Student Self-Report Survey Data

Middle childhood, or the "middle years," is a pivotal period of human development. Experiences in this period can have long-lasting effects. Between the ages of 9 to 13, children experience important cognitive, biological, social, and emotional changes that contribute to their lifelong identity and lay the foundation for successful development in adolescence and adulthood.

SD10

MDI

SOCIAL & EMOTIONAL DEVELOPMENT

Measures

- Optimism
- Empathy
- Prosocial Behaviour
- Self-Esteem
- Happiness
- Absence of Sadness
- Absence of Worries
- Self-Regulation (Short-Term)
- * Responsible Decision-Making
- * Self-Awareness
- * Citizenship/Social Responsibility

PHYSICAL HEALTH & WELL-BEING

Measures

- General Health
- Eating Breakfast
- Meals with Adults in Your Family
- Food
- Frequency of Good Sleep
- Help-Seeking for Emotional Well-being
- Transportation To and From School

CONNECTEDNESS

Measures

- Adults at School
- Adults in the Neighbourhood
- Adults at Home
- Peer Belonging
- Friendship Intimacy
- Important Adults

USE OF OUT-OF-SCHOOL TIME

Measures

- Organized Activities
  - Educational Lessons or Activities
- Youth Organizations
- Sports
- Music or Arts
- How Children Spend their Time Out-of-School Places
- Children's Wishes

SCHOOL EXPERIENCES

Measures

- Academic Self-Concept
- School Climate
- School Belonging
- Victimization and Bullying

SD10

PERSONAL & SOCIAL COMPETENCIES

Positive Personal & Cultural Identity

Related MDI Measures:

- Connectedness to Adults at Home, School and Community
- Peer Belonging
- Friendship Intimacy
- Empathy
- School Belonging
- School Climate
- Self-Esteem
- Academic Self-Concept
- Self-Awareness
- Responsible Decision-Making

Personal Awareness & Responsibility

Related MDI Measures:

- Academic Self-Concept
- Self-Esteem
- Self-Regulation
- General Health
- Optimism
- Self-Awareness
- Responsible Decision-Making
- Use of Out-of-School Time

Social Responsibility

Related MDI Measures:

- Citizenship and Social Responsibility
- Prosocial Behaviour
- Empathy
- School Climate
- Connectedness to Adults at School
- Connectedness to Peers
- Self-Regulation

SD10

SD10

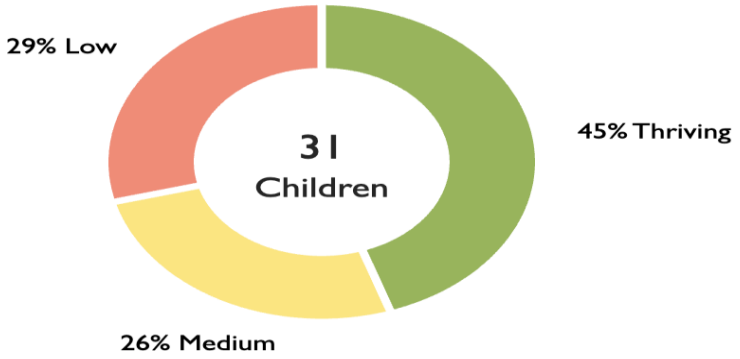
High Well-being (Thriving)
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.

Medium Well-being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

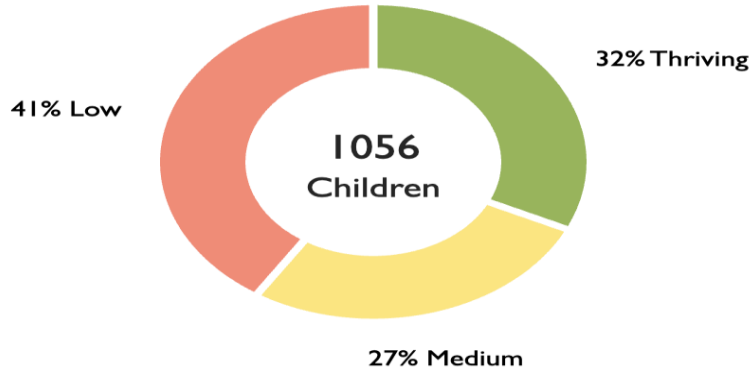
Low Well-being
Children who score in the low range on at least 1 of the 5 measures of well-being.

This year – grade 7

ARROW LAKES
GRADE 7

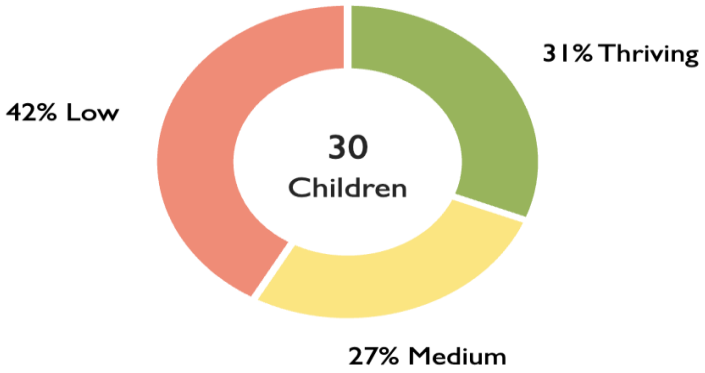


ALL PARTICIPATING SCHOOLS
GRADE 7



Last year – same cohort grade 6

ARROW LAKES

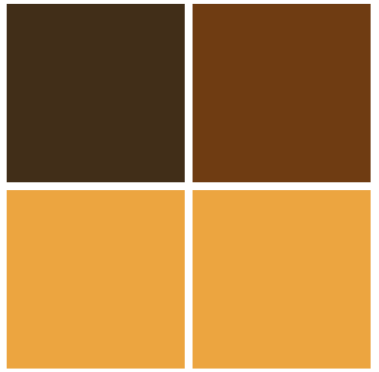


Percentage of children reporting the presence of an asset

0-49% 50-59% 60-69% 70-79% 80-89% 90%>

This year – grade 7

ARROW LAKES
GRADE 7



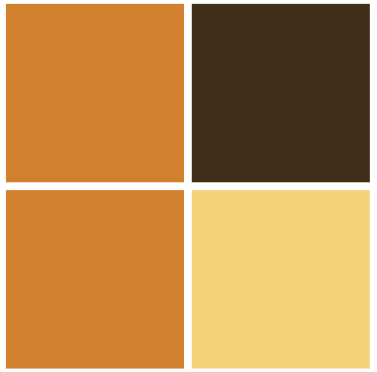
90% Adult Relationships

86% Out-of-School Activities

67% Peer Relationships

60% Nutrition & Sleep

ALL PARTICIPATING SCHOOLS
GRADE 7



76% Adult Relationships

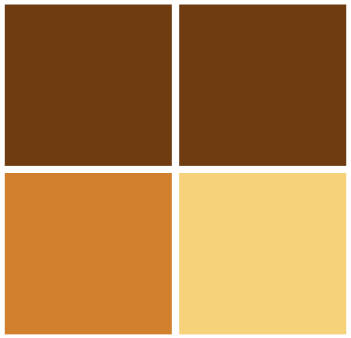
90% Out-of-School Activities

76% Peer Relationships

55% Nutrition & Sleep

Last year – same cohort grade 6

ARROW LAKES



81% Adult Relationships

86% Out-of-School Activities

76% Peer Relationships

50% Nutrition & Sleep

Average for all Schools

Last year – Grade 6

OPTIMISM

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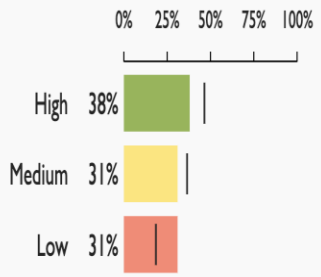
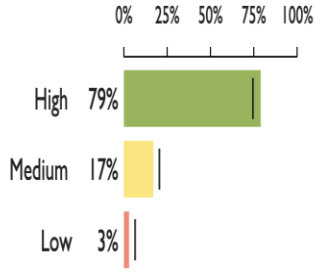


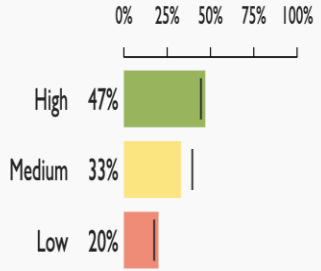
EMPATHY

Empathy is the experience of understanding and sharing the feelings of others. e.g., "I care about the feelings of others."



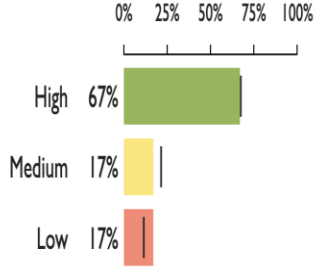
PROSOCIAL BEHAVIOUR

Prosocial behaviour refers to actions that benefit others. e.g., "I helped someone who was hurt."



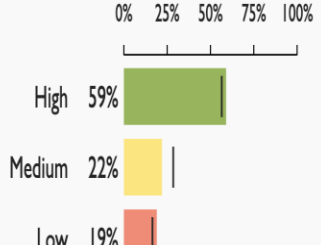
SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g., "A lot of things about me are good."



HAPPINESS

Happiness refers to how content or satisfied children are with their lives. e.g., "I am happy with my life."



This year – Grade 7

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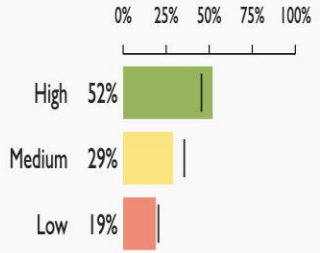

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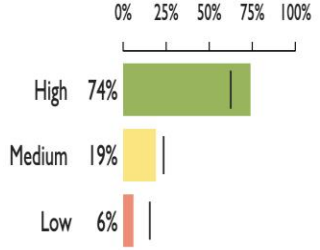

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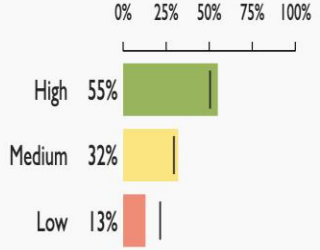
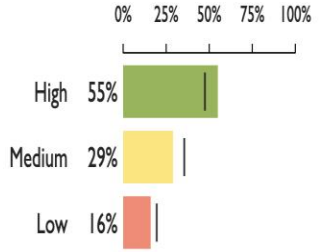


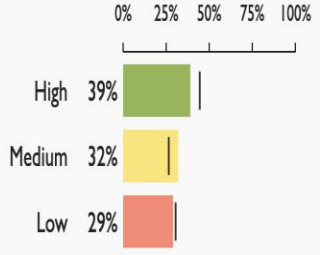
ABSENCE OF SADNESS

Sadness measures the beginning symptoms of depression. e.g., "I feel unhappy a lot of the time."



ABSENCE OF WORRIES

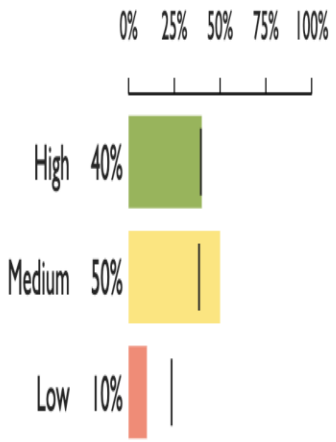
Worries measure the beginning symptoms of anxiety. e.g., "I worry a lot that other people might not like me."



Last year – grade 6

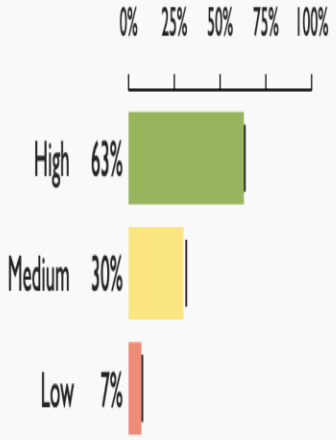
SELF-REGULATION (SHORT-TERM)

Short-term self-regulation is about impulse control. It requires adapting behaviour or emotions to meet an immediate goal. e.g., "I can calm myself down when I'm excited or upset."



RESPONSIBLE DECISION-MAKING

Responsible decision-making is about understanding the consequences of one's actions and making good choices about personal behaviour. e.g., "When I make a decision, I think about what might happen afterward."



SELF-AWARENESS

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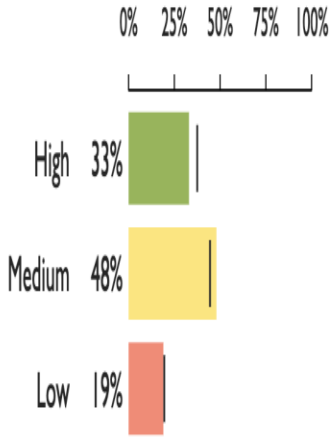

This year – grade 7

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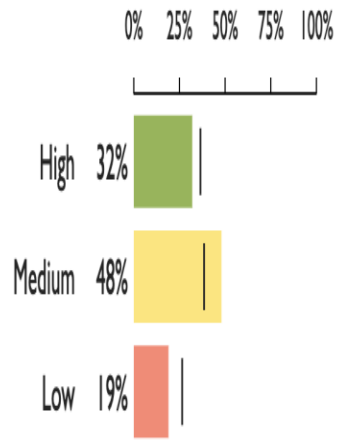

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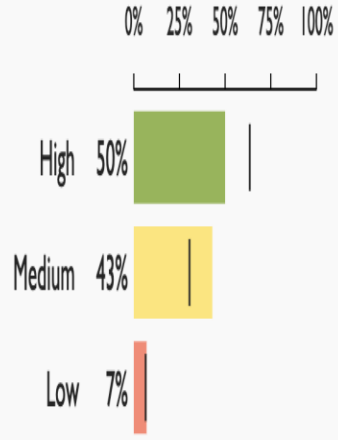

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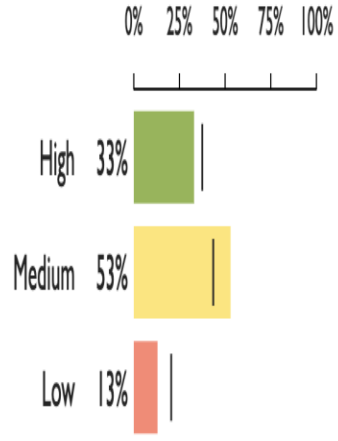


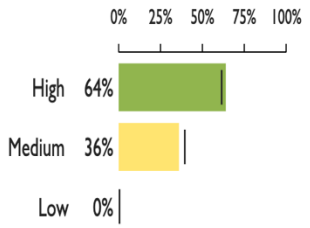
Last year –grade 6

School District Average

CONNECTEDNESS WITH ADULTS

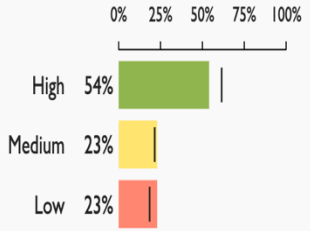
ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."



ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g., "In my neighbourhood/community there is an adult who really cares about me."



ADULTS AT HOME

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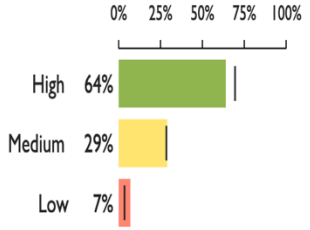

NUMBER OF IMPORTANT ADULTS AT SCHOOL

	2 or more	One	None
	77%	0%	23%
School District Average	64%	11%	25%

This year - grade 7

CONNECTEDNESS WITH ADULTS

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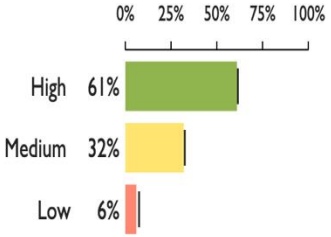
Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."



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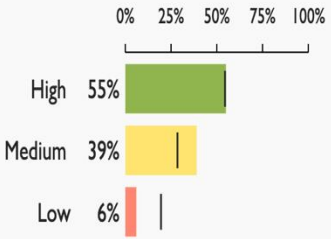

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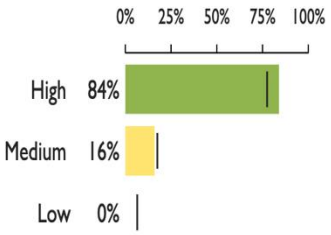

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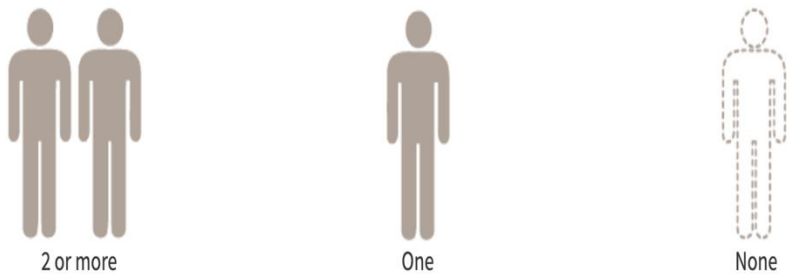


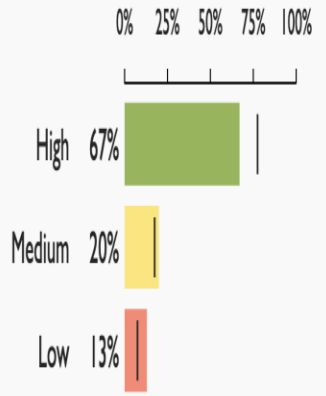
	2 or more	One	None
	81%	3%	16%
Average for all Schools	54%	12%	34%

Last year –grade 6

School District Average

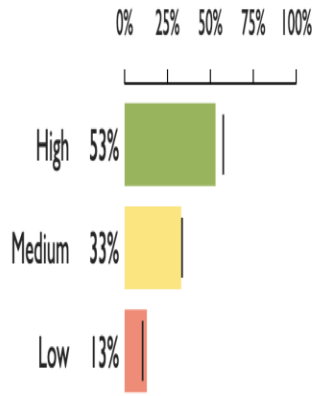
ACADEMIC SELF CONCEPT

Children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school. e.g., "I am certain I can learn the skills taught in school this year."



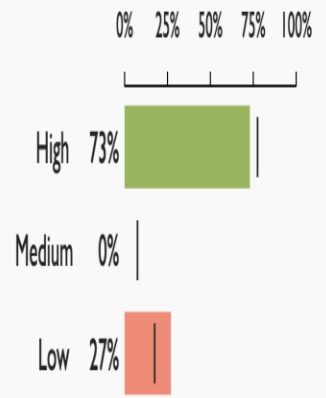
SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



This year - grade 7

Average for all Schools

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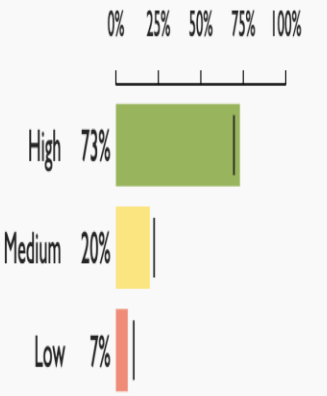

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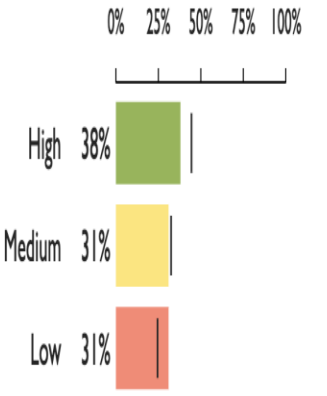

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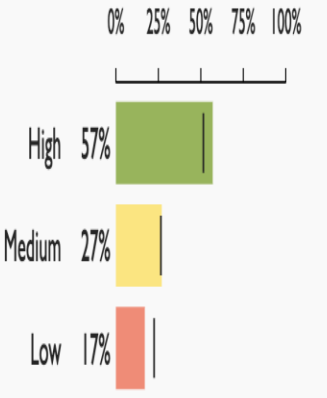
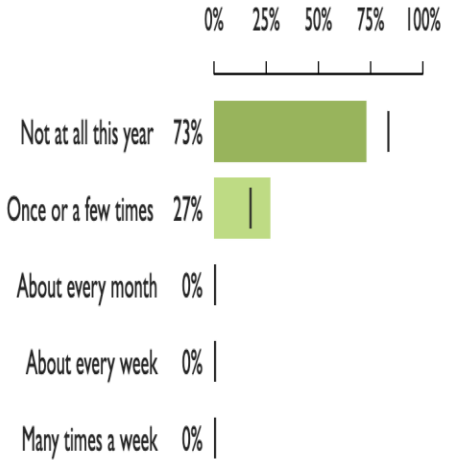


VICTIMIZATION AND BULLYING AT SCHOOL

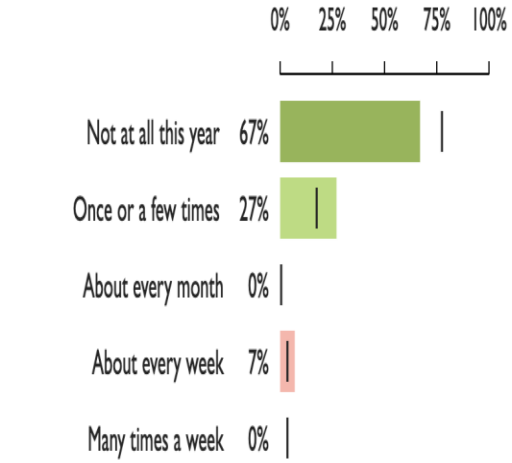
Last year –grade 6

Children are asked: "During this school year, how often have you been bullied by other students in the following ways?":

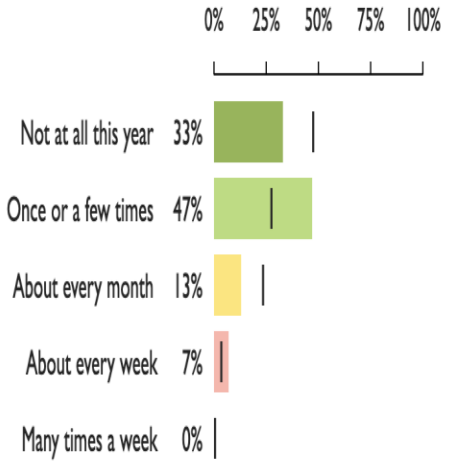
CYBER



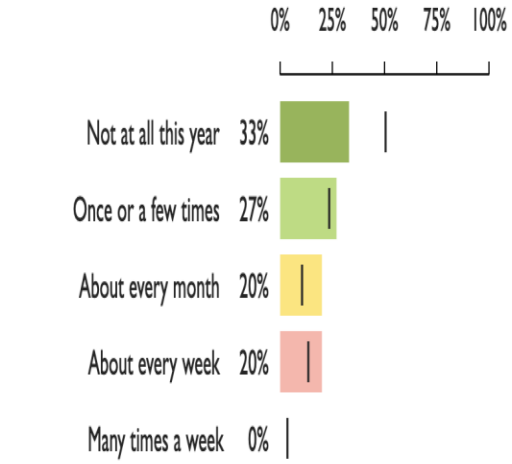
PHYSICAL



SOCIAL



VERBAL



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This year – grade 7

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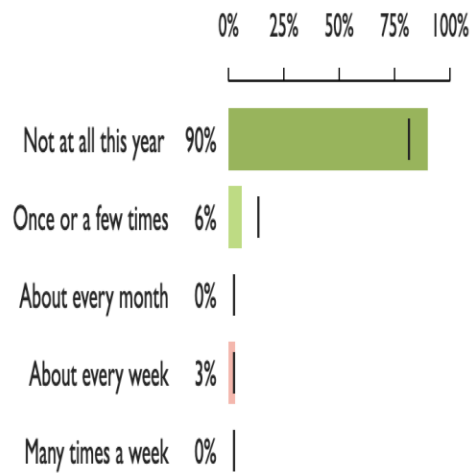
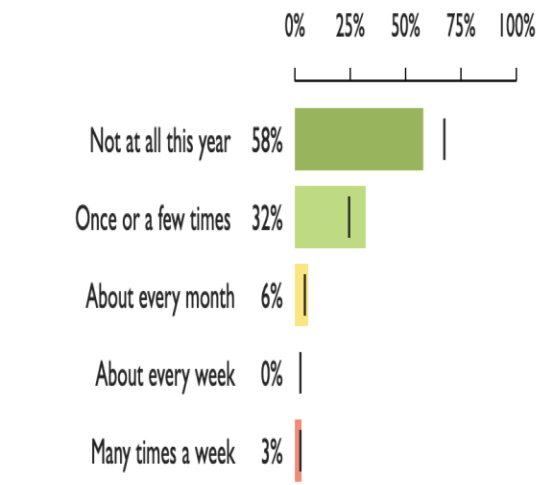
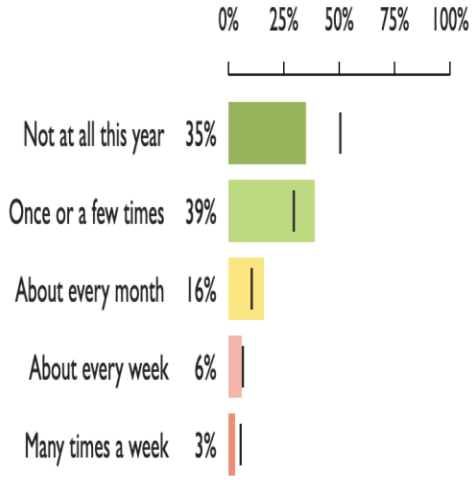
CYBER



PHYSICAL



SOCIAL



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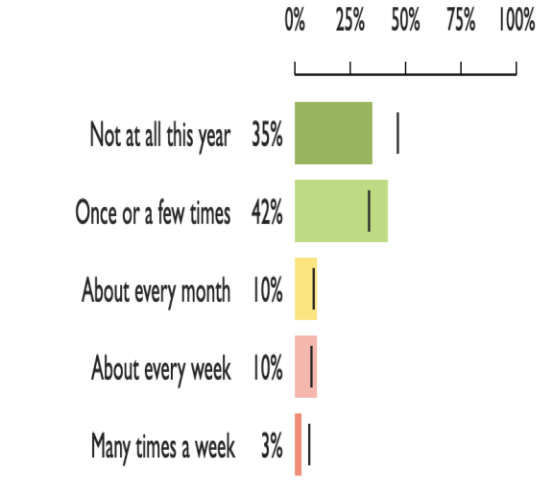


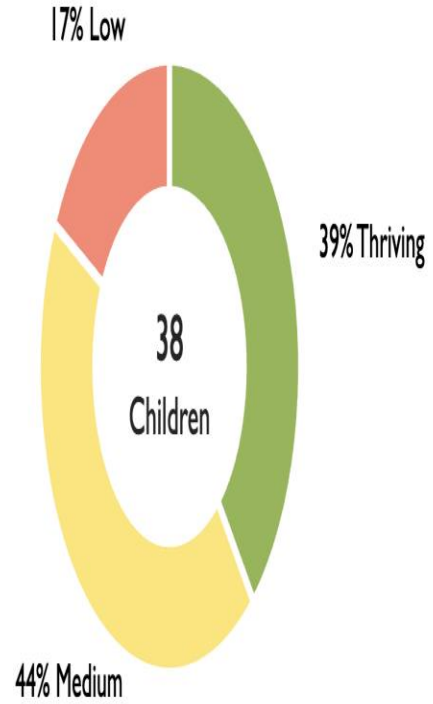
SD10

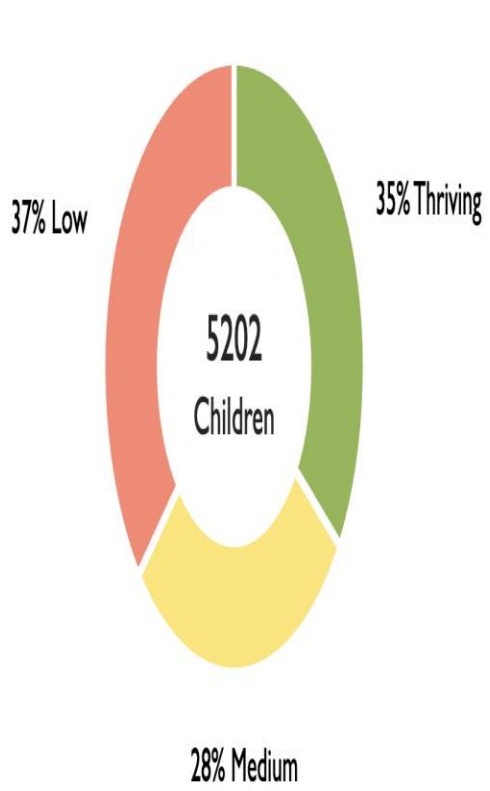
High Well-being (Thriving)
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.

Medium Well-being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

Low Well-being
Children who score in the low range on at least 1 of the 5 measures of well-being.

Last year –grade 4





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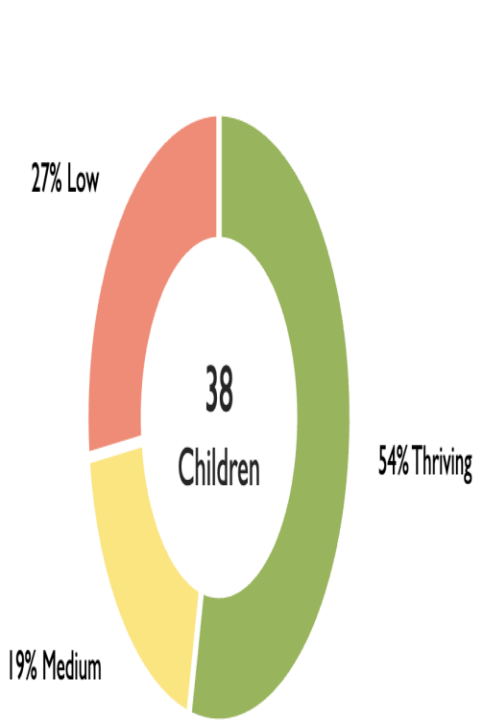
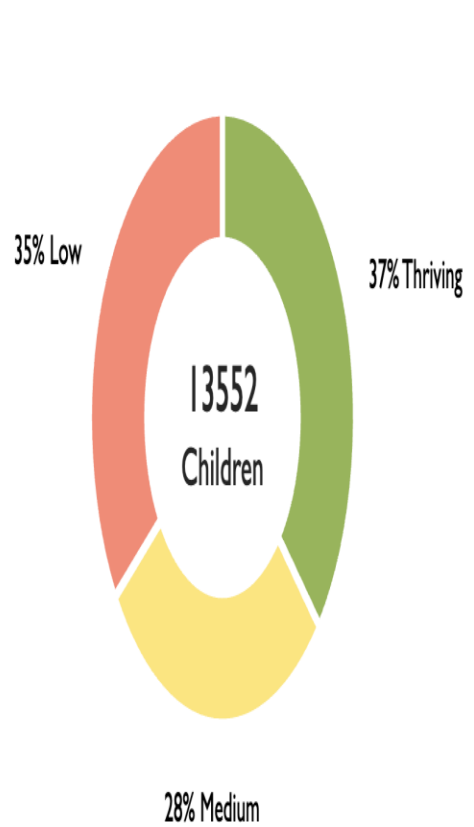
This year grade 5

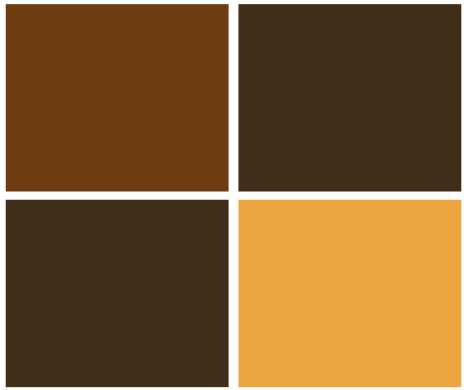




Last Year – grade 4

0-49% 50-59% 60-69% 70-79% 80-89% 90%>

ARROW LAKES



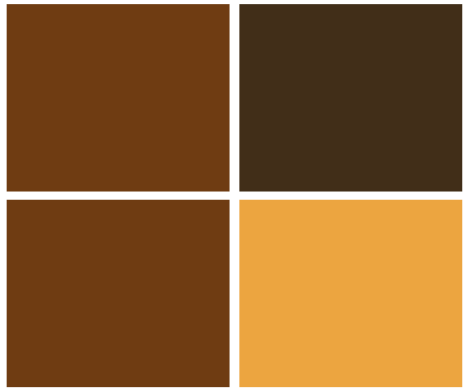
89% Adult Relationships

95% Out-of-School Activities

94% Peer Relationships

69% Nutrition & Sleep

ALL PARTICIPATING SCHOOLS



82% Adult Relationships

92% Out-of-School Activities

80% Peer Relationships

63% Nutrition & Sleep

This Year grade 5

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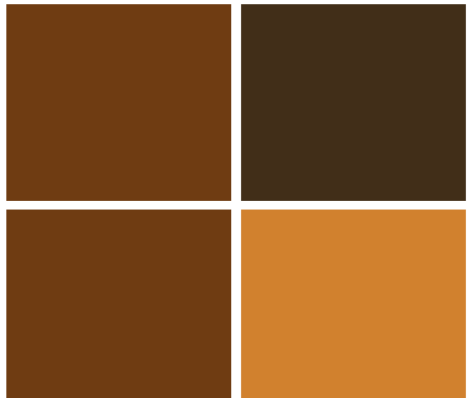
ARROW LAKES
GRADE 5



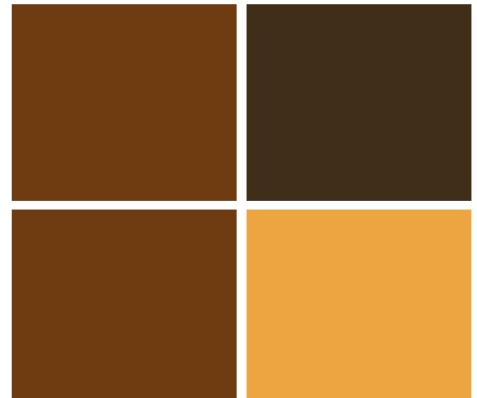
89% Adult Relationships

91% Out-of-School Activities

86% Peer Relationships

73% Nutrition & Sleep

ALL PARTICIPATING SCHOOLS
GRADE 5



81% Adult Relationships

90% Out-of-School Activities

81% Peer Relationships

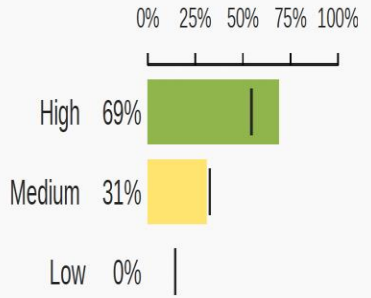
65% Nutrition & Sleep

Last year grade 4

Average for all Schools

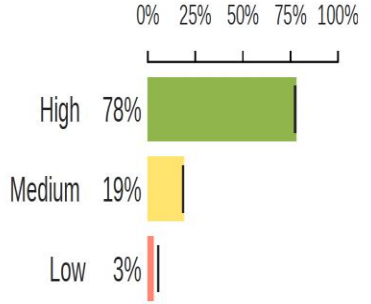
OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g., "I have more good times than bad times."



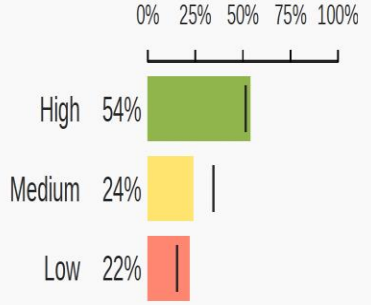
EMPATHY

Empathy is the experience of understanding and sharing the feelings of others. e.g., "I care about the feelings of others."



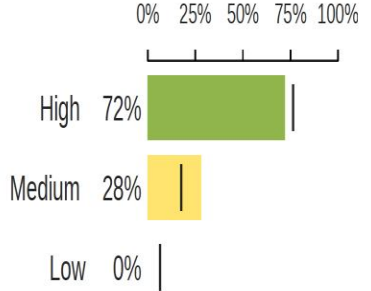
PROSOCIAL BEHAVIOUR

Prosocial behaviour refers to actions that benefit others. e.g., "I helped someone who was hurt."



SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g., "A lot of things about me are good."



This year grade 5

Average for all Schools

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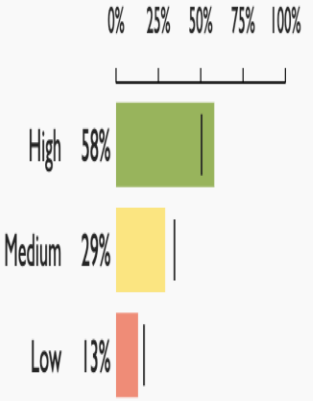

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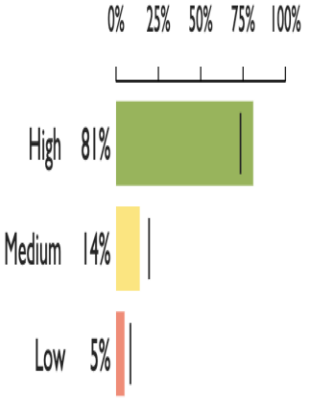
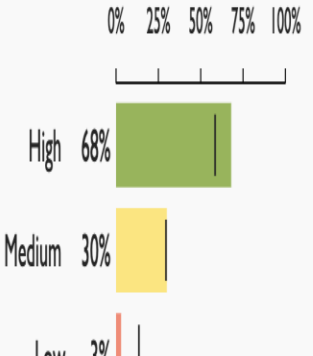


HAPPINESS

Happiness refers to how content or satisfied children are with their lives. e.g., "I am happy with my life."



Last year grade 4

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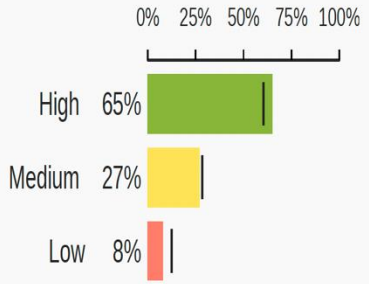
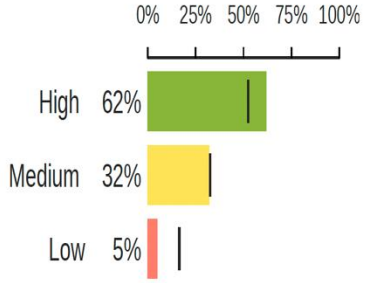


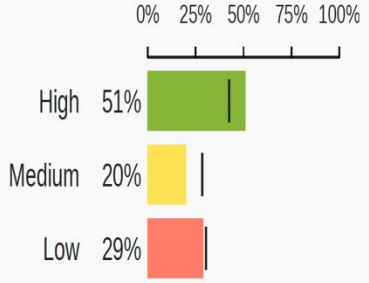
ABSENCE OF SADNESS

Sadness measures the beginning symptoms of depression. e.g., "I feel unhappy a lot of the time."



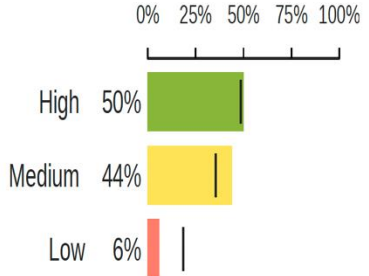
ABSENCE OF WORRIES

Worries measure the beginning symptoms of anxiety. e.g., "I worry a lot that other people might not like me."



SELF-REGULATION (SHORT-TERM)

Short-term self-regulation is about impulse control. It requires adapting behaviour or emotions to meet an immediate goal. e.g., "I can calm myself down when I'm excited or upset."



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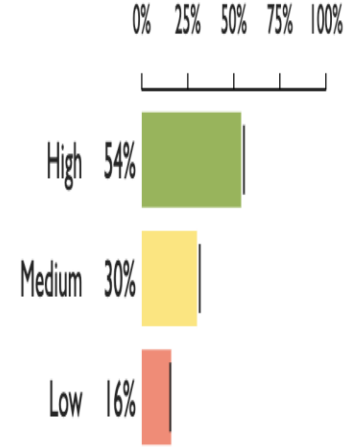

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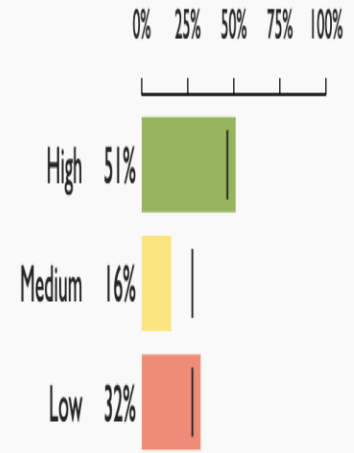

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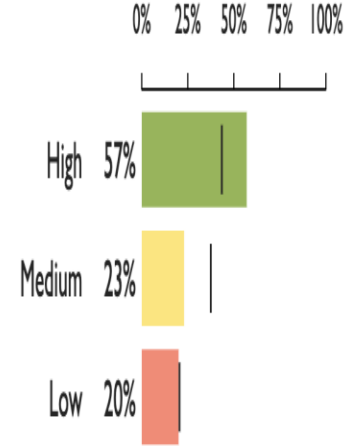


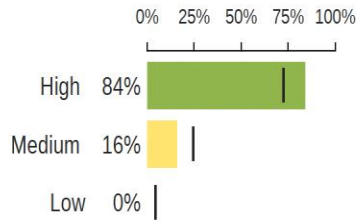
Last year grade 4

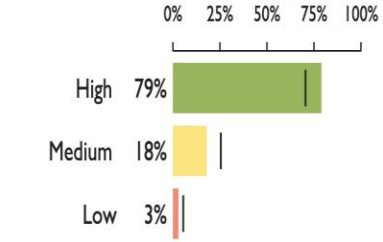
This year grade 5

CONNECTEDNESS WITH ADULTS

ADULTS AT SCHOOL

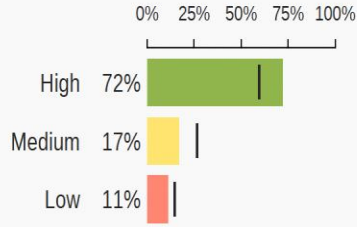
Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."

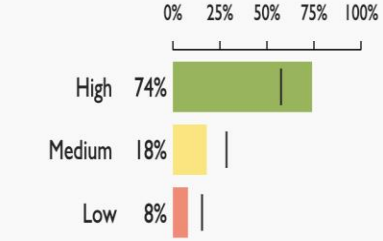




ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

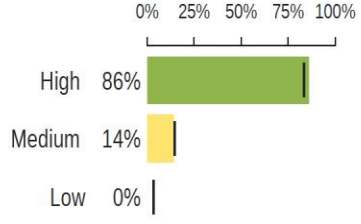
Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g., "In my neighbourhood/community there is an adult who really cares about me."

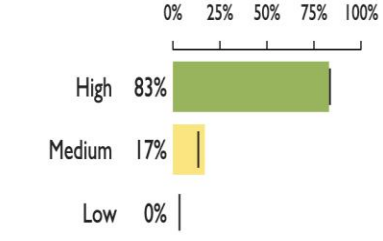




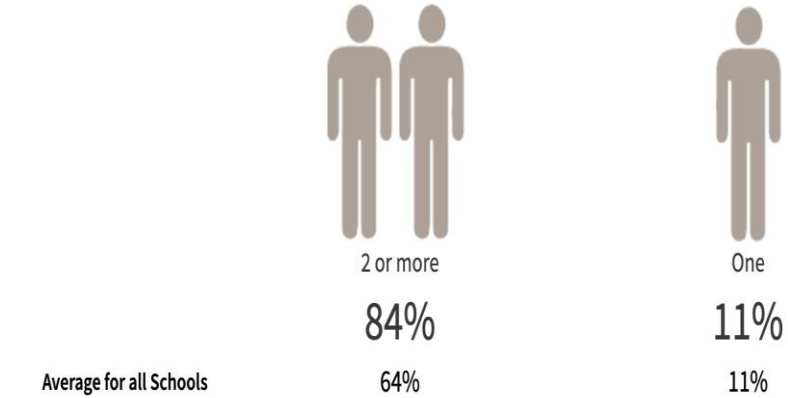
ADULTS AT HOME

Assesses the quality of relationships children have with the adults in their home. e.g., "In my home there is a parent or other adult who listens to me when I have something to say."





NUMBER OF IMPORTANT ADULTS AT SCHOOL

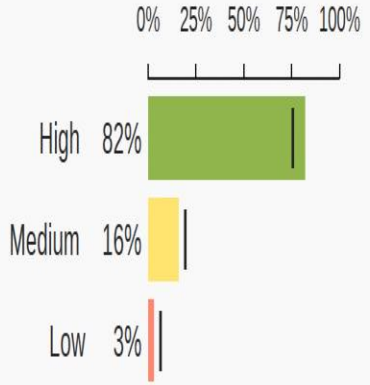


Last year grade 4

Average for all Schools

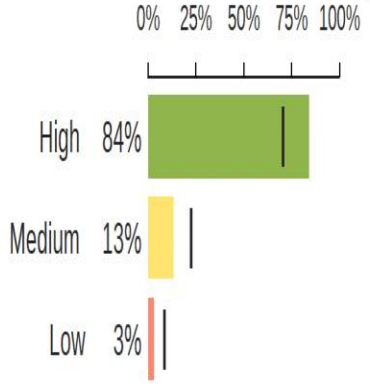
ACADEMIC SELF CONCEPT

Children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school. e.g., "I am certain I can learn the skills taught in school this year."



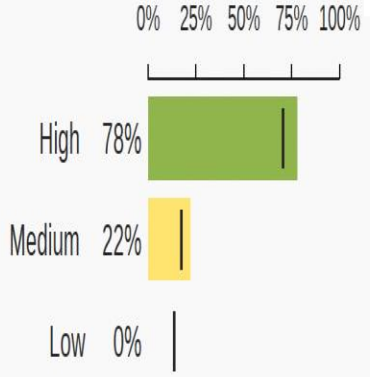
SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



This year grade 5

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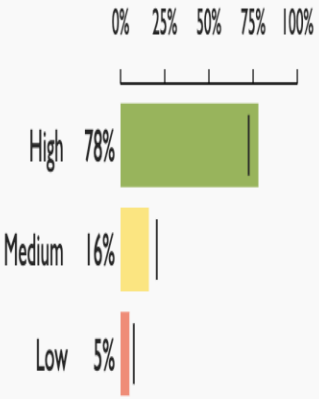

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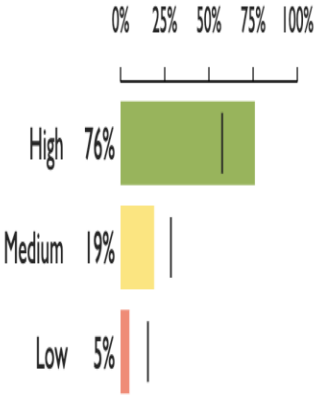

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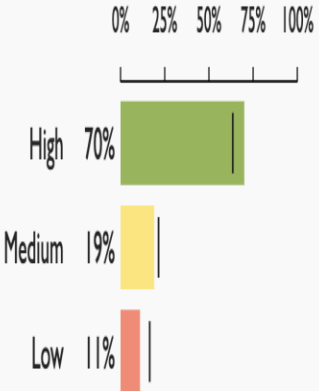

VICTIMIZATION AND BULLYING AT SCHOOL

Last year grade 4

Children are asked: "During this school year, how often have you been bullied by other students in the following ways?":

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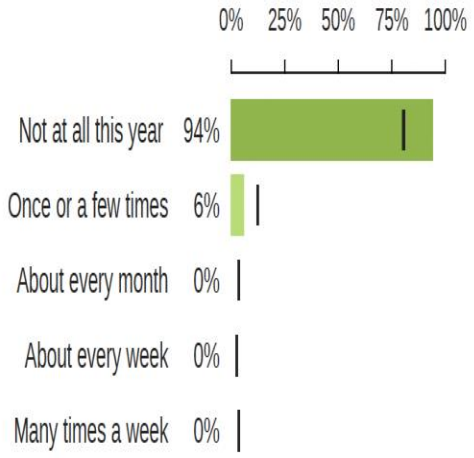

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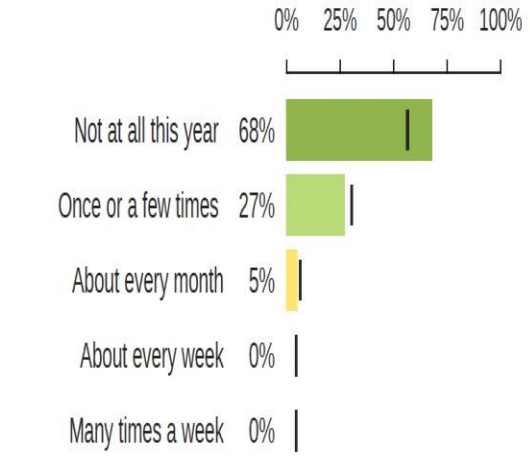

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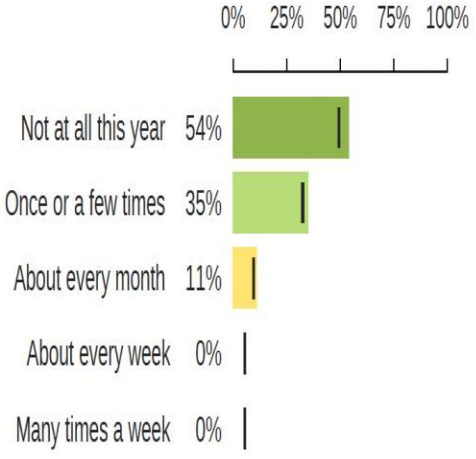

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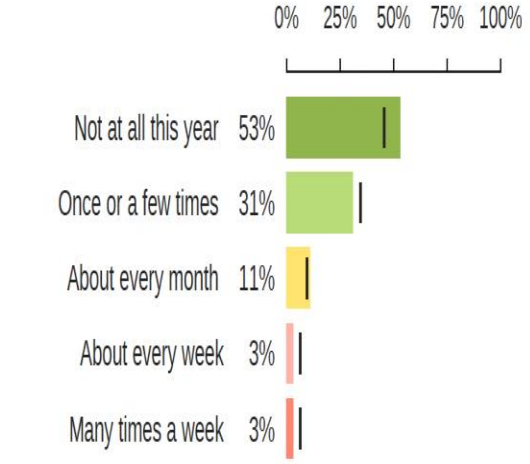

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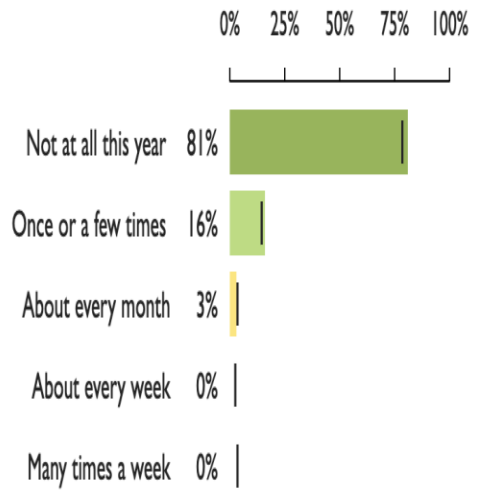

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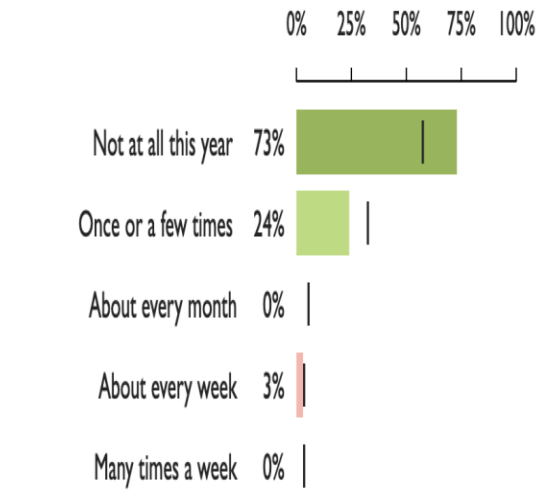
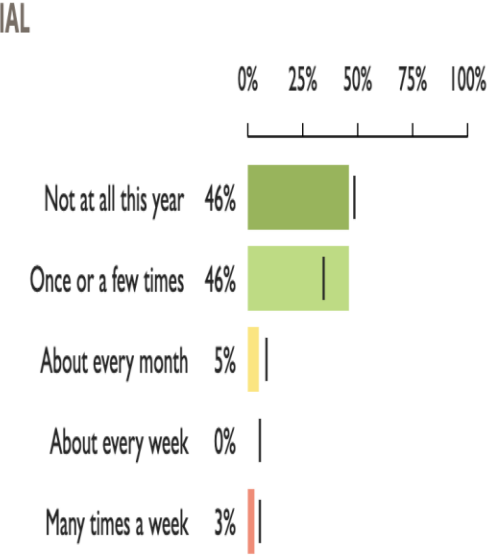
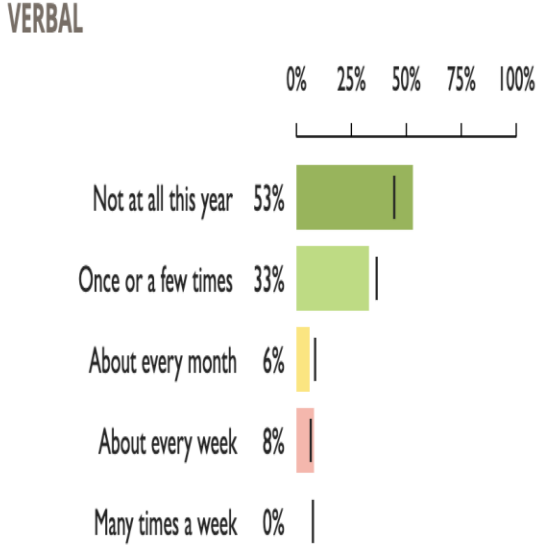


SOCIAL



VERBAL



What do we do with the data?

- Current school and district health and wellness interventions:
  - Class-based health and wellness teaching infused into the curriculum
  - Continue to use cohort tracking to monitor and adjust with specific cohorts
  - The District Wellness Committee meets once a month to discuss ways to support physical and mental health in schools and reports back to schools
  - School-based SEL teams and initiatives are ongoing
  - Outdoor Education focuses on promoting physical and mental health
  - District Elder in-residence program supporting students
  - District Mental Health Outreach Coordinator role supporting youth in the after-school hours
  - Elementary after-school clubs provide various opportunities for students
  - Greater connection with community agencies and partners for resources/support
  - Continued focus on school connectedness and belonging