

**END 5: CHARACTER**  
**ANNUAL MONITORING REPORT**

**June 5, 2007**

**I. END 5: CHARACTER**

End 5: Character states:

**Each student will possess the character to do what is right, act morally with wisdom, and balance individual concerns with the rights and needs of others.**

**Accordingly, each student will demonstrate:**

- 1. Integrity;**
- 2. Compassion;**
- 3. Decency;**
- 4. Civility;**
- 5. Fairness;**
- 6. Courage;**
- 7. Initiative;**
- 8. Perseverance;**
- 9. Respect;**
- 10. Optimism;**
- 11. Responsibility.**

## **II. REASONABLE INTERPRETATION, INDICATORS AND BENCHMARKS**

In the October 17, 2006 report to the Board of Trustees entitled “Reasonable Interpretation, Indicators and Benchmarks for End 5: Character”, the Chief Superintendent referenced a quote by Mary Williams found in *The Heart of the Matter: Character and Citizenship Education in Alberta Schools* (Alberta Education, 2005), that states, “It is next to impossible to separate the teaching of values from schooling itself; it is a part of schooling whether people are willing to acknowledge it or not. The question...is how the educator can influence students’ character development effectively so that the impact is positive.” (p. 1)

As outlined in the Reasonable Interpretation (Attachment I), the Chief Superintendent is informing the assessment of incremental progress in the area of Character Development through presentation and analysis of the data gathered in relation to:

1. Student Participation in Character Development Programs and Activities
2. Perceptions of Students, Parents and Teachers
3. Discipline Reports
4. New initiatives – case studies, report card descriptors, High School Exit Survey

## **III. ANALYSIS AND INTERPRETATION OF DATA**

### **1. Participation in Character Development Programs and Activities**

An in-depth Program Inventory of all schools in the system was conducted in January 2007. The purpose of the inventory was to scan the entire system, within the defined date range of September 2006 to December 2006, in order to determine what opportunities are being provided for students to achieve the Board’s stated Ends. Our schools contributed to the Inventory and provided many examples of activities and programs in which students participate to develop and demonstrate the eleven character descriptors associated with End 5: Character.

The data from the Program Inventory (Attachment II) provides a “snapshot” of activities and programs that offer opportunities to influence character development. It is important to note that these are “inputs” into the development of character. Participation in an activity such as safety patrols or in a program such as Roots of Empathy does not guarantee that one is developing character as defined by E-5. However, it is by participating in such activities and programs that students model and practice the habits of mind necessary for character development.

According to the Inventory, the majority of CBE elementary and middle/junior high school students participated in character education programs. 87% of CBE elementary schools (compared to 81% last year), and 86% of junior high schools

(compared to 69% last year) reported offering formal character education programs.

Data from the schools that participated in the program inventory survey has indicated that, compared to last year, the number of opportunities schools offer for students to participate related to character development has increased slightly. Therefore the number of opportunities for each student has increased. The data shows that there is a significant increase in student participation in some specific character education programs such as Roots of Empathy, Conflict Resolution, and particularly in Safe and Caring Schools, Virtues Program and Peer Tutoring and Reading. There has been a decrease in the percentage of schools offering some programs that we tracked last year (Attachment II). For example, the percentage of schools offering Lion's Quest changed from 10.7% in 2005/2006 to 8.7% in 2006/2007. This may be because some schools have decided to undertake a different program in its place.

The data shows that high schools appear to formally address the development of character education through programs included in course offerings such as Career and Life Management. This is, of course, in addition to specific efforts to foster school culture that support students in this domain.

Principals' anecdotal comments provide a rich description of the variety of character development opportunities available to CBE students and serve as testimonies to their value.

*"We have a goal on our school development plan regarding being a Dare to Care school." Belvedere-Parkway*

*"We have a process where the teachers contribute evidence of their classroom activities that tie to the ends, or demonstrate a specific focus on Character. This is displayed near the doors of the school. This display includes both images and written documentation about the connection." Coventry Hills*

*"We have reduced our negative incident reports by 90% over the past four years with our focus on Building Peaceful Communities Together. It is difficult to sort where the impact of the strategies associated with the focus is most obvious – character, personal growth or citizenship – but the results have been significant." Douglas Harkness*

*"The leadership class has spearheaded a number of events that require the participation of all students in the school to benefit the less fortunate. Character development is also an integral part of Programme International, and as such is embedded in our implementation plan." Bishop Pinkham*

*"Our school motto is "Home of Scholars, Artists and Champions". Through our Warrior Pride and other classes we continue to place an emphasis on building a*

*focus on “Home” in our motto. As a school we are committed to developing students who have strong and solid character through the support and encouragement that we can give them through their learning, athletic and extra-curricular experiences at high school.” Henry Wise Wood*

*“The work we do in the areas of achievement, citizenship, character, personal development, and leadership occurs through a non-structured, individualized, relationship-based approach.” Discovering Choices*

## **2. Perceptions of Students, Parents and Teachers**

The Alberta Education Accountability Survey reports on nine categories by which school board performance is measured. Four of these perception measures (Attachment III) are relevant to the monitoring of End 5: Character.

The following observations are indicative of incremental progress:

- For the year 2005-2006 all measures stayed the same or increased from the previous year, in the overall results for each measure and the separate percentages of teachers, parents and students who were satisfied or very satisfied with the item being measured.
- There is a significant increase (between 1% and 8% above baseline) in the agreement of parents, students and teachers of grades 4, 7 and 10 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.”
- Parents and students at the grade 10 level show an increase of 7% from the baseline in their collective agreement with the statement “Students respect each other.” A very significant increase of 12% is indicated by the teachers of grade 10 students. Parents, students and teachers at the grades 4 and 7 levels all show an increase in their collective agreement with the statement “Students respect each other.”
- Parents, students and teachers at all three grade levels show significant improvement (between 2% and 16% above baseline) in their collective agreement with the statement “Students treat each other well.”
- Parents, students and teachers at all grade levels show significant improvement (between 1% and 8% above baseline) in their collective agreement with the statement “Students feel safe at school.” Of particular significance is the 7% increase in grade 10 level student agreement with this statement.

This incremental improvement on indicators of character, such as care, respect, and safety and security, demonstrate the results of the continued commitment of

CBE staff in meeting End 5: Character. Since the Board of Trustees set the End statements, the values embedded in Character are being reflected in the planning of schools, Areas and in the CBE Three Year Plan. As these values speak to everyone, they are becoming increasingly aligned and entrenched in the culture in our schools.

### **3. Discipline Reports**

Not every student in the CBE demonstrates the will or ability to behave in moral ways at all times. The most extreme instances result in suspensions of more than five days with a recommendation for expulsion. The Student Response Team, which is part of Student Support Services, compiles data on an annual basis about expulsions. Attachment IV shows the number of students who have been recommended for expulsion in the last three years.

There was a decrease (33% - 292 students from 436 the previous year) in the total number of expulsions from 2004/2005 to 2005/2006. It is worth noting that this number represents less than 0.3% of the student population in 2005/2006. The vast majority of CBE students are never referred to the Student Response Team. Of the 292 students who were recommended for expulsion in the 2005/06 school year, i.e. suspended from their school for more than five days and directed to the Student Response Team, 131 students (39%) were directed to a different school (compared with 75% in 2004/2005). Only 16 (5.5%) of the 292 students who were recommended for expulsion were referred back to the Student Response Team again during the 2005/2006 school year. This may be indicative of the excellent work our schools and classrooms are doing in the area of character education.

### **4. New Initiatives**

Three new initiatives were outlined in the October 17, 2006 report to the Board of Trustees to help monitor and inform progress toward meeting the End 5: Character. These were: case studies, report card descriptors and the High School Exit Survey.

#### **Case Studies**

In September 2006 a collaborative case study between Alberta Education and the CBE was approved. The intent of the case study is to address character development in five individual schools and to develop a protocol that may be used throughout the CBE and province. The focus of the pilot study is to explore potential measures of End 5: Character through the lens of two key questions:

1. What are the school's greatest strengths in relation to the CBE's five Ends statements?
2. What are the school's greatest weaknesses in relation to the CBE's five Ends statements?

The report for the first pilot school was submitted to Riverbend Elementary staff in February 2007. Completion of four reports from other pilot schools and an aggregated final report are due June 30, 2007.

Case Study Framework

A matrix of different qualitative, quantitative and demographic measures was used by Alberta Education and Riverbend School to address the above questions. These measures can demonstrate progress in opportunities for and development of character from the first monitoring of this End statement over time. A number of different measures were used, two of which are standardized (Provincial Achievement Test Results and Accountability Pillar Survey) and five are school based. These measures are:

1. Provincial Achievement Test result analysis as requested by the school to address the question “How do we develop individual student case studies related to a significant decline in the 2006 PAT results at the grades 3 and 6 level?”
2. Accountability Pillar Survey Measures to determine stakeholder perception. The specific measures used are:

<b>Measure #</b>	<b>Description</b>
A.4	Percentage of teachers, parents and students satisfied with the overall quality of basic education.
A.6.	Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
A.8.	Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
B.4.	Percentage of teachers, parents and students agreement that: students are safe at school, are learning respect for others and are treated fairly in school.
E.2.	Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

3. An anecdotal reflective overview of a school’s vision, mission, school profile to indicate to what extent students “embody an understanding of, commitment to, and willingness to act upon the core values of character” (*Heart of the Matter*) as an operational philosophy. A school’s mission

and vision statement is a possible reflection of character assessment. This school provided a powerful example of where these statements were lived in the school's practice and purpose in providing opportunities for students to learn and demonstrate character development.

4. Demographic data on the changing trends in community population to provide a demographic landscape that might correlate to character development within the school community. Alberta Education used city census population data, 2001 Statistics Canada Census data, locally derived ESL and Special Education data and Socio-Economic Status data that Alberta Education developed in 2003 in partnership with CBE. This data is useful for any school site, assisting in the School Development Plan process.
5. School based character/citizenship performance measures on:
  - Service contributions
  - Community projects
  - Decreased bullying
  - Misconduct forms
  - Formal program opportunities for character developmentAccording to Alberta Education these measures are “directly applicable to character and citizenship” (p. 21).
6. Focus groups that include students (grades 5/6), teachers, support staff, lunch supervisors and parents. This methodology allowed for more in-depth reflective discussion from all members of the learning community:
  - Student understandings; “...special needs people teach a lot about other people” (student).
  - Extraction of common themes.
  - Exposure of common and disparate perceptions.
7. School based information: e.g. School Development Plan.

This pilot review document provides a useful first model of reporting that monitors and supports the CBE's End 5: Character. In this first of five case studies, the focus on tailoring questions provided by the school only partially informs a protocol that can be used by the jurisdiction or province. Through conversations with the members of the Alberta Education team, a clearer understanding of our concerns for more generalized measures has been clarified. Work on the next four case studies will help to refine measures that can be used for comparative analysis next year.

The opportunity for a school to examine what is actually taking place is a very powerful tool. Through multiple facets of assessment, one develops a clearer understanding of the statement “character and citizenship education is an

inclusive concept regarding all aspects of how school communities can support the positive character development of students, staff and other school stakeholders. It is woven throughout the school day for all students and is integrated into the curriculum, discipline policies and co-and extracurricular activities.” (*Heart of the Matter*)

### **Report Card Descriptors**

The second initiative involves CBE Administration working with elementary and middle schools to develop report card descriptors addressing citizenship, personal development and character. The Executive Assistant to the Superintendent of Educational School Support Services, in conjunction with the Director of Community Engagement and Operational Planning, formed a focus group to examine report cards and the alignment of them with Ends 3, 4, and 5. This focus group made recommendation to, and was approved by, Superintendents’ Team on March 26, 2007 that:

1. The following report card stems with respect to: Personal Development, Citizenship, and Character be utilized in the elementary, middle/junior high school report card templates. These will be piloted in a select number of sites, reviewed and refined for system implementation.
  - (1) Citizenship
    - contributes to creating a positive school community
    - respects and embraces cultural diversity
    - works and communicates effectively with others
  - (2) Personal Development
    - is self aware and able to set goals
    - is able to self evaluate
    - is a confident and autonomous learner
  - (3) Character
    - takes initiative for his/her own learning
    - treats others with respect and compassion
    - takes responsibility for his/her actions
2. Middle/Junior High, alternative and special education school report card templates be developed for consistent system use. These will be piloted in a select number of sites, reviewed and refined for system implementation.

### **High School Exit Survey**

High School Students responded to an Exit Survey on completion of high school in June 2006. The data from this survey is being presented as baseline for comparison with data from the exit survey that will be conducted in June 2007 (to

be reported in June 2008). Specific to the purpose of providing monitoring information for End 5: Character, the survey provides data including, but not limited to, students' perception of their own:

- Ability as listeners;
- Caring for others;
- Respect for others;
- Initiative to complete tasks;
- Responsibility for their actions.

This survey gathered information about students who were leaving the school system and their perceptions of themselves in relation to expressed information required to monitor the Ends. The table below gives the results for questions pertaining to End 5: Character. As there is only one year's worth of data, trends can not be determined at this time. The first year results demonstrate the strength of values, and in particular, character, that are imbued in the students leaving the school system.

<b>Question</b>	<b>Percent All the Time/Often*</b>
I am good at listening to other people	89.2
I care for others	88.8
I respect other people who are different from me.	89.8
I take initiative to complete tasks	72.1
I take responsibility for my actions	86.0
I make good moral decisions	80.0
I value honesty in myself and others	90.3

\*Students were able to respond to one of the following categories: All the Time, Often, Sometimes, Rarely, Never.

#### **IV. REASONABLE INTERPRETATION, DATA SOURCES, INDICATORS, BENCHMARKS AND TARGETS FOR JUNE 2008 MONITORING REPORT**

##### Reasonable Interpretation

The reasonable interpretation for End 5: Character remains unchanged from that approved by the Board of Trustees on October 17, 2006 (Attachment I).

##### Data Sources and Indicators

The data sources and indicators that will be used in the June 2008 monitoring report of End 5 are the same as those that are provided in this report with the following amendments:

- Vandalism Report – The cost related to vandalism of school buildings during school hours is not necessarily linked to the development of student character. Hence, data in relation to the number of student related vandalism incidents will be collected for the next reporting cycle.
- Measures within AISI projects that demonstrate incremental progress in meeting End 5 will be reported.

### Benchmarks and Targets

We now have sufficient longitudinal data to develop targets for most indicators for the 2006-2007 school year. Targets are set at 1% incremental increase per year, based on Alberta Education's recommendation of significant difference for improvement. These are appended in Attachments III and IV.

Targets will not be developed for items from the Program Inventory, even once three years of data are available. The types of character development activities offered in a school may change each year and are not reviewed as outputs to be measured for target setting. New projects or activities may be developed, and it would be difficult to ensure accurate data collection across the system on all of these.

## **V. CONCLUSION**

Good character is not formed haphazardly. Rather it is developed over time through a sustained process of teaching, modelling, promoting, learning, and practice. *The Heart of the Matter: Character and Citizenship Education in Alberta Schools* notes, "Building and sustaining a character and citizenship education initiative is an ongoing process of overlapping steps."(p. 9). In order to ensure that every CBE school is a caring and respectful community we must look deeper. We must be intentional, proactive, and comprehensive in our work to encourage the development of good character in each of our students.

This report demonstrates the intent of the school system toward achieving the Trustees' expressed Ends regarding Character. The data provided demonstrates incremental progress in comparison with the 2003/2004 baseline against which ongoing progress is measured. In addition, the report highlights significant initiatives which are underway, the results of which will be provided in subsequent End 5: Character monitoring reports.

Dr. Brendan J. Croskery  
Chief Superintendent of Schools  
CALGARY BOARD OF EDUCATION

Attachment I: Extract of Report to the Board – February 2006  
Attachment II: Program Inventory – January 2007  
Attachment III: Accountability Pillar Survey Results  
Attachment IV: Discipline and Vandalism Reports

**EXTRACT OF REPORT TO THE BOARD – FEBRUARY 2006**

**III. REASONABLE INTERPRETATION**

The discussion around character dates back to the time of Aristotle and Socrates who struggled with the concept of moral and intellectual virtue. Great thinkers in Western Civilization such as John Locke, 17<sup>th</sup> century English philosopher, John Stuart Mill and Herbert Spencer, 19<sup>th</sup> century English philosophers, and John Dewey, 20<sup>th</sup> century American philosopher and educator, have also been concerned with moral and character development. Character development must be seen as an organic process in the development of the material/physical/human/psychological and spiritual/transcendental aspects of a human being.

The Calgary Board of Education Trustees have taken a strong leadership role in identifying a set of core values that represent this community and articulating them in the End 5 Policy. The Chief Superintendent and CBE Administration are strongly committed to the core values that the Trustees have articulated through the Ends Policies. Although Calgary Board of Education schools have long been concerned with the character development of their students, through End 5 the visibility of character development in schools is raised to a higher level. The focus on character becomes explicit and intentional.

The descriptor “each student” in the End 5 Policy is indicative of the commitment of the Calgary Board of Education to each of the approximately 100,000 individual students in our schools. Implicit in End 5 is the recognition that character is an integral component of student development. As such, each student will develop character traits on an individual level based on several developmental and social factors. Schools play an important, but not exclusive, role in the development of character. Campbell and Bond in Evaluation of A Character Education Curriculum (1982) identified eight major factors that influence character development:

1. Heredity
2. Early childhood experience
3. Modeling by important adults and older youth
4. Peer influence
5. The general physical and social environment
6. The communications media
7. What is taught in the schools and other institutions
8. Specific situations and roles that elicit corresponding behaviour

Together, these factors influence the rate and overall level of character development of an individual. Through explicit, intentional means schools play a role in optimizing the potential for character development using a variety of strategies that might include modeling, opportunities for practice and direct instruction.

In End 5, the use of the phrase “will possess,” suggests that character is a commodity to

be possessed, rather than a construct that continues to develop and be shaped over the life of the individual. The New Jersey Character Education Partnership indicates that character development is a lifelong process, continuing into adulthood.

*“Character as used in education refers to the moral and ethical guidance used by students in their everyday life and the skills required to enact their highest aspirations. As students mature and learn from the experience of responding successfully and unsuccessfully to life’s challenges, their core personality or character forms. This development is a lifelong process. Teachers, as well as students, have their character tested and are challenged to continually grow when faced with ethical and moral dilemmas”. (“New Jersey Character Education”)*

There are many definitions of character but this one from the Executive Summary on the New Jersey Character Education Partnership (2000) captures this complex concept very well:

*“Character can be defined as a complex psychological concept that entails “the capacity to think about right and wrong, feeling moral emotions (guilt, empathy, compassion), engaging in moral behaviours (sharing, donating to charity, telling the truth), believing in moral ‘goods’, demonstrating an enduring tendency to act with honesty, altruism, responsibility and other characteristics that support moral functions.”*

There are two key ideas in this definition that are essential to the concept of character. First, it is necessary **“to think about right and wrong”** – to have moral judgement. Second, it is important **“to act”**. Character cannot be demonstrated unless there is a balance of thinking and purposefully acting. Character is considered to be observable in one’s conduct. As End 5 states, the concept of right thought and action are key components of character in the phrase, *“...to do what is right, act morally with wisdom and balance individual concerns with the rights and needs of others.”*

Wisdom is acquired over time and it is not always synonymous with experience. However, it is difficult to act with wisdom without having the contextual experience. It is a matter of degree, assimilated over many years. It is therefore understood that each student will apply wisdom in unique and individual ways depending upon their developmental stage, their context, and their experience. The descriptors of character exist on a continuum and are most appropriately evaluated within a context. As the context changes so may the characteristics.

The 11 characteristics articulated in End 5 are interrelated. It is difficult to find agreement among researchers, students or educators as to what these character traits look like in practice. There is also considerable interrelationship among Ends 3, 4 and 5. The indicators of citizenship, personal development and character are closely connected and measures can be indicative of each other. Attachment I is the interpretation of each of the

11 characteristics as defined by Alberta Education in The Heart of the Matter and that have been adopted by the Chief Superintendent for the interpretation of this End.

Alberta Education has done extensive work in the area of Character and Citizenship Education in Alberta Schools. Alberta Education's most recent publication on this topic is The Heart of the Matter (2005). This resource was developed in response to the high importance placed on character and citizenship education in Alberta schools by Alberta's Commission on Learning. The Heart of the Matter defines character education as follows:

*“It represents a consensus on certain attributes or core values...that transcend socioeconomic and cultural lines. Character and citizenship education nurtures these attributes in an explicit, intentional, focused and systematic manner by promoting, modelling, teaching, expecting, celebrating and consciously practicing them in everyday actions.” (The Heart of the Matter)*

This resource states that the primary responsibility for character development lies with the family but schools must play an essential supportive role.

*“A continuous focus on positive character attributes can help build classrooms where students are ready to learn and teachers are able to teach.” (The Heart of the Matter)*

Character development of a student is also a reflection of the culture in which they live. There is enormous diversity among our CBE students based on social, economic and cultural differences that are reflected in parent and family values. Children learn a great deal by the modelling of others.

Educators embrace the following statement from Alberta Education:

*“Character development does not happen for half an hour a day during social studies. It is woven throughout the school day for all students and is integrated into the curriculum, discipline policies and co- and extracurricular activities.” (The Heart of the Matter)*

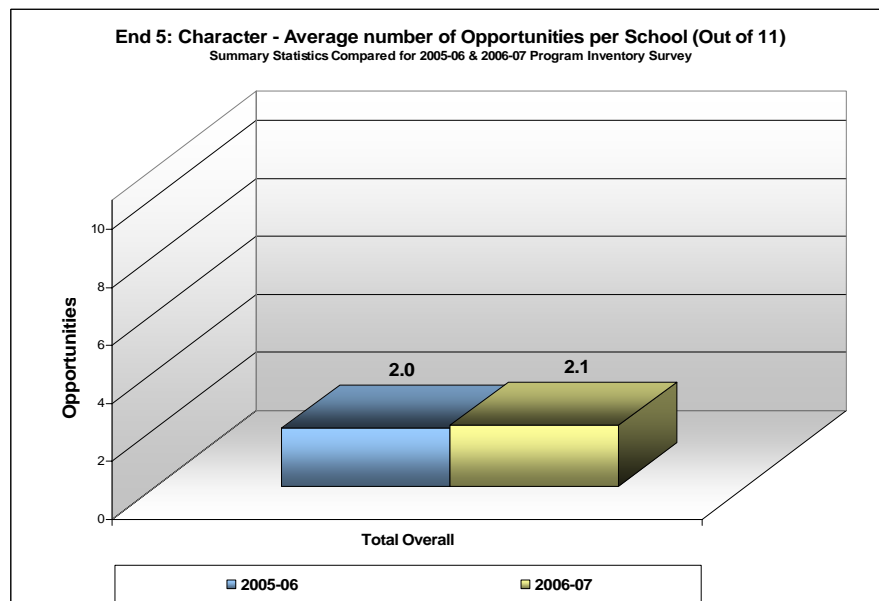
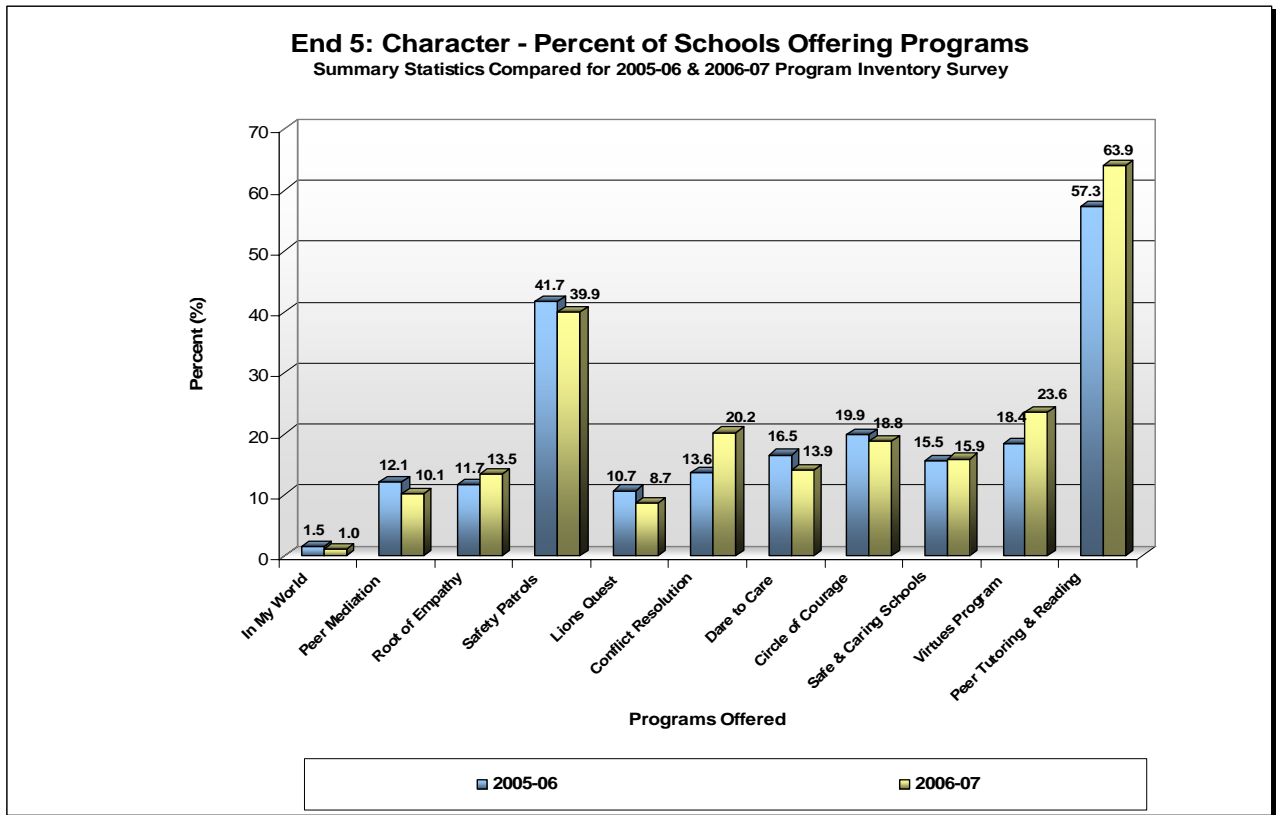
In December 2001 Administration presented to the Board of Trustees a report on the "Intentionalizing of the Development of Character" commissioned using a consultant, Dr. Joan Jeary. This report and document provides significant insight into the research into how to intentionalize development of character. Several recommendations were made to make more explicit character education in the CBE. It is included as Attachment III and provides further useful context for interpretation of End 5 and the development of benchmarks and indicators.

## **Attachment I**

The biggest contribution that formal schooling makes for our CBE students is in the area of cognitive development as reflected in student achievement. Cognitive development is necessary for moral development, citizenship and personal development but it is not sufficient on its own. Programs of Instruction are the number one priority but other areas of importance are those factors that make up a just community. Social/emotional factors, codes of conduct and the treatment of people are also strong indicators of means undertaken by the CBE to achieve the Board's stated Ends.

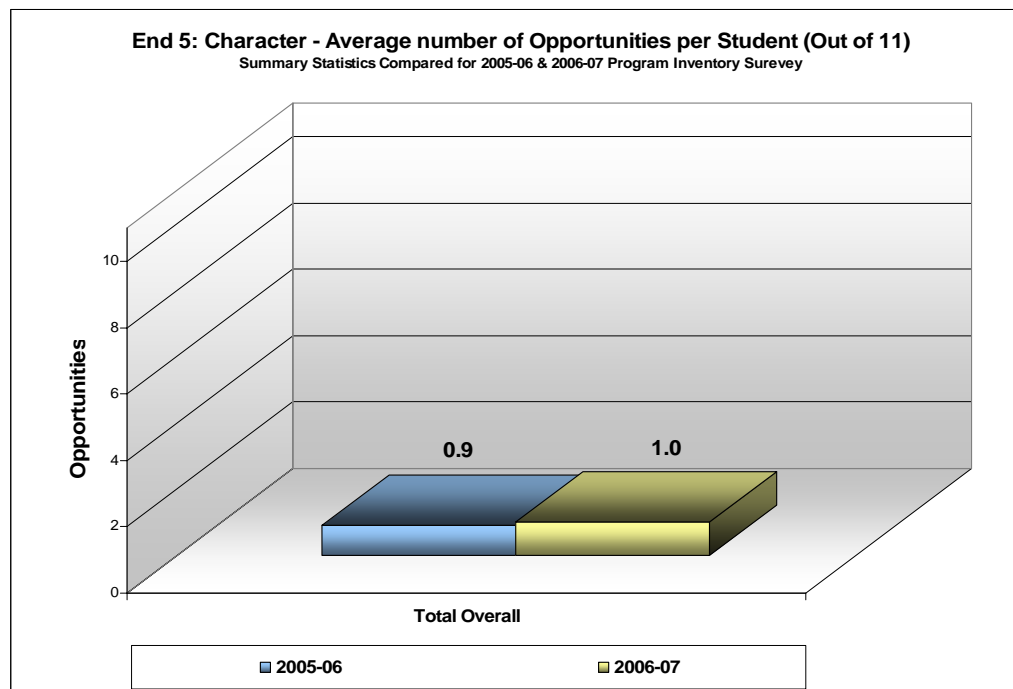
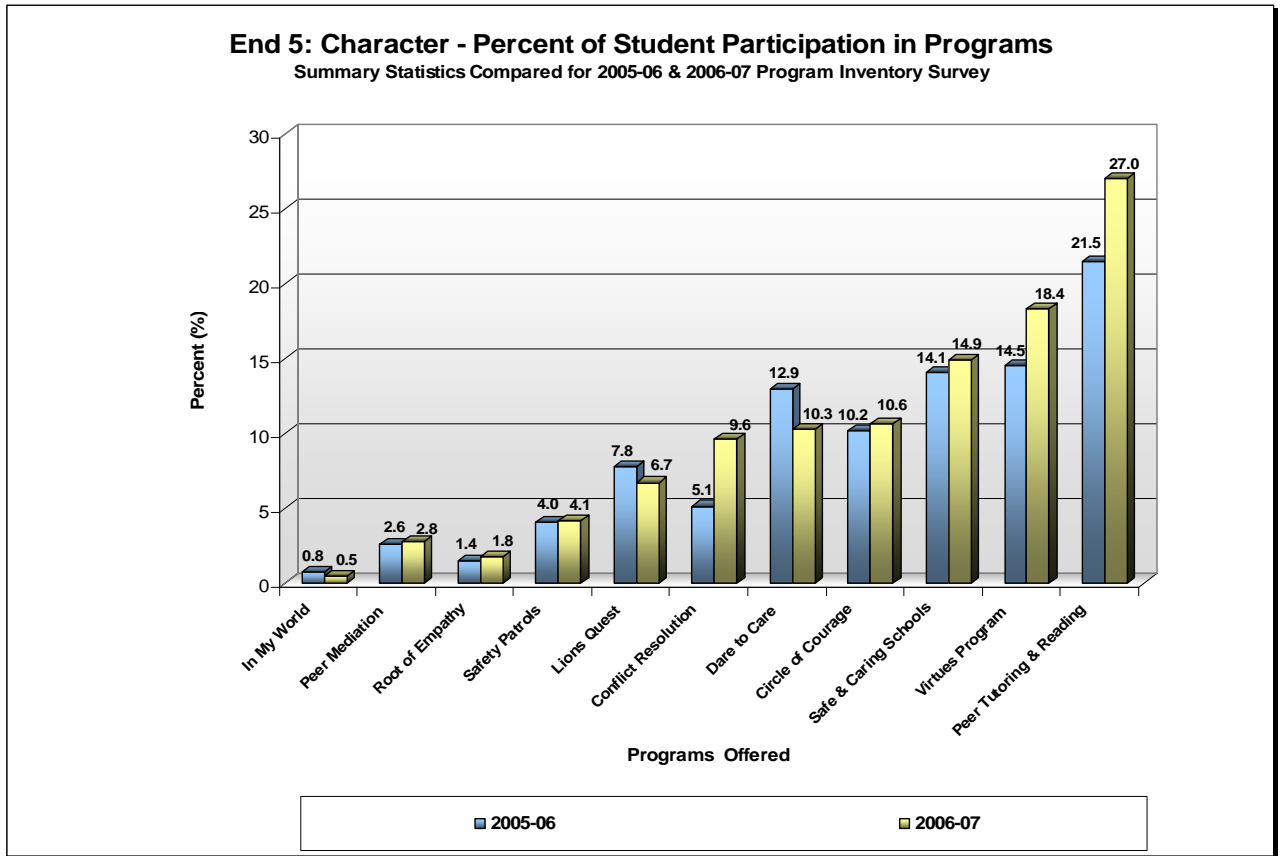
Program Inventory - January 2007

Student participation in Character development opportunities.



Program Inventory - January 2007

Student participation in Character development opportunities.



**Program Inventory - January 2007**

Lion's Quest

Lion's Quest programs are school-based, comprehensive, positive youth development and prevention programs that unite the home, school and community, to cultivate capable and healthy young people of strong character, through life skills, character education, civic values, drug prevention, and service-learning education.

In My World

In My World -Mon Monde a Moi - elementary project work based on the United Nations Charter of Rights for Children. The charter is divided into themes with kits of books in English and French to help guide the curricular exploration.

Roots of Empathy

The focus of Roots of Empathy is to build capacity of the next generation for caring and compassionate citizenship and parenting. In the short term, Roots of Empathy focuses on raising levels of empathy, resulting in more respectful and caring relationships and reduced levels of bullying and aggression. Part of our success is the universal nature of the program; all students are positively engaged instead of targeting bullies or aggressive children.

Virtues Program

Love. Kindness. Justice. Service. The virtues are the very meaning and purpose of our lives. They are universally valued by people of all faiths and cultures. We seek ways to renew and deepen our connection with the values that give direction to our lives. We strive to mentor our children and to build safe and caring schools and communities.

The mission of The Virtues Project™ is to provide empowering strategies that inspire the practice of virtues in everyday life.

Circle of Courage

The Circle of Courage is a model of positive youth development first described in the book Reclaiming Youth at Risk, co-authored by Larry Brendtro, Martin Brokenleg, and Steve Van Bockern. The model integrates Native American philosophies of child-rearing, the heritage of early pioneers in education and youth work, and contemporary resilience research. The Circle of Courage is based in four universal growth needs of all children: belonging, mastery, independence, and generosity.

Dare to Care

Dare to Care is a comprehensive anti-bullying program aimed at creating a safe school environment. Through a series of in class activities, discussions, guest speakers and presentations, students are taught to identify and deal with bullying behavior. The concept of empowering the silent majority of students to become a "Caring Majority" is at the heart of this program.

## Accountability Pillar Survey Results

Indicators	Baseline		Benchmark*	Previous Year		Current Year		Target** 2006-2007	Target 2007-2008	Target 2008-2009
	2003-2004 survey results		Provincial average (2005-2006)	2004-2005 survey results		2005-2006 results				
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.	Parent Gr. 4 Gr. 7 Gr. 10	83% 76% 70% CBE Overall average:76%	Overall average 82%	Parent Gr. 4 Gr. 7 Gr. 10	85% 78% 72% CBE Overall average:78%	Parent Gr. 4 Gr. 7 Gr. 10	87% 82% 75% CBE Overall average:81%	88% 83% 76%	89% 84% 77%	90% 85% 78%
	Student Gr. 4 Gr. 7 Gr. 10	79% <b>73%</b> 68% CBE Overall average:73%	Overall average 79%	Student Gr. 4 Gr. 7 Gr. 10	79% 78% 73% CBE Overall average:77%	Student Gr. 4 Gr. 7 Gr. 10	81% 78% 76% CBE Overall average:78%	82% 79% 77%	83% 80% 78%	84% 81% 79%
	Teacher Gr. 4 Gr. 7 Gr. 10	92% 87% 82% CBE Overall average:87%	Overall average 93%	Teacher Gr. 4 Gr. 7 Gr. 10	93% 86% 86% CBE Overall average:88%	Teacher Gr. 4 Gr. 7 Gr. 10	94% 88% 87% CBE Overall average:90%	95% 89% 88%	96% 90% 89%	97% 91% 90%

\*The Benchmark is the current Provincial average. Only an overall average (all grades) is available for the Accountability Measures..

\*\* Data is now available for three years. Targets are set for the next three years. Targets are set to be meaningful, achievable and challenging.

**Bold numbers** in the Baseline are those that have been changed by Alberta Education since Annual Monitoring Report for End 5: Character, June 13, 2006

## Accountability Pillar Survey Results

Indicators	Baseline		Benchmark*	Previous Year		Current Year		Target** 2006-2007	Target 2007-2008	Target 2008-2009
	2003-2004 survey results		Provincial average (2005-2006)	2004-2005 survey results		2005-2006 results				
Students respect each other (Agree or Strongly Agree)	Parent Gr. 4 Gr. 7 Gr. 10	72% <b>59%</b> <b>55%</b> CBE Overall average:62%	Overall average 72%	Parent Gr. 4 Gr. 7 Gr. 10	75% 63% 59% CBE Overall average:66%	Parent Gr. 4 Gr. 7 Gr. 10	77% 67% 62% CBE Overall average:69%	78% 68% 63%	79% 69% 64%	80% 70% 65%
	Student Gr. 4 Gr. 7 Gr. 10	64% 52% <b>49%</b> CBE Overall average:55%	Overall average 68%	Student Gr. 4 Gr. 7 Gr. 10	65% 58% 55% CBE Overall average:59%	Student Gr. 4 Gr. 7 Gr. 10	65% 58% 56% CBE Overall average:60%	66% 59% 57%	67% 60% 58%	68% 61% 59%
	Teacher Gr. 4 Gr. 7 Gr. 10	<b>83%</b> <b>70%</b> 72% CBE Overall average:75%	Overall average 90%	Teacher Gr. 4 Gr. 7 Gr. 10	87% 74% 80% CBE Overall average:80%	Teacher Gr. 4 Gr. 7 Gr. 10	89% 78% 84% CBE Overall average:84%	90% 79% 85%	91% 80% 86%	92% 81% 87%

\*The Benchmark is the current Provincial average. Only an overall average (all grades) is available for the Accountability Measures..

\*\* Data is now available for three years. Targets are set for the next three years. Targets are set to be meaningful, achievable and challenging.

**Bold numbers** in the Baseline are those that have been changed by Alberta Education since Annual Monitoring Report for End 5: Character, June 13, 2006

## Accountability Pillar Survey Results

Indicators	Baseline		Benchmark*	Previous Year		Current Year		Target** 2006-2007	Target 2007-2008	Target 2008-2009
	2003-2004 survey results		Provincial average (2005-2006)	2004-2005 survey results		2005-2006 results				
Students treat each other well (Agree and Strongly Agree)	Parent Gr. 4 Gr. 7 Gr. 10	<b>72%</b> <b>61%</b> 58% CBE Overall average:64%	Overall average 82%	Parent Gr. 4 Gr. 7 Gr. 10	75% 62% 60% CBE Overall average:66 %	Parent Gr. 4 Gr. 7 Gr. 10	77% 69% 64% CBE Overall average:70%	78% 70% 65%	79% 71% 66%	80% 72% 67%
	Student Gr. 4 Gr. 7 Gr. 10	70% <b>71%</b> 78% CBE Overall average:73%	Overall average 79%	Student Gr. 4 Gr. 7 Gr. 10	70% 76% 82% CBE Overall average:76 %	Student Gr. 4 Gr. 7 Gr. 10	72% 76% 83% CBE Overall average:77%	73% 77% 84%	74% 78% 85%	75% 79% 86%
	Teacher Gr. 4 Gr. 7 Gr. 10	84% 69% <b>68%</b> CBE Overall average:74%	Overall average 93%	Teacher Gr. 4 Gr. 7 Gr. 10	87% 74% 80% CBE Overall average:80 %	Teacher Gr. 4 Gr. 7 Gr. 10	90% 78% 84% CBE Overall average:84%	91% 79% 85%	92% 80% 86%	93% 81% 87%

\*The Benchmark is the current Provincial average. Only an overall average (all grades) is available for the Accountability Measures..

\*\* Data is now available for three years. Targets are set for the next three years. Targets are set to be meaningful, achievable and challenging.

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## Accountability Pillar Survey Results

Indicators	Baseline		Benchmark*	Previous Year		Current Year		Target** 2006-2007	Target 2007-2008	Target 2008-2009
	2003-2004 survey results		Provincial average (2005-2006)	2004-2005 survey results		2005-2006 results				
Students feel safe at school (Agree and Strongly Agree)	Parent Gr. 4 Gr. 7 Gr. 10	89% <b>82%</b> <b>75%</b> CBE Overall average:82%	Overall average 82%	Parent Gr. 4 Gr. 7 Gr. 10	90% 84% 77% CBE Overall average:84%	Parent Gr. 4 Gr. 7 Gr. 10	92% 85% 80% CBE Overall average:86%	93% 86% 81%	94% 87% 82%	95% 88% 83%
	Student Gr. 4 Gr. 7 Gr. 10	83% 74% 68% CBE Overall average:75%	Overall average 79%	Student Gr. 4 Gr. 7 Gr. 10	84% 78% 74% CBE Overall average:79%	Student Gr. 4 Gr. 7 Gr. 10	86% 77% 75% CBE Overall average:79%	87% 78% 76%	88% 79% 77%	89% 80% 78%
	Teacher Gr. 4 Gr. 7 Gr. 10	96% 91% 85% CBE Overall average:91%	Overall average 93%	Teacher Gr. 4 Gr. 7 Gr. 10	96% 88% 91% CBE Overall average:92%	Teacher Gr. 4 Gr. 7 Gr. 10	97% 91% 93% CBE Overall average:94%	98% 92% 94%	99% 93% 95%	100% 94% 96%

\*The Benchmark is the current Provincial average. Only an overall average (all grades) is available for the Accountability Measures..

\*\* Data is now available for three years. Targets are set for the next three years. Targets are set to be meaningful, achievable and challenging.

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Discipline and Vandalism Reports

Indicator	Baseline		Previous Year Results		Current Results		Benchmark*	Targets**		
	2003-2004		2004-2005		2005-2006			2006-2007	2007-2008	2008-2009
Number of students Referred to the Student Response Team.	Elementary 12	Junior High 156	Elementary 7	Junior High 187	Elementary 3	Junior High 107	Unable to obtain data from comparable school districts.	0.29%	0.28%	0.27%
	Senior High 231	Total 399	Senior High 242	Total 436	Senior High 182	Total 292				
Number of repeat suspensions	22 students – twice 0 students – three times		36 students – twice 2 students – three times		13 students – twice 3 students – three times		Unable to obtain data from comparable school districts.	The incidence is so low that setting targets would not be meaningful.		
Vandalism Report – Costs related to vandalism of school buildings during hours	\$ 292,946		\$ 270,991		\$341,736			Recommend reporting based on the number of student incidents		

\* Benchmarks are a standard established for school improvement that CBE will aspire to

\*\* Targets cannot be determined until there are three years of comparable data.

