

RESILIENCY SURVEY

Summary of Results

Mock Independent Schools

Spring and Fall Semesters, 2018



January 15, 2019



RESILIENCY SURVEY







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MOCK INDEPENDENT SCHOOLS

SUMMARY OF FINDINGS

- Percentage of students placed in the "optimal" functioning category tripled between the spring and fall semesters, 2018
 - o Percentage of youth placed In the "at-risk" category was reduced 5%
- Positive 6-month trends in all resiliency variables across all school levels
- Mean ostracism scores continually improving and lower than other participating schools in the REGION consortium
- Percentage of students reporting "severe" levels of victimization (i.e., being victimized at least once per week) consistently lower
 - o There was a 2% decrease at UNY High School
- Distress indicators either remained the same or were significantly reduced between the spring and fall semesters.

MOCK INDEPENDENT SCHOOLS





Introduction

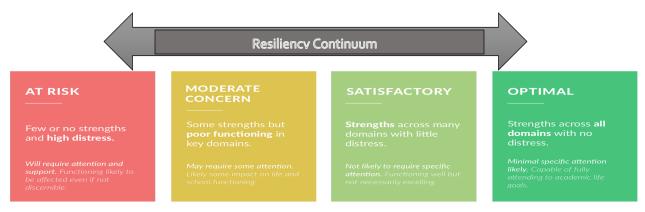
The following information provides a 2018 school-level resiliency "report card" of students enrolled in the Mock Independent Schools. In the fall semester of 2018, 7,878 students completed a comprehensive survey that assessed social, behavioral, and psychological strengths that are known to contribute to positive school and learning experiences. In addition, the survey included measures that examined levels of distress and risk behaviors. This report provides an overview of the aggregate data for the entire school district, and compares the data against data collected in the spring semester, 2018. Specific information on each school can be found in their respective school reports.

Resiliency along a Continuum

Students who possess key strengths and who lack significant distress display optimal academic, interpersonal, and psychological functioning-both now and later as adults.

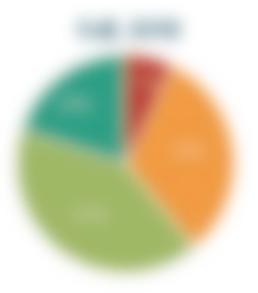
Unfortunately, this is not the case for many students. Youth who do not possess strengths and/or who report high distress are more likely to experience poor academic, interpersonal, and social outcomes. These outcomes include (a) dropping out of school, (b) expressing high psychological distress, and (c) reporting high interpersonal distress, which may include experiencing peer victimization and ostracism. Without intervention, many of these students will continue to display poor functioning as adults.

Resilience to stressors extends along a continuum (see below). Each dimension in the continuum indicates how well the student perceives themselves, their experiences (including their schools and peers) and their larger world. In addition, there are important differences in overall resilience functioning for youth found in each dimension.



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