
Pioneer School 3-Year Education Plan and Annual Education Results Report (AERR)

Each school authority establishes requirements for the content and process for school education plans and annual reports as part of its accountability system. Schools should prepare their education plans and annual reports based on specifications provided by their school authority. For details please refer to the *Policy and Requirements for Planning and Results Reporting*: <http://www.education.alberta.ca/admin/resources/planning/reporting2012.aspx>.

This template is provided to assist in the preparation of their plans and reports. Schools may use, modify or extract elements from this template as required.

Please note that this template is not designed to address the requirements for Charter Schools and Accredited Private Schools. These schools should refer to the Sample Format for Combined 3-Year Education Plan and Annual Education Results Report (AERR) for Charter School and Accredited Private School Authorities.

Combined 2012 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Pioneer 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	Concern	Safe and Caring	74.2	77.8	76.1	88.6	88.1	87.5	Very Low	Maintained	Concern
Student Learning Opportunities	n/a	Program of Studies	78.6	83.2	83.4	80.7	80.9	80.6	High	Declined	Acceptable
		Education Quality	80.9	80.7	81.4	89.4	89.4	89.3	Very Low	Maintained	Concern
		Drop Out Rate	0.0	8.1	7.8	3.2	4.2	4.4	Very High	Improved	Excellent
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.1	72.6	71.6	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	83.2	72.9	74.3	79.1	79.3	78.9	Intermediate	Improved	Good
		PAT: Excellence	12.1	10.8	11.5	20.9	19.6	19.1	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	83.5	82.6	83.5	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	18.6	18.7	18.7	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.2	54.9	53.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	61.5	59.6	58.0	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	58.4	59.3	59.5	n/a	n/a	n/a
		Work Preparation	62.5	64.8	67.3	79.7	80.1	79.9	Very Low	Maintained	Concern
		Citizenship	53.6	66.8	66.4	82.5	81.9	81.2	Very Low	Declined Significantly	Concern
Parental Involvement	Concern	Parental Involvement	64.8	66.1	74.3	79.7	79.9	80.0	Very Low	Declined	Concern
Continuous Improvement	Concern	School Improvement	49.2	67.0	71.9	80.0	80.1	79.8	Very Low	Declined Significantly	Concern

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 6, 9), Français (Grades 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, Pure Mathematics 30, Applied Mathematics 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 is less than 6. Suppression is marked with an asterisk (*).

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.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.53	65.53 - 78.44	78.44 - 85.13	85.13 - 89.49	89.49 - 100.00
PAT: Excellence	0.00 - 9.19	9.19 - 11.96	11.96 - 17.99	17.99 - 22.45	22.45 - 100.00
Diploma: Acceptable	0.00 - 74.42	74.42 - 83.58	83.58 - 88.03	88.03 - 92.35	92.35 - 100.00
Diploma: Excellence	0.00 - 10.31	10.31 - 15.67	15.67 - 20.27	20.27 - 23.77	23.77 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: 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%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

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.

Improvement	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

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Goal One: Success for Every Student

Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	74.5	76.3	73.8	72.9	83.2	74.2	Intermediate	Improved	Good	85.0	88.0	90.0
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	12.7	12.2	11.4	10.8	12.1	11.2	Intermediate	Maintained	Acceptable	15.0	16.0	17.0

Comment on Results

(an assessment of progress toward achieving the target)

We set our targets at an increase of 5% for students meeting the acceptable standard and an increase of 4% for those meeting the standard of excellence. We have increased these targets for subsequent years as we were able to meet and surpass both of our targets.

Strategies

We are continuing with reading intervention for students who are reading at 2 or more grade levels below.
 We have implemented built in collaboration time for teachers to align planning and assessment practices.
 We have set aside time for whole grade team RTI collaboration on a monthly basis.
 We are focussed on three dominant professional development strands: building relationships with our students; SmartLearning; assessment.
 We continue to review data collected via PATs, Tell them from Me and the AERR and APORI reports and use that data to make informed decisions about our practice.
 Create an alternate environment in which to provide specific support to students (Transition room)
 Embed Program Planning Team time where we can look at student needs more intensively as a team.
 We have built a tutorial block into the regular school day so students who require extra help have access to that help without having to sacrifice their free time.

Notes:

1. 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 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

¹ If school had set a target for 2010/11 in the three year education plan 2010/11 – 2012/13, it may be included in the space provided.

² If school had set targets for 2010/11 – 2012/13, it may be included in the space provided.

Outcome: *Students achieve student learning outcomes.*

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2012	Achievement	Improvement	Overall	2013	2014	2015
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	16.0	15.1	0.0	8.1	0.0		Very High	Improved	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results

(an assessment of progress toward achieving the target)

While this category is not directly linked to our students, we know the practices we have in middle school directly impact student performance and completion rates. As such, the strategies listed below remain a focus.

Strategies

We endeavour to meet student needs via differentiation of instruction and assessment; by meeting regularly to discuss at risk students and adapt programming as necessary; including students in their educational programming decisions as appropriate; inservicing teachers to provide them with best practice; allocating resources to maximize positive impact on student learning; collaborating with WCHS to ensure students are transitioned appropriately between our two schools.

Notes:

1. 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 Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
4. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Outcome: *Students develop competencies for success as engaged thinkers and ethical citizens with an entrepreneurial spirit.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	59.0	62.6	69.8	66.8	53.6	75.0	Very Low	Declined Significantly	Concern	75.0	77.0	79.0
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.	68.0	66.8	70.3	64.8	62.5	75.0	Very Low	Maintained	Concern	75.0	77.0	79.0

Comment on Results

(an assessment of progress toward achieving the target)

We have not met our target, and in fact, declined in this area. We need to gather further information so as to be able to move forward effectively in this area. We may need to clarify what our beliefs around characteristics of active citizenship are as well as what attitudes and behaviours are important for success after school has been completed. Moreover, we are concerned that we only had 34 parents out of 138 complete the survey. As such, we feel our results may not accurately reflect our overall parent community.

Strategies

We have involved our school council in the creation of a survey to drill deeper into the specific areas of concern regarding this outcome as well as to solicit ideas for improving this area. Once the survey has been completed, we will use the data collected to inform current practice. The same procedure will be used for teachers as there is an area of concern with them as well. Once we understand from where the perception of concern pertaining to these areas stem, we will be better positioned to address them and implement corrective measures.

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

Goal Two: High Quality Education through Collaboration and Innovation

Outcome: Effective learning and teaching within caring, respectful, safe and healthy environments.

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
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.	80.1	82.8	84.2	83.2	78.6	85.0	High	Declined	Acceptable	85.0	87.0	89.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	81.6	79.5	83.9	80.7	80.9	83.0	Very Low	Maintained	Concern	83.0	84.0	85.0
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.	72.6	72.7	77.8	77.8	74.2	83.0	Very Low	Maintained	Concern	83.0	85.0	87.0

Comment on Results

(an assessment of progress toward achieving the target)

Program of Studies – we are slightly below the provincial average having dropped 2% this year. This appears to be linked quite significantly to second language and drama- both of which are offered at Pioneer School- by both students and parents. Questions pertaining to this area will be addressed on the survey our school council is creating.

Quality of Education – there is a disconnect here in that students finding work challenging but not interesting. Parents, however, are quite satisfied with the quality of teaching and believe their children are learning what he/she needs to. That disconnect may be what has led to the area of concern.

Strategies

We will clarify parental concerns via a school council created survey emailed directly to parents.
 We will drill down into our Tell them from Me survey results to clarify student concerns so as to better address them.
 We will continue to provide a comprehensive list of complementary course options to our students so they are able to explore a wide variety of subjects and areas of interest.
 Our Renaissance team and staff will continue to support safe and caring students by recognizing and rewarding positive behaviours.

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

Outcome: *The education system demonstrates leadership and collaboration.*

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	68.4	79.1	77.7	66.1	64.8		Very Low	Declined	Concern			
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.	68.6	70.0	78.8	67.0	49.2		Very Low	Declined Significantly	Concern			

Comment on Results

(an assessment of progress toward achieving the target)

We recognize this as an area of concern as we experience many challenges getting parents involved in parent council, attending parent teacher conferences, completing this survey, etc.

Strategies

We have changed our parent teacher interview format and are hosting events four times per year rather than two nights twice a year.
 We are making personal calls to parents inviting them in to the school to volunteer in a variety of ways.
 Homeroom teachers have been asked to make contact and introduce themselves to parents during the first month of the school year.
 We will continue to discuss concerns in a variety of formats.
 We will continue to solicit feedback from our parents and community members about how to promote community involvement and engagement.
 We will continue to invite experts from our community into our classrooms to share their knowledge and expertise.
 Our school council is trying to actively involve parents.
 We will continue to share feedback received with senior administration.

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

Goal Three: Success for First Nations, Métis and Inuit (FNMI) Students

Outcome: *FNMI students are engaged in learning.*

Comment on Results

(an assessment of progress toward achieving the target)

We had all but one of our FNMI students complete the PATs. We are pleased with this. Moreover we are exceptionally pleased with the improvement over last year's results; specifically the percentage of students meeting the acceptable standard is up 4% and the percentage of students meeting the standard of excellence is up 11.2%.

Strategies

We continue to use ARC as a resource when appropriate.
We provide our students with a variety of interventions including reading intervention, RTI, support through tutorial, etc.
We contact parents when students excel to build confidence.
We meet with parents to brainstorm strategies – particularly from a cultural standpoint – for our FNMI population.

APPENDIX – Measure Details

The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

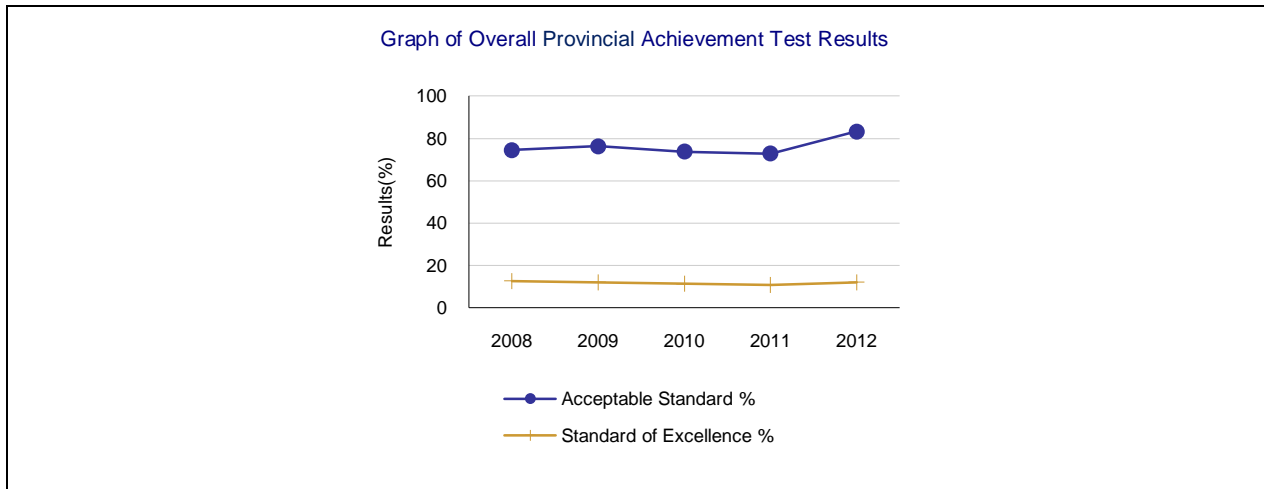
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2008		2009		2010		2011		2012		2012	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	86.8	12.2	86.4	11.2	84.2	16.9	86.2	9.8	84.9	12.6		
	Province	80.1	16.1	81.3	18.2	81.6	19.5	81.8	17.5	81.9	20.4		
French Language Arts 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	92.3	7.7	72.4	3.4	92.3	11.5	85.7	17.9		
	Province	n/a	n/a	83.8	15.8	84.1	16.3	80.6	15.8	82.1	14.5		
Français 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	82.5	16.3	86.4	16.3	84.2	18.6	82.3	12.5		
Mathematics 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	80.3	21.1	80.3	18.6		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	77.4	26.0	76.8	25.5		
English Language Arts 6	School	79.2	13.6	82.0	10.9	76.5	12.5	76.5	8.1	87.4	8.7	82	12
	Authority	84.6	17.7	88.6	17.1	83.0	13.1	83.2	9.2	85.1	9.2		
	Province	81.1	21.0	81.8	18.9	83.3	18.9	83.0	18.5	82.7	17.8		
French Language Arts 6	School	76.5	5.9	91.3	13.0	72.2	5.6	73.9	8.7	94.7	15.8	78	12
	Authority	76.5	5.9	91.3	13.0	72.2	5.6	73.9	8.7	94.7	15.8		
	Province	87.7	14.2	91.5	15.9	88.3	15.9	89.4	17.1	89.3	17.2		
Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.3	17.1	92.6	18.7	91.3	18.3	92.2	17.6	91.0	21.9		
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	61.8	4.4	66.9	6.3	67	8
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	73.3	12.3	70.7	9.2		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8	74.7	16.6		
Science 6	School	69.6	12.8	68.0	13.3	71.3	11.0	69.1	14.0	77.2	15.0	74	15
	Authority	77.6	22.2	80.4	25.9	79.4	22.5	77.4	23.4	79.9	21.3		
	Province	74.8	24.1	76.5	24.8	76.8	26.4	76.2	25.0	77.8	28.2		
Social Studies 6	School	n/a	n/a	n/a	n/a	68.4	14.0	64.7	8.1	65.4	5.5	70	12
	Authority	n/a	n/a	n/a	n/a	71.3	13.1	71.5	11.0	71.8	11.5		
	Province	n/a	n/a	n/a	n/a	71.0	16.4	71.1	18.5	73.2	19.5		
English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	77.8	9.6	72.5	5.8	76.0	9.3	81.6	12.4	76.6	12.4		
	Province	76.5	14.8	78.7	14.7	79.3	15.0	79.1	16.3	77.4	16.4		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	73.3	3.3	56.0	8.0	76.9	15.4		
	Province	n/a	n/a	n/a	n/a	66.8	7.8	67.2	7.9	61.4	5.8		
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	43.5	8.7	n/a	n/a	60.0	20.0	62.5	0.0	n/a	n/a		
	Province	84.5	12.4	81.8	10.3	86.1	12.4	88.8	15.0	87.5	12.2		
Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.8	11.7	85.6	12.9	84.3	12.7	90.2	15.8	84.6	16.1		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	52.9	9.2	58.8	8.8		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	66.1	17.3	66.5	17.8		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	57.6	18.2	68.0	0.0	92.9	42.9		

	Province	n/a	n/a	n/a	n/a	65.6	15.3	64.9	14.9	62.4	15.4		
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	74.3	9.6	69.3	10.8	71.0	17.5	77.4	15.0	74.8	25.2		
	Province	69.3	13.0	72.2	15.8	73.6	17.7	74.9	20.8	74.2	22.4		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	76.7	20.0	56.0	12.0	90.9	36.4		
	Province	n/a	n/a	n/a	n/a	67.2	14.3	69.5	15.3	67.9	17.3		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	65.9	14.7	61.6	13.2	61.5	11.2		
	Province	n/a	n/a	n/a	n/a	68.9	18.8	67.2	19.0	68.9	19.1		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	70.0	26.7	44.0	8.0	83.3	16.7		
	Province	n/a	n/a	n/a	n/a	64.6	15.7	61.9	13.6	63.5	13.9		

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

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

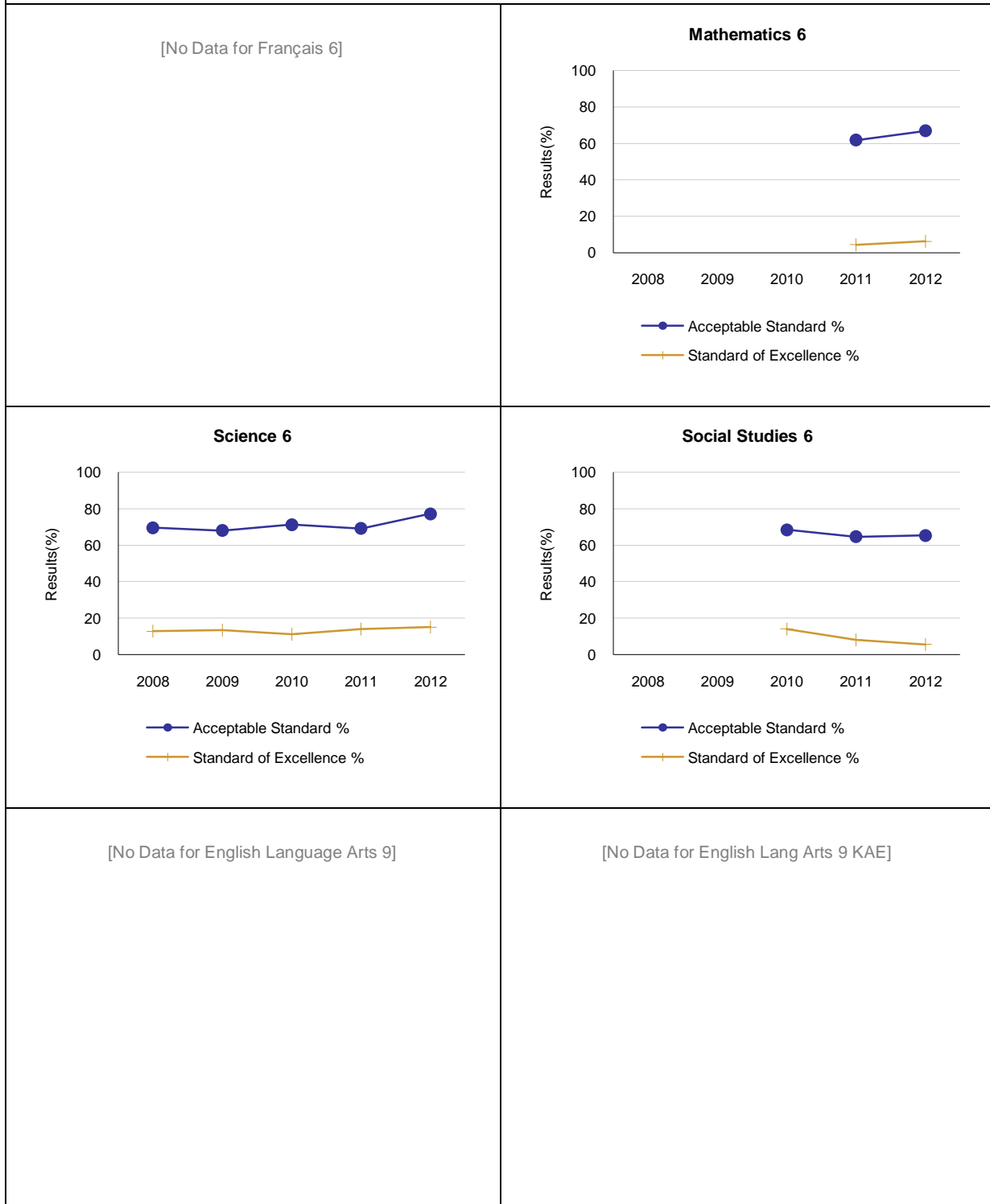


Graph of Provincial Achievement Test Results by Course

<p>[No Data for English Language Arts 3]</p>	<p>[No Data for French Language Arts 3]</p>																																				
<p>[No Data for Français 3]</p>	<p>[No Data for Mathematics 3]</p>																																				
<p style="text-align: center;">English Language Arts 6</p> <table border="1"> <caption>English Language Arts 6 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>78</td> <td>15</td> </tr> <tr> <td>2009</td> <td>82</td> <td>12</td> </tr> <tr> <td>2010</td> <td>76</td> <td>14</td> </tr> <tr> <td>2011</td> <td>76</td> <td>10</td> </tr> <tr> <td>2012</td> <td>88</td> <td>10</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2008	78	15	2009	82	12	2010	76	14	2011	76	10	2012	88	10	<p style="text-align: center;">French Language Arts 6</p> <table border="1"> <caption>French Language Arts 6 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>75</td> <td>8</td> </tr> <tr> <td>2009</td> <td>90</td> <td>15</td> </tr> <tr> <td>2010</td> <td>70</td> <td>5</td> </tr> <tr> <td>2011</td> <td>72</td> <td>10</td> </tr> <tr> <td>2012</td> <td>95</td> <td>18</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2008	75	8	2009	90	15	2010	70	5	2011	72	10	2012	95	18
Year	Acceptable Standard %	Standard of Excellence %																																			
2008	78	15																																			
2009	82	12																																			
2010	76	14																																			
2011	76	10																																			
2012	88	10																																			
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Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course



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

Graph of Provincial Achievement Test Results by Course	
[No Data for French Language Arts 9]	[No Data for Français 9]
[No Data for Mathematics 9]	[No Data for Mathematics 9 KAE]
[No Data for Science 9]	[No Data for Science 9 KAE]

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

Graph of Provincial Achievement Test Results by Course

[No Data for Social Studies 9]	[No Data for Social Studies 9 KAE]
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Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Pioneer School							Alberta				
		Achievement	Improvement	Overall	2012		Prev 3 Yr Avg		2012		Prev 3 Yr Avg		
					N	%	N	%	N	%	N	%	
English Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44,689	81.9	42,242	81.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44,689	20.4	42,242	18.4
French Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,378	82.1	3,091	82.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,378	14.5	3,091	16.0
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	502	82.3	524	84.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	502	12.5	524	17.1
Mathematics 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44,689	76.8	42,957	77.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44,689	25.5	42,957	26.0
English Language Arts 6	Acceptable Standard	High	Improved	Good	127	87.4	133	78.3	43,170	82.7	43,453	82.7	
	Standard of Excellence	Low	Maintained	Issue	127	8.7	133	10.5	43,170	17.8	43,453	18.8	
French Language Arts 6	Acceptable Standard	High	Improved	Good	19	94.7	21	79.1	2,592	89.3	2,435	89.7	
	Standard of Excellence	High	Maintained	Good	19	15.8	21	9.1	2,592	17.2	2,435	16.3	
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	465	91.0	443	92.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	465	21.9	443	18.2
Mathematics 6	Acceptable Standard	n/a	Maintained	n/a	127	66.9	136	61.8	43,170	74.7	43,539	73.7	
	Standard of Excellence	n/a	Maintained	n/a	127	6.3	136	4.4	43,170	16.6	43,539	17.8	
Science 6	Acceptable Standard	Low	Improved	Acceptable	127	77.2	133	69.5	43,073	77.8	43,389	76.5	
	Standard of Excellence	Low	Maintained	Issue	127	15.0	133	12.8	43,073	28.2	43,389	25.4	
Social Studies 6	Acceptable Standard	n/a	Maintained	n/a	127	65.4	136	66.5	43,170	73.2	43,569	71.1	
	Standard of Excellence	n/a	Declined	n/a	127	5.5	136	11.0	43,170	19.5	43,569	17.5	
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,309	77.4	43,450	79.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,309	16.4	43,450	15.3
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,654	61.4	1,597	67.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,654	5.8	1,597	7.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,344	87.5	2,332	85.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,344	12.2	2,332	12.6
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	311	84.6	331	86.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	311	16.1	331	13.8
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	41,909	66.5	42,538	66.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	41,909	17.8	42,538	17.3
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,941	62.4	1,915	65.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,941	15.4	1,915	15.1
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,307	74.2	43,288	73.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,307	22.4	43,288	18.1
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,574	67.9	1,556	68.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,574	17.3	1,556	14.8
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,429	68.9	43,449	68.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,429	19.1	43,449	18.9
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	63.5	1,565	63.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	13.9	1,565	14.6

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

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.

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 - 94.88	94.88 - 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
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 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

Diploma Examination Results – Measure Details

[No Data for Diploma Exam Results]

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

“A” = Acceptable; “E” = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Graph of Diploma Examination Results – Overall

[No Data for Diploma Exam Results]

Diploma Examination Results by Course

[No Data for English Lang Arts 30-1]	[No Data for English Lang Arts 30-2]
[No Data for French Lang Arts 30-1]	[No Data for Français 30]
[No Data for Pure Mathematics 30]	[No Data for Applied Mathematics 30]

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

Diploma Examination Results by Course

[No Data for Social Studies 30]	[No Data for Social Studies 30-1]
[No Data for Social Studies 33]	[No Data for Social Studies 30-2]
[No Data for Biology 30]	[No Data for Chemistry 30 Old]

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

Diploma Examination Results by Course

[No Data for Chemistry 30]	[No Data for Physics 30 Old]
[No Data for Physics 30]	[No Data for Science 30]

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

Diploma Examination Results Course By Course Summary With Measure Evaluation

[No Data for Diploma Exam Results]

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

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 examinations.

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.

[No Data for PAT Achievement Evaluation Reference]

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 examinations.

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.

[No Data for PAT Improvement Reference]

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.

[No Data for PAT Overall Evaluation Reference]

High School Completion Rate – Measure Details

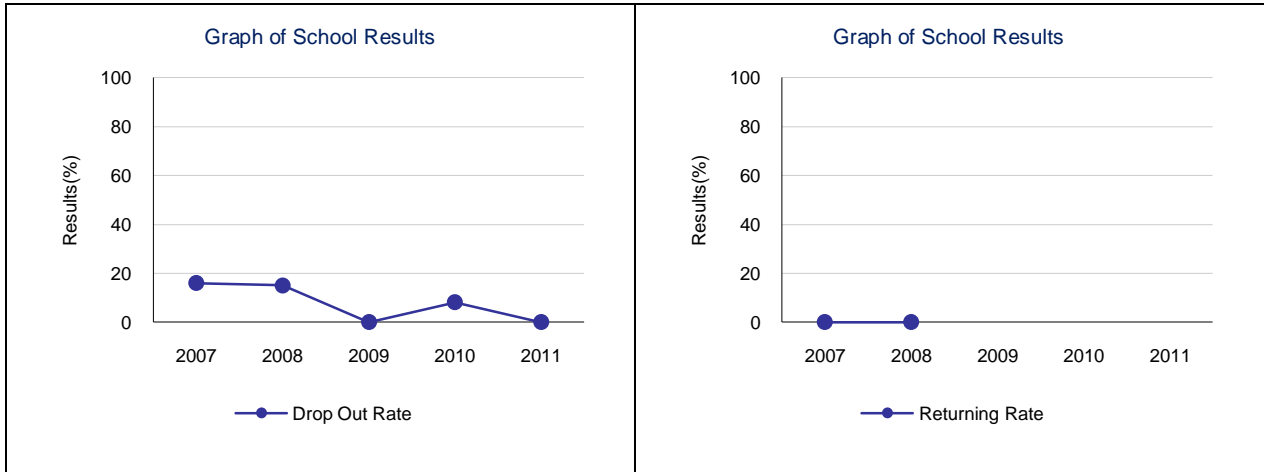
[No Data for High School Completion Rate]

<p>Graph of School Results</p> <p>[No Data for High School Completion Rate]</p>	<p>Graph of School Results</p> <p>[No Data for High School Completion Rate]</p>
<p>Graph of School Results</p> <p>[No Data for High School Completion Rate]</p>	

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

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Drop Out Rate	16.0	15.1	0.0	8.1	0.0	6.4	5.0	6.0	5.8	3.9	5.0	4.8	4.3	4.2	3.2
Returning Rate	0.0	0.0	*	n/a	*	10.6	13.8	17.6	19.2	13.2	21.3	19.8	23.5	27.9	23.4



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

High School to Post-secondary Transition Rate – Measure Details

[No Data for High School to Post-Secondary Transition Rate]

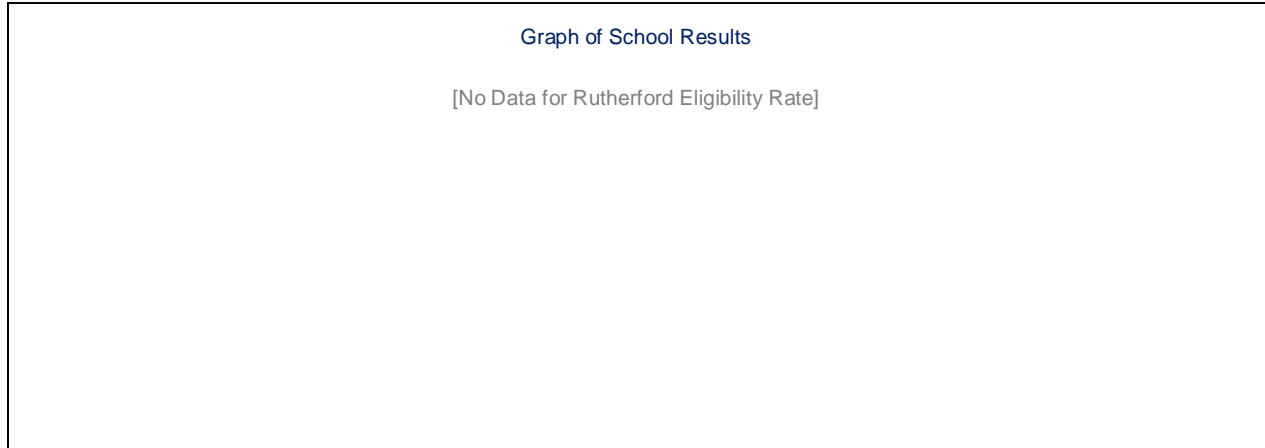
<p style="text-align: center;">Graph of School Results</p> <p>[No Data for High School to Post-Secondary Transition Rate]</p>	<p style="text-align: center;">Graph of School Results</p> <p>[No Data for High School to Post-Secondary Transition Rate]</p>
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Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Rutherford Eligibility Rate – Measure Details

[No Data for Rutherford Eligibility Rate]

[No Data for Rutherford Eligibility Rate]



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

Diploma Examination Participation Rate – Measure Details

[No Data for Diploma Exam Participation Rate]

Graph of School Results

[No Data for Diploma Exam Participation Rate]

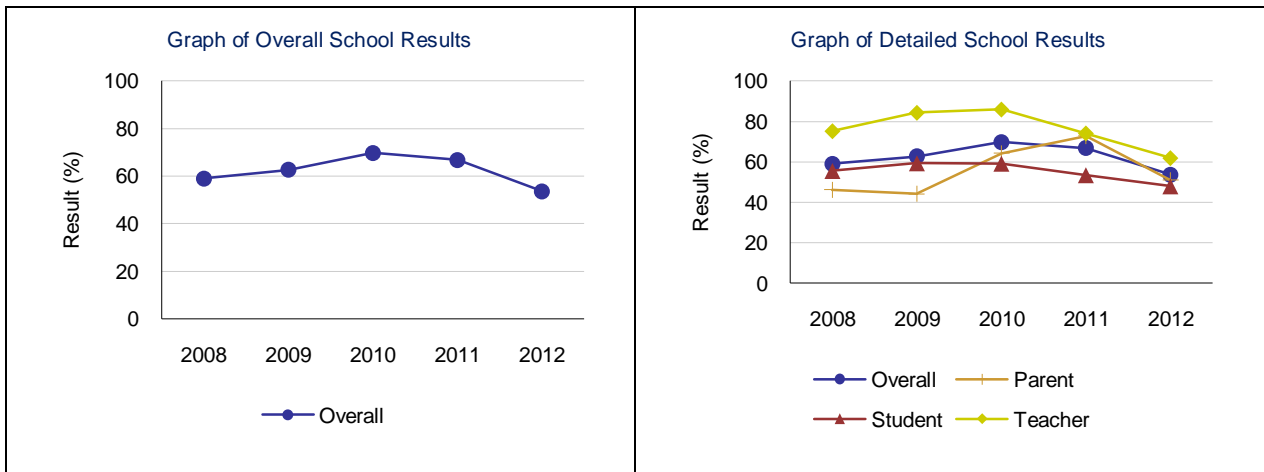
[No Data for Diploma Exam Participation Rate]

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

Citizenship – Measure Details

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

	School					Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	59.0	62.6	69.8	66.8	53.6	72.0	75.1	75.1	73.8	73.8	77.9	80.3	81.4	81.9	82.5
Teacher	75.2	84.3	85.9	74.1	61.9	84.0	88.6	91.4	87.2	86.6	90.6	91.8	93.0	92.7	93.1
Parent	46.2	44.1	64.3	72.8	50.9	65.6	66.6	68.4	69.0	69.2	74.7	77.4	78.5	78.6	79.4
Student	55.6	59.4	59.2	53.5	48.0	66.3	70.0	65.4	65.4	65.7	68.5	71.8	72.7	74.5	75.0

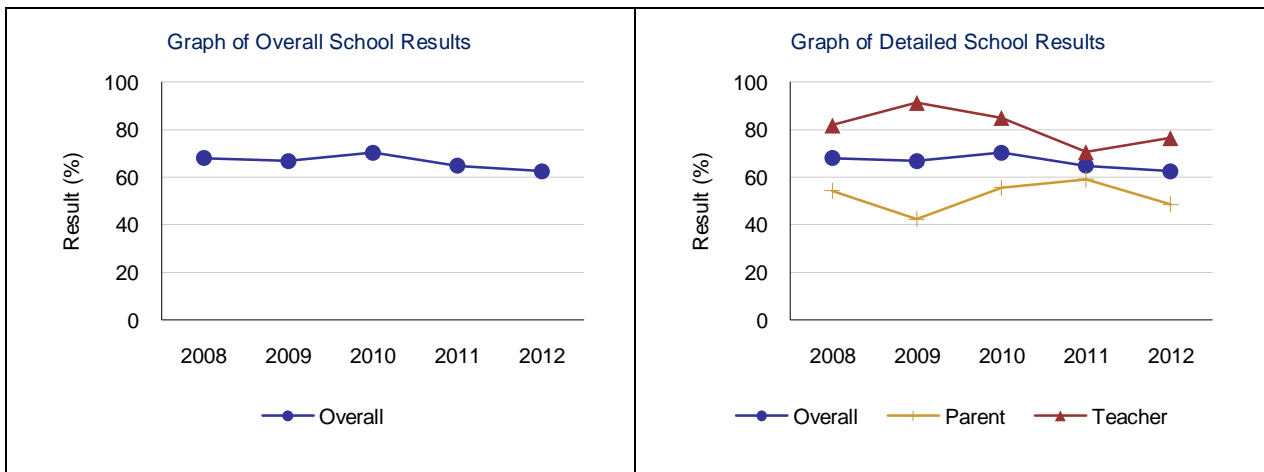


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	68.0	66.8	70.3	64.8	62.5	76.8	76.2	72.9	73.8	69.3	80.1	79.6	79.9	80.1	79.7
Teacher	81.8	91.3	85.0	70.6	76.5	89.2	91.0	90.0	82.2	84.0	89.3	88.9	90.0	89.6	89.5
Parent	54.2	42.3	55.6	59.1	48.5	64.3	61.5	55.9	65.5	54.6	70.9	70.2	69.8	70.6	69.9

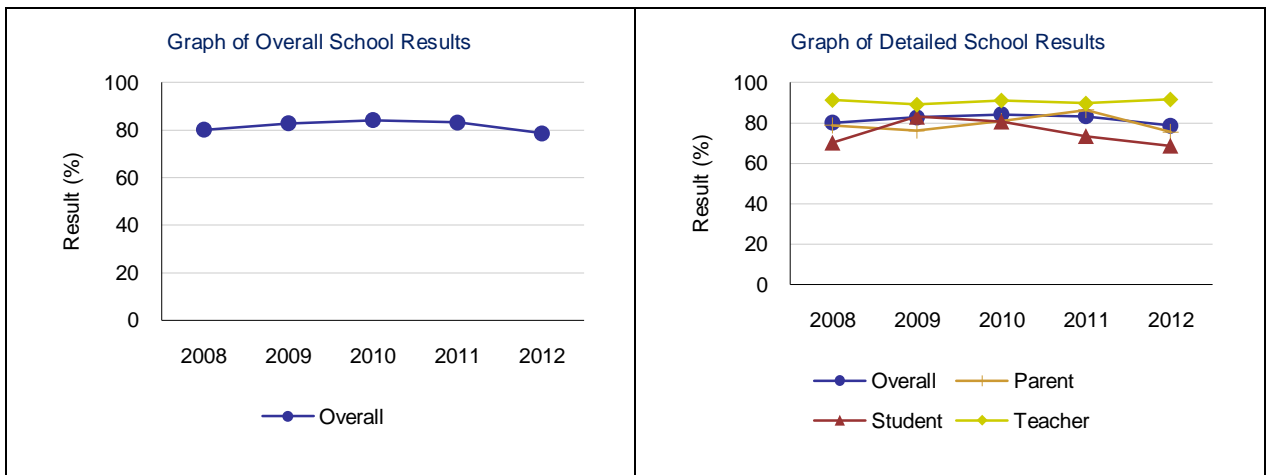


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	80.1	82.8	84.2	83.2	78.6	73.4	74.5	71.9	75.2	71.9	79.4	80.3	80.5	80.9	80.7
Teacher	91.4	89.1	91.2	89.7	91.7	82.0	80.9	79.0	82.0	79.9	86.4	86.8	87.7	87.6	87.3
Parent	78.8	76.2	80.8	86.4	75.5	70.3	69.9	69.6	72.8	69.5	77.6	78.7	78.0	78.3	78.1
Student	70.2	83.1	80.7	73.5	68.7	67.9	72.8	67.1	70.8	66.1	74.1	75.3	75.9	76.9	76.9

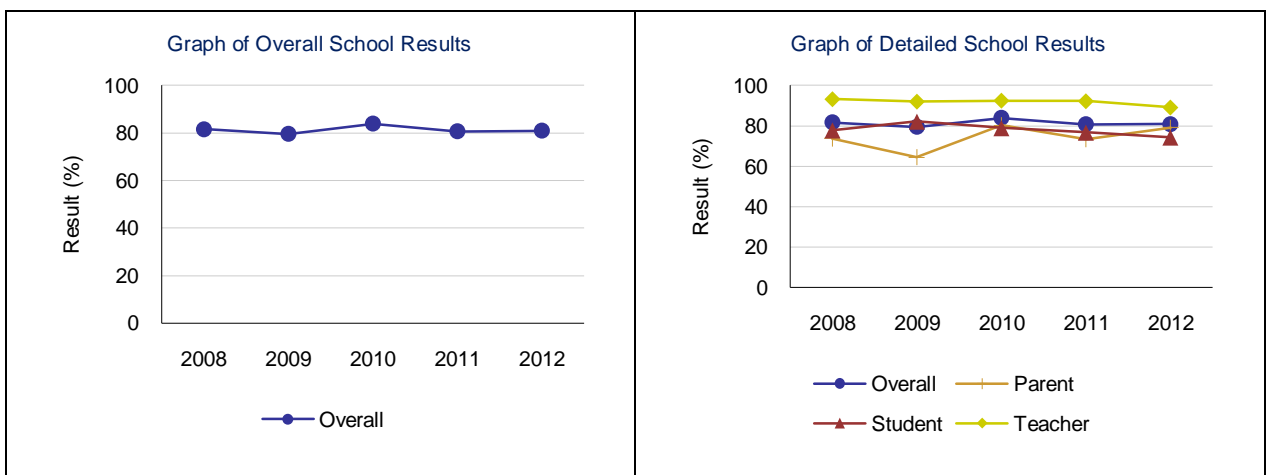


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details

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

	School					Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	81.6	79.5	83.9	80.7	80.9	87.1	87.4	86.2	85.1	84.9	88.2	89.3	89.2	89.4	89.4
Teacher	93.2	92.0	92.5	92.2	89.1	95.9	94.8	95.1	93.7	93.2	94.9	95.3	95.6	95.5	95.4
Parent	73.8	64.4	80.2	73.2	79.2	79.9	78.7	78.9	78.5	77.7	83.0	84.4	83.9	84.2	84.2
Student	77.8	82.1	78.9	76.7	74.3	85.4	88.9	84.5	83.0	83.8	86.6	88.3	88.2	88.5	88.6

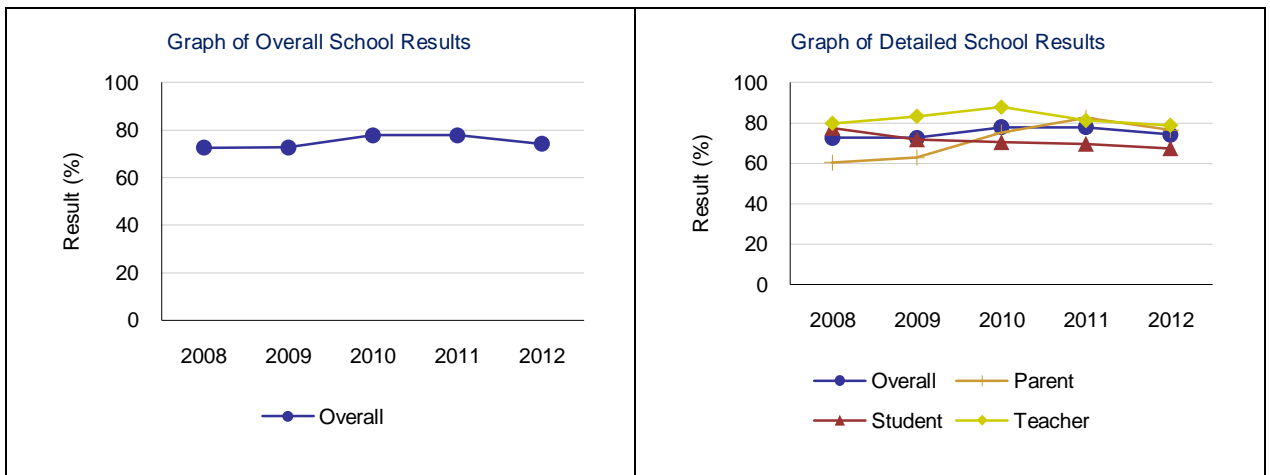


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	72.6	72.7	77.8	77.8	74.2	82.8	83.8	83.2	83.1	82.6	85.1	86.9	87.6	88.1	88.6
Teacher	79.8	83.3	87.9	81.2	78.8	90.7	92.9	92.1	91.5	90.4	93.1	93.8	94.4	94.5	94.8
Parent	60.5	62.9	75.2	82.6	76.5	80.2	78.2	80.6	80.2	80.4	83.2	85.3	86.1	86.6	87.4
Student	77.5	71.8	70.4	69.6	67.4	77.5	80.4	76.8	77.7	77.0	79.1	81.7	82.2	83.3	83.7

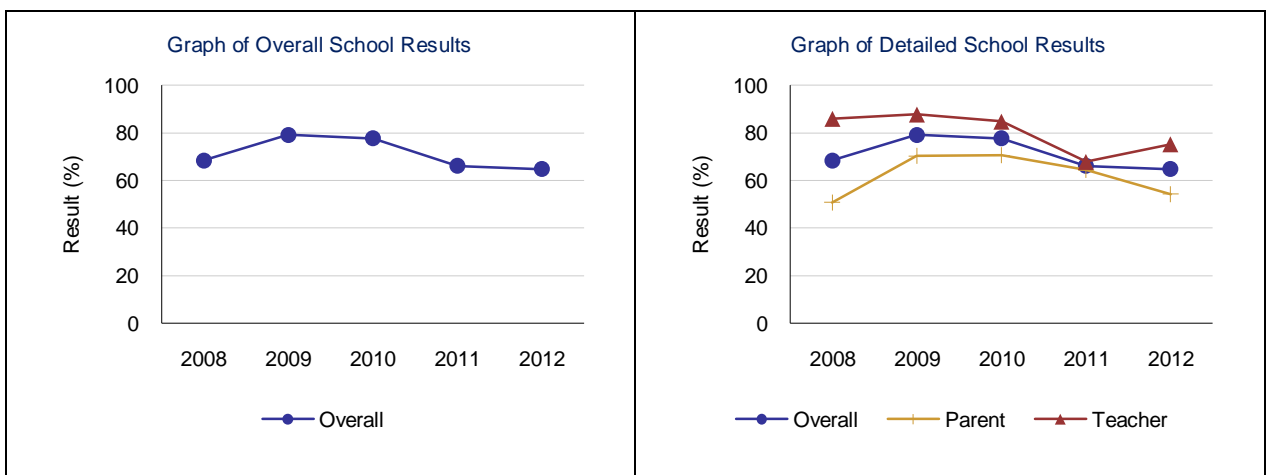


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	68.4	79.1	77.7	66.1	64.8	80.0	79.4	76.8	74.8	73.9	78.2	80.1	80.0	79.9	79.7
Teacher	86.0	87.8	84.8	67.9	75.3	90.1	90.0	88.6	86.3	85.5	87.5	88.0	88.6	88.1	88.0
Parent	50.8	70.3	70.6	64.3	54.2	69.9	68.8	65.0	63.2	62.3	69.0	72.2	71.3	71.7	71.4

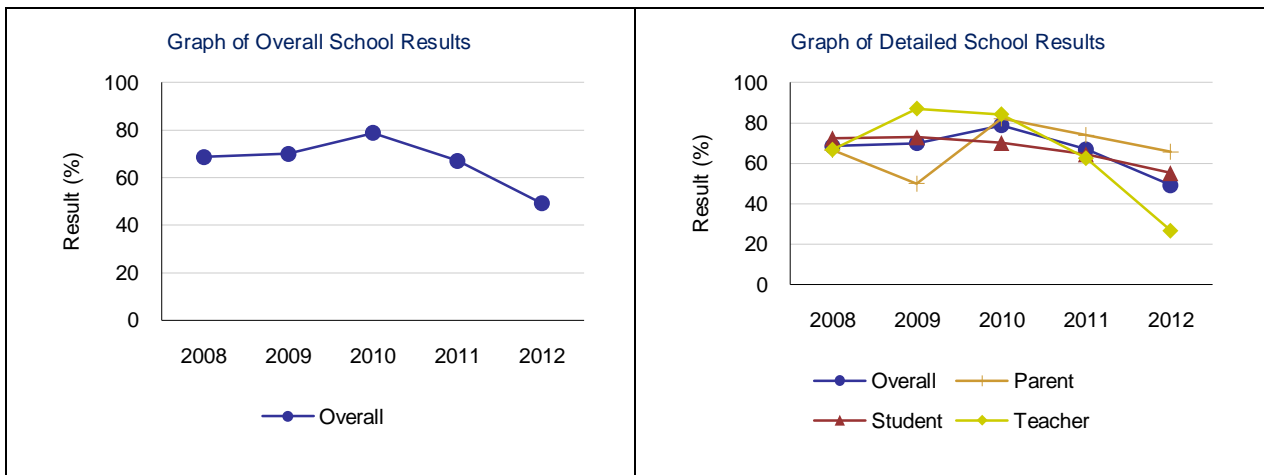


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	68.6	70.0	78.8	67.0	49.2	75.2	79.0	76.5	75.9	73.1	77.0	79.4	79.9	80.1	80.0
Teacher	66.7	87.0	84.2	62.5	26.7	73.6	83.2	77.2	76.4	77.1	75.6	78.2	80.8	80.1	81.1
Parent	66.7	50.0	82.1	73.9	65.6	74.4	71.9	74.7	73.6	68.5	75.9	78.1	77.0	77.3	76.2
Student	72.4	72.9	70.1	64.5	55.2	77.7	81.7	77.6	77.5	73.8	79.5	81.8	81.8	82.9	82.7



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