



**9<sup>TH</sup> ANNUAL REPORT CARD ON  
ATLANTIC CANADIAN HIGH SCHOOLS:  
SUPPORTING MATERIALS**

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## ABOUT: ATLANTIC INSTITUTE FOR MARKET STUDIES

The Atlantic Institute for Market Studies (AIMS) is an independent, non-partisan, social and economic policy think tank based in Halifax. The Institute was founded by a group of Atlantic Canadians to broaden the debate about the realistic options available to build our economy. AIMS was incorporated as a non-profit corporation under Part II of the *Canada Corporations Act* and was granted charitable registration by Revenue Canada as of October 3, 1994; it recently received US charitable recognition under 501(c)(3) effective the same date.

The Institute's chief objectives include:

- a) initiating and conducting research identifying current and emerging economic and public policy issues facing Atlantic Canadians and Canadians more generally, including research into the economic and social characteristics and potentials of Atlantic Canada and its four constituent provinces;
- b) investigating and analyzing the full range of options for public and private sector responses to the issues identified and acting as a catalyst for informed debate on those options, with a particular focus on strategies for overcoming Atlantic Canada's economic challenges in terms of regional disparities;
- c) communicating the conclusions of its research to a regional and national audience in a clear, non-partisan way; and
- d) sponsoring or organizing conferences, meetings, seminars, lectures, training programs, and publications, using all media of communication (including, without restriction, the electronic media) for the purpose of achieving these objectives.

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## WHY USE THIS REPORT CARD?

What do you want from your high school? Do you want to advance your ability to read, write and do math? How about developing other important skills, like teamwork and using technology? Maybe, you want your school to keep you consistently engaged in learning? Or, to enable success in post-secondary education and your prospective career. These are fundamental functions of high-schools that pave the path towards success. Your school may be doing a great job or it may not be; if you don't have good and complete information, you don't know. And if you don't know, you can only guess how prepared you or your child will be for success later in life.

So where do you turn for information on school performance? The first place to look is your ministry/department of education. You are likely to find some information after scouring their website on how your education system performs. You are less likely to find this information about your school, in particular. And, you will not find all the information to get a complete picture of school performance nor will you find all schools' information presented in the same place for convenient comparison. The *9<sup>th</sup> Annual Report Card on Atlantic Canadian High Schools* consolidates all the information required for a complete assessment of all high schools within Nova Scotia, New Brunswick, PEI, and Newfoundland and Labrador.

## WHAT'S IN THIS REPORT CARD?

The *9<sup>th</sup> Annual Report Card on Atlantic Canadian High Schools* includes information from the **2006-07, 2007-08 and 2008-09** school years to calculate stable results – two of the three years must be available to include a three-year average. We compile data from ministries/departments of education, school boards, schools and any other publicly-available sources that provide insight into the performance of high schools. All indicators represent an entire school's performance or characteristic. Once the data has been compiled, we grade and rank everything that explains how your schools serve you. We exclude results that represent less than six students due to the potentiality of skewed results and privacy concerns, some exceptions may apply.

## INDICATORS

Indicators reveal school performance in one of its many facets. At their highest level, they represent one of the two core objectives of education: (1) keeping students engaged in learning (Engagement) and (2) facilitating the attainment of competencies (Achievement). These broad objectives have a number of different elements to be considered for comprehensive assessment. Keeping students engaged means that they, firstly, attend school and progress from grade-to-grade-to-graduation. Schools should also be encouraging students to take high-level courses and attend post-secondary education. Those that do well will have more students staying in school and progressing to higher-learning.



Schools doing a good job of facilitating competency attainment have students with high levels of defined essential competencies. How do we know if students are attaining these competencies at the levels required for success? There must be objective assessments, which in Canada are predominately provincial exams. It is not possible to assess every competency related to success with provincial exams. Course marks assess a broad range of competencies them a good supplement to provincial exams. We also look at actual achievement after high-school which is assessed using grades in first-year university and/or college studies.

The comprehensiveness of our model not only assesses the full breadth of school performance; it also provides better insight into the source of problems. For instance, two schools that both perform poorly on provincial math exams, but have varying attendance records (students show up to one and don't to the other) have different problems. The inclusion of the attendance indicator targets attention where it is likely needed. The poor-attendance school will gain more benefit by focusing on getting their students in class and the other, on better facilitating learning for the students present. Both schools can look to other schools with high grades on the Attendance or Provincial Exams indicators to explore how they can improve their practices and policies to better serve their students.

## **INDICATOR DESCRIPTION TABLE**

Below is a description of each indicator we like to include in our high school report cards and why we like to include it. The Inputs in this table have yet to be introduced; further description is available in the In-Context section below.



**TABLE 1: INDICATOR DESCRIPTIONS**

	<b>Indicators</b>	<b>What is it?</b>	<b>Why is it included?</b>
<b>Engagement</b>	Moving-On	Number of students who move from one grade to the next within the same school	Indicates schools' ability to sustain students' interest in learning throughout the entire duration of high school
		Grade 12 to graduation is the final Moving-On rate	
	Attendance	Average daily attendance rate of students in all courses and grades	Indicates schools' ability to get and keep students in class on a daily basis
	Post-Secondary Preparatory Course Participation	Proportion of students participating in university or college preparatory math and language arts courses	Indicates schools' ability to facilitate interest in higher learning - an important aspect of success later in life
	Post Secondary Participation	Proportion of students moving on, or intending to move on, to post-secondary education the year after graduation	Indicates schools' ability to facilitate actual participation in higher learning
<b>Achievement</b>	Provincial Exams	Average grade on provincial exams including math, science, language arts and humanities, where available	Indicates schools' ability to facilitate the attainment of core competencies Comparable across all high-schools in the province
	Course Marks	Average teacher-assigned mark in all math, science, language arts and humanities courses	Indicates schools' ability to facilitate the attainment of the broad range of competencies required for success in high-school A more encompassing assessment of achievement than provincial exams but lacks comparability.
	Post-Secondary School Achievement	Average first year marks of students who moved on to study at one of the universities or community colleges within one of the four Western provinces.	Indicates school's ability to facilitate the broad range of competencies required for success in post-secondary school Enables more meaningful comparisons
<b>Inputs</b>	High School Enrolment	Number of students enrolled in high-schools (Grades 9 or 10 - 12)	Levels the playing field based on the physical capacity of the school
	Pupil-Teacher Ratio	Ratio of all students to all full-time equivalent teaching staff	Levels the playing field based on the labour capacity of the school
	Teacher Certification	Indicator of the average qualifications possessed by teaching staffs in schools	Levels the playing field based on the quality of the schools' teachers
	Feeder School Achievement	Average marks on intermediate level provincial exams in math and lang. arts	Levels the playing field based on the calibre of students' entering high-schools
	Average level of Socio-Economic Status	A variety of demographics used to capture the social and economic conditions of students	Levels the playing field based on the life circumstances (i.e. wealth, family arrangement, cost of housing etc.) that impact students' performance

Many schools have limited control over teacher hiring. If the school is in control of hiring, they likely remain impeded by other factors that present challenges for hiring top-quality personnel. Hypothetically, if the school was in complete control of hiring without differential impediments, we would not include this as an *Input*.



## SCORING, RANKING AND GRADING

Ranks indicate the performance of schools relative to other schools. The top ranked school (number 1) is the top performing school. Grades are only attributed to *Outcome Indicators* (Achievement and Engagement) indicating the performance of schools relative to other schools, but they also consider the distance between schools. For instance, the top ranked school may only receive a 'B+' because they are only slightly better than the other schools.

### In-Context

The AIMS model for assessing high schools is designed to focus on the factors that are directly within their control. Education systems have a responsibility to recognize external factors (*Inputs*) to understand why certain conditions enable high performance and other conditions prevent it. When considering how your schools are serving you, it is somewhat unfair to disregard the fortune of schools resulting from the context in which they operate. We consider the following *Inputs* to focus assessment on the school itself:

- |                                    |   |
|------------------------------------|---|
| ⇒ size of the high school,         | ⇒ student performance prior to entering high school,            |
| ⇒ amount of students per teacher,  | ⇒ the demographic characteristics of the surrounding community. |
| ⇒ level of teacher qualifications, |   |

*Inputs* are used to derive *In-Context* scores which consider how the school should perform against how they actually perform. In other words, it levels the playing field so disadvantaged schools can better compete with advantaged schools. Many disadvantaged schools are putting significant effort into overcoming their challenges. *In-context* scores more fairly test their level of success.

### Absolute

You are likely just as, if not more, concerned how your school is preparing you or your child for success, regardless of its circumstances. The cold hard performance numbers, unadjusted for circumstances, are presented as the *Absolute* grades and ranks. They are limited in placing the onus for successes and failures on schools but provide the best overall picture of your education system's performance at achieving its objectives – preparing you and/or your child for success.

### Overall and Final

The scores for each indicator are used to calculate average grades for the *Achievement* and *Engagement* indicator categories. These average grades are then used to calculate an overall Absolute and In-Context grade. The *Final* Grade for each school is calculated by averaging the *Overall Absolute* and the *Overall In-Context* score.



## INDICATOR PYRAMIDS

The Indicator Pyramids below illustrate how individual indicators build into *Final* grades and ranks for each province. They also show the information that must be available for inclusion. Overall and *Final* ranks and grades vary from report card-to-report card and from province-to-province depending on data availability. Refer to the Indicator Pyramids to know what is included and what comprises the grades and ranks in your specific province on this report card.

The AIMS High-School Report Card Indicator Pyramids have five levels:

- ⇒ *Final*,
- ⇒ *Overall Absolute and In-Context*,
- ⇒ *Overall Achievement and Engagement*,
- ⇒ Summary Indicator, and
- ⇒ Indicator

*Final* is the top of the pyramid and it is consistent across all report cards and provinces; a *Final* rank and grade requires an *Overall Absolute* and an *Overall In-Context* score. *Overall Absolute* and *In-Context* are also always consistent requiring both *Overall Engagement* and *Achievement* scores. It is the Summary Indicator and Indicator levels that differ depending on data availability. See the illustrations below to understand what indicators are included and are fundamental for computing higher level grades and ranks in each province.

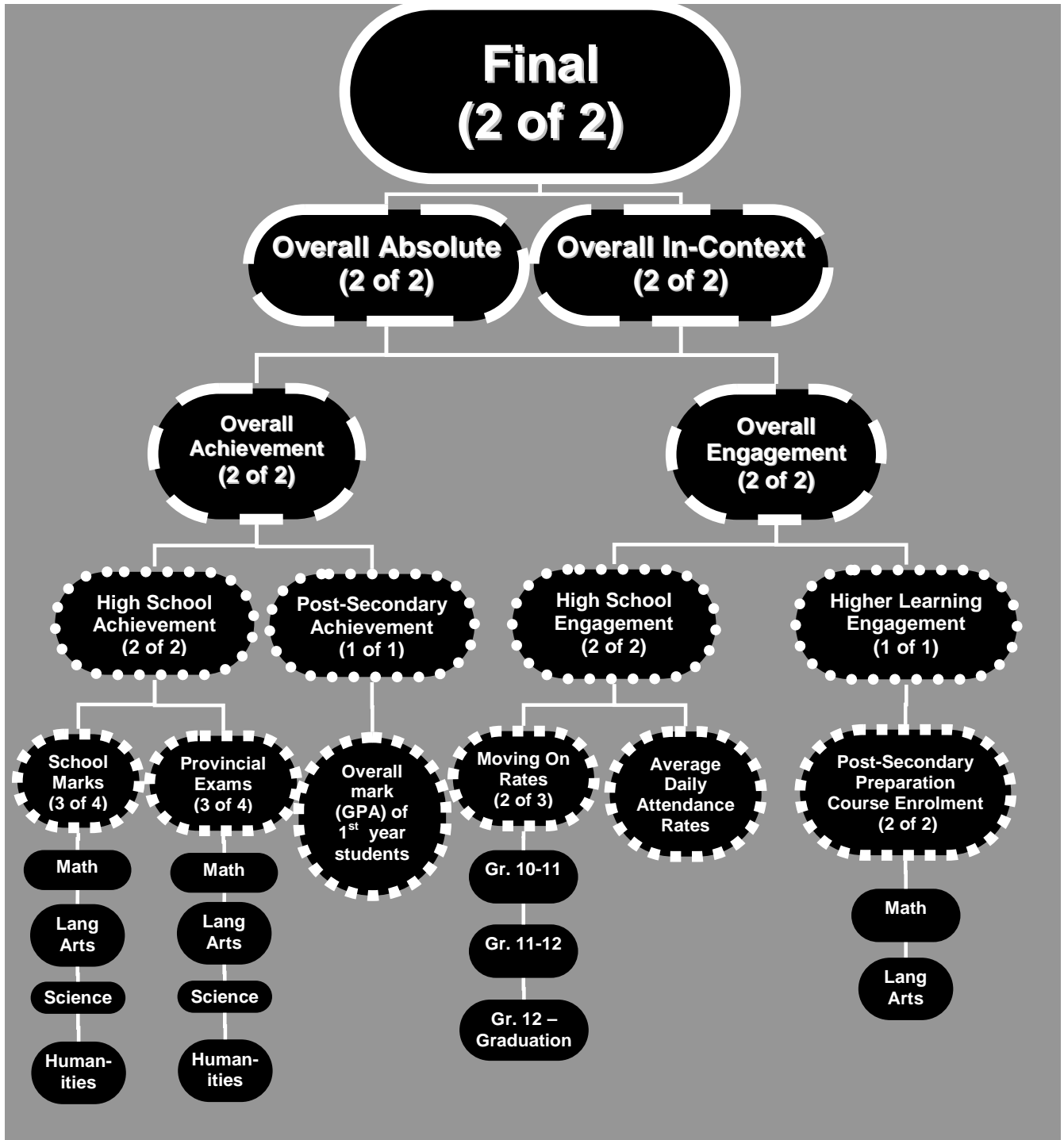
*Overall Absolute* and *In-Context* headings appear to represent the exact same subordinate categories. They represent the same Overall, Summary Indicator and Indicator categories; however, there are two different scores for each category: Absolute and In-Context. The Overall Absolute scores only represent the Absolute scores; the Overall In-Context, only the In-Context scores.

Notes:

- ⇒ The connecting lines illustrate how these levels build upon one another to eventually provide a *Final* grade and rank.
- ⇒ The brackets underneath the category names explain the number of indicators or summary categories, directly below, required to derive an overall score (e.g. (2 of 2) below the *Final* heading means both an overall Absolute and In-Context score must be available to derive a *Final* grade and rank). In Newfoundland and Labrador, if *Post-Secondary Achievement* is missing, no Overall Achievement score can be derived and, thus, overall Absolute or In-Context scores cannot be calculated and, finally, no *Final* grade or rank will be calculated.
- ⇒ In-Context scores are only missing when Absolute scores are available if key *Inputs* are missing.

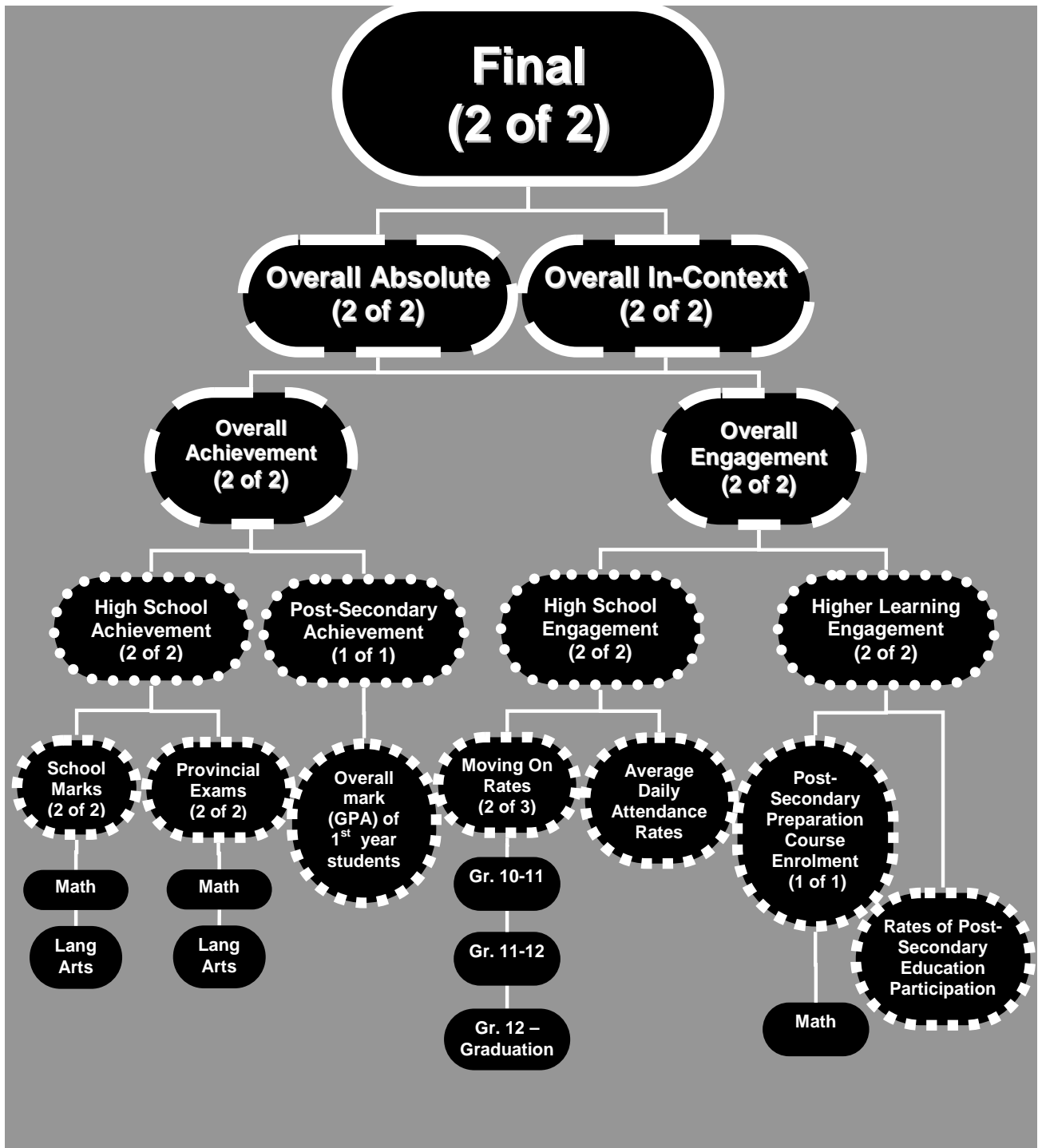


**FIGURE 1: INDICATOR PYRAMID - NEWFOUNDLAND & LABRADOR**



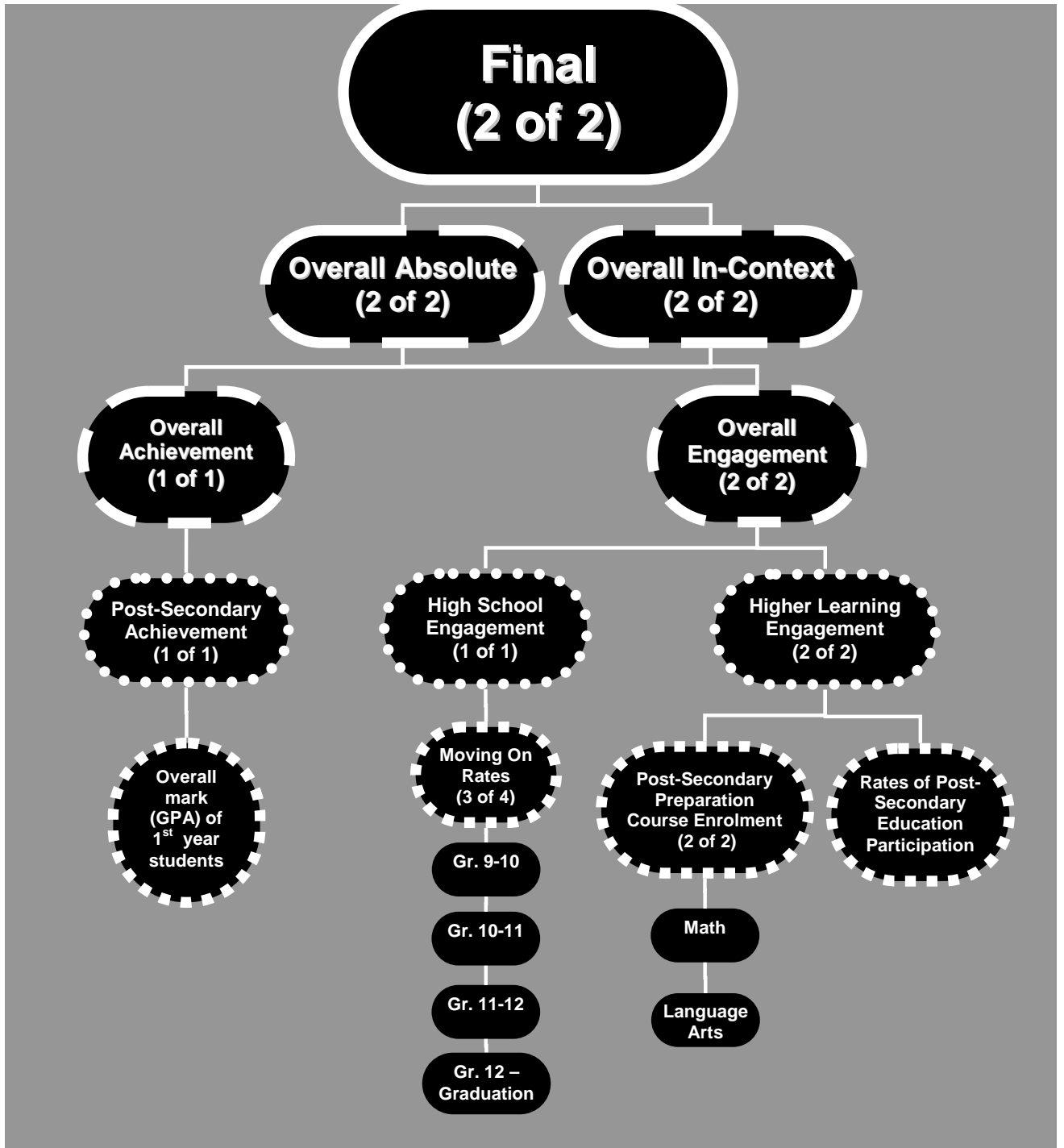


**FIGURE 2: INDICATOR PYRAMID - NOVA SCOTIA**



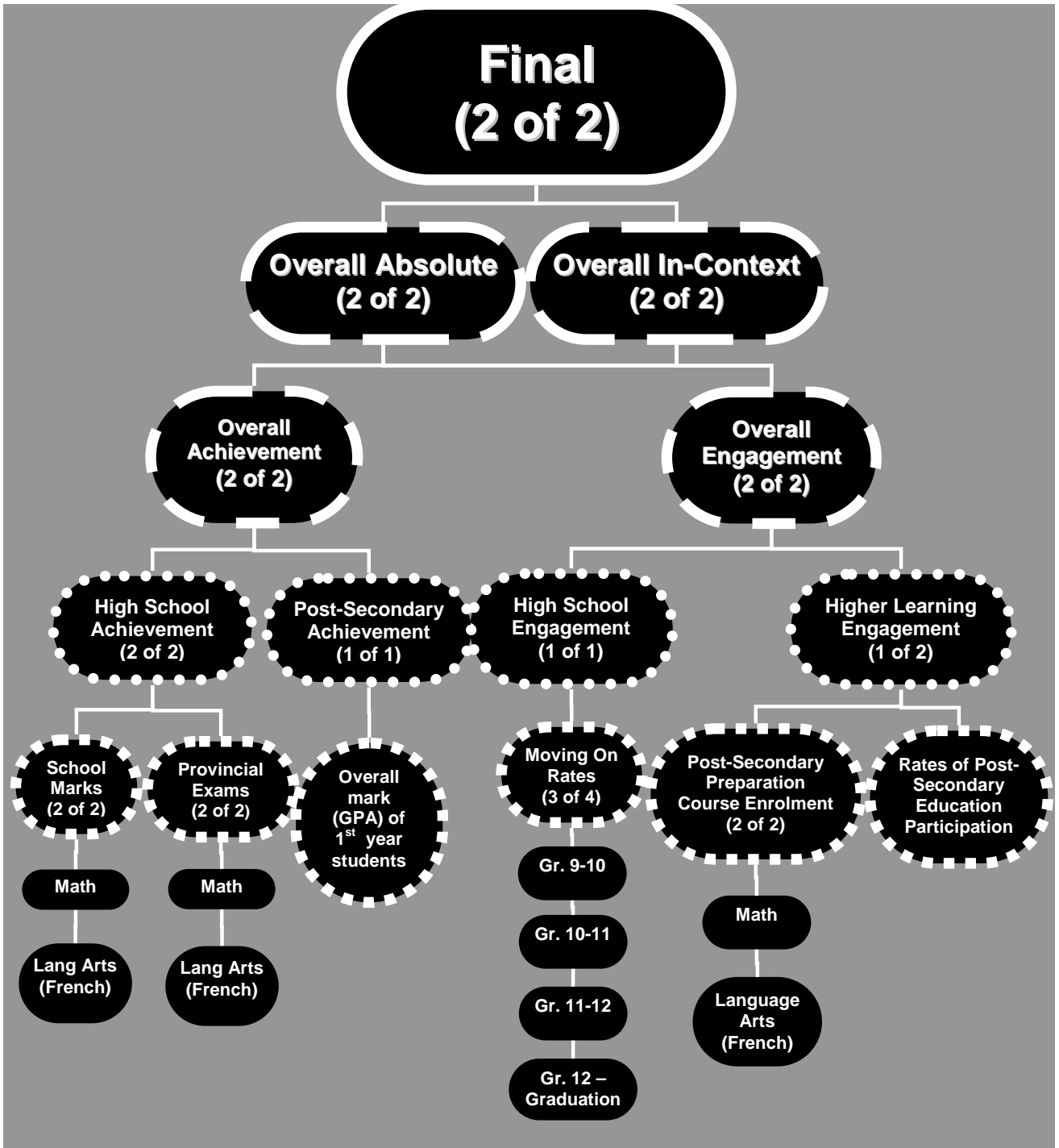


**FIGURE 3: INDICATOR PYRAMID - NEW BRUNSWICK ANGLO**



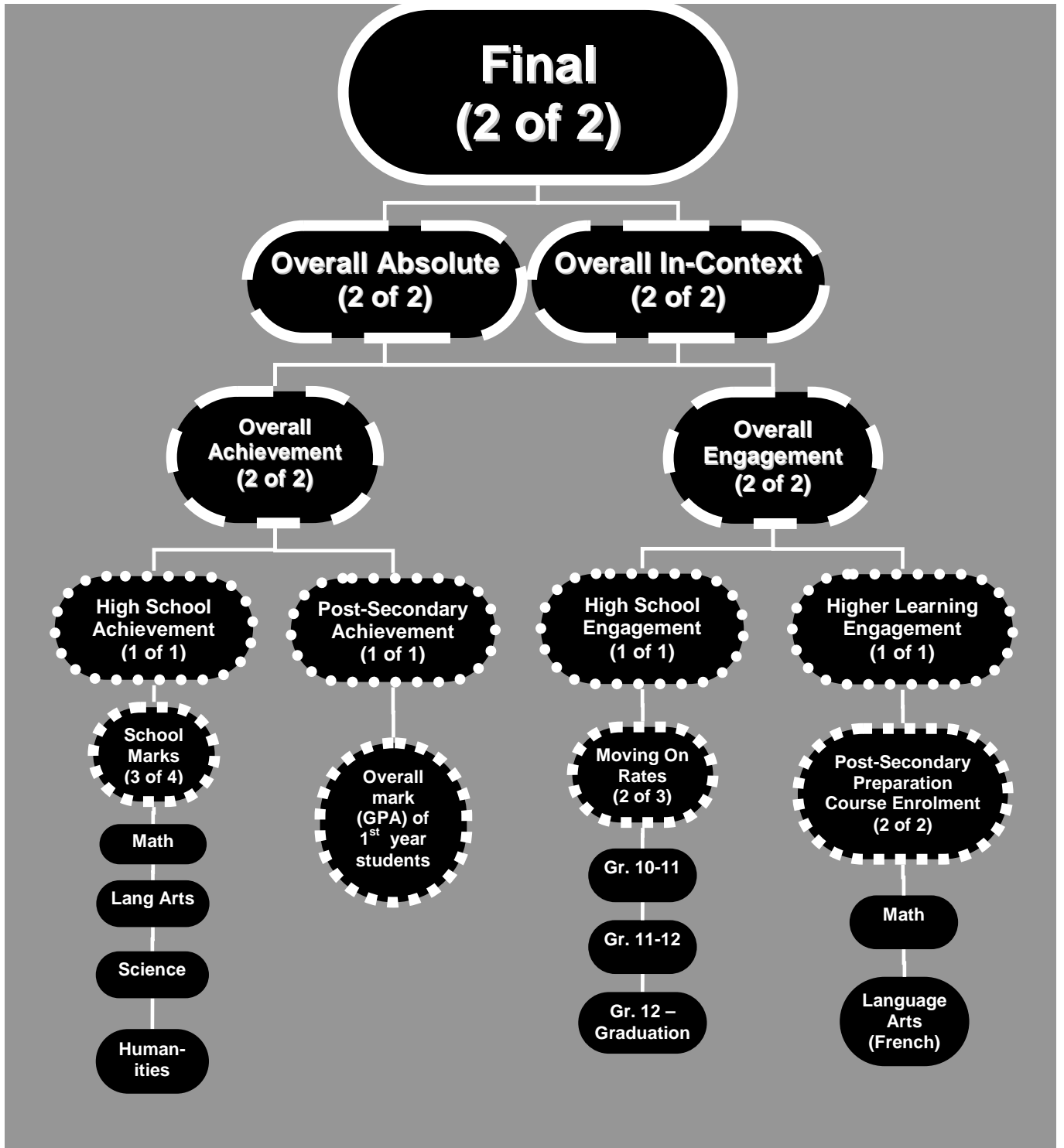


**FIGURE 4: INDICATOR PYRAMIDS - NEW BRUNSWICK FRANCO**





**FIGURE 5: INDICATOR PYRAMIDS - PRINCE EDWARD ISLAND**





## **SPECIAL CONSIDERATIONS BY PROVINCE**

The above sections - with the exception of Indicator Pyramids – indicate what our ideal model looks like. In reality, data availability and accessibility typically prevent us from providing a perfectly ideal assessment. The Indicator Pyramids illustrate the data that are available in the ninth edition. This section provides more detail about what was available and any other deviations from the norm.

### **NEW BRUNSWICK ANGLO**

Only Post-Secondary Achievement is available as an Achievement indicator. No senior-level provincial exams in Math, Language Arts, Science and Humanities are conducted. Likewise, teacher-assigned school marks for grade 12 students were not made available to us. Every other indicator is available except Attendance Rates. Post-Secondary Participation rates were included for most schools; however, the 2008-09 school year results were not available at the time the request was made. This indicator is based on 2006-07 and 2007-08 results.

### **NEW BRUNSWICK FRANCO**

Senior-level provincial exams in Math and French, as well as, teacher-assigned marks in the same grade 12 courses are available. Attendance Rates is the only other indicator completely missing. Take note that all Language Arts indicators (Provincial Exams, Feeder Achievement and teacher-assigned School Marks) are based on French results rather than English – as is the case for the others.

### **NOVA SCOTIA**

Senior-level provincial exams in Science and Humanities were not conducted during the assessment period. Teacher-assigned school marks in Science and Humanities were not made available for any years. Also, only one year for Post-Secondary Preparation in math courses was available which does not meet our minimum two-year requirement for inclusion. Nova Scotia's policy to only compile a dataset containing enrolment by course once every two years prevents inclusion of this indicator in every second edition. The Post-Secondary Preparation – Language Arts indicator does not contain 2006-07 results; although, the majority of schools did have two years represented allowing inclusion. All years were included for Provincial Exams – Language Arts; however, the 2008-09 results were marked by classroom teachers rather than centralized, unbiased markers. As a result, the objectivity of these Provincial Exams is somewhat compromised.

### **NEWFOUNDLAND AND LABRADOR**

Post-Secondary Participation is the only missing outcome, but the Input Teacher Certification results were also not made available. Many schools' results were omitted because they did not meet the minimum sample-size requirement (at least five students, teachers etc.) primarily due to the large number of small high schools.



## PRINCE EDWARD ISLAND

No senior-level provincial exams are conducted. Post-Secondary Participation rates and Attendance Rates are either not collected or are collected but not made available to us. We were unable to collect the number of full-time equivalent teachers from the Eastern School District and their accompanying certification levels from the Eastern and Western School Districts. The Pupil-Teacher Ratio and Teacher Certification Inputs represent only the 2006-07 and 2007-08 school years for these schools. Take note that very little information was made available for Commission scolaire de langue française schools and private schools; thus, no overall or Final grades are available. Some information is available and we encourage you to look at the individual indicators that are included.

## UNDERSTANDING THE RESULTS

The results are presented in table-format. Below are descriptions of how to interpret the results and a diagram identifying each aspect of the table.

Note – Data in examples below are for illustrative purposes and should not be used for assessing school performance.

Results are presented under each indicator header. *Inputs* contain the raw results (either actual scores or percentiles) and their accompanying rank. *Input* ranks only consider the magnitude of the score, they do not consider optimal performance.

Outcome indicator results are presented as grades and ranks. These ranks do consider optimal performance with number one being the top performing school. Grades represent a typical school letter grading system with ‘A plus’ being the best and ‘F’, the worst. A school’s grade depends on their Z-score with ‘0’ being the average or ‘B minus’ (when converted to a grade), positive scores are above average or ‘B minus’ and above, and negative, below average or ‘B minus’ and below; the higher a score, the better the performance.

Each grade has a designated upper and lower bound. If the Z-score falls between the upper and lower bound of a grade, that grade is attributed to the school. Below is a diagram illustrating the upper and lower bounds of each potential grade.

**TABLE 2: GRADING UPPER AND LOWER BOUNDS**

Upper Bound	Letter Grade	Lower Bound
-1.51	F	$-\infty$
-1.18	D	-1.50
-0.84	C-	-1.17
-0.51	C	-0.83
-0.18	C+	-0.50
0.16	B-	-0.17
0.49	B	0.17
0.82	B+	0.50
1.16	A-	0.83
1.49	A	1.17
$\infty$	A+	1.50

## HOW-TO-READ THE RESULTS DIAGRAM

The report card is presented in chart format. It is read from left to right with the school names and districts in the far left column, and the overall *Absolute* and *In-context* grades and ranks in the far right. The grades and ranks in each cell correspond to the indicator at the top of the column and the school at the start of the row. The schools appear in the chart according to their *Final* Rank with number 1 at the top. The schools without enough data for a *Final* grade are unranked, separated and appear in alphabetical order.

Specific aspects of the AIMS Report Card chart are described in the diagram below. For quick reference, identify the aspect in question and follow the proximal arrow to the corresponding description. The example contains the results of the top eight New Brunswick Anglophone schools.

### ***Please note:***

Not all indicators of school quality are included due to data availability. The final grades and ranks for the *Final* and other overall categories reflect the schools performance as an average of only the available indicators included. If there are no final grades, there was not enough information to legitimately assess overall school quality.

It is important to understand where schools rank overall but it is just as important to understand how they rank on individual indicators. Schools may be weak in some areas and strong in others, this variation is not reflected by the Overall Grades.



New Brunswick - Anglophone 1-30 (of 48)		Inputs (score/highest to lowest order)										Absolute or In-Context Results											
School Name (Community Name)	Board	Final RC9 (of 48)	Final RC8 (of 46)	HS Enrollment (of 50)	Pupil Teacher Ratio (of 50)	Teacher Certification (percentage of 50)	Feeder Adherence (percentage of 50)	SES (percentage of 50)	Absolute or In-Context Results	Attendance Rate (of 6)	Grade 9 Moving on Rate (of 50)												
Saint Mary's Academy (Edmundston)	Woodstock	A / 1	n/a	77 / 47	12.3 / 47	89.7 / 6	4 / 48	45 / 28	Absolute	n/a	B+ / 9												
Doaktown Consolidated High School (Doaktown)	Fredericton	A- / 2	B / 13	77 / 46	12.3 / 46	20.4 / 40	2.0 / 49	14 / 43	In-Context	n/a	A+ / 1												
Upper Miramichi Regional High School (Boiestown)	Fredericton	A- / 3	B / 7	116 / 44	12.4 / 45	73.4 / 14	77.5 / 12	0 / 50	In-Context	n/a	B / 19												
Petitcodiac Regional School (Petitcodiac)	Moncton	A- / 4	B+ / 1	285 / 30	14.5 / 34	38.7 / 21	48.9 / 26	55 / 23	Absolute	n/a	B+ / 13												
Stanley Regional High School (Stanley)	Fredericton	B+ / 5	B- / 17	125 / 42	12.7 / 44	97.9 / 2	85.7 / 8	20 / 40	In-Context	n/a	B / 17												
Hartland Community School (Hartland)	Woodstock	B+ / 6	B / 6	223 / 33	15.8 / 24	59.1 / 21	95.9 / 3	63 / 19	Absolute	n/a	B- / 30												
Woodstock High School (Woodstock)	Woodstock	B+ / 7	C+ / 34	719 / 18	16.4 / 20	81.6 / 10	38.7 / 31	76 / 13	In-Context	n/a	B- / 29												
Kennebecasis Valley High School (Rothsay)	Rothsay	B+ / 8	B / 5	1093 / 9	18.0 / 6	24.4 / 38	89.7 / 6	100 / 1	Absolute	n/a	B / 25												
												There are two rows of grades and ranks for every school – the top are Absolute scores; the bottom, In-Context											
Academic Engagement (grade/rank)												Academic Achievement (grade/rank)											
Grade 10 Monitoring Rate (of 50)	Grade 11 Monitoring Rate (of 50)	Grade 12 Monitoring Rate (of 50)	Post-secondary Prep. Math (of 50)	Post-secondary Prep. Lang. Arts (of 50)	Post-secondary Participation (of 6)	Overall Engagement (of 4)	Math School Mark (of 6)	Science School Mark (of 6)	Language Arts School Mark (of 6)	Humanities School Mark (of 6)	Math Provincial Exam (of 6)	Science Provincial Exam (of 6)	Language Arts Provincial Exam (of 6)	Humanities Provincial Exam (of 6)	Post-secondary Achievement (of 4)	Overall Achievement (of 4)	Overall Performance (of 4)						
B+ / 7	F / 50	A+ / 5	B+ / 11	C- / 32	A- / 2	B+ / 5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	A- / 4	A+ / 4	A / 1						
A- / 9	C+ / 34	B- / 28	A+ / 2	B- / 24	A+ / 2	A- / 1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	A- / 2	A+ / 2	A / 1						
C- / 39	B / 11	A+ / 3	C / 34	C- / 37	B / 16	B- / 18	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	A- / 8	A+ / 8	B+ / 7						
C- / 41	A- / 5	B / 10	A / 5	B / 1	A- / 1	A- / 3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	A / 6	A / 6	A- / 2						
C- / 41	B- / 22	A+ / 2	C- / 40	F / 47	C- / 39	C- / 32	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	A- / 2	A+ / 2	A- / 3						
C- / 38	C / 40	B+ / 10	C / 30	C- / 44	C- / 40	Cw / 30	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	A- / 1	A+ / 1	A- / 3						
B / 12	C- / 29	B- / 38	C- / 20	C- / 33	C- / 33	C+ / 31	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	A- / 3	A+ / 3	A- / 5						
B+ / 13	C- / 29	C- / 45	B+ / 15	C- / 32	C- / 30	B- / 28	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	A- / 3	A+ / 3	B+ / 5						
B- / 20	B- / 26	A- / 1	Cw / 22	C- / 30	C- / 38	B- / 23	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	A- / 6	A+ / 6	A- / 4						
A- / 8	C / 42	B+ / 8	C+ / 25	C- / 47	F / 48	C- / 19	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	A- / 4	A+ / 4	B+ / 9						
B / 10	C+ / 37	A+ / 7	B+ / 9	B- / 20	C- / 41	B- / 22	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	A- / 7	A+ / 7	A- / 6						
A / 5	B- / 48	A+ / 1	B / 17	B- / 23	D / 46	C+ / 38	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	A / 7	A / 7	B+ / 10						
B- / 18	C- / 28	B / 32	C- / 37	C- / 35	A- / 3	B / 15	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	A- / 12	A- / 12	B+ / 12						
B+ / 15	B- / 32	B- / 24	C / 45	C- / 46	A / 5	B / 13	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	A- / 10	A- / 10	B+ / 8						
C- / 30	B- / 17	B- / 37	A / 4	A / 3	A- / 1	B- / 2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	A / 11	A / 11	A- / 2						

Final grade and rank are an average of the overall Absolute and In-context scores.

Final grade and rank from previous report card to assess the relative change.

All values beneath are Inputs – school characteristics that impact performance.

The actual pupil teacher ratio - the first value is the raw score or percentile for all Inputs

“1-30 (of 48)” – There are 30 schools’ results on this page out of the 48 total.

The shaded and non-shaded rows denote one school’s performance information

All values beneath are Engagement indicators – information that reveals the performance of school at keeping students engaged in learning

Overall Engagement grades and ranks are the weighted average of all included Academic Engagement indicators

All values beneath are Achievement indicators – information that reveals the performance of schools at training students in essential competencies

“n/a” means not applicable which represents scores that were either not made available, only available for one year or the sample size was less than five

Overall Achievement grades and ranks are the weighted average of all included Academic Achievement indicators

Overall Performance grades and ranks are the average of Overall Achievement and Overall Engagement



## INTERPRETING THE RESULTS

Below are descriptions of how to interpret each individual *Input* and a variety of scenarios describing appropriate interpretations of outcome indicator grades and ranks.

### **Inputs:**

#### ***Enrolment* – 387/26 means:**

- ⇒ 387 – three year average of total high school enrolment - all applicable grades as defined by provincial standards (e.g. 10, 11 and 12).
- ⇒ 26 – 26<sup>th</sup> largest high school in the province

#### ***PTR* – 13.17/21 means:**

- ⇒ 13.17 – 13.17 pupils for every full time equivalent (FTE) teachers at the school
  - For schools with more than just high-school grades (i.e. intermediate and primary grades), all students and FTE teachers are used to calculate school PTRs – number of FTE teachers by grade is unavailable in all Atlantic Canadian provinces.
- ⇒ 21 – 21<sup>st</sup> highest PTR in the province

#### ***Teacher Certification* – 84/3 means:**

- ⇒ 84 – (84<sup>th</sup> percentile) the proportion of teachers at this school with higher than a basic level teaching certificate is greater than at 83 percent of other schools in the province
- ⇒ 3 – 3<sup>rd</sup> highest proportion of teachers at this school with higher than a basic level teaching certificate in the province

#### ***SES* – 70/13 means:**

- ⇒ 70 – (70<sup>th</sup> percentile) your school community has a relative socio-economic status that is higher than 69% of the province's other schools
- ⇒ 13 – 13<sup>th</sup> most affluent school community in the province

Note - SES is a single number derived from a 12-point scale. A higher number means a better relative SES compared to other schools in the province.

#### **Seven factors are weighted positively:**

- |   |                         |
|---|-------------------------|
| ⇒ Proportion of the labour force in high status occupations | ⇒ Average home value    |
| ⇒ Proportion of the population with university degrees      | ⇒ Average rent          |
| ⇒ Average income  | ⇒ Employment rate       |
|   | ⇒ Youth employment rate |

#### **Five factors weighted negatively:**

- |   |                                     |
|---|-------------------------------------|
| ⇒ Proportion of the population having less than a high school diploma | ⇒ Proportion of one-parent families |
| ⇒ Unemployment rate   | ⇒ Proportion of low-income families |
| ⇒ Youth unemployment rate   |                                     |



These factors are derived from Statistics Canada Census data which are connected to the geographic area of students' residential postal codes.

***Feeder Achievement – 75/25 means:***

- ⇒ 75 – (75<sup>th</sup> percentile) - students entering your school score better than those going into 74% of the other high schools in the province on either math or language arts intermediate provincial exams.
- ⇒ 25 – 25<sup>th</sup> best feeder achievement in the province

**Outcomes:**

The Report Card gives you the ability to track performance at various stages in the education process using multiple measures that answer questions like:

- ⇒ Does tough teacher marking lead to better results in post-secondary school?
- ⇒ If we have strong retention in grade 10, does that carry through to graduation?
- ⇒ Does strong attendance translate into good performance or high graduation rates?

We are sure other questions will occur to you. In searching for the answers to those questions, it is important to interpret the results appropriately. The following five scenarios will help you do that.

***Scenario 1:***

***Absolute - A+/1***  
***In Context - A+/3***

In absolute terms, your school scores well above the provincial average and you rank first overall in this measure. This excellent performance also shows your school has advantages from the outset but do not rely on them for their good performance. Keep up the good work.

***Scenario 2:***

***Absolute - A+/14***  
***In Context - C+/87***

In absolute terms your school performs well above the provincial average on this measure. Based on the context in which your school operates, however, there is considerable room for improvement and a real opportunity to excel that is being missed.

***Scenario 3:***

***Absolute - B-/41***  
***In Context - A-/14***

In absolute terms your school performs slightly below the provincial average, however, considering the context in which your school operates this performance is actually BETTER than would reasonably be expected. Schools in similar circumstances should look to you for best practices.



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**Scenario 4:**

**Absolute - D/107**

**In Context - B/50**

In absolute terms your school performs far below the provincial average, however, this performance is offset by your operating circumstances as you perform considerably better than would reasonably be expected. Identifying and building on the tools that have allowed you to make the best of a sub-optimal situation should allow you to achieve continued growth in coming years.

**Scenario 5:**

**Absolute - F/40**

**In Context - D/39**

In absolute terms your school performs far below the provincial average and this performance is not offset by your operating circumstances as you perform considerably below expectations as well. This is an area for considerable improvement. Finding schools that have similar inputs and that do better on this measure would be helpful.



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