



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 (2017)
 - 44% of students in this school have a disability (2018)
 - 41% of students in this school have a disability (2019)
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- 31% of the girls and 25% of the boys in this school have a disability (2017)
 - 41% of the girls and 47% of the boys in this school have a disability (2018)
 - 42% of the girls and 40% of the boys in this school have a disability (2019)

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.
(2017)

- 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%.
- (2018)
- 29% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 26%.
 - 50% of the girls and 13% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 35% and for boys is 17%.
- (2019)
- 31% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 26%.
 - 35% of the girls and 27% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 35% and for boys is 17%.

Students with moderate or high levels of depression

Students who have prolonged periods when they feel sad, discouraged, and inadequate.
(2017)

- 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%.
- (2018)
- 49% of students in this school had moderate to high levels of depression; the Canadian norm for these grades is 26%.
 - 72% of the girls and 30% of the boys in this school had moderate to high levels of depression. The Canadian norm for girls is 34% and for boys is 18%.
- (2019)
- 58% of students in this school had moderate to high levels of depression; the Canadian norm for these grades is 26%.
 - 69% of the girls and 45% of the boys in this school had moderate to high levels of depression. The Canadian norm for girls is 34% and for boys is 18%.



Change school

(2017)

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.

(2018)

40% of students in this school changed school because they moved.

- 80% of students in this school changed school to take advantage of a different program.
- 23.5% of students in this school changed school because they were expelled from their old school.
- (2019)

- 29.6% of students in this school changed school because they moved.
- 65.9% of students in this school changed school to take advantage of a different program.
- 26.2% of students in this school changed school because they were expelled from their old school.

Grade repetition

(2017)

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.

(2018)

- 61.1% of students in this school have repeated a grade at school.
- 35.3% of the girls and 84.2% of the boys in this school have repeated a grade at school.

(2019)

- 57.8% of students in this school have repeated a grade at school.
- 60% of the girls and 55% of the boys in this school have repeated a grade at school.

Students planning to pursue a trade or apprenticeship program

(2017)

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%.

(2018)

- 26% of students in this school planned to pursue a trade or apprenticeship program; the Canadian norm for these grades is 18%.
- 35% of the girls and 24% of the boys in this school planned to pursue a trade or apprenticeship program The Canadian norm for girls is 14% and for boys is 22%.

(2019)

- 29% of students in this school planned to pursue a trade or apprenticeship program; the Canadian norm for these grades is 18%.
- 17% of the girls and 37% of the boys in this school planned to pursue a trade or apprenticeship program The Canadian norm for girls is 14% and for boys is 22%.

Students planning to finish high school

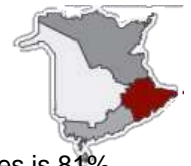
(2017)

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%.

(2018)

- 62% of students in this school had aspirations for finishing high school; the Canadian norm for these grades is 81%.
- 76% of the girls and 50% of the boys in this school had aspirations for finishing high school. The Canadian norm for girls is 85% and for boys is 78%.



(2019)

- 64% of students in this school had aspirations for finishing high school; the Canadian norm for these grades is 81%.
- 75% of the girls and 52% of the boys in this school had aspirations for finishing high school. The Canadian norm for girls is 85% and for boys is 78%.

Positive teacher-student relations

(2017)

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.

(2018)

In this school, positive teacher-student relations were rated 7.1 out of 10; the Canadian norm for these grades is 6.3.

- In this school, positive teacher-student relations were rated 7.6 out of 10 by girls and 6.6 out of 10 by boys. The Canadian norm for girls is 6.2 and for boys is 6.4.

(2019)

In this school, positive teacher-student relations were rated 8.6 out of 10; the Canadian norm for these grades is 6.3.

- In this school, positive teacher-student relations were rated 8.9 out of 10 by girls and 8.1 out of 10 by boys. The Canadian norm for girls is 6.2 and for boys is 6.4.

Positive learning climate

(2017)

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.

(2018)

- In this school, students rated disciplinary climate of the classroom 6.6 out of 10; the Canadian norm for these grades is 6.3.

- In this school, disciplinary climate of the classroom was rated 6.6 out of 10 by girls and 6.6 out of 10 by boys. The Canadian norm for girls is 6.3 and for boys is 6.3.

(2019)

- In this school, students rated disciplinary climate of the classroom 7.6 out of 10; the Canadian norm for these grades is 6.3.

- In this school, disciplinary climate of the classroom was rated 7.8 out of 10 by girls and 7.4 out of 10 by boys. The Canadian norm for girls is 6.3 and for boys is 6.3.

Expectations for success

(2017)

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.

(2018)

In this school, students rated teachers' expectations for academic success 7 out of 10; the Canadian norm for these grades is 7.2.

- In this school, teachers' expectations for academic success were rated 7.2 out of 10 by girls and 6.9 out of 10 by boys. The Canadian norm for girls is 7.3 and for boys is 7.1.

(2019)

In this school, students rated teachers' expectations for academic success 8.1 out of 10; the Canadian norm for these grades is 7.2.

- In this school, teachers' expectations for academic success were rated 8.2 out of 10 by girls and 7.9 out of 10 by boys.



The Canadian norm for girls is 7.3 and for boys is 7.1.

Advocacy at school

(2017)

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.

(2018)

- In this school, students rated advocacy at school 5.1 out of 10; the Canadian norm for these grades is 2.6.
- In this school, advocacy at school was rated 6 out of 10 by girls and 4.3 out of 10 by boys. The Canadian norm for girls is 2.5 and for boys is 2.8.

(2019)

- In this school, students rated advocacy at school 6.6 out of 10; the Canadian norm for these grades is 2.7.
- In this school, advocacy at school was rated 7.4 out of 10 by girls and 5.7 out of 10 by boys. The Canadian norm for girls is 2.5 and for boys is 2.8.

Effective learning time

(2017)

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.

(2018)

- In this school, students rated effective classroom learning time 6.5 out of 10; the Canadian norm for these grades is 6.7.
- In this school, effective classroom learning time was rated 6.9 out of 10 by girls and 6.2 out of 10 by boys. The Canadian norm for girls is 6.8 and for boys is 6.7.

(2019)

- In this school, students rated effective classroom learning time 7.9 out of 10; the Canadian norm for these grades is 6.7.
- In this school, effective classroom learning time was rated 8.3 out of 10 by girls and 7.3 out of 10 by boys. The Canadian norm for girls is 6.8 and for boys is 6.7.



Relevance

(2017)

- 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.

(2018)

- In this school, students rated relevance 6 out of 10; the Canadian norm for these grades is 5.9.
- In this school, relevance was rated 6.1 out of 10 by girls and 6 out of 10 by boys. The Canadian norm for girls is 6 and for boys is 5.9.

(2019)

- In this school, students rated relevance 7.5 out of 10; the Canadian norm for these grades is 5.9.
- In this school, relevance was rated 7.6 out of 10 by girls and 7.5 out of 10 by boys. The Canadian norm for girls is 6 and for boys is 5.9.

Rigor

(2017)

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.

(2018)

- In this school, students rated rigor 6.3 out of 10; the Canadian norm for these grades is 6.4.
- In this school, rigor was rated 6.6 out of 10 by girls and 6.1 out of 10 by boys. The Canadian norm for girls is 6.5 and for boys is 6.4.

(2019)

- In this school, students rated rigor 7.5 out of 10; the Canadian norm for these grades is 6.4.
- In this school, rigor was rated 7.9 out of 10 by girls and 7 out of 10 by boys. The Canadian norm for girls is 6.5 and for boys is 6.4.

Intellectual engagement composite

(2017)

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%.

(2018)

- 55% of students in this school are intellectually engaged. The Canadian norm for these grade levels is 58%.
- 63% of the girls and 48% of the boys in this school were intellectually engaged. The Canadian norm for girls is 60% and for boys is 56%.

(2019)

- 88% of students in this school are intellectually engaged. The Canadian norm for these grade levels is 58%.
- 92% of the girls and 83% of the boys in this school were intellectually engaged. The Canadian norm for girls is 60% and for boys is 56%.



Students who are interested and motivated

(2017)

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%.

(2018)

- 45% of students in this school were interested and motivated; the Canadian norm for these grades is 37%.
- 63% of the girls and 32% of the boys in this school were interested and motivated. The Canadian norm for girls is 37% and for boys is 37%.

(2019)

- 62% of students in this school were interested and motivated; the Canadian norm for these grades is 37%.
- 72% of the girls and 52% of the boys in this school were interested and motivated. The Canadian norm for girls is 37% and for boys is 37%.

Effort

(2017)

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%.

(2018)

- 57% of students in this school tried hard to succeed; the Canadian norm for these grades is 68%.
- 63% of the girls and 52% of the boys in this school tried hard to succeed. The Canadian norm for girls is 71% and for boys is 65%.

(2019)

- 81% of students in this school tried hard to succeed; the Canadian norm for these grades is 68%.
- 92% of the girls and 70% of the boys in this school tried hard to succeed. The Canadian norm for girls is 71% and for boys is 65%.



Students that value schooling outcomes

(2017)

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%.

(2018)

- 71% of students in this school valued school outcomes; the Canadian norm for these grades is 64%.
- 79% of the girls and 65% of the boys in this school valued school outcomes. The Canadian norm for girls is 66% and for boys is 62%.

(2019)

- 84% of students in this school valued school outcomes; the Canadian norm for these grades is 64%.
- 89% of the girls and 79% of the boys in this school valued school outcomes. The Canadian norm for girls is 66% and for boys is 62%.

Students with a positive sense of belonging

(2018) **NEW

Students who feel accepted and valued by their peers and by others at their school.

- 46% of students in this school had a high sense of belonging; the Canadian norm for these grades is 64%.
- 47% of the girls and 45% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 60% and for boys is 68%.

(2019)

Students who feel accepted and valued by their peers and by others at their school.

- 64% of students in this school had a high sense of belonging; the Canadian norm for these grades is 64%.
- 64% of the girls and 45% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 60% and for boys is 68%.

2017 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

2018 report provides highlights based on data from 41 students in this school that participated in the survey between 28 Nov. 2018 and 5 Dec. 2018. The number of students by grade level is:

grade10: 8
grade11: 18
grade12: 15

2019 report provides highlights based on data from 46 students in this school that participated in the survey between 28 Nov. 2019 and 5 Dec. 2019. The number of students by grade level is:

grade10: 9
grade11: 15
grade12: 22



Our School Success

Indicators to support School Improvement Plan

2018-2020

Expectations for success (ESF indicator 31, TESS SIP objective 1)

In this school, students rated teachers' expectations for academic success 7 out of 10; the Canadian norm for these grades is 7.2.

- In this school, teachers' expectations for academic success were rated 7.2 out of 10 by girls and 6.9 out of 10 by boys. The Canadian norm for girls is 7.3 and for boys is 7.1.

2018 Students planning to pursue a trade or apprenticeship program

•29% of students in this school planned to pursue a trade or apprenticeship program; the Canadian norm for these grades is 18%.

•35% of the girls and 24% of the boys in this school planned to pursue a trade or apprenticeship program The Canadian norm for girls is 14% and for boys is 22%.

(2019)

•26% of students in this school planned to pursue a trade or apprenticeship program; the Canadian norm for these grades is 18%.

•17% of the girls and 37% of the boys in this school planned to pursue a trade or apprenticeship program The Canadian norm for girls is 14% and for boys is 22%.

2018 Rigor (ESF indicator 28, TESS SIP objective 2)

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 6.3 out of 10; the Canadian norm for these grades is 6.4.
- In this school, rigor was rated 6.6 out of 10 by girls and 6.1 out of 10 by boys. The Canadian norm for girls is 6.5 and for boys is 6.4.

(2019)

• In this school, students rated rigor 7.5 out of 10; the Canadian norm for these grades is 6.4.

• In this school, rigor was rated 7.9 out of 10 by girls and 7 out of 10 by boys. The Canadian norm for girls is 6.5 and for boys is 6.4.

Positive Learning Environment (ESF indicator 6, TESS SIP objective 3)

2018 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 6.6 out of 10; the Canadian norm for these grades is 6.3.
- In this school, disciplinary climate of the classroom was rated 6.6 out of 10 by girls and 6.6 out of 10 by boys. The Canadian norm for girls is 6.3 and for boys is 6.3.

(2019)

• In this school, students rated disciplinary climate of the classroom 7.6 out of 10; the Canadian norm for these grades is 6.3.

• In this school, disciplinary climate of the classroom was rated 7.8 out of 10 by girls and 7.4 out of 10 by boys. The Canadian norm for girls is 6.3 and for boys is 6.3.



Positive Learning Environment (ESF indicator 10, TESS SIP objective 11)

2018 Students who believe that education will benefit them personally and economically and will have a strong bearing on their future.

- 71% of students in this school valued school outcomes; the Canadian norm for these grades is 64%.
- 79% of the girls and 65% of the boys in this school valued school outcomes. The Canadian norm for girls is 66% and for boys is 62%.

2019 Students who believe that education will benefit them personally and economically and will have a strong bearing on their future.

- 84% of students in this school valued school outcomes; the Canadian norm for these grades is 64%.
- 89% of the girls and 78% of the boys in this school valued school outcomes. The Canadian norm for girls is 66% and for boys is 62%.



2017-2018

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.