



High School Therapeutic Education Support Site

Our School Student Survey Data

Disability

The percentage of students that have a Disability that limits their participation in school activities and learning.

- 27% of students in this school have a disability.
- 31% of the girls and 25% of the boys in this school have a disability.

Students with moderate or high levels of anxiety

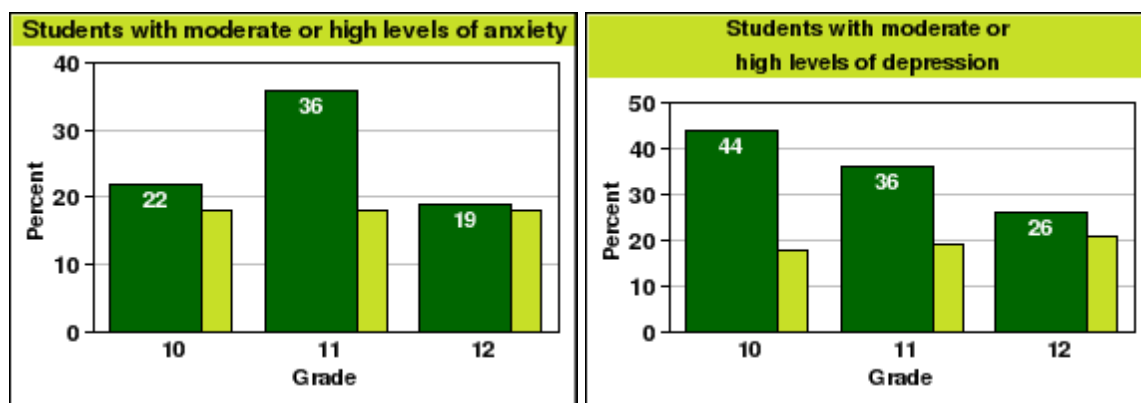
Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

- 24% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 18%.
- 43% of the girls and 14% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 20% and for boys is 15%.

Students with moderate or high levels of depression

Students who have prolonged periods when they feel sad, discouraged, and inadequate.

- 34% of students in this school had moderate to high levels of depression; the Canadian norm for these grades is 19%.
- 57% of the girls and 24% of the boys in this school had moderate to high levels of depression. The Canadian norm for girls is 22% and for boys is 17%.



Change school

Students who have changed schools for reasons below.

- 38.8% of students in this school changed school because they moved.
- 48% of students in this school changed school to take advantage of a different program.
- 30.4% of students in this school changed school because they were expelled from their old school.

Grade repetition

Students who have repeated one or more grades at school since kindergarten.

- 58.8% of students in this school have repeated a grade at school.
- 46.7% of the girls and 60.6% of the boys in this school have repeated a grade at school.

Students planning to pursue a trade or apprenticeship program

Students who plan to finish high school, and afterwards pursue a trade or apprenticeship program.

- 32% of students in this school planned to pursue a trade or apprenticeship program; the Canadian norm for these grades is 17%.
- 31% of the girls and 32% of the boys in this school planned to pursue a trade or apprenticeship program The Canadian norm for girls is 12% and for boys is 22%.



Students planning to finish high school

Students who plan to finish high school.

- 64% of students in this school had aspirations for finishing high school; the Canadian norm for these grades is 84%.
- 81% of the girls and 56% of the boys in this school had aspirations for finishing high school. The Canadian norm for girls is 88% and for boys is 80%.

Positive teacher-student relations

Students who feel teachers are responsive to their needs, and encourage independence with a democratic approach.

- In this school, positive teacher-student relations were rated **6.7** out of 10; the Canadian norm for these grades is **5.8**.
- In this school, positive teacher-student relations were rated **7.5** out of 10 by girls and **6.4** out of 10 by boys. The Canadian norm for girls is **5.9** and for boys is **5.8**.

Positive learning climate

There are clear rules and expectations for classroom behaviour.

Students understand these and teachers maintain high expectations that they be followed.

- In this school, students rated disciplinary climate of the classroom **6.1** out of 10; the Canadian norm for these grades is **5.8**.
- In this school, disciplinary climate of the classroom was rated **6.8** out of 10 by girls and **5.9** out of 10 by boys. The Canadian norm for girls is **5.8** and for boys is **5.7**.

Expectations for success

The school staff emphasizes academic skills and hold high expectations for all students to succeed.

- In this school, students rated teachers' expectations for academic success 6.8 out of 10; the Canadian norm for these grades is 6.9.
- In this school, teachers' expectations for academic success were rated 7.7 out of 10 by girls and 6.5 out of 10 by boys. The Canadian norm for girls is 7.1 and for boys is 6.7.

Advocacy at school

Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice.

- In this school, students rated advocacy at school **4** out of 10; the Canadian norm for these grades is **2.5**.
- In this school, advocacy at school was rated **5.4** out of 10 by girls and **3.5** out of 10 by boys. The Canadian norm for girls is **2.5** and for boys is **2.6**.

Effective learning time

Important concepts are taught well, class time is used efficiently, and homework and evaluations support course objectives.

- In this school, students rated effective classroom learning time 6.3 out of 10; the Canadian norm for these grades is 6.3.
- In this school, effective classroom learning time was rated 6.7 out of 10 by girls and 6.1 out of 10 by boys. The Canadian norm for girls is 6.4 and for boys is 6.1.

Relevance

Students who find classroom instruction relevant to their everyday lives.

- In this school, students rated relevance **5.8** out of 10; the Canadian norm for these grades is **5.6**.
- In this school, relevance was rated **6.2** out of 10 by girls and **5.7** out of 10 by boys. The Canadian norm for girls is **5.7** and for boys is **5.5**.

Rigor

Students who find the classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn.

- In this school, students rated rigor **6.2** out of 10.
- In this school, rigor was rated **7** out of 10 by girls and **6** out of 10 by boys.

Intellectual engagement composite

Students who are intellectually engaged and find learning interesting, enjoyable, and relevant.

- **55%** of students in this school are intellectually engaged. The Canadian norm for these grade levels is **43%**.



- **62%** of the girls and **51%** of the boys in this school were intellectually engaged. The Canadian norm for girls is **45%** and for boys is **41%**.

Students who are interested and motivated

Students who are interested and motivated in their learning.

- **43%** of students in this school were interested and motivated; the Canadian norm for these grades is **25%**.
- **50%** of the girls and **36%** of the boys in this school were interested and motivated. The Canadian norm for girls is **26%** and for boys is **25%**.

Effort

Students who try hard to succeed in their learning.

- **62%** of students in this school tried hard to succeed; the Canadian norm for these grades is **65%**.
- **75%** of the girls and **55%** of the boys in this school tried hard to succeed. The Canadian norm for girls is **70%** and for boys is **61%**.

Students that value schooling outcomes

Students who believe that education will benefit them personally and economically, and will have a strong bearing on their future.

- **56%** of students in this school valued school outcomes; the Canadian norm for these grades is **66%**.
- **56%** of the girls and **56%** of the boys in this school valued school outcomes. The Canadian norm for girls is **70%** and for boys is **62%**.

This report provides highlights based on data from 62 students in this school that participated in the survey between 14 Nov. 2017 and 20 Nov. 2017. The number of students by grade level is:

grade10: 18
 grade11: 15
 grade12: 29

November Attendance Snapshot (Nov 1- 29th, 2017)

	Grade 9/10	Grade 11	Grade 12	Total
Bernice McNaughton	5	0	7	12
Harrison Trimble	8	12	23	43
Caledonia Regional	0	1	3	4
Moncton High	8	8	29	45
Riverview High	5	8	17	30
Total	26	29	79	134
Our School responses	18	15	29	62
% Rate	69%	51%	37%	46.3%

Sample Size 2016-2017 66 students with a student population of over 300

Sample Size 2017-2018 62 with a student population of 134



Our School Success

Indicators to support School Improvement Plan

Intellectual engagement composite (ESF indicator 31, TESS SIP objective 1)

Students who are intellectually engaged and find learning interesting, enjoyable, and relevant.

- **55%** of students in this school are intellectually engaged. The Canadian norm for these grade levels is **43%**.

Relevance (ESF indicator 27, TESS SIP objective 2)

Students who find classroom instruction relevant to their everyday lives.

- In this school, students rated relevance **5.8** out of 10; the Canadian norm for these grades is **5.6**.

Positive teacher-student relations (ESF indicator 6, TESS SIP objective 1)

Students who feel teachers are responsive to their needs, and encourage independence with a democratic approach.

- In this school, positive teacher-student relations were rated **6.7** out of 10; the Canadian norm for these grades is **5.8**.

Positive learning climate (ESF indicator 18, TESS SIP objective 2)

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

- In this school, students rated disciplinary climate of the classroom **6.1** out of 10; the Canadian norm for these grades is **5.8**.

Students planning to pursue a trade or apprenticeship program (ESF indicator 27, TESS SIP objective 2)

Students who plan to finish high school, and afterwards pursue a trade or apprenticeship program.

- **32%** of students in this school planned to pursue a trade or apprenticeship program; the Canadian norm for these grades is **17%**.

Rigor (ESF indicator 4, TESS SIP objective 3)

Students who find the classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn.

- In this school, students rated rigor **6.2** out of 10.