

2008 - 2009

BOSCO HOMES' SCHOOL AUTHORITY

Annual Education Results Report

Table of Contents

Statement of Responsibility	1
Vision	2
Mission Statement & Mission	2
Publication	3
Contextual Information	3
Highlights of Education Plan Accomplishments	6
Education Program	7
Future Challenges	8
Financial Summary	9
Performance Measures	11

Statement of Private School Authority Responsibility:

“The Annual Education Results Report for the Bosco Home’s School Authority for the 2008 – 2009 school year was prepared under the direction of the Bosco Homes Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*.

The Bosco Homes Board of Directors is committed to using the results in this report, to the best of our abilities, to improve the outcomes for our students. We will use the results to develop sound strategies for our next three-year education plan to ensure that all our students can acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.”

Vision

All students at Bosco Homes will have access to an individualized educational program plan and will have the opportunity to acquire the skills necessary that will allow them to make appropriate choices. The goal is to help students develop the inner resources to assume control over their lives.

The key concepts that guide our vision are: empowerment, relationship, milieu, treatment, and education.

1. Empowerment

Empowerment will enable our students and their families to believe that with assistance, they are able to identify and achieve realistic goals.

2. Relationship

The therapeutic relationship of mutual respect, commitment, trust, caring and unconditional positive regard, provides a vehicle for a healthy change process.

3. Milieu

In a therapeutic milieu each component of the program is planned and purposeful and is intended to have a positive influence on each student.

4. Treatment

Treatment involves provision of therapeutic/clinical services to assist students to deal with their emotional and behavioral disorders and to promote their mental health.

Mission Statement:

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

Mission:

We assist individuals and families to develop the skills and 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.

Bosco Homes Schools:

The staff associated with Don Bosco Academy, Phoenix Academy, Thomas More Academy, and Columbus Academy are dedicated to provide the best possible education for all special needs students who are suffering from severe disabilities and are placed in our care. The school program offered at the residential intensive treatment setting, Don Bosco Academy (located east of Ardrossan), and the programs offered at Phoenix Academy, Thomas More Academy (both are located in the city of Edmonton), and Columbus Academy (located in Stony Plain) are part of an interdisciplinary environment, which aims to serve its students in a supportive and caring milieu.

Publication

This document is posted on our website at www.boscohomes.ca. The website is available to the public.

CONTEXTUAL INFORMATION FOR RESULTS ACHIEVED

Principles and/or Beliefs

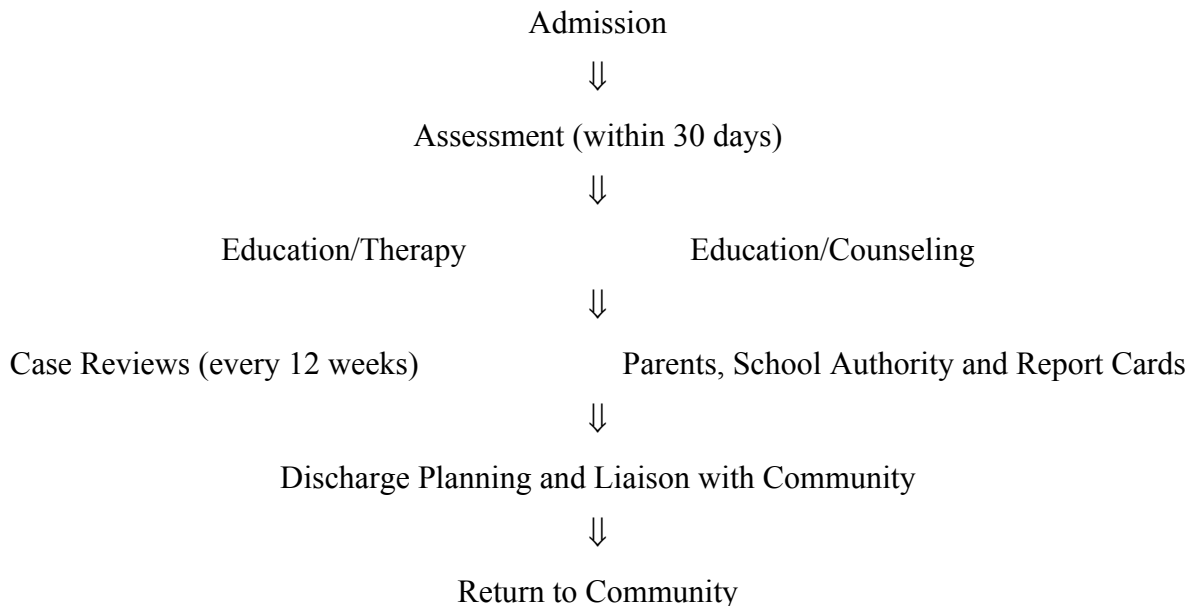
We are committed to the belief that the many emotionally scarred, and often dispossessed, children and youth of our society, have come to this unhappy fate through no fault of their own. We further believe that they have a fundamental right to treatment in an emotionally corrective and curative environment.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

Therefore, we also believe:

- All children and youth must be safe and secure
- All children and youth should be healthy and well cared for
- All children and youth can learn and experience success

Profile, Issues, and Trends

The education program involves a range of learning opportunities to assist in the development of character, to develop acceptable behavior, and to provide knowledge and skills. We envisage our system to adhere to the following:



Bosco Homes is an Alberta-based, non-profit, charitable society offering an intensive and comprehensive residential treatment program for emotionally, behaviorally and/or psychiatrically troubled children and families. We are a funded and an accredited school

authority with four schools. Don Bosco Academy (located east of Ardrossan) is the educational service component of our Strathcona County Intensive Group Care Center. Phoenix Academy and Thomas More Academy (located in the City of Edmonton) and Columbus Academy (located in Stony Plain) are also private schools operated by Bosco Homes. All programs provide the required educational programming as per Alberta Education K-12 Program of Studies and the *School Act* for special needs students, including severely disabled and emotionally/behaviorally/psychiatrically disturbed children.

Number of Students

1. Don Bosco Academy

- Maximum of 65 students, which includes a specialized Fetal Alcohol Spectrum Disorder/Brain Impairment school program, Mental Health program, Sexual Perpetrator program and a High-Risk program.

2. Phoenix Academy

- Maximum of 54 students that includes access to sensory equipment and a Knowledge and Employability program.

3. Thomas More Academy

- Maximum of 54 students that includes access to sensory equipment and a Knowledge and Employability program.

4. Columbus Academy

- Maximum of 27 students that includes access to sensory equipment and a Knowledge and Employability program.

Programs Provided (All School Programs)

We offer grades K–12 programming, served academically, adhering to Alberta Education Program of Studies, which includes a small vocational component in conjunction with the Career and Technology Studies (CTS) program. Aboriginal Programming is integrated into our programming. This includes an elder that visits each school on a weekly basis, daily smudges, monthly sweats and numerous other activities. All four academies participate in the Off-Campus Education Program. Life skills and social skills programs are integrated in all programming. Our students have access to sensory equipment and both Thomas More Academy and Don Bosco Academy are equipped with Snoezelen Rooms.

All of our students have special needs. Individual Program Plans (IPPs) are created for each student, in collaboration with Alberta Education, students, teachers, psychologists, therapists, child and youth care workers, parents/guardians/social workers, and/or a psychiatrist.

Student-Teacher Ratios (All School Programs)

Our student-to-teacher ratio is typically 3 to 1. It is often lower due to individual students' needs for one-on-one educational assistance. Our intensive treatment education program operates with a 5 to 2 ratio.

Partnership with Parkland School Authority

We currently have a partnership with Parkland School Authority #70. This partnership affects the clients who reside at our Bosco Homes ADAPT (Alcohol and Drug Addictions Program and Treatment) Facility located south of Stony Plain. Parkland School Jurisdiction administered the educational component for the 2008 – 2009 school year. The program operated with 12 students. Discussions are continuous and involve support from Alberta Education.

Characteristics of the Community Served (All School Programs)

Students are referred to Bosco Homes Schools by Alberta Family Social Services, public and separate school jurisdictions, provincial courts and private referrals. We currently have students from Alberta, numerous other provinces, Nunavut, and the Northwest Territories. Aboriginal student enrollments vary from 50 – 70% of our total student population.

Initiative Program Areas (All School Programs)

- Services of a First Nations Elder.
- Services of a full time Recreation Coordinator/Work Experience Coordinator.
- AISI program in place.
- Access to St Albert, Edmonton and Strathcona County SHIP programs.
- Formal FASD programs have been established.
- Sensory Equipment is utilized and Snoezelen Rooms have been installed and are operational.
- Partnership with Parkland School Division.

Alberta Response Model

The type and delivery of services to children and their families change over time. The Alberta Response is the implementation of several complex activities that address short term and long term needs of children, youth and families who come into contact with the child welfare system. Bosco Homes School Authority realizes this and acknowledges that the Alberta Response objectives will result in:

- 1) Stronger community-based partnerships and linkages that work together to improve outcomes for children, youth and families.
- 2) Increased utilization rate of effective community-based supports for children, youth and families in “at-risk” circumstances.
- 3) Increased permanent placement in families for children who have Permanent Guardianship Status.
- 4) Decrease in the number of children and youth requiring child protection services and increased child, youth and family well being.
- 5) Systemic changes to child protection and community-based delivery systems.

Contextual Information (All School Programs)

- Student I.Q. ranges upward from 60.

- Student disorders may include: F.A.S.D., F.A.E., ADD/ADHD, Sexual Perpetrators, Addictions, Oppositional Defiance Disorder, Conduct Disorder, Reactive-Attachment Disorder, Autism, Asperger's, Schizophrenia, Bi-Polar Disorder, Conduct Disorder, and a range of other DMS-IV diagnoses.
- Many students have histories of emotional, physical, sexual abuse, or any combination of these abuses.
- Many students have drug, alcohol, or substance abuse problems.
- A significant number of our students have been in conflict with the law.
- For the most part our students are those that other institutions have despaired of helping.
- Some students are violent, self-mutilating, or suicidal.

HIGHLIGHTS OF EDUCATION PLAN ACCOMPLISHMENTS

- Columbus Academy, Don Bosco Academy, Phoenix Academy and Thomas More Academy all have access to a commercial Home Economic Lab.
- Columbus Academy, Don Bosco Academy, Phoenix Academy and Thomas More Academy are equipped with either a Sensory Room or a Snoezelen Room where students can access daily if needed.
- The Partnership with Parkland School Division continues.
- We continue to be active with our **Student Health Initiatives Partners (SHIP)**. We have partnerships with Edmonton E-SHIP (Phoenix Academy and Thomas More Academy), PEA-SHIP (Columbus Academy), and Strathcona County SC-SHIP (Don Bosco Academy). Students from all of our locations access services from the SHIP programs. Services we have accessed include Speech and Language, Hearing/Vision, Assessments and Emotional Behavioral services.
- Continued active participation in Strathcona County Special Needs Interagency partnership. All of our students have **special needs** and therefore all have Individual Education Program Plans. These IPPs are developed in consultation with the teacher, psychologist, clinicians, parents/guardians/social worker, key worker/house manager, student and/or psychiatrist.
- **AISI** projects have included support for technology upgrades, software programming for literacy/mathematics, differentiated instruction and professional development in the form of Professional Learning Communities. Our AISI annual report can be accessed on our website at www.boscohomes.ca.
- Specialized FASD programming was in place with training for teaching staff.
- Other specialized programming includes a high-risk program, mental health program and a sexual perpetrator program.
- Our programs implemented the software program called CORI (Canadian Outcomes Research Institute) to track all student data/demographics as well as Critical Incident Reports, Case Notes, Intake/Discharge information, etc. We are currently researching another program, ETO (Efforts To Outcomes).
- Staff continue to update their professional development requirements including First Aid/CPR, Suicide Intervention, Non-Violent Crisis Intervention & Restraint, Aboriginal Culture Awareness, Medication Administration, Driver's Orientation, CORI training, etc. We also participate in numerous other professional development opportunities as well as

the annual Teacher Convention. All teaching staff create a Professional Development Plan that is discuss with administration.

EDUCATION PROGRAM 2008/2009

In addition to salaried personnel, we benefit greatly from the services of volunteers, student interns from Grant MacEwan College and the University of Alberta. They assisted us with academic program development, drama, arts and crafts and group work as well as strengthen our partnerships.

The Annual Operation Plans for Don Bosco Academy, Phoenix Academy, Thomas More Academy and Columbus Academy were reviewed and approved by Alberta Education. All of our schools follow the Alberta Education curriculum, modified with, and directed through, Individual Program Plans (IPPs). The 2008/2009 school year included 200 operational and 188 instructional days, and was closely patterned on the school calendar of Elk Island Public Schools. The instructional hours met the minimum requirements as per Alberta Education.

All of our students were classified as Special Education students; hence our programming reflected this designation. Our teachers follow the Alberta Education Program of Studies. When appropriate, suitable local community schools also served some of our high school students.

At Don Bosco Academy, a Case Review was conducted for each student every twelve weeks. Program binders containing IPPs, progress reports, behavior checklists, anecdotal notes, psychological assessments, and other educational programming data were available for review. In addition, the majority of our students attended regular sessions with a psychiatrist and nurse.

At Phoenix Academy, Thomas More Academy and Columbus Academy, a Case Review for each student was conducted every four to 12 weeks, in direct correlation to an individual student's need. Program binders containing Individual Program Plans, progress reports, behavior checklists, anecdotal notes, psychological assessments, and other educational programming data were available for review. Also in these programs, a psychiatrist and a nurse regularly saw the majority of our students.

At all locations (Don Bosco Academy, Thomas More Academy, Columbus Academy, and Phoenix Academy) group therapy sessions as well as individual therapy sessions are continued throughout the school year. We continued to offer all students a comprehensive option program comprising of: home economics, computer science, outdoor education, CTS, drama and art. Our Aboriginal Programming has increased immensely. We have a fulltime Director of Aboriginal Services and a First Nations Elder. Some of the programming includes sweats, healing circles, smudges, powwows, visits from elders, presentations, etc. This programming has expanded to all of our locations. All staff have the opportunity to participate in an Aboriginal Cultural Awareness workshop facilitated by our Aboriginal Program Coordinators.

Instruction was also provided in areas such as gardening, skiing, swimming, football, soccer, cross-country running, basketball, skating, etc. We have an intramural athletic program that involves all four schools.

Field trips continued to be an integral component of our education program. Our students visited sites such as: the Tyrell Museum, Reynolds Museum, Fort Edmonton Park, Edmonton Queen Riverboat, Whitemud Amusement Park, Strathcona Wilderness Center, Sunridge/Rabbit Hill Ski Area, Strathcona Library, Provincial Museum, Vertically Inclined Rock Climbing Gym and the Northern Alberta International Children's Festival.

FUTURE CHALLENGES

1. The education program at Bosco Homes' Schools will remain focused on individual students' needs to assure that educational challenges, such as the following, are successfully addressed:
 - Broad range of learning disabilities
 - Attention Deficit Hyperactivity Disorder (ADHD)
 - Fetal Alcohol Spectrum Disorder (FASD)
 - Social skill/life skill deficits
 - Sexual Perpetrators program
 - Mental Health program
 - At-Risk program
 - DSM-IV psychiatric conditions.
2. Children and adolescents will have continued access to Aboriginal Cultural programming.
3. Education staff/students at Bosco Homes' Schools will continue to have access to the necessary support services they require.
4. Bosco Homes' Schools will continue to provide workshops and access to in-service opportunities to assist our staff in the provision of quality educational programs.
5. All of our schools will continue to co-operate with post-secondary institutions by providing intern and practicum opportunities.
6. Information technology will continue to be integrated into the education program in order to enhance student learning and to increase efficiency and flexibility of program delivery. A computer training lab was developed for staff.
7. Bosco Homes' education programs will participate in outcome measures initiatives by our clinical team.
8. A continued challenge is to recruit and retain Child & Youth Care staff for our treatment/group homes.
9. We will continue to pursue partnerships with organizations where we can access vocational training for our students. For example, a partnership with Parkland School Authority Number 70.

10. We will continue to work with our Don Bosco Academy community members with programming ideas so they are comfortable and feel safe.

FINANCIAL SUMMARY

All detailed budget and expenditure information is shared at our Annual General Meeting. Stakeholders are invited to review this information at our Bosco Homes Administration Office located at 6770 – 129 Avenue, Edmonton, Alberta.

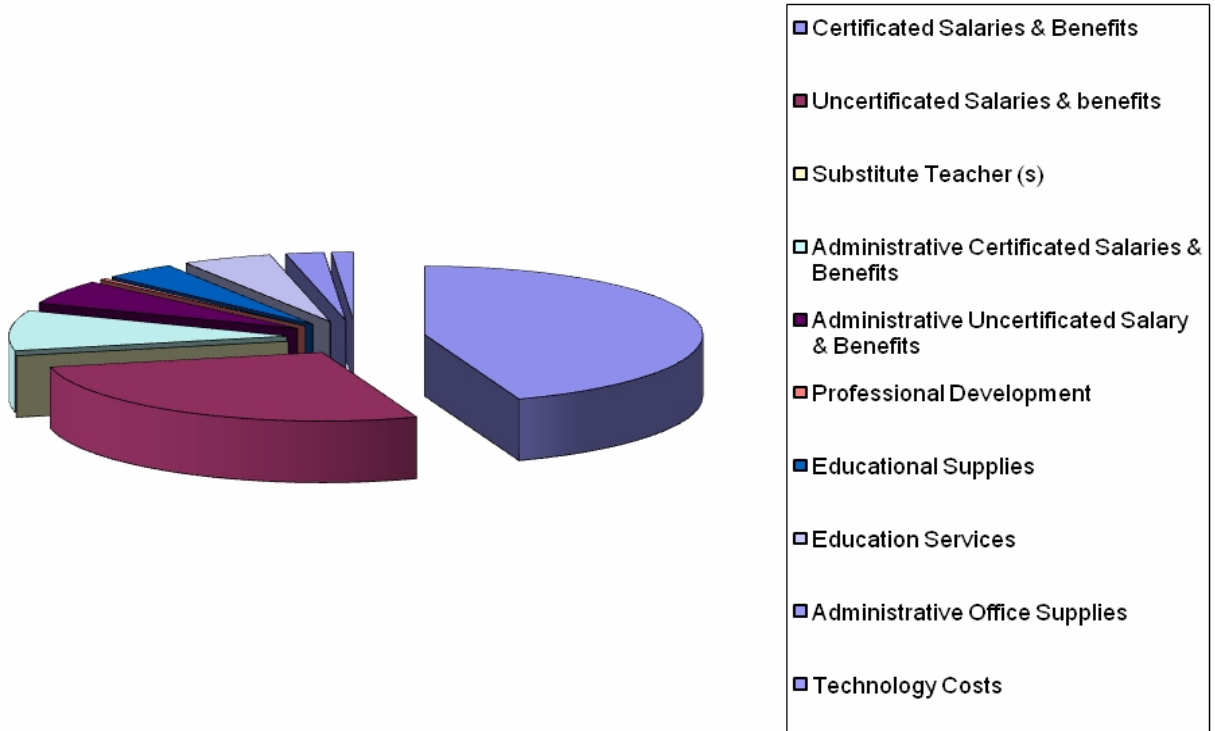
The expenditure summary includes (see appendix):

- A) Per student spending as a percent of total spending.
- B) Instructional expenditures as a percent of total expenditure.
- C) School system administration spending as a percent of total spending.

Bosco Homes School Program As of August 31, 2009

<u>School Expenses</u>	<u>Amount</u>	<u>Percentage</u>
	1 418	
Certificated Salaries & Benefits	270.25	44.51%
Uncertificated Salaries & benefits	862 717.55	27.07%
Substitute Teacher (s)	0.00	0.00%
Administrative Certificated Salaries & Benefits	301 986.61	9.48%
Administrative Uncertificated Salary & Benefits	183 512.35	5.76%
Professional Development	11 957.54	0.38%
Educational Supplies	131 964.38	4.14%
Education Services	165 716.53	5.20%
Administrative Office Supplies	70 624.63	2.22%
Technology Costs	40 000.00	1.26%
	3 186	
Total School Expenses	749.84	100.00%
Number of students in school program	103.20	
	30879.36	0.97%
Cost Per Student		
	2 630	
Total Instruction Costs	626.25	82.55%
Total School System Administration Costs	556 123.59	17.45%
	3 186	
Total School Expenses	749.84	100.00%

Total School Costs



The current operating surplus for the 2008 – 2009 school year was \$154,723.98. The accumulated school surplus is \$633,520.98. There are no significant changes over the prior period. The financial information is assessed by the Acting Co-Executive Director and Director of Finance, Board Finance Committee and the Education Director. The Acting Co-Executive Director and Director of Finance and Board Finance Committee also assess the year end school financial statements

October 2009 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 for All	Safe and Caring Schools	n/a	Safe and Caring	89.5	n/a	n/a	86.9	85.1	84.6	Very High	n/a	n/a
	Student Learning Opportunities	n/a	Program of Studies	68.0	n/a	n/a	80.3	79.4	78.7	Low	n/a	n/a
			Education Quality	88.4	n/a	n/a	89.3	88.2	87.8	High	n/a	n/a
			Drop Out Rate	15.1	19.5	16.6	4.8	5.0	4.9	Very Low	Maintained	Concern
			High School Completion Rate (3 yr)	7.1	0.0	2.4	70.7	71.0	70.6	Very Low	Maintained	Concern
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	15.5	25.0	19.9	76.8	75.3	75.6	Very Low	Maintained	Concern
			PAT: Excellence	0.0	0.0	1.5	19.2	18.3	18.3	Very Low	Maintained	Concern
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	84.4	84.4	84.5	n/a	n/a	n/a
			Diploma: Excellence	n/a	n/a	n/a	19.1	19.4	20.3	n/a	n/a	n/a
			Diploma Exam Participation Rate (4+ Exams)	0.0	0.0	0.0	53.3	53.6	53.6	Very Low	Maintained	Concern
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	57.3	56.8	55.8	n/a	n/a	n/a
			Transition Rate (6 yr)	20.1	15.5	12.6	60.7	60.3	59.1	Very Low	Maintained	Concern
			Work Preparation	96.0	n/a	n/a	79.6	80.1	78.1	Very High	n/a	n/a
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	n/a	Parental Involvement	91.9	n/a	n/a	80.1	78.2	77.9	Very High	n/a	n/a
	Continuous Improvement	n/a	School Improvement	64.6	n/a	n/a	79.4	77.0	76.7	Very Low	n/a	n/a

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), Science (Grades 6, 9), 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 writing each course.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) 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 - 56.75	56.75 - 62.66	62.66 - 73.87	73.87 - 81.47	81.47 - 100.00
PAT: Acceptable	0.00 - 64.45	64.45 - 74.98	74.98 - 82.24	82.24 - 86.22	86.22 - 100.00
PAT: Excellence	0.00 - 10.79	10.79 - 13.17	13.17 - 18.73	18.73 - 23.97	23.97 - 100.00
Diploma: Acceptable	0.00 - 73.09	73.09 - 82.54	82.54 - 87.99	87.99 - 91.53	91.53 - 100.00
Diploma: Excellence	0.00 - 8.94	8.94 - 15.20	15.20 - 20.43	20.43 - 22.59	22.59 - 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 - 41.60	41.60 - 47.36	47.36 - 57.37	57.37 - 63.73	63.73 - 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.

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 for All

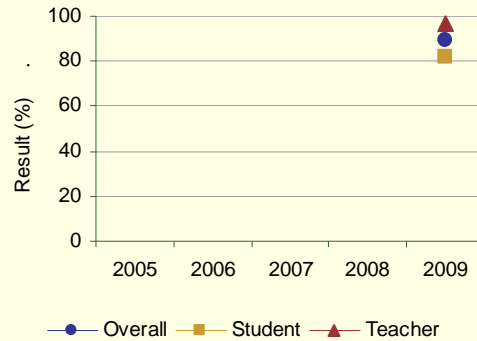
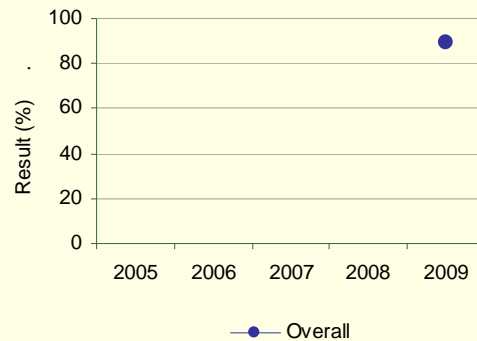
Outcome: Schools provide a safe and caring environment.

Performance Measure			Results (in percentages)					Target**
			2005	2006	2007	2008	2009	2009
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.	Overall (required)	Authority	n/a	n/a	n/a	n/a	89.5	85
		Province	83.1	84.4	84.2	85.1	86.9	
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	96.8	
		Province	92.3	92.8	92.6	93.1	93.8	
	Parent (optional)	Province	79.9	82.1	81.7	83.2	85.3	
	Student (optional)	Authority	n/a	n/a	n/a	n/a	82.1	
		Province	77.2	78.4	78.5	79.1	81.7	

Comment on Results

Results were better than what was targeted. The results on the Accountability Pillar measures have an improvement evaluation of "very High" Achievement. 3-1 student-to-staff ratio, trained staff for our student population, realistic IPPs, etc. all contribute to this improvement.

Graph of Overall Authority Results (optional)



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

** If authority had set a target for 2008/09 in the three year education plan 2008/09 – 2010/11, include it in the space provided for each required measure.

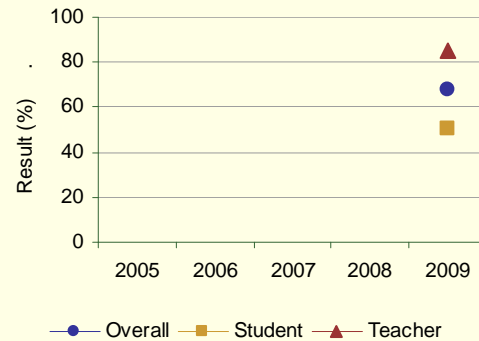
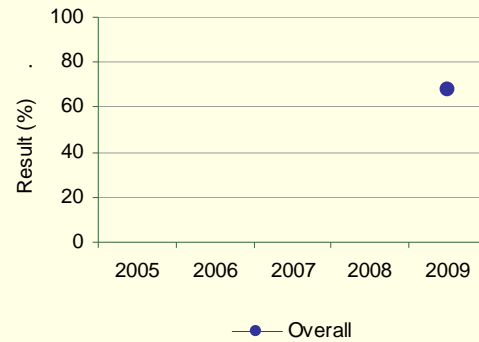
Outcome: The education system meets the needs of all K – 12 students, society and the economy.

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
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.	Overall (required)	Authority	n/a	n/a	n/a	n/a	68.0	75
		Province	76.7	78.1	78.5	79.4	80.3	
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	85.4	
		Province	83.6	85.2	85.7	86.4	86.8	
	Parent (optional)	Province	75.0	76.6	76.9	77.6	78.7	
		Authority	n/a	n/a	n/a	n/a	50.6	
	Student (optional)	Province	71.5	72.6	72.9	74.1	75.3	

Comment on Results

Target was not achieved. There was more of a focus on the core subjects because our students are typically 2 -4 years behind the age appropriate grade level. Option programs are offered though.

Graph of Overall Authority Results (optional)



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

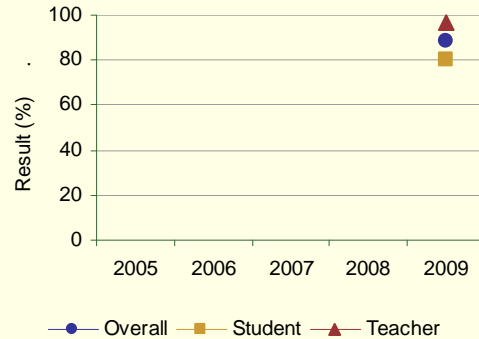
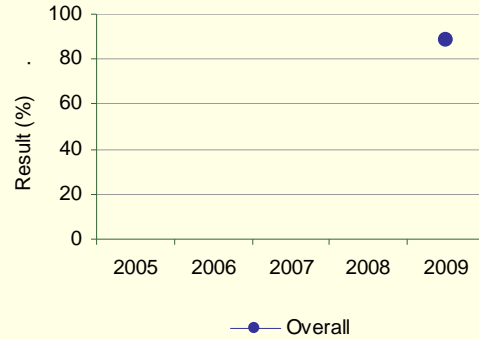
Outcome: The education system meets the needs of all K – 12 students, society and the economy. (continued)

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall (required)	Authority	n/a	n/a	n/a	n/a	88.4	85
		Province	86.1	87.7	87.6	88.2	89.3	
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	96.7	
		Province	93.9	94.8	94.7	94.9	95.3	
	Parent (optional)	Province	78.9	81.6	81.8	83.0	84.4	
	Student (optional)	Authority	n/a	n/a	n/a	n/a	80.1	
		Province	85.6	86.6	86.4	86.6	88.3	

Comment on Results

Results were better than what was targeted. The result on the Accountability Pillar measures have an improvement evaluation of "High" Achievement. 3-1 student-to-staff ratio, trained staff for our student population, realistic IPPs, etc. all contribute to this improvement.

Graph of Overall Authority Results (optional)



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

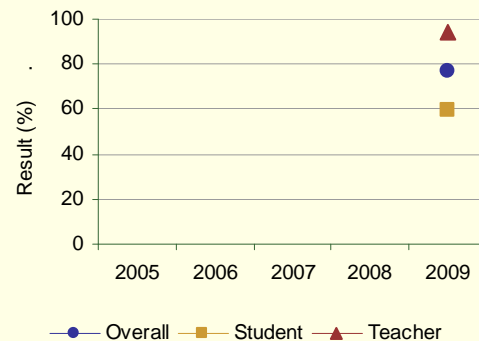
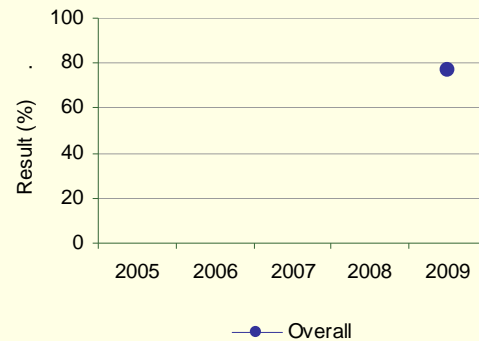
Outcome: The education system meets the needs of all K – 12 students, society and the economy. (continued)

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	Overall (required)	Authority	n/a	n/a	n/a	n/a	77.2	77
		Province	67.2	68.5	68.2	69.2	70.3	
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	94.6	
		Province	70.0	71.5	72.0	73.4	74.5	
	Parent (optional)	Province	54.9	56.9	55.9	56.5	58.1	
	Student (optional)	Authority	n/a	n/a	n/a	n/a	59.7	
		Province	76.7	77.1	76.8	77.7	78.4	

Comment on Results

Results exceeded targeted amount.

Graph of Overall Authority Results (optional)



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

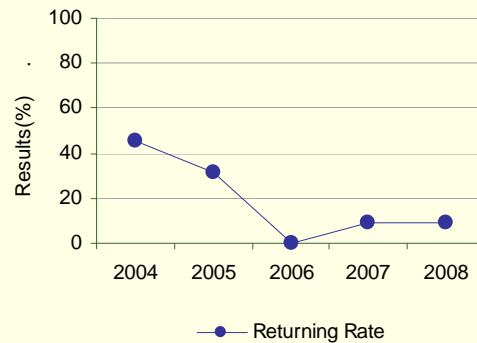
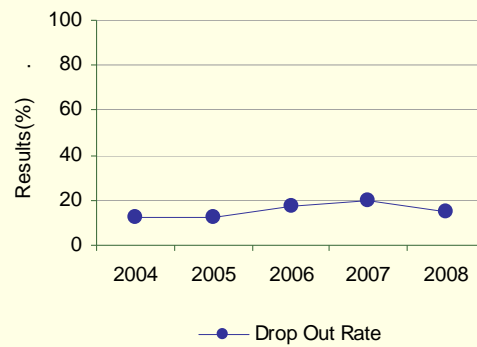
Outcome: Children and youth at risk have their needs addressed through effective programs and supports.

Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2009
Drop Out Rate - annual dropout rate of students aged 14 to 18 (required).	Authority	12.4	12.8	17.5	19.5	15.1	n/a
	Province	5.3	5.0	4.7	5.0	4.8	
Returning Rate (optional)	Authority	45.2	31.3	0.0	8.8	9.2	
	Province	23.0	21.3	21.2	21.3	19.8	

Comment on results

Our students are registered with us for approximately one year. They are considered an "at-risk" population and social workers may transition them out of our program and we cannot track them.

Graph of Overall Authority Results (optional)



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

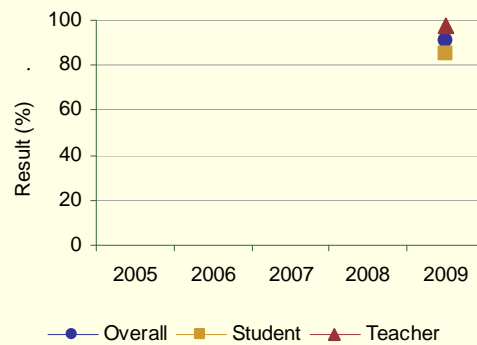
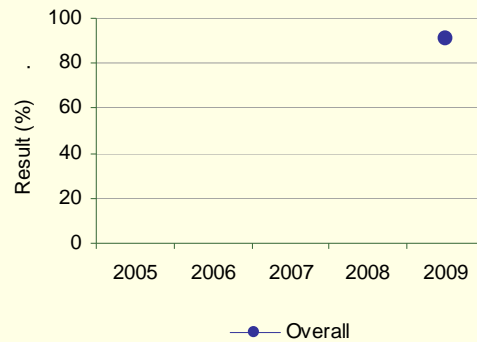
Outcome: Children and youth at risk have their needs addressed through effective programs and supports. (continued)

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	Overall (required)	Authority	n/a	n/a	n/a	n/a	91.3	77
		Province	76.9	78.6	78.3	79.5	81.4	
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	97.3	
		Province	90.6	91.6	91.2	91.9	92.5	
	Parent (optional)	Province	63.8	67.0	66.8	68.5	71.3	
	Student (optional)	Authority	n/a	n/a	n/a	n/a	85.3	
		Province	76.1	77.1	77.0	78.0	80.3	

Comment on results

The results exceeded our target.

Graph of Overall Authority Results (optional)



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

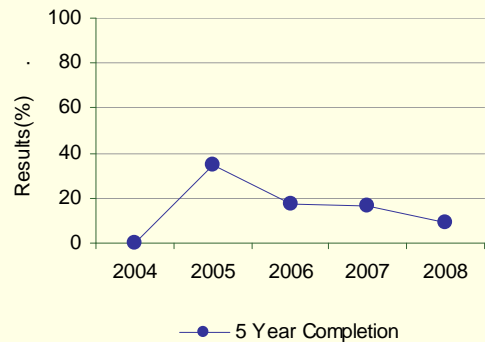
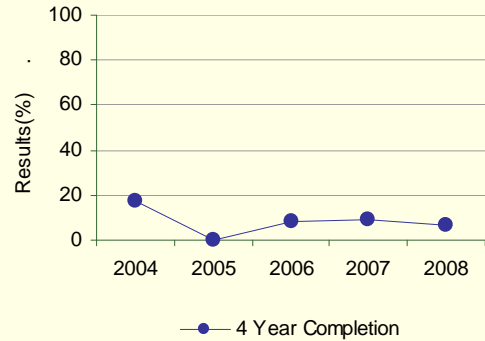
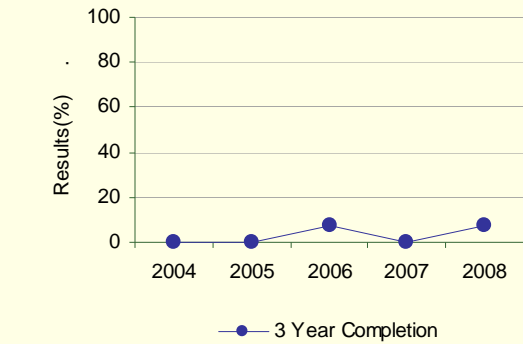
Outcome: Students complete programs.

Performance Measure			Results (in percentages)					Target
			2004	2005	2006	2007	2008	2009
High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.	Within 3 Years	Authority	0.0	0.0	7.3	0.0	7.1	n/a
		Province	69.3	70.4	70.4	71.0	70.7	
	Within 4 Years	Authority	17.4	0.0	8.2	9.0	6.6	if set
		Province	73.4	75.1	76.2	76.3	76.5	
	Within 5 Years	Authority	0.0	34.4	17.4	16.3	9.0	if set
		Province	75.5	77.4	78.6	79.5	79.2	

Comment on Results

Our students are registered with us for approximately one year. They are considered an "at-risk" population and social workers may transition them out of our program and we cannot track them.

Graph of Overall Authority Results (optional)



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

Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

Performance Measure		Results (in percentages)**										Target		
PAT Results by Number Enrolled - percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on Grades 3, 6 and 9 Provincial Achievement Tests (cohort results).		2005		2006		2007		2008		2009		2009		
		A	E	A	E	A	E	A	E	A	E	A	E	
Grade 3	English Language Arts 3	Authority	*	*	*	*	*	*	*	*	*	*	50	1
		Province	82.2	16.2	81.3	14.1	80.3	17.7	80.1	16.1	81.3	18.2		
	Mathematics 3	Authority	*	*	*	*	*	*	*	*	*	*	50	1
		Province	80.3	26.1	82.0	26.9	79.9	23.5	78.7	23.9	79.7	26.8		
Grade 6	English Language Arts 6	Authority	*	*	41.7	0.0	33.3	8.3	*	*	n/a	n/a	50	1
		Province	77.3	15.5	79.0	15.9	80.3	19.8	81.1	21.0	81.8	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	n/a	n/a
		Province	85.1	8.8	87.5	11.2	88.1	11.0	87.7	14.2	91.5	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	n/a	n/a
		Province	92.0	22.8	94.5	19.7	93.0	18.0	94.3	17.1	92.6	18.7		
	Mathematics 6	Authority	*	*	16.7	0.0	25.0	0.0	*	*	n/a	n/a	50	1
		Province	78.2	18.1	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8		
	Science 6	Authority	*	*	*	*	27.3	9.1	*	*	n/a	n/a	50	1
		Province	79.8	26.0	78.1	27.7	75.2	26.6	74.8	24.1	76.5	24.8		
	Social Studies 6	Authority	*	*	*	*	27.3	0.0	*	*	n/a	n/a	50	1
		Province	78.4	21.5	78.6	22.9	77.4	22.3	77.9	23.8	84.8	27.6		
Grade 9	English Language Arts 9	Authority	*	*	9.5	0.0	26.9	3.8	14.3	0.0	33.3	0.0	50	1
		Province	77.9	14.1	77.4	13.6	77.5	14.8	76.5	14.8	78.7	14.7		
	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	n/a	n/a
		Province	85.9	13.6	83.3	10.9	81.3	12.9	84.5	12.4	81.8	10.3		
	Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		Province	87.2	17.4	86.1	14.7	81.6	12.6	84.8	11.7	85.6	12.9		
	Mathematics 9	Authority	*	*	4.8	0.0	12.0	0.0	16.7	0.0	0.0	0.0	50	1
		Province	68.0	19.7	67.4	17.4	66.3	18.3	65.7	18.5	67.0	18.6		
	Science 9	Authority	*	*	4.8	0.0	28.0	8.0	25.0	0.0	15.0	0.0	50	1
		Province	67.5	12.8	67.4	13.3	69.6	14.7	69.3	13.0	72.2	15.8		
	Social Studies 9	Authority	0.0	0.0	4.8	0.0	20.0	0.0	26.7	0.0	38.9	0.0	50	1
		Province	71.3	18.3	72.5	18.9	71.4	18.7	71.7	18.9	82.6	26.4		

		Results (in percentages)										Target	
		2005		2006		2007		2008		2009		2009	
		A	E	A	E	A	E	A	E	A	E	A	E
Overall***	Authority	12.7	0.0	10.7	0.0	23.9	4.4	25.0	0.0	15.5	0.0	50	1
	Province	76.4	18.4	76.0	17.9	75.5	18.6	75.3	18.3	76.8	19.2		

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

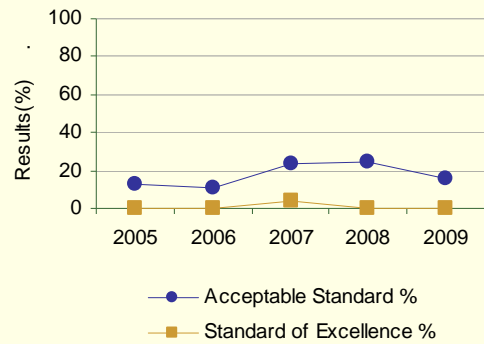
** "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

*** Overall Results: Required for public, separate, francophone, charter and Level 2 private school authorities; not required for level 1 private schools. Aggregated PAT results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students in the cohort for the course. 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), Science(Grades 6, 9), French Language Arts(Grades 6, 9), Français (Grades 6, 9).

Comment on Results

Student population is special needs. All students have either severe disability coding or institutional coding.

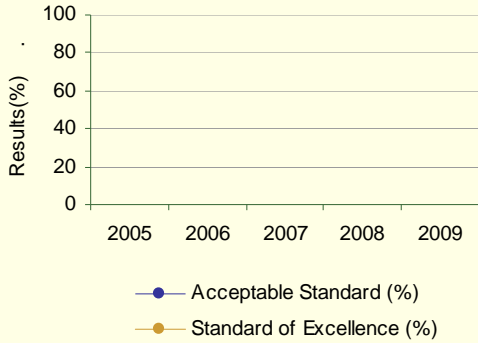
Graph of Overall Authority Results (optional)



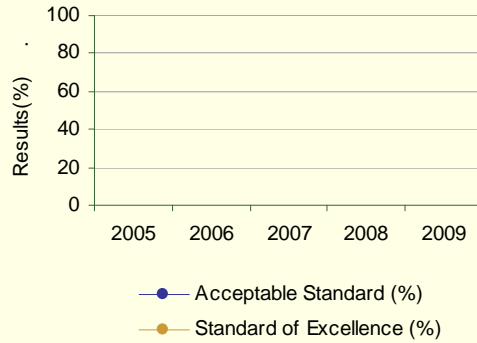
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course (optional)

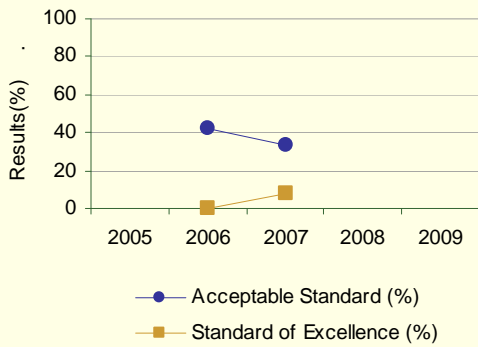
English Language Arts 3



Mathematics 3



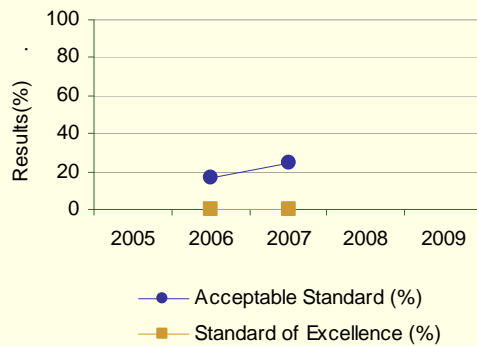
English Language Arts 6



[No Data for French Language Arts 6]

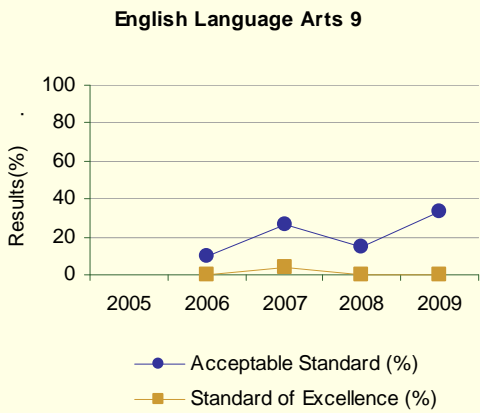
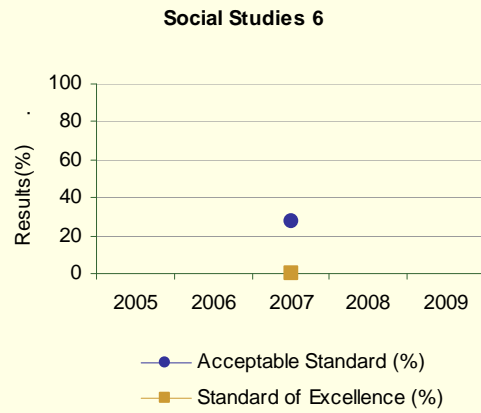
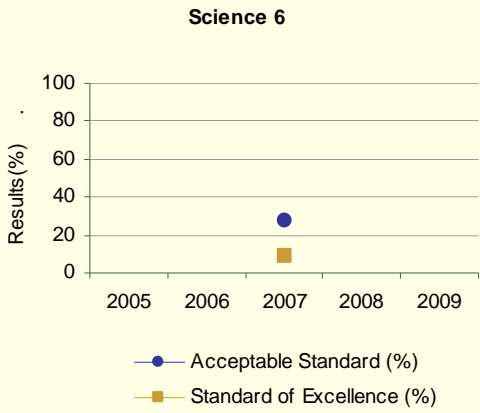
[No Data for Français 6]

Mathematics 6



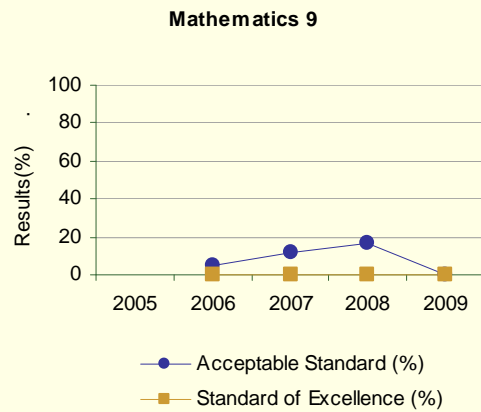
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course (optional)



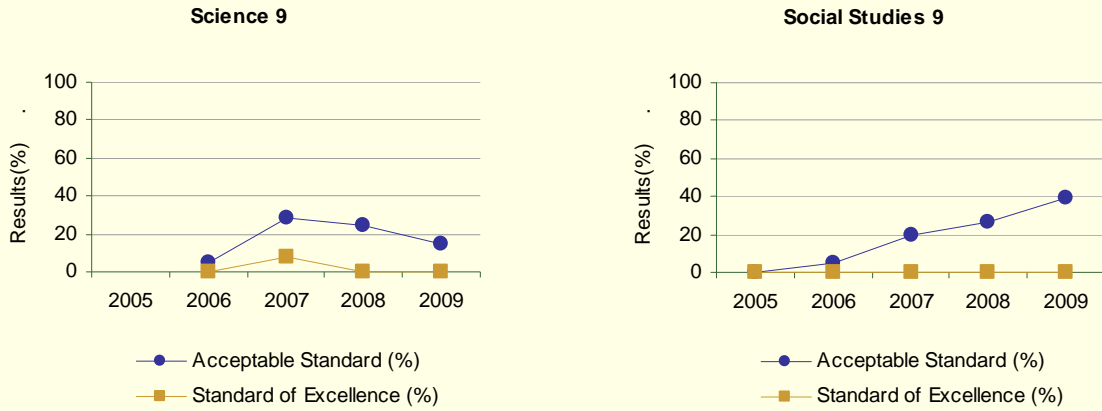
[No Data for French Language Arts 9]

[No Data for Français 9]



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

Graph of Provincial Achievement Test Results by Course (optional)



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 (optional)

Course	Measure	Bosco Homes							Alberta			
		Achievement	Improvement	Overall	2009		Prev 3 Yr Avg		2009		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	*	*	*	1	*	n/a	n/a	41,722	81.3	42,041	80.6
	Standard of Excellence	*	*	*	1	*	n/a	n/a	41,722	18.2	42,041	16.0
Mathematics 3	Acceptable Standard	*	*	*	1	*	n/a	n/a	41,720	79.7	42,053	80.2
	Standard of Excellence	*	*	*	1	*	n/a	n/a	41,720	26.8	42,053	24.8
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	12	37.5	43,327	81.8	44,326	80.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	12	4.2	43,327	18.9	44,326	18.9
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,183	91.5	2,220	87.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,183	15.9	2,220	12.1
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	434	92.6	406	93.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	434	18.7	406	18.2
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	12	20.8	43,328	76.6	44,327	74.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	12	0.0	43,328	16.8	44,327	15.3
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	11	27.3	43,216	76.5	44,209	76.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	11	9.1	43,216	24.8	44,209	26.1
English Language Arts 9	Acceptable Standard	Very Low	Improved	Issue	18	33.3	23	16.9	43,675	78.7	44,685	77.1
	Standard of Excellence	Very Low	Maintained	Concern	18	0.0	23	1.3	43,675	14.7	44,685	14.4
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,262	81.8	2,286	83.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,262	10.3	2,286	12.1
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	333	85.6	285	84.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	333	12.9	285	13.0
Mathematics 9	Acceptable Standard	Very Low	Declined	Concern	18	0.0	19	11.1	43,118	67.0	44,317	66.5
	Standard of Excellence	Very Low	Maintained	Concern	18	0.0	19	0.0	43,118	18.6	44,317	18.0
Science 9	Acceptable Standard	Very Low	Maintained	Concern	20	15.0	19	19.3	43,560	72.2	44,505	68.8
	Standard of Excellence	Very Low	Maintained	Concern	20	0.0	19	2.7	43,560	15.8	44,505	13.7

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. Achievement Evaluations for Social Studies 6 and Social Studies 9 are not calculated due to the change 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
Mathematics 3	Acceptable Standard	0.00 - 73.66	73.66 - 81.42	81.42 - 88.39	88.39 - 91.92	91.92 - 100.00
	Standard of Excellence	0.00 - 17.25	17.25 - 22.97	22.97 - 30.79	30.79 - 36.99	36.99 - 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
Mathematics 6	Acceptable Standard	0.00 - 65.88	65.88 - 75.70	75.70 - 84.77	84.77 - 90.26	90.26 - 100.00
	Standard of Excellence	0.00 - 8.68	8.68 - 13.49	13.49 - 19.62	19.62 - 25.59	25.59 - 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
Mathematics 9	Acceptable Standard	0.00 - 50.90	50.90 - 59.61	59.61 - 69.06	69.06 - 83.15	83.15 - 100.00
	Standard of Excellence	0.00 - 8.46	8.46 - 11.96	11.96 - 18.90	18.90 - 23.96	23.96 - 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 "Low" value, and "less than" the "High" value. For the Very High category, values range from "greater than" the "Low" 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. Achievement Evaluations for Social Studies 6 and Social Studies 9 are not calculated due to the change 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

Outcome: Students demonstrate high standards in learner outcomes. (continued)

[No Data for Diploma Exam Results]
[No Data for Diploma Exam Results]

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

*** Overall Results: Required for public, separate, francophone, charter and Level 2 private school authorities; not required for level 1 private schools. Aggregated Diploma results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Lang Arts 30-1, English Lang Arts 30-2, French Lang Arts 30, Français 30, Pure Mathematics 30, Applied Mathematics 30, Social Studies 30, Social Studies 33, Biology 30, Science 30.

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

Comment on Results

Student population is special needs. All students have either severe disability coding or institutional coding.

Graph of Overall Authority Results (optional)

[No Data for Diploma Exam Results]

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

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
Social Studies 30	Acceptable Standard	0.00 - 71.92	71.92 - 80.36	80.36 - 88.99	88.99 - 94.04	94.04 - 100.00
	Standard of Excellence	0.00 - 7.99	7.99 - 15.22	15.22 - 23.07	23.07 - 29.75	29.75 - 100.00
Social Studies 33	Acceptable Standard	0.00 - 68.88	68.88 - 78.33	78.33 - 85.20	85.20 - 89.99	89.99 - 100.00
	Standard of Excellence	0.00 - 4.72	4.72 - 8.85	8.85 - 16.10	16.10 - 20.46	20.46 - 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 "Low" value, and "less than" the "High" value. For the Very High category, values range from "greater than" the "Low" value to 100%.

Too few jurisdictions offer Français 30 for an Achievement Evaluation to be calculated. However, the results from Français 30 are included in the aggregation of all DIP courses. Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the change in the exams.

Improvement Table

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

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

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

Overall Evaluation Table

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

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

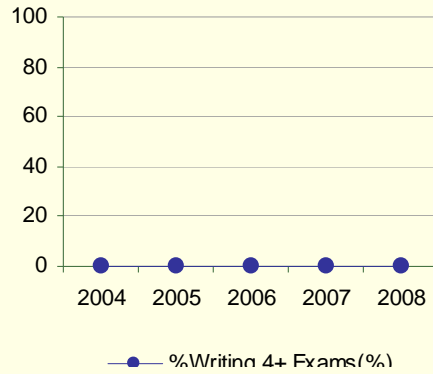
Outcome: Students demonstrate high standards in learner outcomes. (continued)

Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2009
Diploma examination participation rate: Percentages of students who have written four or more diploma exams by the end of their third year of high school.	Authority	0.0	0.0	0.0	0.0	0.0	n/a
	Province	52.4	53.5	53.7	53.6	53.3	

Comment on Results

Student population is special needs. All students have either severe disability coding or institutional coding.

Graph of Overall Authority Results (optional)



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

Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school (optional)

	Bosco Homes					Alberta				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
N	7	14	15	15	15	43,221	43,032	43,930	44,661	45,432
% Writing 0 Exams	100.0	92.3	100.0	100.0	92.9	18.3	18.1	17.8	18.0	18.4
% Writing 1+ Exams	0.0	7.7	0.0	0.0	7.1	81.7	81.9	82.2	82.0	81.6
% Writing 2+ Exams	0.0	7.7	0.0	0.0	0.0	77.9	78.3	78.5	78.6	78.0
% Writing 3+ Exams	0.0	7.7	0.0	0.0	0.0	64.1	65.6	65.6	65.6	64.9
% Writing 4+ Exams	0.0	0.0	0.0	0.0	0.0	52.4	53.5	53.7	53.6	53.3
% Writing 5+ Exams	0.0	0.0	0.0	0.0	0.0	33.9	34.5	34.6	34.7	34.3
% Writing 6+ Exams	0.0	0.0	0.0	0.0	0.0	12.8	12.8	13.0	13.2	12.7

Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject. (optional)

	Bosco Homes					Alberta				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
N	7	14	15	15	15	43,221	43,032	43,930	44,661	45,432
English 30/30-1	0.0	0.0	0.0	0.0	0.0	53.4	54.4	54.7	54.5	53.8
English 33/30-2	0.0	7.1	0.0	0.0	6.7	24.4	23.7	23.5	23.6	24.0
Total of 1 or more English Diploma Exams	0.0	7.1	0.0	0.0	6.7	76.6	76.9	77.1	77.0	76.7
Social 30	0.0	0.0	0.0	0.0	0.0	47.8	49.1	49.5	49.3	48.1
Social 33	0.0	0.0	0.0	0.0	0.0	30.3	29.1	28.8	28.8	29.5
Total of 1 or more Social Diploma Exams	0.0	0.0	0.0	0.0	0.0	76.9	77.0	77.2	77.2	76.7
Math 30/Pure	0.0	7.1	0.0	0.0	0.0	39.5	41.1	41.9	41.7	41.1
Math 33/Applied	0.0	0.0	0.0	0.0	0.0	20.0	19.9	19.5	19.5	19.1
Total of 1 or more Math Diploma Exams	0.0	7.1	0.0	0.0	0.0	58.9	60.4	60.7	60.7	59.7
Biology 30	0.0	0.0	0.0	0.0	0.0	38.7	39.4	39.6	39.8	39.1
Chemistry 30	0.0	7.1	0.0	0.0	0.0	33.9	34.4	34.2	34.3	34.5
Physics 30	0.0	0.0	0.0	0.0	0.0	21.5	21.6	21.6	21.5	20.4
Science 30	0.0	0.0	0.0	0.0	0.0	6.7	7.0	7.0	7.0	7.4
Total of 1 or more Science Diploma Exams	0.0	7.1	0.0	0.0	0.0	55.5	56.6	56.7	56.5	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	2.3	2.4	2.7	2.7	2.7
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	2.5	2.6	2.9	2.9	2.9

Note:

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

Results are based upon a cohort of grade 10 students who are tracked over time. The table shows the percentage of students in this cohort who complete diploma exams by the end of their third year of high school.

Outcome: Students demonstrate high standards in learner outcomes. (continued)

[No Data for Rutherford Eligibility Rate]

Comment on Results

Student population is special needs. All students have either severe disability coding or institutional coding.

Graph of Overall Authority Results (optional)

[No Data for Rutherford Eligibility Rate]

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

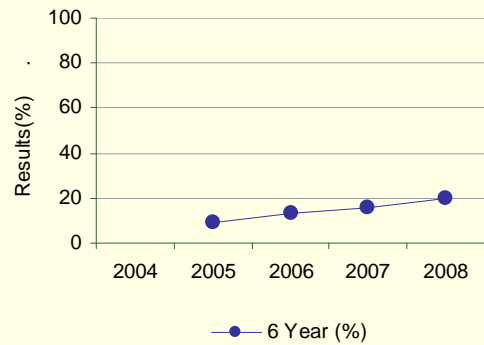
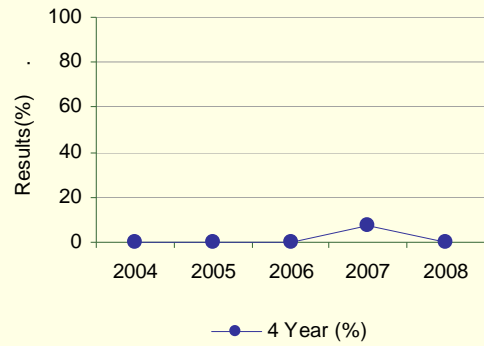
Outcome: Students are well prepared for lifelong learning.

Performance Measure			Results (in percentages)					Target
			2004	2005	2006	2007	2008	2009
High school to post-secondary transition rate within four and six years of entering Grade 10.	Within 6 Years	Authority	*	8.9	13.4	15.5	20.1	n/a
		Province	54.4	57.5	59.5	60.3	60.7	
	Within 4 Years	Authority	0.0	0.0	0.0	7.1	0.0	n/a
		Province	34.0	37.0	39.5	40.7	40.3	

Comment on Results

Student population is special needs. All students have either severe disability coding or institutional coding.

Graph of Overall Authority Results (optional)



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

Include a note indicating that the 6 year rate is the Accountability Pillar measure, which is evaluated and reported in the Accountability Pillar Summary.

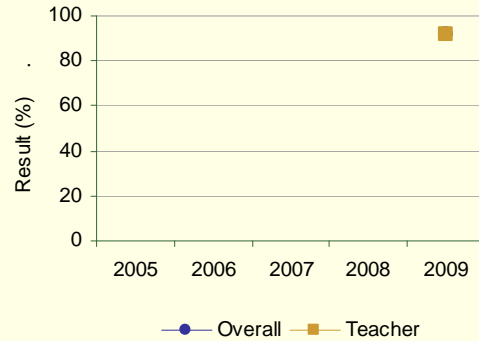
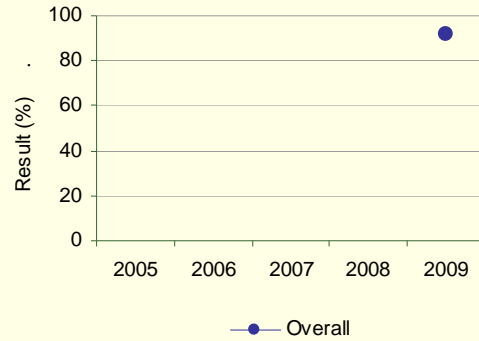
Outcome: Students are well prepared for lifelong learning. (continued)

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	Overall (required)	Authority	n/a	n/a	n/a	n/a	92.0	90
		Province	64.4	66.1	65.6	66.7	67.4	
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	92.0	
		Province	73.7	74.2	74.1	73.8	74.0	
	Parent (optional)	Province	55.1	57.9	57.1	59.5	60.8	

Comment on Results

Our results exceeded our target amount. Life skills and social skills are integrated into all programming. Our three-to one student-to-staff ratio gives us the opportunity to supply the supports and services necessary for our students to find success within lifelong learning.

Graph of Overall Authority Results (optional)



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

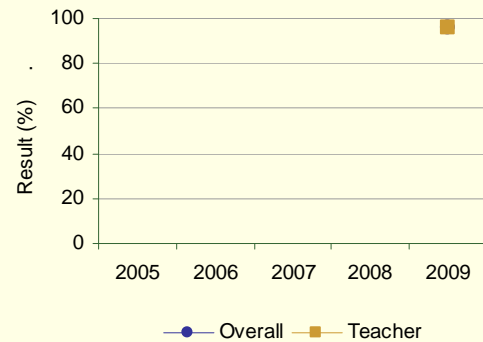
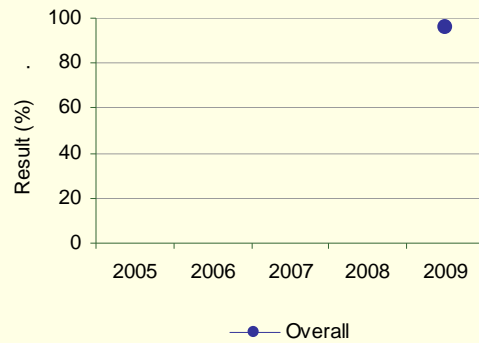
Outcome: Students are well prepared for employment.

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
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.	Overall (required)	Authority	n/a	n/a	n/a	n/a	96.0	96
		Province	74.9	77.0	77.1	80.1	79.6	
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	96.0	
		Province	89.1	89.4	89.2	89.3	88.9	
	Parent (optional)	Province	60.8	64.6	65.1	70.9	70.2	

Comment on Results

Our target matched the result. Life skills and social skills are integrated into all programming. Our three-to one student-to-staff ratio gives us the opportunity to supply the supports and services necessary for our students to find success within lifelong learning.

Graph of Overall Authority Results (optional)



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

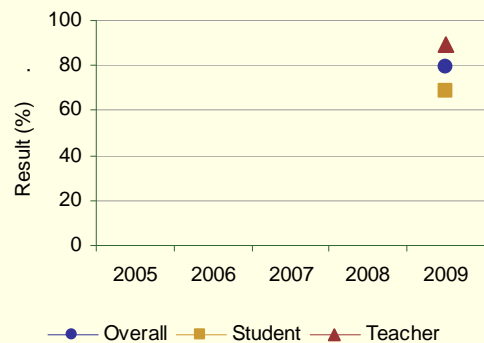
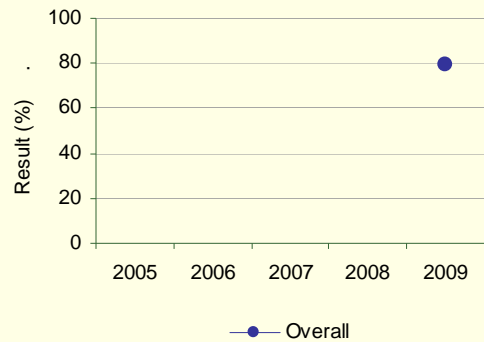
Outcome: Students model the characteristics of active citizenship.

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall (required)	Authority	n/a	n/a	n/a	n/a	79.0	86
		Province	75.3	76.8	76.6	77.9	80.3	
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	89.4	
		Province	89.5	90.3	89.9	90.6	91.8	
	Parent (optional)	Province	70.3	72.4	72.6	74.7	77.4	
		Authority	n/a	n/a	n/a	n/a	68.6	
	Student (optional)	Province	66.1	67.5	67.1	68.5	71.8	

Comment on Results

Student population is special needs. All students have either severe disability coding or institutional coding

Graph of Overall Authority Results (optional)



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

Goal Three: Highly Responsive and Responsible Jurisdiction

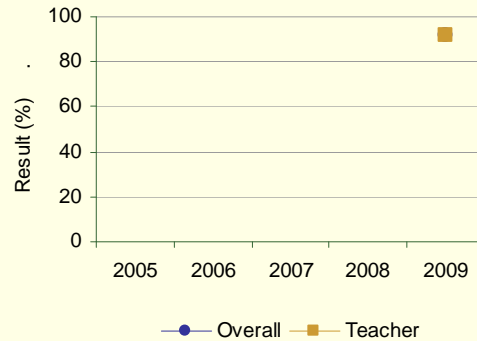
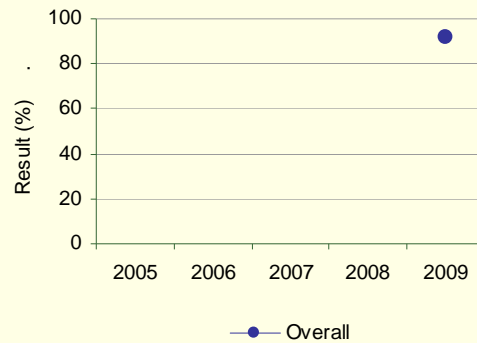
Outcome: The authority demonstrates effective working relationships.

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall (required)	Authority	n/a	n/a	n/a	n/a	91.9	71
		Province	76.1	77.9	77.5	78.2	80.1	
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	91.9	
		Province	87.0	87.6	87.1	87.5	88.0	
	Parent (optional)	Province	65.2	68.1	67.9	69.0	72.2	

Comment on Results

Our results exceeded our target amount. Social Workers and guardians meet regularly in Case Conferences that reviews the Service Plan, IPPs and Transition Plans.

Graph of Overall Authority Results (optional)



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

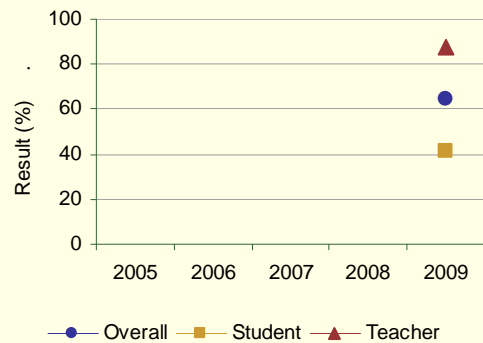
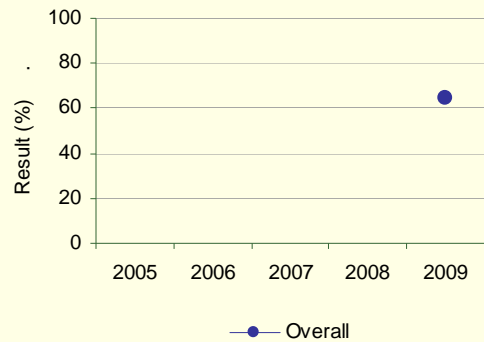
Outcome: The authority demonstrates leadership and continuous improvement.

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
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.	Overall (required)	Authority	n/a	n/a	n/a	n/a	64.6	73
		Province	73.9	76.8	76.3	77.0	79.4	
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	88.0	
		Province	73.1	75.5	74.5	75.6	78.2	
	Parent (optional)	Province	70.9	75.4	75.1	75.9	78.1	
		Authority	n/a	n/a	n/a	n/a	41.2	
	Student (optional)	Province	77.9	79.4	79.3	79.5	81.8	

Comment on Results

Our result did not reach our target. More information will be sent to ensure that the teachers, parents/guardians and students are aware of what in place for improvement.

Graph of Overall Authority Results (optional)



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

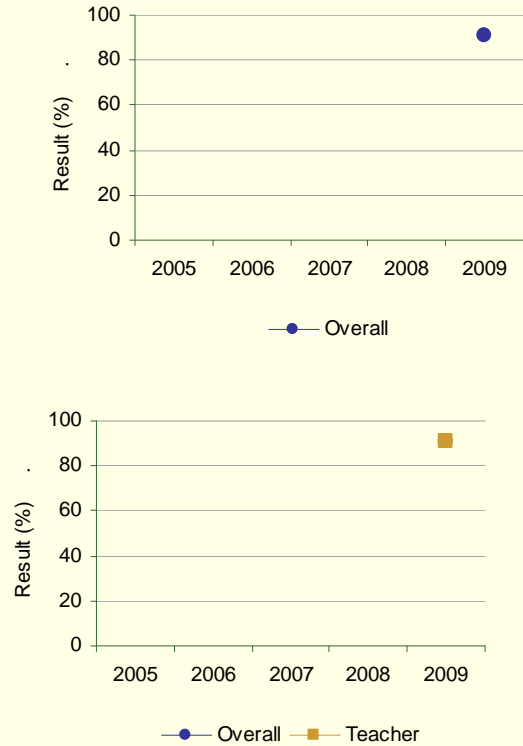
Outcome: The authority demonstrates leadership and continuous improvement.
(continued)

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	Overall (required)	Authority	n/a	n/a	n/a	n/a	90.7	88
		Province	76.5	78.2	78.8	80.4	81.5	
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	90.7	
		Province	76.5	78.2	78.8	80.4	81.5	

Comment on Results

The Professional Development Committee has representatives from all schools that survey all staff as to their needs.

Graph of Overall Authority Results (optional)



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