



2012-2015 Three Year Education Plan and Annual Education Results Report École Our Lady of Perpetual Help Catholic School



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Combined 2012 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Our Lady of Perpetual Help Cat			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	87.3	90.9	88.3	88.6	88.1	87.5	High	Maintained	Good
Student Learning Opportunities	n/a	Program of Studies	60.3	70.5	68.2	80.7	80.9	80.6	Very Low	Maintained	Concern
		Education Quality	88.6	91.2	85.6	89.4	89.4	89.3	High	Maintained	Good
		Drop Out Rate	0.0	0.0	0.1	3.2	4.2	4.4	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.1	72.6	71.6	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	92.7	93.8	91.7	79.1	79.3	78.9	Very High	Maintained	Excellent
		PAT: Excellence	23.6	26.2	24.2	20.9	19.6	19.1	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	83.5	82.6	83.5	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	18.6	18.7	18.7	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.2	54.9	53.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	61.5	59.6	58.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	58.4	59.3	59.5	n/a	n/a	n/a
		Work Preparation	47.1	70.1	66.3	79.7	80.1	79.9	Very Low	Declined	Concern
		Citizenship	73.9	86.7	83.5	82.5	81.9	81.2	Intermediate	Declined	Issue
Parental Involvement	Concern	Parental Involvement	53.4	79.2	70.7	79.7	79.9	80.0	Very Low	Declined	Concern
Continuous Improvement	Acceptable	School Improvement	75.5	81.6	70.6	80.0	80.1	79.8	Intermediate	Maintained	Acceptable

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Low	Intermediate
Safe and Caring	77.62 - 81.05	81.05 - 84.50
Program of Studies	66.31 - 72.65	72.65 - 78.43
Education Quality	80.94 - 84.23	84.23 - 87.23
Drop Out Rate	9.40 - 6.90	6.90 - 4.27
High School Completion Rate (3 yr)	57.03 - 62.36	62.36 - 73.88
PAT: Acceptable	65.53 - 78.44	78.44 - 85.13
PAT: Excellence	9.19 - 11.96	11.96 - 17.99
Diploma: Acceptable	74.42 - 83.58	83.58 - 88.03
Diploma: Excellence	10.31 - 15.67	15.67 - 20.27
Diploma Exam Participation Rate (4+ Exams)	31.10 - 44.11	44.11 - 55.78
Rutherford Scholarship Eligibility Rate (Revised)	43.18 - 49.83	49.83 - 59.41
Transition Rate (6 yr)	39.80 - 46.94	46.94 - 56.15
Work Preparation	66.92 - 72.78	72.78 - 77.78
Citizenship	66.30 - 71.63	71.63 - 77.50
Parental Involvement	70.76 - 74.58	74.58 - 78.50
School Improvement	65.25 - 70.85	70.85 - 76.28

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Goal One: Our Call to be Missionaries: Mission Possible – Through Servant Leadership, Collaborative Ministry/Community, Sacramentality, Spirituality and Tradition, and Humanness

Outcome: *Students and staff demonstrate an understanding of rituals, symbols and traditions of the Catholic faith*

Strategies

- Complete Prayer Corners in every classroom, including symbols, as well as pertinent teaching strategies, Division 1 to 3 over a 3-year period; as per the Architects of Catholic Culture Binder and Prayer Corner document received from the Religious Education Consultant.
- Involvement of School Council in this process.

Performance Measures

- Prayer corners for Div. 1-3 will be completed and utilized by teachers and students.
- Visibly identifiable signs of the liturgical seasons and Religious celebrations via décor in the classrooms, in the school's front entrance and in the gym during celebrations.



Goal Two: Success for Every Student

Outcome: *Students demonstrate proficiency in literacy and numeracy.*

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	87.5	91.6	89.7	93.8	92.7		Very High	Maintained	Excellent			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	19.9	25.4	20.9	26.2	23.6		Very High	Maintained	Excellent			

Comment on Results

École OLPH continues to provide high quality instruction and excel on PAT's because of various strategies implemented over the years including an excellent teacher-mentorship program at the school level, opportunities for teachers to work in PLC's and ongoing implementation and support of the Balanced Literacy Program in both French and English at the Div. 1 level. Support for teachers is very high, through classroom visitations, mentoring, working in PLC's and encouraging Professional Development. This translates into support for students. We also have preventative support for Literacy in Kindergarten, supported by the School's budget. Teachers are highly satisfied with the opportunities to grow, the processes utilized to help them meet their needs, the resources available to help them meet their assignment specifications successfully, the transition processes in place to respond to the needs of at-risk students and the opportunities to collaborate with other teachers.

*The **standard of excellence** needs to be addressed in the following PAT results:*

FLA gr. 3

It is noticeable that by grade 6, the standard of Excellence has greatly improved in both FLA & ELA as per the research in second language learning demonstrates.

MATH gr. 3 & 6

SCI & ET. SOC gr. 9

Strategies

- o provide adequate time to evaluate PAT results, make recommendations, share and implement recommendations amongst teachers at all grade levels.*
- o support students in literacy through the Learning Team's coordination of personnel and resources in the area of Phonemic Awareness in ECS, (KIP) grades 1, 2, 3 and 4, balanced literacy, Lexia...*
- o provide bilingual homework supports for students in need at lunch and after school*
- o provide training and support for staff in various high-yield literacy strategies for the French Immersion classroom, as well as PD to improve mathematical understanding, provoke deeper thinking conversations in mathematics and social studies, and review strategies to implement in JH science*

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

¹ If school had set a target for 2010/11 in the three year education plan 2010/11 – 2012/13, it may be included in the space provided.

² If school had set targets for 2010/11 – 2012/13, it may be included in the space provided.

Outcome: *Students develop competencies for success as engaged thinkers and ethical citizens with an entrepreneurial spirit.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012		2012	Achievement	Improvement	Overall	2013	2014
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.5	81.2	82.7	86.7	73.9		Intermediate	Declined	Issue			
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.	75.4	66.9	62.0	70.1	47.1		Very Low	Declined	Concern			

Comment on Results

Active citizenship results have typically been high at the school. This group of students' and parents' percentage of respondents was low, and teachers did not respond at all, which may have affected the survey results. The school and district went through a very difficult process with Revisioning in 11-12. Parents were fully involved at this level, answered many surveys and attended many meetings which could have had an impact on their involvement elsewhere.

As well, a different process from previous years was utilized in 11-12 to have teachers respond to the survey, which clearly did not work.

In discussion with parents, they do not seem to be making the link between handing in assignments on time, studying for tests, opportunities to volunteer, develop personally and socially, our various programs offered at the school such as Linking Generations, Religious/personal formation and social responsibility, service projects, the academic counseling program, study skills, Roots of Empathy, as formation for work. However, once it is discussed at School Council meetings, parents agree that these activities prepare their children to be successful at work when they finish school. Unfortunately, these are not the same parents responding to the survey. There seems to be quite a discrepancy in this area.

Strategies

- change the process to ensure teacher participation in the survey
- inform parents and encourage them to read the information provided/respond to the survey
- implement new programs: Skills Canada and Junior Achievement
- review Alberta Education's Heart of the Matter: Character and Citizenship Education in Alberta Schools and decide where and how to designate fundamental values

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

Goal Three: High Quality Education through Collaboration and Innovation

Outcome: Effective learning and teaching within caring, respectful, safe and healthy environments.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012		2012	Achievement	Improvement	Overall	2013	2014
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	77.5	70.0	64.1	70.5	60.3		Very Low	Maintained	Concern			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.4	82.9	82.8	91.2	88.6		High	Maintained	Good			
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	91.2	88.3	85.7	90.9	87.3		High	Maintained	Good			

Comment on Results

Because we are a French Immersion program, all students take all core subjects as well as French Language Arts. From grades 4-9, students also take Spanish as a third language. This does not leave any room to offer other options other than what is provided by the district for all schools at Holy Spirit Catholic School as we must follow Ab. Education's required minutes of instruction for subjects taught. Many parents would like a Band program which is not possible at this time, under the current configuration.

The school is also over 100% capacity, which creates difficult situations for the phys ed program and scheduling.

Because the broadband issue has been addressed, the district's decision to allow the use of personal technology in schools and our 4 new computer labs this year, we suspect that this area will be one of improvement.

The overall quality of basic education at OLPH continues to be high as demonstrated in the PAT results and the program's growth over the years. We also have many successful preventative programs offered, through the counseling and classroom programs and the community resulting in a family oriented Safe and Caring atmosphere in the school, despite its size.

Strategies

- in collaboration with the division, address the lack of space in the school through the district's eics TALKS (Together Advocation for the Love of Kids and Students.)
- support daily phys. Ed. Options for small spaces such as yoga, a daily physical activity box with equipment and activities for each classroom;
- develop a Fine Arts type of class which has division 2 students participating through a combination of Music/ Drama

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

Outcome: *The education system demonstrates leadership and collaboration.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	78.4	64.6	68.3	79.2	53.4		Very Low	Declined	Concern			
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.	83.4	63.4	66.8	81.6	75.5		Intermediate	Maintained	Acceptable			

Comment on Results

(an assessment of progress toward achieving the target)

Although the 11-12 <Revisioning> process left parents disappointed and exhausted, all parents were given the opportunity to get involved in decisions about their child's education and participated actively more than ever in 11-12. Synvoice messages went home regularly to encourage participation.

Hopefully, this year's eics TALKS will help solve the problems that have been affecting overcapacity and limited space at the school.

The number of respondents to this survey was very low. Teachers did not respond. We hope to rectify this in 12-13.

Strategies

- ***ensure that teachers respond to the survey***
- ***inform and involve parents in eics TALKS***

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

APPENDIX – Measure Details

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

Provincial Achievement Test Results – Measure Details

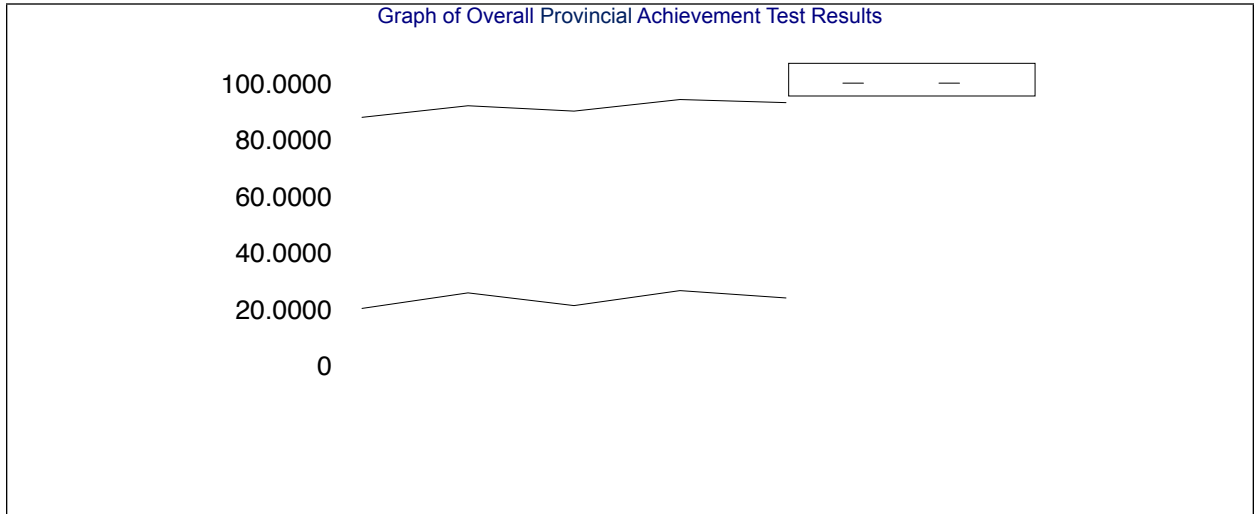
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2008		2009		2010		2011		2012		2012	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	School	95.3	29.7	86.9	21.3	82.9	13.2	97.3	15.1	89.2	13.5	90	16
	Authority	88.8	16.8	87.8	20.1	85.7	20.9	86.7	19.7	86.1	18.3		
	Province	80.1	16.1	81.3	18.2	81.6	19.5	81.8	17.5	81.9	20.4		
French Language Arts 3	School	n/a	n/a	78.7	16.4	77.6	11.8	84.9	8.2	79.7	6.8	83	10
	Authority	n/a	n/a	78.7	16.4	77.6	11.8	84.9	8.2	79.7	6.8		
	Province	n/a	n/a	83.8	15.8	84.1	16.3	80.6	15.8	82.1	14.5		
Français 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	82.5	16.3	86.4	16.3	84.2	18.6	82.3	12.5		
Mathematics 3	School	n/a	n/a	n/a	n/a	n/a	n/a	90.4	34.2	86.5	20.3	88	22
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	83.1	25.8	82.8	21.8		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	77.4	26.0	76.8	25.5		
English Language Arts 6	School	92.7	23.6	96.2	38.5	96.0	32.0	96.7	37.7	96.4	34.5	97	35
	Authority	89.6	23.7	87.8	21.6	92.1	21.3	92.6	20.2	91.2	15.5		
	Province	81.1	21.0	81.8	18.9	83.3	18.9	83.0	18.5	82.7	17.8		
French Language Arts 6	School	81.8	7.3	82.7	11.5	97.3	17.3	91.8	21.3	94.5	23.6	95	24
	Authority	81.8	7.3	82.7	11.5	97.3	17.3	91.8	21.3	94.5	23.6		
	Province	87.7	14.2	91.5	15.9	88.3	15.9	89.4	17.1	89.3	17.2		
Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.3	17.1	92.6	18.7	91.3	18.3	92.2	17.6	91.0	21.9		
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	86.9	23.0	87.3	14.5	88	16.5
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	85.2	23.4	83.5	16.3		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8	74.7	16.6		
Science 6	School	74.5	5.5	86.5	19.2	76.0	8.0	85.2	23.0	90.9	29.1	92	30
	Authority	84.4	26.4	83.9	26.9	88.1	28.8	87.9	27.0	87.5	29.8		
	Province	74.8	24.1	76.5	24.8	76.8	26.4	76.2	25.0	77.8	28.2		
Social Studies 6	School	n/a	n/a	n/a	n/a	62.7	9.3	78.7	11.5	78.2	9.1	80	10
	Authority	n/a	n/a	n/a	n/a	82.5	20.4	83.1	19.5	83.7	17.3		
	Province	n/a	n/a	n/a	n/a	71.0	16.4	71.1	18.5	73.2	19.5		
English Language Arts 9	School	90.7	35.2	97.7	51.2	97.9	39.6	100.0	53.5	97.7	41.9	98	42
	Authority	78.2	13.7	81.3	16.7	88.5	14.7	89.2	21.8	82.0	18.2		
	Province	76.5	14.8	78.7	14.7	79.3	15.0	79.1	16.3	77.4	16.4		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	66.8	7.8	67.2	7.9	61.4	5.8		
French Language Arts 9	School	90.7	29.6	100.0	18.6	97.9	25.0	97.7	20.9	90.7	14.0	91	15
	Authority	90.7	29.6	100.0	18.6	97.9	25.0	97.7	20.9	90.7	14.0		
	Province	84.5	12.4	81.8	10.3	86.1	12.4	88.8	15.0	87.5	12.2		
Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.8	11.7	85.6	12.9	84.3	12.7	90.2	15.8	84.6	16.1		

School: 2039 Our Lady of Perpetual Help Catholic School

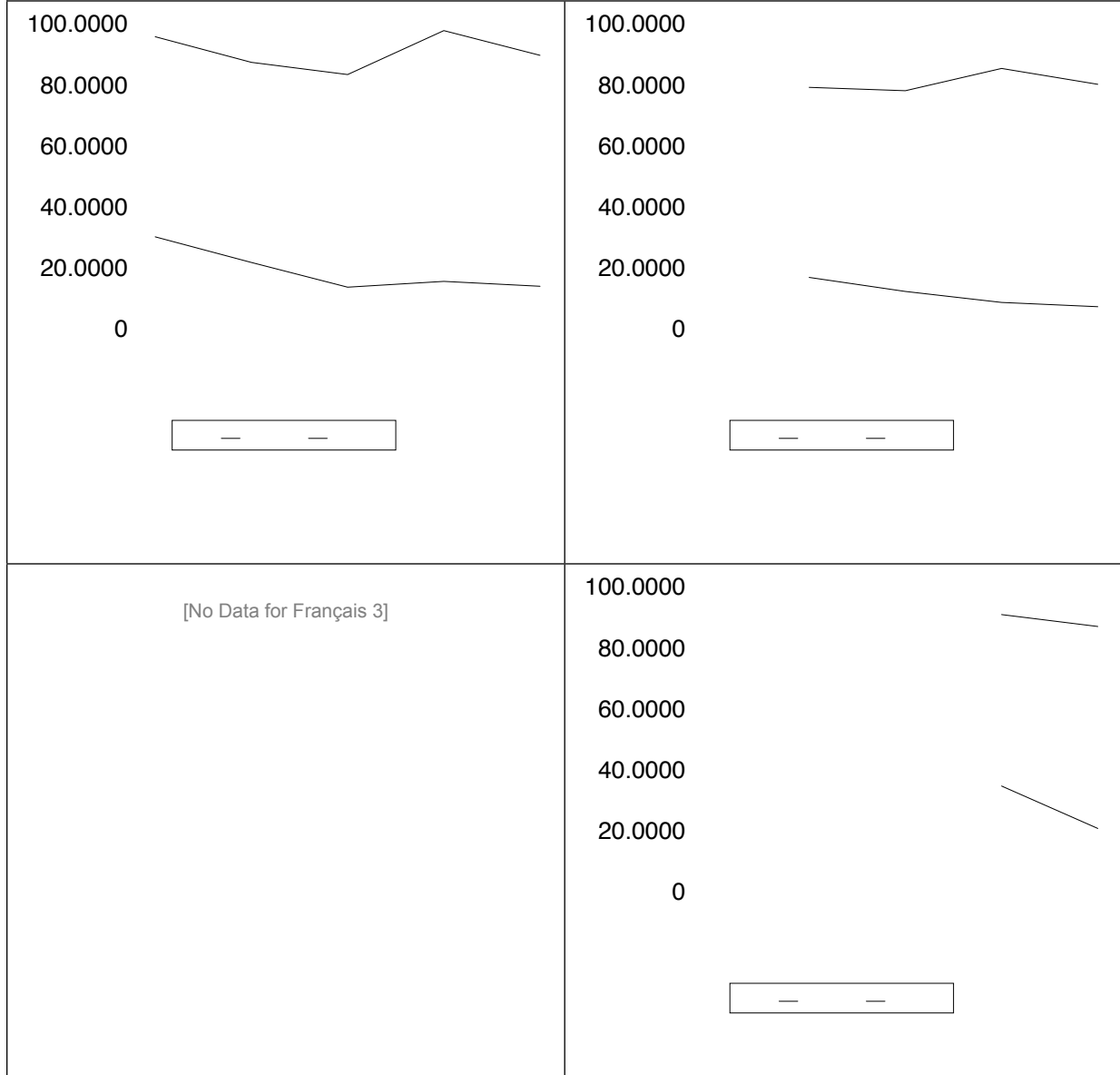
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	90.7	20.9	90.7	32.6	91	33
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	73.6	15.8	75.1	19.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	66.1	17.3	66.5	17.8		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	*	*	66.7	0.0	*	*		
	Province	n/a	n/a	n/a	n/a	65.6	15.3	64.9	14.9	62.4	15.4		
Science 9	School	85.2	7.4	95.3	20.9	83.3	18.8	88.4	18.6	90.7	11.6	91	16
	Authority	74.0	11.9	78.3	17.6	78.3	16.1	83.7	19.0	80.5	20.5		
	Province	69.3	13.0	72.2	15.8	73.6	17.7	74.9	20.8	74.2	22.4		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	67.2	14.3	69.5	15.3	67.9	17.3		
Social Studies 9	School	n/a	n/a	n/a	n/a	93.8	33.3	90.7	20.9	88.4	16.3	89	20
	Authority	n/a	n/a	n/a	n/a	75.5	20.7	78.2	20.8	74.4	19.2		
	Province	n/a	n/a	n/a	n/a	68.9	18.8	67.2	19.0	68.9	19.1		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	*	*	*	*	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	64.6	15.7	61.9	13.6	63.5	13.9		

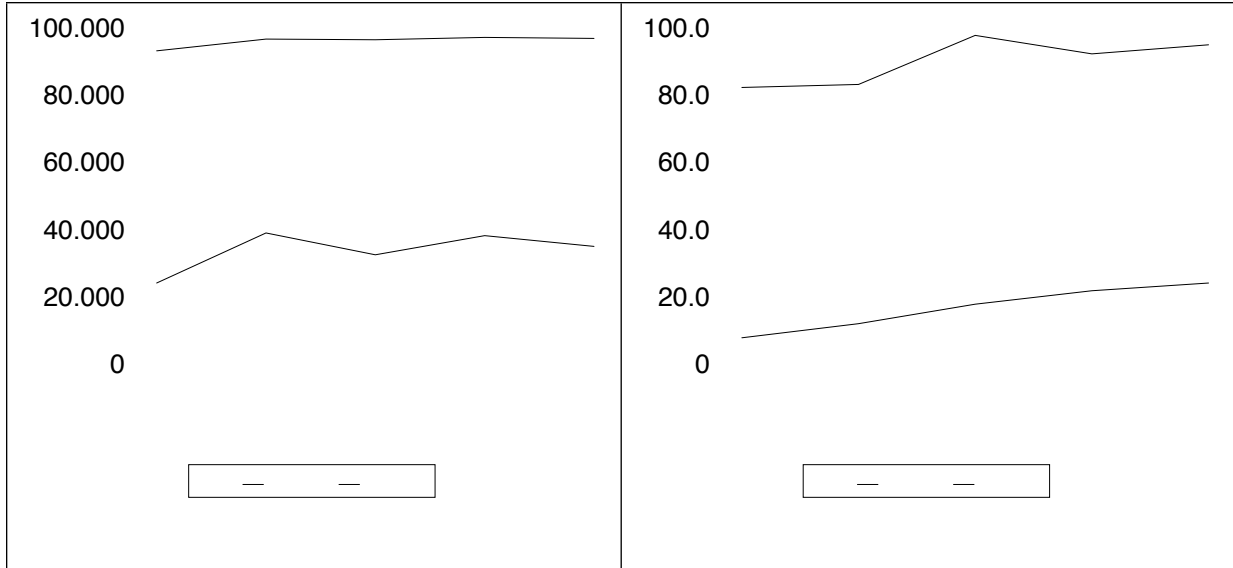
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.



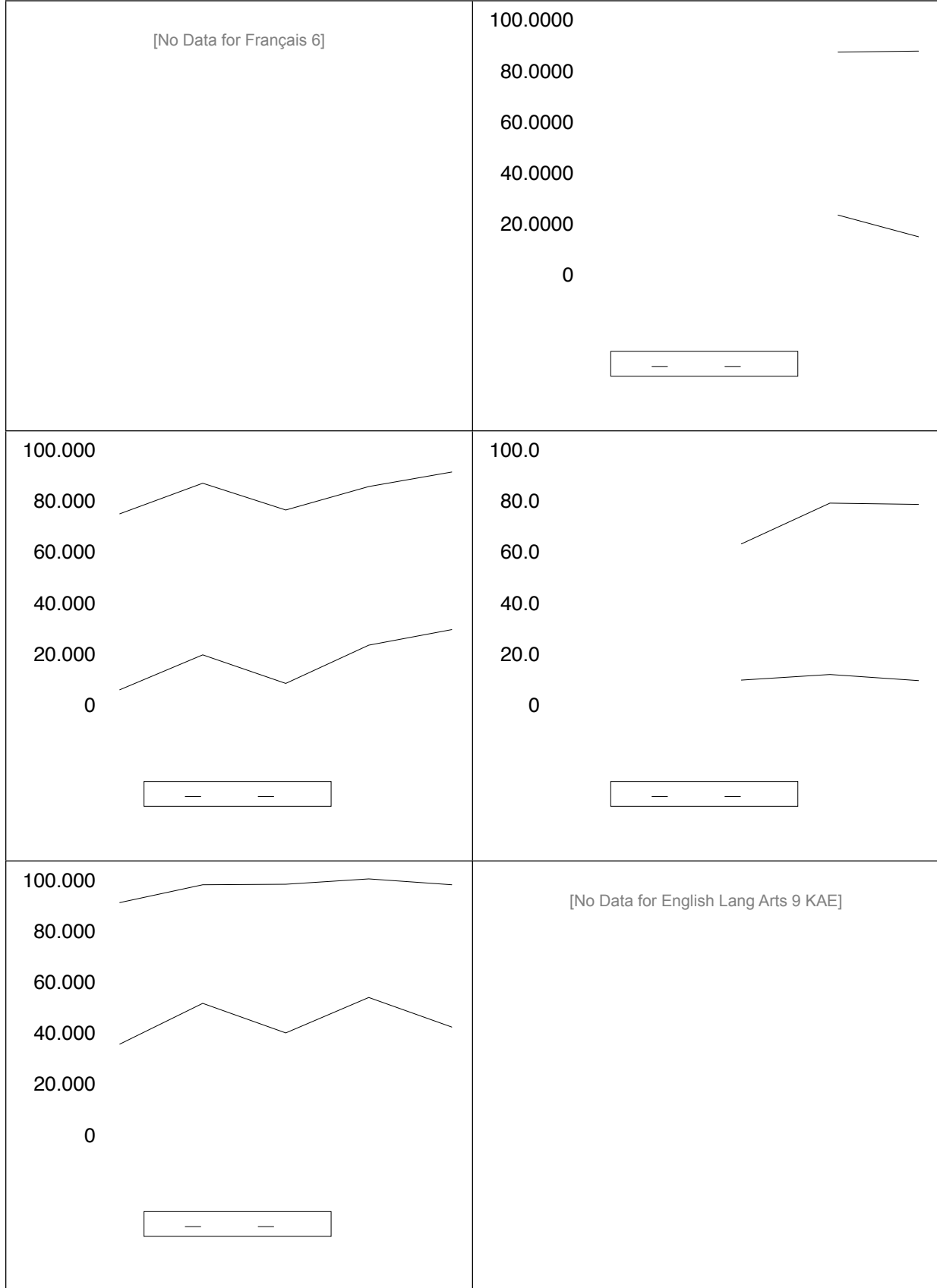
Graph of Provincial Achievement Test Results by Course





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

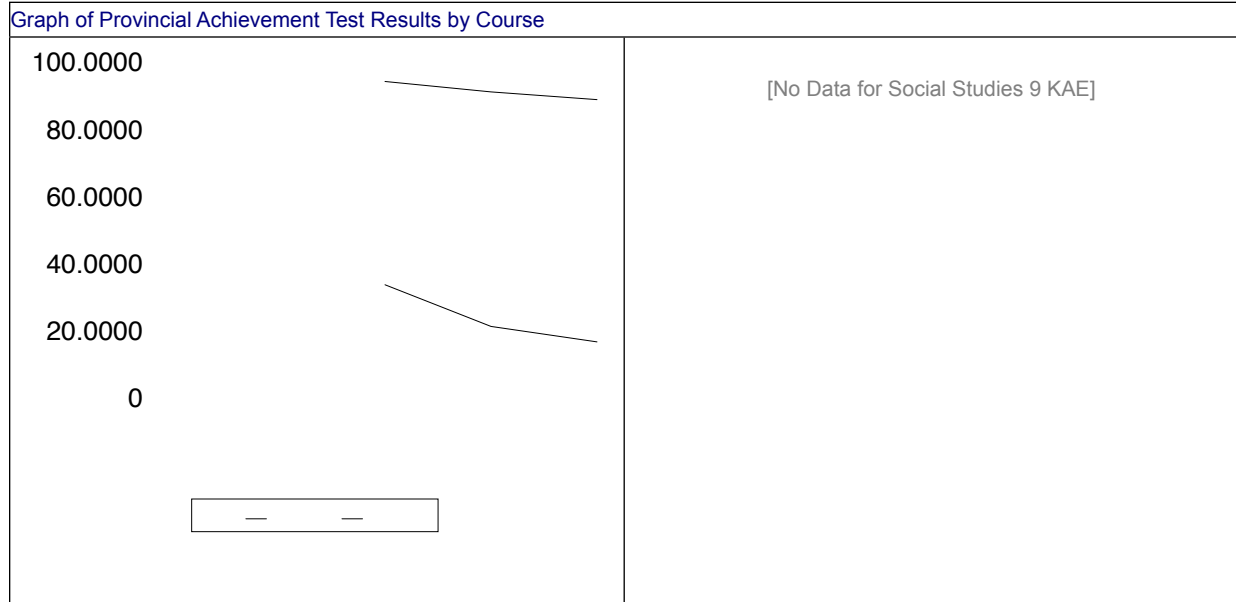
Graph of Provincial Achievement Test Results by Course



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

Graph of Provincial Achievement Test Results by Course	
	<p>[No Data for Français 9]</p>
	<p>[No Data for Mathematics 9 KAE]</p>
	<p>[No Data for Science 9 KAE]</p>

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



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School: 2039 Our Lady of Perpetual Help Catholic School

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Our Lady of Perpetual Help Cat							Alberta			
		Achievement	Improvement	Overall	2012		Prev 3 Yr Avg		2012		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	High	Maintained	Good	74	89.2	70	89.0	44,689	81.9	42,242	81.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	74	13.5	70	16.5	44,689	20.4	42,242	18.4
French Language Arts 3	Acceptable Standard	Intermediate	Maintained	Acceptable	74	79.7	70	80.4	3,378	82.1	3,091	82.8
	Standard of Excellence	Low	Declined	Issue	74	6.8	70	12.2	3,378	14.5	3,091	16.0
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	502	82.3	524	84.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	502	12.5	524	17.1
Mathematics 3	Acceptable Standard	n/a	Maintained	n/a	74	86.5	73	90.4	44,689	76.8	42,957	77.4
	Standard of Excellence	n/a	Declined	n/a	74	20.3	73	34.2	44,689	25.5	42,957	26.0
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	55	96.4	63	96.3	43,170	82.7	43,453	82.7
	Standard of Excellence	Very High	Maintained	Excellent	55	34.5	63	36.1	43,170	17.8	43,453	18.8
French Language Arts 6	Acceptable Standard	High	Maintained	Good	55	94.5	63	90.6	2,592	89.3	2,435	89.7
	Standard of Excellence	High	Maintained	Good	55	23.6	63	16.7	2,592	17.2	2,435	16.3
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	465	91.0	443	92.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	465	21.9	443	18.2
Mathematics 6	Acceptable Standard	n/a	Maintained	n/a	55	87.3	61	86.9	43,170	74.7	43,539	73.7
	Standard of Excellence	n/a	Declined	n/a	55	14.5	61	23.0	43,170	16.6	43,539	17.8
Science 6	Acceptable Standard	Very High	Improved	Excellent	55	90.9	63	82.6	43,073	77.8	43,389	76.5
	Standard of Excellence	High	Improved	Good	55	29.1	63	16.7	43,073	28.2	43,389	25.4
Social Studies 6	Acceptable Standard	n/a	Maintained	n/a	55	78.2	68	70.7	43,170	73.2	43,569	71.1
	Standard of Excellence	n/a	Maintained	n/a	55	9.1	68	10.4	43,170	19.5	43,569	17.5
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	43	97.7	45	98.5	42,309	77.4	43,450	79.0
	Standard of Excellence	Very High	Maintained	Excellent	43	41.9	45	48.1	42,309	16.4	43,450	15.3
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,654	61.4	1,597	67.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,654	5.8	1,597	7.8
French Language Arts 9	Acceptable Standard	Intermediate	Declined	Issue	43	90.7	45	98.5	2,344	87.5	2,332	85.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	43	14.0	45	21.5	2,344	12.2	2,332	12.6
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	311	84.6	331	86.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	311	16.1	331	13.8
Mathematics 9	Acceptable Standard	n/a	Maintained	n/a	43	90.7	43	90.7	41,909	66.5	42,538	66.1
	Standard of Excellence	n/a	Improved	n/a	43	32.6	43	20.9	41,909	17.8	42,538	17.3
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,941	62.4	1,915	65.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,941	15.4	1,915	15.1
Science 9	Acceptable Standard	Very High	Maintained	Excellent	43	90.7	45	89.0	42,307	74.2	43,288	73.6
	Standard of Excellence	Intermediate	Declined	Issue	43	11.6	45	19.4	42,307	22.4	43,288	18.1
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,574	67.9	1,556	68.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,574	17.3	1,556	14.8
Social Studies 9	Acceptable Standard	n/a	Maintained	n/a	43	88.4	46	92.2	42,429	68.9	43,449	68.1
	Standard of Excellence	n/a	Declined	n/a	43	16.3	46	27.1	42,429	19.1	43,449	18.9
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	63.5	1,565	63.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	13.9	1,565	14.6

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

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
French Language Arts 3	Acceptable Standard	0.00 - 60.68	60.68 - 77.74	77.74 - 88.22	88.22 - 94.88	94.88 - 100.00
	Standard of Excellence	0.00 - 3.31	3.31 - 8.38	8.38 - 17.31	17.31 - 25.31	25.31 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00

Notes:

The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

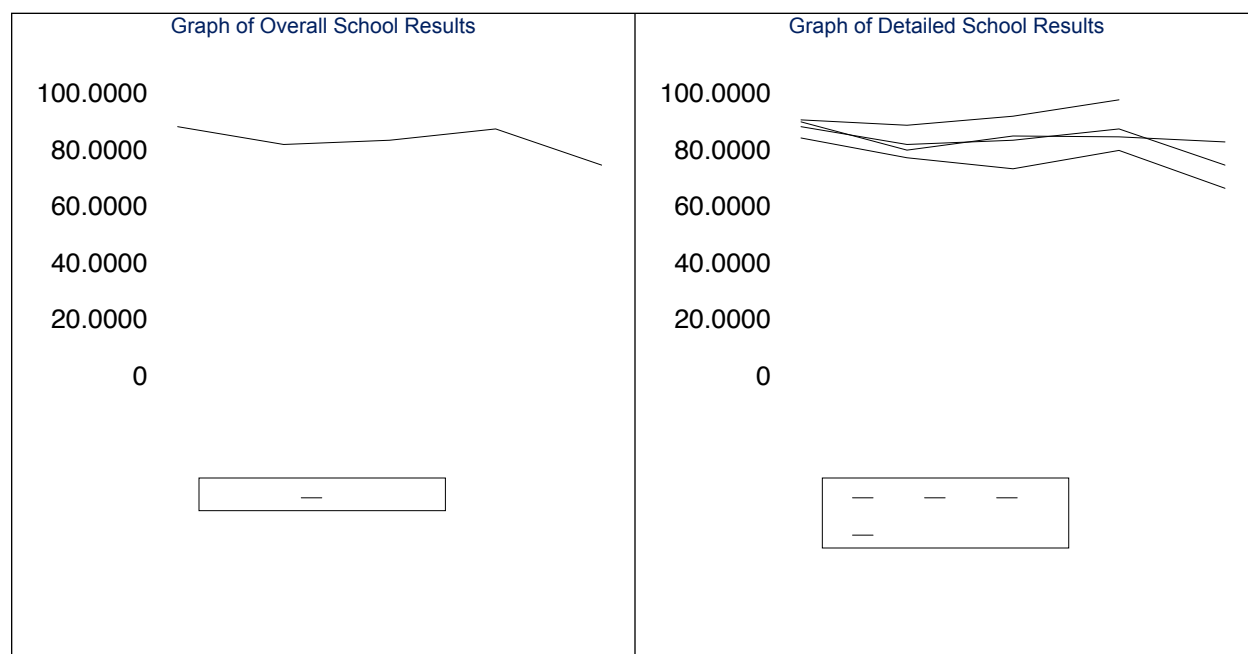
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

[No Data for Diploma Exam Participation Rate]

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

Citizenship – Measure Details

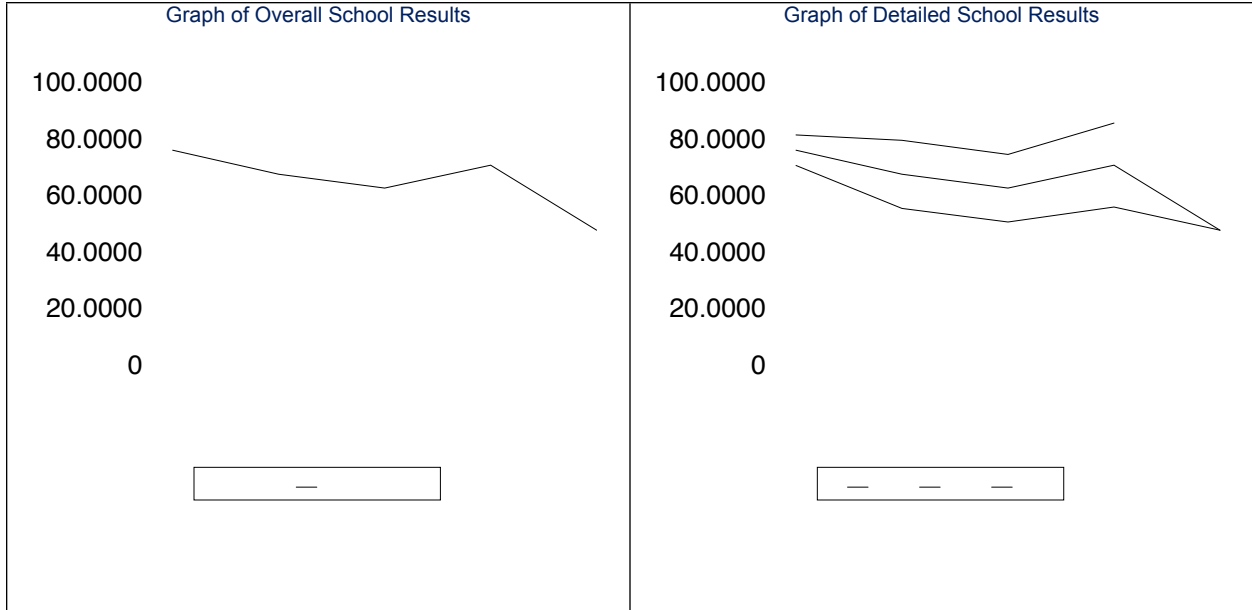
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	87.5	81.2	82.7	86.7	73.9	82.4	82.1	82.8	85.0	84.9	77.9	80.3	81.4	81.9	82.5
Teacher	89.9	88.0	91.2	97.0	*	93.8	94.9	96.2	96.5	97.6	90.6	91.8	93.0	92.7	93.1
Parent	89.2	79.2	84.2	83.9	82.1	79.4	76.0	76.5	79.1	80.0	74.7	77.4	78.5	78.6	79.4
Student	83.5	76.5	72.6	79.1	65.7	74.0	75.5	75.6	79.3	77.1	68.5	71.8	72.7	74.5	75.0



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

Work Preparation – Measure Details

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.															
	School					Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	75.4	66.9	62.0	70.1	47.1	79.8	75.6	78.5	78.9	78.4	80.1	79.6	79.9	80.1	79.7
Teacher	80.8	78.9	73.9	85.0	*	89.6	90.8	92.1	92.7	94.0	89.3	88.9	90.0	89.6	89.5
Parent	70.0	54.8	50.0	55.3	47.1	70.0	60.3	64.9	65.0	62.7	70.9	70.2	69.8	70.6	69.9

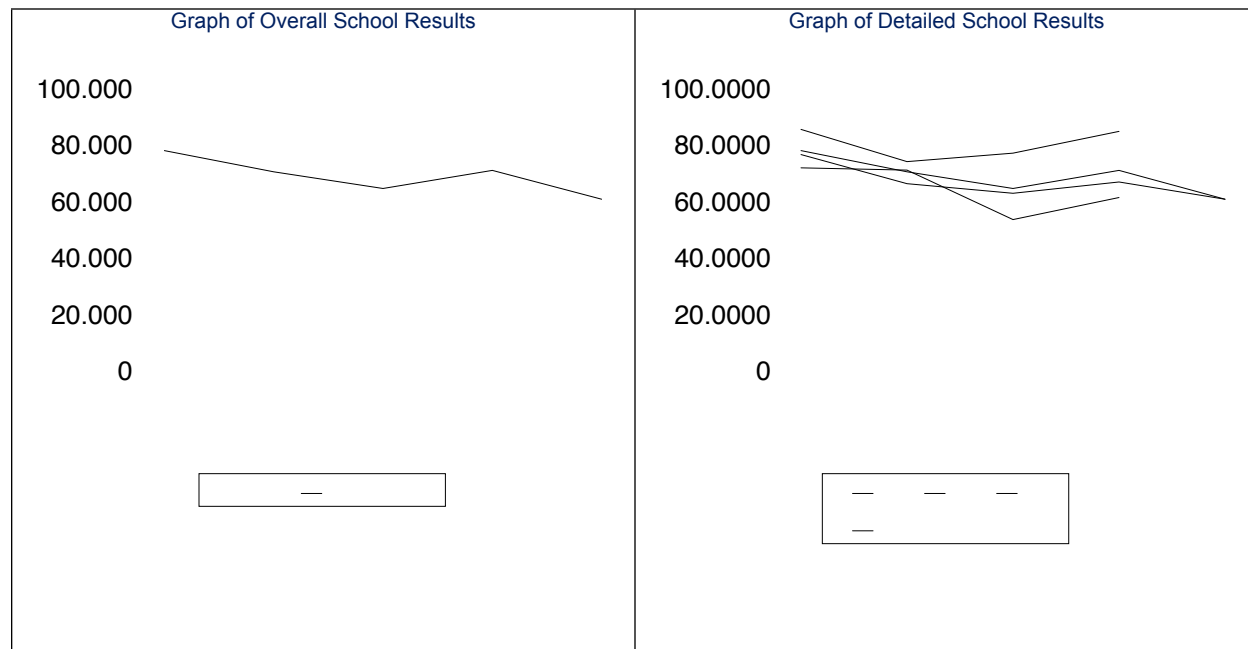


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Program of Studies – Measure Details

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

	School					Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	77.5	70.0	64.1	70.5	60.3	79.3	77.1	78.8	81.0	78.8	79.4	80.3	80.5	80.9	80.7
Teacher	85.0	73.6	76.6	84.3	*	86.1	84.1	87.3	88.3	85.1	86.4	86.8	87.7	87.6	87.3
Parent	76.1	65.8	62.4	66.4	60.3	74.4	71.6	71.5	75.0	71.6	77.6	78.7	78.0	78.3	78.1
Student	71.4	70.6	53.1	60.9	n/a	77.2	75.6	77.5	79.6	79.8	74.1	75.3	75.9	76.9	76.9

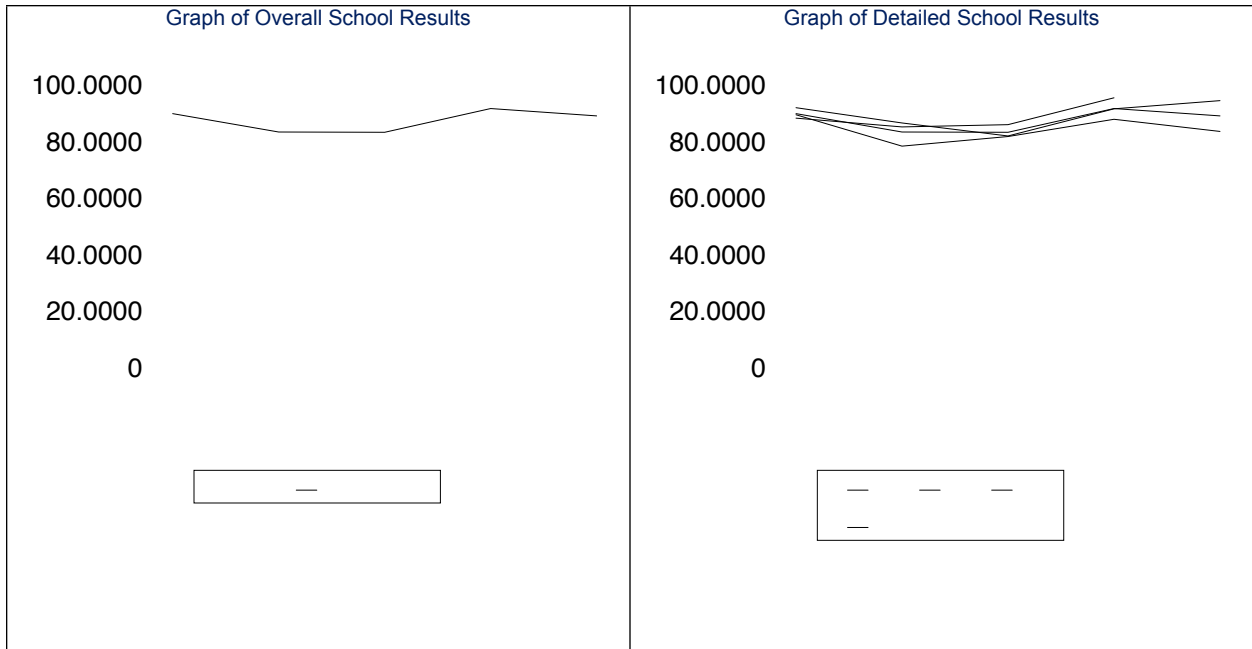


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details

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

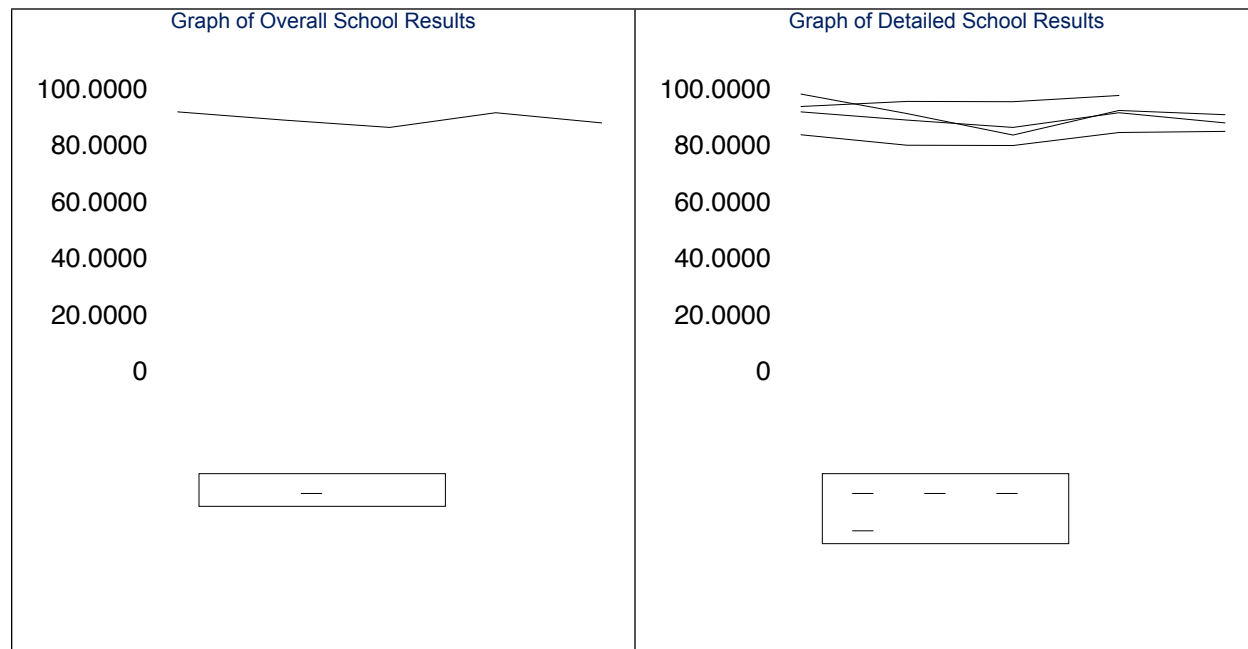
	School					Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	89.4	82.9	82.8	91.2	88.6	89.4	88.8	88.5	90.3	90.3	88.2	89.3	89.2	89.4	89.4
Teacher	87.8	84.7	85.5	95.0	*	96.2	96.6	95.9	95.8	97.9	94.9	95.3	95.6	95.5	95.4
Parent	89.0	77.9	81.3	87.4	83.1	84.7	80.8	80.6	84.8	82.9	83.0	84.4	83.9	84.2	84.2
Student	91.5	86.1	81.5	91.1	94.0	87.2	88.9	89.0	90.2	90.0	86.6	88.3	88.2	88.5	88.6



Safe and Caring – Measure Details

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

	School					Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	91.2	88.3	85.7	90.9	87.3	87.4	87.8	88.1	89.9	89.8	85.1	86.9	87.6	88.1	88.6
Teacher	93.1	94.9	94.8	97.0	*	94.9	95.4	97.3	96.0	96.5	93.1	93.8	94.4	94.5	94.8
Parent	97.5	90.6	83.0	91.7	90.2	85.7	85.3	82.9	87.1	87.9	83.2	85.3	86.1	86.6	87.4
Student	83.1	79.4	79.3	83.9	84.3	81.5	82.6	83.9	86.7	84.9	79.1	81.7	82.2	83.3	83.7

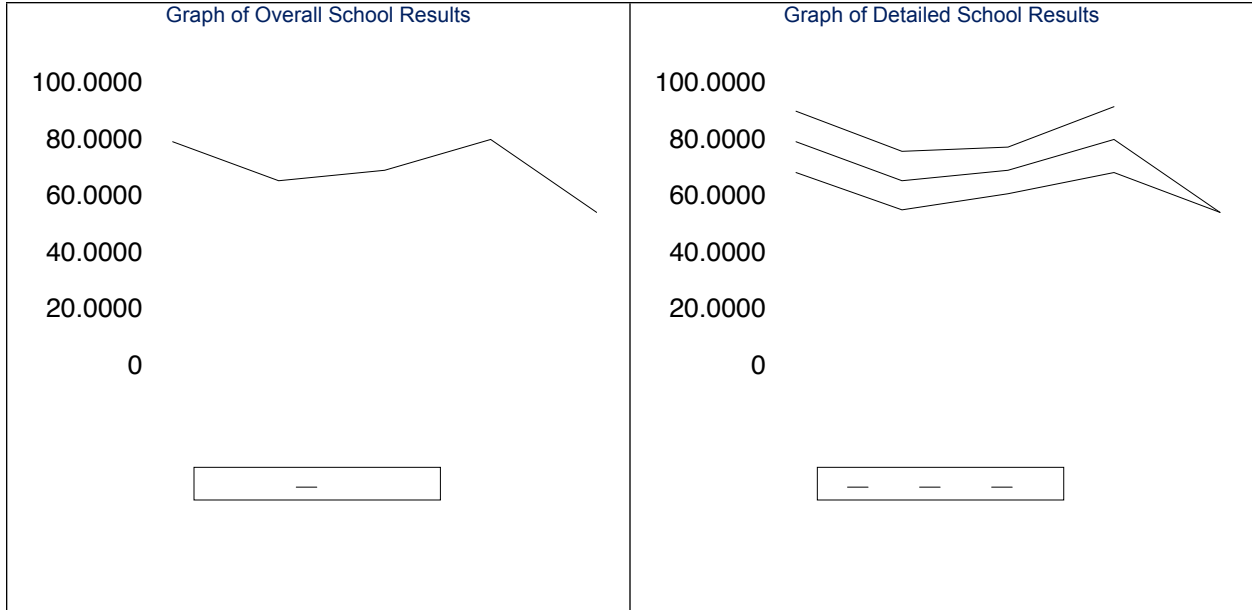


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	78.4	64.6	68.3	79.2	53.4	76.5	78.7	77.5	77.1	77.9	78.2	80.1	80.0	79.9	79.7
Teacher	89.2	75.0	76.5	90.8	*	89.3	91.1	89.3	88.0	89.2	87.5	88.0	88.6	88.1	88.0
Parent	67.5	54.3	60.0	67.5	53.4	63.7	66.3	65.7	66.2	66.6	69.0	72.2	71.3	71.7	71.4

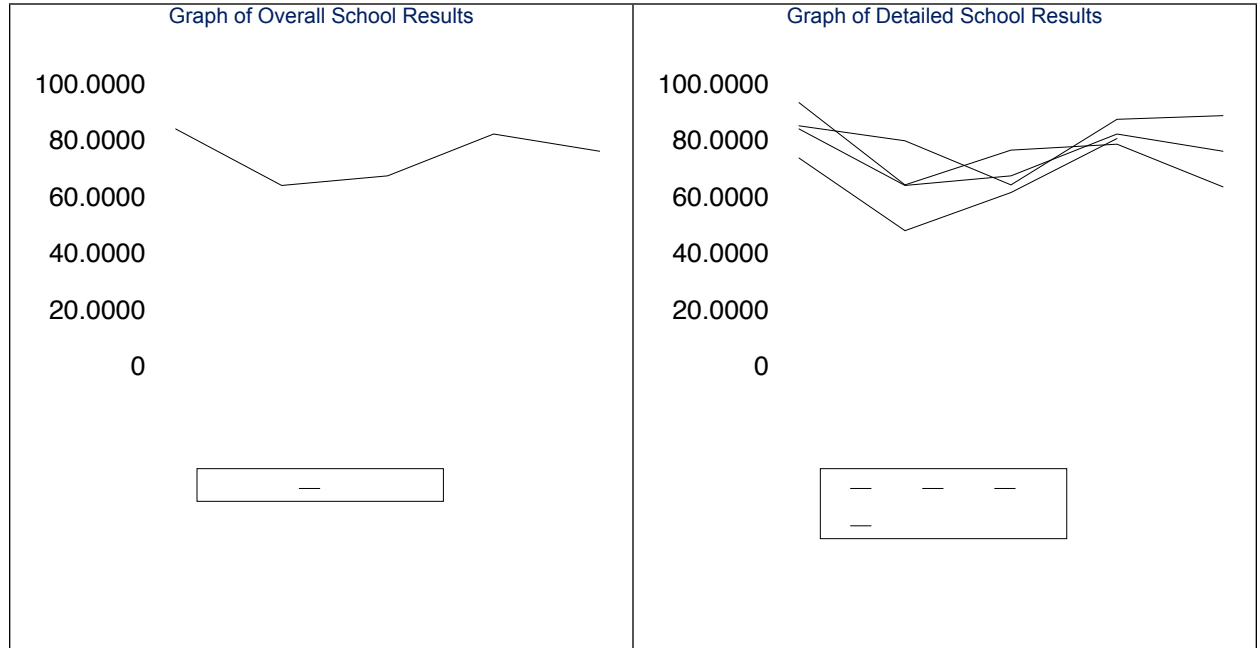


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

School Improvement – Measure Details

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.

	School					Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	83.4	63.4	66.8	81.6	75.5	79.0	78.5	78.4	81.6	81.4	77.0	79.4	79.9	80.1	80.0
Teacher	73.1	47.4	60.9	80.0	*	79.7	80.2	80.7	83.3	87.2	75.6	78.2	80.8	80.1	81.1
Parent	92.7	63.6	75.9	78.0	62.9	74.9	72.6	73.2	74.8	69.8	75.9	78.1	77.0	77.3	76.2
Student	84.5	79.2	63.6	86.8	88.1	82.3	82.7	81.3	86.8	87.0	79.5	81.8	81.8	82.9	82.7



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

