

October 1, 2007

Goal	Measure Category	Measure Category Evaluation	Measure	Jurisdiction Results			Provincial Results			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Excellent	Safe and Caring	94.7	95.8	88.3	84.2	84.4	82.7	Very High	Improved	Excellent
	Student Learning Opportunities	n/a	Program of Studies	82.6	84.4	74.5	78.5	78.1	76.9	Very High	Improved	Excellent
			Education Quality	88.6	87.6	84.6	87.6	87.7	86.0	High	Maintained	Good
			Drop Out Rate	0.0	*	n/a	4.7	4.9	5.3	Very High	n/a	n/a
			High School Completion Rate (3 yr)	n/a	n/a	n/a	70.4	70.4	69.1	n/a	n/a	n/a
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	72.6	93.8	90.5	75.9	76.9	77.1	Low	Declined Significantly	Concern
			PAT: Excellence	9.9	28.7	17.8	19.5	19.1	19.3	Very Low	Declined	Concern
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.4	84.7	85.4	n/a	n/a	n/a
			Diploma: Excellence	n/a	n/a	n/a	23.3	23.0	22.7	n/a	n/a	n/a
			Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	53.7	53.5	52.4	n/a	n/a	n/a
			Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	37.2	35.3	33.9	n/a	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (4 yr)	n/a	n/a	n/a	39.5	37.0	34.6	n/a	n/a	n/a
			Work Preparation	73.5	85.2	70.7	77.1	77.0	74.7	Intermediate	Maintained	Acceptable
			Citizenship	91.3	94.1	79.8	76.6	76.8	74.7	Very High	Improved Significantly	Excellent
Goal 3: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Excellent	Parental Involvement	83.1	85.9	77.5	77.5	77.9	76.0	Very High	Maintained	Excellent
	Continuous Improvement	Good	School Improvement	80.2	98.3	84.4	76.3	76.8	73.2	High	Maintained	Good

Goal	Measure Category	Measure	Jurisdiction Results			Provincial Results		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average
ACOL measure	ACOL measure	Satisfaction with Program Access	43.9	45.2	49.3	68.2	68.5	67.8
		In-service Jurisdiction Needs	n/a	n/a	n/a	78.8	78.2	77.3

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) The ACOL measures are not evaluated as they are not part of the Accountability Pillar and are included only to enable inclusion in the AERR and 3-Year Education Plan reports.
- 5) Data values have been suppressed where the number of respondents is less than 6.

Source Data Reference

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Goal	Measure Category	Measure	Current Result	Previous Year Result	Previous 3 Year Average	Data Updated
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Safe and Caring	2006/2007	2005/2006	School Years 2003/2004, 2004/2005, 2005/2006	April 23, 2007
	Student Learning Opportunities	Program of Studies	2006/2007	2005/2006	School Years 2003/2004, 2004/2005, 2005/2006	April 23, 2007
		Education Quality	2006/2007	2005/2006	School Years 2003/2004, 2004/2005, 2005/2006	April 23, 2007
		Drop Out Rate	2005/2006	2004/2005	School Years 2002/2003, 2003/2004, 2004/2005	February 24, 2007
		High School Completion Rate (3 yr)	2005/2006	2004/2005	School Years 2002/2003, 2003/2004, 2004/2005	February 24, 2007
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	PAT: Acceptable	2006/2007	2005/2006	School Years 2003/2004, 2004/2005, 2005/2006	September 18, 2007
		PAT: Excellence	2006/2007	2005/2006	School Years 2003/2004, 2004/2005, 2005/2006	September 18, 2007
	Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	2006/2007	2005/2006	School Years 2003/2004, 2004/2005, 2005/2006	August 24, 2007
		Diploma: Excellence	2006/2007	2005/2006	School Years 2003/2004, 2004/2005, 2005/2006	August 24, 2007
		Diploma Exam Participation Rate (4+ Exams)	2005/2006	2004/2005	School Years 2002/2003, 2003/2004, 2004/2005	February 24, 2007
		Rutherford Scholarship Eligibility Rate	2005/2006	2004/2005	School Years 2002/2003, 2003/2004, 2004/2005	January 27, 2007
	Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (4 yr)	2005/2006	2004/2005	School Years 2002/2003, 2003/2004, 2004/2005	February 24, 2007
		Work Preparation	2006/2007	2005/2006	School Years 2003/2004, 2004/2005, 2005/2006	April 23, 2007
		Citizenship	2006/2007	2005/2006	School Years 2003/2004, 2004/2005, 2005/2006	April 23, 2007
Goal 3: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Parental Involvement	2006/2007	2005/2006	School Years 2003/2004, 2004/2005, 2005/2006	April 23, 2007
	Continuous Improvement	School Improvement	2006/2007	2005/2006	School Years 2003/2004, 2004/2005, 2005/2006	April 23, 2007
ACOL measure	ACOL measure	Satisfaction with Program Access	2006/2007	2005/2006	School Years 2003/2004, 2004/2005, 2005/2006	April 23, 2007
		In-service Jurisdiction Needs	2006/2007	2005/2006	School Years 2003/2004, 2004/2005, 2005/2006	April 23, 2007

Measure Evaluation Reference

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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 - 88.02	88.02 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.42	78.42 - 81.58	81.58 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.22	87.22 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 56.75	56.75 - 62.66	62.66 - 73.87	73.87 - 81.47	81.47 - 100.00
PAT: Acceptable	0.00 - 64.03	64.03 - 75.85	75.85 - 83.54	83.54 - 87.39	87.39 - 100.00
PAT: Excellence	0.00 - 10.76	10.76 - 14.27	14.27 - 20.37	20.37 - 25.05	25.05 - 100.00
Diploma: Acceptable	0.00 - 71.88	71.88 - 82.15	82.15 - 87.66	87.66 - 90.28	90.28 - 100.00
Diploma: Excellence	0.00 - 7.37	7.37 - 15.75	15.75 - 21.31	21.31 - 24.53	24.53 - 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	0.00 - 20.69	20.69 - 26.29	26.29 - 33.96	33.96 - 46.47	46.47 - 100.00
Transition Rate (4 yr)	0.00 - 23.87	23.87 - 27.97	27.97 - 37.39	37.39 - 41.77	41.77 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

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

Measure Evaluation Reference

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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	Issue
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, Intermediate 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).