

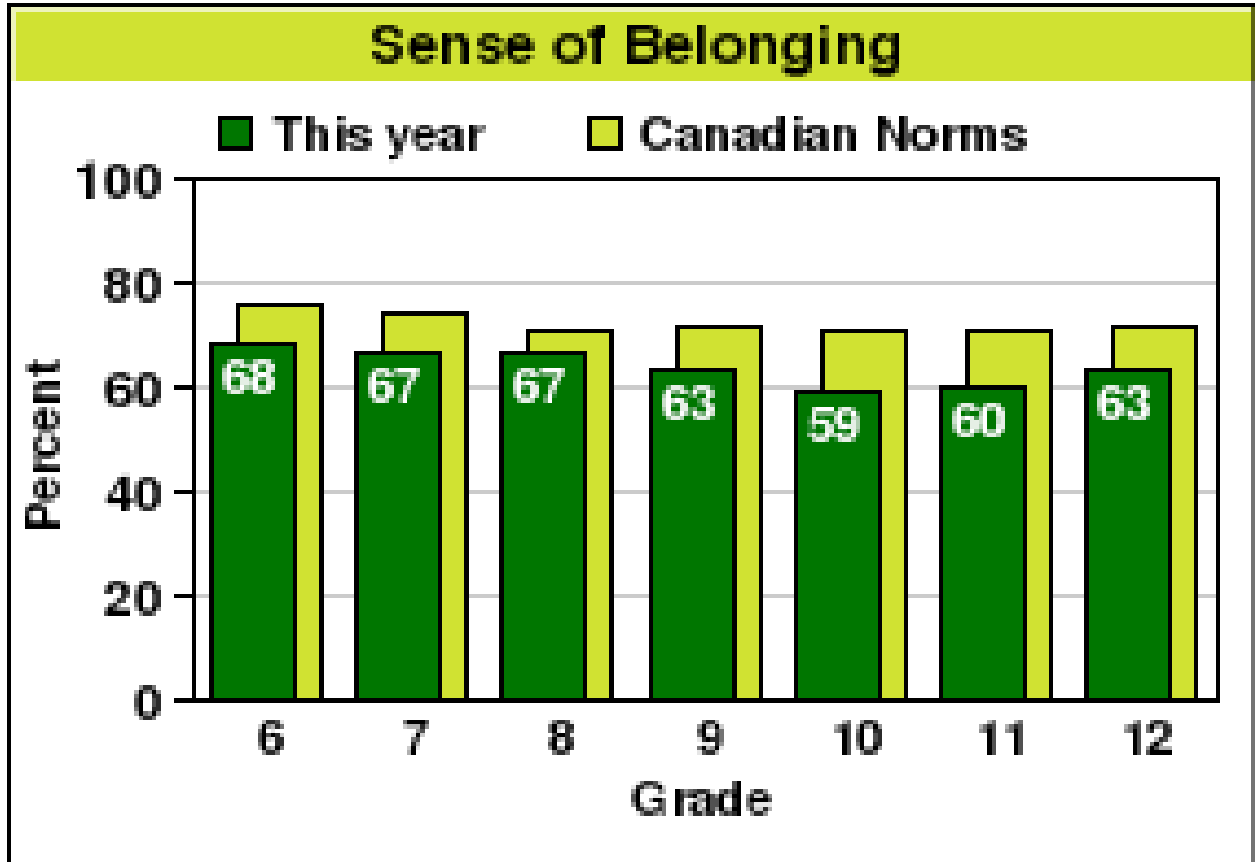
2009-10 Report on Student Outcomes and School Climate  
Keewatin-Patricia District School Board Schools' Data  
Canadian Norm Comparison Highlights  
(21 Feb. 2010)

Our version of the Tell Them From Me student survey measured 44 indicators based on the most recent research on school and classroom effectiveness. This aggregate board report provides highlights based on data from 2,621 students in 20 schools that participated in the survey between 6 Nov. 2009 and 21 Jan. 2010.

Most of the results for the district are compared with Canadian norms, which are based on last year's results for all students using The Learning Bar survey for the grade levels assessed by this district. The calculation of the district average represents the results for an equal number of boys and girls at each grade level assessed. The following data graphs represent results that have a data comparison for various measures from the survey.

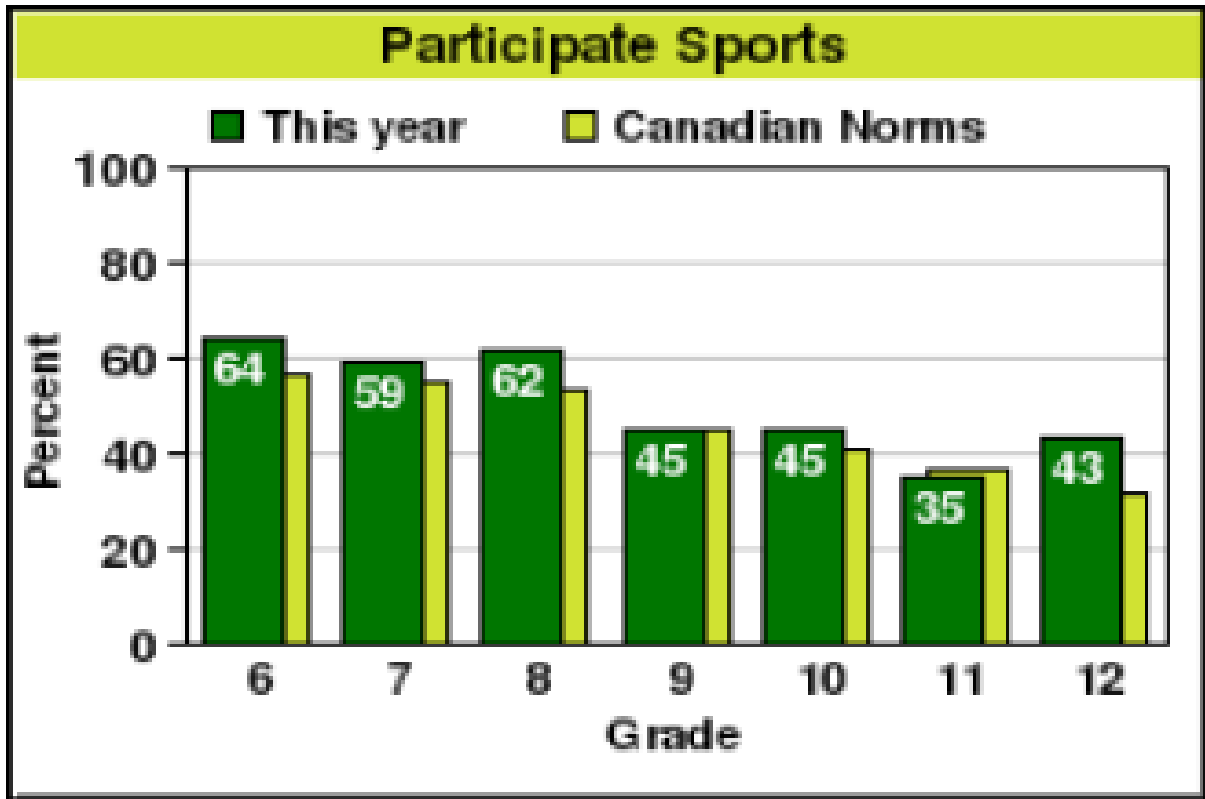
# Social-Emotion Outcomes

## Social Engagement



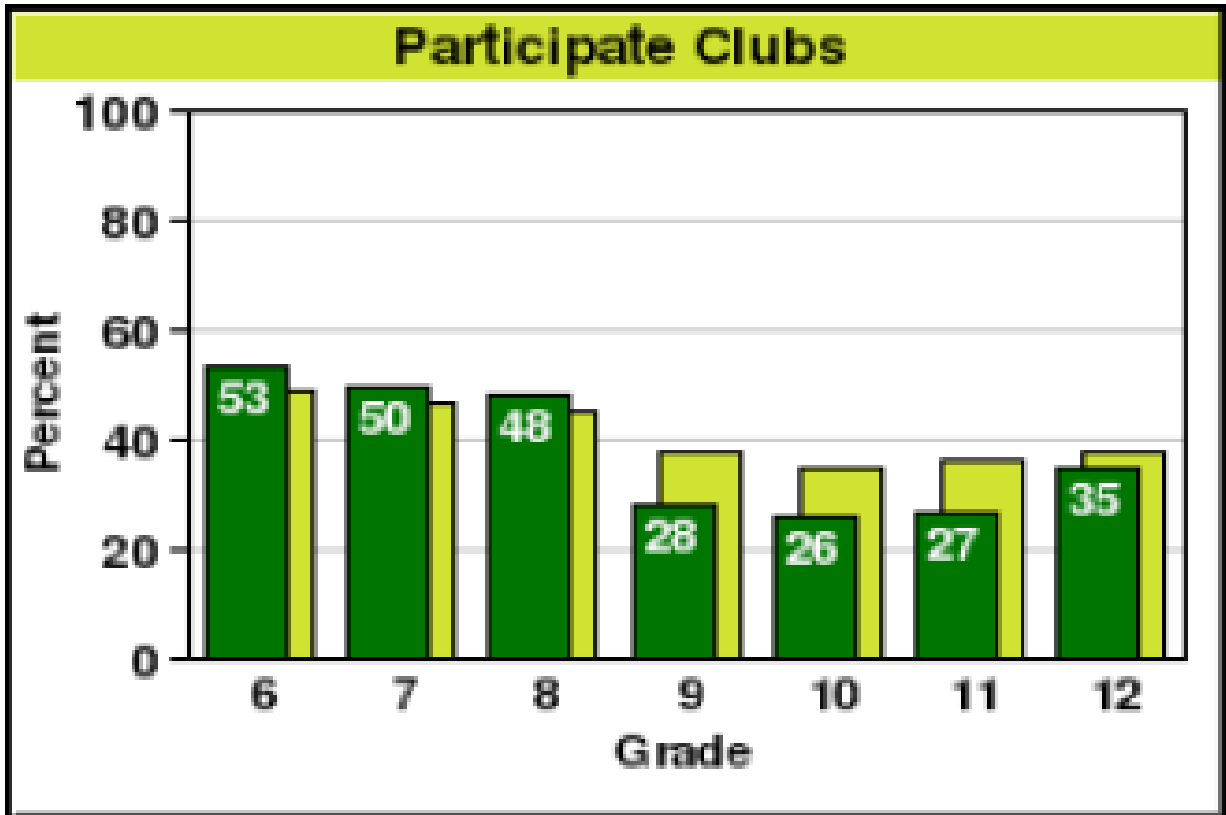
### Students with a positive sense of belonging

Students feel accepted and valued by their peers and by others at their school. 64% of students in this district had a high sense of belonging; the Canadian norm for these grades is 72%. 62% of the girls and 66% of the boys in this district had a high sense of belonging. The Canadian norm for girls is 72% and for boys is 73%.



#### Students engaged in school sports

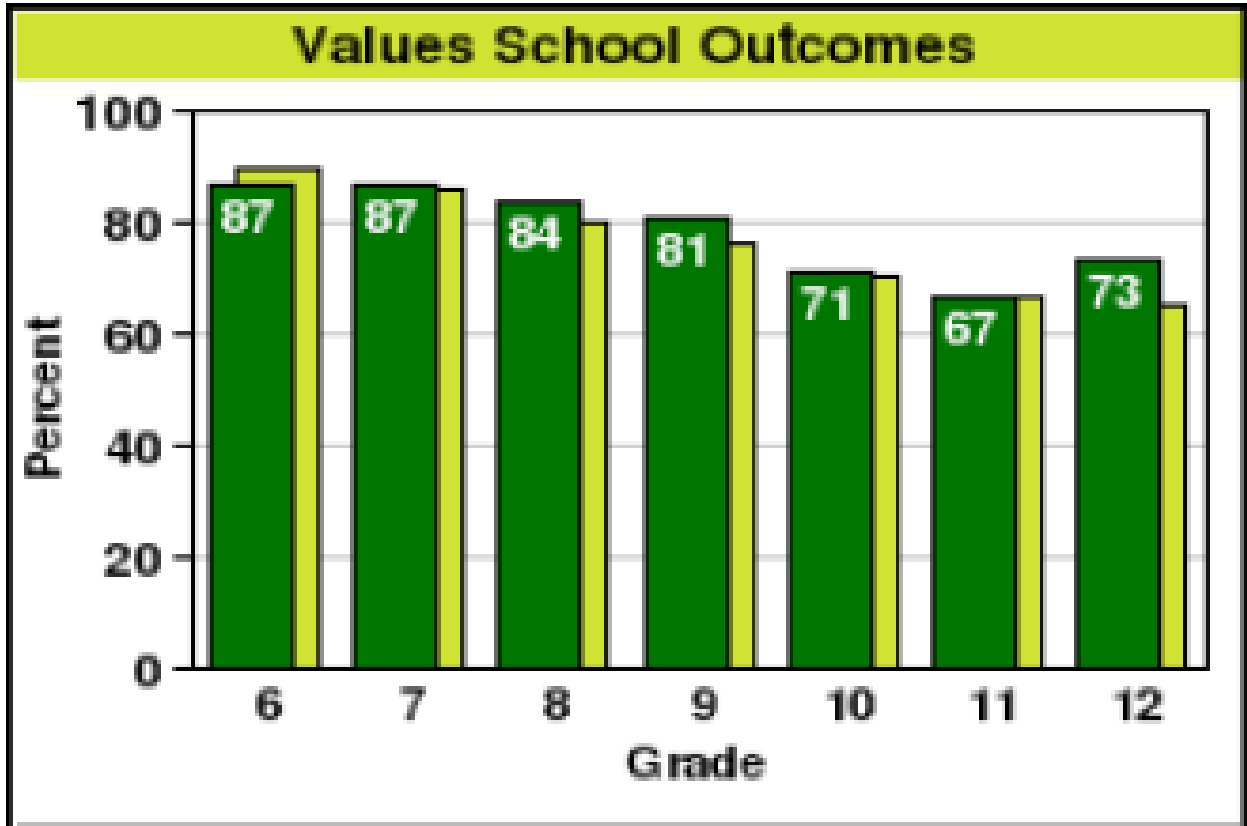
Students play sports with an instructor at school, other than in a gym class. 50% of students in this district had a high rate of Participation in Sports; the Canadian norm for these grades is 46%. 48% of the girls and 53% of the boys in this district had a high rate of Participation in Sports. The Canadian norm for girls is 42% and for boys is 50%.



#### Students engaged in school clubs

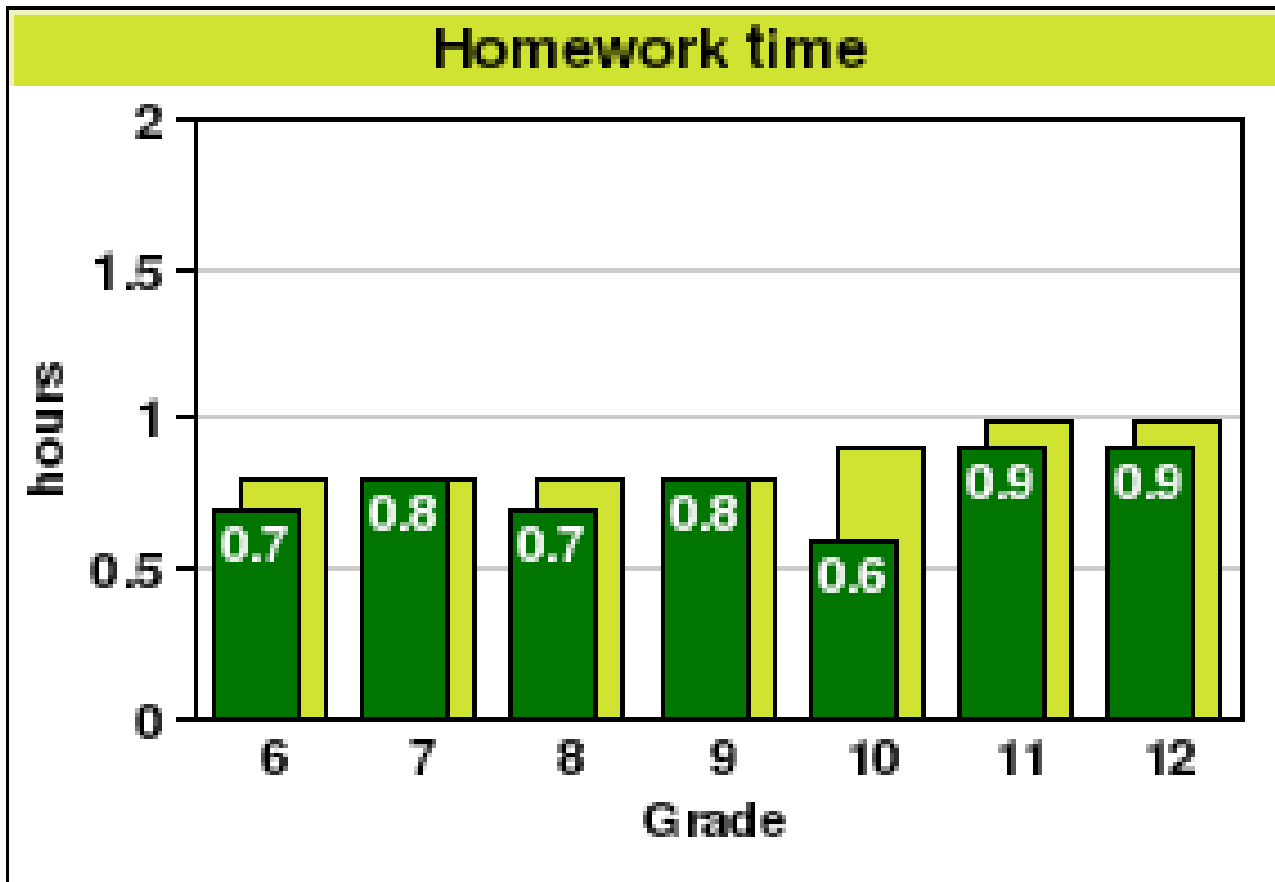
Students take part in art, drama, or music groups; school clubs; or a school committee. 38% of students in this district had a high rate of Participation in Clubs; the Canadian norm for these grades is 41%. 43% of the girls and 33% of the boys in this district had a high rate of Participation in Clubs. The Canadian norm for girls is 48% and for boys is 34%.

## Institutional Engagement



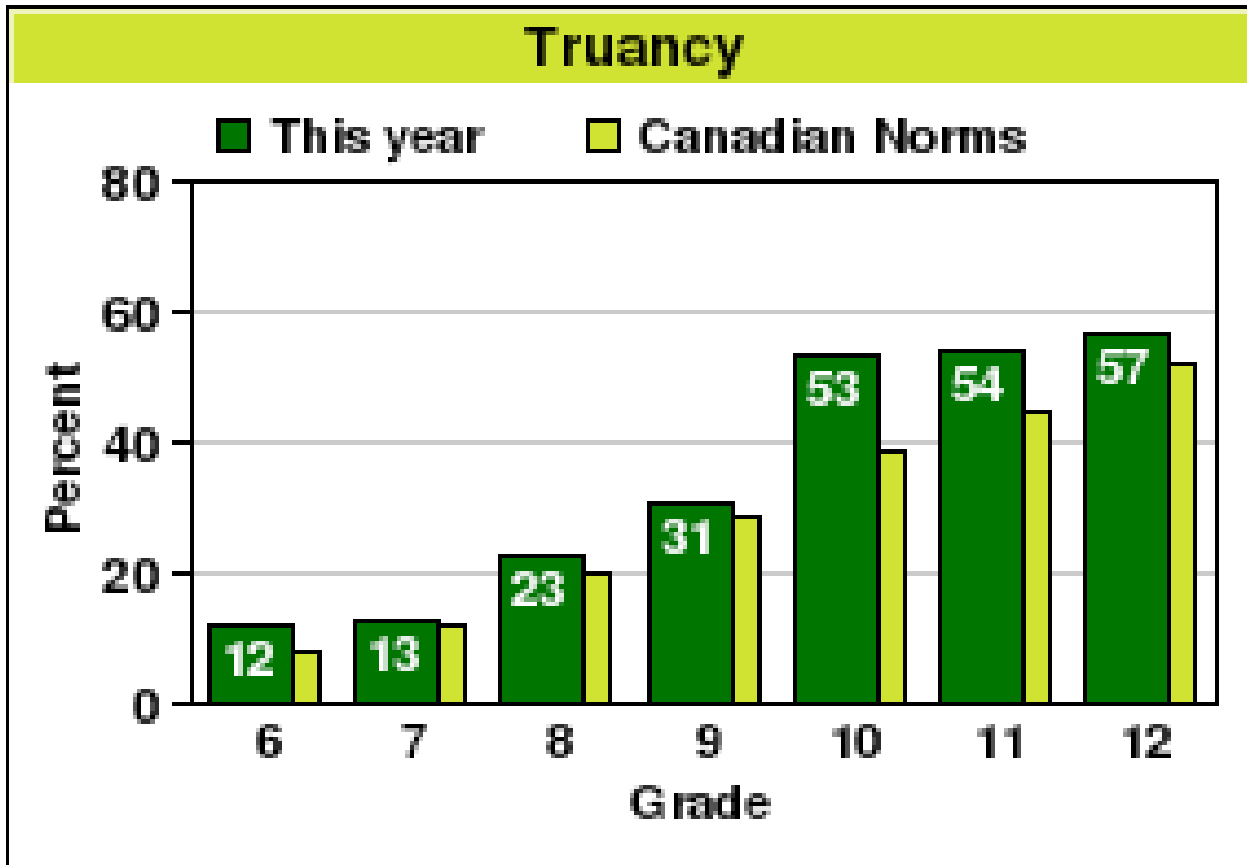
### **Students that value school outcomes**

Students believe that education will benefit them personally and economically, and will have a strong bearing on their future. 78% of students in this district valued School Outcomes; the Canadian norm for these grades is 76%. 81% of the girls and 76% of the boys in this district valued School Outcomes. The Canadian norm for girls is 79% and for boys is 74%.



#### Hours per day spent doing homework

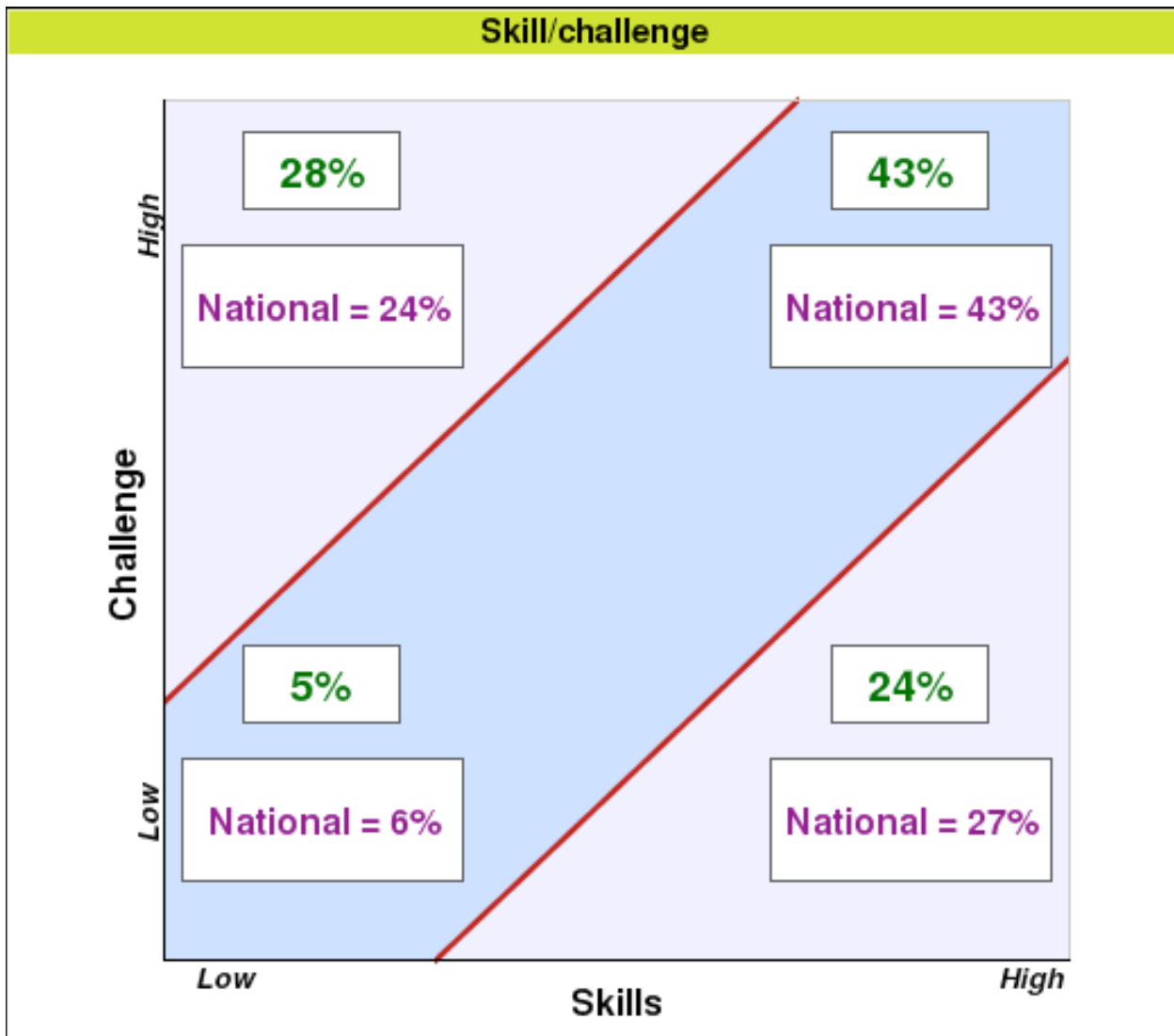
During a typical WEEK DAY (i.e., Monday to Friday), the average time students spend on homework. In this district, students on average spent 0.8 hours per day on Homework; the Canadian norm for these grades is 0.9 hours. In this district, girls on average spent 0.9 hours and boys on average spent 0.6 hours per day on Homework. The Canadian norm for girls is 1 hour and for boys is 0.8 hours.



#### 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 district, the Student Truancy Rate was 35%; the Canadian norm for these grades is 29%. In this district, the Truancy Rate for girls was 33% and for boys, 37%. The Canadian norm for girls is 27% and for boys is 32%.

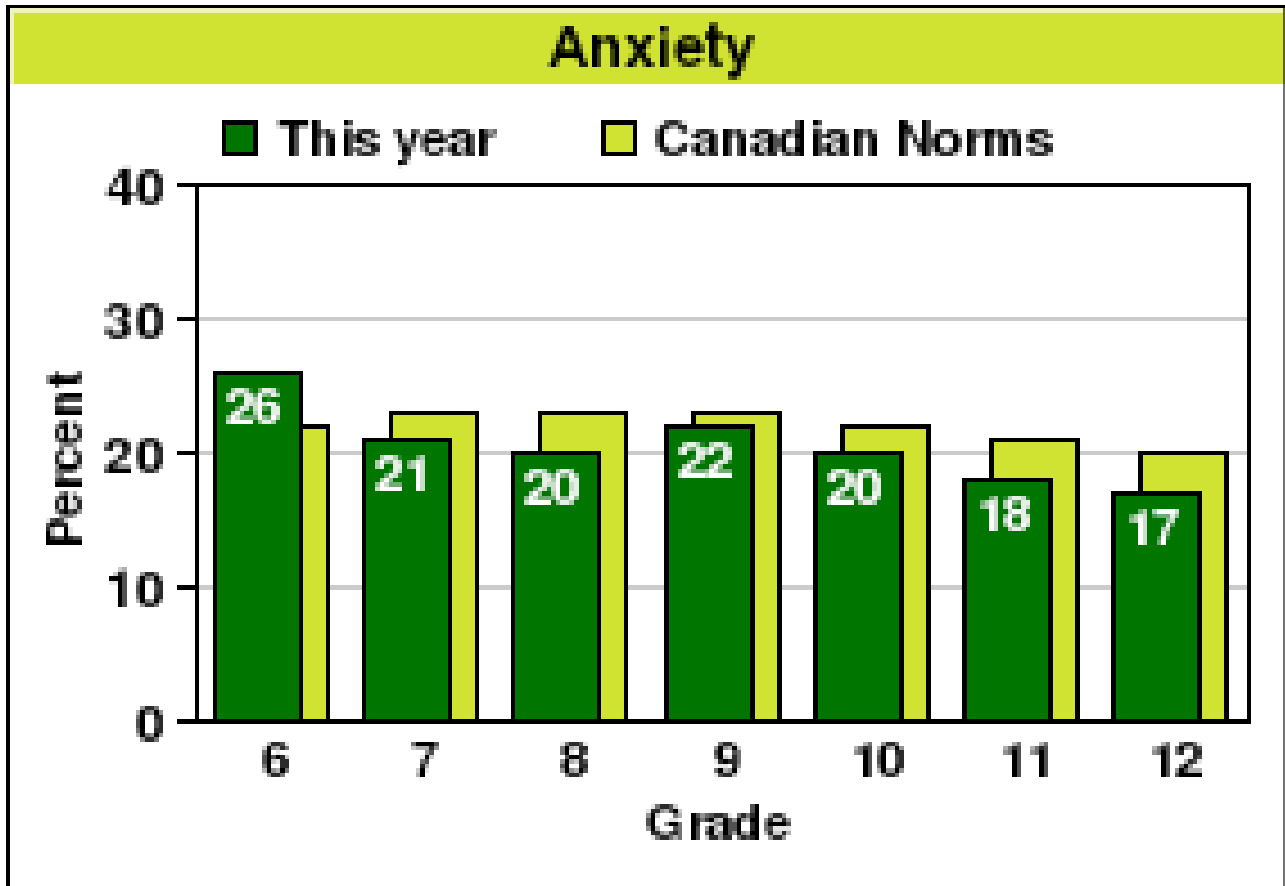
## Intellectual Engagement



### **Skill/challenge**

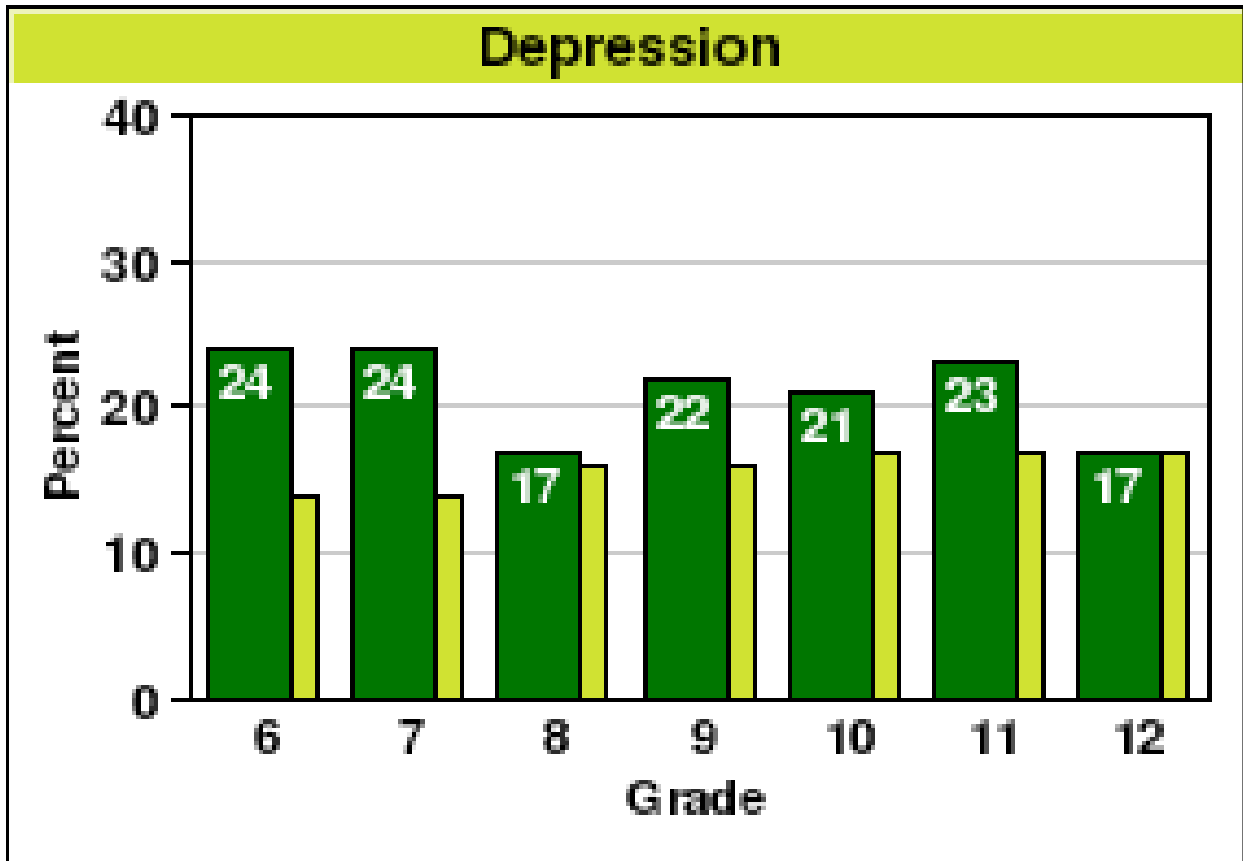
Students feel challenged in their language arts, math and science classes and feel confident of their skills in these subjects. 43% of students in the district had scores that placed them in the desirable quadrant with high skills and high challenge. The Canadian norm for these grades is 43%. 24% of students were confident of their skills but did not find classes challenging. The Canadian norm for these grades is 27%. 28% of students were not confident of their skills and found language arts, math or science challenging. The Canadian norm for this category is 24%. 5% of students lacked confidence in their skills and did not feel they were challenged. The Canadian norm for this category is 6%.

## *Emotional Engagement*



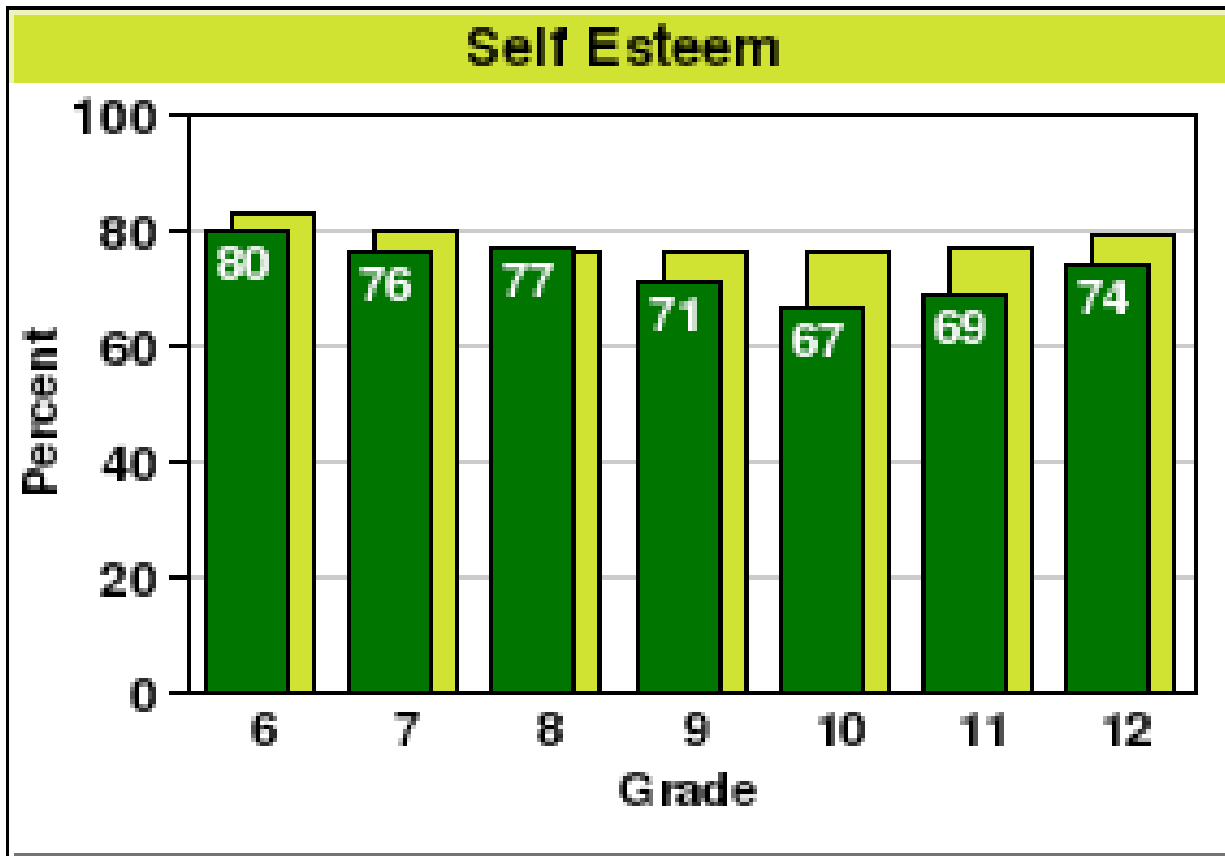
### **Students with moderate or high levels of anxiety**

Students have intense feelings of fear, intense anxiety, or worry about particular events or social situations. 21% of students in this district had moderate to high levels of Anxiety; the Canadian norm for these grades is 22%. 26% of the girls and 15% of the boys in this district had moderate to high levels of Anxiety. The Canadian norm for girls is 27% and for boys is 17%.



**Students with moderate or high levels of depression**

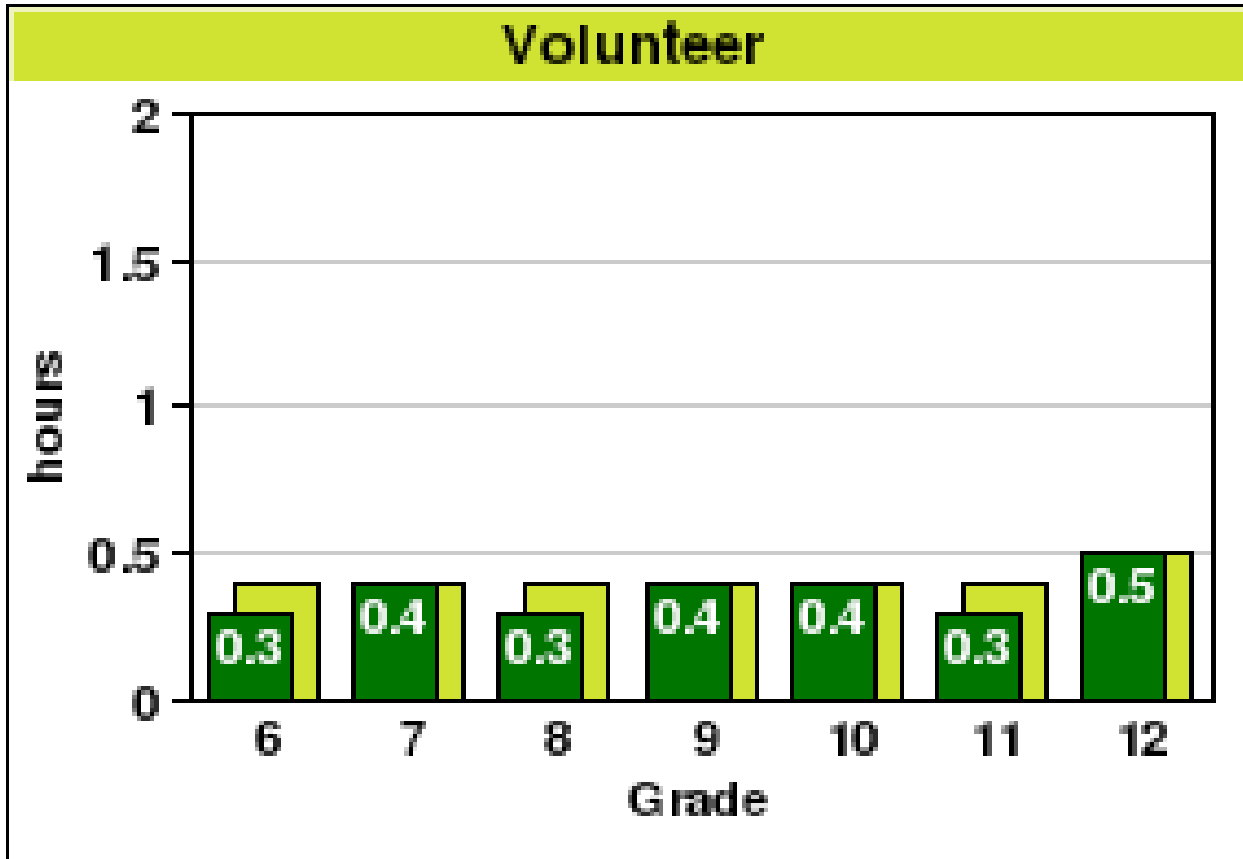
Students have prolonged periods when they feel sad, discouraged, and inadequate. 21% of students in this district had moderate to high levels of Depression; the Canadian norm for these grades is 16%. 27% of the girls and 16% of the boys in this district had moderate to high levels of Depression. The Canadian norm for girls is 20% and for boys is 12%.



**Students with a positive self esteem**

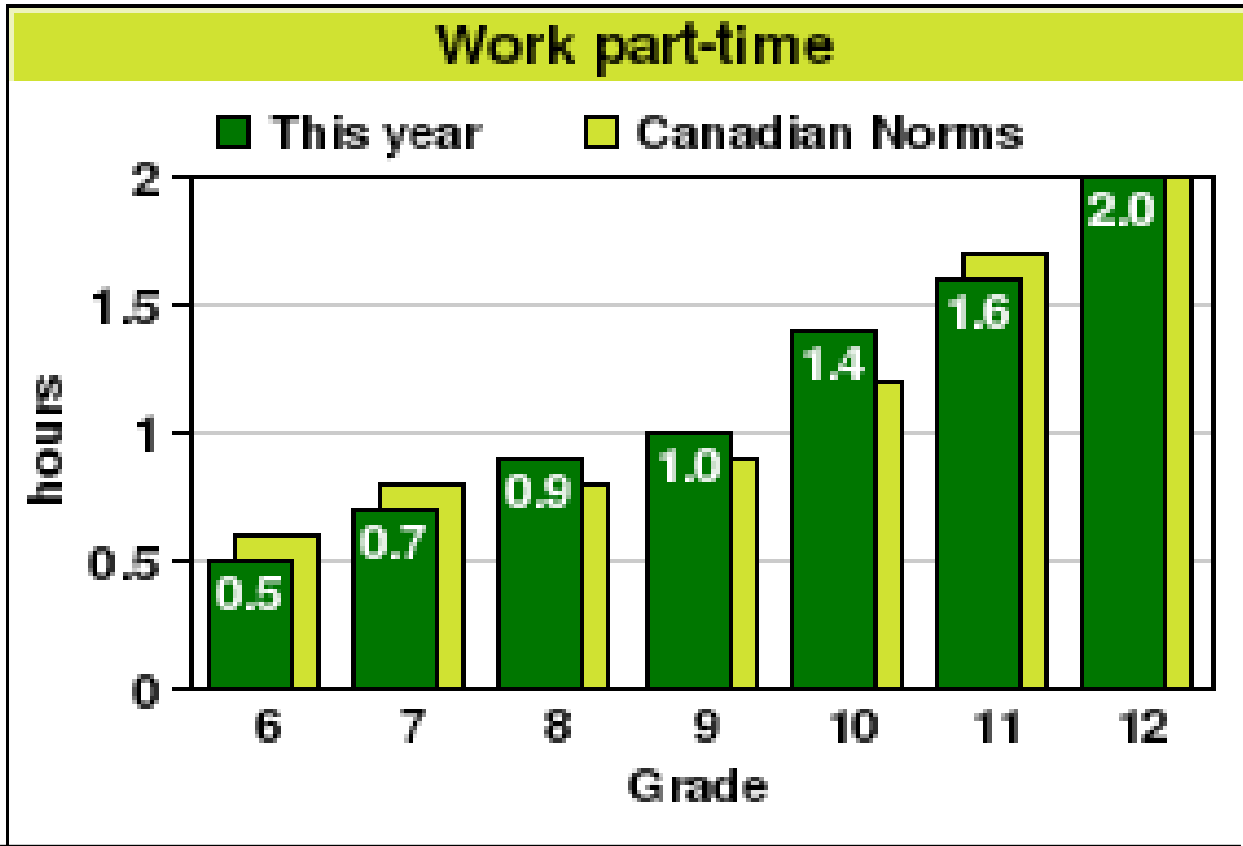
Students like and accept themselves, and are proud of their accomplishments. 73% of students in this district had high Self Esteem; the Canadian norm for these grades is 78%. 70% of the girls and 77% of the boys in this district had high Self Esteem. The Canadian norm for girls is 75% and for boys is 81%.

## Other Social Engagement



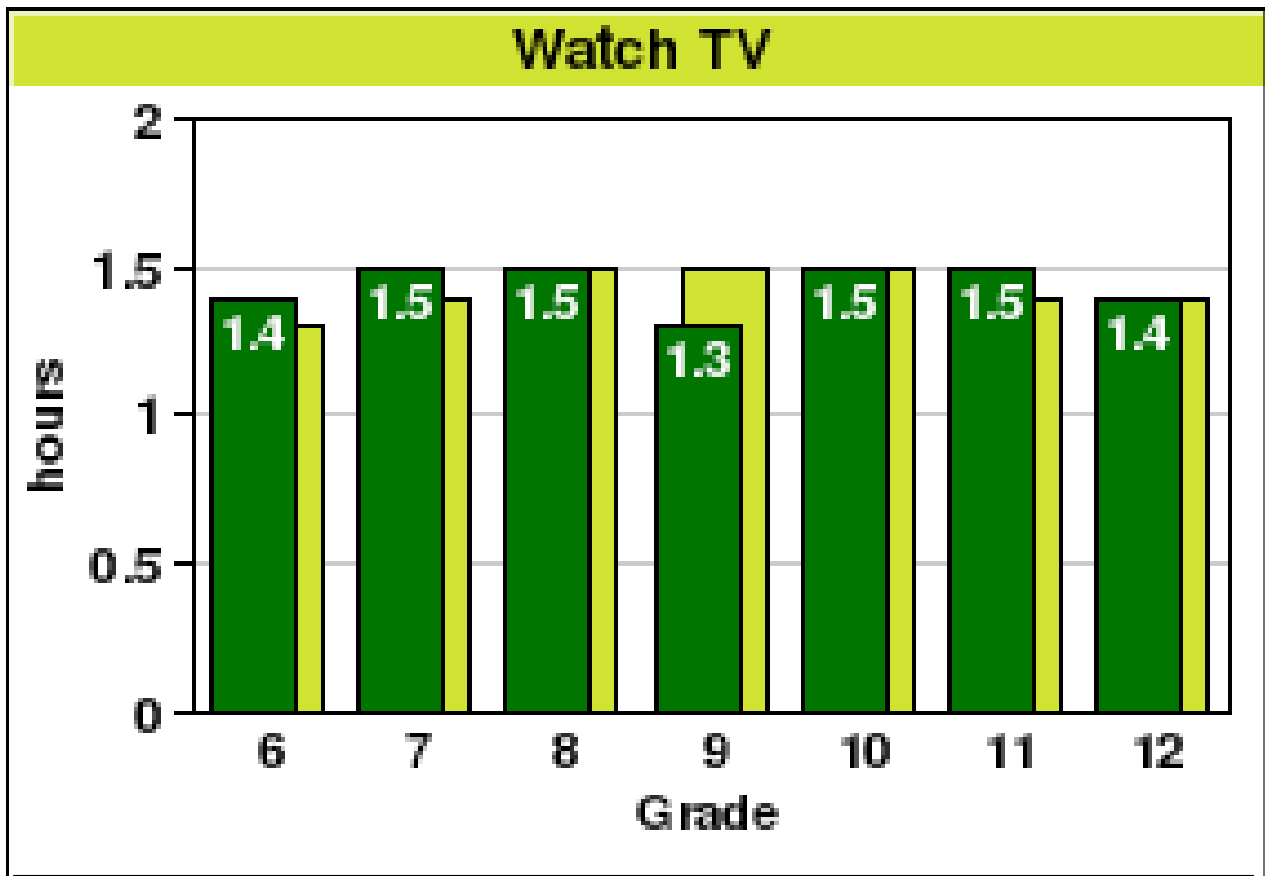
### **Hours per day spent volunteering**

During a typical WEEK DAY (i.e., Monday to Friday), the average time students spend volunteering. In this district, students on average spent 0.4 hours per day on Volunteer Work; the Canadian norm for these grades is 0.4 hours. In this district, girls on average spent 0.4 hours and boys on average spent 0.3 hours per day on Volunteer Work. The Canadian norm for girls is 0.5 hours and for boys is 0.4 hours.



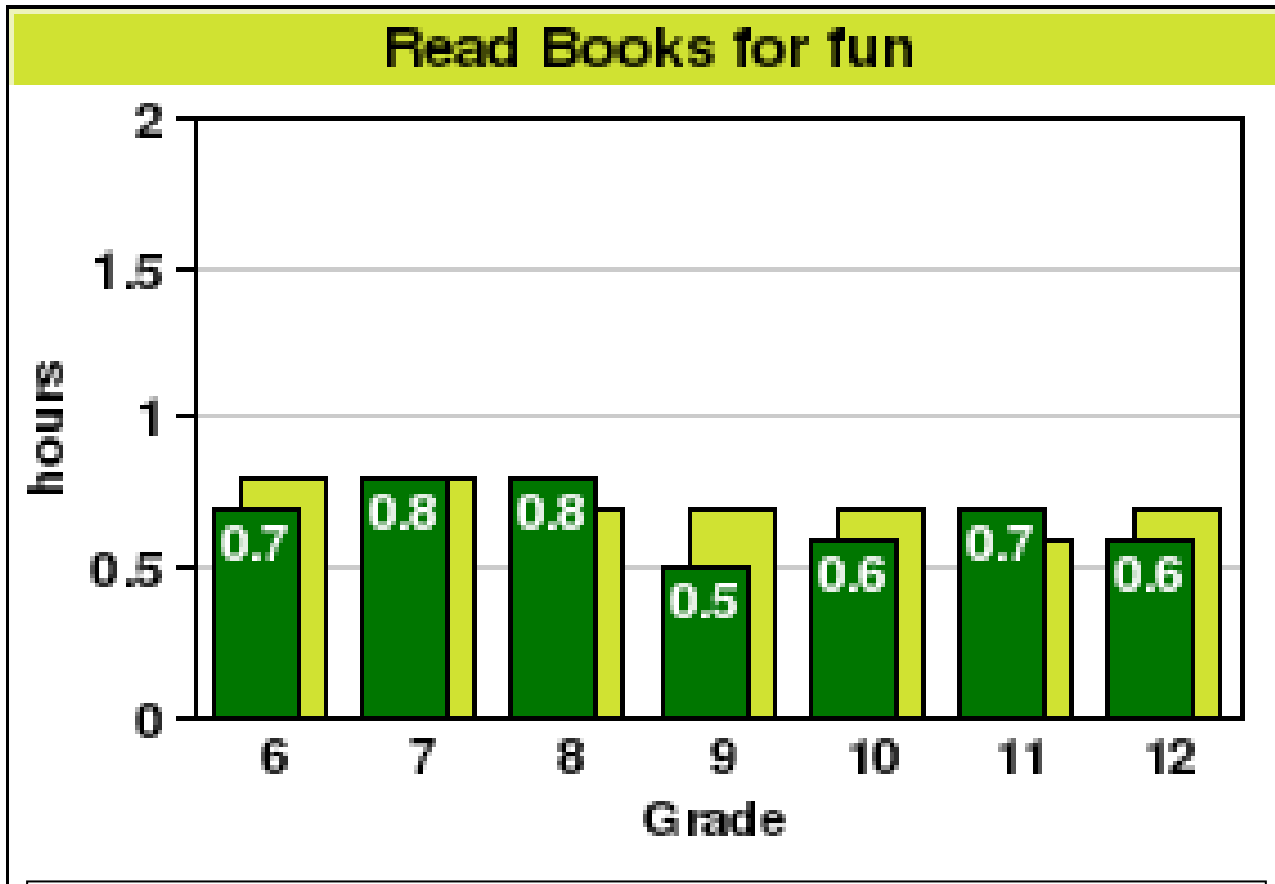
**Hours per day spent working part-time**

During a typical WEEK DAY (i.e., Monday to Friday), the average time students spend on part-time job. In this district, students on average spent 1.1 hours per day Working Part-time; the Canadian norm for these grades is 1.2 hours. In this district, girls on average spent 1.3 hours and boys on average spent 1 hour per day Working Part-time. The Canadian norm for girls is 1.3 hours and for boys is 1 hour.



#### Hours per day spent watching TV

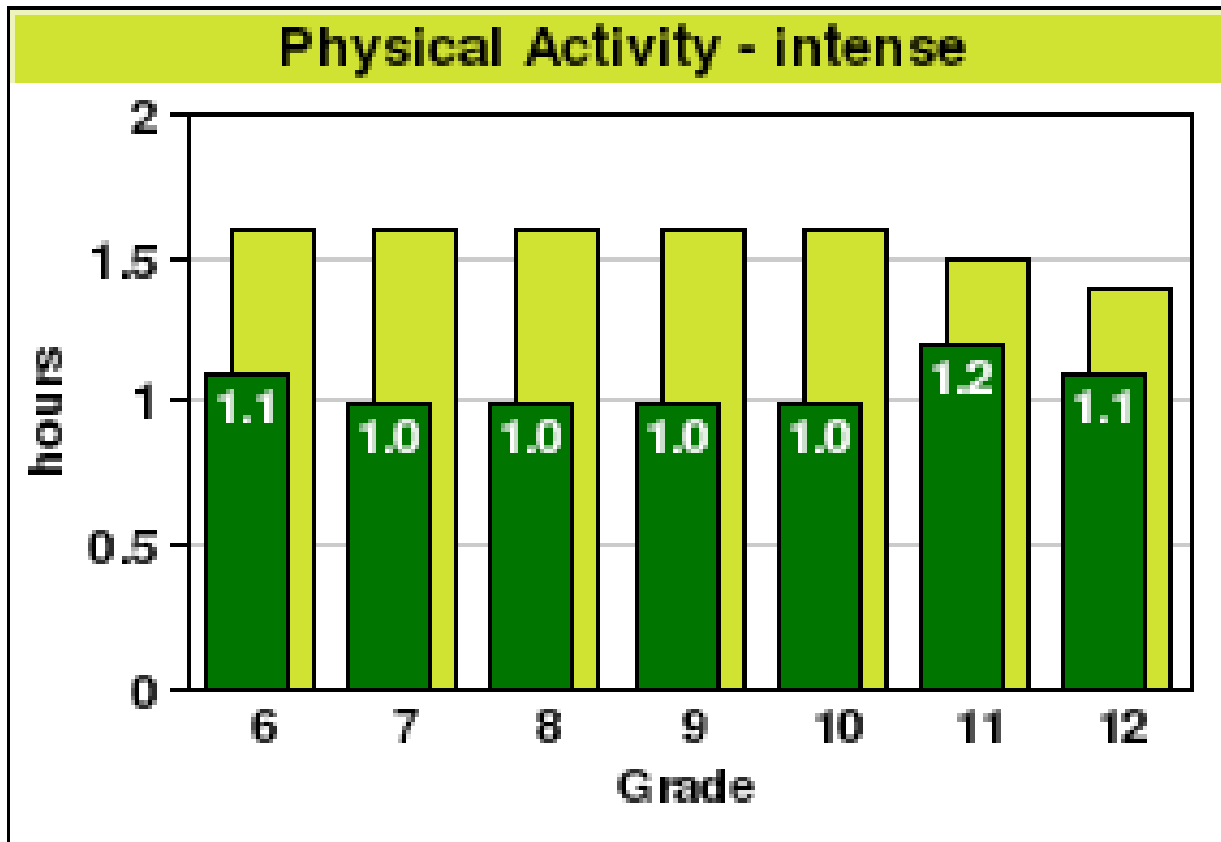
During a typical WEEK DAY (i.e., Monday to Friday), the average time students spend watching TV. In this district, students on average spent 1.4 hours per day Watching TV; the Canadian norm for these grades is 1.4 hours. In this district, girls on average spent 1.4 hours and boys on average spent 1.5 hours per day Watching TV. The Canadian norm for girls is 1.3 hours and for boys is 1.5 hours.



**Hours per day spent reading books for fun**

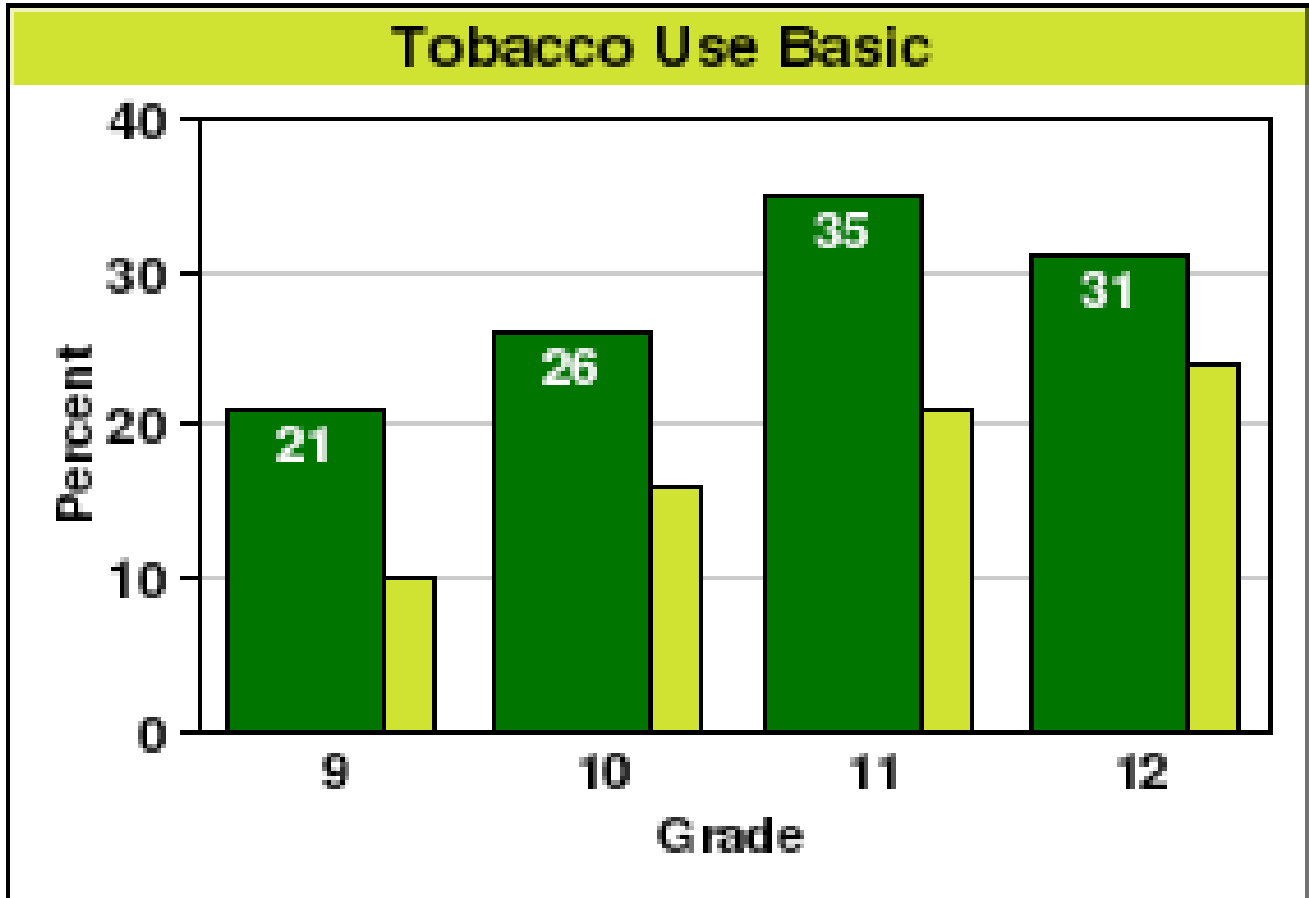
During a typical WEEK DAY (i.e., Monday to Friday), the average time students spend reading books. In this district, students on average spent 0.7 hours per day on Leisure Reading; the Canadian norm for these grades is 0.7 hours. In this district, girls on average spent 0.9 hours and boys on average spent 0.5 hours per day on Leisure Reading. The Canadian norm for girls is 0.9 hours and for boys is 0.6 hours.

## PHYSICAL HEALTH OUTCOMES



### Hours per day spent doing intense physical activity

During a typical WEEK DAY (i.e., Monday to Friday), the average time students spend on intense physical activities. In this district, students on average spent 1.1 hours per day on Physical Activities; the Canadian norm for these grades is 1.6 hours. In this district, girls on average spent 1 hour and boys on average spent 1.1 hours per day on Physical Activities. The Canadian norm for girls is 1.4 hours and for boys is 1.7 hours.

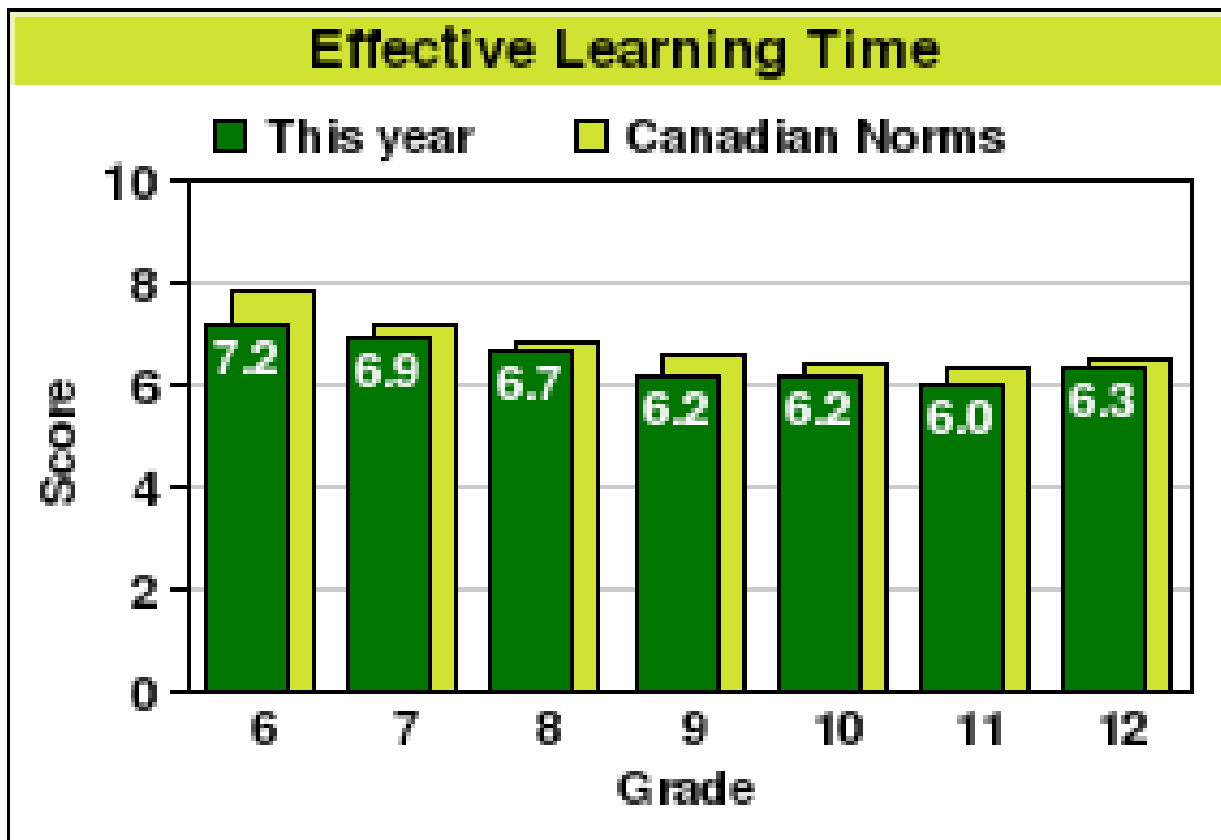


#### Students that use tobacco

The percentage of students that use tobacco occasionally or at least once every day. 28% of students in this district indicated they were Occasional or Regular Tobacco Users; the Canadian norm for these grades is 18%. 28% of the girls and 28% of the boys in this district were Occasional and Regular Tobacco Users. The Canadian norm for girls is 17% and for boys is 19%.

## DRIVERS OF STUDENT OUTCOMES

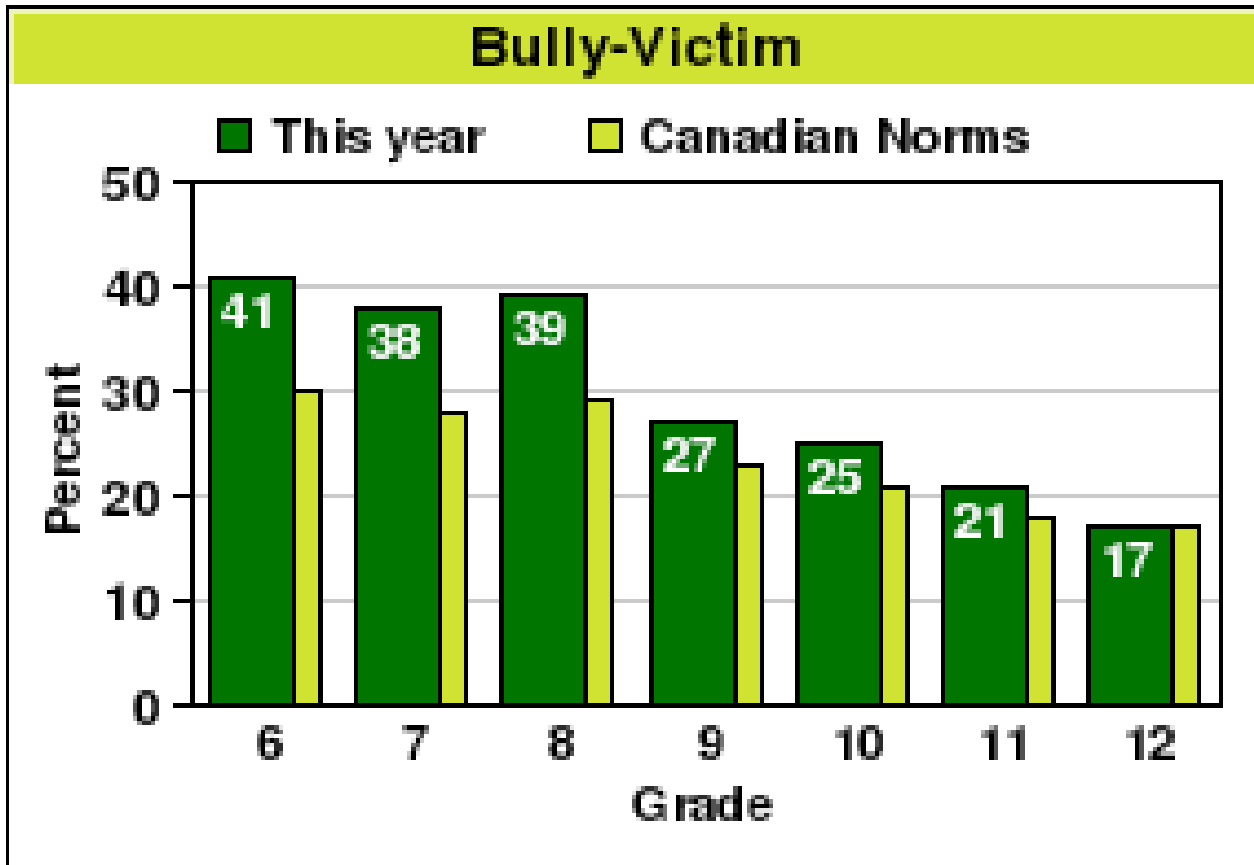
### Instructional Context



#### **Effective learning time**

Important concepts are taught well, class time is used efficiently, and homework and evaluations support course objectives. In this district, students rated Effective Classroom Learning Time 6.5 out of 10; the Canadian norm for these grades is 6.8. In this district, Effective Classroom Learning Time was rated 6.6 out of 10 by girls and 6.5 out of 10 by boys. The Canadian norm for girls is 6.9 and for boys is 6.7.

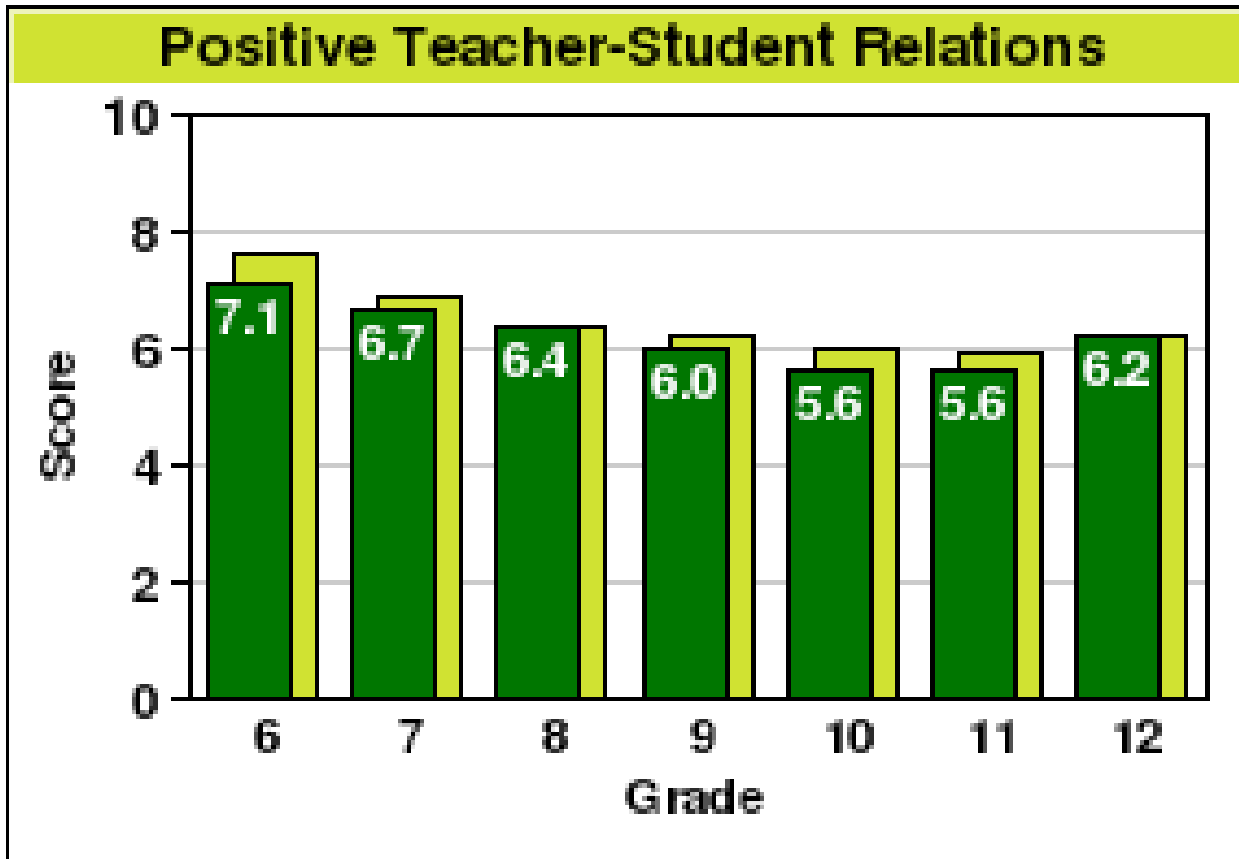
## School Context



### **Students who are victims of bullying**

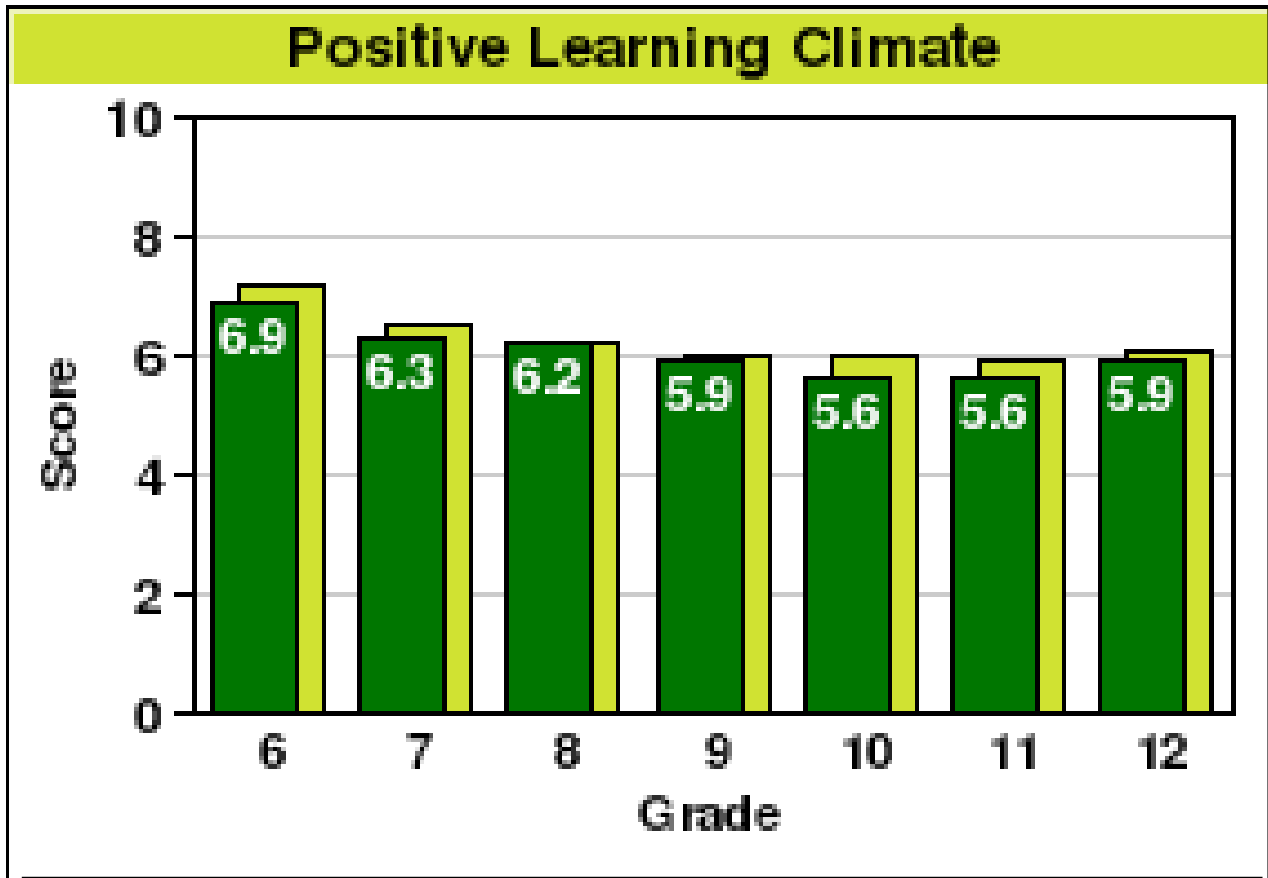
Students are subjected to physical, social, or verbal bullying, or are bullied over the Internet. 30% of students in this district were victims of moderate to severe Bullying in the previous month; the Canadian norm for these grades is 24%. 29% of the girls and 31% of the boys in this district were victims of moderate to severe Bullying in the previous month. The Canadian norm for girls is 22% and for boys is 25%.

## Classroom Context

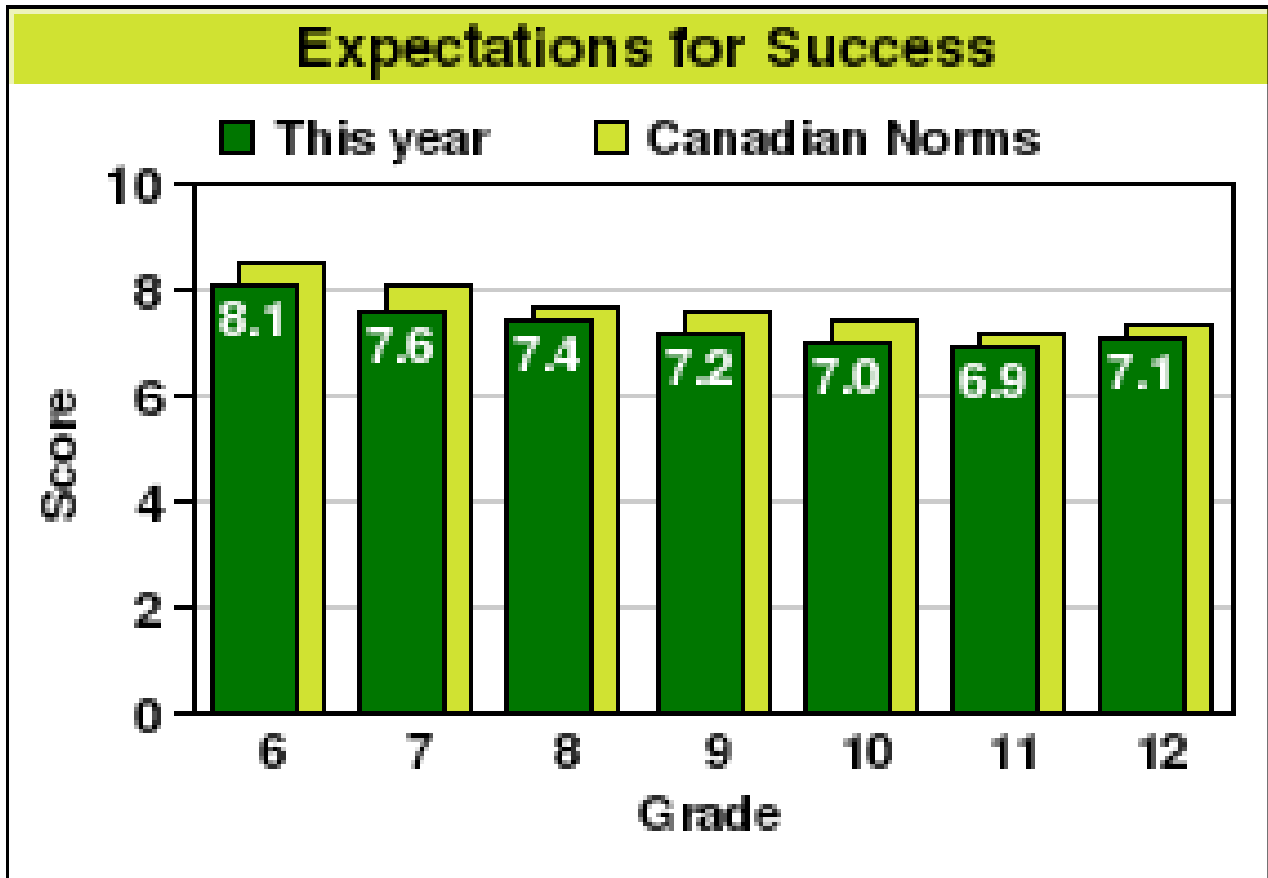


### **Positive Teacher-Student Relations**

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach. In this district, Positive Teacher-Student Relations were rated 6.2 out of 10; the Canadian norm for these grades is 6.5. In this district, Positive Teacher-Student Relations were rated 6.3 out of 10 by girls and 6.2 out of 10 by boys. The Canadian norm for girls is 6.6 and for boys is 6.4.

**Positive learning climate**

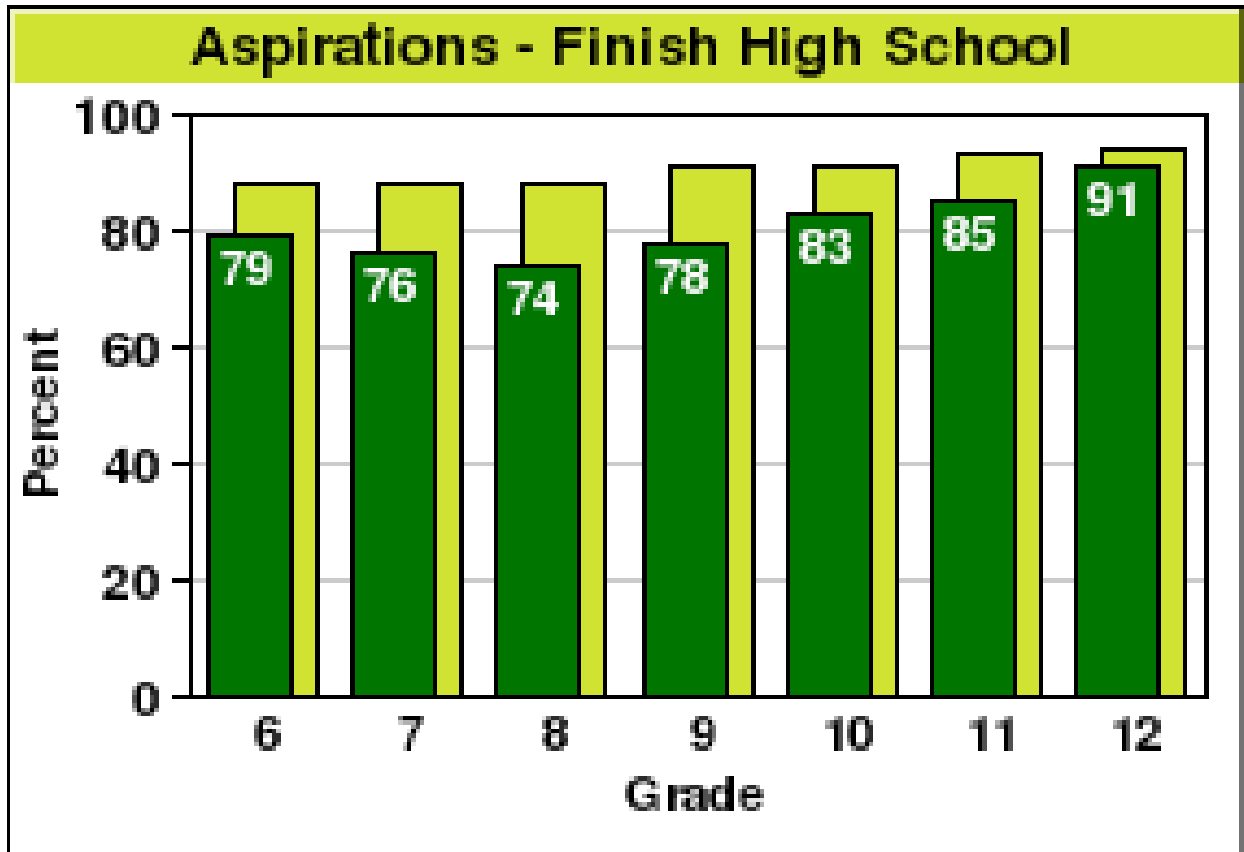
There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed. In this district, students rated Disciplinary Climate of the Classroom 6.1 out of 10; the Canadian norm for these grades is 6.3. In this district, Disciplinary Climate of the Classroom was rated 6.1 out of 10 by girls and 6 out of 10 by boys. The Canadian norm for girls is 6.4 and for boys is 6.2.



#### Expectations for Success

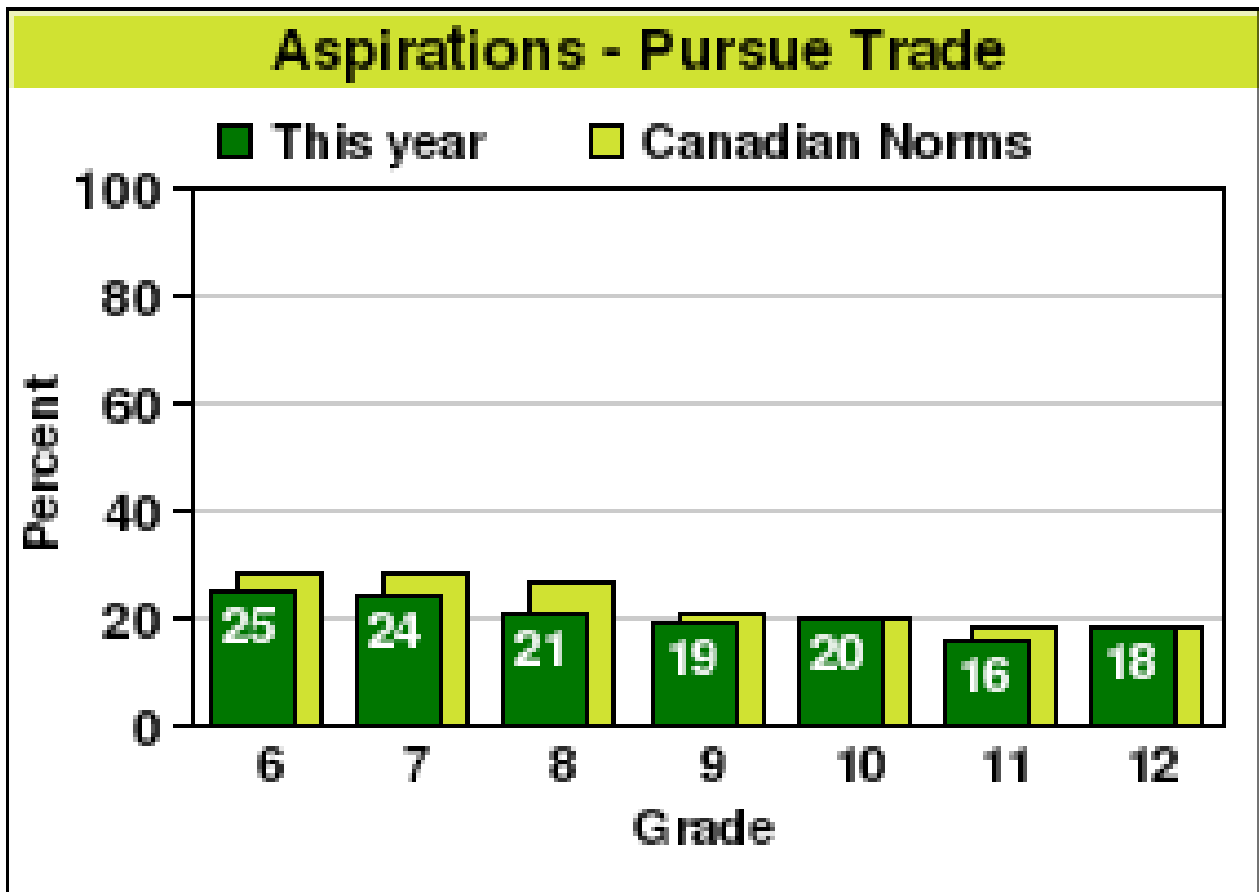
The school staff emphasizes academic skills and hold high expectations for all students to succeed. In this district, students rated Teachers' Expectations for Academic Success 7.3 out of 10; the Canadian norm for these grades is 7.7. In this district, Teachers' Expectations for Academic Success were rated 7.5 out of 10 by girls and 7.1 out of 10 by boys. The Canadian norm for girls is 7.9 and for boys is 7.5.

Family Context



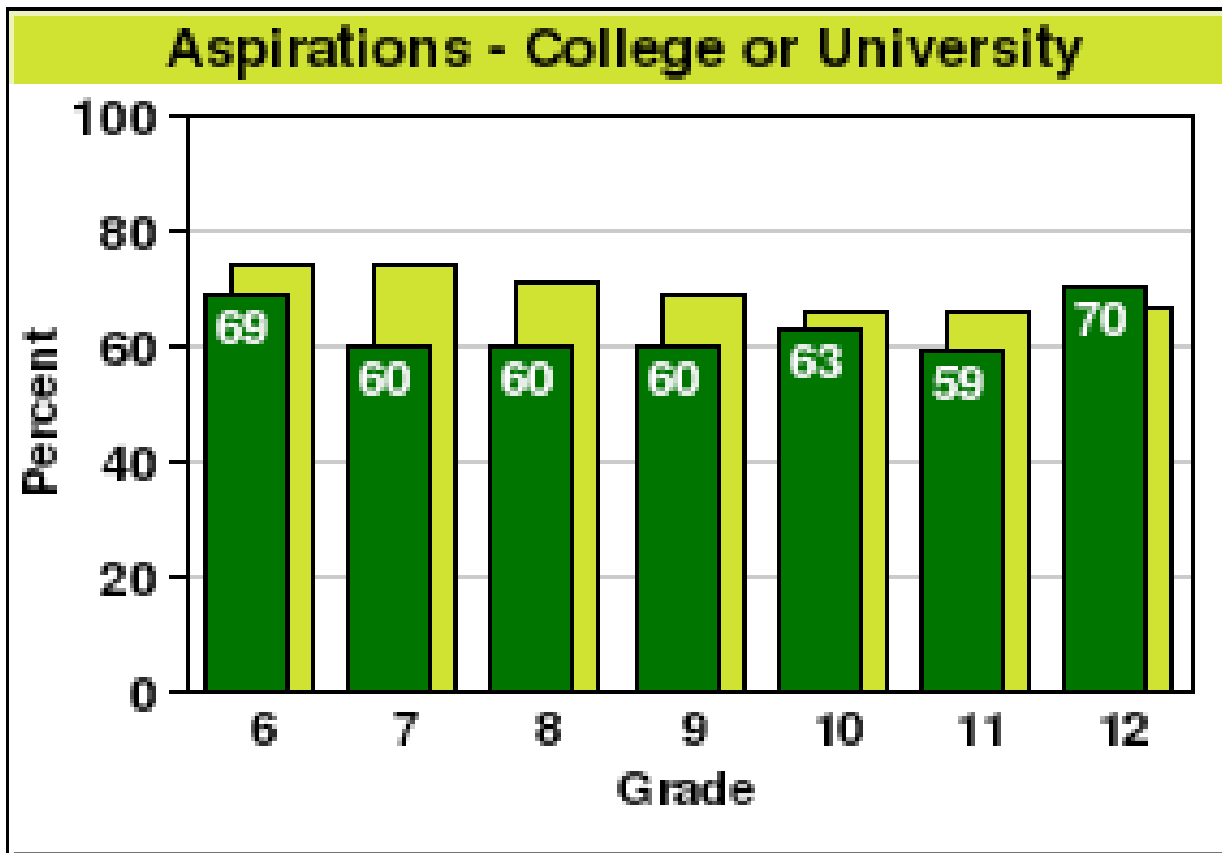
**Students planning to finish high school**

Students plan to finish high school. 81% of students in this district had aspirations for finishing High School; the Canadian norm for these grades is 91%. 86% of the girls and 76% of the boys in this district had aspirations for Finishing High School. The Canadian norm for girls is 93% and for boys is 88%.



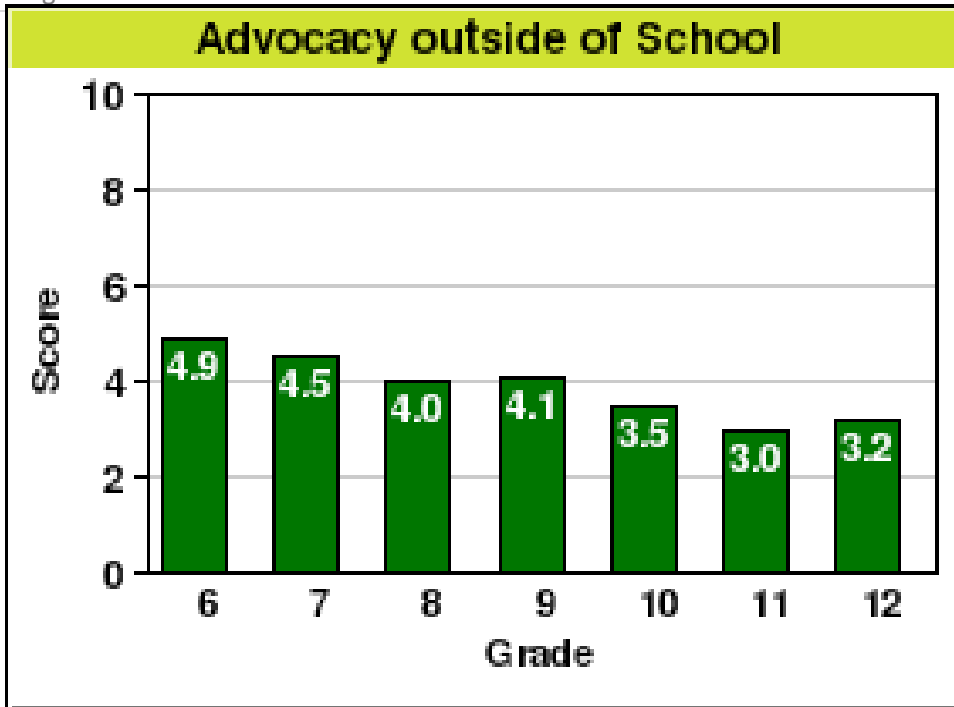
**Students planning to pursue a trade or apprenticeship program**

Students plan to finish high school, and afterwards pursue a trade or apprenticeship program. 20% of students in this district planned to pursue a trade or apprenticeship program; the Canadian norm for these grades is 23%. 16% of the girls and 25% of the boys in this district planned to pursue a trade or apprenticeship program The Canadian norm for girls is 19% and for boys is 27%.



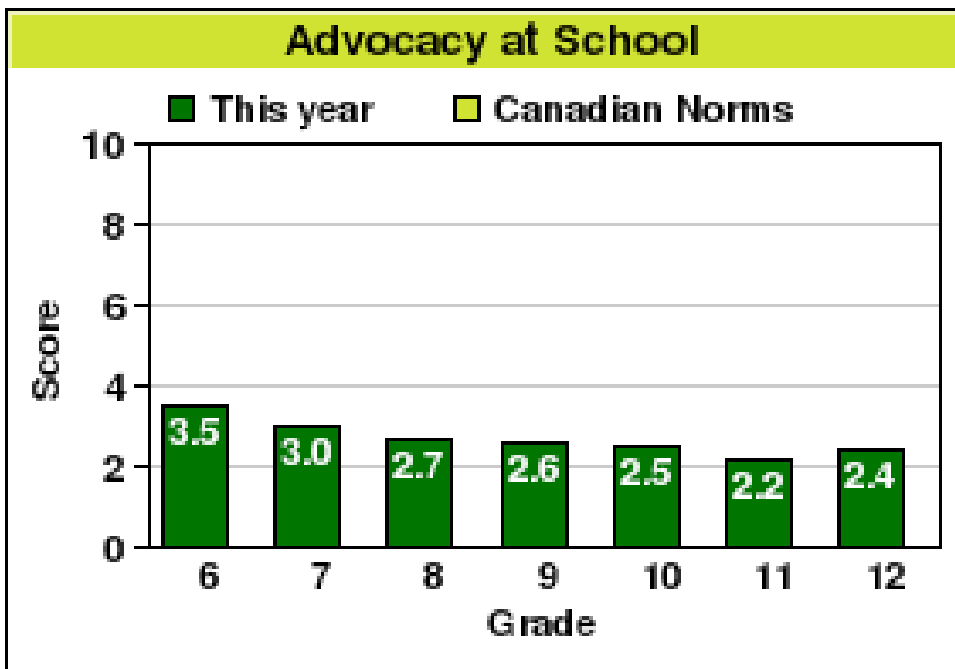
**Students planning to go to college or university**

Students plan to pursue a post-secondary education. 63% of students in this district had aspirations for pursuing a post-secondary education; the Canadian norm for these grades is 70%. 72% of the girls and 54% of the boys in this district had aspirations for Going to College or University. The Canadian norm for girls is 78% and for boys is 62%.



**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 district, students rated Advocacy outside School 3.9 out of 10. In this district, Advocacy outside School was rated 3.9 out of 10 by girls and 3.8 out of 10 by boys.



**Advocacy at School**

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. In this district, students rated Advocacy at School 2.7 out of 10. In this district, Advocacy at School was rated 2.7 out of 10 by girls and 2.6 out of 10 by boys.