

# MOUNTAIN VIEW ACADEMY



## Three Year Education Plan/AERR Combined 2011-2014

# imagine...



**CONFIDENCE**

**+ NO BULLYING**

**+ HELP WHEN YOU NEED IT**

**= SUCCESS**

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### Message from the Board:

It is my pleasure to report to our school Society, Board of Directors and to Alberta Education the following information about Mountain View Academy (MVA) as it pertains to its operation.

The 2010-2011 school year has been a very successful one. We were proud to be the recipient of an A+ for Energy Grant from BP Resources for “Our Children. Our Future...Reducing our Carbon Footprint” proposal. This will help MVA continue its focus on the protection of the environment as we train future environmental stewards. In addition, MVA received a Community Spirit Grant which will enable us to match donations we receive!

Financially the Academy was able to help those families that were negatively affected by the economy. Because of our “Family Focus” philosophy we continued to support them through our Bursary Program. We strongly believe that parents and the school are partners in education and we are committed to ensuring that all Society members and school family members are kept informed of what is happening at Mountain View Academy. We consider it an honour to work with the families of Mountain View Academy and continue to strive to improve our product each and every year. To that end, I present our second combined Three Year/AERR plan for your consideration.

Mr. Nick Thompson  
Board Chair



## BOARD OF DIRECTORS

**Chairperson** Nick Thompson

**Vice Chairperson** Kathleen Tighe

**Past Chairperson** Marc Shannon

**Secretary** Brian Bahr

**Members** Colleen Ryan

Daylene Weinbender

Mike Hejna

### Advisors

Jitka Smuszko

Lenka Popplestone

Kari Davison

## Accountability Statement

The Annual Education Results Report for the **2011** school year and the Education Plan for the three years commencing September 1, **2011** for **Mountain View Academy** was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2010/2011 school year and the three-year Education Plan for 2011 – 2014 on November 28, 2011.



## FOUNDATION STATEMENT

### *Mission*

#### **“Educating Tomorrows Leaders... Today.”**

Mountain View Academy was founded on the premise that individual students require intense attention, both academic and personal, to attain their fullest potential. Our school offers the best of both worlds: a comprehensive, enriched accredited Alberta curriculum taught by certified teachers and a nurturing environment to enable the child to develop a well-rounded personality and mind.

Our mission is to:

- challenge students to be the best that they can be by developing a feeling of self-worth and a belief in their own ability that will allow them to pursue their goals;
- focus on a student’s social development to ensure that they are able to interact fully with others and accept responsibility for their own actions and develop awareness of how their actions impact on others;
- deliver the curriculum in such a way as to meet the needs of the individual student, enriching the program where necessary;
- recognize parents as primary educators;
- and establish a life-long love of learning.

Mountain View Academy will strive to meet the needs of the twenty-first century family by offering:

- An outstanding education program preparing each child for the life challenges that they will face.
- A low student/teacher ratio (maximum of 16:1) providing undivided care and attention.
- Superior learning facilities and programs.
- Individualized, unique and creative projects incorporating the Alberta curriculum.
- Teachers with diverse academic backgrounds providing an enriched environment.
- Extensive extra-curricular activities augmenting classroom-based learning.

|||



The development of a child's **self-esteem** is a core component of our school's philosophy and is therefore a pivotal point in the planning and execution of the daily lessons and activities. Options and core academic subjects will all be delivered according to our belief in a multi-faceted teaching approach. To promote a sense of belonging and to create a climate of social and economic equality, we ask that all children attending Mountain View Academy wear a uniform bearing our logo and colors.

### ***Vision***

Mountain View Academy works closely with parents and the community to prepare our students for entry into our rapidly changing society, ensuring excellent communication skills, critical thinking and a diverse knowledge base. The development of confident adults and global citizens requires students to master the fundamental elements in the core subjects as well as to become self-directed, compassionate, creative thinkers.

#### **Mountain View Academy's vision includes these aspects:**

- Ensuring the development and implementation of a challenging, quality program and high standards for each individual student;
- Accessing all available resources for the individual;
- Involving the school community in policy decisions regarding school programs;
- Supporting the vital role of teachers and
- Being accountable to the school community.

## ***Beliefs and Core Values***

### **Mountain View Academy is founded on two core beliefs:**

1. The importance of the individual student and the maximization of the individual's potential by providing intense attention, both academic and personal.
2. The necessity for active participation of all members of the school community.

### **The following belief and core value statements also serve to guide decision and policy-making within Mountain View Academy:**

1. We believe that all persons deserve to be treated with love, respect and dignity.
2. We believe that each person has unique gifts and talents, which, in collaboration with others advances the learning of each student. As a school we have the responsibility to help develop those gifts.
3. We are not just a service provider; we are a community that includes families, students, teachers and staff.
4. We value parents as partners in the education of their children.
5. We believe that parents are given the responsibility for the education of their children and the school works closely with the family to achieve this goal.
6. We recognize that parental involvement in the school creates a positive environment that benefits all parties involved.
7. The school works closely with parents or guardians in helping the students to learn and solve their school related problems. This includes providing competent teachers, a full and balanced curriculum, regular reporting, supervision of the students and the program and cooperation with the home.
8. We believe that anything worth doing is worth doing well. Therefore we challenge our students to work hard at their studies and give their best effort.
9. We believe that curriculum must be relevant to the 21<sup>st</sup> century and must excel beyond the basic skills and knowledge required by Alberta Learning.
10. We believe that excellent achievement takes place in a context of excellent teaching.

## **MOUNTAIN VIEW ACADEMY PROFILE**

### **Background**

Mrs. Jitka Smuszko and Mrs. Lenka Popplestone founded Mountain View Academy in 1996. That year it employed one teacher, and had 3 preschool students and one kindergarten student registered. Over the past 16 years the school has grown steadily.

### **Current Situation**

Mountain View Academy currently operates at B-4: 2452-Battleford Avenue S.W. and houses a student population of 110 students from **Pre-School to Grade Twelve**. The school employs eighteen teachers, one full time aid, a part-time ESL teacher, a librarian and nine administrative staff.

### **Future Plans**

Our goal is to increase enrolment each year. As we continue to grow, we will require seven to twelve acres on which to build a new facility. We would like to have this purchase made by 2012 and have the new building open for September 2014. At the present time, we have negotiated a lease extension of at our current location.

### **AISI Project Information**

Anyone interested in learning more about our AISI project, please contact Miss. Colleen Ryan at [cryan@mountainviewacademy.ca](mailto:cryan@mountainviewacademy.ca)

## October 2011 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Mountain View Academy			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	94.3	95.7	96.5	88.1	87.6	86.6	Very High	Maintained	Excellent
Student Learning Opportunities	Excellent	Program of Studies	88.7	85.4	88.7	80.9	80.5	80.1	Very High	Maintained	Excellent
		Education Quality	96.7	94.8	94.9	89.4	89.2	88.9	Very High	Maintained	Excellent
		Drop Out Rate	0.0	0.0	2.5	4.2	4.3	4.7	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	91.3	77.2	77.2	72.6	71.5	71.1	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	90.9	100.0	91.0	79.3	79.1	78.0	Very High	Maintained	Excellent
		PAT: Excellence	13.6	38.9	22.6	19.6	19.4	18.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	80.4	71.4	66.7	82.6	83.4	84.0	Low	Maintained	Issue
		Diploma: Excellence	17.4	7.1	5.3	18.7	19.0	18.9	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	91.3	77.2	77.2	54.9	53.5	53.5	Very High	Maintained	Excellent
		Rutherford Scholarship Eligibility Rate (Revised)	100.0	87.5	93.8	59.6	56.9	57.0	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	*	n/a	n/a	59.3	59.8	59.3	*	*	*
		Work Preparation	96.9	91.7	92.2	80.1	79.9	79.8	Very High	Maintained	Excellent
		Citizenship	92.2	90.4	92.9	81.9	81.4	79.9	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	93.9	97.1	94.6	79.9	80.0	79.4	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	91.9	85.4	83.9	80.1	79.9	78.8	Very High	Improved	Excellent

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

**October 2011 Accountability Pillar Overall Summary – FNMI (Required for Public/Separate/Francophone School Authorities)**

[No Data for Overall Summary - FNMI]

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The section for Goal 3 includes evaluations for the performance measures included in the table above. If jurisdictions desire not to present evaluations for each performance measure in that section, please include a reference to this overall summary page under Goal 3.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Measure Evaluation Reference (Optional)

**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 - 65.53	65.53 - 78.44	78.44 - 85.13	85.13 - 89.49	89.49 - 100.00
PAT: Excellence	0.00 - 9.19	9.19 - 11.96	11.96 - 17.99	17.99 - 22.45	22.45 - 100.00
Diploma: Acceptable	0.00 - 74.42	74.42 - 83.58	83.58 - 88.03	88.03 - 92.35	92.35 - 100.00
Diploma: Excellence	0.00 - 10.31	10.31 - 15.67	15.67 - 20.27	20.27 - 23.77	23.77 - 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: Success for Every Student

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

Performance Measure	Results (in percentages)					Target <sup>1</sup>	Evaluation			Targets <sup>2</sup>		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	66.0	85.9	87.0	100.0	90.9	92.0	Very High	Maintained	Excellent	93.0	94.0	95.0
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	10.0	20.3	8.7	38.9	13.6	15.0	Intermediate	Maintained	Acceptable	16.0	17.0	18.0

### Comment on Results

We are pleased with the fact that our students demonstrate improvement in their written competencies each year. In addition, we do not use Entrance Exams and thus, we often accept students who come to us struggling in the education system. Although these students do show improvement by being at our school, their exam scores are not always near the top. However, MVA views this as one of the elements that makes our school special; we accept students regardless of ability level and develop individual plans to help them achieve their personal best.

Many students have identified test anxiety as being a major factor in the discrepancy between class grades and provincial exam marks and our AISI program is addressing this.

### Strategies

To continue to:

- Maintain the low 16:1 student-teacher ratio for optimum learning opportunities
- Hire teachers with passion and unparalleled commitment to embrace each child's individual needs
- Expand and enrich curricular opportunities.
- Provide peer tutoring opportunities and after-school diploma preparation classes for students.
- Provide assistance with students who suffer from test-anxiety.
- Emphasize staff collaboration and professional development.
- 'Re-teach' material when a student scores below 70%.

Teachers are expected to thoroughly understand provincial standards.

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

**Outcome: Students achieve educational outcomes**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	87.5	56.5	72.2	71.4	80.4	82.0	Low	Maintained	Issue	83.0	84.0	85.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	15.6	8.7	0.0	7.1	17.4	18.0	Intermediate	Maintained	Acceptable	19.0	20.0	21.0

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2011	Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	n/a	*	*	77.2	91.3	92.0	Very High	Maintained	Excellent	93.0	94.0	95.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	*	0.0	7.6	0.0	0.0	0.0	Very High	Maintained	Excellent	0.0	0.0	0.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	*		*	*	*			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	100.0	*	87.5	100.0	100.0	Very High	Maintained	Excellent	100.0	100.0	100.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	*	*	77.2	91.3	93.0	Very High	Maintained	Excellent	94.0	95.0	96.0

**Comment on Results**

Each year we continue to work towards improving our results on the Diploma Exams. As we have a very small population writing the exams each year, our results are often hindered by one or two poor scores which do not reflect the overall success of our students. We are pleased with the fact that our students demonstrate improvement in their written competencies each year. In addition, we do not use Entrance Exams and thus, we often accept students who come to us struggling in the education system. Although these students do show improvement by being at our school, their exam scores are not always near the top. However, MVA views this as one of the elements that makes our school special; we accept students regardless of ability level and develop individual plans to help them achieve their personal best.

Many students have identified test anxiety as being a major factor in the discrepancy between class grades and provincial exam marks. Our AISI project is focused on reducing test anxiety so that the next group of graduates will hopefully show an improvement in their grades.

100% of our grade 12 students (16 out of 16) wrote a minimum of 4 Diploma Examinations by June 2011.

**Strategies**

To continue to:

- Maintain the low 16:1 student-teacher ratio for optimum learning opportunities.
- Expand and enrich curricular opportunities.
- Provide peer tutoring opportunities and after-school diploma preparation classes for students.
- Provide assistance with students who suffer from test-anxiety.
- Emphasize high school staff collaboration and professional development.
- Provide 'The Key' study guide for each student in each diploma course.
- Provide learning and teaching resources required to achieve excellent results are available
- Ensure that student assessment practices conform to Alberta Education standards.
- 'Re-teach' material when a student scores below 70%.
- Provide the instructional leadership required to ensure that long range plans include the full scope and sequence of the Alberta Programs of Study – all General and Specific Learning Outcomes
- 

Teachers are expected to thoroughly understand provincial standards.

Continuous adherence to the Alberta Program of Studies combined with counseling and motivation of students by the teachers

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	95.5	90.4	92.2	94.0	Very High	Maintained	Excellent	95.0	96.0	97.0
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	n/a	n/a	92.8	91.7	96.9	97.0	Very High	Maintained	Excellent	98.0	99.0	100

**Comment on Results**

We are extremely proud of our score in this measure. Our partnership with our school community is clearly working. Last year, our results declined and we worked very hard to reinforce the ideas of active citizenship as well as to engage parents in the dialogue, so that they would have an accurate idea of what active citizenship was.

**Strategies**

To continue to:

- Maintain our commitment to instilling a positive work ethic in our students through expanded volunteer opportunities within the community.
- Offer community outreach programs with Child and Youth Friendly Calgary and expand these opportunities with other organizations, such as the Calgary Veterans' Food Bank and we adopt a new Christmas charity each year.
- Expand Student Council activities.
- Mandate Current Events awareness in Social Studies
- Encourage students to be polite, kind and honest

Administration will meet with all grade 9 through 12 students to ensure that every student has a 'chosen career pathway' and that the students' program will prepare each student for life after graduation.

We as a school have been using the CHAMPS program that allows for continuity and understanding of expectations for each staff and student alike. This program aligns itself with MVA's philosophy

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

**Outcome: Students are prepared for the 21<sup>st</sup> century (continued)**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	n/a	n/a	88.4	80.6	92.2	93.0	n/a	n/a	n/a	94.0	95.0	96.0

**Comment on Results**

We are pleased that we continue to improve in this important area. Out of our 15 graduates 14 students are attending a post secondary institution with 13 students being at a University level.

Five students have received scholarships of over \$5,000.00

**Strategies**

To continue to expand the opportunities available in our CALM program as well as opportunities to volunteer within the community.

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

**Goal Two: Transformed Education Through Collaboration**

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	n/a	n/a	92.1	85.4	88.7	89.0	Very High	Maintained	Excellent	90.0	91.0	92.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	95.1	94.8	96.7	97.0	Very High	Maintained	Excellent	98.0	99.0	100
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.	n/a	n/a	97.4	95.7	94.3	95.0	Very High	Maintained	Excellent	96.0	97.0	98.0

**Comment on Results**

MVA continues its focus on University Preparation by offering all levels of high school Science and Mathematics as requested by both students and parents. Last year, we had a decline in performance measure one, so we are pleased that our efforts have resulted in a noticeable improvement.

This year, MVA invited a number of organizations to speak to students in an effort to augment the current curriculum. For example, Junior Achievement presentations were held for Grades 8/9 students where they learned more about Financial Literacy. For students in CALM, Junior Achievement facilitated "The Investment Strategies Program" which allowed students to participate in a stock market simulation while learning the importance of financial planning. The Art Institute facilitated workshops for our Social Studies students around the use of Propaganda as a political technique.

Students, parents and teachers continue to be involved in the consultation process when optional programs are considered. MVA continues to offer a Wednesday afternoon 'Modules' program which allows students in Grades 5-8 to select from a variety of option

courses outside of the mainstream. For example, some offerings have included: fishing, school newspaper, choir and dance. Students are able to submit suggestions regarding options they would like to see offered.

We are also pleased to work in partnership with our Community Health Nurse, Speech Pathologist and other professionals to assist us with meeting the needs of our diverse population.

Performance measure number four has always been an integral part of the philosophy of MVA. We are pleased and proud that this measure continues to reflect our commitment to promote safe and caring environments for all members of our school community.

### Strategies

To continue to:

- Expand courses offered each year with the addition of new staff members or reassignment of existing staff members.
- Make use of community organizations to augment student learning.
- provide extra writing time and scribes for students with special needs
- provide one to one extra support for students through our Resource and ESL teachers
- Address individual students' needs as they arise immediately and with consultation.
- Offer Peer tutoring club and after school homework club to increase student achievement and provide support.
- Offer 'Modules' with Middle School students to increase student choice.
- Use of agendas and communication folders for all grades to promote organization and time management skill development.
- Promote Parent Orientation night as well as High School Information Evenings tailored to each grade.
- Continue to promote volunteer opportunities for students both within the school and the community.
- Maintain 16:1 student ratio to promote excellence in instruction
  
- Model appropriate conflict resolution strategies and address 'discipline issues' in a fair way and ensure that students learn appropriate behaviour strategies to effectively deal with challenging situations
- Emphasize respect and compassion for others through peer tutoring and reading buddy opportunities.
- Provide community outreach programs.
- Ensure that all possible precautions are taken and all codes for physical safety are adhered to.
- Establish clear expectations for students through the Student Handbook and Monday assembly time.
- Review and revise Lock-Down policy, if necessary, to provide maximum safety for students and staff.
- Infuse the Aboriginal perspective in our Social Studies courses and library materials available for students.
- We are continuing to add new technologies as tools that will enhance our learning and teaching environments..

Effective September 2010, we have increased the supervision of students during non instructional hours - before and after school, noon hour, and recesses by 40%.

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	92.0	97.1	93.9	95.0	Very High	Maintained	Excellent	96.0	97.0	98.0
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	n/a	n/a	82.4	85.4	91.9	93.0	Very High	Improved	Excellent	94.0	95.0	96.0

**Comment on Results**

We continue to excel in this area because MVA believes successful education cannot occur without the home-school partnership and we are excited our community has recognized this as indicated by our 'improved' score.

MVA is committed to continuous improvement from both our staff and our students. We are constantly looking for ways to improve our program delivery and opportunities available for our school community.

Our "Parent Council" as well as our "Student Council" is growing stronger and has been effective in creating positive changes and contributions within our school community. .

Retention rate of staff during the current school year was over 82% - which according to industry standards is very good.

**Strategies**

To continue to:

- Maintain low student-teacher ratio (16:1).
- Maintain open lines of communication between the home and the school.
- Promote PAC and recruit more parental involvement.
- Report on on-going progress, including, when necessary, daily email updates and phone calls home.
- Work with MVA Board of Directors and Parent Advisory Council.
- Recruit and retain excellent teachers.
- Create AISI projects which are student-driven and meet an identified need.
- Access community agencies and programs to augment the curriculum and educational experiences of our students.
- Provide all new staff with an overview of the organizational structure and clear expectations during our August teacher orientation and through out the year.
- Treat staff, parent and student concerns with respect and use their suggestions to facilitate school improvement.
- Respect Alberta Learning mandates for school improvement.
- Use this document for planning purposes.
- Encourage teacher development opportunities.

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

Also report targets and results for all local measures related to Goal 2 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

## Goal Three: Success for First Nations, Métis and Inuit (FNMI) Students

**Outcome:** *FNMI students are engaged in learning*

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

- *Key learning outcomes for FNMI students improve*

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

[No Data for Overall FNMI Results]

[No Data for Overall FNMI Results]

### Comment on Results

N/A

### Strategies

To continue to:

- Expand our library resources.
- Infuse curriculum, whenever possible, with the Aboriginal perspective.

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
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, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
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. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

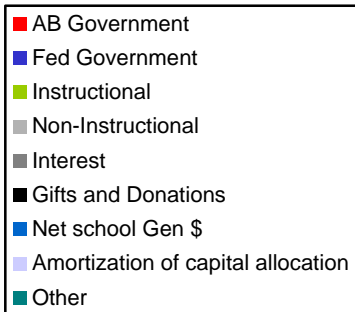
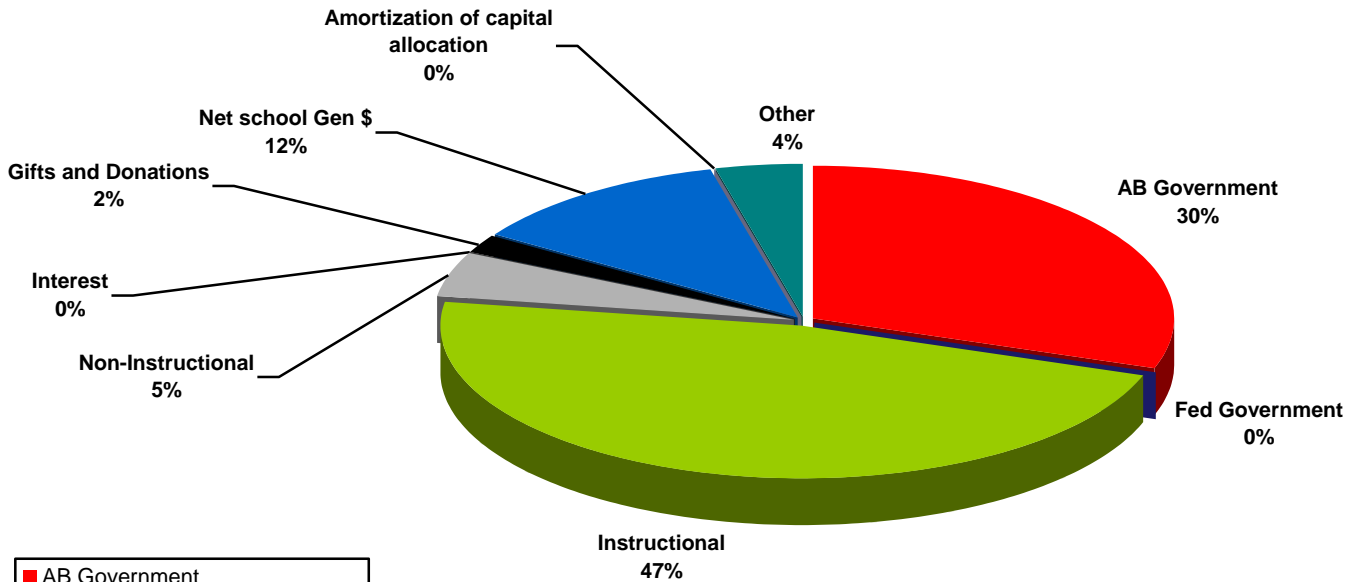
## Summary of Financial Results

This is a summary of the highlights of the Audited Financial Statement for the year ending August 2011:

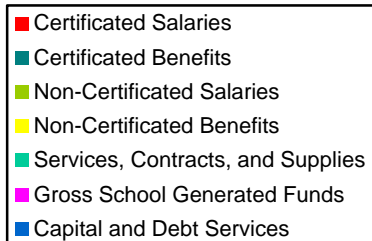
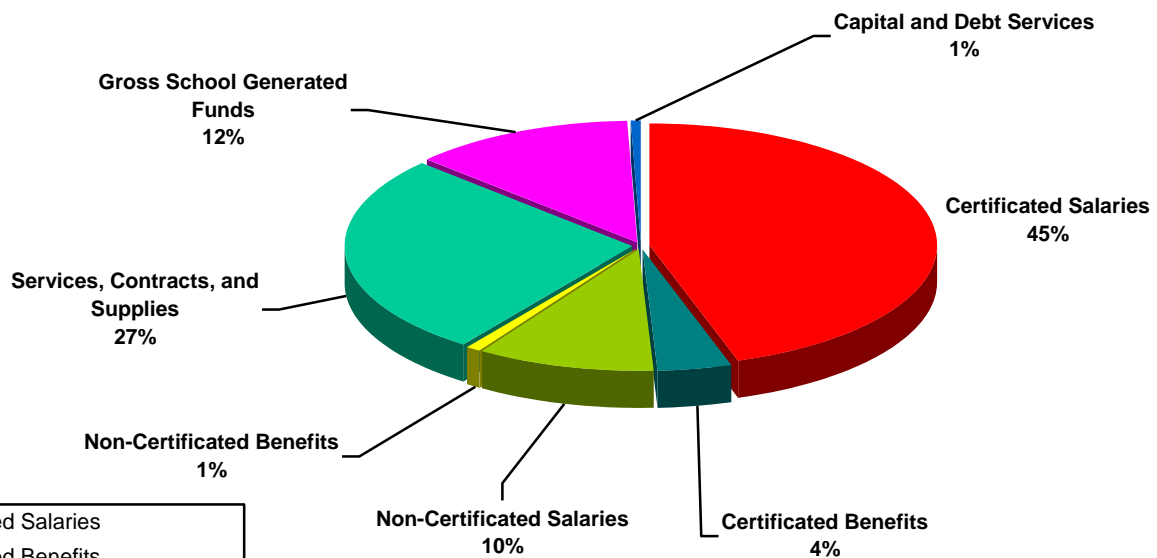
- Due to improvements in the economy, fewer bursaries were requested in the school year.
  - ▪ A new membership fee program was instituted, which reduced the indebtedness of the school when combined with repayment and donation of outstanding bonds.
  - ▪ Alberta Education funding was reduced.
  - This year we have a Casino scheduled which will continue to improve the school's financial outlook.

For interested school parents, the complete Audited Financial Statement is available for viewing at the school office.

## Revenue Summary



## Expenditure Summary



## Budget Highlights

The guiding principles that Mountain View Academy uses in financial planning include careful financial management to ensure long-term viability and growth. We work closely with our families and the community to ensure affordability and accessibility to our program. Financially the Academy was able to help those families that were negatively affected by the economy, we have implemented several fundraising efforts; such as creating a philanthropic culture within our organization, an Annual Ask campaign and we have completed the Fund Development Plan and Case for Support.

Our goal is a balanced budget while working towards funding for a new school within the next two years. It is our mission to ensure that the maximum amount of funding is put towards programs that will benefit our students

### Revenue

Student enrolment is estimated as follows:-

Local	86
International	8
Total	94

Alberta Educations funding rates for 2011-2012 have been applied in the calculation of revenues from Govt. Funding.

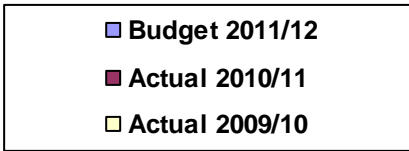
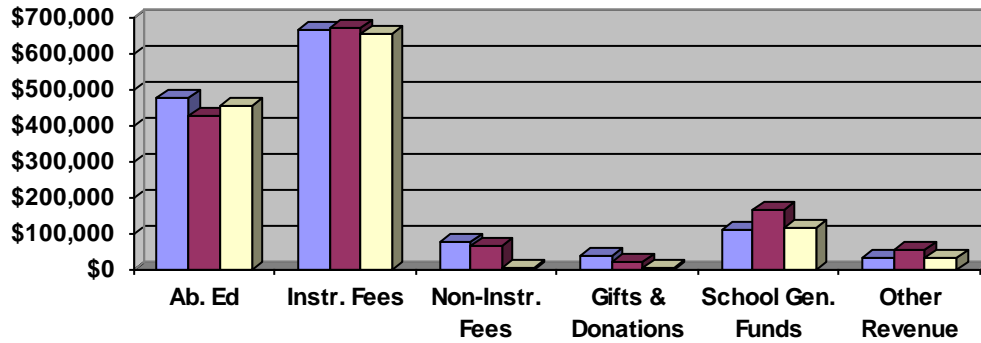
There has been a \$500.00 increase in school fees and the same has been incorporated into the Budget.

There is a Casino scheduled for 2011-2012.

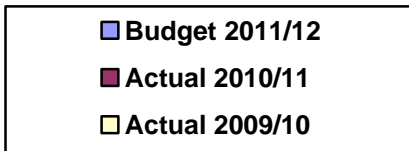
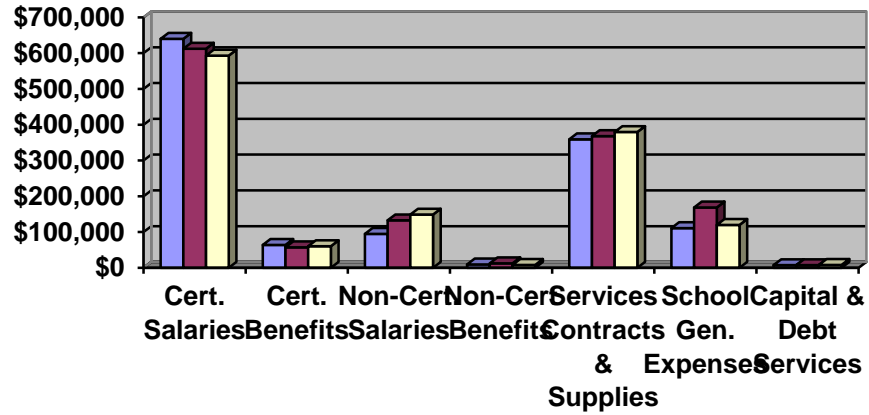
The School will collect \$500 from each student or \$800 from each family as a volunteer deposit and to be remitted upon submission of proof of completion of volunteer hours no later than August 30, 2012. Any unclaimed deposits will be recognized as revenue in lieu of service.

MVA has implemented an 'MVA Membership' Fee that has replaced our Bond Program.

### Revenue Comparison & Analysis



### Expenditure Comparison & Analysis



## Expenses

One new staff member has been hired and small payroll increases have been budgeted for 2011-12.

General and Administrative expenses are forecasted based on historical trends and a certain percentage is added to each of them taking into account the anticipated increase in costs.

## Publication and Communication

If you would like more information about this budget, please contact the school at 403-217-4346 or visit our website at:

[www.mountainviewacademy.com](http://www.mountainviewacademy.com)

under the 'Parents' link

The link will be published in our December newsletter.

Members of our Board of Directors provided input into this document, particularly for the issues of concern.

**APPENDIX – Measure Details (OPTIONAL)**

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

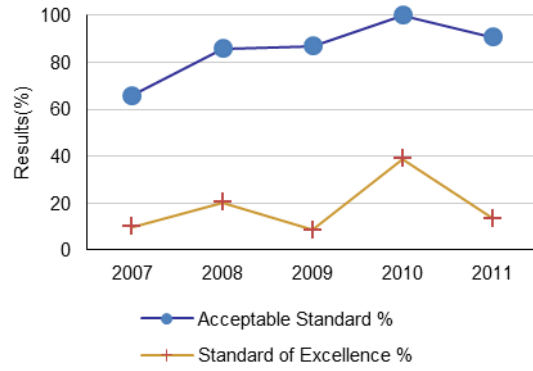
**Provincial Achievement Test Results – Measure Details (OPTIONAL)**

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2007		2008		2009		2010		2011		2011	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	Authority	60.0	0.0	100.0	0.0	100.0	12.5	100.0	16.7	85.7	0.0		
	Province	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5	81.8	17.5		
French Language Arts 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	83.8	15.8	84.1	16.3	80.6	15.8		
Français 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	82.5	16.3	86.4	16.3	84.2	18.6		
Mathematics 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42.9	0.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77.4	26.0		
English Language Arts 6	Authority	85.7	14.3	85.7	21.4	*	*	*	*	100.0	0.0		
	Province	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9	83.0	18.5		
French Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.1	11.0	87.7	14.2	91.5	15.9	88.3	15.9	89.4	17.1		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	93.0	18.0	94.3	17.1	92.6	18.7	91.3	18.3	92.2	17.6		
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	83.3	16.7		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8		
Science 6	Authority	85.7	28.6	85.7	35.7	75.0	12.5	*	*	100.0	0.0		
	Province	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4	76.2	25.0		
Social Studies 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	100.0	0.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	71.0	16.4	71.1	18.5		
English Language Arts 9	Authority	61.5	7.7	85.7	21.4	100.0	9.1	*	*	84.6	15.4		
	Province	77.5	14.8	76.5	14.8	78.7	14.7	79.3	15.0	79.1	16.3		
English Lang Arts 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	66.8	7.8	67.2	7.9		
French Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.3	12.9	84.5	12.4	81.8	10.3	86.1	12.4	88.8	15.0		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.6	12.6	84.8	11.7	85.6	12.9	84.3	12.7	90.2	15.8		
Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	83.3	25.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.1	17.3		
Mathematics 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	65.6	15.3	64.9	14.9		
Science 9	Authority	53.8	7.7	78.6	14.3	100.0	9.1	*	*	91.7	33.3		
	Province	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7	74.9	20.8		
Science 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	67.2	14.3	69.5	15.3		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	92.3	23.1		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	68.9	18.8	67.2	19.0		
Social Studies 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	64.6	15.7	61.9	13.6		

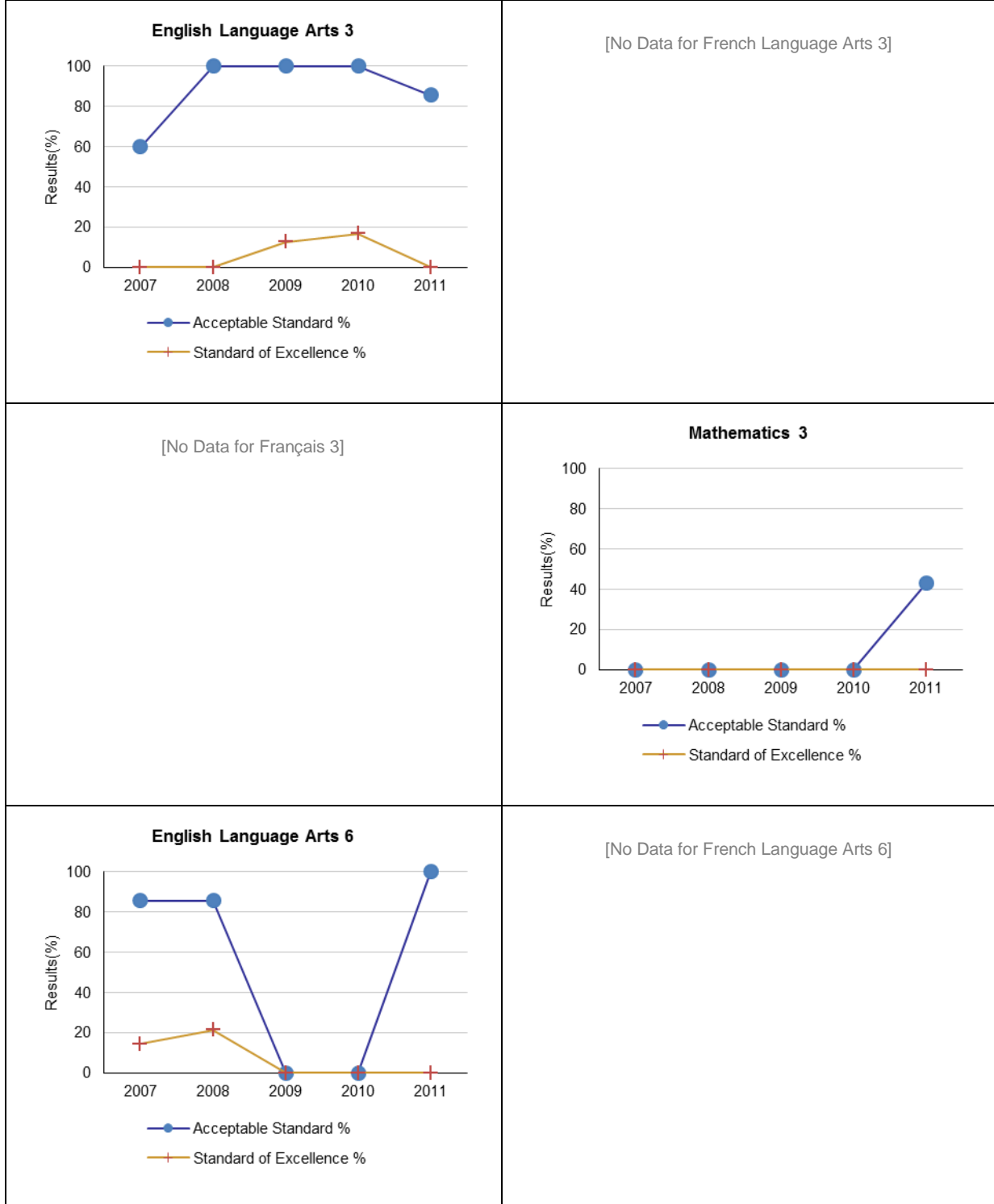
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

\*\* "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Graph of Overall Provincial Achievement Test Results (optional)

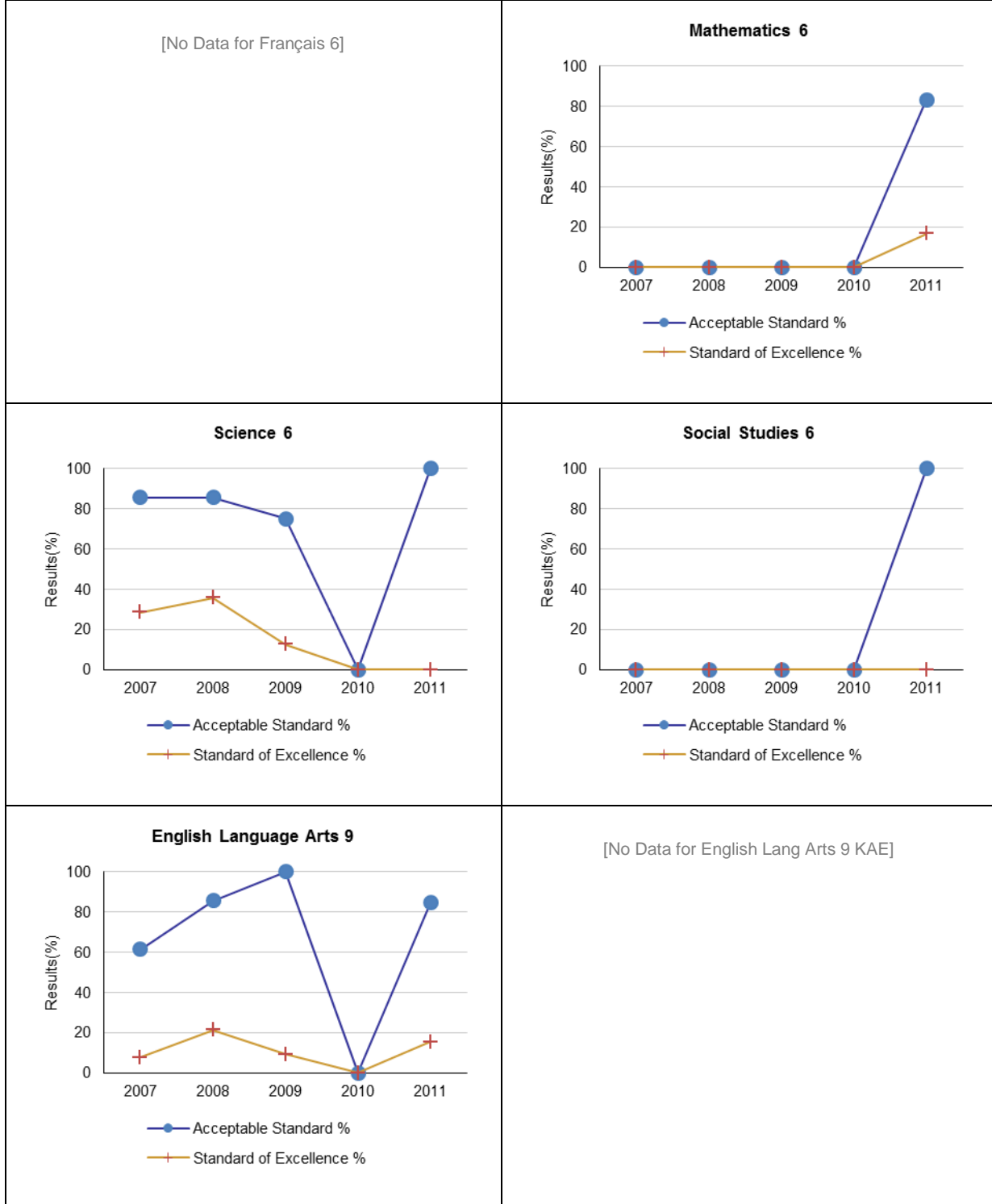


Graph of Provincial Achievement Test Results by Course (optional)



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

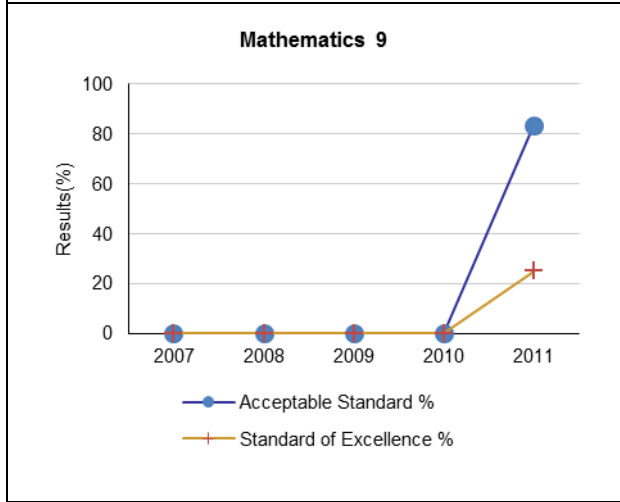
Graph of Provincial Achievement Test Results by Course (optional)



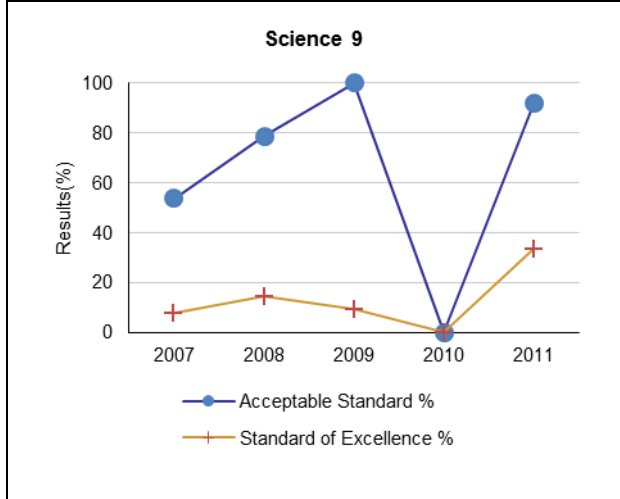
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Graph of Provincial Achievement Test Results by Course (optional)

<p>[No Data for French Language Arts 9]</p>	<p>[No Data for Français 9]</p>
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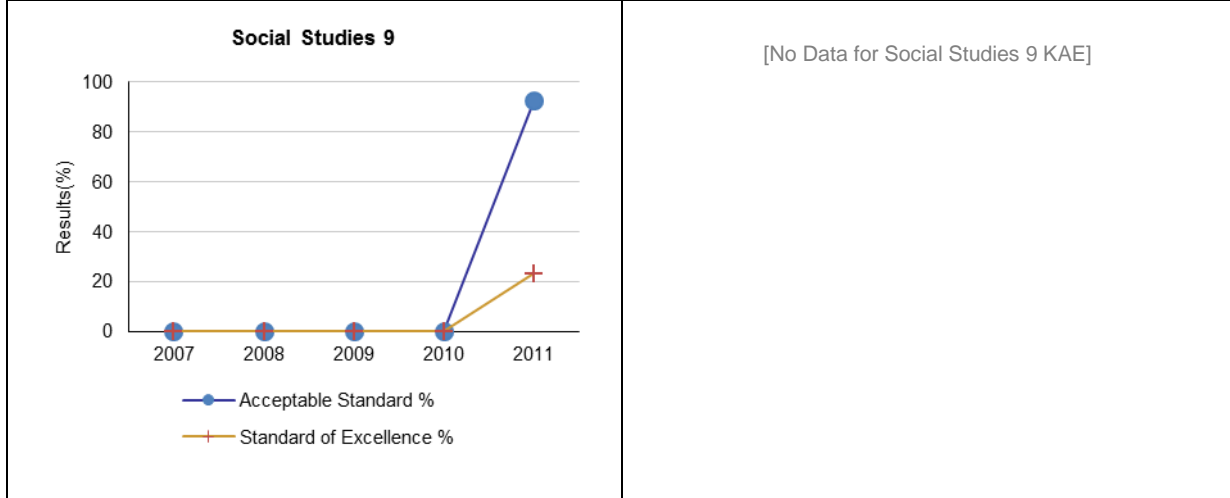
[No Data for Mathematics 9 KAE]



[No Data for Science 9 KAE]

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

Graph of Provincial Achievement Test Results by Course (optional)



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

PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)

Course	Measure	Mountain View Academy						Alberta				
		Achievement	Improvement	Overall	2011		Prev 3 Yr Avg		2011		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Intermediate	Declined	Issue	7	85.7	7	100.0	42,944	81.8	42,052	81.0
	Standard of Excellence	Very Low	Maintained	Concern	7	0.0	7	9.7	42,944	17.5	42,052	17.9
French Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,180	80.6	3,046	83.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,180	15.8	3,046	16.1
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	532	84.2	520	84.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	532	18.6	520	16.3
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	6	100.0	14	85.7	43,433	83.0	43,646	82.1
	Standard of Excellence	Very Low	Declined	Concern	6	0.0	14	21.4	43,433	18.5	43,646	19.6
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,635	89.4	2,307	89.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,635	17.1	2,307	15.3
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	460	92.2	442	92.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	460	17.6	442	18.0
Science 6	Acceptable Standard	Very High	Improved	Excellent	6	100.0	11	80.4	43,441	76.2	43,534	76.0
	Standard of Excellence	Very Low	Declined	Concern	6	0.0	11	24.1	43,441	25.0	43,534	25.1
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	6	100.0	n/a	n/a	43,537	71.1	43,601	71.0
	Standard of Excellence	n/a	n/a	n/a	6	0.0	n/a	n/a	43,537	18.5	43,601	16.4
English Language Arts 9	Acceptable Standard	High	Maintained	Good	13	84.6	13	92.9	43,024	79.1	43,763	78.2
	Standard of Excellence	High	Maintained	Good	13	15.4	13	15.3	43,024	16.3	43,763	14.8
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,606	67.2	1,587	66.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,606	7.9	1,587	7.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,331	88.8	2,324	84.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,331	15.0	2,324	11.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	336	90.2	324	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	336	15.8	324	12.4
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,936	64.9	1,894	65.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,936	14.9	1,894	15.3
Science 9	Acceptable Standard	Very High	Maintained	Excellent	12	91.7	13	89.3	42,932	74.9	43,553	71.7
	Standard of Excellence	Very High	Improved	Excellent	12	33.3	13	11.7	42,932	20.8	43,553	15.5
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,586	69.5	1,526	67.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,586	15.3	1,526	14.3
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	13	92.3	n/a	n/a	43,128	67.2	43,769	68.9
	Standard of Excellence	n/a	n/a	n/a	13	23.1	n/a	n/a	43,128	19.0	43,769	18.8
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,573	61.9	1,557	64.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,573	13.6	1,557	15.7

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

Evaluations for Mathematics (Grades 3, 6, 9) are not calculated due to the changes in the tests in 2010.

### 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
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
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
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
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
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

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 tests.

Evaluations for Mathematics (Grades 3, 6, 9) are not calculated due to the changes in the tests in 2010.

### 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

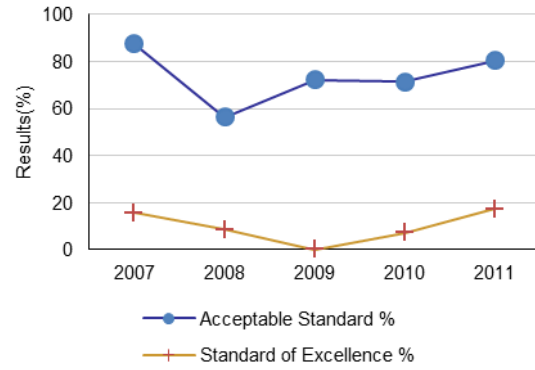
**Diploma Examination Results – Measure Details (OPTIONAL)**

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2007		2008		2009		2010		2011		2011	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	75.0	16.7	33.3	0.0	100.0	0.0	87.5	12.5	87.5	0.0		
	Province	87.7	19.0	87.1	15.5	86.1	12.3	85.1	10.1	84.4	10.1		
English Lang Arts 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.7	9.7	88.9	8.8	88.2	8.5	88.8	9.8	88.6	9.1		
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.6	23.1	94.9	24.5	95.1	18.9	93.7	16.3	95.3	14.3		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	97.2	24.6	98.5	25.4	94.7	33.1	94.2	15.6	93.8	20.1		
Pure Mathematics 30	Authority	100.0	9.1	80.0	10.0	*	*	50.0	0.0	68.8	18.8		
	Province	81.1	24.6	81.3	25.8	82.1	26.3	82.9	29.7	81.0	28.7		
Applied Mathematics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	77.6	12.1	76.4	10.7	79.4	13.5	77.3	12.6	74.3	9.8		
Social Studies 30	Authority	50.0	12.5	25.0	6.3	77.8	11.1	n/a	n/a	n/a	n/a		
	Province	86.1	24.6	84.7	21.5	84.2	21.4	67.8	10.4	69.7	12.1		
Social Studies 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	88.2	11.8	55.6	0.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	84.5	16.1	82.8	14.9		
Social Studies 33	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.8	19.6	85.3	18.9	85.6	20.2	76.4	11.5	69.0	21.4		
Social Studies 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	85.0	13.7	85.6	15.9		
Biology 30	Authority	88.9	22.2	*	*	*	*	75.0	8.3	85.7	35.7		
	Province	83.5	27.4	82.3	26.3	83.0	26.6	81.4	28.1	81.9	29.8		
Chemistry 30 Old	Authority	100.0	22.2	64.7	0.0	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.3	37.9	89.2	39.2	77.6	19.5	87.5	37.5	n/a	n/a		
Chemistry 30	Authority	n/a	n/a	n/a	n/a	16.7	0.0	76.9	15.4	*	*		
	Province	n/a	n/a	n/a	n/a	76.3	27.7	79.0	29.9	75.1	27.7		
Physics 30 Old	Authority	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	29.3	85.7	32.0	74.4	25.6	75.0	25.0	n/a	n/a		
Physics 30	Authority	n/a	n/a	n/a	n/a	*	*	*	*	*	*		
	Province	n/a	n/a	n/a	n/a	79.3	23.1	73.9	20.3	76.7	27.7		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.1	18.0	88.6	21.6	86.0	20.9	80.1	22.8	80.4	21.0		

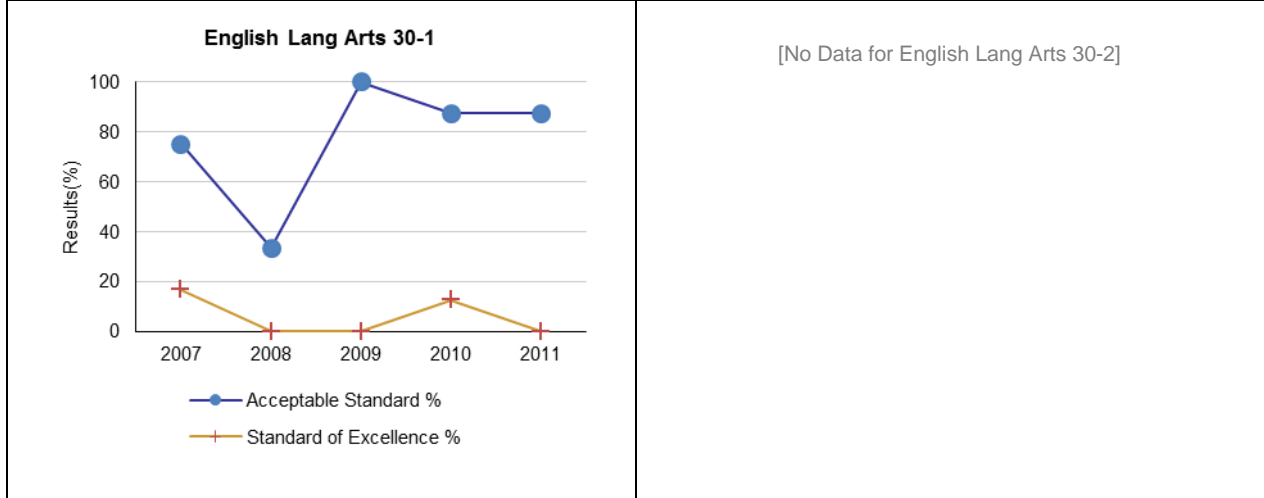
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

\*\* "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Graph of Diploma Examination Results – Overall (optional)

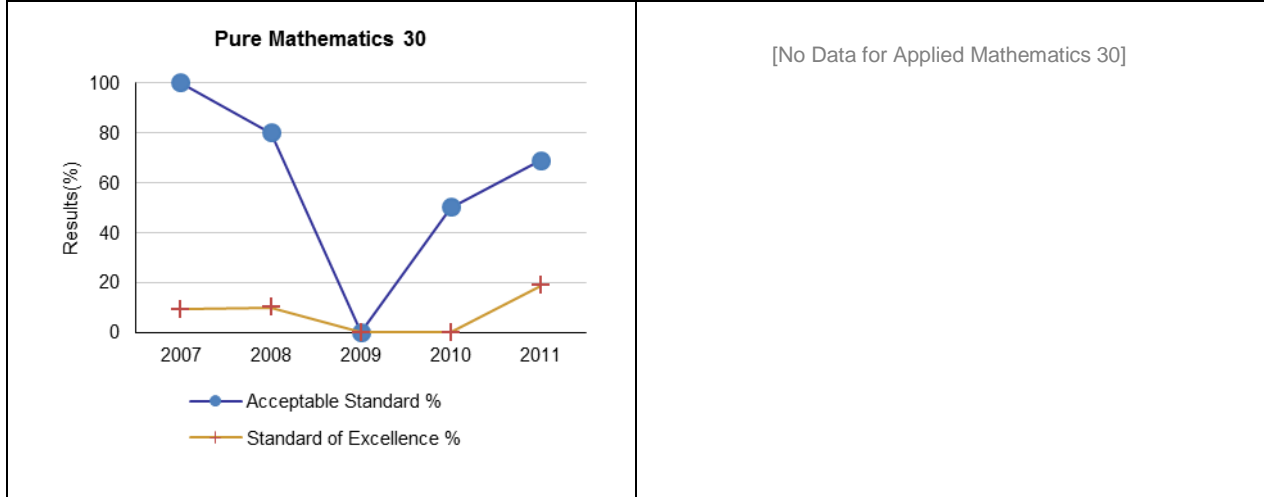


Diploma Examination Results by Course (optional)



[No Data for French Lang Arts 30-1]

[No Data for Français 30]



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

Diploma Examination Results by Course (optional)

[No Data for Social Studies 30]

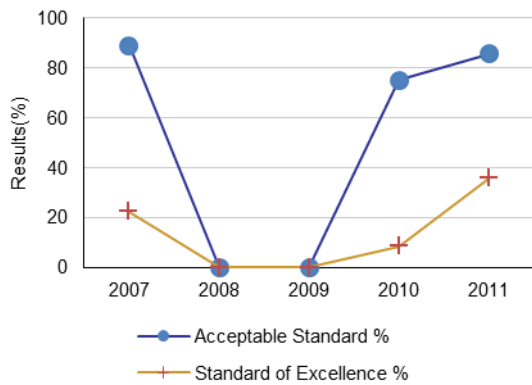
**Social Studies 30-1**



[No Data for Social Studies 33]

[No Data for Social Studies 30-2]

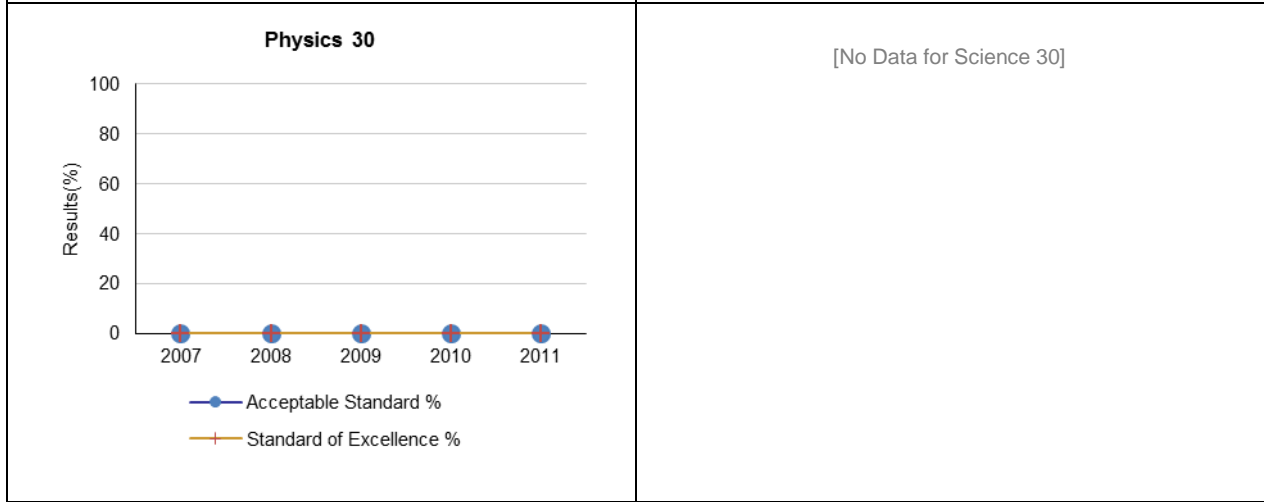
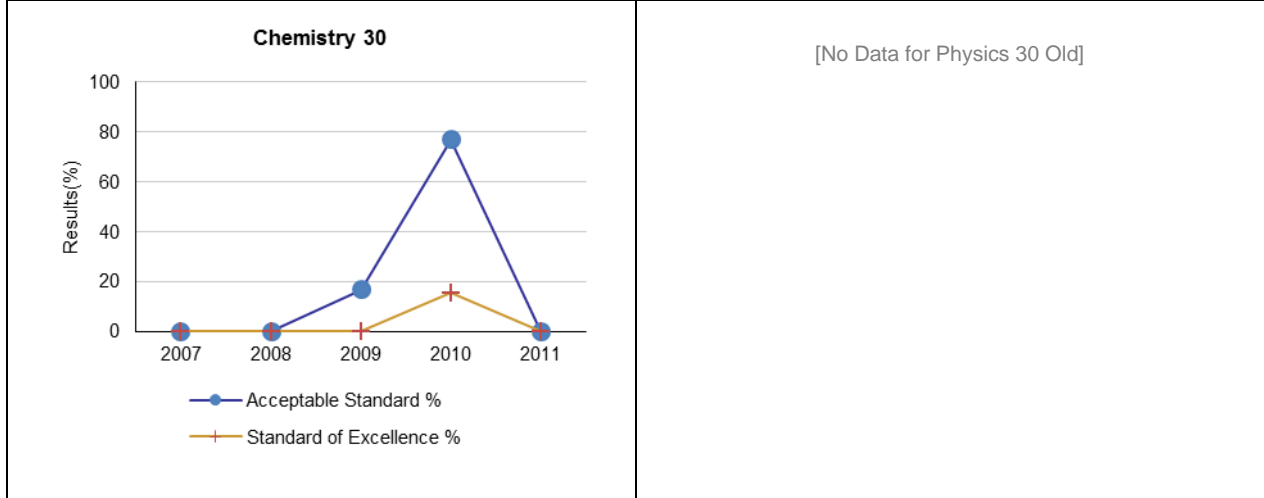
**Biology 30**



[No Data for Chemistry 30 Old]

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

Diploma Examination Results by Course (optional)



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

Diploma Examination Results Course By Course Summary With Measure Evaluation (optional)

Course	Measure	Mountain View Academy							Alberta			
		Achievement	Improvement	Overall	2011		Prev 3 Yr Avg		2011		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Low	Maintained	Issue	16	87.5	9	73.6	29,063	84.4	28,502	86.1
	Standard of Excellence	Very Low	Maintained	Concern	16	0.0	9	4.2	29,063	10.1	28,502	12.6
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,550	88.6	13,676	88.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,550	9.1	13,676	9.0
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,269	95.3	1,262	94.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,269	14.3	1,262	19.9
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	93.8	139	95.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	20.1	139	24.7
Pure Mathematics 30	Acceptable Standard	Low	Maintained	Issue	16	68.8	9	65.0	23,033	81.0	22,548	82.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	16	18.8	9	5.0	23,033	28.7	22,548	27.3
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,807	74.3	10,371	77.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,807	9.8	10,371	12.3
Social Studies 30-1	Acceptable Standard	n/a	Declined	n/a	9	55.6	17	88.2	23,603	82.8	23,484	84.5
	Standard of Excellence	n/a	Declined	n/a	9	0.0	17	11.8	23,603	14.9	23,484	16.1
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16,537	85.6	14,903	85.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16,537	15.9	14,903	13.7
Biology 30	Acceptable Standard	Intermediate	Maintained	Acceptable	14	85.7	12	75.0	22,817	81.9	21,372	82.2
	Standard of Excellence	Very High	Improved	Excellent	14	35.7	12	8.3	22,817	29.8	21,372	27.0
Chemistry 30	Acceptable Standard	*	*	*	4	*	10	46.8	18,792	75.1	18,152	77.6
	Standard of Excellence	*	*	*	4	*	10	7.7	18,792	27.7	18,152	28.8
Physics 30	Acceptable Standard	*	*	*	4	*	n/a	n/a	10,660	76.7	10,216	76.6
	Standard of Excellence	*	*	*	4	*	n/a	n/a	10,660	27.7	10,216	21.7
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,007	80.4	4,450	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,007	21.0	4,450	21.8

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

### 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 Lang Arts 30-1	Acceptable Standard	0.00 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Biology 30	Acceptable Standard	0.00 - 67.51	67.51 - 78.03	78.03 - 85.82	85.82 - 89.41	89.41 - 100.00
	Standard of Excellence	0.00 - 12.33	12.33 - 19.00	19.00 - 25.60	25.60 - 30.05	30.05 - 100.00
Science 30	Acceptable Standard	0.00 - 76.11	76.11 - 83.33	83.33 - 91.76	91.76 - 97.14	97.14 - 100.00
	Standard of Excellence	0.00 - 6.98	6.98 - 11.36	11.36 - 21.80	21.80 - 36.81	36.81 - 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 category, 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.

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

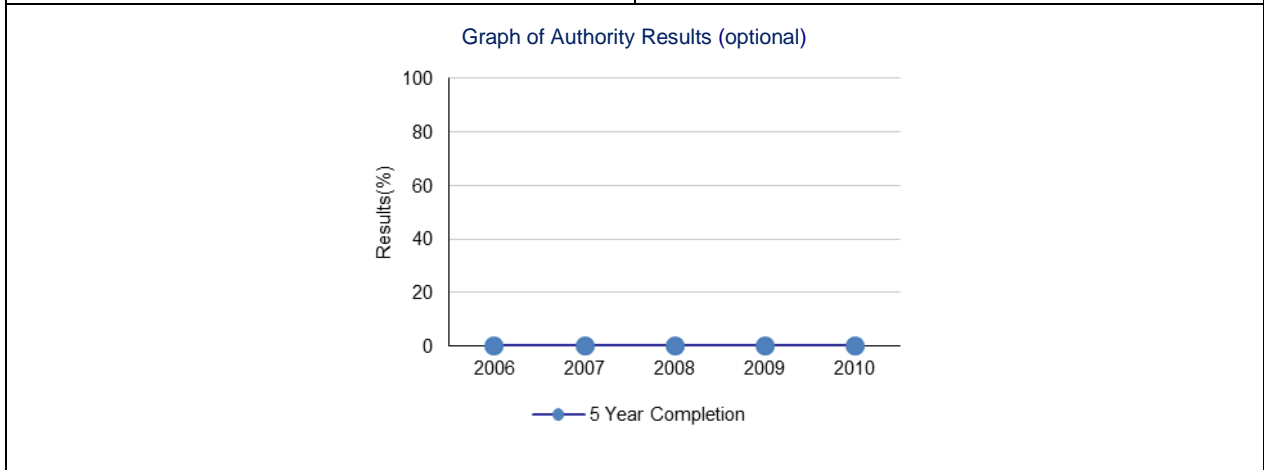
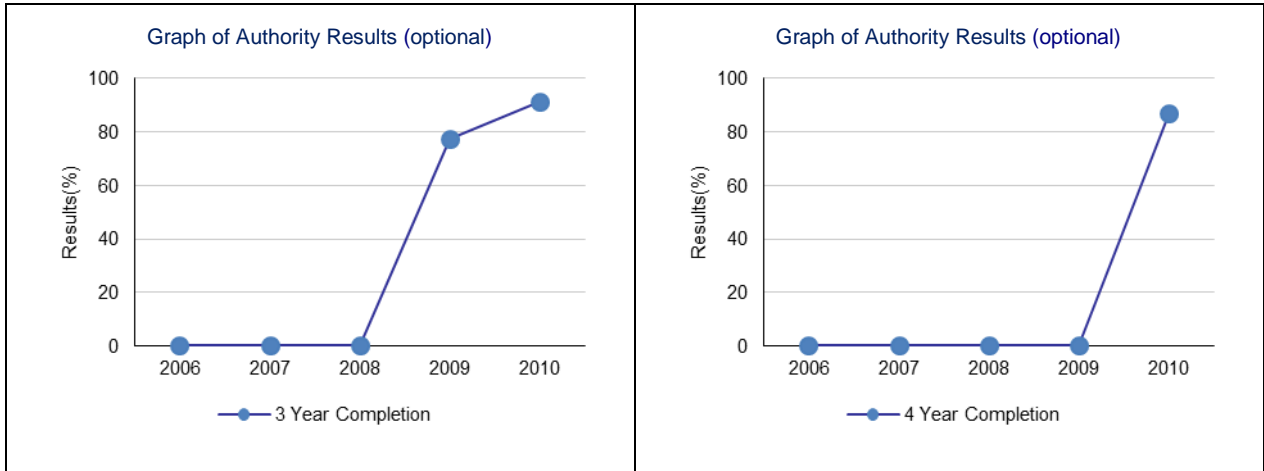
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

**High School Completion Rate – Measure Details (OPTIONAL)**

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

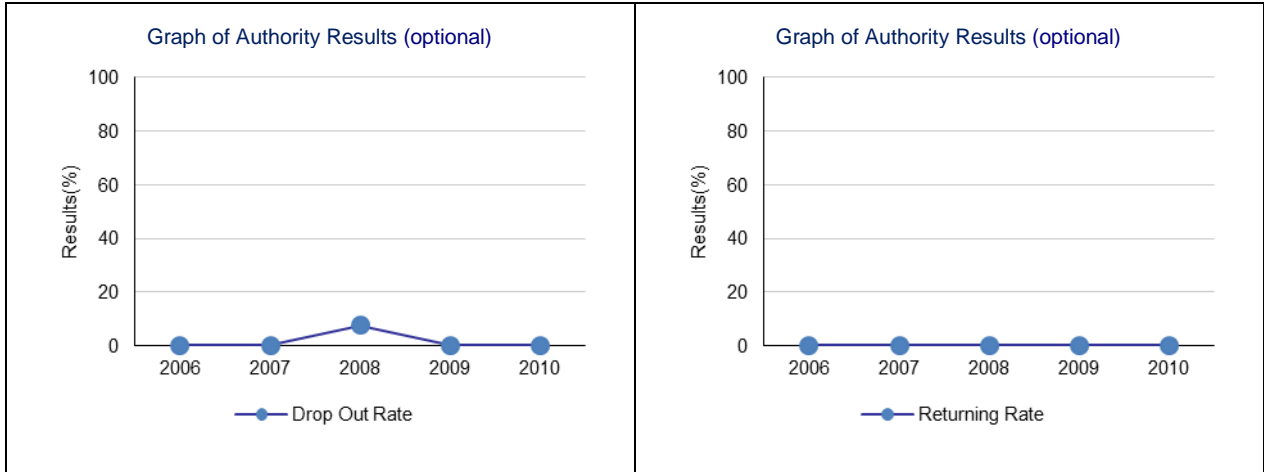
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
3 Year Completion	n/a	*	*	77.2	91.3	70.6	71.1	70.8	71.5	72.6
4 Year Completion	n/a	n/a	*	*	86.7	76.1	76.1	76.3	76.1	76.9
5 Year Completion	n/a	n/a	n/a	*	*	78.1	78.9	78.7	79.0	79.0



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

**Drop Out Rate – Measure Details (OPTIONAL)**

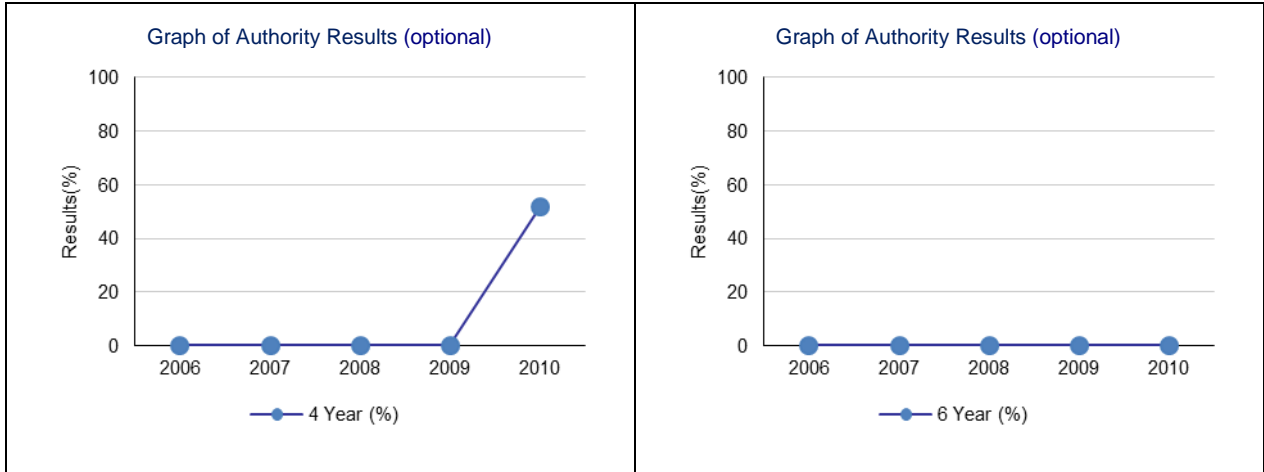
Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Drop Out Rate	*	0.0	7.6	0.0	0.0	4.7	5.0	4.8	4.3	4.2
Returning Rate	*	*	n/a	*	*	21.2	21.3	19.8	23.5	27.9



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

**High School to Post-secondary Transition Rate – Measure Details (OPTIONAL)**

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
4 Year Rate	n/a	n/a	*	*	51.7	37.7	38.7	38.9	37.5	37.8
6 Year Rate	n/a	n/a	n/a	n/a	*	58.1	58.8	59.2	59.8	59.3

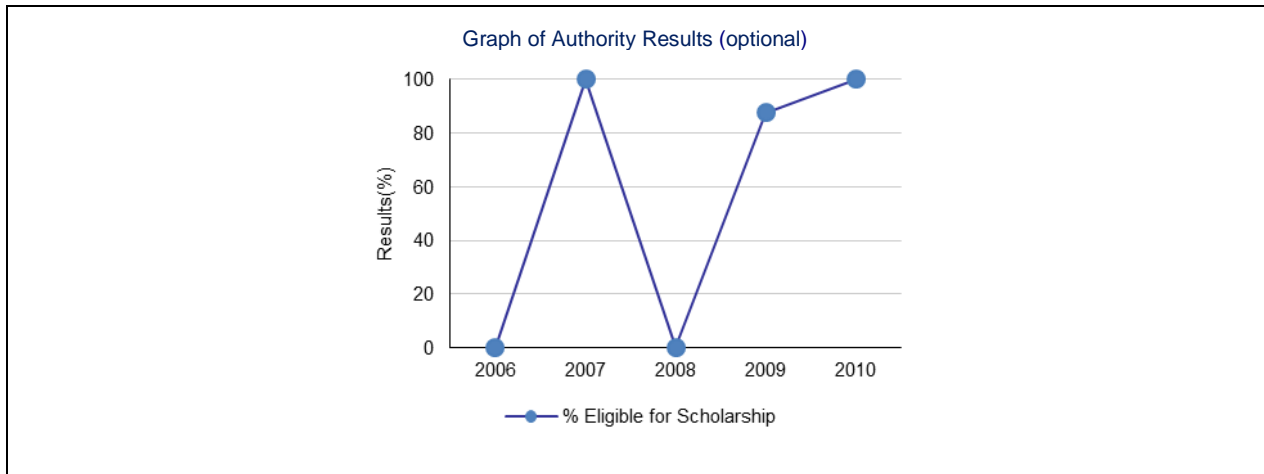


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Rutherford Eligibility Rate – Measure Details (OPTIONAL)**

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Rutherford Scholarship Eligibility Rate (Revised)	n/a	100.0	*	87.5	100.0	56.1	56.8	57.3	56.9	59.6

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2006		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2007	7	7	100.0	7	100.0	6	85.7	7	100.0
2008	3	*	*	*	*	*	*	*	*
2009	8	6	75.0	6	75.0	1	12.5	7	87.5
2010	6	6	100.0	6	100.0	2	33.3	6	100.0

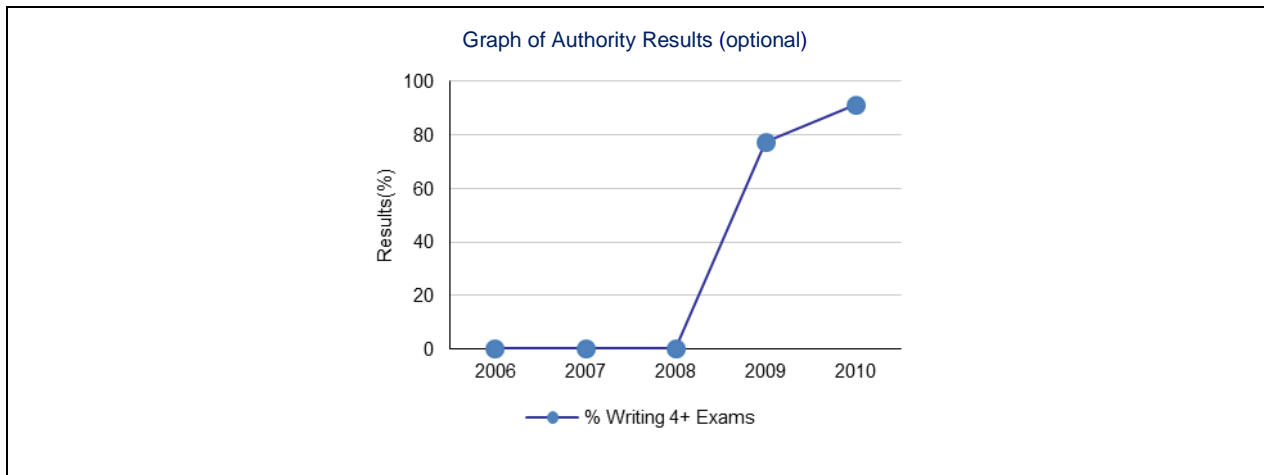


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Diploma Examination Participation Rate – Measure Details (OPTIONAL)**

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end their 3rd year of high school.

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
% Writing 0 Exams	n/a	*	*	9.9	8.7	17.8	18.0	18.4	18.0	17.2
% Writing 1+ Exams	n/a	*	*	90.1	91.3	82.2	82.0	81.6	82.0	82.8
% Writing 2+ Exams	n/a	*	*	90.1	91.3	78.5	78.6	78.0	78.7	79.6
% Writing 3+ Exams	n/a	*	*	77.2	91.3	65.6	65.6	64.9	65.2	66.0
<b>% Writing 4+ Exams</b>	<b>n/a</b>	<b>*</b>	<b>*</b>	<b>77.2</b>	<b>91.3</b>	<b>53.7</b>	<b>53.6</b>	<b>53.3</b>	<b>53.5</b>	<b>54.9</b>
% Writing 5+ Exams	n/a	*	*	51.5	52.2	34.6	34.7	34.3	34.7	36.1
% Writing 6+ Exams	n/a	*	*	12.9	0.0	13.0	13.2	12.7	12.9	13.4



Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

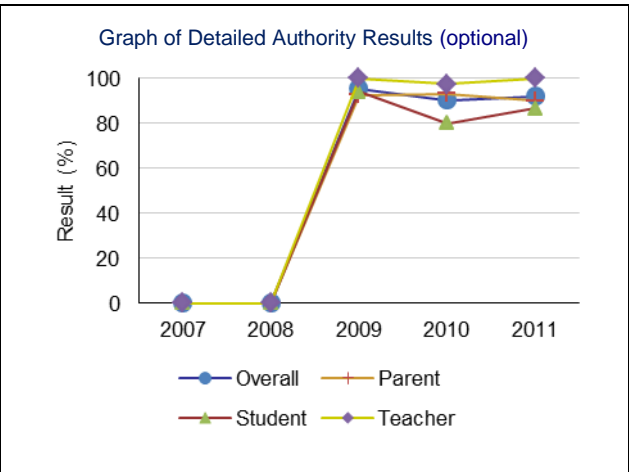
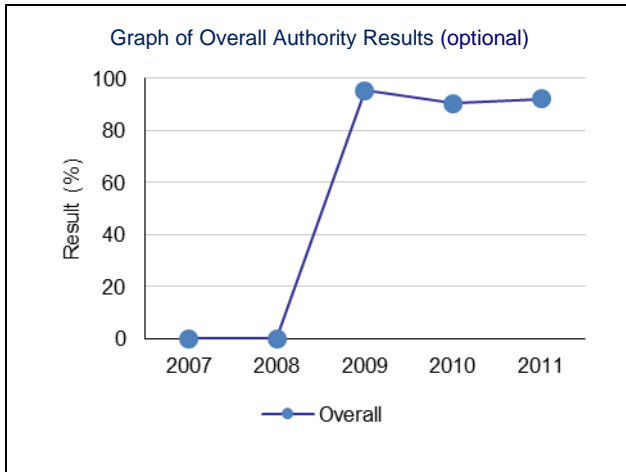
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
English 30 / English Language Arts 30-1	n/a	*	*	75.0	87.5	54.7	54.5	53.8	54.0	54.5
English 33 / English Language Arts 30-2	n/a	*	*	0.0	0.0	23.5	23.6	24.0	24.5	25.1
<b>Total of 1 or more English Diploma Exams</b>	<b>n/a</b>	<b>*</b>	<b>*</b>	<b>75.0</b>	<b>87.5</b>	<b>77.1</b>	<b>77.0</b>	<b>76.7</b>	<b>77.1</b>	<b>78.0</b>
Social Studies 30	n/a	*	*	87.5	87.5	49.5	49.3	48.1	48.1	3.7
Social Studies 30-1	n/a	n/a	*	0.0	0.0	n/a	n/a	0.0	0.0	45.7
Social Studies 33	n/a	*	*	0.0	0.0	28.8	28.8	29.5	30.1	2.5
Social Studies 30-2	n/a	n/a	*	0.0	0.0	n/a	n/a	0.0	0.0	27.4
<b>Total of 1 or more Social Diploma Exams</b>	<b>n/a</b>	<b>*</b>	<b>*</b>	<b>87.5</b>	<b>87.5</b>	<b>77.2</b>	<b>77.2</b>	<b>76.7</b>	<b>77.4</b>	<b>78.1</b>
Mathematics 30 / Pure Mathematics 30	n/a	*	*	62.5	87.5	41.9	41.7	41.1	40.8	41.4
Mathematics 33 / Applied Mathematics 30	n/a	*	*	0.0	0.0	19.5	19.5	19.1	19.7	19.7
<b>Total of 1 or more Math Diploma Exams</b>	<b>n/a</b>	<b>*</b>	<b>*</b>	<b>62.5</b>	<b>87.5</b>	<b>60.7</b>	<b>60.7</b>	<b>59.7</b>	<b>59.9</b>	<b>60.6</b>
Biology 30	n/a	*	*	62.5	75.0	39.6	39.8	39.1	39.8	41.2
Chemistry 30	n/a	n/a	n/a	12.5	50.0	n/a	n/a	n/a	29.7	35.2
Physics 30	n/a	n/a	n/a	25.0	12.5	n/a	n/a	n/a	17.5	20.0
Science 30	n/a	*	*	0.0	0.0	7.0	7.0	7.4	8.2	9.0
<b>Total of 1 or more Science Diploma Exams</b>	<b>n/a</b>	<b>*</b>	<b>*</b>	<b>75.0</b>	<b>87.5</b>	<b>56.7</b>	<b>56.5</b>	<b>56.1</b>	<b>56.1</b>	<b>57.6</b>
Français 30-1	n/a	*	*	0.0	0.0	0.2	0.2	0.2	0.2	0.2
French Language Arts 30	n/a	*	*	0.0	0.0	2.7	2.7	2.7	2.7	2.9
<b>Total of 1 or more French Diploma Exams</b>	<b>n/a</b>	<b>*</b>	<b>*</b>	<b>0.0</b>	<b>0.0</b>	<b>2.9</b>	<b>2.9</b>	<b>2.9</b>	<b>2.9</b>	<b>3.1</b>

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

**Citizenship – Measure Details (OPTIONAL)**

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

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	95.5	90.4	92.2	76.6	77.9	80.3	81.4	81.9
Teacher	n/a	n/a	100.0	97.6	100.0	89.9	90.6	91.8	93.0	92.7
Parent	n/a	n/a	92.6	93.3	90.0	72.6	74.7	77.4	78.5	78.6
Student	n/a	n/a	94.0	80.1	86.6	67.1	68.5	71.8	72.7	74.5

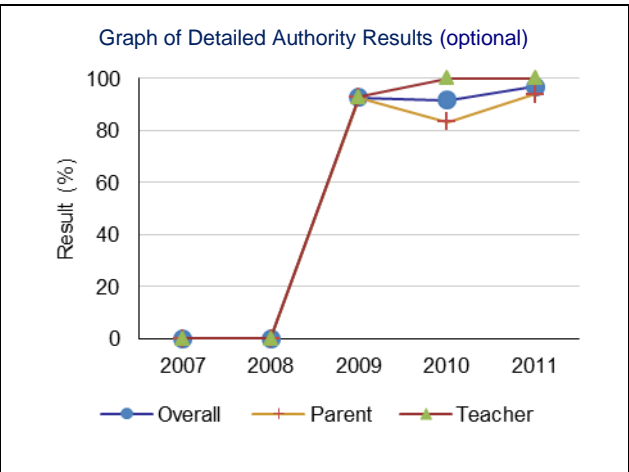
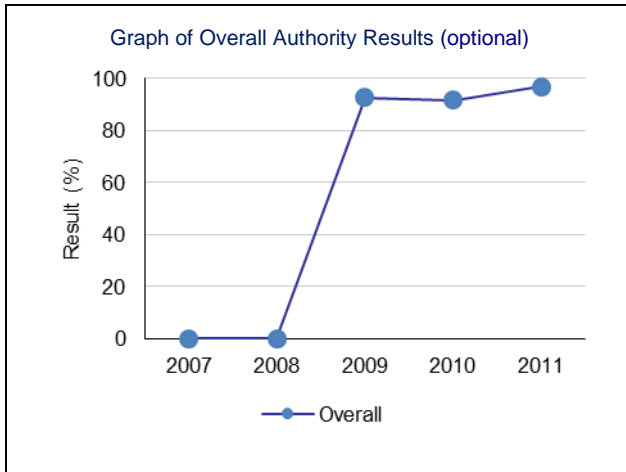


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Work Preparation – Measure Details (OPTIONAL)**

Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	92.8	91.7	96.9	77.1	80.1	79.6	79.9	80.1
Teacher	n/a	n/a	92.9	100.0	100.0	89.2	89.3	88.9	90.0	89.6
Parent	n/a	n/a	92.7	83.3	93.8	65.1	70.9	70.2	69.8	70.6

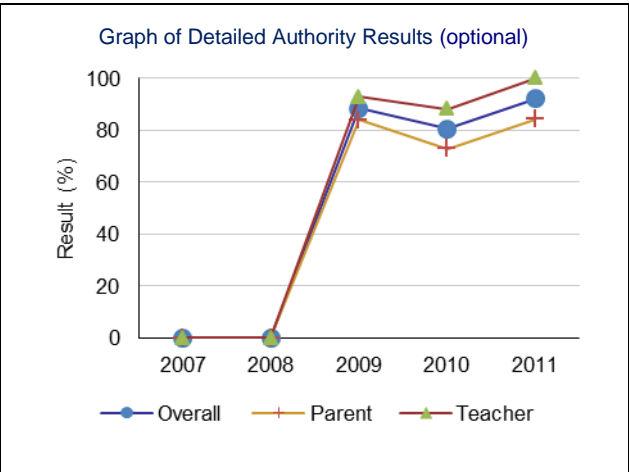
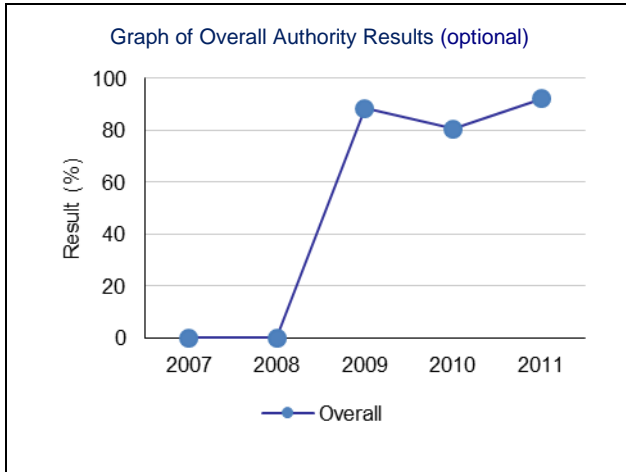


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Lifelong Learning – Measure Details (OPTIONAL)**

Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	88.4	80.6	92.2	65.6	66.7	67.4	67.6	67.9
Teacher	n/a	n/a	92.9	88.2	100.0	74.1	73.8	74.0	75.4	75.3
Parent	n/a	n/a	84.0	72.9	84.4	57.1	59.5	60.8	59.8	60.6

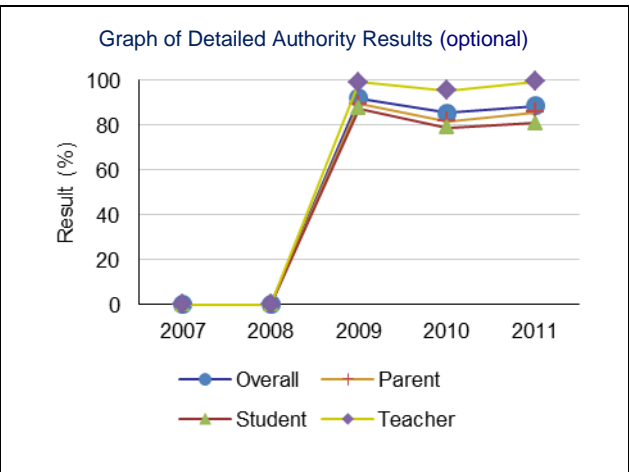
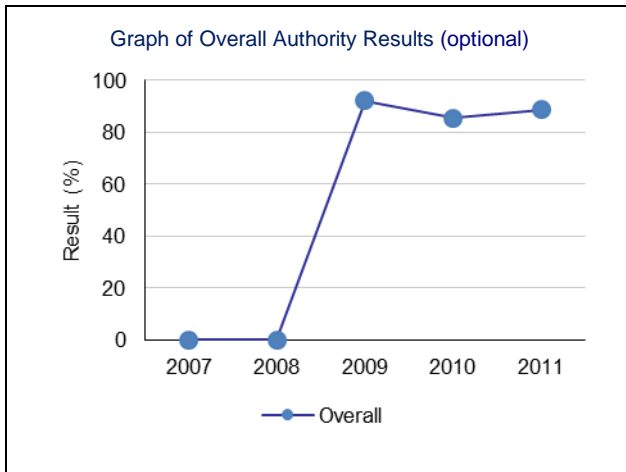


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Program of Studies – Measure Details (OPTIONAL)**

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.

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	92.1	85.4	88.7	78.5	79.4	80.3	80.5	80.9
Teacher	n/a	n/a	99.1	95.6	99.4	85.7	86.4	86.8	87.7	87.6
Parent	n/a	n/a	89.5	81.7	85.8	76.9	77.6	78.7	78.0	78.3
Student	n/a	n/a	87.6	78.8	81.0	72.9	74.1	75.3	75.9	76.9

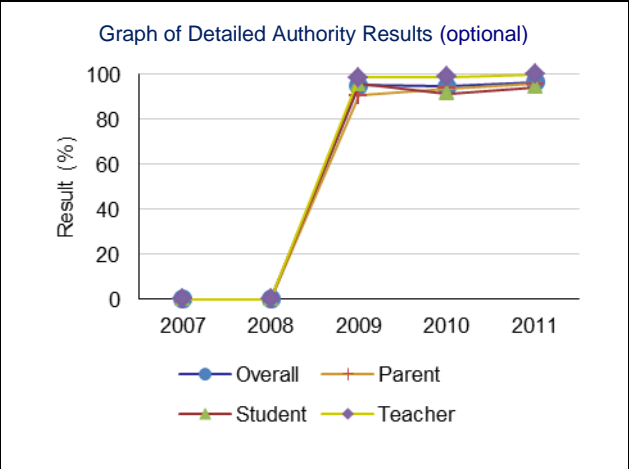
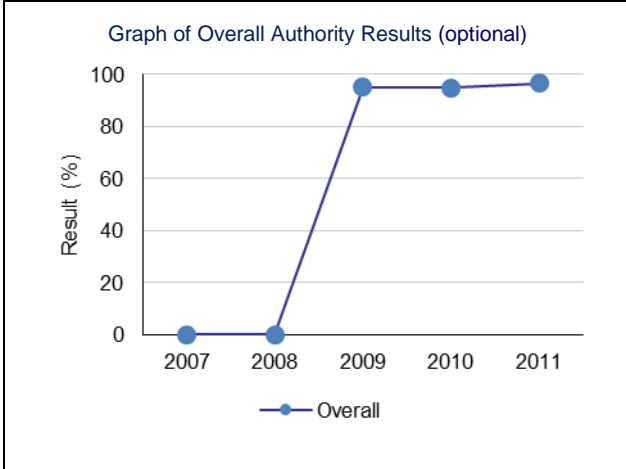


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Education Quality – Measure Details (OPTIONAL)**

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

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	95.1	94.8	96.7	87.6	88.2	89.3	89.2	89.4
Teacher	n/a	n/a	98.8	99.0	100.0	94.7	94.9	95.3	95.6	95.5
Parent	n/a	n/a	90.7	93.7	95.8	81.8	83.0	84.4	83.9	84.2
Student	n/a	n/a	95.9	91.5	94.3	86.4	86.6	88.3	88.2	88.5

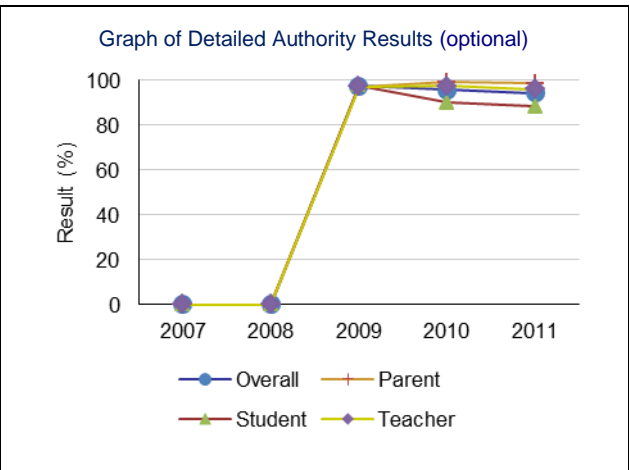
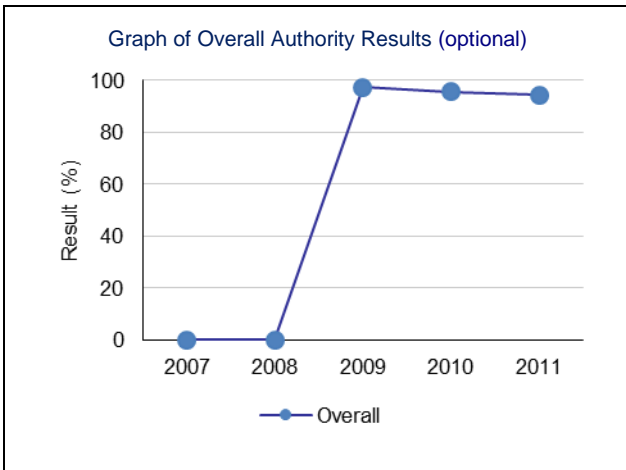


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Safe and Caring – Measure Details (OPTIONAL)**

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.

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	97.4	95.7	94.3	84.2	85.1	86.9	87.6	88.1
Teacher	n/a	n/a	97.1	97.6	96.0	92.6	93.1	93.8	94.4	94.5
Parent	n/a	n/a	97.2	99.2	98.8	81.7	83.2	85.3	86.1	86.6
Student	n/a	n/a	97.8	90.2	88.3	78.5	79.1	81.7	82.2	83.3

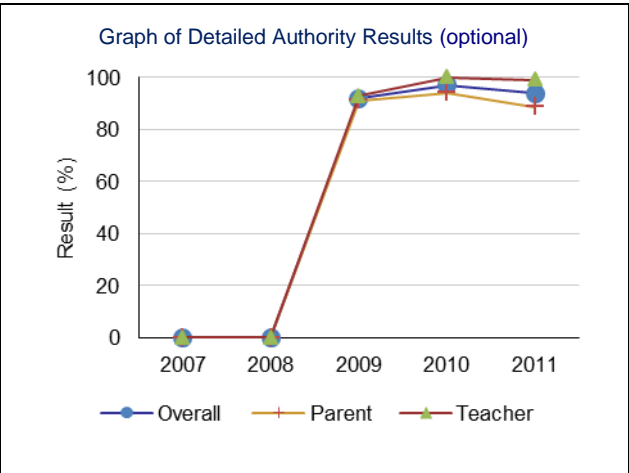
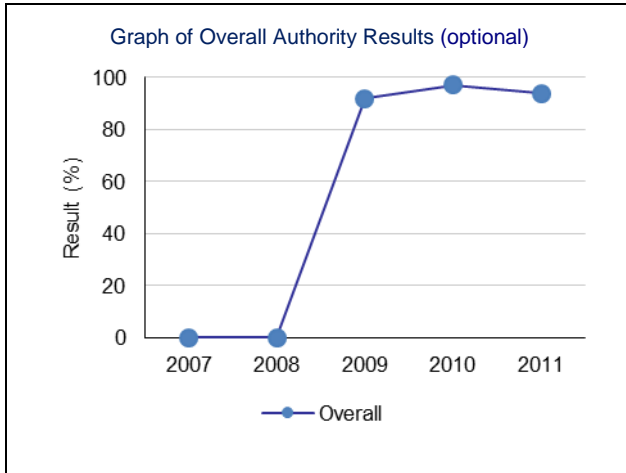


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Parental Involvement – Measure Details (OPTIONAL)**

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

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	92.0	97.1	93.9	77.5	78.2	80.1	80.0	79.9
Teacher	n/a	n/a	92.9	100.0	99.0	87.1	87.5	88.0	88.6	88.1
Parent	n/a	n/a	91.2	94.2	88.8	67.9	69.0	72.2	71.3	71.7

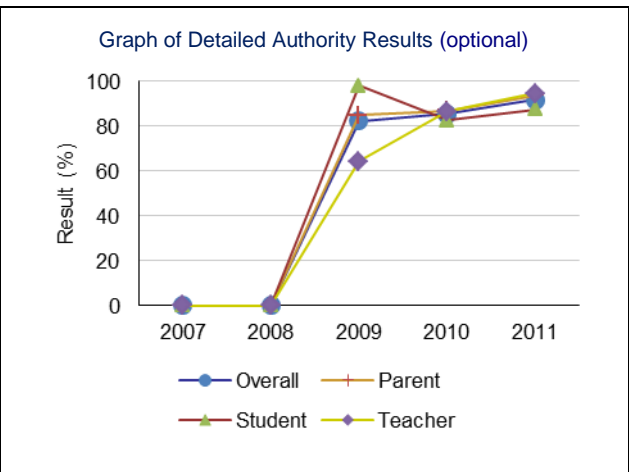
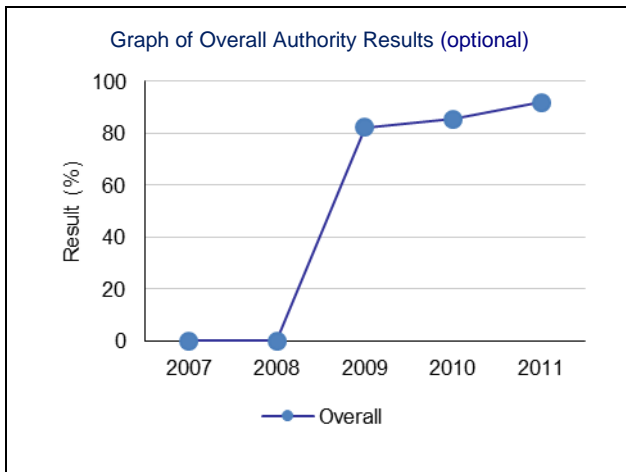


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**School Improvement – Measure Details (OPTIONAL)**

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

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	82.4	85.4	91.9	76.3	77.0	79.4	79.9	80.1
Teacher	n/a	n/a	64.3	86.7	94.7	74.5	75.6	78.2	80.8	80.1
Parent	n/a	n/a	85.0	87.0	93.8	75.1	75.9	78.1	77.0	77.3
Student	n/a	n/a	98.0	82.7	87.4	79.3	79.5	81.8	81.8	82.9



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