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.

	Achievement				
Improvement	**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.	78.7	74.8	73.3	71.1	80.6	73.0	Low	Improved Significantly	Good			

Comment on Results
(an assessment of progress toward achieving the target)

To be completed at the Spring Community Forum

Strategies
Strategies:
2010-2011
-work on developing parent handbook(ER, SP)
-hold monthly staff mtgs to work on consistency wrt student behaviour (ER, SP)
-provide more training/PD for our student services team
-each teacher will make a minimum of 5 parent contacts/month(SP)
-student governance representation at staff mtgs & other stakeholder mtgs.(SP)
-host,in conjunction with, EGW/community group- a 1 day teen conference for gr 6-9 students "Safe Teen"

2011-2012
-have a parent handbook prepared/available Sept

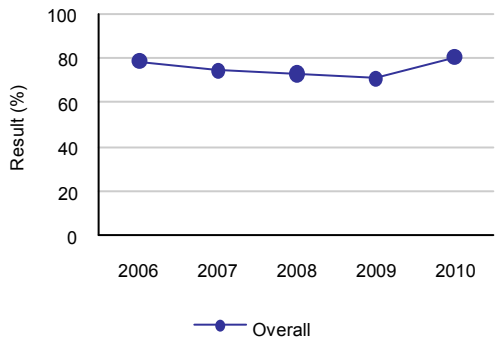
2012-2013
-update parent handbook

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.

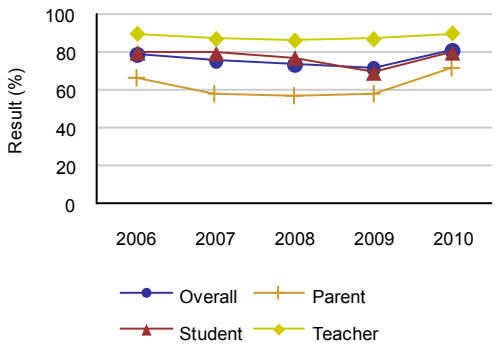
[1] If school had set a target for 2009/10 in the three year education plan 2009/10 – 2011/12, include it in the space provided for each required measure.
[2] If school had set targets for 2010/11 – 2012/13, include it in the space provided for each required measure.

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	78.7	74.8	73.3	71.1	80.6	79.7	77.1	77.9	78.4	83.7	84.4	84.2	85.1	86.9	87.6
Teacher	89.7	87.0	86.2	86.9	89.9	90.0	86.8	89.5	89.4	93.2	92.8	92.6	93.1	93.8	94.4
Parent	66.7	57.7	56.7	57.5	71.9	71.0	69.2	70.8	69.2	77.8	82.1	81.7	83.2	85.3	86.1
Student	79.9	79.5	77.1	69.0	79.9	78.0	75.3	73.4	76.5	79.9	78.4	78.5	79.1	81.7	82.2

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 education system meets the needs of all K–12 students and supports our society and the economy.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	78.3	76.7	78.9	80.0	87.9	82.0	Very High	Improved Significantly	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	81.5	78.6	77.4	73.2	81.3	75.0	Low	Improved	Acceptable			

Comment on Results
(an assessment of progress toward achieving the target)

To be completed at the Spring Community Forum

Strategies

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.
Strategies:
2010-2011
-April- hold a "course selection fair" to inform parents/students about course/programs available to them in high school (see exemplars of student work/projects for each course, talk to the teachers about expectations, pick up registration pkg/course selection form) (SP)

2011-2012
-evaluate fair- adapt/adopt recommendations to improve
- counselors work with grade 9 students to identify career aspirations- compare to programs offered- are they supportive of student needs

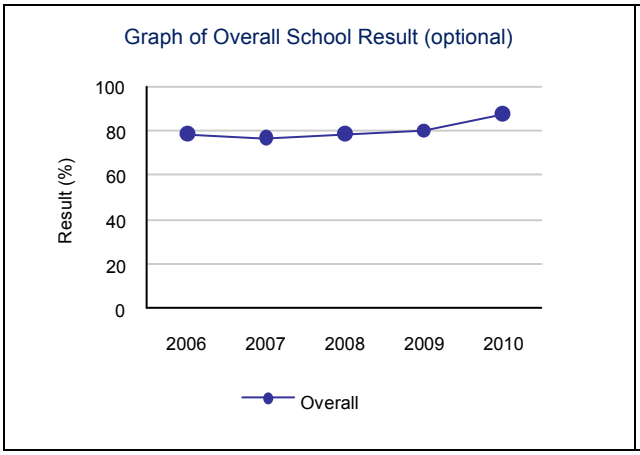
2012-2013
-collect data over last 3 years on: a) # of students enrolled in courses b) student success rates in courses c) suggestions from students re: courses- do they help prepare students for careers/ work experience after they graduate.

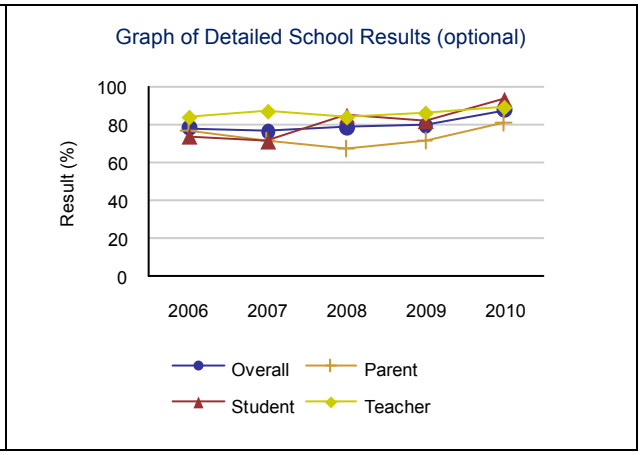
Percentage of teachers, parents and students satisfied with the overall quality of basic education.
Strategies:
2010-2011
-students will use interactive whiteboards boards on a daily basis
- students will be introduced to new technologies (Moodle, document camera)
-provide PD for teachers wrt student engagement (ER, SP)
-school website updated monthly- activities, events, info (SP)
-teacher links on school website (course outline, class expectations) (SP)
-utilize synrevoice to keep parents informed of important dates and student attendance (SP)

2011-2012
-teacher links on website will include lessons/hwork (SP)
-investigate possibilities of using parent portal via Maplewood to inform parents about marks/attendance

2012-2013
- evaluate effectiveness of new technologies introduced in previous 2 years to determine direction of next 3 YEP
-determine PD needs of teachers in relation to student success- and support with PD activities

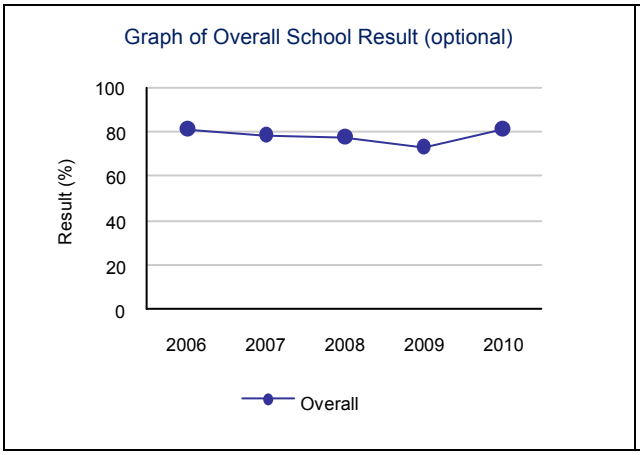
Measure Details (OPTIONAL)															
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	78.3	76.7	78.9	80.0	87.9	74.2	73.2	74.8	77.2	79.9	78.1	78.5	79.4	80.3	80.5
Teacher	83.9	87.0	83.9	86.1	89.1	77.5	76.7	79.6	81.0	85.2	85.2	85.7	86.4	86.8	87.7
Parent	77.0	71.9	67.7	71.8	81.3	73.5	72.0	69.2	71.6	73.8	76.6	76.9	77.6	78.7	78.0
Student	73.9	71.3	85.0	82.1	93.4	71.6	70.9	75.6	79.2	80.9	72.6	72.9	74.1	75.3	75.9

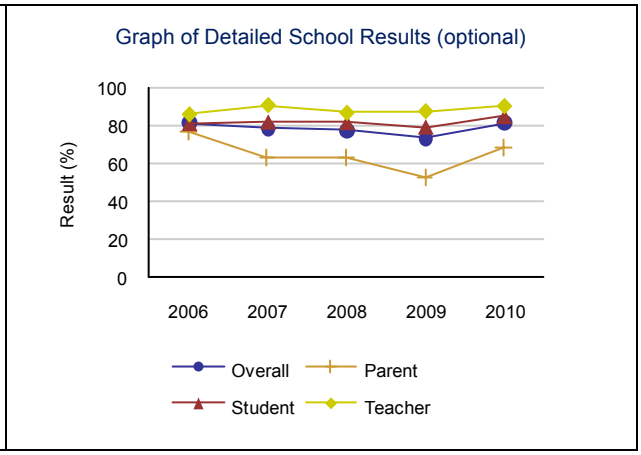




Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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	81.5	78.6	77.4	73.2	81.3	84.5	83.1	83.7	82.3	86.2	87.7	87.6	88.2	89.3	89.2
Teacher	86.2	90.9	87.0	87.8	90.4	90.5	89.6	89.9	89.2	94.0	94.8	94.7	94.9	95.3	95.6
Parent	77.1	62.9	63.5	52.4	68.5	77.9	74.5	75.2	70.9	76.8	81.6	81.8	83.0	84.4	83.9
Student	81.2	82.0	81.7	79.3	85.0	85.1	85.2	85.9	86.9	87.8	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 (*).

Outcome: *Children and youth with at risk factors have their needs addressed through timely and effective programs and supports.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.8	5.4	3.1	3.2	4.0	2.9	High	Maintained	Good			

Comment on Results
(an assessment of progress toward achieving the target)

To be completed at the Spring Community Forum

Strategies

Strategies:
2010-2011
- on a bi-monthly basis, we will invite community groups/individuals to the school to inform students about opportunities available beyond gr. 12
- high school counsellor will meet a minimum of once a week with any students who are not on track to graduate (in danger of dropping out) (SP)

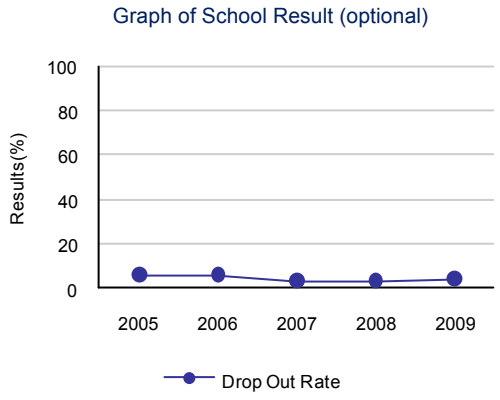
2011-2012
-continue to improve the work of the student services team and their focus on at-risk students

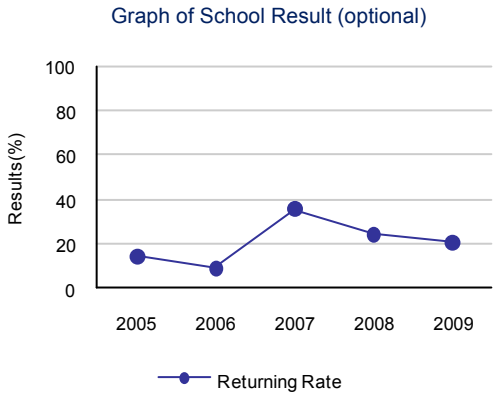
2012-2013
-develop mentorship connections with students at-risk of dropping out & community or staff members who share common interests/skills

Measure Details (OPTIONAL)

Drop Out Rate - annual dropout rate of students aged 14 to 18

	School					Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Drop Out Rate	5.8	5.4	3.1	3.2	4.0	8.5	7.1	7.0	5.7	9.0	5.0	4.7	5.0	4.8	4.3
Returning Rate	14.4	8.8	35.2	24.0	20.4	25.6	21.1	22.6	17.8	27.8	21.3	21.2	21.3	19.8	23.5





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

Outcome: High school completion rates are showing continual improvement.

Performance Measure	Results (in Percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
High School Completion Rate – percentages of students who completed high school within three years of entering Grade 10.	69.5	76.7	74.3	75.1	77.6	77.0	High	Maintained	Good			

Comment on Results
(an assessment of progress toward achieving the target)
To be completed at the Spring Community Forum

Strategies
2010-2011
-those students who have not attained sufficient credits by April report card- gr. 10 yr- will meet with HS counsellor & parent to create a student success plan.

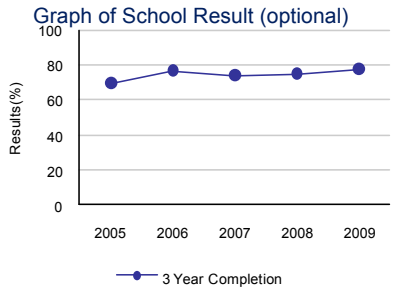
2011-2012
-Sept- focus on gr. 11 &12 students who did not attain sufficient credits in gr. 10- develop a student success plan

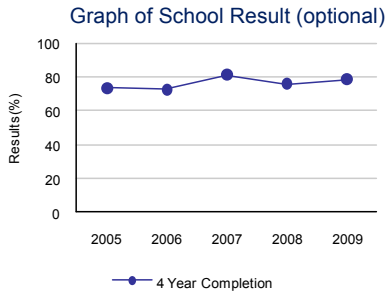
2012-2013
-focus on gr. 9 students who are not academically successful- meet with student services team to develop an appropriate course plan for high school

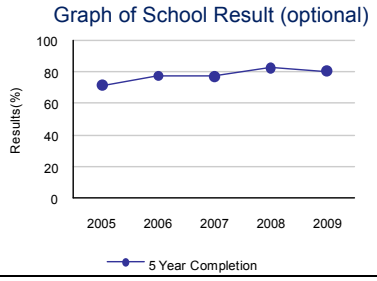
Measure Details (OPTIONAL)

High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.

	School					Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
3 Year Completion	69.5	76.7	74.3	75.1	77.6	61.2	64.5	67.2	59.1	54.7	70.7	70.6	71.1	70.8	71.5
4 Year Completion	73.7	73.0	81.5	76.3	78.9	68.7	65.4	70.1	72.4	64.2	75.0	76.1	76.1	76.3	76.1
5 Year Completion	71.4	77.6	77.2	82.7	80.5	68.4	72.8	68.4	73.1	74.4	77.0	78.1	78.9	78.7	79.0







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 1 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	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.	70.7	72.2	74.1	73.9	56.7	See individ	Very Low	Declined Significantly	Concern			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	6.0	10.7	4.5	4.5	3.4	course targets	Very Low	Declined	Concern			
Overall percentage of students who achieved the acceptable standard on diploma examinations.	75.5	68.0	68.2	76.1	79.3	on next	Low	Improved	Acceptable			
Overall percentage of students who achieved the standard of excellence on diploma examinations.	11.7	9.6	8.0	11.1	11.3	pages	Low	Maintained	Issue			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	37.9	41.2	50.0	45.4	47.7		Intermediate	Maintained	Acceptable			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	48.2	51.0	58.5	50.0	54.5	52	Intermediate	n/a	n/a			

Comment on Results
(an assessment of progress toward achieving the target)
To be completed at the Spring Community Forum

Strategies

Acceptable and Standard of Excellence PAT and DIP Exam Results:

2010-2011
- the school will place students in appropriate high school courses for students' academic success (SP)
- Staff will institute an in-depth review process of PAT & DIP to identify skills & processes that are in the lower quartile in performance- strategies to address these deficiencies will be documented/implemented & reviewed yearly (ER)
- admin will drive & steer PLCs to develop common vocab (verbs) and align curriculum
- admin will demonstrate instructional leadership by attending division-offered PD (AISI, social studies, curriculum mapping)
- admin will ensure that the right people are in the right teaching positions (hiring practices, supervision/evaluation of staff)

2011-2012
-examine last year's report card data to identify students whose marks are dropping- involve student services team to determine how student can be supported- develop a plan to be evaluated throughout year
-administration will evaluate if students were successful in high school courses, if not, why not? Develop a new plan in collaboration with student and parent
-have work experience teacher investigate math prep course at HS level; trade math available via NLC, or offering a locally developed math course

2012-2013
-determine effectiveness of PLCs in supporting student success
-administration will examine data of courses offered- success rates & determine need for PD & staffing

Strategies

Percentage of students writing four or more diploma exams within three years of entering Grade 10.

2010-2011
-HS counsellor collect data gr 10-12 students; where are they at in terms of career choices- RAP/trades or DIP stream
-investigate possibility of dual credit via NLC

Strategies

Percentages of Grade 12 students who meet the Rutherford Scholarship eligibility criteria.2010-2011

-expand the existing jr. high homework club to the sr. high students (SP)
- teachers will communicate to students/parents that they are available at lunch and after school to provide extra support –via introductory letters home in Sept.& website teacher links(SP)
- investigate offering a Diplomax program locally for gr. 12 students
-investigate mentorship PD programs that might be offered for students/staff

Measure Details (OPTIONAL)

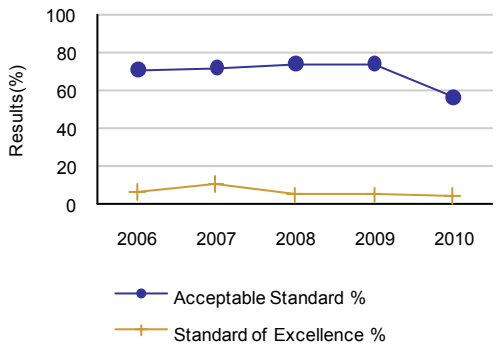
PAT Course by Course Results by Number Enrolled.

		Results (in percentages)										Target	
		2006		2007		2008		2009		2010		2010	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	School	79.3	5.4	71.8	6.8	82.0	5.3	79.3	3.6	62.7	1.0	80	3.9
	Authority	75.2	6.9	65.4	4.5	67.0	3.5	66.7	5.4	70.2	5.2		
	Province	77.4	13.6	77.5	14.8	76.5	14.8	78.7	14.7	79.3	15.0		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	n/a	n/a	66.8	7.8		
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	90.9	4.5	100.0	11.1	68.4	0.0	90.9	0.0	88.9	7.4		
	Province	83.3	10.9	81.3	12.9	84.5	12.4	81.8	10.3	86.1	12.4		
Mathematics 9	School	38.0	3.3	48.7	6.8	54.9	7.5	54.1	2.7	n/a	n/a	56	3
	Authority	44.4	5.4	38.5	4.9	42.5	5.1	43.9	3.6	76.5	16.2		
	Province	67.4	17.4	66.3	18.3	65.7	18.5	67.0	18.6	66.4	19.8		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	n/a	n/a	65.6	15.3		
Science 9	School	62.0	6.5	72.6	14.5	66.2	3.8	68.5	5.4	50.5	5.9	70	5
	Authority	58.6	6.5	58.0	10.1	56.5	3.5	60.9	7.1	65.3	14.3		
	Province	67.4	13.3	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	n/a	n/a	67.2	14.3		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	49.0	8.8	78	7
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	58.7	14.3		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	68.9	18.8		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	n/a	n/a	64.6	15.7		

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

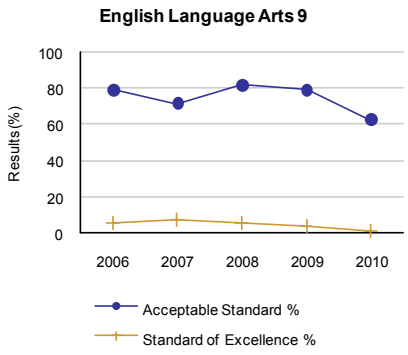
** "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

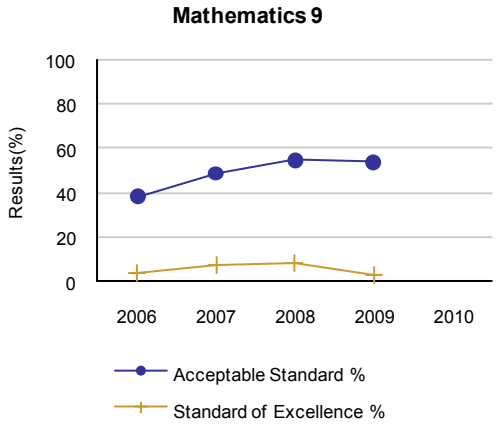
Graph of Overall Provincial Achievement Test Results

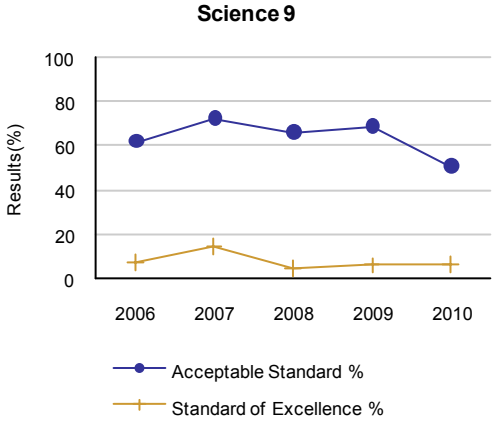


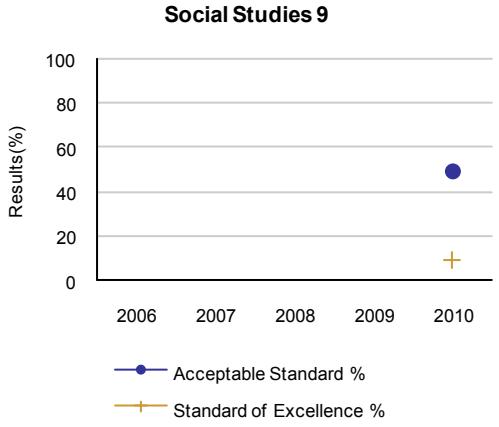
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course









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

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Roland Michener Secondary Sch							Alberta			
		Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 9	Acceptable Standard	Very Low	Declined Significantly	Concern	102	62.7	120	77.7	43,651	79.3	44,250	77.6
	Standard of Excellence	Very Low	Declined	Concern	102	1.0	120	5.2	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
Science 9	Acceptable Standard	Very Low	Declined Significantly	Concern	101	50.5	120	69.1	43,372	73.6	44,075	70.4
	Standard of Excellence	Low	Maintained	Issue	101	5.9	120	7.9	43,372	17.7	44,075	14.5

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

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 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

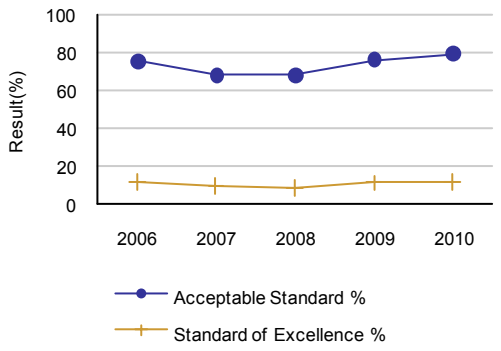
Performance Measure		**Results (in percentages)**					**Target**
Participation rates in provincial achievement tests (PATs) for Grades 9.		**2006**	**2007**	**2008**	**2009**	**2010**	**2010**
English Language Arts 9	School	100.0	88.9	94.7	98.2	95.1	98
	Authority	93.9	84.3	86.0	86.4	94.4	
	Province	87.7	87.9	87.7	89.7	89.8	
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	n/a	n/a	n/a	n/a	82.2	
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	
	Authority	100.0	100.0	100.0	100.0	96.3	
	Province	95.9	93.7	96.8	95.2	98.0	
Mathematics 9	School	98.9	93.2	94.7	97.3	n/a	98
	Authority	91.6	85.7	86.9	88.5	92.6	
	Province	87.3	88.0	88.0	89.8	86.8	
Mathematics 9 KAE	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	n/a	87.3	
Science 9	School	98.9	93.2	94.7	98.2	96.0	98
	Authority	94.3	87.1	86.6	90.9	94.4	
	Province	88.1	88.8	89.0	90.5	90.4	
Science 9 KAE	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	n/a	86.7	
Social Studies 9	School	n/a	n/a	n/a	n/a	95.1	98
	Authority	n/a	n/a	n/a	n/a	94.4	
	Province	n/a	n/a	n/a	n/a	90.2	
Social Studies 9 KAE	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	n/a	85.2	

Measure Details: Diploma Exam Course by Course Results by Students Writing

		Results (in percentages)										Target	
		2006		2007		2008		2009		2010		2010	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	94.0	18.0	95.6	24.4	100.0	5.3	95.7	17.4	97.4	12.8	96	18
	Authority	83.6	13.6	88.1	15.6	84.6	3.8	80.7	8.3	85.4	6.7		
	Province	88.0	19.3	87.7	19.0	87.1	15.5	86.1	12.3	85.1	10.1		
English Lang Arts 30-2	School	86.5	2.7	90.2	9.8	92.0	4.0	89.5	7.9	85.2	1.9	90	8.5
	Authority	81.9	2.9	84.3	11.8	82.9	1.6	80.9	5.6	87.5	2.3		
	Province	86.1	8.1	88.7	9.7	88.9	8.8	88.2	8.5	88.8	9.8		
Pure Mathematics 30	School	71.4	16.7	38.6	0.0	30.6	2.8	53.3	10.0	74.3	14.3	55	10
	Authority	65.3	11.2	57.1	7.1	40.9	7.5	61.9	15.9	71.6	7.4		
	Province	82.8	26.5	81.1	24.6	81.3	25.8	82.1	26.3	82.9	29.7		
Applied Mathematics 30	School	68.8	0.0	35.0	0.0	50.0	7.1	52.2	0.0	61.9	0.0	53	2
	Authority	63.8	0.0	46.5	4.7	42.9	3.6	61.1	3.7	60.7	0.0		
	Province	77.5	11.8	77.6	12.1	76.4	10.7	79.4	13.5	77.3	12.6		
Social Studies 30	School	60.3	7.4	78.2	3.6	78.4	8.1	67.9	11.3	n/a	n/a	69	12
	Authority	66.1	10.7	79.3	12.1	76.1	10.2	65.8	9.9	*	*		
	Province	85.5	23.9	86.1	24.6	84.7	21.5	84.2	21.4	67.8	10.4		
Social Studies 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	78.2	5.5		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	75.3	6.2		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84.5	16.1		
Social Studies 33	School	92.3	7.7	86.4	9.1	90.3	3.2	81.5	0.0	n/a	n/a	83	2
	Authority	68.7	4.5	67.4	6.7	69.9	3.2	72.1	4.8	57.1	0.0		
	Province	83.5	19.0	84.8	19.6	85.3	18.9	85.6	20.2	76.4	11.5		
Social Studies 30-2	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	78.6	4.8		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77.0	4.6		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	85.0	13.7		
Biology 30	School	54.9	11.8	63.8	8.5	57.1	18.4	72.1	14.0	70.4	22.2	74	15
	Authority	65.2	14.9	67.7	11.3	62.0	14.8	72.3	16.0	75.7	19.1		
	Province	81.4	26.4	83.5	27.4	82.3	26.3	83.0	26.6	81.4	28.1		
Chemistry 30 Old	School	66.0	8.5	62.0	4.0	41.9	0.0	n/a	n/a	n/a	n/a		
	Authority	75.8	14.7	70.6	8.8	69.7	13.5	n/a	n/a	n/a	n/a		
	Province	88.4	37.1	89.3	37.9	89.2	39.2	77.6	19.5	87.5	37.5		
Chemistry 30	School	n/a	n/a	n/a	n/a	n/a	n/a	44.7	10.6	52.9	11.8		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	42.7	8.5	65.3	12.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	76.3	27.7	79.0	29.9		
Physics 30 Old	School	71.9	9.4	61.4	2.3	53.3	13.3	n/a	n/a	n/a	n/a		
	Authority	72.3	10.8	65.3	8.0	73.9	17.4	*	*	n/a	n/a		
	Province	84.4	30.0	86.1	29.3	85.7	32.0	74.4	25.6	75.0	25.0		
Physics 30	School	n/a	n/a	n/a	n/a	n/a	n/a	40.9	9.1	39.1	8.7		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	47.7	6.8	59.1	6.8		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	79.3	23.1	73.9	20.3		
Science 30	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	82.8	17.3	87.1	18.0	88.6	21.6	86.0	20.9	80.1	22.8		

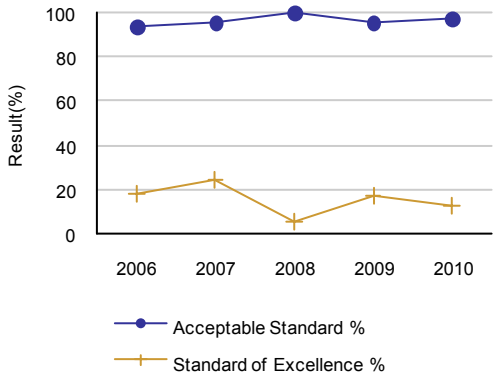
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
** "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Graph of Diploma Examination Results – Overall



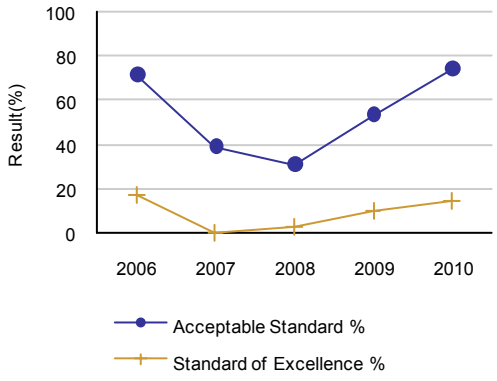
Diploma Examination Results by Course

English Lang Arts 30-1



English Lang Arts 30-2

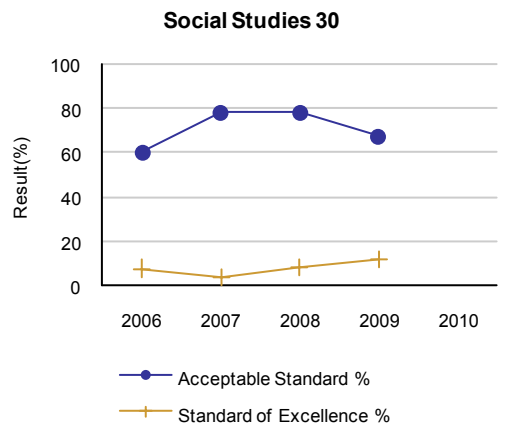
Pure Mathematics 30

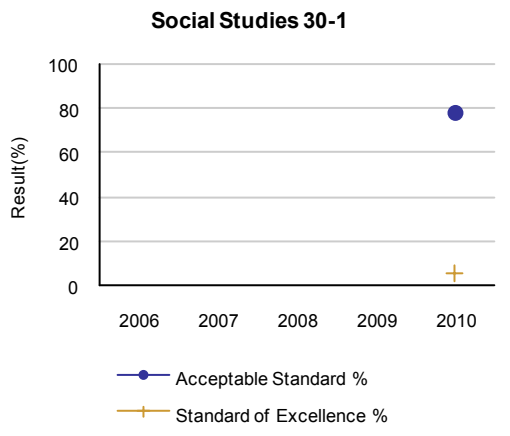


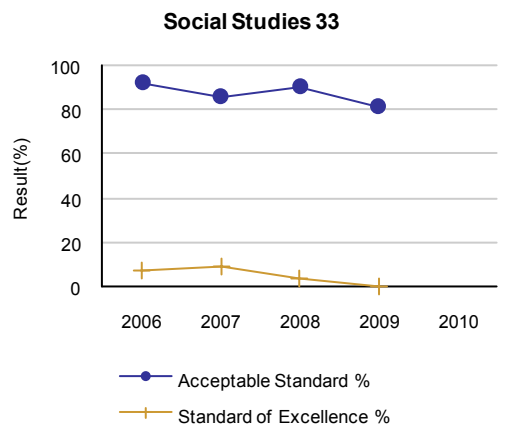
Applied Mathematics 30

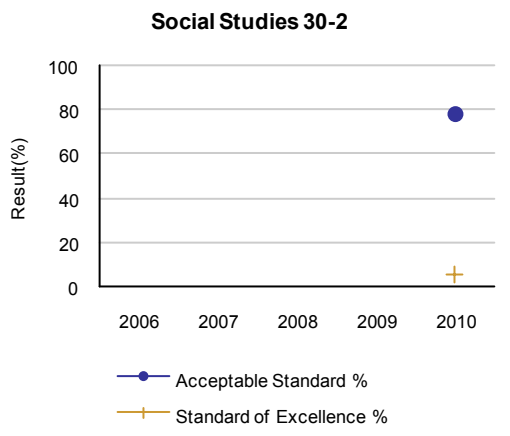
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

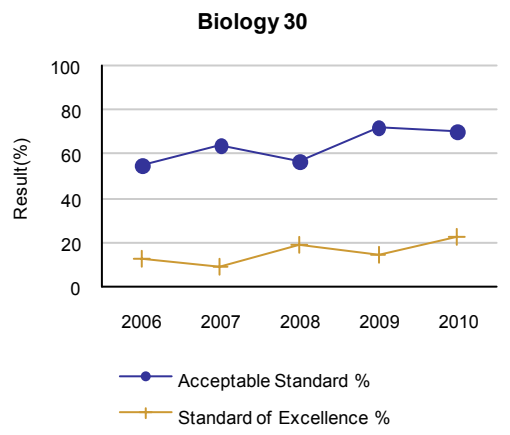
Diploma Examination Results by Course

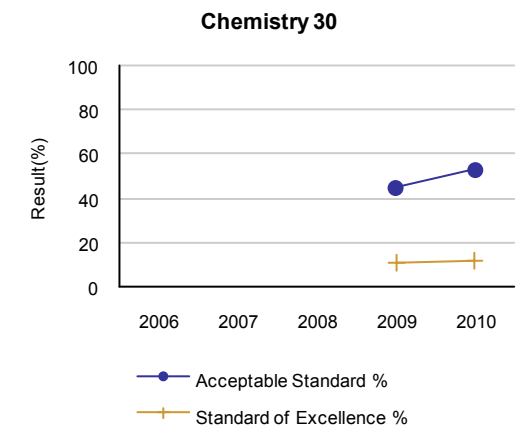












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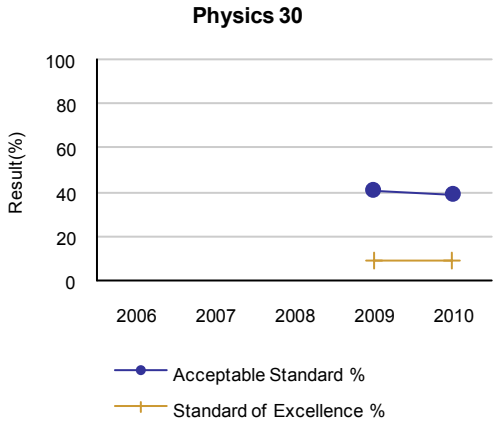
Diploma Examination Results by Course



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

Diploma Exam Results Course By Course Summary With Measure Evaluation

		Roland Michener Secondary Sch							Alberta			
		Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	High	Maintained	Good	39	97.4	43	97.1	29,151	85.1	28,157	87.0
	Standard of Excellence	Low	Maintained	Issue	39	12.8	43	15.7	29,151	10.1	28,157	15.6
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	54	85.2	43	90.6	14,314	88.8	13,150	88.6
	Standard of Excellence	Low	Declined	Issue	54	1.9	43	7.2	14,314	9.8	13,150	9.0
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,324	93.7	1,224	95.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,324	16.3	1,224	22.1
Pure Mathematics 30	Acceptable Standard	Low	Improved Significantly	Good	35	74.3	37	40.8	22,917	82.9	22,411	81.5
	Standard of Excellence	Low	Improved	Acceptable	35	14.3	37	4.3	22,917	29.7	22,411	25.6
Applied Mathematics 30	Acceptable Standard	Very Low	Improved	Issue	21	61.9	24	45.7	10,639	77.3	10,191	77.8
	Standard of Excellence	Very Low	Maintained	Concern	21	0.0	24	2.4	10,639	12.6	10,191	12.1
Biology 30	Acceptable Standard	Low	Maintained	Issue	54	70.4	46	64.4	22,345	81.4	20,946	82.9
	Standard of Excellence	Intermediate	Improved	Good	54	22.2	46	13.6	22,345	28.1	20,946	26.8
Chemistry 30	Acceptable Standard	n/a	Maintained	n/a	34	52.9	47	44.7	18,933	79.0	17,370	76.3
	Standard of Excellence	n/a	Maintained	n/a	34	11.8	47	10.6	18,933	29.9	17,370	27.7
Physics 30	Acceptable Standard	n/a	Maintained	n/a	23	39.1	22	40.9	10,360	73.9	10,072	79.3
	Standard of Excellence	n/a	Maintained	n/a	23	8.7	22	9.1	10,360	20.3	10,072	23.1
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,941	80.1	4,004	87.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,941	22.8	4,004	20.2

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

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.

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.

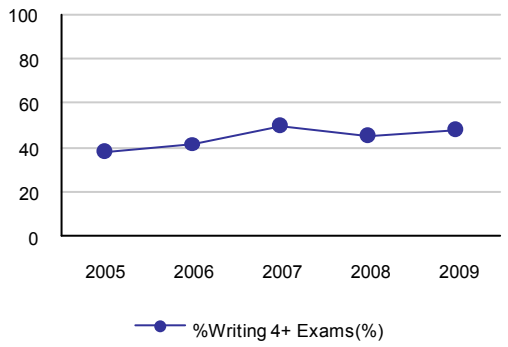
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue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

Measure Details										
Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school (optional)										
	School					**Province**				
	2005	**2006**	**2007**	**2008**	**2009**	**2005**	**2006**	**2007**	**2008**	**2009**
% Writing 0 Exams	23.2	17.6	20.7	16.1	13.5	18.1	17.8	18.0	18.4	18.0
% Writing 1+ Exams	76.8	82.4	79.3	83.9	86.5	81.9	82.2	82.0	81.6	82.0
% Writing 2+ Exams	73.6	76.8	75.7	80.9	83.2	78.3	78.5	78.6	78.0	78.7
% Writing 3+ Exams	58.4	59.0	63.3	67.1	65.4	65.6	65.6	65.6	64.9	65.2
% Writing 4+ Exams	**37.9**	**41.2**	**50.0**	**45.4**	**47.7**	**53.5**	**53.7**	**53.6**	**53.3**	**53.5**
% Writing 5+ Exams	22.7	29.0	38.4	25.7	29.9	34.5	34.6	34.7	34.3	34.7
% Writing 6+ Exams	7.6	15.0	23.2	6.9	12.2	12.8	13.0	13.2	12.7	12.9

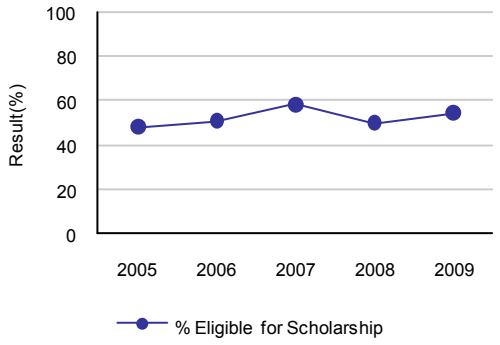
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject (optional)										
	School					**Province**				
	2005	**2006**	**2007**	**2008**	**2009**	**2005**	**2006**	**2007**	**2008**	**2009**
English 30/30-1	33.0	45.4	42.1	33.0	40.7	54.4	54.7	54.5	53.8	54.0
English 33/30-2	41.5	35.2	33.3	48.5	41.8	23.7	23.5	23.6	24.0	24.5
Total of 1 or more English Diploma Exams	**74.5**	**78.7**	**74.6**	**81.6**	**82.4**	**76.9**	**77.1**	**77.0**	**76.7**	**77.1**
Social 30	37.2	50.9	51.8	38.8	51.6	49.1	49.5	49.3	48.1	48.1
Social 33	36.2	28.7	24.6	42.7	35.2	29.1	28.8	28.8	29.5	30.1
Total of 1 or more Social Diploma Exams	**72.3**	**77.8**	**75.4**	**79.6**	**85.7**	**77.0**	**77.2**	**77.2**	**76.7**	**77.4**
Math 30/Pure	29.8	34.3	36.8	24.3	31.9	41.1	41.9	41.7	41.1	40.8
Math 33/Applied	19.1	13.9	21.1	28.2	23.1	19.9	19.5	19.5	19.1	19.7
Total of 1 or more Math Diploma Exams	**47.9**	**48.1**	**57.9**	**52.4**	**52.7**	**60.4**	**60.7**	**60.7**	**59.7**	**59.9**
Biology 30	26.6	39.8	41.2	38.8	49.5	39.4	39.6	39.8	39.1	39.8
Chemistry 30	30.9	34.3	42.1	34.0	16.5	34.4	34.2	34.3	34.5	17.3
Physics 30	20.2	21.3	33.3	18.4	9.3	21.6	21.6	21.5	20.4	10.0
Science 30	0.0	0.0	0.0	0.0	0.0	7.0	7.0	7.0	7.4	8.2
Total of 1 or more Science Diploma Exams	**45.7**	**49.1**	**53.5**	**53.4**	**54.9**	**56.6**	**56.7**	**56.5**	**56.1**	**56.1**

Measure Details									
Rutherford eligibility rate (optional)									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2005	83	36	43.4	23	27.7	10	12.0	40	48.2
2006	102	43	42.2	42	41.2	18	17.6	52	51.0
2007	106	60	56.6	48	45.3	17	16.0	62	58.5
2008	98	41	41.8	39	39.8	9	9.2	49	50.0
2009	101	50	49.5	45	44.6	23	22.8	55	54.5

Graph of Diploma Examination Participation Rate (optional)



Graph of Rutherford Eligibility Rate (optional)



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

Outcome: Students are well prepared for lifelong learning.

Performance Measures	2005	2006	2007	2008	2009	Target	Evaluation			Targets		
						2010	Achievement	Improvement	Overall	2011	2012	2013
High school to post-secondary transition rate within six years of entering Grade 10.	44.2	47.9	57.7	49.9	62.7	56.0	High	Improved	Good			

Comment on Results
(an assessment of progress toward achieving the target)
To be completed at the Spring Community Forum

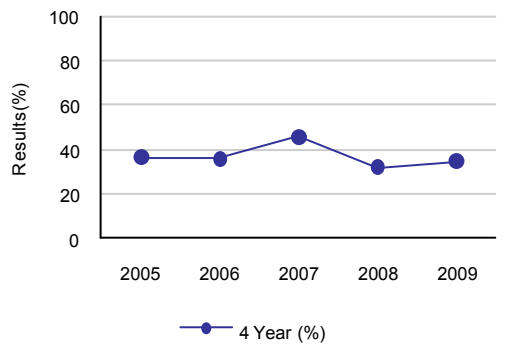
Strategies

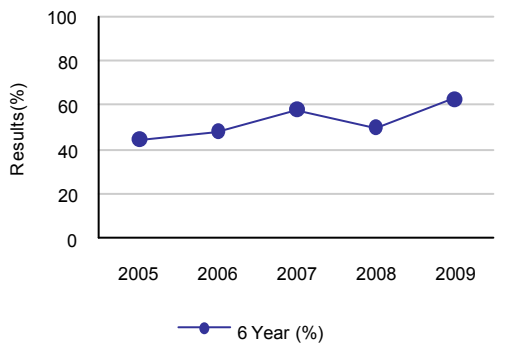
2010-2011
-high school counseling time will be increased to a .86 FTE (from .5 FTE) (SP)
- in Sept- high school counsellor, with admin, will communicate to parents, students, staff: a) graduation requirements b) students' current academic standing c) scholarship opportunities
- in March- the Jr/Sr counsellors will meet with grade 9 classes a minimum of 3 times to explain HS credit system/courses available/requirements for post-secondary (SP)
- Jr/Sr high counsellor will set up appointments for any grade 9 student/parent who requires more support/details (SP)
- include on RMSS website the opportunities for scholarships and links to post-secondary institutions (ER)

2011-2012
-continue with 2010-2011 strategies
- jr. high counsellor meet with grade 8 classes to begin explaining high school courses

2012-2013
-jr. high counsellor meet with individual grade 8 students who identify that they are unsure of future plans. Counsellor complete an interest inventory with these students as needed in order to support clarity of individual plans

Measure Details															
High school to post-secondary transition rate															
	School					Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
6 year rate	44.2	47.9	57.7	49.9	62.7	49.5	46.9	54.2	52.1	53.8	56.6	58.1	58.8	59.2	59.8
4 year rate	36.6	36.0	45.9	32.0	34.8	33.5	39.3	37.5	34.2	27.9	35.6	37.7	38.7	38.9	37.5





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

Outcome: Students are well prepared for employment.

Performance Measure	Results (in percentages)					Target	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.	71.6	56.0	68.8	68.2	71.6	70.0	Low	Maintained	Issue			

Comment on Results
(an assessment of progress toward achieving the target)

To be completed at the Spring Community Forum

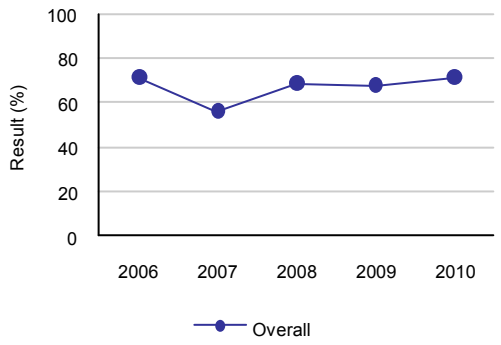
Strategies
2010-2011
-with the assistance of the KARE coordinator- community members will be brought into the school to speak to students about attitudes and behaviours required/expected in the work force
- through the communication plan, parents will be informed of the programs offered at the school, that prepare students for employment (RAP, Work Experience, CALM, Job Prep) (SP)

2011-2012
-Work in collaboration with community employers who typically hire grads- to arrange work site visits & opportunities for high school students to ask questions

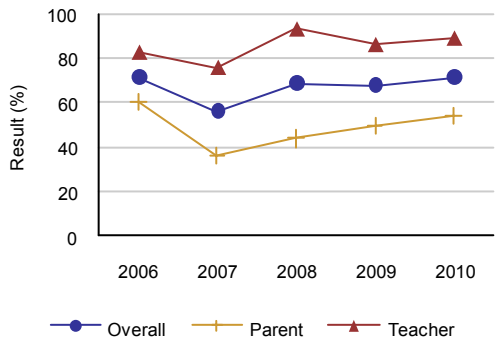
2012-2013
-Work in collaboration with community employers who typically hire grads- to arrange work site visits & opportunities for gr. 9 students to ask questions

Measure Details															
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	71.6	56.0	68.8	68.2	71.6	71.5	65.9	71.6	68.3	76.0	77.0	77.1	80.1	79.6	79.9
Teacher	82.9	75.8	93.8	86.5	89.5	84.7	81.9	87.2	83.5	90.5	89.4	89.2	89.3	88.9	90.0
Parent	60.3	36.2	43.8	50.0	53.7	58.2	50.0	56.1	53.0	61.5	64.6	65.1	70.9	70.2	69.8

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: 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.	67.2	60.7	62.0	57.6	68.7	59.0	Low	Improved Significantly	Good			

Comment on Results
(an assessment of progress in relation to past performance)

To be completed at the Spring Community Forum

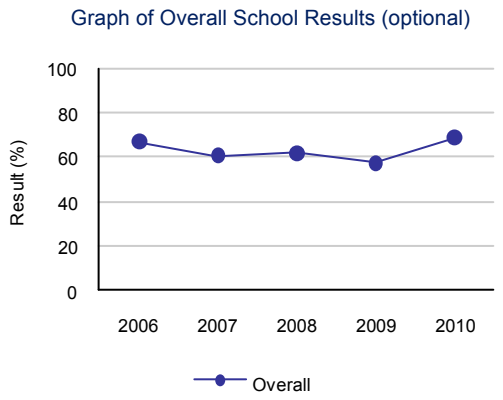
Strategies

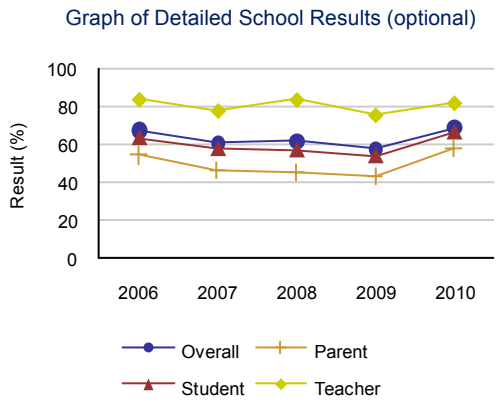
2010-2011
-Expand existing programs:
a) Leadership course- 2 times a month gr. 8/9 students will demonstrate community involvement (Vanderwell's, CJS reading, Salvation Army etc)
b) Health- create a 1 FTE teaching position to deliver a viable health curriculum- that includes the citizenship piece
c) Student Council- school will support and provide leadership for student led initiatives. Reps will be invited to staff meetings (ER, SP)
-through the communication plan, the school will inform stakeholders of the numerous citizenship activities taking place during the year at RMSS (SP)

2011-2012
-evaluate effectiveness of the Leadership course and Health position & make necessary changes

2012-2013
-utilize high school students who display positive citizenship characteristics- in a role as mentors to jr. high students (either with jr high Leadership students, or at-risk students)

Measure Details															
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	67.2	60.7	62.0	57.6	68.7	70.0	66.1	67.0	68.0	75.0	76.8	76.6	77.9	80.3	81.4
Teacher	84.0	78.0	83.8	75.7	82.1	85.5	82.1	85.7	83.7	89.0	90.3	89.9	90.6	91.8	93.0
Parent	54.0	46.4	45.3	43.0	57.6	62.0	57.7	58.1	56.8	65.4	72.4	72.6	74.7	77.4	78.5
Student	63.5	57.7	57.0	53.9	66.5	62.4	58.4	57.2	63.4	70.7	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 (*).

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.	66.7	64.0	65.0	63.7	72.1	65	Low	Improved	Acceptable			

Comment on Results
(an assessment of progress toward achieving the target)

To be completed at the Spring Community Forum

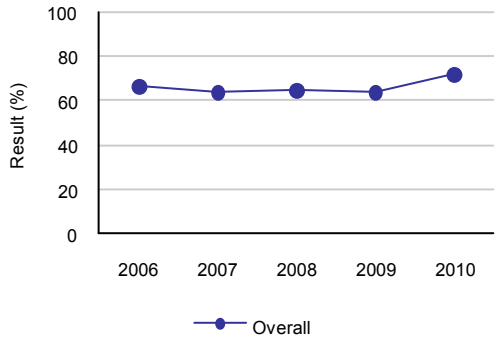
Strategies
Strategies:
2010-2011
-Sept- all teachers will send home an introductory letter, informing parents about course outlines, classroom expectations, and times they are available for extra help (SP, ER)
-Nov.- parent survey at PTInterviews (questions from acct. pillar survey)
-Jan.- mail out letters to all grade 7 & 10 parents requesting their assistance/input on the acct. pillar survey
- Feb/March- involve parents in the strategic planning process (SP)
-April- telephone survey of a random sampling of parents(questions from acct. pillar survey)
-involve parents in the community planning session

2011-2012
-determine effectiveness of 2010-2011 strategies & expand or change accordingly

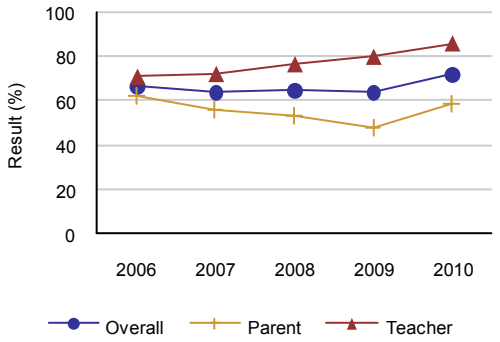
2012-2013
- determine effectiveness of 2011-2012 strategies & expand or change accordingly

Measure Details															
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	66.7	64.0	65.0	63.7	72.1	74.2	70.5	72.5	71.6	74.9	77.9	77.5	78.2	80.1	80.0
Teacher	71.1	72.3	76.6	79.9	85.8	82.0	79.0	82.2	84.0	86.8	87.6	87.1	87.5	88.0	88.6
Parent	62.2	55.7	53.3	47.5	58.4	66.5	62.1	62.7	59.3	63.0	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.	77.7	73.5	71.7	64.6	78.8	66	High	Improved Significantly	Good			

Comment on Results
(an assessment of progress toward achieving the target)
To be completed at the Spring Community Forum

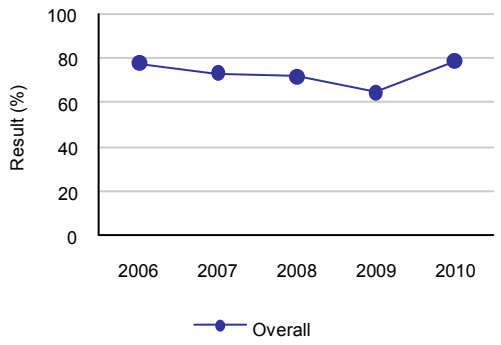
Strategies
Strategies:
2010-2011
-PD will focus on PLC/collaboration ER)
-administration will create and follow a PD plan
-following the communication plan, RMSS will inform stakeholders of the successes achieved by the students/staff at our school (SP)

2011-2012
-collaborate with EGW admin/staff to share results & look at ways to incorporate successful strategies between schools

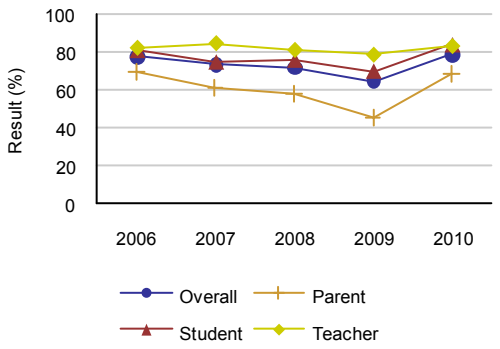
2012-2013
-collaborate with Lakeside Outreach (as above)

Measure Details															
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	77.7	73.5	71.7	64.6	78.8	76.0	74.4	72.3	71.5	79.9	76.8	76.3	77.0	79.4	79.9
Teacher	82.4	84.8	81.3	78.8	83.3	77.8	72.2	75.4	72.0	86.6	75.5	74.5	75.6	78.2	80.8
Parent	69.8	61.0	58.3	45.5	69.0	71.8	73.9	67.0	64.7	71.6	75.4	75.1	75.9	78.1	77.0
Student	80.8	74.5	75.5	69.5	83.9	78.3	77.1	74.5	77.7	81.5	79.4	79.3	79.5	81.8	81.8

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 (*).

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).*