

Combined 3-Year Education Plan and Annual Education Results Report (AERR) for Bosco Homes School Jurisdiction #9272

Reporting on 2009-20010

Completed December 2010

Accountability Statement

The Annual Education Results Report for the **2009-2010** school year and the Education Plan for the three years commencing September 1, **2010** for **Bosco Homes School Jurisdiction #9272** was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2009/2010 school year and the three-year Education Plan for 2010 – 2013 on December 3, 2010.

Foundation Statements

Mission Statement:

"Bosco Homes is a non-profit, charitable society dedicated to provide quality human services to individuals, families and communities".

We assist individuals and families to develop the skills and to maintain the support necessary to function effectively and independently within their community through the provision of individualized support, training, counseling, cultural support, foster care, education, treatment and group care services.

Values

Our value statements include terms such as: integrity, respect and dignity, caring, quality service, authenticity and humility.

Vision

Our school programs are part of an interdisciplinary environment which aims to serve our students in a supportive and caring milieu. The key concepts that guide our vision are: empowerment, relationship, hope, treatment and education.

Individual Program Plans are developed for all students in consultation with the treatment team (clinicians, psychologists, house staff, education staff, nurse, parent/guardian, psychiatrist, etc.) and we provide the students with the opportunity to acquire skills to prepare them for re-entry to community schools and to be positive and productive contributors to society. The goal is to help students develop the inner resources necessary to assume control over their lives.

Beliefs

At Bosco Homes' Schools, we are committed to the belief that the many emotionally scarred, and often-dispossessed children of our society, have come to this unhappy fate through no fault of their own. We believe that they have a fundamental right to treatment in an emotionally corrective and curative environment. The provision of such treatment in an educational setting is our goal.

We believe:

- All children must be safe and secure (physical, emotional, social, intellectual and spiritual).
- All children should be healthy and well cared for (physical, emotional, social, intellectual and spiritual).
- All children can learn and experience success (academic and life/social skills).

A Profile of the School Authority

The Bosco Homes School Authority is designated by Alberta Education as an Accredited and Funded Private School Authority. There are three schools: Columbus Academy located in Stony Plain; Phoenix Academy and Thomas More Academy which are located in Edmonton.

We offer a highly structured and supportive special education program that includes supervision throughout the day. The education staff (Certified Teachers and Education Assistants), the Child & Youth Care Professionals, Parents/Guardians/Social Workers, Psychologists, Therapists, Nurse, and Psychiatrists make up the Treatment Team. All of our students are on Individual Program Plans and have Transition Plans. The team meets regularly for Case Conferences. Students have access to numerous supports and services (i.e. speech and language pathology, emotional/behavior therapy, psychological assessment services, occupational therapy, etc.)

The class sizes are small (from six to 11 students) with a teaching team from two to four (student-to-staff ratio is three-to-one). All of our schools adhere to the mandate and policies of Alberta Education and we follow the Program of Studies and Curriculum. Our school year calendar includes 200 operational days and 188 instructional days.

In addition to the core curriculum subjects, we offer a number of option courses. Some of these programs include: Off-Campus Education (Work Experience and RAP—Registered Apprenticeship Program), outdoor education, home economics (foods), fashion design, art, music, drama, CTS (Career and Transition Studies), computers, etc. We also have an athletic program and an activity program that includes: basketball, volleyball, floor hockey, indoor & outdoor soccer, football, swimming, skiing, gardening/horticulture, skating/hockey, cross-country running, etc. It should be noted that there is a focus on life skills and social skills within all programming areas. Our staff members have extensive professional development training and we have a number of specialized programs to address the needs of our student population. Students have access to Sensory Equipment and/or access to a Snoezelen Room.

Please note: Parents are not surveyed by Alberta Education. The 2010 survey was not administered. Prior to 2009 only student in Grade 4, 7, and 10 were surveyed which resulted in suppressed data or a lack of data due to low numbers or no students at that grade level. Arrangements have been made with Alberta Education to ensure the computerized surveys for all students and staff are made available in early 2011.

Trends and Issues

As Setting the Direction Framework and recommendations move forward it will be interesting to see the impact this may have on our programs. We are optimistic that it will lead to an increase in support for those students who have needs that require intensive support. We look forward to the Inspiring Action on Education discussion paper for more clarity on policy direction.

Over the last ten years there has continued to be an increase in the numbers of children needing services we provide. In the beginning we offered tuition agreements to one school division and have expanded to working with eight school jurisdictions, First Nations Authorities and Children's Services. The complexity of a few of the students has lead to working with the Committee for Children and Youth with Complex Needs to assist us in providing the necessary supports for these children and their families.

The stability of the Education staff collectively has close to 160 years of teaching at Bosco Homes Schools experience. In the fall of 2010, there were no new staff members, all were returning. The average number of years experience for the Education staff is almost seven years. This stability is an indication of the level of commitment, satisfaction and enjoyment the staff has in working with our students. It also offers the students a climate of safety, security and stability with a seasoned staff.

The accountability surveys due to the suppression of data or lack there of, are not a true measure of the good work being done at Bosco Homes Schools. The support for Bosco Homes Schools was very evident when the possibility of the organization closing its doors arose. The overwhelming support from parents, students, school jurisdictions, concerned citizens, and community agencies sent a clear message about the good work being done with 'at risk' children and their families. It is difficult to find meaning in the accountability data due to the unique nature of Bosco Homes Schools.

Summary of Accomplishments

There are a number of accomplishments for the Bosco Homes Schools. The continued growth and support of all programs is testimony to the success experienced by all involved. There has been a continual increase in the academic abilities of the students in all programs as well as the decrease in the number of critical incidents across programs. This is an indication of the skill level of the staff in providing a safe environment where students can learn, grow and develop both academically and behaviourally. With the individual attention, students are demonstrating engagement and accomplishment of their goals.

The annual Bosco Homes Pow Wow was moved into the city in 2010 with great success. All students who wished to dance in the Pow wow were given lessons and regalia. The event was very well attended by dignitaries, dancers, drummers and singers, parents, students, staff, all schools, and community members. There was a feast for over 250 people at the conclusion of the day.

Bosco Homes Schools works very closely with sending school jurisdictions in regards to transition planning for students. The supporting team of parents/guardian, Bosco staff, student and sending/receiving school personal are kept apprised of goal accomplishments and work together to ensure the best possible education placement is available for each student.

Columbus Academy in Stony Plain has a very successful Adopt a Driveway program where students and staff work together to clear snow for Seniors in the community. All of our schools focus on opportunities for Community Service through volunteer work such as the Foodbank, setting up for special events/programs, grounds keeping and providing assistance to others with moving, loading, cleaning etc.

The expansion of work experience opportunities and registered apprenticeship programs for students is a wonderful accomplishment for the students and the schools.

October 2010 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Goal	Measure Category	Measure Category Evaluation	Measure	Bosco Homes			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High-quality learning opportunities	Safe and Caring Schools	n/a	Safe and Caring	n/a	89.5	89.5	87.6	86.9	85.4	n/a	n/a	n/a
	Student Learning Opportunities	n/a	Program of Studies	n/a	68.0	68.0	80.5	80.3	79.4	n/a	n/a	n/a
			Education Quality	n/a	88.4	88.4	89.2	89.3	88.4	n/a	n/a	n/a
			Drop Out Rate	10.8	15.1	17.3	4.3	4.8	4.8	Very Low	Maintained	Concern
			High School Completion Rate (3 yr)	13.4	6.7	4.6	71.5	70.8	70.9	Very Low	Maintained	Concern
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	30.4	23.1	26.0	79.1	78.3	77.2	Very Low	Maintained	Concern
			PAT: Excellence	0.0	0.0	2.2	19.4	18.3	18.2	Very Low	Maintained	Concern
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	83.4	84.3	84.3	n/a	n/a	n/a
			Diploma: Excellence	n/a	n/a	n/a	19.0	18.5	19.2	n/a	n/a	n/a
			Diploma Exam Participation Rate (4+ Exams)	0.0	0.0	0.0	53.5	53.3	53.6	Very Low	Maintained	Concern
			Rutherford Scholarship Eligibility Rate (Revised)	*	n/a	n/a	56.9	57.3	56.7	*	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	8.7	18.3	12.2	59.8	59.2	58.7	Very Low	Maintained	Concern
Work Preparation			n/a	96.0	96.0	79.9	79.6	78.9	n/a	n/a	n/a	
Citizenship			n/a	79.0	79.0	81.4	80.3	78.3	n/a	n/a	n/a	
Goal 4: Highly responsive and responsible education system	Parental Involvement	n/a	Parental Involvement	n/a	91.9	91.9	80.0	80.1	78.6	n/a	n/a	n/a
	Continuous Improvement	n/a	School Improvement	n/a	64.6	64.6	79.9	79.4	77.6	n/a	n/a	n/a

Notes:

- PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 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.
- Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

October 2010 Accountability Pillar Overall Summary – FNMI (Required for Public/Separate/Francophone School Authorities)

Goal	Measure Category	Measure Category Evaluation	Measure	Bosco Homes			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High-quality learning opportunities	Student Learning Opportunities	n/a	Drop Out Rate	0.0	*	0.0	11.2	11.0	10.9	Very High	Maintained	Excellent
			High School Completion Rate (3 yr)	*	*	n/a	34.1	35.6	35.2	*	*	*
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	*	*	n/a	59.1	56.3	54.5	*	*	*
			PAT: Excellence	*	*	n/a	6.4	5.3	5.4	*	*	*
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	76.3	77.1	77.2	n/a	n/a	n/a
			Diploma: Excellence	n/a	n/a	n/a	8.7	8.2	9.3	n/a	n/a	n/a
			Diploma Exam Participation Rate (4+ Exams)	*	*	n/a	16.7	17.2	17.0	*	*	*
			Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	27.5	29.0	27.4	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	n/a	Transition Rate (6 yr)	*	*	n/a	33.9	31.8	28.1	*	*	*

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

Measure Evaluation Reference (Optional)

Achievement Evaluation

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

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

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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Goal One: High Quality Learning Opportunities

Outcome: Schools environments are safe and caring.

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	n/a	n/a	n/a	89.5	n/a		n/a	n/a	n/a	90%		

Comment on Results

In 2009 Bosco School Jurisdiction results were above the provincial average in this category and our goal for 2011 is to maintain this level of safety in a caring environment. The schools are small with constant supervision by staff in a 3:1 student to staff ratio to ensure the safety of everyone. This area is a priority for us, our students and their families.

Strategies

- Continue the focus on Safety as our number one belief and priority whereby 'We believe it is important for everyone to be safe from physical or emotional harm.'
- The staffs at Bosco Homes' Schools are required to be trained and maintain current certification in First Aid/CPR, Suicide Intervention, Aboriginal Culture Awareness, Non-Violent Crisis Intervention, and Medication Administration.
- Formal Workplace Health & Safety Committees meet monthly to address any concerns staff bring forward at their weekly staff meetings.
- Bosco Homes' School staff continues to provide close supervision of students from drop off to pick up.
- Teaching staff are part of the "Treatment Team" that meets regularly to discuss the progress and transition plans for the students.
- Students and staff take part in weekly social skills classes developed around the beliefs of safety, respect, responsibility, tolerance and leadership.
- Alberta Education will distribute Satisfaction Surveys to students, teachers to aid in the evaluation of this goal.
- Individual Program Plans are developed for all students which have academic and behaviour goals to address areas where a student may need to develop skills around being safe and caring.
- Social skills programming, this years focus is 'All About Relationships', the building and maintaining of.

¹ If authority 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 Annual targets for Accountability Pillar measures with an overall evaluation of "Issue" or "Concern" are required and must indicate progress toward or moving into the next higher achievement standard over the plan period.

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

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learning respect for others and are treated fairly in school.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	89.5	n/a	84.4	84.2	85.1	86.9	87.6
Teacher	n/a	n/a	n/a	96.8	n/a	92.8	92.6	93.1	93.8	94.4
Parent	n/a	n/a	n/a	n/a	n/a	82.1	81.7	83.2	85.3	86.1
Student	n/a	n/a	n/a	82.1	n/a	78.4	78.5	79.1	81.7	82.2

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	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.	n/a	n/a	n/a	68.0	n/a		n/a	n/a	n/a	75%		
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	n/a	88.4	n/a		n/a	n/a	n/a	90%		

Comment on Results

At Bosco Homes we do a really good job of focusing on the core subject areas and strengthening our student's basic skills and abilities. Many have educational deficits due to falling behind over the years and having the support and structure to assist them in catching up and filling in the missing building blocks goes a long way to their academic success. This does result in not being able to then have as broad a range of programming as most students would like. Looking at the results in provincial school, those students also show dissatisfaction in this area as well. Our results have shown that students do feel they are getting a good basic education. All students do see the progress they are making in their reading, writing and math skills.

To best prepare our students for continuing education opportunities or to enter the world of work we will still place a heavy emphasis on ensuring students strengthen their basic education skills.

Strategies

- Bosco Homes Schools will continue to place a high priority on professional development for staff in all areas of the curriculum and in special needs programming and in technology.
- Through Professional Development sharing opportunities staff will continue to expand their expertise.
- Bosco Homes Schools will continue to explore different options at each school. Some of these include: Off-Campus Education, Vocational Training, Career & Technology Studies, Work Experience opportunities, Outdoor Education
- Individual Program Plans will be developed for all students to address their educational needs and transition to future employment or post secondary opportunities.
- Alberta Education will distribute Satisfaction Surveys to students and teachers to help us determine our success in regards to this goal.
- Schools will have an active Parent/Community Advisory Committees to assist in the development of this area.

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.

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	68.0	n/a	78.1	78.5	79.4	80.3	80.5
Teacher	n/a	n/a	n/a	85.4	n/a	85.2	85.7	86.4	86.8	87.7
Parent	n/a	n/a	n/a	n/a	n/a	76.6	76.9	77.6	78.7	78.0
Student	n/a	n/a	n/a	50.6	n/a	72.6	72.9	74.1	75.3	75.9

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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.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	88.4	n/a	87.7	87.6	88.2	89.3	89.2
Teacher	n/a	n/a	n/a	96.7	n/a	94.8	94.7	94.9	95.3	95.6
Parent	n/a	n/a	n/a	n/a	n/a	81.6	81.8	83.0	84.4	83.9
Student	n/a	n/a	n/a	80.1	n/a	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	12.8	17.5	19.5	15.1	10.8		Very Low	Maintained	Concern	15%		

Comment on Results

We did see a decrease in the dropout rate for 2009 which is excellent. Bosco Homes percentages are higher than the province but our population is small and does not have the numbers or diversity in the population. The decrease may be due to our students staying in our schools longer, where they are experiencing success. Another factor could be more successful transitions for students leaving our programs and entering community schools. The work experience opportunities are keeping students in school as they can balance the academic portion with the job preparation skills.

Based on the closure of the Don Bosco Academy program in Dec. 2009 there is the likelihood that the dropout rate will increase slightly in our next results.

Strategies

- Education is mandatory for all students who are in our group care.
- Continue to work closely with school jurisdictions, students, families and supporting team members to ensure the education program success.
- Involvement in “Success in Schools” Program for all high school students in our care.
- The Attendance Board is used as a last resort when all attempts by the student’s ‘team’ are unsuccessful in making a plan which leads to successful attendance and participation in school.
- Continue working with E-SHIP, SAA-SHIP and PEA-SHIP to access speech/language, OT, PT, EB, etc.
- Bosco Homes Schools will continue to place a high priority on professional development for staff in all areas of the curriculum and in special needs programming and in technology to best support our students.
- Social workers will be encouraged to place our students at other locations (foster homes, other group homes, back with their families, etc.) throughout the year in consultation with the sending and receiving schools.

Measure Details (OPTIONAL)										
Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Drop Out Rate	12.8	17.5	19.5	15.1	10.8	5.0	4.7	5.0	4.8	4.3
Returning Rate	31.3	0.0	8.8	9.2	18.2	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
High School Completion Rate – percentages of students who completed high school within three years of entering Grade 10.	0.0	7.2	0.0	6.7	13.4		Very Low	Maintained	Concern	15%		

Comment on Results

We are extremely pleased to see the completion rates double over last year's results and the significant increase from 0% in 2007. This is very encouraging for staff, students, families and all team members.

Strategies

- Continue to provide programming for students which leads to their academic success and school completion.
- Continue working with E-SHIP, SAA-SHIP and PEA-SHIP to access speech/language, OT, PT, EB, etc.
- Education is mandatory for all students who are in our care.
- Students will receive continued information in Career Explorations and attend career fairs.
- IPP's and credit course planning and updating with the students will be ongoing to help with goal setting and a clear understanding of requirements for high school completion.
- Off-Campus Education through Work Experience and RAP will be accessible to students to achieve credits as well as experience in the work world.

Measure Details (OPTIONAL)										
High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.										
	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
3 Year Completion	0.0	7.2	0.0	6.7	13.4	70.7	70.6	71.1	70.8	71.5
4 Year Completion	0.0	8.2	8.5	6.6	5.9	75.0	76.1	76.1	76.3	76.1
5 Year Completion	34.1	0.0	16.3	9.5	7.0	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 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.	11.8	28.0	26.9	23.1	30.4		Very Low	Maintained	Concern	35%		
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	0.0	6.7	0.0	0.0	0.0		Very Low	Maintained	Concern	10%		
Overall percentage of students who achieved the acceptable standard on diploma examinations.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of students who achieved the standard of excellence on diploma examinations.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

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.	0.0	0.0	0.0	0.0	0.0		Very Low	Maintained	Concern	n/a		
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	*	*	n/a	n/a	*		*	n/a	n/a			

Comment on Results

We are very pleased to see this is our highest percentage ever for students achieving the acceptable standard on the PAT's. Grades 3 and 6 results were suppressed due to student numbers being less than 6. The results above only include Grade 9's, where the overwhelming majority wrote the Knowledge and Employability exams. Of the students who wrote K&E Grade 9 Math, a closer look shows 55% achieved the acceptable standard while 36% achieved a standard of excellence. In ELA the results were 80% acceptable standard for those who wrote the tests. Science was at 92% acceptable and 25% excellence. Social Studies K&E 9 resulted in 91% at the acceptable level and 46% achieved excellence which we are very proud of.

To note, all of our students are diagnosed with a severe disability and all students are on Individual Program Plans. For the most part, our students are on modified programs (typically functioning 2 -5 years below grade level).

Strategies

- Bosco Homes Schools will continue to recognize student achievement, behaviour, and accomplishments through school based recognition programs.
- Focus on the individual achievement of students as an indicator of success. Due to a lack of students at a particular grade level, those exempt and those writing K&E, the reported results do not accurately reflect student achievement on the Provincial Achievement tests.
- Use of the software programs, *Academy of Math*, *Academy of Reading* as well as Read and Write Gold are available for student use to develop skills.
- Bosco Homes' Schools will continue to place a high priority on professional development for staff in all areas of the curriculum and in special needs programming and in technology.

- A process is in place for teachers to implement student practice for the preparation of writing the achievement exams. Our teaching staffs access “Quest A Plus” and the “Exam Bank” for student preparation.
- Bosco Homes’ Schools will continue to support and facilitate professional learning opportunities to assist educators to meet the needs of the mathematics curriculum.

Notes:

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

Authority: 9272 Bosco Homes A Society For Children And Families

Measure Details (OPTIONAL)													
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2006		2007		2008		2009		2010		2010	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	Authority	*	*	*	*	*	*	*	*	n/a	n/a		
	Province	81.3	14.1	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5		
French Language Arts 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	83.8	15.8	84.1	16.3		
Français 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	82.5	16.3	86.4	16.3		
Mathematics 3	Authority	*	*	*	*	*	*	*	*	n/a	n/a		
	Province	82.0	26.9	79.9	23.5	78.7	23.9	79.7	26.8	76.4	24.8		
English Language Arts 6	Authority	41.7	0.0	33.3	8.3	*	*	n/a	n/a	*	*		
	Province	79.0	15.9	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9		
French Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.5	11.2	88.1	11.0	87.7	14.2	91.5	15.9	88.3	15.9		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.5	19.7	93.0	18.0	94.3	17.1	92.6	18.7	91.3	18.3		
Mathematics 6	Authority	16.7	0.0	25.0	0.0	*	*	n/a	n/a	*	*		
	Province	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8	74.3	16.5		
Science 6	Authority	*	*	27.3	9.1	*	*	n/a	n/a	*	*		
	Province	78.1	27.7	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4		
Social Studies 6	Authority	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	71.0	16.4		
English Language Arts 9	Authority	9.5	0.0	26.9	3.8	14.3	0.0	33.3	0.0	*	*		
	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	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	57.1	0.0		
	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	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	83.3	10.9	81.3	12.9	84.5	12.4	81.8	10.3	86.1	12.4		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	14.7	81.6	12.6	84.8	11.7	85.6	12.9	84.3	12.7		
Mathematics 9	Authority	4.8	0.0	12.0	0.0	16.7	0.0	0.0	0.0	*	*		
	Province	67.4	17.4	66.3	18.3	65.7	18.5	67.0	18.6	66.4	19.8		
Mathematics 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	50.0	33.3		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65.6	15.3		
Science 9	Authority	4.8	0.0	28.0	8.0	25.0	0.0	15.0	0.0	*	*		
	Province	67.4	13.3	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7		
Science 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	91.7	25.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	67.2	14.3		
Social Studies 9	Authority	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	68.9	18.8		
Social Studies 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90.9	45.5		
	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.

Authority: 9272 Bosco Homes A Society For Children And Families

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

Course	Measure	Bosco Homes							Alberta				
		Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg		
					N	%	N	%	N	%	N	%	
English Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,061	81.6	42,181	80.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,061	19.5	42,181	17.3
English Language Arts 6	Acceptable Standard	*	*	*	3	*	12	33.3	43,599	83.3	44,064	81.1	
	Standard of Excellence	*	*	*	3	*	12	8.3	43,599	18.9	44,064	19.9	
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,487	88.3	2,252	89.1	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,487	15.9	2,252	13.7	
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	91.3	436	93.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	18.3	436	17.9	
Science 6	Acceptable Standard	*	*	*	3	*	11	27.3	43,509	76.8	43,945	75.5	
	Standard of Excellence	*	*	*	3	*	11	9.1	43,509	26.4	43,945	25.2	
English Language Arts 9	Acceptable Standard	*	*	*	8	*	22	24.8	43,651	79.3	44,250	77.6	
	Standard of Excellence	*	*	*	8	*	22	1.3	43,651	15.0	44,250	14.8	
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,403	86.1	2,328	82.5	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,403	12.4	2,328	11.9	
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	84.3	314	84.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	12.7	314	12.4	
Science 9	Acceptable Standard	*	*	*	9	*	19	22.7	43,372	73.6	44,075	70.4	
	Standard of Excellence	*	*	*	9	*	19	2.7	43,372	17.7	44,075	14.5	

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

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

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

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

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

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

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

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

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Measure Details (OPTIONAL)										
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)										
	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
% Writing 0 Exams	92.3	100.0	100.0	92.9	100.0	18.1	17.8	18.0	18.4	18.0
% Writing 1+ Exams	7.7	0.0	0.0	7.1	0.0	81.9	82.2	82.0	81.6	82.0
% Writing 2+ Exams	7.7	0.0	0.0	0.0	0.0	78.3	78.5	78.6	78.0	78.7
% Writing 3+ Exams	7.7	0.0	0.0	0.0	0.0	65.6	65.6	65.6	64.9	65.2
% Writing 4+ Exams	0.0	0.0	0.0	0.0	0.0	53.5	53.7	53.6	53.3	53.5
% Writing 5+ Exams	0.0	0.0	0.0	0.0	0.0	34.5	34.6	34.7	34.3	34.7
% Writing 6+ Exams	0.0	0.0	0.0	0.0	0.0	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)										
	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
English 30/30-1	0.0	0.0	0.0	0.0	0.0	54.4	54.7	54.5	53.8	54.0
English 33/30-2	7.1	0.0	0.0	6.7	0.0	23.7	23.5	23.6	24.0	24.5
Total of 1 or more English Diploma Exams	7.1	0.0	0.0	6.7	0.0	76.9	77.1	77.0	76.7	77.1
Social 30	0.0	0.0	0.0	0.0	0.0	49.1	49.5	49.3	48.1	48.1
Social 33	0.0	0.0	0.0	0.0	0.0	29.1	28.8	28.8	29.5	30.1
Total of 1 or more Social Diploma Exams	0.0	0.0	0.0	0.0	0.0	77.0	77.2	77.2	76.7	77.4
Math 30/Pure	7.1	0.0	0.0	0.0	0.0	41.1	41.9	41.7	41.1	40.8
Math 33/Applied	0.0	0.0	0.0	0.0	0.0	19.9	19.5	19.5	19.1	19.7
Total of 1 or more Math Diploma Exams	7.1	0.0	0.0	0.0	0.0	60.4	60.7	60.7	59.7	59.9
Biology 30	0.0	0.0	0.0	0.0	0.0	39.4	39.6	39.8	39.1	39.8
Chemistry 30	7.1	0.0	0.0	0.0	0.0	34.4	34.2	34.3	34.5	17.3
Physics 30	0.0	0.0	0.0	0.0	0.0	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	7.1	0.0	0.0	0.0	0.0	56.6	56.7	56.5	56.1	56.1
Français 30	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.2
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.4	2.7	2.7	2.7	2.7
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	2.6	2.9	2.9	2.9	2.9

Authority: 9272 Bosco Homes A Society For Children And Families

Measure Details (OPTIONAL)									
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	2	*	*	*	*	*	*	*	*
2006	3	*	*	*	*	*	*	*	*
2007	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2008	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2009	2	*	*	*	*	*	*	*	*

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.	0.0	18.3	0.0	18.3	8.7		Very Low	Maintained	Concern	10%		

Comment on Results

- All students at the Bosco Homes School Authority are special needs students and we seldom have students in the diploma program. All students are on Individual Program Plans and have been diagnosed with a DSM-IV diagnosis. It is rare to have a student continue to post-secondary.
- Our goal is to assist students in reaching their potential academically so that they will be stronger life long learners.

Strategies

- Bosco Homes Schools will continue to focus on literacy and numeracy achievement through supporting and developing educator experience in implementing these core subjects.
- Provide students with Individual Program Plans to support their learning styles and strengths while working towards their achievable goals.
- Bosco Homes Schools will continue to place a high priority on professional development for staff in all areas of the curriculum and in special needs programming and in technology.
- Continue working with E-SHIP, SAA-SHIP and PEA-SHIP to access speech/language, OT, PT, EB, etc.
- Encourage Newspapers in Education programs, Current Event programs and Maclean's magazine lessons to support a broad base of exposure and learning opportunities that will continue for a lifetime.
- Educators will implement expectations of appropriate behaviour and teach life skills and social skills. Students will learn additional skills in managing anger and resolving conflicts. They will focus on relationship development and being able to recognize and maintain healthy relationships.

Measure Details (OPTIONAL)

High school to post-secondary transition rate										
	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
6 year rate	0.0	18.3	0.0	18.3	8.7	56.6	58.1	58.8	59.2	59.8
4 year rate	0.0	0.0	8.5	0.0	0.0	35.6	37.7	38.7	38.9	37.5

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.	n/a	n/a	n/a	96.0	n/a		n/a	n/a	n/a	95%		

Comment on Results

Our 2009 results reflect a very high degree of agreement that at Bosco Homes we do a very good job of preparing students for future employment. Though Work Experience preparation courses and hands on experiences our students get great exposure to and skills in this area.

Strategies

- Bosco Homes Schools will continue to focus on literacy and numeracy achievement through supporting and developing educator experience in implementing these core subjects to strengthen the basic skills of our students.
- Educators will implement expectations of appropriate behaviour in a number of setting.
- Daily opportunities to teach and learn life skills and social skills are an integral part of the program.
- Students will learn skills in managing frustration and anger.
- Resolving conflicts in a positive way with a goal of win/win as the target.
- Alberta Education will distribute Satisfaction Surveys to teachers to help rate this goal in 2011.
- Off-Campus Education (RAP & Work Experience) will be accessible for students.

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.

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	96.0	n/a	77.0	77.1	80.1	79.6	79.9
Teacher	n/a	n/a	n/a	96.0	n/a	89.4	89.2	89.3	88.9	90.0
Parent	n/a	n/a	n/a	n/a	n/a	64.6	65.1	70.9	70.2	69.8

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

Outcome: *Students model the characteristics of active citizenship.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	n/a	79.0	n/a		n/a	n/a	n/a	80%		

Comment on Results

At Bosco Homes we hope to continue our focus on developing characteristics within our students that model active citizenship. Our school programs are small and the students stay together all day with the same staff. This allows for a family type feel within the group. This gives students and staffs the time together to address attitudes, behaviours and responsibilities of individuals.

Strategies

- Students will have opportunities to volunteer in the community.
- Staff will provide students with opportunities to take part in community events.
- Educators will implement expectations of appropriate behaviour and teach life skills and social skills. Students will learn additional skills in managing anger and resolving conflicts.
- Alberta Education will distribute Satisfaction Surveys to teachers and students to help evaluate how we are doing in regards to this goal in 2011.
- Adopt a driveway program, Foodbank work and setting up for community events are opportunities we can provide our students.
- Bosco Homes Schools will continue to focus on literacy and numeracy achievement through supporting and developing educator experience in implementing these core subject areas.
- Having students belong to a positive and productive group (school community) they will have opportunities to work together toward common goals that benefit everyone (eg. Student council)
- Off-Campus Education (RAP & Work Experience) will be accessible for students.

Measure Details (OPTIONAL)

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

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	79.0	n/a	76.8	76.6	77.9	80.3	81.4
Teacher	n/a	n/a	n/a	89.4	n/a	90.3	89.9	90.6	91.8	93.0
Parent	n/a	n/a	n/a	n/a	n/a	72.4	72.6	74.7	77.4	78.5
Student	n/a	n/a	n/a	68.6	n/a	67.5	67.1	68.5	71.8	72.7

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

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

Goal Three: Success for First Nations, Métis and Inuit (FNMI) Students

Outcome: Key learning outcomes for FNMI students improve.

(Results and evaluations for FNMI measures are only required for public, separate and francophone school authorities)

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.	0.0	0.0	0.0	*	0.0		Very High	Maintained	Excellent			
High School Completion Rate – percentages of students who completed high school within three years of entering Grade 10.	*	*	*	*	*		*	*	*			
High school to post-secondary transition rate within six years of entering Grade 10.	n/a	n/a	n/a	*	*		*	*	*			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	*	*	*	*		*	*	*			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

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.	9.1	*	*	*	*		*	*	*			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	0.0	*	*	*	*		*	*	*			
Overall percentage of students who achieved the acceptable standard on diploma examinations.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of students who achieved the standard of excellence on diploma examinations.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Strategies

- Director of Aboriginal Services whose duties include staff training, student programming and counselling
- Elders visit the classrooms to teach and for individual meetings
- Annual Bosco Homes Pow Wow (students are able to learn to dance and make regalia)
- We offer Aboriginal Studies 10 – 20 – 30
- All staff are trained in Aboriginal Cultural Awareness and re-certify each year
- Field trips to events with Aboriginal culture (meet Aboriginal author/storyteller, Provincial Museum)
- FNMI guest speakers

Notes:

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

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.	n/a	n/a	n/a	91.9	n/a		n/a	n/a	n/a	92%		

Strategies

- Alberta Education will distribute Satisfaction Surveys to teachers
- All schools will continue to have active Parent/Community Advisory Committees.
- Parents/guardians have access to our website: www.boscohomes.ca
- Case Conferences, communication books or emails, positive phone calls home,
- Christmas lunch for students, families and staff
- Year end BBQ and awards day for students and their families
- School information will continue to go out to parents/guardians via phone calls, mail-outs and newsletters.

Measure Details (OPTIONAL)										
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	91.9	n/a	77.9	77.5	78.2	80.1	80.0
Teacher	n/a	n/a	n/a	91.9	n/a	87.6	87.1	87.5	88.0	88.6
Parent	n/a	n/a	n/a	n/a	n/a	68.1	67.9	69.0	72.2	71.3

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.	n/a	n/a	n/a	64.6	n/a		n/a	n/a	n/a	70%		

Strategies

- Alberta Education will distribute Satisfaction Surveys to teachers and students to assist in the evaluation of this goal.
- All schools will continue to have active Parent/Community Advisory Committees.
- Teaching staff is actively involved in their own Professional Development.
- AISI project implementation.
- Sharing of current literature on what is new in Education.
- Access supports through Alberta Education, Edmonton Regional Learning Consortium, Curriculum Coordinator meetings, 2Learn Society, Connection: Information for Teachers and the Alberta Teacher's Association
- All staff involved in completing and carrying out their Professional Growth Plans.
- Bosco Homes will provide and support Professional Development opportunities for staff.
- Parents/guardians have access to our website: www.boscohomes.ca
- Parents/guardians are encouraged to provide staff and administration with feedback at any time.

Measure Details (OPTIONAL)

Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	64.6	n/a	76.8	76.3	77.0	79.4	79.9
Teacher	n/a	n/a	n/a	88.0	n/a	75.5	74.5	75.6	78.2	80.8
Parent	n/a	n/a	n/a	n/a	n/a	75.4	75.1	75.9	78.1	77.0
Student	n/a	n/a	n/a	41.2	n/a	79.4	79.3	79.5	81.8	81.8

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

Also report targets and results for all local 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).

Summary of Financial Results

- For details please refer to Section 3 of the appropriate policy and requirements for planning and results reporting guide.

Accredited Private Charter School Authorities: *Policy and Requirements for Accredited Private School Authority Planning and Results Reporting* <http://education.alberta.ca/media/1228159/2010privateschoolplanningguide.pdf>

Budget Highlights

Revenue Summary	2010-2011 Budget Amount	2010-2011 Budget Percentage
Alberta Government	1 727 930.76	95%
Federal Grants	94 353.00	5%
Other Revenues	-	0%
	<u>1 822 283.76</u>	<u>100%</u>

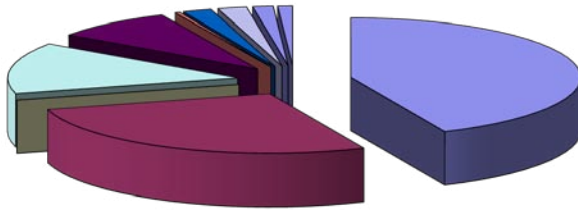
Expenditure Summary	2010-2011 Budget Amount	2010-2011 Budget Percentage
Instruction	1 450 993.25	80%
Administration	307 765.96	17%
Operations & Maintenance	63 524.55	3%
Transportation	-	0%
Other	-	0%
	<u>1 822 283.76</u>	<u>100%</u>

Budget Summary

**Bosco Homes School Program
As of August 31, 2010**

School Expenses	Amount	Percentage
Certificated Salaries & Benefits	938 164.70	43.32%
Uncertificated Salaries & benefits	593 754.53	27.42%
Substitute Teacher (s)	0.00	0.00%
Administrative Certificated Salaries & Benefits	301 986.61	13.94%
Administrative Uncertificated Salary & Benefits	183 512.35	8.47%
Professional Development	7 090.27	0.33%
Educational Supplies	43 748.91	2.02%
Education Services	43 920.69	2.03%
Administrative Office Supplies	30 945.25	1.43%
Technology Costs	22 500.00	1.04%
Total School Expenses	<u>2 165 623.31</u>	<u>100.00%</u>
Number of students in school program	81.62	
Cost Per Student	<u>26533.00</u>	<u>1.23%</u>
Total Instruction Costs	1 649 179.10	76.15%
Total School System Administration Costs	516 444.21	23.85%
Total School Expenses	<u>2 165 623.31</u>	<u>100.00%</u>

Total School Costs



- Certified Salaries & Benefits
- Uncertificated Salaries & benefits
- Substitute Teacher (s)
- Administrative Certified Salaries & Benefits
- Administrative Uncertificated Salary & Benefits
- Professional Development
- Educational Supplies
- Education Services
- Administrative Office Supplies
- Technology Costs

Parental Involvement

All parents have access to our website at: www.boscohomes.ca