

# **Accountability Pillar Results for 3-Year Education Plans**

## **School Overall Summaries**

**May 2010**

### **0151 Calgary Arts Academy Society**

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**Government  
of Alberta ■  
Education**

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**More information on Planning Resources for School Authorities is available at:**

<http://education.alberta.ca/admin/resources/planning.aspx>

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## What's New for May 2010?

This section outlines any changes to the data, calculations or measures compared to the October 2009 release.

### Data Updates

- New year of results for all survey measures
- New year of results for all derived measures (Drop Out Rate, High School Completion Rate, Post-Secondary Transition Rate, Diploma Examination Participation Rate, Rutherford Scholarship Eligibility Rate)

### Methodology Updates

- **High School Completion Rate** and **Post-Secondary Transition Rate** methodologies were revised to reflect new data received from the post-secondary system:
  - The old source for apprenticeship data was the Skilled Trades Information System (STIS), which has been retired. Information on transition to apprenticeship is now provided by the Apprenticeship, Trades and Occupations Management System (ATOMS).
  - The calculations now incorporate the post-secondary Classification of Instructional Programs (CIP) coding to better identify those students enrolled in programs that are not deemed to be post-secondary level programming (e.g. academic upgrading). Students in these kinds of programs are not considered completers or transitioners for the purpose of these measures.
  - Both the current and historical data for these measures have been adjusted to reflect these changes.

**High School Completion Rate, Post-Secondary Transition Rate, Diploma Exam Participation Rate** and **Rutherford Scholarship Eligibility Rate** were aligned to ensure the set of exception codes excluded from the calculations was consistent. This is a small change with very limited impact on results.

**Accountability Pillar Overall Summary**  
**3-Year Plan - May 2010**  
**Authority: 0151 Calgary Arts Academy Society**

Goal	Measure Category	Measure Category Evaluation	Measure	Calgary Arts Academy Society			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	Excellent	Safe and Caring	91.3	90.9	91.7	87.6	86.9	85.4	Very High	Maintained	Excellent
	Student Learning Opportunities	n/a	Program of Studies	82.3	82.6	80.0	80.5	80.3	79.4	Very High	Maintained	Excellent
			Education Quality	89.6	91.2	89.8	89.2	89.3	88.4	Very High	Maintained	Excellent
			Drop Out Rate	0.0	5.3	4.8	4.3	4.8	4.8	Very High	Maintained	Excellent
			High School Completion Rate (3 yr)	n/a	n/a	n/a	71.5	70.8	70.9	n/a	n/a	n/a
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	92.5	94.2	86.9	76.8	75.3	75.6	Very High	Improved	Excellent
	Student Learning Achievement (Grades 10-12)	n/a	PAT: Excellence	22.9	22.4	19.6	19.2	18.3	18.3	High	Maintained	Good
			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)	n/a	n/a	n/a	53.5	53.3	53.6	n/a	n/a	n/a
			Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	56.9	57.3	56.7	n/a	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.8	59.2	58.7	n/a	n/a	n/a
Work Preparation			83.2	86.2	83.9	79.9	79.6	78.9	High	Maintained	Good	
Citizenship			88.2	85.1	87.0	81.4	80.3	78.3	Very High	Maintained	Excellent	
Goal 4: Highly responsive and responsible education system	Parental Involvement	Excellent	Parental Involvement	89.4	85.4	85.6	80.0	80.1	78.6	Very High	Maintained	Excellent
	Continuous Improvement	Excellent	School Improvement	83.1	88.1	81.7	79.9	79.4	77.6	Very High	Maintained	Excellent

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) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

**Accountability Pillar Overall Summary**  
**Source Data Reference**  
**3-Year Plan - May 2010**  
**Authority: 0151 Calgary Arts Academy Society**

Goal	Measure Category	Measure	Current Result	Previous Year Result	Previous 3 Year Average	Achievement Standard Years	Data Updated
Goal 1: High-quality learning opportunities	Safe and Caring Schools	Safe and Caring	2009/2010	2008/2009	School Years 2006/2007, 2007/2008, 2008/2009	2003/2004 to 2005/2006	Mar 30, 2010
	Student Learning Opportunities	Program of Studies	2009/2010	2008/2009	School Years 2006/2007, 2007/2008, 2008/2009	2003/2004 to 2005/2006	Mar 30, 2010
		Education Quality	2009/2010	2008/2009	School Years 2006/2007, 2007/2008, 2008/2009	2003/2004 to 2005/2006	Mar 30, 2010
		Drop Out Rate	2008/2009	2007/2008	School Years 2005/2006, 2006/2007, 2007/2008	2000/2001 to 2002/2003	Mar 1, 2010
		High School Completion Rate (3 yr)	2008/2009	2007/2008	School Years 2005/2006, 2006/2007, 2007/2008	2000/2001 to 2002/2003	Mar 1, 2010
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	PAT: Acceptable	2008/2009	2007/2008	School Years 2005/2006, 2006/2007, 2007/2008	2001/2002 to 2003/2004	Sep 1, 2009
		PAT: Excellence	2008/2009	2007/2008	School Years 2005/2006, 2006/2007, 2007/2008	2001/2002 to 2003/2004	Sep 1, 2009
	Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	2008/2009	2007/2008	School Years 2005/2006, 2006/2007, 2007/2008	2001/2002 to 2003/2004	Aug 26, 2009
		Diploma: Excellence	2008/2009	2007/2008	School Years 2005/2006, 2006/2007, 2007/2008	2001/2002 to 2003/2004	Aug 26, 2009
		Diploma Exam Participation Rate (4+ Exams)	2008/2009	2007/2008	School Years 2005/2006, 2006/2007, 2007/2008	2000/2001 to 2002/2003	Mar 1, 2010
		Rutherford Scholarship Eligibility Rate (Revised)	2008/2009	2007/2008	School Years 2005/2006, 2006/2007, 2007/2008	2003/2004 to 2005/2006	Mar 1, 2010
	Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	2008/2009	2007/2008	School Years 2005/2006, 2006/2007, 2007/2008	2000/2001 to 2002/2003	Mar 1, 2010
		Work Preparation	2009/2010	2008/2009	School Years 2006/2007, 2007/2008, 2008/2009	2003/2004 to 2005/2006	Mar 30, 2010
		Citizenship	2009/2010	2008/2009	School Years 2006/2007, 2007/2008, 2008/2009	2003/2004 to 2005/2006	Mar 30, 2010
Goal 4: Highly responsive and responsible education system	Parental Involvement	Parental Involvement	2009/2010	2008/2009	School Years 2006/2007, 2007/2008, 2008/2009	2003/2004 to 2005/2006	Mar 30, 2010
	Continuous Improvement	School Improvement	2009/2010	2008/2009	School Years 2006/2007, 2007/2008, 2008/2009	2003/2004 to 2005/2006	Mar 30, 2010
ACOL Measure	ACOL Measure	Satisfaction with Program Access	2009/2010	2008/2009	School Years 2006/2007, 2007/2008, 2008/2009	2003/2004 to 2005/2006	Mar 30, 2010
		In-service jurisdiction Needs	2009/2010	2008/2009	School Years 2006/2007, 2007/2008, 2008/2009	2003/2004 to 2005/2006	Mar 30, 2010

# Accountability Pillar Overall Summary

## Measure Evaluation Reference

3-Year Plan - May 2010

Authority: 0151 Calgary Arts Academy Society

## 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 - 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 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

### Notes:

1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as "greater than or equal to" the "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.

# Accountability Pillar Overall Summary

## Measure Evaluation Reference

3-Year Plan - May 2010

Authority: 0151 Calgary Arts Academy Society

### 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).



**Accountability Pillar Overall Summary**  
**3-Year Plan - May 2010**  
**School: 1126 Calgary Arts Academy**

Goal	Measure Category	Measure Category Evaluation	Measure	Calgary Arts Academy			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	Excellent	Safe and Caring	91.3	90.9	91.7	87.6	86.9	85.4	Very High	Maintained	Excellent
	Student Learning Opportunities	n/a	Program of Studies	82.3	82.6	80.0	80.5	80.3	79.4	Very High	Maintained	Excellent
			Education Quality	89.6	91.2	89.8	89.2	89.3	88.4	Very High	Maintained	Excellent
			Drop Out Rate	0.0	5.3	4.8	4.3	4.8	4.8	Very High	Maintained	Excellent
			High School Completion Rate (3 yr)	n/a	n/a	n/a	71.5	70.8	70.9	n/a	n/a	n/a
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	92.5	94.2	86.9	76.8	75.3	75.6	Very High	Improved	Excellent
	Student Learning Achievement (Grades 10-12)	n/a	PAT: Excellence	22.9	22.4	19.6	19.2	18.3	18.3	High	Maintained	Good
			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)	n/a	n/a	n/a	53.5	53.3	53.6	n/a	n/a	n/a
			Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	56.9	57.3	56.7	n/a	n/a	n/a
			Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.8	59.2	58.7	n/a
	Work Preparation	83.2	86.2		83.9	79.9	79.6	78.9	High	Maintained	Good	
Goal 4: Highly responsive and responsible education system	Parental Involvement	Excellent	Parental Involvement	89.4	85.4	85.6	80.0	80.1	78.6	Very High	Maintained	Excellent
	Continuous Improvement	Excellent	School Improvement	83.1	88.1	81.7	79.9	79.4	77.6	Very High	Maintained	Excellent

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) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

## Appendix – Definitions for Measures

A brief definition of each of the Accountability Pillar measures is provided below.

**High School Completion Rate (3-year)** is the percentage of students in the grade 10 cohort<sup>1</sup> who have completed high school by the end of their third year, adjusted for attrition<sup>2</sup>.

- High school completion is defined as: receiving an Alberta high school diploma, an IOP certificate or high school equivalency (GED); entering a post-secondary level program at an Alberta post-secondary institution; registering in an Alberta apprenticeship program; or earning credit in five grade 12 level courses, including four diploma examination courses.

**Post-Secondary Transition Rate (6-year)** is the percentage of students in the grade 10 cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within six years of entering grade 10, adjusted for attrition.

- An estimate of out-of-province post-secondary enrollment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of province.

**Diploma Exam Participation Rate (4+Exams)** is the percentage of students in the grade 10 cohort who have written four or more diploma exams by the end of their third year in high school, adjusted for attrition.

- Students are not considered a diploma examination participant if they do not have an examination mark.

**Drop Out Rate** is the percentage of students aged 14-18 registered in the K-12 system who drop out the following year, adjusted for attrition.

- An initial age specific cohort of students aged 14 to 18 is established for a given school year, excluding the following groups of students: students who registered after September 30, students with severe cognitive/multiple disabilities, students attending Hutterite colony schools, visiting/exchange students, students under other authorities (e.g. federal, Lloydminster).
- A student who was in Alberta's education system is considered to have dropped out if:
  - There is no evidence of their participation in the education system the following school year (including post-secondary and apprenticeship programs)
  - They did not complete high school (see high school completion measure for details).

**Rutherford Scholarship Eligibility Rate** is the percentage of Alberta grade 12 students who have met the eligibility criteria for a Rutherford Scholarship based on course marks in grades 10, 11 and/or 12.

- Students must have completed at least one grade 12 course. Students in the following categories are excluded: students who are not registered on September 30th of the school year; registered in schools under provincial and federal authorities; 20 years of age or older on September 1 of the school year; identified in the grade 12 school year as having a moderate/severe cognitive disability or severe multiple disability; identified in the grade 12 school year as exchange or visiting students; and students in Lloydminster school authorities.

## Appendix – Definitions for Measures

**Provincial Achievement Test (PAT) Results (Acceptable / Excellence)** are based on all students in each grade (total enrollment in the grade plus the ungraded students who are in the corresponding year of schooling). Results are calculated for each test. The overall result is the average of the results for each test weighted by the number of students enrolled.

- PAT acceptable is the percentage of students who achieve the acceptable standard on grades 3, 6 and 9 Provincial Achievement Tests.
- PAT excellence is the percentage of students who achieve the standard of excellence on grades 3, 6 and 9 Provincial Achievement Tests.

**Diploma Exam Results (Acceptable / Excellence)** are based on the numbers of students writing each diploma exam. The overall diploma exam result is the average of the results for each exam weighted by the number of students writing.

- Diploma exam result (acceptable) is the percentage of students who achieve acceptable standard (i.e. a mark of 50%) on a diploma exam.
- Diploma exam result (excellence) is the percentage of students who achieve the standard of excellence (i.e. a mark of 80%) on a diploma exam.

### Survey Measures

In public, separate and francophone schools all students in grades 4, 7 and 10; their parents; and all teachers are included in the survey. In charter schools and level 2 private schools students in grade 4 and above; their parents; and all teachers are included in the survey. Student and teacher surveys are administered online. The parent survey is mailed to the student's address on file.

- The measure results for parents and teachers are calculated by aggregating the responses to all questions that comprise the measure.
- The measure result for students is calculated by first aggregating the responses to questions within each grade and then taking a simple average across grades.
- The overall measure result is calculated by taking the simple average of measure results for parents, teachers and students.

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<sup>1</sup> **Grade 10 Cohort:** Students are included in the grade 10 cohort the first school year in which they have a grade 10 registration at a public, separate, francophone, charter or private school. The following categories of students are excluded from the grade 10 cohort:

- a. students who have a concurrent grade 9 registration in the same school year;
- b. students who register after September 30th of the school year;
- c. adult students (older than 18 when they start grade 10);
- d. students who are registered in schools under provincial and federal authorities, and Lloydminster school authorities or other out-of-province schools;
- e. students who are identified as having a moderate/severe cognitive disability or a severe multiple disability;
- f. students attending Hutterite Colony schools; and
- g. visiting or exchange students

<sup>2</sup> **Attrition:** The loss of students due to out-migration and mortality, referred to as "attrition", is estimated from department and Statistics Canada data.