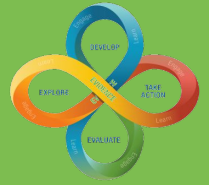


Frank Spragins High School

Where Everyone Belongs

Education Plan for Frank Spragins High School
James Hayward
Spring 2023



Frank Spragins High School is Fort McMurray's first outreach school, and the only outreach school in Fort McMurray to offer junior high programming. We offer a blend of assisted self-paced instruction and independent learning, in both on and off-campus programs. Students choose Frank Spragins for a variety of reasons including more personalized instruction and support, flexible scheduling and timetabling, mode of curriculum delivery, evening instructional hours, a nursery classroom for student parents, our very popular food service program, as well as the mental health and wellness supports that we offer.

Frank Spragins is also the school of choice in Fort McMurray for adult students, as well as graduated students who are looking to upgrade their courses in order to gain admission to post-secondary institutions. In addition to this, the Dual-Enrollment program at Frank Spragins is once again growing in response to requests to fulfill needs for the other FMPSD high schools, due to courses that they are no longer offering or current classes there that have reached their maximum capacity. Despite this recent growth, we are no longer receiving dual-students from some of our traditional sources of growth due to the fact that Fort McKay and Fort Chipewyan have recently established new schools in their own communities, and FMCSO has now opened its own "Outreach" program as well.

Frank Spragins staff consists of 8.0 Full Time Equivalency (FTE) ATA staff, 0.6 FTE Counseling staff, 0.2 FNMI Liaison, 2.0 FTE Educational Assistants, 1.0 FTE Food Services Assistant, and 2.0 FTE School Secretaries.

Frank Spragins has a current core enrollment of 302 students – up 10 students from this point in the 2021/22 school year. Unlike mainstream schools in FMPSD, our enrollment grows all year long, and by the end of the school year we are usually over 300 students. In addition to this, so far this year we have had 104 dual-students, almost all of whom came to us from other FMPSD high schools. Nineteen percent of our students are of First Nations, Metis, or Inuit descent. There are currently 76 students identified with special needs at our school (including 10 students with severe needs); 26 of these are code 40's, and 50 are code 50's. Frank Spragins currently has no ELL students. Frank Spragins High School graduated 39 students in June 2022, and at this point in the school year, we have 80 potential graduates this year.

The central part of our school culture entails addressing the many challenges in our students' lives: mental health, homelessness, substance abuse & addictions, troubled home lives, and significant gaps in education. Our school growth initiatives centre around the knowledge that, by addressing these challenges and areas of basic need, we are then enabling our students to be more successful academically.

Sincerely,

James Hayward
Principal - Frank Spragins High School



FMPSD GOALS

1. High-Quality Learning Opportunities for All
2. Excellence in Student Learning Outcomes
3. Supporting First Nations, Métis and Inuit Students
4. Highly Responsive and Responsible Jurisdiction

ASSURANCE CYCLE

1. Explore - Analyze and Interpret
2. Develop - Identification of Problem, Strategy and Plan
3. Take Action - Implement and Adjust
4. Evaluate - Impact on Outcomes

CURRENT STATE

STRENGTHS

Very high levels of achievement for the school in the areas of Education Quality, WCRSLE, Access to Supports and Services, Lifelong Learning, Program of Studies, Programs for At-Risk Students, Safe and Caring Schools, Program Access Satisfaction, Citizenship, Work Preparation, and Student Learning Engagement.

Our SCHOOL Survey results: Near or above Canadian averages on most metrics. Positive Behaviour and Student Effort is now above Canadian averages. Student Interest and Motivation continues to be 25% higher than the Canadian average, and Student Sense of Belonging at the school is 20% higher than the Canadian average. Frank Spragins experienced a 25% increase in Cultural Awareness this year.

AREAS FOR GROWTH

- Positive Relationships: Only 50% of our students indicate that they have positive relationships in their personal lives. This is in comparison to 75% for the average Canadian student of their age group.
- Only 50% of our students reported having positive general health, and our students use Tobacco and Marijuana at double the rate of the average Canadian student of their age group.

LOCAL CONTEXT

As Fort McMurray's primary Outreach program, the students that we work with

- are often from marginalized demographics
- often have considerable mental health challenges
- often struggle with addictions and substance abuse
- often have little to no parental involvement in their lives
- often have significant gaps in their education prior to registering with us

As such, our school/staff places a higher focus on student health and wellness. Staff strive to form positive relationships with students, and our students know that they are cared for. This creates a safe and welcoming environment for our students, and that allows us to then help them to achieve success in their education.

STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING
 - o Frank Spragins staff will use PLF Fridays to engage in the process of implementing Alberta's Framework for Building Mentoring Relationships
 - o Frank Spragins staff will use PLF Fridays to engage in the PACES training program (Provincial Addiction & Mental Health Curricula & Experiential Skills)
2. MATERIAL RESOURCES
 - o Each staff member will require a physical copy of the Alberta Framework for Building Mentoring Relationships, and will require their classroom computer and associated technology in order to access and complete the PACES training modules
3. HUMAN RESOURCES
 - o Staff will require time for the assigned readings associated with our PLF goals, and PLF time will also be used for the planning and implementation of our learnings.

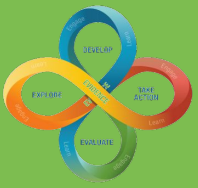
INDICATORS OF SUCCESS

MOVING TO DESIRED OUTCOME

- Staff will achieve a greater understanding of the barriers to the development of positive relationships in our students lives, allowing the school to create an environment that helps students develop crucial relationship building skills, and earn high school credits in the process.

- Staff will learn individual teacher-based, school-wide, and community-based strategies to address our students' addictions issues, and to better support our students' mental health, enabling them to better focus on their academic progress and success

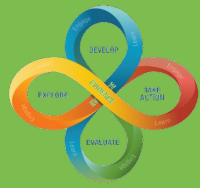
- Implementation of the Mentoring Framework & Increased and more effective supports for student mental health and addictions will lead to higher rates of student work completion, academic achievement, and graduation rates - but also higher rates of positive relationships, life satisfaction, and lower rates of substance abuse for our students.



FMPSD PRIORITY AREA: Priority 1

DESIRED OUTCOME: IF time and resources were made available for staff to learn about and implement Alberta's Framework for Building Mentoring Relationships in Schools, THEN we would expect that students' quality of life would improve (while earning additional credits towards graduation in the process) - which in turn should lead to improved Positive Relationships, Anxiety & Depression, General Health, Life Satisfaction, and Substance Abuse - and in turn, improved Diploma Exam results, Completion Rates, Post Secondary Transition Rates

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>Our students have struggled in Social-Emotional indicators and outcomes of the OurSCHOOL survey - in particular in the area of Positive Relationships in our students' personal lives. While recognizing that this is not abnormal in the Outreach context, in the spirit of continuous improvement this is an area that we would like to address and improve for the benefit of our students' wellness.</p>	<p>Our students' learning gaps are very much intertwined with the multiple negative complications that are typical in our students' lives. For example: Positive Relationships: 25% below the Canadian norm. Student Depression: 20% above the Canadian Norm. Anxiety: 10% above the Canadian Norm. Marijuana and Tobacco use: Double the average Canadian student usage rate. General Health and Life Satisfaction: Both below 60%.</p>	<p>While survey data indicates that our teachers have very positive relationships with our students (8.9/10 compared to a Canadian average of 6.3/10), our teachers have not been trained or enabled to instill those crucial relationship-building skills in our students, and therefore our students are often engaged in very unhealthy and harmful relationships in their personal lives.</p>	<p>Our staff will engage in professional learning to become both knowledgeable and competent in Alberta's Framework for Building Mentoring Relationships in Schools. Staff will also apply this knowledge to familiarize themselves with the 7 associated module-based courses through which our students can earn high school credits towards graduation. Through this professional learning we then aim to engage our students in the process of learning how to become positive mentors, which in turn will allow them to develop the skills that they need for positive relationships in their personal lives. This improvement in quality of life should lead to decrease negative complications in our students' lives and increased academic success. Our School council is supportive of this initiative, and stakeholder engagement is inherent in our plan as outreach to the greater community will be necessary for students to form mentoring relationships.</p>	<p>There are several ways in which we will know if our strategies are working. First of all, student engagement in this initiative can be measured numerically by the number of credits earned in the module-based courses that are associated with the Mentoring Framework. Secondly, if our strategies are working, we should be seeing our students actively engaged in mentoring relationships by the end of the school year. And ultimately, the relationship-building skills that they develop from this initiative should result in improved results in the Social-Emotional outcomes of the OurSCHOOL survey.</p>	<p>Our long-term desired outcome is for increased academic success for our students, as measured by exam results, graduations rates, and transition rates. However we know that, for our students, this happens indirectly by first meeting their basic needs and improving their quality of life by reducing the negative life complications that they face.</p>



FMPSD PRIORITY AREA: Priority 2

DESIRED OUTCOME: IF time and resources were made available for staff to engage in Alberta Health Services PACES (Provincial Addiction & Mental Health Curricula & Experiential Skills) training, THEN we would expect that staff would have a better understanding as to how we as a school can more effectively support our many students who struggle with addictions and mental health challenges - which in turn should lead to improved Diploma Exam results, Completion Rates, and Post Secondary Transition Rates - but also improvements in Positive Relationships, Anxiety & Depression, General Health, Life Satisfaction, and Substance Abuse rates.

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>Our students have struggled in the mental health indicators amongst the Social-Emotional Outcomes of the OurSCHOOL survey. For example, Student anxiety and depression are 10 - 20% above Canadian averages. In addition to this, our students use tobacco and marijuana at twice the rate of the Canadian average, and we know that some of our students in engage in much more serious forms of substance abuse as well. While recognizing that this is not abnormal in the Outreach context, in the spirit of continuous improvement this is an area that we would like to address and improve for the benefit of our students' wellness.</p>	<p>Our students' learning gaps are very much intertwined with the multiple negative complications that are typical in our students' lives. For example: Positive Relationships: 25% below the Canadian norm. Student Depression: 20% above the Canadian Norm. Anxiety: 10% above the Canadian Norm. Marijuana and Tobacco use: Double the average Canadian student usage rate. General Health and Life Satisfaction: Both below 60%. We do not have statistics regarding our students' other forms of substance abuse, but anecdotally we know that these rates are higher than the general population as well.</p>	<p>While our teachers have some training in assisting students with mental health challenges, this training is generally at the surface level - and our staff have no training in assisting students who struggle with addictions issues (which are very prevalent amongst our students). Therefore, despite best intentions, many of our students' negative life complications are not being addressed to the extent that will allow them to be academically success at the level that they are capable of.</p>	<p>Our staff will engage in professional learning to become trained in Alberta Health Services PACES program (Provincial Addiction & Mental Health Curricula & Experiential Skills). As per the description from Alberta Health Services, this program "Advances learners from a basic understanding to a mastery of the competencies required in the assessment and treatment of primary addiction and/or psychiatric comorbidities". Through this professional learning staff would have a better understanding as to how we as a school can more effectively support our many students who struggle with serious addictions and mental health challenges, with the intention of addressing students' basic needs and improving their quality of life. This improvement in quality of life should lead to decrease negative complications in our students' lives and increased academic success. Our School council is supportive of this initiative, and stakeholder engagement is inherent in our plan as outreach to community agencies for assistance will be a necessary tool in this initiative.</p>	<p>There are several ways in which we will know if our strategies are working:</p> <ul style="list-style-type: none"> -Increased student mental and physical wellness -Increased student attendance -Decreased rates of Anxiety and Depression -Forging of Positive Relationships with students -Decreased substance abuse and addictions -Increased student access to school-facilitated wrap-around supports <p>And ultimately, the impact of this initiative should result in improved results in the Social-Emotional outcomes of the OurSCHOOL survey.</p>	<p>Our long-term desired outcome is for increased academic success for our students, as measured by exam results, graduations rates, and transition rates. However we know that, for our students, this happens indirectly by first meeting their basic needs and improving their quality of life by reducing the negative life complications that they face.</p>

Required Alberta Education Assurance Measures - Overall Summary Fall 2022

School: 1858 Frank Spragins High School

Assurance Domain	Measure	Frank Spragins High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	94.3	88.8	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	95.7	91.0	93.0	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	42.8	29.4	28.6	83.2	83.4	81.1	Very Low	Improved	Issue
	5-year High School Completion	59.4	47.4	50.1	87.1	86.2	85.6	Very Low	Maintained	Concern
	PAT: Acceptable	20.0	n/a	n/a	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	4.0	n/a	n/a	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	62.8	n/a	48.5	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	5.1	n/a	8.2	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	95.4	95.9	97.0	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.9	94.9	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	99.3	94.8	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	75.0	90.0	84.0	78.8	79.5	81.5	Intermediate	Maintained	Acceptable

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 1858 Frank Spragins High School (ESL)

Assurance Domain	Measure	Frank Spragins High School (ESL)			Alberta (ESL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	78.5	78.7	76.0	n/a	n/a	n/a
	5-year High School Completion	n/a	*	n/a	86.1	86.9	85.9	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	65.8	n/a	70.2	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	15.2	n/a	16.4	n/a	n/a	n/a
	Diploma: Acceptable	*	n/a	n/a	59.0	n/a	72.5	n/a	n/a	n/a
	Diploma: Excellence	*	n/a	n/a	10.8	n/a	15.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

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- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
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- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Required Alberta Education Assurance Measures - Overall Summary Fall 2022

School: 1858 Frank Spragins High School (FNMI)

Assurance Domain	Measure	Frank Spragins High School (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	37.5	39.9	28.9	59.5	62.0	58.4	Very Low	Maintained	Concern
	5-year High School Completion	38.2	62.7	45.4	68.0	68.1	65.8	Very Low	Maintained	Concern
	PAT: Acceptable	0.0	n/a	n/a	46.4	n/a	54.0	n/a	n/a	n/a
	PAT: Excellence	0.0	n/a	n/a	6.4	n/a	7.4	n/a	n/a	n/a
	Diploma: Acceptable	64.7	n/a	48.5	68.7	n/a	77.2	n/a	n/a	n/a
	Diploma: Excellence	0.0	n/a	3.0	8.5	n/a	11.4	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

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Report on Student Outcomes and School Climate

OurSCHOOL Secondary School Survey (8694)

Frank Spragins High School Highlights

Your version of the **OurSCHOOL** student survey measures 34 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 44 students in this school that participated in the survey between 7 Mar. 2022 and 30 Mar. 2022. The number of students by grade level is:

- grade 9: 6
- grade10: 9
- grade11: 9
- grade12: 20

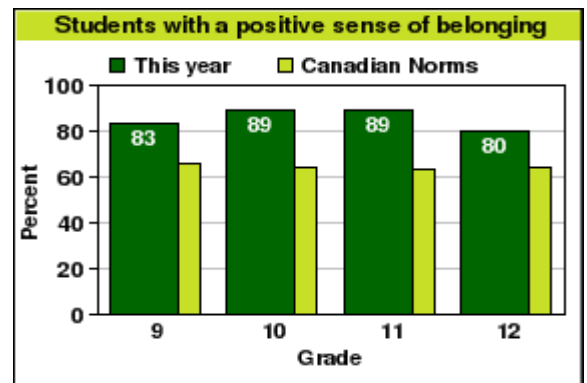
The bar charts show the results by grade for grades with at least 5 students. These are compared with Canadian norms, which are based on last year's results for all students using the OurSCHOOL survey at the grade levels found in this school. For details on the survey see www.thelearningbar.com.

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.

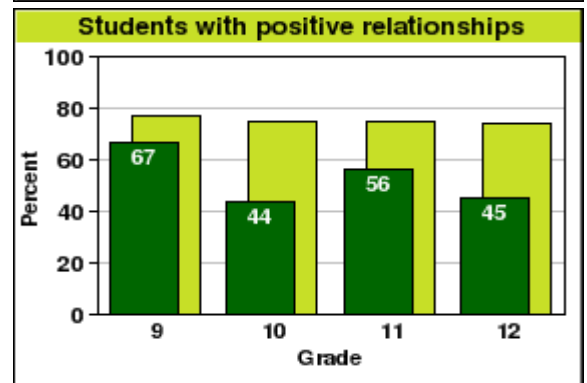
- 84% of students in this school had a high sense of belonging; the Canadian norm for these grades is 64%.
- 83% of the girls and 88% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 60% and for boys is 69%.



Students with positive relationships

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

- In this school, 50% of students had positive relationships; the Canadian norm for these grades is 75%.
- 52% of the girls and 50% of the boys in this school had positive relationships. The Canadian norm for girls is 77% and for boys is 73%.



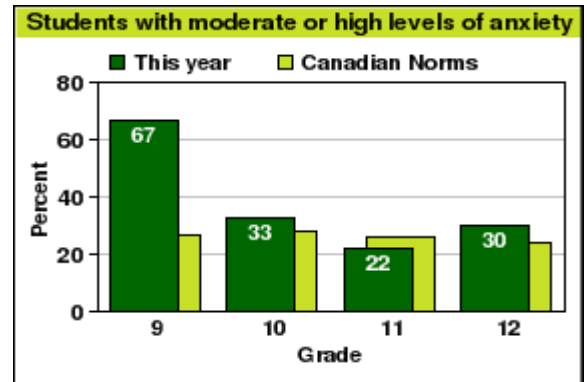


Social-Emotional Outcomes

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.

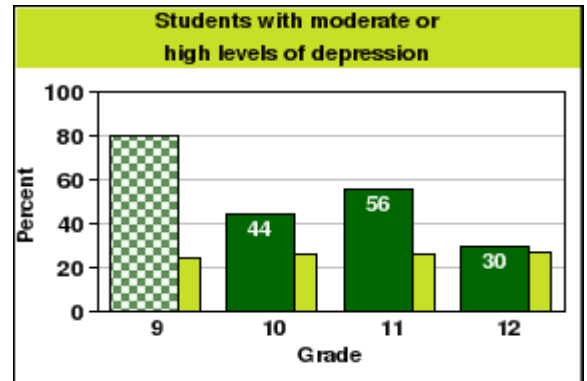
- 34% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 26%.
- 35% of the girls and 31% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 36% and for boys is 17%.



Students with moderate or high levels of depression

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

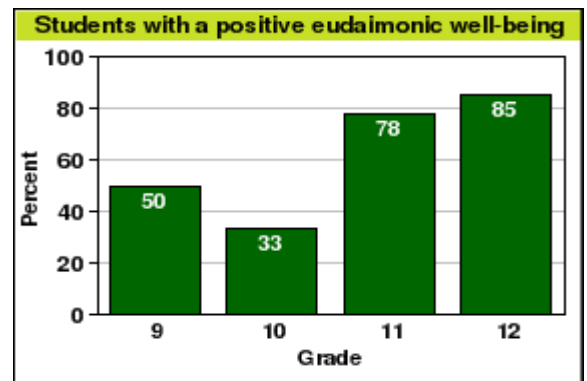
- 48% of students in this school had moderate to high levels of depression; the Canadian norm for these grades is 26%.
- 52% of the girls and 38% of the boys in this school had moderate to high levels of depression. The Canadian norm for girls is 34% and for boys is 17%.
- ** Some of the results in this chart are greater than or equal to 80%, i.e. bar(s) with hatched pattern. In the interest of protecting student anonymity, we do not report the exact percentage for this measure when it equals or exceeds 80%.



Students with a positive eudaimonic well-being

Students with positive eudaimonia pursue personally expressive goals and have a sense of purpose in their life.

- 68% of students in this school had positive eudaimonia.
- 61% of the girls and 81% of the boys in this school had positive eudaimonia.



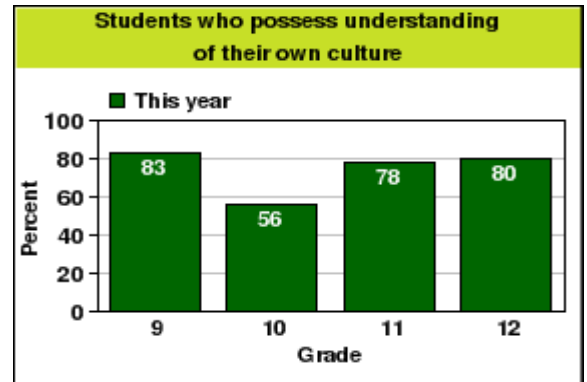


Social-Emotional Outcomes

Students who possess understanding of their own culture

Students who have an understanding of the beliefs, values, attitudes and behaviours of their own culture.

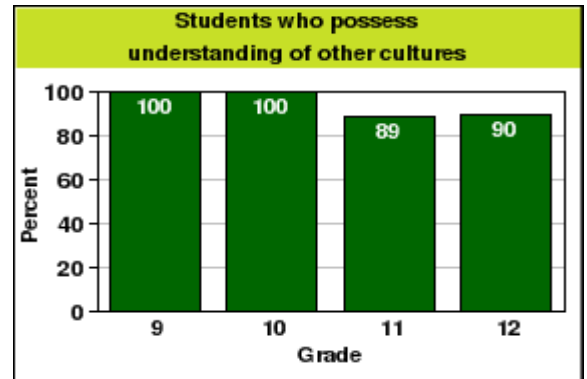
- 75% of students in this school had awareness of their own culture.
- 74% of the girls and 81% of the boys in this school had awareness of their own culture.



Students who possess understanding of other cultures

Students who have an understanding of the beliefs, values, attitudes and behaviours of those from other cultures.

- 93% of students in this school had awareness of other cultures.
- 87% of the girls and 100% of the boys in this school had awareness of other cultures.



General Health

Students who consider their own general health to be good to excellent.

- 50% of students in this school reported having positive general health.
- 48% of the girls and 63% of the boys in this school reported having positive general health.

