

***Rosary School
2011-2013
Three year Education Plan and
AERR***



10/31/11

Vision

Rosary School will be a unique and inviting Catholic learning environment that links the home, the parish and the community.

Resources will be distributed fairly so all students have an opportunity to learn in a child-centered, flexible, safe and caring learning environment.

A strong, well informed teaching staff, with an eye to the future, will provide dynamic and innovative programs in well-planned and maintained school facilities.

Students will be provided with the opportunity to live the values they are taught. Minorities will be successful, handicaps minimized and special needs accommodated. Graduates will be prepared so they are motivated life-long learners grounded in the Catholic faith.

The families of Rosary School will recognize the strength of the partnership between the family, the school, the parish and the community.

A vision statement is knowing where you want to go. A vision looks to the future. It describes a set of ideal circumstances and results that we strive to achieve.

Mission Statement

Rosary School is committed to providing a safe and caring Christian environment where students attain the skills, attitudes and knowledge for maximum personal growth as students, leaders and community members. We will assist our students to prepare for a life of service by striving for unity of church, family and school.

Beliefs:

We value:

- Catholic Education.
- God-given talents.
- Excellence in performance.
- Self-discipline and personal growth.
- A safe and caring environment.
- Uniqueness in every individual.
- Teamwork.
- Life-long learning.
- Input from stakeholders.
- All students can learn and experience success.
- Students learn best when the partnership between the home, the church, the school and community is strong.
- Growth is best achieved in a positive learning environment.
- Technology can assist in the learning process.
- Individuals are responsible and accountable.
- Students will be prepared for their futures.
- Resources must be expended where they have the most impact.
- All school personnel are called to model Catholic values for students.

Therefore, we believe:

- Christ is our guide and teacher.
- Spiritual growth must be fostered in our students.
- The child is the centre of the school system.
- Parents are the child's primary educators.
- In providing staff with opportunities for professional development.

Issues:

Issues taken into account in goal development:

- Maintaining a Catholic school environment.
- Improving standards of achievement.
- Enhancing student support services and counseling services.
- Maintaining comprehensive curricular and extra-curricular programs.
- Sustaining viable schools, programs and services.
- Sustainable funding.
- Improving Aboriginal learners opportunities and success through the FNMI programming.

Trends that require consideration:

- Increasing dependence on schools for faith development.
- Increasing dependence of students on schools for social and emotional support.
- Fragmentation of the family unit.
- Growing numbers of students with special needs.
- Growing number of English as second language students.
- Rapidly evolving technology and online services.
- Declining enrolments/rural to urban migration.
- Increasing health concerns because of inactive youth.

Priorities

- Improve learning through effective use of information communication technology.
- Improve children's access to services through coordination of services.
- Improve community satisfaction with education.
- Improving standard of excellence

Local Priorities:

- Maintain Catholic identity of our schools.
- Maintain the family, school, parish relationship.
- Improve effective school councils.
- Maintain safe and caring schools.
- Improve respect students have for each other.
- Maintain community partnerships.
- Develop effective leadership.
- Improve student learning through Assessment for Learning and the 21st Century Learner.
- Maintain parental involvement in schools.

Overriding Goal: To strengthen the Catholic school experience for students by supporting permeation of Catholic teaching in all aspects of the school program.

Outcome #1 Schools have a distinctive Catholic atmosphere.

Performance Measures	Results (in percentages)					Target*	Targets		
	2007	2008	2009	2010	2011	2011	2012	2013	2014
Percentage of parents satisfied with the Catholic atmosphere of the schools.	100%	98	97	94	92	-	94	95	96
Percentage of parents who are Catholic and attend mass monthly.	69%	78	83	73	75	-	80	82	84
Percentage of non-Catholic parents who attend mass monthly at their church.	--	--	44	56	59	-	60	62	64
Percentage of teachers who attend mass monthly.	100%	100	92	100	100	-	100	100	100

Strategies:

Various Catholic conferences will be encouraged.

Catholic Education Sunday will be advertised and emphasized.

School will take leadership in sacramental preparation of students with the assistance of the parish.

Daily prayer is incorporated into the school day.

Religious symbols are prominently displayed throughout the school.

Religious celebrations and liturgies, following the liturgical calendar are incorporated into the school year.

School Councils have the opportunity to receive training for the Catholic dimension of schools.

Staff model Catholic faith for the students.

Division Religious Institute maintained.

School Masses, classroom annual celebrations will be planned.

The rosary collection is displayed and encouraged.

Staff and School Council meetings will incorporate religious education as a regular meeting agenda item.

School Council bylaws will incorporate responsibility for Catholic Education.

Inspirational and spiritual messages will be part of assemblies and daily announcements.

Chapel time will be encouraged.

Recommissioning of the staff will be held at Sunday Mass early in the school year.

The exterior rosary project will continue to be enhanced as a quiet place for prayer and meditation available to school and community.

Classrooms and all special areas will have a prayer corner.

The buddy system between grade one and nine students will continue.

School Council will host an annual Mass in January.

Grade nine parents will host the end of the year Mass recognizing the grade nine students.

Each grade hosts a Mass or celebration throughout the school year.

Outcome #2 Schools incorporate Catholic teaching into the school environment.

Performance Measures	Results (in percentages)					Target*	Targets		
	2007	2008	2009	2010	2011	2011	2012	2013	2014
Percentage of parents who are satisfied that Catholic Teaching permeates the school environment.	--	--	96%	100	95	-	96	98	98
Percentage of staff who participate in religious professional development.	100%	100	100	100	100	-	100	100	100

Strategies:

Invitation and participation of Father Abraham in the delivery of the school program.

Father Abraham, School Parish Youth Worker Jen Collins, Principal Sheila Dillman, District Faith Permeation Coordinator John Kuran will be accessible to all teachers as resource assistance.

Current religious education and family life programs are offered.

A staff formation program is emphasized monthly.

A religion education coordinator or school parish worker will attend district meetings to enhance district coordination.

The certificate in Theological Studies Program introduced in the jurisdiction will be encouraged.

Teachers will permeate Catholic objectives into the subject areas that they teach.

Permeation "The Living Eucharist in the Learning Community" and the new Health and Life Skills Human and Sexuality Outcomes Grades 4 to 9 are used as valuable resources.

Teachers will prepare students in class for celebrations and Masses: "Hearts of the Mass" will be explained to all students.

Students and staff will be introduced to the new translation of the Roman Missal.

Non Catholic students and families (at the time of registration) will be made aware of the Catholic atmosphere at Rosary School. An agreement will be signed by parents/guardians and older students.

The rosary as our namesake and Blessed Virgin Mary as our patron Saint will be emphasized.

Staff will include a Catholic Faith formation plan in their professional growth plan.

Outcome #3 Schools work closely with parishes and families in the community.

Performance Measures	Results (in percentages)					Target*	Targets		
	2007	2008	2009	2010	2011	2011	2012	2013	2014
Percentage of parents who are satisfied with the parish, the school and the family working closely together.	98%	100	91	95	92	-	94	95	96
Percentage of teachers who are satisfied with the parish, the school and the family working closely together.	90%	92	100	92	91	-	98	99	100

Strategies:

Much work continues to be done to increase the involvement and visibility of Parish Priest in our schools through continued communication with the Archbishop.

Continued monetary support of the parish youth worker is given by the parish.

The parish youth worker is involved in the parish as well as the school.

Monthly youth masses are a joint school parish effort.

Outcome #4 Students value the spiritual and religious dimension of the school.

Performance Measures	Results (in percentages)					Target*	Targets		
	2007	2008	2009	2010	2011	2011	2012	2013	2014
Percentage of junior high students are satisfied with the spiritual and religious dimension of the school. (Catholic atmosphere)	--	--	83	88	84		85	86	87

Strategies:

Students will be encouraged to take leadership in planning monthly celebrations.

Recognition for student leadership in faith development (Christian Leadership Awards for a boy and girl) will be given at the Annual Awards Ceremony.

Leadership class will be involved in planning celebrations.

The Golden Rule and WWJD "What would Jesus Do?" will be emphasized at assemblies, announcements, posters and throughout the daily activities.

Assemblies may be used to emphasize the Virtues / Character program.

Students' work will be displayed in newsletters and bulletin boards.

John Paul II retreat team and testimonials will be encouraged.

Parish youth worker will concentrate on junior high involvement in parish school activities.

FNMI worker will integrate activities in religion celebrations, example Talking Circle Group will host Remembrance Day Ceremony.

Outcome #5 Students actively live their faith.

Performance Measures	Results (in percentages)					Target*	Targets		
	2007	2008	2009	2010	2011	2011	2012	2013	2014
Percentage of Catholic grade 6 students who have Received the sacrament of First Communion.	--	--	88%	95%	90%	-	92	94	95
Percentage of Catholic grade 9 students who received The sacrament of Confirmation.	93%	-	86	--	85%	-	87	89	90
Percentage of students who attend Parish mass monthly.	49%	53	56	79		-	80	80	80
Percentage of Catholic students (gr4-6) who attend mass monthly	78	73	77	85	79	-	80	82	84
Percentage of Catholic junior high students who attend mass monthly	62	56	68	74	54	-	60	65	70

Strategies:

More recognition for participants in choir and altar serving (at assemblies, Good News Postcards, lunch parties).

Grades 5, 6 and junior high students will be given the opportunity to participate in retreats.

High School students are invited to attend and participate in Youth Masses.

Students will be encouraged to become involved in community, national and international service projects.

Del Air Lodge visits are done monthly by every grade.

Christmas Hampers, Toys for Tots, Operation Christmas Child, Clothing Drives and other charitable donations are encouraged by all grades.

Foster family financial support is continued by the school Charity fund.

Foster spiritual aspects in all areas, including extra-curricular fields trips and sporting events.

Highlights of Accomplishments

- Participation of staff in the District Faith Formation Program.
- Maintaining parent satisfaction with the prevalent Catholic atmosphere in schools.
- Parish School Youth Worker continues to link the school and parish.
- Monthly celebrations hosted by all grades and School Council.
- "Rosary Beads" in the weekly church bulletin.
- Monthly Youth Masses (which are led by our youth) are well attended.
- Successful District Religious Institutes
- Comprehensive Youth Ministry continues to link schools and parishes.
- Participation of staff at Blueprints, Spice, Religious Congress

Future Challenges

- Maintaining Comprehensive Youth Ministry Program and continuation of student retreat programs
- Active engagement of all students in parishes.
- Sacramental preparation of students.
- Strengthening school/parish partnership.

October 2011 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Rosary Roman Catholic Sep Sch			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	89.6	89.0	88.6	88.1	87.6	86.6	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	81.7	86.5	73.7	80.9	80.5	80.1	Very High	Maintained	Excellent
		Education Quality	94.1	94.1	90.9	89.4	89.2	88.9	Very High	Maintained	Excellent
		Drop Out Rate	0.0	0.0	0.0	4.2	4.3	4.7	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	n/a	n/a	n/a	72.6	71.5	71.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	91.3	90.7	91.4	79.3	79.1	78.0	Very High	Maintained	Excellent
		PAT: Excellence	25.0	18.6	19.7	19.6	19.4	18.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	82.6	83.4	84.0	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	18.7	19.0	18.9	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	53.5	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	59.6	56.9	57.0	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	59.3	59.8	59.3	n/a	n/a	n/a
		Work Preparation	86.6	96.2	89.0	80.1	79.9	79.8	Very High	Maintained	Excellent
		Citizenship	87.1	86.1	84.8	81.9	81.4	79.9	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	92.1	88.1	82.3	79.9	80.0	79.4	Very High	Improved	Excellent
Continuous Improvement	Excellent	School Improvement	81.5	91.1	82.9	80.1	79.9	78.8	Very High	Maintained	Excellent

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 (*).

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.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.53	65.53 - 78.44	78.44 - 85.13	85.13 - 89.49	89.49 - 100.00
PAT: Excellence	0.00 - 9.19	9.19 - 11.96	11.96 - 17.99	17.99 - 22.45	22.45 - 100.00
Diploma: Acceptable	0.00 - 74.42	74.42 - 83.58	83.58 - 88.03	88.03 - 92.35	92.35 - 100.00
Diploma: Excellence	0.00 - 10.31	10.31 - 15.67	15.67 - 20.27	20.27 - 23.77	23.77 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

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.

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)
Improved Significantly	3.84 + (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.

Improvement	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

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Goal One: Success for Every Student

Outcome: *Students demonstrate proficiency in literacy and numeracy*

Note – This outcome replaces the following outcome from the 2010/11 – 2012/13 three year education plan:

- *Students demonstrate high standards in learner outcomes (K-9 portion only)*

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	92.5	92.0	91.6	90.7	91.3	94.0	Very High	Maintained	Excellent	95.0	95.0	95.0
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	19.8	26.1	14.5	18.6	25.0	22.0	Very High	Maintained	Excellent	25.0	25.0	25.0

Comment on Results

(an assessment of progress toward achieving the target)

- The 2011 target was 94% for acceptable standard and the results were 91.3%. (-2.7%)
- The 2011 target was 22% for standard of excellence and the results were 25% (+3%)

Rosary's School Goal - Rosary School will meet or exceed provincial standard of excellence in Provincial Achievement Exams according to the Accountability Pillar Overall Summary.

This goal was achieved. Rosary was at 25% and the province was at 19.6 based on 2011 results.
Based on three year average Rosary was at 19.7 and the province at 18.5.

With acceptable standard Rosary was at 91.3 and the province at 79.3.
Based on three year average Rosary was at 91.4 and the province at 78.

Strategies

- Staff participation on provincial marking committees.
- Maintain membership in AAC and participation in the AAC workshops at school level
- District grade level meetings encouraged.
- GRADE, CTCS, CAT 3 testing maintained and data used.
- PAT results will be reviewed; strengths and weaknesses will be analyzed.
- Staff meetings will have a PD component.
- Emphasize early literacy and numeracy in early grades.
- Incorporate technology and provide appropriate PD.
- Hire a reading teacher and reading specialist to organize intense remedial reading concentration on Div 1 & 2.
- Teachers have access to a district mentor and learning coaches.
- Six day AAC sessions are planned for all teachers with the school goal of higher level thinking being the focus.
- Lead teachers have been in serviced in student engagement.

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 achieve educational outcomes*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *Students demonstrate high standards in learner outcomes (high school portion only)*
- *High school completion rates are showing continual improvement*
- *Children and youth with at risk factors have their needs addressed through timely and effective programs and supports*
- *Students are well prepared for lifelong learning*

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2011	Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	6.0	0.0	0.0	0.0	0.0		Very High	Maintained	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results

(an assessment of progress toward achieving the target)

Strategies

Notes:

1. Aggregated 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. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
4. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Outcome: *Students are prepared for the 21st century*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *Students model the characteristics of active citizenship*
- *Students are well prepared for employment*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	85.7	83.9	84.5	86.1	87.1	90	Very High	Maintained	Excellent	89	90	91
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	76.3	87.1	83.9	96.2	86.6	98	Very High	Maintained	Excellent	88	89	90

Comment on Results

(an assessment of progress toward achieving the target)

The 2011 target for teachers, parents and students who are satisfied that students model the characteristics of active citizenship. was 90. (-2.9) Although the goal was not reached the percentage increased.

The 2011 target for teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school was 98. (-1.4)

Strategies

- Many service projects and charity programs are implemented throughout the school, within Social Studies, Religion or Leadership classes. Whole school participation is encouraged.
- Winter clothing drives, Tabs for Tots, Cell Phone for Human Rights, Toys for Tots, Operation Shoebox, and many local charities are supported.
- A strong work ethic and study skills are stressed from elementary grades to junior high.
- Partner and group work is apparent and assessed by self, peer, and teacher.
- Grade 9 students participate in "Take Your Kids To Work"
- Students attend Learning Clicks presentations.
- Integration of personal devices
- Participation in the Healthy Living School Symposium.

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

Goal Two: Transformed Education Through Collaboration

Outcome: *Students have access to programming and supports to enable their learning*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *The education system meets the needs of all K–12 students and supports our society and the economy*
- *School environments are safe and caring*

Performance Measure	Results (in percentages)					Target 2011	Evaluation			Targets		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2012	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.	71.7	64.7	69.9	86.5	81.7	92	Very High	Maintained	Excellent	82	82	82
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.3	87.5	91.1	94.1	94.1	98	Very High	Maintained	Excellent	95	95	95
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.	88.9	87.3	89.5	89.0	89.6	90	Very High	Maintained	Excellent	90	90	90

Comment on Results

(an assessment of progress toward achieving the target)

The target for 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 was 92. (-10.3) The 2011 target was not realistic.

The target for percentage of teachers, parents and students satisfied with the overall quality of basic education was 98. (-3.9)

The target for 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 was 90% (-.4)

Strategies

Rosary School continues to expand fine arts, drama and music programs in the Junior High area.
A music (guitar) CTS module has been implemented.
Chime choir in gr 6 continues.
Teachers are mostly teaching in their specialty.
DI and AFL in the classrooms are becoming regular teaching practices.
Student teacher ratio is favorable.
Variety of reading programs, Precision Reading, Raz-Kids, Essential Skills, Three Teir approach, RTI are incorporated.
Continue with the big question to all stakeholders, "What is best for Student Learning?"
Rosary School continues to be diligent in accessing and delivering the various anti-bully, anti-drug, Character Education programs.
Staff maintains excellent relationships with the students. Outside agencies are accessed and in school counselling is available by staff members.
Students assess MI strengths and learning modalities and learn to use strategies to make them better learners.
Maintain focus on programming for students with Special Needs.
Continued development of FNMI programming.
Student Profiles will be a team approach, enrichment programs will be developed.
Alberta Foundation for the Arts grant was approved for the 2011-12 school year.
Community members will be encouraged to share their talents.
More career counselling will be implemented in grade nine. (Career Links)
More indoor circuit training and green outdoor circuit training field will be pursued.
Call all parents/guardians with an invitation to parent, teacher, student interviews and Student Led.
Participate in national, provincial and community anti-bullying initiatives.
Resources from Safe and Caring Schools, AADAC are available.
DARE will be available to grade 6 if RCMP personnel is available.
Emergency and Crisis plans are reviewed yearly.
All staff were given the opportunity for first aid training. The majority of staff has current certification.
Proper supervision guidelines are followed during school and extra curricular activities.
Fire and Lock Down procedures are practiced regularly.
Yearly meeting with bus drivers will continue.
School Patrols are trained by AMA and meet bi-monthly.
Dare to Care presentation for grades 8 and 9.
Roots of Empathy programs for grades 1 and 7.

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 openness to new and innovative ideas, leadership and collaboration*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *The jurisdiction demonstrates effective working relationships*
- *The jurisdiction demonstrates leadership, innovation and continuous improvement*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	77.5	78.7	80.0	88.1	92.1	93	Very High	Improved	Excellent	93	94	94
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	77.4	81.1	76.4	91.1	81.5	94	Very High	Maintained	Excellent	82	83	84

Comment on Results

(an assessment of progress toward achieving the target)

Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years decreased by 9.6% and the target was not met. The 2011 target was not realistic. A more realistic target is set for this year.

The loss of the position of a school based computer technician was still seen as detrimental to our school in the eyes of some of our stakeholders. This perception is slowly changing. Staff and students are becoming more positive with the central technology system.

Strategies

Parent Teacher Student Interviews / Student Led will continue.

School Council will be encouraged to participate in Education Week, and parent nights.

Parents will continue to receive course overviews, parent information, and family / student handbooks via technology, PowerSchool, email.

Student agendas will be used with some parents and teachers to communicate.

Parent input with student profiles will be encouraged.

Monthly newsletters will be sent home.

Beginning of the year class letters are encouraged to be sent home by the homeroom teachers.

Parent meetings for ECS and Gr 1 will continue at the beginning of every school year.

With the new influx of technology, there have been issues, but Rosary School and Central Office are working on improvement in this area with better communication and PD.

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

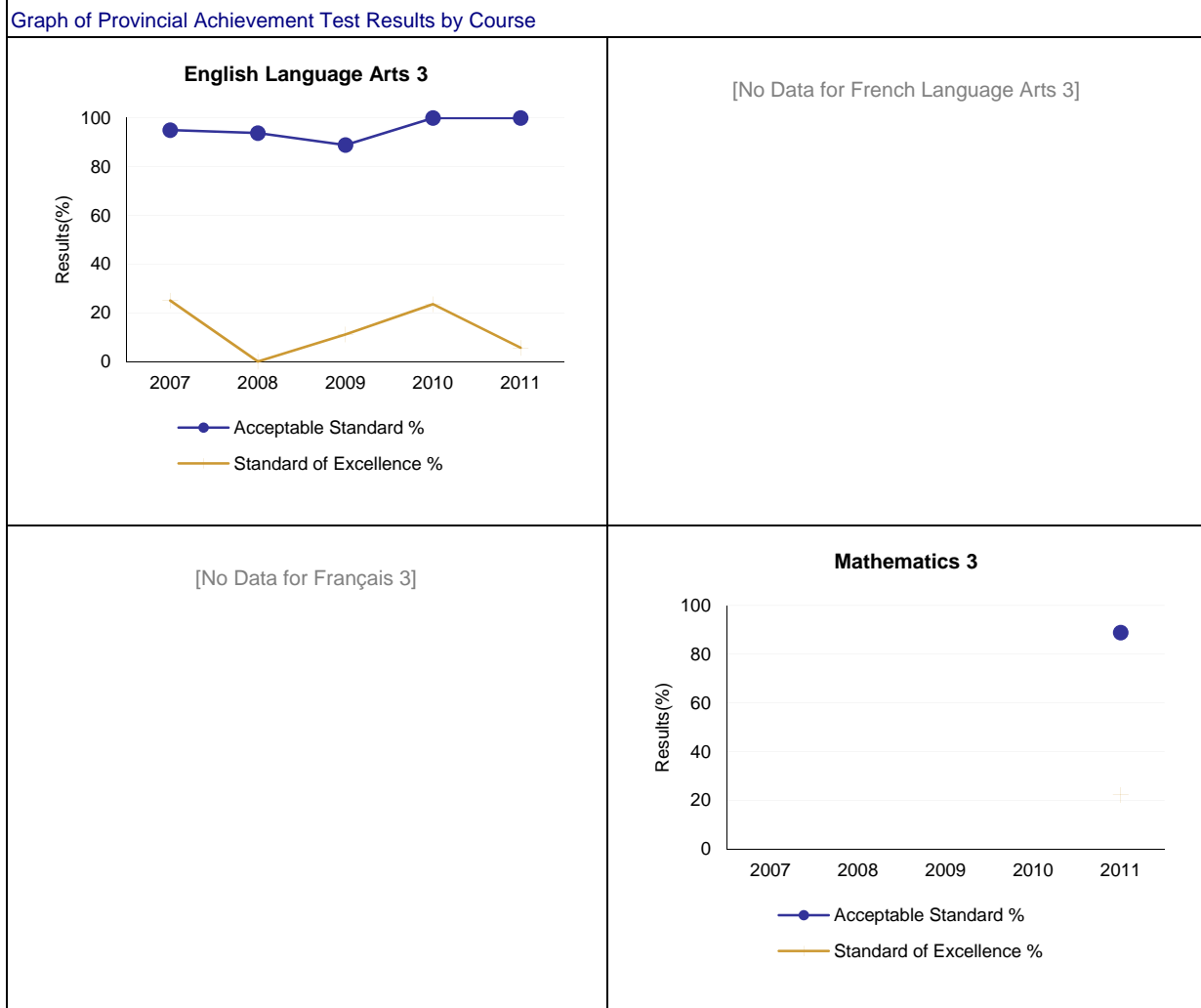
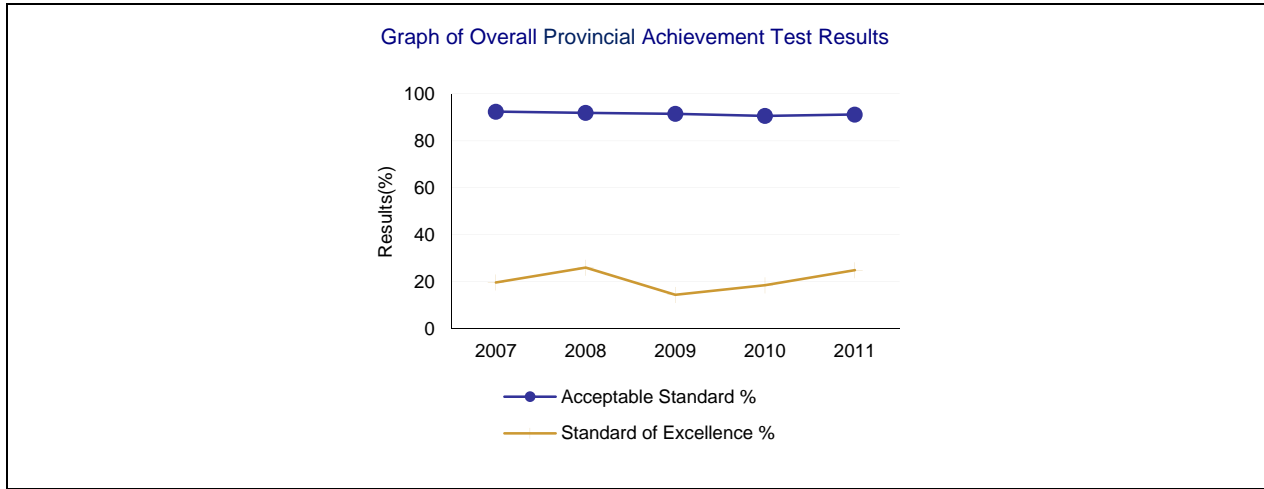
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2007		2008		2009		2010		2011		2011	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	School	95.0	25.0	93.8	0.0	88.9	11.1	100.0	23.5	100.0	5.6	100	25
	Authority	84.8	14.7	89.8	16.0	82.2	7.9	85.8	17.6	86.3	11.3		
	Province	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5	81.8	17.5		
French Language Arts 3	School	n/a	n/a	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	90.9	27.3	100.0	25.0	84.0	0.0		
	Province	n/a	n/a	n/a	n/a	83.8	15.8	84.1	16.3	80.6	15.8		
Français 3	School	n/a	n/a	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	82.5	16.3	86.4	16.3	84.2	18.6		
Mathematics 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	88.9	22.2	100	25
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	78.0	17.3		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77.4	26.0		
English Language Arts 6	School	95.7	17.4	100.0	30.0	88.9	16.7	90.9	27.3	100.0	11.1	100	25
	Authority	88.8	14.3	86.7	20.4	85.2	13.7	82.9	15.1	84.1	16.9		
	Province	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9	83.0	18.5		
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	75.0	0.0	75.0	0.0	100.0	12.5	92.9	0.0	96.4	21.4		
	Province	88.1	11.0	87.7	14.2	91.5	15.9	88.3	15.9	89.4	17.1		
Français 6	School	n/a	n/a	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	93.0	18.0	94.3	17.1	92.6	18.7	91.3	18.3	92.2	17.6		
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	83.3	16.7	90	20
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	70.4	16.4		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8		
Science 6	School	95.7	30.4	100.0	60.0	88.9	16.7	72.7	22.7	72.2	27.8	90	30
	Authority	79.5	19.9	78.9	19.4	75.8	16.5	71.4	15.6	74.1	21.7		
	Province	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4	76.2	25.0		
Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	n/a	86.4	31.8	77.8	22.2	90	25
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	63.5	13.0	67.2	13.2		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	71.0	16.4	71.1	18.5		
English Language Arts 9	School	95.0	10.0	87.5	18.8	100.0	21.1	100.0	5.6	94.7	36.8	95	25
	Authority	74.1	6.9	75.1	11.3	78.5	9.9	74.4	6.5	70.4	10.2		
	Province	77.5	14.8	76.5	14.8	78.7	14.7	79.3	15.0	79.1	16.3		
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	n/a	n/a
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	100.0	25.0	85.7	14.3		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	66.8	7.8	67.2	7.9		
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	100.0	20.0	75.0	0.0	54.5	0.0	72.7	9.1	75.0	6.3		
	Province	81.3	12.9	84.5	12.4	81.8	10.3	86.1	12.4	88.8	15.0		
Français 9	School	n/a	n/a	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	81.6	12.6	84.8	11.7	85.6	12.9	84.3	12.7	90.2	15.8		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84.2	26.3	90	30
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	55.3	9.6		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.1	17.3		
Mathematics 9 KAE	School	n/a	n/a	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	100.0	50.0	66.7	13.3		

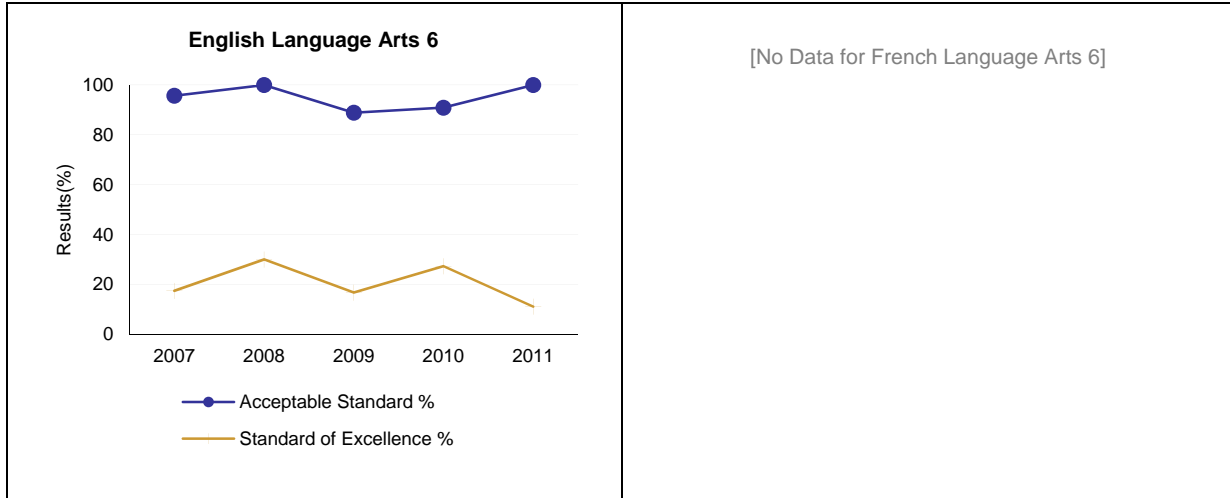
School: 1574 Rosary Roman Catholic Separate School

	Province	n/a	n/a	n/a	n/a	n/a	n/a	65.6	15.3	64.9	14.9		
Science 9	School	80.0	15.0	75.0	12.5	89.5	5.3	94.4	11.1	89.5	42.1	90	30
	Authority	56.9	6.9	60.5	6.4	70.7	9.9	66.1	9.5	64.3	15.3		
	Province	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7	74.9	20.8		
Science 9 KAE	School	n/a	n/a	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	87.5	0.0	85.7	0.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	67.2	14.3	69.5	15.3		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	72.2	16.7	84.2	31.6	90	30
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	59.8	14.2	59.2	13.8		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	68.9	18.8	67.2	19.0		
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	n/a	n/a
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	75.0	0.0	57.1	0.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	64.6	15.7	61.9	13.6		

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.

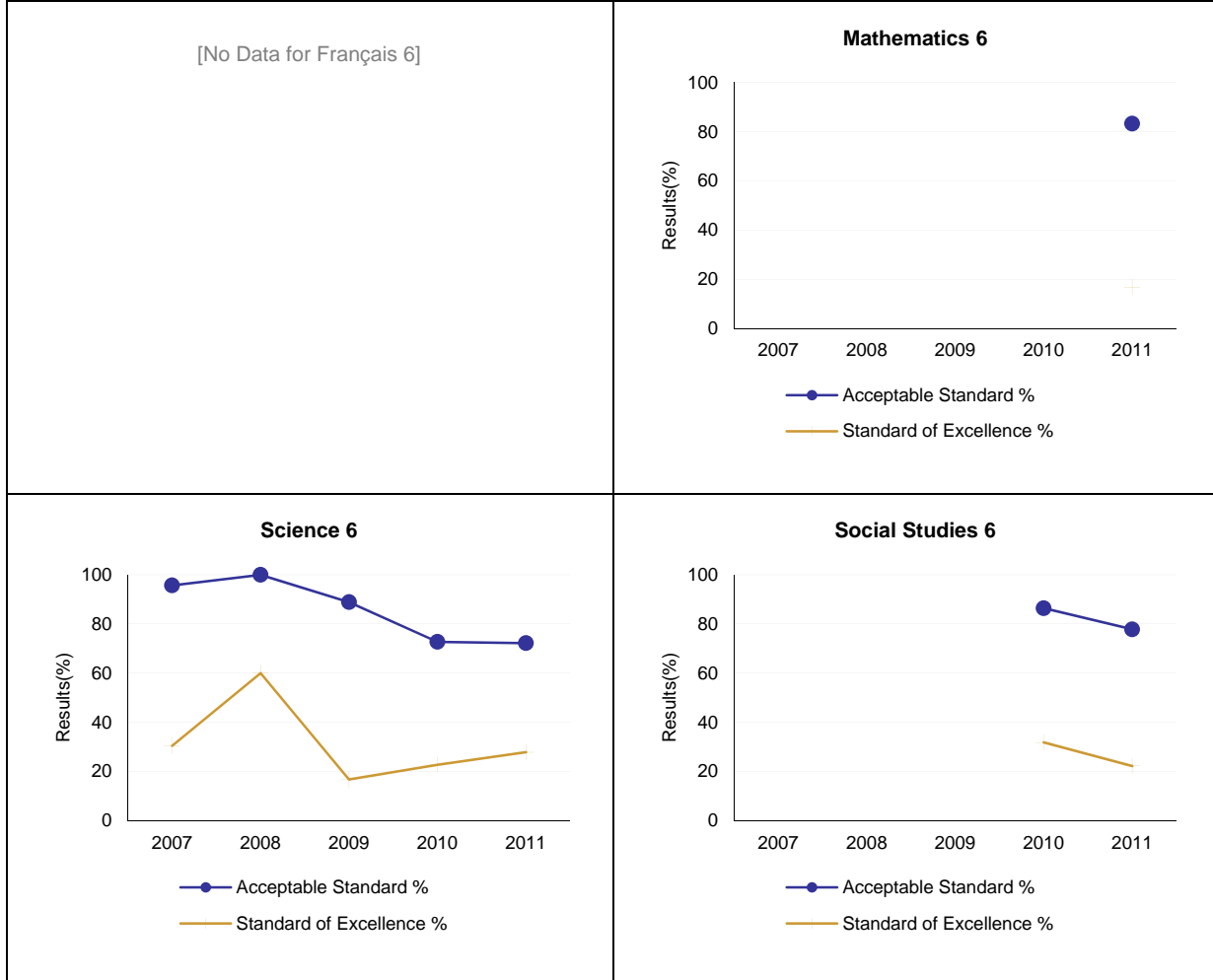


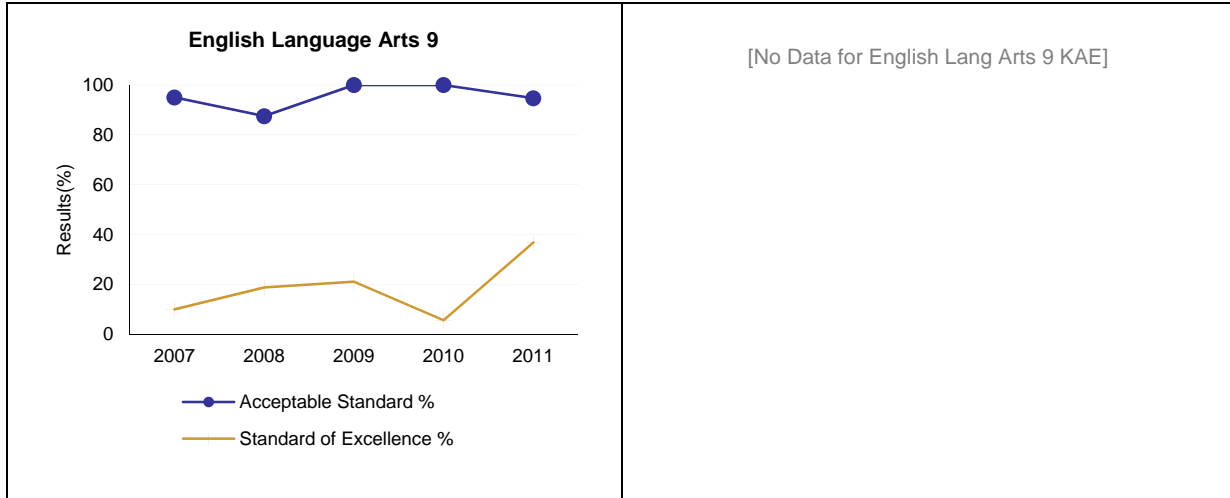


[No Data for French Language Arts 6]

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

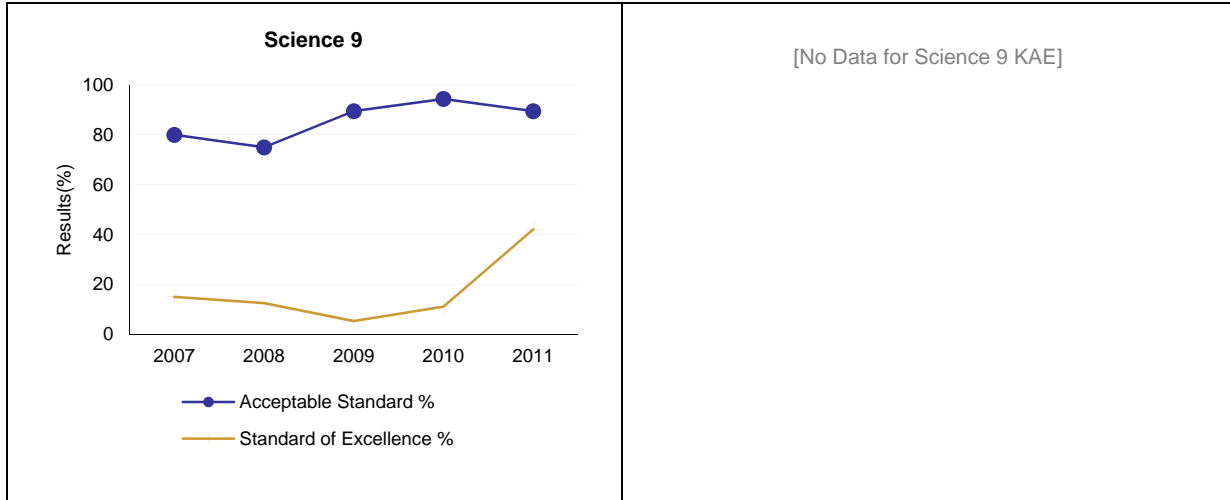
Graph of Provincial Achievement Test Results by Course



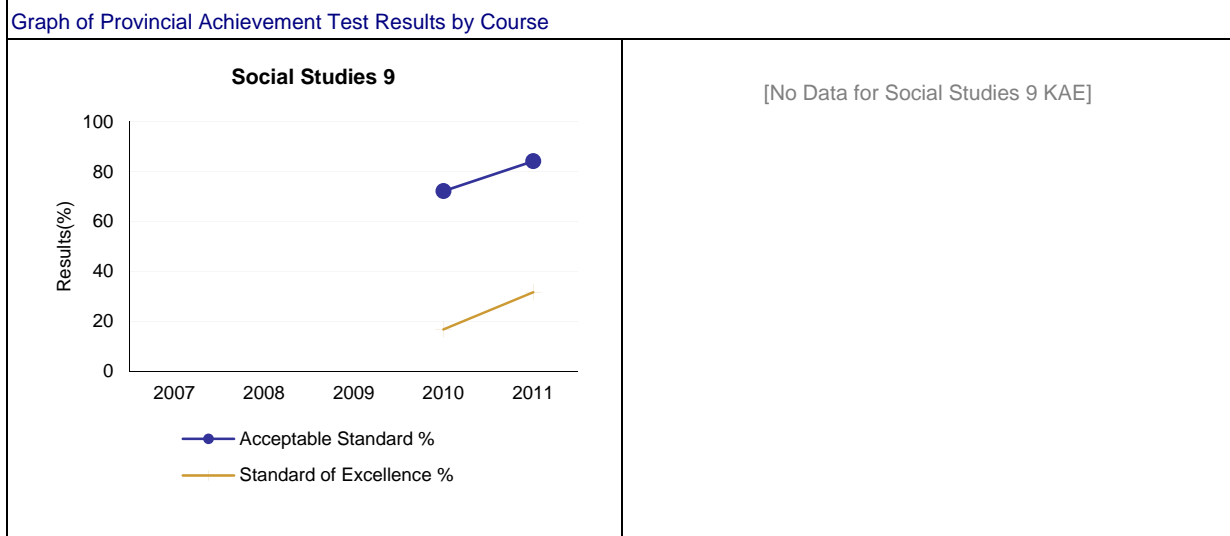


Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).





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



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

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Rosary Roman Catholic Sep Sch							Alberta			
		Achievement	Improvement	Overall	2011		Prev 3 Yr Avg		2011		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Very High	Improved	Excellent	18	100.0	14	94.2	42,944	81.8	42,052	81.0
	Standard of Excellence	Very Low	Maintained	Concern	18	5.6	14	11.5	42,944	17.5	42,052	17.9
French Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,180	80.6	3,046	83.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,180	15.8	3,046	16.1
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	532	84.2	520	84.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	532	18.6	520	16.3
English Language Arts 6	Acceptable Standard	Very High	Improved	Excellent	18	100.0	20	93.3	43,433	83.0	43,646	82.1
	Standard of Excellence	Low	Declined	Issue	18	11.1	20	24.6	43,433	18.5	43,646	19.6
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,635	89.4	2,307	89.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,635	17.1	2,307	15.3
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	460	92.2	442	92.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	460	17.6	442	18.0
Science 6	Acceptable Standard	Low	Declined	Issue	18	72.2	20	87.2	43,441	76.2	43,534	76.0
	Standard of Excellence	High	Maintained	Good	18	27.8	20	33.1	43,441	25.0	43,534	25.1
Social Studies 6	Acceptable Standard	n/a	Maintained	n/a	18	77.8	22	86.4	43,537	71.1	43,601	71.0
	Standard of Excellence	n/a	Maintained	n/a	18	22.2	22	31.8	43,537	18.5	43,601	16.4
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	19	94.7	18	95.8	43,024	79.1	43,763	78.2
	Standard of Excellence	Very High	Improved	Excellent	19	36.8	18	15.1	43,024	16.3	43,763	14.8
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,606	67.2	1,587	66.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,606	7.9	1,587	7.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,331	88.8	2,324	84.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,331	15.0	2,324	11.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	336	90.2	324	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	336	15.8	324	12.4
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,936	64.9	1,894	65.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,936	14.9	1,894	15.3
Science 9	Acceptable Standard	Very High	Maintained	Excellent	19	89.5	18	86.3	42,932	74.9	43,553	71.7
	Standard of Excellence	Very High	Improved Significantly	Excellent	19	42.1	18	9.6	42,932	20.8	43,553	15.5
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,586	69.5	1,526	67.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,586	15.3	1,526	14.3
Social Studies 9	Acceptable Standard	n/a	Maintained	n/a	19	84.2	18	72.2	43,128	67.2	43,769	68.9
	Standard of Excellence	n/a	Improved	n/a	19	31.6	18	16.7	43,128	19.0	43,769	18.8
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,573	61.9	1,557	64.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,573	13.6	1,557	15.7

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.

Evaluations for Mathematics (Grades 3, 6, 9) are not calculated due to the changes in the tests in 2010.

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
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.

Evaluations for Mathematics (Grades 3, 6, 9) are not calculated due to the changes in the tests in 2010.

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)
Improved Significantly	3.84 + (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

Diploma Examination Results – Measure Details

[No Data for Diploma Exam Results]

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 Diploma Examination Results – Overall

[No Data for Diploma Exam Results]

Diploma Examination Results by Course

[No Data for English Lang Arts 30-1]	[No Data for English Lang Arts 30-2]
[No Data for French Lang Arts 30-1]	[No Data for Français 30]
[No Data for Pure Mathematics 30]	[No Data for Applied Mathematics 30]

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

Diploma Examination Results by Course

[No Data for Social Studies 30]	[No Data for Social Studies 30-1]
[No Data for Social Studies 33]	[No Data for Social Studies 30-2]
[No Data for Biology 30]	[No Data for Chemistry 30 Old]

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

Diploma Examination Results by Course

[No Data for Chemistry 30]	[No Data for Physics 30 Old]
[No Data for Physics 30]	[No Data for Science 30]

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

Diploma Examination Results Course By Course Summary With Measure Evaluation

[No Data for Diploma Exam Results]

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 examinations.

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.

[No Data for PAT Achievement Evaluation Reference]

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 category, 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 examinations.

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.

[No Data for PAT Improvement Reference]

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.

[No Data for PAT Overall Evaluation Reference]

High School Completion Rate – Measure Details

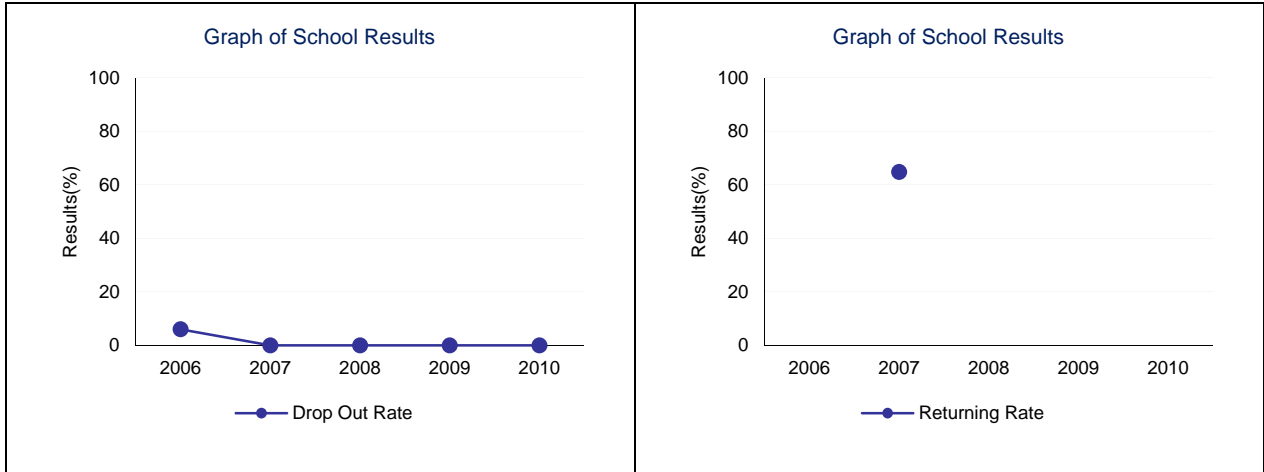
[No Data for High School Completion Rate]

<p>Graph of School Results</p> <p>[No Data for High School Completion Rate]</p>	<p>Graph of School Results</p> <p>[No Data for High School Completion Rate]</p>
<p>Graph of School Results</p> <p>[No Data for High School Completion Rate]</p>	

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

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Drop Out Rate	6.0	0.0	0.0	0.0	0.0	5.7	6.4	5.7	6.6	5.5	4.7	5.0	4.8	4.3	4.2
Returning Rate	n/a	64.8	n/a	n/a	n/a	38.0	20.2	25.3	17.2	25.7	21.2	21.3	19.8	23.5	27.9



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

High School to Post-secondary Transition Rate – Measure Details

[No Data for High School to Post-Secondary Transition Rate]

<p style="text-align: center;">Graph of School Results</p> <p>[No Data for High School to Post-Secondary Transition Rate]</p>	<p style="text-align: center;">Graph of School Results</p> <p>[No Data for High School to Post-Secondary Transition Rate]</p>
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Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Rutherford Eligibility Rate – Measure Details

[No Data for Rutherford Eligibility Rate]

[No Data for Rutherford Eligibility Rate]

Graph of School Results

[No Data for Rutherford Eligibility Rate]

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

Diploma Examination Participation Rate – Measure Details

[No Data for Diploma Exam Participation Rate]

Graph of School Results

[No Data for Diploma Exam Participation Rate]

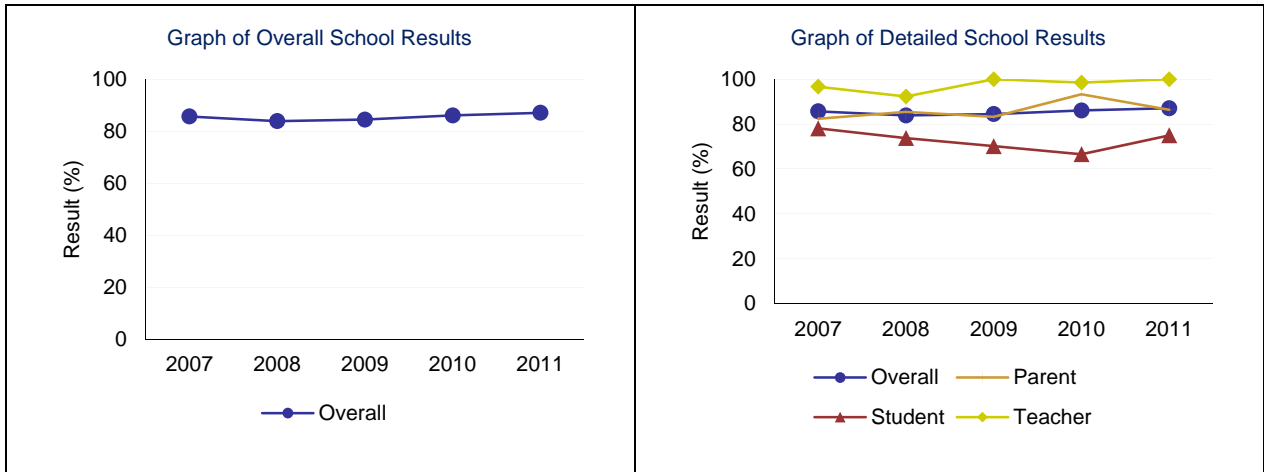
[No Data for Diploma Exam Participation Rate]

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

Citizenship – Measure Details

Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	85.7	83.9	84.5	86.1	87.1	74.9	76.9	75.5	81.1	79.1	76.6	77.9	80.3	81.4	81.9
Teacher	96.7	92.3	100.0	98.5	100.0	85.9	87.7	82.5	91.0	87.2	89.9	90.6	91.8	93.0	92.7
Parent	82.4	85.5	83.3	93.3	86.4	72.1	79.2	77.9	81.1	78.6	72.6	74.7	77.4	78.5	78.6
Student	78.1	73.8	70.2	66.6	75.0	66.5	63.8	66.1	71.0	71.4	67.1	68.5	71.8	72.7	74.5

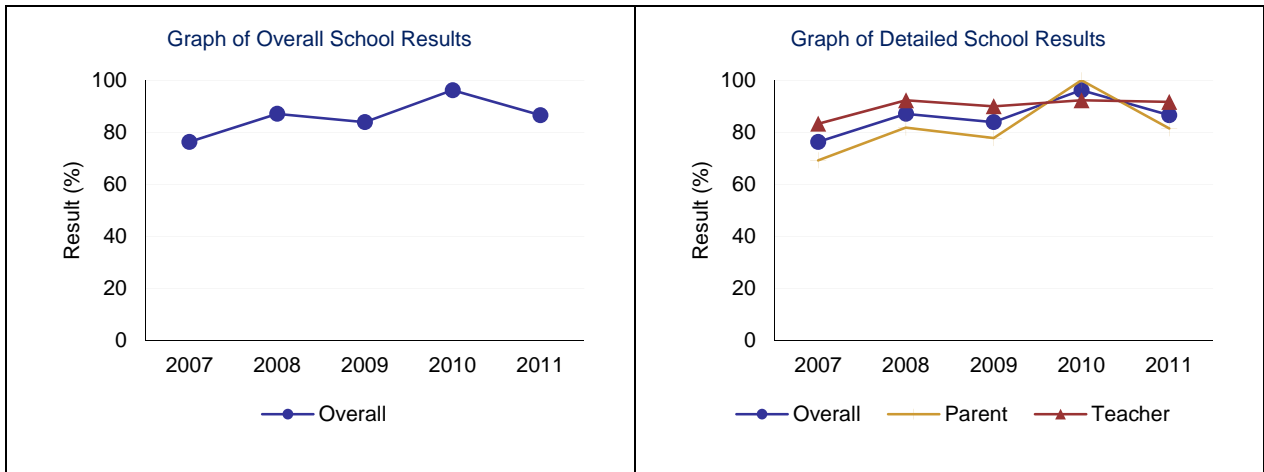


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Work Preparation – Measure Details

Percentages 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				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	76.3	87.1	83.9	96.2	86.6	82.1	84.1	74.6	80.9	78.3	77.1	80.1	79.6	79.9	80.1
Teacher	83.3	92.3	90.0	92.3	91.7	92.6	87.9	86.5	87.7	80.6	89.2	89.3	88.9	90.0	89.6
Parent	69.2	81.8	77.8	100.0	81.5	71.5	80.3	62.7	74.2	76.1	65.1	70.9	70.2	69.8	70.6

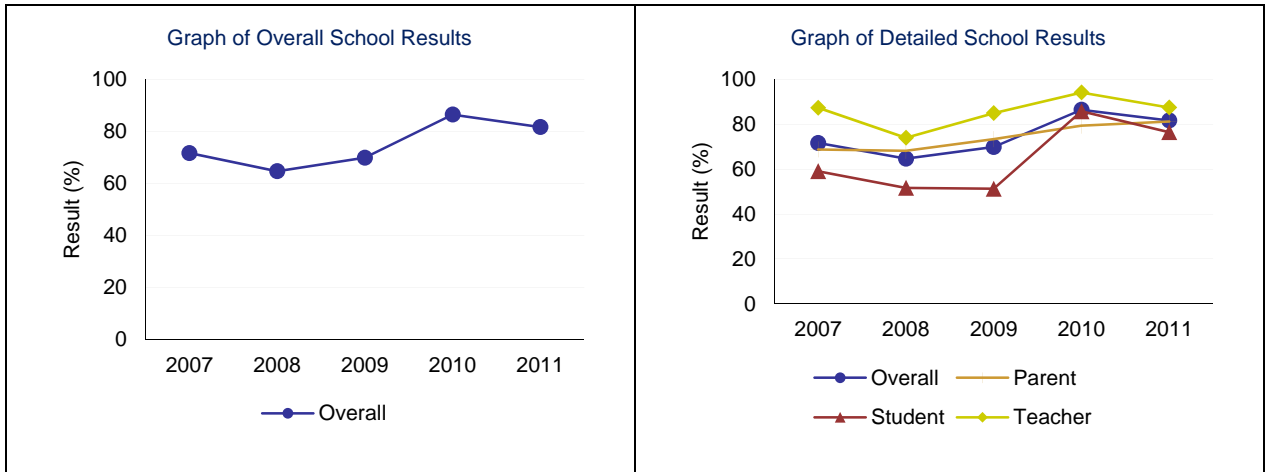


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	71.7	64.7	69.9	86.5	81.7	76.0	75.0	72.7	78.2	77.3	78.5	79.4	80.3	80.5	80.9
Teacher	87.4	74.0	85.0	94.2	87.5	83.3	80.1	77.0	84.5	81.9	85.7	86.4	86.8	87.7	87.6
Parent	68.8	68.2	73.4	79.4	81.3	76.0	78.3	75.6	77.8	80.8	76.9	77.6	78.7	78.0	78.3
Student	59.1	51.7	51.3	85.8	76.5	68.8	66.7	65.7	72.2	69.2	72.9	74.1	75.3	75.9	76.9

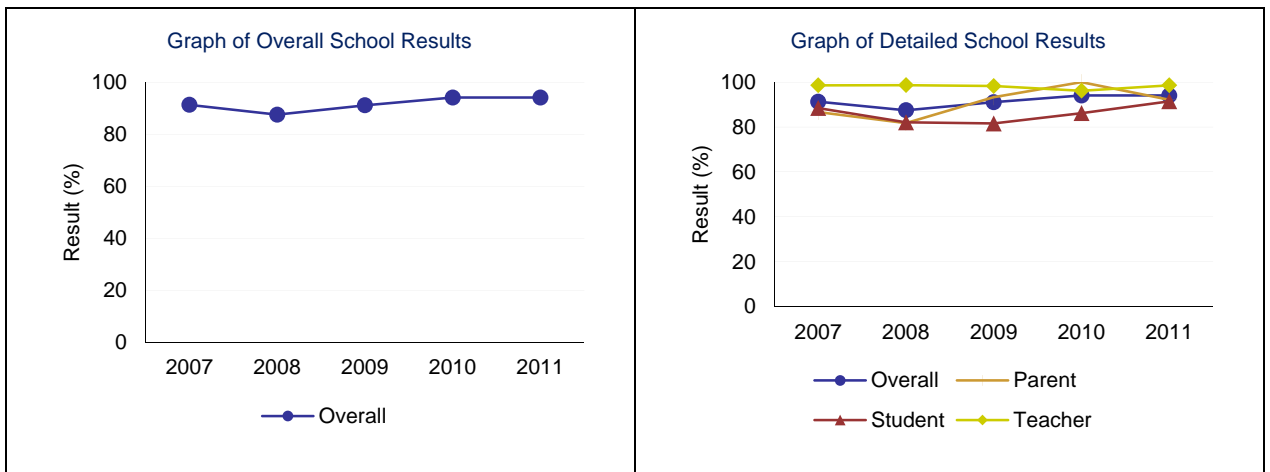


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details

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

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	91.3	87.5	91.1	94.1	94.1	87.7	86.8	88.7	90.7	88.8	87.6	88.2	89.3	89.2	89.4
Teacher	98.6	98.7	98.3	96.2	98.6	93.0	91.8	91.9	94.3	93.6	94.7	94.9	95.3	95.6	95.5
Parent	86.7	81.8	93.3	100.0	92.2	82.1	84.0	86.1	87.8	86.1	81.8	83.0	84.4	83.9	84.2
Student	88.5	82.1	81.6	86.2	91.5	88.0	84.6	88.1	90.2	86.7	86.4	86.6	88.3	88.2	88.5

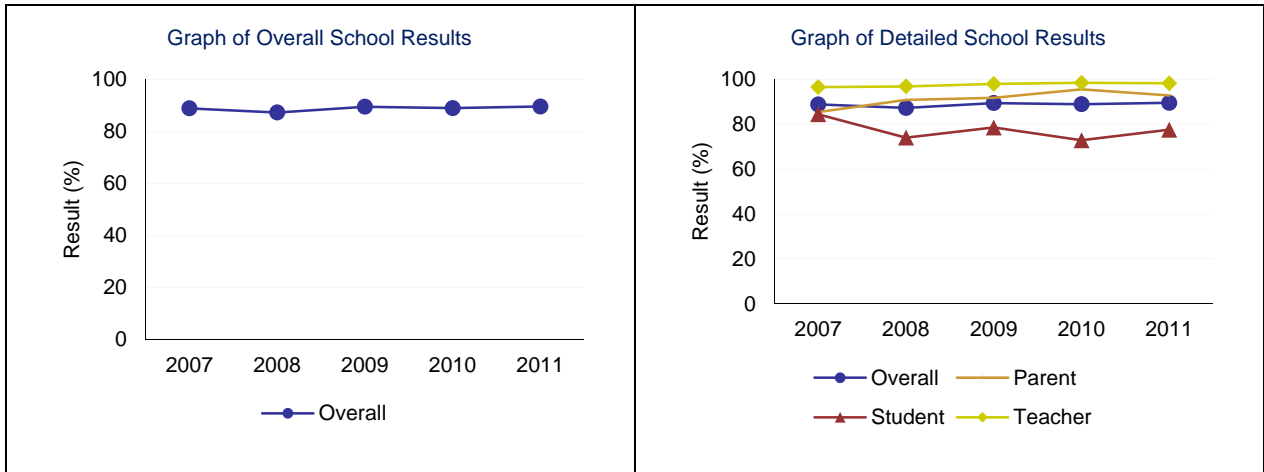


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	88.9	87.3	89.5	89.0	89.6	84.9	84.5	86.0	87.8	87.9	84.2	85.1	86.9	87.6	88.1
Teacher	96.6	96.9	98.0	98.5	98.3	91.3	92.6	90.2	93.4	93.4	92.6	93.1	93.8	94.4	94.5
Parent	85.5	90.9	91.8	95.6	92.9	82.3	85.0	87.9	88.1	89.3	81.7	83.2	85.3	86.1	86.6
Student	84.5	74.1	78.6	72.9	77.6	81.0	75.9	79.9	81.9	80.9	78.5	79.1	81.7	82.2	83.3

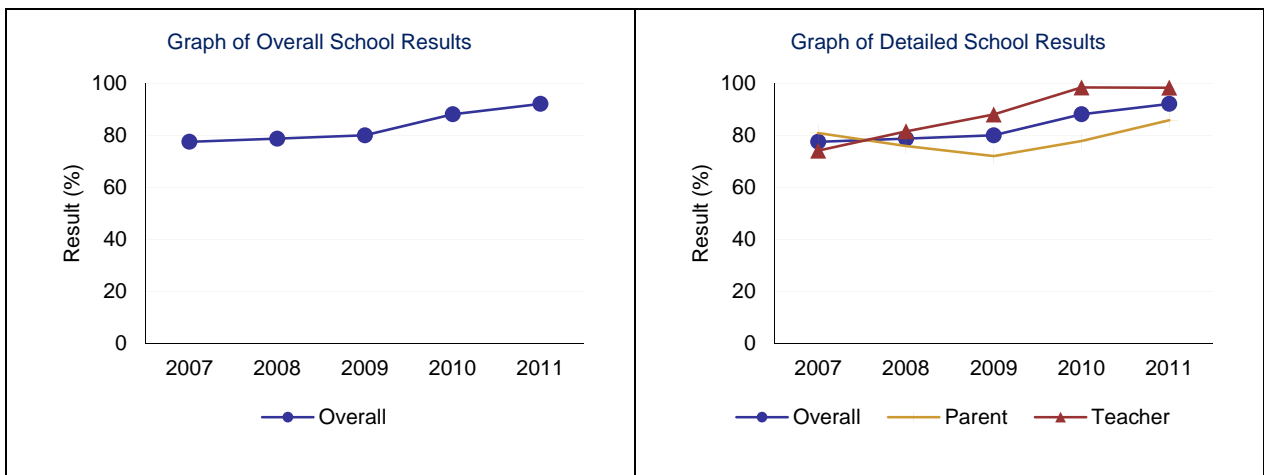


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	77.5	78.7	80.0	88.1	92.1	79.2	81.7	74.9	81.2	80.2	77.5	78.2	80.1	80.0	79.9
Teacher	74.1	81.5	88.0	98.4	98.3	85.1	84.3	79.8	87.8	83.5	87.1	87.5	88.0	88.6	88.1
Parent	80.9	75.9	72.0	77.8	85.8	73.3	79.0	69.9	74.6	77.0	67.9	69.0	72.2	71.3	71.7

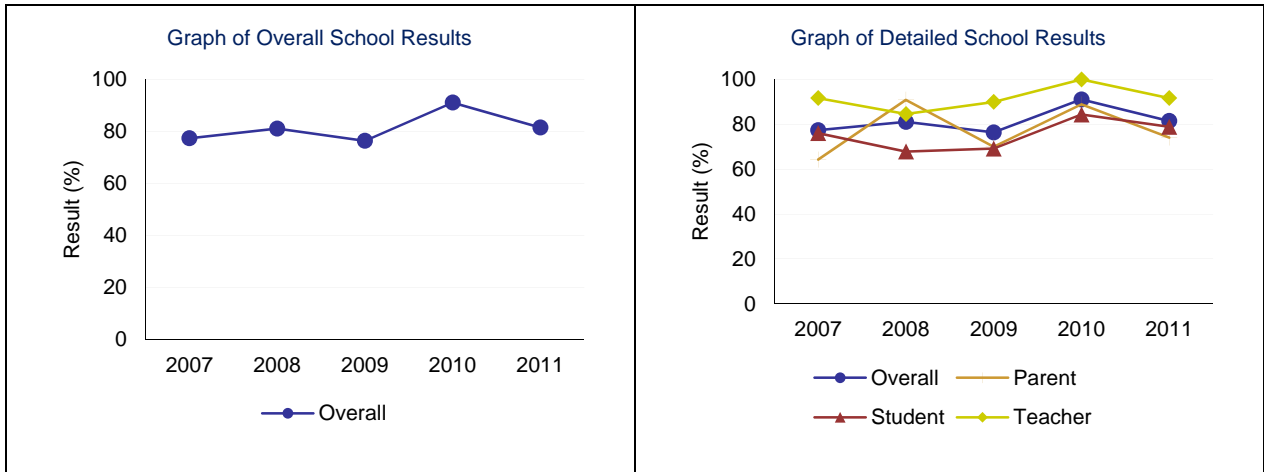


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

School Improvement – Measure Details

Percentages 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				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	77.4	81.1	76.4	91.1	81.5	80.0	81.9	77.7	83.5	81.1	76.3	77.0	79.4	79.9	80.1
Teacher	91.7	84.6	90.0	100.0	91.7	79.3	81.4	77.5	86.6	86.1	74.5	75.6	78.2	80.8	80.1
Parent	64.3	90.9	70.0	88.9	74.1	77.9	84.6	75.9	75.0	75.4	75.1	75.9	78.1	77.0	77.3
Student	76.1	67.9	69.2	84.4	78.9	82.8	79.8	79.8	89.0	81.7	79.3	79.5	81.8	81.8	82.9



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