



AURORA ELEMENTARY SCHOOL

ANNUAL EDUCATION RESULTS

REPORT

October, 2013



Aurora Elementary

3901 -55 Ave. Drayton Valley, AB T7A 1N9
Phone 780-542-9355 Fax 780-542-7315

Creating Powerful Learning Environments



A-ROAR-A,

the lion, is our mascot.

MISSION STATEMENT:

To provide the best well-rounded education to the Aurora School community within a caring environment.

Aurora is a K-6 school of approximately 364 students. It was built in 1992. We are located in Drayton Valley, Alberta, 100 km.

southwest of Edmonton. Our school division is Wild Rose, whose central office is located in Rocky Mountain House. Our special programs include: Aurora Watch, after school P.E., hot lunch program, annual concerts, monthly assemblies, after school care, choirs, cultural performances, daily P.E., D.A.R.E., early literacy, enrichment, house leagues, gr. 5 outdoor education, reading expedition, Safe & Caring Schools, French program, after school science club, annual speech competition, running/walking club, and study skills.

School Plan

MISSION STATEMENT

To provide the best well-rounded education to the Aurora School community within a caring environment.

VALUES

Our three decision making filters (in order)

SAFE & CARING

- a place where all children feel accepted by everyone
- a family atmosphere promoting enjoyment of learning by everyone
- staff friendliness and high staff morale
- clear, strong, consistent discipline procedures
- safe, clean, facility and grounds

LEARNING

- involved parents and an effective School Council
- a broad program exposing students to a variety of learning opportunities (involving Multiple Intelligences) to promote emotional, academic, social, and physical well-being
- high academic standards revolving around literacy and numeracy
- strong, collaborative school leadership
- effective, focused Professional Learning groups
- enrichment opportunities for students to stretch themselves within Multiple Intelligences

FUN

- regular recreational activities for everyone
- regular opportunities to laugh together

THE AURORA WAY

A- Always treat others as you would like to be treated

U- Use proper manners and be polite

R- Respect others, the environment and property

O- Openness and honesty

**R- Responsible and trustworthy
behavior**

**A- A place where all people feel
accepted**

W- Work to the best of your ability

A- A safe and caring school

Y- You can make it happen!



AURORA ELEMENTARY SCHOOL
STUDENT, STAFF, AND VOLUNTEER CODE OF CONDUCT



1) I have the RIGHT to learn in this school.
It is my RESPONSIBILITY to be prepared to learn.

2) I have the RIGHT to hear and be heard.
It is my RESPONSIBILITY to listen and speak in appropriate and acceptable school language.

3) I have the RIGHT to be respected in this school.
It is my RESPONSIBILITY not to hurt the feelings of others.

4) I have the RIGHT to be safe in this school.
It is my RESPONSIBILITY not to threaten or physically harm anyone.

5) I have a RIGHT to my own personal space.
It is my RESPONSIBILITY to respect the personal property and space of others.

6) I have a RIGHT to assistance and support in learning self-control.
It is my RESPONSIBILITY to practice self-control and ask for assistance when necessary.



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Creating Powerful Learning Environments

Combined 2013 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Aurora Elementary 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
Safe and Caring Schools	Good	Safe and Caring	87.4	88.6	90.5	89.0	88.6	88.1	High	Maintained	Good
Student Learning Opportunities	n/a	Program of Studies	82.7	84.1	87.0	81.5	80.7	80.7	Very High	Maintained	Excellent
		Education Quality	92.4	92.3	93.7	89.8	89.4	89.3	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.5	3.2	3.9	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.8	74.1	72.7	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	91.8	86.5	90.6	79.0	79.1	79.2	Very High	Maintained	Excellent
		PAT: Excellence	11.3	19.9	19.8	18.9	20.8	19.9	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	84.6	83.1	82.5	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.7	20.7	20.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.6	56.2	54.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	61.3	61.5	59.4	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.5	58.4	59.2	n/a	n/a	n/a
		Work Preparation	82.9	71.4	75.2	80.3	79.7	79.9	High	Maintained	Good
		Citizenship	85.8	87.3	87.9	83.4	82.5	82.0	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	85.2	79.6	79.1	80.3	79.7	79.8	Very High	Maintained	Excellent
Continuous Improvement	Good	School Improvement	81.3	86.8	87.2	80.6	80.0	80.0	Very High	Declined	Good

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9).
2. 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 Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
6. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Goal One: An excellent start to learning

Outcome: *Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.*

- There are no required performance measures for this goal. Schools are encouraged to incorporate early development data available at the local level.

<p>Comment on Results <i>WRSD recognizes that children have been coming to kindergarten at many different levels of emotional, social, intellectual, and physical development. Schools work together with preschools to help identify and provide programming for those students who are developmentally delayed.</i></p>
<p>Strategies</p> <ul style="list-style-type: none"> - <i>PUF programming is available for students beginning at 3 years old in playschools.</i> - <i>Community study's involving kindergarten teachers to help identify students prior to kindergarten entry. Community wide data is available.</i> - <i>Full day/every day kindergarten provided at all school with a play based focus for those students that need to close the gap and enhance the children's overall development.</i>

Goal Two: Success for Every Student

Outcome: *Students demonstrate proficiency in literacy and numeracy.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	93.4	94.6	90.7	86.5	91.8	93.0	Very High	Maintained	Excellent	94.0	95.0	96.0
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	27.6	25.7	14.0	19.9	11.3	20	Very Low	Declined	Concern	20	21	22

<p>Comment on Results</p> <ul style="list-style-type: none"> • We are very pleased with the number of students who are achieving the acceptable standard. We believe this is a result of hard work and dedication from the staff and the collaborative culture that has been created at Aurora. • The decline in standard of excellence is a concern of staff. Staff will conduct an in-depth PAT analysis to determine areas for improvement.
<p>Strategies</p> <ul style="list-style-type: none"> • Teachers will conduct an in-depth PAT analysis of the results and identify areas of strength and areas to improve upon in both meeting and exceeding the standard as well as excelling. We will then create a document for all teachers to access and use in their classrooms. • Staff will brainstorm on ideas such as using exemplars to improve achievement results. • Teachers will continue to focus on literacy and numeracy, primarily in the primary grades. • Teachers will consult in their PLC groups on enrichment strategies to increase the standard of excellence.

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Outcome: Students demonstrate citizenship and entrepreneurship.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	91.5	90.2	86.3	87.3	85.8	90	Very High	Maintained	Excellent	91	92	93
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	83.3	84.2	70.0	71.4	82.9	85	High	Maintained	Good	86	87	88

Comment on Results

We are very pleased with the improvement in this area. We saw an improvement of over 10 percent in the second performance measure.

Strategies

We are very pleased with our results that schools model the characteristics of active citizenship. We will monitor and measure that students are taught attitudes and behaviors that make them successful at work. It is our goal to have students leaving Aurora who are well prepared to take on any challenges that they may face. Through our divisional three pillars initiative, students will gain 21st century learning skills such as collaboration, problem solving, critical thinking, life-long learning, digital literacy, global citizenship, and taking responsibility for their learning.

Outcome: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	*	*	*	*	*	*	*	*	*	*
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	*	*	*	*	*	*	*	*	*	*

Comment on Results

There is currently no achievement gap in this area as we have very few FNMI students.

Strategies

Goal Three: Quality teaching and school leadership

Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	87.4	90.1	86.9	84.1	82.7	85	Very High	Maintained	Excellent	86	87	88

Comment on Results

We are very pleased with these results which are a reflection of all the hard work that teachers have been putting in. This is also a result of the Professional Development opportunities provided by our school district.

Strategies

- Division-wide PD days to focus on SMART Learning, Inquiry based Learning and Assessment.
- School based PD days to focus on teacher collaboration in early learning and the three district initiatives. Teachers will meet in both grade level specific groupings as well as district wide groupings. Opportunity for google hangouts and video conferencing will be made available.
- Teachers will be provided with PLC group meetings once a week to collaborate with grade level teachers as well as vertical meetings with adjacent grade level teachers.
- PD opportunities provided at staff meetings.
- Partnership formed with another elementary school in town to focus on inquiry based learning.
- Bring in experts to work with staff in inquiry based learning and SMART learning pillars.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Goal Four: Engaged and effective governance

Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	83.3	84.1	73.7	79.6	85.2	86	Very High	Maintained	Excellent	87	88	89
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	96.1	96.6	92.2	92.3	92.4	94	Very High	Maintained	Excellent	95	96	97

Comment on Results

- We are very pleased with the improvement in the area of parental involvement as this has been a focus of the school administration and staff over the past 2 years. We will continue to keep this as a priority.

Strategies

- We will continue to look at ways to increase parental involvement, including collaboration with the PAC. We had a successful movie night, a staff member at PAC meetings, and other issues that recognized the importance of parents as advisors to the principal.

Outcome: Students and communities have access to safe and healthy learning environments.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	95.0	92.3	90.7	88.6	87.4	90	High	Maintained	Good	91	92	93
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	95.9	91.4	83.4	86.8	81.3	87	Very High	Declined	Good	88	89	90

Comment on Results

- We are very pleased that Aurora school is a safe and caring place. We continue to make this our #1 priority in our decision-making filters. There is a great deal of time and energy spent developing a safe and caring culture. We will continue to improve in this area.
- We have created a school motto called the Aurora Way which promotes a safe and caring school environment through nine guiding principles developed by staff, students and parents. We also have a school song and mascot to support this. Also daily school announcements by the principal help promote this goal.

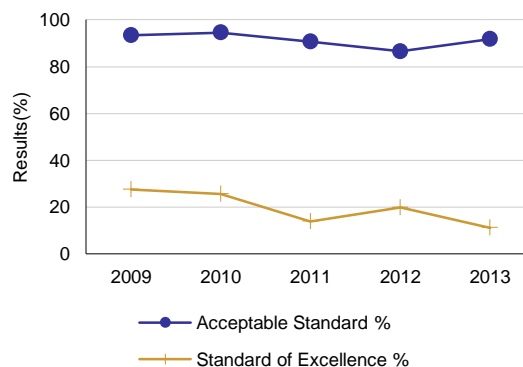
Strategies

- Work together with school council and staff to come up with communication strategies to improve the perception of our school which has a very good reputation as a high performing school.

Provincial Achievement Test Results – Measure Details

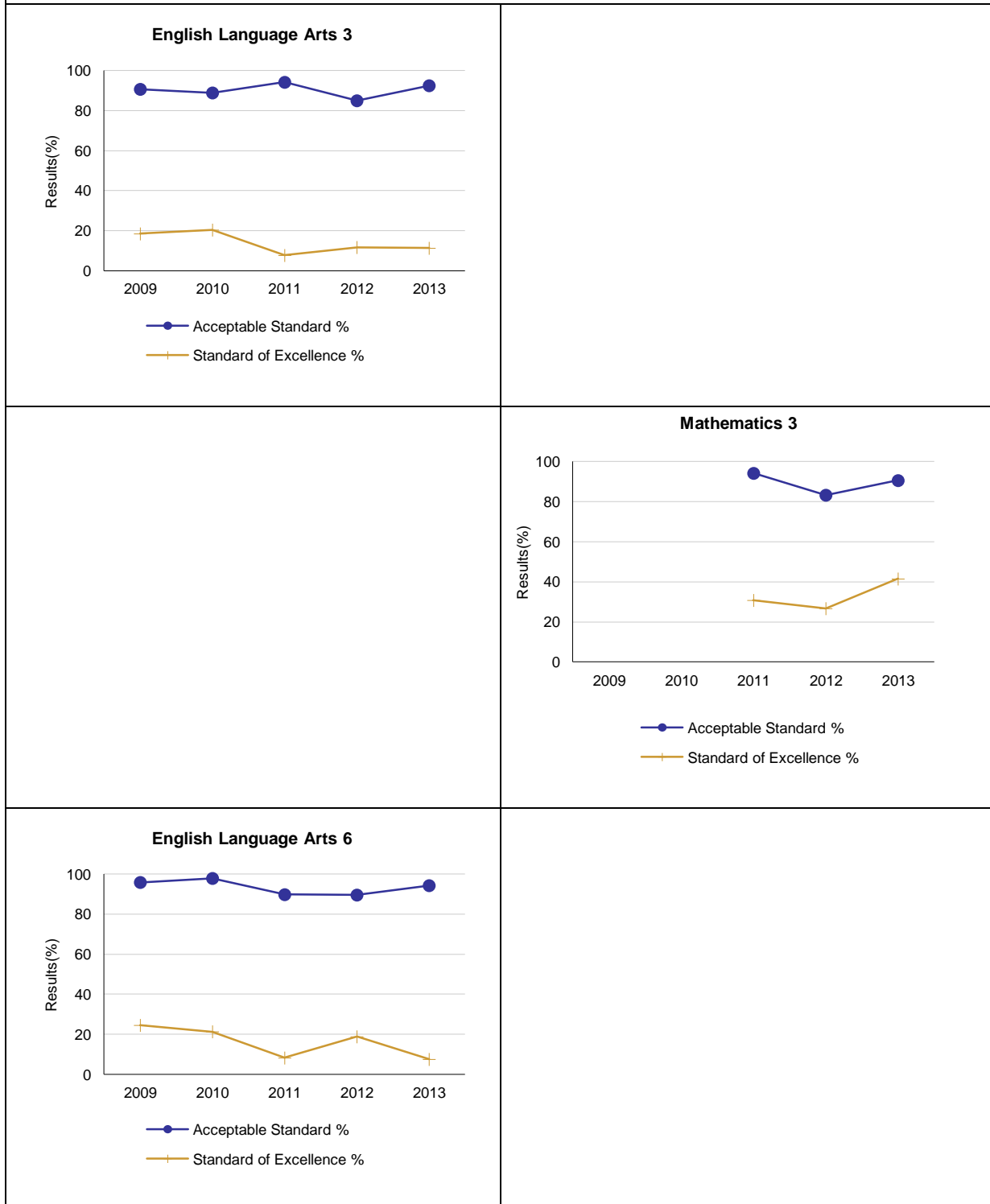
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2009		2010		2011		2012		2013		2013	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	School	90.7	18.5	88.9	20.4	94.2	7.7	85.0	11.7	92.5	11.3	93	15
	Authority	86.4	11.2	84.2	16.9	86.2	9.8	84.9	12.6	83.3	12.6		
	Province	81.3	18.2	81.6	19.5	81.8	17.5	81.9	20.4	81.5	17.8		
Mathematics 3	School	n/a	n/a	n/a	n/a	94.2	30.8	83.3	26.7	90.6	41.5	92	42
	Authority	n/a	n/a	n/a	n/a	80.3	21.1	80.3	18.6	78.3	24.5		
	Province	n/a	n/a	n/a	n/a	77.4	26.0	76.8	25.5	76.5	25.5		
English Language Arts 6	School	95.9	24.5	97.9	21.3	89.8	8.2	89.6	18.8	94.3	7.5	95	15
	Authority	88.6	17.1	83.0	13.1	83.2	9.2	85.1	9.2	86.7	11.9		
	Province	81.8	18.9	83.3	18.9	83.0	18.5	82.7	17.8	82.5	16.3		
Mathematics 6	School	n/a	n/a	n/a	n/a	83.7	6.1	77.1	18.8	73.6	11.3	80	15
	Authority	n/a	n/a	n/a	n/a	73.3	12.3	70.7	9.2	69.5	10.0		
	Province	n/a	n/a	n/a	n/a	73.7	17.8	74.7	16.6	73.0	16.4		
Science 6	School	93.9	40.8	97.9	36.2	87.8	26.5	85.4	31.3	88.7	15.1	90	20
	Authority	80.4	25.9	79.4	22.5	77.4	23.4	79.9	21.3	77.0	17.7		
	Province	76.5	24.8	76.8	26.4	76.2	25.0	77.8	28.2	77.5	25.9		
Social Studies 6	School	n/a	n/a	85.1	21.3	79.6	10.2	83.3	25.0	77.4	9.4	85	15
	Authority	n/a	n/a	71.3	13.1	71.5	11.0	71.8	11.5	72.6	11.4		
	Province	n/a	n/a	71.0	16.4	71.1	18.5	73.2	19.5	72.7	19.0		

Graph of Overall Provincial Achievement Test Results

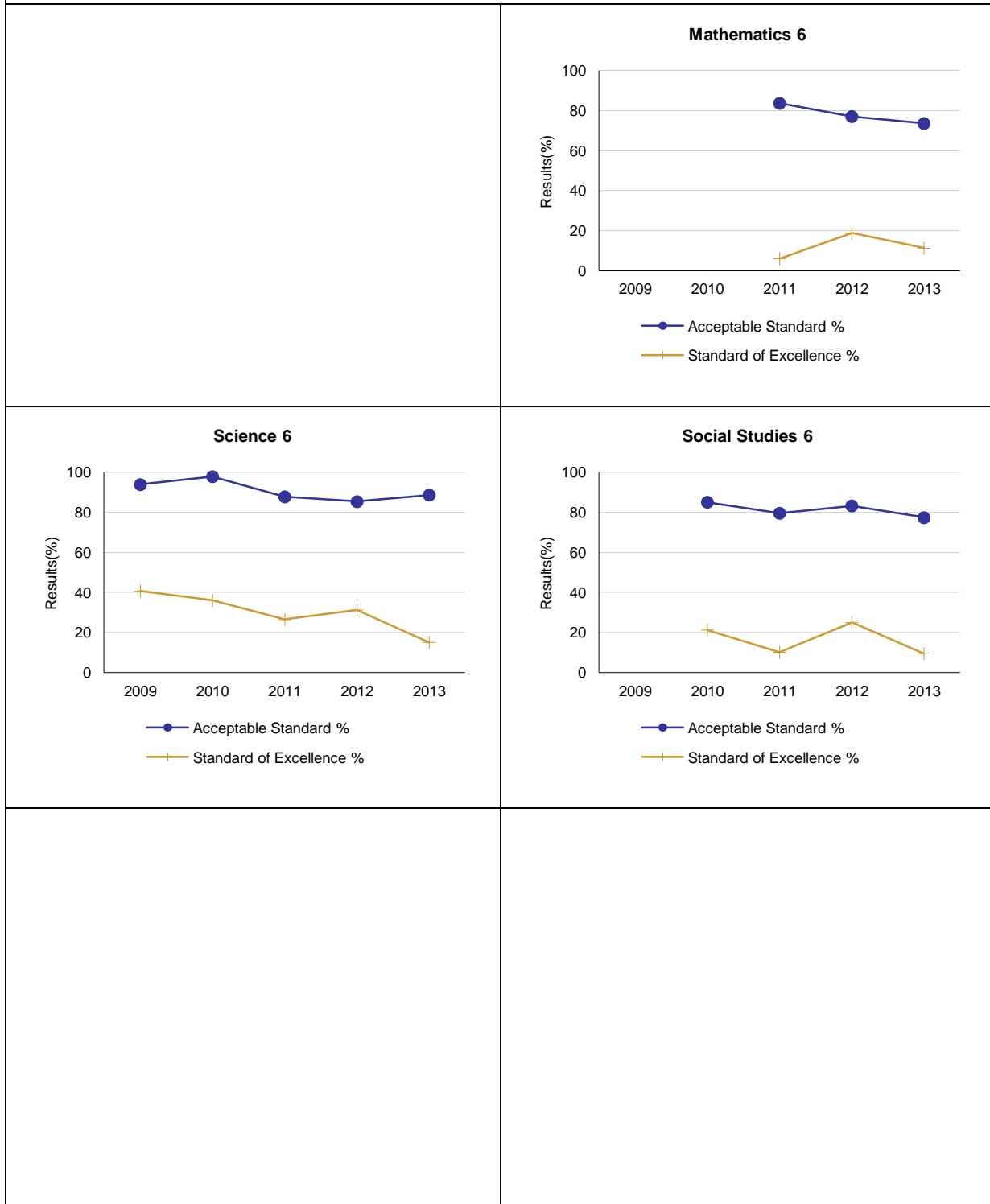


Note: Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Graph of Provincial Achievement Test Results by Course



Graph of Provincial Achievement Test Results by Course



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Aurora Elementary School						Alberta				
		Achievement	Improvement	Overall	2013		Prev 3 Yr Avg		2013		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	High	Maintained	Good	53	92.5	55	89.4	46,095	81.5	43,231	81.8
	Standard of Excellence	Low	Maintained	Issue	53	11.3	55	13.2	46,095	17.8	43,231	19.2
Mathematics 3	Acceptable Standard	n/a	Maintained	n/a	53	90.6	56	88.8	46,041	76.5	43,823	77.1
	Standard of Excellence	n/a	Improved	n/a	53	41.5	56	28.7	46,041	25.5	43,823	25.8
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	53	94.3	48	92.4	44,141	82.5	43,401	83.0
	Standard of Excellence	Low	Declined	Issue	53	7.5	48	16.1	44,141	16.3	43,401	18.4
Mathematics 6	Acceptable Standard	n/a	Maintained	n/a	53	73.6	49	80.4	44,089	73.0	43,355	74.2
	Standard of Excellence	n/a	Maintained	n/a	53	11.3	49	12.4	44,089	16.4	43,355	17.2
Science 6	Acceptable Standard	High	Maintained	Good	53	88.7	48	90.3	44,138	77.5	43,341	76.9
	Standard of Excellence	Low	Declined	Issue	53	15.1	48	31.3	44,138	25.9	43,341	26.5
Social Studies 6	Acceptable Standard	High	Maintained	Good	53	77.4	48	82.7	43,914	72.7	43,436	71.8
	Standard of Excellence	Low	Declined	Issue	53	9.4	48	18.8	43,914	19.0	43,436	18.1

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
French Language Arts 3	Acceptable Standard	0.00 - 60.68	60.68 - 77.74	77.74 - 88.22	88.22 - 94.87	94.87 - 100.00
	Standard of Excellence	0.00 - 3.31	3.31 - 8.38	8.38 - 17.31	17.31 - 25.31	25.31 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00

Notes:

The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

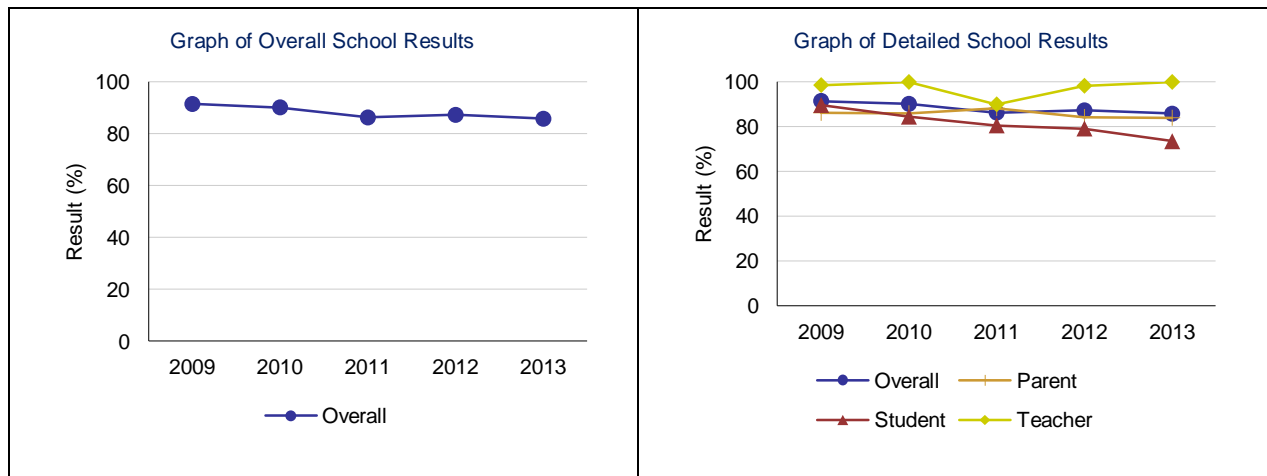
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	91.5	90.2	86.3	87.3	85.8	75.1	75.1	73.8	73.8	73.0	80.3	81.4	81.9	82.5	83.4
Teacher	98.6	100.0	90.0	98.3	100.0	88.6	91.4	87.2	86.6	83.3	91.8	93.0	92.7	93.1	93.6
Parent	86.2	86.0	88.3	84.3	84.0	66.6	68.4	69.0	69.2	70.1	77.4	78.5	78.6	79.4	80.3
Student	89.7	84.5	80.6	79.2	73.5	70.0	65.4	65.4	65.7	65.8	71.8	72.7	74.5	75.0	76.2

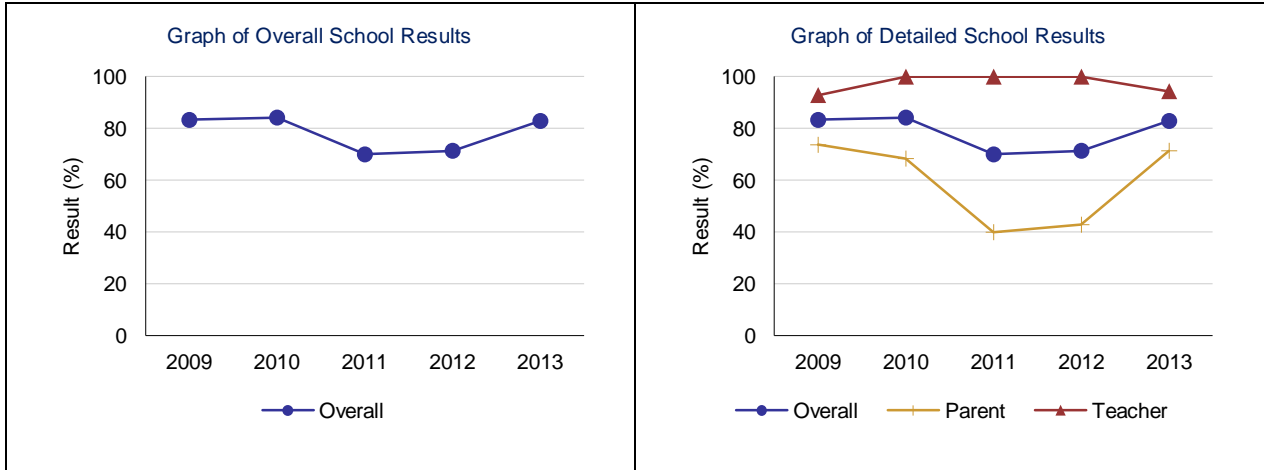


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	83.3	84.2	70.0	71.4	82.9	76.2	72.9	73.8	69.3	69.7	79.6	79.9	80.1	79.7	80.3
Teacher	92.9	100.0	100.0	100.0	94.4	91.0	90.0	82.2	84.0	80.5	88.9	90.0	89.6	89.5	89.4
Parent	73.7	68.4	40.0	42.9	71.4	61.5	55.9	65.5	54.6	59.0	70.2	69.8	70.6	69.9	71.1

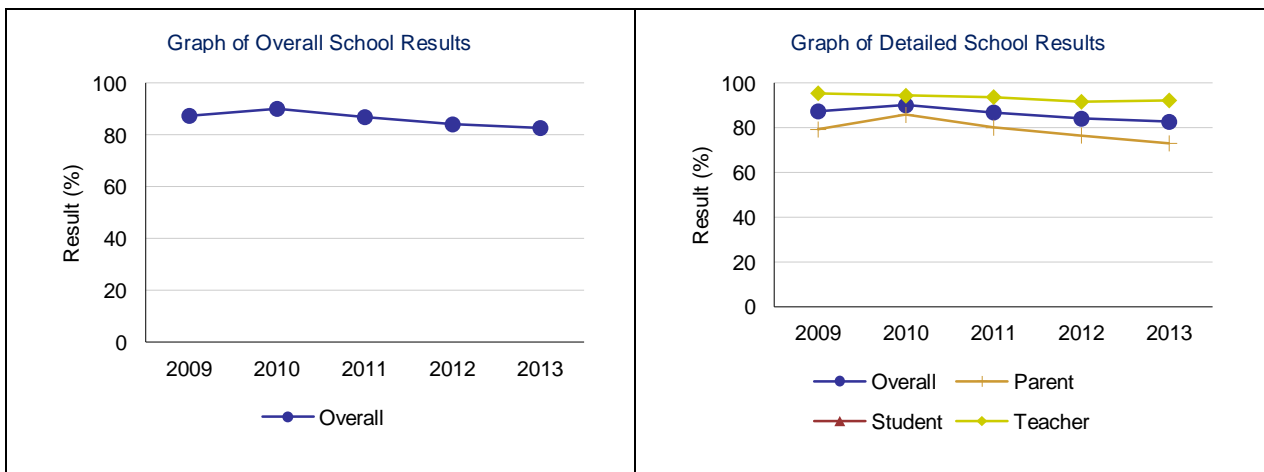


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	87.4	90.1	86.9	84.1	82.7	74.5	71.9	75.2	71.9	72.9	80.3	80.5	80.9	80.7	81.5
Teacher	95.5	94.4	93.8	91.7	92.3	80.9	79.0	82.0	79.9	80.9	86.8	87.7	87.6	87.3	87.9
Parent	79.3	85.8	80.1	76.6	73.1	69.9	69.6	72.8	69.5	71.3	78.7	78.0	78.3	78.1	78.9
Student	n/a	n/a	n/a	n/a	n/a	72.8	67.1	70.8	66.1	66.4	75.3	75.9	76.9	76.9	77.8

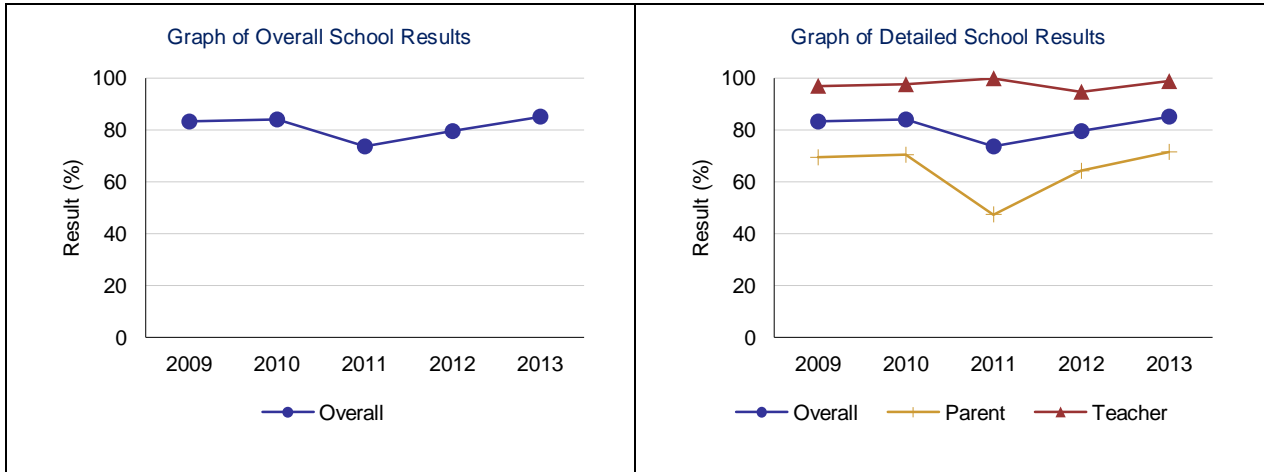


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	83.3	84.1	73.7	79.6	85.2	79.4	76.8	74.8	73.9	76.0	80.1	80.0	79.9	79.7	80.3
Teacher	97.1	97.7	100.0	94.8	98.9	90.0	88.6	86.3	85.5	85.0	88.0	88.6	88.1	88.0	88.5
Parent	69.5	70.5	47.5	64.3	71.6	68.8	65.0	63.2	62.3	66.9	72.2	71.3	71.7	71.4	72.2

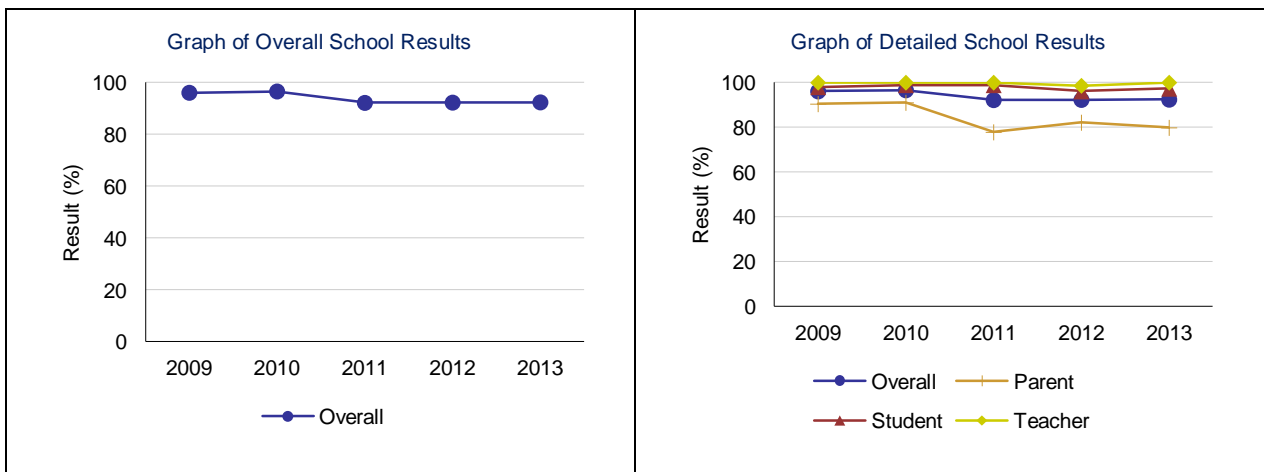


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	96.1	96.6	92.2	92.3	92.4	87.4	86.2	85.1	84.9	83.4	89.3	89.2	89.4	89.4	89.8
Teacher	100.0	100.0	100.0	98.6	100.0	94.8	95.1	93.7	93.2	90.9	95.3	95.6	95.5	95.4	95.7
Parent	90.4	91.0	77.8	82.1	79.8	78.7	78.9	78.5	77.7	77.5	84.4	83.9	84.2	84.2	84.9
Student	98.0	98.9	98.9	96.1	97.3	88.9	84.5	83.0	83.8	81.8	88.3	88.2	88.5	88.6	88.7

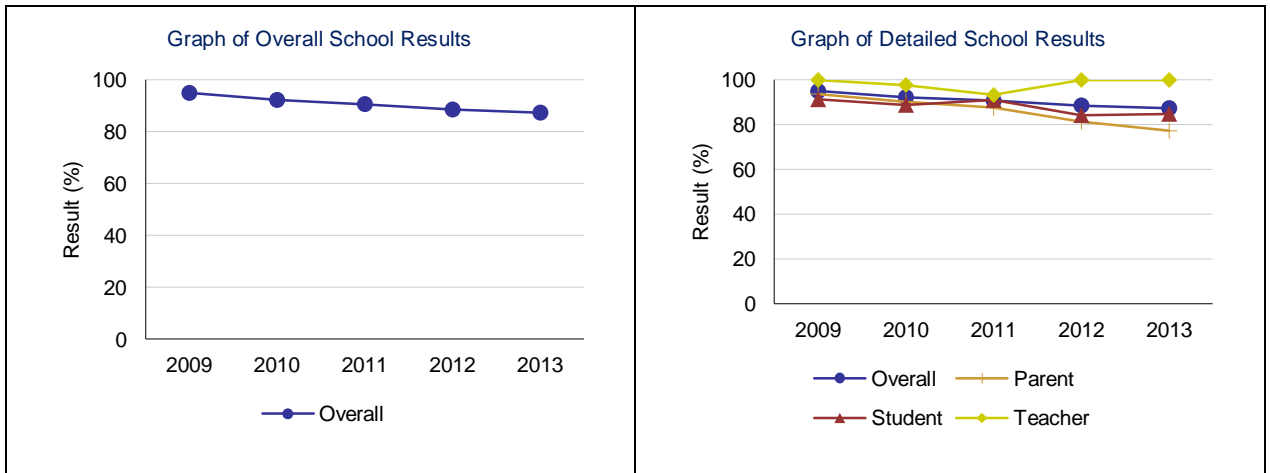


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	95.0	92.3	90.7	88.6	87.4	83.8	83.2	83.1	82.6	82.1	86.9	87.6	88.1	88.6	89.0
Teacher	100.0	97.8	93.3	100.0	100.0	92.9	92.1	91.5	90.4	90.0	93.8	94.4	94.5	94.8	95.0
Parent	93.7	90.3	87.6	81.4	77.3	78.2	80.6	80.2	80.4	79.8	85.3	86.1	86.6	87.4	87.8
Student	91.4	88.9	91.1	84.3	84.9	80.4	76.8	77.7	77.0	76.4	81.7	82.2	83.3	83.7	84.2

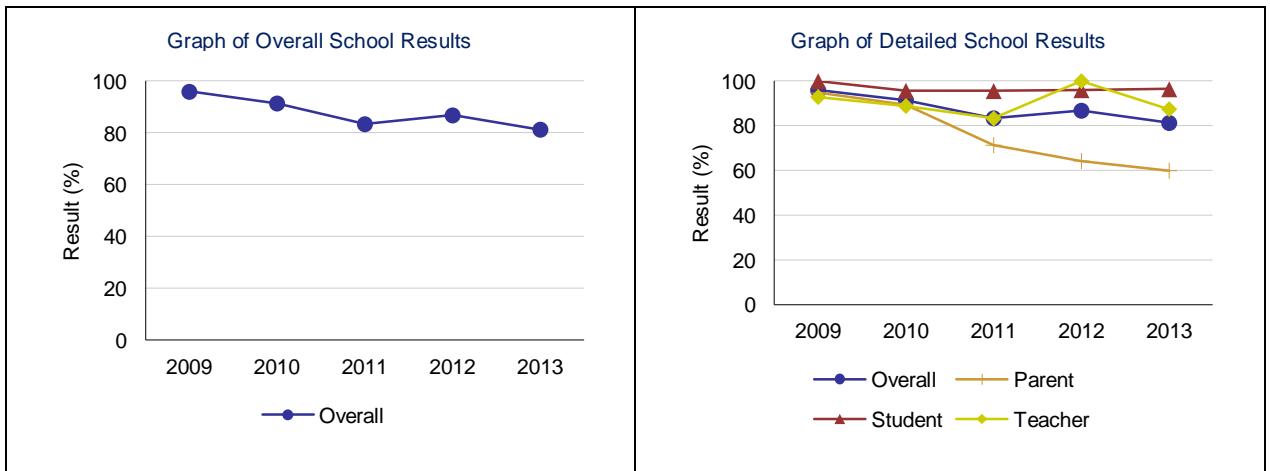


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	95.9	91.4	83.4	86.8	81.3	79.0	76.5	75.9	73.1	68.8	79.4	79.9	80.1	80.0	80.6
Teacher	92.9	88.9	83.3	100.0	87.5	83.2	77.2	76.4	77.1	68.8	78.2	80.8	80.1	81.1	80.9
Parent	94.7	89.5	71.4	64.3	60.0	71.9	74.7	73.6	68.5	69.3	78.1	77.0	77.3	76.2	77.9
Student	100.0	95.7	95.6	96.0	96.4	81.7	77.6	77.5	73.8	68.4	81.8	81.8	82.9	82.7	82.9



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).