

## Three-Year Education Plan St. John Bosco Catholic School



### School Address

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**Principal:** Jessie Shirley

### Superintendent of Schools

Karl Germann  
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### Our School

**CURRENT ENROLMENT** The total number of students in school as of September 2011: 45

*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"> <li>• Teachers are encouraged to include one Faith goal in their Professional Development Plans or articulate to their Principal their Faith plan.</li> <li>• All senior high students complete Religious Studies 15, 25, and 35.</li> <li>• Staff refers to the District's Core Values and Expectations of a Catholic Graduate in discussions with students.</li> <li>• Faith Permeation is consciously included in PD Plans and Collaborative Day activities.</li> </ul> <ul style="list-style-type: none"> <li>• <i>Student, teacher, and parent satisfaction with students' opportunity to participate in retreats at the school level.</i></li> <li>• <i>Student, teacher and parent satisfaction with the school's communication about faith and the opportunities to celebrate faith.</i></li> <li>• <i>Student, teacher and parent satisfaction with the religious celebrations that are held at the school.</i></li> <li>• <i>Student and teacher satisfaction with what is learned in Religion classes.</i></li> <li>• <i>Student, teacher, and parent satisfaction with the relationship that exists between their parish and the school.</i></li> <li>• <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></li> <li>• <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></li> <li>• <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></li> <li>• <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></li> <li>• <i>Student, teacher, and parent satisfaction with their child's opportunity to have a meaningful prayer life in school.</i></li> <li>• <i>Student, teacher, and staff indicate their school and classrooms have visible reminders of our Catholic Faith through art and symbols.</i></li> </ul>	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"> <li>• Purposeful Service Project examples are posted to the District's web site.</li> <li>• Staff and professional associations/unions articulate the necessity of gathering together as one as witnesses to their Faith.</li> <li>• Administrators and staff are regularly involved in their Parish.</li> </ul>	TBA	TBA
<ul style="list-style-type: none"> <li>• Students, Parents and Teachers indicate that the service project that students are involved in is meaningful.</li> <li>• Teachers indicate they feel prepared and comfortable to permeate the Catholic Faith in every subject.</li> <li>• Teachers indicate that the Faith Permeation part of the web site contains useful projects.</li> </ul>		

**Strategies to Achieve Faith Goals**

	<b>Strategic Action</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact for Student Learning</b>
1.			
2.			
3.			

**October 2011 Accountability Pillar Overall Summary**

Measure Category	Measure Category Evaluation	Measure	St. John Bosco Catholic 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	n/a	Safe and Caring	96.0	n/a	n/a	88.1	87.6	86.6	Very High	n/a	n/a
Student Learning Opportunities	n/a	Program of Studies	72.2	n/a	n/a	80.9	80.5	80.1	Low	n/a	n/a
		Education Quality	91.7	n/a	n/a	89.4	89.2	88.9	Very High	n/a	n/a
		Drop Out Rate	39.4	25.7	10.4	4.2	4.3	4.7	Very Low	Declined	Concern
		High School Completion Rate (3 yr)	*	*	n/a	72.6	71.5	71.1	*	*	*
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	79.3	79.1	78.0	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	19.6	19.4	18.5	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	75.0	*	n/a	82.6	83.4	84.0	Low	n/a	n/a
		Diploma: Excellence	0.0	*	n/a	18.7	19.0	18.9	Very Low	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	*	*	n/a	54.9	53.5	53.5	*	*	*
		Rutherford Scholarship Eligibility Rate (Revised)	28.6	22.2	27.8	59.6	56.9	57.0	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	*	*	n/a	59.3	59.8	59.3	*	*	*
		Work Preparation	n/a	n/a	n/a	80.1	79.9	79.8	n/a	n/a	n/a
		Citizenship	80.0	n/a	n/a	81.9	81.4	79.9	High	n/a	n/a
Parental Involvement	n/a	Parental Involvement	n/a	n/a	n/a	79.9	80.0	79.4	n/a	n/a	n/a
Continuous Improvement	n/a	School Improvement	90.0	n/a	n/a	80.1	79.9	78.8	Very High	n/a	n/a

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)

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## Goal Two: 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)*

[No Data for PAT Results]

### Comment on Results

*(an assessment of progress toward achieving the target)*

### Strategies

- Scheduled practice sessions are held for students writing exams (one-on-one or small groups)
- Personalized teacher support is offered at St. John Bosco
- Students have flexible schedules to meet their needs
- Students have individualized goals for completion of academic courses
- Plans for students are designed collaboratively between student and teaching staff
- Differentiated Instruction is the focus for all instructional strategies

### 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 (\*).

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<sup>1</sup> 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.

<sup>2</sup> 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*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	*	n/a	*	*	75.0		Low	n/a	n/a			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	*	n/a	*	*	0.0		Very Low	n/a	n/a			

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	*	*	*		*	*	*			
Drop Out Rate - annual dropout rate of students aged 14 to 18	18.8	0.0	5.4	25.7	39.4		Very Low	Declined	Concern			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	*	*		*	*	*			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	*	*	33.3	22.2	28.6		Very Low	Maintained	Concern			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	n/a	*	*	*		*	*	*			

**Comment on Results**

*(an assessment of progress toward achieving the target)*

- There are many social and emotional factors that may contribute to our students' success
- Many of our students have academic special needs
- Many of our students that write are congratulated on this accomplishment, rather than the ideal of achieving "excellence"
- Rutherford Scholarship is not directly applicable to this school, as most students do not have a full course load and are currently upgrading, etc.
- Often, St. John Bosco is viewed as a transition for students – they either return back to the regular high school or they enter the workforce
- High school completion for students missing 1 or 2 credits for diploma
- High school completion tracking for district—send out letters and offer courses on flexible schedule so students complete high school

**Strategies**

- St. John Bosco collaborates with the local high school and other service providers
- Students are given daily scheduled review
- Students are encouraged to take a maximum of two courses at a time or what best fits their needs

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 21<sup>st</sup> 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	n/a	80.0		High	n/a	n/a			
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	n/a	n/a		n/a	n/a	n/a			

**Comment on Results**

*(an assessment of progress toward achieving the target)*

- St. John Bosco is very proud of these results and constantly strives to incorporate Service Projects and Faith Activities into their routine(s)
- There are little or no discipline issues at this school, and they have built a culture of respect.
- S JB School atmosphere is comparable to a safe home

**Strategies**

- There is ongoing mentorship at St. John Bosco – More than one adult available on site- teaching staff, teaching assistant (part time M-Thurs 9:30-1:30), and liaison worker (Wednesday afternoons).
- The school requires both a service and a faith commitment from students
- Introductory portfolio course upon entry to Bosco comprised of career and workplace evaluations to determine what track is best for student. Students gain 4 credits in CTR 1010, 2010,2310, and HCS 3000 (all workplace readiness and safety courses to prepare for workplace/future employment/work experience prerequisite)

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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 (\*).

### Goal Three: 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	n/a	72.2		Low	n/a	n/a			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	n/a	n/a	91.7		Very High	n/a	n/a			
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	n/a	96.0		Very High	n/a	n/a			

**Comment on Results**

*(an assessment of progress toward achieving the target)*

- There are not enough students to offer a large variety of courses – there is no shop, gymnasium or CTS environment at this Outreach environment
- These are completed through partnerships on individual student need basis

**Strategies**

- St. John Bosco does offer extra courses for credit, but does not do this on a consistent basis, as enrolment determines whether or not these courses will run (Drivers' Ed. for example)
- There is a partnership with the local college, whereby students can receive their Phys. Ed. credit(s).
- Teachers/staff employed at SJB offer option courses in their specializations ex. Fine Arts, CTS-cooking etc.
- SJB Staff always find a way for students to complete option credits whether it is through a partnership or through ADLC etc.

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	n/a	n/a		n/a	n/a	n/a			
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	n/a	90.0		Very High	n/a	n/a			

**Comment on Results**

*(an assessment of progress toward achieving the target)*

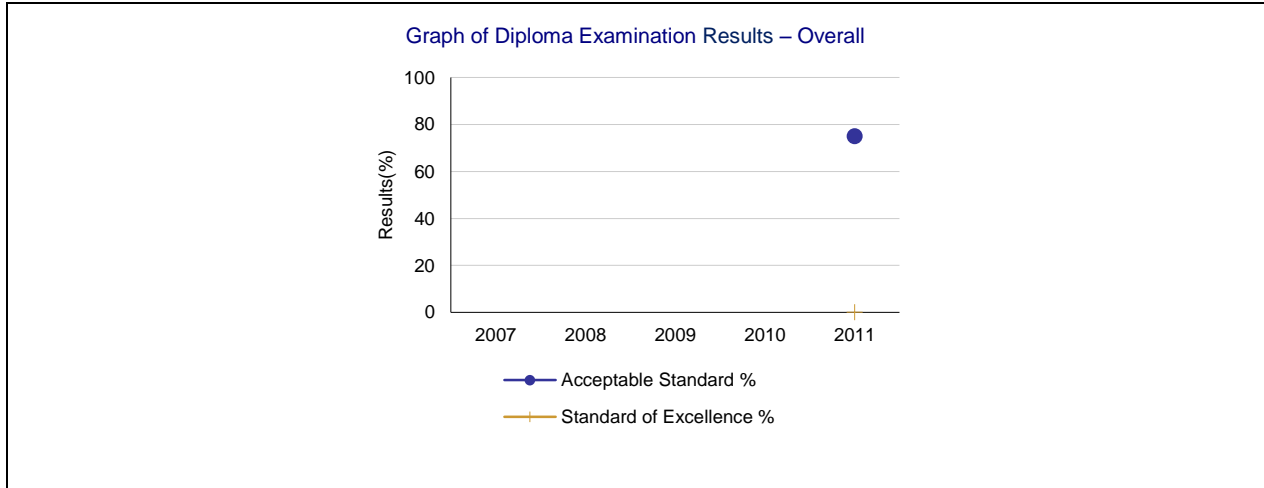
- The staffing at St. John Bosco has been consistent, collegial and collaborative

**Strategies**

- Due to the variety of reasons students attend outreach, students who choose, require, or who are referred to outreach need consistency in their educational endeavours/support/mentorship. This is achieved with our teaching staff, with our educational assistant (who also functions as a “success coach”), and with our liaison worker (through Catholic Family Services).
- In order for SJB to continue operating to support our various student needs and high school completion, care has been taken to assure the staffing and support at SJB is of high calibre and appropriate for the outreach student. This level of staffing and support has been maintained (if not increased) due to increased enrolment, (i.e. math and science).
- SJB staff is always looking to better the school and student success rate. This comes with maintaining consistency in staffing and suitable staffing for outreach

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked w





Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	St. John Bosco Catholic School						Alberta				
		Achievement	Improvement	Overall	2011		Prev 3 Yr Avg		2011		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	*	*	*	3	*	n/a	n/a	29,063	84.4	28,502	86.1
	Standard of Excellence	*	*	*	3	*	n/a	n/a	29,063	10.1	28,502	12.6
English Lang Arts 30-2	Acceptable Standard	*	*	*	2	*	n/a	n/a	14,550	88.6	13,676	88.6
	Standard of Excellence	*	*	*	2	*	n/a	n/a	14,550	9.1	13,676	9.0
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,269	95.3	1,262	94.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,269	14.3	1,262	19.9
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	93.8	139	95.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	20.1	139	24.7
Pure Mathematics 30	Acceptable Standard	*	*	*	2	*	n/a	n/a	23,033	81.0	22,548	82.1
	Standard of Excellence	*	*	*	2	*	n/a	n/a	23,033	28.7	22,548	27.3
Applied Mathematics 30	Acceptable Standard	*	*	*	1	*	n/a	n/a	10,807	74.3	10,371	77.7
	Standard of Excellence	*	*	*	1	*	n/a	n/a	10,807	9.8	10,371	12.3
Social Studies 30-1	Acceptable Standard	*	*	*	1	*	n/a	n/a	23,603	82.8	23,484	84.5
	Standard of Excellence	*	*	*	1	*	n/a	n/a	23,603	14.9	23,484	16.1
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16,537	85.6	14,903	85.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16,537	15.9	14,903	13.7
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22,817	81.9	21,372	82.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22,817	29.8	21,372	27.0
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,792	75.1	18,152	77.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,792	27.7	18,152	28.8
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,660	76.7	10,216	76.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,660	27.7	10,216	21.7
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,007	80.4	4,450	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,007	21.0	4,450	21.8

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.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Biology 30	Acceptable Standard	0.00 - 67.51	67.51 - 78.03	78.03 - 85.82	85.82 - 89.41	89.41 - 100.00
	Standard of Excellence	0.00 - 12.33	12.33 - 19.00	19.00 - 25.60	25.60 - 30.05	30.05 - 100.00
Science 30	Acceptable Standard	0.00 - 76.11	76.11 - 83.33	83.33 - 91.76	91.76 - 97.14	97.14 - 100.00
	Standard of Excellence	0.00 - 6.98	6.98 - 11.36	11.36 - 21.80	21.80 - 36.81	36.81 - 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 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.

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)

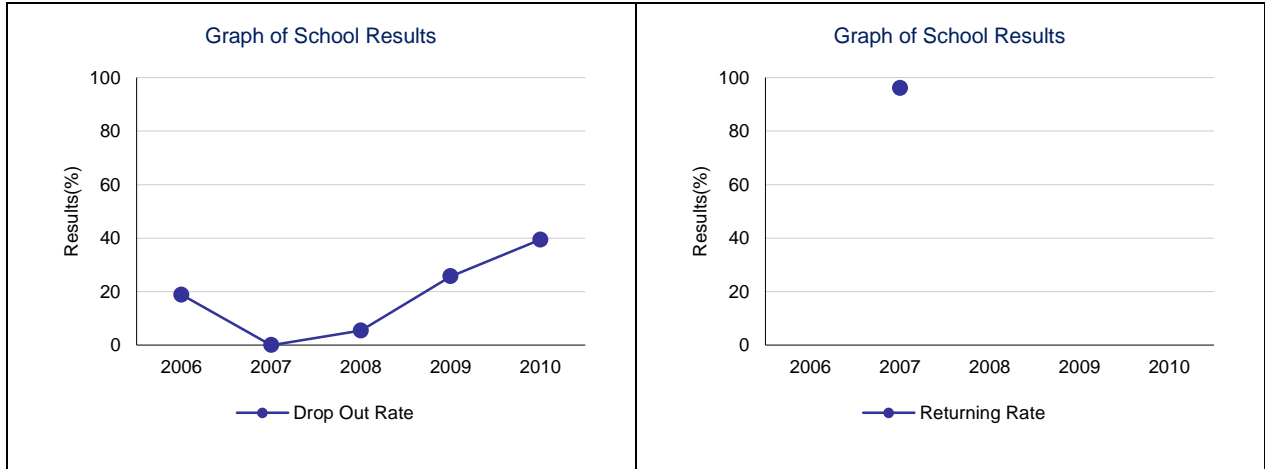
### Overall Evaluation Table

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

**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	18.8	0.0	5.4	25.7	39.4	3.8	3.1	3.0	3.2	3.5	4.7	5.0	4.8	4.3	4.2
Returning Rate	*	96.1	n/a	*	*	28.3	12.5	27.0	38.3	46.8	21.2	21.3	19.8	23.5	27.9

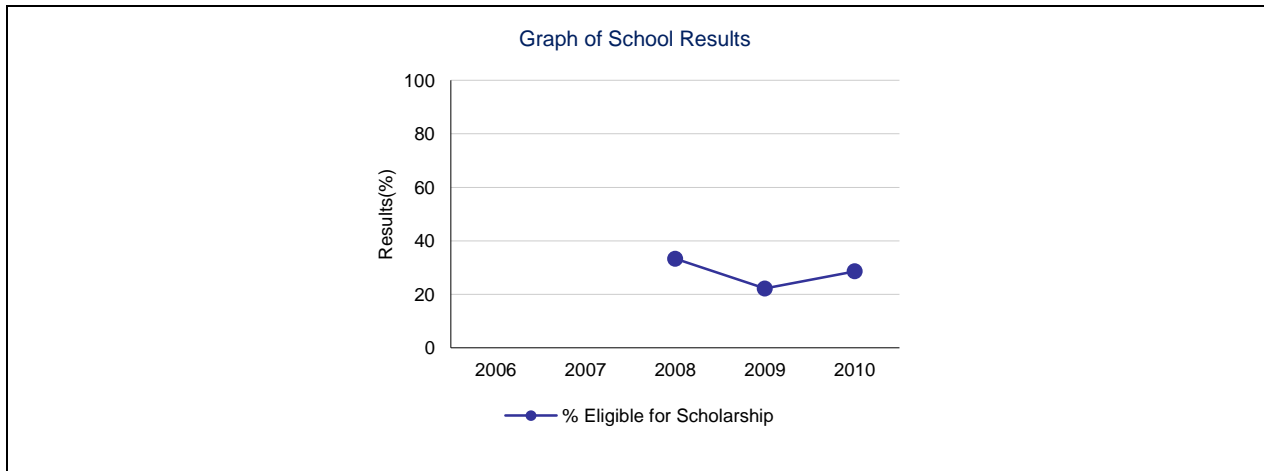


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Rutherford Eligibility Rate – Measure Details**

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Rutherford Scholarship Eligibility Rate (Revised)	*	*	33.3	22.2	28.6	67.8	61.4	59.4	60.4	69.1	56.1	56.8	57.3	56.9	59.6

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2006	3	*	*	*	*	*	*	*	*
2007	2	*	*	*	*	*	*	*	*
2008	6	2	33.3	1	16.7	0	0.0	2	33.3
2009	9	2	22.2	0	0.0	0	0.0	2	22.2
2010	7	1	14.3	1	14.3	0	0.0	2	28.6

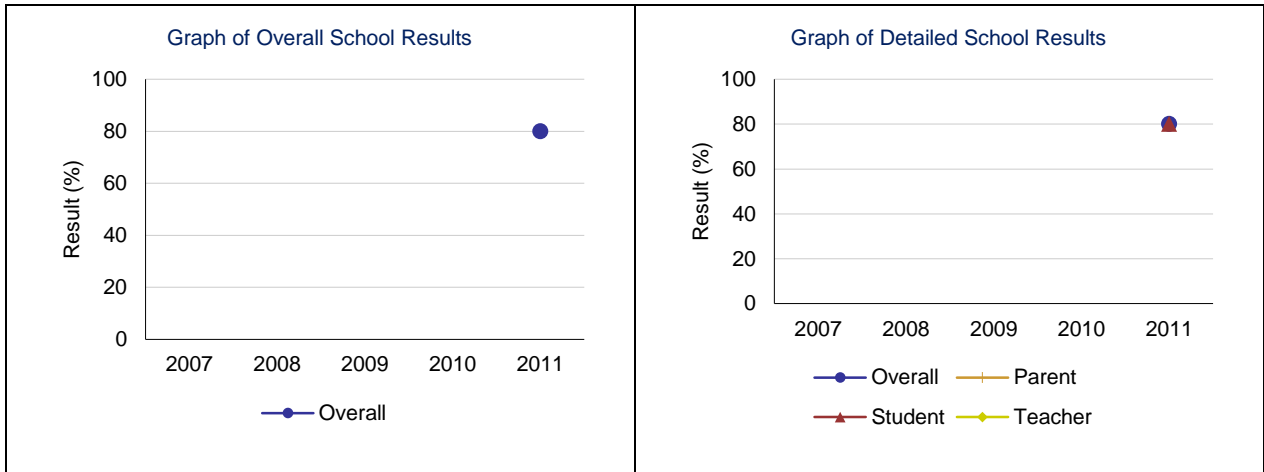


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Citizenship – Measure Details**

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

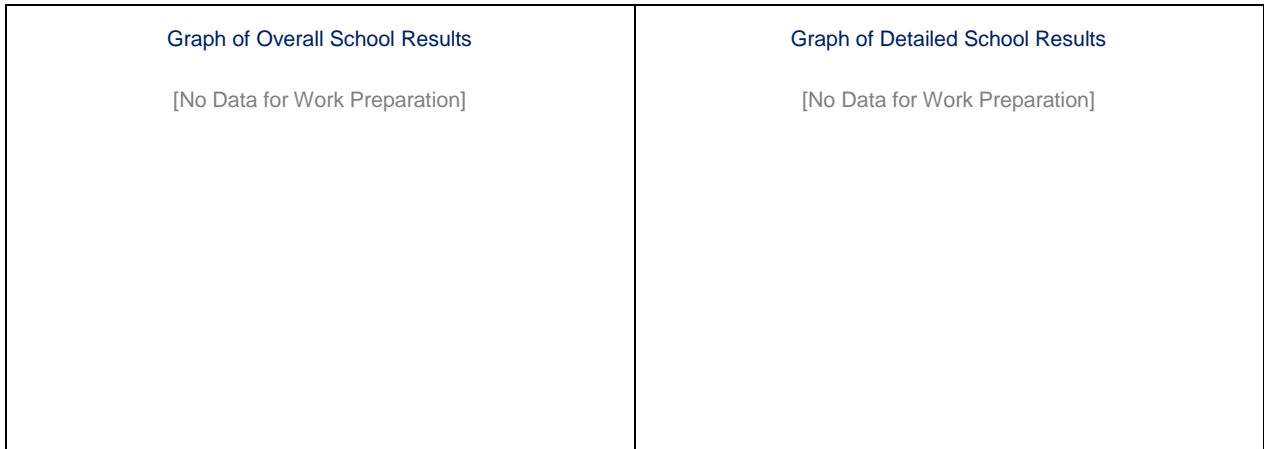
	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	n/a	n/a	80.0	78.0	76.4	83.0	84.8	84.9	76.6	77.9	80.3	81.4	81.9
Teacher	*	*	*	*	*	91.5	89.6	93.9	94.1	94.9	89.9	90.6	91.8	93.0	92.7
Parent	n/a	n/a	*	n/a	*	75.5	72.9	78.0	82.6	82.4	72.6	74.7	77.4	78.5	78.6
Student	n/a	n/a	n/a	n/a	80.0	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**

[No Data for Work Preparation]

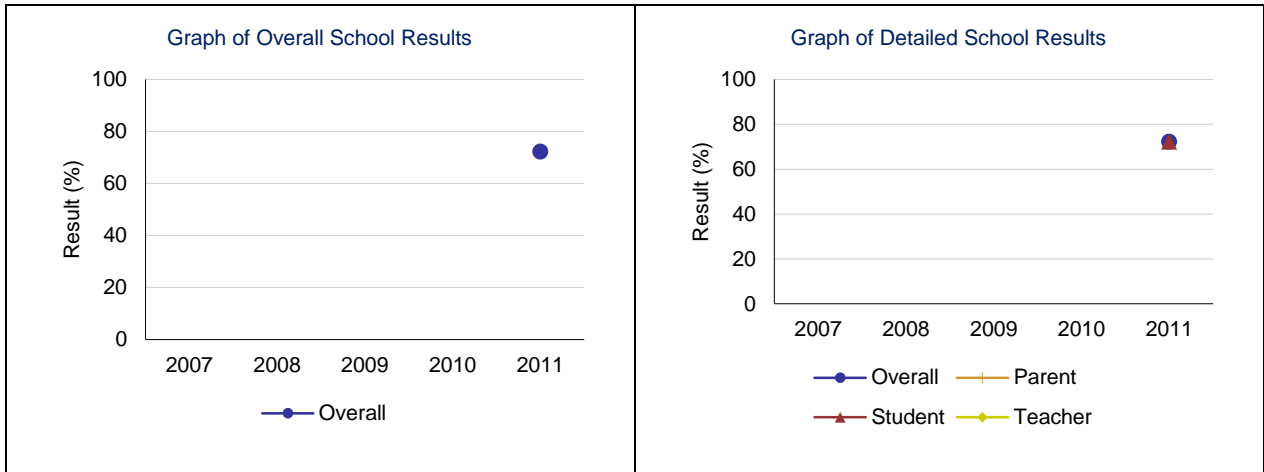


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**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	n/a	72.2	74.9	73.9	76.3	80.9	80.9	78.5	79.4	80.3	80.5	80.9
Teacher	*	*	*	*	*	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	*	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	n/a	72.2	67.8	65.9	68.4	78.2	78.5	72.9	74.1	75.3	75.9	76.9

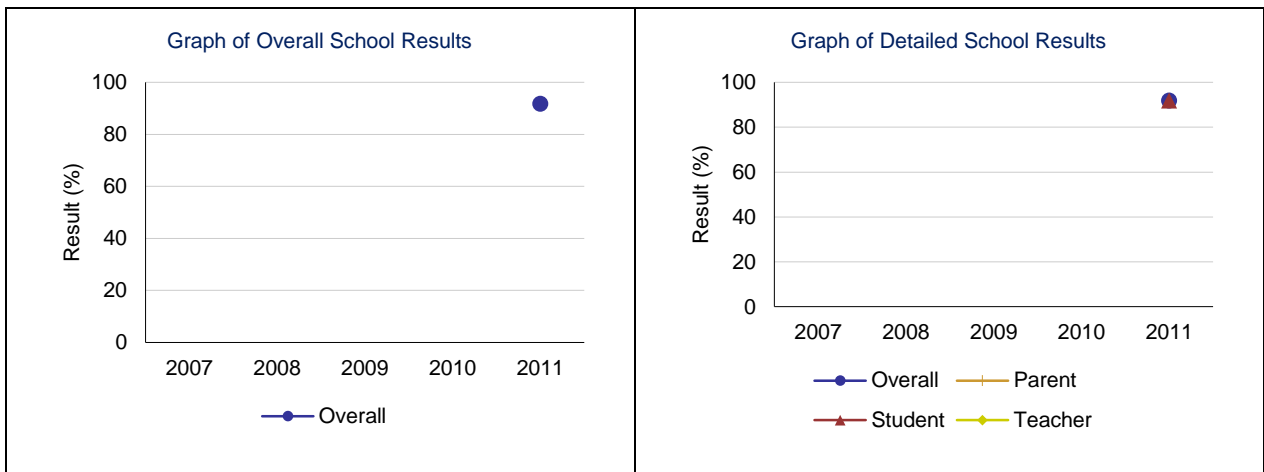


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**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	n/a	91.7	87.8	86.2	87.1	89.1	89.4	87.6	88.2	89.3	89.2	89.4
Teacher	*	*	*	*	*	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	*	79.9	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	n/a	91.7	86.7	84.5	88.3	88.8	90.2	86.4	86.6	88.3	88.2	88.5

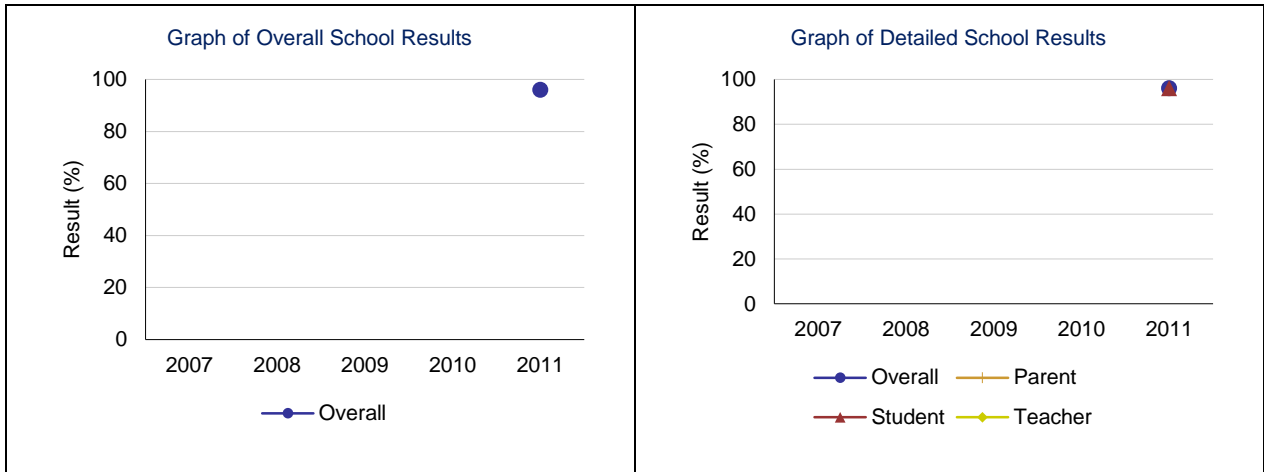


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**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.

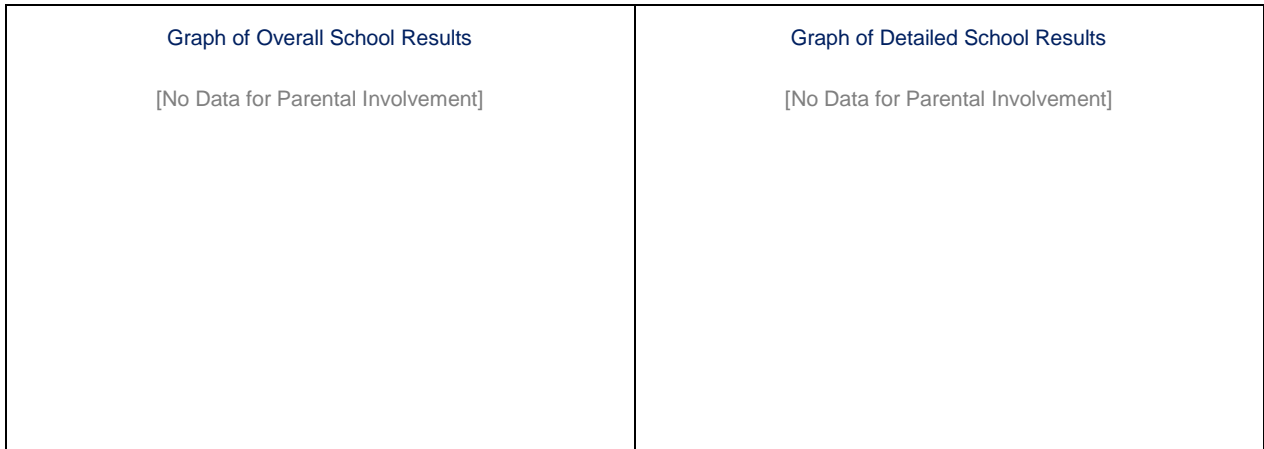
	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	n/a	n/a	96.0	85.1	84.5	88.0	89.5	89.2	84.2	85.1	86.9	87.6	88.1
Teacher	*	*	*	*	*	93.1	91.2	96.2	95.5	95.6	92.6	93.1	93.8	94.4	94.5
Parent	n/a	n/a	*	n/a	*	81.3	82.2	82.0	87.5	84.9	81.7	83.2	85.3	86.1	86.6
Student	n/a	n/a	n/a	n/a	96.0	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**

[No Data for Parental Involvement]

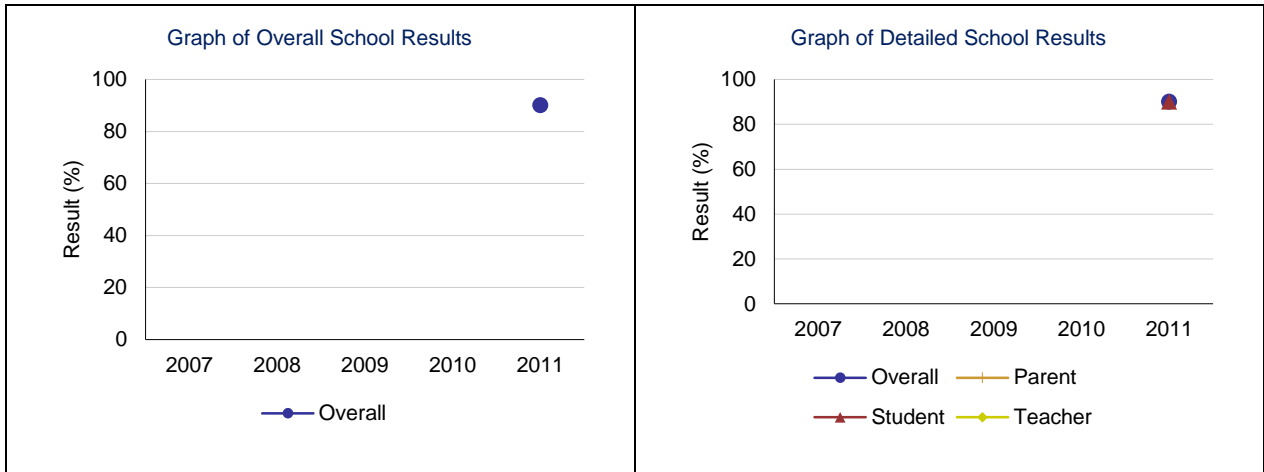


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**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	n/a	90.0	76.6	75.7	81.2	79.6	85.5	76.3	77.0	79.4	79.9	80.1
Teacher	*	*	*	*	*	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	*	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	n/a	90.0	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 (\*).