



Prince Edward Island Report



2025-26



Thank you for participating in the 2025-26 COMPASS survey

This is the province's customized School Health Profile.

This report shows the 2025-26 COMPASS survey results from participating grade 7 to 12 students enrolled at **33** schools across the province. In some cases, results may not add up to 100% due to rounding. Among participating schools, 74% of students participated in COMPASS this year.

Examples of recommended actions and resources can be found in the "Recommendations and Resources" section at the bottom of the page. These recommendations and resources are targeted to individual schools. A more detailed list of health promotion resources can be accessed on the COMPASS website.

If you have questions about the data that are not reported in the profile, please contact the COMPASS Research Project Lead (see below).

For more information and additional resources, please visit www.uwaterloo.ca/compass-system/about or contact:

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Listed below are contacts from the PEI Chief Public Health Office and the Department of Education and Early Years. These contacts may be helpful in providing additional health resources:

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Sample demographics in Prince Edward Island

Among students in PEI:

Sample by grade:

20% Grade 7
 18% Grade 8
 19% Grade 9
 16% Grade 10
 14% Grade 11
 13% Grade 12

Sample by age:

2% 11 years or younger
 19% 12 years
 17% 13 years
 18% 14 years
 16% 15 years
 14% 16 years
 12% 17 years
 1% 18 years
 <1% 19 years or older

Sample by race:

69% White
 23% Another race or multiple
 6% I don't know
 2% I prefer not to say

Sample by sex at birth*:
 50% Female
 48% Male

Sample by gender*:
 48% Girl/Woman
 48% Boy/Man
 3% Gender-diverse**

Sample by place of birth:
 66% PEI
 16% Elsewhere in Canada
 19% Outside of Canada

Sample by years lived in Canada:
 76% Born in Canada
 11% 5 years or less
 10% 6 or more years

WHY IS THIS IMPORTANT?

Demographic data helps to assess the extent to which the survey has collected a diverse range of perspectives and experiences. This data can be used to build evidence-informed initiatives that aim to improve equity.



*Values will not add up to 100% since some students selected "I prefer not to say"

**Gender-diverse includes non-binary person, Two-Spirit, and "I describe my gender differently"





Healthy Eating Outcomes in Prince Edward Island

Among students in PEI:



86%
drink plain water 7 days per week



26%
drink high-energy drinks at least once a week



74%
drink sugar-sweetened beverages at least once a week



4%
sometimes go to bed hungry because there is not enough money to buy food



24%
ate breakfast provided from a school breakfast program at least once a week



24%
ate lunch provided from a school lunch program at least once a week



44%
eat fruit 7 days per week
51% COMPASS average*

43%
eat vegetables 7 days per week
53% COMPASS average*

43%
eat breakfast daily

WHY IS THIS IMPORTANT

Healthy eating is important for growth and development and helps youth to learn, succeed, and achieve academic success. Healthy eating is about food choices and how, when, where and why one eats. Eating a healthy diet is important for youth to attain and maintain good health and reduce risk of many chronic diseases. Promoting a healthy relationship with food helps to create an inclusive learning environment that encourages student well-being.

RECOMMENDATIONS AND RESOURCES

- Actively promote student nutrition programs, such as breakfast, snack, and healthy school lunch programs, that are available to students every day. Check out the [PEI School Food program](#).
- Encourage students to make food choices that follow [Canada's Food Guide](#).
- Consider available resources for [policymakers and health professionals](#), [parents](#), and [community members](#).



Physical Activity Outcomes in Prince Edward Island

Among students in PEI:

75%

are meeting the national guideline of 60 min/day of physical activity

72% COMPASS average*



53% reported strength training at least 3 days/week



42% reported participating in intramural sports or non-competitive sports clubs



42% reported participating in varsity sports



58% reported participating in sports outside of school



WHY IS THIS IMPORTANT

Being physically active is an effective way to improve and maintain physical and mental health, reduce risk of chronic diseases (e.g., heart disease, stroke, type-2 diabetes, some cancers), support growth and development, and help youth to concentrate, learn, and achieve academic success. Unfortunately, physical activity levels tend to decline over adolescence, particularly among females. Teens report dropping out of sports and physical activities due to increased competition, not feeling “good enough,” and lack of time related to greater academic demands.

RECOMMENDATIONS AND RESOURCES

- Promote adherence to the [Canadian 24-Hour Movement Guidelines](#), which encourages 60 minutes of moderate to vigorous physical activity per day alongside light physical activity throughout the day, as well as vigorous activity and muscle and bone strengthening activities at least 3 days per week.
- Share equipment-free exercise resources with students, such as those from [ACTIVE Kids](#) for a fun, physically active break during class, while on breaks, or at home.
- Encourage students to access PEI [Island Trails](#), [PEI Sport and Rec Facilities Map](#), and [Walking and Cycling Map](#) to explore outdoor recreation and nature, and [Recreation PEI tools and resources](#) and [Go PEI](#) for free community recreational activities.





Screen Time Outcomes in Prince Edward Island

Among students in PEI:

5% are meeting the national guideline of 2 hours or less of recreational screen time/day

5% COMPASS average*



Average time spent surfing the internet: 0.9 hours/day



Average time spent texting, messaging, emailing: 0.9 hours/day



Average time spent browsing/scrolling social media: 1.8 hours/day



Average time spent watching/streaming TV shows, movies or videos: 1.8 hours/day



Average time spent playing esports: 0.4 hours/day



Average time spent playing recreational video/computer games: 1.2 hours/day



Average time spent video calling (e.g., Facetime, Skype, Zoom): 0.8 hours/day

Average time spent doing school work on a screen: 1.2 hours/day



WHY IS THIS IMPORTANT

Youth spend a considerable amount of time sitting throughout the school day, often in front of screens or using devices. Studies suggest that the amount of time spent being sedentary increases physical and mental health risks, regardless of the amount of time spent being physically active.

RECOMMENDATIONS AND RESOURCES

- Promote adherence to the [Canadian 24-Hour Movement Guidelines](#), which encourage teens to engage in no more than 2 hours per day of recreational screen time.
- Educators and parents can access information and tools at [Media Smarts](#) and [Cyber Safe Care](#) to help youth develop the critical thinking skills they need to interact with media, and tackle internet safety concerns in a positive way.





Sleep Outcomes in Prince Edward Island

Among students in PEI:

64% are meeting the national guideline of 8 to 10 hours of sleep per night

63% COMPASS average*

On average, students reported getting

8.3 hours

of sleep per weekday night

On average, students reported getting

9.3 hours

of sleep per weekend night

77% reported their sleep quality as very or fairly good in the past week

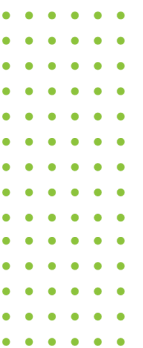


WHY IS THIS IMPORTANT

Shorter sleep duration during adolescence has been associated with depressed mood, reduced motivation, lower academic achievement, and behavioural and physical health problems. Adequate sleep, both in quantity and quality, is shown to improve adolescents' cognitive functioning, alertness, and energy throughout the day. A natural shift in circadian rhythms occurs at puberty, causing adolescents to get tired and fall asleep later, which conflicts with early school start times. As a result, sleep quantity typically declines over the duration of secondary school. Using screens and electronic media and being exposed to the screen's light before trying to sleep, especially within 1-2 hours of bedtime, can make it harder to fall asleep. Sugar-sweetened beverages (e.g., pop) and caffeinated beverages such as energy drinks, coffee, and iced coffee/cappuccino beverages can also impact sleep.

RECOMMENDATIONS AND RESOURCES

- Promote adherence to the [Canadian 24-Hour Movement Guidelines](#) which encourage teens to get 8-10 hours of uninterrupted sleep, with consistent bed and wake-up times.
- Based on your school's Health and Physical Education curriculum, promote healthy sleep hygiene, including behaviours aimed at mitigating sources of stress (e.g., completing schoolwork before dinner as opposed to late at night and avoiding phones in bed).
- At [Caring for Kids](#), educators and parents can access information about teens, sleep, and other healthy living, behaviour and development topics (like screens and digital media).





Tobacco Use and Vaping Outcomes in Prince Edward Island

Among students in PEI:

10%

have used an e-cigarette (vape) in the last 30 days

13% COMPASS average*



5%

have smoked a cigarette in the last 30 days

4% COMPASS average*



Among students that have never smoked a cigarette,

19%

would smoke if offered one by a friend

Among students that reported vaping in the last 30 days:

48%

have used an e-cigarette (vape) to relax and/or relieve stress/anxiety

41%

have used an e-cigarette (vape) because they were curious / to try something new

2%

have used an e-cigarette (vape) to help quit smoking cigarettes



WHY IS THIS IMPORTANT

Cigarettes and most e-cigarettes contain nicotine, which is highly addictive and can harm the developing adolescent brain, impair memory, impact concentration, increase anxiety and depression, and increase risk for future addiction to other drugs. Evidence suggests that vaping and cigarette use co-occur, raising concern about the rise in vaping prevalence in young adolescents. Youth perceptions of nicotine use as low risk for both danger and addiction make this important for public health education and prevention efforts.

RECOMMENDATIONS AND RESOURCES

- Educate students on the risks of vaping, tobacco, and other nicotine products (i.e. nicotine pouches). Educator resources and interactive games are available from [Not an Experiment](#), [LungNSPEI](#), [Health Canada Experiences](#), and [Live Well PEI](#).
- Educators, parents, and health professionals can access resources and cessation program supports for youth through the [PEI Smoking Cessation Program](#), including [PEI's Quit Your Way Guide](#) to support youth in their quit journey. A [Vaping fact sheet](#) for parents is also available.

Note: Substance use rates tend to increase as students progress through secondary school. The inclusion of grade 7 and 8's in these measures will likely result in lower overall percentages in substance use than expected when comparing to COMPASS schools with only grade 9-12's. Please refer to the grade comparison page to gain more perspective on substance use among students at your schools.





Alcohol Use Outcomes in Prince Edward Island

Among students in PEI:

17%

reported drinking alcohol in the last 30 days

12%

reported binge drinking in the last 30 days (consuming 5 drinks of alcohol or more on one occasion)

12% COMPASS average*

Among students that reported drinking alcohol in the last 30 days,

33%

of them reported drinking alcohol when they were all by themselves

10%

reported riding in a vehicle when the driver had been drinking alcohol, in the last 30 days



WHY IS THIS IMPORTANT

Alcohol is the most common drug used by high school students. Research demonstrates that delayed onset of alcohol use is vital to healthy brain development and good mental health. Alcohol use by youth increases drastically between grades 9 to 12. Evidence from COMPASS has shown a clear link between drinking onset and declines in academic achievement. Alcohol impairs decision-making and is a major cause of early mortality among youth via accidents and self-harm. Early experience with alcohol use is a serious risk factor for developing long-standing problems that continue into adulthood, including dependence and chronic disease.

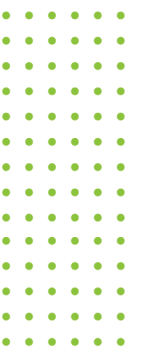
RECOMMENDATIONS AND RESOURCES

- Utilize [Canada's Guidelines on Alcohol and Health](#) and access resources for [youth](#) through the Canadian Centre on Substance Abuse (CCSA). PEI's [Less Is Best campaign](#) also has resources such as posters and tent cards that can be used in high-traffic areas throughout the community to aid in education and awareness.
- Ensure students are aware of resources and supports available to them 24 hours a day, 7 days a week, through [PEI Bridge the gap](#), [211-PEI](#), and [Health PEI's mental health and addictions access line](#), and [Health PEI Mental Health and Addictions "Open Access" Counselling](#) (same day appointment).
- Ensure that parents/guardians, children/youth and schools are aware of, and know how to access, prevention and early intervention programs for families, such as [Triple P - Parenting Program](#), and [Strongest Families Programs](#). Resources are also available to support parents/guardians in [discussing alcohol with their children/youth](#).

*2024-25 COMPASS Survey including PEI, QC, ON, AB and BC

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Note: Substance use rates tend to increase as students progress through secondary school. The inclusion of grade 7 and 8's in these measures will likely result in lower overall percentages in substance use than expected when comparing to COMPASS schools with only grade 9-12's. Please refer to the grade comparison page to gain more perspective on substance use among students at your schools.





Cannabis Use Outcomes in Prince Edward Island

Among students in PEI:

6%

reported using cannabis in the last 30 days

6% COMPASS average*

Among students that reported using cannabis in the last 30 days,

64%

of them reported using cannabis when they were all by themselves

7%

reported riding in a vehicle when the driver had been using cannabis, in the last 30 days



WHY IS THIS IMPORTANT

Cannabis is one of the most commonly used substances among young people. The younger someone is when they start using cannabis frequently, the higher risk of addiction and serious health problems such as anxiety, depression, schizophrenia, and psychosis. Many youth perceive cannabis use to have low risk. Evidence from COMPASS and elsewhere has shown that students who use cannabis are more likely to report using other substances, report greater symptoms of anxiety and depression, and may experience a decrease in academic achievement over time. High-risk cannabis use (e.g., high frequency, high potency) among youth is an important issue to address as it has been shown to negatively impact a teen's perception, memory, judgment, reasoning, motivation, school performance, and risk-taking behaviour.

RECOMMENDATIONS AND RESOURCES

- Maintain, enforce and clearly communicate the school board's [Alcohol and Drugs](#) policy to ensure schools are alcohol and drug-free. Engage students in discussions about policy implementation and compliance.
- Utilize [Canada's Lower-Risk Cannabis Use Guidelines](#) as recommended by the Centre for Addiction and Mental Health (CAMH).
- Share information about local resources and supports available through [211-PEI](#). Cannabis resources can be found on PEI [Just the Facts](#) campaign website. Educator toolkits, such as [Drug Free Kids Cannabis Talk Kit](#) and [CCSA's cannabis communication guide](#), are available to initiate discussion about cannabis with students.

*2024-25 COMPASS Survey including PEI, QC, ON, AB and BC

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Note: Substance use rates tend to increase as students progress through secondary school. The inclusion of grade 7 and 8's in these measures will likely result in lower overall percentages in substance use than expected when comparing to COMPASS schools with only grade 9-12's. Please refer to the grade comparison page to gain more perspective on substance use among students at your schools.





Bullying Outcomes in Prince Edward Island

Among students in PEI within the last 30 days:

24% have been bullied
12% COMPASS average*

8% have bullied others

Types of Bullying



16% have been verbally attacked

4% have been victims of sexual harassment



5% have been victims of cyber bullying



8% have been victims of social bullying (e.g. being purposely excluded from a group)

4% have been physically attacked

Reasons for being bullied



2% have been bullied for their race/ethnicity/culture

4% have been bullied for a physical, learning, or emotional challenge

1% have been bullied because their family isn't as wealthy as others



2% have been bullied for their sexual orientation

2% have been bullied for their gender identity



6% have been bullied due to their weight

7% have been bullied due to another aspect of their image/appearance

WHY IS THIS IMPORTANT

Adolescents who have been bullied are more likely to report detentions, suspensions, receiving a failing grade, carrying weapons, and skipping school. Weight-based bullying tends to be the most frequently reported cause of bullying. Students who are victims of bullying are also more likely to start bullying others. Bullying can have a lifelong impact on mental health and future relationships.

RECOMMENDATIONS AND RESOURCES

- Educators and family members can access resources from [PREVNet](#), [Legal Info PEI Cyberbullying](#), and [Bullying Canada](#) to learn more about bullying and engage students in conversations about bullying.
- Additional resources are available through [Kids Help Phone](#), [PEI Bridge the gap](#), and [211-PEI](#).





Mental Health Outcomes in Prince Edward Island

Among students in PEI:

68% rated their mental health as good, very good, or excellent
75% COMPASS average*

79% agree they actively contribute to the happiness and well-being of others

83% agree they are competent and capable in the activities that are important to them

72% agree that their life is purposeful and meaningful

70% agree that they are optimistic about their future

72% agree that they are engaged and interested in their daily activities

74% agree they have supportive and rewarding social relationships



26% reported feeling lonely on most days in the last week

20% felt depressed most days in the last week

31% felt nervous, anxious, or on edge on most days in the last 2 weeks

WHY IS THIS IMPORTANT

Mentally healthy youth are better able to learn and manage life's challenges. Positive mental health is characterized by engagement and motivation, self-awareness, self-efficacy, hope for the future, and a sense of purpose and belonging. All students can benefit from learning self-regulation and social-emotional skills to better cope with negative emotions, reduce the probability of some mental disorders, and improve the management of existing mental health issues. Students' mental health and well-being can be impacted by a wide variety of social, cultural, structural, and systemic factors. Meaningful and trusting relationships with adults and feeling like one "matters" are among the strongest predictors of student mental health and well-being.

RECOMMENDATIONS AND RESOURCES

- Use culturally appropriate approaches when discussing mental health with minority groups. Some helpful resources include the [We Matter Campaign](#).
- Share resources for mental health and addiction [helplines](#), [supports](#), and [no-appointment counselling](#) available through 211-PEI and Health PEI.



Mental Health Outcomes in Prince Edward Island

Among students in PEI:

56%

agree they know when to get help for their mental health

64%

agree they know how to get help for their mental health

67%

agree they have access to mental health support in their school, if they need it



66%

agree they can talk about their problems with their friends

61%

agree they can talk about their problems with their family

39%

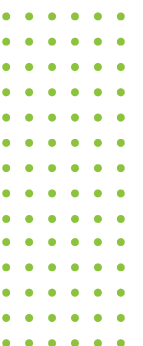
agree they can talk about their problems with a caring adult at school

WHY IS THIS IMPORTANT?

Most mental health problems and illnesses first show signs in childhood and adolescence. It is important to identify concerns early and connect students to appropriate support in order to help prevent problems from progressing into severe and chronic illnesses and having adverse impacts on young people's lives. Schools can play an important role in connecting students to mental health support. COMPASS research has found that the most common reasons that students are reluctant to seek help from adults at school for their mental health are that they are worried about confidentiality and what others would think, that there is no one that they would feel comfortable talking to, and that they don't think that they would be able to help. Students with depression and anxiety, and that identified as gender diverse, racialized, and from less affluent households were less likely to feel they could talk about their problems with their family or an adult at school.

RECOMMENDATIONS AND RESOURCES

- Use culturally-appropriate approaches when discussing mental health with equity deserving groups. Some helpful resources include the [School Mental Health Action Kit \(Pdf\)](#) and the [We Matter Campaign](#)
- See [North Star Mental Health](#) for resources to share information on available mental health supports with students
- Have staff receive training in mental health first aid and advertise to students what staff have received mental health training
- Clearly communicate how, where, and when any mental health specialist staff can be reached and what support they can provide
- Clearly communicate confidentiality policies - when it would be protected and when it would need to be broken, and the protocol for doing so
- Locate any mental health support in the school where students feel they can access it without their peers knowing





School Connectedness & Academic Achievement Outcomes in Prince Edward Island

Among students in PEI:

78%
feel they are part of their school
79% COMPASS average*

84%
feel safe at school

86%
feel that teachers treat them fairly

82%
feel close to people at school

68%
feel happy to be at their school



61%
would like to complete a post-secondary education

67%
reported being absent in the last 30 days

Reasons for being absent**

37%
feel school is boring and are not interested

18%
have conflict or a bad relationship with teachers/other school staff

20%
feel school is not safe or to avoid being bullied

89%
think getting good grades is important



WHY IS THIS IMPORTANT

School connectedness is an important and modifiable protective factor for multiple youth health outcomes. School connectedness is defined as a sense of belonging and safety at school, and positive relationships with classmates and teachers. Youth who feel more connected to their school report lower rates of depression, problematic substance use, and violence. COMPASS research has found that school connectedness is one of the strongest preventative factors for anxiety and depression, and it provides protective efforts among youth. The benefits of school connectedness are particularly significant for students who are at higher risk for adverse health outcomes, including racialized, gender diverse, and lower socioeconomic status populations; however, these youth report less favourable perceptions of their school environments.

RECOMMENDATIONS AND RESOURCES

- The [Pan-Canadian Joint Consortium for School Health](#) provides a number of resources to assist schools in developing a healthy school environment.
- The [BC School Connectedness Action Guide](#) is a resource that can assist schools in creating positive and safe school cultures.

*2024-25 COMPASS Survey including PEI, QC, ON, AB and BC

**Only respondents who reported being absent in the last 30 days were asked about their reasons for being absent.





Equity and Inclusion Outcomes in Prince Edward Island

Among students in PEI:

51%

report ever feeling unwelcome or uncomfortable at school for at least one of the following reasons...

their race/ethnicity/culture:

7%

their religion:

4%

their family not being as wealthy/rich as others:

6%

their gender identity:

4%

their sexual orientation:

5%

their image/appearance:

26%

an emotional challenge:

10%

a learning challenge:

6%

a physical challenge:

3%

their marks at school:

11%

other reasons:

16%

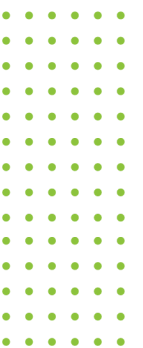


WHY IS THIS IMPORTANT

When students feel welcomed and accepted in their school, they are more likely to succeed academically. How welcome a student feels at schools tends to vary by race, ethnicity, religion, sexuality, and socioeconomic status. These variations may contribute to disparities in academic achievement, mental well-being, and physical health among different student populations. Staff training and school-based initiatives can help to reduce these disparities and increase all students' sense of belonging. Educators should work to create inclusive school resources (e.g., posters) and environments where all students see themselves represented in the curriculum and extra-curricular activities. Helping students feel valued, appreciated, and respected in school can support academic achievement and overall well-being, as well as promote participation in school-based activities that foster positive health behaviours.

RECOMMENDATIONS AND RESOURCES

- Encourage student-led and student-centred, with additional consideration for marginalized students, initiatives, events, and programs that promote inclusiveness and foster a positive school culture. Student-led initiatives tend to be more effective compared to those led by adults (i.e., school staff, parents, or community partners).
- Help create an [inclusive school environment for 2SLGBTQI students](#) and consider [youth strategies for tackling gender-based violence in schools](#), and [Guidelines for respecting, accommodating and supporting gender identity, gender expression, and sexual orientation in our schools](#).
- Programs and services for school-aged children are available through the [Immigrant & Refugee Services Association PEI](#).





Climate Change and Eco-Anxiety Outcomes in Prince Edward Island

Among students in PEI:

11%

reported they often or almost always believe they can do something to help address the problem of climate change

11% COMPASS average*

13%

reported they often or almost always try to reduce behaviours that contribute to climate change

3%

reported thinking about climate change often or almost always makes it difficult for them to sleep

3%

reported climate change often or almost always interferes with their ability to get work or school assignments done



WHY IS THIS IMPORTANT

Eco-anxiety is a growing issue facing adolescents as climate change progresses. Often defined as anxiousness about the effects of climate change on both future generations and the environment, eco-anxiety more often affects children and youth than adults. Climate change anxiety is found to be linked to poorer mental health outcomes, including low mood, helplessness, and depression. Equipping youth with the skills needed to cope with these worries can positively impact their mental health and ability to make positive contributions to combating climate change.

RECOMMENDATIONS AND RESOURCES

- [Eco-Anxious Stories](#) provides resources, stories, and workshops to help people cope and connect to others dealing with eco-anxiety. Consider sharing their [Quick Tips for Eco-Anxiety](#) resource that covers steps to accepting your climate emotions.
- Encourage youth to take action on climate change through engagement in [GenAction](#) and by learning more about [PEI's Climate Adaptation Plan](#).
- Support students in setting up a club at their school to learn more and engage with climate change/adaptation leaders in PEI (e.g., work underway through [UPEI School of Climate Change and Adaptation](#)).





Gender Comparisons in Prince Edward Island

Among girls in PEI:



46% eat fruit and 45% eat vegetables 7 days per week



73% meet the National guideline for daily physical activity



5% meet the National guideline of 2 hours or less of recreational screen time per day



66% meet the National guideline of 8 to 10 hours of sleep per night



3% have smoked a cigarette in the last 30 days



10% reported vaping in the last 30 days



12% reported binge drinking in the last 30 days



5% have used cannabis in the last 30 days



24% have been bullied in the last 30 days



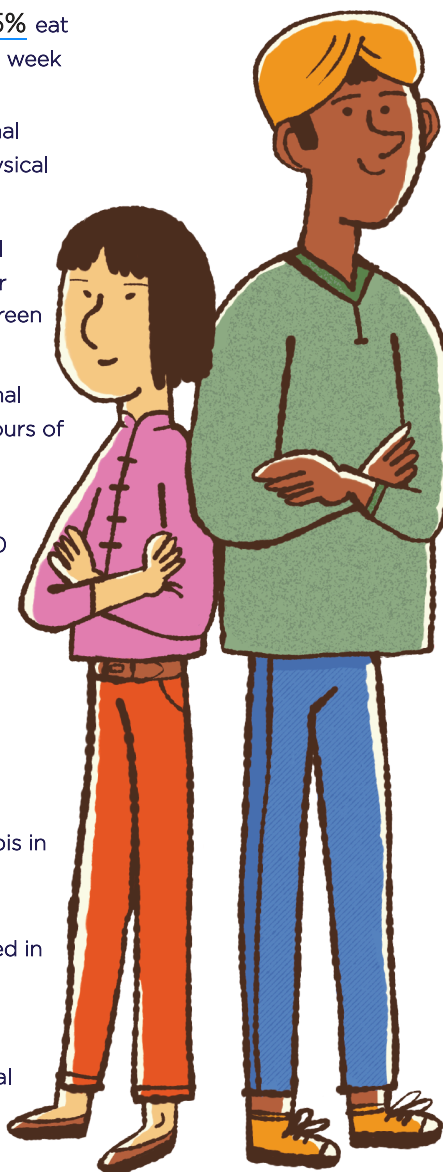
61% rated their mental health as good, very good, or excellent



77% feel they are a part of their school



12% often or almost always believe they can do something to help address the problem of climate change



Among boys in PEI:



44% eat fruits and 42% eat vegetables 7 days per week



78% meet the National guideline for daily physical activity



5% meet the National guideline of 2 hours or less of recreational screen time per day



63% meet the National guideline of 8 to 10 hours of sleep per night



6% have smoked a cigarette in the last 30 days



10% reported vaping in the last 30 days



12% reported binge drinking in the last 30 days



7% have used cannabis in the last 30 days



22% have been bullied in the last 30 days



77% rated their mental health as good, very good, or excellent



81% feel they are a part of their school



9% often or almost always believe they can do something to help address the problem of climate change

Note: Other gender response options are collected, but to maintain student privacy due to small sample size, findings are presented here in boys and girls only



Grade Comparisons in Prince Edward Island

Among students in PEI:

	7	8	9	10	11	12
Eat fruit 7 days per week	53%	47%	46%	42%	38%	34%
Eat vegetables 7 days per week	45%	45%	44%	43%	40%	39%
Meet the National guideline for daily physical activity	76%	76%	78%	78%	70%	67%
Meet the National guideline of 2 hours or less of recreational screen time per day	11%	6%	4%	3%	4%	3%
Meet the National guideline of 8 to 10 hours of sleep per night	66%	70%	68%	64%	57%	54%
Reported smoking a cigarette in the last 30 days	1%	2%	3%	5%	8%	13%
Reported vaping in the last 30 days	1%	3%	6%	13%	18%	27%
Reported binge drinking in the last 30 days	1%	2%	5%	16%	23%	36%
Have used cannabis in the last 30 days	1%	2%	3%	8%	13%	16%
Have been bullied in the last 30 days	24%	27%	30%	22%	22%	16%
Rated their mental health as good, very good, or excellent	80%	72%	65%	62%	61%	63%
Feel they are a part of their school	83%	81%	77%	77%	70%	73%
Believe they can do something to help address the problem of climate change	10%	12%	10%	11%	12%	11%

Note: To maintain student confidentiality, grade results are reported as <5% for small percentages if the grade sample size is less than 95 and N/A if the grade sample size is less than 30.

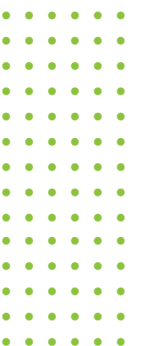


Year Comparisons in Prince Edward Island

Among students in PEI:

	2023-24	2024-25	2025-26
Eat fruit 7 days per week	39%	42%	44%
Eat vegetables 7 days per week	40%	41%	43%
Meet the National guideline for daily physical activity	75%	75%	75%
Meet the National guideline of 2 hours or less of recreational screen time per day	5%	5%	5%
Meet the National guideline of 8 to 10 hours of sleep per night	61%	63%	64%
Reported smoking a cigarette in the last 30 days	7%	6%	5%
Reported vaping in the last 30 days	16%	13%	10%
Reported binge drinking in the last 30 days	14%	13%	12%
Have used cannabis in the last 30 days	11%	9%	6%
Have been bullied in the last 30 days	30%	29%	24%
Rated their mental health as good, very good, or excellent	59%	65%	68%
Feel they are a part of their school	74%	75%	78%
Believe they can do something to help address the problem of climate change	11%	11%	11%

Note: Small differences in percentages with previous reports may be due to rounding.





A Message from COMPASS Leadership

Thank you for participating in the COMPASS survey. We hope you find this report informative and useful. By participating in the COMPASS study, schools from your province will help to shape future youth health research and practice across Canada and internationally for years to come. We have enjoyed working with your schools and hope to continue working with you and your local public health professionals to help make schools the healthiest environment possible for students.

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