



# Report on Student Outcomes and School Climate

## Alberta Secondary Survey 2015 (3795)

### St. Mary's High School Highlights

Your version of the **OurSCHOOL** student survey measures 45 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 557 students in this school that participated in the survey between 22 Oct. 2015 and 31 Oct. 2015. The number of students by grade level is:

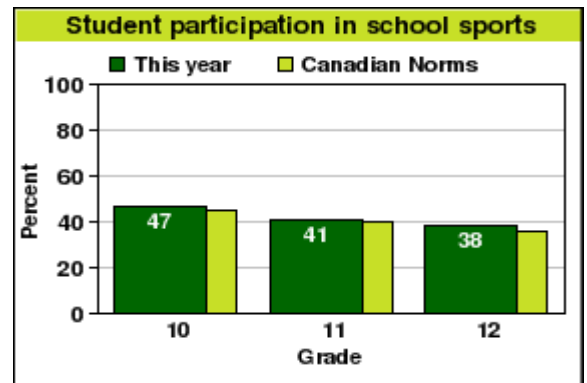
- grade10: 169
- grade11: 217
- grade12: 171

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 TTFM 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

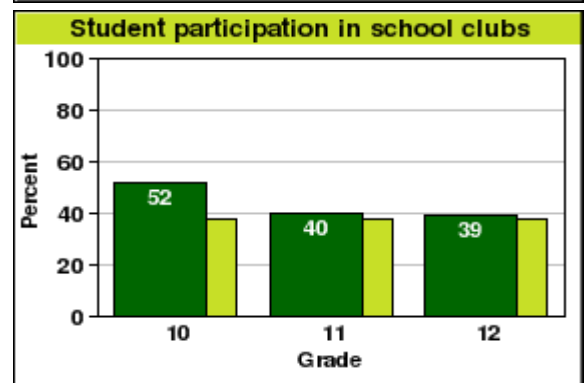
### Student participation in school sports

- Students who play sports with an instructor at school, other than in a gym class.
- 42% of students in this school had a high rate of participation in sports; the Canadian norm for these grades is 40%.
- 31% of the girls and 53% of the boys in this school had a high rate of participation in sports. The Canadian norm for girls is 35% and for boys is 46%.



### Student participation in school clubs

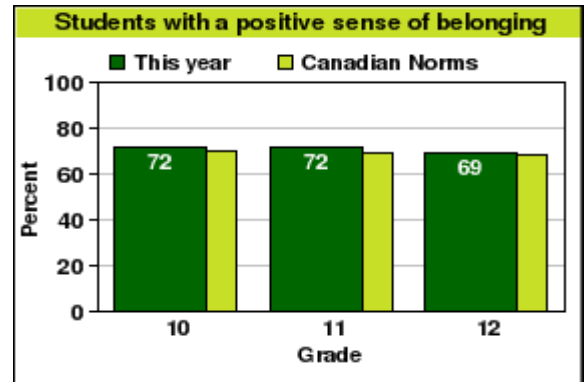
- Students who take part in art, drama, or music groups; school clubs; or a school committee.
- 43% of students in this school had a high rate of participation in clubs; the Canadian norm for these grades is 38%.
- 46% of the girls and 41% of the boys in this school had a high rate of participation in clubs. The Canadian norm for girls is 45% and for boys is 30%.



## Social-Emotional Outcomes

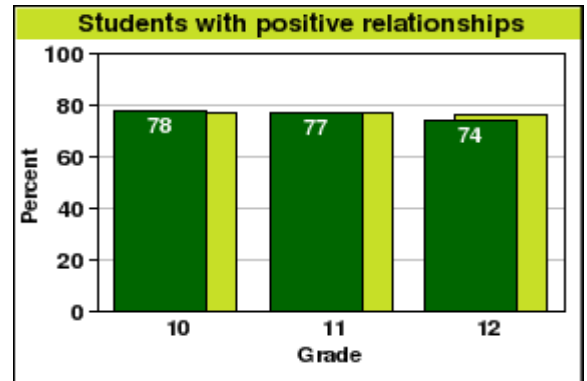
### Students with a positive sense of belonging

- Students who feel accepted and valued by their peers and by others at their school.
- 71% of students in this school had a high sense of belonging; the Canadian norm for these grades is 69%.
- 66% of the girls and 75% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 69% and for boys is 69%.



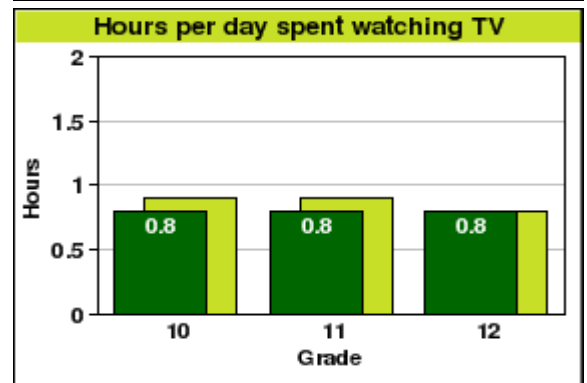
### Students with positive relationships

- Students who have friends at school they can trust and who encourage them to make positive choices.
- In this school, 76% of students had positive relationships; the Canadian norm for these grades is 77%.
- 78% of the girls and 74% of the boys in this school had positive relationships. The Canadian norm for girls is 81% and for boys is 72%.



### Hours per day spent watching TV

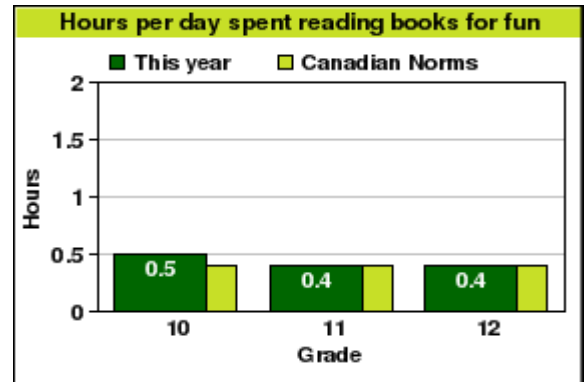
- During a typical weekday (i.e., Monday to Friday), the average time students spend watching TV.
- In this school, students on average spent 0.8 hours per day watching TV; the Canadian norm for these grades is 0.9 hours.
- In this school, girls on average spent 0.8 hours and boys on average spent 0.9 hours per day watching TV. The Canadian norm for girls is 0.8 hours and for boys is 1 hour.



Social-Emotional Outcomes

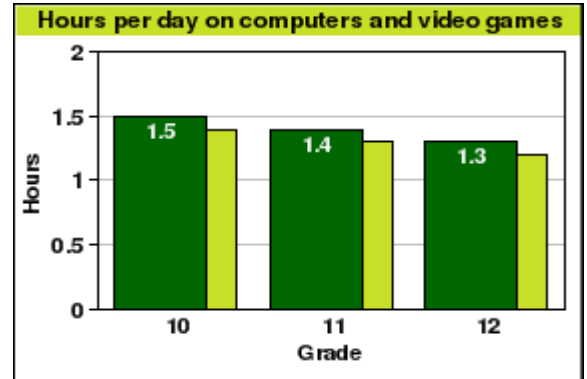
Hours per day spent reading books for fun

- During a typical weekday (i.e., Monday to Friday), the average time students spend reading books.
- In this school, students on average spent 0.4 hours per day on leisure reading; the Canadian norm for these grades is 0.4 hours.
- In this school, girls on average spent 0.5 hours and boys on average spent 0.4 hours per day on leisure reading. The Canadian norm for girls is 0.5 hours and for boys is 0.3 hours.



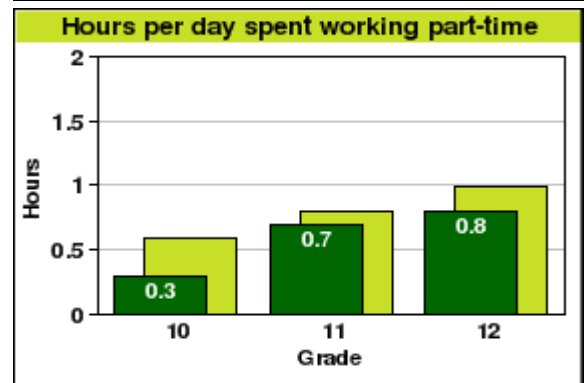
Hours per day on computers and video games

- 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 1.4 hours per day on computers and video games; the Canadian norm for these grades is 1.3 hours.
- In this school, girls on average spent 1.3 hours and boys on average spent 1.5 hours per day on computers and video games. The Canadian norm for girls is 1.2 hours and for boys is 1.5 hours.



Hours per day spent working part-time

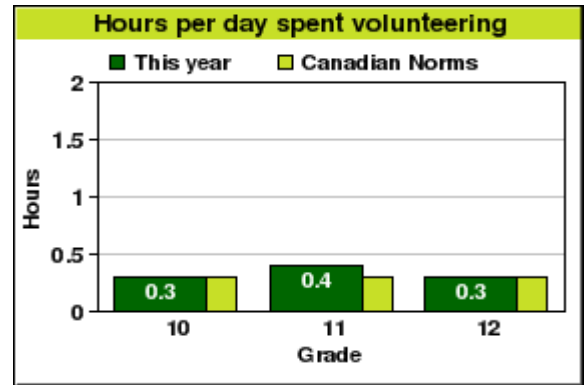
- During a typical weekday (i.e., Monday to Friday), the average time students spend on part-time job.
- In this school, students on average spent 0.6 hours per day working part-time; the Canadian norm for these grades is 0.8 hours.
- In this school, girls on average spent 0.6 hours and boys on average spent 0.6 hours per day working part-time. The Canadian norm for girls is 0.8 hours and for boys is 0.7 hours.



**Social-Emotional Outcomes**

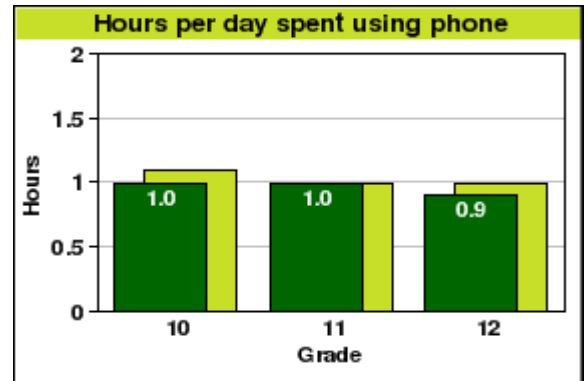
**Hours per day spent volunteering**

- During a typical weekday (i.e., Monday to Friday), the average time students spend volunteering.
- In this school, students on average spent 0.3 hours per day on volunteer work; the Canadian norm for these grades is 0.3 hours.
- In this school, girls on average spent 0.3 hours and boys on average spent 0.3 hours per day on volunteer work. The Canadian norm for girls is 0.3 hours and for boys is 0.2 hours.



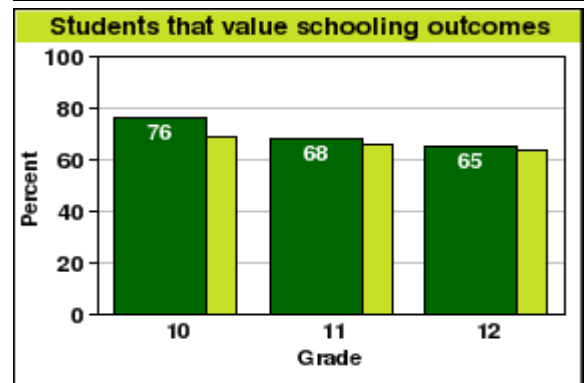
**Hours per day spent using phone**

- During a typical weekday (i.e., Monday to Friday), the average time students spent using phone.
- In this school, students on average spent 1 hour per day talking on the phone or texting friends; the Canadian norm for these grades is 1 hour.
- In this school, girls on average spent 1.1 hour and boys on average spent 0.8 hour per day talking on the phone or texting friends. The Canadian norm for girls is 1.2 hour and for boys is 0.9 hour.



**Students that value schooling outcomes**

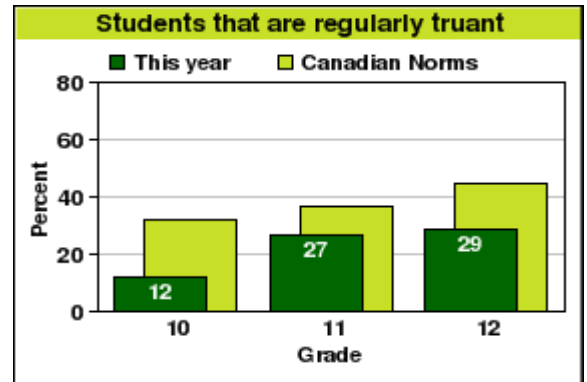
- Students who believe that education will benefit them personally and economically, and will have a strong bearing on their future.
- 69% of students in this school valued school outcomes; the Canadian norm for these grades is 66%.
- 69% of the girls and 70% of the boys in this school valued school outcomes. The Canadian norm for girls is 70% and for boys is 62%.



## Social-Emotional Outcomes

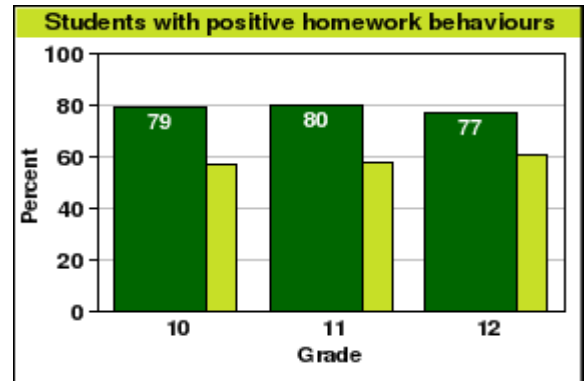
### Students that are regularly truant

- 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 23%; the Canadian norm for these grades is 38%
- In this school, the truancy rate for girls was 21% and for boys, 25%. The Canadian norm for girls is 34% and for boys is 42%.



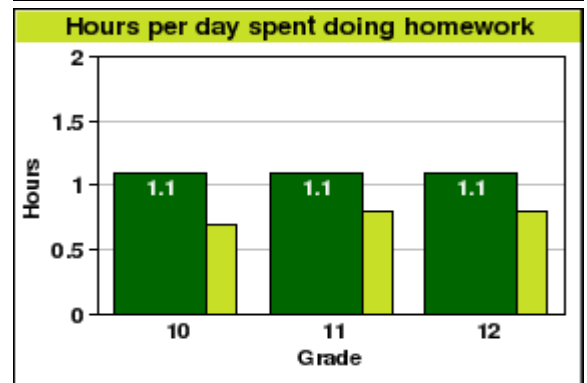
### Students with positive homework behaviours

- Students who do homework for their classes with a positive attitude and in a timely manner.
- In this school, 79% of students had positive homework behaviours; the Canadian norm for these grades is 59%.
- 85% of the girls and 73% of the boys in this school had positive homework behaviours. The Canadian norm for girls is 68% and for boys is 49%.



### Hours per day spent doing homework

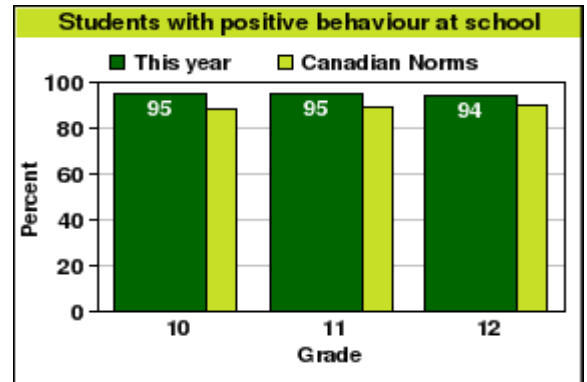
- During a typical weekday (i.e., Monday to Friday), the average time students spend on homework.
- In this school, students on average spent 1.1 hours per day on homework; the Canadian norm for these grades is 0.8 hours.
- In this school, girls on average spent 1.2 hours and boys on average spent 0.9 hours per day on homework. The Canadian norm for girls is 0.9 hours and for boys is 0.6 hours.



## Social-Emotional Outcomes

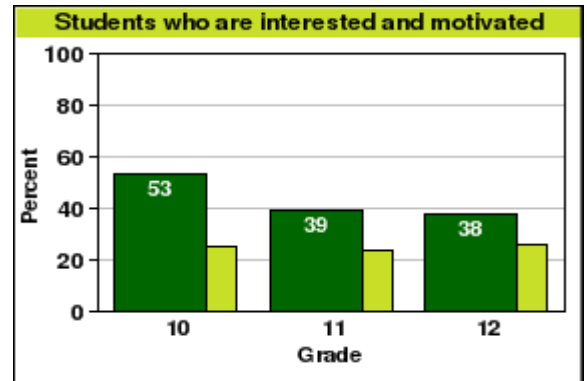
### Students with positive behaviour at school

- Students that do not get in trouble at school for disruptive or inappropriate behaviour.
- In this school, 95% of students had positive behaviour; the Canadian norm for these grades is 89%.
- 96% of the girls and 93% of the boys in this school with positive student behaviour at school. The Canadian norm for girls is 94% and for boys is 84%.



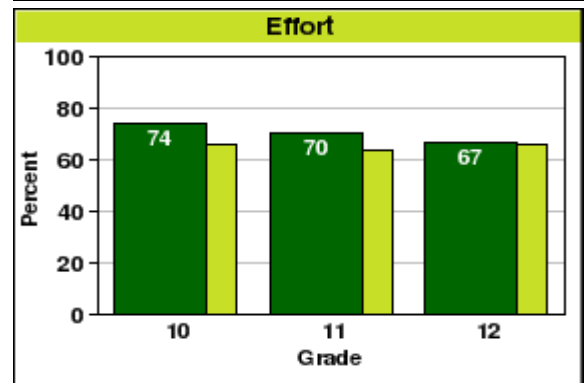
### Students who are interested and motivated

- 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%.
- 38% of the girls and 48% of the boys in this school were interested and motivated. The Canadian norm for girls is 26% and for boys is 25%.



### Effort

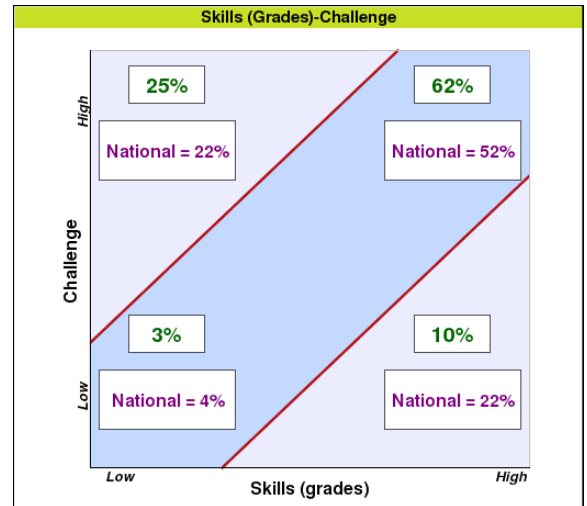
- Students who try hard to succeed in their learning.
- 70% of students in this school tried hard to succeed; the Canadian norm for these grades is 65%.
- 69% of the girls and 72% of the boys in this school tried hard to succeed. The Canadian norm for girls is 70% and for boys is 61%.



## Social-Emotional Outcomes

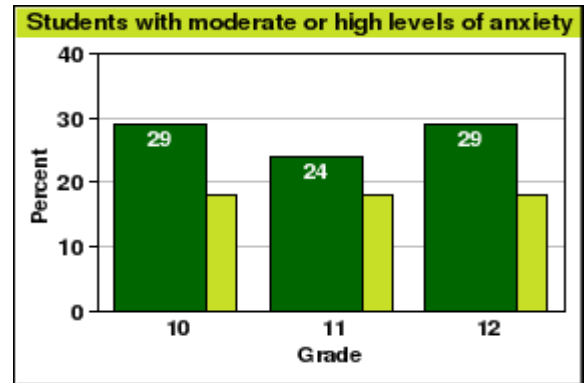
### Skills (grades)-challenge

- Students who feel challenged in their language arts, math and science classes and feel confident of their skills in these subjects.
- 62% 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 52%.
- 10% of students were confident of their skills but did not find classes challenging. The Canadian norm for these grades is 22%.
- 25% of students were not confident of their skills and found language arts, math or science challenging. The Canadian norm for this category is 22%.
- 3% of students lacked confidence in their skills and did not feel they were challenged. The Canadian norm for this category is 4%.



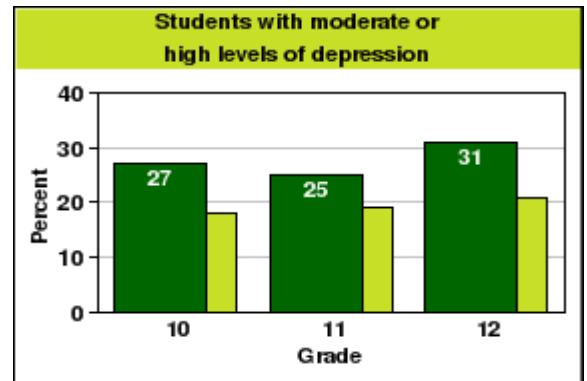
### Students with moderate or high levels of anxiety

- Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.
- 27% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 18%.
- 32% of the girls and 22% 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

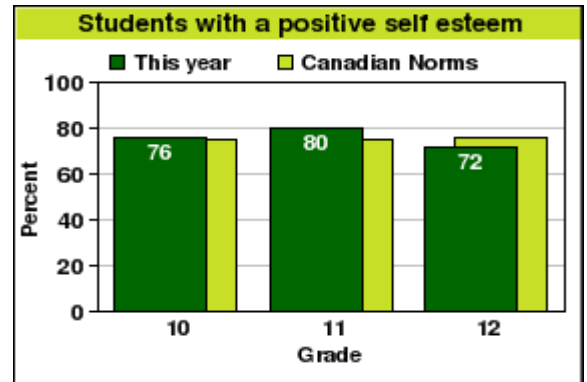
- Students who have prolonged periods when they feel sad, discouraged, and inadequate.
- 27% of students in this school had moderate to high levels of depression; the Canadian norm for these grades is 19%.
- 32% of the girls and 23% of the boys in this school had moderate to high levels of depression. The Canadian norm for girls is 22% and for boys is 17%.



## Social-Emotional Outcomes

### Students with a positive self esteem

- Students who like and accept themselves, and are proud of their accomplishments.
- 76% of students in this school had high self esteem; the Canadian norm for these grades is 76%.
- 74% of the girls and 79% of the boys in this school had high self esteem. The Canadian norm for girls is 73% and for boys is 78%.

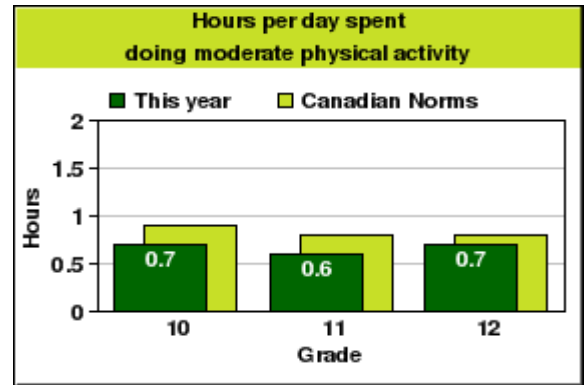




## Physical Health Outcomes

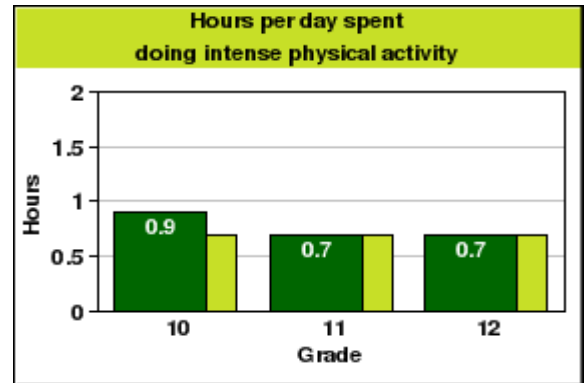
### Hours per day spent doing moderate physical activity

- 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 0.7 hours and for boys is 1 hour.



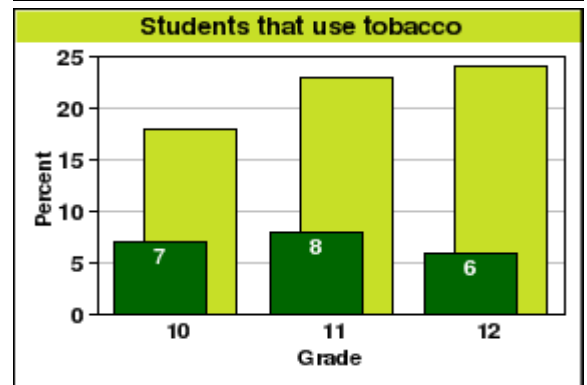
### Hours per day spent doing intense physical activity

- 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 0.8 hours per day on intense physical activities; the Canadian norm for these grades is 0.7 hours.
- In this school, girls on average spent 0.6 hours and boys on average spent 0.9 hours per day on intense physical activities. The Canadian norm for girls is 0.6 hours and for boys is 0.8 hours.



### Students that use tobacco

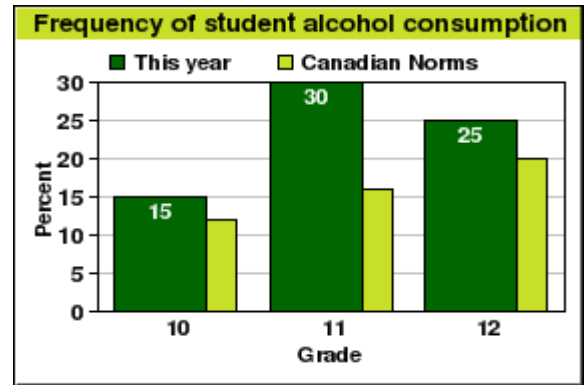
- The percentage of students that use tobacco occasionally or at least once every day.
- 7% of students in this school indicated they were occasional or regular tobacco users; the Canadian norm for these grades is 22%.
- 5% of the girls and 9% of the boys in this school were occasional and regular tobacco users. The Canadian norm for girls is 18% and for boys is 25%.



**Physical Health Outcomes**

**Frequency of student alcohol consumption**

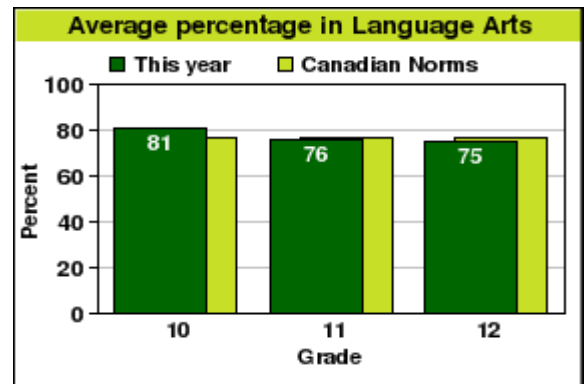
- The percentage of students who have at least one drink of alcohol two or more times per week.
- 24% of students in this school have had at least one alcohol drinks once or more times per week; the Canadian norm for these grades is 16%.
- 22% of the girls and 25% of the boys in this school have had at least one alcoholic drink one or more times per week. The Canadian norm for girls is 12% and for boys is 20%.



## Academic Outcomes

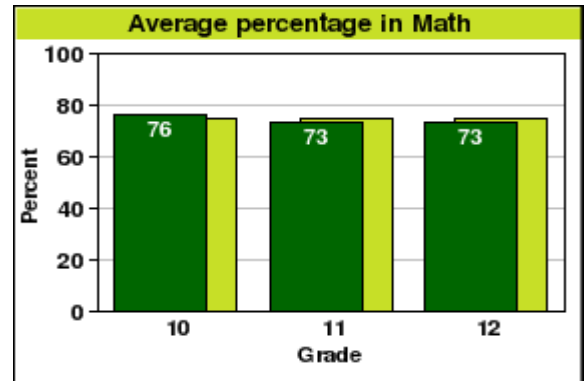
### Average percentage in Language Arts

- 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 77%; the Canadian norm for these grades is 77%.
- In this school, girls' average reported mark was 78% and boys' was 76%. The Canadian norm for girls is 79% and for boys is 75%.



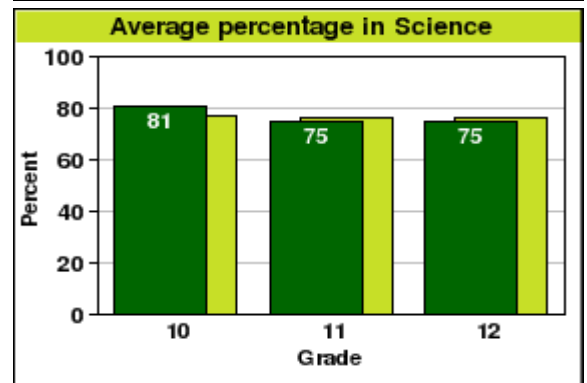
### Average percentage in Math

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



### Average percentage in Science

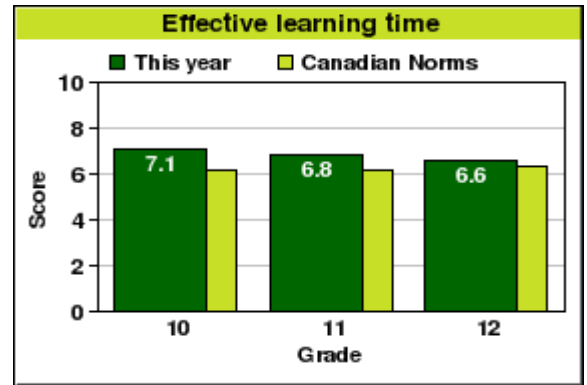
- Students' overall marks in their current or most recent science class (e.g., general science, biology, chemistry, or physics) were reported as a letter grade and converted to a percentage.
- In this school, students' average reported mark was 77%; the Canadian norm for these grades is 76%.
- In this school, girls' average reported mark was 76% and boys' was 78%. The Canadian norm for girls is 77% and for boys is 76%.



**DRIVERS of Student Outcomes**

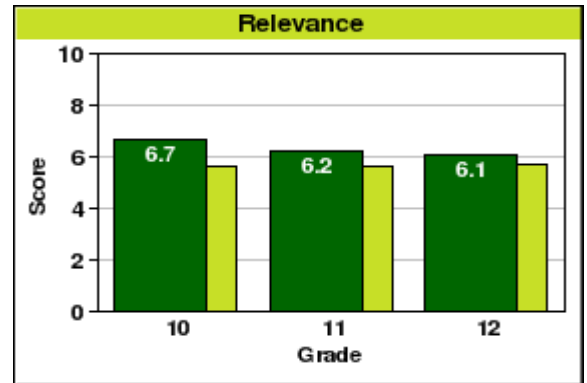
**Effective learning time**

- 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 6.8 out of 10; the Canadian norm for these grades is 6.3.
- In this school, effective classroom learning time was rated 6.8 out of 10 by girls and 6.9 out of 10 by boys. The Canadian norm for girls is 6.4 and for boys is 6.1.



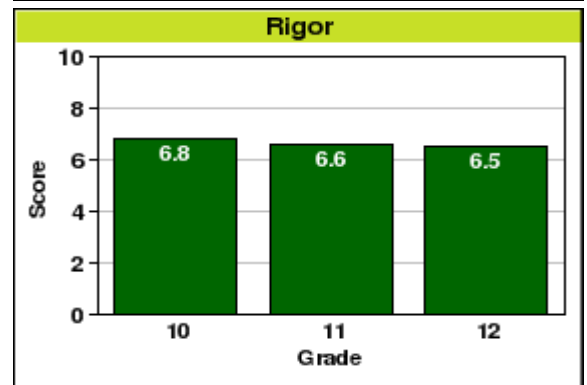
**Relevance**

- Students who find classroom instruction relevant to their everyday lives.
- In this school, students rated relevance 6.3 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 6.5 out of 10 by boys. The Canadian norm for girls is 5.7 and for boys is 5.5.



**Rigor**

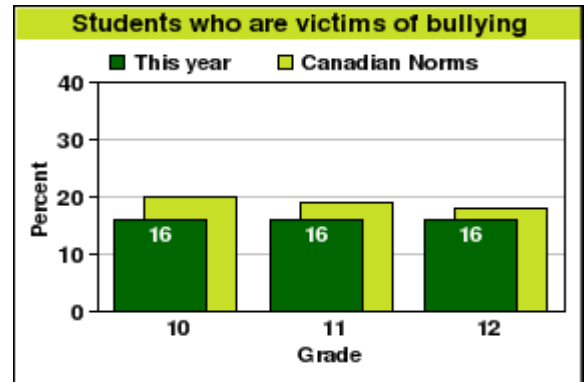
- Students who find the classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn.
- In this school, students rated rigor 6.6 out of 10.
- In this school, rigor was rated 6.6 out of 10 by girls and 6.7 out of 10 by boys.



**DRIVERS of Student Outcomes**

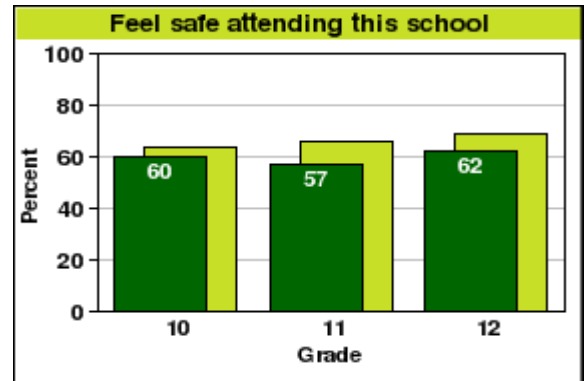
**Students who are victims of bullying**

- Students who are subjected to physical, social, or verbal bullying, or are bullied over the internet.
- 16% of students in this school were victims of moderate to severe bullying in the previous month; the Canadian norm for these grades is 19%.
- 13% of the girls and 19% of the boys in this school were victims of moderate to severe bullying in the previous month. The Canadian norm for girls is 16% and for boys is 23%.



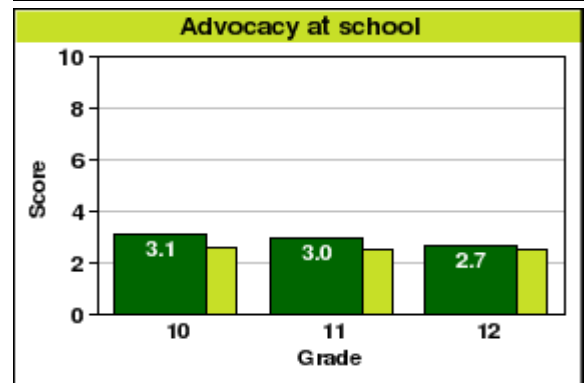
**Feel safe attending this school**

- Students who feel safe at school as well as going to and from school.
- 59% of students felt safe attending the school; the Canadian norm for these grades is 66%.
- 59% of the girls and 60% of the boys felt safe attending the school. The Canadian norm for girls is 67% and for boys is 66%.



**Advocacy at school**

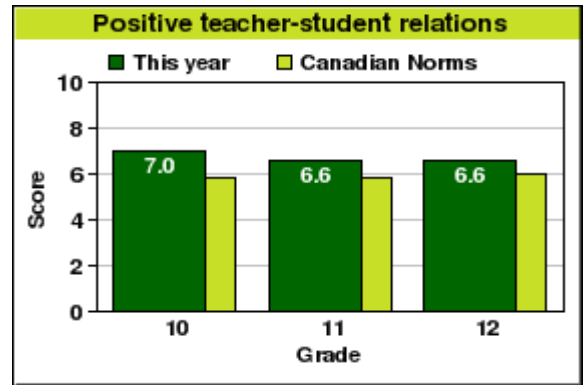
- Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- In this school, students rated advocacy at school 3 out of 10; the Canadian norm for these grades is 2.5.
- In this school, advocacy at school was rated 2.7 out of 10 by girls and 3.2 out of 10 by boys. The Canadian norm for girls is 2.5 and for boys is 2.6.



**DRIVERS of Student Outcomes**

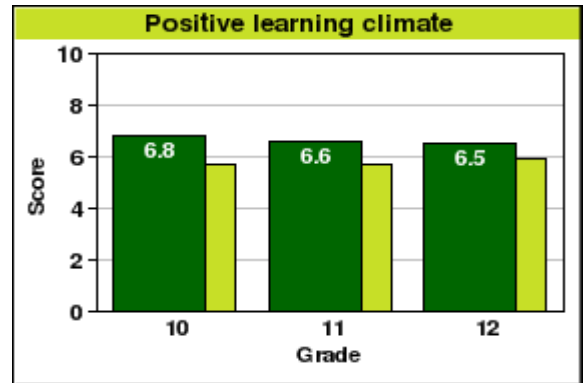
**Positive teacher-student relations**

- 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 6.7 out of 10; the Canadian norm for these grades is 5.8.
- In this school, positive teacher-student relations were rated 6.7 out of 10 by girls and 6.8 out of 10 by boys. The Canadian norm for girls is 5.9 and for boys is 5.8.



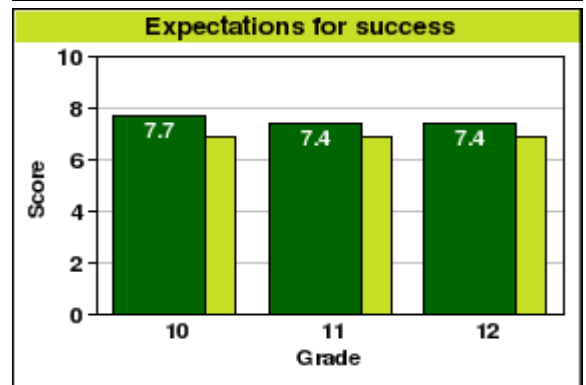
**Positive learning climate**

- 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 6.6 out of 10; the Canadian norm for these grades is 5.8.
- In this school, disciplinary climate of the classroom was rated 6.5 out of 10 by girls and 6.8 out of 10 by boys. The Canadian norm for girls is 5.8 and for boys is 5.7.



**Expectations for success**

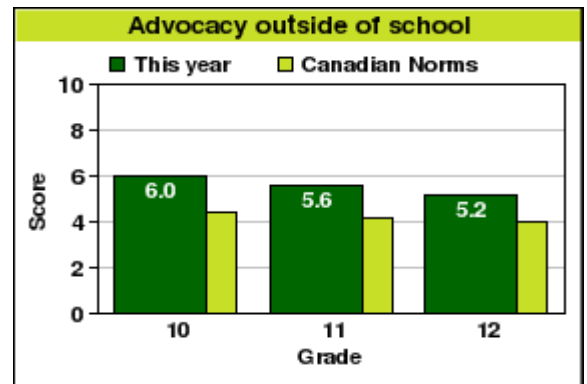
- The school staff emphasizes academic skills and hold high expectations for all students to succeed.
- In this school, students rated teachers' expectations for academic success 7.5 out of 10; the Canadian norm for these grades is 6.9.
- In this school, teachers' expectations for academic success were rated 7.5 out of 10 by girls and 7.5 out of 10 by boys. The Canadian norm for girls is 7.1 and for boys is 6.7.



**DRIVERS of Student Outcomes**

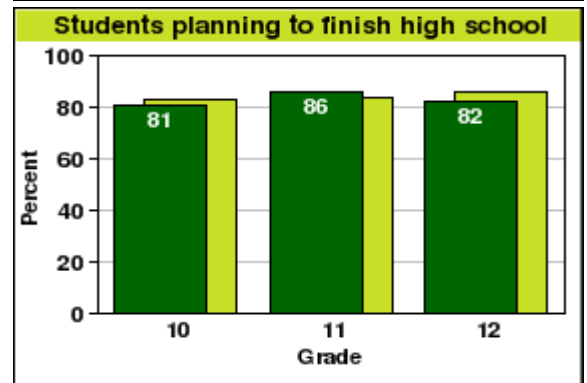
**Advocacy outside of school**

- 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 5.6 out of 10; the Canadian norm for these grades is 4.2.
- In this school, advocacy outside school was rated 5.5 out of 10 by girls and 5.7 out of 10 by boys. The Canadian norm for girls is 4.3 and for boys is 4.1.



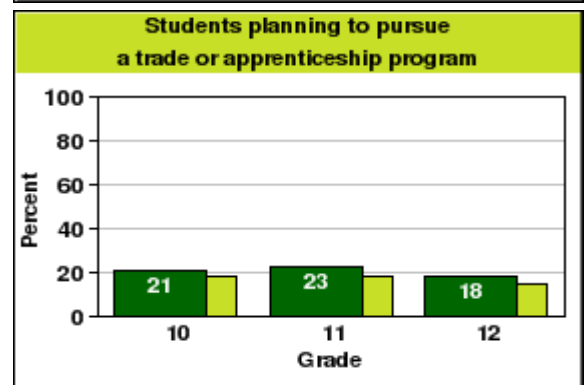
**Students planning to finish high school**

- Students who plan to finish high school.
- 84% of students in this school had aspirations for finishing high school; the Canadian norm for these grades is 84%.
- 88% of the girls and 79% of the boys in this school had aspirations for finishing high school. The Canadian norm for girls is 88% and for boys is 80%.



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

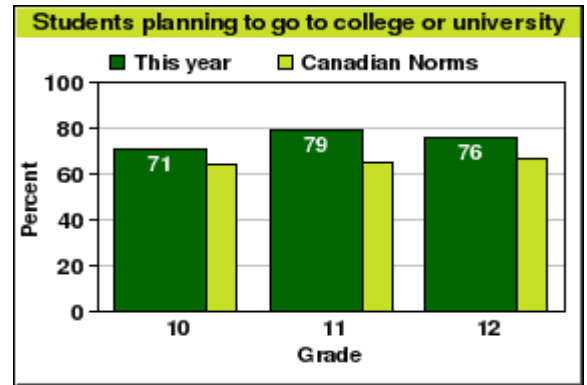
- Students who plan to finish high school, and afterwards pursue a trade or apprenticeship program.
- 21% of students in this school planned to pursue a trade or apprenticeship program; the Canadian norm for these grades is 17%.
- 18% of the girls and 24% of the boys in this school planned to pursue a trade or apprenticeship program The Canadian norm for girls is 12% and for boys is 22%.



**DRIVERS of Student Outcomes**

**Students planning to go to college or university**

- Students who plan to pursue a post-secondary education.
- 76% of students in this school had aspirations for pursuing a post-secondary education; the Canadian norm for these grades is 65%.
- 80% of the girls and 71% of the boys in this school had aspirations for going to college or university. The Canadian norm for girls is 74% and for boys is 57%.

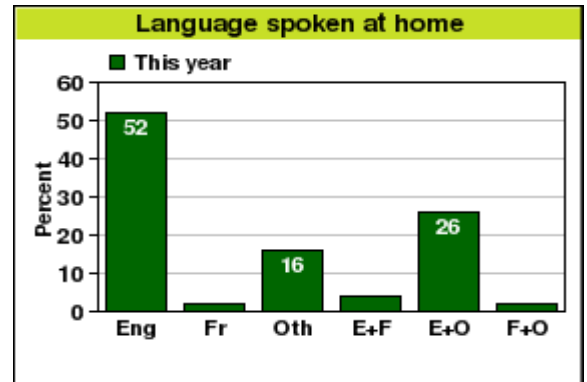




## Demographic Factors

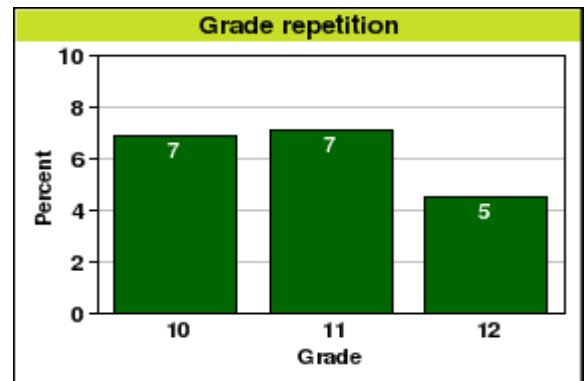
### Language spoken at home

- Students are asked to indicate the language they speak most often at home.
- 52% of students in this school speak English at home.
- 2% of students in this school speak French at home.
- 16% of students in this school speak other languages at home.
- 4% of students in this school speak English and French at home.
- 26% of students in this school speak English and another language at home.
- 2% of students in this school speak French and another language at home.



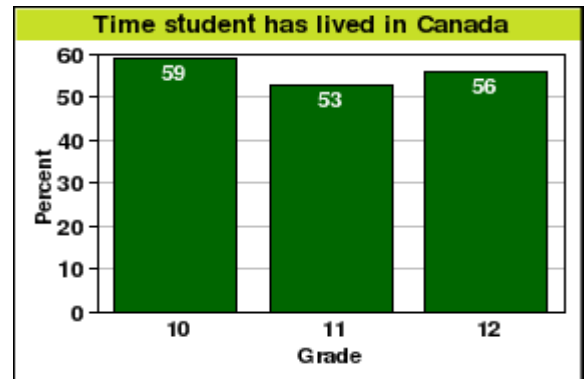
### Grade repetition

- Students who have repeated one or more grades at school since kindergarten.
- 6.3% of students in this school have repeated a grade at school.
- 8.1% of the girls and 4.3% of the boys in this school have repeated a grade at school.



### Time student has lived in Canada

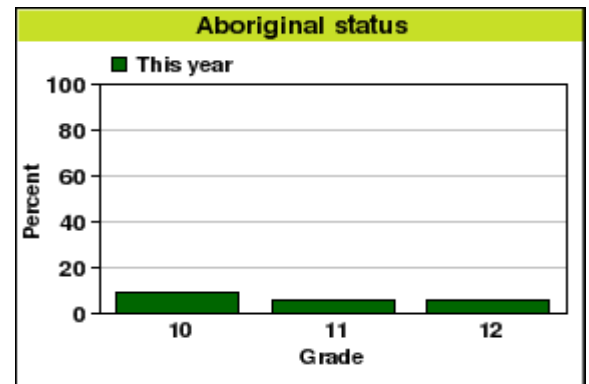
- Students who were born in Canada.
- 56% of students in this school were born in Canada.
- 57% of the girls and 54% of the boys in this school were born in Canada.



## Demographic Factors

### Aboriginal status

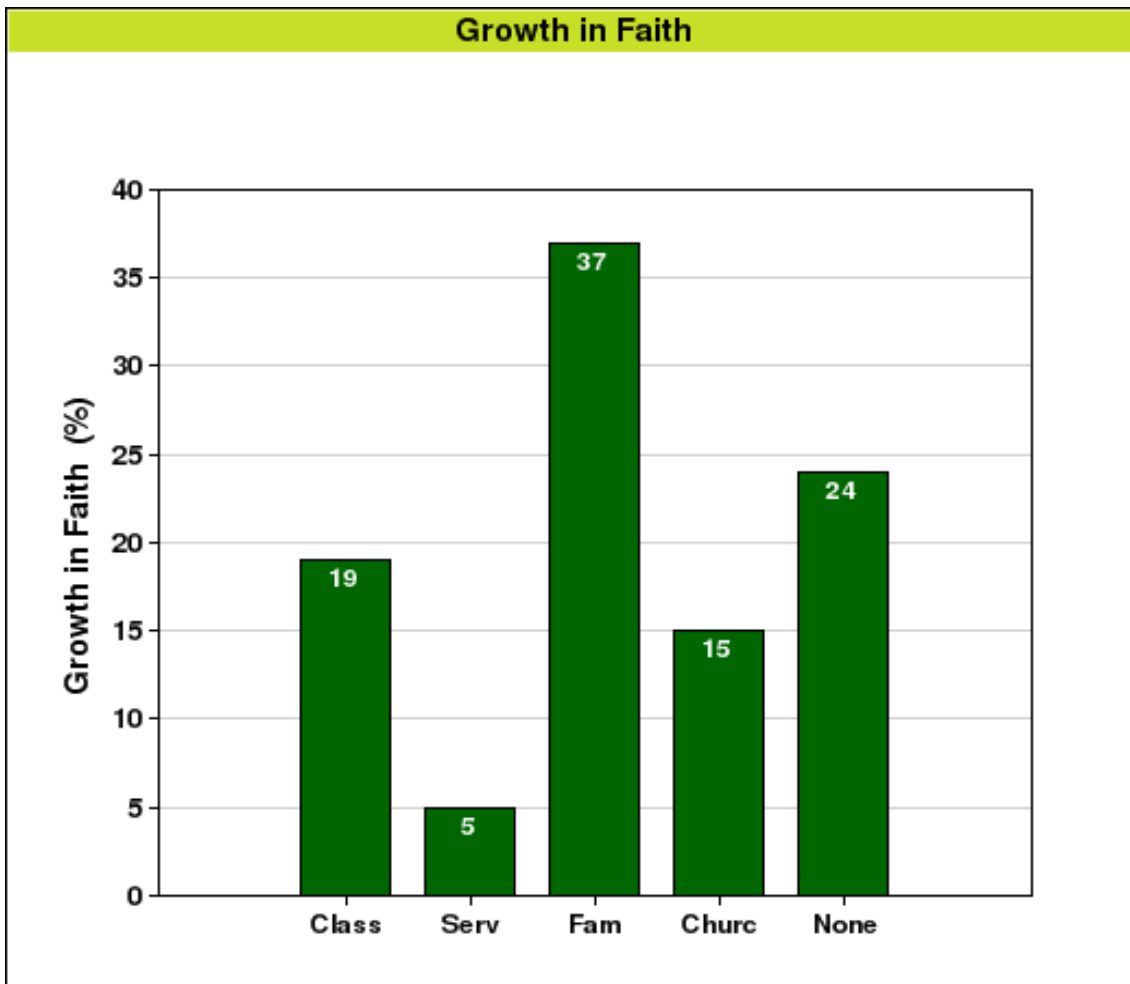
- Students who are of Aboriginal origin, that is, North American Indian, Métis, or Inuk.
- 7% of students in this school are of Aboriginal origin.
- 5% of the girls and 9% of the boys in this school are of Aboriginal origin.



## Multiple Choice Question

Students were asked: "The most helpful way in which I learn about and grow in my faith is:"

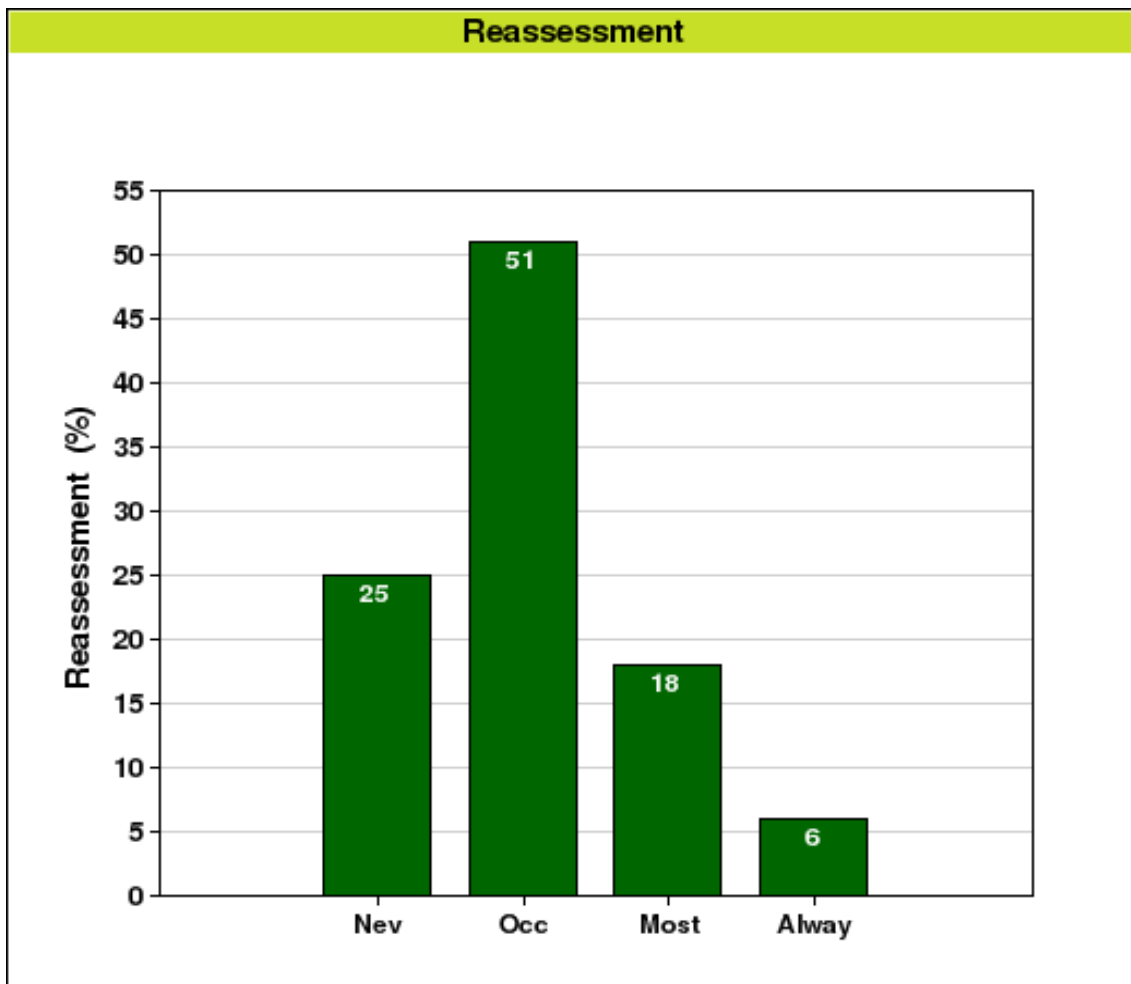
- a. Religion Class (Class)
- b. Service Projects (Serv)
- c. From my family (Fam)
- d. From my parish (Churc)
- e. I do not grow in my faith (None)



## Multiple Choice Question

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

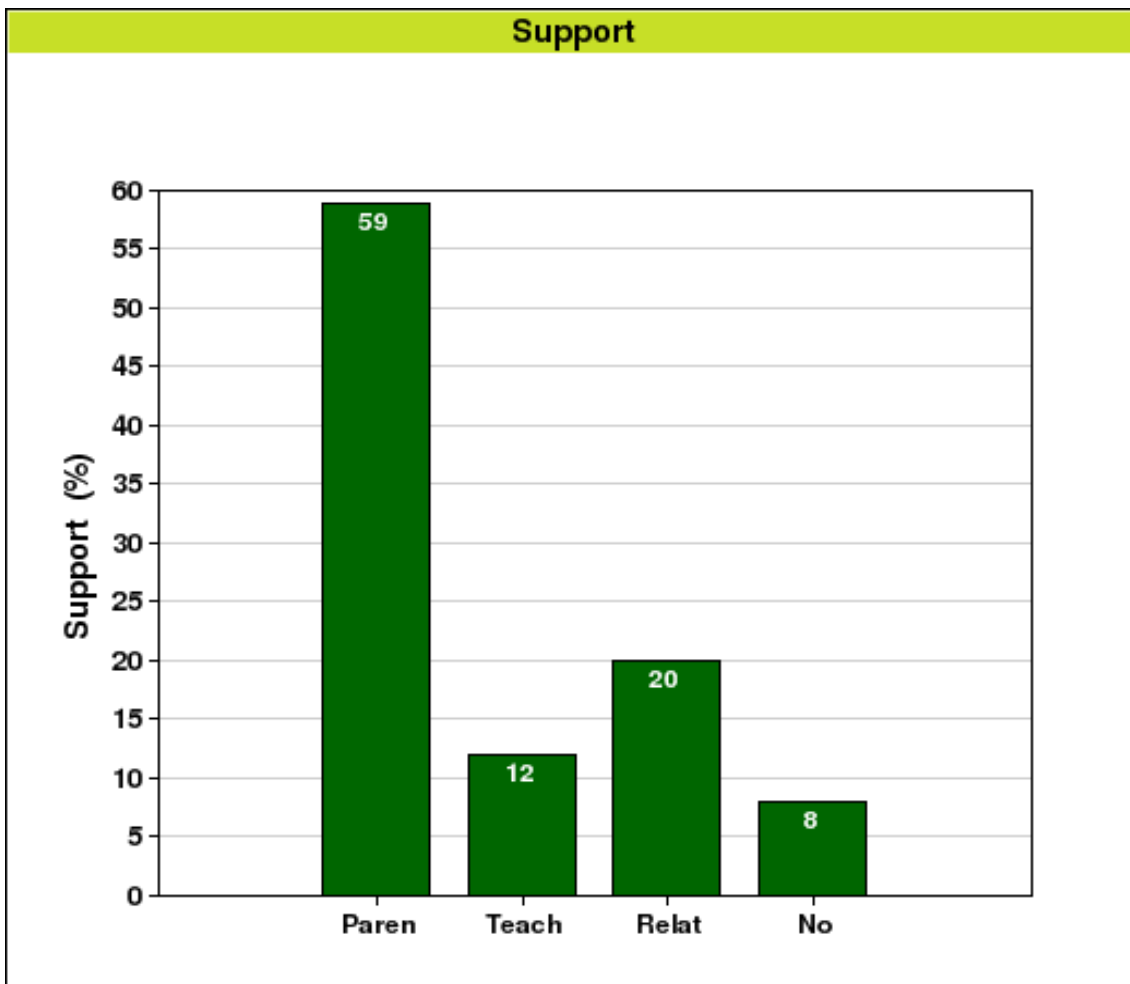
- a. Never (Nev)
- b. Occasionally (Occ)
- c. Most of the time (Most)
- d. Always (Alway)



## Multiple Choice Question

Students were asked: "Do you have an adult who you can go to for help or support?"

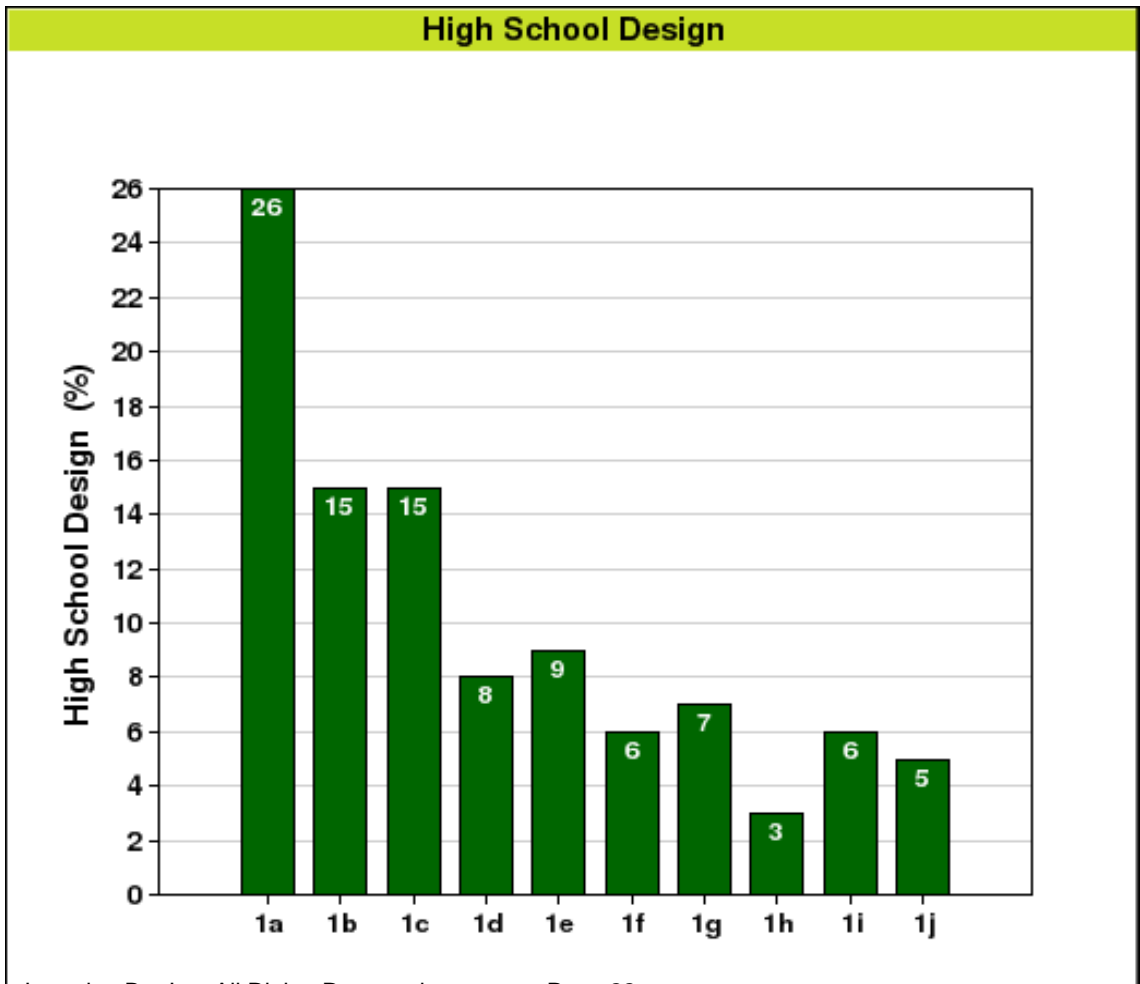
- Yes - a parent (Paren)
- Yes - a teacher (Teach)
- Yes - a relative/other (Relat)
- No (No)



Multiple Choice Question

Students were asked: "Do you attend tutorial(ILO)? How often? Please select as many answers as apply to your situation."

- Yes I attend tutorial/ILO. (1a)
- I do not attend tutorial/ILO. (1b)
- I attend once a week (1c)
- I attend twice a week (1d)
- I attend more than twice a week. (1e)
- I attend about every two weeks (1f)
- I attend about once a month (1g)
- I don't find tutorials helpful (1h)
- I do find tutorials helpful (1i)
- I would prefer peer (student) help more often (1j)



Multiple Choice Question

Students were asked: "Select as many seminars that you would consider attending during Friday morning Learning Commons support time (8:30-9:30)."

- Learning Strategy Tips (2a)
- Math Factoring Lesson (2b)
- Math Rational Expressions (2c)
- Social Studies Key Vocab Review (2e)
- Science Key Vocab Review (2f)
- English Writing Lab (2g)
- ESL Test Preparation (2h)
- Diploma Exam Review (2i)
- How do deal with negative stress (2j)
- What do I need to do to graduate? (2k)

