

**NOVA SCOTIA DEPARTMENT OF EDUCATION
AND EARLY CHILDHOOD DEVELOPMENT
ANNUAL ACCOUNTABILITY REPORT
FISCAL YEAR 2012-13**



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ACCOUNTABILITY STATEMENT

The Accountability Report of the Department of Education and Early Childhood Development for the year ended March 31, 2013 is prepared pursuant to the Finance Act and government policies and guidelines. These authorities require the reporting of outcomes against the Department Statement of Mandate for the fiscal year 2012-2013. The reporting of Department outcomes necessarily includes estimates, judgments and opinions by Department management.

We acknowledge that this Accountability Report is the responsibility of Department management. The report is, to the extent possible, a complete and accurate representation of outcomes relative to the goals and priorities set out in the Department of Education's 2012-2013 Statement of Mandate.

Originally Signed by

Hon. Ramona Jennex
Minister

Originally Signed by

Carole Olsen
Deputy Minister

MESSAGE FROM THE MINISTER

It is my pleasure to present you with the Department of Education and Early Childhood Development's (EECD) thirteenth accountability report. This document reports on the department's activities as outlined in its 2012-13 Statement of Mandate. Education continues to be a key priority for our government and in April 2013 we reached a significant milestone with the incorporation of early childhood development into the Department's mandate, thus placing formal recognition on its importance for the success of children and youth in Nova Scotia.

Over the past year, we have focused efforts on improving how we conduct our business and implemented measures to increase collaboration with our key partners to support schools and increase student achievement. To enhance our students' success rates we have also made significant advances in the development of the province's new Mathematics curriculum. Effective implementation of the curriculum is being supported by a flexible approach that allows boards to design approaches to professional learning that work best with the needs of teachers.

Following release of the Department's Cyberbullying Task Force report in March 2012, an Anti-bullying Coordinator was hired to lead efforts to help keep young people safe in their schools, communities and cyberspace. The department has taken steps to address the issues of bullying and cyberbullying through new legislation, training for staff, and the release of *Speak Up: An Action Plan to Address Bullying and Cyberbullying Behaviour*. I am also pleased to report that I engaged with my colleagues at the national level to profile Nova Scotia's response to this important issue for Canadian students in my role as the Chair of the Council of Ministers of Education (CMEC).

SchoolsPlus is part of Nova Scotia's child and youth strategy aimed at increasing inter-agency collaboration to provide effective services for children, youth and their families. Additional funding was allocated in 2012-13 to expand its reach across the province and mental health clinicians were placed in the SchoolsPlus family of schools for earlier identification and treatment of mental health problems of children and youth.

Our accomplishments in 2012-13 reflect our commitment to building a high quality public education system. The work undertaken by the department and its partners prioritizes the well-being and success of students in the province through high quality teaching in every classroom and effective programs and services in all school communities.

1.0 INTRODUCTION AND STRUCTURE

The 2012-13 Department of Education and Early Childhood Development Accountability Report provides information on performance measures and finances identified in the 2012-13 Statement of Mandate. It is structured into three main sections:

- a review of the departmental performance measures for 2012-13 and accomplishments over the course of the year (section 2.0);
- a review of financial results (section 3.0); and,
- information on any wrongdoings disclosed in good faith, findings of those wrongdoings, and recommendations and actions taken by the Department during the 2012-13 fiscal year (Appendix 1).

The reporting years stated for all assessment results presented in this report refer to the academic year (September to June), rather than the fiscal year.

It is important to note that a revised set of provincial assessments were implemented in the 2012-13 school year to better support instructional planning and inform decision-making related to improved student achievement at the school, regional, and provincial levels. These new assessments impact the performance measures for this year's Accountability Report since they represent the beginning of a new data set that is not comparable to previous years'. Therefore, in the cases of performance measures related to the percentage of students meeting expectations in reading, writing and mathematics, the 2012-13 data presented in section 2.0 provides the new provincial baseline for future year comparisons.

The new provincial assessments present results for writing assessments according to four performance levels: Ideas, Organization, Language Use and Conventions. Previously, results were reported simply as the percentage of students meeting expectations. In addition, a new assessment for writing in grade 3 will be implemented.

2.0 DEPARTMENT PROGRESS AND ACCOMPLISHMENTS FOR 2012-13

EARLY LANGUAGE LITERACY ASSESSMENT (GRADE 3)¹

One of the department's core business areas is primary-12 education. The percentage of grade 3 students meeting provincial expectations on the Early Language Literacy Assessment (reading) is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

The Early Language Literacy Assessment was first administered to grade 3 students in the fall of 2007. The assessment provides grade 3 English program teachers with information about student performance relative to the Early Stage outcomes in reading, writing and listening. Aggregate results are published annually in the Minister's Report to Parents and Guardians at the school, school board, and provincial levels. Schools also receive a comprehensive report about each student.

The department reports the percentage of students meeting expectations in reading set by the province, as outlined in the 2012-13 Statement of Mandate. Students who do not meet the provincial expectations are supported in their development as readers through initiatives such as Succeeding in Reading, which is currently available for grades primary to 3.

REPORTING ON 2012-13 TARGETS

The target for this measure was to increase over the 2007-08 baseline of 75 percent by the 2011-12 school year. Trends in the percentage of students meeting expectations met this target until 2011-12 when the provincial average fell to 74 percent.

A target for 2012-13 was not set due to changes in provincial assessments that required the establishment of a new baseline. New baseline measures were set relative to the 2012-13 results of the Nova Scotia Assessment: Reading and Writing in Grade 3. These new baselines are presented in the Department of Education and Early Childhood Development's 2013-14 Statement of Mandate.

Percent of Grade 3 Students Meeting Reading Expectations	
Year	% of students meeting expectations
2007-08	75%*
2008-09	82%
2009-10	76%
2010-11	78%
2011-12	74%

*baseline

Beginning in the 2008-09 school year, the Department of Education changed the age of entry for students beginning grade primary from children 5 years of age on or before October 1, to children 5 years of age on or before December 31. Despite the admission of a cohort of younger students, results did not vary significantly. The first delivery of the Early Language Literacy Assessment to the new cohort of students enrolled under the revised age of entry took place in 2011-12 and the percentage of students meeting expectations dropped from 78% to 74% that year. Students from this cohort may have been slightly developmentally behind students who participated in this assessment in previous years.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

The 2013-14 Statement of Mandate includes:

1. A target performance measure for reading in grade 3 to increase above the 2012-13 baseline of 76 percent by 2016-17, indicating an increased percentage of students meeting provincial expectations.
2. Four target performance measures for writing in grade 3 to increase above the 2012-13 baselines by 2016-17, as follows:
 - Increase compared to the 88 percent baseline in *Writing Performance – Ideas*
 - Increase compared to the 80 percent baseline in *Writing Performance – Organization*
 - Increase compared to the 83 percent baseline in *Writing Performance – Language Use*
 - Increase compared to the 71 percent baseline in *Writing Performance - Conventions*

This new measure, *Nova Scotia Assessment: Reading and Writing in Grade 3*, will replace the Early Language Literacy Assessment.

ELEMENTARY LITERACY ASSESSMENT (GRADE 6), PERCENT MEETING EXPECTATIONS IN READING

One of the department's core business areas is primary-12 education. The percentage of students (grade 6) meeting provincial expectations in reading and writing is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

The Elementary Literacy Assessment was administered to grade 6 (English and French) students in October of each year from 2003-04 to 2011-12. This assessment provided data on how grade 6 students were performing in basic functional literacy through assessments in both reading and writing.

Aggregate results are published annually in the Minister's Report to Parents and Guardians at the school, school board, and provincial levels. Schools receive a comprehensive report about each student.

REPORTING ON 2012-13 TARGETS (READING)

The target set for this measure in the Department of Education's 2012-13 Statement of Mandate was to increase the percentage of students meeting expectations in reading over the 2010-11 baseline of 84% by 2015-16.

Due to the implementation of new provincial assessments, new data was collected for the 2012-13 school year that are not comparable to previous years; therefore, the department is unable to report on this performance measure for 2012-13.

Year	% of students meeting expectations
2010-11*	84%
2011-12	85%

*baseline

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

The 2013-14 Department of Education and Early Childhood Development Statement of Mandate includes a target performance measure to increase the percentage of students meeting provincial expectations in reading above the 2012-13 baseline of 76 percent by 2016-17.

This new measure, *Nova Scotia Assessment: Reading and Writing in Grade 6*, will replace the Elementary Literacy Assessment.

ELEMENTARY LITERACY ASSESSMENT (GRADE 6), PERCENT MEETING EXPECTATIONS IN WRITING

One of the department's core business areas is primary-12 education. The percentage of students (grade 6) meeting provincial expectations in reading and writing is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

The Elementary Literacy Assessment has been administered to grade 6 (English and French) students in October of each year from 2003-04 to 2011-12. This assessment provides data on how grade 6 students are performing in basic functional literacy through assessments in both reading and writing.

Aggregate results are published annually in the Minister's Report to Parents and Guardians at the school, school board, and provincial levels. Schools receive a comprehensive report about each student.

REPORTING ON 2012-13 TARGETS (WRITING)

The target set for this measure in the Department of Education's 2012-13 Statement of Mandate was to increase the percentage of students meeting expectations in writing over the 2010-11 baseline of 90% by 2015-16.

Due to the implementation of new provincial assessments, new data was collected for the 2012-13 school year that are not comparable to previous years; therefore, the department is unable to report on this performance measure for 2012-13.

Percent of Grade 6 Students Meeting Expectations in Writing	
Year	% of students meeting expectations
2010-11	90%*
2011-12	87%

*baseline

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

The 2013-14 Department of Education and Early Childhood Development Statement of Mandate includes four target performance measures to increase the percentage of students meeting provincial expectations in writing above the 2012-13 baselines by 2016-17, as follows:

- Increase compared to the 89 percent baseline in *Writing Performance – Ideas*
- Increase compared to the 81 percent baseline in *Writing Performance – Organization*
- Increase compared to the 82 percent baseline in *Writing Performance – Language Use*
- Increase compared to the 73 percent baseline in *Writing Performance – Conventions*

This new measure, *Nova Scotia Assessment: Reading and Writing in Grade 6*, will replace the Elementary Literacy Assessment.

JUNIOR HIGH LITERACY ASSESSMENT (GRADE 9)²

One of the department's core business areas is primary-12 education. The percentage of students meeting provincial expectations in junior high literacy is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

The purpose of the Junior High Literacy Assessment (French and English) is to monitor the progress of individual students in reading and writing, relative to a representative number of Atlantic Canadian Language Arts curriculum outcomes or French first-language curriculum outcomes. It indicates how our students are performing in relation to provincial expectations in reading and writing.

Aggregate results are published annually in the Minister's Report to Parents and Guardians at the school, school board, and provincial levels. Schools receive a comprehensive report about each student and parents receive individual reports on their children's results.

REPORTING ON 2012-13 TARGETS (READING AND WRITING)

The target for this measure was to increase the percentage of students meeting provincial expectations for reading and writing in grade 9 over the 2006-07 baseline of 82% by 2011-12. This target was not achieved in the 2011-12 school year, as reported in the Department of Education's 2011-12 Accountability Report.

The implementation of new provincial assessments and the decision to conduct assessments in grade 8 instead of grade 9 resulted in the collection of new data for the 2012-13 school year that are not comparable to previous years. Therefore, the department is unable to report on this performance measure for 2012-13.

Percent of Junior High Students Meeting Expectations (Reading & Writing)	
Year	% meeting expectations
2006-07	82%*
2007-08	81%
2008-09	81%
2009-10	78%
2010-11	74%
2011-12	76%

*Baseline

² Please note that the reporting year has been adjusted for the Junior High Literacy Assessment (JHLA). The data has not changed and reflects the same cohort of students. The reporting years for the JHLA results have been adjusted from the 2010-11 Statement of Mandate, which reported JHLA results by fiscal year. Results now reflect the academic year to maintain consistency with the reporting method used for assessment results by the Program of Learning Assessments for Nova Scotia (PLANS).

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

The 2013-14 Statement of Mandate includes a target performance measure for reading in grade 8 to increase above the 2012-13 baseline by 2016-17, indicating a higher percentage of students meeting provincial expectations. Baseline data is not yet available since the first assessment is to be conducted in June 2013.

The 2013-2014 Statement of Mandate includes four target performance measures for writing in grade 8 to increase above the 2012-13 baselines by 2016-17, as follows:

- Increase compared to the baseline in *Writing Performance – Ideas*
- Increase compared to the baseline in *Writing Performance – Organization*
- Increase compared to the baseline in *Writing Performance – Language Use*
- Increase compared to the baseline in *Writing Performance - Conventions*

The new measure for reading and writing in grade 8, *Nova Scotia Assessment: Reading and Writing in Grade 8*, will replace the Junior High Literacy Assessment (grade 9).

EARLY ELEMENTARY MATHEMATICAL LITERACY ASSESSMENT (GRADE 3)³

One of the department's core business areas is primary-12 education. The percentage of students meeting provincial expectations on the Early Elementary Mathematics Literacy Assessment (grade 3) is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

The Early Elementary Mathematical Literacy Assessments in English, French, and French Immersion formats provide information about individual student achievement as well as system performance in relation to the English and French mathematics curricula. Information from the assessment is reported at the student, school, school board, and provincial levels. Detailed student reports are provided to schools so that teachers can use the information to support students in areas of need. The Department also prepares a report for parents, which is sent home from schools.

This measure indicates the percentage of students who are meeting provincially established expectations for mathematics achievement.

REPORTING ON 2012-13 TARGETS

This assessment was first administered in 2006-07 and a baseline of 67 percent of students meeting provincial expectations was set. The target set in the Department of Education Statement of Mandate 2012-13 was an increase of the percentage of students meeting expectations over the baseline by 2011-12. This target was achieved in 2011-12, with 74% of Grade 3 students meeting math expectations. A new target for the 2012-13 school year was not set due to the fact that new assessments implemented in that year resulted in collection of data that is not comparable to that of previous years.

Percent of Grade 3 Students Meeting Math Expectations	
Year	% meeting expectations
2006-07	67%*
2007-08	72%
2008-09	71%
2009-10	75%
2010-11	75%
2011-12	74%

*baseline

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

New baseline data will be set by the implementation of new assessments in the 2012-13 school year. In addition, early mathematical assessments will now be conducted in grade 4 instead of grade 3.

The 2013-14 Statement of Mandate includes a target performance measure to increase above the 2012-13 baseline by 2016-17, indicating an increased percentage of students meeting provincial expectations. Baseline data for this measure is not yet available since the first assessment will be conducted during the 2013-14 school year.

This new measure, *Nova Scotia Assessment: Mathematics in Grade 4*, will replace the Early Elementary Mathematical Literacy Assessment (grade 3).

³ Please note that the reporting year has been adjusted for the Early Elementary Mathematical Literacy Assessment. The data has not changed and reflects the same cohort of students. The reporting years for the JHLA results have been adjusted from the 2010-11 Statement of Mandate, which reported Early Elementary Mathematical Literacy Assessment results by fiscal year. Results now reflect the academic year to maintain consistency with the reporting method used for assessment results by the Program of Learning Assessments for Nova Scotia (PLANS).

ELEMENTARY MATHEMATICAL LITERACY ASSESSMENT (GRADE 6)

One of the department's core business areas is primary-12 education. The percentage of students meeting provincial expectations on the Early Mathematics Literacy Assessment (grade 6) is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

The Early Mathematical Literacy Assessments in English, French, and French Immersion formats provide information about individual student achievement for system performance in relation to the English and French mathematics curricula. Information from the assessment is reported at the student, school, school board, and provincial levels. Detailed student reports are provided to schools so that teachers can use the information to support students in areas of need. The department also prepares a report for parents, which is sent home from schools.

This measure indicates the percentage of students who are meeting provincially established expectations for mathematics achievement.

REPORTING ON 2012-13 TARGETS

The Elementary Mathematical Literacy Assessment baseline was established in 2009-10, and 63 percent of students met provincial expectations. The 2012-13 target was an increase over baseline by 2015-16. This target was first achieved in 2011-12 with 66% of Grade 6 students meeting math expectations.

Percent of Grade 6 Students Meeting Math Expectations	
Year	% meeting expectations
2009-10	63%*
2010-11	62%
2011-12	66%

*baseline

The final administration of the Elementary Mathematical Literacy Assessment was in May 2012 due to the implementation of a revised set of provincial assessments in the 2012-13 school year. As of October 2013, an assessment of mathematics ability is now administered to students at the beginning of grade 6. This assessment will take account of changes to the mathematics curriculum as the province adopts the Western and Northern Canadian Protocol for mathematics.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

The 2013-14 Statement of Mandate includes a target performance measure to increase the number of grade 6 students meeting provincial mathematics expectations above the 2012-13 baseline of 73 percent by 2016-17.

This new measure, *Nova Scotia Assessment: Mathematics in Grade 6*, will replace the Elementary Mathematical Literacy Assessment.

PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT

One of the department's core business areas is primary-12 education. The results of the Programme for International Student Assessment (PISA) are included as the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

PISA is a well-respected international instrument sponsored by the Organization for Economic Co-operation and Development (OECD). Every three years it provides reliable measures of student performance in reading, mathematics, and science.

The estimated average score for the OECD countries participating in PISA is 500 in the year when each subject is the primary domain assessed. The assessment allows us to compare the performance of 15-year-old students in Nova Scotia with the performance of students in other jurisdictions in reading, mathematics, and science. The first PISA was administered in the spring of 2000. Over 60 countries and all the Canadian provinces participated in PISA in 2009.

Results from the 2012 PISA assessment will not be available until December 2013. The major focus of the 2012 PISA assessment was Mathematics, and the major focus of the 2015 PISA assessment will be Science. The 2012 and 2015 assessments will provide more robust results for comparing the Nova Scotia Mathematics and Science results with the baseline.

REPORTING ON 2012-13 TARGETS

PISA is administered every three years and assesses reading, mathematics and science literacy in every assessment cycle. In addition, it focuses on one particular domain per cycle.

Targets are based on the most recent year the domain was the focus of the assessment (e.g. 2003, Mathematics; 2006, Science; and, 2009, Reading).

PISA Results ⁴				
Subject	NS Average - Target	NS Average*	Canadian Average	OECD Average
Reading	521 (2000)	516 (2009)	524 (2009)	500 (2009)
Math	515 (2003)	512 (2009)	527 (2009)	500 (2009)
Science	520 (2006)	523 (2009)	529 (2009)	500 (2009)

*2012 results not yet available. Processing of PISA results can take as long as 18 months (results from data collected in April/May 2012 will be available in December 2013) due to the complexity of collecting, verifying and analyzing data from different countries.

The targets for this measure are 516 (NS 2009) in reading, 515 (NS 2003) in mathematics, and 520 (NS 2006) in science, for the target year 2013-14.

The 2009 PISA results indicate that Nova Scotia is performing on par in reading, mathematics, and science in relation to the OECD average and in relation to the performance of most other Canadian provinces. However, Nova Scotia continues to perform below the Canadian average by a statistically significant margin in all three areas. The average performance for Nova Scotia in 2009 in all three subjects was not statistically significantly different from earlier Nova Scotia results.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

The targeted performance for PISA 2012 is a statistically significant improvement over the baseline performance for each domain.

⁴ Note: Averages are presented as scaled scores where 500 is set as the OECD average for the administration when the subject was first the major focus of the assessment. Both Nova Scotia and Canada performed above the OECD average.

PAN-CANADIAN ASSESSMENT PROGRAM (PCAP)

One of the department's core business areas is primary-12 education. The results of the Pan-Canadian Assessment Program (PCAP) are included as the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

PCAP is an assessment instrument developed by the Council of Ministers of Education, Canada (CMEC). It is administered every three years and provides reliable measures of student performance in reading, mathematics, and science. As initially conceived and as first administered in 2007, the target population of this assessment was 13-year-old students, almost all of whom are in either grade seven or eight. The target population was changed to students in grade eight in preparation for the second administration in 2010. The estimated average score for Canada as a whole is 500, with a standard deviation of 100.

REPORTING ON 2012-13 TARGETS

The target for this measure is an increase over the baseline data (2007) by 2013-14. PCAP data is collected and reported every three years and the 2013 data is not yet available.

PCAP Results	Adjusted 2007 Results		2010 Results	
	NS Avg	Canadian Avg	NS Avg	Canadian Avg
Reading	483	500	489	500
Math	N/A	N/A	474	500
Science	N/A	N/A	489	500

For the comparison between 2007 and 2010, there was a shift in the population definition from an age basis (13-year-olds) to a grade basis (Grade 8). Because of subtle but substantial changes in the mathematics and science assessment instruments, it was possible to make the comparison only for the reading results. When adjustments are made to accommodate this change, the 2007 estimated average score for Nova Scotia grade 8 students in reading increased from 471 to 483. The 2010 PCAP result for reading in Nova Scotia was 489, a slight increase over the adjusted 2007 results. The increase was not determined to be statistically significant, and Nova Scotia performed below the Canadian average in all three subject areas. Due to the shift in the target population definition (i.e. age to grade) from 2007 to 2010, results compared to the 2007 baseline data are not available for either Mathematics or Science.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

The target for this measure is to improve the estimated average scores of Nova Scotia's grade eight students above the 2007 baseline as demonstrated on the next administration of PCAP in 2013 (results expected in spring 2014). It may be necessary to develop a new performance measure for PCAP results using PCAP 2010 as the baseline, due to changes to the target population from 2007 to 2010.

NOVA SCOTIA EXAMINATIONS

The Nova Scotia Examinations (NSE) are administered in senior high school to students in grade twelve English language arts and mathematics courses.

REPORTING ON 2012-13 TARGETS

The target for this measure is an increase over the 2009-10 baseline of 76 percent in English and 48 percent in Mathematics by 2015-16.

English was not reported or scored at the provincial level in 2011-12; therefore, results are not available for that school year.

A pass rate of 56 percent was reported for mathematics in 2011-12, indicating that the target was achieved.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Beginning in the 2013-14 school year, the department will administer provincial examinations in language arts and in mathematics at the grade 10 level. As a result, this measure will be discontinued.

A new measure related to student performance on grade 10 examinations in English language arts and mathematics may need to be developed with 2013-14 results as the baseline.

HIGH SCHOOL GRADUATION RATE

One of the department's core business areas is primary-12 education. The high school graduation rate is one of the measures for a desired outcome that falls within this core business area.

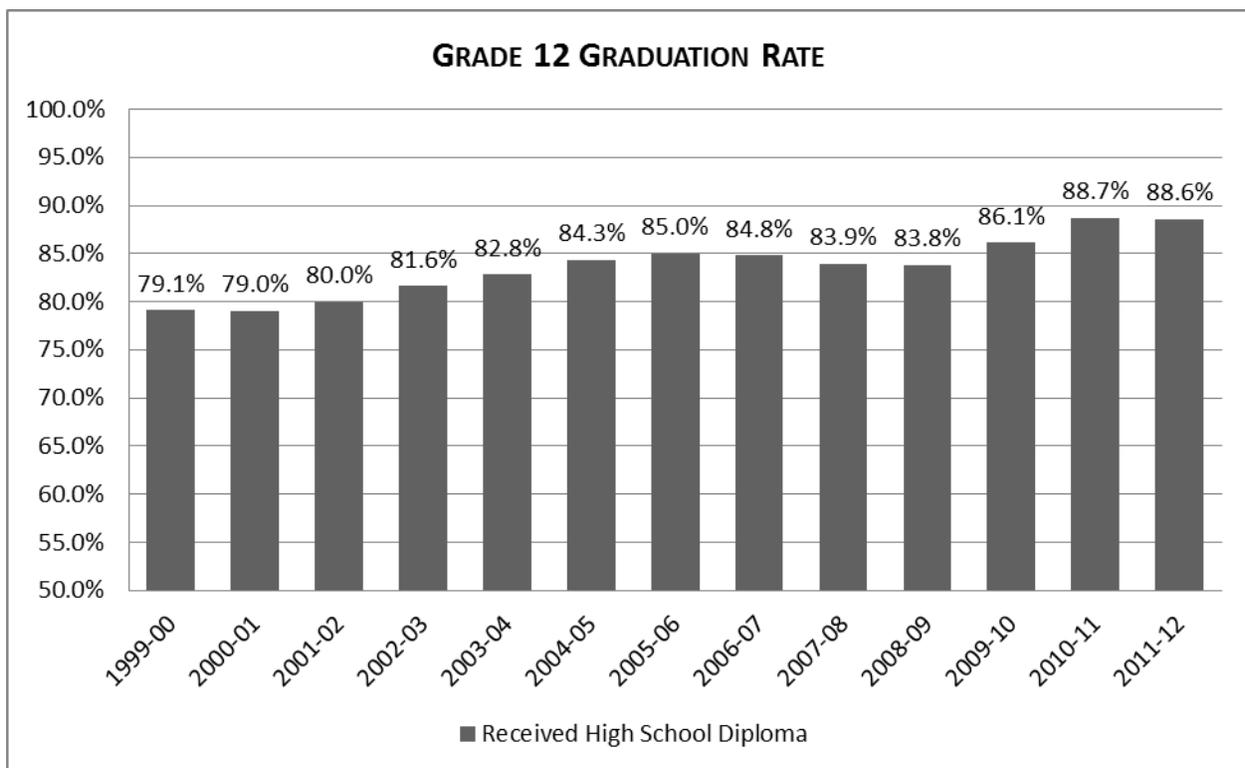
WHAT DOES THIS MEASURE TELL US?

The graduation rate is the percentage of students receiving a high school graduation diploma compared with the number of students in grade 9 three years earlier.

Education is a key variable in improved employment prospects and higher earnings. The successful pursuit of further education depends upon high school graduation. This is the foundation upon which an individual's future success is built.

REPORTING ON 2012-13 TARGETS

The target for this measure is to increase the graduation rate over the 2009-10 baseline of 86.1 percent by 2013-14. The graduation rate from the 2011-12 school year was 88.6 percent, an increase over the baseline, and a decrease of just 0.1 percent from 2010-11. Graduation rates are not available until after the conclusion of the school year in June, so this performance measure represents data from the previous year.



WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Our target is to continue to increase the graduation rate. The department has implemented a number of programs aimed at addressing student engagement and encouraging students to stay in school. Senior high students can choose course options that are consistent with their post-secondary plans, be they university, community college, skilled trades, or the job market.

3.0 FINANCIAL RESULTS

Education		
	2012-13 Estimate	2012-13 Actual
Program & Service Area	(\$ thousands)	(\$ thousands)
Senior Management	884	1,051
Early Years	0	(82)
Corporate Policy	1,684	1,610
Corporate Services	17,737	13,833 ⁵
Public Schools	35,080	36,251
Acadian & French Language Services	1,744	1,700
Public Education Funding	920,185	919,628
Other Grants	4,900	6,973 ⁶
Learning Resources Credit Allocation	6,813	6,849
Teachers' Pension	58,021	59,558 ⁷
School Capital Amortization	65,782	63,229 ⁸
Total Department of Education and Early Childhood Development	1,112,830	1,110,600

Additional Information:		
Fees and Other Charges	(1,831)	(3,436)
Ordinary Recoveries	(13,952)	(18,046)
TCA Purchase Requirements	109,378	88,443
Provincial Funded Staff (FTEs)	194.1	173.3

The Department of Education and Early Childhood Development was \$2.2 million or 0.2 per cent less than budget.

⁵ Under budget due to the delay in the Business Integration Initiative project.

⁶ Over budget due to an increase in French language grant.

⁷ Over budget due to an increase for contributions to teacher's pension matching.

⁸ Under budget due to lower amortization expenses as the result of delays in capital projects.

APPENDIX 1 – DISCLOSURES OF WRONGDOING RECEIVED BY THE DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

DEPARTMENT OF EDUCATION – DISCLOSURES OF WRONGDOING	
INFORMATION REQUIRED UNDER SECTION 18 OF THE PUBLIC INTEREST DISCLOSURE OF WRONGDOING ACT	FISCAL YEAR 2012-13
Number of disclosures received	Two (2)
Number of findings of wrongdoing	One (1)
Details of each wrongdoing (insert separate row for each wrongdoing)	Policy and Practices of provincial school boards regarding child welfare staff from Community Services interviewing children in school contrary to Child and Family Services Act.
Recommendations and actions taken on each wrong doing (insert separate row for each wrongdoing)	An informal approach was recommended whereby Community Services will examine its interview protocols involving children in schools to align with the Child and Family Services Act. Once complete, Department of Education and Early Childhood Development will bring forth a consistent message and process for school boards.