

**Three-Year Education Plan
for
Breton Elementary
2011 2012**



October 2011 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Breton Elementary School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	85.2	82.2	85.7	88.1	87.6	86.6	High	Maintained	Good
Student Learning Opportunities	n/a	Program of Studies	82.1	84.2	81.5	80.9	80.5	80.1	Very High	Maintained	Excellent
		Education Quality	94.5	86.9	88.2	89.4	89.2	88.9	Very High	Improved	Excellent
		Drop Out Rate	n/a	*	n/a	4.2	4.3	4.7	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	72.6	71.5	71.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	91.9	72.6	79.4	79.3	79.1	78.0	Very High	Improved	Excellent
		PAT: Excellence	24.2	14.5	15.9	19.6	19.4	18.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	82.6	83.4	84.0	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	18.7	19.0	18.9	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	53.5	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	59.6	56.9	57.0	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	59.3	59.8	59.3	n/a	n/a	n/a
		Work Preparation	75.0	68.3	65.8	80.1	79.9	79.8	Intermediate	Maintained	Acceptable
		Citizenship	73.0	71.1	76.5	81.9	81.4	79.9	Intermediate	Maintained	Acceptable
Parental Involvement	Good	Parental Involvement	79.5	74.4	75.8	79.9	80.0	79.4	High	Maintained	Good
Continuous Improvement	Acceptable	School Improvement	75.2	75.3	76.8	80.1	79.9	78.8	Intermediate	Maintained	Acceptable

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 (*).

School Profile (optional)

Breton Elementary is a Kindergarten to Grade 6 school. Our school enrolment, as of Sept 28, 2011 is

Kindergarten	22
Grade 1	22
Grade 2	20
Grade 3	22
Grade 4	19
Grade 5	18
Grade 6	20

Of the Kindergarten, two are PUF students, one of whom attends only part time due to his young age.

We have a compliment of 8.8 fte teachers, which includes a .75 admin allotment, and a .5 SpEd allotment.

We also have 114 hours of TA time for Grades 1 – 6 and two PUF TA's.

Trends and Issues (optional)

Having all students write PAT's vs exemptions/accommodations:

We have had the practice of applying for exemptions and accommodations for students in Grade 3 and 6 who we feel, in our professional opinion, need them. However, this practice does produce overall lower results than having all student write. We also have had a number of students who are absent during PAT's, with no possibility of making up the test. So it is important that we use the data from the PAT's based on the number writing.

School Budget:

Our school budget is based on a straight line projection. We are currently down 7.5 (Kindergarten only count as half) students from our straight line projection. This means we will have a monetary shortfall of \$35,820.45. Hopefully we will be able to maintain our current compliment of staff and supports.

PILOT IEPT:

Breton Elementary has volunteered to be a pilot school for the new IEPT program. This program will replace our IPP's for students in Grade 1 – 6. Staff are currently being inserviced on the use of the on line tool and IEPT's will be created in October for students who have codes in the 40' s and 50's. After this, the tool will be used to facilitate PPT meetings and create learning profiles for even more students.

Breton Elementary – “Stretch Goal”

Year: 2011-2012

Improvement Question:

Will improving access to the fine arts improve student engagement and positive learning environments at school?

Strategies:

- Fine Arts program will be increased by hiring a half time music teacher. Each class will receive three blocks of music per week. Guitar will be offered for Div II students, starting with Grade 6. Ukulele, recorder, and Orff instruments will be used to enhance student understanding of music.
- Instruments will be purchased to begin this teaching process. School Council will be funding the cost of ten guitars.
- Use of instruments will be modeled by staff when appropriate.
- Cultural presentations will be brought in to expose students to different aspects of fine arts – Clay Works pottery residency, Wide Open puppeteers, , Hoja A Cappella. Students will perform at monthly assemblies and special events.
- Fine arts clubs – choir, card making, guitar - will be held at recess times to enhance the fine arts program.

Rationale:

Some considerations:

On what basis have you chosen this focus?

- This focus was chosen for several reasons.
 - Fine arts programming is limited in small communities. Students do not have access to the variety of experiences they might in a larger center.
 - Fine Arts programming provides enrichment and right brain enhancement
 - Increasing fine arts exposure for students should create positive learning environment
- Staff, students and parents will be affected by this work. A positive environment will benefit everyone and should increase student desire to be at school.

Are you addressing root causes or symptoms?

- Creating a positive fine arts programming and having high expectations for access to fine arts will address many of the roots
- This fits in with the “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” goal from the Accountability Pillar survey.

Assessment:

Some considerations:

What data will be analyzed to assess impact?

- Student performances will be used to assess enjoyment of the fine arts

When will an evaluation be completed?

- Accountability Pillar Survey is annually held.

With whom will the results be shared?

- Results will be shared with staff and parents.

How will the results be utilized?

- Results will be utilized to focus the staff’s efforts for improvement of the school environment.

Goal One: Success for Every Student

Outcome: *Students demonstrate proficiency in literacy and numeracy*

Note – This outcome replaces the following outcome from the 2010/11 – 2012/13 three year education plan:

- Students demonstrate high standards in learner outcomes (K-9 portion only)*

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	80.4	86.3	79.3	72.6	91.9	100	Very High	Improved	Excellent	100	100	100
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	12.5	17.8	15.5	14.5	24.2	15	Very High	Maintained	Excellent	15	15	15

Comment on Results

Our individual PAT exam results **BASED ON THE NUMBER OF STUDENTS WRITING** are important data to be considered. They are

Grade 3 Language Arts:

- 16 students wrote the exam.
- 94.1% met the acceptable standard
- 52.9% met the standard of excellence in reading comprehension
- 5.9% met the standard of excellence in the writing portion

Grade 3 Mathematics

- 16 students wrote the exam
- 88.9% met the acceptable standard
- 50% met the standard of excellence

Grade 6 Language Arts

- 21 students wrote the exam
- 95.5% met the acceptable standard
- 50% met the standard of excellence in reading comprehension

Grade 6 Mathematics

- 20 students wrote the exam
- 90% met the acceptable standard
- 25% met the standard of excellence

Grade 6 Social Studies

- 22 students wrote the exam
- 72.7% met the acceptable standard
- 18.2% met the standard of excellence

Grade 6 Science

- 21 students wrote the exam
- 95.2% met the acceptable standard
- 42.9% met the standard of excellence

Looking at these results is fairer than the results in the accountability pillar report. We have students who are exempt and who are absent and it is not fair that these create "zeros" in the overall average. We also have some students who receive accommodations in their tests (IE reader, scribe) and these are not considered as variables in the data for the accountability pillar results.

Our results show strength in reading comprehension but that work is needed in writing.

Strategies

- Use Smart Learning techniques within the classrooms to increase student acquisition of learning strategies. This will allow us to reach a broader range of ability levels in one classroom.

- a. All staff will attend division PD days on Smart Learning. Two lead teachers (one from Div I and one from Div II) will bring expertise to the whole staff. Staff will be given the opportunity to visit their classrooms to observe and/or have the lead teachers come into their classrooms to model smart learning techniques.
 - b. Smart Learning techniques will be used in all subject areas.
2. Use Words Their Way spelling program to increase student facility with spelling and its use within the writing process.
 - a. One staff member will become an expert in the Words Their Way program and provide assistance to the rest of the staff. PD time will be taken to explore the resource, and share data.
3. Use Literacy Place language arts resources through Grade 1 – 6. Common assessment will be used throughout the school to determine student reading levels.
 - a. PD time will be taken to review the resources and share data of reading assessments. Teachers will use collaborative time to discuss assessments and application of these resources within their classrooms.
4. Teachers will continue to use outcome based assessment and reporting.
5. Teachers will have in school collaborative PLC time with a grade partner (Grade ½, Grade ¾, Grade 5/6) two 35 min blocks per week to meet and discuss student learning issues – Smart Learning, assessment data, resource usage, academic interventions, etc. This is not prep time but collaborative time.
6. AISI coach will be available to facilitate teacher needs in all our focus areas: Smart, new LA resources, common assessment data. AISI coach will also help facilitate math strategy implementation with teachers who need support in this area.
7. Reading proficiency will be celebrated on a regular basis at monthly assemblies.
8. Assessment data of the PAT's will be analyzed for areas of strength and weakness to help teachers target their efforts with students.

Outcome: *Students are prepared for the 21st century*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *Students model the characteristics of active citizenship*
- *Students are well prepared for employment*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	84.8	81.0	77.4	71.1	73.0		Intermediate	Maintained	Acceptable	75	75	75
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.	87.5	59.7	69.4	68.3	75.0		Intermediate	Maintained	Acceptable	75	75	75

Comment on Results

We are unsure what the characteristics of active citizenship are and how this is perceived by the various groups surveyed. This year, we will be trying to share activities with the students and community that show what the staff perceive good citizenship looks like, sounds like and feels like.

Strategies

1. Leadership/Citizenship opportunities will be given to students, particularly in the upper elementary. Clubs will be formed to encourage good citizenship: recycle club, safety patrol, HAT team, book club, etc. Cross graded groupings will be used for school wide activities to allow older students to demonstrate leadership skills with younger students. Specific cross graded activities will be ongoing – Kindergarten buddies.
2. Mentorship and social interaction groups will be used to assist students who do not have citizenship skills. Big Buddy/adult mentorship program will target students with the highest needs in this area. Community volunteers will work with students twice a month and engage them in positive social interactions. Our FWW will create social interaction groups to deal with specific social skill issues – IE girls groups to deal with relational aggression.
3. Citizenship will be celebrated each month at monthly assemblies. Citizens of the month will be chosen by nomination and recognized publicly.
4. Positive citizenship skills will be promoted and celebrated: IE wasteless lunch challenge, recycle challenge.
5. Roots of Empathy will be continued (Shellie Jones facilitating) in Grade 1.

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*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *The education system meets the needs of all K–12 students and supports our society and the economy*
- *School environments are safe and caring*

Performance Measure	Results (in percentages)					Target 2011	Evaluation			Targets		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2012	2013	2014
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.	76.6	89.6	70.6	84.2	82.1	85	Very High	Maintained	Excellent	85	85	85
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.2	89.6	88.2	86.9	94.5	95	Very High	Improved	Excellent	95	95	95
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.	89.3	90.0	84.9	82.2	85.2	85	High	Maintained	Good	85	85	85

Comment on Results

One goal we had last year was to re-energize our fine arts program. This is a stretch goal for us. We hired a half time music teacher and put an emphasis on bringing in various fine arts activities to the school. We had a painting residency program, as well as several singing groups. Students were very engaged in these fine arts activities. We hope to continue the growth of the fine arts program this year. We also received feedback from our school council about improvements needed to our phys ed program. We have made plans to enhance and expand the number of activities that students are exposed to in phys ed this year.

Strategies

1. Access to fine arts will be increased. A new music teacher was hired this year to improve and expand our music program. We will increase the variety of musical experiences to which students have access (guitar, ukulele, Orff). Students be involved in performances: Remembrance Day assembly, Christmas Concert, Spring Tea, monthly assemblies
2. Fine arts clubs will operate when possible to enhance the fine arts program: choir, carding making, etc
3. Artist in residency programs will be accessed to enhance the fine arts program: Clay Works (pottery residency program) is booked for January 2012. We are also tentatively looking at a puppeteer activity.
4. Our physical education program will be enhanced this year. A greater variety of teachers will instruct. Boot Camp will be held on Mondays for all grades to increase physical stamina of students in an engaging manner. Outside school Phys. Ed opportunities will be accessed: curling club, skating, swimming lessons, skiing.
5. Computer instruction will be integrated into core subject areas.

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*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *The jurisdiction demonstrates effective working relationships*
- *The jurisdiction demonstrates leadership, innovation and continuous improvement*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	92.5	77.1	75.7	74.4	79.5	80	High	Maintained	Good	80	80	80
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.	78.1	84.3	70.8	75.3	75.2	75	Intermediate	Maintained	Acceptable	75	75	75

Comment on Results

We try to involve parents in decisions on their child's education. We did get feedback last year on the change in report card format to outcome based reporting. Some parents were very much opposed to this type of reporting.

Strategies

1. School initiatives will be shared with parents and school council so they develop an understanding of new teaching techniques.
2. BES is a pilot school for the new IEPT program, creating learning profiles for students with needs.
3. Smart learning: our lead teachers will be proactive in bringing the latest information to staff.
4. Administration is involved with a Galileo cohort to look at non critical classroom observations designed for school improvement.
5. Agencies will be used to inservice staff where necessary IE Epi pen inservice, allergy information, child welfare information

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

APPENDIX – Measure Details

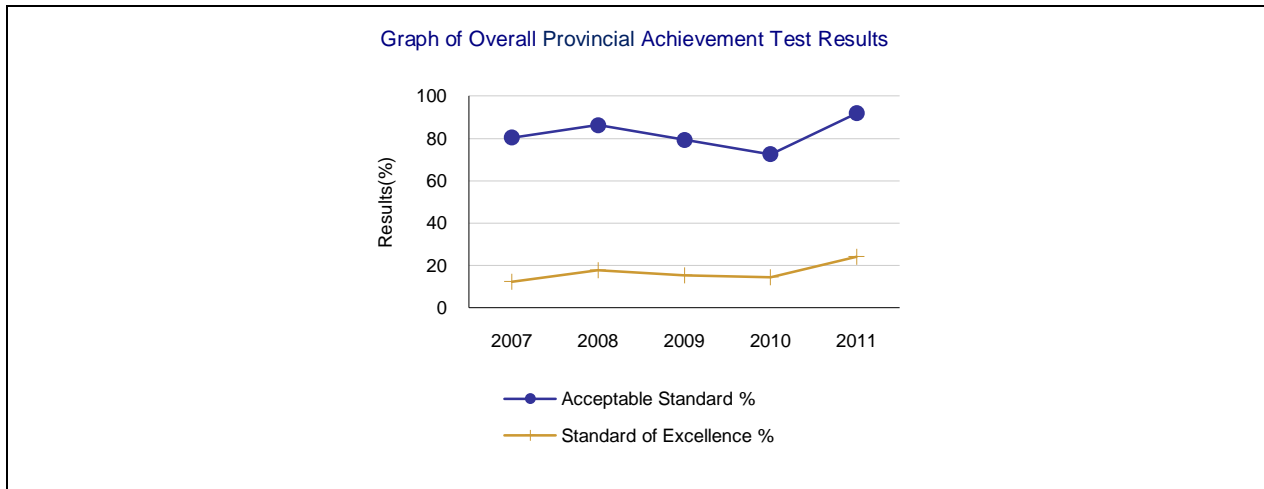
The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

Provincial Achievement Test Results – Measure Details

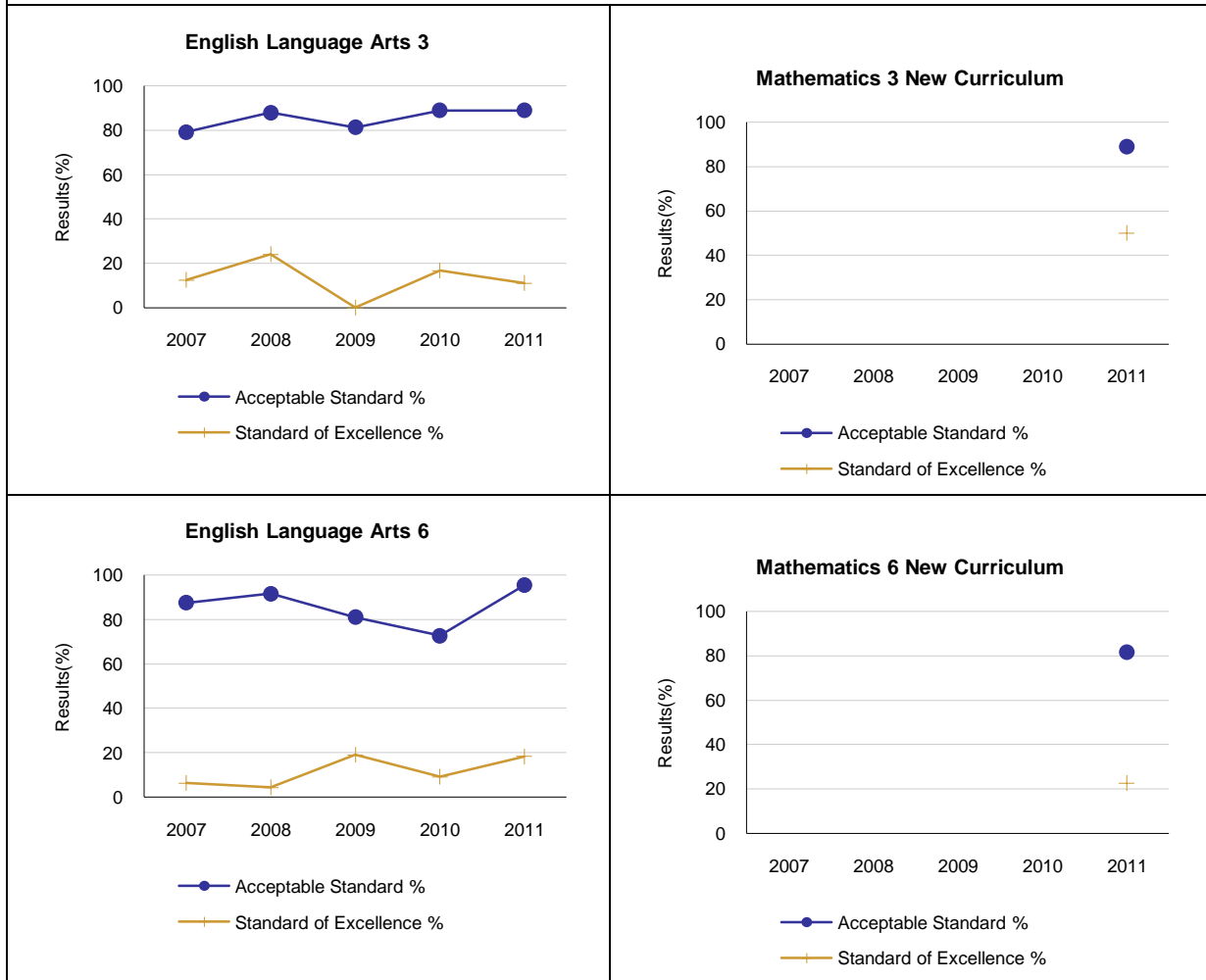
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2007		2008		2009		2010		2011		2011	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	School	79.2	12.5	88.0	24.0	81.3	0.0	88.9	16.7	88.9	11.1	100	15
	Authority	84.0	12.8	86.8	12.2	86.4	11.2	84.2	16.9	86.2	9.8		
	Province	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5	81.8	17.5		
Mathematics 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	88.9	50.0	100	15
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	80.3	21.1		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77.4	26.0		
English Language Arts 6	School	87.5	6.3	91.7	4.2	81.0	19.0	72.7	9.1	95.5	18.2	100	15
	Authority	83.3	16.9	84.6	17.7	88.6	17.1	83.0	13.1	83.2	9.2		
	Province	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9	83.0	18.5		
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	81.8	22.7	100	15
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.3	12.3		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8		
Science 6	School	75.0	18.8	79.2	25.0	76.2	23.8	59.1	18.2	90.9	40.9	90	15
	Authority	74.3	21.6	77.6	22.2	80.4	25.9	79.4	22.5	77.4	23.4		
	Province	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4	76.2	25.0		
Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	n/a	54.5	4.5	72.7	18.2	90	15
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	71.3	13.1	71.5	11.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	71.0	16.4	71.1	18.5		

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.

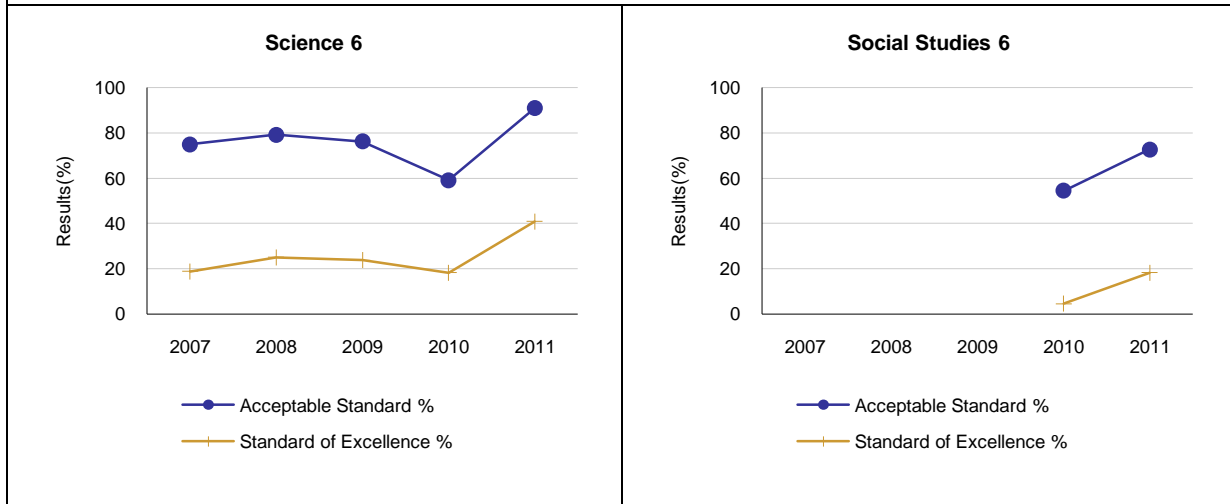


Graph of Provincial Achievement Test Results by Course



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: We were on a pilot program for the new Social Studies Curriculum prior to 2010.

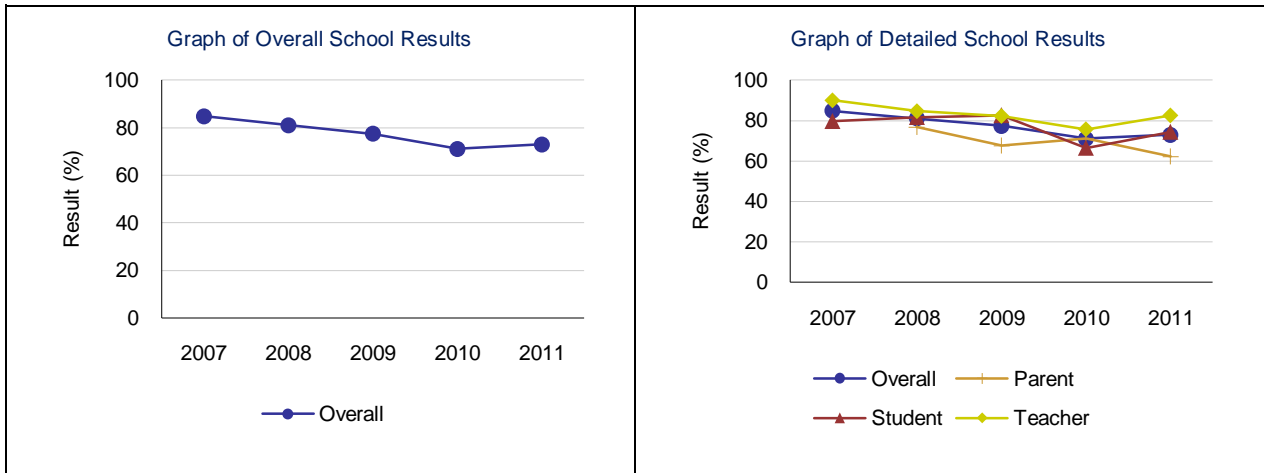
PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Breton Elementary School						Alberta				
		Achievement	Improvement	Overall	2011		Prev 3 Yr Avg		2011		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Intermediate	Maintained	Acceptable	18	88.9	20	86.0	42,944	81.8	42,052	81.0
	Standard of Excellence	Low	Maintained	Issue	18	11.1	20	13.6	42,944	17.5	42,052	17.9
English Language Arts 6	Acceptable Standard	Very High	Improved	Excellent	22	95.5	22	81.8	43,433	83.0	43,646	82.1
	Standard of Excellence	High	Maintained	Good	22	18.2	22	10.8	43,433	18.5	43,646	19.6
Science 6	Acceptable Standard	Very High	Improved	Excellent	22	90.9	22	71.5	43,441	76.2	43,534	76.0
	Standard of Excellence	Very High	Improved	Excellent	22	40.9	22	22.3	43,441	25.0	43,534	25.1
Social Studies 6	Acceptable Standard	n/a	Improved	n/a	22	72.7	22	54.5	43,537	71.1	43,601	71.0
	Standard of Excellence	n/a	Improved	n/a	22	18.2	22	4.5	43,537	18.5	43,601	16.4

Citizenship – Measure Details

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

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	84.8	81.0	77.4	71.1	73.0	68.5	72.0	75.1	75.1	73.8	76.6	77.9	80.3	81.4	81.9
Teacher	90.0	84.6	82.2	75.6	82.5	81.3	84.0	88.6	91.4	87.2	89.9	90.6	91.8	93.0	92.7
Parent	*	76.7	67.5	71.1	62.2	63.2	65.6	66.6	68.4	69.0	72.6	74.7	77.4	78.5	78.6
Student	79.7	81.7	82.6	66.5	74.4	61.1	66.3	70.0	65.4	65.4	67.1	68.5	71.8	72.7	74.5

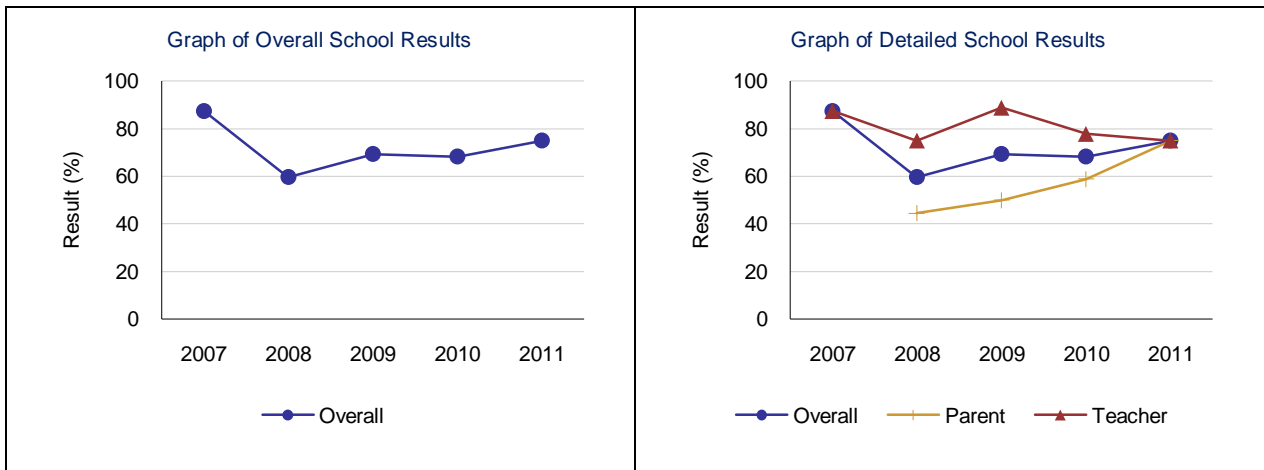


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Work Preparation – Measure Details

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.

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	87.5	59.7	69.4	68.3	75.0	71.5	76.8	76.2	72.9	73.8	77.1	80.1	79.6	79.9	80.1
Teacher	87.5	75.0	88.9	77.8	75.0	84.2	89.2	91.0	90.0	82.2	89.2	89.3	88.9	90.0	89.6
Parent	*	44.4	50.0	58.8	75.0	58.7	64.3	61.5	55.9	65.5	65.1	70.9	70.2	69.8	70.6

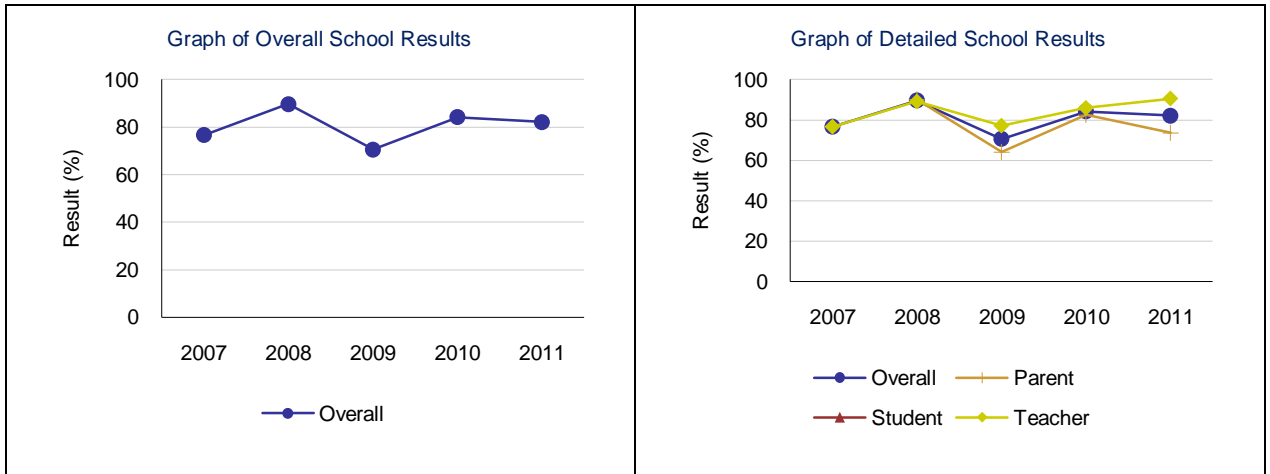


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	76.6	89.6	70.6	84.2	82.1	68.4	73.4	74.5	71.9	75.2	78.5	79.4	80.3	80.5	80.9
Teacher	76.6	89.1	77.1	85.9	90.6	76.3	82.0	80.9	79.0	82.0	85.7	86.4	86.8	87.7	87.6
Parent	*	90.1	64.1	82.5	73.6	68.0	70.3	69.9	69.6	72.8	76.9	77.6	78.7	78.0	78.3
Student	n/a	n/a	n/a	n/a	n/a	60.9	67.9	72.8	67.1	70.8	72.9	74.1	75.3	75.9	76.9

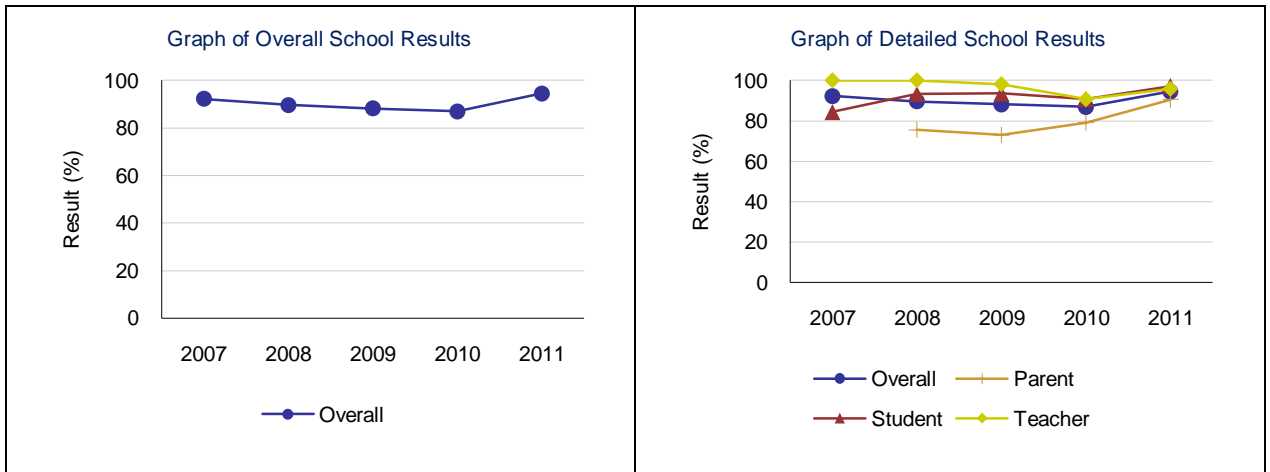


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details

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

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	92.2	89.6	88.2	86.9	94.5	84.4	87.1	87.4	86.2	85.1	87.6	88.2	89.3	89.2	89.4
Teacher	100.0	100.0	98.1	90.7	95.8	92.8	95.9	94.8	95.1	93.7	94.7	94.9	95.3	95.6	95.5
Parent	*	75.5	72.9	79.2	90.6	77.0	79.9	78.7	78.9	78.5	81.8	83.0	84.4	83.9	84.2
Student	84.4	93.3	93.5	90.8	97.2	83.3	85.4	88.9	84.5	83.0	86.4	86.6	88.3	88.2	88.5

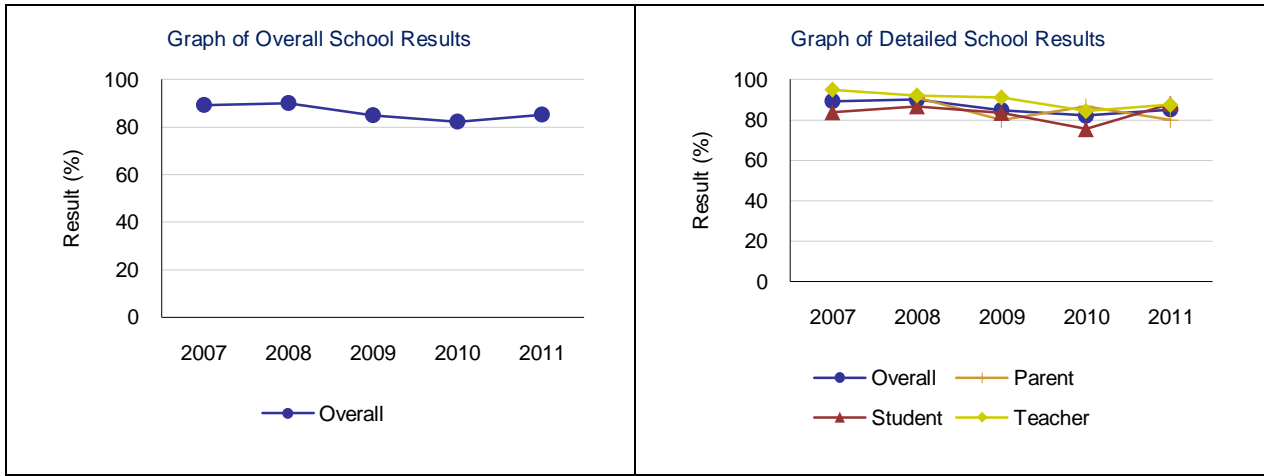


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	89.3	90.0	84.9	82.2	85.2	78.5	82.8	83.8	83.2	83.1	84.2	85.1	86.9	87.6	88.1
Teacher	94.9	92.1	91.1	84.4	87.5	87.9	90.7	92.9	92.1	91.5	92.6	93.1	93.8	94.4	94.5
Parent	*	91.1	80.0	86.7	80.0	74.4	80.2	78.2	80.6	80.2	81.7	83.2	85.3	86.1	86.6
Student	83.8	86.7	83.5	75.5	88.0	73.3	77.5	80.4	76.8	77.7	78.5	79.1	81.7	82.2	83.3

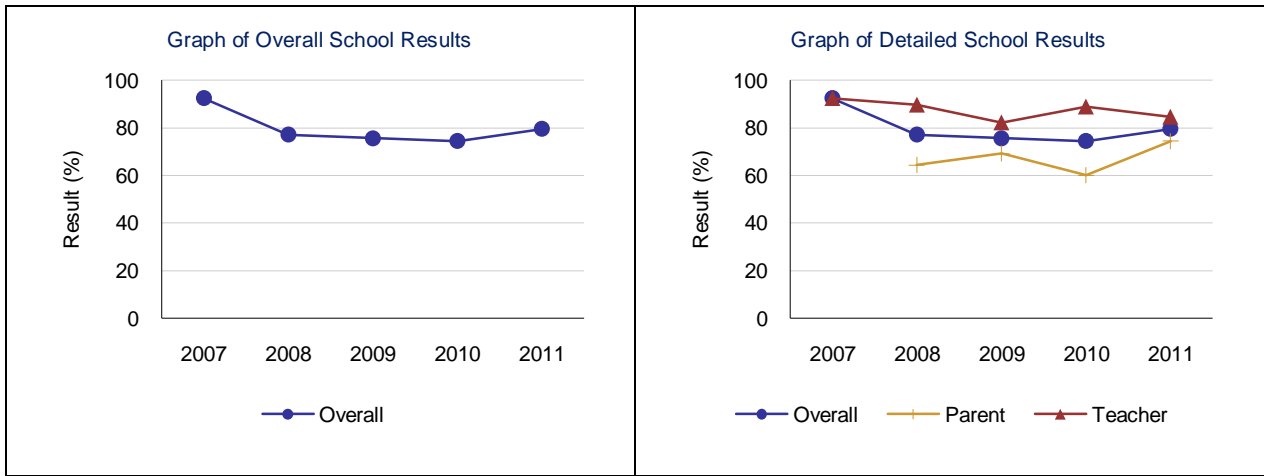


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	92.5	77.1	75.7	74.4	79.5	75.2	80.0	79.4	76.8	74.8	77.5	78.2	80.1	80.0	79.9
Teacher	92.5	89.7	82.2	88.9	84.6	86.1	90.1	90.0	88.6	86.3	87.1	87.5	88.0	88.6	88.1
Parent	*	64.4	69.2	60.0	74.4	64.3	69.9	68.8	65.0	63.2	67.9	69.0	72.2	71.3	71.7

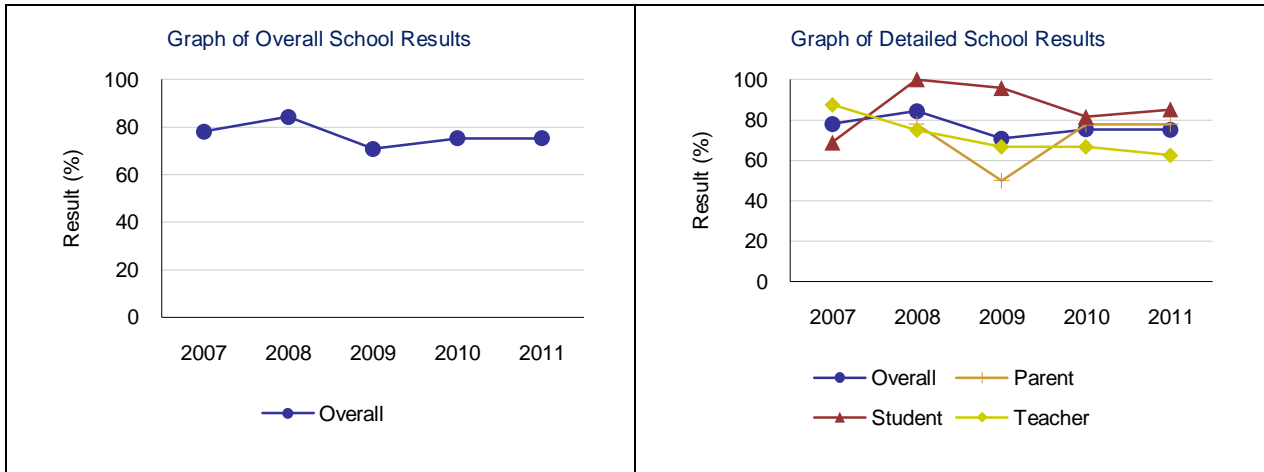


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

School Improvement – Measure Details

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.

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	78.1	84.3	70.8	75.3	75.2	67.0	75.2	79.0	76.5	75.9	76.3	77.0	79.4	79.9	80.1
Teacher	87.5	75.0	66.7	66.7	62.5	62.1	73.6	83.2	77.2	76.4	74.5	75.6	78.2	80.8	80.1
Parent	*	77.8	50.0	77.8	77.8	66.2	74.4	71.9	74.7	73.6	75.1	75.9	78.1	77.0	77.3
Student	68.8	100.0	95.7	81.5	85.2	72.7	77.7	81.7	77.6	77.5	79.3	79.5	81.8	81.8	82.9



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