



# Art Smith Aviation Academy

**2012-2015 Three Year Plan and AERR**

## Accountability Statement

### Accredited Private Charter School Authorities:

The Annual Education Results Report for the **2011-2012** school year and the Education Plan for the three years commencing September 1, **2012** for **Art Smith Aviation Academy** 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 the 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 three-year Education Plan for 2012 – 2015 on October 30, 2012.



## Foundation Statements

### Vision:

To provide a stimulating learning environment with an aviation orientation across the whole curriculum, which capitalizes potential and ensures students of all ability levels are well equipped to meet the challenges of education, work and life.

### Mission:

Art Smith Aviation Academy strives to make children confident and creative builders of their future. Our focus is on the whole child. We work toward integrating aviation themes throughout our curriculum which reach across disciplines and age levels; the students are encouraged to meet academic challenges with openness, enthusiasm, and a willingness to solve problems. We aim for an atmosphere of cooperation, with respect for individual differences and community values.

### School Principles

We believe that Art Smith Aviation Academy is all the more successful by giving priority to:

- creating a morally and spiritually positive, active, yet reflective educational environment of lasting benefit designed to meet the aspirations and needs of each pupil/student in this technological age
- enabling each pupil/student to realize his or her full potential by assimilating those values and skills necessary for long-term self development and the development of society
- creating positive and accountable relationships between individual members of the school community as well as with parents and the wider community
- achieving a commitment to carefully planned and continuing development as an institution for the nurturing of beneficial human achievement
- effective staff recruitment, support, development and training

Students are encouraged to believe actively that:

- to gain respect and tolerance they must give respect and tolerance
- they can improve their ability
- they will play a part in shaping the present and future world
- they control their own destiny through their own actions
- their mistakes can be rectified

### **A Profile of the School Authority**

Our primary reason for existing is to utilize the world class technologies we have within walking distance. We have added extra math and science classes, and focused on our aviation advantage. With the support we have from the military community, it is natural to have a marriage that includes field trips to the secure side of the Wing, and regular visits from military experts into our classrooms. Our merging of the Alberta curriculum and a customized aviation curriculum is unique. We are the only school in the country offering such a program. We hope to graduate students that have an excellent understanding of the practical importance of math and science. This will include a higher than normal number of girls who pursue careers in technology, in both the aviation and petroleum industries.

With the changing military demographic, we are seeing more young children. The need for a school on base is real. We have incorporated an excellent and affordable before and after school program, in our building, as many families have both parents in the military, or are single parent military families. Of those families with a stay at home parent, many do not have transportation if called to their child's school on short notice. The location of Art Smith Aviation Academy is central, and within walking distance of everywhere on the Wing.

The third important reason for existing is to provide service to a community undergoing some unique stresses. Every class has at least one student with a parent who is deployed or on course. These young children have to cope with parents being away for months at a time. Our deployment group support is second to none.

Although we are technically a private school, we are the most public school in the area. We open our enrolment to everyone, both military and civilian, offering free tuition and bussing. We have no extra or hidden fees. We have several special needs students whom we accommodate very successfully. We offer programming in both official languages (K-8 English, K-3 French Immersion).

### Trends and Issues

As we go forward, a constant challenge is funding a first rate program with no tuition fees, within the funding framework for private schools. We have had exceptional private support from corporate sponsors, who have guaranteed the existence of the school in the near term. The ongoing pressures of budgeting are real.

We expect to see more young children enrolling over the next few years. The demographics of the military seems to be moving to younger families. As the number of transfers increase, we expect our student numbers to rise. We have room to expand to about 300 without too much pressure on facility space. We have increased from 107 to 163 from our first year to our second, and to 243 in our third.

An ongoing issue is going to be maintaining the energy in our volunteer base. We have had dozens of offers to help, and we are trying to incorporate them in to our school. The challenge is to not leave anyone out, or have them feel slighted because we did not utilize their offer.

Another major challenge is integrating aviation into existing curriculum. Some of the integration is simple, such as novel studies based in aviation. Others prove more challenging, as we scan each grade level of science and math, integrating aviation basics into each. It forces teaching staff to be much more familiar with flight than they would otherwise be. All staff have bought in to the concept of the school, and are making an exceptional effort to make it work.

### Summary of Accomplishments

By working hard to create an atmosphere of a true community school, we have seen significant increases in enrolment. This has allowed us to address our weaknesses. We now require that our main science teacher have a B.Sc. as well as a B.Ed. Now all our English classes are stand alone, and we have been able to tap the expertise of our staff to expand our programming. We are the only school in the area that has a core French program. Every student in the school receives French instruction. We now offer music as class, and maintain a school choir. We also offer an elaborate Art program that captivates our students. We have renewed a co-operation with Northern Lights School Division, and are constantly looking for new areas to work together. Our grade 4 class spends a week working with C-School, a project organized by NLSD.

Parent involvement continues to be a key. Without the commitment we have received, the atmosphere of the school would be significantly different.

Sponsor support is also critical, and we maintain strong communication ties to keep them on board.

Our academic growth has been phenomenal. We have created an atmosphere of accountability and performance. This has lead to dramatic increases in PAT results, and our Science average of 80.7% including Special Education students, reflects this. 58% of Science students scored at the Standard of Excellence. A math student scored 100% on her PAT.

**Combined 2012 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)**

Measure Category	Measure Category Evaluation	Measure	The Military Families Support			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	91.4	89.9	89.9	88.6	88.1	87.5	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	83.0	70.6	70.6	80.7	80.9	80.6	Very High	Improved	Excellent
		Education Quality	96.9	89.6	89.6	89.4	89.4	89.3	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	100.0	58.1	58.1	79.1	79.3	78.9	Very High	Improved Significantly	Excellent
		PAT: Excellence	26.7	12.9	12.9	20.9	19.6	19.1	Very High	Improved	Excellent
		Work Preparation	92.9	88.9	88.9	79.7	80.1	79.9	Very High	Maintained	Excellent
		Citizenship	88.3	81.7	81.7	82.5	81.9	81.2	Very High	Improved	Excellent
Parental Involvement	Excellent	Parental Involvement	88.4	91.1	91.1	79.7	79.9	80.0	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	90.4	78.3	78.3	80.0	80.1	79.8	Very High	Improved	Excellent

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 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.
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:

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

**Improvement Table**

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

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

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

**Overall Evaluation Table**

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

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: Success for Every Student**

*Outcome: Students demonstrate proficiency in literacy and numeracy.*

Performance Measure	Results (in percentages)					Target <sup>1</sup>	Evaluation			Targets <sup>2</sup>		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	58.1	100.0	85	Very High	Improved Significantly	Excellent	85	85	85
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	12.9	26.7	25	Very High	Improved	Excellent	25	25	25

**Comment on Results**

*Our second year of operations was very different from our first. We were able to move from a staff we were able to assemble on very short notice for a project, to a staff that is highly qualified and specialized. We now have several staff that can legitimately be classified as 'Master Teachers'. We hope to continue this level of exceptional performance moving forward. Our greatest challenge will be that during this school year, we have three staff members due to go on maternity leave. This inevitably will challenge our ability to match last year's results.*

**Strategies**

*2011 saw significant student population increases, leading to independent, stand alone classes. Staff changes strengthened competencies in core subject areas. Staff are familiar with PAT exams and analysis.  
Continue with our policies to advertize widely and hire the best staff available.*

<sup>1</sup> If authority had set a target for 2010/11 in the three year education plan 2010/11 – 2012/13, include it in the space provided for each required measure.

<sup>2</sup> Targets are required for each year of the plan for Accountability Pillar measures with an overall evaluation of "Issue" or "Concern" and must reflect reasonable progress toward or moving into the next higher achievement level, as defined by the evaluation methodology, over the plan period.

**Outcome:** *Students develop competencies for success as engaged thinkers and ethical citizens with an entrepreneurial spirit.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	n/a	81.7	88.3	90	Very High	Improved	Excellent	90	90	90
Percentage 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	88.9	92.9	90	Very High	Maintained	Excellent	90	90	90

**Comment on Results**

*Our focus on real consequences to student behaviour and work, both good and bad, works to prepare students for the real world. We work hard to simulate societal consequences, which prepares students for active citizenship and success in the workplace when they finish school. Teacher expectations rose significantly from our first year of our second, and students have rose to the expectations.*

**Strategies**

*Our cross grade behaviour tracking program, and our use of student progress trackers, works to reinforce our dedication to lifelong success skills.*

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

*Outcome: Students develop competencies for success as engaged thinkers and ethical citizens with an entrepreneurial spirit. (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	n/a	n/a	n/a	55.6	73.6	85	n/a	n/a	n/a	85	85	85

**Comment on Results**

*Our focus on Science and Aviation prepares students for lifelong learning, but this is harder to demonstrate in very young students. We can instill a love of learning, but parents are hesitant to conclude that this means they will be lifelong learners.*

**Strategies**

*By keeping lessons exciting and fun, teachers instil a love of learning that helps create a great overall school environment.*

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

**Goal Two: High Quality Education through Collaboration and Innovation**

*Outcome: Effective learning and teaching within caring, respectful, safe and healthy environments.*

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
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	70.6	83.0	85	Very High	Improved	Excellent	85	85	85
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	n/a	89.6	96.9	95	Very High	Improved	Excellent	95	95	95
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	89.9	91.4	90	Very High	Maintained	Excellent	90	90	90

**Comment on Results**

*When the school was formed, with slightly over 100 students, class sizes were extremely small. Most classes were split classes, and staff were challenged to offer programs. As we grew to 163 and then to 243, we reached a critical mass, when we could dramatically expand our programming. We now have a music specialist, an art specialist, and a French specialist.*

**Strategies**

*We will continue to have vibrant Professional Learning Communities within our staff to constantly evaluate what we do, and to explore ways of expanding programming and how to be more efficient. Staff are working closely together, and conducting peer observations. They are also collaborating on sharing ideas and strategies for effective instruction.*

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 demonstrates leadership and collaboration.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	n/a	91.1	88.4	90	Very High	Maintained	Excellent	90	90	90
Percentage 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	78.3	90.4	90	Very High	Improved	Excellent	90	90	90

**Comment on Results**

*The creation of a private school must be a collaborative project in order to succeed. Parents were consulted extensively, and relied on for support, to create the school. This level of reliance and interaction is necessary for the school to continue. Without a high level of parental involvement, Art Smith would become just another school. If it becomes just another school, student numbers will drop, sponsorship will evaporate, and it will die. As our numbers increase the extreme enthusiasm will moderate to very high, and we will have to work harder to keep the levels of parental support as high.*

**Strategies**

*The staff is aware of the importance of parental support for the existence of the school. They are constantly learning aspects of military culture and life to ensure that the quality of education continues to improve, meeting the needs of both the curriculum and the local community.*

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

**Future Challenges**

Our greatest future challenge will be to maintain a tuition free school. Our ongoing challenge will be to maintain our performance results. This will prove difficult as two of our most energetic, gifted teachers are going on maternity leave partway through the school year. In the future our plan is to maintain strong ties to our sponsors, and ensure we have the best possible staff.

**Summary of Financial Results**

2010-2011 Revenues: Alberta Education \$641,331, Other government \$1492,  
Donations \$471,539  
Expenses: Salaries \$859,266, Supplies, services, and contracts \$255,096  
2011-2012 est. Revenues: Alberta Education \$1,007,148 Donations \$331,552  
Expenses: Salaries \$1,068,699 Supplies, services, and contracts \$250,000  
2012-2013 est. Revenues: Alberta Education \$1,266,481 Donations \$500,000  
Expenses: Salaries \$1,316,073 Supplies, services, and contracts \$307,000

**Budget Summary**

2010-2011 Revenues: Alberta Education \$641,331, Other government \$1492,  
Donations \$471,539  
Expenses: Salaries \$859,266, Supplies, services, and contracts \$255,096  
2011-2012 est. Revenues: Alberta Education \$1,007,148 Donations \$331,552  
Expenses: Salaries \$1,068,699 Supplies, services, and contracts \$250,000  
2012-2013 est. Revenues: Alberta Education \$1,266,481 Donations \$500,000  
Expenses: Salaries \$1,316,073 Supplies, services, and contracts \$307,000

**Summary of Facility and Capital Plans**

The commitment to ensure interactive whiteboards are in every classroom continues. Capital purchases of Smartboards will continue to meet this goal. Our AISI program over the next cycle is to expand our fine arts and music program. We received a \$1000 cheque from the Cold Lake Music Festival in 2012, and purchased a number of instruments from a private school that was closing.

**Parental Involvement**

The Art Smith PAA will continue to provide direction to the operation of the school. Staff blogs will continue to provide a high level of communication with parents. Parents will be invited into classes as guest speakers and resident experts. Parents are also one of our main resources for recommendations of sites to visit on the secure side of the Wing.

**Timelines and Communication**

Frequent website updates, staff blogs, and daily student agenda entries ensure a high level of communication from the school. To maintain the extreme co-operation between parents and school, telephone conversations between teachers and parents are frequent.

**APPENDIX – Measure Details (OPTIONAL)**

The following pages include tables and graphs that provide detailed data for the performance measures. Authorities may include these under each measure/outcome to provide context and help in interpreting the results.

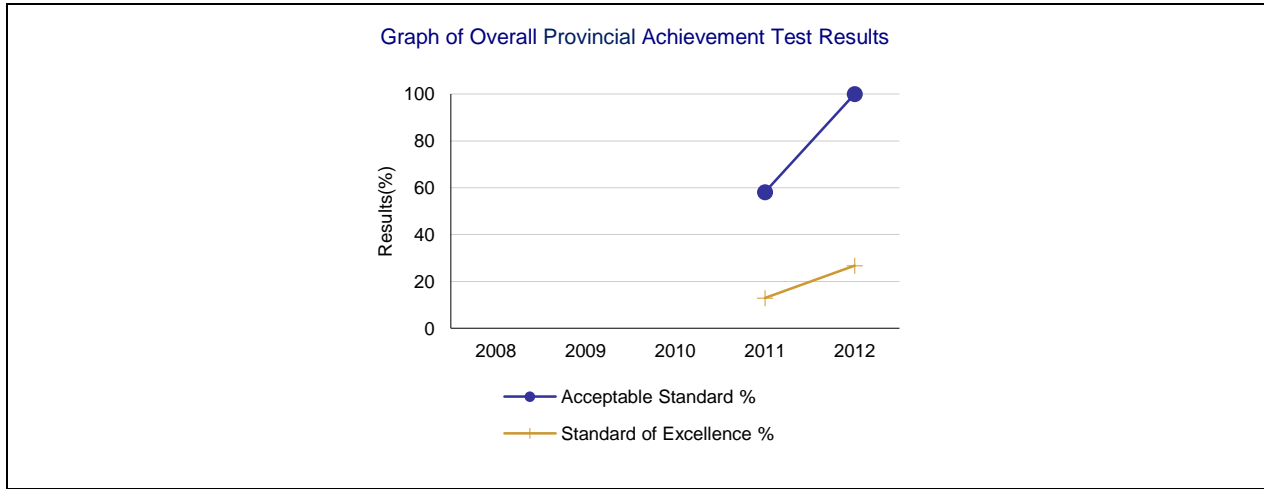


**Provincial Achievement Test Results – Measure Details**

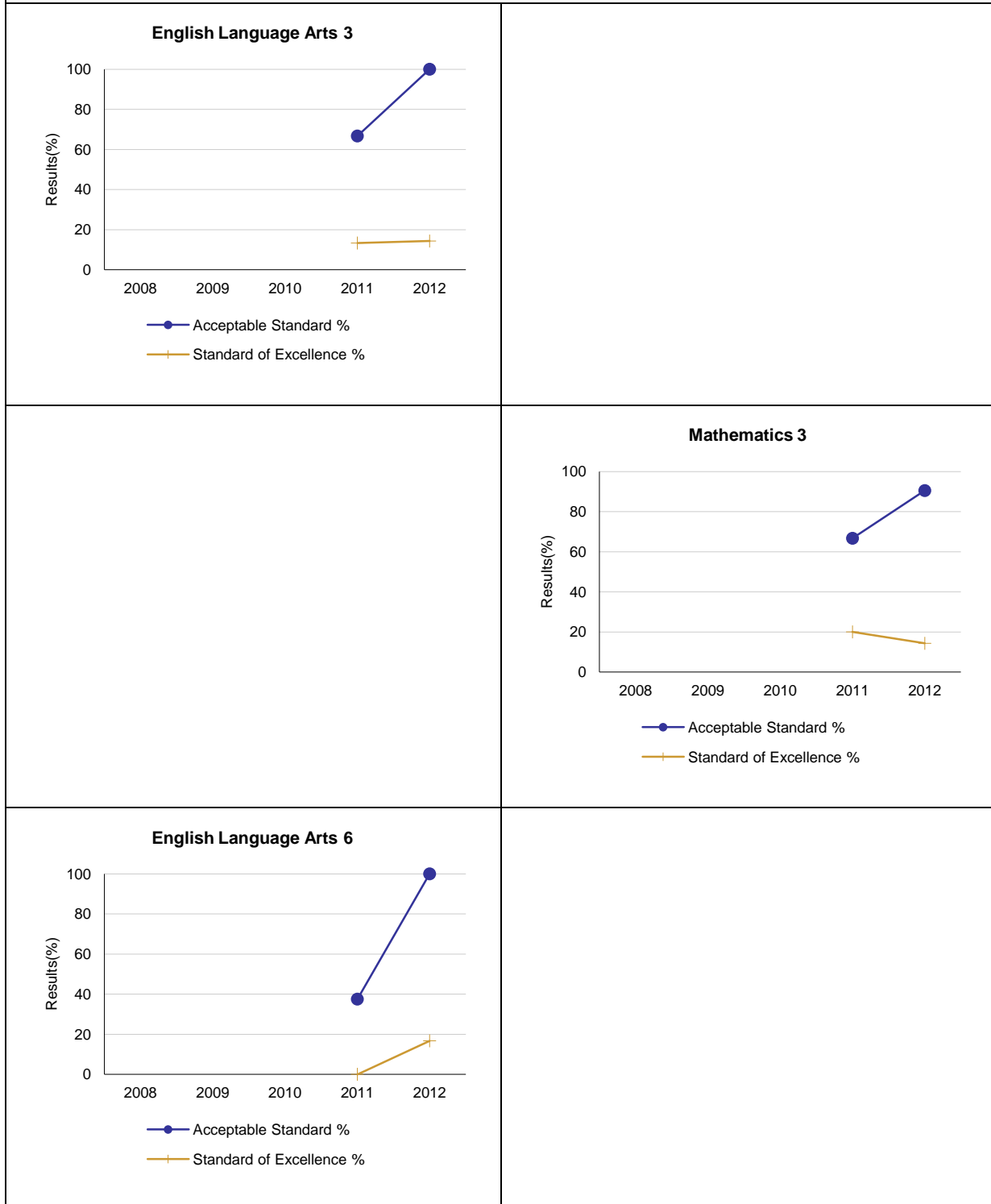
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2008		2009		2010		2011		2012		2012	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	66.7	13.3	100.0	14.3	85	25
	Province	80.1	16.1	81.3	18.2	81.6	19.5	81.8	17.5	81.9	20.4		
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	85	25
	Province	n/a	n/a	83.8	15.8	84.1	16.3	80.6	15.8	82.1	14.5		
Francais 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	85	25
	Province	n/a	n/a	82.5	16.3	86.4	16.3	84.2	18.6	82.3	12.5		
Mathematics 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	66.7	20.0	90.5	14.3	85	25
	Province	n/a	n/a	n/a	n/a	n/a	n/a	77.4	26.0	76.8	25.5		
English Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	37.5	0.0	100.0	16.7	85	25
	Province	81.1	21.0	81.8	18.9	83.3	18.9	83.0	18.5	82.7	17.8		
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	62.5	0.0	91.7	8.3	85	25
	Province	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8	74.7	16.6		
Science 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	62.5	25.0	100.0	58.3	85	25
	Province	74.8	24.1	76.5	24.8	76.8	26.4	76.2	25.0	77.8	28.2		
Social Studies 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	37.5	0.0	91.7	33.3	85	25
	Province	n/a	n/a	n/a	n/a	71.0	16.4	71.1	18.5	73.2	19.5		
	Province	n/a	n/a	n/a	n/a	64.6	15.7	61.9	13.6	63.5	13.9		

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

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

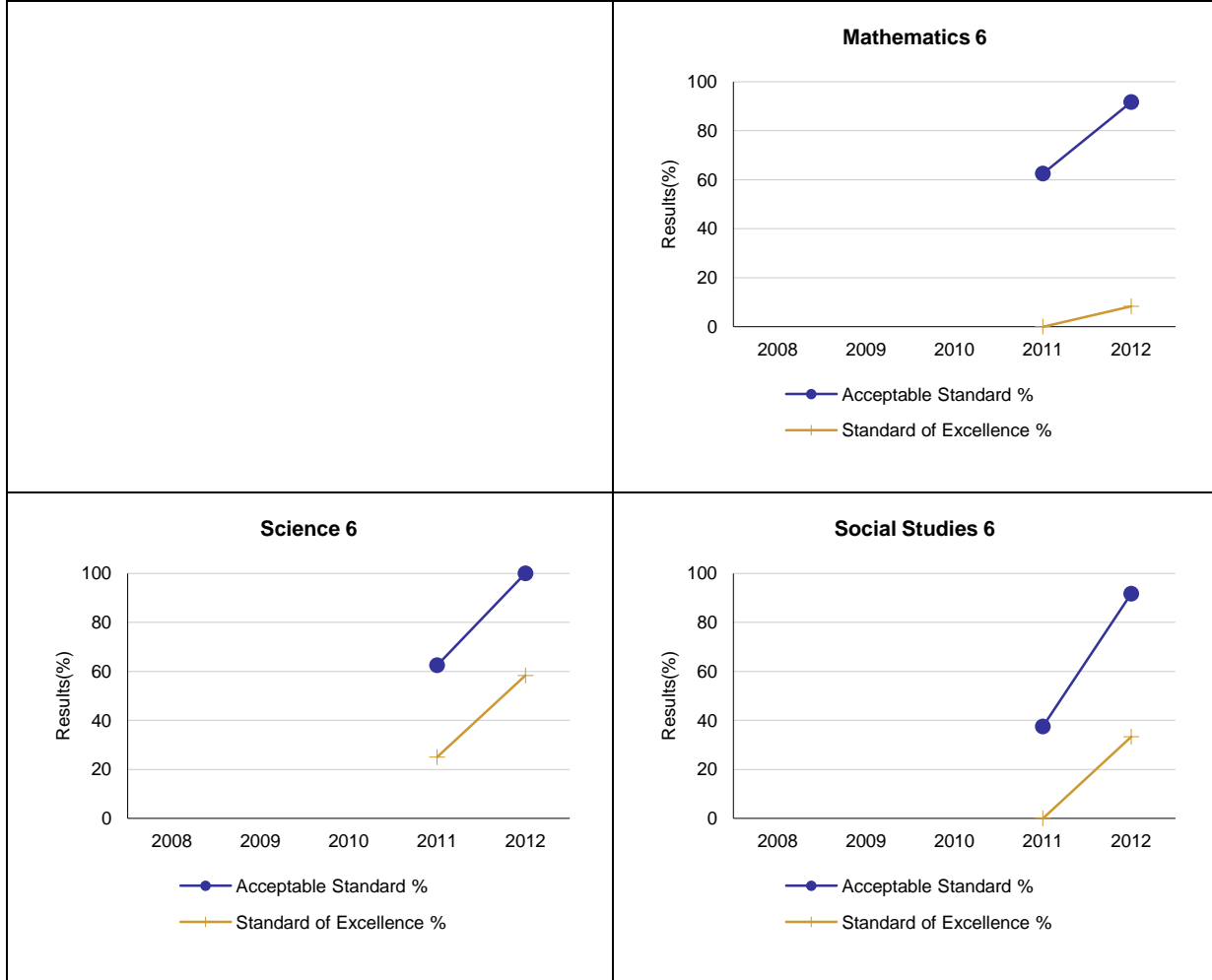


Graph of Provincial Achievement Test Results by Course



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

Graph of Provincial Achievement Test Results by Course



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

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	The Military Families Support						Alberta				
		Achievement	Improvement	Overall	2012		Prev 3 Yr Avg		2012		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Very High	Improved Significantly	Excellent	21	100.0	15	66.7	44,689	81.9	42,242	81.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	21	14.3	15	13.3	44,689	20.4	42,242	18.4
Mathematics 3	Acceptable Standard	n/a	Improved	n/a	21	90.5	15	66.7	44,689	76.8	42,957	77.4
	Standard of Excellence	n/a	Maintained	n/a	21	14.3	15	20.0	44,689	25.5	42,957	26.0
English Language Arts 6	Acceptable Standard	Very High	Improved Significantly	Excellent	12	100.0	8	37.5	43,170	82.7	43,453	82.7
	Standard of Excellence	Intermediate	Improved	Good	12	16.7	8	0.0	43,170	17.8	43,453	18.8
Mathematics 6	Acceptable Standard	n/a	Improved	n/a	12	91.7	8	62.5	43,170	74.7	43,539	73.7
	Standard of Excellence	n/a	Maintained	n/a	12	8.3	8	0.0	43,170	16.6	43,539	17.8
Science 6	Acceptable Standard	Very High	Improved Significantly	Excellent	12	100.0	8	62.5	43,073	77.8	43,389	76.5
	Standard of Excellence	Very High	Improved	Excellent	12	58.3	8	25.0	43,073	28.2	43,389	25.4
Social Studies 6	Acceptable Standard	n/a	Improved Significantly	n/a	12	91.7	8	37.5	43,170	73.2	43,569	71.1
	Standard of Excellence	n/a	Improved	n/a	12	33.3	8	0.0	43,170	19.5	43,569	17.5

### 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
French Language Arts 3	Acceptable Standard	0.00 - 60.68	60.68 - 77.74	77.74 - 88.22	88.22 - 94.88	94.88 - 100.00
	Standard of Excellence	0.00 - 3.31	3.31 - 8.38	8.38 - 17.31	17.31 - 25.31	25.31 - 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 or equal to the lower value to 100%.

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in 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

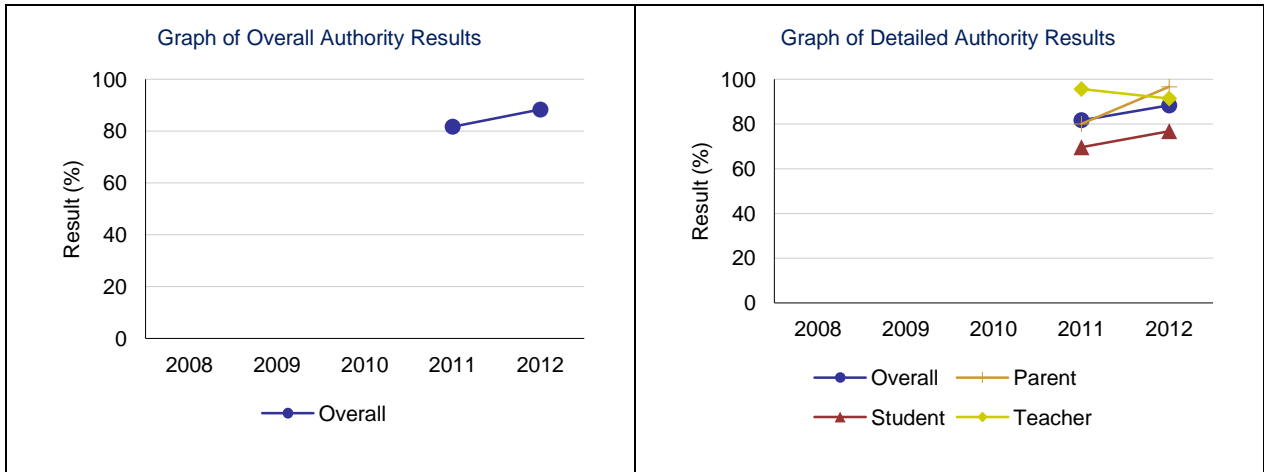
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

**Citizenship – Measure Details**

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

	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	n/a	n/a	n/a	81.7	88.3	77.9	80.3	81.4	81.9	82.5
Teacher	n/a	n/a	n/a	95.6	91.4	90.6	91.8	93.0	92.7	93.1
Parent	n/a	n/a	n/a	80.0	96.6	74.7	77.4	78.5	78.6	79.4
Student	n/a	n/a	n/a	69.6	76.8	68.5	71.8	72.7	74.5	75.0

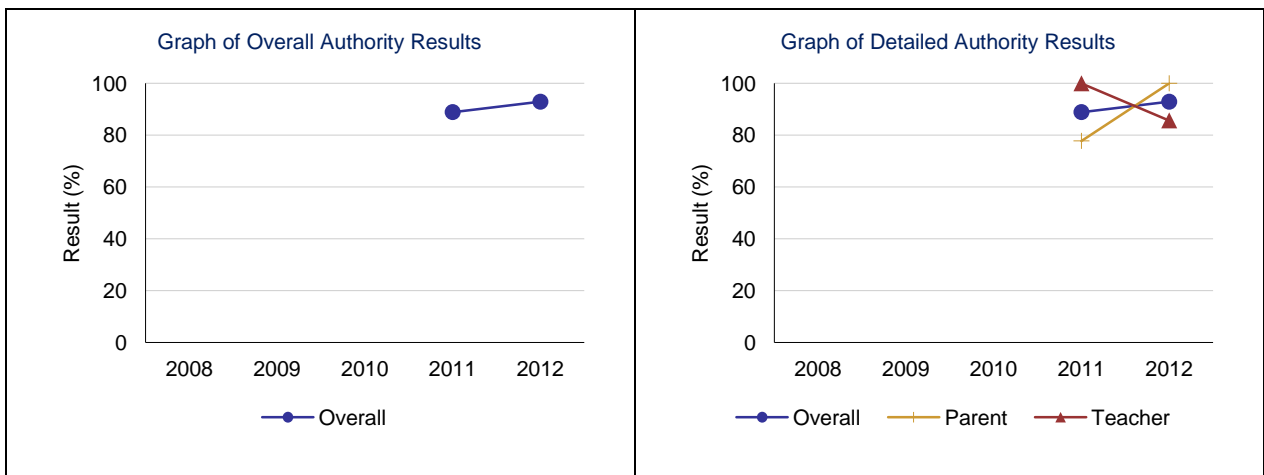


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Work Preparation – Measure Details**

Percentage 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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	n/a	n/a	n/a	88.9	92.9	80.1	79.6	79.9	80.1	79.7
Teacher	n/a	n/a	n/a	100.0	85.7	89.3	88.9	90.0	89.6	89.5
Parent	n/a	n/a	n/a	77.8	100.0	70.9	70.2	69.8	70.6	69.9

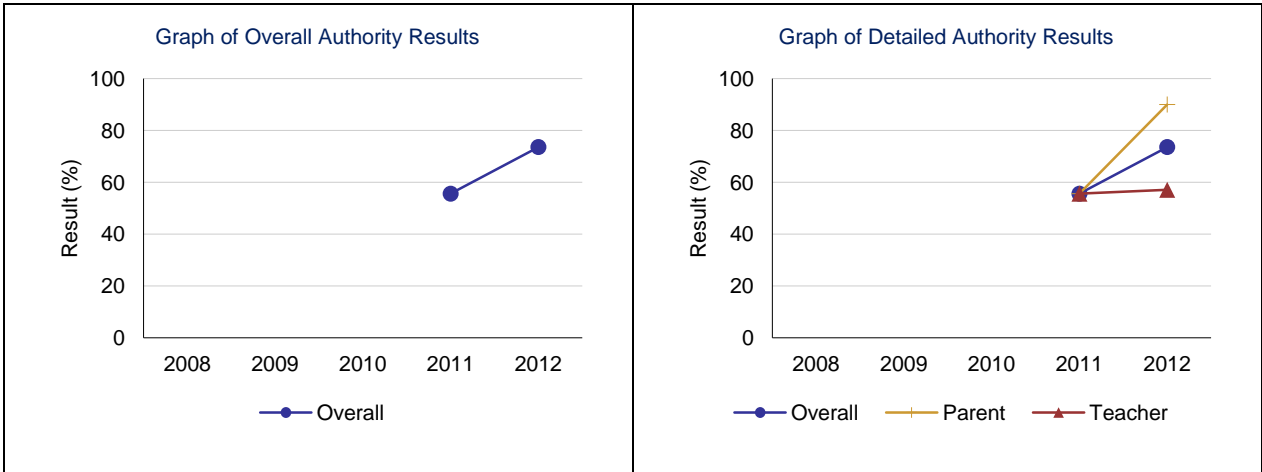


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Lifelong Learning – Measure Details**

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	n/a	n/a	n/a	55.6	73.6	66.7	67.4	67.6	67.9	68.0
Teacher	n/a	n/a	n/a	55.6	57.1	73.8	74.0	75.4	75.3	75.8
Parent	n/a	n/a	n/a	55.6	90.0	59.5	60.8	59.8	60.6	60.2

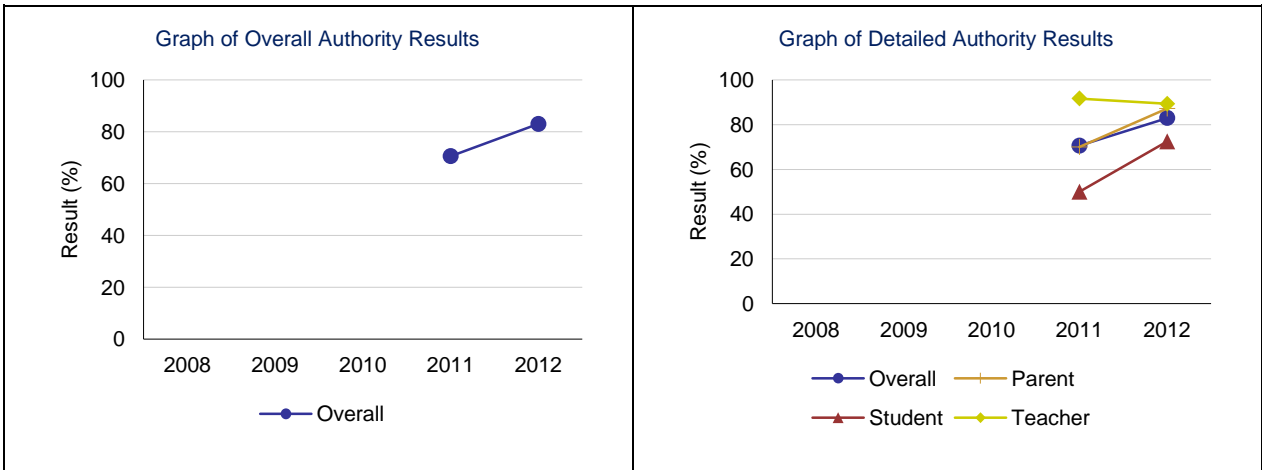


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Program of Studies – Measure Details**

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	n/a	n/a	n/a	70.6	83.0	79.4	80.3	80.5	80.9	80.7
Teacher	n/a	n/a	n/a	91.7	89.3	86.4	86.8	87.7	87.6	87.3
Parent	n/a	n/a	n/a	70.0	87.2	77.6	78.7	78.0	78.3	78.1
Student	n/a	n/a	n/a	50.0	72.5	74.1	75.3	75.9	76.9	76.9



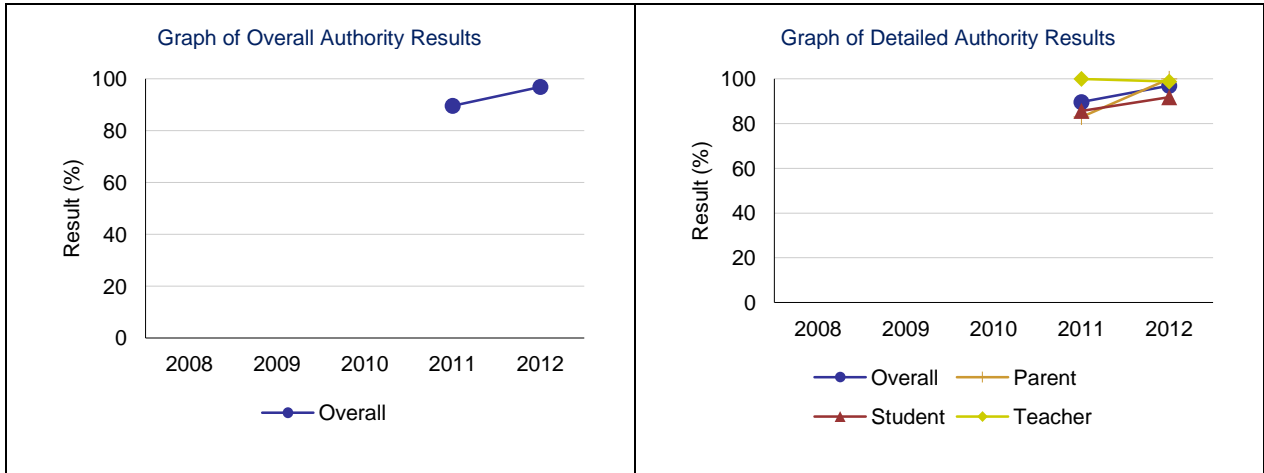
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).



**Education Quality – Measure Details**

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	n/a	n/a	n/a	89.6	96.9	88.2	89.3	89.2	89.4	89.4
Teacher	n/a	n/a	n/a	100.0	98.8	94.9	95.3	95.6	95.5	95.4
Parent	n/a	n/a	n/a	83.0	100.0	83.0	84.4	83.9	84.2	84.2
Student	n/a	n/a	n/a	85.7	91.8	86.6	88.3	88.2	88.5	88.6

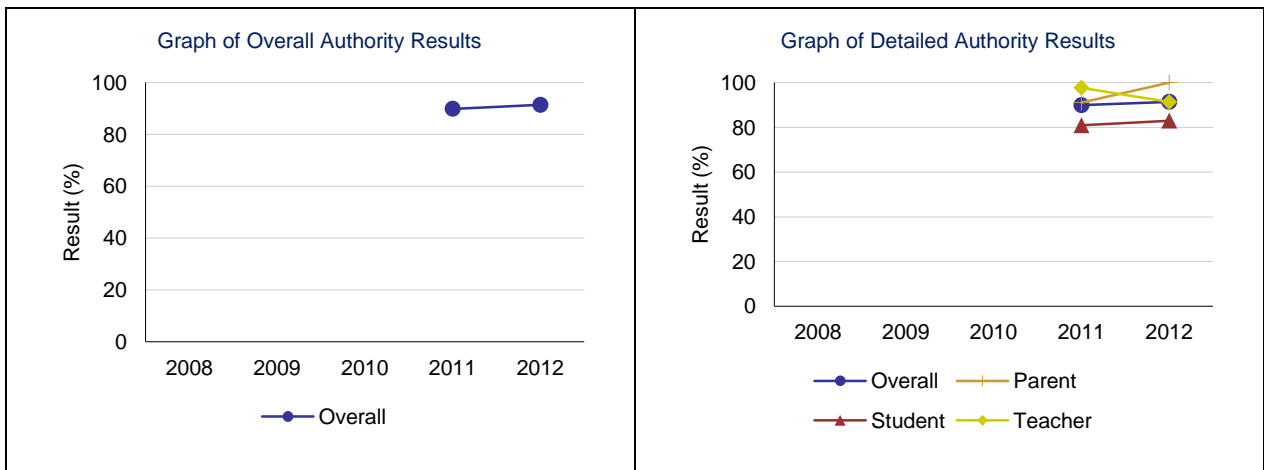


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Safe and Caring – Measure Details**

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.

	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	n/a	n/a	n/a	89.9	91.4	85.1	86.9	87.6	88.1	88.6
Teacher	n/a	n/a	n/a	97.7	91.3	93.1	93.8	94.4	94.5	94.8
Parent	n/a	n/a	n/a	91.1	100.0	83.2	85.3	86.1	86.6	87.4
Student	n/a	n/a	n/a	80.9	83.0	79.1	81.7	82.2	83.3	83.7

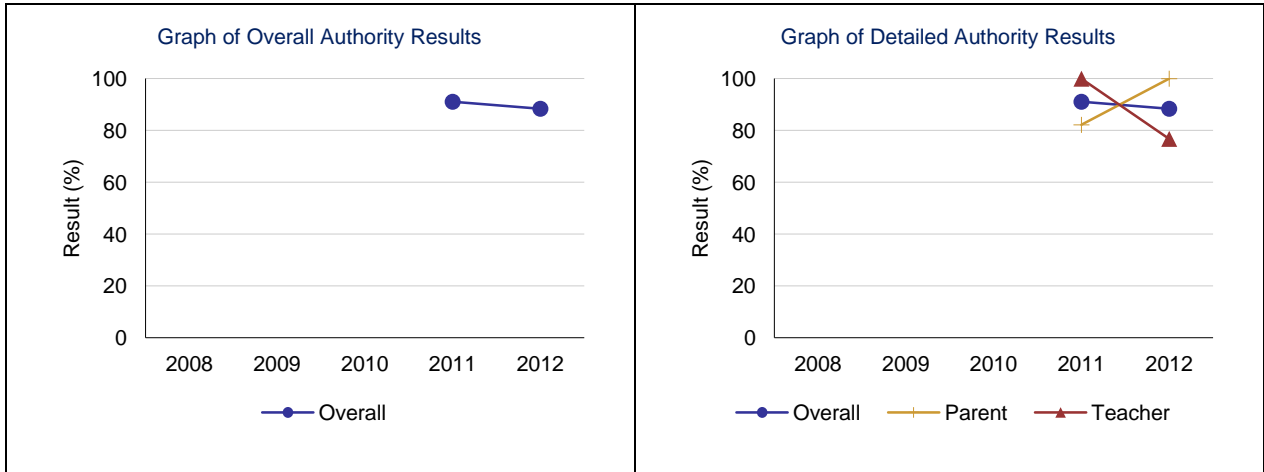


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Parental Involvement – Measure Details**

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	n/a	n/a	n/a	91.1	88.4	78.2	80.1	80.0	79.9	79.7
Teacher	n/a	n/a	n/a	100.0	76.8	87.5	88.0	88.6	88.1	88.0
Parent	n/a	n/a	n/a	82.2	100.0	69.0	72.2	71.3	71.7	71.4

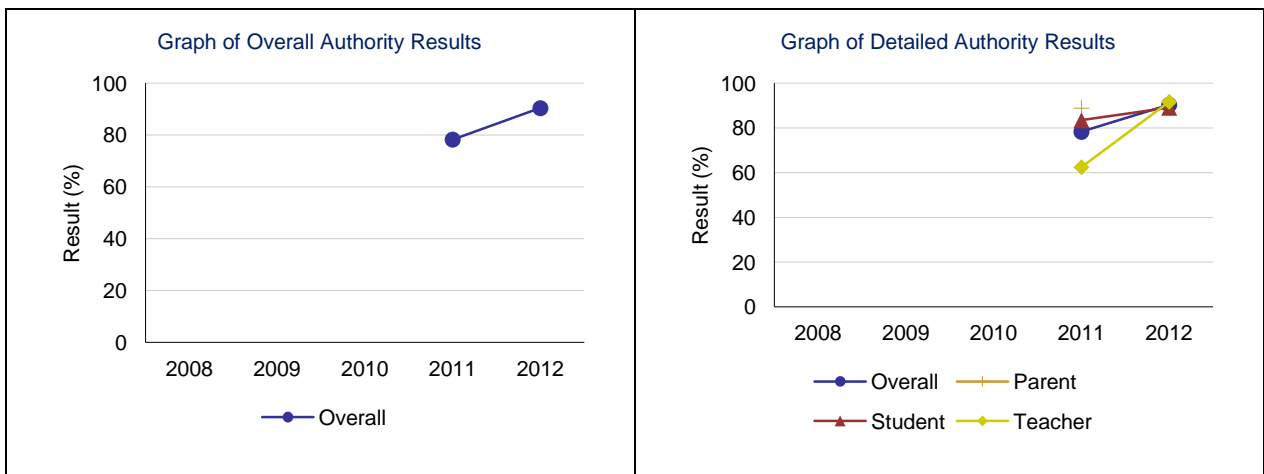


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**School Improvement – Measure Details**

Percentage 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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	n/a	n/a	n/a	78.3	90.4	77.0	79.4	79.9	80.1	80.0
Teacher	n/a	n/a	n/a	62.5	91.7	75.6	78.2	80.8	80.1	81.1
Parent	n/a	n/a	n/a	88.9	*	75.9	78.1	77.0	77.3	76.2
Student	n/a	n/a	n/a	83.5	89.1	79.5	81.8	81.8	82.9	82.7



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

**Deadlines and Communication**

*This plan was approved by the Military Family Support Society at its regular meeting on November 29, 2012.*

*The 3 Year Plan will be posted on the school website at [www.artsmithaviationacademy.ca](http://www.artsmithaviationacademy.ca)*