

October 2010 Accountability Pillar Overall Summary (OPTIONAL)

Goal	Measure Category	Measure Category Evaluation	Measure	Eldorado Elementary School			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High-quality learning opportunities	Safe and Caring Schools	Acceptable	Safe and Caring	82.4	86.8	85.4	87.6	86.9	85.4	Intermediate	Maintained	Acceptable
	Student Learning Opportunities	n/a	Program of Studies	76.9	81.4	78.9	80.5	80.3	79.4	Intermediate	Maintained	Acceptable
			Education Quality	92.1	91.9	89.6	89.2	89.3	88.4	Very High	Maintained	Excellent
			Drop Out Rate	n/a	n/a	n/a	4.3	4.8	4.8	n/a	n/a	n/a
			High School Completion Rate (3 yr)	n/a	n/a	n/a	71.5	70.8	70.9	n/a	n/a	n/a
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	79.4	92.0	85.6	79.1	78.3	77.2	Intermediate	Maintained	Acceptable
			PAT: Excellence	15.0	20.5	21.7	19.4	18.3	18.2	Intermediate	Declined	Issue
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	83.4	84.3	84.3	n/a	n/a	n/a
			Diploma: Excellence	n/a	n/a	n/a	19.0	18.5	19.2	n/a	n/a	n/a
			Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	53.5	53.3	53.6	n/a	n/a	n/a
			Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	56.9	57.3	56.7	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	59.8	59.2	58.7	n/a	n/a	n/a
			Work Preparation	73.1	71.3	82.6	79.9	79.6	78.9	Intermediate	Maintained	Acceptable
Citizenship			75.0	76.8	77.7	81.4	80.3	78.3	Intermediate	Maintained	Acceptable	
Goal 4: Highly responsive and responsible education system	Parental Involvement	Excellent	Parental Involvement	82.9	88.5	90.3	80.0	80.1	78.6	Very High	Maintained	Excellent
	Continuous Improvement	Acceptable	School Improvement	74.5	76.5	74.8	79.9	79.4	77.6	Intermediate	Maintained	Acceptable

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 (Optional)

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 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: High Quality Learning Opportunities

Outcome: Schools environments are safe and caring.

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
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.	72.5	84.8	84.7	86.8	82.4	85	Intermediate	Maintained	Acceptable	85	88	91

Comment on Results (OPTIONAL)

(an assessment of progress toward achieving the target)

In 2009-10 we had severe behaviour coded students in div 2. The students, parents and some staff felt unsafe and threatened by the students' outbursts and actions.

Strategies

Some of these students no longer attend our school, however, we have students with similar needs and we are setting up critical needs meetings to create plans to handle students in situations of this nature.

We will continue and expand our virtues program and our positivity police program. We also will continue with our Roots of Empathy, Friendship groups at various grade levels and implement a school wide positive social skills program. We will continue to recognize and celebrate positive accomplishments at our assemblies. We are also going to revamp our discipline policy.

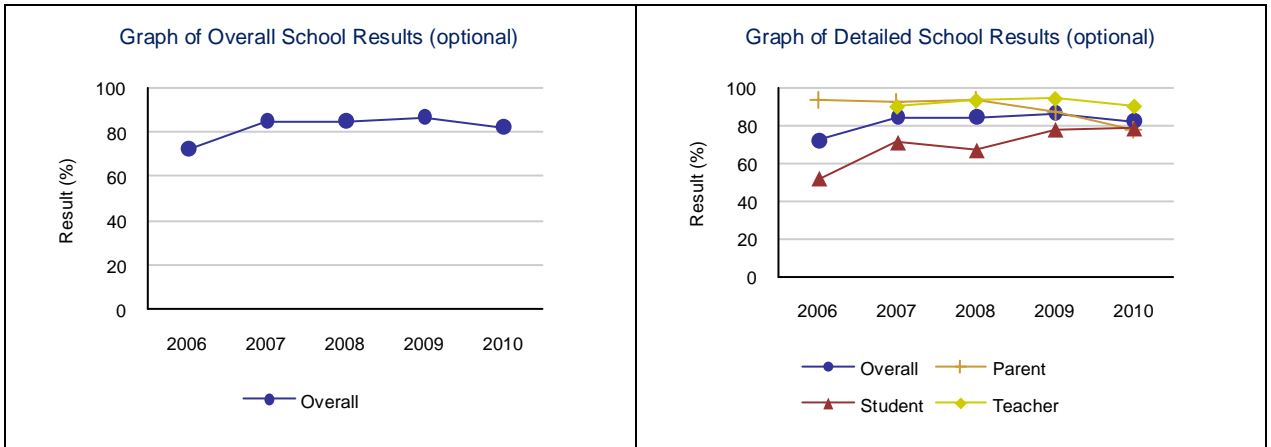
Note:

For survey measures, schools may report overall results aggregated across respondent groups or results for each respondent group, whichever they prefer. Including the evaluation of results is optional for schools.

¹ If school had set a target for 2009/10 in the three year education plan 2009/10 – 2011/12, include it in the space provided for each required measure.

² If school had set targets for 2010/11 – 2012/13, include it in the space provided for each required measure.

Measure Details (OPTIONAL)															
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				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	72.5	84.8	84.7	86.8	82.4	80.4	78.5	82.8	83.8	83.2	84.4	84.2	85.1	86.9	87.6
Teacher	*	90.5	93.8	94.7	90.7	88.0	87.9	90.7	92.9	92.1	92.8	92.6	93.1	93.8	94.4
Parent	93.3	92.7	93.3	87.5	77.8	80.2	74.4	80.2	78.2	80.6	82.1	81.7	83.2	85.3	86.1
Student	51.7	71.1	66.9	78.1	78.7	73.0	73.3	77.5	80.4	76.8	78.4	78.5	79.1	81.7	82.2



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 meets the needs of all K–12 students and supports our society and the economy.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	75.9	79.1	76.3	81.4	76.9	77	Intermediate	Maintained	Acceptable	77	80	82
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	78.4	90.5	86.4	91.9	92.1	92	Very High	Maintained	Excellent	92	93	94

Comment on Results (OPTIONAL)

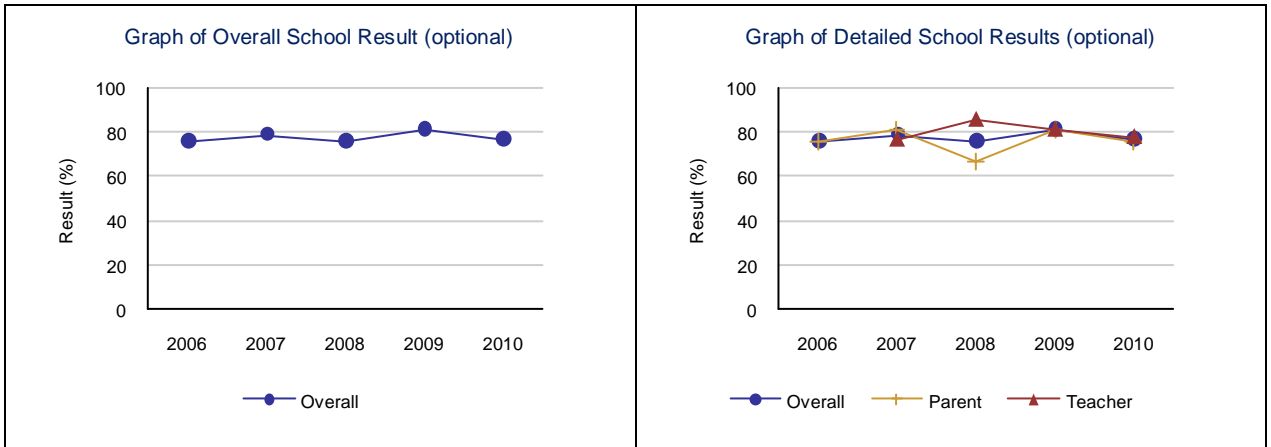
(an assessment of progress toward achieving the target)

In discussions with students we are aware that students have broad expectations of what can be offered in a regular school setting and minimal understanding of what has to be offered according to curriculum. We have a music specialist and we have several choirs, and our division two students participate in a full scale musical at Christmas. We have many school entries into the Kinsmen Performing Arts Festival. We have daily physical education for all students. We now have two computer labs as well as SmartBoards and projectors in each classroom and many teachers also utilize Discovery Streaming. We offer a Nutritious Snack program free of charge, three mornings a week and we have a hot lunch program that runs 4 days a week.

Strategies

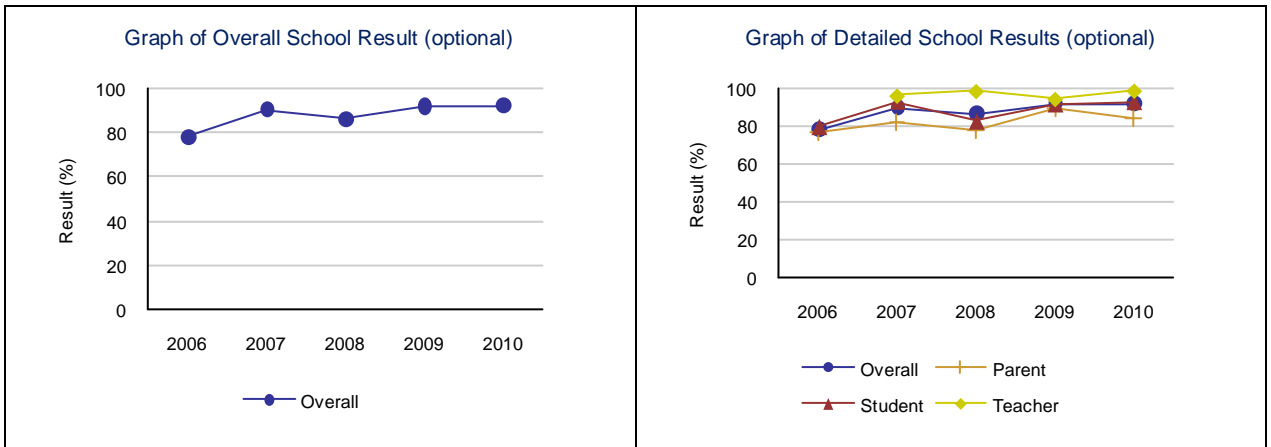
We will encourage more of our staff to utilize the expertise of community members to offer cross-country skiing to our div 2 students. We will also look into the viability of our div2 students having the opportunity to go downhill skiing. Staff will be learning about iPod applications and how to utilize the same in the classroom.

Measure Details (OPTIONAL)															
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				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	75.9	79.1	76.3	81.4	76.9	71.8	68.4	73.4	74.5	71.9	78.1	78.5	79.4	80.3	80.5
Teacher	*	77.0	86.0	81.5	78.2	77.9	76.3	82.0	80.9	79.0	85.2	85.7	86.4	86.8	87.7
Parent	75.9	81.2	66.7	81.3	75.7	72.4	68.0	70.3	69.9	69.6	76.6	76.9	77.6	78.7	78.0
Student	n/a	n/a	n/a	n/a	n/a	65.1	60.9	67.9	72.8	67.1	72.6	72.9	74.1	75.3	75.9



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

Measure Details (OPTIONAL)															
Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	78.4	90.5	86.4	91.9	92.1	86.5	84.4	87.1	87.4	86.2	87.7	87.6	88.2	89.3	89.2
Teacher	*	96.2	98.7	94.4	98.9	92.6	92.8	95.9	94.8	95.1	94.8	94.7	94.9	95.3	95.6
Parent	76.7	82.4	77.8	89.6	84.4	82.2	77.0	79.9	78.7	78.9	81.6	81.8	83.0	84.4	83.9
Student	80.0	93.1	82.8	91.7	92.9	84.8	83.3	85.4	88.9	84.5	86.6	86.4	86.6	88.3	88.2



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

Outcome: *Children and youth with at risk factors have their needs addressed through timely and effective programs and supports.*

[No Data for Dropout Rate]

Comment on Results (OPTIONAL) <i>(an assessment of progress toward achieving the target)</i>
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Strategies

[No Data for Dropout Rate]

Graph of School Result (optional) [No Data for Dropout Rate]	Graph of School Result (optional) [No Data for Returning Rate]
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Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: *High school completion rates are showing continual improvement.*

[No Data for High School Completion Rate]

Comment on Results (OPTIONAL) <i>(an assessment of progress toward achieving the target)</i>
Strategies

[No Data for High School Completion Rate]

Graph of School Result (optional) [No Data for High School Completion Rate]	Graph of School Result (optional) [No Data for High School Completion Rate]
Graph of School Result (optional) [No Data for High School Completion Rate]	

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

Also report targets and results for all local school/authority measures related to Goal 1 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

Performance Measure	Results (in percentages)					Target 2010	Evaluation			Targets		
	2006	2007	2008	2009	2010		Achievement	Improvement	Overall	2011	2012	2013
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	82.4	81.8	82.9	92.0	79.4	83	Intermediate	Maintained	Acceptable	83	85	88
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	14.7	24.8	19.7	20.5	15.0	18	Intermediate	Declined	Issue	18	20	22
Overall percentage of students who achieved the acceptable standard on diploma examinations.							n/a	n/a	n/a			
Overall percentage of students who achieved the standard of excellence on diploma examinations.							n/a	n/a	n/a			

Performance Measure	Results (in percentages)					Target 2010	Evaluation			Targets		
	2005	2006	2007	2008	2009		Achievement	Improvement	Overall	2011	2012	2013
Percentage of students writing four or more diploma exams within three years of entering Grade 10.							n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.							n/a	n/a	n/a			

Comment on Results (OPTIONAL)

(an assessment of progress toward achieving the target)

We had two teachers new to grade three replacing veteran grade 3 teachers. We had the highest number of students receiving accommodations for PATs than we have had in the past 4 years. We had 2 severe behavior codes in the grade 6 classroom whose behaviours may have impacted the learning opportunities of our students.

Strategies

We have mentored our first year grade 3 teacher with a more experienced grade 3 teacher. We have created grade level teams so that they may work on common planning and assessment. We will provide time for these new teachers to grade 6 and 3 to make use of the coaching opportunities that are available from our more experienced master teachers. Will utilize the expertise of our district administrator.

Notes:

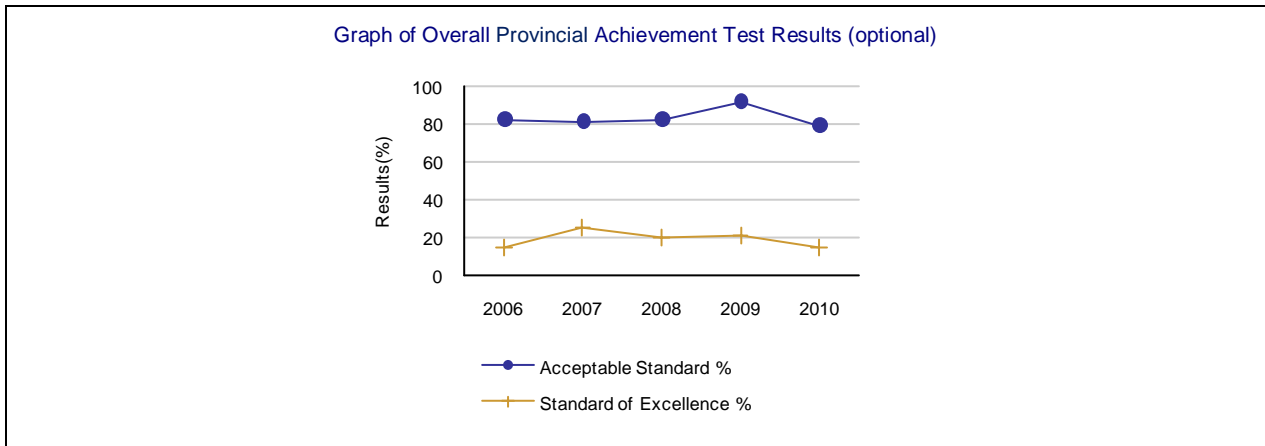
1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. 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.
3. Diploma Examination Participation rates are based upon a cohort of grade 10 students who are tracked over time.
4. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Measure Details (OPTIONAL)													
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2006		2007		2008		2009		2010		2010	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	School	80.0	20.0	78.6	14.3	92.3	20.5	97.1	14.3	76.6	14.9	81.6	17.9
	Authority	85.3	11.4	84.0	12.8	86.8	12.2	86.4	11.2	84.2	16.9		
	Province	81.3	14.1	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5		
French Language Arts 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	92.3	7.7	72.4	3.4		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	83.8	15.8	84.1	16.3		
Français 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	82.5	16.3	86.4	16.3		
Mathematics 3	School	95.0	32.5	82.1	21.4	92.3	23.1	94.3	34.3	n/a	n/a	78.3	14.2
	Authority	87.2	35.3	88.0	23.7	84.7	21.6	88.6	24.7	78.3	14.2		
	Province	82.0	26.9	79.9	23.5	78.7	23.9	79.7	26.8	76.4	24.8		
English Language Arts 6	School	87.1	3.2	89.4	25.5	89.7	15.4	89.7	17.9	80.0	10.0	83	13
	Authority	81.6	13.9	83.3	16.9	84.6	17.7	88.6	17.1	83.0	13.1		
	Province	79.0	15.9	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9		
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	*	*	73.9	17.4	76.5	5.9	91.3	13.0	72.2	5.6		
	Province	87.5	11.2	88.1	11.0	87.7	14.2	91.5	15.9	88.3	15.9		
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	94.5	19.7	93.0	18.0	94.3	17.1	92.6	18.7	91.3	18.3		
Mathematics 6	School	64.5	6.5	78.3	19.6	71.8	20.5	84.6	20.5	73.3	23.3	75	23
	Authority	78.1	12.8	75.3	12.1	75.3	14.1	83.2	17.4	74.2	14.6		
	Province	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8	74.3	16.5		
Science 6	School	80.6	19.4	76.1	30.4	66.7	23.1	89.5	28.9	83.3	20.0	83	20
	Authority	84.0	29.3	74.3	21.6	77.6	22.2	80.4	25.9	79.4	22.5		
	Province	78.1	27.7	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4		
Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.3	10.0	73	10
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71.3	13.1		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71.0	16.4		
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	72.9	6.0	74.1	7.7	77.8	9.6	72.5	5.8	76.0	9.3		
	Province	77.4	13.6	77.5	14.8	76.5	14.8	78.7	14.7	79.3	15.0		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.3	3.3		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.8	7.8		
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	77.8	11.1	54.5	18.2	43.5	8.7	n/a	n/a	60.0	20.0		
	Province	83.3	10.9	81.3	12.9	84.5	12.4	81.8	10.3	86.1	12.4		
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	86.1	14.7	81.6	12.6	84.8	11.7	85.6	12.9	84.3	12.7		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	59.5	7.8	60.4	12.1	53.8	6.2	52.4	7.6	55.0	8.7		

	Province	67.4	17.4	66.3	18.3	65.7	18.5	67.0	18.6	66.4	19.8		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	57.6	18.2		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65.6	15.3		
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	65.4	8.1	70.9	10.0	74.3	9.6	69.3	10.8	71.0	17.5		
	Province	67.4	13.3	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76.7	20.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	67.2	14.3		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65.9	14.7		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	68.9	18.8		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	70.0	26.7		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	64.6	15.7		

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

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



Graph of Provincial Achievement Test Results by Course (optional)

<p>English Language Arts 3</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>80</td> <td>20</td> </tr> <tr> <td>2007</td> <td>78</td> <td>15</td> </tr> <tr> <td>2008</td> <td>92</td> <td>22</td> </tr> <tr> <td>2009</td> <td>95</td> <td>15</td> </tr> <tr> <td>2010</td> <td>78</td> <td>18</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2006	80	20	2007	78	15	2008	92	22	2009	95	15	2010	78	18	<p>[No Data for French Language Arts 3]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2006	80	20																	
2007	78	15																	
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2010	78	18																	
<p>[No Data for Français 3]</p>	<p>Mathematics 3</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>95</td> <td>35</td> </tr> <tr> <td>2007</td> <td>82</td> <td>22</td> </tr> <tr> <td>2008</td> <td>92</td> <td>25</td> </tr> <tr> <td>2009</td> <td>95</td> <td>38</td> </tr> <tr> <td>2010</td> <td>-</td> <td>-</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2006	95	35	2007	82	22	2008	92	25	2009	95	38	2010	-	-
Year	Acceptable Standard %	Standard of Excellence %																	
2006	95	35																	
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<p>English Language Arts 6</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>88</td> <td>5</td> </tr> <tr> <td>2007</td> <td>90</td> <td>28</td> </tr> <tr> <td>2008</td> <td>90</td> <td>15</td> </tr> <tr> <td>2009</td> <td>90</td> <td>20</td> </tr> <tr> <td>2010</td> <td>80</td> <td>10</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2006	88	5	2007	90	28	2008	90	15	2009	90	20	2010	80	10	<p>[No Data for French Language Arts 6]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2006	88	5																	
2007	90	28																	
2008	90	15																	
2009	90	20																	
2010	80	10																	

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 (optional)

<p>[No Data for Français 6]</p>	<p style="text-align: center;">Mathematics 6</p> <table border="1"> <caption>Mathematics 6 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>65</td> <td>10</td> </tr> <tr> <td>2007</td> <td>78</td> <td>20</td> </tr> <tr> <td>2008</td> <td>72</td> <td>20</td> </tr> <tr> <td>2009</td> <td>85</td> <td>20</td> </tr> <tr> <td>2010</td> <td>75</td> <td>25</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2006	65	10	2007	78	20	2008	72	20	2009	85	20	2010	75	25																		
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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 (optional)	
[No Data for French Language Arts 9]	[No Data for Français 9]
[No Data for Mathematics 9]	[No Data for Mathematics 9 KAE]
[No Data for Science 9]	[No Data for Science 9 KAE]

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 (optional)	
[No Data for Social Studies 9]	[No Data for Social Studies 9 KAE]

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 (optional)

Course	Measure	Eldorado Elementary School						Alberta				
		Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Low	Declined	Issue	47	76.6	34	89.3	42,061	81.6	42,181	80.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	47	14.9	34	16.4	42,061	19.5	42,181	17.3
English Language Arts 6	Acceptable Standard	Intermediate	Declined	Issue	30	80.0	42	89.6	43,599	83.3	44,064	81.1
	Standard of Excellence	Low	Declined	Issue	30	10.0	42	19.6	43,599	18.9	44,064	19.9
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,487	88.3	2,252	89.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,487	15.9	2,252	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	91.3	436	93.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	18.3	436	17.9
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	30	83.3	41	77.4	43,509	76.8	43,945	75.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	30	20.0	41	27.5	43,509	26.4	43,945	25.2
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,651	79.3	44,250	77.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,651	15.0	44,250	14.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,403	86.1	2,328	82.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,403	12.4	2,328	11.9
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	84.3	314	84.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	12.7	314	12.4
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,372	73.6	44,075	70.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,372	17.7	44,075	14.5

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

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses.

Evaluations for Mathematics (Grades 3, 6, 9) and Social Studies (Grades 6, 9) are not calculated due to the changes in the 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
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 the lower value to 100%.

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses.

Evaluations for Mathematics (Grades 3, 6, 9) and Social Studies (Grades 6, 9) are not calculated due to the changes in the 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

School: 2216 Eldorado Elementary School

Performance Measure		Results (in percentages)					Target
		2006	2007	2008	2009	2010	2010
Participation rates in provincial achievement tests (PATs) for Grades 3, 6 and 9.							
English Language Arts 3	School	87.5	85.7	97.4	97.1	97.9	97
	Authority	94.6	95.2	96.2	94.7	97.0	
	Province	90.6	90.1	89.8	90.6	91.1	
French Language Arts 3	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	100.0	100.0	
	Province	n/a	n/a	n/a	96.5	97.3	
Francais 3	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	n/a	n/a	n/a	97.5	97.7	
Mathematics 3	School	97.5	89.3	100.0	97.1	n/a	97
	Authority	95.4	96.0	95.4	95.2	96.2	
	Province	90.8	90.5	90.5	91.2	88.3	
English Language Arts 6	School	96.8	93.6	89.7	89.7	83.3	90
	Authority	96.0	93.1	92.3	95.1	91.1	
	Province	90.1	89.6	89.5	90.0	90.7	
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	
	Authority	*	95.7	94.1	91.3	88.9	
	Province	96.1	97.5	95.6	97.6	97.5	
Français 6	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	98.0	97.6	98.5	97.7	98.4	
Mathematics 6	School	96.8	91.3	84.6	89.7	83.3	85
	Authority	96.3	92.5	92.8	95.1	91.0	
	Province	90.6	90.0	90.0	90.6	88.3	
Science 6	School	96.8	91.3	89.7	92.1	83.3	85
	Authority	96.3	92.0	93.0	94.0	92.2	
	Province	90.0	89.1	89.0	89.6	90.5	
Social Studies 6	School	n/a	n/a	n/a	n/a	83.3	85
	Authority	n/a	n/a	n/a	n/a	92.4	
	Province	n/a	n/a	n/a	n/a	90.3	
English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	
	Authority	86.7	86.4	90.9	86.5	89.9	
	Province	87.7	87.9	87.7	89.7	89.8	
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	86.7	
	Province	n/a	n/a	n/a	n/a	82.2	
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	
	Authority	100.0	63.6	52.2	n/a	80.0	
	Province	95.9	93.7	96.8	95.2	98.0	
Français 9	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	98.0	96.9	97.8	98.5	97.5	
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	
	Authority	89.1	87.4	90.6	87.9	91.0	
	Province	87.3	88.0	88.0	89.8	86.8	
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	90.9	

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	Province	n/a	n/a	n/a	n/a	87.3	
Science 9	School	n/a	n/a	n/a	n/a	n/a	
	Authority	88.9	87.6	92.1	88.3	89.3	
	Province	88.1	88.8	89.0	90.5	90.4	
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	93.3	
	Province	n/a	n/a	n/a	n/a	86.7	
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	89.9	
	Province	n/a	n/a	n/a	n/a	90.2	
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	93.3	
	Province	n/a	n/a	n/a	n/a	85.2	

[No Data for Diploma Exam Results]

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

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

Graph of Diploma Examination Results – Overall (optional)

[No Data for Diploma Exam Results]

Diploma Examination Results by Course (optional)	
[No Data for English Lang Arts 30-1]	[No Data for English Lang Arts 30-2]
[No Data for French Lang Arts 30-1]	[No Data for Français 30]
[No Data for Pure Mathematics 30]	[No Data for Applied Mathematics 30]

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

Diploma Examination Results by Course (optional)	
[No Data for Social Studies 30]	[No Data for Social Studies 30-1]
[No Data for Social Studies 33]	[No Data for Social Studies 30-2]
[No Data for Biology 30]	[No Data for Chemistry 30 Old]

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

Diploma Examination Results by Course (optional)	
[No Data for Chemistry 30]	[No Data for Physics 30 Old]
[No Data for Physics 30]	[No Data for Science 30]

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

Diploma Exam Results Course By Course Summary With Measure Evaluation (optional)

[No Data for Diploma Exam Results]

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

Too few jurisdictions offer Français 30-1 for an Achievement Evaluation to be calculated. However, the results from Français 30-1 are included in the aggregation of all Diploma courses.

Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the changes in the examinations in 2009. Evaluations for Social Studies (30, 33, 30-1, 30-2) are not calculated due to the changes in the examinations in 2010.

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

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

Too few jurisdictions offer Français 30-1 for an Achievement Evaluation to be calculated. However, the results from Français 30-1 are included in the aggregation of all Diploma courses.

Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the changes in the examinations in 2009. Evaluations for Social Studies (30, 33, 30-1, 30-2) are not calculated due to the changes in the examinations in 2010.

Improvement Table

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

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

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

Overall Evaluation Table

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

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

[No Data for Diploma Exam Participation Rate]

[No Data for Diploma Exam Participation Rate]

[No Data for Diploma Exam Participation Rate]

Graph of Diploma Examination Participation Rate (optional)

[No Data for Diploma Exam Participation Rate]

Graph of Rutherford Eligibility Rate (optional)

[No Data for Rutherford Eligibility Rate]

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

Outcome: *Students are well prepared for lifelong learning.*

[No Data for High School to Post-Secondary Transition Rate]

Comment on Results (OPTIONAL) <i>(an assessment of progress toward achieving the target)</i>
Strategies

[No Data for High School to Post-Secondary Transition Rate]

Graph of School Result (optional)	Graph of School Result (optional)
[No Data for High School to Post-Secondary Transition Rate]	[No Data for High School to Post-Secondary Transition Rate]

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

Outcome: Students are well prepared for employment.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	n/a	80.4	96.2	71.3	73.1	75	Intermediate	Maintained	Acceptable	75	78	80

Comment on Results (OPTIONAL)

(an assessment of progress toward achieving the target)

Based on the over 50% discrepancy between our parents and teachers, we need to reconcile the perception of this outcome for our stakeholders. Even though our percentage of parent respondents increased last year by over 100%, it is still a very small sample size.

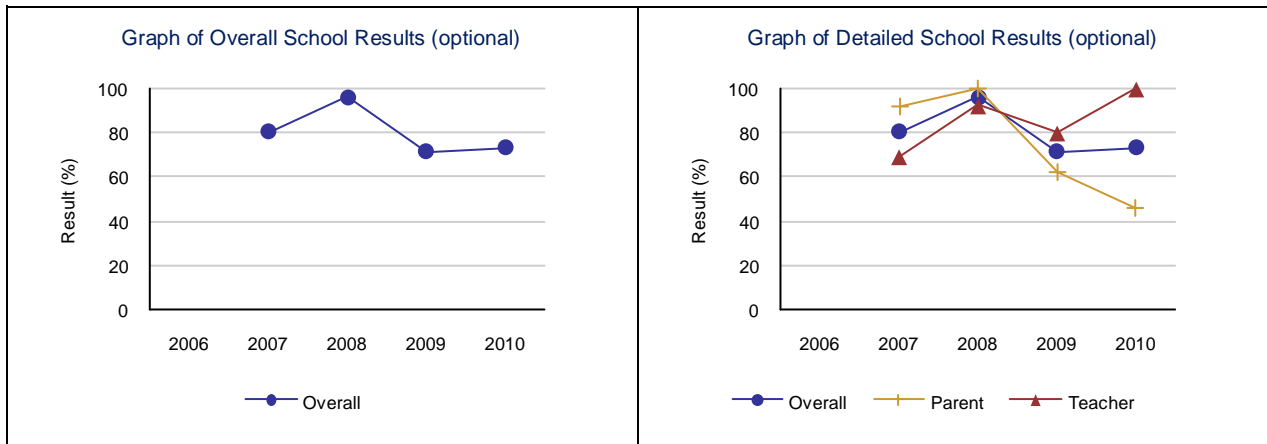
Strategies

At our monthly PAC meetings, we will start to discuss the questions and the interpretation of the same from the survey. We will expand on our virtue of the week by adding a celebration corner in our monthly newsletter and adding it to the agenda on the PAC meetings. We will have an informational meeting open to all our parents (with emphasis on this year's grade four parents) to go over in depth our PAT results and our survey results. We will offer free babysitting to encourage higher attendance. Administration will call individual grade four parents inviting them to attend. When the surveys get sent out, admin. will call grade four parents and encourage them to complete the same and offer them use of a computer in our lab if they prefer to do the survey online but do not have their own computer.

Measure Details (OPTIONAL)

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

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	80.4	96.2	71.3	73.1	72.5	71.5	76.8	76.2	72.9	77.0	77.1	80.1	79.6	79.9
Teacher	*	69.2	92.3	80.0	100.0	84.0	84.2	89.2	91.0	90.0	89.4	89.2	89.3	88.9	90.0
Parent	*	91.7	100.0	62.5	46.2	61.0	58.7	64.3	61.5	55.9	64.6	65.1	70.9	70.2	69.8



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

Outcome: Students model the characteristics of active citizenship.

Performance Measure	Results (in percentages)					Target 2010	Evaluation			Targets		
	2006	2007	2008	2009	2010		Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	65.0	75.3	81.0	76.8	75.0	80.0	Intermediate	Maintained	Acceptable	80	83	85

Comment on Results (OPTIONAL)

(an assessment of progress in relation to past performance)

We have a large discrepancy between our staff, parents and students. We believe this is due to the fact that our parents/children approach the question with a different interpretation.

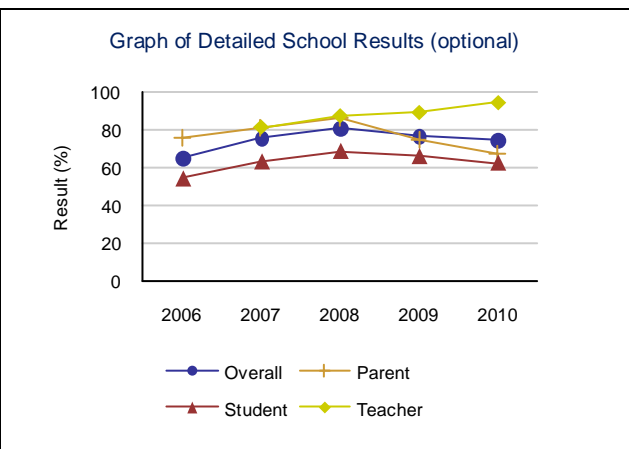
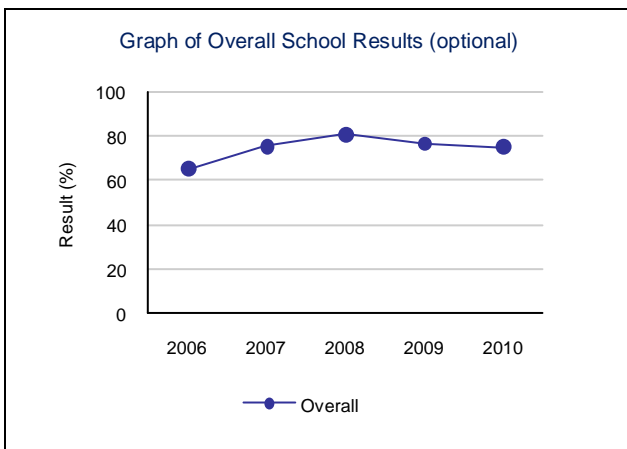
Strategies

We will design a survey using surveymonkey.com that asks questions in parent friendly language that are specific to our school to evaluate this outcome. We will educate our parents about what active citizenship means at a K- 6 level and make sure they have an accurate understanding of the questions. We will work with our students so that they will recognize the transferability of school virtues into active citizenship. We will continue to expand upon our virtues program and our positivity police program. We will implement a school wide positive social skills program.

Measure Details (OPTIONAL)

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

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	65.0	75.3	81.0	76.8	75.0	69.7	68.5	72.0	75.1	75.1	76.8	76.6	77.9	80.3	81.4
Teacher	*	81.3	87.5	89.3	94.7	81.0	81.3	84.0	88.6	91.4	90.3	89.9	90.6	91.8	93.0
Parent	75.8	81.5	86.7	75.0	67.7	66.5	63.2	65.6	66.6	68.4	72.4	72.6	74.7	77.4	78.5
Student	54.3	63.2	68.7	66.0	62.6	61.7	61.1	66.3	70.0	65.4	67.5	67.1	68.5	71.8	72.7



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

Also report targets and results for all local school/authority measures related to Goal 2 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

Goal Four: Highly Responsive and Responsible Jurisdiction

Outcome: The jurisdiction demonstrates effective working relationships.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	68.4	93.1	89.2	88.5	82.9	85	Very High	Maintained	Excellent	85	88	90

Comment on Results (OPTIONAL)

(an assessment of progress toward achieving the target)

PAC attendance dropped significantly as the school year progressed.

Strategies

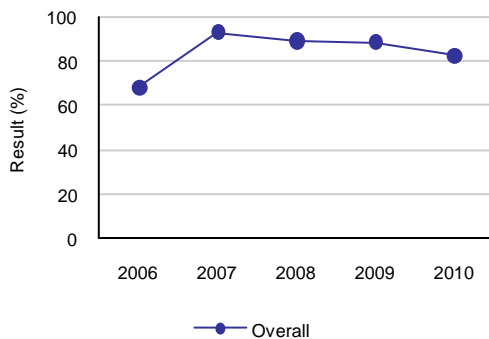
For our first meeting this year administration phoned individual parents and encouraged them to attend the PAC meetings and children are welcomed. We changed the PAC meeting from an after school meeting to an evening meeting based on parent feedback. Teachers made sure that students wrote in their agendas about the meeting. Admin. and staff encouraged parents through impromptu conversations in the hallway to come out for the meeting.

Measure Details (OPTIONAL)

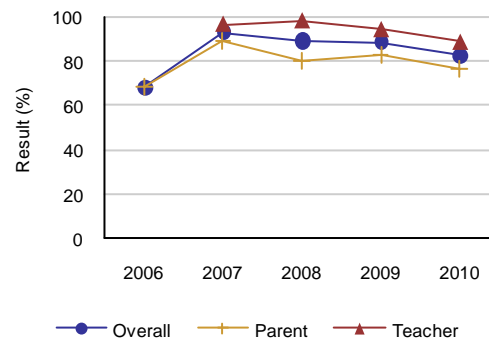
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	68.4	93.1	89.2	88.5	82.9	77.8	75.2	80.0	79.4	76.8	77.9	77.5	78.2	80.1	80.0
Teacher	*	96.9	98.4	94.5	88.9	84.9	86.1	90.1	90.0	88.6	87.6	87.1	87.5	88.0	88.6
Parent	68.4	89.3	80.0	82.5	76.9	70.7	64.3	69.9	68.8	65.0	68.1	67.9	69.0	72.2	71.3

Graph of Overall School Results (optional)



Graph of Detailed School Results (optional)



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

Outcome: The jurisdiction demonstrates leadership, innovation and continuous improvement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010		2011	2012	2013	Achievement	Improvement	Overall
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	64.6	77.2	70.6	76.5	74.5	76	Intermediate	Maintained	Acceptable	76	78	80

Comment on Results (OPTIONAL)

(an assessment of progress toward achieving the target)

We are very pleased that our overall percentages have been maintained. We are concerned about the wildly disparate range in responses by our stakeholders.

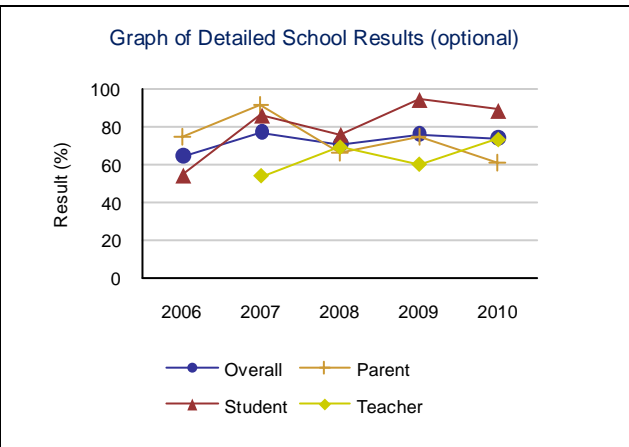
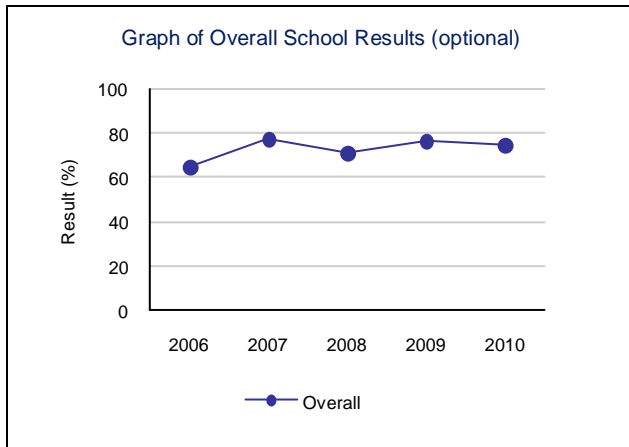
Strategies

We would like to access the question/s that this data was based on and how they were framed and then we can construct a strategy based upon this information.

Measure Details (OPTIONAL)

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

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	64.6	77.2	70.6	76.5	74.5	74.0	67.0	75.2	79.0	76.5	76.8	76.3	77.0	79.4	79.9
Teacher	*	53.8	69.2	60.0	73.3	75.0	62.1	73.6	83.2	77.2	75.5	74.5	75.6	78.2	80.8
Parent	75.0	91.7	66.7	75.0	61.5	72.2	66.2	74.4	71.9	74.7	75.4	75.1	75.9	78.1	77.0
Student	54.3	86.1	75.9	94.4	88.6	74.9	72.7	77.7	81.7	77.6	79.4	79.3	79.5	81.8	81.8



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

Also report targets and results for all local school/authority measures related to Goal 4 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

In addition, please include targets and results on measures in relation to local goals and outcomes (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).