

**Three-Year Education Plan and AERR
for
Breton Elementary
2014 2015**

The
Leader in Me™

great happens here



Vision

We at Breton Elementary desire to create a safe, caring and positive learning environment that develops students who are responsible, have a sense of purpose and act with integrity.

Motto

You can't spell "best" without "B.E.S."

Demographic Information:

Breton Elementary is a K – 6 school with a population of 163 students. Approximately 75% of our students are bused to school from a wide rural area.

Kindergarten – 22

Gr 1 – 35

Gr 2 – 18

Gr 3 – 29

Gr 4 – 21

Gr 5 – 28

Gr 6 – 21

We have total staff complement of 8.5 teachers and 5 EA's.

We are a Leader in Me school and offer a well rounded music program for Grades K – 6.

Program Highlights

Leader in Me:

Breton Elementary is a Leader in Me school. We started this program in the fall of 2012. This is a three year implementation. We are in year three. The three year cycle includes:

2012 – 2013 Year One “Creating a Culture of Leadership”

- I. Vision Training: This one day session, held on August 27, 2012, was facilitated by a representative from the Covey Institute. It allowed staff and community stakeholders to focus what direction we want the school to go and what we want for our students.
- II. Seven Habits Signature training: This is a three day PD which teaches all the staff at the school the Seven Habits of Highly Effective People. Completion of this course will happen by December 2012.
- III. Implementation training: This one day training session gives staff the resources to begin formal implementation with the students. Even though we have started with “soft” implementation in September, the formal implementation training will keep all staff going in the same direction and talking the same language.
- IV. Lighthouse Team training: This training session takes a small group of staff members and gives them a more in-depth knowledge of the program and will help create continuity in the school.
- V. Seven Habits Certification Training: This training session for a small group of staff builds capacity in that we will have existing trainers in the school. If there is staff turnover, we have the ability to train new staff coming in.

2013 – 2014 Year Two: Applying the Tools of Leadership

- I. Student Empowerment Day: This day will help focus students on the use of the seven habits and reinforce the program.
- II. Achieving School Wide Goals: This two day process takes the “Lighthouse Team” from the previous year and works with them to carry forward with the Leader in Me process at the school.
- III. Updating Seven Habits training: We currently have three staff who do not yet have their Seven Habits of Highly Effective People training. We need to ensure that by the end of the school year they have their training completed.

2014 – 2015 Year Three: Maximizing Results

- I. Maximizing results is a teacher workshop that refocuses the school’s vision.
- II. Lighthouse Team training: There is one more session of Lighthouse Team training to help keep the school focused on the program.

To the Leader in Me program, we have continued with the Seven Habits in our students agendas as a teaching tool for teachers, parents and students. We are working with our

Parent Council to help keep parents involved in our program. We continue to focus on school wide goal setting, class goal setting and individual goal setting. We will be choosing several major charitable events during the school year, setting goals at these three different levels, and demonstrating how an individual can make a difference to the collective good. At this point, the events chosen are a) Food Bank, Christmas Wishes, and Jump Rope for Heart. This year we are increasing our student leadership teams and will coordinate a snow angels program to assist community with snow removal. Our Junior ATB program will increase financial skills, leadership, responsibility, and goal setting for all students. These projects will help students take the skills they are learning in the Leader in Me program and use them in a positive, effective manner in the community and beyond.

While this is spoken of as a three year process, Leader in Me is a way of being. It is an organic way of building school culture and student citizenship. This will continue into the future well beyond our three year plan.

Fine Arts:

We have expanded our fine arts program, particularly in the area of music. From Grade 1 – 6, our students will learn how to play Orff instruments, recorders, ukuleles, guitars and (by Grade 6) perform in a concert band. We also run an extracurricular choir program. In addition, we have extended a music program to include a community band program. The community band meets after school and gives a venue for alumni students to play in a concert band. This program is also open to community members. Our band program has extended into the high school for semester one to provide a continued opportunity for students to participate in their musical education.

Challenges and Opportunities

Overview of Challenges:

We are continuing to try and have effective communication. It continues to be an area of focus for Breton Elementary. The Accountability Pillar Survey results indicated we have made significant improvement in this area. However, we want to make it even better.

The different strategies we are implementing in order to increase communication include:

- “meet the teacher” evening in September consisting of an assembly, student presentations on the Seven Habits, and curriculum and assessment given by each classroom teacher
- multiple activity days where parents can freely come and join in
- use of technology to keep parents informed: e mail, website, Facebook, Synervoice
- monthly newsletters and monthly newspaper articles
- monthly School Council meetings which provide parents an opportunity to become involved, receive information and provide feedback to the school. We are also encouraging each staff member to attend one School Council meeting per year.

Our second challenge is staffing. Our Grade 1 enrolment being higher than expected, we determined to create two functioning classes of Grade 1. This pulled teacher time away from other areas. This decision has necessitated that the remaining teachers teach more, especially administration. With the new initiative of guaranteed non instructional time (prep time) for teachers, there has been a loss of tech time and admin time for the school in order to make the timetable functional. Due to an increase in enrolment, we did decide to hire a .5 fte teacher to create more admin time and flexibility in the timetable. This position has been hired and will be functional as of November, 2014.

B. Results Report/Analysis

In the Accountability Pillar Survey / Tell Them From Me Survey administered in the 2014 school year our results have improved.

Our results on the issues of “safe and caring” show a growth of 6.1%. When breaking it down into parent and student responses, parent satisfaction has improved by 6.3% while student and teacher results have remained the same.

In the area of satisfaction with students accessing a broad range of programming, our results have increased by 2.9%. Parent satisfaction has increased by 2.6% and teacher satisfaction has improved by 3.2%. Our music program, however, has been growing consistently in what we are offering to students.

In the area of satisfaction with the overall quality of education, our results have stayed the same.

In the area of programs for students at risk, our satisfaction rate has increased by 4.3%. Particularly, parent satisfaction in this area increased by 12.4%.

In the area of “students are taught the attitudes and behaviours... successful at work” our results have increased by 11.1%.

In the area of “active citizenship”, there was an improvement of 10.1%. Parent responses improved by 22%.

In the area of “students demonstrating skills for lifelong learning”, the overall percentage went up by 5.2%. But it should be noted that this area is still an area that needs growth as it is our lowest ranked question.

In the area of “parental involvement in child education” there was an increase of 5%.

In the area of school and jurisdiction improvement our results have increased by 5.3%.

We focused in the 2013 – 2014 school year on three main areas: literacy and numeracy, fine arts and citizenship / Leader in Me. We accomplished

- Fountas and Pinnell implementation which established a base line for reading levels across the school. It has given us starting points for this year and a concrete way of tracking student success. This assessment is done three times per year (October, March and May)
- Fine Arts programming continued to include concert band and choir. We attended festivals in the spring. We will continue to discuss with our School Council funding other fine art opportunities for students
- Leader in Me is a huge focus for our school. The primary objective of the 2014 – 2015 year is to train new staff in the Seven Habits of Highly Effective

People and continue to work with students to enhance their understanding and application of the Seven Habits in their daily lives.

Indicators of Success:

Almost all students made gains in their reading comprehension.

In our music program, there was significant student interest and enthusiasm. We participated in one festival in the spring and placed “silver” in the competition. We did two public performances that were well received by the community. The Community Band met weekly and provided an alternative music experience for many students.

There was a decrease in overall discipline problems and students were more often able to use the skills they had learned in the Leader in Me to problem solve issues as they arose.

Trends:

The Accountability Pillar Survey data has improve since last year. There have been significant changes in percentile data but the smallest change in percent can move us from one category (IE High, intermediate) to another.

Summary:

We have a one of data areas of concern

. In the area of “students demonstrating skills for lifelong learning”, even though our results improved, we still want to increase positive feedback in this area.

Even though our Provincial Achievement Test results are positive, we recognize that this is always “job one” for all teachers at all grade levels.

C. School Objectives & Strategies

I. Student Learning

The analysis of available data shows us the following:

- Fountas and Pinnell reading levels for the majority of students show steady increase. It allows teachers to stream line reading instruction for students based on their performance.
- Our PAT data demonstrates that a significant number of our Grade 6 students achieve acceptable standard on Provincial Achievement tests. In previous years (prior to the SLA pilot), our Grade 3 classes have performed well on PAT's.
- Successes
 - Grade 6 PAT data shows that we are above the provincial average in math (88.9%)
 - Grade 6 PAT data shows that we are above the provincial average in Language Arts (95%). The reading comprehension portion shows 100% at acceptable and 50% at standard of excellence.
 - Grade 6 PAT data shows that we are above the provincial average in Science (100%) with 30% at the standard of excellence.
 - Grade 6 PAT data shows that we are above the provincial average in Social Studies (90%) with 15% at the standard excellence.
- Challenges
 - Continuing to support students who are significantly below grade level in their reading.
 - Programming and supports for students with significant learning challenges

In Breton Elementary we have a high degree of student inclusion in the classroom. Teachers program as needed for students who have significant learning challenges. Strategies used include: differentiation of instruction, utilize support staff to work with students with similar needs (regardless of grade level), project based learning, use of assistive technology, IPP's, etc. Students can access alternate learning environments (IE Learning Commons).

The background skills and competencies which to correlate to our results would include:

- competency in letter sound recognition
- decoding skills
- reading, phrasing and fluency
- having a limited vocabulary
- poor reading skills can impact numeracy skills where reading is involved
- in numeracy basic fact acquisition

The strategies used to attain our student learning objectives include:

- continued focus on basic pre reading and reading skills in Division I
- Words Their Way
- continued practice of decoding skills in upper elementary

- differentiation of instruction using technology (IE NewsELA, RAZ Kids)
- upper elementary, knowledge of prefixes and suffixes impact the meaning of words
- emphasis on daily reading practice

2. Student Engagement

To what degree are all students able to experience engaging learning?

- At BES we feel all students are able to experience engaging learning in some form or another.
- Many of our teachers use hands-on and project based learning activities to enhance student learning and engage learners. These methods often hit many of the cross-curricular competencies as well.
- Our teachers, as much as possible, differentiate for student needs, whether that be in the instruction, process or product.
- Teachers, to varying degrees, incorporate technology in order to engage students.

How might SSF's, PPT's, technology, etc, be utilized to enhance engagement?

- PPT's are held on a regular basis to discuss student needs and brainstorm solutions. Members of the PPT team then work to follow through on any plans to support students. Referrals to appropriate agencies or specialists occur at this time.
- Assistive technology (such as iPads, Chromebooks, etc) is used where appropriate to engage learners, as well as make some tasks easier for learners (such as word processing instead of physical writing for students who have difficulty with this task)

What pedagogy appears to offer the best approach to increasing student engagement?

In this regard, what is the readiness of school staff?

- Differentiation of instruction/product is a very successful approach to student engagement, and staff are at different levels as far as their comfort with being able to differentiate all subjects/topics, etc.

How might "relationships" be utilized in support of "at risk" students?

- Relationships are critical at supporting at risk students. When students know that staff have a vested interest in their lives, as well as their learning, their productivity and willingness to engage in school life, increases.
- To that end, our Family Wellness Worker coordinates a Big Buddy Mentor Program that identifies and pairs up students at risk with an adult community member, with the focus of the program being relationship building.
- Our Leader in Me program also teaches students how to build and maintain relationships using personal responsibility and the understanding of "emotional bank accounts".
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How will you address attendance and behavioral issues?

- Attendance is monitored daily to look for patterns. Parental contact is made when necessary. In the case of significant attendance issues, parents are sent a letter of concern with the hope that school and parents can work together to rectify the problem.
- Behavioral issues are tracked by the homeroom teacher. Severe behavior concerns are brought to PPT meetings for solutions based brainstorming. Family Wellness Worker is utilized as a support network for students and families.

What resources will you require to which you currently lack access?

- Ideally we would appreciate more TA time in order to successful students with learning and behavioral struggles.

What creative opportunities are there?

- Using the Leader in Me process to continue to facilitate the culture of collaboration, synergy, empathy and personal responsibility.

3. Healthy Learning and Working Environments

How will the school address the 3 components of a healthy environment?

Physical:

- Students receive daily phys. ed classes of 35 minutes each.
- Physical activity is strongly encouraged at recess times.
- Student leadership teams are set up to provide extra intramural activities during recess times.

Nutritional:

- Students operate a breakfast program that offers healthy breakfast/snack choices.
- BES offers a milk program, and once a month offers free milk to all students.
- We have partnered with a local church to provide lunch items for students who come to school without enough to eat.

Mental:

- We have our Leader in Me program which promotes “sharpening the saw” which is about creating balance in your life in all the areas, synergizing, which encourages kids to work together and support each other, and learning the value and importance of “emotional bank accounts”.
- Students have access to Family Wellness Worker and Big Buddy Programs, in order to receive extra support.

As a staff how will you create or sustain a healthy work environment?

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- Through the Leader in Me program staff is learning to use the 7 Habits in their professional and personal lives to enhance their effectiveness in the classroom and with each other.
 - Staff tries to plan out of school events and activities that allow some “Sharpen the Saw” time so staff can relax and recharge together.
 - Staff spends time working to make the physical environment positive and appealing.
 - Staff supports each other by recognizing strengths and needs of their colleagues and supporting them appropriately.

4. Staff Learning

Please see the following PD plan:

This year’s Professional Development activities provide a variety of opportunities for staff to learn and grow in their knowledge and skills in areas that specifically relate to Division Initiatives and Goals, as well as school-based initiatives and goals. Division PD this year is focused on the Inspiring Education Document and Curriculum Redesign, as well as further exploration of Understanding Poverty. Our school based PD focus continues to be primarily on the Leader in Me program, but will also include exploration of ways to effectively use technology to help create a “Triple-E” student – engaged, ethical and possessing an entrepreneurial spirit”.

Breton Elementary PD Plan

August 25: Teacher Organizational Day

- Classroom Set-up, etc.

August 26: School Focus Day

- Lighthouse Team Meeting - Set/Confirm Goals and Objectives, designate roles/responsibilities
- Set up “uniform” data tracking materials for leadership notebooks - same sheets, etc.
- Discuss/plan Back to School BBQ and Parent Information Night

August 27: Rally Day - “Staff Wellness”

August 28: Division Day: Curriculum Redesign 101

- AM – introduce staff to the basics of curriculum redesign and the Inspiring Education document (perhaps in conjunction with BHS)

- PM- time for staff to work in teams/collaborative groups to begin to plan for ways to incorporate principles of Curriculum Redesign into unit/lesson plans

August 29: School Focus Day

- Staff Meeting
- Classroom Set-up and Meetings with Previous Year's Teachers
- Technology "Refresher" on ways to use Google, Newsela, RAZ-Kids, etc. in the classroom

September 19: Division Day

- Review/deeper discussion and understanding of Curriculum Redesign, particularly the Cross Curricular Competencies
- Planning time for the "Superintendent's Challenge" – weaving the Competencies into units, lessons and projects

October 24: School Focus Day (all staff)

- Leader in Me: Year Three LIM "Maximizing Results" Training with John Flokstra

November 21: Division Day

- Understanding Poverty – Session II

December 5: School Focus Day

- First half of day focused on Curriculum Redesign and planning/review of progress for Superintendent's Challenge
- Second half of day focused on Leader in Me reflections, projects and planning

January 30: Teacher Focus Day

- Professional Growth Plan Day – teachers use the day in support of their Professional Growth Plans
- Possibilities may include: technology sessions, planning sessions for SMART Learning or methods inspired by Inspiring Education, collaboration time, etc.

February 5/6: Teacher Convention (North)

March 19: School Focus Day

- First half of the day focused on technology – learning how to use new programs or applications with greater efficiency/effectiveness and plan better ways to use technology in the classroom
- Second half of day will focus on staff wellness with the exact activities to be determined based on staff feedback.

April 28/29: Leader in Me Symposium

- All staff (including support and custodial staff) will attend the Leader in Me Symposium in Edmonton where we will have the opportunity to visit a number of LIM schools, network with other LIM teachers and leaders, and be provided with ideas, support and inspiration to continue on our Leader in Me journey

April 17: Division Focus Day

- Division Focus Day: Inspiring Education in Action

May 1: school for students (taken in lieu of LIM Symposium)

June 5: school for students (taken in lieu of LIM Symposium)

June 26: School Organizational Day

- Complete/file cumulative files
- Meet with receiving teachers
- Any final business

Breton Elementary “One-Page” Planning Model

Mission / Vision: We at Breton Elementary desire to create a safe, caring and positive learning environment that develops students who are responsible, have a sense of purpose and act with integrity.

Motto: You can't spell “best” without B.E.S.

1. Leader in Me (student engagement, healthy learning environments, staff learning)
 - a. increase confidence and leadership capacity in students and school community. Increase, through healthy school communities, the mental well-being of all students and staff members
 - b. Strategies
 - i. Lighthouse Team
 - ii. teacher and student resources
 - iii. mentorship from Franklin Covey
 - iv. ubiquitous displays
 - v. Seven Habits student agendas
 - vi. school wide activities
 - vii. leadership clubs for students
 - viii. Aim for Success resources and programming
 - c. Action Plan
 - i. Lighthouse Team created a three year plan for the school with a set schedule and role responsibilities
 - ii. there will be beginning of the year “reboot” of the seven habits by classroom instruction
 - iii. School based PD on
 1. The lighthouse team will function as the main PLC group for the school
 2. August 25 (Lighthouse Team planning and visioning)
 3. October 24 (Lighthouse Team) PD with Franklin Covey
 4. all staff members will attend the Leader in Me Symposium in Edmonton in April 2015 (calendar change approved by the Board of Trustees)
 5. Lighthouse Team review of year's accomplishments and planning for upcoming year prior to the end of June
 6. minimum classroom standards for classroom implementation have been set
 7. monthly school wide celebrations and recognition events
 8. service projects have been established to encourage student citizenship and awareness of local and global communities.
 9. a student group will be attending “We” Day in November.
2. Literacy and Numeracy (student learning, student engagement)
 - a. support students to achieve grade level or higher achievement in math and language arts.
 - b. Strategies
 - i. Smart Learning strategies utilized in the classroom

- ii. Cross Curricular Competencies will be woven into Language Arts and Math where possible.
 - iii. Fountas and Pinnell school wide assessment completed three times during the school year (fall 2014, March 2015, and May 2015)
 - iv. establishing student data tracking notebooks (in accordance with the Leader in Me philosophy) to help students set goals and track their own progress in reading and basic math skills.
 - v. school wide reading program
 - c. Action Plan
 - i. staff will participate in divisionally based PD for curriculum redesign on August 28, September 19, and April 17, 2015. We will also be reviewing our Superintendent challenge on December 5.
 - ii. Fountas and Pinnell assessments will be completed in October 2014, March 2015 and May 2015 to show growth in reading fluency and comprehension
 - iii. The school wide reading program promotes reading at home
 - iv. School wide display to encourage and celebrate the mastery of basic math skills
- 3. Healthy Schools (Healthy learning / work environments)
 - a. encourage and model healthy lifestyle choices in the areas of nutrition, physical activity and mental wellness
 - b. Strategies
 - i. increase the variety of physical activities in P.E. classes including weekly boot camp, archery, and swimming
 - ii. morning recess gym activities – Grade 6 leaders to run daily healthy gym activities for younger students during the cold weather months
 - iii. Running club
 - iv. create a student HAT team to provide leadership within the school community (pink shirt day, Jump Rope for Heart)
 - v. breakfast program, free milk Tuesdays, “church lunches”
 - vi. Leader in Me provides support and strategies for mental well-being (IE class meetings, healthy conflict resolution, think “win-win”, etc)
 - vii. Aim for Success
 - viii. Big Buddy program
 - c. Action Plan
 - i. All students from Grade 1 – 6 will complete swimming lessons
 - ii. Students from Grades 4 – 6 will participate in an archery unit in P.E.
 - iii. All students from Grades K – 6 will participate in weekly boot camp
 - iv. Students will learn the seven habits of highly effective people to increase their confidence and self esteem
- 4. Inclusion (student learning, student enagement)
 - a. to meet the needs of all learners in an inclusive environment
 - b. Strategies
 - i. classroom teachers work with SSF to generate and implement strategies / IPP to allow students to be successful within a classroom setting
 - ii. Work with SLP and OT on new planning and delivery model

- iii. use of differentiated instruction and assessment to allow students to demonstrate learning in a variety of ways
 - c. Action Plan
 - i. universal strategies, differentiation of instruction
 - ii. utilizing EA support to benefit as many students as possible
 - iii. utilizing FWW to support students in need
- 5. School based PD (staff learning)
 - a. support professional development in the areas of Leader in Me / Seven Habits, curriculum redesign, and technology
 - b. Strategies
 - i. Leader in Me PD will involve three school based PD days, as well as incorporating extra time for the Lighthouse team PLC group
 - ii. Curriculum redesign: staff participation in division PD, staff participation in the Superintendent's Challenge
 - c. Action Plan
 - i. Leader in Me PD has been booked with Franklin Covey.
- 6. Technology (student learning, student engagement)
 - a. continue to improve and stay current in the area of technology to improve student learning and communication with parent community
 - b. Strategies
 - i. Use of Chrome books / Google with students as a learning tool
 - ii. on line reading program (NewsELA and Raz Kids)
 - iii. use google drive to allow students to work collaboratively on cross curricular projects
 - iv. allows teachers to coach students on google documents
 - v. use apps to supplement skill development in core subjects
 - c. Action Plans
 - i. New school website, Facebook page, Twitter account and updated e mail contacts with parents
 - ii. We would like to purchase a class set of chrome books to supplement our current compliment of chrome books.
 - iii. students will utilize various presentation platforms as demonstrations of learning

Combined 2014 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Breton Elementary School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	90.5	84.4	84.4	89.1	89.0	88.6	Very High	Improved	Excellent
Student Learning Opportunities	n/a	Program of Studies	80.1	77.2	79.6	81.3	81.5	81.1	High	Maintained	Good
		Education Quality	92.5	90.9	91.8	89.2	89.8	89.5	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.3	3.5	3.6	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.9	74.8	73.8	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	86.4	88.9	81.8	74.0	75.3	75.5	Very High	Maintained	Excellent
		PAT: Excellence	16.7	15.9	20.3	19.0	19.1	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.4	84.2	83.4	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	19.5	19.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	50.5	56.6	55.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	60.9	61.3	60.8	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	59.2	59.5	59.1	n/a	n/a	n/a
		Work Preparation	83.3	72.2	72.9	81.2	80.3	80.0	High	Maintained	Good
		Citizenship	83.4	73.3	74.5	83.4	83.4	82.6	Very High	Improved	Excellent
Parental Involvement	Good	Parental Involvement	78.7	73.7	76.3	80.6	80.3	80.0	High	Maintained	Good
Continuous Improvement	Excellent	School Improvement	82.4	77.1	76.6	79.8	80.6	80.2	Very High	Maintained	Excellent

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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. 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.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
6. Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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 - 66.22	66.22 - 72.00	72.00 - 81.95	81.95 - 85.72	85.72 - 100.00
PAT: Excellence	0.00 - 10.93	10.93 - 14.38	14.38 - 20.26	20.26 - 26.17	26.17 - 100.00
Diploma: Acceptable	0.00 - 72.08	72.08 - 78.77	78.77 - 85.43	85.43 - 89.96	89.96 - 100.00
Diploma: Excellence	0.00 - 7.77	7.77 - 11.90	11.90 - 18.63	18.63 - 22.99	22.99 - 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: An excellent start to learning

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

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

Comment on Results

(an assessment of progress toward achieving the target)

Our early development data will include the Brigance, OT and SLP screenings.

Strategies

- ***Kindergarten students are given the Brigance assessment in the first week of Kindergarten to show a base line of knowledge.***
- ***Referrals are made to SLP, OT, and PT through our PPT to provide appropriate services to ECS students.***
- ***TA time was hired to provide support as there are no PUF students in ECS this year.***

Goal Two: Success for Every Student

Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students in Grades 6 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	62.1	86.4	70.2	88.9	86.4	90	Very High	Maintained	Excellent	90	90	90
Overall percentage of students in Grades 6 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	10.6	25.8	19.3	15.9	16.7	20	Intermediate	Maintained	Acceptable	20	20	20

Comment on Results

(an assessment of progress toward achieving the target)

When an aggregate of results including students who are exempt from writing or absent are included, these results count as a "zero" towards the overall score. Exemptions are given when a student is not able to write the exam or when writing the exam would not be in the best interest of the student and the individual program they are on. Absences are beyond our control at the school level.

Please note, there are no Grade 3 level results as WRSD is piloting the SLA assessments.

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

Grade 6 Language Arts

- 20 students wrote the exam
- 95% met the acceptable standard
- 10% met standard of excellence
- 95% met the acceptable standard in writing
- 100% met the acceptable standard in reading comprehension
- 50% met the standard of excellence in reading comprehension

Grade 6 Mathematics

- 19 students wrote the exam
- 89.5% met the acceptable standard
- 21.1% met the standard of excellence

Grade 6 Social Studies

- 20 students wrote the exam
- 90% met the acceptable standard
- 15% met the standard of excellence

Grade 6 Science

- 20 students wrote the exam
- 100% met the acceptable standard
- 30% met the standard of excellence

We had two students whose parents exempted them from writing the PAT's. We had one student who received 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 and improvement in the area of writing. PAT results are analyzed to help develop stronger and more focused teaching of curriculum.

Our targets for this and upcoming years are set knowing we will have students who will receive accommodations and exemptions for PAT's. Therefore there is the chance there will be a "zero" mark factored into our results.

Strategies

- We use the Fountas and Pinnell assessment tool three times per year to show growth in reading proficiency. We use guided reading and Literacy Place resources in classrooms which are aligned with Fountas and Pinnell.
- Continue to implement Smart Learning techniques within the classrooms to increase student acquisition of learning strategies as well as increasing student engagement. This will allow us to reach a broader range of ability levels in one classroom.
- Use Words Their Way spelling program to increase student facility with spelling and its use within the writing process.
- Teachers will continue to use outcome based assessment and reporting.
- Assessment data of the PAT's will be analyzed for areas of strength and weakness to help teachers target their efforts with students.
- EA support is provided where possible to assist small groups for reading and word work.
- We make sure students who require support/accommodations for Provincial Achievement Tests receive them.
- Use of technology to supplement reading practice (RAZ kids, NewsELA, Spelling City)
- Use of project based learning to supplement deep understanding of curricular content
- Cross curricular competencies are referenced and woven into meaningful learning activities

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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Outcome: *Students demonstrate citizenship and entrepreneurship.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	71.1	73.0	77.2	73.3	83.4	90	Very High	Improved	Excellent	90	90	90
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.	68.3	75.0	71.4	72.2	83.3	80	High	Maintained	Good	90	90	90

Comment on Results

(an assessment of progress toward achieving the target)

We were in the second year of implementation of the Leader in Me program which dove tails both of these areas: active citizenship and attitudes and behaviors to make students successful. We attribute our significant increase in the satisfaction that students model the characteristics of active citizenship to our Leader in Me Program. The intense focus on personal responsibility, understanding others and using our skills to make our school and community a better place (through service projects) are helping students develop the characteristics of good citizenship. It is increasing parent understanding and awareness of the way students are developing and demonstrating citizenship.

Strategies

- Continuation of “The Leader in Me” program, encouraging personal responsibility and leadership.
Expanded opportunities for student leadership and participation in the school as well as individual classrooms (Recycle Club, Safety Patrol, Hat Team, classroom leadership roles and responsibilities). The Leader in Me program will teach students the skills to be effective citizens, and managers of their own decisions, behaviors and attitudes. The program focuses on first developing habits that give students a “private victory” (managing themselves) by teaching them skills to take responsibility for their actions and attitudes, set goals and prioritize activities in their lives. Next, the program helps students develop the skills for “public victory” – how to foster positive relationships with others through empathic listening, positive problem solving and powerful cooperation skills. Our goal is that they will be able to apply these skills to their everyday lives both at school, home and in the community. Leadership will be celebrated on a weekly basis at the school recognizing students who are practicing the seven habits of highly effective people. We will also be including in our daily language references to how these skills will make a person successful in any environment, not just the school, and that these habits embody citizenship.
- Allowance for more “student initiated” clubs and activities, with the onus on students to plan, prepare and “run” the events.
- School-wide goals on assisting a variety of charities throughout the year, incorporating the skills of setting school goals, classroom goals and individual goals. This builds an understanding for the power of personal contribution towards a bigger cause.
- Mentorship and social interaction groups will be used to assist students who do not have adequate social and 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.
- Positive citizenship skills will be promoted and celebrated: IE recycle club presentations, Leader of the Week celebrations at assemblies.

Behavior / discipline data is consistently recorded. We are recording this data again this year and see if our Leader in Me program decreases inappropriate behaviors.

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

Goal Three: Quality teaching and school leadership

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
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.	84.2	82.1	79.4	77.2	80.1	85	High	Maintained	Good	85	85	85

<p>Comment on Results <i>(an assessment of progress toward achieving the target)</i></p> <p>Our results in this area have grown since last year. We have an excellent music program. The purchase of two sets of chrome books allowed us to integrate technology more effectively in to classroom more frequently. The use of google allowed for students to share documents for a more authentic application of technology.</p> <p>Archery was implemented as an P.E. activity through the support of the Bow Benders Club.</p>
<p>Strategies</p> <ul style="list-style-type: none"> Continued use of Chrome Books and Google apps to integrate technology in different and more authentic ways. Continuation of Community Band available for BHS students as well as BES students. There has been collaboration with BHS to allow band to be taught to Junior High in the first semester Our physical education program will be enhanced this year. A greater variety of teachers will instruct. Archery will be included in the Grades 4 – 6 P.E. program as four staff have been trained as archery instructors. We will also continue to run the Boot Camp once a week during the cold weather to help students acquire functional fitness and strength that allows them to enjoy everyday activities. We have skating and swimming programs running annually. Grade 6 leadership group offers a morning recess physical activity for students in Grades 1 – 4. Our Health Action Team, both staff and students, will be involved in promoting and demonstrating healthy life styles to everyone at the school. We operate a breakfast program daily and promote healthy eating through modeling.

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

Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Goal Four: Engaged and effective governance

Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	74.4	79.5	75.8	73.7	78.7	80	High	Maintained	Good	80	80	80
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	86.9	94.5	90.1	90.9	92.5	90	Very High	Maintained	Excellent	90	90	90

Comment on Results
(an assessment of progress toward achieving the target)

In previous years we had a goal of revitalizing our School Council and to increase attendance and participation at PAC. We were able to meet this goal last year. We have had much higher, consistent attendance at School Council. We will continue to promote this high level of participation.

- Strategies**
- make sure IPP meetings are held on a regular basis (reporting periods) and effective communication with parents is an ongoing goal
 - Continue to celebrate volunteers in our school (Xmas concert seating, etc.)
 - continue to promote parental involvement to encourage parents to contribute their perspectives and suggestions on how to keep improving the educational experience at BES.
 - Leader in Me – we involved the parents and community stakeholders in the decision to implement the program, had parents / stakeholders at the visioning day. We provide monthly updates / discussions at School Council to collaborate with parents on the process of implementation and listen to feedback.
 - being proactive about parental concerns / confusion in regards to the reporting on emergent issues (IE discipline, report cards)

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
 Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
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.	82.2	85.2	83.7	84.4	90.5	85	Very High	Improved	Excellent	85	85	85
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.	75.3	75.2	77.5	77.1	82.4	80	Very High	Maintained	Excellent	80	80	80

Comment on Results
(an assessment of progress toward achieving the target)

Our results in this category have improved significantly.

Strategies

Continue to use:

- Leader in Me Program – continued reinforcement of the importance of personal responsibility and teamwork
- Safety Patrol and other leadership clubs
- Breakfast Program plus new “Healthy Eating” Initiative
- monthly assemblies to share important points
- class meetings/student meetings to discuss important issues / provide an voice
- cross graded activities (IE Kindergarten buddies) to develop a sense of school community
- community based mentoring program “Big Buddies” to target students with lower self-esteem and give them positive adult roles model

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
 Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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.

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 Diploma 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.

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.

Provincial Achievement Test Results – Measure Details

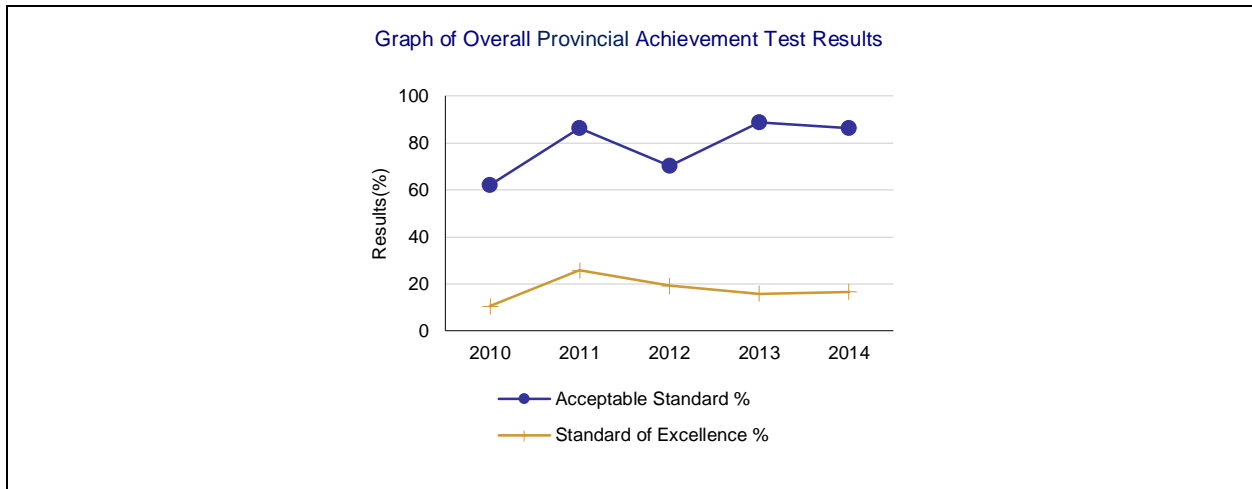
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2010		2011		2012		2013		2014		2014	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3*	School	88.9	16.7	88.9	11.1	87.0	17.4	80.0	5.0	n/a	n/a		
	Authority	84.2	16.9	86.2	9.8	84.9	12.6	83.3	12.6	85.7	23.8	n/a	n/a
	Province	81.6	19.5	81.8	17.5	81.9	20.4	81.5	17.8	78.0	15.3	n/a	n/a
Mathematics 3*	School	n/a	n/a	88.9	50.0	91.3	30.4	90.0	45.0	n/a	n/a		
	Authority	n/a	n/a	80.3	21.1	80.3	18.6	78.3	24.5	90.5	52.4	n/a	n/a
	Province	n/a	n/a	77.4	26.0	76.8	25.5	76.5	25.5	74.0	25.1	n/a	n/a
English Language Arts 6	School	72.7	9.1	95.5	18.2	68.4	5.3	95.2	14.3	86.4	9.1	85	15
	Authority	83.0	13.1	83.2	9.2	85.1	9.2	86.7	11.9	78.7	8.7		
	Province	83.3	18.9	83.0	18.5	82.7	17.8	82.5	16.3	81.9	17.6		
Mathematics 6	School	n/a	n/a	81.8	22.7	68.4	5.3	85.7	4.8	77.3	18.2	80	10
	Authority	n/a	n/a	73.3	12.3	70.7	9.2	69.5	10.0	69.4	8.5		
	Province	n/a	n/a	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4		
Science 6	School	59.1	18.2	90.9	40.9	73.7	31.6	85.7	28.6	90.9	27.3	85	15
	Authority	79.4	22.5	77.4	23.4	79.9	21.3	77.0	17.7	73.2	15.8		
	Province	76.8	26.4	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9		
Social Studies 6	School	54.5	4.5	72.7	18.2	68.4	21.1	85.7	4.8	81.8	13.6	80	10
	Authority	71.3	13.1	71.5	11.0	71.8	11.5	72.6	11.4	63.4	8.7		
	Province	71.0	16.4	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6		
	Authority	70.0	26.7	44.0	8.0	83.3	16.7	26.9	3.8	50.0	12.5		
	Province	64.6	15.7	61.9	13.6	63.5	13.9	64.6	13.0	61.8	10.7		

Note: Data values have been suppressed where the number of students or respondents 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.

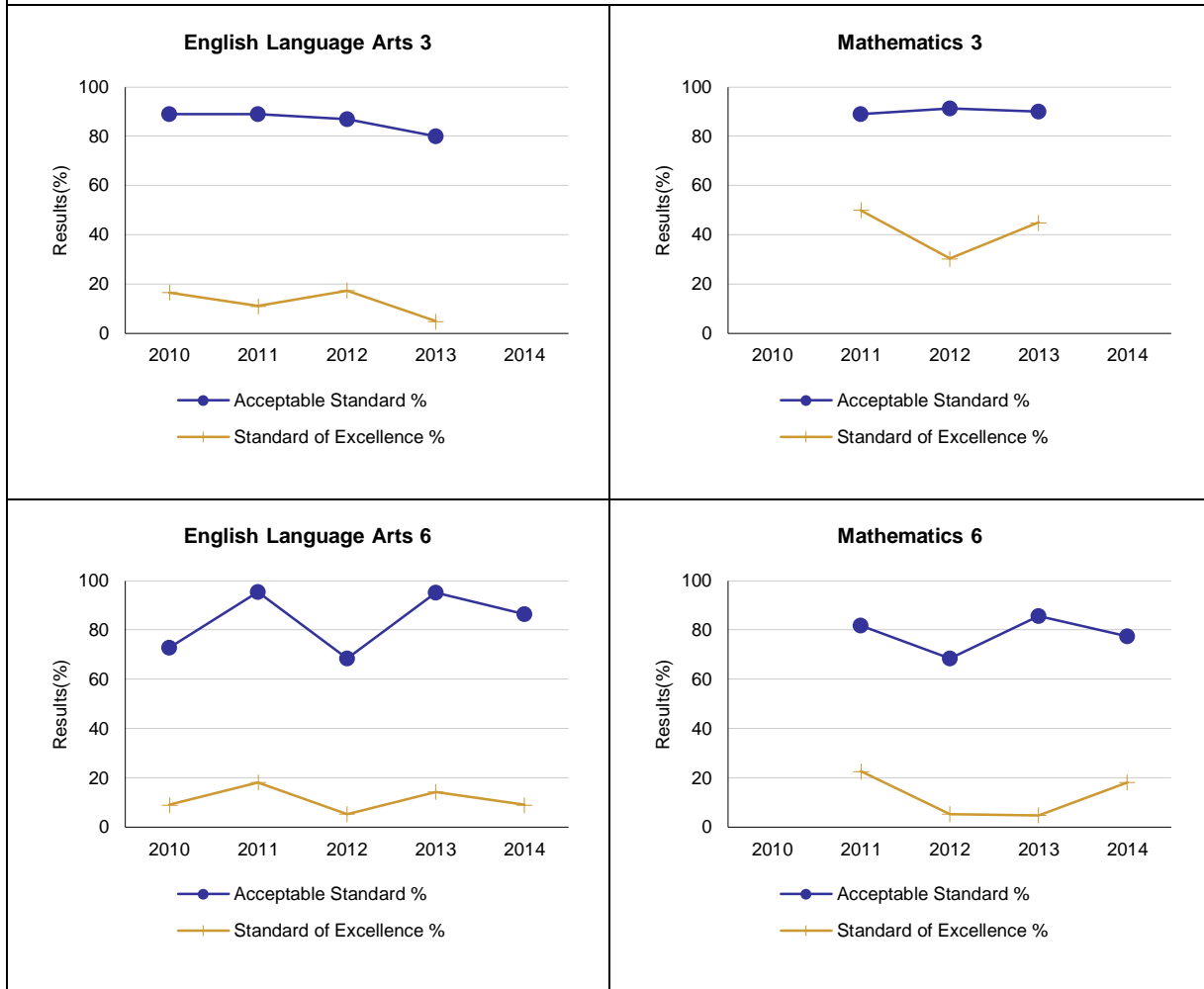
Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

*School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.



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

Graph of Provincial Achievement Test Results by Course

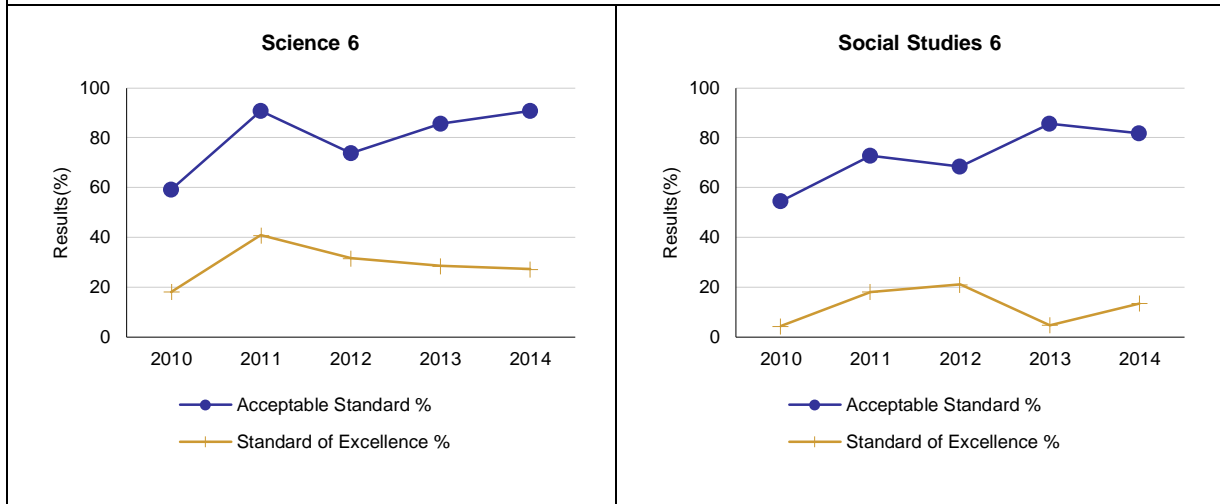


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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

School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.

Graph of Provincial Achievement Test Results by Course



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

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

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Breton Elementary School						Alberta				
		Achievement	Improvement	Overall	2014		Prev 3 Yr Avg		2014		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3*	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	20	85.3	16,235	78.0	44,576	81.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	20	11.2	16,235	15.3	44,576	18.6
French Language Arts 3*	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	966	74.6	3,319	80.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	966	10.4	3,319	14.3
English Language Arts 6	Acceptable Standard	High	Maintained	Good	22	86.4	21	86.4	45,704	81.9	43,581	82.7
	Standard of Excellence	Low	Maintained	Issue	22	9.1	21	12.6	45,704	17.6	43,581	17.5
Mathematics 6	Acceptable Standard	Intermediate	Maintained	Acceptable	22	77.3	21	78.7	45,617	73.5	43,599	73.8
	Standard of Excellence	High	Maintained	Good	22	18.2	21	10.9	45,617	15.4	43,599	17.0
Science 6	Acceptable Standard	Very High	Maintained	Excellent	22	90.9	21	83.4	45,608	75.9	43,551	77.2
	Standard of Excellence	High	Maintained	Good	22	27.3	21	33.7	45,608	24.9	43,551	26.4
Social Studies 6	Acceptable Standard	High	Maintained	Good	22	81.8	21	75.6	45,593	70.4	43,540	72.3
	Standard of Excellence	Intermediate	Maintained	Acceptable	22	13.6	21	14.7	45,593	16.6	43,540	19.0

Note: Data values have been suppressed where the number of students or respondents 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.

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

*School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
French Language Arts 3	Acceptable Standard	0.00 - 60.68	60.68 - 77.74	77.74 - 88.22	88.22 - 94.87	94.87 - 100.00
	Standard of Excellence	0.00 - 3.31	3.31 - 8.38	8.38 - 17.31	17.31 - 25.31	25.31 - 100.00
Mathematics 3	Acceptable Standard	0.00 - 65.67	65.67 - 76.54	76.54 - 84.30	84.30 - 89.88	89.88 - 100.00
	Standard of Excellence	0.00 - 14.73	14.73 - 21.19	21.19 - 30.01	30.01 - 39.19	39.19 - 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
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
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
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 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
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 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
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 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%.

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

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

Improvement Table

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

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

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

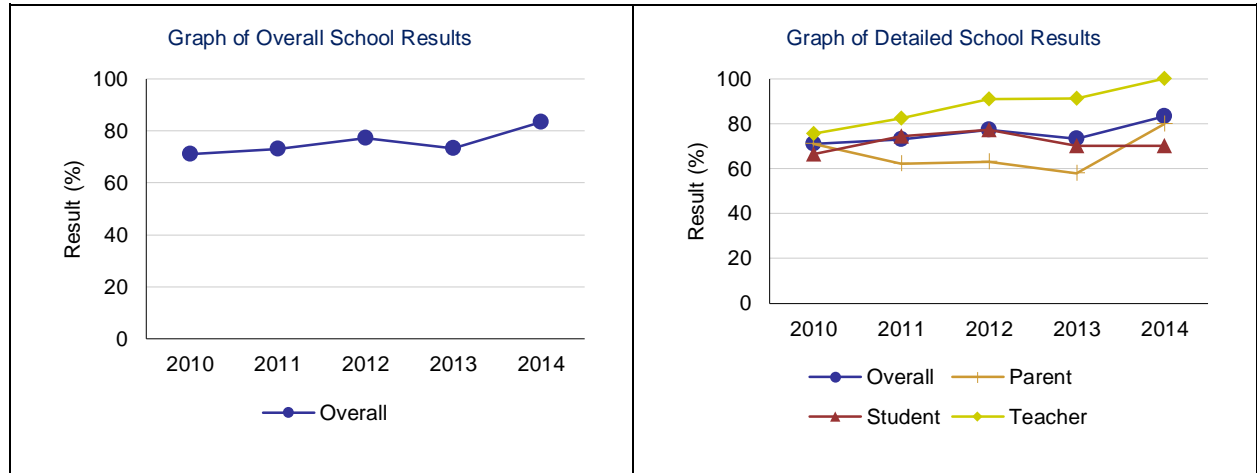
Overall Evaluation Table

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

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

Citizenship – Measure Details

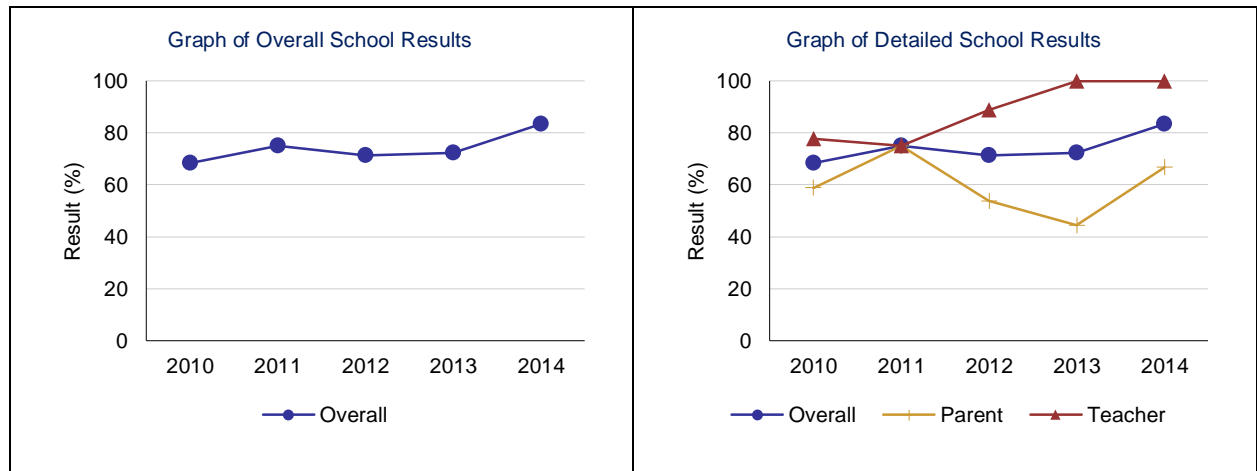
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	71.1	73.0	77.2	73.3	83.4	75.1	73.8	73.8	73.0	74.7	81.4	81.9	82.5	83.4	83.4
Teacher	75.6	82.5	91.1	91.4	100.0	91.4	87.2	86.6	83.3	84.4	93.0	92.7	93.1	93.6	93.8
Parent	71.1	62.2	63.1	58.0	80.0	68.4	69.0	69.2	70.1	75.4	78.5	78.6	79.4	80.3	81.9
Student	66.5	74.4	77.3	70.3	70.1	65.4	65.4	65.7	65.8	64.3	72.7	74.5	75.0	76.2	74.5



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	68.3	75.0	71.4	72.2	83.3	72.9	73.8	69.3	69.7	72.5	79.9	80.1	79.7	80.3	81.2
Teacher	77.8	75.0	88.9	100.0	100.0	90.0	82.2	84.0	80.5	80.5	90.0	89.6	89.5	89.4	89.3
Parent	58.8	75.0	53.8	44.4	66.7	55.9	65.5	54.6	59.0	64.5	69.8	70.6	69.9	71.1	73.1

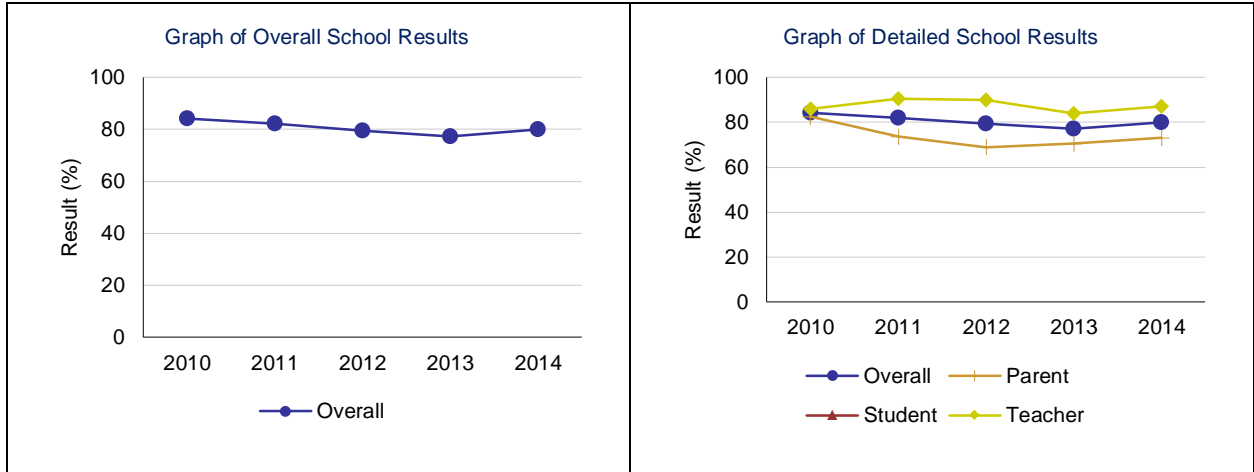


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Program of Studies – Measure Details

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

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	84.2	82.1	79.4	77.2	80.1	71.9	75.2	71.9	72.9	72.1	80.5	80.9	80.7	81.5	81.3
Teacher	85.9	90.6	89.9	83.9	87.1	79.0	82.0	79.9	80.9	78.4	87.7	87.6	87.3	87.9	87.5
Parent	82.5	73.6	68.9	70.5	73.1	69.6	72.8	69.5	71.3	72.5	78.0	78.3	78.1	78.9	79.9
Student	n/a	n/a	n/a	n/a	n/a	67.1	70.8	66.1	66.4	65.4	75.9	76.9	76.9	77.8	76.6

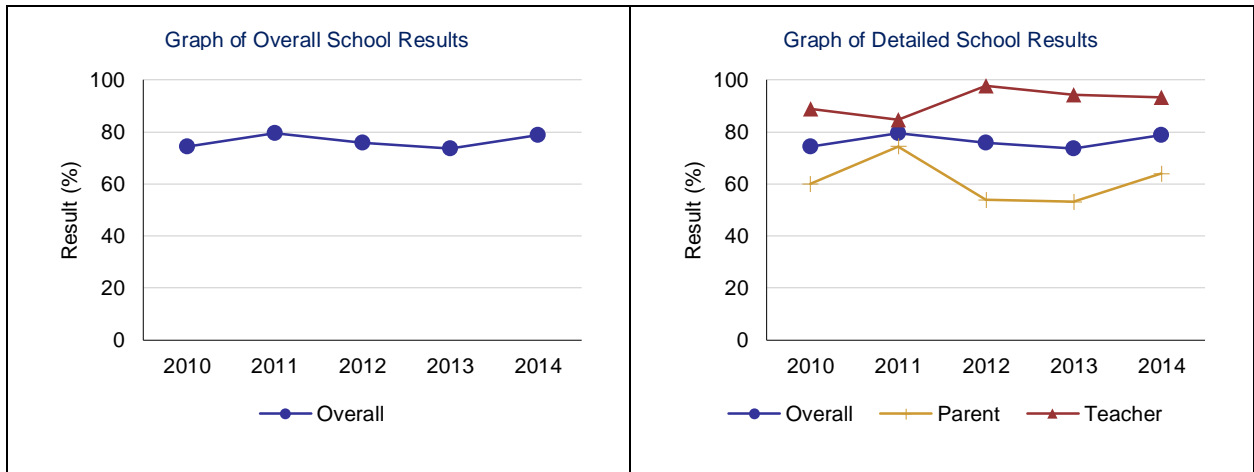


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Parental Involvement – Measure Details

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

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	74.4	79.5	75.8	73.7	78.7	76.8	74.8	73.9	76.0	80.1	80.0	79.9	79.7	80.3	80.6
Teacher	88.9	84.6	97.7	94.3	93.3	88.6	86.3	85.5	85.0	87.2	88.6	88.1	88.0	88.5	88.0
Parent	60.0	74.4	53.8	53.1	64.0	65.0	63.2	62.3	66.9	73.0	71.3	71.7	71.4	72.2	73.1

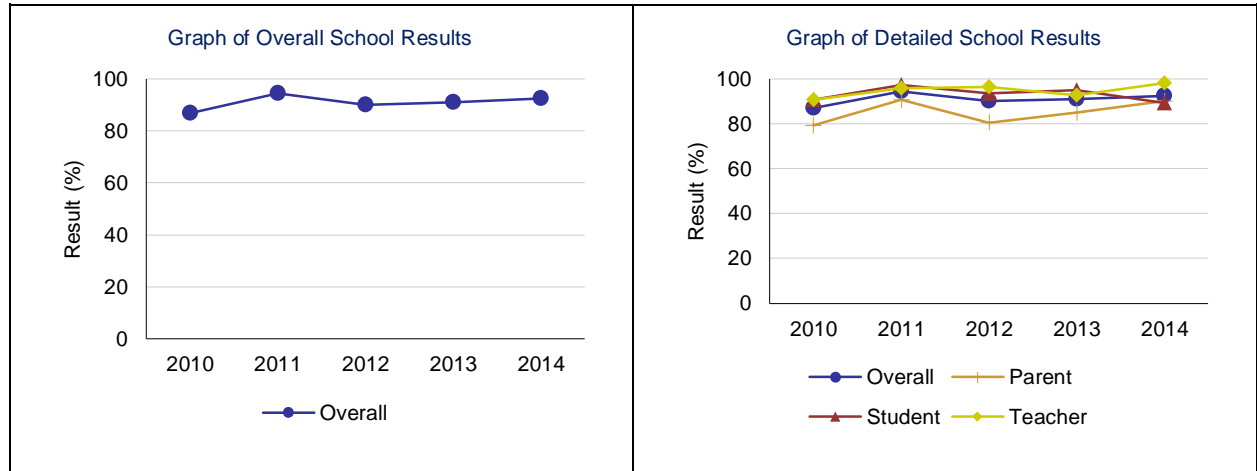


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Education Quality – Measure Details

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

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	86.9	94.5	90.1	90.9	92.5	86.2	85.1	84.9	83.4	85.2	89.2	89.4	89.4	89.8	89.2
Teacher	90.7	95.8	96.3	92.7	98.1	95.1	93.7	93.2	90.9	91.2	95.6	95.5	95.4	95.7	95.5
Parent	79.2	90.6	80.5	85.0	90.0	78.9	78.5	77.7	77.5	82.8	83.9	84.2	84.2	84.9	84.7
Student	90.8	97.2	93.5	94.9	89.4	84.5	83.0	83.8	81.8	81.5	88.2	88.5	88.6	88.7	87.3

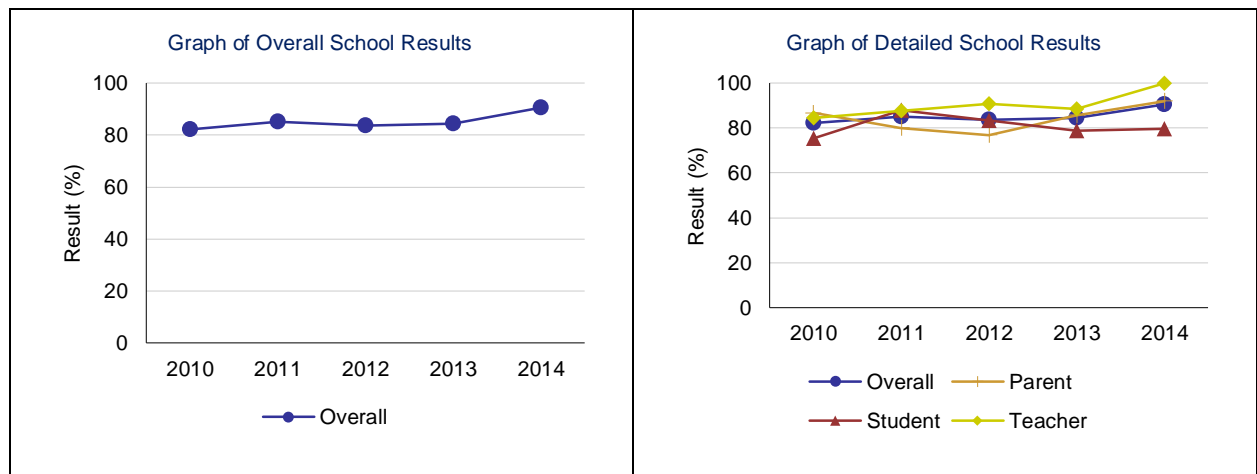


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Safe and Caring – Measure Details

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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	82.2	85.2	83.7	84.4	90.5	83.2	83.1	82.6	82.1	84.7	87.6	88.1	88.6	89.0	89.1
Teacher	84.4	87.5	90.7	88.6	100.0	92.1	91.5	90.4	90.0	91.6	94.4	94.5	94.8	95.0	95.3
Parent	86.7	80.0	76.9	85.7	92.0	80.6	80.2	80.4	79.8	86.0	86.1	86.6	87.4	87.8	88.9
Student	75.5	88.0	83.3	78.9	79.6	76.8	77.7	77.0	76.4	76.5	82.2	83.3	83.7	84.2	83.1

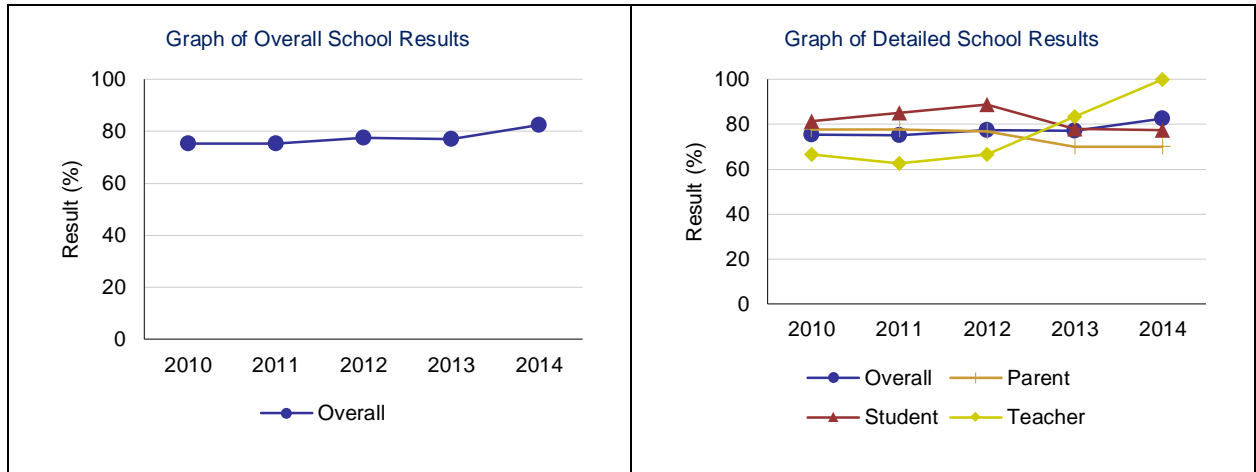


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School Improvement – Measure Details

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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	75.3	75.2	77.5	77.1	82.4	76.5	75.9	73.1	68.8	73.3	79.9	80.1	80.0	80.6	79.8
Teacher	66.7	62.5	66.7	83.3	100.0	77.2	76.4	77.1	68.8	74.8	80.8	80.1	81.1	80.9	81.3
Parent	77.8	77.8	76.9	70.0	70.0	74.7	73.6	68.5	69.3	74.4	77.0	77.3	76.2	77.9	77.0
Student	81.5	85.2	88.9	78.0	77.3	77.6	77.5	73.8	68.4	70.7	81.8	82.9	82.7	82.9	81.2



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