

**Annual Education Results Report
&
Three Year Education Plan
2010 - 2013**

Ecole Rocky Elementary School
Dare to Discover – Le monde à découvrir



Ecole Rocky Elementary School
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École Rocky Elementary School

Dare to Discover - Le monde à découvrir

Our Mission...

École Rocky Elementary School is a powerful, dual track, learning environment dedicated to preparing students academically, emotionally, socially and physically to become confident and productive members of our global community.

Our Vision...

Operating as a Professional Learning Community, École Rocky Elementary School provides an exemplary learning environment where every student demonstrates growth and achievement.

Our Values and Beliefs...

We are committed to:

- **Maintaining a positive, safe and supportive learning environment.**
- **Preserving the dignity and nurturing a sense of purpose and optimism in each student.**
- **Modeling the skills and attitudes necessary to solve problems, manage conflict, and forgive one another.**
- **Achieving high standards in student achievement through quality programming**
- **Challenging students to take risks and to become confident, resourceful, disciplined and self-motivated learners. As our school motto states, we encourage each child to "Dare to Discover – Le monde à découvrir".**
- **Working to meet the individual needs of each student through ongoing assessment, differentiated instruction, individualized program planning, specialized learning assistance and enrichment opportunities.**
- **Providing choices in education through the continuing support and development of the French Immersion Program.**

Revised by the Staff of École Rocky Elementary School
Fall, 2009

October 2010 Accountability Pillar Overall Summary (OPTIONAL)

Goal	Measure Category	Measure Category Evaluation	Measure	Ecole Rocky 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	83.5	84.1	79.6	87.6	86.9	85.4	Intermediate	Maintained	Acceptable
	Student Learning Opportunities	n/a	Program of Studies	88.0	77.6	76.0	80.5	80.3	79.4	Very High	Improved	Excellent
			Education Quality	95.8	92.8	86.7	89.2	89.3	88.4	Very High	Improved Significantly	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)	Good	PAT: Acceptable	84.2	87.5	82.7	79.1	78.3	77.2	Intermediate	Maintained	Acceptable
			PAT: Excellence	15.8	10.0	9.1	19.4	18.3	18.2	Intermediate	Improved	Good
	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	71.8	75.0	72.7	79.9	79.6	78.9	Low	Maintained	Issue
			Citizenship	81.5	78.5	71.0	81.4	80.3	78.3	Very High	Improved	Excellent
Goal 4: Highly responsive and responsible education system	Parental Involvement	Issue	Parental Involvement	73.8	68.8	72.8	80.0	80.1	78.6	Low	Maintained	Issue
	Continuous Improvement	Excellent	School Improvement	83.3	74.6	66.7	79.9	79.4	77.6	Very High	Improved Significantly	Excellent

Notes:

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

Measure Evaluation Reference (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.	83.8	75.3	79.6	84.1	83.5		Intermediate	Maintained	Acceptable			

Comment on Results (OPTIONAL)

(an assessment of progress toward achieving the target)

These results, though in the "Acceptable" range, are disappointing for this school given our proud history as a leader in Peace Education. In recent years, we have diversified our approach to fostering a safe and caring school environment by implementing an increasing variety of programming at different grade levels. The staff is now questioning the value of this approach given these results and has committed to returning to a school-wide focus on Peace Education, K to 5. Other programs, such as Roots of Empathy and Covey for Kids, will continue but will not take the place of a common curriculum for peace education being pursued with all students at all grade levels.

Strategies

- Re-establishment of Peace Education as the common curriculum for teaching peace and conflict resolution across the grade levels
- Ongoing training and support for all staff members, including administrators, counselors, FWWs, teachers and EAs, in Peace Education under the direction of Sr. Margie MacDonnell, the individual responsible for introducing this program to the school twenty-five years ago.
- Place greater emphasis on the role of peer conflict managers within the school as both mediators and peer trainers
- Develop grade level libraries that support Peace Education and are directly related to the outcomes specific to each grade
- Purchase and display Peace Education posters throughout the school
- Further develop the role of the School Resource Officer within the school – responsibility, bike and street safety, vandalism, respect of personal property, etc.
- Continue implementation of the Roots of Empathy Program for all grade 2 classes

Note:

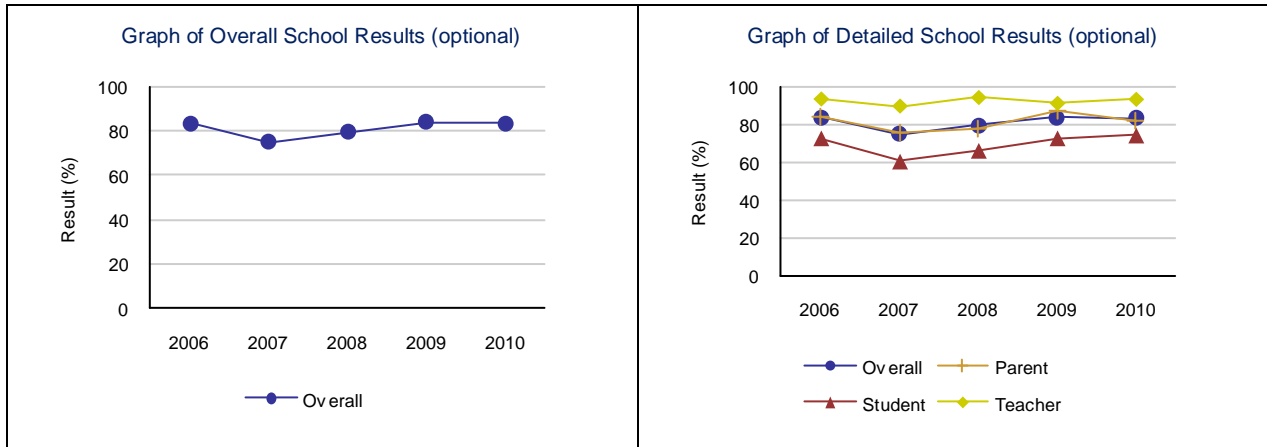
For survey measures, schools may report overall results aggregated across respondent groups or results for each respondent group, whichever they prefer. Including the evaluation of results is optional for schools.

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	83.8	75.3	79.6	84.1	83.5	80.4	78.5	82.8	83.8	83.2	84.4	84.2	85.1	86.9	87.6
Teacher	93.7	89.8	94.5	91.3	93.5	88.0	87.9	90.7	92.9	92.1	92.8	92.6	93.1	93.8	94.4
Parent	84.7	75.5	77.9	87.8	82.5	80.2	74.4	80.2	78.2	80.6	82.1	81.7	83.2	85.3	86.1
Student	73.1	60.6	66.4	73.1	74.6	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.	79.9	71.6	78.8	77.6	88.0		Very High	Improved	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.5	80.2	87.2	92.8	95.8		Very High	Improved Significantly	Excellent			

Comment on Results (OPTIONAL)

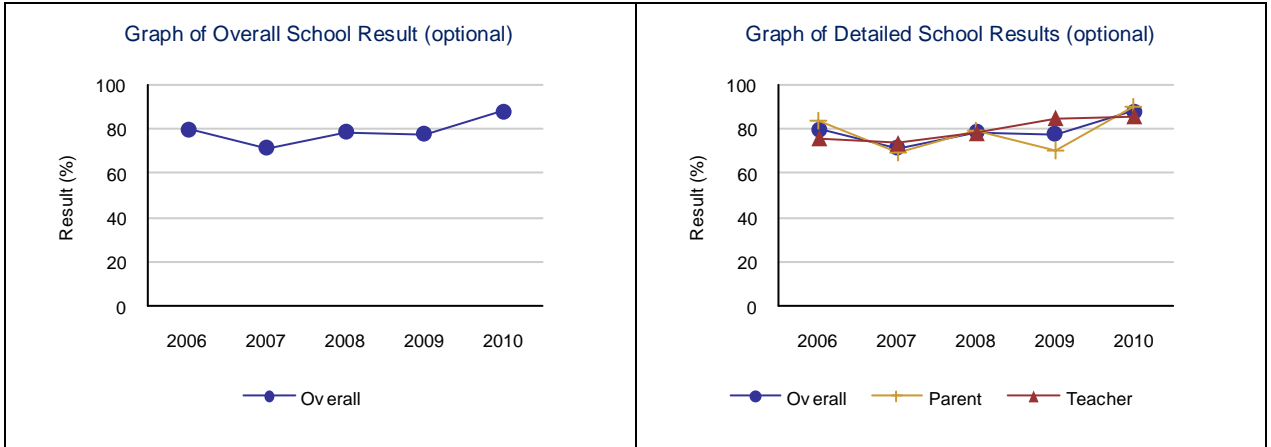
(an assessment of progress toward achieving the target)

The staff is very proud of these results, which they feel reflect our continuing commitment to a French Immersion program, which has grown over the past decade to include more than one third of our student body. We also attribute the significant improvement in this outcome to the hiring of new staff members with expertise and commitment to fine arts and physical education.

Strategies

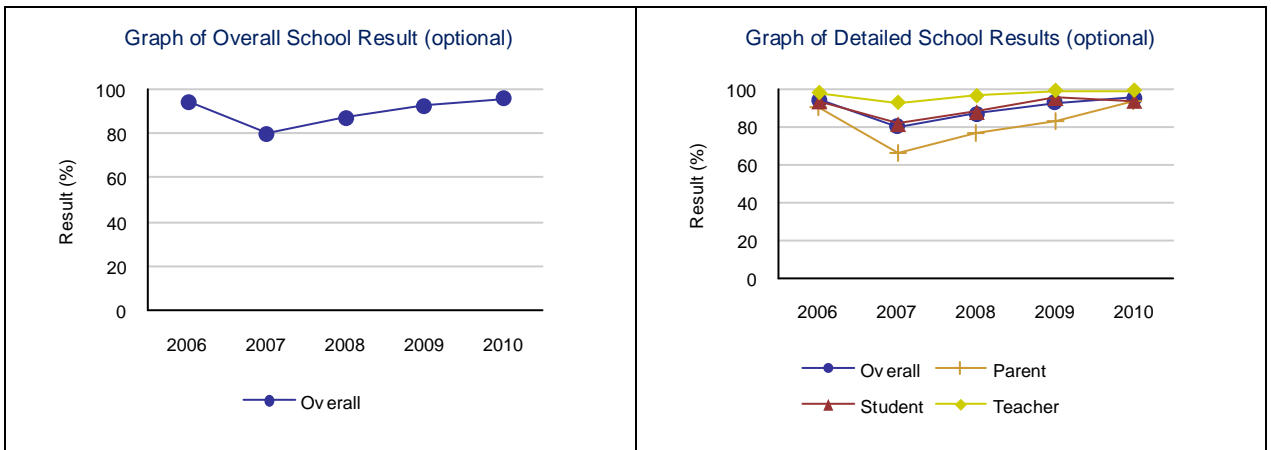
- Maintain a viable French Immersion program, K to 5
- Maintain the hand bell choir
- Maintain the school-wide vocal choir
- Support the School Council in the installation of a barrier-free playground to increase the activity level of all of our students
- Integrate opportunities for drama throughout the curriculum
- Implement a Science Fair in the spring of 2011, with greater community involvement
- Continue to offer after-school sports programs, involving community volunteers along with staff members
- Provide training to support teachers in delivering 21st century learning opportunities

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	79.9	71.6	78.8	77.6	88.0	71.8	68.4	73.4	74.5	71.9	78.1	78.5	79.4	80.3	80.5
Teacher	76.2	73.9	78.4	85.0	85.8	77.9	76.3	82.0	80.9	79.0	85.2	85.7	86.4	86.8	87.7
Parent	83.6	69.2	79.3	70.1	90.3	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	94.5	80.2	87.2	92.8	95.8	86.5	84.4	87.1	87.4	86.2	87.7	87.6	88.2	89.3	89.2
Teacher	98.2	92.9	96.5	99.4	99.5	92.6	92.8	95.9	94.8	95.1	94.8	94.7	94.9	95.3	95.6
Parent	91.1	65.9	76.8	83.2	93.8	82.2	77.0	79.9	78.7	78.9	81.6	81.8	83.0	84.4	83.9
Student	94.0	81.8	88.3	95.8	94.3	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 (*).

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.	90.5	78.9	81.8	87.5	84.2		Intermediate	Maintained	Acceptable			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	8.3	5.6	11.7	10.0	15.8		Intermediate	Improved	Good			
Overall percentage of students who achieved the acceptable standard on diploma examinations.	n/a	n/a	n/a				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				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	n/a			n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a			n/a	n/a	n/a			

Comment on Results (OPTIONAL)

(an assessment of progress toward achieving the target)

The five year results indicate continuing inconsistency in grade 3 PAT achievement. While the school is pleased to see the improvement in the percentage of grade 3 students reaching the Standard of Excellence, it is still below the provincial average and remains an area of ongoing concern.

Strategies

The staff is committed to improving the PAT achievement results through our focus on increasing student engagement. This is the focus of the school's Professional Development Plan and will see:

- A large number of our teachers are receiving training in SMART Learning strategies
- School representation in the Division's Galileo cohorts
- Regular benchmark assessments being done to monitor the learning of each student and to identify those needing additional support
- Reading intervention support will be made available at all grade levels
- Grade level PLC teams will focus on improving student literacy – both reading and writing
- The implementation of outcome based assessment for all students
- Encourage balanced literacy practices across all grades and all programs of study
- Implement high yield student engagement strategies, reinforcing 21st century learner skills
- Implement strategies to strengthen "Excellence" levels of achievement
- Provide intervention strategies for at-risk students (those not meeting the "Acceptable Standards" and enrichment strategies for students who are excelling

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 (*).

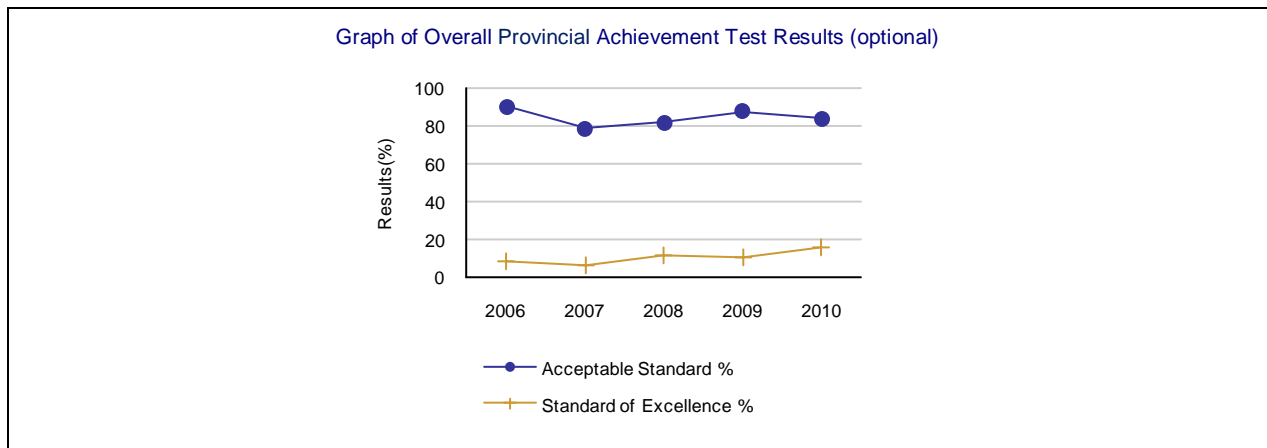
Measure Details (OPTIONAL)													
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2006		2007		2008		2009		2010		2010	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	School	89.9	10.1	78.9	5.6	81.8	11.7	87.5	10.0	84.2	15.8		
	Authority	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	92.3	7.7	72.4	3.4		
	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	92.8	37.7	85.9	14.1	81.8	15.6	95.0	23.8	76.3	13.2		
	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	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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		
	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	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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	n/a	n/a		
	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		

School: 4106 Ecole Rocky Elementary School

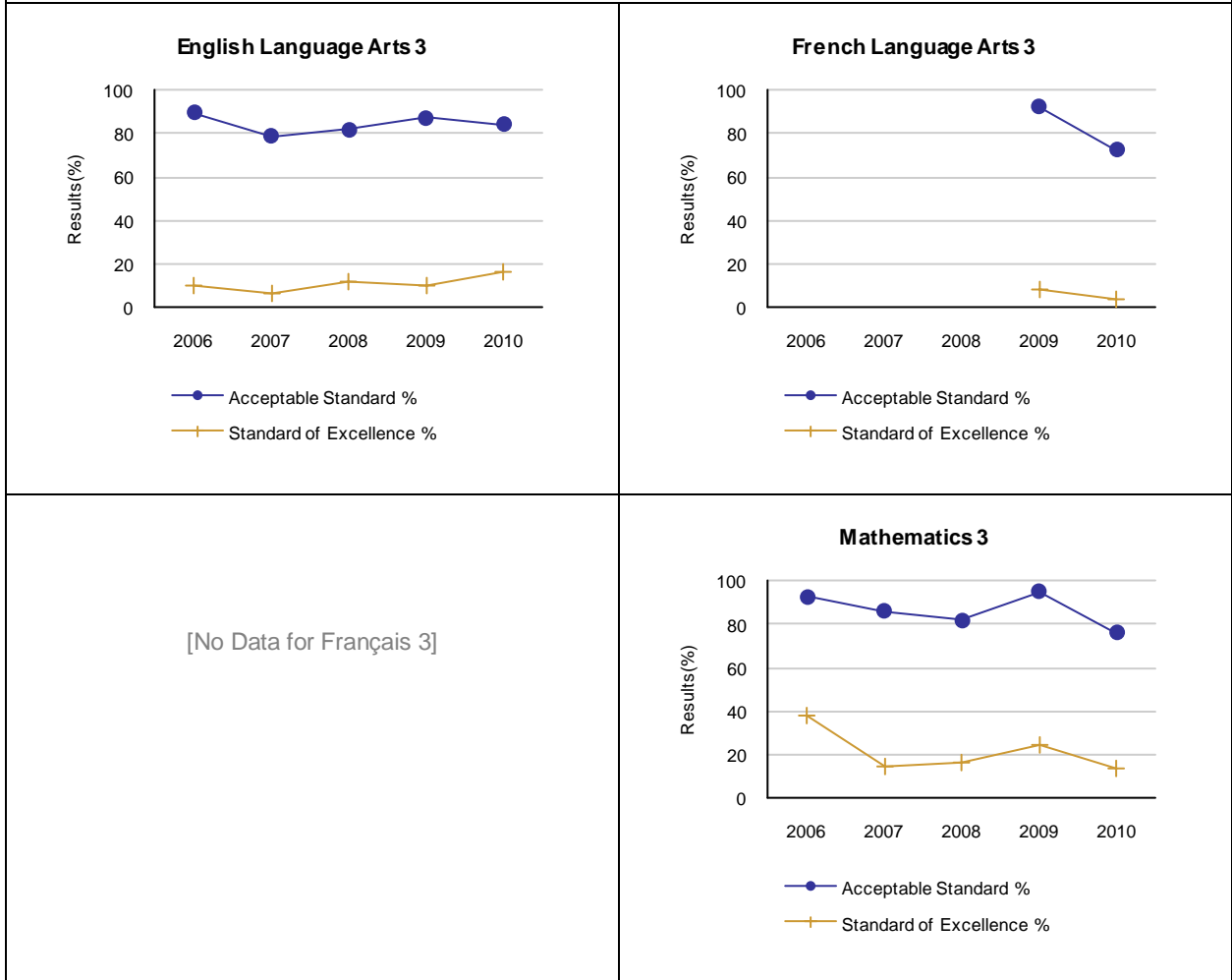
	Province	67.4	17.4	66.3	18.3	65.7	18.5	67.0	18.6	66.4	19.8		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	57.6	18.2		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65.6	15.3		
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	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)



School: 4106 Ecole Rocky Elementary School

PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)

		Ecole Rocky Elementary School						Alberta				
Course	Measure	Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Intermediate	Maintained	Acceptable	76	84.2	76	82.7	42,061	81.6	42,181	80.6
	Standard of Excellence	Intermediate	Improved	Good	76	15.8	76	9.1	42,061	19.5	42,181	17.3
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,599	83.3	44,064	81.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,509	76.8	43,945	75.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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: 4106 Ecole Rocky 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	97.1	98.6	96.1	96.3	98.7	
	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	100.0	100.0	
	Authority	n/a	n/a	n/a	100.0	100.0	
	Province	n/a	n/a	n/a	96.5	97.3	
Français 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	95.7	97.2	93.5	96.3	98.7	
	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	*	n/a	n/a	n/a	n/a	
	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	
	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	*	n/a	n/a	n/a	n/a	
	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	*	n/a	n/a	n/a	n/a	
	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	n/a	
	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	

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

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.	71.8	68.9	74.2	75.0	71.8		Low	Maintained	Issue			

Comment on Results (OPTIONAL)

(an assessment of progress toward achieving the target)

The staff has trouble explaining these disappointing results from the perspective of a K-5 school. According to these survey results, the school is doing an "Excellent" job at meeting the needs of our students and supporting our society and the economy. If 95.8 % of our teachers, parents and students are satisfied with the overall quality of basic education being offered, it is difficult to understand why only 71.8 % of the same population feels students are being taught the attitudes and behaviours that will make them successful at work when they finish school.

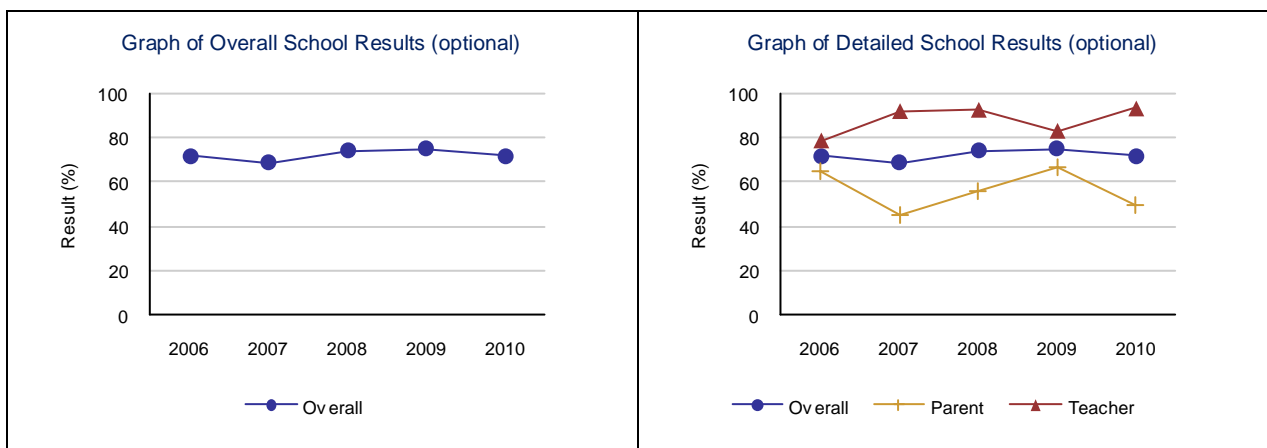
Strategies

- The staff will make a concerted effort to better explain to students and to their parents how what they are teaching in kindergarten to grade 5 will prepare students for the world that awaits them when they finish high school.
- Teachers will provide opportunities for presentations by parents and community members related to their careers, stressing how the skills the presenters learned in school are essential for their day-to-day work
- Prepare students for jobs that do not yet exist by focusing on the knowledge, skills and attributes that will be necessary for success in a rapidly changing job market
- Work to ascertain individual student's special interests and develop learning opportunities to expand on these interests
- Teachers will focus on better explaining the importance of learning specific concepts on students' future learning and for the workplace
- Review subject area outcomes to better focus on the connections between what is taught at a certain grade level and future learning and the world of work

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	71.8	68.9	74.2	75.0	71.8	72.5	71.5	76.8	76.2	72.9	77.0	77.1	80.1	79.6	79.9
Teacher	78.9	92.3	92.9	83.3	93.5	84.0	84.2	89.2	91.0	90.0	89.4	89.2	89.3	88.9	90.0
Parent	64.7	45.5	55.6	66.7	50.0	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	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	80.0	68.7	65.8	78.5	81.5		Very High	Improved	Excellent			

Comment on Results (OPTIONAL)

(an assessment of progress in relation to past performance)

The school is very pleased with these results, which reflect a greater focus on teaching active citizenship that was implemented in the previous year. One such initiative, The Empty Bowls Project, taught students as young as five the reality of hunger within our own community and then empowered these students to make a positive difference in the lives of others.

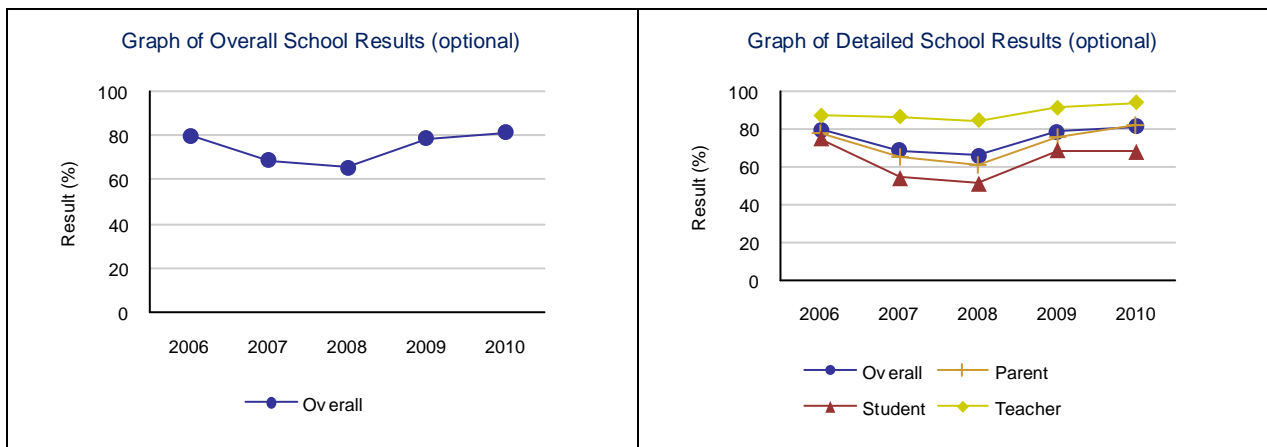
Strategies

- Maintain and expand grade level projects that will teach students social responsibility and active citizenship
- Continue to develop and expect students to model ethical and responsible digital citizenship
- Identify, celebrate, and share with our community those initiatives that demonstrate citizenship on the part of our students

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	80.0	68.7	65.8	78.5	81.5	69.7	68.5	72.0	75.1	75.1	76.8	76.6	77.9	80.3	81.4
Teacher	87.2	86.7	84.8	91.3	94.2	81.0	81.3	84.0	88.6	91.4	90.3	89.9	90.6	91.8	93.0
Parent	77.6	65.1	61.3	75.6	82.5	66.5	63.2	65.6	66.6	68.4	72.4	72.6	74.7	77.4	78.5
Student	75.0	54.2	51.3	68.8	67.9	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.	74.6	69.7	80.0	68.8	73.8		Low	Maintained	Issue			

Comment on Results (OPTIONAL)

(an assessment of progress toward achieving the target)

Despite ongoing attempts to increase attendance at School Council meetings, parent involvement is still restricted to a small percentage of our parental community. Ways to extend decision making opportunities to the larger parent community need to be explored.

We also feel that parents that our actively involved in the school feel more involved in decision making about their child's education. While the school relies on dozens of volunteers to extend student learning on a daily basis, the reality is that volunteerism begins to wane significantly beginning in the child's grade 3 year, which may explain why the parents who participate in this survey – grade 4 only – don't feel as involved.

Strategies

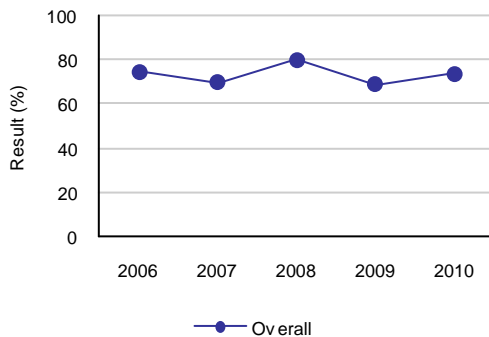
- Continue with "Grandparents and Grand Friends Day" as a way of connecting with our students' extended families
- Circulate copies of School Council Meeting Minutes to all parents in regular school newsletters
- Provide parents with opportunities to participate in school decision making without having to actually attend regular School Council meetings, i.e., emailing the school with their opinions and feedback on issues
- Continue to encourage and promote parent participation in the school and in opportunities for input
- Interview individual parents to better understand how they would like to participate in decision making about their child's education
- Create surveys to gather parent input via the school website
- Enhance the use of technology to communicate with parents

Measure Details (OPTIONAL)

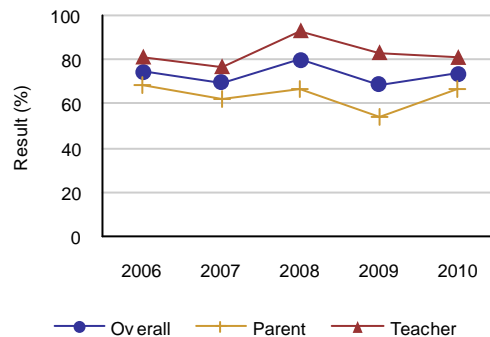
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	74.6	69.7	80.0	68.8	73.8	77.8	75.2	80.0	79.4	76.8	77.9	77.5	78.2	80.1	80.0
Teacher	81.1	76.7	93.1	83.1	80.9	84.9	86.1	90.1	90.0	88.6	87.6	87.1	87.5	88.0	88.6
Parent	68.2	62.6	67.0	54.4	66.7	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)



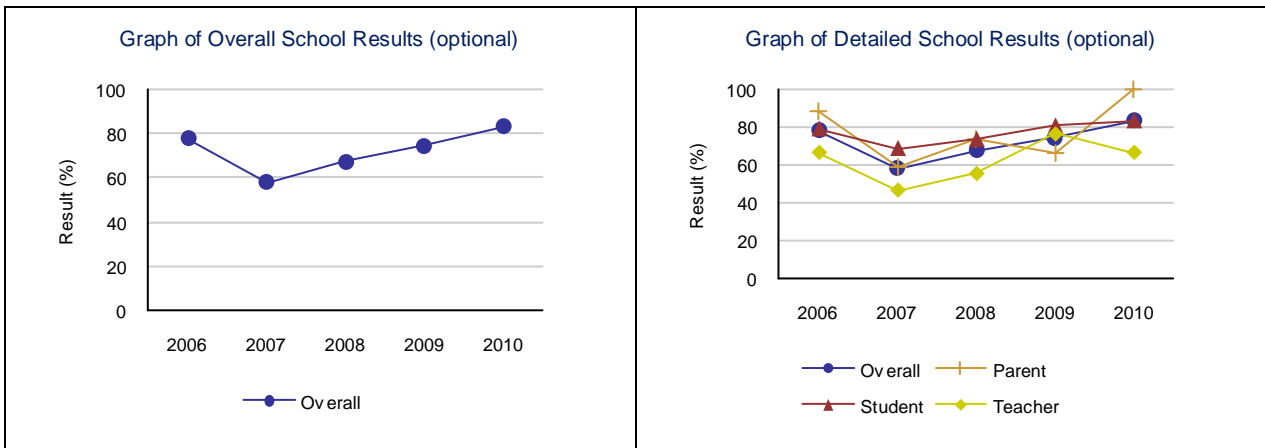
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
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.	78.0	58.0	67.5	74.6	83.3		Very High	Improved Significantly	Excellent			

Comment on Results (OPTIONAL) <i>(an assessment of progress toward achieving the target)</i>
We are thrilled to see the marked increase in teacher, parent and student perception that the school is engaged in real and ongoing continuous improvement, innovation and shared leadership.
Strategies
<ul style="list-style-type: none"> The school will continue with its improvement efforts and to publicize and celebrate our achievements. Continue to align individual and school professional development initiatives with the Division Imbed weekly opportunities for ongoing PLC collaboration at all grade levels Continue to increase teacher utilization of technology

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	78.0	58.0	67.5	74.6	83.3	74.0	67.0	75.2	79.0	76.5	76.8	76.3	77.0	79.4	79.9
Teacher	66.7	46.2	55.2	76.7	66.7	75.0	62.1	73.6	83.2	77.2	75.5	74.5	75.6	78.2	80.8
Parent	88.2	59.1	73.7	66.7	100.0	72.2	66.2	74.4	71.9	74.7	75.4	75.1	75.9	78.1	77.0
Student	79.1	68.8	73.5	80.6	83.3	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).

School: École Rocky Elementary School
Year: 2010-2013

Improvement Question:

“Will a school-wide focus on increasing student engagement have a positive impact on student achievement?”

Strategies:

- Create a focus for professional development that will better enable teachers to create and implement lessons designed to increase student engagement. Smart Learning, Galileo and sessions such as the ATA’s “Engaging Students – the Art of Effective instruction” will be attended, with individuals’ learnings shared with the entire staff through our PLC team model.
- The school will support individual and grade level PLC Teams in developing lessons that are designed to create a high level of student engagement, connect students to the larger community, and have students learning in a more authentic manner.

Rationale:

1. This focus is directly in line with the Division’s Mandate: To improve the achievement levels of ALL students, and its mission: To create powerful learning environments that inspire excellence in learning and support the well-being of all students. It is also clearly aligned with the school’s Vision: Operating as a Professional Learning Community, Ecole Rocky Elementary School provides an exemplary learning environment where every student demonstrates growth and achievement. As a school, we are committed to achieving high standards in student achievement through quality programming.
2. This focus was chosen because it is directly aligned with the Division’s three year plan.
3. The staff has been keen to participate in related training initiatives (e.g. twelve have already participated in the SMART Learning sessions offered by the division. Staff members at both Division I and II are participating in Galileo cohorts. ALL teaching staff will attend the ATA’s “Engaging Students – the Art of Effective instruction”. All staff are committed to increasing student engagement and this will be the overarching focus of all PLC work.
4. Time has been imbedded for weekly PLC meetings and on PD Days. The administration is supportive in arranging for authentic learning projects, such as the Rocky Museum School, the National Historic Park Learning project, the FINS project, etc.
5. Divisional Staff have committed to providing ongoing support in technology, e.g. building wikis, using voice threads, creating Photo Stories.
6. All teachers and all students will be affected by this focus.
7. Current brain research strongly supports such initiatives as SMART Learning and Galileo.
8. Increasing student engagement will address the root cause that results in a lack of academic success among students.

Assessment:

Provincial Achievement Test data and the school’s own benchmarks (running records, spelling inventories, etc.) will be analyzed by grade level and vertical PLC teams to assess the impact on student learning of this focus on a continuing basis. Results will be shared with the entire staff and with the division.