
Combined 3-Year Education Plan and Annual Education Results Report (AERR) for Public Schools 2013-14



Combined 2013 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	H W Pickup Junior High School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Issue	Safe and Caring	78.2	87.1	80.0	89.0	88.6	88.1	Low	Maintained	Issue
Student Learning Opportunities	n/a	Program of Studies	70.8	80.4	77.6	81.5	80.7	80.7	Low	Declined	Issue
		Education Quality	77.4	85.5	78.8	89.8	89.4	89.3	Very Low	Maintained	Concern
		Drop Out Rate	0.6	2.1	2.3	3.5	3.2	3.9	Very High	Improved	Excellent
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.8	74.1	72.7	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	89.3	90.2	86.6	79.0	79.1	79.2	Very High	Maintained	Excellent
		PAT: Excellence	22.2	32.9	24.8	18.9	20.8	19.9	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	84.6	83.1	82.5	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.7	20.7	20.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.6	56.2	54.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	61.3	61.5	59.4	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	59.5	58.4	59.2	n/a	n/a	n/a
		Work Preparation	58.0	65.5	60.1	80.3	79.7	79.9	Very Low	Maintained	Concern
		Citizenship	69.4	77.2	67.3	83.4	82.5	82.0	Low	Maintained	Issue
Parental Involvement	Issue	Parental Involvement	73.5	76.2	72.4	80.3	79.7	79.8	Low	Maintained	Issue
Continuous Improvement	Good	School Improvement	77.1	81.4	69.3	80.6	80.0	80.0	High	Improved	Good

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 3, 6, 9), Français (Grades 3, 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, Chemistry 30, Physics 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 or respondents is less than 6. Suppression is marked with an asterisk (*).
6. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

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 - 71.50	71.50 - 77.76	77.76 - 84.91	84.91 - 88.69	88.69 - 100.00
PAT: Excellence	0.00 - 11.54	11.54 - 14.60	14.60 - 20.83	20.83 - 26.46	26.46 - 100.00
Diploma: Acceptable	0.00 - 71.28	71.28 - 77.34	77.34 - 84.16	84.16 - 88.87	88.87 - 100.00
Diploma: Excellence	0.00 - 8.77	8.77 - 12.71	12.71 - 19.16	19.16 - 23.03	23.03 - 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: An excellent start to learning

Outcome: Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.

- There are no required performance measures for this goal. Schools are encouraged to incorporate early development data available at the local level.

<p>Comment on Results <i>(an assessment of progress toward achieving the target)</i></p> <p>Not Applicable</p>
<p>Strategies</p> <p>Not applicable</p>

Goal Two: Success for Every Student

Outcome: Students achieve student learning outcomes.

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2013	Achievement	Improvement	Overall	2014	2015	2016
High School Completion Rate - Percentage 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	2.8	1.9	2.9	2.1	0.6		Very High	Improved	Excellent	0	0	0
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)

We continue to monitor our attendance regularly and speak with parents/guardians when a student has too many absences (>10%) and/or we see a significant decline in academic performance.

Strategies

- Continue to monitor attendance and academic performance for all of our students.
- The site-based Family Wellness Worker and administrative team work pro-actively to address attendance issues as we see them arise, including such things as making parental contact, arranging school and community based supports for the student and family (counseling, family wellness worker, mental health worker, rides to school)
- We have established one designated time (58 mins in length) during our four day timetable where teachers can schedule a Program Planning Team meeting during the school day to discuss student needs. This time can also be used to ask a teacher to assist with the completion of an exam, reading to or scribing for a student(s) and/or extra time to complete assignments with guidance, or provide time to observe in one another's classrooms or collaborate on best practices.
- Parent, teacher, and student interviews – first week of October to discuss students, student needs and individual needs for earlier contact with parents and possible intervention. Phone calls home, Newsletters, Facebook page, and Remind 101 texts to parents to make them aware of interview date and time.
- Careers/ My Blueprint will be used for goal setting and planning with all grade 9 students.

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, Chemistry 30, Physics 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 or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	82.0	83.6	85.9	90.2	89.3		Very High	Maintained	Excellent	93.0	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).	11.9	21.0	20.4	32.9	22.2		High	Maintained	Good	25.0	25.0	25.0

Comment on Results

(an assessment of progress toward achieving the target)

We continue to focus on every student and their opportunity to meet their educational needs. Our participation rates continue to be around 5% higher than the provincial standard and we will continue to have most of our students write the PAT. Only 1 student was excused from writing, and that was only from writing their English Language Arts PAT.

Subject	HWP Participation	Provincial
English Language Arts	93.7%	87.5%
Math	94.4%	88.4%
Science	95.2%	88.8%
Social Studies	92.1%	88.3%

These results reflect the collaborative, reflective and professional practice by all of our grade 7, 8, and 9 teachers.

Strategies

- HWP staff meet as an entire grade group (i.e. gr. 7) and discuss student academic, behavioural and social needs. All teachers and TA's that are involved with this grade attend the meeting.
- The Student Support Facilitator will be visiting classrooms to assist with strategies for behavioural students and will follow up with the classrooms approximately 6-8 weeks later. We will work with our behaviour coordinator and ERECS for guidance.
- We have established one designated time (58 mins in length) during our four day timetable where teachers can schedule a Program Planning Team meeting during the school day to discuss student needs. This time can also be used to ask a teacher to assist with the completion of an exam, reading to or scribing for a student(s) and/or extra time to complete assignments with guidance, or provide time to observe in one another's classrooms or collaborate on best practices.
- Parent, teacher, and student interviews – first week of October to discuss students, student needs and individual needs for earlier contact with parents and possible intervention. Phone calls home, Newsletters, Facebook page, and Remind 101 texts to parents to make them aware of interview date and time.
- Continued focus on the alignment of the Program of Studies with classroom instruction (Essential Outcomes)
- Division Wide Focus – Assessment Practice, Smart Learning, Inquiry Learning, Understanding Poverty. All staff choose one of the first three foci for 3 Division Wide PD Days as well as other scheduled events throughout the year. One division day devoted to Understanding Poverty.
- School Focus – remains on Inclusion to encourage ALL students to have access to quality learning with dignity, hope and purpose
- Math – Students have access to purchase Key Study Guide for discounted rate through the school
- Collaborative Math Prep Time for the two Grade 9 Math teachers 2 times every four days (in addition to their individual prep time) devoted to developing common assessments and improving practice to improve Math results was provided last year. This year it is provided on an as needed basis.

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 3, 6, 9), Français (Grades 3, 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 or respondents is less than 6. Suppression is marked with an asterisk (*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Outcome: *Students demonstrate citizenship and entrepreneurship.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	69.0	65.1	59.5	77.2	69.4		Low	Maintained	Issue	73.0	75.0	77.0
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	64.1	60.2	54.7	65.5	58.0		Very Low	Maintained	Concern	65.0	68.0	70.0

Comment on Results

(an assessment of progress toward achieving the target)

Maintained both results over the last five years. Overall results have increased showing an improvement in the belief that students show the characteristics of active citizenship and are also prepared for work after they finish school. Teachers and students showed the most consistent improvement in these results, while parental results were inconsistent. As this is an area of concern, we focused on these questions in our Tell Them From Me Surveys. To our surprise, the grade 7 responses reflected here are not shared by our grade 8 and 9 students as reflected in our tell them from me data. Our efforts will remain on encouraging understanding in our grade 7 students and parents. One concern around parental results is the limited number of responses (<1.0%) we received compared to the number of parents that exist as part of our school community.

Strategies

- Teachers are again, for the third year, requested to place their outcomes for the day/week in front of their students either on their whiteboard, provided assignment, etc... Students should be aware of the outcomes they are being taught and how they relate to the world outside of school.
- We are promoting our PRIDE program and emphasizing three of our seven core values: PREPARATION (being on time for class, prepared with proper materials, etc), RESPECT (displaying behaviours throughout the school that show respect to adults, peers and the facility), and RESPONSIBILITY (providing various opportunities throughout the school year to showcase responsibility)
- We are currently running 6 official initiatives to increase student involvement in student leadership opportunities and peer mentorship. The programs are: Leadership 9, Leadership 8, School Spirit 8, Aim for Success Peer Mentorship, Advisory Council of Representatives (similar to a student government), and the Social Justice Group. Within these programs approximately ¼ of our student population are taking on an official leadership/citizenship role.
- Division-wide Career Initiative has been incorporated into our Grade 9 classes to provide students an opportunity to investigate portfolio and resume development, learning styles inventory, career choices, My Blueprint, etc...
- This year, we will make a greater effort to have parents participate by advertising the opportunity to be heard in newsletters, the school website, the FaceBook page, through Remind 101, and on our autodialer.

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

Outcome: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	82.4	81.3	66.7	94.4	*		*	*	*	95.0	95.0	95.0
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	2.9	15.6	12.5	38.9	*		*	*	*	25.0	25.0	25.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2013	Achievement	Improvement	Overall	2014	2015	2016
High School Completion Rate - Percentage of self-identified FNMI 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 self-identified FNMI students aged 14 to 18	*	12.6	9.9	0.0	*		*	*	*	0	0	0
High school to post-secondary transition rate of self-identified FNMI 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 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of self-identified FNMI 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)

Unable to comment on this year's PAT results as they have been suppressed. Historically we perform significantly better than provincial average and our gap is minimal.

	2012	2011
Acceptable	94.4%	66.7%
Excellence	38.9%	12.5%
Drop Out Rate	0%	9.9%

Strategies

- We are an inclusive school that prides ourselves in implementing best practices that are beneficial to all learners and we will maintain our school PD focus on improving learning for all of our students by enhancing our educator effectiveness in providing equitable opportunities for all students.
- We will also increase our focus on Restorative Justice practices by working closely with our Aim for Success team and continuing the Peer Mentorship group.
- We have recently started a Social Justice Group to also address concerns in the school.

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 3, 6, 9), Français (Grades 3, 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. 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, Chemistry 30, Physics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. 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.
4. 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.
5. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Goal Three: Quality teaching and school leadership

Outcome: *Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
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.	75.3	75.9	76.5	80.4	70.8		Low	Declined	Issue	75.0	78.0	81.0

Comment on Results

(an assessment of progress toward achieving the target)

How satisfied or dissatisfied are you with the opportunity for children to participate in/learn about the following in school...	Parent	Teacher	Student	All
	(Top 2 Box %)			
Another Language	15	5	23	15
Art	73	84	78	79
Computers	80	74	75	76
Drama	68	95	74	79
Health	80	74	60	71
Music	90	89	68	82
Physical Education	94	79	96	90
Variety of the subjects	86	89	90	88

We are continuing to offer our elective courses in a trimester format which allows students the opportunity to receive six options instead of four as they had prior to 2011. The results continue to be low for the opportunity to receive instruction in another language as we currently have no opportunity for second language instruction while we maintain very strong, positive results for all of the other elective areas. All students have the opportunity to enroll in art, computers, drama, or music, while all students must receive instruction in physical education and health. Students also have the opportunity to enroll in physical education option (in addition to the regular PE course) as well as CTS options.

Strategies

- Communicate more effectively with grade 7 students and parents in regards to the abundant choices offered at HWP via parent nights, newsletters, and School Council Meetings
- Produce Term 2 & 3 timetables at the start of the school year so that students and parents can see all 6 option courses the child is enrolled in for the entire year 9as opposed to only finding out as the term approached)
- Consider hiring and staffing a second language teacher.

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

Goal Four: Engaged and effective governance

Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	71.2	74.7	66.2	76.2	73.5		Low	Maintained	Issue	75.0	78.0	81.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	82.9	78.5	72.4	85.5	77.4		Very Low	Maintained	Concern	80.0	85.0	90.0

Comment on Results

(an assessment of progress toward achieving the target)

Questions	Parent Response (2013)	Parent Response (2012)	Parent Response (2011)	Parent Response (2010)
To what extent are you involved in decisions about your child's education? Would you say.	85%	74%	58%	77%
To what extent are you involved in decisions at your child's school? Would you say.	53%	43%	42%	58%
How satisfied or dissatisfied are you that your input into decisions at your child's school is considered	56%	62%	36%	51%
How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's education	74%	74%	54%	56%
How satisfied or dissatisfied are you with the opportunity to be involved in decisions at your child's school	68%	57%	46%	57%

53% of parents say they are involved in decisions at their child's school, an increase of 10% over last year, while 85% are involved in their child's education (also a 10% increase). These are encouraging trends. Parent responses are increasingly positive about the opportunities they have to be involved, while at the same time there is an historical positive trend about whether or not their input is considered when offered. This reflects a positive trend over the last 5 years.

Questions	Parent Response (2013)	Parent Response (2012)	Parent Response (2011)	Parent Response (2010)
How satisfied or dissatisfied are you with the quality of education your child is receiving at school?	86%	83%	65%	73%
How satisfied or dissatisfied are you with the quality of teaching at your child's school?	83%	83%	62%	64%

There is a strong concern in the opinion of parents, teachers and students about the overall quality of basic education. As indicated above, school indicators seem to be strong, while indicators related to the program of studies seem to be lower. HW Pickup has had strong PAT results, with a positive trend over the last several years. It is concerning that the hard data indicates a high performing school, while the perception of parents falls well below that of teachers and students.

Strategies

- Continue to advertise our School Council Meetings on our School Parking Lot Sign, website, FaceBook page,, and in our School Newletters
- Promote our School Council with meeting minutes posted on our website and FaceBook page
- Continue with a monthly newsletter and weekly column in the local paper (Western Review) to keep parents and our community informed as to what is happening at HWP
- Continue with early parent-teacher-student interviews – first week of October to discuss student, student needs and individuals needs for earlier contact with parents and for possible intervention
- Continue to promote our student and school activities through local media (Western Review and Big Country FM), by announcing activities and inviting media to the school for event coverage
- Add Remind 101 and autodialer to ways to communicate events and celebrations to parents
- Institute academic recognition at each monthly assembly

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

Outcome: *Students and communities have access to safe and healthy learning environments.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
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.	78.2	80.5	72.6	87.1	78.2		Low	Maintained	Issue	81.0	84.0	87.0
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	76.6	59.9	66.6	81.4	77.1		High	Improved	Good	80.0	83.0	86.0

Comment on Results

(an assessment of progress toward achieving the target)

2013

Question	Parent	Student	Teacher
Safe at school	86%	83%	89%
Safe on way to or from school	88%	84%	74%
Students treat each other well	52%	72%	68%
Teachers care about students	74%	78%	83%
Student is treated fairly by staff	76%	80%	84%

2012

Question	Parent	Student	Teacher
Safe at school	91%	90%	96%
Safe on way to or from school	91%	90%	86%
Students treat each other well	61%	80%	90%
Teachers care about students	78%	83%	95%
Student is treated fairly by staff	96%	80%	100%

It is interesting to note that student responses are generally mid-way between their teacher responses and their parents, which may indicate that we need to do a better job of communicating with parents. Although our results have dropped a little compared to last year, we are maintaining a positive improvement over time and this is reflected in the impression that the school and jurisdiction is improving. Maintaining a focus on inclusion in the division seems to be reflected in the same impression.

Strategies

- Division emphasis on Assessment Best Practice, Smart Learning and Inquiry Learning for all 5 Division Day PD
- School focus on improving learning for every student by providing equitable learning opportunities for all students for all 11 school-based PD days (inclusion).
- We are promoting our PRIDE program and emphasizing three of our seven core values: PREPARATION (being on time for class, prepared with proper materials, etc), RESPECT (displaying behaviours throughout the school that show respect to adults, peers and the facility), and RESPONSIBILITY (providing various opportunities throughout the school year to showcase responsibility)
- We are currently running 6 official initiatives to increase student involvement in student leadership opportunities and peer mentorship. The programs are: Leadership 9, Leadership 8, School Spirit 8, Aim for Success Peer Mentorship, Advisory Council of Representatives (similar to a student government), and the Social Justice Group. Within these programs approximately ¼ of our student population are taking on an official leadership/citizenship role.
- This year, we will make a greater effort to have parents informed by advertising our successes in newsletters, the school website, the Western Review, the FaceBook page, through Remind 101, and on our autodialer.
- Collaborate with the RCMP in maintaining good school relations with the RCMP (one of the two school liaison officers are in the building weekly)
- We are continuing with counselor presentations during classes and advisory (i.e. suicide preventions, cutting, bullying, etc.)
- Continuing and expanding Aim for Success programs (i.e. Friends for Life, Classroom Circles, Roots of Empathy, Restorative Justice Healing Circles, Peer Mentorship Group)
- Bringing in Guest Presenters – gr. 7 BLAST program; gr. 8 Understanding Sexting; school-wide Yellow Ribbon Campaign

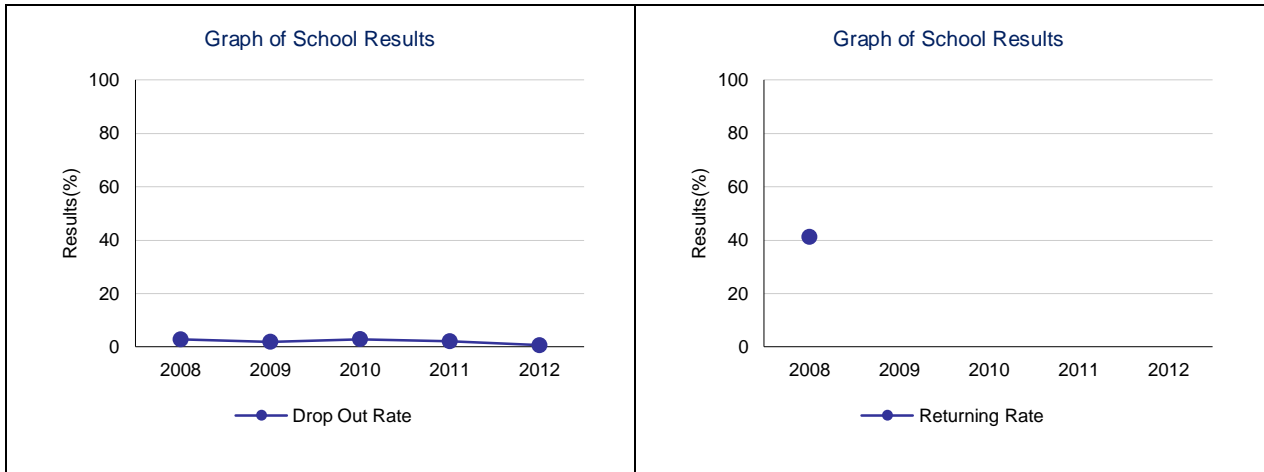
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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.

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Drop Out Rate	2.8	1.9	2.9	2.1	0.6	5.0	6.0	5.8	3.9	5.0	4.8	4.3	4.2	3.2	3.5
Returning Rate	41.2	*	*	*	*	13.8	17.6	19.2	13.2	15.5	19.8	23.5	27.9	23.4	23.0



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

Provincial Achievement Test Results – Measure Details

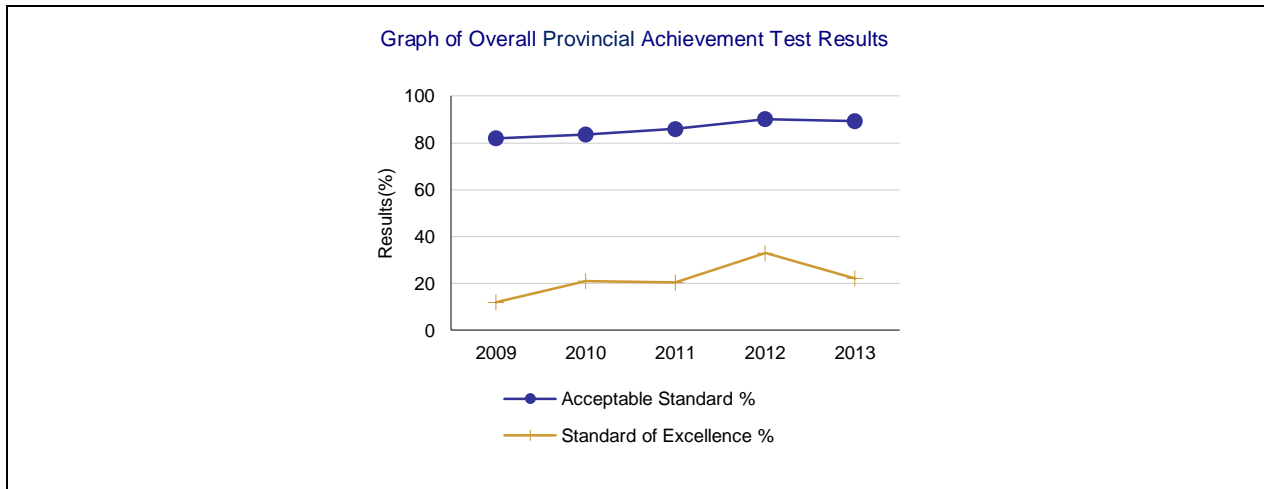
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2009		2010		2011		2012		2013		2013	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	86.4	11.2	84.2	16.9	86.2	9.8	84.9	12.6	83.3	12.6		
	Province	81.3	18.2	81.6	19.5	81.8	17.5	81.9	20.4	81.5	17.8		
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	92.3	7.7	72.4	3.4	92.3	11.5	85.7	17.9	65.4	3.8		
	Province	83.8	15.8	84.1	16.3	80.6	15.8	82.1	14.5	79.7	12.4		
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	82.5	16.3	86.4	16.3	84.2	18.6	82.3	12.5	82.8	14.1		
Mathematics 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	80.3	21.1	80.3	18.6	78.3	24.5		
	Province	n/a	n/a	n/a	n/a	77.4	26.0	76.8	25.5	76.5	25.5		
English 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	88.6	17.1	83.0	13.1	83.2	9.2	85.1	9.2	86.7	11.9		
	Province	81.8	18.9	83.3	18.9	83.0	18.5	82.7	17.8	82.5	16.3		
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	91.3	13.0	72.2	5.6	73.9	8.7	94.7	15.8	77.8	0.0		
	Province	91.5	15.9	88.3	15.9	89.4	17.1	89.3	17.2	88.6	16.3		
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	92.6	18.7	91.3	18.3	92.2	17.6	91.0	21.9	94.0	21.6		
Mathematics 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	73.3	12.3	70.7	9.2	69.5	10.0		
	Province	n/a	n/a	n/a	n/a	73.7	17.8	74.7	16.6	73.0	16.4		
Science 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	80.4	25.9	79.4	22.5	77.4	23.4	79.9	21.3	77.0	17.7		
	Province	76.5	24.8	76.8	26.4	76.2	25.0	77.8	28.2	77.5	25.9		
Social Studies 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	71.3	13.1	71.5	11.0	71.8	11.5	72.6	11.4		
	Province	n/a	n/a	71.0	16.4	71.1	18.5	73.2	19.5	72.7	19.0		
English Language Arts 9	School	79.4	8.4	83.2	13.0	85.2	14.8	87.0	17.9	87.3	14.3		
	Authority	72.5	5.8	76.0	9.3	81.6	12.4	76.6	12.4	76.8	11.7		
	Province	78.7	14.7	79.3	15.0	79.1	16.3	77.4	16.4	76.4	14.7		
English Lang Arts 9 KAE	School	n/a	n/a	87.5	0.0	40.0	0.0	*	*	n/a	n/a		
	Authority	n/a	n/a	73.3	3.3	56.0	8.0	76.9	15.4	28.0	0.0		
	Province	n/a	n/a	66.8	7.8	67.2	7.9	61.4	5.8	62.4	4.3		
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	n/a	n/a	60.0	20.0	62.5	0.0	n/a	n/a	n/a	n/a		
	Province	81.8	10.3	86.1	12.4	88.8	15.0	87.5	12.2	87.2	13.9		
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	85.6	12.9	84.3	12.7	90.2	15.8	84.6	16.1	84.0	14.5		
Mathematics 9	School	n/a	n/a	n/a	n/a	53.3	10.4	71.5	10.6	85.7	19.8		
	Authority	n/a	n/a	n/a	n/a	52.9	9.2	58.8	8.8	62.1	12.3		
	Province	n/a	n/a	n/a	n/a	66.1	17.3	66.5	17.8	66.5	18.2		
Mathematics 9 KAE	School	n/a	n/a	37.5	0.0	70.0	0.0	100.0	50.0	n/a	n/a		
	Authority	n/a	n/a	57.6	18.2	68.0	0.0	92.9	42.9	26.9	0.0		
	Province	n/a	n/a	65.6	15.3	64.9	14.9	62.4	15.4	65.9	14.7		

Science 9	School	84.6	15.4	84.0	29.0	86.7	25.9	93.5	48.0	91.3	30.2		
	Authority	69.3	10.8	71.0	17.5	77.4	15.0	74.8	25.2	70.1	16.7		
	Province	72.2	15.8	73.6	17.7	74.9	20.8	74.2	22.4	72.6	19.9		
Science 9 KAE	School	n/a	n/a	87.5	0.0	60.0	10.0	*	*	n/a	n/a		
	Authority	n/a	n/a	76.7	20.0	56.0	12.0	90.9	36.4	28.0	0.0		
	Province	n/a	n/a	67.2	14.3	69.5	15.3	67.9	17.3	68.4	17.1		
Social Studies 9	School	n/a	n/a	72.5	22.1	61.5	13.3	69.1	14.6	68.3	15.1		
	Authority	n/a	n/a	65.9	14.7	61.6	13.2	61.5	11.2	56.5	14.1		
	Province	n/a	n/a	68.9	18.8	67.2	19.0	68.9	19.1	65.3	18.7		
Social Studies 9 KAE	School	n/a	n/a	62.5	12.5	40.0	10.0	83.3	33.3	n/a	n/a		
	Authority	n/a	n/a	70.0	26.7	44.0	8.0	83.3	16.7	26.9	3.8		
	Province	n/a	n/a	64.6	15.7	61.9	13.6	63.5	13.9	64.6	13.0		

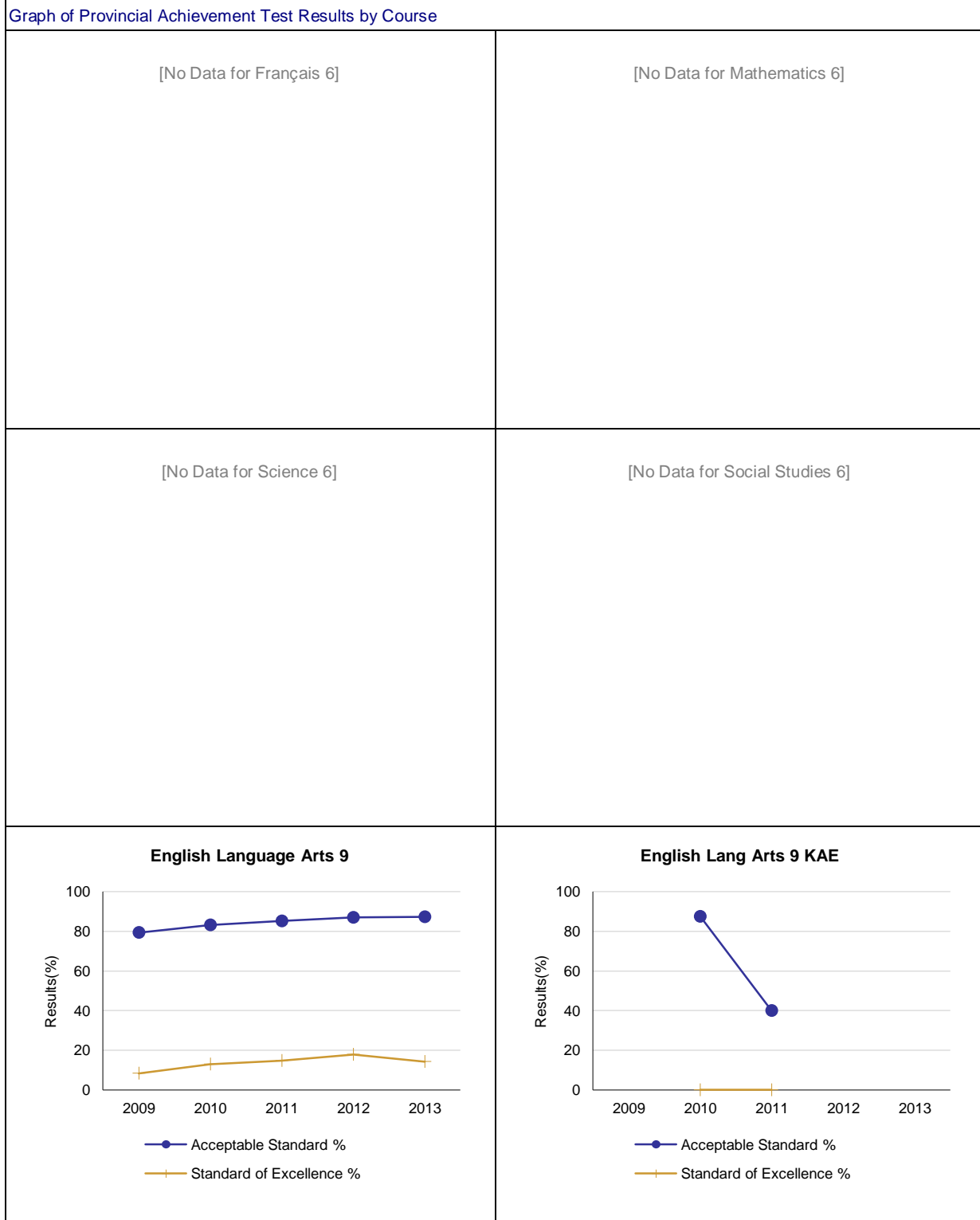
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



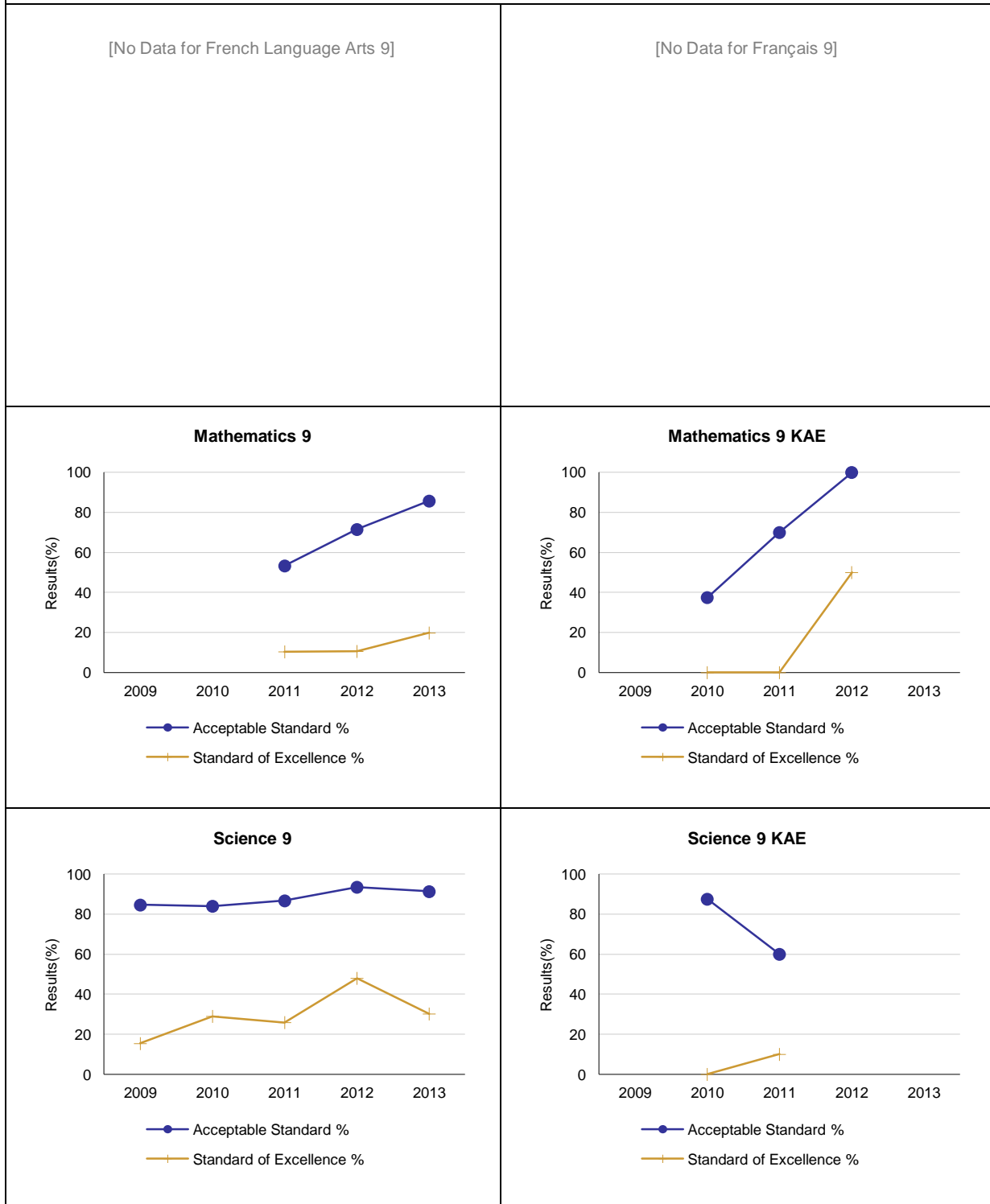
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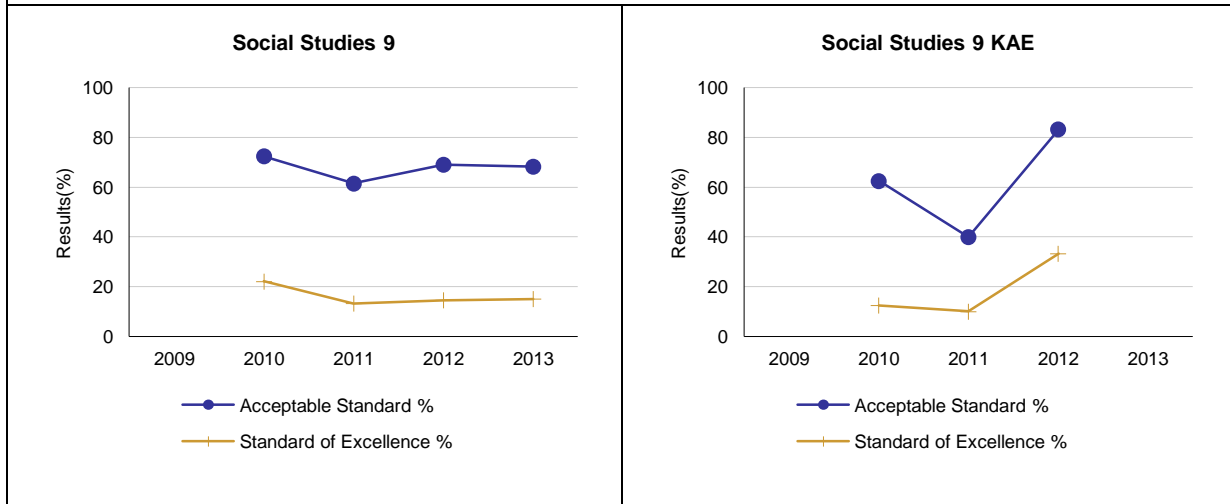
Graph of Provincial Achievement Test Results by Course



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

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Graph of Provincial Achievement Test Results by Course



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

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	H W Pickup Junior High School							Alberta				
		Achievement	Improvement	Overall	2013		Prev 3 Yr Avg		2013		Prev 3 Yr Avg		
					N	%	N	%	N	%	N	%	
English Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,095	81.5	43,231	81.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,095	17.8	43,231	19.2
French Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,399	79.7	3,192	82.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,399	12.4	3,192	15.6
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	587	82.8	516	84.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	587	14.1	516	15.8
Mathematics 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,041	76.5	43,823	77.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,041	25.5	43,823	25.8
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44,141	82.5	43,401	83.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44,141	16.3	43,401	18.4
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,601	88.6	2,571	89.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,601	16.3	2,571	16.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	496	94.0	454	91.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	496	21.6	454	19.3
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44,089	73.0	43,355	74.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44,089	16.4	43,355	17.2
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44,138	77.5	43,341	76.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44,138	25.9	43,341	26.5
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,914	72.7	43,436	71.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,914	19.0	43,436	18.1
English Language Arts 9	Acceptable Standard	High	Maintained	Good	126	87.3	130	85.1	28,137	76.4	42,995	78.6	
	Standard of Excellence	Intermediate	Maintained	Acceptable	126	14.3	130	15.2	28,137	14.7	42,995	15.9	
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	9	63.8	1,450	62.4	1,616	65.2	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	9	0.0	1,450	4.3	1,616	7.2	
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,485	87.2	2,359	87.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,485	13.9	2,359	13.2

Note: Data values have been suppressed where the number of students or respondents 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.

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

		H W Pickup Junior High School							Alberta			
		Achievement	Improvement	Overall	2013		Prev 3 Yr Avg		2013		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	344	84.0	324	86.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	344	14.5	324	14.8
Mathematics 9	Acceptable Standard	n/a	Improved Significantly	n/a	126	85.7	129	62.4	28,155	66.5	42,224	66.3
	Standard of Excellence	n/a	Improved Significantly	n/a	126	19.8	129	10.5	28,155	18.2	42,224	17.6
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	8	69.2	1,662	65.9	1,924	64.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	8	16.7	1,662	14.7	1,924	15.2
Science 9	Acceptable Standard	Very High	Maintained	Excellent	126	91.3	130	88.0	28,825	72.6	42,870	74.2
	Standard of Excellence	Very High	Maintained	Excellent	126	30.2	130	34.3	28,825	19.9	42,870	20.3
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	9	73.8	1,423	68.4	1,562	68.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	9	5.0	1,423	17.1	1,562	15.6
Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	126	68.3	130	67.7	29,021	65.3	43,109	68.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	126	15.1	130	16.7	29,021	18.7	43,109	19.0
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	8	61.9	1,370	64.6	1,573	63.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	8	18.6	1,370	13.0	1,573	14.4

Note: Data values have been suppressed where the number of students or respondents 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.

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
French Language Arts 3	Acceptable Standard	0.00 - 60.68	60.68 - 77.74	77.74 - 88.22	88.22 - 94.87	94.87 - 100.00
	Standard of Excellence	0.00 - 3.31	3.31 - 8.38	8.38 - 17.31	17.31 - 25.31	25.31 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 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
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 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
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 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
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

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

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

Improvement Table

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

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

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

Overall Evaluation Table

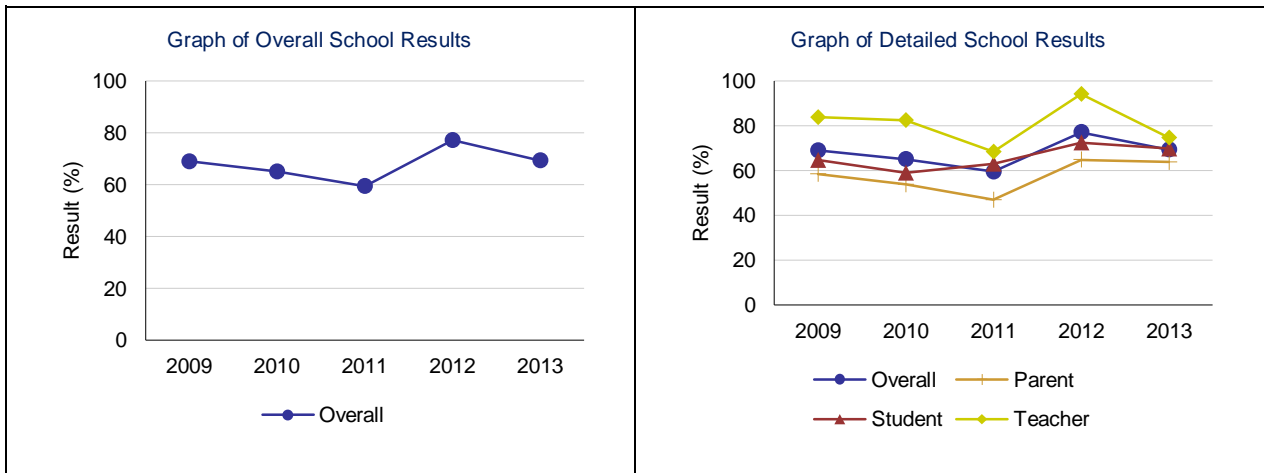
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

Citizenship – Measure Details

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

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	69.0	65.1	59.5	77.2	69.4	75.1	75.1	73.8	73.8	73.0	80.3	81.4	81.9	82.5	83.4
Teacher	83.8	82.5	68.4	94.2	74.7	88.6	91.4	87.2	86.6	83.3	91.8	93.0	92.7	93.1	93.6
Parent	58.5	53.8	46.9	64.9	63.8	66.6	68.4	69.0	69.2	70.1	77.4	78.5	78.6	79.4	80.3
Student	64.7	59.0	63.0	72.5	69.8	70.0	65.4	65.4	65.7	65.8	71.8	72.7	74.5	75.0	76.2

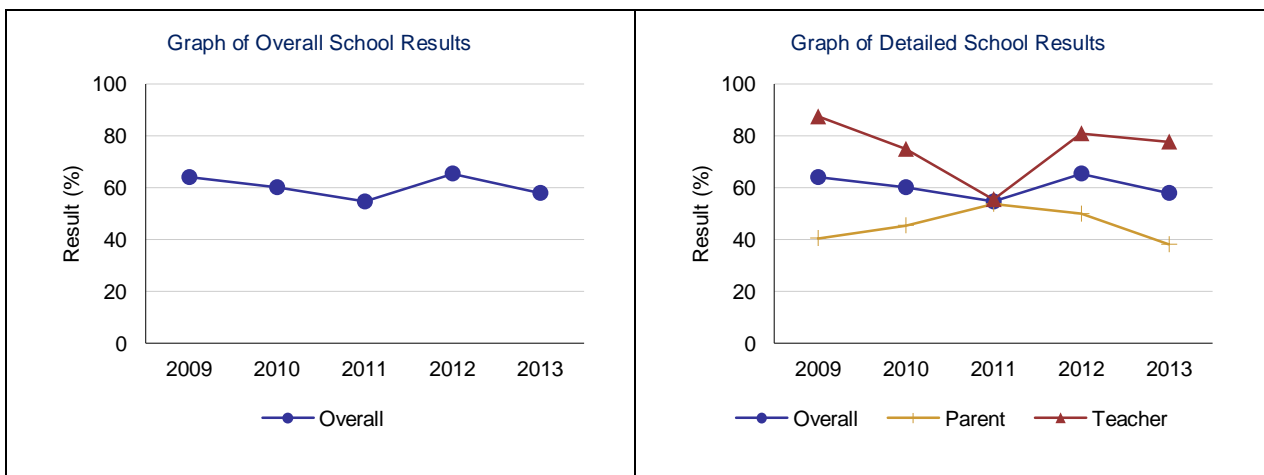


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	64.1	60.2	54.7	65.5	58.0	76.2	72.9	73.8	69.3	69.7	79.6	79.9	80.1	79.7	80.3
Teacher	87.5	75.0	55.6	81.0	77.8	91.0	90.0	82.2	84.0	80.5	88.9	90.0	89.6	89.5	89.4
Parent	40.6	45.5	53.8	50.0	38.2	61.5	55.9	65.5	54.6	59.0	70.2	69.8	70.6	69.9	71.1

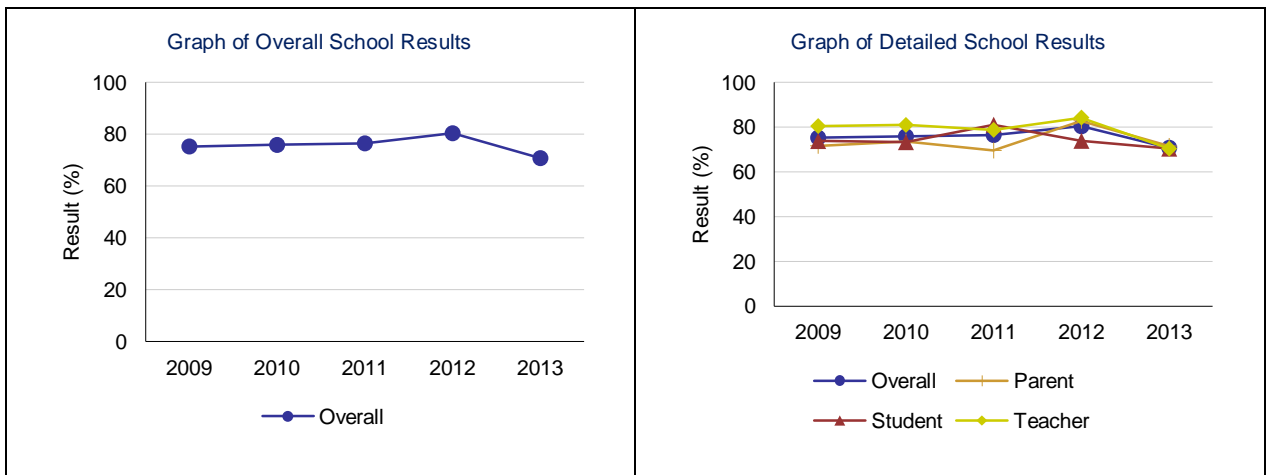


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	75.3	75.9	76.5	80.4	70.8	74.5	71.9	75.2	71.9	72.9	80.3	80.5	80.9	80.7	81.5
Teacher	80.5	81.0	78.8	84.3	70.4	80.9	79.0	82.0	79.9	80.9	86.8	87.7	87.6	87.3	87.9
Parent	71.7	73.5	69.6	82.9	71.6	69.9	69.6	72.8	69.5	71.3	78.7	78.0	78.3	78.1	78.9
Student	73.8	73.3	81.1	73.9	70.4	72.8	67.1	70.8	66.1	66.4	75.3	75.9	76.9	76.9	77.8

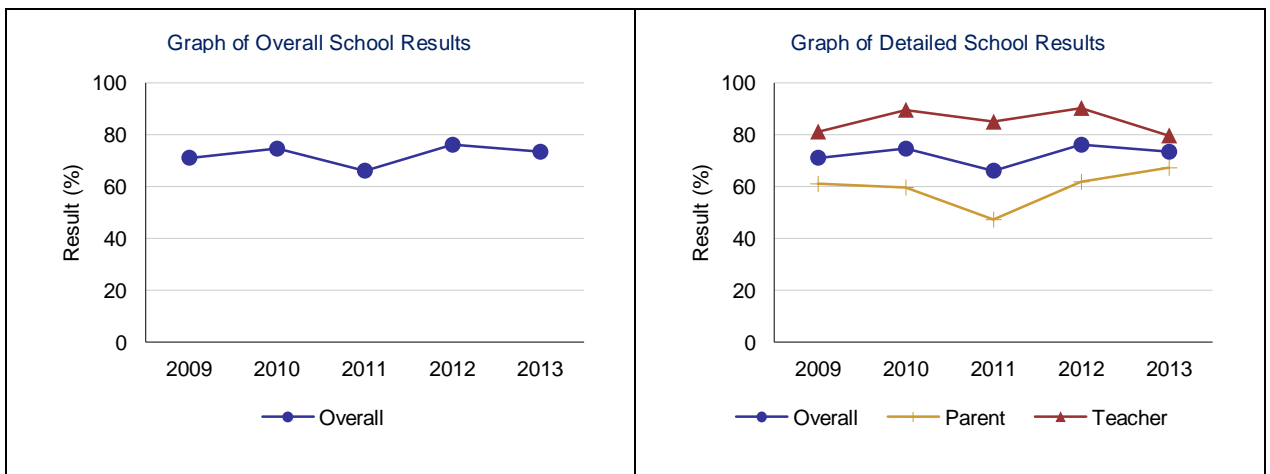


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	71.2	74.7	66.2	76.2	73.5	79.4	76.8	74.8	73.9	76.0	80.1	80.0	79.9	79.7	80.3
Teacher	81.3	89.7	85.1	90.4	79.8	90.0	88.6	86.3	85.5	85.0	88.0	88.6	88.1	88.0	88.5
Parent	61.1	59.7	47.3	61.9	67.3	68.8	65.0	63.2	62.3	66.9	72.2	71.3	71.7	71.4	72.2

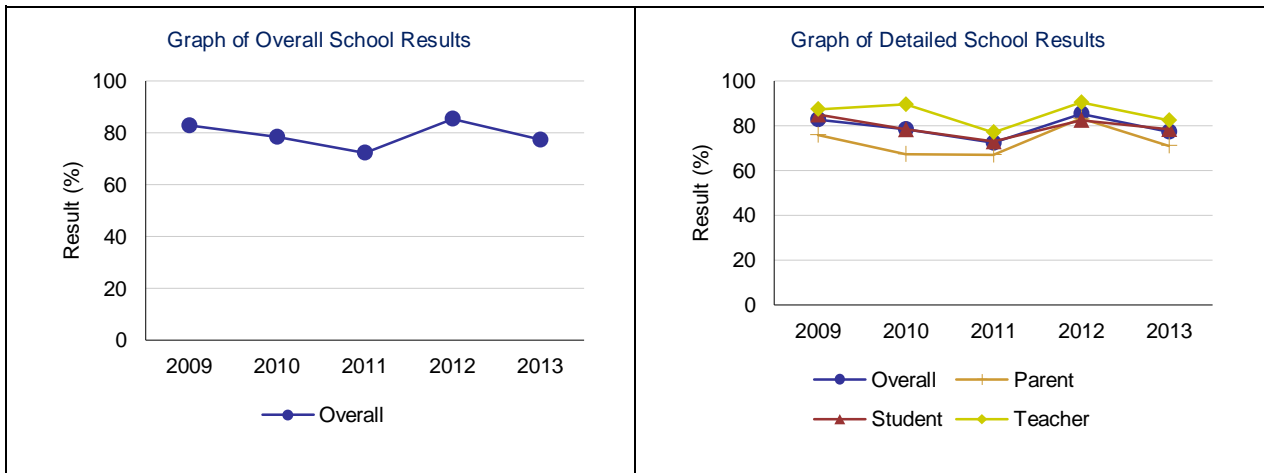


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details

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

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	82.9	78.5	72.4	85.5	77.4	87.4	86.2	85.1	84.9	83.4	89.3	89.2	89.4	89.4	89.8
Teacher	87.5	89.6	77.2	90.5	82.5	94.8	95.1	93.7	93.2	90.9	95.3	95.6	95.5	95.4	95.7
Parent	76.0	67.4	67.1	83.3	71.2	78.7	78.9	78.5	77.7	77.5	84.4	83.9	84.2	84.2	84.9
Student	85.0	78.4	73.0	82.6	78.5	88.9	84.5	83.0	83.8	81.8	88.3	88.2	88.5	88.6	88.7

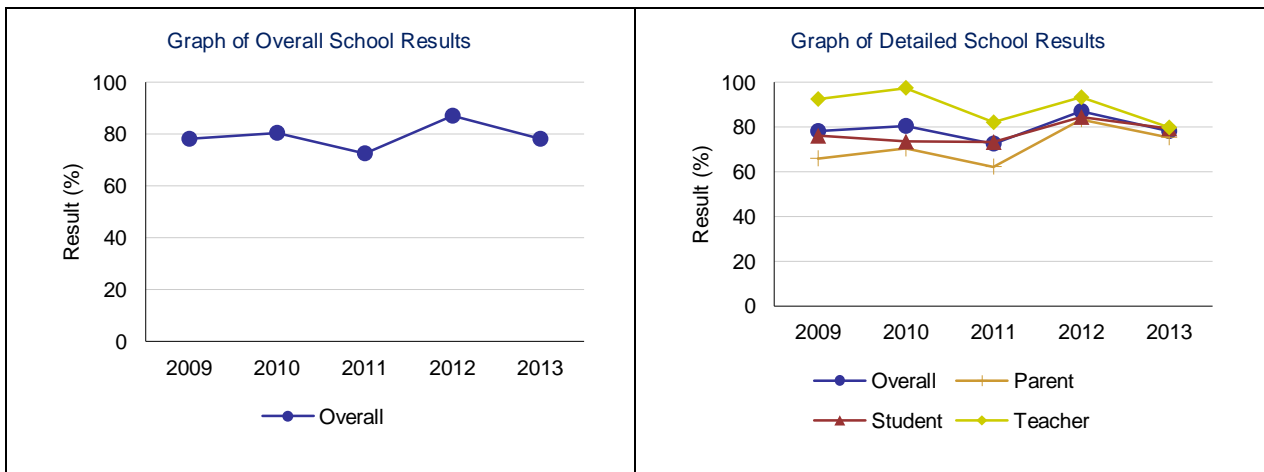


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	78.2	80.5	72.6	87.1	78.2	83.8	83.2	83.1	82.6	82.1	86.9	87.6	88.1	88.6	89.0
Teacher	92.5	97.5	82.1	93.3	79.8	92.9	92.1	91.5	90.4	90.0	93.8	94.4	94.5	94.8	95.0
Parent	66.0	70.4	62.3	83.5	75.4	78.2	80.6	80.2	80.4	79.8	85.3	86.1	86.6	87.4	87.8
Student	76.1	73.5	73.3	84.5	79.4	80.4	76.8	77.7	77.0	76.4	81.7	82.2	83.3	83.7	84.2

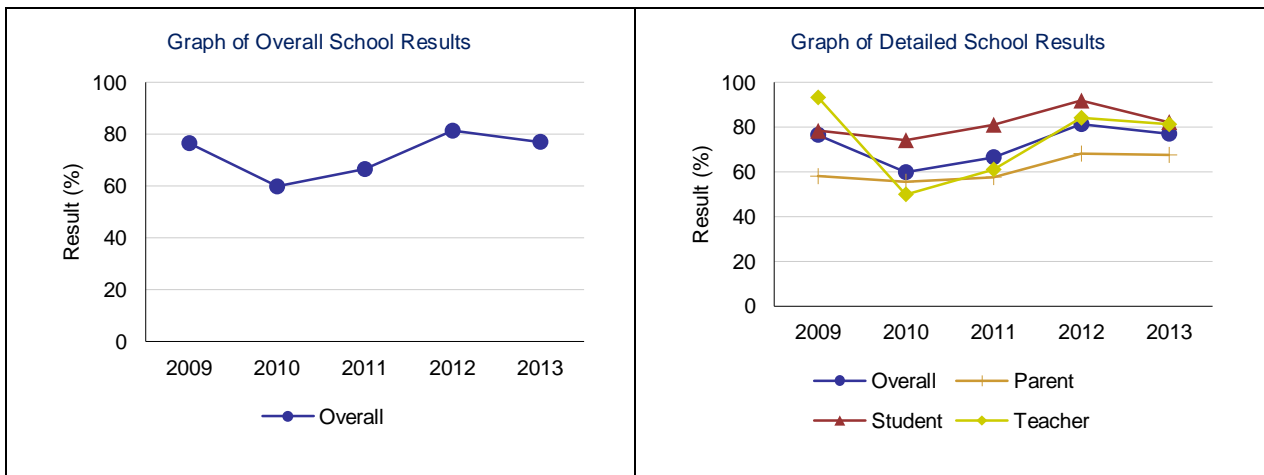


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	76.6	59.9	66.6	81.4	77.1	79.0	76.5	75.9	73.1	68.8	79.4	79.9	80.1	80.0	80.6
Teacher	93.3	50.0	61.1	84.2	81.3	83.2	77.2	76.4	77.1	68.8	78.2	80.8	80.1	81.1	80.9
Parent	58.1	55.6	57.7	68.2	67.6	71.9	74.7	73.6	68.5	69.3	78.1	77.0	77.3	76.2	77.9
Student	78.4	74.2	81.1	91.9	82.3	81.7	77.6	77.5	73.8	68.4	81.8	81.8	82.9	82.7	82.9



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