
Combined 3-Year Education Plan and Annual Education Results Report (AERR) for CONDOR ELEMENTARY SCHOOL - WILD ROSE SD

Introduction: Essential Information About the School

Demographic Overview

Condor School is a small, rural school in the west-central community of Condor, Alberta. This well-established farming community dates back to World War 1, and displays a tight community bond which brings family and friends together for social events, caring charitable support, school and community sports functions, and other common purposes.

Condor School, within Wild Rose Public School Division, provides a positive educational learning environment to 160 students, including students ranging from Pre-Kindergarten to Grade 7. We have several special needs students ranging in needs from behavioral and speech support to a medically assisted needs student. Due to the size and location of our school we have very limited resources in the areas of drama and music. Condor School offers a range of programs as well a great small town family and caring atmosphere. Student learning is a priority. We have an on- site playschool that serves both our community, and that of Leslieville, which is about 10 kilometres away.

Mission Statement

Condor School is a “positive” learning environment that empowers students to succeed academically, physically, creatively, emotionally and socially.

Vision

Condor School is committed to:

- Implementing best practices for instruction and assessment
- Encouraging opportunity for purpose, hope and dignity for our students and school community in all areas of learning and experience
- Fostering deeper intellectual engagement within our students
- Providing instruction and modelling of positive character qualities with our students
- Celebrating individual and collective achievement
- Promoting collaborative relationships within the extended community
- Developing and demonstrating leadership roles within the school community
- Maintaining purposeful, open and interactive communication by building a foundation of trust and hope.

Values

Modelling and promoting behaviors that:

- Recognize all students will learn if they can
- Teach to learn the skills that are needed
- Establish trust in the school community
- Honor and support our programs
- Instill tolerance and cooperation
- Lead to lifelong learning
- Establish high standards and expectations for staff and student success

Program Highlights

Programs integral to our school's success.

- Early literacy intervention ELI. Students are flagged early, and supported regularly with multiple interventions to reading fluency and comprehension.
- Late literacy intervention LLI. Students in grade 4-7 that are low in reading/ comprehension are given focused intervention and support.
- Fontas and Pinell Results showed that we had only 3 students reading below 2 grade levels.
- Effective use of Student Support Facilitator. Keeping inclusion of students as a priority, and working directly with teachers to develop IPP's, meet goals and the needs of students.
- Effective PPT meetings. These are now held regularly on a bi-weekly basis. The homeroom teacher, SSF, FWW and admin are a part of this process.
- CARE program focusing on character education each month.
- Integration of technology into daily student learning (Smart boards, Boogieboards, Ipads, Chromebooks)
- Roots of Empathy program – we are having a staff member trained to be an instructor.
- Effective utilization of Family Wellness Worker and Assistant.
- SMART learning processes and engaging lessons in all classrooms.
- Focus on engaged, ethical and entrepreneurial students utilizing the Inspiring Education framework.
- Collaboration work with colleagues within Condor School and collaboration with colleagues from other schools within Wild Rose Public School Division.
- Focus on healthy living for all students, (Physically, Emotionally, and Mentally)

Challenges

Small school environment, means arranging collaboration opportunities with same grade level more difficult.

Change in a stable rural environment is slower due to historical factors.

Increased amounts of professional development over the year with a small staff attending, resulted in an increased amount of substitute teachers delivering program. This breaks the consistency of delivery.


Embedded PLT time remains a challenge as with a small staff when one teacher is out, another is teaching their class. To allow for this the administrator is now teaching 20 out of 40 classes a week. Willing to do this for the Inspiring Education Challenge for the Superintendents Challenge.

B. Results Report/Analysis

In the Accountability Pillar Survey administered in the 2014 School year our results have improved in most areas.

Condor School received an overall improvement of 10% for the Safe and Caring School section. A very significant improvement. Educational Quality, Citizenship, Parental Involvement, and School Improvement were all significant improvements. Condor School continues to try and improve in the area of Program of studies by offering more in the Arts, Music, and Second Language programming. This is a struggle with a small staff but our teachers are pursuing Profession Development in those areas to be able to offer more courses in these areas.


Below are two school goals addressing the Safe and Caring and Citizenship Goals for Condor School.

	<p>Goal 1- Citizenship and Wellness Goal Provide a safe, caring, and supportive environment for our students, staff and the community.</p>
<p>Objective 1</p>	<p>Condor School will continue to focus on the CARE program focusing on the character education each month. The students will attend monthly assemblies to develop common positive character traits. This will help to develop common language and expectations through-out the school. At the conclusion of the month we will have a Soaring to Success assembly to celebrate the learning at Condor School and the positive trait for that month.</p>
<p>Objective 2</p>	<p>Condor School staff will explore the book “Lost At School” by Dr. Ross Greene to develop a Collaborative Problem Solving conversation strategy with students to help foster positive healthy relationships that empowers students.</p>
<p>Objective 3</p>	<p>Condor School will continue the healthy eating initiative and promote physical activity as a key component of developing the whole child.</p>

	<p>Traditional Extra-curricular athletic programs, as well as new programs like Run Club and an Archery Club will be introduced to students. This will hopefully <u>give more students a chance to connect to the school while still promoting an active lifestyle.</u></p>
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This year we continued to focus on providing teaching opportunities for 10 character traits we felt were important and needed within our school community. We meet with students, defined the traits in their language, provided visual examples, walked them through real life situations in regard to each character trait, challenged students with collaboratively providing a public display within our school context using a media tool, and rewarded students in each grade for displaying strong examples of the character trait.

Indicators of success are measured through observation of student behaviour, extremely few discipline issues at the administrative level and the overall positive tone of the students and staff. Our Motivational Terrific Tuesdays are well responded to with the students through activity, attention and dramatic elements.

	<p>Goal 2 – Academic Goal to Improve Students’ Life Chances Condor School will continue to place a major focus on Literacy Skills of all students. Early and Late Intervention programs will be utilized to improve students that are below grade level.</p>
<p>Objective 1</p>	<p>Early and Late Intervention programs will be utilized to improve students that are below grade level. The programs will be individual or small group focused.</p>
<p>Objective 2</p>	<p>Teachers will institute the Daily 5 into their Language Arts classes. This will require some teachers to attend PD and/or work with other teachers to develop the Daily 5 into their classroom.</p>

This year we will continue to use Fontiss and Pinell assessments twice a year with a priority for students at risk more often. Early Literacy Intervention and Late Literacy Intervention will be fluid with students entering and exiting as needed as needed by the benchmarks. Maintain running records to show student growth. Continued focus and funding to the school Literacy Intervention program with teacher time and supplying an aide.

An area of concern is our Student Learning Achievement. With only 12 students in Grade 6 last year are the results a true reflection of this area. In two of the Provincial Achievement Exams parents excused two students with also had an impact on our results. However we have addressed this with our third school goal. Below is a chart summarizing the results and then the school goal is below. One positive is that all our students we acceptable with the reading part of the English Language Arts Exam. Showing that our Literacy Intervention Program is having positive results on our students.

Provincial Achievement Results GRADE 6 June 2014

12 Students - attendance is a major concern with these students.


	Acceptable	Excellence	Below Acceptable	Class Ave
Science (10 Students)	6 - (50%) P (75.4)	2 - (16.7%) P - (25.3)	4 - (33.3%) P (14.2)	60.8%
Math (12 Students)	8 - (66.7%) P - (72.7)	3 - (25%) P - (15.3)	4 - (33.3%) P - (17.4)	54.8%
Social (10 Students)	7 - (58.3%) P - (70.2)	1(8.3%) P - (17.1)	3 - (25%) P - (18.7)	62.4%
Lang. Arts (12)	11 (91.7%) P - (81.9)	0 (0%) P - (17.6%)	1 (8.3%) P - (8.5%)	63.5%

12 Students Acceptable with Reading, 10 with writing.

2 Standard excellence for reading.

Reading Ave - 69.6

Writing Ave - 57.6 – One student could not write because of their high anxiety.

	<p>Goal 3 – Academic Goal</p> <p>To incorporate SMART Learning, Project Based Learning, and Inspiring Education framework to support the development of the engaged, ethical, and entrepreneurial student to improve student learning in our core subjects.</p>
<p>Objective 1</p>	<p>To utilize manipulatives, SMART Learning, and PBL to increase student learning. To collect artifacts of Student Learning to demonstrate their learning.</p>
<p>Objective 2</p>	<p>To increase our results of Excellence and Acceptable Standards on the Provincial Achievement Tests.</p>

We will continue to use these assessment practices and feedback loop.

Essential Outcome based instruction and reporting practices.

In class, Agenda and Day plans “I Can” statements.

Ongoing formative assessment throughout the year in classroom work.

Anecdotal and effective written feedback to all students.

Visible one year growth for all students, each school year, regardless of age, grade or academic skill.

Referrals to O.T./P.T./Speech/SHOS/McMann/FWW and counsellors through effective PPT meetings.

C. School Objectives and Strategies

1. Student Learning

Fountas and Pinell reading levels for the vast majority of students show steady increase. It allows teachers to prepare reading instruction at the individual student's level. We also use an on-line reading program and Literacy Intervention Program to increase literacy at Condor School with excellent success.

We only had 3 students reading 2 grade levels below which is outstanding.

Challenges: Will be to bring our Grade 6 PAT to provincial average. We will continue to support students that are experiencing challenges with their academics. In Condor School we have a high degree of student inclusion in the classroom. Teachers utilize differentiation of instruction, utilize support staff to work with students in similar ability levels regardless of grade, project based learning, use of assistive technology, and IPP's.

Skills and competencies needed:

-letter recognition

-decoding skills

Fluency and phrasing

-aid in numeracy fact acquisition

-aid in problem solving and application questions

Strategies used

- Focus on pre reading and reading skills in ECS – Gr. 1
- Daily Five Language Arts strategies
- Use of technology for differentiation of instruction

2. Student Engagement

At Condor School we believe all students will have access and participate in meaningful learning experiences. Engaging lessons that contain students to participate in their learning may contain Project Based and/or SMART learning methods will be included. As well as differentiation of instruction will also be a key in student engagement and planning. Teachers and students will have access to Chrome Books in their classrooms.

The Program Planning Team will meet every two weeks to discuss student needs and resources that we have available for the student. Assistive technology will be made available to students who will benefit from the iPad or speech to text programs.

Staff at Condor School are at varying comfort levels with differentiation of instruction which is the key pedagogy for student engagement. The SSF will be a key element in working with staff to increase their comfort level.

Relationships are very vital to students at risk. Our Family Wellness will have a facilitator in Self-esteem building to work with at risk students and build a connecting relationship with the student. We will have a variety of extra-curricular activities that will help attach students to the school. Staff will read the book “Lost At School” to develop the problem solving conversation to help build student relationships.

3. Healthy Learning and Working Environments

Physical:

Students receive Daily P.E. Classes – 40 minutes in length with Friday focusing on specific Fitness activities.

Physical activity is strongly encouraged at recesses.

Special days for physical activities to enrich the PE program.

Nutritional:

Condor School has a breakfast program that offers toast, protein, fruits.

Students receive instruction in nutrition during class time.

Mental:

Students have access to Family Wellness Worker program and other mental health programs.

Character Education to help build a safe and caring environment for staff and students.

Staff will be given the chance to participate in different staff building activities.

We will also be building relationships by having problem solving discussions with students.

Condor School will strive to be a place where all students and staff feel that they are connected to the school.

4. Staff Learning: This year’s Professional Development activities provide a variety of opportunities for staff to learn and grow in their knowledge and skills in areas that specifically relate to Division Initiatives and Goals, as well as school based initiatives and goals. Division PD this year focused on the Inspiring Education Document and Curriculum Redesign, as well as further exploration of Understanding Poverty. Our school PD focus continues to be on developing positive and collaborative problem solving conversations with students. Condor School will continue to explore teaching styles and formats that will help create the engaged, ethical, and entrepreneurial student. We will also move to ensuring

students have access to a personal technology device in their classrooms to further their learning opportunities. Below is the PD plan for Condor School.

Condor School PD Plan

August 25: Teacher Organizational Day

Welcome back staff meeting
Accountability Pillar and Tell Them From ME Survey results for planning School Mission and Values. Review the Cross Curricular Competencies and further the engaged, entrepreneurial, and ethical student. Traits we want to focus on for Character education.

August 26: School Focus Day

Discuss/plan Back to School BBQ and Parent Information Night. Start the Ross Greene Lost at School Book Study.

August 27: Rally Day - “Staff Wellness”

August 28: Division Day: Curriculum Redesign 101

AM – introduce staff to the basics of curriculum redesign and the Inspiring Education document with the corridor schools hosted by Condor School.

PM- time for staff to work in teams/collaborative groups to begin to plan for ways to incorporate principles of Curriculum Redesign into unit/lesson plans

August 29: School Focus Day

Staff Meeting – review school mission and values. Start to develop school goals.

Classroom Set-up and Meetings with Previous Year’s Teachers

Technology “Refresher” on ways to use Google Calendars for staff and Chrome Books for the students.

September 19: Division Day @ DTHS

Review/deeper discussion and understanding of Curriculum Redesign, particularly the Cross Curricular Competencies

Planning time for the “Superintendent’s Challenge” – weaving the Competencies into units, lessons and projects

October 24: School Focus Day (all staff)

Full day at Rocky Elementary for Learning Commons. Division has brought in a presenter.

November 21: Division Day

Understanding Poverty – Session II. Marie Rae will present to the staff.

December 5: School Focus Day

Follow up on the Understanding Poverty and Ross Greene “Lost at School” Book Study.

Second half of day focused on Curriculum Redesign and planning/review of progress for Superintendent’s Challenge

January 30: Teacher Focus Day

Professional Growth Plan Day – teachers use the day in support of their Professional Growth Plans

Possibilities may include: technology sessions, planning sessions for SMART Learning or methods inspired by Inspiring Education, collaboration time, etc.

February 19 & 20: Teacher Convention (South)

March 9: School Focus Day

First half of the day focused on technology – Marie and Dean will present some of the new apps and “tricks” for chrome books they discovered at the Google PD on March 2 and 3.

Second half of day will focus on staff wellness with the exact activities to be determined based on staff feedback.

April 17: Division Focus Day

Division Focus Day: Inspiring Education in Action

May 1: Invite Division staff to Condor School to further our pedagogy with Chrome Books – not just glorified word processors.

June 5: Grade Level/Subject Meetings. Focus groups on student needs/strengths for next year. ELI / LLI needs. 3 year planning for our students and school.


June 26: School Organizational Day. Complete/file cumulative files. Meet with receiving teachers and deal with any final business.

Condor School One-Page Planning Model


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Combined 2014 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Condor Elementary 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	Excellent	Safe and Caring	98.4	88.4	89.7	89.1	89.0	88.6	Very High	Improved Significantly	Excellent
Student Learning Opportunities	n/a	Program of Studies	74.5	74.2	69.7	81.3	81.5	81.1	Intermediate	Maintained	Acceptable
		Education Quality	98.0	91.5	89.6	89.2	89.8	89.5	Very High	Improved Significantly	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.3	3.5	3.6	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.9	74.8	73.8	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	66.7	86.0	85.1	74.0	75.3	75.5	Low	Declined	Issue
		PAT: Excellence	8.3	12.3	8.5	19.0	19.1	19.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.4	84.2	83.4	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	19.5	19.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	50.5	56.6	55.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	60.9	61.3	60.8	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	59.2	59.5	59.1	n/a	n/a	n/a
		Work Preparation	88.9	77.8	72.4	81.2	80.3	80.0	Very High	Improved	Excellent
		Citizenship	94.6	85.8	83.0	83.4	83.4	82.6	Very High	Improved Significantly	Excellent
Parental Involvement	Excellent	Parental Involvement	89.3	85.5	66.2	80.6	80.3	80.0	Very High	Improved Significantly	Excellent
Continuous Improvement	Excellent	School Improvement	89.5	76.8	75.7	79.8	80.6	80.2	Very High	Improved Significantly	Excellent

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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
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, Social Studies 30-1, Social Studies 30-2.
3. 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.
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 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.
6. Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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 - 66.22	66.22 - 72.00	72.00 - 81.95	81.95 - 85.72	85.72 - 100.00
PAT: Excellence	0.00 - 10.93	10.93 - 14.38	14.38 - 20.26	20.26 - 26.17	26.17 - 100.00
Diploma: Acceptable	0.00 - 72.08	72.08 - 78.77	78.77 - 85.43	85.43 - 89.96	89.96 - 100.00
Diploma: Excellence	0.00 - 7.77	7.77 - 11.90	11.90 - 18.63	18.63 - 22.99	22.99 - 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.

Comment on Results

(an assessment of progress toward achieving the target)

Our early development data will include the Brigance, OT and SLP screenings

Strategies

- ***Collaboration between playschool, ECS, and Grade 1 teachers to pas on student specific knowledge and strategies.***
- ***Students are given the Brigance assessment in the first month of ECS to show a base line.***
- ***Referrals are made to SLP OT, and PT through PPT meeting***
- ***A casual EA has been used to provide support in ECS***

Goal Two: Success for Every Student

Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	73.3	88.3	81.0	86.0	66.7		Low	Declined	Issue			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	6.7	10.0	3.2	12.3	8.3		Very Low	Maintained	Concern			

Comment on Results

(an assessment of progress toward achieving the target)

We only had 12 Gr. 6 students writing the PAT's and in two subjects the parents excused two of the students. All students were acceptable for the Reading part of the English Language Arts.

Need for students and teachers to strive for excellence.

Strategies

Condor School students will continue to display strong reading and writing skills and will show at least one grade level of growth. Math will be team taught to help develop the Professional Development of each teacher in Grade 6 & 7. Manipulative and SMART techniques will be used to incorporate REAL WORLD understanding into math and science.

Collaboration in the local area with Social 6 teachers will also occur to help improve Social marks.

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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
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		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	84.9	80.9	82.2	85.8	94.6		Very High	Improved Significantly	Excellent			
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.	74.3	64.3	75.0	77.8	88.9		Very High	Improved	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

All stake holders seem to feel that students are taught attitudes and behaviors that will make them successful at work when they finish school.

Strategies

Continue the teaching techniques that continue to enrich the students' education. Continue the field trips that provide students with great enrichment.

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

Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
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.	68.2	62.2	72.8	74.2	74.5	80	Intermediate	Maintained	Acceptable			

Comment on Results
(an assessment of progress toward achieving the target)

A major challenge for a small school. However we are improving for the last 5 years!

Strategies

Continue to offer the programs that are currently in place and supplement them with culture and arts presentations. Have new clubs like archery started up to help develop programming.

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

Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Goal Four: Engaged and effective governance

Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	70.7	52.2	60.8	85.5	89.3	95	Very High	Improved Significantly	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.0	91.8	85.6	91.5	98.0	100	Very High	Improved Significantly	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

Continue with the effort to include the parents on their children's education.

Strategies

Frequent parent contacts about the positives that are occurring in the school. Make use of new website, teacher web pages, and Facebook page. Instant feedback to parents about their child's education.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
 Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
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.	92.7	91.8	88.8	88.4	98.4	100	Very High	Improved Significantly	Excellent			
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.	81.8	81.4	69.0	76.8	89.5	95	Very High	Improved Significantly	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

Condor School is a small school where all kids are known by name by all the teachers in the building. Safety and a sense of belonging is strong in our school and due to small student populations, bullying issues are easy to identify and deal with.

Strategies

Continue Character Building assemblies once a month. Teach students through all courses how to be good citizens and treat each other with respect. Know each child as an individual and know their story. Leadership through all grade levels.

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

Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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.

[No Data for Diploma Exam Participation Rate]

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 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.

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2010		2011		2012		2013		2014		2014	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3*	School	94.4	16.7	100.0	25.0	75.0	12.5	82.6	21.7	n/a	n/a		
	Authority	84.2	16.9	86.2	9.8	84.9	12.6	83.3	12.6	85.7	23.8		
	Province	81.6	19.5	81.8	17.5	81.9	20.4	81.5	17.8	78.0	15.3		
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	72.4	3.4	92.3	11.5	85.7	17.9	65.4	3.8	n/a	n/a		
	Province	84.1	16.3	80.6	15.8	82.1	14.5	79.7	12.4	74.6	10.4		
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	86.4	16.3	84.2	18.6	82.3	12.5	82.8	14.1	78.2	7.0		
Mathematics 3*	School	n/a	n/a	87.5	31.3	81.3	6.3	78.3	4.3	n/a	n/a		
	Authority	n/a	n/a	80.3	21.1	80.3	18.6	78.3	24.5	90.5	52.4		
	Province	n/a	n/a	77.4	26.0	76.8	25.5	76.5	25.5	74.0	25.1		
English Language Arts 6	School	90.0	5.0	85.0	5.0	81.0	9.5	89.5	21.1	91.7	0.0		
	Authority	83.0	13.1	83.2	9.2	85.1	9.2	86.7	11.9	78.7	8.7		
	Province	83.3	18.9	83.0	18.5	82.7	17.8	82.5	16.3	81.9	17.6		
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	72.2	5.6	73.9	8.7	94.7	15.8	77.8	0.0	85.7	4.8		
	Province	88.3	15.9	89.4	17.1	89.3	17.2	88.6	16.3	88.0	15.6		
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	91.3	18.3	92.2	17.6	91.0	21.9	94.0	21.6	90.6	17.1		
Mathematics 6	School	n/a	n/a	75.0	10.0	90.5	4.8	78.9	5.3	66.7	25.0		
	Authority	n/a	n/a	73.3	12.3	70.7	9.2	69.5	10.0	69.4	8.5		
	Province	n/a	n/a	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4		
Science 6	School	70.0	5.0	80.0	10.0	81.0	0.0	78.9	0.0	50.0	16.7		
	Authority	79.4	22.5	77.4	23.4	79.9	21.3	77.0	17.7	73.2	15.8		
	Province	76.8	26.4	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9		
Social Studies 6	School	60.0	10.0	100.0	15.0	81.0	0.0	89.5	15.8	58.3	8.3		
	Authority	71.3	13.1	71.5	11.0	71.8	11.5	72.6	11.4	63.4	8.7		
	Province	71.0	16.4	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6		
English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	76.0	9.3	81.6	12.4	76.6	12.4	76.8	11.7	76.5	7.3		
	Province	79.3	15.0	79.1	16.3	77.4	16.4	76.7	14.8	76.3	15.1		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	73.3	3.3	56.0	8.0	76.9	15.4	28.0	0.0	75.0	0.0		
	Province	66.8	7.8	67.2	7.9	61.4	5.8	62.4	4.3	62.9	3.5		
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	60.0	20.0	62.5	0.0	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	12.4	88.8	15.0	87.5	12.2	87.2	13.9	86.5	11.1		
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	84.3	12.7	90.2	15.8	84.6	16.1	84.0	14.5	86.1	17.8		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	52.9	9.2	58.8	8.8	62.1	12.3	63.4	14.4		
	Province	n/a	n/a	66.1	17.3	66.5	17.8	66.9	18.3	67.1	17.3		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	57.6	18.2	68.0	0.0	92.9	42.9	26.9	0.0	77.8	22.2		
	Province	65.6	15.3	64.9	14.9	62.4	15.4	65.9	14.7	63.4	14.5		

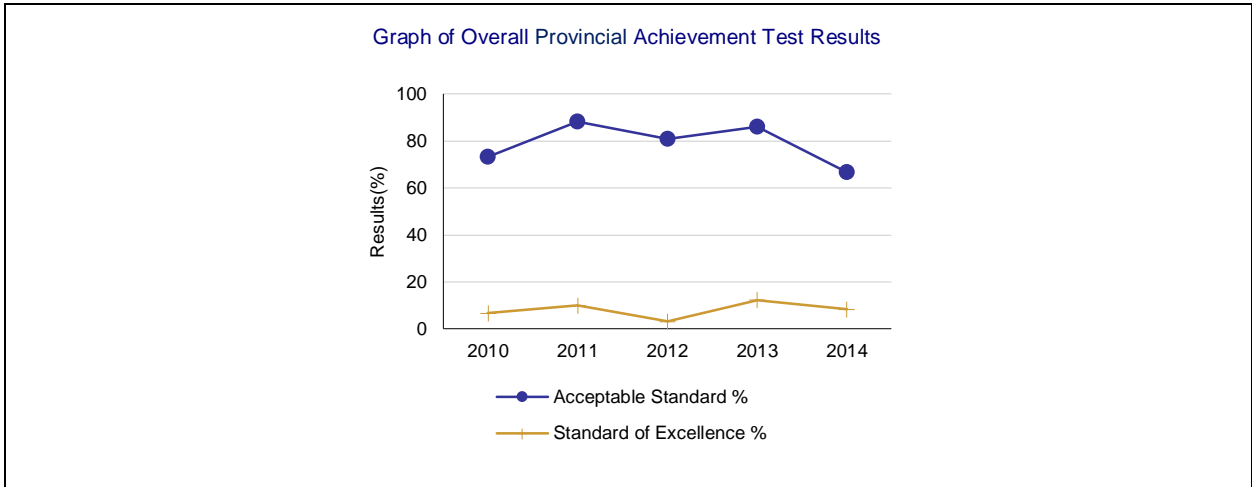
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	71.0	17.5	77.4	15.0	74.8	25.2	70.1	16.7	75.2	25.4		
	Province	73.6	17.7	74.9	20.8	74.2	22.4	73.0	20.0	73.2	22.1		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	76.7	20.0	56.0	12.0	90.9	36.4	28.0	0.0	77.8	11.1		
	Province	67.2	14.3	69.5	15.3	67.9	17.3	68.4	17.1	64.1	14.9		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	65.9	14.7	61.6	13.2	61.5	11.2	56.5	14.1	63.5	13.2		
	Province	68.9	18.8	67.2	19.0	68.9	19.1	65.6	18.8	65.5	19.9		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	70.0	26.7	44.0	8.0	83.3	16.7	26.9	3.8	50.0	12.5		
	Province	64.6	15.7	61.9	13.6	63.5	13.9	64.6	13.0	61.8	10.7		

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.

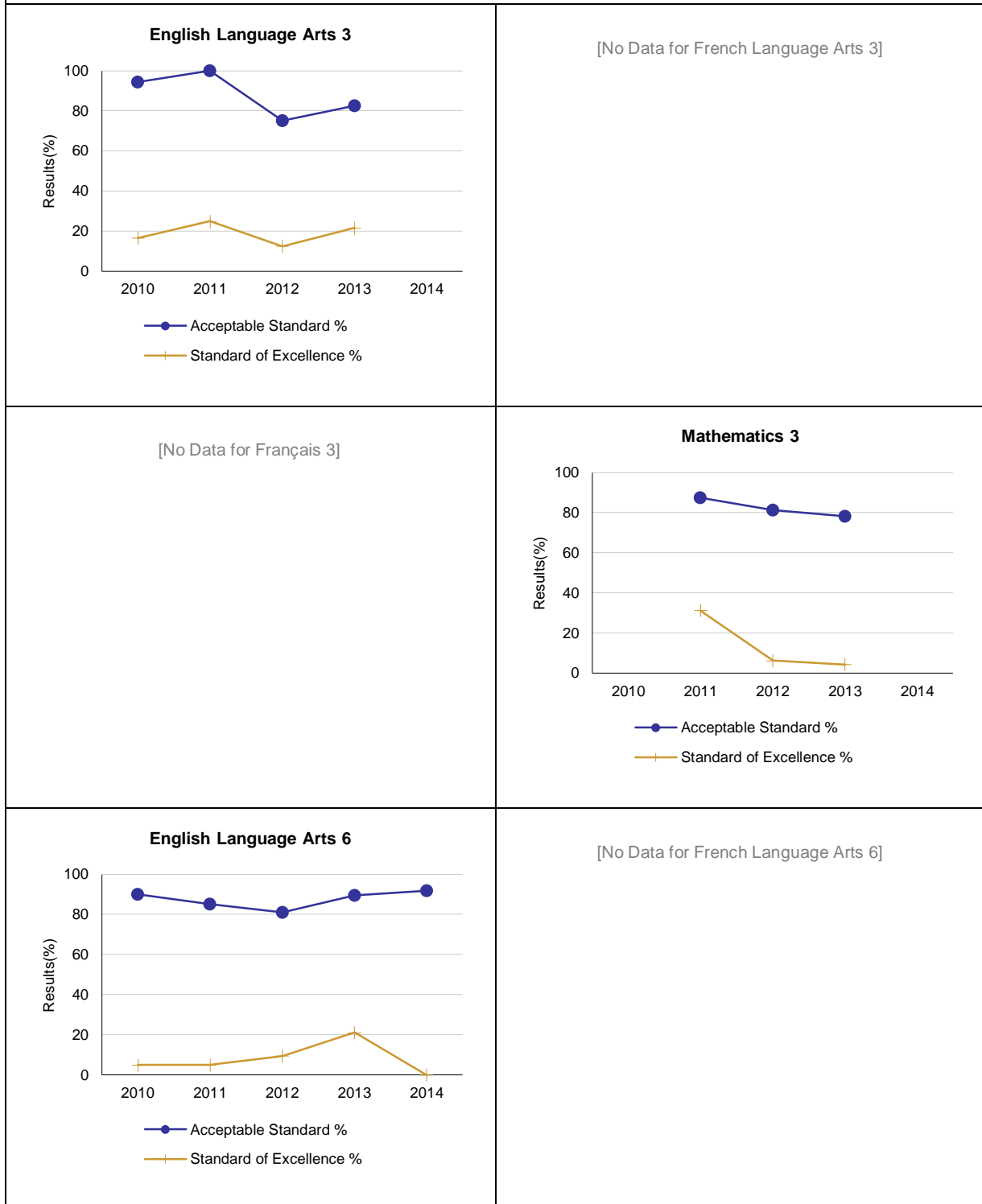
Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

*School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.



Note: 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.

Graph of Provincial Achievement Test Results by Course

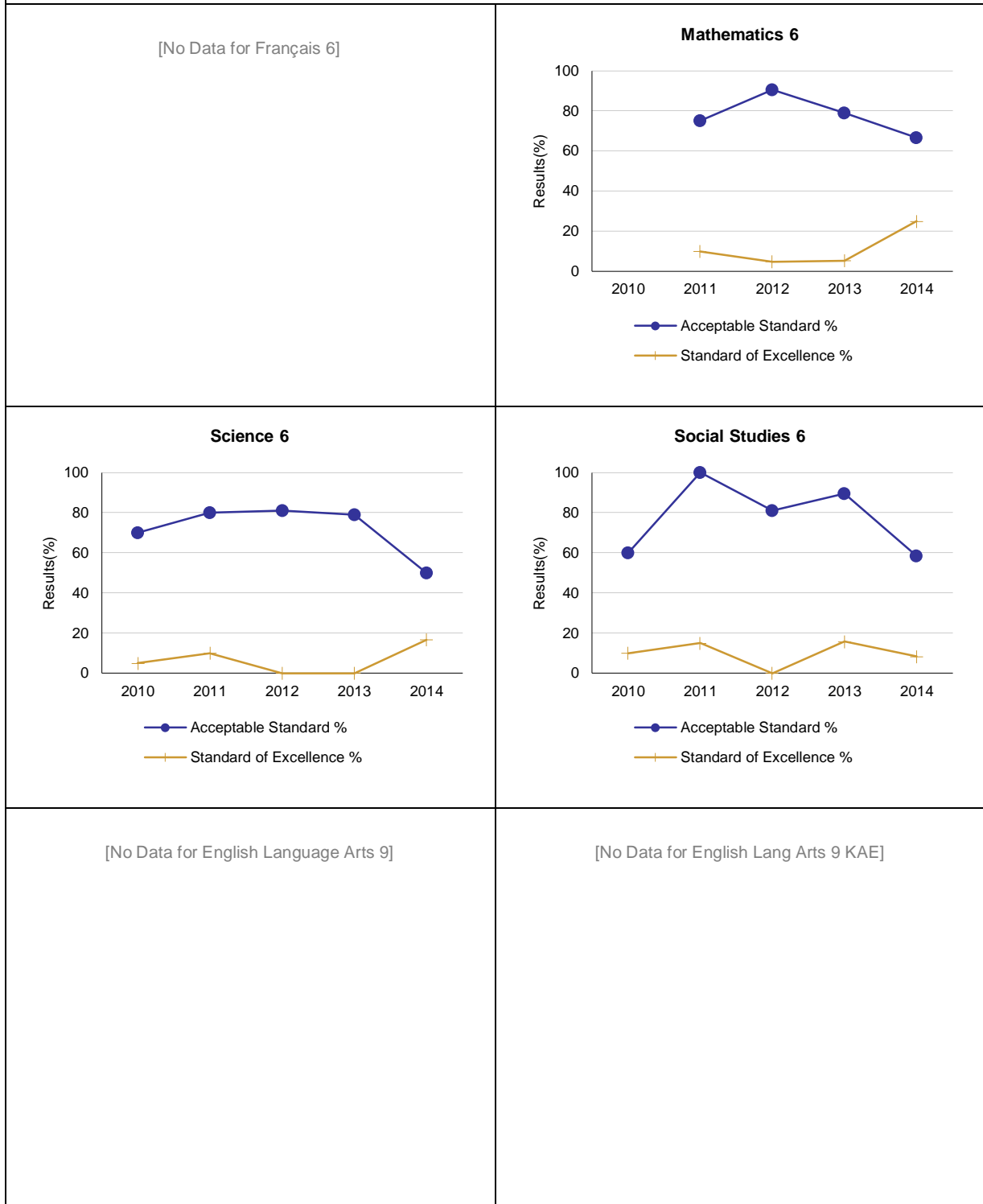


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Graph of Provincial Achievement Test Results by Course



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

		Condor Elementary School								Alberta			
Course	Measure	Achievement	Improvement	Overall	2014		Prev 3 Yr Avg		2014		Prev 3 Yr Avg		
					N	%	N	%	N	%	N	%	
English Language Arts 3*	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	18	85.9	16,235	78.0	44,576	81.7	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	18	19.7	16,235	15.3	44,576	18.6	
French Language Arts 3*	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	966	74.6	3,319	80.8	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	966	10.4	3,319	14.3	
Français 3*	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	78.2	540	83.1	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	7.0	540	15.1	
Mathematics 3*	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	18	82.3	16,202	74.0	44,562	76.9	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	18	13.9	16,202	25.1	44,562	25.7	
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	12	91.7	20	85.1	45,704	81.9	43,581	82.7	
	Standard of Excellence	Very Low	Declined	Concern	12	0.0	20	11.9	45,704	17.6	43,581	17.5	
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,752	88.0	2,609	89.1	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,752	15.6	2,609	16.9	
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	531	90.6	474	92.4	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	531	17.1	474	20.4	
Mathematics 6	Acceptable Standard	Low	Maintained	Issue	12	66.7	20	81.5	45,617	73.5	43,599	73.8	
	Standard of Excellence	High	Improved	Good	12	25.0	20	6.7	45,617	15.4	43,599	17.0	
Science 6	Acceptable Standard	Very Low	Declined	Concern	12	50.0	20	80.0	45,608	75.9	43,551	77.2	
	Standard of Excellence	Low	Improved	Acceptable	12	16.7	20	3.3	45,608	24.9	43,551	26.4	
Social Studies 6	Acceptable Standard	Very Low	Declined Significantly	Concern	12	58.3	20	90.1	45,593	70.4	43,540	72.3	
	Standard of Excellence	Low	Maintained	Issue	12	8.3	20	10.3	45,593	16.6	43,540	19.0	
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,760	76.3	37,776	77.8	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,760	15.1	37,776	15.8	
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,524	62.9	1,570	63.7	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,524	3.5	1,570	6.0	
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,658	86.5	2,387	87.8	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,658	11.1	2,387	13.7	

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.

*School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.

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
Mathematics 3	Acceptable Standard	0.00 - 65.67	65.67 - 76.54	76.54 - 84.30	84.30 - 89.88	89.88 - 100.00
	Standard of Excellence	0.00 - 14.73	14.73 - 21.19	21.19 - 30.01	30.01 - 39.19	39.19 - 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
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 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	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 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%.

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

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

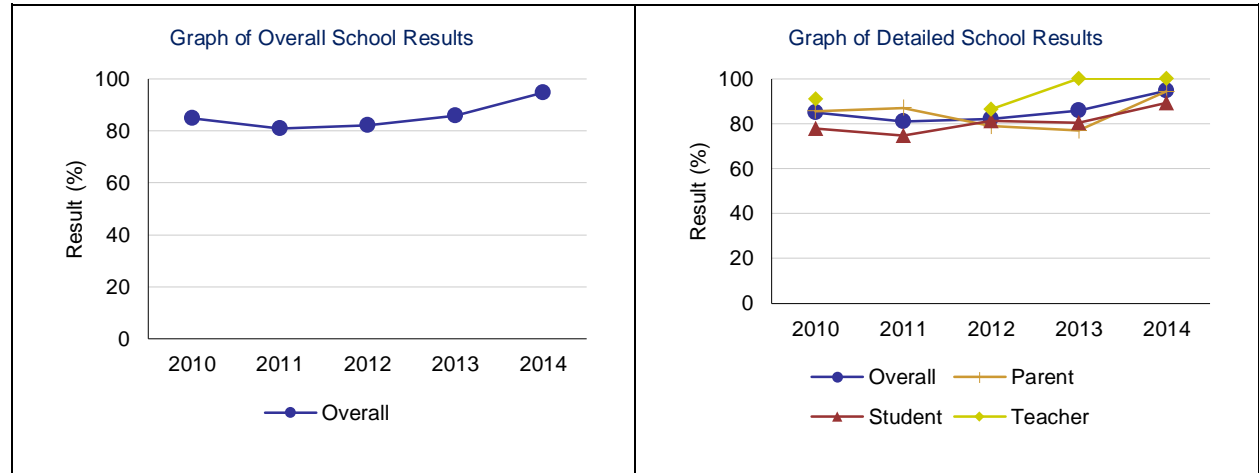
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	84.9	80.9	82.2	85.8	94.6	75.1	73.8	73.8	73.0	74.7	81.4	81.9	82.5	83.4	83.4
Teacher	91.1	*	86.4	100.0	100.0	91.4	87.2	86.6	83.3	84.4	93.0	92.7	93.1	93.6	93.8
Parent	85.6	87.1	79.0	77.0	94.4	68.4	69.0	69.2	70.1	75.4	78.5	78.6	79.4	80.3	81.9
Student	77.9	74.7	81.3	80.3	89.3	65.4	65.4	65.7	65.8	64.3	72.7	74.5	75.0	76.2	74.5

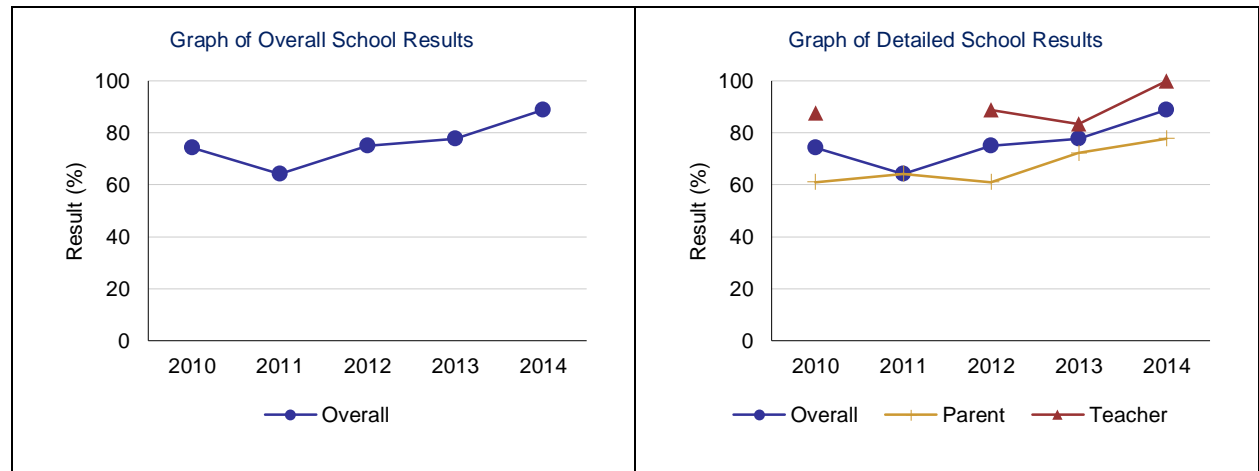


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	74.3	64.3	75.0	77.8	88.9	72.9	73.8	69.3	69.7	72.5	79.9	80.1	79.7	80.3	81.2
Teacher	87.5	*	88.9	83.3	100.0	90.0	82.2	84.0	80.5	80.5	90.0	89.6	89.5	89.4	89.3
Parent	61.1	64.3	61.1	72.2	77.8	55.9	65.5	54.6	59.0	64.5	69.8	70.6	69.9	71.1	73.1

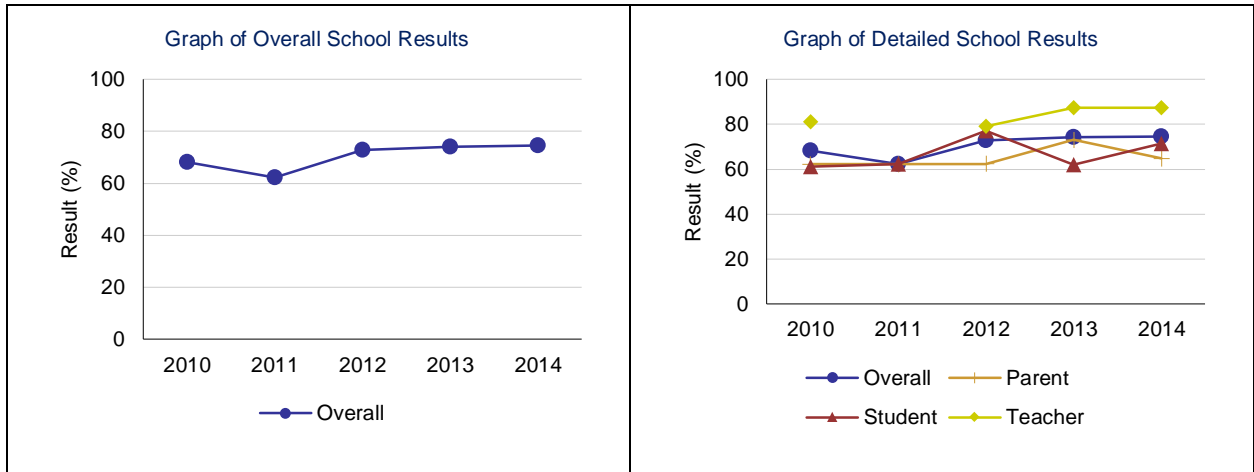


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	68.2	62.2	72.8	74.2	74.5	71.9	75.2	71.9	72.9	72.1	80.5	80.9	80.7	81.5	81.3
Teacher	81.2	*	79.2	87.5	87.3	79.0	82.0	79.9	80.9	78.4	87.7	87.6	87.3	87.9	87.5
Parent	62.2	62.2	62.3	73.1	64.8	69.6	72.8	69.5	71.3	72.5	78.0	78.3	78.1	78.9	79.9
Student	61.2	62.2	77.0	61.9	71.3	67.1	70.8	66.1	66.4	65.4	75.9	76.9	76.9	77.8	76.6

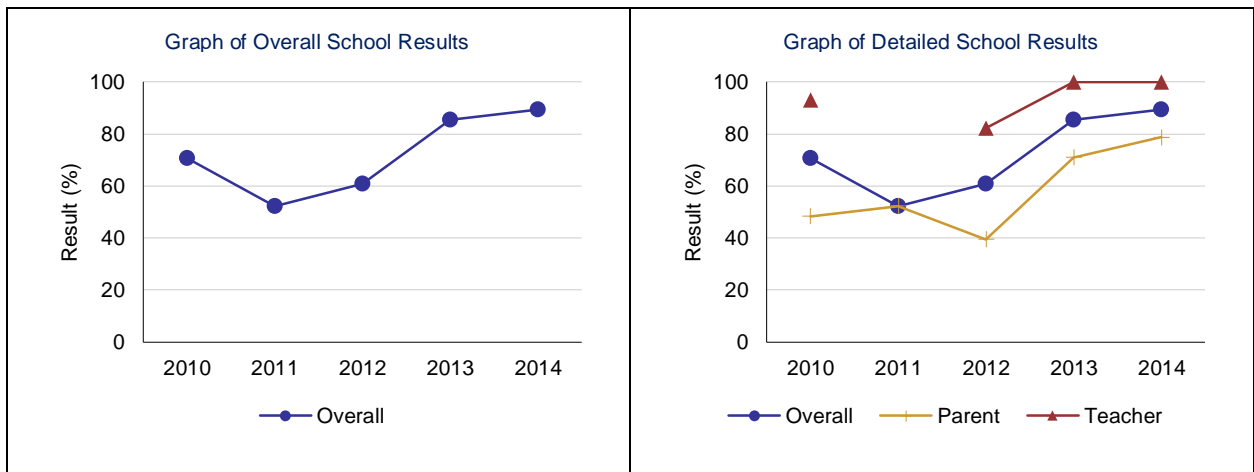


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	70.7	52.2	60.8	85.5	89.3	76.8	74.8	73.9	76.0	80.1	80.0	79.9	79.7	80.3	80.6
Teacher	93.0	*	82.2	100.0	100.0	88.6	86.3	85.5	85.0	87.2	88.6	88.1	88.0	88.5	88.0
Parent	48.3	52.2	39.4	71.0	78.7	65.0	63.2	62.3	66.9	73.0	71.3	71.7	71.4	72.2	73.1

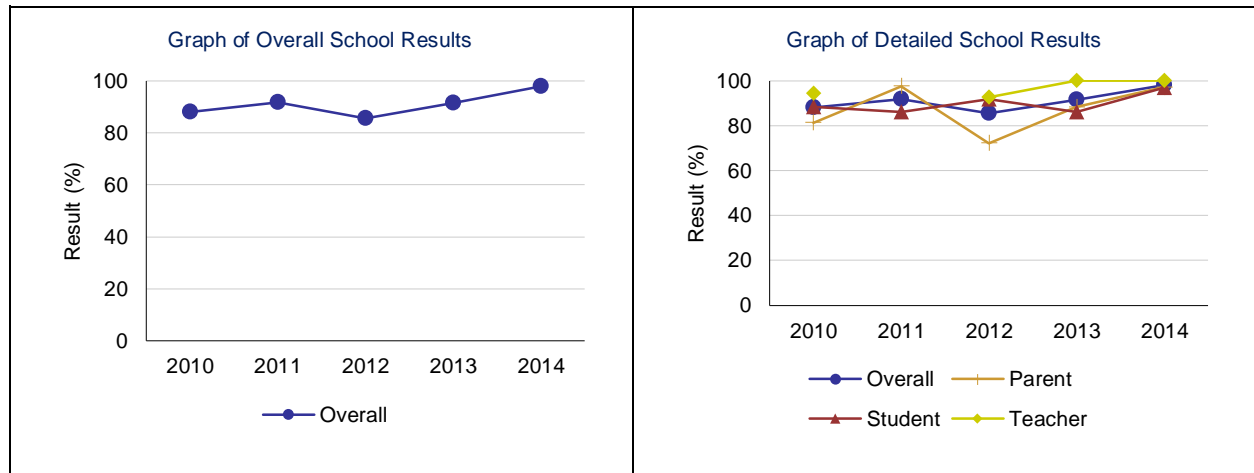


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Education Quality – Measure Details

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

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	88.0	91.8	85.6	91.5	98.0	86.2	85.1	84.9	83.4	85.2	89.2	89.4	89.4	89.8	89.2
Teacher	94.3	*	92.6	100.0	100.0	95.1	93.7	93.2	90.9	91.2	95.6	95.5	95.4	95.7	95.5
Parent	81.3	97.6	72.3	88.3	97.2	78.9	78.5	77.7	77.5	82.8	83.9	84.2	84.2	84.9	84.7
Student	88.4	86.1	91.8	86.2	96.9	84.5	83.0	83.8	81.8	81.5	88.2	88.5	88.6	88.7	87.3

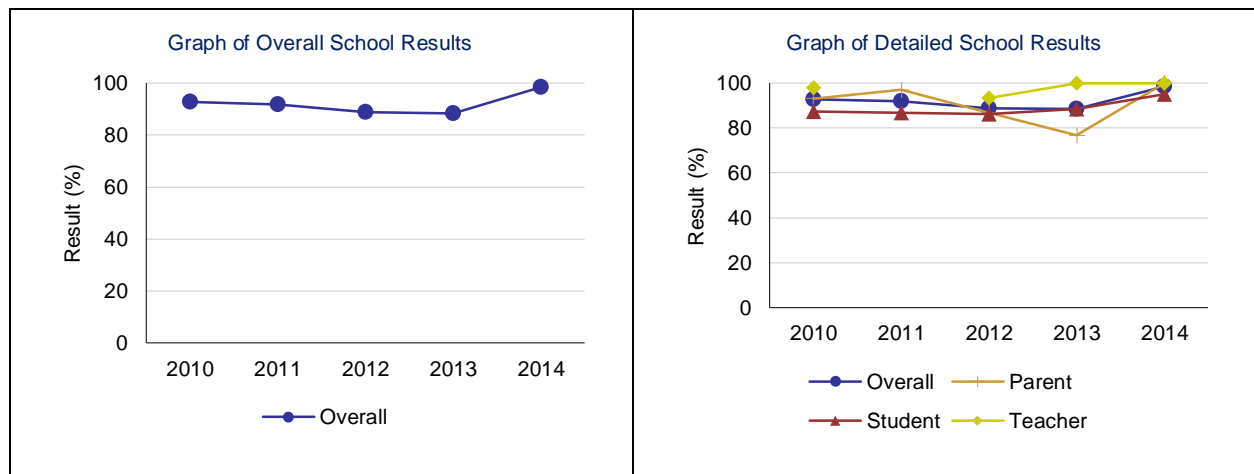


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	92.7	91.8	88.8	88.4	98.4	83.2	83.1	82.6	82.1	84.7	87.6	88.1	88.6	89.0	89.1
Teacher	97.8	*	93.3	100.0	100.0	92.1	91.5	90.4	90.0	91.6	94.4	94.5	94.8	95.0	95.3
Parent	93.1	97.0	86.7	76.8	100.0	80.6	80.2	80.4	79.8	86.0	86.1	86.6	87.4	87.8	88.9
Student	87.3	86.7	86.2	88.6	95.1	76.8	77.7	77.0	76.4	76.5	82.2	83.3	83.7	84.2	83.1

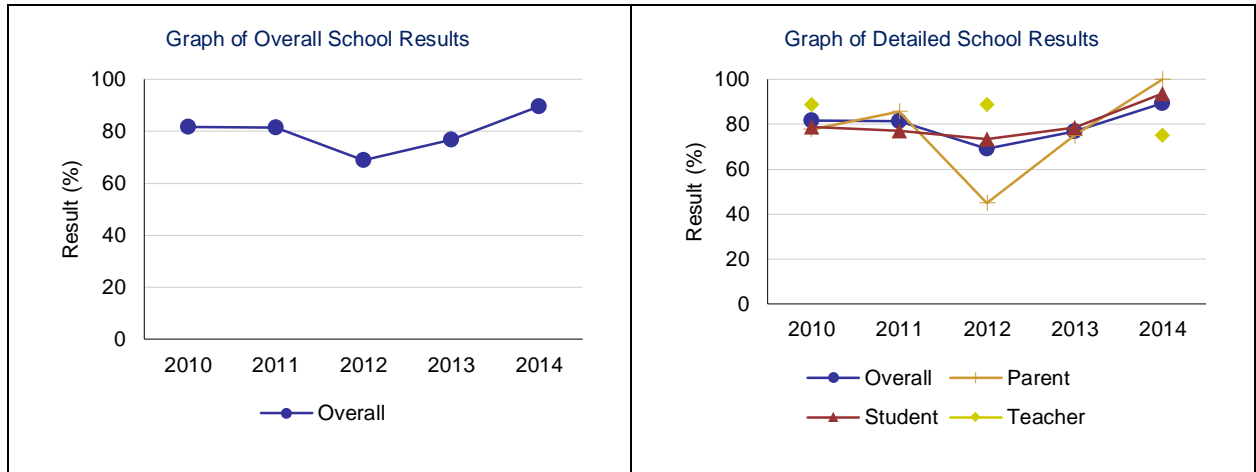


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School Improvement – Measure Details

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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	81.8	81.4	69.0	76.8	89.5	76.5	75.9	73.1	68.8	73.3	79.9	80.1	80.0	80.6	79.8
Teacher	88.9	*	88.9	*	75.0	77.2	76.4	77.1	68.8	74.8	80.8	80.1	81.1	80.9	81.3
Parent	77.8	85.7	45.0	75.0	100.0	74.7	73.6	68.5	69.3	74.4	77.0	77.3	76.2	77.9	77.0
Student	78.7	77.0	73.3	78.6	93.6	77.6	77.5	73.8	68.4	70.7	81.8	82.9	82.7	82.9	81.2



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.