
Sample Format for Combined 3-Year Education Plan and Annual Education Results Report (AERR) for Public/Separate/Francophone Schools

Each school authority establishes requirements for the content and process for school education plans and annual reports as part of its accountability system. Schools should prepare their education plans and annual reports based on specifications provided by their school authority. For details please refer to the *Policy and Requirements for Planning and Results Reporting*: <http://www.education.alberta.ca/admin/resources/planning/reporting2014.aspx>.

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

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

Combined 2014 Accountability Pillar Overall Summary

| Measure Category | Measure Category Evaluation | Measure | Eldorado 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 | Concern | Safe and Caring | 76.3 | 76.5 | 83.0 | 89.1 | 89.0 | 88.6 | Very Low | Declined | Concern |
| Student Learning Opportunities | n/a | Program of Studies | 72.2 | 77.4 | 77.5 | 81.3 | 81.5 | 81.1 | Low | Maintained | Issue |
| | | Education Quality | 86.0 | 90.0 | 90.5 | 89.2 | 89.8 | 89.5 | Intermediate | Maintained | Acceptable |
| | | 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) | Concern | PAT: Acceptable | 50.8 | 81.3 | 75.4 | 74.0 | 75.3 | 75.5 | Very Low | Declined Significantly | Concern |
| | | PAT: Excellence | 2.5 | 4.9 | 9.0 | 19.0 | 19.1 | 19.6 | Very Low | Declined | Concern |
| 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 | 80.6 | 83.3 | 85.2 | 81.2 | 80.3 | 80.0 | High | Maintained | Good |
| | | Citizenship | 66.8 | 77.2 | 78.2 | 83.4 | 83.4 | 82.6 | Low | Declined | Issue |
| Parental Involvement | Good | Parental Involvement | 81.7 | 78.4 | 79.7 | 80.6 | 80.3 | 80.0 | High | Maintained | Good |
| Continuous Improvement | Acceptable | School Improvement | 72.0 | 65.1 | 73.4 | 79.8 | 80.6 | 80.2 | Intermediate | Maintained | Acceptable |

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

With the continuation of our positive programs, increased class time will be consumed in a positive culture replacing negative patterns which will give all students an excellent start to learning.

Strategies

- Offer a breakfast program five mornings a week to all students free of charge.
- Implementation of classroom peace circles
- Continue with The Roots of Empathy program, Friendship groups, Yoga for all grades, Aim for Success programs like the - Step Up program
- Implementation of new Random acts of Kindness on the playground and in the school
- Continue with the Good Work tickets - Continue to include reasons for ticket – all staff can give to any students

- Update school web site and Facebook page with celebrations of positive successes – IT administrator
- Monthly awards chosen by classroom teachers specific to the student.
- Youth in Action leadership program
- Increased use of student agendas to share positive interactions and celebrations that happened for the day/ week
- Continue to announce days birthdays over the announcements and invite students down for bracelet and pencil
- Family Wellness Worker available for students and families
- Celebrate School Holidays as a school family with special events like : Thanksgiving Turkey Dinner, .Grade 4-6 School musical, School wide carol sing,
- Hot Lunch program offered four days a week
- Mental health programs
- Designated playgrounds

Goal Two: Success for Every Student

Outcome: Students achieve student learning outcomes.

[No Data for Diploma Exam Results]

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | Achievement | Improvement | Overall | 2015 | 2016 | 2017 |
| High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10. | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |
| Drop Out Rate - annual dropout rate of students aged 14 to 18 | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |
| High school to post-secondary transition rate of students within six years of entering Grade 10. | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship. | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |
| Percentage of students writing four or more diploma exams within three years of entering Grade 10. | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |

Comment on Results

(an assessment of progress toward achieving the target)

Strategies

Notes:

1. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
4. Please note that participation in Diploma Examinations 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.

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 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | 78.9 | 65.4 | 79.6 | 81.3 | 50.8 | 84% | Very Low | Declined Significantly | Concern | 74% | 75% | 76% |
| Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 13.3 | 3.7 | 18.3 | 4.9 | 2.5 | 10% | Very Low | Declined | Concern | 10% | 11% | 11% |

Comment on Results

- Out of our 40 grade six students, 36 wrote the exam.
- In L. A. 24 students had acceptable standard. 12 out of 36 were below acceptable standard. In writing 53 % acceptable and 67%reading. 16.7% standard of excellence in reading. 0% standard of excellence in writing. In both grade six classes we had two different teachers.
- 11.1% of our students were coded special education compared to the provinces 9.5%. These students wrote the test and 75% achieved the acceptable standard in L. A.
- 36 out of 40 students wrote math. 20out of36 achieved acceptable standard. 16 out of 36 were below acceptable standard. 1 out of 36 was standard of excellence. 2out of 4 coded students received the acceptable standard.
- 23 of our students were male and 13 were female.

Strategies

- Teach students test taking strategies
- Have parent meeting about PAT, practice booklets/questions for parents..
- Scheduled study time for practice exams with the possible resource of Exam Bank.
- Free up grade six teachers for the last two weeks of June from supervision so that they can do mini study groups to review concepts .All teachers to take mini study groups in their area of expertise
- Consideration will be given to starting the exams at 9: 30 in order to give students a breakfast and time to settle in .
- Throughout the year from grade 3 up we will work on strategies to build stamina and perseverance..
- Also working on the skills to address test anxiety.
- We will make sure to include a brain break and snack part way through the exam.
- Will work with students to set goals to attain their personal target for exams and a reward incentive.
- Develop a common language around data collection and assessment so that students have a better understanding of terminology and self- awareness of why we collect data using various tools.

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. | 75.0 | 77.3 | 80.1 | 77.2 | 66.8 | 80 | Low | Declined | Issue | 70 | 72 | 74 |
| 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. | 73.1 | 93.9 | 78.2 | 83.3 | 80.6 | 82 | High | Maintained | Good | 82 | 83 | 84 |

Comment on Results:

- We saw a decrease of 10 % from the previous year.in the stakeholders who are satisfied that students model the characteristics of active citizenship. 2
- In 2013 , 62% of parents felt students followed the rules, in 2014 20% of parents felt that students followed the rules
- In 2013, , 76% of parents felt students helped each other when they can, in 2014 only 55% felt students helped each other
- In 2013, 52% of parents felt students respected each other, in 2014, only 21% of parents felt that students respected each other
- In 2013 71% of parents felt their child was encouraged to be involved in activities that help the community, in 2014 only 45% of the parents felt this way
- In 2013 75% of teachers felt that students followed the rules, in 2014, 50% of teachers felt that students followed the rules .
- In 2013, 75% of teachers felt that students help each other, in 2014, only 50 % of teachers felt that students helped each other.
- It is important to note that it is the adults perspective that has changed not the student body.
- Comparatively student responses did not vary enough to comment on between 2013 and 2014.
- Reduced administration time for 2013-14 was a factor in how quickly discipline issues could be dealt with
- It should be noted that we had two students coded severe behavior and that effects the dynamics of a classroom.
- New staff who may not have experienced a similar culture

Strategies

- Continue the practice of regular classroom peace circles
- Continue with The Roots of Empathy program, friendship groups, yoga for all grades, Aim for Success, Step up program
- Continue and expand on Positive Playgrounds program – all staff including educational assistants
- Implement Random Acts of Kindness
- Celebrate student successes using Facebook page and web site
- Increase usage of student agendas to share positive interactions and celebrations that happened for the day/week
- Announce the days birthdays- birthday pencil and bracelet from principal
- Implement leadership program with grade five and six re: Youth In Action team – mental wellness(conflict resolution coaching , mentoring, anti-bullying awareness) Eldorado (leadership roles ex. Assemblies, supervisors , newsletters)
- Family wellness worker
- We are one of the control groups for the Child Development Collaborative for Alberta research project- re: the PAX game and Triple P Parenting.

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

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

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2010 | 2011 | 2012 | 2013 | 2014 | 2014 | Achievement | Improvement | Overall | 2015 | 2016 | 2017 |
| Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | * | * | * | * | * | | * | * | * | | | |
| Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | * | * | * | * | * | | * | * | * | | | |
| Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results). | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |
| Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results). | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | Achievement | Improvement | Overall | 2015 | 2016 | 2017 |
| High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10. | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |
| Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18 | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |
| High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10. | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |
| Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship. | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |
| Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10. | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |

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

Strategies

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. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. 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. | 76.9 | 75.7 | 79.4 | 77.4 | 72.2 | 81.2% | Low | Maintained | Issue | 74% | 76% | 78% |

| Comment on Results |
|---|
| <ul style="list-style-type: none"> • Our decrease may have been the result of an increased number of students responding to the survey through the introduction of the tell them from me survey tool in 2014.. • This may also have been a reflection of the fact that we only were able to offer two music classes in a six day rotation. • 22% of our parents are very dissatisfied that we are unable to offer opportunities for children to learn a second language. 17% of parents are dissatisfied that we are unable to offer a second language. • 20% of parents are dissatisfied with opportunities provided for their child to learn about art. • 25% of parents are dissatisfied with opportunities for their child to learn about computers. • 33% of parents are dissatisfied with the opportunity for their child to learn about drama. |
| <ul style="list-style-type: none"> • Strategies In 2014-15 we are offering music three times in a six day rotation and our division two will be performing a Christmas musical. • We are exploring the feasibility of having our division two students each have their own chrome books. • We will explore the option of finding a community member who is willing to facilitate a second language club. • Drama is integrated into our language arts program through role play and reader's theatre. It is also in our music program; drama does not become part of the program until it becomes an option at the junior high level. • We will encourage teachers to invite parents to visit their students classrooms to watch their performances. Another strategy will be to have teacher's video their students productions and upload them to our Facebook page. • Please note that several of our students also performed with Norman Foote at an outside venue this fall. |

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. | 82.9 | 81.6 | 79.2 | 78.4 | 81.7 | 80% | High | Maintained | Good | 82% | 84% | 85% |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | 92.1 | 90.7 | 90.9 | 90.0 | 86.0 | 91% | Intermediate | Maintained | Acceptable | 92% | 93% | 94% |

Comment on Results

- In the top measure, we surpassed our goal by 1.7% % and on the bottom target we were short by 5% but still reached an acceptable standard.
- We will continue to do what we are doing.
- This includes, Aim for Success programs, expanding the Positive playgrounds program with our newly formed Youth Action team. Author visits- anti- bullying, farm safety workshops, daily physical education, health champions.

Strategies

- Utilize survey monkey.com to create a tool to gather feedback on this goal during March interviews and parents will be able to access the same through our Facebook page and website with a closing date of March 27th, 2015.
- Continue to collaborate with parents and parent council on education matters.
- Provide opportunities for teachers to visit each other's classrooms, re: learning rounds. Increase the use of agendas to share positive interactions and celebrations that happened for the day/week and celebrate the same on Facebook/ web site.
- Continue to announce the day's birthdays and celebrate with pencil and bracelet.
- Invite parents to come into classrooms to see what goes in the day of a life of a student/teacher,
- Invite community experts to be guest speakers in their field of expertise as it relates to subject outcomes.

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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. | 82.4 | 84.8 | 87.6 | 76.5 | 76.3 | 80% | Very Low | Declined | Concern | 82% | 84% | 84% |
| 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. | 74.5 | 80.7 | 74.3 | 65.1 | 72.0 | 70% | Intermediate | Maintained | Acceptable | 72% | 74% | 75% |

Comment on Results

- In 2013, 48% of parents felt that students treat each other well; in 2014 only 21% felt that students treat each other well.
- In 2013, 90% of parents felt teachers cared about their children; in 2014 only 65% felt that teachers cared about their children.
- In 2013, 71% of parents felt that their child was safe at school. In 2014, only 50% felt that their child was safe at school.
- In 2013, 70% of parents felt their child was safe to and from school, in 2014, only 55% felt that their child was safe to and from school.
- In 2013-14, we had safety issues while children were waiting at their bus stops which may have impacted some answers
- In 2013, 50% of teachers felt that students were safe on the way to and from school and in 2014, 67% of teachers felt that the children were safe on their way to and from school,
- It is important to note that on all the questions related to this performance measure increased positively in the students response.

Strategies

- To educate parents, and students on the definition of bullying
- We are having an author doing what is bullying and anti-bullying workshops with our student body
- We are encouraging more parent participation in parent interviews to keep lines of communication open by offering free child care
- As a school we will continue to work on the definition of bullying and a one-time incident and empower them with strategies to deal with the same
- We will invite parents to share suggestions for ways to help their child feel safer to and from school.
- Encouraging parents to take turns waiting with their children at the bus stops especially if there have been ongoing safety concerns
- Look at the possibility of providing free child care so that an increased number of parents may attend parent council- possibly even a time change

| |
|--|
| |
|--|

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.

Diploma Examination Results – Measure Details

[No Data for Diploma Exam Results]

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 Diploma Examinations 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.

Graph of Diploma Examination Results – Overall

[No Data for Diploma Exam Results]

Note: Please note that participation in Diploma Examinations 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.

Diploma Examination Results by Course

| | |
|---|---|
| <p>[No Data for English Lang Arts 30-1]</p> | <p>[No Data for English Lang Arts 30-2]</p> |
| <p>[No Data for French Lang Arts 30-1]</p> | <p>[No Data for Français 30]</p> |
| <p>[No Data for Pure Mathematics 30]</p> | <p>[No Data for Mathematics 30-1]</p> |

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 Diploma Examinations 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.

Diploma Examination Results by Course

| | |
|---|--|
| <p>[No Data for Applied Mathematics 30]</p> | <p>[No Data for Mathematics 30-2]</p> |
| <p>[No Data for Social Studies 30]</p> | <p>[No Data for Social Studies 30-1]</p> |
| <p>[No Data for Social Studies 33]</p> | <p>[No Data for Social Studies 30-2]</p> |

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 Diploma Examinations 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.

| Diploma Examination Results by Course | |
|---------------------------------------|--------------------------------|
| [No Data for Biology 30] | [No Data for Chemistry 30 Old] |
| [No Data for Chemistry 30] | [No Data for Physics 30 Old] |
| [No Data for Physics 30] | [No Data for Science 30] |

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
 Please note that participation in Diploma Examinations 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.

Diploma Examination Results Course By Course Summary With Measure Evaluation

[No Data for Diploma Exam Results]

Note: Data values have been suppressed where the number of students 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 examinations.
Please note that participation in Diploma Examinations 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.

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.

[No Data for Diploma Improvement Reference]

Overall Evaluation Table

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

[No Data for Diploma Overall Evaluation Reference]

High School Completion Rate – Measure Details

[No Data for High School Completion Rate]

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

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

Drop Out Rate – Measure Details

[No Data for Dropout Rate]

| | |
|--|--|
| <p>Graph of School Results</p> <p>[No Data for Dropout Rate]</p> | <p>Graph of School Results</p> <p>[No Data for Returning Rate]</p> |
|--|--|

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

High School to Post-secondary Transition Rate – Measure Details

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

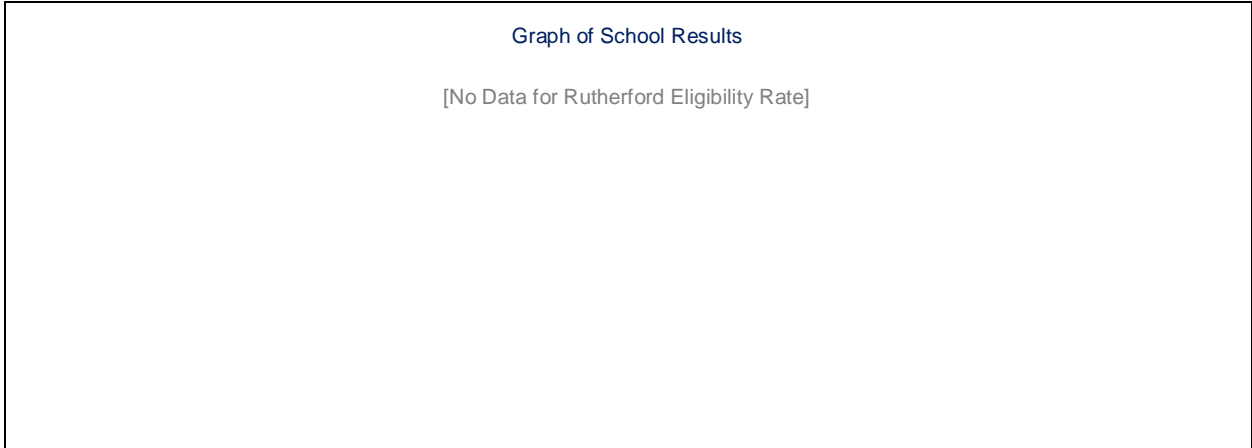
| | |
|---|---|
| <p style="text-align: center;">Graph of School Results</p> <p>[No Data for High School to Post-Secondary Transition Rate]</p> | <p style="text-align: center;">Graph of School Results</p> <p>[No Data for High School to Post-Secondary Transition Rate]</p> |
|---|---|

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

Rutherford Eligibility Rate – Measure Details

[No Data for Rutherford Eligibility Rate]

[No Data for Rutherford Eligibility Rate]



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

Diploma Examination Participation Rate – Measure Details

[No Data for Diploma Exam Participation Rate]

Graph of School Results

[No Data for Diploma Exam Participation Rate]

[No Data for Diploma Exam Participation Rate]

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

Please note that participation in Diploma Examinations 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.

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 | 76.6 | 14.9 | 75.8 | 0.0 | 75.0 | 9.4 | 78.6 | 11.9 | 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 | | |
| | Province | 81.6 | 19.5 | 81.8 | 17.5 | 81.9 | 20.4 | 81.5 | 17.8 | 78.0 | 15.3 | | |
| French Language Arts 3* | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Authority | 72.4 | 3.4 | 92.3 | 11.5 | 85.7 | 17.9 | 65.4 | 3.8 | n/a | n/a | | |
| | Province | 84.1 | 16.3 | 80.6 | 15.8 | 82.1 | 14.5 | 79.7 | 12.4 | 74.6 | 10.4 | | |
| Français 3* | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 86.4 | 16.3 | 84.2 | 18.6 | 82.3 | 12.5 | 82.8 | 14.1 | 78.2 | 7.0 | | |
| Mathematics 3* | School | n/a | n/a | 66.7 | 15.2 | 81.3 | 21.9 | 71.4 | 19.0 | 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 | | |
| | Province | n/a | n/a | 77.4 | 26.0 | 76.8 | 25.5 | 76.5 | 25.5 | 74.0 | 25.1 | | |
| English Language Arts 6 | School | 80.0 | 10.0 | 86.1 | 5.6 | 87.1 | 9.7 | 92.7 | 4.9 | 60.0 | 0.0 | | |
| | 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 | | |
| French Language Arts 6 | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Authority | 72.2 | 5.6 | 73.9 | 8.7 | 94.7 | 15.8 | 77.8 | 0.0 | 85.7 | 4.8 | | |
| | Province | 88.3 | 15.9 | 89.4 | 17.1 | 89.3 | 17.2 | 88.6 | 16.3 | 88.0 | 15.6 | | |
| Français 6 | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 91.3 | 18.3 | 92.2 | 17.6 | 91.0 | 21.9 | 94.0 | 21.6 | 90.6 | 17.1 | | |
| Mathematics 6 | School | n/a | n/a | 63.9 | 8.3 | 64.5 | 12.9 | 73.2 | 2.4 | 50.0 | 2.5 | | |
| | 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 | 83.3 | 20.0 | 57.1 | 2.9 | 80.6 | 22.6 | 78.0 | 4.9 | 57.5 | 5.0 | | |
| | 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 | 73.3 | 10.0 | 52.8 | 2.8 | 71.0 | 22.6 | 73.2 | 4.9 | 35.0 | 2.5 | | |
| | 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 | | |
| English Language Arts 9 | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Authority | 76.0 | 9.3 | 81.6 | 12.4 | 76.6 | 12.4 | 76.8 | 11.7 | 76.5 | 7.3 | | |
| | Province | 79.3 | 15.0 | 79.1 | 16.3 | 77.4 | 16.4 | 76.7 | 14.8 | 76.3 | 15.1 | | |
| English Lang Arts 9 KAE | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Authority | 73.3 | 3.3 | 56.0 | 8.0 | 76.9 | 15.4 | 28.0 | 0.0 | 75.0 | 0.0 | | |
| | Province | 66.8 | 7.8 | 67.2 | 7.9 | 61.4 | 5.8 | 62.4 | 4.3 | 62.9 | 3.5 | | |
| French Language Arts 9 | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Authority | 60.0 | 20.0 | 62.5 | 0.0 | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 86.1 | 12.4 | 88.8 | 15.0 | 87.5 | 12.2 | 87.2 | 13.9 | 86.5 | 11.1 | | |
| Français 9 | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 84.3 | 12.7 | 90.2 | 15.8 | 84.6 | 16.1 | 84.0 | 14.5 | 86.1 | 17.8 | | |
| Mathematics 9 | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Authority | n/a | n/a | 52.9 | 9.2 | 58.8 | 8.8 | 62.1 | 12.3 | 63.4 | 14.4 | | |
| | Province | n/a | n/a | 66.1 | 17.3 | 66.5 | 17.8 | 66.9 | 18.3 | 67.1 | 17.3 | | |
| Mathematics 9 KAE | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Authority | 57.6 | 18.2 | 68.0 | 0.0 | 92.9 | 42.9 | 26.9 | 0.0 | 77.8 | 22.2 | | |
| | Province | 65.6 | 15.3 | 64.9 | 14.9 | 62.4 | 15.4 | 65.9 | 14.7 | 63.4 | 14.5 | | |

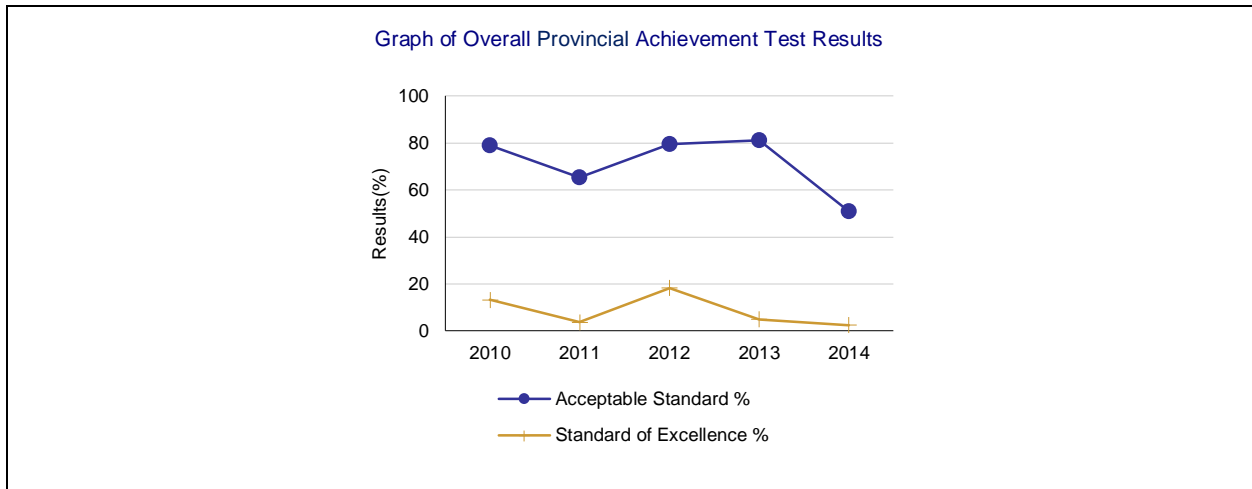
| | | | | | | | | | | | | | |
|----------------------|-----------|------|------|------|------|------|------|------|------|------|------|--|--|
| Science 9 | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Authority | 71.0 | 17.5 | 77.4 | 15.0 | 74.8 | 25.2 | 70.1 | 16.7 | 75.2 | 25.4 | | |
| | Province | 73.6 | 17.7 | 74.9 | 20.8 | 74.2 | 22.4 | 73.0 | 20.0 | 73.2 | 22.1 | | |
| Science 9 KAE | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Authority | 76.7 | 20.0 | 56.0 | 12.0 | 90.9 | 36.4 | 28.0 | 0.0 | 77.8 | 11.1 | | |
| | Province | 67.2 | 14.3 | 69.5 | 15.3 | 67.9 | 17.3 | 68.4 | 17.1 | 64.1 | 14.9 | | |
| Social Studies 9 | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Authority | 65.9 | 14.7 | 61.6 | 13.2 | 61.5 | 11.2 | 56.5 | 14.1 | 63.5 | 13.2 | | |
| | Province | 68.9 | 18.8 | 67.2 | 19.0 | 68.9 | 19.1 | 65.6 | 18.8 | 65.5 | 19.9 | | |
| Social Studies 9 KAE | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Authority | 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.

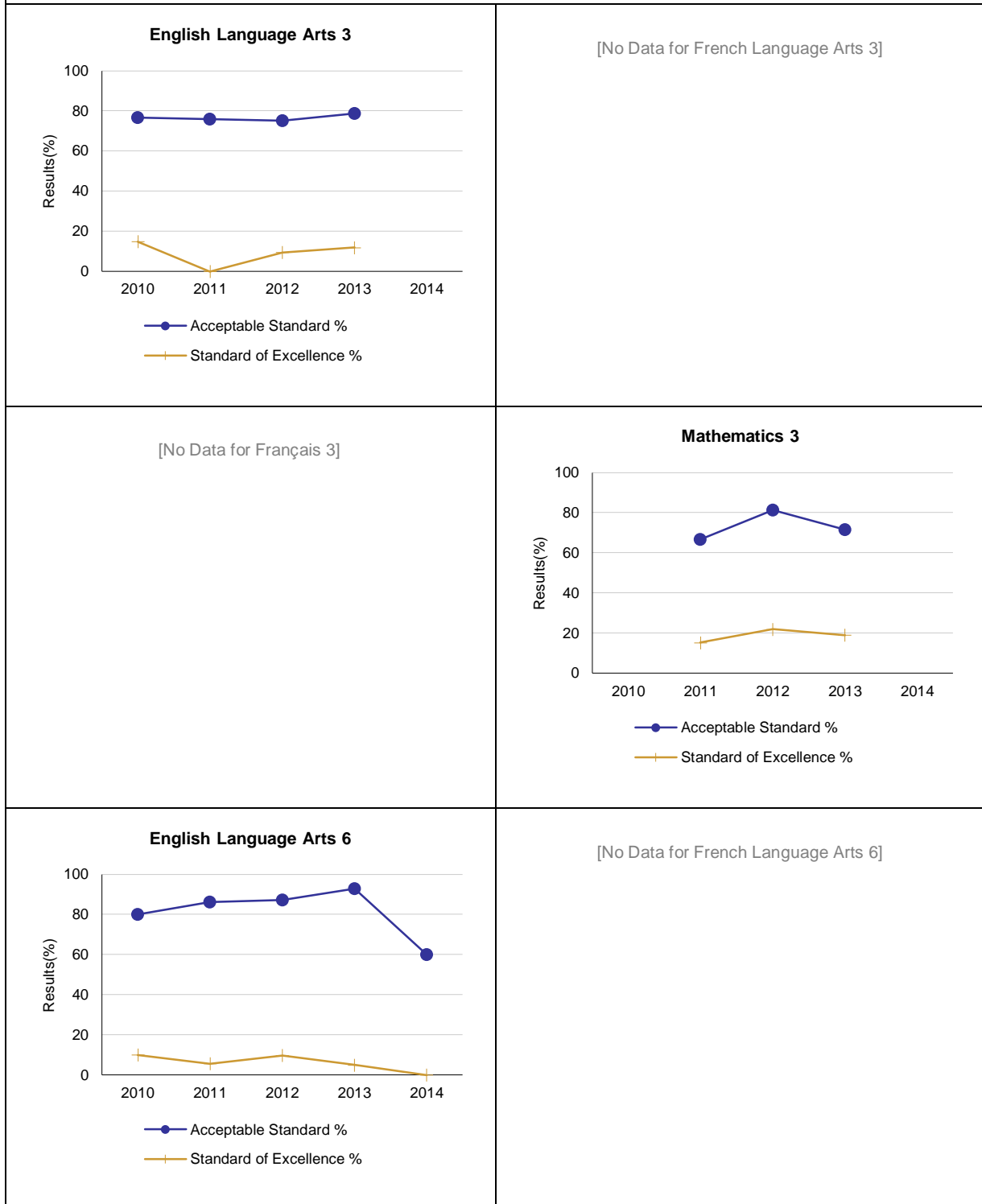
Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

*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

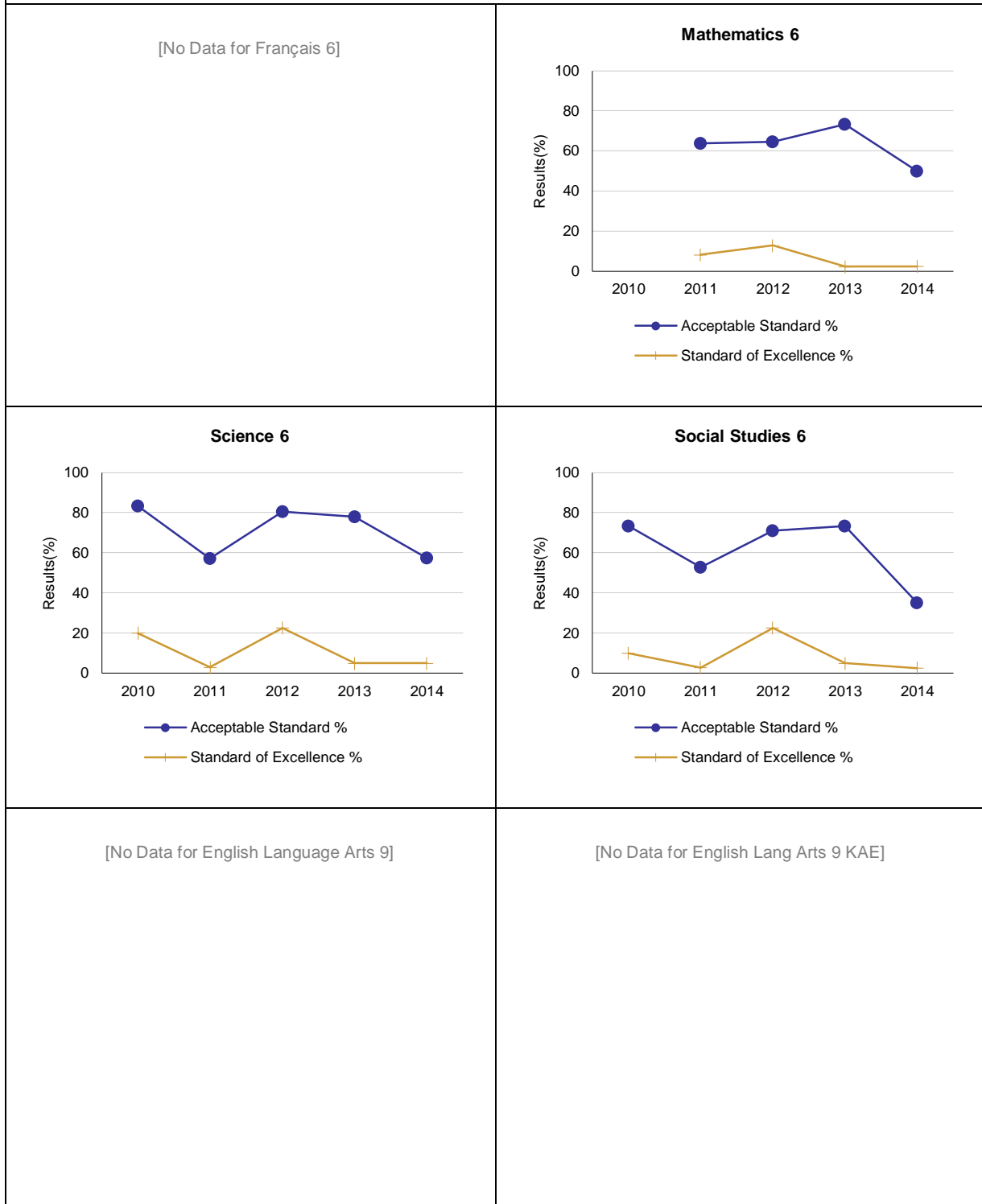


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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.

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

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

Graph of Provincial Achievement Test Results by Course

| | |
|--------------------------------|------------------------------------|
| [No Data for Social Studies 9] | [No Data for Social Studies 9 KAE] |
|--------------------------------|------------------------------------|

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

| | | Eldorado Elementary School | | | | | | | Alberta | | | |
|--------------------------|------------------------|----------------------------|------------------------|---------|------|------|---------------|------|---------|------|---------------|------|
| | | Achievement | Improvement | Overall | 2014 | | Prev 3 Yr Avg | | 2014 | | Prev 3 Yr Avg | |
| Course | Measure | | | | N | % | N | % | N | % | N | % |
| English Language Arts 3* | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | 36 | 76.4 | 16,235 | 78.0 | 44,576 | 81.7 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | 36 | 7.1 | 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 |
| Français 3* | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 358 | 78.2 | 540 | 83.1 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 358 | 7.0 | 540 | 15.1 |
| Mathematics 3* | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | 36 | 73.1 | 16,202 | 74.0 | 44,562 | 76.9 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | 36 | 18.7 | 16,202 | 25.1 | 44,562 | 25.7 |
| English Language Arts 6 | Acceptable Standard | Very Low | Declined Significantly | Concern | 40 | 60.0 | 36 | 88.6 | 45,704 | 81.9 | 43,581 | 82.7 |
| | Standard of Excellence | Very Low | Declined | Concern | 40 | 0.0 | 36 | 6.7 | 45,704 | 17.6 | 43,581 | 17.5 |
| French Language Arts 6 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 2,752 | 88.0 | 2,609 | 89.1 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 2,752 | 15.6 | 2,609 | 16.9 |
| Français 6 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 531 | 90.6 | 474 | 92.4 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 531 | 17.1 | 474 | 20.4 |
| Mathematics 6 | Acceptable Standard | Very Low | Declined | Concern | 40 | 50.0 | 36 | 67.2 | 45,617 | 73.5 | 43,599 | 73.8 |
| | Standard of Excellence | Very Low | Declined | Concern | 40 | 2.5 | 36 | 7.9 | 45,617 | 15.4 | 43,599 | 17.0 |
| Science 6 | Acceptable Standard | Very Low | Declined | Concern | 40 | 57.5 | 36 | 71.9 | 45,608 | 75.9 | 43,551 | 77.2 |
| | Standard of Excellence | Very Low | Maintained | Concern | 40 | 5.0 | 36 | 10.1 | 45,608 | 24.9 | 43,551 | 26.4 |
| Social Studies 6 | Acceptable Standard | Very Low | Declined Significantly | Concern | 40 | 35.0 | 36 | 65.6 | 45,593 | 70.4 | 43,540 | 72.3 |
| | Standard of Excellence | Very Low | Declined | Concern | 40 | 2.5 | 36 | 10.1 | 45,593 | 16.6 | 43,540 | 19.0 |
| English Language Arts 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 43,760 | 76.3 | 37,776 | 77.8 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 43,760 | 15.1 | 37,776 | 15.8 |
| English Lang Arts 9 KAE | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,524 | 62.9 | 1,570 | 63.7 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,524 | 3.5 | 1,570 | 6.0 |
| French Language Arts 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 2,658 | 86.5 | 2,387 | 87.8 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 2,658 | 11.1 | 2,387 | 13.7 |

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.

| Course | Measure | Eldorado Elementary School | | | | | | | Alberta | | | |
|----------------------|------------------------|----------------------------|-------------|---------|------|-----|---------------|-----|---------|------|---------------|------|
| | | Achievement | Improvement | Overall | 2014 | | Prev 3 Yr Avg | | 2014 | | Prev 3 Yr Avg | |
| | | | | | N | % | N | % | N | % | N | % |
| Français 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 381 | 86.1 | 330 | 86.3 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 381 | 17.8 | 330 | 15.5 |
| Mathematics 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 43,279 | 67.1 | 37,487 | 66.5 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 43,279 | 17.3 | 37,487 | 17.8 |
| Mathematics 9 KAE | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,971 | 63.4 | 1,846 | 64.4 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,971 | 14.5 | 1,846 | 15.0 |
| Science 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 43,769 | 73.2 | 37,974 | 74.0 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 43,769 | 22.1 | 37,974 | 21.1 |
| Science 9 KAE | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,513 | 64.1 | 1,528 | 68.6 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,513 | 14.9 | 1,528 | 16.6 |
| Social Studies 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 43,773 | 65.5 | 38,159 | 67.2 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 43,773 | 19.9 | 38,159 | 19.0 |
| Social Studies 9 KAE | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,510 | 61.8 | 1,510 | 63.3 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,510 | 10.7 | 1,510 | 13.5 |

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

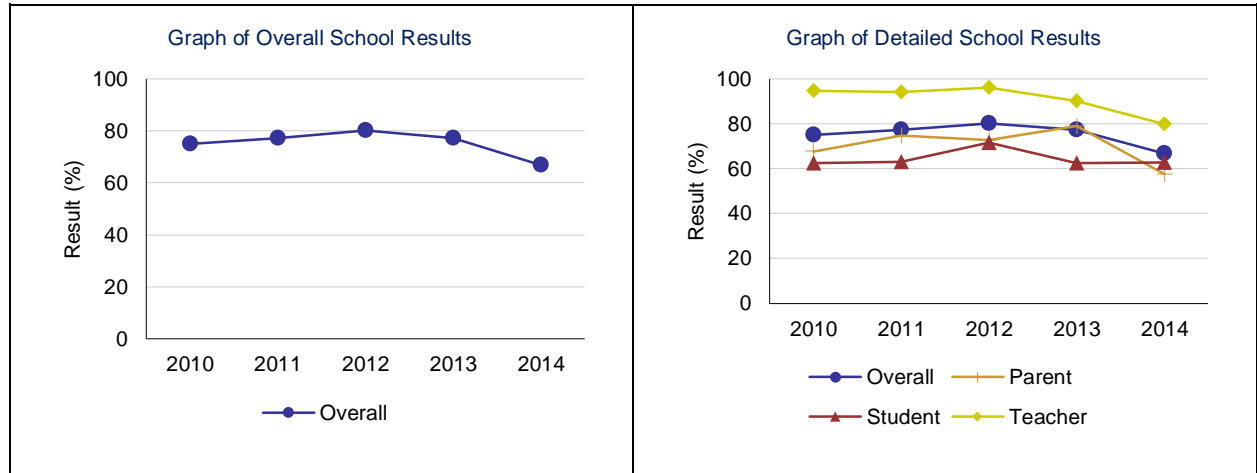
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

| | 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 | 75.0 | 77.3 | 80.1 | 77.2 | 66.8 | 75.1 | 73.8 | 73.8 | 73.0 | 74.7 | 81.4 | 81.9 | 82.5 | 83.4 | 83.4 |
| Teacher | 94.7 | 94.1 | 96.0 | 90.0 | 80.0 | 91.4 | 87.2 | 86.6 | 83.3 | 84.4 | 93.0 | 92.7 | 93.1 | 93.6 | 93.8 |
| Parent | 67.7 | 74.7 | 72.7 | 79.0 | 57.6 | 68.4 | 69.0 | 69.2 | 70.1 | 75.4 | 78.5 | 78.6 | 79.4 | 80.3 | 81.9 |
| Student | 62.6 | 63.1 | 71.5 | 62.6 | 62.9 | 65.4 | 65.4 | 65.7 | 65.8 | 64.3 | 72.7 | 74.5 | 75.0 | 76.2 | 74.5 |

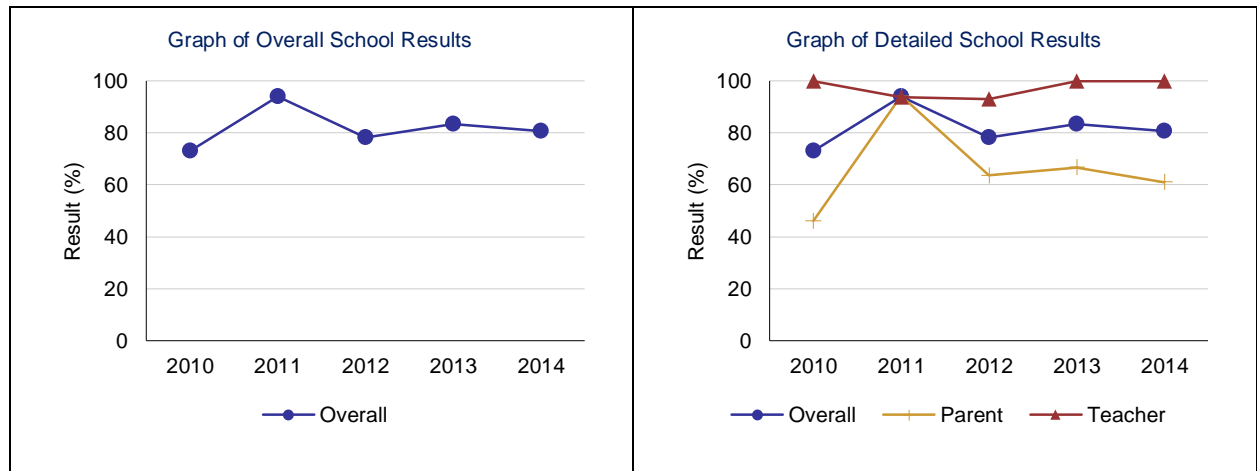


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction 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 | 73.1 | 93.9 | 78.2 | 83.3 | 80.6 | 72.9 | 73.8 | 69.3 | 69.7 | 72.5 | 79.9 | 80.1 | 79.7 | 80.3 | 81.2 |
| Teacher | 100.0 | 93.8 | 92.9 | 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 | 46.2 | 94.1 | 63.6 | 66.7 | 61.1 | 55.9 | 65.5 | 54.6 | 59.0 | 64.5 | 69.8 | 70.6 | 69.9 | 71.1 | 73.1 |

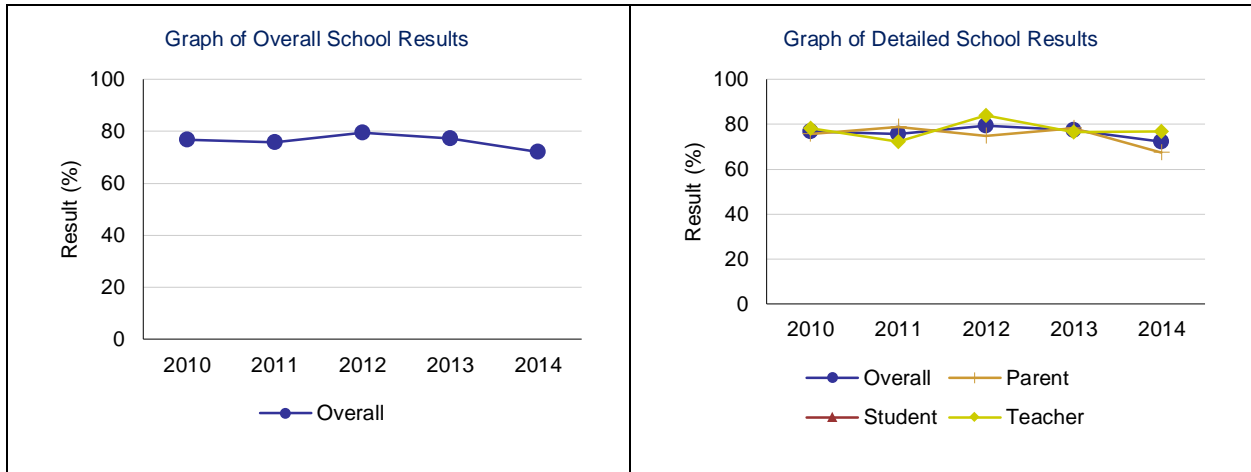


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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 | 76.9 | 75.7 | 79.4 | 77.4 | 72.2 | 71.9 | 75.2 | 71.9 | 72.9 | 72.1 | 80.5 | 80.9 | 80.7 | 81.5 | 81.3 |
| Teacher | 78.2 | 72.4 | 83.9 | 76.6 | 76.8 | 79.0 | 82.0 | 79.9 | 80.9 | 78.4 | 87.7 | 87.6 | 87.3 | 87.9 | 87.5 |
| Parent | 75.7 | 78.9 | 74.9 | 78.3 | 67.5 | 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 |

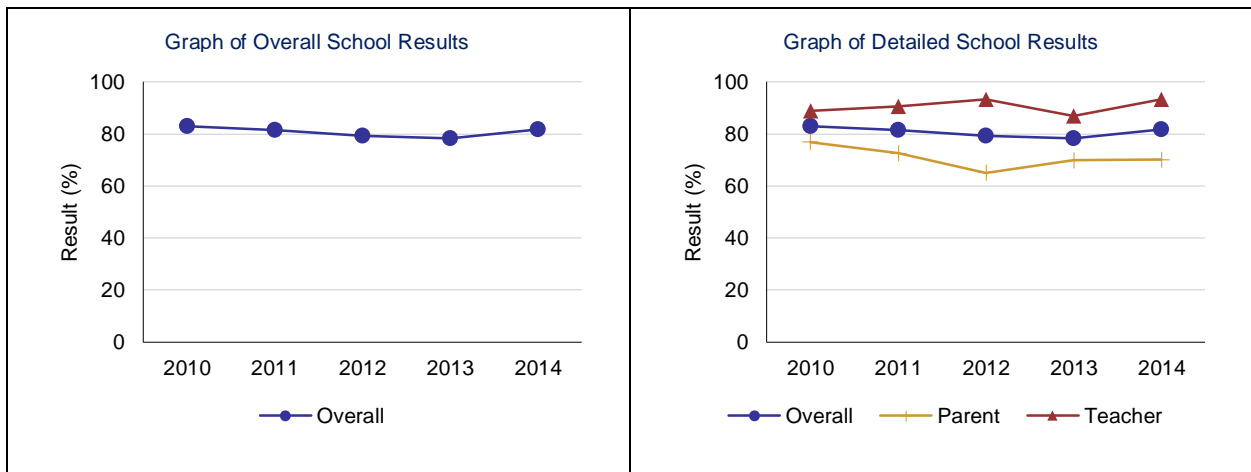


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction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

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 | 82.9 | 81.6 | 79.2 | 78.4 | 81.7 | 76.8 | 74.8 | 73.9 | 76.0 | 80.1 | 80.0 | 79.9 | 79.7 | 80.3 | 80.6 |
| Teacher | 88.9 | 90.6 | 93.3 | 86.8 | 93.3 | 88.6 | 86.3 | 85.5 | 85.0 | 87.2 | 88.6 | 88.1 | 88.0 | 88.5 | 88.0 |
| Parent | 76.9 | 72.6 | 65.1 | 69.9 | 70.1 | 65.0 | 63.2 | 62.3 | 66.9 | 73.0 | 71.3 | 71.7 | 71.4 | 72.2 | 73.1 |

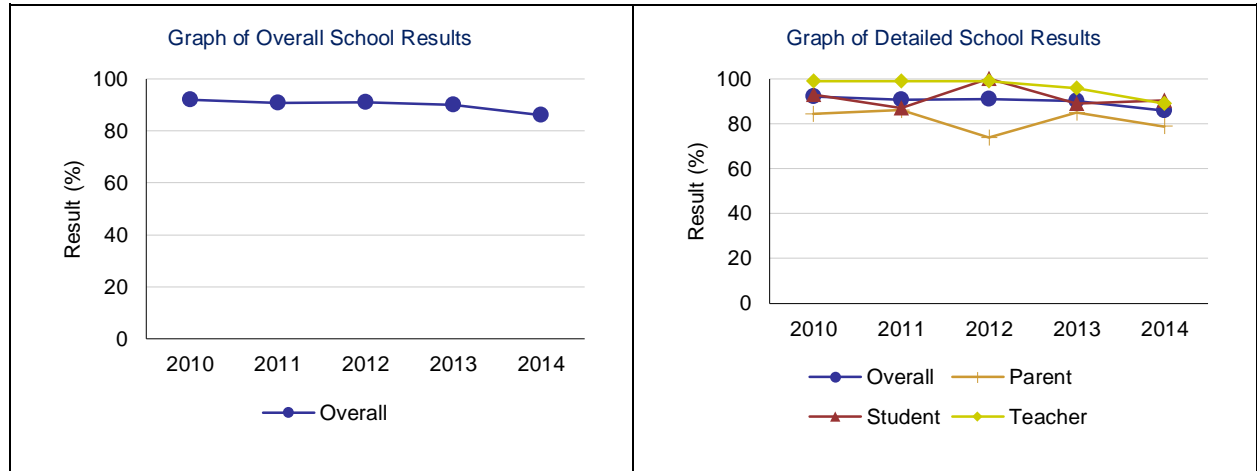


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction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

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 | 92.1 | 90.7 | 90.9 | 90.0 | 86.0 | 86.2 | 85.1 | 84.9 | 83.4 | 85.2 | 89.2 | 89.4 | 89.4 | 89.8 | 89.2 |
| Teacher | 98.9 | 99.0 | 98.9 | 95.8 | 88.9 | 95.1 | 93.7 | 93.2 | 90.9 | 91.2 | 95.6 | 95.5 | 95.4 | 95.7 | 95.5 |
| Parent | 84.4 | 86.1 | 73.8 | 84.9 | 78.8 | 78.9 | 78.5 | 77.7 | 77.5 | 82.8 | 83.9 | 84.2 | 84.2 | 84.9 | 84.7 |
| Student | 92.9 | 86.9 | 100.0 | 89.1 | 90.3 | 84.5 | 83.0 | 83.8 | 81.8 | 81.5 | 88.2 | 88.5 | 88.6 | 88.7 | 87.3 |

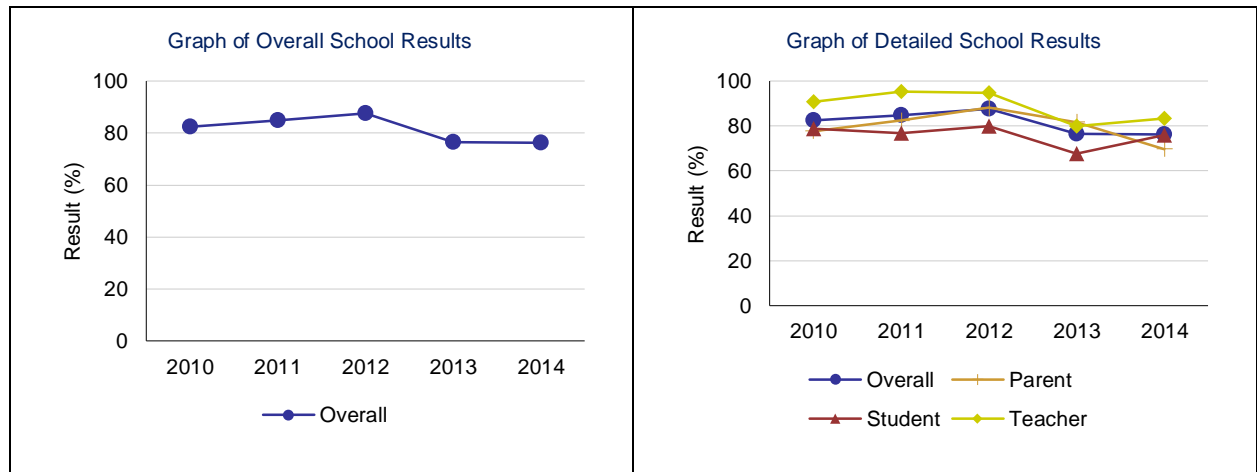


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction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

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 | 82.4 | 84.8 | 87.6 | 76.5 | 76.3 | 83.2 | 83.1 | 82.6 | 82.1 | 84.7 | 87.6 | 88.1 | 88.6 | 89.0 | 89.1 |
| Teacher | 90.7 | 95.3 | 94.7 | 80.0 | 83.3 | 92.1 | 91.5 | 90.4 | 90.0 | 91.6 | 94.4 | 94.5 | 94.8 | 95.0 | 95.3 |
| Parent | 77.8 | 82.4 | 88.2 | 81.7 | 69.7 | 80.6 | 80.2 | 80.4 | 79.8 | 86.0 | 86.1 | 86.6 | 87.4 | 87.8 | 88.9 |
| Student | 78.7 | 76.7 | 80.0 | 67.8 | 75.9 | 76.8 | 77.7 | 77.0 | 76.4 | 76.5 | 82.2 | 83.3 | 83.7 | 84.2 | 83.1 |

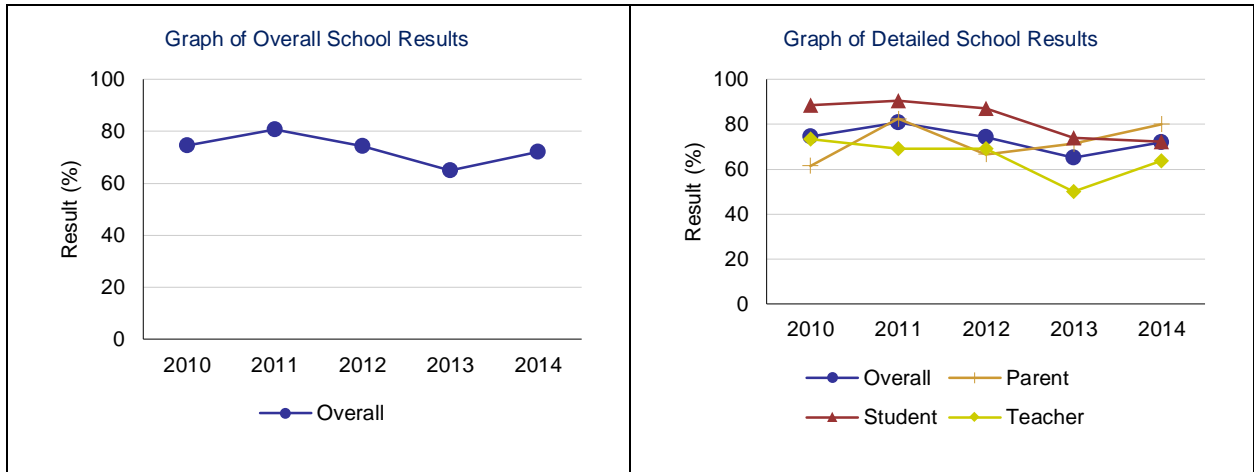


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction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

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 | 74.5 | 80.7 | 74.3 | 65.1 | 72.0 | 76.5 | 75.9 | 73.1 | 68.8 | 73.3 | 79.9 | 80.1 | 80.0 | 80.6 | 79.8 |
| Teacher | 73.3 | 69.2 | 69.2 | 50.0 | 63.6 | 77.2 | 76.4 | 77.1 | 68.8 | 74.8 | 80.8 | 80.1 | 81.1 | 80.9 | 81.3 |
| Parent | 61.5 | 82.4 | 66.7 | 71.4 | 80.0 | 74.7 | 73.6 | 68.5 | 69.3 | 74.4 | 77.0 | 77.3 | 76.2 | 77.9 | 77.0 |
| Student | 88.6 | 90.5 | 87.1 | 73.9 | 72.4 | 77.6 | 77.5 | 73.8 | 68.4 | 70.7 | 81.8 | 82.9 | 82.7 | 82.9 | 81.2 |



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.