

MetroWest Adolescent Health Survey Report

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



2018

Wayland Middle School

GRADES 6-8



**METROWEST
HEALTH
FOUNDATION**



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2018 MetroWest Adolescent Health Survey

Middle School Report

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Section 1

Background and Methods

Background and Methodology

2018 MetroWest Adolescent Health Survey

Wayland Middle School

Background

The MetroWest Adolescent Health Survey (MWAHS) monitors trends in adolescent health and risk behaviors in the region served by the MetroWest Health Foundation (MHF). Administered biennially to middle and high school youth since 2006, the MWAHS collects data to support communities in determining priorities, increasing awareness, and enhancing local programs and policies related to adolescent health and wellness.

In the fall of 2018, students in the MetroWest region participated in the 7th administration of the MWAHS. 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 district. In total, 16,799 middle school students (92% participation rate) and 24,746 high school students (88% participation rate) took the 2018 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 sociodemographic 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. The majority of questions on the core surveys have remained unchanged from 2006 to 2018 to allow for comparisons over time. The 2018 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, depressive symptoms, and suicidality, as well as help-seeking behaviors
- » **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 associated attitudes and behaviors
- » **Additional behaviors:** physical activity, sleep, and time spent studying and participating in extracurricular activities
- » **Protective factors:** school attachment, adult support at school and outside of school, and peer support

Additional questions were added to the 2018 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: perception of harm of using marijuana; generalized anxiety; sources of support for mental health challenges as well as barriers to seeking help; anger and isolation; and perceptions related to social media and gaming.

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 2018, 20 out of 26 high schools and 17 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 (paper-and-pencil) scannable survey booklet, with no identifying marks or codes. The core high school survey consists of 148 questions and the core middle school survey consists of 108 questions. The survey is designed for an hour-long classroom administration period.

Validity and Reliability

The question is often asked whether students respond truthfully to the survey. 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. The MWAHS instructions highlight the anonymous nature of the survey by asking students *not* to write their name on the survey and explaining that their answers will be kept private. 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.

Two additional steps are taken to improve validity. First, all surveys are reviewed for implausible or frivolous responses. If it appears that a student answered carelessly, the survey is omitted from all analyses. Second, analyses are conducted to test for the reasonableness of responses and for the consistency of responses across related items. As with the prior survey administrations, these two procedures revealed very few problems.

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}

Translations

Copies of the district-specific surveys (including core and optional items) are made available to schools in Spanish and Portuguese, as requested. Out of a total of 41,545 middle and high school surveys for the MetroWest Region in 2018, 253 surveys were completed in Spanish (0.6%) and 347 surveys were completed in Portuguese (0.8%).

Survey Procedures

Survey Administration

The 2018 MWAHS survey administration took place from October 23 to November 19. Students in grades 6 through 8 at Wayland Middle School took the survey on November 14 during Advisory period. All schools followed local procedures for informing parents of the survey, which included sending information to parents/guardians 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.

Data Entry and Visual Review

All data was captured with a two-step scanning and verification process. A human operator verified questions that indicated multiple responses or light or incomplete marks below standard thresholds. Prior to and during the scanning process, surveys were reviewed for patterns of responses that would indicate that a student did not answer truthfully. Individual surveys were removed from the dataset if a student's responses were implausible (e.g., a student reported engaging in many or most behaviors the maximum number of times) or if a student wrote comments or defaced the survey in such a way that indicated they did not take the survey seriously. The number of surveys removed from analysis for any of these reasons was very small (less than 1%), consistent with prior years. In addition, surveys in which a student did not fill in the bubbles completely (i.e., used checkmarks or slashes or very light marks) were set aside for special handling during the scanning process to ensure that all data was captured accurately.

Respondents and Participation Rate

The number of participating students at Wayland Middle School, along with information on the number of students *not* participating and reasons for nonparticipation, are provided below in Table 1A. For the MetroWest region, the overall participation rate for the middle school survey was 92%, representing 16,799 completed surveys in 24 middle school districts. For Wayland Middle School, the participation rate was 95.5%, representing 639 completed surveys.

Table 1A. Number of Participating Students and Participation Rate Wayland Middle School (Grades 6-8) <i>MetroWest Adolescent Health Survey, 2018</i>	
Enrollment at time of survey administration	669
Students not receiving parent permission to participate	7
Students choosing not to participate	2
Students absent on the day of the survey administration	18
Surveys excluded/missing*	3
Total number of surveys	639
Participation rate	95.5%

**Due to: missing information on classroom participation forms; implausible response patterns on survey; student unable to participate due to a disability; or student unable to take the survey in one of the three languages offered*

Table 1B below shows the demographic breakdown of student participants from Wayland 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.

Table 1B. Participants by Sex and Grade Wayland Middle School (Grades 6-8) <i>MetroWest Adolescent Health Survey, 2018</i>								
Grade	Female		Male		Unknown		TOTAL	
	n	%	n	%	n	%	n	%
6th grade	123	19.2%	107	16.7%	1	0.2%	231	36.2%
7th grade	101	15.8%	104	16.3%	1	0.2%	206	32.2%
8th grade	105	16.4%	97	15.2%	0	0.0%	202	31.6%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%
TOTAL	329	51.5%	308	48.2%	2	0.3%	639	100.0%

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.

Analysis

Missing Data and Data Cleaning

Patterns of responses that were inconsistent or indicative of inappropriate (“joking”) responses were identified through both visual and 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 (0.5%) 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. Item-specific missing data was very low, with less than 3-4% missing data for the majority of items. 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. Overall, these validity and missing data checks provided evidence that students took the survey seriously and that the length was appropriate.

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 seven survey administrations makes little difference, and does not influence the direction or magnitude of the overall findings. From 2012 to 2018, all eligible middle and high schools in the MetroWest region participated in the survey.

References

1. Centers for Disease Control and Prevention (CDC). (2018). 2017 Youth Risk Behavior Survey. Retrieved from <http://www.cdc.gov/yrbs>
2. Massachusetts Department of Elementary and Secondary Education and Massachusetts Department of Public Health. (2018). Health and Risk Behaviors of Massachusetts Youth: Executive Summary, 2017. Retrieved from <http://www.doe.mass.edu/sfs/yrbs/2017exec-summary.pdf>
3. Centers for Disease Control and Prevention (CDC). (n.d.). YRBSS Frequently Asked Questions. Retrieved from <https://www.cdc.gov/healthyyouth/data/yrbs/faq.htm>
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.

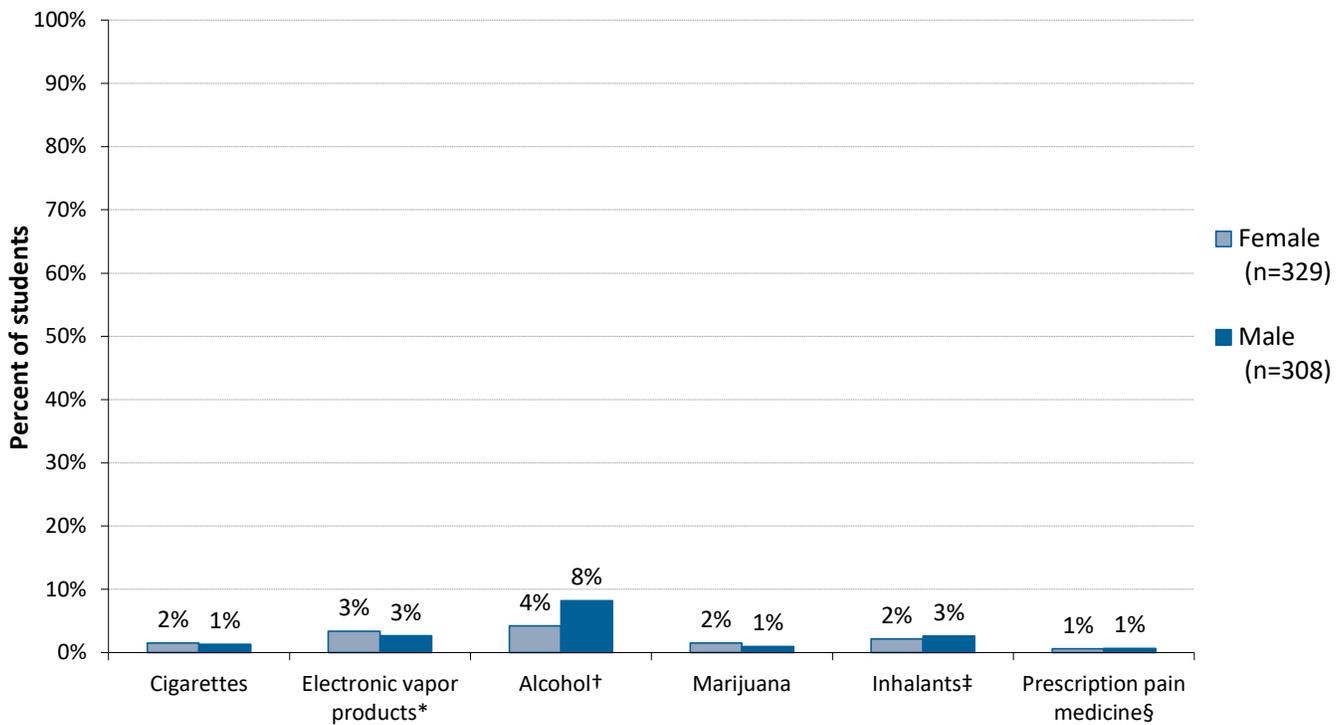
Section 2

Substance Use

Figure 2-1A. Lifetime Substance Use by Sex, 2018

Wayland Middle School (Grades 6-8)

MetroWest Adolescent Health Survey



* Includes electronic cigarettes like JUUL, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods

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

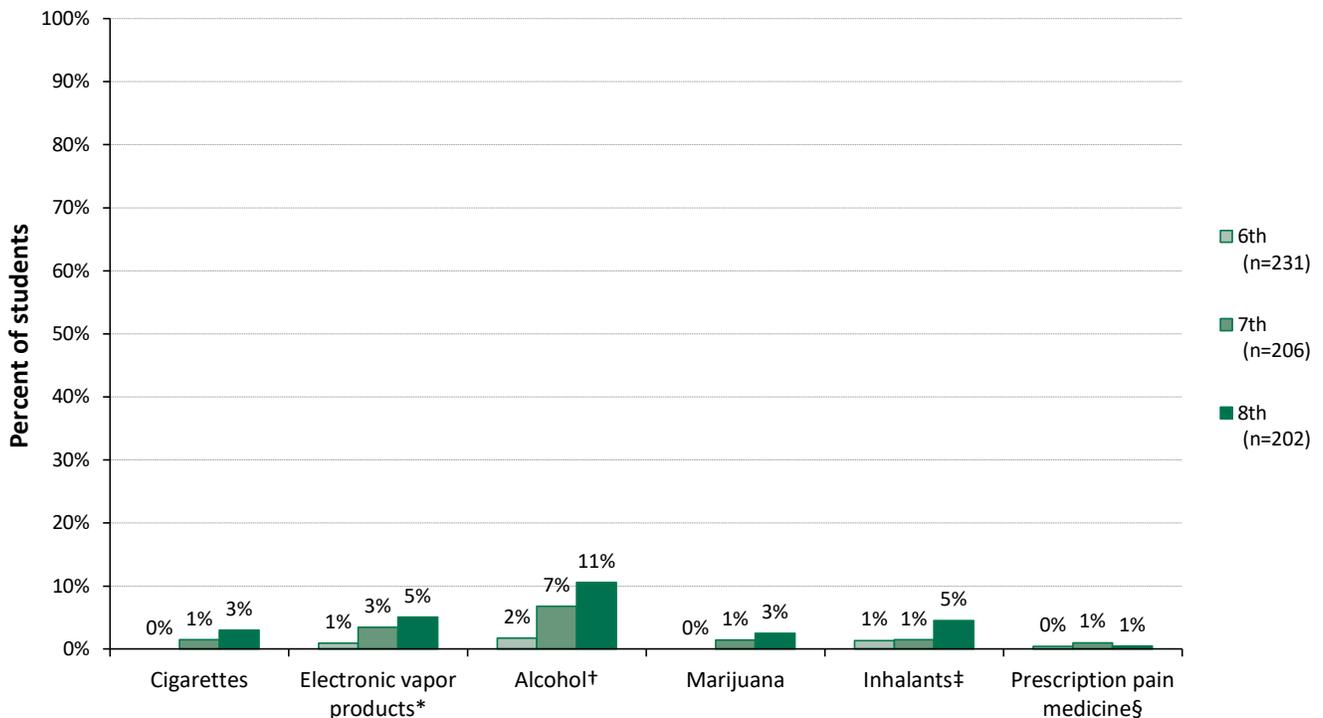
‡ Includes sniffing glue, breathing the contents of aerosol spray cans, or inhaling any paints or sprays to get high

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

Figure 2-1B. Lifetime Substance Use by Grade, 2018

Wayland Middle School (Grades 6-8)

MetroWest Adolescent Health Survey



* Includes electronic cigarettes like JUUL, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods

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

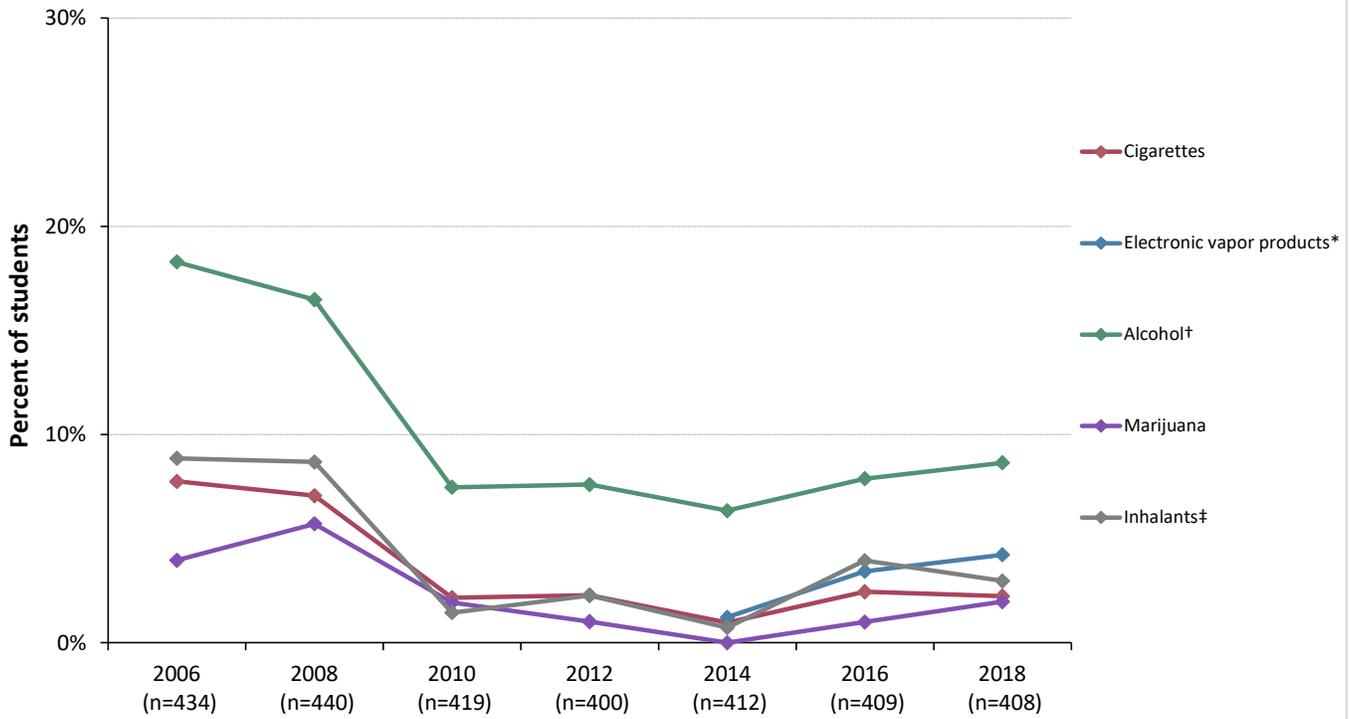
‡ Includes sniffing glue, breathing the contents of aerosol spray cans, or inhaling any paints or sprays to get high

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

Figure 2-1C. Trends in Lifetime Substance Use, 2006-2018

Wayland Middle School (Grades 7-8)

MetroWest Adolescent Health Survey



* Includes electronic cigarettes like JUUL, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigs, e-hookahs, hookah pens, and mods

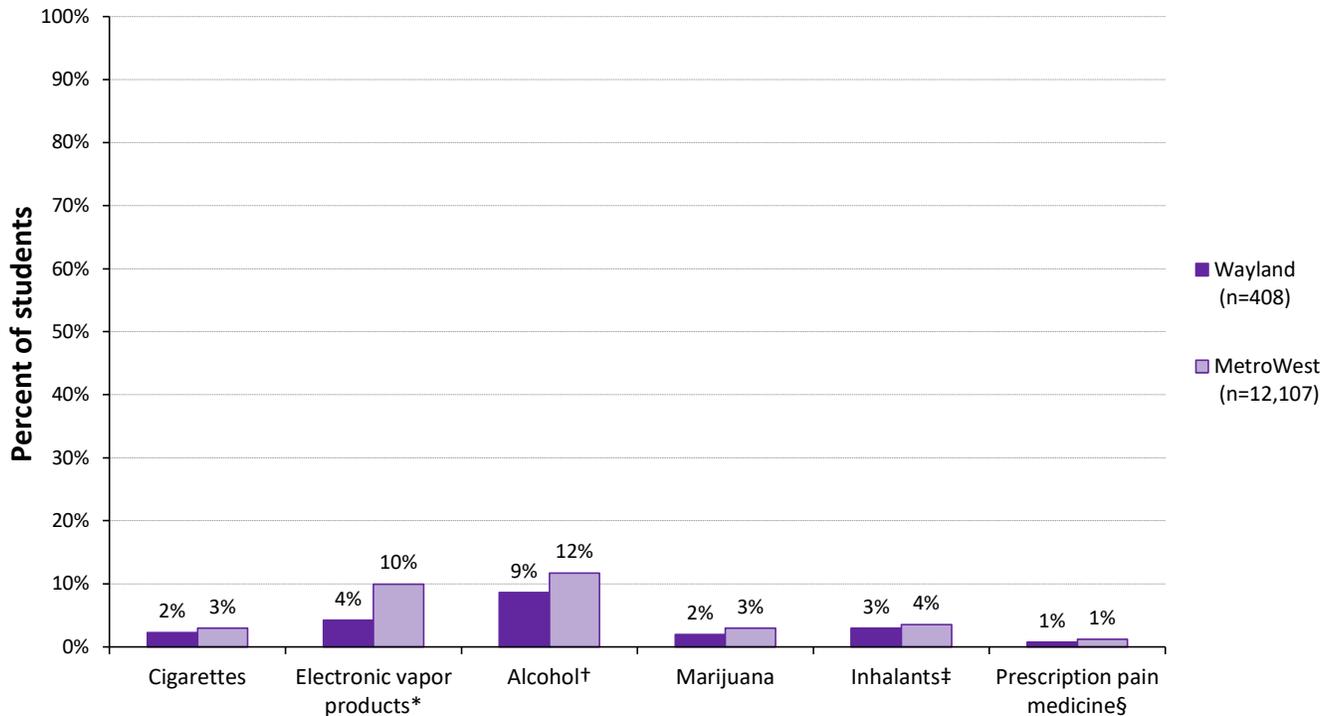
† Does not include drinking a few sips of wine for religious purposes

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

Figure 2-1D. Lifetime Substance Use at the District and Regional Levels, 2018

Wayland Middle School (Grades 7-8)

MetroWest Adolescent Health Survey



* Includes electronic cigarettes like JUUL, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigs, e-hookahs, hookah pens, and mods

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

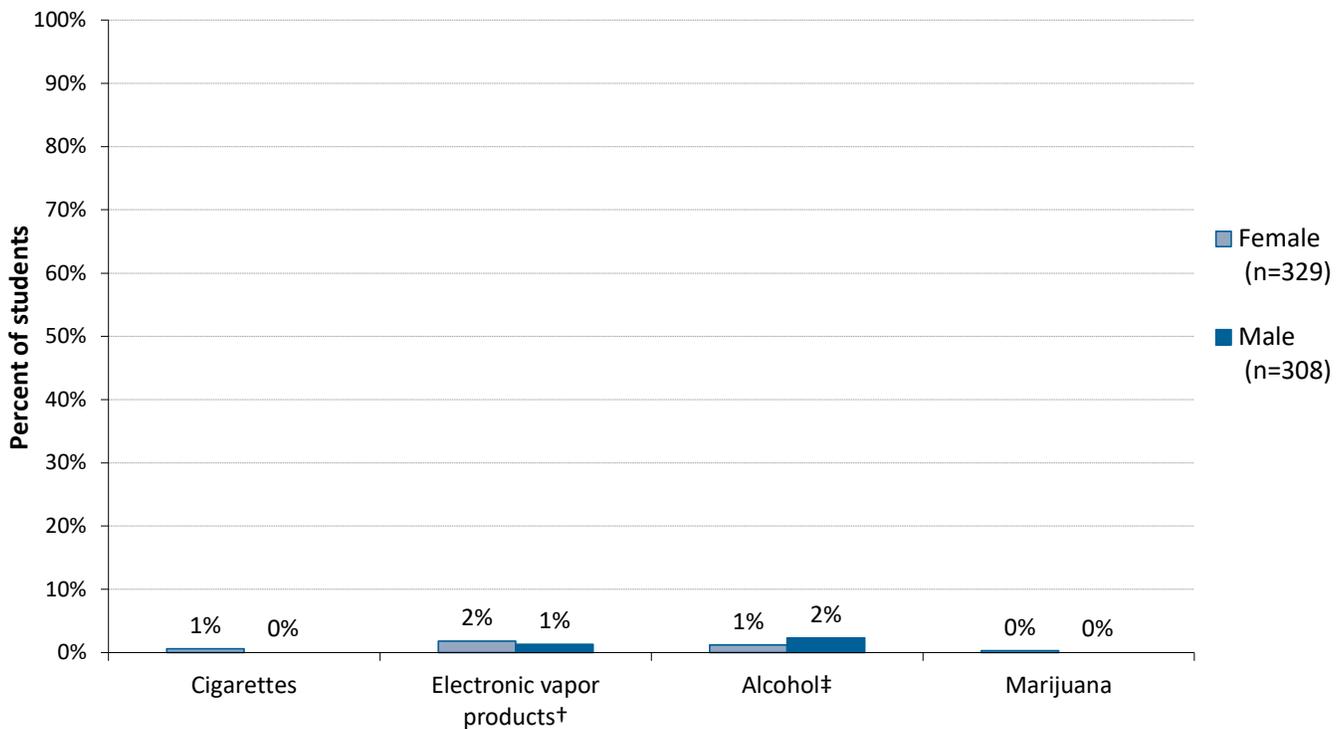
‡ Includes sniffing glue, breathing the contents of aerosol spray cans, or inhaling any paints or sprays to get high

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

Figure 2-2A. Current Substance Use* by Sex, 2018

Wayland Middle School (Grades 6-8)

MetroWest Adolescent Health Survey



* Used one or more times in the past 30 days

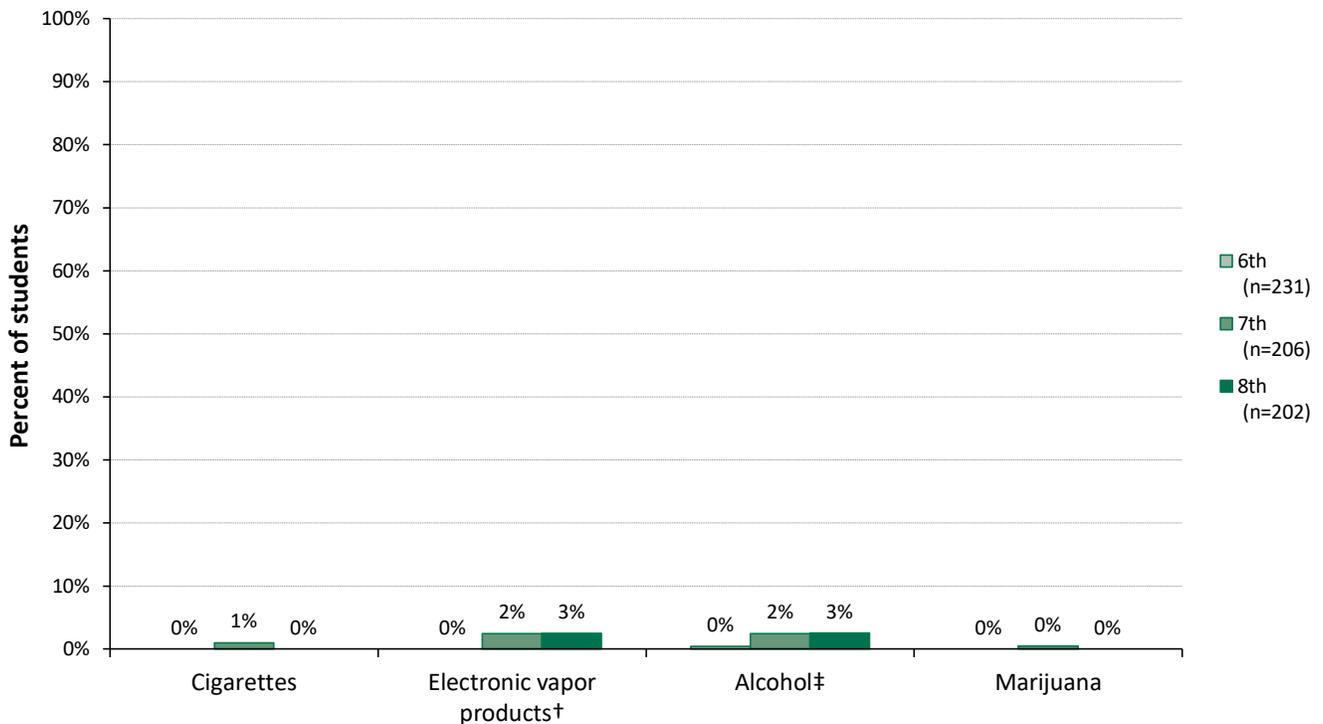
† Includes electronic cigarettes like JUUL, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigs, e-hookahs, hookah pens, and mods

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

Figure 2-2B. Current Substance Use* by Grade, 2018

Wayland Middle School (Grades 6-8)

MetroWest Adolescent Health Survey



* Used one or more times in the past 30 days

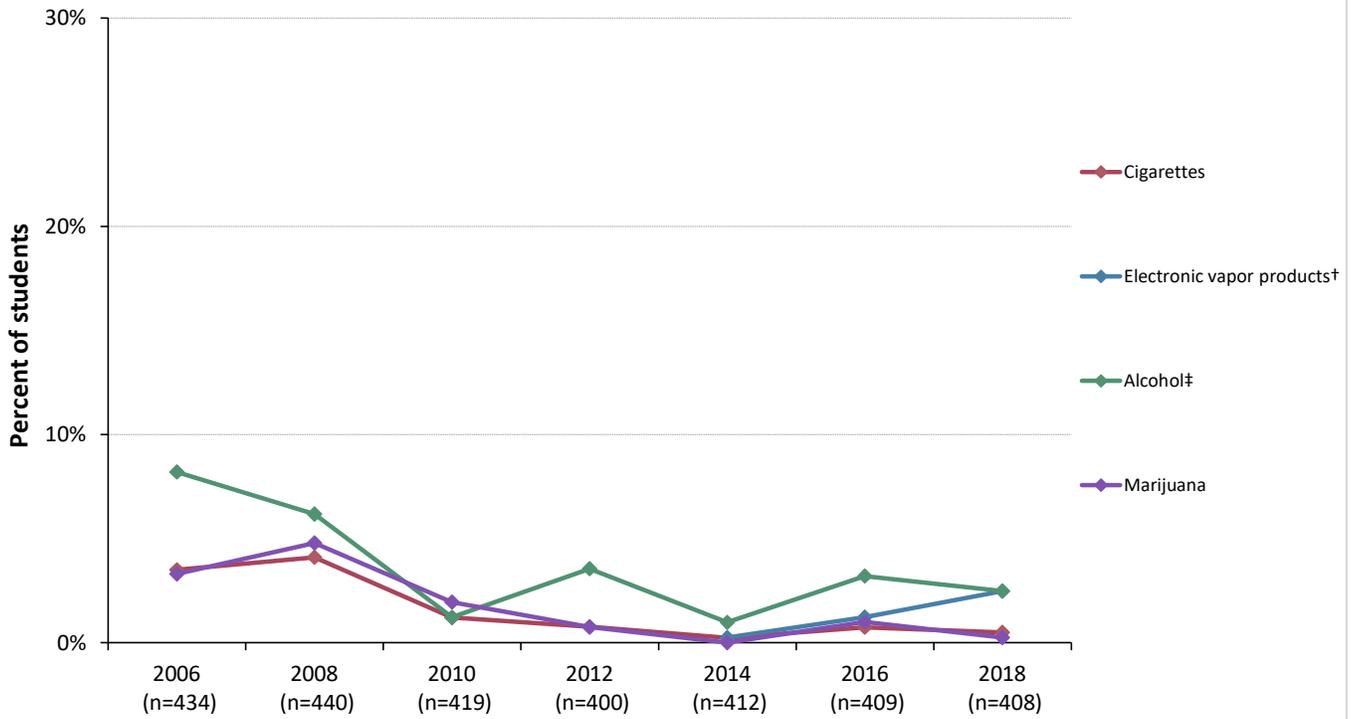
† Includes electronic cigarettes like JUUL, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigs, e-hookahs, hookah pens, and mods

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

Figure 2-2C. Trends in Current Substance Use,* 2006-2018

Wayland Middle School (Grades 7-8)

MetroWest Adolescent Health Survey



* Used one or more times in the past 30 days

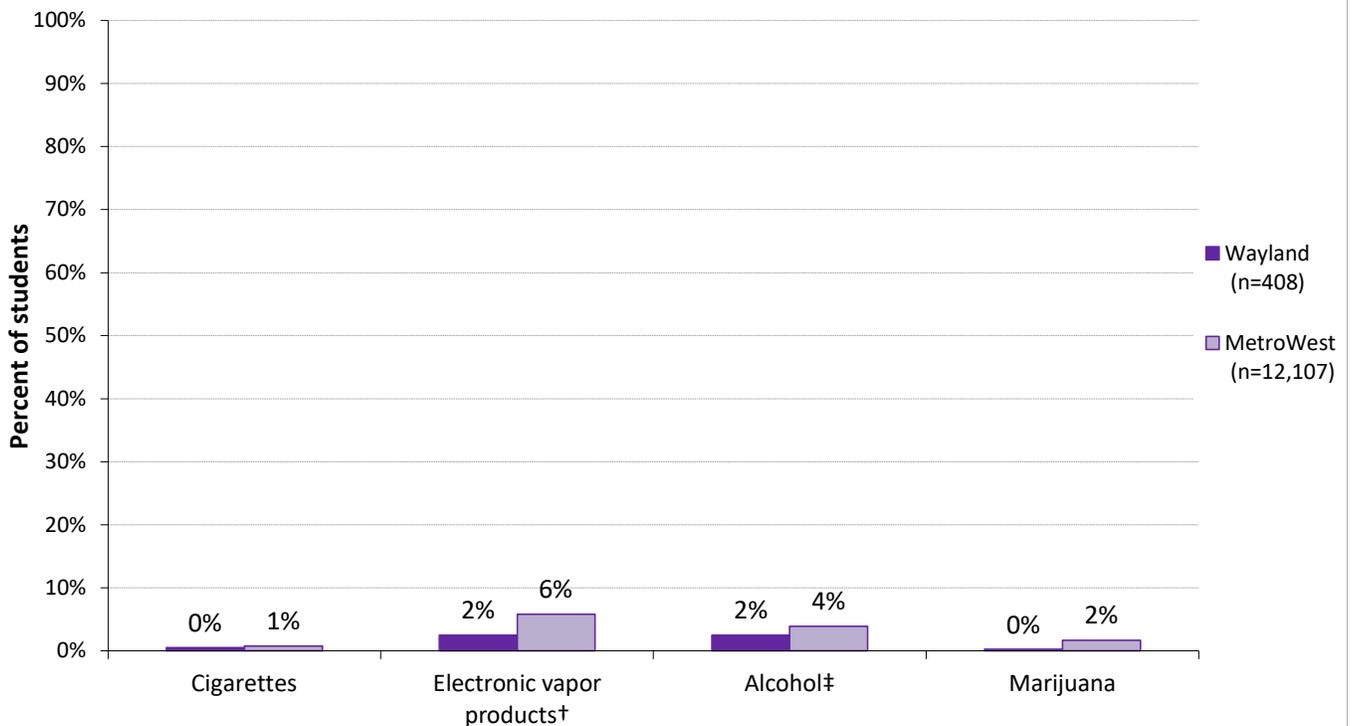
† Includes electronic cigarettes like JUUL, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods

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

Figure 2-2D. Current Substance Use* at the District and Regional Levels, 2018

Wayland Middle School (Grades 7-8)

MetroWest Adolescent Health Survey

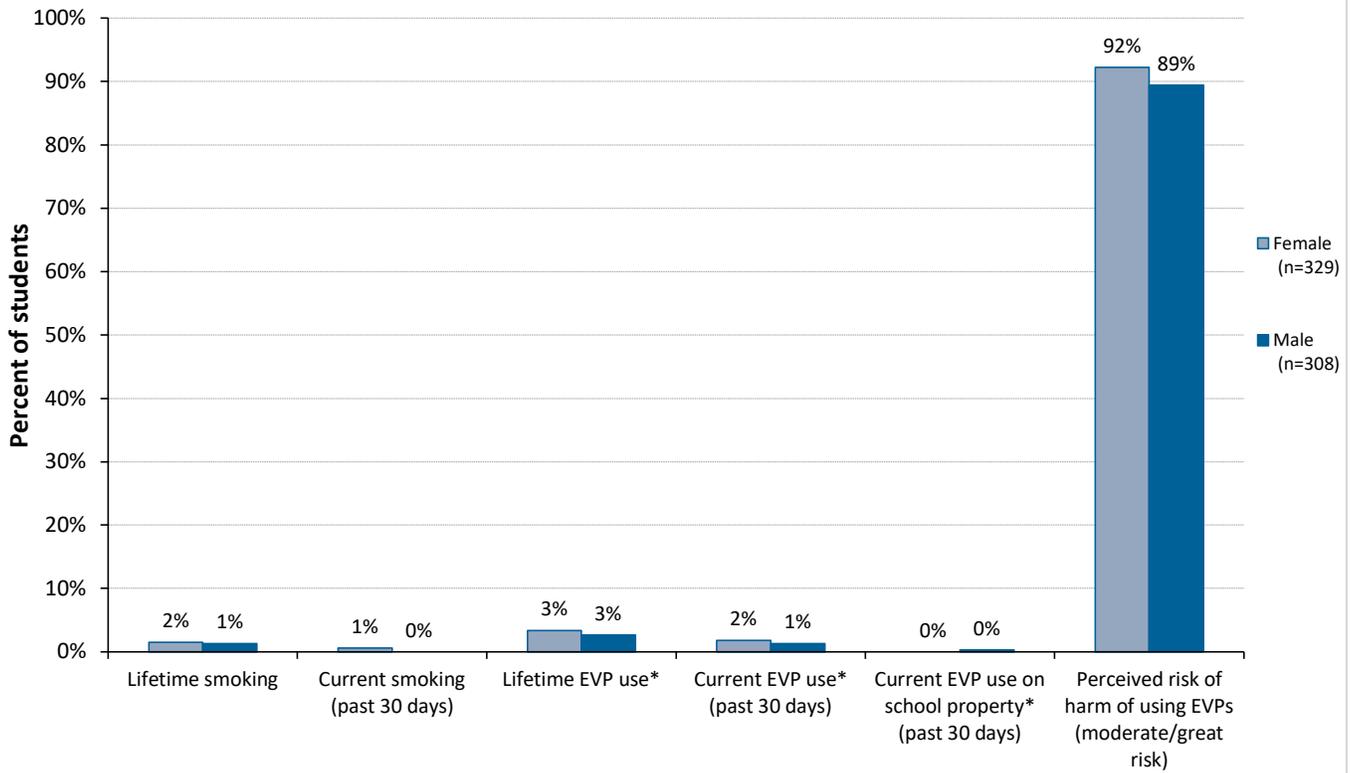


* Used one or more times in the past 30 days

† Includes electronic cigarettes like JUUL, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods

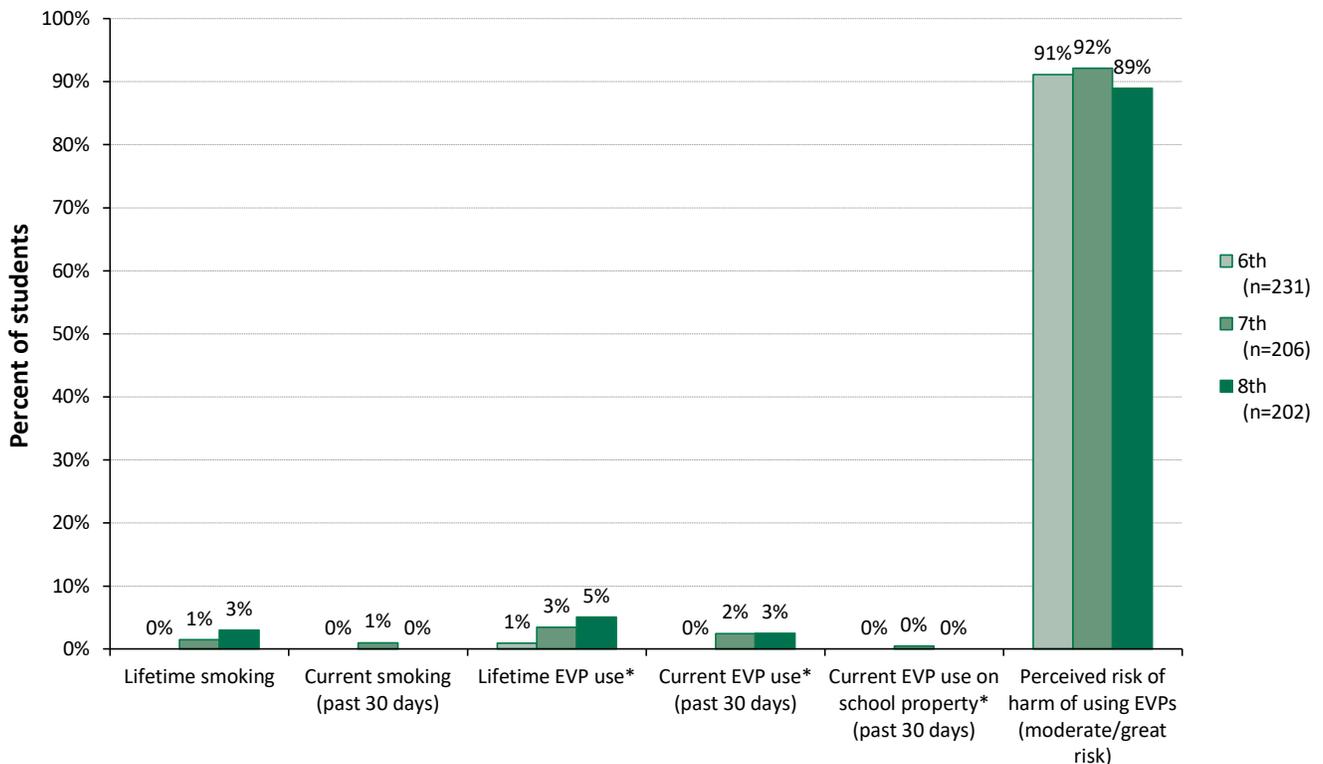
‡ Does not include drinking a few sips of wine for religious purposes

Figure 2-3A. Cigarette and Electronic Vapor Product Use by Sex, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey



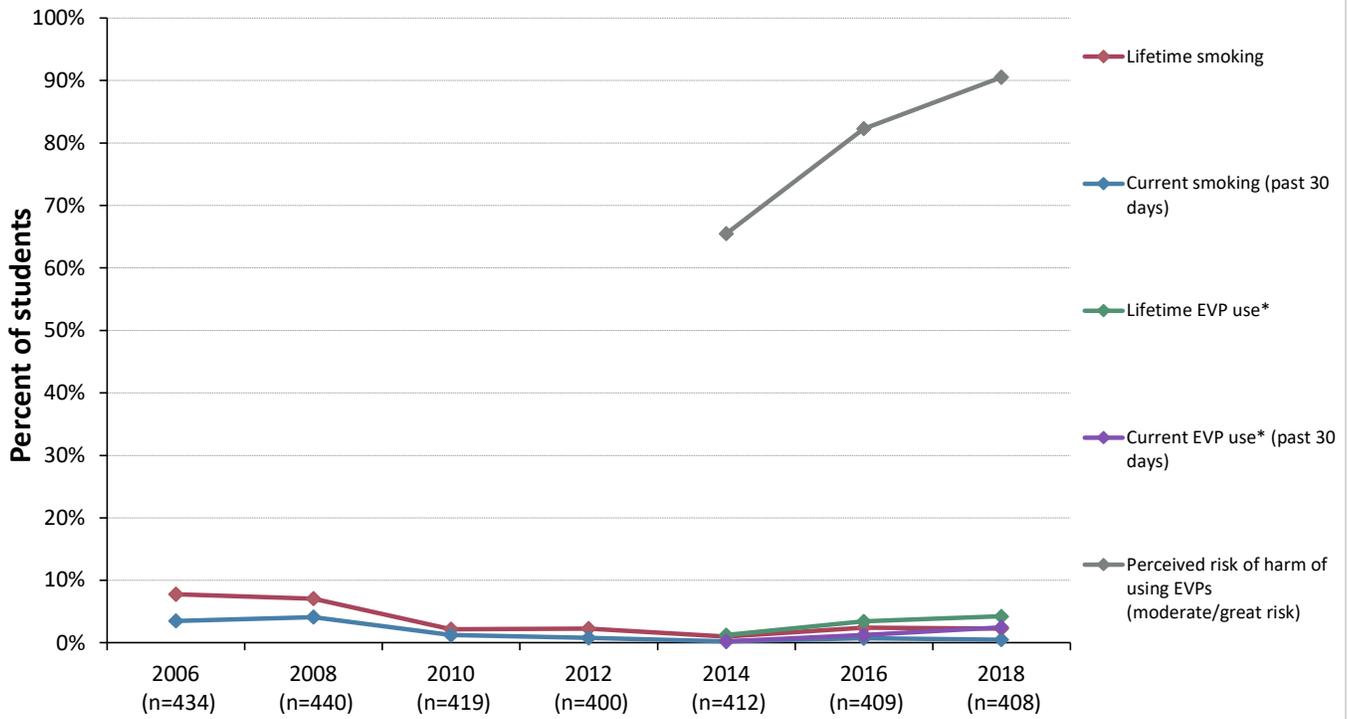
* EVP use includes electronic cigarettes like JUUL, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods

Figure 2-3B. Cigarette and Electronic Vapor Product Use by Grade, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey



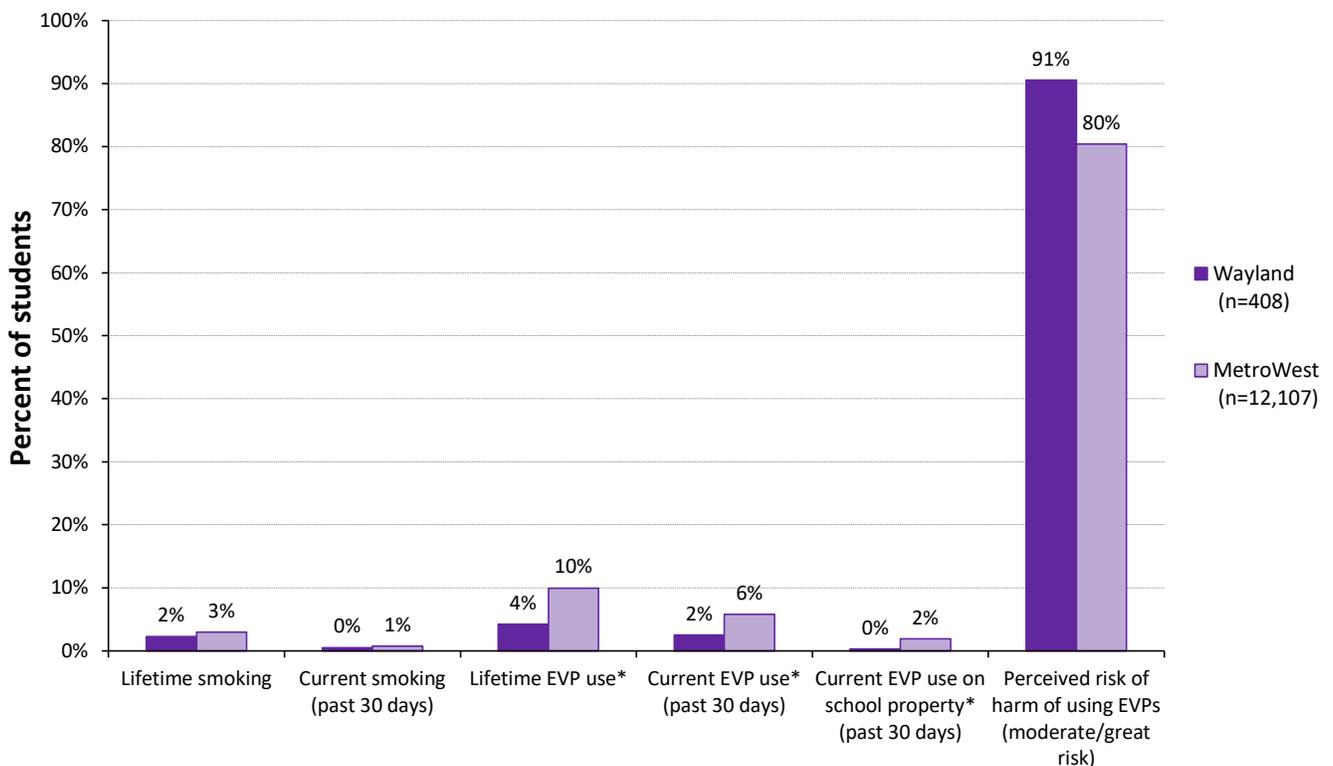
* EVP use includes electronic cigarettes like JUUL, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods

Figure 2-3C. Trends in Cigarette and Electronic Vapor Product Use, 2006-2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey



* EVP use includes electronic cigarettes like JUUL, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods

Figure 2-3D. Cigarette and Electronic Vapor Product Use at the District and Regional Levels, 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey

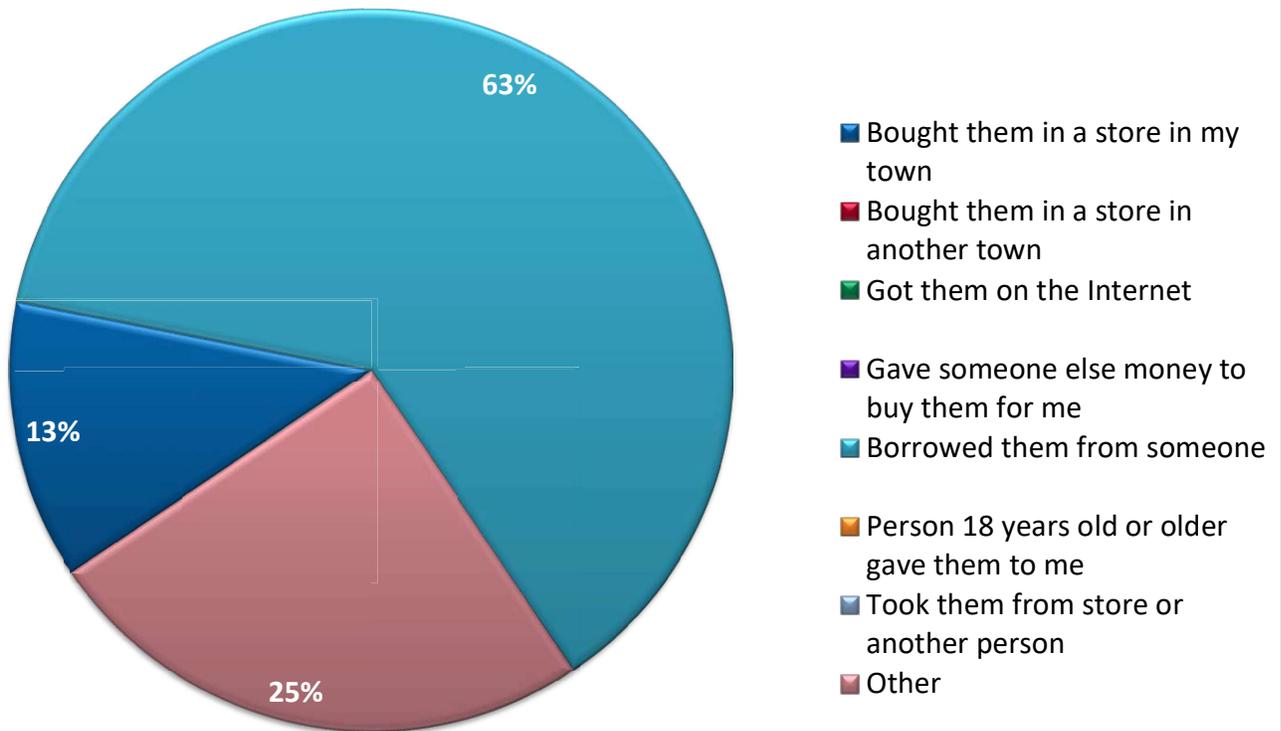


* EVP use includes electronic cigarettes like JUUL, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods

Figure 2-4. Access to Electronic Vapor Products,* 2018

Wayland Middle School (Grades 6-8)

MetroWest Adolescent Health Survey

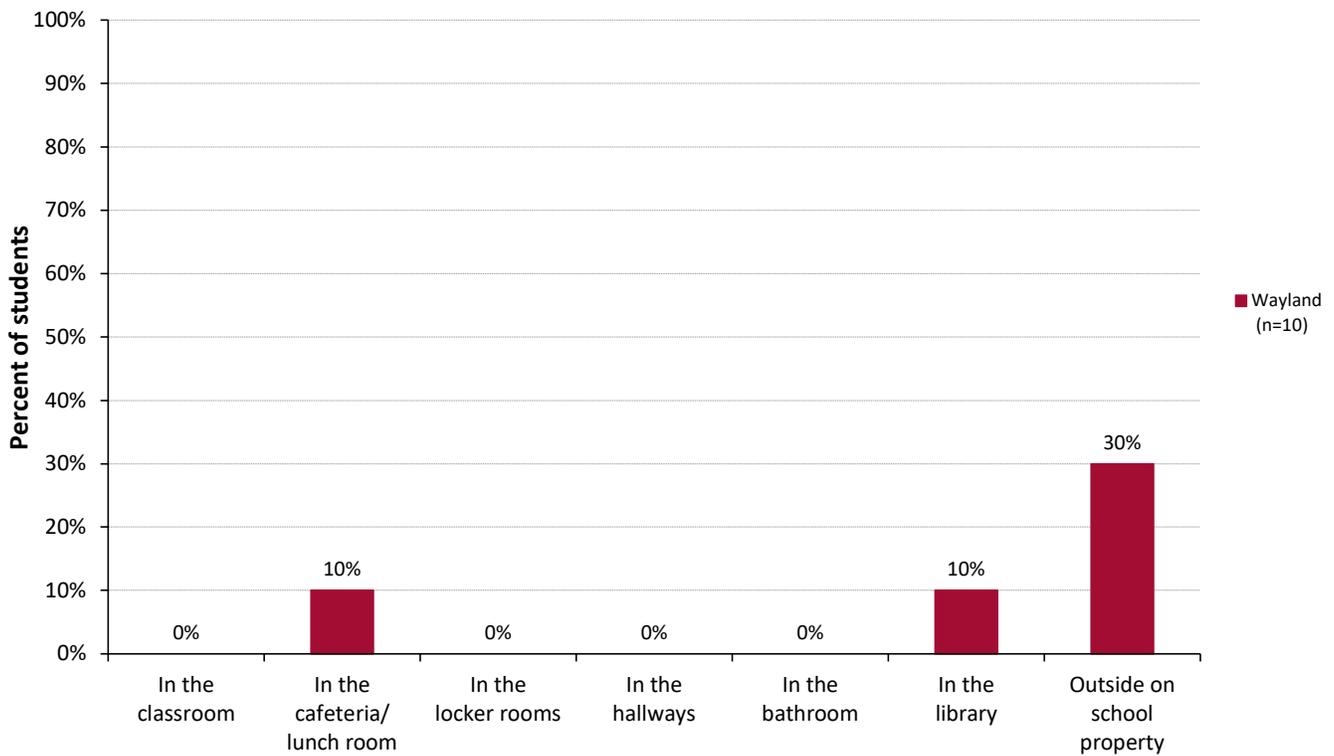


* Among students who used electronic vapor products in the past 30 days

Figure 2-5A. Locations of Electronic Vapor Product Use on School Property,* 2018

Wayland Middle School (Grades 7-8)

MetroWest Adolescent Health Survey

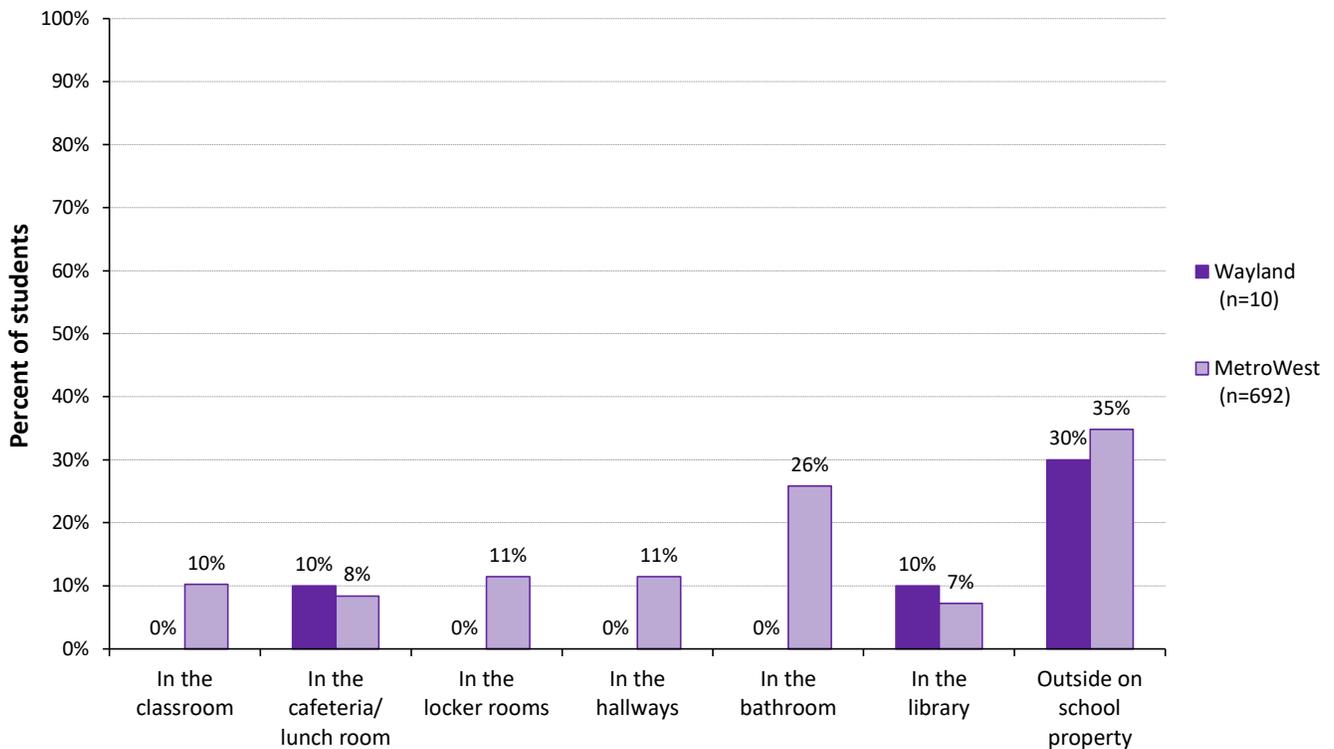


* Among students who used electronic vapor products in the past 30 days

Figure 2-5B. Locations of Electronic Vapor Product Use on School Property* at the District and Regional Levels, 2018

Wayland Middle School (Grades 7-8)

MetroWest Adolescent Health Survey

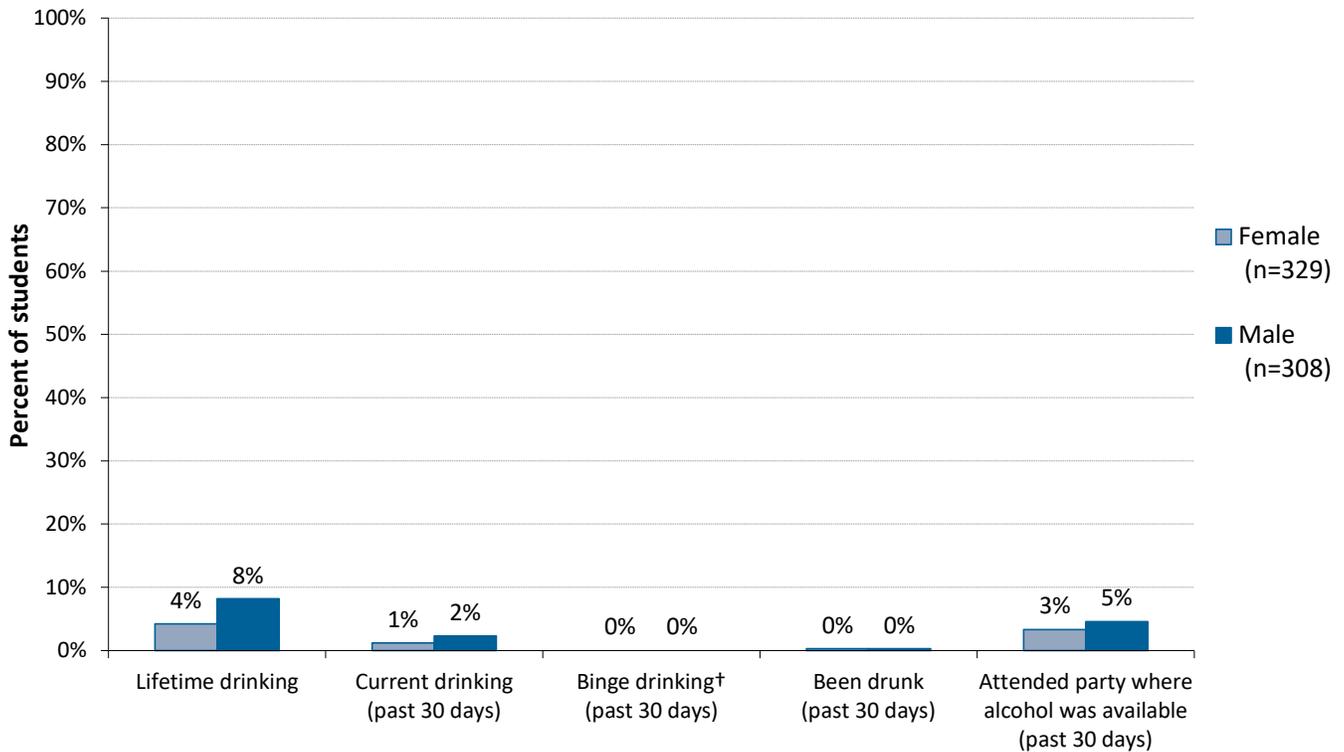


* Among students who used electronic vapor products in the past 30 days

Figure 2-6A. Alcohol Use* by Sex, 2018

Wayland Middle School (Grades 6-8)

MetroWest Adolescent Health Survey



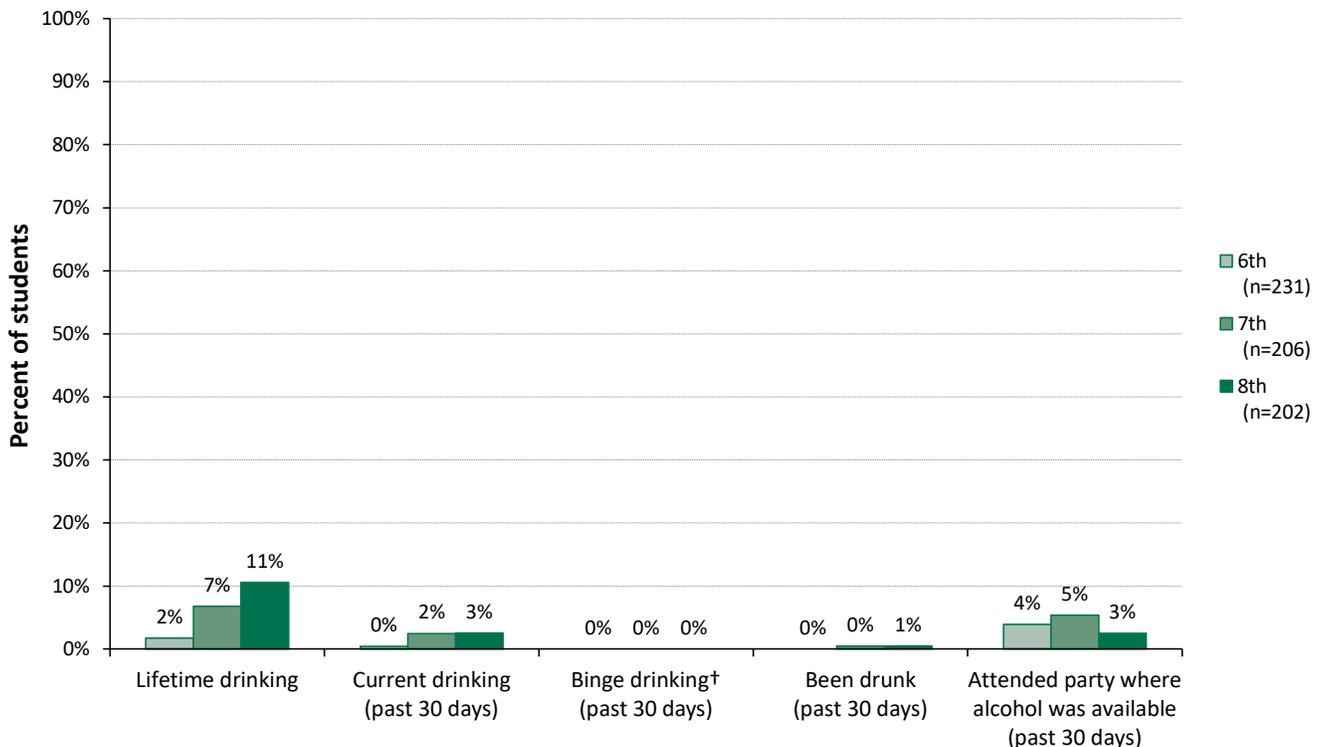
* Does not include drinking a few sips of wine for religious purposes

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

Figure 2-6B. Alcohol Use* by Grade, 2018

Wayland Middle School (Grades 6-8)

MetroWest Adolescent Health Survey



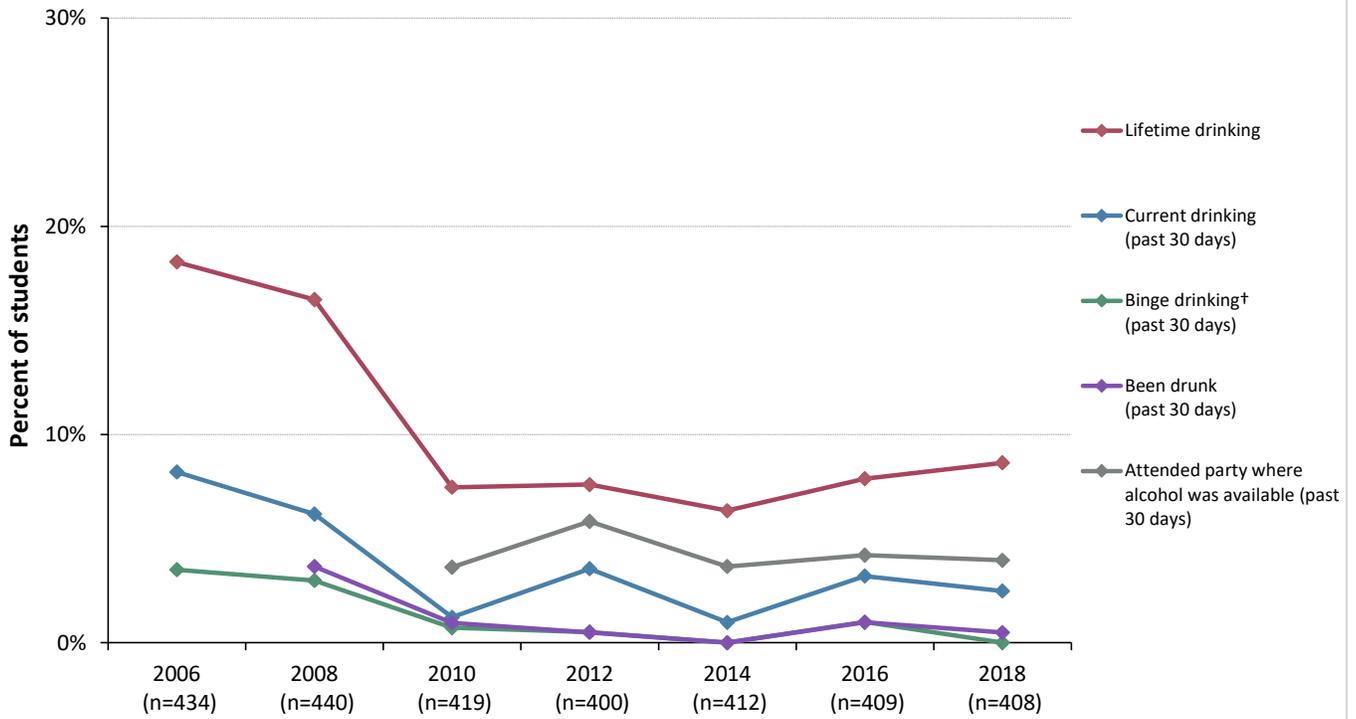
* Does not include drinking a few sips of wine for religious purposes

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

Figure 2-6C. Trends in Alcohol Use,* 2006-2018

Wayland Middle School (Grades 7-8)

MetroWest Adolescent Health Survey



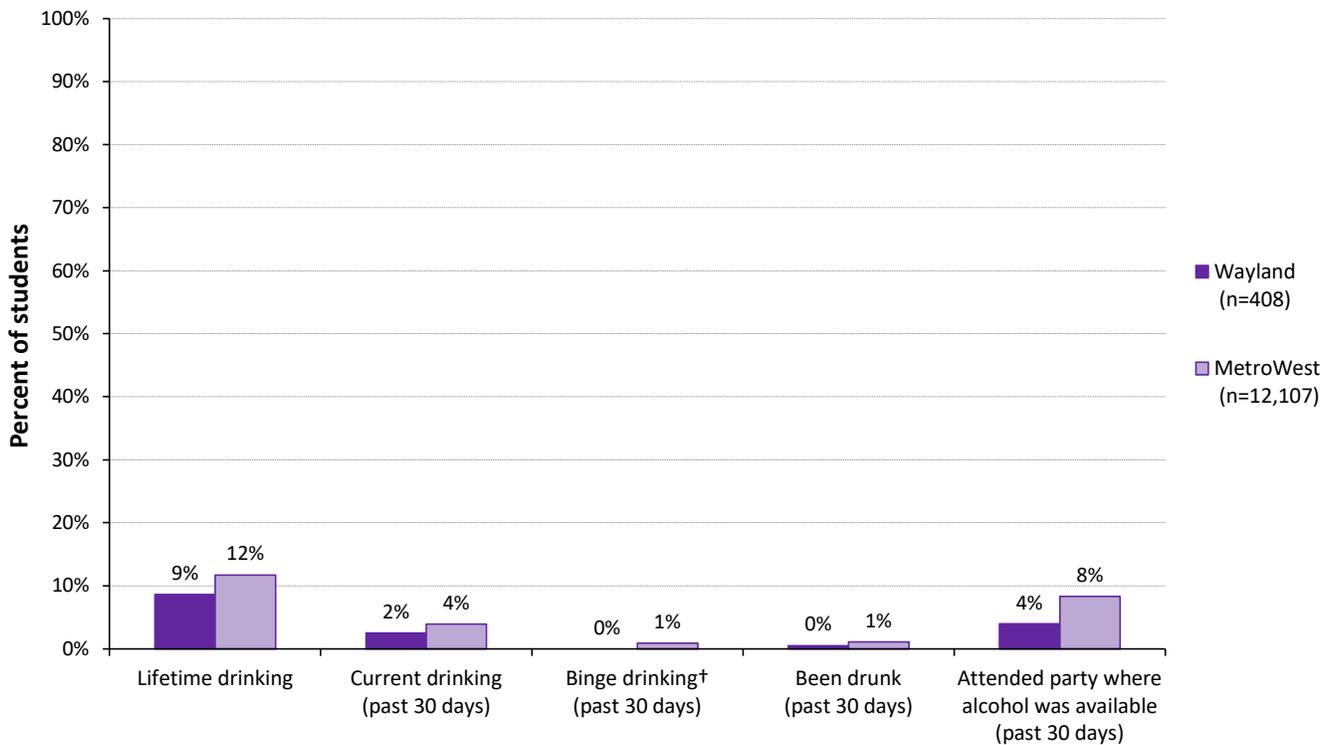
* Does not include drinking a few sips of wine for religious purposes

† From 2006 to 2014, binge drinking was defined as 5 or more drinks in a row on one or more occasion for all students. Since 2016, binge drinking has been defined as 4 or more drinks in a row for females and 5 or more.

Figure 2-6D. Alcohol Use* at the District and Regional Levels, 2018

Wayland Middle School (Grades 7-8)

MetroWest Adolescent Health Survey



* 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

Figure 2-7A. Trends in Access to Alcohol Among Lifetime Drinkers,* 2014-2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey

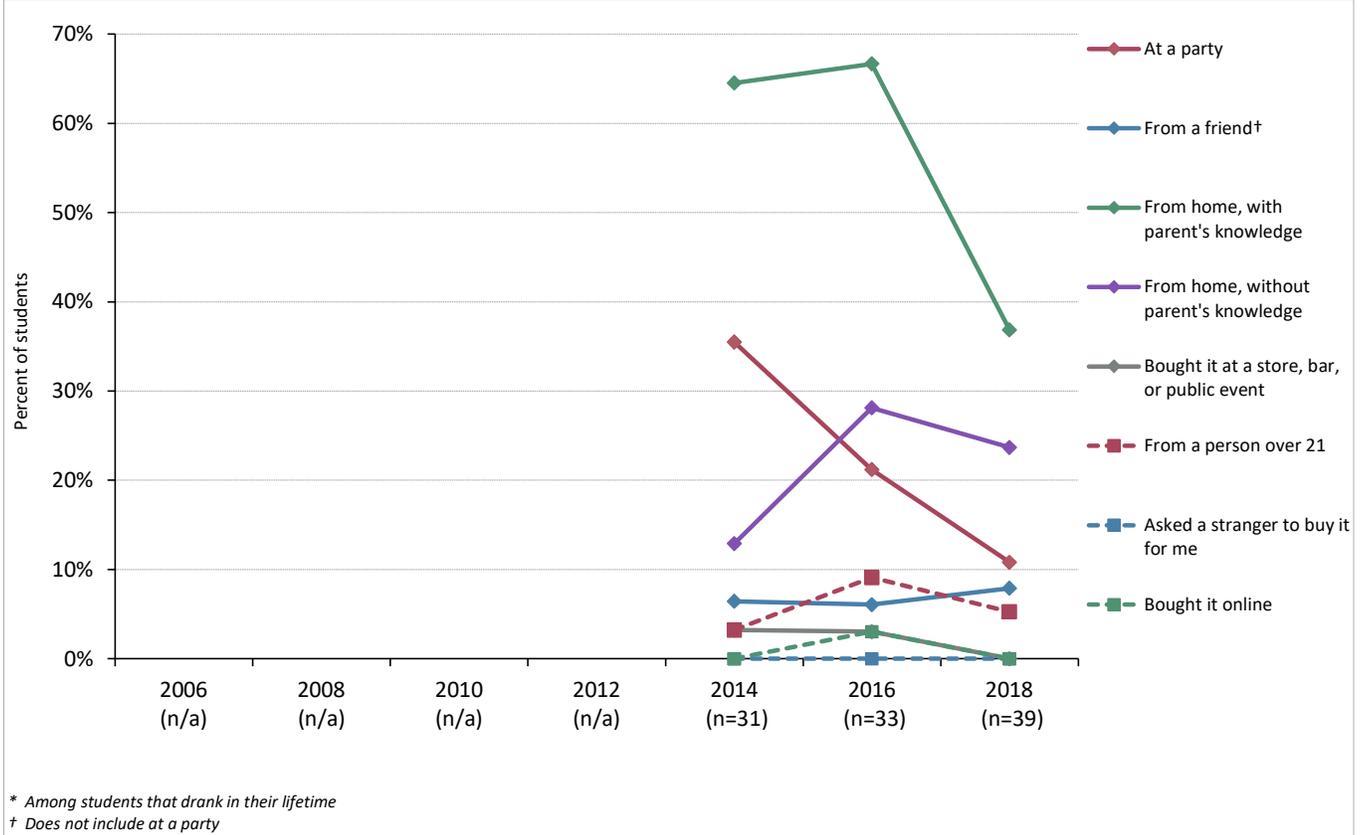


Figure 2-7B. Access to Alcohol Among Lifetime Drinkers* at the District and Regional Levels, 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey

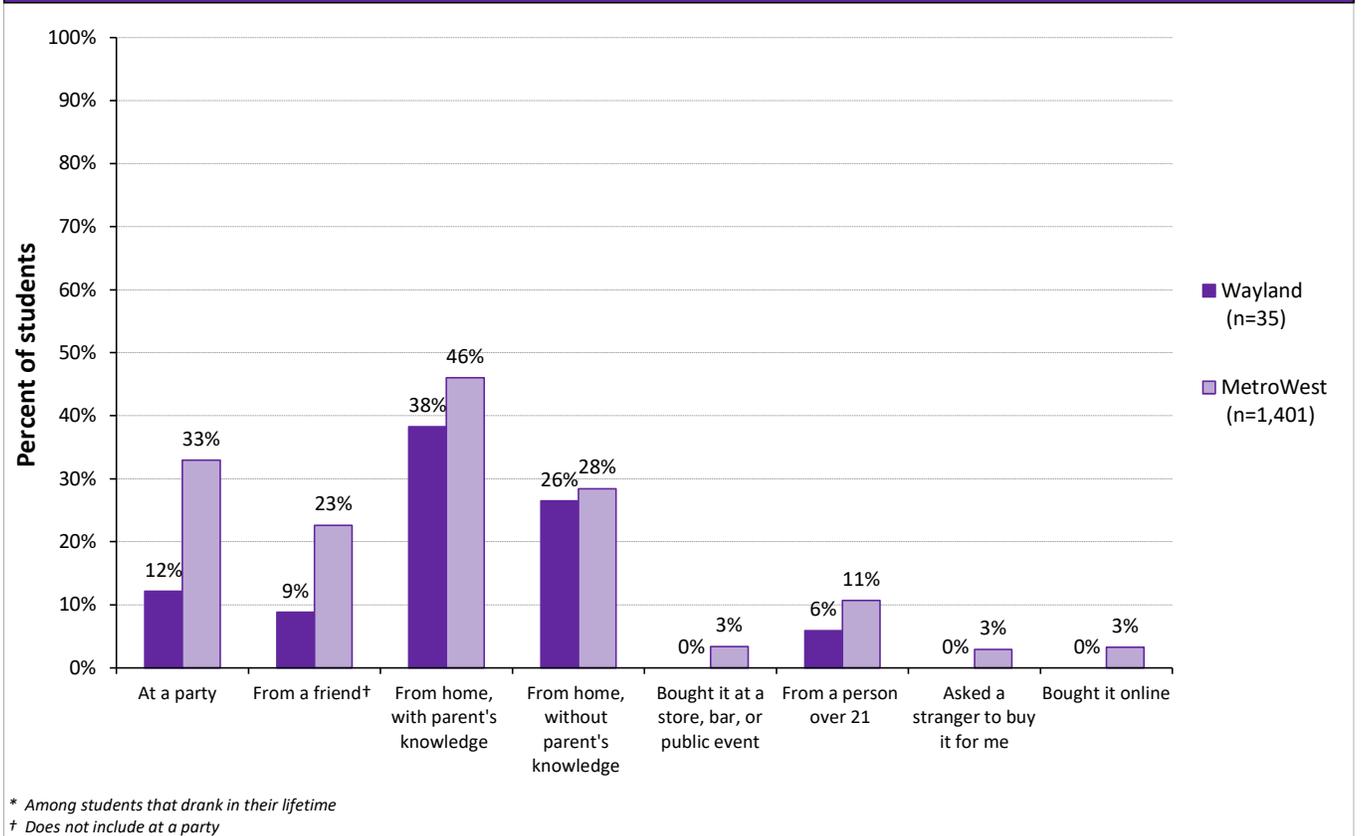
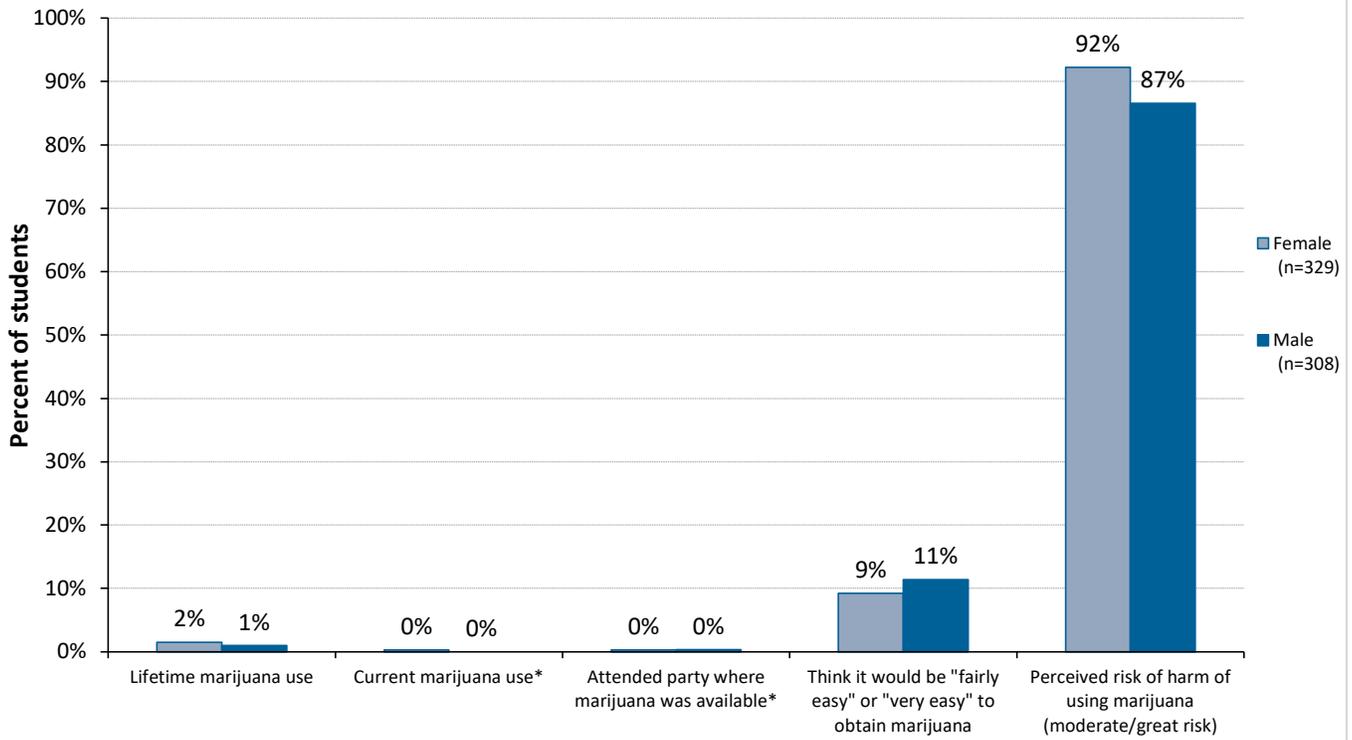
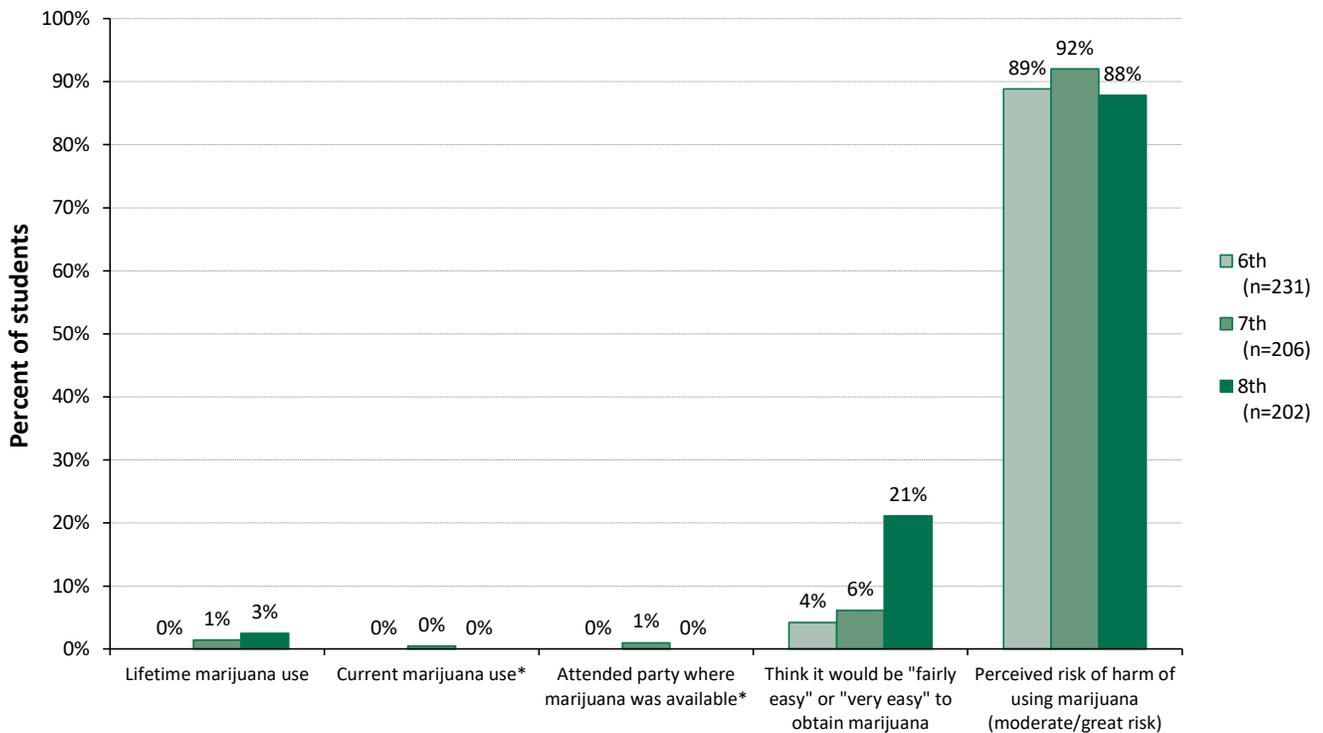


Figure 2-8A. Marijuana Use by Sex, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey



* In the past 30 days

Figure 2-8B. Marijuana Use by Grade, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey

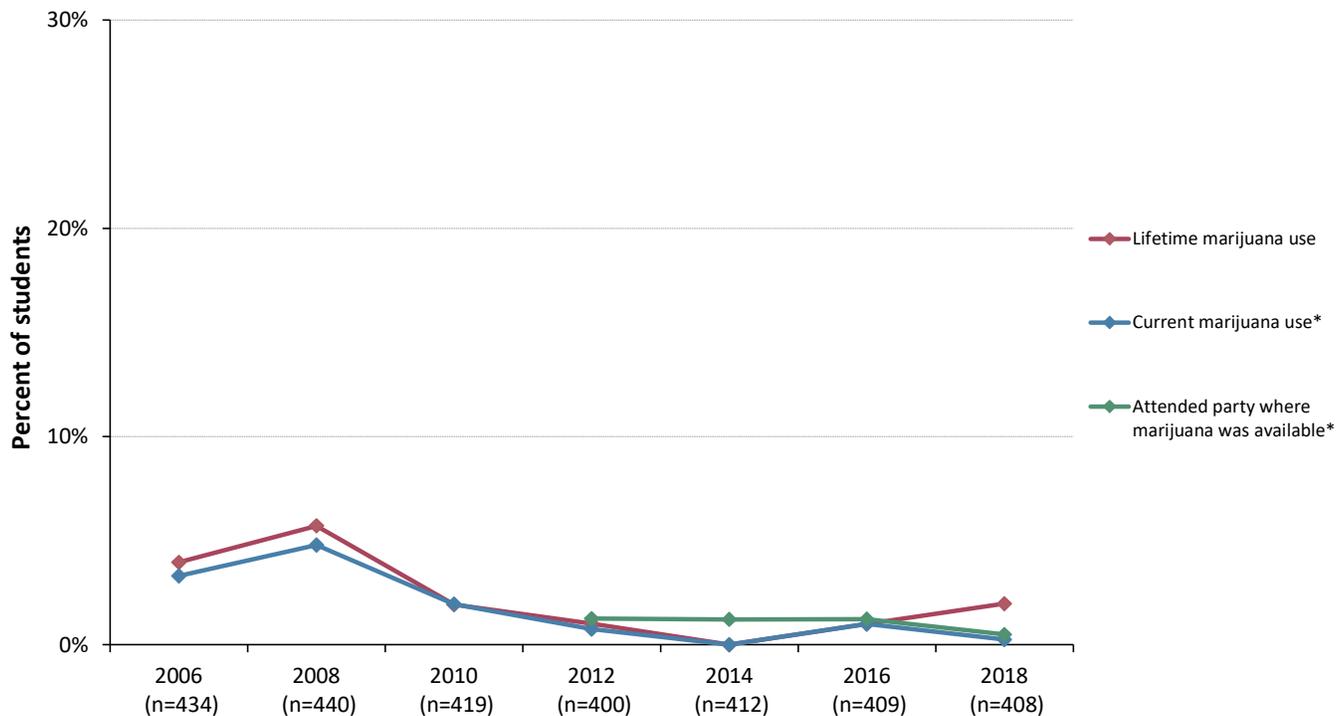


* In the past 30 days

Figure 2-8C. Trends in Marijuana Use, 2006-2018

Wayland Middle School (Grades 7-8)

MetroWest Adolescent Health Survey

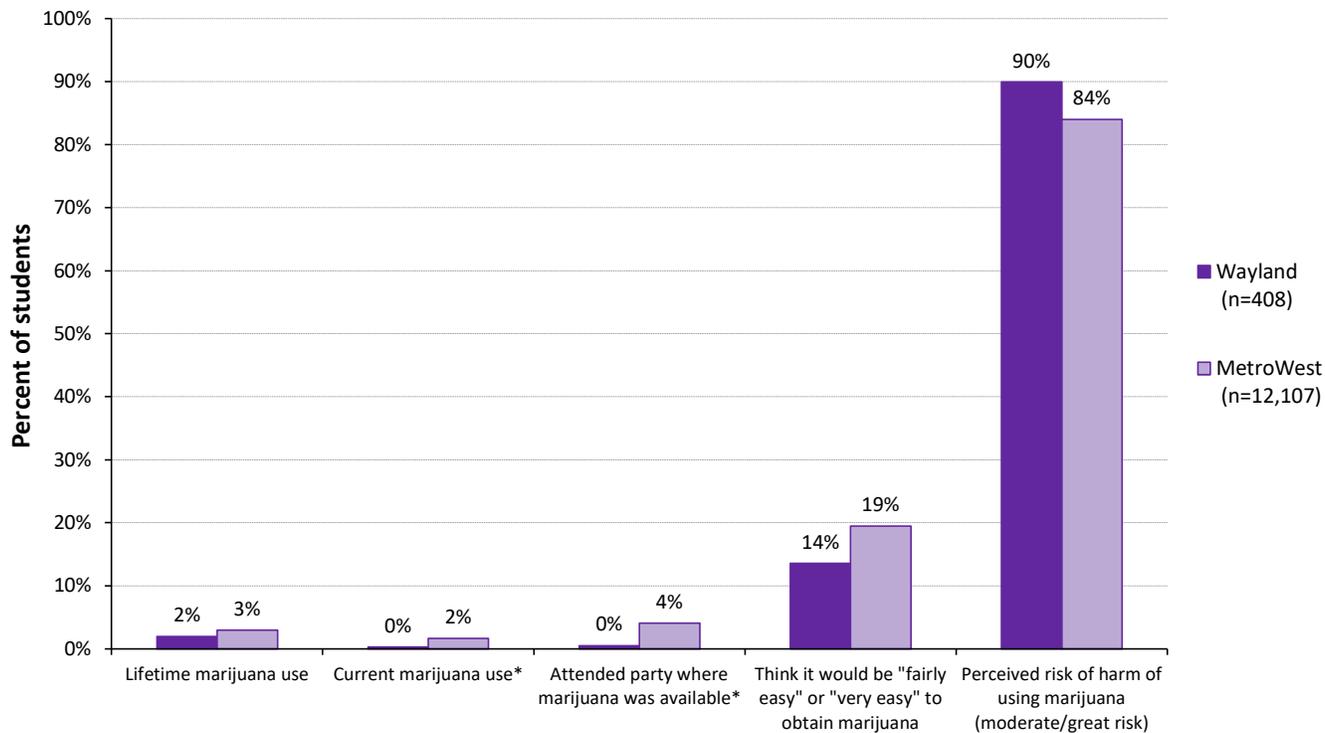


* In the past 30 days

Figure 2-8D. Marijuana Use at the District and Regional Levels, 2018

Wayland Middle School (Grades 7-8)

MetroWest Adolescent Health Survey



* In the past 30 days

Table 2-1A. Cigarette and Electronic Vapor Product Use by Sex and Grade, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey, 2018

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>		
	(639)	Female (329)	Male (308)	6 th (231)	7 th (206)	8 th (202)
CIGARETTE SMOKING						
Lifetime cigarette smoking*	1.4	1.5	1.3	0.0	1.5	3.0
Smoked a whole cigarette before age 11 years	0.0	0.0	0.0	0.0	0.0	0.0
Current cigarette use (past 30 days)	0.3	0.6	0.0	0.0	1.0	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	3.0	3.4	2.7	0.9	3.4	5.1
Used an electronic vapor product before age 11 years	0.3	0.3	0.3	0.0	0.5	0.5
Current electronic vapor product use (past 30 days)	1.6	1.8	1.3	0.0	2.5	2.5
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 daily electronic vapor product use (on all 30 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)	0.2	0.0	0.3	0.0	0.5	0.0
Perceived risk of harm of using electronic vapor products (moderate/great risk)	90.7	92.2	89.4	91.1	92.1	88.9

* Ever tried cigarette smoking, even one or two puffs

† Includes electronic cigarettes (e-cigarettes) like JUUL, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods

Table 2-1B. Cigarette and Electronic Vapor Product Use, 2006 - 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	Wayland (%)						
	2006 (434)	2008 (440)	2010 (419)	2012 (400)	2014 (412)	2016 (409)	2018 (408)
CIGARETTE SMOKING							
Lifetime cigarette smoking*	7.7	7.1	2.2	2.3	1.0	2.5	2.2
Smoked a whole cigarette before age 11 years	3.8	3.2	1.4	0.5	0.2	1.2	0.0
Current cigarette use (past 30 days)	3.5	4.1	1.2	0.8	0.2	0.7	0.5
Current frequent cigarette use (on 20 or more of the past 30 days)	1.2	2.3	0.0	0.3	0.0	0.2	0.0
ELECTRONIC VAPOR PRODUCT USE[†]							
Lifetime electronic vapor product use	–	–	–	–	1.2	3.4	4.2
Used an electronic vapor product before age 11 years	–	–	–	–	–	–	0.5
Current electronic vapor product use (past 30 days)	–	–	–	–	0.2	1.2	2.5
Current frequent electronic vapor product use (on 20 or more of the past 30 days)	–	–	–	–	0.0	0.5	0.0
Current daily electronic vapor product use (on all 30 of the past 30 days)	–	–	–	–	0.0	0.2	0.0
Current electronic vapor product use on school property (past 30 days)	–	–	–	–	–	–	0.2
Perceived risk of harm of using electronic vapor products (moderate/great risk)	–	–	–	–	65.5	82.3	90.5

* Ever tried cigarette smoking, even one or two puffs

† Includes electronic cigarettes (e-cigarettes) like JUUL, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods

Table 2-1C. Cigarette and Electronic Vapor Product Use at the District and Regional Levels, 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	Wayland 2018 MWAHS	MetroWest Region 2018 MWAHS
	<i>(408)</i>	<i>(12,107)</i>
CIGARETTE SMOKING		
Lifetime cigarette smoking*	2.2	2.9
Smoked a whole cigarette before age 11 years	0.0	0.5
Current cigarette use (past 30 days)	0.5	0.8
Current frequent cigarette use (on 20 or more of the past 30 days)	0.0	0.3
ELECTRONIC VAPOR PRODUCT USE †		
Lifetime electronic vapor product use	4.2	9.9
Used an electronic vapor product before age 11 years	0.5	0.8
Current electronic vapor product use (past 30 days)	2.5	5.8
Current frequent electronic vapor product use (on 20 or more of the past 30 days)	0.0	0.8
Current daily electronic vapor product use (on all 30 of the past 30 days)	0.0	0.5
Current electronic vapor product use on school property (past 30 days)	0.2	1.9
Perceived risk of harm of using electronic vapor products (moderate/great risk)	90.5	80.4

* Ever tried cigarette smoking, even one or two puffs

† Includes electronic cigarettes (e-cigarettes) like JUUL, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods

Table 2-2A. Alcohol, Marijuana, and Other Substance Use by Sex and Grade, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey, 2018

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>		
	(639)	Female (329)	Male (308)	6 th (231)	7 th (206)	8 th (202)
ALCOHOL USE*						
Lifetime alcohol use	6.1	4.3	8.2	1.7	6.8	10.6
Had first drink of alcohol before age 11 years	2.2	2.1	2.3	1.3	4.4	1.0
Current alcohol use (past 30 days)	1.7	1.2	2.3	0.4	2.4	2.5
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)	0.3	0.3	0.3	0.0	0.5	0.5
Went to a party/hung out where alcohol was available (past 30 days)	3.9	3.4	4.6	3.9	5.4	2.5
Ever rode in car driven by a high school student who had been drinking	0.2	0.3	0.0	0.0	0.5	0.0
MARIJUANA USE						
Lifetime marijuana use	1.3	1.5	1.0	0.0	1.5	2.5
Tried marijuana before age 11 years	0.0	0.0	0.0	0.0	0.0	0.0
Current marijuana use (past 30 days)	0.2	0.3	0.0	0.0	0.5	0.0
Went to a party/hung out where marijuana was available (past 30 days)	0.3	0.3	0.3	0.0	1.0	0.0
Ate or drank products made with marijuana (lifetime) [‡]	0.8	0.9	0.7	0.0	0.5	2.0
Think it would be "fairly easy" or "very easy" to obtain marijuana	10.2	9.2	11.4	4.2	6.1	21.1
Perceived risk of harm of using marijuana (moderate/great risk)	89.5	92.2	86.5	88.8	92.0	87.8
Ever rode in car driven by a high school student who had been using marijuana	0.2	0.3	0.0	0.0	0.5	0.0
OTHER SUBSTANCE USE						
Lifetime inhalant use [§]	2.4	2.2	2.6	1.3	1.5	4.5
Lifetime prescription pain medicine misuse (without a doctor's prescription)**	0.6	0.6	0.7	0.4	1.0	0.5

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

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

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

§ 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

Table 2-2B. Alcohol, Marijuana, and Other Substance Use, 2006 - 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	Wayland (%)						
	2006 (434)	2008 (440)	2010 (419)	2012 (400)	2014 (412)	2016 (409)	2018 (408)
ALCOHOL USE*							
Lifetime alcohol use	18.3	16.5	7.5	7.6	6.3	7.9	8.6
Had first drink of alcohol before age 11 years	8.9	6.5	2.2	3.3	2.0	3.2	2.7
Current alcohol use (past 30 days)	8.2	6.2	1.2	3.6	1.0	3.2	2.5
Binge drinking (past 30 days) [†]	3.5	3.0	0.7	0.5	0.0	1.0	0.0
Was "drunk" from consuming alcohol (past 30 days)	–	3.7	1.0	0.5	0.0	1.0	0.5
Went to a party/hung out where alcohol was available (past 30 days)	–	–	3.6	5.8	3.7	4.2	4.0
Ever rode in car driven by a high school student who had been drinking	–	–	–	0.5	1.2	0.5	0.2
MARIJUANA USE							
Lifetime marijuana use	4.0	5.7	1.9	1.0	0.0	1.0	2.0
Tried marijuana before age 11 years	2.1	2.7	1.2	0.3	0.0	0.7	0.0
Current marijuana use (past 30 days)	3.3	4.8	1.9	0.8	0.0	1.0	0.2
Went to a party/hung out where marijuana was available (past 30 days)	–	–	–	1.3	1.2	1.2	0.5
Ate or drank products made with marijuana (lifetime) [‡]	–	–	–	–	–	–	1.2
Think it would be "fairly easy" or "very easy" to obtain marijuana	–	–	–	–	–	–	13.6
Perceived risk of harm of using marijuana (moderate/great risk)	–	–	–	–	–	–	89.9
Ever rode in car driven by a high school student who had been using marijuana	–	–	–	–	–	–	0.2
OTHER SUBSTANCE USE							
Lifetime inhalant use [§]	8.9	8.7	1.4	2.3	0.7	3.9	3.0
Lifetime prescription pain medicine misuse (without a doctor's prescription)**	–	–	–	–	–	–	0.7

* 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

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

§ 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

Table 2-2C. Alcohol, Marijuana, and Other Substance Use at the District and Regional Levels, 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	Wayland 2018 MWAHS	MetroWest Region 2018 MWAHS
	<i>(408)</i>	<i>(12,107)</i>
ALCOHOL USE*		
Lifetime alcohol use	8.6	11.7
Had first drink of alcohol before age 11 years	2.7	4.4
Current alcohol use (past 30 days)	2.5	3.9
Binge drinking (past 30 days) [†]	0.0	0.9
Was "drunk" from consuming alcohol (past 30 days)	0.5	1.1
Went to a party/hung out where alcohol was available (past 30 days)	4.0	8.3
Ever rode in car driven by a high school student who had been drinking	0.2	1.4
MARIJUANA USE		
Lifetime marijuana use	2.0	3.0
Tried marijuana before age 11 years	0.0	0.4
Current marijuana use (past 30 days)	0.2	1.7
Went to a party/hung out where marijuana was available (past 30 days)	0.5	4.1
Ate or drank products made with marijuana (lifetime) [‡]	1.2	1.7
Think it would be "fairly easy" or "very easy" to obtain marijuana	13.6	19.4
Perceived risk of harm of using marijuana (moderate/great risk)	89.9	84.0
Ever rode in car driven by a high school student who had been using marijuana	0.2	2.3
OTHER SUBSTANCE USE		
Lifetime inhalant use [§]	3.0	3.5
Lifetime prescription pain medicine misuse (without a doctor's prescription)**	0.7	1.2

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

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

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

§ 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

Section 3

Violence and Bullying

Figure 3-1A. Fighting and Weapon Carrying by Sex, 2018
Wayland Middle School (Grades 6-8)

MetroWest Adolescent Health Survey

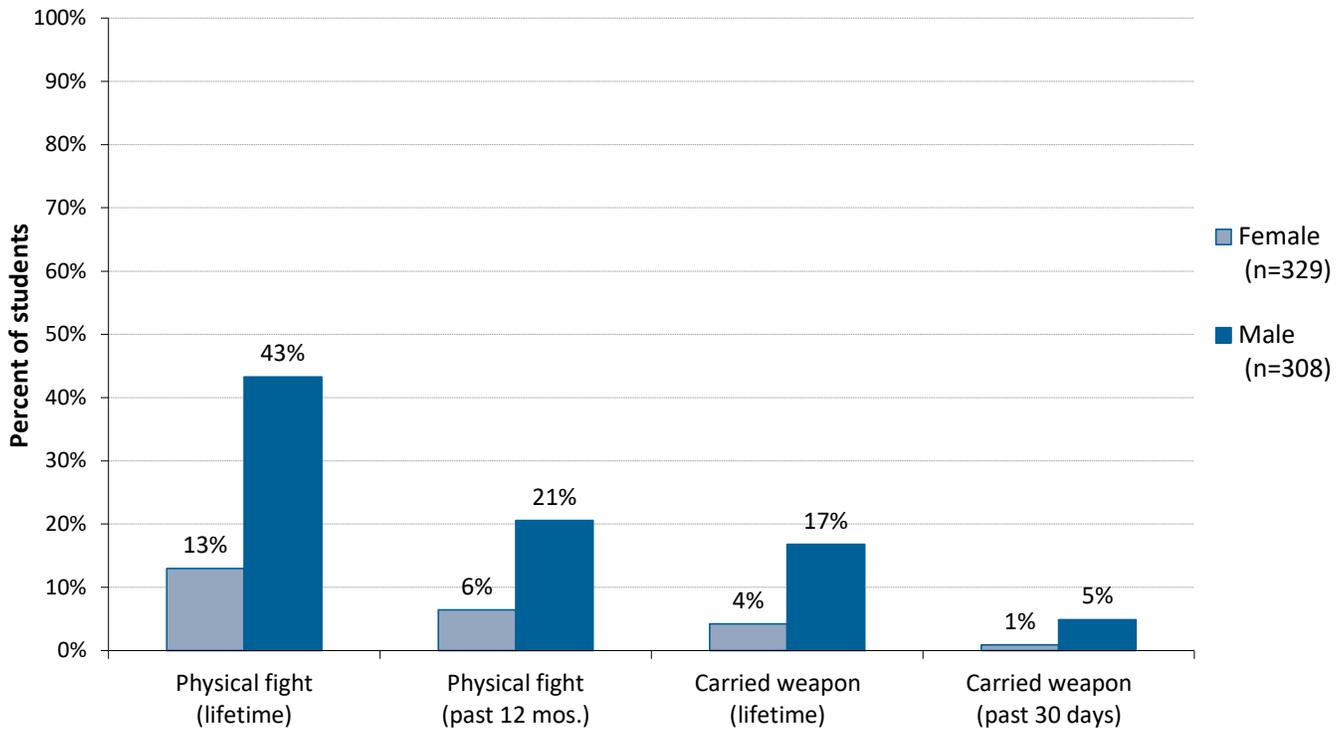


Figure 3-1B. Fighting and Weapon Carrying by Grade, 2018
Wayland Middle School (Grades 6-8)

MetroWest Adolescent Health Survey

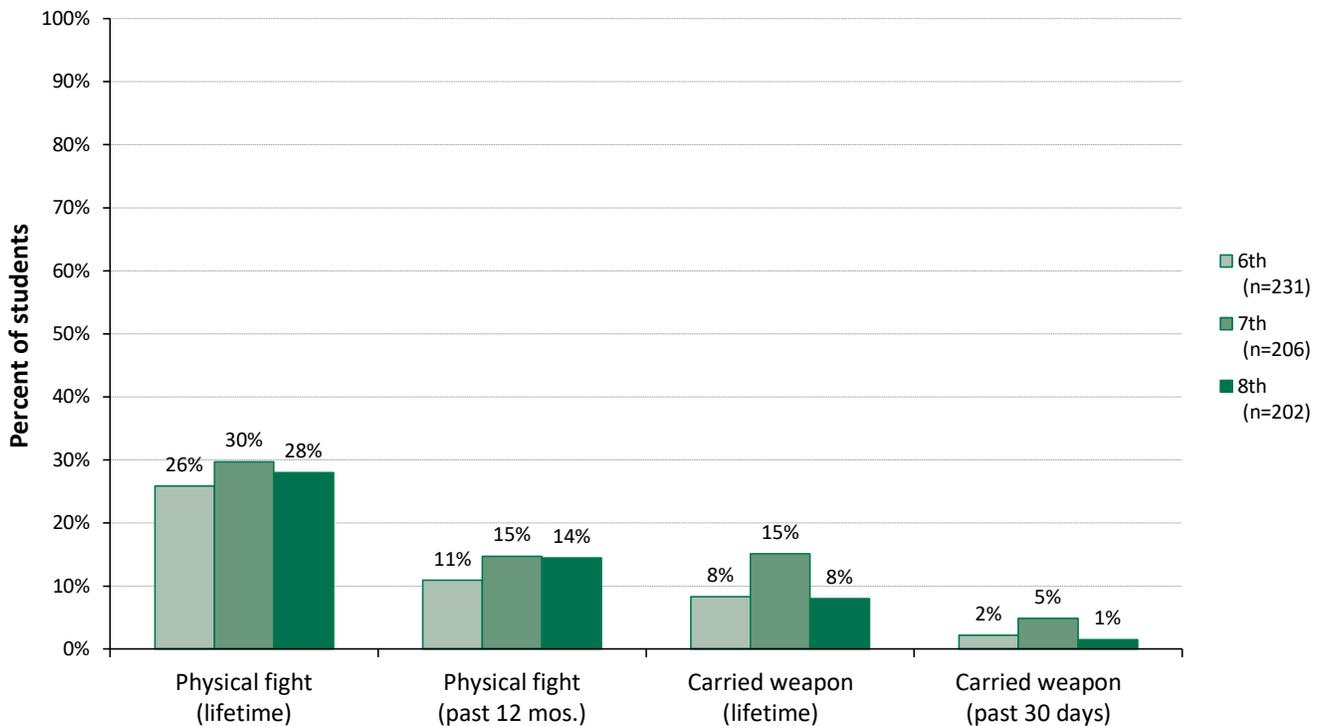


Figure 3-1C. Trends in Fighting and Weapon Carrying, 2006-2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey

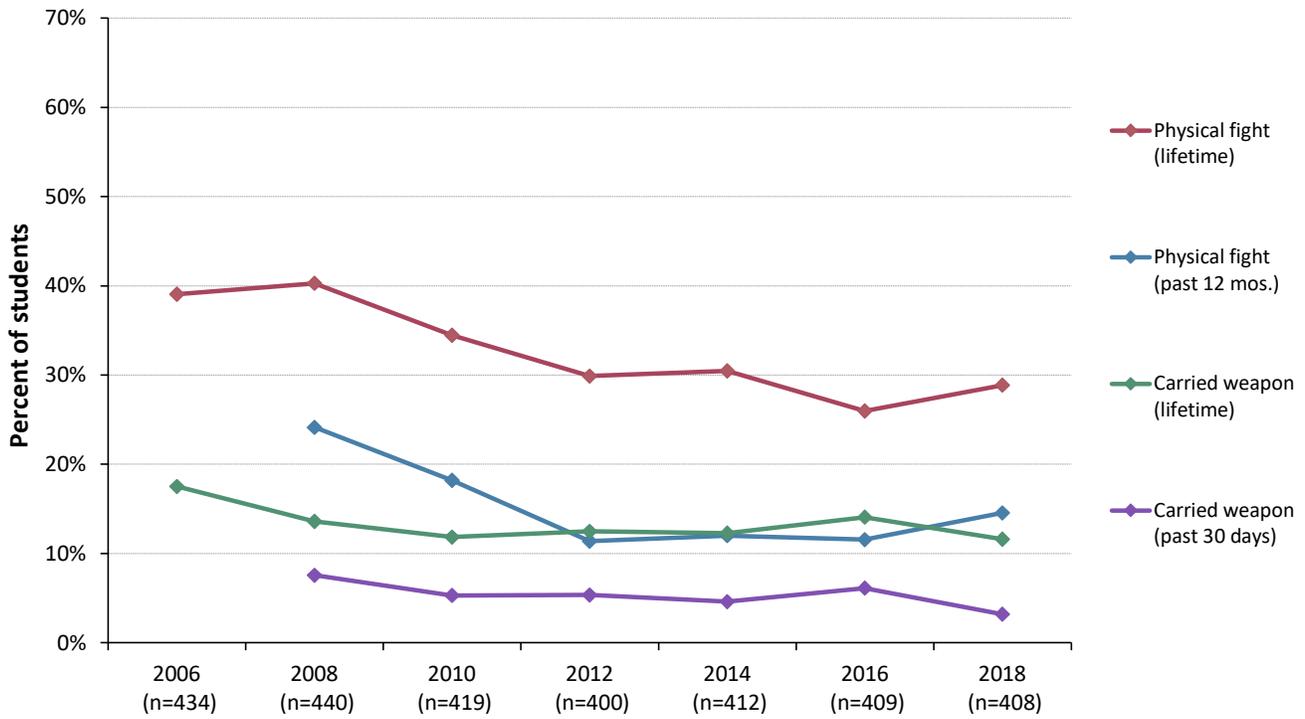


Figure 3-1D. Fighting and Weapon Carrying at the District and Regional Levels, 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey

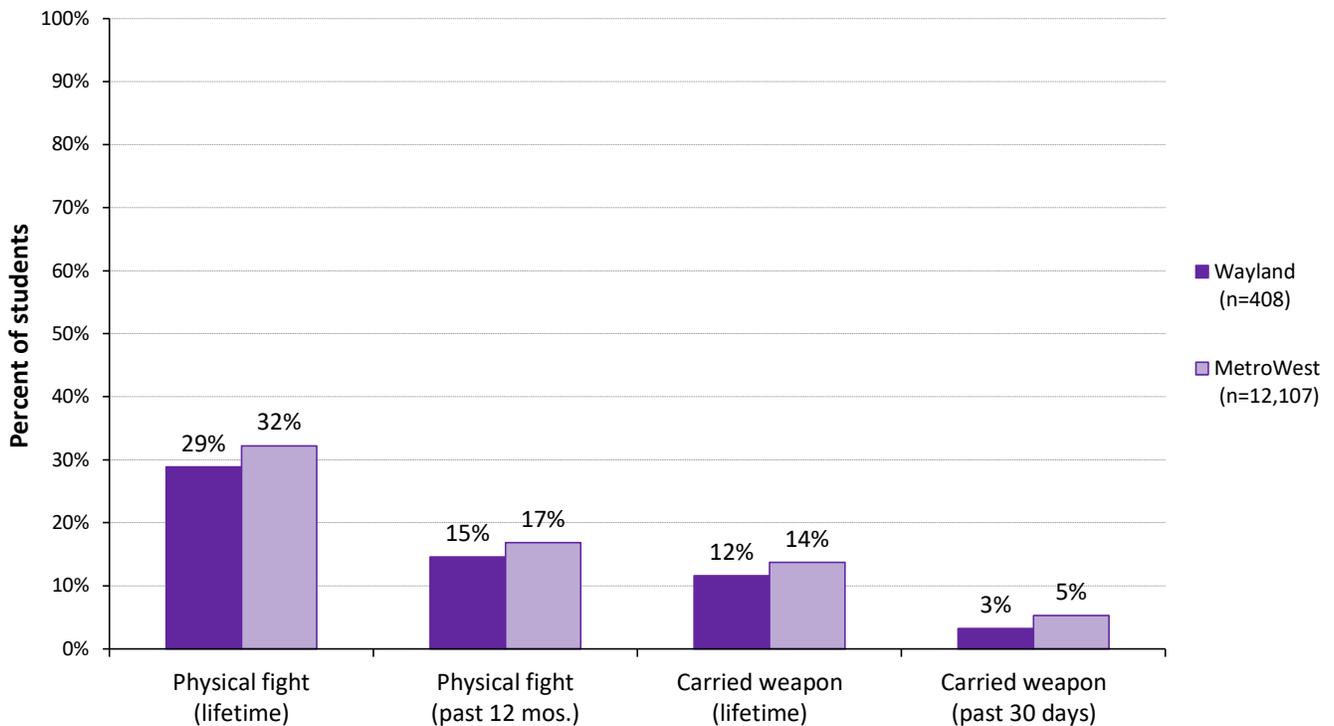
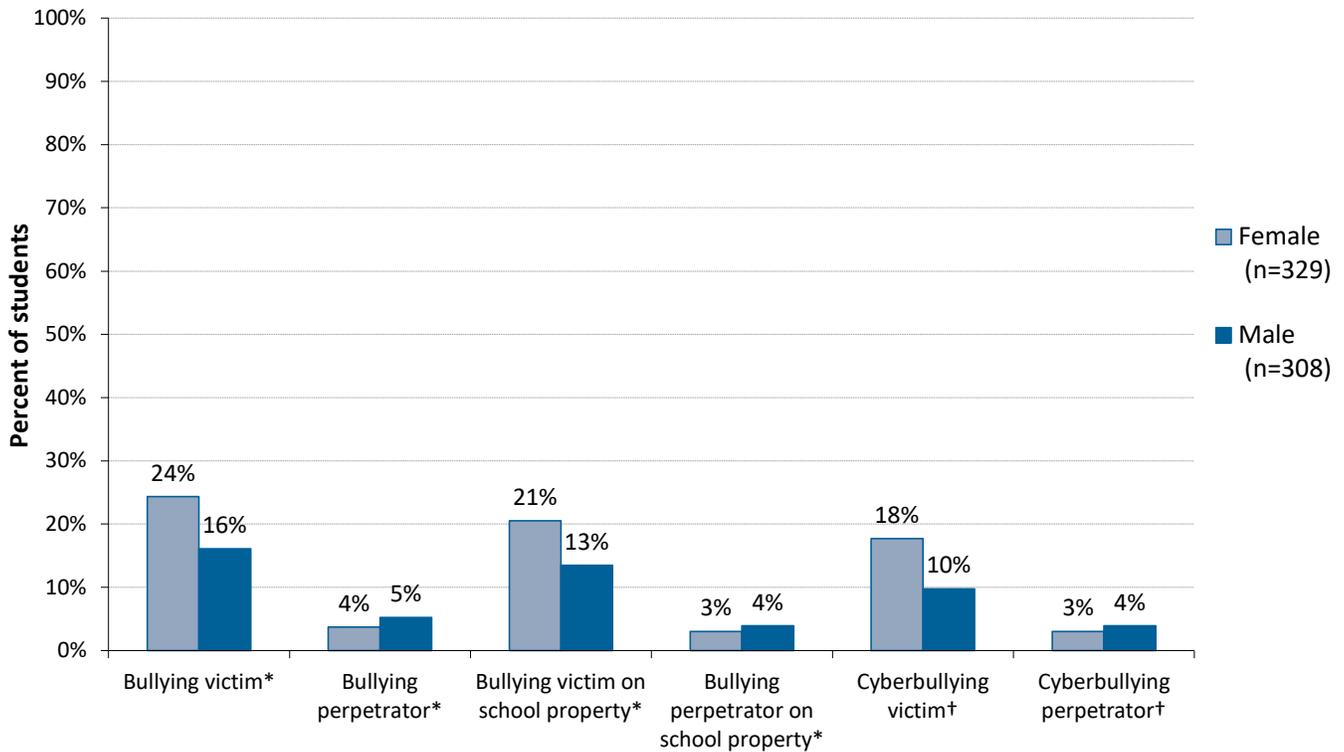


Figure 3-2A. Bullying and Cyberbullying by Sex, 2018

Wayland Middle School (Grades 6-8)

MetroWest Adolescent Health Survey

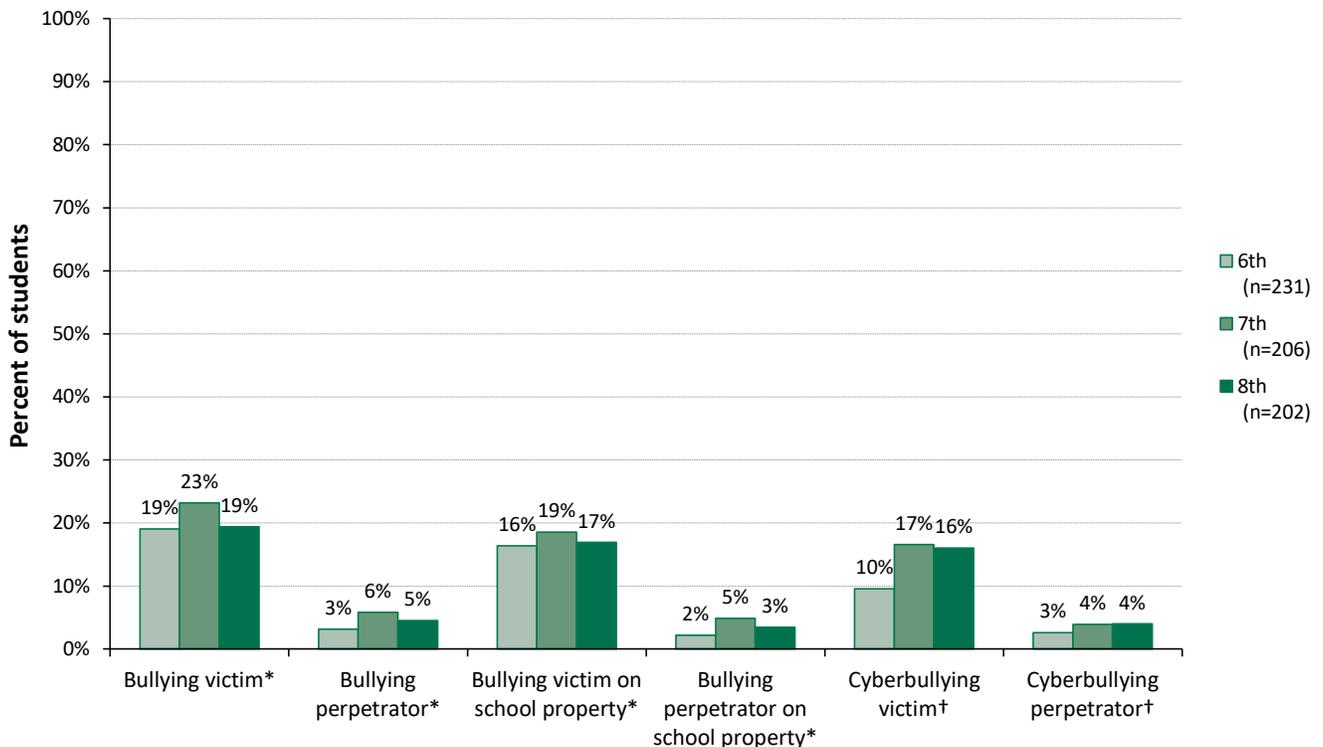


* In the past 12 months; bullying defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again
 † In the past 12 months; cyberbullying defined as using the Internet, cell phones, or other electronic devices to bully, tease, threaten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

Figure 3-2B. Bullying and Cyberbullying by Grade, 2018

Wayland Middle School (Grades 6-8)

MetroWest Adolescent Health Survey

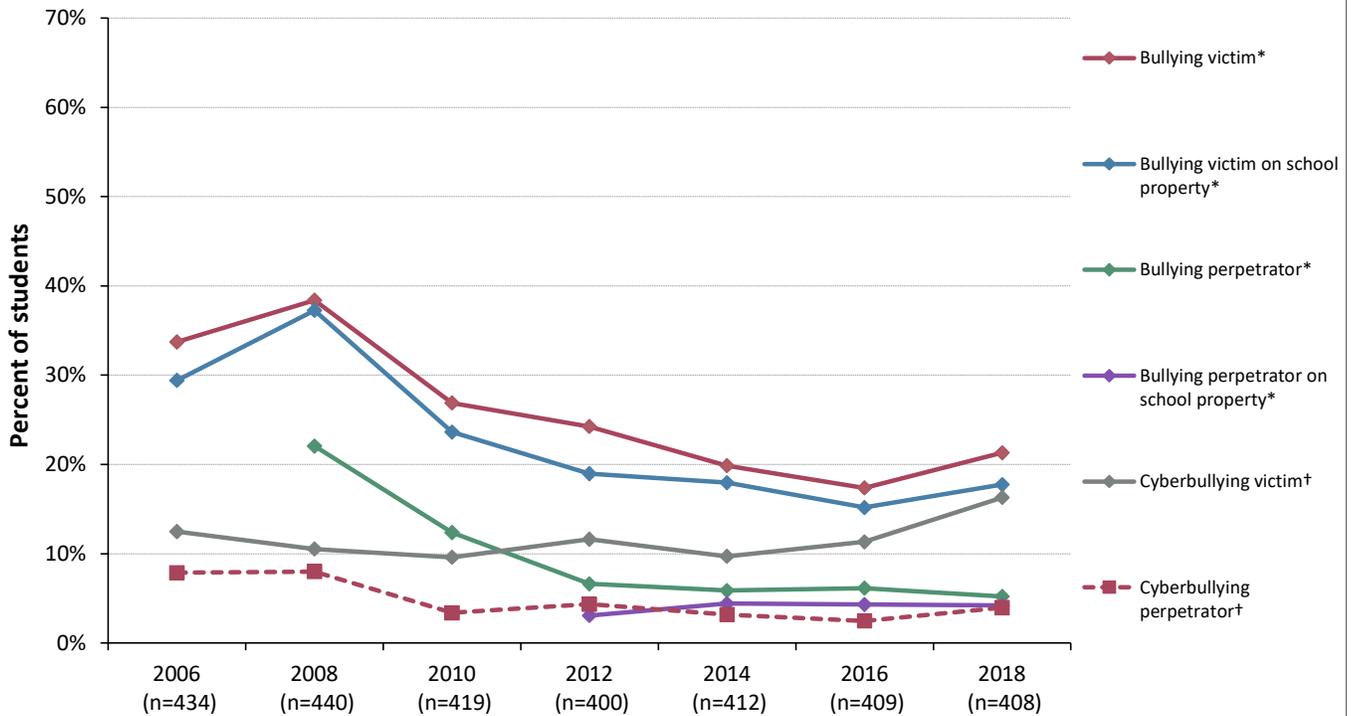


* In the past 12 months; bullying defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again
 † In the past 12 months; cyberbullying defined as using the Internet, cell phones, or other electronic devices to bully, tease, threaten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

Figure 3-2C. Trends in Bullying and Cyberbullying, 2006-2018

Wayland Middle School (Grades 7-8)

MetroWest Adolescent Health Survey

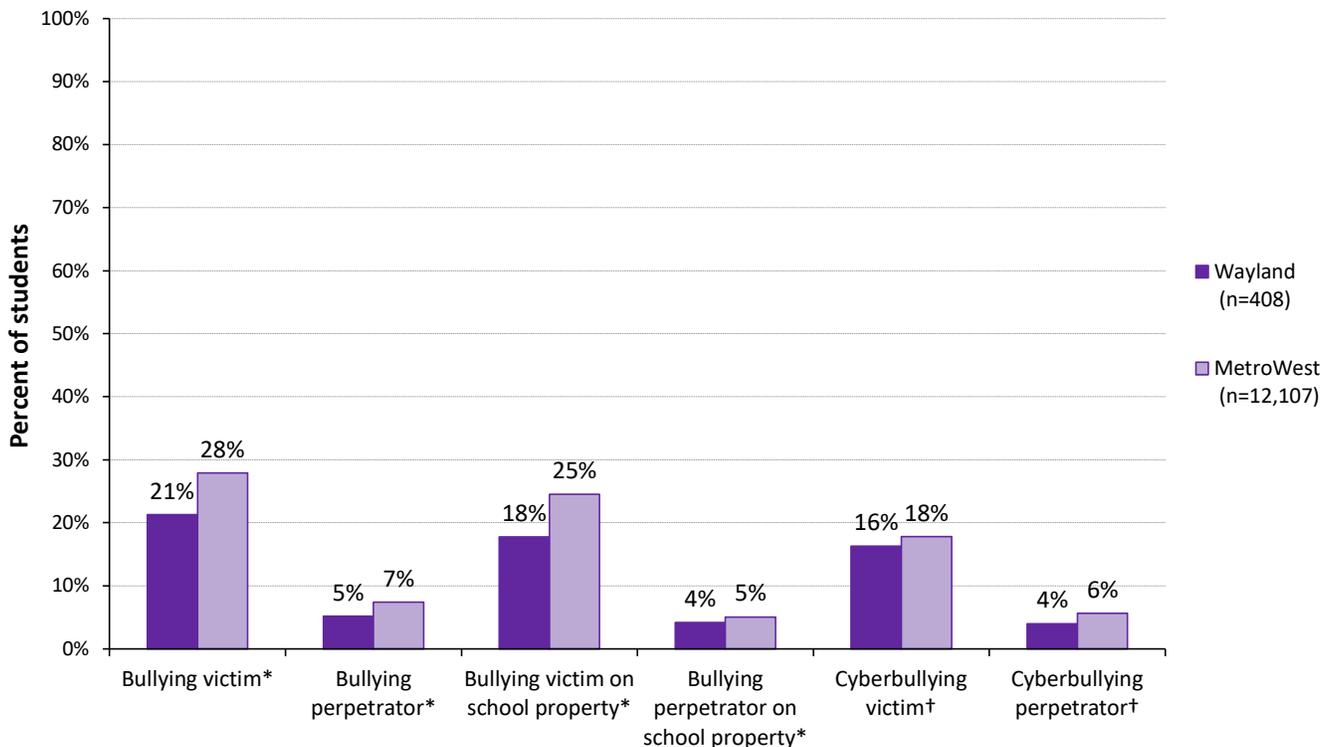


* In the past 12 months; bullying defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again
 † In the past 12 months; cyberbullying defined as using the Internet, cell phones, or other electronic devices to bully, tease, threaten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

Figure 3-2D. Bullying and Cyberbullying at the District and Regional Levels, 2018

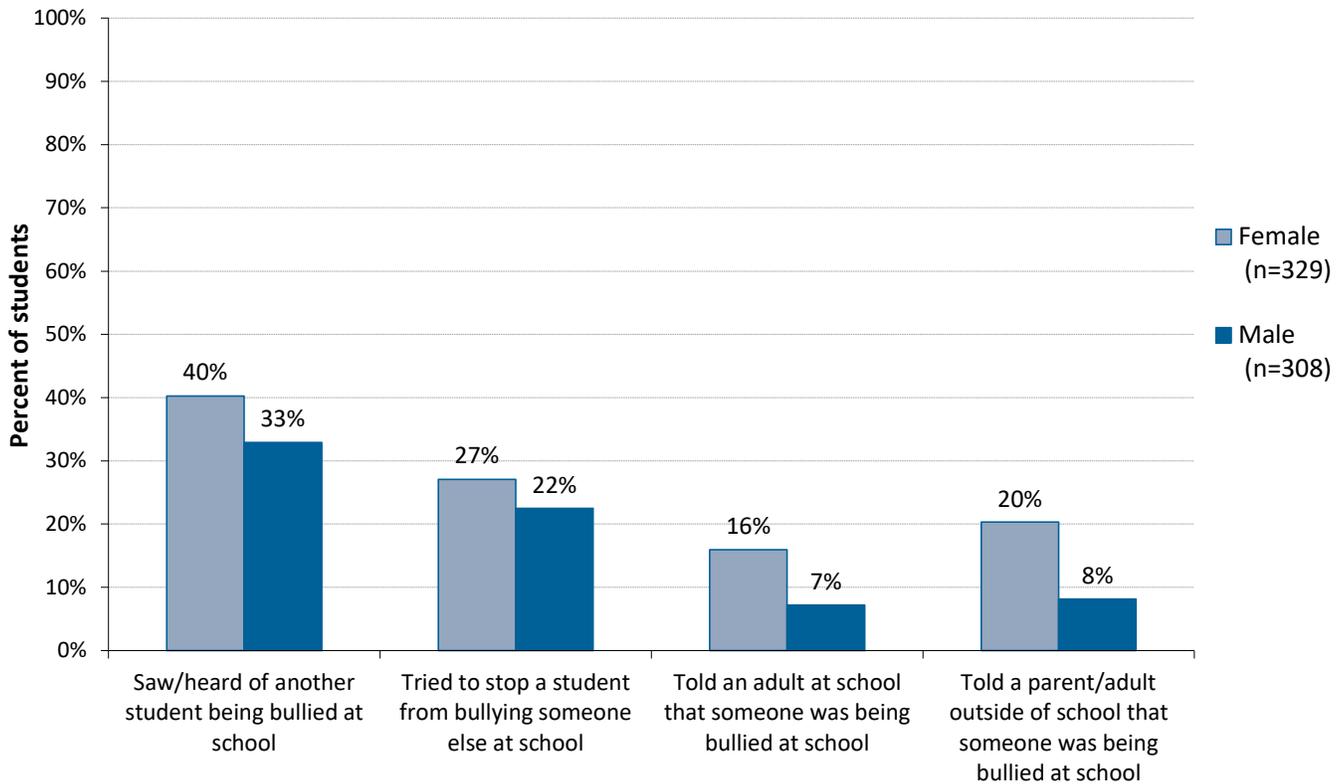
Wayland Middle School (Grades 7-8)

MetroWest Adolescent Health Survey



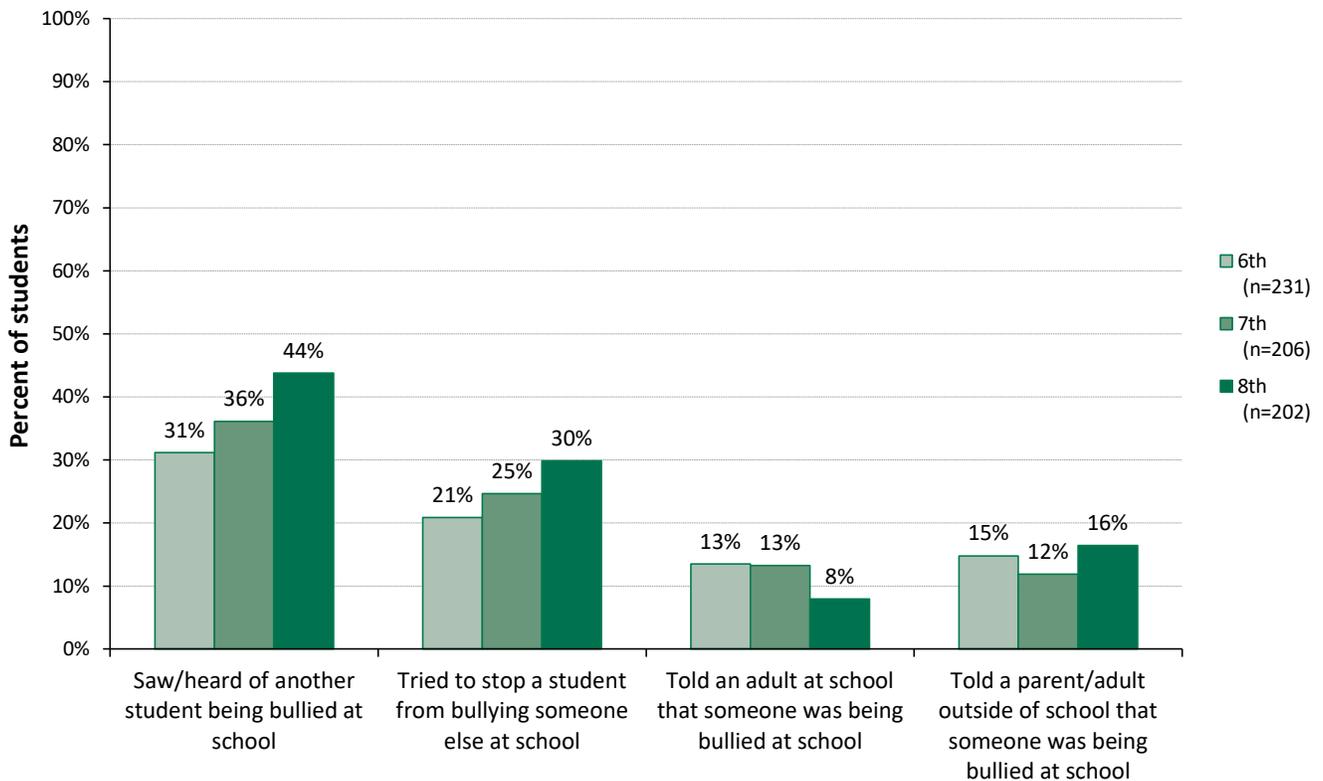
* In the past 12 months; bullying defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again
 † In the past 12 months; cyberbullying defined as using the Internet, cell phones, or other electronic devices to bully, tease, threaten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

Figure 3-3A. School Bullying Bystander Behaviors* by Sex, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey



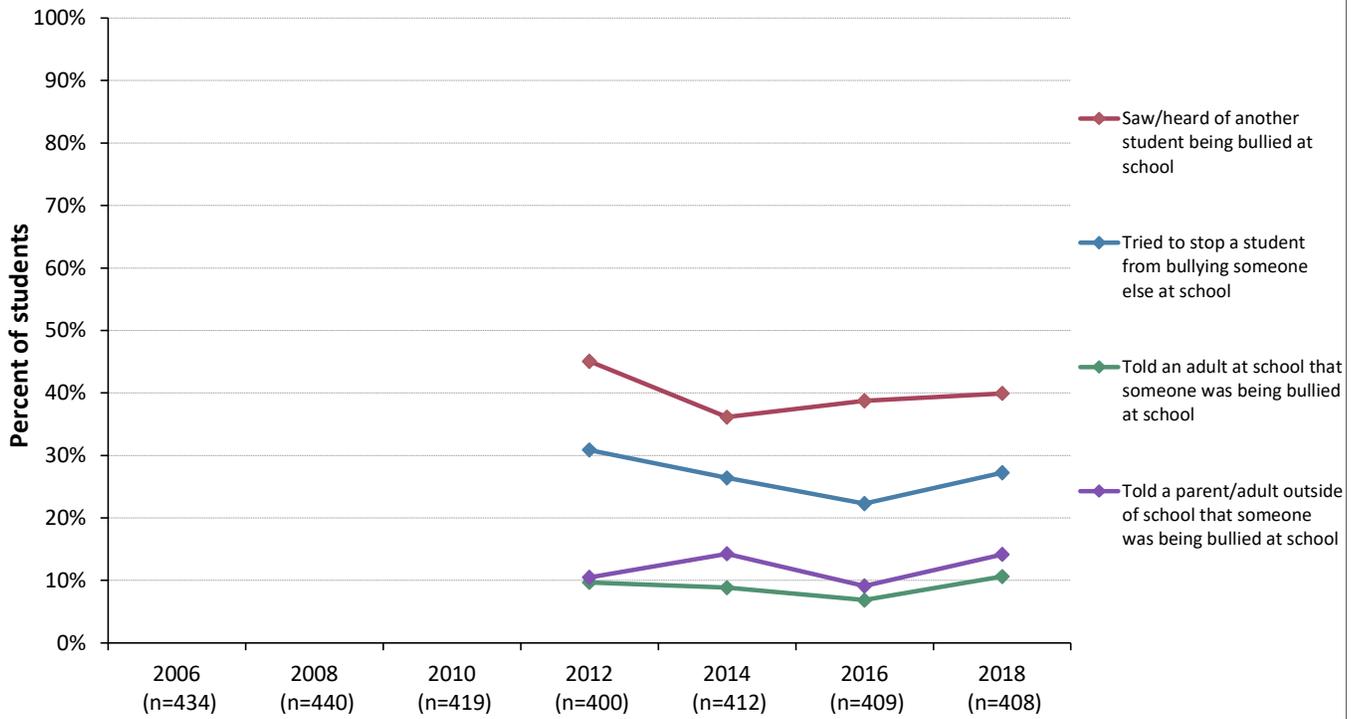
* In the past 12 months; bullying defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again

Figure 3-3B. School Bullying Bystander Behaviors* by Grade, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey



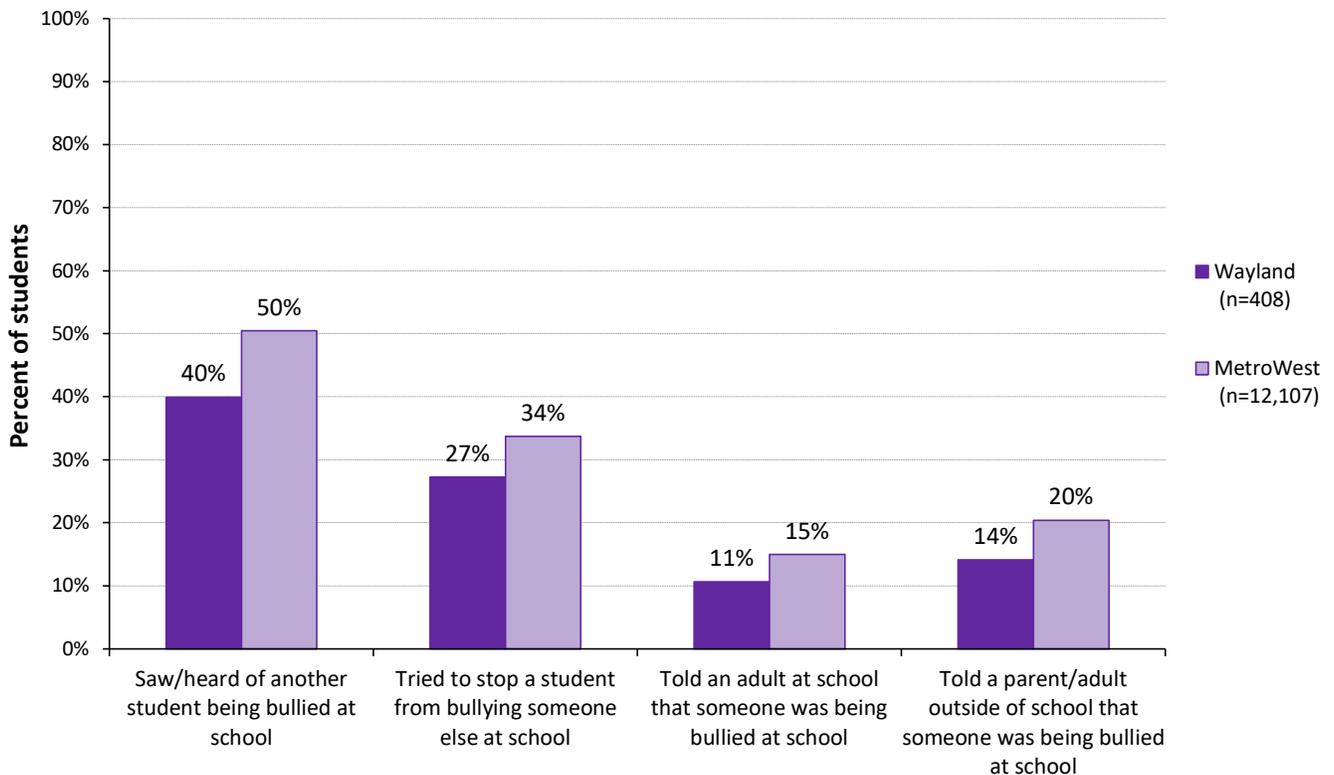
* In the past 12 months; bullying defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again

Figure 3-3C. Trends in School Bullying Bystander Behaviors,* 2012-2018
Wayland 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

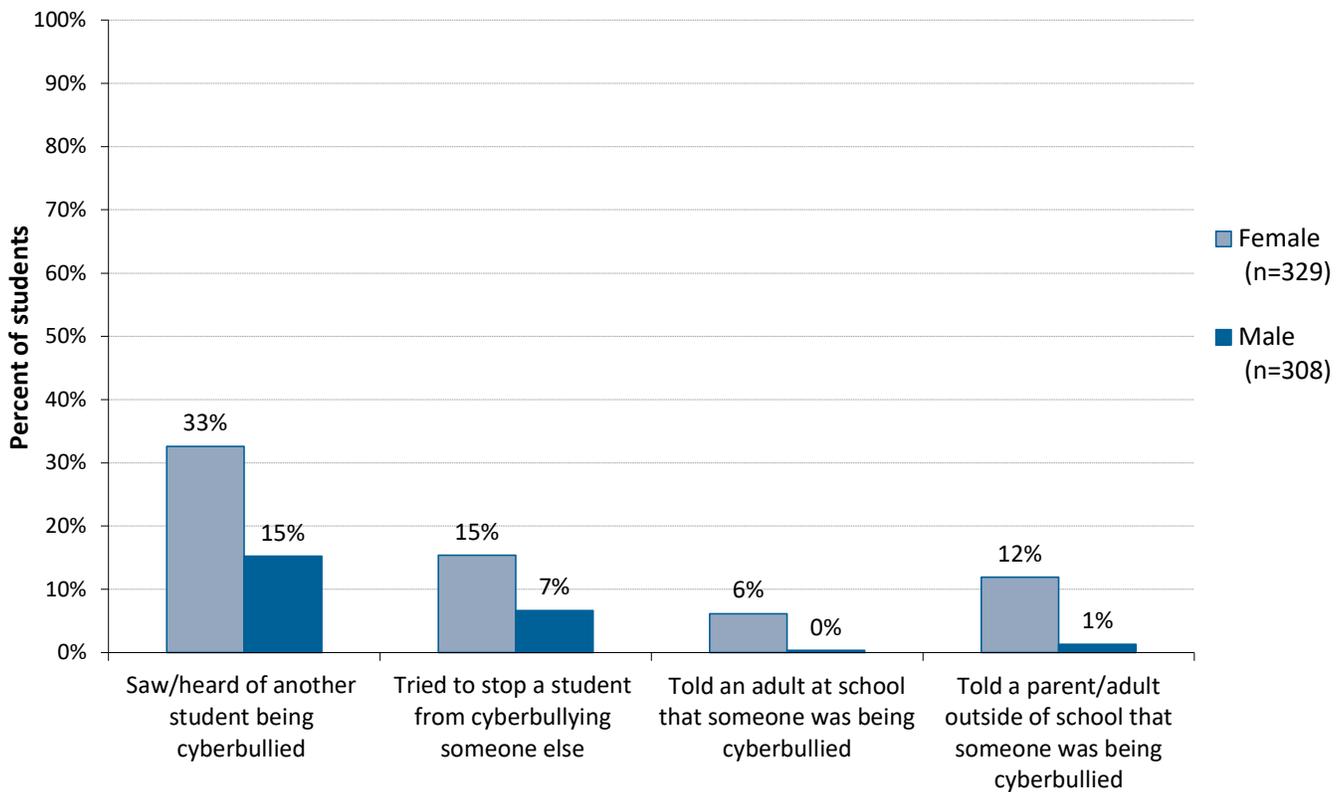
Figure 3-3D. School Bullying Bystander Behaviors* at the District and Regional Levels, 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey



* 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 3-4A. Cyberbullying Bystander Behaviors* by Sex, 2018
Wayland Middle School (Grades 6-8)

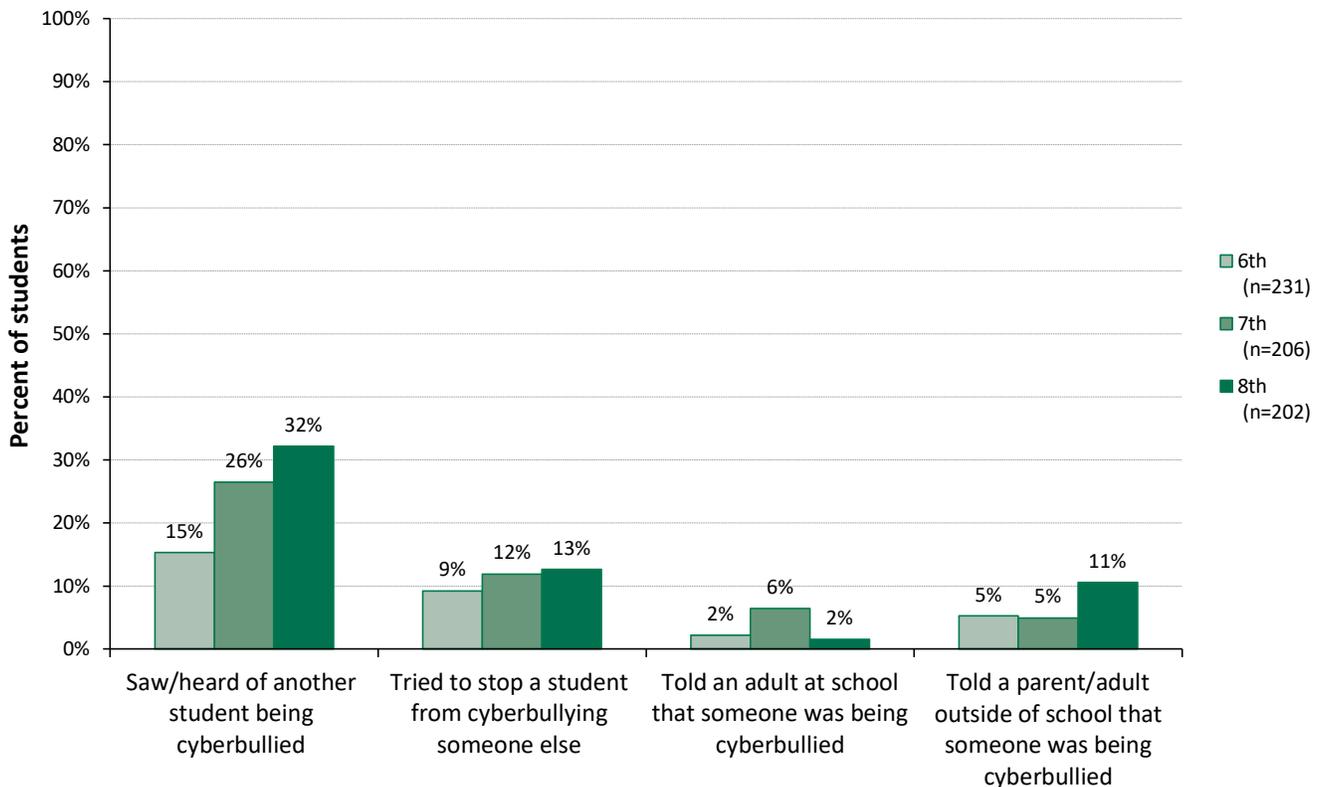
MetroWest Adolescent Health Survey



* 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

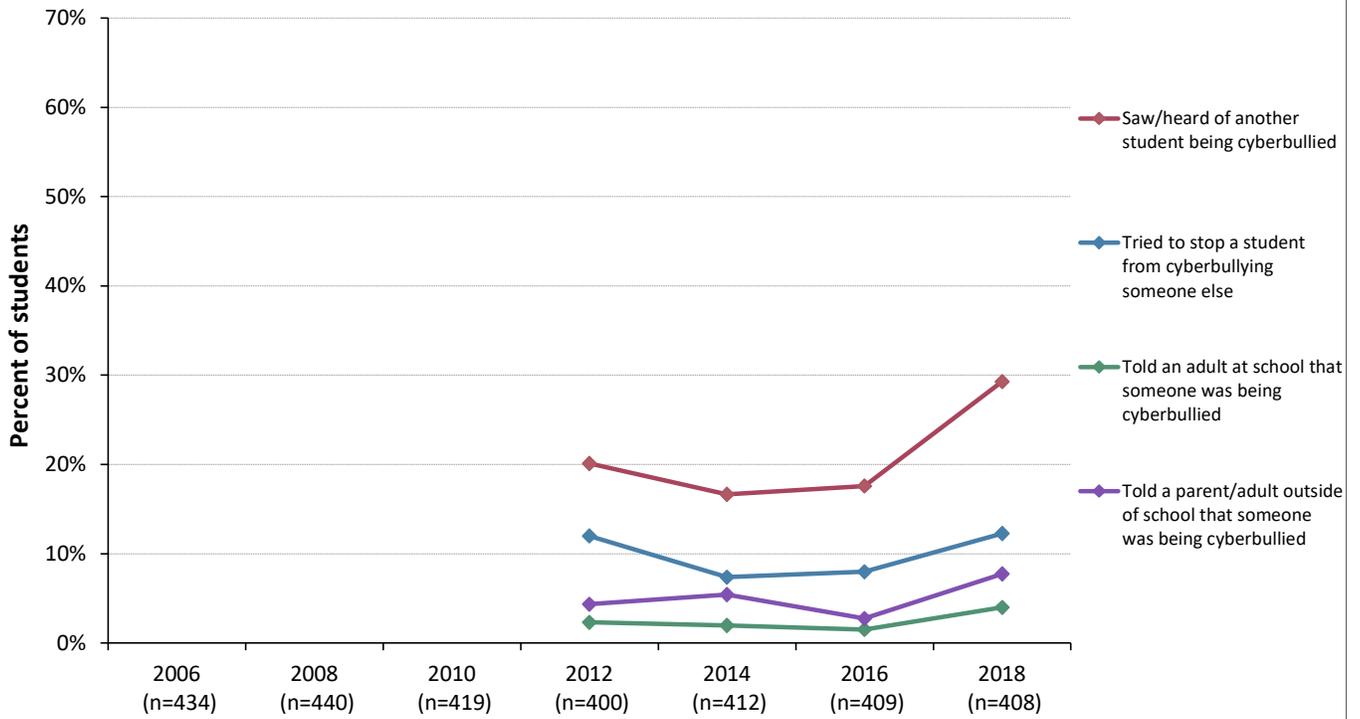
Figure 3-4B. Cyberbullying Bystander Behaviors* by Grade, 2018
Wayland Middle School (Grades 6-8)

MetroWest Adolescent Health Survey



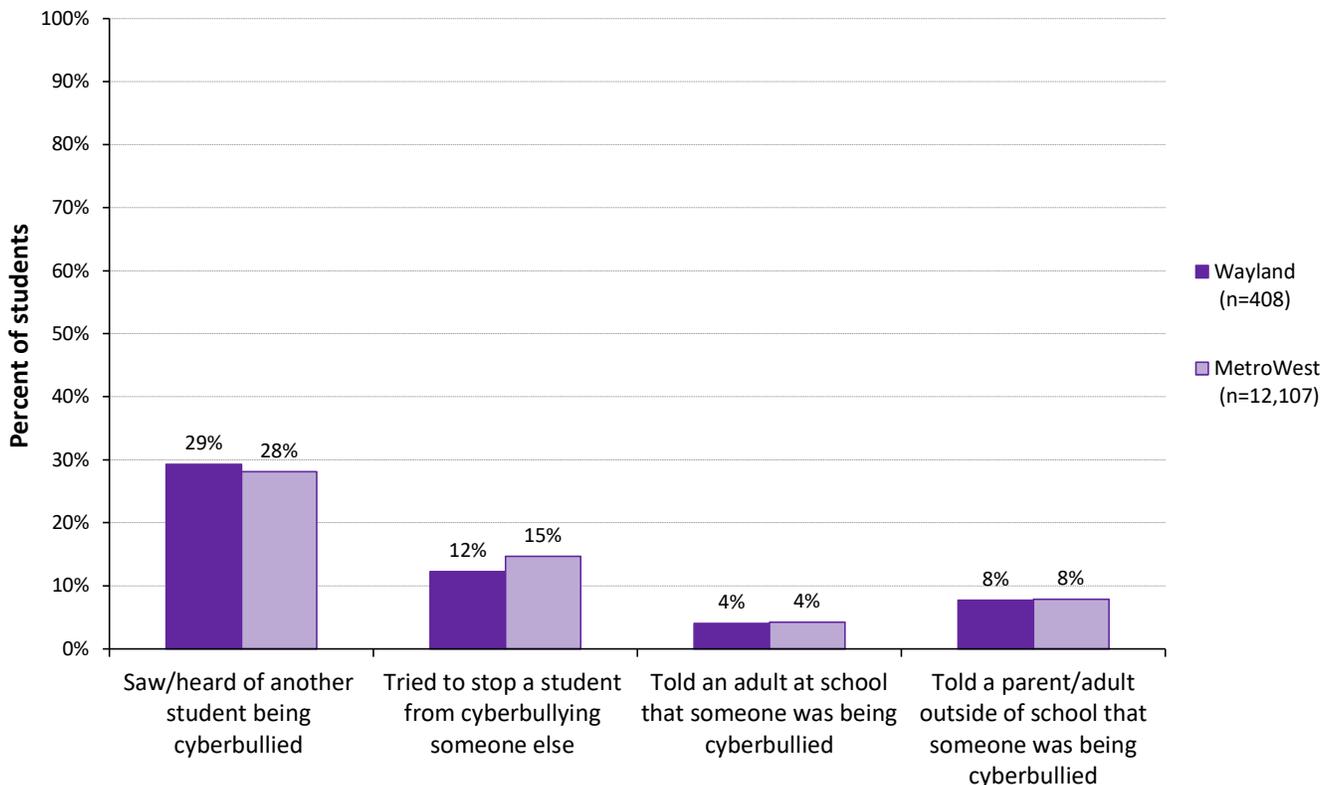
* In the past 12 months; cyberbullying defined as using the Internet, cell phones, or other electronic devices to bully, tease, threaten or spread rumors about someone

Figure 3-4C. Trends in Cyberbullying Bystander Behaviors,* 2012-2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey



* 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 3-4D. Cyberbullying Bystander Behaviors* at the District and Regional Levels, 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey

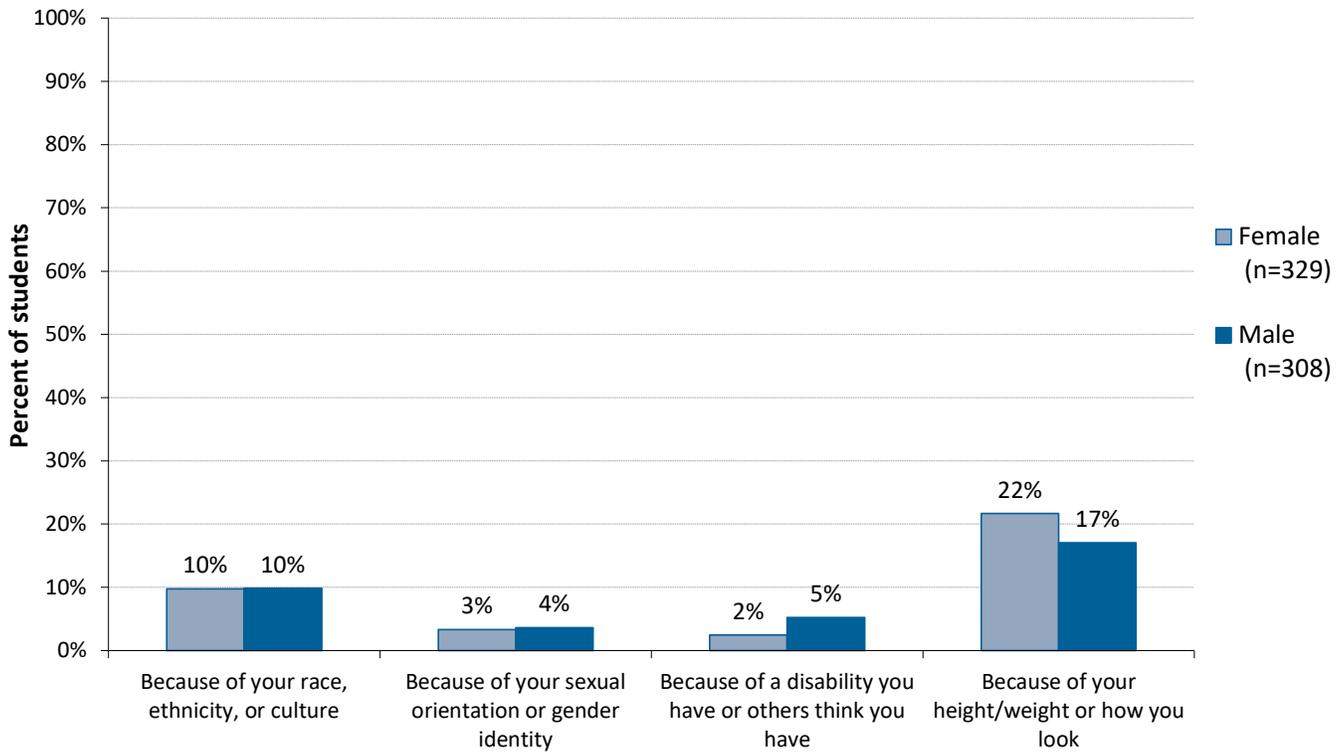


* In the past 12 months; cyberbullying defined as using the Internet, cell phones, or other electronic devices to bully, tease, threaten or spread rumors about someone

Figure 3-5A. Verbal Harassment* by Sex, 2018

Wayland Middle School (Grades 6-8)

MetroWest Adolescent Health Survey

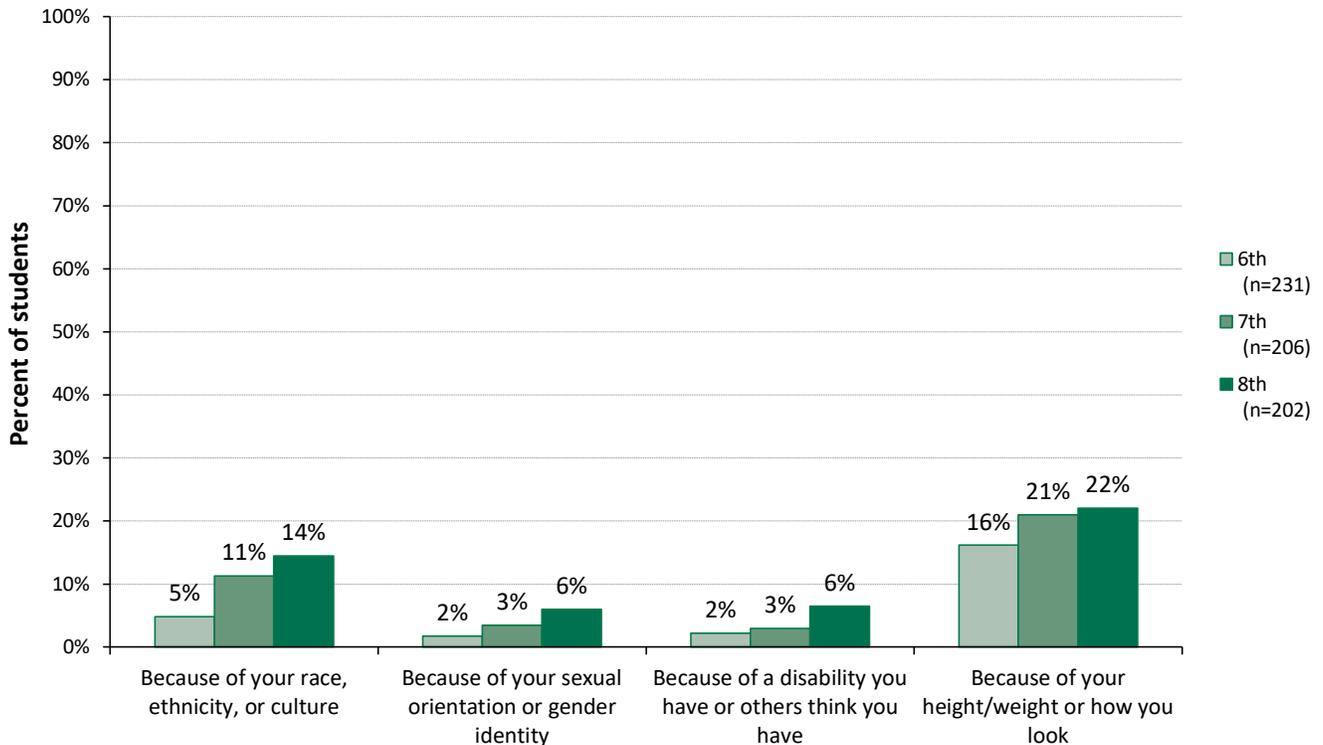


* Defined as being called names, teased, made fun of, embarrassed, or threatened one or more times by others at your school during the past 12 months

Figure 3-5B. Verbal Harassment* by Grade, 2018

Wayland Middle School (Grades 6-8)

MetroWest Adolescent Health Survey

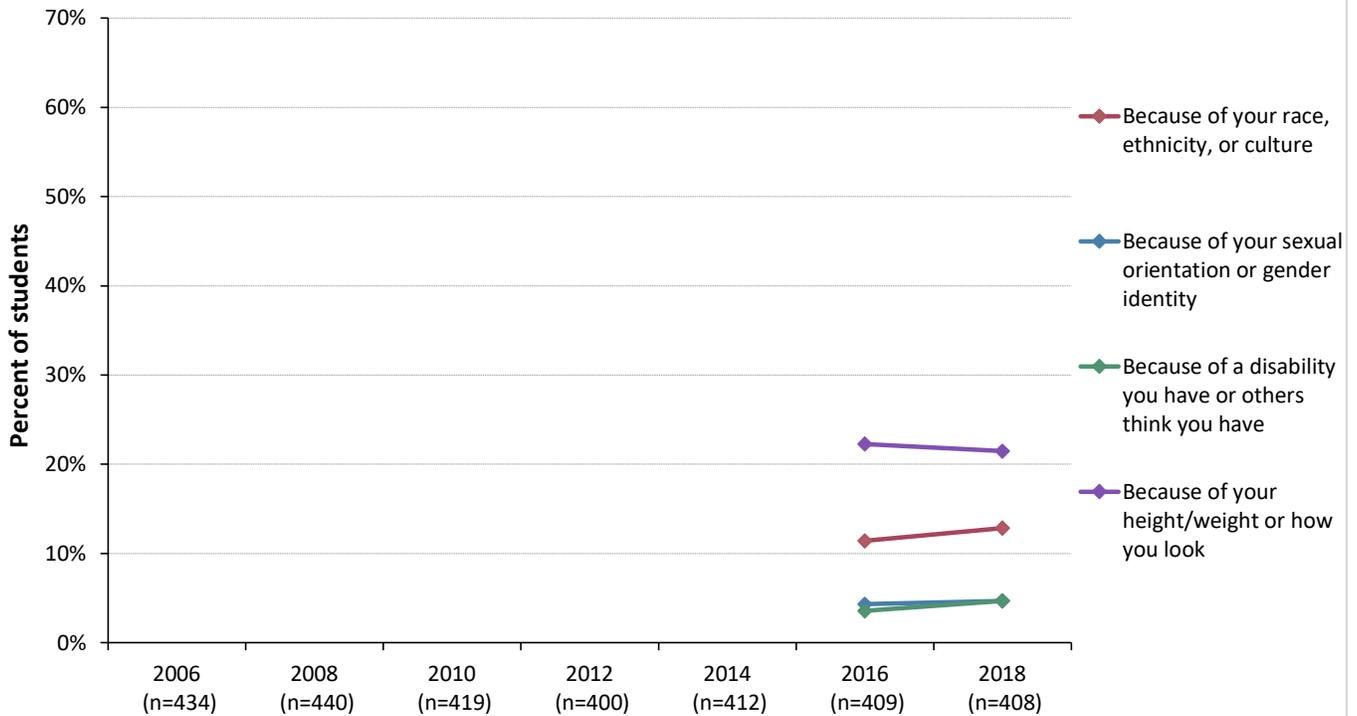


* Defined as being called names, teased, made fun of, embarrassed, or threatened one or more times by others at your school during the past 12 months

Figure 3-5C. Verbal Harassment,* 2016-2018

Wayland Middle School (Grades 7-8)

MetroWest Adolescent Health Survey

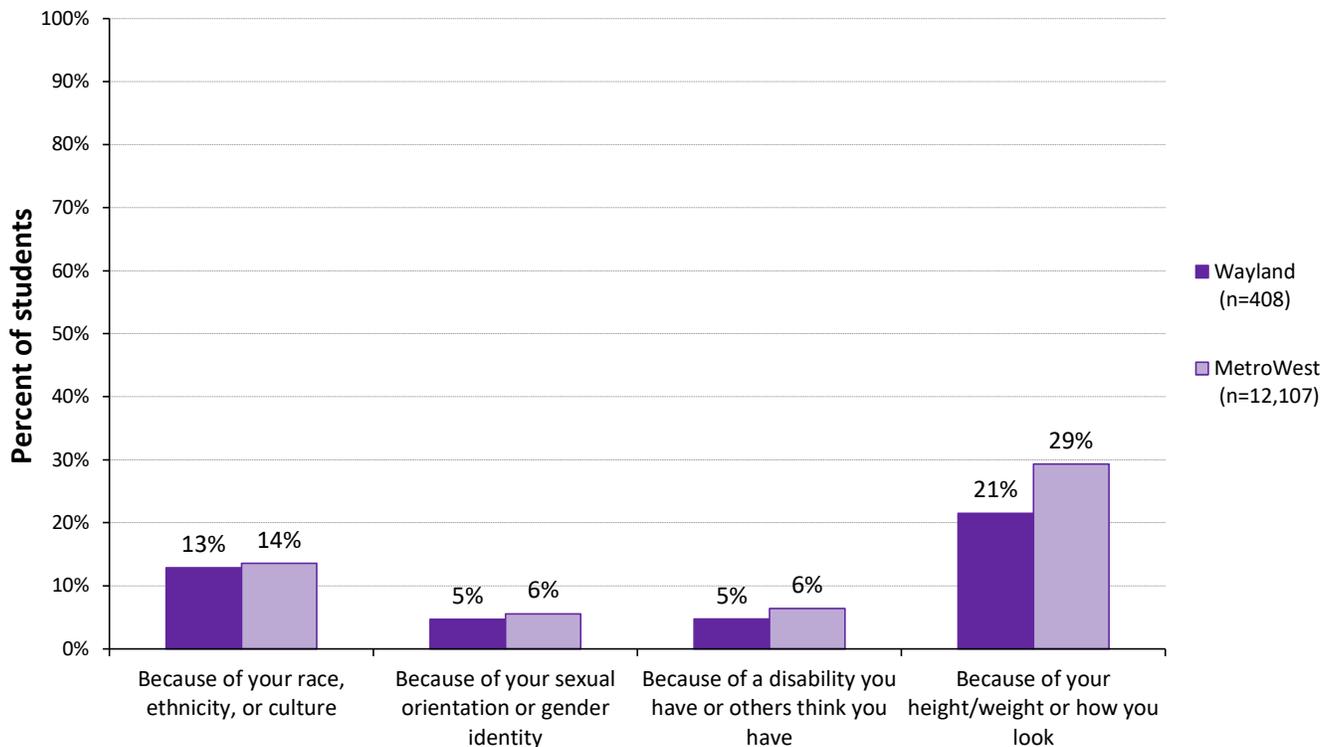


* Defined as being called names, teased, made fun of, embarrassed, or threatened one or more times by others at your school during the past 12 months

Figure 3-5D. Verbal Harassment* at the District and Regional Levels, 2018

Wayland Middle School (Grades 7-8)

MetroWest Adolescent Health Survey



* Defined as being called names, teased, made fun of, embarrassed, or threatened one or more times by others at your school during the past 12 months

Table 3-1A. Violence, Safety-Related Behaviors, and Dating Violence by Sex and Grade, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey, 2018

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>		
	(639)	Female (329)	Male (308)	6 th (231)	7 th (206)	8 th (202)
SAFETY						
Didn't go to school because of safety concerns (past 30 days)*	1.4	1.5	1.3	1.3	1.0	2.0
Concerned a student or someone else might physically hurt someone at school	13.6	14.0	12.9	6.9	14.8	20.1
Saw posts online that a student or someone else wanted to physically hurt someone at school	4.0	4.9	3.0	2.2	2.5	7.6
Told an adult at school that a student or someone else might physically hurt someone at school	2.7	2.2	3.3	2.2	2.5	3.5
Told an adult outside of school that a student or someone else might physically hurt someone at school	3.2	3.4	3.0	1.7	2.5	5.6
WEAPONS[†]						
Carried a weapon (lifetime)	10.4	4.3	16.8	8.3	15.1	8.0
Carried a weapon on school property (lifetime)	0.3	0.3	0.3	0.0	0.5	0.5
Carried a weapon (past 30 days)	2.8	0.9	4.9	2.2	4.9	1.5
PHYSICAL FIGHTING						
In a physical fight (lifetime)	27.8	13.0	43.3	25.9	29.7	28.0
In a physical fight (past 12 months)	13.2	6.4	20.6	10.9	14.7	14.4
In a physical fight on school property (lifetime)	10.0	3.7	16.5	11.1	8.9	10.0
In a physical fight on school property (past 12 months)	4.4	1.8	7.2	5.7	2.4	5.0
Injured in a physical fight and received medical treatment (lifetime)	2.2	2.4	2.0	1.3	1.5	4.0
DATING VIOLENCE[‡]						
Sworn at, cursed at, or insulted (lifetime)	2.7	3.7	1.6	0.0	4.4	4.0
Physically hurt on purpose (lifetime)	0.8	1.2	0.3	0.0	1.0	1.5

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

† For example, a gun, knife, or club

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

Table 3-1B. Violence, Safety-Related Behaviors, and Dating Violence, 2006 - 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	Wayland (%)						
	2006 (434)	2008 (440)	2010 (419)	2012 (400)	2014 (412)	2016 (409)	2018 (408)
SAFETY							
Didn't go to school because of safety concerns (past 30 days)*	2.8	4.1	1.2	1.3	1.5	1.5	1.5
Concerned a student or someone else might physically hurt someone at school	–	–	–	–	15.6	15.0	17.4
Saw posts online that a student or someone else wanted to physically hurt someone at school	–	–	–	–	–	–	5.0
Told an adult at school that a student or someone else might physically hurt someone at school	–	–	–	–	2.4	2.2	3.0
Told an adult outside of school that a student or someone else might physically hurt someone at school	–	–	–	–	3.9	3.0	4.0
WEAPONS[†]							
Carried a weapon (lifetime)	17.5	13.6	11.8	12.5	12.3	14.1	11.6
Carried a weapon on school property (lifetime)	4.0	2.8	0.7	0.3	1.0	1.0	0.5
Carried a weapon (past 30 days)	–	7.6	5.3	5.4	4.6	6.1	3.2
PHYSICAL FIGHTING							
In a physical fight (lifetime)	39.0	40.3	34.5	29.9	30.5	26.0	28.9
In a physical fight (past 12 months)	–	24.1	18.2	11.4	12.0	11.5	14.6
In a physical fight on school property (lifetime)	16.7	21.2	11.6	8.6	8.4	8.8	9.4
In a physical fight on school property (past 12 months)	–	9.0	4.1	1.8	2.2	2.2	3.7
Injured in a physical fight and received medical treatment (lifetime)	6.4	6.2	2.6	3.5	2.2	3.4	2.7
DATING VIOLENCE[‡]							
Sworn at, cursed at, or insulted (lifetime)	–	–	–	–	2.4	3.4	4.2
Physically hurt on purpose (lifetime)	–	–	–	–	0.5	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

‡ 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, 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	<u>Wayland 2018 MWAHS</u> <i>(408)</i>	<u>MetroWest Region 2018 MWAHS</u> <i>(12,107)</i>
SAFETY		
Didn't go to school because of safety concerns (past 30 days)*	1.5	3.1
Concerned a student or someone else might physically hurt someone at school	17.4	24.5
Saw posts online that a student or someone else wanted to physically hurt someone at school	5.0	11.9
Told an adult at school that a student or someone else might physically hurt someone at school	3.0	4.4
Told an adult outside of school that a student or someone else might physically hurt someone at school	4.0	7.3
WEAPONS[†]		
Carried a weapon (lifetime)	11.6	13.7
Carried a weapon on school property (lifetime)	0.5	0.8
Carried a weapon (past 30 days)	3.2	5.3
PHYSICAL FIGHTING		
In a physical fight (lifetime)	28.9	32.2
In a physical fight (past 12 months)	14.6	16.8
In a physical fight on school property (lifetime)	9.4	11.1
In a physical fight on school property (past 12 months)	3.7	4.7
Injured in a physical fight and received medical treatment (lifetime)	2.7	3.4
DATING VIOLENCE[‡]		
Sworn at, cursed at, or insulted (lifetime)	4.2	6.1
Physically hurt on purpose (lifetime)	1.2	1.3

* 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 3-2A. Bullying, Cyberbullying, and Verbal Harassment by Sex and Grade, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey, 2018

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>		
	(639)	Female (329)	Male (308)	6 th (231)	7 th (206)	8 th (202)
<i>BULLYING (past 12 months)*</i>						
Been a victim of bullying	20.5	24.4	16.1	19.0	23.2	19.4
Been a victim of bullying on school property	17.2	20.6	13.5	16.4	18.5	16.9
Bullied someone else	4.5	3.7	5.3	3.1	5.9	4.5
Bullied someone else on school property	3.5	3.1	3.9	2.2	4.9	3.5
Talked to a teacher/adult at school about being bullied	9.0	10.8	6.9	9.6	11.8	5.5
Talked to a parent/adult outside of school about being bullied	15.2	19.4	10.5	18.0	15.3	11.9
Saw or heard about another student being bullied at school	36.7	40.2	32.9	31.2	36.1	43.8
Tried to stop another student from bullying someone else at school	24.9	27.1	22.5	20.9	24.6	29.9
Told an adult at school that someone was being bullied at school	11.7	16.0	7.2	13.5	13.2	8.0
Told a parent/adult outside of school that someone was being bullied at school	14.4	20.3	8.2	14.8	11.9	16.4
<i>CYBERBULLYING (past 12 months) †</i>						
Been a victim of cyberbullying	13.8	17.7	9.8	9.5	16.6	16.0
Cyberbullied someone else	3.5	3.0	3.9	2.6	3.9	4.0
Talked to a teacher/adult at school about being cyberbullied	4.7	7.3	2.0	4.8	6.8	2.5
Talked to a parent/adult outside of school about being cyberbullied	6.6	11.3	1.6	5.7	9.2	5.0
Saw or heard about another student being cyberbullied	24.2	32.6	15.2	15.3	26.5	32.2
Tried to stop a student from cyberbullying someone else	11.1	15.4	6.6	9.2	11.9	12.6
Told an adult at school that someone was being cyberbullied	3.3	6.1	0.3	2.2	6.4	1.5
Told a parent/adult outside of school that someone was being cyberbullied	6.8	12.0	1.3	5.3	5.0	10.6
<i>VERBAL HARASSMENT (past 12 months) ‡</i>						
Verbally harassed because of your race, ethnicity, or culture	9.9	9.8	9.8	4.8	11.3	14.4
Verbally harassed because of your sexual orientation or gender identity	3.6	3.4	3.6	1.8	3.4	6.0
Verbally harassed because of a disability you have or others think you have	3.8	2.5	5.3	2.2	3.0	6.5
Verbally harassed because of your height or weight or how you look	19.6	21.7	17.0	16.2	21.0	22.0

* 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

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

Table 3-2B. Bullying, Cyberbullying, and Verbal Harassment, 2006 - 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	Wayland (%)						
	2006 (434)	2008 (440)	2010 (419)	2012 (400)	2014 (412)	2016 (409)	2018 (408)
BULLYING (past 12 months)*							
Been a victim of bullying	33.7	38.4	26.9	24.2	19.9	17.4	21.3
Been a victim of bullying on school property	29.4	37.2	23.6	18.9	17.9	15.2	17.7
Bullied someone else	–	22.0	12.3	6.6	5.9	6.1	5.2
Bullied someone else on school property	–	–	–	3.1	4.4	4.3	4.2
Talked to a teacher/adult at school about being bullied	–	–	7.2	9.9	6.9	8.1	8.6
Talked to a parent/adult outside of school about being bullied	–	–	12.3	15.0	15.4	10.5	13.6
Saw or heard about another student being bullied at school	–	–	–	45.0	36.1	38.7	39.9
Tried to stop another student from bullying someone else at school	–	–	–	30.9	26.4	22.3	27.2
Told an adult at school that someone was being bullied at school	–	–	–	9.7	8.8	6.8	10.6
Told a parent/adult outside of school that someone was being bullied at school	–	–	–	10.5	14.3	9.1	14.1
CYBERBULLYING (past 12 months) †							
Been a victim of cyberbullying	12.5	10.5	9.6	11.6	9.7	11.3	16.3
Cyberbullied someone else	7.9	8.0	3.4	4.3	3.2	2.5	4.0
Talked to a teacher/adult at school about being cyberbullied	–	–	3.4	3.0	1.5	4.7	4.7
Talked to a parent/adult outside of school about being cyberbullied	–	–	4.6	7.3	3.7	4.9	7.1
Saw or heard about another student being cyberbullied	–	–	–	20.1	16.6	17.6	29.3
Tried to stop a student from cyberbullying someone else	–	–	–	12.0	7.4	8.0	12.3
Told an adult at school that someone was being cyberbullied	–	–	–	2.3	2.0	1.5	4.0
Told a parent/adult outside of school that someone was being cyberbullied	–	–	–	4.3	5.4	2.7	7.7
VERBAL HARASSMENT (past 12 months) ‡							
Verbally harassed because of your race, ethnicity, or culture	–	–	–	–	–	11.4	12.8
Verbally harassed because of your sexual orientation or gender identity	–	–	–	–	–	4.3	4.7
Verbally harassed because of a disability you have or others think you have	–	–	–	–	–	3.6	4.7
Verbally harassed because of your height or weight or how you look	–	–	–	–	–	22.3	21.5

* 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

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

Table 3-2C. Bullying, Cyberbullying, and Verbal Harassment at the District and Regional Levels, 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	Wayland 2018 MWAHS	MetroWest Region 2018 MWAHS
	<i>(408)</i>	<i>(12,107)</i>
<i>BULLYING (past 12 months)*</i>		
Been a victim of bullying	21.3	27.9
Been a victim of bullying on school property	17.7	24.5
Bullied someone else	5.2	7.4
Bullied someone else on school property	4.2	5.1
Talked to a teacher/adult at school about being bullied	8.6	11.5
Talked to a parent/adult outside of school about being bullied	13.6	18.3
Saw or heard about another student being bullied at school	39.9	50.4
Tried to stop another student from bullying someone else at school	27.2	33.7
Told an adult at school that someone was being bullied at school	10.6	15.0
Told a parent/adult outside of school that someone was being bullied at school	14.1	20.4
<i>CYBERBULLYING (past 12 months) †</i>		
Been a victim of cyberbullying	16.3	17.8
Cyberbullied someone else	4.0	5.7
Talked to a teacher/adult at school about being cyberbullied	4.7	3.7
Talked to a parent/adult outside of school about being cyberbullied	7.1	7.2
Saw or heard about another student being cyberbullied	29.3	28.1
Tried to stop a student from cyberbullying someone else	12.3	14.6
Told an adult at school that someone was being cyberbullied	4.0	4.2
Told a parent/adult outside of school that someone was being cyberbullied	7.7	7.8
<i>VERBAL HARASSMENT (past 12 months) ‡</i>		
Verbally harassed because of your race, ethnicity, or culture	12.8	13.6
Verbally harassed because of your sexual orientation or gender identity	4.7	5.5
Verbally harassed because of a disability you have or others think you have	4.7	6.4
Verbally harassed because of your height or weight or how you look	21.5	29.3

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

† Defined as using the Internet, cell phones, or other electronic devices to bully, tease, threaten or spread rumors about someone. Includes being bullied through texting, email, and social media

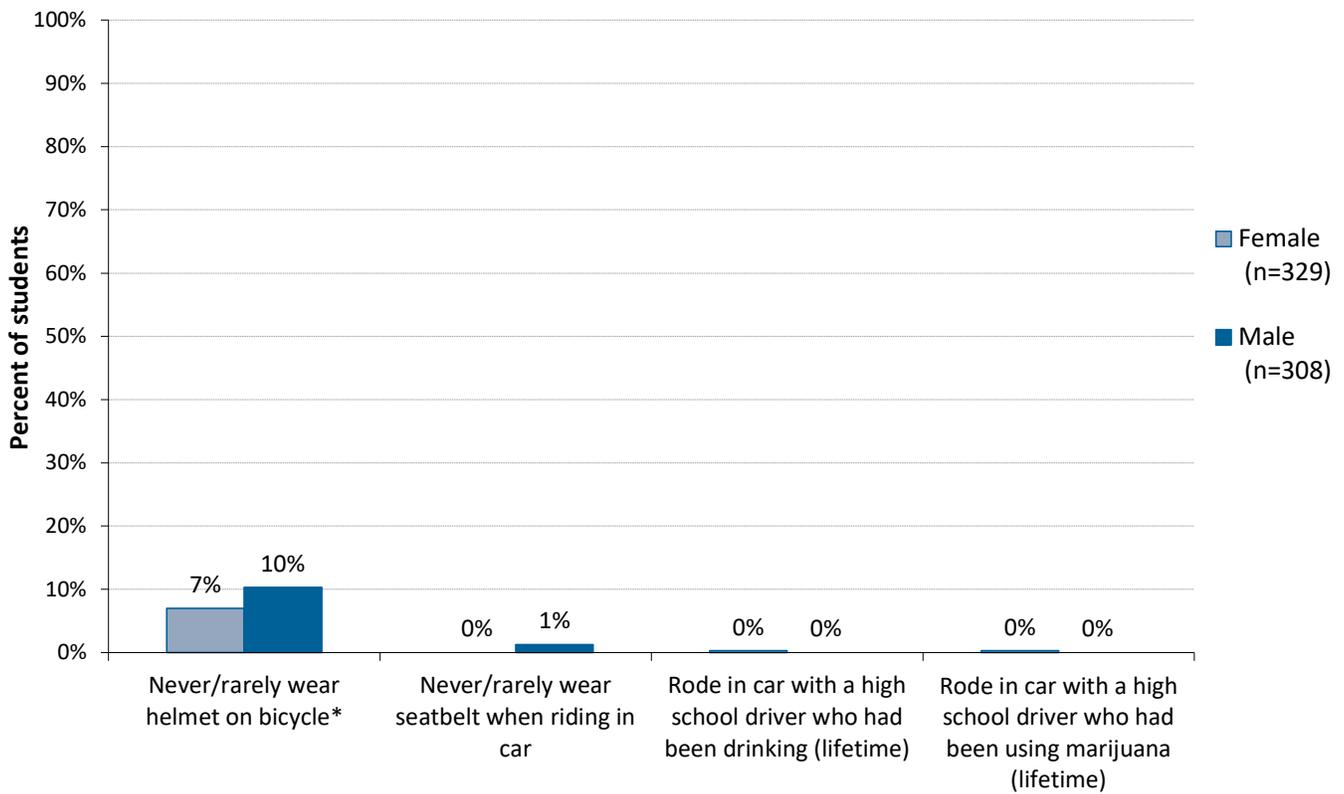
‡ Defined as being called names, teased, made fun of, embarrassed, or threatened one or more times by others at your school

Section 4

Unintentional Injury

**Figure 4-1A. Behaviors Related to Unintentional Injury by Sex, 2018
Wayland Middle School (Grades 6-8)**

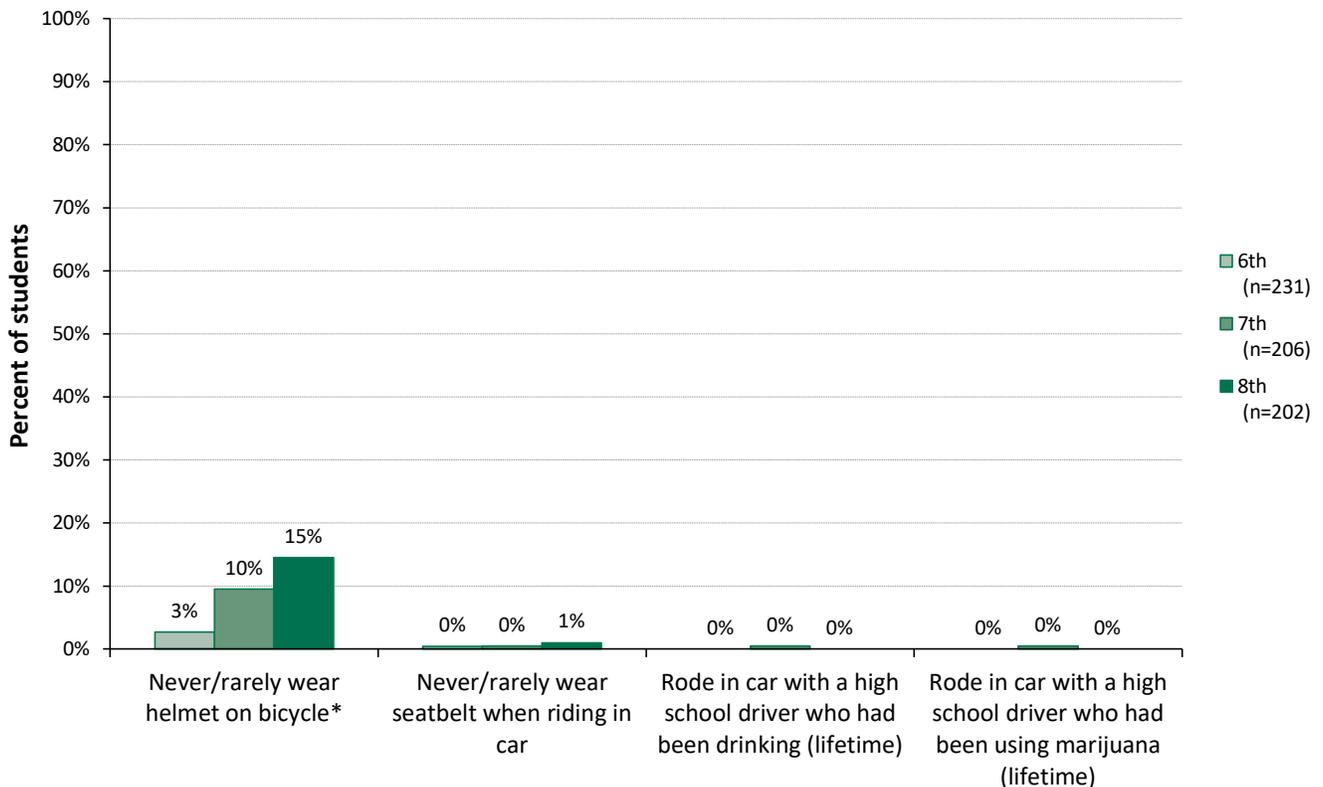
MetroWest Adolescent Health Survey



* Among the youth who ride a bicycle

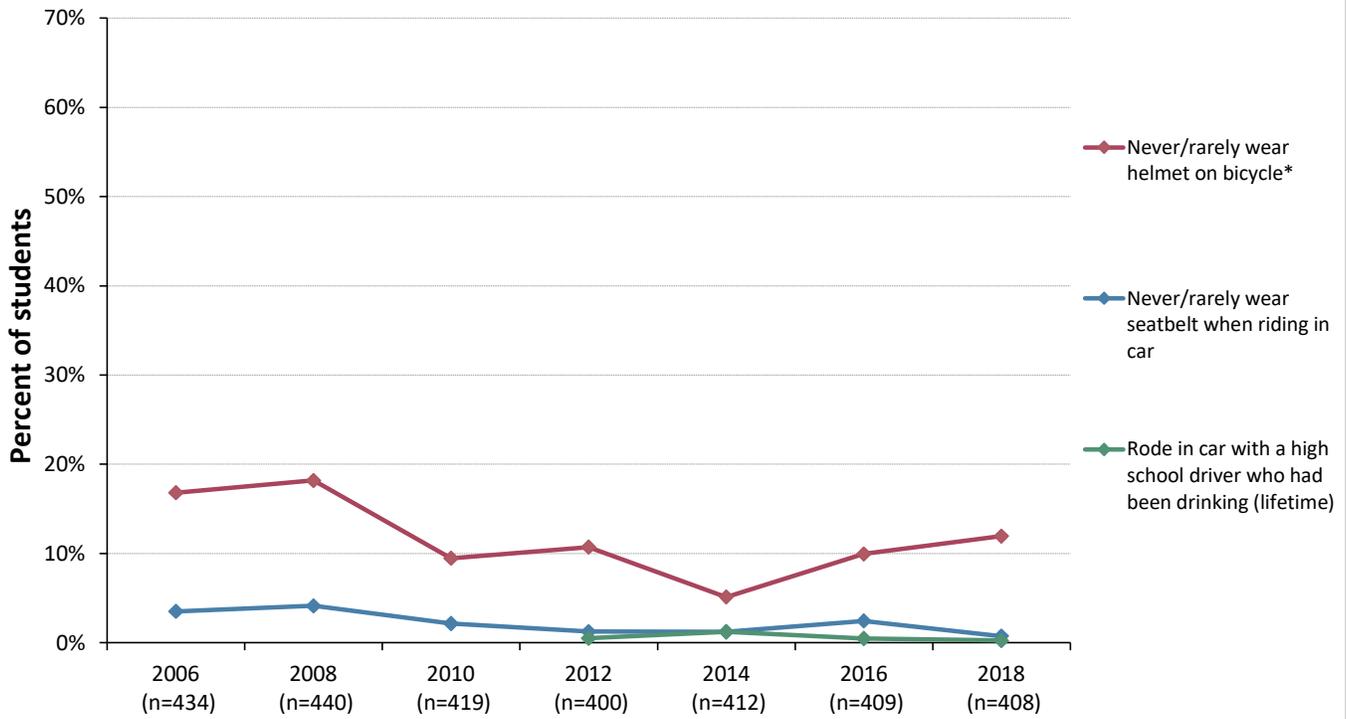
**Figure 4-1B. Behaviors Related to Unintentional Injury by Grade, 2018
Wayland Middle School (Grades 6-8)**

MetroWest Adolescent Health Survey



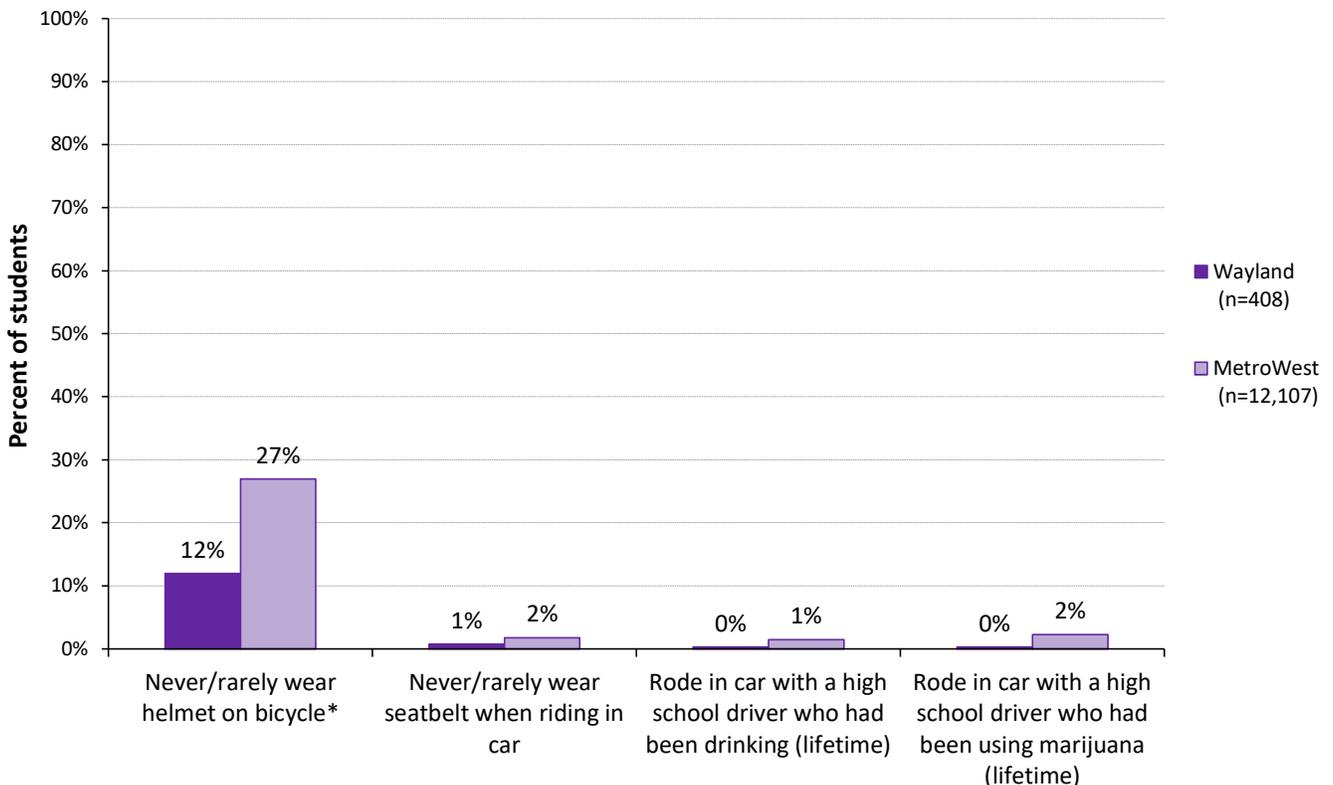
* Among the youth who ride a bicycle

Figure 4-1C. Trends in Behaviors Related to Unintentional Injury, 2006-2018
Wayland 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, 2018
Wayland 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
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey, 2018

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>		
	(639)	Female (329)	Male (308)	6 th (231)	7 th (206)	8 th (202)
<i>SAFETY-RELATED BEHAVIORS</i>						
Never/rarely wore a helmet when riding a bicycle (past 12 months, among students who rode a bicycle)	8.6	7.0	10.3	2.7	9.5	14.5
Never/rarely wear a seatbelt when passenger in a car	0.6	0.0	1.3	0.4	0.5	1.0
<i>RIDING WITH A DRIVER UNDER THE INFLUENCE (lifetime)</i>						
Ever rode in car driven by a high school student who had been drinking	0.2	0.3	0.0	0.0	0.5	0.0
Ever rode in car driven by a high school student who had been using marijuana	0.2	0.3	0.0	0.0	0.5	0.0

Table 4-1B. Behaviors Related to Unintentional Injury, 2006 - 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	Wayland (%)						
	2006 (434)	2008 (440)	2010 (419)	2012 (400)	2014 (412)	2016 (409)	2018 (408)
<i>SAFETY-RELATED BEHAVIORS</i>							
Never/rarely wore a helmet when riding a bicycle (past 12 months, among students who rode a bicycle)	16.8	18.2	9.5	10.7	5.1	9.9	12.0
Never/rarely wear a seatbelt when passenger in a car	3.5	4.1	2.2	1.3	1.2	2.5	0.7
<i>RIDING WITH A DRIVER UNDER THE INFLUENCE (lifetime)</i>							
Ever rode in car driven by a high school student who had been drinking	–	–	–	0.5	1.2	0.5	0.2
Ever rode in car driven by a high school student who had been using marijuana	–	–	–	–	–	–	0.2

Table 4-1C. Behaviors Related to Unintentional Injury at the District and Regional Levels, 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	<u>Wayland 2018 MWAHS</u> <i>(408)</i>	<u>MetroWest Region 2018 MWAHS</u> <i>(12,107)</i>
<i>SAFETY-RELATED BEHAVIORS</i>		
Never/rarely wore a helmet when riding a bicycle (past 12 months, among students who rode a bicycle)	12.0	26.9
Never/rarely wear a seatbelt when passenger in a car	0.7	1.7
<i>RIDING WITH A DRIVER UNDER THE INFLUENCE (lifetime)</i>		
Ever rode in car driven by a high school student who had been drinking	0.2	1.4
Ever rode in car driven by a high school student who had been using marijuana	0.2	2.3

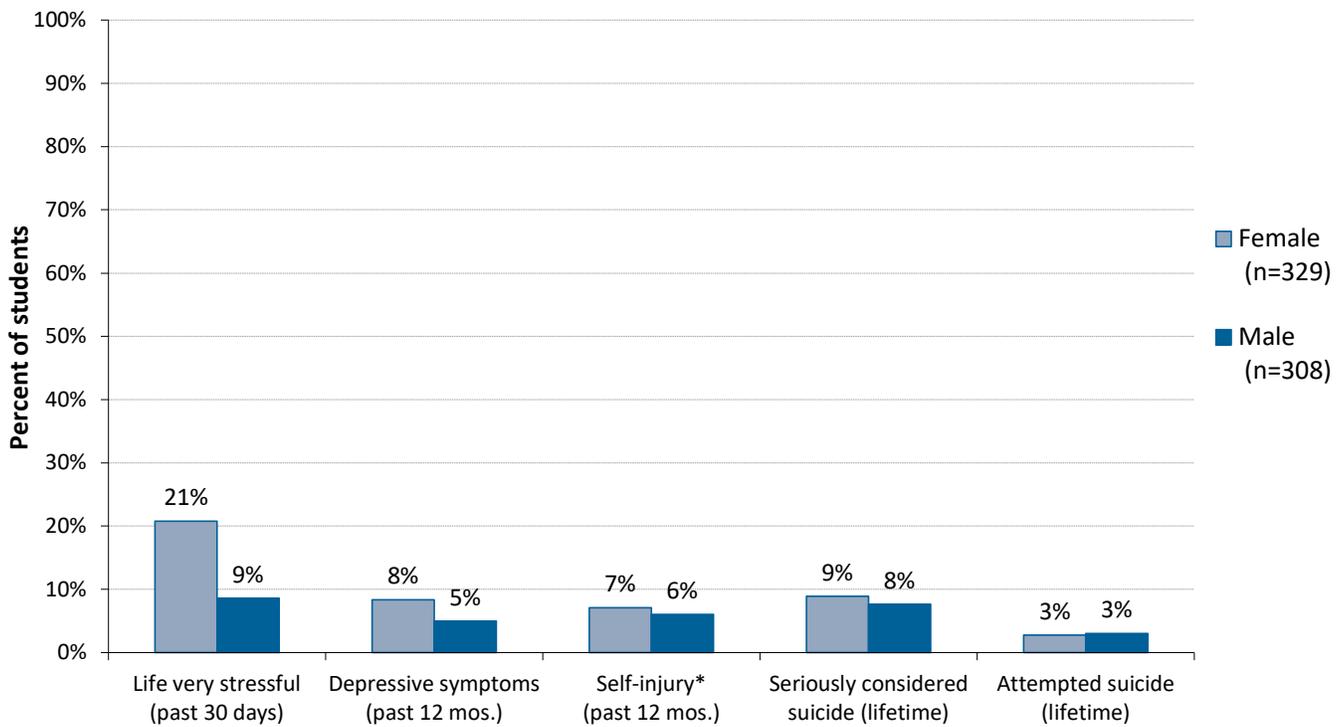
Section 5

Mental Health

Figure 5-1A. Mental Health and Suicidality by Sex, 2018

Wayland Middle School (Grades 6-8)

MetroWest Adolescent Health Survey

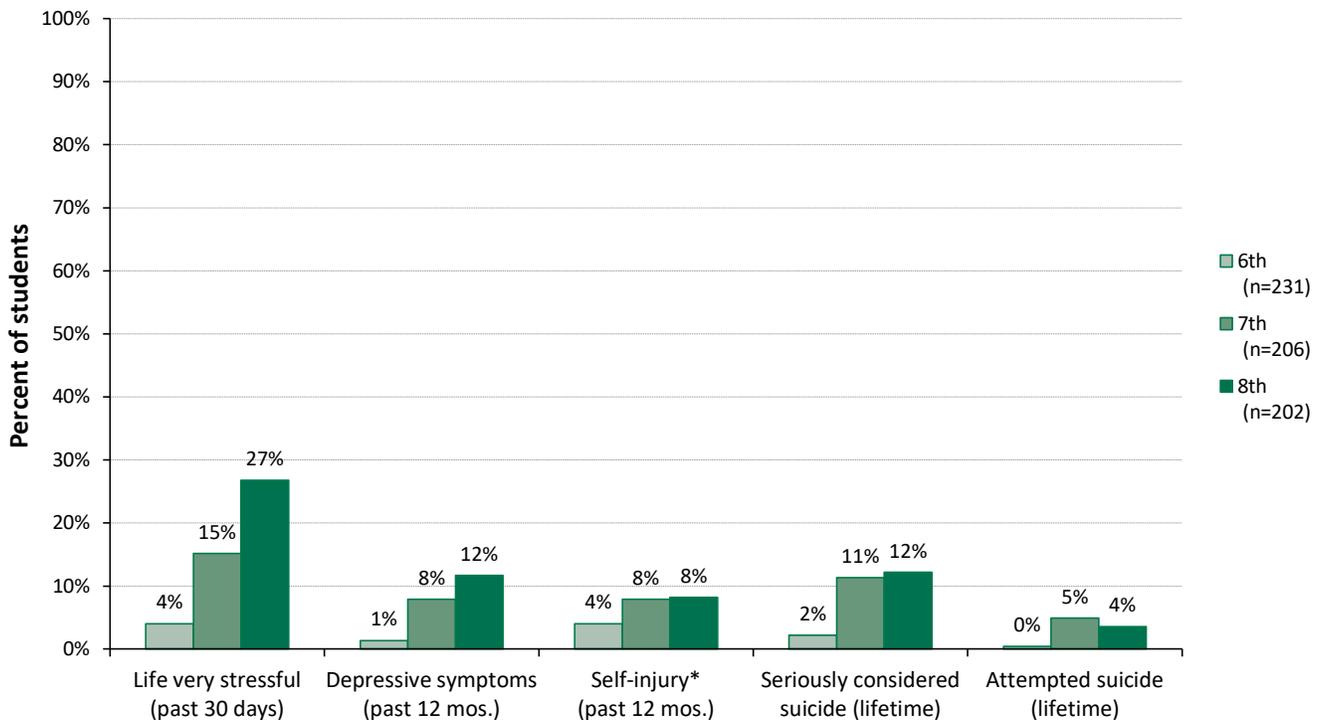


* For example, by cutting, burning, or bruising yourself on purpose

Figure 5-1B. Mental Health and Suicidality by Grade, 2018

Wayland Middle School (Grades 6-8)

MetroWest Adolescent Health Survey

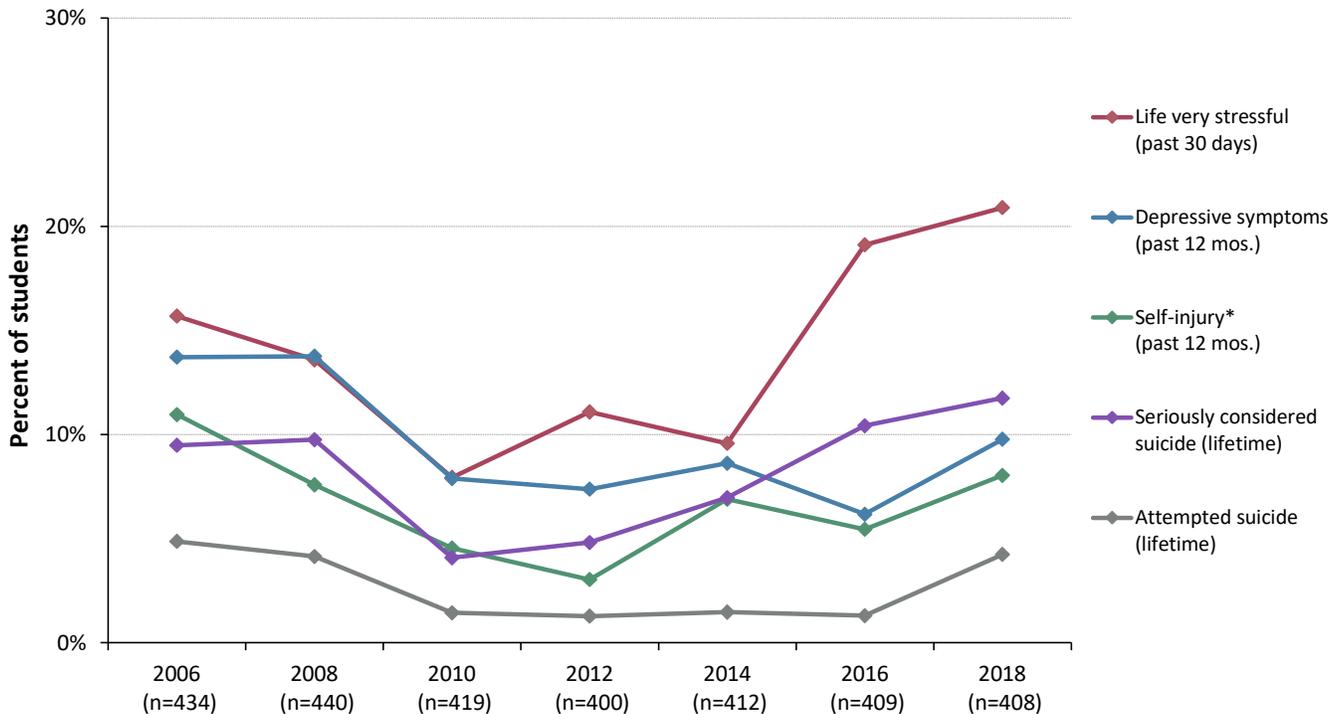


* For example, by cutting, burning, or bruising yourself on purpose

Figure 5-1C. Trends in Mental Health and Suicidality, 2006-2018

Wayland Middle School (Grades 7-8)

MetroWest Adolescent Health Survey

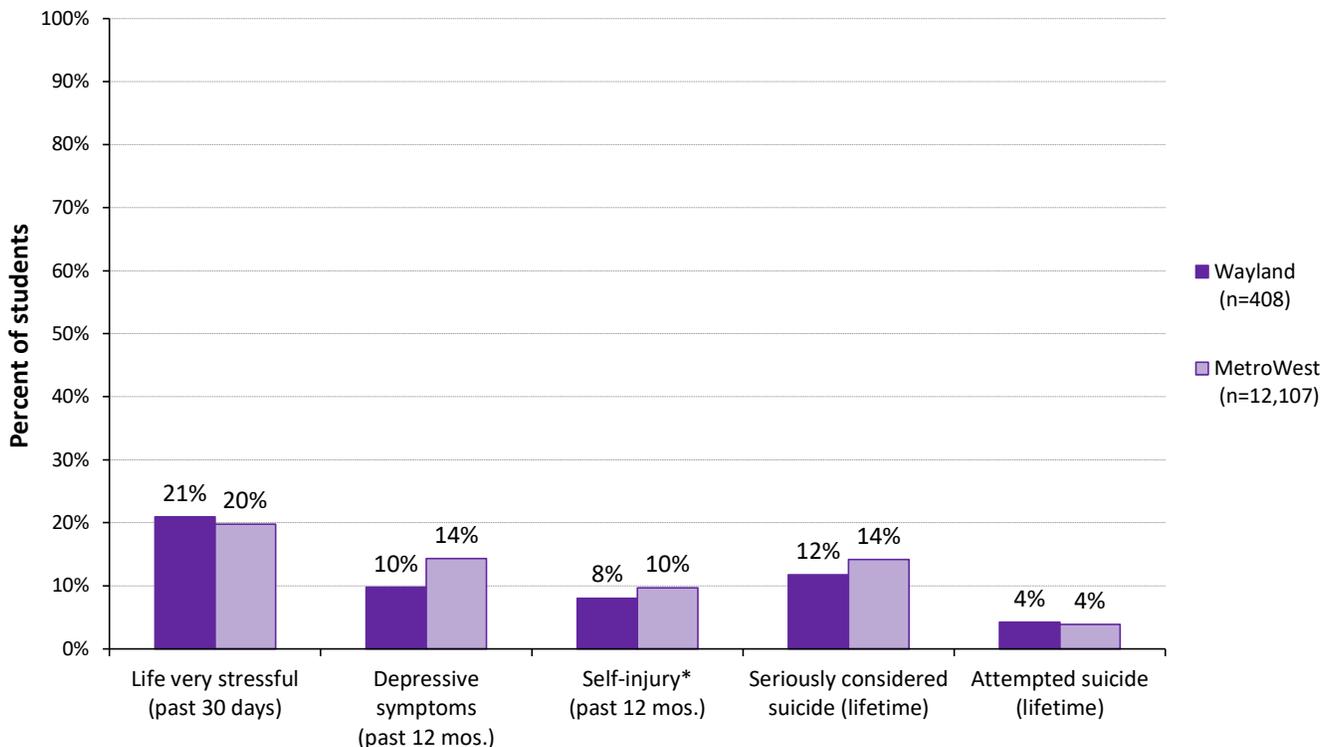


* For example, by cutting, burning, or bruising yourself on purpose

Figure 5-1D. Mental Health and Suicidality at the District and Regional Levels, 2018

Wayland Middle School (Grades 7-8)

MetroWest Adolescent Health Survey

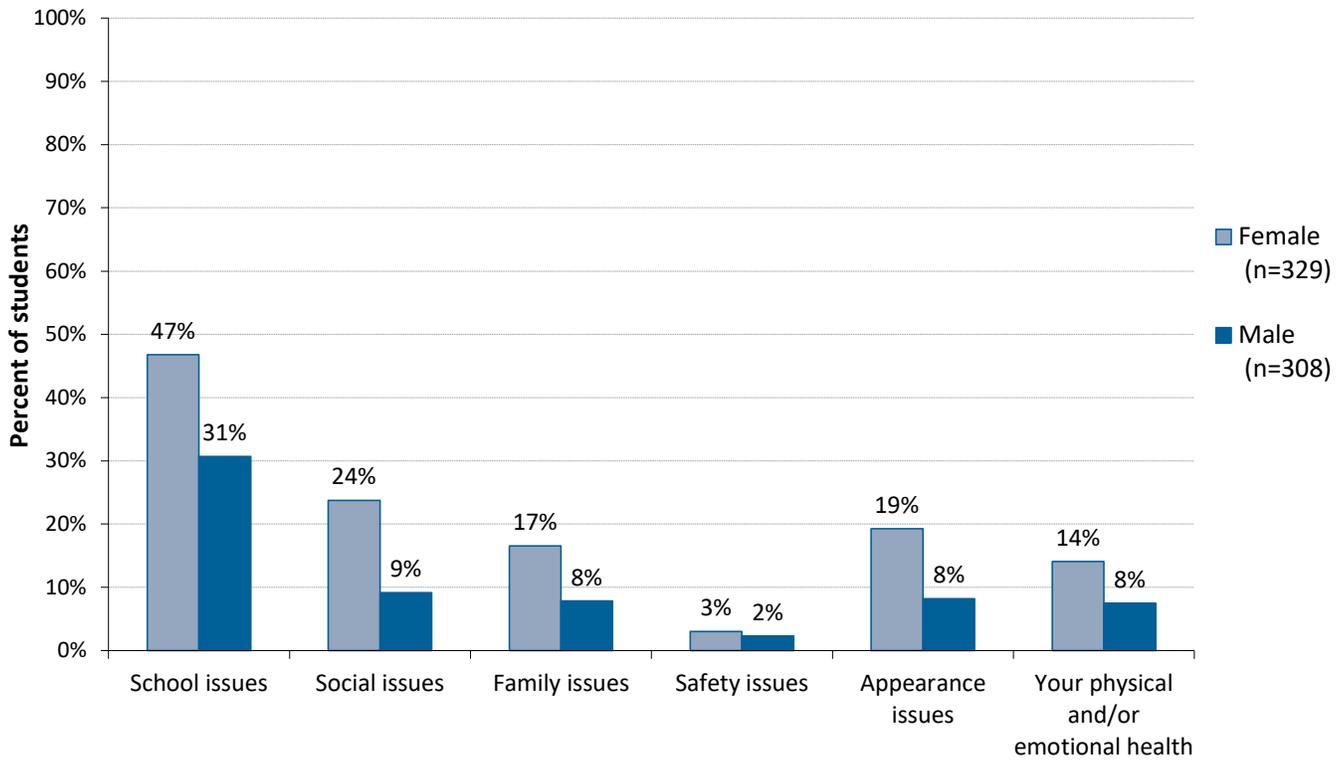


* For example, by cutting, burning, or bruising yourself on purpose

Figure 5-2A. Sources of Stress* by Sex, 2018

Wayland Middle School (Grades 6-8)

MetroWest Adolescent Health Survey

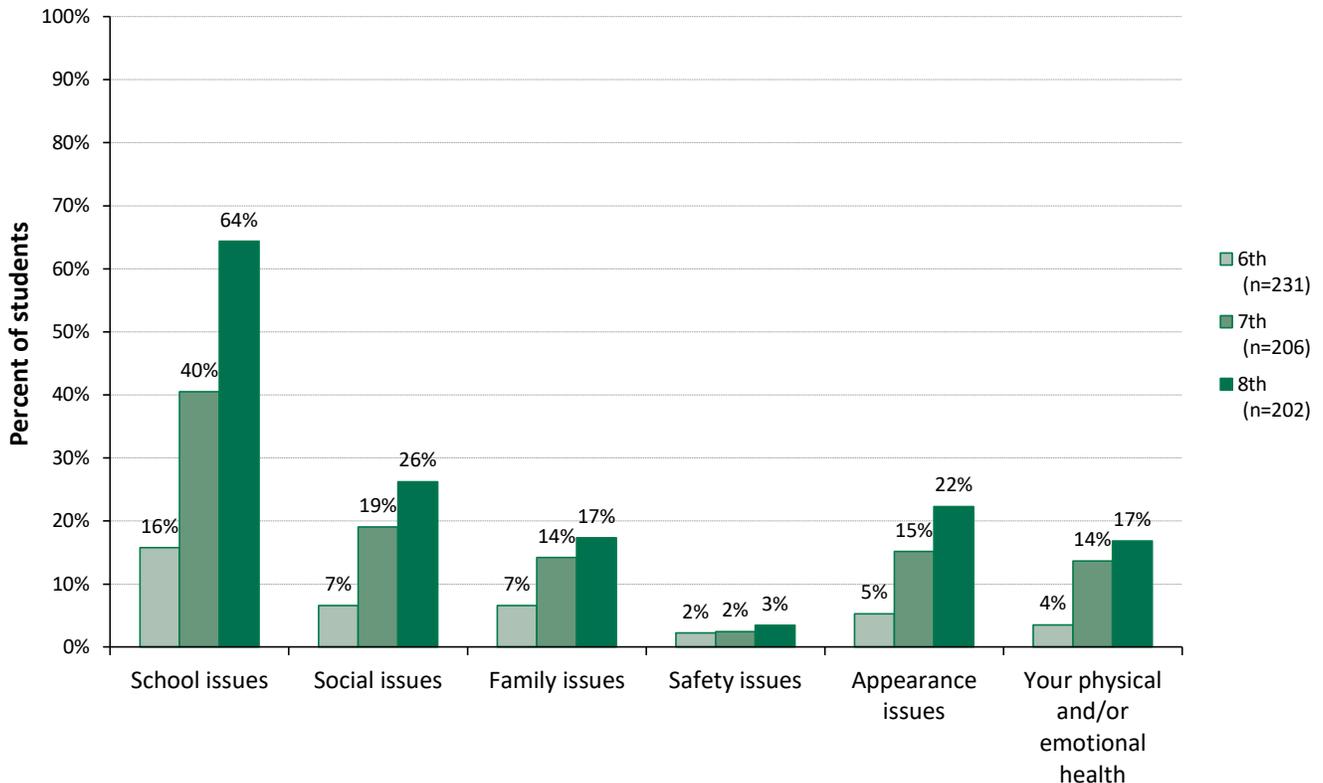


* Student responded that they felt worried/stressed "often" or "very often"

Figure 5-2B. Sources of Stress* by Grade, 2018

Wayland Middle School (Grades 6-8)

MetroWest Adolescent Health Survey

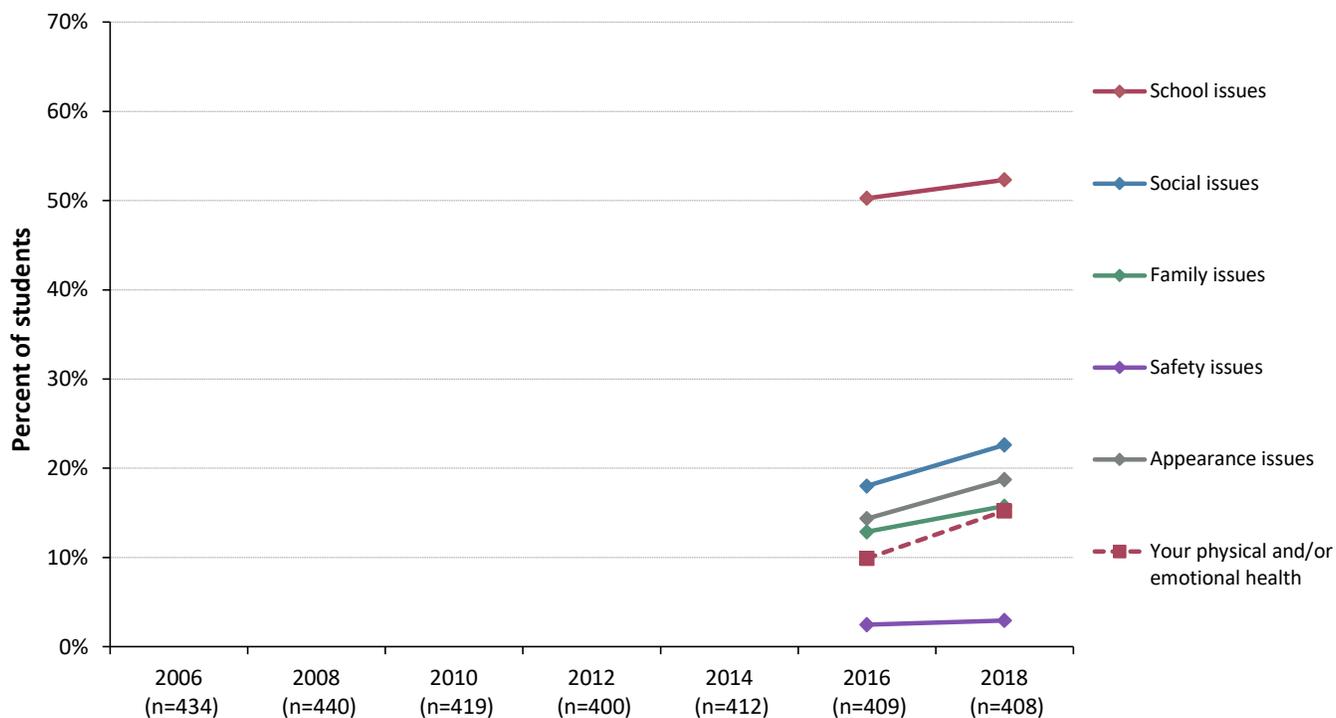


* Student responded that they felt worried/stressed "often" or "very often"

Figure 5-2C. Sources of Stress,* 2016-2018

Wayland Middle School (Grades 7-8)

MetroWest Adolescent Health Survey

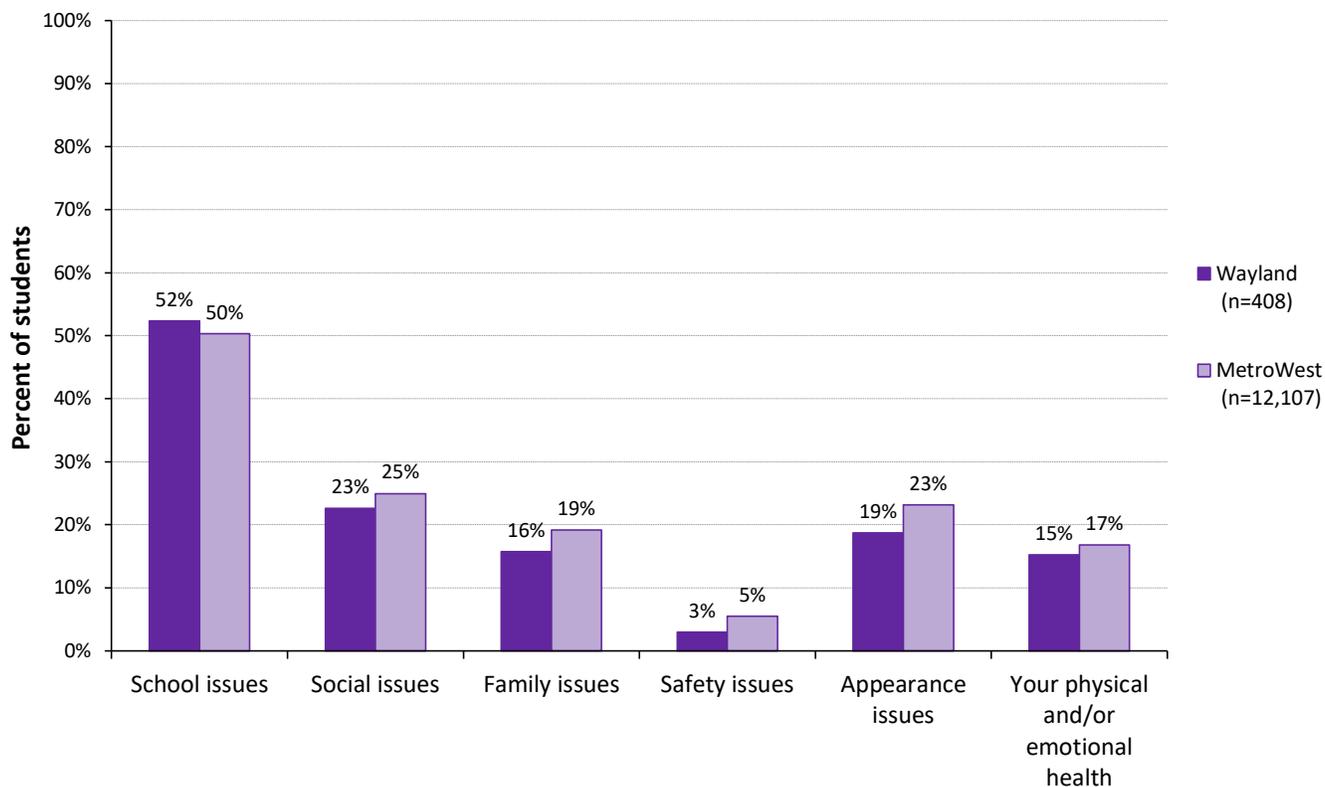


* Student responded that they felt worried/stressed "often" or "very often"

Figure 5-2D. Sources of Stress* at the District and Regional Levels, 2018

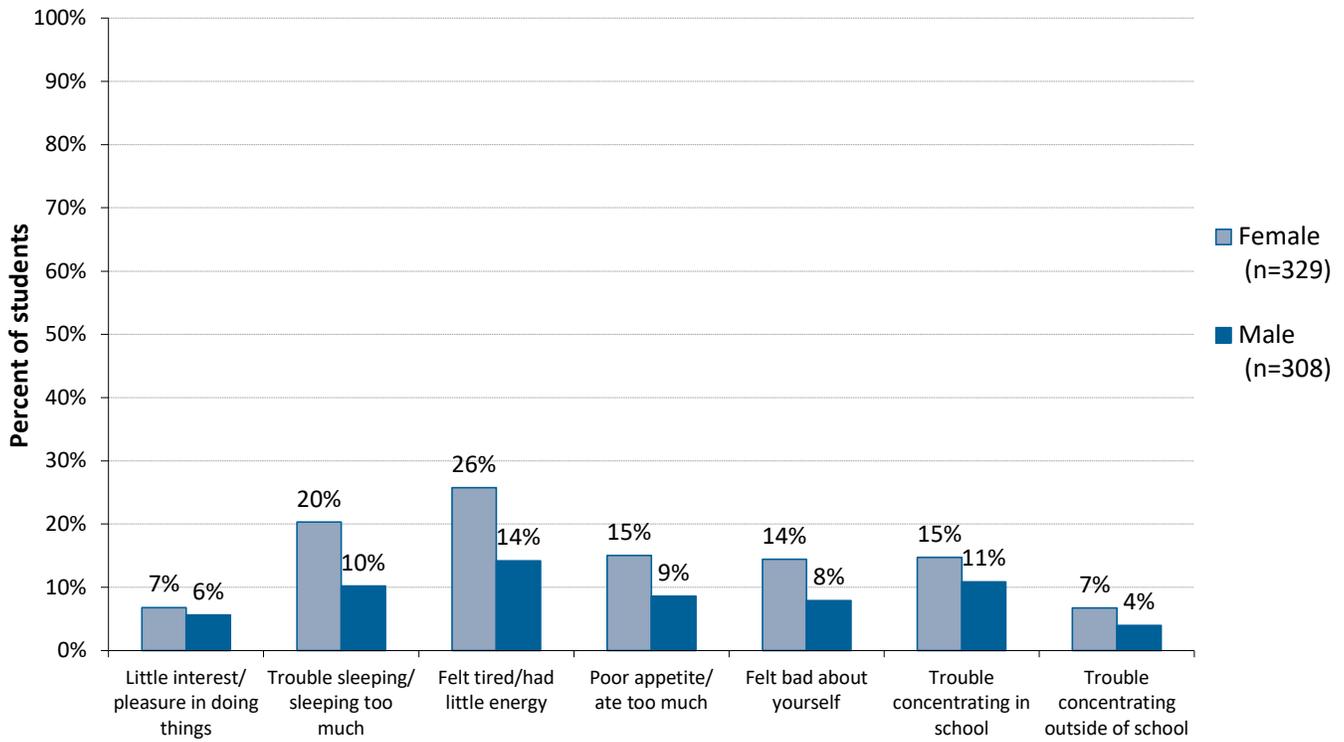
Wayland Middle School (Grades 7-8)

MetroWest Adolescent Health Survey



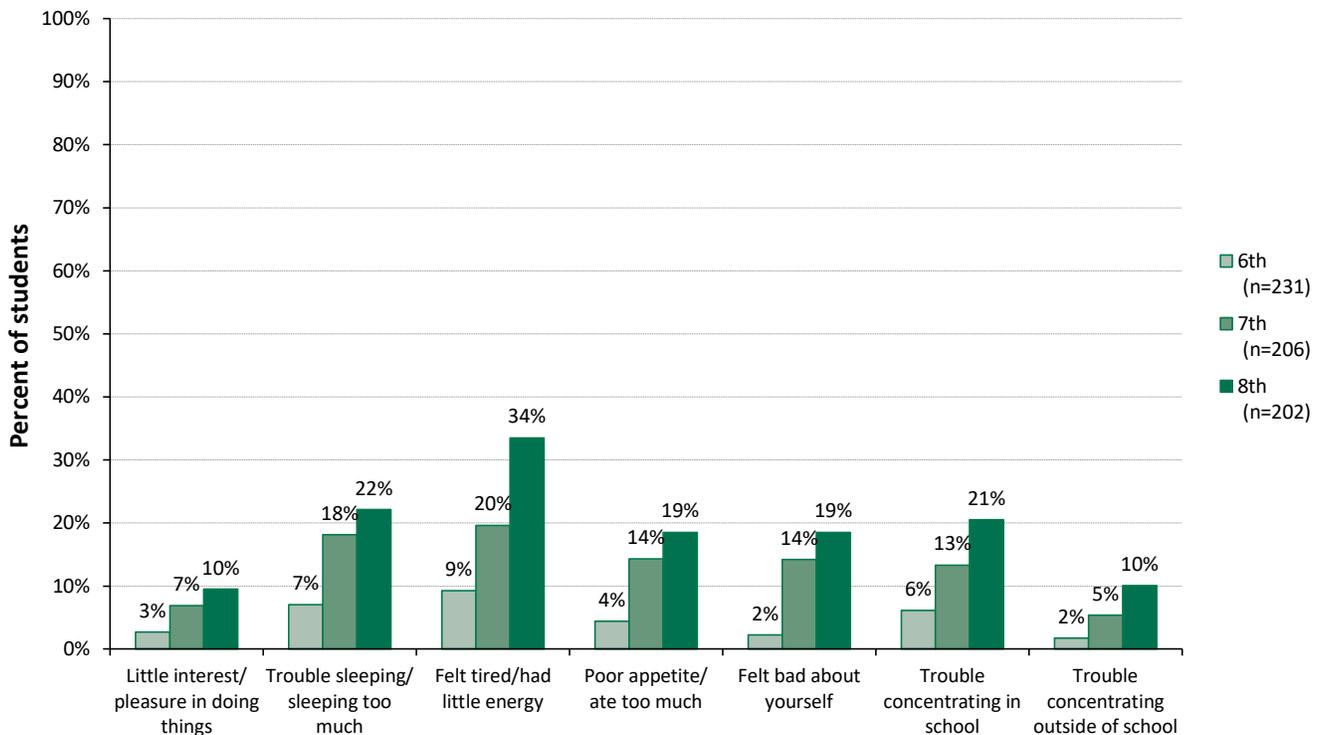
* Student responded that they felt worried/stressed "often" or "very often"

Figure 5-3A. Symptoms of Being Stressed, Anxious, or Worried* by Sex, 2018
Wayland 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, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey

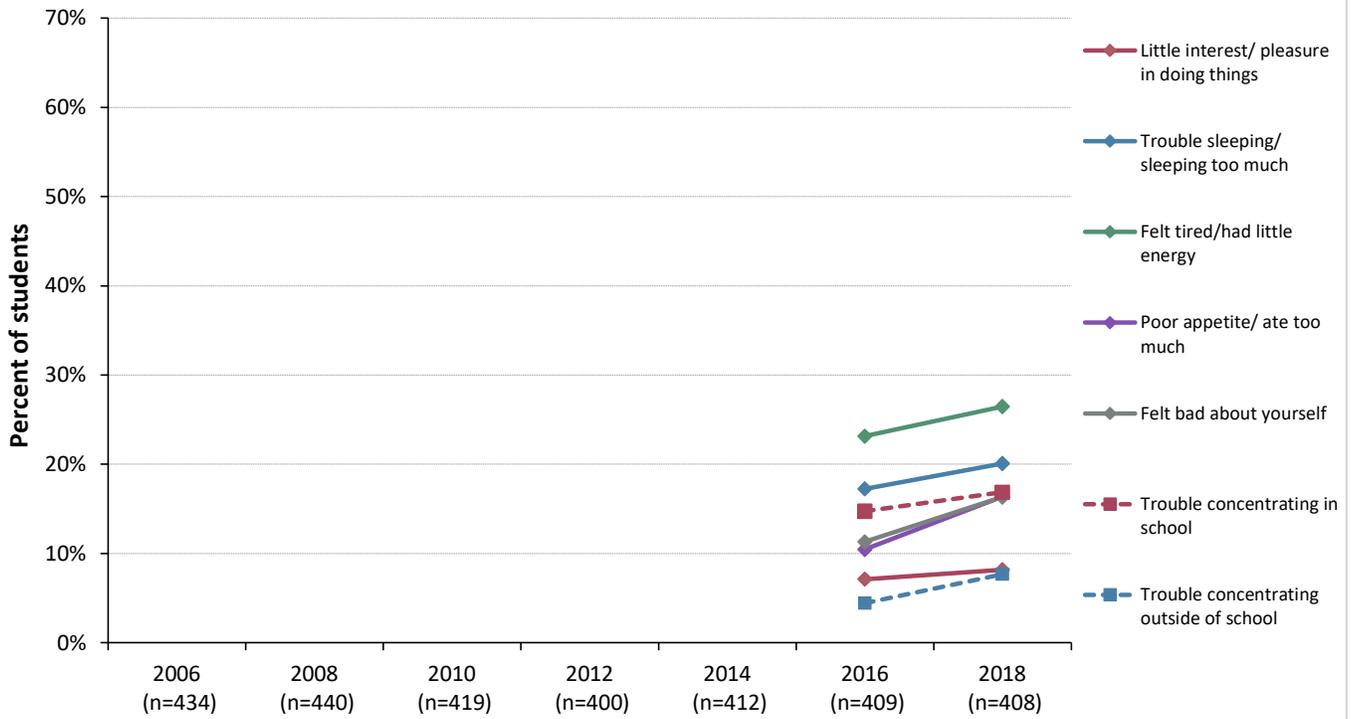


* Student responded "often" or "very often"; past 2 weeks

Figure 5-3C. Symptoms of Being Stressed,* 2016-2018

Wayland Middle School (Grades 7-8)

MetroWest Adolescent Health Survey

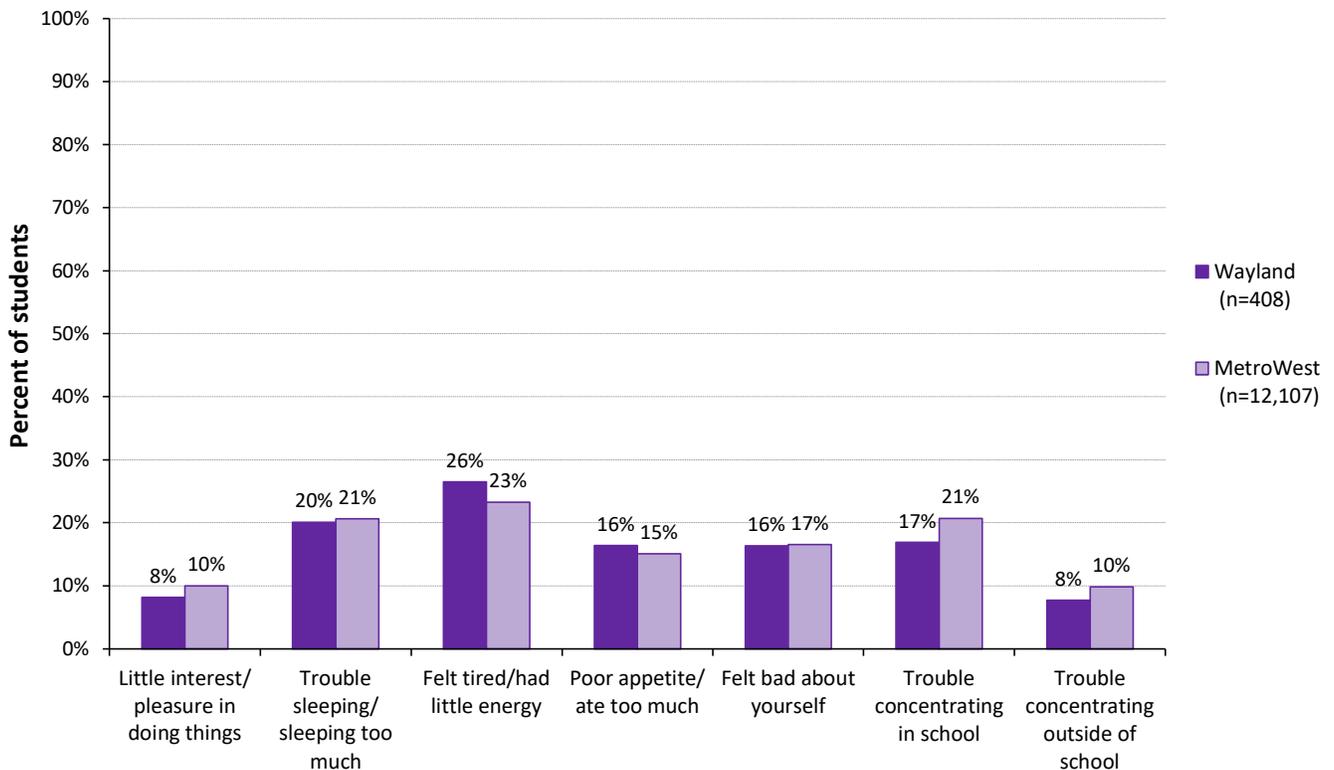


* Student responded "often" or "very often"; past 2 weeks

Figure 5-3D. Symptoms of Being Stressed, Anxious, or Worried* at the District and Regional Levels, 2018

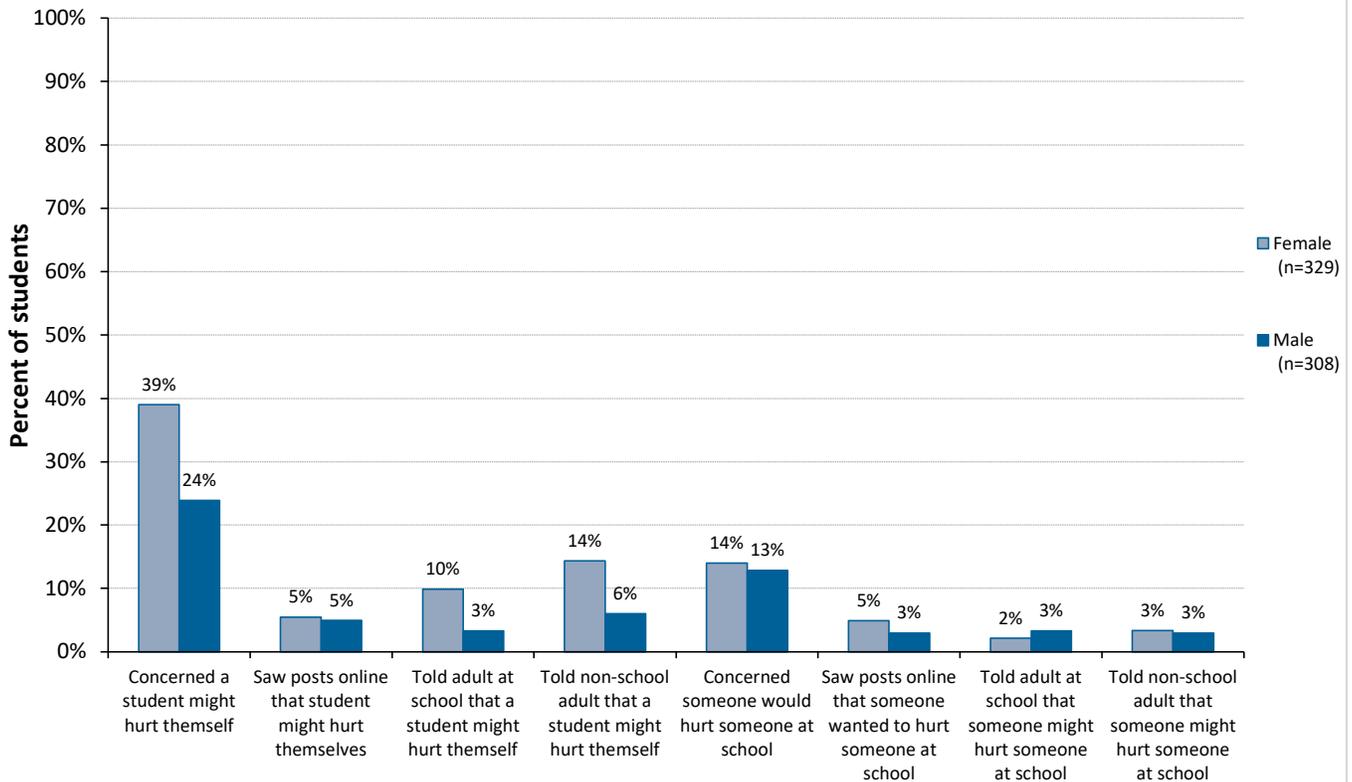
Wayland Middle School (Grades 7-8)

MetroWest Adolescent Health Survey



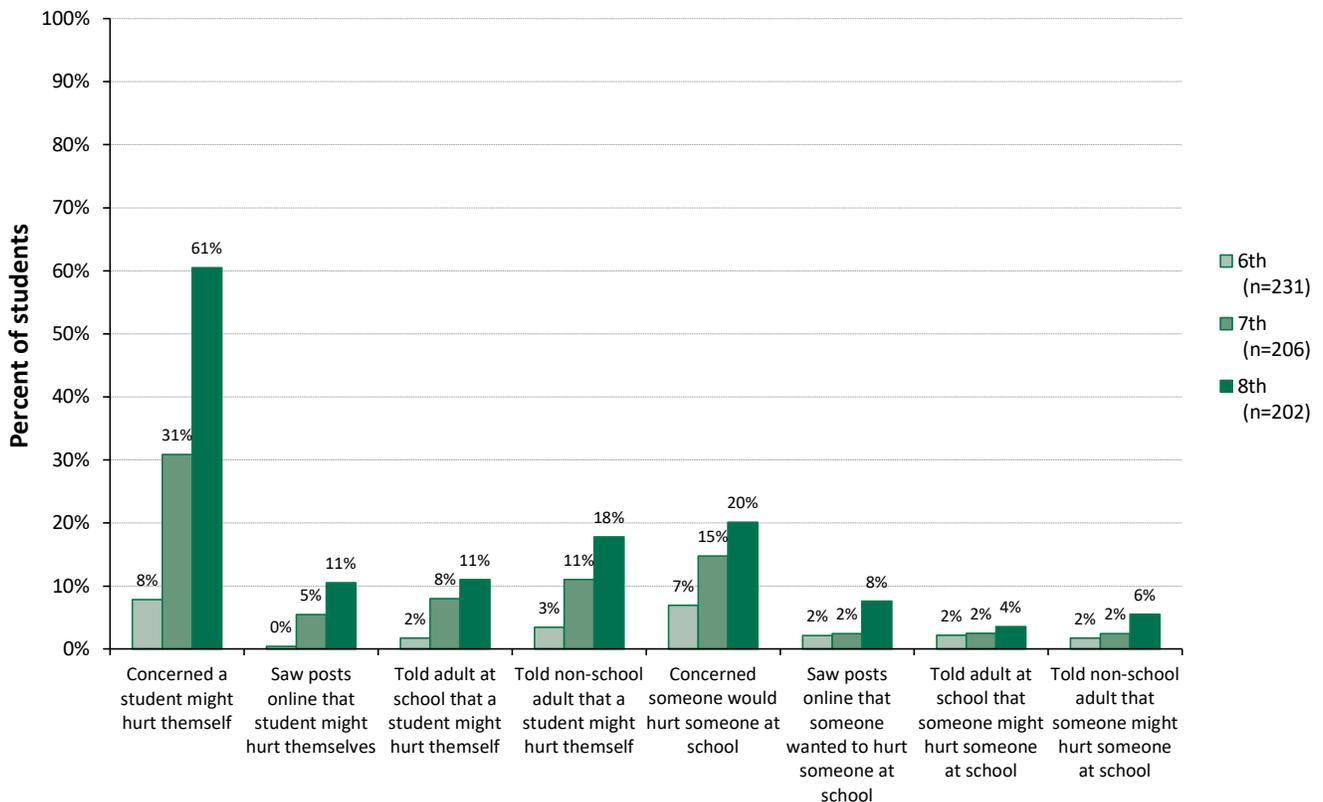
* Student responded "often" or "very often"; past 2 weeks

Figure 5-4A. Peer Mental Health* by Sex, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey



* In the past 12 months

Figure 5-4B. Peer Mental Health* by Grade, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey

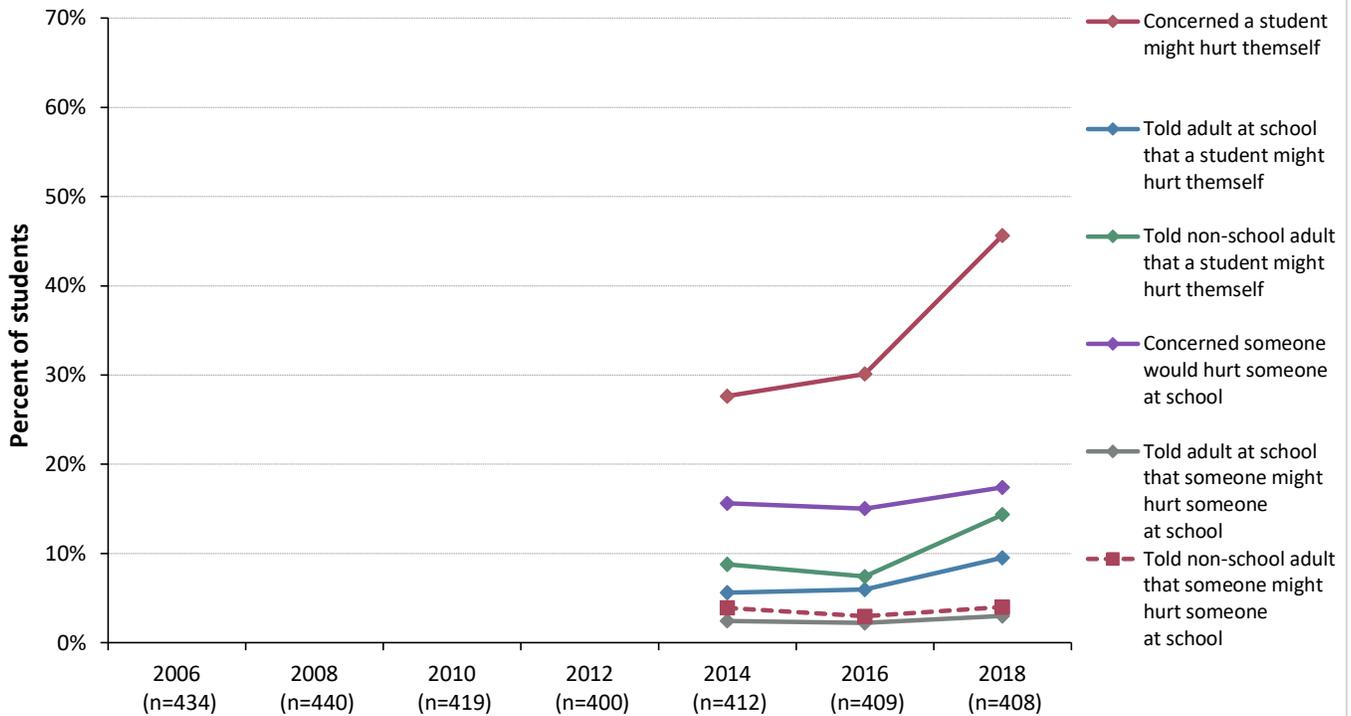


* In the past 12 months

Figure 5-4C. Trends in Peer Mental Health,* 2014-2018

Wayland Middle School (Grades 7-8)

MetroWest Adolescent Health Survey

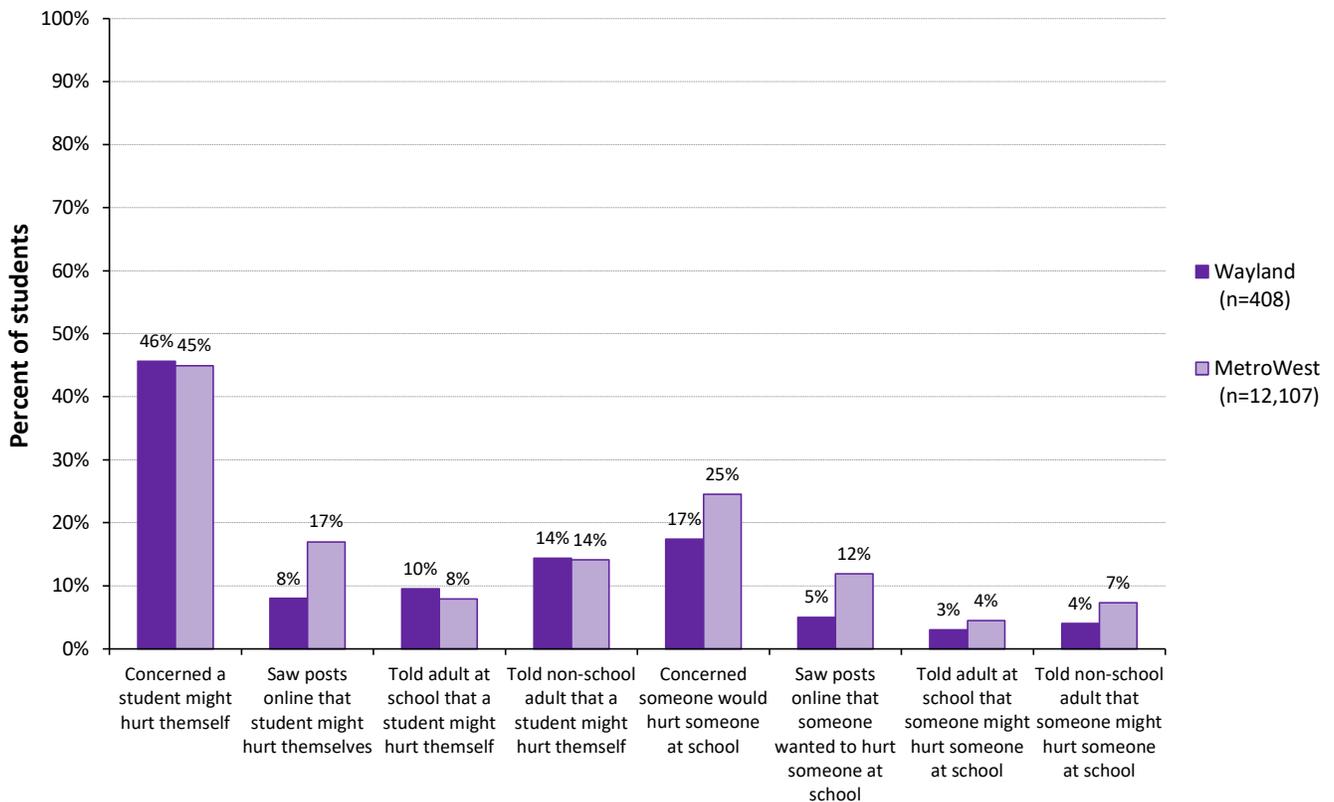


* In the past 12 months

Figure 5-4D. Peer Mental Health* at the District and Regional Levels, 2018

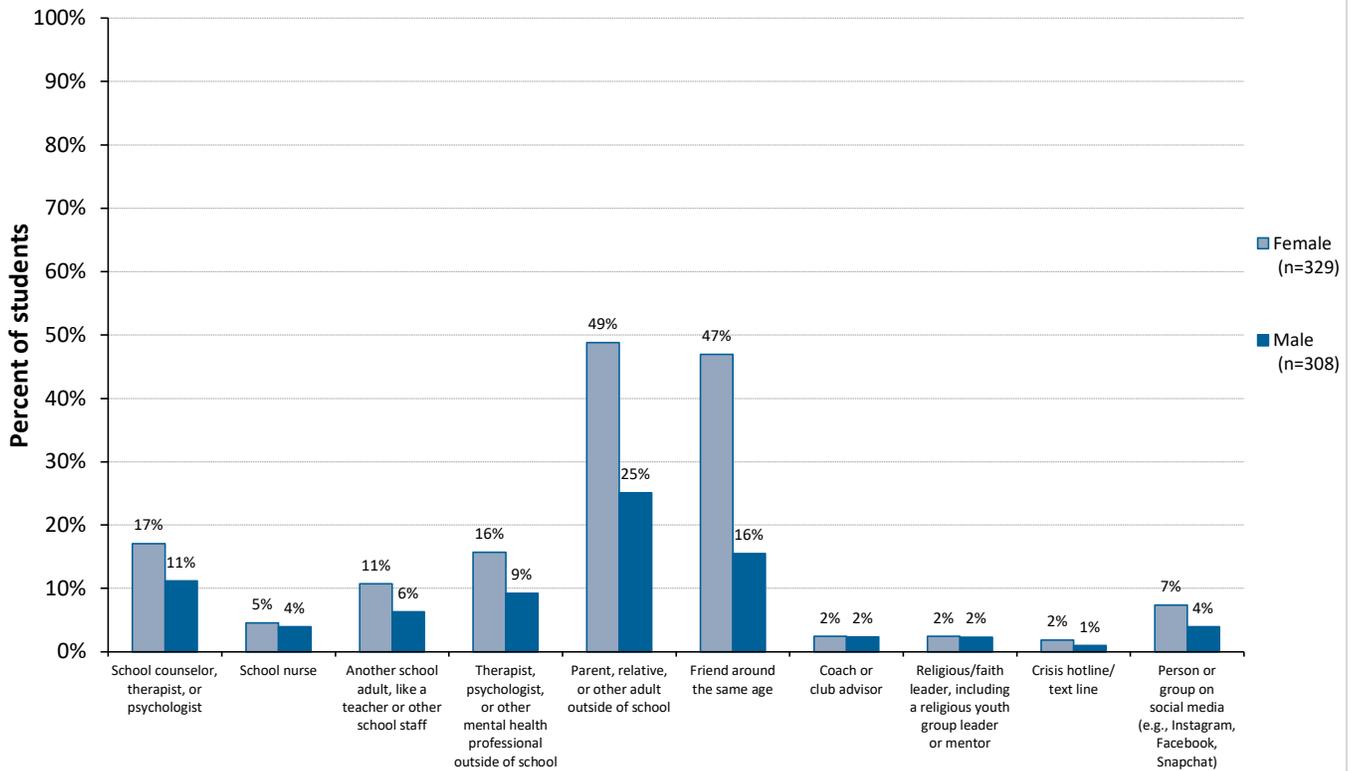
Wayland Middle School (Grades 7-8)

MetroWest Adolescent Health Survey



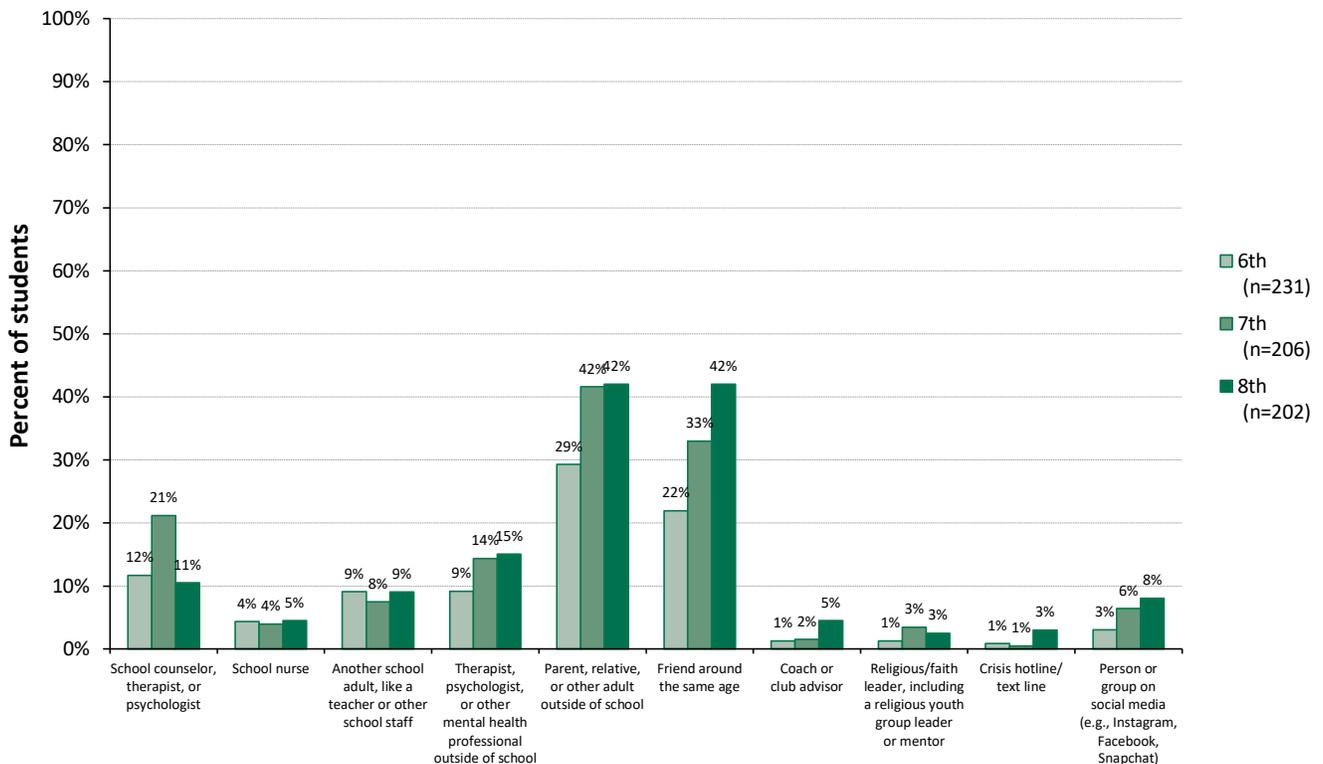
* In the past 12 months

Figure 5-5A. Sources of Support for Help with Emotional Challenges or Problems* by Sex, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey



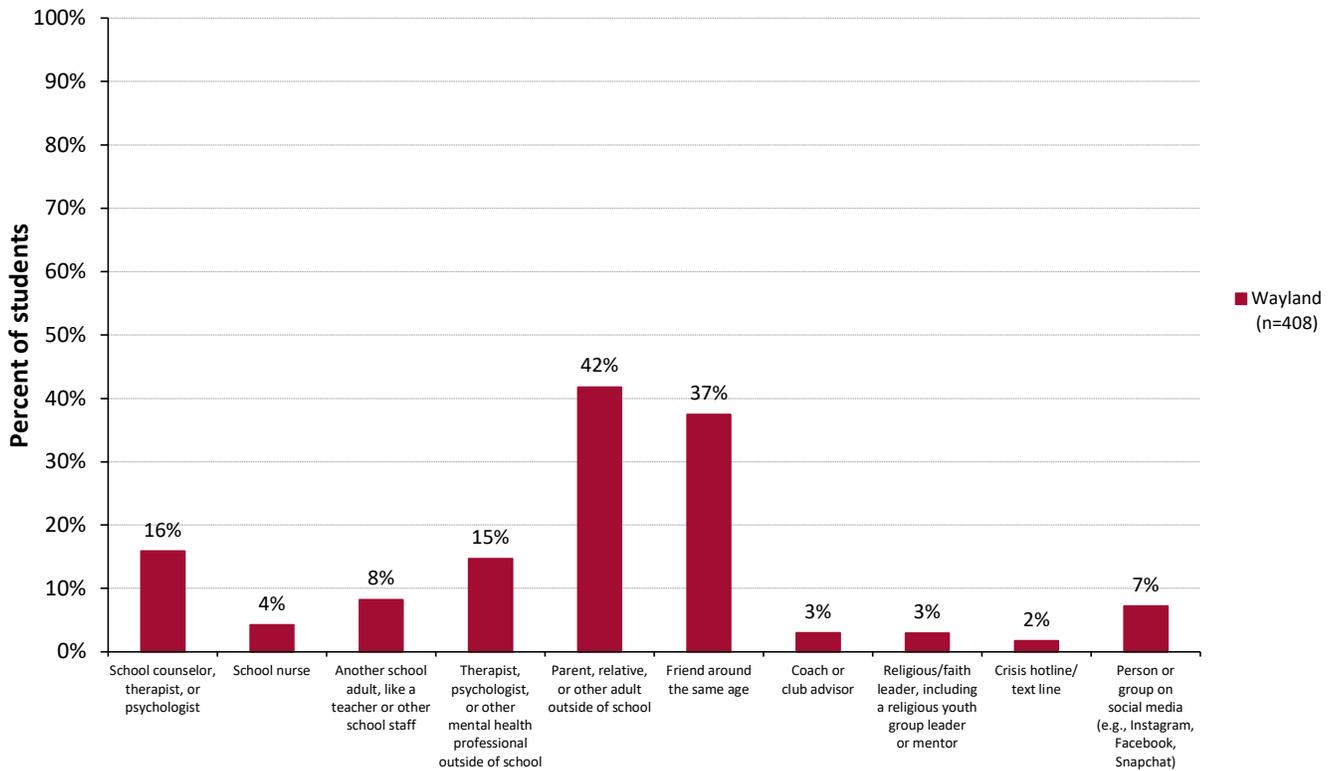
* Emotional challenges or problems include things that make you feel sad, angry, stressed, or anxious, or that may make you have thoughts of hurting yourself; student responded having talked with individual/group one or more times in the past 12 months

Figure 5-5B. Sources of Support for Help with Emotional Challenges or Problems* by Grade, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey



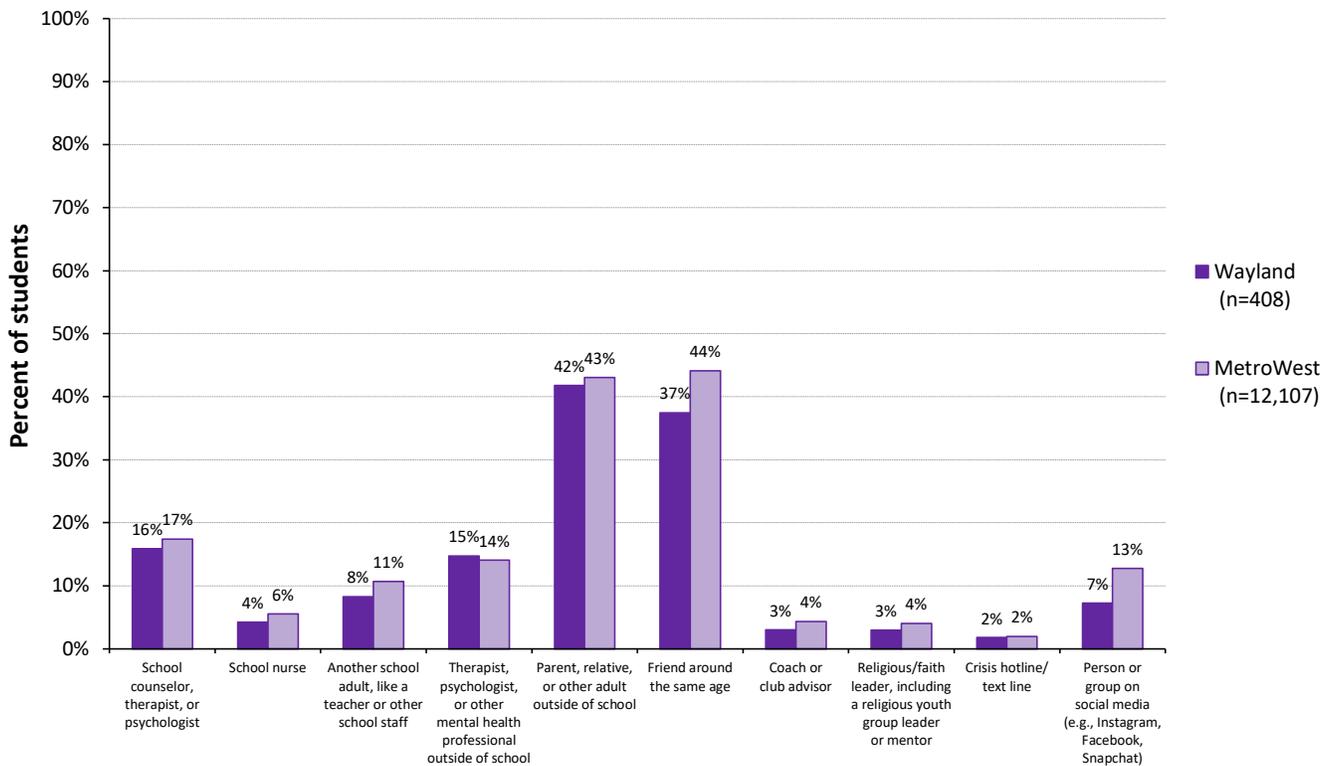
* Emotional challenges or problems include things that make you feel sad, angry, stressed, or anxious, or that may make you have thoughts of hurting yourself; student responded having talked with individual/group one or more times in the past 12 months

Figure 5-5C. Sources of Support for Help with Emotional Challenges or Problems,* 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey



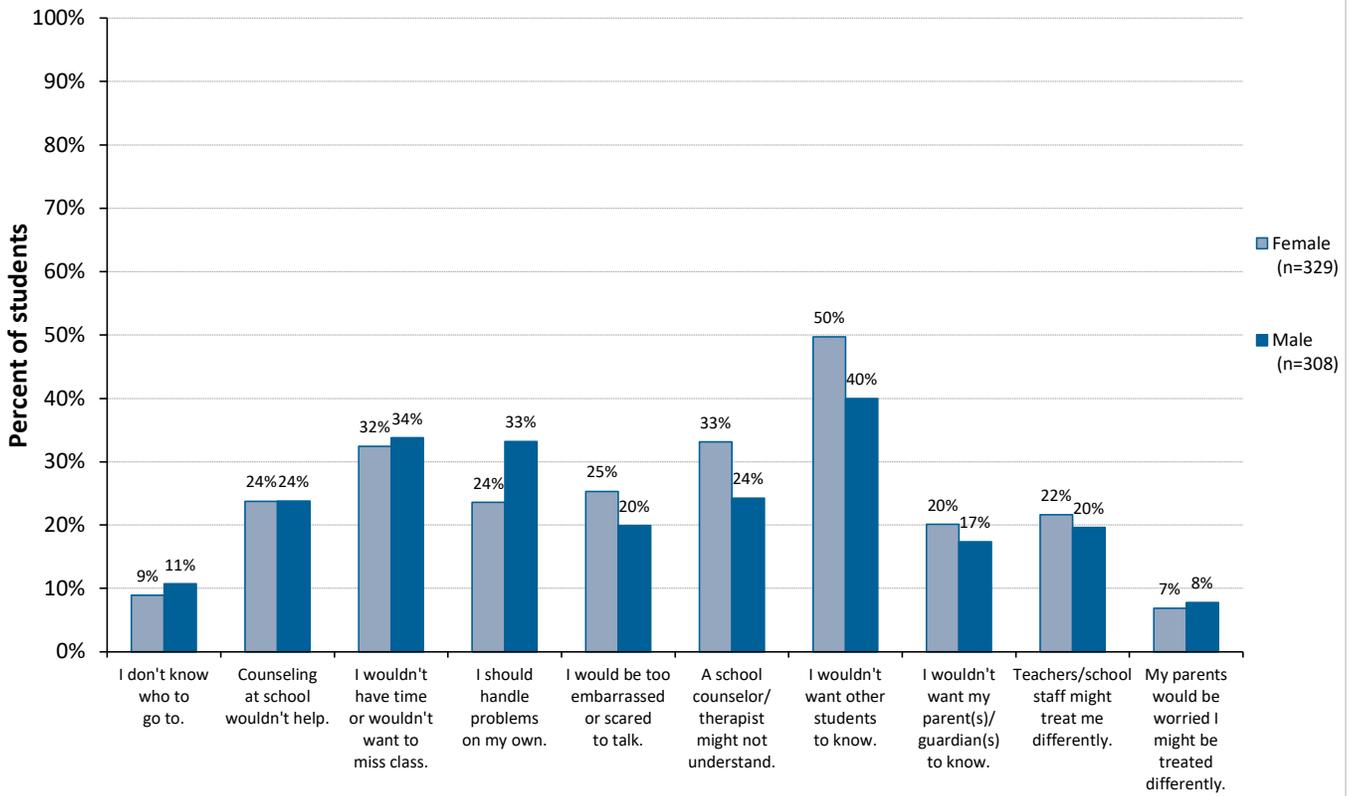
* Emotional challenges or problems include things that make you feel sad, angry, stressed, or anxious, or that may make you have thoughts of hurting yourself; student responded having talked with individual/group one or more times in the past 12 months

Figure 5-5D. Sources of Support for Help with Emotional Challenges or Problems* at the District and Regional Levels, 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey



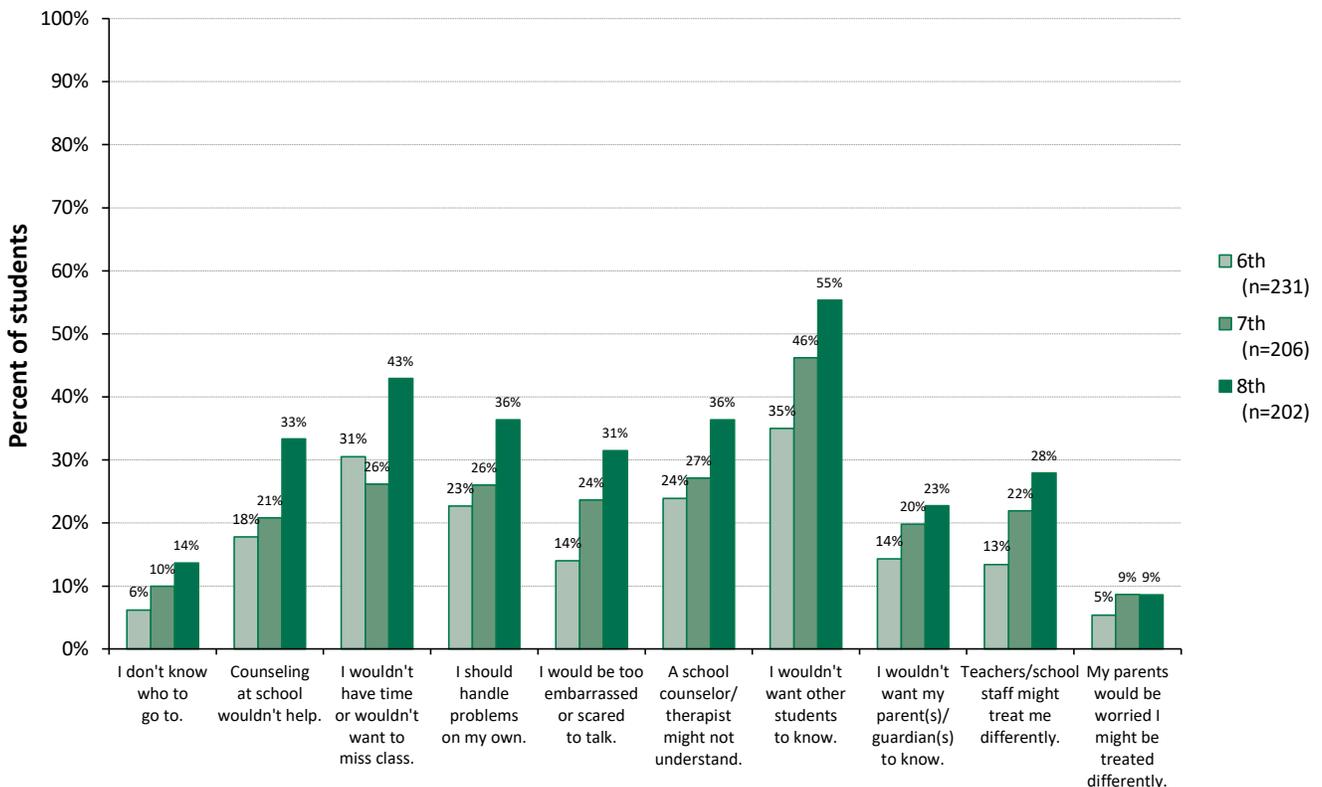
* Emotional challenges or problems include things that make you feel sad, angry, stressed, or anxious, or that may make you have thoughts of hurting yourself; student responded having talked with individual/group one or more times in the past 12 months

Figure 5-6A. Barriers to Seeking Help at School for Emotional Challenges* by Sex, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey



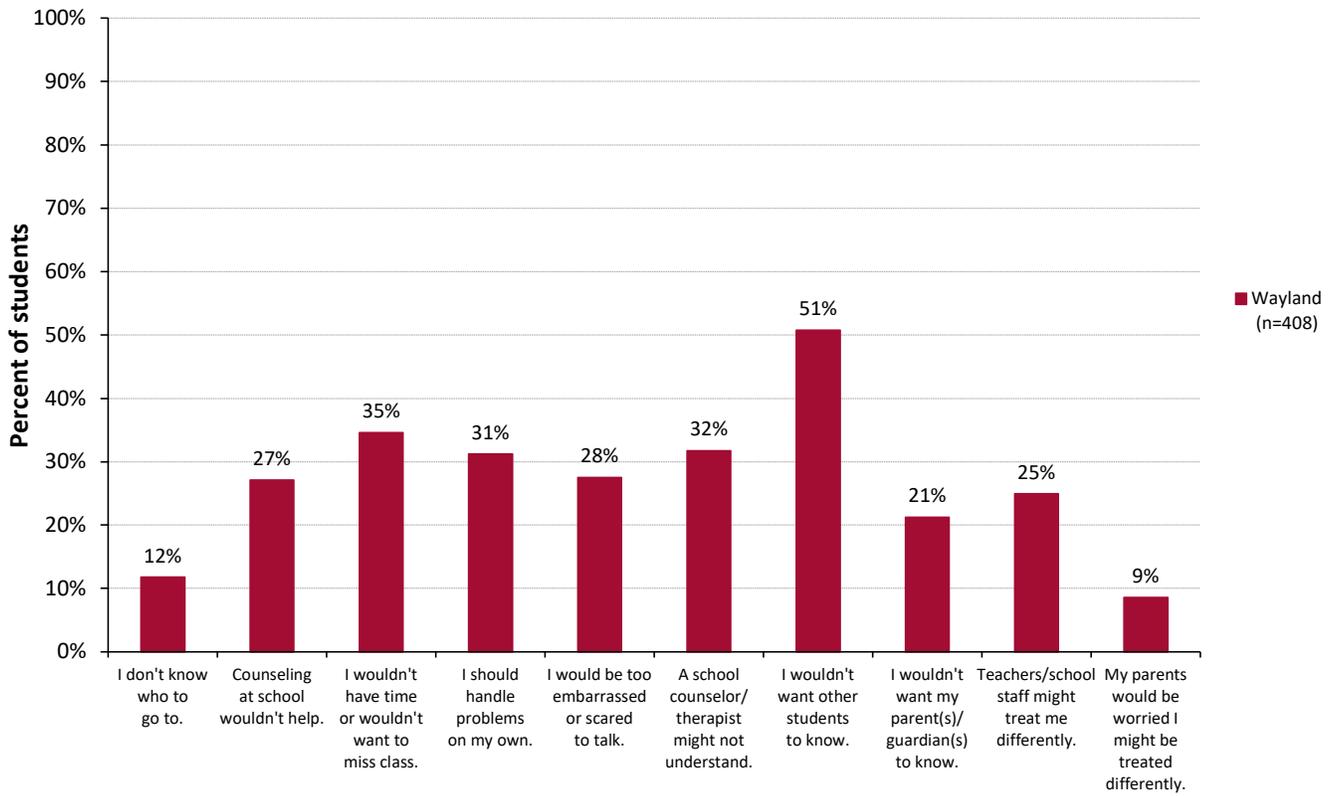
* Emotional challenges or problems include things that make you feel sad, angry, stressed, or anxious, or that may make you have thoughts of hurting yourself; student responded agree/strongly agree

Figure 5-6B. Barriers to Seeking Help at School for Emotional Challenges* by Grade, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey



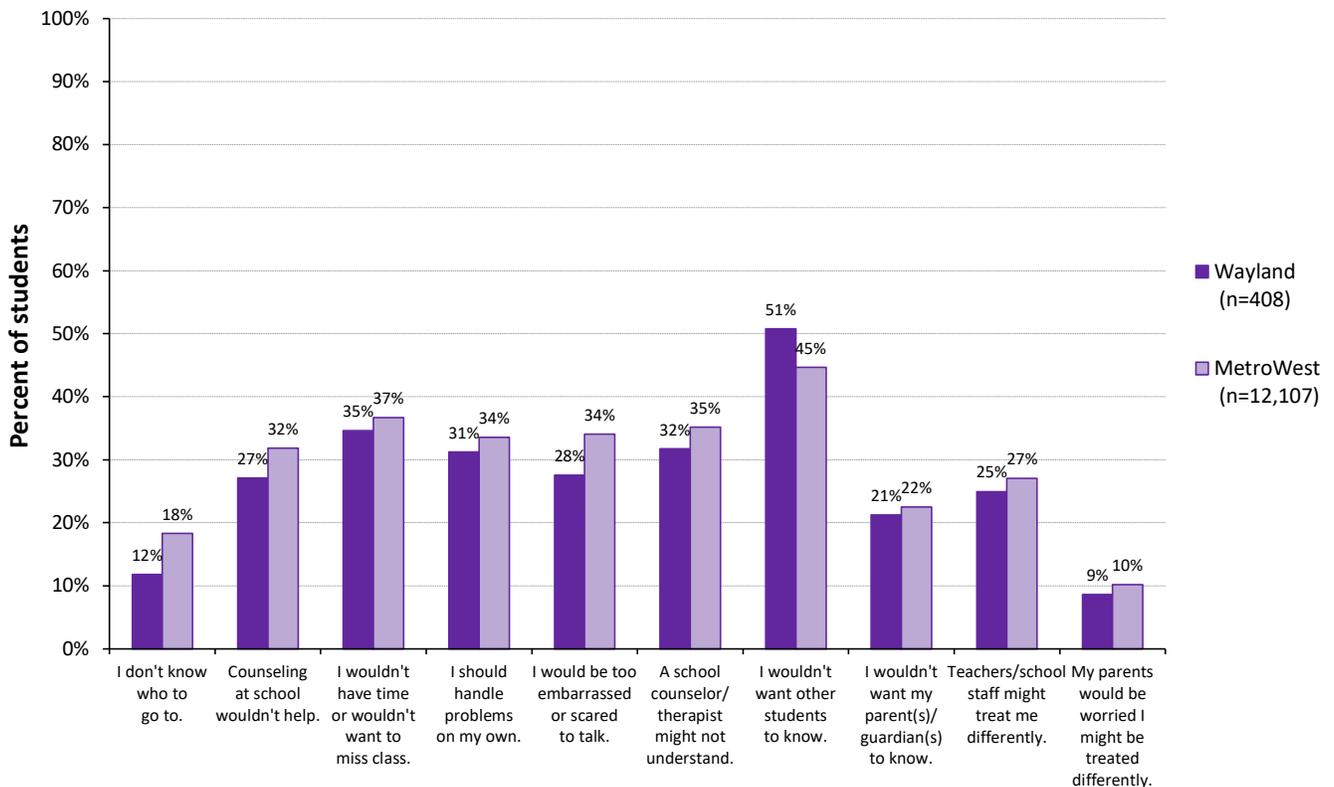
* Emotional challenges or problems include things that make you feel sad, angry, stressed, or anxious, or that may make you have thoughts of hurting yourself; student responded agree/strongly agree

Figure 5-6C. Barriers to Seeking Help at School for Emotional Challenges,* 2018
Wayland 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/strongly agree

Figure 5-6D. Barriers to Seeking Help at School for Emotional Challenges* at the District and Regional Levels, 2018
Wayland 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/strongly agree

Table 5-1A. Stress and Anxiety by Sex and Grade, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey, 2018

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>		
	(639)	Female (329)	Male (308)	6 th (231)	7 th (206)	8 th (202)
STRESS						
Life "very" stressful (past 30 days)	14.9	20.8	8.6	4.0	15.2	26.8
Worry/feel stressed about school issues*	39.2	46.8	30.7	15.8	40.5	64.4
Worry/feel stressed about social issues*	16.9	23.8	9.2	6.6	19.0	26.2
Worry/feel stressed about family issues*	12.5	16.6	7.8	6.6	14.2	17.3
Worry/feel stressed about safety issues*	2.7	3.1	2.3	2.2	2.4	3.5
Worry/feel stressed about appearance issues*	13.9	19.3	8.2	5.3	15.2	22.3
Worry/feel stressed about your physical and/or emotional health*	11.0	14.1	7.5	3.5	13.7	16.8
GENERALIZED ANXIETY (past 2 weeks) †						
Feel nervous, anxious, or on edge	16.2	21.3	10.5	5.3	15.7	28.9
Unable to stop or control worrying	11.5	16.8	5.9	4.4	10.8	20.2
SYMPTOMS OF BEING STRESSED, ANXIOUS, OR WORRIED (past 2 weeks)*						
Had little interest or pleasure in doing things	6.2	6.8	5.6	2.7	6.9	9.5
Had trouble falling asleep or staying asleep or slept too much	15.4	20.3	10.2	7.0	18.1	22.1
Felt tired or had little energy	20.3	25.8	14.2	9.3	19.6	33.5
Had a poor appetite or ate too much	12.1	15.1	8.6	4.4	14.3	18.5
Felt bad about yourself or that you were a failure	11.3	14.4	7.9	2.2	14.2	18.5
Had trouble concentrating in school	13.0	14.7	10.9	6.1	13.3	20.5
Had trouble concentrating on things outside of school	5.5	6.7	4.0	1.8	5.4	10.1

* Student responded "often" or "very often"

† Student responded "more than half the days" or "nearly every day"

Table 5-1B. Stress and Anxiety, 2006 - 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	Wayland (%)						
	2006 (434)	2008 (440)	2010 (419)	2012 (400)	2014 (412)	2016 (409)	2018 (408)
STRESS							
Life "very" stressful (past 30 days)	15.7	13.6	7.9	11.1	9.6	19.1	20.9
Worry/feel stressed about school issues*	–	–	–	–	–	50.2	52.3
Worry/feel stressed about social issues*	–	–	–	–	–	18.0	22.6
Worry/feel stressed about family issues*	–	–	–	–	–	12.9	15.8
Worry/feel stressed about safety issues*	–	–	–	–	–	2.5	2.9
Worry/feel stressed about appearance issues*	–	–	–	–	–	14.4	18.7
Worry/feel stressed about your physical and/or emotional health*	–	–	–	–	–	9.9	15.2
GENERALIZED ANXIETY (past 2 weeks) †							
Feel nervous, anxious, or on edge	–	–	–	–	–	14.2	22.2
Unable to stop or control worrying	–	–	–	–	–	8.3	15.4
SYMPTOMS OF BEING STRESSED, ANXIOUS, OR WORRIED (past 2 weeks)*							
Had little interest or pleasure in doing things	–	–	–	–	–	7.1	8.2
Had trouble falling asleep or staying asleep or slept too much	–	–	–	–	–	17.2	20.1
Felt tired or had little energy	–	–	–	–	–	23.2	26.5
Had a poor appetite or ate too much	–	–	–	–	–	10.4	16.4
Felt bad about yourself or that you were a failure	–	–	–	–	–	11.3	16.3
Had trouble concentrating in school	–	–	–	–	–	14.7	16.9
Had trouble concentrating on things outside of school	–	–	–	–	–	4.4	7.7

* Student responded "often" or "very often"

† Student responded "more than half the days" or "nearly every day"

Table 5-1C. Stress and Anxiety at the District and Regional Levels, 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	<u>Wayland 2018 MWAHS</u> <i>(408)</i>	<u>MetroWest Region 2018 MWAHS</u> <i>(12,107)</i>
STRESS		
Life "very" stressful (past 30 days)	20.9	19.8
Worry/feel stressed about school issues*	52.3	50.3
Worry/feel stressed about social issues*	22.6	25.0
Worry/feel stressed about family issues*	15.8	19.2
Worry/feel stressed about safety issues*	2.9	5.5
Worry/feel stressed about appearance issues*	18.7	23.2
Worry/feel stressed about your physical and/or emotional health*	15.2	16.8
GENERALIZED ANXIETY (past 2 weeks) †		
Feel nervous, anxious, or on edge	22.2	23.2
Unable to stop or control worrying	15.4	17.5
SYMPTOMS OF BEING STRESSED, ANXIOUS, OR WORRIED (past 2 weeks)*		
Had little interest or pleasure in doing things	8.2	10.0
Had trouble falling asleep or staying asleep or slept too much	20.1	20.6
Felt tired or had little energy	26.5	23.2
Had a poor appetite or ate too much	16.4	15.1
Felt bad about yourself or that you were a failure	16.3	16.5
Had trouble concentrating in school	16.9	20.7
Had trouble concentrating on things outside of school	7.7	9.8

* Student responded "often" or "very often"

† Student responded "more than half the days" or "nearly every day"

Table 5-2A. Mental Health and Suicidality by Sex and Grade, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey, 2018

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>		
	(639)	Female (329)	Male (308)	6 th (231)	7 th (206)	8 th (202)
MENTAL HEALTH AND SUICIDALITY						
Felt sad or hopeless almost every day for two or more weeks (past 12 months)	6.7	8.4	5.0	1.3	7.9	11.7
Hurt or injured yourself on purpose (past 12 months) [†]	6.6	7.1	6.1	4.0	7.9	8.2
Seriously considered attempting suicide (lifetime)	8.3	8.9	7.7	2.2	11.3	12.2
Made a plan about attempting suicide (lifetime)	5.1	4.9	5.3	0.9	6.9	8.1
Attempted suicide (lifetime)	2.9	2.8	3.0	0.4	4.9	3.6
CONCERNS ABOUT PEER MENTAL HEALTH (past 12 months)						
Concerned a student at school was depressed or might physically hurt themself	31.9	39.0	23.9	7.8	30.8	60.5
Saw posts online that a student at school might try to hurt themself	5.2	5.5	5.0	0.4	5.5	10.5
Told an adult at school a student might hurt themself	6.7	9.9	3.3	1.8	8.0	11.1
Told an adult outside of school a student might hurt themself	10.4	14.4	6.0	3.5	11.0	17.8
Concerned a student or someone else might physically hurt someone at school	13.6	14.0	12.9	6.9	14.8	20.1
Saw posts online that a student or someone else wanted to physically hurt someone at school	4.0	4.9	3.0	2.2	2.5	7.6
Told an adult at school that a student or someone else might physically hurt someone at school	2.7	2.2	3.3	2.2	2.5	3.5
Told an adult outside of school that a student or someone else might physically hurt someone at school	3.2	3.4	3.0	1.7	2.5	5.6

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

Table 5-2B. Mental Health and Suicidality, 2006 - 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	Wayland (%)						
	2006 (434)	2008 (440)	2010 (419)	2012 (400)	2014 (412)	2016 (409)	2018 (408)
MENTAL HEALTH AND SUICIDALITY							
Felt sad or hopeless almost every day for two or more weeks (past 12 months)	13.7	13.8	7.9	7.4	8.6	6.2	9.8
Hurt or injured yourself on purpose (past 12 months) [†]	11.0	7.6	4.5	3.0	6.9	5.4	8.0
Seriously considered attempting suicide (lifetime)	9.5	9.7	4.1	4.8	7.0	10.4	11.8
Made a plan about attempting suicide (lifetime)	8.1	7.1	3.4	2.0	4.7	6.8	7.5
Attempted suicide (lifetime)	4.9	4.1	1.4	1.3	1.5	1.3	4.2
CONCERNS ABOUT PEER MENTAL HEALTH (past 12 months)							
Concerned a student at school was depressed or might physically hurt themself	–	–	–	–	27.6	30.1	45.6
Saw posts online that a student at school might try to hurt themself	–	–	–	–	–	–	8.0
Told an adult at school a student might hurt themself	–	–	–	–	5.6	6.0	9.5
Told an adult outside of school a student might hurt themself	–	–	–	–	8.8	7.4	14.4
Concerned a student or someone else might physically hurt someone at school	–	–	–	–	15.6	15.0	17.4
Saw posts online that a student or someone else wanted to physically hurt someone at school	–	–	–	–	–	–	5.0
Told an adult at school that a student or someone else might physically hurt someone at school	–	–	–	–	2.4	2.2	3.0
Told an adult outside of school that a student or someone else might physically hurt someone at school	–	–	–	–	3.9	3.0	4.0

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

Table 5-2C. Mental Health and Suicidality at the District and Regional Levels, 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	Wayland 2018 MWAHS	MetroWest Region 2018 MWAHS
	<i>(408)</i>	<i>(12,107)</i>
MENTAL HEALTH AND SUICIDALITY		
Felt sad or hopeless almost every day for two or more weeks (past 12 months)	9.8	14.3
Hurt or injured yourself on purpose (past 12 months) [†]	8.0	9.7
Seriously considered attempting suicide (lifetime)	11.8	14.2
Made a plan about attempting suicide (lifetime)	7.5	8.5
Attempted suicide (lifetime)	4.2	3.9
CONCERNS ABOUT PEER MENTAL HEALTH (past 12 months)		
Concerned a student at school was depressed or might physically hurt themself	45.6	44.9
Saw posts online that a student at school might try to hurt themself	8.0	17.0
Told an adult at school a student might hurt themself	9.5	7.9
Told an adult outside of school a student might hurt themself	14.4	14.1
Concerned a student or someone else might physically hurt someone at school	17.4	24.5
Saw posts online that a student or someone else wanted to physically hurt someone at school	5.0	11.9
Told an adult at school that a student or someone else might physically hurt someone at school	3.0	4.4
Told an adult outside of school that a student or someone else might physically hurt someone at school	4.0	7.3

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

Table 5-3A. Support for Emotional Challenges or Problems* by Sex and Grade, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey, 2018

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>		
	(639)	Female (329)	Male (308)	6 th (231)	7 th (206)	8 th (202)
SOURCES OF SUPPORT FOR HELP WITH EMOTIONAL CHALLENGES OR PROBLEMS (past 12 months) †						
School counselor, school therapist, or school psychologist	14.4	17.1	11.2	11.7	21.2	10.5
School nurse	4.3	4.6	3.9	4.3	4.0	4.5
Another adult at school, like a teacher or other school staff	8.6	10.8	6.3	9.1	7.5	9.0
Therapist, psychologist, or other mental health professional outside of school	12.7	15.7	9.2	9.2	14.4	15.1
Parent, relative, or other adult outside of school	37.2	48.8	25.1	29.3	41.6	42.0
Friend around the same age	31.9	46.9	15.5	21.9	33.0	42.0
Coach or club advisor	2.4	2.5	2.3	1.3	1.5	4.5
Religious or faith leader, including a religious youth group leader or mentor	2.4	2.4	2.3	1.3	3.5	2.5
Crisis hotline/text line	1.4	1.8	1.0	0.9	0.5	3.0
Person or group on social media (e.g., Instagram, Facebook, Snapchat)	5.7	7.4	4.0	3.1	6.4	8.0
BARRIERS TO SEEKING HELP AT SCHOOL FOR EMOTIONAL CHALLENGES OR PROBLEMS ‡						
I don't know who to go to for help.	9.8	8.9	10.7	6.2	10.0	13.6
I don't think counseling at school would help.	23.7	23.8	23.8	17.8	20.8	33.3
I wouldn't have time or wouldn't want to miss class to get help.	33.1	32.4	33.8	30.5	26.2	42.9
I should handle problems on my own.	28.1	23.6	33.2	22.7	26.0	36.4
I would be too embarrassed or scared to talk about it.	22.7	25.3	19.9	14.0	23.6	31.5
A school counselor/therapist might not understand me or the challenges I was having.	28.9	33.1	24.2	23.9	27.1	36.4
I wouldn't want other students to know I was meeting with a school counselor/therapist.	45.1	49.7	40.0	35.0	46.2	55.3
I wouldn't want my parent(s)/guardian(s) to know I was meeting with a school counselor/therapist.	18.7	20.1	17.3	14.3	19.8	22.7
Teachers or other school staff might treat me differently or give me fewer opportunities at school.	20.7	21.6	19.6	13.4	21.9	27.9
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	6.9	7.8	5.4	8.6	8.6

* 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

‡ Student responded agree/strongly agree

Table 5-3B. Support for Emotional Challenges or Problems*, 2006 - 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	Wayland (%)						
	2006 (434)	2008 (440)	2010 (419)	2012 (400)	2014 (412)	2016 (409)	2018 (408)
SOURCES OF SUPPORT FOR HELP WITH EMOTIONAL CHALLENGES OR PROBLEMS (past 12 months) †							
School counselor, school therapist, or school psychologist	–	–	–	–	–	–	15.9
School nurse	–	–	–	–	–	–	4.2
Another adult at school, like a teacher or other school staff	–	–	–	–	–	–	8.3
Therapist, psychologist, or other mental health professional outside of school	–	–	–	–	–	–	14.7
Parent, relative, or other adult outside of school	–	–	–	–	–	–	41.8
Friend around the same age	–	–	–	–	–	–	37.5
Coach or club advisor	–	–	–	–	–	–	3.0
Religious or faith leader, including a religious youth group leader or mentor	–	–	–	–	–	–	3.0
Crisis hotline/text line	–	–	–	–	–	–	1.8
Person or group on social media (e.g., Instagram, Facebook, Snapchat)	–	–	–	–	–	–	7.2
BARRIERS TO SEEKING HELP AT SCHOOL FOR EMOTIONAL CHALLENGES OR PROBLEMS ‡							
I don't know who to go to for help.	–	–	–	–	–	–	11.8
I don't think counseling at school would help.	–	–	–	–	–	–	27.1
I wouldn't have time or wouldn't want to miss class to get help.	–	–	–	–	–	–	34.6
I should handle problems on my own.	–	–	–	–	–	–	31.2
I would be too embarrassed or scared to talk about it.	–	–	–	–	–	–	27.5
A school counselor/therapist might not understand me or the challenges I was having.	–	–	–	–	–	–	31.7
I wouldn't want other students to know I was meeting with a school counselor/therapist.	–	–	–	–	–	–	50.8
I wouldn't want my parent(s)/guardian(s) to know I was meeting with a school counselor/therapist.	–	–	–	–	–	–	21.3
Teachers or other school staff might treat me differently or give me fewer opportunities at school.	–	–	–	–	–	–	24.9
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.	–	–	–	–	–	–	8.6

* 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

‡ Student responded agree/strongly agree

Table 5-3C. Support for Emotional Challenges or Problems* at the District and Regional Levels, 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	Wayland 2018 MWAHS	MetroWest Region 2018 MWAHS
	<i>(408)</i>	<i>(12,107)</i>
SOURCES OF SUPPORT FOR HELP WITH EMOTIONAL CHALLENGES OR PROBLEMS (past 12 months) †		
School counselor, school therapist, or school psychologist	15.9	17.4
School nurse	4.2	5.5
Another adult at school, like a teacher or other school staff	8.3	10.7
Therapist, psychologist, or other mental health professional outside of school	14.7	14.1
Parent, relative, or other adult outside of school	41.8	43.1
Friend around the same age	37.5	44.1
Coach or club advisor	3.0	4.3
Religious or faith leader, including a religious youth group leader or mentor	3.0	4.0
Crisis hotline/text line	1.8	2.0
Person or group on social media (e.g., Instagram, Facebook, Snapchat)	7.2	12.8
BARRIERS TO SEEKING HELP AT SCHOOL FOR EMOTIONAL CHALLENGES OR PROBLEMS ‡		
I don't know who to go to for help.	11.8	18.3
I don't think counseling at school would help.	27.1	31.8
I wouldn't have time or wouldn't want to miss class to get help.	34.6	36.7
I should handle problems on my own.	31.2	33.5
I would be too embarrassed or scared to talk about it.	27.5	34.1
A school counselor/therapist might not understand me or the challenges I was having.	31.7	35.2
I wouldn't want other students to know I was meeting with a school counselor/therapist.	50.8	44.6
I wouldn't want my parent(s)/guardian(s) to know I was meeting with a school counselor/therapist.	21.3	22.5
Teachers or other school staff might treat me differently or give me fewer opportunities at school.	24.9	27.1
My parents wouldn't want me to get help at school because they would be worried I might be treated differently or given fewer opportunities at school.	8.6	10.2

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

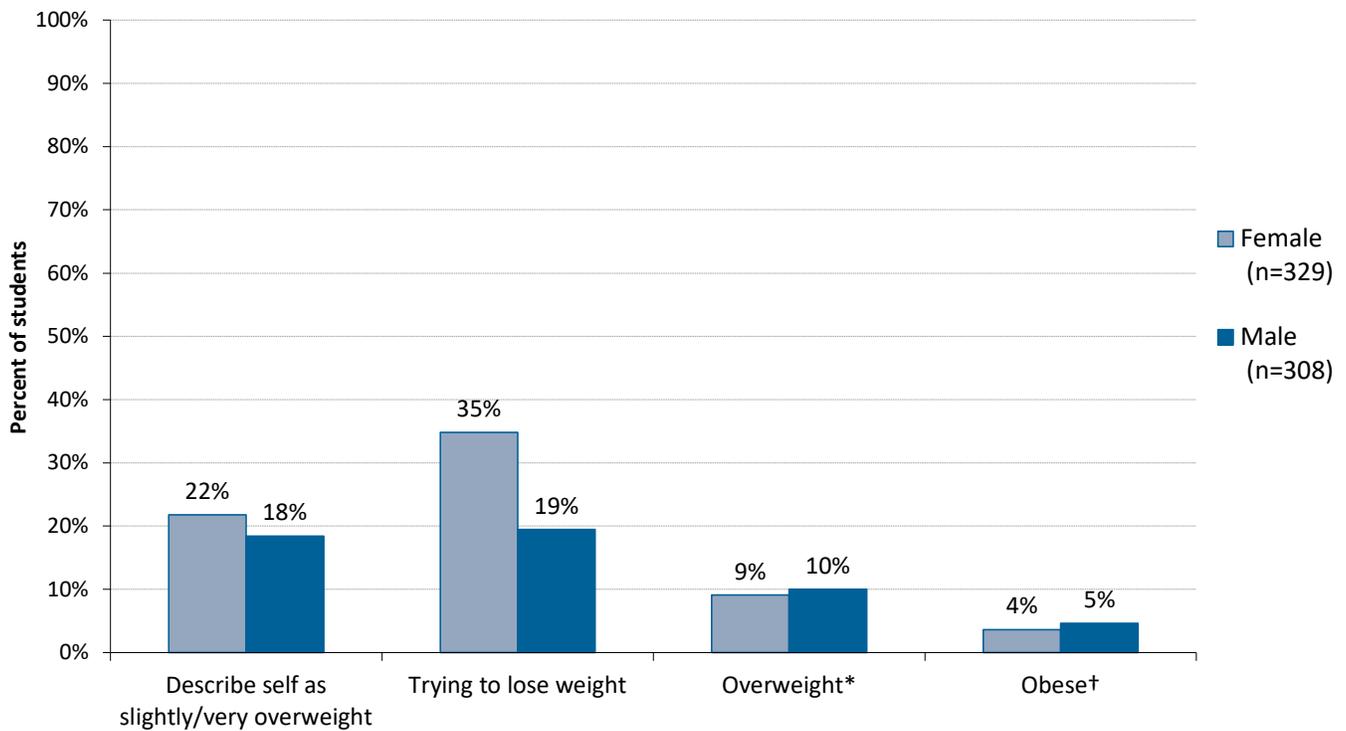
† Student responded having talked with individual/group one or more times

‡ Student responded agree/strongly agree

Section 6
Physical Activity, Nutrition, and Weight

Figure 6-1A. Weight Perception and Body Weight by Sex, 2018 Wayland Middle School (Grades 6-8)

MetroWest Adolescent Health Survey

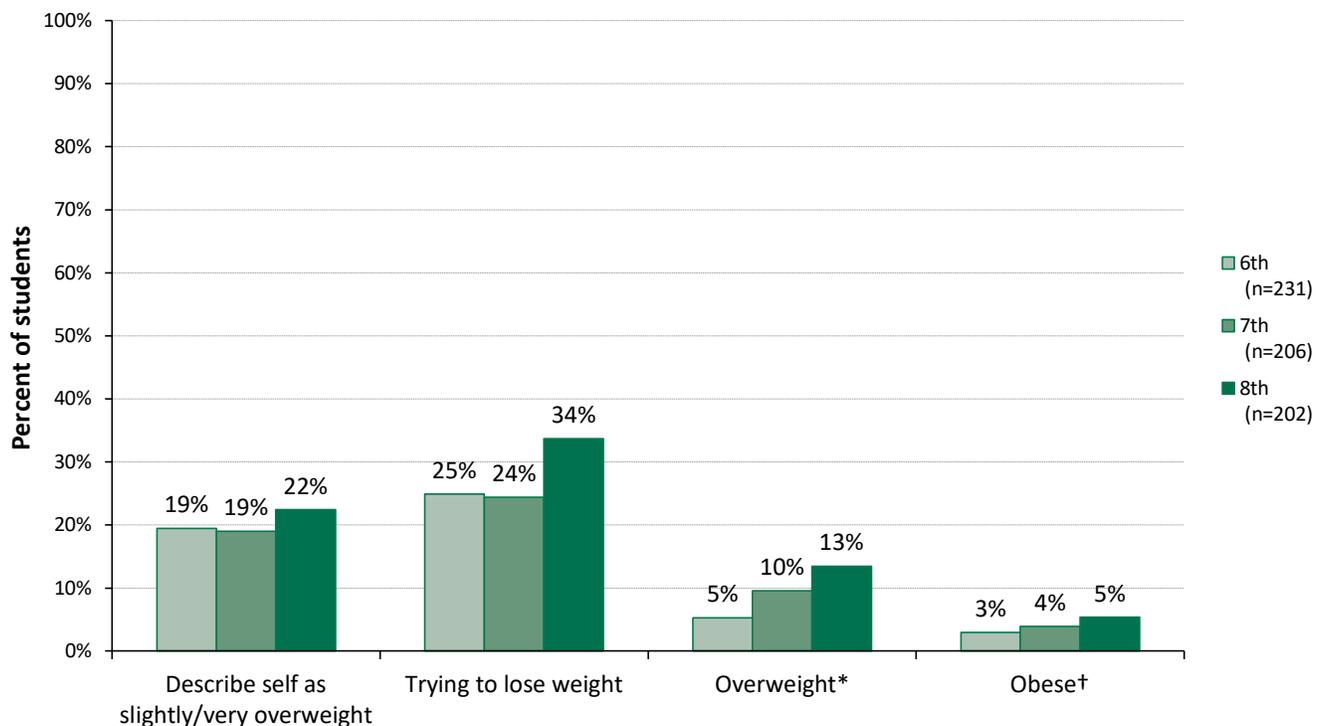


* Students who were ≥85th percentile but <95th percentile for body mass index by age and gender, based on reference data

† 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, 2018 Wayland Middle School (Grades 6-8)

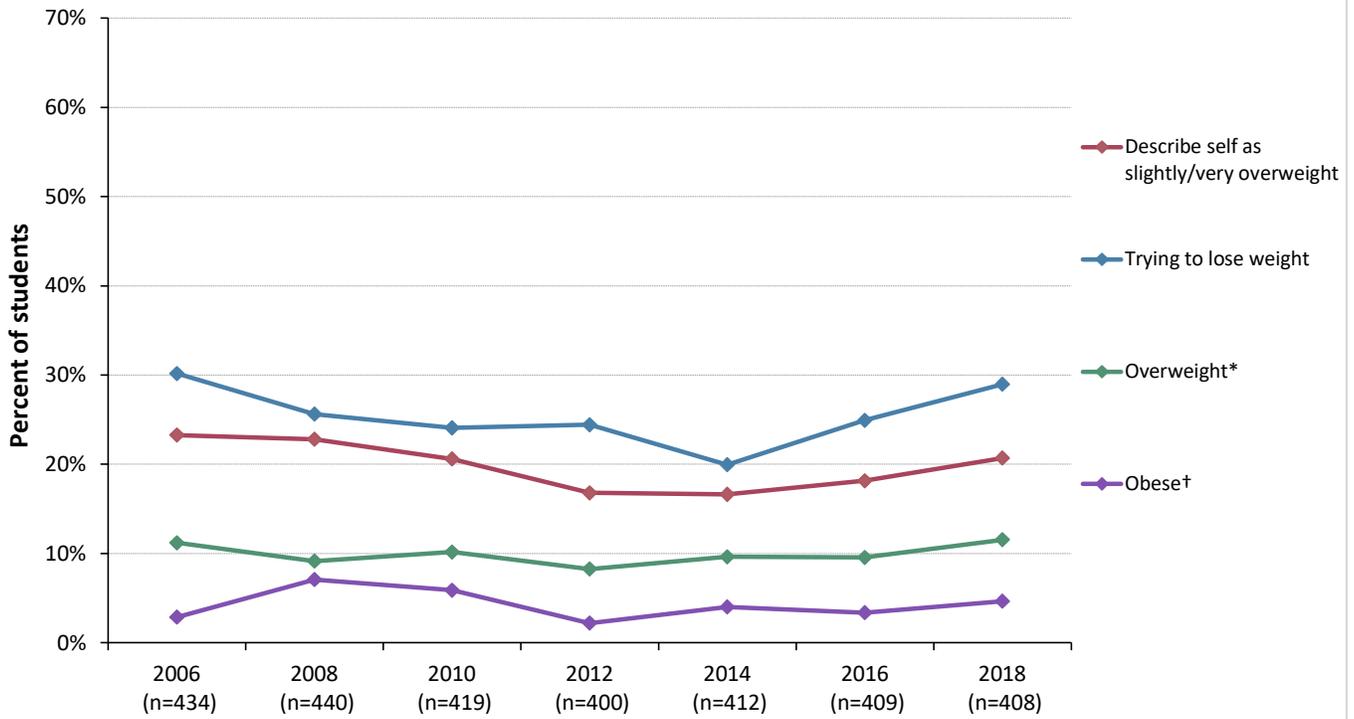
MetroWest Adolescent Health Survey



* 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

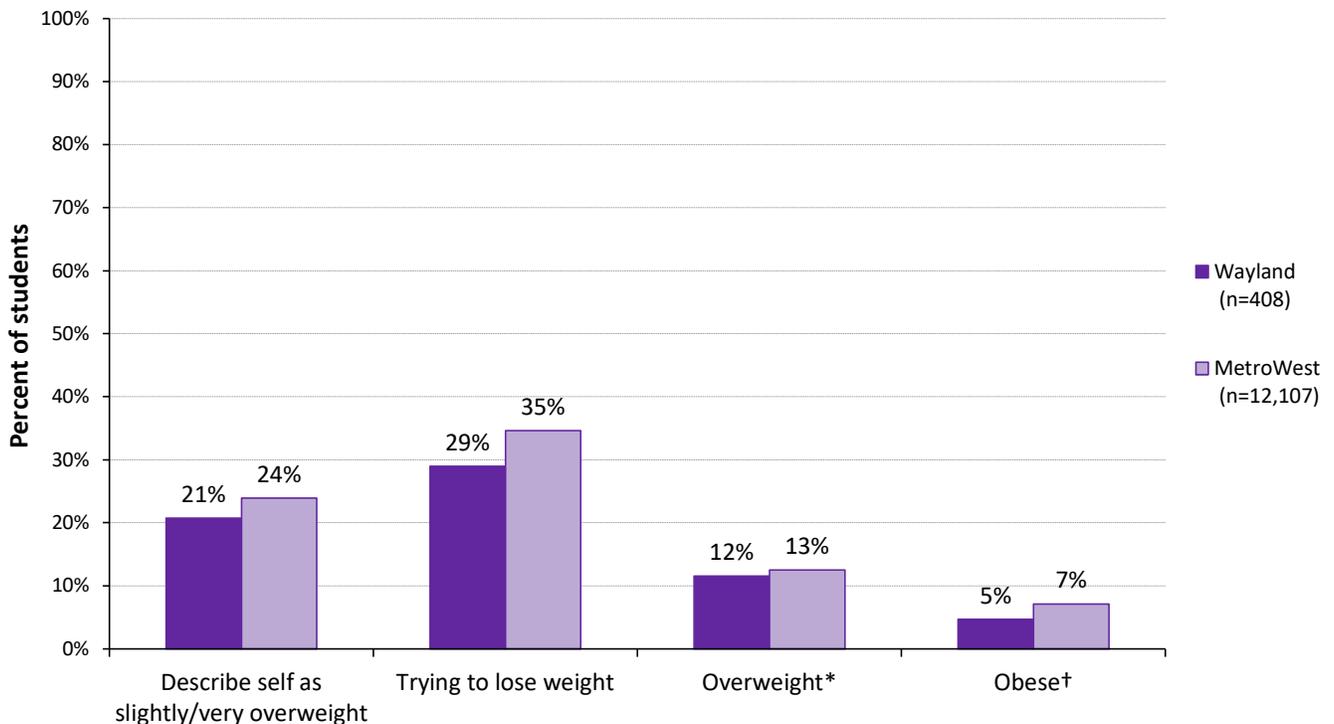
Figure 6-1C. Trends in Weight Perception and Body Weight, 2006-2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey



* 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, 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey



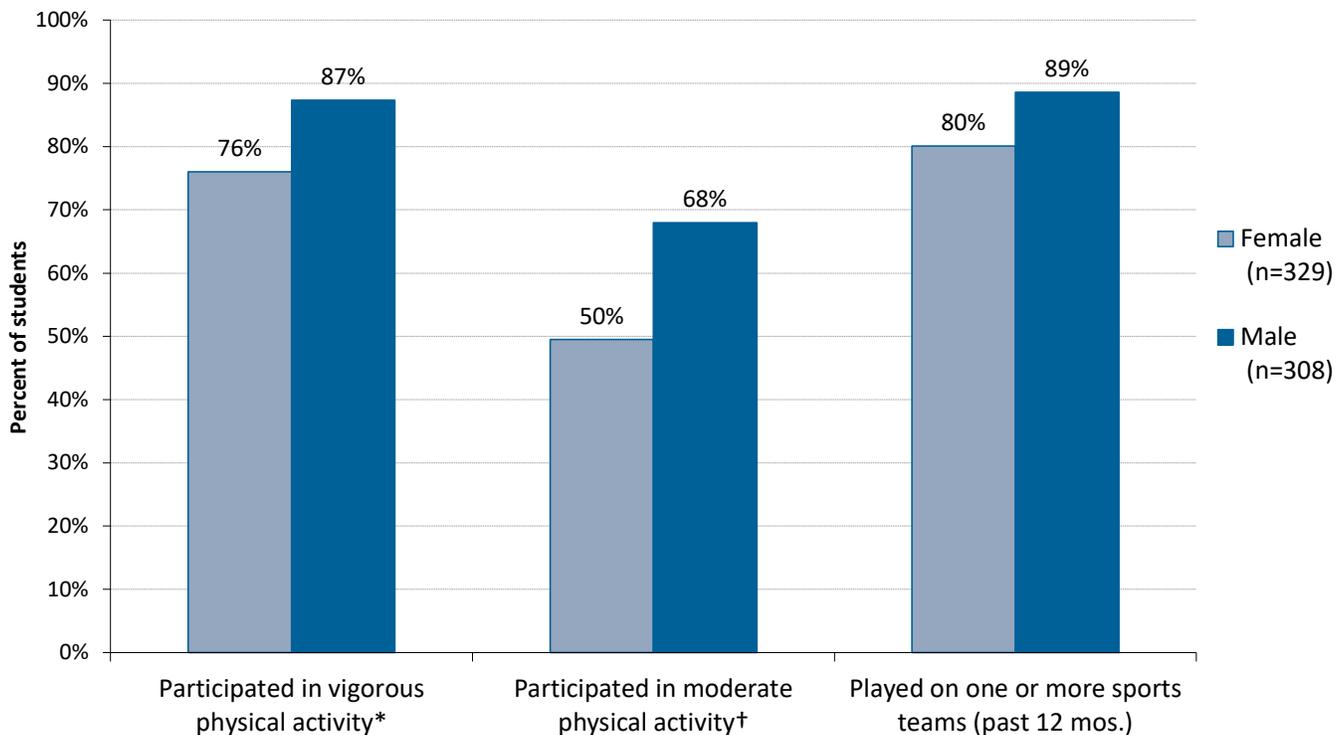
* Students who were ≥85th percentile but <95th percentile for body mass index by age and gender, based on reference data

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

Figure 6-2A. Physical Activity by Sex, 2018

Wayland Middle School (Grades 6-8)

MetroWest Adolescent Health Survey



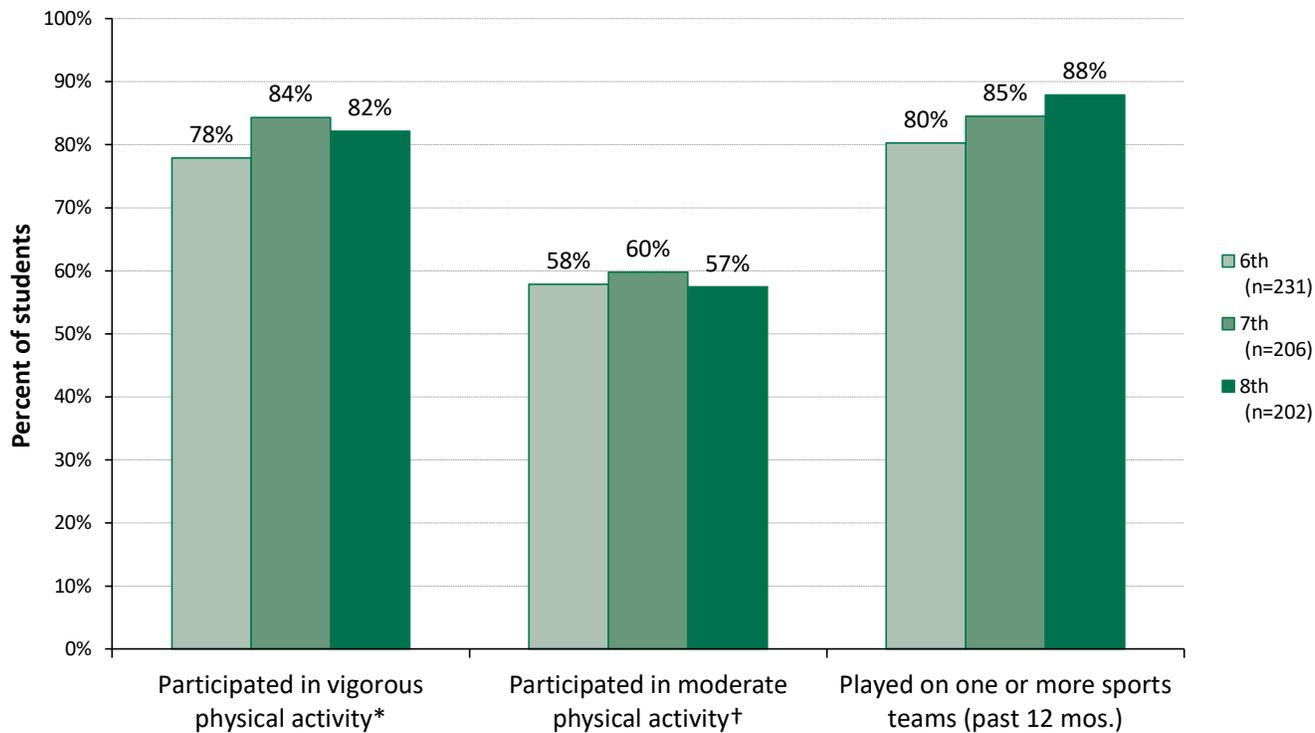
* Exercised for at least 20 minutes that made you sweat and breathe hard on three or more of the past 7 days

† 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, 2018

Wayland Middle School (Grades 6-8)

MetroWest Adolescent Health Survey



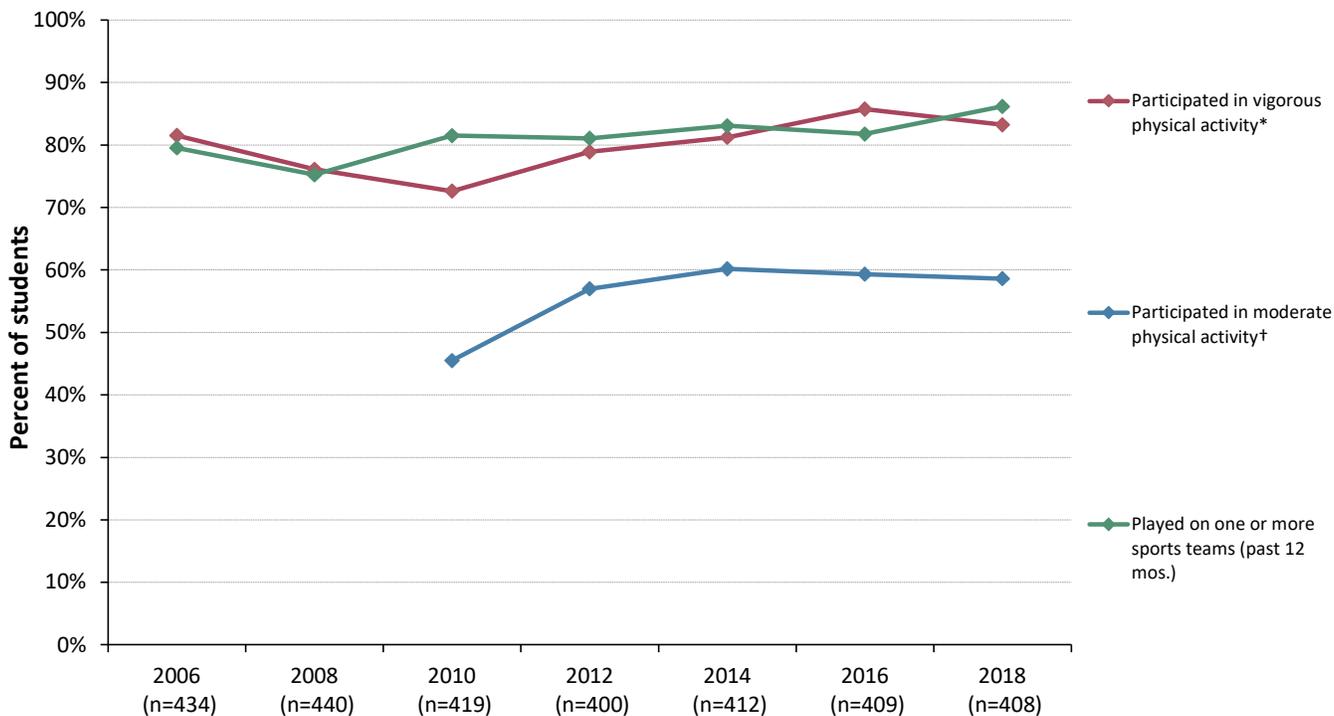
* Exercised for at least 20 minutes that made you sweat and breathe hard on three or more of the past 7 days

† 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. Trends in Physical Activity, 2006-2018

Wayland Middle School (Grades 7-8)

MetroWest Adolescent Health Survey



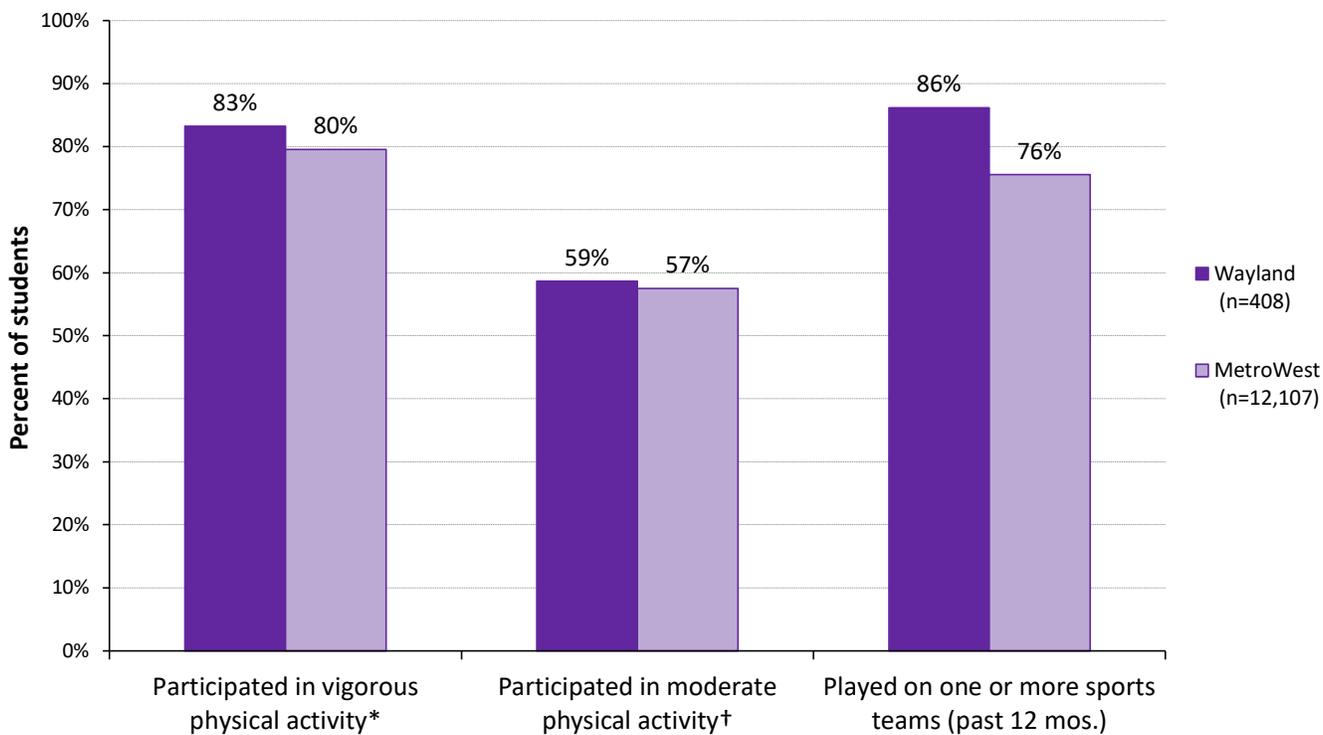
* Exercised for at least 20 minutes that made you sweat and breathe hard on three or more of the past 7 days

† 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, 2018

Wayland 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 of the past 7 days

† 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, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey, 2018

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>		
	(639)	Female (329)	Male (308)	6 th (231)	7 th (206)	8 th (202)
WEIGHT PERCEPTION						
Describe self as slightly or very overweight	20.3	21.8	18.5	19.5	19.0	22.4
Trying to lose weight	27.5	34.8	19.5	24.9	24.4	33.7
BODY MASS INDEX						
Overweight*	9.6	9.1	10.0	5.3	9.6	13.4
Obese†	4.1	3.6	4.6	2.9	3.9	5.4
EATING PATTERNS (past 7 days)						
Ate breakfast on all 7 days	58.0	51.7	64.9	67.0	58.9	46.9
Ate dinner at home with parent(s)/guardian(s) on 5 or more days	88.2	84.4	92.2	93.2	90.0	80.7
PHYSICAL ACTIVITY						
Participated in vigorous physical activity for at least 20 minutes on 3 or more of the past 7 days‡	81.3	76.0	87.3	77.9	84.3	82.1
Participated in moderate physical activity for at least 60 minutes per day on 5 or more of the past 7 days§	58.3	49.5	67.9	57.9	59.8	57.4
Played on one or more sports teams (past 12 months)	84.1	80.1	88.6	80.3	84.5	87.9

* 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 - 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	Wayland (%)						
	2006 (434)	2008 (440)	2010 (419)	2012 (400)	2014 (412)	2016 (409)	2018 (408)
WEIGHT PERCEPTION							
Describe self as slightly or very overweight	23.3	22.8	20.6	16.8	16.6	18.2	20.7
Trying to lose weight	30.2	25.6	24.1	24.4	20.0	24.9	29.0
BODY MASS INDEX							
Overweight*	11.2	9.2	10.2	8.3	9.6	9.6	11.5
Obese†	2.9	7.1	5.9	2.2	4.0	3.4	4.7
EATING PATTERNS (past 7 days)							
Ate breakfast on all 7 days	–	–	–	–	62.1	65.2	53.0
Ate dinner at home with parent(s)/guardian(s) on 5 or more days	–	–	–	86.5	89.7	81.5	85.4
PHYSICAL ACTIVITY							
Participated in vigorous physical activity for at least 20 minutes on 3 or more of the past 7 days‡	81.5	76.1	72.6	78.9	81.2	85.8	83.2
Participated in moderate physical activity for at least 60 minutes per day on 5 or more of the past 7 days§	–	–	45.5	57.0	60.2	59.3	58.6
Played on one or more sports teams (past 12 months)	79.5	75.2	81.5	81.1	83.1	81.7	86.2

* 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, 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	Wayland 2018 MWAHS	MetroWest Region 2018 MWAHS
	<i>(408)</i>	<i>(12,107)</i>
WEIGHT PERCEPTION		
Describe self as slightly or very overweight	20.7	23.9
Trying to lose weight	29.0	34.6
BODY MASS INDEX		
Overweight*	11.5	12.5
Obese†	4.7	7.1
EATING PATTERNS (past 7 days)		
Ate breakfast on all 7 days	53.0	50.6
Ate dinner at home with parent(s)/guardian(s) on 5 or more days	85.4	83.0
PHYSICAL ACTIVITY		
Participated in vigorous physical activity for at least 20 minutes on 3 or more of the past 7 days‡	83.2	79.5
Participated in moderate physical activity for at least 60 minutes per day on 5 or more of the past 7 days§	58.6	57.5
Played on one or more sports teams (past 12 months)	86.2	75.5

* 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

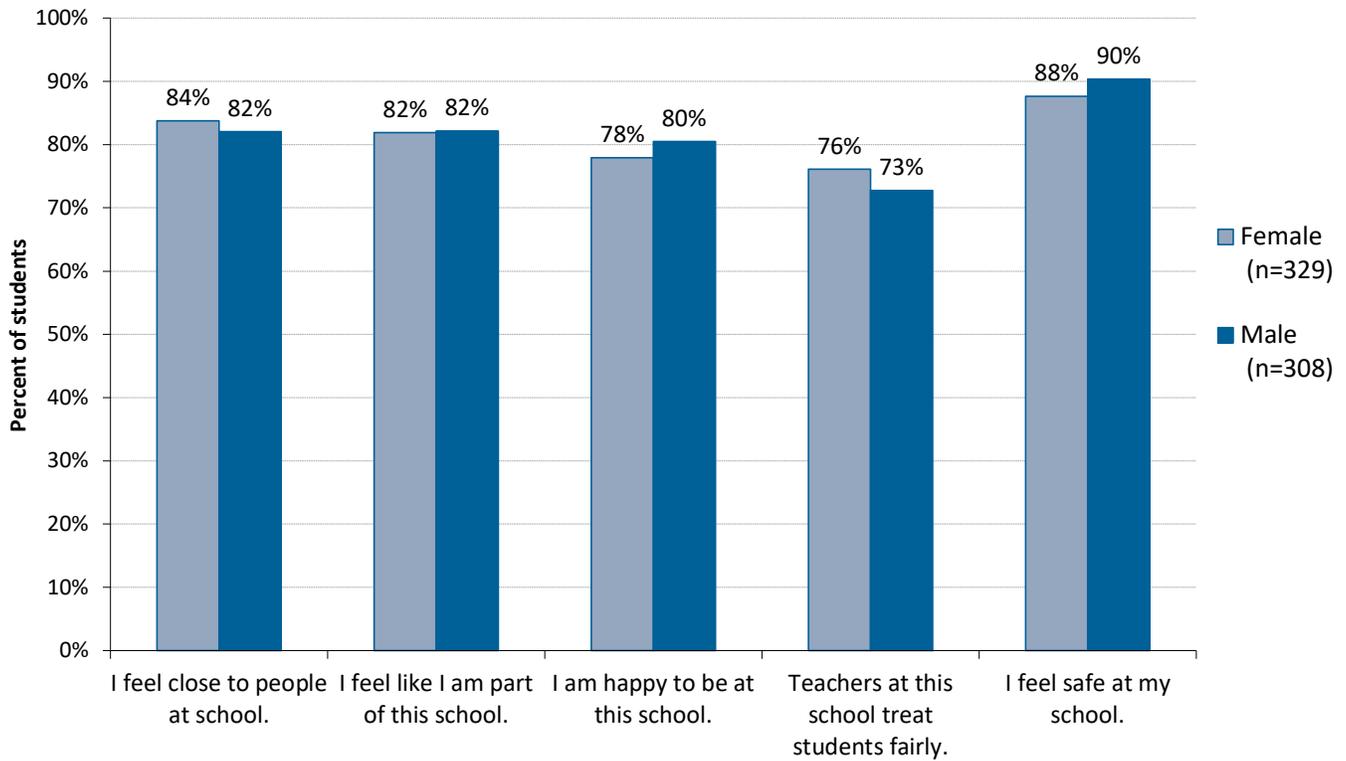
Section 7

Protective Factors

Figure 7-1A. School Attachment* by Sex, 2018

Wayland Middle School (Grades 6-8)

MetroWest Adolescent Health Survey

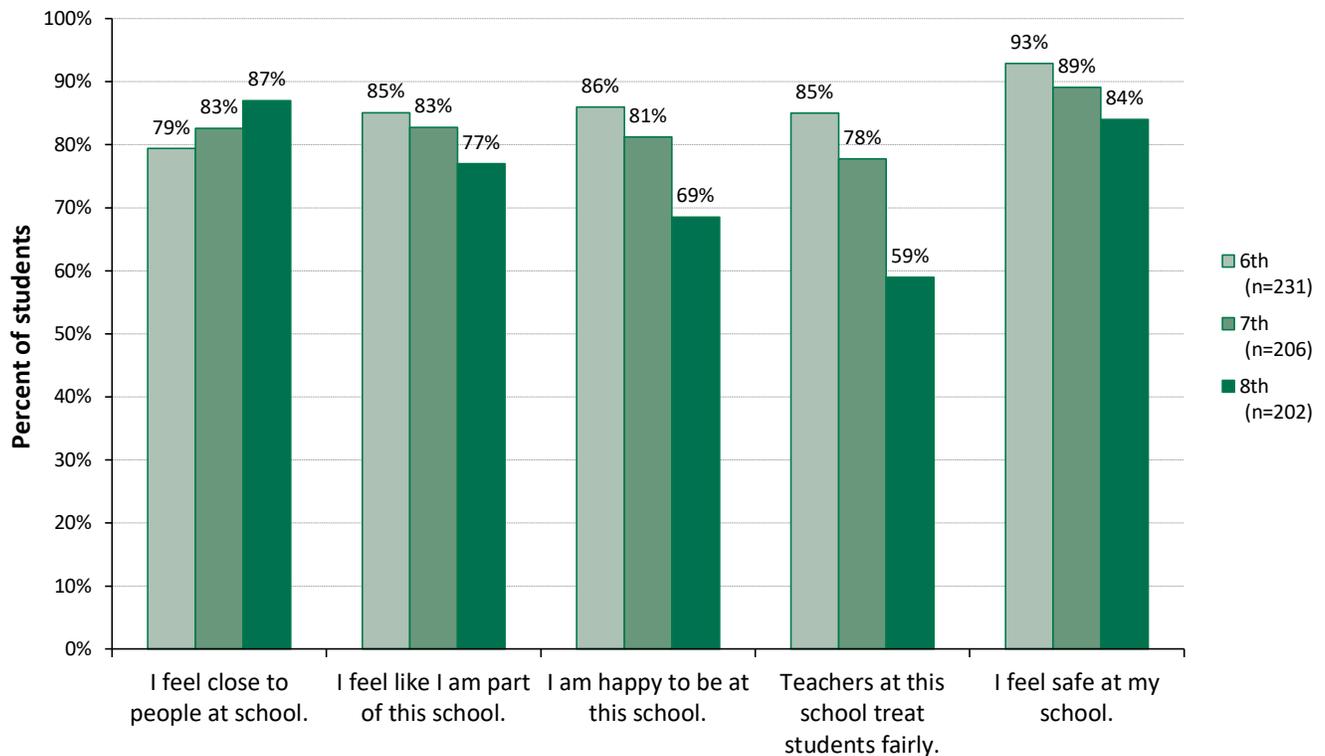


* Student responded "agree" or "strongly agree"

Figure 7-1B. School Attachment* by Grade, 2018

Wayland Middle School (Grades 6-8)

MetroWest Adolescent Health Survey

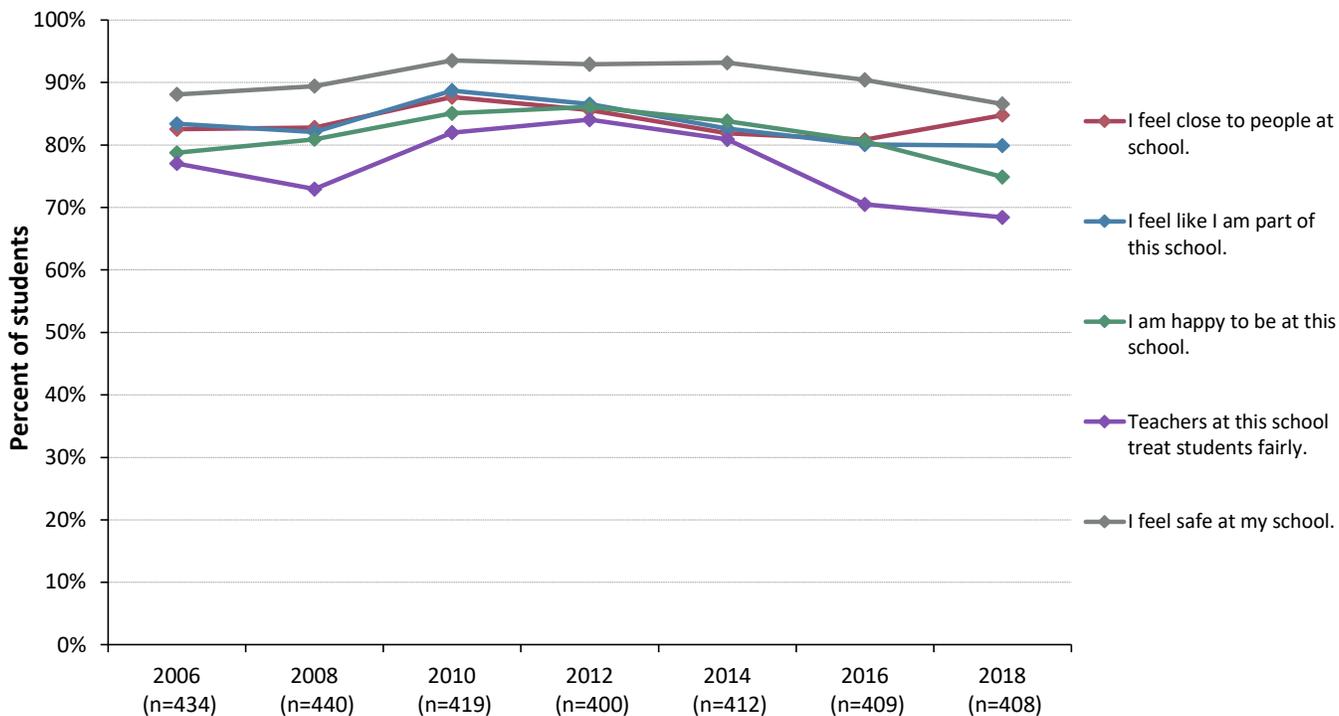


* Student responded "agree" or "strongly agree"

Figure 7-1C. Trends in School Attachment,* 2006-2018

Wayland Middle School (Grades 7-8)

MetroWest Adolescent Health Survey

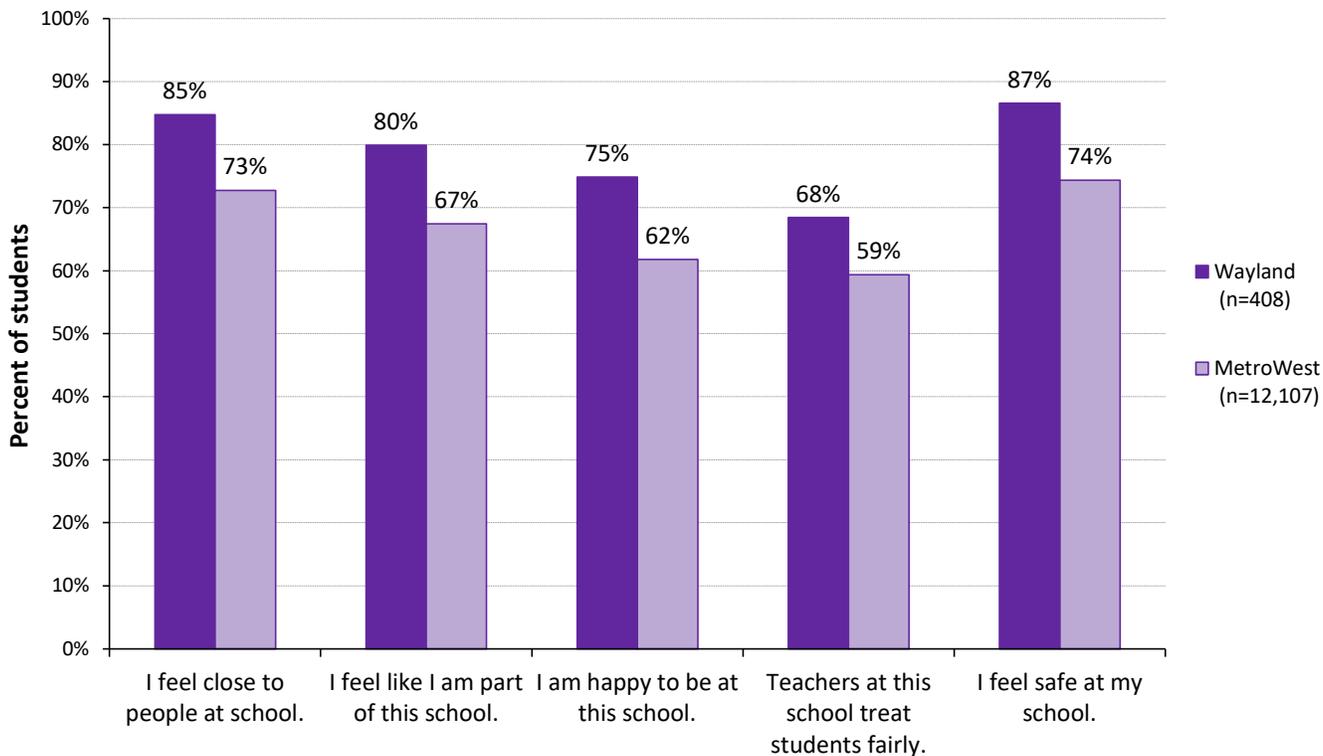


* Student responded "agree" or "strongly agree"

Figure 7-1D. School Attachment* at the District and Regional Levels, 2018

Wayland Middle School (Grades 7-8)

MetroWest Adolescent Health Survey



* Student responded "agree" or "strongly agree"

Figure 7-2A. Adult Support by Sex, 2018

Wayland Middle School (Grades 6-8)

MetroWest Adolescent Health Survey

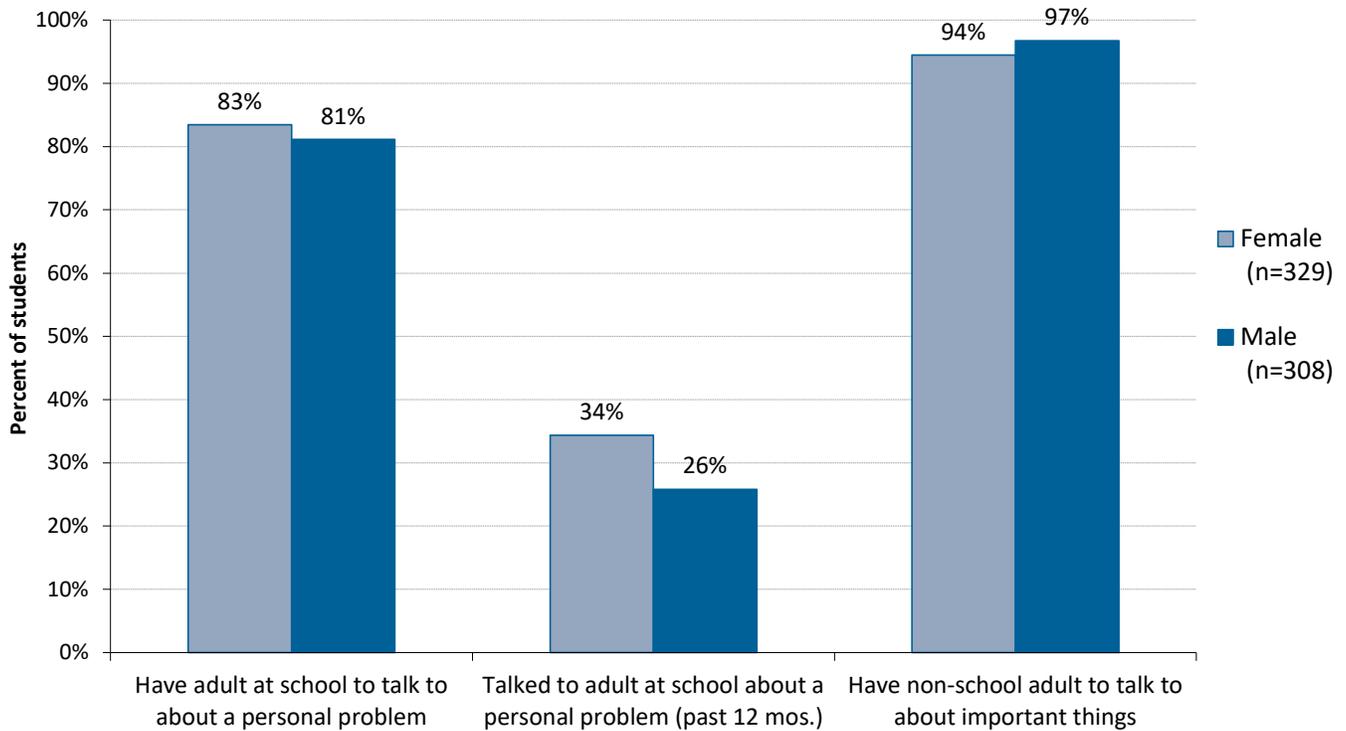


Figure 7-2B. Adult Support by Grade, 2018

Wayland Middle School (Grades 6-8)

MetroWest Adolescent Health Survey

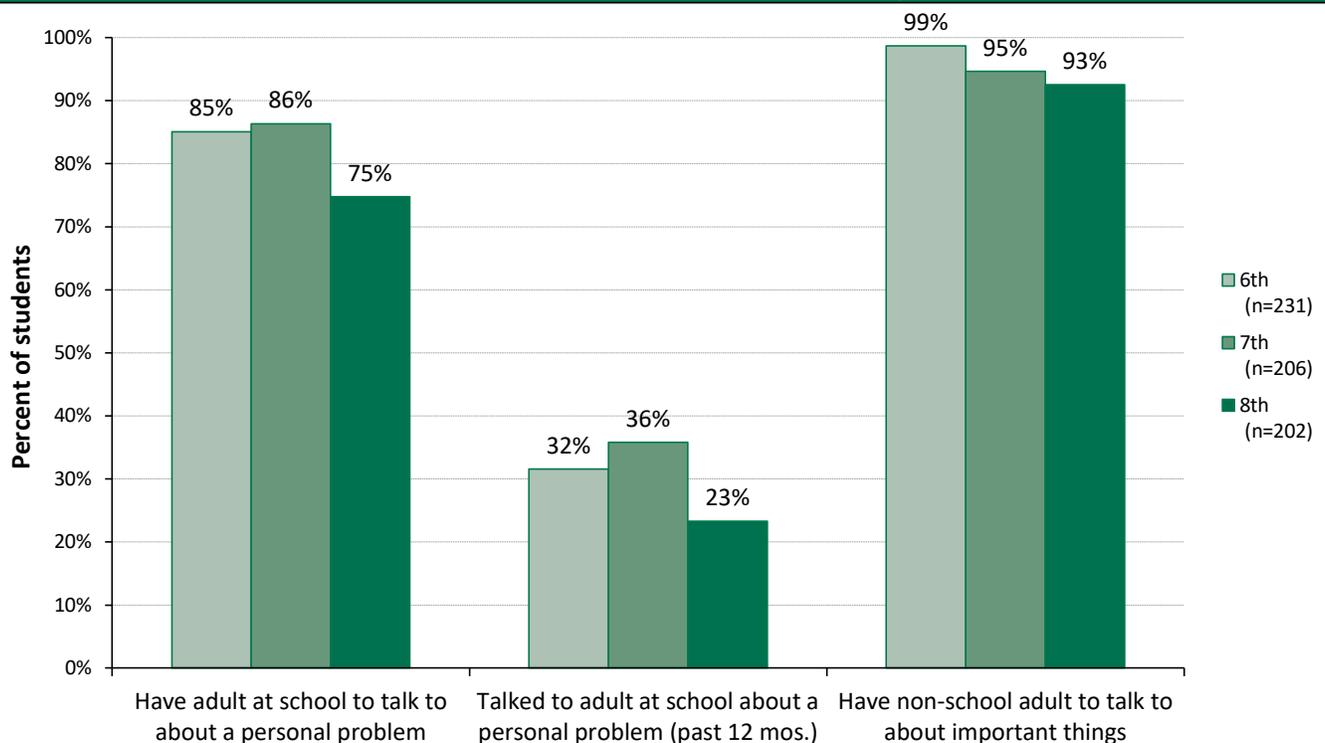


Figure 7-2C. Trends in Adult Support, 2006-2018

Wayland Middle School (Grades 7-8)

MetroWest Adolescent Health Survey

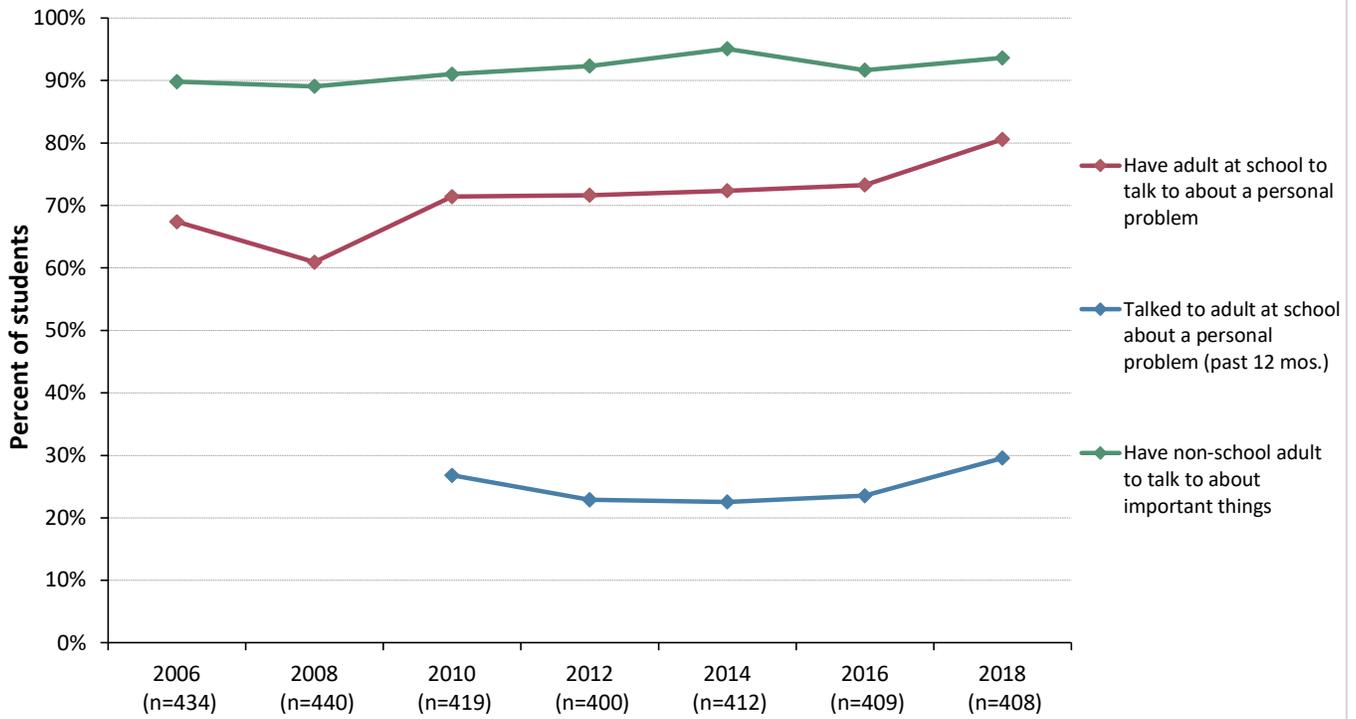


Figure 7-2D. Adult Support at the District and Regional Levels, 2018

Wayland Middle School (Grades 7-8)

MetroWest Adolescent Health Survey

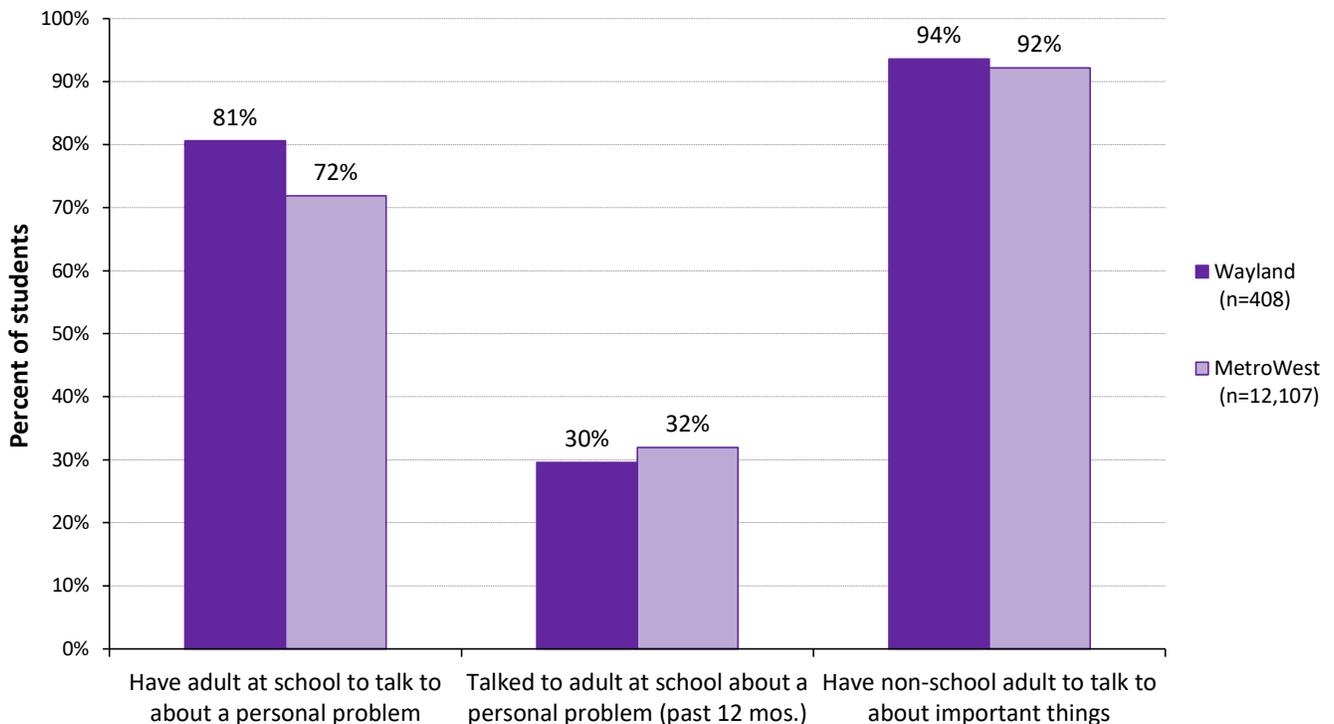
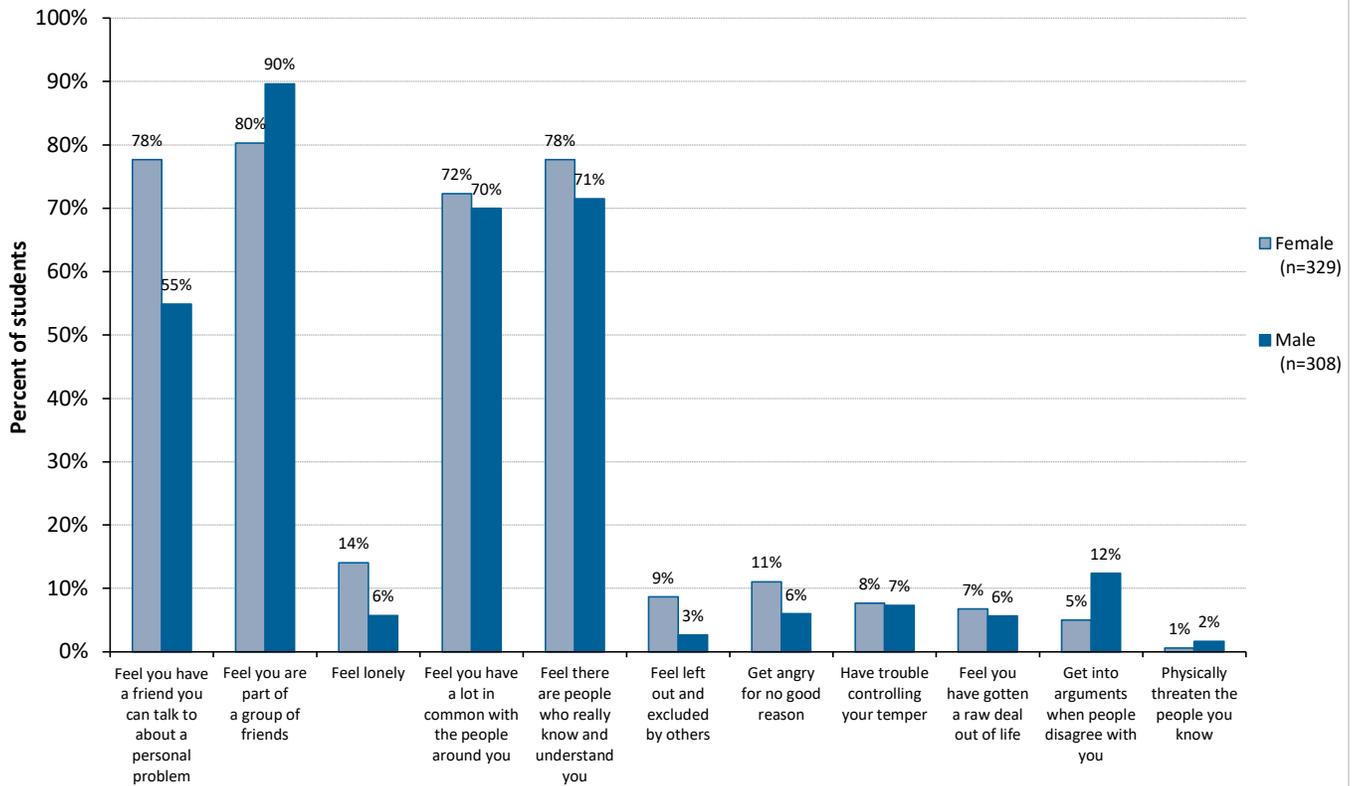
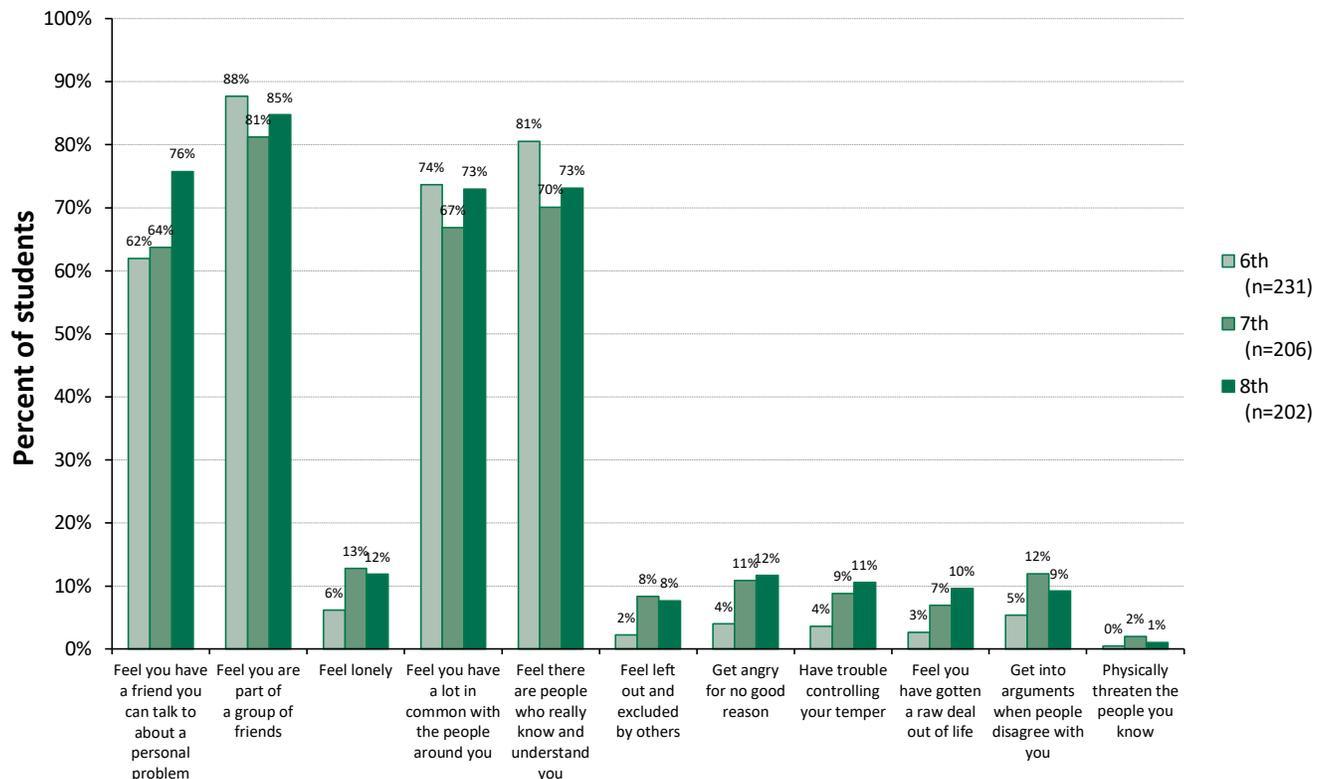


Figure 7-3A. Peer Support, Isolation, and Anger* by Sex, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey



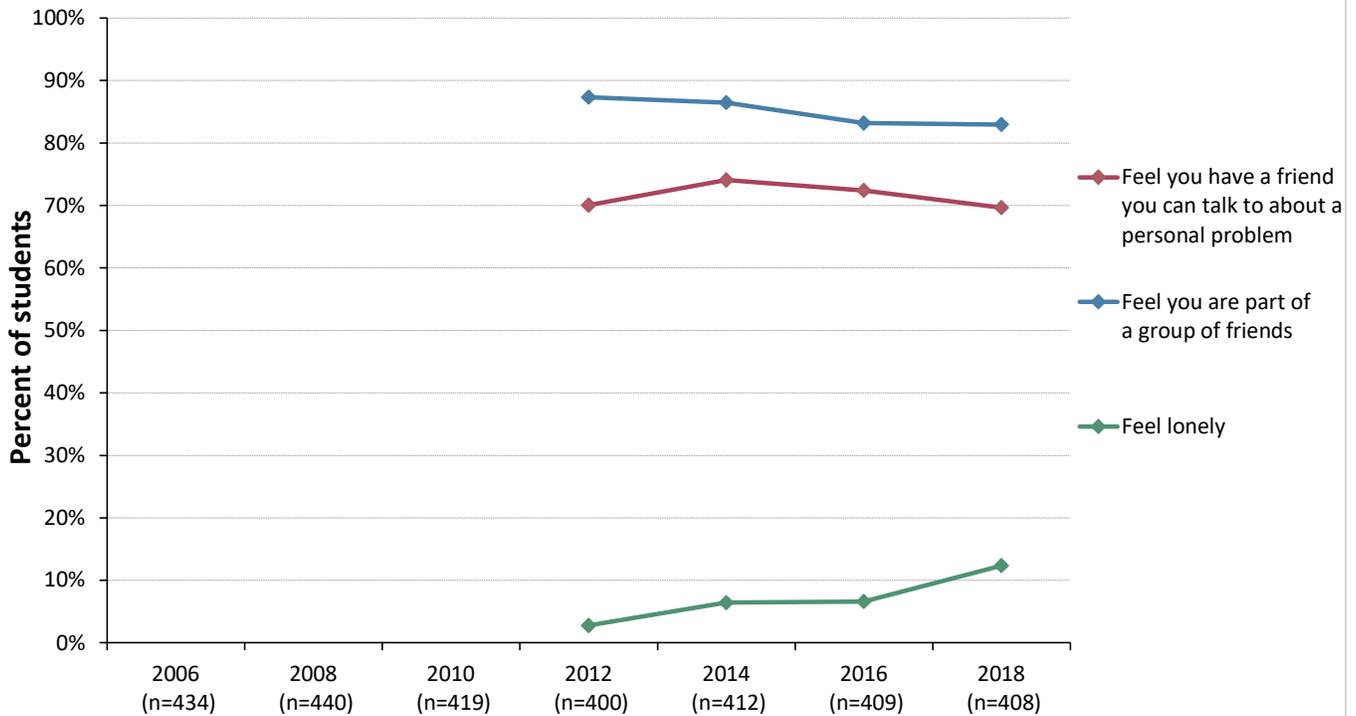
* Student responded "most of the time" or "all of the time"

Figure 7-3B. Peer Support, Isolation, and Anger* by Grade, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey



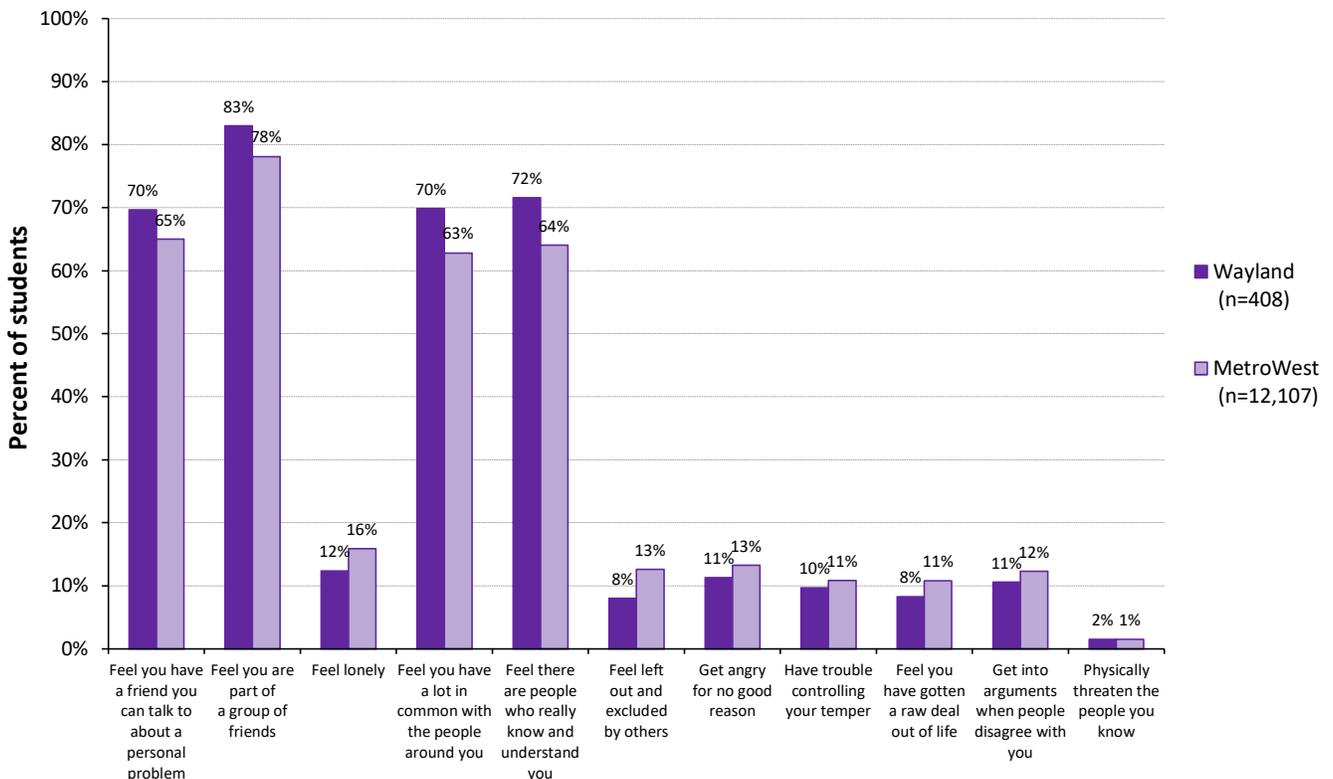
* Student responded "most of the time" or "all of the time"

Figure 7-3C. Trends in Peer Support, Isolation, and Anger,* 2012-2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey



* Student responded "most of the time" or "all of the time"

Figure 7-3D. Peer Support, Isolation, and Anger* at the District and Regional Levels, 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey

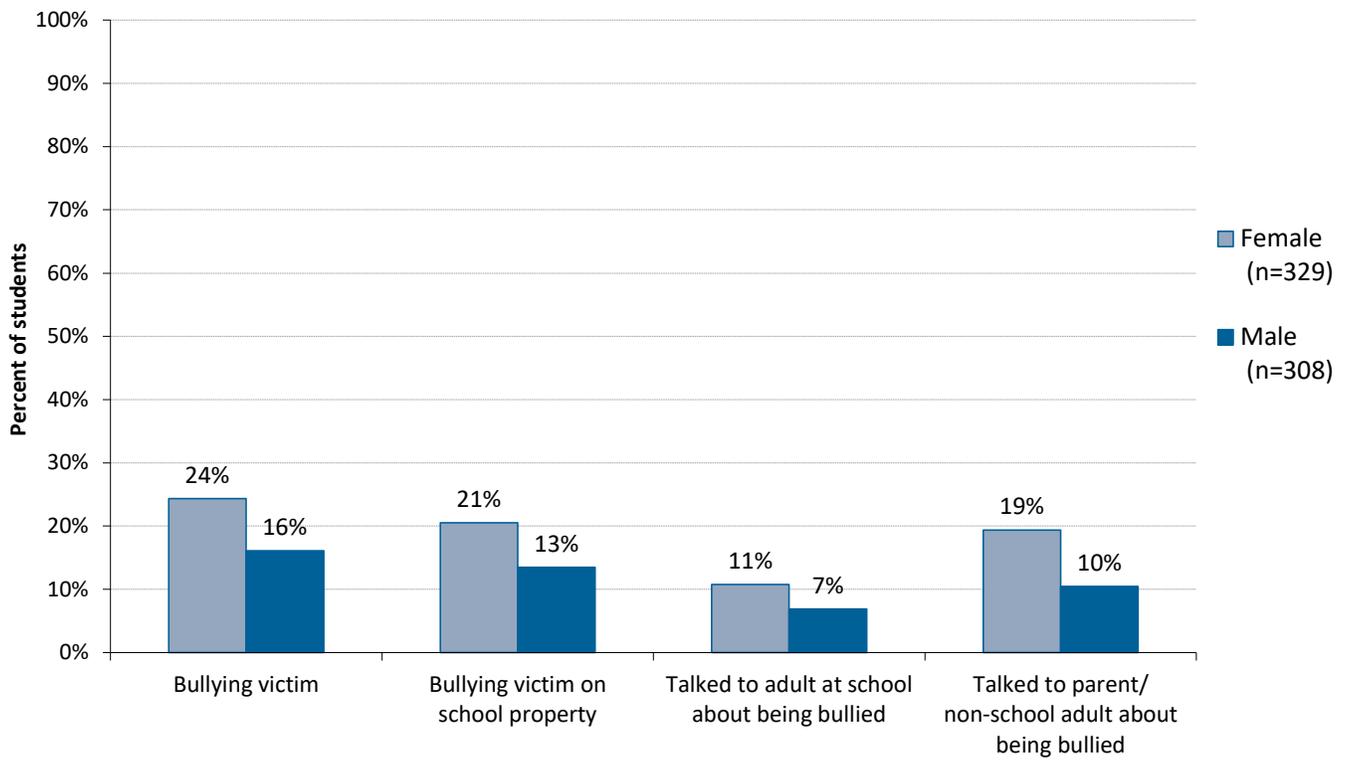


* Student responded "most of the time" or "all of the time"

Figure 7-4A. Bullying and Adult Support* by Sex, 2018

Wayland Middle School (Grades 6-8)

MetroWest Adolescent Health Survey

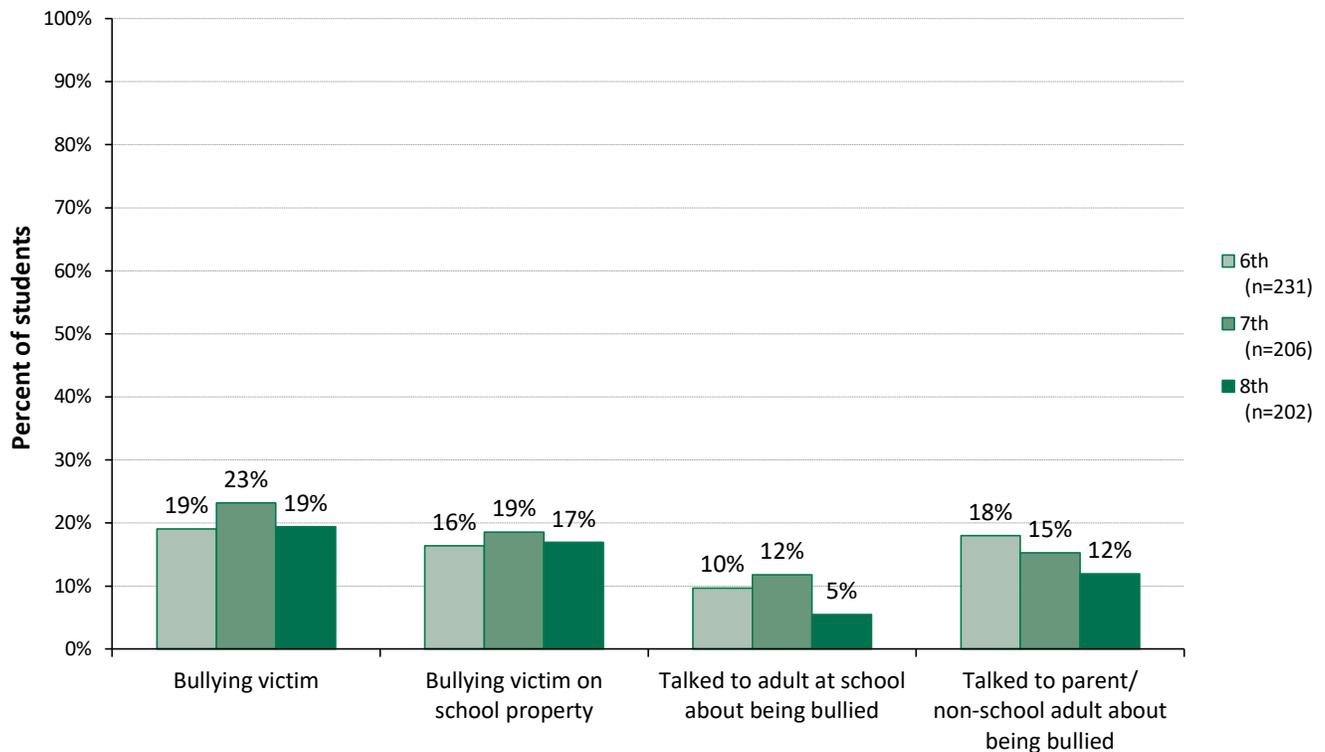


* In the past 12 months; bullying defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again

Figure 7-4B. Bullying and Adult Support* by Grade, 2018

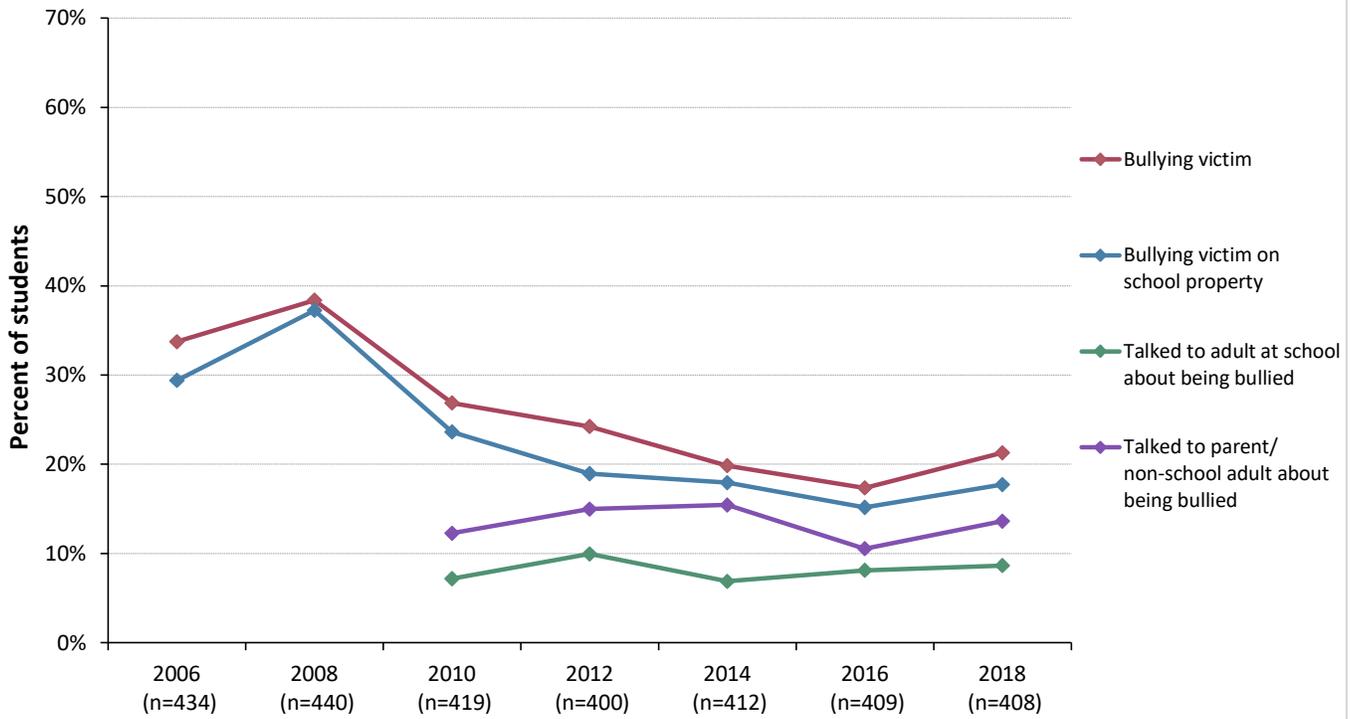
Wayland Middle School (Grades 6-8)

MetroWest Adolescent Health Survey



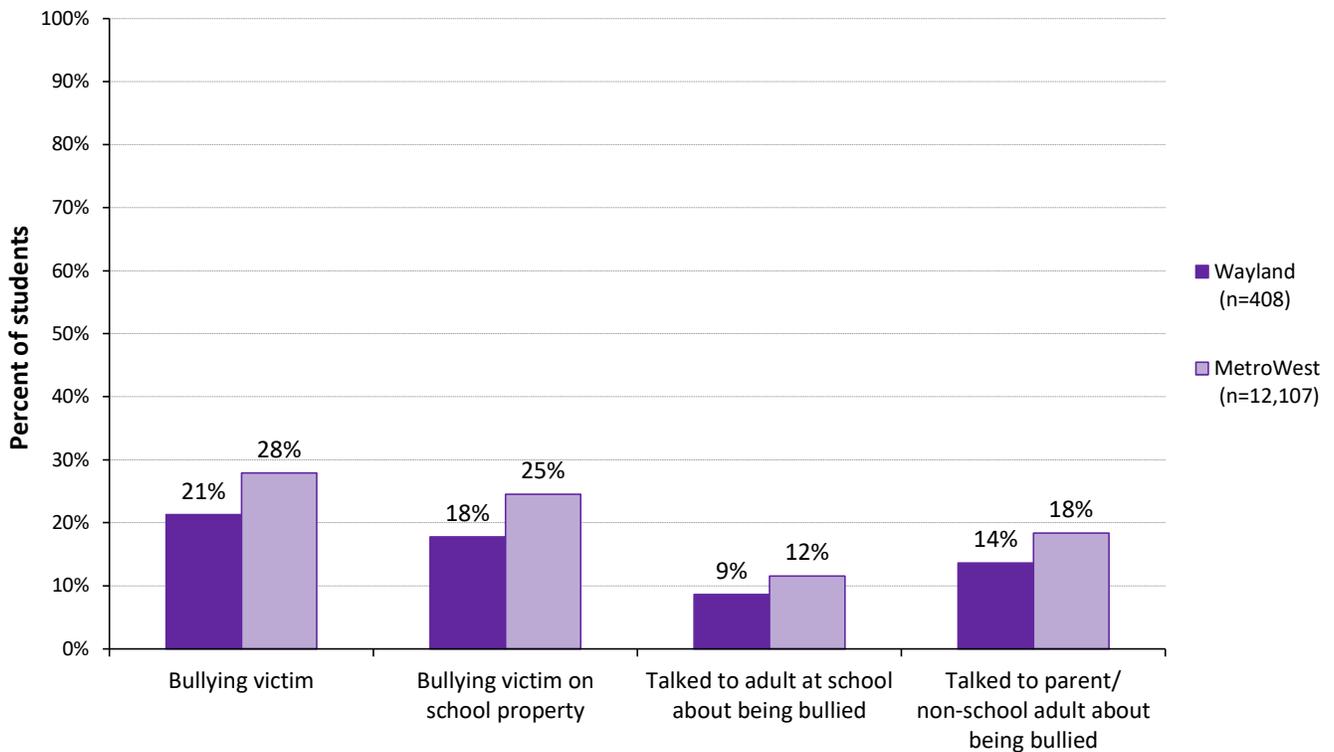
* In the past 12 months; bullying defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again

Figure 7-4C. Trends in Bullying and Adult Support,* 2006-2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey



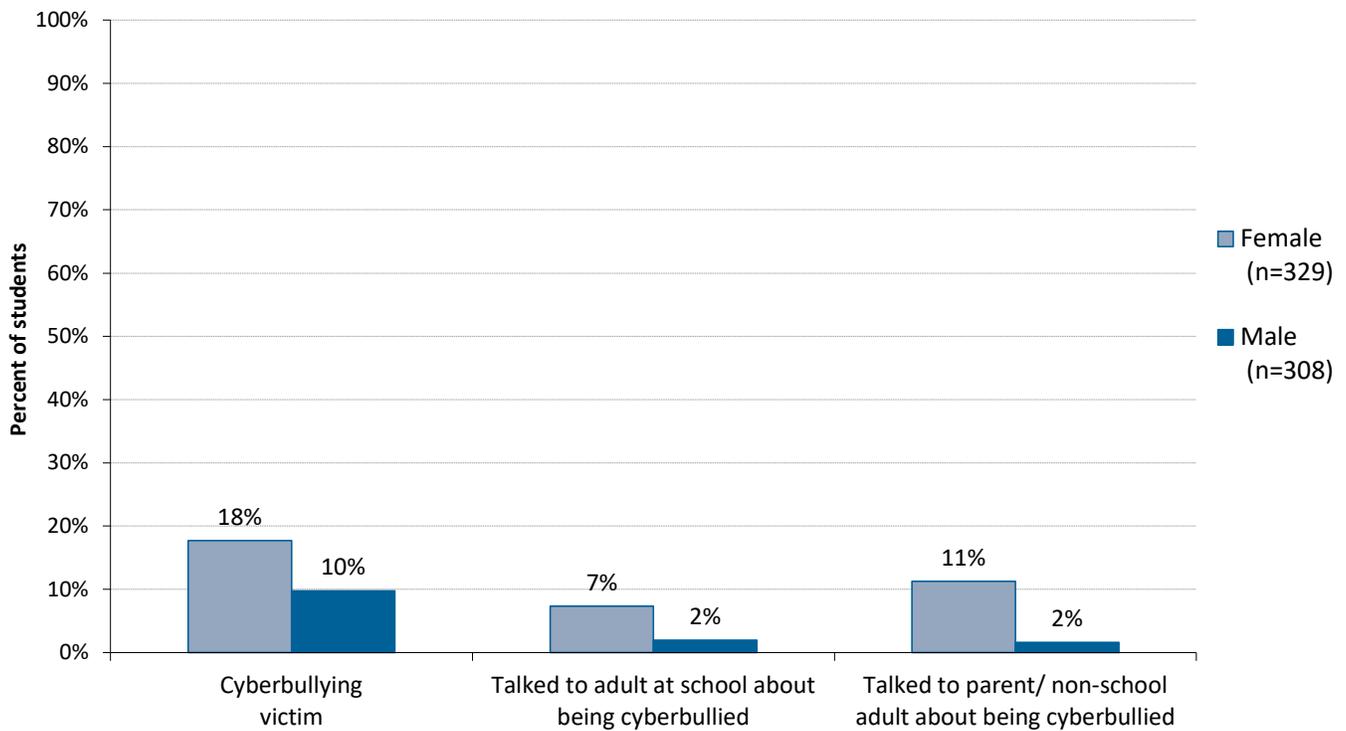
* In the past 12 months; bullying defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again

Figure 7-4D. Bullying and Adult Support* at the District and Regional Levels, 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey



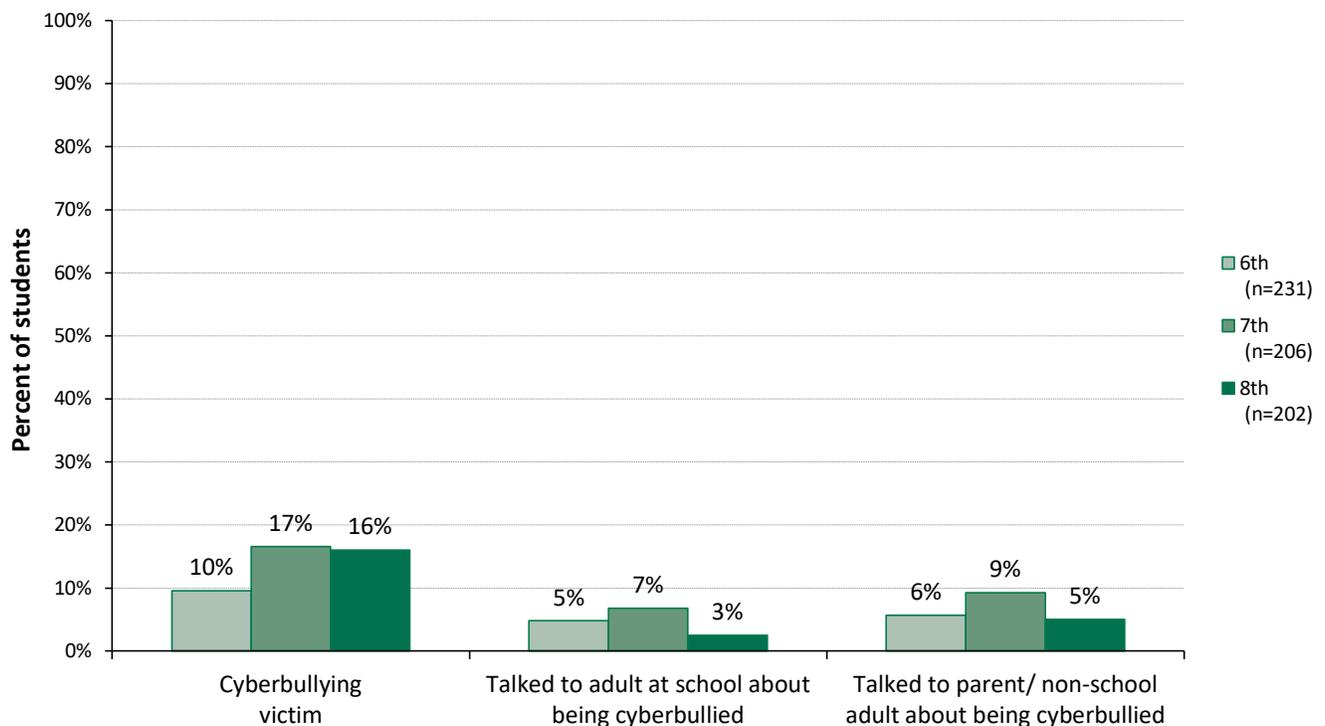
* In the past 12 months; bullying defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again

Figure 7-5A. Cyberbullying and Adult Support* by Sex, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey



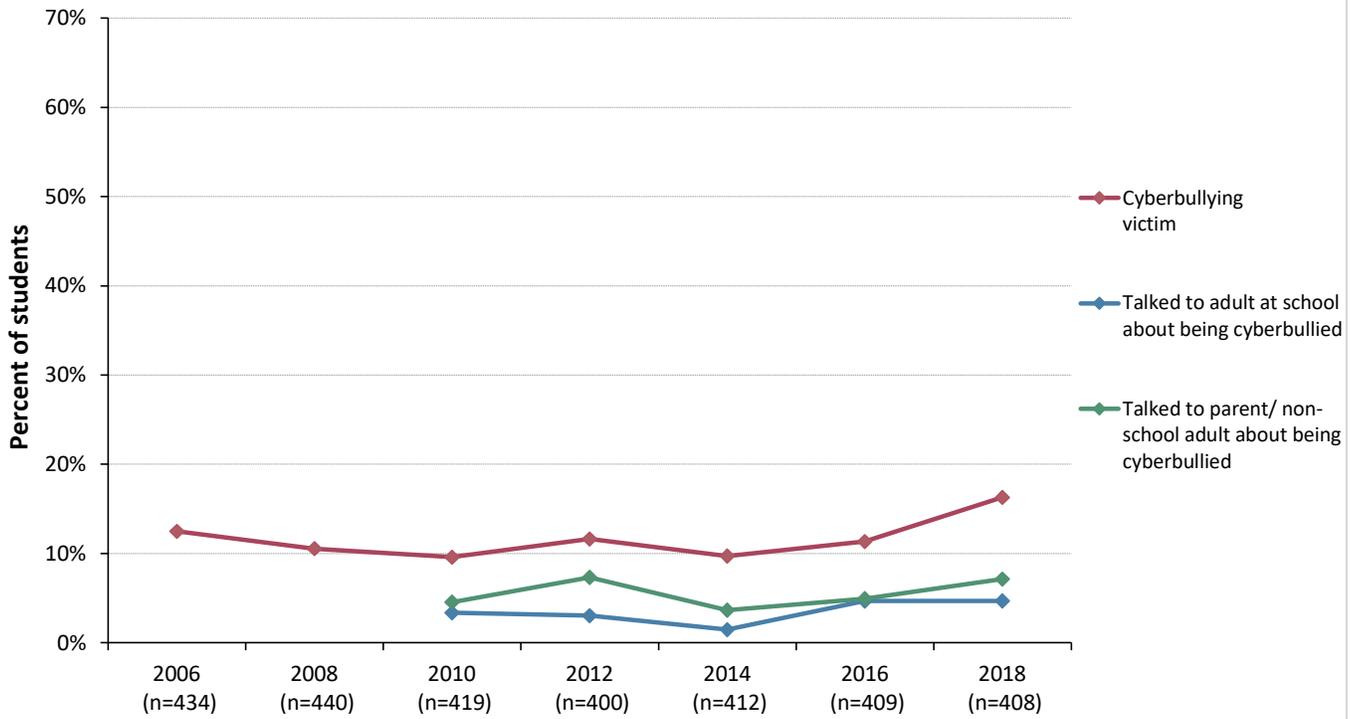
* In the past 12 months; cyberbullying defined as using the Internet, cell phones, or other electronic devices to bully, tease, threaten or spread rumors about someone

Figure 7-5B. Cyberbullying and Adult Support* by Grade, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey



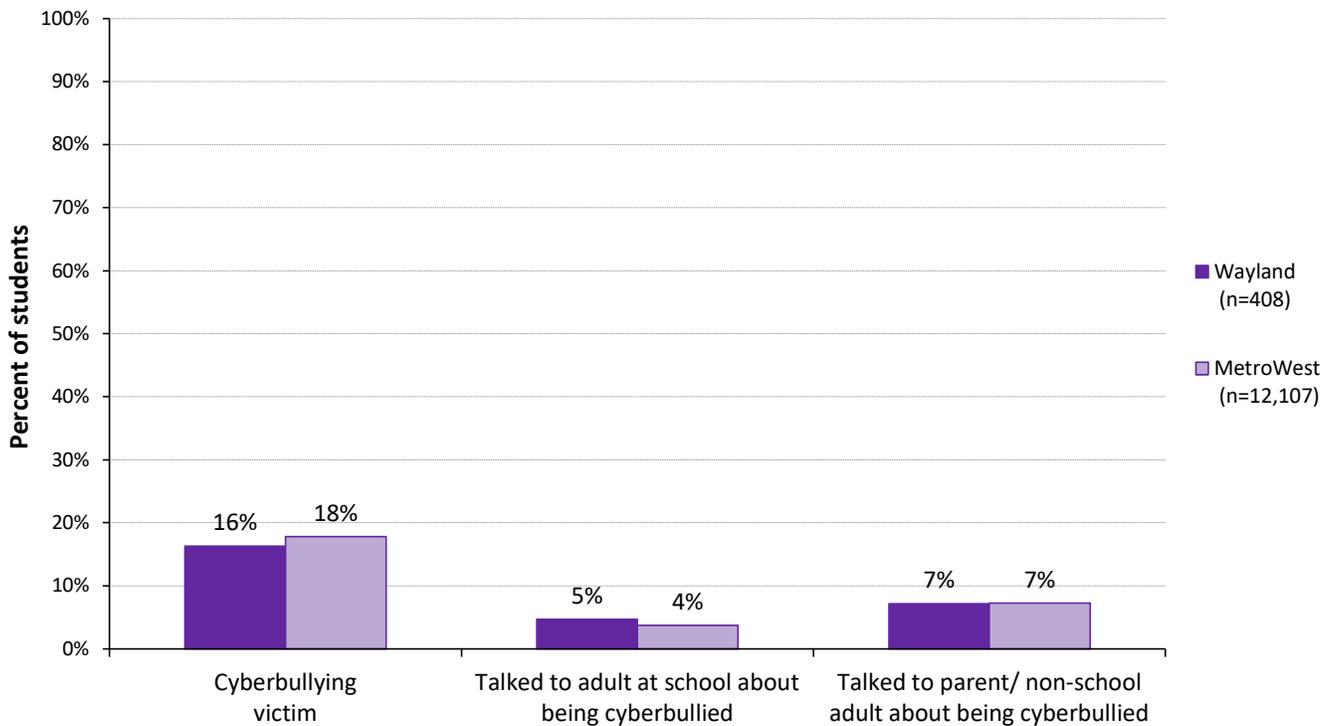
* In the past 12 months; cyberbullying defined as using the Internet, cell phones, or other electronic devices to bully, tease, threaten or spread rumors about someone

Figure 7-5C. Trends in Cyberbullying and Adult Support,* 2006-2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey



* 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 7-5D. Cyberbullying and Adult Support* at the District and Regional Levels, 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey

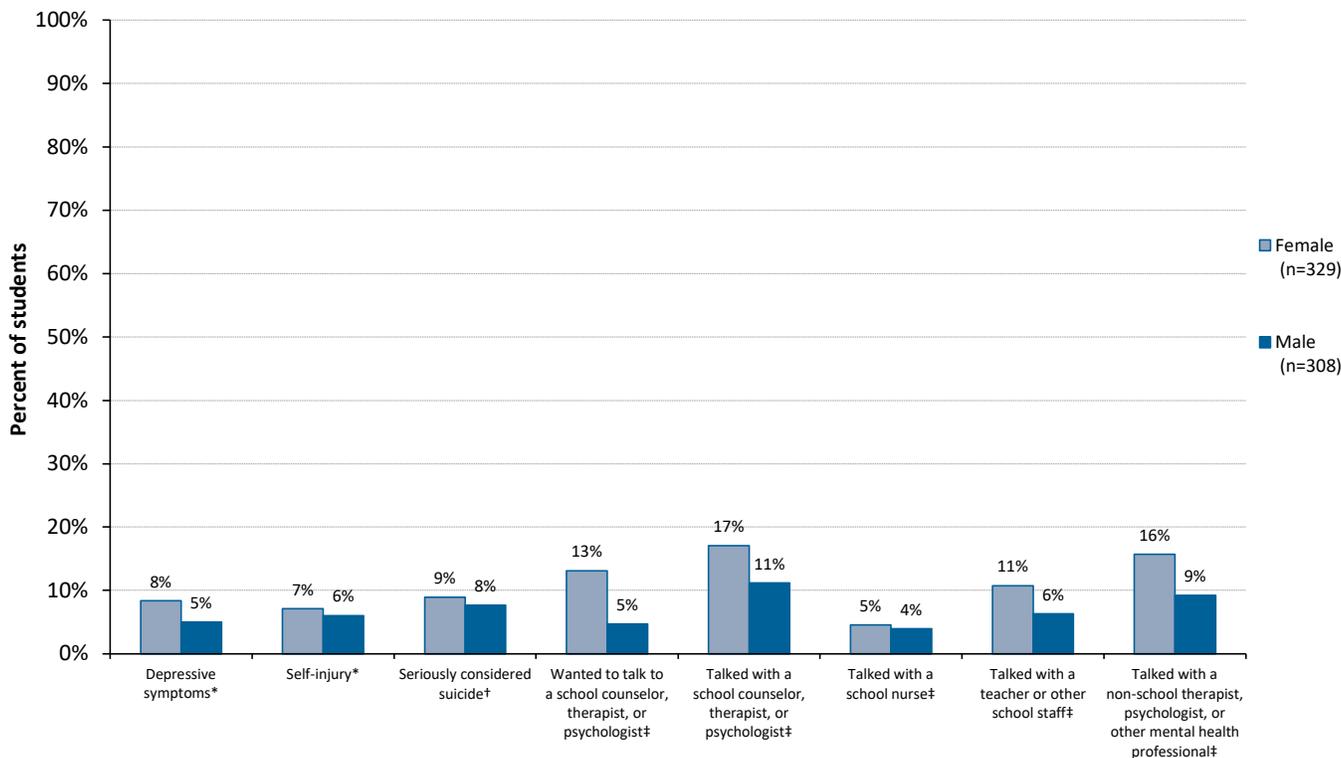


* In the past 12 months; cyberbullying defined as using the Internet, cell phones, or other electronic devices to bully, tease, threaten or spread rumors about someone

Figure 7-6A. Mental Health and Adult Support by Sex, 2018

Wayland Middle School (Grades 6-8)

MetroWest Adolescent Health Survey



* In the past 12 months

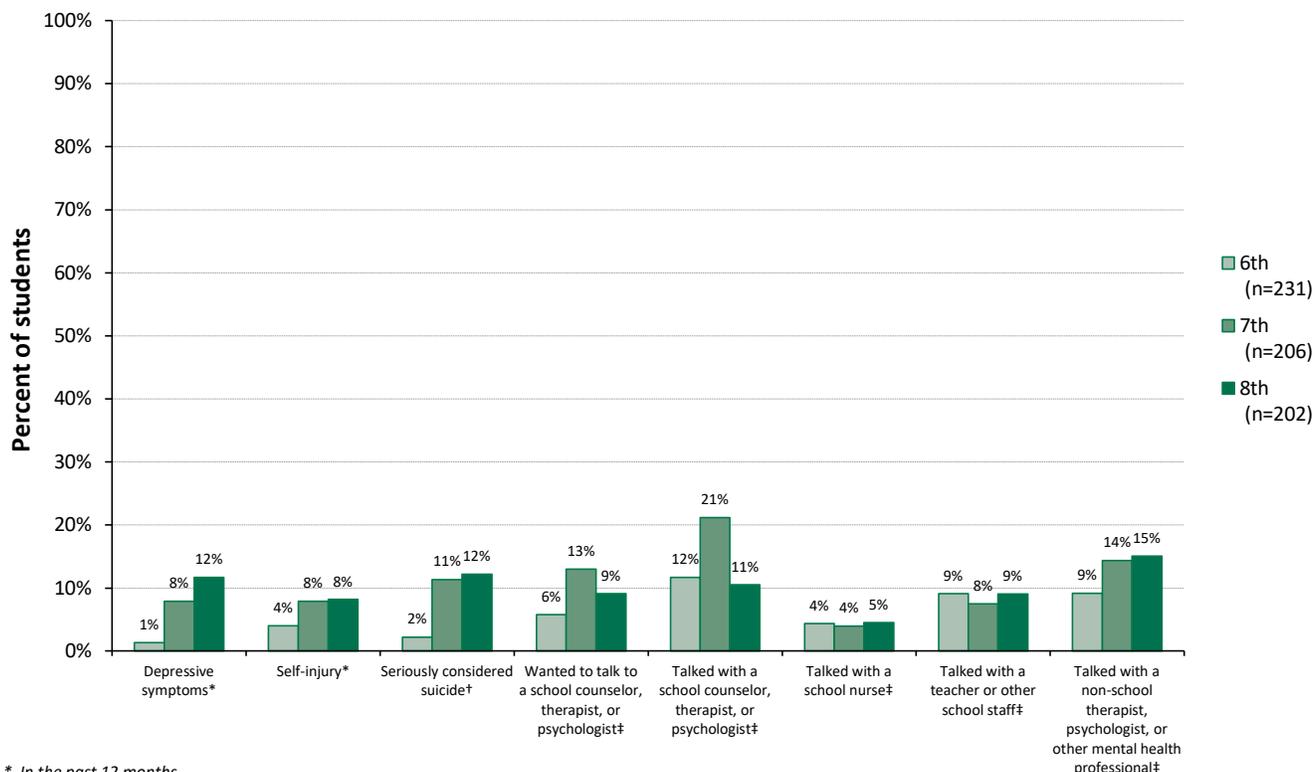
† One or more times in lifetime

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

Figure 7-6B. Mental Health and Adult Support by Grade, 2018

Wayland Middle School (Grades 6-8)

MetroWest Adolescent Health Survey

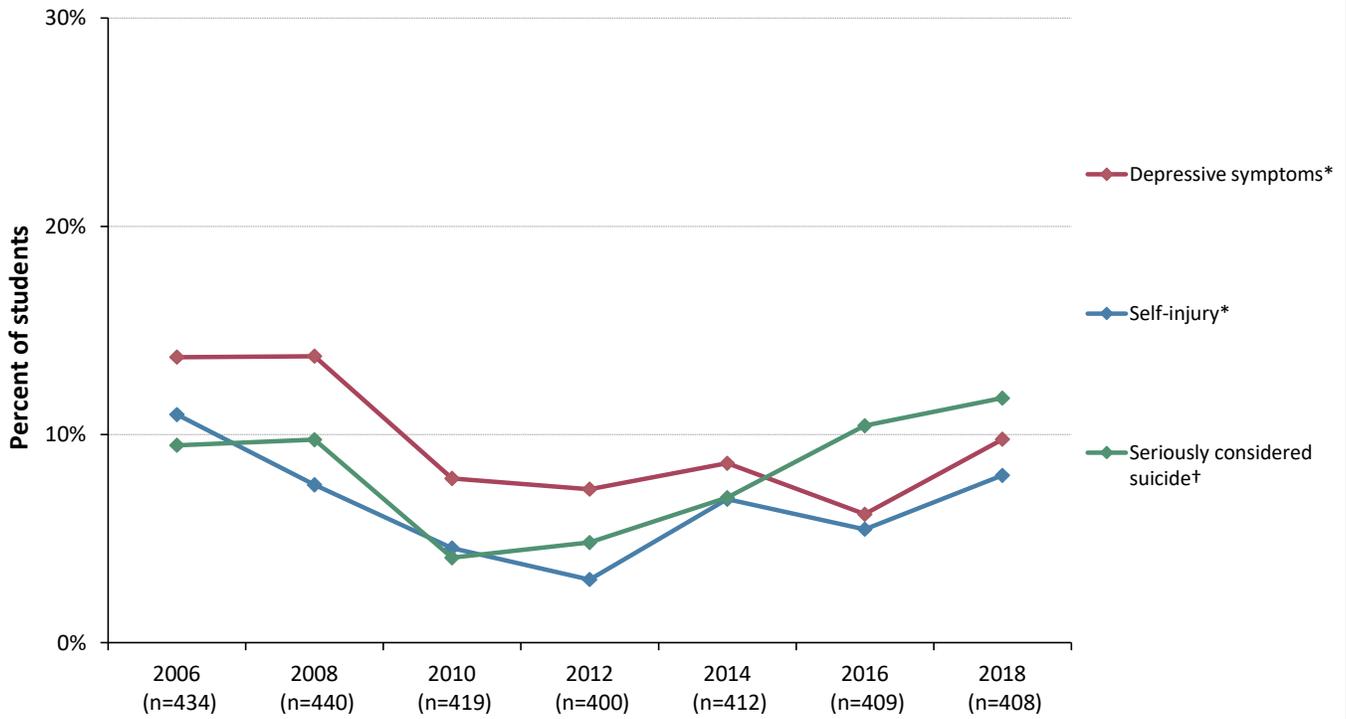


* In the past 12 months

† One or more times in lifetime

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

Figure 7-6C. Trends in Mental Health and Adult Support, 2006-2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey

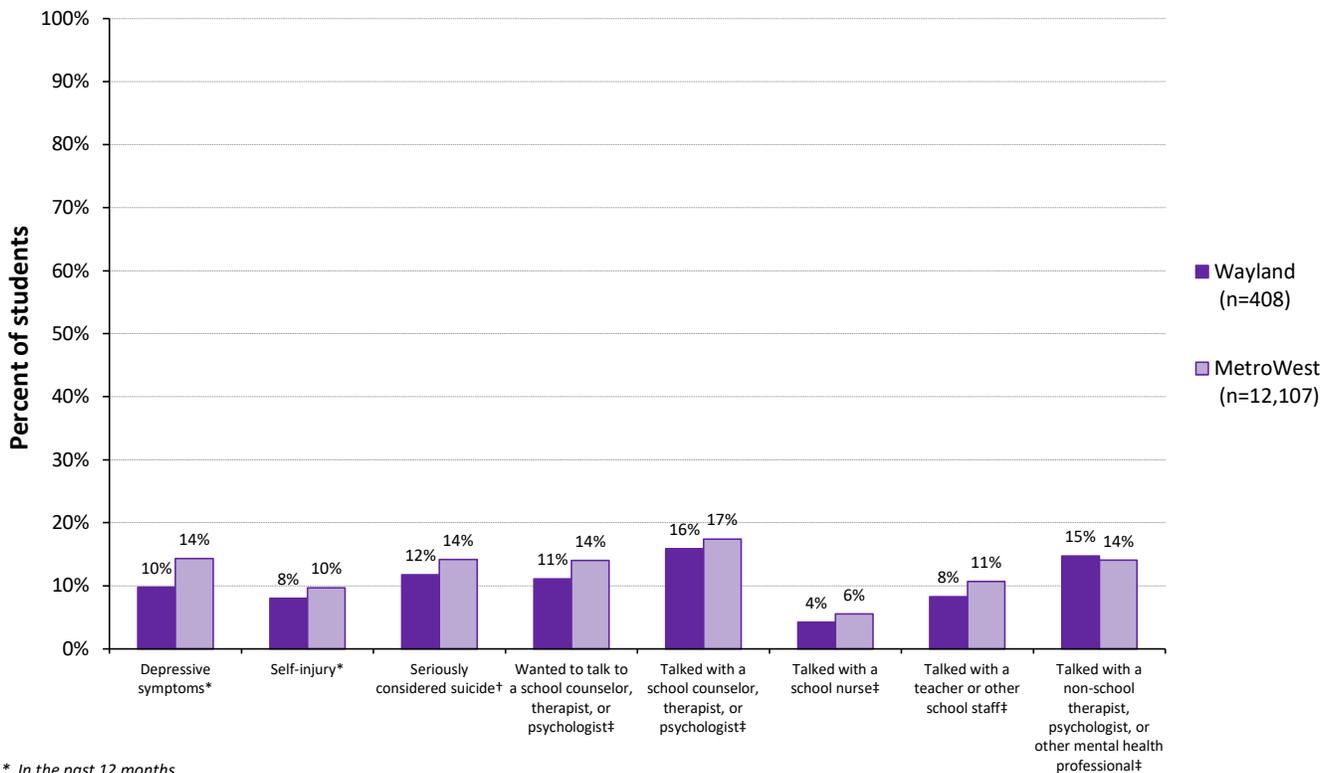


* In the past 12 months

† One or more times in lifetime

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

Figure 7-6D. Mental Health and Adult Support at the District and Regional Levels, 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey



* In the past 12 months

† One or more times in lifetime

‡ 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 Attachment, Adult Support, and Peer Support by Sex and Grade, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey, 2018

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>		
	(639)	Female (329)	Male (308)	6 th (231)	7 th (206)	8 th (202)
SCHOOL ATTACHMENT*						
I feel close to people at school.	82.8	83.7	82.1	79.4	82.6	87.0
I feel like I am part of this school.	81.8	81.9	82.2	85.1	82.8	77.0
I am happy to be at this school.	78.9	77.9	80.5	86.0	81.2	68.5
The teachers at this school treat students fairly.	74.4	76.1	72.8	85.0	77.7	59.0
I feel safe in my school.	88.8	87.7	90.4	92.9	89.1	84.0
ADULT SUPPORT AT SCHOOL						
Have at least one teacher/adult at school to talk to if you have a problem	82.2	83.4	81.1	85.1	86.3	74.8
Talked to a teacher/adult at school about a personal problem [†]	30.3	34.4	25.8	31.6	35.8	23.3
Talked to a teacher/adult at school about being bullied [†]	9.0	10.8	6.9	9.6	11.8	5.5
Talked to a teacher/adult at school about being cyberbullied [†]	4.7	7.3	2.0	4.8	6.8	2.5
Wanted to talk to a school counselor, school therapist, or school psychologist about emotional challenges or problems [†]	9.2	13.1	4.7	5.8	13.0	9.1
Talked with a school counselor, school therapist, or school psychologist about emotional challenges or problems [†]	14.4	17.1	11.2	11.7	21.2	10.5
Talked with a school nurse about emotional challenges or problems [†]	4.3	4.6	3.9	4.3	4.0	4.5
Talked with a teacher or other school staff about emotional challenges or problems [†]	8.6	10.8	6.3	9.1	7.5	9.0
ADULT SUPPORT OUTSIDE OF SCHOOL						
Ate dinner at home with parent(s)/guardian(s) on 5 or more days (past 7 days)	88.2	84.4	92.2	93.2	90.0	80.7
Have at least one parent/adult outside of school to talk to about things that are important to you	95.4	94.5	96.7	98.7	94.6	92.5
Talked to a parent/adult outside of school about being bullied [†]	15.2	19.4	10.5	18.0	15.3	11.9
Talked to a parent/adult outside of school about being cyberbullied [†]	6.6	11.3	1.6	5.7	9.2	5.0
Talked with a parent, relative, or other adult outside of school about emotional challenges or problems [†]	37.2	48.8	25.1	29.3	41.6	42.0
Talked with a therapist, psychologist, or other mental health professional outside of school about emotional challenges or problems [†]	12.7	15.7	9.2	9.2	14.4	15.1

* Student responded "agree" or "strongly agree"

† During the past 12 months

Table 7-1B. School Attachment, Adult Support, and Peer Support, 2006 - 2018

Wayland Middle School (Grades 7-8)

MetroWest Adolescent Health Survey, 2018

	Wayland (%)						
	2006 (434)	2008 (440)	2010 (419)	2012 (400)	2014 (412)	2016 (409)	2018 (408)
SCHOOL ATTACHMENT*							
I feel close to people at school.	82.5	82.8	87.7	85.6	81.9	80.8	84.8
I feel like I am part of this school.	83.4	82.1	88.7	86.5	82.6	80.1	79.9
I am happy to be at this school.	78.8	80.9	85.1	86.1	83.8	80.6	74.9
The teachers at this school treat students fairly.	77.0	72.9	82.0	84.1	80.9	70.5	68.4
I feel safe in my school.	88.1	89.4	93.5	92.9	93.2	90.4	86.6
ADULT SUPPORT AT SCHOOL							
Have at least one teacher/adult at school to talk to if you have a problem	67.4	60.9	71.4	71.6	72.4	73.3	80.6
Talked to a teacher/adult at school about a personal problem [†]	–	–	26.8	22.9	22.5	23.5	29.6
Talked to a teacher/adult at school about being bullied [†]	–	–	7.2	9.9	6.9	8.1	8.6
Talked to a teacher/adult at school about being cyberbullied [†]	–	–	3.4	3.0	1.5	4.7	4.7
Wanted to talk to a school counselor, school therapist, or school psychologist about emotional challenges or problems [†]	–	–	–	–	–	–	11.1
Talked with a school counselor, school therapist, or school psychologist about emotional challenges or problems [†]	–	–	–	–	–	–	15.9
Talked with a school nurse about emotional challenges or problems [†]	–	–	–	–	–	–	4.2
Talked with a teacher or other school staff about emotional challenges or problems [†]	–	–	–	–	–	–	8.3
ADULT SUPPORT OUTSIDE OF SCHOOL							
Ate dinner at home with parent(s)/guardian(s) on 5 or more days (past 7 days)	–	–	–	86.5	89.7	81.5	85.4
Have at least one parent/adult outside of school to talk to about things that are important to you	89.8	89.1	91.0	92.3	95.1	91.7	93.6
Talked to a parent/adult outside of school about being bullied [†]	–	–	12.3	15.0	15.4	10.5	13.6
Talked to a parent/adult outside of school about being cyberbullied [†]	–	–	4.6	7.3	3.7	4.9	7.1
Talked with a parent, relative, or other adult outside of school about emotional challenges or problems [†]	–	–	–	–	–	–	41.8
Talked with a therapist, psychologist, or other mental health professional outside of school about emotional challenges or problems [†]	–	–	–	–	–	–	14.7

* Student responded "agree" or "strongly agree"

† During the past 12 months

Table 7-1C. School Attachment, Adult Support, and Peer Support at the District and Regional Levels, 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	Wayland 2018 MWAHS	MetroWest Region 2018 MWAHS
	<i>(408)</i>	<i>(12,107)</i>
SCHOOL ATTACHMENT*		
I feel close to people at school.	84.8	72.7
I feel like I am part of this school.	79.9	67.4
I am happy to be at this school.	74.9	61.8
The teachers at this school treat students fairly.	68.4	59.3
I feel safe in my school.	86.6	74.3
ADULT SUPPORT AT SCHOOL		
Have at least one teacher/adult at school to talk to if you have a problem	80.6	71.9
Talked to a teacher/adult at school about a personal problem [†]	29.6	31.9
Talked to a teacher/adult at school about being bullied [†]	8.6	11.5
Talked to a teacher/adult at school about being cyberbullied [†]	4.7	3.7
Wanted to talk to a school counselor, school therapist, or school psychologist about emotional challenges or problems [†]	11.1	14.0
Talked with a school counselor, school therapist, or school psychologist about emotional challenges or problems [†]	15.9	17.4
Talked with a school nurse about emotional challenges or problems [†]	4.2	5.5
Talked with a teacher or other school staff about emotional challenges or problems [†]	8.3	10.7
ADULT SUPPORT OUTSIDE OF SCHOOL		
Ate dinner at home with parent(s)/guardian(s) on 5 or more days (past 7 days)	85.4	83.0
Have at least one parent/adult outside of school to talk to about things that are important to you	93.6	92.2
Talked to a parent/adult outside of school about being bullied [†]	13.6	18.3
Talked to a parent/adult outside of school about being cyberbullied [†]	7.1	7.2
Talked with a parent, relative, or other adult outside of school about emotional challenges or problems [†]	41.8	43.1
Talked with a therapist, psychologist, or other mental health professional outside of school about emotional challenges or problems [†]	14.7	14.1

* Student responded "agree" or "strongly agree"

† During the past 12 months

Table 7-2A. Peer Support, Isolation, and Anger by Sex and Grade, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey, 2018

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>		
	(639)	Female (329)	Male (308)	6 th (231)	7 th (206)	8 th (202)
PEER SUPPORT, ISOLATION, AND ANGER*						
Feel you have a friend you can talk to about a personal problem	66.9	77.7	54.8	61.9	63.7	75.8
Feel you are part of a group of friends	84.7	80.3	89.6	87.7	81.2	84.8
Feel lonely	10.1	14.1	5.8	6.2	12.8	11.9
Feel you have a lot in common with the people around you	71.2	72.3	70.0	73.7	66.8	73.0
Feel there are people who really know you and understand you	74.8	77.7	71.5	80.5	70.1	73.1
Feel left out and excluded by others	5.9	8.7	2.7	2.2	8.4	7.7
Get angry for no good reason	8.6	11.1	6.0	4.0	10.8	11.7
Have trouble controlling your temper	7.5	7.7	7.3	3.6	8.8	10.6
Feel you have gotten a raw deal out of life	6.2	6.8	5.7	2.7	6.9	9.6
Get into arguments hen people disagree with you	8.7	5.0	12.4	5.4	11.9	9.2
Physically threaten the people you know	1.1	0.6	1.7	0.4	2.0	1.0

* Answered either "often" or "very often"

Table 7-2B. Peer Support, Isolation, and Anger, 2006 - 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	Wayland (%)						
	2006 (434)	2008 (440)	2010 (419)	2012 (400)	2014 (412)	2016 (409)	2018 (408)
PEER SUPPORT, ISOLATION, AND ANGER*							
Feel you have a friend you can talk to about a personal problem	–	–	–	70.1	74.1	72.4	69.7
Feel you are part of a group of friends	–	–	–	87.3	86.5	83.2	83.0
Feel lonely	–	–	–	2.8	6.4	6.6	12.3
Feel you have a lot in common with the people around you	–	–	–	–	–	–	69.8
Feel there are people who really know you and understand you	–	–	–	–	–	–	71.6
Feel left out and excluded by others	–	–	–	–	–	–	8.0
Get angry for no good reason	–	–	–	–	–	–	11.3
Have trouble controlling your temper	–	–	–	–	–	–	9.7
Feel you have gotten a raw deal out of life	–	–	–	–	–	–	8.3
Get into arguments hen people disagree with you	–	–	–	–	–	–	10.6
Physically threaten the people you know	–	–	–	–	–	–	1.5

* Answered either "often" or "very often"

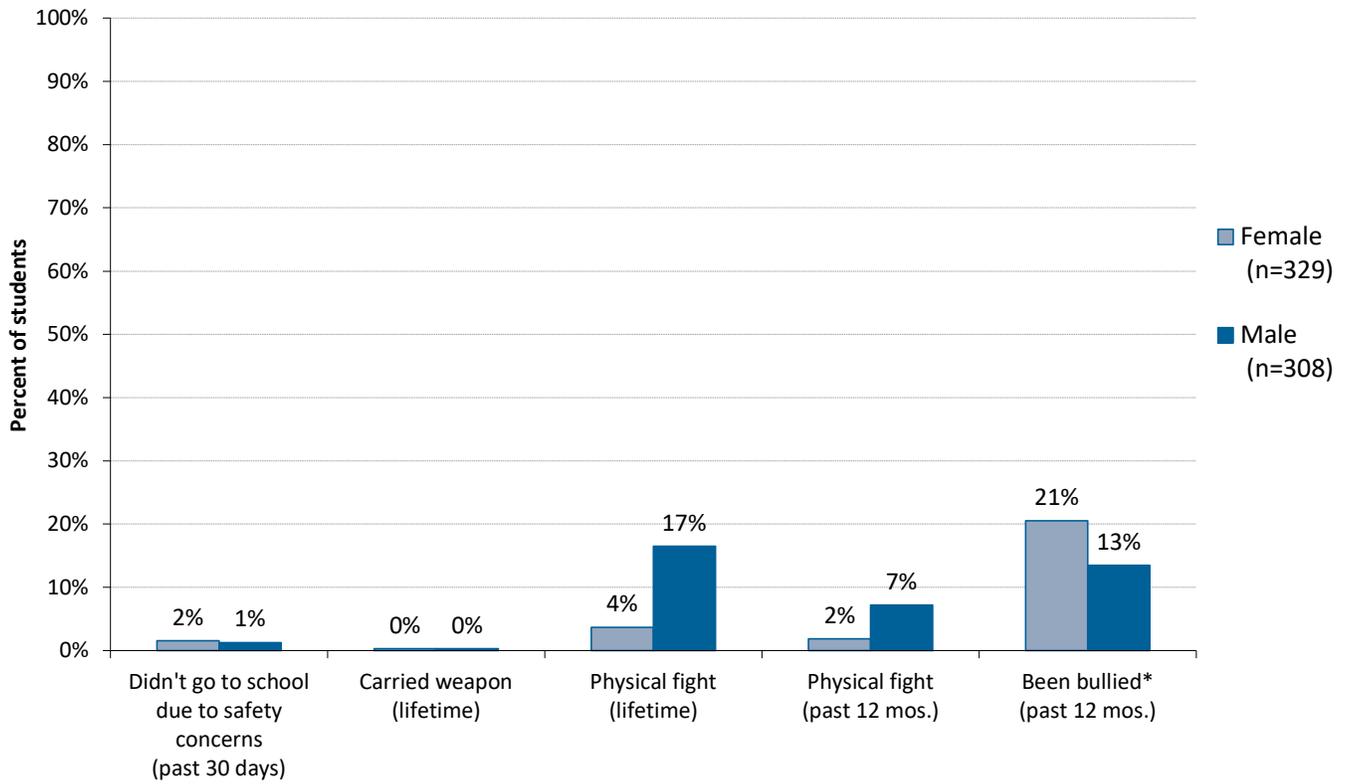
Table 7-2C. Peer Support, Isolation, and Anger at the District and Regional Levels, 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	Wayland 2018 MWAHS	MetroWest Region 2018 MWAHS
	<i>(408)</i>	<i>(12,107)</i>
<i>PEER SUPPORT, ISOLATION, AND ANGER*</i>		
Feel you have a friend you can talk to about a personal problem	69.7	65.0
Feel you are part of a group of friends	83.0	78.1
Feel lonely	12.3	15.9
Feel you have a lot in common with the people around you	69.8	62.8
Feel there are people who really know you and understand you	71.6	64.0
Feel left out and excluded by others	8.0	12.6
Get angry for no good reason	11.3	13.2
Have trouble controlling your temper	9.7	10.8
Feel you have gotten a raw deal out of life	8.3	10.8
Get into arguments hen people disagree with you	10.6	12.3
Physically threaten the people you know	1.5	1.5

* Answered either "often" or "very often"

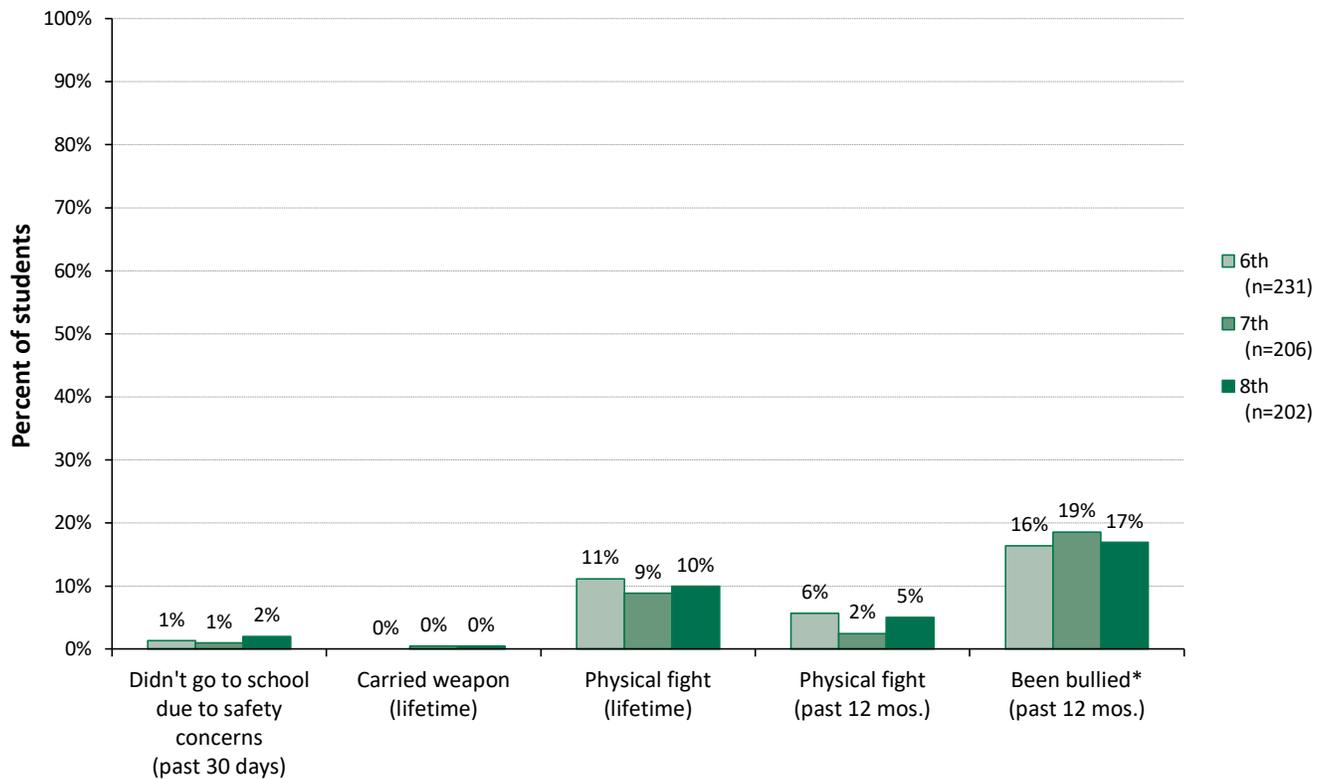
Section 8
Risk Behaviors on School Property

Figure 8-1A. Violence and Bullying* on School Property by Sex, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey



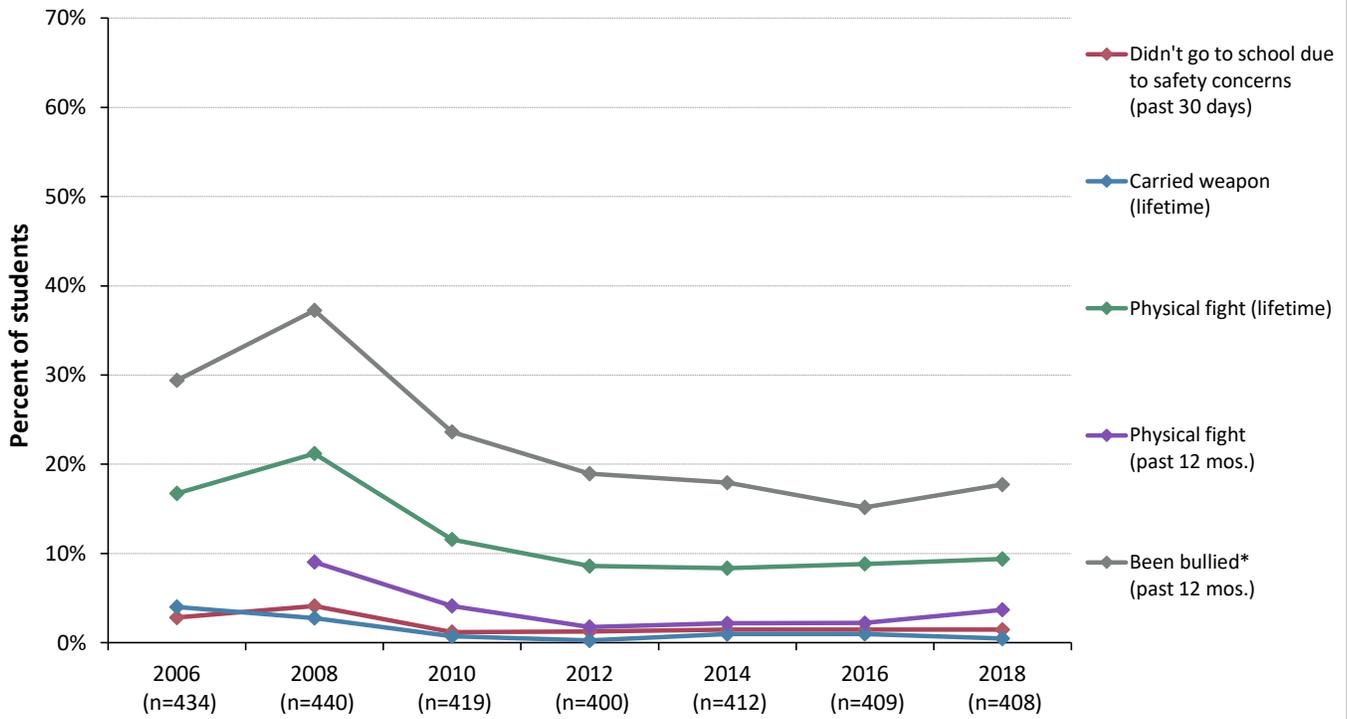
* Defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again

Figure 8-1B. Violence and Bullying* on School Property by Grade, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey



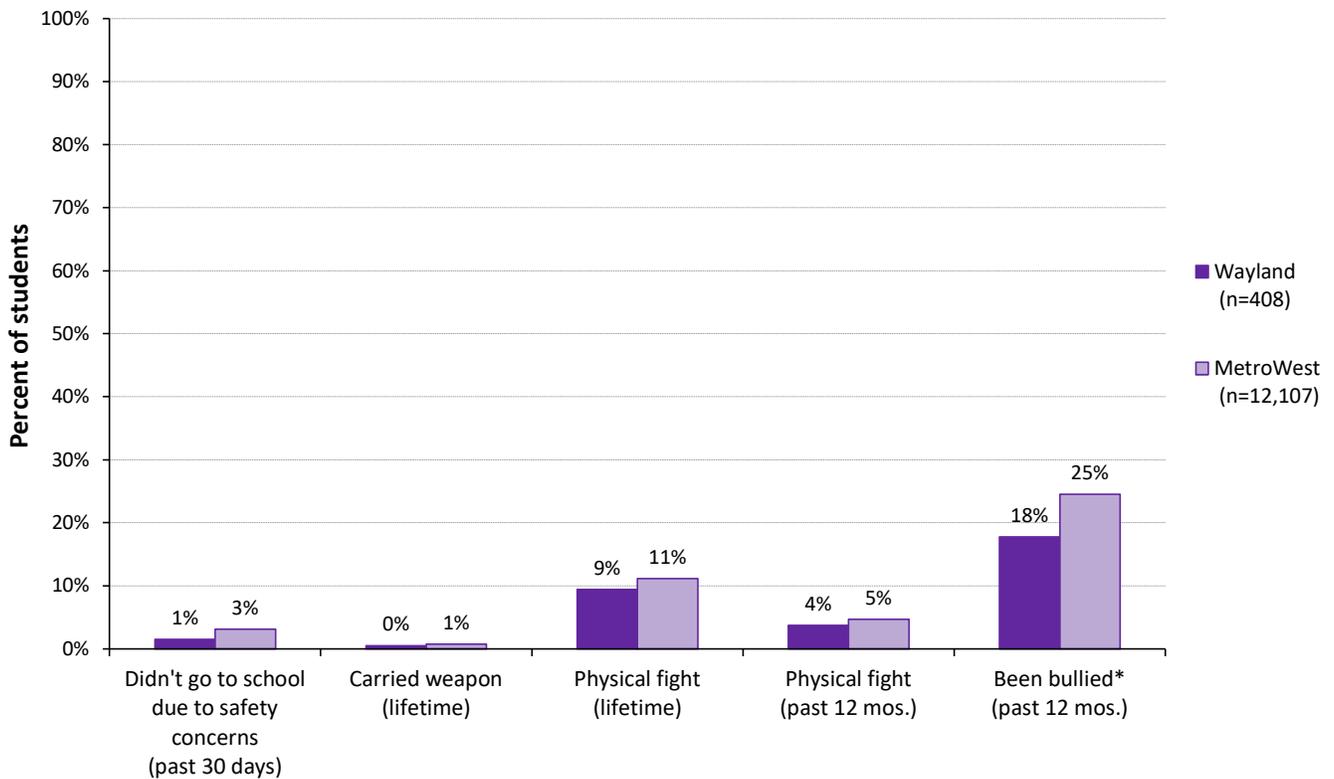
* Defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again

Figure 8-1C. Trends in Violence and Bullying* on School Property, 2006-2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey



* 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, 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey



* 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, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey, 2018

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>		
	(639)	Female (329)	Male (308)	6 th (231)	7 th (206)	8 th (202)
SAFETY, WEAPONS, AND VIOLENCE						
Didn't go to school because of safety concerns (past 30 days)*	1.4	1.5	1.3	1.3	1.0	2.0
Carried a weapon on school property (lifetime) [†]	0.3	0.3	0.3	0.0	0.5	0.5
In a physical fight on school property (lifetime)	10.0	3.7	16.5	11.1	8.9	10.0
In a physical fight on school property (past 12 months)	4.4	1.8	7.2	5.7	2.4	5.0
Been bullied on school property (past 12 months) [‡]	17.2	20.6	13.5	16.4	18.5	16.9
Bullied someone else on school property (past 12 months) [‡]	3.5	3.1	3.9	2.2	4.9	3.5
CONCERNS ABOUT PEERS (past 12 months)						
Concerned a student at school was depressed or might physically hurt themself	31.9	39.0	23.9	7.8	30.8	60.5
Saw posts online that a student at school might try to hurt themself	5.2	5.5	5.0	0.4	5.5	10.5
Told an adult at school a student might hurt themself	6.7	9.9	3.3	1.8	8.0	11.1
Told an adult outside of school a student might hurt themself	10.4	14.4	6.0	3.5	11.0	17.8
Concerned a student or someone else might physically hurt someone at school	13.6	14.0	12.9	6.9	14.8	20.1
Saw posts online that a student or someone else wanted to physically hurt someone at school	4.0	4.9	3.0	2.2	2.5	7.6
Told an adult at school that a student or someone else might physically hurt someone at school	2.7	2.2	3.3	2.2	2.5	3.5
Told an adult outside of school that a student or someone else might physically hurt someone at school	3.2	3.4	3.0	1.7	2.5	5.6

* 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 1 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 - 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	Wayland (%)						
	2006 (434)	2008 (440)	2010 (419)	2012 (400)	2014 (412)	2016 (409)	2018 (408)
SAFETY, WEAPONS, AND VIOLENCE							
Didn't go to school because of safety concerns (past 30 days)*	2.8	4.1	1.2	1.3	1.5	1.5	1.5
Carried a weapon on school property (lifetime) [†]	4.0	2.8	0.7	0.3	1.0	1.0	0.5
In a physical fight on school property (lifetime)	16.7	21.2	11.6	8.6	8.4	8.8	9.4
In a physical fight on school property (past 12 months)	–	9.0	4.1	1.8	2.2	2.2	3.7
Been bullied on school property (past 12 months) [‡]	29.4	37.2	23.6	18.9	17.9	15.2	17.7
Bullied someone else on school property (past 12 months) [‡]	–	–	–	3.1	4.4	4.3	4.2
CONCERNS ABOUT PEERS (past 12 months)							
Concerned a student at school was depressed or might physically hurt themself	–	–	–	–	27.6	30.1	45.6
Saw posts online that a student at school might try to hurt themself	–	–	–	–	–	–	8.0
Told an adult at school a student might hurt themself	–	–	–	–	5.6	6.0	9.5
Told an adult outside of school a student might hurt themself	–	–	–	–	8.8	7.4	14.4
Concerned a student or someone else might physically hurt someone at school	–	–	–	–	15.6	15.0	17.4
Saw posts online that a student or someone else wanted to physically hurt someone at school	–	–	–	–	–	–	5.0
Told an adult at school that a student or someone else might physically hurt someone at school	–	–	–	–	2.4	2.2	3.0
Told an adult outside of school that a student or someone else might physically hurt someone at school	–	–	–	–	3.9	3.0	4.0

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

† For example, a gun, knife, or club

‡ Defined as when 1 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, 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	Wayland 2018 MWAHS	MetroWest Region 2018 MWAHS
	<i>(408)</i>	<i>(12,107)</i>
<i>SAFETY, WEAPONS, AND VIOLENCE</i>		
Didn't go to school because of safety concerns (past 30 days)*	1.5	3.1
Carried a weapon on school property (lifetime) [†]	0.5	0.8
In a physical fight on school property (lifetime)	9.4	11.1
In a physical fight on school property (past 12 months)	3.7	4.7
Been bullied on school property (past 12 months) [‡]	17.7	24.5
Bullied someone else on school property (past 12 months) [‡]	4.2	5.1
<i>CONCERNS ABOUT PEERS (past 12 months)</i>		
Concerned a student at school was depressed or might physically hurt themself	45.6	44.9
Saw posts online that a student at school might try to hurt themself	8.0	17.0
Told an adult at school a student might hurt themself	9.5	7.9
Told an adult outside of school a student might hurt themself	14.4	14.1
Concerned a student or someone else might physically hurt someone at school	17.4	24.5
Saw posts online that a student or someone else wanted to physically hurt someone at school	5.0	11.9
Told an adult at school that a student or someone else might physically hurt someone at school	3.0	4.4
Told an adult outside of school that a student or someone else might physically hurt someone at school	4.0	7.3

* 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 1 or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again

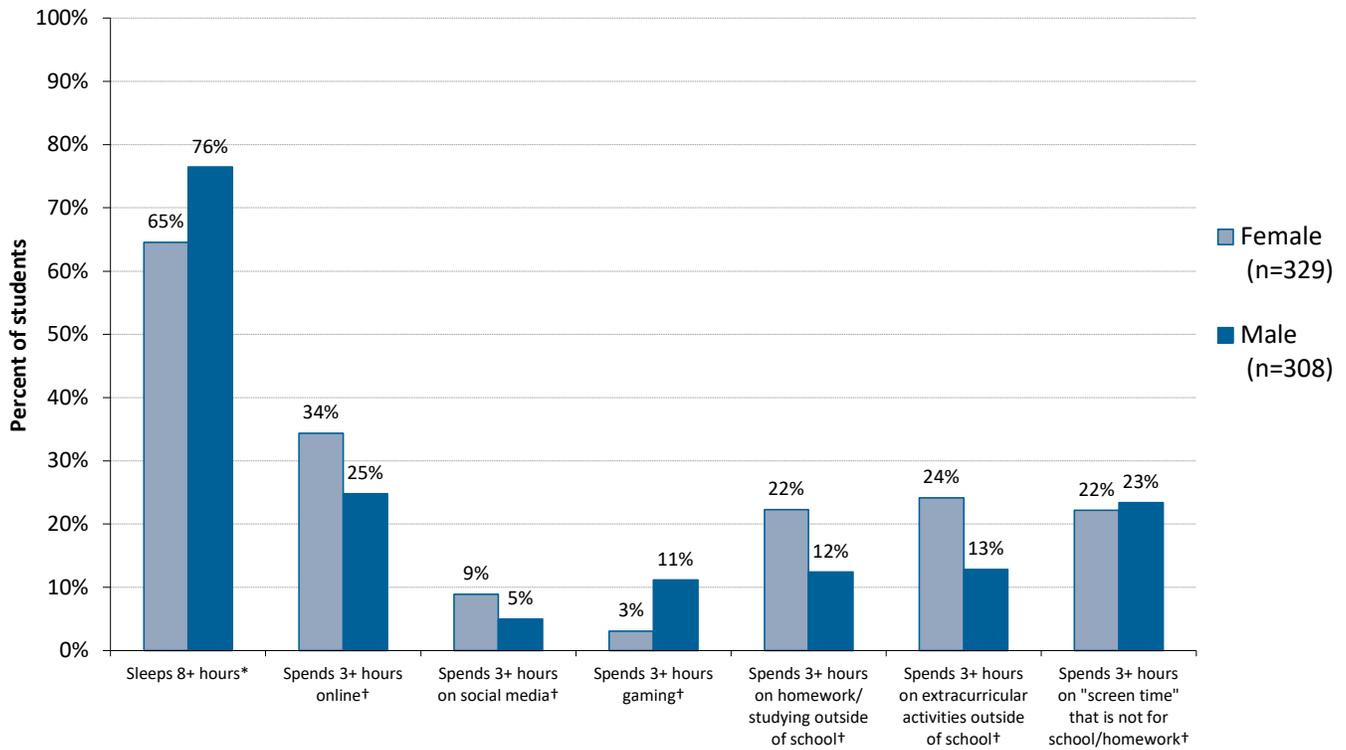
Section 9

Additional Topics

Figure 9-1A. Student Time Utilization by Sex, 2018

Wayland Middle School (Grades 6-8)

MetroWest Adolescent Health Survey



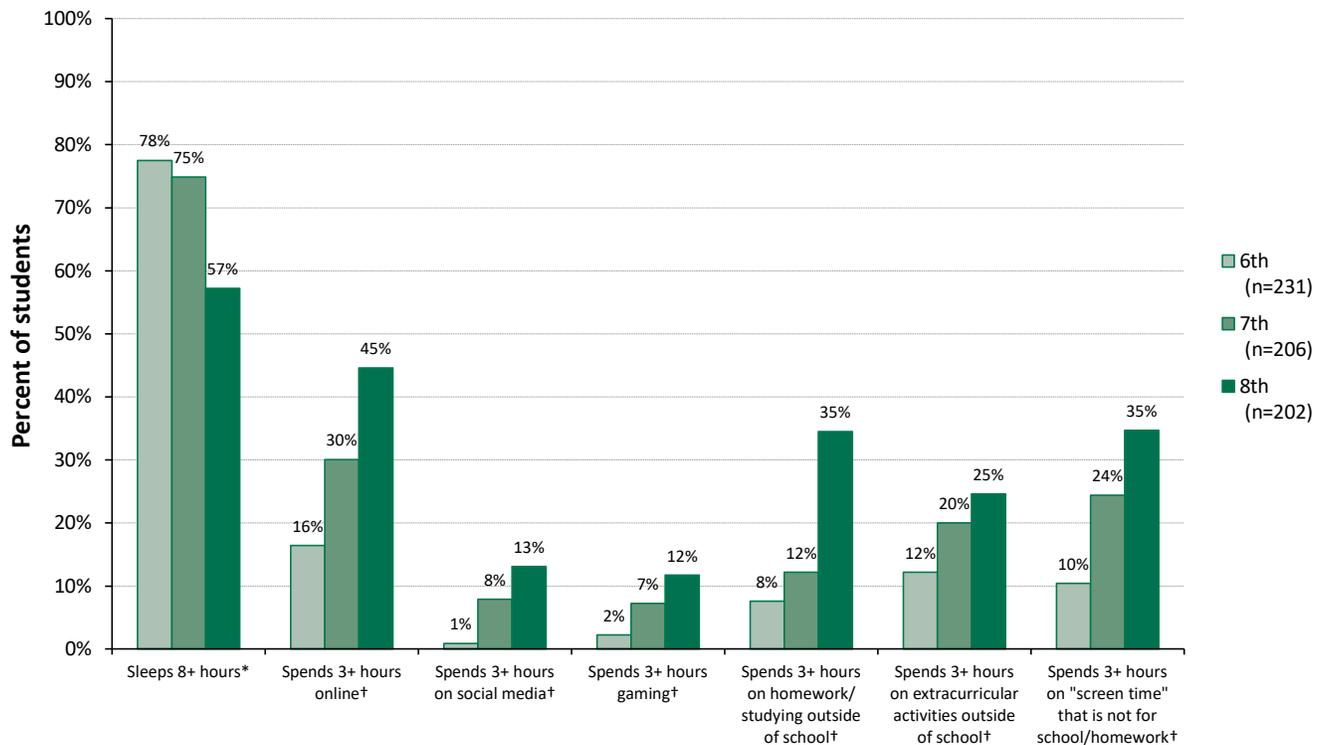
* On an average school night

† On an average school day

Figure 9-1B. Student Time Utilization by Grade, 2018

Wayland Middle School (Grades 6-8)

MetroWest Adolescent Health Survey



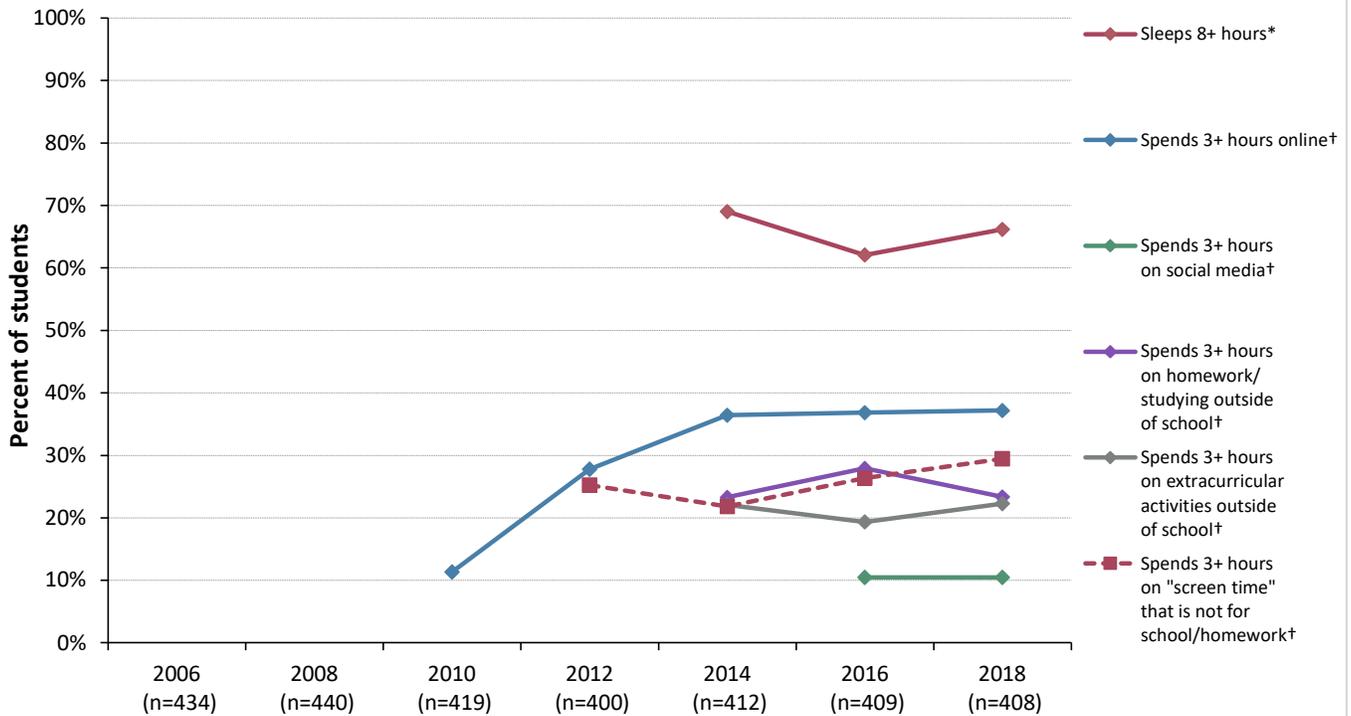
* On an average school night

† On an average school day

Figure 9-1C. Trends in Student Time Utilization, 2010-2018

Wayland Middle School (Grades 7-8)

MetroWest Adolescent Health Survey



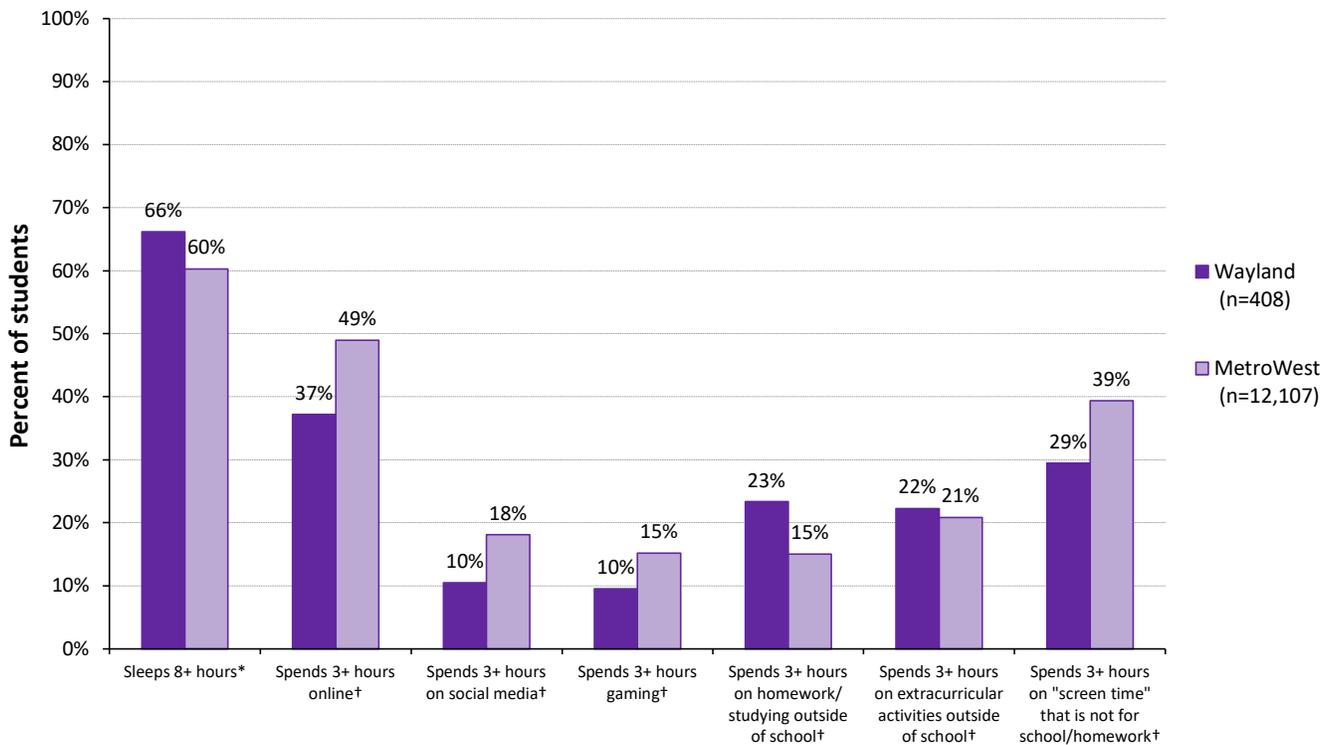
* On an average school night

† On an average school day

Figure 9-1D. Student Time Utilization at the District and Regional Levels, 2018

Wayland Middle School (Grades 7-8)

MetroWest Adolescent Health Survey



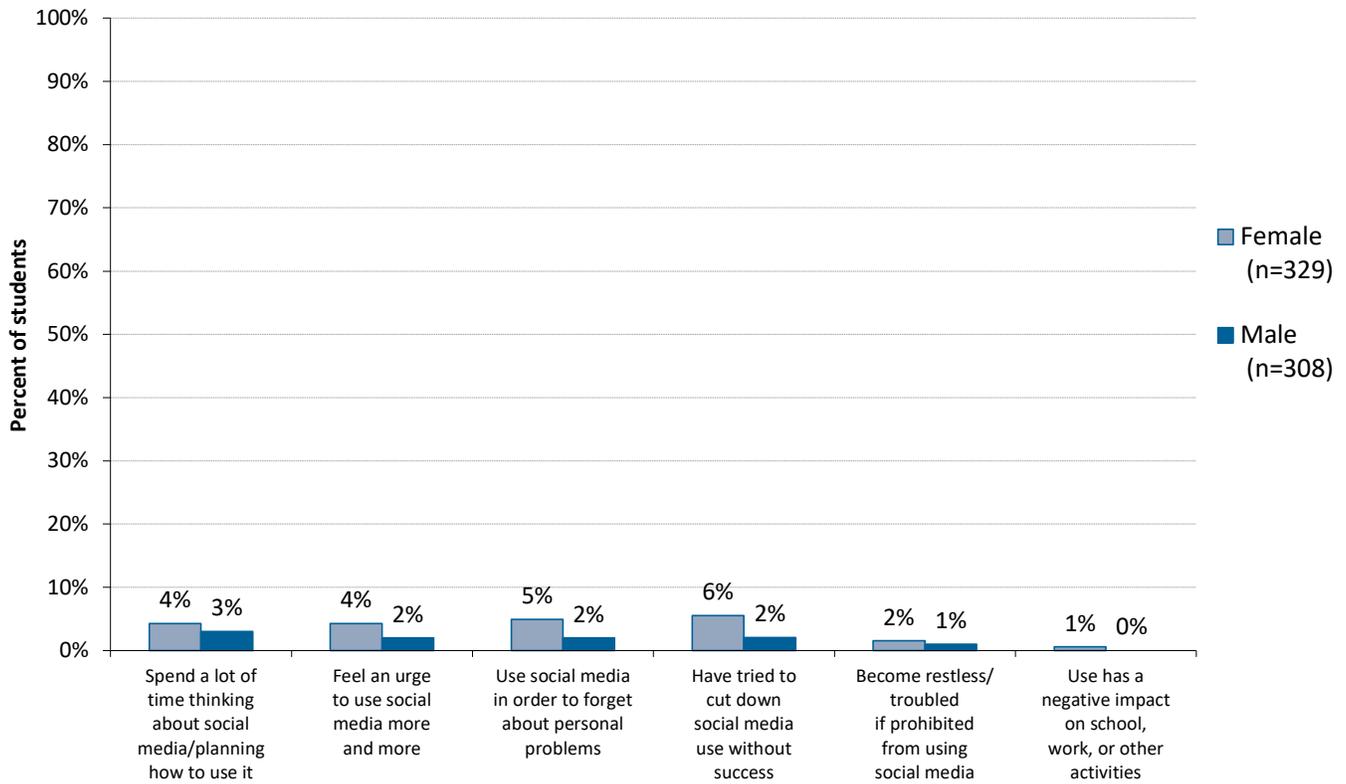
* On an average school night

† On an average school day

Figure 9-2A. Social Media Use* by Sex, 2018

Wayland Middle School (Grades 6-8)

MetroWest Adolescent Health Survey

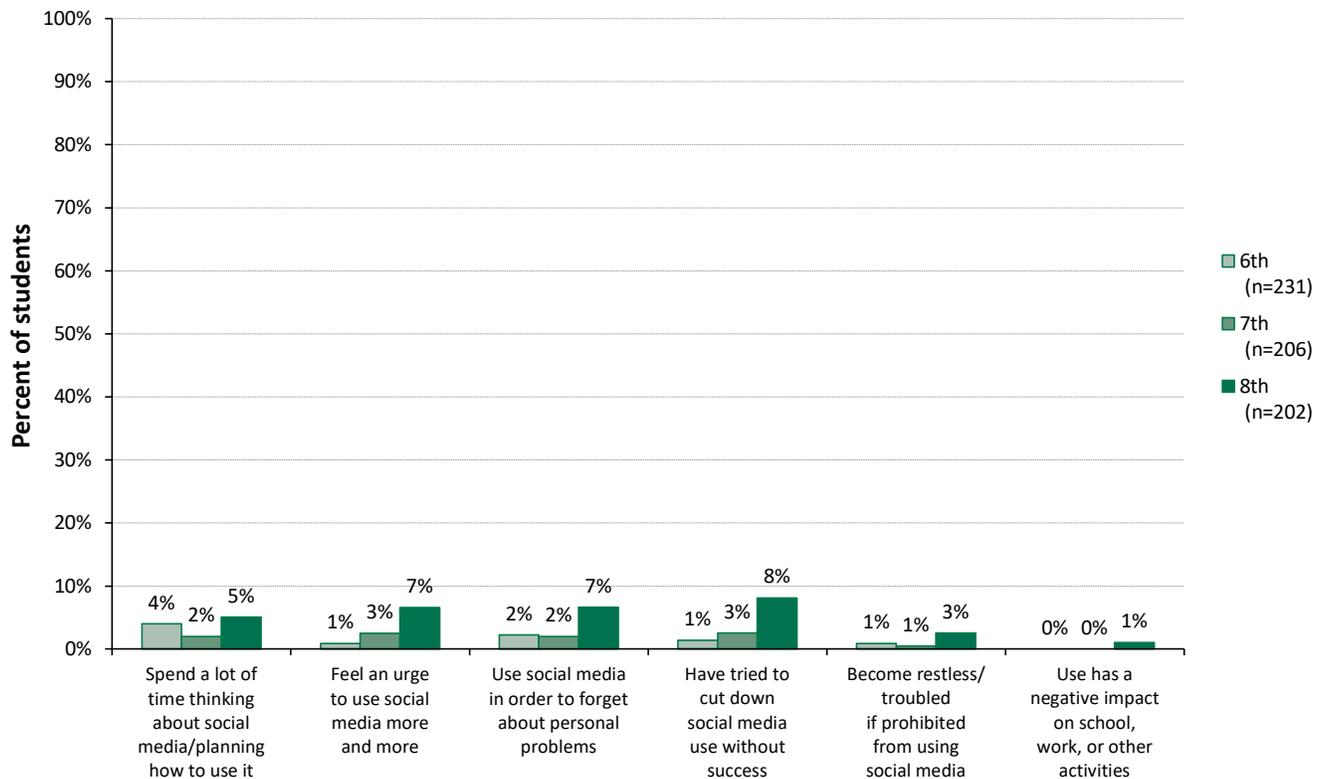


* Student responded "often" or "very often"

Figure 9-2B. Social Media Use* by Grade, 2018

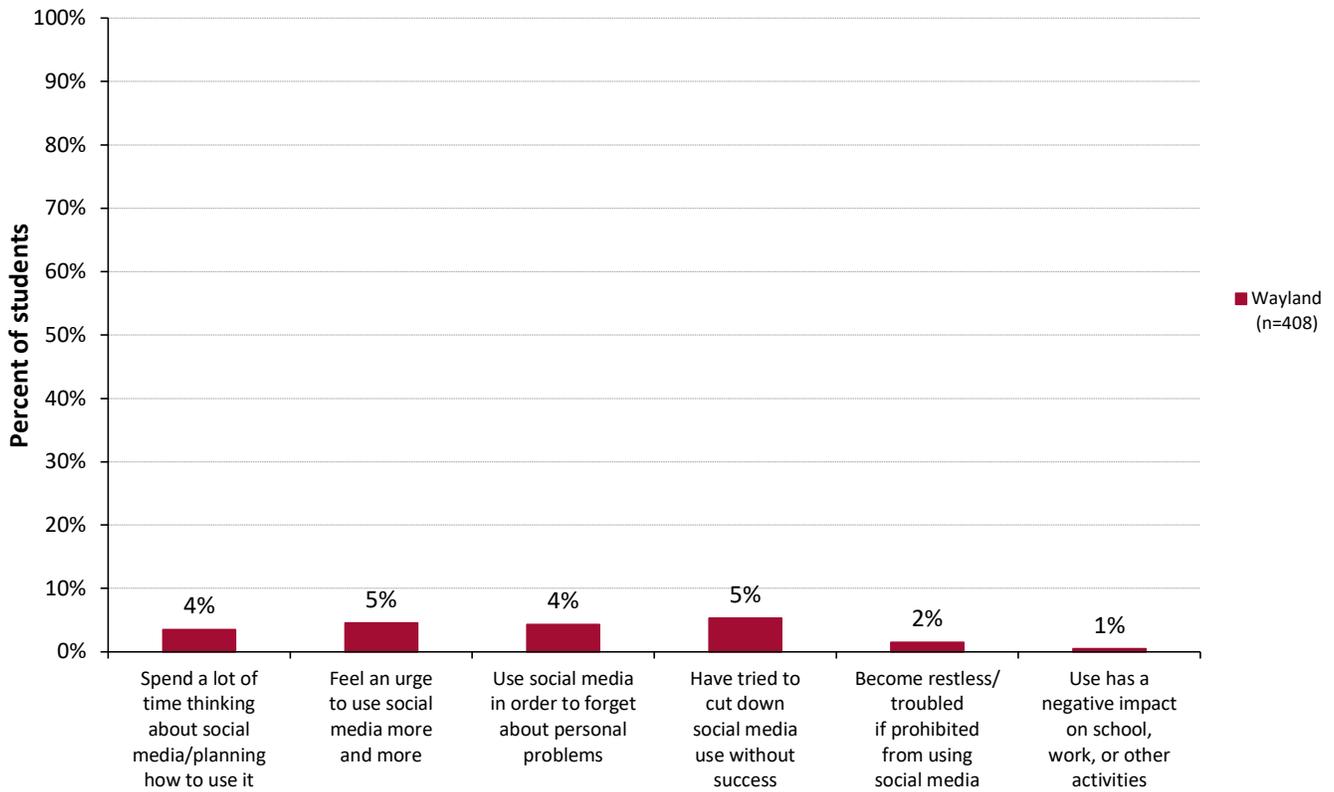
Wayland Middle School (Grades 6-8)

MetroWest Adolescent Health Survey



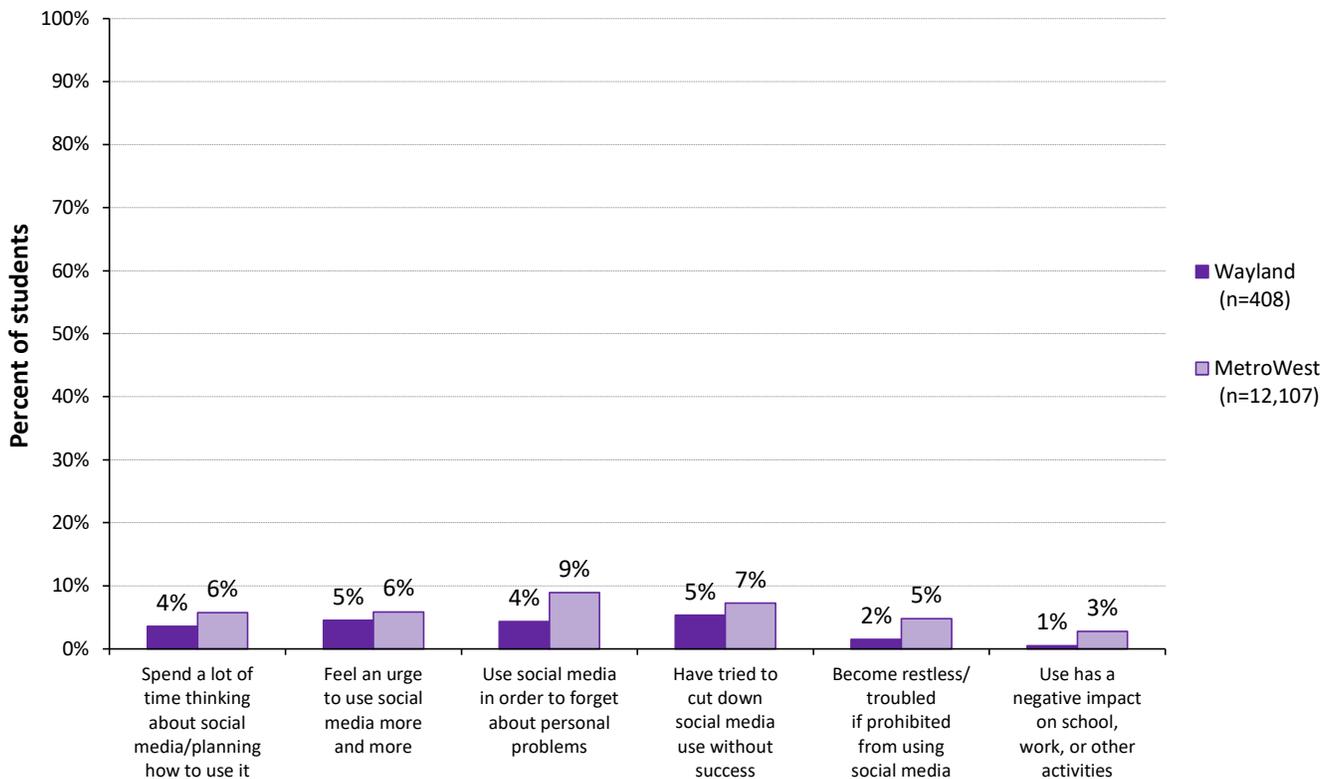
* Student responded "often" or "very often"

Figure 9-2C. Social Media Use*, 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey



* Student responded "often" or "very often"

Figure 9-2D. Social Media Use* at the District and Regional Levels, 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey

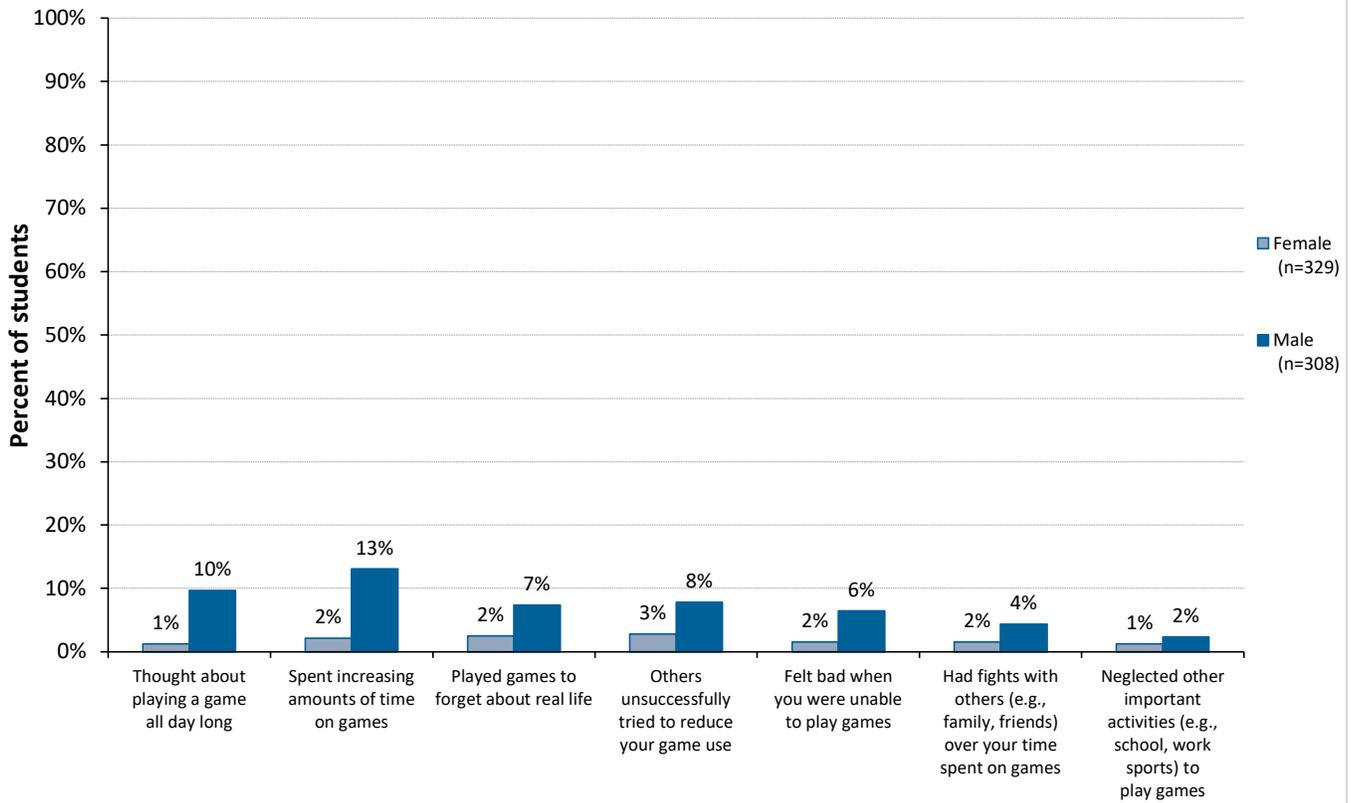


* Student responded "often" or "very often"

Figure 9-3A. Gaming Behaviors* by Sex, 2018

Wayland Middle School (Grades 6-8)

MetroWest Adolescent Health Survey

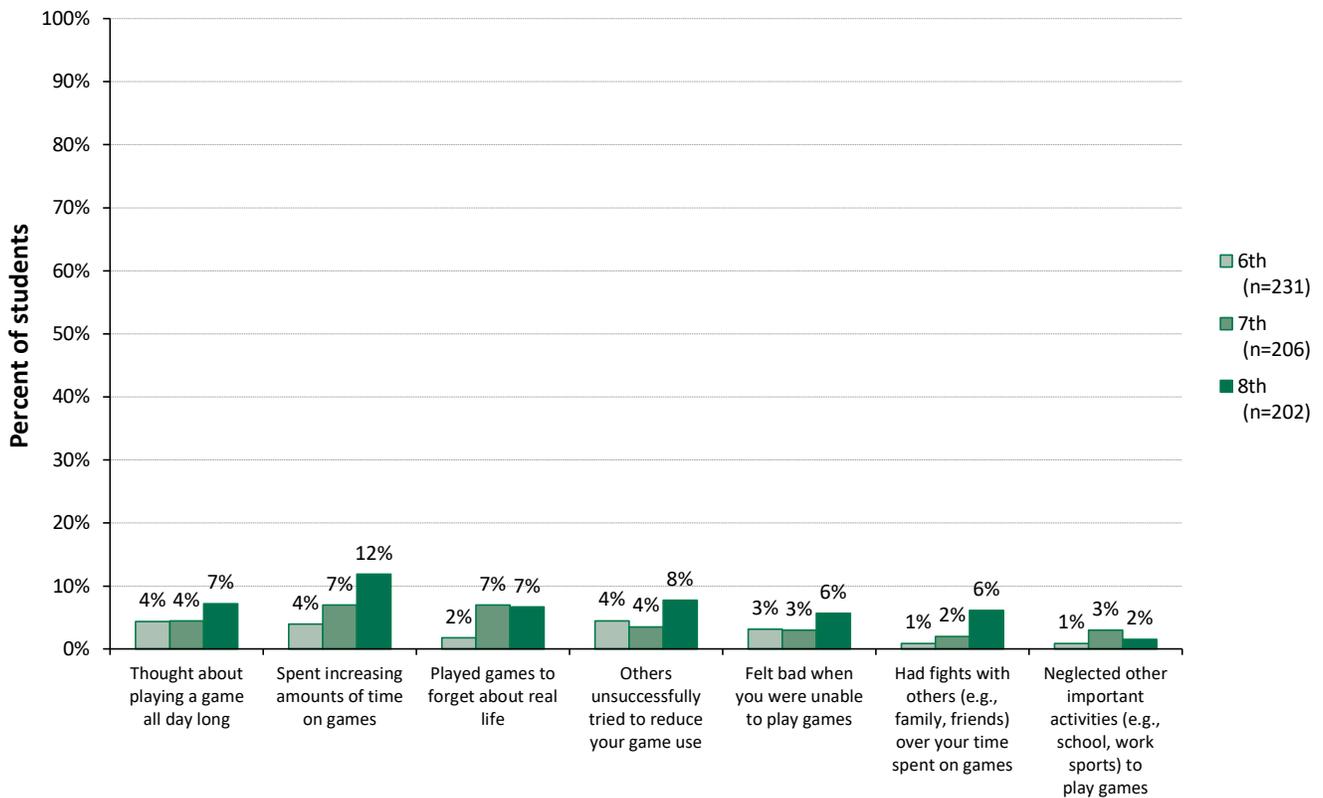


* Student responded "often" or "very often"

Figure 9-3B. Gaming Behaviors* by Grade, 2018

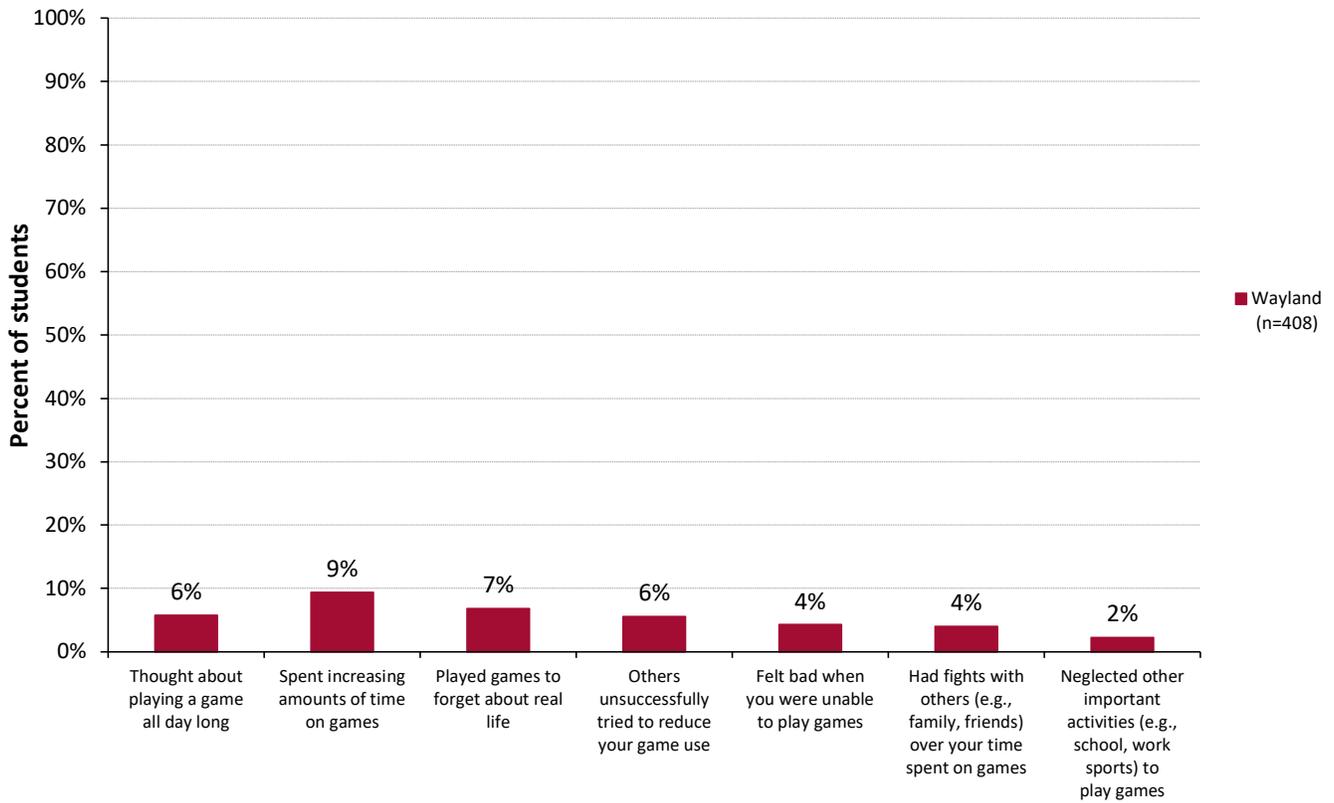
Wayland Middle School (Grades 6-8)

MetroWest Adolescent Health Survey



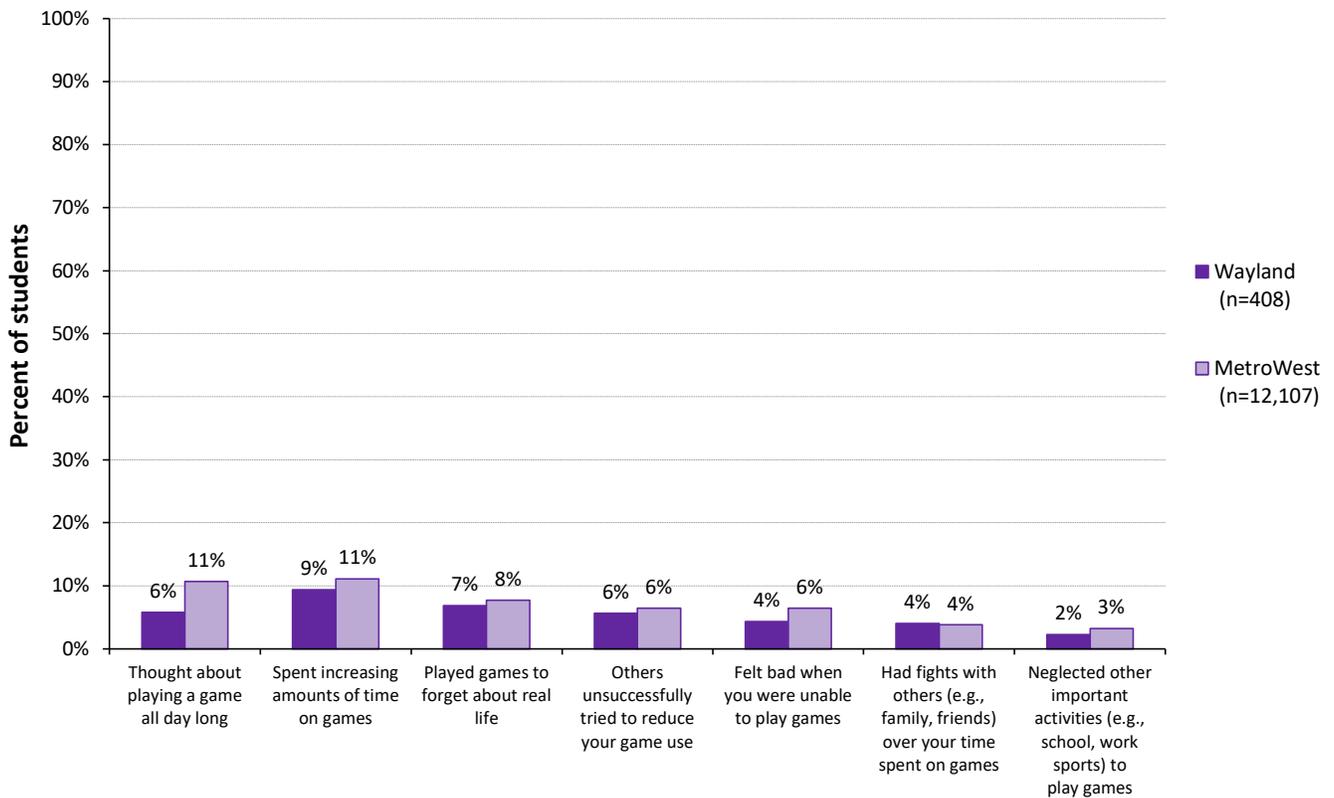
* Student responded "often" or "very often"

Figure 9-3C. Gaming Behaviors*, 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey



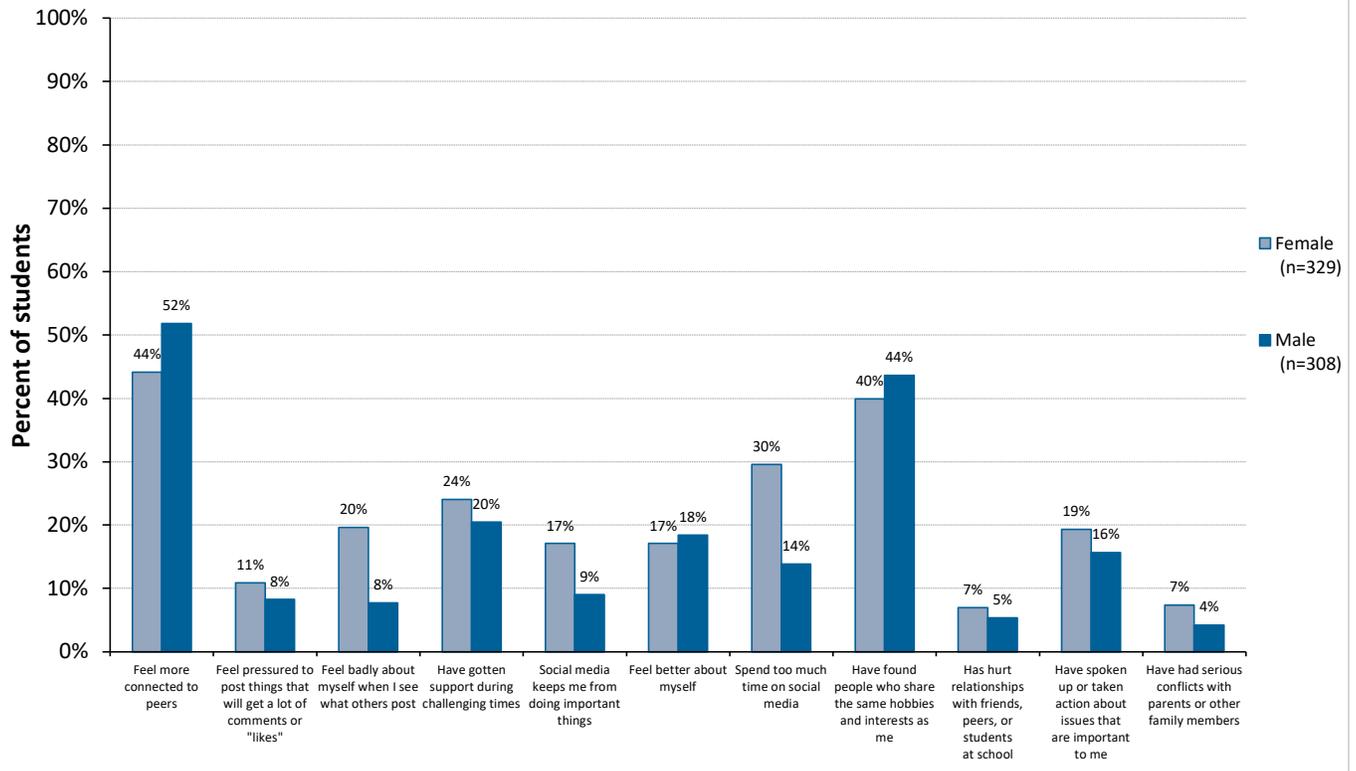
* Student responded "often" or "very often"

Figure 9-3D. Gaming Behaviors* at the District and Regional Levels, 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey



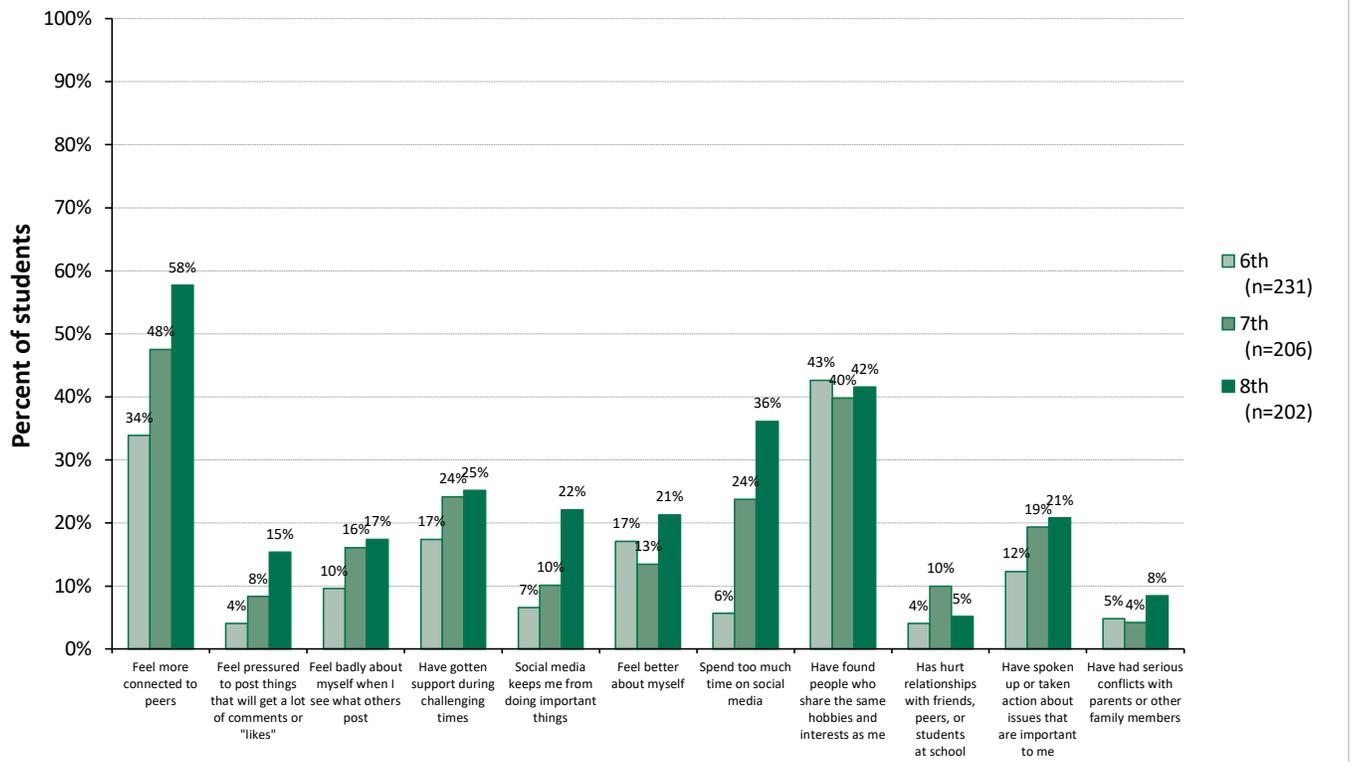
* Student responded "often" or "very often"

Figure 9-4A. Attitudes and Experiences Related to Social Media* by Sex, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey



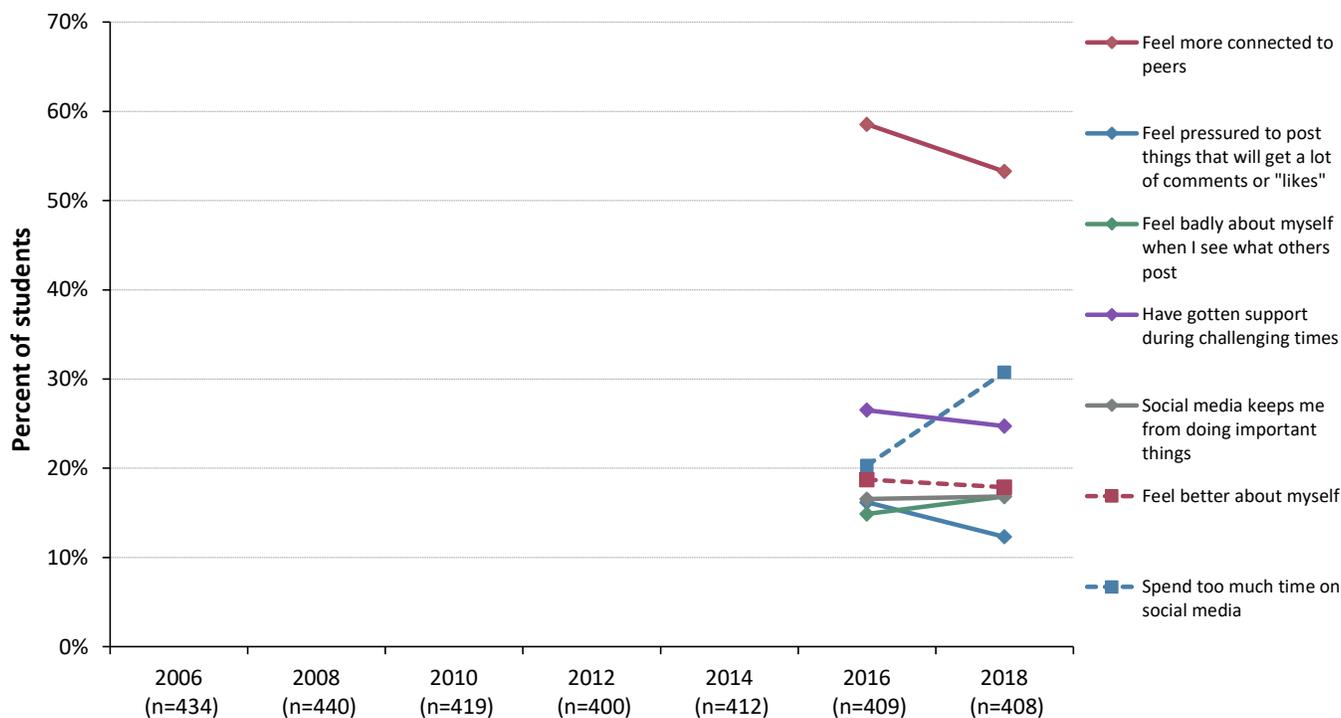
* Among students who use social media; student responded "agree" or "strongly agree"

Figure 9-4B. Attitudes and Experiences Related to Social Media* by Grade, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey



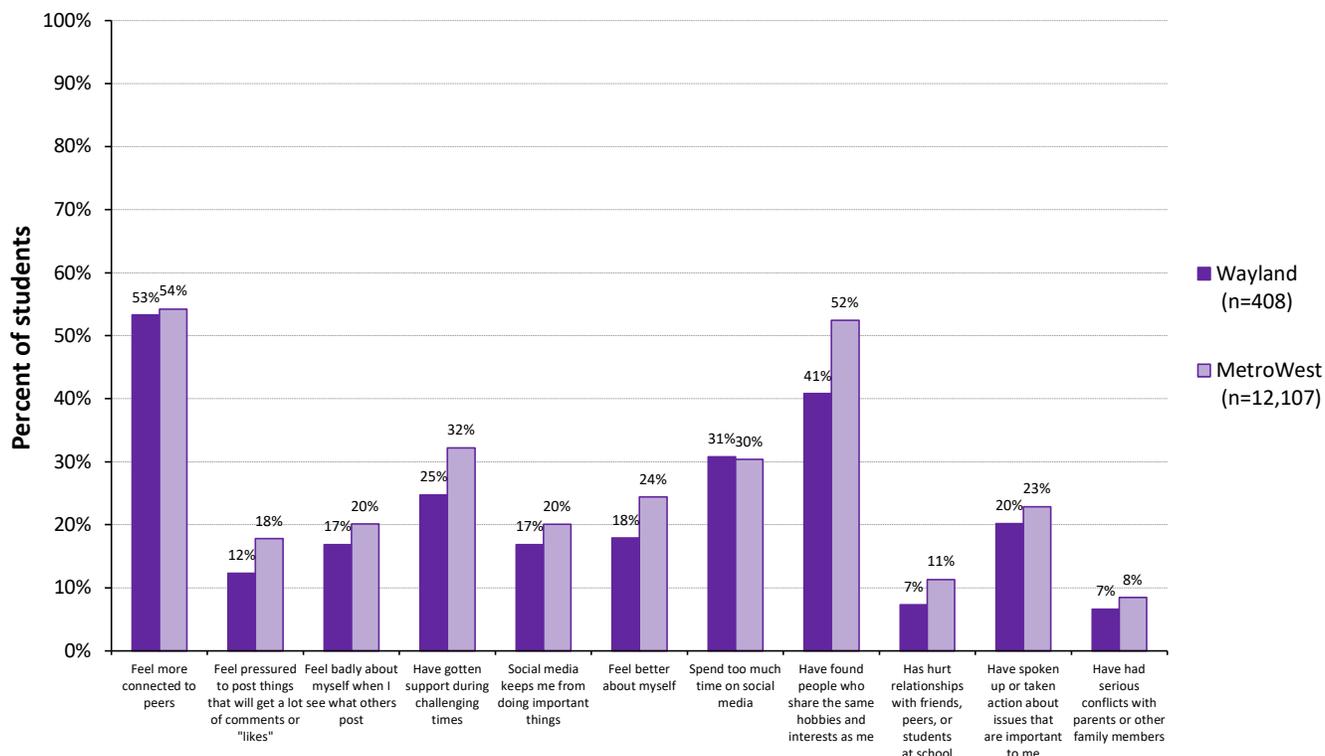
* Among students who use social media; student responded "agree" or "strongly agree"

Figure 9-4C. Attitudes and Experiences Related to Social Media,* 2016-2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey



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

Figure 9-4D. Attitudes and Experiences Related to Social Media* at the District and Regional Levels, 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey



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

Table 9-1A. Sociodemographics, General Health, and Student Use of Time by Sex and Grade, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey, 2018

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>		
	(639)	Female (329)	Male (308)	6 th (231)	7 th (206)	8 th (202)
SOCIODEMOGRAPHICS						
Have any physical disabilities or long-term health problems*	5.4	5.9	5.0	4.4	5.5	6.5
Have any long-term learning disabilities*	5.4	4.0	6.9	3.5	5.4	7.5
Have an Individualized Education Program (IEP)	10.3	7.7	13.2	5.7	11.4	14.5
Eligible to receive a free or reduced-price lunch at school	7.8	8.8	6.5	6.8	9.6	7.2
GENERAL HEALTH & SLEEP						
Describes general health as very good/excellent	81.1	80.5	82.0	85.2	81.0	76.7
Sleeps 8 or more hours on an average school night	70.2	64.6	76.5	77.5	74.9	57.2
STUDENT ACTIVITIES AND USE OF TIME						
Absent from school on 3 or more days (past 30 days)	5.6	5.2	6.0	4.9	5.5	6.5
Spend 3 or more hours online [†]	29.7	34.4	24.8	16.4	30.0	44.6
Spend 3 or more hours on social media sites [†]	7.0	8.9	5.0	0.9	7.9	13.1
Spend 3 or more hours gaming ^{†,‡}	6.9	3.1	11.1	2.2	7.3	11.7
Spend 3 or more hours on homework/studying outside of school [†]	17.6	22.3	12.4	7.6	12.2	34.5
Spend 3 or more hours on extracurricular activities outside of school [†]	18.6	24.1	12.8	12.2	20.0	24.6
Spend 3 or more hours on "screen time" that is not for school work/homework ^{†,§}	22.7	22.2	23.4	10.5	24.4	34.7
Participated in volunteer or community service activities on 3 or more days (past 12 months)	56.1	62.3	49.5	55.3	54.3	58.9

* Long-term means 6 months or more

† On an average school day

‡ Playing online or video games

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

Table 9-1B. Sociodemographics, General Health, and Student Use of Time, 2006 - 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	Wayland (%)						
	2006 (434)	2008 (440)	2010 (419)	2012 (400)	2014 (412)	2016 (409)	2018 (408)
SOCIODEMOGRAPHICS							
Have any physical disabilities or long-term health problems*	-	-	-	5.6	9.1	8.9	6.0
Have any long-term learning disabilities*	-	-	-	4.8	6.6	5.7	6.5
Have an Individualized Education Program (IEP)	-	-	-	-	16.5	17.2	13.0
Eligible to receive a free or reduced-price lunch at school	-	-	-	-	7.3	11.3	8.4
GENERAL HEALTH & SLEEP							
Describes general health as very good/excellent	84.9	86.8	86.5	80.5	81.2	76.4	78.9
Sleeps 8 or more hours on an average school night	-	-	-	-	69.0	62.1	66.2
STUDENT ACTIVITIES AND USE OF TIME							
Absent from school on 3 or more days (past 30 days)	-	-	-	-	8.3	4.4	6.0
Spend 3 or more hours online [†]	-	-	11.3	27.8	36.4	36.8	37.2
Spend 3 or more hours on social media sites [†]	-	-	-	-	-	10.5	10.5
Spend 3 or more hours gaming ^{†,‡}	-	-	-	-	-	-	9.5
Spend 3 or more hours on homework/studying outside of school [†]	-	-	-	-	23.3	27.9	23.4
Spend 3 or more hours on extracurricular activities outside of school [†]	-	-	-	-	22.1	19.3	22.3
Spend 3 or more hours on "screen time" that is not for school work/homework ^{†,§}	-	-	-	25.3	21.8	26.4	29.5
Participated in volunteer or community service activities on 3 or more days (past 12 months)	-	-	-	-	-	55.4	56.6

* Long-term means 6 months or more

† On an average school day

‡ Playing online or video games

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

Table 9-1C. Sociodemographics, General Health, and Student Use of Time at the District and Regional Levels, 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	Wayland 2018 MWAHS	MetroWest Region 2018 MWAHS
	<i>(408)</i>	<i>(12,107)</i>
SOCIODEMOGRAPHICS		
Have any physical disabilities or long-term health problems*	6.0	8.7
Have any long-term learning disabilities*	6.5	7.9
Have an Individualized Education Program (IEP)	13.0	14.0
Eligible to receive a free or reduced-price lunch at school	8.4	17.1
GENERAL HEALTH & SLEEP		
Describes general health as very good/excellent	78.9	72.1
Sleeps 8 or more hours on an average school night	66.2	60.3
STUDENT ACTIVITIES AND USE OF TIME		
Absent from school on 3 or more days (past 30 days)	6.0	8.8
Spend 3 or more hours online [†]	37.2	48.9
Spend 3 or more hours on social media sites [†]	10.5	18.1
Spend 3 or more hours gaming ^{†,‡}	9.5	15.2
Spend 3 or more hours on homework/studying outside of school [†]	23.4	15.0
Spend 3 or more hours on extracurricular activities outside of school [†]	22.3	20.8
Spend 3 or more hours on "screen time" that is not for school work/homework ^{†,§}	29.5	39.4
Participated in volunteer or community service activities on 3 or more days (past 12 months)	56.6	52.0

* Long-term means 6 months or more

† On an average school day

‡ Playing online or video games

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

Table 9-2A. Online, Social Media, and Gaming Behaviors by Sex and Grade, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey, 2018

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>		
	(639)	Female (329)	Male (308)	6 th (231)	7 th (206)	8 th (202)
ONLINE BEHAVIORS AND USE OF SOCIAL MEDIA						
Spend 3 or more hours online (average school day)	29.7	34.4	24.8	16.4	30.0	44.6
Spend 3 or more hours on social media sites (average school day)	7.0	8.9	5.0	0.9	7.9	13.1
Posted 3 or more messages or photos/videos on your social media profile (past 7 days)*	27.3	27.1	27.5	19.1	32.7	29.7
Spend 3 or more hours gaming (average school day) [†]	6.9	3.1	11.1	2.2	7.3	11.7
SOCIAL MEDIA USE[‡]						
I spend a lot of time thinking about social media or planning how to use it.	3.7	4.3	3.1	4.0	2.0	5.1
I feel an urge to use social media more and more.	3.2	4.3	2.0	0.9	2.5	6.6
I use social media in order to forget about personal problems.	3.6	4.9	2.0	2.2	2.0	6.6
I have tried to cut down on my social media use without success.	3.9	5.6	2.1	1.4	2.5	8.1
I become restless or troubled if I am prohibited from using social media.	1.3	1.5	1.0	0.9	0.5	2.6
I use social media so much that it has a negative impact on school, work, sports, or other important activities.	0.3	0.6	0.0	0.0	0.0	1.0
GAMING BEHAVIORS (past 6 months)[‡]						
Thought about playing a game all day long	5.3	1.2	9.7	4.4	4.5	7.2
Spent increasing amounts of time on games	7.4	2.2	13.1	3.9	7.0	11.9
Played games to forget about real life	5.0	2.5	7.4	1.8	7.0	6.7
Others unsuccessfully tried to reduce your game use	5.2	2.8	7.8	4.5	3.5	7.7
Felt bad when you were unable to play games	3.9	1.6	6.4	3.1	3.0	5.7
Had fights with others (e.g., family, friends) over your time spent on games	2.9	1.6	4.4	0.9	2.0	6.2
Neglected other important activities (e.g., school, work, sports) to play games	1.8	1.2	2.4	0.9	3.0	1.5

* Among students who use social media

† Playing online or video games

‡ Student responded "often" or "very often"

Table 9-2B. Online, Social Media, and Gaming Behaviors, 2006 - 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	Wayland (%)						
	2006 (434)	2008 (440)	2010 (419)	2012 (400)	2014 (412)	2016 (409)	2018 (408)
ONLINE BEHAVIORS AND USE OF SOCIAL MEDIA							
Spend 3 or more hours online (average school day)	–	–	11.3	27.8	36.4	36.8	37.2
Spend 3 or more hours on social media sites (average school day)	–	–	–	–	–	10.5	10.5
Posted 3 or more messages or photos/videos on your social media profile (past 7 days)*	–	–	–	–	–	18.2	30.9
Spend 3 or more hours gaming (average school day) [†]	–	–	–	–	–	–	9.5
SOCIAL MEDIA USE[‡]							
I spend a lot of time thinking about social media or planning how to use it.	–	–	–	–	–	–	3.5
I feel an urge to use social media more and more.	–	–	–	–	–	–	4.5
I use social media in order to forget about personal problems.	–	–	–	–	–	–	4.3
I have tried to cut down on my social media use without success.	–	–	–	–	–	–	5.3
I become restless or troubled if I am prohibited from using social media.	–	–	–	–	–	–	1.5
I use social media so much that it has a negative impact on school, work, sports, or other important activities.	–	–	–	–	–	–	0.5
GAMING BEHAVIORS (past 6 months)[‡]							
Thought about playing a game all day long	–	–	–	–	–	–	5.8
Spent increasing amounts of time on games	–	–	–	–	–	–	9.4
Played games to forget about real life	–	–	–	–	–	–	6.8
Others unsuccessfully tried to reduce your game use	–	–	–	–	–	–	5.6
Felt bad when you were unable to play games	–	–	–	–	–	–	4.3
Had fights with others (e.g., family, friends) over your time spent on games	–	–	–	–	–	–	4.0
Neglected other important activities (e.g., school, work, sports) to play games	–	–	–	–	–	–	2.3

* Among students who use social media

† Playing online or video games

‡ Student responded "often" or "very often"

Table 9-2C. Online, Social Media, and Gaming Behaviors at the District and Regional Levels, 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	Wayland 2018 MWAHS	MetroWest Region 2018 MWAHS
	<i>(408)</i>	<i>(12,107)</i>
ONLINE BEHAVIORS AND USE OF SOCIAL MEDIA		
Spend 3 or more hours online (average school day)	37.2	48.9
Spend 3 or more hours on social media sites (average school day)	10.5	18.1
Posted 3 or more messages or photos/videos on your social media profile (past 7 days)*	30.9	29.1
Spend 3 or more hours gaming (average school day) [†]	9.5	15.2
SOCIAL MEDIA USE[‡]		
I spend a lot of time thinking about social media or planning how to use it.	3.5	5.7
I feel an urge to use social media more and more.	4.5	5.8
I use social media in order to forget about personal problems.	4.3	8.9
I have tried to cut down on my social media use without success.	5.3	7.2
I become restless or troubled if I am prohibited from using social media.	1.5	4.8
I use social media so much that it has a negative impact on school, work, sports, or other important activities.	0.5	2.8
GAMING BEHAVIORS (past 6 months)[‡]		
Thought about playing a game all day long	5.8	10.7
Spent increasing amounts of time on games	9.4	11.1
Played games to forget about real life	6.8	7.7
Others unsuccessfully tried to reduce your game use	5.6	6.5
Felt bad when you were unable to play games	4.3	6.5
Had fights with others (e.g., family, friends) over your time spent on games	4.0	3.8
Neglected other important activities (e.g., school, work, sports) to play games	2.3	3.2

* Among students who use social media

† Playing online or video games

‡ Student responded "often" or "very often"

Table 9-3A. Attitudes and Experiences Related to Social Media Use by Sex and Grade, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey, 2018

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>		
	(639)	Female (329)	Male (308)	6 th (231)	7 th (206)	8 th (202)
ATTITUDES AND EXPERIENCES RELATED TO SOCIAL MEDIA USE*						
I feel more connected to peers because of social media.	47.3	44.2	51.8	33.9	47.5	57.7
I feel pressure to post things that will be popular and get a lot of comments or "likes."	9.8	10.9	8.3	4.1	8.3	15.4
I feel badly about myself, excluded, or left out when I see what others post on social media.	14.6	19.7	7.7	9.6	16.1	17.4
I have gotten support on social media when I've been going through a tough or challenging time.	22.5	24.0	20.5	17.4	24.2	25.2
Social media keeps me from doing other things that are important, like homework or family responsibilities.	13.7	17.1	9.0	6.6	10.1	22.1
Being on social media helps me feel better about myself.	17.6	17.1	18.5	17.1	13.4	21.3
I spend too much time on social media.	22.9	29.6	13.9	5.6	23.7	36.1
I have found people who share the same hobbies and interests as me on social media.	41.4	39.9	43.6	42.6	39.8	41.6
Social media has hurt my relationships with friends, peers, or students at my school.	6.3	7.0	5.4	4.1	10.0	5.2
I have spoken up or taken action on social media about issues that are important to me.	17.7	19.3	15.7	12.3	19.3	20.8
I have had serious conflicts with my parents or other members of my family because of my social media use.	6.0	7.4	4.2	4.8	4.2	8.4

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

Table 9-3B. Attitudes and Experiences Related to Social Media Use, 2006 - 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	Wayland (%)						
	2006 (434)	2008 (440)	2010 (419)	2012 (400)	2014 (412)	2016 (409)	2018 (408)
ATTITUDES AND EXPERIENCES RELATED TO SOCIAL MEDIA USE*							
I feel more connected to peers because of social media.	–	–	–	–	–	58.5	53.3
I feel pressure to post things that will be popular and get a lot of comments or "likes."	–	–	–	–	–	16.2	12.3
I feel badly about myself, excluded, or left out when I see what others post on social media.	–	–	–	–	–	14.9	16.8
I have gotten support on social media when I've been going through a tough or challenging time.	–	–	–	–	–	26.5	24.7
Social media keeps me from doing other things that are important, like homework or family responsibilities.	–	–	–	–	–	16.6	16.8
Being on social media helps me feel better about myself.	–	–	–	–	–	18.7	17.9
I spend too much time on social media.	–	–	–	–	–	20.3	30.8
I have found people who share the same hobbies and interests as me on social media.	–	–	–	–	–	–	40.8
Social media has hurt my relationships with friends, peers, or students at my school.	–	–	–	–	–	–	7.3
I have spoken up or taken action on social media about issues that are important to me.	–	–	–	–	–	–	20.1
I have had serious conflicts with my parents or other members of my family because of my social media use.	–	–	–	–	–	–	6.6

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

Table 9-3C. Attitudes and Experiences Related to Social Media Use at the District and Regional Levels, 2018
Wayland Middle School (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	Wayland 2018 MWAHS	MetroWest Region 2018 MWAHS
	<i>(408)</i>	<i>(12,107)</i>
ATTITUDES AND EXPERIENCES RELATED TO SOCIAL MEDIA USE*		
I feel more connected to peers because of social media.	53.3	54.2
I feel pressure to post things that will be popular and get a lot of comments or "likes."	12.3	17.8
I feel badly about myself, excluded, or left out when I see what others post on social media.	16.8	20.1
I have gotten support on social media when I've been going through a tough or challenging time.	24.7	32.2
Social media keeps me from doing other things that are important, like homework or family responsibilities.	16.8	20.1
Being on social media helps me feel better about myself.	17.9	24.4
I spend too much time on social media.	30.8	30.4
I have found people who share the same hobbies and interests as me on social media.	40.8	52.5
Social media has hurt my relationships with friends, peers, or students at my school.	7.3	11.3
I have spoken up or taken action on social media about issues that are important to me.	20.1	22.8
I have had serious conflicts with my parents or other members of my family because of my social media use.	6.6	8.4

Appendix 1
Participating Districts

2018 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

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	Wayland
Dover-Sherborn	Marlborough	Wellesley
Framingham	Medfield	Westborough
Franklin	Medway	
Holliston	Mendon-Upton	

**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
MetroWest Region Tables

Table 2-1A. Cigarette and Electronic Vapor Product Use by Sex and Grade, 2018
MetroWest Region Middle School Students (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	Total (%)	Sex (%)		Grade (%)	
		Female	Male	7 th	8 th
	(12,107)	(6,066)	(5,988)	(6,081)	(6,026)
CIGARETTE SMOKING					
Lifetime cigarette smoking*	2.9	2.3	3.5	1.9	3.9
Smoked a whole cigarette before age 11 years	0.5	0.3	0.8	0.4	0.7
Current cigarette use (past 30 days)	0.8	0.5	1.0	0.5	1.1
Current frequent cigarette use (on 20 or more of the past 30 days)	0.3	0.1	0.4	0.2	0.4
ELECTRONIC VAPOR PRODUCT USE †					
Lifetime electronic vapor product use	9.9	9.3	10.5	5.8	14.1
Used an electronic vapor product before age 11 years	0.8	0.5	1.1	0.8	0.8
Current electronic vapor product use (past 30 days)	5.8	5.9	5.6	3.2	8.4
Current frequent electronic vapor product use (on 20 or more of the past 30 days)	0.8	0.5	1.1	0.4	1.3
Current daily electronic vapor product use (on all 30 of the past 30 days)	0.5	0.3	0.7	0.3	0.8
Current electronic vapor product use on school property (past 30 days)	1.9	1.8	2.0	0.7	3.1
Perceived risk of harm of using electronic vapor products (moderate/great risk)	80.4	83.7	77.3	83.7	77.2

* Ever tried cigarette smoking, even one or two puffs

† Includes electronic cigarettes (e-cigarettes) like JUUL, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods

Table 2-1B. Cigarette and Electronic Vapor Product Use, 2006 - 2018
MetroWest Region Middle School Students (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

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

* Ever tried cigarette smoking, even one or two puffs

† Includes electronic cigarettes (e-cigarettes) like JUUL, Phix, Vuse, MarkTen, and blu, and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods

Table 2-2A. Alcohol, Marijuana, and Other Substance Use by Sex and Grade, 2018
MetroWest Region Middle School Students (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	Total (%)	Sex (%)		Grade (%)	
	(12,107)	Female (6,066)	Male (5,988)	7 th (6,081)	8 th (6,026)
ALCOHOL USE*					
Lifetime alcohol use	11.7	10.2	13.2	8.8	14.6
Had first drink of alcohol before age 11 years	4.4	3.4	5.5	4.6	4.3
Current alcohol use (past 30 days)	3.9	3.7	4.1	2.5	5.3
Binge drinking (past 30 days) [†]	0.9	0.9	0.9	0.4	1.4
Was "drunk" from consuming alcohol (past 30 days)	1.1	1.0	1.2	0.4	1.7
Went to a party/hung out where alcohol was available (past 30 days)	8.3	8.5	8.0	6.7	9.9
Ever rode in car driven by a high school student who had been drinking	1.4	1.4	1.5	1.2	1.7
MARIJUANA USE					
Lifetime marijuana use	3.0	2.7	3.2	1.3	4.7
Tried marijuana before age 11 years	0.4	0.2	0.5	0.2	0.5
Current marijuana use (past 30 days)	1.7	1.4	1.9	0.8	2.5
Went to a party/hung out where marijuana was available (past 30 days)	4.1	4.2	3.9	2.4	5.7
Ate or drank products made with marijuana (lifetime) [‡]	1.7	1.4	2.1	0.9	2.6
Think it would be "fairly easy" or "very easy" to obtain marijuana	19.4	18.1	20.7	13.9	24.8
Perceived risk of harm of using marijuana (moderate/great risk)	84.0	87.6	80.4	87.4	80.6
Ever rode in car driven by a high school student who had been using marijuana	2.3	2.3	2.2	1.6	3.0
OTHER SUBSTANCE USE					
Lifetime inhalant use [§]	3.5	3.3	3.7	2.9	4.1
Lifetime prescription pain medicine misuse (without a doctor's prescription)**	1.2	1.1	1.3	0.7	1.6

* 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

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

§ 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

Table 2-2B. Alcohol, Marijuana, and Other Substance Use, 2006 - 2018
MetroWest Region Middle School Students (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	MetroWest Region (%)						
	2006 (6,875)	2008 (10,650)	2010 (11,597)	2012 (12,224)	2014 (12,191)	2016 (12,307)	2018 (12,107)
ALCOHOL USE*							
Lifetime alcohol use	21.9	20.2	13.2	12.4	11.0	10.2	11.7
Had first drink of alcohol before age 11 years	8.2	6.8	4.6	4.6	4.5	3.9	4.4
Current alcohol use (past 30 days)	9.0	8.6	4.9	5.0	4.0	3.7	3.9
Binge drinking (past 30 days) [†]	2.5	2.5	1.5	1.4	1.0	1.0	0.9
Was "drunk" from consuming alcohol (past 30 days)	–	3.3	1.8	1.8	1.3	1.2	1.1
Went to a party/hung out where alcohol was available (past 30 days)	–	–	8.1	9.2	7.2	8.4	8.3
Ever rode in car driven by a high school student who had been drinking	–	–	–	2.2	1.8	1.7	1.4
MARIJUANA USE							
Lifetime marijuana use	4.8	5.2	4.1	4.1	3.1	2.5	3.0
Tried marijuana before age 11 years	1.1	1.0	0.8	0.8	0.8	0.5	0.4
Current marijuana use (past 30 days)	3.0	3.3	2.2	2.4	1.8	1.4	1.7
Went to a party/hung out where marijuana was available (past 30 days)	–	–	–	4.9	3.5	3.8	4.1
Ate or drank products made with marijuana (lifetime) [‡]	–	–	–	–	–	–	1.7
Think it would be "fairly easy" or "very easy" to obtain marijuana	–	–	–	–	–	–	19.4
Perceived risk of harm of using marijuana (moderate/great risk)	–	–	–	–	–	–	84.0
Ever rode in car driven by a high school student who had been using marijuana	–	–	–	–	–	–	2.3
OTHER SUBSTANCE USE							
Lifetime inhalant use [§]	8.3	7.1	5.2	4.2	3.0	2.6	3.5
Lifetime prescription pain medicine misuse (without a doctor's prescription)**	–	–	–	–	–	–	1.2

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

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

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

§ 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

Table 3-1A. Violence, Safety-Related Behaviors, and Dating Violence by Sex and Grade, 2018
MetroWest Region Middle School Students (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	Total (%)	Sex (%)		Grade (%)	
	(12,107)	Female (6,066)	Male (5,988)	7 th (6,081)	8 th (6,026)
SAFETY					
Didn't go to school because of safety concerns (past 30 days)*	3.1	3.8	2.4	3.1	3.2
Concerned a student or someone else might physically hurt someone at school	24.5	26.7	22.2	21.9	27.2
Saw posts online that a student or someone else wanted to physically hurt someone at school	11.9	13.5	10.1	9.8	13.9
Told an adult at school that a student or someone else might physically hurt someone at school	4.4	5.1	3.8	4.3	4.6
Told an adult outside of school that a student or someone else might physically hurt someone at school	7.3	9.0	5.4	6.8	7.7
WEAPONS[†]					
Carried a weapon (lifetime)	13.7	6.6	21.0	13.3	14.2
Carried a weapon on school property (lifetime)	0.8	0.5	1.0	0.4	1.1
Carried a weapon (past 30 days)	5.3	2.0	8.6	5.3	5.3
PHYSICAL FIGHTING					
In a physical fight (lifetime)	32.2	17.1	47.3	32.1	32.3
In a physical fight (past 12 months)	16.8	8.2	25.6	17.5	16.1
In a physical fight on school property (lifetime)	11.1	4.4	17.8	11.0	11.2
In a physical fight on school property (past 12 months)	4.7	1.7	7.7	4.7	4.7
Injured in a physical fight and received medical treatment (lifetime)	3.4	2.1	4.7	3.6	3.2
DATING VIOLENCE[‡]					
Sworn at, cursed at, or insulted (lifetime)	6.1	6.6	5.5	5.1	7.2
Physically hurt on purpose (lifetime)	1.3	1.0	1.6	0.7	1.9

* 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 3-1B. Violence, Safety-Related Behaviors, and Dating Violence, 2006 - 2018
MetroWest Region Middle School Students (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	MetroWest Region (%)						
	2006 (6,875)	2008 (10,650)	2010 (11,597)	2012 (12,224)	2014 (12,191)	2016 (12,307)	2018 (12,107)
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
Concerned a student or someone else might physically hurt someone at school	–	–	–	–	23.0	21.2	24.5
Saw posts online that a student or someone else wanted to physically hurt someone at school	–	–	–	–	–	–	11.9
Told an adult at school that a student or someone else might physically hurt someone at school	–	–	–	–	4.2	3.9	4.4
Told an adult outside of school that a student or someone else might physically hurt someone at school	–	–	–	–	6.4	5.5	7.3
WEAPONS[†]							
Carried a weapon (lifetime)	17.6	16.3	13.7	15.1	15.2	16.0	13.7
Carried a weapon on school property (lifetime)	3.3	2.5	1.4	1.4	1.1	1.0	0.8
Carried a weapon (past 30 days)	–	7.8	5.5	6.8	6.7	7.3	5.3
PHYSICAL FIGHTING							
In a physical fight (lifetime)	44.5	45.3	39.3	35.0	33.4	31.5	32.2
In a physical fight (past 12 months)	–	25.9	20.8	17.3	16.0	15.6	16.8
In a physical fight on school property (lifetime)	18.9	16.8	12.4	9.8	9.4	9.4	11.1
In a physical fight on school property (past 12 months)	–	6.9	4.5	3.3	3.2	3.4	4.7
Injured in a physical fight and received medical treatment (lifetime)	5.8	5.6	4.0	3.2	3.2	3.5	3.4
DATING VIOLENCE[‡]							
Sworn at, cursed at, or insulted (lifetime)	–	–	–	–	6.4	5.2	6.1
Physically hurt on purpose (lifetime)	–	–	–	–	1.5	1.0	1.3

* 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 3-2A. Bullying, Cyberbullying, and Verbal Harassment by Sex and Grade, 2018
MetroWest Region Middle School Students (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>	
	(12,107)	Female (6,066)	Male (5,988)	7 th (6,081)	8 th (6,026)
<i>BULLYING (past 12 months)*</i>					
Been a victim of bullying	27.9	31.5	24.1	28.1	27.7
Been a victim of bullying on school property	24.5	27.4	21.5	24.6	24.4
Bullied someone else	7.4	6.2	8.5	6.8	8.0
Bullied someone else on school property	5.1	4.2	5.9	4.7	5.5
Talked to a teacher/adult at school about being bullied	11.5	13.4	9.5	12.9	10.1
Talked to a parent/adult outside of school about being bullied	18.3	21.5	15.0	20.3	16.4
Saw or heard about another student being bullied at school	50.4	54.0	46.8	48.4	52.5
Tried to stop another student from bullying someone else at school	33.7	35.1	32.3	34.3	33.1
Told an adult at school that someone was being bullied at school	15.0	17.1	12.9	17.1	12.9
Told a parent/adult outside of school that someone was being bullied at school	20.4	25.9	14.9	20.8	20.0
<i>CYBERBULLYING (past 12 months) †</i>					
Been a victim of cyberbullying	17.8	22.3	13.2	16.9	18.7
Cyberbullied someone else	5.7	5.9	5.4	4.9	6.5
Talked to a teacher/adult at school about being cyberbullied	3.7	5.3	2.1	4.1	3.4
Talked to a parent/adult outside of school about being cyberbullied	7.2	10.3	4.0	7.6	6.9
Saw or heard about another student being cyberbullied	28.1	34.9	21.1	26.7	29.5
Tried to stop a student from cyberbullying someone else	14.6	18.2	10.9	15.0	14.3
Told an adult at school that someone was being cyberbullied	4.2	5.6	2.8	5.0	3.5
Told a parent/adult outside of school that someone was being cyberbullied	7.8	11.1	4.4	8.0	7.7
<i>VERBAL HARASSMENT (past 12 months) ‡</i>					
Verbally harassed because of your race, ethnicity, or culture	13.6	13.2	13.9	11.6	15.6
Verbally harassed because of your sexual orientation or gender identity	5.5	6.3	4.6	4.8	6.2
Verbally harassed because of a disability you have or others think you have	6.4	6.4	6.3	5.8	6.9
Verbally harassed because of your height or weight or how you look	29.3	31.9	26.7	28.3	30.3

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

† Defined as using the Internet, cell phones, or other electronic devices to bully, tease, threaten or spread rumors about someone. Includes being bullied through texting, email, and social media

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

Table 3-2B. Bullying, Cyberbullying, and Verbal Harassment, 2006 - 2018
MetroWest Region Middle School Students (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	MetroWest Region (%)						
	2006 (6,875)	2008 (10,650)	2010 (11,597)	2012 (12,224)	2014 (12,191)	2016 (12,307)	2018 (12,107)
BULLYING (past 12 months)*							
Been a victim of bullying	43.9	48.9	37.7	32.4	28.8	25.1	27.9
Been a victim of bullying on school property	38.8	42.7	31.7	26.7	23.5	20.6	24.5
Bullied someone else	–	34.5	21.3	12.5	7.9	8.0	7.4
Bullied someone else on school property	–	–	–	7.8	4.8	5.1	5.1
Talked to a teacher/adult at school about being bullied	–	–	12.2	12.8	11.8	10.5	11.5
Talked to a parent/adult outside of school about being bullied	–	–	20.1	20.3	18.8	16.5	18.3
Saw or heard about another student being bullied at school	–	–	–	56.2	49.7	48.6	50.4
Tried to stop another student from bullying someone else at school	–	–	–	38.7	34.7	31.9	33.7
Told an adult at school that someone was being bullied at school	–	–	–	15.9	16.5	14.5	15.0
Told a parent/adult outside of school that someone was being bullied at school	–	–	–	22.3	20.6	19.1	20.4
CYBERBULLYING (past 12 months) †							
Been a victim of cyberbullying	15.6	15.9	17.2	16.6	18.6	18.8	17.8
Cyberbullied someone else	10.9	9.4	8.1	6.0	5.7	5.9	5.7
Talked to a teacher/adult at school about being cyberbullied	–	–	3.5	3.7	4.1	4.3	3.7
Talked to a parent/adult outside of school about being cyberbullied	–	–	5.7	6.6	7.1	7.8	7.2
Saw or heard about another student being cyberbullied	–	–	–	27.3	30.2	29.5	28.1
Tried to stop a student from cyberbullying someone else	–	–	–	12.9	15.0	14.5	14.6
Told an adult at school that someone was being cyberbullied	–	–	–	3.7	5.5	4.3	4.2
Told a parent/adult outside of school that someone was being cyberbullied	–	–	–	7.7	9.3	8.5	7.8
VERBAL HARASSMENT (past 12 months) ‡							
Verbally harassed because of your race, ethnicity, or culture	–	–	–	–	–	11.5	13.6
Verbally harassed because of your sexual orientation or gender identity	–	–	–	–	–	5.6	5.5
Verbally harassed because of a disability you have or others think you have	–	–	–	–	–	5.9	6.4
Verbally harassed because of your height or weight or how you look	–	–	–	–	–	26.5	29.3

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

† Defined as using the Internet, cell phones, or other electronic devices to bully, tease, threaten or spread rumors about someone. Includes being bullied through texting, email, and social media

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

Table 4-1A. Behaviors Related to Unintentional Injury by Sex and Grade, 2018
MetroWest Region Middle School Students (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	Total (%)	Sex (%)		Grade (%)	
	<i>(12,107)</i>	Female <i>(6,066)</i>	Male <i>(5,988)</i>	7 th <i>(6,081)</i>	8 th <i>(6,026)</i>
<i>SAFETY-RELATED BEHAVIORS</i>					
Never/rarely wore a helmet when riding a bicycle (past 12 months, among students who rode a bicycle)	26.9	24.0	29.8	23.7	30.3
Never/rarely wear a seatbelt when passenger in a car	1.7	1.3	2.2	1.5	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	1.4	1.4	1.5	1.2	1.7
Ever rode in car driven by a high school student who had been using marijuana	2.3	2.3	2.2	1.6	3.0

Table 4-1B. Behaviors Related to Unintentional Injury, 2006 - 2018
MetroWest Region Middle School Students (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	MetroWest Region (%)						
	2006 (6,875)	2008 (10,650)	2010 (11,597)	2012 (12,224)	2014 (12,191)	2016 (12,307)	2018 (12,107)
SAFETY-RELATED BEHAVIORS							
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
Never/rarely wear a seatbelt when passenger in a car	5.5	4.2	2.9	3.3	2.3	1.8	1.7
RIDING WITH A DRIVER UNDER THE INFLUENCE (lifetime)							
Ever rode in car driven by a high school student who had been drinking	–	–	–	2.2	1.8	1.7	1.4
Ever rode in car driven by a high school student who had been using marijuana	–	–	–	–	–	–	2.3

Table 5-1A. Stress and Anxiety by Sex and Grade, 2018
MetroWest Region Middle School Students (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>	
	(12,107)	Female (6,066)	Male (5,988)	7 th (6,081)	8 th (6,026)
STRESS					
Life "very" stressful (past 30 days)	19.8	27.4	11.8	16.2	23.3
Worry/feel stressed about school issues*	50.3	61.4	38.9	43.1	57.5
Worry/feel stressed about social issues*	25.0	34.2	15.4	20.6	29.4
Worry/feel stressed about family issues*	19.2	24.6	13.5	16.7	21.7
Worry/feel stressed about safety issues*	5.5	7.2	3.6	5.4	5.5
Worry/feel stressed about appearance issues*	23.2	33.6	12.4	19.6	26.7
Worry/feel stressed about your physical and/or emotional health*	16.8	23.2	10.1	13.8	19.8
GENERALIZED ANXIETY (past 2 weeks) †					
Feel nervous, anxious, or on edge	23.2	32.1	13.9	19.6	26.8
Unable to stop or control worrying	17.5	25.3	9.5	14.3	20.7
SYMPTOMS OF BEING STRESSED, ANXIOUS, OR WORRIED (past 2 weeks)*					
Had little interest or pleasure in doing things	10.0	13.0	6.8	8.1	11.9
Had trouble falling asleep or staying asleep or slept too much	20.6	27.5	13.5	18.3	23.0
Felt tired or had little energy	23.2	30.2	16.0	19.4	27.0
Had a poor appetite or ate too much	15.1	20.8	9.0	12.4	17.8
Felt bad about yourself or that you were a failure	16.5	22.8	10.0	13.6	19.5
Had trouble concentrating in school	20.7	24.9	16.3	18.6	22.8
Had trouble concentrating on things outside of school	9.8	13.2	6.1	8.6	11.0

* Student responded "often" or "very often"

† Student responded "more than half the days" or "nearly every day"

Table 5-1B. Stress and Anxiety, 2006 - 2018
MetroWest Region Middle School Students (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	MetroWest Region (%)						
	2006 (6,875)	2008 (10,650)	2010 (11,597)	2012 (12,224)	2014 (12,191)	2016 (12,307)	2018 (12,107)
STRESS							
Life "very" stressful (past 30 days)	13.3	13.6	12.1	12.5	14.1	15.6	19.8
Worry/feel stressed about school issues*	–	–	–	–	–	43.7	50.3
Worry/feel stressed about social issues*	–	–	–	–	–	18.8	25.0
Worry/feel stressed about family issues*	–	–	–	–	–	15.9	19.2
Worry/feel stressed about safety issues*	–	–	–	–	–	4.5	5.5
Worry/feel stressed about appearance issues*	–	–	–	–	–	18.3	23.2
Worry/feel stressed about your physical and/or emotional health*	–	–	–	–	–	11.6	16.8
GENERALIZED ANXIETY (past 2 weeks) †							
Feel nervous, anxious, or on edge	–	–	–	–	–	–	23.2
Unable to stop or control worrying	–	–	–	–	–	–	17.5
SYMPTOMS OF BEING STRESSED, ANXIOUS, OR WORRIED (past 2 weeks)*							
Had little interest or pleasure in doing things	–	–	–	–	–	8.0	10.0
Had trouble falling asleep or staying asleep or slept too much	–	–	–	–	–	16.9	20.6
Felt tired or had little energy	–	–	–	–	–	18.9	23.2
Had a poor appetite or ate too much	–	–	–	–	–	11.7	15.1
Felt bad about yourself or that you were a failure	–	–	–	–	–	12.4	16.5
Had trouble concentrating in school	–	–	–	–	–	16.0	20.7
Had trouble concentrating on things outside of school	–	–	–	–	–	7.0	9.8

* Student responded "often" or "very often"

† Student responded "more than half the days" or "nearly every day"

Table 5-2A. Mental Health and Suicidality by Sex and Grade, 2018
MetroWest Region Middle School Students (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>	
	(12,107)	Female (6,066)	Male (5,988)	7 th (6,081)	8 th (6,026)
MENTAL HEALTH AND SUICIDALITY					
Felt sad or hopeless almost every day for two or more weeks (past 12 months)	14.3	18.1	10.2	13.2	15.4
Hurt or injured yourself on purpose (past 12 months) [†]	9.7	12.8	6.4	8.3	11.1
Seriously considered attempting suicide (lifetime)	14.2	17.2	11.0	12.0	16.4
Made a plan about attempting suicide (lifetime)	8.5	10.3	6.6	6.6	10.4
Attempted suicide (lifetime)	3.9	4.7	3.1	3.3	4.5
CONCERNS ABOUT PEER MENTAL HEALTH (past 12 months)					
Concerned a student at school was depressed or might physically hurt themself	44.9	54.0	35.4	39.0	50.8
Saw posts online that a student at school might try to hurt themself	17.0	21.7	12.0	13.3	20.6
Told an adult at school a student might hurt themself	7.9	10.7	5.0	6.4	9.4
Told an adult outside of school a student might hurt themself	14.1	19.5	8.5	12.0	16.2
Concerned a student or someone else might physically hurt someone at school	24.5	26.7	22.2	21.9	27.2
Saw posts online that a student or someone else wanted to physically hurt someone at school	11.9	13.5	10.1	9.8	13.9
Told an adult at school that a student or someone else might physically hurt someone at school	4.4	5.1	3.8	4.3	4.6
Told an adult outside of school that a student or someone else might physically hurt someone at school	7.3	9.0	5.4	6.8	7.7

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

Table 5-2B. Mental Health and Suicidality, 2006 - 2018
MetroWest Region Middle School Students (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	MetroWest Region (%)						
	2006 (6,875)	2008 (10,650)	2010 (11,597)	2012 (12,224)	2014 (12,191)	2016 (12,307)	2018 (12,107)
MENTAL HEALTH 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
Hurt or injured yourself on purpose (past 12 months) [†]	7.7	8.5	6.7	7.8	9.0	7.4	9.7
Seriously considered attempting suicide (lifetime)	9.9	10.9	9.4	10.5	11.2	10.7	14.2
Made a plan about attempting suicide (lifetime)	5.9	6.5	5.7	7.2	7.8	6.8	8.5
Attempted suicide (lifetime)	3.0	3.0	2.6	3.0	3.2	2.7	3.9
CONCERNS ABOUT PEER MENTAL HEALTH (past 12 months)							
Concerned a student at school was depressed or might physically hurt themself	–	–	–	–	38.9	33.3	44.9
Saw posts online that a student at school might try to hurt themself	–	–	–	–	–	–	17.0
Told an adult at school a student might hurt themself	–	–	–	–	7.7	6.7	7.9
Told an adult outside of school a student might hurt themself	–	–	–	–	13.1	11.0	14.1
Concerned a student or someone else might physically hurt someone at school	–	–	–	–	23.0	21.2	24.5
Saw posts online that a student or someone else wanted to physically hurt someone at school	–	–	–	–	–	–	11.9
Told an adult at school that a student or someone else might physically hurt someone at school	–	–	–	–	4.2	3.9	4.4
Told an adult outside of school that a student or someone else might physically hurt someone at school	–	–	–	–	6.4	5.5	7.3

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

Table 5-3A. Support for Emotional Challenges or Problems* by Sex and Grade, 2018
MetroWest Region Middle School Students (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	Total (%)	Sex (%)		Grade (%)	
	(12,107)	Female (6,066)	Male (5,988)	7 th (6,081)	8 th (6,026)
SOURCES OF SUPPORT FOR HELP WITH EMOTIONAL CHALLENGES OR PROBLEMS (past 12 months) †					
School counselor, school therapist, or school psychologist	17.4	21.4	13.3	17.3	17.5
School nurse	5.5	6.1	4.9	5.8	5.2
Another adult at school, like a teacher or other school staff	10.7	12.9	8.3	10.3	11.1
Therapist, psychologist, or other mental health professional outside of school	14.1	16.8	11.1	13.0	15.1
Parent, relative, or other adult outside of school	43.1	53.8	32.1	41.9	44.2
Friend around the same age	44.1	60.6	27.1	39.7	48.5
Coach or club advisor	4.3	5.0	3.7	3.9	4.8
Religious or faith leader, including a religious youth group leader or mentor	4.0	4.4	3.7	4.0	4.0
Crisis hotline/text line	2.0	2.5	1.4	1.5	2.4
Person or group on social media (e.g., Instagram, Facebook, Snapchat)	12.8	17.1	8.3	10.2	15.3
BARRIERS TO SEEKING HELP AT SCHOOL FOR EMOTIONAL CHALLENGES OR PROBLEMS ‡					
I don't know who to go to for help.	18.3	19.6	16.8	18.4	18.2
I don't think counseling at school would help.	31.8	34.5	28.9	29.4	34.3
I wouldn't have time or wouldn't want to miss class to get help.	36.7	40.5	32.7	34.1	39.3
I should handle problems on my own.	33.5	31.4	35.6	31.3	35.7
I would be too embarrassed or scared to talk about it.	34.1	42.0	25.7	33.6	34.6
A school counselor/therapist might not understand me or the challenges I was having.	35.2	41.1	28.9	33.1	37.3
I wouldn't want other students to know I was meeting with a school counselor/therapist.	44.6	49.8	39.2	43.8	45.5
I wouldn't want my parent(s)/guardian(s) to know I was meeting with a school counselor/therapist.	22.5	26.3	18.3	20.8	24.1
Teachers or other school staff might treat me differently or give me fewer opportunities at school.	27.1	30.9	22.8	26.1	28.0
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	9.7	10.6	10.1	10.3

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

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

‡ Student responded agree/strongly agree

Table 5-3B. Support for Emotional Challenges or Problems*, 2006 - 2018
MetroWest Region Middle School Students (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	MetroWest Region (%)						
	2006 (6,875)	2008 (10,650)	2010 (11,597)	2012 (12,224)	2014 (12,191)	2016 (12,307)	2018 (12,107)
SOURCES OF SUPPORT FOR HELP WITH EMOTIONAL CHALLENGES OR PROBLEMS (past 12 months) †							
School counselor, school therapist, or school psychologist	–	–	–	–	–	–	17.4
School nurse	–	–	–	–	–	–	5.5
Another adult at school, like a teacher or other school staff	–	–	–	–	–	–	10.7
Therapist, psychologist, or other mental health professional outside of school	–	–	–	–	–	–	14.1
Parent, relative, or other adult outside of school	–	–	–	–	–	–	43.1
Friend around the same age	–	–	–	–	–	–	44.1
Coach or club advisor	–	–	–	–	–	–	4.3
Religious or faith leader, including a religious youth group leader or mentor	–	–	–	–	–	–	4.0
Crisis hotline/text line	–	–	–	–	–	–	2.0
Person or group on social media (e.g., Instagram, Facebook, Snapchat)	–	–	–	–	–	–	12.8
BARRIERS TO SEEKING HELP AT SCHOOL FOR EMOTIONAL CHALLENGES OR PROBLEMS ‡							
I don't know who to go to for help.	–	–	–	–	–	–	18.3
I don't think counseling at school would help.	–	–	–	–	–	–	31.8
I wouldn't have time or wouldn't want to miss class to get help.	–	–	–	–	–	–	36.7
I should handle problems on my own.	–	–	–	–	–	–	33.5
I would be too embarrassed or scared to talk about it.	–	–	–	–	–	–	34.1
A school counselor/therapist might not understand me or the challenges I was having.	–	–	–	–	–	–	35.2
I wouldn't want other students to know I was meeting with a school counselor/therapist.	–	–	–	–	–	–	44.6
I wouldn't want my parent(s)/guardian(s) to know I was meeting with a school counselor/therapist.	–	–	–	–	–	–	22.5
Teachers or other school staff might treat me differently or give me fewer opportunities at school.	–	–	–	–	–	–	27.1
My parents wouldn't want me to get help at school because they would be worried I might be treated differently or given fewer opportunities at school.	–	–	–	–	–	–	10.2

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

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

‡ Student responded agree/strongly agree

Table 6-1A. Weight, Nutrition, and Physical Activity by Sex and Grade, 2018
MetroWest Region Middle School Students (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>	
	(12,107)	Female (6,066)	Male (5,988)	7 th (6,081)	8 th (6,026)
WEIGHT PERCEPTION					
Describe self as slightly or very overweight	23.9	25.7	21.9	22.9	24.9
Trying to lose weight	34.6	41.8	27.1	33.0	36.1
BODY MASS INDEX					
Overweight*	12.5	11.0	14.1	11.3	13.6
Obese†	7.1	5.2	9.1	7.1	7.1
EATING PATTERNS (past 7 days)					
Ate breakfast on all 7 days	50.6	44.8	56.7	52.9	48.3
Ate dinner at home with parent(s)/guardian(s) on 5 or more days	83.0	80.8	85.4	85.3	80.8
PHYSICAL ACTIVITY					
Participated in vigorous physical activity for at least 20 minutes on 3 or more of the past 7 days‡	79.5	77.1	82.2	80.3	78.8
Participated in moderate physical activity for at least 60 minutes per day on 5 or more of the past 7 days§	57.5	52.2	63.0	58.8	56.2
Played on one or more sports teams (past 12 months)	75.5	73.8	77.4	75.2	75.9

* 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 - 2018
MetroWest Region Middle School Students (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	MetroWest Region (%)						
	2006 (6,875)	2008 (10,650)	2010 (11,597)	2012 (12,224)	2014 (12,191)	2016 (12,307)	2018 (12,107)
WEIGHT PERCEPTION							
Describe self as slightly or very overweight	22.8	23.8	23.3	23.0	24.1	23.3	23.9
Trying to lose weight	34.1	34.1	33.1	32.4	33.3	32.7	34.6
BODY MASS INDEX							
Overweight*	13.4	13.0	13.1	12.6	12.1	13.1	12.5
Obese†	7.0	6.8	6.4	6.4	7.1	6.7	7.1
EATING PATTERNS (past 7 days)							
Ate breakfast on all 7 days	–	–	–	–	58.2	56.9	50.6
Ate dinner at home with parent(s)/guardian(s) on 5 or more days	–	–	–	83.4	86.2	82.9	83.0
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
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
Played on one or more sports teams (past 12 months)	73.2	73.0	75.8	79.1	77.8	77.5	75.5

* 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 7-1A. School Attachment, Adult Support, and Peer Support by Sex and Grade, 2018
MetroWest Region Middle School Students (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	Total (%)	Sex (%)		Grade (%)	
	(12,107)	Female (6,066)	Male (5,988)	7 th (6,081)	8 th (6,026)
SCHOOL ATTACHMENT*					
I feel close to people at school.	72.7	70.8	74.9	73.3	72.1
I feel like I am part of this school.	67.4	64.3	70.9	69.8	65.1
I am happy to be at this school.	61.8	58.7	65.2	66.9	56.7
The teachers at this school treat students fairly.	59.3	58.7	60.2	63.8	54.9
I feel safe in my school.	74.3	71.4	77.6	76.9	71.7
ADULT SUPPORT AT SCHOOL					
Have at least one teacher/adult at school to talk to if you have a problem	71.9	73.0	71.0	72.4	71.4
Talked to a teacher/adult at school about a personal problem [†]	31.9	35.9	27.8	32.0	31.9
Talked to a teacher/adult at school about being bullied [†]	11.5	13.4	9.5	12.9	10.1
Talked to a teacher/adult at school about being cyberbullied [†]	3.7	5.3	2.1	4.1	3.4
Wanted to talk to a school counselor, school therapist, or school psychologist about emotional challenges or problems [†]	14.0	19.3	8.4	13.1	15.0
Talked with a school counselor, school therapist, or school psychologist about emotional challenges or problems [†]	17.4	21.4	13.3	17.3	17.5
Talked with a school nurse about emotional challenges or problems [†]	5.5	6.1	4.9	5.8	5.2
Talked with a teacher or other school staff about emotional challenges or problems [†]	10.7	12.9	8.3	10.3	11.1
ADULT SUPPORT OUTSIDE OF SCHOOL					
Ate dinner at home with parent(s)/guardian(s) on 5 or more days (past 7 days)	83.0	80.8	85.4	85.3	80.8
Have at least one parent/adult outside of school to talk to about things that are important to you	92.2	92.1	92.5	92.7	91.6
Talked to a parent/adult outside of school about being bullied [†]	18.3	21.5	15.0	20.3	16.4
Talked to a parent/adult outside of school about being cyberbullied [†]	7.2	10.3	4.0	7.6	6.9
Talked with a parent, relative, or other adult outside of school about emotional challenges or problems [†]	43.1	53.8	32.1	41.9	44.2
Talked with a therapist, psychologist, or other mental health professional outside of school about emotional challenges or problems [†]	14.1	16.8	11.1	13.0	15.1

* Student responded "agree" or "strongly agree"

† During the past 12 months

Table 7-1B. School Attachment, Adult Support, and Peer Support, 2006 - 2018
MetroWest Region Middle School Students (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	MetroWest Region (%)						
	2006 (6,875)	2008 (10,650)	2010 (11,597)	2012 (12,224)	2014 (12,191)	2016 (12,307)	2018 (12,107)
SCHOOL ATTACHMENT*							
I feel close to people at school.	74.7	76.6	77.9	79.9	75.7	75.4	72.7
I feel like I am part of this school.	75.3	76.3	80.2	79.7	76.2	75.6	67.4
I am happy to be at this school.	69.3	71.1	75.0	74.0	73.2	71.8	61.8
The teachers at this school treat students fairly.	64.9	66.8	69.1	70.3	71.8	67.7	59.3
I feel safe in my school.	79.6	79.6	84.6	84.4	83.7	84.5	74.3
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
Talked to a teacher/adult at school about a personal problem [†]	–	–	25.9	26.5	25.1	25.6	31.9
Talked to a teacher/adult at school about being bullied [†]	–	–	12.2	12.8	11.8	10.5	11.5
Talked to a teacher/adult at school about being cyberbullied [†]	–	–	3.5	3.7	4.1	4.3	3.7
Wanted to talk to a school counselor, school therapist, or school psychologist about emotional challenges or problems [†]	–	–	–	–	–	–	14.0
Talked with a school counselor, school therapist, or school psychologist about emotional challenges or problems [†]	–	–	–	–	–	–	17.4
Talked with a school nurse about emotional challenges or problems [†]	–	–	–	–	–	–	5.5
Talked with a teacher or other school staff about emotional challenges or problems [†]	–	–	–	–	–	–	10.7
ADULT SUPPORT OUTSIDE OF SCHOOL							
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
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
Talked to a parent/adult outside of school about being bullied [†]	–	–	20.1	20.3	18.8	16.5	18.3
Talked to a parent/adult outside of school about being cyberbullied [†]	–	–	5.7	6.6	7.1	7.8	7.2
Talked with a parent, relative, or other adult outside of school about emotional challenges or problems [†]	–	–	–	–	–	–	43.1
Talked with a therapist, psychologist, or other mental health professional outside of school about emotional challenges or problems [†]	–	–	–	–	–	–	14.1

* Student responded "agree" or "strongly agree"

† During the past 12 months

Table 7-2A. Peer Support, Isolation, and Anger by Sex and Grade, 2018
MetroWest Region Middle School Students (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	Total (%)	Sex (%)		Grade (%)	
		Female	Male	7 th	8 th
	(12,107)	(6,066)	(5,988)	(6,081)	(6,026)
PEER SUPPORT, ISOLATION, AND ANGER*					
Feel you have a friend you can talk to about a personal problem	65.0	73.8	55.9	62.3	67.7
Feel you are part of a group of friends	78.1	75.7	80.8	78.6	77.6
Feel lonely	15.9	20.6	10.9	13.8	18.0
Feel you have a lot in common with the people around you	62.8	62.7	63.2	62.9	62.8
Feel there are people who really know you and understand you	64.0	65.6	62.6	64.8	63.3
Feel left out and excluded by others	12.6	16.8	8.2	10.7	14.5
Get angry for no good reason	13.2	16.0	10.2	11.3	15.2
Have trouble controlling your temper	10.8	11.5	10.1	9.6	12.1
Feel you have gotten a raw deal out of life	10.8	12.5	8.8	9.1	12.4
Get into arguments hen people disagree with you	12.3	10.4	14.2	11.2	13.4
Physically threaten the people you know	1.5	0.9	2.0	1.0	2.0

* Answered either "often" or "very often"

Table 7-2B. Peer Support, Isolation, and Anger, 2006 - 2018
MetroWest Region Middle School Students (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	MetroWest Region (%)						
	2006 (6,875)	2008 (10,650)	2010 (11,597)	2012 (12,224)	2014 (12,191)	2016 (12,307)	2018 (12,107)
PEER SUPPORT, ISOLATION, AND ANGER*							
Feel you have a friend you can talk to about a personal problem	–	–	–	64.6	65.6	67.0	65.0
Feel you are part of a group of friends	–	–	–	79.9	79.0	80.7	78.1
Feel lonely	–	–	–	7.6	9.9	8.8	15.9
Feel you have a lot in common with the people around you	–	–	–	–	–	–	62.8
Feel there are people who really know you and understand you	–	–	–	–	–	–	64.0
Feel left out and excluded by others	–	–	–	–	–	–	12.6
Get angry for no good reason	–	–	–	–	–	–	13.2
Have trouble controlling your temper	–	–	–	–	–	–	10.8
Feel you have gotten a raw deal out of life	–	–	–	–	–	–	10.8
Get into arguments hen people disagree with you	–	–	–	–	–	–	12.3
Physically threaten the people you know	–	–	–	–	–	–	1.5

* Answered either "often" or "very often"

Table 8-1A. Risk Behaviors on School Property by Sex and Grade, 2018
MetroWest Region Middle School Students (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>	
	(12,107)	Female (6,066)	Male (5,988)	7 th (6,081)	8 th (6,026)
SAFETY, WEAPONS, AND VIOLENCE					
Didn't go to school because of safety concerns (past 30 days)*	3.1	3.8	2.4	3.1	3.2
Carried a weapon on school property (lifetime) [†]	0.8	0.5	1.0	0.4	1.1
In a physical fight on school property (lifetime)	11.1	4.4	17.8	11.0	11.2
In a physical fight on school property (past 12 months)	4.7	1.7	7.7	4.7	4.7
Been bullied on school property (past 12 months) [‡]	24.5	27.4	21.5	24.6	24.4
Bullied someone else on school property (past 12 months) [‡]	5.1	4.2	5.9	4.7	5.5
CONCERNS ABOUT PEERS (past 12 months)					
Concerned a student at school was depressed or might physically hurt themself	44.9	54.0	35.4	39.0	50.8
Saw posts online that a student at school might try to hurt themself	17.0	21.7	12.0	13.3	20.6
Told an adult at school a student might hurt themself	7.9	10.7	5.0	6.4	9.4
Told an adult outside of school a student might hurt themself	14.1	19.5	8.5	12.0	16.2
Concerned a student or someone else might physically hurt someone at school	24.5	26.7	22.2	21.9	27.2
Saw posts online that a student or someone else wanted to physically hurt someone at school	11.9	13.5	10.1	9.8	13.9
Told an adult at school that a student or someone else might physically hurt someone at school	4.4	5.1	3.8	4.3	4.6
Told an adult outside of school that a student or someone else might physically hurt someone at school	7.3	9.0	5.4	6.8	7.7

* 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 1 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 - 2018
MetroWest Region Middle School Students (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	MetroWest Region (%)						
	2006 (6,875)	2008 (10,650)	2010 (11,597)	2012 (12,224)	2014 (12,191)	2016 (12,307)	2018 (12,107)
SAFETY, WEAPONS, AND VIOLENCE							
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
Carried a weapon on school property (lifetime) [†]	3.3	2.5	1.4	1.4	1.1	1.0	0.8
In a physical fight on school property (lifetime)	18.9	16.8	12.4	9.8	9.4	9.4	11.1
In a physical fight on school property (past 12 months)	–	6.9	4.5	3.3	3.2	3.4	4.7
Been bullied on school property (past 12 months) [‡]	38.8	42.7	31.7	26.7	23.5	20.6	24.5
Bullied someone else on school property (past 12 months) [‡]	–	–	–	7.8	4.8	5.1	5.1
CONCERNS ABOUT PEERS (past 12 months)							
Concerned a student at school was depressed or might physically hurt themself	–	–	–	–	38.9	33.3	44.9
Saw posts online that a student at school might try to hurt themself	–	–	–	–	–	–	17.0
Told an adult at school a student might hurt themself	–	–	–	–	7.7	6.7	7.9
Told an adult outside of school a student might hurt themself	–	–	–	–	13.1	11.0	14.1
Concerned a student or someone else might physically hurt someone at school	–	–	–	–	23.0	21.2	24.5
Saw posts online that a student or someone else wanted to physically hurt someone at school	–	–	–	–	–	–	11.9
Told an adult at school that a student or someone else might physically hurt someone at school	–	–	–	–	4.2	3.9	4.4
Told an adult outside of school that a student or someone else might physically hurt someone at school	–	–	–	–	6.4	5.5	7.3

* 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 1 or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again

Table 9-1A. Sociodemographics, General Health, and Student Use of Time by Sex and Grade, 2018
MetroWest Region Middle School Students (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	Total (%)	Sex (%)		Grade (%)	
	(12,107)	Female (6,066)	Male (5,988)	7 th (6,081)	8 th (6,026)
SOCIODEMOGRAPHICS					
Have any physical disabilities or long-term health problems*	8.7	9.0	8.3	7.7	9.7
Have any long-term learning disabilities*	7.9	6.5	9.2	7.1	8.6
Have an Individualized Education Program (IEP)	14.0	12.6	15.4	12.1	15.9
Eligible to receive a free or reduced-price lunch at school	17.1	17.4	16.8	16.3	17.9
GENERAL HEALTH & SLEEP					
Describes general health as very good/excellent	72.1	72.1	72.1	72.5	71.7
Sleeps 8 or more hours on an average school night	60.3	55.9	65.0	66.8	54.0
STUDENT ACTIVITIES AND USE OF TIME					
Absent from school on 3 or more days (past 30 days)	8.8	8.6	9.0	8.3	9.3
Spend 3 or more hours online [†]	48.9	51.6	46.2	42.9	54.9
Spend 3 or more hours on social media sites [†]	18.1	22.5	13.5	14.3	21.8
Spend 3 or more hours gaming ^{†,‡}	15.2	5.0	25.8	15.0	15.4
Spend 3 or more hours on homework/studying outside of school [†]	15.0	20.1	9.7	11.3	18.7
Spend 3 or more hours on extracurricular activities outside of school [†]	20.8	24.0	17.6	20.2	21.5
Spend 3 or more hours on "screen time" that is not for school work/homework ^{†,§}	39.4	38.4	40.4	35.4	43.3
Participated in volunteer or community service activities on 3 or more days (past 12 months)	52.0	56.4	47.5	50.5	53.5

* Long-term means 6 months or more

† On an average school day

‡ Playing online or video games

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

Table 9-1B. Sociodemographics, General Health, and Student Use of Time, 2006 - 2018
MetroWest Region Middle School Students (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	MetroWest Region (%)						
	2006 (6,875)	2008 (10,650)	2010 (11,597)	2012 (12,224)	2014 (12,191)	2016 (12,307)	2018 (12,107)
SOCIODEMOGRAPHICS							
Have any physical disabilities or long-term health problems*	-	-	-	8.0	10.4	9.4	8.7
Have any long-term learning disabilities*	-	-	-	6.4	7.0	7.3	7.9
Have an Individualized Education Program (IEP)	-	-	-	-	16.2	14.6	14.0
Eligible to receive a free or reduced-price lunch at school	-	-	-	-	16.5	17.6	17.1
GENERAL HEALTH & SLEEP							
Describes general health as very good/excellent	76.1	74.2	74.2	76.2	76.4	74.3	72.1
Sleeps 8 or more hours on an average school night	-	-	-	-	63.9	61.6	60.3
STUDENT ACTIVITIES AND USE OF TIME							
Absent from school on 3 or more days (past 30 days)	-	-	-	-	9.2	8.6	8.8
Spend 3 or more hours online [†]	-	-	17.4	22.7	35.7	42.5	48.9
Spend 3 or more hours on social media sites [†]	-	-	-	-	-	17.2	18.1
Spend 3 or more hours gaming ^{†,‡}	-	-	-	-	-	-	15.2
Spend 3 or more hours on homework/studying outside of school [†]	-	-	-	-	22.1	18.6	15.0
Spend 3 or more hours on extracurricular activities outside of school [†]	-	-	-	-	21.8	19.3	20.8
Spend 3 or more hours on "screen time" that is not for school work/homework ^{†,§}	-	-	-	32.8	33.5	34.4	39.4
Participated in volunteer or community service activities on 3 or more days (past 12 months)	-	-	-	-	-	56.0	52.0

* Long-term means 6 months or more

† On an average school day

‡ Playing online or video games

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

Table 9-2A. Online, Social Media, and Gaming Behaviors by Sex and Grade, 2018
MetroWest Region Middle School Students (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	Total (%)	Sex (%)		Grade (%)	
	(12,107)	Female (6,066)	Male (5,988)	7 th (6,081)	8 th (6,026)
ONLINE BEHAVIORS AND USE OF SOCIAL MEDIA					
Spend 3 or more hours online (average school day)	48.9	51.6	46.2	42.9	54.9
Spend 3 or more hours on social media sites (average school day)	18.1	22.5	13.5	14.3	21.8
Posted 3 or more messages or photos/videos on your social media profile (past 7 days)*	29.1	32.0	25.7	30.1	28.3
Spend 3 or more hours gaming (average school day) [†]	15.2	5.0	25.8	15.0	15.4
SOCIAL MEDIA USE[‡]					
I spend a lot of time thinking about social media or planning how to use it.	5.7	6.9	4.6	5.2	6.2
I feel an urge to use social media more and more.	5.8	7.3	4.3	4.9	6.8
I use social media in order to forget about personal problems.	8.9	11.3	6.4	7.3	10.4
I have tried to cut down on my social media use without success.	7.2	9.7	4.7	6.0	8.4
I become restless or troubled if I am prohibited from using social media.	4.8	5.6	3.9	3.8	5.7
I use social media so much that it has a negative impact on school, work, sports, or other important activities.	2.8	3.1	2.4	2.1	3.4
GAMING BEHAVIORS (past 6 months)[‡]					
Thought about playing a game all day long	10.7	3.3	18.2	10.3	11.0
Spent increasing amounts of time on games	11.1	3.4	19.0	10.7	11.5
Played games to forget about real life	7.7	4.2	11.3	7.3	8.1
Others unsuccessfully tried to reduce your game use	6.5	2.4	10.7	6.0	6.9
Felt bad when you were unable to play games	6.5	2.3	10.8	6.5	6.4
Had fights with others (e.g., family, friends) over your time spent on games	3.8	1.4	6.2	3.7	3.9
Neglected other important activities (e.g., school, work, sports) to play games	3.2	1.4	5.1	2.6	3.8

* Among students who use social media

† Playing online or video games

‡ Student responded "often" or "very often"

Table 9-2B. Online, Social Media, and Gaming Behaviors, 2006 - 2018
MetroWest Region Middle School Students (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	MetroWest Region (%)						
	2006 (6,875)	2008 (10,650)	2010 (11,597)	2012 (12,224)	2014 (12,191)	2016 (12,307)	2018 (12,107)
ONLINE BEHAVIORS AND USE OF SOCIAL MEDIA							
Spend 3 or more hours online (average school day)	–	–	17.4	22.7	35.7	42.5	48.9
Spend 3 or more hours on social media sites (average school day)	–	–	–	–	–	17.2	18.1
Posted 3 or more messages or photos/videos on your social media profile (past 7 days)*	–	–	–	–	–	22.6	29.1
Spend 3 or more hours gaming (average school day) [†]	–	–	–	–	–	–	15.2
SOCIAL MEDIA USE[‡]							
I spend a lot of time thinking about social media or planning how to use it.	–	–	–	–	–	–	5.7
I feel an urge to use social media more and more.	–	–	–	–	–	–	5.8
I use social media in order to forget about personal problems.	–	–	–	–	–	–	8.9
I have tried to cut down on my social media use without success.	–	–	–	–	–	–	7.2
I become restless or troubled if I am prohibited from using social media.	–	–	–	–	–	–	4.8
I use social media so much that it has a negative impact on school, work, sports, or other important activities.	–	–	–	–	–	–	2.8
GAMING BEHAVIORS (past 6 months)[‡]							
Thought about playing a game all day long	–	–	–	–	–	–	10.7
Spent increasing amounts of time on games	–	–	–	–	–	–	11.1
Played games to forget about real life	–	–	–	–	–	–	7.7
Others unsuccessfully tried to reduce your game use	–	–	–	–	–	–	6.5
Felt bad when you were unable to play games	–	–	–	–	–	–	6.5
Had fights with others (e.g., family, friends) over your time spent on games	–	–	–	–	–	–	3.8
Neglected other important activities (e.g., school, work, sports) to play games	–	–	–	–	–	–	3.2

* Among students who use social media

† Playing online or video games

‡ Student responded "often" or "very often"

Table 9-3A. Attitudes and Experiences Related to Social Media Use by Sex and Grade, 2018
MetroWest Region Middle School Students (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	<u>Total (%)</u>	<u>Sex (%)</u>		<u>Grade (%)</u>	
	(12,107)	Female (6,066)	Male (5,988)	7 th (6,081)	8 th (6,026)
ATTITUDES AND EXPERIENCES RELATED TO SOCIAL MEDIA USE*					
I feel more connected to peers because of social media.	54.2	54.1	54.4	50.2	57.7
I feel pressure to post things that will be popular and get a lot of comments or "likes."	17.8	23.0	11.6	15.2	20.1
I feel badly about myself, excluded, or left out when I see what others post on social media.	20.1	27.6	11.4	17.7	22.2
I have gotten support on social media when I've been going through a tough or challenging time.	32.2	36.2	27.5	32.5	32.0
Social media keeps me from doing other things that are important, like homework or family responsibilities.	20.1	23.4	16.2	17.5	22.3
Being on social media helps me feel better about myself.	24.4	22.8	26.2	24.0	24.8
I spend too much time on social media.	30.4	38.4	21.0	26.1	34.0
I have found people who share the same hobbies and interests as me on social media.	52.5	52.2	52.7	50.9	53.8
Social media has hurt my relationships with friends, peers, or students at my school.	11.3	13.9	8.2	10.8	11.8
I have spoken up or taken action on social media about issues that are important to me.	22.8	27.0	18.1	21.3	24.1
I have had serious conflicts with my parents or other members of my family because of my social media use.	8.4	9.9	6.7	7.6	9.2

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

Table 9-3B. Attitudes and Experiences Related to Social Media Use, 2006 - 2018
MetroWest Region Middle School Students (Grades 7-8)
MetroWest Adolescent Health Survey, 2018

	MetroWest Region (%)						
	2006 (6,875)	2008 (10,650)	2010 (11,597)	2012 (12,224)	2014 (12,191)	2016 (12,307)	2018 (12,107)
ATTITUDES AND EXPERIENCES RELATED TO SOCIAL MEDIA USE*							
I feel more connected to peers because of social media.	–	–	–	–	–	60.0	54.2
I feel pressure to post things that will be popular and get a lot of comments or "likes."	–	–	–	–	–	20.0	17.8
I feel badly about myself, excluded, or left out when I see what others post on social media.	–	–	–	–	–	17.4	20.1
I have gotten support on social media when I've been going through a tough or challenging time.	–	–	–	–	–	32.1	32.2
Social media keeps me from doing other things that are important, like homework or family responsibilities.	–	–	–	–	–	17.9	20.1
Being on social media helps me feel better about myself.	–	–	–	–	–	23.2	24.4
I spend too much time on social media.	–	–	–	–	–	26.8	30.4
I have found people who share the same hobbies and interests as me on social media.	–	–	–	–	–	–	52.5
Social media has hurt my relationships with friends, peers, or students at my school.	–	–	–	–	–	–	11.3
I have spoken up or taken action on social media about issues that are important to me.	–	–	–	–	–	–	22.8
I have had serious conflicts with my parents or other members of my family because of my social media use.	–	–	–	–	–	–	8.4

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

Appendix 3

Optional Questions

Middle School Optional Questions by Sex and Grade, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey, 2018

	Total (%)	Sex (%)		Grade (%)		
	(639)	Female (329)	Male (308)	6 th (231)	7 th (206)	8 th (202)
<i>109a. How much do you think people risk harming themselves (physically or in other ways) if they smoke one or more packs of cigarettes per day?</i>						
No risk	2.9	1.9	4.1	3.1	1.5	4.1
Slight risk	2.6	2.2	2.7	2.2	2.5	3.1
Moderate risk	14.1	10.9	17.4	16.9	14.7	10.3
Great risk	80.4	85.0	75.8	77.8	81.2	82.5
<i>109b. How much do you think people risk harming themselves (physically or in other ways) if they take one or two drinks of an alcoholic beverage nearly every day?</i>						
No risk	4.2	2.5	6.2	5.4	2.5	4.7
Slight risk	11.4	10.3	12.7	11.2	11.7	11.4
Moderate risk	33.3	32.6	33.6	37.2	29.9	32.1
Great risk	51.1	54.5	47.6	46.2	55.8	51.8
<i>109c. How much do you think people risk harming themselves (physically or in other ways) if they have 5 or more drinks of an alcoholic beverage once or twice a week?</i>						
No risk	3.6	2.2	5.2	4.0	2.0	4.7
Slight risk	5.2	4.1	6.5	7.6	4.1	3.6
Moderate risk	26.4	25.0	27.8	25.4	29.1	24.9
Great risk	64.8	68.8	60.5	62.9	64.8	66.8
<i>109d. How much do you think people risk harming themselves (physically or in other ways) if they use prescription drugs that are not prescribed to them?</i>						
No risk	3.0	1.9	4.1	3.2	1.5	4.2
Slight risk	1.5	1.6	1.4	1.4	1.0	2.1
Moderate risk	12.0	9.8	13.7	15.8	12.8	6.8
Great risk	83.6	86.7	80.8	79.7	84.6	87.0
<i>110a. How wrong do your parents feel it would be for you to smoke tobacco?</i>						
Not at all wrong	1.1	0.6	1.7	0.4	0.0	3.1
A little bit wrong	0.3	0.3	0.3	0.0	0.0	1.0
Wrong	6.2	5.9	6.5	5.8	5.6	7.2
Very wrong	92.4	93.2	91.4	93.7	94.4	88.7

Middle School Optional Questions by Sex and Grade, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey, 2018

	Total (%)	Sex (%)		Grade (%)		
		Female	Male	6 th	7 th	8 th
	(639)	(329)	(308)	(231)	(206)	(202)
110b. How wrong do your parents feel it would be for you to have one or two drinks of an alcoholic beverage nearly every day?						
Not at all wrong	1.6	1.2	2.1	0.9	0.0	4.1
A little bit wrong	1.8	0.9	2.8	1.4	2.5	1.5
Wrong	9.6	7.1	12.5	9.9	7.6	11.3
Very wrong	87.0	90.7	82.7	87.8	89.9	83.0
110c. How wrong do your parents feel it would be for you to smoke marijuana?						
Not at all wrong	1.1	0.6	1.7	0.5	0.0	3.1
A little bit wrong	1.5	0.6	2.4	1.4	0.5	2.6
Wrong	5.1	5.0	5.2	2.7	4.1	8.8
Very wrong	92.3	93.8	90.7	95.5	95.4	85.6
110d. How wrong do your parents feel it would be for you to use prescription drugs not prescribed to you?						
Not at all wrong	1.0	0.3	1.7	0.5	0.0	2.6
A little bit wrong	0.3	0.3	0.3	0.5	0.0	0.5
Wrong	3.6	2.8	4.5	5.0	3.6	2.1
Very wrong	95.1	96.6	93.4	94.1	96.4	94.8
111a. How wrong do your friends feel it would be for you to smoke tobacco?						
Not at all wrong	1.1	0.3	2.1	0.5	1.0	2.1
A little bit wrong	3.3	2.2	4.5	1.8	4.0	4.2
Wrong	20.8	16.4	25.9	18.0	18.7	26.2
Very wrong	74.8	81.1	67.5	79.7	76.3	67.5
111b. How wrong do your friends feel it would be for you to have one or two drinks of an alcoholic beverage nearly every day?						
Not at all wrong	1.5	0.6	2.5	0.5	1.0	3.1
A little bit wrong	5.3	4.3	6.3	2.3	5.6	8.4
Wrong	19.9	14.3	26.3	20.0	16.7	23.0
Very wrong	73.4	80.7	64.9	77.3	76.8	65.4

Middle School Optional Questions by Sex and Grade, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey, 2018

	Total (%)	Sex (%)		Grade (%)		
	(639)	Female (329)	Male (308)	6 th (231)	7 th (206)	8 th (202)
111c. How wrong do your friends feel it would be for you to smoke marijuana?						
Not at all wrong	2.5	0.9	4.2	0.5	2.0	5.2
A little bit wrong	3.9	3.4	4.5	1.8	4.5	5.8
Wrong	16.6	12.4	21.3	14.9	14.6	20.4
Very wrong	77.0	83.2	69.9	82.8	78.8	68.6
111d. How wrong do your friends feel it would be for you to use prescription drugs not prescribed to you?						
Not at all wrong	1.3	0.6	2.1	0.5	1.0	2.6
A little bit wrong	2.8	2.2	3.5	2.3	3.0	3.2
Wrong	16.3	9.1	24.5	15.0	14.7	19.5
Very wrong	79.6	88.1	69.9	82.3	81.2	74.7
112. During the past 30 days, have you used a prescription drug (such as OxyContin, Procoet, Vicodin, codeine, Addral, Ritalin, or Xanax) without a doctor's prescription? This includes using someone else's prescription or obtaining them illegally.						
Yes	0.9	0.7	1.1	1.0	1.1	0.6
No	99.1	99.3	98.9	99.0	98.9	99.4
113a. During the past 30 days, how often did you worry or feel stressed about getting good grades?						
Never or hardly ever	12.9	8.7	17.6	21.6	12.1	3.6
Rarely	18.8	15.9	22.1	26.1	20.7	8.3
Sometimes	28.2	29.0	27.6	34.2	25.8	23.8
Often	22.2	22.7	21.0	11.3	27.3	29.5
Very often	17.9	23.7	11.7	6.8	14.1	34.7
113b. 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?						
Never or hardly ever	13.2	7.5	19.7	20.7	10.2	7.8
Rarely	22.1	18.8	25.9	33.3	22.3	8.8
Sometimes	24.7	24.4	25.2	25.2	25.9	22.8
Often	22.7	25.9	18.6	12.2	28.4	29.0
Very often	17.3	23.4	10.7	8.6	13.2	31.6

Middle School Optional Questions by Sex and Grade, 2018
Wayland Middle School (Grades 6-8)
MetroWest Adolescent Health Survey, 2018

	Total (%)	Sex (%)		Grade (%)		
		Female	Male	6 th	7 th	8 th
	(639)	(329)	(308)	(231)	(206)	(202)
113c. 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?						
Never or hardly ever	30.0	26.7	33.8	41.2	30.6	16.6
Rarely	23.3	25.5	21.0	26.7	20.9	21.8
Sometimes	22.5	22.3	22.4	19.9	23.5	24.4
Often	13.6	14.2	12.8	6.8	14.8	20.2
Very often	10.7	11.3	10.0	5.4	10.2	17.1
113d. 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?						
Never or hardly ever	37.3	33.0	42.2	51.6	35.2	22.8
Rarely	26.3	28.7	23.9	27.4	27.0	24.4
Sometimes	19.4	20.6	17.6	12.1	22.4	24.9
Often	10.9	10.6	11.4	6.7	9.2	17.6
Very often	6.0	7.2	4.8	2.2	6.1	10.4
113e. 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?						
Never or hardly ever	44.8	39.2	51.2	64.1	48.2	19.2
Rarely	25.7	26.3	24.9	24.1	24.9	28.5
Sometimes	15.7	18.5	12.5	7.7	17.8	22.8
Often	7.9	8.8	6.9	2.7	5.6	16.1
Very often	5.9	7.2	4.5	1.4	3.6	13.5
113f. During the past 30 days, how often did you worry or feel stressed about being involved in afterschool/extracurricular activities, like sports and clubs?						
Never or hardly ever	39.5	32.1	47.9	53.4	39.6	23.3
Rarely	23.2	24.6	21.4	18.8	22.8	28.5
Sometimes	18.6	19.9	17.2	14.8	20.8	20.7
Often	10.4	13.7	6.6	6.3	10.7	15.0
Very often	8.3	9.7	6.9	6.7	6.1	12.4

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