

Chipman Forest Avenue School

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

1. Provincial Assessment Achievement Results- Grades 7,8,and 9
2. Tell Them From Me Report
3. Teacher Perception Data Comparison Report

Provincial Assessment Results

School: Chipman Forest Avenue

Assessment: Grade 7 Reading Comprehension Assessment

Year: 2013-14

	Did Not Write	Exempt	Below Appropriate Achievement	Appropriate Achievement	Strong Achievement	Number of Students Who Wrote the Assessment
Chipman Forest Avenue	.0%	4.3%	30.4%	65.2%	4.3%	23
District	1.0%	3.2%	22.2%	68.3%	9.5%	1732
Province	1.2%	2.2%	22.9%	67.9%	9.2%	5216

Provincial Assessment Results

School: Chipman Forest Avenue School

Assessment: Grade 9 English Language Proficiency Assessment - Reading

Year: 2013-14

	Below Appropriate Achievement	Appropriate Achievement	Strong Achievement	Number of Students Who Wrote the Assessment
Chipman Forest Avenue	11.5%	69.2%	19.2%	26
District	19.6%	67.5%	12.9%	1728
Province	19.6%	67.5%	12.9%	5431

Provincial Assessment Results

School: Chipman Forest Avenue School

Assessment: Grade 9 English Language Proficiency Assessment – Writing

Year: 2013-14

	Below Appropriate Achievement	Appropriate Achievement	Strong Achievement	Number of Students Who Wrote the Assessment
Chipman Forest Avenue	19.2%	80.8%	.0%	26
District	10.5%	86.6%	2.9%	1730
Province	11.8%	85.3%	2.9%	5420

Provincial Assessment Results

School: Chipman Forest Avenue School

Assessment: Grade 11/12 Reassessment English Language Proficiency Assessment

Year: 2013-14

Chipman Forest Avenue	Below Appropriate Achievement	Appropriate Achievement	Strong Achievement	Number of Students Who Wrote the Assessment
Reading Assessment	45.4%	45.4%	9.0%	11
Writing Assessment	27.2%	72.7%	.0%	11

Provincial Assessment Results

School: Chipman Forest Avenue School

Assessment: Grade 8 Mathematics Assessment

Year: 2013-14

	Did Not Write	Exempt	Below Appropriate Achievement	Appropriate Achievement	Strong Achievement	Number of Students Who Wrote the Assessment
Chipman Forest Avenue	.0%	3.1%	71.9%	15.6%	12.5%	32
District	1.3%	2.5%	50.5%	32.6%	16.9%	1860
Province	1.3%	2.6%	42.4%	34.9%	22.7%	5435



Report on Student Outcomes and School Climate

NB Schools - Secondary

Chipman Forest Avenue School Highlights

Your version of the **Tell Them From Me** student survey measures 34 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 163 students in this school that participated in the survey between 22 Nov. 2013 and 29 Nov. 2013. The number of students by grade level is:

- grade 6: 22
- grade 7: 19
- grade 8: 27
- grade 9: 25
- grade10: 29
- grade11: 18
- grade12: 23

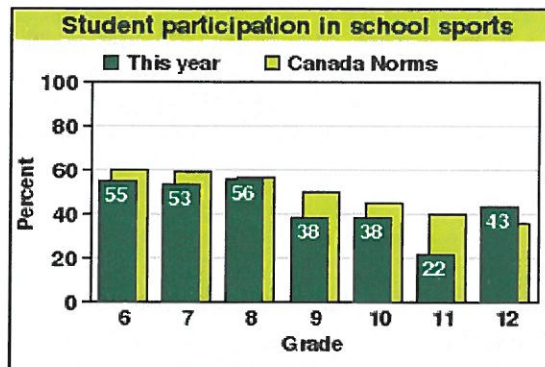
The bar charts show the results by grade for grades with at least 5 students. These are compared with Canada norms, which are based on last year's results for all students using the TTFM survey at the grade levels found in this school. For details on the survey see www.thelearningbar.com.

Social-Emotional Outcomes

Student participation in school sports

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

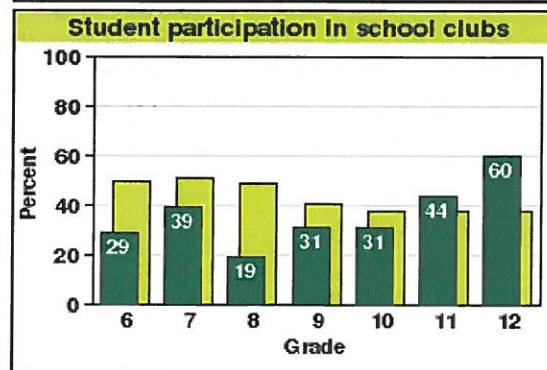
- 44% of students in this school had a high rate of Participation in Sports; the Canada norm for these grades is 50%.
- 39% of the girls and 47% of the boys in this school had a high rate of Participation in Sports. The Canada norm for girls is 46% and for boys is 54%.



Student participation in school clubs

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

- 35% of students in this school had a high rate of Participation in Clubs; the Canada norm for these grades is 43%.
- 35% of the girls and 35% of the boys in this school had a high rate of Participation in Clubs. The Canada norm for girls is 50% and for boys is 37%.



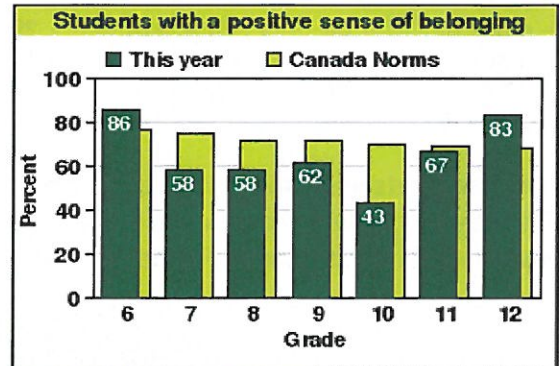


Social-Emotional Outcomes

Students with a positive sense of belonging

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

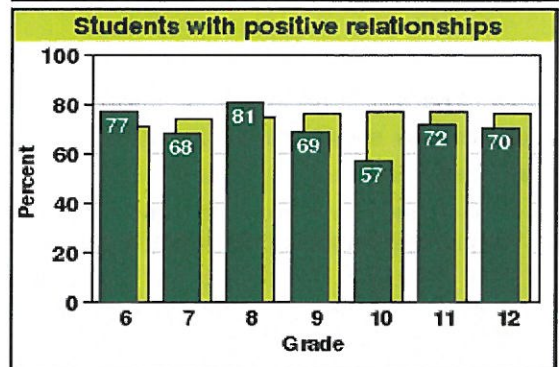
- 64% of students in this school had a high sense of belonging; the Canada norm for these grades is 72%.
- 54% of the girls and 72% of the boys in this school had a high sense of belonging. The Canada norm for girls is 72% and for boys is 72%.



Students with positive relationships

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

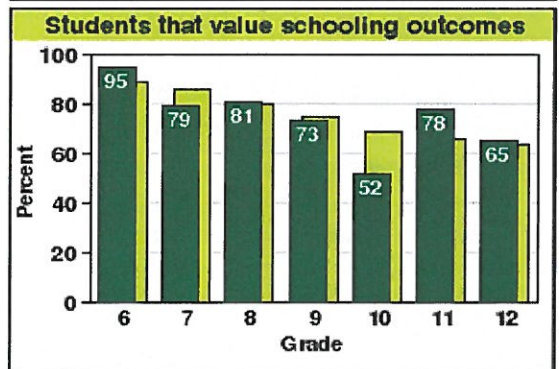
- In this school, 71% of students had positive relationships; the Canada norm for these grades is 75%.
- 61% of the girls and 78% of the boys in this school had positive relationships. The Canada norm for girls is 81% and for boys is 70%.



Students that value schooling outcomes

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

- 74% of students in this school valued School Outcomes; the Canada norm for these grades is 76%.
- 78% of the girls and 71% of the boys in this school valued School Outcomes. The Canada norm for girls is 78% and for boys is 73%.





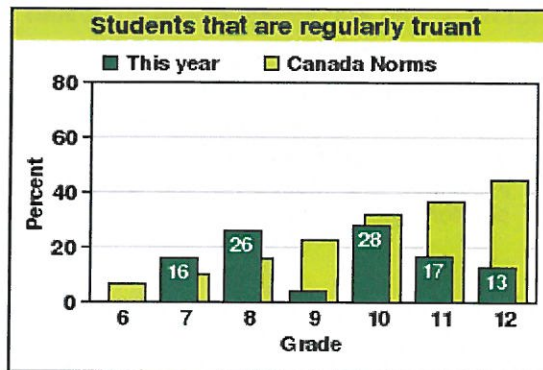
Report on Student Outcomes and School Climate
NB Schools - Secondary
Chipman Forest Avenue School Highlights

Social-Emotional Outcomes

Students that are regularly truant

Students skip classes or miss days at school without a reason, or arrive late for school or classes.

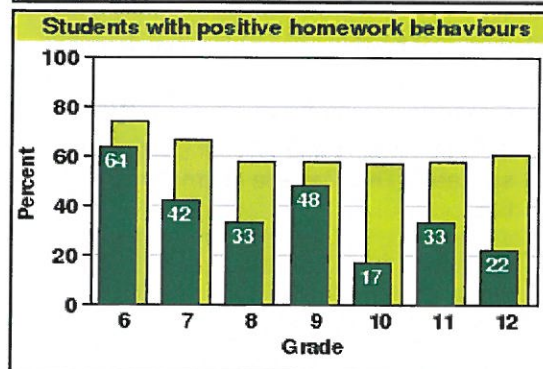
- In this school, the Student Truancy Rate was 15%; the Canada norm for these grades is 24%
- In this school, the Truancy Rate for girls was 20% and for boys, 12%. The Canada norm for girls is 22% and for boys is 27%.



Students with positive homework behaviours

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

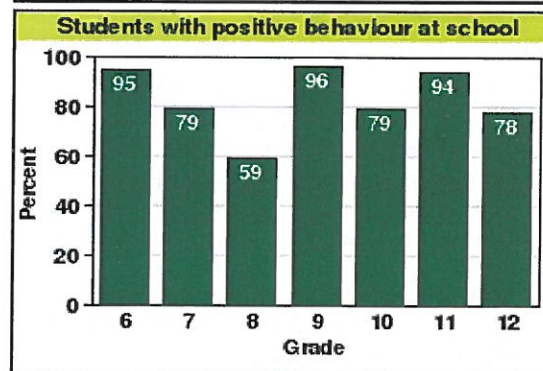
- In this school, 36% of students had positive homework behaviours; the Canada norm for these grades is 62%.
- 44% of the girls and 31% of the boys in this school had positive homework behaviours. The Canada norm for girls is 70% and for boys is 54%.



Students with positive behaviour at school

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

- In this school, 82% of students had positive behaviour.
- 88% of the girls and 78% of the boys in this school with positive student behaviour at school.





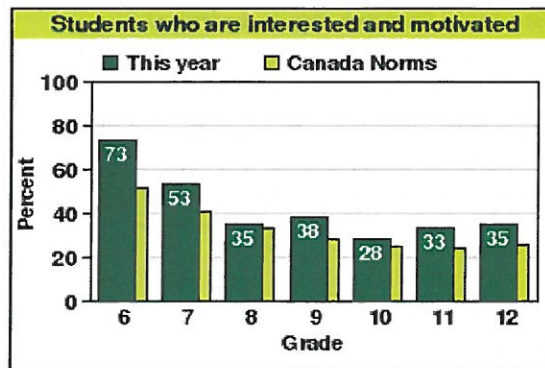
Report on Student Outcomes and School Climate
NB Schools - Secondary
Chipman Forest Avenue School Highlights

Social-Emotional Outcomes

Students who are interested and motivated

Students are interested and motivated in their learning.

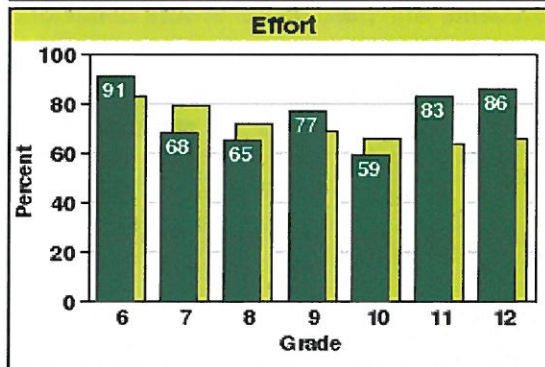
- 41% of students in this school were interested and motivated; the Canada norm for these grades is 33%.
- 38% of the girls and 43% of the boys in this school were interested and motivated. The Canada norm for girls is 33% and for boys is 33%.



Effort

Students try hard to succeed in their learning.

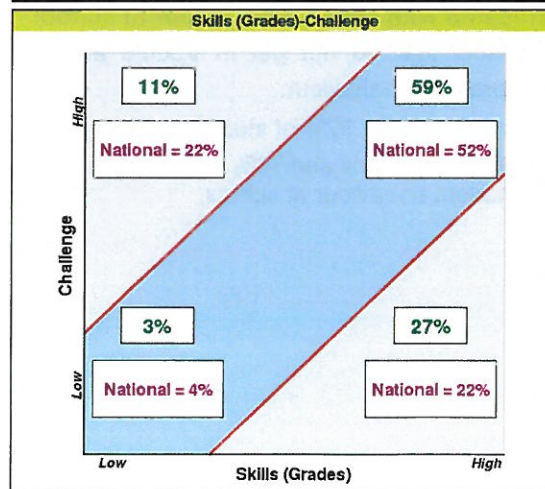
- 75% of students in this school tried hard to succeed; the Canada norm for these grades is 71%.
- 72% of the girls and 76% of the boys in this school tried hard to succeed. The Canada norm for girls is 74% and for boys is 68%.



Skills (Grades)-Challenge

Students feel challenged in their language arts, math and science classes and feel confident of their skills in these subjects.

- 59% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The Canada norm for these grades is 52%.
- 27% of students were confident of their skills but did not find classes challenging. The Canada norm for these grades is 22%.
- 11% of students were not confident of their skills and found language arts, math or science challenging. The Canada norm for this category is 22%.
- 3% of students lacked confidence in their skills and did not feel they were challenged. The Canada norm for this category is 4%.





Report on Student Outcomes and School Climate

NB Schools - Secondary

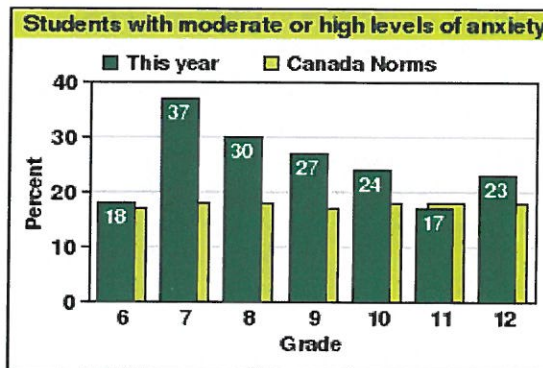
Chipman Forest Avenue School Highlights

Social-Emotional Outcomes

Students with moderate or high levels of anxiety

Students have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

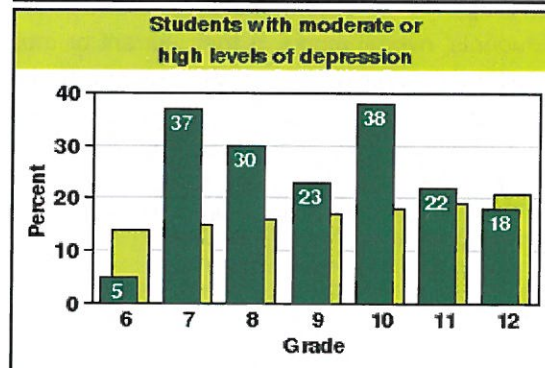
- 25% of students in this school had moderate to high levels of Anxiety; the Canada norm for these grades is 18%.
- 41% of the girls and 14% of the boys in this school had moderate to high levels of Anxiety. The Canada norm for girls is 21% and for boys is 14%.



Students with moderate or high levels of depression

Students have prolonged periods when they feel sad, discouraged, and inadequate.

- 25% of students in this school had moderate to high levels of Depression; the Canada norm for these grades is 17%.
- 43% of the girls and 12% of the boys in this school had moderate to high levels of Depression. The Canada norm for girls is 20% and for boys is 14%.





Report on Student Outcomes and School Climate

NB Schools - Secondary

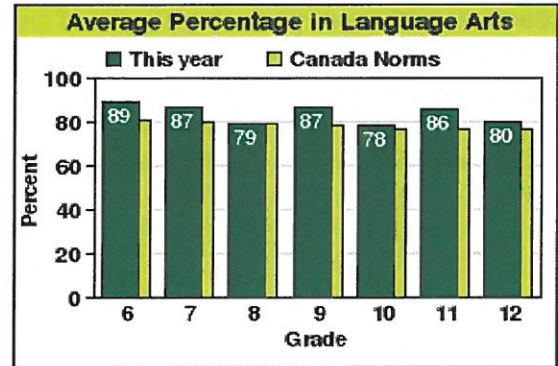
Chipman Forest Avenue School Highlights

Academic Outcomes

Average Percentage in Language Arts

Students' overall marks in their current or most recent language arts class (e.g., English) were reported as a letter grade and converted to a percentage.

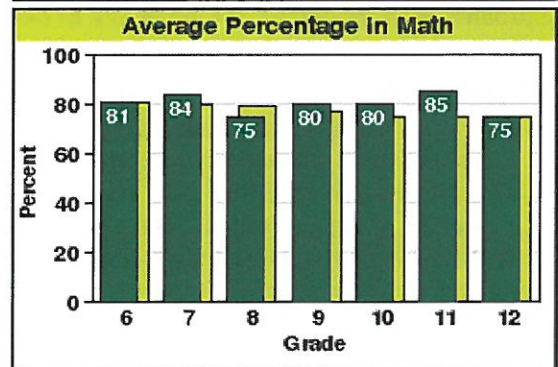
- In this school, students' average reported mark was 83%; the Canada norm for these grades is 78%.
- In this school, girls' average reported mark was 85% and boys' was 82%. The Canada norm for girls is 80% and for boys is 77%.



Average Percentage in Math

Students' overall marks in their current or most recent math class were reported as a letter grade and converted to a percentage.

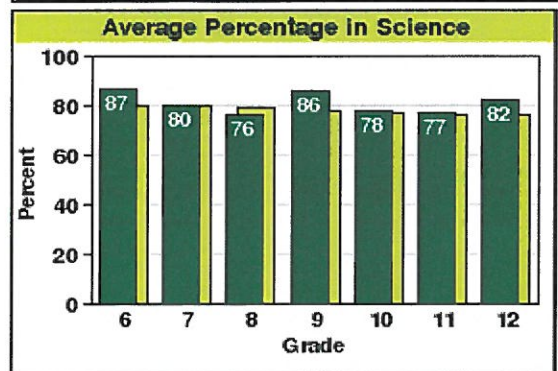
- In this school, students' average reported mark was 80%; the Canada norm for these grades is 78%.
- In this school, girls' average reported mark was 80% and boys' was 80%. The Canada norm for girls is 78% and for boys is 78%.



Average Percentage in Science

Students' overall marks in their current or most recent science class (e.g., general science, biology, chemistry, or physics) were reported as a letter grade and converted to a percentage.

- In this school, students' average reported mark was 81%; the Canada norm for these grades is 78%.
- In this school, girls' average reported mark was 82% and boys' was 81%. The Canada norm for girls is 79% and for boys is 77%.





Report on Student Outcomes and School Climate

NB Schools - Secondary

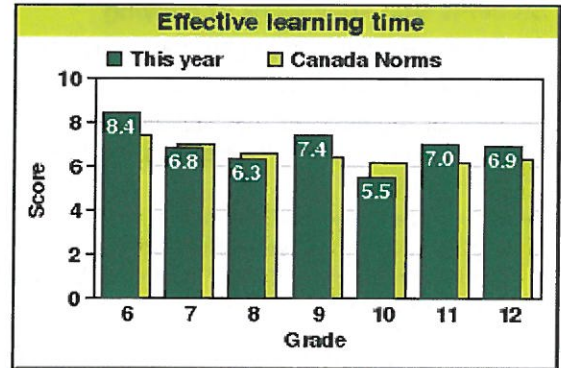
Chipman Forest Avenue School Highlights

DRIVERS of Student Outcomes

Effective learning time

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

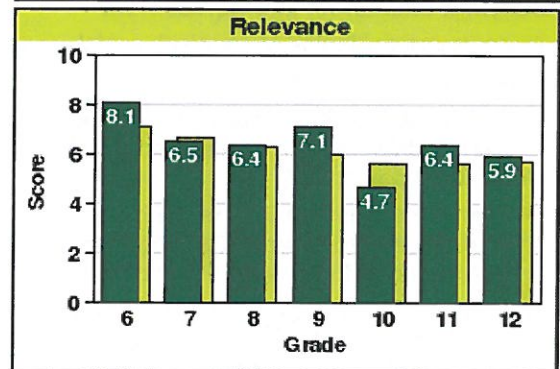
- In this school, students rated Effective Classroom Learning Time 6.8 out of 10; the Canada norm for these grades is 6.6.
- In this school, Effective Classroom Learning Time was rated 6.7 out of 10 by girls and 6.9 out of 10 by boys. The Canada norm for girls is 6.7 and for boys is 6.5.



Relevance

Students find classroom instruction relevant to their everyday lives.

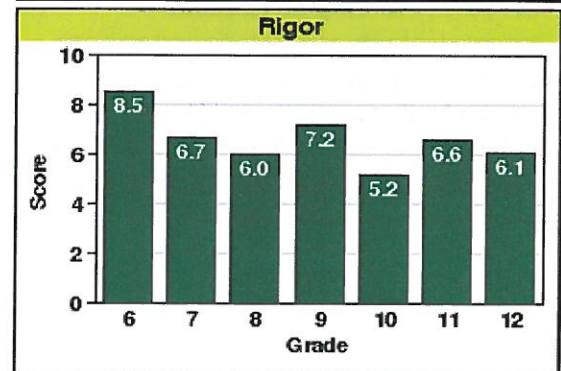
- In this school, students rated Relevance 6.4 out of 10; the Canada norm for these grades is 6.1.
- In this school, Relevance was rated 6.3 out of 10 by girls and 6.4 out of 10 by boys. The Canada norm for girls is 6.2 and for boys is 6.1.



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 6.5 out of 10.
- In this school, Rigor was rated 6.5 out of 10 by girls and 6.6 out of 10 by boys.



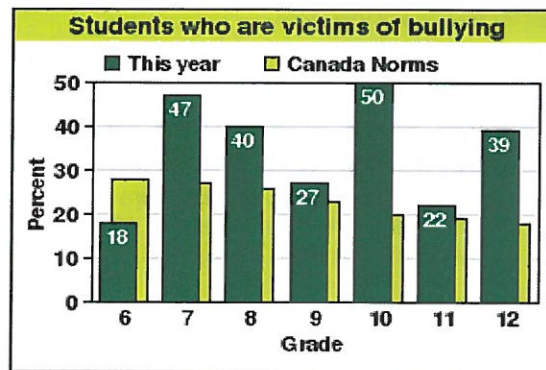


DRIVERS of Student Outcomes

Students who are victims of bullying

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

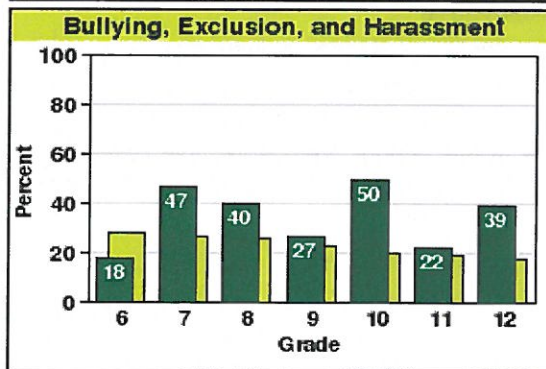
- 35% of students in this school were victims of moderate to severe Bullying in the previous month; the Canada norm for these grades is 23%.
- 44% of the girls and 29% of the boys in this school were victims of moderate to severe Bullying in the previous month. The Canada norm for girls is 21% and for boys is 25%.



Bullying, Exclusion, and Harassment

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

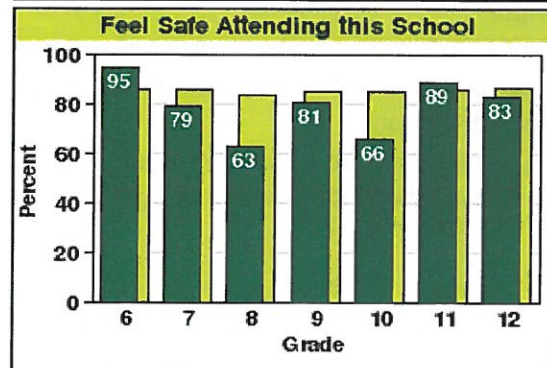
- 35% of students in this school were victims of moderate to severe Bullying in the previous month; the Canada norm for these grades is 23%.
- 44% of the girls and 29% of the boys in this school were victims of moderate to severe Bullying in the previous month. The Canada norm for girls is 21% and for boys is 25%.



Feel Safe Attending this School

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

- 78% of students felt safe attending the school; the Canada norm for these grades is 85%.
- 77% of the girls and 79% of the boys felt safe attending the school. The Canada norm for girls is 87% and for boys is 84%.





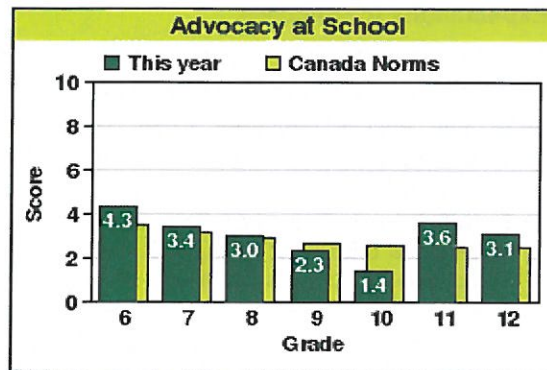
Report on Student Outcomes and School Climate
NB Schools - Secondary
Chipman Forest Avenue School Highlights

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.

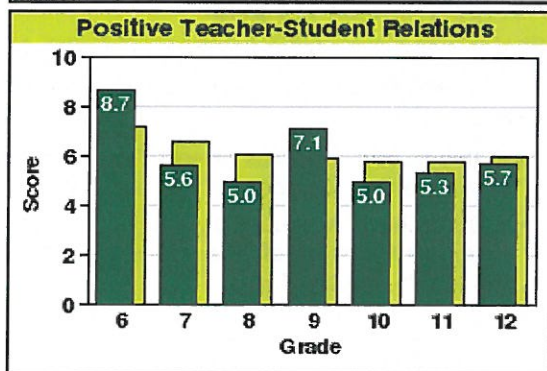
- In this school, students rated Advocacy at School 2.9 out of 10; the Canada norm for these grades is 2.8.
- In this school, Advocacy at School was rated 2.4 out of 10 by girls and 3.3 out of 10 by boys. The Canada norm for girls is 2.8 and for boys is 2.9.



Positive Teacher-Student Relations

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

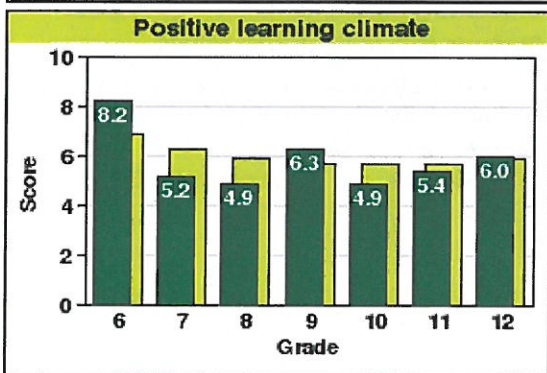
- In this school, Positive Teacher-Student Relations were rated 6 out of 10; the Canada norm for these grades is 6.2.
- In this school, Positive Teacher-Student Relations were rated 5.8 out of 10 by girls and 6.2 out of 10 by boys. The Canada norm for girls is 6.3 and for boys is 6.1.



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 5.8 out of 10; the Canada norm for these grades is 6.
- In this school, Disciplinary Climate of the Classroom was rated 5.4 out of 10 by girls and 6.1 out of 10 by boys. The Canada norm for girls is 6.1 and for boys is 5.9.





Report on Student Outcomes and School Climate

NB Schools - Secondary

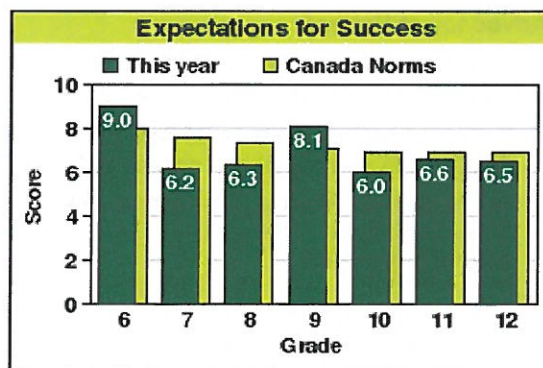
Chipman Forest Avenue School Highlights

DRIVERS of Student Outcomes

Expectations for Success

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

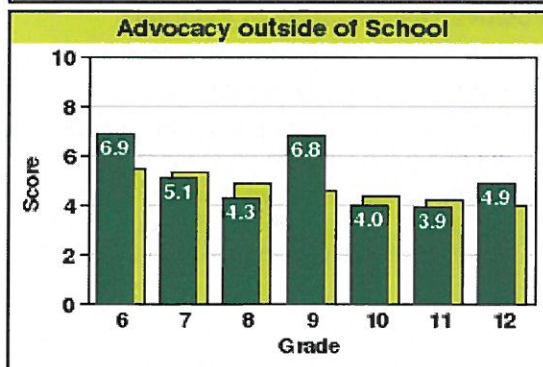
- In this school, students rated Teachers' Expectations for Academic Success 6.9 out of 10; the Canada norm for these grades is 7.2.
- In this school, Teachers' Expectations for Academic Success were rated 6.9 out of 10 by girls and 7 out of 10 by boys. The Canada norm for girls is 7.4 and for boys is 7.1.



Advocacy outside of School

Students feel they have someone at home or in their community who consistently provides encouragement and can be turned to for advice.

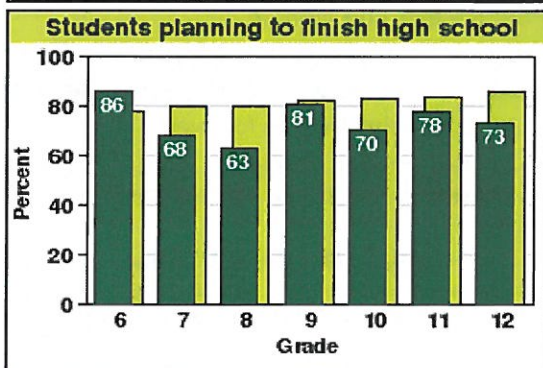
- In this school, students rated Advocacy outside School 5.1 out of 10; the Canada norm for these grades is 4.7.
- In this school, Advocacy outside School was rated 4.8 out of 10 by girls and 5.4 out of 10 by boys. The Canada norm for girls is 4.8 and for boys is 4.6.



Students planning to finish high school

Students plan to finish high school.

- 74% of students in this school had aspirations for finishing High School; the Canada norm for these grades is 82%.
- 77% of the girls and 72% of the boys in this school had aspirations for Finishing High School. The Canada norm for girls is 86% and for boys is 78%.





Report on Student Outcomes and School Climate

NB Schools - Secondary

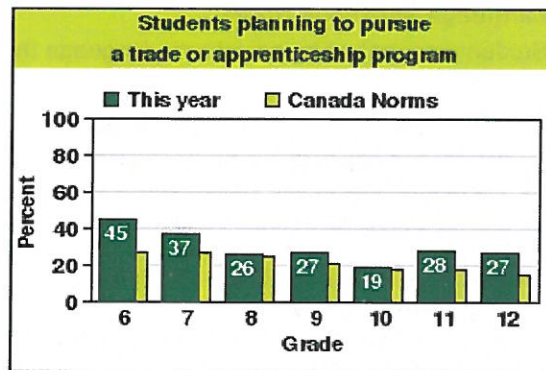
Chipman Forest Avenue School Highlights

DRIVERS of Student Outcomes

Students planning to pursue a trade or apprenticeship program

Students plan to finish high school, and afterwards pursue a trade or apprenticeship program.

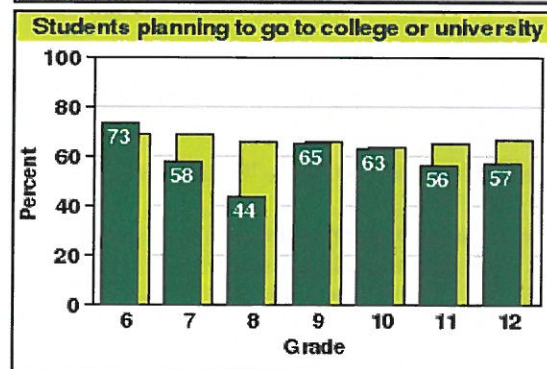
- 29% of students in this school planned to pursue a trade or apprenticeship program; the Canada norm for these grades is 22%.
- 26% of the girls and 32% of the boys in this school planned to pursue a trade or apprenticeship program. The Canada norm for girls is 19% and for boys is 25%.



Students planning to go to college or university

Students plan to pursue a post-secondary education.

- 59% of students in this school had aspirations for pursuing a post-secondary education; the Canada norm for these grades is 67%.
- 67% of the girls and 54% of the boys in this school had aspirations for Going to College or University. The Canada norm for girls is 74% and for boys is 59%.





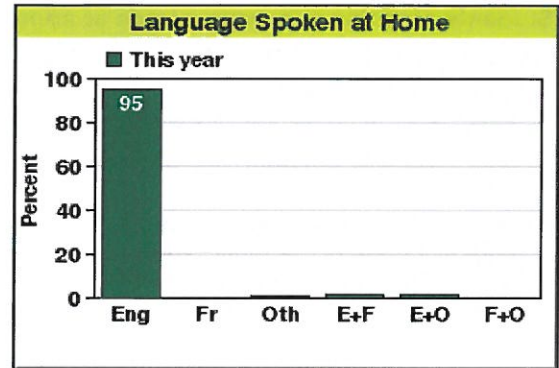
Report on Student Outcomes and School Climate
NB Schools - Secondary
Chipman Forest Avenue School Highlights

Demographic Factors

Language Spoken at Home

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

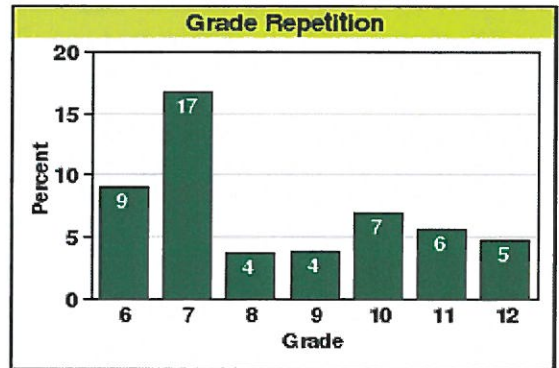
- 95% of students in this school speak English at home.
- 0% of students in this school speak French at home.
- 1% of students in this school speak other languages at home.
- 2% of students in this school speak English and French at home.
- 2% of students in this school speak English and another languages at home.
- 0% of students in this school speak French and another languages at home.



Grade Repetition

Students have repeated one or more grades at school since kindergarten.

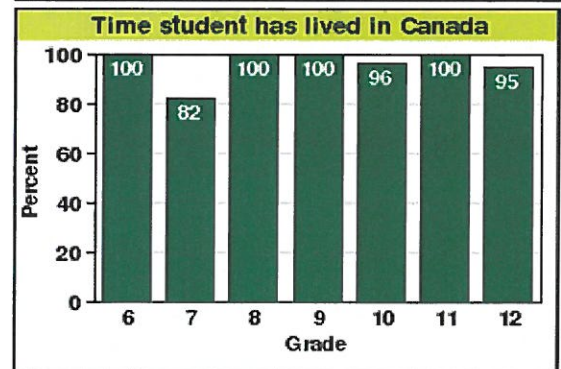
- 6.8% of students in this school have repeated a grade at school.
- 2.9% of the girls and 9.7% of the boys in this school have repeated a grade at school.



Time student has lived in Canada

Students were born in Canada.

- 97% of students in this school were born in Canada.
- 97% of the girls and 97% of the boys in this school were born in Canada.





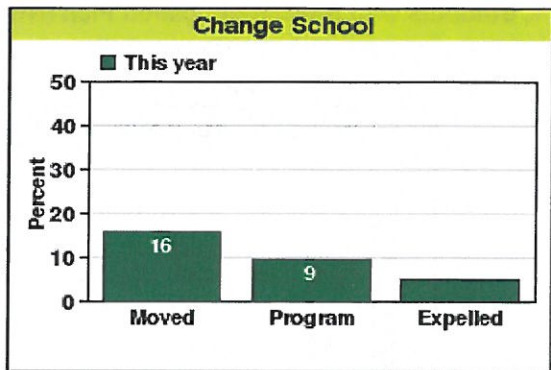
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NB Schools - Secondary
Chipman Forest Avenue School Highlights

Demographic Factors

Change School

Students have changed schools for reasons below.

- 15.7% of students in this school changed school because they moved.
- 9.4% of students in this school changed school to take advantage of a different program.
- 5.1% of students in this school changed school because they were expelled from their old school.





Report on Student Outcomes and School Climate

NB Schools - Secondary

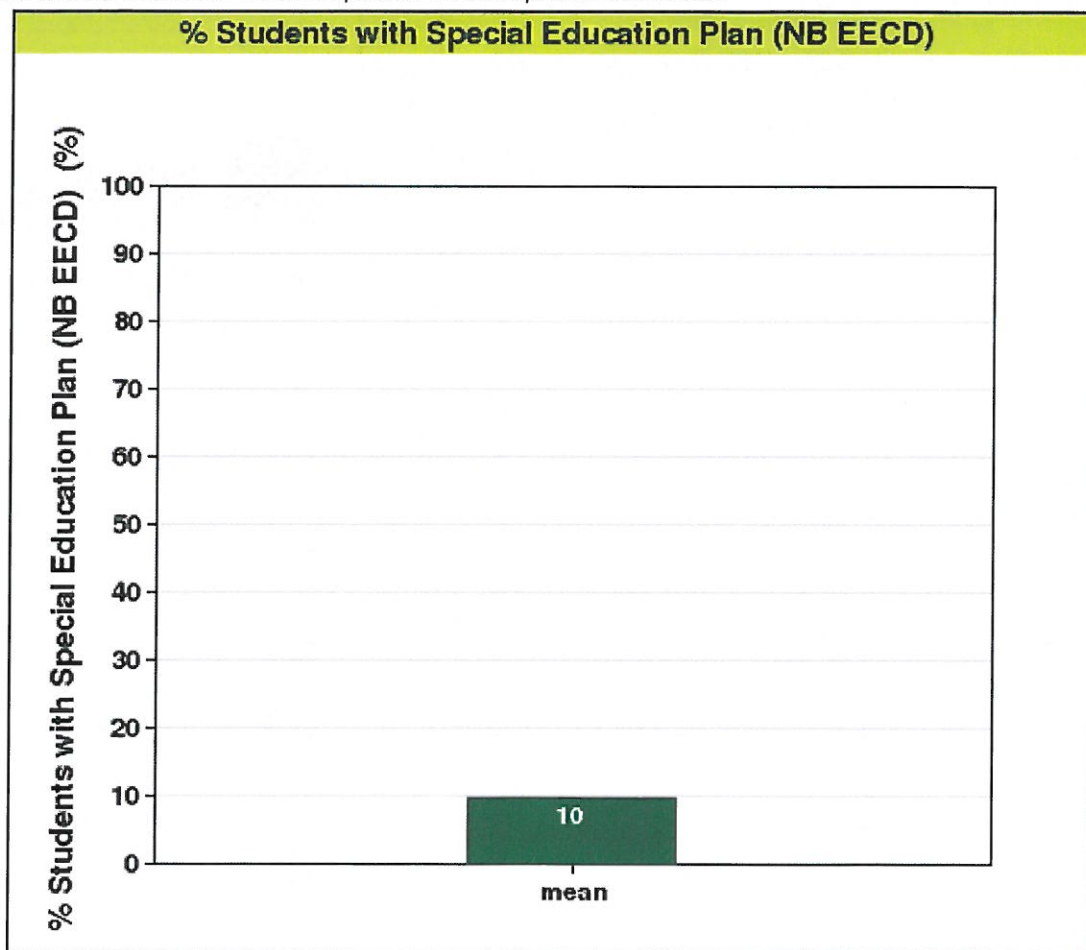
Chipman Forest Avenue School Highlights

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 - Secondary

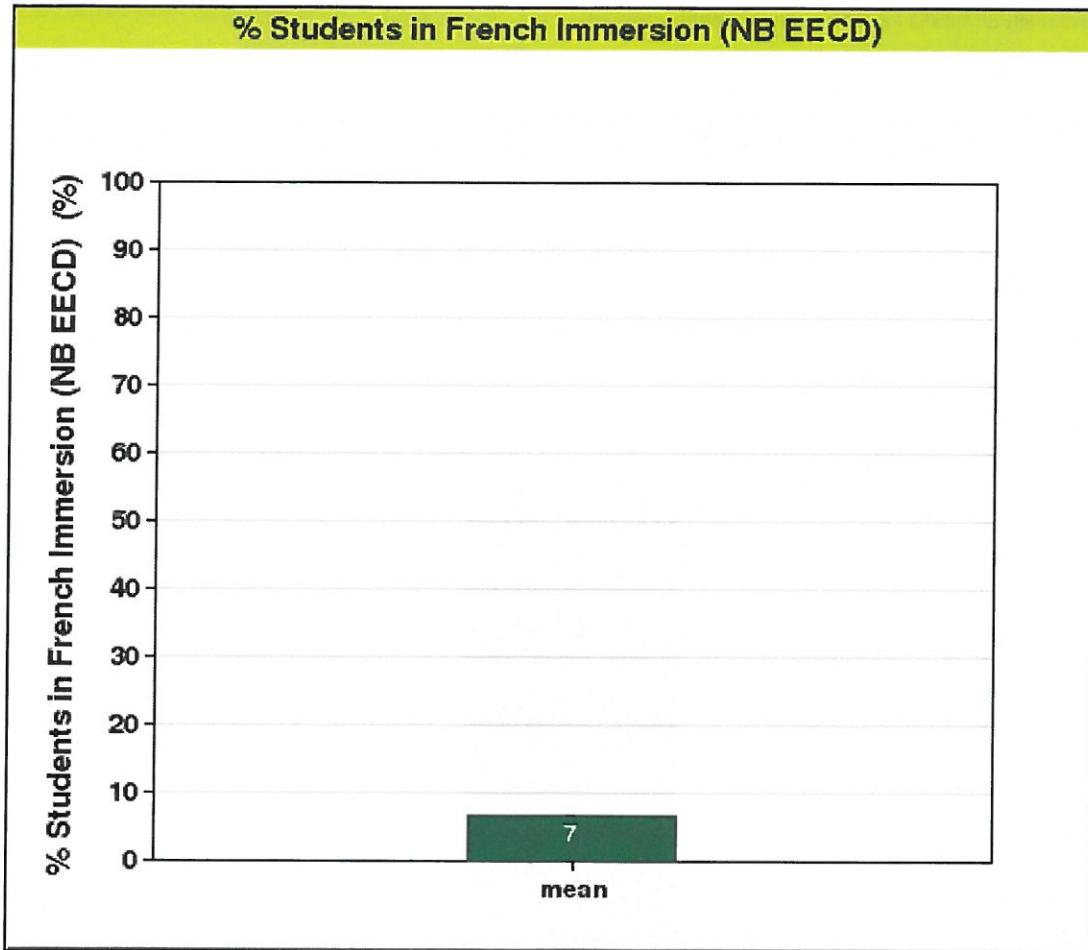
Chipman Forest Avenue School Highlights

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.





Report on Student Outcomes and School Climate

NB Schools - Secondary

Chipman Forest Avenue School Highlights

Custom Measure

Mean score on Happiness Index (NB EECD)

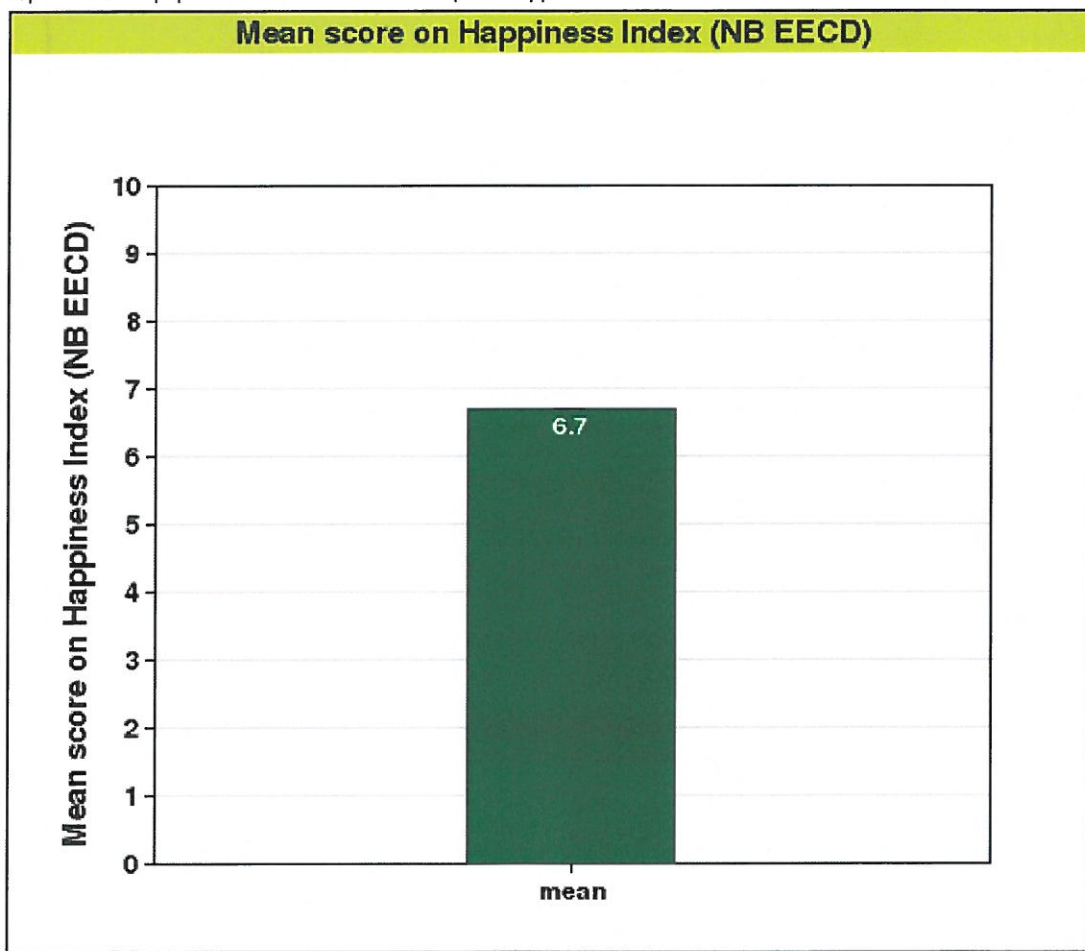
Happiness Index - NB EECD Custom Question

Students are asked:

Where 0 means extremely dissatisfied and 10 means extremely satisfied...

"All things considered, how satisfied are you with your life as a whole nowadays?"

Results are reported as the population's mean score on a 10 point Happiness Index scale.





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NB Schools - Secondary
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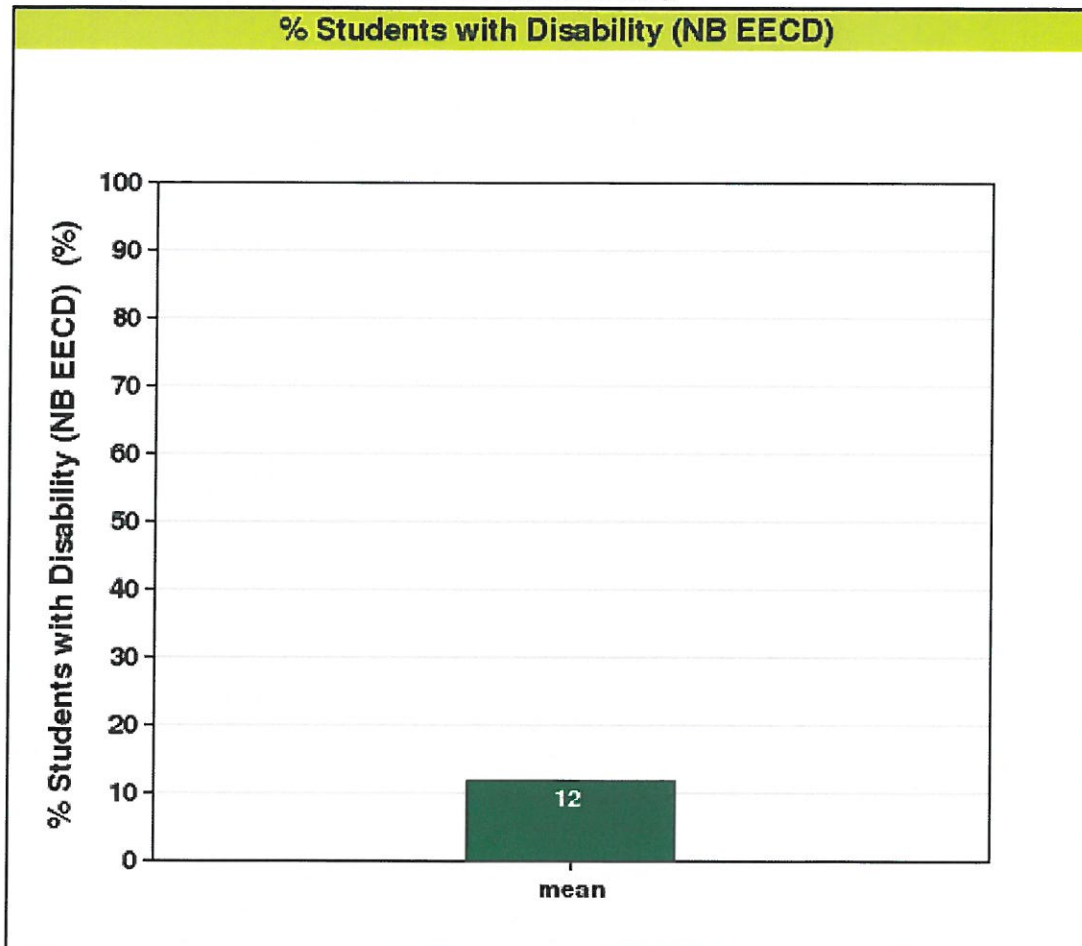
Custom Measure

% Students with Disability (NB EECD)

Disability - NB EECD Custom Question

Students are asked:

'Do you have a disability that limits your participation in school activities and learning?'



Department of Education and Early Childhood Development School Improvement Survey

Teachers Responses: Comparison Report 2013



Chipman Forest Avenue School (2413)

Common Vision, Mission and Goals

	School Agreement	District 26 6-12 Schools	Province 6-12 Schools	School % Missing
1. The school's vision is clear.	78.6%	87.7%	87.2%	0.0%
2. This school has high expectations for all of its students.	76.9%	86.4%	79.7%	7.1%
3. I have been involved in the development of the School Improvement Plan (SIP).	92.3%	95.1%	91.0%	7.1%
4. The School Improvement Plan (SIP) includes goals which are strategic, measurable, achievable, results-oriented and timely (SMART).	71.4%	89.0%	91.1%	0.0%
5. The School Improvement Plan (SIP) is developed based on the review of student achievement and other data.	85.7%	91.5%	87.7%	0.0%
6. Progress on School Improvement Plan (SIP) goals is monitored at least quarterly.	57.1%	75.6%	75.6%	0.0%
7. I have set goals for my teaching that support the goals of the school.	78.6%	95.1%	94.8%	0.0%
Mean Agreement	77.2%	88.6%	86.7%	2.0%

Instructional Leadership

	School Agreement	District 26 6-12 Schools	Province 6-12 Schools	School % Missing
8. School leaders are knowledgeable about, and work with individual teams on curriculum and instruction.	28.6%	72.0%	76.9%	0.0%
9. I feel supported by my administrators.	71.4%	80.5%	84.0%	0.0%
10. My administrators keep me informed on matters that are important to my work.	53.8%	76.5%	84.8%	7.1%

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

Teachers Responses: Comparison Report 2013

Chipman Forest Avenue School (2413)

	School Agreement	District 26 Schools 6-12	Province Schools 6-12	School Missing %	
11. Schools administrators encourage, welcome and employ feedback from teachers.	78.6%	76.8%	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).	64.3%	80.5%	83.9%	0.0%	
13. School administrators frequently visit my classroom to observe the learning.	28.6%	51.2%	67.1%	0.0%	
14. School leaders provide helpful feedback to assist me to improve my practice and to reinforce my strengths.	21.4%	57.3%	63.0%	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.	7.7%	49.4%	63.5%	7.1%	
Mean Agreement	44.3%	68.0%	75.6%	1.8%	

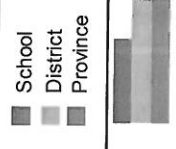
Effective Instructional Practice and Continuous Monitoring of Student Progress

	School Agreement	District 26 Schools 6-12	Province Schools 6-12	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.).	85.7%	93.9%	94.3%	0.0%	
17. I feel confident in my ability to differentiate instruction.	78.6%	87.8%	86.4%	0.0%	
18. I feel confident using a variety of student achievement data to inform my instruction.	71.4%	80.5%	82.6%	0.0%	
19. I feel confident using a wide variety of methods to assess learning (e.g., projects, portfolios, rubrics, tests, etc.).	85.7%	96.3%	96.2%	0.0%	
20. I feel confident helping my students to self-assess and set their own learning goals.	71.4%	72.0%	71.4%	0.0%	
21. I feel confident using technology to support my teaching.	92.9%	92.7%	94.4%	0.0%	

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

Chipman Forest Avenue School (2413)

Item	School	District 26	Province	School	Province	School	Province
	Yes	6-12 Schools	6-12 Schools	Missing	6-12 Schools	Missing	6-12 Schools
22. I lead the development, or co-develop, SEPs for my students who need them.	64.3%	76.8%	73.2%	0.0%			
23. I feel confident monitoring the progress of my students who have SEPs.	28.6%	70.7%	69.5%	0.0%			
24. In my school, literacy is integrated across the curriculum.	76.9%	87.7%	80.7%	7.1%			
25. High-achieving students are given the opportunity to reach their full potential at this school.	64.3%	56.1%	58.2%	0.0%			
26. I feel confident teaching mathematics.	57.1%	52.4%	52.1%	0.0%			
Mean Agreement	70.6%	78.8%	78.1%	0.6%			



Item	School	District 26	Province	School
	Yes	6-12 Schools	6-12 Schools	Missing
27. I teach mathematics.	23.1%	33.3%	34.3%	7.1%

Supports for Instruction

Item	School	District 26	Province	School	Province	School	Province
	Agreement	6-12 Schools	6-12 Schools	Missing	6-12 Schools	Missing	6-12 Schools
28. I have access to the curriculum resources I need.	78.6%	89.0%	87.8%	0.0%			
29. I have access to a variety of information and communication technologies to enhance my teaching.	71.4%	79.3%	85.0%	0.0%			
30. I have access to the resources and supports I need for teaching students with exceptionalities.	28.6%	64.6%	64.8%	0.0%			

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

Teachers Responses: Comparison Report 2013

Chipman Forest Avenue School (2413)

31. I feel supported by parents in the work that I do with their child.	78.6%	68.3%	73.2%	0.0%
Mean Agreement	64.3%	75.3%	77.7%	0.0%

Positive School Environment	School Agreement	District 26 6-12 Schools	Province 6-12 Schools	School % Missing
32. Every student at this school is encouraged to participate and be included in school-organized activities.	92.9%	96.3%	92.5%	0.0%
33. Disruptive student behaviour causes a significant loss of learning time in this school.	57.1%	35.4%	41.8%	0.0%
34. Administrators, teachers and students have collaboratively agreed on the rules for student behaviour.	57.1%	76.5%	70.3%	0.0%
35. Administrators and teachers have collaboratively agreed on a common approach to discipline.	57.1%	74.4%	69.8%	0.0%
36. Administrators and teachers address inappropriate behaviour whenever it is encountered.	78.6%	78.0%	72.8%	0.0%
37. The expectations relating to behaviour are well-understood by students.	71.4%	78.0%	74.2%	0.0%
38. The response to bullying at this school is effective.	78.6%	75.6%	64.2%	0.0%
39. I feel safe at this school.	100.0%	96.3%	94.4%	0.0%
Mean Agreement	74.1%	76.3%	72.5%	0.0%

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

Chipman Forest Avenue School (2413)

Collaboration and Staff Interaction

	School Agreement	District 26 Schools 6-12 Schools	Province 6-12 Schools	School % Missing
40. In my school, I work with people who treat me with respect.	78.6%	86.6%	89.7%	0.0%
41. There is good communication among teachers in this school.	35.7%	69.5%	81.7%	0.0%
42. I work within a team in my school.	78.6%	81.5%	78.8%	0.0%
43. PLC time is included in my weekly schedule (either during or after the hours of instruction).	50.0%	50.6%	59.0%	14.3%
44. I prefer PLC time to be scheduled within the hours of instruction.	53.8%	55.6%	70.6%	7.1%
45. I work collaboratively with others to discuss student progress and achievement results.	71.4%	81.7%	82.1%	0.0%
46. I can rely on my colleagues for assistance when needed.	85.7%	96.3%	95.3%	0.0%
47. A conscious effort is made by staff to make new teachers feel welcome here.	92.9%	85.4%	86.8%	0.0%
48. I am involved in long-term instructional planning with colleagues.	35.7%	58.5%	65.6%	0.0%
Mean Agreement	64.7%	74.0%	78.8%	2.4%

Ongoing Professional Learning

	School Agreement	District 26 Schools 6-12 Schools	Province 6-12 Schools	School % Missing
49. I participate in cross-curricular and interdisciplinary planning with my colleagues.	57.1%	61.0%	60.4%	0.0%

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

Chipman Forest Avenue School (2413)

50. My current assignment matches my background and strengths.	100.0%	89.0%	88.6%	0.0%	
51. Department and district organized professional learning opportunities are consistent with our school goals.	64.3%	72.0%	70.8%	0.0%	
52. I am encouraged and supported to pursue professional learning.	92.9%	90.2%	87.3%	0.0%	
53. Professional learning opportunities provided to me take my professional needs into account.	57.1%	74.4%	69.3%	0.0%	
54. I have the opportunity to develop new skills in this school.	57.1%	79.3%	77.9%	0.0%	
Mean Agreement	71.4%	77.6%	75.7%	0.0%	

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