

Bath Middle School

Please find enclosed the following data sets for the 2013-14 school year.

1. Provincial Assessment Achievement Results- Grade 7 & 8
2. Tell Them From Me Report
3. Teacher Perception Data Comparison Report

Provincial Assessment Results

School: Bath Middle School

Assessment: Grade 7 Reading Comprehension Assessment

Year: 2013-14

	Did Not Write	Exempt	Below Appropriate Achievement	Appropriate Achievement	Strong Achievement	Number of Students Who Wrote the Assessment
Bath Middle School	7.7%	15.4%	30.8%	53.8%	15.4%	13
District	1.0%	3.2%	22.2%	68.3%	9.5%	1732
Province	1.2%	2.2%	22.9%	67.9%	9.2%	5216

Provincial Assessment Results

School: Bath Middle School

Assessment: Grade 8 Mathematics Assessment

Year: 2013-14

	Did Not Write	Exempt	Below Appropriate Achievement	Appropriate Achievement	Strong Achievement	Number of Students Who Wrote the Assessment
Bath Middle	0.0%	0.0%	38.9%	50.0%	11.1%	18
District	1.3%	2.5%	50.5%	32.6%	16.9%	1860
Province	1.3%	2.6%	42.4%	34.9%	22.7%	5435



Report on Student Outcomes and School Climate

NB Schools - Secondary

Bath Middle School Highlights

Your version of the **Tell Them From Me** student survey measures 34 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 39 students in this school that participated in the survey between 20 Nov. 2013 and 13 Dec. 2013. The number of students by grade level is:

- grade 6: 11
- grade 7: 12
- grade 8: 16

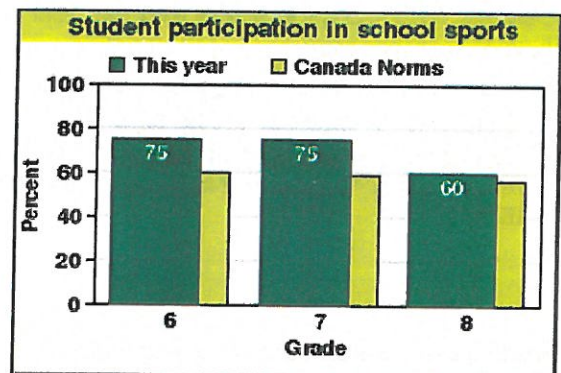
The bar charts show the results by grade for grades with at least 5 students. These are compared with Canada norms, which are based on last year's results for all students using the TTFM survey at the grade levels found in this school. For details on the survey see www.thelearningbar.com.

Social-Emotional Outcomes

Student participation in school sports

Students play sports with an instructor at school, other than in a gym class.

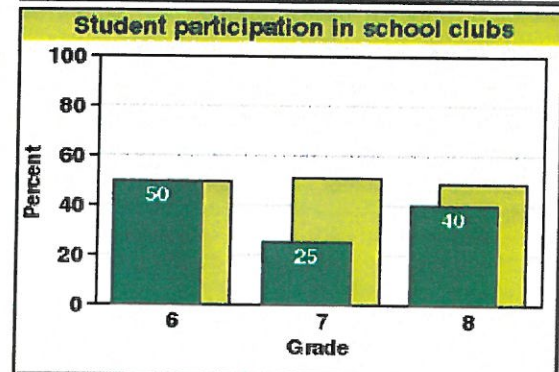
- 69% of students in this school had a high rate of Participation in Sports; the Canada norm for these grades is 59%.
- 89% of the girls and 50% of the boys in this school had a high rate of Participation in Sports. The Canada norm for girls is 56% and for boys is 61%.



Student participation in school clubs

Students take part in art, drama, or music groups; school clubs; or a school committee.

- 37% of students in this school had a high rate of Participation in Clubs; the Canada norm for these grades is 50%.
- 50% of the girls and 24% of the boys in this school had a high rate of Participation in Clubs. The Canada norm for girls is 55% and for boys is 44%.



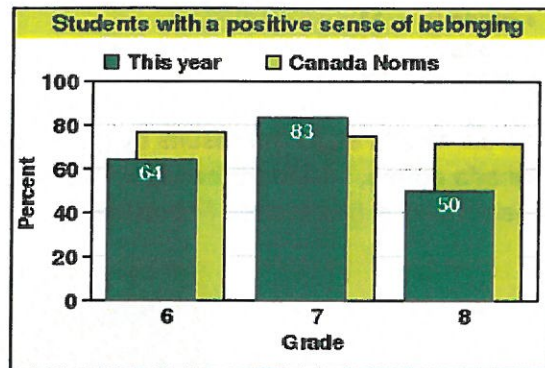


Social-Emotional Outcomes

Students with a positive sense of belonging

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

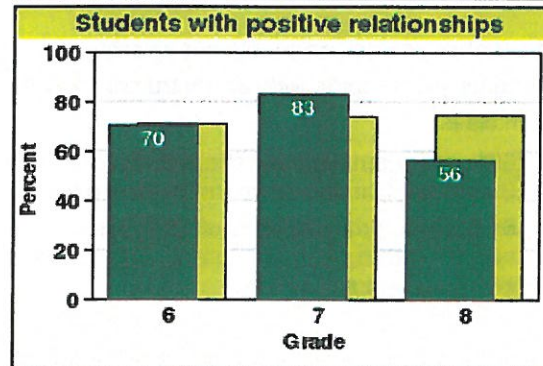
- 64% of students in this school had a high sense of belonging; the Canada norm for these grades is 75%.
- 78% of the girls and 52% of the boys in this school had a high sense of belonging. The Canada norm for girls is 75% and for boys is 74%.



Students with positive relationships

Students have friends at school they can trust and who encourage them to make positive choices.

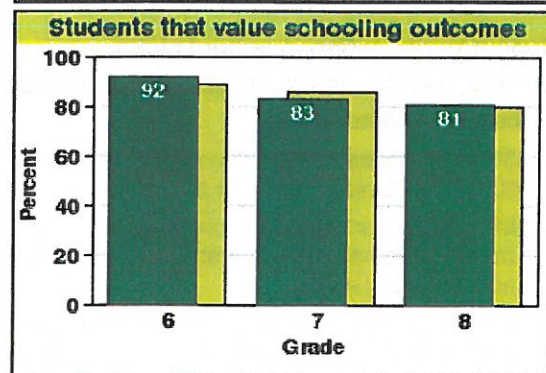
- In this school, 68% of students had positive relationships; the Canada norm for these grades is 73%.
- 78% of the girls and 60% of the boys in this school had positive relationships. The Canada norm for girls is 80% and for boys is 67%.



Students that value schooling outcomes

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

- 85% of students in this school valued School Outcomes; the Canada norm for these grades is 85%.
- 89% of the girls and 81% of the boys in this school valued School Outcomes. The Canada norm for girls is 87% and for boys is 83%.



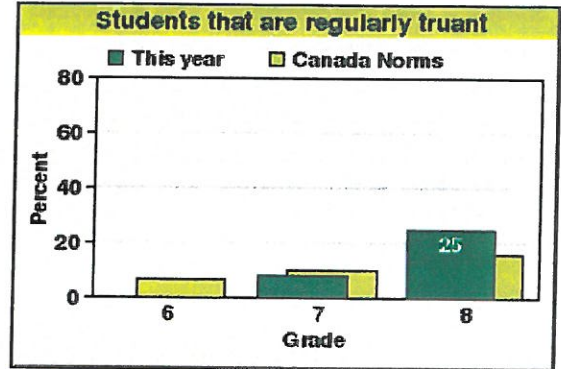


Social-Emotional Outcomes

Students that are regularly truant

Students skip classes or miss days at school without a reason, or arrive late for school or classes.

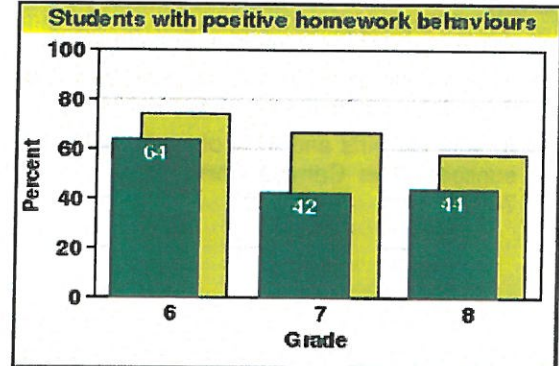
- In this school, the Student Truancy Rate was 12%; the Canada norm for these grades is 11%
- In this school, the Truancy Rate for girls was 16% and for boys, 10%. The Canada norm for girls is 9% and for boys is 13%.



Students with positive homework behaviours

Students do homework for their classes with a positive attitude and in a timely manner.

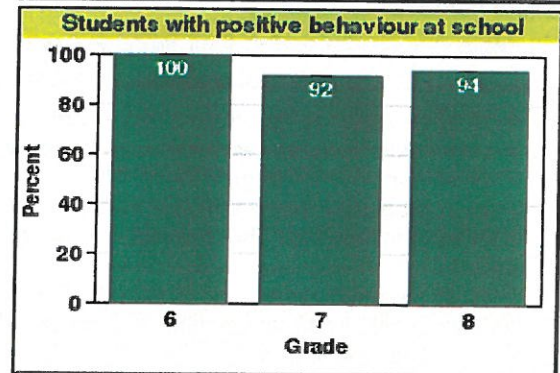
- In this school, 49% of students had positive homework behaviours; the Canada norm for these grades is 66%.
- 61% of the girls and 38% of the boys in this school had positive homework behaviours. The Canada norm for girls is 73% and for boys is 60%.



Students with positive behaviour at school

Students that do not get in trouble at school for disruptive or inappropriate behaviour.

- In this school, 95% of students had positive behaviour.
- 95% of the girls and 95% of the boys in this school with positive student behaviour at school.



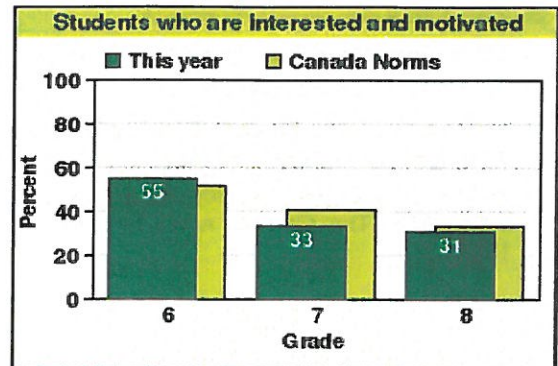


Social-Emotional Outcomes

Students who are interested and motivated

Students are interested and motivated in their learning.

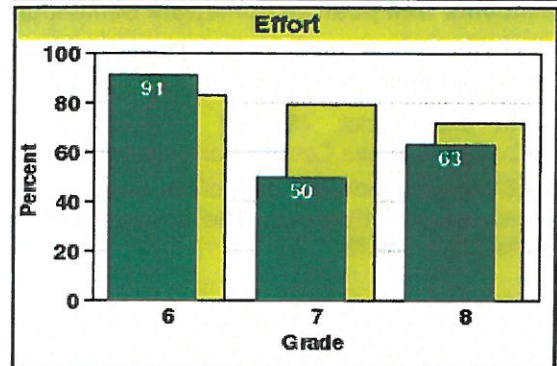
- 38% of students in this school were interested and motivated; the Canada norm for these grades is 42%.
- 39% of the girls and 38% of the boys in this school were interested and motivated. The Canada norm for girls is 43% and for boys is 42%.



Effort

Students try hard to succeed in their learning.

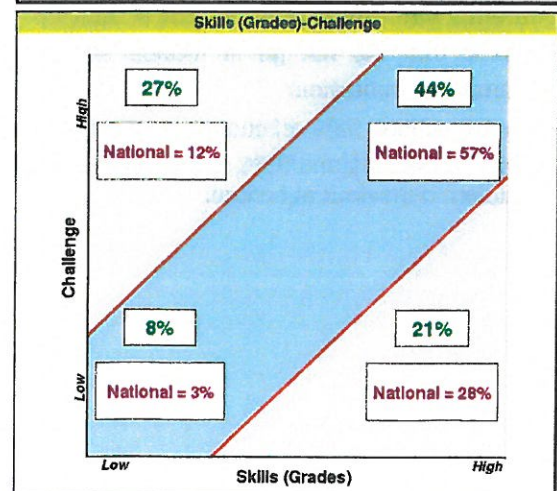
- 67% of students in this school tried hard to succeed; the Canada norm for these grades is 78%.
- 67% of the girls and 67% of the boys in this school tried hard to succeed. The Canada norm for girls is 80% and for boys is 76%.



Skills (Grades)-Challenge

Students feel challenged in their language arts, math and science classes and feel confident of their skills in these subjects.

- 44% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The Canada norm for these grades is 57%.
- 21% of students were confident of their skills but did not find classes challenging. The Canada norm for these grades is 28%.
- 27% of students were not confident of their skills and found language arts, math or science challenging. The Canada norm for this category is 12%.
- 8% of students lacked confidence in their skills and did not feel they were challenged. The Canada norm for this category is 3%.



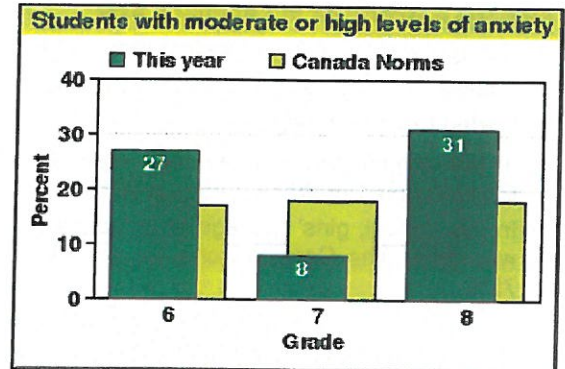


Social-Emotional Outcomes

Students with moderate or high levels of anxiety

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

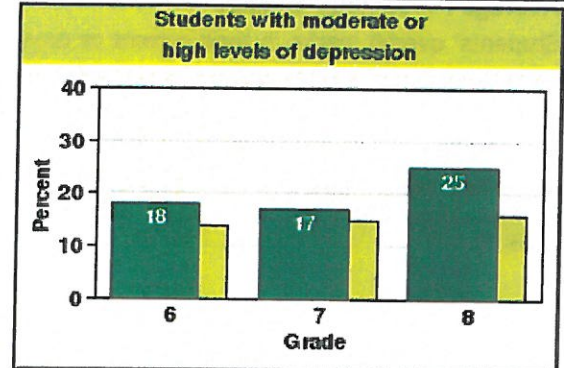
- 23% of students in this school had moderate to high levels of Anxiety; the Canada norm for these grades is 18%.
- 33% of the girls and 14% of the boys in this school had moderate to high levels of Anxiety. The Canada norm for girls is 21% and for boys is 14%.



Students with moderate or high levels of depression

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

- 21% of students in this school had moderate to high levels of Depression; the Canada norm for these grades is 15%.
- 17% of the girls and 24% of the boys in this school had moderate to high levels of Depression. The Canada norm for girls is 17% and for boys is 12%.



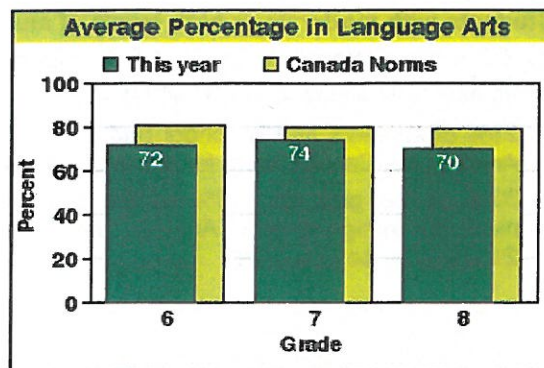


Academic Outcomes

Average Percentage in Language Arts

Students' overall marks in their current or most recent language arts class (e.g., English) were reported as a letter grade and converted to a percentage.

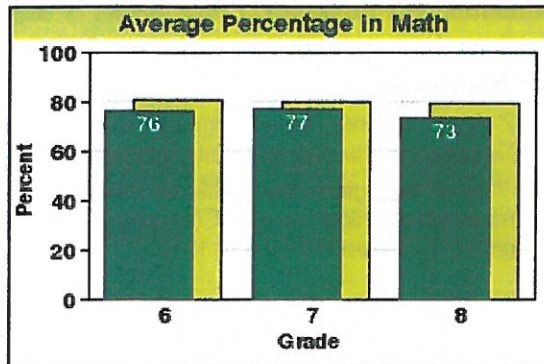
- In this school, students' average reported mark was 72%; the Canada norm for these grades is 80%.
- In this school, girls' average reported mark was 73% and boys' was 71%. The Canada norm for girls is 82% and for boys is 78%.



Average Percentage in Math

Students' overall marks in their current or most recent math class were reported as a letter grade and converted to a percentage.

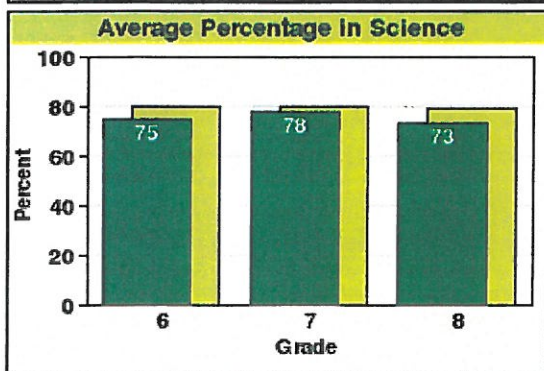
- In this school, students' average reported mark was 75%; the Canada norm for these grades is 80%.
- In this school, girls' average reported mark was 74% and boys' was 76%. The Canada norm for girls is 80% and for boys is 80%.



Average Percentage in Science

Students' overall marks in their current or most recent science class (e.g., general science, biology, chemistry, or physics) were reported as a letter grade and converted to a percentage.

- In this school, students' average reported mark was 75%; the Canada norm for these grades is 80%.
- In this school, girls' average reported mark was 74% and boys' was 76%. The Canada norm for girls is 80% and for boys is 79%.





Report on Student Outcomes and School Climate
NB Schools - Secondary
Bath Middle School Highlights

DRIVERS of Student Outcomes

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 7 out of 10; the Canada norm for these grades is 7.

Relevance

Students find classroom instruction relevant to their everyday lives.

- In this school, students rated Relevance 6.7 out of 10; the Canada norm for these grades is 6.7.

Rigor

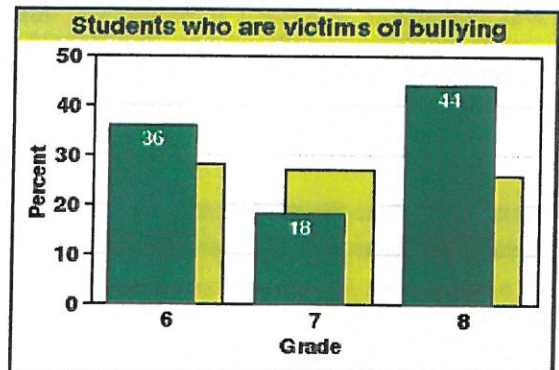
Students find the classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn.

- In this school, students rated Rigor 6.9 out of 10.

Students who are victims of bullying

Students are subjected to physical, social, or verbal bullying, or are bullied over the Internet.

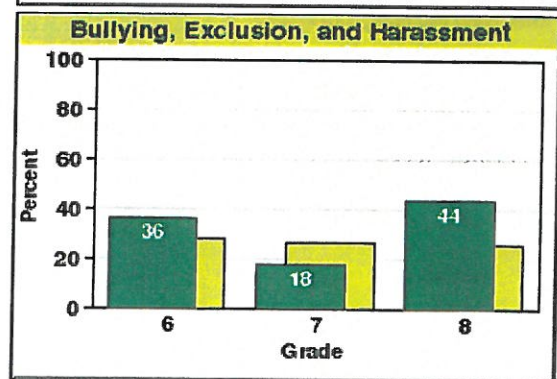
- 34% of students in this school were victims of moderate to severe Bullying in the previous month; the Canada norm for these grades is 27%.
- 35% of the girls and 33% of the boys in this school were victims of moderate to severe Bullying in the previous month. The Canada norm for girls is 26% and for boys is 28%.



Bullying, Exclusion, and Harassment

Students are subjected to physical, social, or verbal bullying, or are bullied over the Internet.

- 34% of students in this school were victims of moderate to severe Bullying in the previous month; the Canada norm for these grades is 27%.
- 35% of the girls and 33% of the boys in this school were victims of moderate to severe Bullying in the previous month. The Canada norm for girls is 26% and for boys is 28%.



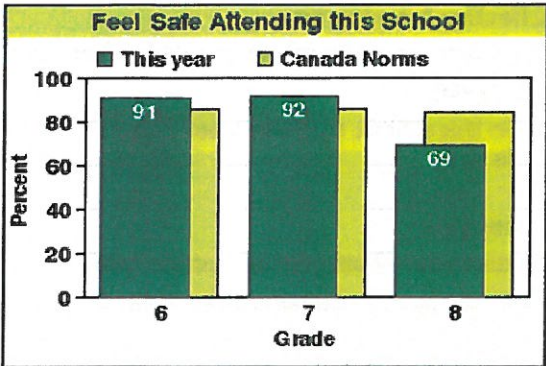


DRIVERS of Student Outcomes

Feel Safe Attending this School

Students feel safe at school as well as going to and from school.

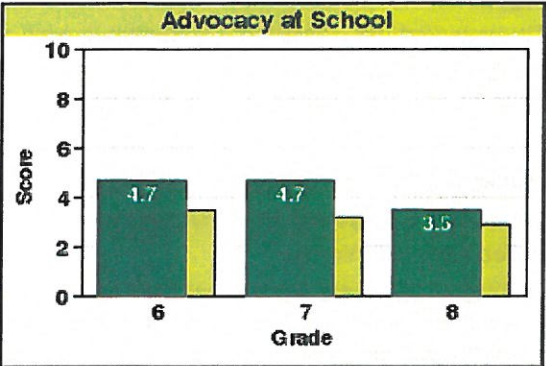
- 82% of students felt safe attending the school; the Canada norm for these grades is 85%.
- 94% of the girls and 71% of the boys felt safe attending the school. The Canada norm for girls is 87% and for boys is 84%.



Advocacy at School

Students 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 4.2 out of 10; the Canada norm for these grades is 3.2.
- In this school, Advocacy at School was rated 4.9 out of 10 by girls and 3.7 out of 10 by boys. The Canada norm for girls is 3.2 and for boys is 3.2.



Positive Teacher-Student Relations

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

- In this school, Positive Teacher-Student Relations were rated 6.4 out of 10; the Canada norm for these grades is 6.6.

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 6.5 out of 10; the Canada norm for these grades is 6.3.



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DRIVERS of Student Outcomes

Expectations for Success

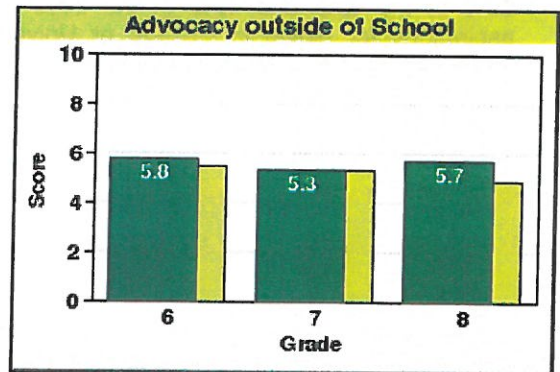
The school staff emphasizes academic skills and hold high expectations for all students to succeed.

- In this school, students rated Teachers' Expectations for Academic Success 7.3 out of 10; the Canada norm for these grades is 7.6.

Advocacy outside of School

Students feel they have someone at home or in their community who consistently provides encouragement and can be turned to for advice.

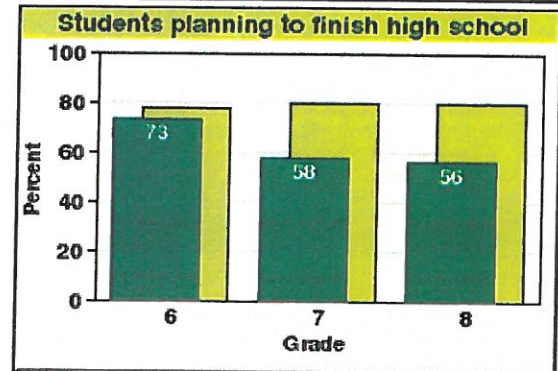
- In this school, students rated Advocacy outside School 5.6 out of 10; the Canada norm for these grades is 5.2.
- In this school, Advocacy outside School was rated 5.8 out of 10 by girls and 5.4 out of 10 by boys. The Canada norm for girls is 5.3 and for boys is 5.2.



Students planning to finish high school

Students plan to finish high school.

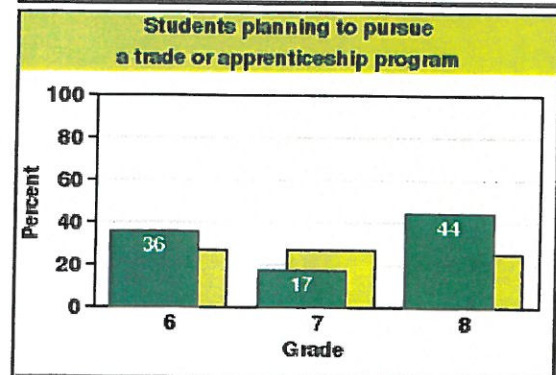
- 62% of students in this school had aspirations for finishing High School; the Canada norm for these grades is 79%.
- 72% of the girls and 52% of the boys in this school had aspirations for Finishing High School. The Canada norm for girls is 83% and for boys is 76%.



Students planning to pursue a trade or apprenticeship program

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

- 33% of students in this school planned to pursue a trade or apprenticeship program; the Canada norm for these grades is 27%.
- 28% of the girls and 38% of the boys in this school planned to pursue a trade or apprenticeship program. The Canada norm for girls is 25% and for boys is 28%.





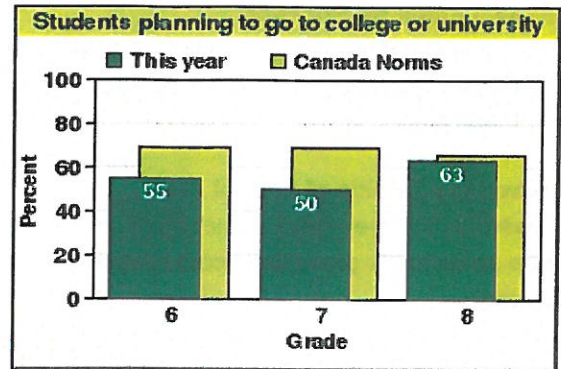
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NB Schools - Secondary
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DRIVERS of Student Outcomes

Students planning to go to college or university

Students plan to pursue a post-secondary education.

- 56% of students in this school had aspirations for pursuing a post-secondary education; the Canada norm for these grades is 68%.
- 67% of the girls and 48% of the boys in this school had aspirations for Going to College or University. The Canada norm for girls is 73% and for boys is 63%.





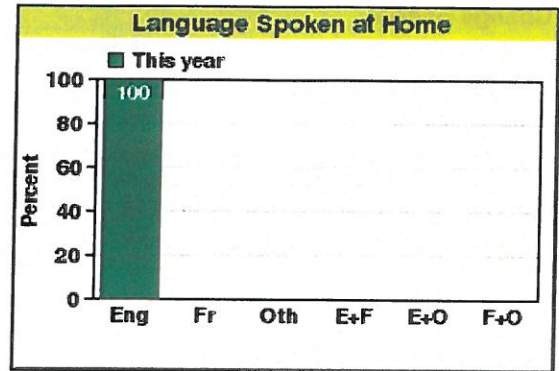
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Demographic Factors

Language Spoken at Home

Students are asked to indicate the language they speak most often at home.

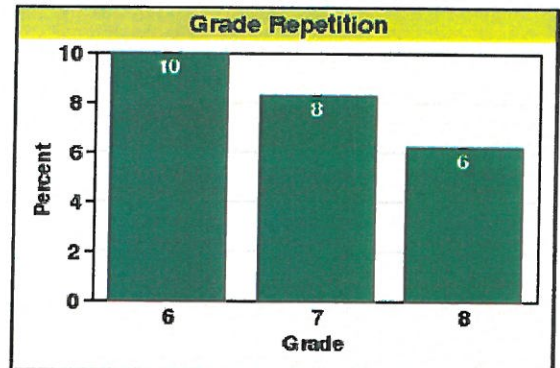
- 100% of students in this school speak English at home.
- 0% of students in this school speak French at home.
- 0% of students in this school speak other languages at home.
- 0% of students in this school speak English and French at home.
- 0% of students in this school speak English and another languages at home.
- 0% of students in this school speak French and another languages at home.



Grade Repetition

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

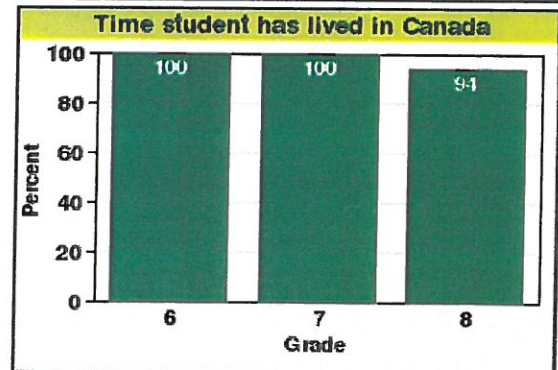
- 7.9% of students in this school have repeated a grade at school.
- 5.6% of the girls and 10% of the boys in this school have repeated a grade at school.



Time student has lived in Canada

Students were born in Canada.

- 97% of students in this school were born in Canada.
- 100% of the girls and 95% of the boys in this school were born in Canada.





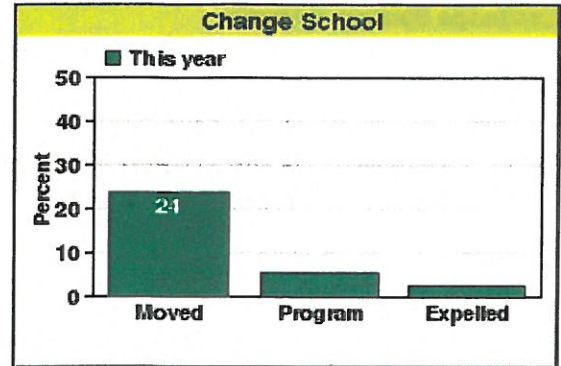
Report on Student Outcomes and School Climate
NB Schools - Secondary
Bath Middle School Highlights

Demographic Factors

Change School

Students have changed schools for reasons below.

- 23.7% of students in this school changed school because they moved.
- 5.4% of students in this school changed school to take advantage of a different program.
- 2.7% of students in this school changed school because they were expelled from their old school.





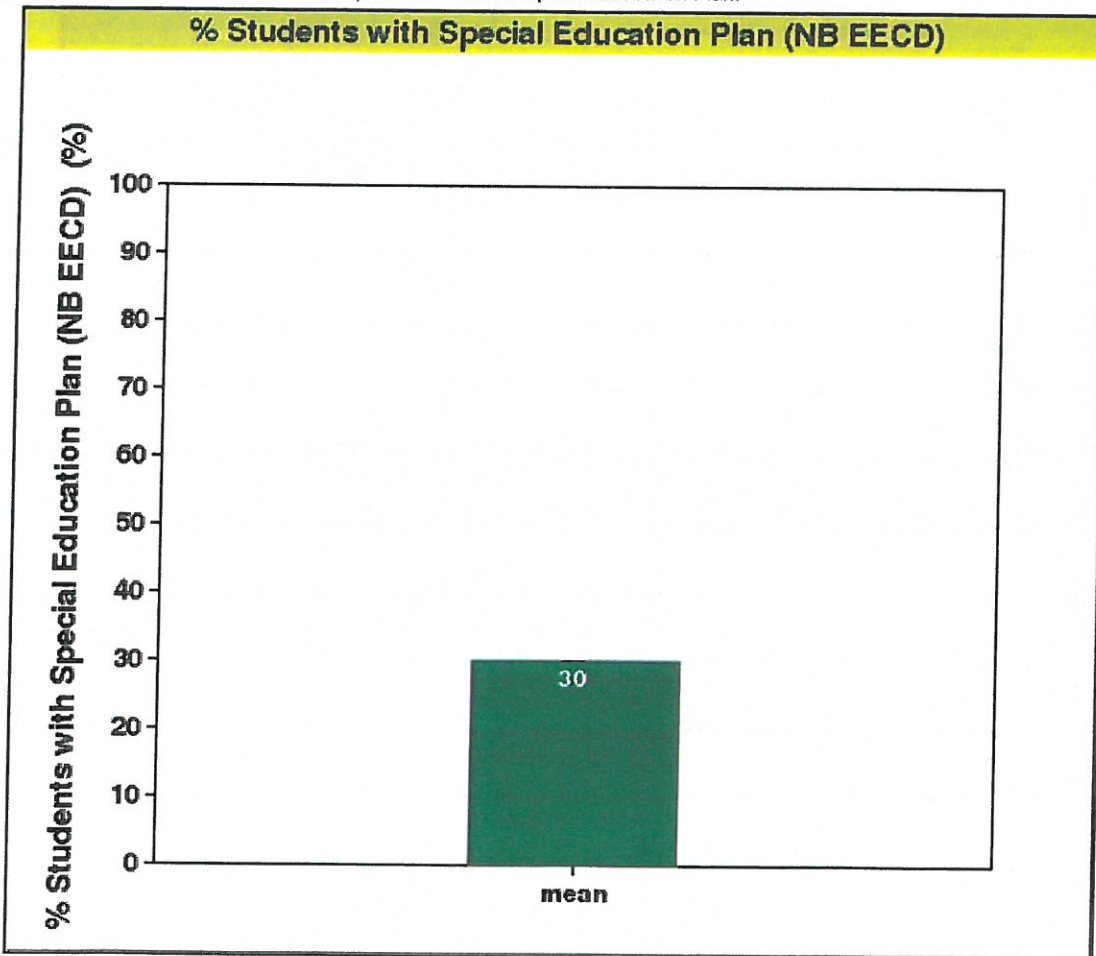
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NB Schools - Secondary
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Custom Measure

% Students with Special Education Plan (NB EECD)

Special Education Plan - NB EECD Custom Question

Percentage of students that answer 'Yes' to the question: "I have a Special Education Plan:"





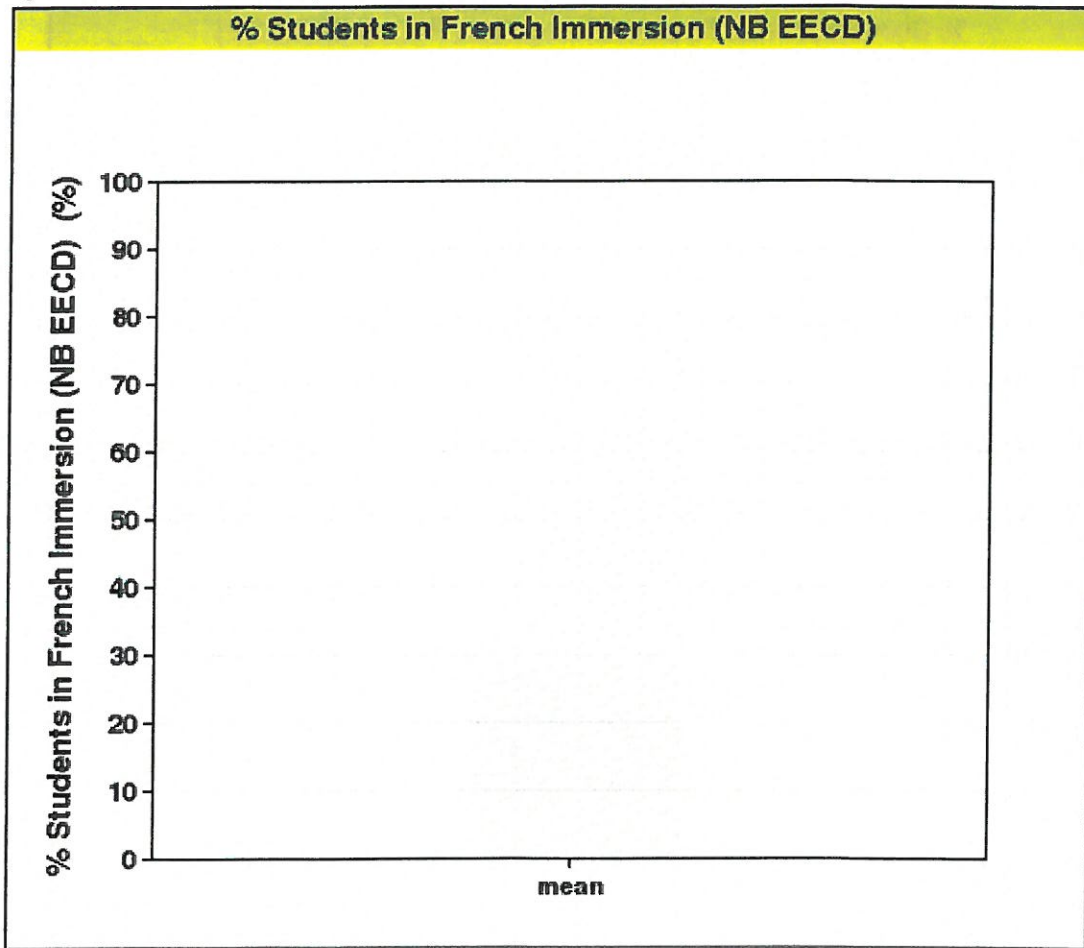
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Custom Measure

% Students in French Immersion (NB EECD)

French Immersion - NB EECD Custom Question

The percentage of students that indicated they were enrolled in French Immersion.





Report on Student Outcomes and School Climate

NB Schools - Secondary

Bath Middle School Highlights

Custom Measure

Mean score on Happiness Index (NB EECD)

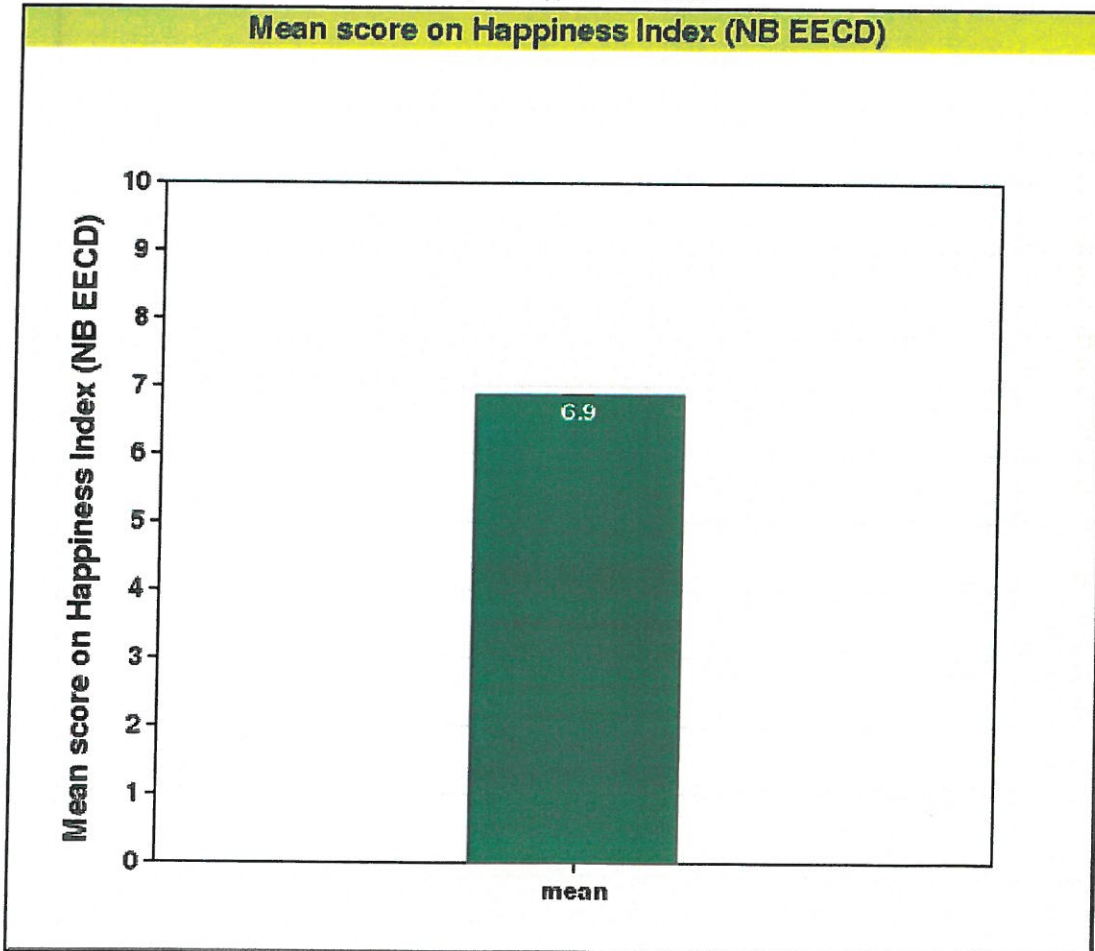
Happiness Index - NB EECD Custom Question

Students are asked:

Where 0 means extremely dissatisfied and 10 means extremely satisfied...

"All things considered, how satisfied are you with your life as a whole nowadays?"

Results are reported as the population's mean score on a 10 point Happiness Index scale.





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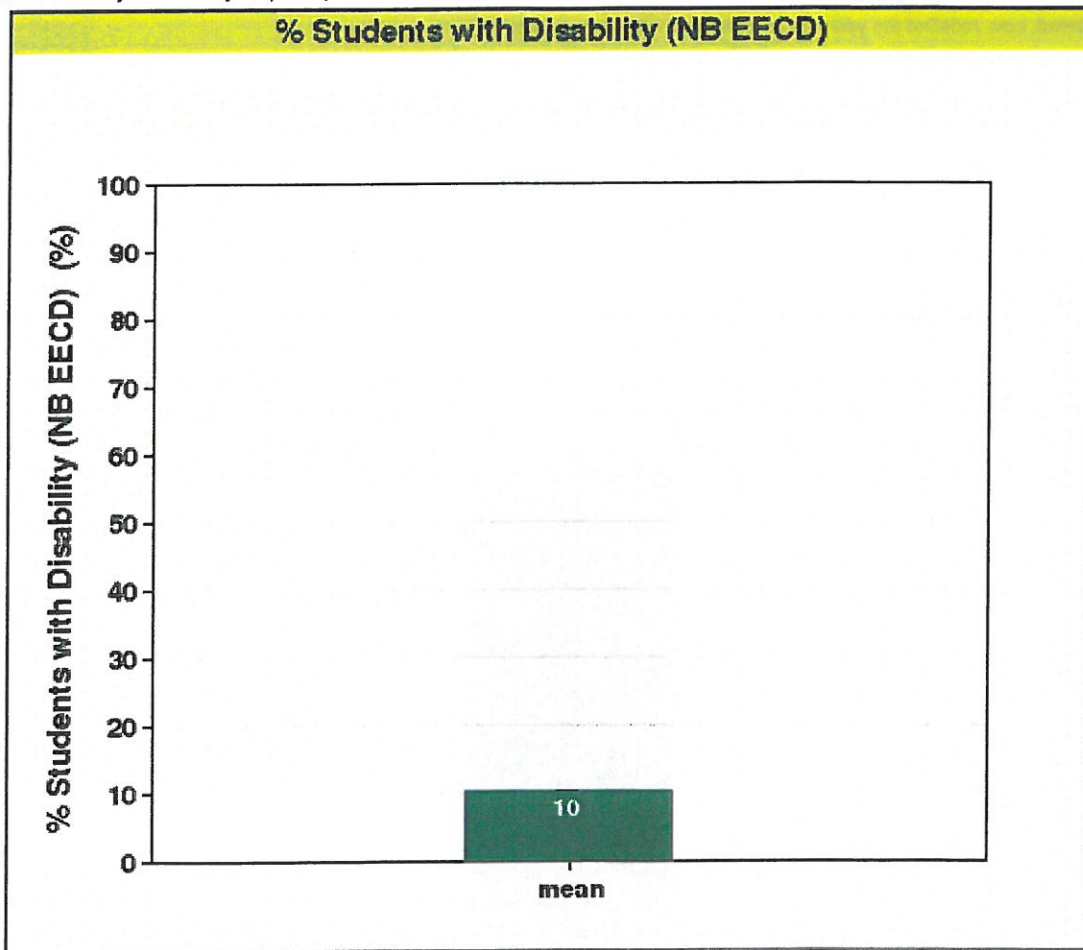
Custom Measure

% Students with Disability (NB EECD)

Disability - NB EECD Custom Question

Students are asked:

'Do you have a disability that limits your participation in school activities and learning?'



Department of Education and Early Childhood Development School Improvement Survey
 Teachers Responses: Comparison Report 2013



Bath Middle School (3001)

Common Vision, Mission and Goals	School Agreement		District 26 Middle Schools		Province Middle Schools		School % Missing
	School Agreement	District 26 Middle Schools	Province Middle Schools	School % Missing	District 26 Middle Schools	Province Middle Schools	
1. The school's vision is clear.	*	83.4%	86.2%	0.0%	83.4%	86.2%	0.0%
2. This school has high expectations for all of its students.	*	80.7%	85.5%	0.0%	80.7%	85.5%	0.0%
3. I have been involved in the development of the School Improvement Plan (SIP).	*	77.9%	81.2%	0.0%	77.9%	81.2%	0.0%
4. The School Improvement Plan (SIP) includes goals which are strategic, measurable, achievable, results-oriented and timely (SMART).	*	89.7%	91.3%	0.0%	89.7%	91.3%	0.0%
5. The School Improvement Plan (SIP) is developed based on the review of student achievement and other data.	*	91.0%	89.9%	0.0%	91.0%	89.9%	0.0%
6. Progress on School Improvement Plan (SIP) goals is monitored at least quarterly.	*	65.1%	66.4%	0.0%	65.1%	66.4%	0.0%
7. I have set goals for my teaching that support the goals of the school.	*	97.6%	96.1%	0.0%	97.6%	96.1%	0.0%
Mean Agreement	92.9%	83.6%	85.2%	0.0%	92.9%	83.6%	0.0%

Instructional Leadership

Instructional Leadership	School Agreement		District 26 Middle Schools		Province Middle Schools		School % Missing
	School Agreement	District 26 Middle Schools	Province Middle Schools	School % Missing	District 26 Middle Schools	Province Middle Schools	
8. School leaders are knowledgeable about, and work with individual teams on curriculum and instruction.	*	70.5%	78.3%	0.0%	70.5%	78.3%	0.0%
9. I feel supported by my administrators.	*	78.8%	83.5%	0.0%	78.8%	83.5%	0.0%
10. My administrators keep me informed on matters that are important to my work.	*	76.5%	81.1%	0.0%	76.5%	81.1%	0.0%



Note: * Insufficient number of responses
 School Agreement includes Agree and Strongly Agree

Bath Middle School (3001)

11. Schools administrators encourage, welcome and employ feedback from teachers.	*	74.5%	77.8%	0.0%	
12. I have been involved in decisions about school-wide processes (e.g. developing our pyramid of interventions, assessment planning, setting SIP goals).	*	74.1%	76.4%	0.0%	
13. School administrators frequently visit my classroom to observe the learning.	*	74.1%	70.5%	0.0%	
14. School leaders provide helpful feedback to assist me to improve my practice and to reinforce my strengths.	*	66.9%	67.6%	0.0%	
15. There is a formal process at the school that provides teachers with feedback, which includes observations/walk-throughs and pre- and post-conferencing on a predictable cycle.	*	74.7%	64.8%	0.0%	
Mean Agreement		68.8%	73.8%	75.0%	0.0%

Effective Instructional Practice and Continuous Monitoring of Student Progress

	School Agreement	District 26 Middle Schools	Province Middle Schools	School % Missing	
16. I feel confident using a variety of instructional practices (e.g., structured student groups, purposeful discussion, project-based learning, hands-on activities, etc.).	*	97.6%	97.1%	0.0%	
17. I feel confident in my ability to differentiate instruction.	*	87.9%	89.6%	0.0%	
18. I feel confident using a variety of student achievement data to inform my instruction.	*	92.7%	91.7%	0.0%	
19. I feel confident using a wide variety of methods to assess learning (e.g., projects, portfolios, rubrics, tests, etc.).	*	98.2%	95.4%	0.0%	
20. I feel confident helping my students to self-assess and set their own learning goals.	*	79.3%	79.2%	0.0%	
21. I feel confident using technology to support my teaching.	*	92.1%	91.9%	0.0%	

Note: * Insufficient number of responses
School Agreement includes Agree and Strongly Agree

Bath Middle School (3001)

22. I lead the development, or co-develop, SEPs for my students who need them.	*	66.5%	66.3%	0.0%		
23. I feel confident monitoring the progress of my students who have SEPs.	*	64.0%	70.7%	0.0%		
24. In my school, literacy is integrated across the curriculum.	*	84.2%	88.1%	0.0%		
25. High-achieving students are given the opportunity to reach their full potential at this school.	*	50.9%	55.7%	0.0%		
26. I feel confident teaching mathematics.	*	51.8%	57.5%	0.0%		
Mean Agreement		77.3%	78.7%	80.3%	0.0%	

27. I teach mathematics.	*	27.2%	34.6%	0.0%	
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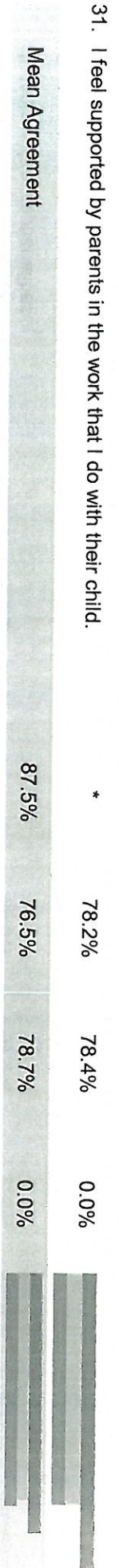
Supports for Instruction

	School Agreement	District 26 Middle Schools	Province Middle Schools	School % Missing	
28. I have access to the curriculum resources I need.	*	87.9%	89.8%	0.0%	
29. I have access to a variety of information and communication technologies to enhance my teaching.	*	85.5%	85.4%	0.0%	
30. I have access to the resources and supports I need for teaching students with exceptionalities.	*	54.5%	61.2%	0.0%	

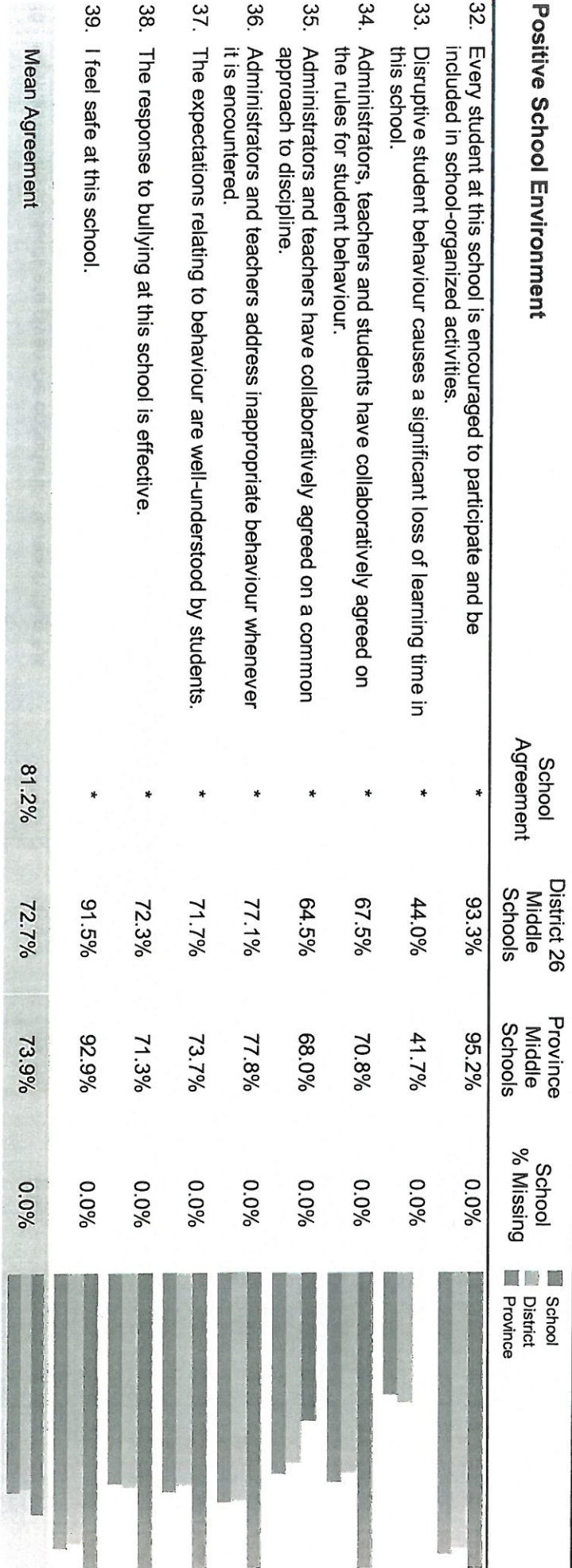
Note: * Insufficient number of responses
School Agreement includes Agree and Strongly Agree

Teachers Responses: Comparison Report 2013

Bath Middle School (3001)



Positive School Environment



Note: * Insufficient number of responses
School Agreement Includes Agree and Strongly Agree

Bath Middle School (3001)

Collaboration and Staff Interaction

	School Agreement	District 26 Middle Schools	Province Middle Schools	School % Missing
40. In my school, I work with people who treat me with respect.	*	92.7%	92.3%	0.0%
41. There is good communication among teachers in this school.	*	83.1%	82.4%	0.0%
42. I work within a team in my school.	*	95.8%	93.6%	0.0%
43. PLC time is included in my weekly schedule (either during or after the hours of instruction).	*	73.9%	76.2%	0.0%
44. I prefer PLC time to be scheduled within the hours of instruction.	*	71.5%	77.0%	0.0%
45. I work collaboratively with others to discuss student progress and achievement results.	*	88.5%	90.9%	0.0%
46. I can rely on my colleagues for assistance when needed.	*	96.4%	96.5%	0.0%
47. A conscious effort is made by staff to make new teachers feel welcome here.	*	86.7%	85.7%	0.0%
48. I am involved in long-term instructional planning with colleagues.	*	68.5%	70.0%	0.0%
Mean Agreement	77.8%	84.1%	85.0%	0.0%

Ongoing Professional Learning

	School Agreement	District 26 Middle Schools	Province Middle Schools	School % Missing
49. I participate in cross-curricular and interdisciplinary planning with my colleagues.	*	52.7%	59.4%	0.0%

Note: * Insufficient number of responses
School Agreement includes Agree and Strongly Agree

Teachers Responses: Comparison Report 2013

Bath Middle School (3001)

50. My current assignment matches my background and strengths.	*	87.9%	91.1%	0.0%	
51. Department and district organized professional learning opportunities are consistent with our school goals.	*	64.8%	66.8%	0.0%	
52. I am encouraged and supported to pursue professional learning.	*	78.9%	81.6%	0.0%	
53. Professional learning opportunities provided to me take my professional needs into account.	*	66.9%	65.9%	0.0%	
54. I have the opportunity to develop new skills in this school.	*	79.4%	80.5%	0.0%	
Mean Agreement		83.3%	71.8%	74.2%	0.0%

Note: * Insufficient number of responses
 School Agreement includes Agree and Strongly Agree