



Grande Prairie and District Catholic Schools Annual Education Results Report 2010-2011 & Three-Year Education Plan 2011-2014



November 2011

Our Mission

To provide an excellent & inspiring Catholic education for our communities.

Our Vision

We inspire our Communities to innovate, achieve personal & academic excellence, and proclaim & live their Catholic Faith.

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<http://www.gpcsd.ca/sections/district/subsections/plans/index.asp>

Accountability Statement

The Annual Education Results Report for the 2010-2011 school year and the Education Plan for the three years commencing September 1, 2011 for Grande Prairie & District Catholic Schools was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Government Accountability Act*. 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 combined Annual Education Results Report for the 2010/2011 school year and the Three-Year Education Plan for the 2010-2014 school year on November 28, 2011.

Ralph Wohlgemuth

Board Chair - Ralph Wohlgemuth

Karl Germann

Superintendent – Karl Germann

Communication and Distribution of the Three Year Strategic Plan & Annual Education Results Report

The Board of Trustees and the Superintendent took the advice from stakeholders, reviewed the October 2011 Accountability Pillar Outcomes, incorporated the Governance Implications from District Accountability Reports, prepared the Plan, set targets, and approved the Plan at a regular Board meeting

In accordance with the requirements from Alberta Education this plan was distributed to School Councils, Staff, and Administrators. Each school and local parish also receives a copy of the approved plan. A final copy is also posted to the District's web site.

*Schools are then required to complete a school plan that includes **goals, measures, targets and strategies**. School plans are based on a three-year cycle and are updated annually to incorporate school board directions, input from school councils, teachers, parents and students to address areas for improvement, identified from results. Schools have an obligation to use a variety of methods to communicate their plans with the parents and larger community as well as provide a copy of the plan to the Board.*

Jurisdiction Profile: Our Regional Faith Communities

Grande Prairie and District Schools encompasses five self-contained and very distinctive communities centered in Beaverlodge, Fairview, Grande Prairie, Sexsmith, and Spirit River. Many families in smaller communities, acreages and farms send their students to the schools in the District.

Grande Prairie is the largest urban center in the Peace River region, with an economy based on agriculture, petroleum, forest products, and service industries. The local economy is highly diversified and is characterized by rapid population growth, with smaller reductions in times of economic downturn. The population is very diverse: it is young, yet becoming a retirement community for many rural residents, and has a transient population. The Aboriginal population in Grande Prairie is approximately 10%. Grande Prairie has become a regional trading center for approximately 250,000 people. Many people access services not available in smaller centers.

Grande Prairie is a large parish community. One Catholic high school serves the city. Several K-8/ K-9 Catholic elementary schools are located within the city. Catholic students from the rural areas are bussed to Holy Cross, Mother Teresa, and Kateri Mission Catholic Schools.

Beaverlodge, a rural center 43 km from Grande Prairie, has an economy based on agriculture and petroleum. There has been relatively stable population growth in this community in the past few years, primarily related to the drilling

and servicing of natural gas well sites and compression stations. Most students are bussed to St. Mary's Catholic School; students in grades 10-12 attend the public high school in Beaverlodge.

Sexsmith is a growing rural agricultural Centre 20 km north of Grande Prairie. Many residents with homes in Sexsmith are employed in Grande Prairie. Approximately 50% of the students are rural and travel to St. Mary's Catholic School by school bus. Students from St. Mary's are now directed to attend the new St. Mary's High School which currently houses K to 10 in 2011-2012.

Spirit River is a small and close-knit rural community 78 km north of Grande Prairie. The economy is agricultural, with some petroleum activity. Most students travel to Ste. Marie Catholic School by school bus with students in grades 9-12 attending the public high school in Spirit River.

Fairview is a larger town serving a fairly large agricultural area, located 125 km north of Grande Prairie. GPRC, Fairview Campus is located on the southern boundary of town. St. Thomas More Catholic School serves all grades and all Catholic students in the town and surrounding rural area, and is able to provide a modest range of regular and special programs to meet the various needs of its students.

Parent Involvement in School Plans

Parents, through School Councils, are required by Regulation (113/2007) to provide advice as schools develop their plans. Principals will work through their plans in May and June and review the Plan with School Councils in June and October of each year.

Schools are required to align their plans with District goals, strategies and performance measures. Schools are also required to have their own goals, strategies and performance measures that address specific areas of Issue or Concern in the Accountability Pillar.

Through School Council Liaison, the School District will share results and provide interpretation of results. Principals will share their results with School Councils and provide an interpretation of their results.

October 2011 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure Category Evaluation	Measure	Grande Prairie RCSSD No. 28			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	89.2	89.5	87.3	88.1	87.6	86.6	Very High	Improved	Excellent
Student Learning Opportunities	Good	Program of Studies	80.9	80.9	77.0	80.9	80.5	80.1	High	Improved Significantly	Good
		Education Quality	89.4	89.1	87.5	89.4	89.2	88.9	High	Improved	Good
		Drop Out Rate	3.5	3.2	3.1	4.2	4.3	4.7	High	Maintained	Good
		High School Completion Rate (3 yr)	75.7	72.3	73.2	72.6	71.5	71.1	High	Maintained	Good
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	86.3	88.0	84.7	79.3	79.1	78.0	High	Maintained	Good
		PAT: Excellence	17.8	18.6	15.3	19.6	19.4	18.5	Intermediate	Improved	Good
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	76.2	76.6	77.5	82.6	83.4	84.0	Low	Maintained	Issue
		Diploma: Excellence	10.6	12.8	11.4	18.7	19.0	18.9	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	63.1	58.3	57.9	54.9	53.5	53.5	High	Improved	Good
		Rutherford Scholarship Eligibility Rate (Revised)	69.1	60.4	60.4	59.6	56.9	57.0	High	Improved Significantly	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	64.1	61.2	61.7	59.3	59.8	59.3	High	Maintained	Good
		Work Preparation	81.2	80.5	80.5	80.1	79.9	79.8	High	Maintained	Good
		Citizenship	84.9	84.8	81.4	81.9	81.4	79.9	Very High	Improved Significantly	Excellent
Parental Involvement	Good	Parental Involvement	81.2	83.3	80.3	79.9	80.0	79.4	High	Maintained	Good
Continuous Improvement	Excellent	School Improvement	85.5	79.6	78.8	80.1	79.9	78.8	Very High	Improved Significantly	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 (*).

October 2011 Accountability Pillar Overall Summary – FNMI (Required for Public/Separate/Francophone School Authorities)

Measure Category	Measure Category Evaluation	Measure	Grande Prairie RCSSD No. 28			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	2.0	0.6	6.3	10.4	11.2	11.3	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	46.6	34.1	19.5	38.2	34.1	34.8	Very Low	Improved	Issue
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	77.1	81.4	76.2	58.1	59.1	56.5	Low	Maintained	Issue
		PAT: Excellence	9.2	6.2	6.5	6.0	6.4	5.7	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	56.7	*	n/a	77.7	76.3	76.8	Very Low	n/a	n/a
		Diploma: Excellence	0.0	*	n/a	7.4	8.7	9.0	Very Low	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	11.7	51.1	17.0	19.1	16.7	16.6	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate (Revised)	30.0	*	37.5	32.1	27.5	27.4	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	44.4	37.1	37.1	31.2	33.9	31.8	Low	Maintained	Issue

Notes:

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

Measure Evaluation Reference (Optional)

Achievement Evaluation

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

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

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

Notes:

- 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: Strengthen Our Catholic Faith

Outcome: Students and Staff demonstrate an understanding of, and involvement with the Catholic traditions, beliefs, & values.

Performance Measures	Previous Year's Results	Target
<ul style="list-style-type: none"> Teachers are encouraged to include at least one Faith goal in their Professional Development Plans or articulate to their Principal, in writing, their Faith Plan. All senior high students complete Religious Studies 15, 25, and 35. Faith Permeation is consciously included in PD Plans and Collaborative Day activities. Staff is provided with faith opportunities including a District Retreat, Faith Development Day, Spice, and Blueprints. 	<p>Ongoing</p> <p>98%</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Ongoing</p> <p>98%</p> <p>Ongoing</p> <p>Ongoing</p>
<p>Survey Questions Introduced in January 2011</p> <ul style="list-style-type: none"> Student, Teacher, & Parent satisfaction with opportunities to participate in retreats at the elementary level, junior high level and/or senior high level. Student, Teacher, & Parent satisfaction with how people in your school talk about and live their faith. Student, Teacher, & Parent satisfaction with the religious celebrations that are held at the school. Student, Teacher, & Parent satisfaction with how they learn in Religion classes Student, Teacher, & Parent satisfaction with the relationship that exists between the church and your school. Student, Teacher, & Parent satisfaction with how individuals are taught to live Gospel Values Student, Teacher, & Parent satisfaction with how your Catholic school helps you grow as a Christian Student, Teacher, & Parent satisfaction with the opportunity for a meaningful prayer life and enriching faith experiences in your classes, e.g. Art, Religion, Science, Math, etc Student, Teacher, & Parent satisfaction with the visible reminders of our Catholic faith through art, symbols, prayer tables, etc. within your school and classrooms. 	<p>74.7% / 88.3 / 70.8</p> <p>74.1% / 84.6 / 79.7</p> <p>81.3% / 94 / 80</p> <p>75.6% / 86 / 69.9</p> <p>83.4% / 91.9 / 80.2</p> <p>78.4% / 72.9 / 76.4</p> <p>79.7% / 95.2 / 68.8</p> <p>82.8% / 92 / 69.9</p> <p>86% / 94.6 / 85</p>	<p>All targets TBA (first year of data)</p>

Strategies to Achieve Goal #1:

	Strategic Action	Evidence of Implementation	Evidence of Impact for Student Learning
1.	Students will proclaim their Faith through monthly school activities that include Celebrations, Masses, Retreats, and Service Projects.	Schools hold 10 monthly Celebrations/ Masses. Students in every school have the opportunity to participate in school retreats at the Junior and Senior High level.	Survey instruments identified on the previous page and reported in RS Accountability report.
2.	Every school and administrative site will communicate to parents and the community, the opportunities for individuals to celebrate our Faith.	School Newsletters communicate the opportunities to celebrate Faith in the school and parish.	s/a
3.	Teachers who complete at least one Religious Studies course / Newman Theological certificate are seen as “preferred” candidates.	25% of all teachers seeking contracts complete one Religious Studies course.	s/a
4.	All students complete one Religion course for every full year they are in high school. New students registering part way through high school will meet the requirement for Religious Education at the discretion of the School Principal.	All high school students take a Religious Studies course in every full year with minor exceptions.	s/a
5.	Faith Permeation activities are consciously included in PD Plans and in Collaborative Days activities.	Faith Permeation activities are included in PD Plans and Collaborative Days.	s/a

Goal Two: Success for Every Student

Outcome: *Students demonstrate proficiency in literacy and numeracy*

Note – This outcome replaces the following outcome from the 2010/11 – 2012/13 three year education plan:

- *Students demonstrate high standards in learner outcomes (K-9 portion only)*

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	84.6	82.0	84.1	88.0	86.3		High	Maintained	Good	81	83	85
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	15.7	11.8	15.5	18.6	17.8		Intermediate	Improved	Good	15	16	17

Strategies

School Planning and Improvement Process – Principals and School-Based Leadership Teams (SBLT) will create a 3-year plan with student-focused SMART goals in relation to student need. Annual year plans will be developed with specific actions to be taken to address student needs. Plans will also address how issues and concerns will specifically be targeted.

Collaborative Days Planning and Reporting. The Principal and SBLT will plan Professional Development Days so staff learning needs are met in relation to student outcomes. Collaborative days will include a balance of whole school learning and study team time.

Teacher Professional Development Plans. Teachers will develop “living” Professional Development Plans that identify and track one SMART professional goal in relation to their Study Team goal and one faith goal.

Common Year-End Assessments: Grade 7 & 8 Math and Grade 7 ELA

Common summative assessments will be developed and utilized in Math across the District over a three-year period.

Common Assessments

The Kindergarten Literacy Test, Fountas & Pinnell, CAT IV, and/ or Basic Reading Inventory (where appropriate) will serve as a diagnostic assessment tool providing formative assessment for teachers to plan instruction for students.

Accountability and Monitoring: School Action Plans.

Annually the Principals will meet with the Superintendent, Assistant Superintendent, and the Trustees to present their school's action plans based on their results in Achievement exams, Diploma exams, and common District assessments.

Accountability and Monitoring: Assistant Superintendent/ Principal and Superintendent/Principal School Improvement Plans

Accountability Meetings. Through a series of meetings with the Superintendent, Principals ensure an alignment of Teacher Professional Development Plans with District Goals and Outcomes and School Goals and Outcomes.

Accountability and Monitoring: Superintendent/ Principal Curricular Accountability meetings.

Through a series of meetings with the Superintendent, Principals will provide information on how they are monitoring individual teacher's delivery of the Outcomes.

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

¹ 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.

² 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 achieve educational outcomes*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *Students demonstrate high standards in learner outcomes (high school portion only)*
- *High school completion rates are showing continual improvement*
- *Children and youth with at risk factors have their needs addressed through timely and effective programs and supports*
- *Students are well prepared for lifelong learning*

Performance Measure	Results (in percentages)					Target 2011	Evaluation			Targets		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	79.3	81.3	74.7	76.6	76.2		Low	Maintained	Issue	81	83	85
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	14.1	12.5	8.8	12.8	10.6		Low	Maintained	Issue	15	16	17

Performance Measure	Results (in percentages)					Target 2011	Evaluation			Targets		
	2006	2007	2008	2009	2010		Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	73.2	73.1	74.3	72.3	75.7		High	Maintained	Good	74	75	77
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.8	3.1	3.0	3.2	3.5		High	Maintained	Good	3.5	3.5	3.5
High school to post-secondary transition rate of students within six years of entering Grade 10.	60.5	58.4	65.6	61.2	64.1		High	Maintained	Good	61	63	65
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	67.8	61.4	59.4	60.4	69.1		High	Improved Significantly	Good	67	68	69
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	65.1	59.8	55.7	58.3	63.1		High	Improved	Good	63	64	65

Strategies

- Early Literacy Intervention programs in Grades K-2 will assist struggling readers and writers. If students are at grade level as readers and writers they will probably achieve success in all of their classes. As a result students feel more connected and are less likely to drop out.
- A High School Re-Design team was formed in Spring 2011 to address Diploma issues in the following sequence: Student Advisory, Instructional Improvement, and High School Re-Design/ Flexibility.
- Teacher-Student Advisor program (STRIVE) is established at St. Joseph Catholic High as a means to build relationships and better adapt instruction and career planning for students. This format will include 2 x 40 minutes per week and one x 20 minutes per week. An individual is hired 0.40 FTE to ensure consistency among teachers.
- A second individual was hired 1.0 FTE to assist teachers at the high school to better select instructional strategies.

- Counselors are placed at the high school level both for personal and career counseling.
- Catholic Family Services provides initial intervention supports for elementary, junior high, & high school students.
- Student retreats at various grades rekindle the spirit inside many students and provide a sense of belonging. A new online student marks program is now implemented at the junior and senior high school level in all schools so parents can track student progress and assist with completion of assignments..

- An emphasis on a new Outcome- based Report Card in Grades 1-9 should ensure a stronger correlation of curriculum-instruction-assessment.
- Ensure that staffs articulate curriculum outcomes to students in frequent and regular ways.
- Work continues on curriculum-based Study Guides, Frequent and Formative Assessment, and Scheduled Review.
- Students are required to take a full course load in Grades 10 and 11.

- A Superintendent's scholarship is awarded to all students who complete 120++ courses within three years.
- In classrooms and in public forums, all stakeholders need to continue to articulate the importance of an educated Albertan.

- Provide students with access to High School Career Fair presentations and opportunities so they can see how an education is important in the trades and professional careers.
- Provide support for St. Gerard Grade 9s to attend Edmonton-based French University career fairs.
- Provide funding for Regional, Provincial and National Skills competitions.
- Work with Careers the Next Generation to assist students with career related Work Experience and RAP programming.

Notes:

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

Outcome: *Students are prepared for the 21st century*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *Students model the characteristics of active citizenship*
- *Students are well prepared for employment*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	78.0	76.4	83.0	84.8	84.9		Very High	Improved Significantly	Excellent	82	83	85
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	78.0	80.6	80.3	80.5	81.2		High	Maintained	Good	80	81	82

Strategies

- Take time to explain to students what “citizenship” is and how it is lived out in a Catholic context.
- Remind students that an activity that is undertaken is part of our work to create more responsible and caring people.
- Talk with students about the importance of regularly “doing good” without being noticed.

- All students will participate in the District’s Three Year Social Justice Project that emphasizes changing the current structures and not just meeting the failures of the current structure(s).
- Promote the “Social Justice Service Project” using the media and other forums as a means to show case the good work undertaken by our students in our schools.
- Refer to other strategies in Goal #1.

- Continue with monthly Virtues focus in many school celebrations.
- Ensure that teachers are using the Religious Studies program to its fullest. The Religious Education Consultant will assist in active monitoring and programming assistance.
- Ensure that the Catholic Health Curriculum is taught with a Gospel-centered focus. The Religious Education Consultant will assist in active monitoring and programming assistance.

- Continue to work on the implementation of a new World Religion Religious Studies 25 course designed to help students gain a better understanding of World Religions.
- Refer to Gospel Values when addressing expected behavior with students.

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

Goal Three: Transformed Education Through Collaboration

Outcome: *Students have access to programming and supports to enable their learning*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *The education system meets the needs of all K–12 students and supports our society and the economy*
- *School environments are safe and caring*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011		2011	Achievement	Improvement	Overall	2012	2013
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	74.9	73.9	76.3	80.9	80.9		High	Improved Significantly	Good	80	82	84
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	87.8	86.2	87.1	89.1	89.4		High	Improved	Good	88	88	89
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.	85.1	84.5	88.0	89.5	89.2		Very High	Improved	Excellent	87	87	89

Strategies

- Examine if there is a need to strengthen the Fine Arts program in junior and senior high.
- Over a three-year period, the District will open Junior High/High School CTS facilities at Mother Teresa (Grande Prairie) & St. Mary's (Sexsmith). All City students will have access to these facilities by combining junior high options at several schools and bussing kids to the appropriate facilities. This idea was piloted for all junior high schools in 2009-2010 and met with a high degree of student success. Originally some individuals were concerned for students because they might not adapt. Many students knew one another from various community activities and friendships were quickly rekindled.
- High School programming will be introduced and expanded at St. Mary's Sexsmith in 2011-2012.
- STM High School and St. John Bosco have piloted new ADLC courses that provide the classroom teacher with ready-made material and lesson plan. Courses may include Forensics 25/35 and Cosmetology. Lessons learned from these two schools will be incorporated into St. Mary's Sexsmith High School program.
- Pre-Advanced Placement English, Social, Science, and Math will be introduced at St. Joe's in 2011-2012. Advanced Placement 35 courses will be offered in English, Math, and United States History. Expansion to Biology 35 AP and other subjects may occur if there is demand and teacher expertise.
- Offer a variety of CTS Pathways at the High School Level, including courses that expand on the junior high Sports Academy offerings.
- Staff will emphasize a welcoming atmosphere for Administration and teachers will emphasize the importance of working on and making progress towards achieving all of the Outcomes in the Program of Studies.
- Teachers will have the training and support required to learn new curriculum and be able to implement new curriculum in their classrooms.
- See Goal #1 as most of the strategies for this area are rooted in our Gospel Values and Faith.

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 openness to new and innovative ideas, leadership and collaboration*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *The jurisdiction demonstrates effective working relationships*
- *The jurisdiction demonstrates leadership, innovation and continuous improvement*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	77.7	78.1	79.5	83.3	81.2		High	Maintained	Good	81	83	84
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	76.6	75.7	81.2	79.6	85.5		Very High	Improved Significantly	Excellent	83	85	88

Strategies

- Hold at least three District Council Liaison meetings where the Board/ Admin meet with School Council Chairs/ Principals. The purpose of the meetings is to share ideas and seek clarification.
- Outline to parents at various times how we involve them in decisions/ advice/ planning.
- Encourage schools to involve their parents in a participatory way.
- Ask parents, "Is there anything we can do for you", knowing that we might not be able to provide everything that they want but at least we are more open to listen.
- Ask School Council Chairs what their expectations are and help them understand their responsibilities and limitations.

- Refined AISI projects for 2011-2012 include Literary Grade 2, Senior High Technology integration, and High School Flexibility and Transformation.
- Work with the neighboring Public Boards to offer joint programs like Regional Summer School, Reading University, and Gifted Education Summer School.
- Provide just-in-time PD for new Student Information and Marks system.
- Continue to assist teachers to meet their collective professional development needs especially when new curriculum is introduced.
- Work with the Local ATA Professional Development Committee to plan certain PD opportunities.
- Remind individuals of the AlbertaPD web site and the archived opportunities.
- Assist teachers and support staff to meet their faith needs through Retreats, PD Days, and District Masses.
- In partnership with the provincial and local ATA offer a strong Mentorship and Orientation program that is a combination of day time and evening sessions.
- Provide a transportation subsidy for ATA New Teacher PD Conference in Edmonton in the Fall.

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

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

Outcome: FNMI students are engaged in learning

Note – This outcome replaces the following outcome from the 2010/11 – 2012/13 three year education plan:

- Key learning outcomes for FNMI students improve

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target 2011	Evaluation			Targets		
	2006	2007	2008	2009	2010		Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	25.5	13.5	10.8	34.1	46.6		Very Low	Improved	Issue	45	48	55
Drop Out Rate - annual dropout rate of students aged 14 to 18	10.4	12.5	5.8	0.6	2.0		Very High	Maintained	Excellent	3	3	3
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	*	*	37.1	44.4		Low	Maintained	Issue	45	48	55
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	0.0	37.5	*	*	30.0		Very Low	Maintained	Concern	30	32	34
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	34.3	0.0	0.0	51.1	11.7		Very Low	Maintained	Concern	33	35	40

Performance Measure	Results (in percentages)					Target 2011	Evaluation			Targets		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	65.7	71.3	75.8	81.4	77.1		Low	Maintained	Issue	78	70	82
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	4.5	9.3	4.0	6.2	9.2		Very Low	Maintained	Concern	10	12	14
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	*	*	*	*	56.7		Very Low	n/a	n/a	57	60	65
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	*	*	*	*	0.0		Very Low	n/a	n/a	2	4	6

Strategies

- Hire Aboriginal Support Workers to work in school with high FMNI populations. Workers will focus their attention on improving student achievement by ensuring students attend school, parents are involved in activities like parent teacher interviews, and at home support with reading and school work.
- Offer evening pre-school and early years family programming with an Aboriginal perspective.
- Ensure Support Workers complete home visits for students at risk of not meeting course/attendance requirements.
- Aboriginal Support Workers review report card marks to determine which students need more one-on-one attention.
- A home-school Liaison program will be established to assist parents with reading and parents skills.
- Re-scope one AISI project where a focus is on selecting one student in each grade 4 class (aboriginal preference). The teacher, student, and AISI literacy person will work with a child in the classroom to improve the student's individual achievement and the teacher's capacity to deal with readers who are several levels below expectation.
- Work with the local Friendship Centre to improve the number of students wanting to complete high school and transition to post-secondary.

Notes:

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

Summary of Financial Results

Revenues

Base Funding	\$24,811,883
Infrastructure Maintenance & Renewal	603,124
Targeted Funding	1,066,449
Transportation	2,004,432
Differential Funding	5,059,592
Plant Operation & Maintenance	3,128,227
Other Provincial Revenue	1,934,964
Capital Debt Funding	6,224,291
Federal Government Funding	16,290
Local Revenues	2,261,358

Expenses

Capital Items	\$6,266,644
Certificated Staff	23,457,231
Certificated Temporary	200,274
Infrastructure Maintenance & Renewal	752,852
Subs	1,013,408
Support Staff	7,731,948
Temporary, Casual, & Summer	183,000
Trustees	159,903
Contract & Services	4,086,657
Supplies, Fees, & Transfers	4,061,254

LINK to Web Site <http://www.gpcsd.ca/sections/district/subsections/financialinfo/index.asp>

Parental Involvement

- Advice from Parents is sought through School Councils.
- Administration also seeks input through Principals who are in touch with their staff and school councils.
- Advice is also taken from the Provincial Accountability Survey and the District's own Faith survey.

Timelines and Communication

- Information in this Annual Report and plan is distributed to schools and school councils. The information is also posted to the District web site under Plans.

Summary of Facility and Capital Plans

2011 – 12

New K – 9 for Grande Prairie

- 650 student school for northern part of the City

St. Mary Catholic School in Beaverlodge K – 12
Expansion and Modernization

St. Patrick's Phase II Modernization/Demolition/Reconstruction
- Complete modernization of this K – 8 school

Addition of 1 Modular classroom to St. Mary's in Sexsmith

Addition of 2 Modular classrooms to Mother Teresa in Grande Prairie

Demolition of 4 Modular classrooms at Kateri and replacement with 4 new Modular Classrooms.

2012 – 13

Kateri Mission Catholic School

- Modernization and demolition of 4 portables

New 9 – 12 High School for Grande Prairie/Clairmont

- Tri-partnership high school for 650 students
- Address long term growth in the north part of Grande Prairie

2013 – 14

Ste. Marie Catholic School in Spirit River

- Classroom/ school modernization

St. Thomas More in Fairview

- Modernization

Link to District Web site <http://www.gpcsd.ca/sections/district/subsections/plans/index.asp>

Technology Plan Summary

Goal	Commitment	Timeline
School Lab Replacement (iPad, Laptop, & Desktop Combo)	St. Clement Learning Commons St. Patrick Learning Commons St. Gerard Learning Commons STM Lab	2011-2012
Smart Board Implementation	Completed in all classrooms that are currently being used.	2011-2012. Some may need to be added if more classrooms open up.
Wireless Networks	Replace all Alcatel networks and add Ruckus into all schools	All schools except St. Joseph by 2011-2012
Server Replacement	Minor Storage	CEC storage server (Virtualized)
Printers (Duplex for Report Cards)	None	
Software Maintenance	Report Card: Power School Outcome Based in Elementary/ Junior High	2011-2012

Sample Costs for Fixed Technology Costs (Annual Costs approx \$215,000/yr)

Internet (base feed for all schools – unfunded)	22,000 (30 MB feed)
Wide Area Network (Supernet – partially funded)	114,500 (possible main feed increase)
TSC Annual Maintenance (Payroll & Finance) and My Fax	58,000
L4U (Library catalogue system)	7,150
Antivirus (Desktop and Laptop)	6,615
Backup solution	2,500
Fortinet (Content filtering, Spam, IDP)	4,522
Server Encryption	2,200
Packteer (Shaping Software)	5,525
Alcatel / Ruckus Annual Wireless Licence	8,150
My Budget File	6,500
Acrodex (Windows 7, MSD Campus Agreement)	12,000
Power School	21,000
Public School Works / Group Link Ticket Software	5,630
School CashNet	11,000
Electronic School Board	4,400
Citrix	1,000
Bus Stop Application from Peace 10 SD	1,000

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.

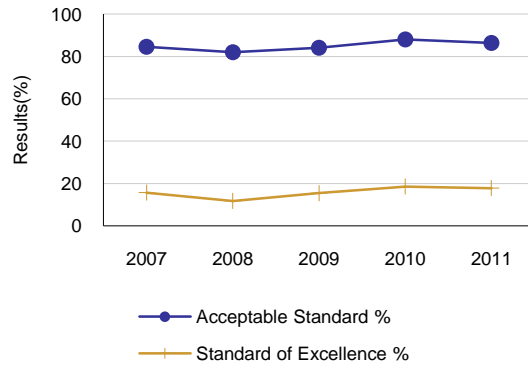
Provincial Achievement Test Results – Measure Details (OPTIONAL)

		Results (in percentages)										Target	
		2007		2008		2009		2010		2011		2011	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	Authority	87.5	19.1	90.7	15.0	92.4	16.7	94.5	23.9	94.2	22.4		
	Province	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5	81.8	17.5		
French Language Arts 3	Authority	n/a	n/a	n/a	n/a	85.3	13.3	87.3	19.0	93.6	19.2		
	Province	n/a	n/a	n/a	n/a	83.8	15.8	84.1	16.3	80.6	15.8		
Français 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	82.5	16.3	86.4	16.3	84.2	18.6		
Mathematics 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	88.4	33.3		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77.4	26.0		
English Language Arts 6	Authority	88.0	16.5	86.2	16.6	92.2	19.3	93.7	23.3	91.3	15.4		
	Province	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9	83.0	18.5		
French Language Arts 6	Authority	81.1	3.8	79.2	3.8	91.1	8.9	90.9	15.2	96.1	11.8		
	Province	88.1	11.0	87.7	14.2	91.5	15.9	88.3	15.9	89.4	17.1		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	93.0	18.0	94.3	17.1	92.6	18.7	91.3	18.3	92.2	17.6		
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76.8	13.8		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8		
Science 6	Authority	83.1	19.5	73.7	12.8	83.0	18.6	86.1	19.9	79.0	17.5		
	Province	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4	76.2	25.0		
Social Studies 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	79.4	15.3	70.4	13.8		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	71.0	16.4	71.1	18.5		
English Language Arts 9	Authority	86.8	12.8	83.1	10.8	80.5	11.4	84.2	12.9	82.4	15.9		
	Province	77.5	14.8	76.5	14.8	78.7	14.7	79.3	15.0	79.1	16.3		
English Lang Arts 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	85.7	0.0	87.5	0.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	66.8	7.8	67.2	7.9		
French Language Arts 9	Authority	86.7	26.7	89.1	4.3	69.7	12.1	77.8	2.8	95.6	11.1		
	Province	81.3	12.9	84.5	12.4	81.8	10.3	86.1	12.4	88.8	15.0		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.6	12.6	84.8	11.7	85.6	12.9	84.3	12.7	90.2	15.8		
Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.4	15.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.1	17.3		
Mathematics 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	42.9	0.0	14.3	0.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	65.6	15.3	64.9	14.9		
Science 9	Authority	77.2	10.5	75.3	6.1	69.2	11.3	79.6	13.3	80.0	20.0		
	Province	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7	74.9	20.8		
Science 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	71.4	14.3	66.7	22.2		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	67.2	14.3	69.5	15.3		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	69.5	14.8	68.4	18.6		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	68.9	18.8	67.2	19.0		
Social Studies 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	57.1	0.0	77.8	11.1		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	64.6	15.7	61.9	13.6		

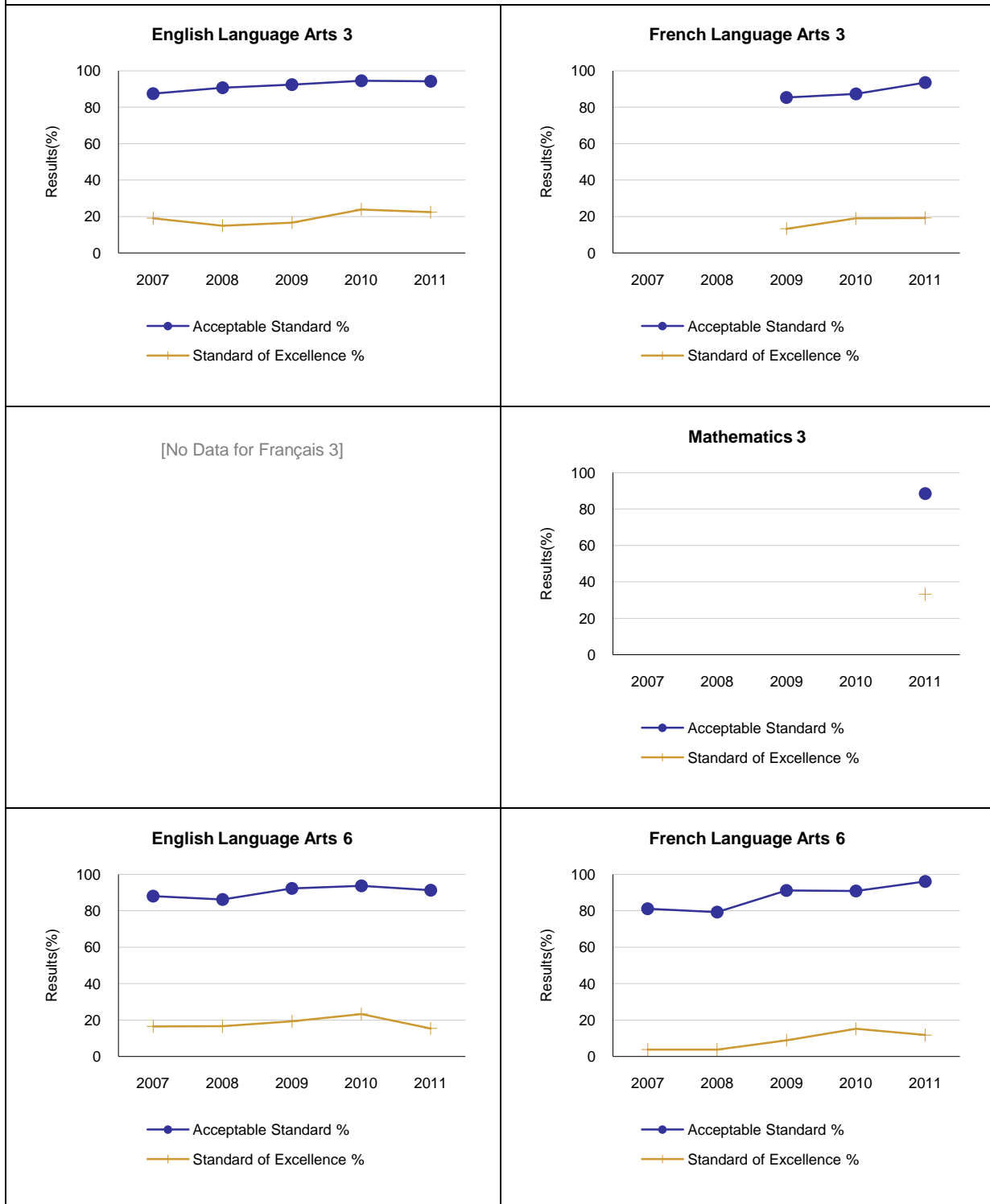
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

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

Graph of Overall Provincial Achievement Test Results (optional)

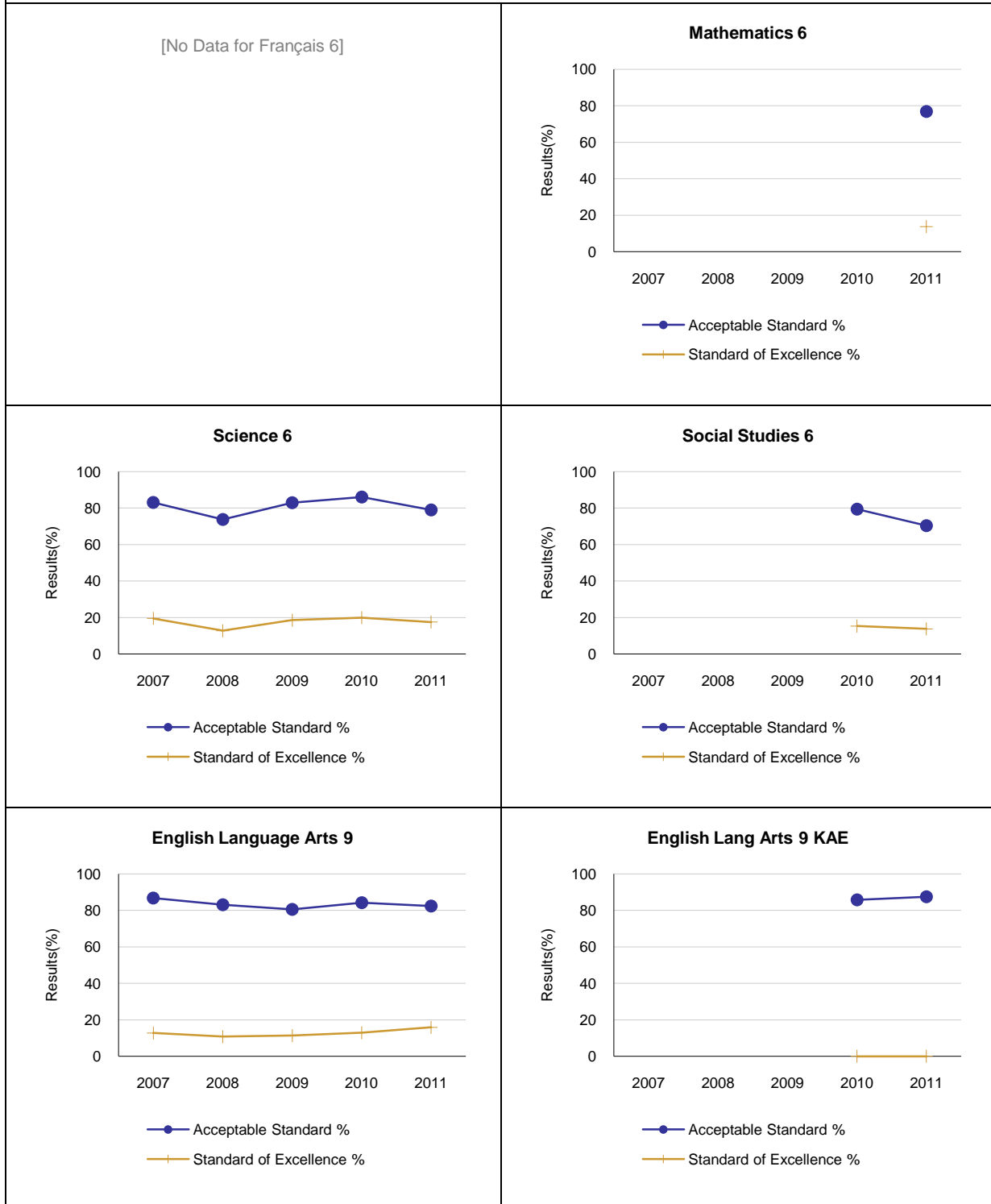


Graph of Provincial Achievement Test Results by Course (optional)



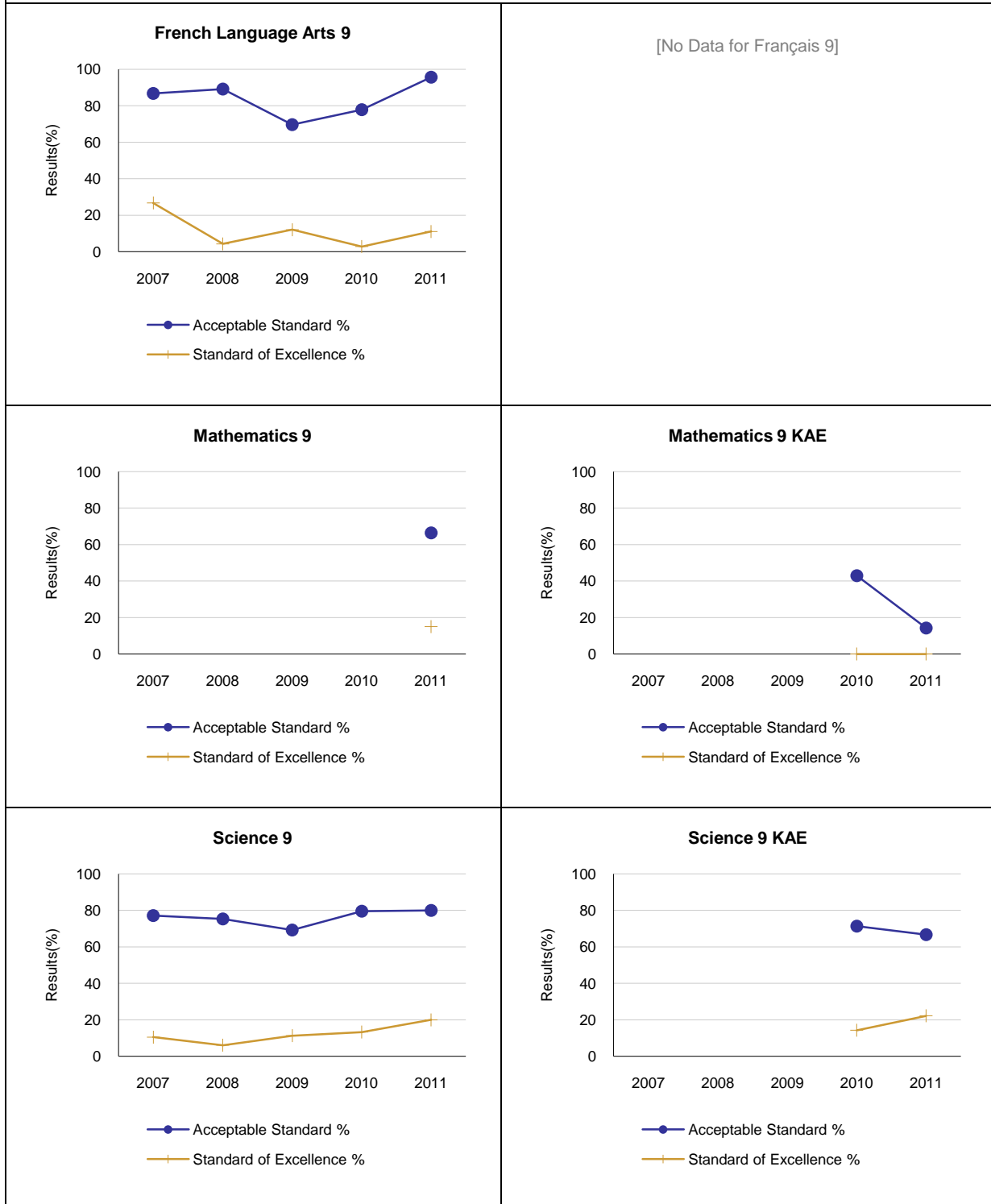
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Graph of Provincial Achievement Test Results by Course (optional)



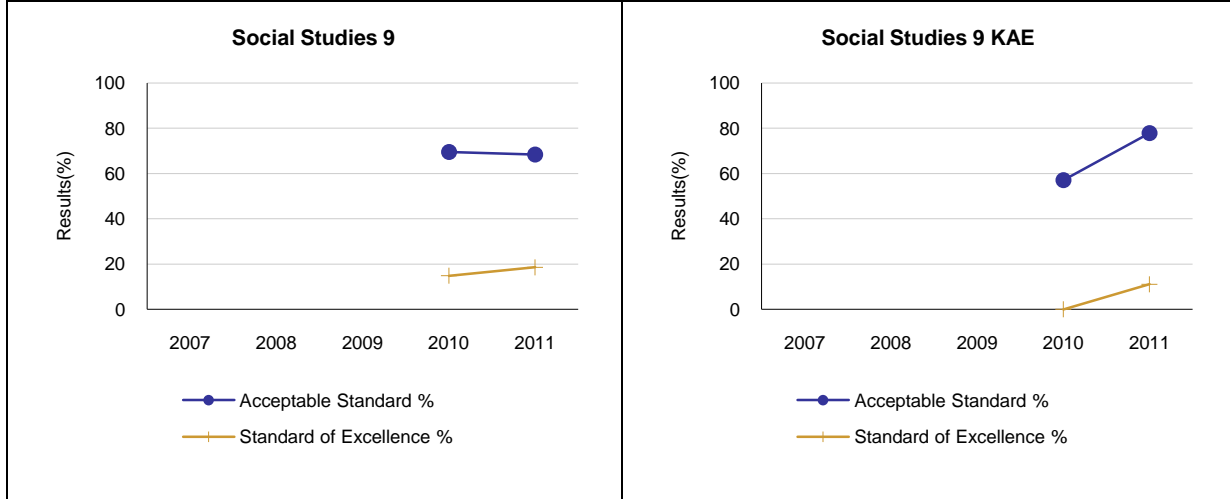
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course (optional)



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

Graph of Provincial Achievement Test Results by Course (optional)



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

Authority: 4130 Grande Prairie Roman Catholic Separate School District No. 28

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

Course	Measure	Grande Prairie RCSSD No. 28								Alberta			
		Achievement	Improvement	Overall	2011		Prev 3 Yr Avg		2011		Prev 3 Yr Avg		
					N	%	N	%	N	%	N	%	
English Language Arts 3	Acceptable Standard	Very High	Maintained	Excellent	294	94.2	309	92.5	42,944	81.8	42,052	81.0	
	Standard of Excellence	Very High	Improved	Excellent	294	22.4	309	18.6	42,944	17.5	42,052	17.9	
French Language Arts 3	Acceptable Standard	n/a	Improved	n/a	78	93.6	69	86.3	3,180	80.6	3,046	83.9	
	Standard of Excellence	n/a	Maintained	n/a	78	19.2	69	16.2	3,180	15.8	3,046	16.1	
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	532	84.2	520	84.4	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	532	18.6	520	16.3	
English Language Arts 6	Acceptable Standard	High	Maintained	Good	311	91.3	294	90.7	43,433	83.0	43,646	82.1	
	Standard of Excellence	Intermediate	Declined	Issue	311	15.4	294	19.7	43,433	18.5	43,646	19.6	
French Language Arts 6	Acceptable Standard	High	Improved	Good	51	96.1	55	87.1	2,635	89.4	2,307	89.2	
	Standard of Excellence	Intermediate	Maintained	Acceptable	51	11.8	55	9.3	2,635	17.1	2,307	15.3	
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	460	92.2	442	92.7	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	460	17.6	442	18.0	
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	309	79.0	294	80.9	43,441	76.2	43,534	76.0	
	Standard of Excellence	Intermediate	Maintained	Acceptable	309	17.5	294	17.1	43,441	25.0	43,534	25.1	
Social Studies 6	Acceptable Standard	n/a	Declined Significantly	n/a	311	70.4	287	79.4	43,537	71.1	43,601	71.0	
	Standard of Excellence	n/a	Maintained	n/a	311	13.8	287	15.3	43,537	18.5	43,601	16.4	
English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	245	82.4	255	82.6	43,024	79.1	43,763	78.2	
	Standard of Excellence	High	Improved	Good	245	15.9	255	11.7	43,024	16.3	43,763	14.8	
English Lang Arts 9 KAE	Acceptable Standard	n/a	Maintained	n/a	8	87.5	7	85.7	1,606	67.2	1,587	66.8	
	Standard of Excellence	n/a	Maintained	n/a	8	0.0	7	0.0	1,606	7.9	1,587	7.8	
French Language Arts 9	Acceptable Standard	High	Improved Significantly	Good	45	95.6	38	78.9	2,331	88.8	2,324	84.1	
	Standard of Excellence	Intermediate	Maintained	Acceptable	45	11.1	38	6.4	2,331	15.0	2,324	11.7	
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	336	90.2	324	84.9	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	336	15.8	324	12.4	
Mathematics 9 KAE	Acceptable Standard	n/a	Declined	n/a	7	14.3	7	42.9	1,936	64.9	1,894	65.6	
	Standard of Excellence	n/a	Maintained	n/a	7	0.0	7	0.0	1,936	14.9	1,894	15.3	
Science 9	Acceptable Standard	Very High	Improved	Excellent	245	80.0	255	74.7	42,932	74.9	43,553	71.7	
	Standard of Excellence	Very High	Improved Significantly	Excellent	245	20.0	255	10.3	42,932	20.8	43,553	15.5	
Science 9 KAE	Acceptable Standard	n/a	Maintained	n/a	9	66.7	7	71.4	1,586	69.5	1,526	67.2	
	Standard of Excellence	n/a	Maintained	n/a	9	22.2	7	14.3	1,586	15.3	1,526	14.3	
Social Studies 9	Acceptable Standard	n/a	Maintained	n/a	247	68.4	243	69.5	43,128	67.2	43,769	68.9	
	Standard of Excellence	n/a	Improved	n/a	247	18.6	243	14.8	43,128	19.0	43,769	18.8	
Social Studies 9 KAE	Acceptable Standard	n/a	Maintained	n/a	9	77.8	7	57.1	1,573	61.9	1,557	64.6	
	Standard of Excellence	n/a	Maintained	n/a	9	11.1	7	0.0	1,573	13.6	1,557	15.7	

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

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.

Evaluations for Mathematics (Grades 3, 6, 9) are not calculated due to the changes in the tests in 2010.

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

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

Evaluations for Mathematics (Grades 3, 6, 9) are not calculated due to the changes in the tests in 2010.

Improvement Table

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

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

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

Overall Evaluation Table

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

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

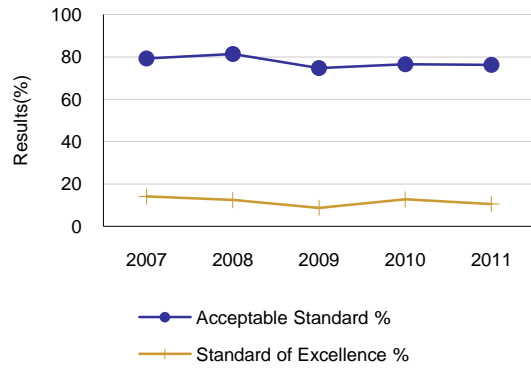
Diploma Examination Results – Measure Details (OPTIONAL)

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2007		2008		2009		2010		2011		2011	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	88.2	16.5	87.2	11.1	84.1	6.0	88.7	8.7	83.8	4.2		
	Province	87.7	19.0	87.1	15.5	86.1	12.3	85.1	10.1	84.4	10.1		
English Lang Arts 30-2	Authority	91.5	11.9	90.0	4.4	92.1	4.5	86.5	9.5	83.8	4.0		
	Province	88.7	9.7	88.9	8.8	88.2	8.5	88.8	9.8	88.6	9.1		
French Lang Arts 30-1	Authority	100.0	6.7	100.0	40.0	100.0	18.2	93.8	6.3	100.0	5.6		
	Province	95.6	23.1	94.9	24.5	95.1	18.9	93.7	16.3	95.3	14.3		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	97.2	24.6	98.5	25.4	94.7	33.1	94.2	15.6	93.8	20.1		
Pure Mathematics 30	Authority	72.6	15.1	69.6	18.8	67.3	12.7	72.0	16.1	75.4	19.4		
	Province	81.1	24.6	81.3	25.8	82.1	26.3	82.9	29.7	81.0	28.7		
Applied Mathematics 30	Authority	49.1	3.5	60.9	0.0	52.9	4.3	66.2	4.6	61.9	1.6		
	Province	77.6	12.1	76.4	10.7	79.4	13.5	77.3	12.6	74.3	9.8		
Social Studies 30	Authority	71.6	12.1	73.0	14.4	69.1	12.2	*	*	n/a	n/a		
	Province	86.1	24.6	84.7	21.5	84.2	21.4	67.8	10.4	69.7	12.1		
Social Studies 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	77.5	7.8	74.8	8.1		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	84.5	16.1	82.8	14.9		
Social Studies 33	Authority	70.8	4.6	79.6	9.2	84.7	20.4	n/a	n/a	n/a	n/a		
	Province	84.8	19.6	85.3	18.9	85.6	20.2	76.4	11.5	69.0	21.4		
Social Studies 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	86.2	12.6	87.8	10.2		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	85.0	13.7	85.6	15.9		
Biology 30	Authority	81.2	20.0	88.9	20.2	70.1	14.2	68.2	18.2	66.4	20.5		
	Province	83.5	27.4	82.3	26.3	83.0	26.6	81.4	28.1	81.9	29.8		
Chemistry 30 Old	Authority	70.0	21.7	83.1	37.3	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.3	37.9	89.2	39.2	77.6	19.5	87.5	37.5	n/a	n/a		
Chemistry 30	Authority	n/a	n/a	n/a	n/a	44.0	10.1	66.7	16.1	55.6	13.1		
	Province	n/a	n/a	n/a	n/a	76.3	27.7	79.0	29.9	75.1	27.7		
Physics 30 Old	Authority	61.9	11.9	84.8	28.3	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	29.3	85.7	32.0	74.4	25.6	75.0	25.0	n/a	n/a		
Physics 30	Authority	n/a	n/a	n/a	n/a	52.7	3.6	55.1	9.0	63.5	15.9		
	Province	n/a	n/a	n/a	n/a	79.3	23.1	73.9	20.3	76.7	27.7		
Science 30	Authority	81.1	13.2	84.9	11.3	66.7	7.1	63.3	23.3	75.0	5.6		
	Province	87.1	18.0	88.6	21.6	86.0	20.9	80.1	22.8	80.4	21.0		

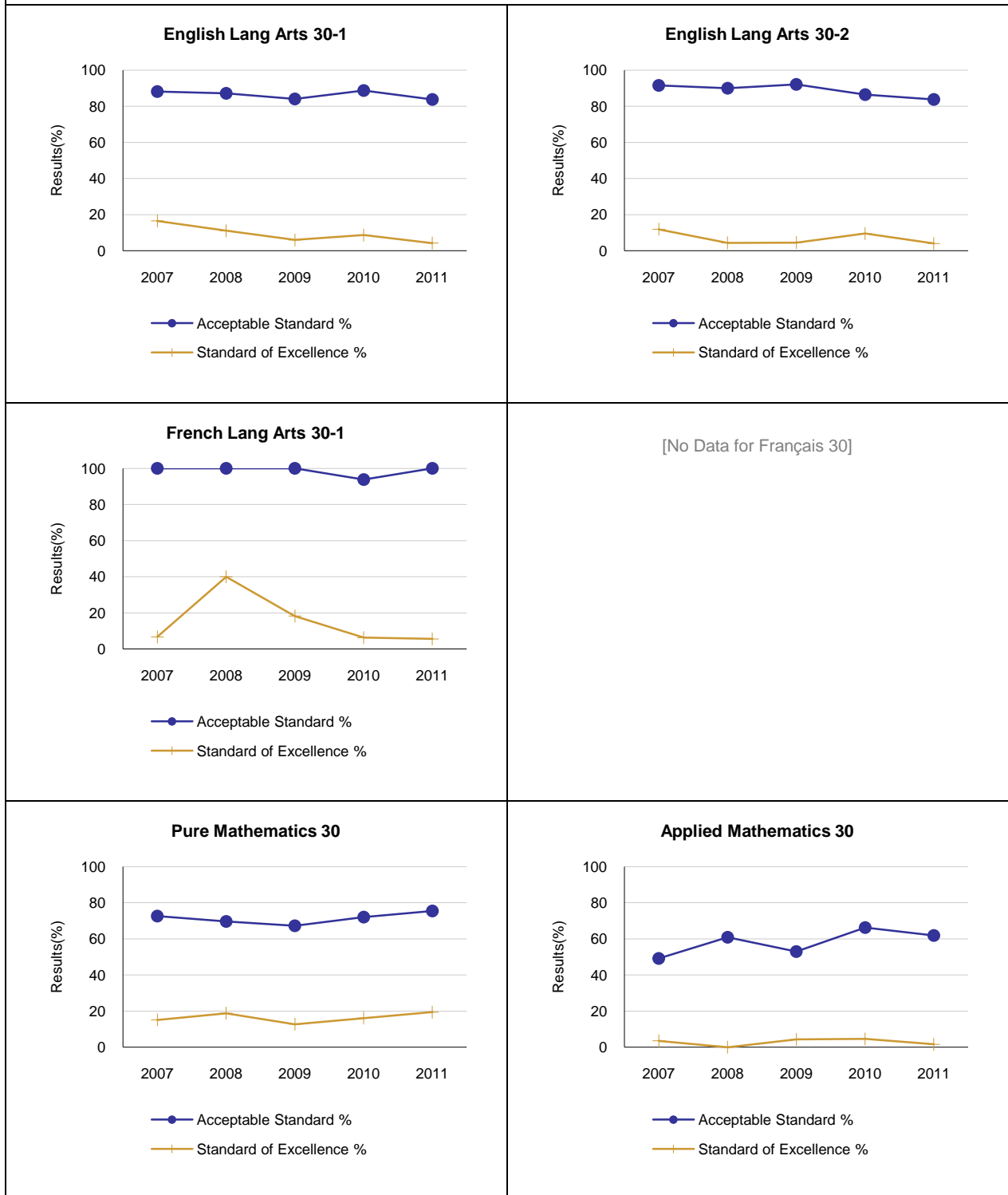
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

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

Graph of Diploma Examination Results – Overall (optional)

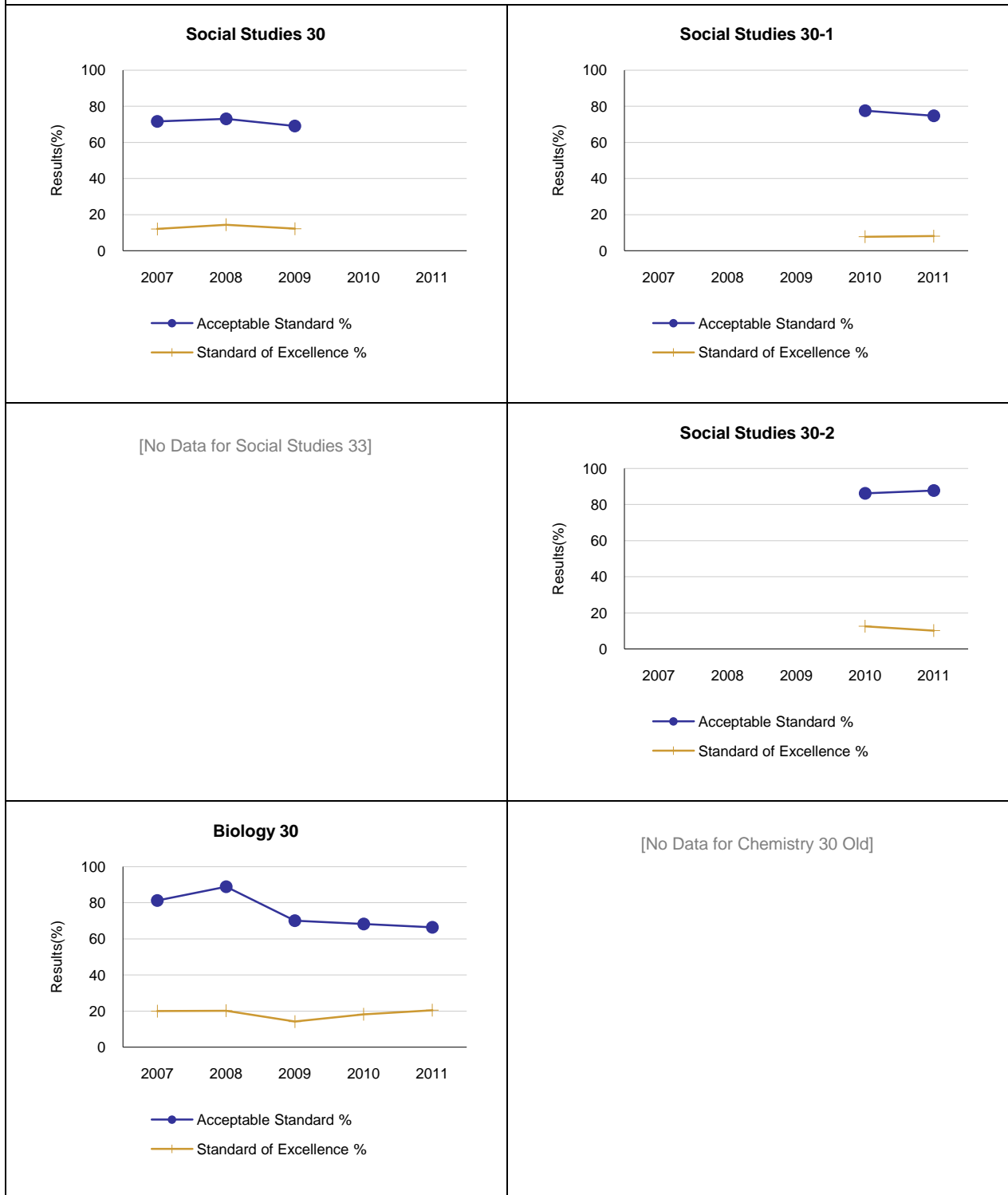


Diploma Examination Results by Course (optional)



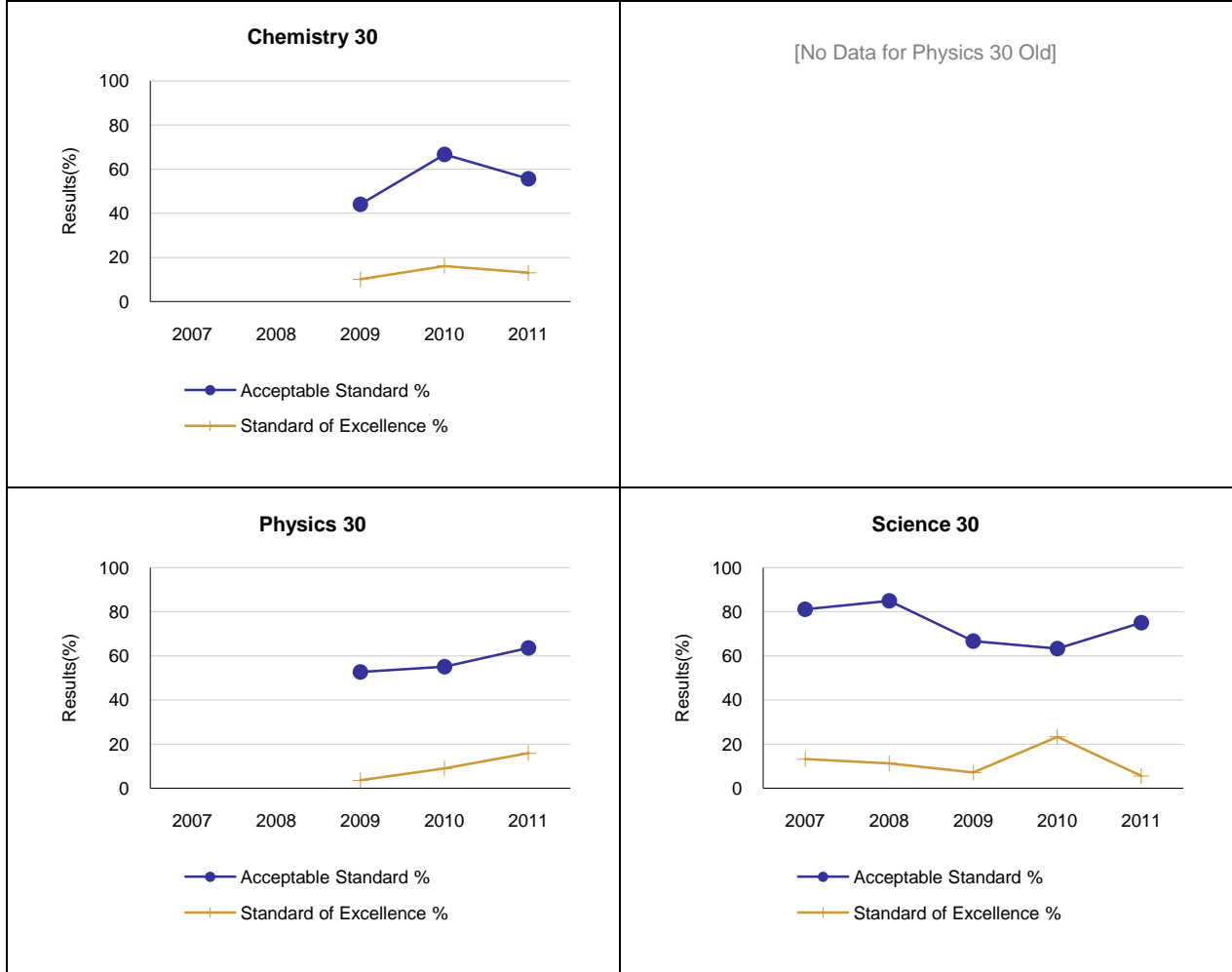
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Diploma Examination Results by Course (optional)



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

Diploma Examination Results by Course (optional)



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

Diploma Examination Results Course By Course Summary With Measure Evaluation (optional)

Course	Measure	Grande Prairie RCSSD No. 28						Alberta				
		Achievement	Improvement	Overall	2011		Prev 3 Yr Avg		2011		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Low	Maintained	Issue	142	83.8	139	86.7	29,063	84.4	28,502	86.1
	Standard of Excellence	Very Low	Declined	Concern	142	4.2	139	8.6	29,063	10.1	28,502	12.6
English Lang Arts 30-2	Acceptable Standard	Intermediate	Declined	Issue	99	83.8	84	89.5	14,550	88.6	13,676	88.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	99	4.0	84	6.1	14,550	9.1	13,676	9.0
French Lang Arts 30-1	Acceptable Standard	Very High	Maintained	Excellent	18	100.0	12	97.9	1,269	95.3	1,262	94.6
	Standard of Excellence	Intermediate	Declined	Issue	18	5.6	12	21.5	1,269	14.3	1,262	19.9
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	93.8	139	95.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	20.1	139	24.7
Pure Mathematics 30	Acceptable Standard	Low	Improved	Acceptable	134	75.4	122	69.6	23,033	81.0	22,548	82.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	134	19.4	122	15.9	23,033	28.7	22,548	27.3
Applied Mathematics 30	Acceptable Standard	Very Low	Maintained	Concern	63	61.9	66	60.0	10,807	74.3	10,371	77.7
	Standard of Excellence	Very Low	Maintained	Concern	63	1.6	66	3.0	10,807	9.8	10,371	12.3
Social Studies 30-1	Acceptable Standard	n/a	Maintained	n/a	123	74.8	129	77.5	23,603	82.8	23,484	84.5
	Standard of Excellence	n/a	Maintained	n/a	123	8.1	129	7.8	23,603	14.9	23,484	16.1
Social Studies 30-2	Acceptable Standard	n/a	Maintained	n/a	98	87.8	87	86.2	16,537	85.6	14,903	85.0
	Standard of Excellence	n/a	Maintained	n/a	98	10.2	87	12.6	16,537	15.9	14,903	13.7
Biology 30	Acceptable Standard	Very Low	Declined	Concern	122	66.4	119	75.7	22,817	81.9	21,372	82.2
	Standard of Excellence	Intermediate	Maintained	Acceptable	122	20.5	119	17.5	22,817	29.8	21,372	27.0
Chemistry 30	Acceptable Standard	n/a	Maintained	n/a	99	55.6	101	55.4	18,792	75.1	18,152	77.6
	Standard of Excellence	n/a	Maintained	n/a	99	13.1	101	13.1	18,792	27.7	18,152	28.8
Physics 30	Acceptable Standard	n/a	Improved	n/a	63	63.5	67	53.9	10,660	76.7	10,216	76.6
	Standard of Excellence	n/a	Improved	n/a	63	15.9	67	6.3	10,660	27.7	10,216	21.7
Science 30	Acceptable Standard	Very Low	Maintained	Concern	36	75.0	42	71.6	5,007	80.4	4,450	84.9
	Standard of Excellence	Very Low	Declined	Concern	36	5.6	42	13.9	5,007	21.0	4,450	21.8

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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 examinations.

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Biology 30	Acceptable Standard	0.00 - 67.51	67.51 - 78.03	78.03 - 85.82	85.82 - 89.41	89.41 - 100.00
	Standard of Excellence	0.00 - 12.33	12.33 - 19.00	19.00 - 25.60	25.60 - 30.05	30.05 - 100.00
Science 30	Acceptable Standard	0.00 - 76.11	76.11 - 83.33	83.33 - 91.76	91.76 - 97.14	97.14 - 100.00
	Standard of Excellence	0.00 - 6.98	6.98 - 11.36	11.36 - 21.80	21.80 - 36.81	36.81 - 100.00

Notes:

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

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

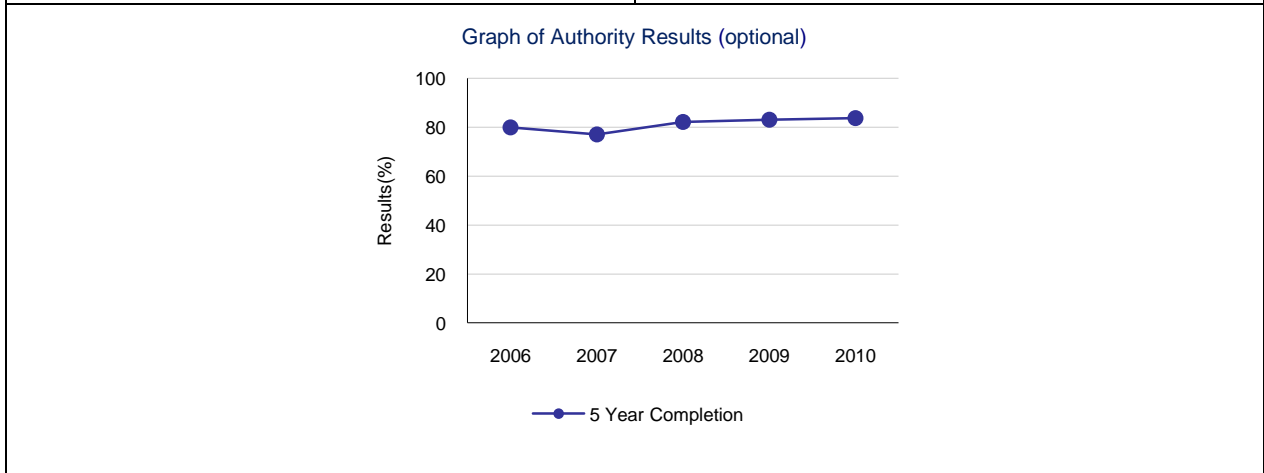
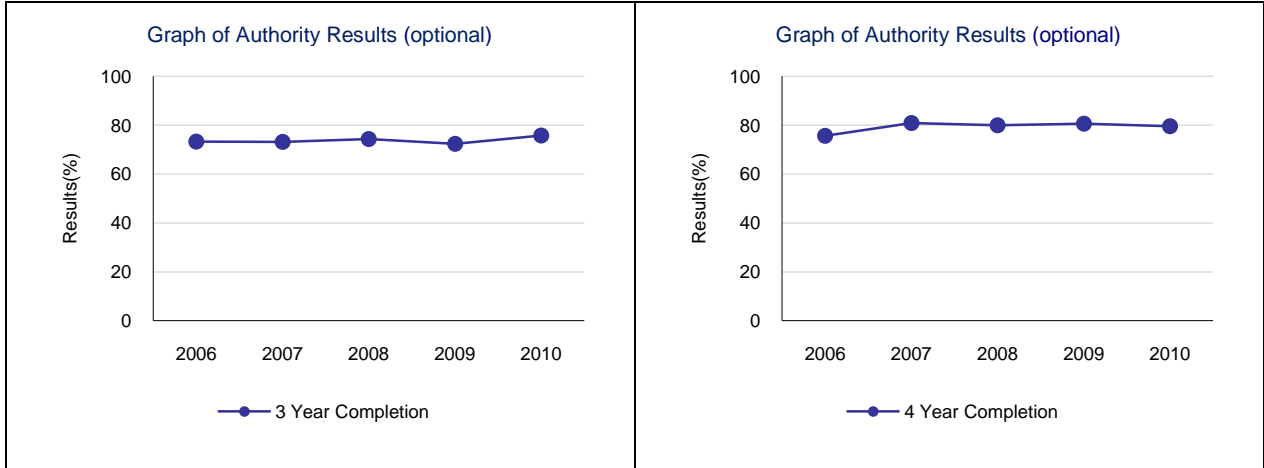
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

High School Completion Rate – Measure Details (OPTIONAL)

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

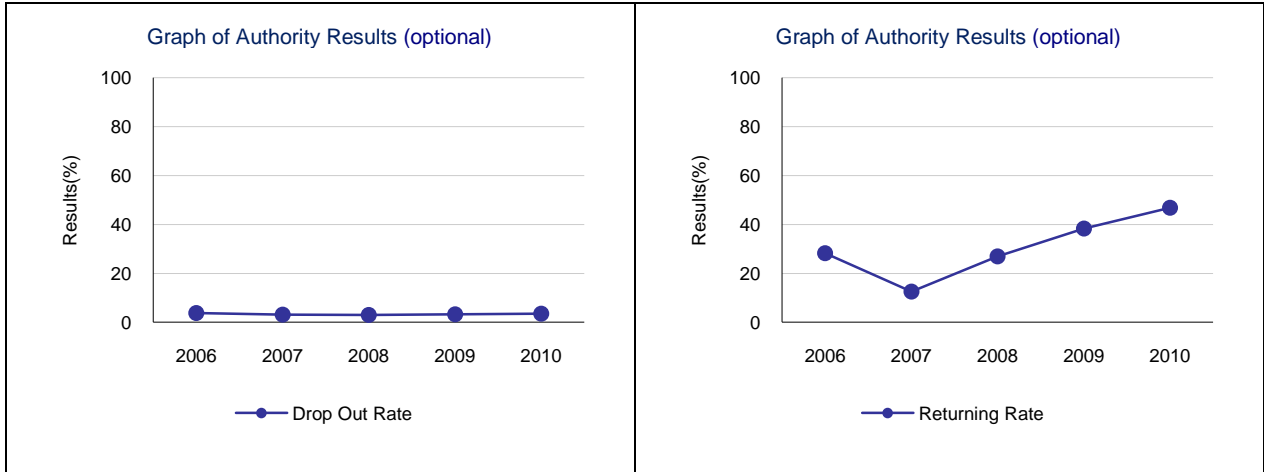
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
3 Year Completion	73.2	73.1	74.3	72.3	75.7	70.6	71.1	70.8	71.5	72.6
4 Year Completion	75.6	80.8	79.9	80.6	79.6	76.1	76.1	76.3	76.1	76.9
5 Year Completion	79.9	77.1	82.2	83.1	83.7	78.1	78.9	78.7	79.0	79.0



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

Drop Out Rate – Measure Details (OPTIONAL)

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Drop Out Rate	3.8	3.1	3.0	3.2	3.5	4.7	5.0	4.8	4.3	4.2
Returning Rate	28.3	12.5	27.0	38.3	46.8	21.2	21.3	19.8	23.5	27.9

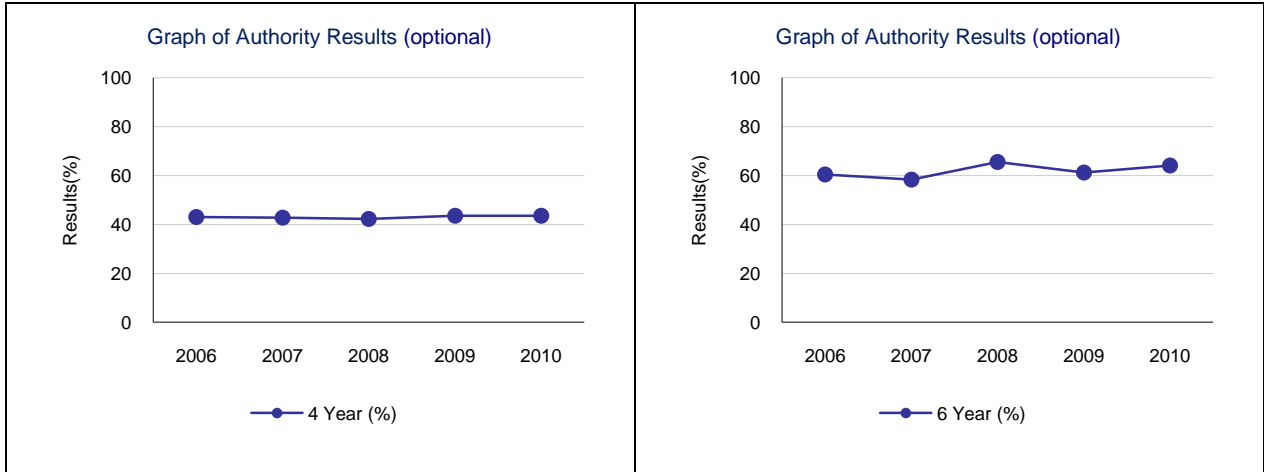


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

High School to Post-secondary Transition Rate – Measure Details (OPTIONAL)

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
4 Year Rate	43.0	42.8	42.3	43.5	43.6	37.7	38.7	38.9	37.5	37.8
6 Year Rate	60.5	58.4	65.6	61.2	64.1	58.1	58.8	59.2	59.8	59.3

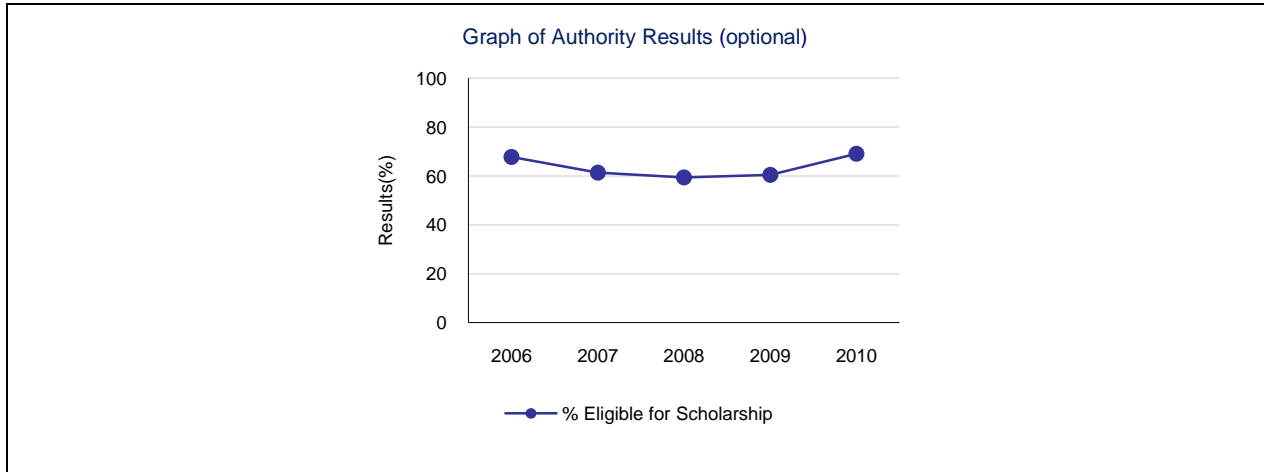


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Rutherford Eligibility Rate – Measure Details (OPTIONAL)

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Rutherford Scholarship Eligibility Rate (Revised)	67.8	61.4	59.4	60.4	69.1	56.1	56.8	57.3	56.9	59.6

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2006	183	115	62.8	96	52.5	47	25.7	124	67.8
2007	207	114	55.1	92	44.4	38	18.4	127	61.4
2008	219	122	55.7	101	46.1	44	20.1	130	59.4
2009	275	156	56.7	124	45.1	54	19.6	166	60.4
2010	265	162	61.1	154	58.1	71	26.8	183	69.1

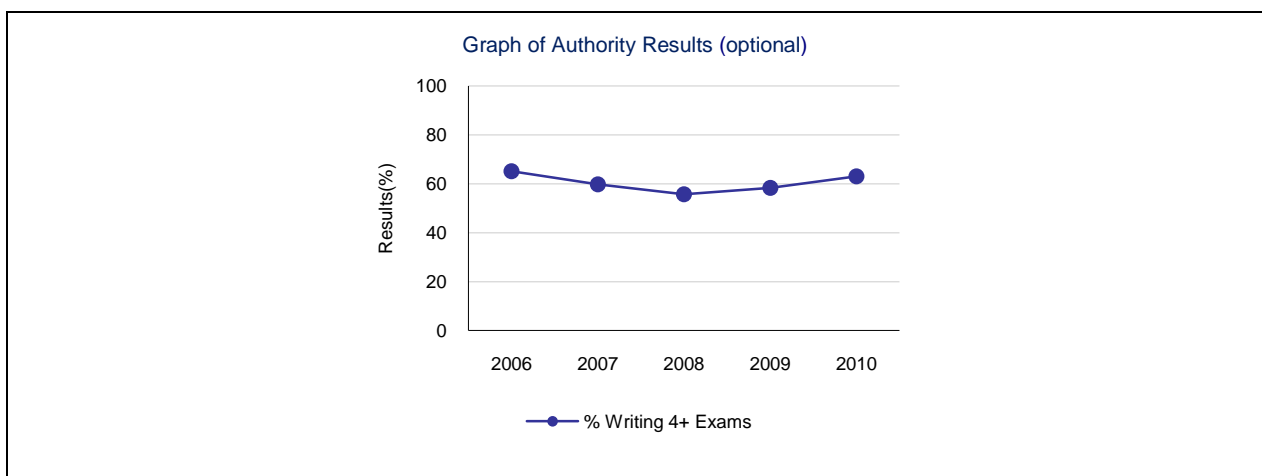


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Diploma Examination Participation Rate – Measure Details (OPTIONAL)

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end their 3rd year of high school.

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
% Writing 0 Exams	10.5	14.9	11.2	11.8	9.6	17.8	18.0	18.4	18.0	17.2
% Writing 1+ Exams	89.5	85.1	88.8	88.2	90.4	82.2	82.0	81.6	82.0	82.8
% Writing 2+ Exams	88.0	82.3	85.2	85.9	86.2	78.5	78.6	78.0	78.7	79.6
% Writing 3+ Exams	74.3	74.7	71.1	71.1	76.9	65.6	65.6	64.9	65.2	66.0
% Writing 4+ Exams	65.1	59.8	55.7	58.3	63.1	53.7	53.6	53.3	53.5	54.9
% Writing 5+ Exams	43.8	35.4	34.0	39.2	38.3	34.6	34.7	34.3	34.7	36.1
% Writing 6+ Exams	17.8	17.7	14.0	19.4	21.9	13.0	13.2	12.7	12.9	13.4



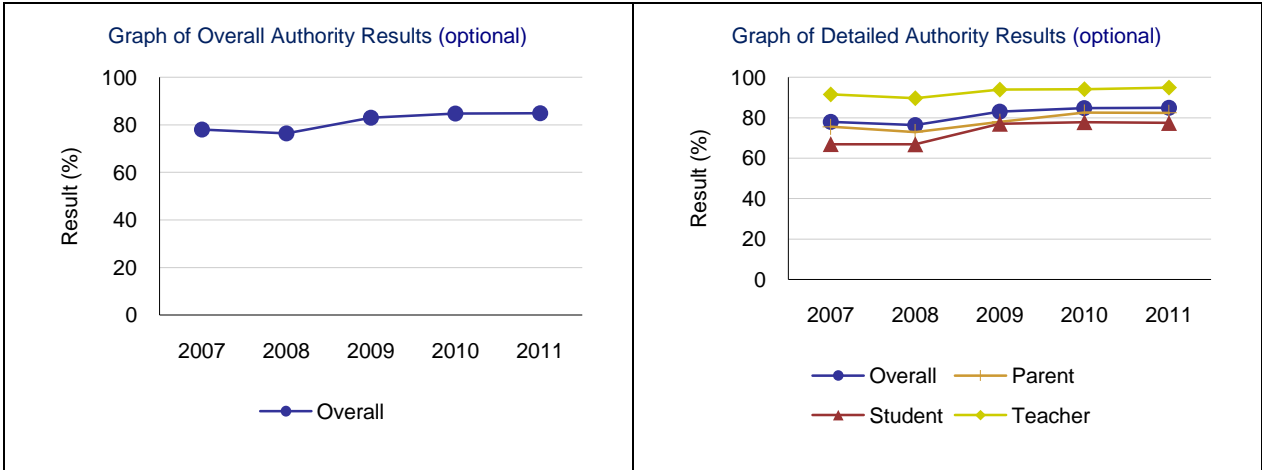
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
English 30 / English Language Arts 30-1	62.9	55.3	46.7	53.2	58.3	54.7	54.5	53.8	54.0	54.5
English 33 / English Language Arts 30-2	23.3	27.9	36.9	30.9	28.5	23.5	23.6	24.0	24.5	25.1
Total of 1 or more English Diploma Exams	84.7	80.5	83.6	83.4	86.0	77.1	77.0	76.7	77.1	78.0
Social Studies 30	56.4	52.6	45.8	51.3	0.4	49.5	49.3	48.1	48.1	3.7
Social Studies 30-1	n/a	n/a	0.0	0.0	48.3	n/a	n/a	0.0	0.0	45.7
Social Studies 33	29.7	29.3	40.9	34.3	1.2	28.8	28.8	29.5	30.1	2.5
Social Studies 30-2	n/a	n/a	0.0	0.0	35.1	n/a	n/a	0.0	0.0	27.4
Total of 1 or more Social Diploma Exams	85.6	80.0	84.9	82.6	84.3	77.2	77.2	76.7	77.4	78.1
Mathematics 30 / Pure Mathematics 30	48.5	45.1	42.2	41.1	49.6	41.9	41.7	41.1	40.8	41.4
Mathematics 33 / Applied Mathematics 30	15.8	24.7	24.9	25.7	24.0	19.5	19.5	19.1	19.7	19.7
Total of 1 or more Math Diploma Exams	63.4	69.8	67.1	66.4	73.1	60.7	60.7	59.7	59.9	60.6
Biology 30	42.1	40.9	36.9	43.0	49.6	39.6	39.8	39.1	39.8	41.2
Chemistry 30	n/a	n/a	n/a	38.5	35.5	n/a	n/a	n/a	29.7	35.2
Physics 30	n/a	n/a	n/a	18.9	27.7	n/a	n/a	n/a	17.5	20.0
Science 30	22.8	23.3	20.4	15.1	11.6	7.0	7.0	7.4	8.2	9.0
Total of 1 or more Science Diploma Exams	69.8	61.9	58.2	60.4	64.9	56.7	56.5	56.1	56.1	57.6
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.2
French Language Arts 30	8.9	6.5	4.4	3.4	6.6	2.7	2.7	2.7	2.7	2.9
Total of 1 or more French Diploma Exams	8.9	6.5	4.4	3.4	6.6	2.9	2.9	2.9	2.9	3.1

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

Citizenship – Measure Details (OPTIONAL)

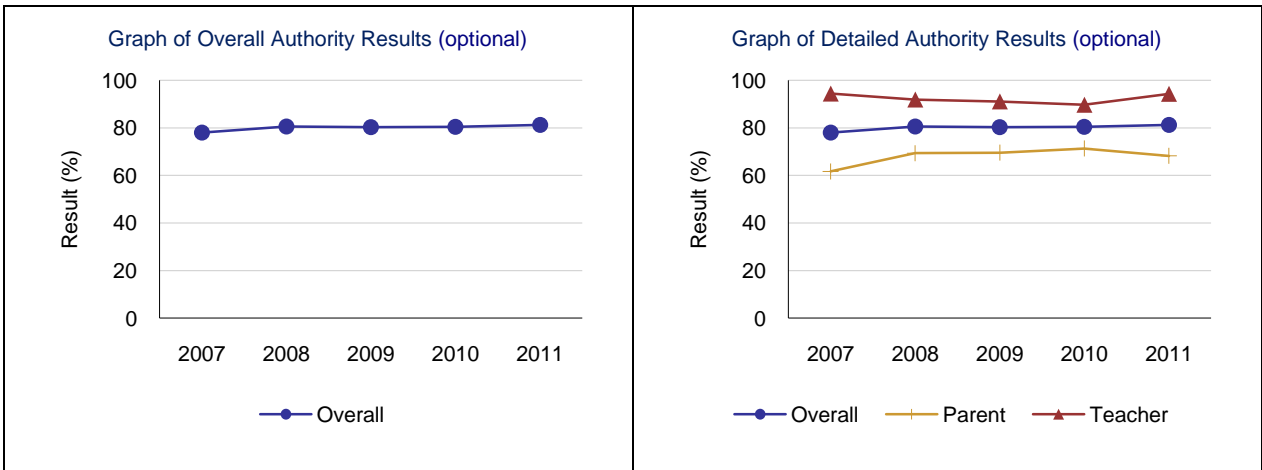
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	78.0	76.4	83.0	84.8	84.9	76.6	77.9	80.3	81.4	81.9
Teacher	91.5	89.6	93.9	94.1	94.9	89.9	90.6	91.8	93.0	92.7
Parent	75.5	72.9	78.0	82.6	82.4	72.6	74.7	77.4	78.5	78.6
Student	66.9	66.8	77.0	77.8	77.4	67.1	68.5	71.8	72.7	74.5



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 (OPTIONAL)

Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	78.0	80.6	80.3	80.5	81.2	77.1	80.1	79.6	79.9	80.1
Teacher	94.4	91.9	91.1	89.7	94.3	89.2	89.3	88.9	90.0	89.6
Parent	61.7	69.4	69.6	71.3	68.2	65.1	70.9	70.2	69.8	70.6

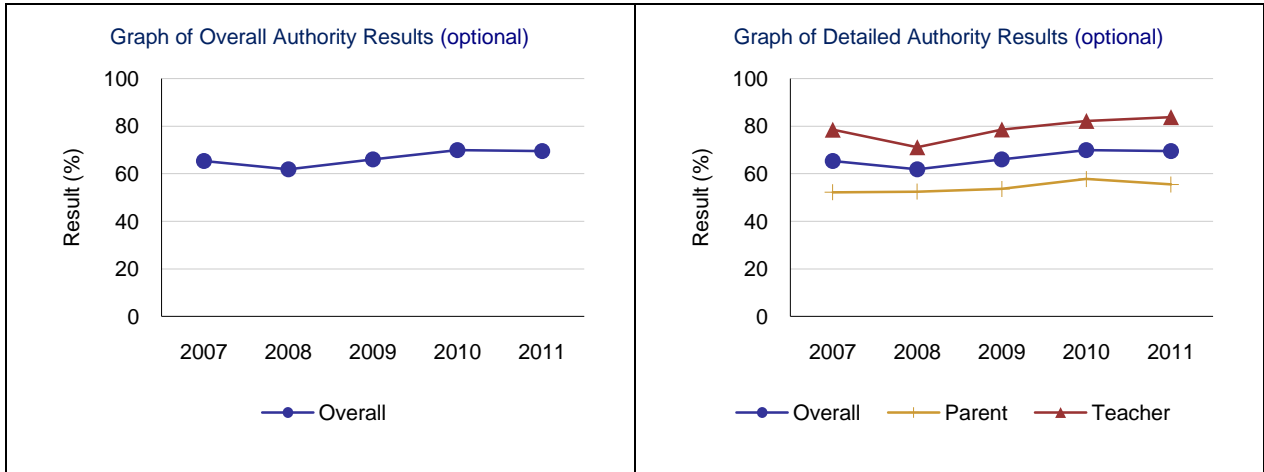


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Lifelong Learning – Measure Details (OPTIONAL)

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

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	65.4	61.8	66.1	70.0	69.6	65.6	66.7	67.4	67.6	67.9
Teacher	78.5	71.1	78.6	82.2	83.8	74.1	73.8	74.0	75.4	75.3
Parent	52.2	52.5	53.6	57.8	55.5	57.1	59.5	60.8	59.8	60.6

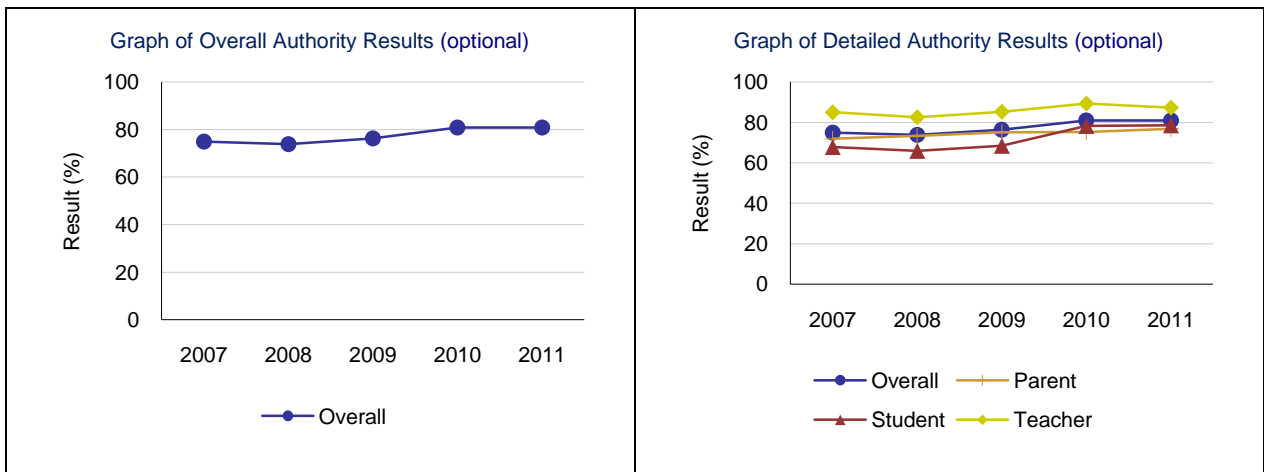


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Program of Studies – Measure Details (OPTIONAL)

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	74.9	73.9	76.3	80.9	80.9	78.5	79.4	80.3	80.5	80.9
Teacher	85.0	82.6	85.3	89.3	87.3	85.7	86.4	86.8	87.7	87.6
Parent	71.9	73.3	75.1	75.2	76.9	76.9	77.6	78.7	78.0	78.3
Student	67.8	65.9	68.4	78.2	78.5	72.9	74.1	75.3	75.9	76.9

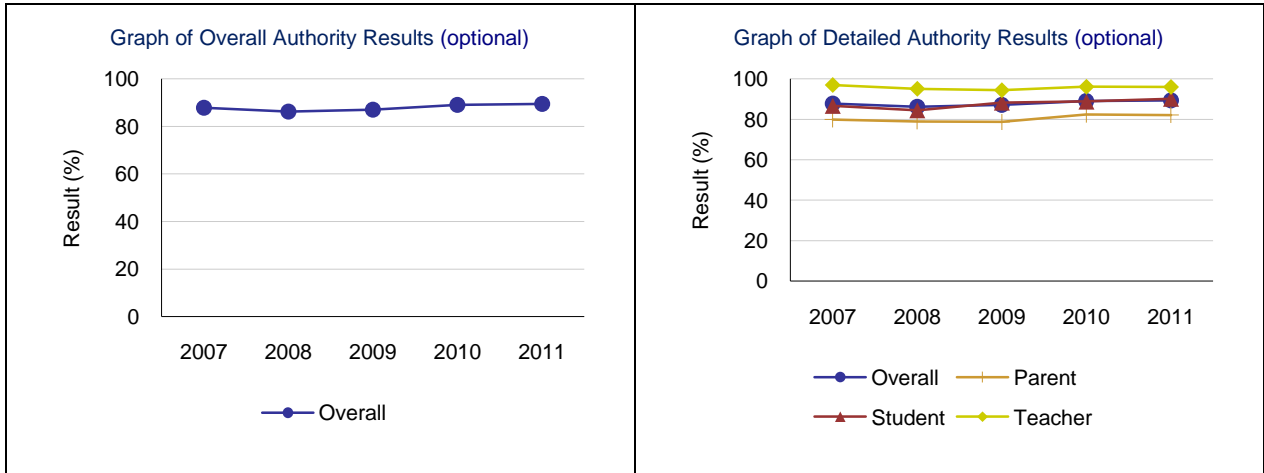


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details (OPTIONAL)

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

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	87.8	86.2	87.1	89.1	89.4	87.6	88.2	89.3	89.2	89.4
Teacher	97.0	95.1	94.4	96.1	96.0	94.7	94.9	95.3	95.6	95.5
Parent	79.9	78.9	78.7	82.3	82.1	81.8	83.0	84.4	83.9	84.2
Student	86.7	84.5	88.3	88.8	90.2	86.4	86.6	88.3	88.2	88.5

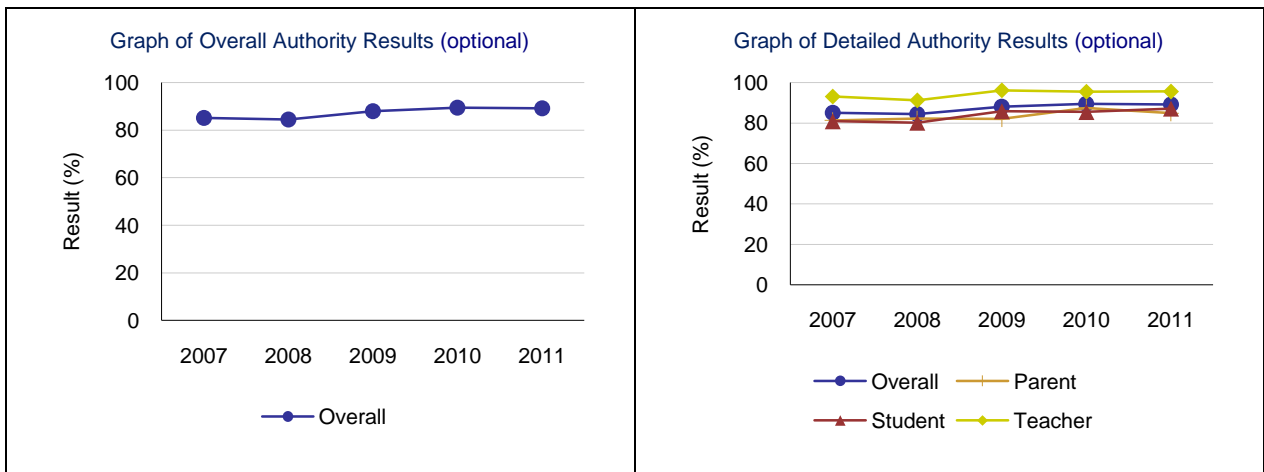


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Safe and Caring – Measure Details (OPTIONAL)

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				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	85.1	84.5	88.0	89.5	89.2	84.2	85.1	86.9	87.6	88.1
Teacher	93.1	91.2	96.2	95.5	95.6	92.6	93.1	93.8	94.4	94.5
Parent	81.3	82.2	82.0	87.5	84.9	81.7	83.2	85.3	86.1	86.6
Student	80.9	80.2	85.9	85.5	87.2	78.5	79.1	81.7	82.2	83.3

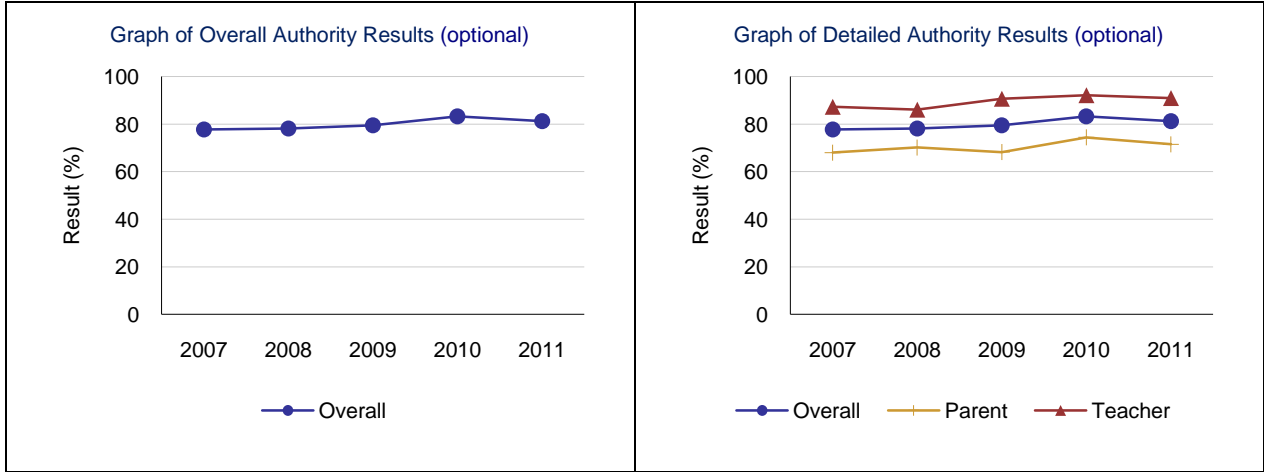


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Parental Involvement – Measure Details (OPTIONAL)

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

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	77.7	78.1	79.5	83.3	81.2	77.5	78.2	80.1	80.0	79.9
Teacher	87.3	86.1	90.7	92.2	91.0	87.1	87.5	88.0	88.6	88.1
Parent	68.0	70.2	68.2	74.4	71.5	67.9	69.0	72.2	71.3	71.7

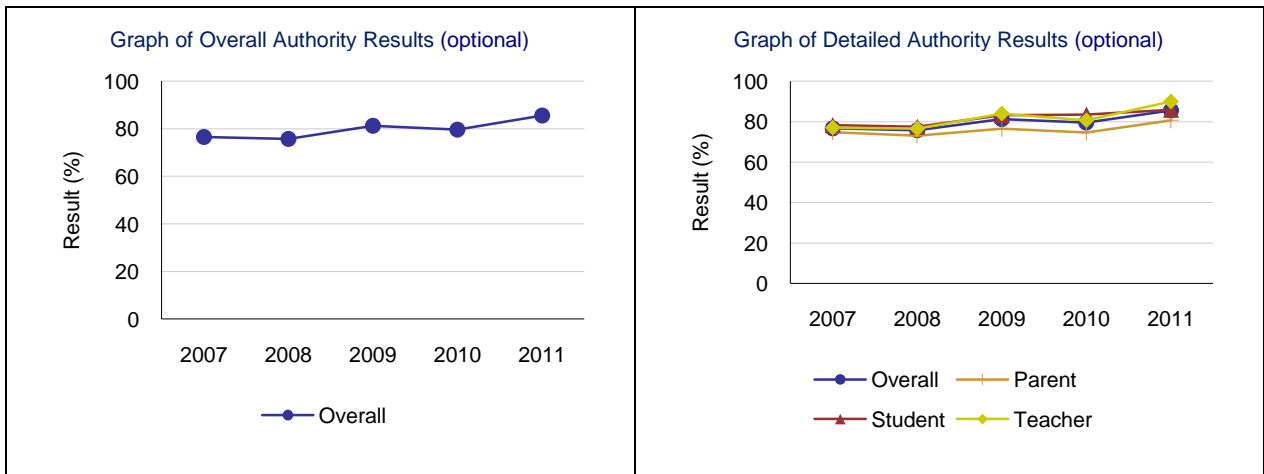


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

School Improvement – Measure Details (OPTIONAL)

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

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	76.6	75.7	81.2	79.6	85.5	76.3	77.0	79.4	79.9	80.1
Teacher	77.0	76.5	84.0	80.7	90.0	74.5	75.6	78.2	80.8	80.1
Parent	74.8	73.1	76.5	74.6	80.7	75.1	75.9	78.1	77.0	77.3
Student	78.2	77.4	83.1	83.5	85.8	79.3	79.5	81.8	81.8	82.9



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