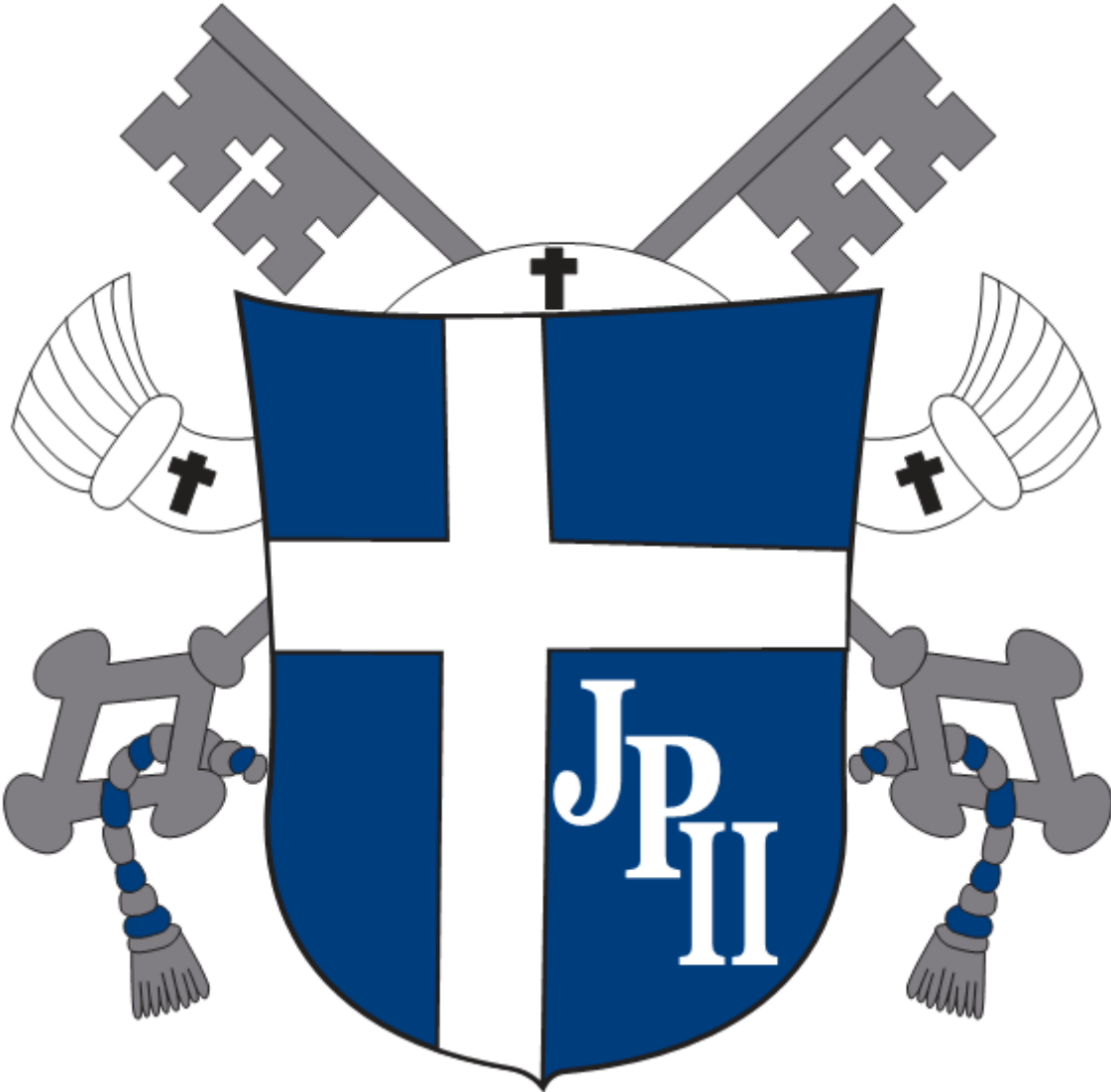


John Paul II Catholic School
3-Year Education Plan and Annual Education Results
Report (AERR) for Public, Separate and Francophone
Schools



October 2010 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	Safe and Caring Schools	Good	Safe and Caring	86.3	85.5	84.7	87.6	86.9	85.4	High	Maintained	Good
	Student Learning Opportunities	n/a	Program of Studies	84.5	85.5	85.2	80.5	80.3	79.4	Very High	Maintained	Excellent
			Education Quality	89.0	91.6	91.3	89.2	89.3	88.4	High	Maintained	Good
			Drop Out Rate	*	*	n/a	4.3	4.8	4.8	*	*	*
			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)	Acceptable	PAT: Acceptable	88.0	85.4	85.9	79.1	78.3	77.2	High	Maintained	Good
			PAT: Excellence	12.4	20.0	19.0	19.4	18.3	18.2	Intermediate	Declined	Issue
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	83.4	84.3	84.3	n/a	n/a	n/a
			Diploma: Excellence	n/a	n/a	n/a	19.0	18.5	19.2	n/a	n/a	n/a
			Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	53.5	53.3	53.6	n/a	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	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
			Transition Rate (6 yr)	n/a	n/a	n/a	59.8	59.2	58.7	n/a	n/a	n/a
Work Preparation			78.8	91.1	84.7	79.9	79.6	78.9	High	Maintained	Good	
Goal 4: Highly responsive and responsible education system	Parental Involvement	Excellent	Parental Involvement	90.1	82.8	83.6	80.0	80.1	78.6	Very High	Improved	Excellent
	Continuous Improvement	Good	School Improvement	77.3	76.1	78.2	79.9	79.4	77.6	High	Maintained	Good

Notes:

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

Measure Evaluation Reference (Optional)

Achievement Evaluation

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

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

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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Goal One: High Quality Learning Opportunities

Outcome: Schools environments are safe and caring.

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	86.5	83.3	85.1	85.5	86.3		High	Maintained	Good	86.3	88.5	90.0

Comment on Results (OPTIONAL)

The staff is satisfied that they are working to create safe and caring environments for our students to learn and grow.

Strategies

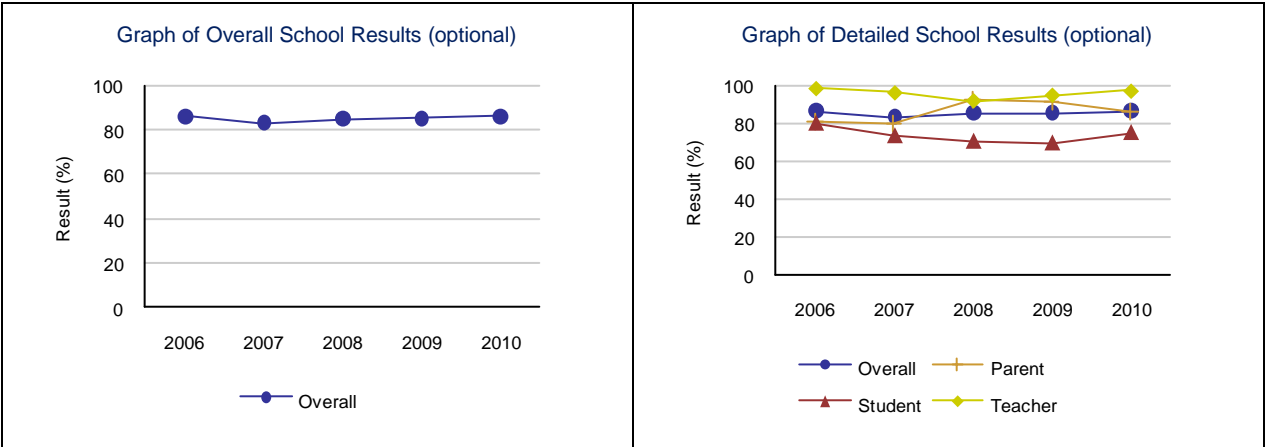
John Paul II School will continue to provide a safe and caring environment for the students to grow and learn. Some of the strategies that we will extend this year are:

1. **Girl Power groups** – The counseling department is starting a group which targets girls in grade 5 – 8 and helps teach them the skills that they require to be resilient and positive in life.
2. **Divisional Assemblies** – The three divisions will meet monthly to focus on positive playground behavior with students. These assemblies will focus on safe and caring environments.
3. **Continued twinning with younger and older grades** – these meetings will provide opportunity for our younger children to feel comfortable around those students who are bigger and sometimes naturally intimidating.

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

¹ If school had set a target for 2009/10 in the three year education plan 2009/10 – 2011/12, include it in the space provided for each required measure.
² If school had set targets for 2010/11 – 2012/13, include it in the space provided for each required measure.

Measure Details (OPTIONAL)															
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	86.5	83.3	85.1	85.5	86.3	87.6	85.6	88.2	87.5	90.5	84.4	84.2	85.1	86.9	87.6
Teacher	98.6	96.3	92.0	95.0	97.2	95.8	95.4	94.4	96.8	97.3	92.8	92.6	93.1	93.8	94.4
Parent	80.8	80.2	92.7	91.9	86.3	85.7	82.1	92.5	86.9	88.8	82.1	81.7	83.2	85.3	86.1
Student	80.1	73.5	70.6	69.7	75.2	81.3	79.2	77.7	78.9	85.5	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
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.	86.0	83.1	87.0	85.5	84.5		Very High	Maintained	Excellent	85	85	85
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.2	89.9	92.3	91.6	89.0		High	Maintained	Good	90	90	90

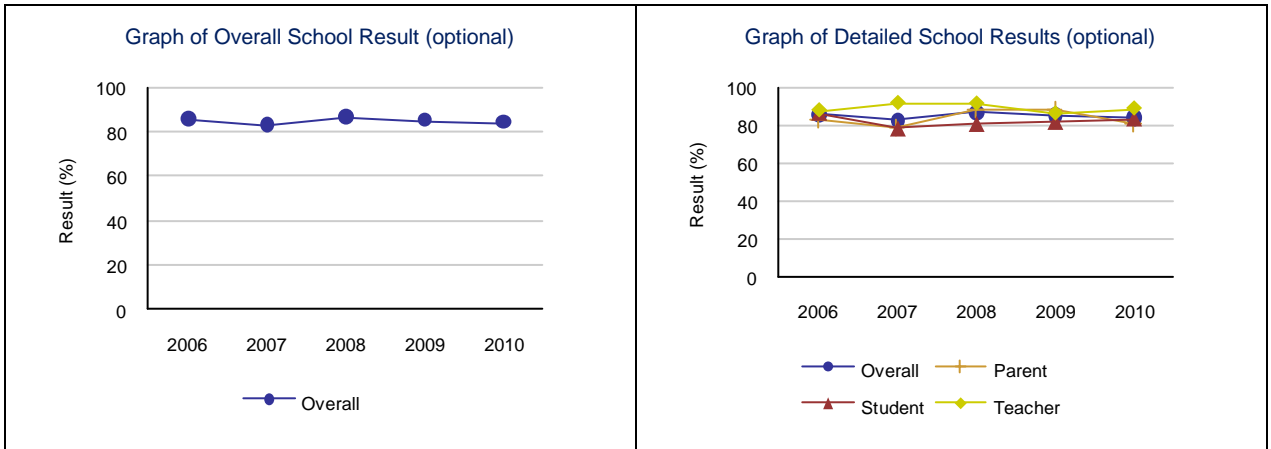
Comment on Results (OPTIONAL)

Our school community is proud that our clientele feel that our programming meets the needs of our learners.

Strategies

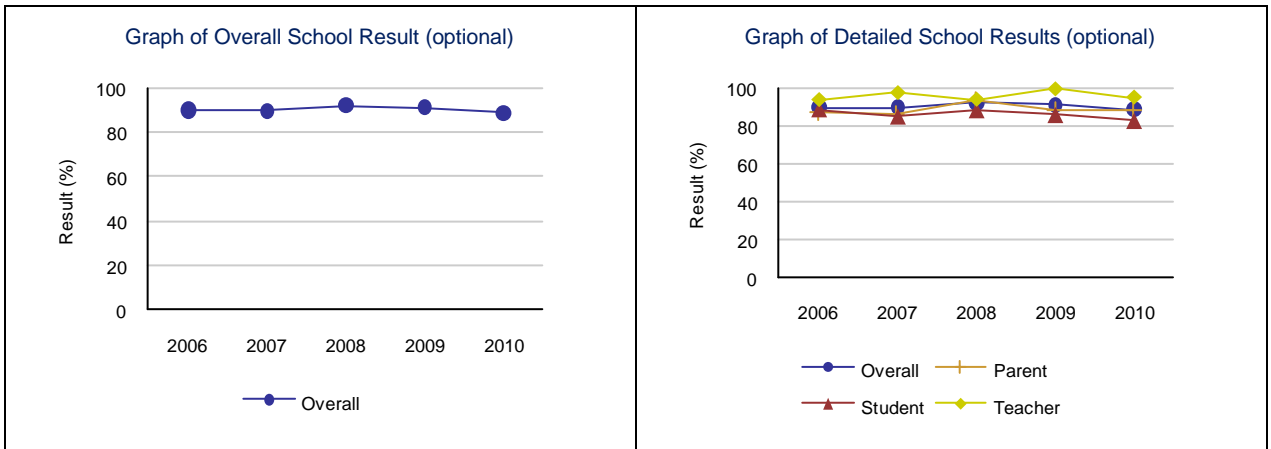
We will continue to vary programming to meet the needs of the students entrusted to our care. We have now hired a band teacher who is a full time music person in order to ensure our success as a school no longer is reliant on outside people to come in and deliver band as was the case in the past.

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	86.0	83.1	87.0	85.5	84.5	82.1	84.0	83.6	84.8	88.7	78.1	78.5	79.4	80.3	80.5
Teacher	88.2	92.2	91.9	86.5	89.2	90.0	92.8	92.7	92.5	94.8	85.2	85.7	86.4	86.8	87.7
Parent	83.1	78.6	88.1	87.8	80.6	77.6	81.2	82.9	82.7	84.2	76.6	76.9	77.6	78.7	78.0
Student	86.8	78.5	80.9	82.0	83.8	78.9	78.0	75.3	79.2	87.1	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	90.2	89.9	92.3	91.6	89.0	89.5	89.9	91.3	90.2	91.8	87.7	87.6	88.2	89.3	89.2
Teacher	94.0	97.9	94.2	100.0	95.4	96.6	97.1	97.8	98.3	98.3	94.8	94.7	94.9	95.3	95.6
Parent	87.8	86.7	94.3	88.8	88.6	84.4	84.6	90.3	85.8	87.6	81.6	81.8	83.0	84.4	83.9
Student	89.0	85.2	88.5	86.0	82.9	87.6	88.0	85.8	86.3	89.6	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.	86.4	83.7	88.8	85.4	88.0		High	Maintained	Good	88	88	88
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	15.3	15.0	21.9	20.0	12.4		Intermediate	Declined	Issue	15.0	17.0	20.0

Comment on Results (OPTIONAL)

While John Paul II has a history of doing well at having children write the PAT tests – 100% - we have been low in the percentage of students achieving the excellent standard for several years now. The schools most recent AISI project, focusing on Inquiry and higher order thinking, began last school year and is in its' infancy. The program has not resulted in raising our excellence rate for this year. We have been doing very well in the percentage of students achieving at the acceptable standard

Strategies

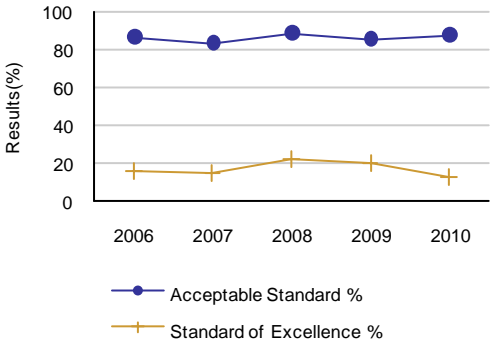
1. Common Writing framework – our grade three and six teachers are being in-serviced and implementing a common 6+1 writing program which should give our students the skills they need to reach their potential in the written portion of the PAT. Scores in this portion of the PAT have been rather low in the excellence category. This common framework should allow our students to identify and perform high level writing.
2. AISI project on Inquiry and Critical Thinking should push our students to think in a higher form and thus achieve better on the PAT. Critical thinking should allow students to stretch their understanding and create deep meaning. Peer coaching is being utilized to ensure teachers have the skill sets that they require in order to give students the support to think critically.
3. Math In-servicing – With the implementation of the new Math curriculum, the quality of the available PD for teachers is outstanding. Our PD sessions for this year will utilize the ERLC's math people and ask for the focus to be on critical thinking and problem solving. This fresh curriculum should allow teachers to teach in new and innovative ways, encouraging change in practice.
4. PAT question analysis- teachers have been given planning time to sit with their colleagues and admin to analyze which areas need to be addressed in PAT writing. These meetings provide great insight to teachers and will affect the way that they approach some of the outcomes in their teaching.

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Diploma Examination Participation rates are based upon a cohort of grade 10 students who are tracked over time.
4. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Measure Details (OPTIONAL)													
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2006		2007		2008		2009		2010		2010	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	School	84.1	17.4	78.9	8.5	90.6	26.6	93.4	29.5	83.8	9.5	85	15
	Authority	91.3	17.5	85.3	13.9	93.0	22.3	90.5	17.8	87.2	16.3		
	Province	81.3	14.1	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5		
French Language Arts 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	83.8	15.8	84.1	16.3		
Français 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	82.5	16.3	86.4	16.3		
Mathematics 3	School	88.4	24.6	83.1	9.9	93.8	26.6	85.2	23.0	74.3	12.2	85	15
	Authority	91.7	30.6	87.5	16.8	91.2	29.3	86.5	26.5	80.1	20.2		
	Province	82.0	26.9	79.9	23.5	78.7	23.9	79.7	26.8	76.4	24.8		
English Language Arts 6	School	88.9	5.6	90.1	17.3	93.9	13.6	84.7	13.9	96.3	11.3	85	15
	Authority	85.1	11.7	84.9	17.2	89.9	19.0	90.7	15.0	95.0	18.1		
	Province	79.0	15.9	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9		
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.5	11.2	88.1	11.0	87.7	14.2	91.5	15.9	88.3	15.9		
Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.5	19.7	93.0	18.0	94.3	17.1	92.6	18.7	91.3	18.3		
Mathematics 6	School	75.9	9.3	79.0	3.7	80.3	10.6	81.9	8.3	85.0	7.5	85	15
	Authority	72.2	11.3	78.1	9.3	81.0	15.1	88.2	10.7	88.1	14.8		
	Province	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8	74.3	16.5		
Science 6	School	87.0	22.2	81.5	18.5	81.8	25.8	79.2	18.1	83.8	16.3	85	15
	Authority	87.5	27.0	84.6	29.4	82.6	27.9	88.6	25.0	88.6	32.4		
	Province	78.1	27.7	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4		
Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86.3	20.0	85	15
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86.1	21.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71.0	16.4		

Graph of Overall Provincial Achievement Test Results (optional)



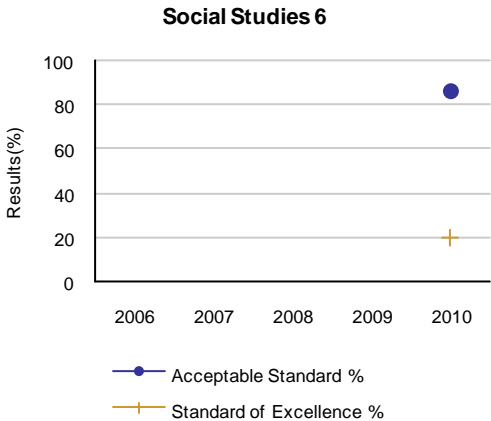
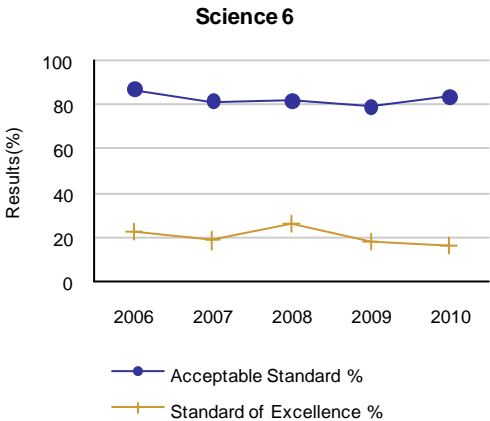
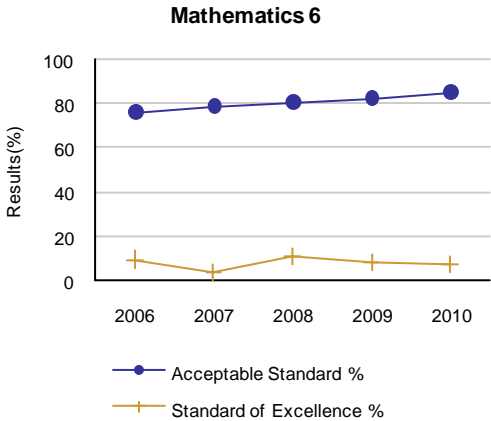
Graph of Provincial Achievement Test Results by Course (optional)

<p>English Language Arts 3</p> <p>Results(%)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>85</td> <td>20</td> </tr> <tr> <td>2007</td> <td>80</td> <td>10</td> </tr> <tr> <td>2008</td> <td>90</td> <td>28</td> </tr> <tr> <td>2009</td> <td>92</td> <td>30</td> </tr> <tr> <td>2010</td> <td>85</td> <td>10</td> </tr> </tbody> </table> <p> ● Acceptable Standard % + Standard of Excellence % </p>	Year	Acceptable Standard %	Standard of Excellence %	2006	85	20	2007	80	10	2008	90	28	2009	92	30	2010	85	10	<p>[No Data for French Language Arts 3]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2006	85	20																	
2007	80	10																	
2008	90	28																	
2009	92	30																	
2010	85	10																	
<p>[No Data for Français 3]</p>	<p>Mathematics 3</p> <p>Results(%)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>88</td> <td>25</td> </tr> <tr> <td>2007</td> <td>82</td> <td>10</td> </tr> <tr> <td>2008</td> <td>92</td> <td>28</td> </tr> <tr> <td>2009</td> <td>85</td> <td>22</td> </tr> <tr> <td>2010</td> <td>75</td> <td>12</td> </tr> </tbody> </table> <p> ● Acceptable Standard % + Standard of Excellence % </p>	Year	Acceptable Standard %	Standard of Excellence %	2006	88	25	2007	82	10	2008	92	28	2009	85	22	2010	75	12
Year	Acceptable Standard %	Standard of Excellence %																	
2006	88	25																	
2007	82	10																	
2008	92	28																	
2009	85	22																	
2010	75	12																	
<p>English Language Arts 6</p> <p>Results(%)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>88</td> <td>8</td> </tr> <tr> <td>2007</td> <td>88</td> <td>18</td> </tr> <tr> <td>2008</td> <td>92</td> <td>15</td> </tr> <tr> <td>2009</td> <td>85</td> <td>15</td> </tr> <tr> <td>2010</td> <td>95</td> <td>12</td> </tr> </tbody> </table> <p> ● Acceptable Standard % + Standard of Excellence % </p>	Year	Acceptable Standard %	Standard of Excellence %	2006	88	8	2007	88	18	2008	92	15	2009	85	15	2010	95	12	<p>[No Data for French Language Arts 6]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2006	88	8																	
2007	88	18																	
2008	92	15																	
2009	85	15																	
2010	95	12																	

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 Français 6]



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

		John Paul II School							Alberta			
Course	Measure	Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Intermediate	Maintained	Acceptable	74	83.8	65	87.6	42,061	81.6	42,181	80.6
	Standard of Excellence	Low	Declined Significantly	Concern	74	9.5	65	21.5	42,061	19.5	42,181	17.3
English Language Arts 6	Acceptable Standard	Very High	Improved	Excellent	80	96.3	73	89.6	43,599	83.3	44,064	81.1
	Standard of Excellence	Low	Maintained	Issue	80	11.3	73	14.9	43,599	18.9	44,064	19.9
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,487	88.3	2,252	89.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,487	15.9	2,252	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	91.3	436	93.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	18.3	436	17.9
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	80	83.8	73	80.8	43,509	76.8	43,945	75.5
	Standard of Excellence	Low	Maintained	Issue	80	16.3	73	20.8	43,509	26.4	43,945	25.2
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,651	79.3	44,250	77.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,651	15.0	44,250	14.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,403	86.1	2,328	82.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,403	12.4	2,328	11.9
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	84.3	314	84.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	12.7	314	12.4
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,372	73.6	44,075	70.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,372	17.7	44,075	14.5

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

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

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

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00

Notes:

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

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

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Performance Measure		Results (in percentages)					Target
		2006	2007	2008	2009	2010	2010
Participation rates in provincial achievement tests (PATs) for Grades 3, 6 and 9.							
English Language Arts 3	School	100.0	95.8	96.9	98.4	98.6	100
	Authority	99.6	97.4	97.8	96.7	96.8	
	Province	90.6	90.1	89.8	90.6	91.1	
French Language Arts 3	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	n/a	n/a	n/a	96.5	97.3	
Français 3	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	n/a	n/a	n/a	97.5	97.7	
Mathematics 3	School	100.0	97.2	96.9	98.4	98.6	100
	Authority	99.6	97.8	98.2	96.7	96.9	
	Province	90.8	90.5	90.5	91.2	88.3	
English Language Arts 6	School	98.1	100.0	98.5	100.0	100.0	100
	Authority	99.2	98.2	97.3	99.6	98.2	
	Province	90.1	89.6	89.5	90.0	90.7	
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	96.1	97.5	95.6	97.6	97.5	
Français 6	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	98.0	97.6	98.5	97.7	98.4	
Mathematics 6	School	100.0	97.5	98.5	100.0	100.0	100
	Authority	99.6	97.5	97.7	99.6	99.2	
	Province	90.6	90.0	90.0	90.6	88.3	
Science 6	School	100.0	93.8	98.5	97.2	100.0	100
	Authority	99.6	95.7	97.7	98.2	98.6	
	Province	90.0	89.1	89.0	89.6	90.5	
Social Studies 6	School	n/a	n/a	n/a	n/a	100.0	100
	Authority	n/a	n/a	n/a	n/a	98.6	
	Province	n/a	n/a	n/a	n/a	90.3	

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

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

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

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

Improvement Table

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

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

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

Overall Evaluation Table

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

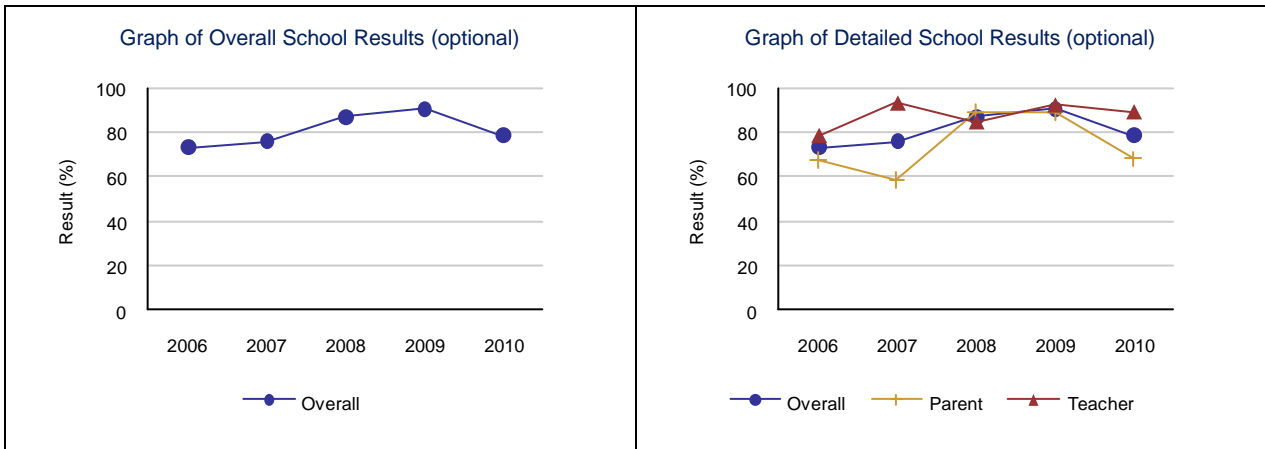
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue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

Outcome: Students are well prepared for employment.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	73.1	76.0	87.1	91.1	78.8		High	Maintained	Good	80	80	80

<p>Comment on Results (OPTIONAL)</p> <p>Although still good, we hope that our push towards creating more socially aware students, will see this percentage rise in the next year.</p>
<p>Strategies</p>

Measure Details (OPTIONAL)															
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	73.1	76.0	87.1	91.1	78.8	79.2	82.2	87.1	81.9	83.4	77.0	77.1	80.1	79.6	79.9
Teacher	78.6	93.8	85.0	92.9	89.7	90.0	95.0	91.7	94.5	95.1	89.4	89.2	89.3	88.9	90.0
Parent	67.6	58.3	89.1	89.3	67.9	68.4	69.4	82.6	69.3	71.7	64.6	65.1	70.9	70.2	69.8



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

Outcome: Students model the characteristics of active citizenship.

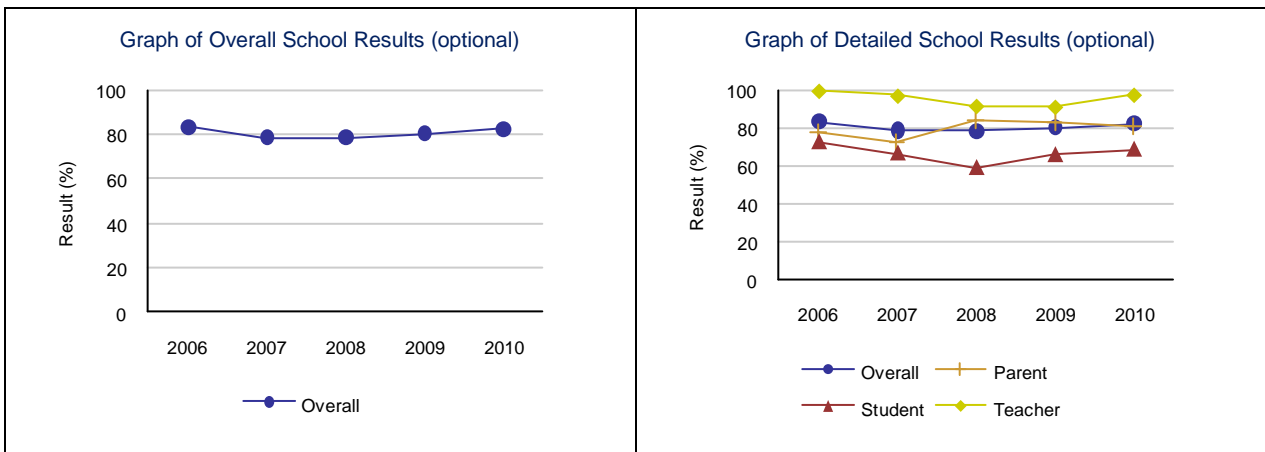
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	83.5	79.0	78.6	80.3	82.7		Very High	Maintained	Excellent	80	80	80

Comment on Results (OPTIONAL)

Our Advent Conspiracy campaign sparked our students to really reach beyond the walls of our school to be active citizens in our community. Our students built wells overseas, shoveled local sidewalks, raised food donations for the local food bank and generally reached out to others. Our Student council and Leadership Option for the Junior High students also ensured that the initiatives were student lead.

Strategies

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	83.5	79.0	78.6	80.3	82.7	80.8	79.2	82.8	82.3	87.2	76.8	76.6	77.9	80.3	81.4
Teacher	100.0	97.4	91.9	91.4	97.9	94.8	95.3	95.9	96.6	99.0	90.3	89.9	90.6	91.8	93.0
Parent	77.7	72.6	84.6	83.3	81.3	76.8	73.9	86.0	79.3	83.0	72.4	72.6	74.7	77.4	78.5
Student	72.9	67.0	59.3	66.1	69.0	70.7	68.3	66.5	71.1	79.5	67.5	67.1	68.5	71.8	72.7



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

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

Goal Four: Highly Responsive and Responsible Jurisdiction

Outcome: *The jurisdiction demonstrates effective working relationships.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	75.9	79.1	88.9	82.8	90.1		Very High	Improved	Excellent	82	82	82

Comment on Results (OPTIONAL)

Our school council remains very strong, with a strong voice to our Admin team in regards to the direction that we are going as a school. Our Professional Learning Community model has allowed teachers direct input into where we are going as a teaching community.

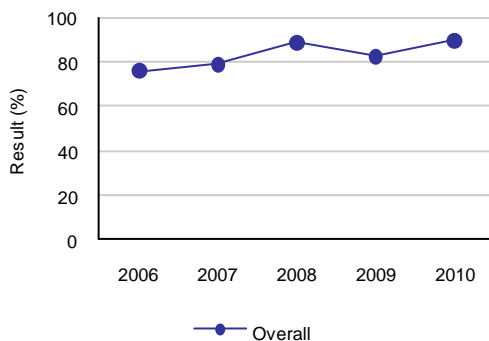
Strategies

Measure Details (OPTIONAL)

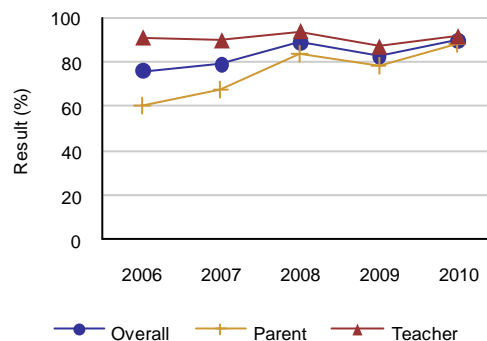
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	75.9	79.1	88.9	82.8	90.1	79.6	81.4	85.7	81.4	84.0	77.9	77.5	78.2	80.1	80.0
Teacher	91.2	89.9	94.0	87.1	91.7	91.0	92.1	92.6	90.3	93.0	87.6	87.1	87.5	88.0	88.6
Parent	60.7	68.2	83.8	78.5	88.5	68.2	70.6	78.9	72.4	75.1	68.1	67.9	69.0	72.2	71.3

Graph of Overall School Results (optional)



Graph of Detailed School Results (optional)



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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	67.9	73.9	84.5	76.1	77.3		High	Maintained	Good	77	77	77

Comment on Results (OPTIONAL)

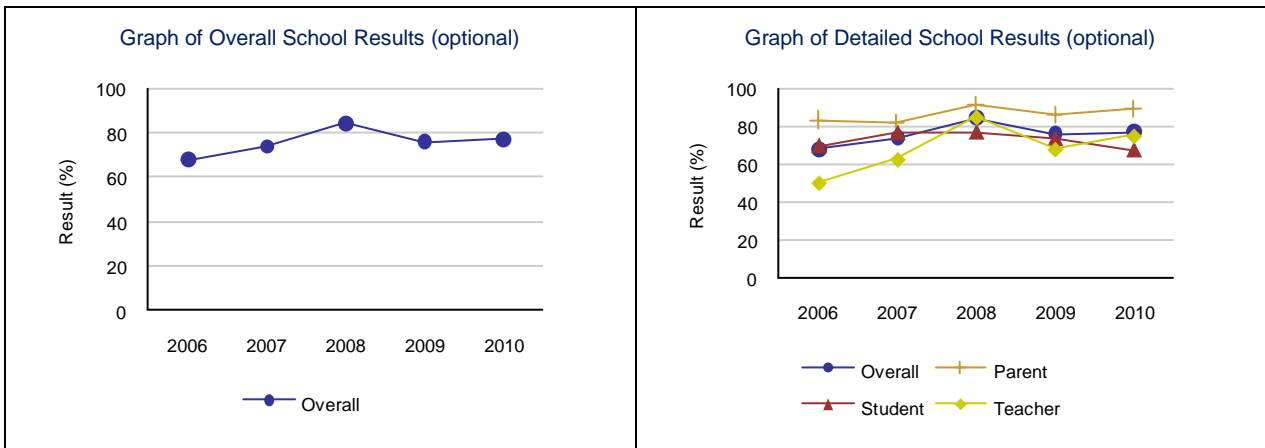
Our AISI project this year is divisionally coordinated and has really moved our school along a more progressive track than has occurred in the past. We look forward to continued collaboration.

Strategies

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	67.9	73.9	84.5	76.1	77.3	75.9	81.3	84.4	81.4	84.9	76.8	76.3	77.0	79.4	79.9
Teacher	50.0	62.5	85.0	67.9	75.0	68.8	84.9	85.7	81.7	89.4	75.5	74.5	75.6	78.2	80.8
Parent	83.8	82.5	91.3	86.7	89.3	80.2	81.2	87.1	81.8	82.2	75.4	75.1	75.9	78.1	77.0
Student	69.9	76.7	77.1	73.7	67.7	78.7	77.7	80.5	80.8	83.1	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).