



**MDI**  
**GRADE 4**

SCHOOL DISTRICT 19 ■ **REVELSTOKE**

# SCHOOL DISTRICT & COMMUNITY REPORT

HUMAN  
EARLY LEARNING  
PARTNERSHIP



2016/2017 GRADE 4 RESULTS





## ACKNOWLEDGEMENTS

The MDI team would like to extend its warmest appreciation to the students, teachers and administrators who made this project possible. Thank you for your participation.

MDI research is made possible with funding from the United Way of the Lower Mainland (UWLM) and school districts across BC. We would like to thank and acknowledge the UWLM and all participating school districts for their support and collaboration on this project. The BC Ministries of Children and Family Development, Education and Health have also provided support for MDI Research.

HELP faculty and staff would also like to acknowledge our Founding Director, Dr. Clyde Hertzman, whose life's work is a legacy for the institute's research. He continues to inspire and guide our work and will always be celebrated as "a mentor to all who walked with him."

For more information please contact HELP's MDI Project Coordinator at [mdi@help.ubc.ca](mailto:mdi@help.ubc.ca) or visit [earlylearning.ubc.ca/mdi](http://earlylearning.ubc.ca/mdi).



## ABOUT THE HUMAN EARLY LEARNING PARTNERSHIP

HELP is an interdisciplinary research institute, based at the School of Population and Public Health at the University of British Columbia. The institute was founded by Drs. Clyde Hertzman and Hillel Goelman in 1999. Clyde's vision for HELP was to advance knowledge about child development and importantly, to apply this knowledge in communities.

HELP's unique partnership brings together researchers and practitioners from across BC, Canada and internationally to address complex child development issues. HELP's research projects explore how different environments and experiences contribute to health and social inequities in children's development over their life course. To learn more please visit our website at [earlylearning.ubc.ca](http://earlylearning.ubc.ca).

### ***Suggested citation***

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# SCHOOL DISTRICT & COMMUNITY REPORT

## 2016/2017 GRADE 4 MDI

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# INTRODUCTION TO THE MDI



## WHY THE MIDDLE YEARS MATTER

Experiences in the middle years, ages 6 to 12, have critical and long lasting effects. They are powerful predictors of adolescent adjustment and future success. During this time, children are experiencing significant cognitive, social and emotional changes that establish their lifelong identity and set the stage for adolescence and adulthood. The overall health and well-being of children in their middle years affects their ability to concentrate and learn, develop and maintain friendships, and make thoughtful decisions.

Early adolescent children have an increased awareness of themselves and others. During middle childhood they are developing ideas about how they may or may not “fit in” to their social and academic environments. These ideas have the power to either promote health and academic achievement or lead to negative outcomes such as depression and anxiety in adolescence and adulthood. Although middle childhood is a time of risk, it is also a time of opportunity. There is mounting evidence to suggest that positive relationships with adults and peers during this critical time act to increase a child’s resiliency and success.

## ABOUT THE MIDDLE YEARS DEVELOPMENT INSTRUMENT

The Middle Years Development Instrument (MDI) is a self-report questionnaire that asks children in Grade 4 and Grade 7 about their thoughts, feelings and experiences in school and in the community. The MDI is not an assessment for individual children. Instead, it is a unique and comprehensive population-based measure that helps us gain a deeper understanding of children’s health and well-being during middle childhood. Researchers at the Human Early Learning Partnership (HELP) are using results from the MDI to understand the factors that promote children’s social-emotional health and well-being. In addition, the MDI is being used to inform policy and practice and support collaboration across education, health and community sectors.

The MDI uses a strengths-based approach to assess five areas of development that are strongly linked to children’s well-being, health and academic achievement. It focuses on highlighting the protective factors and assets that are known to support and optimize development in middle childhood. These areas are: **Social and Emotional Development, Physical Health and Well-Being, Connectedness, Use of After-School Time** and **School Experiences**. Each of these dimensions is made up of several measures and each measure is made up of one or more questions.





# INTRODUCTION TO THE MDI

Combining select measures from the MDI helps us paint a fuller picture of children’s overall well-being and the assets that contribute to their healthy development. The results for key MDI measures are summarized by two indices:

- **The Well-Being Index** consists of measures relating to children’s physical health and social and emotional development that are of critical importance during the middle years: Optimism, Self-Esteem, Happiness, Absence of Sadness and General Health.
- **The Assets Index** consists of measures of key assets that help to promote children’s positive development and well-being. Assets are resources and influences present in children’s lives such as supportive relationships and enriching activities. The MDI measures five types of assets: Adult Relationships, Peer Relationships, Nutrition and Sleep, After-School Activities and School Experiences. The School Experiences asset is not reported as part of the Assets Index to prevent the ranking of individual schools or districts. Please refer to the School Climate and Bullying and Victimization measures for data related to this asset.

The chart below illustrates the relationship between MDI dimensions and measures, and highlights which measures contribute to the Well-Being and Assets Indices.

## 5 DIMENSIONS OF THE MDI

				
<b>SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>	<b>PHYSICAL HEALTH &amp; WELL-BEING</b>	<b>CONNECTEDNESS</b>	<b>USE OF AFTER-SCHOOL TIME</b>	<b>SCHOOL EXPERIENCES</b>
<b>MEASURES</b> <ul style="list-style-type: none"><li>• <b>Optimism</b> Empathy Prosocial Behaviour</li><li>• <b>Self-Esteem</b></li><li>• <b>Happiness</b></li><li>• <b>Absence of Sadness</b> Absence of Worries Self-Regulation (Short &amp; Long Term)</li><li>* Responsible Decision-Making</li><li>* Self-Awareness</li><li>* Perseverance</li><li>* Assertiveness</li><li>* Citizenship and Social Responsibility</li></ul>	<b>MEASURES</b> <ul style="list-style-type: none"><li>• <b>General Health</b></li><li>■ <b>Eating Breakfast</b></li><li>■ <b>Meals with Adults at Home</b></li><li>■ <b>Frequency of Good Sleep</b> Body Image</li></ul>	<b>MEASURES</b> <ul style="list-style-type: none"><li>■ <b>Adults at School</b></li><li>■ <b>Adults in the Neighbourhood</b></li><li>■ <b>Adults at Home</b></li><li>■ <b>Peer Belonging</b></li><li>■ <b>Friendship Intimacy</b> Important Adults</li></ul>	<b>MEASURES</b> <ul style="list-style-type: none"><li>■ <b>Organized Activities</b><ul style="list-style-type: none"><li>- Educational Lessons or Activities</li><li>- Youth Organizations</li><li>- Sports</li><li>- Music or Arts</li></ul></li><li>How Children Spend Their Time</li><li>After-School People and Places</li><li>Children's Wishes and Barriers</li></ul>	<b>MEASURES</b> <ul style="list-style-type: none"><li>Academic Self-Concept</li><li>School Climate</li><li>School Belonging</li><li>Motivation</li><li>Future Goals</li><li>Victimization and Bullying</li></ul>
* These questions are on the Grade 7 MDI only				

### WELL-BEING INDEX

- A measure in the Well-Being Index



### ASSETS INDEX

- A measure in the Assets Index



## INTRODUCTION TO THE MDI

### CONNECTING THE MDI WITH THE PERSONAL AND SOCIAL COMPETENCIES OF THE BC CURRICULUM

Your MDI data provide a unique approach to understanding children's social and emotional development and well-being in relation to the BC Ministry of Education's Personal and Social Competencies.

As illustrated below, areas measured by the MDI reflect facets of children's Personal and Social Competencies, providing valuable context for understanding children's growth and progress on the core competencies.





# MOVING TO ACTION



MDI data can support planning and inform action across schools, organizations and communities. There are many opportunities for working with your MDI results and there are examples of successful initiatives from across the province to learn from. Here, we provide suggestions to help you get started.



## EXPLORE THE MDI FIELD GUIDE

**Discover MDI: A Field Guide to Well-Being in Middle Childhood** is an online resource to help interpret the MDI reports and move forward with action. The MDI Field Guide supports your journey from data to action with tools for “making sense” and “making change.” It provides a solid orientation to the MDI, a deeper look at the research, and action planning suggestions.

For this in-depth resource on moving to action visit [discovermdi.ca](https://discovermdi.ca).

## MAKING SENSE AND MAKING CHANGE

### UNDERSTAND YOUR MDI RESULTS

MDI reports provide information with both detail and depth into the social and emotional lives of children. The MDI Field Guide can help walk you through how to read the results and provide background information during your meaning-making process. Approach the results with a lens of curiosity, inquiry and appreciation.

### ENGAGE EVERYONE

Increasing local dialogue on the importance of child well-being in the middle years is an excellent way to start improving outcomes for children. Once you are ready, review your MDI report with multiple audiences: children, parents and elders, caregivers and teachers, school administrators, after-school programmers, local early/middle childhood committees, local government and other community stakeholders.

Visit the MDI Field Guide for tips and tools to widen the conversation and to think critically about the data together.

## MOVING TO ACTION

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### CHOOSE A FOCUS: THINK BIG, START SMALL

It may be overwhelming to consider the many opportunities for change presented in the MDI data. Where will your focus be? What results do you have some control or influence over? How will you make change? We suggest narrowing your efforts to one or two key focus areas for improvement. The MDI Field Guide provides information on all the MDI dimensions and measures to help you start this process.

### ACTION EVERYWHERE: BE INSPIRED AND LEARN FROM OTHERS

Innovation happens when people build on ideas, rather than simply duplicating them. Identify individuals in school and community settings who are championing middle childhood issues. Explore the growing collection of video stories, downloadable tools and action articles in the MDI Field Guide. Be inspired, edit, adapt or create new!

### CONNECT

If you have any additional questions about the MDI report itself, or simply want to find out more about the MDI, please visit our website at [earlylearning.ubc.ca/mdi](http://earlylearning.ubc.ca/mdi) or contact the MDI research team at [mdi@help.ubc.ca](mailto:mdi@help.ubc.ca).





# ABOUT THIS REPORT

## HOW THE RESULTS ARE REPORTED

This report provides MDI data at the school district level. The data includes all children who participated within the public school district. School district data is compared to the **average for all districts** which includes children from all participating public school districts and a number of independent schools.

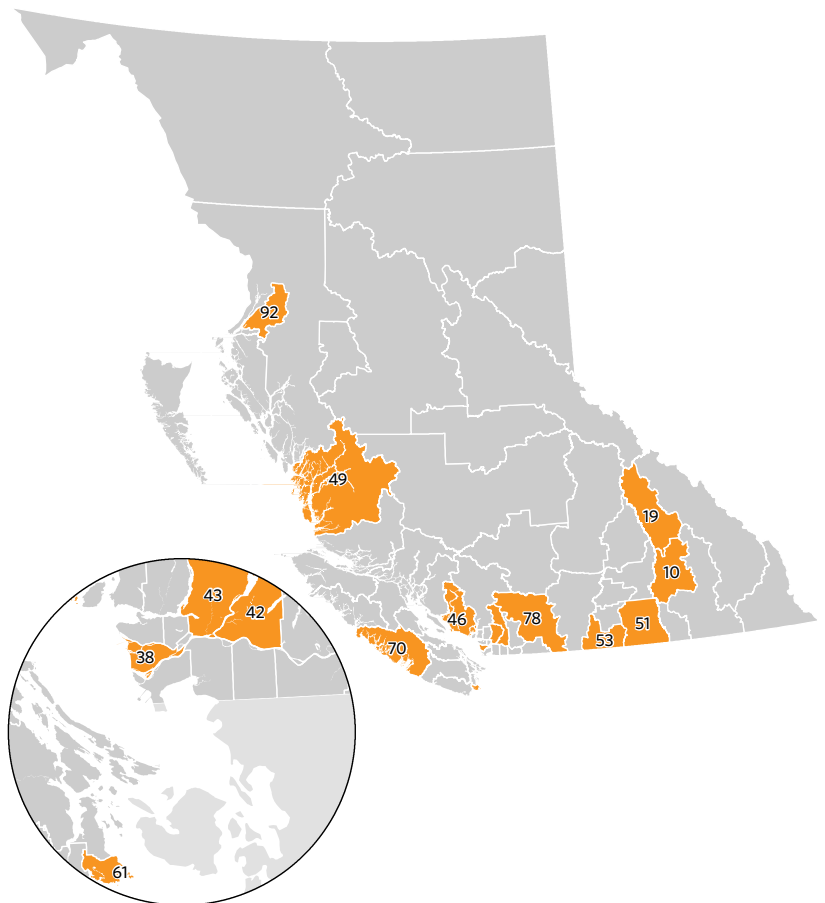
Districts with large populations contribute more in computing the **average for all districts** than districts with smaller populations; therefore, large-districts' results tend to be closer to the **average for all districts** and large differences may not be expected. Please see the table below for a list of participating districts, and note that the average for these districts **do not** represent a complete provincial snapshot.

Where school districts or neighbourhoods contain fewer than 35 children, the results are suppressed.

The data in this report have been rounded. Many questions on the MDI allow children to provide multiple responses. Totals for some measures and questions may not equal 100%.

## PARTICIPATING SCHOOL DISTRICTS, 2016/2017

School District	Number of Children	Participation Rate *
10 Arrow Lakes	27	66%
19 Revelstoke	67	89%
23 Central Okanagan	1,470	88%
38 Richmond	1,243	83%
42 Maple Ridge - Pitt Meadows	956	88%
43 Coquitlam	2,037	86%
46 Sunshine Coast	184	81%
47 Powell River	93	74%
49 Central Coast	7	78%
51 Boundary	84	82%
53 Okanagan - Similkameen	162	94%
61 Victoria	866	61%
70 Alberni	235	86%
78 Fraser - Cascade	108	86%
92 Nisga'a	29	88%
All Independent Schools	31	
<b>Total</b>	<b>7,599</b>	



\* Please note that higher participation rates result in MDI data being more representative of the entire Grade 4 school district population.

# SCHOOL DISTRICT RESULTS

## SD19 ■ REVELSTOKE

### DEMOGRAPHICS

#### SCHOOL DISTRICT POPULATION

Total Sample	67	Boys	37
Participation Rate	89%	Girls	29

#### Total Sample

Refers to the total number of children represented in this report. Children are included in the district sample if they complete at least one question on the MDI questionnaire.

#### Participation Rate

Refers to the percentage of the school district's total Grade 4 population that participated in the MDI survey this year.

#### Gender

Children are asked to report their gender and this report reflects their responses. Responses may not add to the district total as some children did not provide an answer to the question on gender.

#### LANGUAGES SPOKEN AT HOME

Aboriginal Language	0%	Korean	2%
Cantonese	2%	Mandarin	0%
English	92%	Punjabi	2%
Filipino/Tagalog	0%	Spanish	0%
French	3%	Vietnamese	0%
Hindi	0%	Other	5%
Japanese	0%		

#### Languages Spoken at Home

Children are able to select more than one language spoken in the home. Therefore, in some cases, the percentages may add up to more than 100%.

#### Aboriginal Languages

If a child selects "Aboriginal Language" as a language spoken at home they are then asked to identify, if possible, the specific language. These data are not publicly available.

#### Other

A limited selection of languages are offered on the MDI questionnaire. The "other" category gives children an opportunity to enter their own response(s). For a list of common responses given for "other" languages, please email: [mdi@help.ubc.ca](mailto:mdi@help.ubc.ca).



# SOCIAL & EMOTIONAL DEVELOPMENT

## IT'S IMPORTANT BECAUSE...

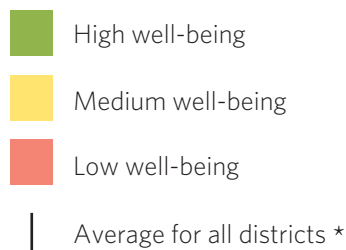
Social and emotional well-being is associated with greater motivation and achievement in school, as well as positive outcomes later in life including post-secondary education, employment, healthy lifestyles, and physical and psychological well-being. Nurturing social and emotional competencies in school, home and after-school environments contribute to children's successful development.

Detailed information on the MDI survey questions and response scales for Social and Emotional Development are available in the **MDI Field Guide** at [discovermdi.ca/making-sense/social-emotional-development](https://discovermdi.ca/making-sense/social-emotional-development).

## Results for your district

Number of children: 67

Percentage of children who reported:



\* The average for all districts participating in the 2016/17 MDI represents 7,599 children, including those from your district. See page 9 for a list of participating districts.



*Social and emotional competencies include children's ability to recognize, understand, and effectively respond to emotions, manage stress and be optimistic. They also include showing concern for others, sustaining healthy relationships, and making effective personal and social decisions (Weissberg, Durlak, Domitrovitch, & Gullota, 2015).*

### 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."

### HAPPINESS

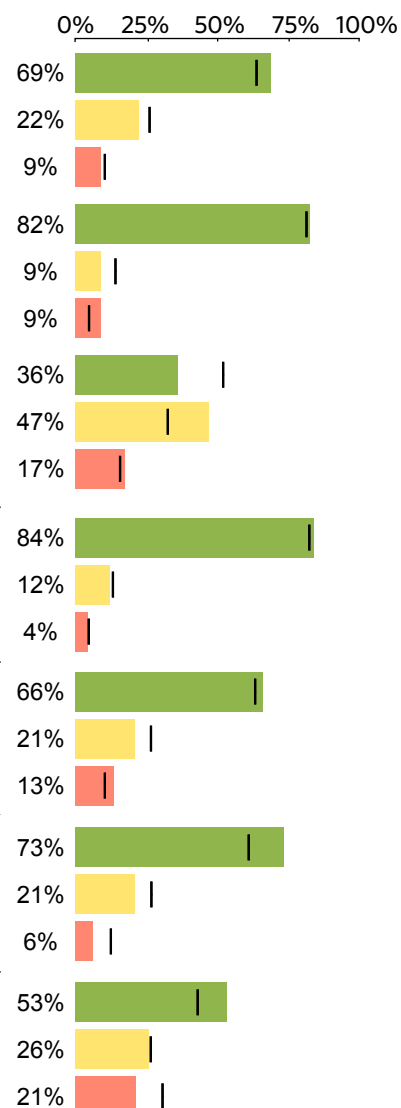
Happiness refers to how content or satisfied children are with their lives. e.g. "I am happy with my life."

### 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."



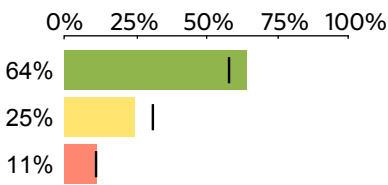
# SOCIAL & EMOTIONAL DEVELOPMENT



*Middle childhood is an important time for promoting self-regulation and problem-solving strategies to help children persevere in the face of obstacles and setbacks. Related skills and strategies learned during middle childhood tend to stick with children throughout the rest of their lives (Skinner et al., 2016).*

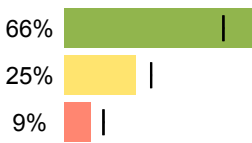
## SELF-REGULATION (LONG-TERM)

Long-term self-regulation requires adapting present behaviour to achieve a goal in the future. e.g. "If something isn't going according to my plans, I change my actions to try and reach my goal."



## 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."





# PHYSICAL HEALTH & WELL-BEING

## IT'S IMPORTANT BECAUSE...

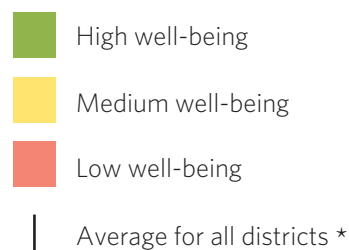
Promoting children's physical and mental health is important for maintaining their overall health outcomes. It is important to provide children with direction, information and opportunities to develop a healthy lifestyle and to make appropriate lifestyle choices. In addition to physical activity, a good night's sleep, combined with sharing meals with family members and starting the day with a healthy breakfast, are important factors for positive physical health outcomes.

Detailed information on the MDI survey questions and response scales for Physical Health and Well-Being are available at the **MDI Field Guide** at [discovermdi.ca/making-sense/physical-health-and-well-being](https://discovermdi.ca/making-sense/physical-health-and-well-being).

## Results for your district

Number of children: 67

Percentage of children who reported:



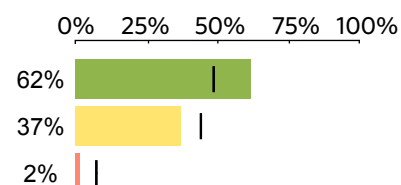
\* The average for all districts participating in the 2016/17 MDI represents 7,599 children, including those from your district. See page 9 for a list of participating districts.



*Eating meals together as a family often is related to increased self-esteem and school success, and decreased chance of eating disorders, substance abuse, violent behaviour, and symptoms of depression (Harrison et al., 2015).*

### GENERAL HEALTH

Children are asked, "In general, how would you describe your health?"



### EATING BREAKFAST

Children are asked, "How often do you eat breakfast?"



### MEALS WITH ADULTS AT HOME

Children are asked, "How often do your parents or adult family members eat meals with you?"



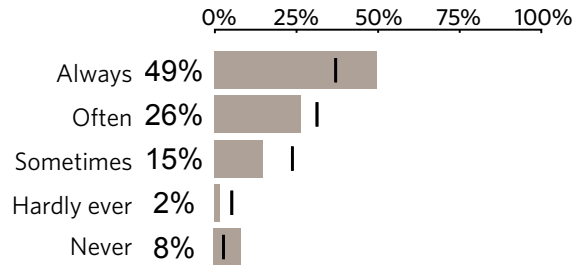
### FREQUENCY OF GOOD SLEEP

Children are asked, "How often do you get a good night's sleep?"

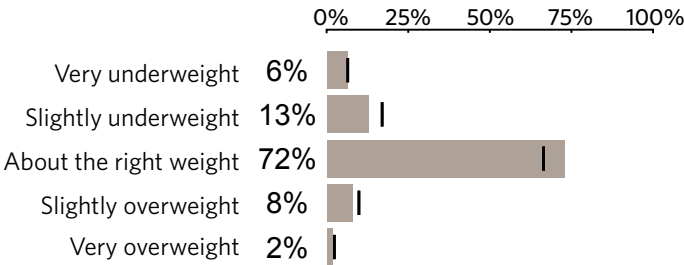


PHYSICAL HEALTH & WELL-BEING

HOW OFTEN DO YOU LIKE THE WAY YOU LOOK?



HOW DO YOU RATE YOUR BODY WEIGHT?



WHAT TIME DO YOU USUALLY GO TO BED DURING THE WEEKDAYS?



Children ages 5 to 13 need 9–11 hours of uninterrupted sleep a night (Hirshkowitz et al., 2015). When children do not get enough sleep they are more likely to have troubles at school, be involved in family disagreements, and display symptoms of depression (Smaldone, Honig, & Byrne, 2007).



Before 9pm  
**65%**



9pm – 10pm  
**29%**



10pm – 11pm  
**3%**



11pm – 12am  
**2%**

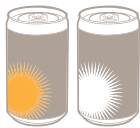


After 12am  
**2%**

HOW OFTEN DO YOU EAT FOOD LIKE POP, CANDY, POTATO CHIPS, OR SOMETHING ELSE?



Never-Once/week  
**45%**



2–4 times/week  
**42%**



5+ times/week  
**12%**

DO YOU HAVE A PHYSICAL OR HEALTH CONDITION THAT KEEPS YOU FROM DOING SOME THINGS OTHER KIDS YOUR AGE DO?

For example, school activities, sports or getting together with friends. Children can select all of the options that apply.

No health condition	Yes, a physical disability	Yes, a long-term illness	Yes, overweight	Yes, something else
85%	9%	6%	3%	2%





# CONNECTEDNESS

## IT'S IMPORTANT BECAUSE...

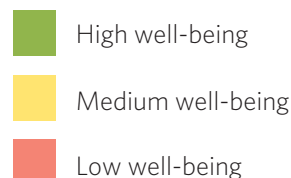
Children's connections to their parents, peers and the people in their schools and communities play a central role in their development. These connections promote mental health and can act as protective factors to children's well-being. Research shows that a single caring adult, be it a family member, a teacher or a neighbour, can make a very powerful difference in a child's life.

Detailed information on the MDI survey questions and response scales for Connectedness are available in the MDI Field Guide at [discovermdi.ca/making-sense/connectedness](http://discovermdi.ca/making-sense/connectedness).

## Results for your district

Number of children: 67

Percentage of children who reported:



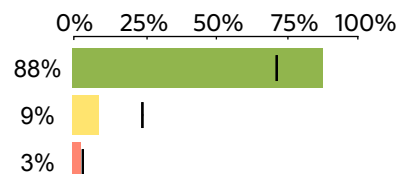
Average for all districts \*

\* The average for all districts participating in the 2016/17 MDI represents 7,599 children, including those from your district. See page 9 for a list of participating districts.

### CONNECTEDNESS WITH ADULTS

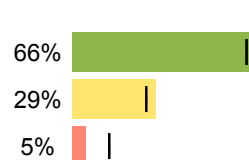
#### ADULTS AT SCHOOL

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."



*A sense of belonging with peers and a supportive relationship with adults, at home and school, are important aspects related to children's satisfaction with life, even more than family income or personal health (Gadermann et al., 2015).*

### NUMBER OF IMPORTANT ADULTS AT SCHOOL



66%

2 or more



15%

One



18%

None

CONNECTEDNESS WITH PEERS

Percentage of children who reported:

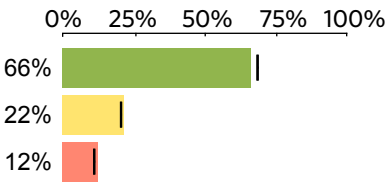
- High well-being
- Medium well-being
- Low well-being

Average for all districts \*

\* The average for all districts participating in the 2016/17 MDI represents 7,599 children, including those from your district. See page 9 for a list of participating districts.

PEER BELONGING

Measures children's feelings of belonging to a social group. e.g. "When I am with other kids my age, I feel I belong."



FRIENDSHIP INTIMACY

Assesses the quality of relationships children have with their peers. e.g. "I have a friend I can tell everything to."



*Strong social connections in adolescence are a better predictor of well-being in adulthood than their academic achievement (Olsson, 2013).*

*Social competencies and friendship-building skills can buffer children against bullying, anxiety and depression (Guhn et al., 2013).*



# USE OF AFTER-SCHOOL TIME

## IT'S IMPORTANT BECAUSE...

Participation in activities after school provides important developmental experiences for children in their middle years. These activities create a variety of opportunities for children to build relationship skills and gain competencies. Research has consistently found that children who are engaged in after-school activities experience greater academic and social success.

Detailed information on the MDI survey questions and response scales for Use of After-School Time are available in the **MDI Field Guide** at [discovermdi.ca/making-sense/after-school-time](http://discovermdi.ca/making-sense/after-school-time).

## Results for your district

Number of children: 67

Percentage of children who reported:

2+ times per week

Once per week

Not at all

Average for all districts \*

\* The average for all districts participating in the 2016/17 MDI represents 7,599 children, including those from your district. See page 9 for a list of participating districts.



*Participation in after-school programs can result in greater connectedness to school and success in school as well as decreased negative behaviours (Durlak et al., 2010).*

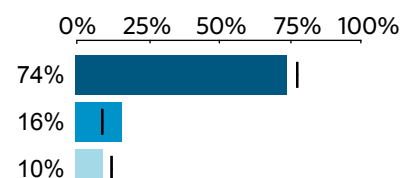
*Children who demonstrate a lack of self-control and problem solving skills may experience the greatest benefit from activities such as music, arts, and sports that help to develop these skills (Diamond, 2014).*

## AFTER-SCHOOL ACTIVITIES

**During last week after school (from 3pm – 6pm), how many days did you participate in:**

### ANY ORGANIZED ACTIVITY

Children who participated in any after-school activity that was structured and supervised by an adult. For example, educational lessons, youth organizations, music or art lessons and sports practice.



### EDUCATIONAL LESSONS OR ACTIVITIES

For example, tutoring, attending a math school, foreign language lessons, or some other academic related activity.

### MUSIC OR ART LESSONS

For example, drawing or painting classes, musical instrument lessons or some other activity related to music or art.

### YOUTH ORGANIZATIONS

For example, Scouts, Girl Guides, Boys and Girls Clubs, After School Care.

### INDIVIDUAL SPORTS (WITH COACH OR INSTRUCTOR)

For example, swimming, dance, gymnastics, ice skating, tennis or another individual sport.

### TEAM SPORTS (WITH COACH OR INSTRUCTOR)

For example, basketball, hockey, soccer, football or another team sport.

## USE OF AFTER-SCHOOL TIME

### HOW CHILDREN SPEND THEIR TIME

Children were asked how they spend their time during the after-school hours of 3pm-6pm on unstructured or unsupervised activities:

Percentage of children who reported:



Average for all districts \*

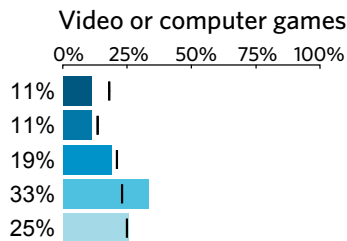
\* The average for all districts participating in the 2016/17 MDI represents 7,599 children, including those from your district. See page 9 for a list of participating districts.



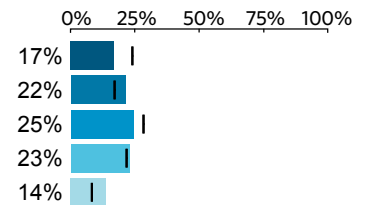
When youth are passionately engaged and motivated in activities including arts, physical exercise, or volunteer activities, they experience improved brain development, social competence, and academic success (Diamond, 2014).

Quiet reflection time and daydreaming is as important to brain health and development as active and focused activities (Immordino-Yang et al., 2012).

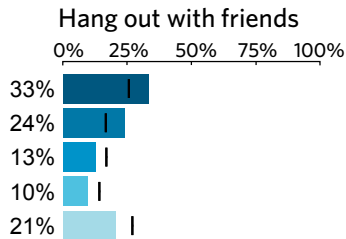
#### TV & COMPUTER USE



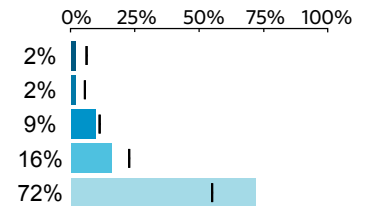
#### Watch TV, Netflix, Youtube or something else



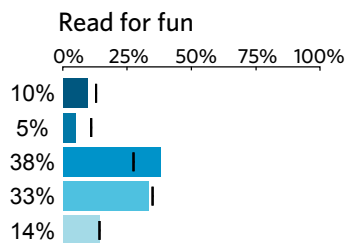
#### SOCIALIZING WITH FRIENDS



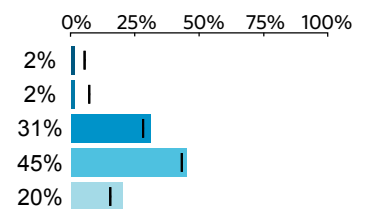
#### Use a phone or the Internet to text or chat with friends



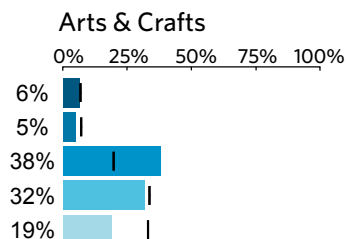
#### READING & HOMEWORK



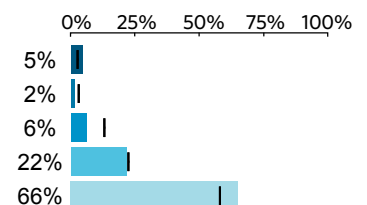
#### Do homework



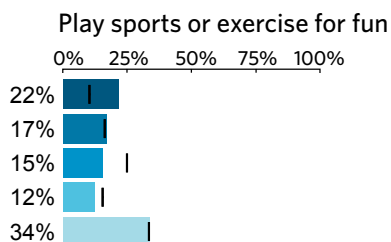
#### MUSIC & ARTS



#### Practice a musical instrument



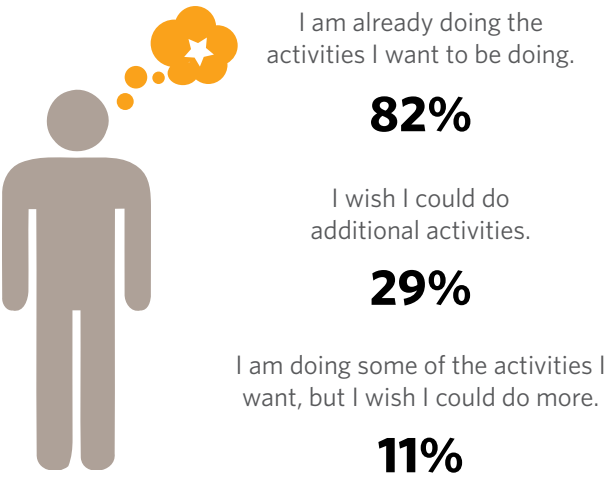
#### SPORTS



# USE OF AFTER-SCHOOL TIME

## WHAT CHILDREN WISH TO BE DOING

Children were asked what they want to be doing during the after school hours of 3pm – 6pm:



Children who answered that they wish to be doing additional activities were asked to identify one activity they wish they could do and where they would like to do it. Note: responses are grouped into categories for reporting purposes.

WISHES	(Number of students)
Computer/Video Games/TV	1
Friends and Playing	0
Physical and/or Outdoor Activities	10
Music and Fine Arts	4
Time with Family at Home	0
Free Time/Relaxing	0
Other	3

WHERE WOULD YOU LIKE THIS ACTIVITY TO BE?	(Number of students)
Community Centre	4
Home	4
Park or Playground	3
School	5
Other	8

## PERCEIVED BARRIERS TO PARTICIPATING IN DESIRED AFTER-SCHOOL ACTIVITIES



Children were asked what prevents them from doing the activities they wish to be doing after school (3pm – 6pm): Children can select all of the options that apply

	(Number of students)
I have no barriers.	29
I have to go straight home after school.	17
I am too busy.	10
It costs too much.	7
The schedule does not fit the times I can attend.	12
My parents do not approve.	3
I don't know what's available.	3
I need to take care of siblings or do things at home.	8
It is too difficult to get there.	4
None of my friends are interested or want to go.	2
The activity that I want is not offered.	2
I have too much homework to do.	4
I am afraid I will not be good enough in that activity.	4
It is not safe for me to go.	4
Other.	6



*A study examining the experiences of children in Grades 1–5 who participated in after-school programs found that children who participated in high-quality, structured after-school programs had increased social-emotional skills, in addition to fewer conduct problems and higher social self-control and assertion (Wade, 2015).*

# USE OF AFTER-SCHOOL TIME

## AFTER-SCHOOL PEOPLE AND PLACES

### WHERE DO YOU GO AFTER SCHOOL? (From 3pm - 6pm)

	Never	Once a week	2+ times a week
Home	0%	3%	97%
Stay at school for an activity	49%	17%	33%
After-school program or child care	68%	10%	23%
Friend's house	18%	48%	34%
Park/playground/community centre	16%	37%	47%
The mall or stores	69%	19%	11%
Someplace else	37%	35%	28%

### WHO ARE YOU WITH AFTER SCHOOL?

(Children can select all of the options that apply)

By myself	17%
Friends about my age	35%
Younger brothers/sisters	32%
Older brothers/sisters	48%
Mother (or stepmother/foster mother)	65%
Father (or stepfather/foster father)	48%
Other adult (such as grandparent, aunt or uncle, coach, babysitter)	22%
Other	2%

In your neighbourhood/community there are safe places where you feel comfortable to hang out with friends:



Yes

**88%**



No

**2%**



Don't Know

**11%**

In your neighbourhood/community there are places that provide programs for kids your age:



Yes

**66%**

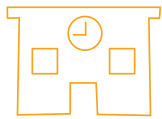
No

**11%**

Don't Know

**23%**





# SCHOOL EXPERIENCES

## IT'S IMPORTANT BECAUSE...

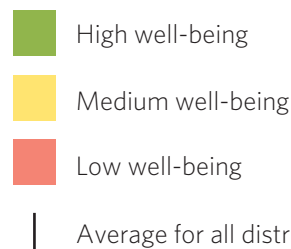
During the transition from elementary to middle and high school, children's experiences of teacher and peer relationships, and bullying, change significantly. Children's sense of safety and belonging at school can foster greater school success. When children feel their needs are being met at school they are more likely to feel attached to their school, have better attendance and higher academic performance.

Detailed information on the MDI survey questions and response scales for School Experiences are available in the **MDI Field Guide** at [discovermdi.ca/making-sense/school-experiences](http://discovermdi.ca/making-sense/school-experiences).

## Results for your district

Number of children: 67

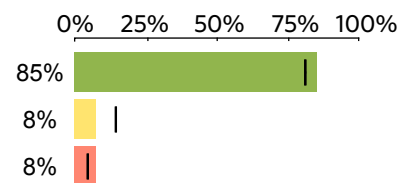
Percentage of children who reported:



\* The average for all districts participating in the 2016/17 MDI represents 7,599 children, including those from your district. See page 9 for a list of participating districts.

### 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."



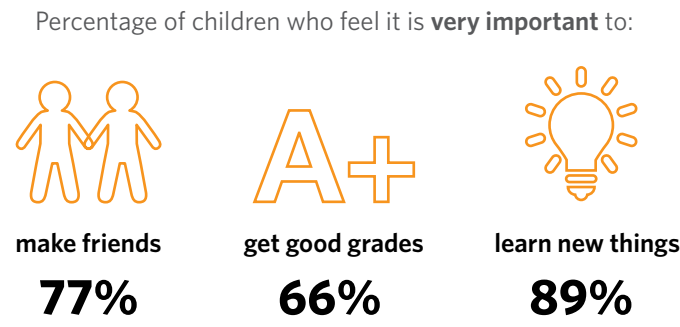
### SCHOOL BELONGING

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."



*Children's perception of kindness within a school is a consistent indicator of a positive school climate. Students who see kind behaviours in students, teachers and staff also describe their school environments as being safe and encouraging places to learn. As children transition from Grade 4 to Grade 8, perceptions of kindness in schools decrease (Binfet, Gadermann & Schonert-Reichl, 2016).*

# SCHOOL EXPERIENCES



## THE WELL-BEING INDEX

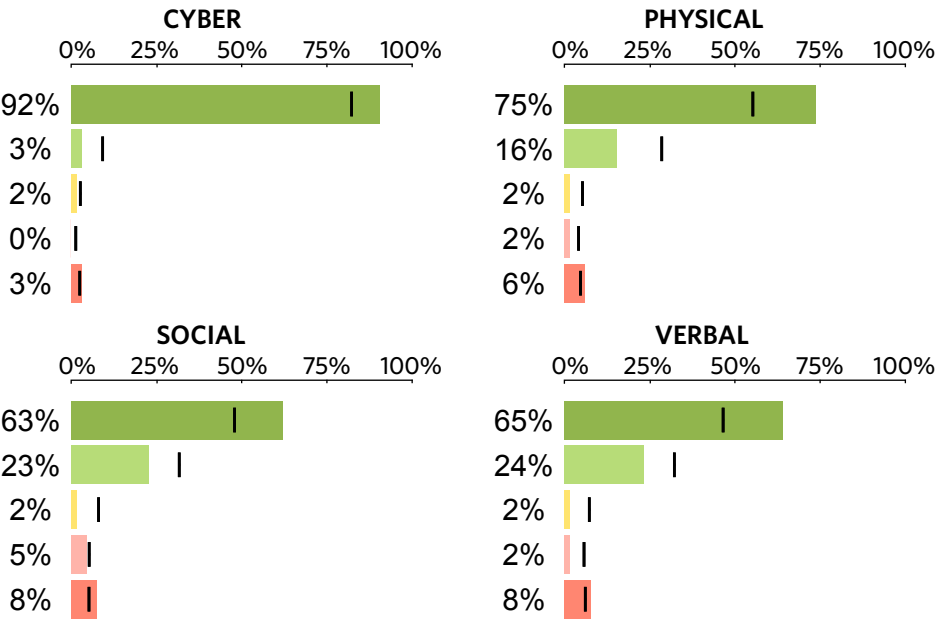
Children are asked: **During this school year, how often have you been bullied by other students in the following ways?**

Percentage of children who reported:

- Not at all
- Once/a few times
- About every month
- About every week
- Many times a week

| Average for all districts \*

\* The average for all districts participating in the 2016/17 MDI represents 7,599 children, including those from your district. See page 9 for a list of participating districts.



Children and youth who demonstrate empathy are less likely to bully others and are more likely to defend against bullying. Research shows that specific empathy skills differ between those who bully, are victimized, defend or are bystanders. Focusing on developing children's understanding of what others feel results both in less bullying and more defending behaviours (van Noorden et al, 2015).

# WELL-BEING & ASSETS INDICES

Combining select measures of the MDI helps us paint a fuller picture of children's overall well-being and the assets that contribute to their healthy development. In this section of the report, results for key MDI measures are summarized into two indices that deepen our understanding of how the five dimensions work together to support children: The Well-Being Index and the Assets Index.

MDI research has shown there is a relationship between children's assets and well-being. Children's self-reported well-being is directly related to the number of assets they perceive in their lives; as the number of assets in a child's life increases, they are more likely to report higher levels of well-being.

Visit the **MDI Field Guide** to learn more about this important relationship at [discovermdi.ca/making-sense/well-being-and-asset-indices](https://discovermdi.ca/making-sense/well-being-and-asset-indices).

## VICTIMIZATION AND BULLYING AT SCHOOL

The Well-Being Index combines MDI measures relating to children's physical health and social and emotional development that are of critical importance during the middle years. These are: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health.

Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children's mental and physical health:



### Thriving

Children who are reporting positive responses on at least 4 of the 5 measures of well-being.



### Medium to High Well-Being

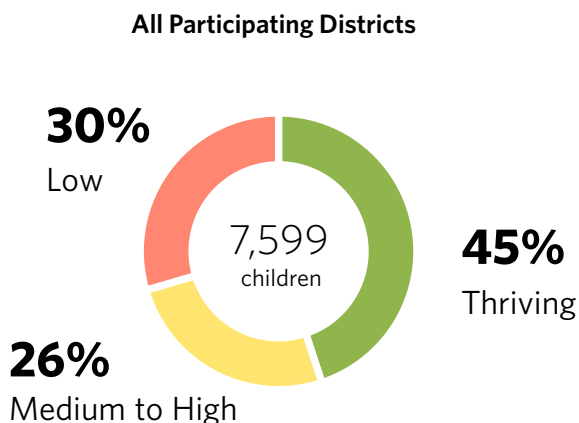
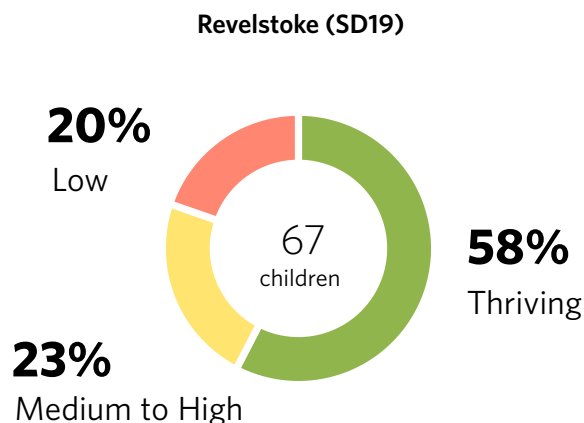
Children who are reporting no negative responses, but fewer than 4 positive responses.



### Low Well-Being

Children who are reporting negative responses on at least 1 measure of well-being.

## Results for your district



# WELL-BEING AND ASSETS INDICES

## THE ASSETS INDEX

The Assets Index combines measures that highlight four key assets that help to promote children’s positive development and well-being. Assets are positive experiences, relationships or behaviours present in children’s lives. Assets are considered *actionable*, meaning that schools and communities can focus their efforts in these areas to create the conditions and contexts where children can thrive.



### ADULT RELATIONSHIPS

Adults at School  
Adults in the Neighbourhood  
Adults at Home



### PEER RELATIONSHIPS

Peer Belonging  
Friendship Intimacy



### NUTRITION & SLEEP

Eating Breakfast  
Meals with Adults at Home  
Frequency of Good Sleep



### AFTER-SCHOOL ACTIVITIES

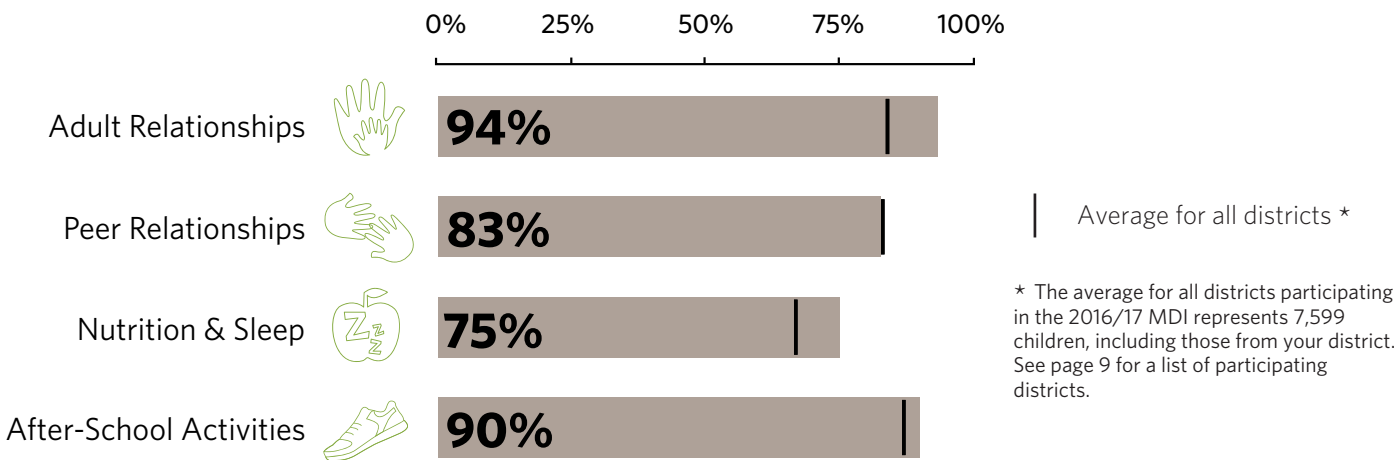
Organized Activities

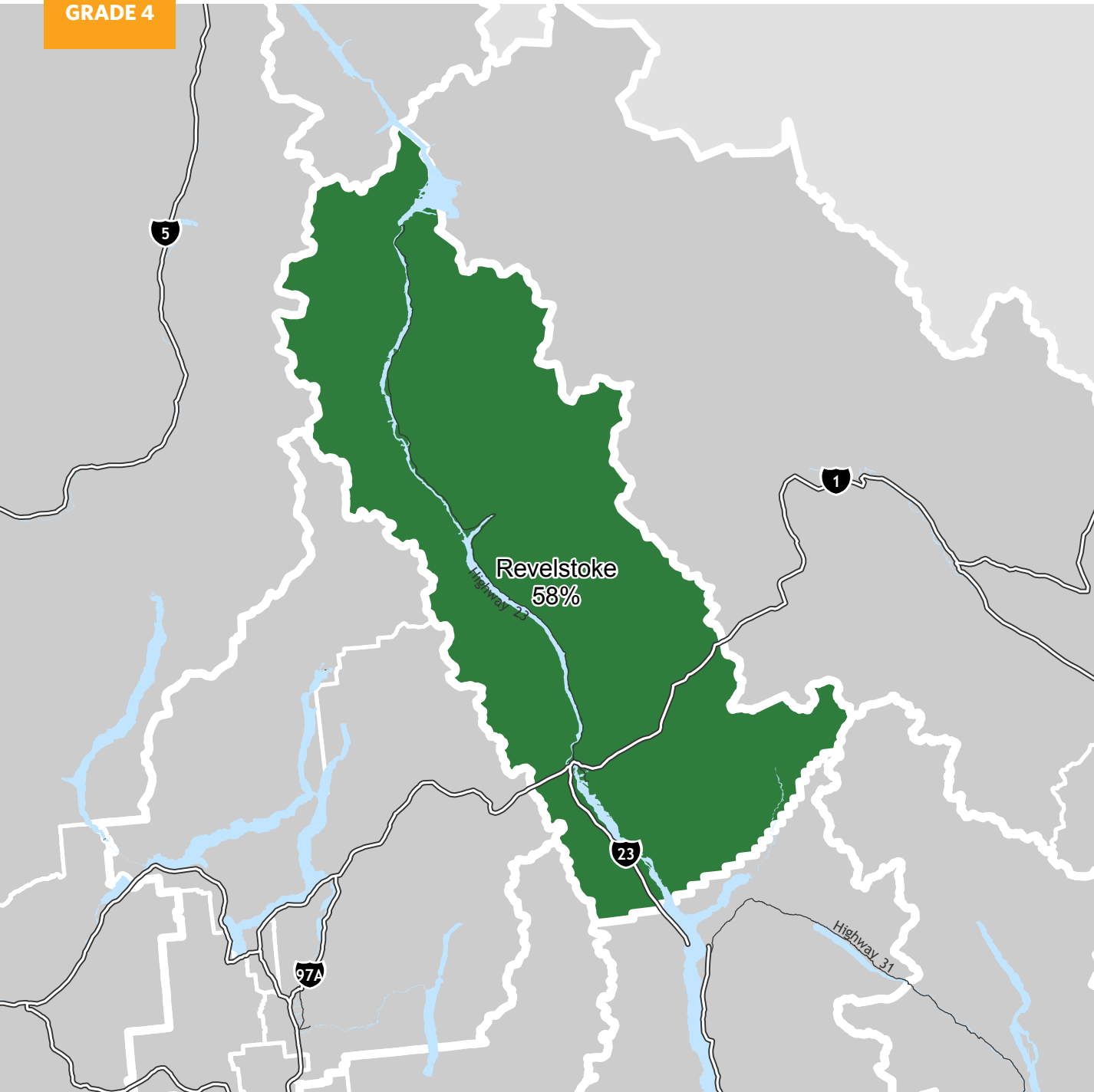
School Experiences are also considered to be an asset that contributes to childrens' well-being. The School Experiences asset is not reported as part of the Assets Index to prevent the ranking of individual schools or districts. Please refer to the School Climate and Bullying and Victimization measures for data related to this asset.

## Results for your district

Number of children: 67

Percentage of children reporting the presence of the following assets in their lives:

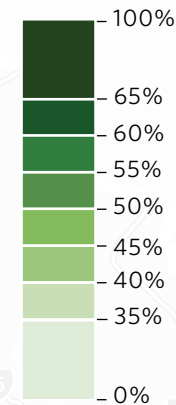




## WELL-BEING INDEX

The MDI Well-Being Index is a composite score of 5 measures that are of critical importance during the middle years. Children who report positive responses on at least 4 of the 5 measures are considered to be “thriving.”

### Percentage of Children Thriving



All Participating Districts\*  
**45%**

■ Data Suppressed  
(<35 students)

\*See page 9 for a list of participating school districts in 2016/17.

Note: Data are mapped using home postal codes, not by where children attend school.



## ADULT RELATIONSHIPS

Children's health and well-being are directly related to the presence of adult relationships at home, at school and in their neighbourhood or community.

Percentage of children reporting the presence of the adult relationship asset

90-100%

80-89%

70-79%

<70%

Data Suppressed  
(<35 students)

All Participating  
Districts\*

**84%**

\*See page 9 for a list of participating school districts in 2016/17.

Note: Data are mapped using home postal codes, not by where children attend school.

HUMAN  
EARLY LEARNING  
PARTNERSHIP







## PEER RELATIONSHIPS

Children's health and well-being are directly related to feeling a sense of belonging with their peers and having close or intimate friendships.

Percentage of children reporting the presence of the peer relationship asset

90-100%

80-89%

70-79%

<70%

Data Suppressed  
(<35 students)

All Participating  
Districts\*

**83%**

\*See page 9 for a list of participating school districts in 2016/17.

Note: Data are mapped using home postal codes, not by where children attend school.

HUMAN  
EARLY LEARNING  
PARTNERSHIP





## NUTRITION &amp; SLEEP

Children's health and well-being are directly related to their nutrition and sleeping habits.

Percentage of children reporting the presence of the nutrition and sleep asset

90-100%

80-89%

70-79%

<70%

Data Suppressed  
(<35 students)

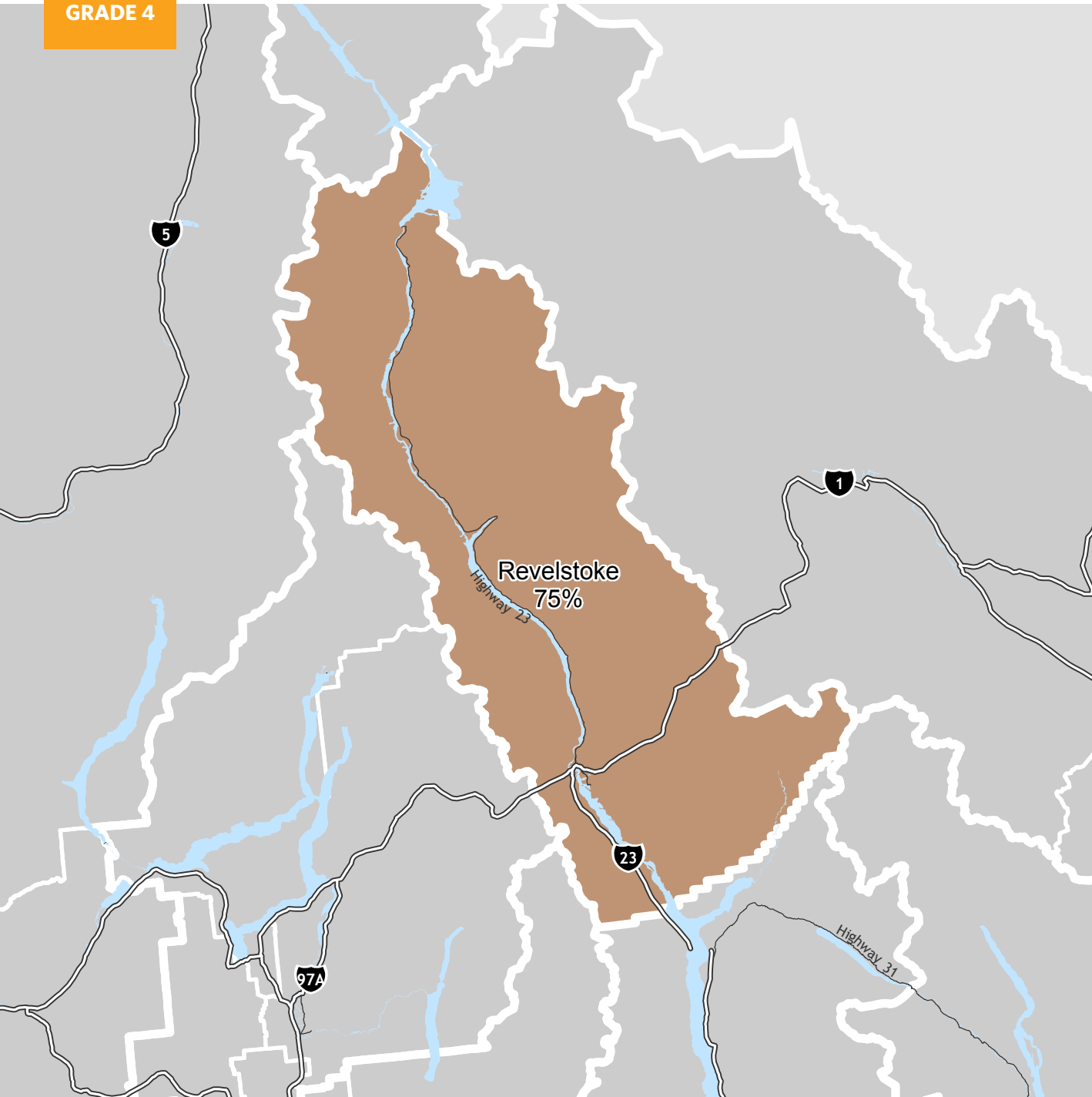
All Participating  
Districts\*

**67%**

\*See page 9 for a list of participating school districts in 2016/17.

Note: Data are mapped using home postal codes, not by where children attend school.

HUMAN  
EARLY LEARNING  
PARTNERSHIP





## AFTER-SCHOOL ACTIVITIES

Children's health and well-being are directly related to the positive activities they participate in during the after-school hours of 3-6pm.

Percentage of children reporting the presence of the after-school activity asset

90-100%

80-89%

70-79%

<70%

Data Suppressed  
(<35 students)

All Participating  
Districts\*

**87%**

\*See page 9 for a list of participating school districts in 2016/17.

Note: Data are mapped using home postal codes, not by where children attend school.

HUMAN  
EARLY LEARNING  
PARTNERSHIP

