

**Annual Education Results Report  
&  
Three Year Education Plan  
2012 – 2015**

*Lochearn Elementary School*

**Learning Together, We Excel!**



*Lochearn Elementary School*

*5416-54th Street, Rocky Mountain House, Alberta Canada T4T 1S6*

*Phone (403) 845-3721 Fax (403) 845-9685 Safe Phone (403) 845-4068*

Foundation Statements

*Lochearn Elementary School*  
“Learning Together, We Excel!”

*Demographic Information*

*Our School Mission*

Together we develop learning to achieve each student’s fullest potential.

*Our School Motto*

Learning Together We Excel!

*Our Vision*

Operating as a Professional Learning Community, Lochearn Elementary School provides an exemplary learning environment where every student demonstrates growth and achievement.

## *Our Values and Beliefs:*

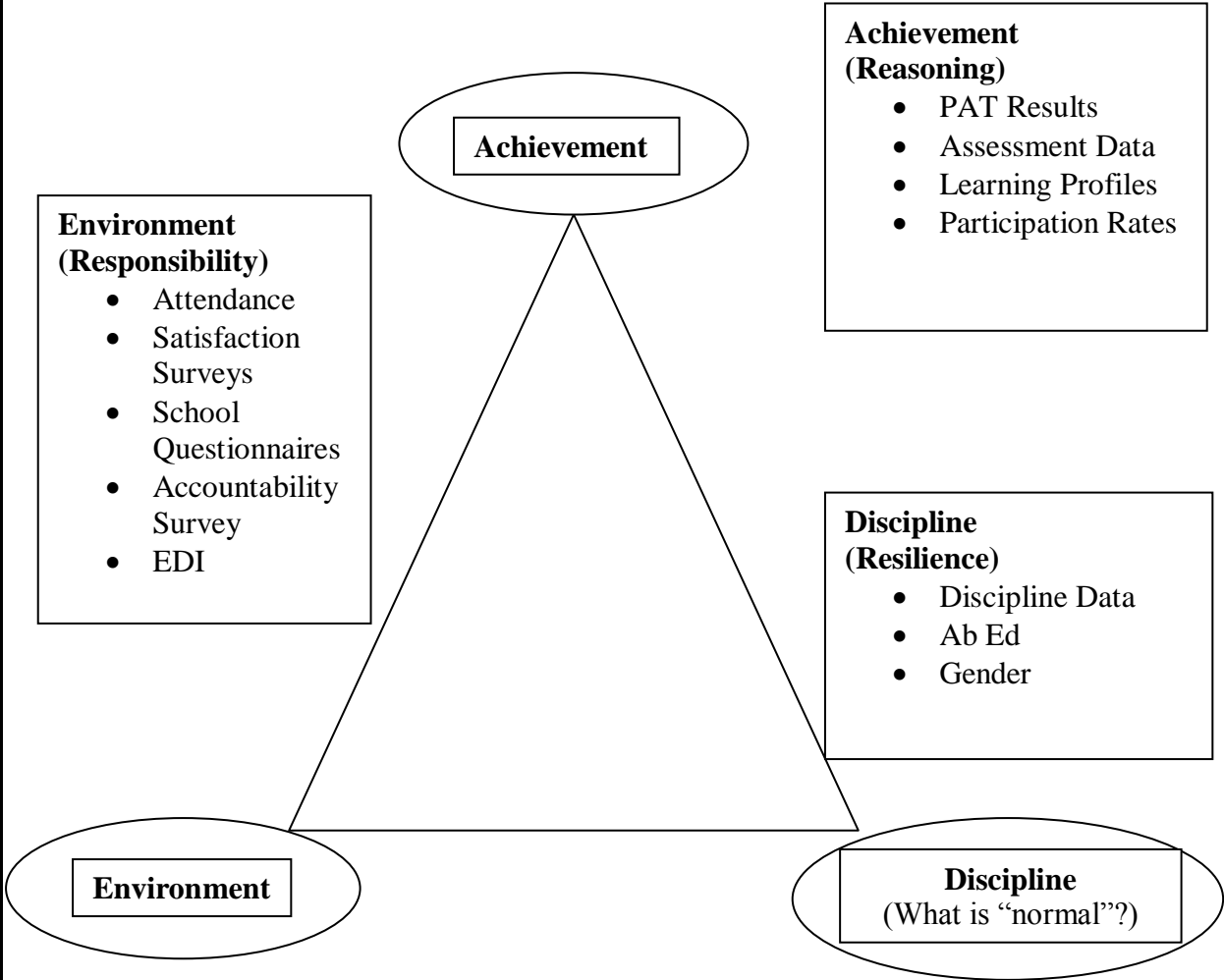
### **We are committed to:**

- Maintaining a positive, safe and supportive learning environment.
- Preserving the dignity and nurturing a sense of purpose and optimism in each student.
- A respectful environment that encourages risk taking and recognition of individual differences
- Modeling the skills and attitudes necessary to solve problems, manage conflict, and forgive one another.
- Instruction that is student focused and outcome based
- Achieving high standards in student achievement through quality programming
- Challenging students to take risks and to become confident, resourceful, disciplined and self-motivated learners.
- Working to meet the individual needs of each student through ongoing assessment, differentiated instruction, individualized program planning, specialized learning assistance and enrichment opportunities.
- Experiential and participatory learning
- Assessment for learning that demonstrates student awareness and responsibility
- Professionalism and excellence through team collaboration and growth opportunities

## *Program Highlights:*

- “7 Habits of Being Green”
- HASS (Healthy Schools)
- Outdoor Education Opportunities
- School Choir
- Power of Ten
- Smart Learning
- Inquiry Based Learning
- Animated Literacy
- Collaborative based Problem Solving
- Pre-Kindergarten is offered
- Professional Learning Team time is embedded in our school day
- Roots of Empathy in Grade 2
- Artist in Residence
- Recycling Club
- Grade 4/5 Peer Support
- Choir
- Science Fair/Math Fair/Arts Fair
- Geography Challenge
- Grade 4/5 Speeches
- Grade 5 Leadership Team
- Weekly Program Planning Team Meetings
- Gym Games-Builds leadership skills
- Gaming Club-builds community
- Balanced School Day
- Lochearn CARES-community bridges
- Crosswalk Leaders
- School Council at noon- higher participation

# B. Results/ Report/ Analysis



## C. School Goals and Strategies

*“How can we facilitate a culture of engagement so all students achieve?”*

- 1. Increase student engagement through Smart Learning*
- 2. Increase student engagement through Inquiry Based Learning*
- 3. Increase student engagement through 7 Habits of Being Green*

## D. School PD Plan

*Professional Learning Team-40 minutes a week. Teachers will have their own inquiry questions focused under our school question on how to increase student engagement so all students achieve.*

*Inquiry Based Learning Teacher Leader: Cheryl Kalev*

*Smart Learning Teacher Leader: Rebecca Soppit*

*Neufeld Workshops:*

*(Sept. 26, Nov. 14, Dec. 4)*

*Administrators, SSF, 1 Primary Teacher and 1 Elementary Teacher*

*Sept. 21- PD Day- Math Workshop  
at Condor and then PLT time*

*Instructional Rounds for  
Administrators-Colleen Sinclair and  
Danielle Spencer  
(Oct. 9, Nov. 15, Mar. 7, May 9)*

*Oct. 26- PD Day- Teachers will  
choose to learn more about Inquiry  
or more about Smart Learning.*

*Nov. 23- PD Day- Teachers will  
continue with learning for Nov. 21  
Dec. 7- Calgary Science School*

*April 19- Smart and Inquiry Based  
Learning*

*May 3- Smart and Inquiry Based*



# *Learning*

## *June 7- Smart and Inquiry Based Learning*

*Revised by Lochearn's Staff, August 2012*

## Goal One: Success for Every Student

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

Performance Measure	Current Result	Previous 3-yr Avg.	May 2011 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2011/2012	2012/2013	2013/2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.**	86.3	80.1	High	Maintained	Good			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	23.5	11.6	Very High	Improved	Excellent			
<b>Strategies (optional)</b> -Animated Literacy -Fun Family Phonics -Joanne Moore Reading Program -Words their way, make and break, -Smart Learning, -Lochearn Cares -Reading Intervention  (past grade 2) -Technology -Numeracy Strategies -Power of 10 -Learning Carpet -Centers -Math groupings -Nelson program -Technology -Prime Experts -Math Logs -Inquiry based strategies -Smart learning -incorporating math vocabulary and reading strategies -Library specialist -goal setting and reflection for students -learning logs -Make and Take Night -Pre K program								

\*\* The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

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

**Provincial Achievement Tests (PAT) Results Course By Course Summary By Students Enrolled With Measure Evaluation. (OPTIONAL)**

Course	Measure	Achievement	Improvement	Overall	2010		Prev 3 Yr Avg	
					N	%	N	%
English Language Arts 3	Acceptable Standard	Intermediate	Maintained	Acceptable	51	86.3	55	80.1
	Standard of Excellence	Very High	Improved	Excellent	51	23.5	55	11.6
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a

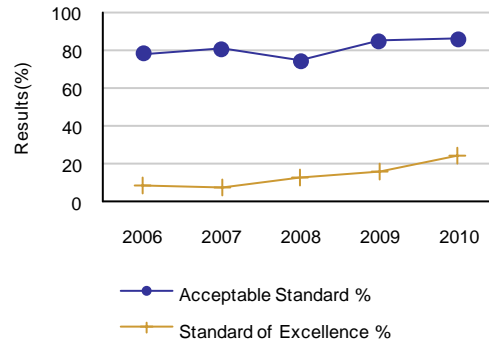
Notes:

1. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).
2. Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses.
3. Evaluations for Mathematics (Grades 3, 6, 9) and Social Studies (Grades 6, 9) are not calculated due to the changes in the tests.

**Measure History (OPTIONAL)**

Provincial Achievement Tests Results based on Students Enrolled.

	2006	2007	2008	2009	2010
N	59	57	55	53	51
Acceptable Standard %	78.0	80.7	74.5	84.9	86.3
Standard of Excellence %	8.5	7.0	12.7	15.1	23.5

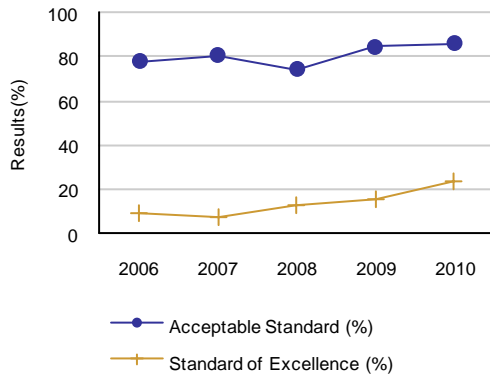


Notes:

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

Provincial Achievement Tests Course Results Based on Students Enrolled.

**English Language Arts 3**

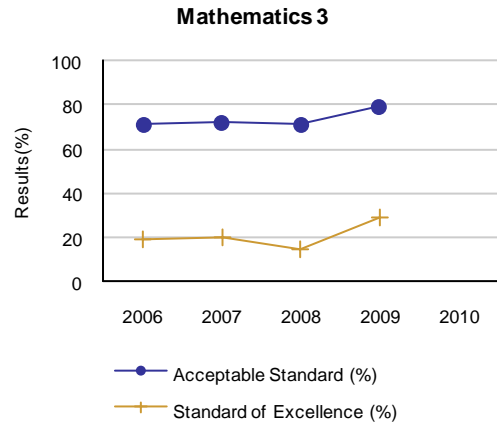


[No Data for French Language Arts 3]

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

Provincial Achievement Tests Course Results Based on Students Enrolled. (cont'd)

[No Data for Français 3]



[No Data for English Language Arts 6]

[No Data for French Language Arts 6]

[No Data for Français 6]

[No Data for Mathematics 6]

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

Provincial Achievement Tests Course Results Based on Students Enrolled. (cont'd)

[No Data for Science 6]

[No Data for Social Studies 6]

[No Data for English Language Arts 9]

[No Data for English Lang Arts 9 KAE]

[No Data for French Language Arts 9]

[No Data for Français 9]

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

Provincial Achievement Tests Course Results Based on Students Enrolled. (cont'd)

[No Data for Mathematics 9]

[No Data for Mathematics 9 KAE]

[No Data for Science 9]

[No Data for Science 9 KAE]

[No Data for Social Studies 9]

[No Data for Social Studies 9 KAE]

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

**Provincial Achievement Tests Results Course By Course Summary Based on Students Enrolled. (OPTIONAL)**

			2006	2007	2008	2009	2010
Grade 3	English Language Arts 3	Students Enrolled	59	57	55	53	51
		Acceptable Standard (%)	78.0	80.7	74.5	84.9	86.3
		Standard of Excellence (%)	8.5	7.0	12.7	15.1	23.5
	French Language Arts 3	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Français 3	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Mathematics 3	Students Enrolled	59	57	55	53	n/a
		Acceptable Standard (%)	71.2	71.9	70.9	79.2	n/a
		Standard of Excellence (%)	18.6	19.3	14.5	28.3	n/a
Grade 6	English Language Arts 6	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	French Language Arts 6	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Français 6	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Mathematics 6	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Science 6	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Social Studies 6	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
Grade 9	English Language Arts 9	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	French Language Arts 9	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	English Lang Arts 9 KAE	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Français 9	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Mathematics 9	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Mathematics 9 KAE	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a



		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
Science 9		Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
Science 9 KAE		Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
Social Studies 9		Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
Social Studies 9 KAE		Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a

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

Outcome: Students achieve educational outcomes.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2011 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2011/2012	2012/2013	2013/2014
Overall percentage of students who achieved the acceptable standard on diploma examinations.**	n/a	n/a	n/a	n/a	n/a			
Overall percentage of students who achieved the standard of excellence on diploma examinations.	n/a	n/a	n/a	n/a	n/a			
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	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			
High school to post-secondary transition rate within six years of entering Grade 10.	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			
<b>Strategies (optional)</b>								

\*\* The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

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.
2. Diploma Examination Participation 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 (\*).

**Diploma Exam Results Course By Course Summary With Measure Evaluation. (OPTIONAL)**

[No Data for Diploma Exam Results]

Notes:

1. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).
2. Too few jurisdictions offer Français 30-1 for an Achievement Evaluation to be calculated. However, the results from Français 30-1 are included in the aggregation of all Diploma courses.
3. Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the changes in the examinations in 2009. Evaluations for Social Studies (30, 33, 30-1, 30-2) are not calculated due to the changes in the examinations in 2010.

**Measure History (OPTIONAL)**

Diploma Exam Results By Students Writing.

[No Data for Diploma Exam Results]

[No Data for Diploma Exam Results]

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

Diploma Exam Results Course By Course Summary By Students Writing.

[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 Exam Results Course By Course Summary By Students Writing. (cont'd)

[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 Exam Results Course By Course Summary By Students Writing. (cont'd)

[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 Exam Results Course By Course Summary By Students Writing. (cont'd) (OPTIONAL)**

[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 (\*).



**Measure History (OPTIONAL)**

High school completion rate of students within three years of entering Grade 10.

[No Data for High School Completion Rate]

[No Data for High School Completion Rate]

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

Annual dropout rate of students aged 14 to 18.

[No Data for Dropout Rate]

[No Data for Dropout Rate]

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

Percentage of students writing four or more diploma exams within three years of entering Grade 10.

[No Data for Diploma Exam Participation Rate]

[No Data for Diploma Exam Participation Rate]

Notes:

1. Results are based upon a cohort of grade 10 students who are tracked over time. The table shows the percentage of students in this cohort who complete diploma exams by the end of their third year of high school.
2. 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 of students within six years of entering Grade 10.

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

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

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

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

[No Data for Rutherford Eligibility Rate]

[No Data for Rutherford Eligibility Rate]

[No Data for Rutherford Eligibility Rate]

Notes:

1. 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.
2. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

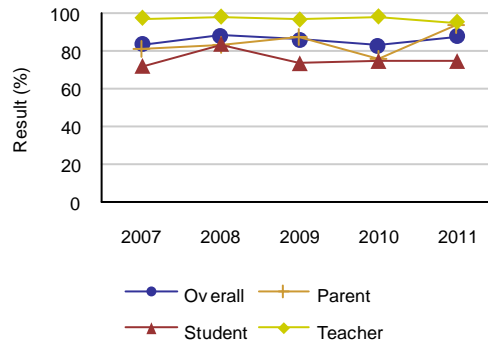
Outcome: Students are prepared for the 21<sup>st</sup> century.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2011 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2011/2012	2012/2013	2013/2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.9	85.7	Very High	Maintained	Excellent			
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	80.1	76.9	High	Maintained	Good			
<b>Strategies (optional)</b> -7 Habits - whole school assemblies -inquiry based approach -monthly home letters -school webpage, class webpages -Digital Citizenship -partner classes -building classroom communities -consistent language in K-5 -Be Green Committ ee -have parents aware of the skills of a 21st century learner through homenotes, website, School Council								

**Measure History (OPTIONAL)**

Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

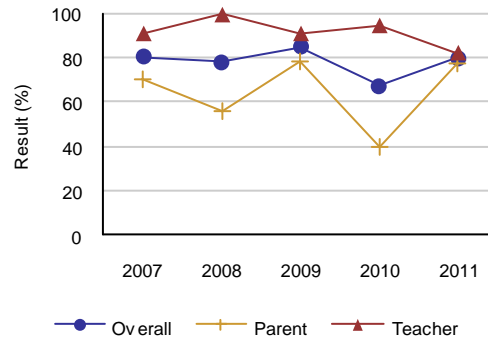
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	91	83.6	97	88.4	81	85.9	83	82.9	79	87.9
Parent	10	81.6	17	83.5	15	88.0	10	76.0	10	94.0
Student	58	71.9	60	83.7	43	73.3	52	74.5	52	74.5
Teacher	23	97.4	20	98.0	23	96.5	21	98.1	17	95.3



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

Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	33	80.7	36	78.1	37	84.9	30	67.5	26	80.1
Parent	10	70.0	16	56.3	14	78.6	10	40.0	9	77.8
Teacher	23	91.3	20	100.0	23	91.3	20	95.0	17	82.4



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

## Goal Two: Transformed Education Through Collaboration

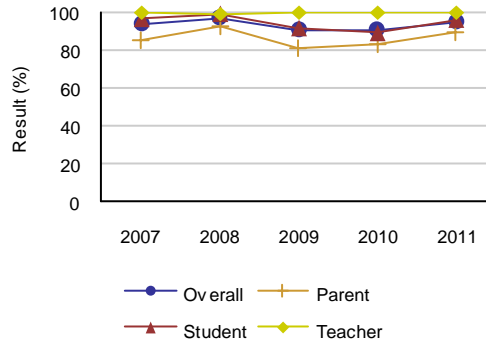
Outcome: Students have access to programming and supports to enable their learning.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2011 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2011/2012	2012/2013	2013/2014
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	95.4	93.0	Very High	Maintained	Excellent			
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.	81.3	79.6	High	Maintained	Good			
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.	88.0	87.2	High	Maintained	Good			
<b>Strategies (optional)</b> -continue with 7 habits and roots of empathy -Edcamp-once a year -parent nights - showcase teaching and learning at Lochearn - directly to do with their kids (videos, work samples) -students invite parents to school regularly to see evidence of learning. -"Make and Take Nights" -"Book Fair" twice a year								

**Measure History (OPTIONAL)**

Overall teacher, parent and student satisfaction with the overall quality of basic education.

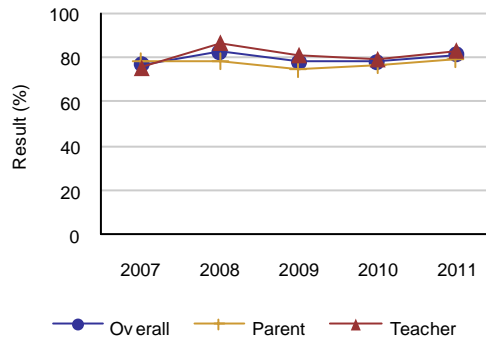
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	91	93.9	97	97.2	81	90.9	83	90.9	79	95.4
Parent	10	85.0	17	93.1	15	80.9	10	83.3	10	90.0
Student	58	96.6	60	99.2	43	91.9	52	89.4	52	96.2
Teacher	23	100.0	20	99.2	23	100.0	21	100.0	17	100.0



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

Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.

	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	33	76.9	37	82.6	38	78.2	31	78.1	27	81.3
Parent	10	78.2	17	78.5	15	75.0	10	76.6	10	79.2
Teacher	23	75.7	20	86.7	23	81.3	21	79.5	17	83.3

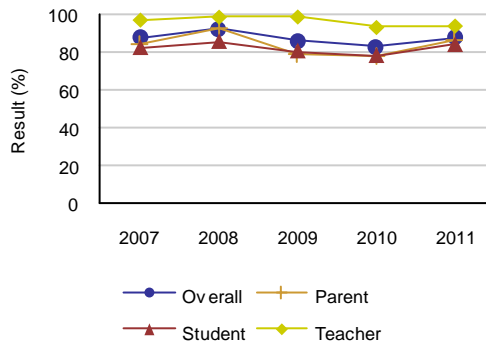


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).



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

	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	90	87.9	96	92.5	81	86.1	83	82.9	79	88.0
Parent	10	84.0	17	92.9	15	78.7	10	77.6	10	86.0
Student	57	82.3	59	85.6	43	80.5	52	78.0	52	83.9
Teacher	23	97.4	20	99.0	23	99.1	21	93.3	17	94.1



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

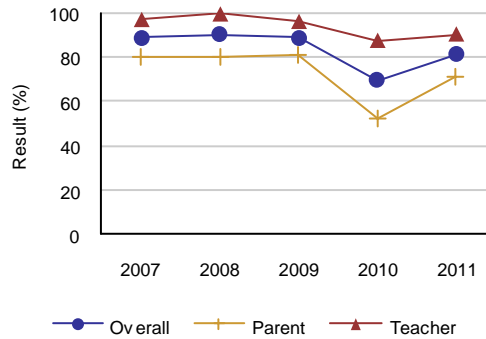
*Outcome: The education system demonstrates openness to new and innovative ideas, leadership and collaboration.*

Performance Measure	Current Result	Previous 3-yr Avg.	May 2011 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2011/2012	2012/2013	2013/2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	81.2	83.0	High	Maintained	Good			
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	91.8	86.5	Very High	Improved	Excellent			
<b>Strategies (optional)</b> -switching parent council meeting times to lunch hour -letter to parents to encourage more involvement -Welcome back breakfast -Lochearn Cares -volunteer breakfast -displaying student success -community bulletin boards -website, class pages								

**Measure History (OPTIONAL)**

Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

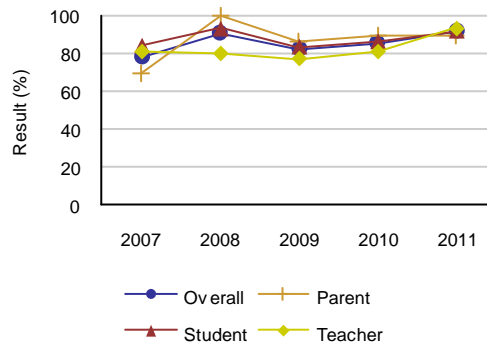
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	33	88.9	37	90.4	38	88.9	31	69.9	27	81.2
Parent	10	80.4	17	80.7	15	81.3	10	52.1	10	71.7
Teacher	23	97.4	20	100.0	23	96.5	21	87.6	17	90.6



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

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

	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	88	78.4	97	91.1	80	82.6	83	85.8	76	91.8
Parent	10	70.0	17	100.0	15	86.7	10	90.0	10	90.0
Student	57	84.2	60	93.3	43	83.7	52	86.5	51	92.2
Teacher	21	81.0	20	80.0	22	77.3	21	81.0	15	93.3



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. (Results and evaluations for FNMI measures are only required for public, separate and francophone school authority education plans.)

Performance Measure	Current Result	Previous 3-yr Avg.	May 2011 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2011/2012	2012/2013	2013/2014
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	n/a	n/a	n/a	n/a	n/a			
High School Completion Rate - percentages of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a			
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	*	66.7	*	*	*			
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	*	16.7	*	*	*			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations.	n/a	n/a	n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations.	n/a	n/a	n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a			
<b>Strategies (optional)</b>								
<ul style="list-style-type: none"> <li>- background sharing - i.e: native dancing, crafts- beading</li> <li>- elders to speak</li> <li>-incorporating literature into work</li> <li>-bringing in peer role models and/or mentors</li> <li>-peer leaders for modeling, etc..(tutoring)</li> <li>-showing native culture in a positive light</li> <li>-encouraging students coming to school</li> <li>-visuals - art, posters,</li> </ul>								

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