

Purpose

This survey provides insight into student experiences related to well-being, belonging, stress, and support systems across grade levels. The intent is to identify trends that can inform instructional practices, student supports, and district-level planning.

Summary

Overall, students report positive relationships, a sense of safety, and connection to school. At the same time, the data indicates consistent and increasing pressures related to sleep, time demands, and stress, particularly at the secondary level. Students are connected and supported, but many are managing high levels of fatigue and competing demands.

Key Findings

Belonging, Safety, and Relationships

- Approximately 80–90% of students report:
 - Having at least one trusted friend
 - Feeling safe at school
- Approximately 70–85% report access to at least one trusted adult
- Responses frequently fall in the “sometimes” range, indicating variability in day-to-day experience

Interpretation:

The district demonstrates a strong relational foundation. However, consistency of student experience varies and presents an opportunity for continued growth.

Stress and Overwhelm

- Elementary students primarily report occasional stress
- Middle school students show a noticeable increase in frequent stress
- At the high school level, approximately half of students report feeling stressed often or almost daily

Interpretation:

Stress increases predictably across grade levels, suggesting systemic factors related to workload, expectations, and time management.

Sleep and Readiness to Learn

- A significant portion of middle and high school students report going to bed after 10:00 PM, with some after 11:00 PM
- Many students indicate they do not consistently feel rested upon arrival at school

Interpretation:

Sleep is a consistent and cross-grade concern that directly impacts readiness, engagement, and overall well-being.

Technology, Devices, and Social Media

Access to Devices

- Approximately 85–95% of secondary students report access to a personal device
- Elementary students also report widespread access to shared or personal devices

Social Media Use

- Middle school students commonly report 1–4 hours per day
- High school students frequently report 2–4+ hours daily, with some exceeding 4 hours

Perceived Impact

- Most students report feeling “fine” or “entertained” after use
- Qualitative responses, however, highlight:
 - Social comparison
 - Peer conflict
 - Emotional fatigue

Interpretation:

While students may not consistently perceive negative effects, their responses suggest that social media contributes to social pressure and emotional strain.

Time Demands and Workload

- Students across all grade levels report challenges balancing:
 - Academic expectations
 - Activities
 - Personal time
- High school students specifically note:
 - Overlapping assignment deadlines

- Limited time outside of school responsibilities

Interpretation:

Perceived workload and time pressure are consistent themes, indicating a need to examine coordination and overall student load.

Activities and Engagement

- The majority of students report participation in extracurricular activities
- Reported barriers include:
 - Time and scheduling conflicts
 - Transportation
 - Cost (more prevalent at the high school level)

Interpretation:

Engagement is strong; however, access barriers remain and may impact equity of participation.

Grade-Level Trends

Grades 4–5

- Generally positive outlook and strong connection to school
- Emerging concerns include:
 - Friendship challenges
 - Need for breaks and downtime

Implication:

Early intervention in social-emotional learning remains important to sustain positive trends.

Grades 6–8

- Increased reports of:
 - Stress
 - Social comparison
 - Fatigue
- Students clearly articulate the need for balance

Implication:

Middle school represents a critical period for targeted support and intervention.

Grades 9–12

- Students managing multiple responsibilities, including:
 - Academics
 - Activities
 - Employment
 - Post-secondary planning
- Higher frequency of stress and time constraints

Implication:

Students are engaged but often operating at or near capacity.

Student Voice (Themes)

Student responses consistently reflect:

- A need for more sleep
- A desire for balance in workload
- They like snacks
- A request for greater understanding of student pressures in school and at home

While some responses were light in tone, underlying themes consistently point to fatigue, time pressure, and the need for support.

District-Wide Next Steps

1. Homework & Workload Guidelines

- Set consistent expectations across schools
 - Coordinate major assignments
 - Emphasize quality over quantity
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2. Sleep & Readiness Initiative

- Provide student and family education
- Integrate into advisory/health
- Promote healthy routines

3. Student Voice Systems

- Establish student advisory groups
 - Use short pulse surveys
 - Communicate “You said, We did”
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4. Digital Wellness Education

- Teach healthy technology use
 - Address screen time and social pressure
 - Provide family resources
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5. Access to Activities

- Reduce barriers (time, cost, transportation)
 - Increase awareness and flexible options
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6. Trusted Adult Connections

- Ensure each student has a staff connection
- Strengthen advisory/mentoring structures

Improving balance, connection, and student readiness while maintaining strong expectations.