

**John Paul II  
AERR report  
2008 - 2009**

**October 2009 Accountability Pillar Overall Summary (OPTIONAL)**

Goal	Measure Category	Measure Category Evaluation	Measure	John Paul II 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 for All	Safe and Caring Schools	Good	Safe and Caring	85.5	85.1	85.0	86.9	85.1	84.6	High	Maintained	Good
	Student Learning Opportunities	n/a	Program of Studies	85.5	87.0	85.4	80.3	79.4	78.7	Very High	Maintained	Excellent
			Education Quality	91.6	92.3	90.8	89.3	88.2	87.8	Very High	Maintained	Excellent
			Drop Out Rate	*	n/a	n/a	4.8	5.0	4.9	*	*	*
			High School Completion Rate (3 yr)	n/a	n/a	n/a	70.7	71.0	70.6	n/a	n/a	n/a
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	84.6	88.0	85.2	76.8	75.3	75.6	High	Maintained	Good
			PAT: Excellence	18.0	20.6	16.2	19.2	18.3	18.3	Intermediate	Maintained	Acceptable
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	84.4	84.4	84.5	n/a	n/a	n/a
			Diploma: Excellence	n/a	n/a	n/a	19.1	19.4	20.3	n/a	n/a	n/a
			Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	53.3	53.6	53.6	n/a	n/a	n/a
			Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	57.3	56.8	55.8	n/a	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	60.7	60.3	59.1	n/a	n/a	n/a
			Work Preparation	91.1	87.1	78.7	79.6	80.1	78.1	Very High	Improved	Excellent
			Citizenship	80.3	78.6	80.4	80.3	77.9	77.1	High	Maintained	Good
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Excellent	Parental Involvement	82.8	88.9	81.3	80.1	78.2	77.9	Very High	Maintained	Excellent
	Continuous Improvement	Acceptable	School Improvement	76.1	84.5	75.4	79.4	77.0	76.7	Intermediate	Maintained	Acceptable

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) 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 - 56.75	56.75 - 62.66	62.66 - 73.87	73.87 - 81.47	81.47 - 100.00
PAT: Acceptable	0.00 - 64.45	64.45 - 74.98	74.98 - 82.24	82.24 - 86.22	86.22 - 100.00
PAT: Excellence	0.00 - 10.79	10.79 - 13.17	13.17 - 18.73	18.73 - 23.97	23.97 - 100.00
Diploma: Acceptable	0.00 - 73.09	73.09 - 82.54	82.54 - 87.99	87.99 - 91.53	91.53 - 100.00
Diploma: Excellence	0.00 - 8.94	8.94 - 15.20	15.20 - 20.43	20.43 - 22.59	22.59 - 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 - 41.60	41.60 - 47.36	47.36 - 57.37	57.37 - 63.73	63.73 - 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 "Low" value, and "less than" the "High" value. For the Very High category, values range from greater than the "Low" 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 "Low" value and "less than or equal to" the "High" value. For the Very High category, values range from 0% to less than or equal to the "High" 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 for All

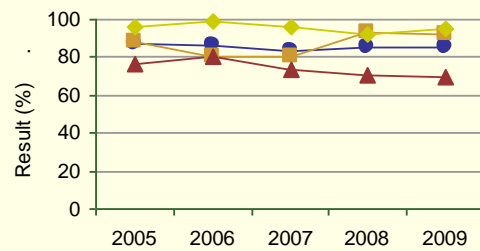
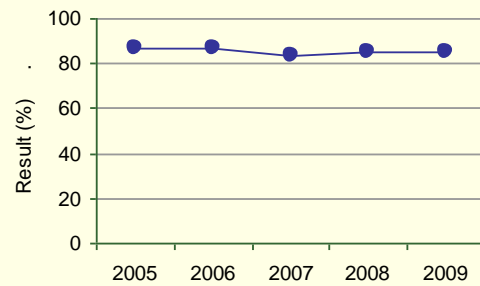
Outcome: Schools provide a safe and caring environment.

Performance Measure		Results (in percentages)					Target**	
		2005	2006	2007	2008	2009	2009	
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.	Overall (required)	School	86.8	86.5	83.3	85.1	85.5	if set
		Authority	85.3	87.6	85.6	88.2	87.5	
		Province	83.1	84.4	84.2	85.1	86.9	
	Teacher (optional)	School	96.5	98.6	96.3	92.0	95.0	
		Authority	95.3	95.8	95.4	94.4	96.8	
		Province	92.3	92.8	92.6	93.1	93.8	
	Parent (optional)	School	88.1	80.8	80.2	92.7	91.9	
		Authority	83.5	85.7	82.1	92.5	86.9	
		Province	79.9	82.1	81.7	83.2	85.3	
	Student (optional)	School	76.0	80.1	73.5	70.6	69.7	
		Authority	77.0	81.3	79.2	77.7	78.9	
		Province	77.2	78.4	78.5	79.1	81.7	

### Comment on Results

*John Paul II has been very steady in the results in this category. In order to continue to do well, John Paul II is instigating a religious education committee which will concentrate the many Social Justice activities in the school around our district theme, "I am the Way, the Truth and the Life". Pulling together in a common cause helps to create solidarity and a feeling of belonging to the group in children.*

Graph of Overall School Results (optional)



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

\*\* If school had set a target for 2008/09 in the three year education plan 2008/09 – 2010/11, include it in the space provided for each required measure.

Outcome: *The education system meets the needs of all K–12 students, society and the economy.*

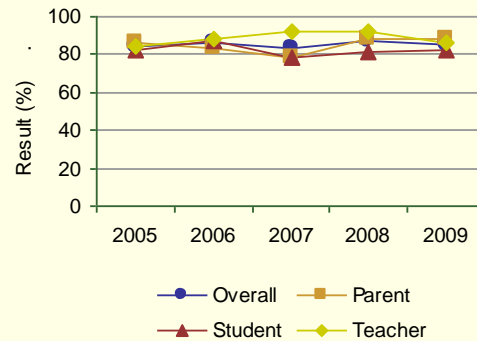
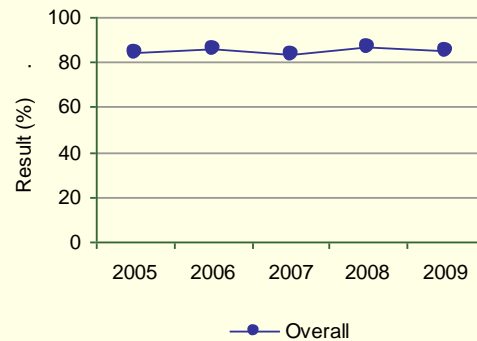
Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	Overall (required)	School	84.2	86.0	83.1	87.0	85.5	if set
		Authority	78.3	82.1	84.0	83.6	84.8	
		Province	76.7	78.1	78.5	79.4	80.3	
	Teacher (optional)	School	84.8	88.2	92.2	91.9	86.5	
		Authority	87.9	90.0	92.8	92.7	92.5	
		Province	83.6	85.2	85.7	86.4	86.8	
	Parent (optional)	School	86.0	83.1	78.6	88.1	87.8	
		Authority	77.3	77.6	81.2	82.9	82.7	
		Province	75.0	76.6	76.9	77.6	78.7	
	Student (optional)	School	81.9	86.8	78.5	80.9	82.0	
		Authority	69.6	78.9	78.0	75.3	79.2	
		Province	71.5	72.6	72.9	74.1	75.3	

**Comment on Results**

*John Paul II maintained a high average in this area. Please see below the plan that we have to ensure that these high results continue.*

1. *Technology – We have applied for a grant to install wireless throughout the school. When this is completed, we will purchase a portable lab and reconnect our classroom pods to ensure access for all students to technology.*
2. *Fine Arts – Our fine arts focus this year, we will be starting a grade eight tile project, which will ensure that all grade eights have a tile left at the school when they leave. We will also be continuing our night of the arts, have hired a Performing Arts specialist and will be having an Artist in Residency in the school.*
3. *Physical Education – continued use of specialist at the primary grades and grades 7 and 8.*

**Graph of Overall School Results (optional)**



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

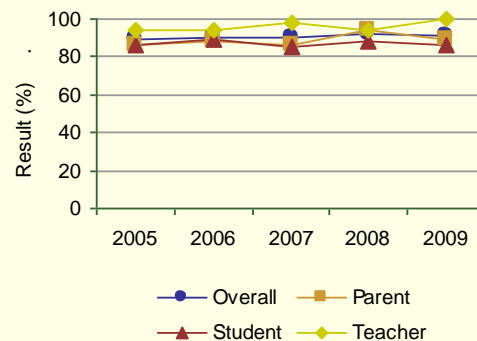
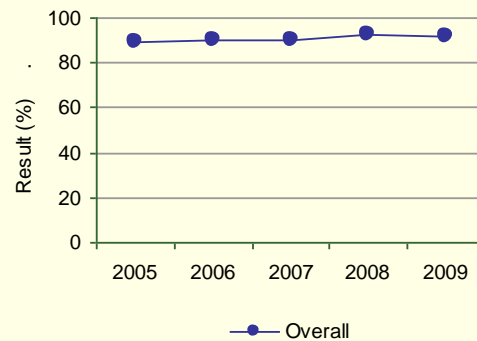
Outcome: *The education system meets the needs of all K–12 students, society and the economy. (continued)*

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall (required)	School	88.9	90.2	89.9	92.3	91.6	if set
		Authority	87.1	89.5	89.9	91.3	90.2	
		Province	86.1	87.7	87.6	88.2	89.3	
	Teacher (optional)	School	94.2	94.0	97.9	94.2	100.0	
		Authority	95.9	96.6	97.1	97.8	98.3	
		Province	93.9	94.8	94.7	94.9	95.3	
	Parent (optional)	School	86.3	87.8	86.7	94.3	88.8	
		Authority	82.2	84.4	84.6	90.3	85.8	
		Province	78.9	81.6	81.8	83.0	84.4	
	Student (optional)	School	86.1	89.0	85.2	88.5	86.0	
		Authority	83.1	87.6	88.0	85.8	86.3	
		Province	85.6	86.6	86.4	86.6	88.3	

Comment on Results

*We continue to be above provincial and district average in this category. Continued work on developing teacher skills to meet the needs of 21<sup>st</sup> Century learning will continue through Professional Development. Communication to parents in regards to what we are doing as a school will enhance this satisfactory rating.*

Graph of Overall School Results (optional)



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

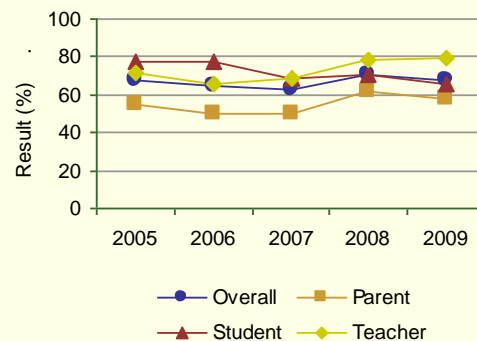
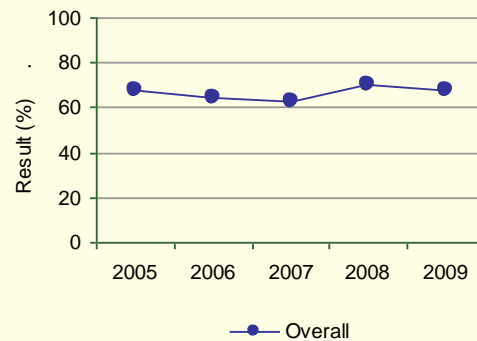
Outcome: *The education system meets the needs of all K–12 students, society and the economy. (continued)*

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	Overall (required)	School	67.9	64.3	62.4	70.2	67.7	if set
		Authority	71.0	71.8	73.0	72.8	74.7	
		Province	67.2	68.5	68.2	69.2	70.3	
	Teacher (optional)	School	71.5	65.4	68.8	78.2	79.2	
		Authority	78.3	78.5	79.9	82.5	86.7	
		Province	70.0	71.5	72.0	73.4	74.5	
	Parent (optional)	School	54.8	50.3	49.6	61.5	57.9	
		Authority	58.1	57.6	61.9	60.8	61.6	
		Province	54.9	56.9	55.9	56.5	58.1	
	Student (optional)	School	77.3	77.2	68.7	70.8	65.9	
		Authority	76.6	79.3	77.3	75.0	75.8	
		Province	76.7	77.1	76.8	77.7	78.4	

Comment on Results

*We are somewhat below in this area. We have begun a pull out Special education program in the past year which offers support to all students in need. The primary grades have early literacy support and reading recovery as well as teacher tutorial time to help level readers in the school so that each grade one and two student is reading the appropriate level in their home reading program. At the grade four and five level we have a resource pull out focused on skill development and at the grade six to eight level we have a pull out Learning Assistance Program in Mathematics and Language Arts.*

Graph of Overall 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: *Children and youth at risk have their needs addressed through effective programs and supports. (continued)*

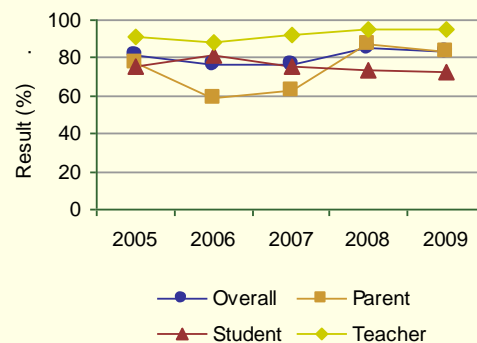
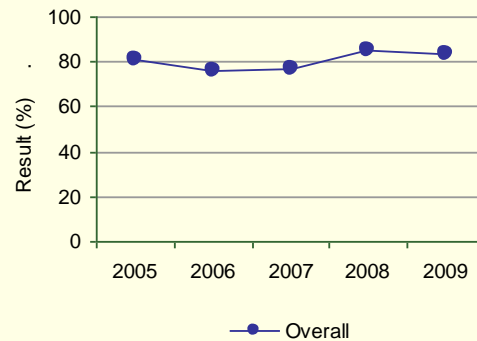
Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	Overall (required)	School	81.3	76.2	76.6	85.1	83.6	if set
		Authority	80.3	83.1	81.2	84.9	83.5	
		Province	76.9	78.6	78.3	79.5	81.4	
	Teacher (optional)	School	91.3	88.1	91.7	95.0	95.2	
		Authority	94.6	94.6	94.4	94.9	96.0	
		Province	90.6	91.6	91.2	91.9	92.5	
	Parent (optional)	School	77.4	59.1	63.0	87.1	83.1	
		Authority	70.4	72.2	69.7	81.4	74.7	
		Province	63.8	67.0	66.8	68.5	71.3	
	Student (optional)	School	75.1	81.5	75.2	73.1	72.3	
		Authority	75.8	82.5	79.7	78.3	79.8	
		Province	76.1	77.1	77.0	78.0	80.3	

**Comment on results**

*At John Paul I school the primary grades have early literacy support and reading recovery as well as teacher tutorial time to help level readers in the school so that each grade one and two student is reading the appropriate level in their home reading program. At the grade four and five level we have a resource pull out focused on skill development and at the grade six to eight level we have a pull out Learning Assistance Program in Mathematics and Language Arts.*

*John Paul II continues to offer the equivalent of a full time counselor.*

**Graph of Overall School Results (optional)**



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		
PAT Results by Number Enrolled - percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on Grades 3, 6 and 9 Provincial Achievement Tests (cohort results).		2005		2006		2007		2008		2009		2009		
		A	E	A	E	A	E	A	E	A	E	A	E	
Grade 3	English Language Arts 3	School	90.7	20.4	84.1	17.4	78.9	8.5	90.6	26.6	93.4	29.5	if set	if set
		Authority	92.9	26.3	91.3	17.5	85.3	13.9	93.0	22.3	90.5	17.8		
		Province	82.2	16.2	81.3	14.1	80.3	17.7	80.1	16.1	81.3	18.2		
	Mathematics 3	School	87.0	13.0	88.4	24.6	83.1	9.9	93.8	26.6	85.2	23.0	if set	if set
		Authority	88.9	23.7	91.7	30.6	87.5	16.8	91.2	29.3	86.5	26.5		
		Province	80.3	26.1	82.0	26.9	79.9	23.5	78.7	23.9	79.7	26.8		
Grade 6	English Language Arts 6	School	96.7	26.2	88.9	5.6	90.1	17.3	93.9	13.6	84.7	13.9	if set	if set
		Authority	88.5	20.1	85.1	11.7	84.9	17.2	89.9	19.0	90.7	15.0		
		Province	77.3	15.5	79.0	15.9	80.3	19.8	81.1	21.0	81.8	18.9		
	French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
		Province	85.1	8.8	87.5	11.2	88.1	11.0	87.7	14.2	91.5	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	if set	if set
		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
		Province	92.0	22.8	94.5	19.7	93.0	18.0	94.3	17.1	92.6	18.7		
	Mathematics 6	School	86.9	4.9	75.9	9.3	79.0	3.7	80.3	10.6	81.9	8.3	if set	if set
		Authority	85.2	18.0	72.2	11.3	78.1	9.3	81.0	15.1	88.2	10.7		
		Province	78.2	18.1	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8		
	Science 6	School	86.9	16.4	87.0	22.2	81.5	18.5	81.8	25.8	79.2	18.1	if set	if set
		Authority	89.8	34.4	87.5	27.0	84.6	29.4	82.6	27.9	88.6	25.0		
		Province	79.8	26.0	78.1	27.7	75.2	26.6	74.8	24.1	76.5	24.8		
	Social Studies 6	School	90.2	23.0	83.3	13.0	84.0	14.8	90.9	37.9	85.9	14.1	if set	if set
		Authority	88.1	26.6	87.9	27.4	86.4	23.7	91.1	36.0	88.5	16.8		
		Province	78.4	21.5	78.6	22.9	77.4	22.3	77.9	23.8	84.8	27.6		
Grade 9	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	if set	if set
		Authority	79.6	8.9	83.3	15.5	78.6	8.1	83.2	9.8	81.0	13.5		
		Province	77.9	14.1	77.4	13.6	77.5	14.8	76.5	14.8	78.7	14.7		
	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	if set	if set
		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
		Province	85.9	13.6	83.3	10.9	81.3	12.9	84.5	12.4	81.8	10.3		
	Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
		Province	87.2	17.4	86.1	14.7	81.6	12.6	84.8	11.7	85.6	12.9		
	Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
		Authority	60.1	8.6	70.5	11.6	61.3	6.9	65.7	11.0	66.3	14.3		
		Province	68.0	19.7	67.4	17.4	66.3	18.3	65.7	18.5	67.0	18.6		

	Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
		Authority	67.8	14.6	73.2	11.6	70.4	10.5	71.7	10.2	75.5	13.4			
		Province	67.5	12.8	67.4	13.3	69.6	14.7	69.3	13.0	72.2	15.8			
	Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
		Authority	66.7	14.8	77.7	15.5	81.0	19.4	79.3	19.9	86.2	31.7			
		Province	71.3	18.3	72.5	18.9	71.4	18.7	71.7	18.9	82.6	26.4			

		Results (in percentages)										Target	
		2005		2006		2007		2008		2009		2009	
		A	E	A	E	A	E	A	E	A	E	A	E
Overall	School	89.7	16.2	85.0	16.3	82.6	11.7	88.0	20.6	84.6	18.0	if set	if set
	Authority	81.4	19.2	81.9	17.1	79.2	14.3	82.6	18.4	83.7	17.1		
	Province	76.4	18.4	76.0	17.9	75.5	18.6	75.3	18.3	76.8	19.2		

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

Aggregated PAT results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students in the cohort for the course.

Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results.

Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).

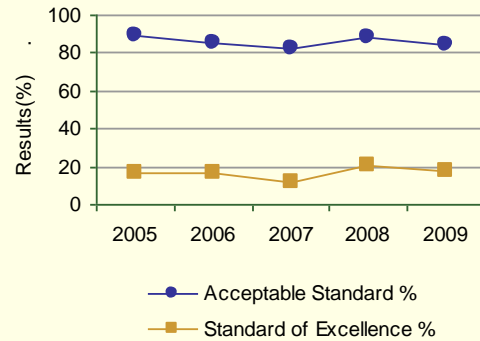
\*\* "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Comment on Results

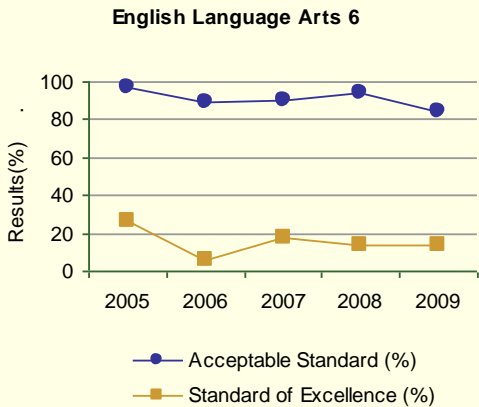
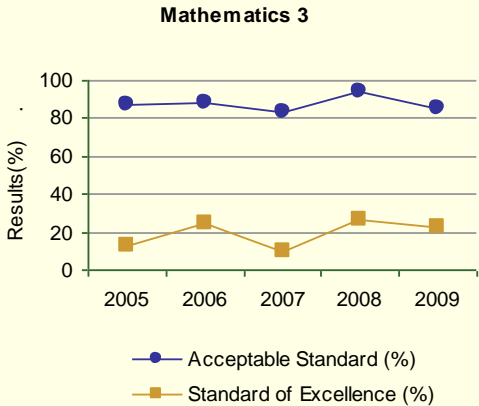
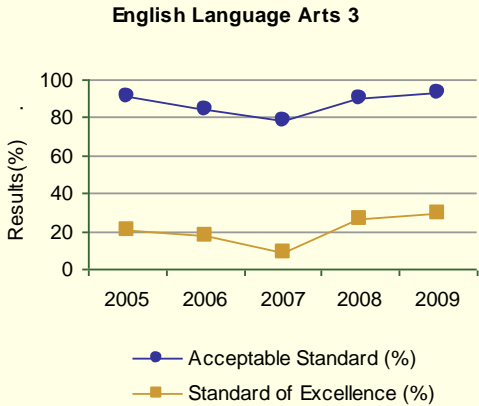
*John Paul II school continues to be above the provincial average in acceptable scores in all areas of the Provincial Achievement Tests. The issue lies in the excellence category in grade six, especially Mathematics. This has been an on-going issue for some time. We will be looking at the following strategies for the coming year.*

1. *Math PD – offered through the ERLC*
2. *Inquiry Based Education – This AISI initiative is meant to stretch the high achievers to take personal ownership over the discipline of study. This should create a more solid understanding on the [art of the students as they encounter the curriculum first hand.*
3. *Consultation with outside consultants in regards to analyzing and interpreting results.*
4. *New Resources purchased to support the new curriculum. Specifically, Bringing Math Alive seems to allow teachers to come at the high level learners in a more challenging manner.*

Graph of Overall School Results (optional)

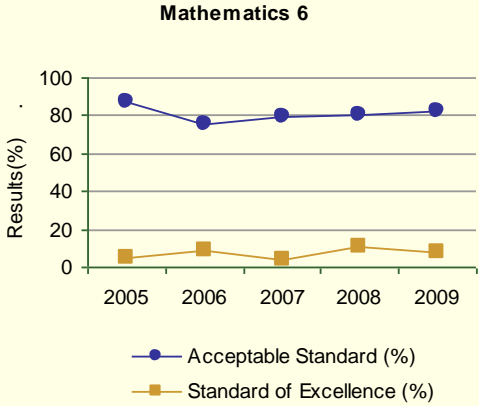


Graph of Provincial Achievement Test Results by Course (optional)



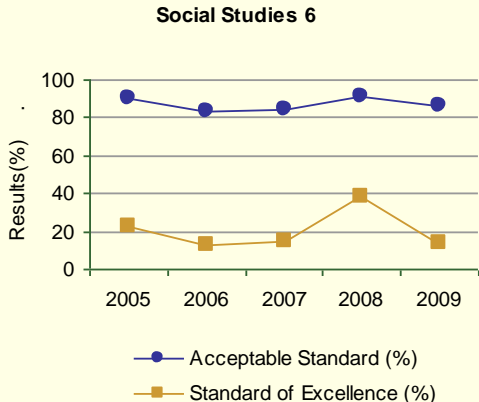
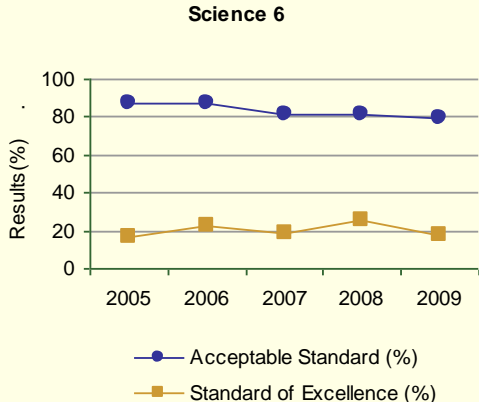
[No Data for French Language Arts 6]

[No Data for Français 6]



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

Graph of Provincial Achievement Test Results by Course (optional)



[No Data for English Language Arts 9]

[No Data for French Language Arts 9]

[No Data for Français 9]

[No Data for Mathematics 9]

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

Graph of Provincial Achievement Test Results by Course (optional)

[No Data for Science 9]

[No Data for Social Studies 9]

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

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

		John Paul II School							Alberta			
		Achievement	Improvement	Overall	2009		Prev 3 Yr Avg		2009		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Very High	Improved	Excellent	61	93.4	68	84.5	41,722	81.3	42,041	80.6
	Standard of Excellence	Very High	Improved	Excellent	61	29.5	68	17.5	41,722	18.2	42,041	16.0
Mathematics 3	Acceptable Standard	Intermediate	Maintained	Acceptable	61	85.2	68	88.4	41,720	79.7	42,053	80.2
	Standard of Excellence	Low	Maintained	Issue	61	23.0	68	20.4	41,720	26.8	42,053	24.8
English Language Arts 6	Acceptable Standard	Intermediate	Declined	Issue	72	84.7	67	91.0	43,327	81.8	44,326	80.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	72	13.9	67	12.2	43,327	18.9	44,326	18.9
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,183	91.5	2,220	87.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,183	15.9	2,220	12.1
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	434	92.6	406	93.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	434	18.7	406	18.2
Mathematics 6	Acceptable Standard	Intermediate	Maintained	Acceptable	72	81.9	67	78.4	43,328	76.6	44,327	74.6
	Standard of Excellence	Very Low	Maintained	Concern	72	8.3	67	7.9	43,328	16.8	44,327	15.3
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	72	79.2	67	83.4	43,216	76.5	44,209	76.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	72	18.1	67	22.2	43,216	24.8	44,209	26.1
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,675	78.7	44,685	77.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,675	14.7	44,685	14.4
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,262	81.8	2,286	83.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,262	10.3	2,286	12.1
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	333	85.6	285	84.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	333	12.9	285	13.0
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,118	67.0	44,317	66.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,118	18.6	44,317	18.0
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,560	72.2	44,505	68.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,560	15.8	44,505	13.7

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. Achievement Evaluations for Social Studies 6 and Social Studies 9 are not calculated due to the change in the exams.

### 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
Mathematics 3	Acceptable Standard	0.00 - 73.66	73.66 - 81.42	81.42 - 88.39	88.39 - 91.92	91.92 - 100.00
	Standard of Excellence	0.00 - 17.25	17.25 - 22.97	22.97 - 30.79	30.79 - 36.99	36.99 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 65.88	65.88 - 75.70	75.70 - 84.77	84.77 - 90.26	90.26 - 100.00
	Standard of Excellence	0.00 - 8.68	8.68 - 13.49	13.49 - 19.62	19.62 - 25.59	25.59 - 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
Mathematics 9	Acceptable Standard	0.00 - 50.90	50.90 - 59.61	59.61 - 69.06	69.06 - 83.15	83.15 - 100.00
	Standard of Excellence	0.00 - 8.46	8.46 - 11.96	11.96 - 18.90	18.90 - 23.96	23.96 - 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 "Low" value, and "less than" the "High" value. For the Very High category, values range from "greater than" the "Low" 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. Achievement Evaluations for Social Studies 6 and Social Studies 9 are not calculated due to the change 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

Outcome: Students demonstrate high standards in learner outcomes. (continued)

Performance Measure			Results (in percentages)					Target	
			2005	2006	2007	2008	2009	2009	
Participation rates in provincial achievement tests(PATs) for Grades 3, 6 and 9.									
Grade 3	English Language Arts 3	School	100.0	100.0	95.8	96.9	98.4	if set	
		Authority	99.5	99.6	97.4	97.8	96.7		
		Province	90.2	90.6	90.1	89.8	90.6		
	Mathematics 3	School	100.0	100.0	97.2	96.9	98.4	if set	
		Authority	99.5	99.6	97.8	98.2	96.7		
		Province	90.8	90.8	90.5	90.5	91.2		
Grade 6	English Language Arts 6	School	100.0	98.1	100.0	98.5	100.0	if set	
		Authority	97.1	99.2	98.2	97.3	99.6		
		Province	89.9	90.1	89.6	89.5	90.0		
	French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	if set	
		Authority	n/a	n/a	n/a	n/a	n/a		
		Province	96.1	96.1	97.5	95.6	97.6		
	Français 6	School	n/a	n/a	n/a	n/a	n/a	if set	
		Authority	n/a	n/a	n/a	n/a	n/a		
		Province	97.6	98.0	97.6	98.5	97.7		
	Mathematics 6	School	100.0	100.0	97.5	98.5	100.0	if set	
		Authority	98.0	99.6	97.5	97.7	99.6		
		Province	90.9	90.6	90.0	90.0	90.6		
	Science 6	School	95.1	100.0	93.8	98.5	97.2	if set	
		Authority	97.1	99.6	95.7	97.7	98.2		
		Province	90.6	90.0	89.1	89.0	89.6		
	Social Studies 6	School	98.4	100.0	97.5	98.5	100.0	if set	
		Authority	97.5	99.6	97.5	97.7	100.0		
		Province	90.0	90.5	89.6	89.2	100.0		
	Grade 9	English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	if set
			Authority	93.6	92.8	94.0	95.1	92.9	
			Province	87.4	87.7	87.9	87.7	89.7	
French Language Arts 9		School	n/a	n/a	n/a	n/a	n/a	if set	
		Authority	n/a	n/a	n/a	n/a	n/a		
		Province	97.1	95.9	93.7	96.8	95.2		
Français 9		School	n/a	n/a	n/a	n/a	n/a	if set	
		Authority	n/a	n/a	n/a	n/a	n/a		
		Province	97.4	98.0	96.9	97.8	98.5		
Mathematics 9		School	n/a	n/a	n/a	n/a	n/a	if set	
		Authority	94.8	93.6	93.1	93.1	90.5		
		Province	87.6	87.3	88.0	88.0	89.8		
Science 9		School	n/a	n/a	n/a	n/a	n/a	if set	
		Authority	94.8	93.6	95.1	95.1	94.1		
		Province	88.2	88.1	88.8	89.0	90.5		
Social Studies 9		School	n/a	n/a	n/a	n/a	n/a	if set	
		Authority	92.4	95.6	94.8	95.1	100.0		
		Province	87.8	88.5	88.4	88.9	100.0		

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

Outcome: *Students are well prepared for lifelong learning. (continued)*

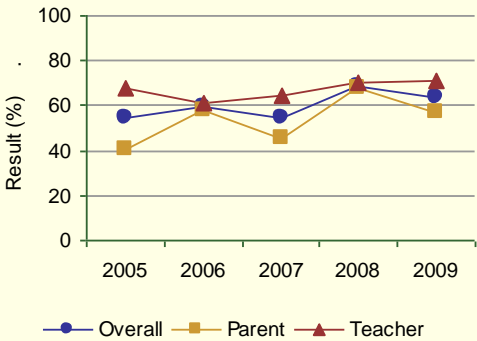
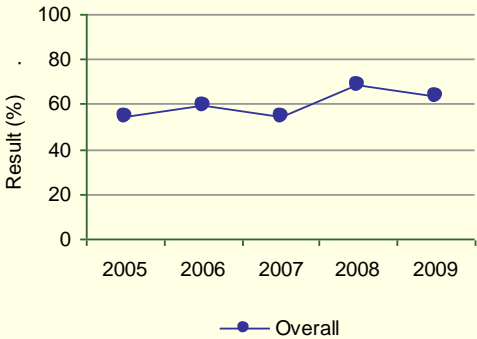
Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	Overall (required)	School	54.2	59.6	54.9	69.0	64.0	if set
		Authority	61.8	70.3	65.5	72.4	71.2	
		Province	64.4	66.1	65.6	66.7	67.4	
	Teacher (optional)	School	67.4	61.5	64.5	70.0	70.9	
		Authority	70.4	81.2	71.9	78.8	83.0	
		Province	73.7	74.2	74.1	73.8	74.0	
	Parent (optional)	School	40.9	57.7	45.3	67.9	57.1	
		Authority	53.3	59.4	59.2	66.1	59.3	
		Province	55.1	57.9	57.1	59.5	60.8	

**Comment on Results**

*With John Paul II's AISI initiative of Inquiry Based Learning, the school will be allowing students to take more control over their learning and, within the structure of the curriculum, become immersed in the disciplines of study. With students asking the big questions and developing the skills to solve their problems on their own, they will become much more prepared for the workforce and the world as they are self motivated problem solvers.*

*In the past, teachers have had more of a traditional approach to the curriculum and the skills that were being addressed were not necessarily always the skills that are conducive to learning in the 21<sup>st</sup> Century.*

Graph of Overall School Results (optional)



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

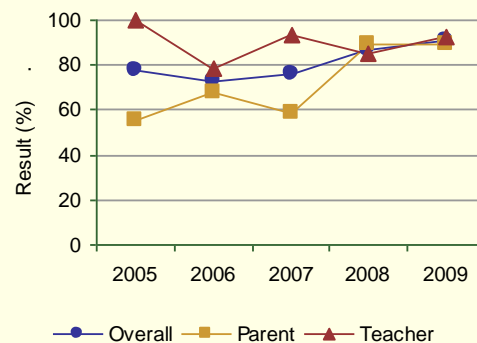
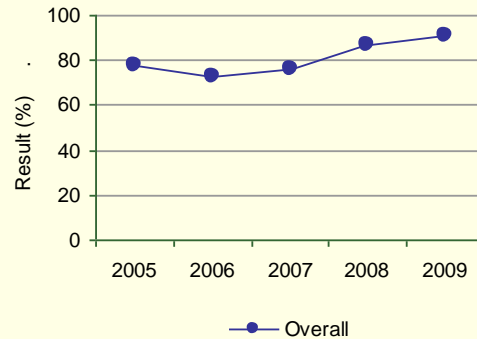
Outcome: *Students are well prepared for employment.*

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
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.	Overall (required)	School	77.7	73.1	76.0	87.1	91.1	if set
		Authority	74.5	79.2	82.2	87.1	81.9	
		Province	74.9	77.0	77.1	80.1	79.6	
	Teacher (optional)	School	100.0	78.6	93.8	85.0	92.9	
		Authority	91.2	90.0	95.0	91.7	94.5	
		Province	89.1	89.4	89.2	89.3	88.9	
	Parent (optional)	School	55.3	67.6	58.3	89.1	89.3	
		Authority	57.8	68.4	69.4	82.6	69.3	
		Province	60.8	64.6	65.1	70.9	70.2	

Comment on Results

(  
*With John Paul II's AISI initiative of Inquiry Based Learning, John Paul II will be allowing students to take more control over their learning and, within the structure of the curriculum, become immersed in the disciplines of study. With students asking the big questions and developing the skills to solve their problems on their own, they will become much more prepared for the workforce and the world as they are self motivated problem solvers. At this point we are very satisfied with the results of the survey.*

Graph of Overall School Results (optional)



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

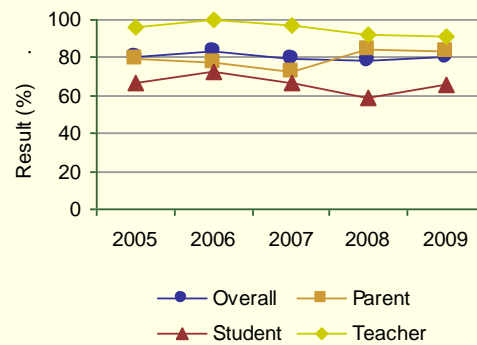
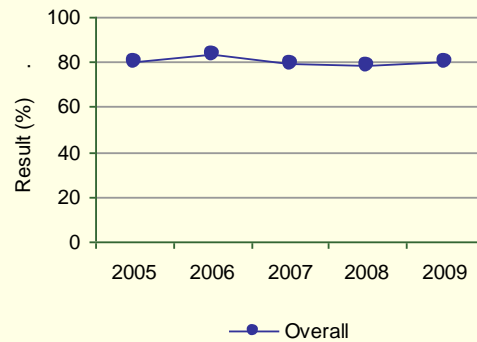
Outcome: Students model the characteristics of active citizenship.

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall (required)	School	80.4	83.5	79.0	78.6	80.3	if set
		Authority	78.6	80.8	79.2	82.8	82.3	
		Province	75.3	76.8	76.6	77.9	80.3	
	Teacher (optional)	School	95.6	100.0	97.4	91.9	91.4	
		Authority	95.3	94.8	95.3	95.9	96.6	
		Province	89.5	90.3	89.9	90.6	91.8	
	Parent (optional)	School	79.0	77.7	72.6	84.6	83.3	
		Authority	73.6	76.8	73.9	86.0	79.3	
		Province	70.3	72.4	72.6	74.7	77.4	
	Student (optional)	School	66.5	72.9	67.0	59.3	66.1	
		Authority	66.9	70.7	68.3	66.5	71.1	
		Province	66.1	67.5	67.1	68.5	71.8	

Comment on Results

John Paul II sits directly on the provincial average for this particular outcome. With the new Social Studies Curriculum's focus on active citizenship as well as the formation of a Religious Education Steering committee, John Paul II is looking at allowing its students to dive more fully into being actively engaged in both the school and the community as a whole. While consolidated efforts have been used in the past to address students participation in Social Justice activities, a more directed approach from the Religious Education Committee should ensure further success.

Graph of Overall School Results (optional)



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

Also report results on all local authority/school Goal Two measures from the authority's/school's Three-Year Education Plan 2008/09 – 2010/11 in relation to Goal 2, Goal 2 outcomes and targets for 2008/09. Minimum one year of results – schools are encouraged to provide multi-year results for trend analysis.

### Goal Three: Highly Responsive and Responsible Jurisdiction

Outcome: The authority demonstrates effective working relationships.

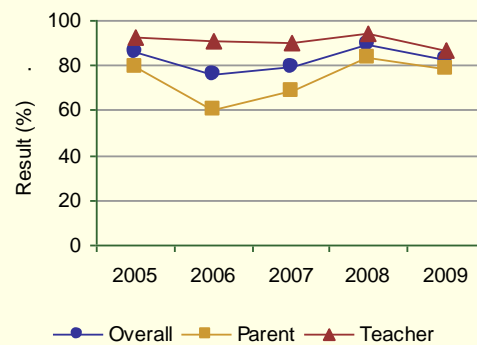
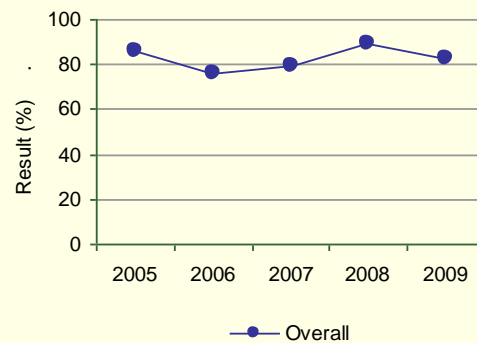
Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall (required)	School	85.8	75.9	79.1	88.9	82.8	if set
		Authority	78.0	79.6	81.4	85.7	81.4	
		Province	76.1	77.9	77.5	78.2	80.1	
	Teacher (optional)	School	92.2	91.2	89.9	94.0	87.1	
		Authority	88.2	91.0	92.1	92.6	90.3	
		Province	87.0	87.6	87.1	87.5	88.0	
	Parent (optional)	School	79.3	60.7	68.2	83.8	78.5	
		Authority	67.8	68.2	70.6	78.9	72.4	
		Province	65.2	68.1	67.9	69.0	72.2	

#### Comment on Results

(an assessment of progress in relation to past performance)

John Paul II has an extremely active School Council which has allowed parents' voice in the school. This Council has acted as a guiding body for the administration as we address the educational programming for the success of our students on the whole.

Graph of Overall 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 authority demonstrates leadership and continuous improvement.

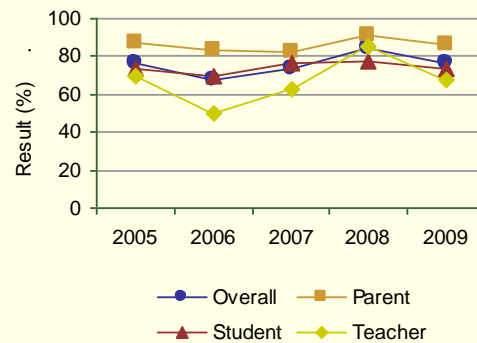
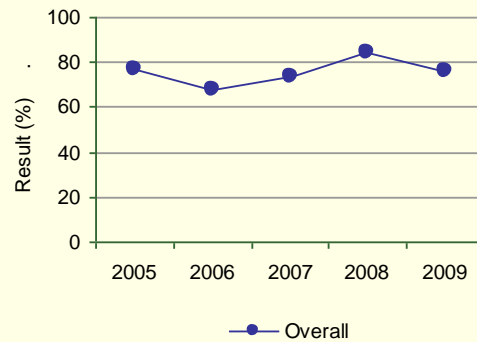
Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	Overall (required)	School	76.8	67.9	73.9	84.5	76.1	if set
		Authority	77.1	75.9	81.3	84.4	81.4	
		Province	73.9	76.8	76.3	77.0	79.4	
	Teacher (optional)	School	69.6	50.0	62.5	85.0	67.9	
		Authority	79.0	68.8	84.9	85.7	81.7	
		Province	73.1	75.5	74.5	75.6	78.2	
	Parent (optional)	School	87.5	83.8	82.5	91.3	86.7	
		Authority	80.0	80.2	81.2	87.1	81.8	
		Province	70.9	75.4	75.1	75.9	78.1	
	Student (optional)	School	73.4	69.9	76.7	77.1	73.7	
		Authority	72.3	78.7	77.7	80.5	80.8	
		Province	77.9	79.4	79.3	79.5	81.8	

**Comment on Results**

*(an assessment of progress in relation to past performance)*

This result is below both the Provincial and District average. In the past three years there have been three different principals, each with a different approach to the school's continued success. With a more consistent administration, teachers and parents will be more certain that the school has a plan that is being directed by the person who has a more vested interest in the goals as they helped to lay them out. Where John Paul II falls behind significantly in this measure is in the teacher's confidence that the school is improving. I believe with more direct input from teachers through leadership meetings and opportunities, this goal will change dramatically in the next year.

Graph of Overall 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 authority demonstrates leadership and continuous improvement. (continued)

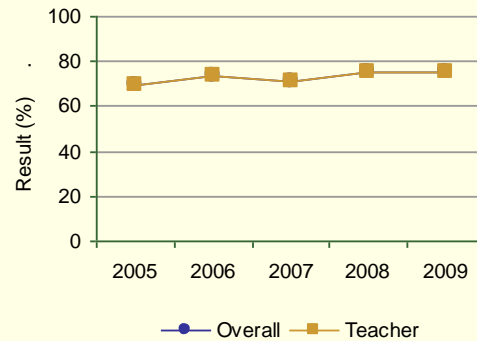
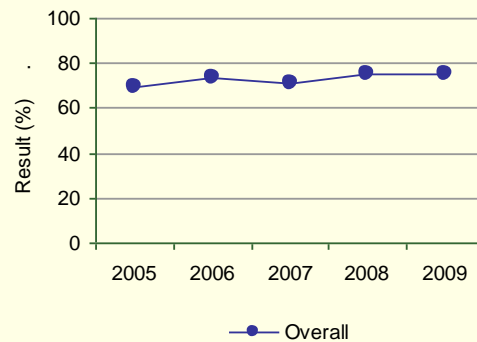
Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	Overall (required)	School	69.2	73.2	70.8	75.0	75.0	if set
		Authority	74.8	73.5	79.3	78.3	82.4	
		Province	76.5	78.2	78.8	80.4	81.5	
	Teacher (optional)	School	69.2	73.2	70.8	75.0	75.0	
		Authority	74.8	73.5	79.3	78.3	82.4	
		Province	76.5	78.2	78.8	80.4	81.5	

**Comment on Results**

(an assessment of progress in relation to past performance)

In this measure we are behind both the Authority and the Province. In the past, John Paul II has accessed its Professional Development primarily through the Edmonton Regional Learning Consortium. As a school, we are looking at continuing to utilize the ERLC as our main source of outside PD but creating more internal professional development capacity. Through the use of both grade level PLCs and more staff meetings starting with a PD component, we hope to focus our staff more directly on the School goals of Inquiry, the Arts and Math excellence.

**Graph of Overall School Results (optional)**



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

Also report:

- results on all local authority/school Goal Three measures from the authority and school Three-Year Education Plan 2008/09 – 2010/11 in relation to Goal 3, Goal 3 outcomes and targets for 2008/09. Minimum one year of results – Schools are encouraged to provide multi-year results for trend analysis.

Provide:

- Information on how the school council was involved in the school's annual results report.
- A web link to the school's class size report on the jurisdiction's website.