



School Address

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Our School

CURRENT ENROLMENT

The total number of students in school as of September 30th, 2011 is 307 from Kindergarten – Grade 8.

Our Montessori Pre-School has 58 Students & 72 Spots Filled.

Total School Population is: 365 Students



*Faith Goal:
Strengthening Our Catholic Faith*

Outcome: #1: Students demonstrate an understanding of, and an involvement with the Catholic traditions, beliefs, and values.

<i>Performance Measures</i>	<i>Previous Year's Results</i>	<i>Target</i>
<ul style="list-style-type: none"> • Teachers are encouraged to include one Faith goal in their Professional Development Plans or articulate to their Principal their Faith plan. • All senior high students complete Religious Studies 15, 25, and 35. • Staff refers to the District's Core Values and Expectations of a Catholic Graduate in discussions with students. • Faith Permeation is consciously included in PD Plans and Collaborative Day activities. <div style="background-color: #e0e0e0; padding: 5px;"> <ul style="list-style-type: none"> • <i>Student, teacher, and parent satisfaction with students' opportunity to participate in retreats at the school level.</i> • <i>Student, teacher and parent satisfaction with the school's communication about faith and the opportunities to celebrate faith.</i> • <i>Student, teacher and parent satisfaction with the religious celebrations that are held at the school.</i> • <i>Student and teacher satisfaction with what is learned in Religion classes.</i> • <i>Student, teacher, and parent satisfaction with the relationship that exists between their parish and the school.</i> • <i>Student, teacher, and parent satisfaction with students being <u>taught</u> to act as Christian Citizens and incorporating Gospel Values in their interactions with one another.</i> • <i>Students and teachers indicate that Core Values are clearly communicated in class and referred to as a way to interact with one another.</i> • <i>Student, teacher, and parent satisfaction with students <u>acting</u> as Christian Citizens and incorporate Gospel Values in their interactions with one another.</i> • <i>Student, teacher, and parent satisfaction with their child's growth as a Christian as a result of the child's involvement in Catholic education.</i> • <i>Student, teacher, and parent satisfaction with their child's opportunity to have a meaningful prayer life in school.</i> • <i>Student, teacher, and staff indicate their school and classrooms have visible reminders of our Catholic Faith through art and symbols.</i> </div>	TBA	TBA

Note: Items that are shaded in grey will become survey questions in the 2011 survey year.

Outcome #2: Staff and students are witnesses to their Faith

<i>Performance Measures</i>	<i>Previous Year's Result</i>	<i>Target</i>
<ul style="list-style-type: none"> • Purposeful Service Project examples are posted to the District's web site. • Staff and professional associations/unions articulate the necessity of gathering together as one as witnesses to their Faith. • Administrators and staff are regularly involved in their Parish. • Students, Parents and Teachers indicate that the service project that students are involved in is meaningful. • Teachers indicate they feel prepared and comfortable to permeate the Catholic Faith in every subject. • Teachers indicate that the Faith Permeation part of the web site contains useful projects. 	TBA	TBA

Strategies to Achieve Outcome #1 & #2

	Strategic Action	Evidence of Implementation	Evidence of Impact for Student Learning
1.	Students will proclaim their Faith through monthly school activities that include Celebrations, Masses, Retreats, Virtue Awards Assemblies and Service Projects.	Schools hold 10 monthly Celebrations/ Masses. Students have the opportunity to participate in school retreats at the Grade 6 & Junior High level.	Students lead peers through faith activities at school level.
2.	Every school and administrative site will communicate to parents and the community, the opportunities for individuals to celebrate our Faith.	School Newsletters communicate the opportunities to celebrate Faith in the school and parish.	Extended family and community participation in school faith activities and celebration.
3.	All students enrolled in a Religion studies course for each year they are in school. Faith is permeated as much as possible in every class over the day. Our day always begins with Prayer.	All students take a Religious Studies course in every full year.	Students are able to reflect on their faith and demonstrate this in their "lived" reality within the school community.
4.	Faith Permeation activities are consciously included in PD Plans and in Collaborative Days activities.	Faith Permeation activities are included in PD Plans and Collaborative Days.	Faith is permeated into every classroom and subject through the transparent sharing of personal faith experience.
5.	More Junior high students will demonstrate through their direct participation in parish activities an understanding of their Catholic Faith.	Participation in Diocesan youth events	Students of faith in school community will transfer into parish community. Students attending the Jr. High Faith retreat complete a service project in Jasper as well as attend a Catholic Mass.
6.	Faith celebrations and social justice activities are planned in a collaborative setting so that we all share a common goal.	Presence of teachers and their creative ideas in faith celebrations/social justice activities.	Students will work with teachers so that they may recognize and be inspired by individual sharing of faith evident in their involvement and enthusiasm.

October 2011 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Mother Teresa School			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	90.1	94.1	94.1	88.1	87.6	86.6	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	90.9	88.5	88.5	80.9	80.5	80.1	Very High	Maintained	Excellent
		Education Quality	95.9	88.3	88.3	89.4	89.2	88.9	Very High	Improved	Excellent
		Drop Out Rate	n/a	n/a	n/a	4.2	4.3	4.7	n/a	n/a	n/a
		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)	Good	PAT: Acceptable	89.1	93.3	93.3	79.3	79.1	78.0	High	Maintained	Good
		PAT: Excellence	16.3	10.7	10.7	19.6	19.4	18.5	Intermediate	Maintained	Acceptable
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	93.3	69.0	69.0	80.1	79.9	79.8	Very High	Improved	Excellent
		Citizenship	81.8	85.0	85.0	81.9	81.4	79.9	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	93.3	85.4	85.4	79.9	80.0	79.4	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	91.2	62.8	62.8	80.1	79.9	78.8	Very High	Improved Significantly	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).	n/a	n/a	n/a	93.3	89.1	90	High	Maintained	Good	91	92	93
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	10.7	16.3	17	Intermediate	Maintained	Acceptable	18	19	20

Comment on Results

We continue to be please with our PAT results. We dropped slightly in the acceptable category and will strive to move up once more in this area into the category of "Very High" which starts at 89.49%. We missed this category by less than 1%.

In the PAT excellence category we saw a dramatic improvement by almost 6%. Our goal is to continue to improve by at least 1% each year and eventually reach the "High" category that starts at 17.99%. We are less than 2% away from this goal.

Strategies

- **School Goal #1: All students will achieve their reading and writing goal by year's end as set by the classroom teacher and assessed using the Fountas & Pinnell Reading Inventory System.**
- **School Goal #2: All students will achieve their writing goal by year's end as set by the classroom teacher and assessed using the 6+1 Write Traits & Gr.3 & Gr. 6 PAT writing Rubrics.**
- **Establishing clear classroom expectations, routines and rule in the first month and a half of school.**
- **Literacy Intervention Programs**
- **Balanced Literacy approach in Language Arts from K-6**
- **Development of IEPT's where needed.**
- **School Wide Scheduled review**
- **Teaching directly to Student Outcomes which are now connected to our Outcomes based Report Card.**
- **Implement DI strategies to improve learning of all learners.**
- **Review PAT data to focus on problem areas we are near excellence in.**
- **Use Study Guides to focus on curriculum outcomes**
- **Practice PAT type exam questions throughout the entire year.**
- **Focus on literacy improvement in order to maximize reading comprehension.**
- **Professional Development opportunities in Math and Literacy**
- **Leveraging Technology. SMART Board lessons and the use of student owned devices in classrooms.**
- **Math: When possible teaching through Problem Based Inquiry questions & Using Manipulatives.**
- **To move forward in excellence: Noggin' Hoggin', CanSpell, Mathematica Centrum, Destination ImagiNation.**

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	*	*	*	*	*		n/a	n/a	n/a			
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			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	*	*	*	*		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.	n/a	n/a	n/a	85.0	81.8	82	Very High	Maintained	Excellent	83	84	85
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.	n/a	n/a	n/a	69.0	93.3	94	Very High	Improved	Excellent	95	96	97

Comment on Results

(an assessment of progress toward achieving the target)

- Results are excellent. We are ranking in the top 5% of schools in the province in both these areas and have improved dramatically in the category: "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."

Strategies

- **Implement a service project plan that works towards addressing the 5 stages of Social Justice**
- **Celebrate the Catholic Virtues with a set emphasis each month**
- **Vocation Week**
- **Have presentations on Bullying Awareness and Building Friendships**
- **Setting up Friendship Groups with CFS for students in need.**
- **JH Faith Retreats ... with Service Project built in**
- **Use of School Wide Bullying-Prevention Kits (During Bully Prevention week & when needed) Health Class etc.**
- **Invite Learning Clicks into the school to present to students on Post-Secondary opportunities as well as options for Trades and other employment**
- **Have Jr. Achievement in to present to students on Innovation and Technology**
- **Gr 4 & 7 will work through "Planning for Post-Secondary Studies" booklets.**
- **Focus on Problem Based approaches in Mathematics**
- **Less emphasis on step-by-step procedures and more on the end product**
- **Teach students attitudes and behaviors that are essential to becoming a reliable productive employee/student. Morning announcements.**
- **Look at the ideas of Daniel Pink; A Whole New Mind – Focusing on Right Brain Development**

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	Evaluation			Targets		
	2007	2008	2009	2010	2011	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.	n/a	n/a	n/a	88.5	90.9	91	Very High	Maintained	Excellent	92	93	94
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	n/a	88.3	95.9	96	Very High	Improved	Excellent	97	98	99
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.	n/a	n/a	n/a	94.1	90.1	91	Very High	Maintained	Excellent	92	93	94

Comment on Results

(an assessment of progress toward achieving the target)

- *We achieved in the top 5% in the province in each category. In the "Percentage of teachers, parents and students satisfied with the overall quality of basic education" we improved by over 7%.*

Strategies

- **Continue to partner with other schools to offer a wide variety of complimentary courses**
- **Lessons that are Outcome based and that focus on current best practices**
- **RCMP Stranger Danger presentations to Grades K-3.**
- **Gr. 6 DARE program**
- **Gr 6. Camp Warwa Program**
- **Gr. 7 EUREKA Program**
- **Catholic Family Services class presentations and counseling**
- **Dental care and immunizations**
- **Leverage technology. SMART Boards and using student owned devices.**
- **Classroom Support Teachers and AISI Lead Teachers assisting teachers with lessons in Math & LA.**
- **DI strategy implementation**
- **Intramural Program from Grades 4-8**
- **Drama as an option**
- **Gr 1-8 Artsits in Residency Opportunity (Les Bucherons)**
- **New Outcome Based Report Card & New IEPT**
- **Destination Imagination as a Jr. High option & 3 other school teams; one in each category.**
- **AMA Cross Walk patrollers**
- **Bullying Prevention presentations and school-wide activities**
- **Catholic Virtues emphasis**
- **School Motto**
- **Model empathy and Kindness ... WWJD**
- **Faith Retreats & Service Project on the retreats.**
- **Gr K-3 Stranger Danger Presentations**
- **SHAPE initiative (Safe, Healthy, Active, People, Everywhere) – Intramurals for Gr 4-6.**
- **Supporting FNMI students: FNMI support worker. Focus on FNMI during Arts Days. FNMI performers including our own students. Promoting Friendship Center activities in the Monthly Newsletter. Having FNMI symbols as part of our new "School Spirit" main gathering area display.**
- **RCMP Liaison Officer presents to Grade 6's for FACEBOOK Etiquette / Cyber-Bullying talk.**
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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 (*).

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.	n/a	n/a	n/a	85.4	93.3	94	Very High	Maintained	Excellent	95	96	97
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.	n/a	n/a	n/a	62.8	91.2	92	Very High	Improved Significantly	Excellent	93	94	95

Comment on Results

(an assessment of progress toward achieving the target)

- We are scoring in the top 5% in the Province in both of these categories. In the category “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” we improved significantly by almost an increase of 30%.

Strategies

- **School Council Website**
- **School Council Door Prizes and Free Babysitting**
- **School Council school tour at Meet the Staff Night**
- **Parent Surveys ... setting up stations at PTI's to increase participation.**
- **School Council monthly meetings**
- **Lend-a -hand board**
- **Volunteer appreciation lunch**
- **Options forms for students/parents**
- **Parent Options for funding Faith Retreat / Ski Trip**
- **Newsletter of upcoming meetings and events**
- **Classroom e-mail dist lists to keep parents informed.**
- **Collaborative Days**
- **Playground development with an \$11,000 Grant for playground enhancement**
- **Intramural expansion to Gr 4,5,6.**

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.

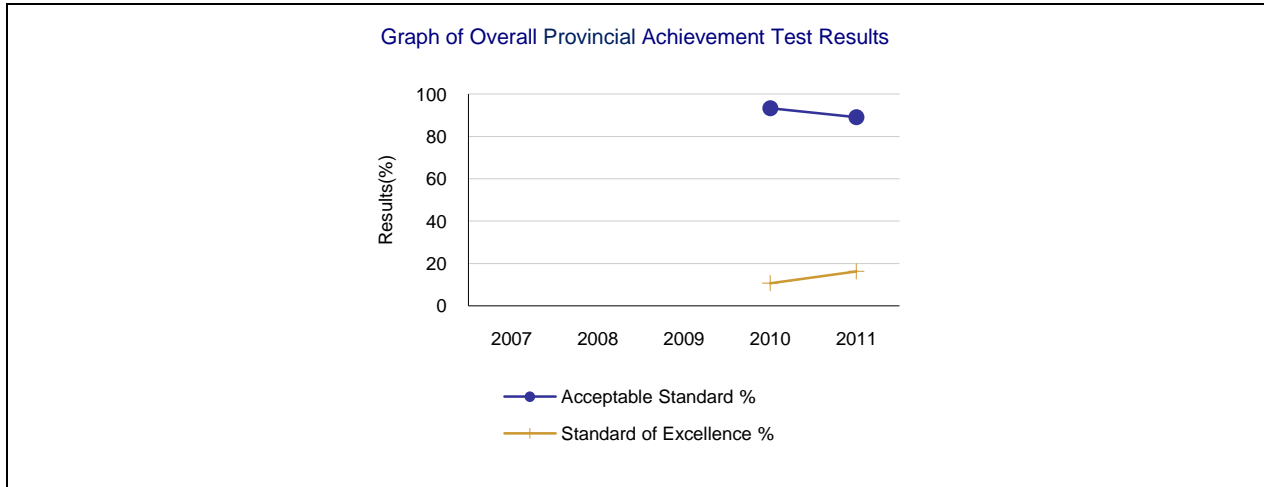
Provincial Achievement Test Results – Measure Details

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	n/a	n/a	n/a	n/a	n/a	n/a	100.0	8.0	90.6	18.8	91	19
	Authority	87.5	19.1	90.7	15.0	92.4	16.7	94.5	23.9	94.2	22.4		
	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		
	Authority	n/a	n/a	n/a	n/a	85.3	13.3	87.3	19.0	93.6	19.2		
	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		
	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	78.1	25.0	80	25
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	88.4	33.3		
	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	n/a	n/a	n/a	n/a	n/a	n/a	100.0	20.0	96.7	16.7	97	18
	Authority	88.0	16.5	86.2	16.6	92.2	19.3	93.7	23.3	91.3	15.4		
	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		
	Authority	81.1	3.8	79.2	3.8	91.1	8.9	90.9	15.2	96.1	11.8		
	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		
	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	60.0	6.7	79	12
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76.8	13.8		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8		
Science 6	School	n/a	n/a	n/a	n/a	n/a	n/a	80.0	4.0	80.0	13.3	81	14.3
	Authority	83.1	19.5	73.7	12.8	83.0	18.6	86.1	19.9	79.0	17.5		
	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	80.0	4.0	63.3	13.3	79	14
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	79.4	15.3	70.4	13.8		
	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	86.8	12.8	83.1	10.8	80.5	11.4	84.2	12.9	82.4	15.9		
	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		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	85.7	0.0	87.5	0.0		
	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		
	Authority	86.7	26.7	89.1	4.3	69.7	12.1	77.8	2.8	95.6	11.1		
	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		
	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	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.4	15.0		
	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		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	42.9	0.0	14.3	0.0		

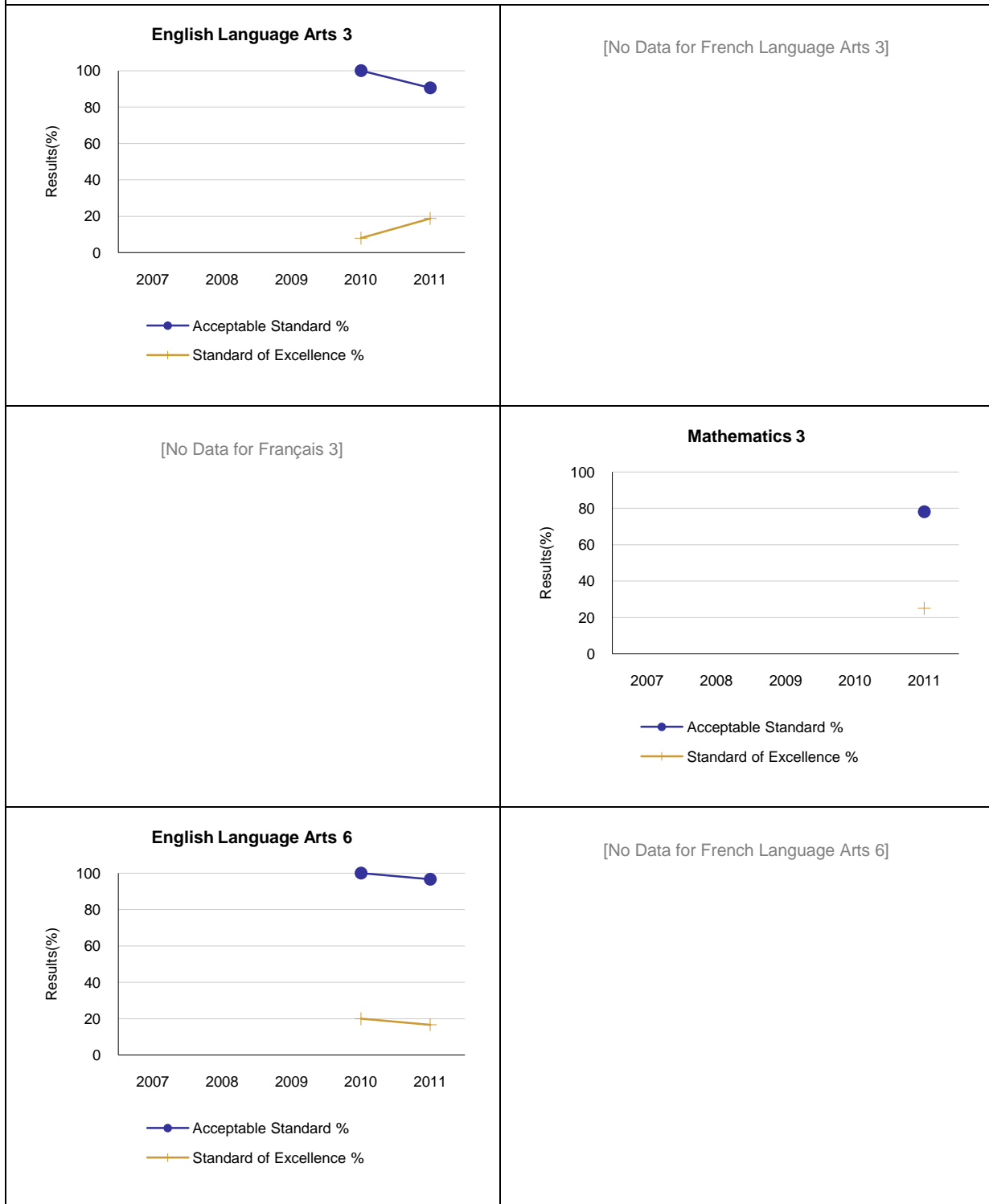
	Province	n/a	n/a	n/a	n/a	n/a	n/a	65.6	15.3	64.9	14.9		
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	77.2	10.5	75.3	6.1	69.2	11.3	79.6	13.3	80.0	20.0		
	Province	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7	74.9	20.8		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	71.4	14.3	66.7	22.2		
	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	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	69.5	14.8	68.4	18.6		
	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		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	57.1	0.0	77.8	11.1		
	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.

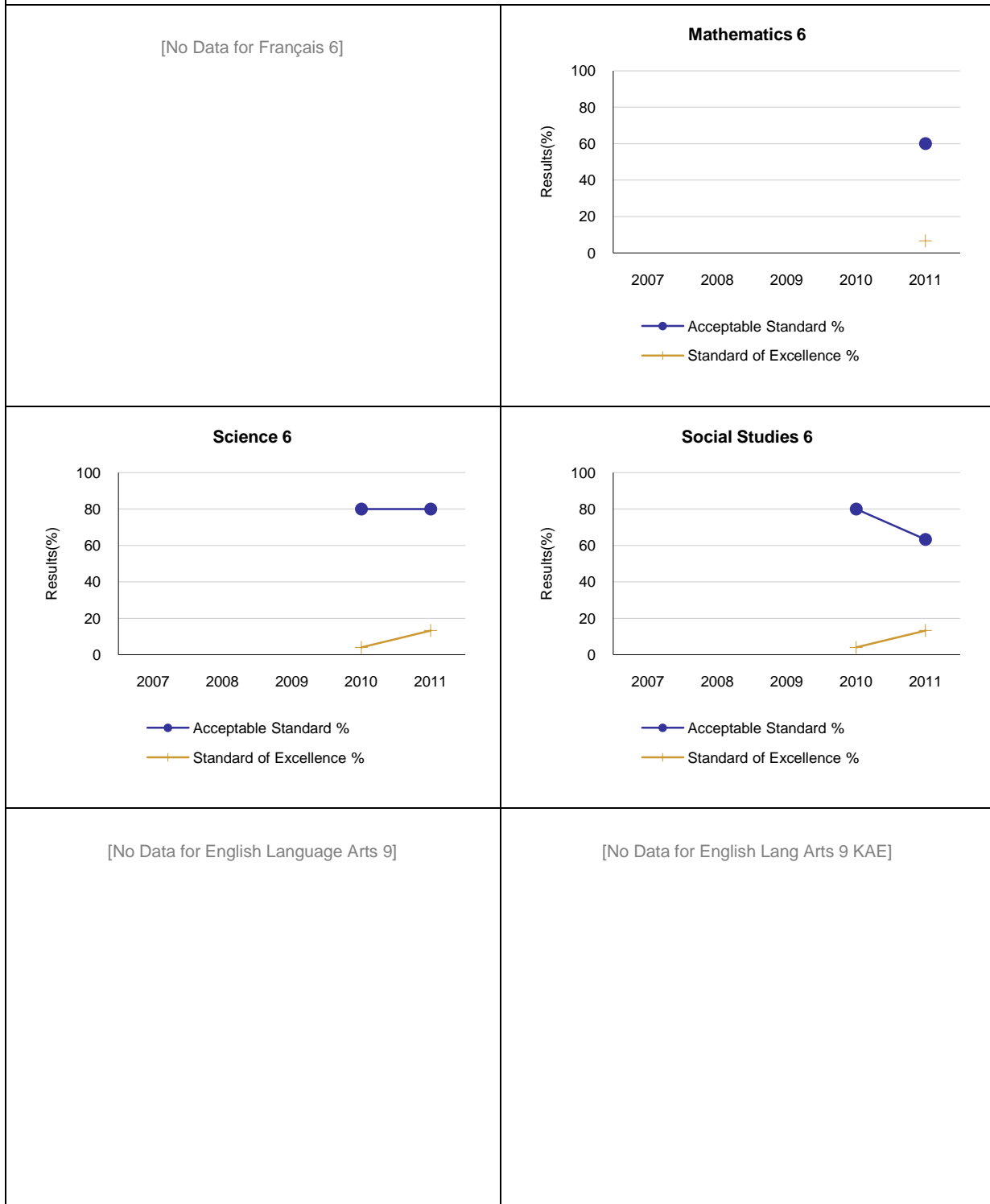


Graph of Provincial Achievement Test Results by Course



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 (*).

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Mother Teresa School								Alberta			
		Achievement	Improvement	Overall	2011		Prev 3 Yr Avg		2011		Prev 3 Yr Avg		
					N	%	N	%	N	%	N	%	
English Language Arts 3	Acceptable Standard	High	Declined	Acceptable	32	90.6	25	100.0	42,944	81.8	42,052	81.0	
	Standard of Excellence	High	Improved	Good	32	18.8	25	8.0	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	Maintained	Excellent	30	96.7	25	100.0	43,433	83.0	43,646	82.1	
	Standard of Excellence	Intermediate	Maintained	Acceptable	30	16.7	25	20.0	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	Intermediate	Maintained	Acceptable	30	80.0	25	80.0	43,441	76.2	43,534	76.0	
	Standard of Excellence	Low	Improved	Acceptable	30	13.3	25	4.0	43,441	25.0	43,534	25.1	
Social Studies 6	Acceptable Standard	n/a	Declined	n/a	30	63.3	25	80.0	43,537	71.1	43,601	71.0	
	Standard of Excellence	n/a	Improved	n/a	30	13.3	25	4.0	43,537	18.5	43,601	16.4	
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,024	79.1	43,763	78.2	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,932	74.9	43,553	71.7	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	n/a	n/a	n/a	n/a	n/a	n/a	43,128	67.2	43,769	68.9	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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

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

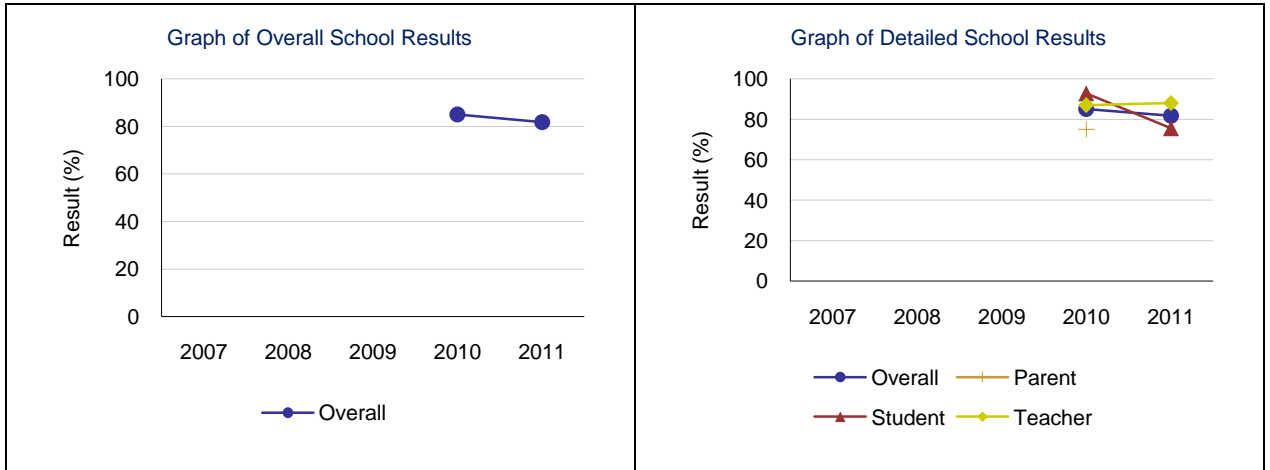
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

[No Data for PAT Overall Evaluation Reference]

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	n/a	n/a	n/a	85.0	81.8	78.0	76.4	83.0	84.8	84.9	76.6	77.9	80.3	81.4	81.9
Teacher	n/a	n/a	n/a	87.0	88.0	91.5	89.6	93.9	94.1	94.9	89.9	90.6	91.8	93.0	92.7
Parent	n/a	n/a	n/a	75.0	*	75.5	72.9	78.0	82.6	82.4	72.6	74.7	77.4	78.5	78.6
Student	n/a	n/a	n/a	92.9	75.5	66.9	66.8	77.0	77.8	77.4	67.1	68.5	71.8	72.7	74.5

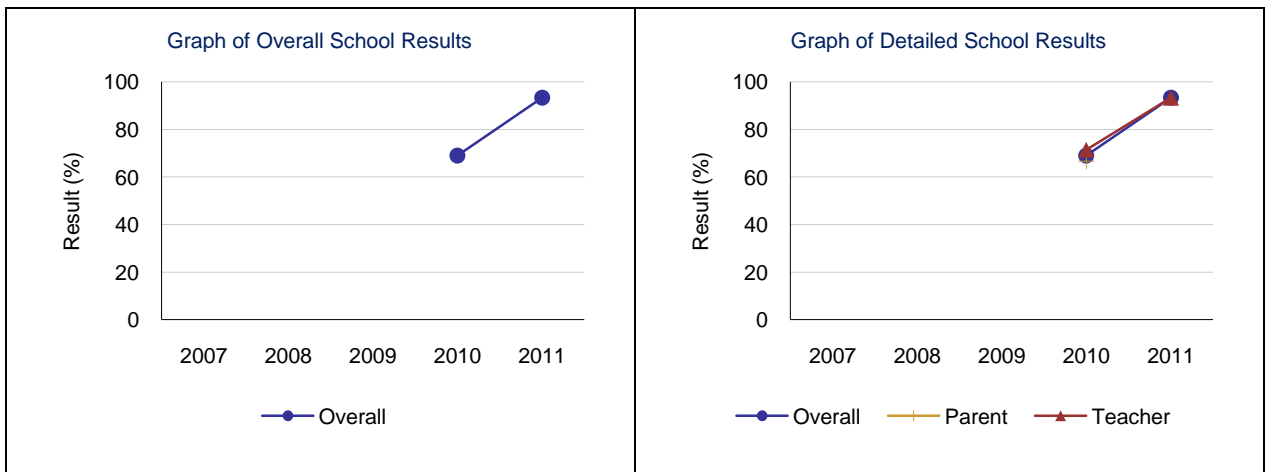


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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	n/a	n/a	n/a	69.0	93.3	78.0	80.6	80.3	80.5	81.2	77.1	80.1	79.6	79.9	80.1
Teacher	n/a	n/a	n/a	71.4	93.3	94.4	91.9	91.1	89.7	94.3	89.2	89.3	88.9	90.0	89.6
Parent	n/a	n/a	n/a	66.7	*	61.7	69.4	69.6	71.3	68.2	65.1	70.9	70.2	69.8	70.6

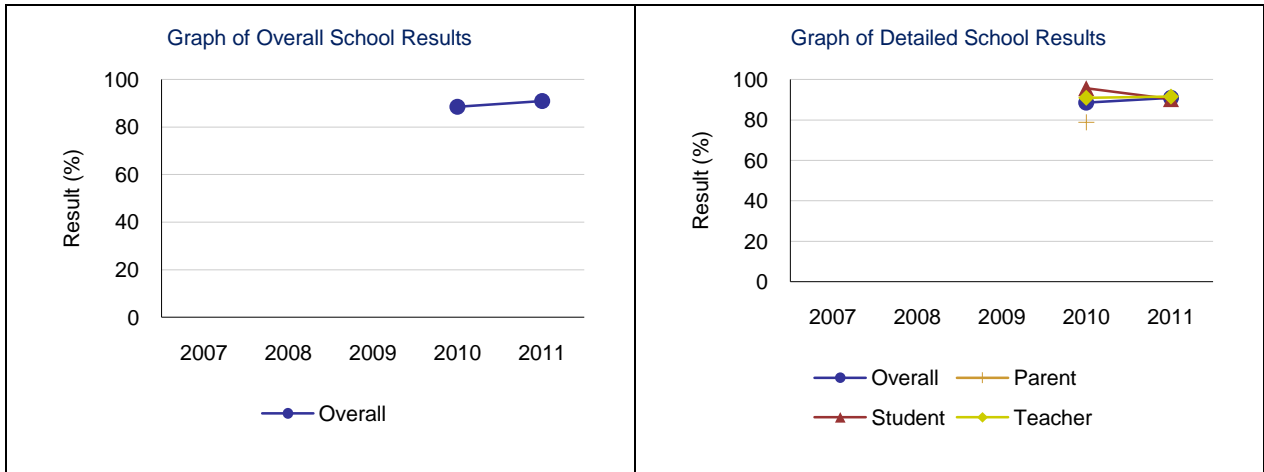


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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	n/a	n/a	n/a	88.5	90.9	74.9	73.9	76.3	80.9	80.9	78.5	79.4	80.3	80.5	80.9
Teacher	n/a	n/a	n/a	90.9	91.5	85.0	82.6	85.3	89.3	87.3	85.7	86.4	86.8	87.7	87.6
Parent	n/a	n/a	n/a	78.8	*	71.9	73.3	75.1	75.2	76.9	76.9	77.6	78.7	78.0	78.3
Student	n/a	n/a	n/a	95.7	90.3	67.8	65.9	68.4	78.2	78.5	72.9	74.1	75.3	75.9	76.9

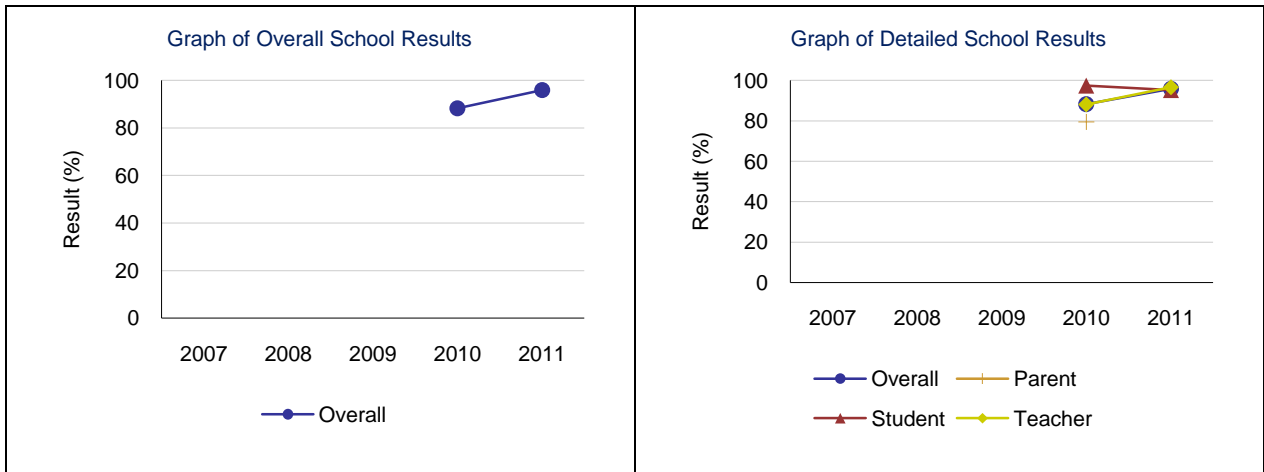


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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	n/a	n/a	n/a	88.3	95.9	87.8	86.2	87.1	89.1	89.4	87.6	88.2	89.3	89.2	89.4
Teacher	n/a	n/a	n/a	88.1	96.6	97.0	95.1	94.4	96.1	96.0	94.7	94.9	95.3	95.6	95.5
Parent	n/a	n/a	n/a	79.5	*	79.9	78.9	78.7	82.3	82.1	81.8	83.0	84.4	83.9	84.2
Student	n/a	n/a	n/a	97.4	95.2	86.7	84.5	88.3	88.8	90.2	86.4	86.6	88.3	88.2	88.5

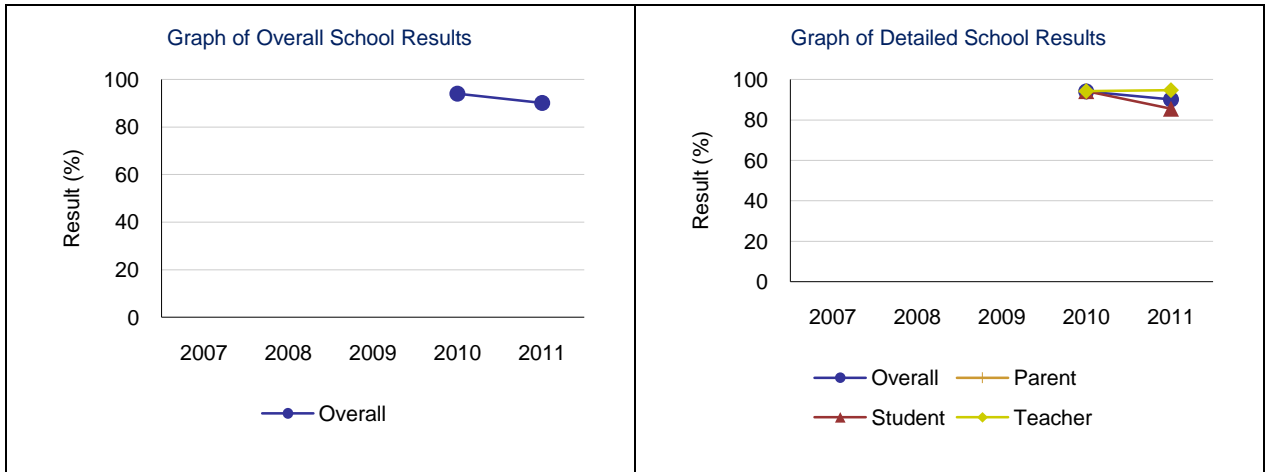


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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	n/a	n/a	n/a	94.1	90.1	85.1	84.5	88.0	89.5	89.2	84.2	85.1	86.9	87.6	88.1
Teacher	n/a	n/a	n/a	94.2	94.7	93.1	91.2	96.2	95.5	95.6	92.6	93.1	93.8	94.4	94.5
Parent	n/a	n/a	n/a	93.8	*	81.3	82.2	82.0	87.5	84.9	81.7	83.2	85.3	86.1	86.6
Student	n/a	n/a	n/a	94.3	85.6	80.9	80.2	85.9	85.5	87.2	78.5	79.1	81.7	82.2	83.3

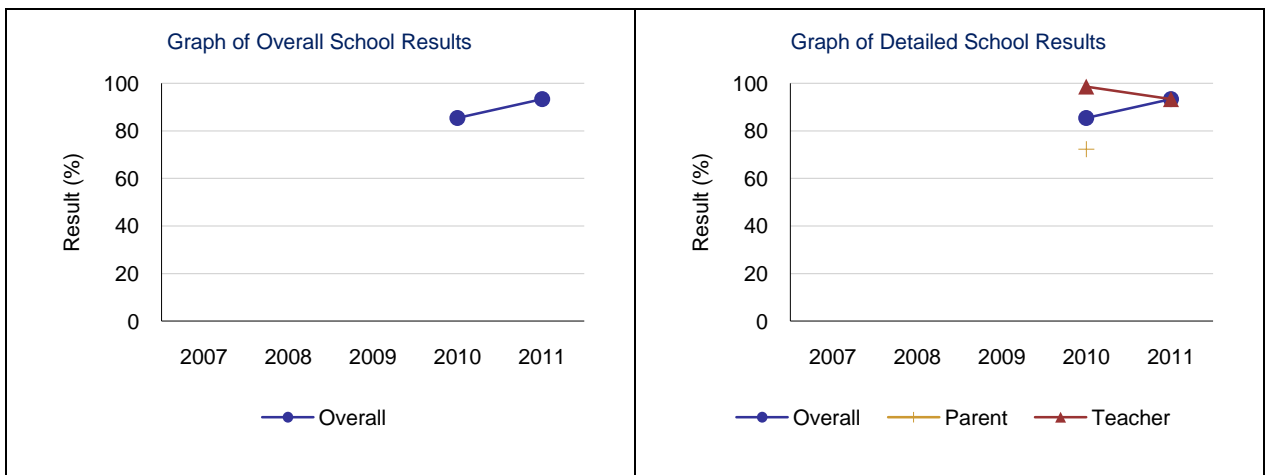


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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	n/a	n/a	n/a	85.4	93.3	77.7	78.1	79.5	83.3	81.2	77.5	78.2	80.1	80.0	79.9
Teacher	n/a	n/a	n/a	98.6	93.3	87.3	86.1	90.7	92.2	91.0	87.1	87.5	88.0	88.6	88.1
Parent	n/a	n/a	n/a	72.3	*	68.0	70.2	68.2	74.4	71.5	67.9	69.0	72.2	71.3	71.7

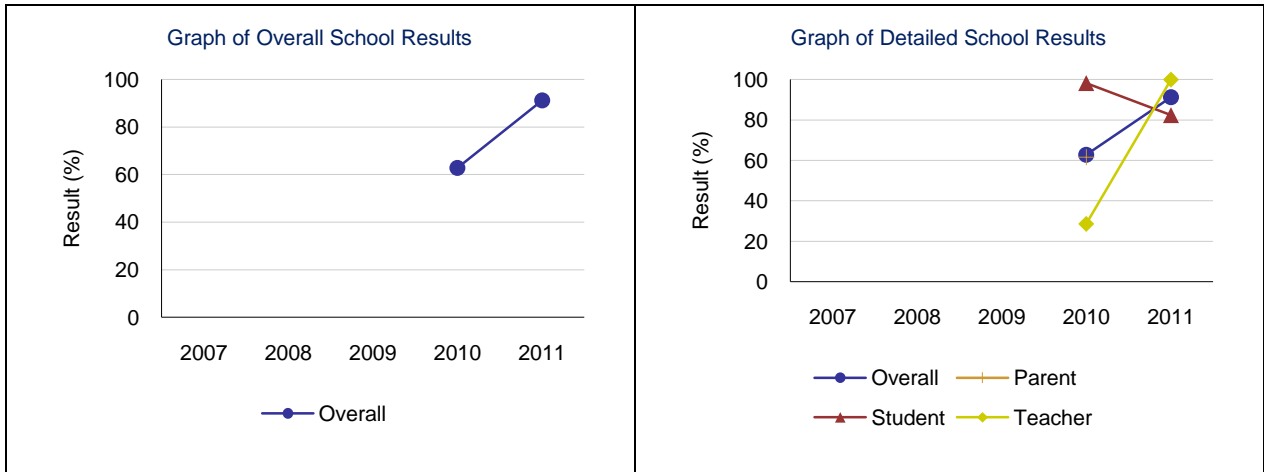


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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	n/a	n/a	n/a	62.8	91.2	76.6	75.7	81.2	79.6	85.5	76.3	77.0	79.4	79.9	80.1
Teacher	n/a	n/a	n/a	28.6	100.0	77.0	76.5	84.0	80.7	90.0	74.5	75.6	78.2	80.8	80.1
Parent	n/a	n/a	n/a	61.5	*	74.8	73.1	76.5	74.6	80.7	75.1	75.9	78.1	77.0	77.3
Student	n/a	n/a	n/a	98.2	82.3	78.2	77.4	83.1	83.5	85.8	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 (*).