
Combined 3-Year Education Plan and Annual Education Results Report (AERR) for Trinity Lutheran Christian Academy

November 2011

Message from the Principal

Trinity Lutheran Christian Academy is dedicated to the students, staff, parents and greater community that we serve. With everything that we do, our focus is on making TLCA a better place for students to learn.

The Annual Education Results Report for November 2011 encompasses and looks back at the 2010/2011 school year. This report then is one of celebration as well as challenges as we report on the multiple successes and the immediate challenges we face as a school.

We hope that by reviewing our past we can ultimately improve our future through adequate, thoughtful planning and community involved discussion. This document will serve as our three year education plan for the 2011/2012, 2012/2013 and 2013/2014 school years.

Wayne Funk
Trinity Lutheran Christian Academy Principal
November 2011

Accountability Statement

The *Annual Education Results Report* for Trinity Lutheran Christian Academy for the 2010/2011 school year was prepared in accordance with the requirements of Alberta Education and Golden Hills School Division. The school is committed to using the results in this report to improve outcomes for students. We use the results to develop sound strategies for our *Three Year Education Plan* to ensure all our students can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

School Profile

Trinity Lutheran Christian Academy is an alternative faith based program that encompasses kindergarten to grade 9 programming. Our current population is 78 students with approximately 13% of our population being rural students. The remainder of our students live within the town of Strathmore. Our programs include a kindergarten class, a grade 1/2 combined class, a grade 3/4/5 combined class and a grade 6/7/8 combined class. Additionally, the students participate



in some Christian Education classes weekly.

Highlights of 2010/2011

Christian Education Programming

With the support of the Trinity Lutheran Christian Academy Commission we are able to purchase student and teacher resources that allow us to provide ongoing Christian Education to our student body. This program, "Voyages," published by Concordia Publishing House in Missouri, allows us to involve all of our students in a specific Christian Education class multiple times a week. In addition, our teachers are encouraged to use Biblical stories, themes and characters whenever possible throughout the school year.

Weekly, our student body gathers in the gym for Chapel. Pastor Nick Wasylowich leads our chapel time and is an invaluable member of the TLCA staff. During chapel, students have many opportunities to lead and participate in Christian worship activities.

Alberta Initiative for School Improvement

Our teachers are moving through the Golden Hills School Division mandated Assessment for Learning focus of this AISI cycle. During this time our teachers are moving through an Understanding by Design project, developing their own sense of how assessment is changing in their classrooms and getting the students to better understand how they are assessed and also giving the students ability to better self-assess. Being a small school, we only have a small amount of AISI teacher time allotted, but our dedicated staff takes time during staff meetings and other opportunities to have professional discussions around Assessment for Learning Practices.



Student Leadership

Our junior high school class takes on the role of student leadership in a very dedicated and supportive way. They are involved in planning school spirit events, running the canteen, deciding on a school mascot along with many other activities.



Trends and Issues

Student Enrollment

As a relatively new school, Trinity Lutheran Christian Academy continues to struggle to find students to make the school viable from a strictly financial perspective. At the start of the 2011/2012 school year, our student enrollment was very healthy in the Kindergarten – grade 2 range, but as we move up through the grades we seem to have fewer and fewer students enrolled. TLCA has gone through many different ways to make the public aware of the alternative program that GHSD offers including; open houses, advertisements in the local newspapers, postcard mail outs and articles written to be included in the Strathmore Times and Strathmore Standard. TLCA staff, school council and commission are all dedicated to the growth and sustainability of the school and we will be generating plans to ensure the success of Trinity Lutheran Christian Academy into the future.

Student Bussing

As an alternative program within Golden Hills School Division, TLCA is in an unenviable position for bussing purposes. Currently, only students who live within the Westmount School Catchment area are bussed to and from the school. As the GHSD Board has designated TLCA as a school of choice, parents that wish to have their children attend TLCA cannot get bussing should they live outside of the Westmount School Catchment area. Offering bussing throughout the town of Strathmore and to our rural students would allow for an obstacle to be removed for parents who are considering TLCA as a school for their children.

Alternative Program Fees

As an alternative program, TLCA charges every student an extra \$500 per year to attend our school. This money is then used to directly fund the spiritual or Christian programming that is ongoing within our school. We have many parents who object to this increased cost and feel it is an unnecessary burden for their family. These fees may need to be lowered, reduced or eliminated altogether to allow TLCA to find themselves on equal footing with other schools within Strathmore whether that be within Golden Hills School Division or not.

Facility and Capital

Building Lease

TLCA leases our school building from Encharis (a land holding branch of the Lutheran Church Canada). This lease will expire at the end of the 2012/2013 school year and it will be important to enter into negotiations with Encharis in regards to the extension of this lease at the earliest possible opportunity.

Technology

During the spring of 2011, Active Boards were installed in all of our classrooms. Currently, we have four Active Boards that are in use throughout the school to enhance our learning environments for our students. Additionally, an anonymous donor has come forward in the fall of 2011 to donate 15 laptop computers and a laptop storage cart to our school. This donation

will enable our students to utilize the technological tools that are available within TLCA right from their classrooms.



Transportation

During the first three years of existence, TLCA did not have the opportunity for busses to pick up and drop off students within our school yard. Students were escorted to and from the bus run at Westmount School to access their bus. With the start of the 2011/2012 school year a new bus run has been designed and implemented right at the TLCA property. This bus run allows for a safer option for our students who ride the bus daily.



October 2011 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Trinity Lutheran Christian			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	Acceptable	Safe and Caring	81.5	76.5	76.5	88.1	87.6	86.6	Intermediate	Maintained	Acceptable
Student Learning Opportunities	n/a	Program of Studies	65.7	63.8	63.8	80.9	80.5	80.1	Very Low	Maintained	Concern
		Education Quality	83.8	76.8	76.8	89.4	89.2	88.9	Low	Maintained	Issue
		Drop Out Rate	0.0	n/a	n/a	4.2	4.3	4.7	Very High	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	72.6	71.5	71.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	94.4	73.8	83.2	79.3	79.1	78.0	Very High	Maintained	Excellent
		PAT: Excellence	22.2	9.5	8.5	19.6	19.4	18.5	High	Improved	Good
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	82.6	83.4	84.0	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	18.7	19.0	18.9	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	53.5	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	59.6	56.9	57.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.3	59.8	59.3	n/a	n/a	n/a
		Work Preparation	76.5	57.9	57.9	80.1	79.9	79.8	Intermediate	Improved	Good
		Citizenship	78.9	64.6	64.6	81.9	81.4	79.9	High	Improved	Good
Parental Involvement	Good	Parental Involvement	79.2	85.4	85.4	79.9	80.0	79.4	High	Maintained	Good
Continuous Improvement	Good	School Improvement	77.3	60.4	60.4	80.1	79.9	78.8	High	Improved	Good

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 (*).

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 - 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*

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

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

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	92.6	73.8	94.4	80.6	Very High	Maintained	Excellent	85%	87%	89%
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	7.4	9.5	22.2	10.0	High	Improved	Good	20%	22%	24%

Comment on Results

Obviously we are very happy with our academic scores for both the acceptable and excellent standards. However a word of caution is that with our extremely small class sizes on student moving into or out of our school can make a substantial difference in our scores.

Strategies

Reading

Throughout Trinity Lutheran Christian Academy, teachers use “Cornerstones” published by Gage Learning as their top resource. Students in Kindergarten and grade 1 also use Animated Literacy as a supplemental resource.

As TLCA was not involved in the previous round of AISI strategies, some of the teachers will have missed some of the reading strategies taught by AISI reading Strategy Lead Teachers. During a PD opportunity, it would benefit the teachers at TLCA to be a part of a reading strategies PD session.

Writing

All of the students at TLCA benefit from the program “Write Traits” published by Great Source Education Group. This resource focusses on 6 writing traits that students use to create top notch narrative and expository writing samples.

A further resource for the teachers at TLCA will be the “6 + 1 Traits of Writing” written by Ruth Culham. This resource will act as a supplement to the program already in place for the teachers.

Math

The main math resource at TLCA is Math Makes Sense by Pearson. Depending on the teacher, Power of 10 and/or Math for Success can be found as a supplemental resource for our students.

Notes:

- 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.
- 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*

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

- *Students demonstrate high standards in learner outcomes (high school portion only)*
- *High school completion rates are showing continual improvement*
- *Children and youth with at risk factors have their needs addressed through timely and effective programs and supports*
- *Students are well prepared for lifelong learning*

[No Data for Diploma Exam Results]

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	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	0.0	0.0	Very High	n/a	n/a	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	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results

With TLCA being a K- 9 school we only have students who fit into this age range on occasion.

Strategies

Continue to engage our junior high students with informative, dynamic classes.

Continue to implement technology throughout the school day.

We are working toward using some of our school council fundraising dollars to purchase a partial cart of lap top computers to further invest in our technology.

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, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
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. 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.
4. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

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

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	n/a	64.6	78.9		High	Improved	Good	85%	90%	95%
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	n/a	57.9	76.5		Intermediate	Improved	Good	80%	85%	90%

Comment on Results

As an alternative program with a Christian focus, we believe strongly that this is an outcome where we should excel. With our Christian Studies, Weekly Chapel times and a Chaplain on staff our results should be outstanding when it comes to “modeling the characteristics of active citizenship.”

It is very interesting to see the growth from 2010 results through to 2011 results for the second performance measure listed above. As TLCA becomes more comfortable as a school, I anticipate these results to continue to grow.

Strategies

- Through our Christian Studies program we will continue to develop students that model active citizenship.
- Each of our classes will have some sort of “giving to the community” project that they will be embarking on in the spring of 2012
- Our Leadership class (grade 6/7/8) will be responsible for planning and implementing a comprehensive school spirit plan. Through this planning and implementation process our oldest students will be encouraged to attain the attitudes and behaviors that will make them successful workers once they have finished school

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

Goal Two: Transformed Education Through Collaboration

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

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

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

Performance Measure	Results (in percentages)					Target	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	n/a	63.8	65.7		Very Low	Maintained	Concern	70%	75%	80%
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	n/a	76.8	83.8		Low	Maintained	Issue	85%	88%	90%
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	n/a	76.5	81.5		Intermediate	Maintained	Acceptable	85%	88%	90%

Comment on Results

Any time the red or orange colors are shown in the evaluation of a particular performance measure it is obviously a cause for concern. Our goal as a school is to try to increase the scores for each of the performance measures with the strategies you see listed below.

As a staff, our teachers and support staff have taken this outcome as their group area for improvement.

Strategies

To broaden the range of programs our students encounter during the school year the following steps have been taken.

- A music specialist volunteer comes in to teach music to all of our students on a bi-weekly basis. The students learn some basic music theory but also get to practise on class sets of guitars, keyboards and other instruments that have been donated to the school.
- A generous donation has allowed TLCA to initiate the purchase of a partial cart of laptops to be used by our grade 3 – 8 students. This cart of laptops will allow the students to have access to the wireless network that is throughout our school for research and inquiry purposes.

To increase the amount of people who are satisfied with the quality of our basic education the following steps have been taken.

- We have concentrated our teachers where the majority of our students are. The kindergarten class has 18 students and these students are in their own classroom for the entirety of their programming. Our grade 1 and 2 students share two teachers at some points in the week to allow for our youngest learners to have as low a pupil teacher ratio as possible.
- Our grade 3/4/5 and grade 6/7/8 class will have access to technological tools at an increased rate, thus allowing them to become more engaged in their basic education.

To increase the amount of people that feel students are treated fairly at school, that students learn the importance of caring for others and that feel the students are safe at school the following steps have been taken.

- With an increased amount of administrative time, GHSD has pledged to have a discipline process that is fair, prompt and not delayed by an administrator who teaches an inordinate amount of time
- Our Christian Studies classes will focus on virtues of good students as well as Christian values. Things like honesty, respect, truth and wisdom will also be highlighted through weekly Health and Christian Studies programs

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

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

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	n/a	85.4	79.2		High	Maintained	Good	85%	90%	95%
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	n/a	60.4	77.3		High	Improved	Good	80%	85%	90%

Comment on Results

These results are positive as a new school inevitably goes through growing pains during the initial start-up years. It is imperative to keep the parents involved in their child's education and our goal of continual improvement will never diminish.

Strategies

To increase the number of parents who feel involved in decision's about their child's education the following steps will be taken.

- To make sure that all parents are consulted, in person or over the phone, in regards to a child's Individual Program Plan
- Increase the number of parents that attend the TLCA School Council meetings and get them involved in decision making. We hope to do this through increased advertisement, guest speakers and creating an atmosphere of improvement and open dialogue.

To have stakeholders believe that their school has gotten better over time it is imperative to allow for growth and change to occur. At TLCA we will do this by taking the following steps.

- Continue to add programming whenever possible – especially at the junior high school level
- Encourage our students to continue to attend TLCA after grade 8. TLCA has a grade 9 program but there are not currently any students attending this program.
- Continuing to hire staff members who are quality educators but also believe strongly in the mission of an alternative Christian program.

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

APPENDIX – Measure Details

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

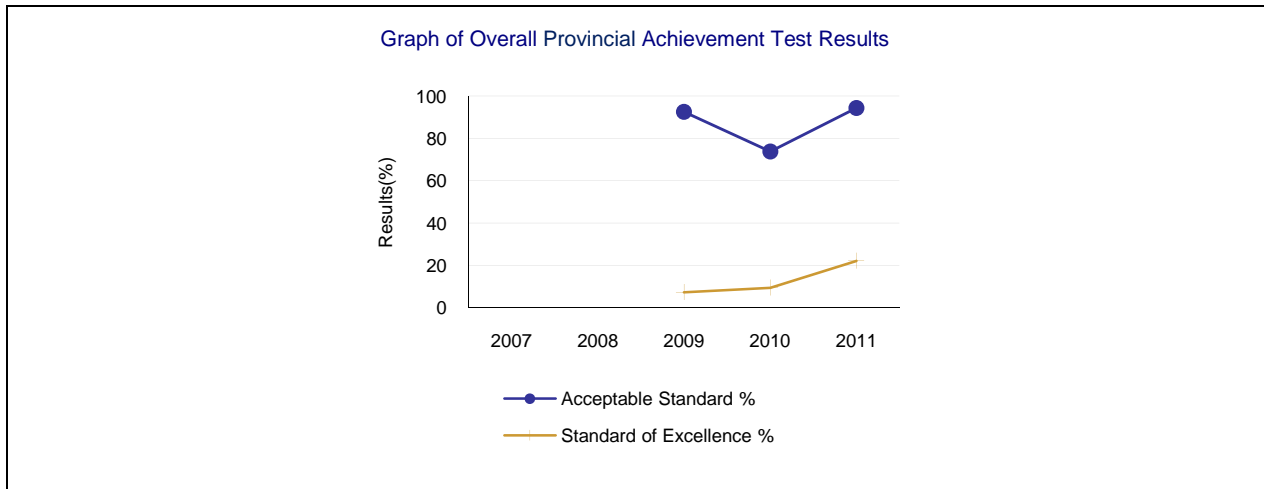
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2007		2008		2009		2010		2011		2011	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	School	n/a	n/a	n/a	n/a	*	*	*	*	100.0	50.0		
	Authority	82.3	18.2	87.0	14.9	84.4	18.2	83.9	16.1	87.8	15.7		
	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	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	83.8	15.8	84.1	16.3	80.6	15.8		
Français 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	82.5	16.3	86.4	16.3	84.2	18.6		
Mathematics 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100.0	16.7		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	82.7	23.2		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77.4	26.0		
English Language Arts 6	School	n/a	n/a	n/a	n/a	100.0	12.5	100.0	0.0	100.0	16.7		
	Authority	78.7	15.1	82.7	18.9	83.3	16.7	87.4	19.1	86.6	17.1		
	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	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.1	11.0	87.7	14.2	91.5	15.9	88.3	15.9	89.4	17.1		
Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	93.0	18.0	94.3	17.1	92.6	18.7	91.3	18.3	92.2	17.6		
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	50.0	16.7		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76.8	14.3		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8		
Science 6	School	n/a	n/a	n/a	n/a	100.0	0.0	71.4	14.3	83.3	0.0		
	Authority	69.1	23.7	72.4	18.7	78.6	20.0	76.4	21.6	78.1	18.6		
	Province	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4	76.2	25.0		
Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	n/a	71.4	0.0	83.3	16.7		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	65.5	10.9	67.1	12.9		
	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	School	n/a	n/a	n/a	n/a	*	*	*	*	n/a	n/a		
	Authority	71.4	11.9	73.9	10.7	79.7	14.1	79.2	8.9	79.2	12.4		
	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	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	59.3	3.7	73.1	0.0		
	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	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.3	12.9	84.5	12.4	81.8	10.3	86.1	12.4	88.8	15.0		
Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.6	12.6	84.8	11.7	85.6	12.9	84.3	12.7	90.2	15.8		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	57.1	10.6		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.1	17.3		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	64.3	7.1	45.8	4.2		

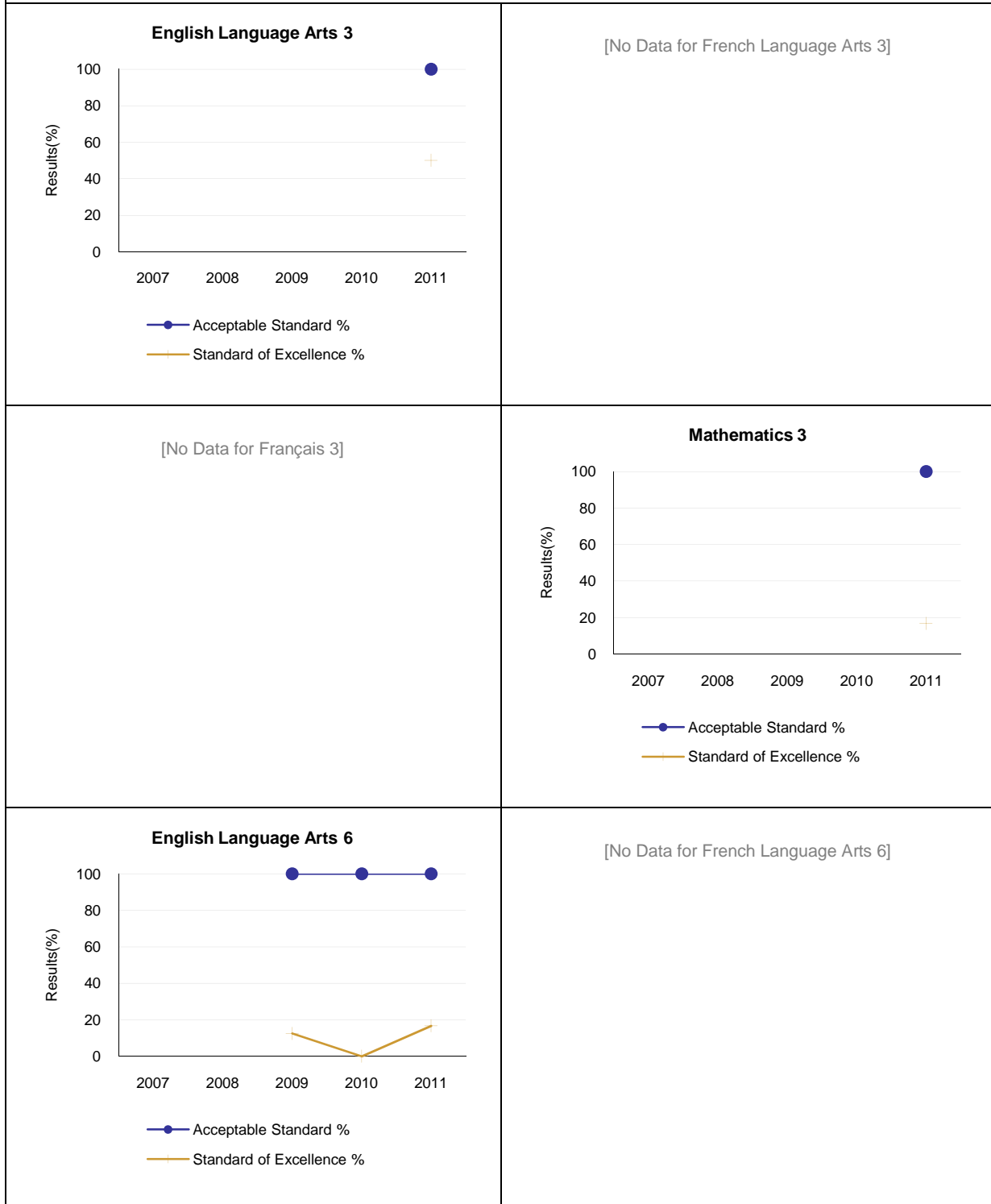
	Province	n/a	n/a	n/a	n/a	n/a	n/a	65.6	15.3	64.9	14.9		
Science 9	School	n/a	n/a	n/a	n/a	*	*	*	*	n/a	n/a		
	Authority	62.4	9.1	63.8	6.0	68.9	12.0	70.3	12.0	68.2	12.9		
	Province	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7	74.9	20.8		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	71.4	7.1	50.0	8.3		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	67.2	14.3	69.5	15.3		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	63.6	13.5	59.9	13.4		
	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	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	77.8	7.4	66.7	25.9		
	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.

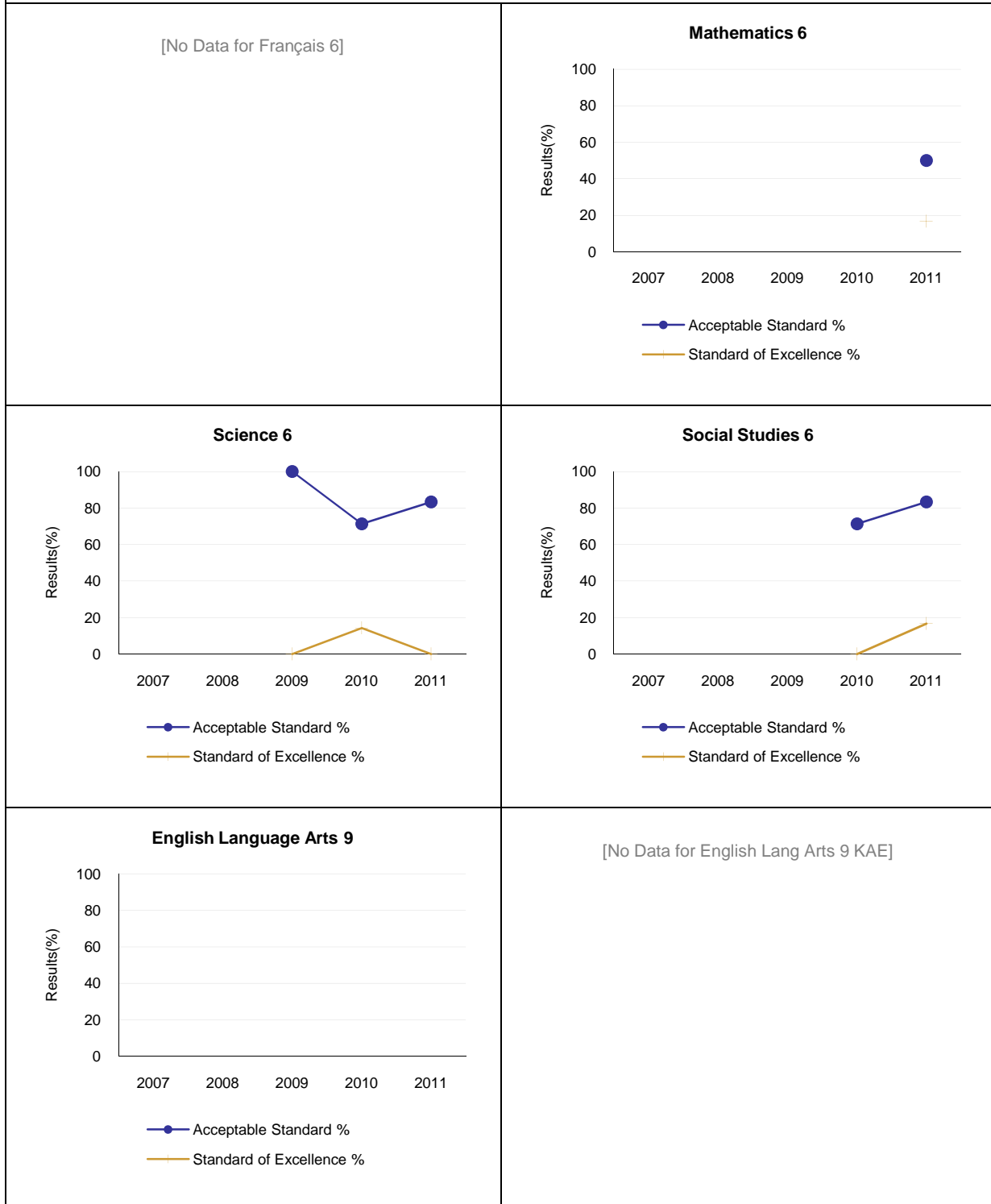


Graph of Provincial Achievement Test Results by Course



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

Graph of Provincial Achievement Test Results by Course



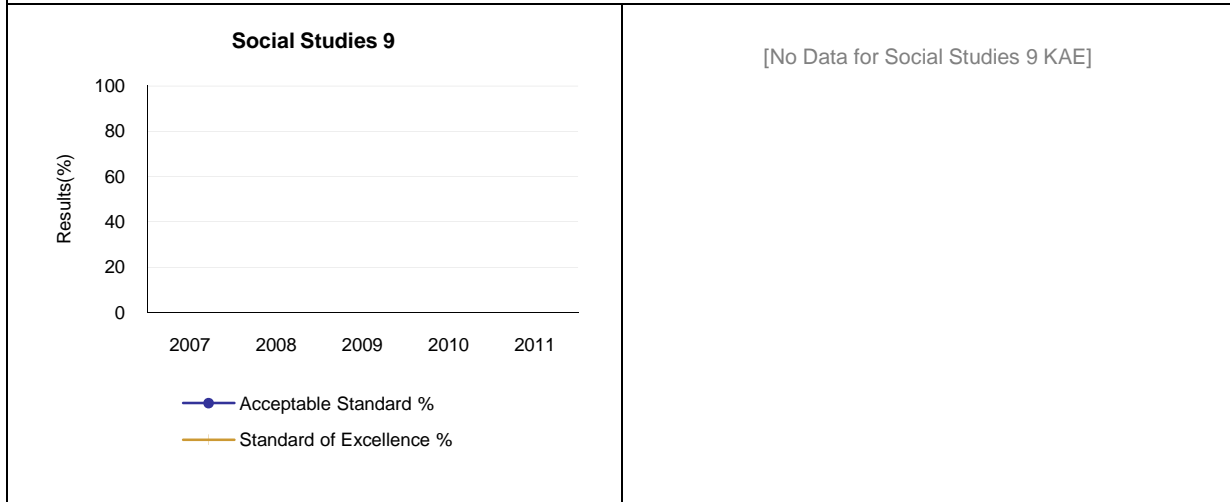
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course

<p>[No Data for French Language Arts 9]</p>	<p>[No Data for Français 9]</p>																		
<p>[No Data for Mathematics 9]</p>	<p>[No Data for Mathematics 9 KAE]</p>																		
<p style="text-align: center;">Science 9</p> <table border="1"> <caption>Science 9 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>0</td> <td>0</td> </tr> <tr> <td>2008</td> <td>0</td> <td>0</td> </tr> <tr> <td>2009</td> <td>0</td> <td>0</td> </tr> <tr> <td>2010</td> <td>0</td> <td>0</td> </tr> <tr> <td>2011</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2007	0	0	2008	0	0	2009	0	0	2010	0	0	2011	0	0	<p>[No Data for Science 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2007	0	0																	
2008	0	0																	
2009	0	0																	
2010	0	0																	
2011	0	0																	

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

Graph of Provincial Achievement Test Results by Course



Note: 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

Course	Measure	Trinity Lutheran Christian							Alberta			
		Achievement	Improvement	Overall	2011		Prev 3 Yr Avg		2011		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Very High	n/a	n/a	6	100.0	n/a	n/a	42,944	81.8	42,052	81.0
	Standard of Excellence	Very High	n/a	n/a	6	50.0	n/a	n/a	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	11	100.0	43,433	83.0	43,646	82.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	6	16.7	11	6.3	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	Intermediate	Maintained	Acceptable	6	83.3	11	85.7	43,441	76.2	43,534	76.0
	Standard of Excellence	Very Low	Maintained	Concern	6	0.0	11	7.1	43,441	25.0	43,534	25.1
Social Studies 6	Acceptable Standard	n/a	Maintained	n/a	6	83.3	14	71.4	43,537	71.1	43,601	71.0
	Standard of Excellence	n/a	Improved	n/a	6	16.7	14	0.0	43,537	18.5	43,601	16.4
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,024	79.1	43,763	78.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,932	74.9	43,553	71.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	n/a	n/a	n/a	n/a	43,128	67.2	43,769	68.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	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)

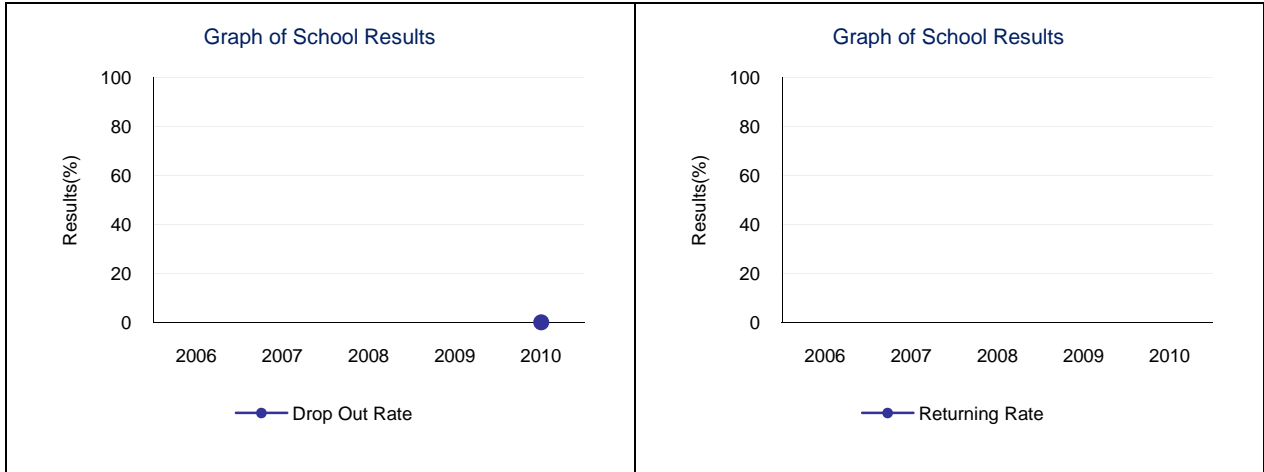
Overall Evaluation Table

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

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Drop Out Rate	n/a	n/a	n/a	n/a	0.0	4.7	5.2	5.4	4.5	4.7	4.7	5.0	4.8	4.3	4.2
Returning Rate	n/a	n/a	n/a	n/a	n/a	19.8	19.6	19.0	23.8	22.4	21.2	21.3	19.8	23.5	27.9

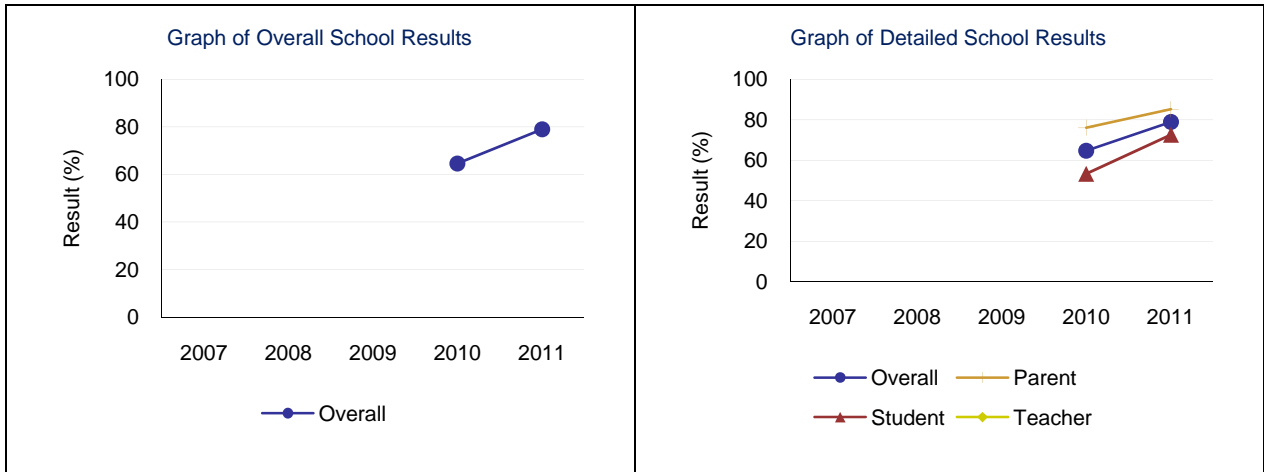


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Citizenship – Measure Details

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

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	n/a	64.6	78.9	74.0	77.2	77.7	79.4	80.7	76.6	77.9	80.3	81.4	81.9
Teacher	n/a	n/a	n/a	*	*	88.3	92.0	93.1	92.7	94.9	89.9	90.6	91.8	93.0	92.7
Parent	n/a	n/a	*	76.0	85.2	69.7	74.0	73.7	74.8	74.7	72.6	74.7	77.4	78.5	78.6
Student	n/a	n/a	n/a	53.2	72.6	64.0	65.6	66.3	70.7	72.5	67.1	68.5	71.8	72.7	74.5

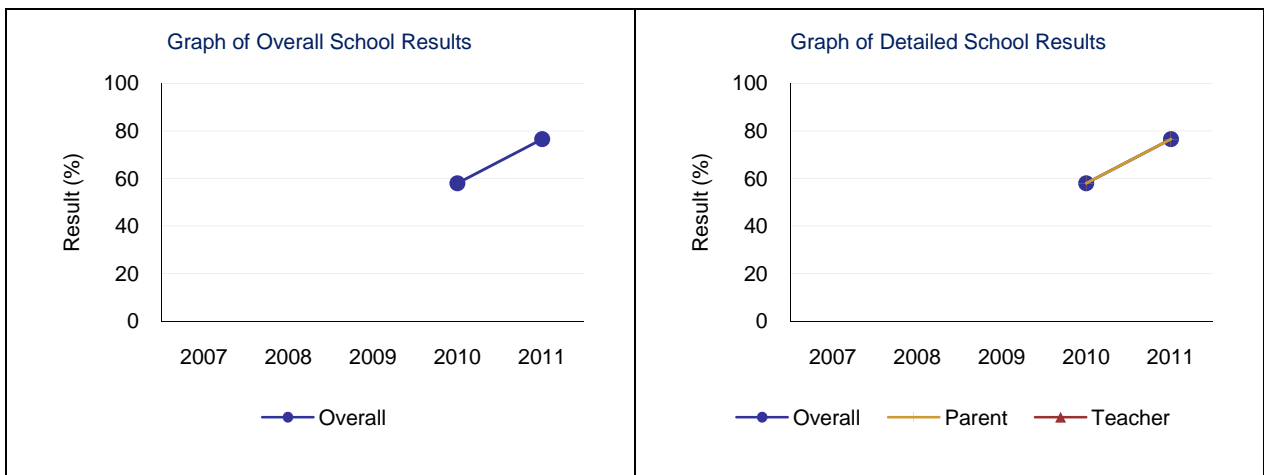


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Work Preparation – Measure Details

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

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	n/a	57.9	76.5	77.7	83.3	81.0	79.5	82.1	77.1	80.1	79.6	79.9	80.1
Teacher	n/a	n/a	n/a	*	*	92.3	91.8	91.3	93.8	93.7	89.2	89.3	88.9	90.0	89.6
Parent	n/a	n/a	*	57.9	76.5	63.0	74.8	70.7	65.2	70.6	65.1	70.9	70.2	69.8	70.6

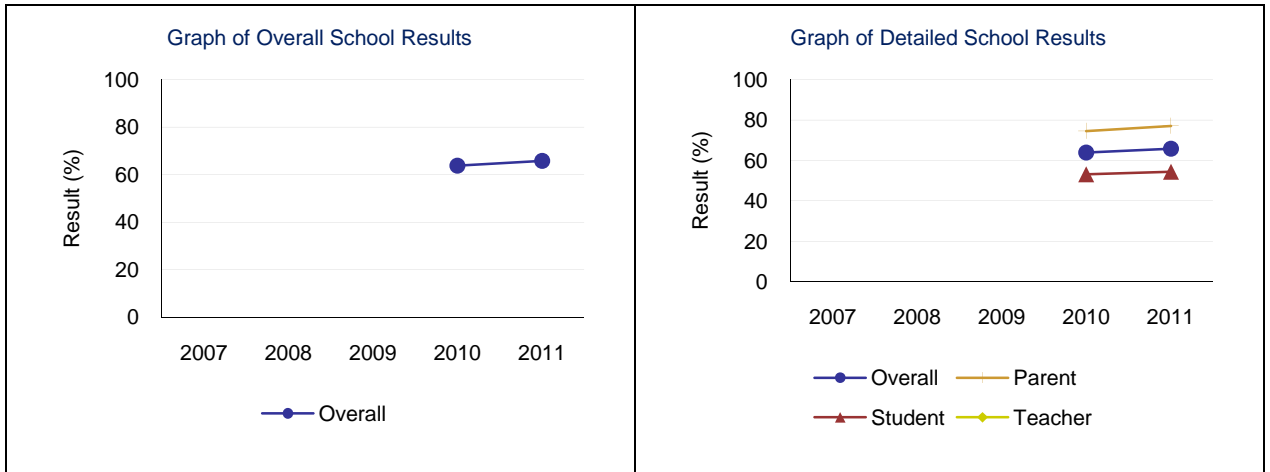


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Program of Studies – Measure Details

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

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	n/a	63.8	65.7	72.9	76.6	77.3	73.4	76.1	78.5	79.4	80.3	80.5	80.9
Teacher	n/a	n/a	n/a	*	*	80.9	86.3	85.8	83.1	85.5	85.7	86.4	86.8	87.7	87.6
Parent	n/a	n/a	*	74.5	77.0	70.5	73.1	73.0	69.2	71.4	76.9	77.6	78.7	78.0	78.3
Student	n/a	n/a	n/a	53.1	54.4	67.2	70.4	73.1	68.0	71.6	72.9	74.1	75.3	75.9	76.9

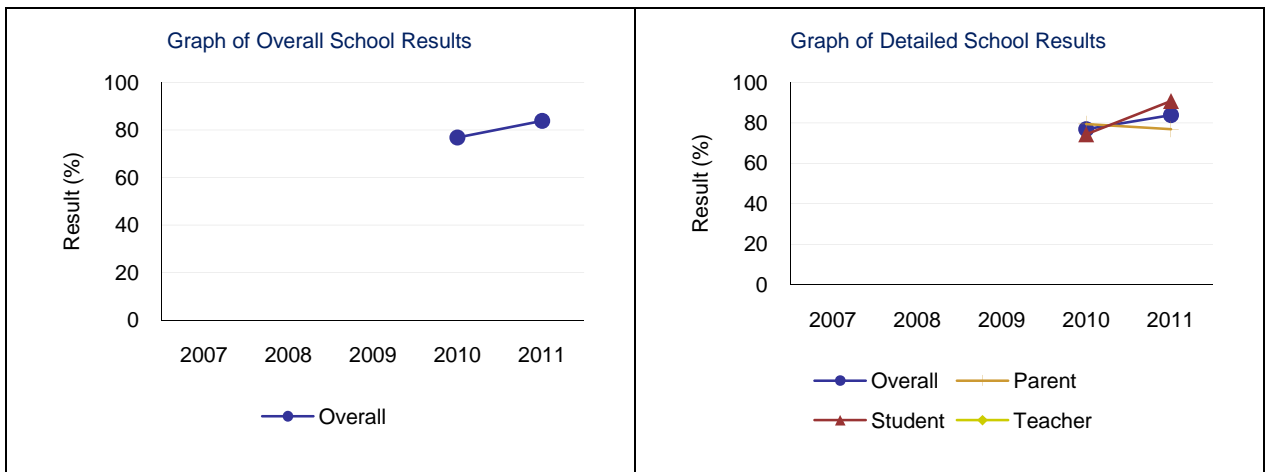


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details

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

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	n/a	76.8	83.8	86.0	89.0	88.6	87.8	88.8	87.6	88.2	89.3	89.2	89.4
Teacher	n/a	n/a	n/a	*	*	94.7	96.2	95.3	96.9	98.2	94.7	94.9	95.3	95.6	95.5
Parent	n/a	n/a	*	79.4	76.8	78.4	84.4	82.9	79.3	81.4	81.8	83.0	84.4	83.9	84.2
Student	n/a	n/a	n/a	74.3	90.7	85.0	86.4	87.6	87.0	86.7	86.4	86.6	88.3	88.2	88.5

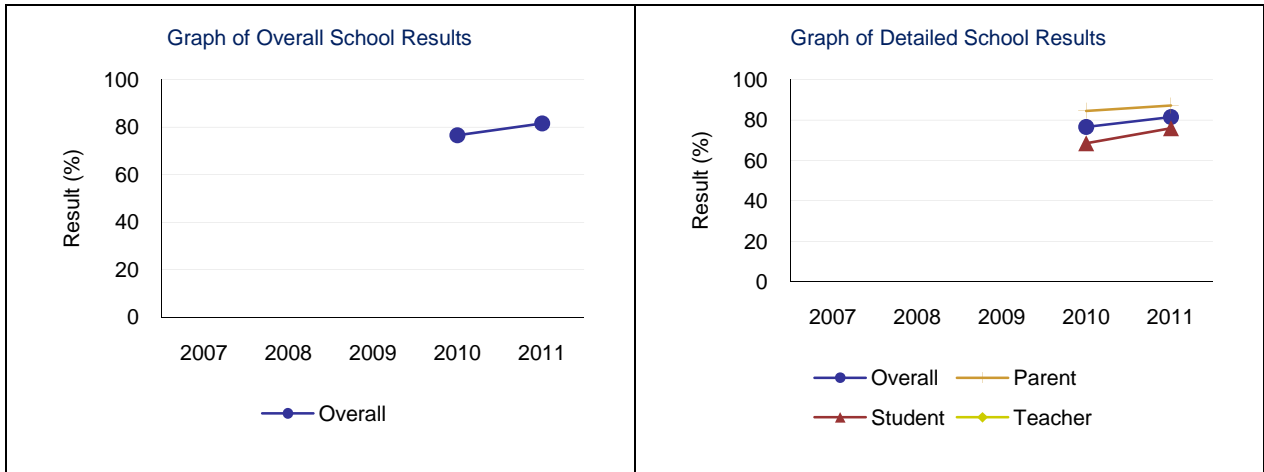


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	n/a	76.5	81.5	84.3	85.9	87.4	87.5	88.7	84.2	85.1	86.9	87.6	88.1
Teacher	n/a	n/a	n/a	*	*	93.0	95.2	95.8	95.4	97.4	92.6	93.1	93.8	94.4	94.5
Parent	n/a	n/a	*	84.5	87.1	81.7	83.7	85.7	85.2	86.4	81.7	83.2	85.3	86.1	86.6
Student	n/a	n/a	n/a	68.5	75.9	78.1	78.7	80.8	82.0	82.4	78.5	79.1	81.7	82.2	83.3

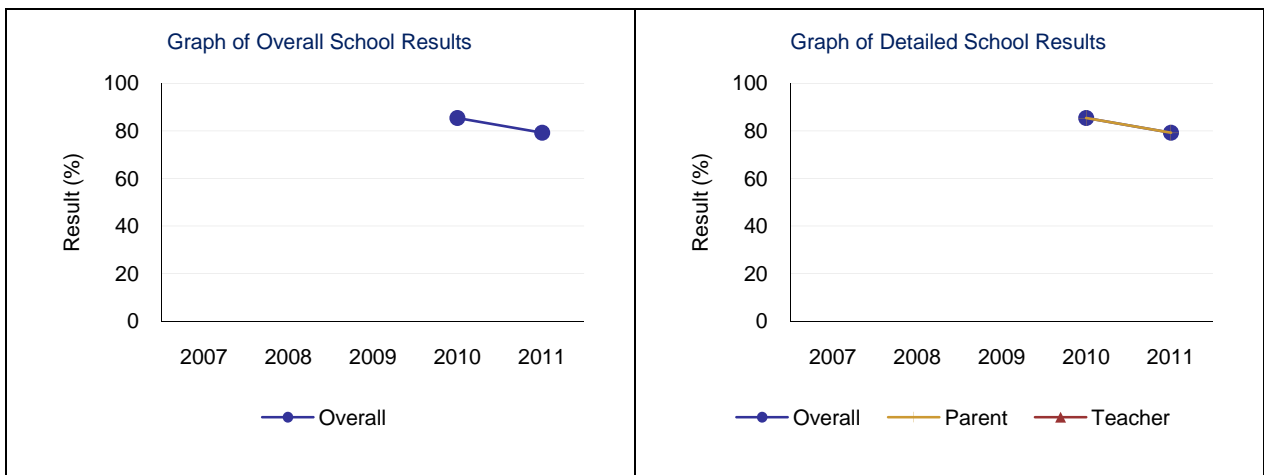


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	n/a	85.4	79.2	75.6	78.3	79.4	77.2	77.9	77.5	78.2	80.1	80.0	79.9
Teacher	n/a	n/a	n/a	*	*	88.0	90.4	90.5	88.4	89.0	87.1	87.5	88.0	88.6	88.1
Parent	n/a	n/a	*	85.4	79.2	63.1	66.2	68.2	66.1	66.7	67.9	69.0	72.2	71.3	71.7

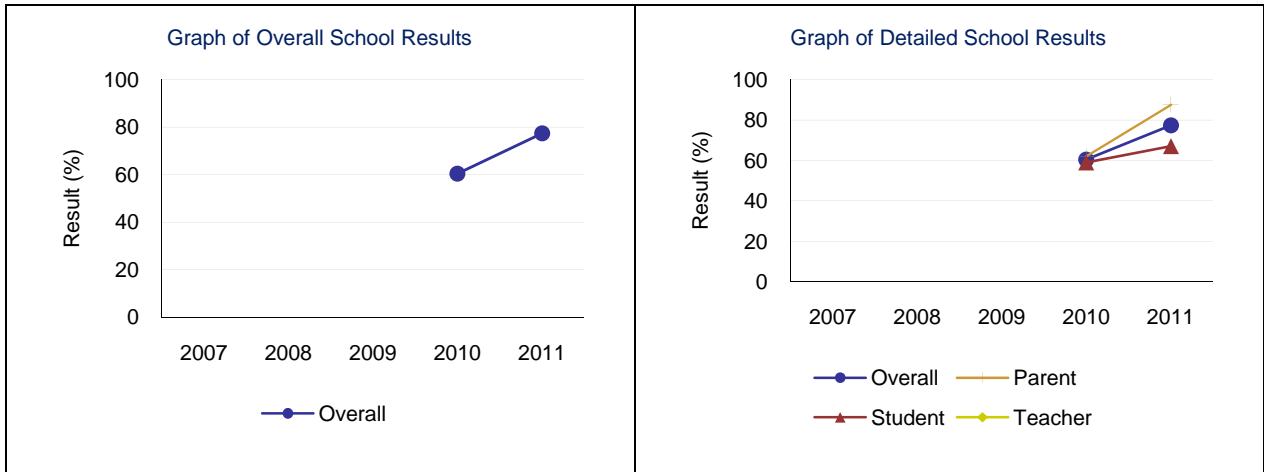


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

School Improvement – Measure Details

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

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	n/a	60.4	77.3	74.7	79.7	79.9	78.8	81.0	76.3	77.0	79.4	79.9	80.1
Teacher	n/a	n/a	n/a	*	*	78.0	84.7	83.4	85.3	86.1	74.5	75.6	78.2	80.8	80.1
Parent	n/a	n/a	*	61.9	87.5	70.4	76.5	76.6	71.7	75.8	75.1	75.9	78.1	77.0	77.3
Student	n/a	n/a	n/a	58.9	67.1	75.7	77.8	79.7	79.3	81.2	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 (*).