

*H.W. Pickup Jr. High School  
3505 – 58 Avenue  
Drayton Valley, AB  
T7A 0B8*

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*H.W. Pickup  
Junior High School*

*School Education Plan 2010/11 – 2013/14*

**Wild Rose Public Schools**

*Primary Goal:*

*Create a culture that is inviting and welcoming that builds a student, school relationship that instills upon our school community (student, staff, parents & community members) a positive learning environment that is based on PRIDE.*

*P – prepared*

*R – responsible & respect*

*I – integrity*

*D – diligence*

*E – empathetic & excellence*

**October 2010 Accountability Pillar Overall Summary (OPTIONAL)**

Goal	Measure Category	Measure Category Evaluation	Measure	H W Pickup Junior High 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	Issue	Safe and Caring	80.5	78.2	77.3	87.6	86.9	85.4	Low	Maintained	Issue
	Student Learning Opportunities	n/a	Program of Studies	75.9	75.3	71.5	80.5	80.3	79.4	Intermediate	Maintained	Acceptable
			Education Quality	78.5	82.9	83.6	89.2	89.3	88.4	Very Low	Declined	Concern
			Drop Out Rate	1.9	2.8	2.0	4.3	4.8	4.8	Very High	Maintained	Excellent
			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	83.6	82.0	78.0	79.1	78.3	77.2	Intermediate	Improved	Good
			PAT: Excellence	21.0	11.9	9.4	19.4	18.3	18.2	High	Improved Significantly	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	60.2	64.1	66.0	79.9	79.6	78.9	Very Low	Maintained	Concern
Citizenship			65.1	69.0	63.6	81.4	80.3	78.3	Very Low	Maintained	Concern	
Goal 4: Highly responsive and responsible education system	Parental Involvement	Acceptable	Parental Involvement	74.7	71.2	71.4	80.0	80.1	78.6	Intermediate	Maintained	Acceptable
	Continuous Improvement	Concern	School Improvement	59.9	76.6	68.4	79.9	79.4	77.6	Very Low	Declined	Concern

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 <sup>1</sup>	Evaluation			Targets <sup>2</sup>		
	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.	65.8	76.3	77.4	78.2	80.5		Low	Maintained	Issue	83%	86%	89%

### Comment on Results (OPTIONAL)

(an assessment of progress toward achieving the target)

SAFE & CARING (SCHOOL CULTURE – respect.integrity, empathy)

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.

\*\*Brackets indicate provincial number

	2008	2009	2010	TARGET 2011
Overall	77.4% (85.1%)	78.2% (86.9%)	80.5% (87.6%)	83%
Parent	76.1%	66.0%	70.4%	80%
Student	67.7%	76.1%	73.5%	80%
Teacher	88.4%	92.5%	97.5%	maintain

Students: My teachers care about me.

	2008	2009	2010	TARGET 2011
Student	81%	81%	74%	80%

Students: Other students treat me well.

	2008	2009	2010	TARGET 2011
Student	81%	81%	74%	80%

Students: I am treated fairly by adults at the school.

	2008	2009	2010	TARGET 2011
Student	67%	82%	73%	80%

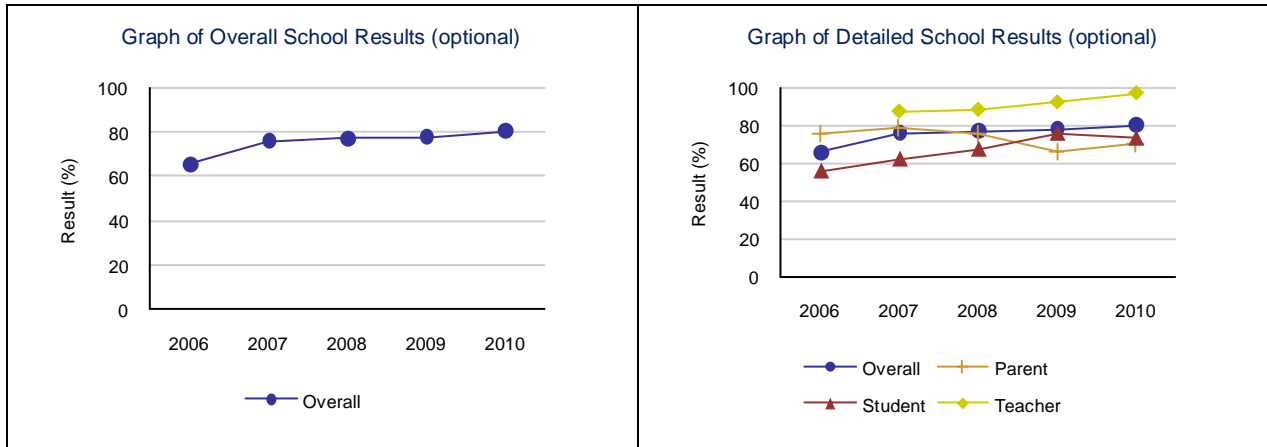
### Strategies

- Implement advisory classes for the 2010/11 school year.
- Advisory classes focus on PRIDE motto and use of agenda
- Focus on generic lessons that all advisory classes can use
- Implement Renaissance Program (“baby steps”)
- Collaborate with the RCMP in maintaining good school relations with the RCMP
- “The Good, the Bad, the Ugly” – presentation (Oct., Nov., Jan.)
- Counsellor presentations during classes & advisory (i.e. suicide, cutting, bullying, etc...)
- Connecting with community mentors (i.e. Youth Pastors, Youth Mentor Connector – town)
- Continued partnership with Aim for Success Mentor and programs (i.e. Peer Mediation, BLAST, etc...)
- Acknowledgement of students who demonstrate positive behaviours (PRIDE) in school

**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	65.8	76.3	77.4	78.2	80.5	80.4	78.5	82.8	83.8	83.2	84.4	84.2	85.1	86.9	87.6
Teacher	n/a	87.5	88.4	92.5	97.5	88.0	87.9	90.7	92.9	92.1	92.8	92.6	93.1	93.8	94.4
Parent	75.3	79.0	76.1	66.0	70.4	80.2	74.4	80.2	78.2	80.6	82.1	81.7	83.2	85.3	86.1
Student	56.2	62.5	67.7	76.1	73.5	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.	69.4	66.9	72.3	75.3	75.9		Intermediate	Maintained	Acceptable	80	82	85
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	75.7	83.8	84.2	82.9	78.5		Very Low	Declined	Concern	85	88	90

**Comment on Results (OPTIONAL)**

(an assessment of progress toward achieving the target)

EDUCATION QUALITY (ASSESSMENT PRACTICES – prepared, diligence, excellence)

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

\*\*Brackets indicate provincial number.

	2008	2009	2010	TARGET 2011
Overall	84.2% (88.2%)	82.9% (89.3%)	78.5% (89.2%)	85%
Parent	84.1%	76.0%	67.4%	75%
Student	78.3%	85.0%	78.4%	82%
Teacher	90.4%	87.5%	89.6%	90%

Parent: Your child understands what he or she is expected to learn at school.

	2008	2009	2010	TARGET 2011
Parent	86%	72%	64%	75%

Parent: Your child is learning what he or she needs to know.

	2008	2009	2010	TARGET 2011
Parent	91%	78%	69%	80%

Parent: Your child finds school work interesting.

	2008	2009	2010	TARGET 2011
Parent	83%	78%	58%	75%

Parent: How satisfied or dissatisfied are you with the quality of teaching at your child's school.

	2008	2009	2010	TARGET 2011
Parent	91%	69%	64%	75%

Student: It is clear what I am expected to learn at school.

	2008	2009	2010	TARGET 2011
Student	80%	89%	77%	85%

Student: School work is challenging.

	2008	2009	2010	TARGET 2011
Student	71%	74%	66%	75%

Student: My school work is interesting.

	2008	2009	2010	TARGET 2011
Student	55%	65%	54%	70%

Teacher: Students at your school clearly understand what they are expected to learn at school.

	2008	2009	2010	TARGET 2011
Teacher	86%	88%	88%	90%

Teacher: Students at your school find school work challenging.

	2008	2009	2010	TARGET 2011
Teacher	93%	81%	88%	90%

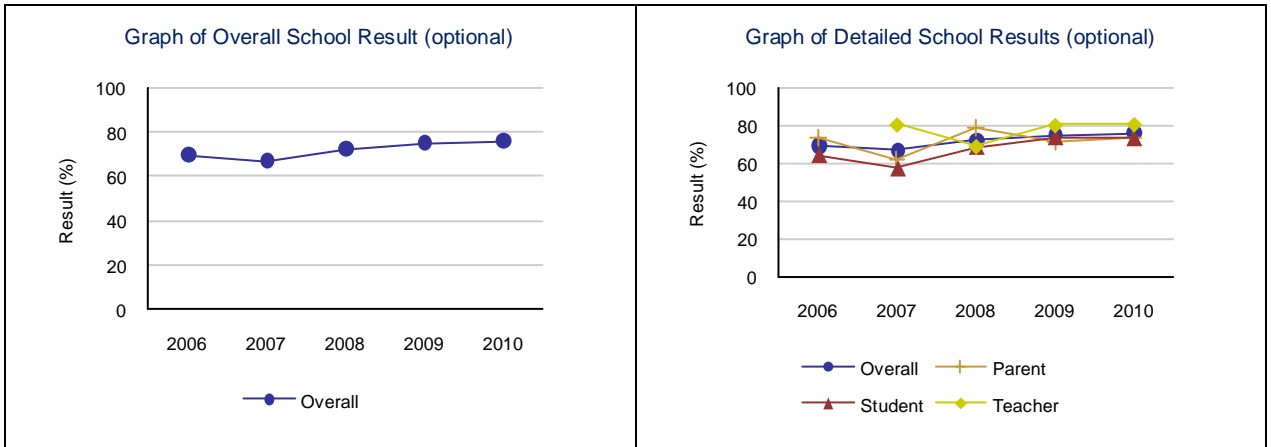
Teacher: Students at your school find school work interesting.

	2008	2009	2010	TARGET 2011
Teacher	86%	81%	88%	90%

**Strategies**

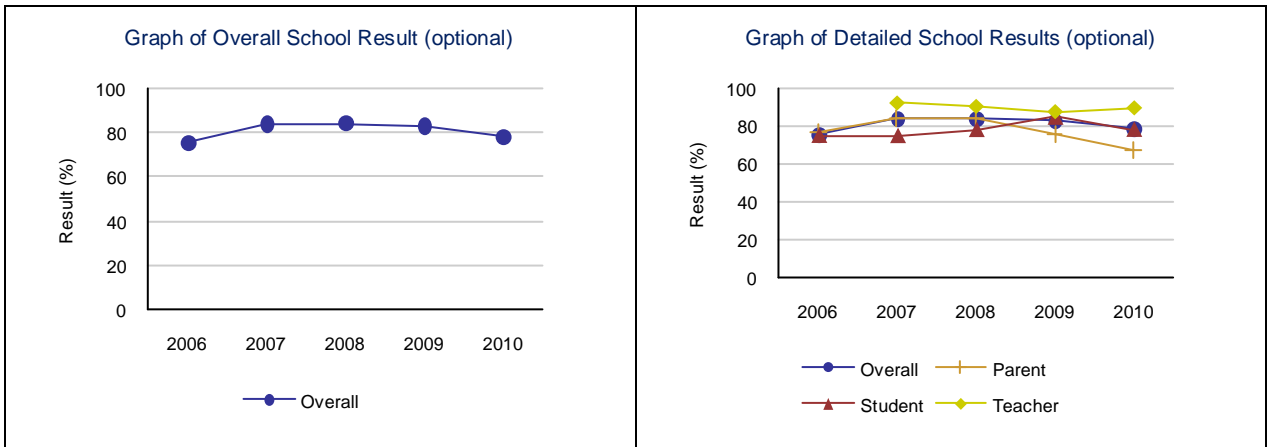
- *All teachers attend AAC Conference (Nov. 5 & 6, 2010)*
- *Review grading practices(research, book – A Repair Kit for Grading: 15 Fixes for Broken Grades & workbook)*
- *Share assessment practices (staff meetings, PD opportunities)*
- *Use of AAC website (AISI coach)*
- *Share curricular outcomes with parents (minimum at each reporting period)*
- *Outcomes are posted daily for all subjects for students to see*
- *Find a Junior High/Middle School that is currently undertaking assessment practices and possibly partner up with them.*
- *Continued focus on the alignment of the Program of Studies with classroom instruction (Essential Outcomes)*

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	69.4	66.9	72.3	75.3	75.9	71.8	68.4	73.4	74.5	71.9	78.1	78.5	79.4	80.3	80.5
Teacher	n/a	80.8	69.1	80.5	81.0	77.9	76.3	82.0	80.9	79.0	85.2	85.7	86.4	86.8	87.7
Parent	74.0	62.2	78.9	71.7	73.5	72.4	68.0	70.3	69.9	69.6	76.6	76.9	77.6	78.7	78.0
Student	64.7	57.8	68.9	73.8	73.3	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	75.7	83.8	84.2	82.9	78.5	86.5	84.4	87.1	87.4	86.2	87.7	87.6	88.2	89.3	89.2
Teacher	n/a	92.3	90.4	87.5	89.6	92.6	92.8	95.9	94.8	95.1	94.8	94.7	94.9	95.3	95.6
Parent	76.3	84.0	84.1	76.0	67.4	82.2	77.0	79.9	78.7	78.9	81.6	81.8	83.0	84.4	83.9
Student	75.1	75.0	78.3	85.0	78.4	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.	69.3	75.5	76.5	82.0	83.6		Intermediate	Improved	Good	85	87	90
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	7.7	7.6	8.9	11.9	21.0		High	Improved Significantly	Good	22	22	25
Overall percentage of students who achieved the acceptable standard on diploma examinations.	n/a	n/a	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	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	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

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

**Comment on Results (OPTIONAL)**

*(an assessment of progress toward achieving the target)*

PROGRAM OF STUDIES (INSTRUCTIONAL PRACTICES – prepared, responsible, diligence, excellence)

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.

\*\*Brackets indicate provincial number.

	2008	2009	2010	TARGET 2011
Overall	74.8% (79.5%)	79.0% (81.4%)	74.5% (81.8%)	80%
Parent	65.2%	59.4%	57%	65%
Student	71.3%	79.8%	74.7%	80%
Teacher	88.1%	97.9%	91.7%	93%

Parent: When your child needs it, teachers at your child's school are available to help him or her.

	2008	2009	2010	TARGET 2011
Parent	86%	56%	51%	70%

Parent: Your child can easily access programs and services at school to get help with school work.

	2008	2009	2010	TARGET 2011
Parent	55%	59%	60%	70%

Student: It is easy to get help with school work at my school if I need it.

	2008	2009	2010	TARGET 2011
Student	71%	82%	77%	82%

Student: When I need it, teachers at my school are available to help me.

	2008	2009	2010	TARGET 2011
Parent	78%	82%	80%	85%

Teacher: Students can easily access programs and services at your school to get help with school work.

	2008	2009	2010	TARGET 2011
86%	100%	100%	100%	86%

Teacher: When students need it, teachers at your school are available to help them.

	2008	2009	2010	TARGET 2011
Parent	93%	94%	88%	92%

**Strategies**

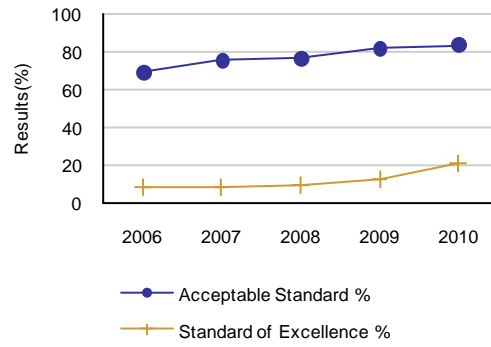
- **Implement differentiated instruction practices by all staff to work with specific student differences.**
- **Ongoing PD opportunities for teachers to improve.**
- **Examine and implement best teaching practices.**
- **Collaborate with elementary and high school teachers to determine focus areas.**
- **Increase capacity with Smart Technology.**

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 9	School	76.5	5.3	77.0	5.8	79.4	9.9	79.4	8.4	83.2	13.0		
	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	87.5	0.0		
	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	58.9	7.8	56.1	9.4	41.7	2.2	57.5	7.9	57.4	9.3		
	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	37.5	0.0		
	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	62.0	10.1	74.1	9.4	73.6	7.9	84.6	15.4	84.0	29.0		
	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	87.5	0.0		
	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	72.5	22.1		
	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	62.5	12.5		
	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		

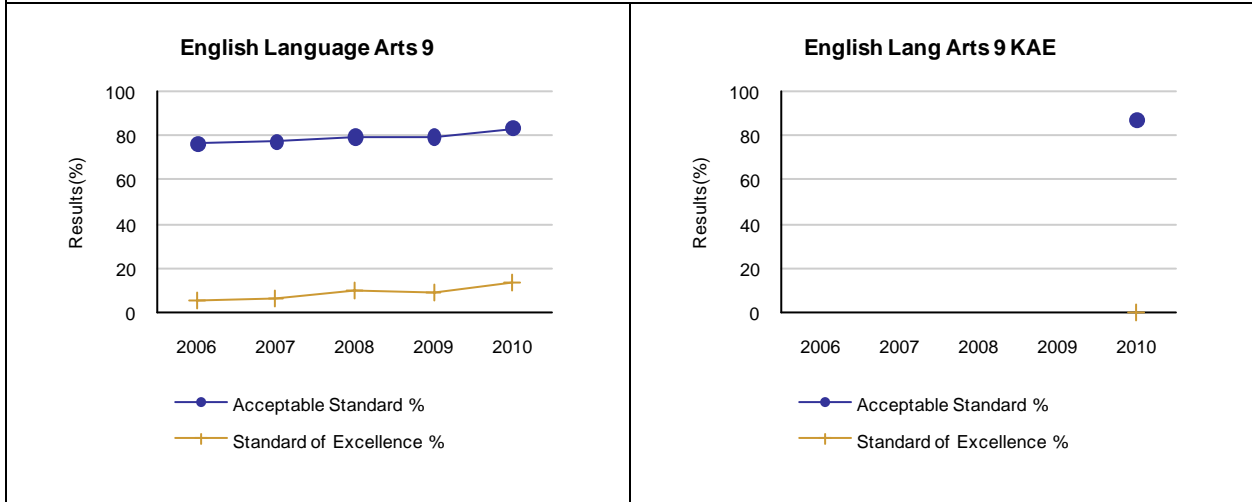
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

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

Graph of Overall Provincial Achievement Test Results (optional)

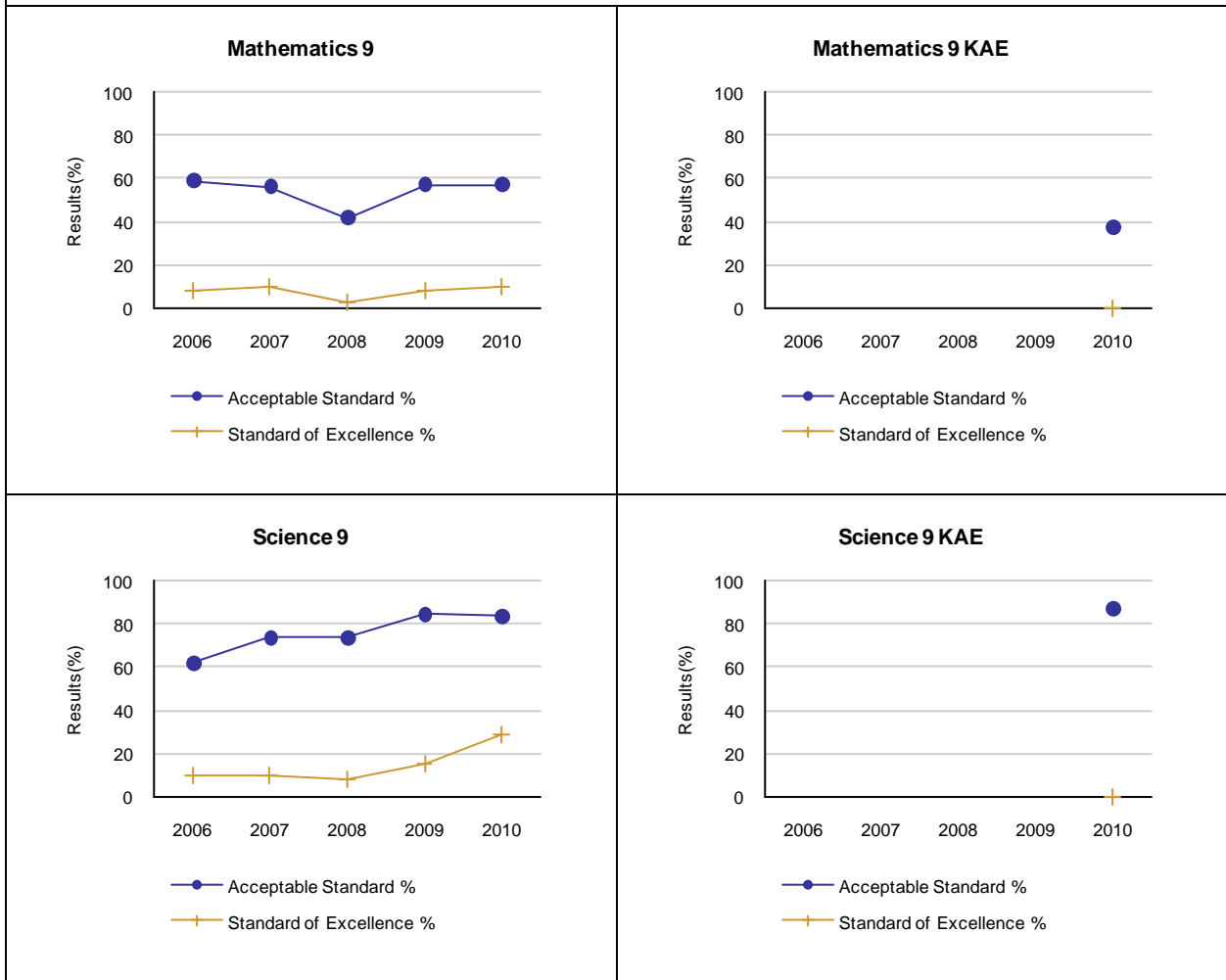


Graph of Provincial Achievement Test Results by Course (optional)



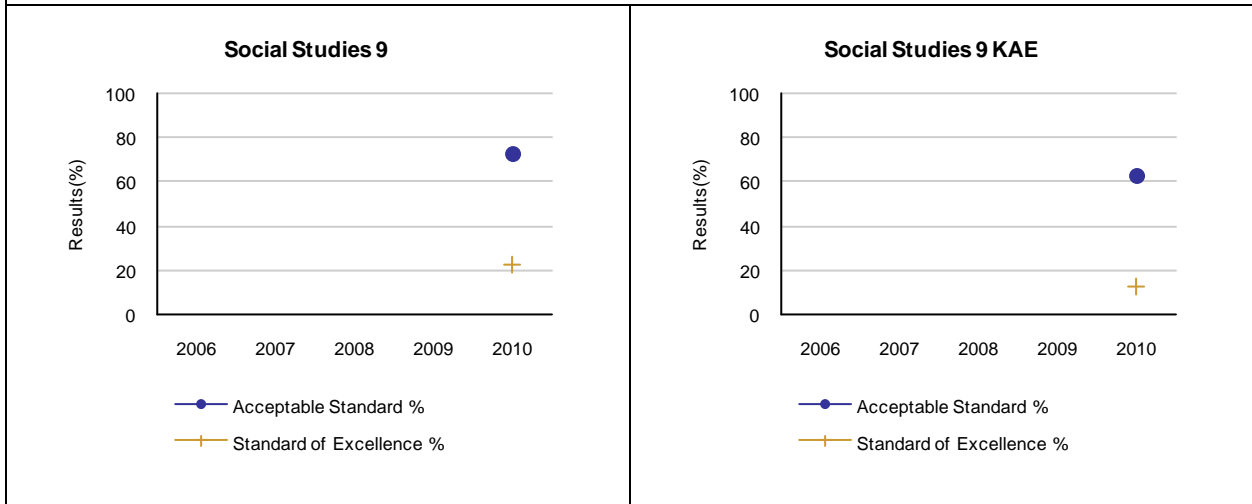
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Graph of Provincial Achievement Test Results by Course (optional)



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)



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

**School: 2202 H W Pickup Junior High School**

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

		H W Pickup Junior High School							Alberta			
		Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,061	81.6	42,181	80.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	Intermediate	Maintained	Acceptable	131	83.2	137	78.6	43,651	79.3	44,250	77.6
	Standard of Excellence	Intermediate	Improved	Good	131	13.0	137	8.0	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	Very High	Improved	Excellent	131	84.0	136	77.4	43,372	73.6	44,075	70.4
	Standard of Excellence	Very High	Improved Significantly	Excellent	131	29.0	136	10.9	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: 2202 H W Pickup Junior High 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 9	School	87.9	87.1	90.1	87.8	92.4	
	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	100.0	
	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	
Mathematics 9	School	85.3	86.3	88.5	89.0	93.8	
	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	100.0	
	Authority	n/a	n/a	n/a	n/a	90.9	
	Province	n/a	n/a	n/a	n/a	87.3	
Science 9	School	86.8	86.3	92.1	90.0	90.1	
	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	100.0	
	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	91.6	
	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	100.0	
	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 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.	46.4	64.4	57.3	69.0	65.1		Very Low	Maintained	Concern	75	80	83

**Comment on Results (OPTIONAL)**

(an assessment of progress in relation to past performance)

**CITIZENSHIP**

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

\*\*Brackets indicate provincial number.

	2008	2009	2010	TARGET 2011
Overall	57.3% (77.9%)	69.0% (80.3%)	65.1% (81.4%)	75%
Parent	55.0%	58.5%	53.8%	60%
Student	54.1%	64.7%	59.0%	65%
Teacher	62.9%	83.8%	82.5%	85%

Parent: Students at your child's school follow the rules.

	2008	2009	2010	TARGET 2011
Parent	41%	44%	48%	60%

Parent: Students at your school respect each other.

	2008	2009	2010	TARGET 2011
Parent	45%	47%	53%	60%

Parent: Your child is encouraged at school to try his or her best.

	2008	2009	2010	TARGET 2011
Parent	86%	84%	67%	80%

Student: At school, students follow the rules.

	2008	2009	2010	TARGET 2011
Student	26%	38%	33%	50%

Student: At school, students respect each other.

	2008	2009	2010	TARGET 2011
Student	33%	38%	33%	50%

Student: I am encouraged to try my best.

	2008	2009	2010	TARGET 2011
Student	61%	70%	61%	70%

Teacher: Students at your school follow the rules.

	2008	2009	2010	TARGET 2011
Teacher	67%	90%	83%	85%

Teacher: Students at your school respect each other.

	2008	2009	2010	TARGET 2011
Teacher	78%	90%	100%	100%

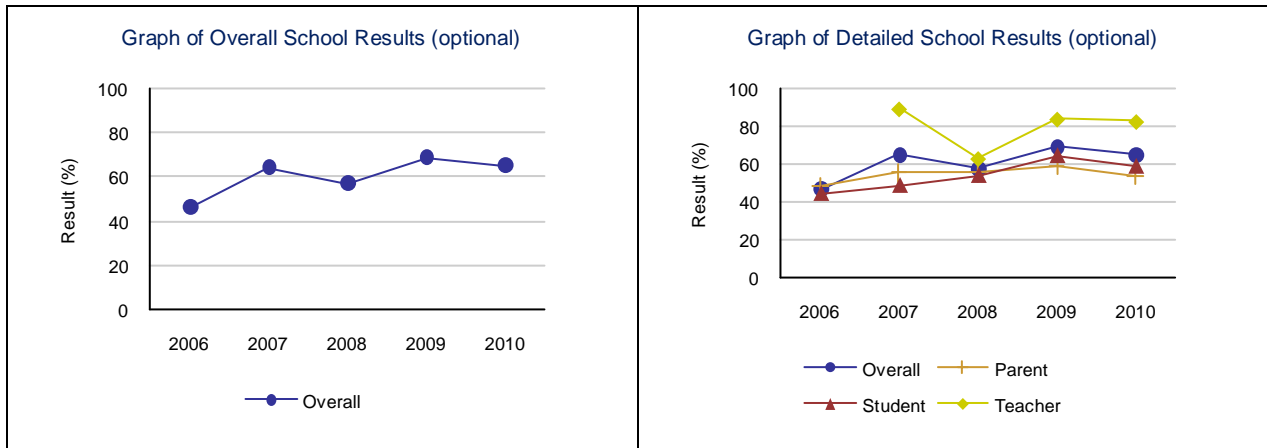
Teacher: Students are encouraged to do their best.

	2008	2009	2010	TARGET 2011
Teacher	78%	80%	100%	100%

**Strategies**

- Focus on our PRIDE motto during regular lessons and advisory periods
- Implement the Renaissance Program ('baby steps')
- Implement advisory classes for the 2010/11 school year.
- Development of student led clubs and leadership opportunities (i.e. intramurals)
- Teachers promote and discuss knowledge, skills and attributes necessary for learning. Students take an active part in self-evaluation of their learning.

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	46.4	64.4	57.3	69.0	65.1	69.7	68.5	72.0	75.1	75.1	76.8	76.6	77.9	80.3	81.4
Teacher	n/a	89.2	62.9	83.8	82.5	81.0	81.3	84.0	88.6	91.4	90.3	89.9	90.6	91.8	93.0
Parent	48.3	55.0	55.0	58.5	53.8	66.5	63.2	65.6	66.6	68.4	72.4	72.6	74.7	77.4	78.5
Student	44.5	48.8	54.1	64.7	59.0	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 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.	54.5	63.8	64.9	76.6	59.9		Very Low	Declined	Concern	70	75	80

### Comment on Results (OPTIONAL)

(an assessment of progress toward achieving the target)

SCHOOL IMPROVEMENT (Technology – prepared, responsible, diligence, excellence)

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.

\*\*Brackets indicate provincial number.

	2008	2009	2010	TARGET 2011
Overall	64.9% (77.0%)	76.6% (79.4%)	59.9% (79.9%)	70%
Parent	72.7%	58.1%	55.6%	70%
Student	57.6%	78.4%	74.2%	75%
Teacher	64.3%	93.3%	50.0%	70%

Students: I am proud of my school.

	2008	2009	2010	TARGET 2011
Student	60%	76%	72%	78%

Students: I would recommend my school to a friend.

	2008	2009	2010	TARGET 2011
Student	56%	81%	76%	80%

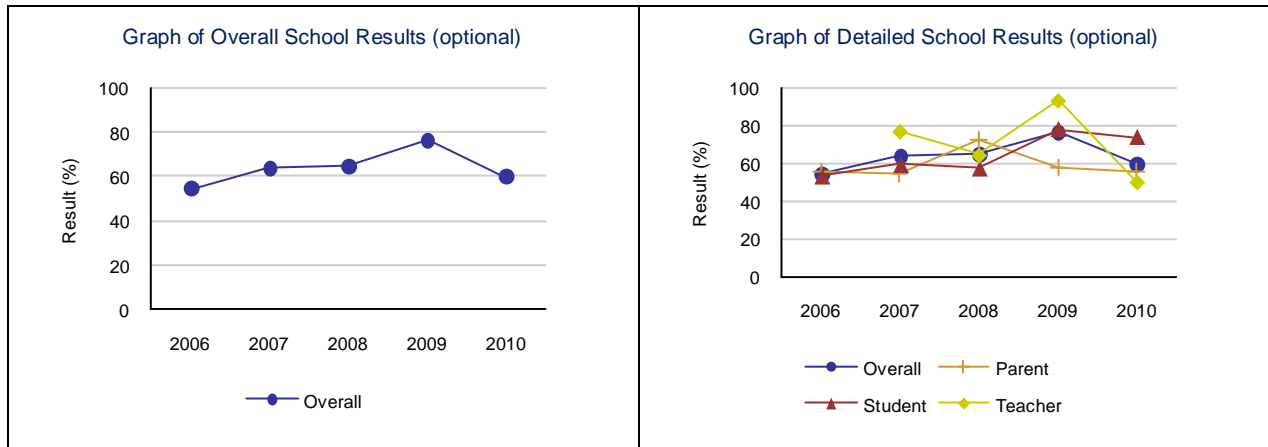
### Strategies

- Ongoing professional development for teachers on web tools such as Wikis, forums, and podcasting.
- Increase capacity with Smart 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	54.5	63.8	64.9	76.6	59.9	74.0	67.0	75.2	79.0	76.5	76.8	76.3	77.0	79.4	79.9
Teacher	n/a	76.9	64.3	93.3	50.0	75.0	62.1	73.6	83.2	77.2	75.5	74.5	75.6	78.2	80.8
Parent	55.6	55.0	72.7	58.1	55.6	72.2	66.2	74.4	71.9	74.7	75.4	75.1	75.9	78.1	77.0
Student	53.4	59.4	57.6	78.4	74.2	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).