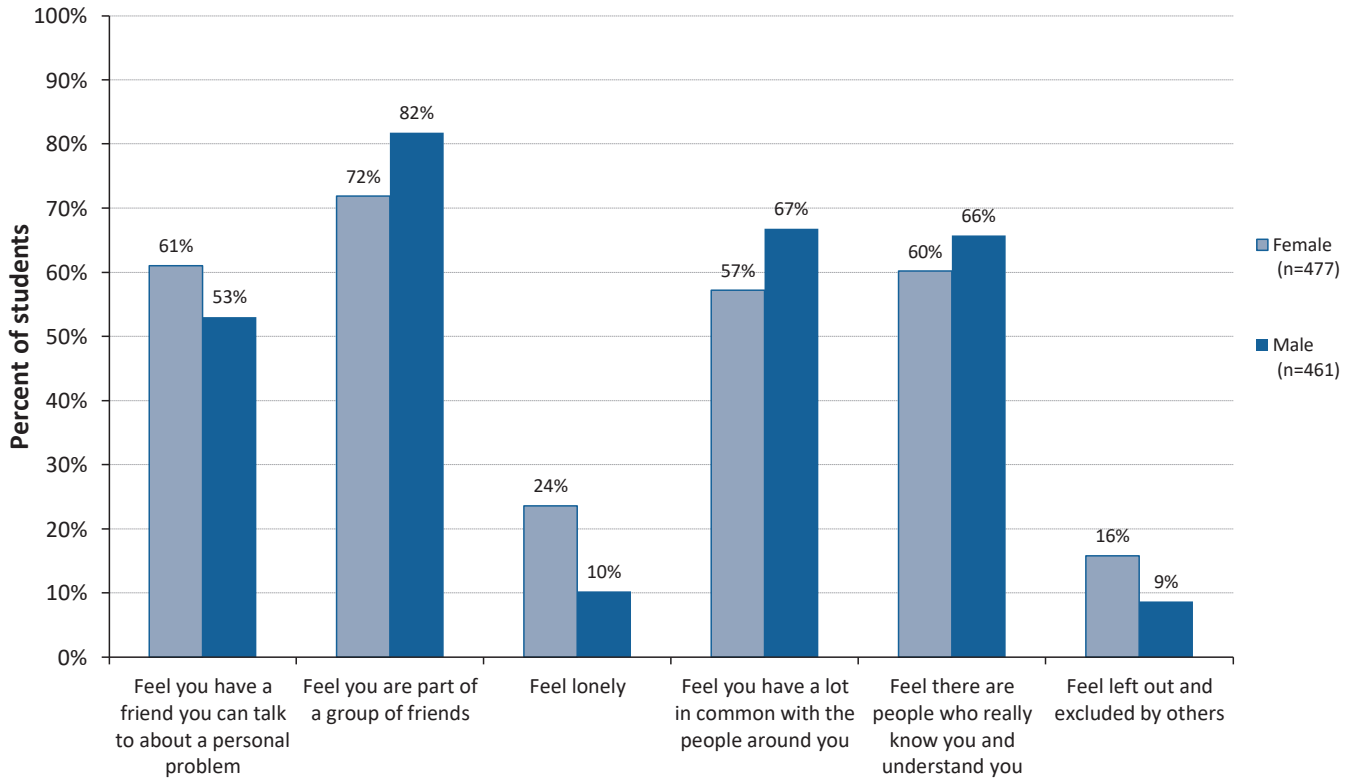
Wellesley Middle School (Grades 7-8)

MetroWest Adolescent Health Survey



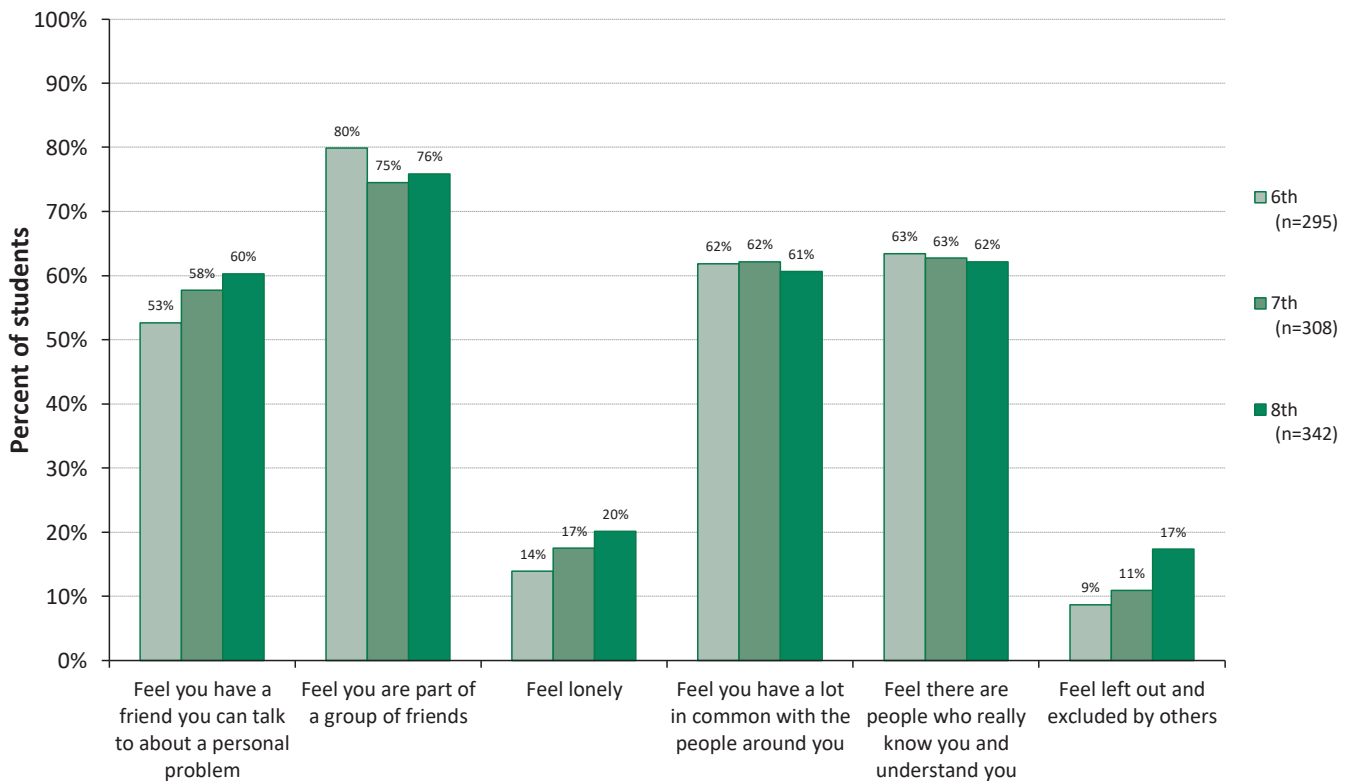
* Basic needs include looking after your safety, making sure you had clean clothes, and providing you enough to eat.

Figure 7-6A. Peer Support* by Sex, 2021
Wellesley Middle School (Grades 6-8)
MetroWest Adolescent Health Survey



* Student responded "often" or "very often"

Figure 7-6B. Peer Support* by Grade, 2021
Wellesley Middle School (Grades 6-8)
MetroWest Adolescent Health Survey

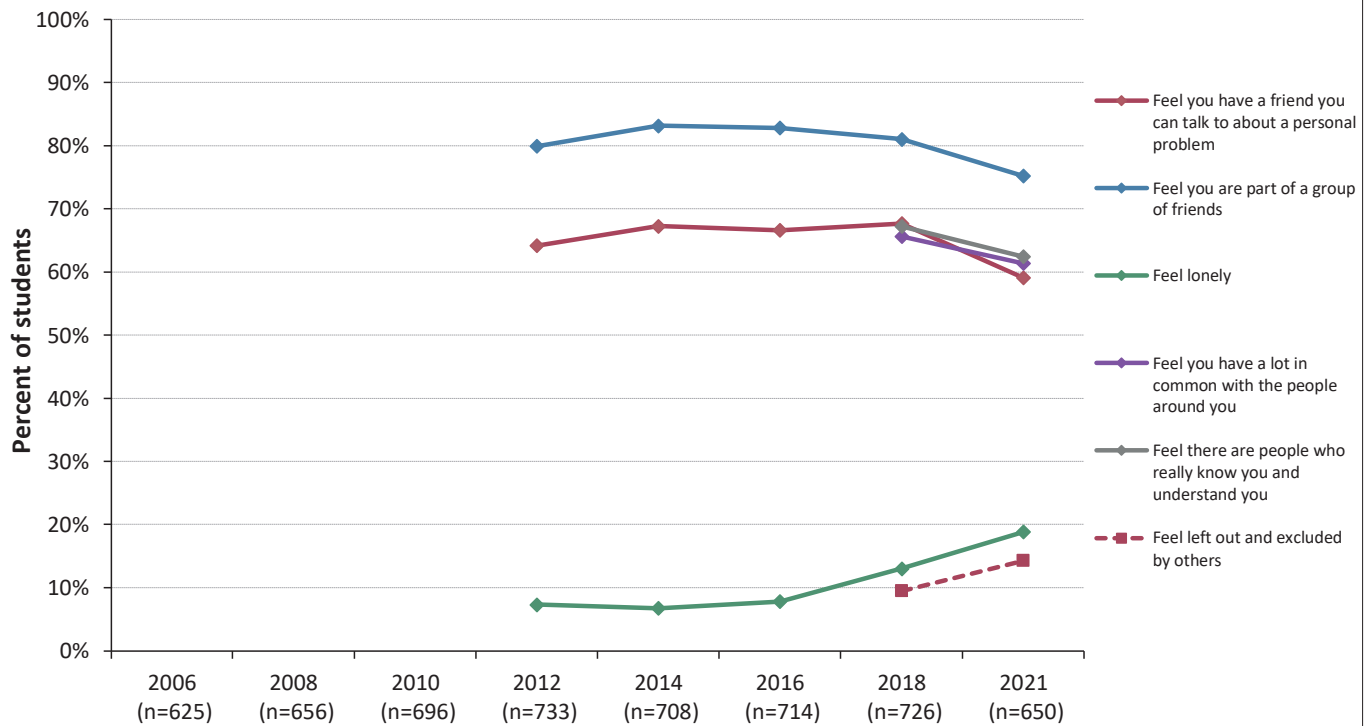


* Student responded "often" or "very often"

Figure 7-6C. Peer Support*, 2006-2021

Wellesley Middle School (Grades 7-8)

MetroWest Adolescent Health Survey

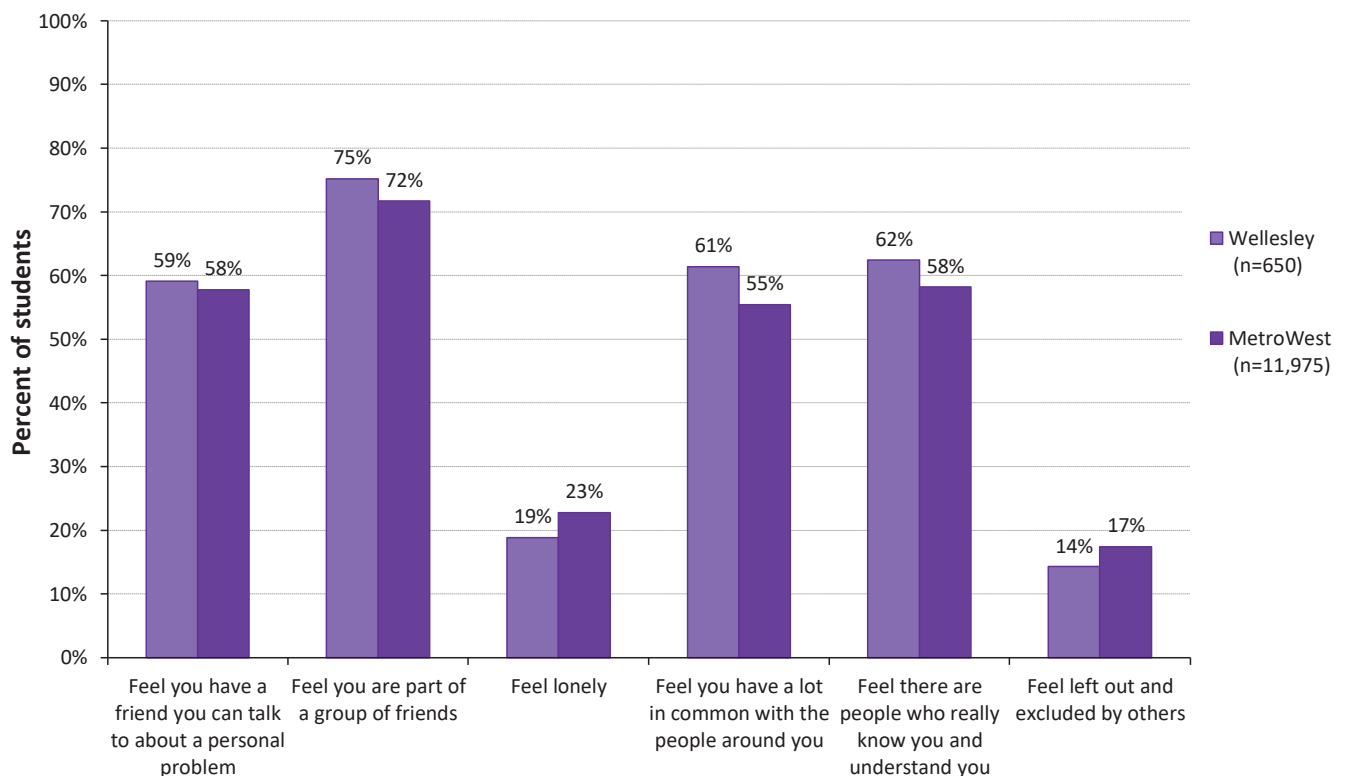


* Student responded "often" or "very often"

Figure 7-6D. Peer Support* at the District and Regional Levels, 2021

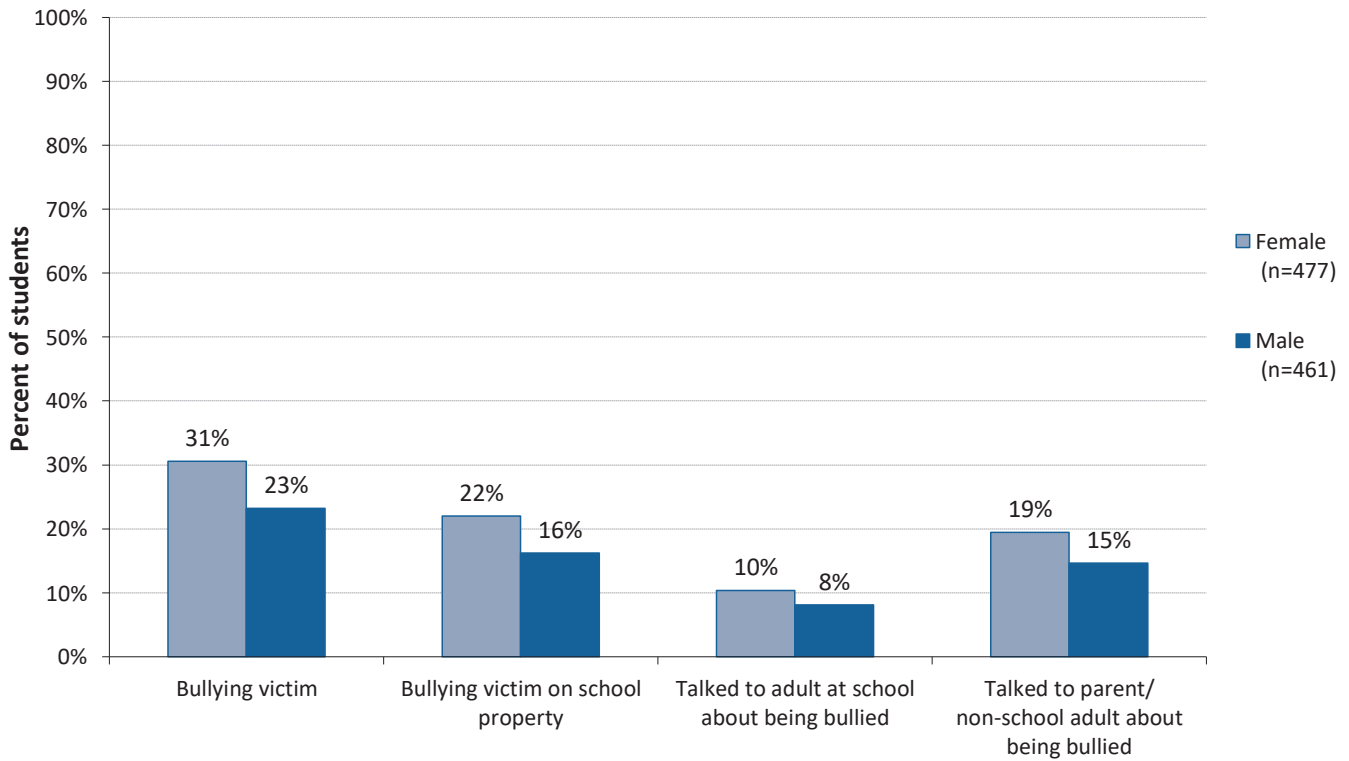
Wellesley Middle School (Grades 7-8)

MetroWest Adolescent Health Survey



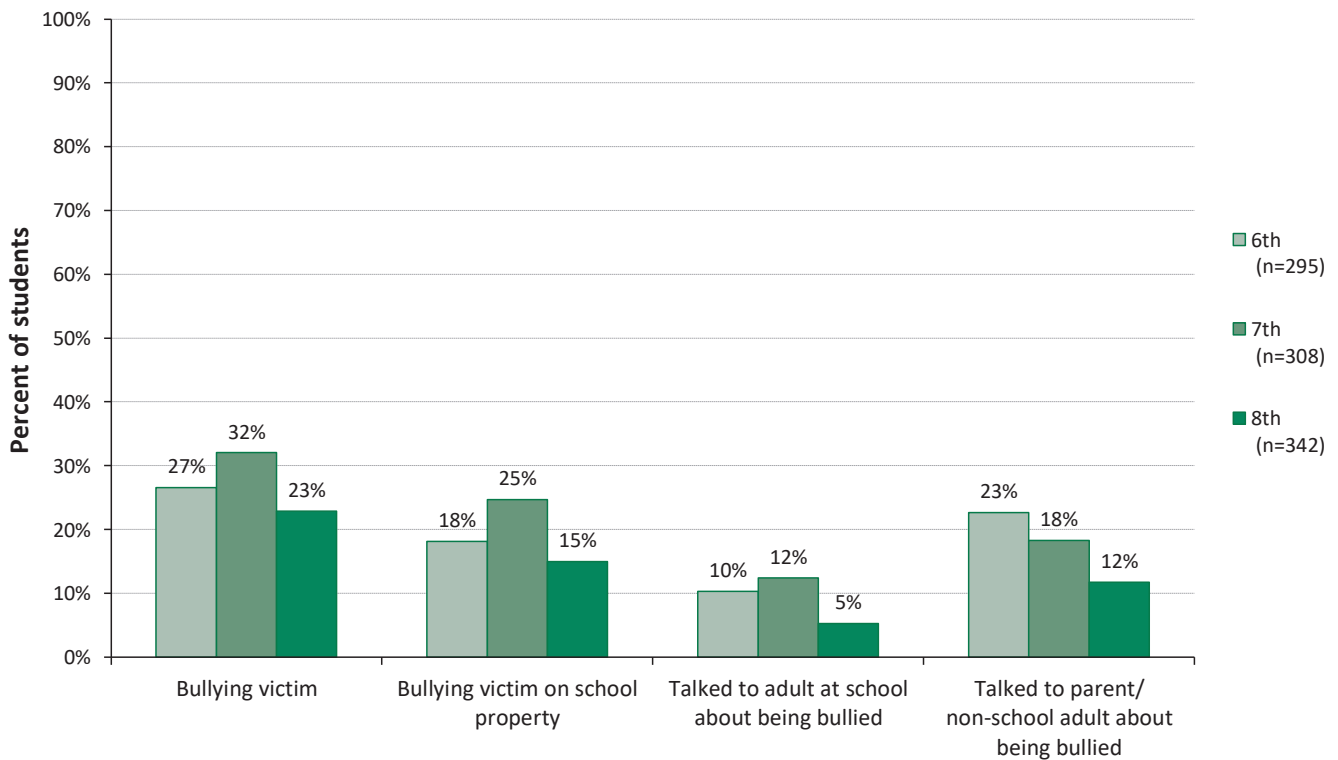
* Student responded "often" or "very often"

Figure 7-7A. Bullying* and Adult Support by Sex, 2021
Wellesley Middle School (Grades 6-8)
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 7-7B. Bullying* and Adult Support by Grade, 2021
Wellesley Middle School (Grades 6-8)
MetroWest Adolescent Health Survey

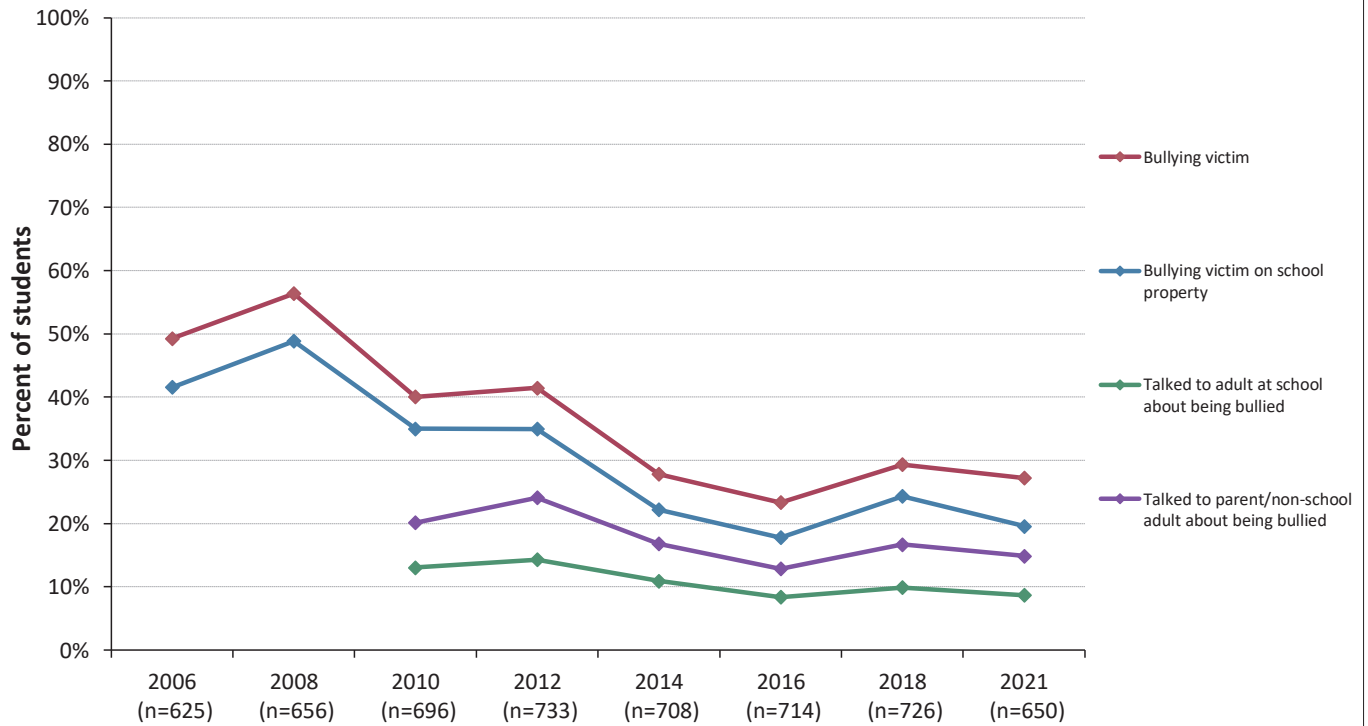


* In the past 12 months; bullying defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again

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

Wellesley Middle School (Grades 7-8)

MetroWest Adolescent Health Survey

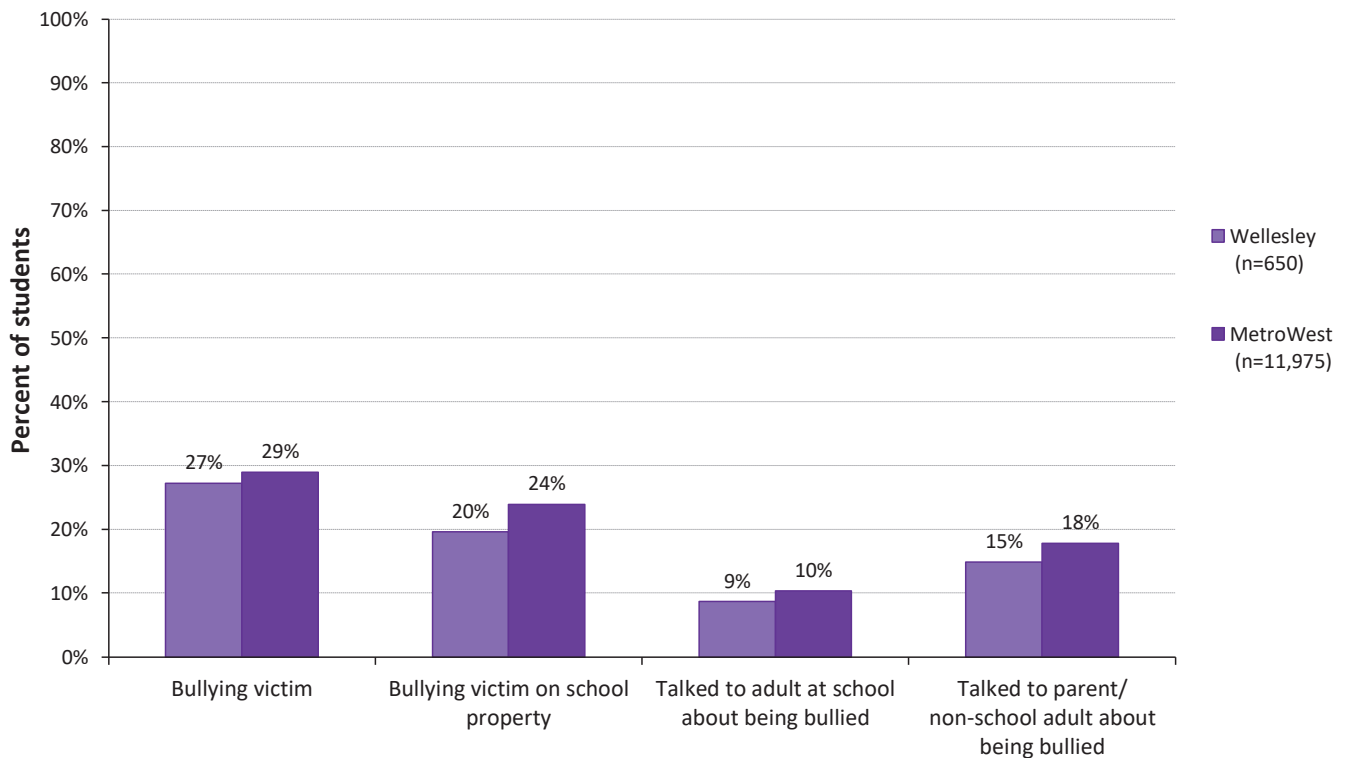


* In the past 12 months; bullying defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again

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

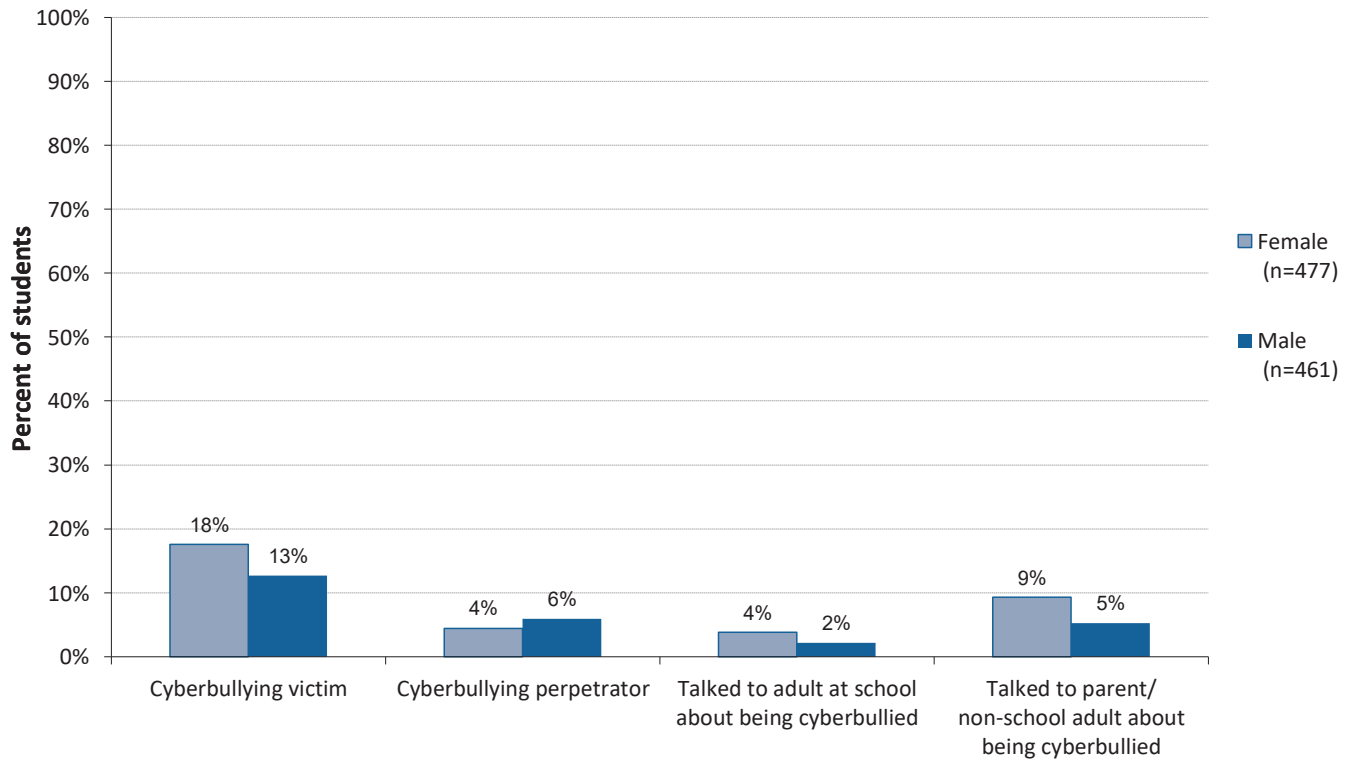
Wellesley Middle School (Grades 7-8)

MetroWest Adolescent Health Survey



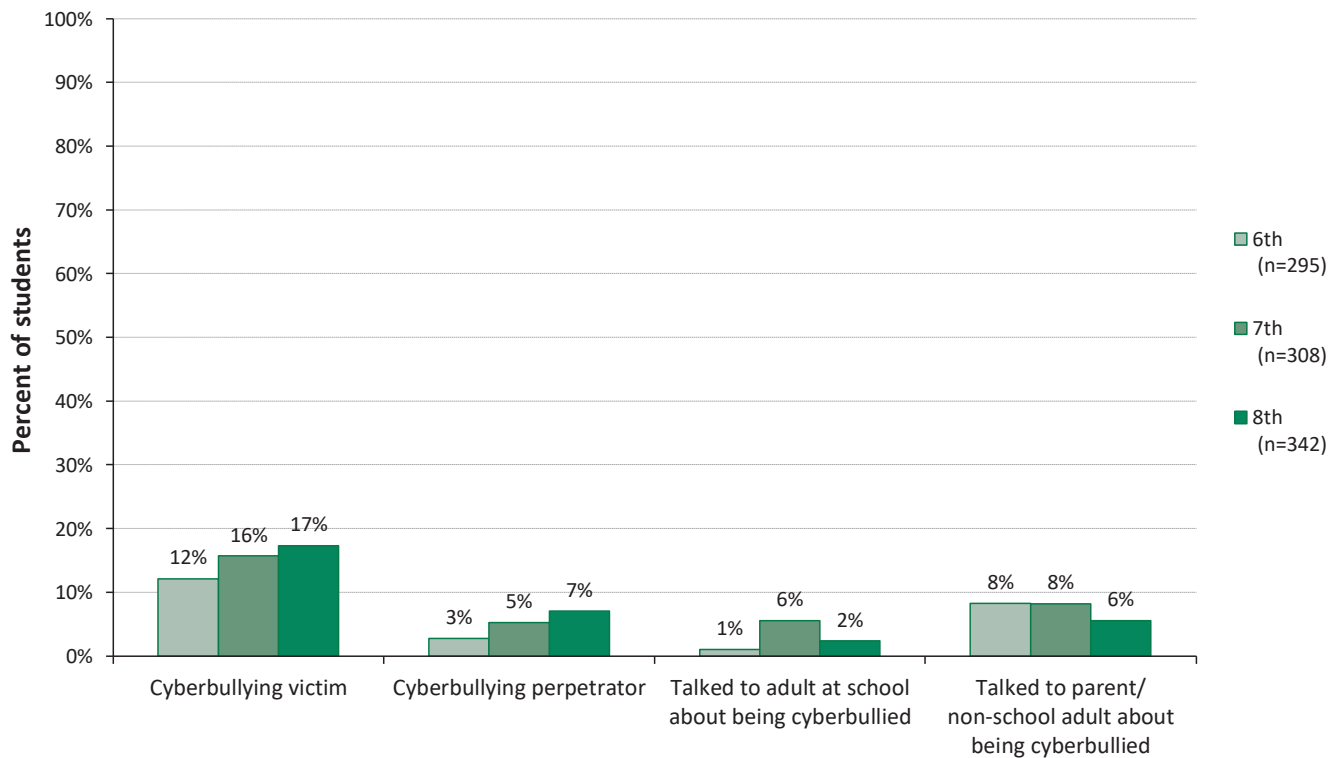
* In the past 12 months; bullying defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again

Figure 7-8A. Cyberbullying* and Adult Support by Sex, 2021
Wellesley Middle School (Grades 6-8)
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 7-8B. Cyberbullying* and Adult Support by Grade, 2021
Wellesley Middle School (Grades 6-8)
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 7-8C. Cyberbullying* and Adult Support, 2006-2021

Wellesley Middle School (Grades 7-8)

MetroWest Adolescent Health Survey

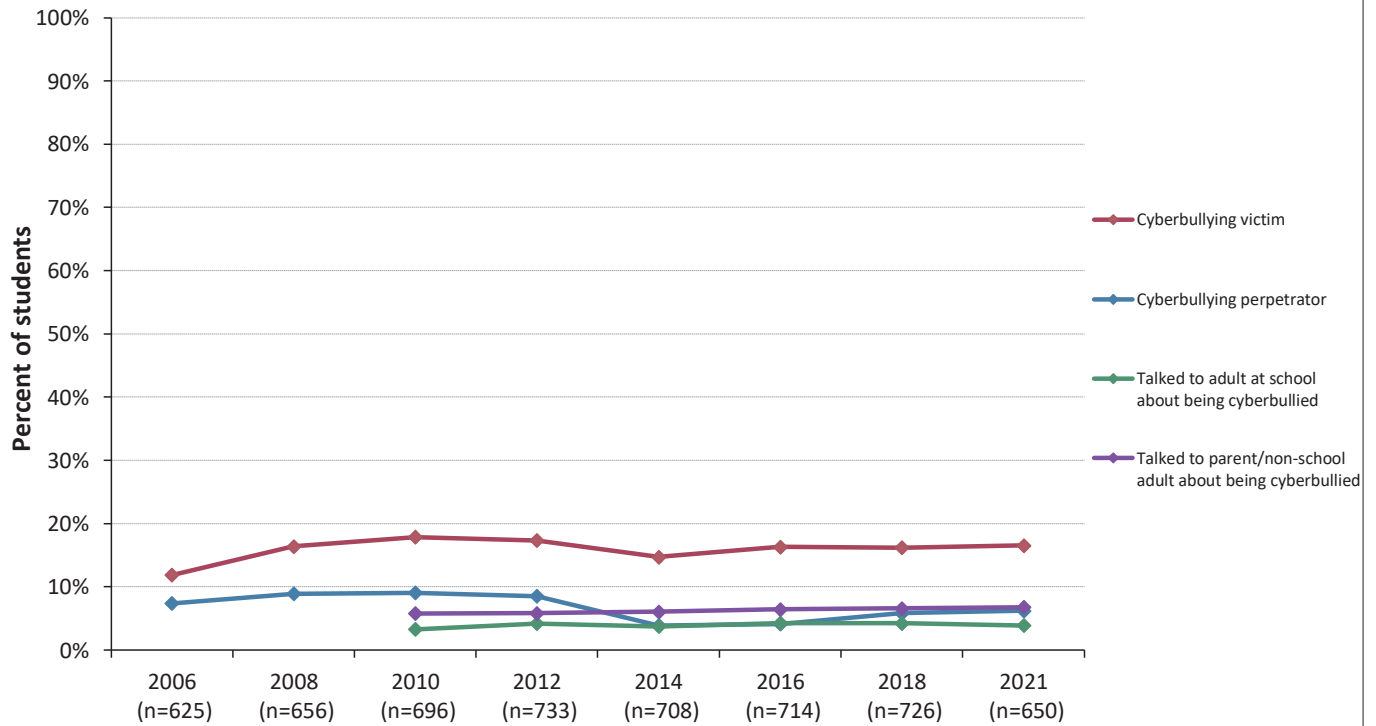
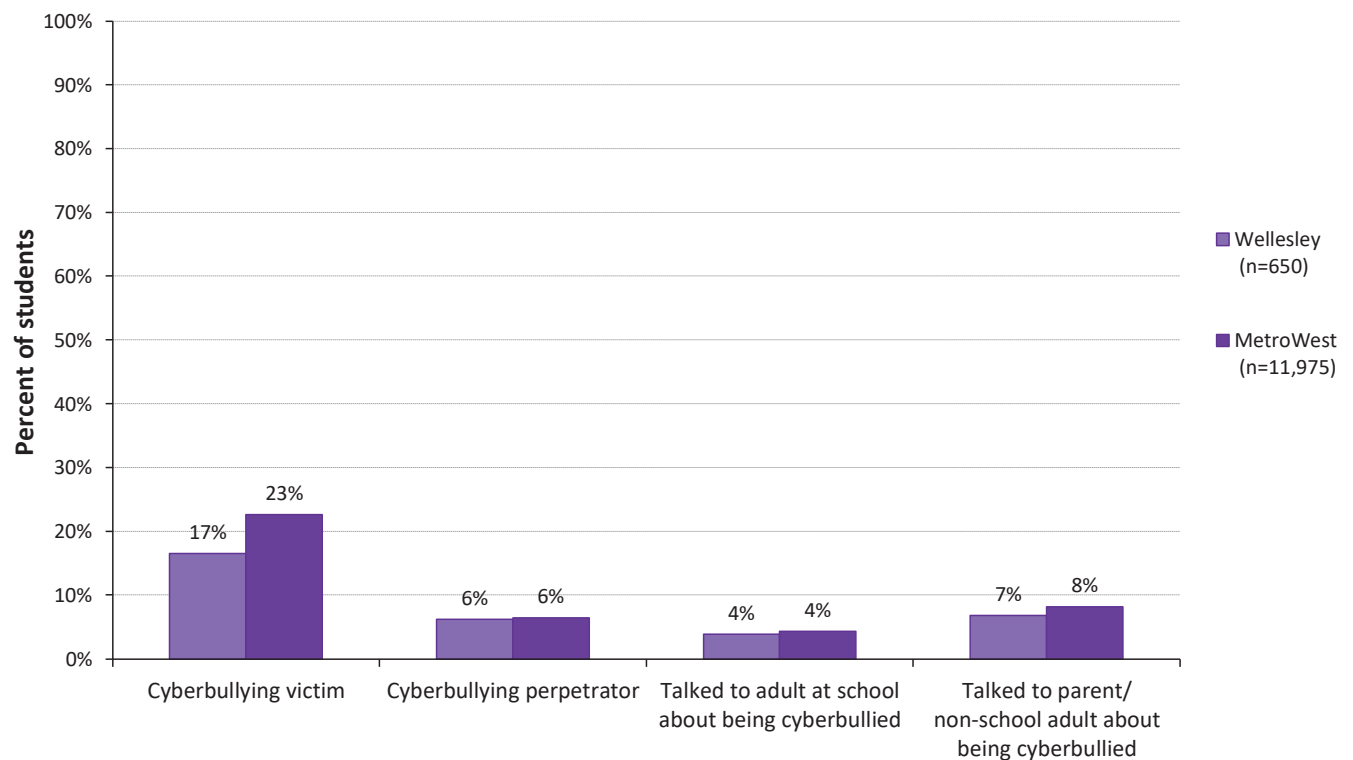


Figure 7-8D. Cyberbullying* and Adult Support at the District and Regional Levels, 2021

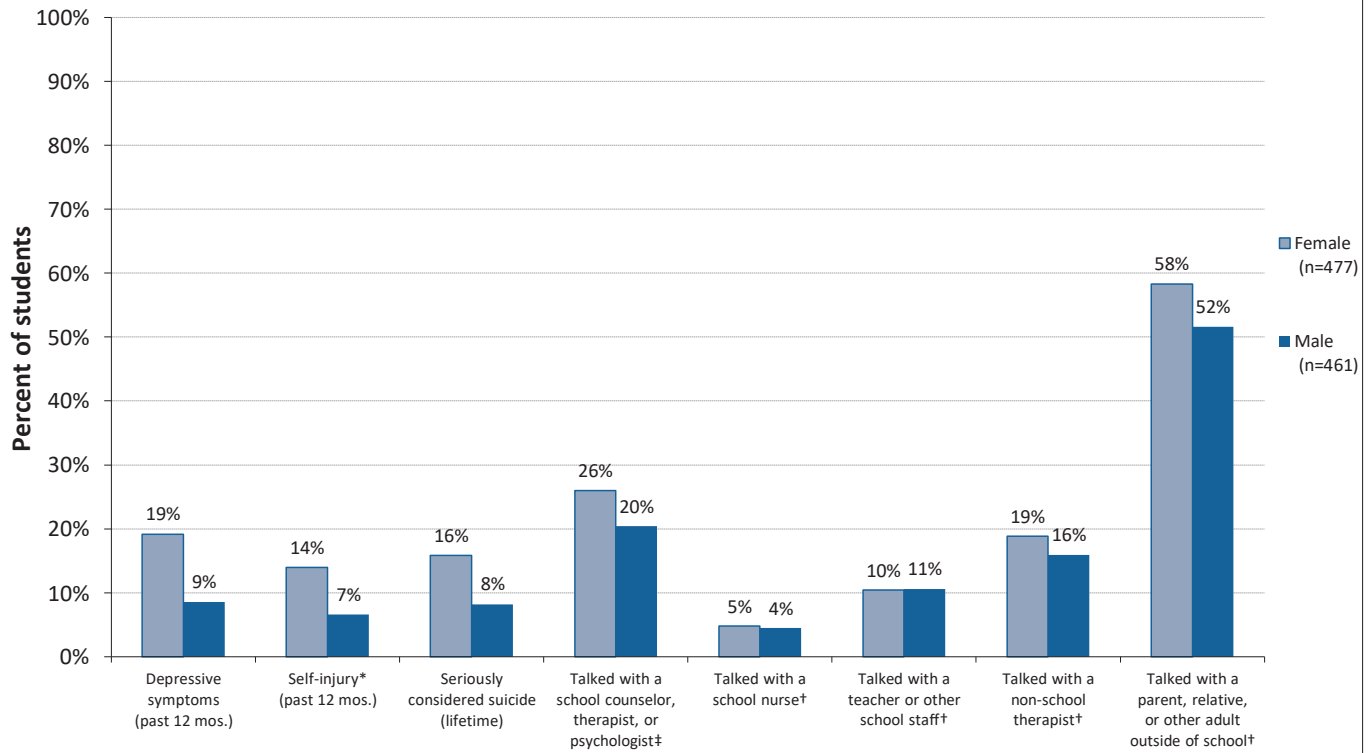
Wellesley Middle School (Grades 7-8)

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

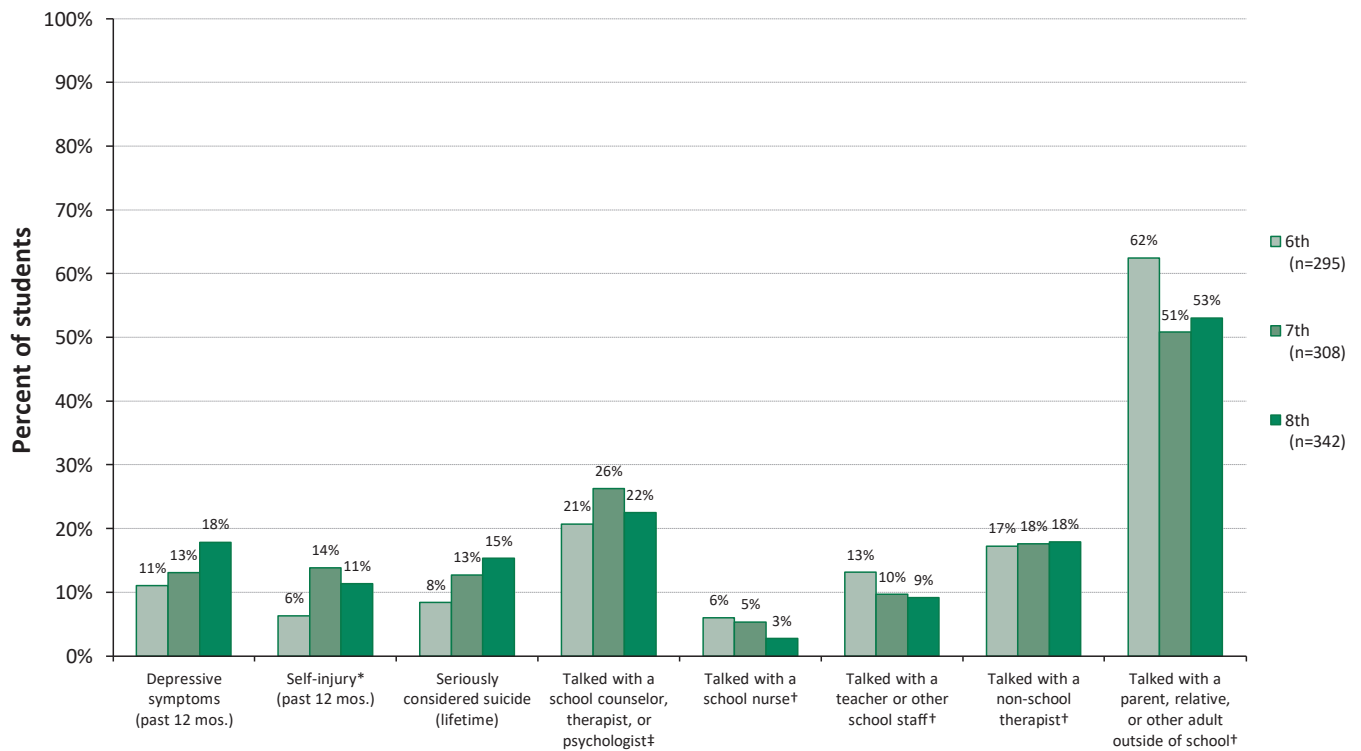
Figure 7-9A. Mental Health and Adult Support* by Sex, 2021
Wellesley Middle School (Grades 6-8)
MetroWest Adolescent Health Survey



* 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 7-9B. Mental Health and Adult Support* by Grade, 2021
Wellesley Middle School (Grades 6-8)
MetroWest Adolescent Health Survey



* In the past 12 months

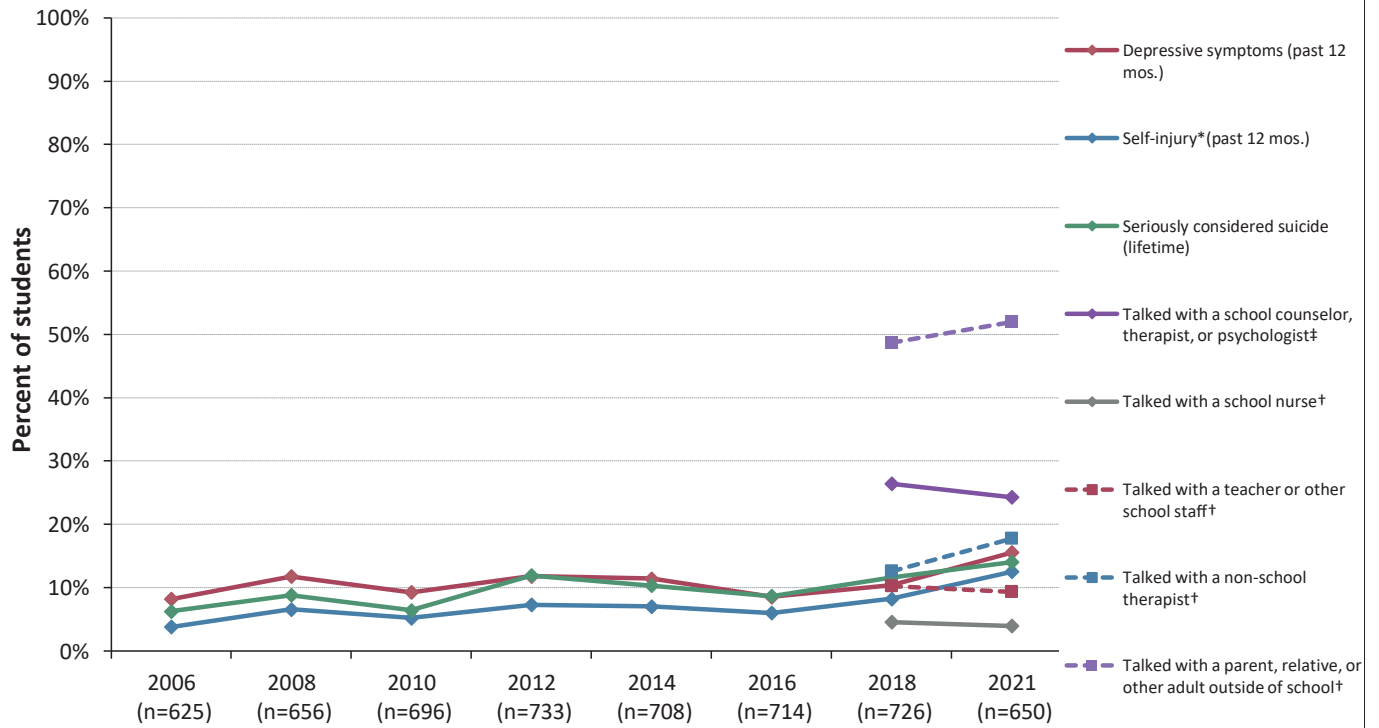
† For example, by cutting, burning, or bruising yourself on purpose

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

Figure 7-9C. Mental Health and Adult Support*, 2006-2021

Wellesley Middle School (Grades 7-8)

MetroWest Adolescent Health Survey



* In the past 12 months

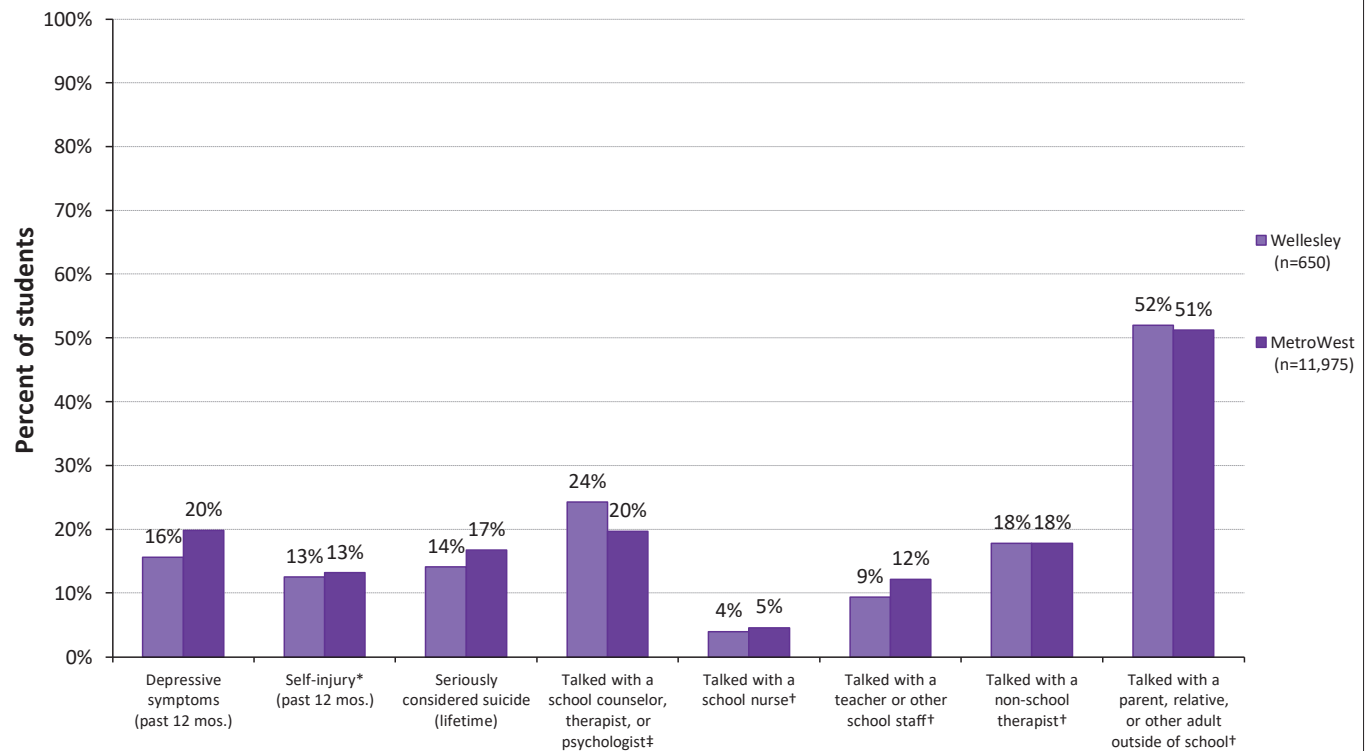
† For example, by cutting, burning, or bruising yourself on purpose

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

Figure 7-9D. Mental Health and Adult Support* at the District and Regional Levels, 2021

Wellesley Middle School (Grades 7-8)

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 7-1A. School Connectedness, Engagement, and Climate by Sex and Grade, 2021
Wellesley Middle School (Grades 6-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>		
	(945)	Female (477)	Male (461)	6 th (295)	7 th (308)	8 th (342)
<i>SCHOOL CONNECTEDNESS (agree/strongly agree)</i>						
I feel close to people at school.	62.5	59.5	66.2	64.1	61.3	62.3
I feel like I am part of this school.	67.6	64.2	71.8	71.5	63.4	68.3
I am happy to be at this school.	65.0	62.5	67.6	75.4	62.4	58.4
The teachers at this school treat students fairly.	62.9	60.9	65.1	71.5	59.6	58.6
I feel safe in my school.	82.0	78.6	86.5	83.0	79.2	83.7
<i>SCHOOL ENGAGEMENT (most of the time/always)</i>						
Try as hard as you can in school	85.7	87.8	83.6	94.3	82.8	85.7
Enjoy your schoolwork	24.8	23.3	26.4	34.3	20.5	24.8
Find your schoolwork valuable	48.0	44.3	51.8	61.0	45.7	48.0
<i>SCHOOL CLIMATE (agree/strongly agree)</i>						
People of different cultural backgrounds, races, or ethnicities get along well at this school.	78.8	75.8	82.2	85.1	77.3	78.8
At this school, students work on listening to others to understand what they are trying to say.	59.8	56.0	64.0	69.3	56.5	59.8
At this school, all students are treated equally.	63.3	57.7	69.4	72.7	59.0	63.3
At this school, teachers/school staff show respect for all students' cultural beliefs and practices.	82.0	80.6	83.7	85.5	78.2	82.0
At this school, students show respect for each other.	58.1	52.4	64.2	65.6	59.0	58.1
School rules are applied equally to all students.	71.6	68.3	75.4	78.8	68.0	71.6

Table 7-1C. School Connectedness, Engagement, and Climate at the District and Regional Levels, 2021
Wellesley Middle School (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> <i>(650)</i>	<u>MetroWest Region</u> <i>(11,975)</i>
<i>SCHOOL CONNECTEDNESS (agree/strongly agree)</i>		
I feel close to people at school.	61.8	62.8
I feel like I am part of this school.	65.9	64.5
I am happy to be at this school.	60.3	58.3
The teachers at this school treat students fairly.	59.1	61.8
I feel safe in my school.	81.6	73.3
<i>SCHOOL ENGAGEMENT (most of the time/always)</i>		
Try as hard as you can in school	81.9	82.8
Enjoy your schoolwork	20.6	22.1
Find your schoolwork valuable	42.3	43.8
<i>SCHOOL CLIMATE (agree/strongly agree)</i>		
People of different cultural backgrounds, races, or ethnicities get along well at this school.	75.9	78.2
At this school, students work on listening to others to understand what they are trying to say.	55.5	51.9
At this school, all students are treated equally.	59.0	57.5
At this school, teachers/school staff show respect for all students' cultural beliefs and practices.	80.5	78.3
At this school, students show respect for each other.	54.7	48.7
School rules are applied equally to all students.	68.4	67.5

Table 7-2A. Adult Support and Peer Support by Sex and Grade, 2021
Wellesley Middle School (Grades 6-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>		
	(945)	Female (477)	Male (461)	6 th (295)	7 th (308)	8 th (342)
ADULT SUPPORT OUTSIDE OF SCHOOL						
Have at least one parent/adult outside of school to talk to about things that are important to you	90.2	86.7	94.1	91.5	87.7	91.4
Ate dinner at home with parent(s)/guardian(s) on 5 or more days (past 7 days)	89.6	86.8	92.5	92.4	89.4	87.4
Parents/adults in your family have clear rules and consequences for your behavior (agree/strongly agree)	81.5	79.6	83.4	82.0	81.9	80.7
Talked to a parent/adult outside of school about being bullied*	17.3	19.5	14.7	22.7	18.3	11.8
Talked to a parent/adult outside of school about being cyberbullied*	7.3	9.3	5.3	8.3	8.2	5.6
Talked with a parent, relative, or other adult outside of school about emotional challenges or problems*	55.2	58.3	51.6	62.5	50.8	53.0
ADVERSE CHILDHOOD EXPERIENCES						
Ever lived with someone who was having a problem with alcohol or drug use	6.6	5.5	7.6	3.8	7.9	7.7
Ever lived with someone who was depressed, mentally ill, or suicidal	11.1	13.2	8.4	6.6	9.5	16.3
Ever been hit, beat, kicked, or physically hurt by an adult in your home	19.4	17.0	21.5	17.1	22.1	18.8
Adults in your home have slapped, hit, kicked, punched, or beat each other up	6.0	6.3	5.7	3.8	7.1	6.8
There has been an adult in your household who tried hard to make sure your basic needs were met (rarely/never) [†]	1.1	1.1	0.9	1.7	0.7	0.9
PEER SUPPORT (often/very often)						
Feel you have a friend you can talk to about a personal problem	57.1	61.0	53.0	52.6	57.8	60.3
Feel you are part of a group of friends	76.6	71.9	81.7	79.9	74.5	75.8
Feel lonely	17.3	23.6	10.2	13.9	17.5	20.1
Feel you have a lot in common with the people around you	61.5	57.2	66.7	61.8	62.1	60.7
Feel there are people who really know you and understand you	62.7	60.2	65.7	63.4	62.7	62.2
Feel left out and excluded by others	12.6	15.8	8.7	8.7	10.9	17.4

* 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 7-2B. Adult Support and Peer Support, 2006-2021
Wellesley Middle School (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 (625)	2008 (656)	2010 (696)	2012 (733)	2014 (708)	2016 (714)	2018 (726)	2021 (650)
ADULT SUPPORT OUTSIDE OF SCHOOL								
Have at least one parent/adult outside of school to talk to about things that are important to you	93.1	89.9	87.5	92.9	93.7	92.5	91.5	89.6
Ate dinner at home with parent(s)/guardian(s) on 5 or more days (past 7 days)	–	–	–	84.6	87.6	87.9	84.7	88.3
Parents/adults in your family have clear rules and consequences for your behavior (agree/strongly agree)	–	–	–	–	–	–	–	81.3
Talked to a parent/adult outside of school about being bullied*	–	–	20.1	24.1	16.8	12.9	16.7	14.9
Talked to a parent/adult outside of school about being cyberbullied*	–	–	5.8	5.8	6.0	6.4	6.6	6.8
Talked with a parent, relative, or other adult outside of school about emotional challenges or problems*	–	–	–	–	–	–	48.7	52.0
ADVERSE CHILDHOOD EXPERIENCES								
Ever lived with someone who was having a problem with alcohol or drug use	–	–	–	–	–	–	–	7.8
Ever lived with someone who was depressed, mentally ill, or suicidal	–	–	–	–	–	–	–	13.1
Ever been hit, beat, kicked, or physically hurt by an adult in your home	–	–	–	–	–	–	–	20.4
Adults in your home have slapped, hit, kicked, punched, or beat each other up	–	–	–	–	–	–	–	6.9
There has been an adult in your household who tried hard to make sure your basic needs were met (rarely/never) [†]	–	–	–	–	–	–	–	0.8
PEER SUPPORT (often/very often)								
Feel you have a friend you can talk to about a personal problem	–	–	–	64.2	67.2	66.6	67.7	59.1
Feel you are part of a group of friends	–	–	–	79.9	83.2	82.8	81.0	75.2
Feel lonely	–	–	–	7.3	6.7	7.8	13.0	18.9
Feel you have a lot in common with the people around you	–	–	–	–	–	–	65.7	61.4
Feel there are people who really know you and understand you	–	–	–	–	–	–	67.2	62.4
Feel left out and excluded by others	–	–	–	–	–	–	9.5	14.3

Table 7-2C. Adult Support and Peer Support at the District and Regional Levels, 2021
Wellesley Middle School (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> <i>(650)</i>	<u>MetroWest Region</u> <i>(11,975)</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	89.6	88.3
Ate dinner at home with parent(s)/guardian(s) on 5 or more days (past 7 days)	88.3	83.1
Parents/adults in your family have clear rules and consequences for your behavior (agree/strongly agree)	81.3	82.6
Talked to a parent/adult outside of school about being bullied*	14.9	17.8
Talked to a parent/adult outside of school about being cyberbullied*	6.8	8.2
Talked with a parent, relative, or other adult outside of school about emotional challenges or problems*	52.0	51.2
ADVERSE CHILDHOOD EXPERIENCES		
Ever lived with someone who was having a problem with alcohol or drug use	7.8	11.8
Ever lived with someone who was depressed, mentally ill, or suicidal	13.1	16.7
Ever been hit, beat, kicked, or physically hurt by an adult in your home	20.4	21.6
Adults in your home have slapped, hit, kicked, punched, or beat each other up	6.9	8.9
There has been an adult in your household who tried hard to make sure your basic needs were met (rarely/never) [†]	0.8	2.6
PEER SUPPORT (often/very often)		
Feel you have a friend you can talk to about a personal problem	59.1	57.8
Feel you are part of a group of friends	75.2	71.7
Feel lonely	18.9	22.8
Feel you have a lot in common with the people around you	61.4	55.4
Feel there are people who really know you and understand you	62.4	58.2
Feel left out and excluded by others	14.3	17.4

Table 7-3A. Adult Support at School by Sex and Grade, 2021
Wellesley Middle School (Grades 6-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>		
	(945)	Female (477)	Male (461)	6 th (295)	7 th (308)	8 th (342)
ADULT SUPPORT AT SCHOOL						
Have at least one teacher/adult at school to talk to if you have a problem	71.2	68.4	74.3	72.7	68.1	72.8
Talked to a teacher/adult from your school about a personal problem*	31.8	33.6	29.8	32.0	35.2	28.7
Talked to a teacher/adult at school about being bullied*	9.2	10.4	8.1	10.3	12.4	5.3
Talked to a teacher/adult at school about being cyberbullied*	3.0	3.8	2.2	1.0	5.6	2.3
Talked with a school counselor, school therapist, or school psychologist about emotional challenges or problems*	23.2	26.0	20.4	20.7	26.2	22.5
Talked with a school nurse about emotional challenges or problems*	4.6	4.8	4.5	6.0	5.3	2.7
Talked with a teacher or other school staff about emotional challenges or problems*	10.5	10.4	10.6	13.1	9.7	9.1
There is a teacher or some other adult who really cares about me. [†]	54.4	52.8	56.5	58.1	52.9	52.7
There is a teacher or some other adult who tells me when I do a good job. [†]	74.0	71.1	77.6	77.9	73.6	71.0
There is a teacher or some other adult who notices when I'm not there. [†]	66.2	63.8	68.9	74.0	62.8	62.9
There is a teacher or some other adult who always wants me to do my best. [†]	83.3	80.3	86.4	88.3	79.7	82.4
There is a teacher or some other adult who listens to me when I have something to say. [†]	73.4	68.8	78.2	75.3	72.1	72.9
There is a teacher or some other adult who believes that I will be a success. [†]	72.0	67.8	76.4	77.3	70.0	69.3
TRAUMA-INFORMED SCHOOL ENVIRONMENT[‡]						
Teachers/adults at school notice when students are in distress. [§]	33.7	37.7	29.1	24.4	34.9	40.4
Teachers/adults at school understand how being in distress can affect a student's behavior in class. [§]	27.0	32.1	21.8	16.5	26.1	36.7
Teachers/adults at school help students in distress get help and support at school. [§]	21.8	23.2	20.5	13.3	22.6	28.4

* 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 7-3B. Adult Support at School, 2006-2021
Wellesley Middle School (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 (625)	2008 (656)	2010 (696)	2012 (733)	2014 (708)	2016 (714)	2018 (726)	2021 (650)
ADULT SUPPORT AT SCHOOL								
Have at least one teacher/adult at school to talk to if you have a problem	63.6	63.1	61.5	71.7	73.8	73.4	74.6	70.5
Talked to a teacher/adult from your school about a personal problem*	–	–	30.1	31.5	26.6	32.2	37.8	31.8
Talked to a teacher/adult at school about being bullied*	–	–	13.0	14.3	10.9	8.4	9.9	8.7
Talked to a teacher/adult at school about being cyberbullied*	–	–	3.3	4.2	3.7	4.3	4.2	3.9
Talked with a school counselor, school therapist, or school psychologist about emotional challenges or problems*	–	–	–	–	–	–	26.5	24.3
Talked with a school nurse about emotional challenges or problems*	–	–	–	–	–	–	4.6	4.0
Talked with a teacher or other school staff about emotional challenges or problems*	–	–	–	–	–	–	10.3	9.4
There is a teacher or some other adult who really cares about me. [†]	–	–	–	–	–	–	–	52.8
There is a teacher or some other adult who tells me when I do a good job. [†]	–	–	–	–	–	–	–	72.3
There is a teacher or some other adult who notices when I'm not there. [†]	–	–	–	–	–	–	–	62.8
There is a teacher or some other adult who always wants me to do my best. [†]	–	–	–	–	–	–	–	81.1
There is a teacher or some other adult who listens to me when I have something to say. [†]	–	–	–	–	–	–	–	72.5
There is a teacher or some other adult who believes that I will be a success. [†]	–	–	–	–	–	–	–	69.6
TRAUMA-INFORMED SCHOOL ENVIRONMENT[‡]								
Teachers/adults at school notice when students are in distress. [§]	–	–	–	–	–	–	–	37.8
Teachers/adults at school understand how being in distress can affect a student's behavior in class. [§]	–	–	–	–	–	–	–	31.6
Teachers/adults at school help students in distress get help and support at school. [§]	–	–	–	–	–	–	–	25.6

* 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 7-3C. Adult Support at School at the District and Regional Levels, 2021
Wellesley Middle School (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> (650)	<u>MetroWest Region</u> (11,975)
ADULT SUPPORT AT SCHOOL		
Have at least one teacher/adult at school to talk to if you have a problem	70.5	66.2
Talked to a teacher/adult from your school about a personal problem*	31.8	28.7
Talked to a teacher/adult at school about being bullied*	8.7	10.3
Talked to a teacher/adult at school about being cyberbullied*	3.9	4.3
Talked with a school counselor, school therapist, or school psychologist about emotional challenges or problems*	24.3	19.7
Talked with a school nurse about emotional challenges or problems*	4.0	4.5
Talked with a teacher or other school staff about emotional challenges or problems*	9.4	12.2
There is a teacher or some other adult who really cares about me. [†]	52.8	53.9
There is a teacher or some other adult who tells me when I do a good job. [†]	72.3	74.5
There is a teacher or some other adult who notices when I'm not there. [†]	62.8	63.5
There is a teacher or some other adult who always wants me to do my best. [†]	81.1	81.7
There is a teacher or some other adult who listens to me when I have something to say. [†]	72.5	72.1
There is a teacher or some other adult who believes that I will be a success. [†]	69.6	72.1
TRAUMA-INFORMED SCHOOL ENVIRONMENT[‡]		
Teachers/adults at school notice when students are in distress. [§]	37.8	31.3
Teachers/adults at school understand how being in distress can affect a student's behavior in class. [§]	31.6	27.2
Teachers/adults at school help students in distress get help and support at school. [§]	25.6	23.0

* During the past 12 months

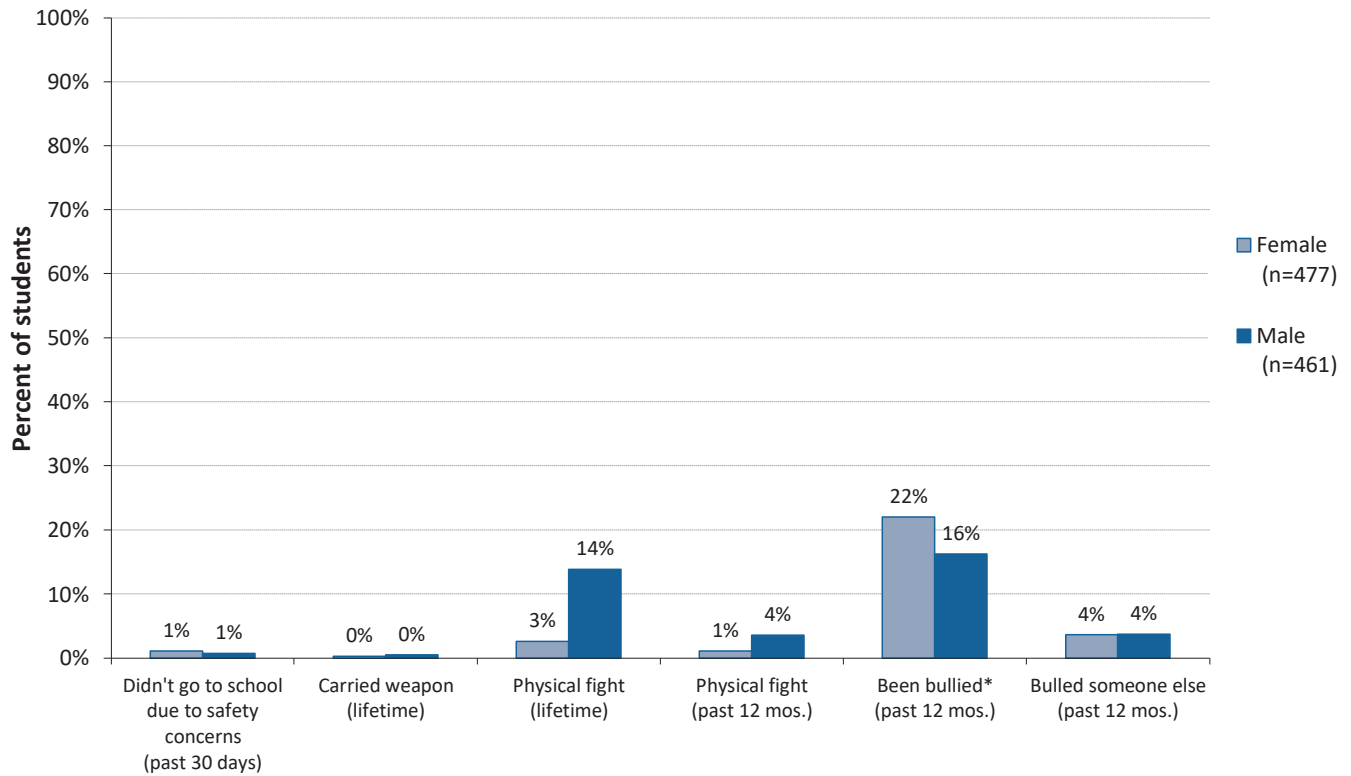
† Students responded "pretty true" or "very true"

‡ 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"

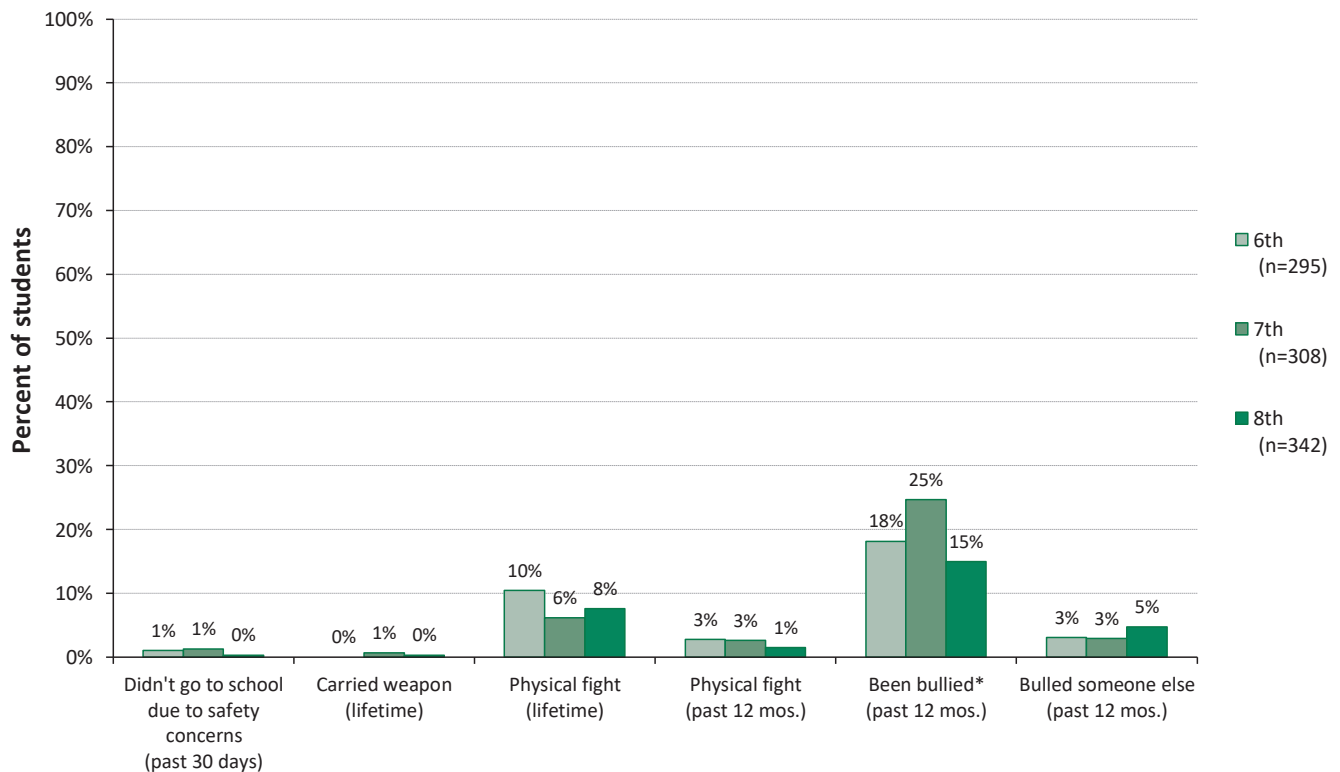
Section 8
Risk Behaviors on School Property

Figure 8-1A. Violence and Bullying on School Property by Sex, 2021
Wellesley Middle School (Grades 6-8)
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 8-1B. Violence and Bullying on School Property by Grade, 2021
Wellesley Middle School (Grades 6-8)
MetroWest Adolescent Health Survey

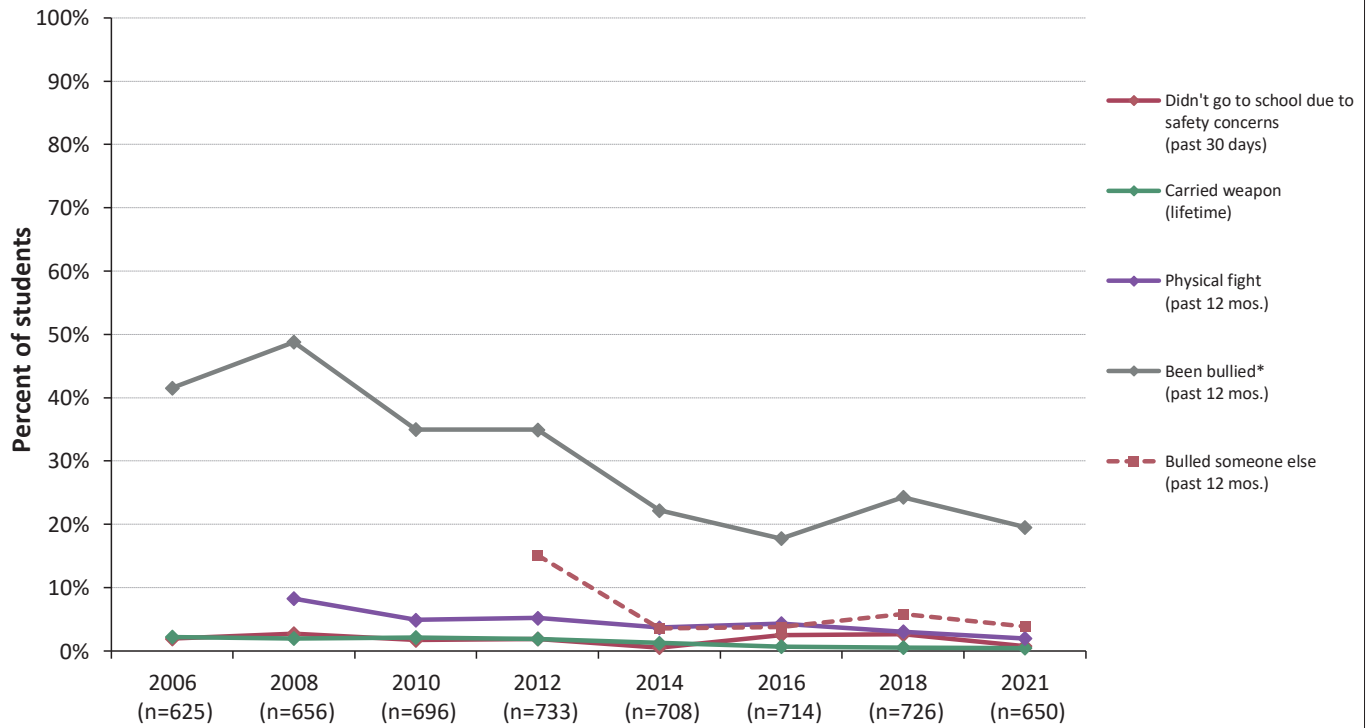


* Bullying defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again

Figure 8-1C. Violence and Bullying on School Property, 2006-2021

Wellesley Middle School (Grades 7-8)

MetroWest Adolescent Health Survey

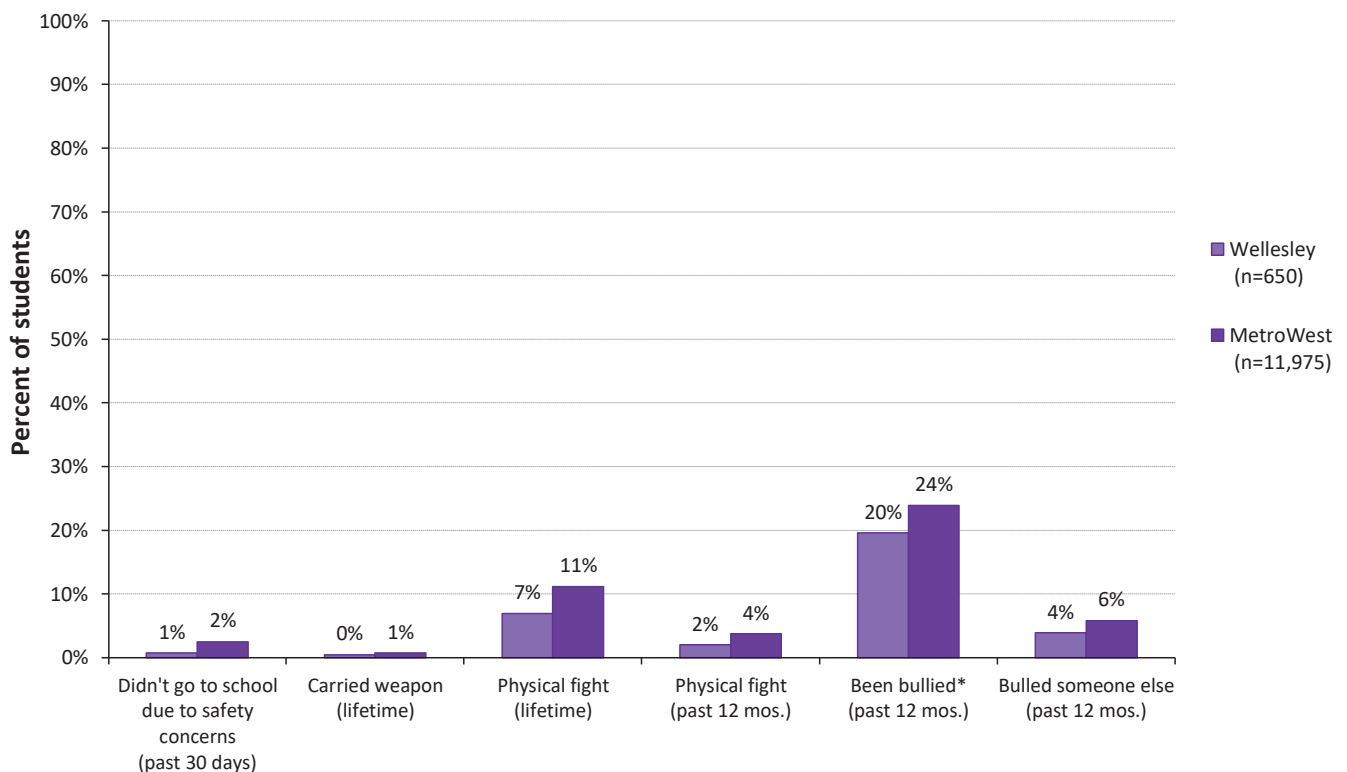


* Bullying defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again

Figure 8-1D. Violence and Bullying on School Property at the District and Regional Levels, 2021

Wellesley Middle School (Grades 7-8)

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 8-1A. Risk Behaviors on School Property by Sex and Grade, 2021
Wellesley Middle School (Grades 6-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>		
	(945)	Female (477)	Male (461)	6 th (295)	7 th (308)	8 th (342)
SAFETY, WEAPONS, AND FIGHTING						
Didn't go to school because of safety concerns (past 30 days)*	0.9	1.1	0.7	1.0	1.3	0.3
Carried a weapon on school property (lifetime) [†]	0.3	0.2	0.4	0.0	0.7	0.3
In a physical fight on school property (lifetime)	8.0	2.5	13.8	10.4	6.2	7.6
In a physical fight on school property (past 12 months)	2.2	1.1	3.5	2.8	2.6	1.5
BULLYING						
Been bullied on school property (past 12 months) [‡]	19.1	22.0	16.2	18.2	24.7	15.0
Bullied someone else on school property (past 12 months) [‡]	3.6	3.6	3.7	3.1	3.0	4.7
SUBSTANCE USE						
Used an electronic vapor product on school property (past 30 days)	0.5	0.6	0.4	1.0	0.3	0.3

* 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 8-1B. Risk Behaviors on School Property, 2006-2021
Wellesley Middle School (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 (625)	2008 (656)	2010 (696)	2012 (733)	2014 (708)	2016 (714)	2018 (726)	2021 (650)
SAFETY, WEAPONS, AND FIGHTING								
Didn't go to school because of safety concerns (past 30 days)*	1.9	2.8	1.7	1.9	0.6	2.5	2.6	0.8
Carried a weapon on school property (lifetime) [†]	2.3	2.0	2.2	1.9	1.3	0.7	0.6	0.5
In a physical fight on school property (lifetime)	13.2	19.8	14.6	12.8	11.5	10.3	9.6	6.9
In a physical fight on school property (past 12 months)	–	8.3	4.9	5.2	3.7	4.4	3.0	2.0
BULLYING								
Been bullied on school property (past 12 months) [‡]	41.6	48.8	35.0	34.9	22.2	17.8	24.3	19.6
Bullied someone else on school property (past 12 months) [‡]	–	–	–	15.1	3.6	3.8	5.9	3.9
SUBSTANCE USE								
Used an electronic vapor product on school property (past 30 days)	–	–	–	–	–	–	2.0	0.3

* 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 8-1C. Risk Behaviors on School Property at the District and Regional Levels, 2021
Wellesley Middle School (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> <i>(650)</i>	<u>MetroWest Region</u> <i>(11,975)</i>
<i>SAFETY, WEAPONS, AND FIGHTING</i>		
Didn't go to school because of safety concerns (past 30 days)*	0.8	2.5
Carried a weapon on school property (lifetime) [†]	0.5	0.7
In a physical fight on school property (lifetime)	6.9	11.2
In a physical fight on school property (past 12 months)	2.0	3.7
<i>BULLYING</i>		
Been bullied on school property (past 12 months) [‡]	19.6	23.9
Bullied someone else on school property (past 12 months) [‡]	3.9	5.8
<i>SUBSTANCE USE</i>		
Used an electronic vapor product on school property (past 30 days)	0.3	0.9

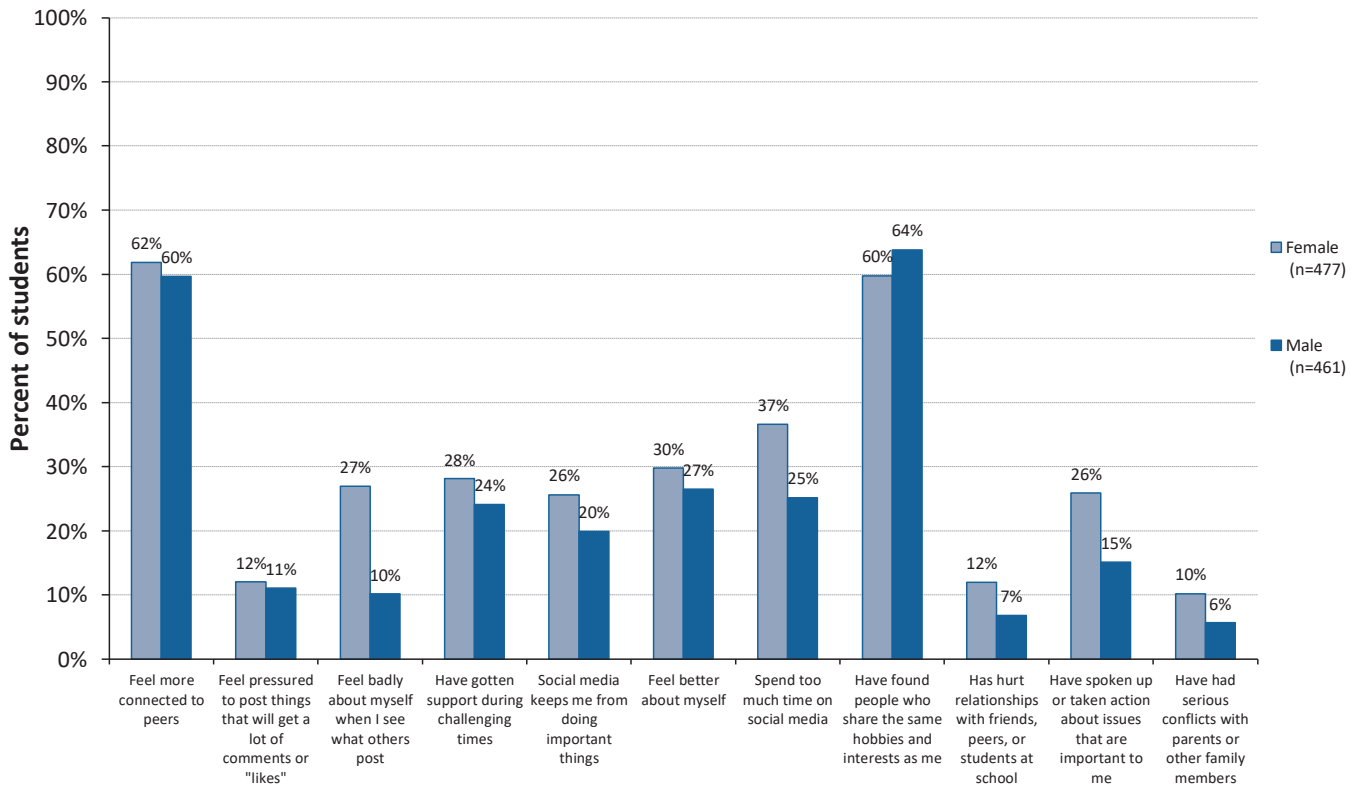
* Because you felt you would be unsafe at school or on the way to or from school

† For example, a gun, knife, or club

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

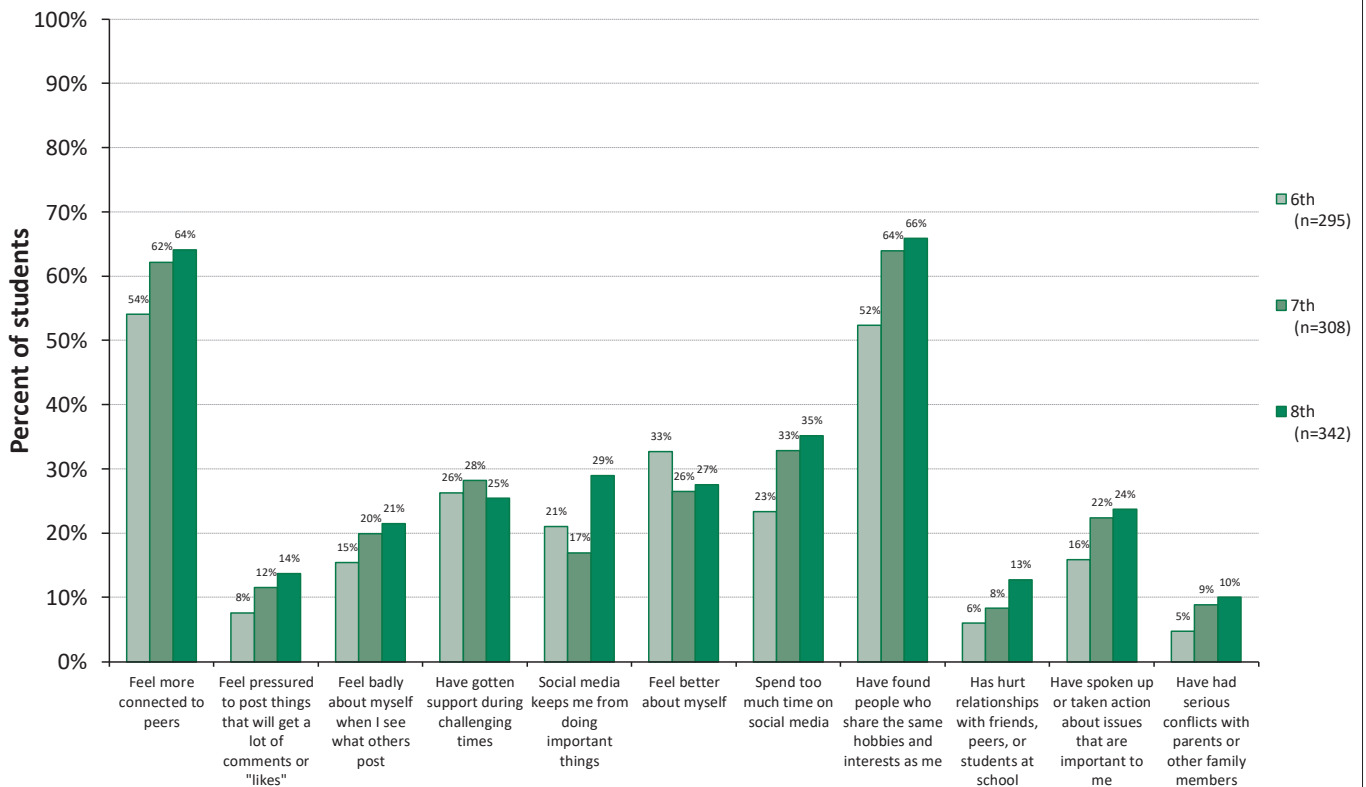
Section 9
General Health and Online Behaviors

Figure 9-1A. Attitudes and Experiences Related to Social Media Use* by Sex, 2021
Wellesley Middle School (Grades 6-8)
MetroWest Adolescent Health Survey



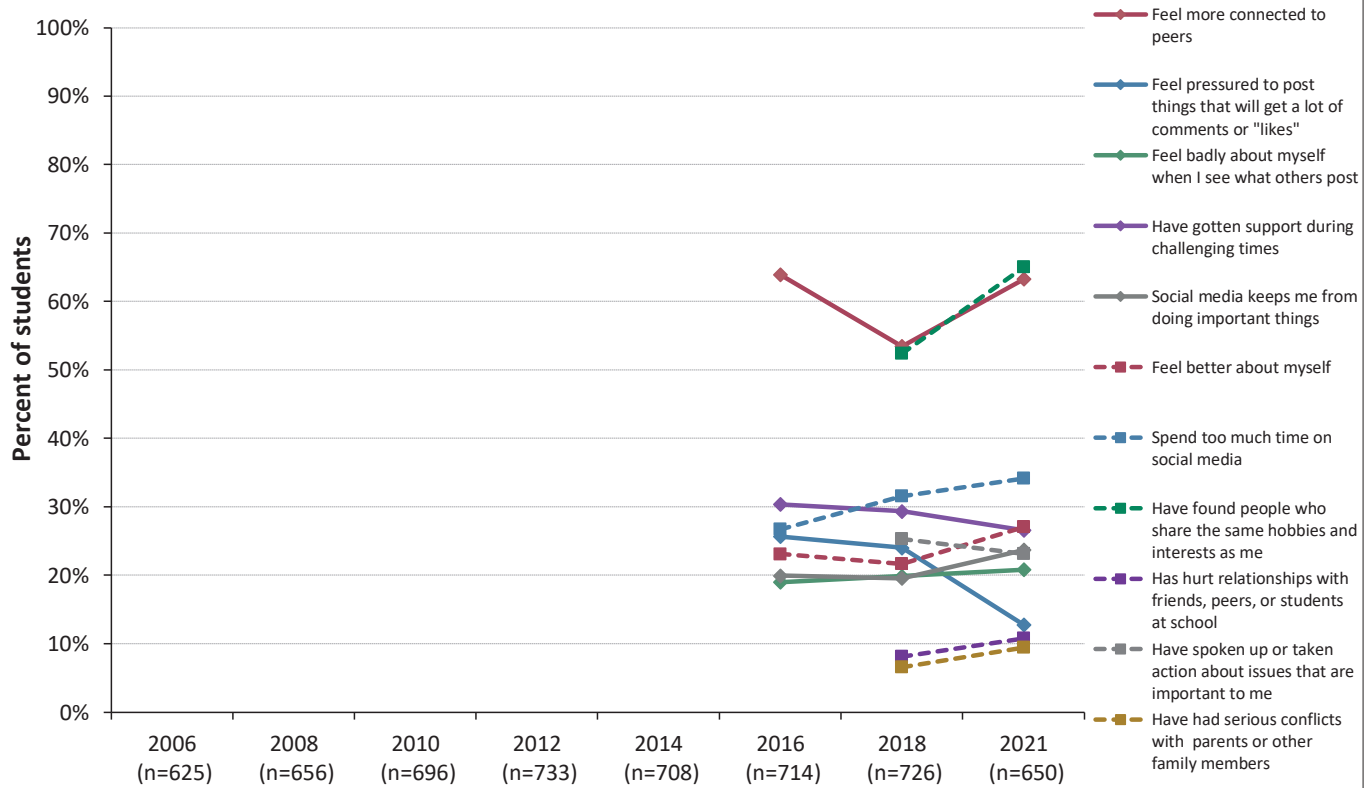
*Among students who use social media; students responded "agree" or "strongly agree"

Figure 9-1B. Attitudes and Experiences Related to Social Media Use* by Grade, 2021
Wellesley Middle School (Grades 6-8)
MetroWest Adolescent Health Survey



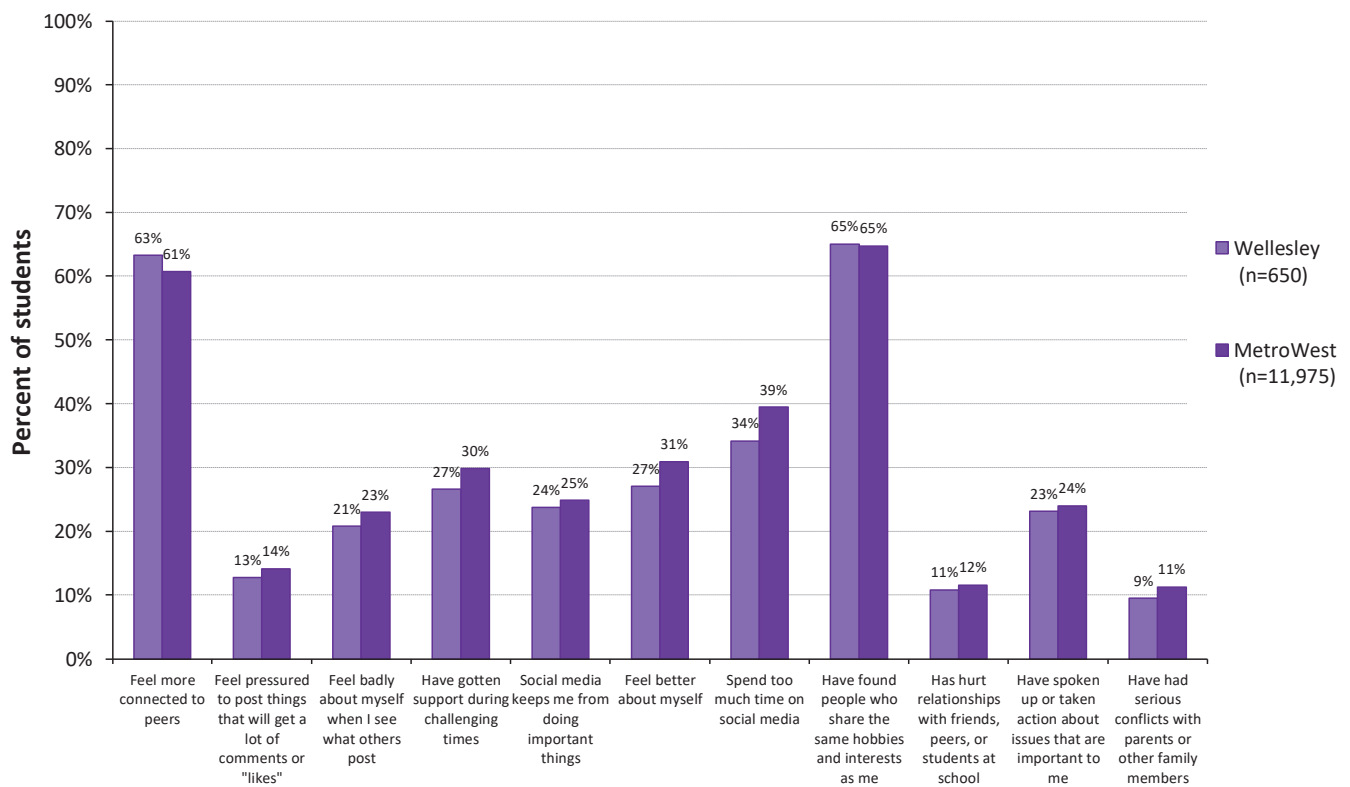
*Among students who use social media; students responded "agree" or "strongly agree"

Figure 9-1C. Attitudes and Experiences Related to Social Media Use*, 2006-2021
Wellesley Middle School (Grades 7-8)
MetroWest Adolescent Health Survey



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

Figure 9-1D. Attitudes and Experiences Related to Social Media Use* at the District and Regional Levels, 2021
Wellesley Middle School (Grades 7-8)
MetroWest Adolescent Health Survey

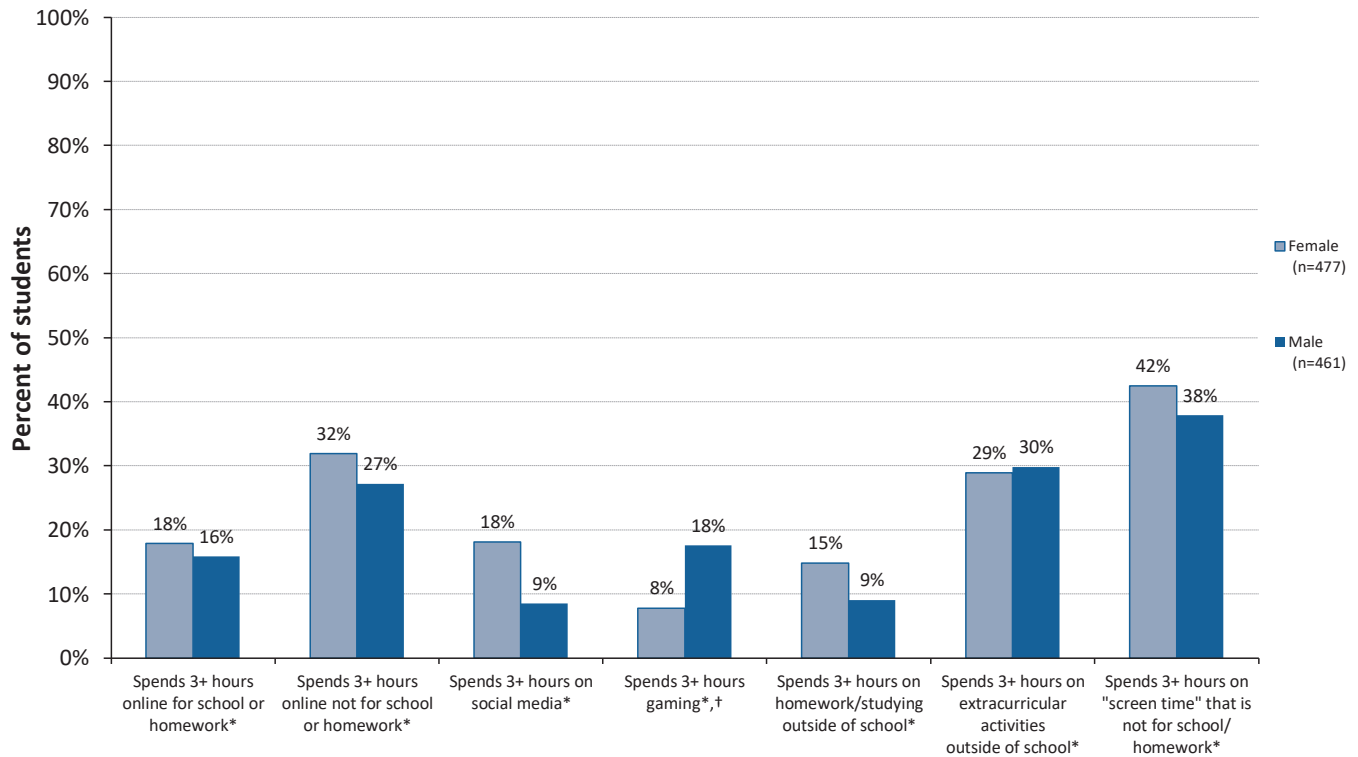


*Among students who use social media; students responded "agree" or "strongly agree"

Figure 9-2A. Student Time Utilization by Sex, 2021

Wellesley Middle School (Grades 6-8)

MetroWest Adolescent Health Survey

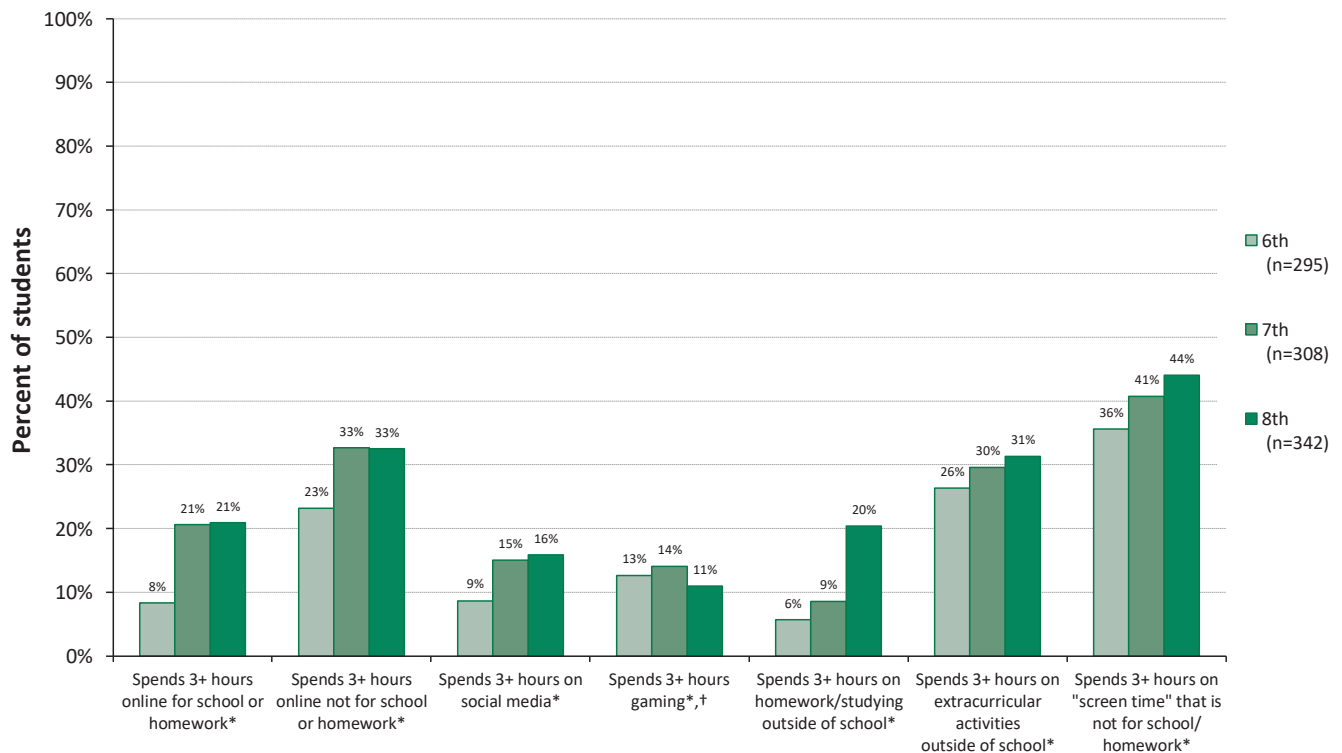


* On an average school day
 † Playing online or video games

Figure 9-2B. Student Time Utilization by Grade, 2021

Wellesley Middle School (Grades 6-8)

MetroWest Adolescent Health Survey

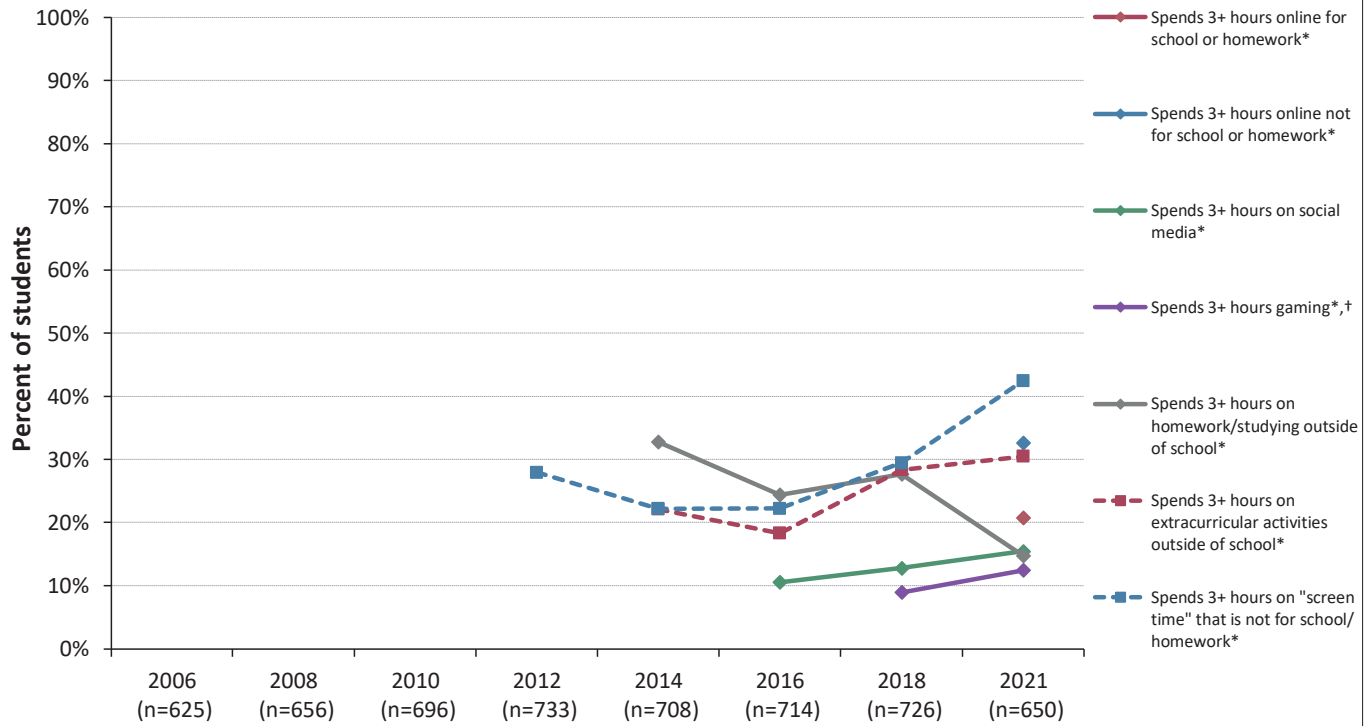


* On an average school day
 † Playing online or video games

Figure 9-2C. Student Time Utilization, 2006-2021

Wellesley Middle School (Grades 7-8)

MetroWest Adolescent Health Survey

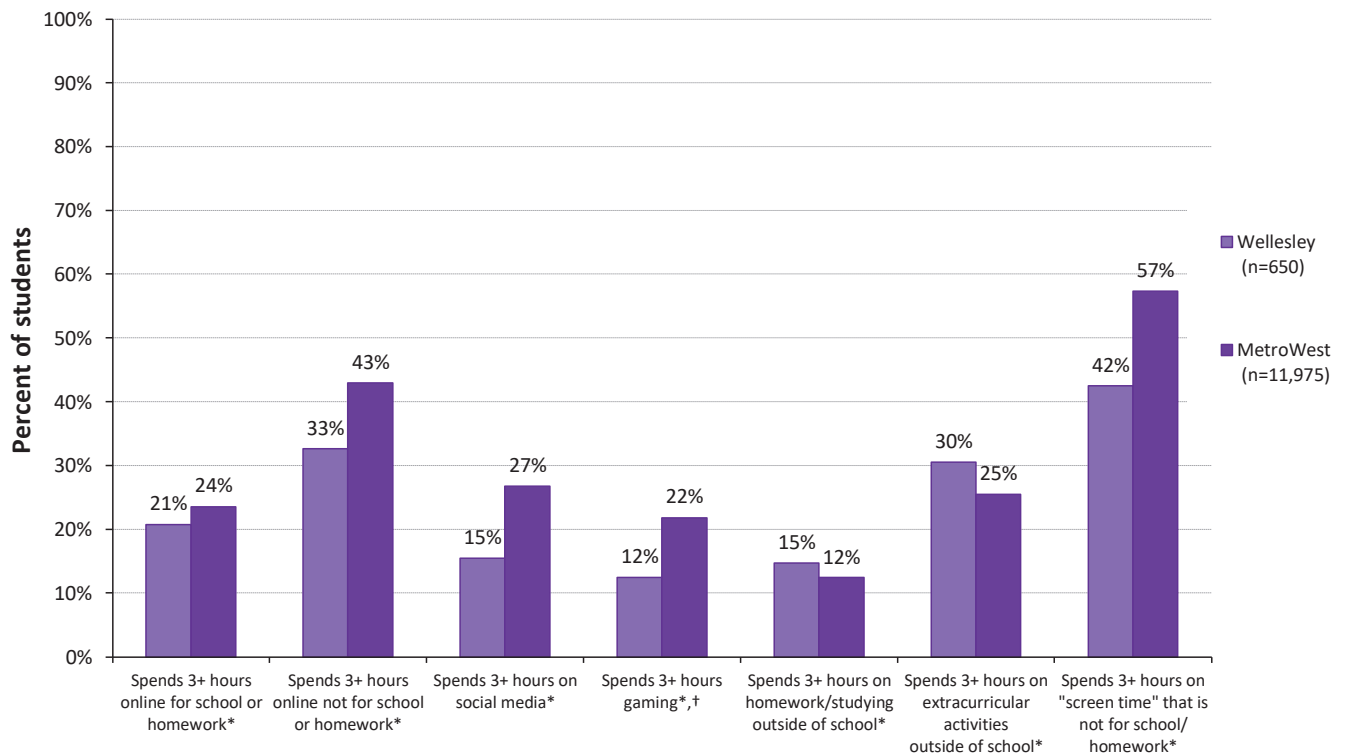


* On an average school day
 † Playing online or video games

Figure 9-2D. Student Time Utilization at the District and Regional Levels, 2021

Wellesley Middle School (Grades 7-8)

MetroWest Adolescent Health Survey



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

Table 9-1A. Online, Social Media, and Gaming Behaviors by Sex and Grade, 2021
Wellesley Middle School (Grades 6-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>		
	(945)	Female (477)	Male (461)	6 th (295)	7 th (308)	8 th (342)
ONLINE BEHAVIORS AND USE OF SOCIAL MEDIA (on an average school day)						
Spend 3 or more hours online for school or homework	17.0	17.8	15.8	8.3	20.6	20.9
Spend 3 or more hours online <u>not</u> for school or homework	29.7	31.9	27.2	23.2	32.7	32.5
Spend 3 or more hours on social media sites	13.4	18.1	8.5	8.7	15.1	15.9
Spend 3 or more hours gaming	12.5	7.8	17.6	12.6	14.0	11.0
ATTITUDES AND EXPERIENCES RELATED TO SOCIAL MEDIA USE (agree/strongly agree)						
I feel more connected to peers because of social media.	61.0	61.8	59.7	54.1	62.2	64.1
I feel pressure to post things that will be popular and get a lot of comments or "likes."	11.5	12.0	11.1	7.6	11.5	13.7
I feel badly about myself, excluded, or left out when I see what others post on social media.	19.5	27.0	10.2	15.4	19.9	21.5
I have gotten support on social media when I've been going through a tough or challenging time.	26.5	28.1	24.1	26.2	28.2	25.4
Social media keeps me from doing other things that are important, like homework or family responsibilities.	23.0	25.6	19.9	21.1	16.9	29.0
Being on social media helps me feel better about myself.	28.5	29.8	26.5	32.7	26.5	27.5
I spend too much time on social media.	31.4	36.6	25.2	23.3	32.8	35.2
I have found people who share the same hobbies and interests as me on social media.	61.8	59.8	63.8	52.3	63.9	65.9
Social media has hurt my relationships with friends, peers, or students at my school.	9.6	12.0	6.8	6.0	8.3	12.7
I have spoken up or taken action on social media about issues that are important to me.	21.3	25.9	15.1	15.9	22.4	23.7
I have had serious conflicts with my parents or other members of my family because of my social media use.	8.3	10.2	5.7	4.7	8.8	10.0

Table 9-1B. Online, Social Media, and Gaming Behaviors, 2006-2021
Wellesley Middle School (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 (625)	2008 (656)	2010 (696)	2012 (733)	2014 (708)	2016 (714)	2018 (726)	2021 (650)
ONLINE BEHAVIORS AND USE OF SOCIAL MEDIA (on an average school day)								
Spend 3 or more hours online for school or homework	–	–	–	–	–	–	–	20.8
Spend 3 or more hours online <u>not</u> for school or homework	–	–	–	–	–	–	–	32.6
Spend 3 or more hours on social media sites	–	–	–	–	–	10.6	12.8	15.5
Spend 3 or more hours gaming	–	–	–	–	–	–	8.9	12.4
ATTITUDES AND EXPERIENCES RELATED TO SOCIAL MEDIA USE (agree/strongly agree)								
I feel more connected to peers because of social media.	–	–	–	–	–	63.9	53.4	63.3
I feel pressure to post things that will be popular and get a lot of comments or "likes."	–	–	–	–	–	25.7	24.0	12.8
I feel badly about myself, excluded, or left out when I see what others post on social media.	–	–	–	–	–	19.0	19.8	20.8
I have gotten support on social media when I've been going through a tough or challenging time.	–	–	–	–	–	30.4	29.3	26.6
Social media keeps me from doing other things that are important, like homework or family responsibilities.	–	–	–	–	–	19.9	19.6	23.7
Being on social media helps me feel better about myself.	–	–	–	–	–	23.1	21.7	27.0
I spend too much time on social media.	–	–	–	–	–	26.7	31.5	34.2
I have found people who share the same hobbies and interests as me on social media.	–	–	–	–	–	–	52.4	65.0
Social media has hurt my relationships with friends, peers, or students at my school.	–	–	–	–	–	–	8.1	10.8
I have spoken up or taken action on social media about issues that are important to me.	–	–	–	–	–	–	25.3	23.1
I have had serious conflicts with my parents or other members of my family because of my social media use.	–	–	–	–	–	–	6.6	9.5

Table 9-1C. Online, Social Media, and Gaming Behaviors at the District and Regional Levels, 2021
Wellesley Middle School (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> <i>(650)</i>	<u>MetroWest Region</u> <i>(11,975)</i>
ONLINE BEHAVIORS AND USE OF SOCIAL MEDIA (on an average school day)		
Spend 3 or more hours online for school or homework	20.8	23.5
Spend 3 or more hours online <u>not</u> for school or homework	32.6	42.9
Spend 3 or more hours on social media sites	15.5	26.8
Spend 3 or more hours gaming	12.4	21.8
ATTITUDES AND EXPERIENCES RELATED TO SOCIAL MEDIA USE (agree/strongly agree)		
I feel more connected to peers because of social media.	63.3	60.7
I feel pressure to post things that will be popular and get a lot of comments or "likes."	12.8	14.1
I feel badly about myself, excluded, or left out when I see what others post on social media.	20.8	23.0
I have gotten support on social media when I've been going through a tough or challenging time.	26.6	29.8
Social media keeps me from doing other things that are important, like homework or family responsibilities.	23.7	24.9
Being on social media helps me feel better about myself.	27.0	30.9
I spend too much time on social media.	34.2	39.5
I have found people who share the same hobbies and interests as me on social media.	65.0	64.7
Social media has hurt my relationships with friends, peers, or students at my school.	10.8	11.6
I have spoken up or taken action on social media about issues that are important to me.	23.1	24.0
I have had serious conflicts with my parents or other members of my family because of my social media use.	9.5	11.3

Table 9-2A. General Health & Sleep, and Student Use of Time by Sex and Grade, 2021
Wellesley Middle School (Grades 6-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>		
	(945)	Female (477)	Male (461)	6 th (295)	7 th (308)	8 th (342)
GENERAL HEALTH & SLEEP						
Describes general health (emotional and physical wellbeing) as very good/excellent	63.3	55.2	71.9	71.0	57.4	61.9
Absent from school on 3 or more days (past 30 days)	12.1	12.1	12.2	11.9	10.5	13.7
Sleeps 8 or more hours on an average school night	63.8	60.3	67.2	76.4	64.4	52.6
STUDENT ACTIVITIES AND USE OF TIME						
Spend 3 or more hours on homework/studying before or after school*	11.9	14.8	9.0	5.7	8.6	20.4
Spend 3 or more hours on extracurricular activities outside of school*	29.2	28.9	29.8	26.3	29.6	31.3
Spend 3 or more hours on "screen time" that is not for school work/homework* [†]	40.4	42.5	37.9	35.6	40.7	44.1
Participated in volunteer or community service activities on 3 or more days (past 12 months)	45.3	50.0	40.5	43.3	43.4	48.8

* On an average school day

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

Table 9-2B. General Health & Sleep, and Student Use of Time, 2006-2021
Wellesley Middle School (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 (625)	2008 (656)	2010 (696)	2012 (733)	2014 (708)	2016 (714)	2018 (726)	2021 (650)
GENERAL HEALTH & SLEEP								
Describes general health (emotional and physical wellbeing) as very good/excellent	82.0	82.2	79.7	82.0	77.0	82.9	78.6	59.8
Absent from school on 3 or more days (past 30 days)	–	–	–	–	8.1	6.6	6.4	12.2
Sleeps 8 or more hours on an average school night	–	–	–	–	66.9	60.7	59.2	58.2
STUDENT ACTIVITIES AND USE OF TIME								
Spend 3 or more hours on homework/studying before or after school*	–	–	–	–	32.8	24.4	27.7	14.7
Spend 3 or more hours on extracurricular activities outside of school*	–	–	–	–	22.1	18.3	28.3	30.5
Spend 3 or more hours on "screen time" that is not for school work/homework* [†]	–	–	–	27.9	22.2	22.2	29.4	42.5
Participated in volunteer or community service activities on 3 or more days (past 12 months)	–	–	–	–	–	52.8	55.5	46.2

* On an average school day

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

Table 9-2C. General Health & Sleep, and Student Use of Time at the District and Regional Levels, 2021
Wellesley Middle School (Grades 7-8)
2021 MetroWest Adolescent Health Survey

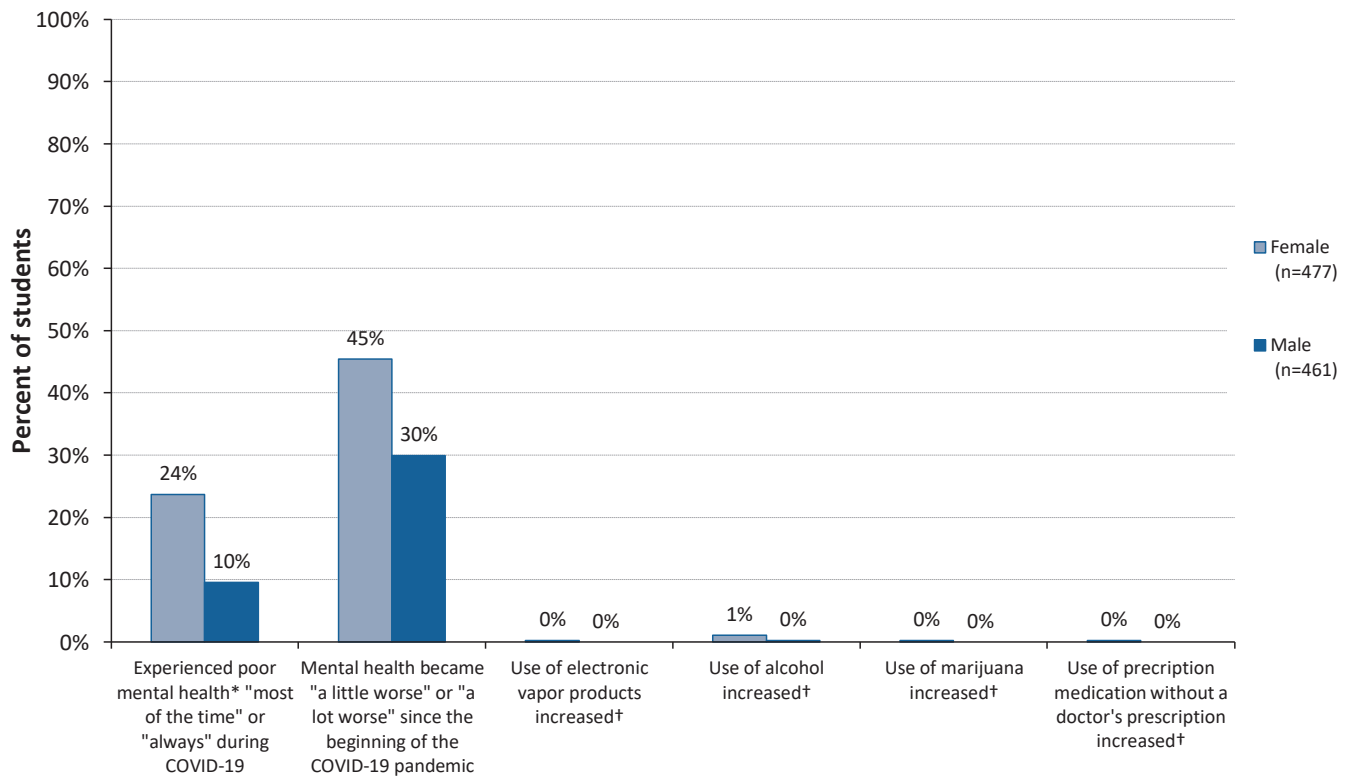
	<u>Wellesley</u> (650)	<u>MetroWest Region</u> (11,975)
GENERAL HEALTH & SLEEP		
Describes general health (emotional and physical wellbeing) as very good/excellent	59.8	57.4
Absent from school on 3 or more days (past 30 days)	12.2	14.9
Sleeps 8 or more hours on an average school night	58.2	54.5
STUDENT ACTIVITIES AND USE OF TIME		
Spend 3 or more hours on homework/studying before or after school*	14.7	12.4
Spend 3 or more hours on extracurricular activities outside of school*	30.5	25.5
Spend 3 or more hours on "screen time" that is not for school work/homework*. [†]	42.5	57.3
Participated in volunteer or community service activities on 3 or more days (past 12 months)	46.2	46.9

* On an average school day

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

Section 10
COVID-19 and Community Experiences

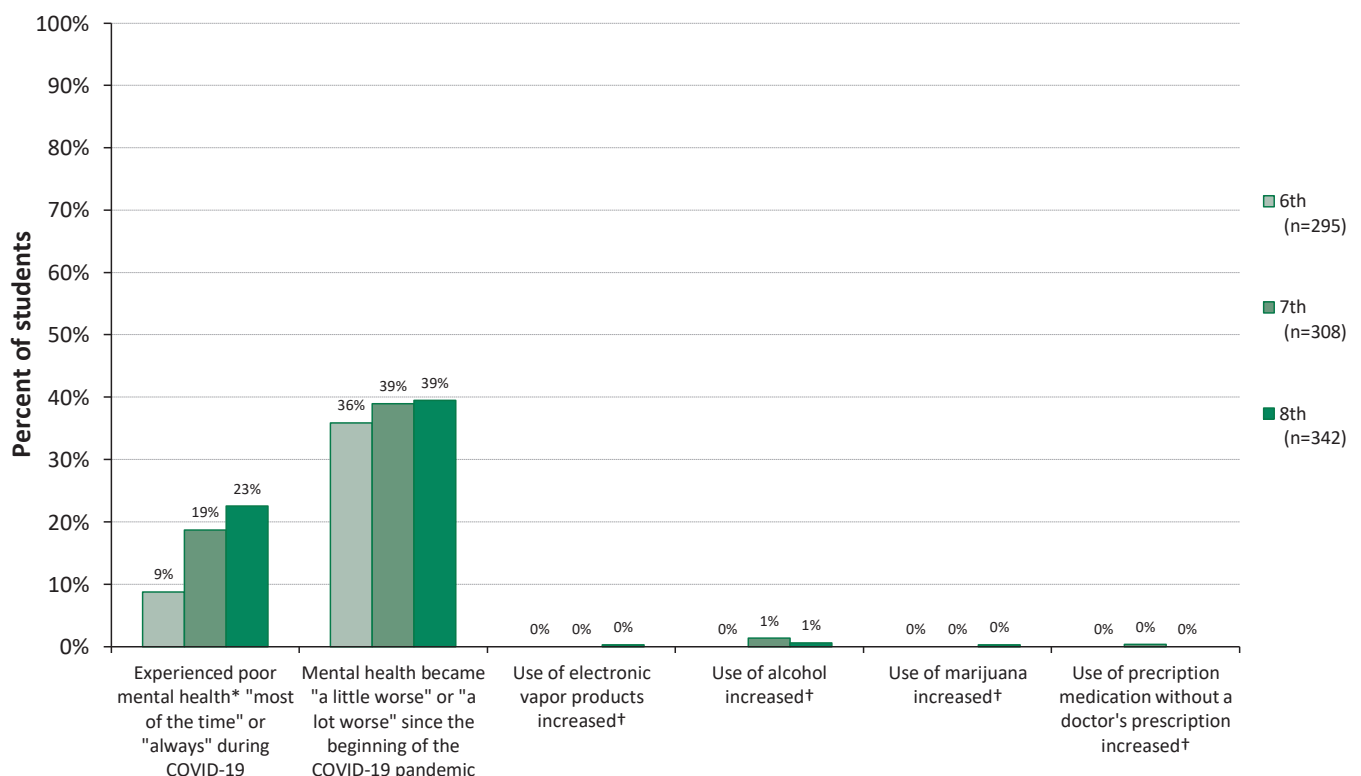
Figure 10-1A. Experiences During the COVID-19 Pandemic by Sex, 2021
Wellesley Middle School (Grades 6-8)
MetroWest Adolescent Health Survey



* Poor mental health includes anxiety, stress, and depression

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

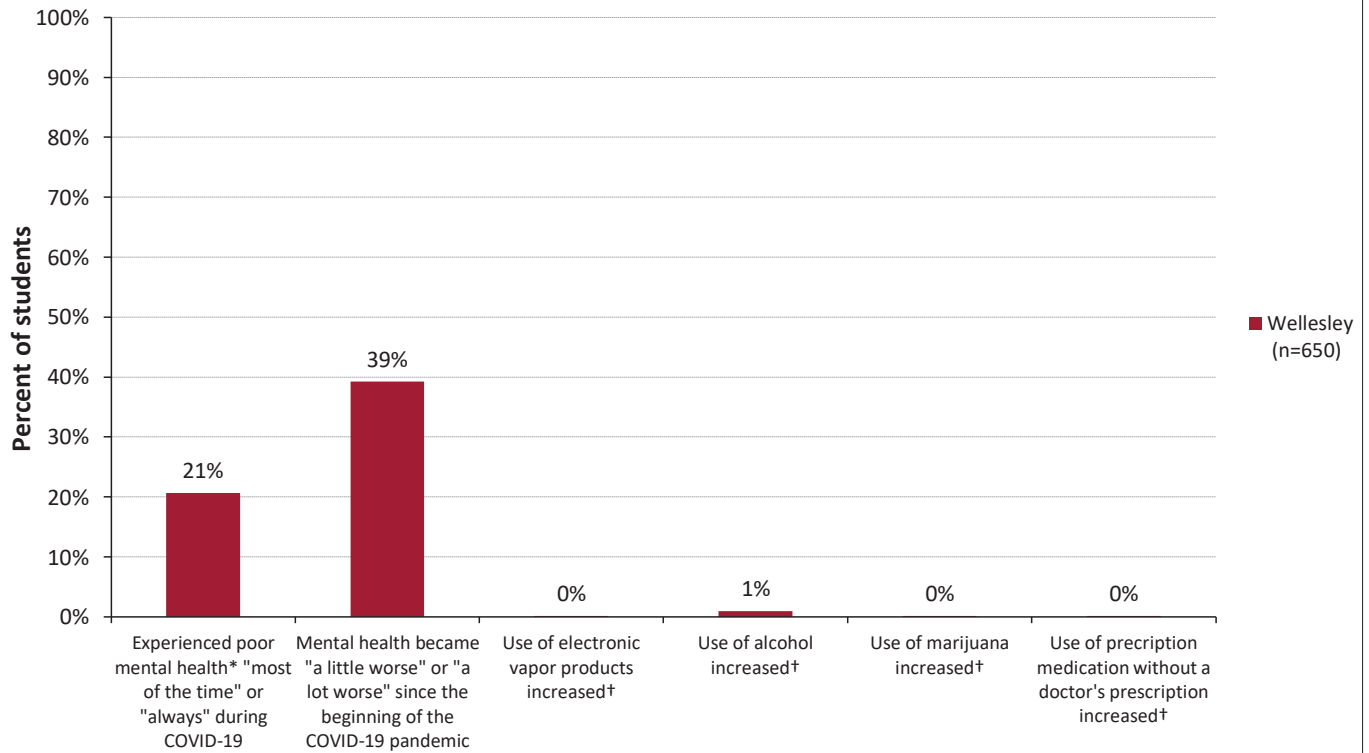
Figure 10-1B. Experiences During the COVID-19 Pandemic by Grade, 2021
Wellesley Middle School (Grades 6-8)
MetroWest Adolescent Health Survey



* Poor mental health includes anxiety, stress, and depression

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

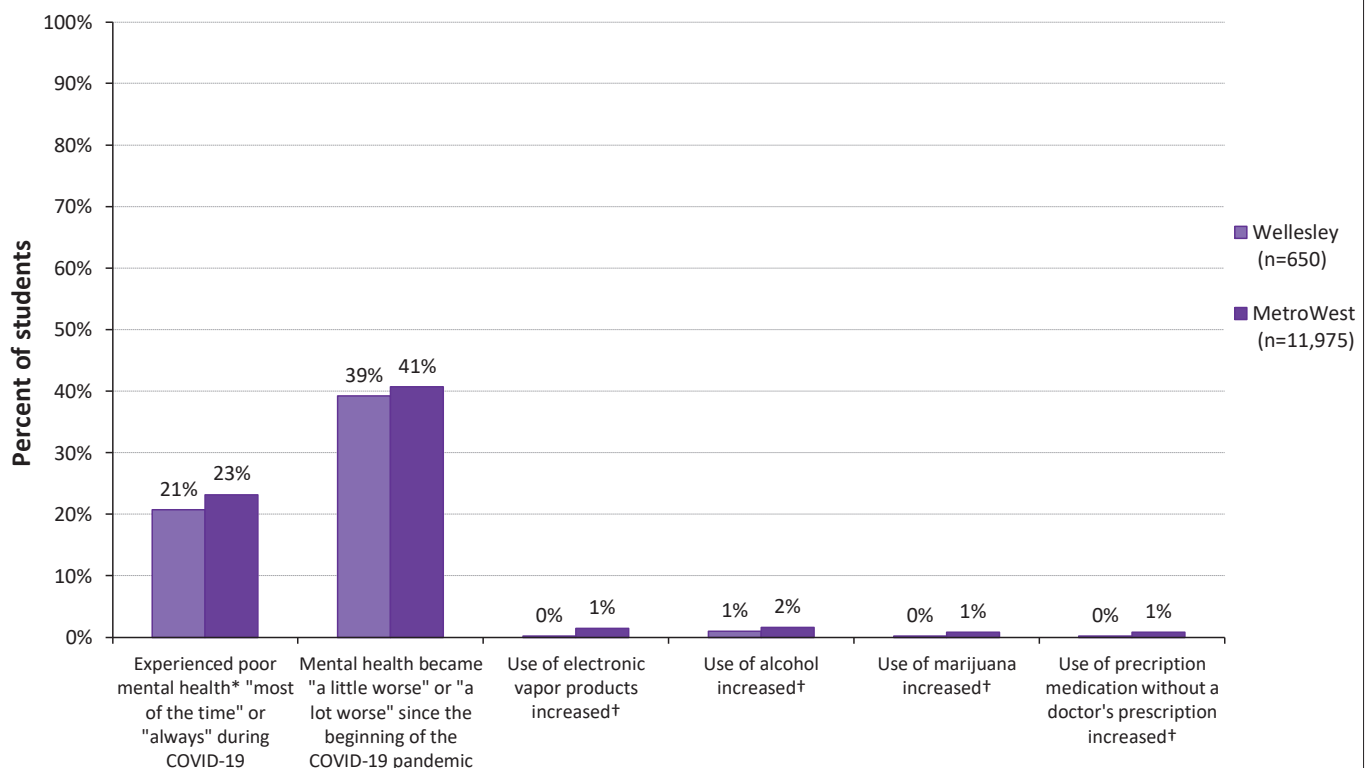
Figure 10-1C. Experiences During the COVID-19 Pandemic, 2021
Wellesley Middle School (Grades 7-8)
MetroWest Adolescent Health Survey



* Poor mental health includes anxiety, stress, and depression

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

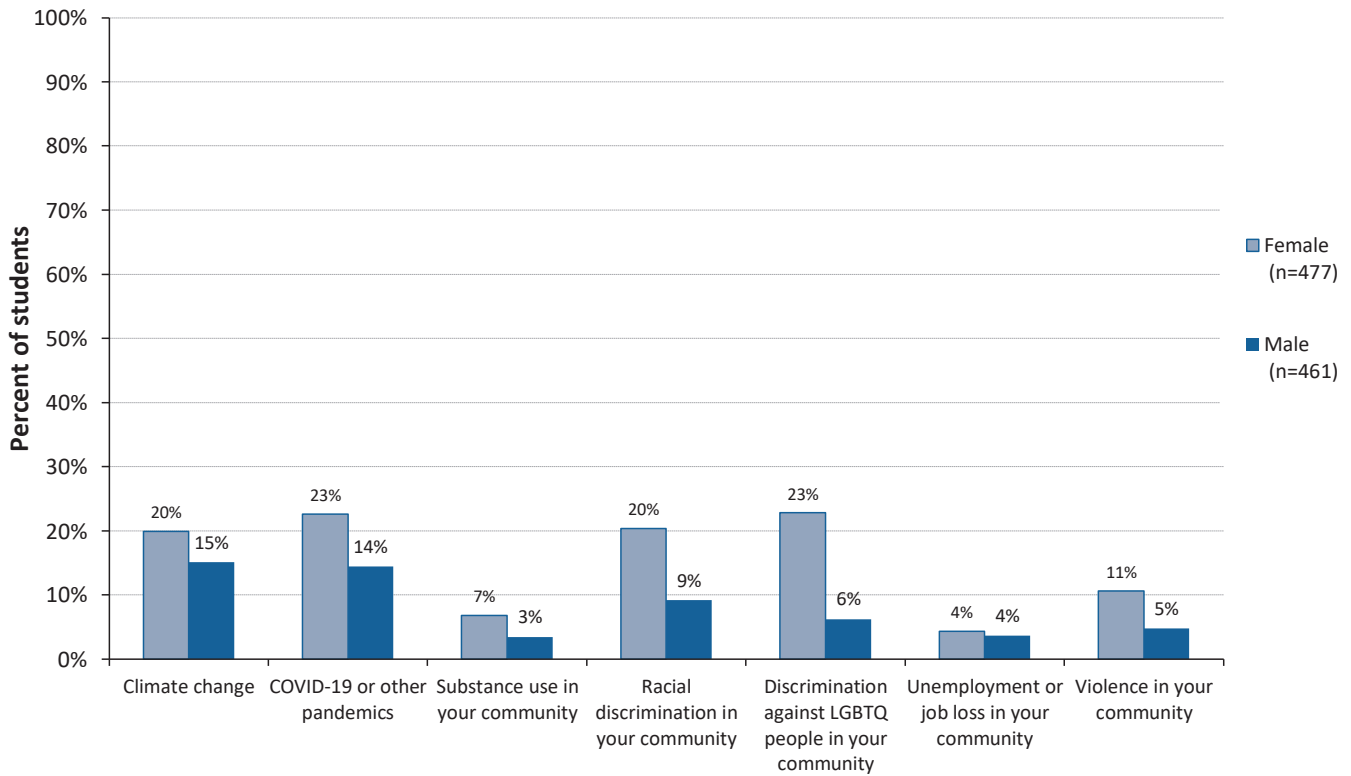
Figure 10-1D. Experiences During the COVID-19 Pandemic at the District and Regional Levels, 2021
Wellesley Middle School (Grades 7-8)
MetroWest Adolescent Health Survey



* Poor mental health includes anxiety, stress, and depression

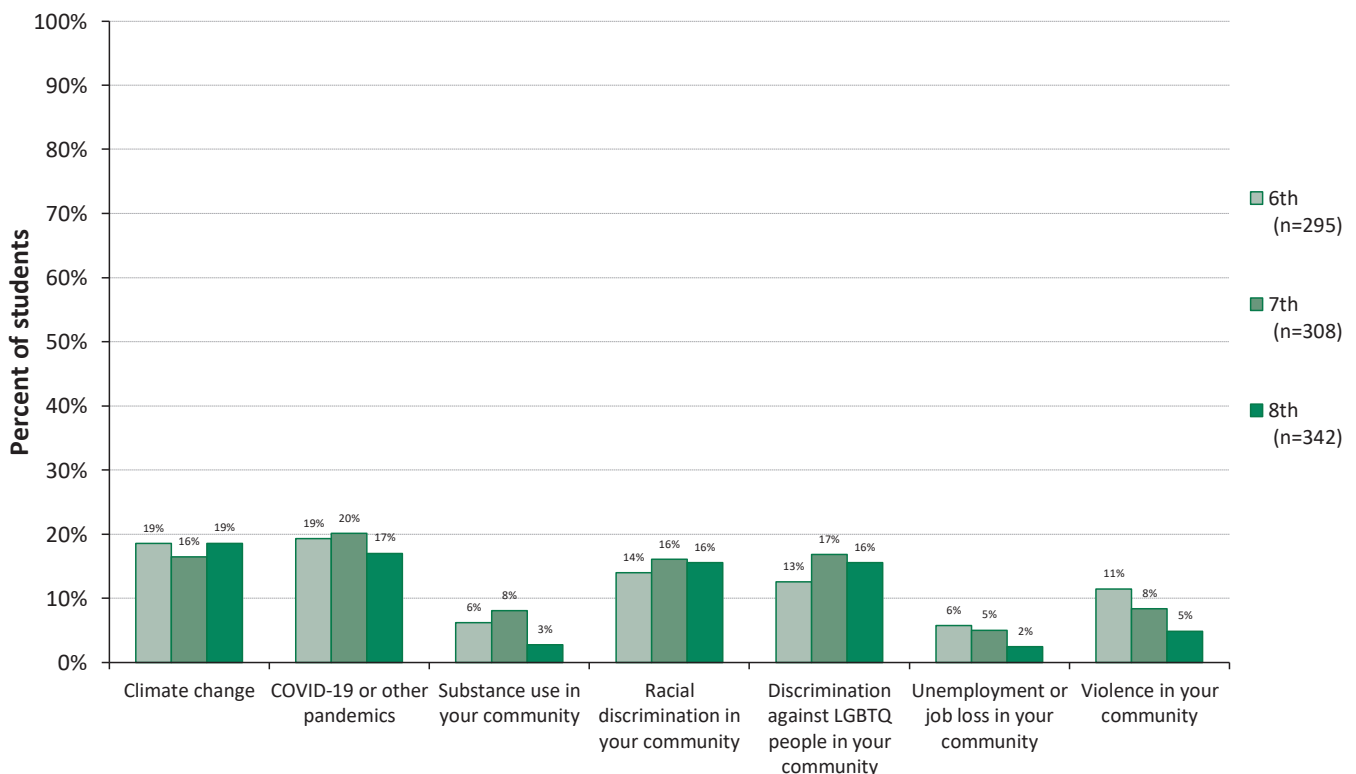
† Students responded "a little" or "a lot" since the beginning of the COVID-19 pandemic

Figure 10-3A. Worry About Community Issues* by Sex, 2021
Wellesley Middle School (Grades 6-8)
MetroWest Adolescent Health Survey



* Students responded "often" or "very often"

Figure 10-3B. Worry About Community Issues* by Grade, 2021
Wellesley Middle School (Grades 6-8)
MetroWest Adolescent Health Survey

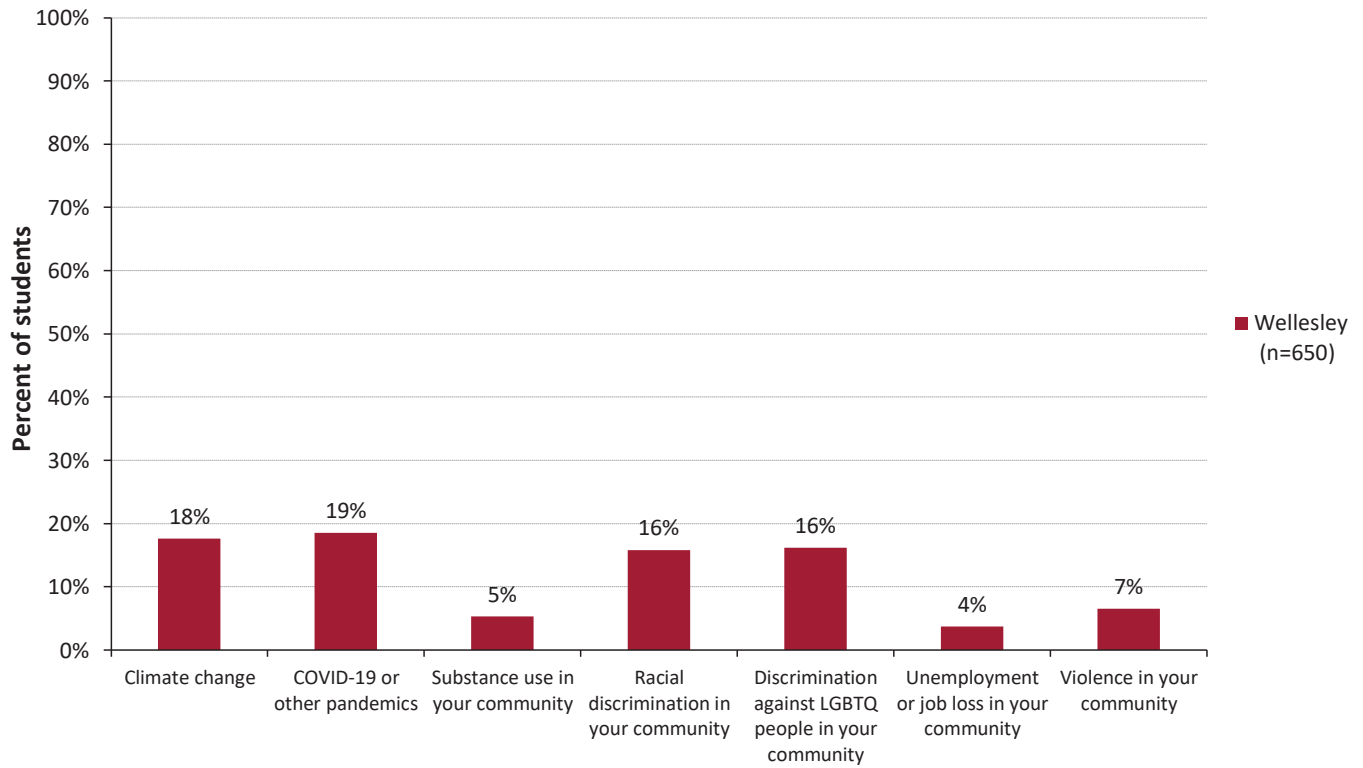


* Students responded "often" or "very often"

Figure 10-3C. Worry About Community Issues*, 2021

Wellesley Middle School (Grades 7-8)

MetroWest Adolescent Health Survey

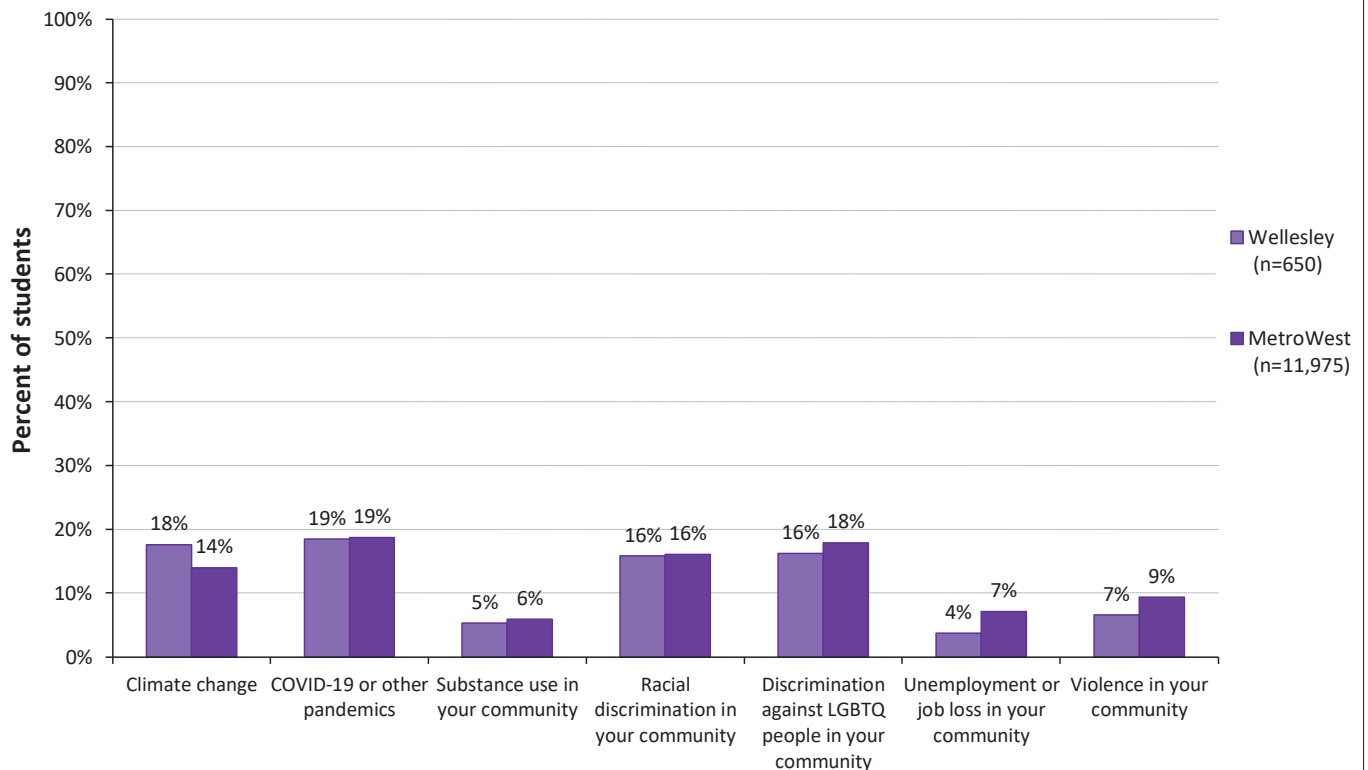


* Students responded "often" or "very often"

Figure 10-3D. Worry About Community Issues* at the District and Regional Levels, 2021

Wellesley Middle School (Grades 7-8)

MetroWest Adolescent Health Survey

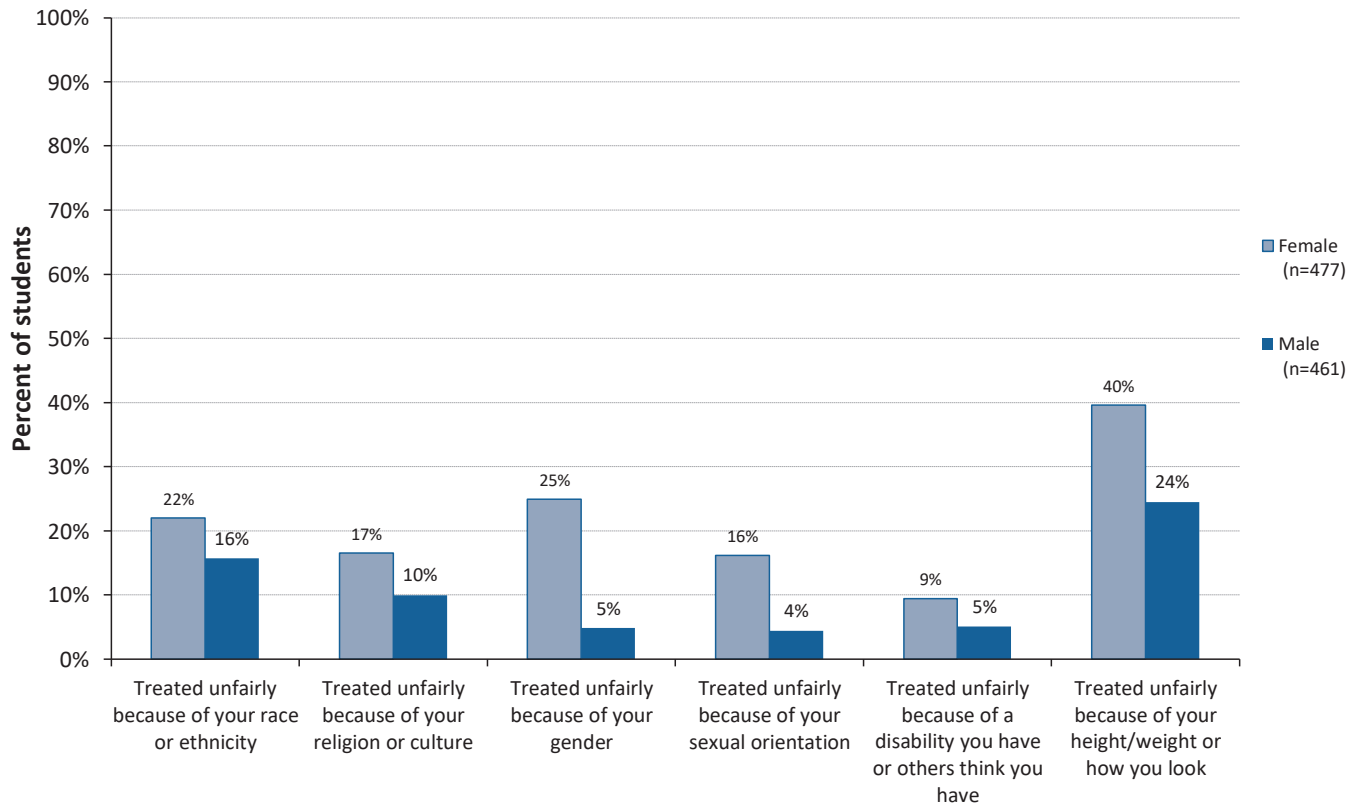


* Students responded "often" or "very often"

Figure 10-4A. Experiences of Discrimination* by Sex, 2021

Wellesley Middle School (Grades 6-8)

MetroWest Adolescent Health Survey

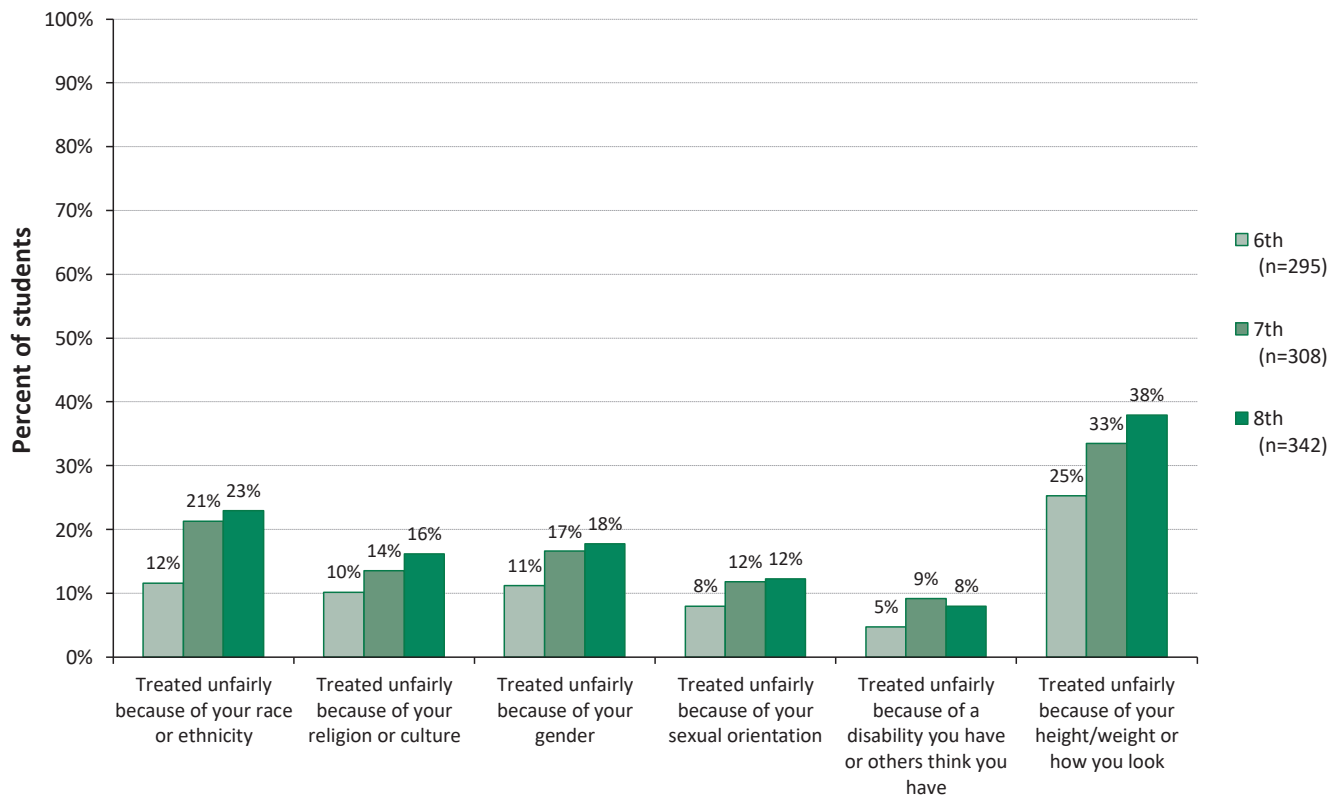


* In their lifetime

Figure 10-4B. Experiences of Discrimination* by Grade, 2021

Wellesley Middle School (Grades 6-8)

MetroWest Adolescent Health Survey

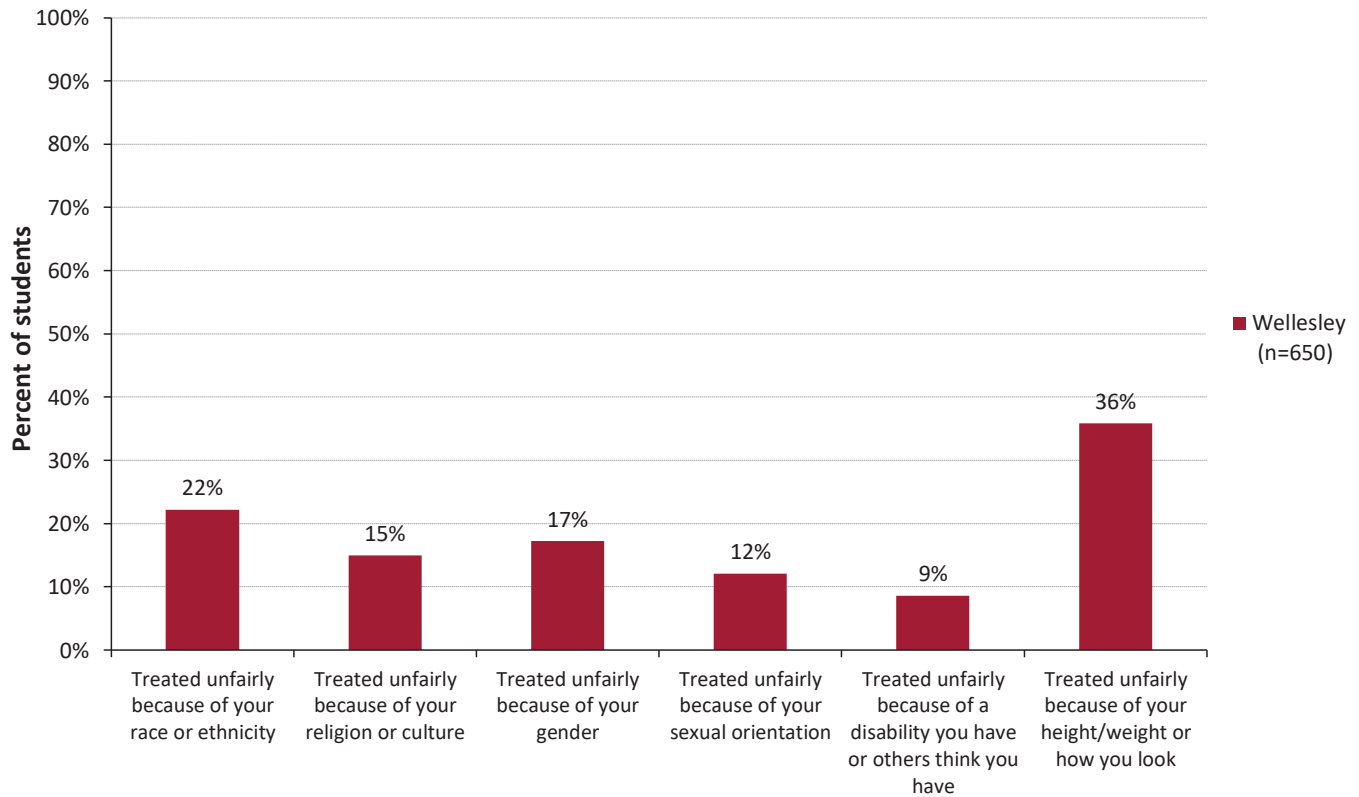


* In their lifetime

Figure 10-4C. Experiences of Discrimination*, 2021

Wellesley Middle School (Grades 7-8)

MetroWest Adolescent Health Survey

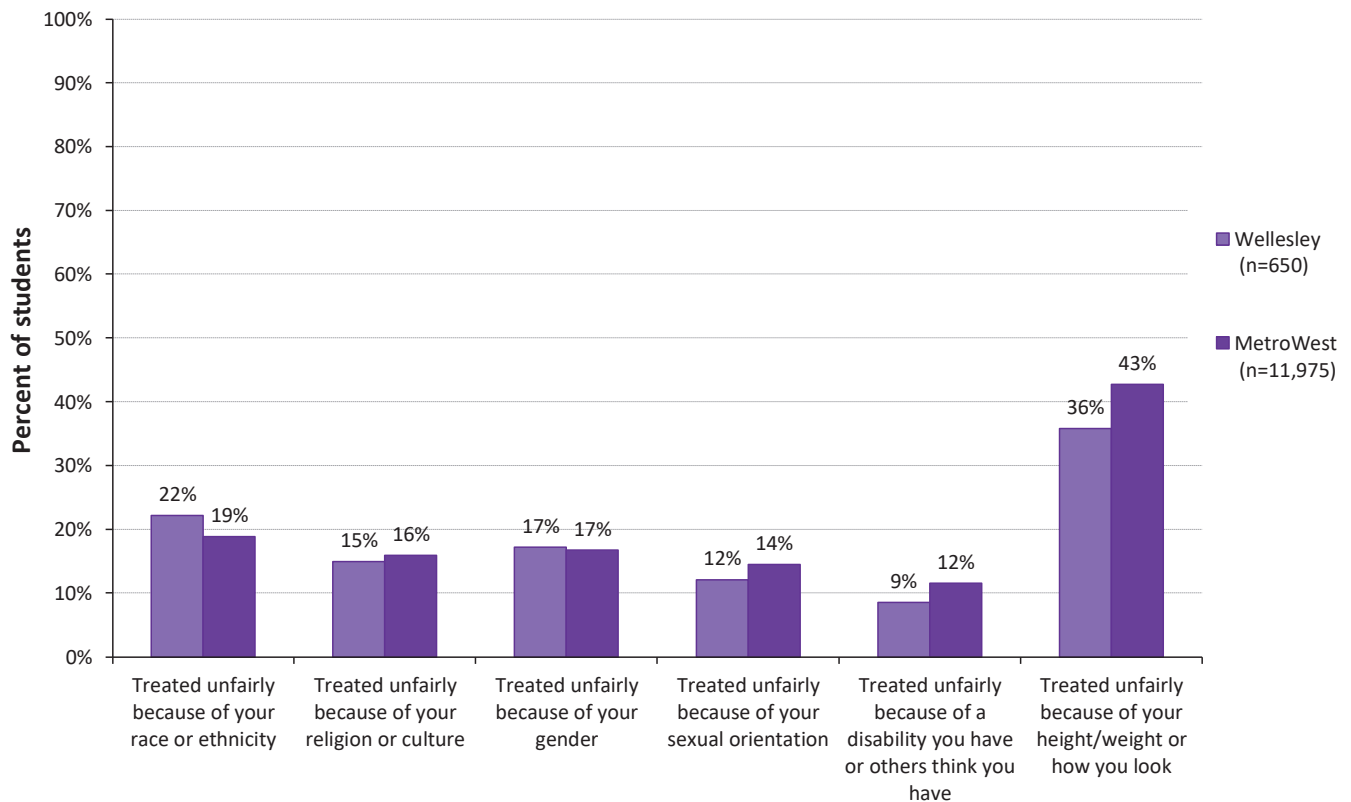


* In their lifetime

Figure 10-4D. Experiences of Discrimination* at the District and Regional Levels, 2021

Wellesley Middle School (Grades 7-8)

MetroWest Adolescent Health Survey



* In their lifetime

Table 10-1A. COVID-19 and Community Issues/Experiences by Sex and Grade, 2021
Wellesley Middle School (Grades 6-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>		
	(945)	Female (477)	Male (461)	6 th (295)	7 th (308)	8 th (342)
EXPERIENCES DURING THE COVID-19 PANDEMIC						
Experienced poor mental health "most of the time" or "always" during COVID-19 pandemic*	17.0	23.7	9.6	8.8	18.7	22.5
Mental health became "a little worse" or "a lot worse" since the beginning of the COVID-19 pandemic	38.2	45.4	30.0	35.9	38.9	39.5
Use of electronic vapor products increased (a little/a lot)	0.1	0.2	0.0	0.0	0.0	0.3
Use of alcohol increased (a little/a lot)	0.7	1.1	0.2	0.0	1.3	0.6
Use of marijuana increased (a little/a lot)	0.1	0.2	0.0	0.0	0.0	0.3
Use of prescription medication (without a doctor's prescription) increased (a little/a lot)	0.1	0.2	0.0	0.0	0.3	0.0
WORRY ABOUT COMMUNITY ISSUES (often/very often)						
Climate change	17.9	19.9	15.1	18.6	16.4	18.6
COVID-19 (coronavirus) or other pandemics	18.7	22.6	14.4	19.3	20.1	17.0
Substance use in your community	5.6	6.8	3.5	6.2	8.1	2.8
Racial discrimination in you community	15.3	20.4	9.2	14.0	16.1	15.5
Discrimination against LGBTQ people in your community	15.1	22.8	6.2	12.6	16.8	15.6
Unemployment or job loss in your community	4.3	4.3	3.7	5.8	5.0	2.4
Violence in your community	8.1	10.7	4.8	11.5	8.4	4.9
EXPERIENCES OF DISCRIMINATION (lifetime)						
Treated badly/unfairly because of your race or ethnicity	18.9	22.0	15.7	11.6	21.3	22.9
Treated badly/unfairly because of your religion or culture	13.5	16.6	10.0	10.2	13.5	16.2
Treated badly/unfairly because of your gender or gender identity	15.4	24.9	4.8	11.2	16.6	17.7
Treated badly/unfairly because of your sexual identity or sexual orientation	10.8	16.2	4.4	8.0	11.8	12.3
Treated badly/unfairly because of a disability you have or others think you have	7.4	9.5	5.1	4.7	9.2	8.0
Treated badly/unfairly because of your height or weight, or how you look	32.6	39.6	24.5	25.3	33.4	37.9

* Poor mental health includes anxiety, stress, and depression

Table 10-1B. COVID-19 and Community Issues/Experiences, 2006-2021
Wellesley Middle School (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 (625)	2008 (656)	2010 (696)	2012 (733)	2014 (708)	2016 (714)	2018 (726)	2021 (650)
EXPERIENCES DURING THE COVID-19 PANDEMIC								
Experienced poor mental health "most of the time" or "always" during COVID-19 pandemic*	-	-	-	-	-	-	-	20.7
Mental health became "a little worse" or "a lot worse" since the beginning of the COVID-19 pandemic	-	-	-	-	-	-	-	39.2
Use of electronic vapor products increased (a little/a lot)	-	-	-	-	-	-	-	0.2
Use of alcohol increased (a little/a lot)	-	-	-	-	-	-	-	1.0
Use of marijuana increased (a little/a lot)	-	-	-	-	-	-	-	0.2
Use of prescription medication (without a doctor's prescription) increased (a little/a lot)	-	-	-	-	-	-	-	0.2
WORRY ABOUT COMMUNITY ISSUES (often/very often)								
Climate change	-	-	-	-	-	-	-	17.6
COVID-19 (coronavirus) or other pandemics	-	-	-	-	-	-	-	18.5
Substance use in your community	-	-	-	-	-	-	-	5.3
Racial discrimination in you community	-	-	-	-	-	-	-	15.8
Discrimination against LGBTQ people in your community	-	-	-	-	-	-	-	16.2
Unemployment or job loss in your community	-	-	-	-	-	-	-	3.7
Violence in your community	-	-	-	-	-	-	-	6.5
EXPERIENCES OF DISCRIMINATION (lifetime)								
Treated badly/unfairly because of your race or ethnicity	-	-	-	-	-	-	-	22.2
Treated badly/unfairly because of your religion or culture	-	-	-	-	-	-	-	14.9
Treated badly/unfairly because of your gender or gender identity	-	-	-	-	-	-	-	17.2
Treated badly/unfairly because of your sexual identity or sexual orientation	-	-	-	-	-	-	-	12.1
Treated badly/unfairly because of a disability you have or others think you have	-	-	-	-	-	-	-	8.5
Treated badly/unfairly because of your height or weight, or how you look	-	-	-	-	-	-	-	35.8

* Poor mental health includes anxiety, stress, and depression

Table 10-1C. COVID-19 and Community Issues/Experiences at the District and Regional Levels, 2021
Wellesley Middle School (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> (650)	<u>MetroWest Region</u> (11,975)
EXPERIENCES DURING THE COVID-19 PANDEMIC		
Experienced poor mental health "most of the time" or "always" during COVID-19 pandemic*	20.7	23.1
Mental health became "a little worse" or "a lot worse" since the beginning of the COVID-19 pandemic	39.2	40.7
Use of electronic vapor products increased (a little/a lot)	0.2	1.5
Use of alcohol increased (a little/a lot)	1.0	1.6
Use of marijuana increased (a little/a lot)	0.2	0.8
Use of prescription medication (without a doctor's prescription) increased (a little/a lot)	0.2	0.8
WORRY ABOUT COMMUNITY ISSUES (often/very often)		
Climate change	17.6	14.0
COVID-19 (coronavirus) or other pandemics	18.5	18.7
Substance use in your community	5.3	5.9
Racial discrimination in you community	15.8	16.1
Discrimination against LGBTQ people in your community	16.2	17.9
Unemployment or job loss in your community	3.7	7.1
Violence in your community	6.5	9.4
EXPERIENCES OF DISCRIMINATION (lifetime)		
Treated badly/unfairly because of your race or ethnicity	22.2	18.9
Treated badly/unfairly because of your religion or culture	14.9	15.9
Treated badly/unfairly because of your gender or gender identity	17.2	16.8
Treated badly/unfairly because of your sexual identity or sexual orientation	12.1	14.5
Treated badly/unfairly because of a disability you have or others think you have	8.5	11.6
Treated badly/unfairly because of your height or weight, or how you look	35.8	42.7

* Poor mental health includes anxiety, stress, and depression

Section 11
Socio-demographics and Other
Student Characteristics

Table 11-1A. Socio-demographics and Other Student Characteristics by Sex and Grade, 2021
Wellesley Middle School (Grades 6-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>		
	(945)	Female (477)	Male (461)	6 th (295)	7 th (308)	8 th (342)
<i>SOCIO-DEMOGRAPHICS AND OTHER STUDENT CHARACTERISTICS</i>						
Identify as transgender	2.7	4.0	0.9	3.1	2.0	2.9
Identify as nonbinary*	3.1	4.6	0.7	4.1	3.3	2.0
Identify as gay/lesbian, bisexual, questioning/unsure, or describe sexual identity in another way (not heterosexual)	19.6	30.9	7.3	17.8	23.4	17.7
Have any physical disabilities or physical long-term health problems [†]	8.0	8.8	7.1	7.7	8.5	7.8
Have any long-term learning disabilities [†]	8.2	6.4	10.1	6.4	7.9	9.9
Have an Individualized Education Program (IEP)	11.3	9.2	13.7	9.1	7.6	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)	12.3	10.3	14.1	10.6	12.5	13.6
Have not always lived in the United States	15.1	15.1	15.2	13.6	16.6	15.2
Language other than English spoken "most of the time" at home	13.0	14.9	11.3	12.5	13.3	13.2

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

† Long-term means 6 months or more

Table 11-1B. Socio-demographics and Other Student Characteristics, 2006-2021
Wellesley Middle School (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	Wellesley (%)							
	2006 (625)	2008 (656)	2010 (696)	2012 (733)	2014 (708)	2016 (714)	2018 (726)	2021 (650)
SOCIO-DEMOGRAPHICS AND OTHER STUDENT CHARACTERISTICS								
Identify as transgender	–	–	–	–	–	–	–	2.5
Identify as nonbinary*	–	–	–	–	–	–	–	2.6
Identify as gay/lesbian, bisexual, questioning/unsure, or describe sexual identity in another way (not heterosexual)	–	–	–	–	–	–	–	20.4
Have any physical disabilities or physical long-term health problems [†]	–	–	–	8.3	11.1	8.4	8.8	8.2
Have any long-term learning disabilities [†]	–	–	–	9.5	7.2	8.3	8.6	8.9
Have an Individualized Education Program (IEP)	–	–	–	–	15.7	13.2	14.8	12.3
Ever been told by a doctor or health care professional that you have an attention disorder, such as Attention Deficit/Hyperactivity Disorder (ADD/ADHD)	–	–	–	–	–	–	–	13.0
Have not always lived in the United States	–	–	–	–	–	–	–	15.8
Language other than English spoken "most of the time" at home	–	–	–	–	–	–	–	13.2

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

† Long-term means 6 months or more

Table 11-1C. Socio-demographics and Other Student Characteristics at the District and Regional Levels, 2021
Wellesley Middle School (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	<u>Wellesley</u> <i>(650)</i>	<u>MetroWest Region</u> <i>(11,975)</i>
SOCIO-DEMOGRAPHICS AND OTHER STUDENT CHARACTERISTICS		
Identify as transgender	2.5	3.4
Identify as nonbinary*	2.6	3.7
Identify as gay/lesbian, bisexual, questioning/unsure, or describe sexual identity in another way (not heterosexual)	20.4	20.8
Have any physical disabilities or physical long-term health problems [†]	8.2	7.6
Have any long-term learning disabilities [†]	8.9	8.4
Have an Individualized Education Program (IEP)	12.3	12.2
Ever been told by a doctor or health care professional that you have an attention disorder, such as Attention Deficit/Hyperactivity Disorder (ADD/ADHD)	13.0	15.5
Have not always lived in the United States	15.8	14.7
Language other than English spoken "most of the time" at home	13.2	22.1

* 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 MIDDLE SCHOOL
(GRADES 6-8)

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?**
 - 10 years old or younger
 - 11 years old
 - 12 years old
 - 13 years old
 - 14 years old
 - 15 years old or older
2. **In what grade are you?**
 - 6th grade
 - 7th grade
 - 8th 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 think of myself as really a boy or man.
 - Yes, I am transgender and 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?**
 - 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 by 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.**

<input type="radio"/> Excellent	<input type="radio"/> Fair
<input type="radio"/> Very good	<input type="radio"/> Poor
<input type="radio"/> Good	
12. **During the past 12 months, how would you describe your grades in school?**

<input type="radio"/> Mostly A's	<input type="radio"/> Mostly F's
<input type="radio"/> Mostly B's	<input type="radio"/> None of these grades
<input type="radio"/> Mostly C's	<input type="radio"/> Not sure
<input type="radio"/> Mostly D's	
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 ride a bicycle, how often do you wear a helmet?**
- I do not ride a bicycle.*
 - Never wear a helmet
 - Rarely wear a helmet
 - Sometimes wear a helmet
 - Most of the time wear a helmet
 - Always wear a helmet
19. **How often do you wear a seat belt when riding in a car?**
- Never
 - Rarely
 - Sometimes
 - Most of the time
 - Always

PART C. VIOLENCE

These questions ask about violence-related behaviors that happened in your lifetime.

20. **Have you ever been in a physical fight?**
- Yes
 - No
21. **Have you ever been in a physical fight on school property?**
- Yes
 - No
22. **Have you ever carried a weapon, such as a gun, knife, or club?**
- Yes
 - No

23. Have you ever carried a weapon, such as a gun, knife, or club on school property?

- Yes
- No

Now, here are some questions about violence-related behaviors that happened in the past 12 months.

24. During the past 12 months, have you been in a physical fight?

- Yes
- No

25. During the past 12 months, have you been in a physical fight on school property?

- Yes
- No

These two questions on violence-related behaviors ask about the past 30 days.

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

- Yes
- No

27. During the past 30 days, have you carried a weapon, such as a gun, knife, or club?

- Yes
- No

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

28. Did someone you were dating or going out with ever swear or curse at you, or call you names like fat, ugly, stupid, or some other insult?

- I have never dated or gone out with someone.*
- Yes
- No

29. Did someone you were dating or going out with ever hit, slap, or physically hurt you on purpose?

- I have never dated or gone out with someone.*
- Yes
- No

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

30. 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

31. 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.

32. **During the past 12 months**, how many times have you been bullied?
- Never
 Once
 2 or more times
33. **During the past 12 months**, how many times have you been bullied on school property?
- Never
 Once
 2 or more times
34. **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
35. **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
36. **During the past 12 months**, how many times have you bullied someone else?
- Never
 Once
 2 or more times
37. **During the past 12 months**, how many times have you bullied someone else on school property?
- Never
 Once
 2 or more times

38. During the past 12 months , 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, 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.

39. **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?
- Never
 - Once
 - 2 or more times
40. **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
41. **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
42. **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?
- Never
 - Once
 - 2 or more times

43. 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.

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

- Yes
- No

45. 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 years old
- 10 years old
- 11 years old
- 12 years old
- 13 years old
- 14 years old or older

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

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

47. Have you ever used an electronic vapor product?

- Yes
- No

48. 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 years old
- 10 years old
- 11 years old
- 12 years old
- 13 years old
- 14 years old or older

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

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

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

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

51. During the past 30 days, did you use each of the following types of electronic vapor products?	Yes	No
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"/>
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"/>
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"/>
d. <u>Disposable</u> vapor products that you only use once (like Puff Bars, Stig, or Viigo)	<input type="radio"/>	<input type="radio"/>

52. During the past 30 days, 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) in <u>Massachusetts</u> .	<input type="radio"/>	<input type="radio"/>
d. I bought them in a store in <u>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"/>

53. **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

54. **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.

55. **Have you ever had a drink of alcohol, other than a few sips?**

- Yes
- No

56. **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.*
- 8 years old or younger
- 9 years old
- 10 years old
- 11 years old
- 12 years old
- 13 years old
- 14 years old or older

57. **During the past 30 days, did you have at least one drink of alcohol?**

- Yes
- No

58. **During the past 30 days**, were you ever **drunk** from drinking alcoholic beverages?

- Yes
- No

59. **During the past 30 days**, did you go to a party or hang out with friends where alcohol was available?

- Yes
- No

60. **During the past 30 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.

- I did not drink alcohol during the past 30 days.
- Yes
- No

61. During your lifetime , have you ever gotten a drink of 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).	<input type="radio"/>	<input type="radio"/>
f. 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"/>
g. I asked a stranger to buy it for me.	<input type="radio"/>	<input type="radio"/>
h. My friends or I bought it online.	<input type="radio"/>	<input type="radio"/>

62. Have you ever ridden in a car **driven by a HIGH SCHOOL STUDENT who had been drinking alcohol**?

- Yes
- No
- Not sure

63. 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 ask about marijuana use. Marijuana is also 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.

64. Have you ever used marijuana?

- Yes
- No

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

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

66. **During the past 30 days**, did you use marijuana?

- Yes
- No

67. **During the past 30 days**, did you go to a party or hang out with friends where marijuana was available?

- Yes
- No

68. **During your life**, have you ever used marijuana by eating or drinking products made with marijuana? This includes edibles, such as candy, baked goods, snacks, or drinks that contain marijuana.

- Yes
- No
- Not sure

69. Have you ever ridden in a car **driven by a HIGH SCHOOL STUDENT who had been using marijuana?**

- Yes
- No
- Not sure

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

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

71. 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

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

- Yes
- No

These questions ask for your opinions about the consequences of using marijuana.

73. 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

74. 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

75. <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 other drug use.

76. Have you ever sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high?

- Yes
- No

77. Have you ever used a prescription pain medicine (an opioid like codeine, Vicodin, OxyContin, Hydrocodone, and Percocet) without a doctor's prescription? This includes using someone else's prescription or obtaining them illegally.

- Yes
- No

PART F. MENTAL HEALTH

These questions ask about worrying and stress.

78. During the past 30 days, how stressful has your life been?

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

79. How often do you worry or feel stressed about:	Never	Rarely	Some-times	Often	Very often
a. School issues (like grades, homework, tests)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Social issues (like friendships, dating, 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, 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, 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"/>

80. <u>Over the last 2 weeks</u> 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"/>

81. During the past two weeks, how often have you felt so stressed, anxious, or worried that you:	Never	Rarely	Some-times	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"/>

82. **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

83. When you feel stressed, worried, or anxious, how often do you:	Never	Rarely	Some-times	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.

84. **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

85. **During the past 12 months, did you ever hurt or injure yourself on purpose? (For example, by cutting, burning, or bruising yourself on purpose.)**

- Yes
- No

86. Have you ever seriously thought about killing yourself?

- Yes
- No

87. Have you ever made a plan about how you would kill yourself?

- Yes
- No

88. Have you ever tried to kill yourself?

- Yes
- No

89. 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.

90. <u>During the past 12 months</u> , 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"/>

These statements are about seeking help for emotional challenges or problems from a counselor, therapist, or psychologist at school.

91. How much do you agree or disagree with each statement about getting help <u>from someone at school?</u>	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.

92. 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.

93. 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.

94. 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

95. 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

96. 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> more now	Use a <u>little</u> more now	Use about the same	Use a <u>little</u> less now	Use a <u>lot</u> less 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. SCHOOL ATTITUDES AND EXPERIENCES

The questions below are about your feelings and experiences related to school.

97. 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"/>

98. 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"/>

99. How often do you:	Never	Rarely	Some-times	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"/>

100. 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"/>

101. **During the past 30 days, on how many days were you absent from school?**

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

102. **Do you have any physical disabilities or physical, long-term health problems? (Long-term means 6 months or more.)**

- Yes
 No
 Not sure

103. **Do you have any long-term learning disabilities? (Long-term means 6 months or more.)**

- Yes
 No
 Not sure

104. **Do you have an IEP (Individualized Education Program) at school?**

- Yes
 No
 Not sure

105. **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

106. **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

PART I. ACTIVITIES AND SLEEP

107. 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 <u>not</u> 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"/>

108. **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

109. **On an average school night, how many hours of sleep do you get?**

- 4 hours or less 8 hours
 5 hours 9 hours
 6 hours 10 or more hours
 7 hours

PART J. ONLINE BEHAVIORS

These questions ask about time you spend using cell phones, computers, and other electronic devices to talk, send messages, or go online. Include time you spend on social media, like Instagram, Facebook, Snapchat, Twitter, TikTok, and other social media sites where you can share messages, photos/videos, or other information online.

110. <u>On an average school day</u> , 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"/>

111. Are there rules in your household about how you can use social media (such as rules about which sites you can use, how much time you can spend on social media, and where/when you can use social media)?

- I don't use social media because I choose not to.
- I don't use social media because my parent(s)/guardian(s) don't allow it.
- No, there are no rules.
- Yes, there are rules, but they are not enforced.
- Yes, there are rules and they are enforced.

112. 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"/>

PART K. 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.

113. 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"/>

114. <u>During your life</u> , 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 L. NUTRITION AND PHYSICAL ACTIVITY

These questions ask about body weight and eating patterns.

115. How do you describe your weight?

- Very underweight
- Slightly underweight
- About the right weight
- Slightly overweight
- Very overweight

116. 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

117. 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 ask about physical activity.

118. **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
- 1 day
- 2 days
- 3 days
- 4 days
- 5 days
- 6 days
- 7 days

119. **During the past 7 days**, on how many days did you exercise or participate in physical activity for **at least 20 minutes per day that made you sweat and breathe hard**, such as basketball, soccer, running, swimming laps, fast bicycling, fast dancing, or similar aerobic activities?

- 0 days
- 1 day
- 2 days
- 3 days
- 4 days
- 5 days
- 6 days
- 7 days

120. **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

121. 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

122. 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 M. 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 <u>a lot</u> worse	Become <u>a little</u> worse	About the same	Become <u>a little</u> better	Become <u>a 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"/>

How many of the following people know about your sexual orientation(such as heterosexual/straight, gay or lesbian, bisexual, or questioning)?	Everyone knows	Most people know	Some people know	A few people know	No one knows
Your family (parents or stepparents, grandparents, brothers, and sisters)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People at your school	<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
a. In the classroom	<input type="radio"/>	<input type="radio"/>
b. In the cafeteria/lunch room	<input type="radio"/>	<input type="radio"/>
c. In the locker rooms	<input type="radio"/>	<input type="radio"/>
d. In the hallways	<input type="radio"/>	<input type="radio"/>
e. In the bathroom	<input type="radio"/>	<input type="radio"/>
f. In the library	<input type="radio"/>	<input type="radio"/>
g. Outside on school property	<input type="radio"/>	<input type="radio"/>

How easy or difficult would it be for you to obtain the following substances if you wanted them:	Very easy	Somewhat easy	Somewhat difficult	Very difficult
Cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alcohol?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marijuana?	<input type="radio"/>	<input type="radio"/>	<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"/>
You don't want to harm yourself by drinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<u>During the past 30 days</u>, 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"/>
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!**

Appendix 3
MetroWest Region Tables

Table 2-1A. Cigarette and Electronic Vapor Product Use by Sex and Grade, 2021
MetroWest Region Middle School Students (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>	
	(11,975)	Female (5,878)	Male (6,057)	7 th (5,803)	8 th (6,172)
CIGARETTE SMOKING					
Lifetime cigarette smoking*	2.7	3.1	2.4	1.8	3.6
Smoked a whole cigarette before age 11 years	0.6	0.5	0.6	0.5	0.7
Current cigarette use (past 30 days)	0.6	0.5	0.7	0.4	0.9
Current frequent cigarette use (on 20 or more of the past 30 days)	0.2	0.1	0.3	0.1	0.3
ELECTRONIC VAPOR PRODUCT USE[†]					
Lifetime electronic vapor product use	4.6	5.3	4.0	2.8	6.3
Used an electronic vapor product before age 11 years	0.8	0.7	0.9	0.7	0.9
Current electronic vapor product use (past 30 days)	2.2	2.6	1.9	1.4	3.0
Current frequent electronic vapor product use (on 20 or more of the past 30 days)	0.4	0.4	0.4	0.2	0.6
Current electronic vapor product use on school property (past 30 days)	0.9	0.8	0.9	0.5	1.2
Used electronic vapor products that contain <u>nicotine</u> (past 30 days)	1.4	1.8	1.0	0.7	2.1
Used electronic vapor products that contain a <u>flavor</u> (past 30 days)	1.8	2.3	1.2	1.0	2.5
Used electronic vapor products that contain <u>THC</u> (past 30 days)	0.8	0.9	0.6	0.3	1.2
Used <u>disposable</u> electronic vapor products (past 30 days)	1.4	1.9	0.9	0.7	2.1
Perceived risk of using electronic vapor products (moderate/great risk)	91.8	92.3	91.4	92.3	91.3
Ease of obtaining electronic vapor products (fairly/very easy)	21.2	19.9	22.6	15.5	26.4

* Ever tried cigarette smoking, even one or two puffs

† 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

Table 2-1B. Cigarette and Electronic Vapor Product Use, 2006-2021
MetroWest Region Middle School Students (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 (6,875)	2008 (10,650)	2010 (11,597)	2012 (12,224)	2014 (12,191)	2016 (12,307)	2018 (12,107)	2021 (11,975)
CIGARETTE SMOKING								
Lifetime cigarette smoking*	9.6	8.4	5.7	6.2	4.1	2.9	2.9	2.7
Smoked a whole cigarette before age 11 years	2.1	1.8	1.2	1.0	0.9	0.6	0.5	0.6
Current cigarette use (past 30 days)	3.9	3.7	2.4	2.1	1.4	1.1	0.8	0.6
Current frequent cigarette use (on 20 or more of the past 30 days)	0.9	1.0	0.6	0.6	0.6	0.4	0.3	0.2
ELECTRONIC VAPOR PRODUCT USE[†]								
Lifetime electronic vapor product use	–	–	–	–	6.4	5.7	9.9	4.6
Used an electronic vapor product before age 11 years	–	–	–	–	–	–	0.8	0.8
Current electronic vapor product use (past 30 days)	–	–	–	–	3.5	2.5	5.8	2.2
Current frequent electronic vapor product use (on 20 or more of the past 30 days)	–	–	–	–	0.5	0.4	0.8	0.4
Current electronic vapor product use on school property (past 30 days)	–	–	–	–	–	–	1.9	0.9
Used electronic vapor products that contain <u>nicotine</u> (past 30 days)	–	–	–	–	–	–	–	1.4
Used electronic vapor products that contain a <u>flavor</u> (past 30 days)	–	–	–	–	–	–	–	1.8
Used electronic vapor products that contain <u>THC</u> (past 30 days)	–	–	–	–	–	–	–	0.8
Used <u>disposable</u> electronic vapor products (past 30 days)	–	–	–	–	–	–	–	1.4
Perceived risk of using electronic vapor products (moderate/great risk)	–	–	–	–	64.1	77.2	80.4	91.8
Ease of obtaining electronic vapor products (fairly/very easy)	–	–	–	–	–	–	–	21.2

* Ever tried cigarette smoking, even one or two puffs

† 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

Table 2-2A. Alcohol Use by Sex and Grade, 2021
MetroWest Region Middle School Students (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>	
	(11,975)	Female (5,878)	Male (6,057)	7 th (5,803)	8 th (6,172)
ALCOHOL USE*					
Lifetime alcohol use	11.1	11.1	11.1	8.8	13.2
Had first drink of alcohol before age 11 years	4.7	4.4	5.0	4.6	4.8
Current alcohol use (past 30 days)	3.1	3.2	3.0	2.1	4.0
Binge drinking (past 30 days) [†]	0.6	0.5	0.7	0.4	0.8
Was “drunk” from consuming alcohol (past 30 days)	0.8	0.8	0.8	0.5	1.1
Went to a party/hung out where alcohol was available (past 30 days)	6.3	7.1	5.6	5.1	7.5
ADDITIONAL MEASURES RELATED TO ALCOHOL					
Ever rode in car driven by a high school student who had been drinking	2.1	1.8	2.3	2.1	2.0
Ever lived with someone who was having a problem with alcohol/drug use	11.8	14.0	9.7	10.4	13.2
Perceived risk of having five or more drinks of alcohol once or twice a week (moderate/great risk)	87.1	89.4	84.9	87.0	87.3

* Includes drinking beer, wine, wine coolers, and liquor as well as hard seltzers (seltzer water that contain alcohol such as White Claw or Truly), hard lemonade, and hard cider that contains alcohol; 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

Table 2-2B. Alcohol Use, 2006-2021
MetroWest Region Middle School Students (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 (6,875)	2008 (10,650)	2010 (11,597)	2012 (12,224)	2014 (12,191)	2016 (12,307)	2018 (12,107)	2021 (11,975)
ALCOHOL USE*								
Lifetime alcohol use	21.9	20.2	13.2	12.4	11.0	10.2	11.7	11.1
Had first drink of alcohol before age 11 years	8.2	6.8	4.6	4.6	4.5	3.9	4.4	4.7
Current alcohol use (past 30 days)	9.0	8.6	4.9	5.0	4.0	3.7	3.9	3.1
Binge drinking (past 30 days) [†]	2.5	2.5	1.5	1.4	1.0	1.0	0.9	0.6
Was “drunk” from consuming alcohol (past 30 days)	–	3.3	1.8	1.8	1.3	1.2	1.1	0.8
Went to a party/hung out where alcohol was available (past 30 days)	–	–	8.1	9.2	7.2	8.4	8.3	6.3
ADDITIONAL MEASURES RELATED TO ALCOHOL								
Ever rode in car driven by a high school student who had been drinking	–	–	–	2.2	1.8	1.7	1.4	2.1
Ever lived with someone who was having a problem with alcohol/drug use	–	–	–	–	–	–	–	11.8
Perceived risk of having five or more drinks of alcohol once or twice a week (moderate/great risk)	–	–	–	–	–	–	–	87.1

* Includes drinking beer, wine, wine coolers, and liquor as well as hard seltzers (seltzer water that contain alcohol such as White Claw or Truly), hard lemonade, and hard cider that contains alcohol; 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

Table 2-3A. Marijuana and Other Substance Use by Sex and Grade, 2021
MetroWest Region Middle School Students (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>	
	(11,975)	Female (5,878)	Male (6,057)	7 th (5,803)	8 th (6,172)
MARIJUANA USE*					
Lifetime marijuana use	1.9	1.9	2.0	1.2	2.7
Tried marijuana before age 11 years	0.3	0.3	0.4	0.3	0.4
Current marijuana use (past 30 days)	0.8	0.8	0.8	0.5	1.2
Went to a party/hung out where marijuana was available (past 30 days)	2.4	2.6	2.3	1.5	3.3
Ate or drank products made with marijuana (lifetime) [†]	1.6	1.6	1.5	1.2	2.0
Think it would be "fairly easy" or "very easy" to obtain marijuana	12.1	11.8	12.4	8.7	15.1
Ever rode in car driven by a high school student who had been using marijuana	2.4	2.5	2.3	1.8	2.9
Know one or more adults who use marijuana	24.9	27.7	22.2	21.2	28.3
Ever lived with someone who was having a problem with alcohol/drug use	11.8	14.0	9.7	10.4	13.2
PERCEIVED CONSEQUENCES OF MARIJUANA USE					
Perceived risk of using marijuana once or twice a week (moderate/great risk)	79.0	82.2	75.9	83.1	75.2
Perceived risk for people your age using marijuana every day or almost every day (moderate/great risk)	92.6	94.0	91.4	93.7	91.7
Harm to brain development (likely/very likely) [‡]	81.6	83.7	79.7	80.6	82.5
Harm to other parts of the body, like the lungs or heart (likely/very likely) [‡]	85.0	88.0	82.1	84.8	85.1
Will do worse in school than students who don't use marijuana (likely/very likely) [‡]	73.6	74.9	72.4	73.4	73.8
Will have more mental health problems than students who don't use marijuana (likely/very likely) [‡]	77.2	79.9	74.6	77.8	76.6
Will become addicted to marijuana (likely/ very likely) [‡]	85.5	88.8	82.4	85.1	85.9
OTHER SUBSTANCE USE					
Lifetime inhalant use	3.3	3.5	3.1	2.9	3.6
Lifetime prescription pain medicine misuse (without a doctor's prescription) [§]	1.1	1.2	0.9	0.7	1.4

* Does not include CBD-only or hemp products

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

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

§ 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

Table 2-3B. Marijuana and Other Substance Use, 2006-2021
MetroWest Region Middle School Students (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 (6,875)	2008 (10,650)	2010 (11,597)	2012 (12,224)	2014 (12,191)	2016 (12,307)	2018 (12,107)	2021 (11,975)
MARIJUANA USE*								
Lifetime marijuana use	4.8	5.2	4.1	4.1	3.1	2.5	3.0	1.9
Tried marijuana before age 11 years	1.1	1.0	0.8	0.8	0.8	0.5	0.4	0.3
Current marijuana use (past 30 days)	3.0	3.3	2.2	2.4	1.8	1.4	1.7	0.8
Went to a party/hung out where marijuana was available (past 30 days)	–	–	–	4.9	3.5	3.8	4.1	2.4
Ate or drank products made with marijuana (lifetime) [†]	–	–	–	–	–	–	1.7	1.6
Think it would be "fairly easy" or "very easy" to obtain marijuana	–	–	–	–	–	–	19.4	12.1
Ever rode in car driven by a high school student who had been using marijuana	–	–	–	–	–	–	2.3	2.4
Know one or more adults who use marijuana	–	–	–	–	–	–	–	24.9
Ever lived with someone who was having a problem with alcohol/drug use	–	–	–	–	–	–	–	11.8
PERCEIVED CONSEQUENCES OF MARIJUANA USE								
Perceived risk of using marijuana once or twice a week (moderate/great risk)	–	–	–	–	–	–	84.0	79.0
Perceived risk for people your age using marijuana every day or almost every day (moderate/great risk)	–	–	–	–	–	–	–	92.6
Harm to brain development (likely/very likely) [‡]	–	–	–	–	–	–	–	81.6
Harm to other parts of the body, like the lungs or heart (likely/very likely) [‡]	–	–	–	–	–	–	–	85.0
Will do worse in school than students who don't use marijuana (likely/very likely) [‡]	–	–	–	–	–	–	–	73.6
Will have more mental health problems than students who don't use marijuana (likely/very likely) [‡]	–	–	–	–	–	–	–	77.2
Will become addicted to marijuana (likely/ very likely) [‡]	–	–	–	–	–	–	–	85.5
OTHER SUBSTANCE USE								
Lifetime inhalant use	8.3	7.1	5.2	4.2	3.0	2.6	3.5	3.3
Lifetime prescription pain medicine misuse (without a doctor's prescription) [§]	–	–	–	–	–	–	1.2	1.1

* Does not include CBD-only or hemp products

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

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

§ 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

Table 3-1A. Violence, Safety-Related Behaviors, and Dating Violence by Sex and Grade, 2021
MetroWest Region Middle School Students (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>	
	(11,975)	Female (5,878)	Male (6,057)	7 th (5,803)	8 th (6,172)
SAFETY					
Didn't go to school because of safety concerns (past 30 days)*	2.5	3.2	1.7	2.6	2.3
WEAPONS[†]					
Carried a weapon (lifetime)	13.0	8.4	17.4	12.2	13.7
Carried a weapon on school property (lifetime)	0.7	0.6	0.9	0.6	0.8
Carried a weapon (past 30 days)	4.8	2.8	6.6	4.6	4.9
PHYSICAL FIGHTING					
In a physical fight (lifetime)	32.6	18.6	46.1	32.4	32.8
In a physical fight (past 12 months)	15.1	8.2	21.8	16.0	14.2
In a physical fight on school property (lifetime)	11.2	4.5	17.7	11.2	11.2
In a physical fight on school property (past 12 months)	3.7	1.5	6.0	4.2	3.3
DATING VIOLENCE[‡]					
Sworn at, cursed at, or insulted (lifetime)	6.1	7.4	4.7	4.6	7.5
Physically hurt on purpose (lifetime)	1.4	1.2	1.6	1.0	1.8
EXPERIENCES OF VIOLENCE AT HOME					
Ever been hit, beat, kicked, or physically hurt by an adult in your home	21.6	20.9	22.3	21.2	22.0
Adults in your home have slapped, hit, kicked, punched, or beat each other up	8.9	10.0	7.9	8.5	9.3

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

† For example, a gun, knife, or club

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

Table 3-1B. Violence, Safety-Related Behaviors, and Dating Violence, 2006-2021
MetroWest Region Middle School Students (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 (6,875)	2008 (10,650)	2010 (11,597)	2012 (12,224)	2014 (12,191)	2016 (12,307)	2018 (12,107)	2021 (11,975)
SAFETY								
Didn't go to school because of safety concerns (past 30 days)*	3.0	3.3	2.1	2.3	2.1	2.4	3.1	2.5
WEAPONS †								
Carried a weapon (lifetime)	17.6	16.3	13.7	15.1	15.2	16.0	13.7	13.0
Carried a weapon on school property (lifetime)	3.3	2.5	1.4	1.4	1.1	1.0	0.8	0.7
Carried a weapon (past 30 days)	–	7.8	5.5	6.8	6.7	7.3	5.3	4.8
PHYSICAL FIGHTING								
In a physical fight (lifetime)	44.5	45.3	39.3	35.0	33.4	31.5	32.2	32.6
In a physical fight (past 12 months)	–	25.9	20.8	17.3	16.0	15.6	16.8	15.1
In a physical fight on school property (lifetime)	18.9	16.8	12.4	9.8	9.4	9.4	11.1	11.2
In a physical fight on school property (past 12 months)	–	6.9	4.5	3.3	3.2	3.4	4.7	3.7
DATING VIOLENCE ‡								
Sworn at, cursed at, or insulted (lifetime)	–	–	–	–	6.4	5.2	6.1	6.1
Physically hurt on purpose (lifetime)	–	–	–	–	1.5	1.0	1.3	1.4
EXPERIENCES OF VIOLENCE AT HOME								
Ever been hit, beat, kicked, or physically hurt by an adult in your home	–	–	–	–	–	–	–	21.6
Adults in your home have slapped, hit, kicked, punched, or beat each other up	–	–	–	–	–	–	–	8.9

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

† For example, a gun, knife, or club

‡ 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 Middle School Students (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>	
		Female	Male	7 th	8 th
	<i>(11,975)</i>	<i>(5,878)</i>	<i>(6,057)</i>	<i>(5,803)</i>	<i>(6,172)</i>
<i>BULLYING (past 12 months)*</i>					
Been a victim of bullying	28.9	34.6	23.4	30.3	27.6
Been a victim of bullying on school property	23.9	28.0	19.8	24.6	23.2
Bullied someone else	8.9	8.0	9.9	8.8	9.1
Bullied someone else on school property	5.8	5.1	6.5	5.4	6.2
Talked to a teacher/adult from school about being bullied	10.3	12.2	8.4	11.9	8.8
Talked to a parent/adult outside of school about being bullied	17.8	22.2	13.5	19.8	16.0
<i>CYBERBULLYING (past 12 months) †</i>					
Been a victim of cyberbullying	22.6	26.8	18.5	21.7	23.4
Cyberbullied someone else	6.5	6.2	6.7	6.0	6.9
Talked to a teacher/adult from school about being cyberbullied	4.3	5.6	3.1	4.6	4.0
Talked to a parent/adult outside of school about being cyberbullied	8.2	10.9	5.5	8.3	8.1

* 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 Middle School Students (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 (6,875)	2008 (10,650)	2010 (11,597)	2012 (12,224)	2014 (12,191)	2016 (12,307)	2018 (12,107)	2021 (11,975)
<i>BULLYING (past 12 months)*</i>								
Been a victim of bullying	43.9	48.9	37.7	32.4	28.8	25.1	27.9	28.9
Been a victim of bullying on school property	38.8	42.7	31.7	26.7	23.5	20.6	24.5	23.9
Bullied someone else	–	34.5	21.3	12.5	7.9	8.0	7.4	8.9
Bullied someone else on school property	–	–	–	7.8	4.8	5.1	5.1	5.8
Talked to a teacher/adult from school about being bullied	–	–	12.2	12.8	11.8	10.5	11.5	10.3
Talked to a parent/adult outside of school about being bullied	–	–	20.1	20.3	18.8	16.5	18.3	17.8
<i>CYBERBULLYING (past 12 months) †</i>								
Been a victim of cyberbullying	15.6	15.9	17.2	16.6	18.6	18.8	17.8	22.6
Cyberbullied someone else	10.9	9.4	8.1	6.0	5.7	5.9	5.7	6.5
Talked to a teacher/adult from school about being cyberbullied	–	–	3.5	3.7	4.1	4.3	3.7	4.3
Talked to a parent/adult outside of school about being cyberbullied	–	–	5.7	6.6	7.1	7.8	7.2	8.2

* 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 Middle School Students (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>	
	(11,975)	Female (5,878)	Male (6,057)	7 th (5,803)	8 th (6,172)
IDENTITY-BASED BULLYING AT SCHOOL (past 12 months)*					
Bullied because of your race or ethnicity	8.6	9.8	7.5	7.4	9.7
Bullied because of your religion or culture	6.6	7.7	5.5	5.8	7.3
Bullied because of your gender	7.2	11.8	2.6	7.0	7.3
Bullied because of your sexual identity or orientation or what others think it is	7.7	11.4	4.0	7.5	8.0
Bullied because of a disability you have or others think you have	5.7	7.0	4.4	5.5	5.8
Bullied because of your height or weight or how you look	29.7	34.8	24.8	29.0	30.3
IDENTITY-BASED CYBERBULLYING (past 12 months) †					
Cyberbullied because of your race or ethnicity	4.0	4.4	3.6	3.6	4.4
Cyberbullied because of your religion or culture	3.3	3.6	3.0	3.0	3.7
Cyberbullied because of your gender	4.6	7.1	2.0	4.5	4.7
Cyberbullied because of your sexual identity or orientation or what others think it is	5.5	8.3	2.7	5.4	5.6
Cyberbullied because of a disability you have or others think you have	3.5	4.3	2.8	3.5	3.6
Cyberbullied because of your height or weight, or how you look	13.6	17.6	9.8	12.7	14.4

* Defined as being bullied or called names, teased, made fun of, embarrassed, or threatened 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 Middle School Students (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 (6,875)	2008 (10,650)	2010 (11,597)	2012 (12,224)	2014 (12,191)	2016 (12,307)	2018 (12,107)	2021 (11,975)
IDENTITY-BASED BULLYING AT SCHOOL (past 12 months)*								
Bullied because of your race or ethnicity	–	–	–	–	–	–	–	8.6
Bullied because of your religion or culture	–	–	–	–	–	–	–	6.6
Bullied because of your gender	–	–	–	–	–	–	–	7.2
Bullied because of your sexual identity or orientation or what others think it is	–	–	–	–	–	5.6	5.5	7.7
Bullied because of a disability you have or others think you have	–	–	–	–	–	5.9	6.4	5.7
Bullied because of your height or weight or how you look	–	–	–	–	–	26.5	29.3	29.7
IDENTITY-BASED CYBERBULLYING (past 12 months)†								
Cyberbullied because of your race or ethnicity	–	–	–	–	–	–	–	4.0
Cyberbullied because of your religion or culture	–	–	–	–	–	–	–	3.3
Cyberbullied because of your gender	–	–	–	–	–	–	–	4.6
Cyberbullied because of your sexual identity or orientation or what others think it is	–	–	–	–	–	–	–	5.5
Cyberbullied because of a disability you have or others think you have	–	–	–	–	–	–	–	3.5
Cyberbullied because of your height or weight, or how you look	–	–	–	–	–	–	–	13.6

* Defined as being bullied or called names, teased, made fun of, embarrassed, or threatened 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, 2018
MetroWest Region Middle School Students (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>	
		Female	Male	7 th	8 th
	(11,975)	(5,878)	(6,057)	(5,803)	(6,172)
<i>SAFETY-RELATED BEHAVIORS</i>					
Never/rarely wore a helmet when riding a bicycle (past 12 months, among students who rode a bicycle)	29.8	26.7	32.8	25.7	33.7
Never/rarely wear a seatbelt when passenger in a car	2.0	1.8	2.2	1.7	2.3
<i>RIDING WITH A DRIVER UNDER THE INFLUENCE (lifetime)</i>					
Ever rode in car driven by a high school student who had been drinking	2.1	1.8	2.3	2.1	2.0
Ever rode in car driven by a high school student who had been using marijuana	2.4	2.5	2.3	1.8	2.9

Table 4-1B. Behaviors Related to Unintentional Injury, 2006-2021
MetroWest Region Middle School Students (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 <i>(6,875)</i>	2008 <i>(10,650)</i>	2010 <i>(11,597)</i>	2012 <i>(12,224)</i>	2014 <i>(12,191)</i>	2016 <i>(12,307)</i>	2018 <i>(12,107)</i>	2021 <i>(11,975)</i>
<i>SAFETY-RELATED BEHAVIORS</i>								
Never/rarely wore a helmet when riding a bicycle (past 12 months, among students who rode a bicycle)	38.0	37.2	31.4	30.0	26.8	26.3	26.9	29.8
Never/rarely wear a seatbelt when passenger in a car	5.5	4.2	2.9	3.3	2.3	1.8	1.7	2.0
<i>RIDING WITH A DRIVER UNDER THE INFLUENCE (lifetime)</i>								
Ever rode in car driven by a high school student who had been drinking	–	–	–	2.2	1.8	1.7	1.4	2.1
Ever rode in car driven by a high school student who had been using marijuana	–	–	–	–	–	–	2.3	2.4

Table 5-1A. Stress and Coping Strategies by Sex and Grade, 2021
MetroWest Region Middle School Students (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>	
	(11,975)	Female (5,878)	Male (6,057)	7 th (5,803)	8 th (6,172)
STRESS					
Life "very" stressful (past 30 days)	16.5	23.5	9.5	14.2	18.7
Worry/feel stressed about school issues*	50.9	62.8	39.1	46.0	55.4
Worry/feel stressed about social issues*	31.0	43.2	18.9	28.5	33.3
Worry/feel stressed about family issues*	19.1	27.6	10.6	17.0	20.9
Worry/feel stressed about safety issues*	5.7	7.3	4.1	5.8	5.6
Worry/feel stressed about appearance issues*	33.2	47.7	18.9	30.1	36.2
Worry/feel stressed about your physical and/or emotional health*	27.7	40.3	15.3	24.6	30.7
SYMPTOMS OF BEING STRESSED, ANXIOUS, OR WORRIED (often/very often, past 2 weeks)					
Had little interest or pleasure in doing things	16.0	22.7	9.3	13.4	18.4
Had trouble falling asleep or staying asleep or slept too much	26.8	36.8	16.8	25.2	28.3
Felt tired or had little energy	29.9	41.2	18.6	26.6	33.0
Had a poor appetite or ate too much	23.3	34.3	12.4	20.7	25.8
Felt bad about yourself or that you were a failure	23.4	33.4	13.4	21.3	25.4
Had trouble concentrating in school	26.7	35.6	17.7	23.9	29.2
Had trouble concentrating on things outside of school	14.9	21.8	8.0	13.4	16.3
STRATEGIES TO COPE WITH FEELING STRESSED, ANXIOUS, OR WORRIED					
Manage stress "poorly" or "very poorly" (among students who experience stress)	25.9	32.1	18.9	25.3	26.5
Exercise to make yourself feel better [†]	32.6	29.6	35.6	31.4	33.7
Use alcohol or drugs to make yourself feel better [†]	0.9	0.8	0.9	0.6	1.1
Distract yourself from your worries (e.g. watch TV, read, do a hobby, sleep) [†]	66.3	69.5	63.1	66.3	66.2
Get help or advice from someone else [†]	19.6	23.5	15.6	20.6	18.6
Get emotional support from someone else [†]	16.4	20.9	11.9	16.7	16.1
Get angry or upset with yourself [†]	27.1	36.6	17.5	25.3	28.7
Get angry or upset with others around you [†]	14.6	21.4	7.8	13.5	15.6
Try to see things in a different light, to make it seem more positive [†]	21.7	22.5	20.9	21.8	21.6
Make jokes about your feelings or situation [†]	25.8	32.0	19.4	22.6	28.7
Find comfort in your religion or spiritual beliefs [†]	11.1	11.1	11.1	11.3	10.9

* 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 Middle School Students (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 (6,875)	2008 (10,650)	2010 (11,597)	2012 (12,224)	2014 (12,191)	2016 (12,307)	2018 (12,107)	2021 (11,975)
STRESS								
Life "very" stressful (past 30 days)	13.3	13.6	12.1	12.5	14.1	15.6	19.8	16.5
Worry/feel stressed about school issues*	–	–	–	–	–	43.7	50.3	50.9
Worry/feel stressed about social issues*	–	–	–	–	–	18.8	25.0	31.0
Worry/feel stressed about family issues*	–	–	–	–	–	15.9	19.2	19.1
Worry/feel stressed about safety issues*	–	–	–	–	–	4.5	5.5	5.7
Worry/feel stressed about appearance issues*	–	–	–	–	–	18.3	23.2	33.2
Worry/feel stressed about your physical and/or emotional health*	–	–	–	–	–	11.6	16.8	27.7
SYMPTOMS OF BEING STRESSED, ANXIOUS, OR WORRIED (often/very often, past 2 weeks)								
Had little interest or pleasure in doing things	–	–	–	–	–	8.0	10.0	16.0
Had trouble falling asleep or staying asleep or slept too much	–	–	–	–	–	16.9	20.6	26.8
Felt tired or had little energy	–	–	–	–	–	18.9	23.2	29.9
Had a poor appetite or ate too much	–	–	–	–	–	11.7	15.1	23.3
Felt bad about yourself or that you were a failure	–	–	–	–	–	12.4	16.5	23.4
Had trouble concentrating in school	–	–	–	–	–	16.0	20.7	26.7
Had trouble concentrating on things outside of school	–	–	–	–	–	7.0	9.8	14.9
STRATEGIES TO COPE WITH FEELING STRESSED, ANXIOUS, OR WORRIED								
Manage stress "poorly" or "very poorly" (among students who experience stress)	–	–	–	–	–	–	–	25.9
Exercise to make yourself feel better [†]	–	–	–	–	–	–	–	32.6
Use alcohol or drugs to make yourself feel better [†]	–	–	–	–	–	–	–	0.9
Distract yourself from your worries (e.g. watch TV, read, do a hobby, sleep) [†]	–	–	–	–	–	–	–	66.3
Get help or advice from someone else [†]	–	–	–	–	–	–	–	19.6
Get emotional support from someone else [†]	–	–	–	–	–	–	–	16.4
Get angry or upset with yourself [†]	–	–	–	–	–	–	–	27.1
Get angry or upset with others around you [†]	–	–	–	–	–	–	–	14.6
Try to see things in a different light, to make it seem more positive [†]	–	–	–	–	–	–	–	21.7
Make jokes about your feelings or situation [†]	–	–	–	–	–	–	–	25.8
Find comfort in your religion or spiritual beliefs [†]	–	–	–	–	–	–	–	11.1

* 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 Middle School Students (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>	
	(11,975)	Female (5,878)	Male (6,057)	7 th (5,803)	8 th (6,172)
GENERALIZED ANXIETY (past 2 weeks)					
Feel nervous, anxious, or on edge (more than half the days/nearly every day)	29.7	42.8	16.7	26.8	32.5
Unable to stop or control worrying (more than half the days/nearly every day)	24.0	35.6	12.5	21.7	26.1
Generalized Anxiety Disorder brief scale (GAD-2) suggests need for further diagnostic evaluation*	30.4	43.9	16.9	27.6	33.0
DEPRESSIVE SYMPTOMS, SELF-INJURY, AND SUICIDALITY					
Felt sad or hopeless almost every day for two or more weeks (past 12 months)	19.8	27.4	12.2	18.0	21.5
Hurt or injured yourself on purpose (past 12 months) [†]	13.2	19.4	7.0	11.8	14.4
Seriously considered attempting suicide (lifetime)	16.7	23.4	10.3	15.4	17.9
Made a plan about attempting suicide (lifetime)	11.4	15.9	7.0	9.9	12.8
Attempted suicide (lifetime)	4.8	7.0	2.6	4.1	5.4
Ever lived with someone who was depressed, mentally ill, or suicidal	16.7	21.6	11.8	14.1	19.0
MENTAL HEALTH RELATED TO COVID-19					
Experienced poor mental health [‡] during the COVID-19 pandemic (most of the time, or always)	23.1	34.6	11.5	20.0	26.0
Mental health became "a little worse" or "a lot worse" since the beginning of the COVID-19 pandemic	40.7	51.4	29.9	39.2	42.0

* 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

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

Table 5-2B. Mental Health and Suicidality, 2006-2021
MetroWest Region Middle School Students (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 (6,875)	2008 (10,650)	2010 (11,597)	2012 (12,224)	2014 (12,191)	2016 (12,307)	2018 (12,107)	2021 (11,975)
GENERALIZED ANXIETY (past 2 weeks)								
Feel nervous, anxious, or on edge (more than half the days/nearly every day)	–	–	–	–	–	–	23.2	29.7
Unable to stop or control worrying (more than half the days/nearly every day)	–	–	–	–	–	–	17.5	24.0
Generalized Anxiety Disorder brief scale (GAD-2) suggests need for further diagnostic evaluation*	–	–	–	–	–	–	23.3	30.4
DEPRESSIVE SYMPTOMS, SELF-INJURY, AND SUICIDALITY								
Felt sad or hopeless almost every day for two or more weeks (past 12 months)	15.6	15.2	12.8	12.8	15.0	10.4	14.3	19.8
Hurt or injured yourself on purpose (past 12 months) [†]	7.7	8.5	6.7	7.8	9.0	7.4	9.7	13.2
Seriously considered attempting suicide (lifetime)	9.9	10.9	9.4	10.5	11.2	10.7	14.2	16.7
Made a plan about attempting suicide (lifetime)	5.9	6.5	5.7	7.2	7.8	6.8	8.5	11.4
Attempted suicide (lifetime)	3.0	3.0	2.6	3.0	3.2	2.7	3.9	4.8
Ever lived with someone who was depressed, mentally ill, or suicidal	–	–	–	–	–	–	–	16.7
MENTAL HEALTH RELATED TO COVID-19								
Experienced poor mental health [‡] during the COVID-19 pandemic (most of the time, or always)	–	–	–	–	–	–	–	23.1
Mental health became "a little worse" or "a lot worse" since the beginning of the COVID-19 pandemic	–	–	–	–	–	–	–	40.7

* 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

‡ Poor mental health includes anxiety, stress, and depression

Table 5-3A. Support for Emotional Challenges or Problems* by Sex and Grade, 2021
MetroWest Region Middle School Students (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	Total (%) (11,975)	Sex (%)		Grade (%)	
		Female (5,878)	Male (6,057)	7 th (5,803)	8 th (6,172)
SOURCES OF SUPPORT FOR HELP WITH EMOTIONAL CHALLENGES OR PROBLEMS (past 12 months) †					
School counselor, school therapist, or school psychologist	19.7	24.5	14.9	24.5	14.9
School nurse	4.5	5.1	4.0	5.1	4.0
Another adult from school, like a teacher or other school staff	12.2	14.2	10.1	14.2	10.1
Therapist, psychologist, or other mental health professional outside of school	17.8	22.5	13.1	22.5	13.1
Parent, relative, or other adult outside of school	51.2	59.5	43.1	59.5	43.1
Friend around the same age	52.2	67.5	36.9	67.5	36.9
Crisis hotline/text line	3.2	4.6	1.9	4.6	1.9
Person or group on social media (such as, Instagram, Facebook, Snapchat)	14.1	17.6	10.5	17.6	10.5
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.	23.5	26.5	20.5	24.3	22.7
I don't think counseling with someone at school would help.	38.3	43.3	33.2	35.2	41.1
I wouldn't have time or wouldn't want to miss class to get help.	38.0	42.7	33.2	36.3	39.6
I don't trust anyone from my school enough to talk about my emotional problems.	35.8	41.8	29.7	33.8	37.6
I should handle problems on my own.	40.1	41.3	38.9	38.1	42.0
I would be too embarrassed or scared to talk about it.	38.7	48.0	29.4	38.9	38.6
A school counselor/therapist might not understand me or the challenges I was having.	34.0	40.8	27.2	32.5	35.5
I wouldn't want other students to know I was meeting with a school counselor/therapist.	38.3	41.8	34.8	37.9	38.7
I wouldn't want my parent(s)/guardian(s) to know I was meeting with a school counselor/therapist.	24.8	30.5	19.1	23.9	25.7
Teachers or other school staff might treat me differently or give me fewer opportunities at school.	25.0	30.2	19.7	24.7	25.2
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.	11.0	11.6	10.4	11.2	10.8

* 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 5-3B. Support for Emotional Challenges or Problems*, 2006-2021
MetroWest Region Middle School Students (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 (6,875)	2008 (10,650)	2010 (11,597)	2012 (12,224)	2014 (12,191)	2016 (12,307)	2018 (12,107)	2021 (11,975)
SOURCES OF SUPPORT FOR HELP WITH EMOTIONAL CHALLENGES OR PROBLEMS (past 12 months) †								
School counselor, school therapist, or school psychologist	–	–	–	–	–	–	17.4	19.7
School nurse	–	–	–	–	–	–	5.5	4.5
Another adult from school, like a teacher or other school staff	–	–	–	–	–	–	10.7	12.2
Therapist, psychologist, or other mental health professional outside of school	–	–	–	–	–	–	14.1	17.8
Parent, relative, or other adult outside of school	–	–	–	–	–	–	43.1	51.2
Friend around the same age	–	–	–	–	–	–	44.1	52.2
Crisis hotline/text line	–	–	–	–	–	–	2.0	3.2
Person or group on social media (such as, Instagram, Facebook, Snapchat)	–	–	–	–	–	–	12.8	14.1
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.	–	–	–	–	–	–	18.3	23.5
I don't think counseling with someone at school would help.	–	–	–	–	–	–	31.8	38.3
I wouldn't have time or wouldn't want to miss class to get help.	–	–	–	–	–	–	36.7	38.0
I don't trust anyone from my school enough to talk about my emotional problems.	–	–	–	–	–	–	–	35.8
I should handle problems on my own.	–	–	–	–	–	–	33.5	40.1
I would be too embarrassed or scared to talk about it.	–	–	–	–	–	–	34.1	38.7
A school counselor/therapist might not understand me or the challenges I was having.	–	–	–	–	–	–	35.2	34.0
I wouldn't want other students to know I was meeting with a school counselor/therapist.	–	–	–	–	–	–	44.6	38.3
I wouldn't want my parent(s)/guardian(s) to know I was meeting with a school counselor/therapist.	–	–	–	–	–	–	22.5	24.8
Teachers or other school staff might treat me differently or give me fewer opportunities at school.	–	–	–	–	–	–	27.1	25.0
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.	–	–	–	–	–	–	10.2	11.0

* 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. Weight, Nutrition, and Physical Activity by Sex and Grade, 2021
MetroWest Region Middle School Students (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>	
	(11,975)	Female (5,878)	Male (6,057)	7 th (5,803)	8 th (6,172)
WEIGHT PERCEPTION					
Describe self as slightly or very overweight	23.9	25.3	22.4	23.6	24.2
BODY MASS INDEX					
Overweight*	12.0	10.3	13.5	11.4	12.5
Obese [†]	8.7	7.1	10.1	8.4	8.9
EATING PATTERNS (past 7 days)					
Ate breakfast on all 7 days	45.8	39.0	52.7	49.2	42.8
Ate dinner at home with parent(s)/guardian(s) on 5 or more days	83.1	78.6	87.7	84.8	81.6
PHYSICAL ACTIVITY					
Participated in vigorous physical activity for at least 20 minutes on 3 or more of the past 7 days [‡]	77.0	71.5	82.6	76.7	77.2
Participated in moderate physical activity for at least 60 minutes per day on 5 or more of the past 7 days [§]	58.3	51.1	65.5	58.2	58.3
Played on one or more sports teams (past 12 months)	68.6	65.3	72.0	68.9	68.4

* 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

Table 6-1B. Weight, Nutrition, and Physical Activity, 2006-2021
MetroWest Region Middle School Students (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 (6,875)	2008 (10,650)	2010 (11,597)	2012 (12,224)	2014 (12,191)	2016 (12,307)	2018 (12,107)	2021 (11,975)
WEIGHT PERCEPTION								
Describe self as slightly or very overweight	22.8	23.8	23.3	23.0	24.1	23.3	23.9	23.9
BODY MASS INDEX								
Overweight*	13.4	13.0	13.1	12.6	12.1	13.1	12.5	12.0
Obese [†]	7.0	6.8	6.4	6.4	7.1	6.7	7.1	8.7
EATING PATTERNS (past 7 days)								
Ate breakfast on all 7 days	–	–	–	–	58.2	56.9	50.6	45.8
Ate dinner at home with parent(s)/guardian(s) on 5 or more days	–	–	–	83.4	86.2	82.9	83.0	83.1
PHYSICAL ACTIVITY								
Participated in vigorous physical activity for at least 20 minutes on 3 or more of the past 7 days [‡]	78.7	79.0	76.9	80.3	80.8	80.7	79.5	77.0
Participated in moderate physical activity for at least 60 minutes per day on 5 or more of the past 7 days [§]	–	–	52.2	58.8	61.6	59.7	57.5	58.3
Played on one or more sports teams (past 12 months)	73.2	73.0	75.8	79.1	77.8	77.5	75.5	68.6

* 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

Table 7-1A. School Connectedness, Engagement, and Climate by Sex and Grade, 2021
MetroWest Region Middle School Students (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>	
	(11,975)	Female (5,878)	Male (6,057)	7 th (5,803)	8 th (6,172)
<i>SCHOOL CONNECTEDNESS (agree/strongly agree)</i>					
I feel close to people at school.	62.8	58.5	67.3	63.4	62.3
I feel like I am part of this school.	64.5	59.5	69.6	66.2	63.0
I am happy to be at this school.	58.3	54.4	62.3	61.3	55.5
The teachers at this school treat students fairly.	61.8	60.1	63.6	64.1	59.7
I feel safe in my school.	73.3	69.2	77.6	74.5	72.2
<i>SCHOOL ENGAGEMENT (most of the time/always)</i>					
Try as hard as you can in school	82.8	85.5	80.2	84.5	81.2
Enjoy your schoolwork	22.1	23.7	20.6	24.6	19.9
Find your schoolwork valuable	43.8	44.9	42.7	46.5	41.3
<i>SCHOOL CLIMATE (agree/strongly agree)</i>					
People of different cultural backgrounds, races, or ethnicities get along well at this school.	78.2	76.0	80.4	80.2	76.3
At this school, students work on listening to others to understand what they are trying to say.	51.9	47.9	56.0	55.6	48.6
At this school, all students are treated equally.	57.5	53.2	61.9	60.5	54.8
At this school, teachers/school staff show respect for all students' cultural beliefs and practices.	78.3	77.1	79.8	79.6	77.2
At this school, students show respect for each other.	48.7	42.8	54.6	51.5	46.0
School rules are applied equally to all students.	67.5	66.0	69.1	69.4	65.8

Table 7-2A. Adult Support and Peer Support by Sex and Grade, 2021
MetroWest Region Middle School Students (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>	
	(11,975)	Female (5,878)	Male (6,057)	7 th (5,803)	8 th (6,172)
ADULT SUPPORT OUTSIDE OF SCHOOL					
Have at least one parent/adult outside of school to talk to about things that are important to you	88.3	85.4	91.3	88.5	88.1
Ate dinner at home with parent(s)/guardian(s) on 5 or more days (past 7 days)	83.1	78.6	87.7	84.8	81.6
Parents/adults in your family have clear rules and consequences for your behavior (agree/strongly agree)	82.6	80.0	85.1	81.9	83.2
Talked to a parent/adult outside of school about being bullied*	17.8	22.2	13.5	19.8	16.0
Talked to a parent/adult outside of school about being cyberbullied*	8.2	10.9	5.5	8.3	8.1
Talked with a parent, relative, or other adult outside of school about emotional challenges or problems*	51.2	59.5	43.1	52.2	50.4
ADVERSE CHILDHOOD EXPERIENCES					
Ever lived with someone who was having a problem with alcohol or drug use	11.8	14.0	9.7	10.4	13.2
Ever lived with someone who was depressed, mentally ill, or suicidal	16.7	21.6	11.8	14.1	19.0
Ever been hit, beat, kicked, or physically hurt by an adult in your home	21.6	20.9	22.3	21.2	22.0
Adults in your home have slapped, hit, kicked, punched, or beat each other up	8.9	10.0	7.9	8.5	9.3
There has been an adult in your household who tried hard to make sure your basic needs were met (rarely/never) [†]	2.6	2.2	3.0	2.8	2.3
PEER SUPPORT (often/very often)					
Feel you have a friend you can talk to about a personal problem	57.8	61.6	53.9	56.0	59.4
Feel you are part of a group of friends	71.7	68.0	75.4	72.1	71.3
Feel lonely	22.8	30.7	14.8	21.2	24.3
Feel you have a lot in common with the people around you	55.4	51.9	59.0	55.7	55.2
Feel there are people who really know you and understand you	58.2	56.5	59.9	59.2	57.3
Feel left out and excluded by others	17.4	23.7	11.1	16.3	18.4

* 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 7-2B. Adult Support and Peer Support, 2006-2021
MetroWest Region Middle School Students (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 (6,875)	2008 (10,650)	2010 (11,597)	2012 (12,224)	2014 (12,191)	2016 (12,307)	2018 (12,107)	2021 (11,975)
ADULT SUPPORT OUTSIDE OF SCHOOL								
Have at least one parent/adult outside of school to talk to about things that are important to you	89.4	88.5	90.3	91.6	92.2	92.9	92.2	88.3
Ate dinner at home with parent(s)/guardian(s) on 5 or more days (past 7 days)	–	–	–	83.4	86.2	82.9	83.0	83.1
Parents/adults in your family have clear rules and consequences for your behavior (agree/strongly agree)	–	–	–	–	–	–	–	82.6
Talked to a parent/adult outside of school about being bullied*	–	–	20.1	20.3	18.8	16.5	18.3	17.8
Talked to a parent/adult outside of school about being cyberbullied*	–	–	5.7	6.6	7.1	7.8	7.2	8.2
Talked with a parent, relative, or other adult outside of school about emotional challenges or problems*	–	–	–	–	–	–	43.1	51.2
ADVERSE CHILDHOOD EXPERIENCES								
Ever lived with someone who was having a problem with alcohol or drug use	–	–	–	–	–	–	–	11.8
Ever lived with someone who was depressed, mentally ill, or suicidal	–	–	–	–	–	–	–	16.7
Ever been hit, beat, kicked, or physically hurt by an adult in your home	–	–	–	–	–	–	–	21.6
Adults in your home have slapped, hit, kicked, punched, or beat each other up	–	–	–	–	–	–	–	8.9
There has been an adult in your household who tried hard to make sure your basic needs were met (rarely/never) [†]	–	–	–	–	–	–	–	2.6
PEER SUPPORT (often/very often)								
Feel you have a friend you can talk to about a personal problem	–	–	–	64.6	65.6	67.0	65.0	57.8
Feel you are part of a group of friends	–	–	–	79.9	79.0	80.7	78.1	71.7
Feel lonely	–	–	–	7.6	9.9	8.8	15.9	22.8
Feel you have a lot in common with the people around you	–	–	–	–	–	–	62.8	55.4
Feel there are people who really know you and understand you	–	–	–	–	–	–	64.0	58.2
Feel left out and excluded by others	–	–	–	–	–	–	12.6	17.4

Table 7-3A. Adult Support at School by Sex and Grade, 2021
MetroWest Region Middle School Students (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	Total (%)	Sex (%)		Grade (%)	
	(11,975)	Female (5,878)	Male (6,057)	7 th (5,803)	8 th (6,172)
ADULT SUPPORT AT SCHOOL					
Have at least one teacher/adult at school to talk to if you have a problem	66.2	65.6	66.9	66.5	66.0
Talked to a teacher/adult from your school about a personal problem*	28.7	32.9	24.6	29.4	28.1
Talked to a teacher/adult at school about being bullied*	10.3	12.2	8.4	11.9	8.8
Talked to a teacher/adult at school about being cyberbullied*	4.3	5.6	3.1	4.6	4.0
Talked with a school counselor, school therapist, or school psychologist about emotional challenges or problems*	19.7	24.5	14.9	20.0	19.5
Talked with a school nurse about emotional challenges or problems*	4.5	5.1	4.0	4.8	4.3
Talked with a teacher or other school staff about emotional challenges or problems*	12.2	14.2	10.1	12.7	11.7
There is a teacher or some other adult who really cares about me. [†]	53.9	53.2	54.8	56.4	51.7
There is a teacher or some other adult who tells me when I do a good job. [†]	74.5	73.4	75.8	76.8	72.4
There is a teacher or some other adult who notices when I'm not there. [†]	63.5	60.7	66.5	65.3	61.9
There is a teacher or some other adult who always wants me to do my best. [†]	81.7	81.3	82.2	83.0	80.5
There is a teacher or some other adult who listens to me when I have something to say. [†]	72.1	70.4	73.9	73.6	70.8
There is a teacher or some other adult who believes that I will be a success. [†]	72.1	71.0	73.3	73.5	70.7
TRAUMA-INFORMED SCHOOL ENVIRONMENT[‡]					
Teachers/adults at school notice when students are in distress. [§]	31.3	33.6	28.9	28.9	33.6
Teachers/adults at school understand how being in distress can affect a student's behavior in class. [§]	27.2	30.6	23.8	24.6	29.6
Teachers/adults at school help students in distress get help and support at school. [§]	23.0	24.3	21.7	20.4	25.3

* 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 7-3B. Adult Support at School, 2006-2021
MetroWest Region Middle School Students (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 (6,875)	2008 (10,650)	2010 (11,597)	2012 (12,224)	2014 (12,191)	2016 (12,307)	2018 (12,107)	2021 (11,975)
ADULT SUPPORT AT SCHOOL								
Have at least one teacher/adult at school to talk to if you have a problem	63.4	61.2	66.0	68.0	68.9	72.1	71.9	66.2
Talked to a teacher/adult from your school about a personal problem*	–	–	25.9	26.5	25.1	25.6	31.9	28.7
Talked to a teacher/adult at school about being bullied*	–	–	12.2	12.8	11.8	10.5	11.5	10.3
Talked to a teacher/adult at school about being cyberbullied*	–	–	3.5	3.7	4.1	4.3	3.7	4.3
Talked with a school counselor, school therapist, or school psychologist about emotional challenges or problems*	–	–	–	–	–	–	17.4	19.7
Talked with a school nurse about emotional challenges or problems*	–	–	–	–	–	–	5.5	4.5
Talked with a teacher or other school staff about emotional challenges or problems*	–	–	–	–	–	–	10.7	12.2
There is a teacher or some other adult who really cares about me. [†]	–	–	–	–	–	–	–	53.9
There is a teacher or some other adult who tells me when I do a good job. [†]	–	–	–	–	–	–	–	74.5
There is a teacher or some other adult who notices when I'm not there. [†]	–	–	–	–	–	–	–	63.5
There is a teacher or some other adult who always wants me to do my best. [†]	–	–	–	–	–	–	–	81.7
There is a teacher or some other adult who listens to me when I have something to say. [†]	–	–	–	–	–	–	–	72.1
There is a teacher or some other adult who believes that I will be a success. [†]	–	–	–	–	–	–	–	72.1
TRAUMA-INFORMED SCHOOL ENVIRONMENT[‡]								
Teachers/adults at school notice when students are in distress. [§]	–	–	–	–	–	–	–	31.3
Teachers/adults at school understand how being in distress can affect a student's behavior in class. [§]	–	–	–	–	–	–	–	27.2
Teachers/adults at school help students in distress get help and support at school. [§]	–	–	–	–	–	–	–	23.0

* 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 8-1A. Risk Behaviors on School Property by Sex and Grade, 2021
MetroWest Region Middle School Students (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>	
		Female	Male	7 th	8 th
	(11,975)	(5,878)	(6,057)	(5,803)	(6,172)
<i>SAFETY, WEAPONS, AND FIGHTING</i>					
Didn't go to school because of safety concerns (past 30 days)*	2.5	3.2	1.7	2.6	2.3
Carried a weapon on school property (lifetime) [†]	0.7	0.6	0.9	0.6	0.8
In a physical fight on school property (lifetime)	11.2	4.5	17.7	11.2	11.2
In a physical fight on school property (past 12 months)	3.7	1.5	6.0	4.2	3.3
<i>BULLYING</i>					
Been bullied on school property (past 12 months) [‡]	23.9	28.0	19.8	24.6	23.2
Bullied someone else on school property (past 12 months) [‡]	5.8	5.1	6.5	5.4	6.2
<i>SUBSTANCE USE</i>					
Used an electronic vapor product on school property (past 30 days)	0.9	0.8	0.9	0.5	1.2

* 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 8-1B. Risk Behaviors on School Property, 2006-2021
MetroWest Region Middle School Students (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 (6,875)	2008 (10,650)	2010 (11,597)	2012 (12,224)	2014 (12,191)	2016 (12,307)	2018 (12,107)	2021 (11,975)
SAFETY, WEAPONS, AND FIGHTING								
Didn't go to school because of safety concerns (past 30 days)*	3.0	3.3	2.1	2.3	2.1	2.4	3.1	2.5
Carried a weapon on school property (lifetime) [†]	3.3	2.5	1.4	1.4	1.1	1.0	0.8	0.7
In a physical fight on school property (lifetime)	18.9	16.8	12.4	9.8	9.4	9.4	11.1	11.2
In a physical fight on school property (past 12 months)	–	6.9	4.5	3.3	3.2	3.4	4.7	3.7
BULLYING								
Been bullied on school property (past 12 months) [‡]	38.8	42.7	31.7	26.7	23.5	20.6	24.5	23.9
Bullied someone else on school property (past 12 months) [‡]	–	–	–	7.8	4.8	5.1	5.1	5.8
SUBSTANCE USE								
Used an electronic vapor product on school property (past 30 days)	–	–	–	–	–	–	1.9	0.9

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

† For example, a gun, knife, or club

‡ 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. Online, Social Media, and Gaming Behaviors by Sex and Grade, 2021
MetroWest Region Middle School Students (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>	
	(11,975)	Female (5,878)	Male (6,057)	7 th (5,803)	8 th (6,172)
ONLINE BEHAVIORS AND USE OF SOCIAL MEDIA (on an average school day)					
Spend 3 or more hours online for school or homework	23.5	27.6	19.5	20.7	26.1
Spent 3 or more hours online <u>not</u> for school or homework	42.9	46.5	39.4	39.3	46.2
Spend 3 or more hours on social media sites	26.8	33.9	19.6	24.4	28.9
Spend 3 or more hours gaming	21.8	13.4	30.4	23.0	20.7
ATTITUDES AND EXPERIENCES RELATED TO SOCIAL MEDIA USE (agree/strongly agree)					
I feel more connected to peers because of social media.	60.7	60.3	61.1	58.0	62.8
I feel pressure to post things that will be popular and get a lot of comments or "likes."	14.1	15.9	12.1	14.3	13.9
I feel badly about myself, excluded, or left out when I see what others post on social media.	23.0	31.2	13.9	22.4	23.4
I have gotten support on social media when I've been going through a tough or challenging time.	29.8	33.8	25.3	30.4	29.3
Social media keeps me from doing other things that are important, like homework or family responsibilities.	24.9	27.2	22.2	22.8	26.5
Being on social media helps me feel better about myself.	30.9	30.4	31.4	33.5	28.8
I spend too much time on social media.	39.5	45.5	33.0	37.0	41.4
I have found people who share the same hobbies and interests as me on social media.	64.7	65.6	63.7	65.3	64.3
Social media has hurt my relationships with friends, peers, or students at my school.	11.6	14.3	8.5	10.8	12.1
I have spoken up or taken action on social media about issues that are important to me.	24.0	29.1	18.3	22.6	25.0
I have had serious conflicts with my parents or other members of my family because of my social media use.	11.3	13.4	8.8	11.1	11.4

Table 9-1B. Online, Social Media, and Gaming Behaviors, 2006-2021
MetroWest Region Middle School Students (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 (6,875)	2008 (10,650)	2010 (11,597)	2012 (12,224)	2014 (12,191)	2016 (12,307)	2018 (12,107)	2021 (11,975)
ONLINE BEHAVIORS AND USE OF SOCIAL MEDIA (on an average school day)								
Spend 3 or more hours online for school or homework	–	–	–	–	–	–	–	23.5
Spend 3 or more hours online <u>not</u> for school or homework	–	–	–	–	–	–	–	42.9
Spend 3 or more hours on social media sites	–	–	–	–	–	17.2	18.1	26.8
Spend 3 or more hours gaming	–	–	–	–	–	–	15.2	21.8
ATTITUDES AND EXPERIENCES RELATED TO SOCIAL MEDIA USE (agree/strongly agree)								
I feel more connected to peers because of social media.	–	–	–	–	–	60.0	54.2	60.7
I feel pressure to post things that will be popular and get a lot of comments or "likes."	–	–	–	–	–	20.0	17.8	14.1
I feel badly about myself, excluded, or left out when I see what others post on social media.	–	–	–	–	–	17.4	20.1	23.0
I have gotten support on social media when I've been going through a tough or challenging time.	–	–	–	–	–	32.1	32.2	29.8
Social media keeps me from doing other things that are important, like homework or family responsibilities.	–	–	–	–	–	17.9	20.1	24.9
Being on social media helps me feel better about myself.	–	–	–	–	–	23.2	24.4	30.9
I spend too much time on social media.	–	–	–	–	–	26.8	30.4	39.5
I have found people who share the same hobbies and interests as me on social media.	–	–	–	–	–	–	52.5	64.7
Social media has hurt my relationships with friends, peers, or students at my school.	–	–	–	–	–	–	11.3	11.6
I have spoken up or taken action on social media about issues that are important to me.	–	–	–	–	–	–	22.8	24.0
I have had serious conflicts with my parents or other members of my family because of my social media use.	–	–	–	–	–	–	8.4	11.3

Table 9-2A. General Health & Sleep, and Student Use of Time by Sex and Grade, 2021
MetroWest Region Middle School Students (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>	
	(11,975)	Female (5,878)	Male (6,057)	7 th (5,803)	8 th (6,172)
GENERAL HEALTH & SLEEP					
Describes general health (emotional and physical wellbeing) as very good/excellent	57.4	47.0	67.6	59.0	56.0
Absent from school on 3 or more days (past 30 days)	14.9	16.0	13.7	14.4	15.3
Sleeps 8 or more hours on an average school night	54.5	49.6	59.5	60.9	48.7
STUDENT ACTIVITIES AND USE OF TIME					
Spend 3 or more hours on homework/studying before or after school*	12.4	15.6	9.3	10.9	13.8
Spend 3 or more hours on extracurricular activities outside of school*	25.5	24.4	26.5	24.7	26.1
Spend 3 or more hours on "screen time" that is not for school work/homework* [†]	57.3	59.9	54.7	52.9	61.3
Participated in volunteer or community service activities on 3 or more days (past 12 months)	46.9	51.5	42.3	45.4	48.2

* On an average school day

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

Table 9-2B. General Health & Sleep, and Student Use of Time, 2006-2021
MetroWest Region Middle School Students (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 (6,875)	2008 (10,650)	2010 (11,597)	2012 (12,224)	2014 (12,191)	2016 (12,307)	2018 (12,107)	2021 (11,975)
GENERAL HEALTH & SLEEP								
Describes general health (emotional and physical wellbeing) as very good/excellent	76.1	74.2	74.2	76.2	76.4	74.3	72.1	57.4
Absent from school on 3 or more days (past 30 days)	–	–	–	–	9.2	8.6	8.8	14.9
Sleeps 8 or more hours on an average school night	–	–	–	–	63.9	61.6	60.3	54.5
STUDENT ACTIVITIES AND USE OF TIME								
Spend 3 or more hours on homework/studying before or after school*	–	–	–	–	22.1	18.6	15.0	12.4
Spend 3 or more hours on extracurricular activities outside of school*	–	–	–	–	21.8	19.3	20.8	25.5
Spend 3 or more hours on "screen time" that is not for school work/homework* [†]	–	–	–	32.8	33.5	34.4	39.4	57.3
Participated in volunteer or community service activities on 3 or more days (past 12 months)	–	–	–	–	–	56.0	52.0	46.9

* On an average school day

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

Table 10-1A. COVID-19 and Community Issues/Experiences by Sex and Grade, 2021
MetroWest Region Middle School Students (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>	
	(11,975)	Female (5,878)	Male (6,057)	7 th (5,803)	8 th (6,172)
EXPERIENCES DURING THE COVID-19 PANDEMIC					
Experienced poor mental health "most of the time" or "always" during COVID-19 pandemic*	23.1	34.6	11.5	20.0	26.0
Mental health became "a little worse" or "a lot worse" since the beginning of the COVID-19 pandemic	40.7	51.4	29.9	39.2	42.0
Use of electronic vapor products increased (a little/a lot)	1.5	1.9	1.0	0.8	2.1
Use of alcohol increased (a little/a lot)	1.6	1.7	1.4	1.0	2.1
Use of marijuana increased (a little/a lot)	0.8	0.8	0.7	0.4	1.2
Use of prescription medication (without a doctor's prescription) increased (a little/a lot)	0.8	1.0	0.5	0.6	0.9
WORRY ABOUT COMMUNITY ISSUES (often/very often)					
Climate change	14.0	15.9	11.9	13.6	14.3
COVID-19 (coronavirus) or other pandemics	18.7	23.2	14.1	18.7	18.7
Substance use in your community	5.9	7.4	4.4	6.1	5.8
Racial discrimination in you community	16.1	22.7	9.3	15.5	16.6
Discrimination against LGBTQ people in your community	17.9	27.6	7.9	18.0	17.8
Unemployment or job loss in your community	7.1	8.4	5.8	7.3	6.9
Violence in your community	9.4	12.3	6.4	9.6	9.2
EXPERIENCES OF DISCRIMINATION (lifetime)					
Treated badly/unfairly because of your race or ethnicity	18.9	21.3	16.4	16.9	20.6
Treated badly/unfairly because of your religion or culture	15.9	19.2	12.5	14.3	17.4
Treated badly/unfairly because of your gender or gender identity	16.8	24.9	8.3	15.6	17.8
Treated badly/unfairly because of your sexual identity or sexual orientation	14.5	20.9	7.7	13.4	15.5
Treated badly/unfairly because of a disability you have or others think you have	11.6	13.8	9.4	11.1	12.0
Treated badly/unfairly because of your height or weight, or how you look	42.7	50.0	35.2	39.9	45.2

* Poor mental health includes anxiety, stress, and depression

Table 10-1B. COVID-19 and Community Issues/Experiences, 2006-2021
MetroWest Region Middle School Students (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 (6,875)	2008 (10,650)	2010 (11,597)	2012 (12,224)	2014 (12,191)	2016 (12,307)	2018 (12,107)	2021 (11,975)
EXPERIENCES DURING THE COVID-19 PANDEMIC								
Experienced poor mental health "most of the time" or "always" during COVID-19 pandemic*	-	-	-	-	-	-	-	23.1
Mental health became "a little worse" or "a lot worse" since the beginning of the COVID-19 pandemic	-	-	-	-	-	-	-	40.7
Use of electronic vapor products increased (a little/a lot)	-	-	-	-	-	-	-	1.5
Use of alcohol increased (a little/a lot)	-	-	-	-	-	-	-	1.6
Use of marijuana increased (a little/a lot)	-	-	-	-	-	-	-	0.8
Use of prescription medication (without a doctor's prescription) increased (a little/a lot)	-	-	-	-	-	-	-	0.8
WORRY ABOUT COMMUNITY ISSUES (often/very often)								
Climate change	-	-	-	-	-	-	-	14.0
COVID-19 (coronavirus) or other pandemics	-	-	-	-	-	-	-	18.7
Substance use in your community	-	-	-	-	-	-	-	5.9
Racial discrimination in you community	-	-	-	-	-	-	-	16.1
Discrimination against LGBTQ people in your community	-	-	-	-	-	-	-	17.9
Unemployment or job loss in your community	-	-	-	-	-	-	-	7.1
Violence in your community	-	-	-	-	-	-	-	9.4
EXPERIENCES OF DISCRIMINATION (lifetime)								
Treated badly/unfairly because of your race or ethnicity	-	-	-	-	-	-	-	18.9
Treated badly/unfairly because of your religion or culture	-	-	-	-	-	-	-	15.9
Treated badly/unfairly because of your gender or gender identity	-	-	-	-	-	-	-	16.8
Treated badly/unfairly because of your sexual identity or sexual orientation	-	-	-	-	-	-	-	14.5
Treated badly/unfairly because of a disability you have or others think you have	-	-	-	-	-	-	-	11.6
Treated badly/unfairly because of your height or weight, or how you look	-	-	-	-	-	-	-	42.7

* Poor mental health includes anxiety, stress, and depression

Table 11-1A. Socio-demographics and Other Student Characteristics by Sex and Grade, 2021
MetroWest Region Middle School Students (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>	
		Female	Male	7 th	8 th
	<i>(11,975)</i>	<i>(5,878)</i>	<i>(6,057)</i>	<i>(5,803)</i>	<i>(6,172)</i>
<i>SOCIO-DEMOGRAPHICS AND OTHER STUDENT CHARACTERISTICS</i>					
Identify as transgender	3.4	5.0	1.6	3.5	3.3
Identify as nonbinary*	3.7	6.1	1.2	3.9	3.6
Identify as gay/lesbian, bisexual, questioning/unsure, or describe sexual identity in another way (not heterosexual)	20.8	33.5	8.2	20.9	20.6
Have any physical disabilities or physical long-term health problems [†]	7.6	8.0	7.2	7.5	7.7
Have any long-term learning disabilities [†]	8.4	7.9	8.9	7.8	8.9
Have an Individualized Education Program (IEP)	12.2	11.5	13.0	10.2	14.1
Ever been told by a doctor or health care professional that you have an attention disorder, such as Attention Deficit/Hyperactivity Disorder (ADD/ADHD)	15.5	12.7	18.2	14.7	16.2
Have not always lived in the United States	14.7	14.3	15.1	15.5	14.0
Language other than English spoken "most of the time" at home	22.1	23.2	21.1	23.1	21.2

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

† Long-term means 6 months or more

Table 11-1B. Socio-demographics and Other Student Characteristics, 2006-2021
MetroWest Region Middle School Students (Grades 7-8)
2021 MetroWest Adolescent Health Survey

	MetroWest Region (%)							
	2006 (6,875)	2008 (10,650)	2010 (11,597)	2012 (12,224)	2014 (12,191)	2016 (12,307)	2018 (12,107)	2021 (11,975)
SOCIO-DEMOGRAPHICS AND OTHER STUDENT CHARACTERISTICS								
Identify as transgender	–	–	–	–	–	–	–	3.4
Identify as nonbinary*	–	–	–	–	–	–	–	3.7
Identify as gay/lesbian, bisexual, questioning/unsure, or describe sexual identity in another way (not heterosexual)	–	–	–	–	–	–	–	20.8
Have any physical disabilities or physical long-term health problems [†]	–	–	–	8.0	10.4	9.4	8.7	7.6
Have any long-term learning disabilities [†]	–	–	–	6.4	7.0	7.3	7.9	8.4
Have an Individualized Education Program (IEP)	–	–	–	–	16.2	14.6	14.0	12.2
Ever been told by a doctor or health care professional that you have an attention disorder, such as Attention Deficit/Hyperactivity Disorder (ADD/ADHD)	–	–	–	–	–	–	–	15.5
Have not always lived in the United States	–	–	–	–	–	–	–	14.7
Language other than English spoken "most of the time" at home	–	–	–	–	–	–	–	22.1

* 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

Middle School Optional Questions by Sex and Grade, 2021
Wellesley Middle School (Grades 6-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>		
		Female	Male	6 th	7 th	8 th
	(945)	(477)	(461)	(295)	(308)	(342)
<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	11.3	11.3	11.1	12.3	9.7	12.0
No	88.7	88.7	88.9	87.7	90.3	88.0
<i>Since the beginning of the COVID-19 pandemic: Did someone who lives with you test positive for COVID-19?</i>						
Yes	17.3	16.6	17.9	15.2	18.8	17.8
No	82.7	83.4	82.1	84.8	81.2	82.2
<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	19.6	22.0	16.9	19.2	22.8	17.1
No	80.4	78.0	83.1	80.8	77.2	82.9
<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	4.9	5.4	4.2	2.9	4.4	7.1
Become a little worse	20.2	20.5	19.9	16.8	13.2	29.5
About the same	50.2	52.1	48.6	56.9	55.6	39.7
Become a little better	15.8	15.0	16.4	15.0	18.6	13.8
Become a lot better	8.8	7.0	11.0	8.4	8.1	9.8
<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	2.0	2.0	1.9	1.1	1.7	3.1
Become a little worse	14.2	16.0	12.0	9.6	13.6	18.6
About the same	68.2	67.5	69.7	73.2	67.3	64.9
Become a little better	11.9	11.6	12.2	12.5	13.6	9.9
Become a lot better	3.6	2.9	4.2	3.7	3.7	3.4
<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	3.4	3.3	3.5	2.2	3.4	4.3
Become a little worse	14.7	17.7	11.4	12.1	15.9	15.7
About the same	36.6	34.9	38.6	40.3	36.8	33.3
Become a little better	28.3	28.6	27.8	26.4	28.4	29.9
Become a lot better	17.0	15.5	18.7	19.0	15.5	16.7

Middle School Optional Questions by Sex and Grade, 2021
Wellesley Middle School (Grades 6-8)
2021 MetroWest Adolescent Health Survey

	Total (%)	Sex (%)		Grade (%)		
		Female	Male	6 th	7 th	8 th
	<i>(945)</i>	<i>(477)</i>	<i>(461)</i>	<i>(295)</i>	<i>(308)</i>	<i>(342)</i>
<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	2.5	2.8	1.9	1.1	2.0	4.0
Become a little worse	8.1	9.8	6.3	7.3	9.5	7.4
About the same	49.4	48.5	50.5	47.3	54.4	46.6
Become a little better	23.0	24.7	21.3	22.0	19.3	27.2
Become a lot better	17.1	14.2	20.1	22.3	14.9	14.8
<i>How many of the following people know about your sexual orientation (such as heterosexual/straight, gay or lesbian, bisexual, or questioning):</i>						
<i>Your family (parents or stepparents, grandparents, brothers, and sisters)</i>						
Everyone knows	70.0	60.0	81.8	69.4	64.0	75.9
Most people know	8.7	9.8	6.9	8.2	10.6	7.3
Some people know	2.5	2.0	2.7	2.4	3.5	1.6
A few people know	5.9	9.3	2.2	5.1	7.1	5.4
No one knows	13.0	18.9	6.4	14.9	14.8	9.8
<i>How many of the following people know about your sexual orientation (such as heterosexual/straight, gay or lesbian, bisexual, or questioning):</i>						
<i>People at your school</i>						
Everyone knows	56.8	49.1	66.0	50.0	53.6	65.1
Most people know	17.1	17.3	17.0	19.8	17.9	14.3
Some people know	7.4	8.3	5.4	10.3	7.5	5.1
A few people know	9.3	13.6	4.9	9.9	10.0	8.3
No one knows	9.3	11.8	6.7	9.9	11.1	7.3
<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	0.3	0.2	0.5	0.7	0.0	0.3
No	99.7	99.8	99.5	99.3	100.0	99.7
<i>During the past 30 days, have you used electric vapor products on school property in any of the following places: In the cafeteria/lunch room</i>						
Yes	0.2	0.0	0.5	0.7	0.0	0.0
No	99.8	100.0	99.5	99.3	100.0	100.0

Middle School Optional Questions by Sex and Grade, 2021
Wellesley Middle School (Grades 6-8)
2021 MetroWest Adolescent Health Survey

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>		
		Female	Male	6 th	7 th	8 th
	(945)	(477)	(461)	(295)	(308)	(342)
<i>During the past 30 days, have you used electric vapor products on school property in any of the following places: In the locker rooms</i>						
Yes	0.2	0.0	0.5	0.7	0.0	0.0
No	99.8	100.0	99.5	99.3	100.0	100.0
<i>During the past 30 days, have you used electric vapor products on school property in any of the following places: In the hallways</i>						
Yes	0.1	0.0	0.2	0.4	0.0	0.0
No	99.9	100.0	99.8	99.6	100.0	100.0
<i>ec_loc_bath] During the past 30 days, have you used electric vapor products on school property in any of the following places: In the bathroom</i>						
Yes	0.3	0.2	0.5	0.7	0.0	0.3
No	99.7	99.8	99.5	99.3	100.0	99.7
<i>During the past 30 days, have you used electric vapor products on school property in any of the following places: In the library</i>						
Yes	0.2	0.0	0.5	0.7	0.0	0.0
No	99.8	100.0	99.5	99.3	100.0	100.0
<i>During the past 30 days, have you used electric vapor products on school property in any of the following places: Outside on school property</i>						
Yes	0.2	0.0	0.5	0.7	0.0	0.0
No	99.8	100.0	99.5	99.3	100.0	100.0
<i>How easy or difficult would it be for you to obtain the following substances if you wanted them: Cigarettes?</i>						
Very easy	3.9	3.0	4.9	2.4	5.7	3.5
Somewhat easy	9.0	7.9	10.1	2.8	12.1	11.1
Somewhat difficult	24.2	23.3	24.8	17.4	24.6	29.2
Very difficult	62.9	65.7	60.2	77.3	57.7	56.2
<i>How easy or difficult would it be for you to obtain the following substances if you wanted them: Alcohol?</i>						
Very easy	13.2	11.7	15.0	6.5	13.9	17.7
Somewhat easy	17.4	18.2	16.7	12.1	17.1	21.8
Somewhat difficult	22.5	22.1	22.8	18.6	23.8	24.4
Very difficult	46.9	48.0	45.6	62.8	45.2	36.1

Middle School Optional Questions by Sex and Grade, 2021
Wellesley Middle School (Grades 6-8)
2021 MetroWest Adolescent Health Survey

	Total (%)	Sex (%)		Grade (%)		
		Female	Male	6 th	7 th	8 th
	<i>(945)</i>	<i>(477)</i>	<i>(461)</i>	<i>(295)</i>	<i>(308)</i>	<i>(342)</i>
<i>How easy or difficult would it be for you to obtain the following substances if you wanted them: Marijuana?</i>						
Very easy	3.2	3.5	2.9	2.0	3.2	4.1
Somewhat easy	4.9	4.9	4.9	1.6	5.4	7.0
Somewhat difficult	21.3	21.3	20.9	12.1	22.9	27.0
Very difficult	70.7	70.3	71.3	84.2	68.6	61.9
<i>During the past 30 days, how often did you worry or feel stressed about: Getting good grades?</i>						
Never or hardly ever	6.1	2.2	10.3	7.0	7.1	4.3
Rarely	14.2	10.5	18.0	20.7	15.5	7.4
Sometimes	26.9	25.3	28.7	27.0	26.9	26.6
Often	27.2	30.1	24.1	24.8	28.6	27.9
Very often	25.7	31.9	18.9	20.4	21.9	33.7
<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	8.5	3.1	14.5	11.5	9.1	5.6
Rarely	15.7	12.1	19.6	18.9	18.9	10.2
Sometimes	24.9	23.9	26.2	25.6	22.6	26.5
Often	28.7	32.0	25.2	25.9	32.0	28.1
Very often	22.1	28.9	14.5	18.1	17.5	29.6
<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	22.0	16.7	28.0	29.3	23.9	14.2
Rarely	25.4	27.3	23.4	31.1	23.2	22.6
Sometimes	22.0	20.2	24.1	18.5	22.9	24.1
Often	16.1	17.1	14.3	12.6	16.5	18.6
Very often	14.5	18.7	10.3	8.5	13.5	20.4

Middle School Optional Questions by Sex and Grade, 2021
Wellesley Middle School (Grades 6-8)
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	Total (%)	Sex (%)		Grade (%)		
		Female	Male	6 th	7 th	8 th
	<i>(945)</i>	<i>(477)</i>	<i>(461)</i>	<i>(295)</i>	<i>(308)</i>	<i>(342)</i>
<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	28.2	20.4	36.8	35.6	31.0	19.5
Rarely	29.9	29.4	30.7	31.1	30.6	28.2
Sometimes	24.2	27.4	20.1	19.6	23.9	28.2
Often	11.0	14.0	7.7	8.1	7.7	16.4
Very often	6.7	8.8	4.7	5.6	6.7	7.7
<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	33.1	26.5	39.9	44.1	35.4	21.7
Rarely	26.5	26.5	26.5	25.2	30.0	24.5
Sometimes	20.8	21.9	20.0	15.6	19.5	26.4
Often	11.8	14.9	8.2	9.6	8.1	17.1
Very often	7.8	10.1	5.4	5.6	7.1	10.2
<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	27.5	20.9	34.9	35.7	28.6	19.6
Rarely	25.9	25.8	25.9	25.3	25.2	27.1
Sometimes	24.2	26.4	21.5	21.2	21.8	29.0
Often	13.3	17.0	9.4	10.8	15.3	13.7
Very often	9.0	9.9	8.3	7.1	9.2	10.6

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