

Tripod Survey Targets and Conditions Analysis

Detailed Tabulations for Selected Survey Items
Secondary School Survey

Tri-County Regional School Board

Grades 7 and 8

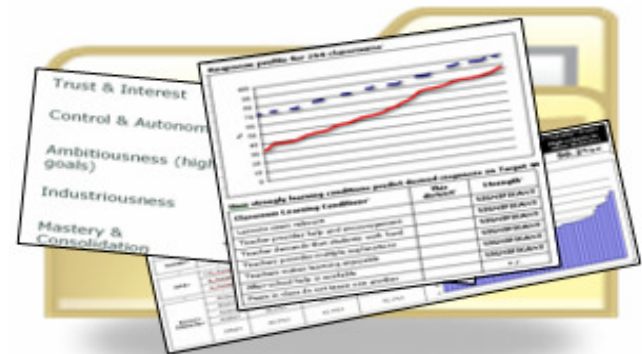
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by

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About this report

This report is based on a survey of students. It focuses on student engagement at school and specific school learning conditions. It is grounded in the Tripod Project’s conceptual framework, which aims to increase student engagement, raise achievement, and narrow gaps.

Table 1: Context

Survey date: November-09	Demographics	Female: 44.8%	White: 56.9%
School ID: TCRSB		Male: 48.6%	Black: 4.5%
		Unreported: 6.7%	Asian: 0.7%
Sample Size			Mikmaq: 4.3%
Surveys used in this report: 420			Arabic: 0.2%
Surveys with valid class ID: 315			Other: 10.2%
Classrooms: 16			Multiracial: 5.7%
Avg. responses/classroom: 20			Unreported: 17.4%
		Grades surveyed: 7 and 8	Total: 100%

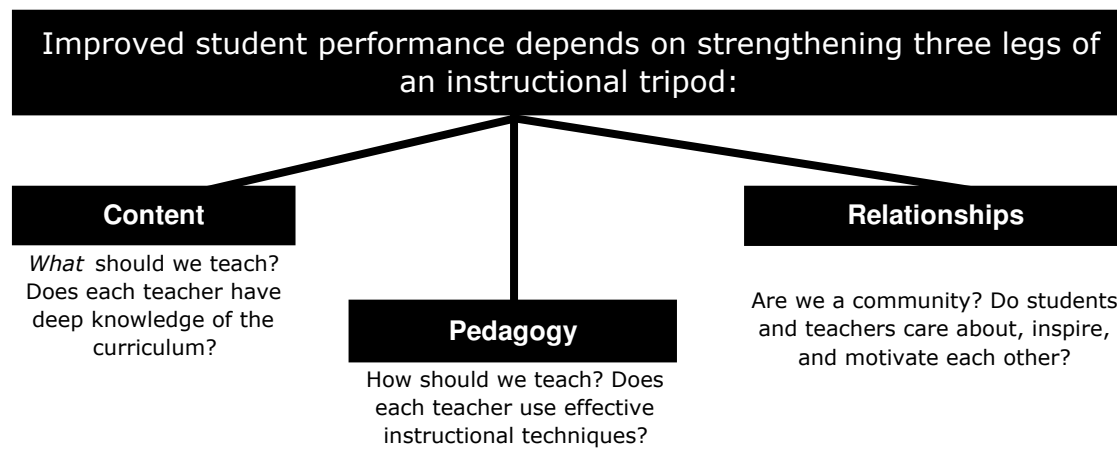
Note: Students who did not identify their classrooms are not counted in the calculation of average responses/classroom. Students surveyed in classrooms with less than 5 or more than 45 students are also excluded from this calculation.

The Tripod: Content, Pedagogy, and Relationships

The Tripod Project derives its name from the conviction that improved student academic performance depends on strengthening three legs of an instructional tripod: Content, Pedagogy and Relationships (see Figure 1).

It is common for schools and school boards to use their survey data to help guide efforts to improve student achievement by focusing on content, pedagogy and relationships in a coordinated manner. The project offers the Tripod Conceptual Framework as a tool for organizing and accomplishing this work (see next page).

Figure 1: Three Legs of an Instructional Tripod



The Tripod Project Conceptual Framework

The Tripod Project Conceptual Framework is based on a model of learning that links academic success with five student engagement targets.

Student engagement is in turn predicted, in part, by a combination of five classroom conditions.

All of these factors interact in complex ways that affect student success. By understanding these relationships and measuring the degree to which success factors are present, educators can begin to look at their own school environments for critical areas of strength and weakness.

Academic Success

Students are more likely to be successful academically if they are fully *engaged* in learning.



Student Engagement Targets

Engaged students:

1. Feel trusting, safe, and welcome in school.
2. Behave cooperatively and abide by school rules.
3. Aim to learn as much as they can and don't worry whether peers think they're smart or not.
4. Work diligently and remain resilient in response to setbacks.
5. Achieve satisfaction and a sense of efficacy based on effort and progress.



Classroom Learning Conditions

Students are more likely to be engaged in classrooms where:

1. Instruction and support make success seem feasible.
2. Lessons show connections to real life.
3. Lessons are interesting and enjoyable.
4. Teachers are both supportive *and* demanding.
5. Peers are supportive (or at least not detractors).

The data presented in the following pages will help you understand how students in your school or school board perceive that they meet these engagement targets and conditions compared to students in other schools and school boards.

You can use the data in this report to inform the design of school improvement activities targeted to the specific needs of your teachers and students, thereby helping students be more successful academically.

How to Look at the Student Engagement Target Data

Pages 5-18 help you analyze the data related to each of the five engagement targets.

1 Each page focuses on a single survey item related to one of the five engagement targets.

2 Table A shows the percentage of desired responses to this item for this board, in this province, and in other schools that have participated in the Tripod Project.

Note: 'This Board' comparisons do not include your school, 'N.S. Schools' comparisons do not include your board, and Tripod Database comparisons include other schools that have participated in the Tripod Project

3 Figure A (below Table A) shows responses to the item by classroom in your school or school board. Each bar represents the percentage of desired (ideal) responses in a single classroom. You can check to see how much variation among the averages of classrooms in your school or school board.

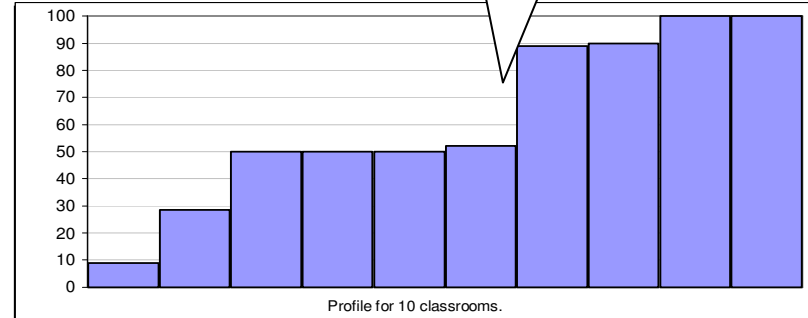
Table A: % "most true" or "totally true" responses

	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
	58.6%	57.0%	58.3%	59.5%

Engagement Target 1A: "My teacher..."

about me."

Figure A: Classroom response profile



Note: The chart above shows one vertical bar for each classroom. The height of the bar represents the percentage of students who gave the desired (ideal) response on this item. In order to protect teacher confidentiality, one classroom (chosen at random) is not shown. The classroom response profile includes only those classrooms with 5 to 45 student responses.

5 Table B shows responses by: boys and girls; students with different GPAs; and also by members of different racial/ethnic groups—in your board, in your province, as well as other students internationally who have participated in this survey.

Table B: % "mostly true" or "totally true" responses

Groups	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
Gender				
Female	57.7%	56.6%	61.4%	61.7%
Male	61.0%	51.1%	56.0%	57.7%
Mark Average				
49&Below	54.6%	34.4%	42.6%	-
50-59_Range	33.3%	45.5%	43.2%	-
60-69_Range	54.6%	41.1%	50.0%	48.5%
70-79_Range	57.5%	54.1%	55.9%	54.8%
80-89_Range	65.6%	59.9%	62.9%	60.6%
90-100_Range	73.3%	61.9%	67.7%	65.7%
Race/Ethnicity⁵				
White	61.3%	54.3%	59.7%	62.3%
Mi'kmaq	50.0%	60.0%	48.2%	56.7%
Other	50.0%	50.0%	54.2%	58.2%

Notes:

[1] Average percentage
 [2] If available, average percentage
 [3] Average percentage
 [4] Average percentage
 [5] The 'Other' category
 [6] This table lists the top of the list. Predictors are rank ordered from top to bottom, with the strongest predictors at the top of this page.

4 Table C shows the average percentage of desired (ideal) responses in your board, your province, and in the tripod database for learning conditions that predict the engagement target at the top of the page.

Table C: Learning conditions as predictors of engagement target

Classroom Learning Conditions ⁶	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
Teacher provides help and encouragement.	58.1%	50.7%	54.0%	51.2%
Teacher makes learning enjoyable.	43.5%	44.3%	46.8%	46.6%
Teacher is sensitive to student's feelings.	44.0%	46.1%	47.4%	49.4%
Teacher provides multiple explanations.	57.9%	53.2%	56.8%	54.5%
Teacher helps students learn to solve problems.	57.0%	53.4%	54.0%	53.7%

Note: See Appendix, pages 20-25, for more information about learning conditions in your school or school board.

Note: This table lists the top of the list. Predictors are rank ordered from top to bottom, with the strongest predictors at the top of this page. Predictors are rank ordered from top to bottom, with the strongest predictors at the top of this page.

Engagement Target #1 (Trust)

1A: "My teacher makes me feel that he/she truly cares about me."

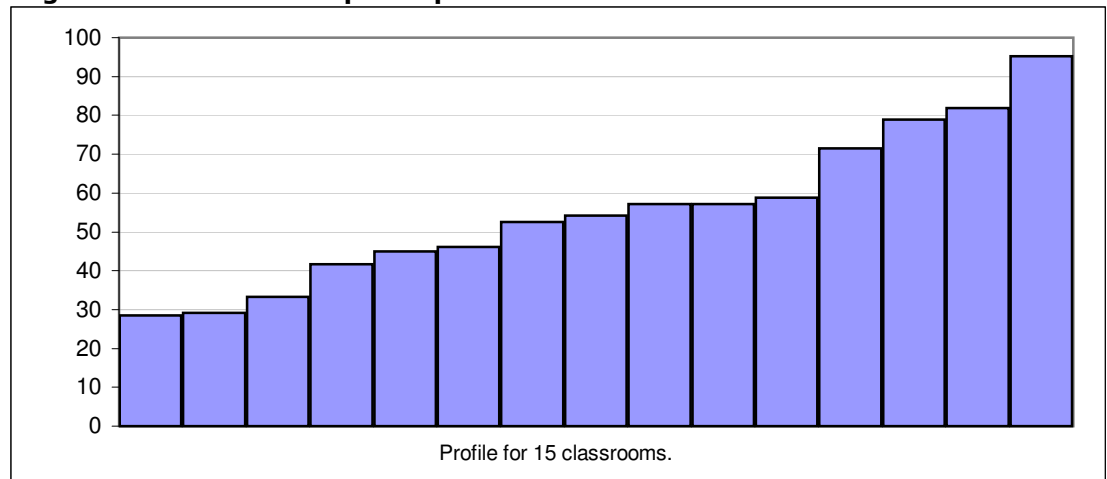
Table A: % "mostly true" or "totally true" responses

	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
	-	58.2%	65.4%	58.1%

Table B: % "mostly true" or "totally true" responses

Groups	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
Gender				
Female	-	56.0%	61.6%	60.6%
Male	-	61.9%	69.4%	56.3%
Mark Average				
Incomplete	-	25.0%	63.0%	-
D_Range	-	25.0%	48.2%	47.8%
C_Range	-	62.5%	53.2%	54.2%
B_Range	-	55.8%	67.1%	58.6%
A_Range	-	70.7%	71.8%	63.5%

Figure A: Classroom response profile



Note: The chart above shows one vertical bar for each classroom. The height of the bar represents the percentage of students who gave the desired (ideal) response on this item. In order to protect teacher confidentiality, one classroom (chosen at random) is not shown. The classroom response profile includes only those classrooms with 5 to 45 student responses.

Race/Ethnicity⁵				
White	-	61.5%	67.6%	60.7%
Black	-	52.6%	59.8%	58.4%
Mi'kmaq	-	66.7%	48.5%	55.8%
Other	-	52.3%	64.1%	59.3%
Multiracial	-	30.4%	60.0%	53.9%
Unreported	-	59.4%	61.4%	54.9%

Table C: Learning conditions as predictors of engagement target

Classroom Learning Conditions ⁶	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
Teacher provides help and encouragement.	-	47.4%	62.0%	52.4%
Teacher makes learning enjoyable.	-	34.3%	49.9%	46.1%
Teacher is sensitive to student's feelings.	-	45.2%	56.0%	49.8%
Teacher provides multiple explanations.	-	50.6%	63.1%	56.2%
After-school help is available.	-	54.2%	57.3%	51.7%

Notes:

[1] Average percentage of students in your school who gave the desired response on items that measure this engagement target.

[2] If available, average percentage of students in your district (excluding students in your school) who gave the desired response on items that measure this engagement target.

[3] Average percentage of students who gave the desired response on items that measure this engagement target in comparable ("peer") schools that serve demographically similar students.

[4] Average percentage of students in a large U.S. national sample who gave the desired response on items that measure this engagement target.

[5] The 'Other' category contains those students who selected 'Other' and racial subgroups with fewer than 8 respondents.

[6] This table lists the learning conditions that are significant predictors of the engagement target at the top of this page. Predictors are rank ordered from top to bottom, with the strongest predictors at the top of the list. Predictors are based on a multivariate analysis of a large national sample.

Engagement Target #1 (Trust)

1B: [disagree with] "I feel out of place in this class, like I really don't fit in."

Table B: % "totally untrue" or "hardly at all" responses

Groups	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
Gender				
Female	-	65.8%	75.9%	75.5%
Male	-	66.2%	76.4%	70.6%
Mark Average				
Incomplete	-	75.0%	69.9%	-
D_Range	-	50.0%	61.7%	57.6%
C_Range	-	51.8%	65.0%	65.7%
B_Range	-	61.7%	76.7%	73.4%
A_Range	-	82.2%	85.3%	79.8%

Race/Ethnicity⁵				
White	-	67.8%	77.2%	77.7%
Black	-	52.6%	78.3%	73.5%
Mi'kmaq	-	55.6%	64.3%	66.6%
Other	-	65.9%	73.9%	72.8%
Multiracial	-	60.9%	76.1%	71.3%
Unreported	-	64.2%	72.8%	65.1%

Notes:

[1] Average percentage of students in your school who gave the desired response on items that measure this engagement target.

[2] If available, average percentage of students in your district (excluding students in your school) who gave the desired response on items that measure this engagement target.

[3] Average percentage of students who gave the desired response on items that measure this engagement target in comparable ("peer") schools that serve demographically similar students.

[4] Average percentage of students in a large U.S. national sample who gave the desired response on items that measure this engagement target.

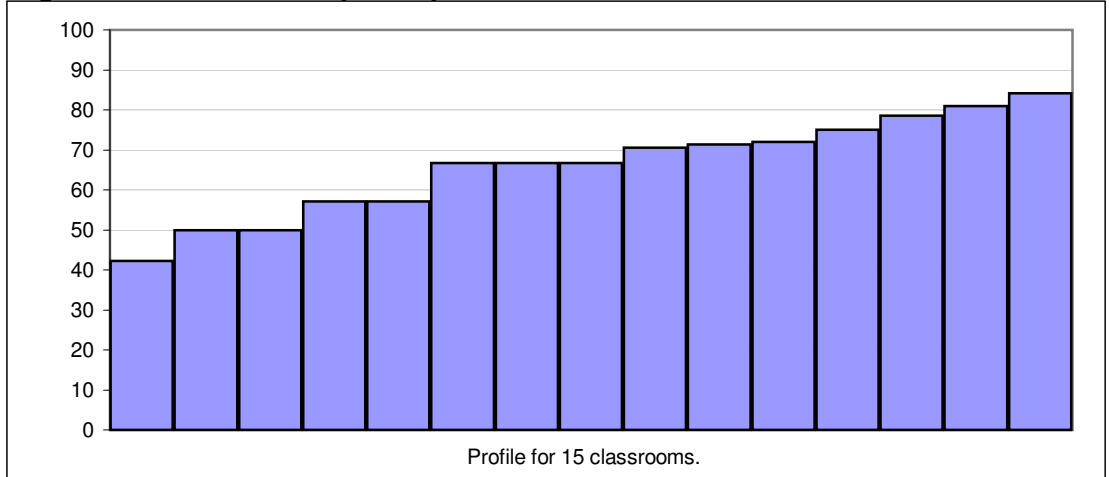
[5] The 'Other' category contains those students who selected 'Other' and racial subgroups with fewer than 8 respondents.

[6] This table lists the learning conditions that are significant predictors of the engagement target at the top of this page. Predictors are rank ordered from top to bottom, with the strongest predictors at the top of the list. Predictors are based on a multivariate analysis of a large national sample.

Table A: % "totally untrue" or "hardly at all" responses

	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
	-	65.4%	75.9%	72.4%

Figure A: Classroom response profile



Note: The chart above shows one vertical bar for each classroom. The height of the bar represents the percentage of students who gave the desired (ideal) response on this item. In order to protect teacher confidentiality, one classroom (chosen at random) is not shown. The classroom response profile includes only those classrooms with 5 to 45 student responses.

Table C: Learning conditions as predictors of engagement target

Classroom Learning Conditions ⁶	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
Peers do not tease about mistakes.	-	57.3%	64.0%	56.8%
Teacher provides help and encouragement.	-	47.4%	62.0%	52.4%
Peers do not tease about studying hard.	-	70.8%	77.8%	71.3%
Lessons seem relevant.	-	38.3%	48.8%	49.4%
Teacher makes learning enjoyable.	-	34.3%	49.9%	46.1%
Peers do not distract in class.	-	35.5%	47.7%	48.1%
Teacher provides multiple explanations.	-	50.6%	63.1%	56.2%

Engagement Target #2 (Cooperation)

2A: [disagree with] "My behaviour is a problem for the teacher in this class."

Table B: % "totally untrue" or "hardly at all" responses

Groups	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
Gender				
Female	-	65.2%	75.4%	84.6%
Male	-	84.2%	90.9%	71.5%
Mark Average				
Incomplete	-	54.6%	79.0%	-
D_Range	-	71.4%	51.3%	57.2%
C_Range	-	61.8%	67.6%	67.9%
B_Range	-	71.4%	85.2%	79.4%
A_Range	-	90.9%	93.1%	87.2%

Race/Ethnicity⁵				
White	-	81.1%	85.5%	85.7%
Black	-	47.4%	73.1%	72.7%
Mi'kmaq	-	68.8%	67.9%	70.7%
Other	-	60.5%	75.3%	79.9%
Multiracial	-	47.8%	76.1%	75.9%
Unreported	-	77.8%	83.6%	67.5%

Notes:

[1] Average percentage of students in your school who gave the desired response on items that measure this engagement target.

[2] If available, average percentage of students in your district (excluding students in your school) who gave the desired response on items that measure this engagement target.

[3] Average percentage of students who gave the desired response on items that measure this engagement target in comparable ("peer") schools that serve demographically similar students.

[4] Average percentage of students in a large U.S. national sample who gave the desired response on items that measure this engagement target.

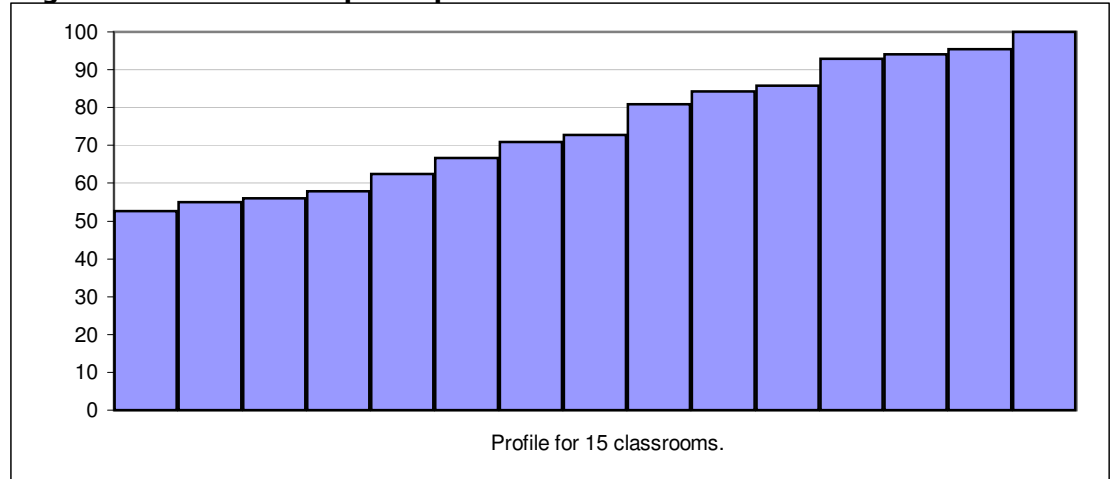
[5] The 'Other' category contains those students who selected 'Other' and racial subgroups with fewer than 8 respondents.

[6] This table lists the learning conditions that are significant predictors of the engagement target at the top of this page. Predictors are rank ordered from top to bottom, with the strongest predictors at the top of the list. Predictors are based on a multivariate analysis of a large national sample.

Table A: % "totally untrue" or "hardly at all" responses

	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
	-	74.3%	82.9%	77.1%

Figure A: Classroom response profile



Note: The chart above shows one vertical bar for each classroom. The height of the bar represents the percentage of students who gave the desired (ideal) response on this item. In order to protect teacher confidentiality, one classroom (chosen at random) is not shown. The classroom response profile includes only those classrooms with 5 to 45 student responses.

Table C: Learning conditions as predictors of engagement target

Classroom Learning Conditions ⁶	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
Peers do not tease about mistakes.	-	57.3%	64.0%	56.8%
Peers do not tease about studying hard.	-	70.8%	77.8%	71.3%
Teacher provides help and encouragement.	-	47.4%	62.0%	52.4%
Peers do not distract in class.	-	35.5%	47.7%	48.1%
Teacher demands critical thinking.	-	50.4%	61.8%	55.7%

Engagement Target #2 (Cooperation)

2B: [disagree with] "I don't really care whether I arrive at this class on time."

Table B: % "totally untrue" or "hardly at all" responses

Groups	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
Gender				
Female	-	62.6%	74.5%	75.0%
Male	-	75.5%	81.2%	68.7%
Mark Average				
Incomplete	-	18.2%	73.9%	-
D_Range	-	12.5%	52.5%	52.7%
C_Range	-	61.8%	70.6%	63.0%
B_Range	-	68.9%	78.5%	72.2%
A_Range	-	83.7%	86.4%	80.5%

Race/Ethnicity⁵

Race/Ethnicity ⁵	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
White	-	71.9%	79.8%	78.6%
Black	-	55.6%	73.9%	67.9%
Mi'kmaq	-	52.9%	58.2%	66.2%
Other	-	55.6%	71.2%	75.8%
Multiracial	-	58.3%	68.9%	68.8%
Unreported	-	80.0%	80.3%	62.2%

Notes:

[1] Average percentage of students in your school who gave the desired response on items that measure this engagement target.

[2] If available, average percentage of students in your district (excluding students in your school) who gave the desired response on items that measure this engagement target.

[3] Average percentage of students who gave the desired response on items that measure this engagement target in comparable ("peer") schools that serve demographically similar students.

[4] Average percentage of students in a large U.S. national sample who gave the desired response on items that measure this engagement target.

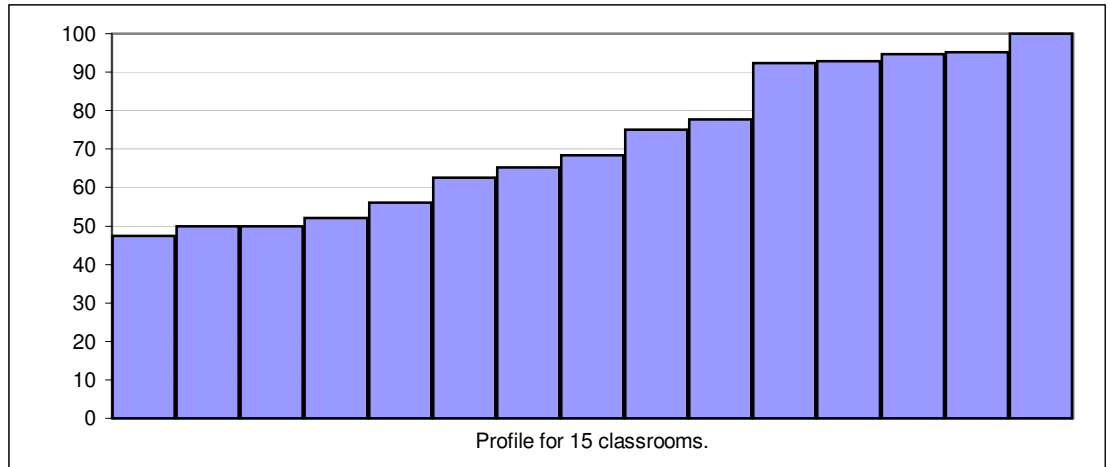
[5] The 'Other' category contains those students who selected 'Other' and racial subgroups with fewer than 8 respondents.

[6] This table lists the learning conditions that are significant predictors of the engagement target at the top of this page. Predictors are rank ordered from top to bottom, with the strongest predictors at the top of the list. Predictors are based on a multivariate analysis of a large national sample.

Table A: % "totally untrue" or "hardly at all" responses

	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
	-	69.0%	77.6%	70.8%

Figure A: Classroom response profile



Note: The chart above shows one vertical bar for each classroom. The height of the bar represents the percentage of students who gave the desired (ideal) response on this item. In order to protect teacher confidentiality, one classroom (chosen at random) is not shown. The classroom response profile includes only those classrooms with 5 to 45 student responses.

Table C: Learning conditions as predictors of engagement target

Classroom Learning Conditions ⁶	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
Teacher demands that students work hard.	-	30.0%	40.1%	42.2%
Peers do not tease about mistakes.	-	57.3%	64.0%	56.8%
Peers do not tease about studying hard.	-	70.8%	77.8%	71.3%
Teacher demands critical thinking.	-	50.4%	61.8%	55.7%
Teacher provides multiple explanations.	-	50.6%	63.1%	56.2%
Lessons seem relevant.	-	38.3%	48.8%	49.4%
Peers do not distract in class.	-	35.5%	47.7%	48.1%
Teacher provides help and encouragement.	-	47.4%	62.0%	52.4%

Engagement Target #3 (Goal Orientation)

3A: "In this class, it is important to me to thoroughly understand my classwork."

Table B: % "mostly true" or "totally true" responses

Groups	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
Gender				
Female	-	76.9%	85.6%	84.6%
Male	-	84.0%	91.6%	80.5%
Mark Average				
Incomplete	-	41.7%	83.0%	-
D_Range	-	12.5%	76.5%	66.6%
C_Range	-	77.2%	79.7%	78.0%
B_Range	-	79.7%	89.7%	83.8%
A_Range	-	91.2%	94.6%	87.7%

Race/Ethnicity⁵				
White	-	81.8%	89.6%	84.7%
Black	-	50.0%	83.7%	81.9%
Mi'kmaq	-	87.5%	81.9%	74.0%
Other	-	77.8%	87.2%	83.1%
Multiracial	-	62.5%	76.1%	80.6%
Unreported	-	89.2%	87.8%	77.2%

Notes:

[1] Average percentage of students in your school who gave the desired response on items that measure this engagement target.

[2] If available, average percentage of students in your district (excluding students in your school) who gave the desired response on items that measure this engagement target.

[3] Average percentage of students who gave the desired response on items that measure this engagement target in comparable ("peer") schools that serve demographically similar students.

[4] Average percentage of students in a large U.S. national sample who gave the desired response on items that measure this engagement target.

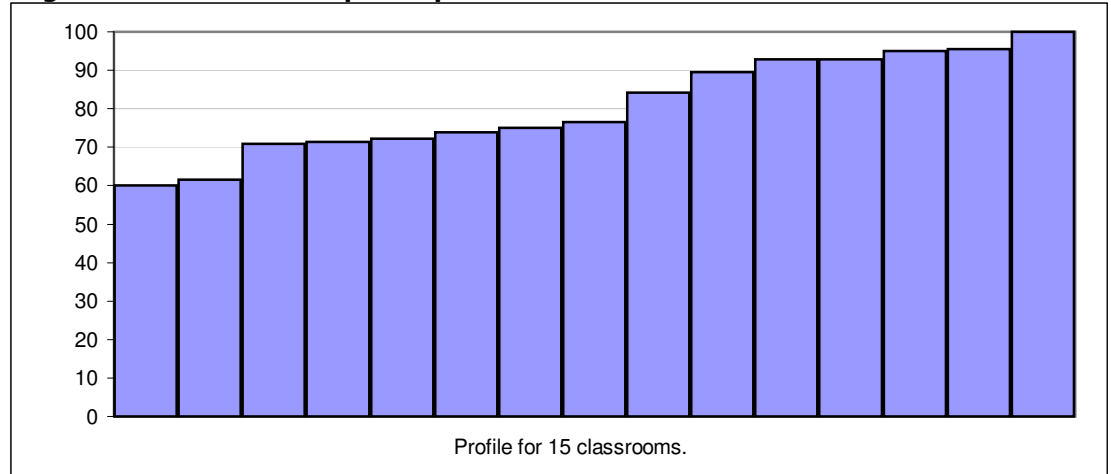
[5] The 'Other' category contains those students who selected 'Other' and racial subgroups with fewer than 8 respondents.

[6] This table lists the learning conditions that are significant predictors of the engagement target at the top of this page. Predictors are rank ordered from top to bottom, with the strongest predictors at the top of the list. Predictors are based on a multivariate analysis of a large national sample.

Table A: % "mostly true" or "totally true" responses

	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
	-	80.2%	88.4%	82.0%

Figure A: Classroom response profile



Note: The chart above shows one vertical bar for each classroom. The height of the bar represents the percentage of students who gave the desired (ideal) response on this item. In order to protect teacher confidentiality, one classroom (chosen at random) is not shown. The classroom response profile includes only those classrooms with 5 to 45 student responses.

Table C: Learning conditions as predictors of engagement target

Classroom Learning Conditions ⁶	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
Teacher demands critical thinking.	-	50.4%	61.8%	55.7%
Teacher demands that students work hard.	-	30.0%	40.1%	42.2%
After-school help is available.	-	54.2%	57.3%	51.7%
Lessons seem relevant.	-	38.3%	48.8%	49.4%
Teacher provides help and encouragement.	-	47.4%	62.0%	52.4%

Engagement Target #3 (Goal Orientation)

3B: [disagree with] "In this class, I worry that I might not do as well as other students."

Table B: % "totally untrue" or "hardly at all" responses

Groups	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
Gender				
Female	-	49.2%	45.1%	48.7%
Male	-	38.1%	37.7%	51.7%
Mark Average				
Incomplete	-	54.6%	38.5%	-
D_Range	-	12.5%	25.9%	31.9%
C_Range	-	30.4%	31.5%	39.6%
B_Range	-	37.5%	39.6%	49.2%
A_Range	-	63.7%	58.0%	61.6%

Race/Ethnicity⁵

Race/Ethnicity ⁵	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
White	-	44.7%	43.7%	57.4%
Black	-	42.1%	40.7%	51.9%
Mi'kmaq	-	22.2%	30.8%	42.9%
Other	-	53.5%	34.4%	50.4%
Multiracial	-	33.3%	37.8%	51.8%
Unreported	-	38.5%	38.3%	41.9%

Notes:

[1] Average percentage of students in your school who gave the desired response on items that measure this engagement target.

[2] If available, average percentage of students in your district (excluding students in your school) who gave the desired response on items that measure this engagement target.

[3] Average percentage of students who gave the desired response on items that measure this engagement target in comparable ("peer") schools that serve demographically similar students.

[4] Average percentage of students in a large U.S. national sample who gave the desired response on items that measure this engagement target.

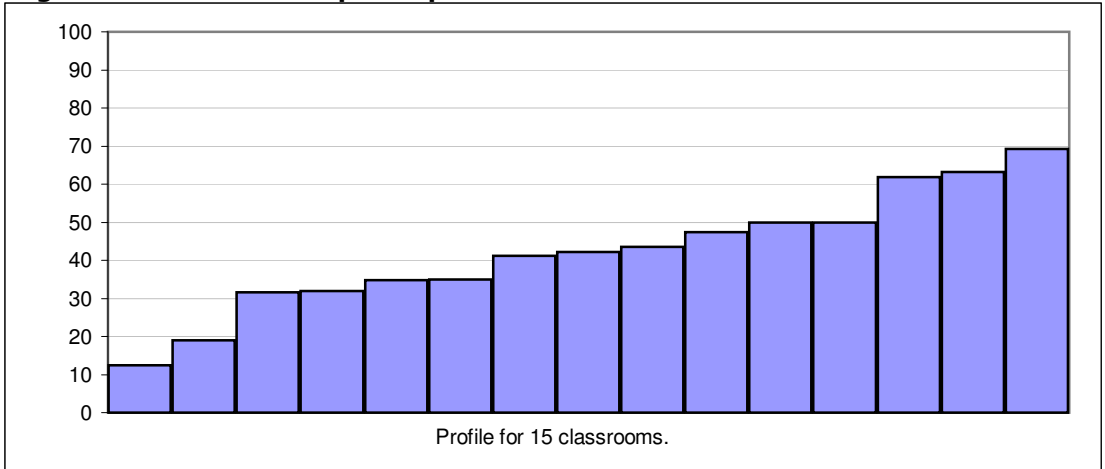
[5] The 'Other' category contains those students who selected 'Other' and racial subgroups with fewer than 8 respondents.

[6] This table lists the learning conditions that are significant predictors of the engagement target at the top of this page. Predictors are rank ordered from top to bottom, with the strongest predictors at the top of the list. Predictors are based on a multivariate analysis of a large national sample.

Table A: % "totally untrue" or "hardly at all" responses

	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
	-	42.8%	41.5%	49.4%

Figure A: Classroom response profile



Note: The chart above shows one vertical bar for each classroom. The height of the bar represents the percentage of students who gave the desired (ideal) response on this item. In order to protect teacher confidentiality, one classroom (chosen at random) is not shown. The classroom response profile includes only those classrooms with 5 to 45 student responses.

Table C: Learning conditions as predictors of engagement target

Classroom Learning Conditions ⁶	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
Peers do not tease about mistakes.	-	57.3%	64.0%	56.8%
Teacher makes learning enjoyable.	-	34.3%	49.9%	46.1%
Lessons seem relevant.	-	38.3%	48.8%	49.4%
Teacher provides help and encouragement.	-	47.4%	62.0%	52.4%
Teacher provides multiple explanations.	-	50.6%	63.1%	56.2%

Engagement Target #3 (Goal Orientation)

3C: [disagree with] "One of my goals in this class is to keep others from thinking I'm not smart."

Table B: % "totally untrue" or "hardly at all" responses

Groups	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
Gender				
Female	-	66.5%	63.2%	72.4%
Male	-	62.2%	70.3%	64.4%
Mark Average				
Incomplete	-	58.3%	65.9%	-
D_Range	-	50.0%	58.8%	57.3%
C_Range	-	63.6%	58.5%	64.7%
B_Range	-	64.7%	67.2%	68.8%
A_Range	-	64.6%	69.7%	72.3%

Race/Ethnicity⁵

Race/Ethnicity ⁵	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
White	-	65.6%	67.7%	72.9%
Black	-	61.1%	55.4%	65.6%
Mi'kmaq	-	76.5%	60.5%	61.9%
Other	-	55.6%	60.7%	69.5%
Multiracial	-	69.6%	66.7%	67.0%
Unreported	-	63.5%	70.2%	61.7%

Notes:

[1] Average percentage of students in your school who gave the desired response on items that measure this engagement target.

[2] If available, average percentage of students in your district (excluding students in your school) who gave the desired response on items that measure this engagement target.

[3] Average percentage of students who gave the desired response on items that measure this engagement target in comparable ("peer") schools that serve demographically similar students.

[4] Average percentage of students in a large U.S. national sample who gave the desired response on items that measure this engagement target.

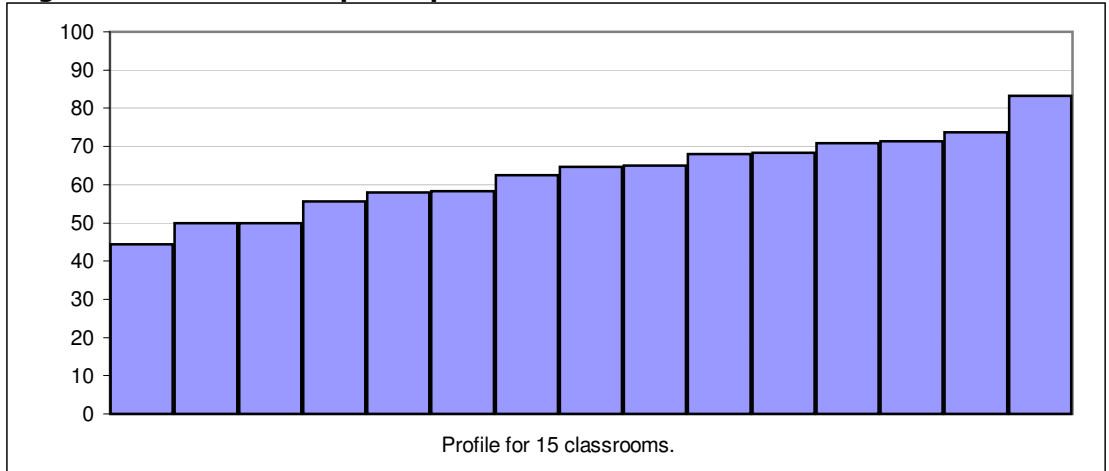
[5] The 'Other' category contains those students who selected 'Other' and racial subgroups with fewer than 8 respondents.

[6] This table lists the learning conditions that are significant predictors of the engagement target at the top of this page. Predictors are rank ordered from top to bottom, with the strongest predictors at the top of the list. Predictors are based on a multivariate analysis of a large national sample.

Table A: % "totally untrue" or "hardly at all" responses

	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
	-	64.6%	66.5%	67.8%

Figure A: Classroom response profile



Note: The chart above shows one vertical bar for each classroom. The height of the bar represents the percentage of students who gave the desired (ideal) response on this item. In order to protect teacher confidentiality, one classroom (chosen at random) is not shown. The classroom response profile includes only those classrooms with 5 to 45 student responses.

Table C: Learning conditions as predictors of engagement target

Classroom Learning Conditions ⁶	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
Peers do not tease about mistakes.	-	57.3%	64.0%	56.8%
Peers do not tease about studying hard.	-	70.8%	77.8%	71.3%
Teacher provides help and encouragement.	-	47.4%	62.0%	52.4%

Engagement Target #4 (Diligence)

4A: "I have pushed myself hard to completely understand my lessons in this class."

Table B: % "mostly true" or "totally true" responses

Groups	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
Gender				
Female	-	47.5%	58.9%	61.1%
Male	-	57.4%	63.9%	55.6%
Mark Average				
Incomplete	-	33.3%	59.3%	-
D_Range	-	50.0%	28.8%	41.7%
C_Range	-	48.2%	50.6%	51.1%
B_Range	-	49.8%	63.0%	59.1%
A_Range	-	67.3%	70.9%	66.3%

Race/Ethnicity⁵				
White	-	53.9%	62.3%	57.5%
Black	-	38.9%	69.6%	58.6%
Mi'kmaq	-	72.2%	48.5%	54.9%
Other	-	45.5%	66.8%	58.7%
Multiracial	-	54.2%	32.6%	53.5%
Unreported	-	58.5%	57.8%	58.7%

Notes:

[1] Average percentage of students in your school who gave the desired response on items that measure this engagement target.

[2] If available, average percentage of students in your district (excluding students in your school) who gave the desired response on items that measure this engagement target.

[3] Average percentage of students who gave the desired response on items that measure this engagement target in comparable ("peer") schools that serve demographically similar students.

[4] Average percentage of students in a large U.S. national sample who gave the desired response on items that measure this engagement target.

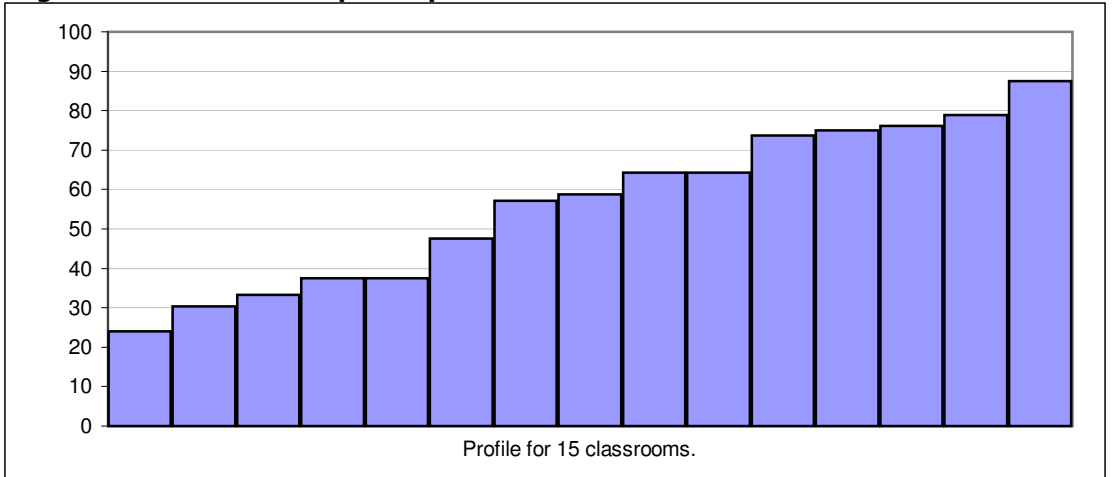
[5] The 'Other' category contains those students who selected 'Other' and racial subgroups with fewer than 8 respondents.

[6] This table lists the learning conditions that are significant predictors of the engagement target at the top of this page. Predictors are rank ordered from top to bottom, with the strongest predictors at the top of the list. Predictors are based on a multivariate analysis of a large national sample.

Table A: % "mostly true" or "totally true" responses

	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
	-	53.9%	61.3%	58.2%

Figure A: Classroom response profile



Note: The chart above shows one vertical bar for each classroom. The height of the bar represents the percentage of students who gave the desired (ideal) response on this item. In order to protect teacher confidentiality, one classroom (chosen at random) is not shown. The classroom response profile includes only those classrooms with 5 to 45 student responses.

Table C: Learning conditions as predictors of engagement target

Classroom Learning Conditions ⁶	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
Teacher demands that students work hard.	-	30.0%	40.1%	42.2%
Teacher demands critical thinking.	-	50.4%	61.8%	55.7%
Lessons seem relevant.	-	38.3%	48.8%	49.4%

Engagement Target #4 (Diligence)

4B: [disagree with] "If I were confused in this class, I would handle it myself, and not ask for help."

Table B: % "totally untrue" or "hardly at all" responses

Groups	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
Gender				
Female	-	42.6%	51.2%	53.2%
Male	-	45.7%	52.1%	46.0%
Mark Average				
Incomplete	-	27.3%	51.9%	-
D_Range	-	37.5%	33.3%	39.7%
C_Range	-	33.3%	46.9%	45.4%
B_Range	-	44.2%	51.1%	50.3%
A_Range	-	58.0%	55.4%	53.3%

Race/Ethnicity⁵				
White	-	43.1%	50.9%	51.0%
Black	-	31.6%	59.8%	52.8%
Mi'kmaq	-	66.7%	53.9%	44.3%
Other	-	42.2%	49.6%	48.6%
Multiracial	-	37.5%	52.2%	48.1%
Unreported	-	52.3%	51.2%	45.1%

Notes:

[1] Average percentage of students in your school who gave the desired response on items that measure this engagement target.

[2] If available, average percentage of students in your district (excluding students in your school) who gave the desired response on items that measure this engagement target.

[3] Average percentage of students who gave the desired response on items that measure this engagement target in comparable ("peer") schools that serve demographically similar students.

[4] Average percentage of students in a large U.S. national sample who gave the desired response on items that measure this engagement target.

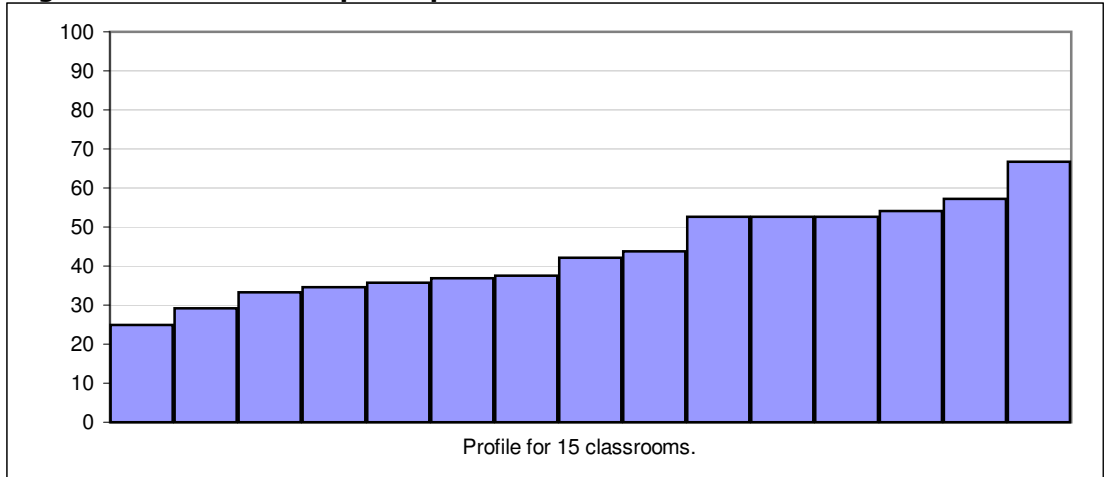
[5] The 'Other' category contains those students who selected 'Other' and racial subgroups with fewer than 8 respondents.

[6] This table lists the learning conditions that are significant predictors of the engagement target at the top of this page. Predictors are rank ordered from top to bottom, with the strongest predictors at the top of the list. Predictors are based on a multivariate analysis of a large national sample.

Table A: % "totally untrue" or "hardly at all" responses

	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
	-	44.7%	51.3%	49.2%

Figure A: Classroom response profile



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Table C: Learning conditions as predictors of engagement target

Classroom Learning Conditions ⁶	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
Teacher provides help and encouragement.	-	47.4%	62.0%	52.4%
Peers do not tease about mistakes.	-	57.3%	64.0%	56.8%
Teacher provides multiple explanations.	-	50.6%	63.1%	56.2%
After-school help is available.	-	54.2%	57.3%	51.7%
Teacher makes learning enjoyable.	-	34.3%	49.9%	46.1%
Peers do not tease about studying hard.	-	70.8%	77.8%	71.3%

Engagement Target #4 (Diligence)

4C: "I don't mind asking questions in this class if I need to."

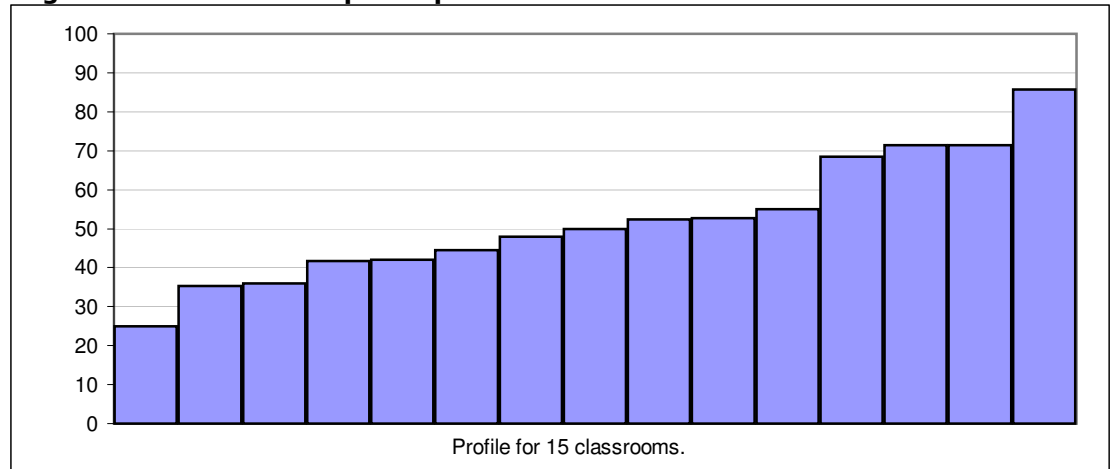
Table A: % "mostly true" or "totally true" responses

	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
	-	57.0%	65.8%	62.3%

Table B: % "mostly true" or "totally true" responses

Groups	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
Gender				
Female	-	58.1%	67.1%	64.3%
Male	-	56.8%	64.7%	61.1%
Mark Average				
Incomplete	-	33.3%	63.0%	-
D_Range	-	37.5%	50.0%	48.4%
C_Range	-	50.0%	56.4%	56.0%
B_Range	-	53.8%	65.5%	63.0%
A_Range	-	68.6%	75.6%	69.8%

Figure A: Classroom response profile



Note: The chart above shows one vertical bar for each classroom. The height of the bar represents the percentage of students who gave the desired (ideal) response on this item. In order to protect teacher confidentiality, one classroom (chosen at random) is not shown. The classroom response profile includes only those classrooms with 5 to 45 student responses.

Race/Ethnicity⁵				
White	-	56.7%	66.8%	66.8%
Black	-	36.8%	73.9%	67.5%
Mi'kmaq	-	64.7%	59.1%	53.5%
Other	-	45.7%	60.5%	63.3%
Multiracial	-	66.7%	58.7%	60.9%
Unreported	-	66.7%	65.5%	57.0%

Table C: Learning conditions as predictors of engagement target

Classroom Learning Conditions ⁶	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
Teacher provides help and encouragement.	-	47.4%	62.0%	52.4%
Teacher provides multiple explanations.	-	50.6%	63.1%	56.2%
Teacher makes learning enjoyable.	-	34.3%	49.9%	46.1%
Peers do not tease about mistakes.	-	57.3%	64.0%	56.8%
After-school help is available.	-	54.2%	57.3%	51.7%

Notes:

[1] Average percentage of students in your school who gave the desired response on items that measure this engagement target.

[2] If available, average percentage of students in your district (excluding students in your school) who gave the desired response on items that measure this engagement target.

[3] Average percentage of students who gave the desired response on items that measure this engagement target in comparable ("peer") schools that serve demographically similar students.

[4] Average percentage of students in a large U.S. national sample who gave the desired response on items that measure this engagement target.

[5] The 'Other' category contains those students who selected 'Other' and racial subgroups with fewer than 8 respondents.

[6] This table lists the learning conditions that are significant predictors of the engagement target at the top of this page. Predictors are rank ordered from top to bottom, with the strongest predictors at the top of the list. Predictors are based on a multivariate analysis of a large national sample.

Engagement Target #4 (Diligence)

4D: [disagree with] "I sometimes hold back from doing my best in this class, because of what others may say or think."

Table B: % "totally untrue" or "hardly at all" responses

Groups	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
Gender				
Female	-	64.7%	72.9%	77.8%
Male	-	66.2%	75.9%	71.8%
Mark Average				
Incomplete	-	45.5%	75.0%	-
D_Range	-	50.0%	58.0%	59.1%
C_Range	-	60.7%	68.7%	67.2%
B_Range	-	66.2%	73.7%	75.2%
A_Range	-	70.6%	82.9%	82.3%

Race/Ethnicity⁵				
White	-	66.7%	76.6%	82.3%
Black	-	63.2%	78.5%	74.3%
Mi'kmaq	-	61.1%	58.1%	66.6%
Other	-	63.6%	65.7%	73.7%
Multiracial	-	58.3%	67.4%	75.3%
Unreported	-	67.2%	74.2%	63.5%

Notes:

[1] Average percentage of students in your school who gave the desired response on items that measure this engagement target.

[2] If available, average percentage of students in your district (excluding students in your school) who gave the desired response on items that measure this engagement target.

[3] Average percentage of students who gave the desired response on items that measure this engagement target in comparable ("peer") schools that serve demographically similar students.

[4] Average percentage of students in a large U.S. national sample who gave the desired response on items that measure this engagement target.

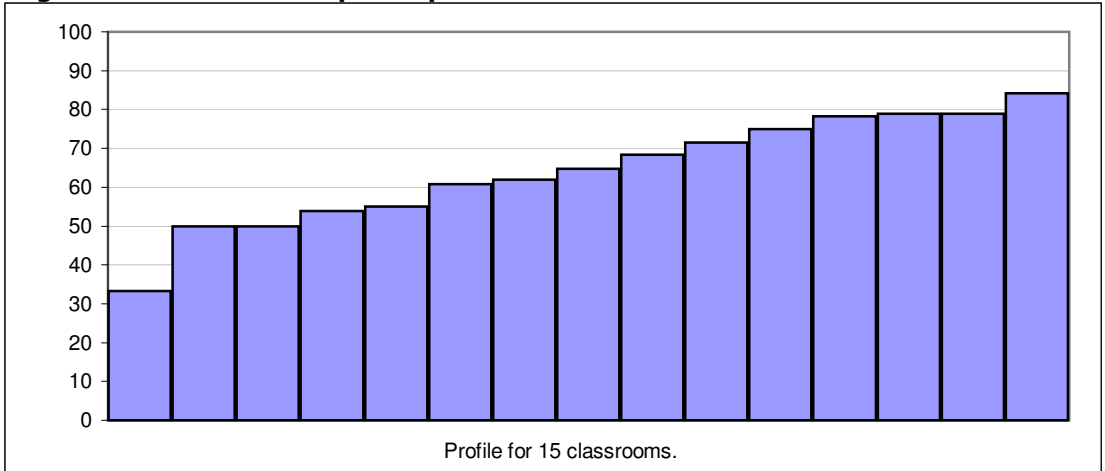
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[6] This table lists the learning conditions that are significant predictors of the engagement target at the top of this page. Predictors are rank ordered from top to bottom, with the strongest predictors at the top of the list. Predictors are based on a multivariate analysis of a large national sample.

Table A: % "totally untrue" or "hardly at all" responses

	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
	-	65.5%	74.3%	73.9%

Figure A: Classroom response profile



Note: The chart above shows one vertical bar for each classroom. The height of the bar represents the percentage of students who gave the desired (ideal) response on this item. In order to protect teacher confidentiality, one classroom (chosen at random) is not shown. The classroom response profile includes only those classrooms with 5 to 45 student responses.

Table C: Learning conditions as predictors of engagement target

Classroom Learning Conditions ⁶	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
Peers do not tease about mistakes.	-	57.3%	64.0%	56.8%
Peers do not tease about studying hard.	-	70.8%	77.8%	71.3%
Teacher provides help and encouragement.	-	47.4%	62.0%	52.4%
Peers do not distract in class.	-	35.5%	47.7%	48.1%

Engagement Target #5 (Satisfaction)

5A: "I have done my best quality work in this class all year long."

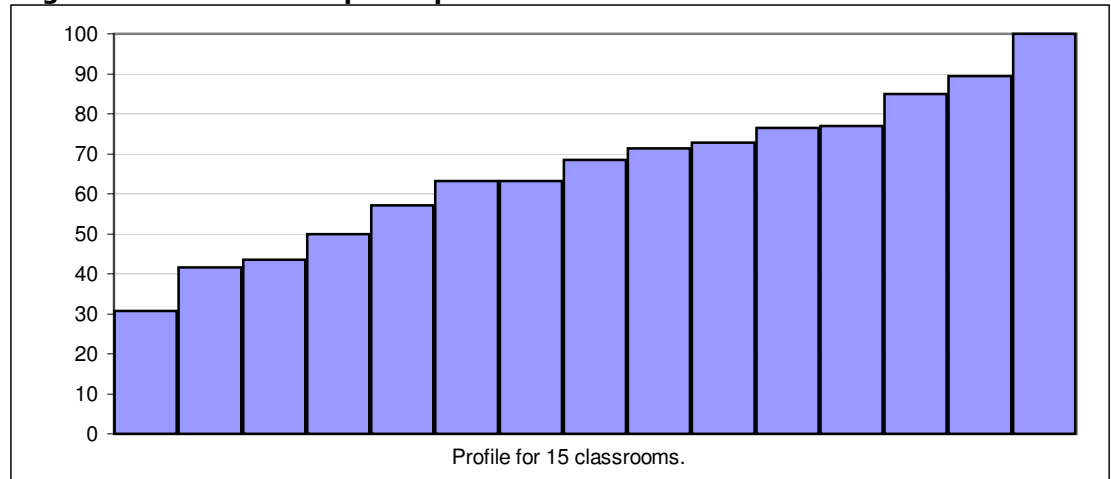
Table A: % "mostly true" or "totally true" responses

	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
	-	60.4%	64.2%	60.3%

Table B: % "mostly true" or "totally true" responses

Groups	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
Gender				
Female	-	54.4%	59.8%	65.9%
Male	-	65.5%	69.1%	55.3%
Mark Average				
Incomplete	-	33.3%	59.6%	-
D_Range	-	25.0%	19.8%	30.7%
C_Range	-	43.9%	41.0%	44.8%
B_Range	-	60.7%	66.4%	60.6%
A_Range	-	76.5%	82.7%	78.1%

Figure A: Classroom response profile



Note: The chart above shows one vertical bar for each classroom. The height of the bar represents the percentage of students who gave the desired (ideal) response on this item. In order to protect teacher confidentiality, one classroom (chosen at random) is not shown. The classroom response profile includes only those classrooms with 5 to 45 student responses.

Race/Ethnicity⁵				
White	-	63.3%	66.2%	65.5%
Black	-	36.8%	60.4%	55.2%
Mi'kmaq	-	61.1%	48.5%	52.5%
Other	-	61.4%	58.5%	64.8%
Multiracial	-	54.2%	52.2%	52.5%
Unreported	-	58.5%	65.7%	58.3%

Table C: Learning conditions as predictors of engagement target

Classroom Learning Conditions ⁶	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
Teacher demands that students work hard.	-	30.0%	40.1%	42.2%
Teacher makes learning enjoyable.	-	34.3%	49.9%	46.1%
Lessons seem relevant.	-	38.3%	48.8%	49.4%
Teacher provides help and encouragement.	-	47.4%	62.0%	52.4%
Teacher provides multiple explanations.	-	50.6%	63.1%	56.2%

Notes:

[1] Average percentage of students in your school who gave the desired response on items that measure this engagement target.

[2] If available, average percentage of students in your district (excluding students in your school) who gave the desired response on items that measure this engagement target.

[3] Average percentage of students who gave the desired response on items that measure this engagement target in comparable ("peer") schools that serve demographically similar students.

[4] Average percentage of students in a large U.S. national sample who gave the desired response on items that measure this engagement target.

[5] The 'Other' category contains those students who selected 'Other' and racial subgroups with fewer than 8 respondents.

[6] This table lists the learning conditions that are significant predictors of the engagement target at the top of this page. Predictors are rank ordered from top to bottom, with the strongest predictors at the top of the list. Predictors are based on a multivariate analysis of a large national sample.

Engagement Target #5 (Satisfaction)

5B: "I have been able to figure out the most difficult work in this class."

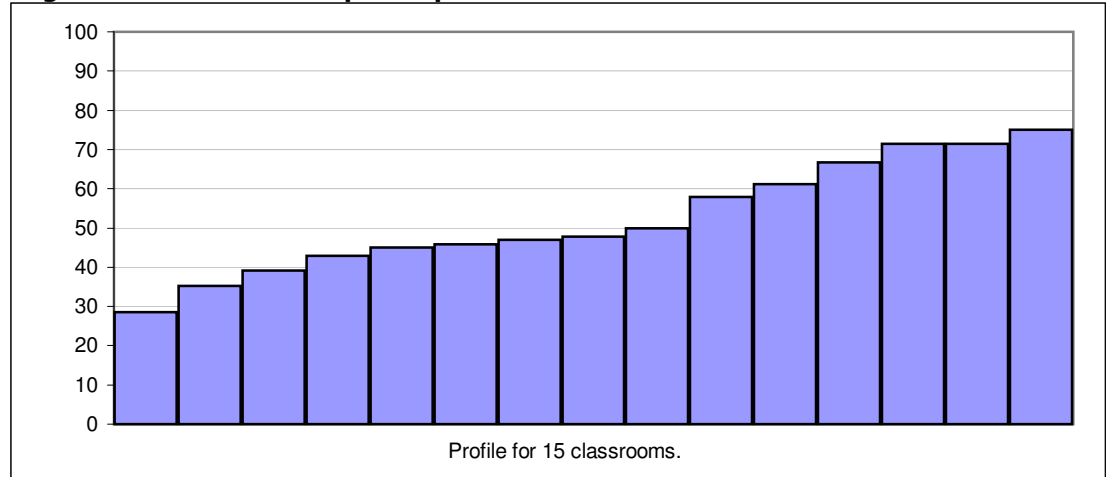
Table A: % "mostly true" or "totally true" responses

	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
	-	46.4%	54.6%	59.1%

Table B: % "mostly true" or "totally true" responses

Groups	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
Gender				
Female	-	47.8%	57.9%	59.4%
Male	-	45.9%	51.8%	59.8%
Mark Average				
Incomplete	-	36.4%	42.1%	-
D_Range	-	12.5%	26.3%	40.3%
C_Range	-	17.5%	32.8%	47.5%
B_Range	-	43.7%	55.6%	57.6%
A_Range	-	75.5%	76.5%	73.9%

Figure A: Classroom response profile



Note: The chart above shows one vertical bar for each classroom. The height of the bar represents the percentage of students who gave the desired (ideal) response on this item. In order to protect teacher confidentiality, one classroom (chosen at random) is not shown. The classroom response profile includes only those classrooms with 5 to 45 student responses.

Race/Ethnicity⁵				
White	-	48.7%	57.8%	64.9%
Black	-	27.8%	53.4%	57.6%
Mi'kmaq	-	33.3%	40.2%	53.0%
Other	-	52.4%	45.8%	60.6%
Multiracial	-	39.1%	39.1%	58.6%
Unreported	-	45.3%	48.6%	54.2%

Table C: Learning conditions as predictors of engagement target

Classroom Learning Conditions ⁶	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
Teacher provides multiple explanations.	-	50.6%	63.1%	56.2%
Teacher makes learning enjoyable.	-	34.3%	49.9%	46.1%
Teacher provides help and encouragement.	-	47.4%	62.0%	52.4%
Lessons seem relevant.	-	38.3%	48.8%	49.4%

Notes:

[1] Average percentage of students in your school who gave the desired response on items that measure this engagement target.

[2] If available, average percentage of students in your district (excluding students in your school) who gave the desired response on items that measure this engagement target.

[3] Average percentage of students who gave the desired response on items that measure this engagement target in comparable ("peer") schools that serve demographically similar students.

[4] Average percentage of students in a large U.S. national sample who gave the desired response on items that measure this engagement target.

[5] The 'Other' category contains those students who selected 'Other' and racial subgroups with fewer than 8 respondents.

[6] This table lists the learning conditions that are significant predictors of the engagement target at the top of this page. Predictors are rank ordered from top to bottom, with the strongest predictors at the top of the list. Predictors are based on a multivariate analysis of a large national sample.

Engagement Target #5 (Satisfaction)

5C: "Even if the work in this class is hard, I can learn it."

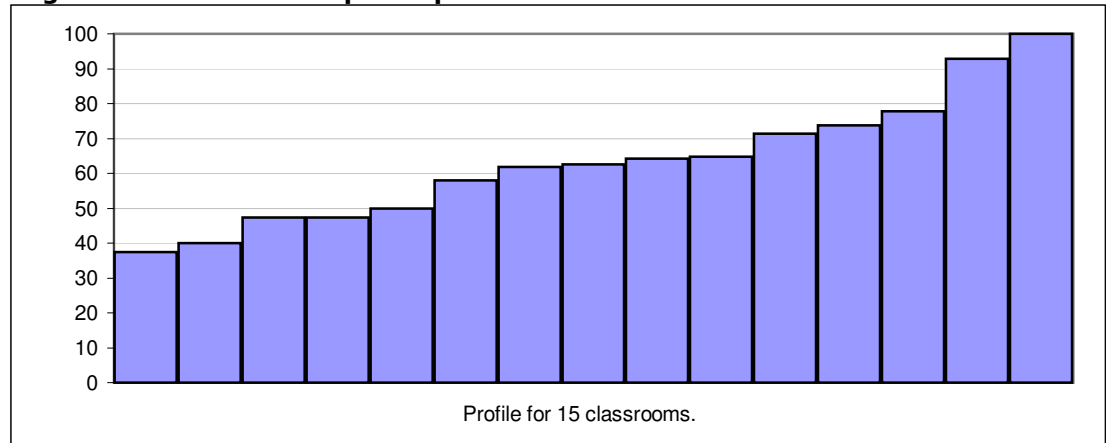
Table A: % "mostly true" or "totally true" responses

	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
	-	63.1%	72.4%	73.4%

Table B: % "mostly true" or "totally true" responses

Groups	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
Gender				
Female	-	66.5%	70.9%	74.5%
Male	-	60.4%	74.5%	73.6%
Mark Average				
Incomplete	-	41.7%	70.4%	-
D_Range	-	12.5%	49.4%	54.3%
C_Range	-	49.1%	55.6%	64.5%
B_Range	-	60.1%	71.9%	74.0%
A_Range	-	83.3%	87.9%	85.0%

Figure A: Classroom response profile



Note: The chart above shows one vertical bar for each classroom. The height of the bar represents the percentage of students who gave the desired (ideal) response on this item. In order to protect teacher confidentiality, one classroom (chosen at random) is not shown. The classroom response profile includes only those classrooms with 5 to 45 student responses.

Race/Ethnicity⁵				
White	-	66.7%	74.7%	78.0%
Black	-	44.4%	68.8%	73.9%
Mi'kmaq	-	50.0%	63.7%	70.7%
Other	-	68.2%	65.7%	76.3%
Multiracial	-	50.0%	65.2%	72.6%
Unreported	-	60.6%	66.9%	68.4%

Table C: Learning conditions as predictors of engagement target

Classroom Learning Conditions ⁶	This School ¹	This Board ²	N.S. Schools ³	Tripod Database ⁴
Teacher provides help and encouragement.	-	47.4%	62.0%	52.4%
Teacher provides multiple explanations.	-	50.6%	63.1%	56.2%
Lessons seem relevant.	-	38.3%	48.8%	49.4%
Teacher makes learning enjoyable.	-	34.3%	49.9%	46.1%
Peers do not tease about mistakes.	-	57.3%	64.0%	56.8%

Notes:

[1] Average percentage of students in your school who gave the desired response on items that measure this engagement target.

[2] If available, average percentage of students in your district (excluding students in your school) who gave the desired response on items that measure this engagement target.

[3] Average percentage of students who gave the desired response on items that measure this engagement target in comparable ("peer") schools that serve demographically similar students.

[4] Average percentage of students in a large U.S. national sample who gave the desired response on items that measure this engagement target.



[5] The 'Other' category contains those students who selected 'Other' and racial subgroups with fewer than 8 respondents.

[6] This table lists the learning conditions that are significant predictors of the engagement target at the top of this page. Predictors are rank ordered from top to bottom, with the strongest predictors at the top of the list. Predictors are based on a multivariate analysis of a large national sample.

Learning Conditions and Student Engagement Targets

This table lets you cross-reference responses to items having to do with engagement targets against those having to do with classroom learning conditions. The numbers along the top represent the percentage of desired responses for each engagement target item. The numbers in the column at the left represent the percentage of desired responses for the learning condition items. The information provided in the cells at the center of the table indicates whether or not student responses for a given learning condition are relatively strong predictors for the corresponding engagement targets—based on a large U.S. national sample. Shaded cells containing the letter "P" represent statistically significant predictors.[1]

Table 4: Cross Reference Table

ENGAGEMENT TARGETS Overall % of preferred responses (targets) 		STUDENT ENGAGEMENT TARGETS														
		Trust		Cooperation		Goal Orientation			Diligence				Satisfaction			
		Teacher cares	Feels at home	Good behavior	Arrives on time	Feels high expectation	Feels success	Doesn't "fake"	Pushes to understand	Asks for help	Asks questions	Doesn't hold back	Has done best work	Overcame difficulty	Confident in success	
		1a	1b	2a	2b	3a	3b	3c	4a	4b	4c	4d	5a	5b	5c	
LEARNING CONDITIONS Overall % giving preferred response (conditions) 		58.2%	65.4%	74.3%	69.0%	80.2%	42.8%	64.6%	53.9%	44.7%	57.0%	65.5%	60.4%	46.4%	63.1%	
1. Feasibility																
1a: Teacher provides multiple explanations.	50.6%	P	P	-	P	-	P	-	-	P	P	-	P	P	P	
1b: After-school help is available.	54.2%	P	-	-	-	P	-	-	-	P	P	-	-	-	-	
2. Relevance																
2a: Lessons seem relevant.	38.3%	-	P	-	P	P	P	-	P	-	-	-	P	P	P	
3. Enjoyment																
3a: Teacher makes learning enjoyable.	34.3%	P	P	-	-	-	P	-	-	P	P	-	P	P	P	
4. Teacher Support and Press																
4a: Teacher provides help and encouragement.	47.4%	P	P	P	P	P	P	P	-	P	P	P	P	P	P	
4b: Teacher is sensitive to student's feelings.	45.2%	P	-	-	-	-	-	-	-	-	-	-	-	-	-	
4c: Teacher demands that students work hard.	30.0%	-	-	-	P	P	-	-	P	P	-	-	P	-	-	
4d: Teacher demands critical thinking.	50.4%	-	-	P	P	P	-	-	P	-	-	-	-	-	-	
5. Peer Support																
5a: Peers do not tease about mistakes.	57.3%	-	P	P	P	-	P	P	-	-	P	P	-	-	P	
5b: Peers do not tease about studying hard.	70.8%	-	P	P	P	-	-	P	-	-	-	P	-	-	-	
5c: Peers do not distract in class.	35.5%	-	P	P	P	-	-	-	-	P	-	P	-	-	-	

[1] A classroom condition is considered to be a significant predictor if its relationship to a given engagement target is statistically significant in the direction predicted by the Tripod Project Model.

Appendix: Classroom Distributions for Learning Conditions

1. Feasibility

Instruction and supports make success seem possible.

1a. Teacher provides multiple explanations.

Measured by:

If you don't understand something, my teacher explains it another way.

My teacher has several good ways to explain each topic that we cover.

1b. After-school help is available.

Measured by:

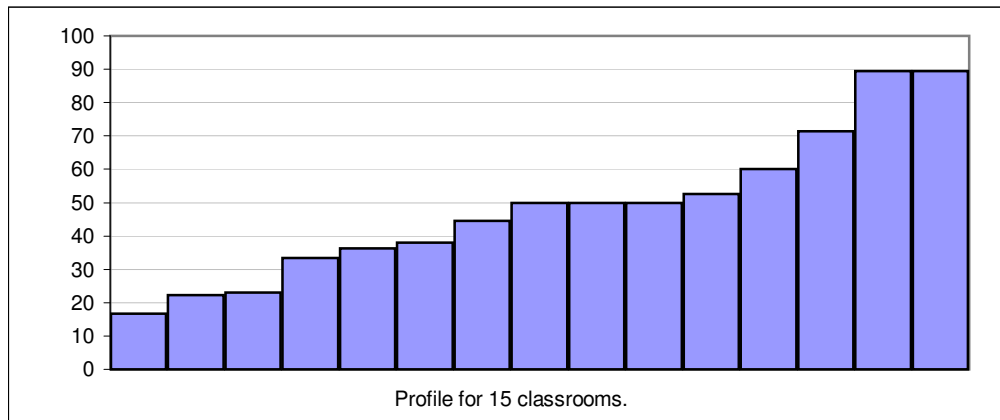
I can count on my teacher to help me before or after school, if I need it.

If I need help after school for this class, I can usually get the help I need.

NOTE: The graphs on the pages that follow represent classroom distributions for this school. In order to protect teacher confidentiality, one classroom (chosen at random) is not shown.

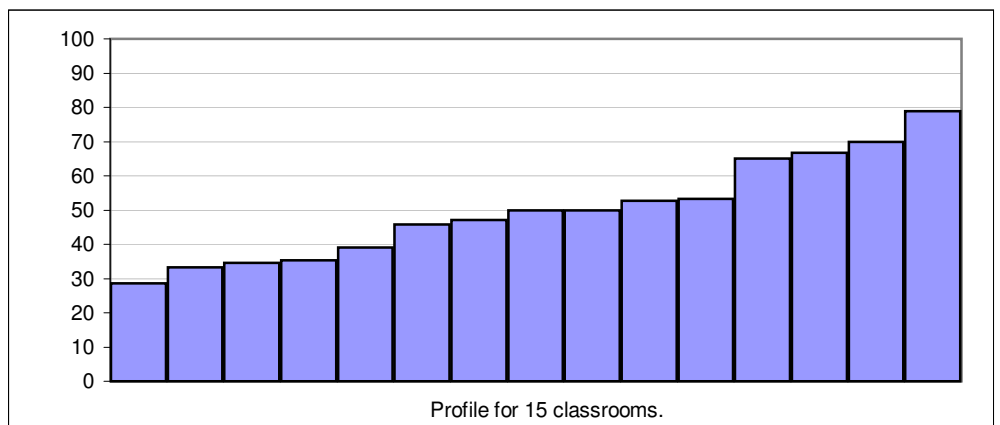
Avg. % of "mostly true" or "totally true" responses

This School	This Board	N.S. Schools	Tripod Database
-	50.6%	63.1%	56.2%



Avg. % of "mostly true" or "totally true" responses

This School	This Board	N.S. Schools	Tripod Database
-	54.2%	57.3%	51.7%



Relevance

Lessons show connections to real life.

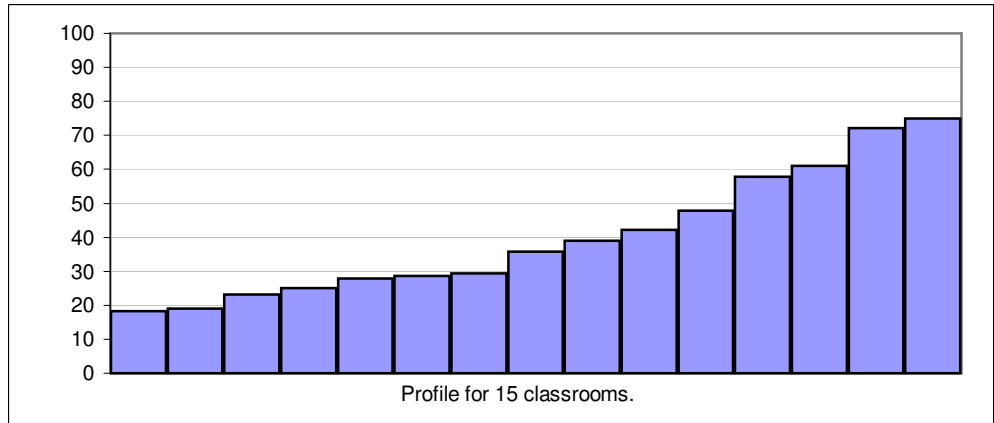
2a. Lessons seem relevant.

Avg. % of students giving the desired response			
This School	This Board	N.S. Schools	Tripod Database
-	38.3%	48.8%	49.4%

Measured by:

Things I am learning in this class will help me in my life.

[Disagreement with] I often feel like this class has nothing to do with real life outside school.



Enjoyment

Lessons are interesting and appropriately challenging.

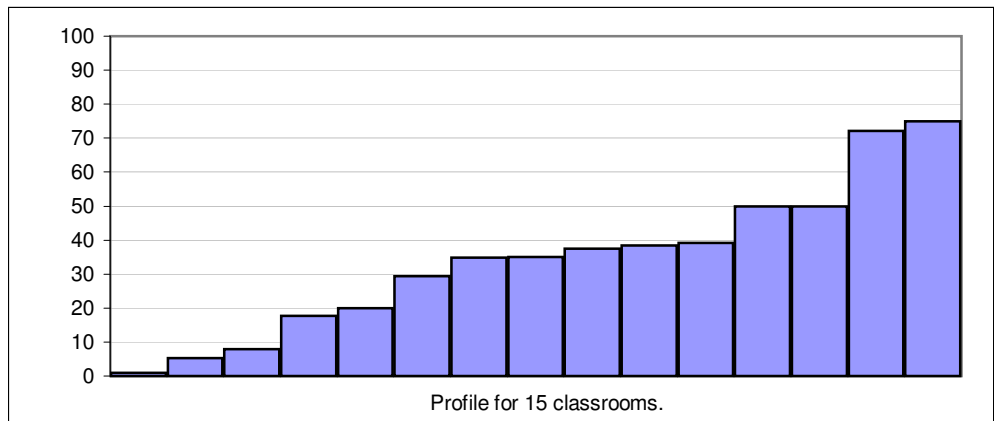
3a. Teacher makes learning enjoyable.

Avg. % of "mostly true" or "totally true" responses			
This School	This Board	N.S. Schools	Tripod Database
-	34.3%	49.9%	46.1%

Measured by:

My teacher makes learning enjoyable.

My teacher makes lessons interesting.



Teacher Support/Press

Teachers are both supportive and demanding.

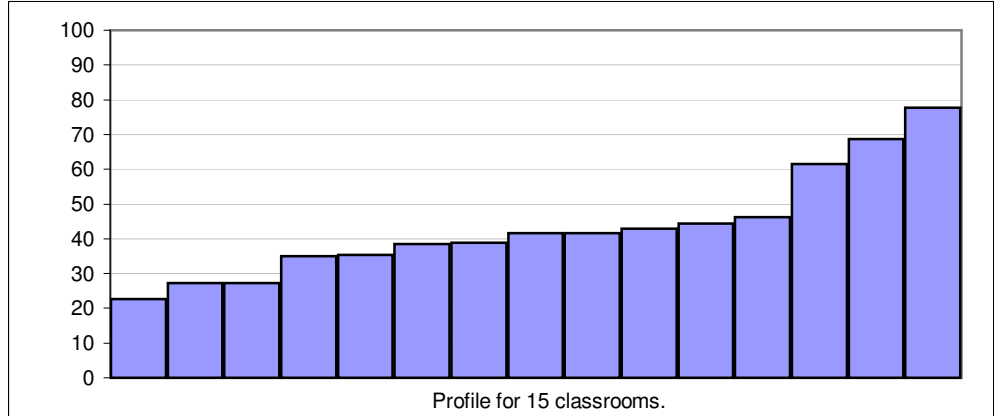
4a. Teacher provides help and encouragement.

Avg. % of "mostly true" or "totally true" responses

This School	This Board	N.S. Schools	Tripod Database
-	47.4%	62.0%	52.4%

Measured by:

My teacher in this class likes it when we ask questions.
 The teacher in this class shows that he/she will help me succeed in class.
 My teacher says and does things to help me improve my work.
 My teacher encourages us to be helpful to other students with their work.
 The teacher in this class welcomes questions if anyone gets confused.
 The teacher in this class encourages me to do my best.



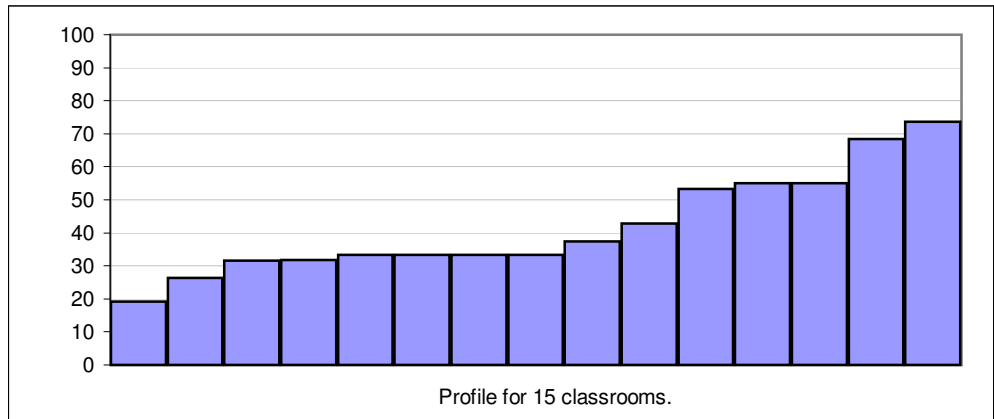
4b. Teacher is sensitive to student's feelings.

Avg. % of "mostly true" or "totally true" responses

This School	This Board	N.S. Schools	Tripod Database
-	45.2%	56.0%	49.8%

Measured by:

My teacher really tries to understand how students feel about things.



4c. Teacher demands that students work hard.

Avg. % of "mostly true" or "totally true" responses			
This School	This Board	N.S. Schools	Tripod Database
-	30.0%	40.1%	42.2%

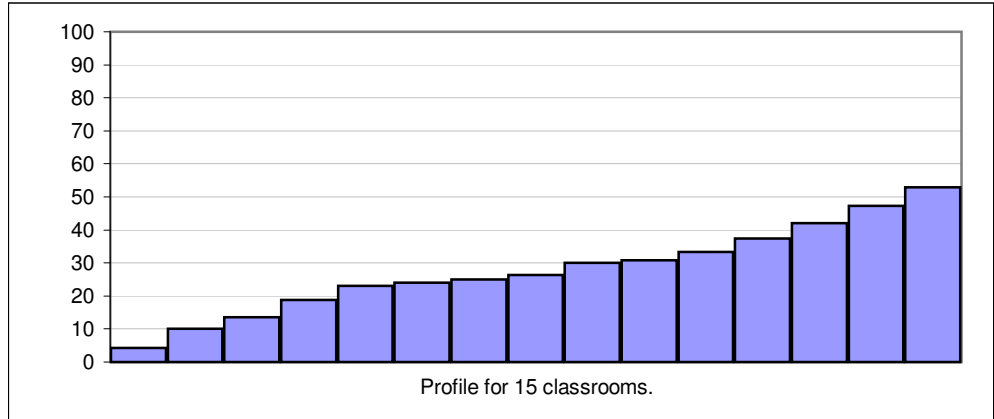
Measured by:

The teacher in this class demands that the students work hard.

Our class stays busy and doesn't waste time.

In this class, my teacher accepts nothing less than our full effort.

My teacher doesn't let people give up when the work gets hard.



4d. Teacher demands critical thinking.

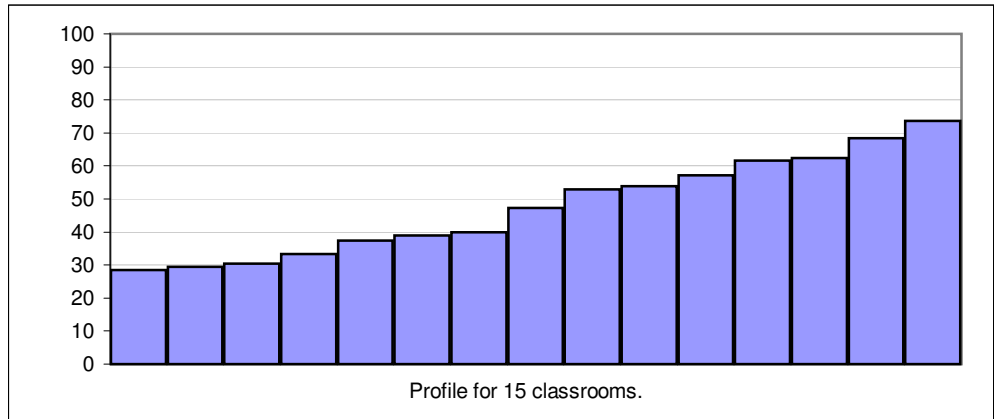
Avg. % of "mostly true" or "totally true" responses			
This School	This Board	N.S. Schools	Tripod Database
-	50.4%	61.8%	55.7%

Measured by:

My teacher wants me to explain my answers—why I think what I think.

In my class, really understanding the material is the main goal.

My teacher wants us to use our thinking skills, not just memorize things.



Peer Support

Peers are supportive (or at least not detractors).

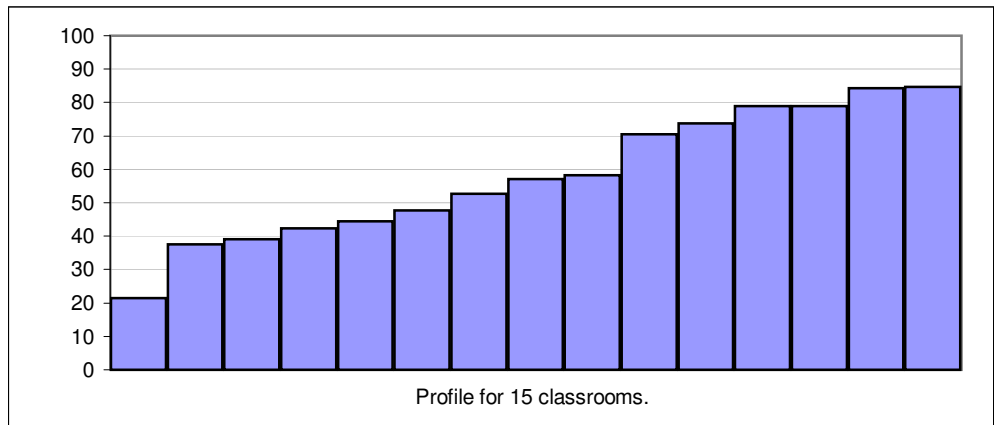
5a. Peers do not tease about mistakes.

Measured by:

[Disagreement with] Students in this class tease people who get wrong answers.

[Disagreement with] In this class, students get teased for making mistakes.

Avg. % of "totally untrue" or "hardly at all" responses			
This School	This Board	N.S. Schools	Tripod Database
-	57.3%	64.0%	56.8%

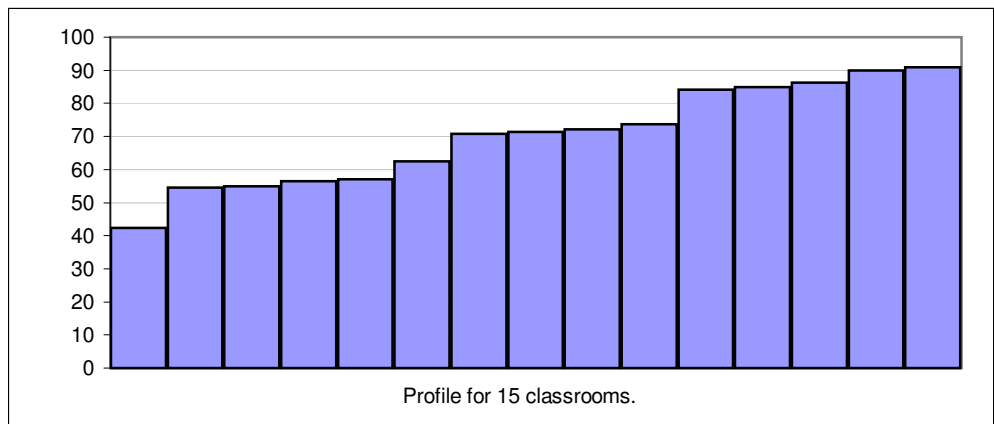


5b. Peers do not tease about studying hard.

Measured by:

[Disagreement with] In this class, students get teased if they study hard to get good grades.

Avg. % of "totally untrue" or "hardly at all" responses			
This School	This Board	N.S. Schools	Tripod Database
-	70.8%	77.8%	71.3%



5c. Peers do not distract in class.

Avg. % of "totally untrue" or "hardly at all" responses			
This School	This Board	N.S. Schools	Tripod Database
-	35.5%	47.7%	48.1%

Measured by:

[Disagreement with] In this class, some students try to keep others from working hard.

