



Anglophone West School District

Stanley Elementary School

Please find enclosed the following data sets for the 2013-14 school year.

1. Provincial Assessment Achievement Results- Grade 2
2. Tell Them From Me Report
3. Teacher Perception Data Comparison Report

Provincial Assessment Results

School: Stanley Elementary School

Assessment: Grade 2 Reading Comprehension Assessment

Year: 2013-14

	Did Not Write	Exempt	Below Appropriate Achievement	Appropriate Achievement	Strong Achievement	Number of Students Who Wrote the Assessment
Stanley Elementary School	.0%	.0%	14.3%	35.7%	50.0%	14
District	.3%	2.2%	23.2%	53.1%	23.7%	1670
Province	.4%	1.9%	22.5%	53.9%	23.6%	4922



Report on Student Outcomes and School Climate

NB Schools - Elementary

Stanley Elementary School Highlights

Your version of the **Tell Them From Me** student survey measures 21 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 44 students in this school that participated in the survey between 6 Dec. 2013 and 10 Dec. 2013. The number of students by grade level is:

- grade 4: 20
- grade 5: 24

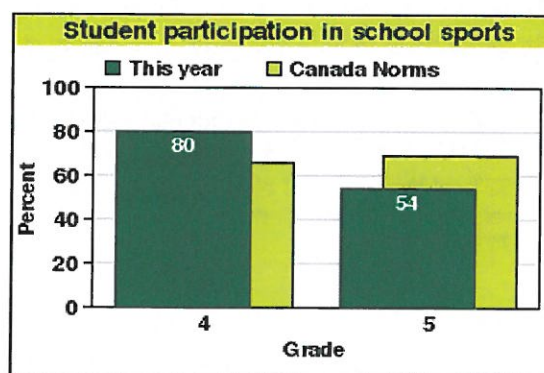
The bar charts show the results by grade for grades with at least 5 students. These are compared with Canada norms, which are based on last year's results for all students using the TTFM survey at the grade levels found in this school. For details on the survey see www.thelearningbar.com.

Social-Emotional Outcomes

Student participation in school sports

Students play sports with an instructor at school, other than in a gym class.

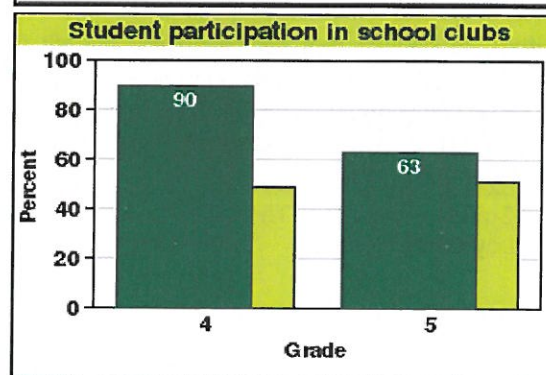
- 66% of students in this school had a high rate of Participation in Sports; the Canada norm for these grades is 67%.
- 60% of the girls and 74% of the boys in this school had a high rate of Participation in Sports. The Canada norm for girls is 65% and for boys is 69%.



Student participation in school clubs

Students take part in art, drama, or music groups; school clubs; or a school committee.

- 75% of students in this school had a high rate of Participation in Clubs; the Canada norm for these grades is 50%.
- 80% of the girls and 68% of the boys in this school had a high rate of Participation in Clubs. The Canada norm for girls is 57% and for boys is 43%.





Report on Student Outcomes and School Climate

NB Schools - Elementary

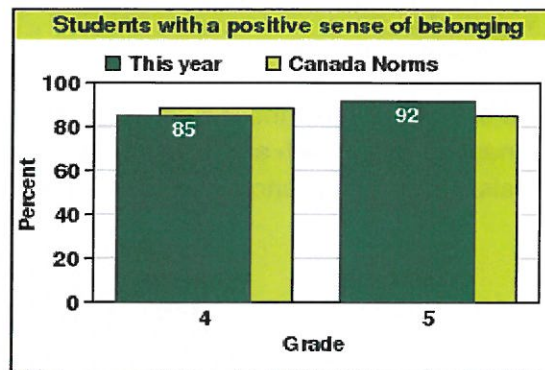
Stanley Elementary School Highlights

Social-Emotional Outcomes

Students with a positive sense of belonging

Students feel accepted and valued by their peers and by others at their school.

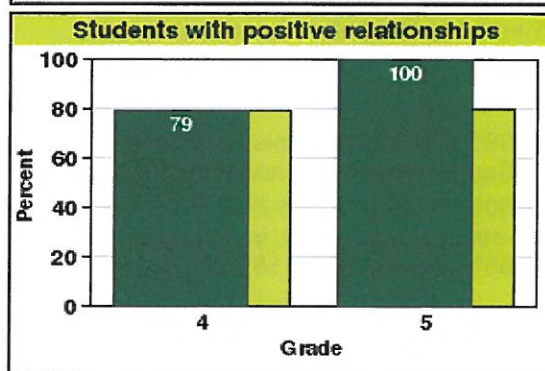
- 89% of students in this school had a high sense of belonging; the Canada norm for these grades is 86%.
- 92% of the girls and 84% of the boys in this school had a high sense of belonging. The Canada norm for girls is 87% and for boys is 85%.



Students with positive relationships

Students have friends at school they can trust and who encourage them to make positive choices.

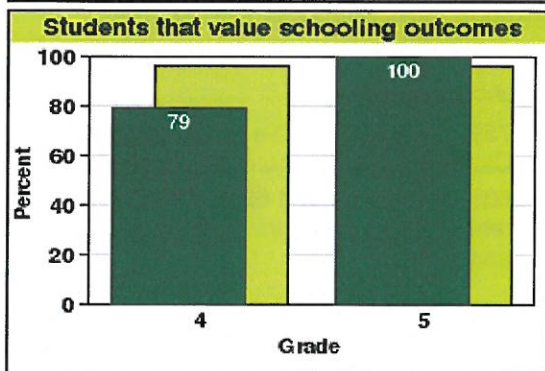
- In this school, 91% of students had positive relationships; the Canada norm for these grades is 80%.
- 92% of the girls and 89% of the boys in this school had positive relationships. The Canada norm for girls is 83% and for boys is 77%.



Students that value schooling outcomes

Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

- 91% of students in this school valued School Outcomes; the Canada norm for these grades is 96%.
- 92% of the girls and 89% of the boys in this school valued School Outcomes. The Canada norm for girls is 97% and for boys is 95%.





Report on Student Outcomes and School Climate

NB Schools - Elementary

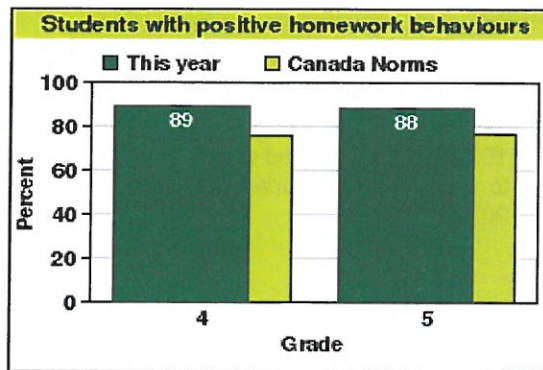
Stanley Elementary School Highlights

Social-Emotional Outcomes

Students with positive homework behaviours

Students do homework for their classes with a positive attitude and in a timely manner.

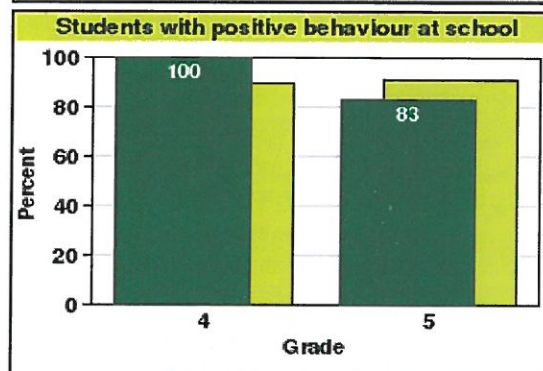
- In this school, 88% of students had positive homework behaviours; the Canada norm for these grades is 77%.
- 92% of the girls and 83% of the boys in this school had positive homework behaviours. The Canada norm for girls is 82% and for boys is 72%.



Students with positive behaviour at school

Students that do not get in trouble at school for disruptive or inappropriate behaviour.

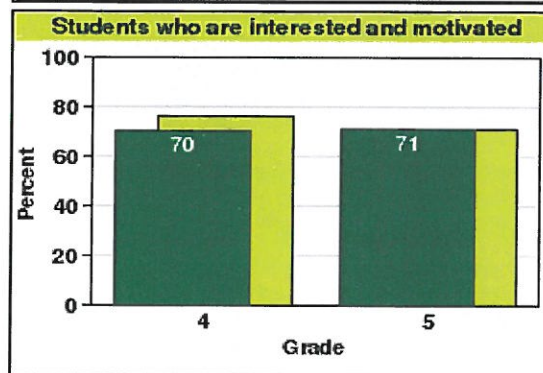
- In this school, 91% of students had positive behaviour; the Canada norm for these grades is 91%.
- 96% of the girls and 84% of the boys in this school with positive student behaviour at school. The Canada norm for girls is 95% and for boys is 86%.



Students who are interested and motivated

Students are interested and motivated in their learning.

- 70% of students in this school were interested and motivated; the Canada norm for these grades is 74%.
- 84% of the girls and 53% of the boys in this school were interested and motivated. The Canada norm for girls is 77% and for boys is 71%.





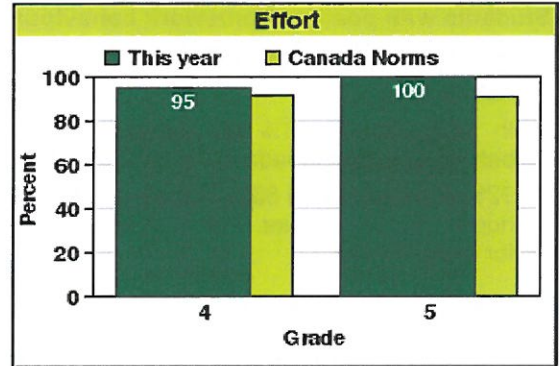
Report on Student Outcomes and School Climate
NB Schools - Elementary
Stanley Elementary School Highlights

Social-Emotional Outcomes

Effort

Students try hard to succeed in their learning.

- 98% of students in this school tried hard to succeed; the Canada norm for these grades is 92%.
- 100% of the girls and 95% of the boys in this school tried hard to succeed. The Canada norm for girls is 94% and for boys is 90%.





Report on Student Outcomes and School Climate

NB Schools - Elementary

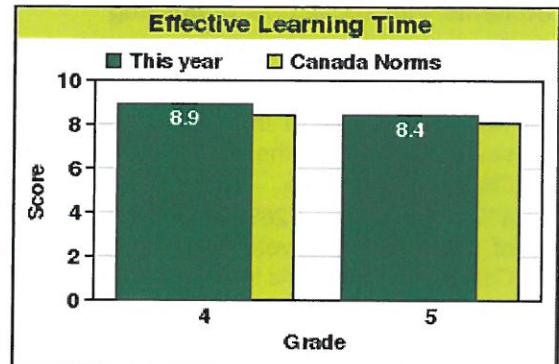
Stanley Elementary School Highlights

DRIVERS of Student Outcomes

Effective Learning Time

Important concepts are taught well, class time is used efficiently, and homework and evaluations support course objectives.

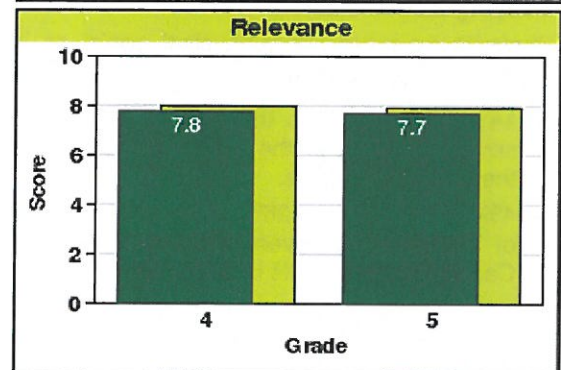
- In this school, students rated Effective Classroom Learning Time 8.6 out of 10; the Canada norm for these grades is 8.2.
- In this school, Effective Classroom Learning Time was rated 8.6 out of 10 by girls and 8.7 out of 10 by boys. The Canada norm for girls is 8.3 and for boys is 8.2.



Relevance

Students find classroom instruction relevant to their everyday lives.

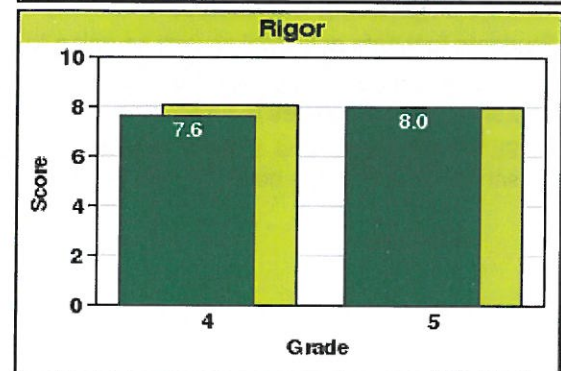
- In this school, students rated Relevance 7.8 out of 10; the Canada norm for these grades is 8.
- In this school, Relevance was rated 8.2 out of 10 by girls and 7.1 out of 10 by boys. The Canada norm for girls is 8.1 and for boys is 7.9.



Rigor

Students find the classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn.

- In this school, students rated Rigor 7.8 out of 10; the Canada norm for these grades is 8.
- In this school, Rigor was rated 8 out of 10 by girls and 7.5 out of 10 by boys. The Canada norm for girls is 8.1 and for boys is 8.





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NB Schools - Elementary

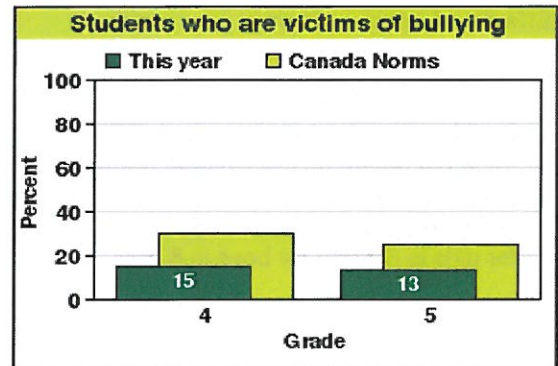
Stanley Elementary School Highlights

DRIVERS of Student Outcomes

Students who are victims of bullying

Students are subjected to physical, social, or verbal bullying, or are bullied over the Internet.

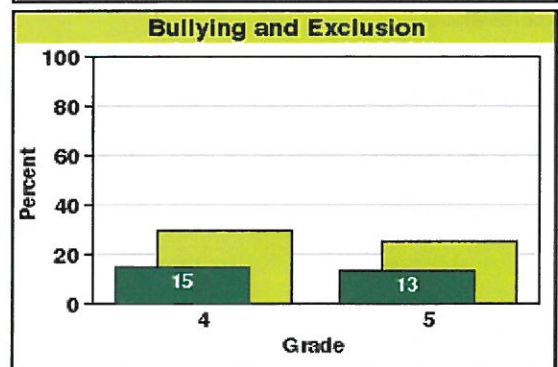
- 14% of students in this school were victims of moderate to severe Bullying in the previous month; the Canada norm for these grades is 28%.
- 4% of the girls and 26% of the boys in this school were victims of moderate to severe Bullying in the previous month. The Canada norm for girls is 28% and for boys is 28%.



Bullying and Exclusion

Students are subjected to physical, social, or verbal bullying, or are bullied over the Internet.

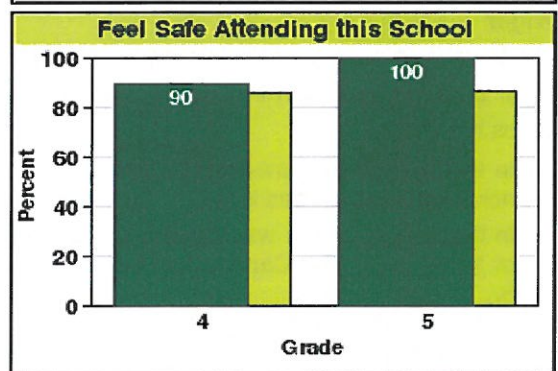
- 14% of students in this school were victims of moderate to severe Bullying in the previous month; the Canada norm for these grades is 28%.
- 4% of the girls and 26% of the boys in this school were victims of moderate to severe Bullying in the previous month. The Canada norm for girls is 28% and for boys is 28%.



Feel Safe Attending this School

Students feel safe at school as well as going to and from school.

- 95% of students felt safe attending the school; the Canada norm for these grades is 86%.
- 96% of the girls and 95% of the boys felt safe attending the school. The Canada norm for girls is 88% and for boys is 85%.





Report on Student Outcomes and School Climate

NB Schools - Elementary

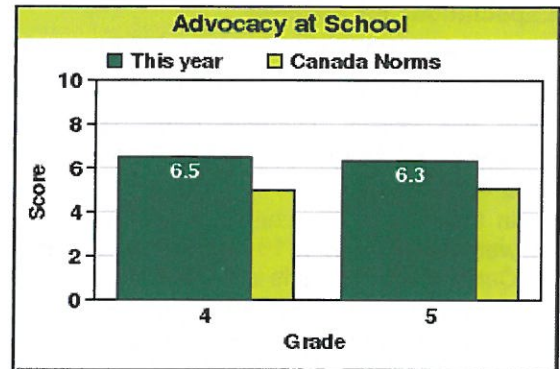
Stanley Elementary School Highlights

DRIVERS of Student Outcomes

Advocacy at School

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

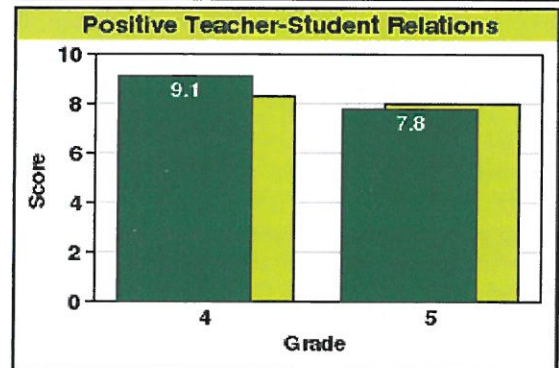
- In this school, students rated Advocacy at School 6.4 out of 10; the Canada norm for these grades is 5.1.
- In this school, Advocacy at School was rated 6.4 out of 10 by girls and 6.4 out of 10 by boys. The Canada norm for girls is 5.1 and for boys is 5.1.



Positive Teacher-Student Relations

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

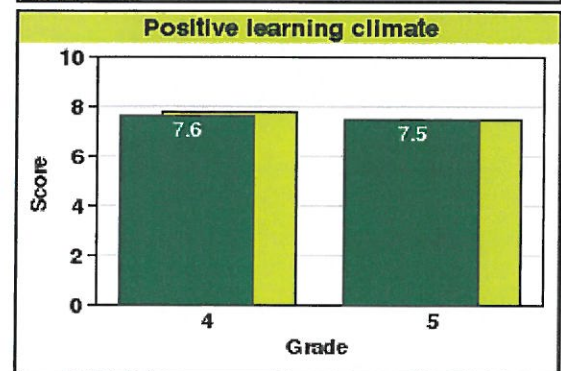
- In this school, Positive Teacher-Student Relations were rated 8.4 out of 10; the Canada norm for these grades is 8.1.
- In this school, Positive Teacher-Student Relations were rated 8.6 out of 10 by girls and 8.1 out of 10 by boys. The Canada norm for girls is 8.2 and for boys is 8.



Positive learning climate

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

- In this school, students rated Disciplinary Climate of the Classroom 7.6 out of 10; the Canada norm for these grades is 7.6.
- In this school, Disciplinary Climate of the Classroom was rated 7.6 out of 10 by girls and 7.5 out of 10 by boys. The Canada norm for girls is 7.7 and for boys is 7.6.





Report on Student Outcomes and School Climate

NB Schools - Elementary

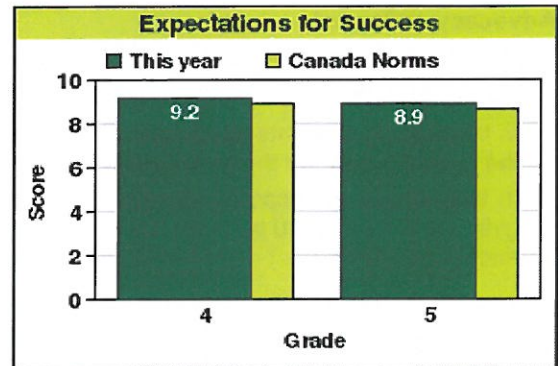
Stanley Elementary School Highlights

DRIVERS of Student Outcomes

Expectations for Success

The school staff emphasizes academic skills and hold high expectations for all students to succeed.

- In this school, students rated Teachers' Expectations for Academic Success 9.1 out of 10; the Canada norm for these grades is 8.8.
- In this school, Teachers' Expectations for Academic Success were rated 9 out of 10 by girls and 9.1 out of 10 by boys. The Canada norm for girls is 8.9 and for boys is 8.7.





Report on Student Outcomes and School Climate

NB Schools - Elementary

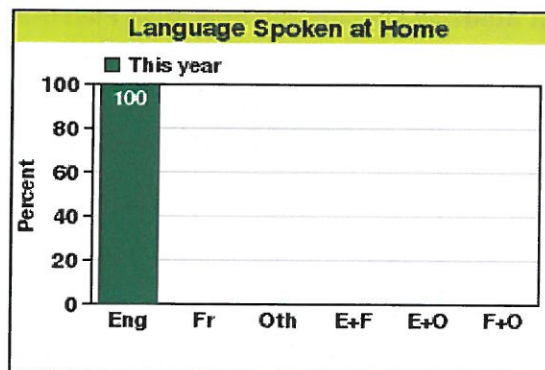
Stanley Elementary School Highlights

Demographic Factors

Language Spoken at Home

Students are asked to indicate the language they speak most often at home.

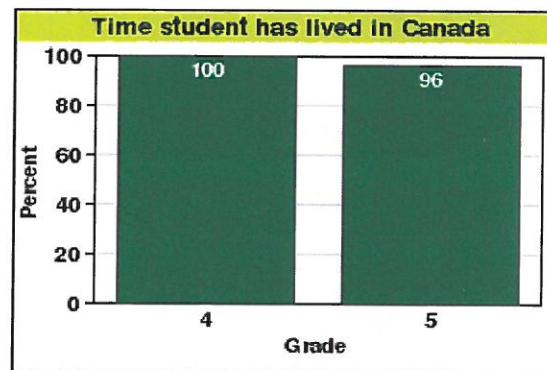
- 100% of students in this school speak English at home.
- 0% of students in this school speak French at home.
- 0% of students in this school speak other languages at home.
- 0% of students in this school speak English and French at home.
- 0% of students in this school speak English and another languages at home.
- 0% of students in this school speak French and another languages at home.



Time student has lived in Canada

Students were born in Canada.

- 98% of students in this school were born in Canada.
- 96% of the girls and 100% of the boys in this school were born in Canada.





Report on Student Outcomes and School Climate

NB Schools - Elementary

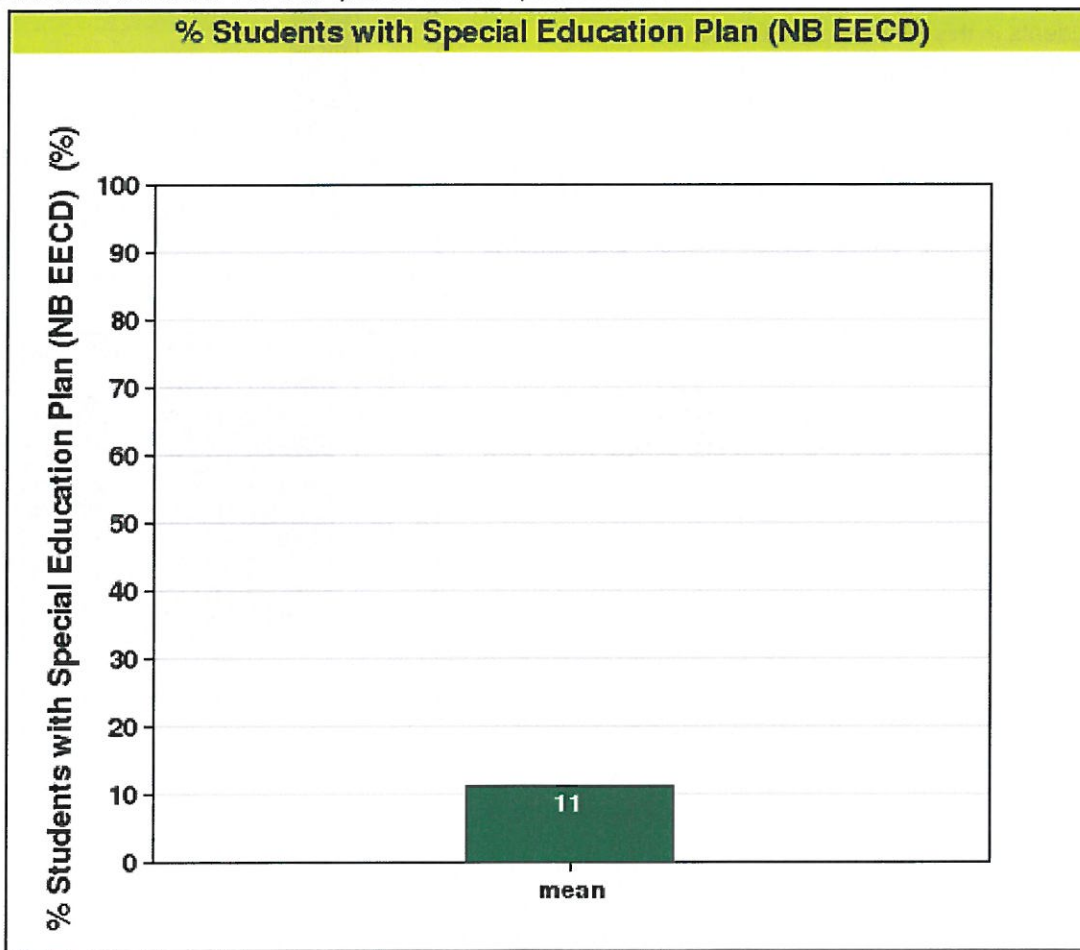
Stanley Elementary School Highlights

Custom Measure

% Students with Special Education Plan (NB EECD)

Special Education Plan - NB EECD Custom Question

Percentage of students that answer 'Yes' to the question: "I have a Special Education Plan:"





Report on Student Outcomes and School Climate

NB Schools - Elementary

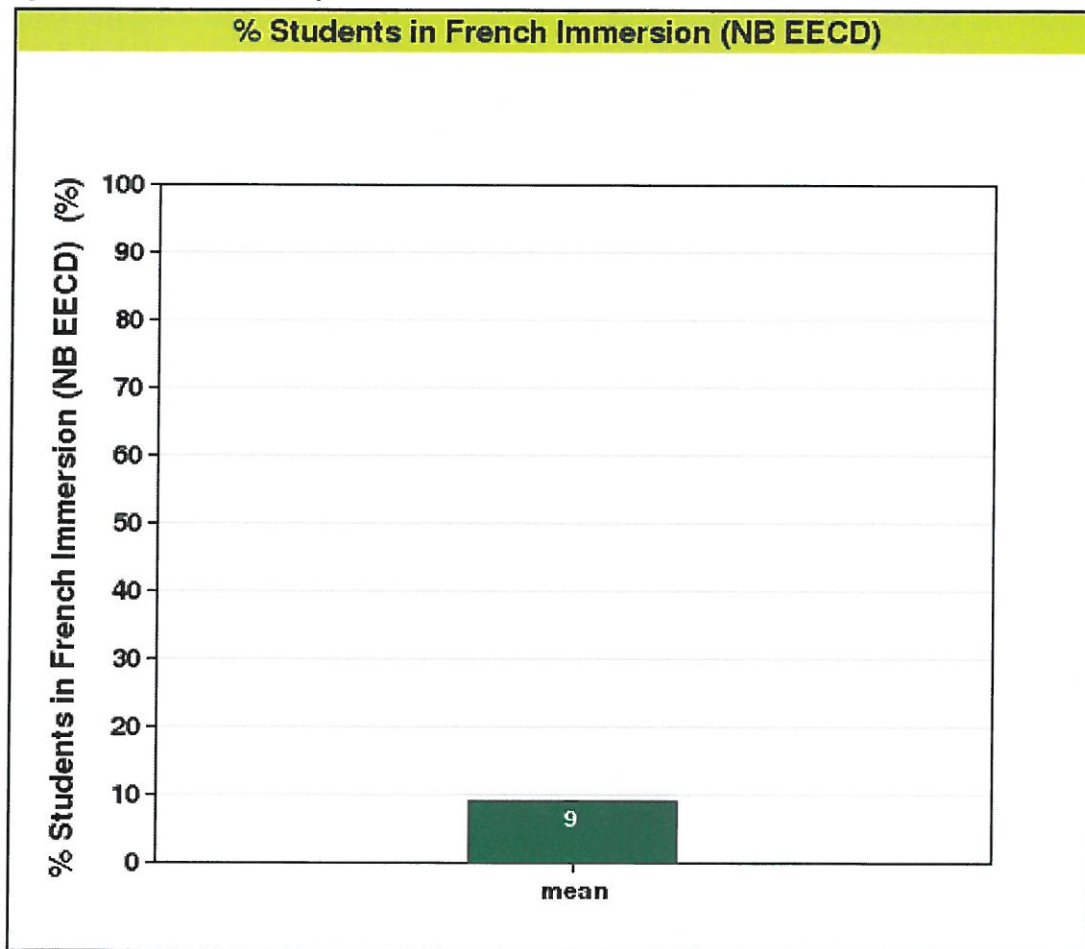
Stanley Elementary School Highlights

Custom Measure

% Students in French Immersion (NB EECD)

French Immersion - NB EECD Custom Question

The percentage of students that indicated they were enrolled in French Immersion.



Department of Education and Early Childhood Development School Improvement Survey

Teachers Responses: Comparison Report 2013



Stanley Elementary School (0907)

Common Vision, Mission and Goals	School Agreement	District 26 Elementary Schools	Province Elementary Schools	School % Missing	School District Province
1. The school's vision is clear.	100.0%	94.1%	93.9%	0.0%	
2. This school has high expectations for all of its students.	100.0%	97.4%	94.0%	0.0%	
3. I have been involved in the development of the School Improvement Plan (SIP).	80.0%	92.2%	91.6%	0.0%	
4. The School Improvement Plan (SIP) includes goals which are strategic, measurable, achievable, results-oriented and timely (SMART).	100.0%	96.9%	95.3%	0.0%	
5. The School Improvement Plan (SIP) is developed based on the review of student achievement and other data.	100.0%	95.3%	95.7%	0.0%	
6. Progress on School Improvement Plan (SIP) goals is monitored at least quarterly.	40.0%	82.1%	82.2%	0.0%	
7. I have set goals for my teaching that support the goals of the school.	100.0%	98.2%	97.8%	0.0%	
Mean Agreement	88.6%	93.8%	92.9%	0.0%	

Instructional Leadership

Instructional Leadership	School Agreement	District 26 Elementary Schools	Province Elementary Schools	School % Missing	School District Province
8. School leaders are knowledgeable about, and work with individual teams on curriculum and instruction.	80.0%	88.9%	86.0%	0.0%	
9. I feel supported by my administrators.	100.0%	88.9%	86.4%	0.0%	
10. My administrators keep me informed on matters that are important to my work.	100.0%	91.3%	88.9%	0.0%	

Note: * Insufficient number of responses
School Agreement includes Agree and Strongly Agree

Stanley Elementary School (0907)







11. Schools administrators encourage, welcome and employ feedback from teachers.	100.0%	86.3%	81.6%	0.0%	
12. I have been involved in decisions about school-wide processes (e.g. developing our pyramid of interventions, assessment planning, setting SIP goals).	80.0%	87.7%	86.4%	0.0%	
13. School administrators frequently visit my classroom to observe the learning.	80.0%	79.7%	76.8%	0.0%	
14. School leaders provide helpful feedback to assist me to improve my practice and to reinforce my strengths.	80.0%	77.6%	75.2%	0.0%	
15. There is a formal process at the school that provides teachers with feedback, which includes observations/walk-throughs and pre- and post-conferencing on a predictable cycle.	100.0%	78.8%	74.6%	0.0%	
Mean Agreement	90.0%	84.9%	82.0%	0.0%	


Effective Instructional Practice and Continuous Monitoring of Student Progress

	School Agreement	District 26 Elementary Schools	Province Elementary Schools	School Missing %	
16. I feel confident using a variety of instructional practices (e.g., structured student groups, purposeful discussion, project-based learning, hands-on activities, etc.).	100.0%	97.7%	97.9%	0.0%	
17. I feel confident in my ability to differentiate instruction.	100.0%	96.4%	94.4%	0.0%	
18. I feel confident using a variety of student achievement data to inform my instruction.	80.0%	96.7%	95.6%	0.0%	
19. I feel confident using a wide variety of methods to assess learning (e.g., projects, portfolios, rubrics, tests, etc.).	80.0%	95.9%	94.8%	0.0%	
20. I feel confident helping my students to self-assess and set their own learning goals.	80.0%	84.3%	78.9%	0.0%	
21. I feel confident using technology to support my teaching.	60.0%	93.3%	92.2%	0.0%	

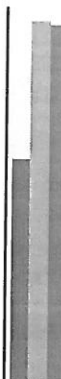


Note: * Insufficient number of responses
School Agreement includes Agree and Strongly Agree

Stanley Elementary School (0907)

	School Yes	District 26 Elementary Schools	Province Elementary Schools	School Missing %	School District Province
22. I lead the development, or co-develop, SEPs for my students who need them.	60.0%	75.7%	70.9%	0.0%	
23. I feel confident monitoring the progress of my students who have SEPs.	80.0%	77.1%	75.5%	0.0%	
24. In my school, literacy is integrated across the curriculum.	100.0%	97.2%	96.5%	0.0%	
25. High-achieving students are given the opportunity to reach their full potential at this school.	100.0%	74.4%	71.8%	0.0%	
26. I feel confident teaching mathematics.	80.0%	91.2%	88.0%	0.0%	
Mean Agreement	83.6%	89.1%	86.9%	0.0%	

	School Agreement	District 26 Elementary Schools	Province Elementary Schools	School Missing %	School District Province
27. I teach mathematics.	40.0%	79.5%	80.7%	0.0%	

Supports for Instruction

	School Agreement	District 26 Elementary Schools	Province Elementary Schools	School Missing %	School District Province
28. I have access to the curriculum resources I need.	60.0%	97.2%	96.5%	0.0%	
29. I have access to a variety of information and communication technologies to enhance my teaching.	60.0%	91.5%	89.6%	0.0%	
30. I have access to the resources and supports I need for teaching students with exceptionalities.	80.0%	78.7%	72.6%	0.0%	

Note: * Insufficient number of responses
School Agreement includes Agree and Strongly Agree

Teachers Responses: Comparison Report 2013

Stanley Elementary School (0907)

Item	School Agreement	District 26 Elementary Schools	Province Elementary Schools	School % Missing	Bar Chart
31. I feel supported by parents in the work that I do with their child.	60.0%	90.0%	87.4%	0.0%	
Mean Agreement	65.0%	89.4%	86.5%	0.0%	
Positive School Environment					
32. Every student at this school is encouraged to participate and be included in school-organized activities.	100.0%	97.4%	96.5%	0.0%	
33. Disruptive student behaviour causes a significant loss of learning time in this school.	0.0%	22.2%	31.3%	0.0%	
34. Administrators, teachers and students have collaboratively agreed on the rules for student behaviour.	100.0%	89.8%	84.4%	0.0%	
35. Administrators and teachers have collaboratively agreed on a common approach to discipline.	100.0%	83.2%	79.0%	0.0%	
36. Administrators and teachers address inappropriate behaviour whenever it is encountered.	100.0%	91.2%	87.7%	0.0%	
37. The expectations relating to behaviour are well-understood by students.	100.0%	89.7%	86.0%	0.0%	
38. The response to bullying at this school is effective.	100.0%	85.4%	82.9%	0.0%	
39. I feel safe at this school.	100.0%	96.9%	94.7%	0.0%	
Mean Agreement	87.5%	82.0%	80.3%	0.0%	

Note: * Insufficient number of responses
School Agreement includes Agree and Strongly Agree

Teachers Responses: Comparison Report 2013

Stanley Elementary School (0907)

Collaboration and Staff Interaction

	School Agreement	District 26 Elementary Schools	Province Elementary Schools	School Missing %	School	District	Province
40. In my school, I work with people who treat me with respect.	100.0%	95.4%	92.9%	0.0%			
41. There is good communication among teachers in this school.	100.0%	86.1%	85.5%	0.0%			
42. I work within a team in my school.	100.0%	93.1%	92.3%	0.0%			
43. PLC time is included in my weekly schedule (either during or after the hours of instruction).	40.0%	77.4%	79.7%	0.0%			
44. I prefer PLC time to be scheduled within the hours of instruction.	40.0%	61.1%	70.2%	0.0%			
45. I work collaboratively with others to discuss student progress and achievement results.	100.0%	96.4%	95.3%	0.0%			
46. I can rely on my colleagues for assistance when needed.	100.0%	97.9%	97.3%	0.0%			
47. A conscious effort is made by staff to make new teachers feel welcome here.	100.0%	90.7%	89.2%	0.0%			
48. I am involved in long-term instructional planning with colleagues.	60.0%	81.7%	80.5%	0.0%			
Mean Agreement	82.2%	86.6%	87.0%	0.0%			

Ongoing Professional Learning

	School Agreement	District 26 Elementary Schools	Province Elementary Schools	School Missing %	School	District	Province
49. I participate in cross-curricular and interdisciplinary planning with my colleagues.	80.0%	78.4%	76.7%	0.0%			

Note: * Insufficient number of responses
School Agreement includes Agree and Strongly Agree

Stanley Elementary School (0907)

50. My current assignment matches my background and strengths.	100.0%	96.4%	95.5%	0.0%	
51. Department and district organized professional learning opportunities are consistent with our school goals.	80.0%	79.9%	78.0%	0.0%	
52. I am encouraged and supported to pursue professional learning.	100.0%	92.0%	87.7%	0.0%	
53. Professional learning opportunities provided to me take my professional needs into account.	80.0%	77.4%	74.7%	0.0%	
54. I have the opportunity to develop new skills in this school.	100.0%	87.4%	85.3%	0.0%	
Mean Agreement	90.0%	85.3%	83.0%	0.0%	

Note: * Insufficient number of responses
School Agreement includes Agree and Strongly Agree