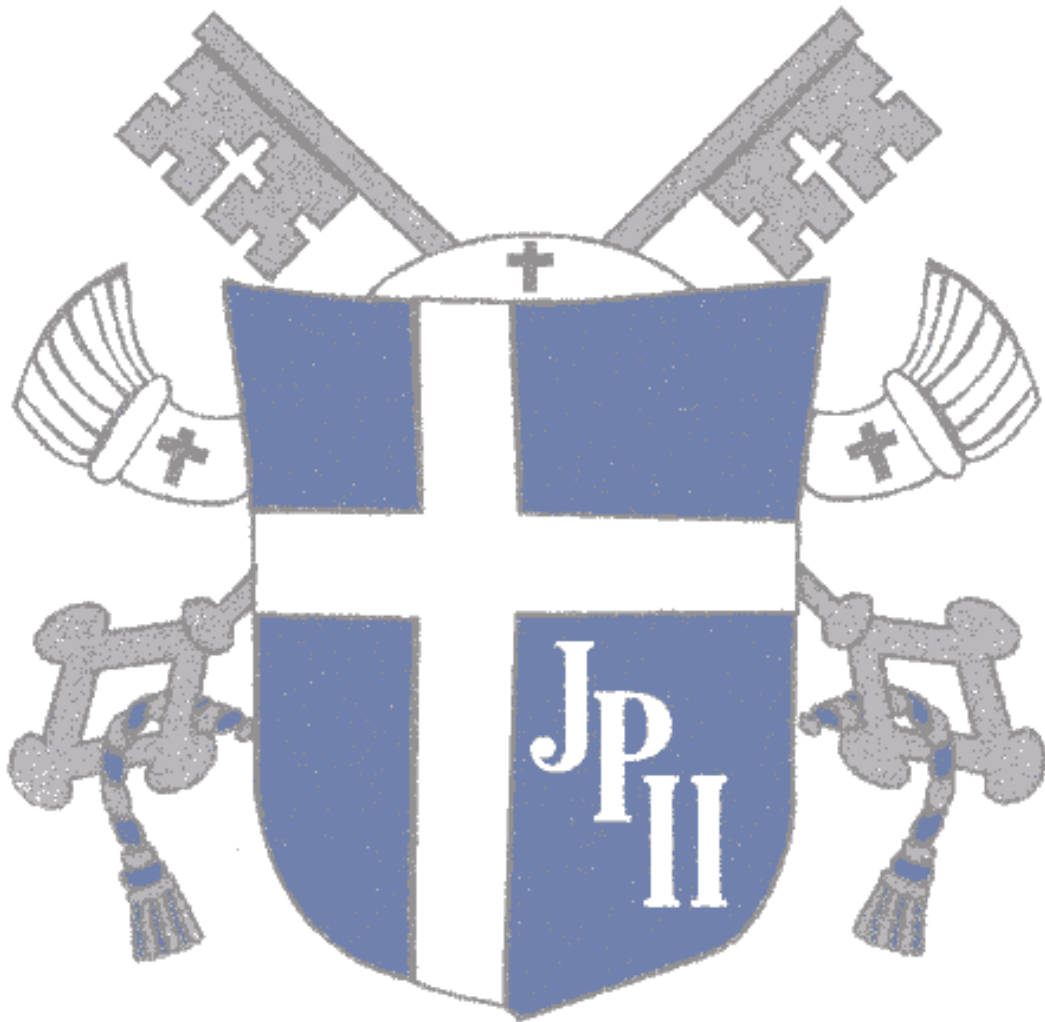


# John Paul II Catholic School

3-Year Education Plan 2013-2016  
AND  
Annual Education Results Report  
(AERR) 2012-2013



John Paul II Catholic School strives to be a Christ-centered school where staff and students grow in the community of the Holy Spirit. Our mission statement, new for 2013-2014, encourages our school community to follow in the guided mission of our namesake, John Paul II.

*Inspired by Blessed John Paul II, we learn to "proclaim, celebrate and serve the gift of life. Be not afraid!"*

This year our school community focuses on the theme for the Year of Faith:

***Building Our House of Faith***

## **Accountability Statement**

*The John Paul II Catholic School education plan for the three years commencing September 1, 2013 was prepared under the direction of the board in accordance with responsibilities under the School Act and the Government Accountability Act. This education plan was developed in the context of the provincial government's business and fiscal plans. The board is committed to achieving the results laid out in this education plan.*

## **John Paul II Improvement Priority Areas For 2013 – 2016**

1. Differentiation programming/assessment for individual needs in Grades K-8 with a focus on literacy and critical thinking
2. Consistent and continued development of student leadership
3. Faith development within the school community to continue to build the Catholic culture ("Building Our House of Faith") and build our school/parish connection
4. Development of continuous school improvement from stakeholders

## School Profile

Built in 1982, John Paul II serves approximately 400 families in and around the Stony Plain area. In a Catholic faith environment, John Paul II strives to help families develop moral well-rounded young people. In addition to successful programs in language arts, mathematics, social studies, science, health, physical education, art, music, band, and religion, students have many opportunities for community service, in and out of school field trips as well as co and extra-curricular teams, clubs, and activities. Complementary courses offered at the junior high level include French, Core Support Math, Art, Band, Drama, Performing Arts, Tech Theatre, Active Living, Science and Tech, Food Studies, Sports Medicine, Media and Digital Literacy, Literacy Leaders, Leadership, Peer Mentorship, Film Studies and Volunteerism. Students and teachers enjoy three portable netbook/laptop carts as well as dedicated Music/Band/Computer/multi-purpose rooms .

John Paul II offers extensive programs in the areas of co-curricular teams and activities for students, as well as a number of school clubs centered on student interest.

Community support and involvement are high as JP II plays an important role in the Stony Plain and area community. Our relationship and interaction with the Parish is also strong and ever growing. Our goal is to prepare moral well-educated Christian leaders who had the benefit of excellent learning opportunities, dedicated teachers, and an opportunity to explore and exercise their respective talents in academics, fine arts, sports, and community service in a faith-based environment.

C. Escott  
Principal

**Enrollment for 2013-2014 is 649 (610 FTE)  
broken down as:**

<b>Grade</b>	<b>Enrolment (at Oct 28, 2013)</b>	<b>Classes</b>	<b>Average Size</b>
<b>Kindergarten</b>	<b>78</b>	<b>3</b>	<b>26</b>
<b>1</b>	<b>70</b>	<b>3</b>	<b>23.5</b>
<b>2</b>	<b>67</b>	<b>3</b>	<b>22.5</b>
<b>3</b>	<b>68</b>	<b>3</b>	<b>22.5</b>
<b>4</b>	<b>72</b>	<b>3</b>	<b>24</b>
<b>5</b>	<b>79</b>	<b>3</b>	<b>26.5</b>
<b>6</b>	<b>84</b>	<b>3</b>	<b>28</b>
<b>7</b>	<b>71</b>	<b>3</b>	<b>23.5</b>
<b>8</b>	<b>60</b>	<b>3</b>	<b>20</b>

**Combined 2013 Accountability Pillar Overall Summary**

Measure Category	Measure Category Evaluation	Measure	John Paul II Catholic School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	86.5	88.8	86.9	89.0	88.6	88.1	High	Maintained	Good
Student Learning Opportunities	n/a	Program of Studies	82.3	86.8	86.8	81.5	80.7	80.7	Very High	Maintained	Excellent
		Education Quality	86.5	91.0	90.9	89.8	89.4	89.3	Intermediate	Declined	Issue
		Drop Out Rate	n/a	n/a	n/a	3.5	3.2	3.9	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.8	74.1	72.7	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	86.9	93.1	91.3	79.0	79.1	79.2	High	Declined	Acceptable
		PAT: Excellence	17.8	27.2	23.1	18.9	20.8	19.9	Intermediate	Declined	Issue
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	84.6	83.1	82.5	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.7	20.7	20.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.6	56.2	54.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	61.3	61.5	59.4	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.5	58.4	59.2	n/a	n/a	n/a
		Work Preparation	74.9	82.9	79.0	80.3	79.7	79.9	Intermediate	Maintained	Acceptable
		Citizenship	81.4	84.1	81.7	83.4	82.5	82.0	Very High	Maintained	Excellent
Parental Involvement	Good	Parental Involvement	82.2	80.7	82.0	80.3	79.7	79.8	High	Maintained	Good
Continuous Improvement	Issue	School Improvement	72.7	89.3	82.5	80.6	80.0	80.0	Intermediate	Declined Significantly	Issue

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 3, 6, 9), Français (Grades 3, 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, Chemistry 30, Physics 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 or respondents is less than 6. Suppression is marked with an asterisk (\*).
6. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

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 - 71.50	71.50 - 77.76	77.76 - 84.91	84.91 - 88.69	88.69 - 100.00
PAT: Excellence	0.00 - 11.54	11.54 - 14.60	14.60 - 20.83	20.83 - 26.46	26.46 - 100.00
Diploma: Acceptable	0.00 - 71.28	71.28 - 77.34	77.34 - 84.16	84.16 - 88.87	88.87 - 100.00
Diploma: Excellence	0.00 - 8.77	8.77 - 12.71	12.71 - 19.16	19.16 - 23.03	23.03 - 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)

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## Goal One: An excellent start to learning

**Outcome:** *Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.*

- There are no required performance measures for this goal. Schools are encouraged to incorporate early development data available at the local level.

### Comment on Results

Current information can be found in EDI mapping data collected by Evergreen CSR No. 2 in 2011/2012. (Results available upon request).

### Strategies

Starting in the 2012-2013 school year, in each of our Early Childhood Services classrooms, we began an annual process to complete an early learning screening by which we contract to a speech-language pathologist and an occupational therapist to identify student learning needs at the beginning of the school year. Some of those early screens also lead to the completion of behavioural assessments by registered psychologists.

Students who demonstrate a need for additional classroom and learning supports through assessments, are provided supports with PUF (Program Unit Funding) through Alberta Education. These supports may include speech-language programming, occupational therapy programming and supports, educational assistants, specialized materials and/or counselling. Students with additional needs will also have an IPP (Individual Program Plan) to address specific and individualize learning needs and promote collaboration with parents and learning teams.

Each ECS classroom currently has a full time general educational assistant to provide support to all students under the guidance of teacher supervision.



## Goal Two: Success for Every Student

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	85.4	88.0	92.7	93.1	86.9	90	High	Declined	Acceptable	90	90	90
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	20.0	12.4	29.8	27.2	17.8	20	Intermediate	Declined	Issue	20	20	20

### Comment on Results

John Paul II School continues to focus school goals on differentiation through literacy as well as critical thinking for our K-8 students. Over the past year cycle, teachers have been given opportunities to expand their knowledge of the daily five literacy structure and critical thinking skills through learning coaches and PLC (Professional Learning Communities) collaboration. These skills translate to the students in our classrooms. Our Grade 3 and 6 teachers have continued to focus on student achievement where a strong majority of students achieve the acceptable standard and is consistently higher than the provincial average in each subject in Grades 3 and 6 over the past 5 years. We have been able to maintain the students achieving a standard of excellence. However, this year our Grade 6 PAT scores decreased in standard of excellence as the previous year results were significantly higher than the provincial average and the current year results are more on par to the provincial average. The particular make-up of the classroom design has been consistent when these students were in Grade 3 in that the scores were lower in the standard of excellence (2010). See sheet - *Provincial Achievement Test Results – Measure Details*. This result dip should improve once again in the current school year results and is expected.

### Strategies

In order to continue to achieve success in the areas of literacy and numeracy, John Paul II has committed to the following strategies to maintain our successes:

- Differentiation – Literacy and Critical Thinking.
  - K-6 – our school goals identify differentiation with students with a specific focus on Daily 5 – a literacy structure that redesigns classroom instruction so that teachers guide students to become more independent with their reading and writing. This allows teachers to conference with small groups and individual students so that individualized programs are maintained and successful. We have changed the structure of our Early Literacy program so that we have a lead teacher who works directly within the classroom and team teaches with our teachers so that all students are inclusive within their classroom. We also have an instructional learning coach available to provide pedagogical guidance as well as developing collaboration within our school community. Our K-6 teaching staff continue to have a “shared prep” opportunity once per week (40 minutes) which allows them to collaborate with grade level partners as well as the learning coach to share ideas and discuss student learning in a proactive format.
  - Junior High (Grades 7-8) – these teachers continue to build on the critical thinking skills as teachers felt that they needed continued support to sustain what they began to touch on through the previous AISI cycle projects. Teachers focus on differentiation for students through project-based learning and critical thinking activities to ensure student success at all levels. Our instructional learning coach is provided for teachers to assist in planning, modelling and/or collaboration of ideas.
- Professional Development – much of our PD opportunities are available through ERLC (continued “train the trainer” model) and through collaborative practise. Teachers have requested opportunities to meet with grade level partners on a regular basis within our school as well as throughout our division. This year most of our Professional Development days are focusing on collaboration within our school and division in a variety of forums – Daily 5 structure (Grades 4-6), literacy in the primary classroom (K-3) and the evaluation of common assessment practises (Grades 7-8). Continued support through our Division Principal to set up quality learning opportunities for teachers continues to be an important catalyst to success. Teachers in K-6 also have an opportunity for a “shared prep” with their grade level partners once per week to discuss curricular outcomes.
- Inclusive Education – our school focus is inclusive for all K-8 students. This means a collaborative partnership between subject specific teachers in language arts and mathematics and inclusive education specialists to ensure all student needs are being met through team teaching opportunities and collaborative planning of lessons and units.

Outcome: *Students demonstrate citizenship and entrepreneurship.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	80.3	82.7	78.2	84.1	81.4	85	Very High	Maintained	Excellent	85	85	85
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	91.1	78.8	75.2	82.9	74.9	85	Intermediate	Maintained	Acceptable	85	85	85

Comment on Results
<p>John Paul II Catholic School is focused on creating active citizens who are strong, critical thinkers with a focus on our Catholic faith. This year our division theme is “Building Our House of Faith”. We are committed to further developing student leadership within our school community from Grades K-8 to encourage our students to take responsibility for their actions, be aware of the needs of the world around them and to realize that they need to be global citizens. Through a variety of social justice projects such as supporting our Nigerian poultry farm (an Evergreen sponsorship program called “Green Eggs”), supporting the local food bank and other local charities as well as sharing our time with the elderly, students have opportunities to give to others. We also support initiatives within our school where older students “buddy” up with younger classes throughout the year and participate in a variety of activities such as reading together, attending mass together, and creating projects.</p> <p>We are very pleased to see the results from the previous year to be maintained. We have been determined to provide numerous opportunities for parent input and communication regarding our acts of citizenship here at the school so parents are well-informed on the skills and behaviors we are experiencing from our students.</p>
Strategies
<p>To continue to maintain and develop the student leadership through Covey’s model of the 7 Habits and global awareness within our school community, we have committed to the following strategies:</p> <ul style="list-style-type: none"> <li>• Divisional assemblies - use our district theme “Building Our House of Faith” and the 7 Habits model to instill values of caring and compassion in all of our students.</li> <li>• Student Leadership - continue to make our faith and our celebrations about others, rather than about themselves, encouraging and preparing students to take a leadership role within celebrations and throughout the school.</li> <li>• Leadership Option – students have opportunities to take initiative in a variety of social justice activities</li> <li>• Student Council – students are given a leadership opportunity in junior high to be in charge of events and make changes related to school climate while working to provide bonding opportunities as well as local social justice opportunities</li> <li>• Lenten service projects – continue to participate in Catholic charities, such as Chalice and “Green Eggs” to create empathetic students</li> <li>• Parish Connections – each grade level of teachers developed an “Action Plan” on how to continue to promote more parish/school connections. This year we have organized educational masses for each grade level from 2-8 to learn from the church pastors. We are committed to continuing to work in conjunction with our parish to instill values of the Catholic faith in all of our students.</li> </ul>

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

*Outcome: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.*

**(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	*	*	100.0	90	Very High	n/a	n/a	90	90	90
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	*	*	20.0	20	Intermediate	n/a	n/a	20	20	20
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

**Comment on Results**

John Paul II Catholic School is pleased that 100% of our FNMI identified students have achieved the acceptable standard on the Provincial Achievement Tests for Grades 3 and 6. The standard of excellence for FNMI students is at 20% for this past year – higher than the overall average of all Grade 3 and 6 PAT scores for all students within our school. Our goal is to have these scores continue on a positive trend as the number of FNMI students increases in our school population.

**Strategies**

Continued recognition and support for all FNMI students at John Paul II Catholic School through:

- Annual participation in the local Aboriginal Days celebration within Stony Plain
- Guest speakers and activities to promote positive culture differences and similarities within the school community
- Continued counselling support to students for academic, family and emotional support for success
- Continued support through the Rainbows program which helps students to deal with loss (death, divorce and family separation)

**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 3, 6, 9), Français (Grades 3, 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, Chemistry 30, Physics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition 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 or respondents is less than 6. Suppression is marked with an asterisk (\*).

### Goal Three: Quality teaching and school leadership

*Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
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.	85.5	84.5	89.1	86.8	82.3	85	Very High	Maintained	Excellent	85	85	85

#### Comment on Results

We are very pleased to see that a high majority of our staff, parents and students are satisfied with the education children are receiving at our school and that students are offered a broad program of studies. We are always searching to find new and innovative ideas as well as working diligently to improve our pedagogy and practice as educators. We believe in teacher specialists in a variety of subject areas to improve student success – band program specialist for Grades 6-8, physical education specialist K-3, art specialist for Grade 6 class, school counselors, and assistive tech teacher leader at the school level to support teachers and students.

At the elementary level, professional development has focused on the Daily 5 structure to build students' skills in literacy through independent reading and writing skills. This allows each teacher to offer an inclusive classroom where every child can be successful and learn at their own pace. This ensures the success of all students through positive and proactive opportunities.

#### Strategies

As we work to maintain our high levels of satisfaction with our school community, we are committed to the following strategies:

- Counselling to meet the needs of our students globally – academically and emotionally.
- Educational programs – we continue to develop our students holistically through fine arts, band, early literacy support, language arts and math support, French as a second language, music and physical education specialists and a variety of educational options in junior high (Leadership, Literacy Leaders, Media, Volunteerism, Digital Literacy, Drama, Performing Arts, Science and Technology, Film Studies, Math Core Support, Technical Theatre).
- Teacher specialists – Inclusive Education, counselling, primary physical education, literacy specialist, learning coach, assistive technology, fine arts specialists.

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

## Goal Four: Engaged and effective governance

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

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	82.8	90.1	75.1	80.7	82.2	85	High	Maintained	Good	85	85	85
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.6	89.0	92.9	91.0	86.5	90	Intermediate	Declined	Issue	90	90	90

### Comment on Results

John Paul II Catholic School is very pleased to see the significant increases from the previous years results regarding parental involvement. We have focused on school communication to ensure that parents have numerous opportunities to be involved in decisions regarding their child's education at our school. Some of these include well-developed teacher pages within our new website as well as the continued Friday Principal's Message that is emailed out to all parents highlighting upcoming events at the school each week. This continues as the feedback was very positive.

The second performance measure deals with satisfaction of the overall quality of basic education. While the results have decreased overall, teacher satisfaction has increased to almost 99%. The areas that have caused lower responses have been from parents and students. Parental responses to the survey was limited to only 33 parents in a school population of 650 students. Of those responses, only 8 were negative which is a minimal representation of our parent community. While we continue to encourage our parents to have a voice in surveys for school improvement and satisfaction, our response has been minimal and we don't believe that the results are a true indication of parent satisfaction. Student responses are from Grades 4 and 7 and while results are discouraging from the previous year's results, the 82% satisfaction score is a strong indicator of student satisfaction with our school as a whole.

### Strategies

The following strategies will be continued to ensure overall satisfaction within the collaboration of our school community and stakeholder satisfaction:

- Continued communication between school and home – weekly principal email messages, teacher emails, monthly newsletters, school website, teacher pages, student agendas, and Home Logic.
- Parent-Teacher interviews were initiated last year at the K-3 level prior to student report cards to initiate immediate connection with parents on student learning so that the focus of the interview is about learning and not the child's academic achievement. This year we implemented a school wide (K-8) set of interviews prior to student report cards and results were positive and promising as teachers, students and parents work as a collaborative group for success.
- School Council – continued support for school initiatives through sponsorship of school events (fall family dance, reading week, family ski night, healthy heart week), fundraisers (QSP magazine fundraiser) and hosting information sessions (community registration night, Kindergarten Meet and Greet, AGM).

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

*Outcome: Students and communities have access to safe and healthy learning environments.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
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.	85.5	86.3	85.7	88.8	86.5	90	High	Maintained	Good	90	90	90
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.	76.1	77.3	81.0	89.3	72.7	85	Intermediate	Declined Significantly	Issue	85	85	85

**Comment on Results**

We continue to receive high support from our parent community and John Paul II Catholic School is seen as a caring and respectful school. Our number one priority is to make sure that our students feel safe coming to school and that they feel respected. John Paul II Catholic School focuses on the four main tenants of respect: respect for self, respect for others, respect for property and respect for learning. Each classroom follows the same philosophy and those words are used throughout our school when dealing with a variety of student conflicts. We also focus on Covey's 7 Habits to ensure a common language within the school community.

Our focus for this school year is to research and understand why our school has seen a recent decrease from all stakeholders who have indicated that they feel that our school has, in fact, decreased in the last three years, especially when there was such a marked increase in school improvement from the previous year. As a staff, we need to discover what some of the indicators from our stakeholders were that resulted in the decrease. Results indicate that those are seen more significantly with parents and students. However, once again, our survey responses were from 33 parents and with 10 parents (out of a school population of 650 students and over 400 families) who indicated they felt there was a decrease in improvement within our school and other schools in our division.

**Strategies**

As we work to develop increased levels of satisfaction related to school improvement with our school community, we are committed to the following strategies:

- Counselling – opportunities for students to have academic and emotional support through two counsellors at the K-8 level through a variety of programs which include individual counselling, as well as groups that focus on anger management, anxiety, social stories, friendship, and dealing with loss.
- Inclusive Education Coordinator – provides support to students, teachers and parents for students who have difficulty in the traditional learning environment to ensure student success in the inclusive classroom. We have inclusive education support in all grade levels through team teaching.
- Learning Coach – provides support to teachers in pedagogical strategies to building on the competencies of students as engaged thinkers and ethical citizens with an entrepreneurial spirit in the 21<sup>st</sup> century.
- Assistive Technology – we are proud at JP II to have support for teachers and students to provide alternatives to traditional learning methods through a variety of technological devices or apps – reading apps, text to speech, speech to text, presentation apps, graphic organizers, etc.
- Student Leadership – opportunities for students to continue to make our faith and our celebrations about others, rather than about themselves, encouraging and preparing students to take a leadership role within celebrations, assemblies and throughout the school.
- Student “Buddy” Activities – while being in a K-8 school can provide some challenges such as a varied timetable between divisions, it also allows for connections between students to experience role modelling. Students are paired up with “buddies” for a variety of activities to promote collaboration and a Christ-like environment.
- Educational programs – we continue to develop our students holistically through fine arts, band, early literacy intervention programs, French as a second language, music and physical education specialists and a variety of educational options in junior high.
- Classroom/School Wide Discipline Plan based on Covey's 7 Habits and the 4 tenets of respect
- Shared preps – K-6 teachers have one prep (40 min) per week to collaborate with grade level partners on curricular outcomes.
- PLC – Professional Learning Communities – opportunities for teachers to meet on a regular basis (4 times per year) to discuss good pedagogical practise, school goals and professional growth.
- Parish connection – focusing on partnerships with organizations and service projects at Holy Trinity Catholic Church through a grade-level “action plan” to increase school and parish connections.

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

### **APPENDIX – Measure Details**

The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

**Provincial Achievement Test Results – Measure Details**

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2009		2010		2011		2012		2013		2013	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	School	93.4	29.5	83.8	9.5	90.8	14.5	93.2	16.2	85.1	18.9		
	Authority	90.5	17.8	87.2	16.3	89.9	20.6	87.7	18.7	89.2	21.5		
	Province	81.3	18.2	81.6	19.5	81.8	17.5	81.9	20.4	81.5	17.8		
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	83.8	15.8	84.1	16.3	80.6	15.8	82.1	14.5	79.7	12.4		
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	82.5	16.3	86.4	16.3	84.2	18.6	82.3	12.5	82.8	14.1		
Mathematics 3	School	n/a	n/a	n/a	n/a	81.6	19.7	90.5	21.6	81.1	21.6		
	Authority	n/a	n/a	n/a	n/a	84.3	24.5	82.0	24.0	84.8	26.9		
	Province	n/a	n/a	n/a	n/a	77.4	26.0	76.8	25.5	76.5	25.5		
English Language Arts 6	School	84.7	13.9	96.3	11.3	95.8	35.2	93.8	21.9	92.9	10.0		
	Authority	90.7	15.0	95.0	18.1	90.8	17.0	91.1	14.1	85.5	11.2		
	Province	81.8	18.9	83.3	18.9	83.0	18.5	82.7	17.8	82.5	16.3		
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	91.5	15.9	88.3	15.9	89.4	17.1	89.3	17.2	88.6	16.3		
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	92.6	18.7	91.3	18.3	92.2	17.6	91.0	21.9	94.0	21.6		
Mathematics 6	School	n/a	n/a	n/a	n/a	94.4	31.0	92.2	26.6	78.6	4.3		
	Authority	n/a	n/a	n/a	n/a	84.8	20.5	83.3	16.7	73.1	9.4		
	Province	n/a	n/a	n/a	n/a	73.7	17.8	74.7	16.6	73.0	16.4		
Science 6	School	79.2	18.1	83.8	16.3	91.5	40.8	92.2	45.3	82.9	24.3		
	Authority	88.6	25.0	88.6	32.4	87.9	29.1	87.2	30.5	79.8	22.7		
	Province	76.5	24.8	76.8	26.4	76.2	25.0	77.8	28.2	77.5	25.9		
Social Studies 6	School	n/a	n/a	86.3	20.0	85.9	38.0	90.6	34.4	85.7	22.9		
	Authority	n/a	n/a	86.1	21.0	79.9	24.0	83.0	18.7	78.9	17.5		
	Province	n/a	n/a	71.0	16.4	71.1	18.5	73.2	19.5	72.7	19.0		
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	81.0	13.5	85.3	11.4	85.7	13.5	81.8	10.9	83.7	11.6		
	Province	78.7	14.7	79.3	15.0	79.1	16.3	77.4	16.4	76.4	14.7		
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	*	*	*	*	75.0	0.0	69.2	0.0		
	Province	n/a	n/a	66.8	7.8	67.2	7.9	61.4	5.8	62.4	4.3		
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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.8	10.3	86.1	12.4	88.8	15.0	87.5	12.2	87.2	13.9		
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	85.6	12.9	84.3	12.7	90.2	15.8	84.6	16.1	84.0	14.5		
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	70.6	14.7	69.7	14.6	76.6	15.7		
	Province	n/a	n/a	n/a	n/a	66.1	17.3	66.5	17.8	66.5	18.2		
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	*	*	*	*	80.0	13.3	66.7	26.7		
	Province	n/a	n/a	65.6	15.3	64.9	14.9	62.4	15.4	65.9	14.7		

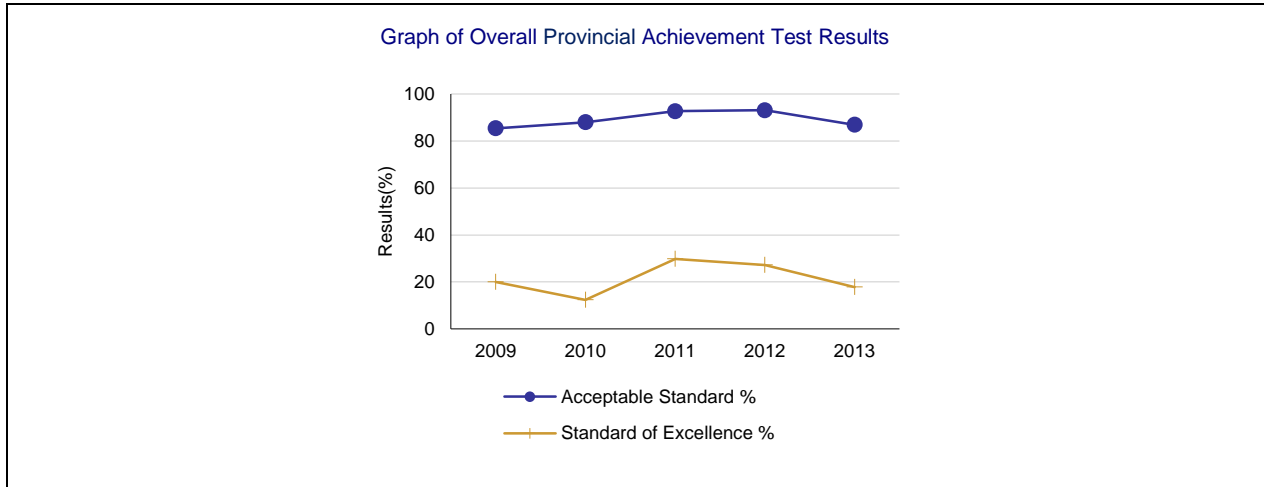


Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	75.5	13.4	80.1	19.5	81.1	23.9	77.8	20.7	82.2	21.7		
	Province	72.2	15.8	73.6	17.7	74.9	20.8	74.2	22.4	72.6	19.9		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	*	*	n/a	n/a	100.0	0.0	92.3	23.1		
	Province	n/a	n/a	67.2	14.3	69.5	15.3	67.9	17.3	68.4	17.1		
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	73.5	24.7	72.0	23.5	73.8	21.5	74.5	20.9		
	Province	n/a	n/a	68.9	18.8	67.2	19.0	68.9	19.1	65.3	18.7		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	77.8	11.1	100.0	30.0		
	Province	n/a	n/a	64.6	15.7	61.9	13.6	63.5	13.9	64.6	13.0		

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

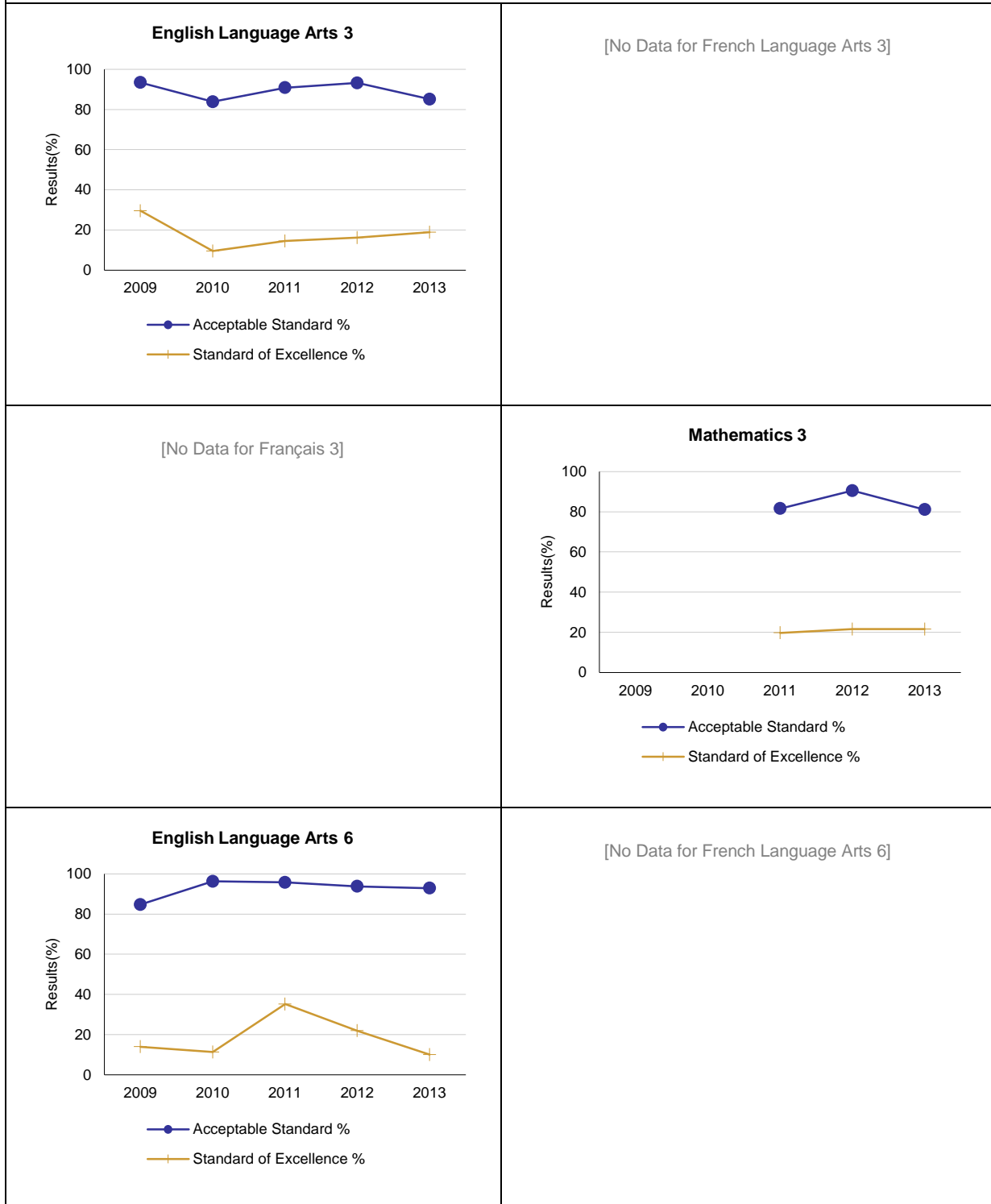
"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



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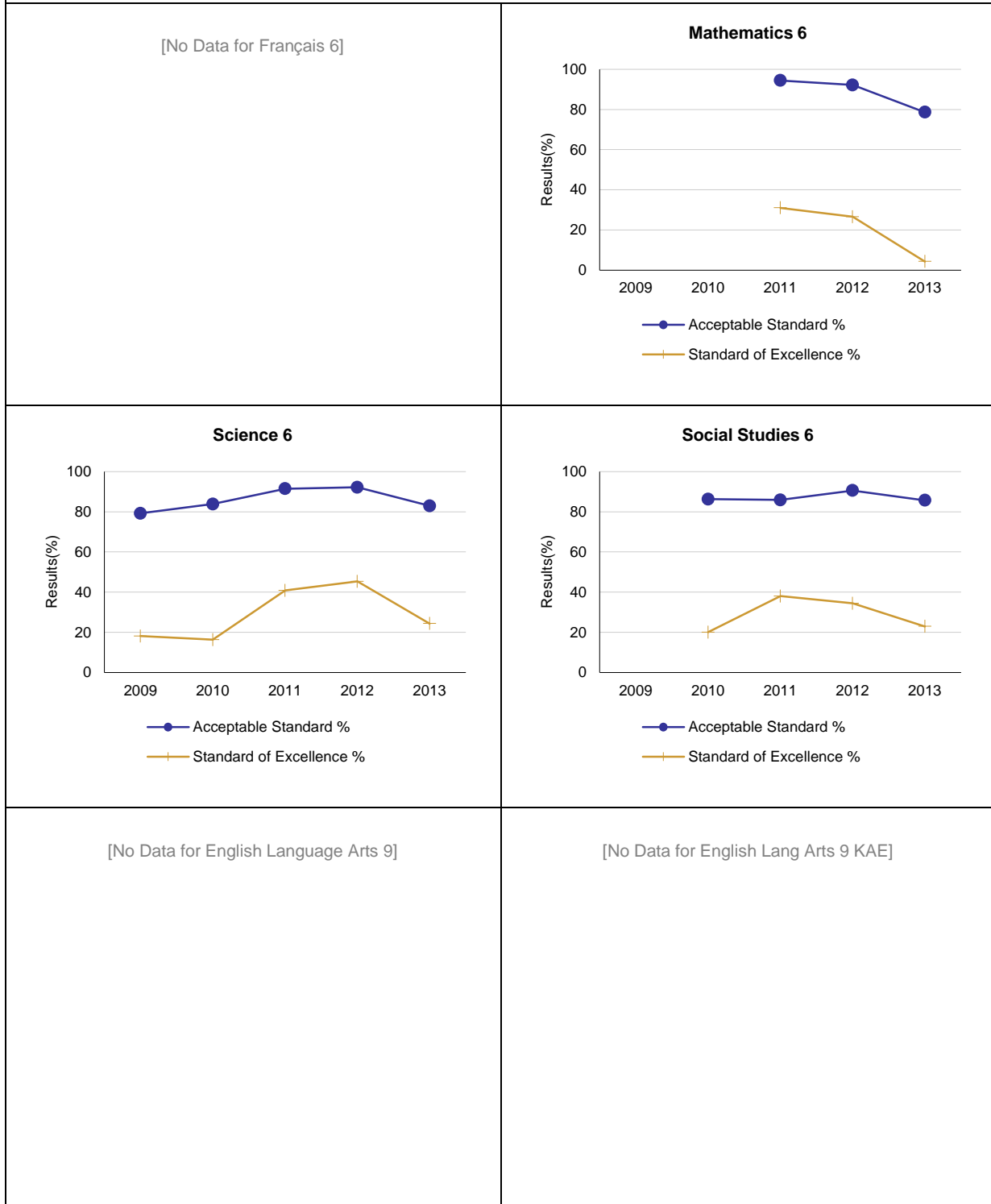
Graph of Provincial Achievement Test Results by Course



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

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Graph of Provincial Achievement Test Results by Course



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

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	John Paul II Catholic School								Alberta			
		Achievement	Improvement	Overall	2013		Prev 3 Yr Avg		2013		Prev 3 Yr Avg		
					N	%	N	%	N	%	N	%	
English Language Arts 3	Acceptable Standard	Intermediate	Maintained	Acceptable	74	85.1	75	89.3	46,095	81.5	43,231	81.8	
	Standard of Excellence	High	Maintained	Good	74	18.9	75	13.4	46,095	17.8	43,231	19.2	
French Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,399	79.7	3,192	82.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,399	12.4	3,192	15.6	
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	587	82.8	516	84.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	587	14.1	516	15.8	
Mathematics 3	Acceptable Standard	n/a	Maintained	n/a	74	81.1	75	86.1	46,041	76.5	43,823	77.1	
	Standard of Excellence	n/a	Maintained	n/a	74	21.6	75	20.7	46,041	25.5	43,823	25.8	
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	70	92.9	72	95.3	44,141	82.5	43,401	83.0	
	Standard of Excellence	Low	Declined Significantly	Concern	70	10.0	72	22.8	44,141	16.3	43,401	18.4	
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,601	88.6	2,571	89.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,601	16.3	2,571	16.7	
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	496	94.0	454	91.5	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	496	21.6	454	19.3	
Mathematics 6	Acceptable Standard	n/a	Declined Significantly	n/a	70	78.6	68	93.3	44,089	73.0	43,355	74.2	
	Standard of Excellence	n/a	Declined Significantly	n/a	70	4.3	68	28.8	44,089	16.4	43,355	17.2	
Science 6	Acceptable Standard	Intermediate	Declined	Issue	70	82.9	72	89.2	44,138	77.5	43,341	76.9	
	Standard of Excellence	Intermediate	Declined	Issue	70	24.3	72	34.1	44,138	25.9	43,341	26.5	
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	70	85.7	72	87.6	43,914	72.7	43,436	71.8	
	Standard of Excellence	High	Declined	Acceptable	70	22.9	72	30.8	43,914	19.0	43,436	18.1	
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28,137	76.4	42,995	78.6	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28,137	14.7	42,995	15.9	
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,450	62.4	1,616	65.2	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,450	4.3	1,616	7.2	
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,485	87.2	2,359	87.5	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,485	13.9	2,359	13.2	

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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.

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Course	Measure	John Paul II Catholic School							Alberta			
		Achievement	Improvement	Overall	2013		Prev 3 Yr Avg		2013		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	344	84.0	324	86.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	344	14.5	324	14.8
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28,155	66.5	42,224	66.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28,155	18.2	42,224	17.6
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,662	65.9	1,924	64.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,662	14.7	1,924	15.2
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28,825	72.6	42,870	74.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28,825	19.9	42,870	20.3
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,423	68.4	1,562	68.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,423	17.1	1,562	15.6
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	29,021	65.3	43,109	68.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	29,021	18.7	43,109	19.0
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,370	64.6	1,573	63.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,370	13.0	1,573	14.4

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### 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
French Language Arts 3	Acceptable Standard	0.00 - 60.68	60.68 - 77.74	77.74 - 88.22	88.22 - 94.87	94.87 - 100.00
	Standard of Excellence	0.00 - 3.31	3.31 - 8.38	8.38 - 17.31	17.31 - 25.31	25.31 - 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
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 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
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 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 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 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
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 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.

### 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.

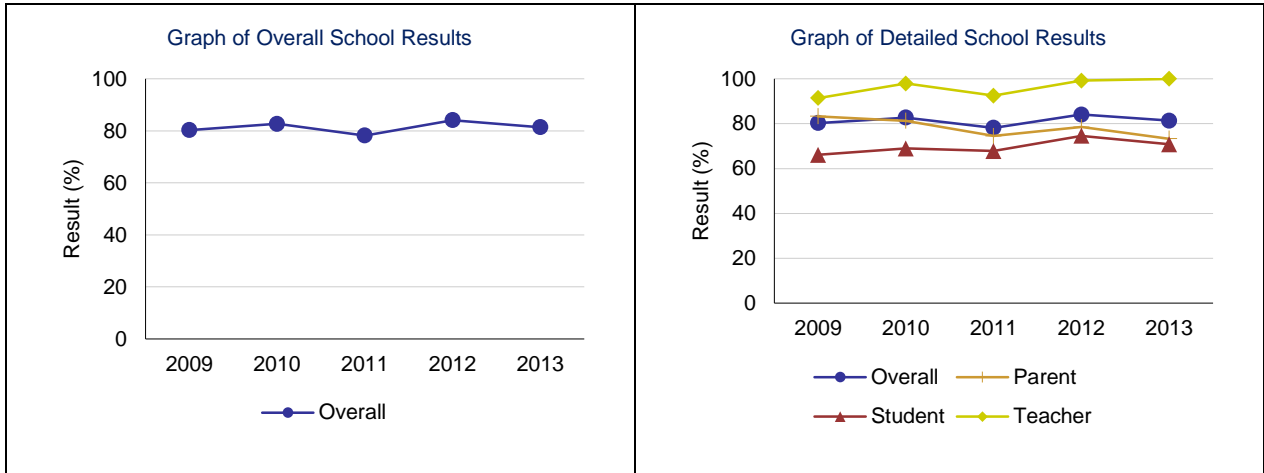
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue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



**Citizenship – Measure Details**

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

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	80.3	82.7	78.2	84.1	81.4	82.3	87.2	84.2	82.9	81.6	80.3	81.4	81.9	82.5	83.4
Teacher	91.4	97.9	92.5	99.2	100.0	96.6	99.0	97.3	96.9	96.7	91.8	93.0	92.7	93.1	93.6
Parent	83.3	81.3	74.5	78.5	73.3	79.3	83.0	78.8	78.6	74.8	77.4	78.5	78.6	79.4	80.3
Student	66.1	69.0	67.8	74.6	70.8	71.1	79.5	76.5	73.3	73.3	71.8	72.7	74.5	75.0	76.2

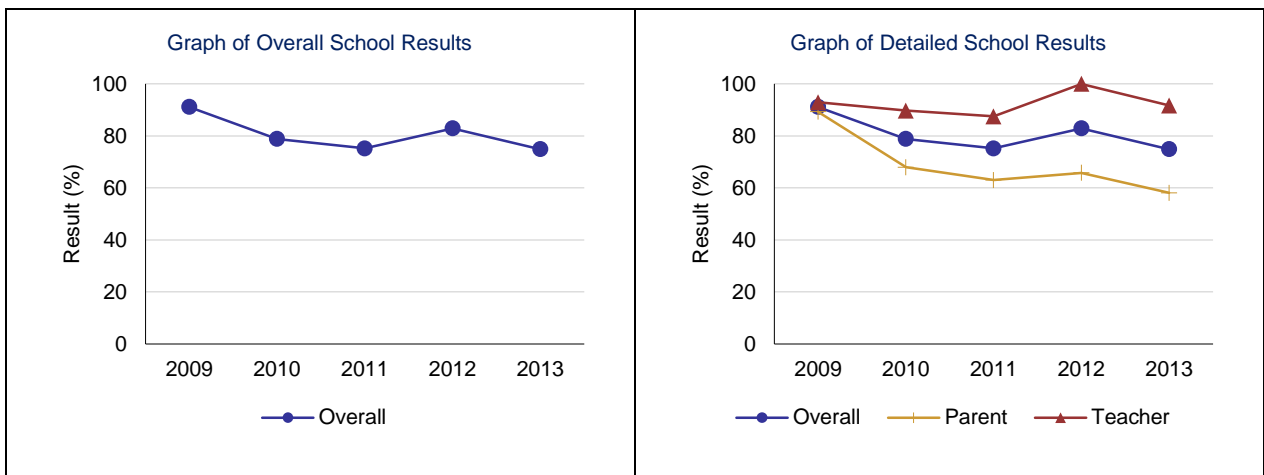


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**Work Preparation – Measure Details**

Percentage 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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	91.1	78.8	75.2	82.9	74.9	81.9	83.4	81.4	82.3	82.8	79.6	79.9	80.1	79.7	80.3
Teacher	92.9	89.7	87.5	100.0	91.7	94.5	95.1	93.6	94.7	94.6	88.9	90.0	89.6	89.5	89.4
Parent	89.3	67.9	63.0	65.8	58.1	69.3	71.7	69.2	69.8	71.1	70.2	69.8	70.6	69.9	71.1

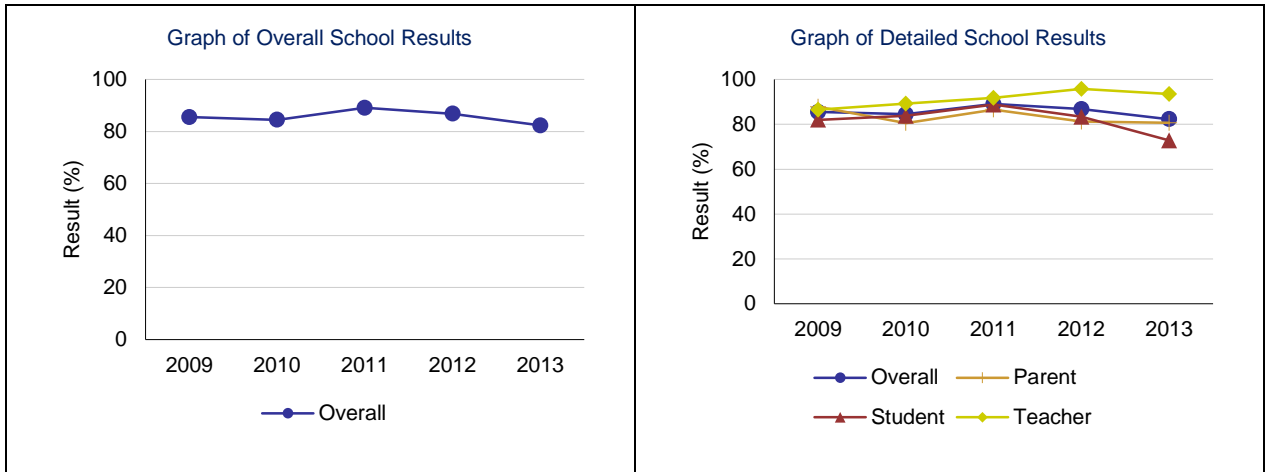


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	85.5	84.5	89.1	86.8	82.3	84.8	88.7	88.4	85.4	84.8	80.3	80.5	80.9	80.7	81.5
Teacher	86.5	89.2	91.8	95.8	93.5	92.5	94.8	93.4	93.2	91.5	86.8	87.7	87.6	87.3	87.9
Parent	87.8	80.6	86.6	81.2	80.7	82.7	84.2	81.9	80.9	81.6	78.7	78.0	78.3	78.1	78.9
Student	82.0	83.8	88.8	83.4	72.8	79.2	87.1	90.0	82.3	81.4	75.3	75.9	76.9	76.9	77.8

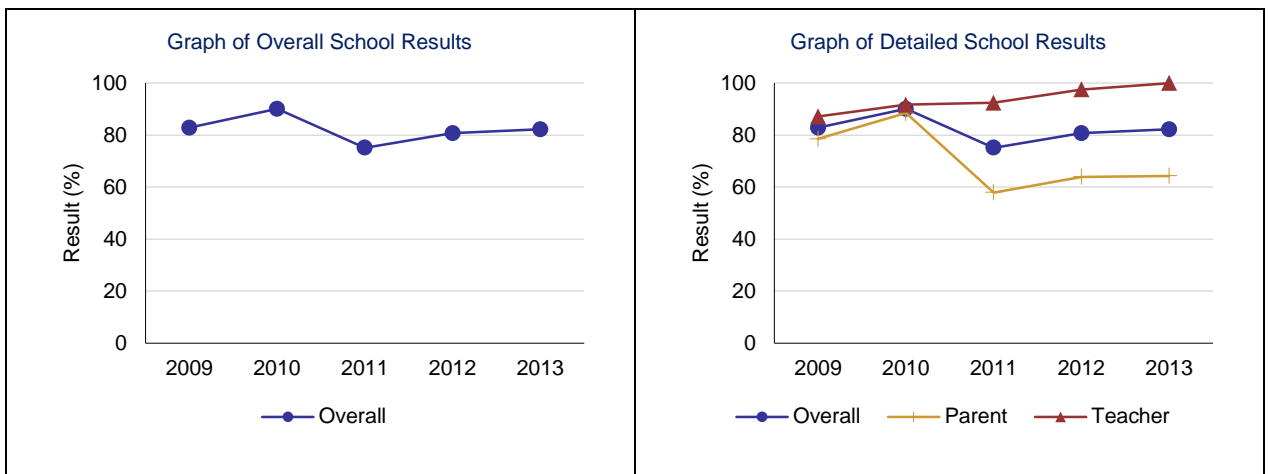


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**Parental Involvement – Measure Details**

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

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	82.8	90.1	75.1	80.7	82.2	81.4	84.0	80.3	82.3	79.9	80.1	80.0	79.9	79.7	80.3
Teacher	87.1	91.7	92.4	97.5	100.0	90.3	93.0	92.3	92.0	92.1	88.0	88.6	88.1	88.0	88.5
Parent	78.5	88.5	57.9	63.9	64.3	72.4	75.1	68.4	72.6	67.8	72.2	71.3	71.7	71.4	72.2

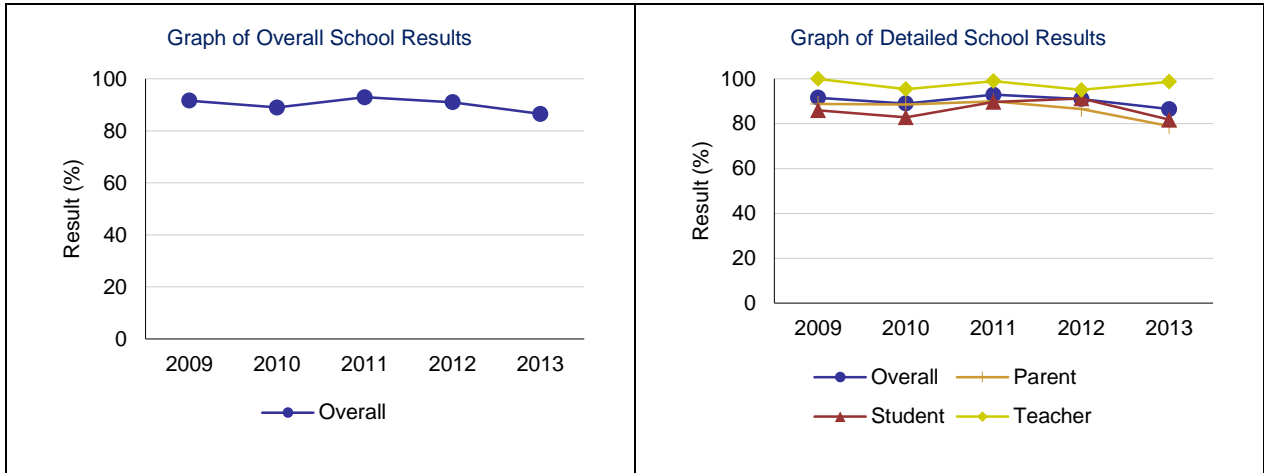


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**Education Quality – Measure Details**

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

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	91.6	89.0	92.9	91.0	86.5	90.2	91.8	92.6	91.6	89.1	89.3	89.2	89.4	89.4	89.8
Teacher	100.0	95.4	99.0	95.1	98.7	98.3	98.3	98.9	97.6	97.2	95.3	95.6	95.5	95.4	95.7
Parent	88.8	88.6	89.9	86.6	79.0	85.8	87.6	88.6	86.4	83.4	84.4	83.9	84.2	84.2	84.9
Student	86.0	82.9	89.7	91.3	81.8	86.3	89.6	90.4	90.8	86.8	88.3	88.2	88.5	88.6	88.7

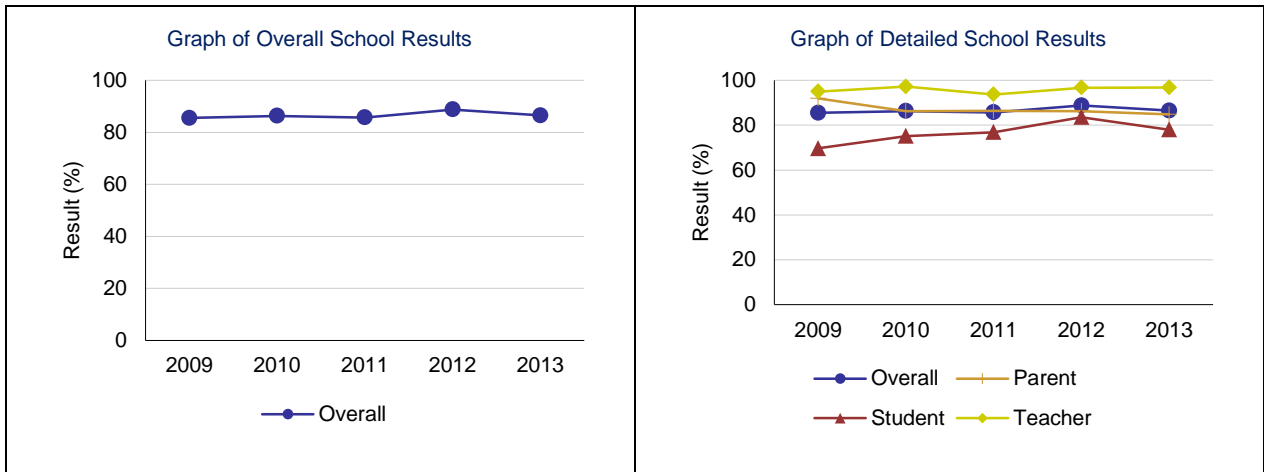


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	85.5	86.3	85.7	88.8	86.5	87.5	90.5	89.4	89.0	87.5	86.9	87.6	88.1	88.6	89.0
Teacher	95.0	97.2	93.7	96.7	96.8	96.8	97.3	96.7	96.8	95.5	93.8	94.4	94.5	94.8	95.0
Parent	91.9	86.3	86.4	86.2	84.8	86.9	88.8	86.5	86.7	85.1	85.3	86.1	86.6	87.4	87.8
Student	69.7	75.2	76.9	83.6	78.0	78.9	85.5	84.9	83.6	81.9	81.7	82.2	83.3	83.7	84.2

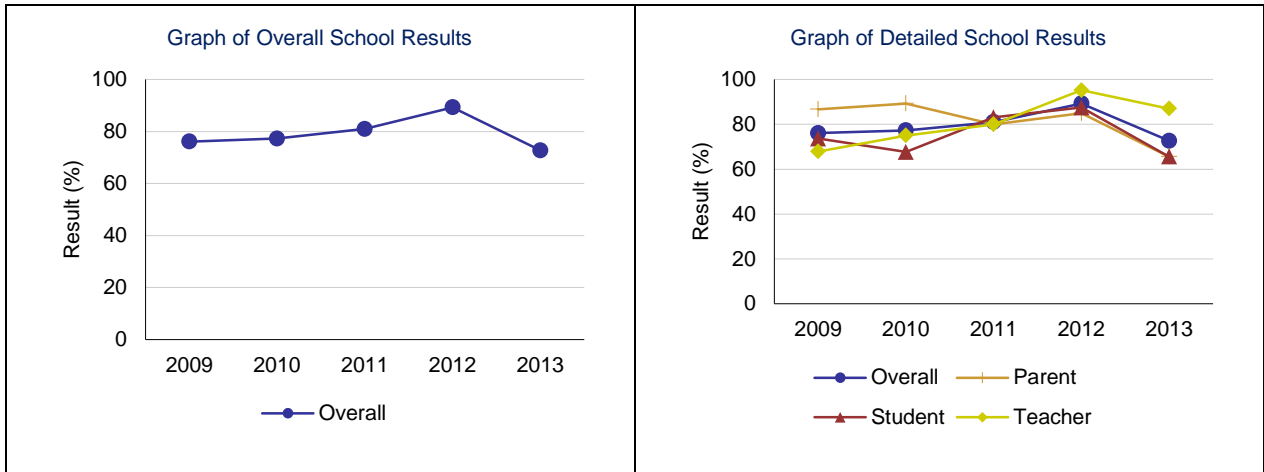


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**School Improvement – Measure Details**

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.

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	76.1	77.3	81.0	89.3	72.7	81.4	84.9	87.3	87.2	83.0	79.4	79.9	80.1	80.0	80.6
Teacher	67.9	75.0	80.0	95.2	87.0	81.7	89.4	90.7	93.8	89.3	78.2	80.8	80.1	81.1	80.9
Parent	86.7	89.3	80.0	85.0	65.6	81.8	82.2	85.7	82.9	79.4	78.1	77.0	77.3	76.2	77.9
Student	73.7	67.7	83.1	87.5	65.6	80.8	83.1	85.6	84.9	80.2	81.8	81.8	82.9	82.7	82.9



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