

**Annual Education Results Report  
&  
Three Year Education Plan  
2012 - 2015**

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



*Ecole Rocky Elementary School*  
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# **Ecole 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

**École Rocky Elementary School Question:  
Will increased collaboration and instructional capacity improve student engagement and learning?**

**Strategies:**

- All teachers will participate in professional development designed to enhance their abilities to be designers of learning. Opportunities to further teacher expertise in Smart Learning, Inquiry-Based Learning, Math Instruction and Assessment, will provide us with the tools necessary to increase student engagement thereby increasing student learning. Newly acquired pedagogical knowledge and skills gained by individual teachers and teams will be shared with the entire staff through our PLC team model and through “Open Door/Learning Rounds” opportunities where classroom teachers invite their colleagues in to observe and reflect on the implementation of new teaching strategies.
- The school will support individual and grade level PLC Teams in their work as designers of learning, with the goal of increasing student engagement, connecting students to the larger community, having students learning more deeply and in a more authentic manner.

**Rationale:**

- This focus is directly in line with the Division’s Question, “Will a focus on improving leadership and building capacity improve student learning?”; its 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. The School will facilitate this through its focus on supporting “Teachers as Designers of Learning”.
- This focus was chosen because it is directly aligned with the Division’s three year plan.
- The staff has been keen to participate in Divisional “Teachers as Designers of Learning” opportunities (ERE teachers have already been participating in SMART Learning and Inquiry-Based Learning sessions offered by the division and other schools. The staff is committed to increasing student engagement and deepening understanding through the implementation of “Teachers as Designers of Learning” strategies and this will be the overarching focus of all our professional development efforts.
- Time has been imbedded for individuals to work on their individual professional growth plans and research questions.
- Time has been imbedded for weekly PLC meetings and for grade level PLC work on PD Days.
- All teachers and all students will be affected by this focus.
- Current brain research strongly supports such initiatives as SMART Learning and Inquiry-Based learning.
- The implementation of “Teachers as Designers of Learning” pedagogical strategies will increase student engagement, addressing a root cause that results in a lack of academic success among students.

**Combined 2012 Accountability Pillar Overall Summary**

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
Safe and Caring Schools	Excellent	Safe and Caring	88.9	85.3	84.3	88.6	88.1	87.5	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	84.6	85.2	83.6	80.7	80.9	80.6	Very High	Maintained	Excellent
		Education Quality	91.9	92.8	93.8	89.4	89.4	89.3	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.2	4.2	4.4	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.1	72.6	71.6	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	85.5	85.7	n/a	79.3	78.9	n/a	n/a	n/a
		PAT: Excellence	n/a	11.3	12.4	n/a	19.6	19.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	*	n/a	82.6	83.5	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	*	n/a	18.7	18.7	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.2	54.9	53.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	61.5	59.6	58.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	58.4	59.3	59.5	n/a	n/a	n/a
		Work Preparation	69.2	73.1	73.3	79.7	80.1	79.9	Low	Maintained	Issue
		Citizenship	83.4	82.1	80.7	82.5	81.9	81.2	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	84.8	79.7	74.1	79.7	79.9	80.0	Very High	Improved	Excellent
Continuous Improvement	Excellent	School Improvement	92.1	81.9	80.0	80.0	80.1	79.8	Very High	Improved Significantly	Excellent

Notes:

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

Measure Evaluation Reference

**Achievement Evaluation**

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

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

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

Notes:

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

**Improvement Table**

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

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

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

**Overall Evaluation Table**

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

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

**Category Evaluation**

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

## Goal One: Success for Every Student

*Outcome: Students demonstrate proficiency in literacy and numeracy.*

Performance Measure	Results (in percentages)					Target <sup>1</sup>	Evaluation			Targets <sup>2</sup>		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	81.8	87.5	84.2	85.5	n/a		n/a	n/a	n/a			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	11.7	10.0	15.8	11.3	n/a		n/a	n/a	n/a			

### Comment on Results

The percentage of students meeting the Acceptable Standard on grade 3 PAT Exams is high (85.5% compared with an Authority (WRSD) average of 80.9% and the Provincial average of 79.3%).

Reasonable improvements (+3.9%) in these results are evident over the past five years – 78.9% in 2007 to 85.5% in 2011.

Continuing to be a significant cause for concern, however, is the school's low percentage of students achieving at the Standard of Excellence. Results on the grade 3 PAT exams are 2.6% below the Authority (WRSD) average and 8.3% below the Provincial average – 11.3% for ERE, 13.9% for WRSD and 19.6% for the Province. This significant discrepancy between school and Provincial averages is evident throughout the various PAT Tests administered; English LA 3, French LA 3, and Mathematiques 3 and Mathematics 3. Improving on this performance measure was one of our main school goals over the last school year, so these continuing weak results are disappointing.

### Strategies

Our results decreased from 15.8% down to 11.3% from 2010(-4.5%). The staff remains determined to improve these results. We will be actively working within our grade level PLC teams to uncover and implement strategies to improve the performance of students who we feel should be able to move from the upper range of the Acceptable Standard into the Standard of Excellence.

The school is also committed to improve the success of all students through a focus on "Educators as Designers of Learning." We will strengthen the learning of every student through the implementation of Smart Learning, Inquiry Based Learning, and Outcome based Assessment strategies.

### Notes:

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

*Outcome: Students develop competencies for success as engaged thinkers and ethical citizens with an entrepreneurial spirit.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	65.8	78.5	81.5	82.1	83.4		Very High	Maintained	Excellent			
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.	74.2	75.0	71.8	73.1	69.2		Low	Maintained	Issue			

**Comment on Results**

When it comes to Citizenship, the school has shown significant improvement (17.6%) in our results over the past 5 years – 65.8% in 2008 to 83.4% in 2012. Our current results are 9.6% higher than the Authority (WRSD) – 83.4% (ERE) to 73.8% (WRSD).

With regards to the performance measure, 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, the school dropped by 5.0% over the past 5 years – 69.2% in 2012 down from 74.2% in 2008.

**Strategies**

The staff feels that the school's efforts to involve students in volunteerism within the school and the community and to increase opportunities for social and environmental activism are responsible for these steadily improving results.

Grade level develops a specific focus for students to contribute as citizens of the school, the community, and the world. Most of our students are involved in a large number of extra-curricular clubs, many of which have been created to foster volunteerism and independence among the students. The school's "Green Machine" has expanded beyond recycling efforts and is now involved in composting and organic gardening.

Teachers are designing Inquiry-based learning opportunities where real world experts present in the classrooms on what and how they function in their professions.

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

**Goal Two: High Quality Education through Collaboration and Innovation**

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

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
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.	78.8	77.6	88.0	85.2	84.6		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	87.2	92.8	95.8	92.8	91.9		Very High	Maintained	Excellent			
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.	79.6	84.1	83.5	85.3	88.9		Very High	Maintained	Excellent			

**Comment on Results**

The percentage of teachers, parents and students who are satisfied that our school is providing students with a broad program of studies is very high. Overall results on this measure are 12.7% higher for this school than our Authority (WRSD) and 3.9% higher than the Provincial average. Over the last 5 years our results on this measure have improved by 5.8% -- 78.8% in 2008 to 84.6% in 2012.

The percentage of teachers, parents and students who are satisfied with the overall quality of basic education is also very high. Overall results on this measure are 7.0% higher for this school than our Authority (WRSD) and 2.5% higher than the Provincial average. Over the last 5 years our results on this measure have improved by 4.7% -- 87.2% in 2008 to 91.9% in 2012.

The 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 at school is again very high. Overall results on this measure are 6.3% higher for this school than our Authority (WRSD) and 0.3% higher than the Provincial average. Over the last 5 years our results on this measure have improved by 9.3% -- 79.6% in 2008 to 88.9% in 2012.

**Strategies**

Second language instruction continues to be offered through a vibrant French Immersion program. A music specialist offers a wide range of opportunities both in and outside the classroom. We offer both a voice choir and a hand bell choir for our students. Daily physical education is embedded for all students and off-site swimming and skating programs for all grade levels are in place.

Beginning in 2012/2013, a teacher specialist will provide art and music to all grades 3 to 5 students.

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





Outcome: *The education system demonstrates leadership and collaboration.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	80.0	68.8	73.8	79.7	84.8		Very High	Improved	Excellent			
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.	67.5	74.6	83.3	81.9	92.1		Very High	Improved Significantly	Excellent			

**Comment on Results**

The School's Overall Results on parental involvement in decision making about their child's education, has improved significantly (4.8%) over the past 5 years – 80.0% in 2008 to 84.8% in 2012. School results are 10.9% above those of the Authority (WRSD) in 2012 and 5.1% above the provincial average.

This school's percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years has improved significantly (24.6%) over the past five years – 67.5% in 2008 to 92.1% in 2012. School results are 19.0% higher than those of the authority (WRSD) in 2012 and 12.1% above the provincial average in 2012.

**Strategies**

The school staff is committed to continuous improvement, full participation in our professional development program, and to the implementation of the Division's model of "Teachers as Designers of Learning".

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

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

*Outcome: FNMI students are engaged in learning.*

#### Comment on Results

Results are varied and are based on a very small number of students (5).

#### Strategies

The school supports and is actively involved in the Division's newly created Aboriginal Resource Center (ARC) which is located on our school grounds. Through this program, we are extending and deepening our connection with the community's aboriginal population. FNMI students are exploring the teachings of their culture through drumming (on the O'Chiese Reserve), crafts, storytelling, spending time with Native and Metis elders, cultural camps, etc. There is also academic support provided to participating aboriginal students. Older FNMI students are being trained to present on their culture and history to the school's grade 4 students as part of the Social Studies curriculum.

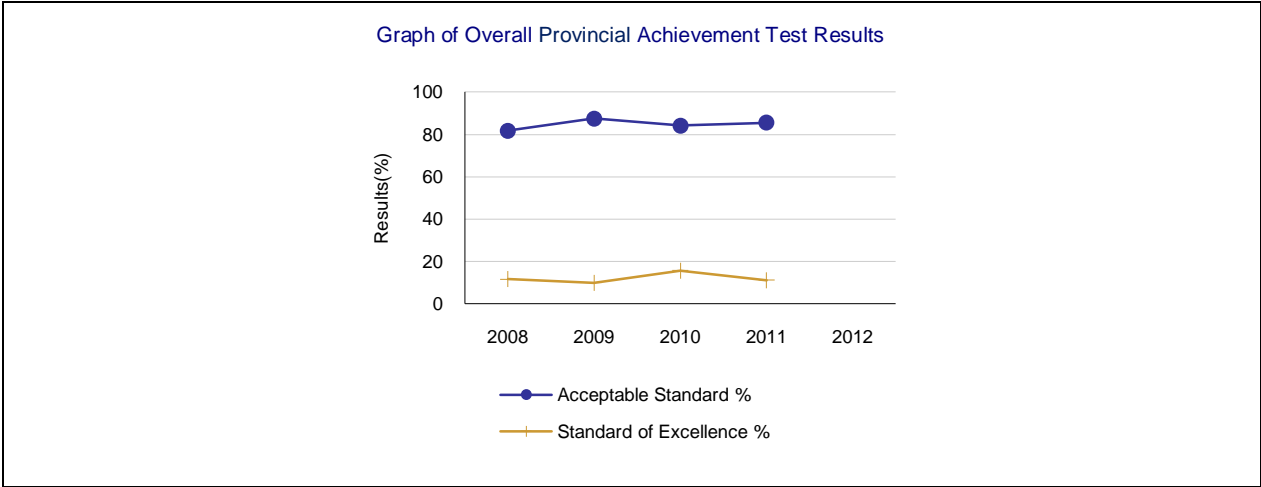
**Provincial Achievement Test Results – Measure Details**

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2008		2009		2010		2011		2012		2012	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	School	81.8	11.7	87.5	10.0	84.2	15.8	85.5	11.3	n/a	n/a		
	Authority	86.8	12.2	86.4	11.2	84.2	16.9	86.2	9.8	n/a	n/a		
	Province	80.1	16.1	81.3	18.2	81.6	19.5	81.8	17.5	n/a	n/a		
French Language Arts 3	School	n/a	n/a	92.3	7.7	72.4	3.4	92.3	11.5	n/a	n/a		
	Authority	n/a	n/a	92.3	7.7	72.4	3.4	92.3	11.5	n/a	n/a		
	Province	n/a	n/a	83.8	15.8	84.1	16.3	80.6	15.8	n/a	n/a		
Français 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	82.5	16.3	86.4	16.3	84.2	18.6	n/a	n/a		
Mathematics 3	School	n/a	n/a	n/a	n/a	n/a	n/a	83.9	14.5	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	80.3	21.1	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	77.4	26.0	n/a	n/a		
English Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	84.6	17.7	88.6	17.1	83.0	13.1	83.2	9.2	n/a	n/a		
	Province	81.1	21.0	81.8	18.9	83.3	18.9	83.0	18.5	n/a	n/a		
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	76.5	5.9	91.3	13.0	72.2	5.6	73.9	8.7	n/a	n/a		
	Province	87.7	14.2	91.5	15.9	88.3	15.9	89.4	17.1	n/a	n/a		
Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.3	17.1	92.6	18.7	91.3	18.3	92.2	17.6	n/a	n/a		
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	73.3	12.3	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8	n/a	n/a		
Science 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	77.6	22.2	80.4	25.9	79.4	22.5	77.4	23.4	n/a	n/a		
	Province	74.8	24.1	76.5	24.8	76.8	26.4	76.2	25.0	n/a	n/a		
Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	71.3	13.1	71.5	11.0	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	71.0	16.4	71.1	18.5	n/a	n/a		
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	77.8	9.6	72.5	5.8	76.0	9.3	81.6	12.4	n/a	n/a		
	Province	76.5	14.8	78.7	14.7	79.3	15.0	79.1	16.3	n/a	n/a		
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	73.3	3.3	56.0	8.0	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	66.8	7.8	67.2	7.9	n/a	n/a		
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	43.5	8.7	n/a	n/a	60.0	20.0	62.5	0.0	n/a	n/a		
	Province	84.5	12.4	81.8	10.3	86.1	12.4	88.8	15.0	n/a	n/a		
Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.8	11.7	85.6	12.9	84.3	12.7	90.2	15.8	n/a	n/a		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	52.9	9.2	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	66.1	17.3	n/a	n/a		
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	57.6	18.2	68.0	0.0	n/a	n/a		

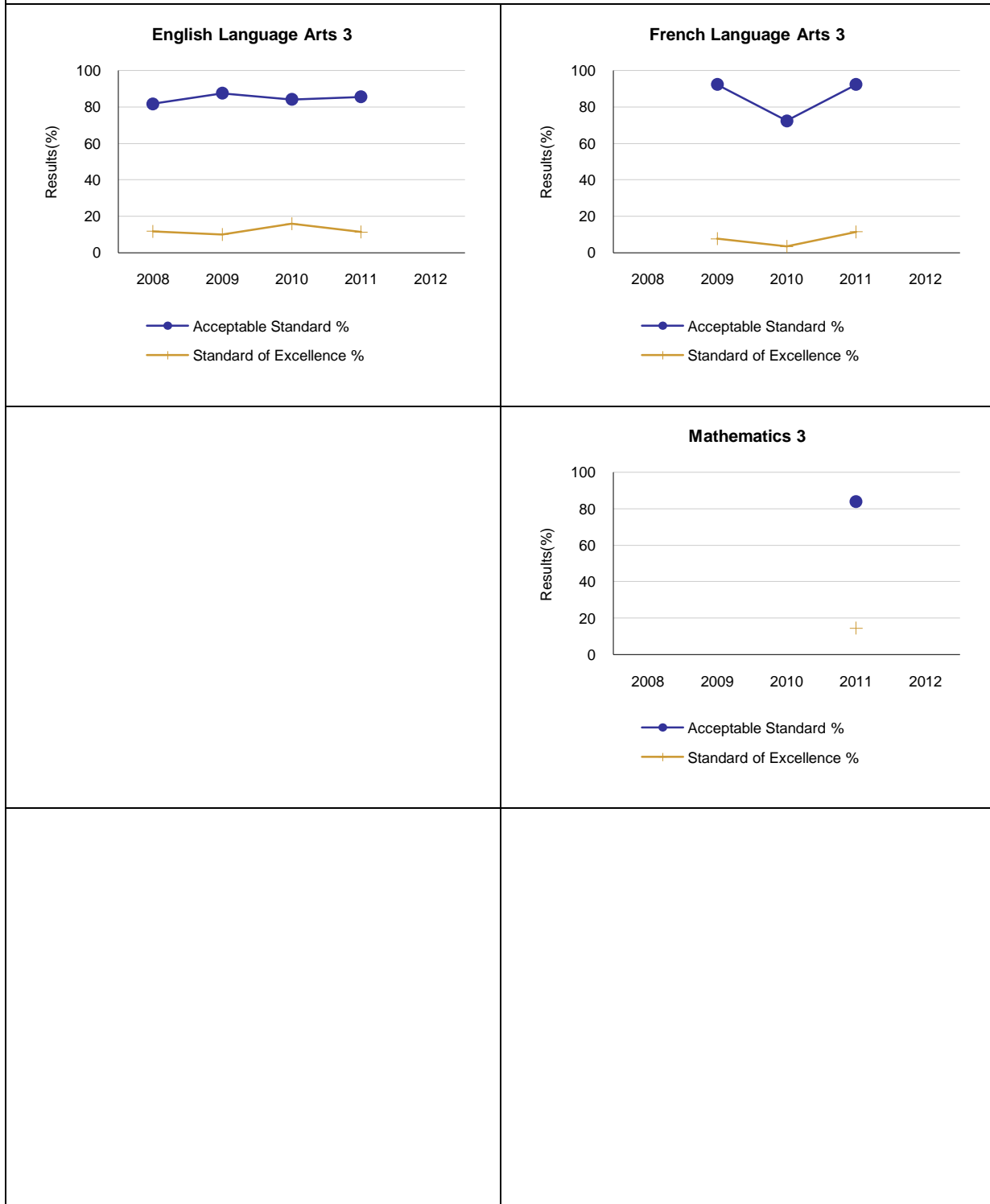
	Province	n/a	n/a	n/a	n/a	65.6	15.3	64.9	14.9	n/a	n/a		
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	74.3	9.6	69.3	10.8	71.0	17.5	77.4	15.0	n/a	n/a		
	Province	69.3	13.0	72.2	15.8	73.6	17.7	74.9	20.8	n/a	n/a		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	76.7	20.0	56.0	12.0	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	67.2	14.3	69.5	15.3	n/a	n/a		
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	65.9	14.7	61.6	13.2	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	68.9	18.8	67.2	19.0	n/a	n/a		
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	70.0	26.7	44.0	8.0	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	64.6	15.7	61.9	13.6	n/a	n/a		

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



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

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Ecole Rocky Elementary School						Alberta				
		Achievement	Improvement	Overall	2012		Prev 3 Yr Avg		2012		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	73	85.7	n/a	n/a	42,242	81.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	73	12.4	n/a	n/a	42,242	18.4
French Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	27	85.7	n/a	n/a	3,091	82.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	27	7.6	n/a	n/a	3,091	16.0
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	524	84.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	524	17.1
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,453	82.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,453	18.8
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,435	89.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,435	16.3
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	443	92.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	443	18.2
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,389	76.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,389	25.4
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,569	71.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,569	17.5
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,450	79.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,450	15.3
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,597	67.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,597	7.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,332	85.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,332	12.6
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	331	86.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	331	13.8
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,915	65.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,915	15.1
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,288	73.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,288	18.1
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,556	68.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,556	14.8
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,449	68.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,449	18.9
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,565	63.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,565	14.6

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

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

Evaluations for Mathematics (Grades 3, 6, 9) are not calculated due to the changes in the tests in 2010.



### Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English 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 or equal to the lower value to 100%.

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

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

### 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.

[No Data for PAT Achievement Evaluation Reference]

#### 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 or equal to the lower value to 100%.

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

### 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.

[No Data for PAT Improvement Reference]

### Overall Evaluation Table

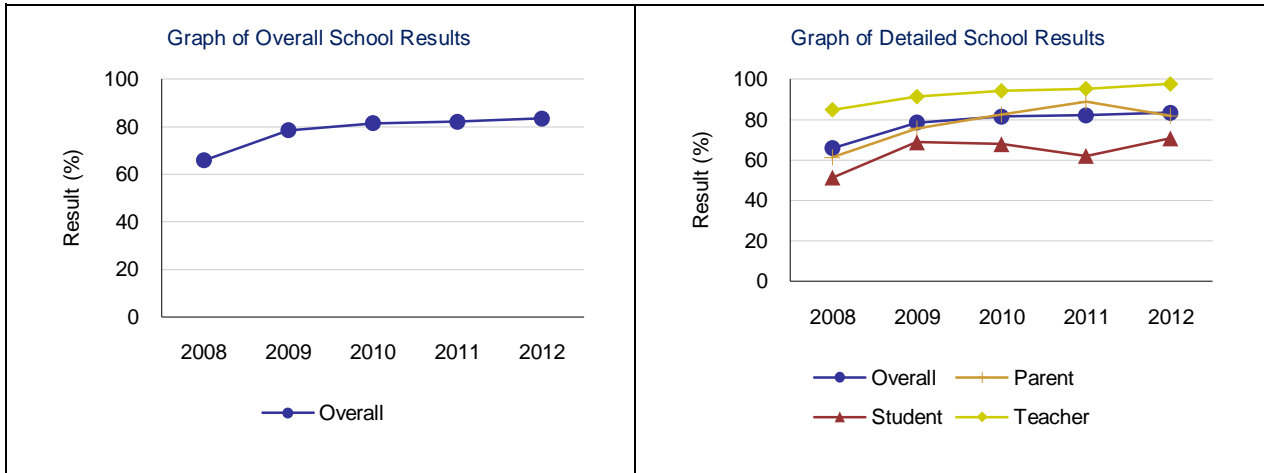
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

[No Data for PAT Overall Evaluation Reference]

**Citizenship – Measure Details**

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

	School					Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	65.8	78.5	81.5	82.1	83.4	72.0	75.1	75.1	73.8	73.8	77.9	80.3	81.4	81.9	82.5
Teacher	84.8	91.3	94.2	95.3	97.6	84.0	88.6	91.4	87.2	86.6	90.6	91.8	93.0	92.7	93.1
Parent	61.3	75.6	82.5	88.8	81.9	65.6	66.6	68.4	69.0	69.2	74.7	77.4	78.5	78.6	79.4
Student	51.3	68.8	67.9	62.1	70.8	66.3	70.0	65.4	65.4	65.7	68.5	71.8	72.7	74.5	75.0

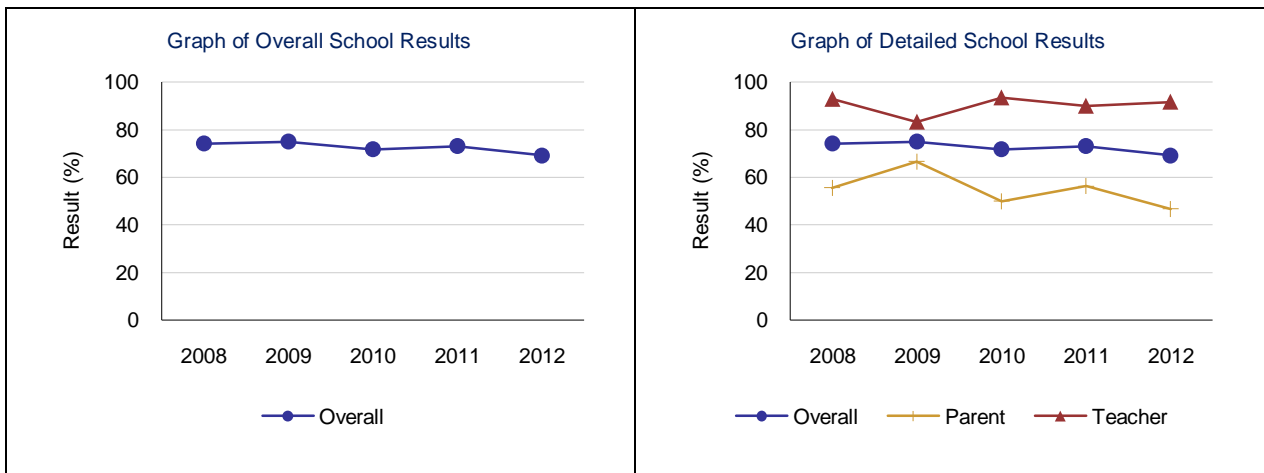


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Work Preparation – Measure Details**

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	74.2	75.0	71.8	73.1	69.2	76.8	76.2	72.9	73.8	69.3	80.1	79.6	79.9	80.1	79.7
Teacher	92.9	83.3	93.5	90.0	91.7	89.2	91.0	90.0	82.2	84.0	89.3	88.9	90.0	89.6	89.5
Parent	55.6	66.7	50.0	56.3	46.7	64.3	61.5	55.9	65.5	54.6	70.9	70.2	69.8	70.6	69.9

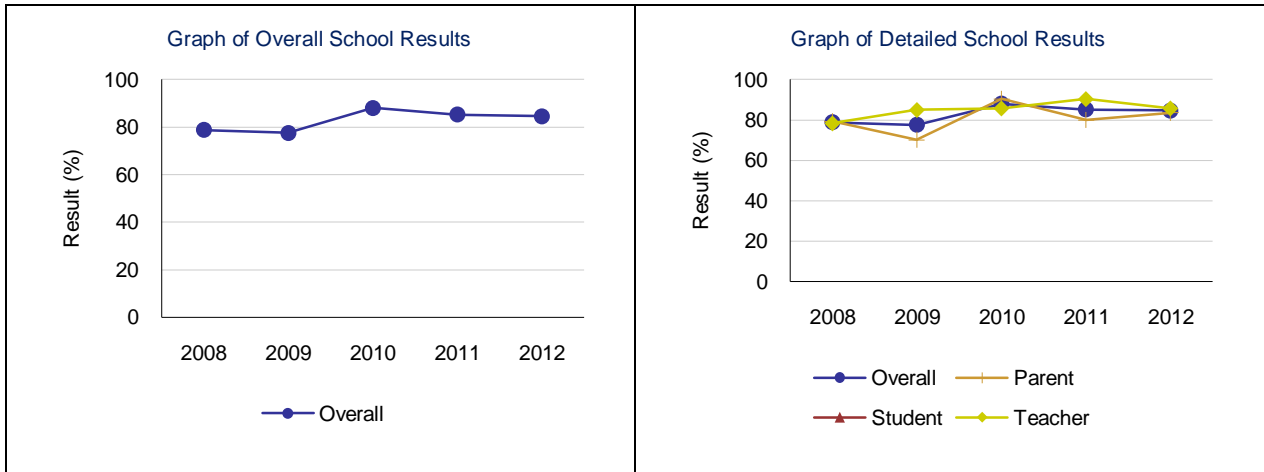


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Program of Studies – Measure Details**

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	School					Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	78.8	77.6	88.0	85.2	84.6	73.4	74.5	71.9	75.2	71.9	79.4	80.3	80.5	80.9	80.7
Teacher	78.4	85.0	85.8	90.4	85.8	82.0	80.9	79.0	82.0	79.9	86.4	86.8	87.7	87.6	87.3
Parent	79.3	70.1	90.3	80.0	83.5	70.3	69.9	69.6	72.8	69.5	77.6	78.7	78.0	78.3	78.1
Student	n/a	n/a	n/a	n/a	n/a	67.9	72.8	67.1	70.8	66.1	74.1	75.3	75.9	76.9	76.9

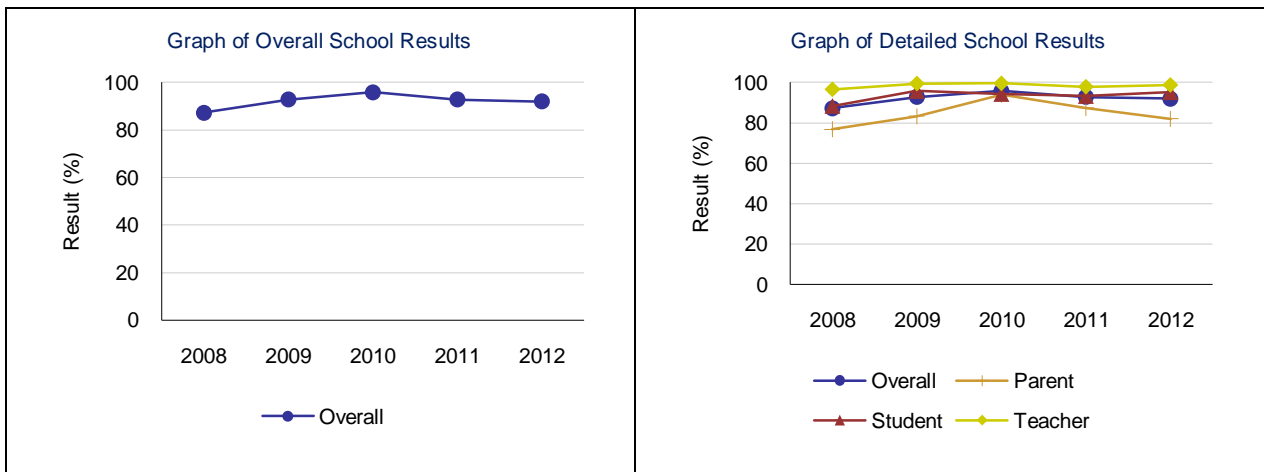


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Education Quality – Measure Details**

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

	School					Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	87.2	92.8	95.8	92.8	91.9	87.1	87.4	86.2	85.1	84.9	88.2	89.3	89.2	89.4	89.4
Teacher	96.5	99.4	99.5	97.8	98.7	95.9	94.8	95.1	93.7	93.2	94.9	95.3	95.6	95.5	95.4
Parent	76.8	83.2	93.8	87.4	82.0	79.9	78.7	78.9	78.5	77.7	83.0	84.4	83.9	84.2	84.2
Student	88.3	95.8	94.3	93.3	95.2	85.4	88.9	84.5	83.0	83.8	86.6	88.3	88.2	88.5	88.6

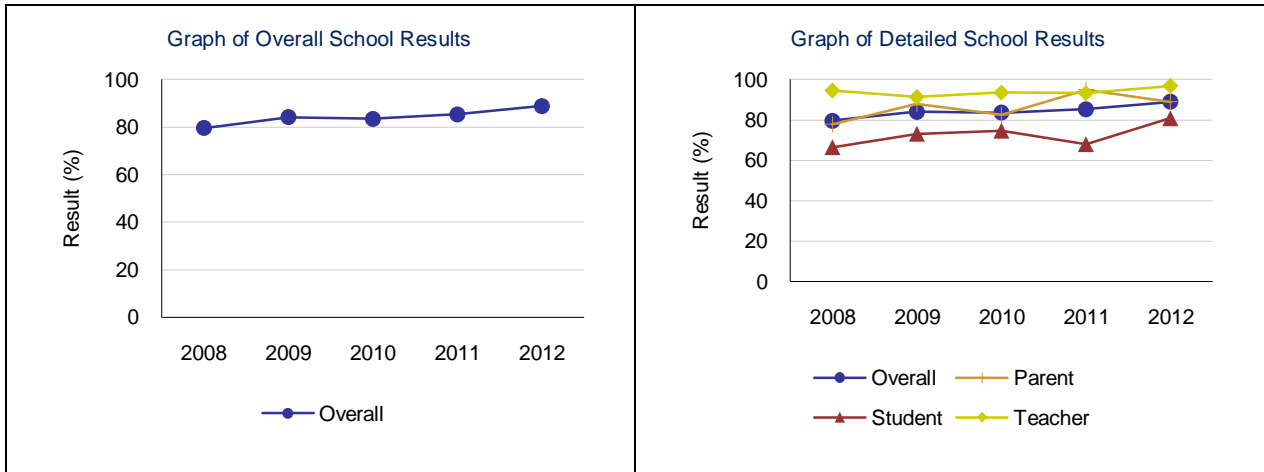


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Safe and Caring – Measure Details**

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School					Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	79.6	84.1	83.5	85.3	88.9	82.8	83.8	83.2	83.1	82.6	85.1	86.9	87.6	88.1	88.6
Teacher	94.5	91.3	93.5	93.2	96.8	90.7	92.9	92.1	91.5	90.4	93.1	93.8	94.4	94.5	94.8
Parent	77.9	87.8	82.5	94.9	89.0	80.2	78.2	80.6	80.2	80.4	83.2	85.3	86.1	86.6	87.4
Student	66.4	73.1	74.6	67.9	80.8	77.5	80.4	76.8	77.7	77.0	79.1	81.7	82.2	83.3	83.7

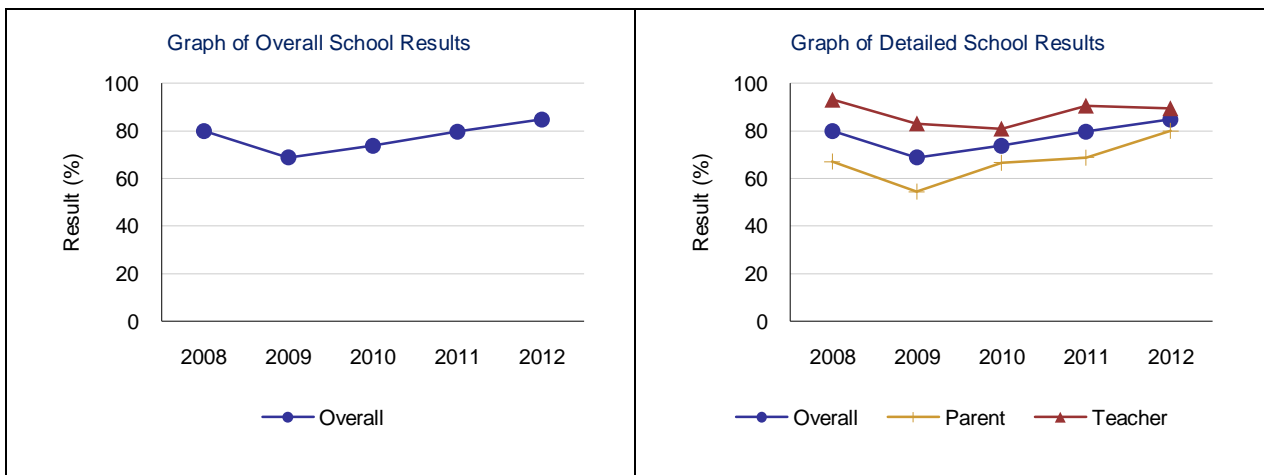


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Parental Involvement – Measure Details**

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

	School					Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	80.0	68.8	73.8	79.7	84.8	80.0	79.4	76.8	74.8	73.9	78.2	80.1	80.0	79.9	79.7
Teacher	93.1	83.1	80.9	90.6	89.5	90.1	90.0	88.6	86.3	85.5	87.5	88.0	88.6	88.1	88.0
Parent	67.0	54.4	66.7	68.8	80.0	69.9	68.8	65.0	63.2	62.3	69.0	72.2	71.3	71.7	71.4

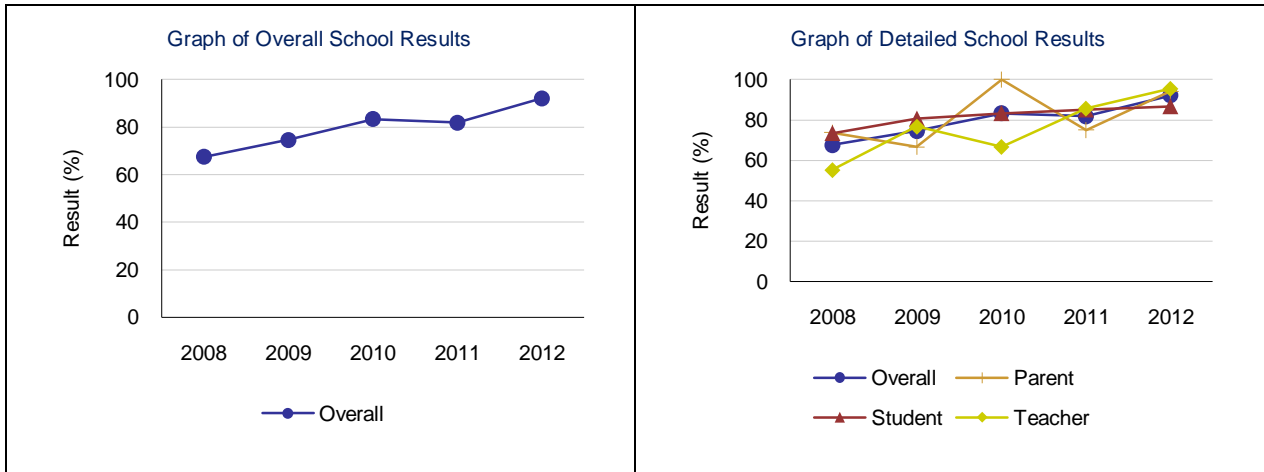


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**School Improvement – Measure Details**

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	67.5	74.6	83.3	81.9	92.1	75.2	79.0	76.5	75.9	73.1	77.0	79.4	79.9	80.1	80.0
Teacher	55.2	76.7	66.7	85.7	95.5	73.6	83.2	77.2	76.4	77.1	75.6	78.2	80.8	80.1	81.1
Parent	73.7	66.7	100.0	75.0	94.1	74.4	71.9	74.7	73.6	68.5	75.9	78.1	77.0	77.3	76.2
Student	73.5	80.6	83.3	85.1	86.7	77.7	81.7	77.6	77.5	73.8	79.5	81.8	81.8	82.9	82.7



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