
H.W. Pickup Junior High School Combined 3-Year Education Plan and Annual Education Results Report (AERR)



Combined 2012 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 | Good | Safe and Caring | 87.1 | 72.6 | 77.1 | 88.6 | 88.1 | 87.5 | High | Improved Significantly | Good |
| Student Learning Opportunities | n/a | Program of Studies | 80.4 | 76.5 | 75.9 | 80.7 | 80.9 | 80.6 | High | Maintained | Good |
| | | Education Quality | 85.5 | 72.4 | 77.9 | 89.4 | 89.4 | 89.3 | Intermediate | Improved | Good |
| | | Drop Out Rate | 2.1 | 2.9 | 2.5 | 3.2 | 4.2 | 4.4 | Very High | Maintained | Excellent |
| | | High School Completion Rate (3 yr) | n/a | n/a | n/a | 74.1 | 72.6 | 71.6 | n/a | n/a | n/a |
| Student Learning Achievement (Grades K-9) | Excellent | PAT: Acceptable | 90.2 | 85.9 | 83.8 | 79.1 | 79.3 | 78.9 | Very High | Improved | Excellent |
| | | PAT: Excellence | 32.9 | 20.4 | 17.7 | 20.9 | 19.6 | 19.1 | Very High | Improved Significantly | Excellent |
| Student Learning Achievement (Grades 10-12) | n/a | Diploma: Acceptable | n/a | n/a | n/a | 83.5 | 82.6 | 83.5 | n/a | n/a | n/a |
| | | Diploma: Excellence | n/a | n/a | n/a | 18.6 | 18.7 | 18.7 | n/a | n/a | n/a |
| | | Diploma Exam Participation Rate (4+ Exams) | n/a | n/a | n/a | 56.2 | 54.9 | 53.9 | n/a | n/a | n/a |
| | | Rutherford Scholarship Eligibility Rate (Revised) | n/a | n/a | n/a | 61.5 | 59.6 | 58.0 | n/a | n/a | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | n/a | Transition Rate (6 yr) | n/a | n/a | n/a | 58.4 | 59.3 | 59.5 | n/a | n/a | n/a |
| | | Work Preparation | 65.5 | 54.7 | 59.7 | 79.7 | 80.1 | 79.9 | Very Low | Maintained | Concern |
| | | Citizenship | 77.2 | 59.5 | 64.5 | 82.5 | 81.9 | 81.2 | Intermediate | Improved Significantly | Good |
| Parental Involvement | Acceptable | Parental Involvement | 76.2 | 66.2 | 70.7 | 79.7 | 79.9 | 80.0 | Intermediate | Maintained | Acceptable |
| Continuous Improvement | Excellent | School Improvement | 81.4 | 66.6 | 67.7 | 80.0 | 80.1 | 79.8 | Very High | Improved Significantly | Excellent |

Notes:

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

Measure Evaluation Reference

Achievement Evaluation

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

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

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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Goal One: Success for Every Student

Outcome: Students demonstrate proficiency in literacy and numeracy.

| Performance Measure | Results (in percentages) | | | | | Target ¹ | Evaluation | | | Targets ² | | |
|---|--------------------------|------|------|------|------|---------------------|-------------|------------------------|-----------|----------------------|------|------|
| | 2008 | 2009 | 2010 | 2011 | 2012 | 2012 | Achievement | Improvement | Overall | 2013 | 2014 | 2015 |
| Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | 76.5 | 82.0 | 83.6 | 85.9 | 90.2 | | Very High | Improved | Excellent | | | |
| Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 8.9 | 11.9 | 21.0 | 20.4 | 32.9 | | Very High | Improved Significantly | Excellent | | | |

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 | 93.6% | 88.9% |
| Math | 95.9% | 89.2% |
| Science | 94.3% | 89.6% |
| Social Studies | 94.3% | 88.5% |

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 four designated times (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 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. All staff choose one focus for all 5 Division Wide PD Days as well as other scheduled events throughout the year.
- 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

Notes:

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

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

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

Outcome: Students achieve student learning outcomes.

[No Data for Diploma Exam Results]

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
| | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | Achievement | Improvement | Overall | 2013 | 2014 | 2015 |
| 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 | 1.9 | 2.8 | 1.9 | 2.9 | 2.1 | | Very High | Maintained | Excellent | | | |
| High school to post-secondary transition rate of students within six years of entering Grade 10. | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship. | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |
| Percentage of students writing four or more Diploma Exams within three years of entering Grade 10. | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |

Comment on Results

(an assessment of progress toward achieving the target)

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 counselor 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 four designated times (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 individuals needs for earlier contact with parents and possible intervention. Phone calls home 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, 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 develop competencies for success as engaged thinkers and ethical citizens with an entrepreneurial spirit.*

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|--------------|------------------------|---------|---------|------|------|
| | 2008 | 2009 | 2010 | 2011 | 2012 | 2012 | Achievement | Improvement | Overall | 2013 | 2014 | 2015 |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | 57.3 | 69.0 | 65.1 | 59.5 | 77.2 | | Intermediate | Improved Significantly | Good | | | |
| 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. | 60.4 | 64.1 | 60.2 | 54.7 | 65.5 | | Very Low | Maintained | Concern | | | |

Comment on Results

(an assessment of progress toward achieving the target)

A continued increase in both results over the last five years. Overall results have increased 14% on average 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. We have surpassed our Division results for the first time in 5 years, and although we lag behind provincial results, we continue to close the gap. 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 second 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 4 official initiatives to increase student involvement in student leadership opportunities and peer mentorship. The programs are: Leadership 9, School Spirit 8, Aim for Success Peer Mentorship, Advisory Council of Representatives (similar to a student government). 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 website, the FaceBook page, and on our autodialer.

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

Goal Two: High Quality Education through Collaboration and Innovation

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

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|--------------|------------------------|-------------|---------|------|------|
| | 2008 | 2009 | 2010 | 2011 | 2012 | | 2012 | Achievement | Improvement | Overall | 2013 | 2014 |
| Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. | 72.3 | 75.3 | 75.9 | 76.5 | 80.4 | | High | Maintained | Good | | | |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | 84.2 | 82.9 | 78.5 | 72.4 | 85.5 | | Intermediate | Improved | Good | | | |
| Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. | 77.4 | 78.2 | 80.5 | 72.6 | 87.1 | | High | Improved Significantly | Good | | | |

Comment on Results

(an assessment of progress toward achieving the target)

Pleased to see that we have maintained or improved in all areas and that we are comparable to the provincial rates in all three categories for the first time in the last 5 years.

There has been a significant increase in both the student(84.5%) and parent(83.5%) results in 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. These numbers are drawing closer to the teacher results (93.3%) and like the teachers are showing an increase over time. The (20-30%) discrepancy between how adults and students think about how students treat one another is a concern.

| 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% |

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.

| Question | Parent | Student | Teacher |
|---|--------|---------|---------|
| Student Clearly understands what they are expected to learn | 74% | 92% | 90% |
| Student finds work challenging & interesting | 87% | 65% | 86% |
| Student is learning what they need to know | 87% | 88% | 95% |
| Satisfied with quality of students education at school | 83% | 91% | 93% |
| Satisfied with quality of teaching at school | 83% | 95% | 90% |

It is interesting to note that student responses are more closely aligned with their teacher responses than their parents, which may indicate that we need to do a better job of communicating with parents. This trend seems particularly strong in the area of students understanding what it is that they need to learn. The focus on good assessment practices in the Division seems to have impacted this result very positively; however, parents are not yet recognizing this change. In 2012, our results in the work being challenging & interesting are rebounding. Our Division has put a strong emphasis on Assessment, Smart Learning and Inquiry Learning which should all continue to improve student connection and ownership to their work.

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.
- 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 4 official initiatives to increase student involvement in student leadership opportunities and peer mentorship. The programs are: Leadership 9, School Spirit 8, Aim for Success Peer Mentorship, Advisory Council of Representatives (similar to a student government). Within these programs approximately ¼ of our student population are taking on an official leadership/citizenship role.
- 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 respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: The education system demonstrates leadership and collaboration.

| Performance Measure | Results (in percentages) | | | | | Target 2012 | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|----------------|--------------|------------------------|------------|---------|------|------|
| | 2008 | 2009 | 2010 | 2011 | 2012 | | Achievement | Improvement | Overall | 2013 | 2014 | 2015 |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | 74.2 | 71.2 | 74.7 | 66.2 | 76.2 | | Intermediate | Maintained | Acceptable | | | |
| 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. | 64.9 | 76.6 | 59.9 | 66.6 | 81.4 | | Very High | Improved Significantly | Excellent | | | |

Comment on Results

(an assessment of progress toward achieving the target)

We are pleased to see an improvement in both areas, bringing us in line with Provincial averages and we feel that the Division's decision 'to stay the course' in regards to our focus on three major PD initiatives (Assessment, Smart Learning, Inquiry Learning) is positively impacting both student learning and the perception of success in the Division.

| Questions | Parent Response (2012) | Parent Response (2011) | Parent Response (2010) |
|---|------------------------|------------------------|------------------------|
| How satisfied or dissatisfied are you that your input into decisions at your child's school is considered | 62% | 36% | 51% |
| How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's education | 74% | 54% | 56% |
| How satisfied or dissatisfied are you with the opportunity to be involved in decisions at your child's school | 57% | 46% | 57% |

Although only 43% of parents say they are very involved in decision at your child's school, parent responses are more positive about the opportunities they have to be involved as well as about whether or not their input is considered when offered. This reflects a positive trend over the last 5 years.

Strategies

- Continue to advertise our School Council Meetings on our School Parking Lot Sign, website, FaceBook page, and in our School Newsletters
- 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

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

Goal Three: Success for First Nations, Métis and Inuit (FNMI) Students

Outcome: FNMI students are engaged in learning.

Comment on Results

(an assessment of progress toward achieving the target)

Pleased with the PAT results. We are continue to be above Provincial results.

| | 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 implementing the Peer Mentorship group.

APPENDIX – Measure Details

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

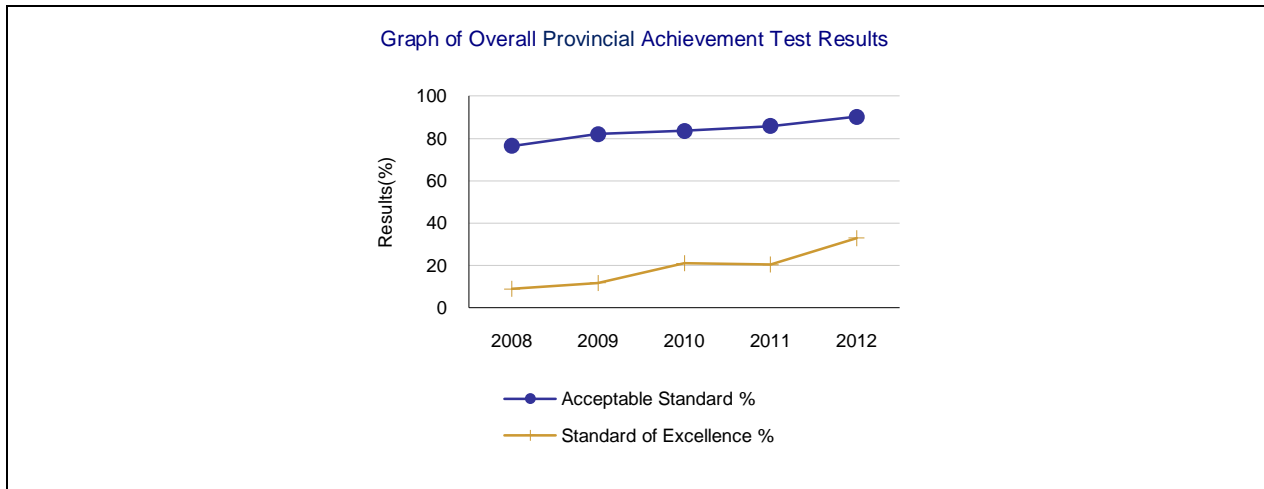
Provincial Achievement Test Results – Measure Details

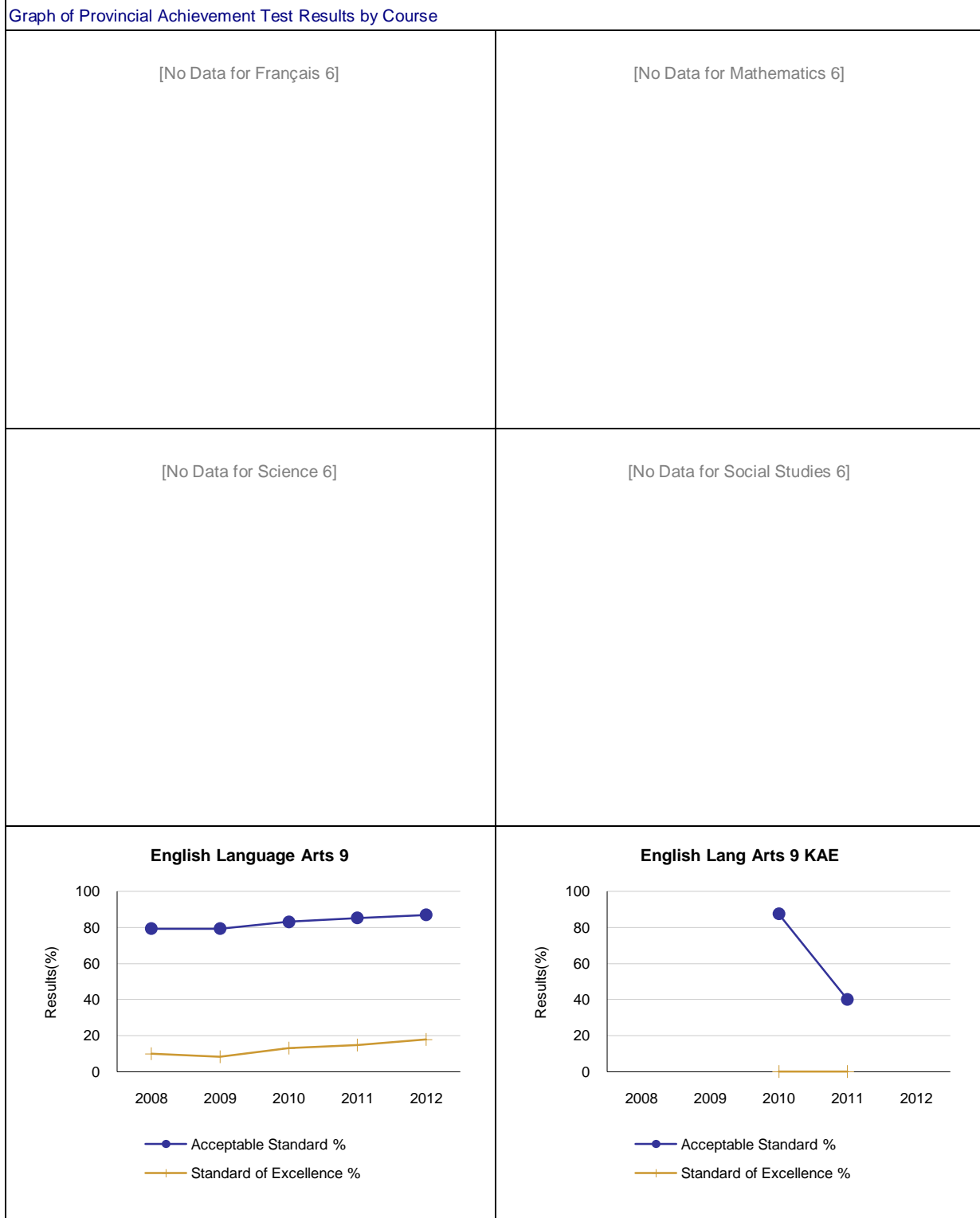
| PAT Course by Course Results by Number Enrolled. | | | | | | | | | | | | | |
|--|-----------|--------------------------|------|------|------|------|------|------|------|-------|------|--------|---|
| | | Results (in percentages) | | | | | | | | | | Target | |
| | | 2008 | | 2009 | | 2010 | | 2011 | | 2012 | | 2012 | |
| | | A | E | A | E | A | E | A | E | A | E | A | E |
| English Language Arts 3 | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Authority | 86.8 | 12.2 | 86.4 | 11.2 | 84.2 | 16.9 | 86.2 | 9.8 | 84.9 | 12.6 | | |
| | Province | 80.1 | 16.1 | 81.3 | 18.2 | 81.6 | 19.5 | 81.8 | 17.5 | 81.9 | 20.4 | | |
| French Language Arts 3 | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Authority | n/a | n/a | 92.3 | 7.7 | 72.4 | 3.4 | 92.3 | 11.5 | 85.7 | 17.9 | | |
| | Province | n/a | n/a | 83.8 | 15.8 | 84.1 | 16.3 | 80.6 | 15.8 | 82.1 | 14.5 | | |
| Français 3 | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | n/a | n/a | 82.5 | 16.3 | 86.4 | 16.3 | 84.2 | 18.6 | 82.3 | 12.5 | | |
| Mathematics 3 | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Authority | n/a | n/a | n/a | n/a | n/a | n/a | 80.3 | 21.1 | 80.3 | 18.6 | | |
| | Province | n/a | n/a | n/a | n/a | n/a | n/a | 77.4 | 26.0 | 76.8 | 25.5 | | |
| English Language Arts 6 | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Authority | 84.6 | 17.7 | 88.6 | 17.1 | 83.0 | 13.1 | 83.2 | 9.2 | 85.1 | 9.2 | | |
| | Province | 81.1 | 21.0 | 81.8 | 18.9 | 83.3 | 18.9 | 83.0 | 18.5 | 82.7 | 17.8 | | |
| French Language Arts 6 | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Authority | 76.5 | 5.9 | 91.3 | 13.0 | 72.2 | 5.6 | 73.9 | 8.7 | 94.7 | 15.8 | | |
| | Province | 87.7 | 14.2 | 91.5 | 15.9 | 88.3 | 15.9 | 89.4 | 17.1 | 89.3 | 17.2 | | |
| Français 6 | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 94.3 | 17.1 | 92.6 | 18.7 | 91.3 | 18.3 | 92.2 | 17.6 | 91.0 | 21.9 | | |
| Mathematics 6 | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Authority | n/a | n/a | n/a | n/a | n/a | n/a | 73.3 | 12.3 | 70.7 | 9.2 | | |
| | Province | n/a | n/a | n/a | n/a | n/a | n/a | 73.7 | 17.8 | 74.7 | 16.6 | | |
| Science 6 | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Authority | 77.6 | 22.2 | 80.4 | 25.9 | 79.4 | 22.5 | 77.4 | 23.4 | 79.9 | 21.3 | | |
| | Province | 74.8 | 24.1 | 76.5 | 24.8 | 76.8 | 26.4 | 76.2 | 25.0 | 77.8 | 28.2 | | |
| Social Studies 6 | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Authority | n/a | n/a | n/a | n/a | 71.3 | 13.1 | 71.5 | 11.0 | 71.8 | 11.5 | | |
| | Province | n/a | n/a | n/a | n/a | 71.0 | 16.4 | 71.1 | 18.5 | 73.2 | 19.5 | | |
| English Language Arts 9 | School | 79.4 | 9.9 | 79.4 | 8.4 | 83.2 | 13.0 | 85.2 | 14.8 | 87.0 | 17.9 | | |
| | Authority | 77.8 | 9.6 | 72.5 | 5.8 | 76.0 | 9.3 | 81.6 | 12.4 | 76.6 | 12.4 | | |
| | Province | 76.5 | 14.8 | 78.7 | 14.7 | 79.3 | 15.0 | 79.1 | 16.3 | 77.4 | 16.4 | | |
| English Lang Arts 9 KAE | School | n/a | n/a | n/a | n/a | 87.5 | 0.0 | 40.0 | 0.0 | * | * | | |
| | Authority | n/a | n/a | n/a | n/a | 73.3 | 3.3 | 56.0 | 8.0 | 76.9 | 15.4 | | |
| | Province | n/a | n/a | n/a | n/a | 66.8 | 7.8 | 67.2 | 7.9 | 61.4 | 5.8 | | |
| French Language Arts 9 | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Authority | 43.5 | 8.7 | n/a | n/a | 60.0 | 20.0 | 62.5 | 0.0 | n/a | n/a | | |
| | Province | 84.5 | 12.4 | 81.8 | 10.3 | 86.1 | 12.4 | 88.8 | 15.0 | 87.5 | 12.2 | | |
| Français 9 | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 84.8 | 11.7 | 85.6 | 12.9 | 84.3 | 12.7 | 90.2 | 15.8 | 84.6 | 16.1 | | |
| Mathematics 9 | School | n/a | n/a | n/a | n/a | n/a | n/a | 53.3 | 10.4 | 71.5 | 10.6 | | |
| | Authority | n/a | n/a | n/a | n/a | n/a | n/a | 52.9 | 9.2 | 58.8 | 8.8 | | |
| | Province | n/a | n/a | n/a | n/a | n/a | n/a | 66.1 | 17.3 | 66.5 | 17.8 | | |
| Mathematics 9 KAE | School | n/a | n/a | n/a | n/a | 37.5 | 0.0 | 70.0 | 0.0 | 100.0 | 50.0 | | |
| | Authority | n/a | n/a | n/a | n/a | 57.6 | 18.2 | 68.0 | 0.0 | 92.9 | 42.9 | | |

| | | | | | | | | | | | | | |
|----------------------|-----------|------|------|------|------|------|------|------|------|------|------|--|--|
| | Province | n/a | n/a | n/a | n/a | 65.6 | 15.3 | 64.9 | 14.9 | 62.4 | 15.4 | | |
| Science 9 | School | 73.6 | 7.9 | 84.6 | 15.4 | 84.0 | 29.0 | 86.7 | 25.9 | 93.5 | 48.0 | | |
| | Authority | 74.3 | 9.6 | 69.3 | 10.8 | 71.0 | 17.5 | 77.4 | 15.0 | 74.8 | 25.2 | | |
| | Province | 69.3 | 13.0 | 72.2 | 15.8 | 73.6 | 17.7 | 74.9 | 20.8 | 74.2 | 22.4 | | |
| Science 9 KAE | School | n/a | n/a | n/a | n/a | 87.5 | 0.0 | 60.0 | 10.0 | * | * | | |
| | Authority | n/a | n/a | n/a | n/a | 76.7 | 20.0 | 56.0 | 12.0 | 90.9 | 36.4 | | |
| | Province | n/a | n/a | n/a | n/a | 67.2 | 14.3 | 69.5 | 15.3 | 67.9 | 17.3 | | |
| Social Studies 9 | School | n/a | n/a | n/a | n/a | 72.5 | 22.1 | 61.5 | 13.3 | 69.1 | 14.6 | | |
| | Authority | n/a | n/a | n/a | n/a | 65.9 | 14.7 | 61.6 | 13.2 | 61.5 | 11.2 | | |
| | Province | n/a | n/a | n/a | n/a | 68.9 | 18.8 | 67.2 | 19.0 | 68.9 | 19.1 | | |
| Social Studies 9 KAE | School | n/a | n/a | n/a | n/a | 62.5 | 12.5 | 40.0 | 10.0 | 83.3 | 33.3 | | |
| | Authority | n/a | n/a | n/a | n/a | 70.0 | 26.7 | 44.0 | 8.0 | 83.3 | 16.7 | | |
| | Province | n/a | n/a | n/a | n/a | 64.6 | 15.7 | 61.9 | 13.6 | 63.5 | 13.9 | | |

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

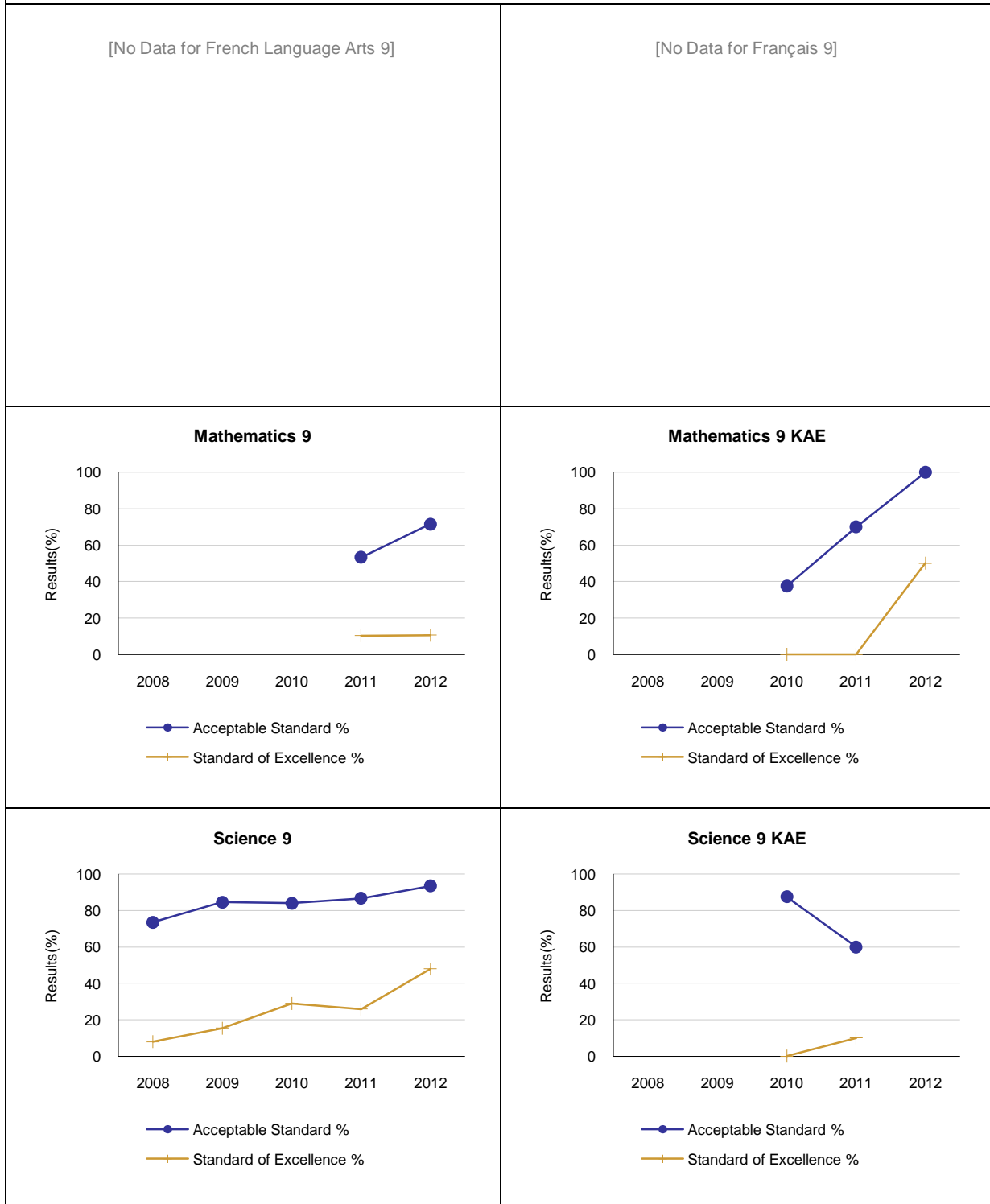
"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.





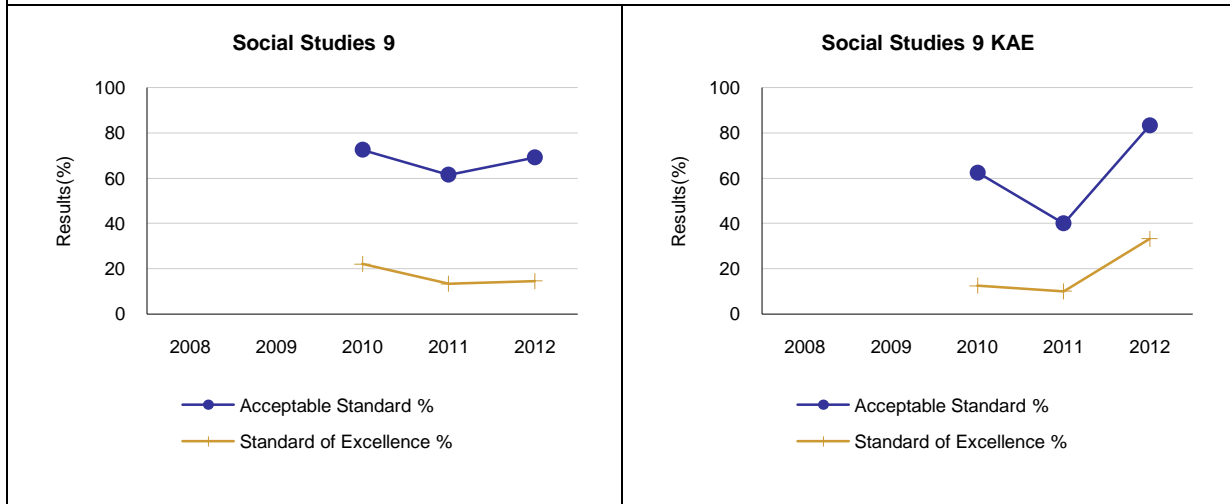
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course



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

Graph of Provincial Achievement Test Results by Course



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

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

| | | H W Pickup Junior High School | | | | | | | Alberta | | | |
|-------------------------|------------------------|-------------------------------|------------------------|-----------|------|-------|---------------|------|---------|------|---------------|------|
| Course | Measure | Achievement | Improvement | Overall | 2012 | | Prev 3 Yr Avg | | 2012 | | 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 | 44,689 | 81.9 | 42,242 | 81.6 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 44,689 | 20.4 | 42,242 | 18.4 |
| French Language Arts 3 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 3,378 | 82.1 | 3,091 | 82.8 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 3,378 | 14.5 | 3,091 | 16.0 |
| Francais 3 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 502 | 82.3 | 524 | 84.4 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 502 | 12.5 | 524 | 17.1 |
| Mathematics 3 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 44,689 | 76.8 | 42,957 | 77.4 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 44,689 | 25.5 | 42,957 | 26.0 |
| English Language Arts 6 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 43,170 | 82.7 | 43,453 | 82.7 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 43,170 | 17.8 | 43,453 | 18.8 |
| French Language Arts 6 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 2,592 | 89.3 | 2,435 | 89.7 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 2,592 | 17.2 | 2,435 | 16.3 |
| Français 6 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 465 | 91.0 | 443 | 92.0 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 465 | 21.9 | 443 | 18.2 |
| Mathematics 6 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 43,170 | 74.7 | 43,539 | 73.7 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 43,170 | 16.6 | 43,539 | 17.8 |
| Science 6 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 43,073 | 77.8 | 43,389 | 76.5 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 43,073 | 28.2 | 43,389 | 25.4 |
| Social Studies 6 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 43,170 | 73.2 | 43,569 | 71.1 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 43,170 | 19.5 | 43,569 | 17.5 |
| English Language Arts 9 | Acceptable Standard | High | Maintained | Good | 123 | 87.0 | 132 | 82.6 | 42,309 | 77.4 | 43,450 | 79.0 |
| | Standard of Excellence | High | Improved | Good | 123 | 17.9 | 132 | 12.1 | 42,309 | 16.4 | 43,450 | 15.3 |
| English Lang Arts 9 KAE | Acceptable Standard | * | * | * | 6 | * | 9 | 63.8 | 1,654 | 61.4 | 1,597 | 67.0 |
| | Standard of Excellence | * | * | * | 6 | * | 9 | 0.0 | 1,654 | 5.8 | 1,597 | 7.8 |
| French Language Arts 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 2,344 | 87.5 | 2,332 | 85.6 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 2,344 | 12.2 | 2,332 | 12.6 |
| Français 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 311 | 84.6 | 331 | 86.7 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 311 | 16.1 | 331 | 13.8 |
| Mathematics 9 | Acceptable Standard | n/a | Improved Significantly | n/a | 123 | 71.5 | 135 | 53.3 | 41,909 | 66.5 | 42,538 | 66.1 |
| | Standard of Excellence | n/a | Maintained | n/a | 123 | 10.6 | 135 | 10.4 | 41,909 | 17.8 | 42,538 | 17.3 |
| Mathematics 9 KAE | Acceptable Standard | n/a | Improved Significantly | n/a | 6 | 100.0 | 9 | 53.8 | 1,941 | 62.4 | 1,915 | 65.2 |
| | Standard of Excellence | n/a | Improved Significantly | n/a | 6 | 50.0 | 9 | 0.0 | 1,941 | 15.4 | 1,915 | 15.1 |
| Science 9 | Acceptable Standard | Very High | Improved Significantly | Excellent | 123 | 93.5 | 132 | 85.1 | 42,307 | 74.2 | 43,288 | 73.6 |
| | Standard of Excellence | Very High | Improved Significantly | Excellent | 123 | 48.0 | 132 | 23.4 | 42,307 | 22.4 | 43,288 | 18.1 |
| Science 9 KAE | Acceptable Standard | * | * | * | 6 | * | 9 | 73.8 | 1,574 | 67.9 | 1,556 | 68.3 |
| | Standard of Excellence | * | * | * | 6 | * | 9 | 5.0 | 1,574 | 17.3 | 1,556 | 14.8 |
| Social Studies 9 | Acceptable Standard | n/a | Maintained | n/a | 123 | 69.1 | 133 | 67.0 | 42,429 | 68.9 | 43,449 | 68.1 |
| | Standard of Excellence | n/a | Maintained | n/a | 123 | 14.6 | 133 | 17.7 | 42,429 | 19.1 | 43,449 | 18.9 |

School: 2202 H W Pickup Junior High School

| | | | | | | | | | | | | |
|----------------------|------------------------|-----|----------|-----|---|------|---|------|-------|------|-------|------|
| Social Studies 9 KAE | Acceptable Standard | n/a | Improved | n/a | 6 | 83.3 | 9 | 51.3 | 1,588 | 63.5 | 1,565 | 63.2 |
| | Standard of Excellence | n/a | Improved | n/a | 6 | 33.3 | 9 | 11.3 | 1,588 | 13.9 | 1,565 | 14.6 |

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

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

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

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

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

Improvement Table

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

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

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

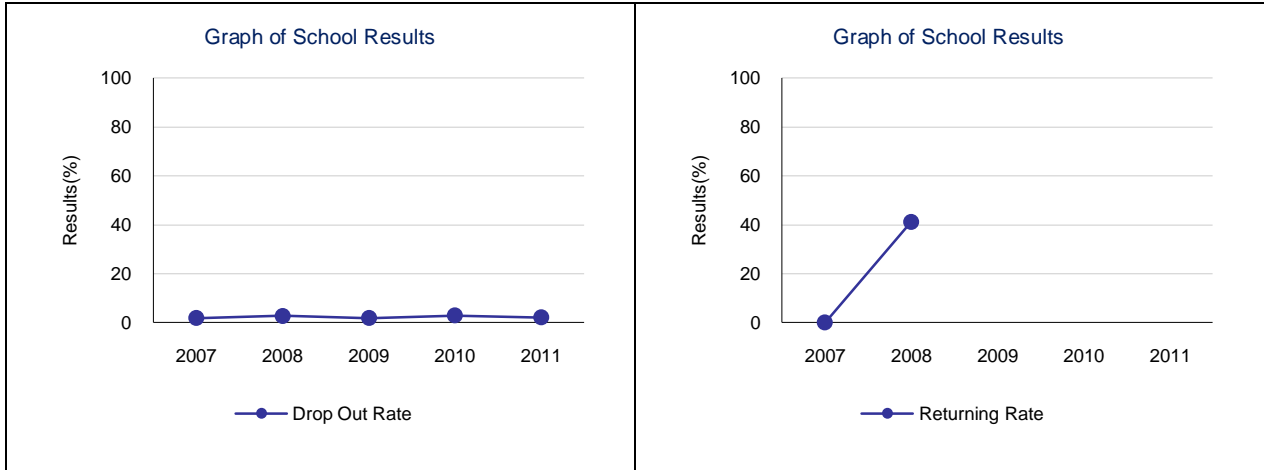
Overall Evaluation Table

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 | | | | |
| | 2007 | 2008 | 2009 | 2010 | 2011 | 2007 | 2008 | 2009 | 2010 | 2011 | 2007 | 2008 | 2009 | 2010 | 2011 |
| Drop Out Rate | 1.9 | 2.8 | 1.9 | 2.9 | 2.1 | 6.4 | 5.0 | 6.0 | 5.8 | 3.9 | 5.0 | 4.8 | 4.3 | 4.2 | 3.2 |
| Returning Rate | 0.0 | 41.2 | * | * | * | 10.6 | 13.8 | 17.6 | 19.2 | 13.2 | 21.3 | 19.8 | 23.5 | 27.9 | 23.4 |

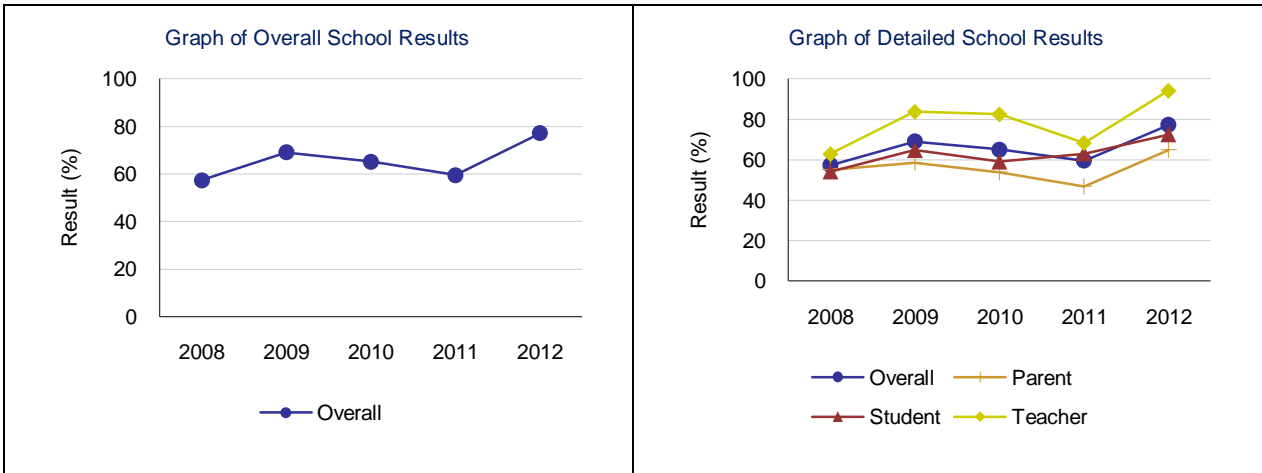


Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Citizenship – Measure Details

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

| | School | | | | | Authority | | | | | Province | | | | |
|---------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2008 | 2009 | 2010 | 2011 | 2012 | 2008 | 2009 | 2010 | 2011 | 2012 | 2008 | 2009 | 2010 | 2011 | 2012 |
| Overall | 57.3 | 69.0 | 65.1 | 59.5 | 77.2 | 72.0 | 75.1 | 75.1 | 73.8 | 73.8 | 77.9 | 80.3 | 81.4 | 81.9 | 82.5 |
| Teacher | 62.9 | 83.8 | 82.5 | 68.4 | 94.2 | 84.0 | 88.6 | 91.4 | 87.2 | 86.6 | 90.6 | 91.8 | 93.0 | 92.7 | 93.1 |
| Parent | 55.0 | 58.5 | 53.8 | 46.9 | 64.9 | 65.6 | 66.6 | 68.4 | 69.0 | 69.2 | 74.7 | 77.4 | 78.5 | 78.6 | 79.4 |
| Student | 54.1 | 64.7 | 59.0 | 63.0 | 72.5 | 66.3 | 70.0 | 65.4 | 65.4 | 65.7 | 68.5 | 71.8 | 72.7 | 74.5 | 75.0 |

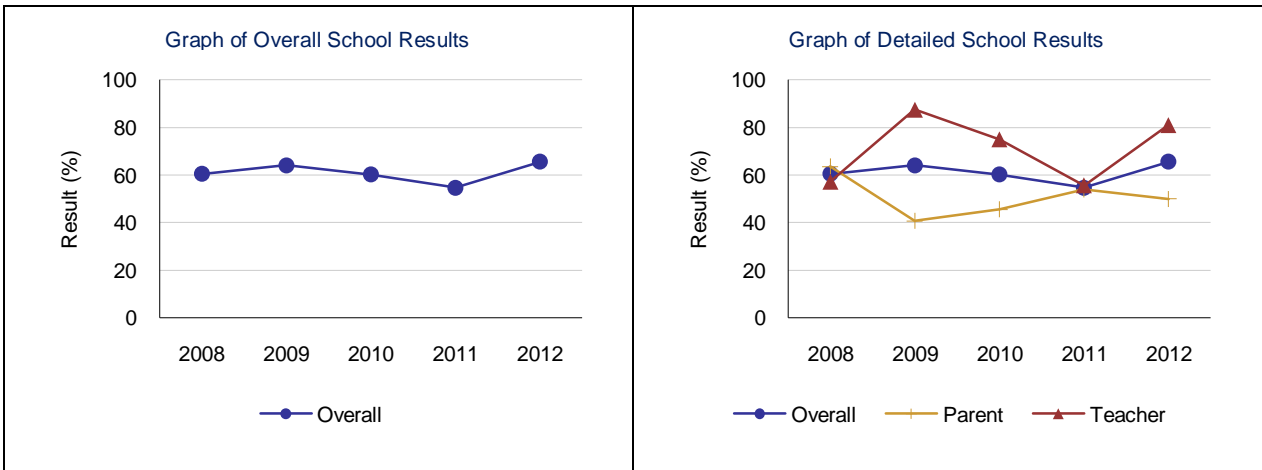


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Work Preparation – Measure Details

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

| | School | | | | | Authority | | | | | Province | | | | |
|---------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2008 | 2009 | 2010 | 2011 | 2012 | 2008 | 2009 | 2010 | 2011 | 2012 | 2008 | 2009 | 2010 | 2011 | 2012 |
| Overall | 60.4 | 64.1 | 60.2 | 54.7 | 65.5 | 76.8 | 76.2 | 72.9 | 73.8 | 69.3 | 80.1 | 79.6 | 79.9 | 80.1 | 79.7 |
| Teacher | 57.1 | 87.5 | 75.0 | 55.6 | 81.0 | 89.2 | 91.0 | 90.0 | 82.2 | 84.0 | 89.3 | 88.9 | 90.0 | 89.6 | 89.5 |
| Parent | 63.6 | 40.6 | 45.5 | 53.8 | 50.0 | 64.3 | 61.5 | 55.9 | 65.5 | 54.6 | 70.9 | 70.2 | 69.8 | 70.6 | 69.9 |

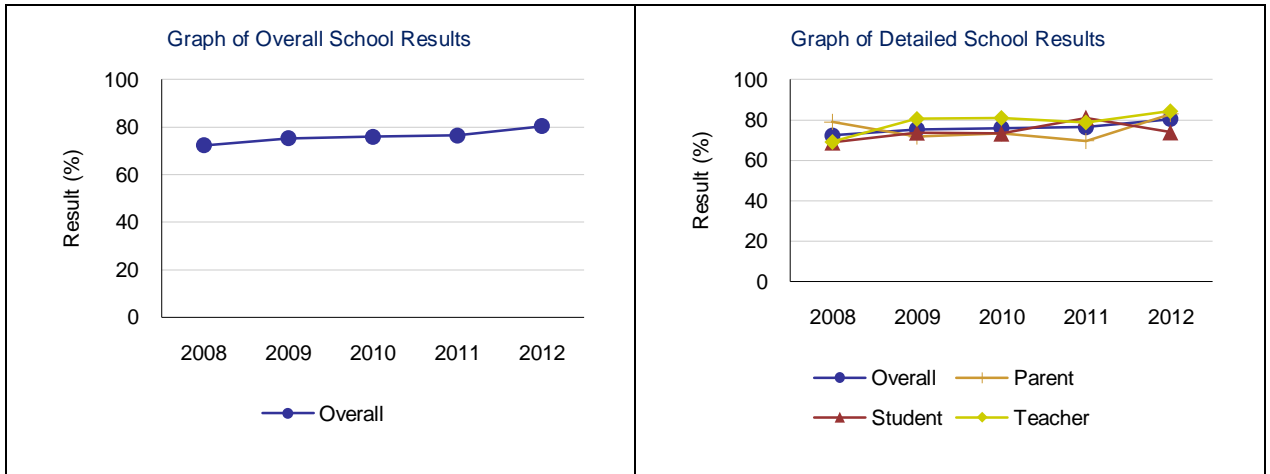


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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 | | | | |
|---------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2008 | 2009 | 2010 | 2011 | 2012 | 2008 | 2009 | 2010 | 2011 | 2012 | 2008 | 2009 | 2010 | 2011 | 2012 |
| Overall | 72.3 | 75.3 | 75.9 | 76.5 | 80.4 | 73.4 | 74.5 | 71.9 | 75.2 | 71.9 | 79.4 | 80.3 | 80.5 | 80.9 | 80.7 |
| Teacher | 69.1 | 80.5 | 81.0 | 78.8 | 84.3 | 82.0 | 80.9 | 79.0 | 82.0 | 79.9 | 86.4 | 86.8 | 87.7 | 87.6 | 87.3 |
| Parent | 78.9 | 71.7 | 73.5 | 69.6 | 82.9 | 70.3 | 69.9 | 69.6 | 72.8 | 69.5 | 77.6 | 78.7 | 78.0 | 78.3 | 78.1 |
| Student | 68.9 | 73.8 | 73.3 | 81.1 | 73.9 | 67.9 | 72.8 | 67.1 | 70.8 | 66.1 | 74.1 | 75.3 | 75.9 | 76.9 | 76.9 |

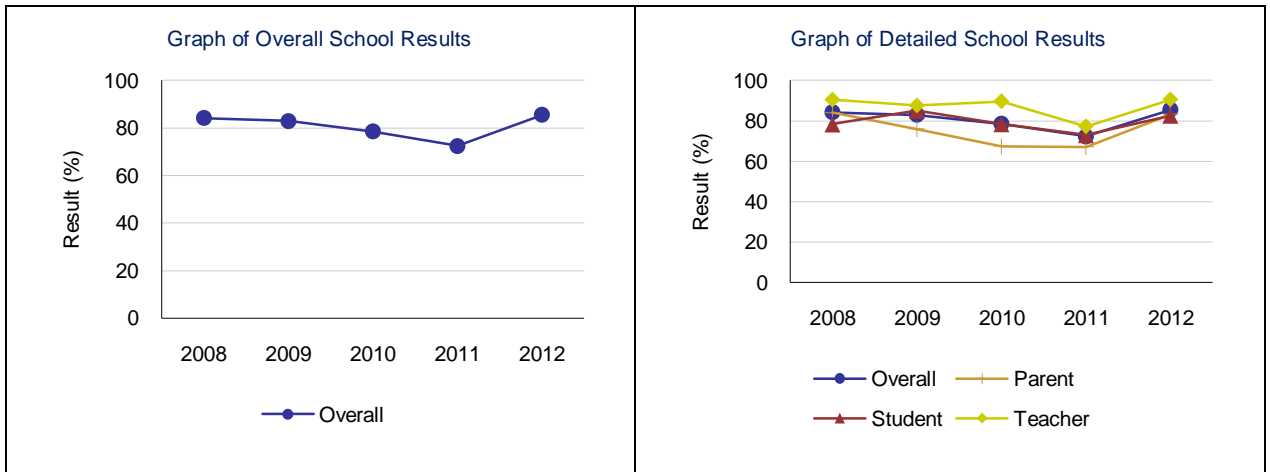


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details

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

| | School | | | | | Authority | | | | | Province | | | | |
|---------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2008 | 2009 | 2010 | 2011 | 2012 | 2008 | 2009 | 2010 | 2011 | 2012 | 2008 | 2009 | 2010 | 2011 | 2012 |
| Overall | 84.2 | 82.9 | 78.5 | 72.4 | 85.5 | 87.1 | 87.4 | 86.2 | 85.1 | 84.9 | 88.2 | 89.3 | 89.2 | 89.4 | 89.4 |
| Teacher | 90.4 | 87.5 | 89.6 | 77.2 | 90.5 | 95.9 | 94.8 | 95.1 | 93.7 | 93.2 | 94.9 | 95.3 | 95.6 | 95.5 | 95.4 |
| Parent | 84.1 | 76.0 | 67.4 | 67.1 | 83.3 | 79.9 | 78.7 | 78.9 | 78.5 | 77.7 | 83.0 | 84.4 | 83.9 | 84.2 | 84.2 |
| Student | 78.3 | 85.0 | 78.4 | 73.0 | 82.6 | 85.4 | 88.9 | 84.5 | 83.0 | 83.8 | 86.6 | 88.3 | 88.2 | 88.5 | 88.6 |

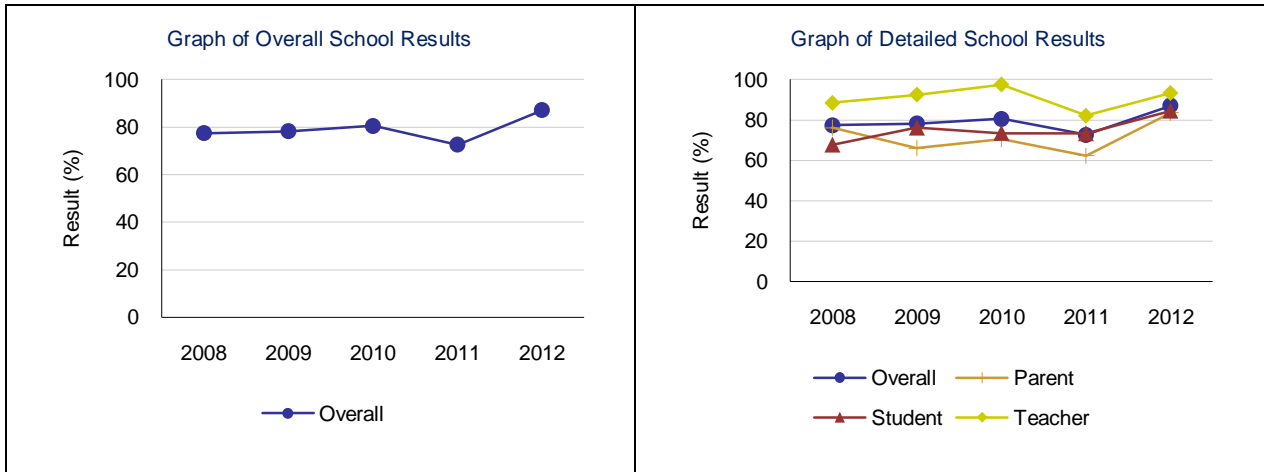


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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 | | | | |
|---------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2008 | 2009 | 2010 | 2011 | 2012 | 2008 | 2009 | 2010 | 2011 | 2012 | 2008 | 2009 | 2010 | 2011 | 2012 |
| Overall | 77.4 | 78.2 | 80.5 | 72.6 | 87.1 | 82.8 | 83.8 | 83.2 | 83.1 | 82.6 | 85.1 | 86.9 | 87.6 | 88.1 | 88.6 |
| Teacher | 88.4 | 92.5 | 97.5 | 82.1 | 93.3 | 90.7 | 92.9 | 92.1 | 91.5 | 90.4 | 93.1 | 93.8 | 94.4 | 94.5 | 94.8 |
| Parent | 76.1 | 66.0 | 70.4 | 62.3 | 83.5 | 80.2 | 78.2 | 80.6 | 80.2 | 80.4 | 83.2 | 85.3 | 86.1 | 86.6 | 87.4 |
| Student | 67.7 | 76.1 | 73.5 | 73.3 | 84.5 | 77.5 | 80.4 | 76.8 | 77.7 | 77.0 | 79.1 | 81.7 | 82.2 | 83.3 | 83.7 |

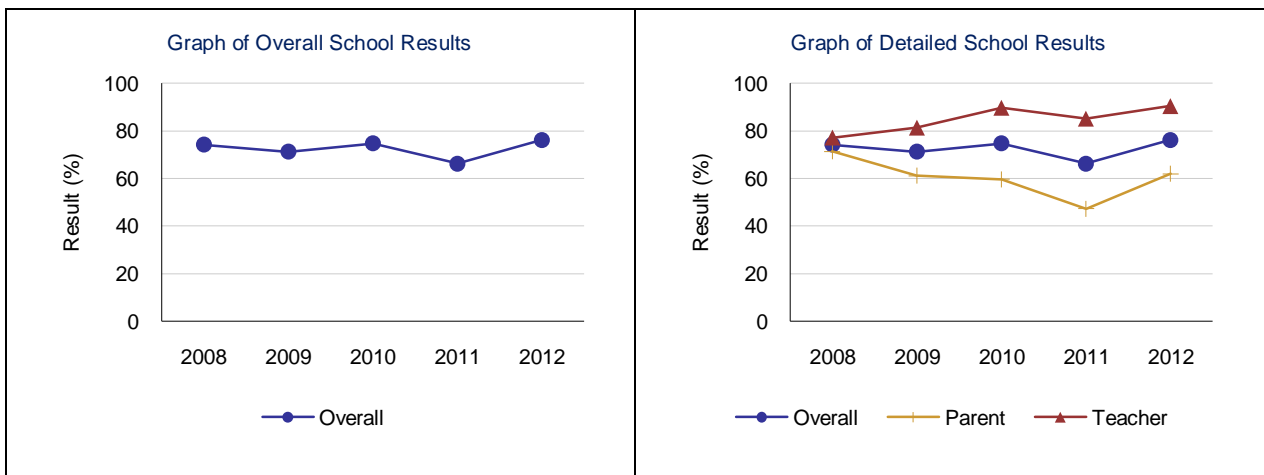


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Parental Involvement – Measure Details

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

| | School | | | | | Authority | | | | | Province | | | | |
|---------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2008 | 2009 | 2010 | 2011 | 2012 | 2008 | 2009 | 2010 | 2011 | 2012 | 2008 | 2009 | 2010 | 2011 | 2012 |
| Overall | 74.2 | 71.2 | 74.7 | 66.2 | 76.2 | 80.0 | 79.4 | 76.8 | 74.8 | 73.9 | 78.2 | 80.1 | 80.0 | 79.9 | 79.7 |
| Teacher | 77.1 | 81.3 | 89.7 | 85.1 | 90.4 | 90.1 | 90.0 | 88.6 | 86.3 | 85.5 | 87.5 | 88.0 | 88.6 | 88.1 | 88.0 |
| Parent | 71.3 | 61.1 | 59.7 | 47.3 | 61.9 | 69.9 | 68.8 | 65.0 | 63.2 | 62.3 | 69.0 | 72.2 | 71.3 | 71.7 | 71.4 |

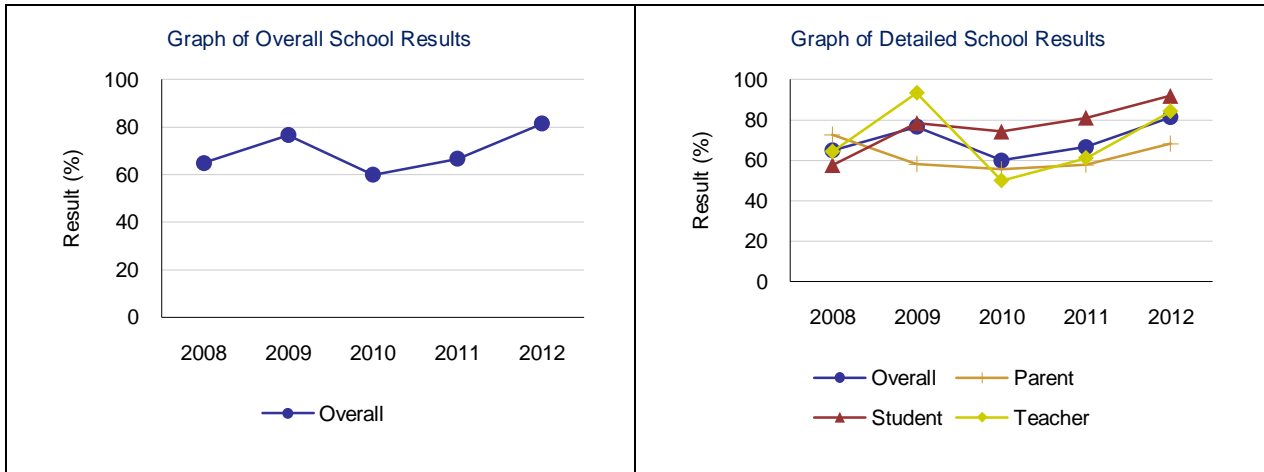


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

School Improvement – Measure Details

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

| | School | | | | | Authority | | | | | Province | | | | |
|---------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2008 | 2009 | 2010 | 2011 | 2012 | 2008 | 2009 | 2010 | 2011 | 2012 | 2008 | 2009 | 2010 | 2011 | 2012 |
| Overall | 64.9 | 76.6 | 59.9 | 66.6 | 81.4 | 75.2 | 79.0 | 76.5 | 75.9 | 73.1 | 77.0 | 79.4 | 79.9 | 80.1 | 80.0 |
| Teacher | 64.3 | 93.3 | 50.0 | 61.1 | 84.2 | 73.6 | 83.2 | 77.2 | 76.4 | 77.1 | 75.6 | 78.2 | 80.8 | 80.1 | 81.1 |
| Parent | 72.7 | 58.1 | 55.6 | 57.7 | 68.2 | 74.4 | 71.9 | 74.7 | 73.6 | 68.5 | 75.9 | 78.1 | 77.0 | 77.3 | 76.2 |
| Student | 57.6 | 78.4 | 74.2 | 81.1 | 91.9 | 77.7 | 81.7 | 77.6 | 77.5 | 73.8 | 79.5 | 81.8 | 81.8 | 82.9 | 82.7 |



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