MetroWest Adolescent Health Survey Report

Informing data-driven school and community health policies and practices

2023 | Thomas Blake Middle School, Medfield

GRADES 6-8



METROWEST HEALTH FOUNDATION

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2023 MetroWest Adolescent Health Survey

Middle School Report

Contents

1. Background and Methods
2. Substance Use
3. Violence and Bullying
4. Mental Health
5. Physical Activity and Weight
6. Protective Factors
7. Online Behaviors
8. Gambling
9. Student Activities and Community Experiences
10. Socio-demograpics and Other Student Characteristics

Appendices

A. Optional Questions
B. Participating Districts
C. Survey Instrument

Section 1
Background and Methods

Background and Methodology
2023 MetroWest Adolescent Health Survey

Thomas Blake Middle School, Medfield

Background

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

In the fall of 2023, middle and high school students in the MetroWest region participated in the 9th administration of the MWAHS. This was the second time that the MWAHS was administered online. Many other school-based surveillance studies have switched from paper-and-pencil to online surveys in recent years (see Validity and Reliability).

A total of 59 middle and high schools in all 25 communities in the region participated in the survey. A census of students was surveyed at each participating school. In total, 15,639 middle school students in grades 6-8 (89% participation rate) and 22,435 high school students in grades 9-12 (79% participation rate) took the 2023 MWAHS. These high levels of student participation across the region indicate that the data is representative of the student populations. 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 YRBS[2], administered collaboratively by the Massachusetts Department of Elementary and Secondary Education and the Department of Public Health. The MWAHS contains many additional questions to address emerging behaviors and issues of interest to the MetroWest region based on input from school and community stakeholders.

All participating districts take the same core surveys; there is one core survey for middle school and one for high school, each designed to be developmentally appropriate for the particular age group. A large portion of the questions on the core surveys have remained unchanged from 2006 to 2023 to allow for comparisons over time.

The 2023 core surveys cover the following topics:

- Substance use: cigarette smoking, nicotine vaping, 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, impaired driving, and distracted driving
- Mental health: stress, anxiety, depressive symptoms, self-injury, and suicidal thoughts and behaviors, as well as help-seeking behaviors and sources of mental health support
- Sexual behaviors: sexual intercourse, condom use, and other behaviors related to unintended pregnancy and sexually transmitted infections (questions on sexual behavior are optional at the middle school level)
- Online behaviors: time spent using digital media, attitudes related to social media use, and consequences of digital media use
- Additional behaviors: physical activity, behaviors to control/lose weight, sleep, and time spent studying and participating in extracurricular activities
- Protective factors: school connectedness, adult support at school and outside of school, and peer support

Additional questions were added to the core surveys in 2023 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: gambling behaviors (including online gambling), digital media use (frequency of smartphone use, impact of digital media use on physical/mental wellbeing and school), awareness of and likelihood to utilize the 988 Lifeline (high school only), use of mobile apps for mental wellbeing, and attitudes related to climate change (high school only). Additional questions were added to the survey to expand on existing areas of concern, including use of nicotine products and mental health.

The survey asks about students' sociodemographic characteristics, including: sex, grade, race/ethnicity, gender identity, sexual orientation, years living in the United States, language spoken at home, and physical and learning disabilities. Data on health disparities is provided to school districts in order to identify groups of students that may be in need of additional support.

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 2023, 19 out of 27 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.

Format

The MWAHS is a self-administered survey that is completed online using tablets or laptop computers. The core high school survey consists of 141 questions and the core middle school survey consists of 110 questions. All questions are multiple choice. The survey is designed to be completed during an hour-long classroom administration period, which includes time for teachers to reach the directions to students and distribute materials.

Students access the survey using a link and a unique, random access code that is provided to them on a postcard. The codes are not linked to students' identities or classrooms. Using a random code ensures that each student can complete the survey only once, and in case of an interruption, can use their code to access the survey where they left off.

Validity and Reliability

The question is often asked whether students respond truthfully to surveys of risk behaviors. Research on the validity and reliability of self-report surveys among school-based populations suggest that surveys are reliable methods of collecting data from young people. In fact, research on the national YRBS indicates that adolescents are just as credible as adults when answering this kind of survey. These studies show that young people respond truthfully when: their participation is voluntary; they perceive the survey as important; and they feel that measures have been taken to preserve their privacy and anonymity.[3]

The MWAHS meets these three conditions by following procedures to assure students that participation is voluntary and anonymous. Students are given the choice to participate and may stop participation at any point during the survey. They can also skip any questions they do not wish to answer. The MWAHS instructions highlight the anonymous nature of the survey and explain that students' answers will be kept private and only be analyzed in aggregate. The instructions also call attention to why it is important to hear directly from students, stating that findings will be used to improve health education, programs, and supports for young people.

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

Many school-based surveillance studies have switched from paper-and-pencil to online surveys in recent years, including the 2021 and 2023 Massachusetts YRBS and 2023 National YRBS. Research has shown that findings from online and paper-and-pencil surveys of youth risk behaviors are generally equivalent.[6] Additional features of the online survey helped to ensure students felt their responses were private, including: (1) a "pause" button that allowed students to pause the survey and hide their responses so that they couldn't be seen by others if they needed to take a break, and (2) an automatic "time-out" feature if their device was inactive. Both of these required the student to enter their random access code to continue the survey.

Translations

The middle and high school MWAHS instruments are available in English, Spanish, and Portuguese. Students are directed to select their language when they first access the survey website and can change languages during the survey if they choose to do so. Survey access cards in Spanish and Portuguese are made available to students as well. Out of a total of 38,074 middle and high school surveys for the MetroWest Region in 2023, 570 surveys were completed in Spanish (1.5%) and 1,032 surveys were completed in Portuguese (2.7%), which is similar to 2021 and higher than previous years, likely due to: allowing students to choose the language they prefer (vs. teachers distributing the survey in the language they think is most appropriate); and changing demographics of the MetroWest region.

Survey Procedures

Survey Administration

The 2023 MWAHS survey administration took place from October 23 to December 5, 2023. Students in grades 6 through 8 at Thomas Blake Middle School took the survey on November 9. All schools followed local procedures for informing parents/caregivers of the survey, which included sending information to them in advance through the school's normal means of parent communication to inform them of the survey and provide them with the option of opting out their child(ren).

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 includes 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/caregivers) were given the opportunity to decide on their own whether to take the MWAHS.

Respondents and Participation Rate

Out of 582 students enrolled at Thomas Blake Middle School, 515 participated in the MWAHS, with a participation rate of 88.5%. 34 students didn't receive parent/caregiver permission to participate and 42 students were absent on the day(s) of the survey. The vast majority of nonparticipation across the region was due student absences on the day(s) of the survey administration. Other reasons for nonparticipation besides those names above include: students chose not to participate; students could not participate due to a disability; the survey wasn't offered in a language they could understand. Table 1A below shows the demographic breakdown of student participants from Thomas Blake Middle School by sex and grade.

Table 1A. Participants by Sex and Grade
Thomas Blake Middle School (Grades 6-8)
MetroWest Adolescent Health Survey, 2023

Grade	Female		Male		Unknown		TOTAL	
	N	%	N	%	N	%	N	%
6th grade	88	17.1%	71	13.8%	0	0.0%	159	30.9%
7th grade	73	14.2%	102	19.8%	0	0.0%	175	34.0%
8th grade	88	17.1%	93	18.1%	0	0.0%	181	35.1%
TOTAL	**249**	**48.3%**	**266**	**51.7%**	**0**	**0.0%**	**515**	**100.0%**

Analysis

Missing Data and Data Cleaning

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

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

Generalizability

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

Trends

Comparisons over time are presented for MetroWest regional data and for districts that have participated in multiple survey waves. When describing regional data, 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 nine survey administrations makes little difference, and does not influence the direction or magnitude of the overall findings. From 2012 to 2021, all eligible middle and high schools in the MetroWest region participated in the survey.

The MWAHS data allow for a valuable examination of behavioral and attitudinal trends for each district across as many as nine timepoints for districts that began participation in 2006. It is important to note that youth who participated in the 2023 survey are part of a cohort of youth that experienced the COVID-19 pandemic, resulting in substantial changes to their educational (e.g., remote learning), familial, and social environments as well as their health and risk behaviors, as noted in the 2021 data. For example, in districts where substance use declined, it may be indicative of a cohort effect, meaning that lower use may be related to a period of reduced experimentation with and use of substances during the pandemic due to contextual factors, like fewer in-person peer social interactions. The 2023 data, therefore, may reflect cohort-specific patterns that began in earlier years.

References

1. Centers for Disease Control and Prevention. Youth Risk Behavior Surveillance System. Available at: www.cdc.gov/healthyyouth/data/index.htm. Accessed on March 1, 2024.

2. Massachusetts Department of Elementary and Secondary Education. Massachusetts Youth Risk Behavior Survey. Available at: https://www.doe.mass.edu/sfs/yrbs/?msclkid=6ee02298ad8011ec816a570fa5acd40e. Accessed on March 1, 2024.

3. Centers for Disease Control and Prevention. YRBSS Frequently Asked Questions. Available at: https://www.cdc.gov/healthyyouth/data/yrbs/faq.htm. Accessed on March 1, 2024.

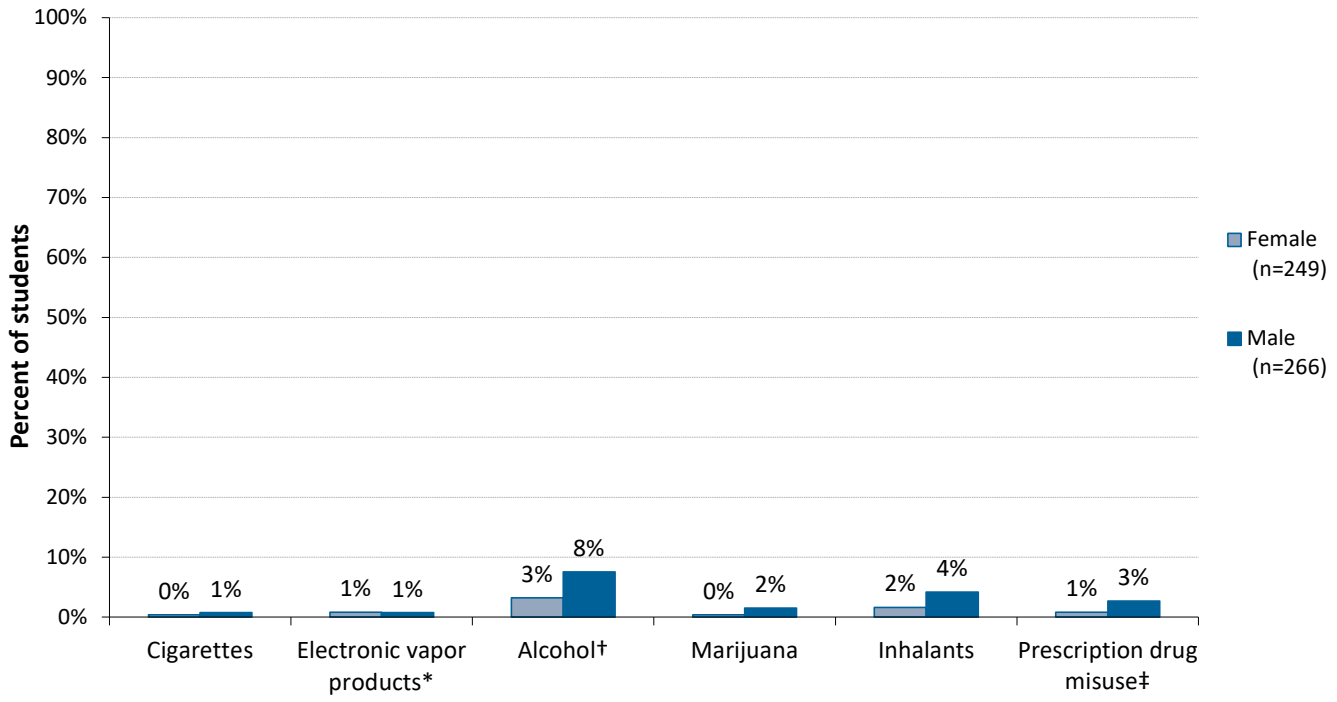
4. Brener ND, Billy JOG, Grady WR. (2003). Assessment of factors affecting the validity of self-reported health-risk behavior among adolescents: evidence from the scientific literature. *Journal of Adolescent Health*, 33:436-457.

5. Brener ND, Kann L, McManus TL, Kinchen S, Sundberg EC, Ross JG. (2002). Reliability of the 1999 Youth Risk Behavior Survey Questionnaire. *Journal of Adolescent Health,* 31:336–34.

6. Eaton, D.K., Brener, N.D., Kann, L., Denniston, M.M., McManus, T., Kyle, T.M., Roberts, A.M., Flint, K.H., & Ross, J.G. (2010). Comparison of paper-and-pencil versus Web administration of the Youth Risk Behavior Survey (YRBS): Risk behavior prevalence estimates. *Evaluation Review*, 34(2): 137-53. doi: 10.1177/0193841X10362491.

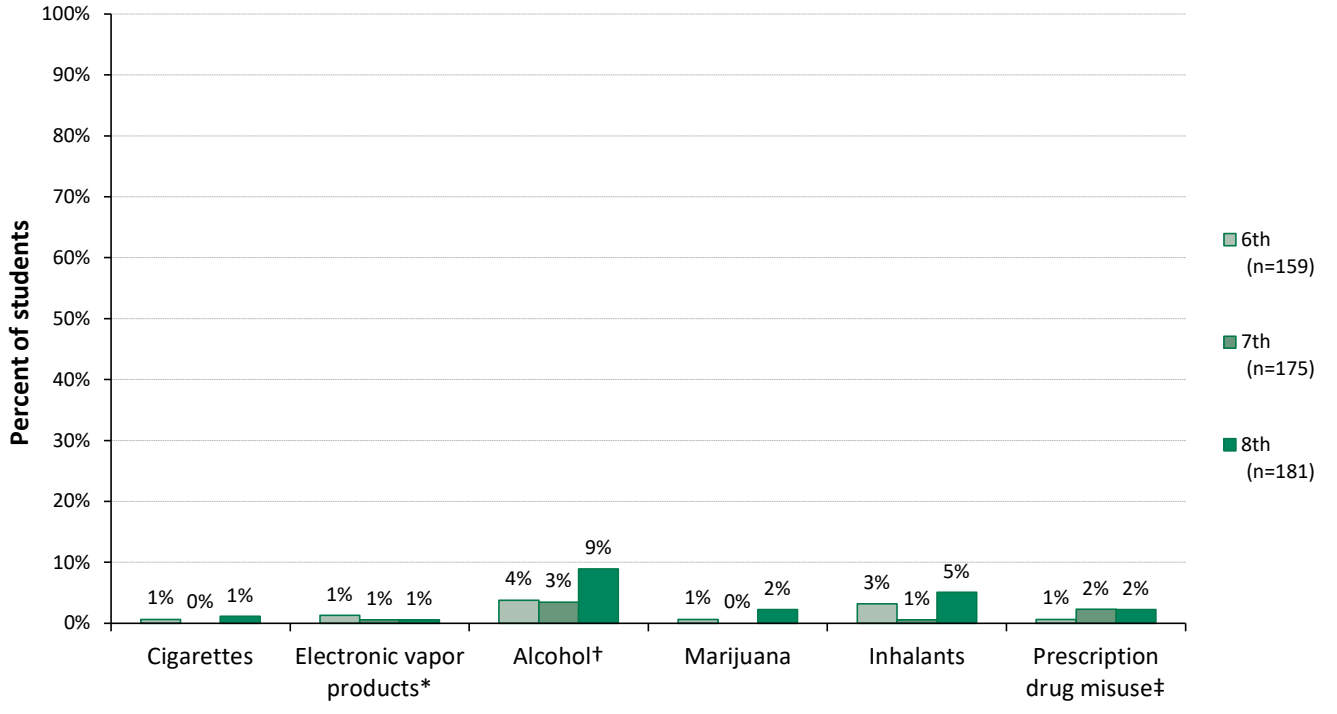
Section 2
Substance Use

Figure 2-1A. Lifetime Substance Use by Sex, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



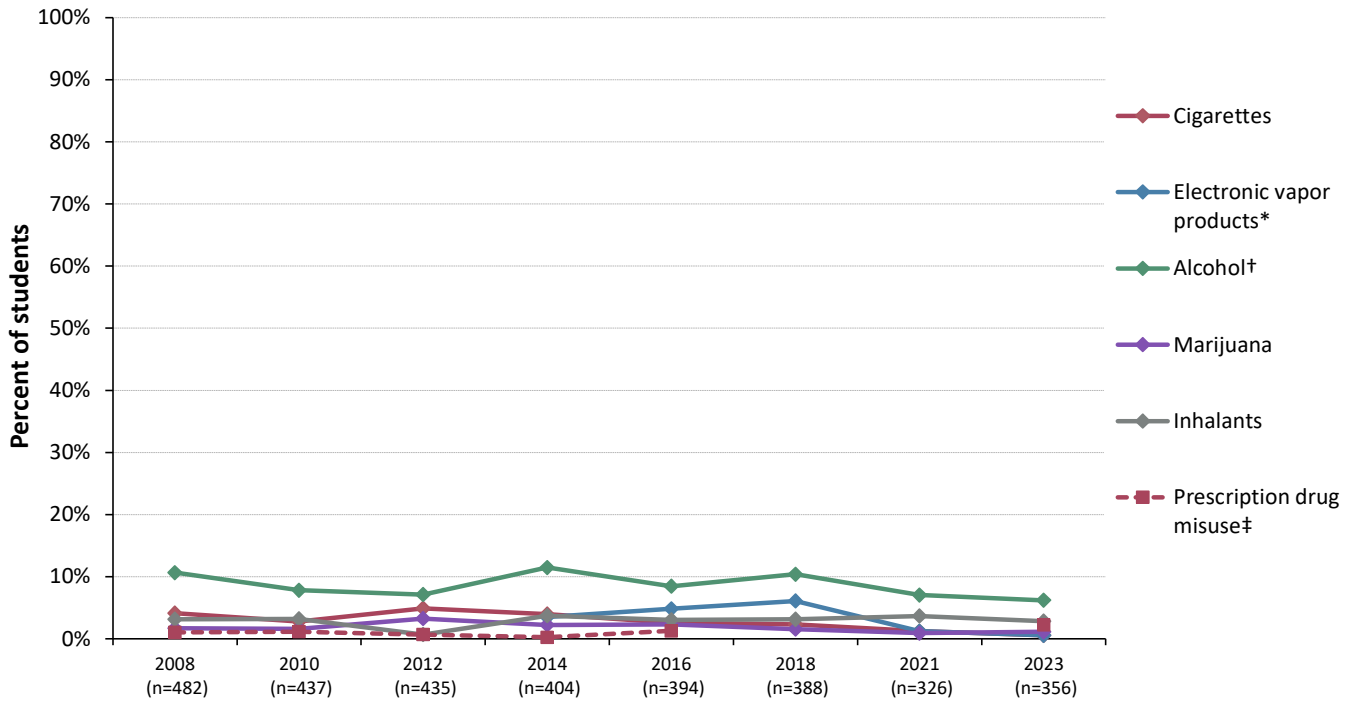
** Includes vaping nicotine using electronic cigarettes (e-cigarettes) and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods; in 2021, disposable products were added to the definition.*
† Does not include drinking a few sips of wine for religious purposes
‡ Without a doctor's prescription or differently than how a doctor told you to use it; this includes using someone else's prescription or obtaining the medicine illegally

Figure 2-1B. Lifetime Substance Use by Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



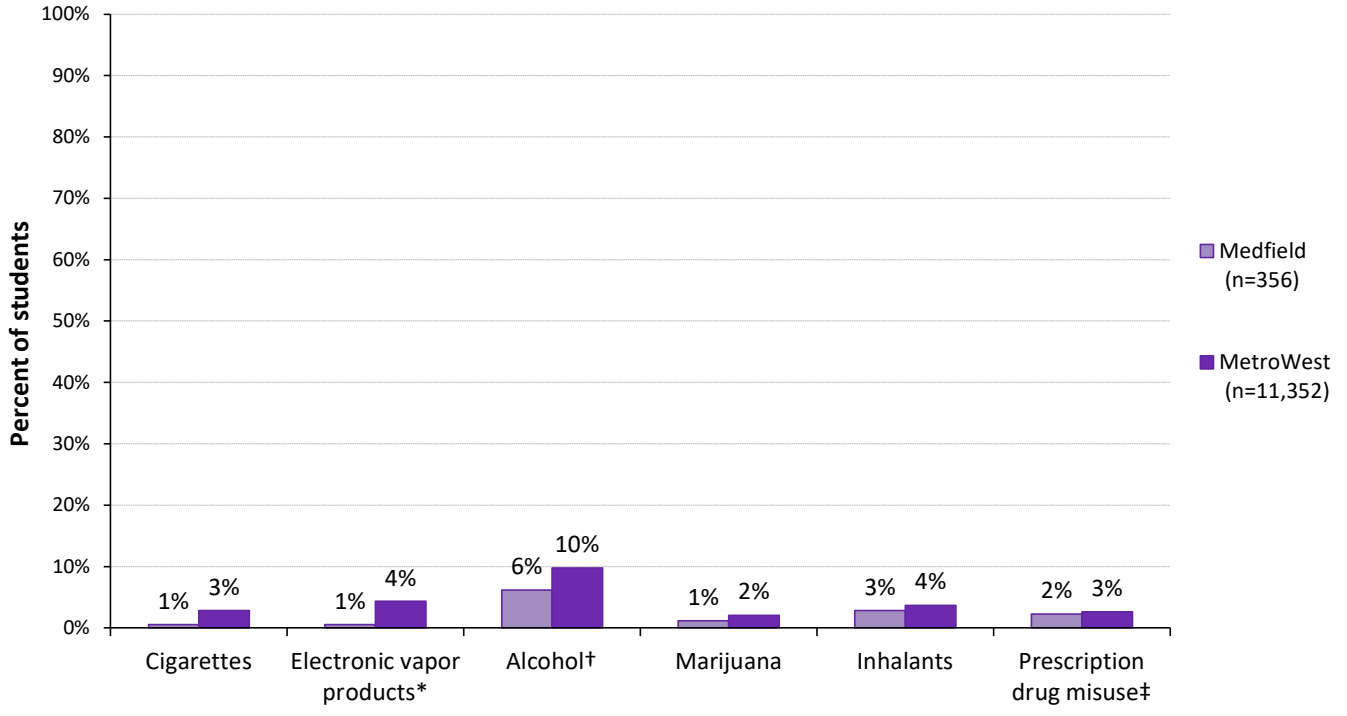
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Figure 2-1C. Lifetime Substance Use, 2008-2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



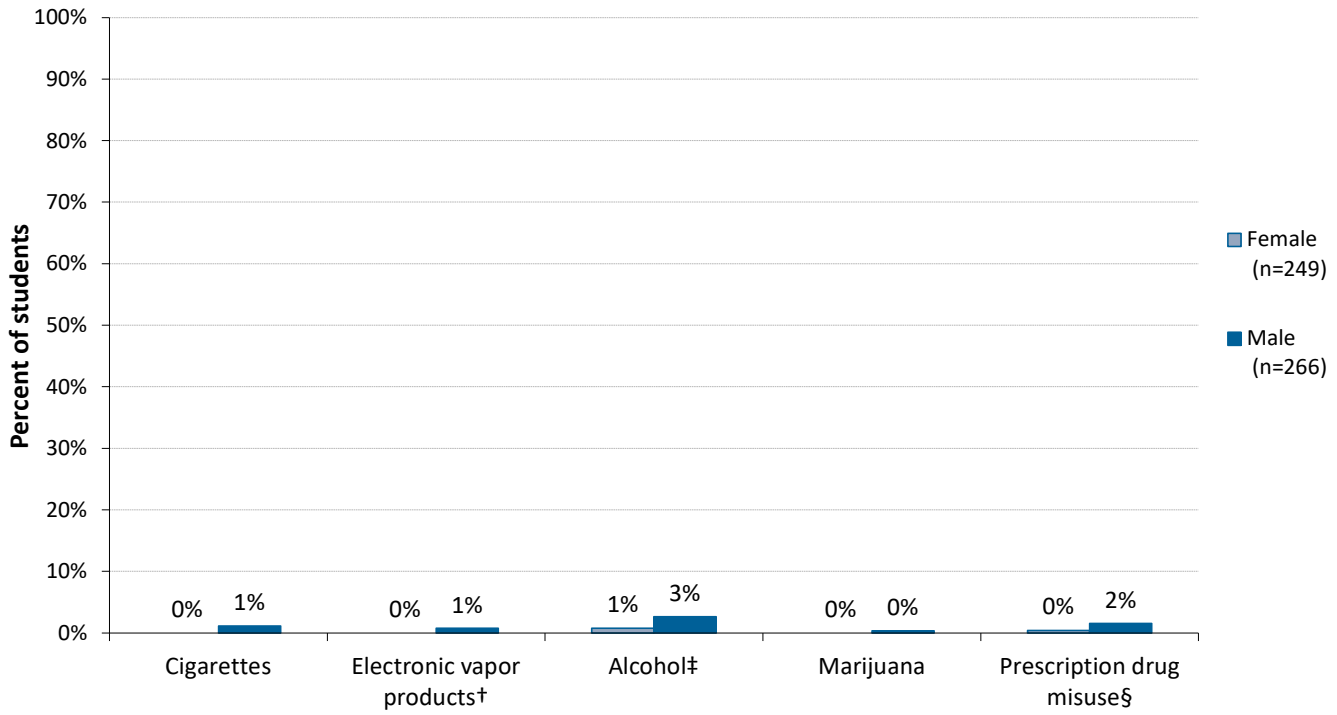
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‡ Without a doctor's prescription or differently than how a doctor told you to use it; this includes using someone else's prescription or obtaining the medicine illegally

Figure 2-1D. Lifetime Substance Use at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



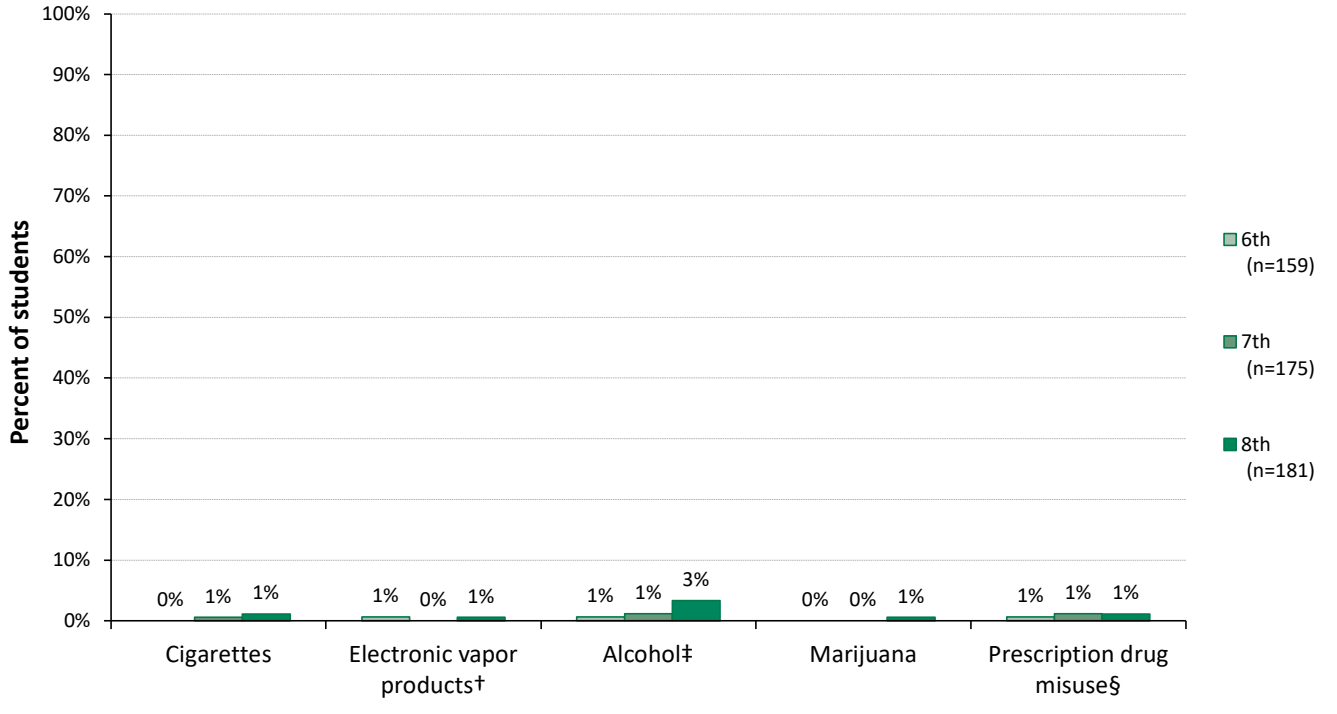
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Figure 2-2A. Current Substance Use* by Sex, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



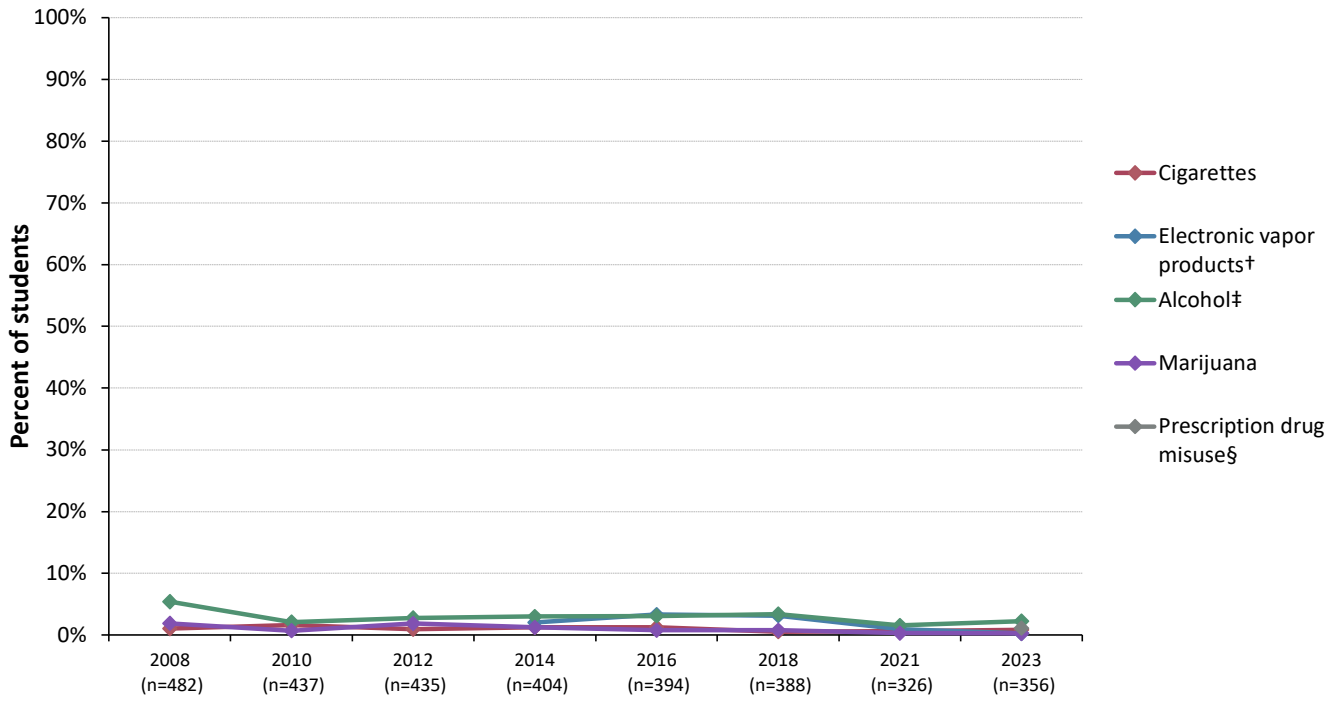
** Used one or more times in the past 30 days*
† Includes vaping nicotine using electronic cigarettes (e-cigarettes) and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods; in 2021, disposable products were added to the definition.
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§ Without a doctor's prescription or differently than how a doctor told you to use it; this includes using someone else's prescription or obtaining the medicine illegally

Figure 2-2B. Current Substance Use* by Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



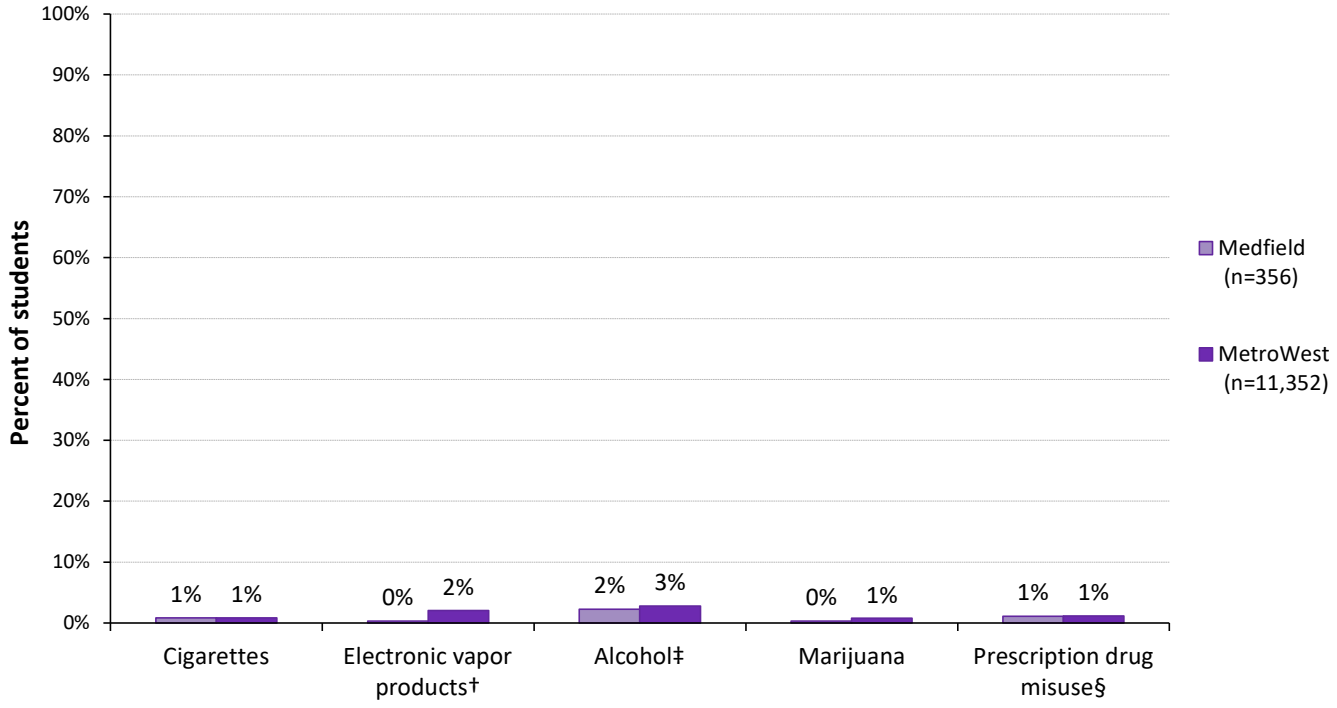
** Used one or more times in the past 30 days*
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Figure 2-2C. Current Substance Use*, 2008-2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



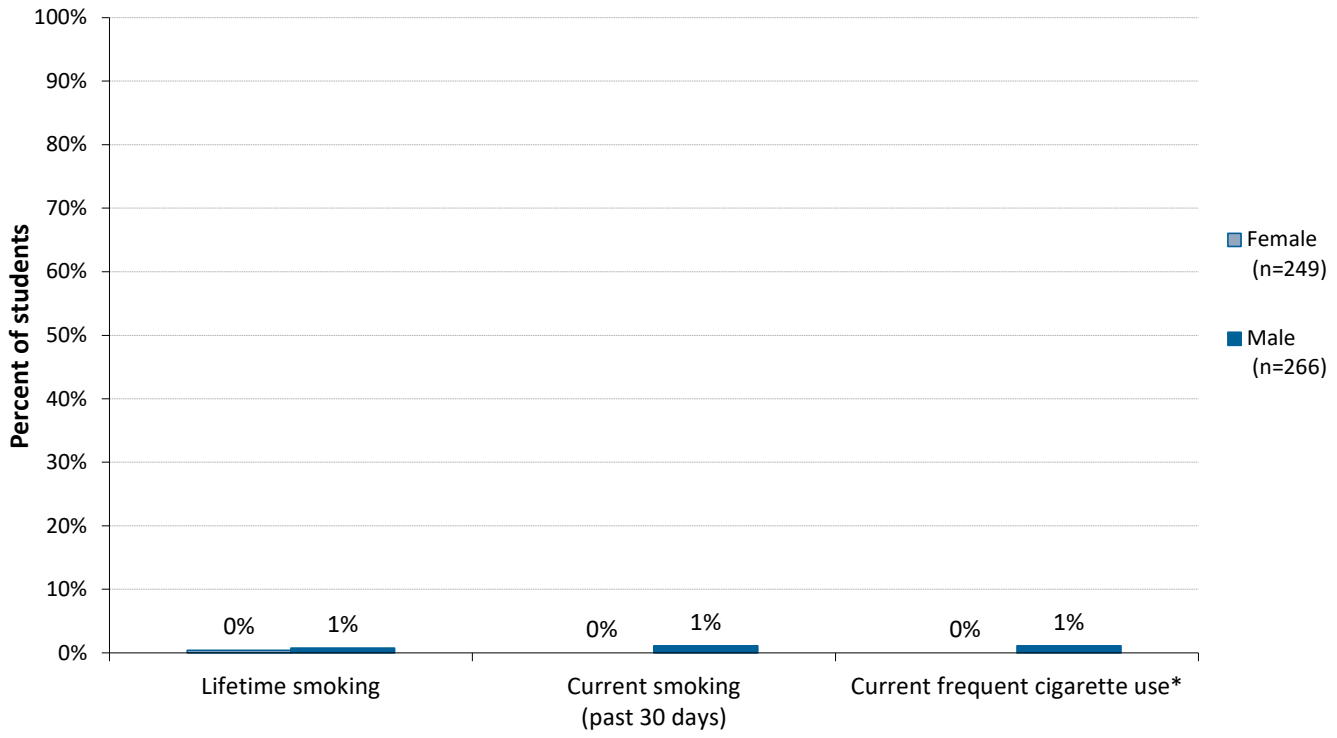
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Figure 2-2D. Current Substance Use* at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



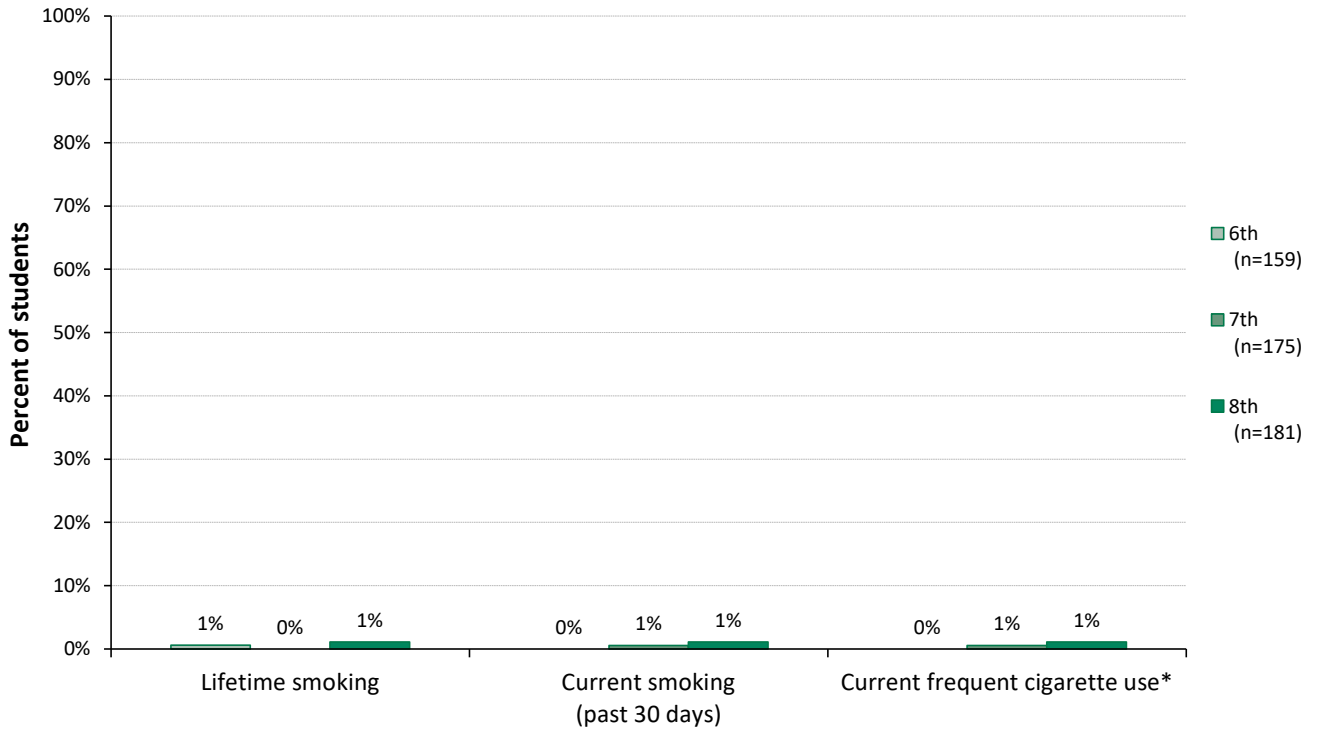
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Figure 2-3A. Cigarette Smoking by Sex, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



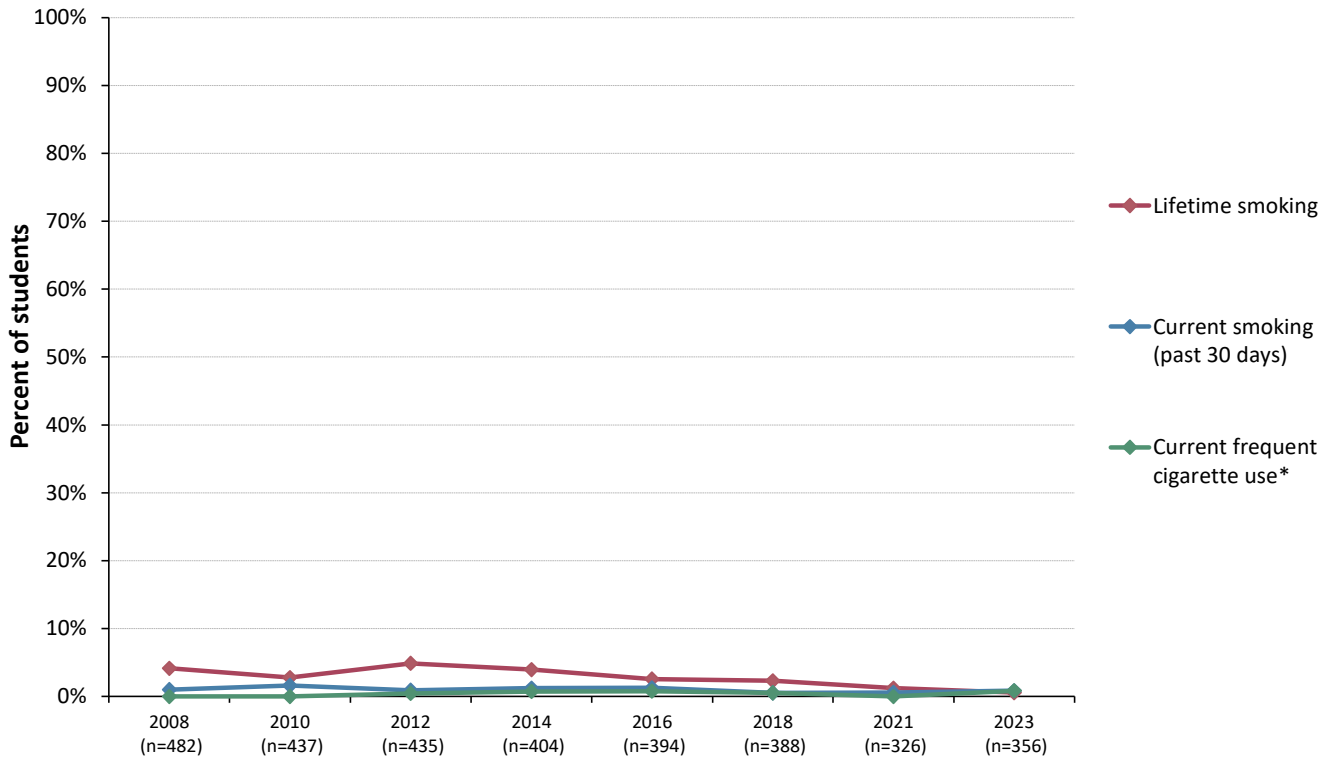
** On 20 or more days in the past 30 days*

Figure 2-3B. Cigarette Smoking by Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



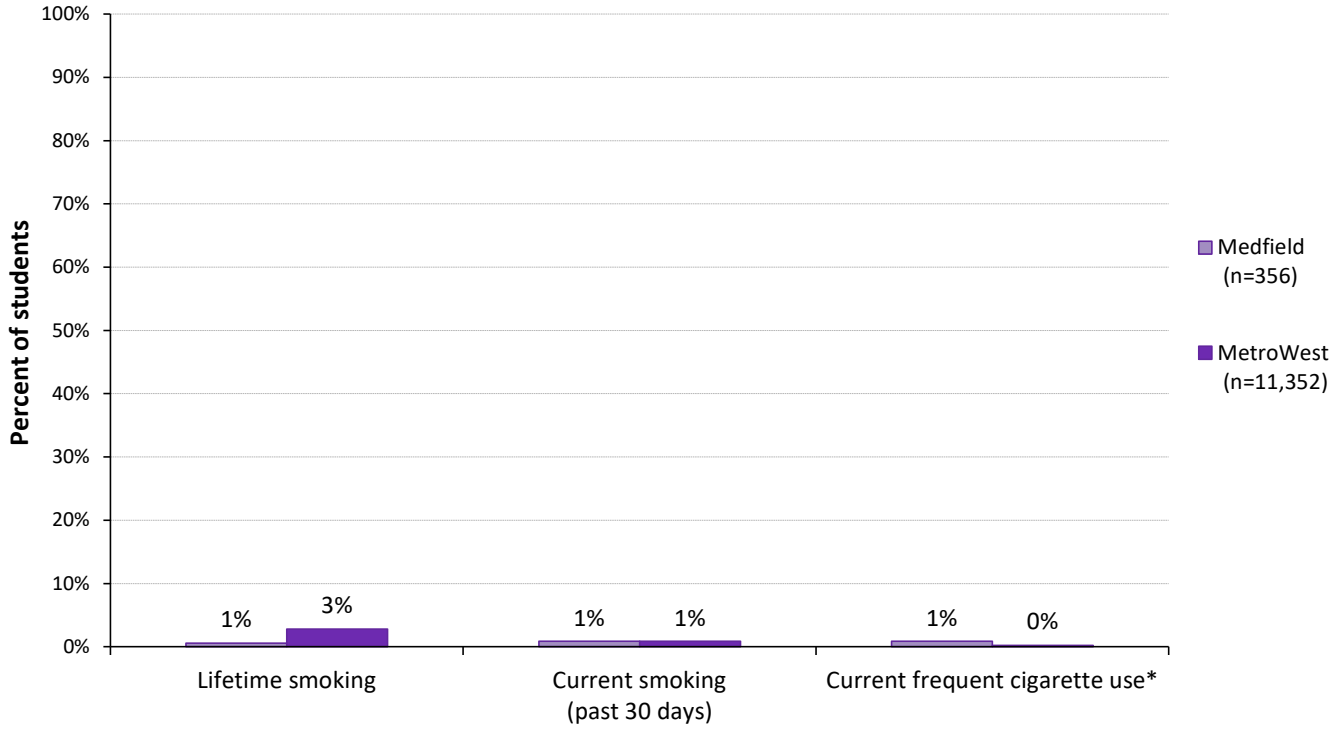
** On 20 or more days in the past 30 days*

Figure 2-3C. Cigarette Smoking, 2008-2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



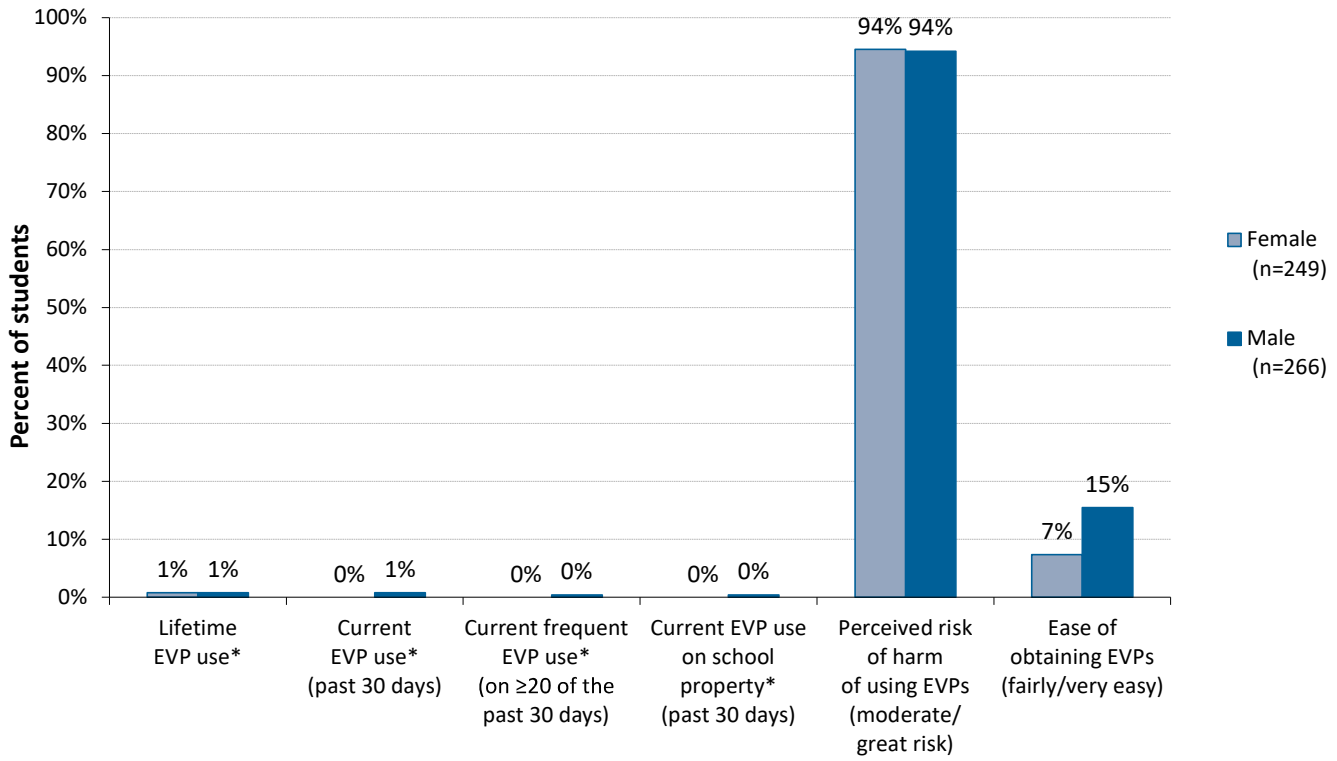
** On 20 or more days in the past 30 days*

Figure 2-3D. Cigarette Smoking at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



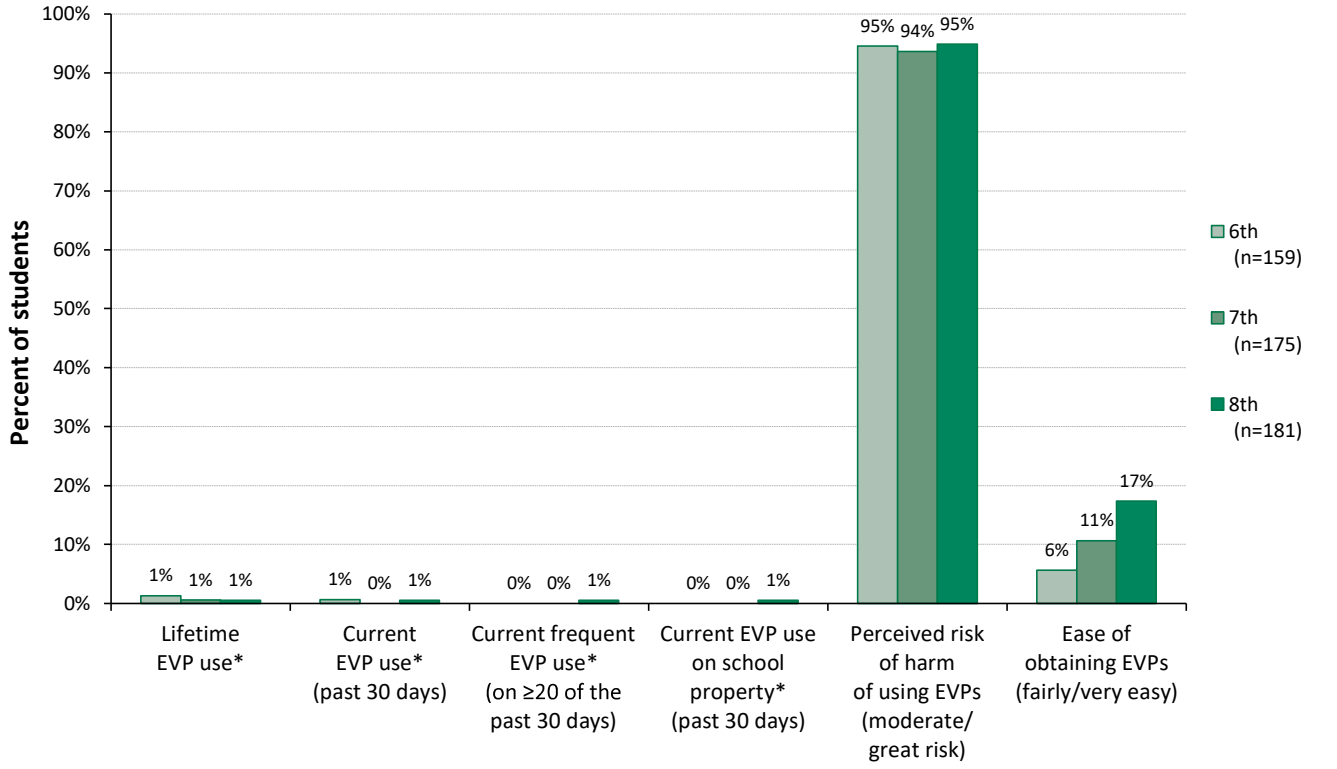
** On 20 or more days in the past 30 days*

Figure 2-4A. Use of Electronic Vapor Products (EVPs) Containing Nicotine by Sex, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



** Includes vaping nicotine using electronic cigarettes (e-cigarettes) and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods; in 2021, disposable products were added to the definition.*

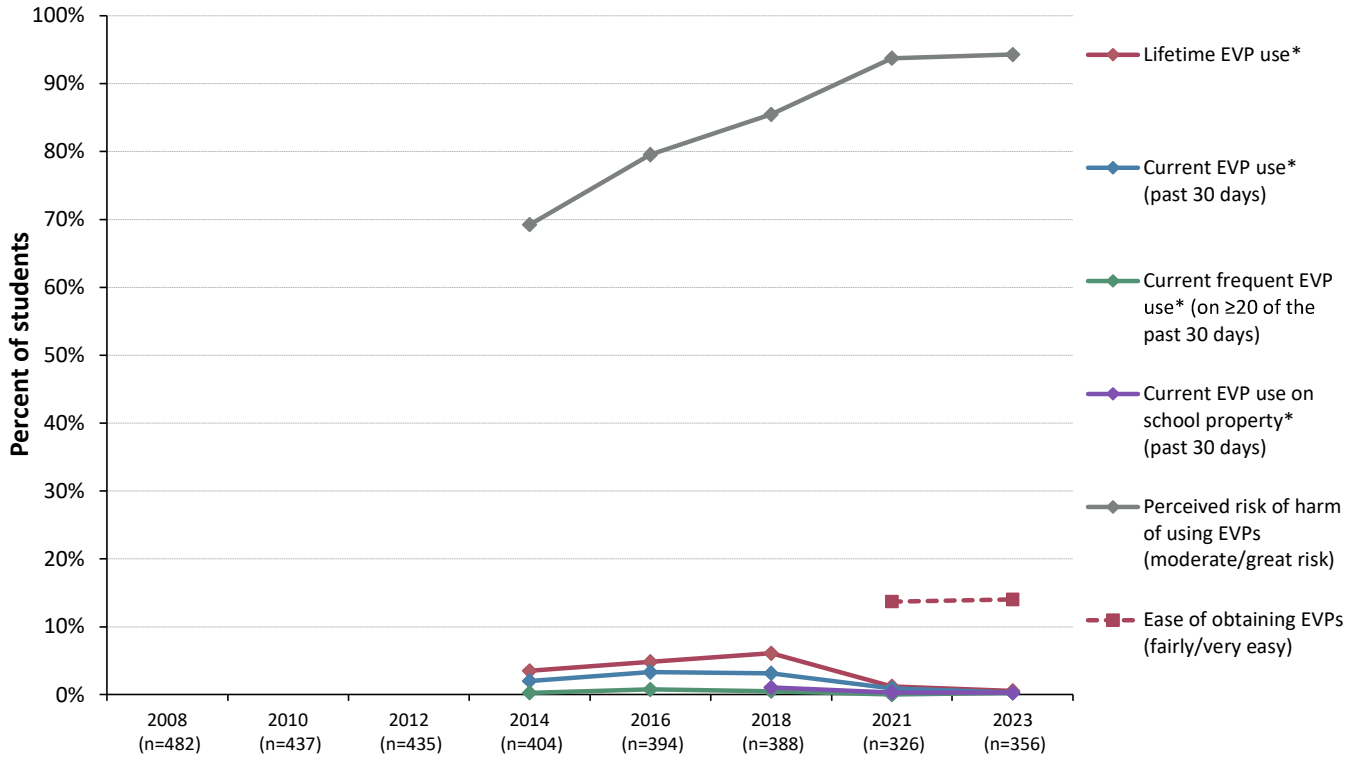
Figure 2-4B. Use of Electronic Vapor Products (EVPs) Containing Nicotine by Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



** Includes vaping nicotine using electronic cigarettes (e-cigarettes) and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods; in 2021, disposable products were added to the definition.*

Figure 2-4C. Use of Electronic Vapor Products (EVPs) Containing Nicotine, 2008-2023
Blake Middle School, Medfield (Grades 7-8)

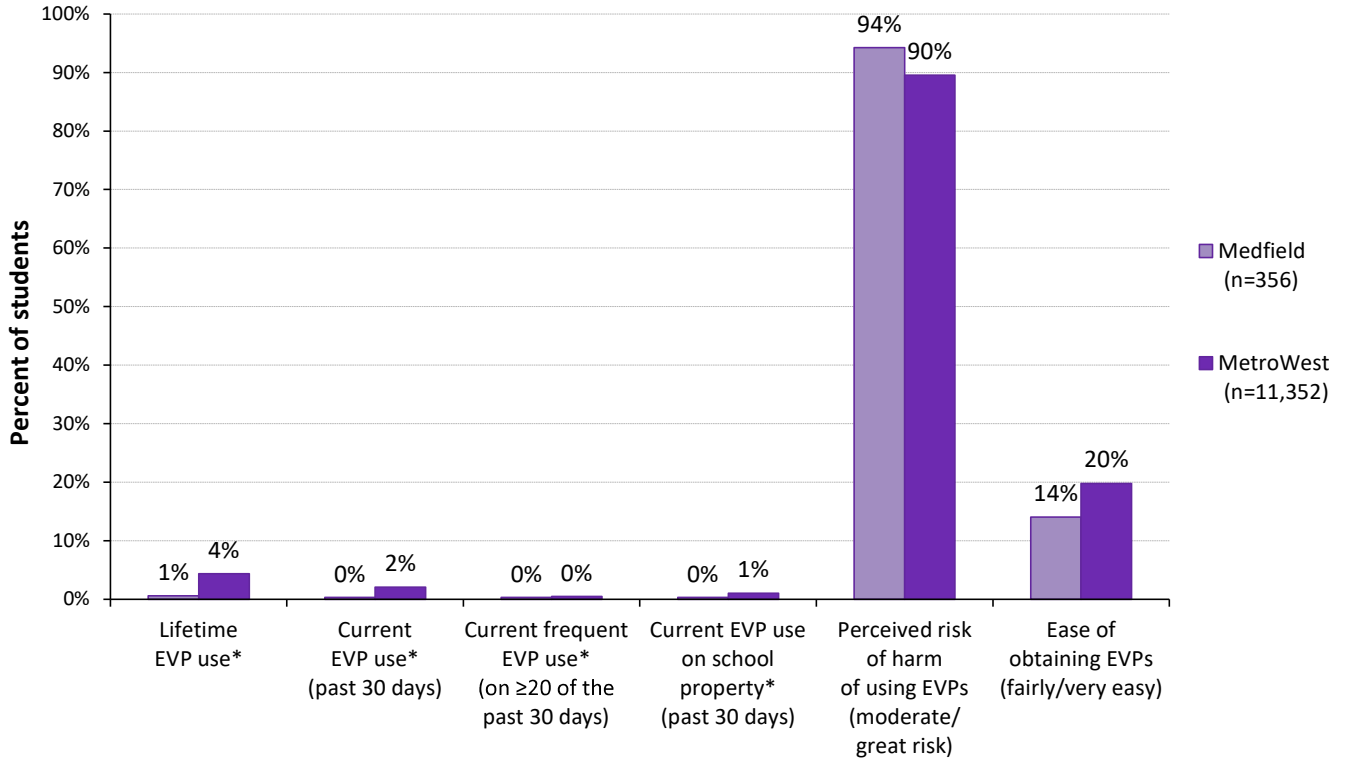
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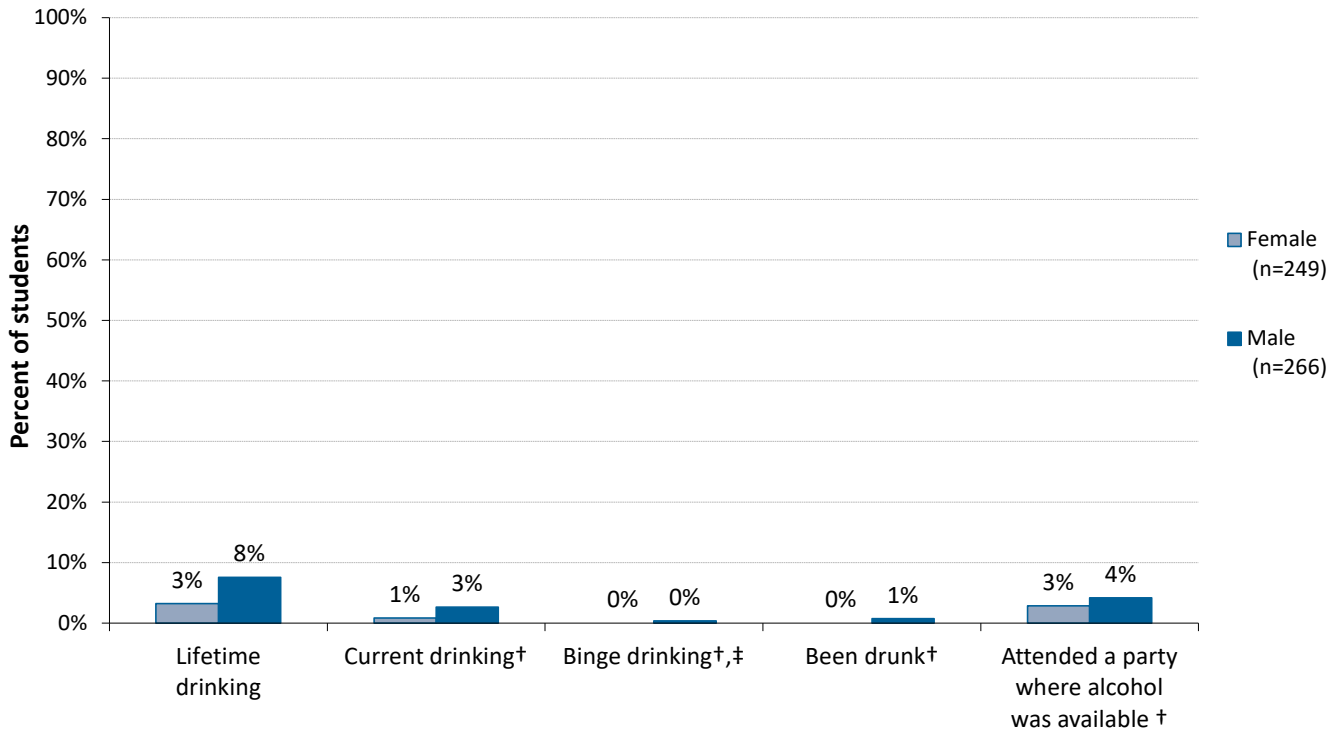
Figure 2-4D. Use of Electronic Vapor Products (EVPs) Containing Nicotine at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)

MetroWest Adolescent Health Survey



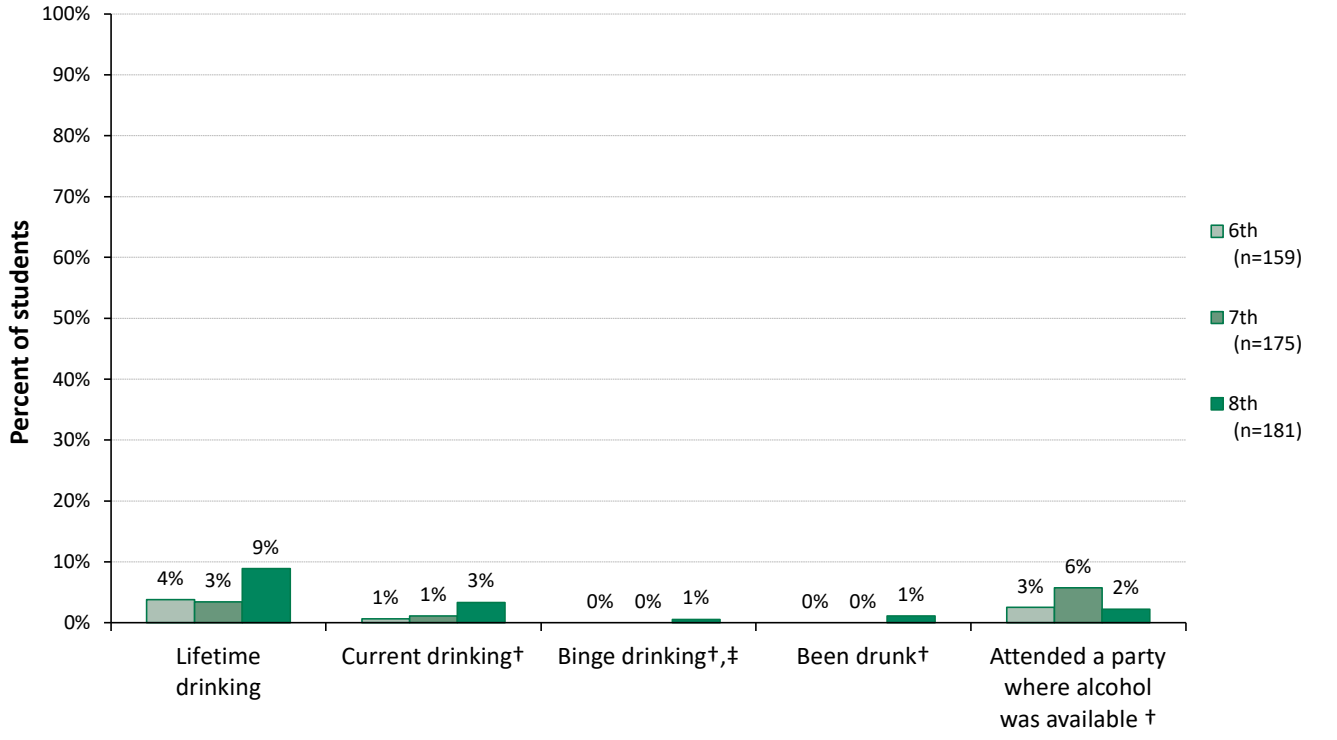
** Includes vaping nicotine using electronic cigarettes (e-cigarettes) and other electronic vapor products, like vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods; in 2021, disposable products were added to the definition.*

Figure 2-6A. Alcohol Use* by Sex, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



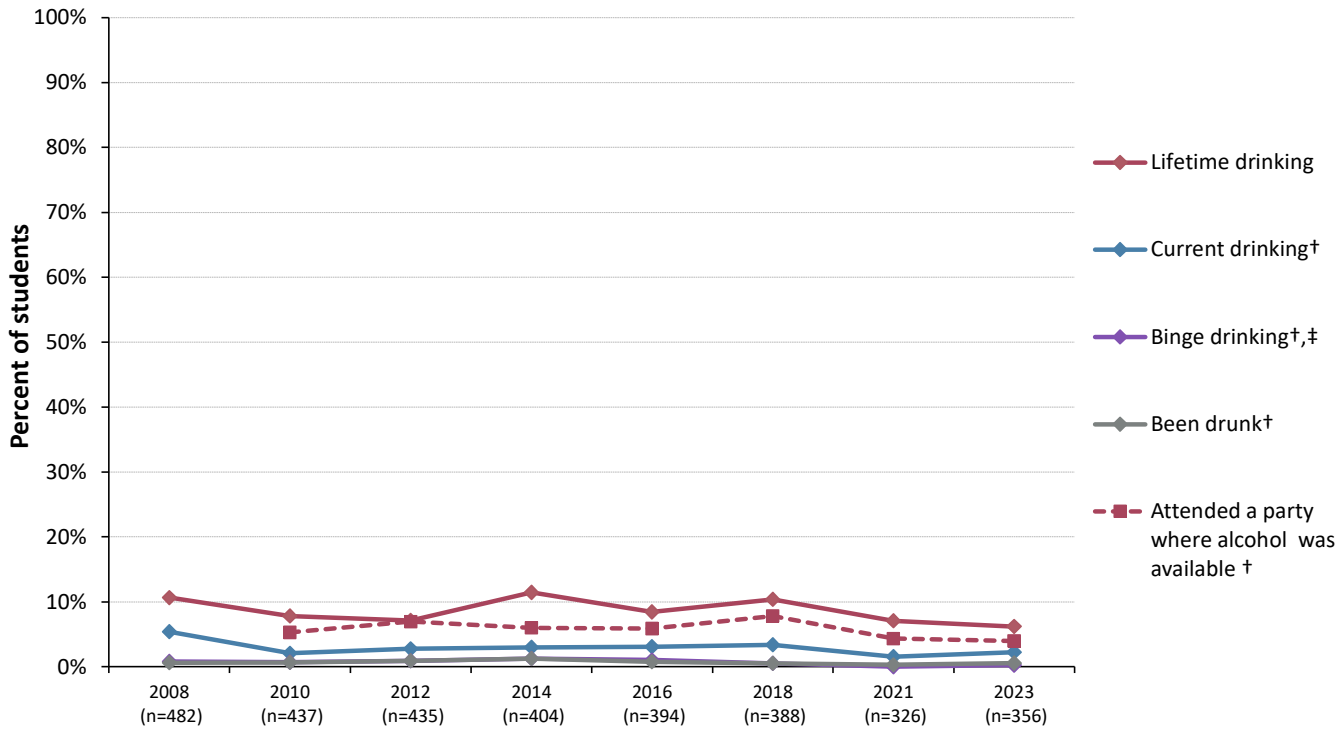
** Does not include drinking a few sips of wine for religious purposes*
† In the past 30 days
‡ Consumed 4+ drinks in a row for females, or 5+ drinks in a row for males

Figure 2-6B. Alcohol Use* by Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



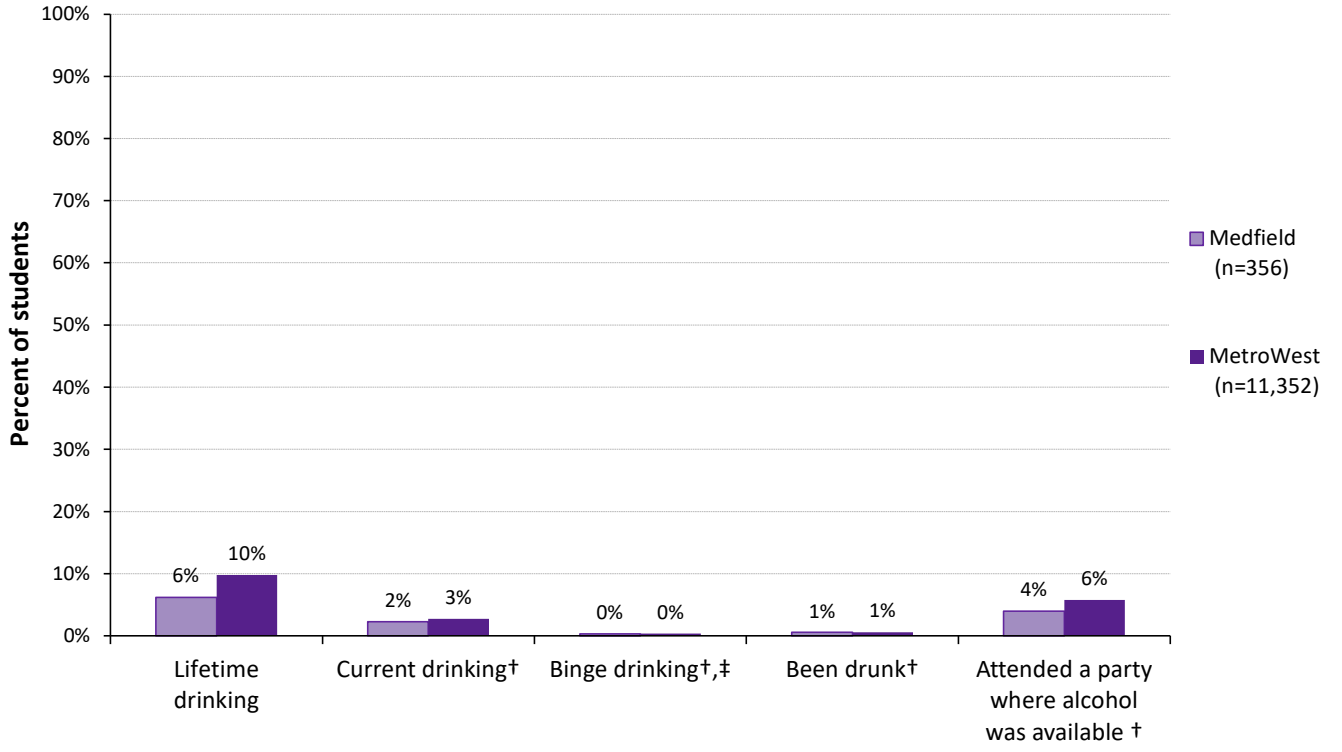
** Does not include drinking a few sips of wine for religious purposes*
† In the past 30 days
‡ Consumed 4+ drinks in a row for females, or 5+ drinks in a row for males

Figure 2-6C. Alcohol Use*, 2008-2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



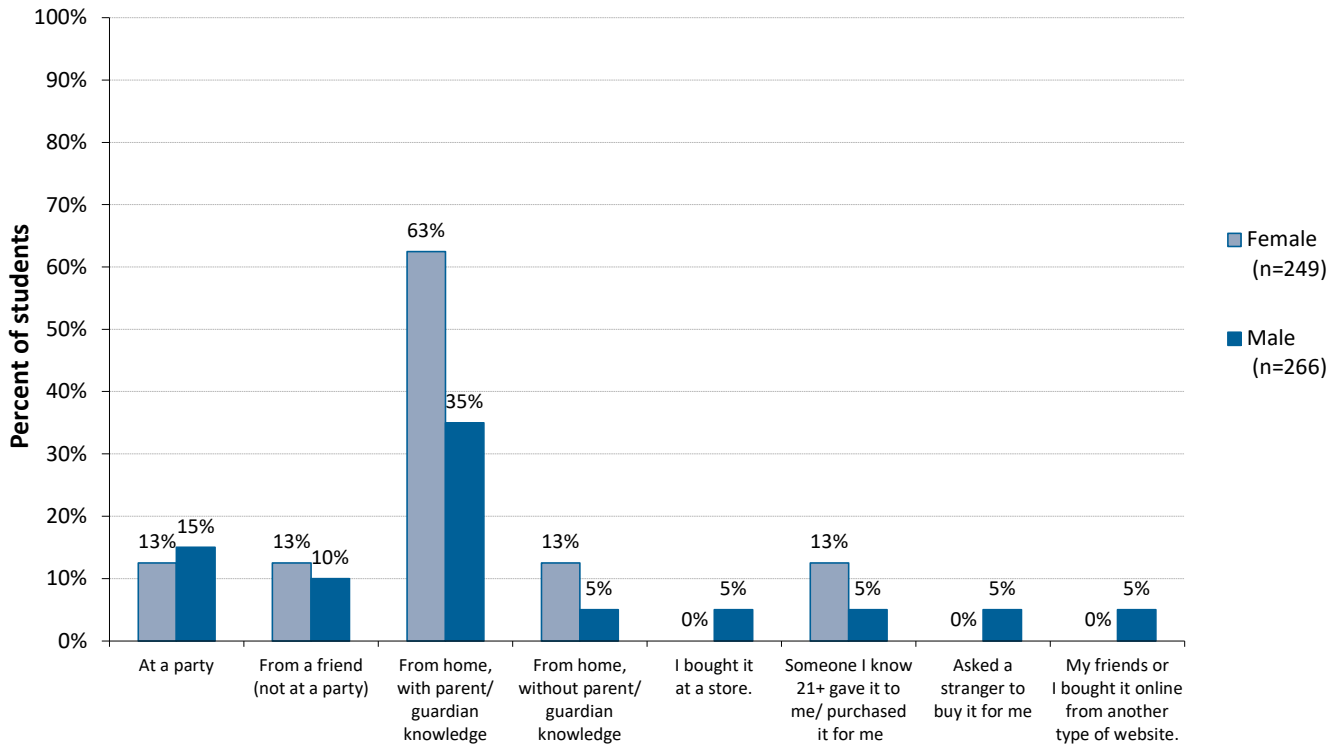
** Does not include drinking a few sips of wine for religious purposes*
† In the past 30 days
‡ Consumed 4+ drinks in a row for females, or 5+ drinks in a row for males

Figure 2-6D. Alcohol Use* at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



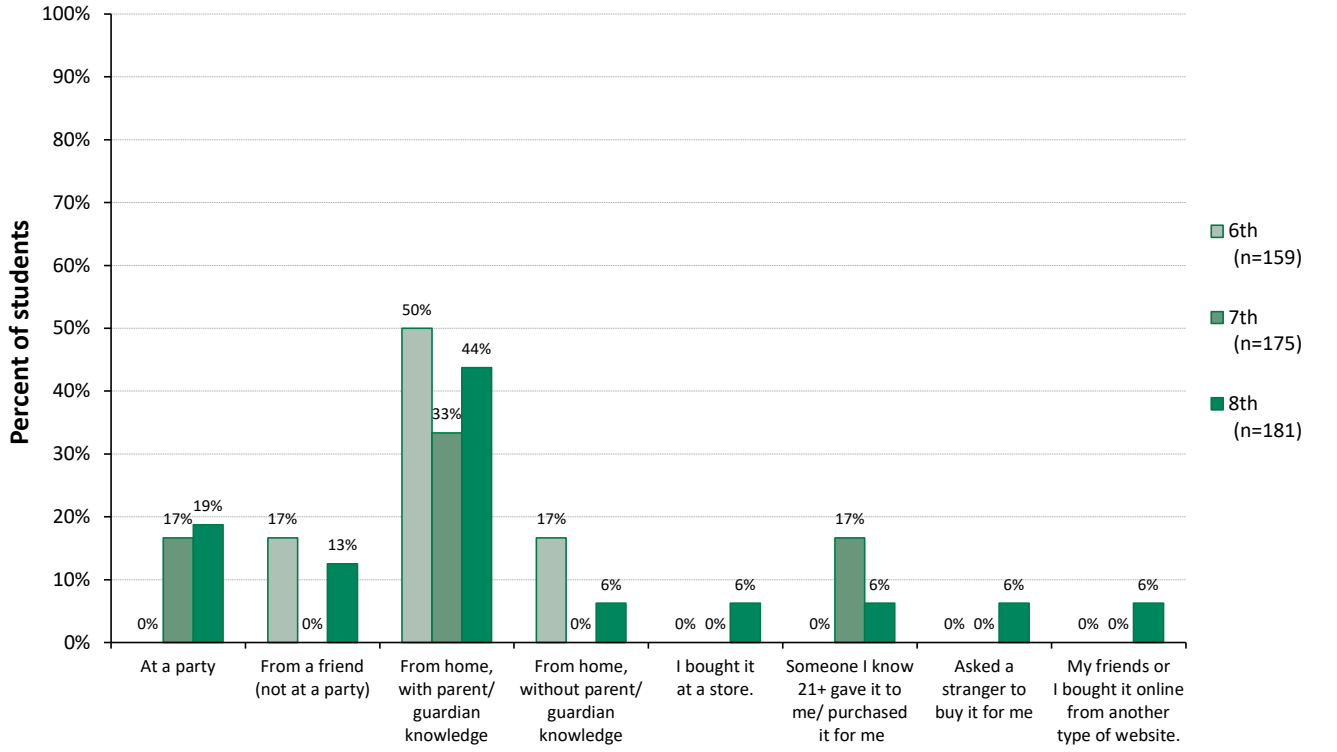
** Does not include drinking a few sips of wine for religious purposes*
† In the past 30 days
‡ Consumed 4+ drinks in a row for females, or 5+ drinks in a row for males

Figure 2-7A. Access to Alcohol Among Lifetime Drinkers* by Sex, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



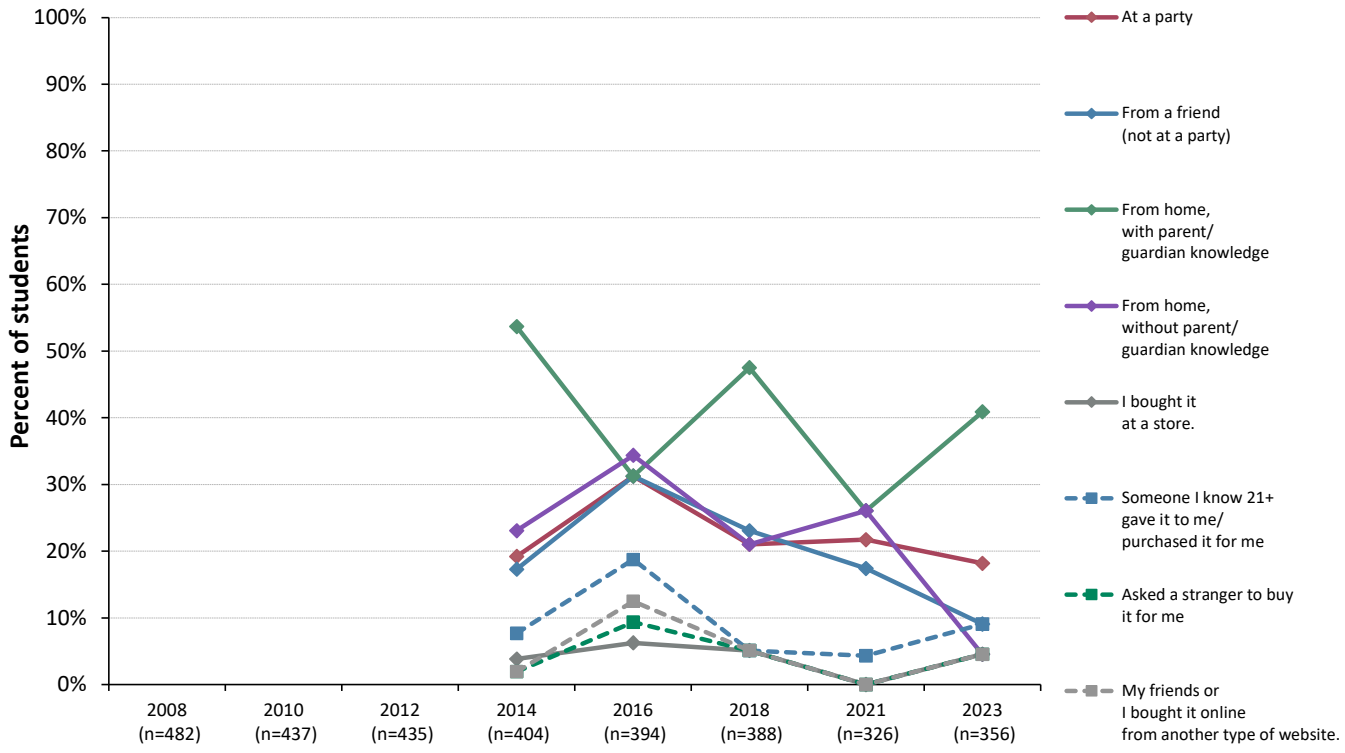
** Among students who drank in their lifetime*
† At a store, tavern, bar, or public event (like a concert or sporting event)

Figure 2-7B. Access to Alcohol Among Lifetime Drinkers* by Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



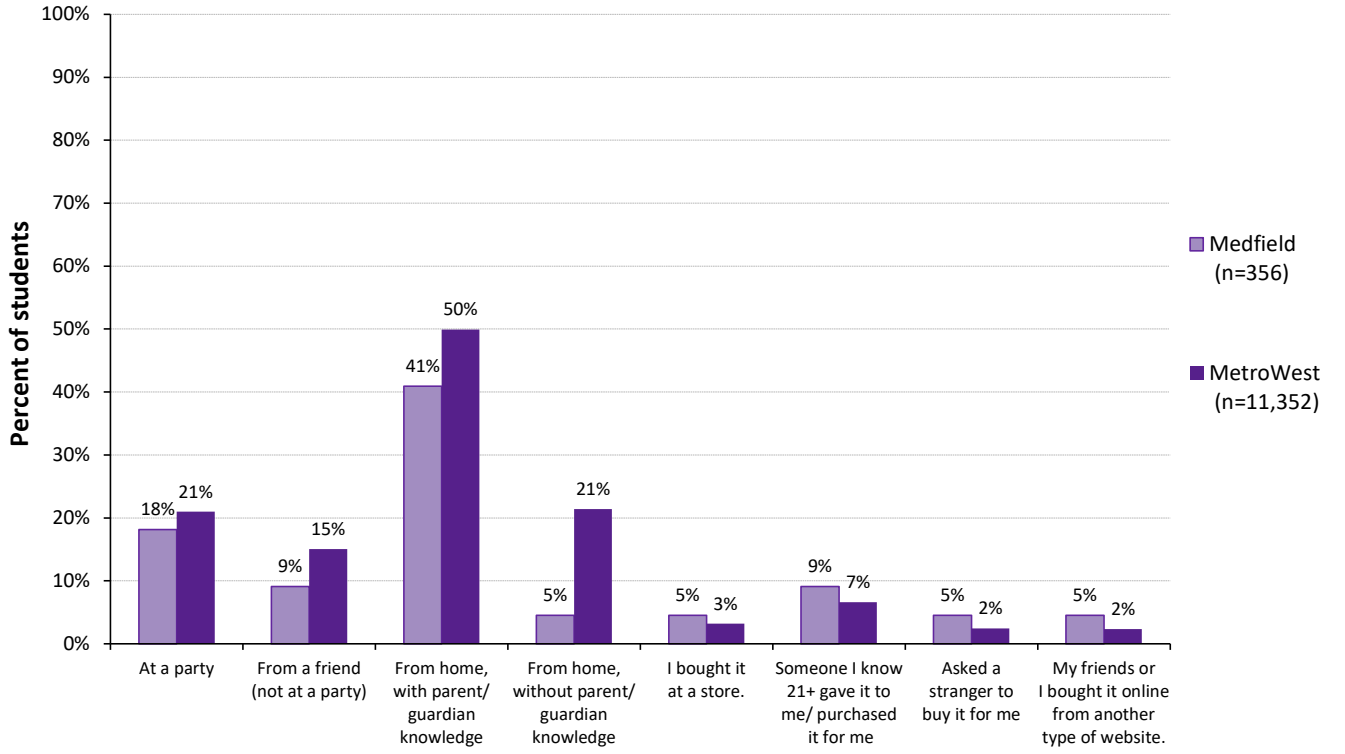
** Among students who drank in their lifetime*
† At a store, tavern, bar, or public event (like a concert or sporting event)

Figure 2-7C. Access to Alcohol Among Lifetime Drinkers*, 2008-2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



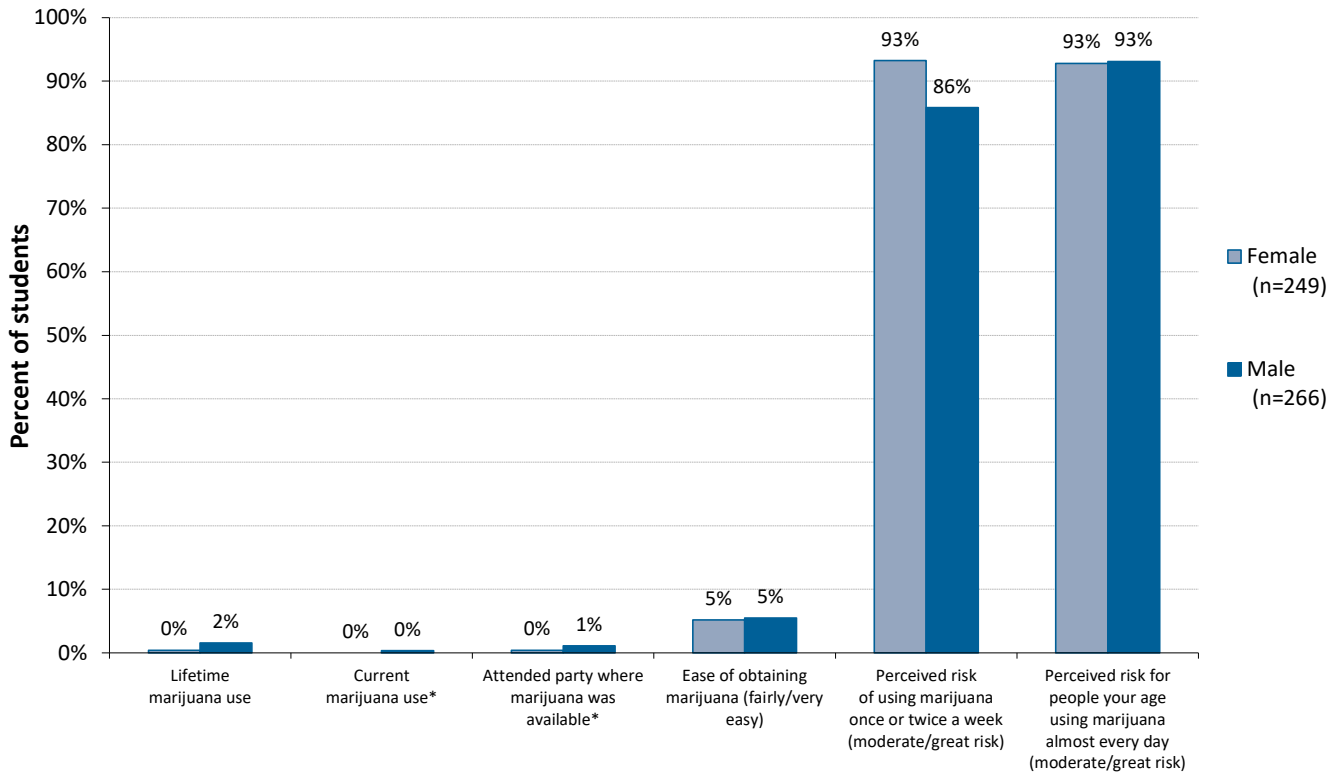
** Among students who drank in their lifetime*
† At a store, tavern, bar, or public event (like a concert or sporting event)

Figure 2-7D. Access to Alcohol Among Lifetime Drinkers* at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



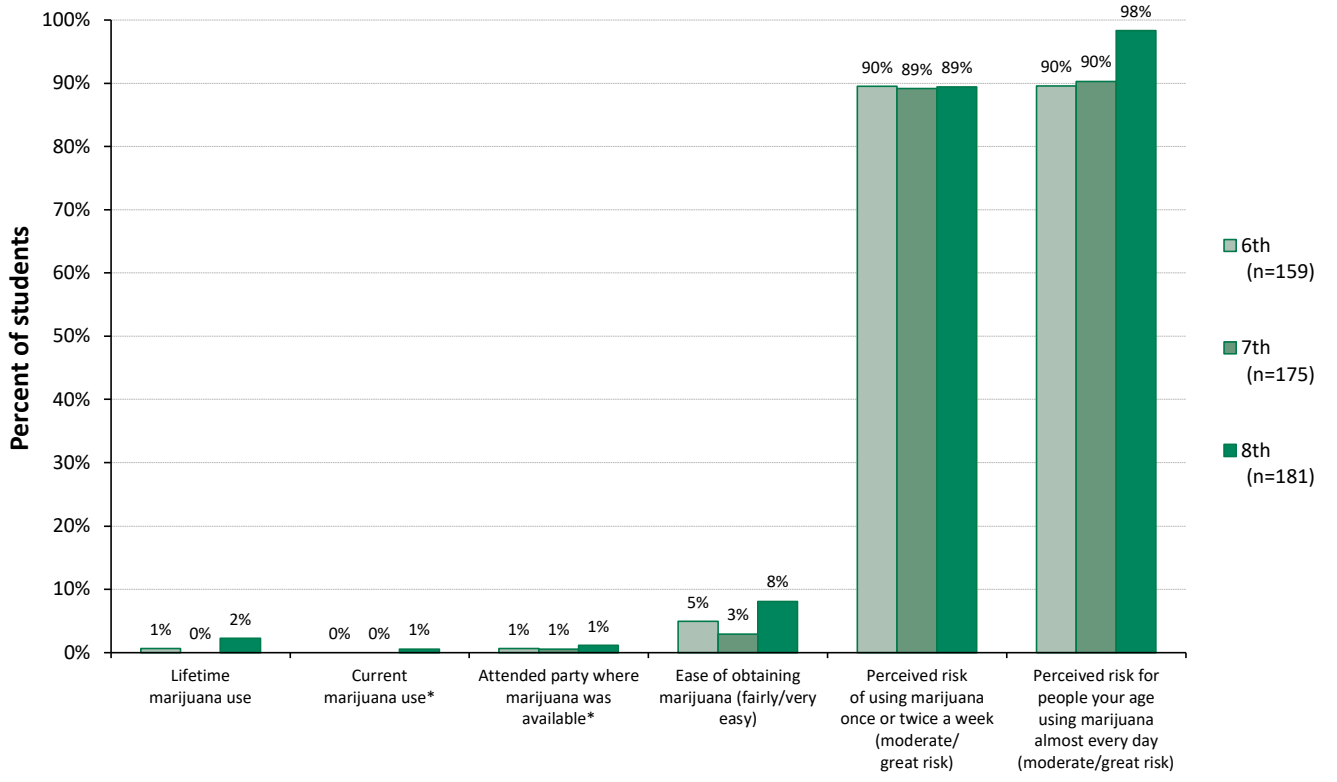
** Among students who drank in their lifetime*
† At a store, tavern, bar, or public event (like a concert or sporting event)

Figure 2-8A. Marijuana Use by Sex, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



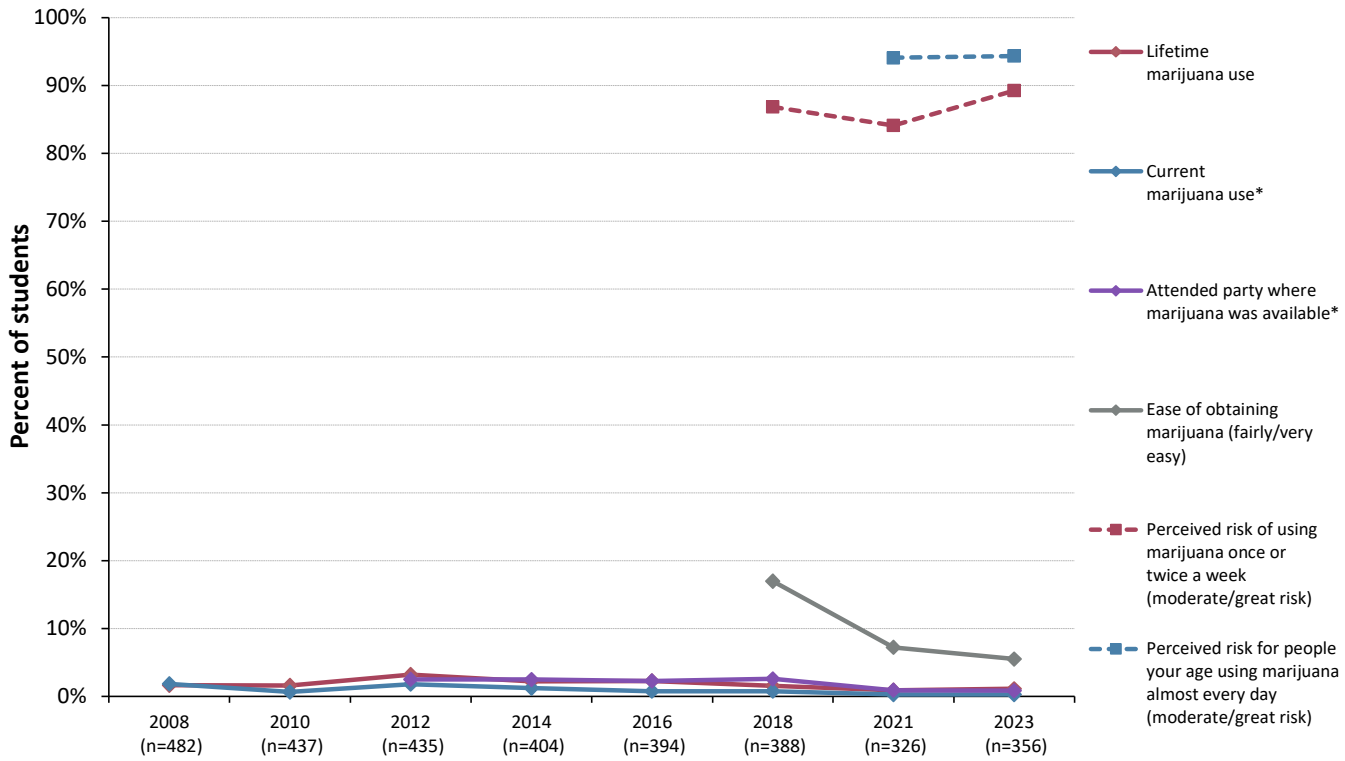
** In the past 30 days*

Figure 2-8B. Marijuana Use by Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



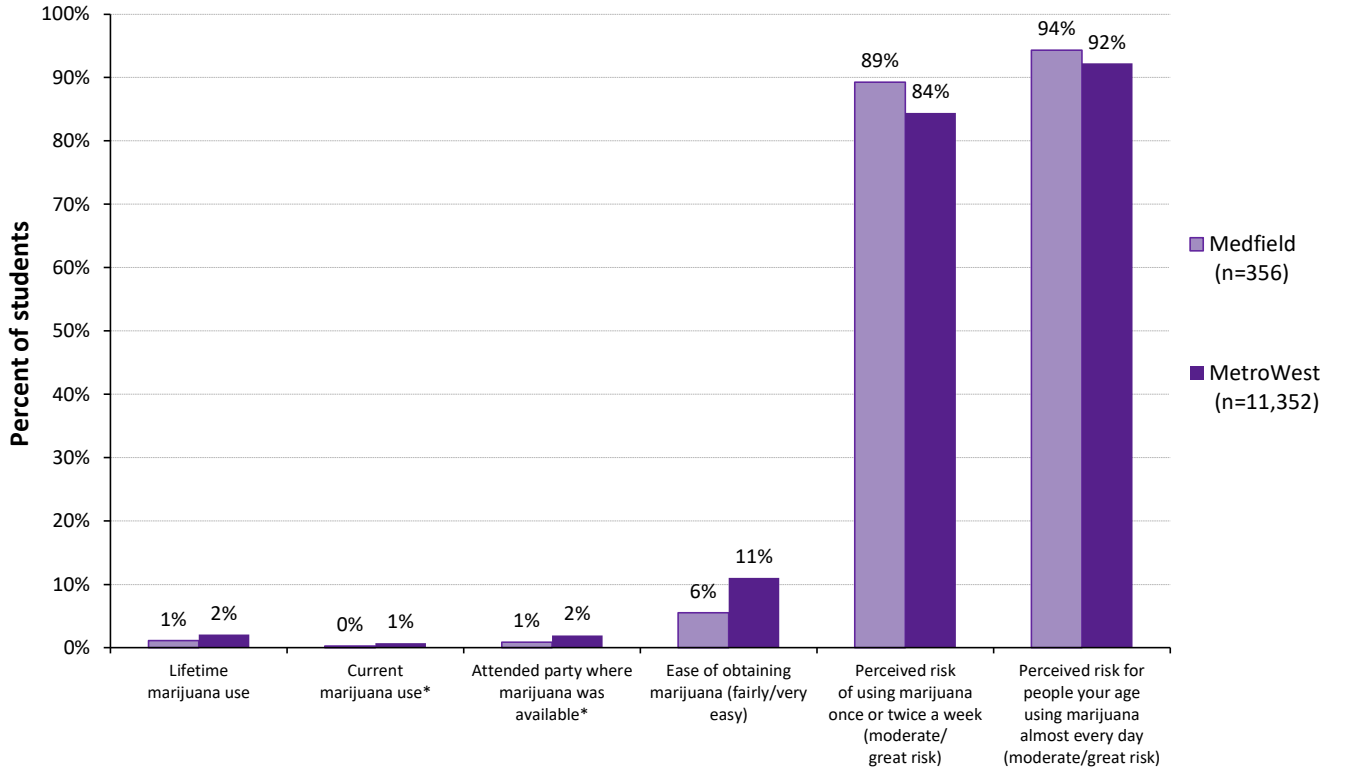
** In the past 30 days*

Figure 2-8C. Marijuana Use, 2008-2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



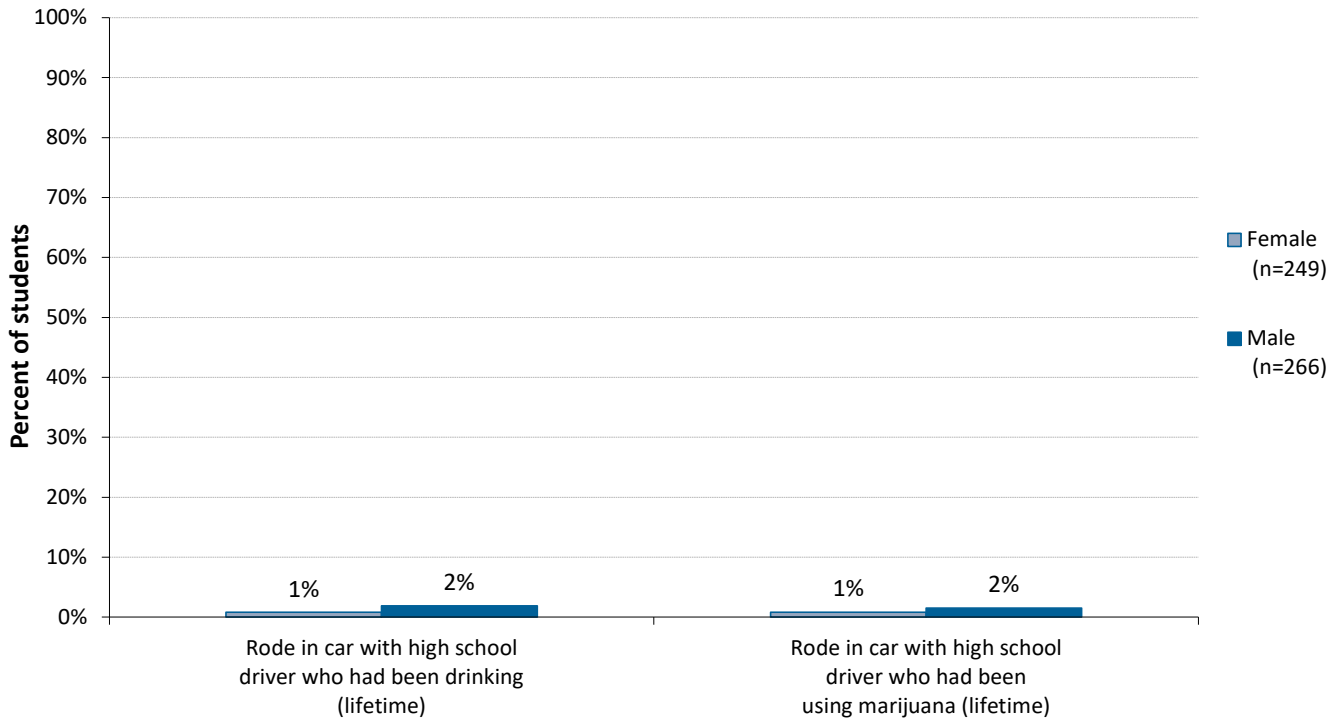
** In the past 30 days*

Figure 2-8D. Marijuana Use at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



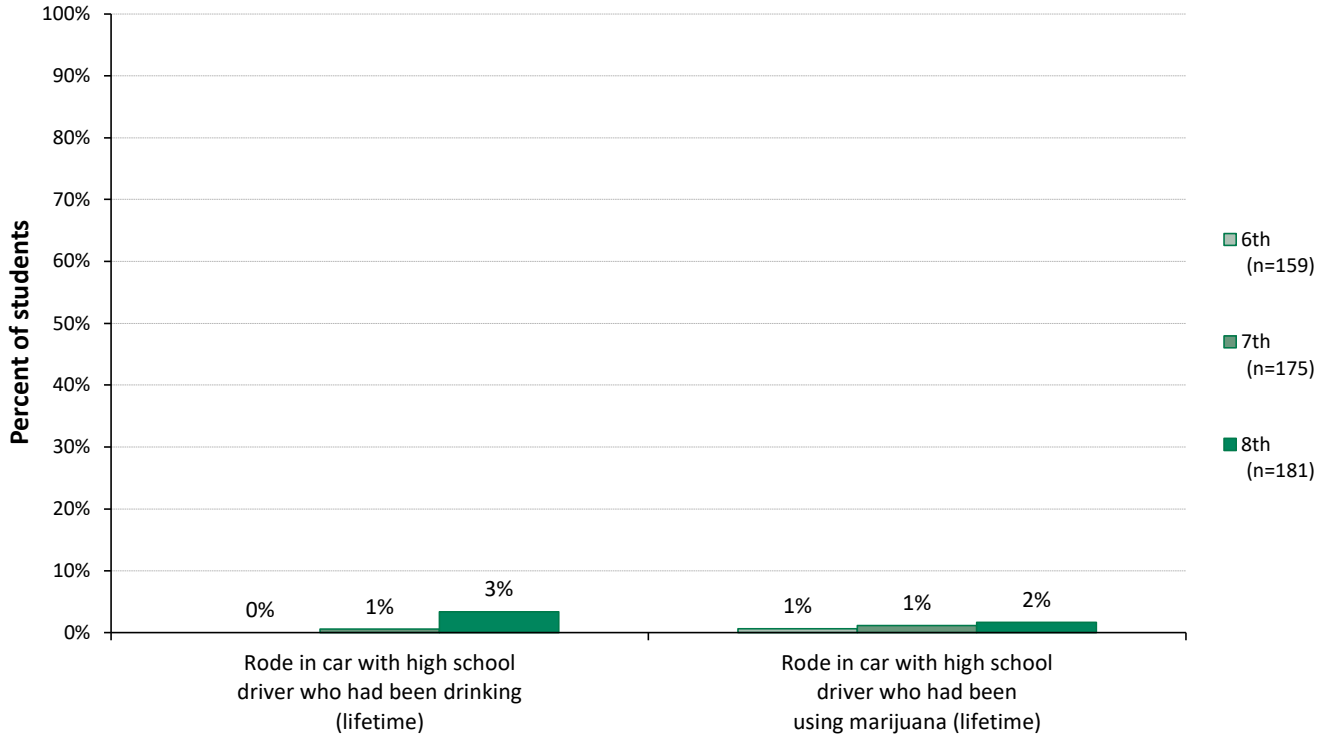
** In the past 30 days*

Figure 2-9A. Behaviors Related to Unintentional Injury* by Sex, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



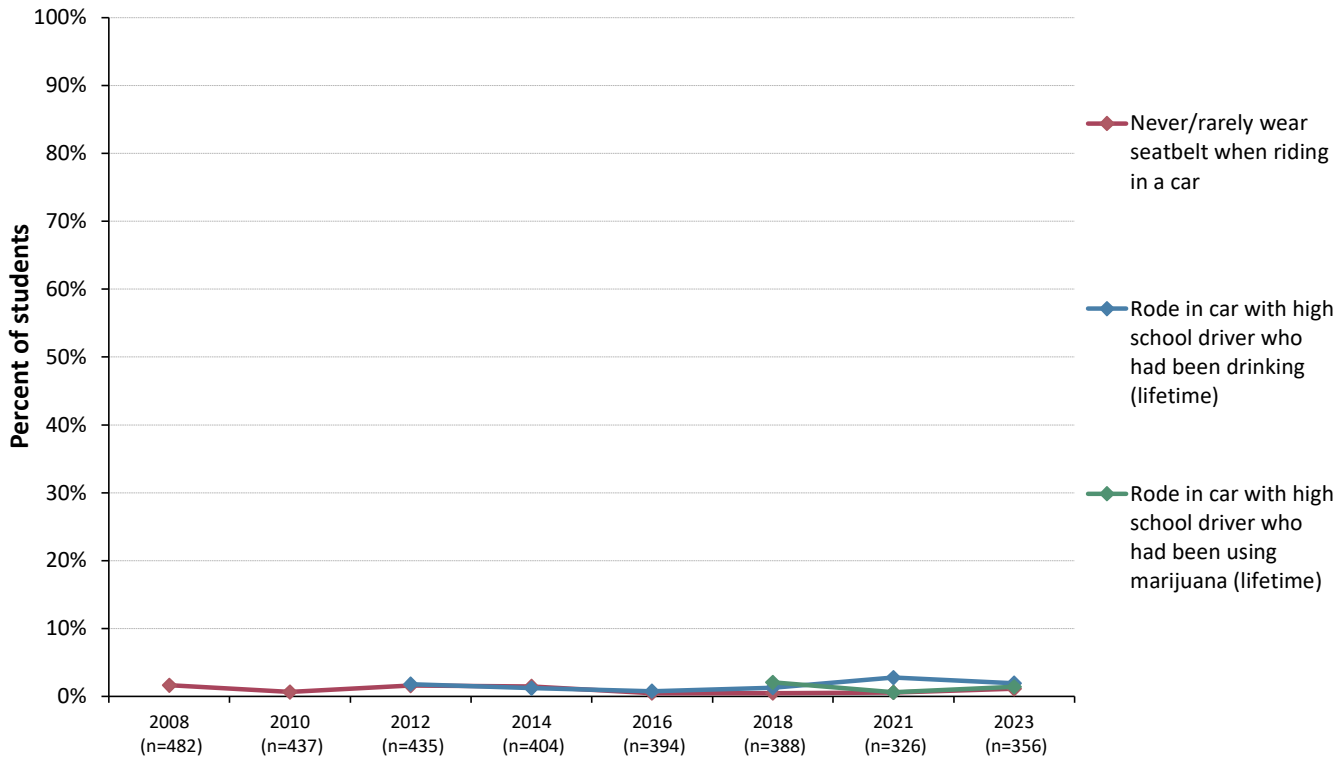
* In the past 30 days

Figure 2-9B. Behaviors Related to Unintentional Injury* by Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



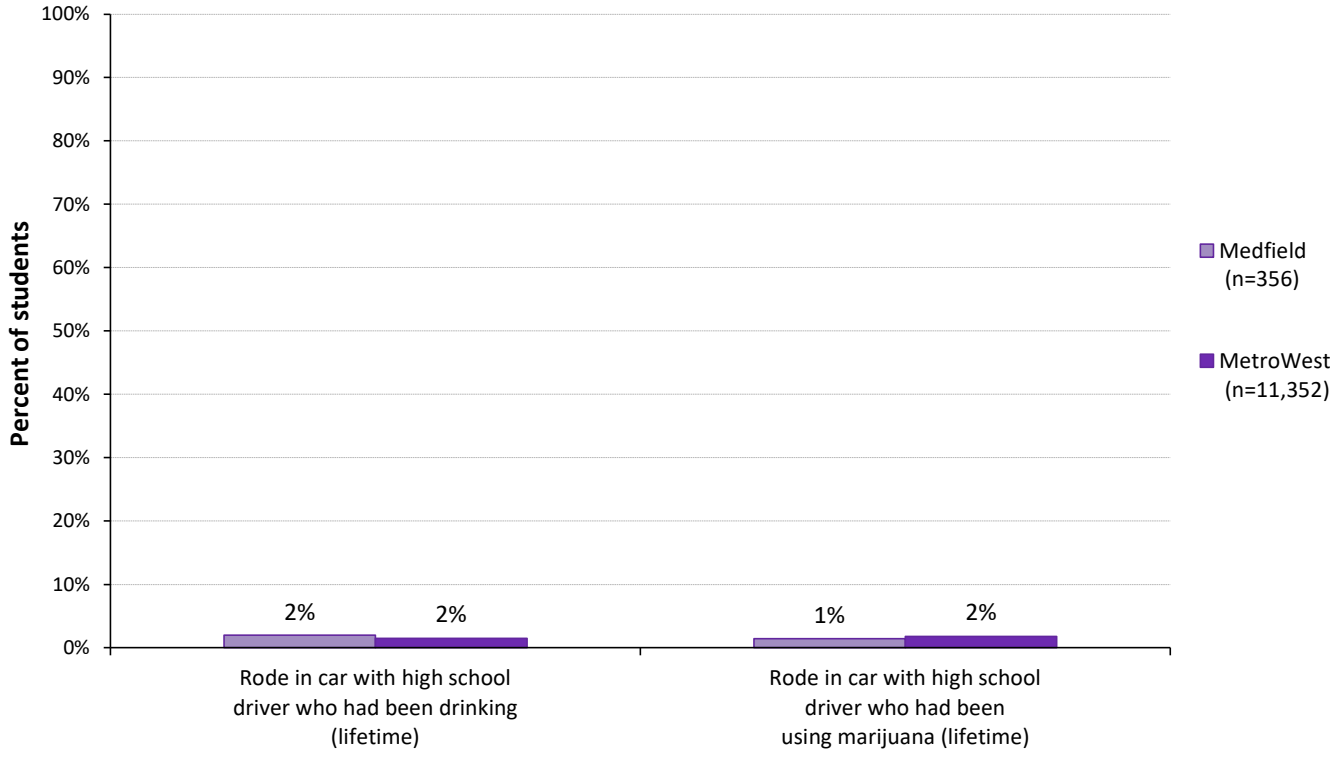
* In the past 30 days

Figure 2-9C. Behaviors Related to Unintentional Injury*, 2008-2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



** In the past 30 days*

Figure 2-9D. Behaviors Related to Unintentional Injury* at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



**in the past 30 days*

Table 2-1A. Use of Cigarettes and Electronic Vapor Products Containing Nicotine by Sex and Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
2023 MetroWest Adolescent Health Survey

	Total (%)	Sex (%)		Grade (%)		
		Female	Male	6th	7th	8th
	(515)	*(249)*	*(266)*	*(159)*	*(175)*	*(181)*
CIGARETTE SMOKING						
Lifetime cigarette smoking* (Q39)	0.6	0.4	0.8	0.6	0.0	1.1
Current cigarette use (past 30 days) (Q40)	0.6	0.0	1.1	0.0	0.6	1.1
Current frequent cigarette use (on 20 or more of the past 30 days) (Q40)	0.6	0.0	1.1	0.0	0.6	1.1
ELECTRONIC VAPOR PRODUCT USE †						
Lifetime electronic vapor product use (Q41)	0.8	0.8	0.8	1.3	0.6	0.6
Used an electronic vapor product before age 11 years (Q43)	0.4	0.4	0.4	0.6	0.0	0.6
Current electronic vapor product use (past 30 days) (Q44)	0.4	0.0	0.8	0.6	0.0	0.6
Current frequent electronic vapor product use (on 20 or more of the past 30 days) (Q44)	0.2	0.0	0.4	0.0	0.0	0.6
Current electronic vapor product use on school property (past 30 days) (Q45)	0.2	0.0	0.4	0.0	0.0	0.6
Used electronic vapor products that contain a flavor (lifetime) (Q42a)	0.6	0.4	0.8	0.6	0.6	0.6
Used disposable electronic vapor products (lifetime) (Q42b)	0.0	0.0	0.0	0.0	0.0	0.0
Perceived risk of using electronic vapor products (moderate/great risk) (Q48)	94.4	94.5	94.2	94.6	93.6	94.9
Ease of obtaining electronic vapor products (fairly/very easy) (Q47)	11.6	7.3	15.5	5.6	10.7	17.3

** Ever tried cigarette smoking, even one or two puffs*

† Includes vaping nicotine through using electronic vapor products, like e-cigarettes, vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods; also includes disposable products that you can only use once.

Table 2-1B. Use of Cigarettes and Electronic Vapor Products Containing Nicotine, 2006-2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

	Year of survey (%)								
	2006	**2008**	**2010**	**2012**	**2014**	**2016**	**2018**	**2021**	**2023**
	—	*(482)*	*(437)*	*(435)*	*(404)*	*(394)*	*(388)*	*(326)*	*(356)*
CIGARETTE SMOKING									
Lifetime cigarette smoking* (Q39)	—	4.2	2.8	4.9	4.0	2.6	2.3	1.2	0.6
Current cigarette use (past 30 days) (Q40)	—	1.0	1.6	0.9	1.2	1.3	0.5	0.6	0.8
Current frequent cigarette use (on 20 or more of the past 30 days) (Q40)	—	0.0	0.0	0.5	0.7	0.8	0.5	0.0	0.8
ELECTRONIC VAPOR PRODUCT USE †									
Lifetime electronic vapor product use (Q41)	—	—	—	—	3.5	4.8	6.1	1.2	0.6
Used an electronic vapor product before age 11 years (Q43)	—	—	—	—	—	—	0.3	0.0	0.3
Current electronic vapor product use (past 30 days) (Q44)	—	—	—	—	2.0	3.3	3.1	0.9	0.3
Current frequent electronic vapor product use (on 20 or more of the past 30 days) (Q44)	—	—	—	—	0.3	0.8	0.5	0.0	0.3
Current electronic vapor product use on school property (past 30 days) (Q45)	—	—	—	—	—	—	1.0	0.3	0.3
Used electronic vapor products that contain a flavor (lifetime) (Q42a)	—	—	—	—	—	—	—	—	0.6
Used disposable electronic vapor products (lifetime) (Q42b)	—	—	—	—	—	—	—	—	0.0
Perceived risk of using electronic vapor products (moderate/great risk) (Q48)	—	—	—	—	69.2	79.5	85.4	93.8	94.3
Ease of obtaining electronic vapor products (fairly/very easy) (Q47)	—	—	—	—	—	—	—	13.7	14.0

** Ever tried cigarette smoking, even one or two puffs*

† Includes vaping nicotine through electronic vapor products, like e-cigarettes, vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods; disposable products that you can only use once added to definition in 2021.

Table 2-1C. Use of Cigarettes and Electronic Vapor Products Containing Nicotine at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

	Medfield (%) (356)	MetroWest Region (%) (11,352)
CIGARETTE SMOKING		
Lifetime cigarette smoking* (Q39)	0.6	2.8
Current cigarette use (past 30 days) (Q40)	0.8	0.8
Current frequent cigarette use (on 20 or more of the past 30 days) (Q40)	0.8	0.2
ELECTRONIC VAPOR PRODUCT USE †		
Lifetime electronic vapor product use (Q41)	0.6	4.3
Used an electronic vapor product before age 11 years (Q43)	0.3	0.8
Current electronic vapor product use (past 30 days) (Q44)	0.3	2.0
Current frequent electronic vapor product use (on 20 or more of the past 30 days) (Q44)	0.3	0.4
Current electronic vapor product use on school property (past 30 days) (Q45)	0.3	1.0
Used electronic vapor products that contain a flavor (lifetime) (Q42a)	0.6	3.7
Used disposable electronic vapor products (lifetime) (Q42b)	0.0	1.6
Perceived risk of using electronic vapor products (moderate/great risk) (Q48)	94.3	89.6
Ease of obtaining electronic vapor products (fairly/very easy) (Q47)	14.0	19.8

** Ever tried cigarette smoking, even one or two puffs*

† Includes vaping nicotine through using electronic vapor products, like e-cigarettes, vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods; also includes disposable products that you can only use once.

Table 2-2A. Alcohol Use by Sex and Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
2023 MetroWest Adolescent Health Survey

	Total (%)	Sex (%)		Grade (%)		
		Female	Male	6th	7th	8th
	(515)	*(249)*	*(266)*	*(159)*	*(175)*	*(181)*
ALCOHOL USE*						
Lifetime alcohol use (Q49)	5.4	3.2	7.5	3.8	3.4	8.9
Had first drink of alcohol before age 11 years (Q50)	2.8	1.6	3.8	2.6	1.7	3.9
Current alcohol use (past 30 days) (Q51)	1.8	0.8	2.6	0.6	1.1	3.3
Binge drinking (past 30 days)† (Q54)	0.2	0.0	0.4	0.0	0.0	0.6
Was "drunk" from consuming alcohol (past 30 days) (Q52)	0.4	0.0	0.8	0.0	0.0	1.1
Went to a party/hung out where alcohol was available (past 30 days) (Q53)	3.5	2.8	4.2	2.5	5.7	2.2
ADDITIONAL MEASURES RELATED TO ALCOHOL						
Ever rode in car driven by a high school student who had been drinking (Q56)	1.4	0.8	1.9	0.0	0.6	3.4
Perceived risk of having five or more drinks of alcohol once or twice a week (moderate/great risk) (Q57)	88.9	88.4	89.4	92.8	86.7	87.7

** 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

Table 2-2B. Alcohol Use, 2006-2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

	Year of survey (%)								
	2006	**2008**	**2010**	**2012**	**2014**	**2016**	**2018**	**2021**	**2023**
	—	*(482)*	*(437)*	*(435)*	*(404)*	*(394)*	*(388)*	*(326)*	*(356)*
ALCOHOL USE*									
Lifetime alcohol use (Q49)	—	10.6	7.8	7.1	11.5	8.5	10.4	7.1	6.2
Had first drink of alcohol before age 11 years (Q50)	—	3.1	4.4	2.1	4.2	3.3	5.5	1.2	2.8
Current alcohol use (past 30 days) (Q51)	—	5.4	2.1	2.8	3.0	3.1	3.4	1.5	2.3
Binge drinking (past 30 days)† (Q54)	—	0.8	0.7	0.9	1.2	1.0	0.5	0.0	0.3
Was "drunk" from consuming alcohol (past 30 days) (Q52)	—	0.6	0.7	0.9	1.2	0.8	0.5	0.3	0.6
Went to a party/hung out where alcohol was available (past 30 days) (Q53)	—	—	5.3	6.9	6.0	5.9	7.8	4.3	4.0
ADDITIONAL MEASURES RELATED TO ALCOHOL									
Ever rode in car driven by a high school student who had been drinking (Q56)	—	—	—	1.9	1.2	0.8	1.3	2.8	2.0
Perceived risk of having five or more drinks of alcohol once or twice a week (moderate/great risk) (Q57)	—	—	—	—	—	—	—	84.8	87.2

** 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

Table 2-2C. Alcohol Use at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

	Medfield (%) *(356)*	MetroWest Region (%) *(11,352)*
ALCOHOL USE*		
Lifetime alcohol use (Q49)	6.2	9.8
Had first drink of alcohol before age 11 years (Q50)	2.8	4.2
Current alcohol use (past 30 days) (Q51)	2.3	2.7
Binge drinking (past 30 days)† (Q54)	0.3	0.4
Was "drunk" from consuming alcohol (past 30 days) (Q52)	0.6	0.6
Went to a party/hung out where alcohol was available (past 30 days) (Q53)	4.0	5.8
ADDITIONAL MEASURES RELATED TO ALCOHOL		
Ever rode in car driven by a high school student who had been drinking (Q56)	2.0	1.5
Perceived risk of having five or more drinks of alcohol once or twice a week (moderate/great risk) (Q57)	87.2	84.9

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

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

Table 2-3A. Marijuana and Other Substance Use by Sex and Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
2023 MetroWest Adolescent Health Survey

	Total (%)	Sex (%)		Grade (%)		
		Female	Male	6th	7th	8th
	(515)	(249)	(266)	(159)	(175)	(181)
MARIJUANA USE*						
Lifetime marijuana use (Q58)	1.0	0.4	1.5	0.6	0.0	2.2
Tried marijuana before age 11 years (Q59)	0.8	0.4	1.1	0.6	0.0	1.7
Current marijuana use (past 30 days) (Q60)	0.2	0.0	0.4	0.0	0.0	0.6
Went to a party/hung out where marijuana was available (past 30 days) (Q61)	0.8	0.4	1.1	0.6	0.6	1.1
Ate or drank products made with marijuana (lifetime)† (Q62)	0.8	0.8	0.8	1.3	0.0	1.1
Think it would be "fairly easy" or "very easy" to obtain marijuana (Q64)	5.3	5.2	5.5	4.9	2.9	8.1
Ever rode in car driven by a high school student who had been using marijuana (Q63)	1.2	0.8	1.5	0.6	1.1	1.7
Lives with an adult who uses marijuana (Q65)	2.4	1.6	3.0	2.6	2.3	2.2
PERCEIVED CONSEQUENCES OF MARIJUANA USE						
Perceived risk of using marijuana once or twice a week (moderate/great risk) (Q67)	89.3	93.2	85.8	89.5	89.1	89.4
Perceived risk for people your age using marijuana every day or almost every day (moderate/great risk) (Q68)	93.0	92.8	93.1	89.6	90.3	98.3
Harm to brain development (likely/very likely)‡ (Q69a)	81.7	82.8	80.8	70.0	82.8	89.9
Harm to other parts of the body, like the lungs or heart (likely/very likely)‡ (Q69b)	85.6	87.4	83.9	81.3	85.6	88.8
Will do worse in school than students who don't use marijuana (likely/very likely)‡ (Q69c)	74.4	74.0	74.7	61.9	73.6	84.9
Will have more mental health problems than students who don't use marijuana (likely/very likely)‡ (Q69d)	78.3	81.4	75.5	72.7	78.2	82.7
Will become addicted to marijuana (likely/very likely)‡ (Q69e)	84.8	85.7	83.9	76.3	87.4	88.8
OTHER SUBSTANCE USE						
Lifetime inhalant use (Q70)	3.0	1.6	4.2	3.2	0.6	5.1
Lifetime prescription drug misuse§ (Q71)	1.8	0.8	2.7	0.6	2.3	2.3
Current prescription drug misuse§ (past 30 days) (Q72)	1.0	0.4	1.5	0.6	1.1	1.1

** Does not include CBD-only or hemp products*

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

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

§ Without a doctor's prescription or differently than how a doctor told you to use it

Table 2-3B. Marijuana and Other Substance Use, 2006-2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

	Year of survey (%)								
	2006	**2008**	**2010**	**2012**	**2014**	**2016**	**2018**	**2021**	**2023**
	—	*(482)*	*(437)*	*(435)*	*(404)*	*(394)*	*(388)*	*(326)*	*(356)*
MARIJUANA USE*									
Lifetime marijuana use (Q58)	—	1.7	1.6	3.2	2.2	2.3	1.6	0.9	1.1
Tried marijuana before age 11 years (Q59)	—	0.4	0.5	0.7	1.2	0.3	0.5	0.3	0.8
Current marijuana use (past 30 days) (Q60)	—	1.9	0.7	1.8	1.2	0.8	0.8	0.3	0.3
Went to a party/hung out where marijuana was available (past 30 days) (Q61)	—	—	—	2.5	2.5	2.3	2.6	0.9	0.8
Ate or drank products made with marijuana (lifetime)† (Q62)	—	—	—	—	—	—	1.0	0.9	0.6
Think it would be "fairly easy" or "very easy" to obtain marijuana (Q64)	—	—	—	—	—	—	17.0	7.3	5.5
Ever rode in car driven by a high school student who had been using marijuana (Q63)	—	—	—	—	—	—	2.1	0.6	1.4
Lives with an adult who uses marijuana (Q65)	—	—	—	—	—	—	—	—	2.3
PERCEIVED CONSEQUENCES OF MARIJUANA USE									
Perceived risk of using marijuana once or twice a week (moderate/great risk) (Q67)	—	—	—	—	—	—	86.8	84.1	89.3
Perceived risk for people your age using marijuana every day or almost every day (moderate/great risk) (Q68)	—	—	—	—	—	—	—	94.1	94.4
Harm to brain development (likely/very likely)‡ (Q69a)	—	—	—	—	—	—	—	85.3	86.4
Harm to other parts of the body, like the lungs or heart (likely/very likely)‡ (Q69b)	—	—	—	—	—	—	—	88.8	87.3
Will do worse in school than students who don't use marijuana (likely/very likely)‡ (Q69c)	—	—	—	—	—	—	—	78.4	79.3
Will have more mental health problems than students who don't use marijuana (likely/very likely)‡ (Q69d)	—	—	—	—	—	—	—	79.9	80.5
Will become addicted to marijuana (likely/very likely)‡ (Q69e)	—	—	—	—	—	—	—	87.5	88.1
OTHER SUBSTANCE USE									
Lifetime inhalant use (Q70)	—	3.1	3.2	0.7	3.7	3.1	3.1	3.7	2.8
Lifetime prescription drug misuse§ (Q71)	—	1.0	1.2	0.7	0.2	1.3	—	—	2.3
Current prescription drug misuse§ (past 30 days) (Q72)	—	—	—	—	—	—	—	—	1.1

** Does not include CBD-only or hemp products*

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

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

§ Without a doctor's prescription, including using someone else's prescription or obtaining the medicine illegally; the phrase "or differently than how a doctor told you to use it" was added to question language in 2018.

Table 2-3C. Marijuana and Other Substance Use at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

	Medfield (%) (356)	MetroWest Region (%) (11,352)
MARIJUANA USE*		
Lifetime marijuana use (Q58)	1.1	2.1
Tried marijuana before age 11 years (Q59)	0.8	0.3
Current marijuana use (past 30 days) (Q60)	0.3	0.8
Went to a party/hung out where marijuana was available (past 30 days) (Q61)	0.8	2.0
Ate or drank products made with marijuana (lifetime)† (Q62)	0.6	1.3
Think it would be "fairly easy" or "very easy" to obtain marijuana (Q64)	5.5	11.0
Ever rode in car driven by a high school student who had been using marijuana (Q63)	1.4	1.8
Lives with an adult who uses marijuana (Q65)	2.3	5.0
PERCEIVED CONSEQUENCES OF MARIJUANA USE		
Perceived risk of using marijuana once or twice a week (moderate/great risk) (Q67)	89.3	84.4
Perceived risk for people your age using marijuana every day or almost every day (moderate/great risk) (Q68)	94.4	92.2
Harm to brain development (likely/very likely)‡ (Q69a)	86.4	80.9
Harm to other parts of the body, like the lungs or heart (likely/very likely)‡ (Q69b)	87.3	86.0
Will do worse in school than students who don't use marijuana (likely/very likely)‡ (Q69c)	79.3	74.6
Will have more mental health problems than students who don't use marijuana (likely/very likely)‡ (Q69d)	80.5	79.0
Will become addicted to marijuana (likely/very likely)‡ (Q69e)	88.1	85.6
OTHER SUBSTANCE USE		
Lifetime inhalant use (Q70)	2.8	3.7
Lifetime prescription drug misuse§ (Q71)	2.3	2.6
Current prescription drug misuse§ (past 30 days) (Q72)	1.1	1.2

** Does not include CBD-only or hemp products*

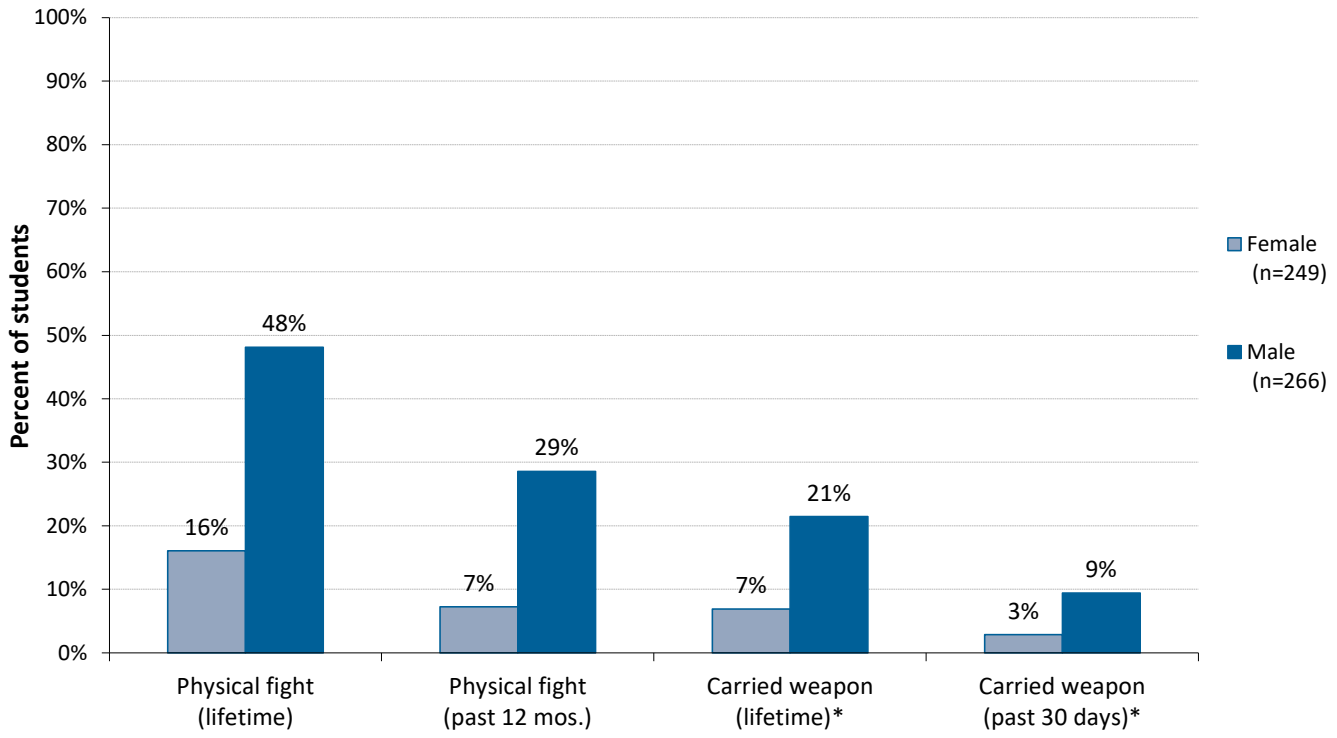
† Includes edibles, such as candy, baked goods, snacks, or drinks that contain marijuana

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

§ Without a doctor's prescription or differently than how a doctor told you to use it

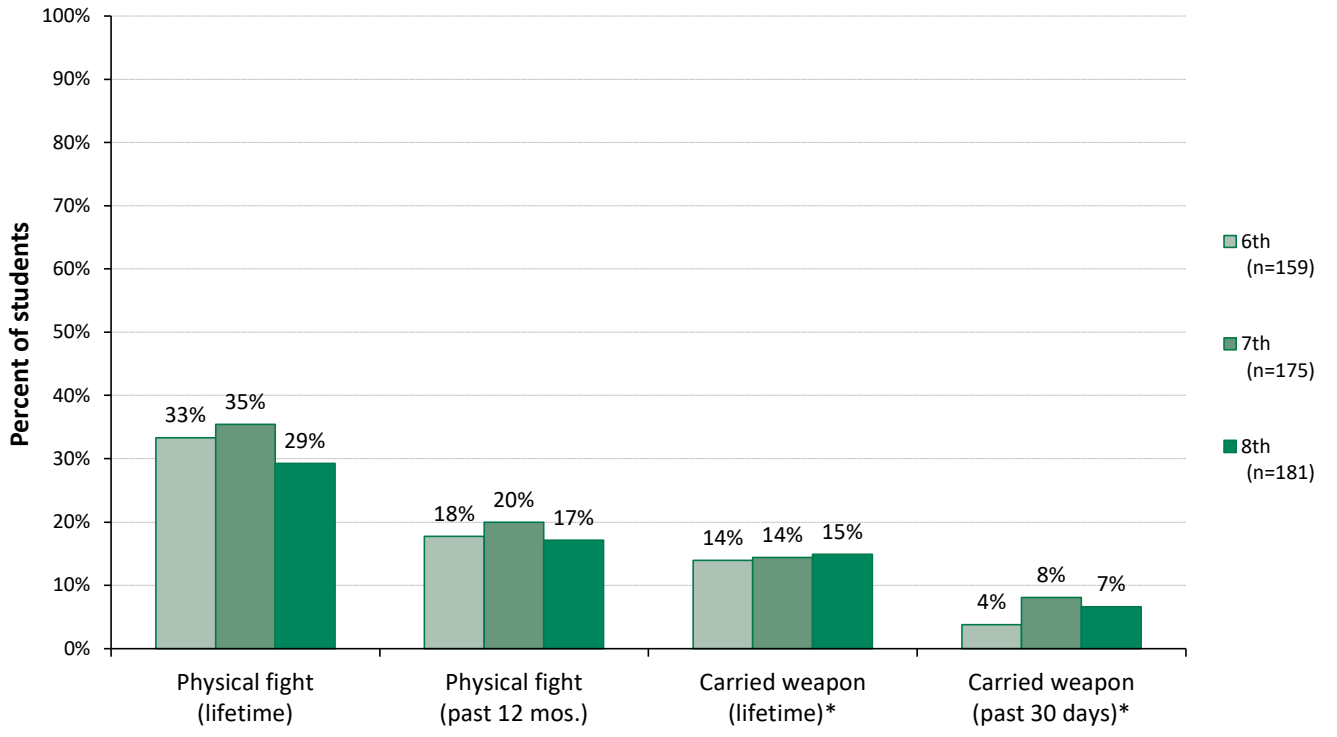
Section 3
Violence and Bullying

Figure 3-1A. Fighting and Weapon Carrying by Sex, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



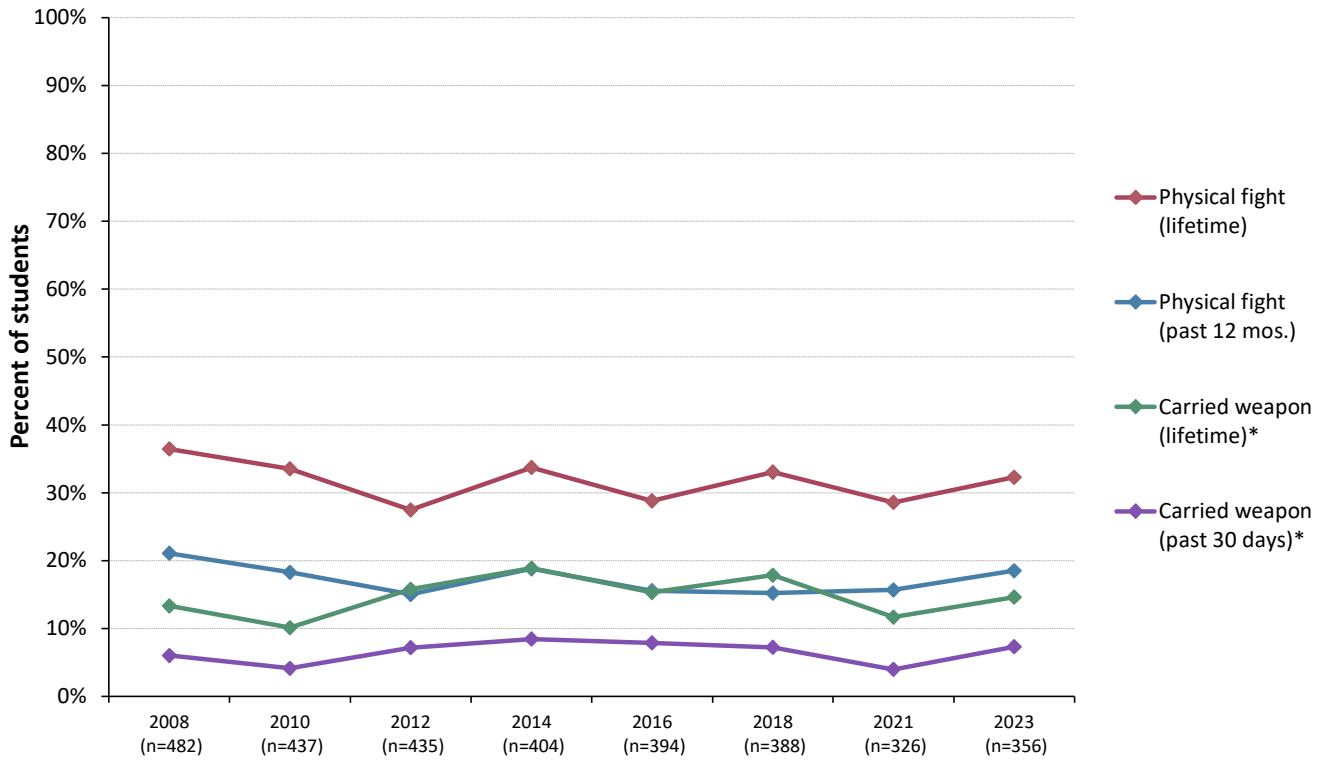
** For example, a gun, knife, or club*

Figure 3-1B. Fighting and Weapon Carrying by Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



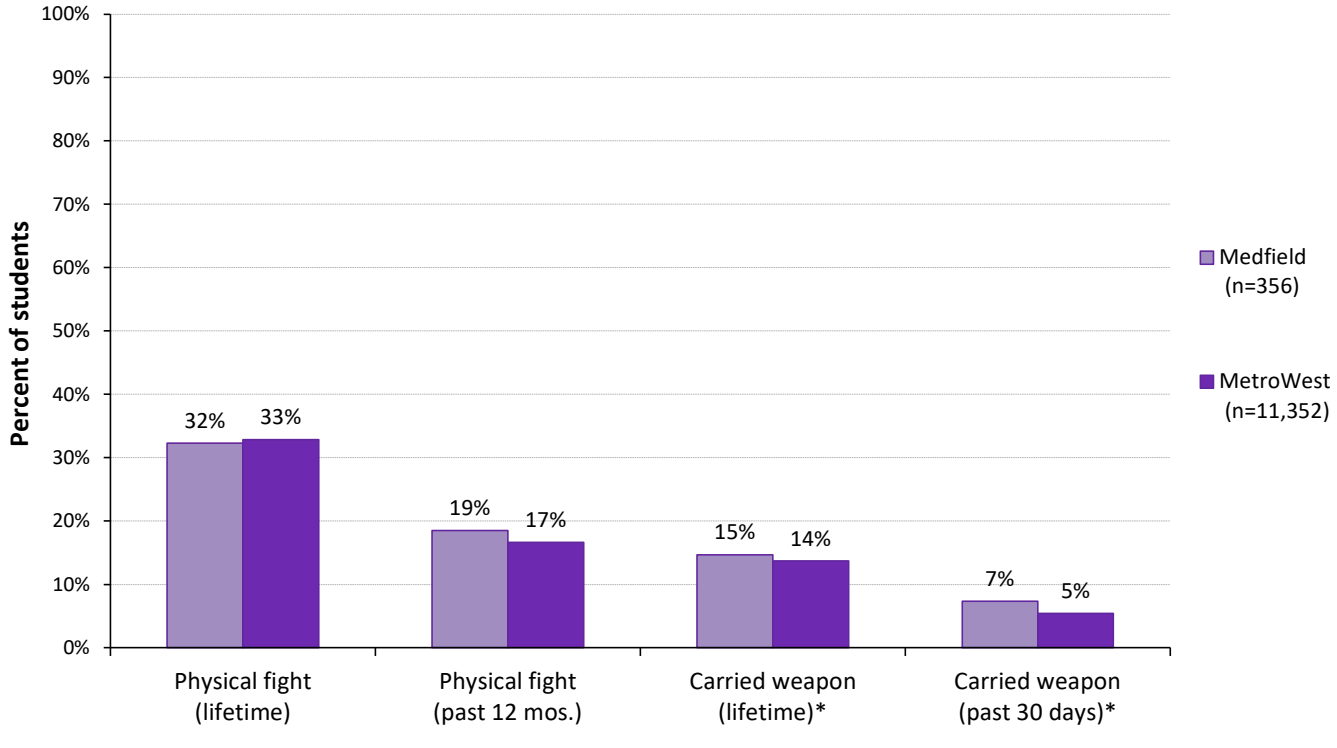
** For example, a gun, knife, or club*

Figure 3-1C. Fighting and Weapon Carrying , 2008-2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



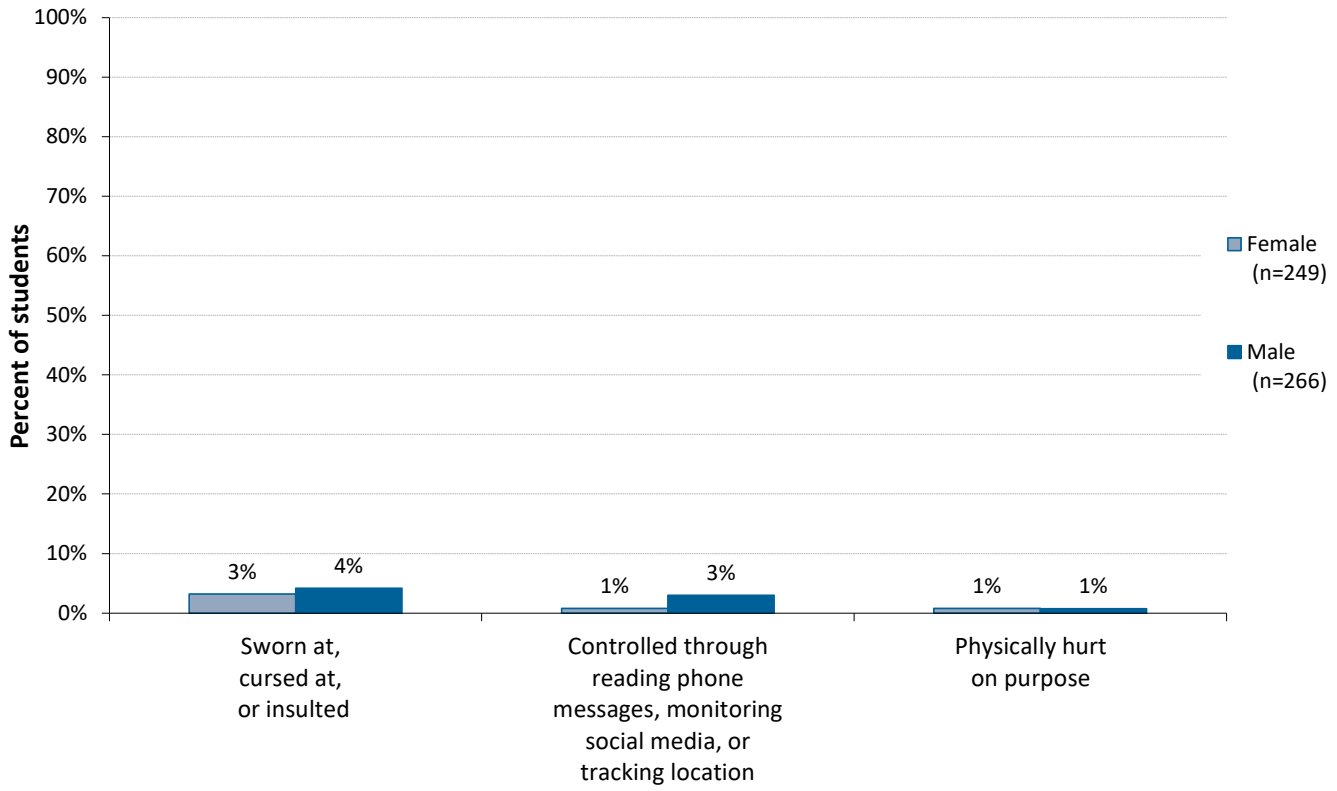
** For example, a gun, knife, or club*

Figure 3-1D. Fighting and Weapon Carrying at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



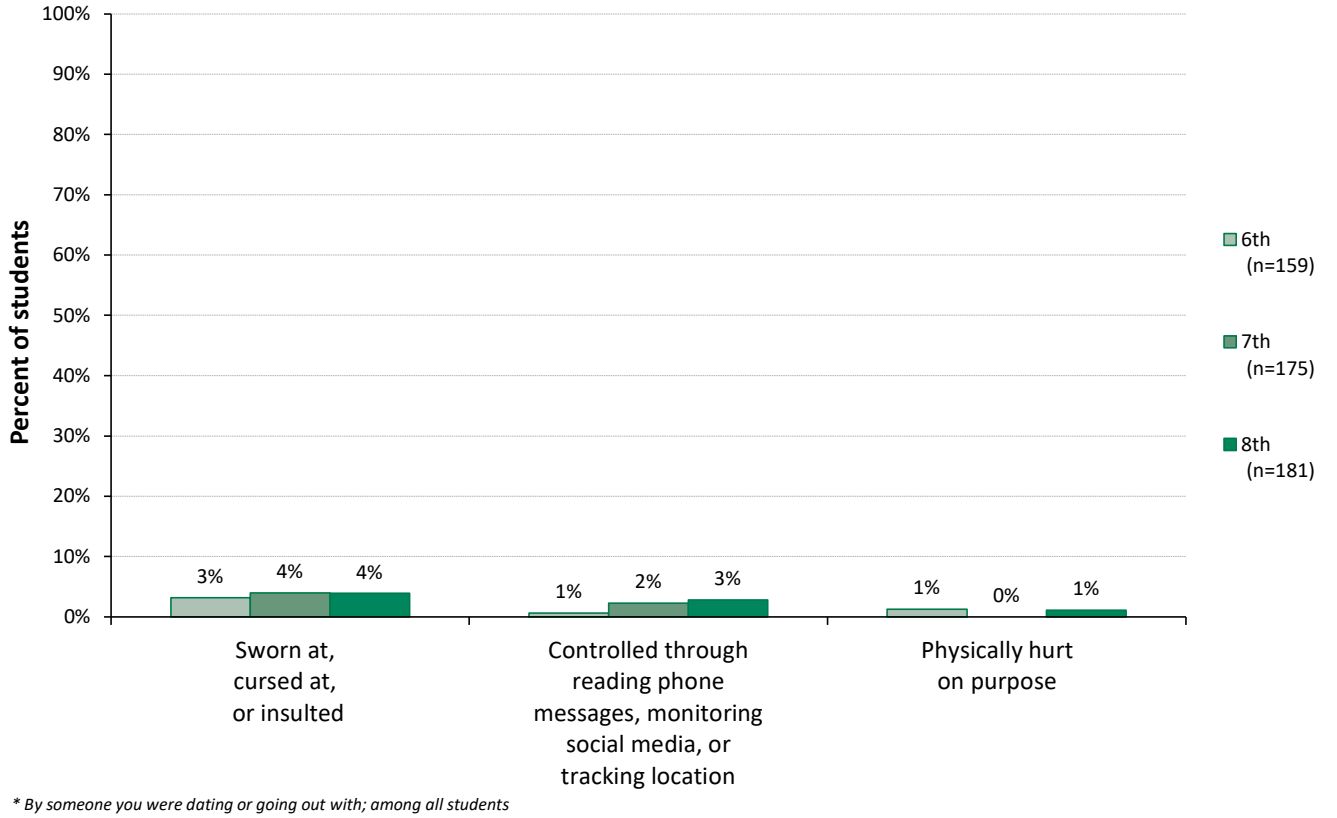
** For example, a gun, knife, or club*

Figure 3-2A. Lifetime Dating Violence* by Sex, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



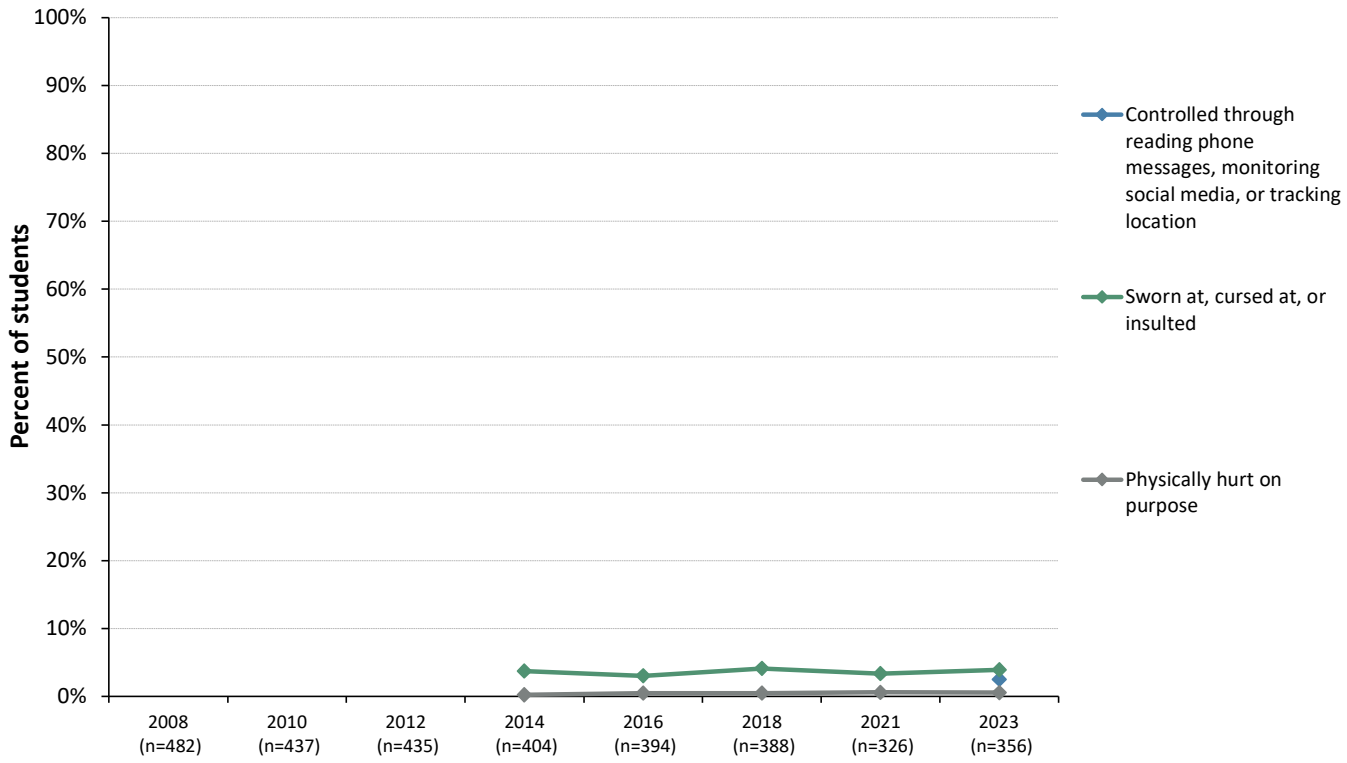
** By someone you were dating or going out with; among all students*

Figure 3-2B. Lifetime Dating Violence* by Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



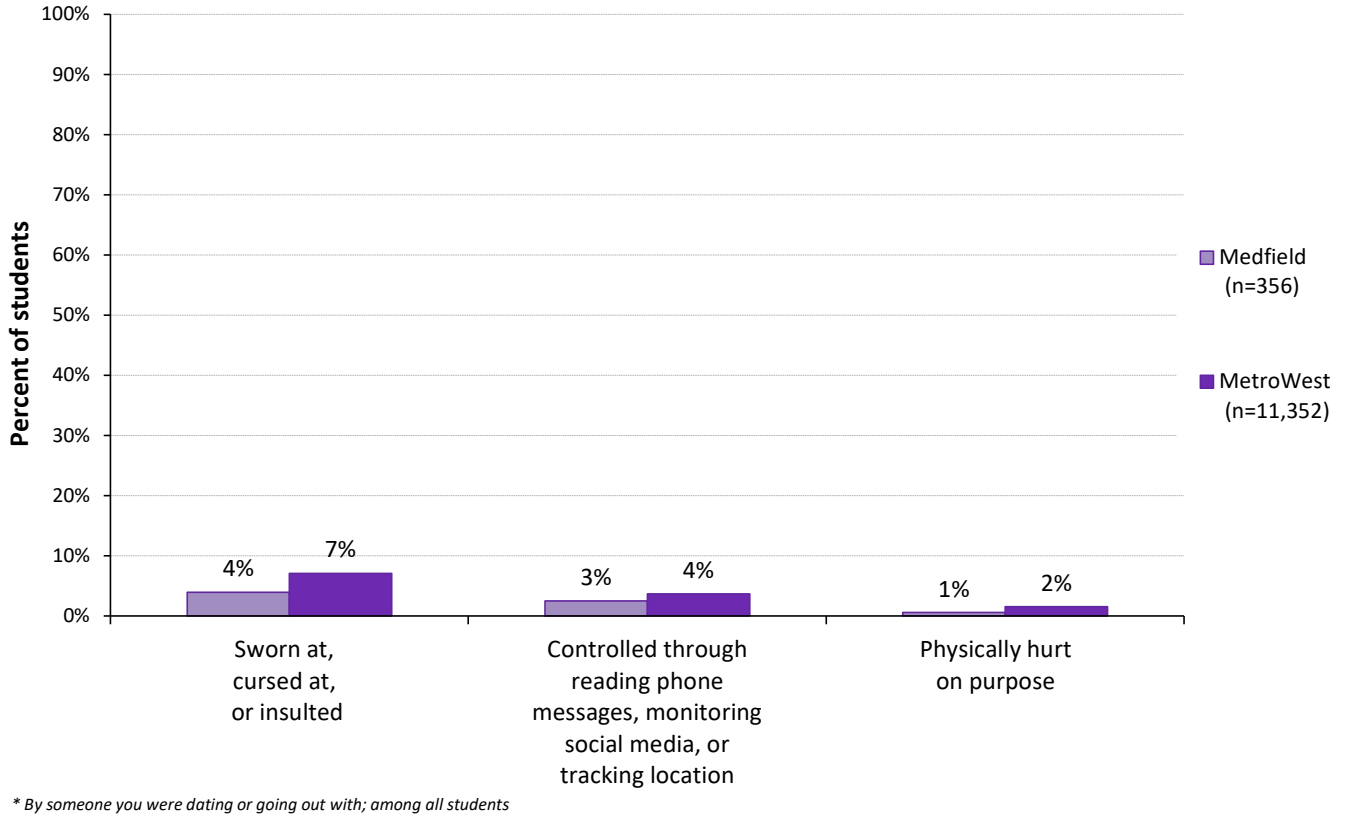
** By someone you were dating or going out with; among all students*

Figure 3-2C. Lifetime Dating Violence*, 2008-2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



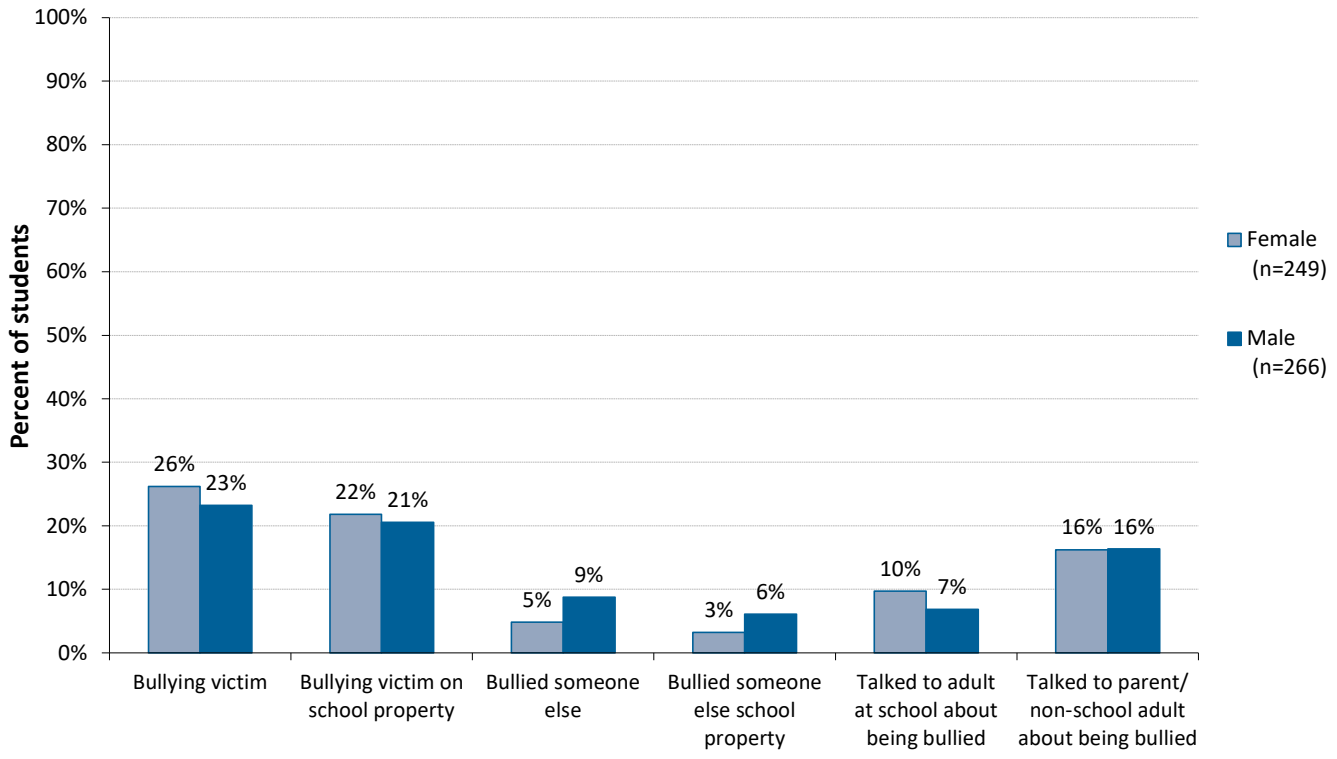
** By someone you were dating or going out with; among all students*

Figure 3-2D. Lifetime Dating Violence* at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



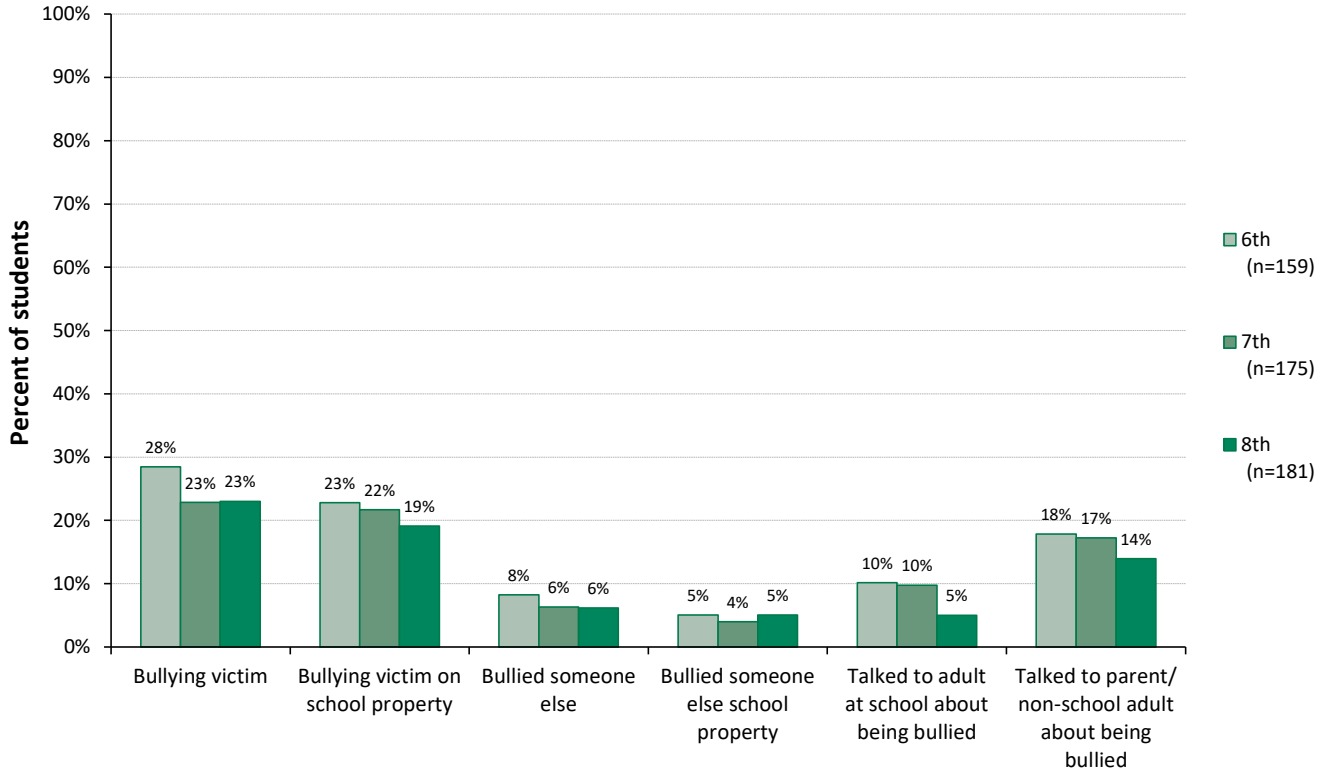
** By someone you were dating or going out with; among all students*

Figure 3-3A. Bullying* (Overall and on School Property) by Sex, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



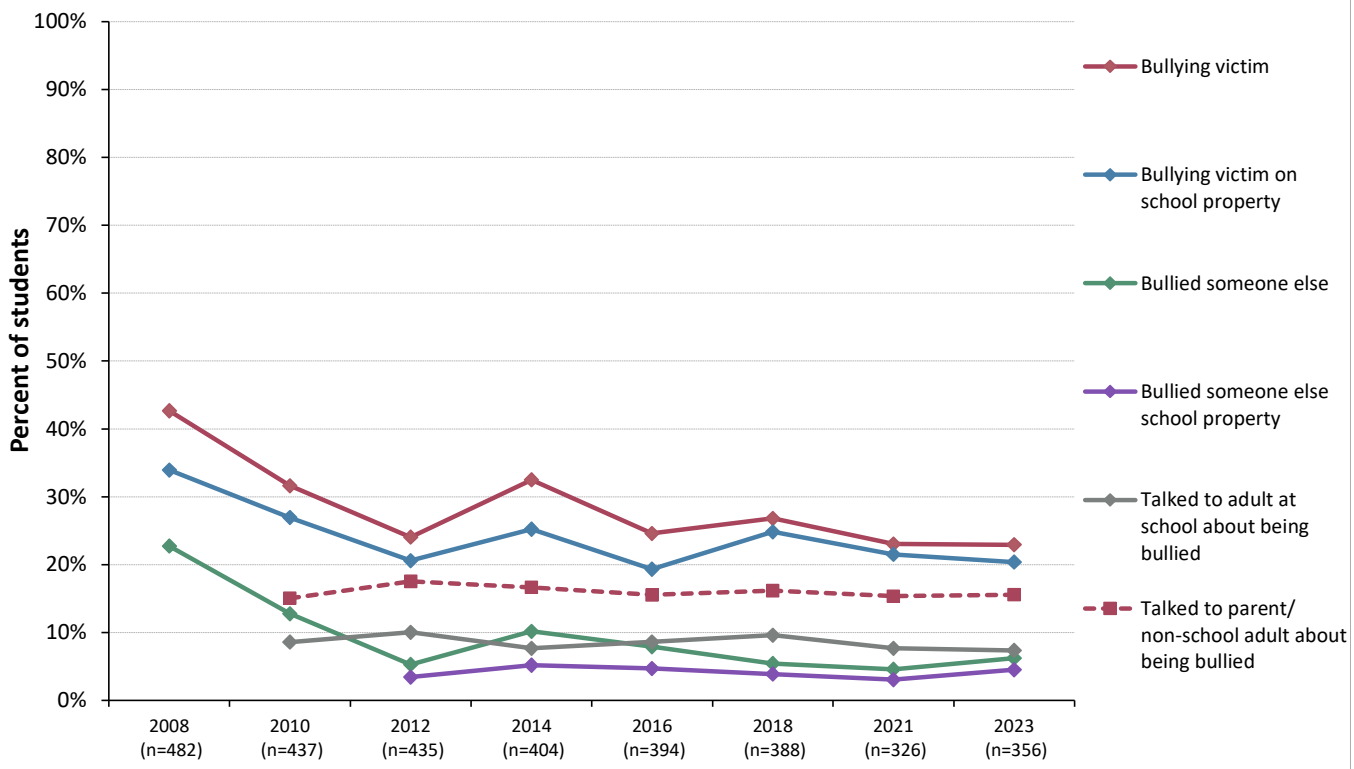
** In the past 12 months; bullying defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again*

Figure 3-3B. Bullying* (Overall and on School Property) by Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



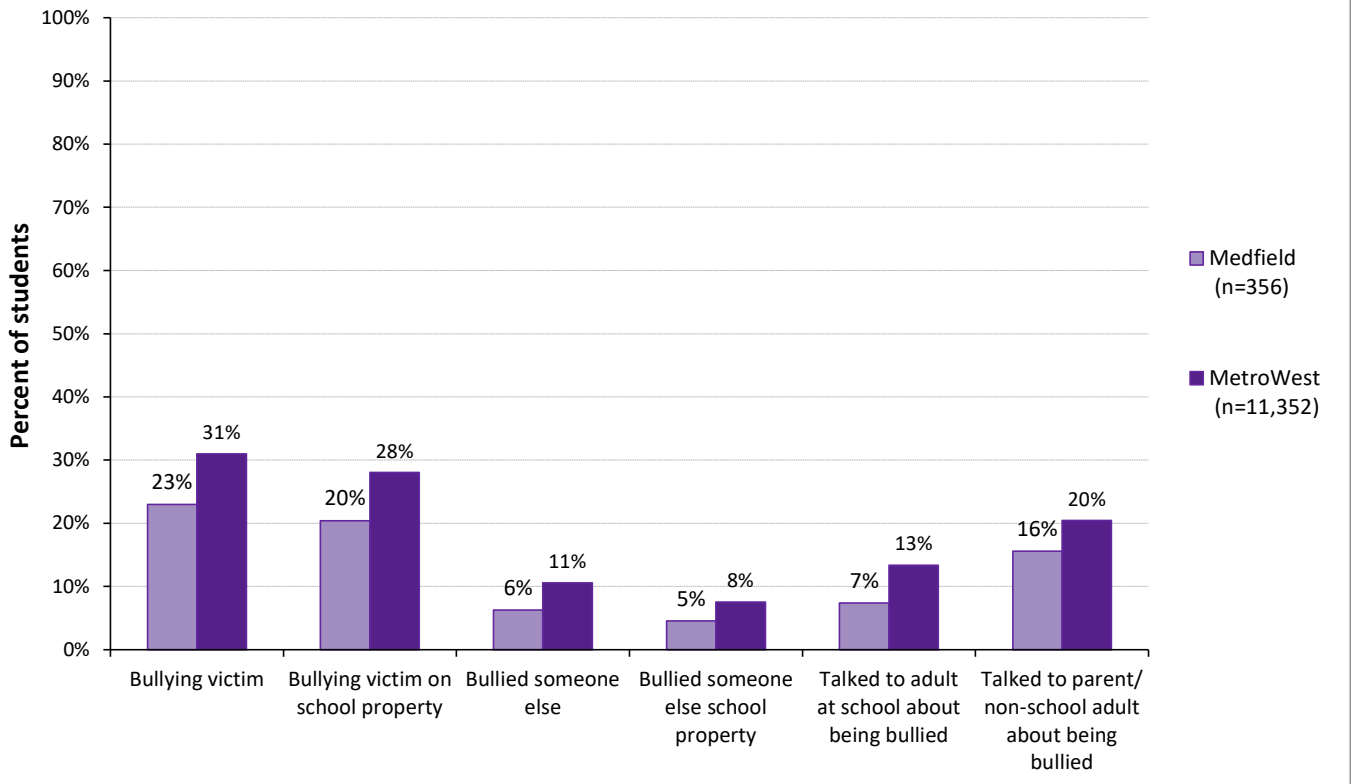
** In the past 12 months; bullying defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again*

Figure 3-3C. Bullying* (Overall and on School Property), 2008-2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



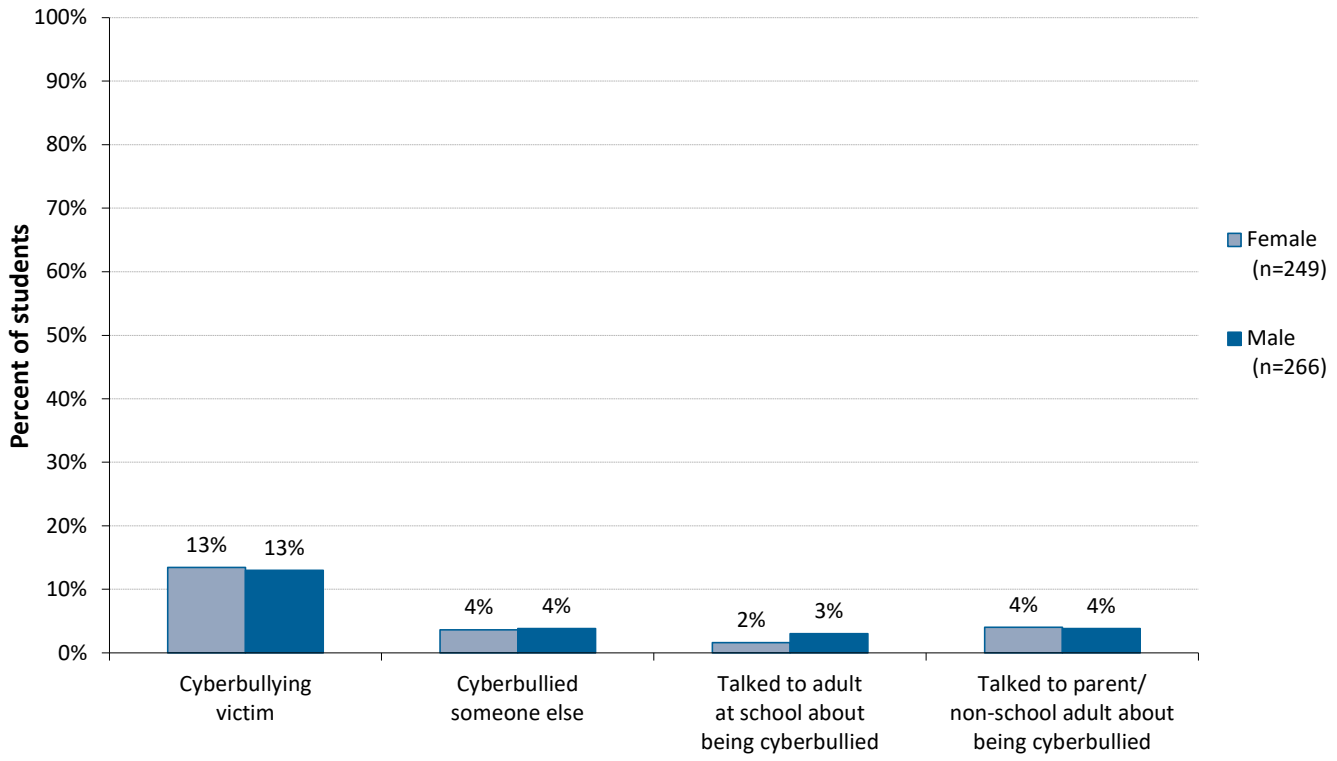
** In the past 12 months; bullying defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again*

Figure 3-3D. Bullying* (Overall and on School Property) at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



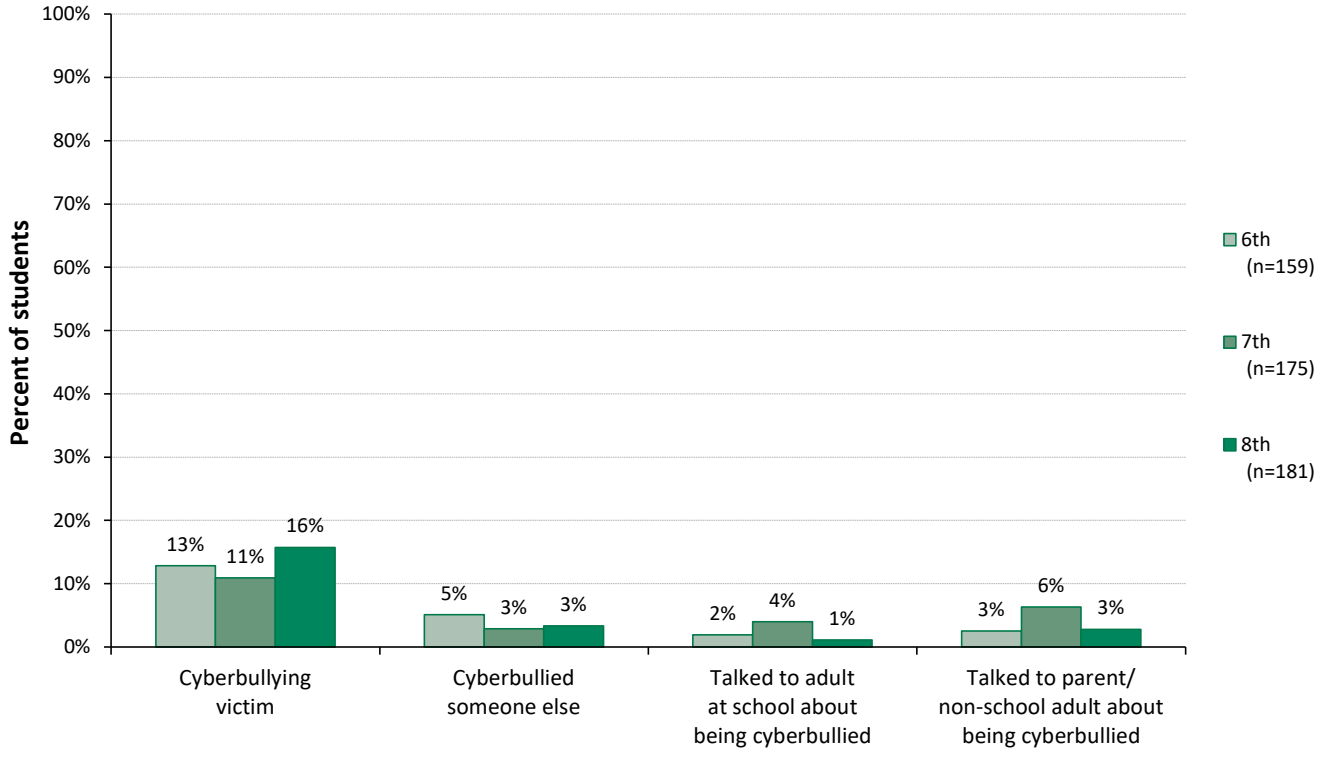
** In the past 12 months; bullying defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again*

Figure 3-4A. Cyberbullying* by Sex, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



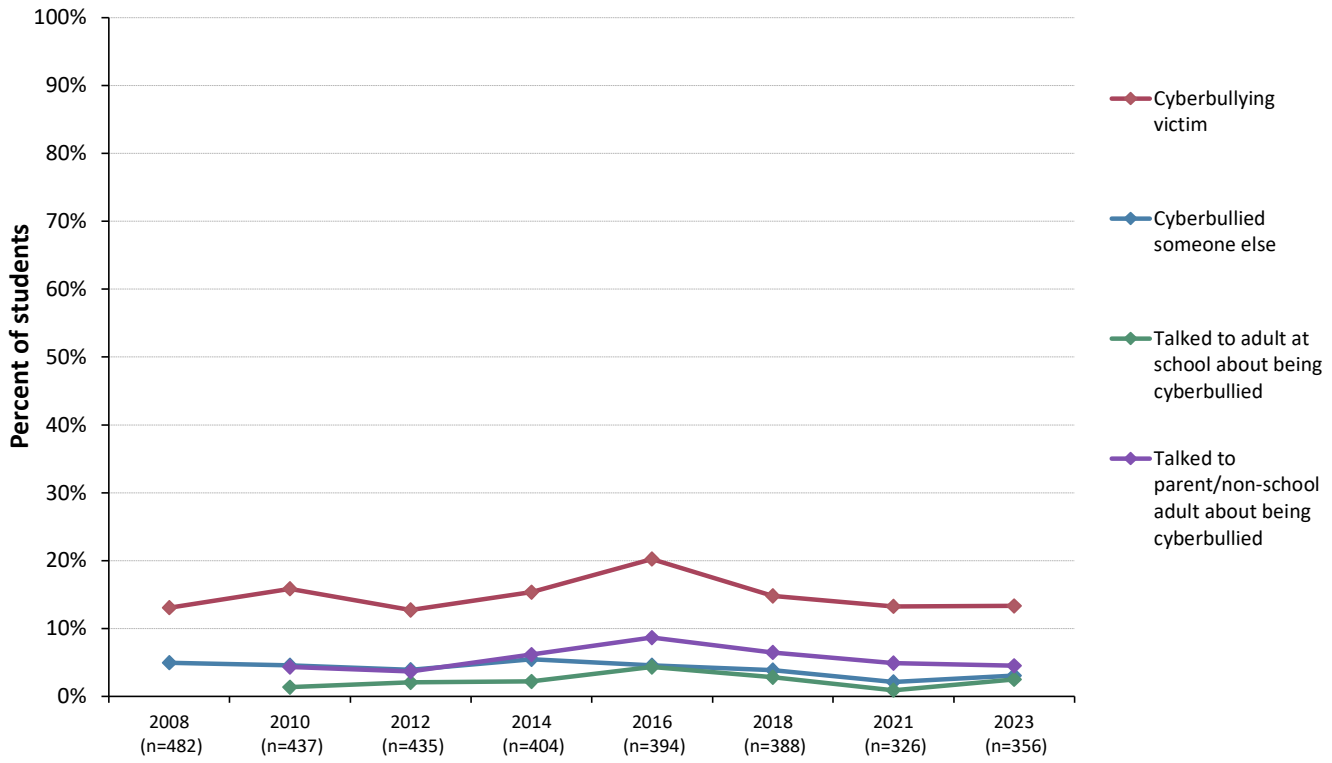
** In the past 12 months; Using the Internet, social media, cell phone, or other electronic devices to bully, tease, threaten, or spread rumors about someone*

Figure 3-4B. Cyberbullying* by Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



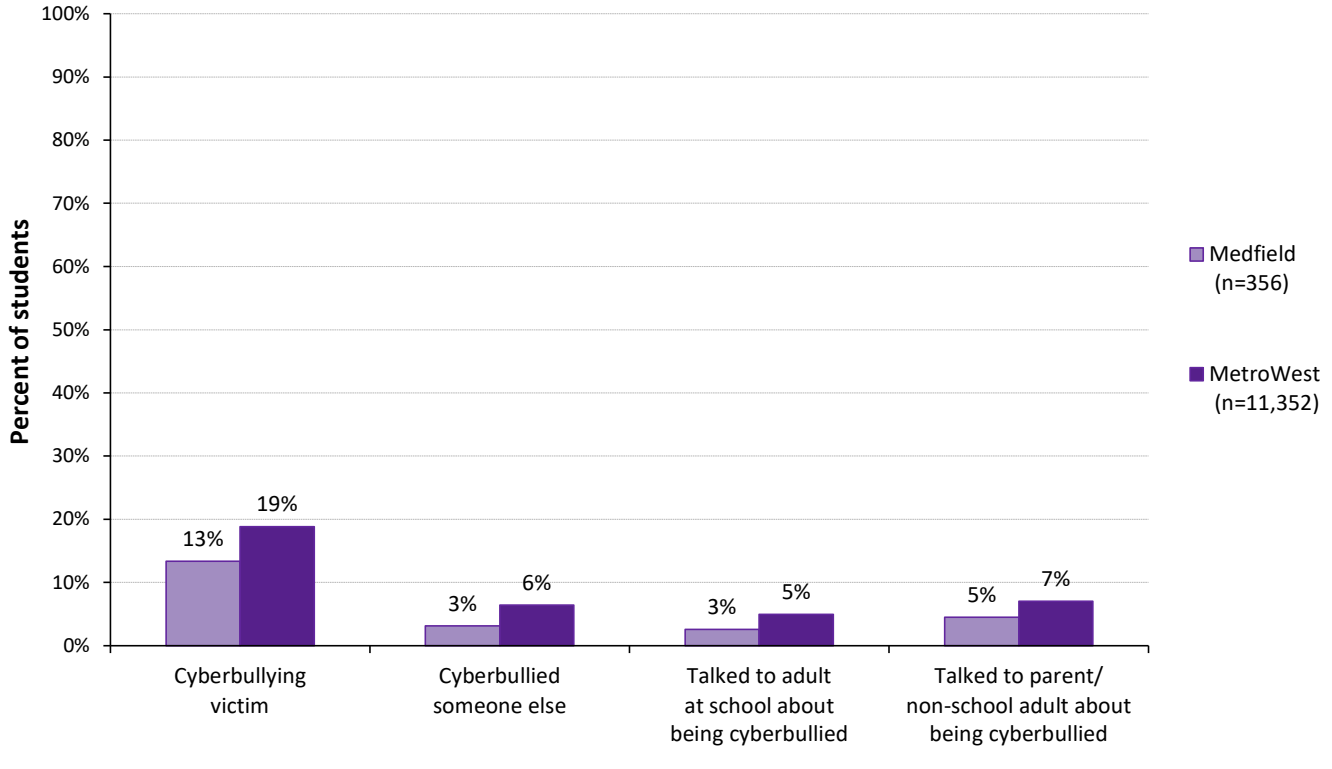
** In the past 12 months; Using the Internet, social media, cell phone, or other electronic devices to bully, tease, threaten, or spread rumors about someone*

Figure 3-4C. Cyberbullying*, 2008-2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



** In the past 12 months; Using the Internet, social media, cell phone, or other electronic devices to bully, tease, threaten, or spread rumors about someone*

Figure 3-4D. Cyberbullying* at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



** In the past 12 months; Using the Internet, social media, cell phone, or other electronic devices to bully, tease, threaten, or spread rumors about someone*

Table 3-1A. Violence, Safety-Related Behaviors, and Dating Violence by Sex and Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
2023 MetroWest Adolescent Health Survey

	Total (%)	Sex (%)		Grade (%)		
		Female	Male	6th	7th	8th
	(515)	*(249)*	*(266)*	*(159)*	*(175)*	*(181)*
SAFETY						
Didn't go to school because of safety concerns (past 30 days)* (Q20)	2.5	2.4	2.6	3.1	2.3	2.2
Never/rarely wear a seatbelt when riding as a passenger in a car (Q13)	1.0	1.6	0.4	0.6	1.7	0.6
WEAPONS †						
Carried a weapon (lifetime) (Q16)	14.4	6.9	21.4	13.9	14.4	14.9
Carried a weapon on school property (lifetime) (Q17)	0.2	0.0	0.4	0.0	0.0	0.6
Carried a weapon (past 30 days) (Q21)	6.3	2.8	9.4	3.8	8.1	6.6
PHYSICAL FIGHTING						
In a physical fight (lifetime) (Q14)	32.6	16.1	48.1	33.3	35.4	29.3
In a physical fight (past 12 months) (Q18)	18.3	7.3	28.6	17.7	20.0	17.1
In a physical fight on school property (lifetime) (Q15)	10.1	4.4	15.4	8.2	12.0	9.9
In a physical fight on school property (past 12 months) (Q19)	4.5	1.2	7.5	3.2	4.6	5.5
DATING VIOLENCE ‡						
Sworn at, cursed at, or insulted (lifetime, all students) (Q22)	3.7	3.2	4.2	3.2	4.0	3.9
Controlled through reading phone messages, monitoring social media, or tracking location (lifetime, all students) (Q23)	1.9	0.8	3.0	0.6	2.3	2.8
Physically hurt on purpose (lifetime, all students) (Q24)	0.8	0.8	0.8	1.3	0.0	1.1
Sworn at, cursed at, or insulted (lifetime, among students who have dated) (Q22)	13.0	13.1	12.9	19.2	12.5	10.9
Controlled through reading phone messages, monitoring social media, or tracking location (lifetime, among students who have dated) (Q23)	6.7	3.3	9.1	3.6	7.0	7.8
Physically hurt on purpose (lifetime, among students who have dated) (Q24)	2.7	3.3	2.3	7.1	0.0	3.1

** 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, 2006-2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

	Year of survey (%)								
	2006	**2008**	**2010**	**2012**	**2014**	**2016**	**2018**	**2021**	**2023**
	—	*(482)*	*(437)*	*(435)*	*(404)*	*(394)*	*(388)*	*(326)*	*(356)*
SAFETY									
Didn't go to school because of safety concerns (past 30 days)* (Q20)	—	2.7	1.4	1.6	2.0	0.5	2.1	0.9	2.3
Never/rarely wear a seatbelt when riding as a passenger in a car (Q13)	—	1.7	0.7	1.6	1.5	0.5	0.5	0.6	1.1
WEAPONS †									
Carried a weapon (lifetime) (Q16)	—	13.4	10.1	15.8	18.9	15.3	17.9	11.7	14.6
Carried a weapon on school property (lifetime) (Q17)	—	1.9	0.7	1.1	0.7	2.6	0.5	0.6	0.3
Carried a weapon (past 30 days) (Q21)	—	6.0	4.1	7.2	8.5	7.9	7.3	4.0	7.3
PHYSICAL FIGHTING									
In a physical fight (lifetime) (Q14)	—	36.5	33.6	27.5	33.7	28.8	33.1	28.6	32.3
In a physical fight (past 12 months) (Q18)	—	21.1	18.3	15.0	18.8	15.6	15.2	15.7	18.5
In a physical fight on school property (lifetime) (Q15)	—	11.0	7.2	5.1	6.9	5.8	10.7	7.1	11.0
In a physical fight on school property (past 12 months) (Q19)	—	4.4	3.0	2.1	2.0	2.5	3.4	4.9	5.1
DATING VIOLENCE ‡									
Sworn at, cursed at, or insulted (lifetime, all students) (Q22)	—	—	—	—	3.8	3.1	4.1	3.4	3.9
Controlled through reading phone messages, monitoring social media, or tracking location (lifetime, all students) (Q23)	—	—	—	—	—	—	—	—	2.5
Physically hurt on purpose (lifetime, all students) (Q24)	—	—	—	—	0.2	0.5	0.5	0.6	0.6
Sworn at, cursed at, or insulted (lifetime, among students who have dated) (Q22)	—	—	—	—	10.8	10.3	11.5	10.9	11.7
Controlled through reading phone messages, monitoring social media, or tracking location (lifetime, among students who have dated) (Q23)	—	—	—	—	—	—	—	—	7.4
Physically hurt on purpose (lifetime, among students who have dated) (Q24)	—	—	—	—	0.7	1.7	1.4	1.9	1.7

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

† For example, a gun, knife, or club

‡ 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, 2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

	Medfield (%) (356)	MetroWest Region (%) (11,352)
SAFETY		
Didn't go to school because of safety concerns (past 30 days)* (Q20)	2.3	3.1
Never/rarely wear a seatbelt when riding as a passenger in a car (Q13)	1.1	2.2
WEAPONS †		
Carried a weapon (lifetime) (Q16)	14.6	13.7
Carried a weapon on school property (lifetime) (Q17)	0.3	0.6
Carried a weapon (past 30 days) (Q21)	7.3	5.4
PHYSICAL FIGHTING		
In a physical fight (lifetime) (Q14)	32.3	32.9
In a physical fight (past 12 months) (Q18)	18.5	16.6
In a physical fight on school property (lifetime) (Q15)	11.0	12.9
In a physical fight on school property (past 12 months) (Q19)	5.1	5.2
DATING VIOLENCE ‡		
Sworn at, cursed at, or insulted (lifetime, all students) (Q22)	3.9	7.1
Controlled through reading phone messages, monitoring social media, or tracking location (lifetime, all students) (Q23)	2.5	3.7
Physically hurt on purpose (lifetime, all students) (Q24)	0.6	1.6
Sworn at, cursed at, or insulted (lifetime, among students who have dated) (Q22)	11.7	16.6
Controlled through reading phone messages, monitoring social media, or tracking location (lifetime, among students who have dated) (Q23)	7.4	8.5
Physically hurt on purpose (lifetime, among students who have dated) (Q24)	1.7	3.6

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

† For example, a gun, knife, or club

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

Table 3-2A. Bullying and Cyberbullying by Sex and Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
2023 MetroWest Adolescent Health Survey

	Total (%)	Sex (%)		Grade (%)		
		Female	Male	6th	7th	8th
	(515)	*(249)*	*(266)*	*(159)*	*(175)*	*(181)*
BULLYING (past 12 months)*						
Been a victim of bullying (Q27)	24.7	26.2	23.2	28.5	22.9	23.0
Been a victim of bullying on school property (Q28)	21.1	21.8	20.5	22.8	21.7	19.1
Bullied someone else (Q31)	6.9	4.8	8.8	8.2	6.3	6.2
Bullied someone else on school property (Q32)	4.7	3.2	6.1	5.1	4.0	5.1
Talked to a teacher/adult from school about being bullied (Q29)	8.2	9.7	6.8	10.2	9.8	5.0
Talked to a parent/adult outside of school about being bullied (Q30)	16.3	16.2	16.3	17.8	17.2	14.0
CYBERBULLYING (past 12 months)†						
Been a victim of cyberbullying (Q34)	13.2	13.4	13.0	12.8	10.9	15.7
Cyberbullied someone else (Q37)	3.7	3.6	3.8	5.1	2.9	3.4
Talked to a teacher/adult from school about being cyberbullied (Q35)	2.4	1.6	3.0	1.9	4.0	1.1
Talked to a parent/adult outside of school about being cyberbullied (Q36)	3.9	4.0	3.8	2.5	6.3	2.8

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

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

Table 3-2B. Bullying and Cyberbullying, 2006-2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

	Year of survey (%)								
	2006	**2008**	**2010**	**2012**	**2014**	**2016**	**2018**	**2021**	**2023**
	—	*(482)*	*(437)*	*(435)*	*(404)*	*(394)*	*(388)*	*(326)*	*(356)*
BULLYING (past 12 months)*									
Been a victim of bullying (Q27)	—	42.7	31.6	24.1	32.5	24.6	26.8	23.1	22.9
Been a victim of bullying on school property (Q28)	—	34.0	27.0	20.6	25.2	19.3	24.9	21.5	20.4
Bullied someone else (Q31)	—	22.8	12.8	5.3	10.2	7.9	5.5	4.6	6.3
Bullied someone else on school property (Q32)	—	—	—	3.5	5.2	4.7	3.9	3.1	4.5
Talked to a teacher/adult from school about being bullied (Q29)	—	—	8.6	10.0	7.7	8.6	9.6	7.7	7.4
Talked to a parent/adult outside of school about being bullied (Q30)	—	—	15.1	17.6	16.7	15.6	16.2	15.4	15.6
CYBERBULLYING (past 12 months) †									
Been a victim of cyberbullying (Q34)	—	13.1	15.9	12.7	15.4	20.3	14.8	13.3	13.4
Cyberbullied someone else (Q37)	—	5.0	4.6	4.0	5.5	4.6	3.9	2.2	3.1
Talked to a teacher/adult from school about being cyberbullied (Q35)	—	—	1.4	2.1	2.2	4.3	2.8	0.9	2.5
Talked to a parent/adult outside of school about being cyberbullied (Q36)	—	—	4.4	3.7	6.2	8.7	6.5	4.9	4.5

** 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 (such as Instagram, Facebook, Snapchat, Twitter, and TikTok)

Table 3-2C. Bullying and Cyberbullying at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

	Medfield (%) (356)	MetroWest Region (%) (11,352)
BULLYING (past 12 months)*		
Been a victim of bullying (Q27)	22.9	31.0
Been a victim of bullying on school property (Q28)	20.4	28.0
Bullied someone else (Q31)	6.3	10.6
Bullied someone else on school property (Q32)	4.5	7.5
Talked to a teacher/adult from school about being bullied (Q29)	7.4	13.4
Talked to a parent/adult outside of school about being bullied (Q30)	15.6	20.4
CYBERBULLYING (past 12 months)†		
Been a victim of cyberbullying (Q34)	13.4	18.8
Cyberbullied someone else (Q37)	3.1	6.4
Talked to a teacher/adult from school about being cyberbullied (Q35)	2.5	5.0
Talked to a parent/adult outside of school about being cyberbullied (Q36)	4.5	7.0

** 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 (such as Instagram, Facebook, Snapchat, Twitter, and TikTok)

Table 3-3A. Identity-Based Bullying and Cyberbullying by Sex and Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
2023 MetroWest Adolescent Health Survey

	Total (%)	Sex (%)		Grade (%)		
		Female	Male	6th	7th	8th
	(515)	*(249)*	*(266)*	*(159)*	*(175)*	*(181)*
IDENTITY-BASED BULLYING AT SCHOOL (past 12 months)*						
Bullied because of your race or ethnicity (Q33a)	3.8	2.5	5.0	3.3	5.2	2.8
Bullied because of your religion or culture (Q33b)	4.4	2.5	6.1	2.7	6.9	3.4
Bullied because of your gender (Q33c)	3.2	5.0	1.5	4.0	2.9	2.8
Bullied because of your sexual identity or orientation or what others think it is (Q33d)	3.4	2.5	4.2	4.7	1.7	4.0
Bullied because of a disability you have or others think you have (Q33e)	4.2	3.3	5.0	1.3	6.9	4.0
Bullied because of your height or weight or how you look (Q33f)	24.2	24.8	23.6	29.1	26.4	17.8
IDENTITY-BASED CYBERBULLYING (past 12 months)†						
Cyberbullied because of your race or ethnicity (Q38a)	2.0	1.3	2.7	1.3	1.1	3.4
Cyberbullied because of your religion or culture (Q38b)	2.2	1.3	3.1	0.7	3.4	2.2
Cyberbullied because of your gender (Q38c)	1.6	2.5	0.8	2.0	1.1	1.7
Cyberbullied because of your sexual identity or orientation or what others think it is (Q38d)	1.2	1.3	1.1	0.7	1.1	1.7
Cyberbullied because of a disability you have or others think you have (Q38e)	1.4	0.8	1.9	0.7	1.1	2.2
Cyberbullied because of your height or weight, or how you look (Q38f)	7.1	7.0	7.3	6.6	8.6	6.1

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

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

Table 3-3B. Identity-Based Bullying and Cyberbullying, 2006-2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

	Year of survey (%)								
	2006	**2008**	**2010**	**2012**	**2014**	**2016**	**2018**	**2021**	**2023**
	—	*(482)*	*(437)*	*(435)*	*(404)*	*(394)*	*(388)*	*(326)*	*(356)*
IDENTITY-BASED BULLYING AT SCHOOL (past 12 months)*									
Bullied because of your race or ethnicity (Q33a)	—	—	—	—	—	—	—	3.4	4.0
Bullied because of your religion or culture (Q33b)	—	—	—	—	—	—	—	4.0	5.1
Bullied because of your gender (Q33c)	—	—	—	—	—	—	—	5.0	2.9
Bullied because of your sexual identity or orientation or what others think it is (Q33d)	—	—	—	—	—	4.2	5.2	4.3	2.8
Bullied because of a disability you have or others think you have (Q33e)	—	—	—	—	—	5.0	6.0	4.3	5.4
Bullied because of your height or weight or how you look (Q33f)	—	—	—	—	—	22.0	26.3	21.7	22.0
IDENTITY-BASED CYBERBULLYING (past 12 months)†									
Cyberbullied because of your race or ethnicity (Q38a)	—	—	—	—	—	—	—	2.5	2.3
Cyberbullied because of your religion or culture (Q38b)	—	—	—	—	—	—	—	1.6	2.8
Cyberbullied because of your gender (Q38c)	—	—	—	—	—	—	—	2.2	1.4
Cyberbullied because of your sexual identity or orientation or what others think it is (Q38d)	—	—	—	—	—	—	—	3.4	1.4
Cyberbullied because of a disability you have or others think you have (Q38e)	—	—	—	—	—	—	—	1.6	1.7
Cyberbullied because of your height or weight, or how you look (Q38f)	—	—	—	—	—	—	—	7.8	7.4

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

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

Table 3-3C. Identity-Based Bullying and Cyberbullying at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

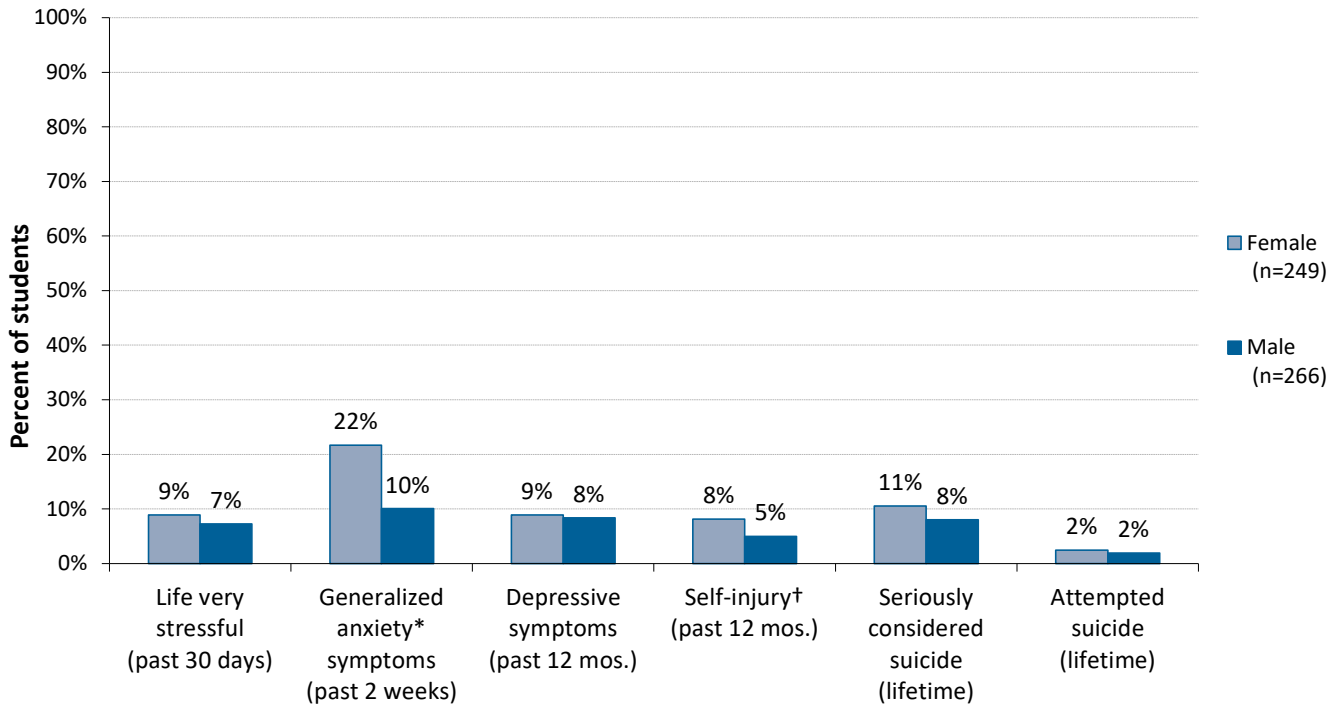
	Medfield (%) (356)	MetroWest Region (%) (11,352)
IDENTITY-BASED BULLYING AT SCHOOL (past 12 months)*		
Bullied because of your race or ethnicity (Q33a)	4.0	13.2
Bullied because of your religion or culture (Q33b)	5.1	8.7
Bullied because of your gender (Q33c)	2.9	5.5
Bullied because of your sexual identity or orientation or what others think it is (Q33d)	2.8	5.8
Bullied because of a disability you have or others think you have (Q33e)	5.4	6.2
Bullied because of your height or weight or how you look (Q33f)	22.0	33.0
IDENTITY-BASED CYBERBULLYING (past 12 months)†		
Cyberbullied because of your race or ethnicity (Q38a)	2.3	4.6
Cyberbullied because of your religion or culture (Q38b)	2.8	3.2
Cyberbullied because of your gender (Q38c)	1.4	2.6
Cyberbullied because of your sexual identity or orientation or what others think it is (Q38d)	1.4	3.0
Cyberbullied because of a disability you have or others think you have (Q38e)	1.7	2.9
Cyberbullied because of your height or weight, or how you look (Q38f)	7.4	13.0

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

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

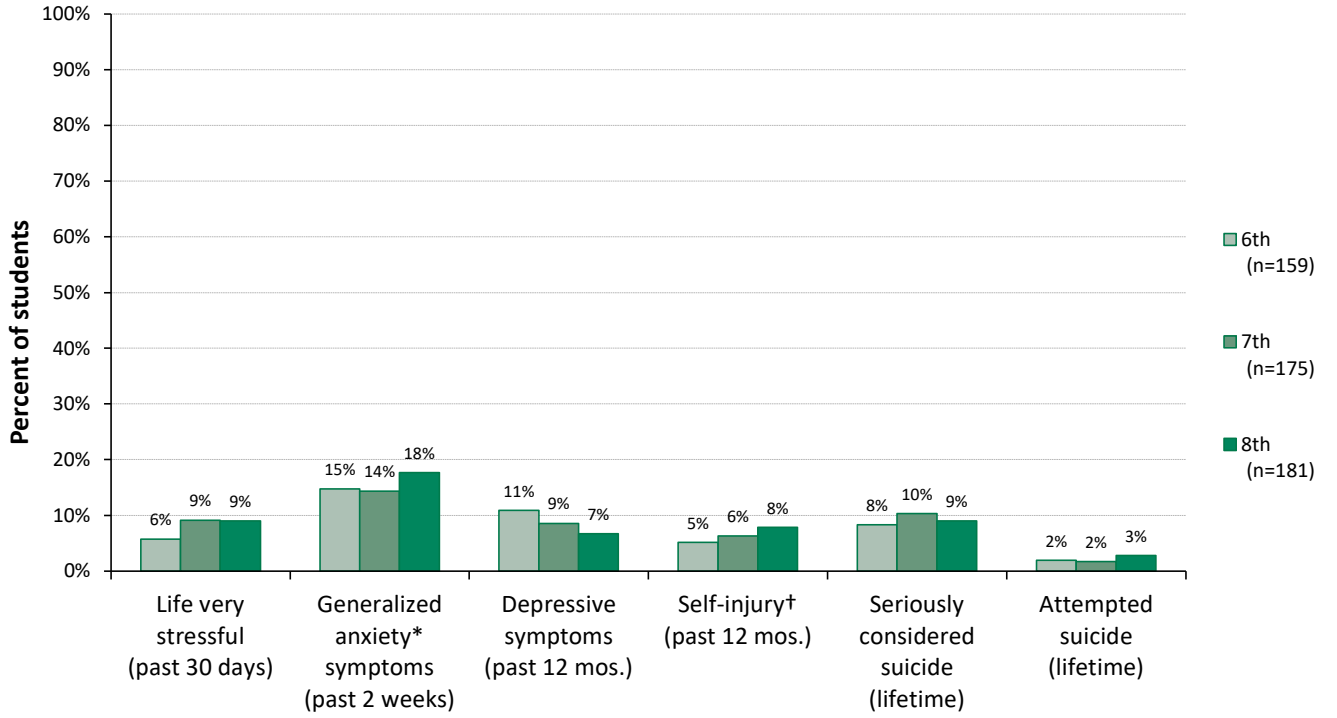
Section 4
Mental Health

Figure 4-1A. Mental Health and Suicidality by Sex, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



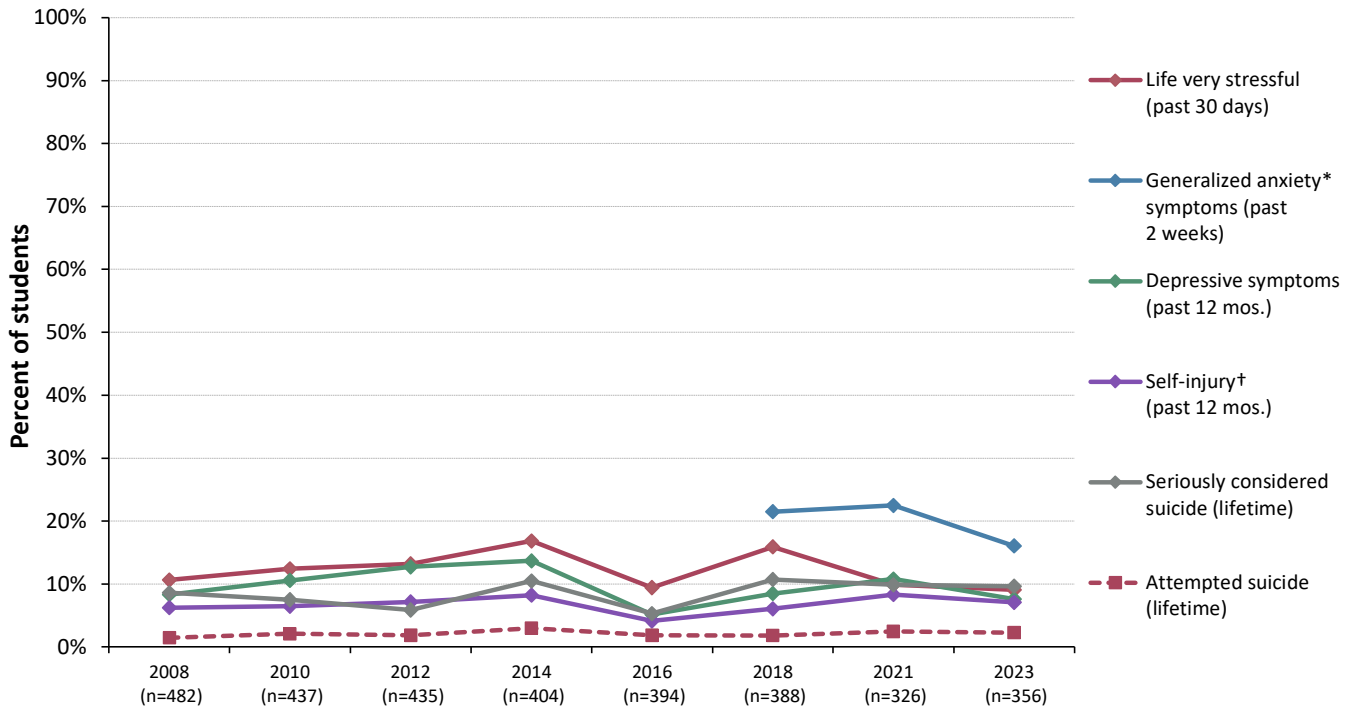
** GAD-2 adapted from: Spitzer, R L, Kroenke, K, Williams, J B, & Löwe, B. (2006). A brief measure for assessing generalized anxiety disorder: the GAD-7. Archives of Internal Medicine, 166(10), 1092–1097. https://doi.org/10.1001/archinte.166.10.1092; percent indicates proportion of students who should be further evaluated for generalized anxiety disorder.*
† For example, by cutting, burning, or bruising yourself on purpose

Figure 4-1B. Mental Health and Suicidality by Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



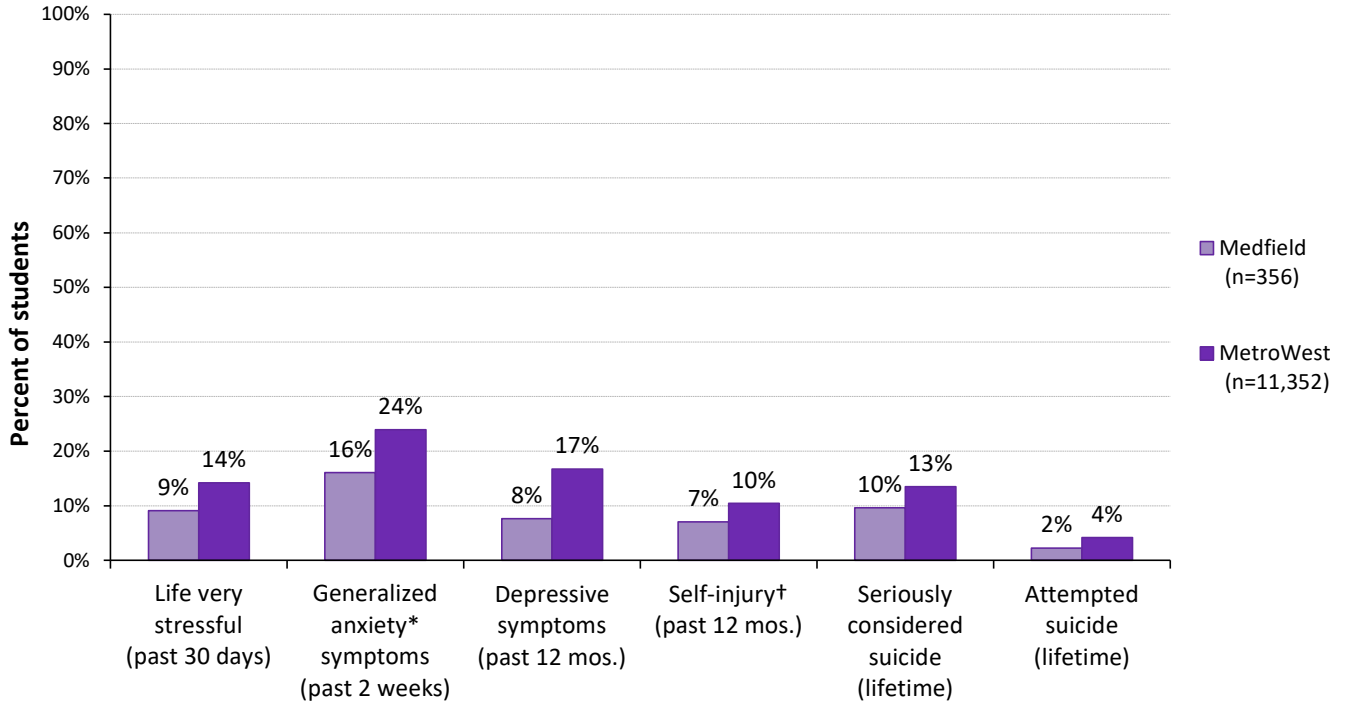
** GAD-2 adapted from: Spitzer, R L, Kroenke, K, Williams, J B, & Löwe, B. (2006). A brief measure for assessing generalized anxiety disorder: the GAD-7. Archives of Internal Medicine, 166(10), 1092–1097. https://doi.org/10.1001/archinte.166.10.1092; percent indicates proportion of students who should be further evaluated for generalized anxiety disorder*
† For example, by cutting, burning, or bruising yourself on purpose

Figure 4-1C. Mental Health and Suicidality, 2008-2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



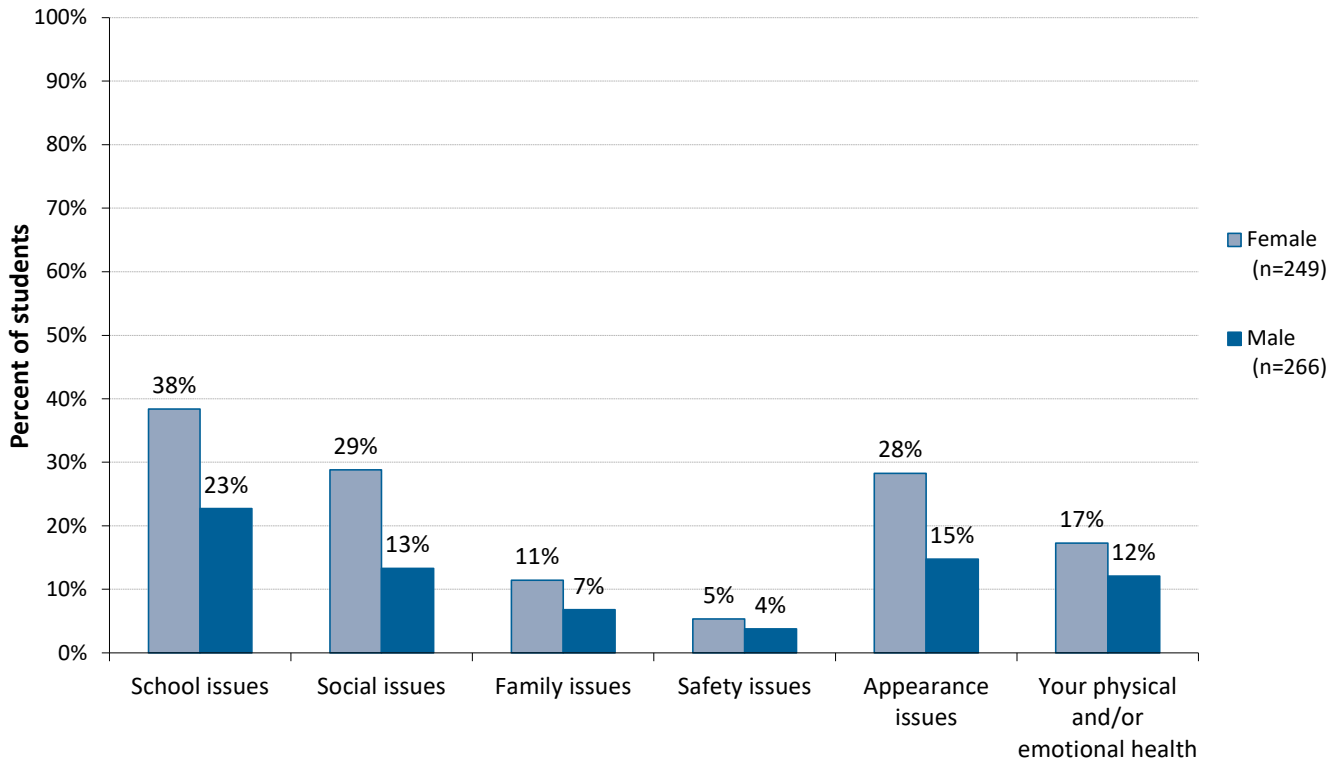
** GAD-2 adapted from: Spitzer, R L, Kroenke, K, Williams, J B, & Löwe, B. (2006). A brief measure for assessing generalized anxiety disorder: the GAD-7. Archives of Internal Medicine, 166(10), 1092–1097. https://doi.org/10.1001/archinte.166.10.1092; percent indicates proportion of students who should be further evaluated for generalized anxiety disorder*
† For example, by cutting, burning, or bruising yourself on purpose

Figure 4-1D. Mental Health and Suicidality at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



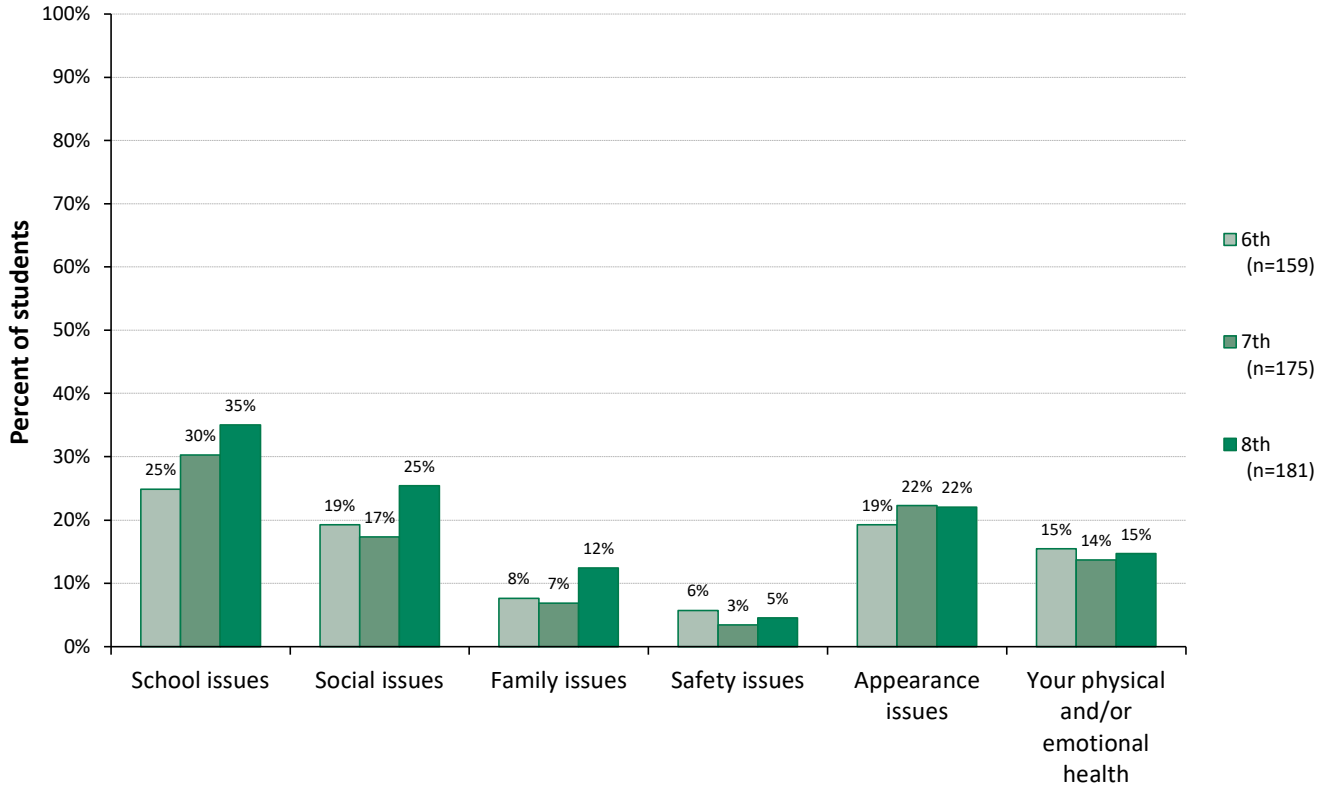
** GAD-2 adapted from: Spitzer, R L, Kroenke, K, Williams, J B, & Löwe, B. (2006). A brief measure for assessing generalized anxiety disorder: the GAD-7. Archives of Internal Medicine, 166(10), 1092–1097. https://doi.org/10.1001/archinte.166.10.1092; percent indicates proportion of students who should be further evaluated for generalized anxiety disorder*
† For example, by cutting, burning, or bruising yourself on purpose

Figure 4-2A. Sources of Stress* by Sex, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



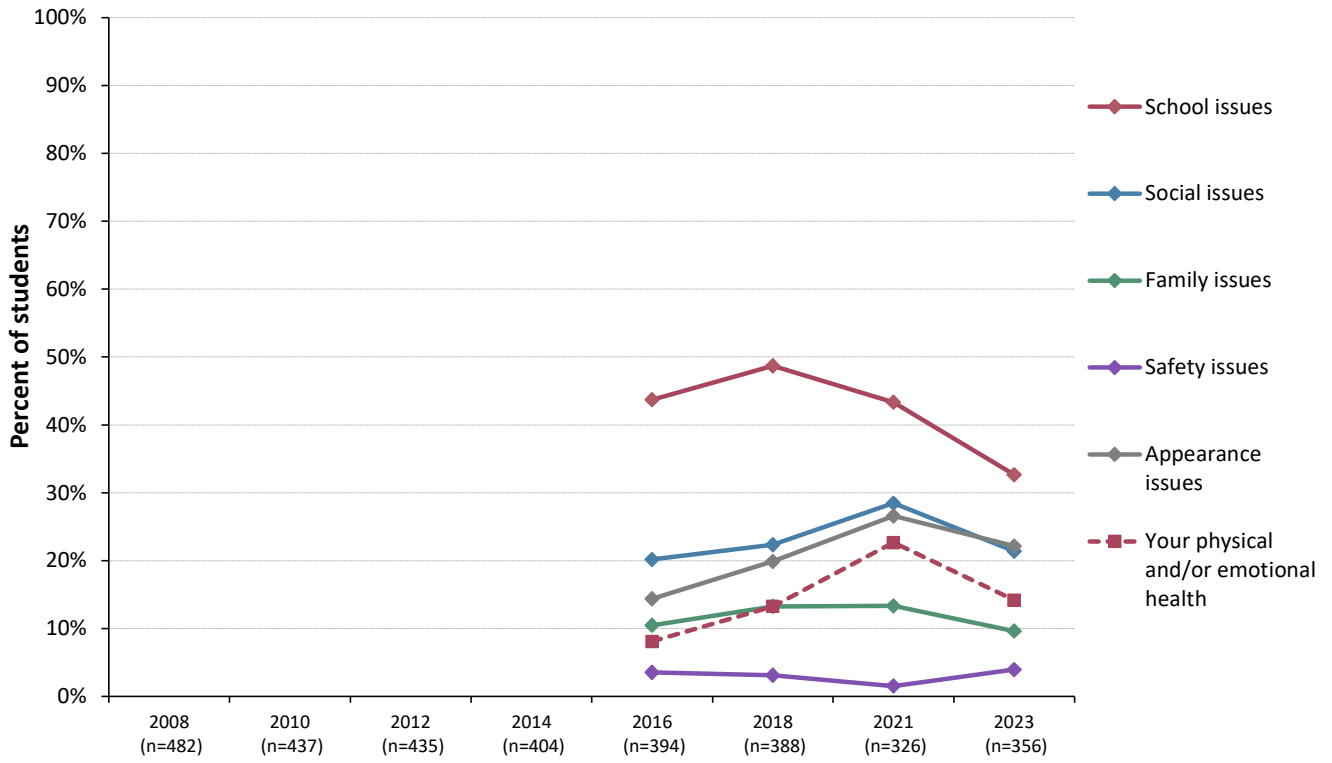
** Student responded that they worried/stressed about item "often" or "very often"*

Figure 4-2B. Sources of Stress* by Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



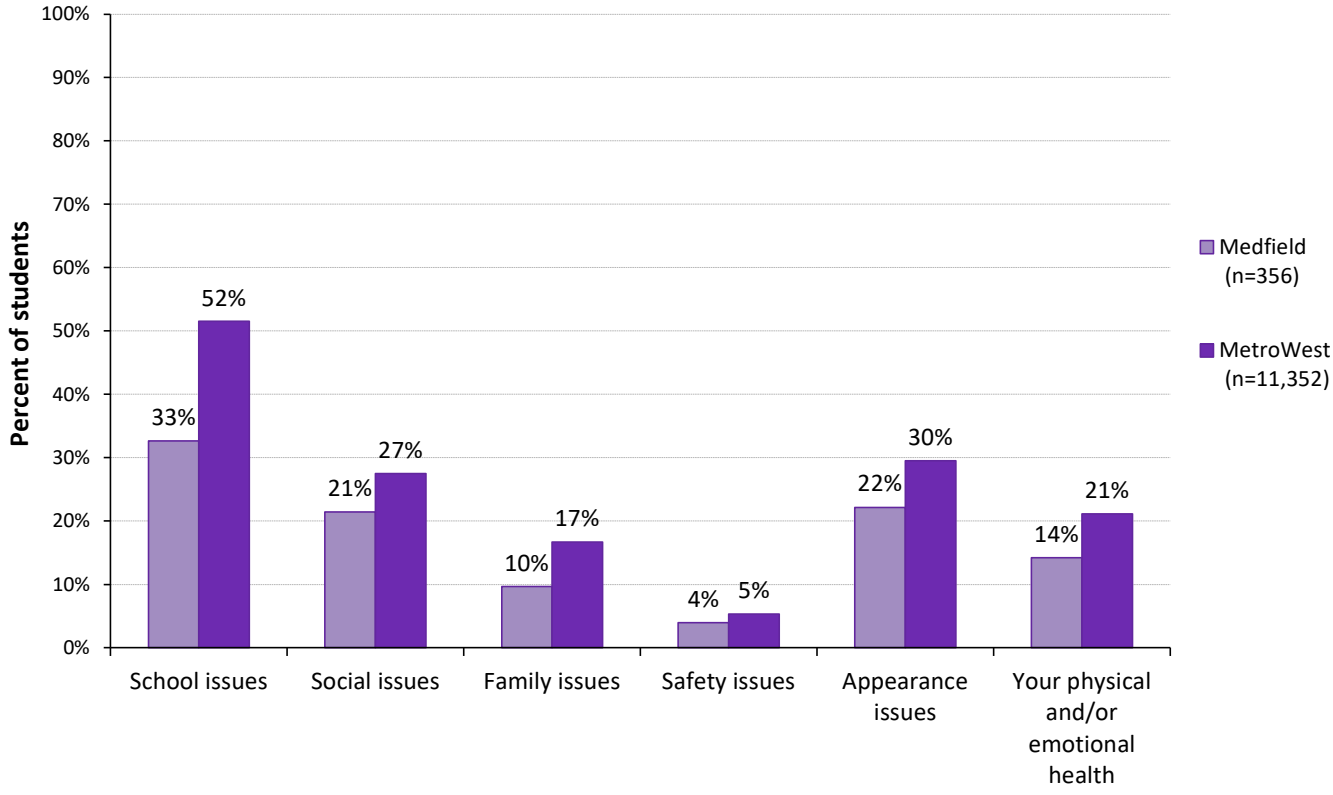
** Student responded that they worried/stressed about item "often" or "very often"*

Figure 4-2C. Sources of Stress*, 2008-2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



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

Figure 4-2D. Sources of Stress* at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



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

Table 4-1A. Stress and Anxiety by Sex and Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
2023 MetroWest Adolescent Health Survey

	Total (%)	Sex (%)		Grade (%)		
		Female	Male	6th	7th	8th
	(515)	*(249)*	*(266)*	*(159)*	*(175)*	*(181)*
STRESS						
Life "very" stressful (past 30 days) (Q73)	8.0	8.9	7.2	5.7	9.1	9.0
Worry/feel stressed about school issues* (Q74a)	30.3	38.4	22.7	24.8	30.3	35.0
Worry/feel stressed about social issues* (Q74b)	20.8	28.8	13.3	19.2	17.3	25.4
Worry/feel stressed about family issues* (Q74c)	9.0	11.4	6.8	7.6	6.9	12.4
Worry/feel stressed about safety issues* (Q74d)	4.5	5.3	3.8	5.7	3.4	4.5
Worry/feel stressed about appearance issues* (Q74e)	21.3	28.3	14.8	19.2	22.3	22.0
Worry/feel stressed about your physical and/or emotional health* (Q74f)	14.6	17.3	12.1	15.5	13.7	14.7
SYMPTOMS OF GENERALIZED ANXIETY† (past 2 weeks)						
Feel nervous, anxious, or on edge (more than half the days/nearly every day) (Q75a)	15.3	21.9	9.2	14.7	12.6	18.5
Unable to stop or control worrying (more than half the days/nearly every day) (Q75b)	11.6	15.8	7.7	11.3	10.3	13.1
Generalized Anxiety Disorder brief scale (GAD-2) suggests need for further diagnostic evaluation* (Q75a,b)	15.7	21.7	10.1	14.8	14.4	17.7

** Student responded "often" or "very often"*

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

Table 4-1B. Stress and Anxiety, 2006-2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

	Year of survey (%)								
	2006	**2008**	**2010**	**2012**	**2014**	**2016**	**2018**	**2021**	**2023**
	—	*(482)*	*(437)*	*(435)*	*(404)*	*(394)*	*(388)*	*(326)*	*(356)*
STRESS									
Life "very" stressful (past 30 days) (Q73)	—	10.6	12.4	13.2	16.8	9.4	15.9	9.9	9.1
Worry/feel stressed about school issues* (Q74a)	—	—	—	—	—	43.7	48.7	43.3	32.7
Worry/feel stressed about social issues* (Q74b)	—	—	—	—	—	20.2	22.4	28.5	21.4
Worry/feel stressed about family issues* (Q74c)	—	—	—	—	—	10.5	13.3	13.4	9.7
Worry/feel stressed about safety issues* (Q74d)	—	—	—	—	—	3.6	3.1	1.5	4.0
Worry/feel stressed about appearance issues* (Q74e)	—	—	—	—	—	14.4	19.9	26.6	22.2
Worry/feel stressed about your physical and/or emotional health* (Q74f)	—	—	—	—	—	8.1	13.3	22.7	14.2
SYMPTOMS OF GENERALIZED ANXIETY† (past 2 weeks)									
Feel nervous, anxious, or on edge (more than half the days/nearly every day) (Q75a)	—	—	—	—	—	—	19.8	22.2	15.6
Unable to stop or control worrying (more than half the days/nearly every day) (Q75b)	—	—	—	—	—	—	17.5	18.1	11.7
Generalized Anxiety Disorder brief scale (GAD-2) suggests need for further diagnostic evaluation* (Q75a,b)	—	—	—	—	—	—	21.5	22.5	16.0

** Student responded "often" or "very often"*

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

Table 4-1C. Stress and Anxiety at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

	Medfield (%) (356)	MetroWest Region (%) (11,352)
STRESS		
Life "very" stressful (past 30 days) (Q73)	9.1	14.2
Worry/feel stressed about school issues* (Q74a)	32.7	51.5
Worry/feel stressed about social issues* (Q74b)	21.4	27.5
Worry/feel stressed about family issues* (Q74c)	9.7	16.7
Worry/feel stressed about safety issues* (Q74d)	4.0	5.4
Worry/feel stressed about appearance issues* (Q74e)	22.2	29.5
Worry/feel stressed about your physical and/or emotional health* (Q74f)	14.2	21.1
SYMPTOMS OF GENERALIZED ANXIETY† (past 2 weeks)		
Feel nervous, anxious, or on edge (more than half the days/nearly every day) (Q75a)	15.6	23.1
Unable to stop or control worrying (more than half the days/nearly every day) (Q75b)	11.7	18.3
Generalized Anxiety Disorder brief scale (GAD-2) suggests need for further diagnostic evaluation* (Q75a,b)	16.0	23.9

** Student responded "often" or "very often"*

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

Table 4-2A. Depressive Symptoms, Self-Injury, and Suicidality by Sex and Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
2023 MetroWest Adolescent Health Survey

	Total (%)	Sex (%)		Grade (%)		
		Female	Male	6th	7th	8th
	(515)	*(249)*	*(266)*	*(159)*	*(175)*	*(181)*
INDICATORS OF DEPRESSED MOOD (more than half the days/nearly every day, past 2 weeks)						
Had trouble falling asleep or staying asleep or slept too much (Q75e)	14.1	17.4	11.2	16.6	14.4	11.9
Felt tired or had little energy (Q75f)	15.4	17.8	13.2	13.3	16.9	15.8
Had a poor appetite or ate too much (Q75g)	10.9	13.3	8.6	11.4	9.8	11.4
Felt bad about yourself or that you were a failure (Q75h)	11.7	16.3	7.4	15.4	9.2	10.9
Had trouble concentrating in school (Q75i)	16.5	19.2	14.0	13.5	18.4	17.1
Had trouble concentrating on things outside of school (Q75j)	6.6	8.3	5.0	3.4	5.7	10.3
Had little interest or pleasure in doing things (Q75c)	7.6	11.3	4.2	8.7	5.2	9.1
Felt down, depressed, or hopeless (Q75d)	8.2	10.0	6.6	10.0	7.5	7.5
Patient Health Questionnaire brief scale (PHQ-2) suggests need for further diagnostic evaluation to determine if criteria are met for a depressive disorder* (Q75c,d)	9.7	13.5	6.2	11.4	8.1	9.8
DEPRESSIVE SYMPTOMS, SELF-INJURY, AND SUICIDALITY						
Felt sad or hopeless almost every day for two or more weeks (past 12 months) (Q76)	8.6	8.9	8.4	10.9	8.6	6.7
Hurt or injured yourself on purpose (past 12 months)† (Q77)	6.5	8.1	5.0	5.2	6.3	7.9
Seriously considered attempting suicide (lifetime) (Q78)	9.3	10.6	8.0	8.3	10.3	9.0
Made a plan about attempting suicide (lifetime) (Q79)	6.1	7.7	4.6	3.8	7.4	6.7
Attempted suicide (lifetime) (Q80)	2.2	2.4	1.9	1.9	1.7	2.8

** Kroenke K, Spitzer RL, Williams JB. The Patient Health Questionnaire-2: Validity of a Two-Item Depression Screener. Medical Care. 2003;41:1284-92.*

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

Table 4-2B. Depressive Symptoms, Self-Injury, and Suicidality, 2006-2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

	Year of survey (%)								
	2006	**2008**	**2010**	**2012**	**2014**	**2016**	**2018**	**2021**	**2023**
	—	*(482)*	*(437)*	*(435)*	*(404)*	*(394)*	*(388)*	*(326)*	*(356)*
INDICATORS OF DEPRESSED MOOD (more than half the days/nearly every day, past 2 weeks)									
Had trouble falling asleep or staying asleep or slept too much (Q75e)	—	—	—	—	—	11.2	15.9	17.7	13.1
Felt tired or had little energy (Q75f)	—	—	—	—	—	9.4	23.2	21.1	16.3
Had a poor appetite or ate too much (Q75g)	—	—	—	—	—	6.7	11.3	17.4	10.6
Felt bad about yourself or that you were a failure (Q75h)	—	—	—	—	—	7.1	13.1	14.2	10.1
Had trouble concentrating in school (Q75i)	—	—	—	—	—	11.1	15.1	17.4	17.8
Had trouble concentrating on things outside of school (Q75j)	—	—	—	—	—	5.1	8.9	12.0	8.0
Had little interest or pleasure in doing things (Q75c)	—	—	—	—	—	4.9	7.1	9.8	7.2
Felt down, depressed, or hopeless (Q75d)	—	—	—	—	—	—	—	—	7.5
Patient Health Questionnaire brief scale (PHQ-2) suggests need for further diagnostic evaluation to determine if criteria are met for a depressive disorder* (Q75c,d)	—	—	—	—	—	—	—	—	8.9
DEPRESSIVE SYMPTOMS, SELF-INJURY, AND SUICIDALITY									
Felt sad or hopeless almost every day for two or more weeks (past 12 months) (Q76)	—	8.3	10.6	12.7	13.7	5.2	8.5	10.8	7.6
Hurt or injured yourself on purpose (past 12 months)† (Q77)	—	6.3	6.5	7.2	8.2	4.1	6.1	8.3	7.1
Seriously considered attempting suicide (lifetime) (Q78)	—	8.6	7.5	5.9	10.5	5.3	10.7	9.9	9.7
Made a plan about attempting suicide (lifetime) (Q79)	—	4.8	4.6	3.7	6.0	4.0	4.5	7.1	7.1
Attempted suicide (lifetime) (Q80)	—	1.5	2.1	1.9	3.0	1.9	1.8	2.5	2.3

** Kroenke K, Spitzer RL, Williams JB. The Patient Health Questionnaire-2: Validity of a Two-Item Depression Screener. Medical Care. 2003;41:1284-92.*

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

Table 4-2C. Depressive Symptoms, Self-Injury, and Suicidality at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

	Medfield (%)	MetroWest Region (%)
	(356)	*(11,352)*
INDICATORS OF DEPRESSED MOOD (more than half the days/nearly every day, past 2 weeks)		
Had trouble falling asleep or staying asleep or slept too much (Q75e)	13.1	23.2
Felt tired or had little energy (Q75f)	16.3	24.8
Had a poor appetite or ate too much (Q75g)	10.6	18.6
Felt bad about yourself or that you were a failure (Q75h)	10.1	18.7
Had trouble concentrating in school (Q75i)	17.8	24.6
Had trouble concentrating on things outside of school (Q75j)	8.0	12.0
Had little interest or pleasure in doing things (Q75c)	7.2	14.9
Felt down, depressed, or hopeless (Q75d)	7.5	13.4
Patient Health Questionnaire brief scale (PHQ-2) suggests need for further diagnostic evaluation to determine if criteria are met for a depressive disorder* (Q75c,d)	8.9	16.6
DEPRESSIVE SYMPTOMS, SELF-INJURY, AND SUICIDALITY		
Felt sad or hopeless almost every day for two or more weeks (past 12 months) (Q76)	7.6	16.7
Hurt or injured yourself on purpose (past 12 months)† (Q77)	7.1	10.4
Seriously considered attempting suicide (lifetime) (Q78)	9.7	13.5
Made a plan about attempting suicide (lifetime) (Q79)	7.1	8.6
Attempted suicide (lifetime) (Q80)	2.3	4.2

** Kroenke K, Spitzer RL, Williams JB. The Patient Health Questionnaire-2: Validity of a Two-Item Depression Screener. Medical Care. 2003;41:1284-92.*

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

Table 4-3A. Support for Emotional Challenges or Problems* by Sex and Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
2023 MetroWest Adolescent Health Survey

	Total (%)	Sex (%)		Grade (%)		
		Female	Male	6th	7th	8th
	(515)	*(249)*	*(266)*	*(159)*	*(175)*	*(181)*
SOURCES OF SUPPORT FOR HELP WITH EMOTIONAL CHALLENGES OR PROBLEMS (past 12 months) †						
School counselor, school therapist, or school psychologist (Q82a)	14.1	15.4	12.9	16.9	17.3	8.6
School nurse (Q82b)	6.5	5.9	7.1	10.2	5.8	4.0
Another adult from school, like a teacher or other school staff (Q82c)	9.7	10.0	9.4	13.6	11.0	5.2
Therapist, psychologist, or other mental health professional outside of school (Q82d)	15.2	21.8	9.0	17.6	13.4	14.9
Parent, relative, or other adult outside of school (Q82e)	42.6	50.4	35.3	45.3	46.8	36.2
Friend around the same age (Q82f)	33.1	45.0	22.0	39.9	27.7	32.6
Crisis hotline/text line (Q82g)	0.8	0.8	0.8	0.0	0.0	2.3
Person or group on social media (such as, Instagram, Facebook, Snapchat) (Q82h)	3.4	3.8	3.1	2.7	4.0	3.5
Used telehealth or online therapy services for help with emotional challenges or problems (Q83)	9.8	12.8	7.0	12.0	9.2	8.5
Used a health-related app for help with emotional challenges or problems, including mindfulness, relaxation, sleep, or positive thinking (Q84)	8.2	13.6	3.1	10.7	6.4	7.9

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

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

Table 4-3B. Support for Emotional Challenges or Problems*, 2006-2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

	Year of survey (%)								
	2006	**2008**	**2010**	**2012**	**2014**	**2016**	**2018**	**2021**	**2023**
	—	*(482)*	*(437)*	*(435)*	*(404)*	*(394)*	*(388)*	*(326)*	*(356)*
SOURCES OF SUPPORT FOR HELP WITH EMOTIONAL CHALLENGES OR PROBLEMS (past 12 months) †									
School counselor, school therapist, or school psychologist (Q82a)	—	—	—	—	—	—	13.1	16.3	12.9
School nurse (Q82b)	—	—	—	—	—	—	6.1	5.0	4.9
Another adult from school, like a teacher or other school staff (Q82c)	—	—	—	—	—	—	11.3	7.8	8.1
Therapist, psychologist, or other mental health professional outside of school (Q82d)	—	—	—	—	—	—	14.2	16.7	14.2
Parent, relative, or other adult outside of school (Q82e)	—	—	—	—	—	—	43.7	47.2	41.5
Friend around the same age (Q82f)	—	—	—	—	—	—	38.4	40.8	30.1
Crisis hotline/text line (Q82g)	—	—	—	—	—	—	1.6	1.3	1.2
Person or group on social media (such as, Instagram, Facebook, Snapchat) (Q82h)	—	—	—	—	—	—	11.1	10.0	3.8
Used telehealth or online therapy services for help with emotional challenges or problems (Q83)	—	—	—	—	—	—	—	—	8.9
Used a health-related app for help with emotional challenges or problems, including mindfulness, relaxation, sleep, or positive thinking (Q84)	—	—	—	—	—	—	—	—	7.1

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

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

Table 4-3C. Support for Emotional Challenges or Problems* at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

	Medfield (%) (356)	MetroWest Region (%) (11,352)
SOURCES OF SUPPORT FOR HELP WITH EMOTIONAL CHALLENGES OR PROBLEMS (past 12 months) †		
School counselor, school therapist, or school psychologist (Q82a)	12.9	20.6
School nurse (Q82b)	4.9	6.2
Another adult from school, like a teacher or other school staff (Q82c)	8.1	11.0
Therapist, psychologist, or other mental health professional outside of school (Q82d)	14.2	16.2
Parent, relative, or other adult outside of school (Q82e)	41.5	41.9
Friend around the same age (Q82f)	30.1	41.5
Crisis hotline/text line (Q82g)	1.2	2.9
Person or group on social media (such as, Instagram, Facebook, Snapchat) (Q82h)	3.8	7.7
Used telehealth or online therapy services for help with emotional challenges or problems (Q83)	8.9	8.6
Used a health-related app for help with emotional challenges or problems, including mindfulness, relaxation, sleep, or positive thinking (Q84)	7.1	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

Table 4-4A. Barriers to Seeking Support by Sex and Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
2023 MetroWest Adolescent Health Survey

	Total (%)	Sex (%)		Grade (%)		
		Female	Male	6th	7th	8th
	(515)	*(249)*	*(266)*	*(159)*	*(175)*	*(181)*
BARRIERS TO SEEKING HELP FROM SOMEONE AT SCHOOL FOR EMOTIONAL CHALLENGES OR PROBLEMS* (agree/strongly agree)						
I don't know who to go to for help. (Q85a)	14.1	17.3	11.0	16.4	11.2	14.9
I don't think counseling with someone at school would help. (Q85b)	27.7	25.7	29.6	25.2	21.7	35.4
I wouldn't have time or wouldn't want to miss class to get help. (Q85c)	29.7	34.1	25.8	26.6	25.0	36.8
I don't trust anyone from my school enough to talk about my emotional problems. (Q85d)	22.2	22.5	21.9	25.9	13.7	27.4
I should handle problems on my own. (Q85e)	30.3	29.7	30.8	32.9	29.3	29.1
I would be too embarrassed or scared to talk about it. (Q85f)	26.7	33.5	20.4	31.2	25.6	24.1
A school counselor/therapist might not understand me or the challenges I was having. (Q85g)	26.2	29.9	22.8	27.3	22.6	28.7
I wouldn't want other students to know I was meeting with a school counselor/therapist. (Q85h)	37.5	40.4	34.8	34.8	37.7	39.4
I wouldn't want my parent(s)/guardian(s) to know I was meeting with a school counselor/therapist. (Q85i)	10.7	13.1	8.4	11.0	8.9	12.1
Teachers or other school staff might treat me differently or give me fewer opportunities at school. (Q85j)	17.5	20.0	15.2	16.1	17.3	18.9
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. (Q85k)	7.3	7.8	6.8	7.2	7.7	6.9

** 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*

Table 4-4B. Barriers to Seeking Support, 2006-2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

	Year of survey (%)								
	2006	**2008**	**2010**	**2012**	**2014**	**2016**	**2018**	**2021**	**2023**
	—	*(482)*	*(437)*	*(435)*	*(404)*	*(394)*	*(388)*	*(326)*	*(356)*
BARRIERS TO SEEKING HELP FROM SOMEONE AT SCHOOL FOR EMOTIONAL CHALLENGES OR PROBLEMS* (agree/strongly agree)									
I don't know who to go to for help. (Q85a)	—	—	—	—	—	—	11.5	17.9	13.0
I don't think counseling with someone at school would help. (Q85b)	—	—	—	—	—	—	25.3	35.4	28.7
I wouldn't have time or wouldn't want to miss class to get help. (Q85c)	—	—	—	—	—	—	34.0	32.7	31.0
I don't trust anyone from my school enough to talk about my emotional problems. (Q85d)	—	—	—	—	—	—	—	30.1	20.7
I should handle problems on my own. (Q85e)	—	—	—	—	—	—	30.5	34.9	29.2
I would be too embarrassed or scared to talk about it. (Q85f)	—	—	—	—	—	—	29.1	31.7	24.9
A school counselor/therapist might not understand me or the challenges I was having. (Q85g)	—	—	—	—	—	—	26.5	31.1	25.7
I wouldn't want other students to know I was meeting with a school counselor/therapist. (Q85h)	—	—	—	—	—	—	50.1	36.2	38.6
I wouldn't want my parent(s)/guardian(s) to know I was meeting with a school counselor/therapist. (Q85i)	—	—	—	—	—	—	20.2	17.9	10.5
Teachers or other school staff might treat me differently or give me fewer opportunities at school. (Q85j)	—	—	—	—	—	—	21.9	24.4	18.1
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. (Q85k)	—	—	—	—	—	—	8.3	7.4	7.3

** 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*

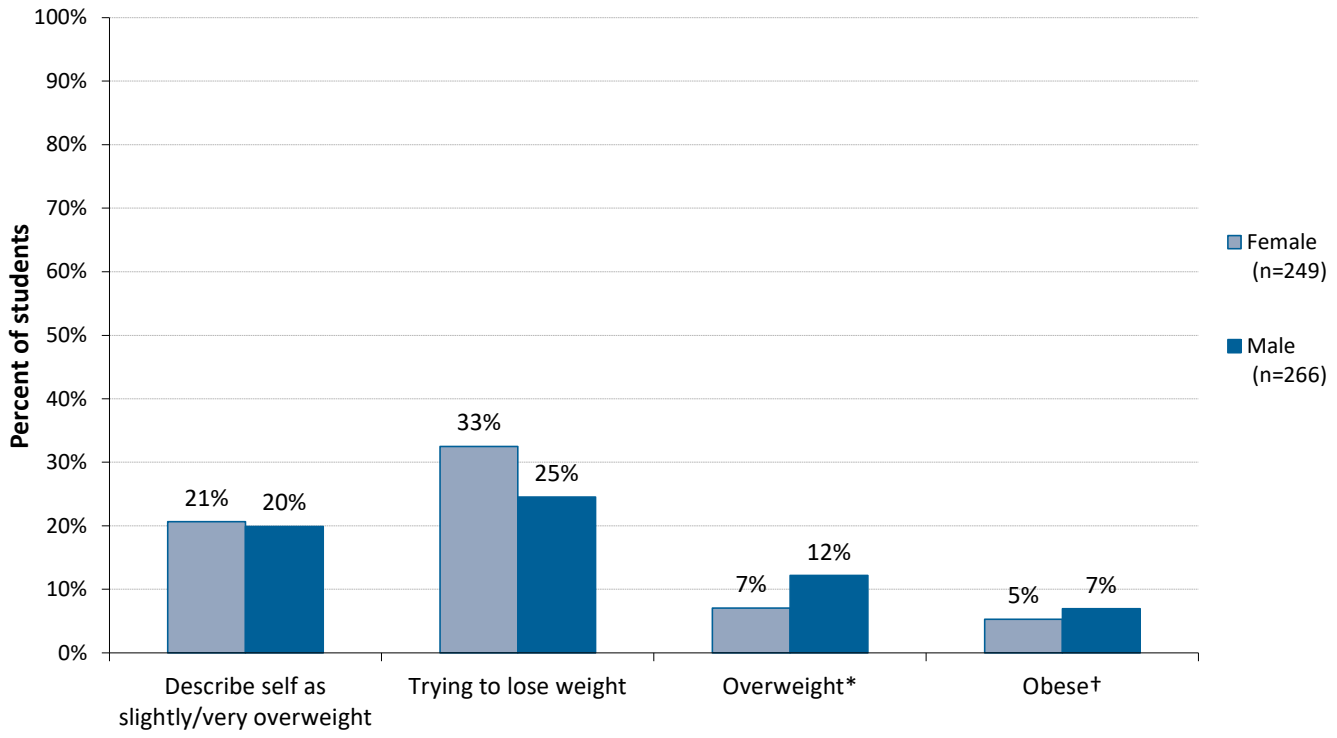
Table 4-4C. Barriers to Seeking Support at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

	Medfield (%)	MetroWest Region (%)
	(356)	*(11,352)*
BARRIERS TO SEEKING HELP FROM SOMEONE AT SCHOOL FOR EMOTIONAL CHALLENGES OR PROBL		
I don't know who to go to for help. (Q85a)	13.0	18.3
I don't think counseling with someone at school would help. (Q85b)	28.7	32.3
I wouldn't have time or wouldn't want to miss class to get help. (Q85c)	31.0	34.0
I don't trust anyone from my school enough to talk about my emotional problems. (Q85d)	20.7	31.4
I should handle problems on my own. (Q85e)	29.2	38.1
I would be too embarrassed or scared to talk about it. (Q85f)	24.9	33.1
A school counselor/therapist might not understand me or the challenges I was having. (Q85g)	25.7	31.2
I wouldn't want other students to know I was meeting with a school counselor/therapist. (Q85h)	38.6	36.3
I wouldn't want my parent(s)/guardian(s) to know I was meeting with a school counselor/therapist. (Q85i)	10.5	21.6
Teachers or other school staff might treat me differently or give me fewer opportunities at school. (Q85j)	18.1	22.2
My parents wouldn't want me to get help at school because they would be worried I might be treated differently or given fewer opportunities at school. (Q85k)	7.3	10.8

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

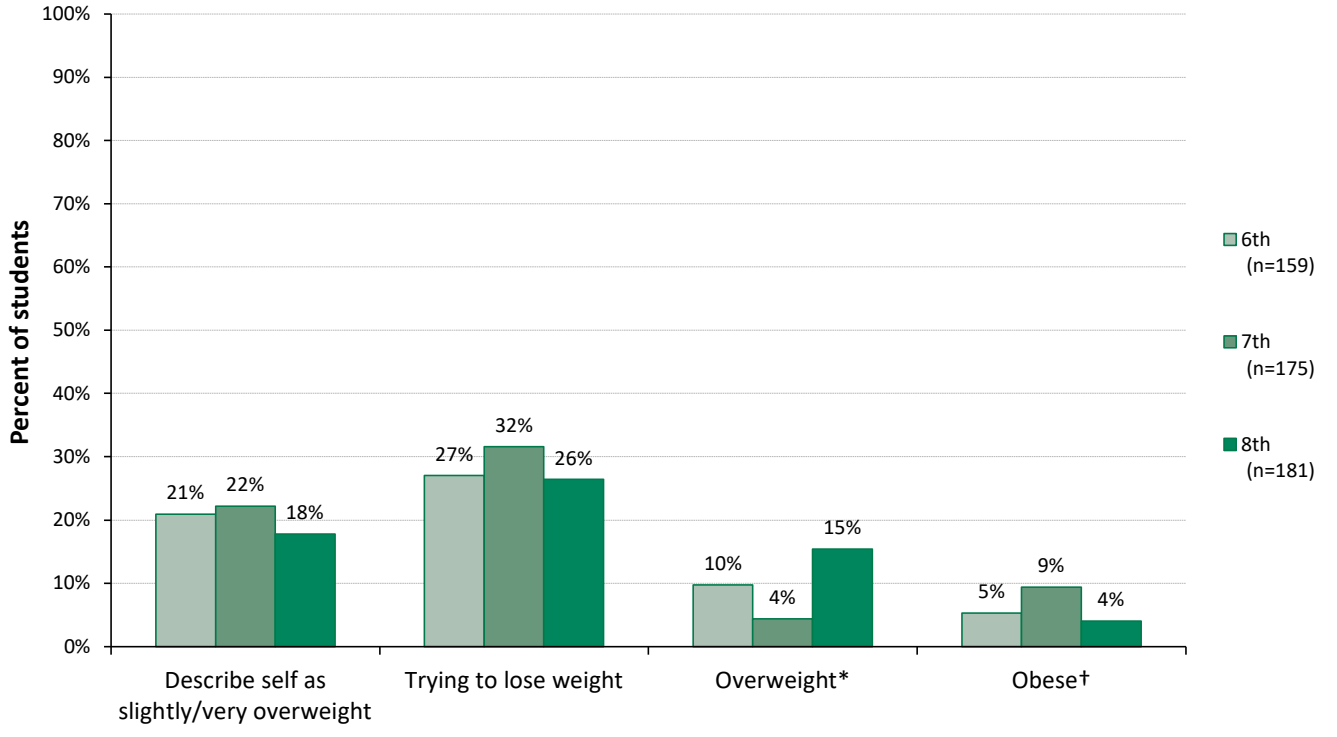
Section 5
Physical Activity and Weight

Figure 5-1A. Weight Perception and Body Weight by Sex, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



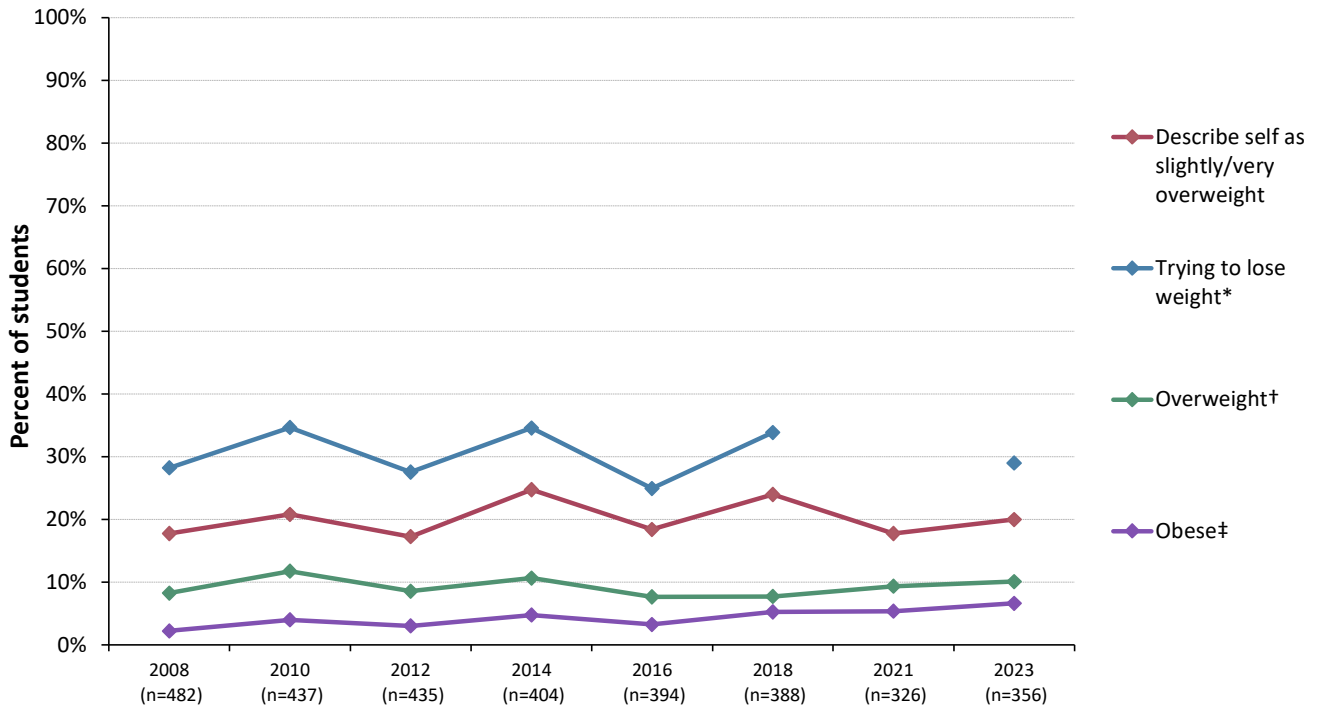
** Students who were ≥85th percentile but <95th percentile for body mass index by age and gender, based on reference data*
† Students who were ≥95th percentile for body mass index by age and gender, based on reference data

Figure 5-1B. Weight Perception and Body Weight by Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



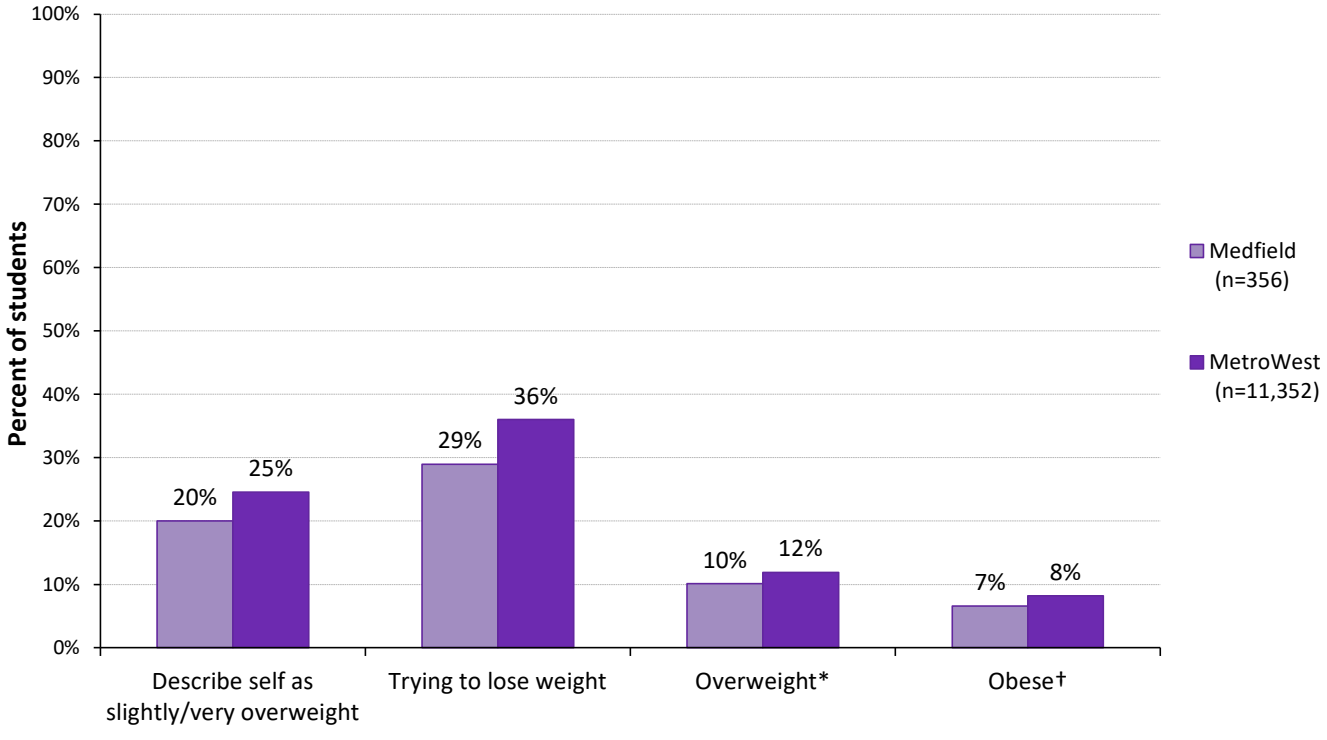
** Students who were ≥85th percentile but <95th percentile for body mass index by age and gender, based on reference data*
† Students who were ≥95th percentile for body mass index by age and gender, based on reference data

Figure 5-1C. Weight Perception and Body Weight, 2008-2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



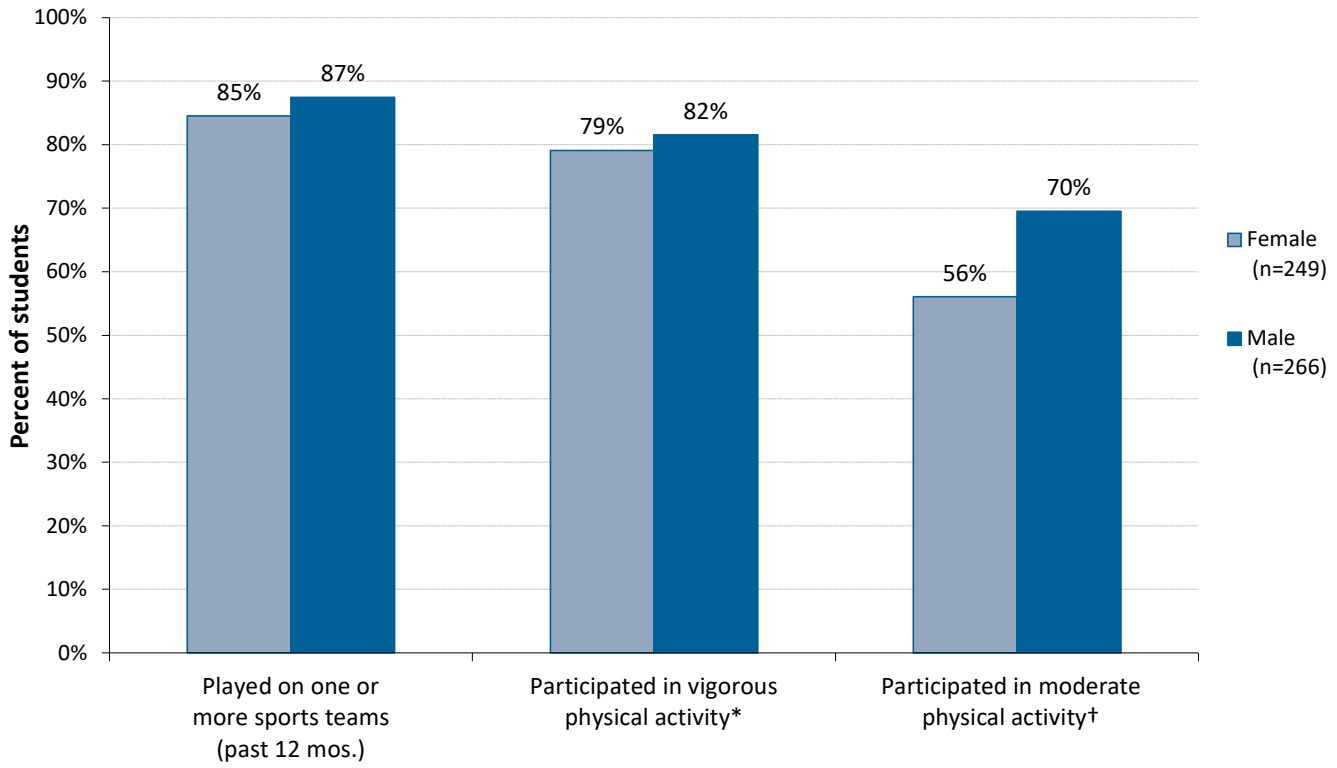
** Question was not asked in 2021*
† Students who were ≥85th percentile but <95th percentile for body mass index by age and gender, based on reference data
‡ Students who were ≥95th percentile for body mass index by age and gender, based on reference data

Figure 5-1D. Weight Perception and Body Weight at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



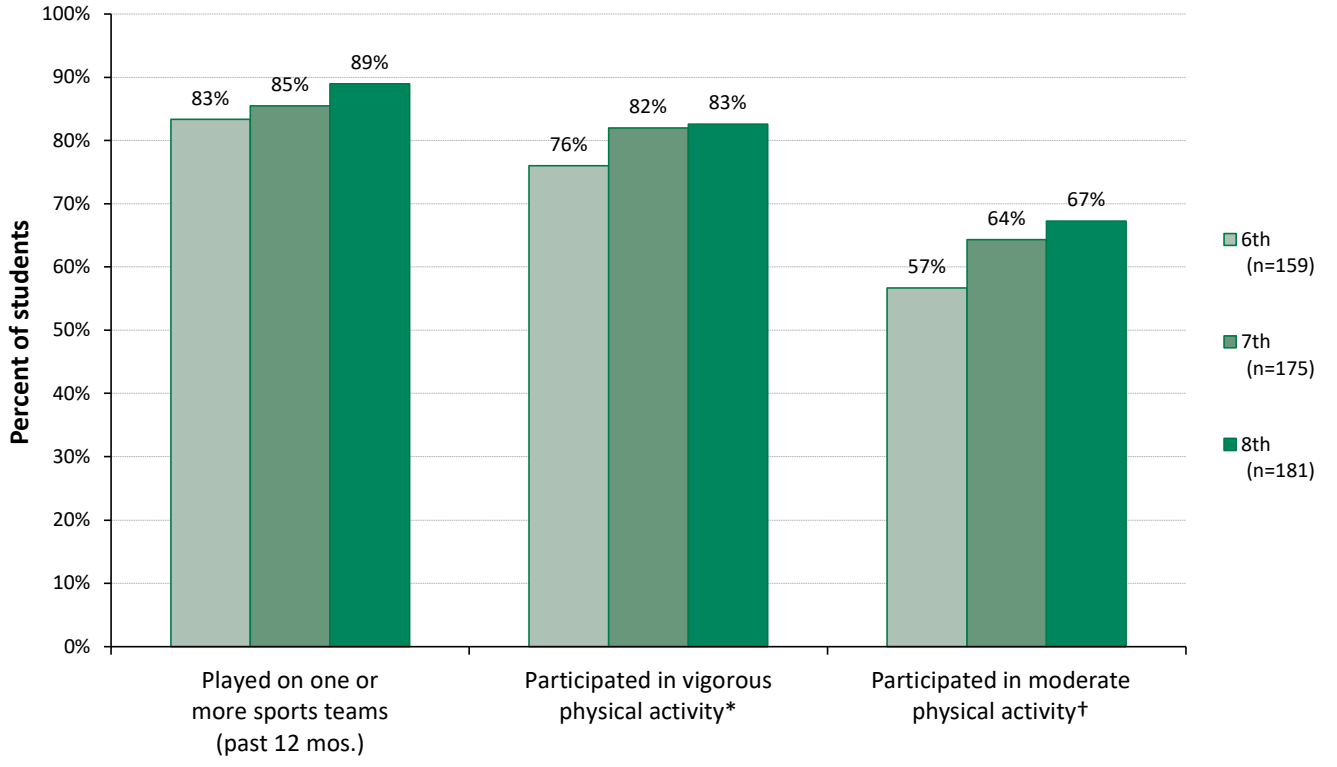
** Students who were ≥85th percentile but <95th percentile for body mass index by age and gender, based on reference data*
† Students who were ≥95th percentile for body mass index by age and gender, based on reference data

Figure 5-2A. Physical Activity by Sex, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



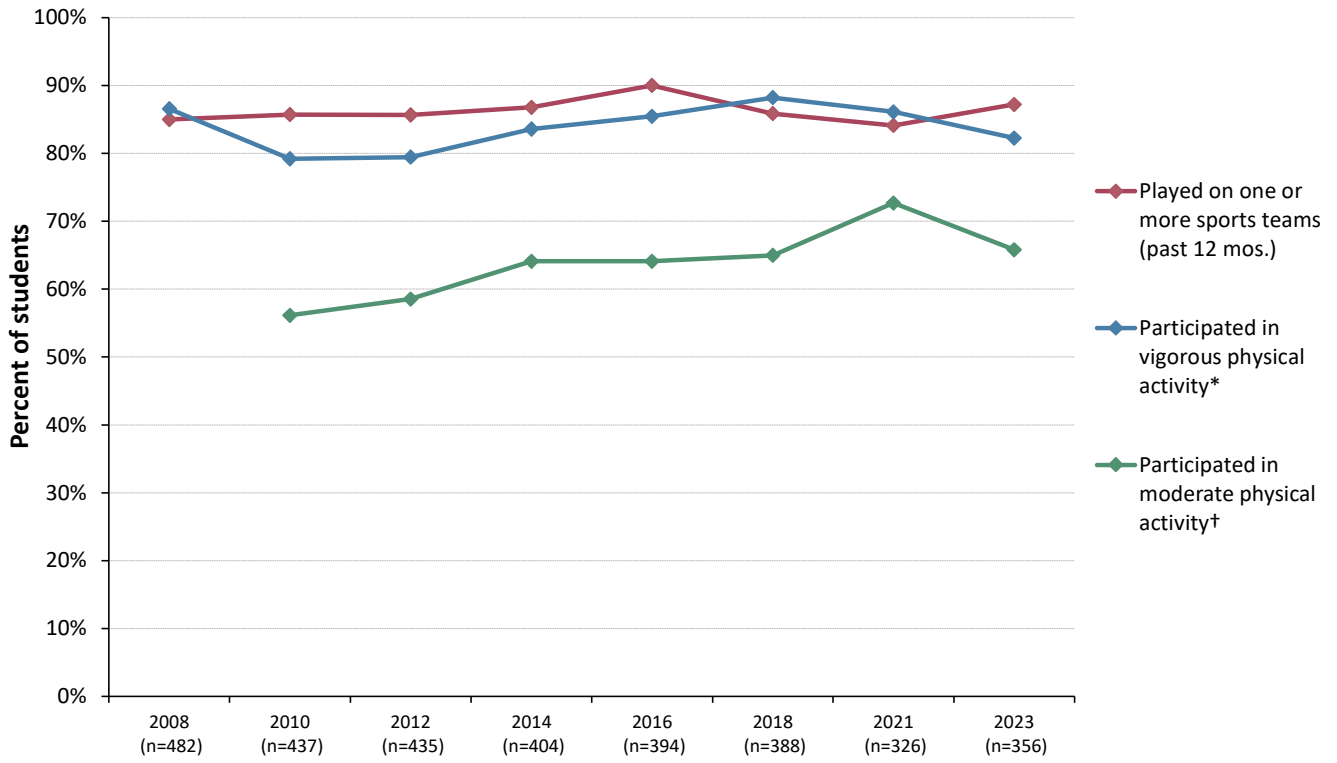
** Exercised for at least 20 minutes that made you sweat and breathe hard on three or more days per week*
† Physically active for ≥ 60 minutes/day on ≥ 5 of the past 7 days; includes physical activity that increases your heart rate and makes you breathe hard some of the time

Figure 5-2B. Physical Activity by Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



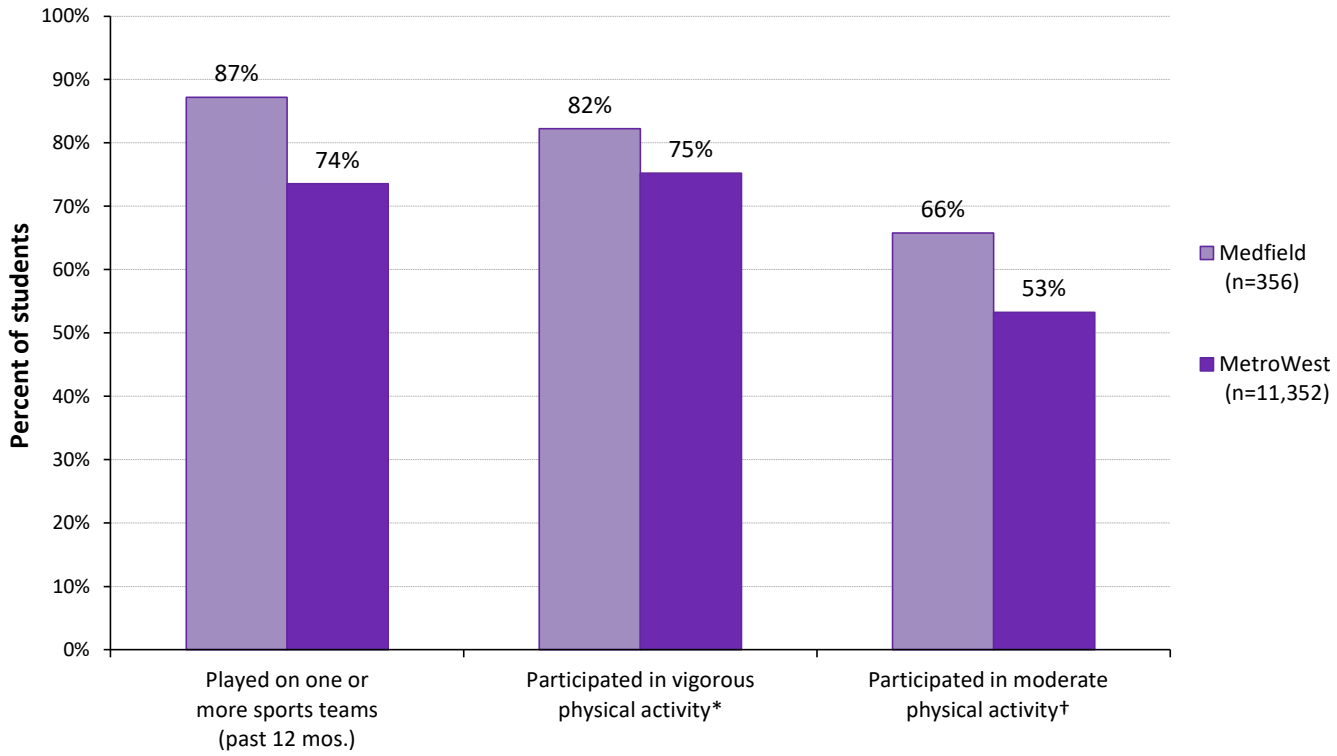
** Exercised for at least 20 minutes that made you sweat and breathe hard on three or more days per week*
† Physically active for ≥ 60 minutes/day on ≥ 5 of the past 7 days; includes physical activity that increases your heart rate and makes you breathe hard some of the time

Figure 5-2C. Physical Activity, 2008-2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



** Exercised for at least 20 minutes that made you sweat and breathe hard on three or more days per week*
† Physically active for ≥ 60 minutes/day on ≥ 5 of the past 7 days; includes physical activity that increases your heart rate and makes you breathe hard some of the time

Figure 5-2D. Physical Activity at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



** Exercised for at least 20 minutes that made you sweat and breathe hard on three or more days per week*
† Physically active for ≥ 60 minutes/day on ≥ 5 of the past 7 days; includes physical activity that increases your heart rate and makes you breathe hard some of the time

Table 5-1A. Weight-Related Perceptions and Behaviors, Body Mass Index, and Physical Activity by Sex and Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
2023 MetroWest Adolescent Health Survey

	Total (%)	Sex (%)		Grade (%)		
		Female	Male	6th	7th	8th
	(515)	*(249)*	*(266)*	*(159)*	*(175)*	*(181)*
WEIGHT-RELATED PERCEPTIONS AND BEHAVIORS						
Describe self as slightly or very overweight (Q103)	20.3	20.7	19.9	20.9	22.2	17.8
Trying to lose weight (Q104)	28.4	32.5	24.5	27.0	31.6	26.4
Exercised to lose weight or keep from gaining weight (past 30 days) (Q105a)	72.7	66.1	78.7	78.0	71.3	69.7
Ate less food, fewer calories, or other food restriction to lose weight or keep from gaining weight (past 30 days) (Q105b)	28.4	27.0	29.7	23.4	30.0	31.0
Skipped meals to lose weight or keep from gaining weight (past 30 days) (Q105c)	12.2	14.6	10.0	11.3	12.9	12.4
Fasted for more than 24 hours to lose weight or keep from gaining weight (past 30 days) (Q105d)	3.9	2.1	5.6	2.8	5.3	3.5
Took diet pills, powders, or liquids without a doctor's advice to lose weight or keep from gaining weight (past 30 days) (Q105e)	2.7	0.4	4.8	3.5	2.4	2.3
Vomited or took laxatives to lose weight or keep from gaining weight (past 30 days) (Q105f)	2.7	1.3	4.0	3.5	2.3	2.3
BODY MASS INDEX						
Overweight* (Q109, Q110)	10.0	7.1	12.2	9.7	4.3	15.4
Obese† (Q109,Q110)	6.3	5.3	7.0	5.3	9.4	4.0
PHYSICAL ACTIVITY						
Participated in vigorous physical activity for at least 20 minutes on 3 or more of the past 7 days‡ (Q107)	80.4	79.1	81.6	76.0	82.0	82.6
Participated in moderate physical activity for at least 60 minutes per day on 5 or more of the past 7 days§ (Q106)	63.0	56.1	69.5	56.7	64.3	67.2
Played on one or more sports teams (past 12 months) (Q108)	86.0	84.5	87.5	83.3	85.5	89.0

* *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 5-1B. Weight-Related Perceptions and Behaviors, Body Mass Index, and Physical Activity, 2006-2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

	Year of survey (%)								
	2006	**2008**	**2010**	**2012**	**2014**	**2016**	**2018**	**2021**	**2023**
	—	*(482)*	*(437)*	*(435)*	*(404)*	*(394)*	*(388)*	*(326)*	*(356)*
WEIGHT-RELATED PERCEPTIONS AND BEHAVIORS									
Describe self as slightly or very overweight (Q103)	—	17.7	20.8	17.3	24.8	18.4	24.0	17.8	20.0
Trying to lose weight (Q104)	—	28.2	34.7	27.6	34.6	24.9	33.9	—	29.0
Exercised to lose weight or keep from gaining weight (past 30 days) (Q105a)	—	58.2	61.0	57.4	60.1	—	—	—	70.5
Ate less food, fewer calories, or other food restriction to lose weight or keep from gaining weight (past 30 days) (Q105b)	—	29.2	33.2	27.4	37.1	—	—	—	30.5
Skipped meals to lose weight or keep from gaining weight (past 30 days) (Q105c)	—	—	—	—	—	—	—	—	12.6
Fasted for more than 24 hours to lose weight or keep from gaining weight (past 30 days) (Q105d)	—	5.0	4.8	3.7	7.5	—	—	—	4.4
Took diet pills, powders, or liquids without a doctor's advice to lose weight or keep from gaining weight (past 30 days) (Q105e)	—	0.0	0.5	0.2	0.7	—	—	—	2.4
Vomited or took laxatives to lose weight or keep from gaining weight (past 30 days) (Q105f)	—	0.8	1.4	2.1	1.5	—	—	—	2.3
BODY MASS INDEX									
Overweight* (Q109, Q110)	—	8.3	11.8	8.6	10.6	7.7	7.7	9.4	10.1
Obese† (Q109,Q110)	—	2.2	4.0	3.0	4.8	3.2	5.2	5.4	6.6
PHYSICAL ACTIVITY									
Participated in vigorous physical activity for at least 20 minutes on 3 or more of the past 7 days‡ (Q107)	—	86.6	79.2	79.4	83.6	85.4	88.2	86.1	82.3
Participated in moderate physical activity for at least 60 minutes per day on 5 or more of the past 7 days§ (Q106)	—	—	56.1	58.5	64.1	64.1	65.0	72.7	65.8
Played on one or more sports teams (past 12 months) (Q108)	—	85.0	85.7	85.6	86.8	90.0	85.9	84.1	87.2

* *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 5-1C. Weight-Related Perceptions and Behaviors, Body Mass Index, and Physical Activity at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

	Medfield (%) (356)	MetroWest Region (%) (11,352)
WEIGHT-RELATED PERCEPTIONS AND BEHAVIORS		
Describe self as slightly or very overweight (Q103)	20.0	24.6
Trying to lose weight (Q104)	29.0	36.0
Exercised to lose weight or keep from gaining weight (past 30 days) (Q105a)	70.5	68.2
Ate less food, fewer calories, or other food restriction to lose weight or keep from gaining weight (past 30 days) (Q105b)	30.5	38.1
Skipped meals to lose weight or keep from gaining weight (past 30 days) (Q105c)	12.6	22.8
Fasted for more than 24 hours to lose weight or keep from gaining weight (past 30 days) (Q105d)	4.4	8.8
Took diet pills, powders, or liquids without a doctor's advice to lose weight or keep from gaining weight (past 30 days) (Q105e)	2.4	3.4
Vomited or took laxatives to lose weight or keep from gaining weight (past 30 days) (Q105f)	2.3	4.2
BODY MASS INDEX		
Overweight* (Q109, Q110)	10.1	11.9
Obese† (Q109,Q110)	6.6	8.2
PHYSICAL ACTIVITY		
Participated in vigorous physical activity for at least 20 minutes on 3 or more of the past 7 days‡ (Q107)	82.3	75.2
Participated in moderate physical activity for at least 60 minutes per day on 5 or more of the past 7 days§ (Q106)	65.8	53.3
Played on one or more sports teams (past 12 months) (Q108)	87.2	73.5

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

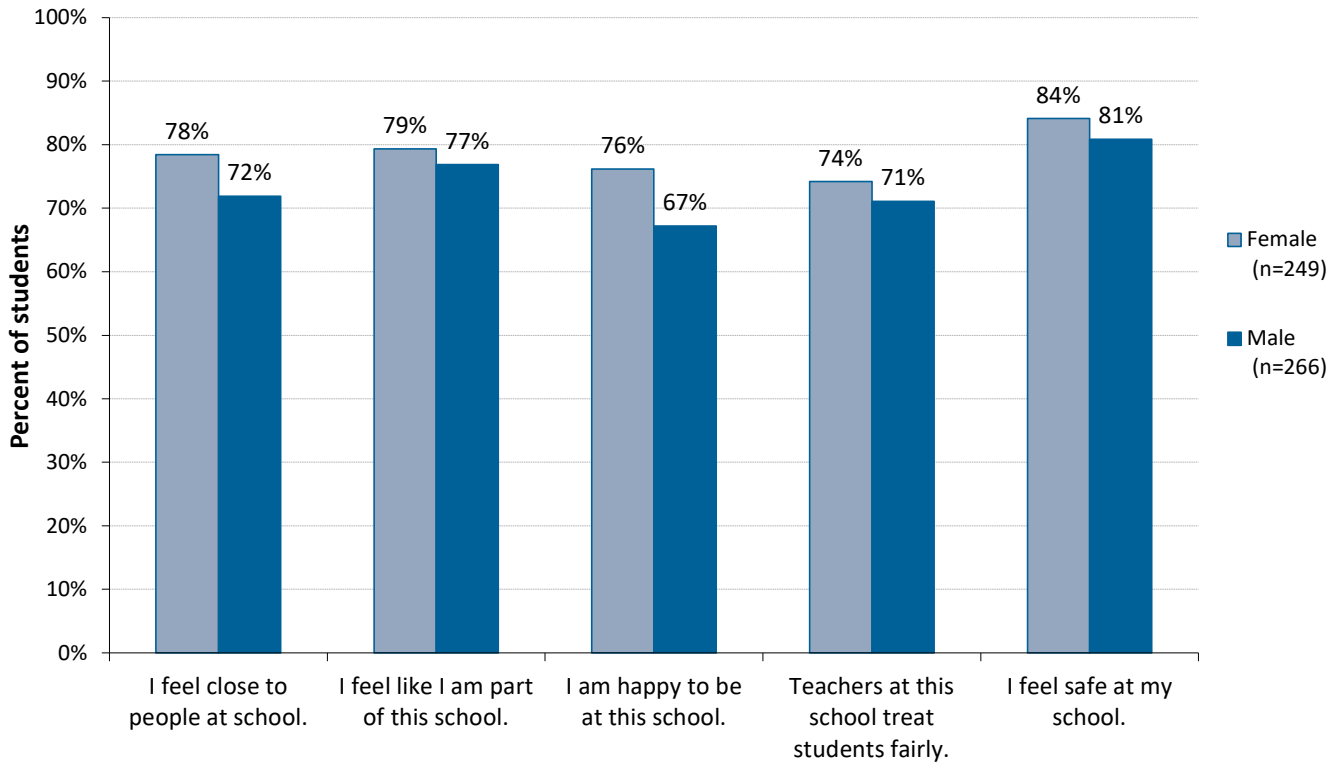
† *Students who were ≥95th percentile for body mass index by age and gender, based on reference data*

‡ *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*

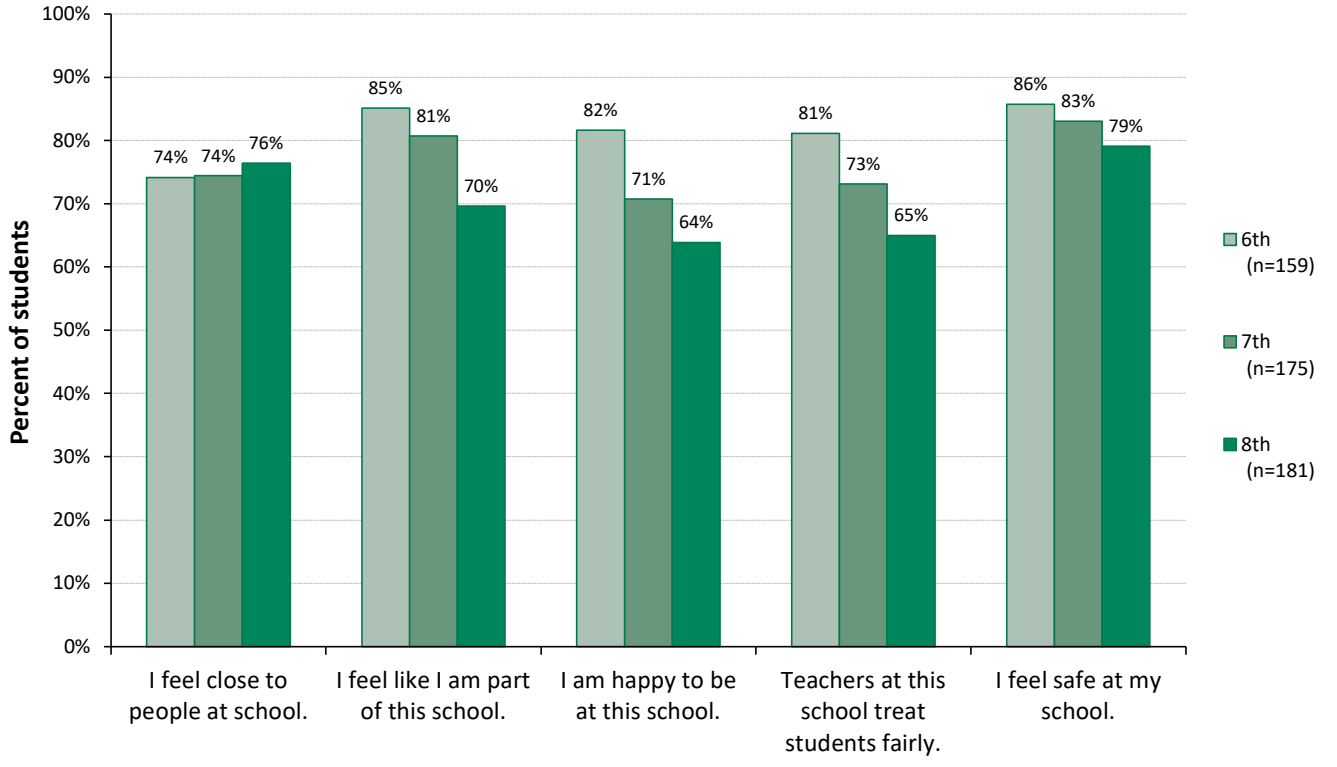
Section 6
Protective Factors

Figure 6-1A. School Connectedness* by Sex, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



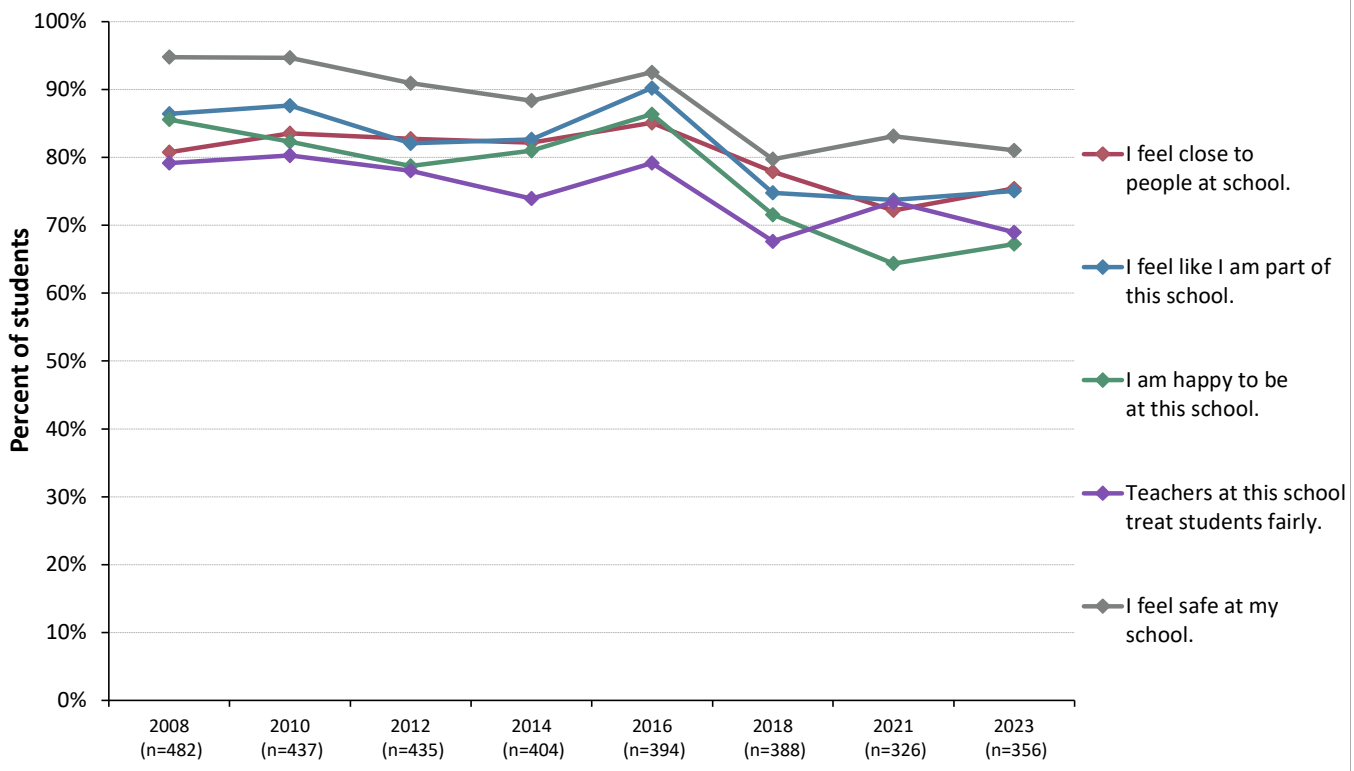
** Students responded "agree" or "strongly agree"*

Figure 6-1B. School Connectedness* by Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



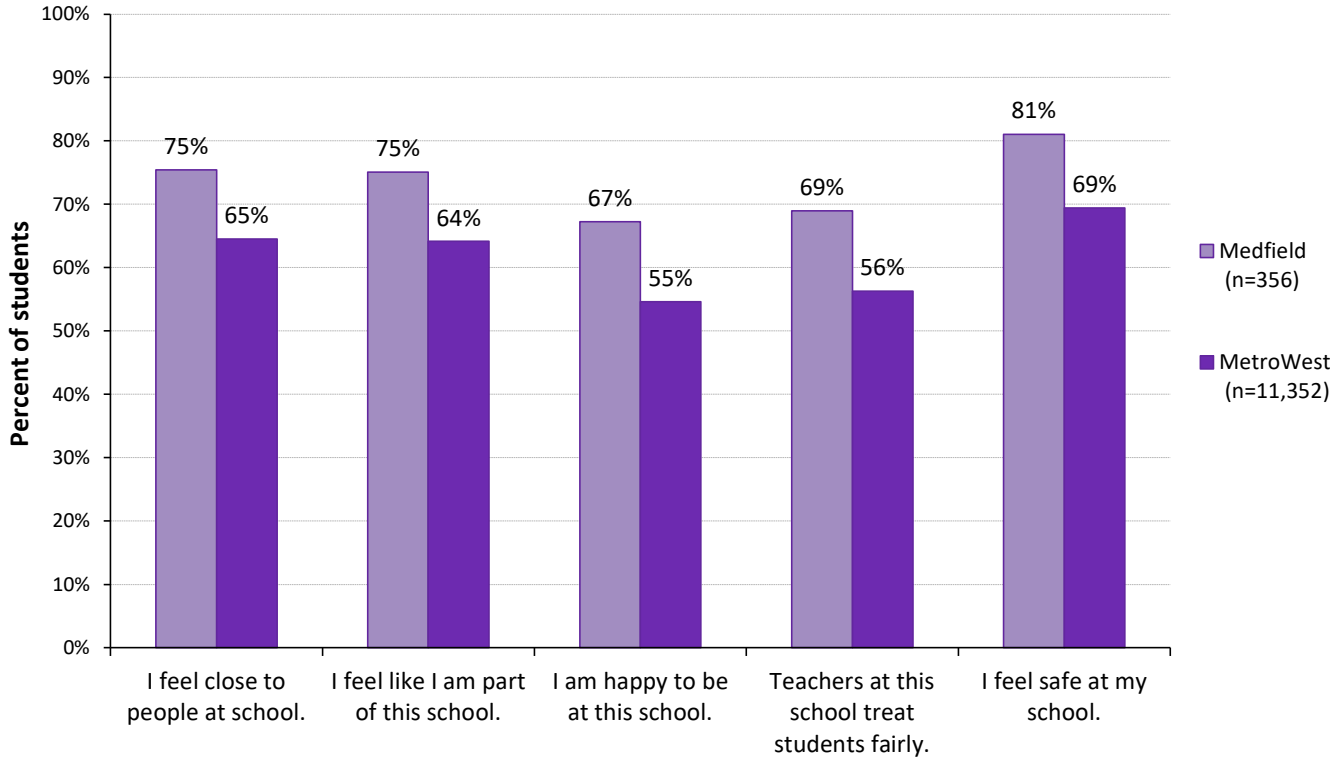
** Students responded "agree" or "strongly agree"*

Figure 6-1C. School Connectedness*, 2008-2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



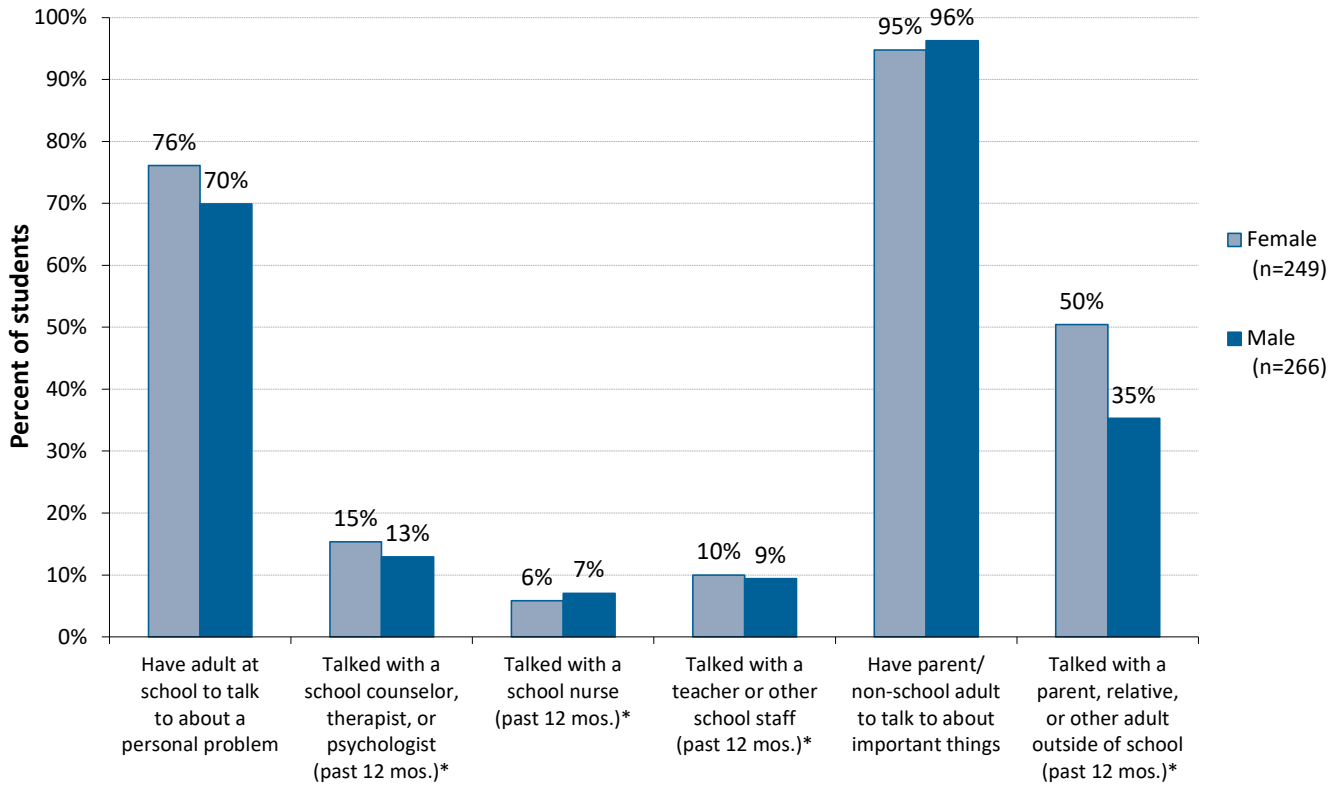
** Students responded "agree" or "strongly agree"*

Figure 6-1D. School Connectedness* at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



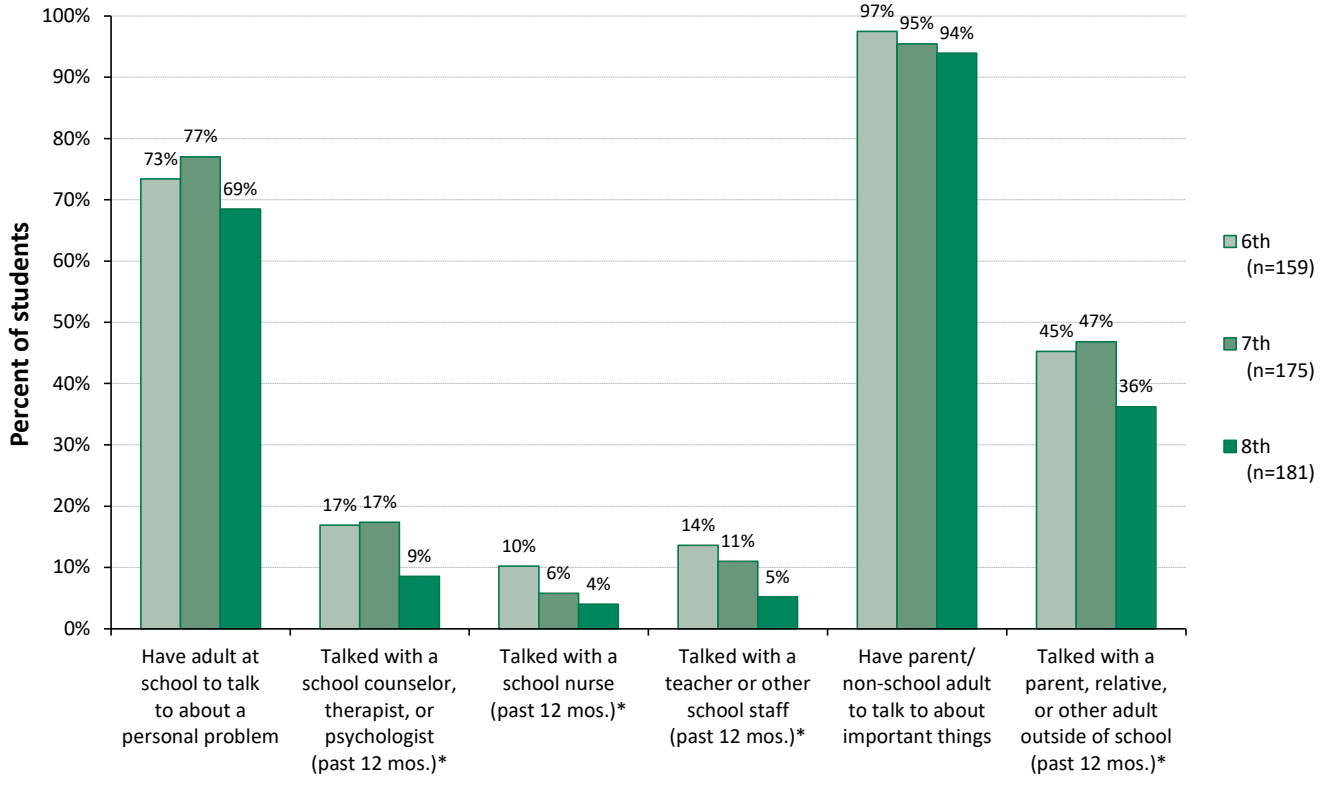
** Students responded "agree" or "strongly agree"*

Figure 6-2A. Adult Support by Sex, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



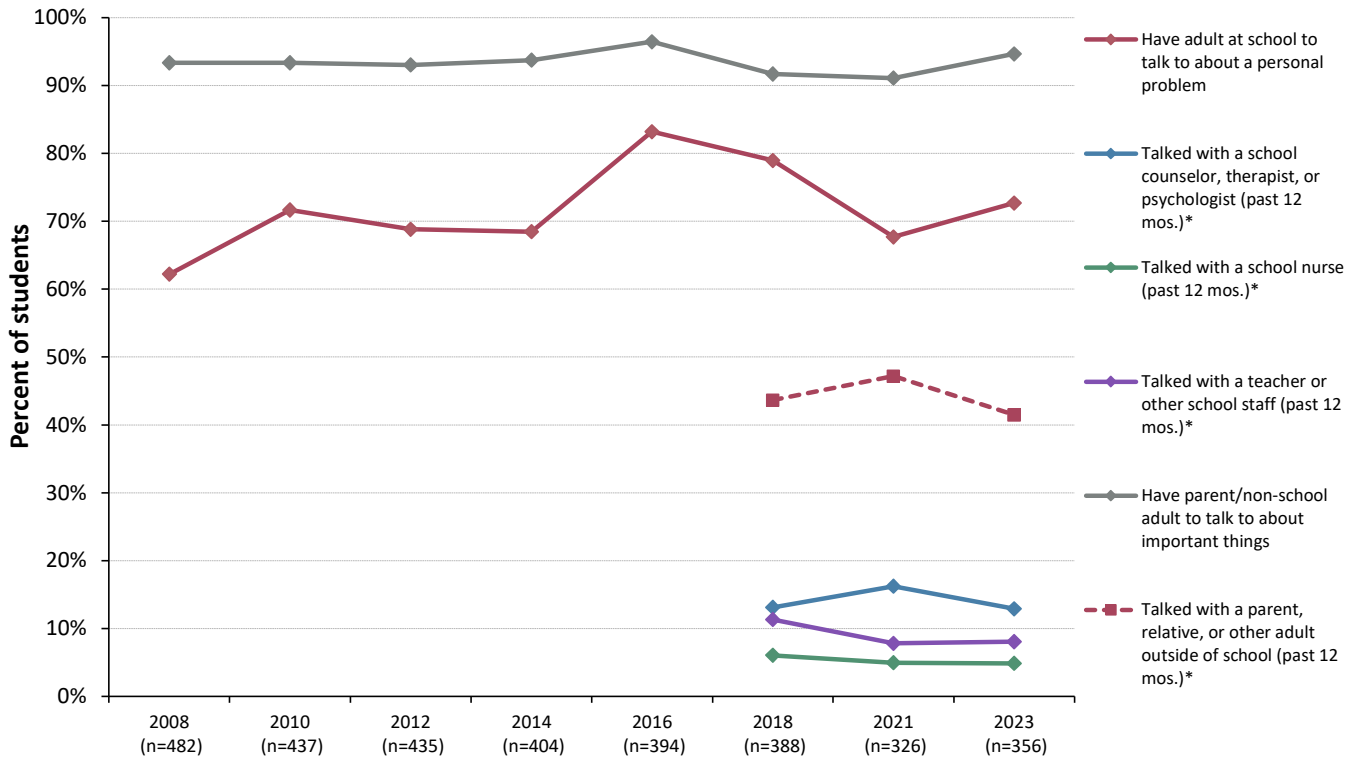
**About emotional challenges or problems; student responded having talked with individual/group one or more times in the past 12 months*

Figure 6-2B. Adult Support by Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



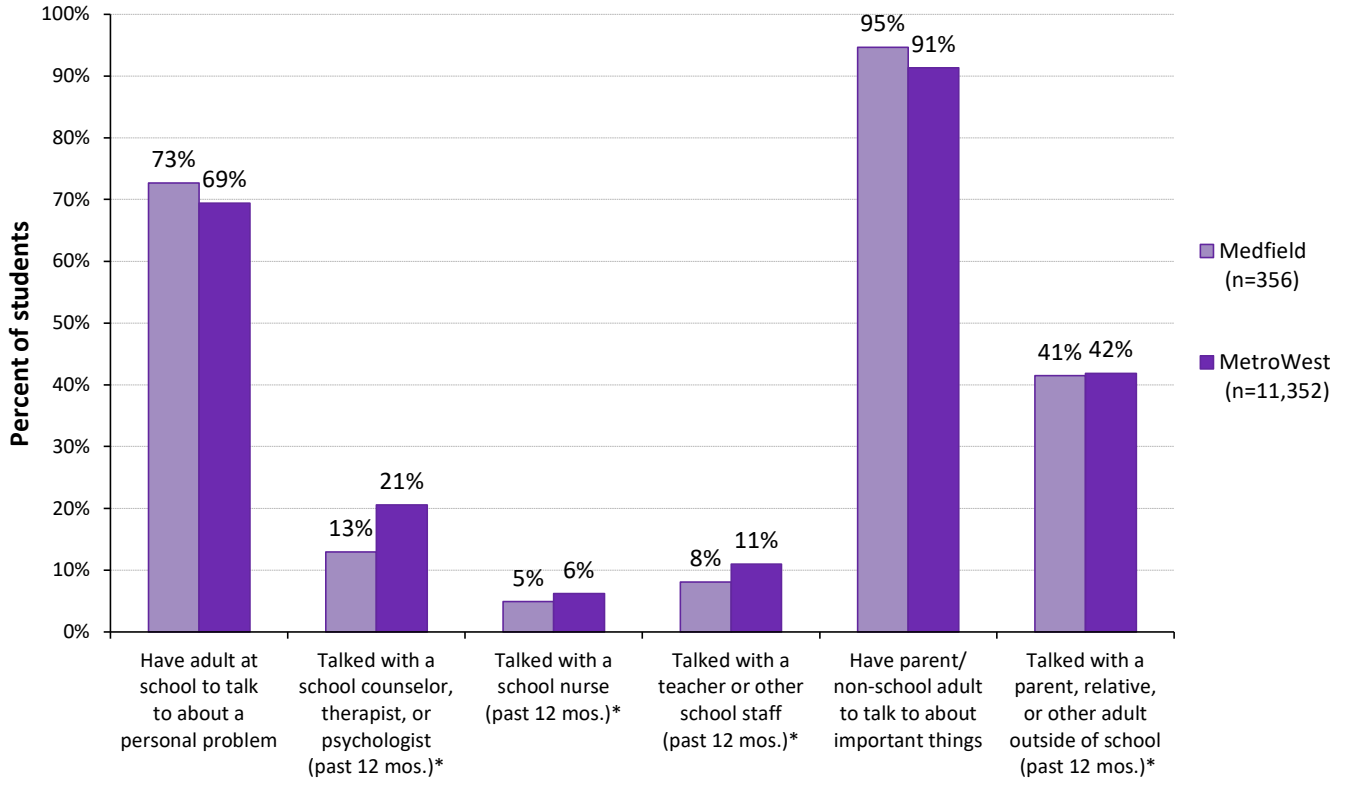
**About emotional challenges or problems; student responded having talked with individual/group one or more times in the past 12 months*

Figure 6-2C. Adult Support, 2008-2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



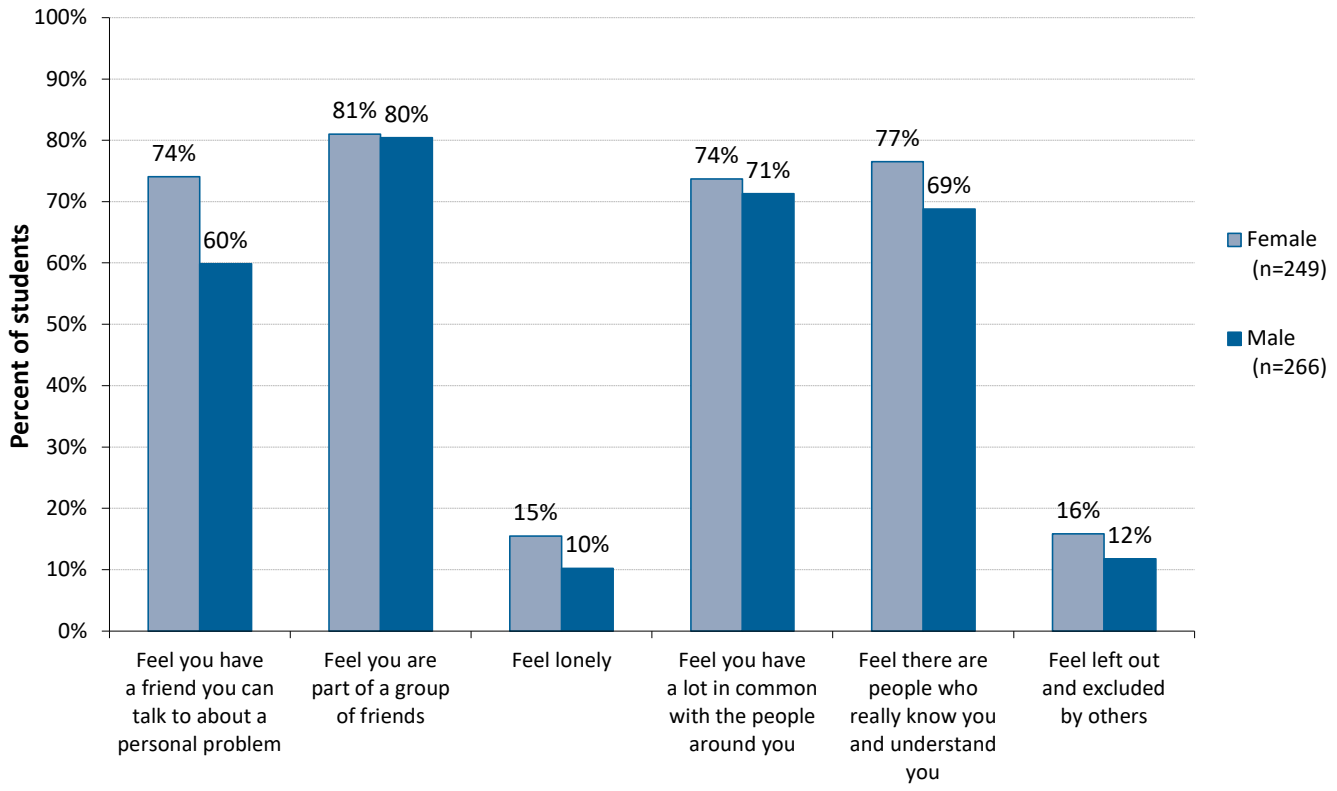
**About emotional challenges or problems; student responded having talked with individual/group one or more times in the past 12 months*

Figure 6-2D. Adult Support at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



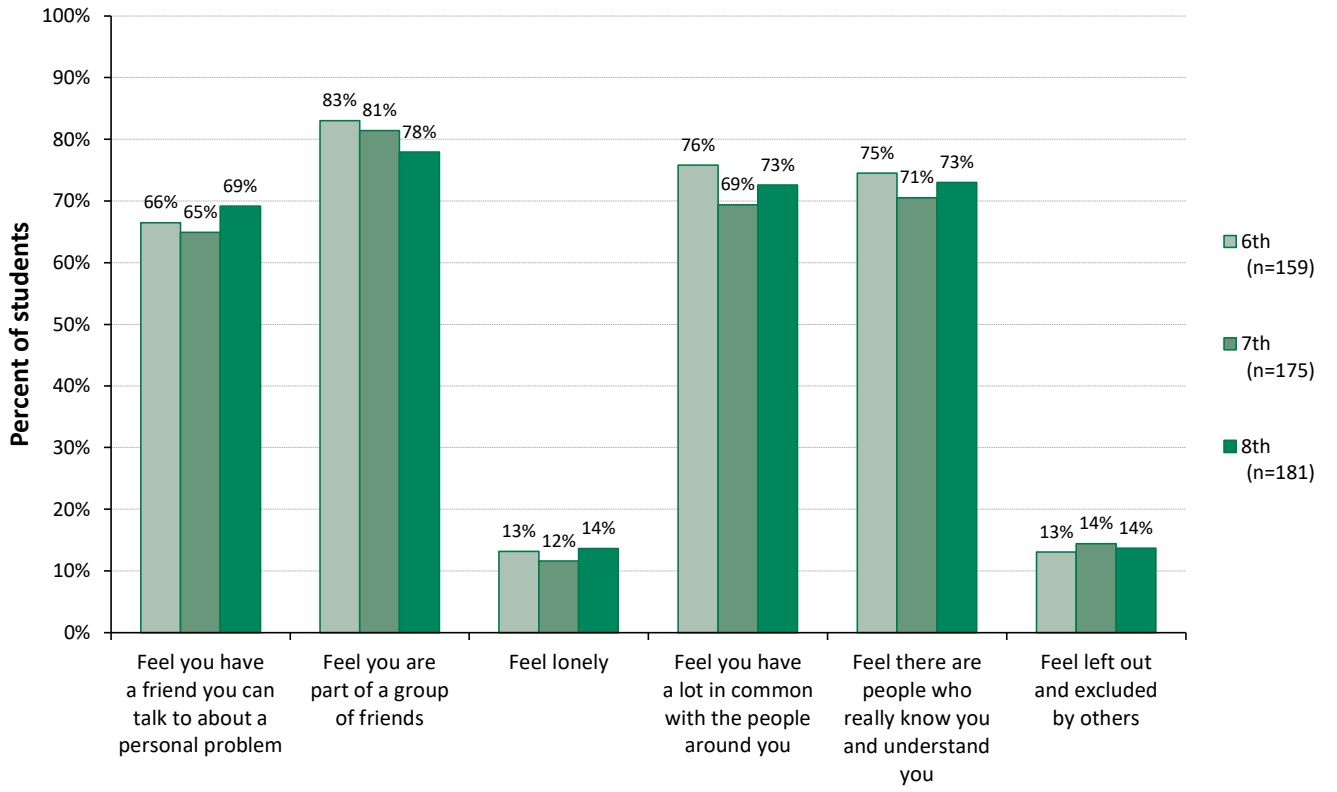
**About emotional challenges or problems; student responded having talked with individual/group one or more times in the past 12 months*

Figure 6-3A. Peer Support* by Sex, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



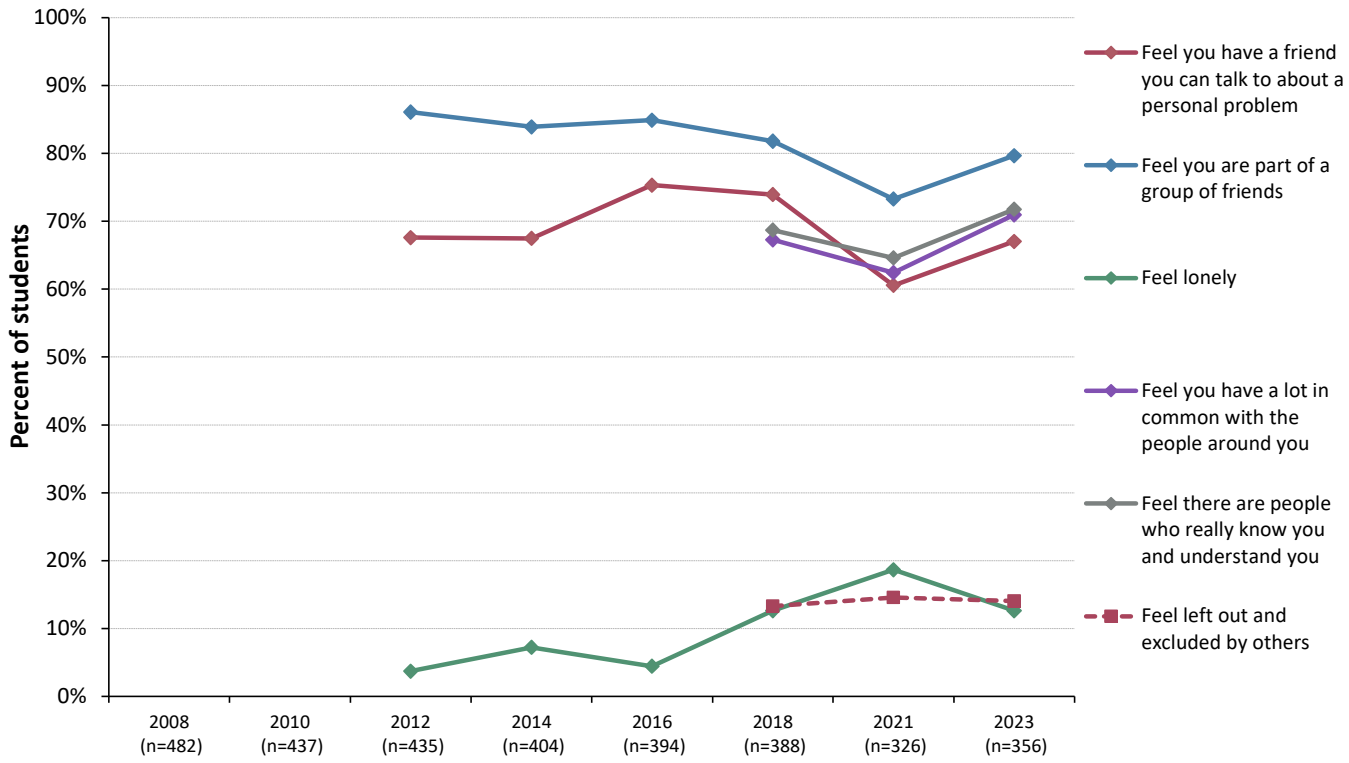
** Student responded "often" or "very often"*

Figure 6-3B. Peer Support* by Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



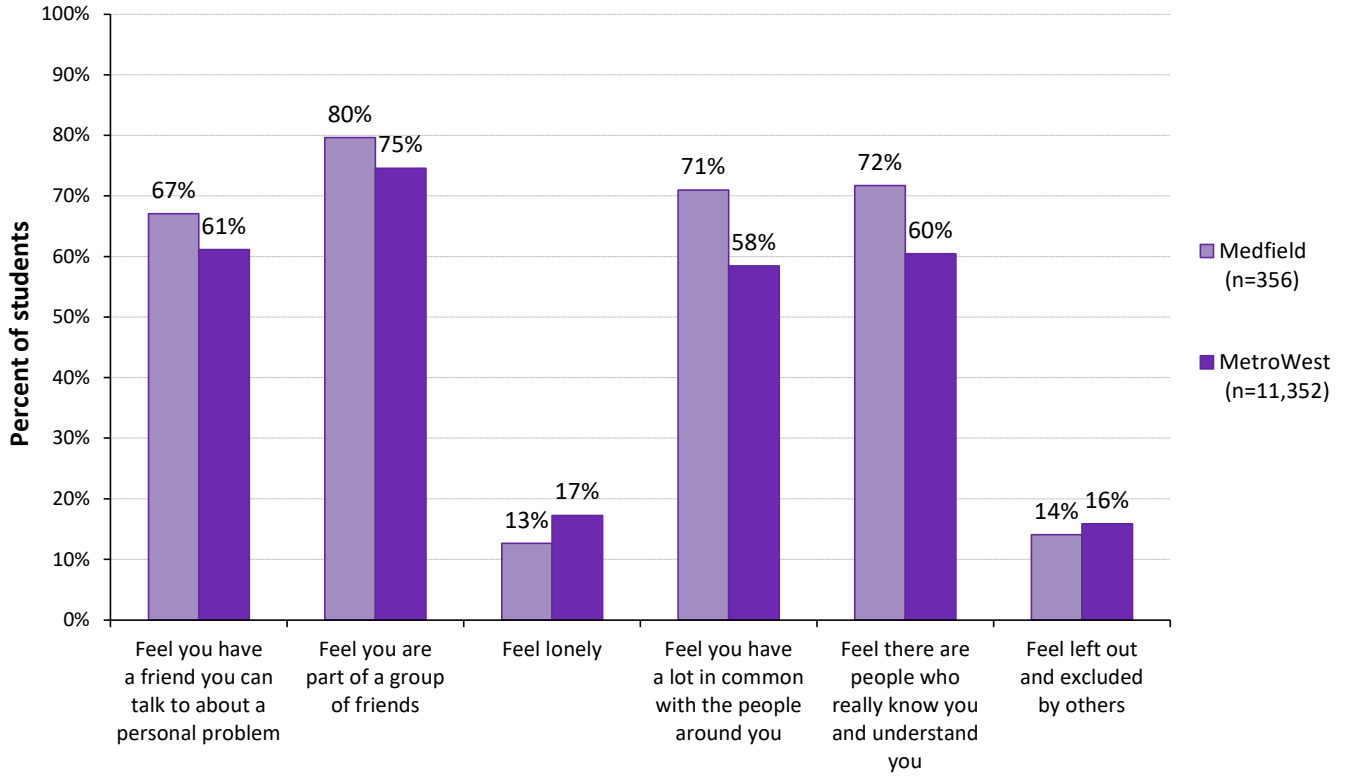
** Student responded "often" or "very often"*

Figure 6-3C. Peer Support*, 2008-2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



** Student responded "often" or "very often"; Prior to 2018 students responded "true" or very true"*

Figure 6-3D. Peer Support* at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



** Student responded "often" or "very often"*

Table 6-1A. School Connectedness and School Climate by Sex and Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
2023 MetroWest Adolescent Health Survey

	Total (%)	Sex (%)		Grade (%)		
		Female	Male	6th	7th	8th
	(515)	*(249)*	*(266)*	*(159)*	*(175)*	*(181)*
SCHOOL CONNECTEDNESS (agree/strongly agree)						
I feel close to people at school. (Q89a)	75.1	78.4	71.9	74.1	74.4	76.4
I feel like I am part of this school. (Q89b)	78.1	79.3	76.9	85.1	80.7	69.7
I am happy to be at this school. (Q89c)	71.5	76.2	67.2	81.6	70.8	63.8
The teachers at this school treat students fairly. (Q89d)	72.6	74.2	71.1	81.1	73.1	65.0
I feel safe in my school. (Q89e)	82.4	84.1	80.9	85.7	83.0	79.1
SCHOOL CLIMATE (agree/strongly agree)						
People of different cultural backgrounds, races, or ethnicities get along well at this school. (Q91a)	87.7	90.3	85.3	92.3	88.2	83.5
At this school, students work on listening to others to understand what they are trying to say. (Q91b)	69.1	66.4	71.7	78.5	67.5	63.1
At this school, all students are treated equally. (Q91c)	70.3	70.6	70.1	78.3	69.6	64.6
At this school, teachers/school staff show respect for all students' cultural beliefs and practices. (Q91d)	87.7	89.9	85.7	95.1	88.2	81.1
At this school, students show respect for each other. (Q91e)	64.5	61.6	67.3	71.3	63.5	60.0
School rules are applied equally to all students. (Q91f)	79.4	86.4	72.9	89.4	81.2	69.7

Table 6-1B. School Connectedness and School Climate, 2006-2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

	Year of survey (%)								
	2006	**2008**	**2010**	**2012**	**2014**	**2016**	**2018**	**2021**	**2023**
	—	*(482)*	*(437)*	*(435)*	*(404)*	*(394)*	*(388)*	*(326)*	*(356)*
SCHOOL CONNECTEDNESS (agree/strongly agree)									
I feel close to people at school. (Q89a)	—	80.8	83.6	82.8	82.2	85.1	77.9	72.2	75.4
I feel like I am part of this school. (Q89b)	—	86.4	87.6	82.1	82.6	90.2	74.8	73.8	75.1
I am happy to be at this school. (Q89c)	—	85.6	82.3	78.7	81.0	86.4	71.5	64.4	67.2
The teachers at this school treat students fairly. (Q89d)	—	79.2	80.3	78.0	73.9	79.2	67.6	73.4	69.0
I feel safe in my school. (Q89e)	—	94.8	94.7	90.9	88.4	92.5	79.7	83.1	81.0
SCHOOL CLIMATE (agree/strongly agree)									
People of different cultural backgrounds, races, or ethnicities get along well at this school. (Q91a)	—	—	—	—	—	—	—	82.4	85.8
At this school, students work on listening to others to understand what they are trying to say. (Q91b)	—	—	—	—	—	—	—	59.8	65.2
At this school, all students are treated equally. (Q91c)	—	—	—	—	—	—	—	65.1	67.1
At this school, teachers/school staff show respect for all students' cultural beliefs and practices. (Q91d)	—	—	—	—	—	—	—	81.7	84.6
At this school, students show respect for each other. (Q91e)	—	—	—	—	—	—	—	61.1	61.7
School rules are applied equally to all students. (Q91f)	—	—	—	—	—	—	—	76.3	75.4

Table 6-1C. School Connectedness and School Climate at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

	Medfield (%) (356)	MetroWest Region (%) (11,352)
SCHOOL CONNECTEDNESS (agree/strongly agree)		
I feel close to people at school. (Q89a)	75.4	64.5
I feel like I am part of this school. (Q89b)	75.1	64.1
I am happy to be at this school. (Q89c)	67.2	54.6
The teachers at this school treat students fairly. (Q89d)	69.0	56.3
I feel safe in my school. (Q89e)	81.0	69.5
SCHOOL CLIMATE (agree/strongly agree)		
People of different cultural backgrounds, races, or ethnicities get along well at this school. (Q91a)	85.8	77.3
At this school, students work on listening to others to understand what they are trying to say. (Q91b)	65.2	52.0
At this school, all students are treated equally. (Q91c)	67.1	53.1
At this school, teachers/school staff show respect for all students' cultural beliefs and practices. (Q91d)	84.6	76.6
At this school, students show respect for each other. (Q91e)	61.7	46.6
School rules are applied equally to all students. (Q91f)	75.4	64.6

Table 6-2A. Adult Support at School by Sex and Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
2023 MetroWest Adolescent Health Survey

	Total (%)	Sex (%)		Grade (%)		
		Female	Male	6th	7th	8th
	(515)	(249)	(266)	(159)	(175)	(181)
ADULT SUPPORT AT SCHOOL						
Have at least one teacher/adult at school to talk to if you have a problem (Q11)	72.9	76.1	69.9	73.4	77.0	68.5
Talked with a school counselor, school therapist, or school psychologist about emotional challenges or problems* (Q82a)	14.1	15.4	12.9	16.9	17.3	8.6
Talked with a school nurse about emotional challenges or problems* (Q82b)	6.5	5.9	7.1	10.2	5.8	4.0
Talked with a teacher or other school staff about emotional challenges or problems* (Q82c)	9.7	10.0	9.4	13.6	11.0	5.2
CARING RELATIONSHIPS BETWEEN STUDENTS AND SCHOOL ADULTS						
There is a teacher or some other adult who really cares about me.† (Q90a)	77.1	80.2	74.2	79.9	80.7	71.3
There is a teacher or some other adult who tells me when I do a good job.† (Q90b)	88.8	92.9	84.9	93.8	91.2	82.2
There is a teacher or some other adult who notices when I'm not there.† (Q90c)	79.1	82.4	76.1	88.4	79.4	71.1
There is a teacher or some other adult who always wants me to do my best.†	92.7	95.4	90.1	100.0	93.6	85.6
There is a teacher or some other adult who listens to me when I have something to say.† (Q90e)	85.4	88.7	82.2	90.4	87.7	78.9
There is a teacher or some other adult who believes that I will be a success.† (Q90f)	86.6	89.1	84.2	92.5	87.7	80.6
TRAUMA-INFORMED SCHOOL ENVIRONMENT‡						
Teachers/adults at school notice when students are in distress.§ (Q86a)	59.0	60.2	57.9	62.6	60.8	54.2
Teachers/adults at school understand how being in distress can affect a student's behavior in class.§ (Q86b)	64.9	68.5	61.5	69.4	65.9	60.2
Teachers/adults at school help students in distress get help and support at school.§ (Q86c)	68.6	72.7	64.7	75.7	68.8	62.5

** During the past 12 months*

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

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

§ Students responded "likely" or "very likely"

Table 6-2B. Adult Support at School, 2006-2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

	Year of survey (%)								
	2006	2008	2010	2012	2014	2016	2018	2021	2023
	—	*(482)*	*(437)*	*(435)*	*(404)*	*(394)*	*(388)*	*(326)*	*(356)*
ADULT SUPPORT AT SCHOOL									
Have at least one teacher/adult at school to talk to if you have a problem (Q11)	—	62.2	71.7	68.8	68.5	83.2	79.0	67.7	72.7
Talked with a school counselor, school therapist, or school psychologist about emotional challenges or problems* (Q82a)	—	—	—	—	—	—	13.1	16.3	12.9
Talked with a school nurse about emotional challenges or problems* (Q82b)	—	—	—	—	—	—	6.1	5.0	4.9
Talked with a teacher or other school staff about emotional challenges or problems* (Q82c)	—	—	—	—	—	—	11.3	7.8	8.1
CARING RELATIONSHIPS BETWEEN STUDENTS AND SCHOOL ADULTS									
There is a teacher or some other adult who really cares about me.† (Q90a)	—	—	—	—	—	—	—	63.0	75.9
There is a teacher or some other adult who tells me when I do a good job.† (Q90b)	—	—	—	—	—	—	—	78.9	86.6
There is a teacher or some other adult who notices when I'm not there.† (Q90c)	—	—	—	—	—	—	—	66.1	75.2
There is a teacher or some other adult who always wants me to do my best.†	—	—	—	—	—	—	—	86.4	89.6
There is a teacher or some other adult who listens to me when I have something to say.† (Q90e)	—	—	—	—	—	—	—	77.1	83.2
There is a teacher or some other adult who believes that I will be a success.† (Q90f)	—	—	—	—	—	—	—	79.0	84.1
TRAUMA-INFORMED SCHOOL ENVIRONMENT‡									
Teachers/adults at school notice when students are in distress.§ (Q86a)	—	—	—	—	—	—	—	50.2	57.5
Teachers/adults at school understand how being in distress can affect a student's behavior in class.§ (Q86b)	—	—	—	—	—	—	—	60.8	63.0
Teachers/adults at school help students in distress get help and support at school.§ (Q86c)	—	—	—	—	—	—	—	61.6	65.6

** During the past 12 months*

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

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

§ Students responded "likely" or "very likely"

Table 6-2C. Adult Support at School at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

	Medfield (%) (356)	MetroWest Region (%) (11,352)
ADULT SUPPORT AT SCHOOL		
Have at least one teacher/adult at school to talk to if you have a problem (Q11)	72.7	69.4
Talked with a school counselor, school therapist, or school psychologist about emotional challenges or problems* (Q82a)	12.9	20.6
Talked with a school nurse about emotional challenges or problems* (Q82b)	4.9	6.2
Talked with a teacher or other school staff about emotional challenges or problems* (Q82c)	8.1	11.0
CARING RELATIONSHIPS BETWEEN STUDENTS AND SCHOOL ADULTS		
There is a teacher or some other adult who really cares about me.† (Q90a)	75.9	58.0
There is a teacher or some other adult who tells me when I do a good job.† (Q90b)	86.6	73.9
There is a teacher or some other adult who notices when I'm not there.† (Q90c)	75.2	62.9
There is a teacher or some other adult who always wants me to do my best.†	89.6	81.2
There is a teacher or some other adult who listens to me when I have something to say.† (Q90e)	83.2	71.4
There is a teacher or some other adult who believes that I will be a success.† (Q90f)	84.1	72.3
TRAUMA-INFORMED SCHOOL ENVIRONMENT‡		
Teachers/adults at school notice when students are in distress.§ (Q86a)	57.5	47.4
Teachers/adults at school understand how being in distress can affect a student's behavior in class.§ (Q86b)	63.0	50.9
Teachers/adults at school help students in distress get help and support at school.§ (Q86c)	65.6	55.2

** During the past 12 months*

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

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

§ Students responded "likely" or "very likely"

Table 6-3A. Adult Support Outside of School, Adverse Childhood Experiences, and Peer Support by Sex and Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
2023 MetroWest Adolescent Health Survey

	Total (%)	Sex (%)		Grade (%)		
		Female	Male	6th	7th	8th
	(515)	*(249)*	*(266)*	*(159)*	*(175)*	*(181)*
ADULT SUPPORT OUTSIDE OF SCHOOL						
Have at least one parent/adult outside of school to talk to about things that are important to you (Q12)	95.5	94.8	96.2	97.5	95.4	93.9
Talked with a parent, relative, or other adult outside of school about emotional challenges or problems* (Q82e)	42.6	50.4	35.3	45.3	46.8	36.2
ADVERSE CHILDHOOD EXPERIENCES						
Ever lived with someone who was having a problem with alcohol or drug use (Q66)	6.9	5.3	8.3	4.5	6.3	9.5
Ever lived with someone who was depressed, mentally ill, or suicidal (Q81)	8.7	11.4	6.1	5.2	5.7	14.5
Ever been hit, beat, kicked, or physically hurt by an adult in your home (Q25)	15.4	13.8	17.0	17.2	14.9	14.4
Adults in your home have ever slapped, hit, kicked, punched, or beat each other up (Q26)	5.5	6.9	4.2	8.3	4.0	4.4
PEER SUPPORT (often/very often)						
Feel you have a friend you can talk to about a personal problem (Q87a)	66.9	74.1	59.8	66.4	64.9	69.1
Feel you are part of a group of friends (Q87b)	80.7	81.0	80.4	83.0	81.4	78.0
Feel lonely (Q87c)	12.8	15.4	10.2	13.2	11.6	13.6
Feel you have a lot in common with the people around you (Q87d)	72.5	73.7	71.3	75.8	69.4	72.6
Feel there are people who really know you and understand you (Q87e)	72.6	76.5	68.8	74.5	70.5	73.0
Feel left out and excluded by others (Q87f)	13.8	15.9	11.8	13.1	14.5	13.7

** During the past 12 months*

Table 6-3B. Adult Support Outside of School, Adverse Childhood Experiences, and Peer Support, 2006-2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

	Year of survey (%)								
	2006	**2008**	**2010**	**2012**	**2014**	**2016**	**2018**	**2021**	**2023**
	—	*(482)*	*(437)*	*(435)*	*(404)*	*(394)*	*(388)*	*(326)*	*(356)*
ADULT SUPPORT OUTSIDE OF SCHOOL									
Have at least one parent/adult outside of school to talk to about things that are important to you (Q12)	—	93.3	93.3	93.0	93.7	96.4	91.7	91.1	94.7
Talked with a parent, relative, or other adult outside of school about emotional challenges or problems* (Q82e)	—	—	—	—	—	—	43.7	47.2	41.5
ADVERSE CHILDHOOD EXPERIENCES									
Ever lived with someone who was having a problem with alcohol or drug use (Q66)	—	—	—	—	—	—	—	5.6	7.9
Ever lived with someone who was depressed, mentally ill, or suicidal (Q81)	—	—	—	—	—	—	—	12.1	10.2
Ever been hit, beat, kicked, or physically hurt by an adult in your home (Q25)	—	—	—	—	—	—	—	15.4	14.6
Adults in your home have ever slapped, hit, kicked, punched, or beat each other up (Q26)	—	—	—	—	—	—	—	4.3	4.2
PEER SUPPORT (often/very often)									
Feel you have a friend you can talk to about a personal problem (Q87a)	—	—	—	67.6	67.5	75.3	73.9	60.6	67.0
Feel you are part of a group of friends (Q87b)	—	—	—	86.1	83.9	84.9	81.8	73.3	79.7
Feel lonely (Q87c)	—	—	—	3.7	7.2	4.5	12.6	18.7	12.6
Feel you have a lot in common with the people around you (Q87d)	—	—	—	—	—	—	67.3	62.4	71.0
Feel there are people who really know you and understand you (Q87e)	—	—	—	—	—	—	68.7	64.6	71.8
Feel left out and excluded by others (Q87f)	—	—	—	—	—	—	13.3	14.6	14.1

** During the past 12 months*

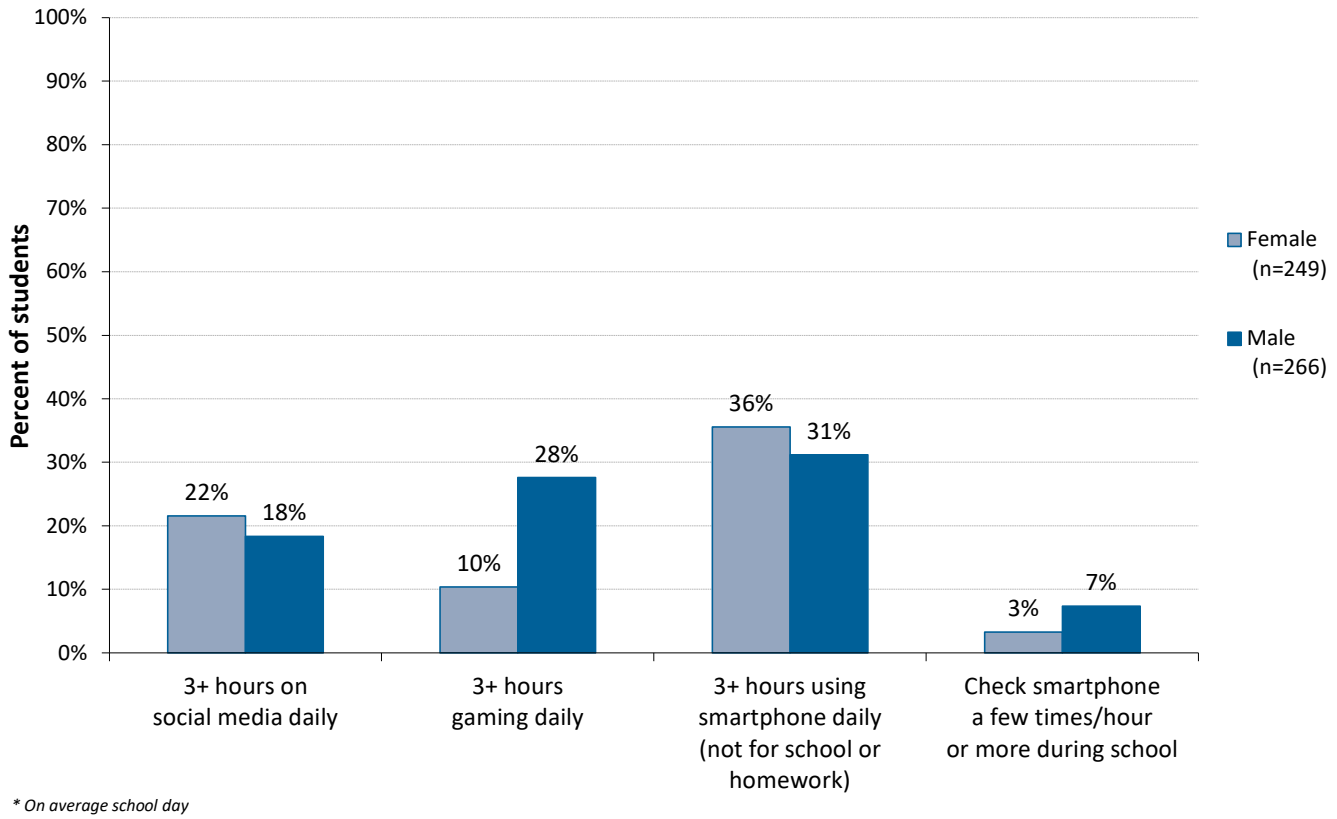
Table 6-3C. Adult Support Outside of School, Adverse Childhood Experiences, and Peer Support at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

	Medfield (%) (356)	MetroWest Region (%) (11,352)
ADULT SUPPORT OUTSIDE OF SCHOOL		
Have at least one parent/adult outside of school to talk to about things that are important to you (Q12)	94.7	91.4
Talked with a parent, relative, or other adult outside of school about emotional challenges or problems* (Q82e)	41.5	41.9
ADVERSE CHILDHOOD EXPERIENCES		
Ever lived with someone who was having a problem with alcohol or drug use (Q66)	7.9	11.5
Ever lived with someone who was depressed, mentally ill, or suicidal (Q81)	10.2	14.2
Ever been hit, beat, kicked, or physically hurt by an adult in your home (Q25)	14.6	20.0
Adults in your home have ever slapped, hit, kicked, punched, or beat each other up (Q26)	4.2	8.2
PEER SUPPORT (often/very often)		
Feel you have a friend you can talk to about a personal problem (Q87a)	67.0	61.1
Feel you are part of a group of friends (Q87b)	79.7	74.6
Feel lonely (Q87c)	12.6	17.3
Feel you have a lot in common with the people around you (Q87d)	71.0	58.4
Feel there are people who really know you and understand you (Q87e)	71.8	60.4
Feel left out and excluded by others (Q87f)	14.1	15.9

** During the past 12 months*

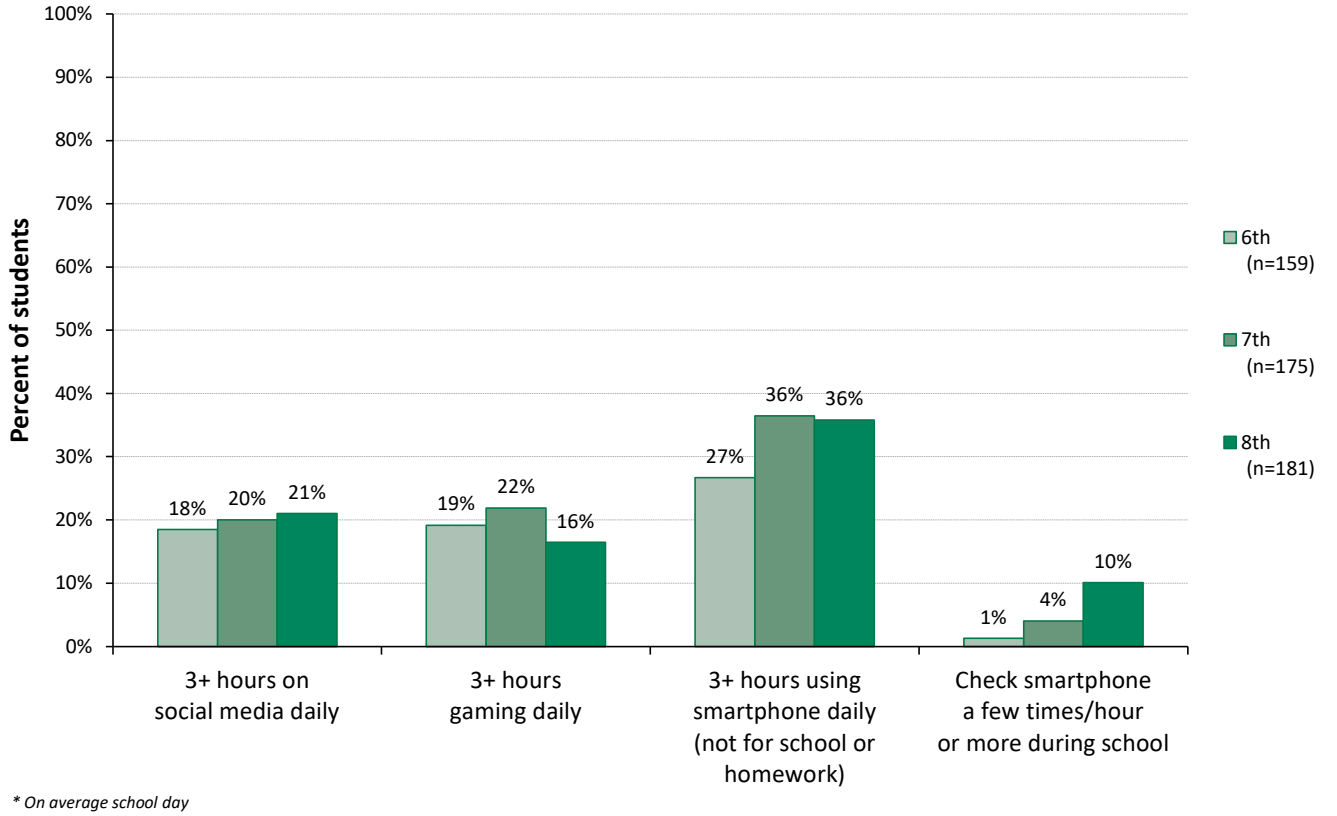
Section 7
Online Behaviors

Figure 7-1A. Time Spent Online*by Sex, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



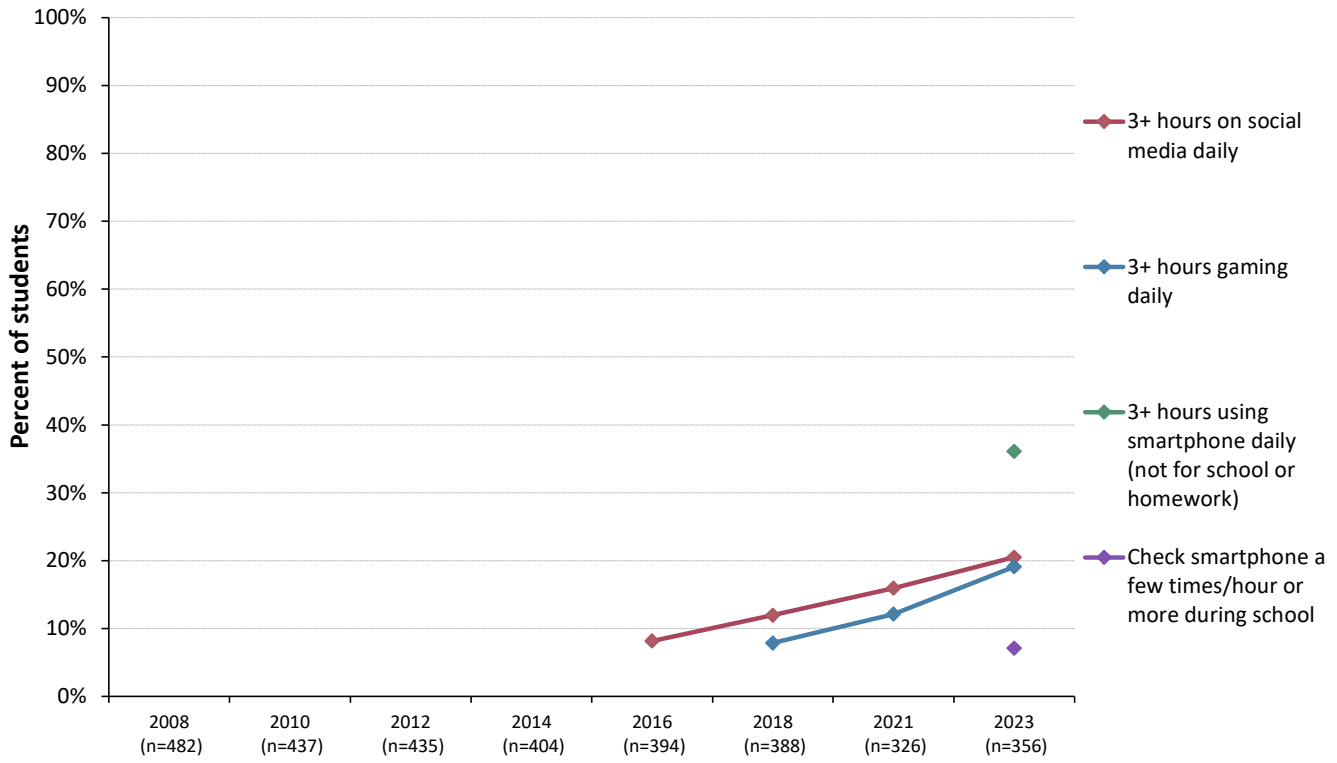
* On average school day

Figure 7-1B. Time Spent Online*by Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



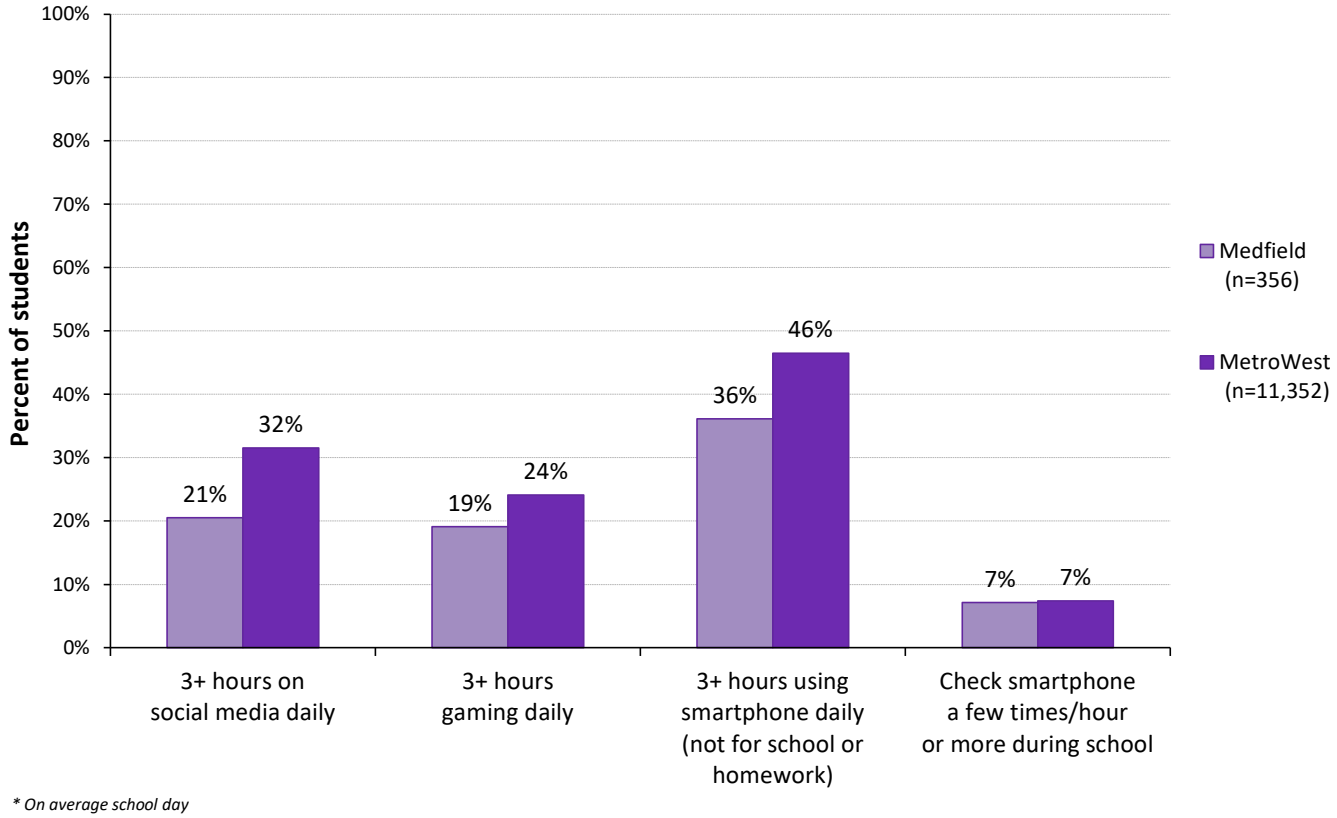
* On average school day

Figure 7-1C. Time Spent Online*, 2008-2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



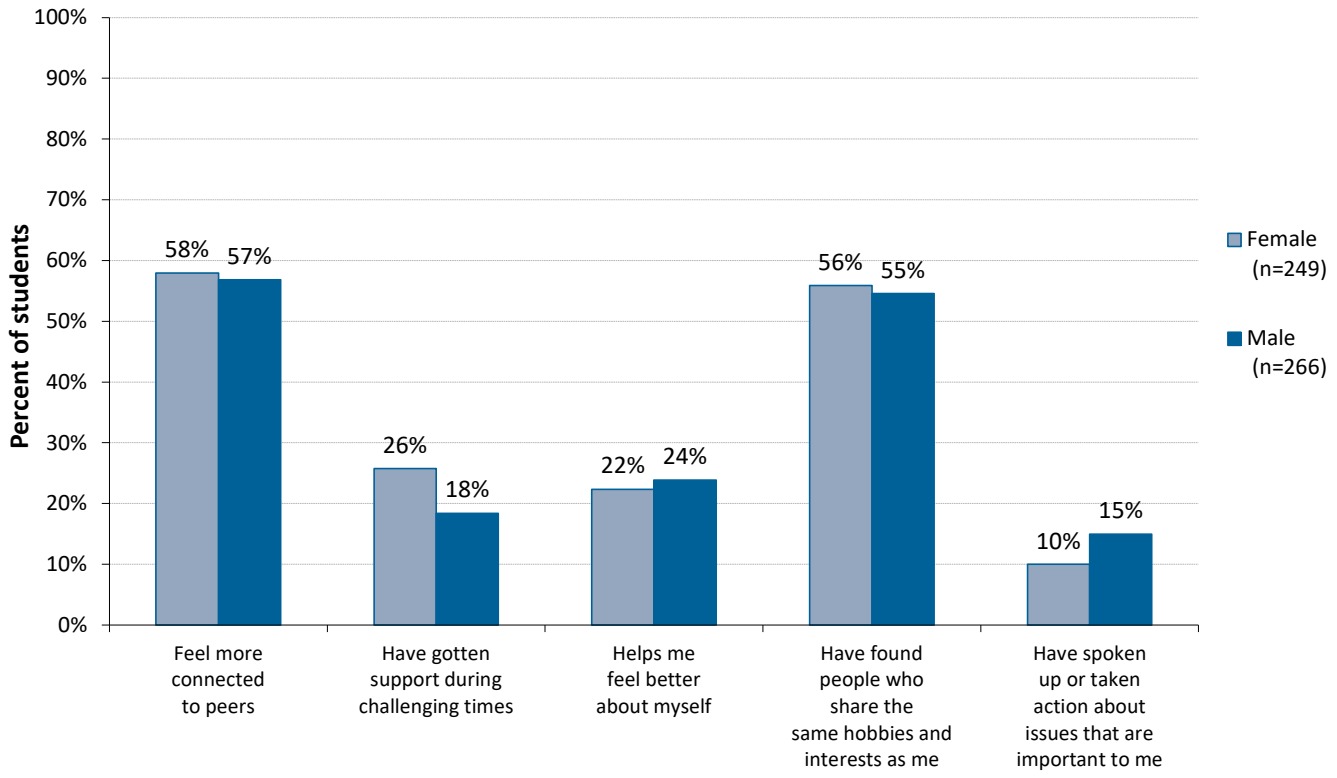
** On average school day*

Figure 7-1D. Time Spent Online*at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



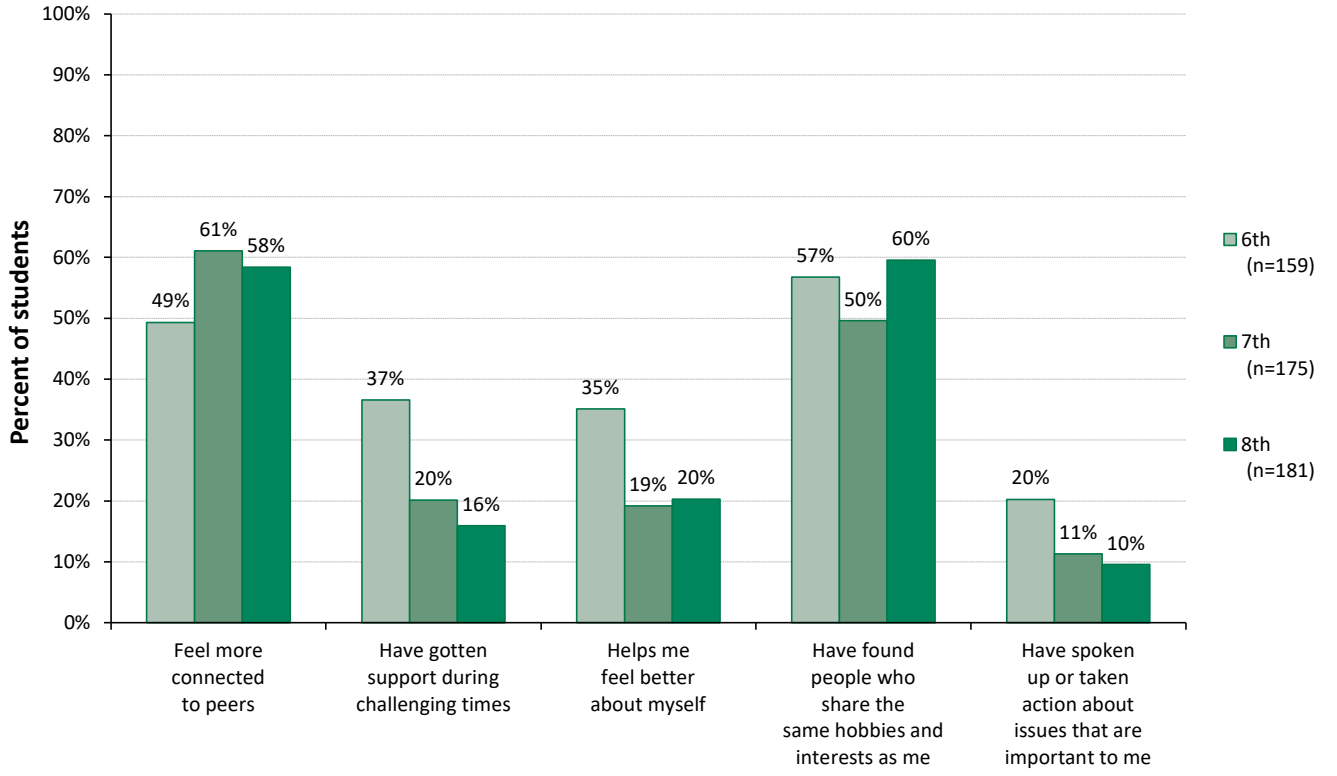
** On average school day*

Figure 7-2A. Positive Attitudes and Experiences Related to Social Media Use* by Sex, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



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

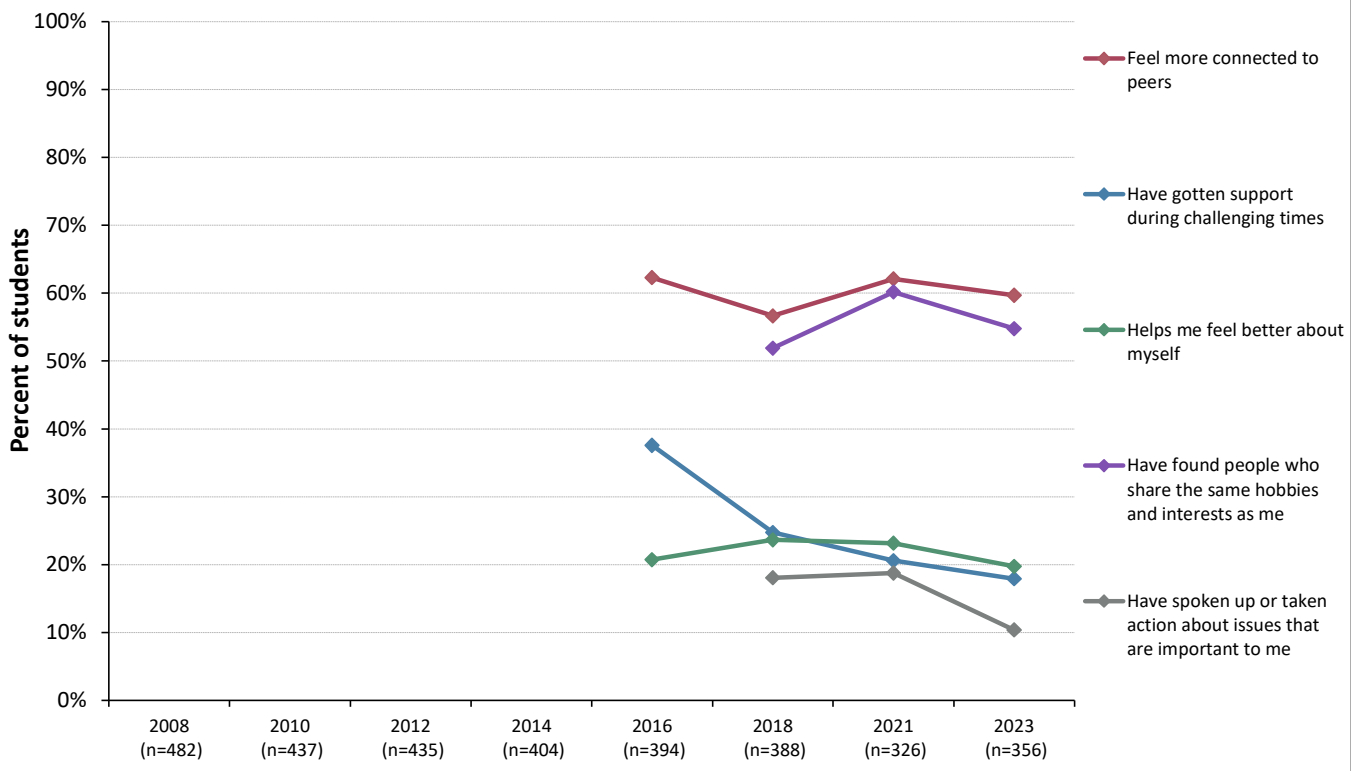
Figure 7-2B. Positive Attitudes and Experiences Related to Social Media Use* by Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



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

Figure 7-2C. Positive Attitudes and Experiences Related to Social Media Use*, 2008-2023
Blake Middle School, Medfield (Grades 7-8)

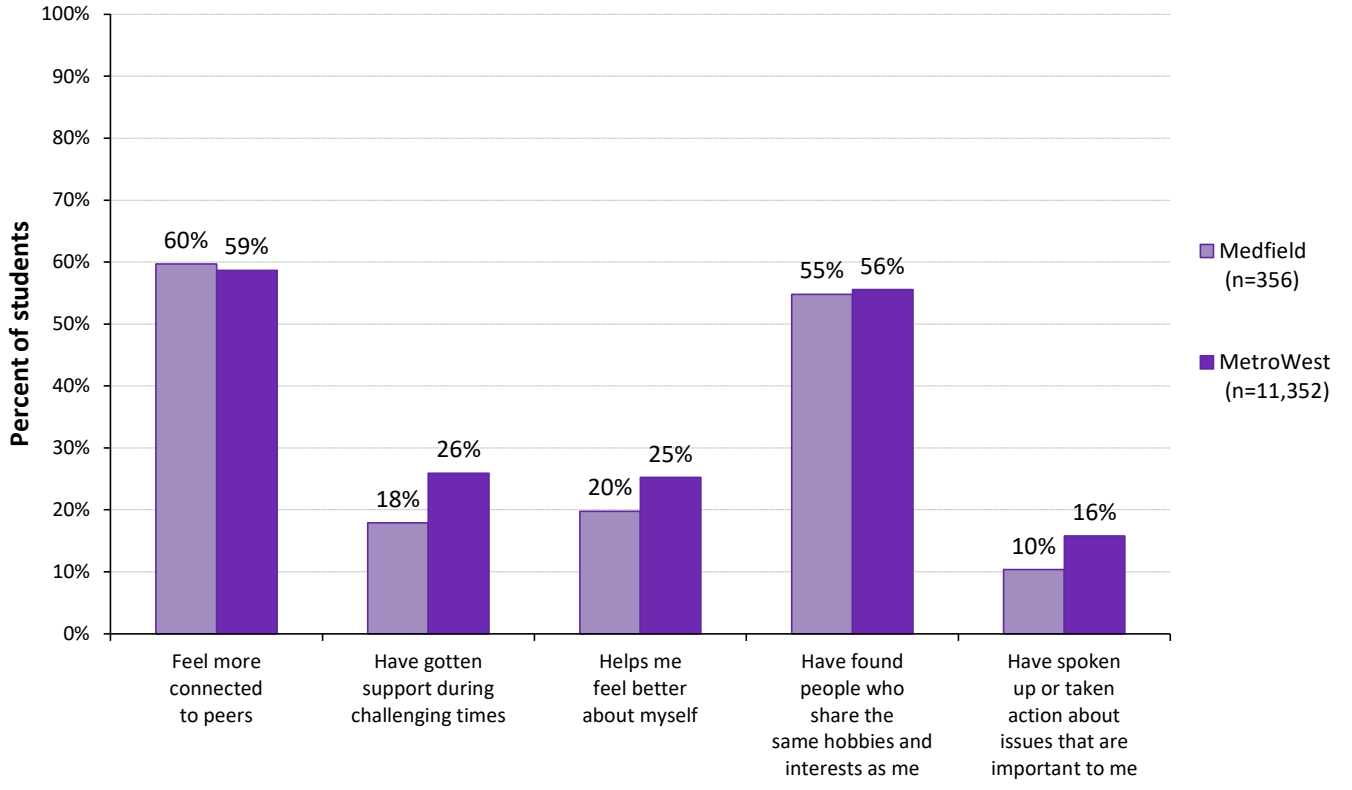
MetroWest Adolescent Health Survey



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

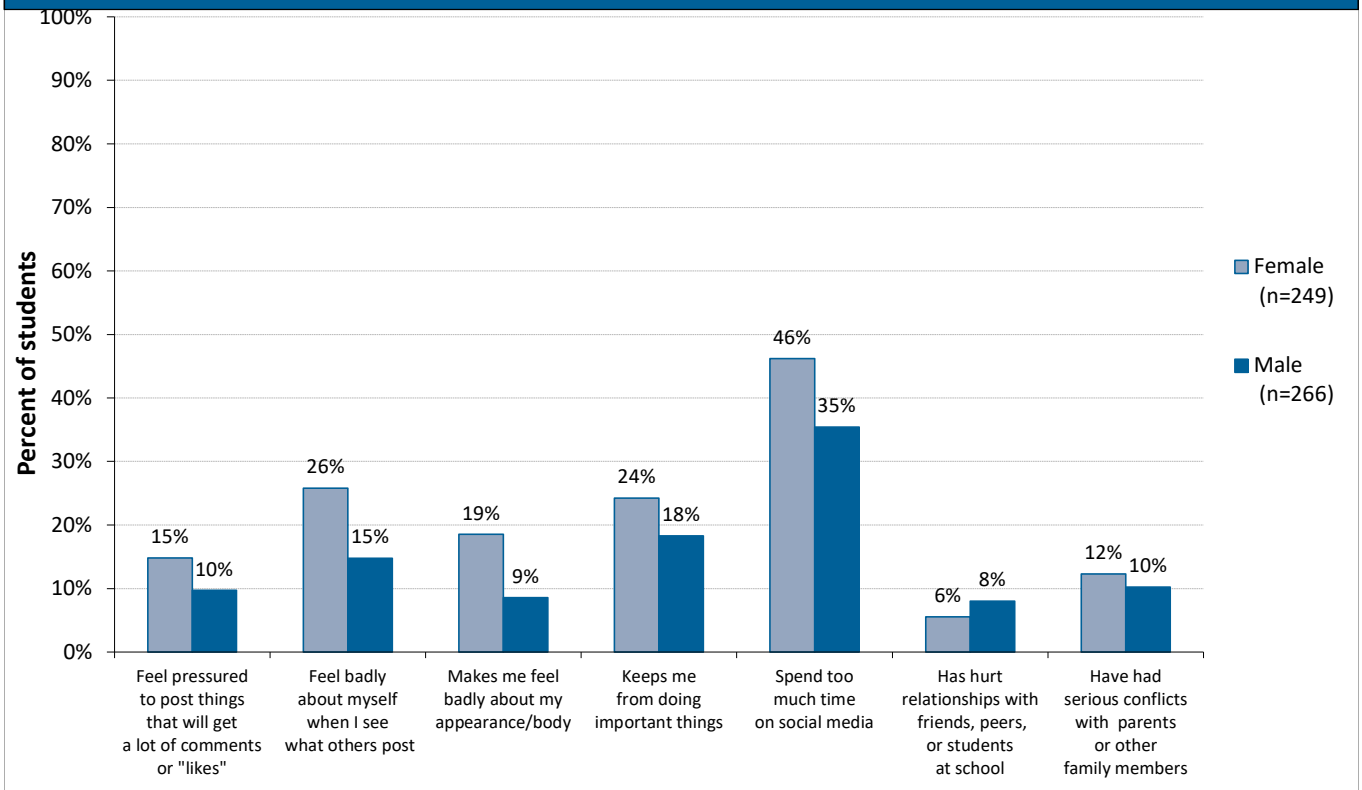
Figure 7-2D. Positive Attitudes and Experiences Related to Social Media Use* at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)

MetroWest Adolescent Health Survey



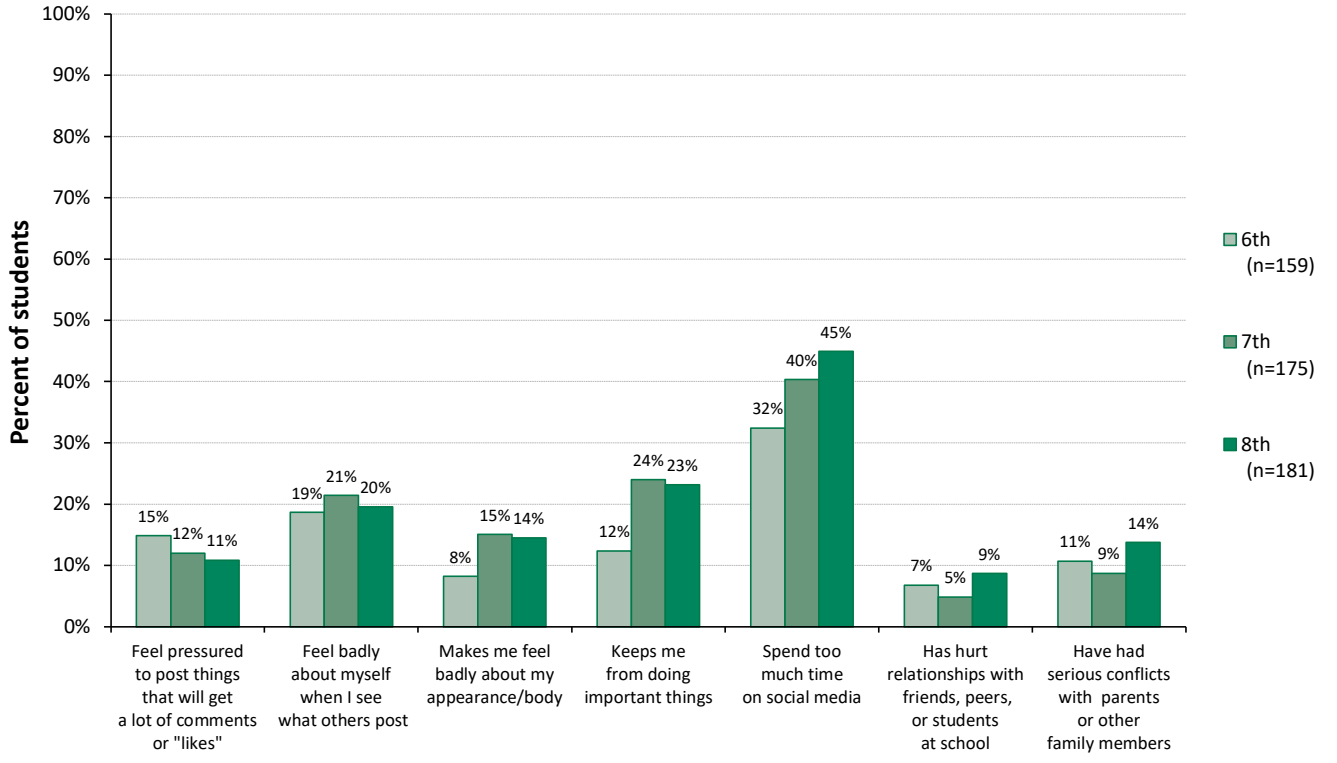
** Among students who use social media; students responded "agree" or "strongly agree"*

Figure 7-3A. Negative Attitudes and Experiences Related to Social Media Use* by Sex, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



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

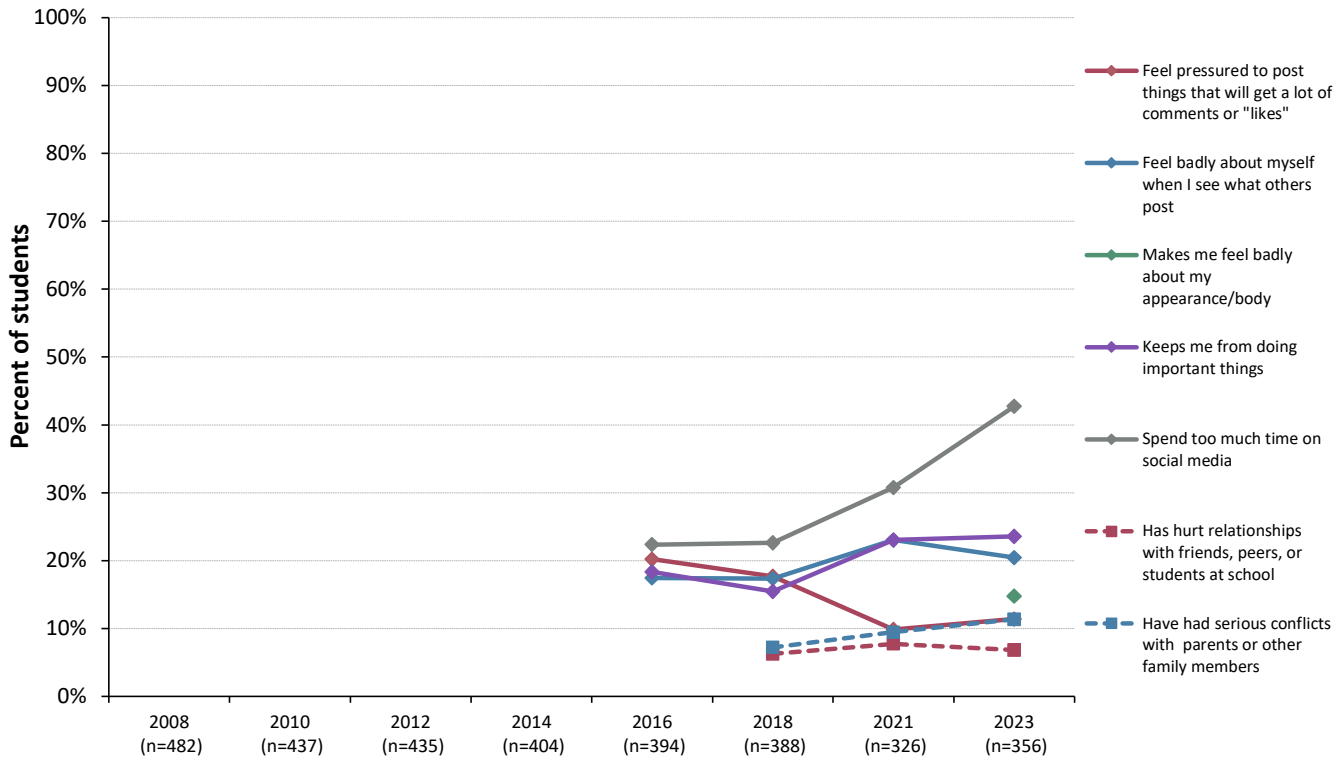
Figure 7-3B. Negative Attitudes and Experiences Related to Social Media Use* by Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



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

Figure 7-3C. Negative Attitudes and Experiences Related to Social Media Use*, 2008-2023
Blake Middle School, Medfield (Grades 7-8)

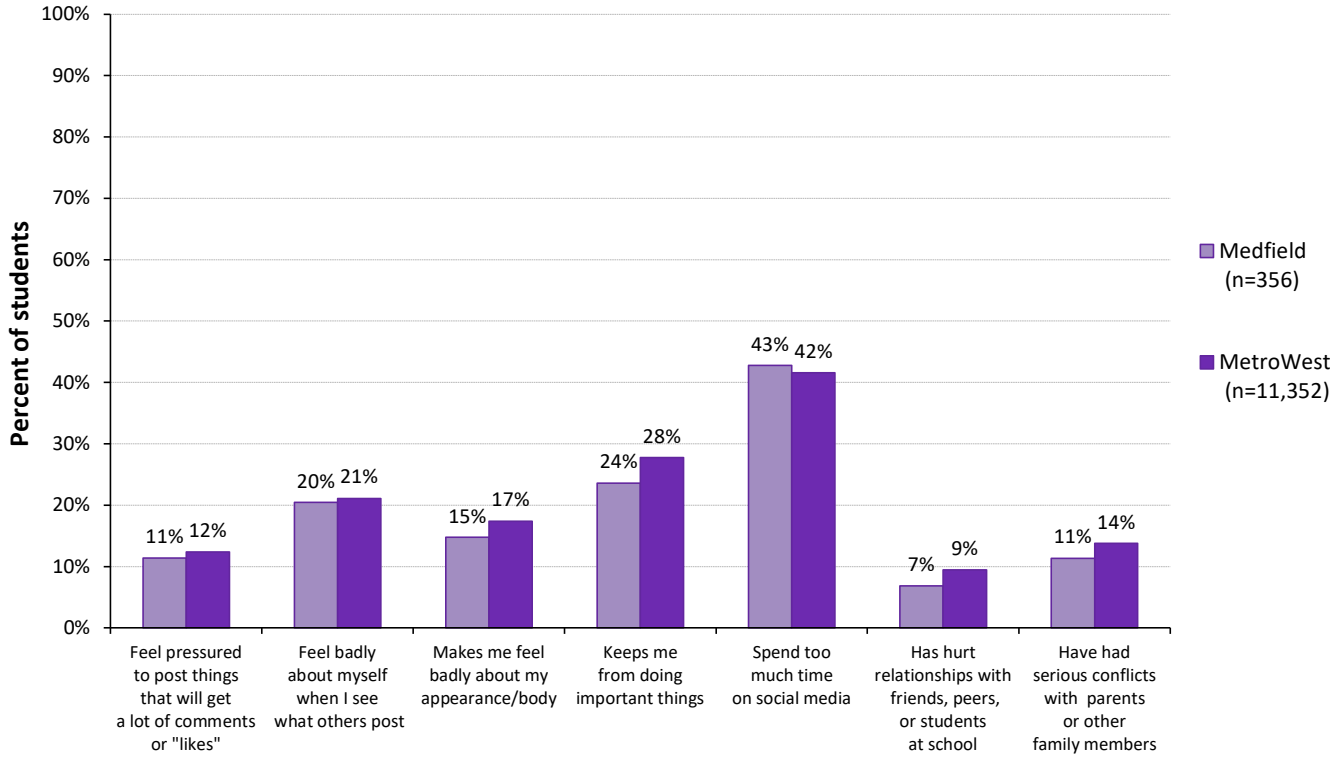
MetroWest Adolescent Health Survey



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

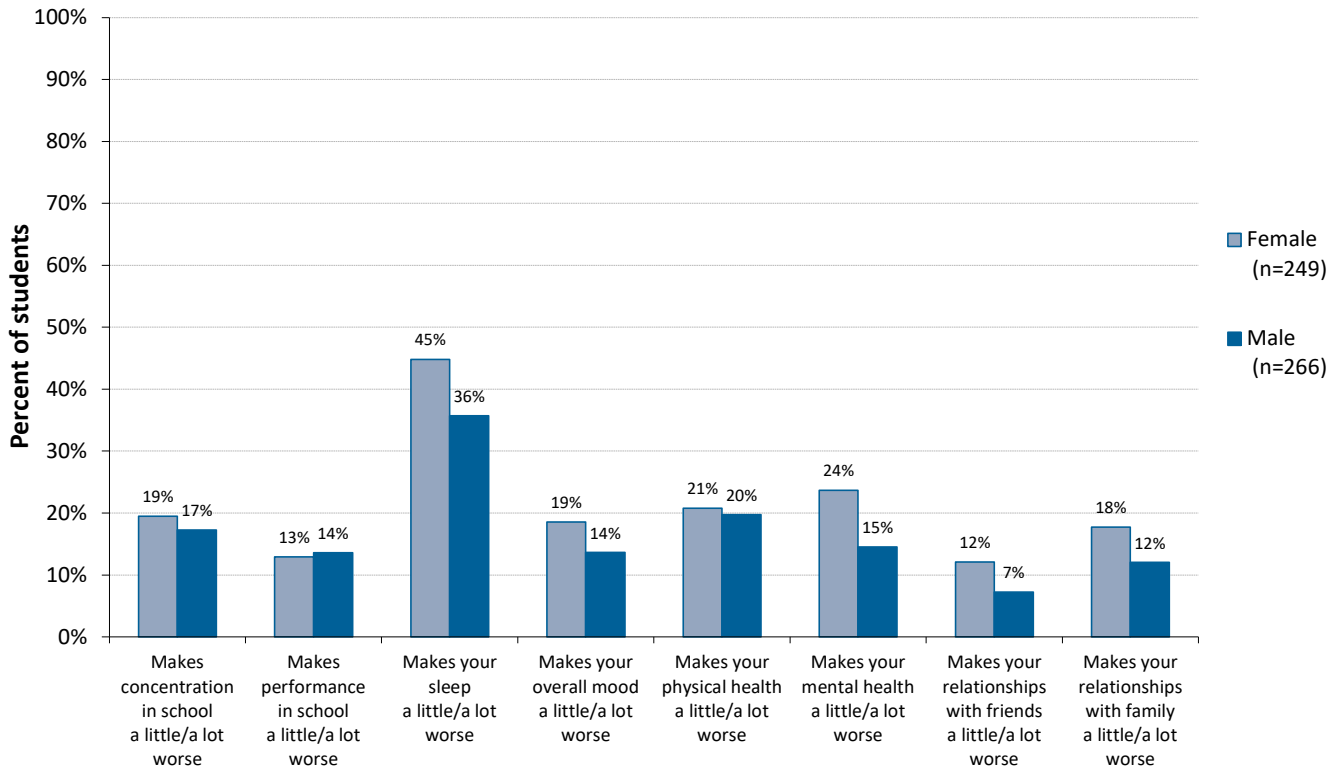
Figure 7-3D. Negative Attitudes and Experiences Related to Social Media Use* at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)

MetroWest Adolescent Health Survey



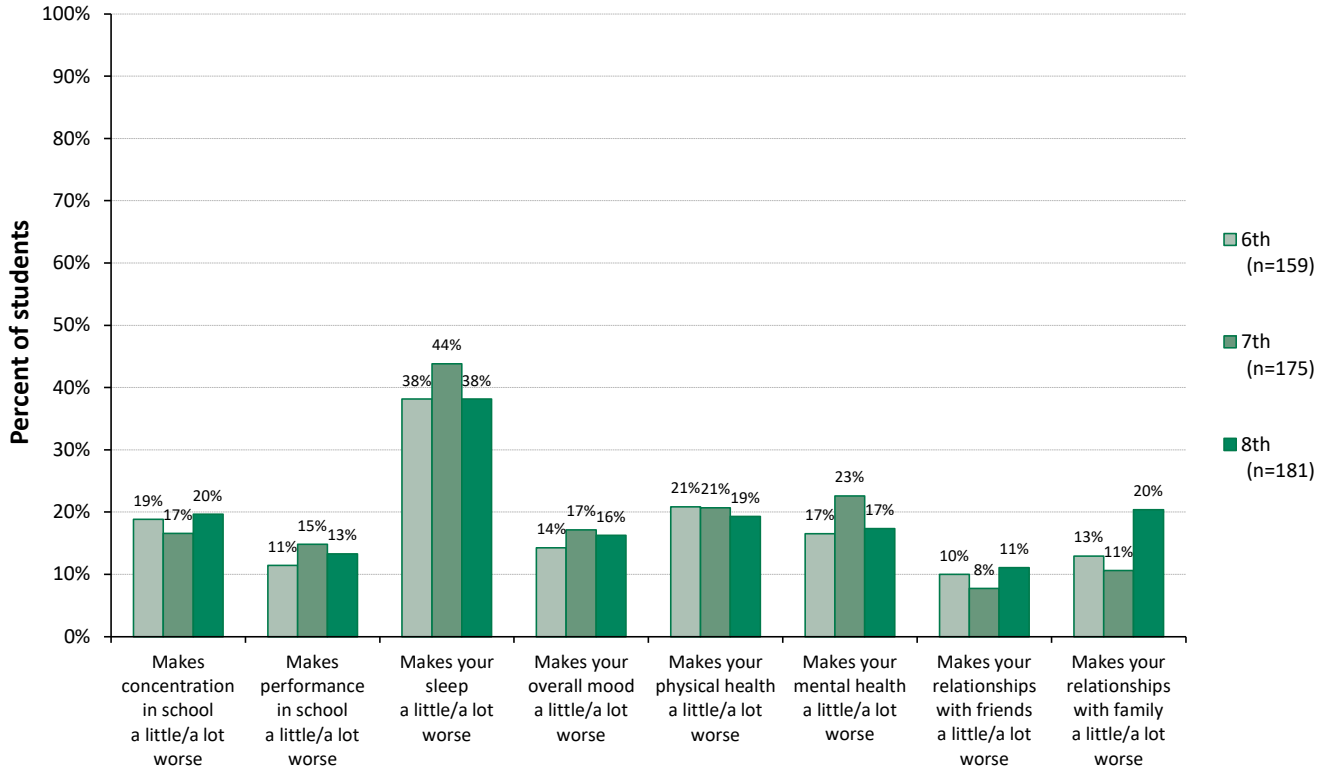
** Among students who use social media; students responded "agree" or "strongly agree"*

Figure 7-4A. Effects of Digital Media Use* by Sex, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



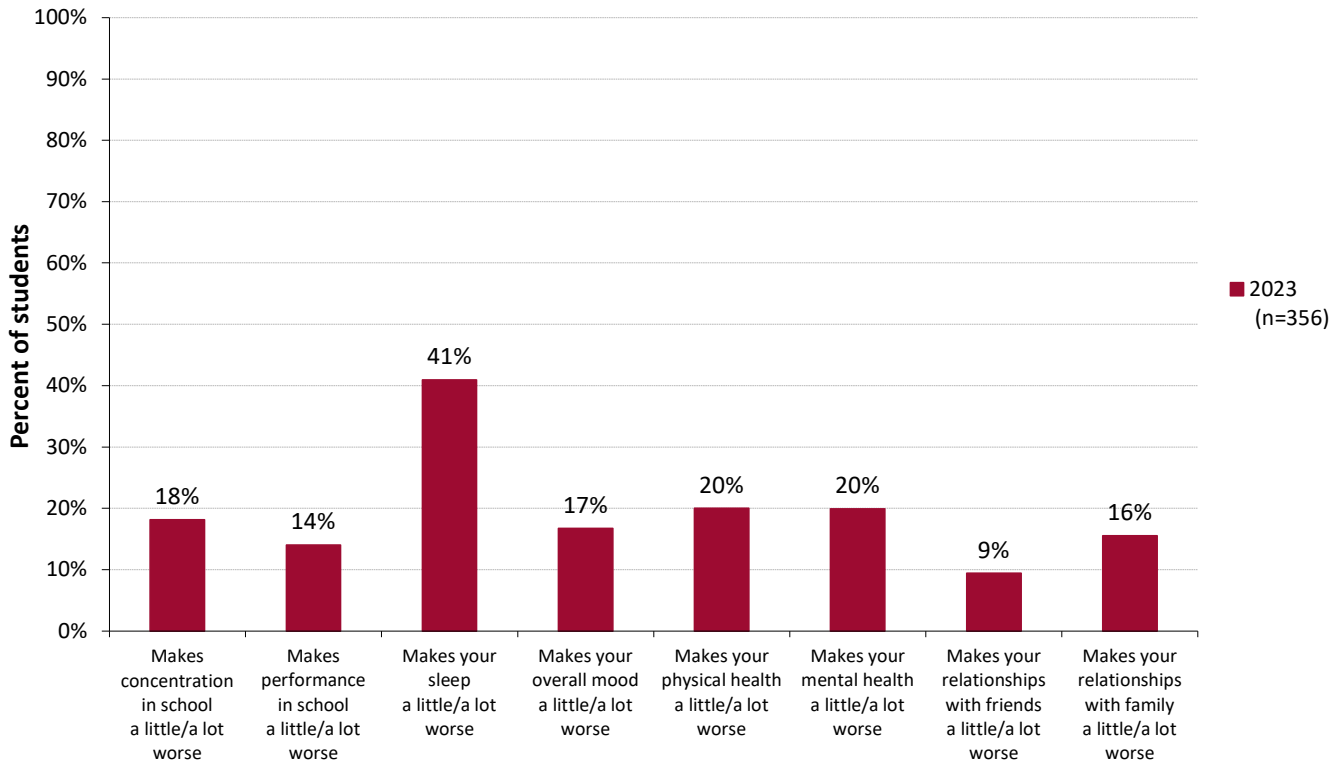
** Includes use of any electronic device (smartphone, tablet, laptop, or television) for social media, gaming, watching TV/videos, sending messages, or browsing the Internet*

Figure 7-4B. Effects of Digital Media Use* by Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



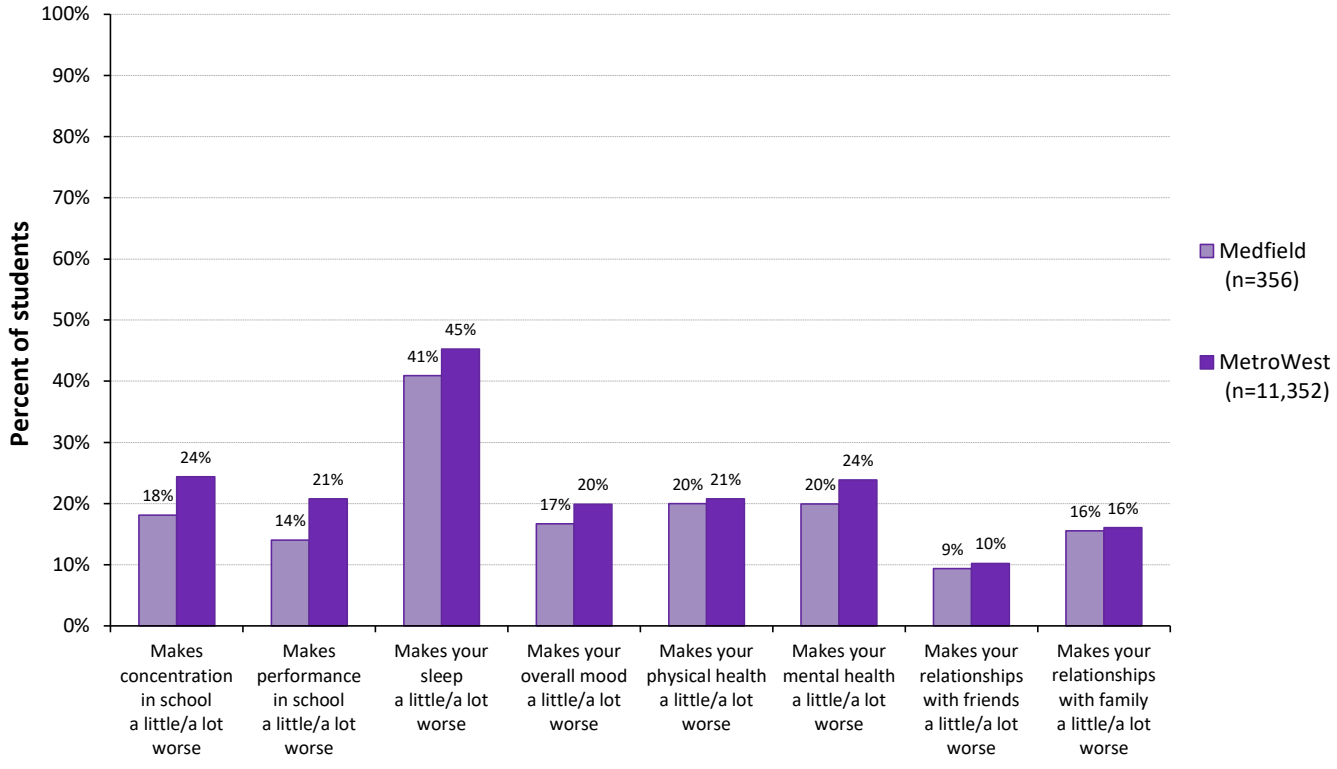
** Includes use of any electronic device (smartphone, tablet, laptop, or television) for social media, gaming, watching TV/videos, sending messages, or browsing the Internet*

Figure 7-4C. Effects of Digital Media Use*, 2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



** Includes use of any electronic device (smartphone, tablet, laptop, or television) for social media, gaming, watching TV/videos, sending messages, or browsing the Internet*

Figure 7-4D. Effects of Digital Media Use* at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



** Includes use of any electronic device (smartphone, tablet, laptop, or television) for social media, gaming, watching TV/videos, sending messages, or browsing the Internet*

Table 7-1A. Online Behaviors by Sex and Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
2023 MetroWest Adolescent Health Survey

	Total (%)	Sex (%)		Grade (%)		
		Female	Male	6th	7th	8th
	(515)	(249)	(266)	(159)	(175)	(181)
ONLINE BEHAVIORS (on an average school day)						
Spend 3 or more hours on social media (Q99d)	19.9	21.6	18.3	18.5	20.0	21.0
Spend 3 or more hours gaming (Q99e)	19.1	10.4	27.6	19.2	21.9	16.5
Spend 3 or more hours using your smartphone, not for school or homework (Q99c)	33.3	35.5	31.2	26.7	36.5	35.8
Check smartphone a few times an hour or more often during school (Q95)	5.4	3.3	7.4	1.3	4.0	10.1
ATTITUDES AND EXPERIENCES RELATED TO SOCIAL MEDIA USE (agree/strongly agree)*						
I feel more connected to peers because of social media. (Q98a)	57.4	57.9	56.8	49.4	61.1	58.4
I feel pressure to post things that will be popular and get a lot of comments or "likes." (Q98b)	12.2	14.8	9.7	14.9	12.0	10.9
I feel badly about myself, excluded, or left out when I see what others post on social media. (Q98c)	20.1	25.8	14.8	18.7	21.4	19.6
I have gotten support on social media when I've been going through a tough or challenging time. (Q98d)	21.9	25.8	18.4	36.6	20.2	15.9
Being on social media makes me feel badly about my appearance or my body. (Q98e)	13.4	18.5	8.6	8.2	15.1	14.5
Social media keeps me from doing other things that are important, like homework or family responsibilities. (Q98f)	21.1	24.2	18.3	12.3	24.0	23.2
Being on social media helps me feel better about myself. (Q98g)	23.1	22.4	23.9	35.1	19.2	20.3
I spend too much time on social media. (Q98h)	40.5	46.2	35.4	32.4	40.3	44.9
I have found people who share the same hobbies and interests as me on social media. (Q98i)	55.2	55.9	54.6	56.8	49.6	59.6
Social media has hurt my relationships with friends, peers, or students at my school. (Q98j)	6.8	5.6	8.0	6.8	4.8	8.7
I have spoken up or taken action on social media about issues that are important to me. (Q98k)	12.6	10.0	14.9	20.3	11.3	9.6
I have had serious conflicts with my parents or other members of my family because of my social media use. (Q98l)	11.2	12.3	10.2	10.7	8.7	13.8

**Among students who use social media*

Table 7-1B. Online Behaviors, 2006-2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

	Year of survey (%)								
	2006	**2008**	**2010**	**2012**	**2014**	**2016**	**2018**	**2021**	**2023**
	—	*(482)*	*(437)*	*(435)*	*(404)*	*(394)*	*(388)*	*(326)*	*(356)*
ONLINE BEHAVIORS (on an average school day)									
Spend 3 or more hours on social media (Q99d)	—	—	—	—	—	8.2	12.0	16.0	20.5
Spend 3 or more hours gaming (Q99e)	—	—	—	—	—	—	7.9	12.1	19.1
Spend 3 or more hours using your smartphone, not for school or homework (Q99c)	—	—	—	—	—	—	—	—	36.1
Check smartphone a few times an hour or more often during school (Q95)	—	—	—	—	—	—	—	—	7.1
ATTITUDES AND EXPERIENCES RELATED TO SOCIAL MEDIA USE (agree/strongly agree)*									
I feel more connected to peers because of social media. (Q98a)	—	—	—	—	—	62.3	56.7	62.1	59.7
I feel pressure to post things that will be popular and get a lot of comments or "likes." (Q98b)	—	—	—	—	—	20.2	17.7	9.9	11.4
I feel badly about myself, excluded, or left out when I see what others post on social media. (Q98c)	—	—	—	—	—	17.5	17.4	23.1	20.5
I have gotten support on social media when I've been going through a tough or challenging time. (Q98d)	—	—	—	—	—	37.6	24.8	20.6	17.9
Being on social media makes me feel badly about my appearance or my body. (Q98e)	—	—	—	—	—	—	—	—	14.8
Social media keeps me from doing other things that are important, like homework or family responsibilities. (Q98f)	—	—	—	—	—	18.4	15.5	23.1	23.6
Being on social media helps me feel better about myself. (Q98g)	—	—	—	—	—	20.7	23.7	23.2	19.8
I spend too much time on social media. (Q98h)	—	—	—	—	—	22.4	22.6	30.8	42.7
I have found people who share the same hobbies and interests as me on social media. (Q98i)	—	—	—	—	—	—	51.9	60.2	54.8
Social media has hurt my relationships with friends, peers, or students at my school. (Q98j)	—	—	—	—	—	—	6.3	7.8	6.9
I have spoken up or taken action on social media about issues that are important to me. (Q98k)	—	—	—	—	—	—	18.1	18.8	10.4
I have had serious conflicts with my parents or other members of my family because of my social media use. (Q98l)	—	—	—	—	—	—	7.3	9.5	11.4

**Among students who use social media*

Table 7-1C. Online Behaviors at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

	Medfield (%) (356)	MetroWest Region (%) (11,352)
ONLINE BEHAVIORS (on an average school day)		
Spend 3 or more hours on social media (Q99d)	20.5	31.5
Spend 3 or more hours gaming (Q99e)	19.1	24.1
Spend 3 or more hours using your smartphone, not for school or homework (Q99c)	36.1	46.5
Check smartphone a few times an hour or more often during school (Q95)	7.1	7.4
ATTITUDES AND EXPERIENCES RELATED TO SOCIAL MEDIA USE (agree/strongly agree)*		
I feel more connected to peers because of social media. (Q98a)	59.7	58.7
I feel pressure to post things that will be popular and get a lot of comments or "likes." (Q98b)	11.4	12.4
I feel badly about myself, excluded, or left out when I see what others post on social media. (Q98c)	20.5	21.1
I have gotten support on social media when I've been going through a tough or challenging time. (Q98d)	17.9	25.9
Being on social media makes me feel badly about my appearance or my body. (Q98e)	14.8	17.4
Social media keeps me from doing other things that are important, like homework or family responsibilities. (Q98f)	23.6	27.7
Being on social media helps me feel better about myself. (Q98g)	19.8	25.2
I spend too much time on social media. (Q98h)	42.7	41.5
I have found people who share the same hobbies and interests as me on social media. (Q98i)	54.8	55.6
Social media has hurt my relationships with friends, peers, or students at my school. (Q98j)	6.9	9.4
I have spoken up or taken action on social media about issues that are important to me. (Q98k)	10.4	15.8
I have had serious conflicts with my parents or other members of my family because of my social media use. (Q98l)	11.4	13.8

**Among students who use social media*

Table 7-2A. Problematic Digital Media Use Behaviors by Sex and Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
2023 MetroWest Adolescent Health Survey

	Total (%)	Sex (%)		Grade (%)		
		Female	Male	6th	7th	8th
	(515)	*(249)*	*(266)*	*(159)*	*(175)*	*(181)*
EFFECTS OF DIGITAL MEDIA USE*						
Makes concentration or attention when you are in school a little/a lot worse (Q96a)	18.3	19.5	17.3	18.8	16.6	19.7
Makes your performance in school (tests, schoolwork, grades) a little/a lot worse (Q96b)	13.3	12.9	13.6	11.4	14.8	13.3
Makes your sleep a little/a lot worse (Q96c)	40.1	44.8	35.7	38.1	43.8	38.2
Makes your overall mood a little/a lot worse (Q96d)	16.0	18.5	13.7	14.3	17.2	16.3
Makes your physical health a little/a lot worse (Q96e)	20.3	20.8	19.8	20.9	20.7	19.3
Makes your mental health a little/a lot worse (Q96f)	19.0	23.7	14.5	16.5	22.6	17.3
Makes your relationships with friends and peers a little/a lot worse (Q96g)	9.6	12.1	7.2	10.0	7.7	11.0
Makes your relationships with family members a little/a lot worse (Q96h)	14.8	17.7	12.0	12.9	10.7	20.3
ANXIETY RELATED TO DIGITAL MEDIA USE*						
Go online instead of doing things that need to get done (often/very often) (Q97a)	19.3	21.1	17.6	15.6	20.9	20.8
Feel anxious because you are unable to be online (often/very often) (Q97b)	3.8	3.3	4.3	3.4	2.9	5.1
Feel anxious after being online (often/very often) (Q97c)	2.0	2.1	2.0	1.4	2.9	1.7

** Includes use of any electronic device (smartphone, tablet, laptop, or television) for social media, gaming, watching TV/videos, sending messages, or browsing the Internet*

Table 7-2B. Problematic Digital Media Use Behaviors, 2006-2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

	Year of survey (%)								
	2006	**2008**	**2010**	**2012**	**2014**	**2016**	**2018**	**2021**	**2023**
	—	*(482)*	*(437)*	*(435)*	*(404)*	*(394)*	*(388)*	*(326)*	*(356)*
EFFECTS OF DIGITAL MEDIA USE*									
Makes concentration or attention when you are in school a little/a lot worse (Q96a)	—	—	—	—	—	—	—	—	18.1
Makes your performance in school (tests, schoolwork, grades) a little/a lot worse (Q96b)	—	—	—	—	—	—	—	—	14.0
Makes your sleep a little/a lot worse (Q96c)	—	—	—	—	—	—	—	—	40.9
Makes your overall mood a little/a lot worse (Q96d)	—	—	—	—	—	—	—	—	16.7
Makes your physical health a little/a lot worse (Q96e)	—	—	—	—	—	—	—	—	20.0
Makes your mental health a little/a lot worse (Q96f)	—	—	—	—	—	—	—	—	19.9
Makes your relationships with friends and peers a little/a lot worse (Q96g)	—	—	—	—	—	—	—	—	9.4
Makes your relationships with family members a little/a lot worse (Q96h)	—	—	—	—	—	—	—	—	15.5
ANXIETY RELATED TO DIGITAL MEDIA USE*									
Go online instead of doing things that need to get done (often/very often) (Q97a)	—	—	—	—	—	—	—	—	20.9
Feel anxious because you are unable to be online (often/very often) (Q97b)	—	—	—	—	—	—	—	—	4.0
Feel anxious after being online (often/very often) (Q97c)	—	—	—	—	—	—	—	—	2.3

** Includes use of any electronic device (smartphone, tablet, laptop, or television) for social media, gaming, watching TV/videos, sending messages, or browsing the Internet*

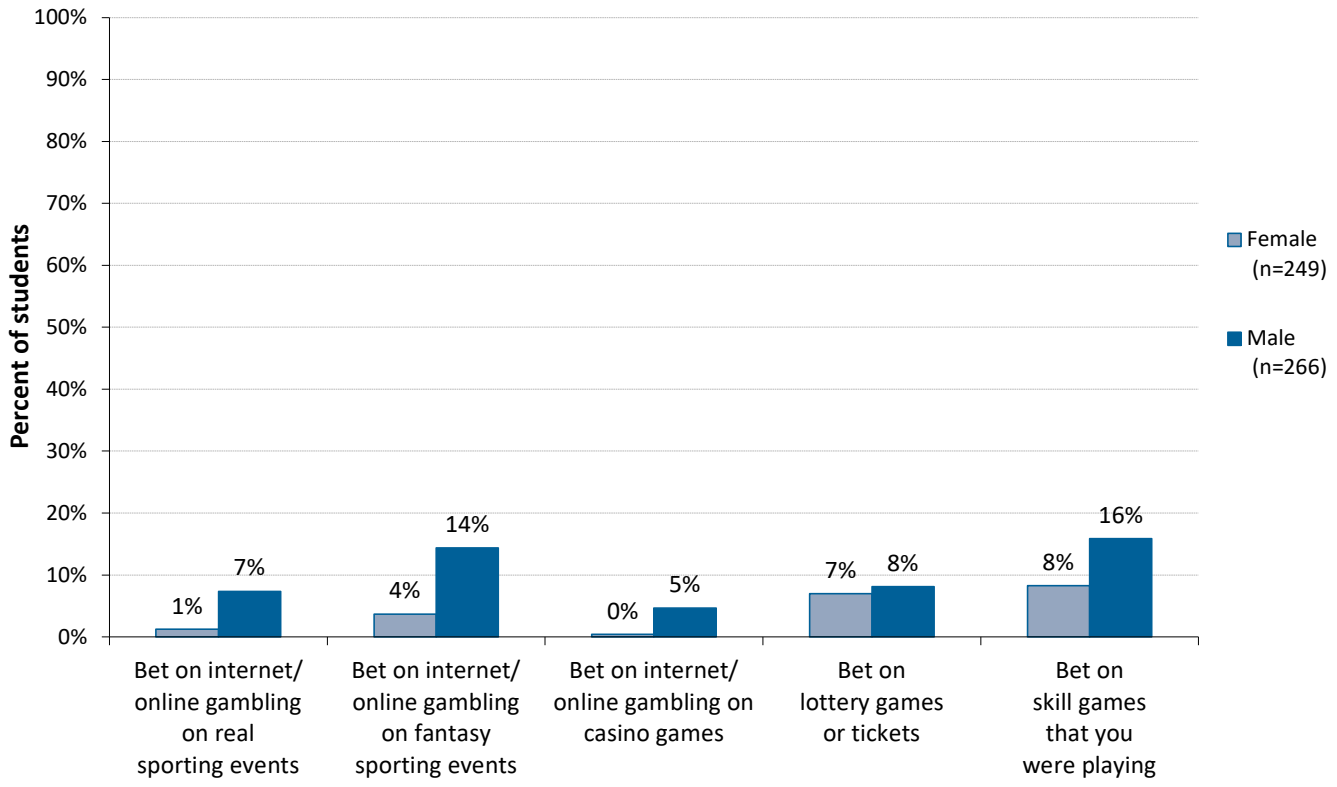
Table 7-2C. Problematic Digital Media Use Behaviors at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

	Medfield (%) (356)	MetroWest Region (%) (11,352)
EFFECTS OF DIGITAL MEDIA USE*		
Makes concentration or attention when you are in school a little/a lot worse (Q96a)	18.1	24.4
Makes your performance in school (tests, schoolwork, grades) a little/a lot worse (Q96b)	14.0	20.8
Makes your sleep a little/a lot worse (Q96c)	40.9	45.3
Makes your overall mood a little/a lot worse (Q96d)	16.7	19.9
Makes your physical health a little/a lot worse (Q96e)	20.0	20.8
Makes your mental health a little/a lot worse (Q96f)	19.9	23.8
Makes your relationships with friends and peers a little/a lot worse (Q96g)	9.4	10.2
Makes your relationships with family members a little/a lot worse (Q96h)	15.5	16.1
ANXIETY RELATED TO DIGITAL MEDIA USE*		
Go online instead of doing things that need to get done (often/very often) (Q97a)	20.9	29.3
Feel anxious because you are unable to be online (often/very often) (Q97b)	4.0	6.6
Feel anxious after being online (often/very often) (Q97c)	2.3	3.7

** Includes use of any electronic device (smartphone, tablet, laptop, or television) for social media, gaming, watching TV/videos, sending messages, or browsing the Internet*

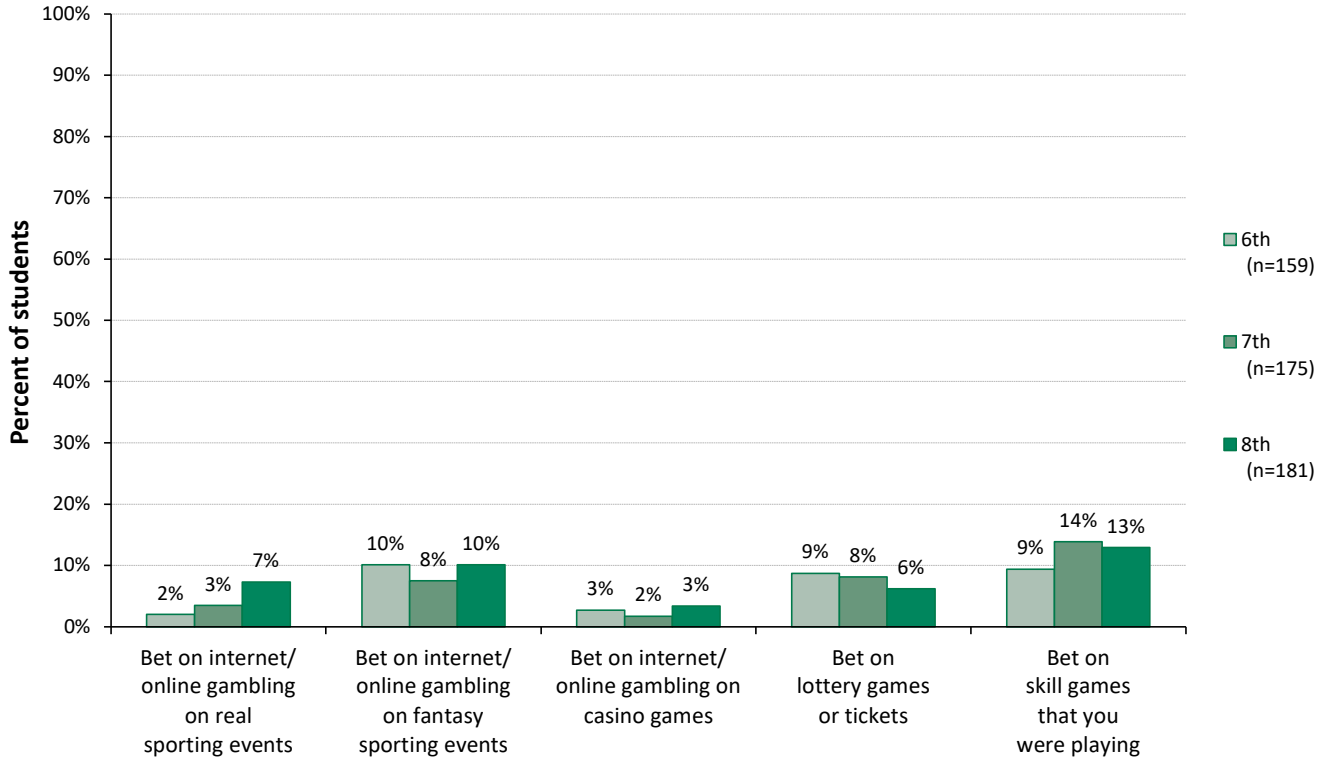
Section 8
Gambling

Figure 8-1A. Gambling* by Sex, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



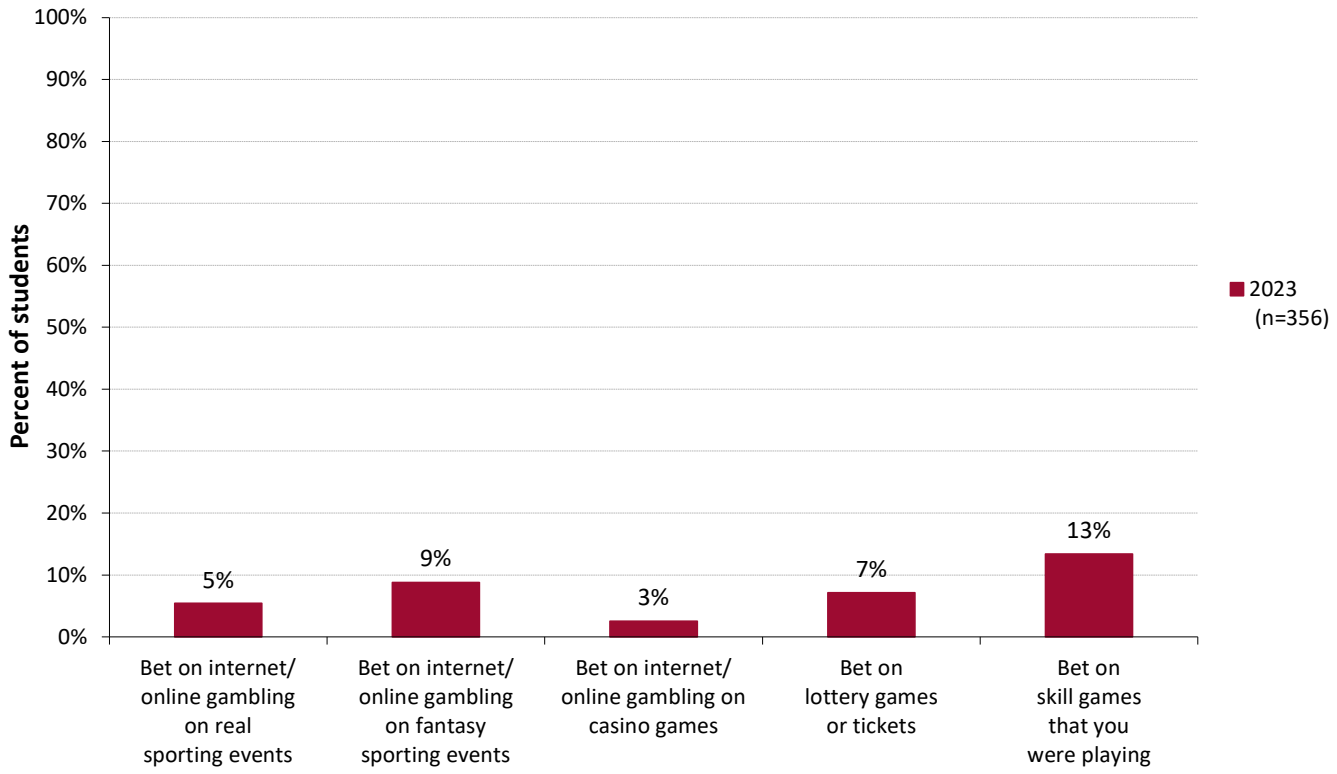
** Gambling involves betting money or something of value to you on a game or event; past 12 months*

Figure 8-1B. Gambling* by Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



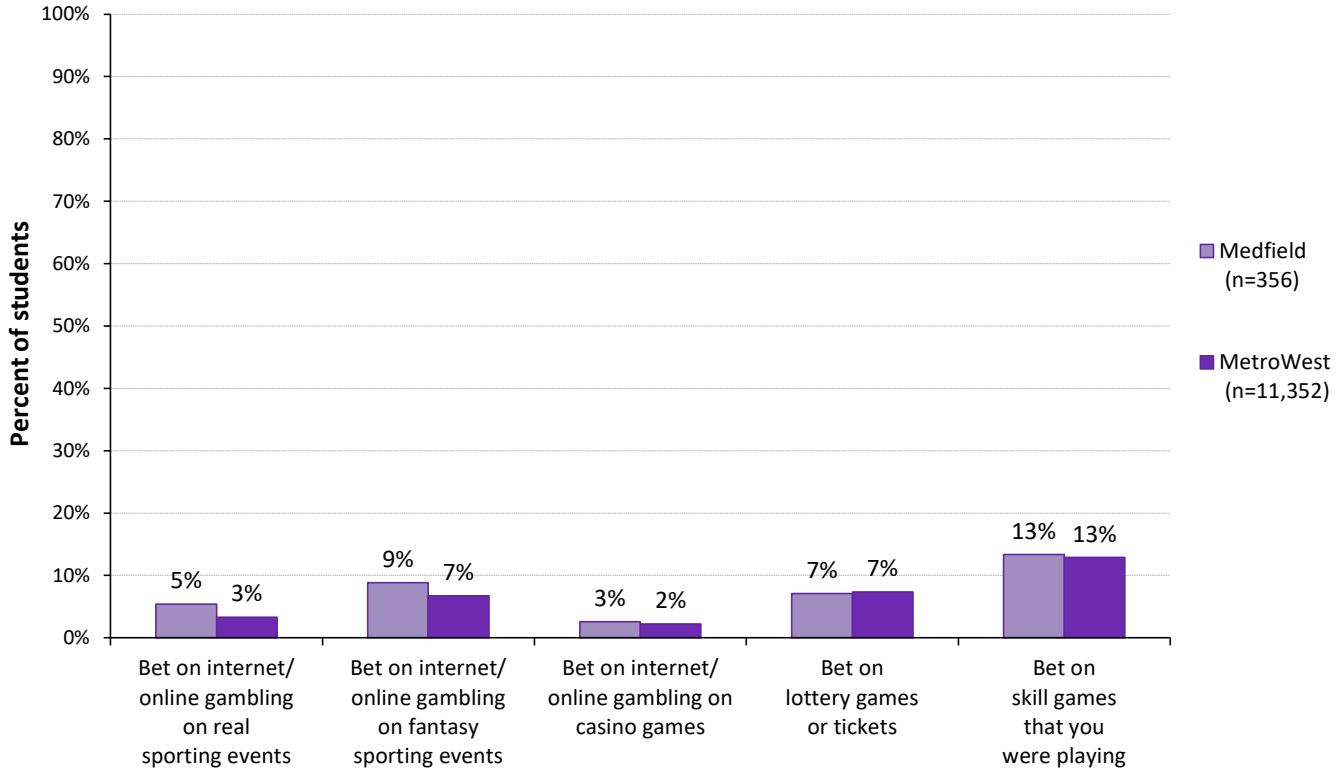
** Gambling involves betting money or something of value to you on a game or event; past 12 months*

Figure 8-1C. Gambling*, 2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



** Gambling involves betting money or something of value to you on a game or event; past 12 months*

Figure 8-1D. Gambling* at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



** Gambling involves betting money or something of value to you on a game or event; past 12 months*

Table 8-1A. Gambling Behaviors by Sex and Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
2023 MetroWest Adolescent Health Survey

	Total (%)	Sex (%)		Grade (%)		
		Female	Male	6th	7th	8th
	(515)	*(249)*	*(266)*	*(159)*	*(175)*	*(181)*
GAMBLING BEHAVIORS* (past 12 months)						
Bet on Internet/online gambling on real sporting events (Q88a)	4.4	1.2	7.4	2.0	3.5	7.3
Bet on Internet/online gambling on fantasy sports (Q88b)	9.2	3.7	14.3	10.1	7.5	10.1
Bet on Internet/online gambling on casino games (Q88c)	2.6	0.4	4.7	2.7	1.7	3.4
Bet on lottery games or tickets (Q88d)	7.6	7.0	8.1	8.7	8.1	6.2
Bet on skills games that you were playing (Q88e)	12.2	8.3	15.9	9.4	13.9	12.9

** Gambling involves betting money or something of value to you on a game or event.*

Table 8-1B. Gambling Behaviors, 2006-2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

	Year of survey (%)								
	2006	**2008**	**2010**	**2012**	**2014**	**2016**	**2018**	**2021**	**2023**
	—	*(482)*	*(437)*	*(435)*	*(404)*	*(394)*	*(388)*	*(326)*	*(356)*
GAMBLING BEHAVIORS* (past 12 months)									
Bet on Internet/online gambling on real sporting events (Q88a)	—	—	—	—	—	—	—	—	5.4
Bet on Internet/online gambling on fantasy sports (Q88b)	—	—	—	—	—	—	—	—	8.8
Bet on Internet/online gambling on casino games (Q88c)	—	—	—	—	—	—	—	—	2.6
Bet on lottery games or tickets (Q88d)	—	—	—	—	—	—	—	—	7.1
Bet on skills games that you were playing (Q88e)	—	—	—	—	—	—	—	—	13.4

** Gambling involves betting money or something of value to you on a game or event.*

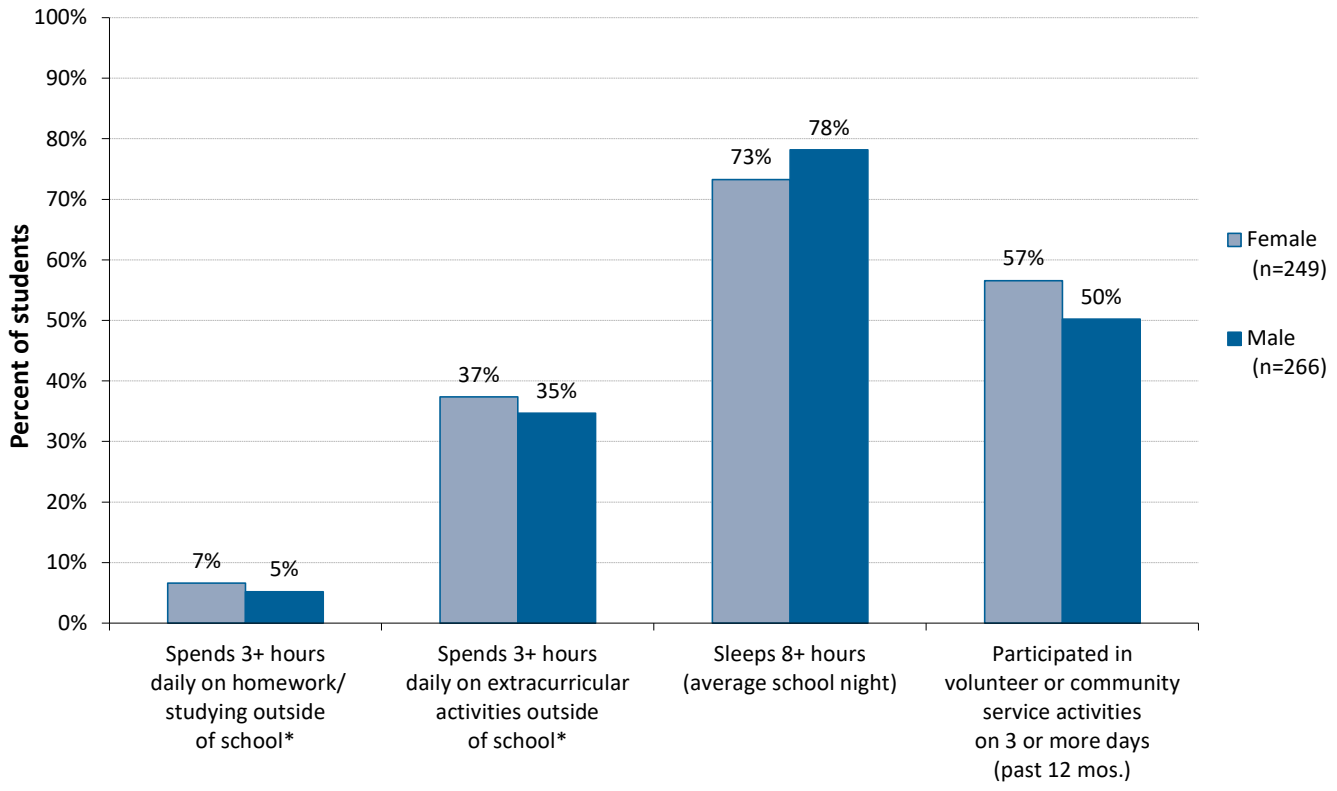
Table 8-1C. Gambling Behaviors at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

	Medfield (%) (356)	MetroWest Region (%) (11,352)
GAMBLING BEHAVIORS* (past 12 months)		
Bet on Internet/online gambling on real sporting events (Q88a)	5.4	3.3
Bet on Internet/online gambling on fantasy sports (Q88b)	8.8	6.8
Bet on Internet/online gambling on casino games (Q88c)	2.6	2.2
Bet on lottery games or tickets (Q88d)	7.1	7.4
Bet on skills games that you were playing (Q88e)	13.4	12.9

** Gambling involves betting money or something of value to you on a game or event.*

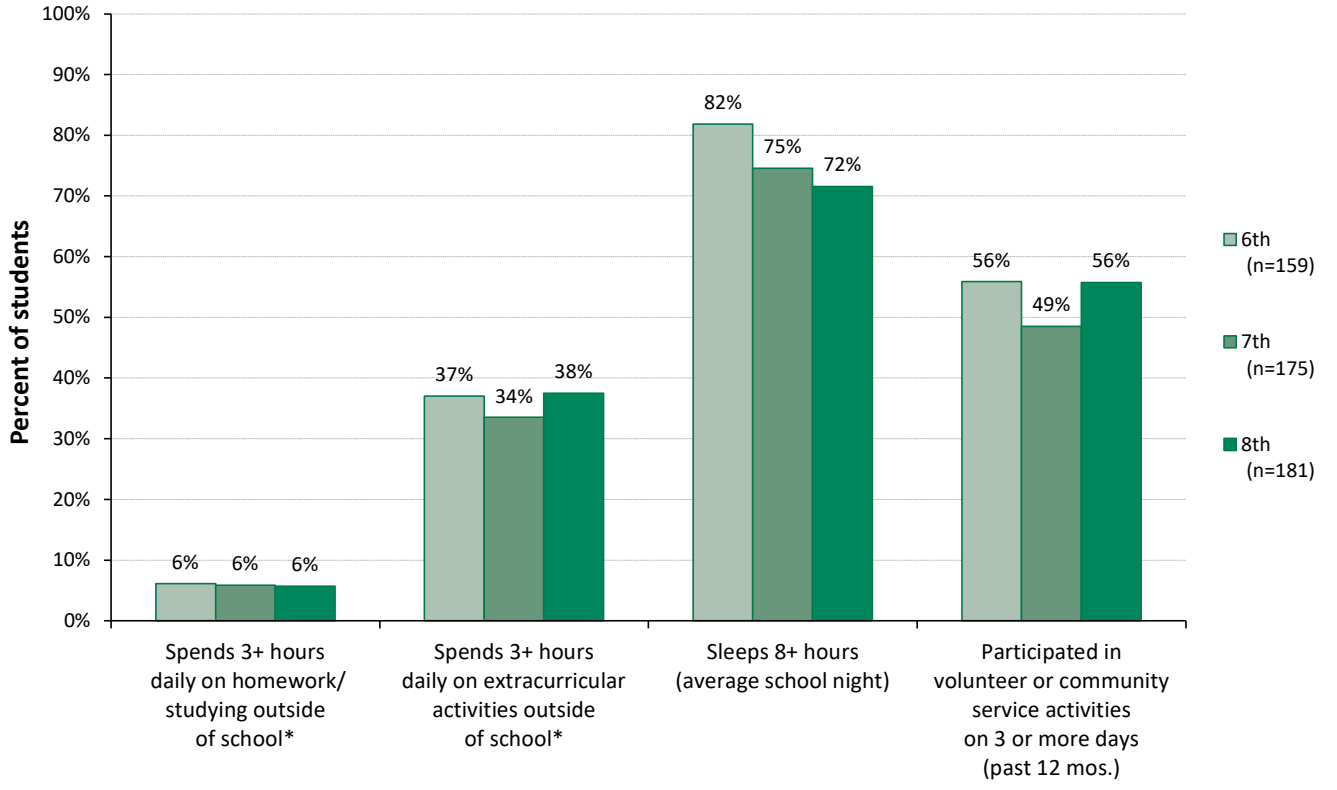
Section 9
Student Activities and Community Experiences

Figure 9-1A. Student Time Utilization by Sex, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



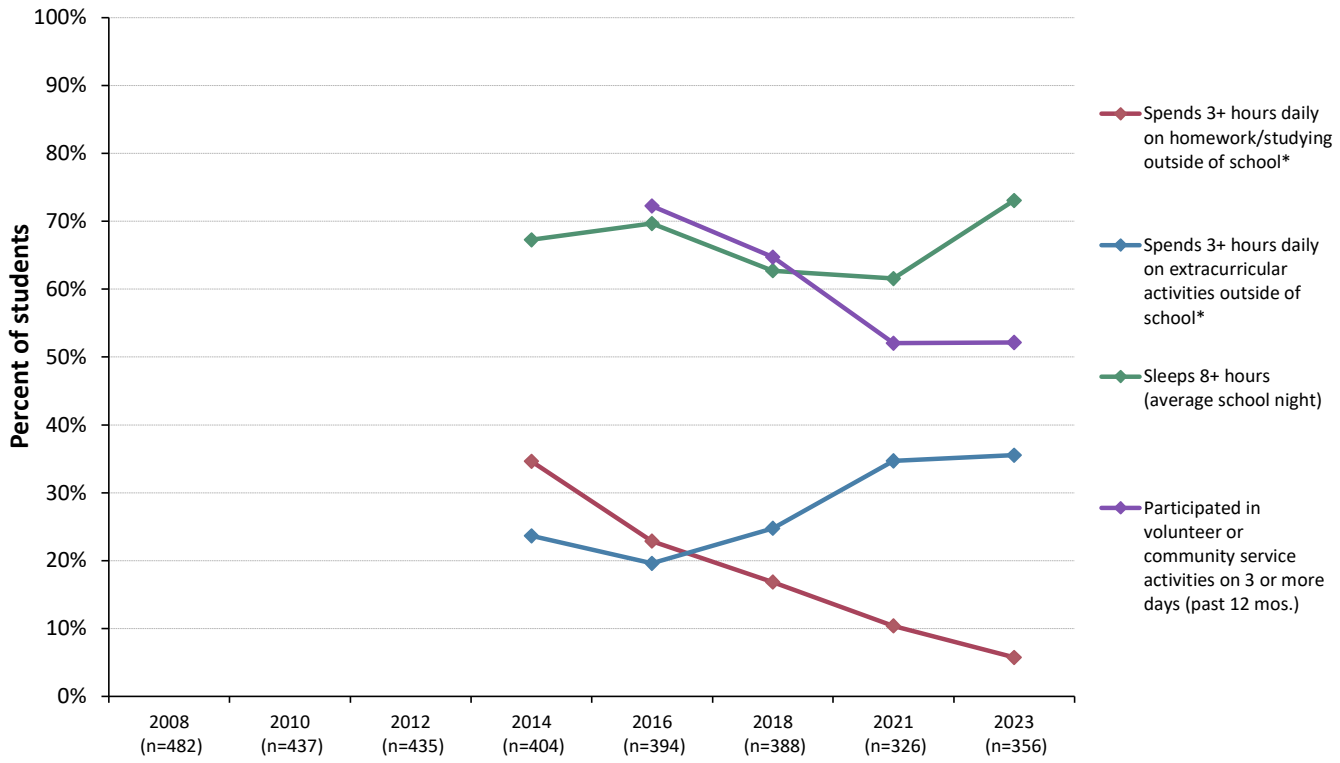
** On an average school day*

Figure 9-1B. Student Time Utilization by Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
MetroWest Adolescent Health Survey



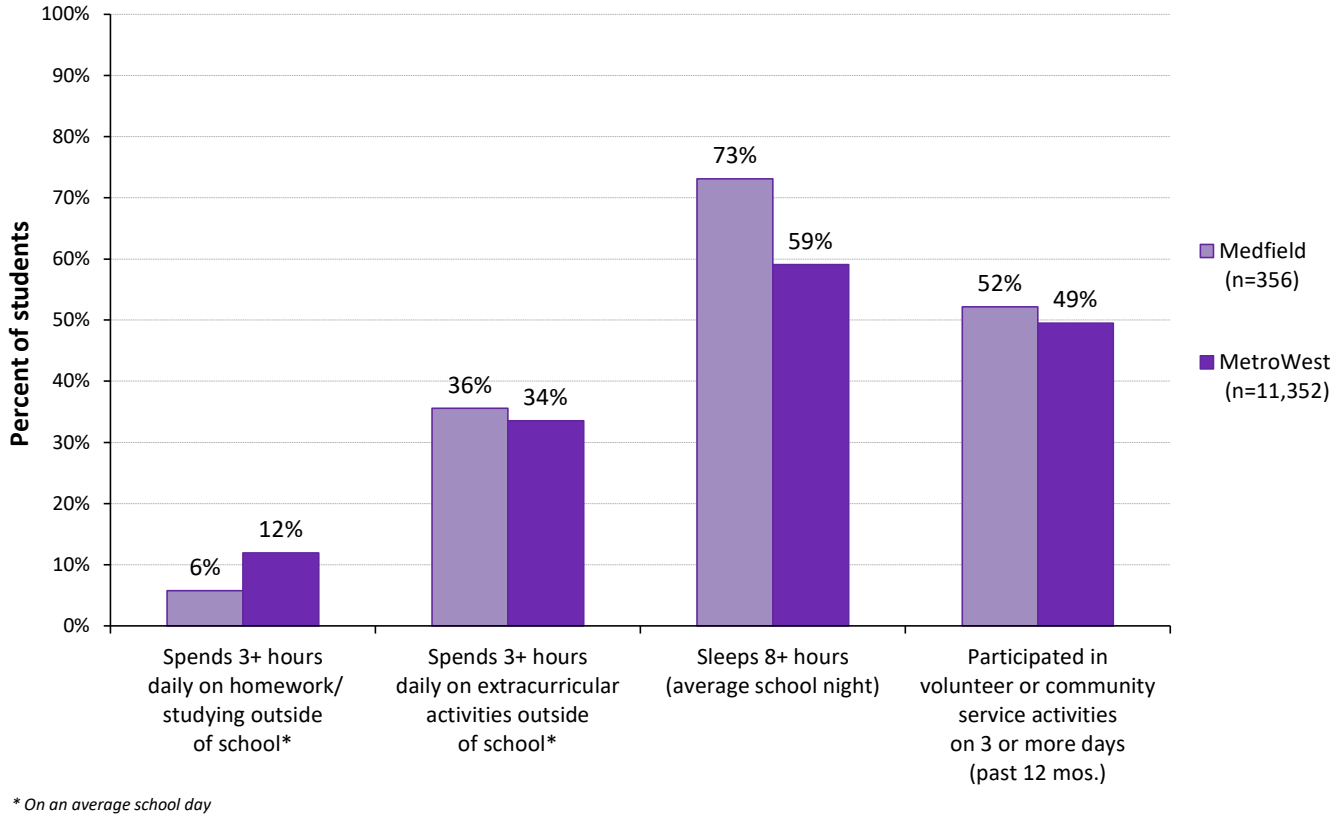
** On an average school day*

Figure 9-1C. Student Time Utilization, 2008-2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



** On an average school day*

Figure 9-1D. Student Time Utilization at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
MetroWest Adolescent Health Survey



** On an average school day*

Table 9-1A. Activities and Community Issues by Sex and Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
2023 MetroWest Adolescent Health Survey

	Total (%)	Sex (%)		Grade (%)		
		Female	Male	6th	7th	8th
	(515)	*(249)*	*(266)*	*(159)*	*(175)*	*(181)*
GENERAL HEALTH & SLEEP						
Sleeps 8 or more hours on an average school night (Q101)	75.7	73.3	78.1	81.8	74.6	71.6
STUDENT ACTIVITIES AND USE OF TIME						
Spend 3 or more hours on homework/studying before or after school* (Q99b)	5.9	6.6	5.2	6.1	5.9	5.7
Spend 3 or more hours on extracurricular activities outside of school* (Q99a)	36.0	37.3	34.7	37.0	33.5	37.5
Participated in volunteer or community service activities on 3 or more days (past 12 months) (Q100)	53.3	56.5	50.2	55.9	48.6	55.7
WORRY ABOUT COMMUNITY ISSUES (often/very often)						
Worry about racial discrimination in you community often/very often (Q102a)	2.3	2.1	2.4	4.1	1.2	1.7
Worry about discrimination against LGBTQ people in your community often/very often (Q102b)	4.9	5.5	4.4	5.5	5.3	4.1
Worry about the possibility of a school shooting at your school often/very often (Q102c)	5.7	7.1	4.4	7.5	4.7	5.2
Worry about climate change often/very often (Q102d)	9.2	10.9	7.6	9.6	8.8	9.3

** On an average school day*

Table 9-1B. Activities and Community Issues, 2006-2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

	Year of survey (%)								
	2006	**2008**	**2010**	**2012**	**2014**	**2016**	**2018**	**2021**	**2023**
	—	*(482)*	*(437)*	*(435)*	*(404)*	*(394)*	*(388)*	*(326)*	*(356)*
GENERAL HEALTH & SLEEP									
Sleeps 8 or more hours on an average school night	—	—	—	—	67.3	69.7	62.7	61.6	73.1
STUDENT ACTIVITIES AND USE OF TIME									
Spend 3 or more hours on homework/studying before or after school*	—	—	—	—	34.6	22.9	16.8	10.4	5.8
Spend 3 or more hours on extracurricular activities outside of school*	—	—	—	—	23.7	19.6	24.8	34.7	35.5
Participated in volunteer or community service activities on 3 or more days (past 12 months)	—	—	—	—	—	72.3	64.7	52.0	52.2
WORRY ABOUT COMMUNITY ISSUES (often/very often)									
Worry about racial discrimination in you community often/very often (Q102a)	—	—	—	—	—	—	—	10.9	1.5
Worry about discrimination against LGBTQ people in your community often/very often (Q102b)	—	—	—	—	—	—	—	14.4	4.7
Worry about the possibility of a school shooting at your school often/very often (Q102c)	—	—	—	—	—	—	—	—	5.0
Worry about climate change often/very often (Q102d)	—	—	—	—	—	—	—	13.6	9.0

** On an average school day*

Table 9-1C. Activities and Community Issues at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

	Medfield (%) (356)	MetroWest Region (%) (11,352)
GENERAL HEALTH & SLEEP		
Sleeps 8 or more hours on an average school night (Q101)	73.1	59.0
STUDENT ACTIVITIES AND USE OF TIME		
Spend 3 or more hours on homework/studying before or after school* (Q99b)	5.8	11.9
Spend 3 or more hours on extracurricular activities outside of school* (Q99a)	35.5	33.5
Participated in volunteer or community service activities on 3 or more days (past 12 months) (Q100)	52.2	49.5
WORRY ABOUT COMMUNITY ISSUES (often/very often)		
Worry about racial discrimination in you community often/very often (Q102a)	1.5	4.6
Worry about discrimination against LGBTQ people in your community often/very often (Q102b)	4.7	6.9
Worry about the possibility of a school shooting at your school often/very often (Q102c)	5.0	9.0
Worry about climate change often/very often (Q102d)	9.0	13.5

** On an average school day*

Section 10
Socio-demographics and Other Student Characteristics

Table 10-1A. Socio-demographics and Other Student Characteristics by Sex and Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
2023 MetroWest Adolescent Health Survey

	Total (%)	Sex (%)		Grade (%)		
		Female	Male	6th	7th	8th
	(515)	(249)	(266)	(159)	(175)	(181)
SOCIO-DEMOGRAPHICS AND OTHER STUDENT CHARACTERISTICS						
Gender identity: Identify as nonbinary or questioning gender identity* (Q3)	1.9	3.2	0.8	2.5	1.1	2.2
Gender identity: Identify as transgender or questioning (Q5)	2.6	3.3	1.9	3.8	1.2	2.8
Gender identity: Gender diverse (identify as nonbinary or transgender, or questioning) (Q3, Q5)	3.6	4.9	2.3	4.5	2.3	3.9
Sexual identity: Identify sexual identity as gay/lesbian, bisexual, not sure/questioning, or describe sexual identity in another way (not heterosexual) (Q10)	10.1	13.2	7.3	12.0	7.9	10.6
Sexual identity/gender identity: Identify as LGBTQ+ (lesbian, gay, bisexual, transgender, queer, or questioning their sexual identity and/or gender identity) (not heterosexual cisgender) (Q3, Q5, Q10)	10.5	13.7	7.7	12.7	8.0	11.2
Have any physical disabilities or physical long-term health problems† (Q92)	5.7	4.0	7.3	3.8	5.8	7.3
Have any long-term learning disabilities†(Q93)	6.9	5.2	8.6	5.8	6.4	8.4
Ever been told by a doctor or health care professional that you have an attention disorder, such as Attention Deficit/Hyperactivity Disorder (ADD/ADHD) (Q94)	17.0	14.6	19.4	16.9	13.9	20.2
Have not always lived in the United States (Q8)	7.8	8.4	7.1	5.7	10.3	7.2
Language other than English spoken "most of the time" at home (Q9)	8.0	9.6	6.4	6.9	8.6	8.3

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

† Long-term means 6 months or more

Table 10-1B. Socio-demographics and Other Student Characteristics, 2006-2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

	Year of survey (%)								
	2006	**2008**	**2010**	**2012**	**2014**	**2016**	**2018**	**2021**	**2023**
	—	*(482)*	*(437)*	*(435)*	*(404)*	*(394)*	*(388)*	*(326)*	*(356)*
SOCIO-DEMOGRAPHICS AND OTHER STUDENT CHARACTERISTICS									
Gender identity: Identify as nonbinary or questioning gender identity*† (Q3)	—	—	—	—	—	—	—	4.0	1.7
Gender identity: Identify as transgender or questioning† (Q5)	—	—	—	—	—	—	—	3.1	2.0
Gender identity: Gender diverse (identify as nonbinary or transgender, or questioning) (Q3, Q5)	—	—	—	—	—	—	—	4.9	3.1
Sexual identity: Identify sexual identity as gay/lesbian, bisexual, not sure/questioning, or describe sexual identity in another way (not heterosexual)† (Q10)	—	—	—	—	—	—	—	16.8	9.3
Sexual identity/gender identity: Identify as LGBTQ+ (lesbian, gay, bisexual, transgender, queer, or questioning their sexual identity and/or gender identity) (not heterosexual cisgender)† (Q3, Q5, Q10)	—	—	—	—	—	—	—	16.8	9.7
Have any physical disabilities or physical long-term health problems‡ (Q119)	—	—	—	7.0	9.0	8.0	9.7	6.6	6.6
Have any long-term learning disabilities‡ (Q120)	—	—	—	5.3	8.2	9.8	8.9	10.9	7.4
Ever been told by a doctor or health care professional that you have an attention disorder, such as Attention Deficit/Hyperactivity Disorder (ADD/ADHD) (Q94)	—	—	—	—	—	—	—	18.4	17.1
Have not always lived in the United States (Q8)	—	—	—	—	—	—	—	8.0	8.7
Language other than English spoken "most of the time" at home (Q9)	—	—	—	—	—	—	—	6.1	8.4

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

† An option to indicate "I am not sure" was always given for gender and sexual identity questions. In 2021, an option to indicate "I do not know what this question is asking" was added.

‡ Long-term means 6 months or more

Table 10-1C. Socio-demographics and Other Student Characteristics at the District and Regional Levels, 2023
Blake Middle School, Medfield (Grades 7-8)
2023 MetroWest Adolescent Health Survey

	Medfield (%) (356)	MetroWest Region (%) (11,352)
SOCIO-DEMOGRAPHICS AND OTHER STUDENT CHARACTERISTICS		
Gender identity: Identify as nonbinary or questioning gender identity* (Q3)	1.7	2.6
Gender identity: Identify as transgender or questioning (Q5)	2.0	3.2
Gender identity: Gender diverse (identify as nonbinary or transgender, or questioning) (Q3, Q5)	3.1	4.1
Sexual identity: Identify sexual identity as gay/lesbian, bisexual, not sure/questioning, or describe sexual identity in another way (not heterosexual) (Q10)	9.3	13.6
Sexual identity/gender identity: Identify as LGBTQ+ (lesbian, gay, bisexual, transgender, queer, or questioning their sexual identity and/or gender identity) (not heterosexual cisgender) (Q3, Q5, Q10)	9.7	14.6
Have any physical disabilities or physical long-term health problems† (Q92)	6.6	7.2
Have any long-term learning disabilities†(Q93)	7.4	9.6
Ever been told by a doctor or health care professional that you have an attention disorder, such as Attention Deficit/Hyperactivity Disorder (ADD/ADHD) (Q94)	17.1	17.9
Have not always lived in the United States (Q8)	8.7	17.0
Language other than English spoken "most of the time" at home (Q9)	8.4	24.3

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

† Long-term means 6 months or more

Appendix A
Optional Questions

Middle Optional Questions by Sex and Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
2023 MetroWest Adolescent Health Survey

	Total (%)	Sex (%)		Grade (%)		
		Female	Male	6th	7th	8th
	(515)	(249)	(266)	(159)	(175)	(181)
During the past 12 months: Did you feel pressured by a boyfriend/girlfriend or date to send, forward, or post a nude, semi-nude, or sexually suggestive photo/video of yourself?						
Yes	2.2	0.8	3.5	2.0	1.7	2.9
No	97.8	99.2	96.5	98.0	98.3	97.1
Over the last 2 weeks, how often have you been bothered by the following problems: Worrying too much about different things						
Not at all	59.4	50.4	67.7	57.3	61.0	59.5
Several days	28.1	31.5	24.9	30.0	27.3	27.2
Over half the days	6.1	8.0	4.3	4.7	7.6	5.8
Nearly every day	6.5	10.1	3.1	8.0	4.1	7.5
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	48.2	45.2	51.0	50.7	51.2	43.0
Rarely	22.5	21.3	23.5	23.0	21.2	23.3
Sometimes	16.0	16.3	15.7	13.2	17.1	17.4
Often	9.3	11.3	7.5	7.2	8.2	12.2
Very often	4.0	5.9	2.4	5.9	2.4	4.1
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	52.8	46.9	58.4	53.3	60.6	44.8
Rarely	26.3	28.5	24.3	28.9	21.2	29.1
Sometimes	11.7	12.1	11.4	9.2	8.2	17.4
Often	5.7	7.1	4.3	4.6	6.5	5.8
Very often	3.4	5.4	1.6	3.9	3.5	2.9
When you feel stressed, worried, or anxious, how often do you: Get emotional support from someone else?						
Never	26.9	21.4	32.0	23.0	32.7	24.4
Rarely	21.4	21.8	20.9	20.3	20.5	23.3
Sometimes	23.2	22.3	24.1	25.7	22.8	21.5
Often	18.1	22.7	13.8	19.6	14.6	20.3
Very often	10.4	11.8	9.1	11.5	9.4	10.5

Middle Optional Questions by Sex and Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
2023 MetroWest Adolescent Health Survey

	Total (%)	Sex (%)		Grade (%)		
		Female	Male	6th	7th	8th
	(515)	*(249)*	*(266)*	*(159)*	*(175)*	*(181)*
During the past 12 months, have you been drunk or very high from drinking alcoholic beverages?						
Yes	0.6	0.4	0.8	0.7	0.0	1.1
No	99.4	99.6	99.2	99.3	100.0	98.9
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?						
No risk	3.5	2.2	4.7	2.7	5.3	2.3
Slight risk	2.9	3.0	2.7	2.7	1.2	4.7
Moderate risk	15.8	15.2	16.4	15.8	14.7	17.0
Great risk	77.8	79.7	76.2	78.8	78.8	76.0
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?						
No risk	4.7	3.9	5.5	4.8	6.5	2.9
Slight risk	14.6	13.0	16.0	15.8	11.8	16.4
Moderate risk	32.0	30.3	33.6	30.1	36.5	29.2
Great risk	48.7	52.8	44.9	49.3	45.3	51.5
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?						
No risk	3.3	2.2	4.3	2.7	5.8	1.2
Slight risk	2.9	2.6	3.1	1.4	3.5	3.5
Moderate risk	16.8	15.6	17.9	17.1	17.5	15.8
Great risk	77.0	79.7	74.7	78.8	73.1	79.5
How wrong do your parents feel it would be for you to: Smoke tobacco?						
Not at all wrong	0.8	0.4	1.2	0.7	1.8	0.0
A little bit wrong	2.0	0.8	3.1	1.3	1.2	3.4
Wrong	10.1	5.9	14.1	10.1	7.6	12.6
Very wrong	87.0	92.9	81.6	87.9	89.5	83.9
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	1.4	0.8	2.0	0.7	2.3	1.1
A little bit wrong	3.9	2.5	5.1	4.1	2.9	4.6
Wrong	14.4	10.5	18.1	10.8	14.6	17.2
Very wrong	80.3	86.2	74.8	84.5	80.1	77.0

Middle Optional Questions by Sex and Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
2023 MetroWest Adolescent Health Survey

	Total (%)	Sex (%)		Grade (%)		
		Female	Male	6th	7th	8th
	(515)	(249)	(266)	(159)	(175)	(181)
How wrong do your parents feel it would be for you to: Use marijuana (such as smoking, vaping, edibles)?						
Not at all wrong	0.8	0.4	1.2	0.7	1.8	0.0
A little bit wrong	1.6	0.0	3.1	0.7	1.2	2.9
Wrong	8.3	4.6	11.8	7.4	7.0	10.3
Very wrong	89.2	95.0	83.9	91.2	90.1	86.8
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	0.4	1.6	0.7	2.3	0.0
A little bit wrong	1.8	0.4	3.1	0.7	1.8	2.9
Wrong	8.7	5.9	11.4	4.7	9.4	11.5
Very wrong	88.4	93.3	83.9	93.9	86.5	85.6
How wrong do your parents feel it would be for you to: Use e-cigarettes or other electronic vapor products?						
Not at all wrong	0.8	0.4	1.2	0.7	1.8	0.0
A little bit wrong	1.4	0.0	2.8	0.7	0.6	2.9
Wrong	9.9	7.9	11.8	10.1	9.9	9.8
Very wrong	87.8	91.6	84.3	88.5	87.7	87.4
How wrong do your friends feel it would be for you to: Smoke tobacco?						
Not at all wrong	1.2	0.4	2.0	0.7	2.4	0.6
A little bit wrong	3.1	1.7	4.4	2.7	2.4	4.1
Wrong	18.8	11.3	25.9	14.8	20.0	21.1
Very wrong	76.9	86.6	67.7	81.9	75.3	74.3
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	1.8	0.4	3.2	0.7	3.5	1.2
A little bit wrong	4.9	2.5	7.2	4.0	4.1	6.5
Wrong	21.9	16.4	27.1	20.1	21.2	24.1
Very wrong	71.4	80.7	62.5	75.2	71.2	68.2

Middle Optional Questions by Sex and Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
2023 MetroWest Adolescent Health Survey

	Total (%)	Sex (%)		Grade (%)		
		Female	Male	6th	7th	8th
	(515)	(249)	(266)	(159)	(175)	(181)
How wrong do your friends feel it would be for you to: Use marijuana (such as smoking, vaping, edibles)?						
Not at all wrong	1.4	0.4	2.4	0.7	2.9	0.6
A little bit wrong	3.9	1.7	6.0	4.0	2.9	4.7
Wrong	18.6	12.1	24.7	15.4	18.2	21.6
Very wrong	76.1	85.8	66.9	79.9	75.9	73.1
How wrong do your friends feel it would be for you to: Use prescription drugs not prescribed to you?						
Not at all wrong	1.8	0.4	3.2	1.3	3.5	0.6
A little bit wrong	2.6	1.3	4.0	2.0	2.9	2.9
Wrong	18.3	12.1	24.2	16.1	18.1	20.5
Very wrong	77.2	86.2	68.7	80.5	75.4	76.0
How wrong do your friends feel it would be for you to: Use e-cigarettes or other electronic vapor products?						
Not at all wrong	1.4	0.4	2.4	0.7	2.9	0.6
A little bit wrong	3.0	1.3	4.8	2.7	2.3	4.1
Wrong	20.5	13.3	27.4	17.3	21.6	22.2
Very wrong	75.0	85.0	65.5	79.3	73.1	73.1
How do you feel about someone your age having one or two drinks of an alcoholic beverage nearly every day?						
Strongly disapprove	86.1	88.8	83.5	88.1	90.6	79.8
Somewhat disapporve	12.5	10.4	14.6	10.6	7.6	19.1
Somewhat approve	1.0	0.4	1.6	1.3	0.6	1.2
Strongly approve	0.4	0.4	0.4	0.0	1.2	0.0
During the past 30 days, how often have you worried about your safety due to violence at school?						
Never	77.6	77.4	77.7	78.4	76.6	77.8
Rarely	15.9	17.2	14.7	16.2	18.1	13.5
Sometimes	4.3	2.9	5.6	2.7	4.1	5.8
Often	1.4	1.3	1.6	1.4	1.2	1.8
Very often	0.8	1.3	0.4	1.4	0.0	1.2

Middle Optional Questions by Sex and Grade, 2023
Blake Middle School, Medfield (Grades 6-8)
2023 MetroWest Adolescent Health Survey

	Total (%)	Sex (%)		Grade (%)		
		Female	Male	6th	7th	8th
	(515)	(249)	(266)	(159)	(175)	(181)
During the past 12 months, how many times did you: See or hear about another student being bullied on school property?						
Never	60.9	57.3	64.3	56.9	63.7	61.6
Once	25.4	26.1	24.7	27.5	24.6	24.4
2 or more times	13.7	16.6	11.0	15.7	11.7	14.0
During your life, how often have you felt that you were treated badly or unfairly because of: Your race or ethnicity?						
Never	90.4	92.5	88.5	93.9	88.3	89.6
Rarely	6.1	4.6	7.5	3.4	8.2	6.4
Sometimes	2.4	1.3	3.6	0.7	2.9	3.5
Often	0.2	0.4	0.0	0.0	0.0	0.6
Very often	0.8	1.3	0.4	2.0	0.6	0.0
During your life, how often have you felt that you were treated badly or unfairly because of: Your gender or gender identity?						
Never	92.7	91.2	94.1	93.2	95.3	89.6
Rarely	3.5	3.4	3.6	0.7	3.5	5.8
Sometimes	1.6	1.7	1.6	1.4	0.6	2.9
Often	1.6	2.5	0.8	3.4	0.6	1.2
Very often	0.6	1.3	0.0	1.4	0.0	0.6
During your life, how often have you felt that you were treated badly or unfairly because of: Your sexual identity or sexual orientation?						
Never	94.1	95.0	93.3	94.6	96.5	91.3
Rarely	3.3	1.7	4.7	2.0	1.8	5.8
Sometimes	0.8	1.3	0.4	0.7	0.6	1.2
Often	1.0	0.8	1.2	2.0	0.6	0.6
Very often	0.8	1.3	0.4	0.7	0.6	1.2
During the past 12 months, did you talk to a teacher or other adult from your school about a personal problem you had?						
Yes, once	17.8	19.1	16.5	21.3	17.5	14.9
Yes, more than once	8.3	10.0	6.7	8.0	9.4	7.5
No	73.9	71.0	76.8	70.7	73.1	77.6

Appendix B
Participating Districts

2023 MetroWest Adolescent Health Survey

Participating Districts

Middle School Survey

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

High School Survey

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

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

Appendix C
Survey Instrument

REVIEW SURVEY

2023 MetroWest Adolescent Health Survey

THOMAS BLAKE MIDDLE SCHOOL

(Grades 6-8)

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

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

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

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

INSTRUCTIONS:

- Make sure to read each question carefully.
- Click on a response to choose your answer. Choose only one answer for each question unless the instructions say otherwise.
- Once you complete a section of the survey, click on "NEXT."
- Your answers will be saved automatically as you advance through the questionnaire.
- Do not use the browser's back button to navigate through the survey. Please use the GO BACK and NEXT buttons at the bottom of each page.
- At the end of the survey, click on "submit".

If you need to log out of the survey before you have finished it, use the same Access Code to log back in. You will be returned to your stopping point.

To begin the survey, click on "NEXT" below

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PART A. BACKGROUND

1. How old are you?
- ○ 10 years old or younger
- ○ 11 years old
- ○ 12 years old
- ○ 13 years old
- ○ 14 years old
- ○ 15 years old or older

2. In what grade are you?
- ○ 6th grade
- ○ 7th grade
- ○ 8th grade
- ○ Ungraded or other grade

3. How do you identify your gender?
- ○ Girl or woman
- ○ Boy or man
- ○ Non-binary or other (including gender-queer, gender-fluid, gender non-conforming)
- ○ I am not sure about my gender identity.
- ○ I do not know what this question is asking.

4. What sex were you assigned at birth, on your original birth certificate?
- ○ Female
- ○ Male

5. Some people describe themselves as transgender when their sex at birth does not match the way they think or feel about their gender. Are you <u>transgender</u>?
- ○ No, I am not transgender.
- ○ Yes, I am transgender.
- ○ I am not sure if I am transgender.
- ○ I do not know what this question is asking.

6. Are you Hispanic or Latino/a?
- ○ Yes
- ○ No

7. How do you describe yourself? Select <u>all</u> that apply.
- ○ American Indian or Alaska Native
- ○ Asian
- ○ Black or African American
- ○ Native Hawaiian or Other Pacific Islander
- ○ White

8. What language is spoken <u>most of the time</u> in your home?
- ○ English
- ○ Spanish
- ○ Portuguese
- ○ Another language

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

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

10. Which of the following best describes you?

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

11. Is there at least one teacher or other adult <u>at your school</u> that you can talk to if you have a problem?

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

12. <u>Outside of school,</u> is there an adult (or adults) you can talk to about things that are important to you?

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

PART B. PERSONAL SAFETY

13. How often do you wear a seat belt when riding in a car?

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

PART C. VIOLENCE

These questions ask about violence related behaviors that happened in your <u>lifetime.</u>

14. Have you ever been in a physical fight?

- ○ Yes
- ○ No

15. Have you ever been in a physical fight <u>on school property</u>?

- ○ Yes
- ○ No

16. Have you ever carried a <u>weapon</u> such as a gun, knife, or club?

- ○ Yes
- ○ No

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

- ○ Yes
- ○ No

These questions ask about violence related behaviors that happened in the past 12 months.

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

- ○ Yes
- ○ No

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

- ○ Yes
- ○ No

These questions ask about violence related behaviors that happened in the past 30 days.

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

- ○ Yes
- ○ No

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

- ○ Yes
- ○ No

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

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

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

23. Did someone you were dating or going out with ever try to control you by reading your cell phone messages, monitoring your social media activities, or tracking your location?

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

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

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

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

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

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

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

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

PART D. BULLYING

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

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

- ○ Never
- ○ Once
- ○ 2 or more times

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

- ○ Never
- ○ Once
- ○ 2 or more times

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

- ○ Never
- ○ Once
- ○ 2 or more times

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

- ○ Never
- ○ Once
- ○ 2 or more times

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

- ○ Never
- ○ Once
- ○ 2 or more times

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

- ○ Never
- ○ Once
- ○ 2 or more times

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

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

34. During the past 12 months, how many times has someone used the Internet, social media, cell phones, or other electronic devices to bully, tease, threaten or spread rumors about you?

- ○ Never
- ○ Once
- ○ 2 or more times

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

- ○ Never
- ○ Once
- ○ 2 or more times

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

- ○ Never
- ○ Once
- ○ 2 or more times

37. During the past 12 months, how many times have you used the Internet, social media, cell phones, or other electronic devices to bully, tease, threaten, or spread rumors about someone else?

- ○ Never
- ○ Once
- ○ 2 or more times

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

PART E. SUBSTANCE USE

These questions ask about tobacco use.

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

- O Yes
- O No

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

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

These questions ask about vaping nicotine using electronic vapor products, such as JUUL, Vuse, Logic, and MyBlu. Electronic vapor products include e-cigarettes, vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods that contain nicotine. They also include disposable products that you can only use once, such as Puff Bars Stig, Viigo, and Fruyt Stik.

41. Have you ever used an electronic vapor product?

- O Yes
- O No

42. In your lifetime, did you use each of the following types of electronic vapor products?	Yes	No
a. Vapor products that contain a flavor (like mint, fruit, vanilla, bubble gum, candy, or any other non-tobacco flavor)	O	O
b. Disposable vapor products that you only use once (like Puff Bars, Stig, Viigo, or Fruyt Stik)	O	O

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

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

44. <u>During the past 30 days</u>, on how many days did you use an electronic vapor product?

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

45. <u>During the past 30 days</u>, on how many days did you use an electronic vapor product <u>on school property</u>?

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

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

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

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

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

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

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

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

- ○ Yes
- ○ No

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

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

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

- ○ Yes
- ○ No

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

- ○ Yes
- ○ No

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

- ○ Yes
- ○ No

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

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

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55. During your lifetime, did you get alcohol in any of the following ways?	Yes	No
a. I got it at a party.	O	O
b. A friend gave it to me (not at a party).	O	O
c. I got it from home, with my parent's/guardian's knowledge.	O	O
d. I got it from home, without my parent's/guardian's knowledge.	O	O
e. I bought it at a store, tavern, bar or public event (like a concert or sporting event.	O	O
f. A friend or someone I know who is over 21 gave it to me/purchased it for me.	O	O
g. I asked a stranger to buy it for me.	O	O
h. My friends or I bought it online through another type of website.	O	O

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

- O Yes
- O No
- O Not sure

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

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

These questions are about marijuana use. Marijuana is called weed, pot, or cannabis. Include different ways of using marijuana such as smoking it, vaping it, or using edibles, For these questions, do not count CBD-only or hemp products, which come from the same plant as marijuana, but do not cause a high when used alone.

58. Have you ever used marijuana?

- O Yes
- O No

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

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

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

- O Yes
- O No

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

- ○ Yes
- ○ No

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

- ○ Yes
- ○ No
- ○ Not sure

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

- ○ Yes
- ○ No
- ○ Not sure

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

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

65. Does anyone who lives with you now use marijuana?

- ○ Yes, one or more adults
- ○ Yes, one or more young people
- ○ Yes, both adults and young people
- ○ No
- ○ I don't know.

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

- ○ Yes
- ○ No

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

67. How much do you think people risk harming themselves physically or in other ways if they use marijuana once or twice a week (such as smoking, vaping, edibles)?

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

68. How much do you think people your age risk harming themselves physically or in other ways if they use marijuana every day or almost every day (such as smoking, vaping, edibles)??

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

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

These questions ask about other drug use. Whether or not you have used these drugs, there is an answer for you.

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

- ○ Yes
- ○ No

71. Have you ever used any prescription drug without a doctor's prescription or differently than a doctor told you to use it?

- ○ Yes
- ○ No

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

- ○ Yes
- ○ No

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PART F. MENTAL HEALTH

These questions ask about worrying and stress.

73. <u>During the past 30 days</u>, how stressful has your life been?

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

74. How often do you worry or feel stressed about:	Never	Rarely	Some-times	Often	Very often
a. School issues (like grades, homework, or tests)?	O	O	O	O	O
b. Social issues (like friendships, dating, or teasing)?	O	O	O	O	O
c. Family issues (like your relationship with your parent(s)/guardian(s), your family's financial situation, or family health concerns)?	O	O	O	O	O
d. Safety issues (like violence or fear for your safety at home, school, or in your neighborhood)?	O	O	O	O	O
e. Appearance issues (like your weight or how you look)?	O	O	O	O	O
f. Your physical and/or emotional health?	O	O	O	O	O

75. <u>Over the last 2 weeks</u> how often have you been bothered by the following problems?	Not at all	Several days	More than half the days	Nearly every day
a. Feeling nervous, anxious, or on edge	O	O	O	O
b. Not being able to stop or control worrying	O	O	O	O
c. Little interest or pleasure in doing things	O	O	O	O
d. Feeling down, depressed, or hopeless	O	O	O	O
e. Trouble falling asleep or staying asleep, or sleeping too much?	O	O	O	O
f. Feeling tired or having little energy	O	O	O	O
g. Poor appetite or eating too much	O	O	O	O
h. Feeling bad about yourself or that you were a failure or have let yourself or your family down	O	O	O	O
i. Trouble concentrating on school	O	O	O	O
j. Trouble concentrating on things outside of school, such as watching videos or shows or reading for pleasure	O	O	O	O

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These questions ask about sad feelings, deliberately hurting yourself, and attempted suicide. Sometimes people feel so depressed about the future that they may consider attempting suicide, that is, taking some action to end their own life.

76. During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?

- ○ Yes
- ○ No

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

- ○ Yes
- ○ No

78. Have you ever seriously thought about killing yourself?

- ○ Yes
- ○ No

79. Have you ever made a plan about how you would attempt suicide?

- ○ Yes
- ○ No

80. Have you ever tried to kill yourself?

- ○ Yes
- ○ No

81. Have you ever lived with someone who was depressed, mentally ill, or suicidal?

- ○ Yes
- ○ No

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These questions are about emotional challenges or problems. Emotional challenges include things that make you feel sad, angry, stressed, or anxious, or that may make you have thoughts of hurting yourself.

82. During the past 12 months, how many times did you talk with any of the following for help with emotional challenges or problems?	0 times	1 time	2 or 3 times	4 or more times
a. School counselor, school therapist, or school psychologist (Do not include talking about class scheduling or college or career preparation.)	O	O	O	O
b. School nurse	O	O	O	O
c. Another adult from school, like a teacher or other school staff	O	O	O	O
d. Therapist, psychologist, or other mental health professional outside of school	O	O	O	O
e. Parent, relative, or other adult outside of school	O	O	O	O
f. Friend around the same age as you	O	O	O	O
g. Crisis hotline/text line	O	O	O	O
h. Person or group on social media (such as Instagram, Facebook, Snapchat)	O	O	O	O

83. During the past 12 months, how many times did you use telehealth or online therapy services for help with emotional challenges or problems? This means talking to a therapist, psychologist, or mental health professional using a phone, computer, or other electronic device. It can include talking with a provider you already know, or using an online service like Talkspace or Betterhelp.

- O 0 times
- O 1 time
- O 2 or 3 times
- O 4 or more times

84. During the past 12 months, about how many times did you use health-related apps for help with emotional challenges or problems? This means using a phone, computer, or other electronic device for things like mindfulness, relaxation, sleep, or positive thinking. Examples include apps like Headspace, Worry Watch, Happify, Calm, and Finch.

- O *I have never used a health-related app for help with emotional challenges or problems.*
- O More than once each day
- O About once a day
- O A few times a week
- O A few times a month
- O A few times a year or less

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

85. How much do you agree or disagree with each statement about getting help <u>from someone at school</u>?	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. I don't know who to go to for help at school.	O	O	O	O	O
b. I don't think counseling with someone at school would help.	O	O	O	O	O
c. I wouldn't have time or wouldn't want to miss class to get help.	O	O	O	O	O
d. I don't trust anyone from my school enough to talk about my emotional challenges or problems.	O	O	O	O	O
e. I should handle problems on my own.	O	O	O	O	O
f. I would be too embarrassed or scared to talk about it.	O	O	O	O	O
g. A school counselor/therapist might not understand me or the challenges I was having.	O	O	O	O	O
h. I wouldn't want other students to know I was meeting with a school counselor/therapist.	O	O	O	O	O
i. I wouldn't want my parent(s)/guardian(s) to know I was meeting with a school counselor/therapist.	O	O	O	O	O
j. Teachers or other school staff might treat me differently or give me fewer opportunities at school.	O	O	O	O	O
k. My parent(s)/guardian(s) 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.	O	O	O	O	O

The next questions are about students experiencing psychological distress, that is feeling very anxious or depressed due to a terrible event or an ongoing serious problem in their lives.

86. How likely is it that teachers or other adults at your school:	Very unlikely	Unlikely	Neither	Likely	Very likely
a. Notice when students are in distress (experiencing extreme anxiety, sorrow, or emotional pain)?	O	O	O	O	O
b. Understand how being in distress can affect a student's behavior in class?	O	O	O	O	O
c. Help students who are in distress get help and support at school?	O	O	O	O	O

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Indicate how often each of the statements below describes you.

87. How often do you:	Never	Rarely	Sometimes	Often	Very often
a. Feel like you have a friend you can talk to about a personal problem?	O	O	O	O	O
b. Feel like you are part of a group of friends?	O	O	O	O	O
c. Feel lonely?	O	O	O	O	O
d. Feel like you have a lot in common with the people around you?	O	O	O	O	O
e. Feel like there are people who really know you and understand you?	O	O	O	O	O
f. Feel left out and excluded by others?	O	O	O	O	O

PART G. GAMBLING

These questions are about gambling. Gambling involves betting money or something of value to you on a game or event.

88. <u>During the last 12 months</u>, how often have you bet money or something of value in any of the following ways:	*I did not gamble in the past 12 months.*	1 or 2 times	3 to 9 times	10 to 19 times	20 or more times
a. Internet/online gambling on real sporting events (like on DraftKings or FanDuel)	O	O	O	O	O
b. Internet/online gambling on fantasy sports (where you create virtual teams, like fantasy football or fantasy baseball)	O	O	O	O	O
c. Internet/online gambling on casino games (like slots, poker, or blackjack)	O	O	O	O	O
d. Lottery games or tickets (like scratch offs, PowerBall, or Megabucks)	O	O	O	O	O
e. Skill games that you were playing (like sports, cards, dice, video games)	O	O	O	O	O

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PART H. SCHOOL ATTITUDES AND EXPERIENCES

These questions are about your feelings and experiences related to school.

89. Do you agree or disagree with these statements about school?	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. I feel close to people at this school.	O	O	O	O	O
b. I feel like I am part of this school.	O	O	O	O	O
c. I am happy to be at this school.	O	O	O	O	O
d. The teachers at this school treat students fairly.	O	O	O	O	O
e. I feel safe in my school.	O	O	O	O	O

90. At my school, there is a teacher or some other adult who:	Not at all true	A little true	Pretty true	Very true
a. Really cares about me.	O	O	O	O
b. Tells me when I do a good job.	O	O	O	O
c. Notices when I'm not there.	O	O	O	O
d. Always wants me to do my best.	O	O	O	O
e. Listens to me when I have something to say.	O	O	O	O
f. Believes that I will be a success.	O	O	O	O

91. Do you agree or disagree with the following statements:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. People of different cultural backgrounds, races, or ethnicities get along well at this school.	O	O	O	O	O
b. At this school, students work on listening to others to understand what they are trying to say.	O	O	O	O	O
c. At this school, all students are treated equally.	O	O	O	O	O
d. At this school, teachers/school staff show respect for all students' cultural beliefs and practices.	O	O	O	O	O
e. At this school, students show respect for each other.	O	O	O	O	O
f. School rules are applied equally to all students.	O	O	O	O	O

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

- ○ Yes
- ○ No
- ○ Not sure

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

- ○ Yes
- ○ No
- ○ Not sure

94. Have you ever been told by a doctor or other health care professional that you have an attention disorder, such as Attention Deficit/Hyperactivity Disorder (ADD/ADHD)?

- ○ Yes
- ○ No
- ○ Not sure

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PART I. ONLINE BEHAVIORS

The next question is about use of a smartphone (cell phone or mobile phone that has access to the Internet.)

95. During a typical school day, about how often do you check your smartphone while you are in school? (Do not include using your phone for schoolwork.)

- ○ *I do not have a smartphone.*
- ○ I have a smartphone, but I don't check it during school.
- ○ Every few minutes
- ○ A few times an hour
- ○ A few times a day
- ○ About once or twice a day

The next set of questions are about your use of screen media. Screen media includes using any electronic device (smartphone, tablet, laptop, or television) for social media, gaming, watching TV/videos, sending messages, or browsing the Internet.

96. Do you think your use of screen media makes each of the following better or worse for you?	A lot worse	A little worse	Neither better nor worse	A little better	A lot better
a. Your concentration or attention when you are in school	O	O	O	O	O
b. Your performance in school (tests, schoolwork, grades)	O	O	O	O	O
c. Your sleep	O	O	O	O	O
d. Your overall mood	O	O	O	O	O
e. Your physical health	O	O	O	O	O
f. Your mental health	O	O	O	O	O
g. Your relationships with friends and peers	O	O	O	O	O
h. Your relationships with family members	O	O	O	O	O

97. During a typical week, how often do you:	Never	Almost never	Sometimes	Often	Very often
a. Go online instead of doing things that need to get done?	O	O	O	O	O
b. Feel anxious because you are unable to be online?	O	O	O	O	O
c. Feel anxious after being online?	O	O	O	O	O

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These questions ask about social media. Social media includes Instagram, Facebook, Snapchat, Twitter, TikTok, and other platforms where you can create and share messages, photos/videos, or other information online or participate in social networking.

98. Do you agree or disagree with these statements about social media?	*I don't use social media.*	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. I feel more connected with my peers because of social media.	O	O	O	O	O	O
b. I feel pressured to post things that will be popular and get a lot of comments or "likes."	O	O	O	O	O	O
c. I feel badly about myself, excluded, or left out when I see what others post on social media.	O	O	O	O	O	O
d. I have gotten support on social media when I've been going through a tough or challenging time.	O	O	O	O	O	O
e. Being on social media makes me feel badly about my appearance or my body.	O	O	O	O	O	O
f. Social media keeps me from doing other things that are important, like homework or family responsibilities.	O	O	O	O	O	O
g. Being on social media helps me feel better about myself.	O	O	O	O	O	O
h. I spend too much time on social media.	O	O	O	O	O	O
i. I have found people who share the same hobbies and interests as me on social media.	O	O	O	O	O	O
j. Social media has hurt my relationships with friends, peers, or students at my school.	O	O	O	O	O	O
k. I have spoken up or taken action on social media about issues that are important to me.	O	O	O	O	O	O
l. I have had serious conflicts with my parent(s)/guardian(s) or other members of my family because of my social media use.	O	O	O	O	O	O

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PART J. ACTIVITIES AND SLEEP

99. On an average school day, how many hours do you spend:	None	Less than 1 hour per day	1-2 hours per day	3-4 hours per day	5-6 hours per day	7-8 hours per day	9 or more hours per day
a. On extracurricular activities outside of school, like sports, clubs, music lessons, or other nonacademic activities?	O	O	O	O	O	O	O
b. On homework or studying before or after school?	O	O	O	O	O	O	O
c. Using your smartphone (not for school work or homework)?	O	O	O	O	O	O	O
d. Using social media? (not for school work or homework)?	O	O	O	O	O	O	O
e. Gaming (playing online or video games)?	O	O	O	O	O	O	O

100. During the past 12 months, on how many days did you participate in any volunteer activities or community service activities outside of your home? (Do not include activities for which you were paid.)

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

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

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

PART K. COMMUNITY ISSUES

Sometimes, young people worry about things that may affect themselves or others. The following questions ask how much you worry about these things.

102. How often do you worry or feel stressed about:	Never	Rarely	Some-times	Often	Very often
a. Climate change?	O	O	O	O	O
b. Racial discrimination in your community?	O	O	O	O	O
c. Discrimination against LGBTQ people in your community (LGBTQ means lesbian, gay, bisexual, transgender, queer, or questioning)?	O	O	O	O	O
d. The possibility of a school shooting at your school?	O	O	O	O	O

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PART L. NUTRITION AND PHYSICAL ACTIVITY

These questions ask about body weight and eating patterns.

103. How do <u>you</u> describe your weight?

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

104. Which of the following are you trying to do about your weight?

- ○ **Lose** weight
- ○ **Gain** weight
- ○ **Stay** the same weight
- ○ I am **not trying to do anything** about my weight.

105. During the past 30 days, did you do any of the following <u>to lose weight or to keep from gaining weight</u>?	Yes	No
a. Exercise	O	O
b. East less food, fewer calories, eat foods low in fat or carbohydrates (carbs), or restrict the foods you eat in some other way	O	O
c. Skip meals	O	O
d. Go without eating for 24 hours or more (also called fasting)	O	O
e. Take any diet pills, powders, or liquids without a doctor's advice?	O	O
f. Vomit or take laxatives	O	O

These questions ask about physical activity.

106. <u>During the past 7 days,</u> on how many days were you physically active for a total of <u>at least 60 minutes per day</u>? (Add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time.)

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

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

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

108. During the past 12 months, on how many sports teams did you play? (Include any teams run by your school or community groups.)

- ○ 0 teams
- ○ 1 team
- ○ 2 teams
- ○ 3 or more teams

109. How tall are you without your shoes on?

Example:

Height	
Feet	*Inches*
5	*7*

Fill in your height here:

Height	
Feet	Inches

110. How much do you weigh without your shoes on?

Example:

Weight		
Pounds		
1	*5*	*2*

Fill in your weight here:

Weight		
Pounds		

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PART M. ADDITIONAL QUESTIONS

Now here is the final set of questions. These questions will help us learn more about the health and behaviors of students.

The next questions are about "sexting." That means sending or forwarding nude, semi-nude, or sexually suggestive photos or videos using the Internet, cell phones, or other electronic devices.

During the past 12 months:	Yes	No
Did you feel pressured by a boyfriend/girlfriend or date to send, forward, or post a nude, semi-nude, or sexually suggestive photo/video of yourself?	O	O

Over the last 2 weeks, how often have you been bothered by the following problems?	Not at all	Several days	More than half the days	Nearly every day
Worrying too much about different things	O	O	O	O

During the past 30 days, how often did you worry or feel stressed about:	Never or hardly ever	Rarely	Some-times	Often	Very often
Pressure from your parent(s)/guardian(s) to do well in school	O	O	O	O	O
Pressure or competition from other students to do well in school	O	O	O	O	O

When you feel stressed, worried, or anxious, how often do you:	Never	Rarely	Some-times	Often	Very often
Get emotional support from someone else?	O	O	O	O	O

During the past 12 months, have you been drunk or very high from drinking alcoholic beverages?

- O Yes
- O No

How much do you think people risk harming themselves (physically or in other ways) if they:	No risk	Slight risk	Moderate risk	Great risk
Smoke one or more packs of cigarettes per day?	O	O	O	O
Take one or two drinks of an alcoholic beverage nearly every day?	O	O	O	O
Use prescription drugs that are not prescribed to them?	O	O	O	O

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How wrong do your parents or guardians feel it would be for you to:	Not at all wrong	A little bit wrong	Wrong	Very wrong
Smoke tobacco?	O	O	O	O
Have one or two drinks of an alcoholic beverage nearly every day?	O	O	O	O
Use marijuana (such as smoking, vaping, edibles)?	O	O	O	O
Use prescription drugs not prescribed to you?	O	O	O	O
Use e-cigarettes or other electronic vapor products?	O	O	O	O

How wrong do your friends feel it would be for you to:	Not at all wrong	A little bit wrong	Wrong	Very wrong
Smoke tobacco?	O	O	O	O
Have one or two drinks of an alcoholic beverage nearly every day?	O	O	O	O
Use marijuana (such as smoking, vaping, edibles)?	O	O	O	O
Use prescription drugs not prescribed to you?	O	O	O	O
Use e-cigarettes or other electronic vapor products?	O	O	O	O

How do you feel about someone your age having one or two drinks of an alcoholic beverage nearly every day?

- O Strongly disapprove
- O Somewhat disapprove
- O Somewhat approve
- O Strongly approve

During the past 30 days, how often have you worried about your safety due to violence at school?

- O Never
- O Rarely
- O Sometimes
- O Often
- O Very often

During the past 12 months, how many times did you:	Never	Once	2 or more times
See or hear about another student being bullied on school property?	O	O	O

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During your life, how often have you felt that you were treated badly or unfairly because of:	Never	Rarely	Some-times	Often	Very often
Your race or ethnicity?	O	O	O	O	O
Your gender or gender identity?	O	O	O	O	O
Your sexual identity or sexual orientation?	O	O	O	O	O

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

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

This is the end of the survey. Please click on "Submit".

Thank you very much for your help!

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