

**Annual Education Results Report
and
Three Year Education Plan
2014 – 2017**

Lochearn Elementary School

Wild Rose School Division No. 66



Learning Together, We Excel!

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Lochearn Elementary School

Lochearn Elementary School is a Kindergarten to grade 5 school in Rocky Mountain House. We serve students living in town as well as rural students living on farms and acreages.

Our Vision

- Students First: Today's Leaders

Our School Mission

- Shaping potential in a global environment.

Our School Motto

- Learning Together, We Excel!

Our Values

- Relationships • Integrity • Perseverance • Creativity • Citizenship

Program Highlights

Engaging All Learners

· Inquiry Based Learning · Smart Learning · Differentiated Learning · Learning Commons · Lochearn Junior ATB Program · Genius Hour · Identity Day · Geography Challenge · Grade 4/5 Speeches · School Choir · Outdoor Education Opportunities: skating, snorkeling, snowshoeing, swimming

Overall Wellness

· Leader in Me: 7 Habits · Crosswalk Leaders · Grade 5 Leadership Team · Recycling Club · Grade 4 Peacemakers · Gym Games · Healthy Active Team (H.A.T. Team) · Grade 4 students visit the Good Samaritans weekly · Roots of Empathy

Building Relationships

· Mentorship Program · Clubs and Committees · Volunteer Reading Program

One Page Improvement Plan

Our Vision

Students First: Today's Leaders

Our School Mission

Shaping potential in a global environment.

Our Values

♦ Relationships ♦ Integrity ♦ Perseverance ♦ Creativity ♦ Citizenship

Goals

- ♦ Culture of engagement to improve learning
- ♦ Inspiring overall wellness
- ♦ Building meaningful relationships

Strategies *for culture of engagement to improve learning*

Improve student engagement by improving teacher knowledge, improving distributed leadership capacity. Teachers meet weekly for an hour to improve student learning. We will also be collaborating with other schools three times this year to further our knowledge of Inquiry Based Learning and Smart Learning. We will be piloting a 1:1 chrome book classroom. Three teachers will go to the GAFE Summit and will lead grade teams with innovation and technology in the classroom. We will be quad blogging in grade 1, 2 and 3 and participating in Mystery Hangouts in grade 4 and 5. Our grade 2 teachers will attend the Daily 5, Daily 3 and Café Workshop. We will implement a Learning Commons and a Lochearn Junior ATB Program.

Strategies *inspiring overall wellness*

For continuous improvement of healthy practices, we will increase teacher knowledge of healthy school communities and increase parent knowledge of what is happening in our school. 25% of our professional learning days will be devoted to learning about healthy practices including, nutrition, mental health, and active living. Three teachers will go to the HASS Conference and will work with the HAT Team (Healthy Active Team) to develop three school wide projects. They will also lead our healthy weekly challenges. We will implement Power to Play/Power for Bones in all of our classrooms. We will continue with improving our knowledge of the 7 Habits with the focus on leadership and will continue to celebrate these habits daily with “Caught Being Green” and at our monthly assemblies. We will increase parent knowledge by sharing information about healthy practices at our school, at School Council, in our weekly home notes, and our monthly school newsletter.

Strategies *for building meaningful relationships*

We will continue with our Volunteer Reading Program where each classroom has a minimum of one volunteer who will read with students for an hour each week. We will implement a mentorship program where students will receive extra support. We will provide many opportunities for students to connect with each other and for staff to connect with each other, including various clubs and committees, and special events like buddy lunches.

Revised by Lochearn School Staff, November 2014

Combined 2014 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Locheam 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	88.4	89.9	87.6	89.1	89.0	88.6	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	80.9	79.5	72.9	81.3	81.5	81.1	High	Maintained	Good
		Education Quality	92.9	94.8	94.2	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)	n/a	PAT: Acceptable	n/a	n/a	n/a	74.0	75.3	75.5	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	19.0	19.1	19.6	n/a	n/a	n/a
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	82.8	83.9	77.3	81.2	80.3	80.0	High	Maintained	Good
		Citizenship	82.1	86.3	85.7	83.4	83.4	82.6	Very High	Maintained	Excellent
Parental Involvement	Good	Parental Involvement	81.2	84.1	77.7	80.6	80.3	80.0	High	Maintained	Good
Continuous Improvement	Excellent	School Improvement	83.1	84.7	82.2	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)

The Brigance testing is one assessment we use in September to assess readiness in literacy and language and numeracy.

- 67% of students scored 50% or higher
- 23% scored between 25% - 50%
- 1% of students scored below 25%.

Strategies

We use a multi-sensory approach to teaching language including Fun Family phonics program, inquiry based learning and Smart Learning to develop oral language skills. We are continuing with our Pre-K mild/moderate speech program at Lochearn School. We work closely with Alberta Health Services to further screen and support language development. This year we are working in an inclusive way with six sessions currently scheduled for all three kindergarten classes with more in the future depending on the need. We also have a Pre-K program, mild/moderate speech program, which helps students develop readiness skills needed for kindergarten.

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	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	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	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	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	n/a	n/a	n/a	n/a

Comment on Results

(an assessment of progress toward achieving the target)

We focus on success for every student ensuring each child reaches their potential, while ensuring hope, dignity and a sense of purpose.

There are no results in this category for Locearn School as this is based on high school results.

Strategies

N/A

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.*

[No Data for PAT Results]

Comment on Results

(an assessment of progress toward achieving the target)

N/A

Strategies

We are focusing on going deep with learning and student ownership of learning through Smart Learning, Inquiry Based Learning and Genius Hours. We also focus on each classroom being a literacy and numeracy classroom literacy to ensure each students is at grade level in reading and we have a variety of supports for this including Reading Intervention at K-2, and Precision Reading in grade 3-5.

We will be working in our Professional Learning Teams to implement strategies to improve the performance of students who we feel should be able to move from the Acceptable Standard into the Standard of Excellence.

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.	82.9	87.9	83.0	86.3	82.1	82.1	Very High	Maintained	Excellent	86.0	87.0	88.0
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	67.5	80.1	67.9	83.9	82.8	82.8	High	Maintained	Good	83.0	84.0	85.0

Comment on Results

(an assessment of progress toward achieving the target)

The percentage of teachers, parents and students who are satisfied that our students are modeling the characteristics of active citizenship are excellent. The percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school is high.

Strategies

The percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school is lower, therefore we will work on increasing communication about how we are preparing students for work when they finish school. We are committed to the 7 Habits of Highly Effective Kids and we celebrate citizenship daily. We also have a variety of programs that students can be involved in, including Guitar Club, Recycling, Crosswalk Leaders, Leadership Team, Choir, Peacemakers, Running Club and Gaming Club. Our grade 4 students go to the Good Samaritans for community service and our Peacemakers develop projects for the local and global community.

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).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
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).	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 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)
 Results are varied and are based a very small number of students.

Strategies
 We are focusing on addressing the needs of this population and will continue to develop strategies to ensure their success. We will be accessing the Aboriginal Resource Center (ARC) to continue to build relationships and connections.

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.	78.1	81.3	58.0	79.5	80.9	80.9	High	Maintained	Good	82.0	83.0	84.0

Comment on Results

(an assessment of progress toward achieving the target)

The 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 is 80.9%. There is a 1.4% improvement from last year.

Strategies

We currently have two music specialists and a gym specialist. We have an increase in access to computers, with computers at each grade level.

We work in our professional learning teams each week to improve learning. We also have a lead team that meets weekly.

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.	69.9	81.2	67.9	84.1	81.2	81.2	High	Maintained	Good	84.0	85.0	86.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.9	95.4	92.5	94.8	92.9	92.9	Very High	Maintained	Excellent	94.0	95.0	96.0

Comment on Results

(an assessment of progress toward achieving the target)

The percentage of teachers and parents satisfied with parental involvement in decisions about their child's education is 81.2% The achievement is high.
 The percentage of teachers, parents and students satisfied with the overall quality of basic education has been maintained at excellent over the past five years.

Strategies

We currently have two music specialists and a gym specialist. We have an increase in access to computers, with computers at each grade level. We have a variety of outdoor education programs including swimming, skating, and snorkeling and skiing. We also offer variety of extra-curricular programs that students can be involved in, including Guitar Club, Recycling, Crosswalk Leaders, Leadership Team, Choir, Peacemakers, Running Club and Gaming Club. Our grade 4 students go to the Good Samaritans as community service. Our Peacemakers develop projects for community service as well.

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.	82.9	88.0	84.8	89.9	88.4	88.4	Very High	Maintained	Excellent	89.0	90.0	91.0
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.	85.8	91.8	70.0	84.7	83.1	83.1	Very High	Maintained	Excellent	85.0	86.0	87.0

Comment on Results

(an assessment of progress toward achieving the target)

The 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 has been maintained at excellent. There is a significant improvement over the last two years with the 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.

Strategies

The 7 Habits is an integral part of our program at Lochearn School. To continue to build community in our school we have buddy reading programs, and we also have a variety of opportunities for students to be involved in activities throughout the year. Our grade 2 students participate in Roots of Empathy and our grade 4 students go to the Good Samaritans.

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.

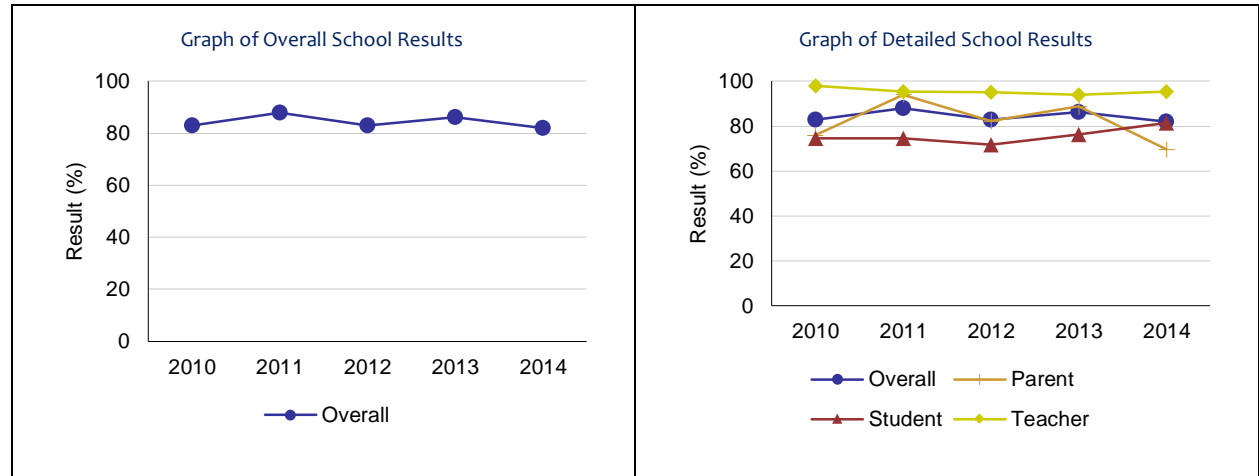
APPENDIX – Measure Details

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.

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	82.9	87.9	83.0	86.3	82.1	75.1	73.8	73.8	73.0	74.7	81.4	81.9	82.5	83.4	83.4
Teacher	98.1	95.3	95.2	93.9	95.5	91.4	87.2	86.6	83.3	84.4	93.0	92.7	93.1	93.6	93.8
Parent	76.0	94.0	82.2	88.8	69.7	68.4	69.0	69.2	70.1	75.4	78.5	78.6	79.4	80.3	81.9
Student	74.5	74.5	71.6	76.2	81.3	65.4	65.4	65.7	65.8	64.3	72.7	74.5	75.0	76.2	74.5

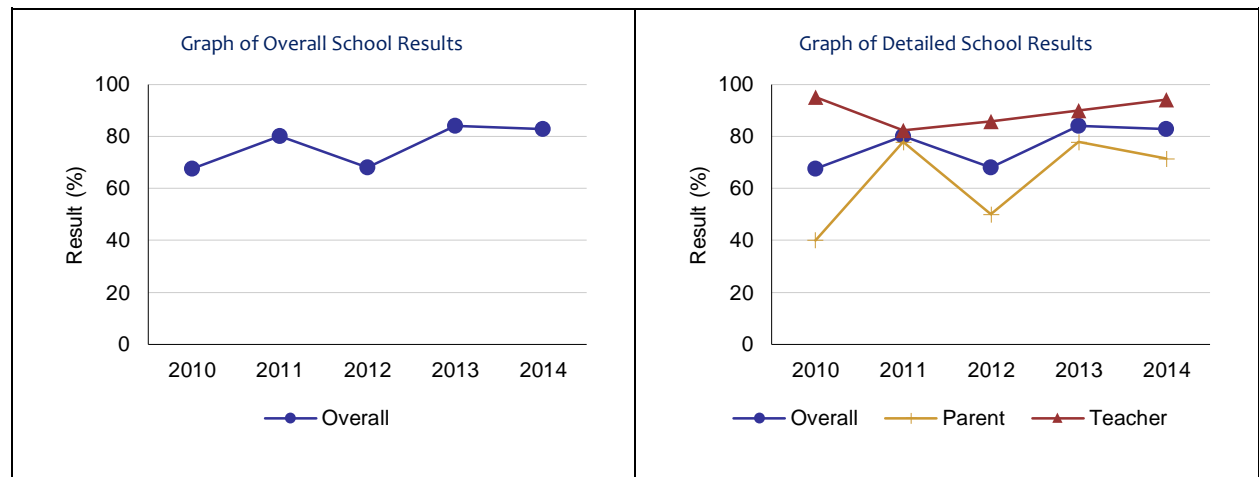


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction 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	67.5	80.1	67.9	83.9	82.8	72.9	73.8	69.3	69.7	72.5	79.9	80.1	79.7	80.3	81.2
Teacher	95.0	82.4	85.7	90.0	94.1	90.0	82.2	84.0	80.5	80.5	90.0	89.6	89.5	89.4	89.3
Parent	40.0	77.8	50.0	77.8	71.4	55.9	65.5	54.6	59.0	64.5	69.8	70.6	69.9	71.1	73.1

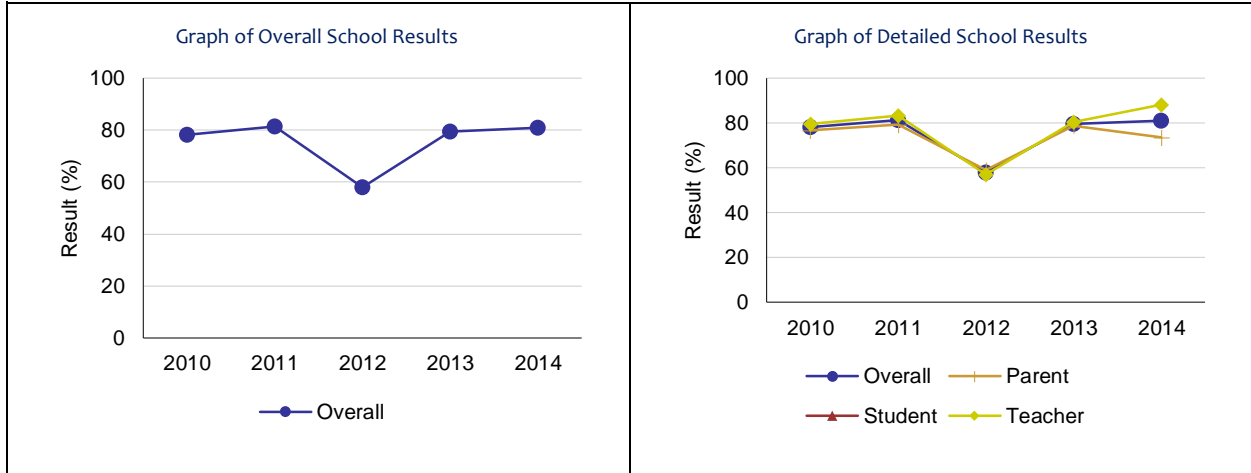


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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	78.1	81.3	58.0	79.5	80.9	71.9	75.2	71.9	72.9	72.1	80.5	80.9	80.7	81.5	81.3
Teacher	79.5	83.3	57.0	80.4	88.2	79.0	82.0	79.9	80.9	78.4	87.7	87.6	87.3	87.9	87.5
Parent	76.6	79.2	59.0	78.7	73.5	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

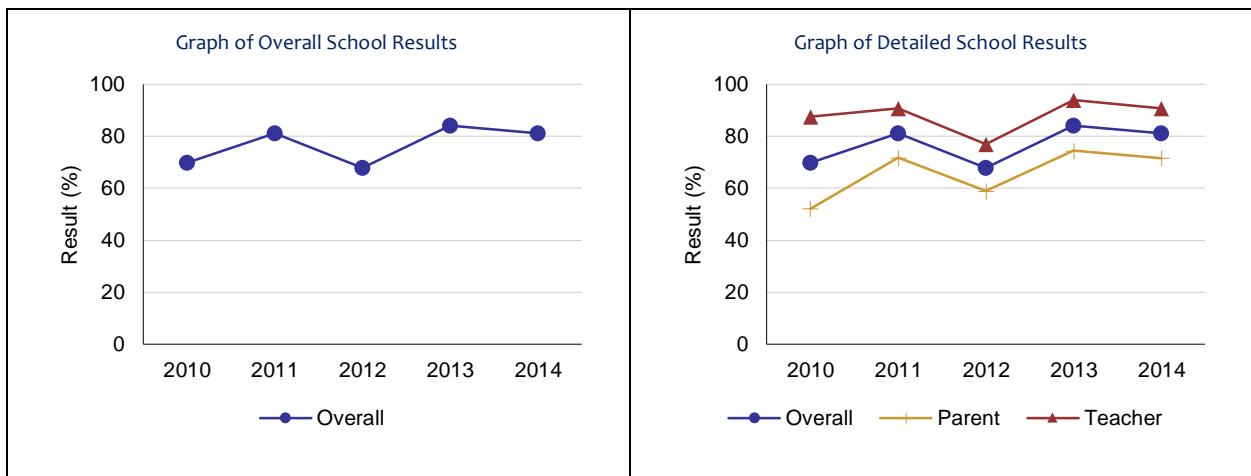


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Parental Involvement – Measure Details

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	69.9	81.2	67.9	84.1	81.2	76.8	74.8	73.9	76.0	80.1	80.0	79.9	79.7	80.3	80.6
Teacher	87.6	90.6	76.9	93.8	90.8	88.6	86.3	85.5	85.0	87.2	88.6	88.1	88.0	88.5	88.0
Parent	52.1	71.7	58.9	74.4	71.6	65.0	63.2	62.3	66.9	73.0	71.3	71.7	71.4	72.2	73.1

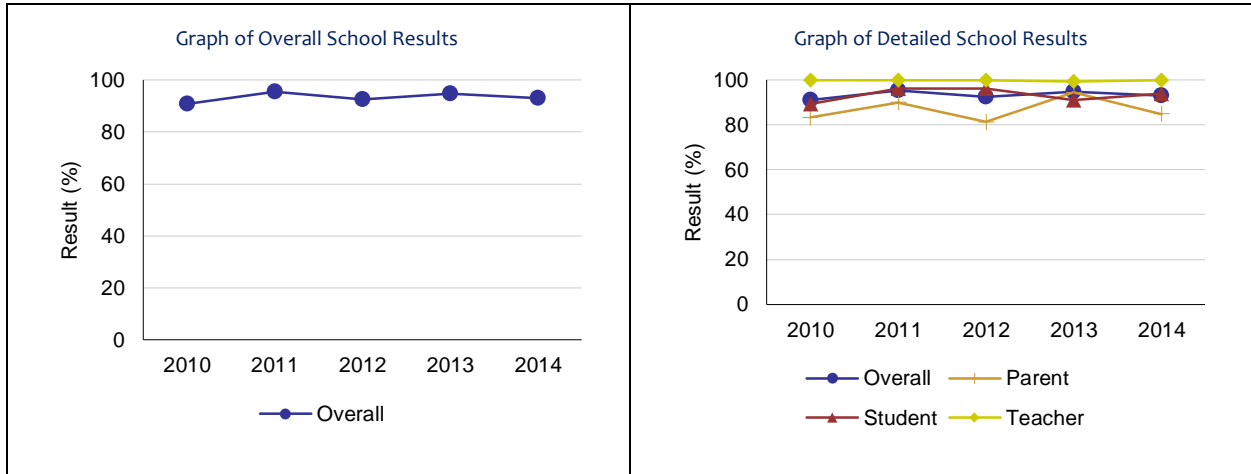


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
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Education Quality – Measure Details

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	90.9	95.4	92.5	94.8	92.9	86.2	85.1	84.9	83.4	85.2	89.2	89.4	89.4	89.8	89.2
Teacher	100.0	100.0	100.0	99.2	100.0	95.1	93.7	93.2	90.9	91.2	95.6	95.5	95.4	95.7	95.5
Parent	83.3	90.0	81.3	94.4	84.8	78.9	78.5	77.7	77.5	82.8	83.9	84.2	84.2	84.9	84.7
Student	89.4	96.2	96.2	90.9	93.9	84.5	83.0	83.8	81.8	81.5	88.2	88.5	88.6	88.7	87.3

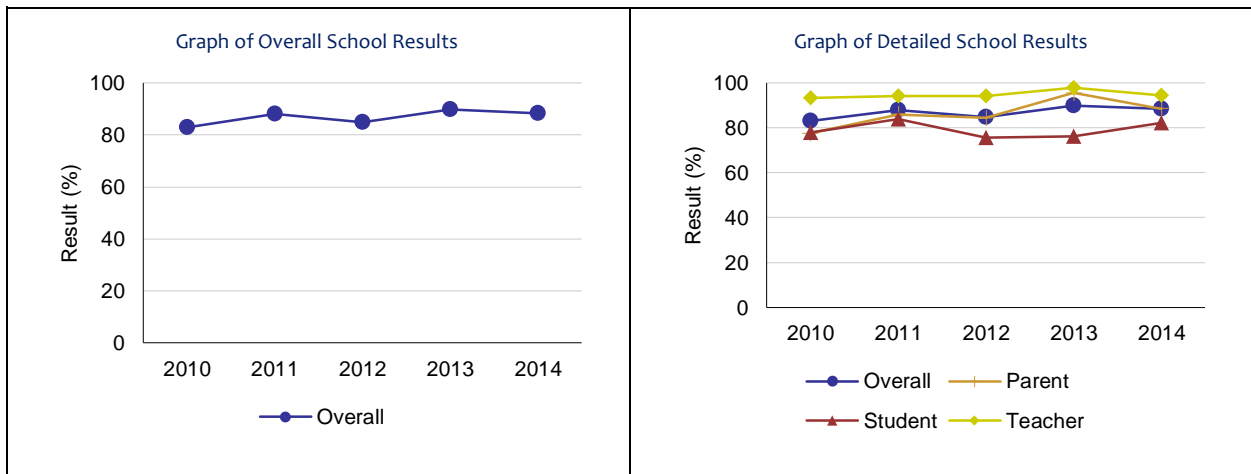


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Safe and Caring – Measure Details

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	82.9	88.0	84.8	89.9	88.4	83.2	83.1	82.6	82.1	84.7	87.6	88.1	88.6	89.0	89.1
Teacher	93.3	94.1	94.3	98.0	94.4	92.1	91.5	90.4	90.0	91.6	94.4	94.5	94.8	95.0	95.3
Parent	77.6	86.0	84.4	95.5	88.5	80.6	80.2	80.4	79.8	86.0	86.1	86.6	87.4	87.8	88.9
Student	78.0	83.9	75.7	76.3	82.2	76.8	77.7	77.0	76.4	76.5	82.2	83.3	83.7	84.2	83.1

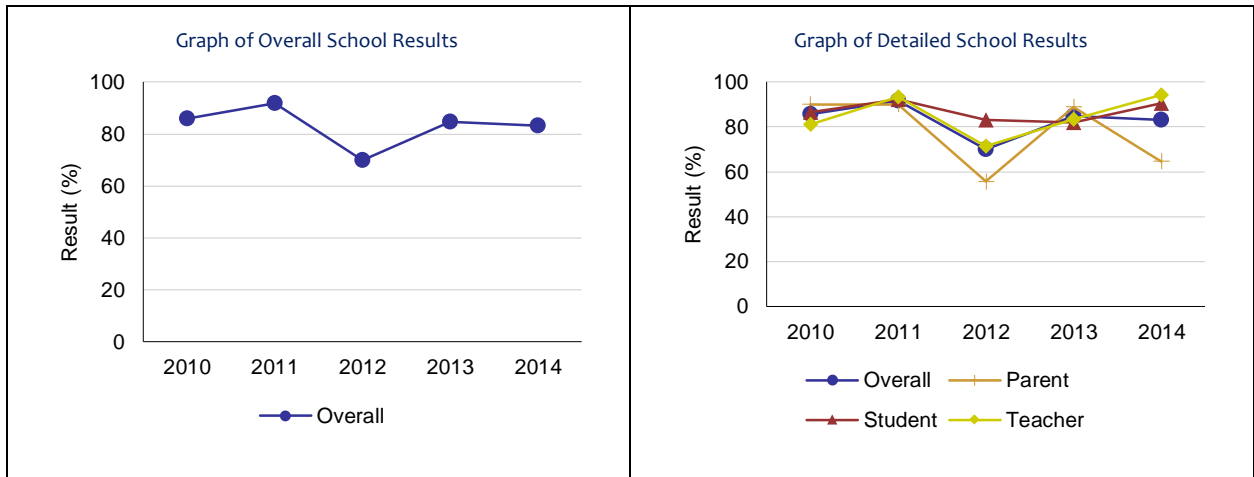


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School Improvement – Measure Details

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	85.8	91.8	70.0	84.7	83.1	76.5	75.9	73.1	68.8	73.3	79.9	80.1	80.0	80.6	79.8
Teacher	81.0	93.3	71.4	83.3	94.1	77.2	76.4	77.1	68.8	74.8	80.8	80.1	81.1	80.9	81.3
Parent	90.0	90.0	55.6	88.9	64.7	74.7	73.6	68.5	69.3	74.4	77.0	77.3	76.2	77.9	77.0
Student	86.5	92.2	83.0	82.0	90.5	77.6	77.5	73.8	68.4	70.7	81.8	82.9	82.7	82.9	81.2



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