



# Report on Student Outcomes and School Climate OurSCHOOL Secondary School Survey (6721)

## OurSCHOOL Blessed Cardinal Newman Highlights

Your version of the **OurSCHOOL** student survey measures 46 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 235 students in this school that participated in the survey between 22 Oct. 2018 and 13 Nov. 2018. The number of students by grade level is:

- grade 7: 69
- grade 8: 89
- grade 9: 77

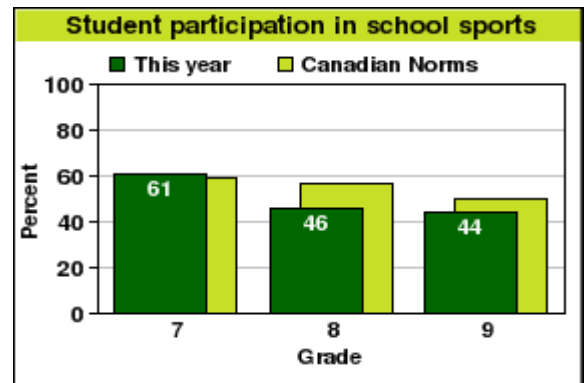
The bar charts show the results by grade for grades with at least 5 students. These are compared with Canadian norms, which are based on last year's results for all students using the OurSCHOOL survey at the grade levels found in this school. For details on the survey see [www.thelearningbar.com](http://www.thelearningbar.com).

### Social-Emotional Outcomes

#### Student participation in school sports

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

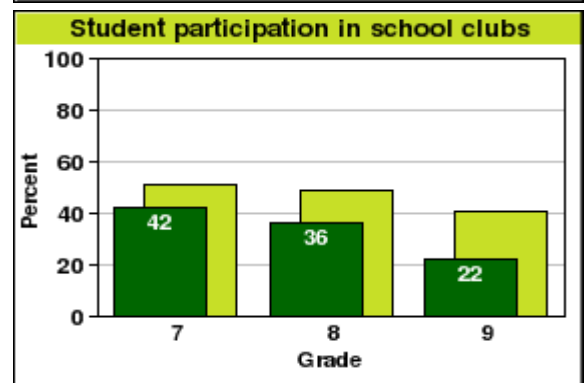
- 50% of students in this school had a high rate of participation in sports; the Canadian norm for these grades is 55%.
- 47% of the girls and 52% of the boys in this school had a high rate of participation in sports. The Canadian norm for girls is 53% and for boys is 58%.



#### Student participation in school clubs

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

- 33% of students in this school had a high rate of participation in clubs; the Canadian norm for these grades is 47%.
- 33% of the girls and 34% of the boys in this school had a high rate of participation in clubs. The Canadian norm for girls is 52% and for boys is 41%.



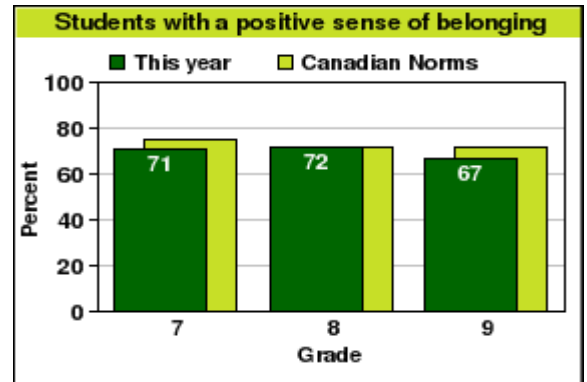


## Social-Emotional Outcomes

### Students with a positive sense of belonging

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

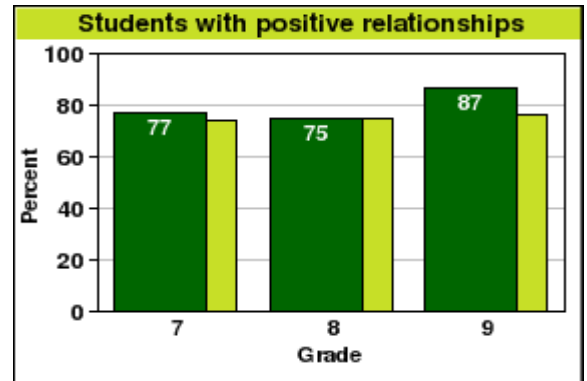
- 70% of students in this school had a high sense of belonging; the Canadian norm for these grades is 73%.
- 69% of the girls and 73% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 73% and for boys is 73%.



### Students with positive relationships

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

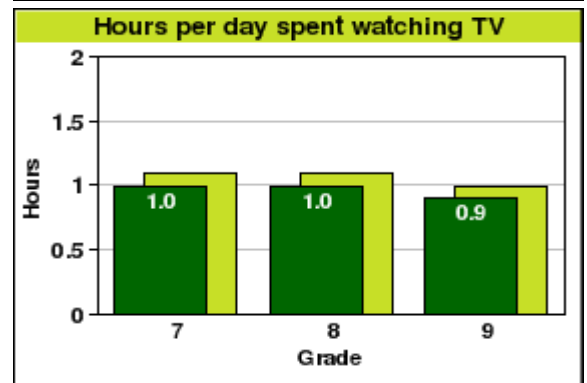
- In this school, 80% of students had positive relationships; the Canadian norm for these grades is 75%.
- 83% of the girls and 79% of the boys in this school had positive relationships. The Canadian norm for girls is 81% and for boys is 69%.



### Hours per day spent watching TV

During a typical weekday (i.e., Monday to Friday), the average time students spend watching TV.

- In this school, students on average spent 0.9 hours per day watching TV; the Canadian norm for these grades is 1.1 hours.
- In this school, girls on average spent 0.9 hours and boys on average spent 1.1 hours per day watching TV. The Canadian norm for girls is 1 hour and for boys is 1.1 hours.



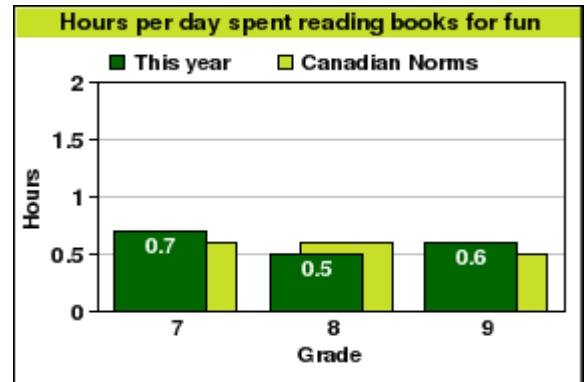


## Social-Emotional Outcomes

### Hours per day spent reading books for fun

During a typical weekday (i.e., Monday to Friday), the average time students spend reading books.

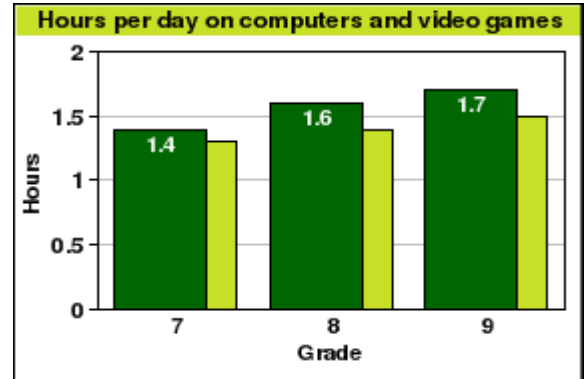
- In this school, students on average spent 0.6 hours per day on leisure reading; the Canadian norm for these grades is 0.6 hours.
- In this school, girls on average spent 0.5 hours and boys on average spent 0.6 hours per day on leisure reading. The Canadian norm for girls is 0.7 hours and for boys is 0.5 hours.



### Hours per day on computers and video games

During a typical weekday (i.e., Monday to Friday), the average time students spend using a computer for leisure activities.

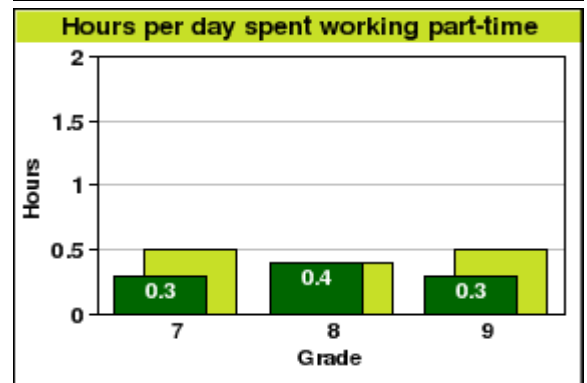
- In this school, students on average spent 1.6 hours per day on computers and video games; the Canadian norm for these grades is 1.4 hours.
- In this school, girls on average spent 1.4 hours and boys on average spent 1.7 hours per day on computers and video games. The Canadian norm for girls is 1.3 hours and for boys is 1.5 hours.



### Hours per day spent working part-time

During a typical weekday (i.e., Monday to Friday), the average time students spend on part-time job.

- In this school, students on average spent 0.3 hours per day working part-time; the Canadian norm for these grades is 0.4 hours.
- In this school, girls on average spent 0.4 hours and boys on average spent 0.3 hours per day working part-time. The Canadian norm for girls is 0.5 hours and for boys is 0.4 hours.



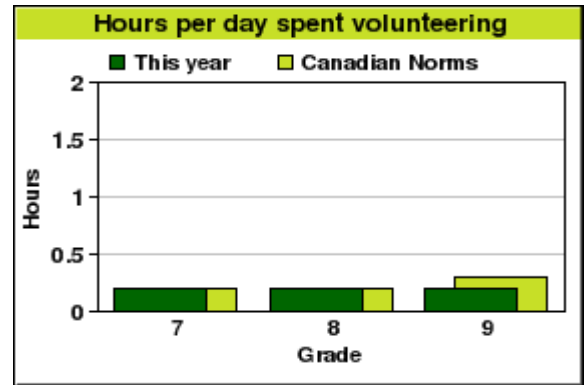


## Social-Emotional Outcomes

### Hours per day spent volunteering

During a typical weekday (i.e., Monday to Friday), the average time students spend volunteering.

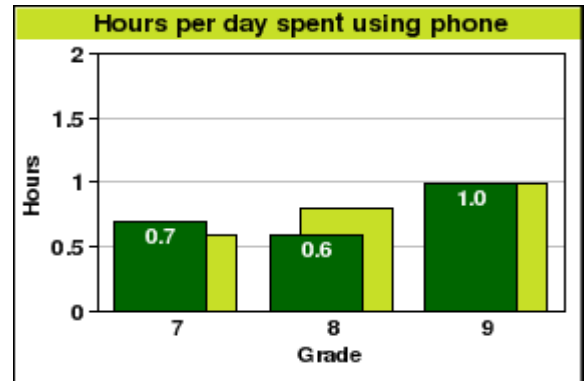
- In this school, students on average spent 0.2 hours per day on volunteer work; the Canadian norm for these grades is 0.2 hours.
- In this school, girls on average spent 0.2 hours and boys on average spent 0.2 hours per day on volunteer work. The Canadian norm for girls is 0.3 hours and for boys is 0.2 hours.



### Hours per day spent using phone

During a typical weekday (i.e., Monday to Friday), the average time students spent using phone.

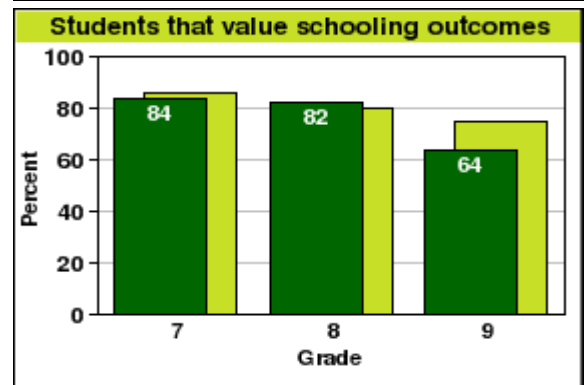
- In this school, students on average spent 0.8 hours per day talking on the phone or texting friends; the Canadian norm for these grades is 0.8 hours.
- In this school, girls on average spent 0.9 hours and boys on average spent 0.7 hours per day talking on the phone or texting friends. The Canadian norm for girls is 1 hour and for boys is 0.6 hours.



### 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.

- 76% of students in this school valued school outcomes; the Canadian norm for these grades is 80%.
- 78% of the girls and 75% of the boys in this school valued school outcomes. The Canadian norm for girls is 82% and for boys is 78%.



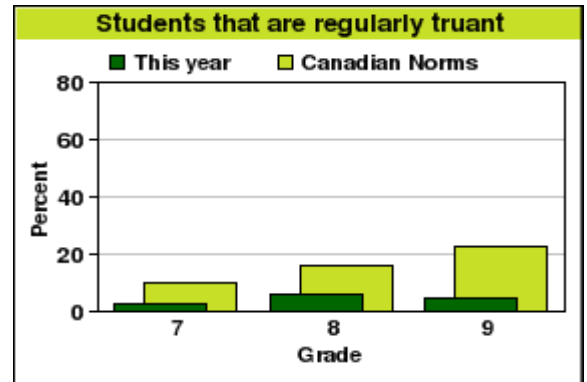


## Social-Emotional Outcomes

### Students that are regularly truant

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

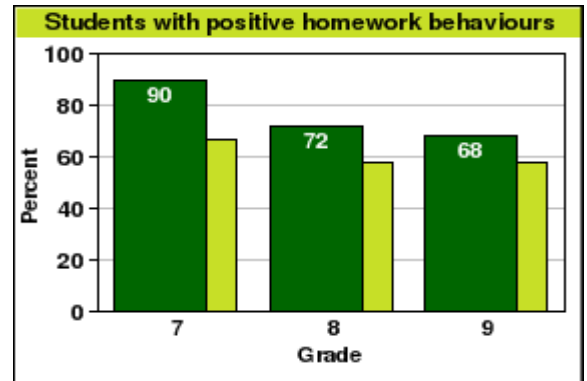
- In this school, the student truancy rate was 5%; the Canadian norm for these grades is 16%
- In this school, the truancy rate for girls was 3% and for boys, 6%. The Canadian norm for girls is 14% and for boys is 18%.



### Students with positive homework behaviours

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

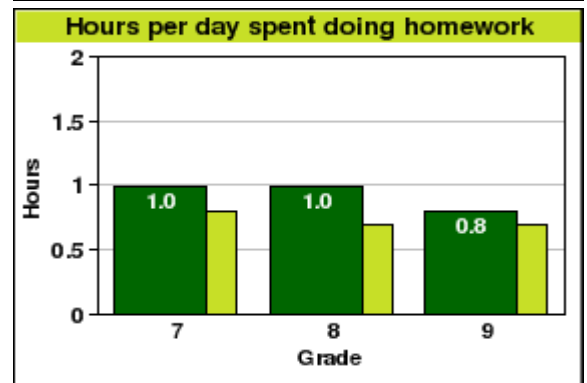
- In this school, 76% of students had positive homework behaviours; the Canadian norm for these grades is 61%.
- 81% of the girls and 71% of the boys in this school had positive homework behaviours. The Canadian norm for girls is 68% and for boys is 54%.



### Hours per day spent doing homework

During a typical weekday (i.e., Monday to Friday), the average time students spend on homework.

- In this school, students on average spent 0.9 hours per day on homework; the Canadian norm for these grades is 0.7 hours.
- In this school, girls on average spent 1 hour and boys on average spent 0.8 hours per day on homework. The Canadian norm for girls is 0.8 hours and for boys is 0.7 hours.



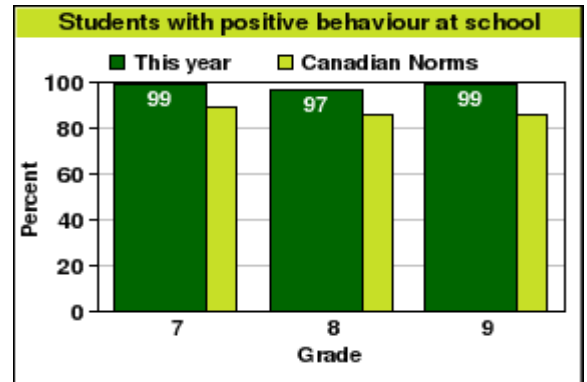


## Social-Emotional Outcomes

### Students with positive behaviour at school

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

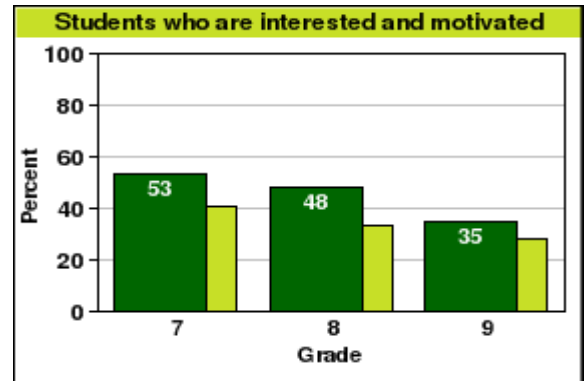
- In this school, 98% of students had positive behaviour; the Canadian norm for these grades is 87%.
- 98% of the girls and 99% of the boys in this school with positive student behaviour at school. The Canadian norm for girls is 92% and for boys is 81%.



### Students who are interested and motivated

Students who are interested and motivated in their learning.

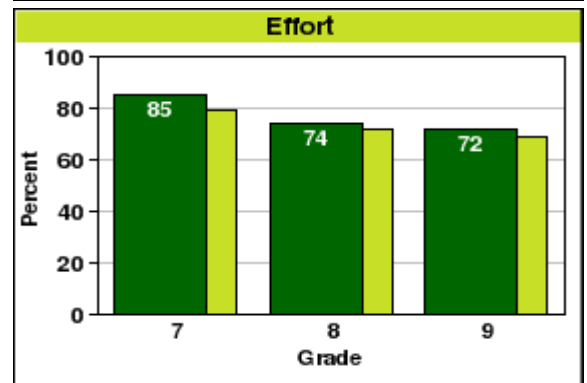
- 45% of students in this school were interested and motivated; the Canadian norm for these grades is 34%.
- 49% of the girls and 41% of the boys in this school were interested and motivated. The Canadian norm for girls is 34% and for boys is 35%.



### Effort

Students who try hard to succeed in their learning.

- 76% of students in this school tried hard to succeed; the Canadian norm for these grades is 73%.
- 75% of the girls and 80% of the boys in this school tried hard to succeed. The Canadian norm for girls is 75% and for boys is 72%.



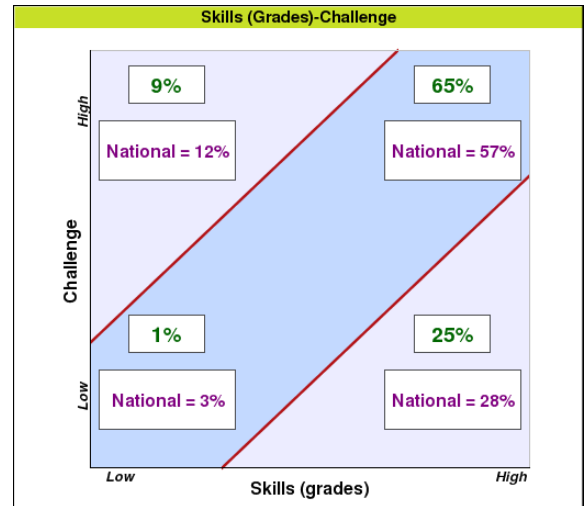


## Social-Emotional Outcomes

### Skills (grades)-challenge

Students who feel challenged in their Language Arts, Math and Science classes and feel confident of their skills in these subjects.

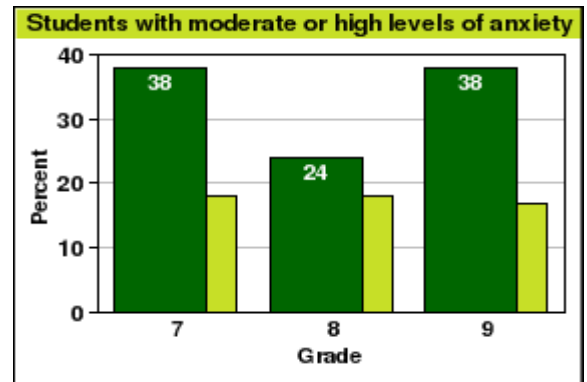
- 65% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The Canadian norm for these grades is 57%.
- 25% of students were confident of their skills but did not find classes challenging. The Canadian norm for these grades is 28%.
- 9% of students were not confident of their skills and found language arts, math or science challenging. The Canadian norm for this category is 12%.
- 1% of students lacked confidence in their skills and did not feel they were challenged. The Canadian norm for this category is 3%.



### 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.

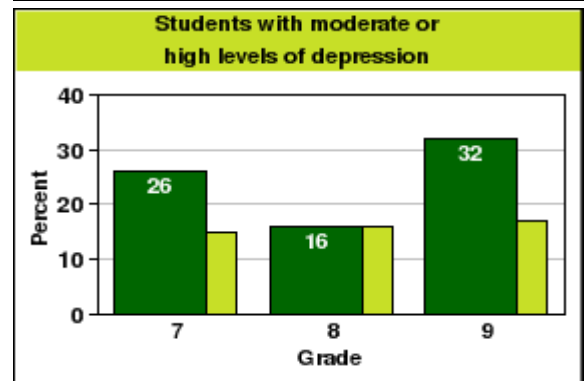
- 33% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 18%.
- 44% of the girls and 22% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 22% and for boys is 13%.



### Students with moderate or high levels of depression

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

- 24% of students in this school had moderate to high levels of depression; the Canadian norm for these grades is 16%.
- 30% of the girls and 16% of the boys in this school had moderate to high levels of depression. The Canadian norm for girls is 19% and for boys is 13%.





# Report on Student Outcomes and School Climate

## OurSCHOOL Secondary School Survey (6721)

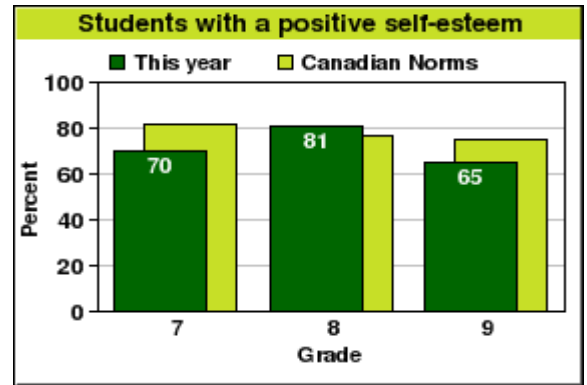
### Blessed Cardinal Newman Highlights

## Social-Emotional Outcomes

### Students with a positive self-esteem

Students who like and accept themselves, and are proud of their accomplishments.

- 72% of students in this school had high self-esteem; the Canadian norm for these grades is 78%.
- 64% of the girls and 84% of the boys in this school had high self-esteem. The Canadian norm for girls is 74% and for boys is 82%.





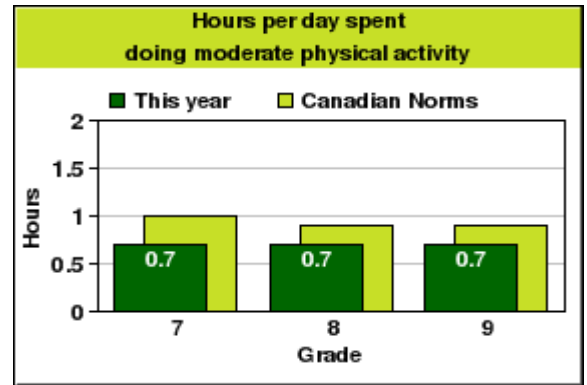


## Physical Health Outcomes

### Hours per day spent doing moderate physical activity

During a typical weekday (i.e., Monday to Friday), the average time students spend on moderate physical activities.

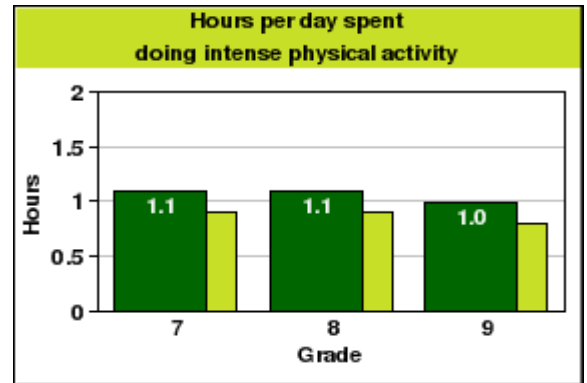
- In this school, students on average spent 0.7 hours per day on moderate physical activities; the Canadian norm for these grades is 0.9 hours.
- In this school, girls on average spent 0.7 hours and boys on average spent 0.7 hours per day on moderate physical activities. The Canadian norm for girls is 0.8 hours and for boys is 1.1 hours.



### Hours per day spent doing intense physical activity

During a typical weekday (i.e., Monday to Friday), the average time students spend on intense physical activities.

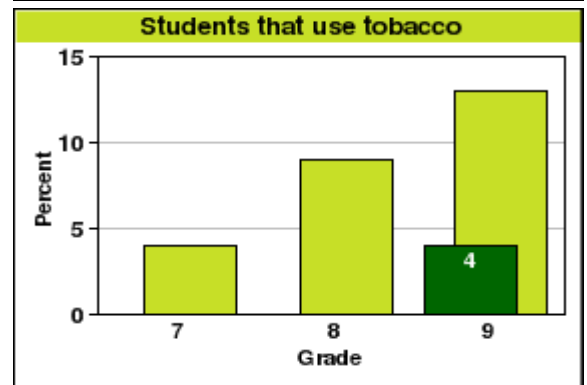
- In this school, students on average spent 1.1 hours per day on intense physical activities; the Canadian norm for these grades is 0.9 hours.
- In this school, girls on average spent 1 hour and boys on average spent 1.1 hours per day on intense physical activities. The Canadian norm for girls is 0.8 hours and for boys is 0.9 hours.



### Students that use tobacco

The percentage of students that use tobacco occasionally or at least once every day.

- 1% of students in this school indicated they were occasional or regular tobacco users; the Canadian norm for these grades is 9%.
- 3% of the girls and 0% of the boys in this school were occasional and regular tobacco users. The Canadian norm for girls is 8% and for boys is 10%.



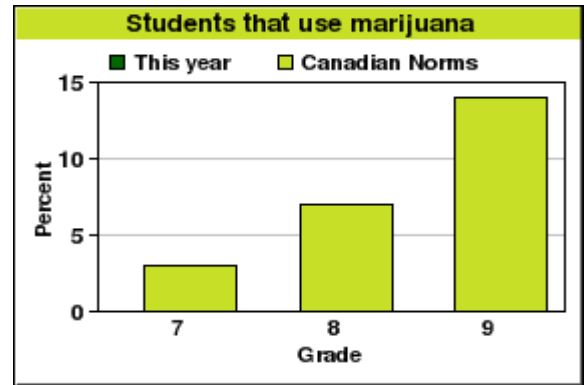


## Physical Health Outcomes

### Students that use marijuana

The percentage of students that use marijuana occasionally or at least once every day.

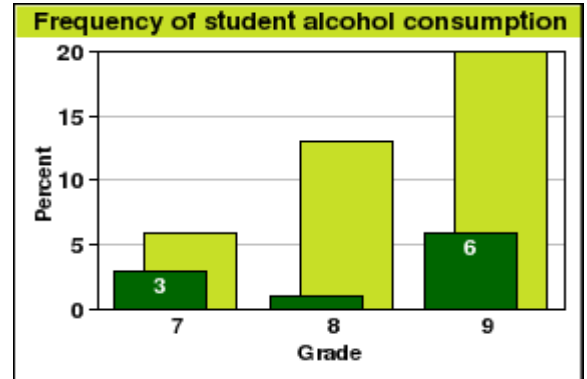
- 0% of students in this school indicated they were occasional or regular marijuana users; the Canadian norm for these grades is 8%.
- 0% of the girls and 0% of the boys in this school were occasional and regular marijuana users. The Canadian norm for girls is 7% and for boys is 10%.



### Frequency of student alcohol consumption

The percentage of students who have at least one drink of alcohol per week.

- 3% of students in this school have had at least one alcoholic drink per week; the Canadian norm for these grades is 13%.
- 5% of the girls and 1% of the boys in this school have had at least one alcoholic drink one or more times per week. The Canadian norm for girls is 11% and for boys is 15%.



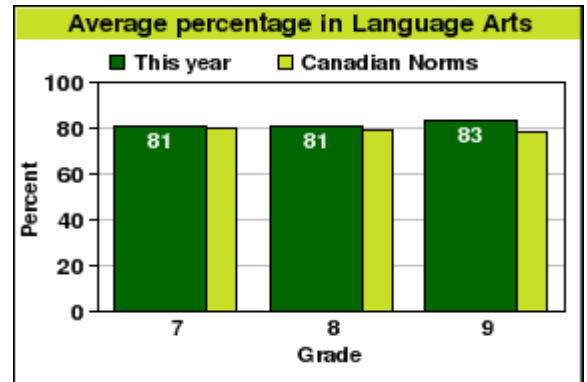


## Academic Outcomes

### 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.

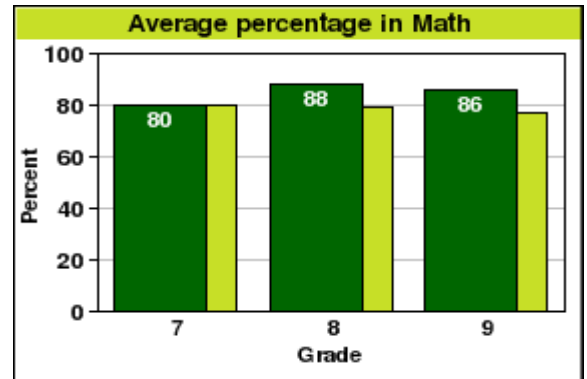
- In this school, students' average reported mark was 82%; the Canadian norm for these grades is 79%.
- In this school, girls' average reported mark was 83% and boys' was 81%. The Canadian norm for girls is 81% and for boys is 77%.



### 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.

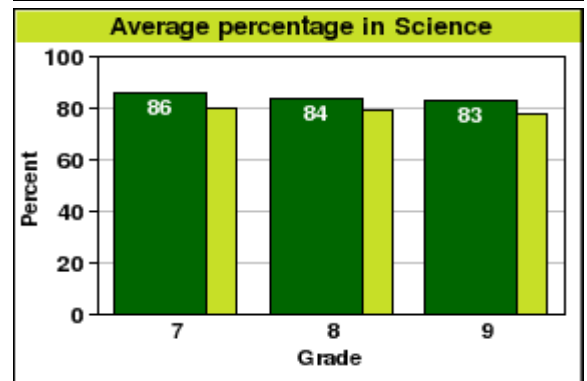
- In this school, students' average reported mark was 85%; the Canadian norm for these grades is 79%.
- In this school, girls' average reported mark was 84% and boys' was 86%. The Canadian norm for girls is 79% and for boys is 79%.



### 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 84%; the Canadian norm for these grades is 79%.
- In this school, girls' average reported mark was 84% and boys' was 85%. The Canadian norm for girls is 80% and for boys is 78%.



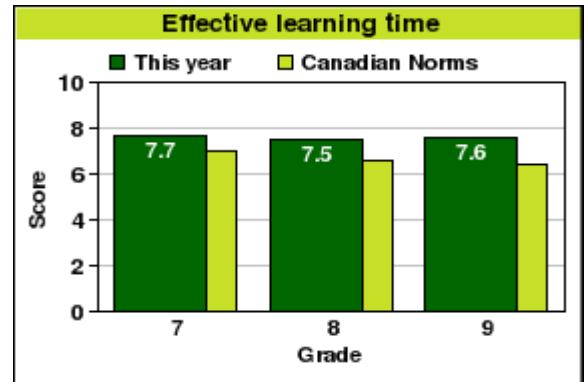


## DRIVERS of Student Outcomes

### Effective learning time

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

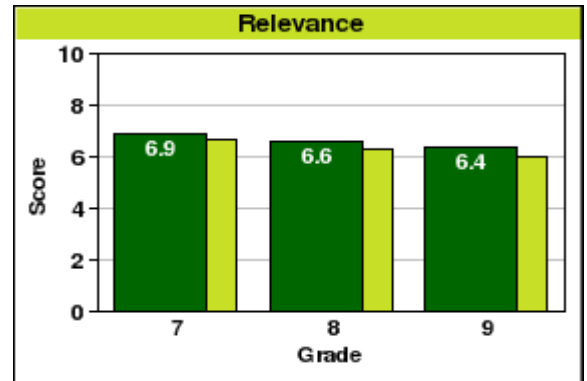
- In this school, students rated effective classroom learning time 7.6 out of 10; the Canadian norm for these grades is 6.7.
- In this school, effective classroom learning time was rated 7.7 out of 10 by girls and 7.5 out of 10 by boys. The Canadian norm for girls is 6.7 and for boys is 6.6.



### Relevance

Students who find classroom instruction relevant to their everyday lives.

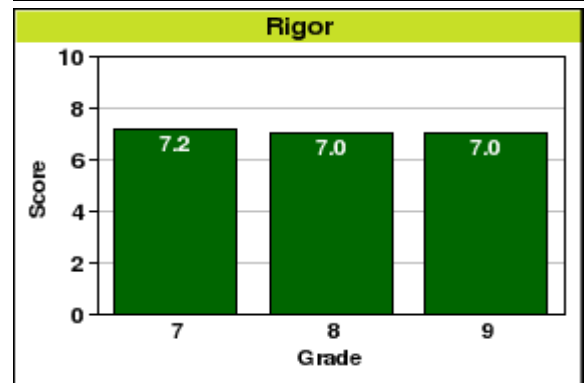
- In this school, students rated relevance 6.6 out of 10; the Canadian norm for these grades is 6.3.
- In this school, relevance was rated 6.6 out of 10 by girls and 6.6 out of 10 by boys. The Canadian norm for girls is 6.3 and for boys is 6.3.



### 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 7.1 out of 10.
- In this school, rigor was rated 7.1 out of 10 by girls and 7.1 out of 10 by boys.



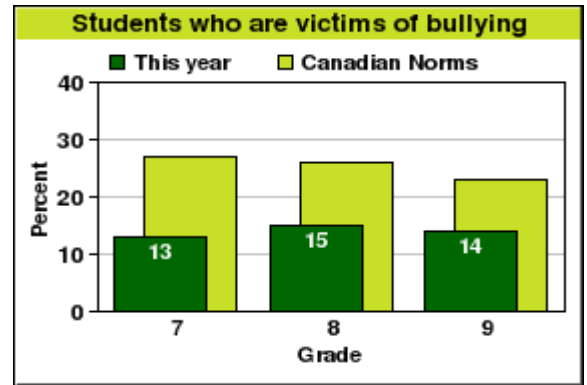


## DRIVERS of Student Outcomes

### Students who are victims of bullying

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

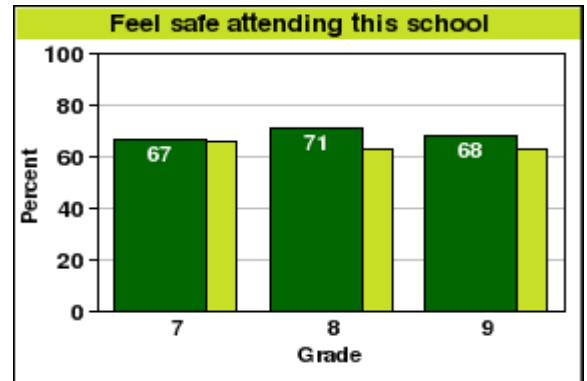
- 14% of students in this school were victims of moderate to severe bullying in the previous month; the Canadian norm for these grades is 25%.
- 16% of the girls and 12% of the boys in this school were victims of moderate to severe bullying in the previous month. The Canadian norm for girls is 24% and for boys is 27%.



### Feel safe attending this school

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

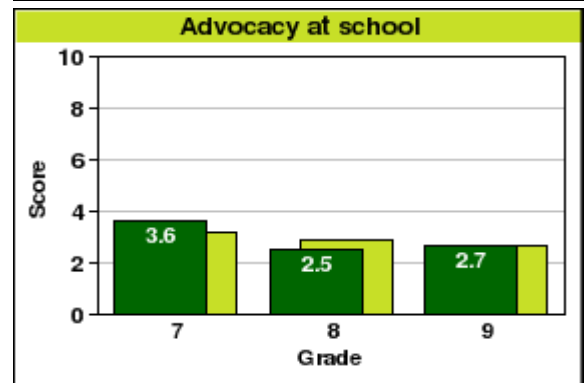
- 69% of students felt safe attending the school; the Canadian norm for these grades is 64%.
- 66% of the girls and 75% of the boys felt safe attending the school. The Canadian norm for girls is 62% and for boys is 66%.



### 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 2.9 out of 10; the Canadian norm for these grades is 2.9.
- In this school, advocacy at school was rated 2.7 out of 10 by girls and 3.3 out of 10 by boys. The Canadian norm for girls is 2.9 and for boys is 3.



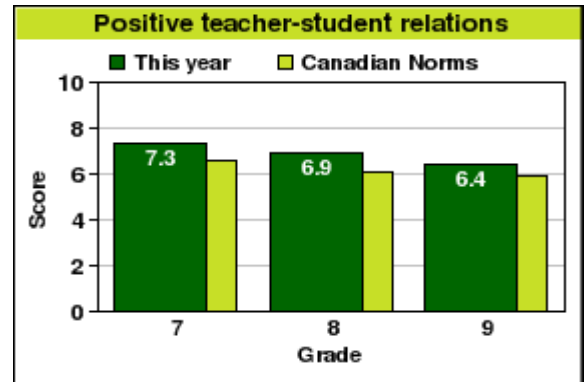


## DRIVERS of Student Outcomes

### Positive teacher-student relations

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

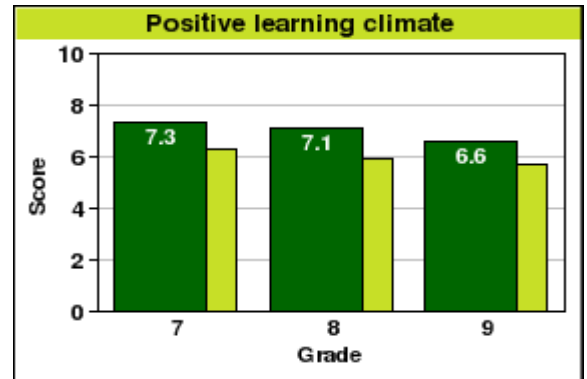
- In this school, positive teacher-student relations were rated 6.8 out of 10; the Canadian norm for these grades is 6.2.
- In this school, positive teacher-student relations were rated 6.9 out of 10 by girls and 6.9 out of 10 by boys. The Canadian norm for girls is 6.3 and for boys is 6.1.



### Positive learning climate

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

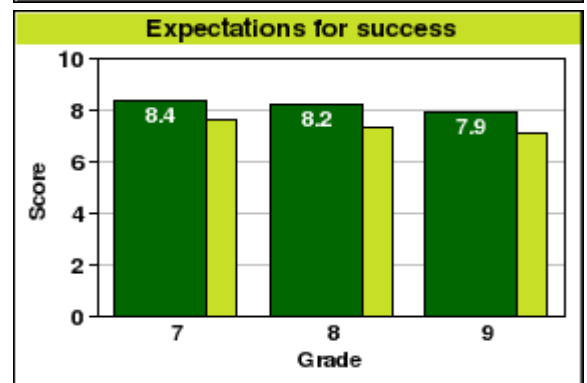
- In this school, students rated disciplinary climate of the classroom 7 out of 10; the Canadian norm for these grades is 6.
- In this school, disciplinary climate of the classroom was rated 7 out of 10 by girls and 7.1 out of 10 by boys. The Canadian norm for girls is 6 and for boys is 5.9.



### 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 8.2 out of 10; the Canadian norm for these grades is 7.3.
- In this school, teachers' expectations for academic success were rated 8.3 out of 10 by girls and 8.1 out of 10 by boys. The Canadian norm for girls is 7.4 and for boys is 7.2.



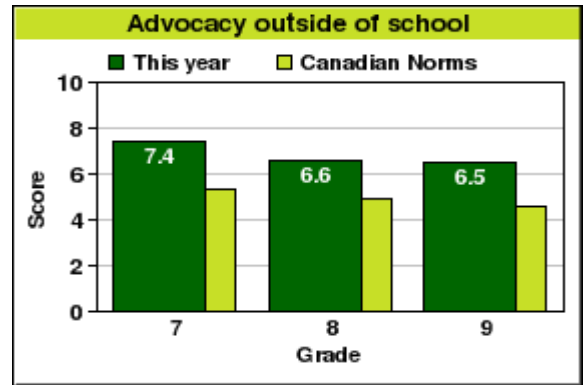


## DRIVERS of Student Outcomes

### Advocacy outside of school

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

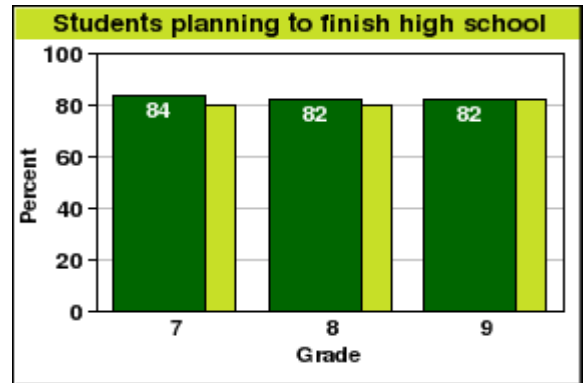
- In this school, students rated advocacy outside of school 6.8 out of 10; the Canadian norm for these grades is 4.9.
- In this school, advocacy outside school was rated 6.8 out of 10 by girls and 6.9 out of 10 by boys. The Canadian norm for girls is 5 and for boys is 4.9.



### Students planning to finish high school

Students who plan to finish high school.

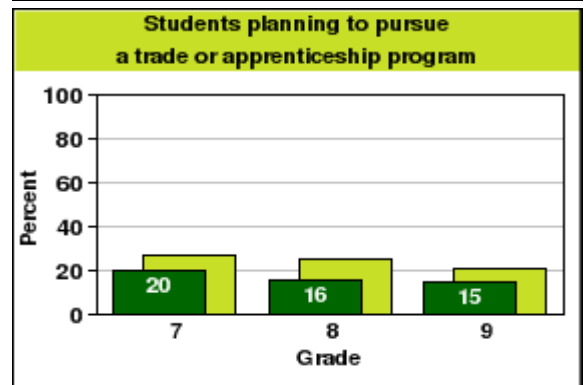
- 83% of students in this school had aspirations for finishing high school; the Canadian norm for these grades is 80%.
- 89% of the girls and 75% of the boys in this school had aspirations for finishing high school. The Canadian norm for girls is 84% and for boys is 77%.



### Students planning to pursue a trade or apprenticeship program

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

- 17% of students in this school planned to pursue a trade or apprenticeship program; the Canadian norm for these grades is 25%.
- 15% of the girls and 16% of the boys in this school planned to pursue a trade or apprenticeship program. The Canadian norm for girls is 23% and for boys is 27%.





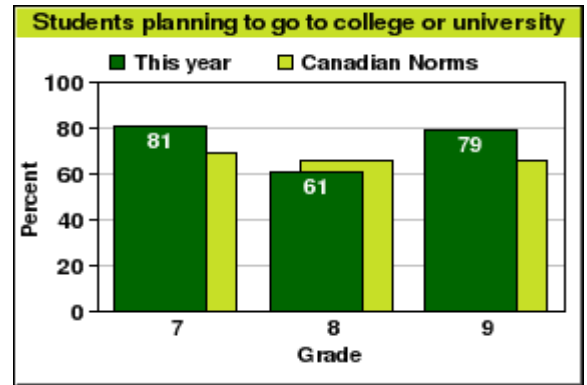
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## DRIVERS of Student Outcomes

### Students planning to go to college or university

Students who plan to pursue a post-secondary education.

- 73% of students in this school had aspirations for pursuing a post-secondary education; the Canadian norm for these grades is 67%.
- 80% of the girls and 65% of the boys in this school had aspirations for going to college or university. The Canadian norm for girls is 73% and for boys is 61%.





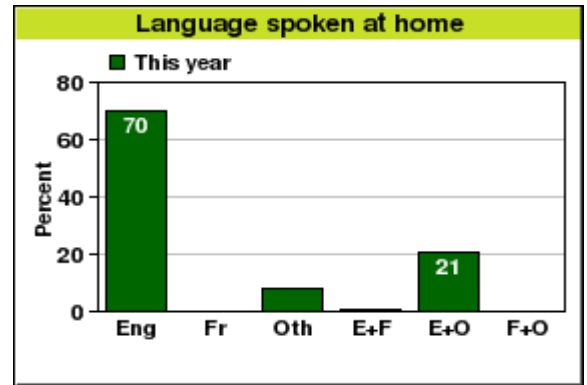


## Demographic Factors

### Language spoken at home

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

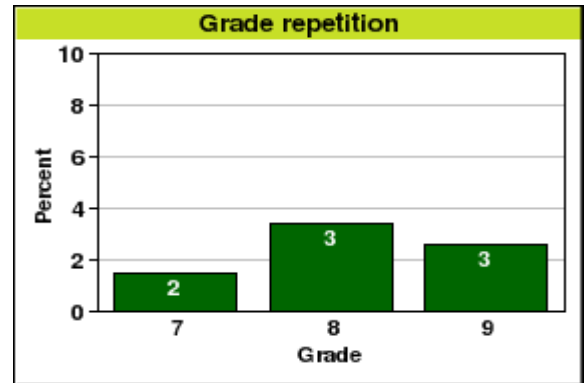
- 70% of students in this school speak English at home.
- 0% of students in this school speak French at home.
- 8% of students in this school speak other languages at home.
- 1% of students in this school speak English and French at home.
- 21% of students in this school speak English and another languages at home.
- 0% of students in this school speak French and another languages at home.



### Grade repetition

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

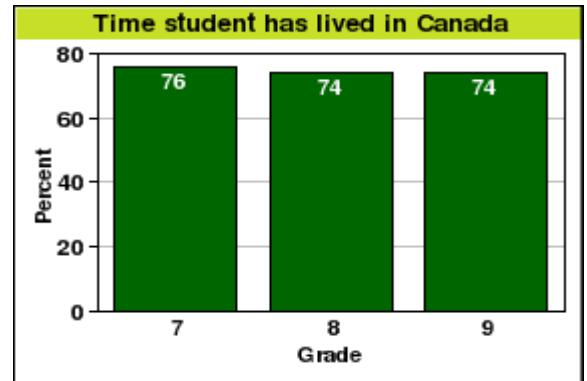
- 2.6% of students in this school have repeated a grade at school.
- 1.7% of the girls and 3.6% of the boys in this school have repeated a grade at school.



### Time student has lived in Canada

Students who were born in Canada.

- 75% of students in this school were born in Canada.
- 79% of the girls and 71% of the boys in this school were born in Canada.





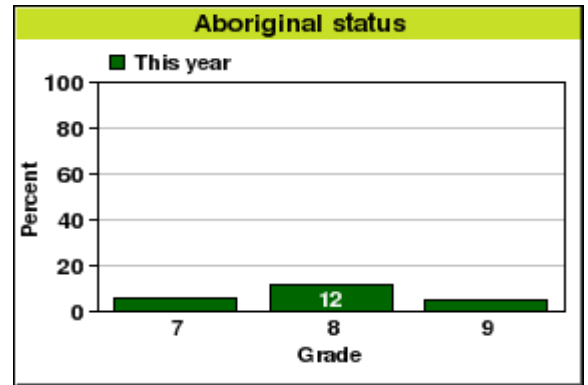
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## Demographic Factors

### Aboriginal status

Students who are of Aboriginal origin, that is, First Nations, Métis, or Inuk.

- 8% of students in this school are of Aboriginal origin.
- 10% of the girls and 6% of the boys in this school are of Aboriginal origin.



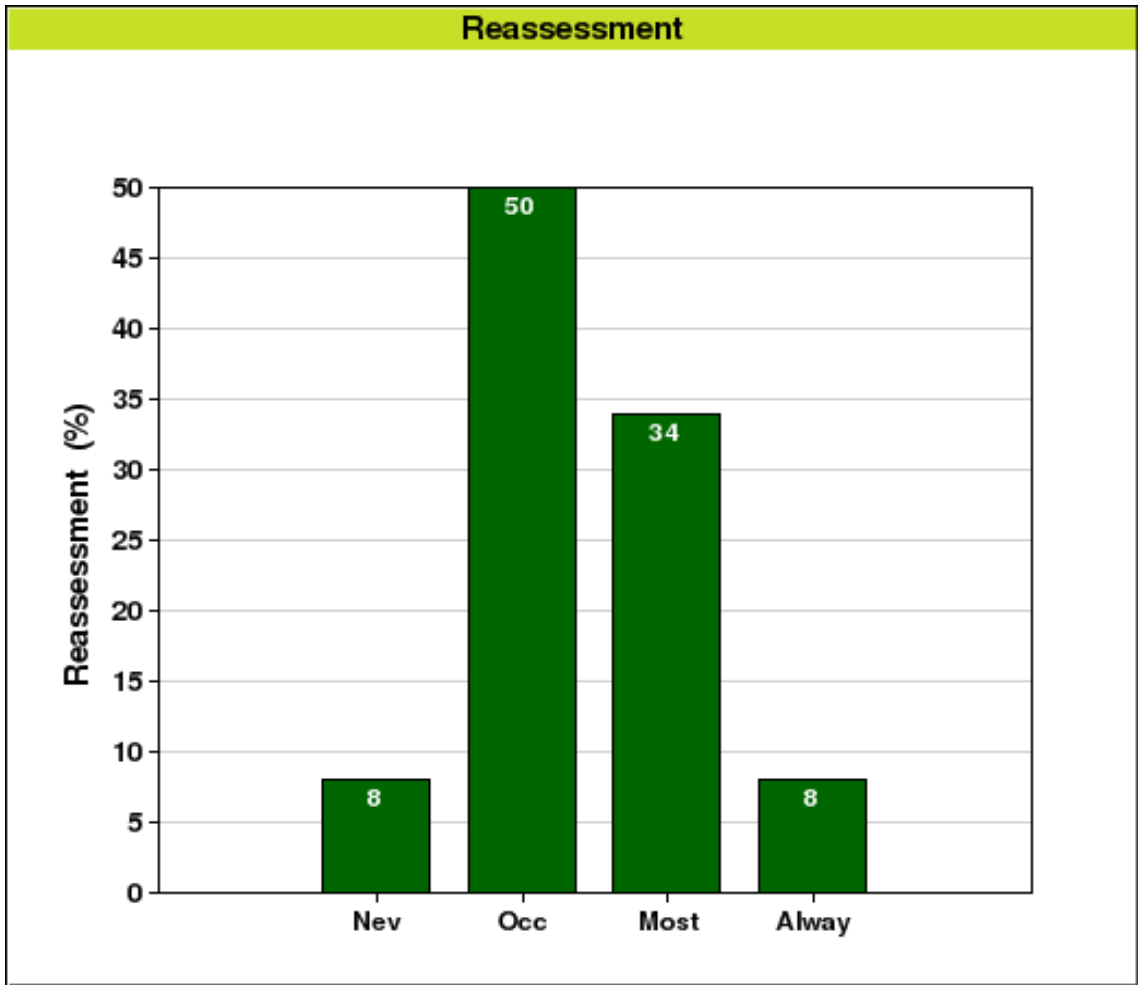


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**Multiple Choice Question**

Students were asked: "My teacher gives me opportunities to redo tests, quizzes and assignments."

- Never (Nev)
- Occasionally (Occ)
- Most of the time (Most)
- Always (Alway)



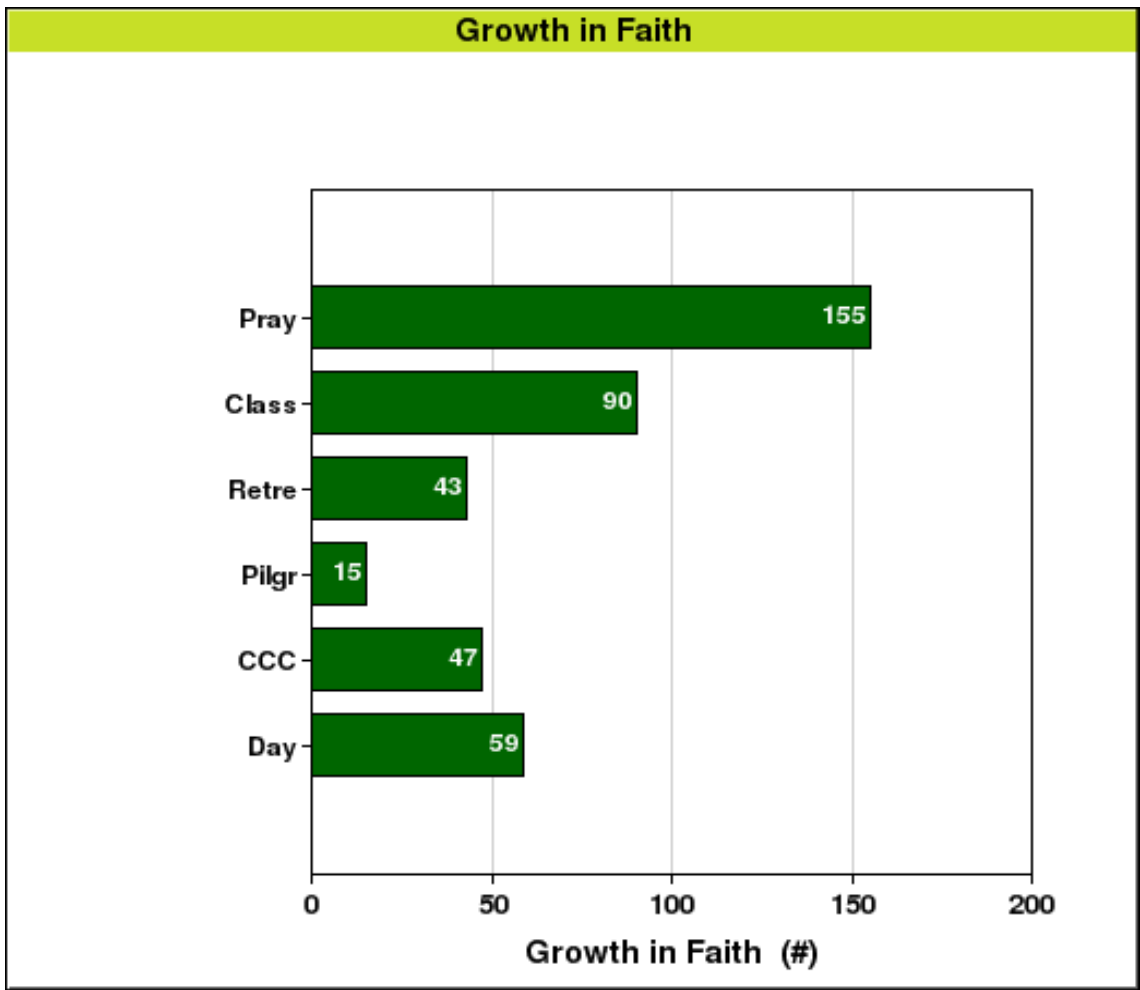


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**Multiple Choice Question**

Students were asked: "I feel closer to God when my school/class participates in (please select all that apply):"

- Prayer/Liturgy (Pray)
- Religion Classes (Class)
- Retreats (Retre)
- Pilgrimages (Pilgr)
- Catholic Community of Caring Projects (CCC)
- Day-to-day interactions/relationships with each other (Day)



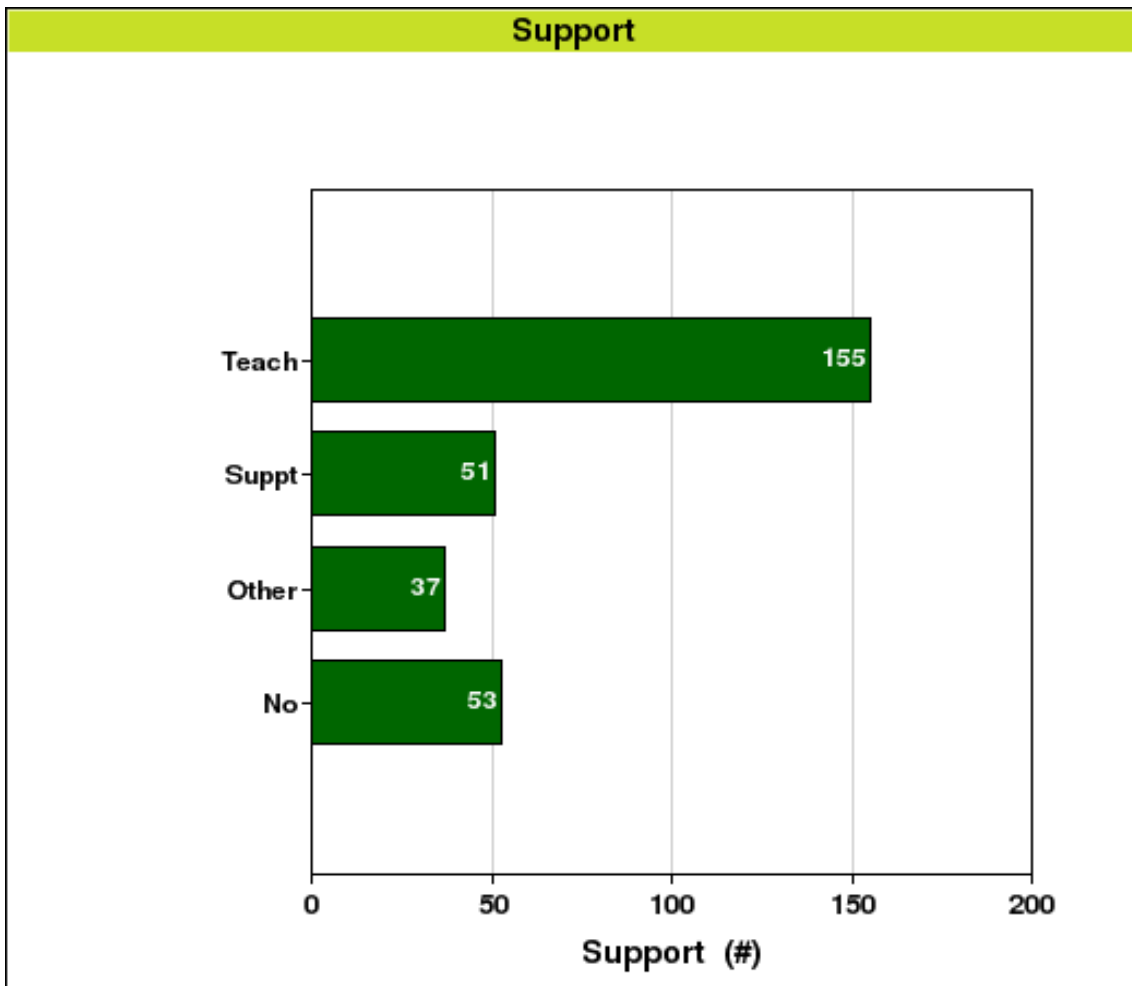


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**Multiple Choice Question**

Students were asked: "Do you have an adult at your school who you can go to for help or support? (Please select all that apply)"

- Yes - a Teacher (Teach)
- Yes - a Support Staff (Suppt)
- Yes - Other (Other)
- No (No)



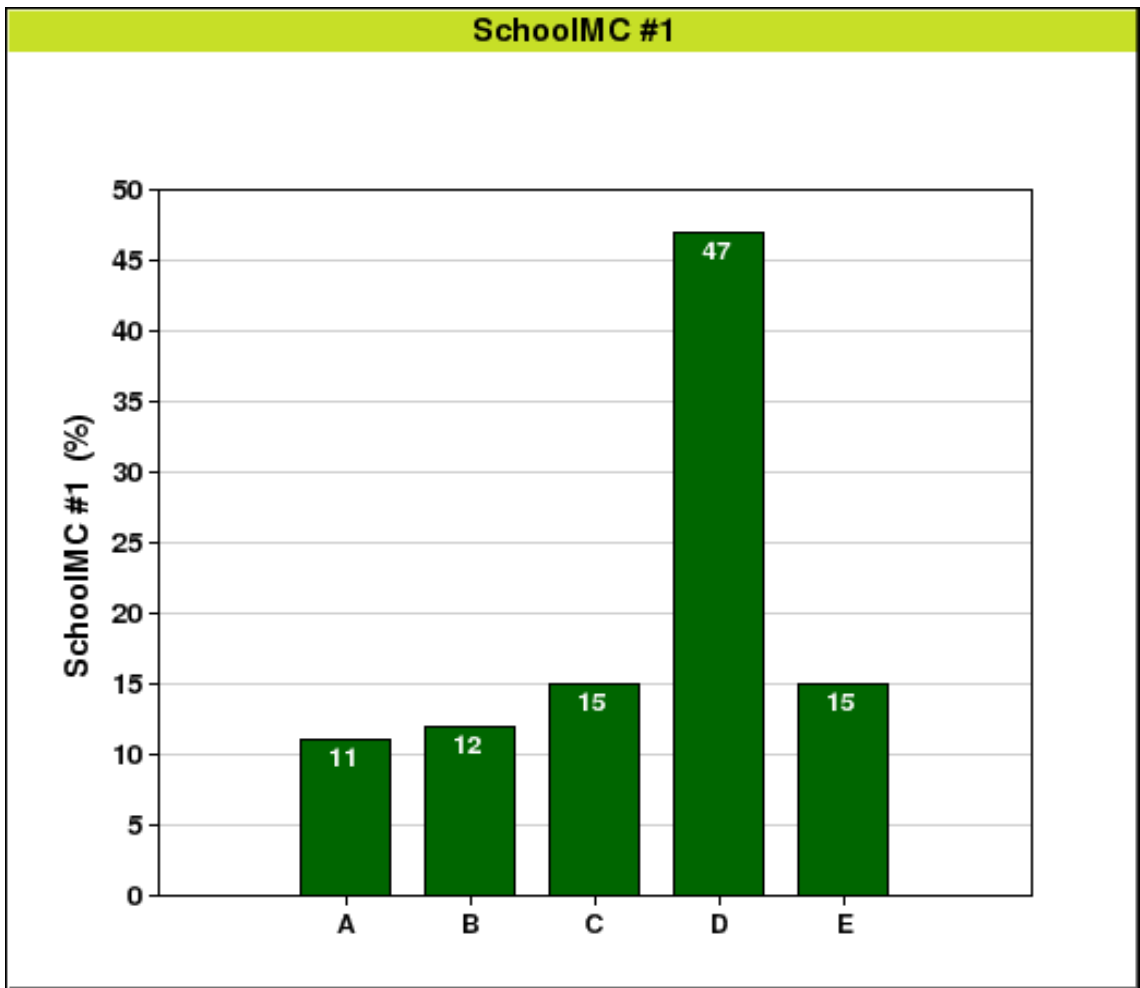


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**Multiple Choice Question**

Students were asked: "While in School, my use of my cell phone for purposes OTHER than learning is represented by what percentage of my overall cell phone use"

- More that 70% my cell time is not associated with learning (A)
- Between 50-69%of my cell time is not associated with learning (B)
- Between 30-59% of my cell time is not associated with learning. (C)
- Less that 30% of my cell time is not associated with learning (D)
- N/A I do not own or I don't have a cell phone at school. (E)





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**Multiple Choice Question**

Students were asked: "Faced with mounting evidence that suggests that cell phones are a growing distraction to learning, many schools across the country have banned or are considering banning cell phones for all students. If that happened at BCN, how would you best describe your response?"

- very upset (A)
- a little upset (B)
- unconcerned (C)
- happy (D)
- very happy (E)

