

Assurance Model for Westwood Community High School

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Spring 2024

Principal's Letter of School Context

Westwood Community High School has been serving the community of Fort McMurray since 1986. Since 2018, we have been serving students in grades 7-12.

Westwood Community High School has a current enrollment of 976 students up from 810 students at the same time last year.

- There are 117 English Language Learners enrolled.
- There are currently 82 students identified with an inclusive education code; 40 code 40s, 41 code 50s, and 1 code 80.
- We have 74 First Nations, Metis, and Inuit students registered at present.
- Westwood Community High School staff consists of 37 teaching staff including 1 Mental Health Therapist, 1 Academic Counsellor, and 1 Learning Assistant Coordinator. There are 7 Educational Assistants, 1.5 Library Assistants, and 6 Admin Assistants.

At Westwood, we are committed to enhancing opportunities for student success through our programs in the Honours and Advanced Placement, Career and Technology Studies, Robotics, Coding, Visual and Performing Arts, First Nation Métis Inuit Programs (FNMI), Athletics, and ELL. Students can also access Individual Program Plans, resource rooms, and tutoring. In addition to the traditional classroom settings, Westwood provides students with opportunities to be successful through the Independent Learning Center and Off-Campus Programs.

Our cross-cultural and extracurricular programs are extensive and expanding. Students have various co/extra-curricular activities in which to participate, including sports, performing/visual arts, humanitarian clubs, robotics, and coding.

Our student body is motivated and encouraged to create learning opportunities through many student-led extracurricular activities, including Literacy Club, Stem Fellowship, Peer Tutoring, STEM Committee, and Debate Club.

This year, staff, students, and parents were updated regularly on the progress of our School Assurance Plan. Stakeholders were consulted while compiling the 2024-2025 School Assurance plan. Feedback gathered was used to decide that we would continue with our goals for 2024-2025. New strategies have been noted in the new plan.

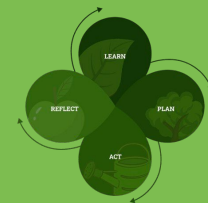
The Westwood staff continues to practice lifelong learning during our professional learning Fridays. During our Professional Learning Fridays, our motivated staff participate in division collaboration, department collaboration, Collaborative Response Model meetings, and Mental Health learning time. We look forward to continued learning for the betterment of our students during the 2023-2024 PLF cycle.

Roxanne Fudge
Principal
Westwood Community High School



SCHOOL NAME CONTINUOUS IMPROVEMENT CYCLE

Doing What's Best for Kids



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

CONTINUOUS IMPROVEMENT CYCLE

1. Learn - Gather, Analyse and Interpret Data
2. Plan - Identify Needs and Strategize to Address
3. Act - Resource and Implement the Plan, Adapt as Needed
4. Reflect - Impact of Plan for Continuous Improvements

CURRENT STATE

STRENGTHS

Alberta Education Assurance Measure data indicated over 87% of respondents identified Westwood High School as a welcoming and respectful environment (WCRSLE), who are providing high educational quality as well as ready access to support services for student success. Students scoring Academic Excellence on Grade 9 PATs and Grade 12 Diploma exams, as well as the rate of high school graduation, and parental involvement, are all above the Provincial average. Approximately 32% of the population were recognized as having academic success of 80% average or above. Noted student advocacy growth in student council DEI position; peer tutors, ambassadors, and mentors; GSA, BSU, ASU, MSU, A2E, IncludEd, StemConnect, w.women in tech. The 24-25 schedule provides access to a broader spectrum of EAL support and classes scheduled in the vocational streams to meet population needs (for example 2 EAL accredited courses, Science 14-24, Math 10-3, 20-3, RAP Career meetings, credit recovery, new credits in Early Learning and Childcare and Aboriginal Studies)

AREAS FOR GROWTH

1. **Literacy Skill Development, English as an Additional Language Student Support, and Aligned Assessment Practices** - Students will access appropriate programming and supports in an easy and timely manner, including access to literacy support for reading and writing. Development of a comprehensive onboarding process for EAL students. Students will be assessed using contemporary best practices according to AP360: Student Assessment Evaluation and Reporting.
2. **Inclusive School Culture** - A sense of belonging for all stakeholders, a school culture where all of our Westwood community members feel a sense of belonging, welcomed, and safe; a school where all feel included and diversity is recognized, accommodated, and celebrated.

LOCAL CONTEXT

Westwood High School represents a diverse student body with backgrounds that contribute to the rich cultural fabric of the school. Our school population increased from 956 students on September 30 2023 to 976 students currently. Seventy-two students started school after the first day of classes (51 after September 30, 2023). Of those students, 27 have come from outside Canada, 16 from outside Alberta, and 29 from within Alberta. Our school is home to 505 junior high and 471 high school students enrolled in mainstream or choice honours programming, including AP programming in grades 11 and 12; 20% of the high school population participate in writing university-level AP Exams. Within our 7-12 population of students, 12% receive support for learning English as an additional language, and 117 EAL students were benchmarked and can access literacy intervention. Newcomers arrive continuously throughout the school year and are assigned a student mentor. Our school provides targeted support for 8.4% of our population through an Individualized Program Plan for academic planning and intervention. Of this total, 4.2% of students have severe disabilities, of which 49% are currently in grades 7 and 8. Westwood is deeply committed to providing a safe and supportive environment for all stakeholders. Our School Survey results indicate that 43% of our community is still working toward feeling a sense of belonging among their peers and teachers. We are unwavering in our focus on continuing to build our inclusive school culture and connections and fostering positive academic habits for all of our students who are impacted by the pandemic and contributing factors such as additional language, academic, or socioemotional skill acquisition.

STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING
 - o Westwood PLF Plan 2024-25: growth in diversity and inclusion, literacy intervention and intensive support, supporting positive mental health practices, and collaborative restorative learning.
2. MATERIAL RESOURCES
 - o Literacy resource (research-based) from Supporting Adolescent Readers by Dawn Reithaug (2007); STAR computer adaptive assessment and data; FMPSD Coordinator's Corner; Junior High Schedule Revision with additional literacy minutes; creation of a comprehensive onboarding process for EAL students, Benchmarks 2.0 LearnAlberta EAL; Building Connections: Relational-Based Supports; ATA Library for New Canadians in Classroom; Reviewing Restorative Culture; AAC assessment; Teaching in Intercultural Classroom
3. HUMAN RESOURCES
 - o The following groups will support goals: Staff Social Committee, Peer Mentors, Student Council, PD from Education Department/ Literacy Coordinator in Literacy for Junior High Students, ATA Local 48 DEI, In-School Settlement Worker (EAL), Multicultural Association Tutors, EAL Teacher/Coordinator- including building teacher capacity to benchmark and support English learners and new students to Canada; Student Services staff providing diverse needs support, academic, career and wellness guidance. Plan to increase FTE for Student Services and LAC.

INDICATORS OF SUCCESS

MOVING TO DESIRED OUTCOME

- ★ Literacy is woven into the day-to-day fabric of teaching and learning.
- ★ Students with diverse needs are identified and supported with adult connections and collaborative, targeted intervention
- ★ Once student sense of belonging is enhanced (OurSCHOOL), attendance and achievement will continue to see growth
- ★ Continued opportunities for ALL levels of curricula and programs guided by supportive and responsive educators

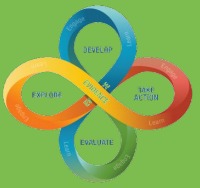




WESTWOOD COMMUNITY HIGH SCHOOL

DESIRED OUTCOME PLANNING

Doing What's Best for Kids



FMPSD PRIORITY AREA: Priority 1 Promote Growth and Success for All Students

DESIRED OUTCOME: Students will access appropriate programming and supports in an easy and timely manner, including access to **literacy** supports for reading and writing. Development of a comprehensive onboarding process for EAL students. Students will be **assessed** using contemporary best practices according to AP360 **Student Assessment Evaluation and Reporting**.

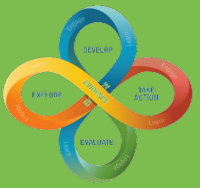
Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>Star Assessment Data collected in the Fall indicated that 65% of students who were below proficiency level. Of the 434 students tested 34% needed literacy interventions. New Star data will be gathered by June 1st 2024</p> <p>There is limited intensive support for EAL students. There is a limit to the amount of time to acclimate new non English speaking students who make up 12% of the population.</p> <p>A review of current assessment practice is in progress.</p>	<p>Of the 434 students tested 34% needed literacy interventions.</p> <p>All EAL Students benchmarked can access accommodations.</p> <p>There are a number of non-funded EAL students</p> <p>Need to update best practices in Formative, Summative and Performance based tasks</p>	<p>Literacy growth practice time embedded for Language Arts teachers</p> <p>New Benchmark 2.0 Growth in benchmarking EAL students and cross curricular intervention strategies</p> <p>It was in 2021 that staff last engaged in professional development regarding assessment practice AP360: Student Assessment Evaluation and Reporting. New staff members have since joined and returning staff members would benefit from review and latest researched best practices.</p>	<p>In the 24-25 class schedule, Junior High students will continue to have more access to English Language Arts instruction. Literacy strategies will be taught by English Language Arts teachers with an emphasis on cross-curricular application. Junior High English Language Arts teachers will collaborate on PLFs to ensure literacy strategies are taught with fidelity.</p> <p>There is a 1.0 FTE EAL Teacher/Coordinator in the class schedule for 24-25.</p> <p>EAL 1120 Level 1 and EAL 1121 Level 2 Course (5 credits each) available</p> <p>Teachers will participate in EAL benchmarking capacity building groups with EAL lead</p> <p>Continuation of Tutorials, Extra Help sessions, Westwood Accountability Centre referrals, peer tutoring, peer mentoring, conversation club and multicultural association weekly tutoring</p> <p>Teachers will participate in professional learning in assessment; teachers and will collaborate to implement valuable assessment practices.</p>	<p>An increase in students who are accessing appropriate learning supports and programs</p> <p>Increase in numbers of Junior High students reading at grade level</p> <p>Increase in capacity for supporting newcomers, EAL, benchmarking and interventions.</p> <p>Professional learning in Assessment practice occurring during PLF and evidence of experimenting with a variety of assessment instruments in the classroom</p>	<p>Students will access appropriate programming and supports in an easy and timely manner including access to literacy supports for reading and writing. Students will be assessed according to AP360: Student Assessment Evaluation and Reporting.</p>



WESTWOOD COMMUNITY HIGH SCHOOL

DESIRED OUTCOME PLANNING

Doing What's Best for Kids



FMPSD PRIORITY AREA: Priority 2 Maintain Safe and Caring Learning Environments and Supports

DESIRED OUTCOME: A school culture where all of our Westwood community members feel a **sense of belonging, welcomed and safe**. A school where all feel included and **diversity is recognized and celebrated**.

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>The Fall 2023 OurSCHOOL survey shows that only 62% of students have a high sense of belonging in the school and 6.3/10 students feel that they have positive teacher-student relationships. Further it shows that only 57% feel safe at school and 74% indicate that they have friends at school who they can trust and encourage them to make positive choices. (Our School Survey will be administered in May 2024)</p>	<p>The Fall 2023 OurSCHOOL survey shows that 38% of students do not have a high sense of belonging in the school.</p> <p>3.7/10 students feel that they do not have positive teacher-student relationships.</p> <p>43% of students do not feel safe at school, 37% do not feel accepted by their peers and others and only 26% indicate that they do not have friends at school who they can trust and encourage them to make positive choices.</p> <p>High number of junior high office referrals for peer conflict issues</p>	<p>Further education in Diversity Education and Culturally responsive practices</p> <p>Mastering the use of Restorative Practices</p> <p>Facilitating Peer Conflict Resolution</p>	<p>PLF Schedule includes time for continued professional learning in DEI (Unconscious Bias, Indigenous Studies)</p> <p>Encourage student led extra curricular groups that celebrate diversity and promote a sense of belonging for all</p> <p>Encourage students to be school and event ambassadors and promote a sense of belonging through active community citizenship</p> <p>Engagement with community agencies to promote positive peer interactions and respect for diversity</p> <p>Expand Peer Mentoring program for students</p> <p>Diversity Presentations and Events (Ramadan, Holi, Multicultural Association, SOGI Pride Week)</p> <p>Restorative Conversations (promote a positive and peaceful atmosphere where conflicts are seen as opportunities for growth and learning, rather than as problems to be punished)</p>	<p>Results of Spring Our School Survey indicating a higher sense of belonging</p> <p>Increase in culture building activities, spirit days, extra-curricular activities,</p> <p>Decrease in junior high office referrals for peer conflict resolution</p>	<p>A sense of belonging for all stakeholders, a school culture where all of our Westwood community members feel a sense of belonging, welcomed and safe. A school where all feel included and diversity is recognized and celebrated.</p>

Required Alberta Education Assurance Measures - Overall Summary Spring 2023

School: 1857 Westwood Community High School

Assurance Domain	Measure	Westwood Community 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	85.5	85.7	85.7	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	80.8	84.6	87.3	80.3	81.4	82.3	High	Declined Significantly	Issue
	3-year High School Completion	92.9	91.6	93.1	80.7	83.2	82.3	Very High	Maintained	Excellent
	5-year High School Completion	97.3	97.5	95.4	88.6	87.1	86.2	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	71.6	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	32.2	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	81.4	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	33.0	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.6	90.2	91.8	88.1	89.0	89.7	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.6	88.7	88.7	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	87.9	86.5	86.5	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	82.1	88.5	88.2	79.1	78.8	80.3	High	Maintained	Good

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Participation in the 2019/20 to 2021/22 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. Caution should be used when interpreting high school completion rate results over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. School years 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 Spring 2023

School: 1857 Westwood Community High School (ESL)

Assurance Domain	Measure	Westwood Community 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	88.5	98.3	97.1	72.8	78.5	77.1	High	Maintained	Good
	5-year High School Completion	100.0	100.0	94.2	88.7	86.1	86.0	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	82.1	n/a	n/a	65.8	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	39.1	n/a	n/a	15.2	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	63.0	n/a	n/a	59.0	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	34.8	n/a	n/a	10.8	n/a	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

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Required Alberta Education Assurance Measures - Overall Summary Spring 2023

School: 1857 Westwood Community High School (FNMI)

Assurance Domain	Measure	Westwood Community 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	*	83.3	88.9	57.0	59.5	59.1	*	*	*
	5-year High School Completion	96.0	91.8	91.7	71.3	68.0	67.0	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	37.8	n/a	n/a	46.4	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	0.0	n/a	n/a	6.4	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	*	n/a	n/a	68.7	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	*	n/a	n/a	8.5	n/a	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

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Supplemental Alberta Education Assurance Measures - Overall Summary Spring 2023

School: 1857 Westwood Community High School

Measure	Westwood Community 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
Diploma Exam Participation Rate (4+ Exams)	5.7	n/a	70.7	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	2.0	0.0	0.2	2.5	2.3	2.5	Very High	Declined Significantly	Acceptable
In-Service Jurisdiction Needs	96.8	97.7	89.9	82.2	83.7	84.3	Very High	Improved	Excellent
Lifelong Learning	91.4	91.3	94.2	80.4	81.0	76.8	Very High	Maintained	Excellent
Program of Studies	82.8	87.1	86.3	82.9	82.9	82.6	Very High	Declined	Good
Program of Studies - At Risk Students	87.1	86.5	88.9	81.2	81.9	83.4	High	Maintained	Good
Rutherford Scholarship Eligibility Rate	94.4	79.0	79.4	71.9	70.2	68.3	Very High	Improved Significantly	Excellent
Safe and Caring	90.7	90.9	92.3	87.5	88.8	89.1	Very High	Maintained	Excellent
Satisfaction with Program Access	80.3	84.6	86.6	72.9	72.6	73.9	High	Declined Significantly	Issue
School Improvement	75.3	83.3	84.7	75.2	74.2	77.9	Intermediate	Declined Significantly	Issue
Transition Rate (6 yr)	69.0	61.2	58.8	59.7	60.3	60.2	High	Improved Significantly	Good
Work Preparation	89.3	90.0	94.1	83.1	84.9	84.5	Very High	Maintained	Excellent

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Junior High Star Data

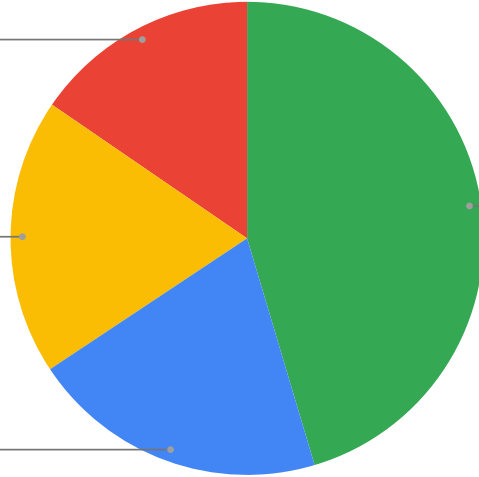
Westwood High School Fall 2023

Urgent Intervention
15.4%

Intervention
18.9%

On Watch
20.3%

At/Above Benchmark
45.4%





Report on Student Outcomes and School Climate

OurSCHOOL Secondary School Survey (9179)

Westwood Community 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 424 students in this school that participated in the survey between 8 Mar. 2023 and 28 Apr. 2023. The number of students by grade level is:

- grade 7: 122
- grade 8: 76
- grade 9: 39
- grade10: 79
- grade11: 74
- grade12: 34

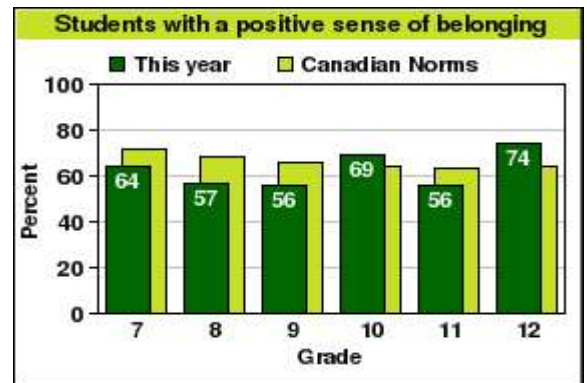
The bar charts show the results by grade for grades with at least 5 students. These are compared with Canadian norms, which are based on last year's results for all students using the OurSCHOOL survey at the grade levels found in this school. For details on the survey see www.thelearningbar.com.

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.

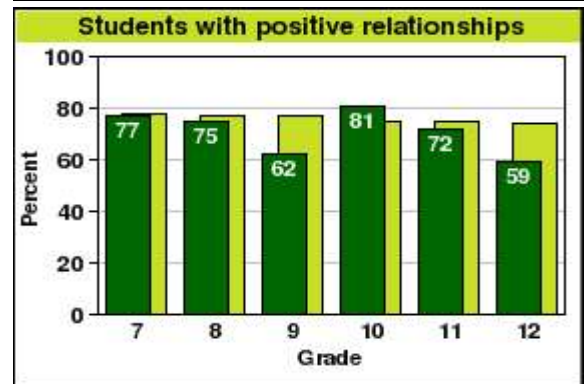
- 62% of students in this school had a high sense of belonging; the Canadian norm for these grades is 66%.
- 59% of the girls and 69% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 62% and for boys is 71%.



Students with positive relationships

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

- In this school, 74% of students had positive relationships; the Canadian norm for these grades is 76%.
- 81% of the girls and 67% of the boys in this school had positive relationships. The Canadian norm for girls is 78% and for boys is 74%.



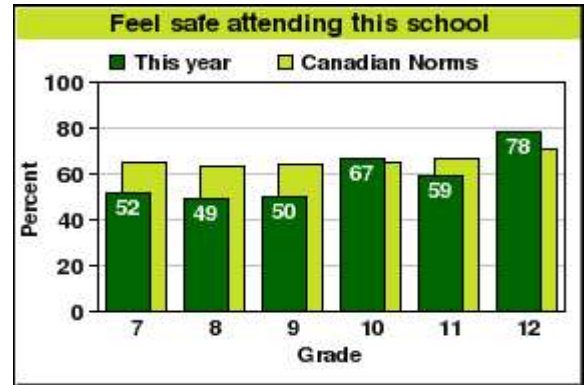


DRIVERS of Student Outcomes

Feel safe attending this school

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

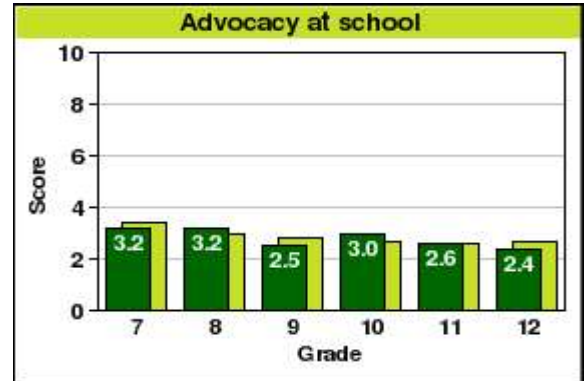
- 57% of students felt safe attending the school; the Canadian norm for these grades is 66%.
- 57% of the girls and 60% of the boys felt safe attending the school. The Canadian norm for girls is 64% and for boys is 67%.



Advocacy at school

Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice.

- In this school, students rated advocacy at school 2.9 out of 10; the Canadian norm for these grades is 2.9.
- In this school, advocacy at school was rated 2.7 out of 10 by girls and 3.3 out of 10 by boys. The Canadian norm for girls is 2.7 and for boys is 3.1.



Positive teacher-student relations

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

- In this school, positive teacher-student relations were rated 6.3 out of 10; the Canadian norm for these grades is 6.5.
- In this school, positive teacher-student relations were rated 6.3 out of 10 by girls and 6.5 out of 10 by boys. The Canadian norm for girls is 6.4 and for boys is 6.5.

