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# Three-Year Education Plan

## St. Joseph Catholic High School



**ST. JOSEPH**  
Catholic High School

*The Child Grew Wise and Strong  
Semper Fidelis*

### School Address

10520 – 68 Avenue  
Grande Prairie, Alberta T8W 2P1  
Phone: (780) 532-7779  
Fax: (780) 539-3242  
**Principal:** Michael Matheson  
**Co-Principal:** James Palmer  
**Vice-Principal:** Brian Sawchuk  
**Vice Principal:** Jennifer Rimmer

### Superintendent of Schools

Karl Germann  
(780) 532-3013

### Our School

**CURRENT ENROLMENT** The total number of students in school as of September 2011: **840** grade 9-12

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**Accountability Statement**

The Annual Education Results Report and Three Year Plan for Saint Joseph Catholic High School Education Plan for the three years commencing September 1, 2011, was prepared under the direction of the Board in accordance with the responsibilities specified in the *School Act*, and the *Government Accountability Act*. This Education Plan was developed in the context of the provincial government's business and fiscal plans.

Saint Joseph Catholic High School 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 Principal finalized and approved this combined Annual Education Results Report for the 2011/2012 school year and the three-year Education Plan for 2011 – 2014 on October 25, 2011.

M. Matheson

Kori-Lyn Northey

Principal

School Council Chair

**October 2011 Accountability Pillar Overall Summary**

Measure Category	Measure Category Evaluation	Measure	St. Joseph Catholic High Sch			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	Good	Safe and Caring	81.1	74.7	75.1	88.1	87.6	86.6	Intermediate	Improved	Good
Student Learning Opportunities	Good	Program of Studies	75.8	71.7	69.1	80.9	80.5	80.1	Intermediate	Improved	Good
		Education Quality	84.2	81.0	78.8	89.4	89.2	88.9	Low	Improved	Acceptable
		Drop Out Rate	2.9	3.0	3.2	4.2	4.3	4.7	High	Maintained	Good
		High School Completion Rate (3 yr)	74.1	70.6	72.1	72.6	71.5	71.1	High	Maintained	Good
Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	75.6	78.8	76.3	79.3	79.1	78.0	Low	Maintained	Issue
		PAT: Excellence	15.9	11.5	10.5	19.6	19.4	18.5	Intermediate	Improved	Good
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	76.2	75.8	77.4	82.6	83.4	84.0	Low	Maintained	Issue
		Diploma: Excellence	9.3	11.9	11.1	18.7	19.0	18.9	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	62.3	55.8	56.8	54.9	53.5	53.5	High	Improved	Good
		Rutherford Scholarship Eligibility Rate (Revised)	68.8	58.3	59.4	59.6	56.9	57.0	High	Improved Significantly	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Transition Rate (6 yr)	62.6	58.1	60.4	59.3	59.8	59.3	High	Maintained	Good
		Work Preparation	74.9	74.2	75.0	80.1	79.9	79.8	Intermediate	Maintained	Acceptable
		Citizenship	69.7	67.5	63.3	81.9	81.4	79.9	Low	Improved	Acceptable
Parental Involvement	Concern	Parental Involvement	65.8	69.3	67.7	79.9	80.0	79.4	Very Low	Maintained	Concern
Continuous Improvement	Acceptable	School Improvement	74.8	73.6	73.7	80.1	79.9	78.8	Intermediate	Maintained	Acceptable

Notes:

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

## Measure Evaluation Reference

### 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.

- **Mission:** *We are a Catholic Community seeking growth in knowledge and faith by supporting one another!*
- **Vision:**
  1. *Our school is a vibrant faith based high school that exemplifies honesty and true goodness towards each other in the search for knowledge of God’s will in our lives.*
  2. *Our students come to know Jesus and strive to be respectful, responsible citizens of community rooted in Catholic values.*
  3. *Our school sets high expectations for our students and creates an environment that encourages excellence and life-long learning.*
  4. *St. Joe’s is a school where our students feel proud, safe, supported and accepted and will strive to reach their potential.*
  5. *We are positive role models for our students and work collaboratively to continuously improve student learning.*
  6. *We strive to build quality relationships and a caring school community where students enjoy coming to school, parents are proud to send their children here, and staff feel supported and have professional pride.*

*Faith Goal:*

*Strengthening Our Catholic Faith*

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

<i>Performance Measures</i>	<i>Previous Year's Results</i>	<i>Target</i>
<ul style="list-style-type: none"> <li>• <b>Teachers are encouraged to include one Faith goal in their Professional Development Plans or articulate to their Principal their Faith plan.</b></li> <li>• <b>All senior high students complete Religious Studies 15, 25, and 35.</b></li> <li>• <b>Staff refers to the District’s Core Values and Expectations of a Catholic Graduate in discussions with students.</b></li> <li>• <b>Faith Permeation is consciously included in PD Plans and Collaborative Day activities.</b></li> </ul> <ul style="list-style-type: none"> <li>• <i>Student, teacher, and parent satisfaction with students’ opportunity to participate in retreats at the school level.</i></li> <li>• <i>Student, teacher and parent satisfaction with the school’s communication about faith and the opportunities to celebrate faith.</i></li> <li>• <i>Student, teacher and parent satisfaction with the religious celebrations that are held at the school.</i></li> <li>• <i>Student and teacher satisfaction with what is learned in Religion classes.</i></li> <li>• <i>Student, teacher, and parent satisfaction with the relationship that exists between their parish and the school.</i></li> </ul>	TBA	TBA

<ul style="list-style-type: none"> <li>• <i>Student, teacher, and parent satisfaction with students being <b>taught</b> to act as Christian Citizens and incorporating Gospel Values in their interactions with one another.</i></li> <li>• <i>Students and teachers indicate that Core Values are clearly communicated in class and referred to as a way to interact with one another.</i></li> <li>• <i>Student, teacher, and parent satisfaction with students <b>acting</b> as Christian Citizens and incorporate Gospel Values in their interactions with one another.</i></li> <li>• <i>Student, teacher, and parent satisfaction with their child's growth as a Christian as a result of the child's involvement in Catholic education.</i></li> <li>• <i>Student, teacher, and parent satisfaction with their child's opportunity to have a meaningful prayer life in school.</i></li> <li>• <i>Student, teacher, and staff indicate their school and classrooms have visible reminders of our Catholic Faith through art and symbols.</i></li> </ul>		
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**Note:** Items that are shaded in grey will become survey questions in the 2011 survey year.

*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 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
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*Outcome: Staff and students are witnesses to their Faith*

<i>Performance Measures</i>	<i>Previous Year's Result</i>	<i>Target</i>
<ul style="list-style-type: none"> <li>• Purposeful Service Project examples are posted to the District's web site.</li> <li>• Staff and professional associations/unions articulate the necessity of gathering together as one as witnesses to their Faith.</li> <li>• Administrators and staff are regularly involved in their Parish.</li> <li>• Students, Parents and Teachers indicate that the service project that students are involved in is meaningful.</li> <li>• Teachers indicate they feel prepared and comfortable to permeate the Catholic Faith in every subject.</li> <li>• Teachers indicate that the Faith Permeation part of the web site contains useful projects.</li> </ul>	TBA	TBA

*Strategies to Achieve Goal #1:*

	<b>Strategic Action</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact for Student Learning</b>
1.	Purposeful Service Projects are developed and carried out by all students in every grade every year and students are able to explain the current year's Service Project.	Web site contains purposeful service projects for every grade and school.	Survey instruments identified on the previous page.
2.	Religious Education Consultant reviews and provides guidance to teacher/parent publications concerning Sacramental Preparation, Permeation, Celebrations, Bread Parties, Liturgical Formats and Retreats.	All schools maintain a Faith permeation bulletin Board and share activities.	s/a
3.	Staffs gather together to celebrate at a District Mass (Fall) and a District Faith Development Day (February 2012).	Staff and students work together to hold a District Faith Development Day.	Staff participation.

## Goal One: 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 <sup>1</sup>	Evaluation			Targets <sup>2</sup>		
	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).	82.2	77.7	72.3	78.8	75.6	80	Low	Maintained	Issue	82	83	84
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	9.5	7.2	12.8	11.5	15.9	19	Intermediate	Improved	Good	20	21	22

### Strategies

- Teachers will continue to align curriculum outcomes with assessment purpose and practices.
- Teachers will continue to do an in-depth analysis of PAT exams in order to determine a targeted area for improvement for students within a given subject area.
- Teachers who teach PAT courses will continue to create an action plan based on individual results and report to administration
- Engaging students in instruction using technology, for example, increased use of laptops, smartboards, iPads, smartphones, iPods and other student owned devices.
- Teachers, in collaboration with Administration, will create personal learning plans to address identified weaknesses, continue to implement strategies to involve students in determining their learning goals based on feedback, whether it be written or verbal, so that students will have the ability to increase their achievement
- Increase excellence by offering pre-Advanced Placement courses in Gr. 9
- Create cross-curricular, not-grade specific learning teams  
Share, PAT, results, with, feeder, schools.
- Create Focus Fridays with Extra Help Desks, interest, and enrichment seminars.

<sup>1</sup> If school had set a target for 2010/11 in the three year education plan 2010/11 – 2012/13, it may be included in the space provided.

<sup>2</sup> If school had set targets for 2010/11 – 2012/13, it may be included in the space provided.

**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	Evaluation			Targets		
	2007	2008	2009	2010	2011		2011	Achievement	Improvement	Overall	2012	2013
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	80.6	81.5	74.9	75.8	76.2	82	Low	Maintained	Issue	84	85	86
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	14.8	12.5	8.7	11.9	9.3	15	Very Low	Maintained	Concern	16	18	19

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010		2011	Achievement	Improvement	Overall	2012	2013
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	71.1	71.9	73.9	70.6	74.1	75	High	Maintained	Good	76	77	78
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.5	3.4	3.2	3.0	2.9	2.9	High	Maintained	Good	2.8	2.8	2.7
High school to post-secondary transition rate of students within six years of entering Grade 10.	58.9	55.2	67.8	58.1	62.6	65	High	Maintained	Good	65	66	67
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	64.4	59.8	60.1	58.3	68.8	69	High	Improved Significantly	Good	70	71	72
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	64.2	58.8	55.8	55.8	62.3	63	High	Improved	Good	64	65	66

**Strategies**

- Teachers will continue to align curriculum outcomes with assessment purpose and practices.
- Teachers will continue to do an in-depth analysis of Diploma exams in order to determine a targeted area for improvement for students within a given subject area.
- Teachers who teach Diploma courses as well as teachers in non-diploma courses which share similar skill and content areas will continue to create an action plan based on individual results and report to administration
- Engaging students in instruction using technology (writing/editing/research/presentation skills) of laptops, Smartboards, iPads, Smartphones, iPods and other student owned devices.
- Teachers, in collaboration with Administration, will create personal learning plans to address identified weaknesses, continue to implement strategies to involve students in determining their learning goals based on feedback, whether it be written or verbal, so that students will have the ability to increase their achievement
- Increase excellence by offering pre-Advanced Placement courses in Gr. 10 and 11
- Continue to offer Advance Placement in Gr. 12
- Create Advanced Placement vertical teams to enhance and enrich curriculum
- Create cross-curricular, non-grade specific learning teams
- Share Diploma results with all teachers at St. Joseph
- Offer flexibility in our scheduling for the creation of Personal Learning Plans with students.
- Offer seminars and tutorials for student growth and learning
- Development of student portfolios with regards to student directed learning.
- Provide opportunities for teachers to form relationships with students in order to help address student truancy issues.
- Create cross-curricular, not-grade specific learning teams
- Create Focus Fridays with Extra Help Desks, interest, and enrichment seminars.

**Outcome:** *Students are prepared for the 21<sup>st</sup> 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.	68.9	57.4	65.1	67.5	69.7	80	Low	Improved	Acceptable	81	82	83
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.	66.6	77.9	72.9	74.2	74.9	76	Intermediate	Maintained	Acceptable	78	80	82

**Strategies**

- Continue to set high behavioral expectations of students
- continue to monitor and adapt the attendance policy
- Create a student advisory program to build relationships, and encourage successful student self directed learning.
- Continue to offer Work Experience /RAP program
- Continue to promote and enhance Skills Program to help students integrate into the world of work and determine career goals
  
- teachers continue to act as Catholic role models for students
- Create a student advisory program to create and maintain relationships with students
- Group service projects in grade 9.
- Christmas hampers, operation Christmas child, breast cancer awareness, Social Justice fundraising projects and study it, live it, pray it, Religion 35 program.
- Participated in the Terry Fox run
- Cinder's Wardrobe Project
- "Grad Fundraising
- Continue to communicate all the service efforts we do at St. Joe's

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

## Goal Two: 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 2011	Evaluation			Targets		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2012	2013	2014
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	67.7	67.9	71.7	75.8	80	Intermediate	Improved	Good	81	82	83
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	84.8	78.1	77.4	81.0	84.2	86	Low	Improved	Acceptable	87	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.	79.0	74.4	76.1	74.7	81.1	88	Intermediate	Improved	Good	89	90	91

### Strategies

- Continue to work closely with School Resource Officer
- Assign an administrator to supervise parking lot and public transit stop
- Research the possibilities of having an anti-bullying program
- Explore and implement a student advisory program
- Assign an administrator to supervise area between school and Coca-Cola Centre
- Improving communication with parents and community about our programs/counseling services  
Promote more parents to take the survey (send home Synervice messages)
- Continue to offer a wide range of programs and courses to meet the diversity of our students.

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.	64.7	69.1	64.9	69.3	65.8	80	Very Low	Maintained	Concern	80.5	81	81.5
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.	73.4	78.7	68.7	73.6	74.8	76	Intermediate	Maintained	Acceptable	79	80	81

**Strategies**

- give course guide booklets (make available online as well) to parents before registration and involve parents with student course selection
- Update parent council information on our website and keep it up to date
- Keep school website more current (i.e. Grad, sports, service projects, fundraising activities, course selection) continue to utilize Synvoice (voice mail-out system) to communicate with parents and keep them informed of school activities
- increase parent response rate to survey
- continue to present school results to parent council
- continue to present School Improvement Plan to teachers and Parent Council
- continue to communicate school/student accomplishments
- design a school "Viewbook" to make parents aware of what programs and services are offered so they can make informed choices for their children.
- Implementing a "High School Re-Design" plan to improve student learning and to look at innovative ways of delivering education. (Hold a parent night to communicate our plans)
- Implement a student advisory program (Strive) and hold a parent night to meet with one on one with families.

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

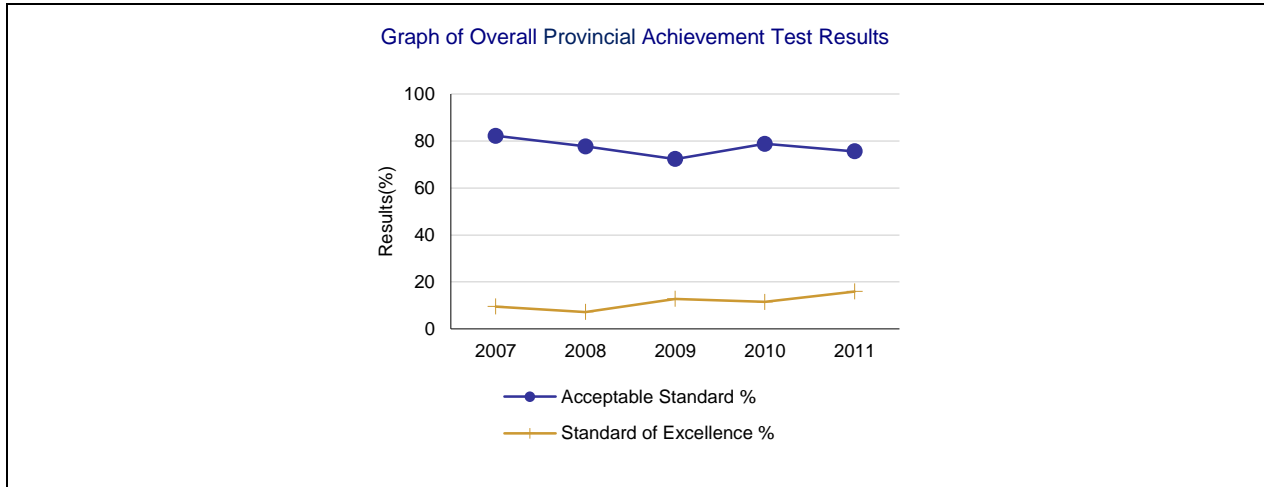
**Provincial Achievement Test Results – Measure Details**

PAT Course by Course Results by Number Enrolled.													
		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	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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	School	87.7	8.6	79.7	8.6	74.3	11.1	82.4	9.3	75.3	12.3	80	16
	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	School	n/a	n/a	n/a	n/a	n/a	n/a	85.7	0.0	87.5	0.0	87.5	8
	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	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56.4	8.3	70	10
	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	School	n/a	n/a	n/a	n/a	n/a	n/a	42.9	0.0	14.3	0.0	15	5
	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		

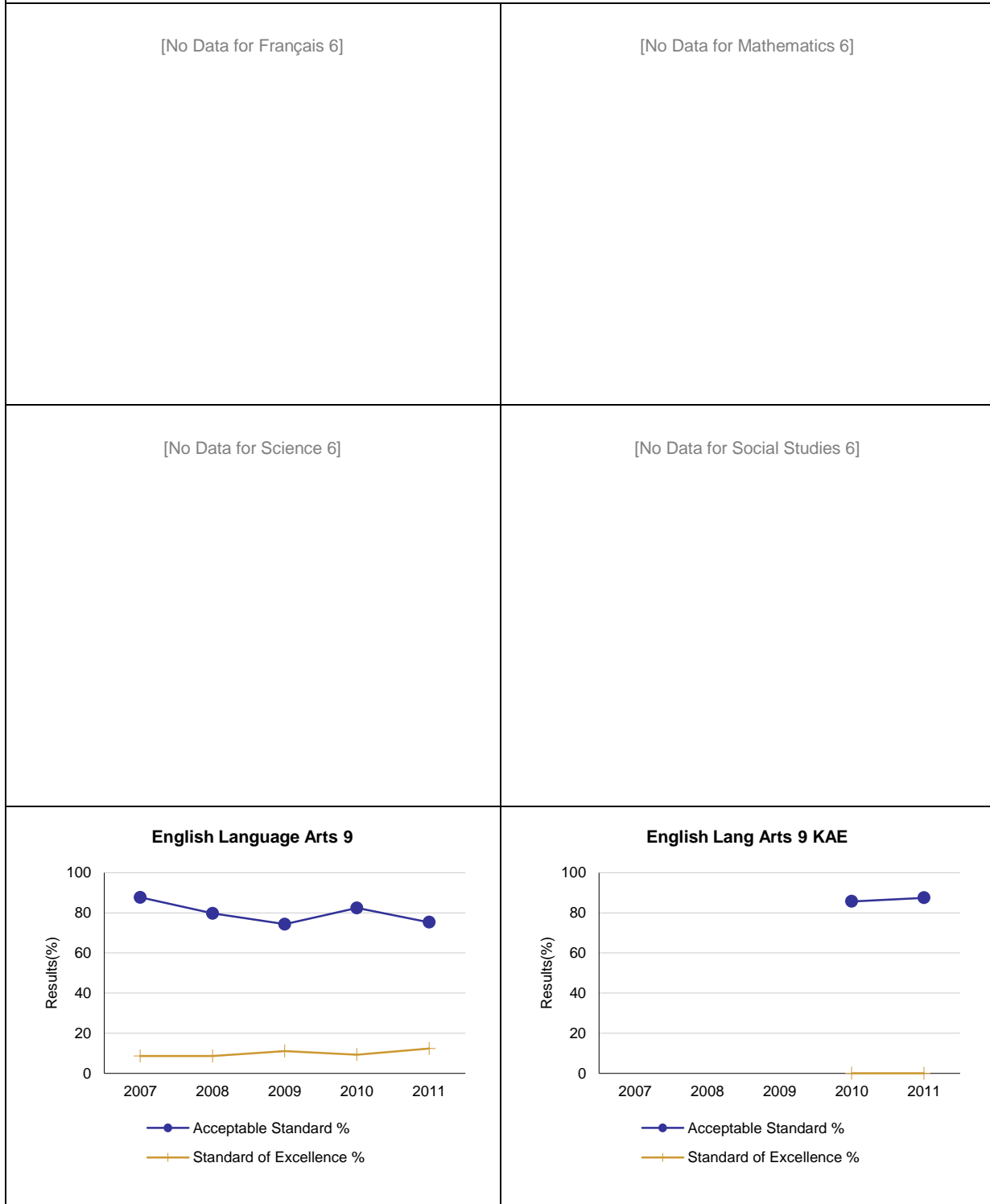
Science 9	School	76.8	10.4	75.7	5.8	70.3	14.5	75.3	13.7	76.0	19.5	80	21
	Authority	77.2	10.5	75.3	6.1	69.2	11.3	79.6	13.3	80.0	20.0		
	Province	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7	74.9	20.8		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	71.4	14.3	66.7	22.2	69	22
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	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	School	n/a	n/a	n/a	n/a	n/a	n/a	69.2	17.3	67.3	20.5	75	21
	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	School	n/a	n/a	n/a	n/a	n/a	n/a	57.1	0.0	77.8	11.1	78	13
	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.

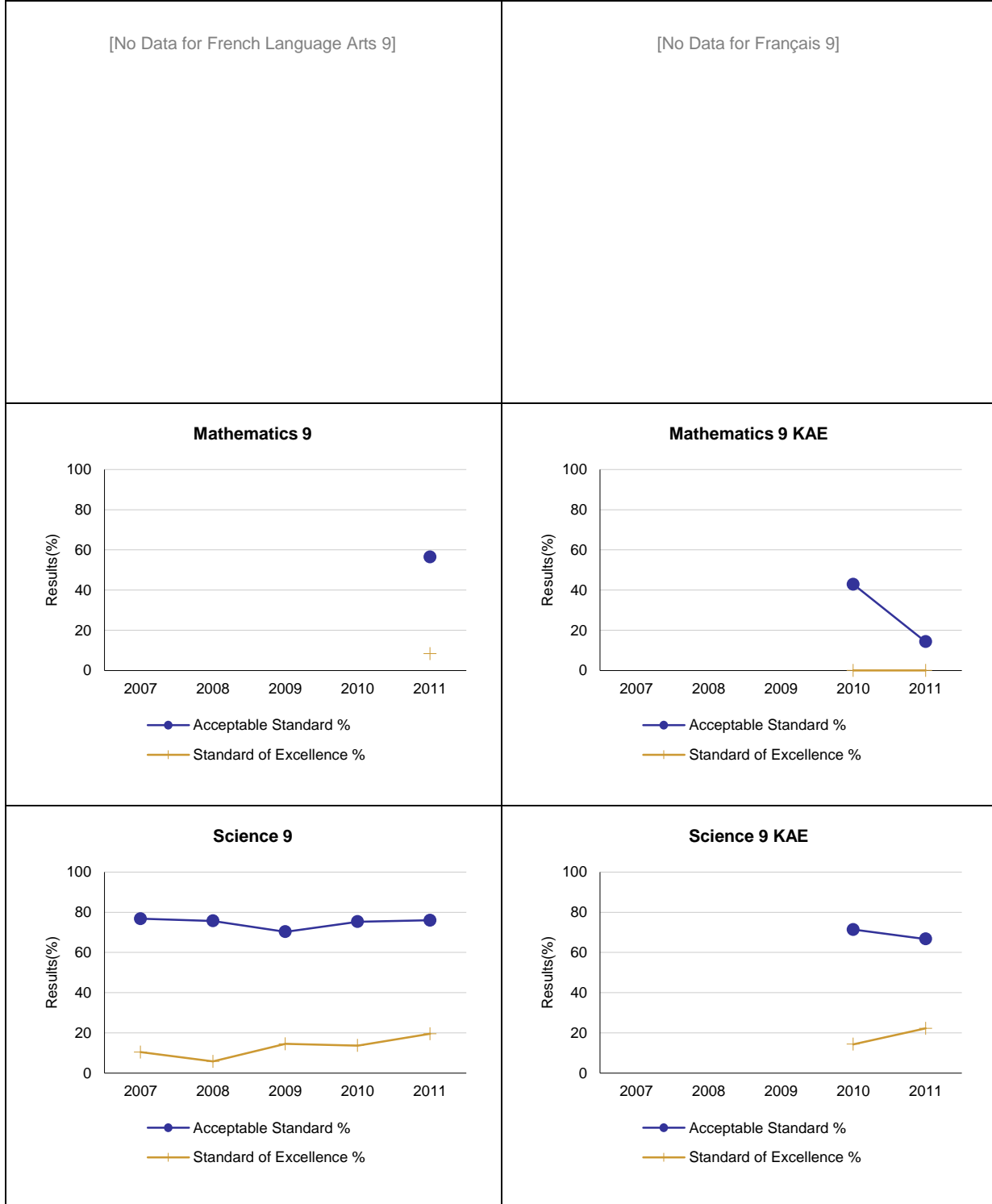


Graph of Provincial Achievement Test Results by Course



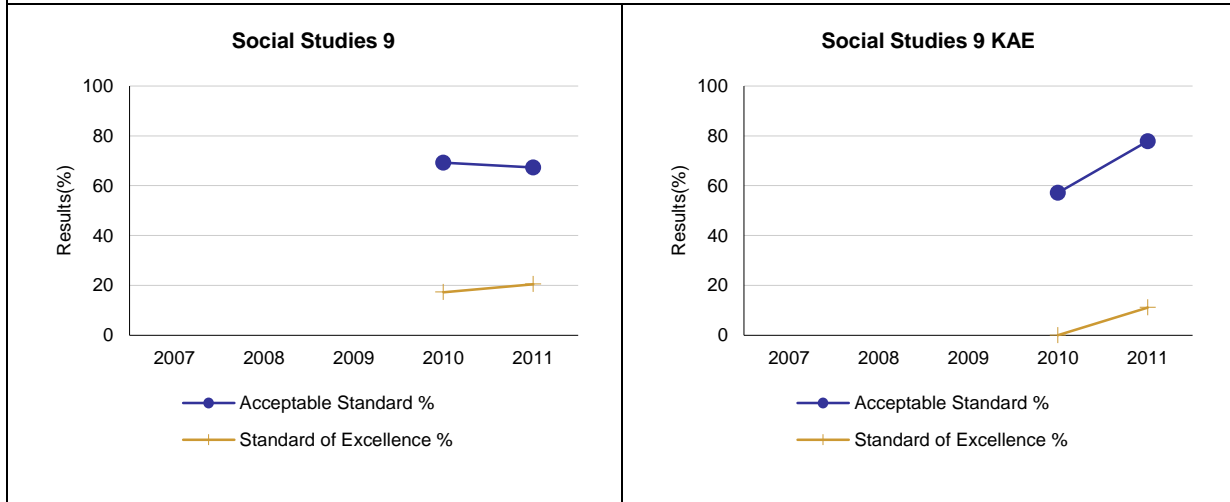
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Graph of Provincial Achievement Test Results by Course



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

Graph of Provincial Achievement Test Results by Course



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

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	St. Joseph Catholic High Sch							Alberta			
		Achievement	Improvement	Overall	2011		Prev 3 Yr Avg		2011		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,944	81.8	42,052	81.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,944	17.5	42,052	17.9
French Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,180	80.6	3,046	83.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,433	83.0	43,646	82.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,433	18.5	43,646	19.6
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,635	89.4	2,307	89.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,441	76.2	43,534	76.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,441	25.0	43,534	25.1
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,537	71.1	43,601	71.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,537	18.5	43,601	16.4
English Language Arts 9	Acceptable Standard	Low	Maintained	Issue	154	75.3	180	78.8	43,024	79.1	43,763	78.2
	Standard of Excellence	Intermediate	Maintained	Acceptable	154	12.3	180	9.7	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,331	88.8	2,324	84.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	High	Maintained	Good	154	76.0	181	73.8	42,932	74.9	43,553	71.7
	Standard of Excellence	Very High	Improved Significantly	Excellent	154	19.5	181	11.4	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	156	67.3	185	69.2	43,128	67.2	43,769	68.9
	Standard of Excellence	n/a	Maintained	n/a	156	20.5	185	17.3	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)

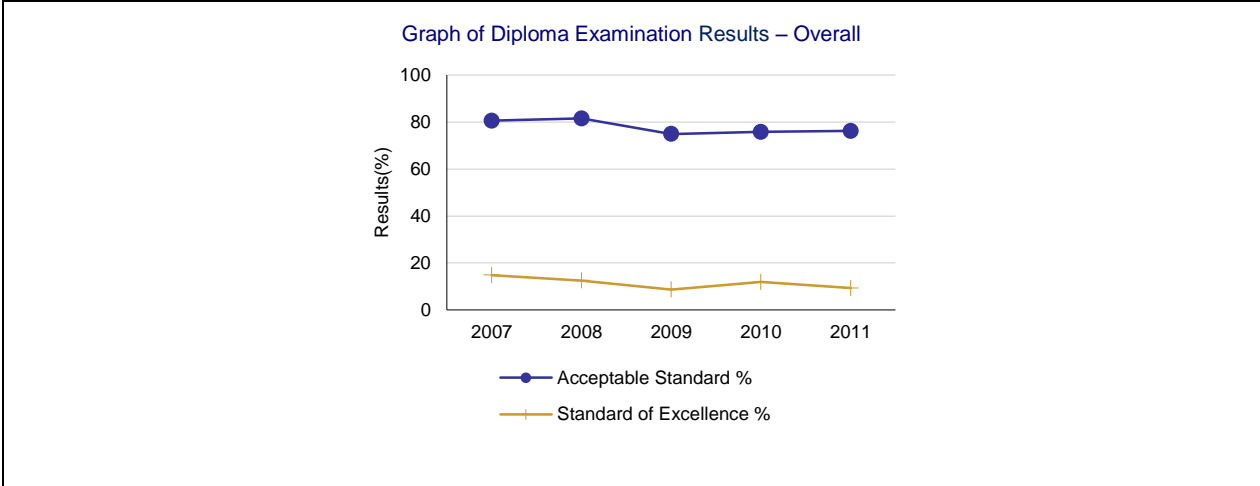
### Overall Evaluation Table

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.

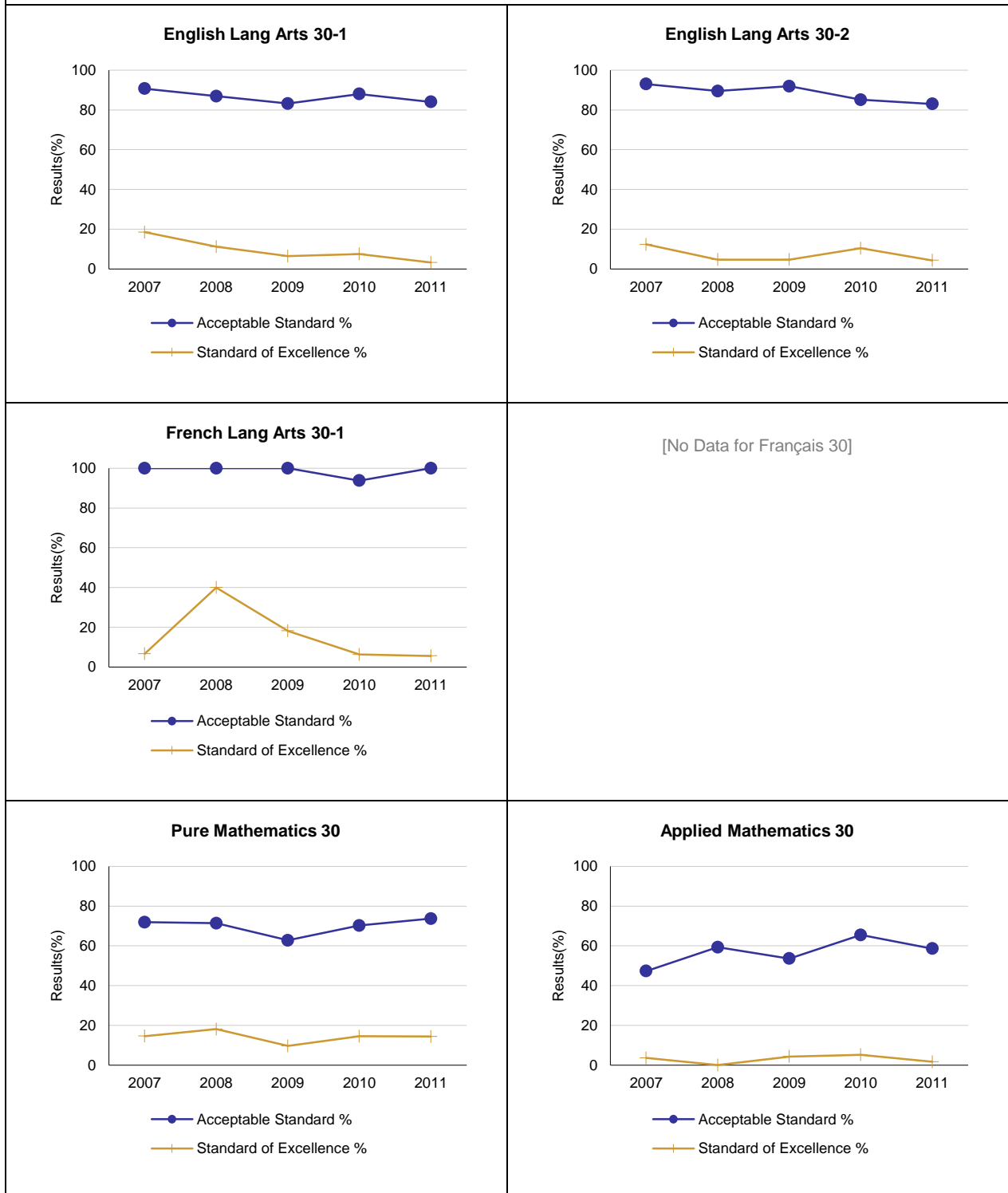
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue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

## Diploma Examination Results – Measure Details

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	School	90.7	18.5	86.9	11.2	83.2	6.4	88.0	7.5	84.0	3.2	86	10
	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	School	93.0	12.3	89.5	4.7	91.9	4.7	85.1	10.4	83.0	4.3	85	7
	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	School	100.0	6.7	100.0	40.0	100.0	18.2	93.8	6.3	100.0	5.6	100	10
	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	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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	School	71.9	14.6	71.4	18.1	62.8	9.6	70.2	14.5	73.7	14.4	80	20
	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	School	47.3	3.6	59.3	0.0	53.6	4.3	65.5	5.2	58.6	1.7	74	8
	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	School	69.3	12.9	74.5	14.7	65.6	10.7	n/a	n/a	n/a	n/a		
	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	School	n/a	n/a	n/a	n/a	n/a	n/a	76.1	8.8	74.8	7.5	83	15
	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	School	71.9	4.7	80.2	9.4	83.5	22.0	n/a	n/a	n/a	n/a		
	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	School	n/a	n/a	n/a	n/a	n/a	n/a	87.5	13.8	88.5	10.4	89	15
	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	School	88.6	22.9	89.0	20.7	76.8	17.2	68.6	16.1	69.7	21.1	82	25
	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	School	73.1	21.2	83.1	37.3	n/a	n/a	n/a	n/a	n/a	n/a		
	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	School	n/a	n/a	n/a	n/a	43.3	8.9	65.4	17.3	54.0	10.3	75	20
	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	School	61.9	11.9	85.7	28.6	n/a	n/a	n/a	n/a	n/a	n/a		
	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	School	n/a	n/a	n/a	n/a	52.2	0.0	52.8	9.7	68.8	12.5	75	18
	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	School	81.1	13.2	84.9	11.3	66.7	7.1	63.3	23.3	75.0	5.6	80	10
	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		



Diploma Examination Results by Course

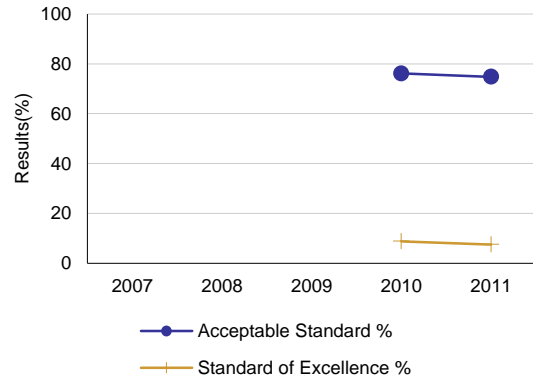


Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Diploma Examination Results by Course

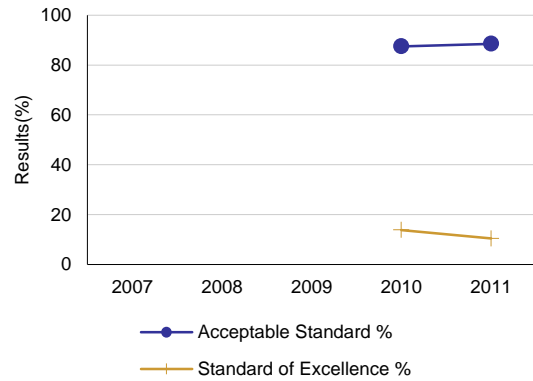
[No Data for Social Studies 30]

**Social Studies 30-1**

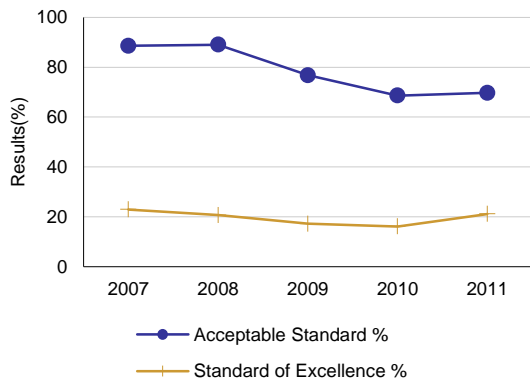


[No Data for Social Studies 33]

**Social Studies 30-2**



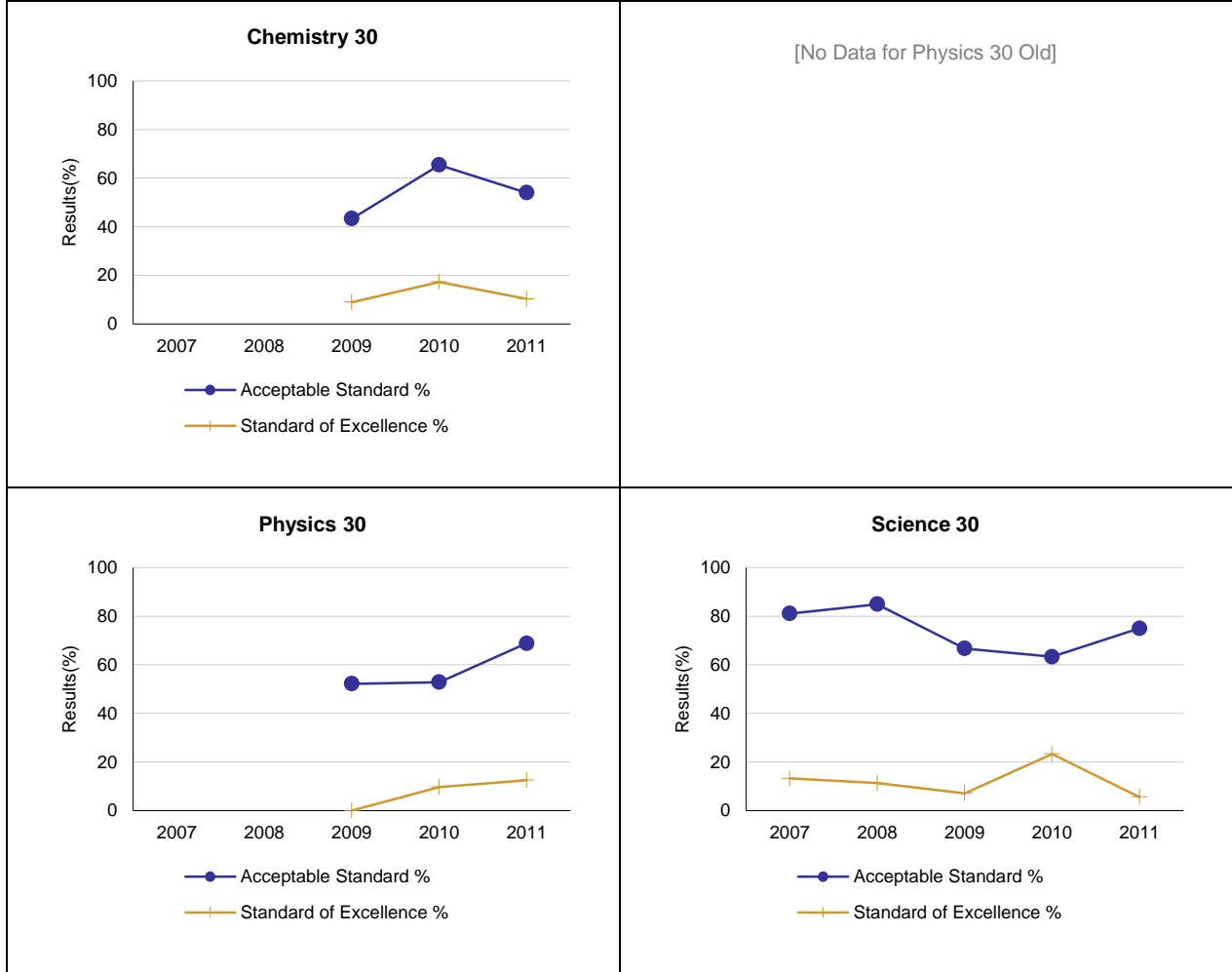
**Biology 30**



[No Data for Chemistry 30 Old]

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



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

Course	Measure	St. Joseph Catholic High Sch						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	125	84.0	122	86.0	29,063	84.4	28,502	86.1
	Standard of Excellence	Very Low	Declined	Concern	125	3.2	122	8.4	29,063	10.1	28,502	12.6
English Lang Arts 30-2	Acceptable Standard	Intermediate	Declined	Issue	94	83.0	80	88.8	14,550	88.6	13,676	88.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	94	4.3	80	6.6	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	Maintained	Issue	118	73.7	110	68.1	23,033	81.0	22,548	82.1
	Standard of Excellence	Low	Maintained	Issue	118	14.4	110	14.1	23,033	28.7	22,548	27.3
Applied Mathematics 30	Acceptable Standard	Very Low	Maintained	Concern	58	58.6	60	59.5	10,807	74.3	10,371	77.7
	Standard of Excellence	Very Low	Maintained	Concern	58	1.7	60	3.2	10,807	9.8	10,371	12.3
Social Studies 30-1	Acceptable Standard	n/a	Maintained	n/a	107	74.8	113	76.1	23,603	82.8	23,484	84.5
	Standard of Excellence	n/a	Maintained	n/a	107	7.5	113	8.8	23,603	14.9	23,484	16.1
Social Studies 30-2	Acceptable Standard	n/a	Maintained	n/a	96	88.5	80	87.5	16,537	85.6	14,903	85.0
	Standard of Excellence	n/a	Maintained	n/a	96	10.4	80	13.8	16,537	15.9	14,903	13.7
Biology 30	Acceptable Standard	Low	Declined	Issue	109	69.7	100	78.1	22,817	81.9	21,372	82.2
	Standard of Excellence	Intermediate	Maintained	Acceptable	109	21.1	100	18.0	22,817	29.8	21,372	27.0
Chemistry 30	Acceptable Standard	n/a	Maintained	n/a	87	54.0	86	54.4	18,792	75.1	18,152	77.6
	Standard of Excellence	n/a	Maintained	n/a	87	10.3	86	13.1	18,792	27.7	18,152	28.8
Physics 30	Acceptable Standard	n/a	Improved	n/a	48	68.8	59	52.5	10,660	76.7	10,216	76.6
	Standard of Excellence	n/a	Improved	n/a	48	12.5	59	4.9	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

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 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

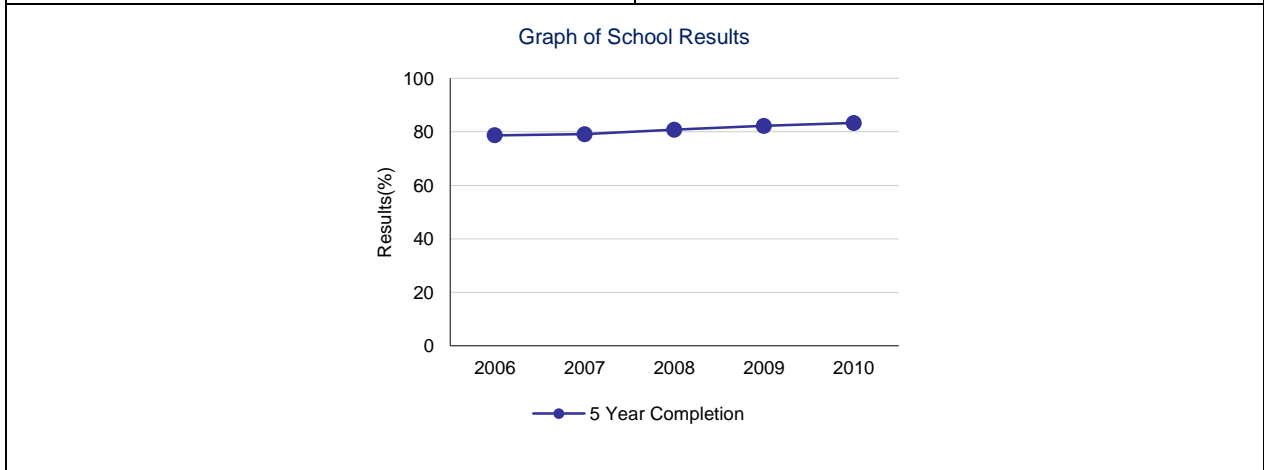
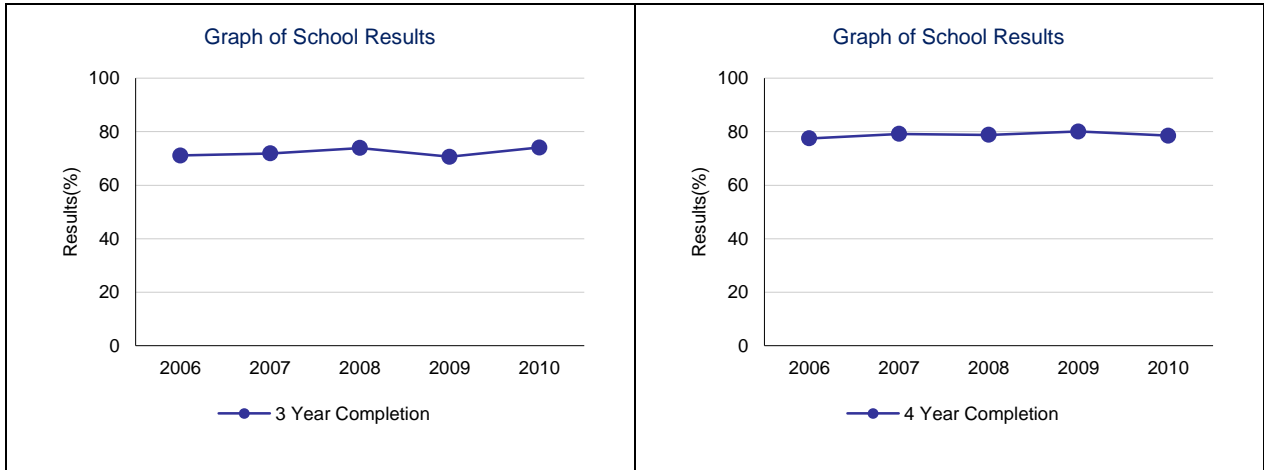
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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**

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

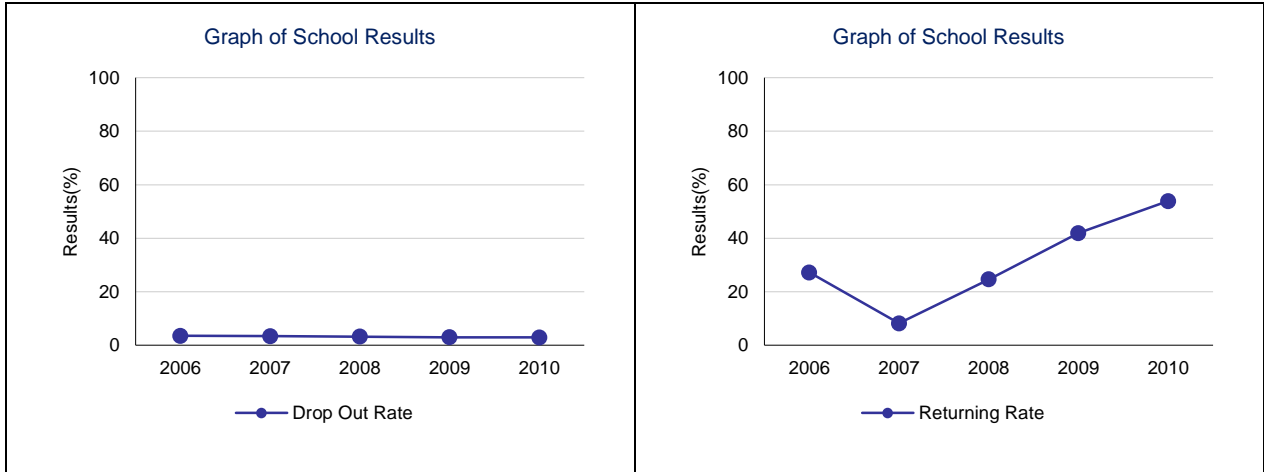
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
3 Year Completion	71.1	71.9	73.9	70.6	74.1	73.2	73.1	74.3	72.3	75.7	70.6	71.1	70.8	71.5	72.6
4 Year Completion	77.5	79.2	78.8	80.1	78.5	75.6	80.8	79.9	80.6	79.6	76.1	76.1	76.3	76.1	76.9
5 Year Completion	78.7	79.1	80.8	82.2	83.3	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**

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Drop Out Rate	3.5	3.4	3.2	3.0	2.9	3.8	3.1	3.0	3.2	3.5	4.7	5.0	4.8	4.3	4.2
Returning Rate	27.2	8.2	24.6	41.9	53.9	28.3	12.5	27.0	38.3	46.8	21.2	21.3	19.8	23.5	27.9

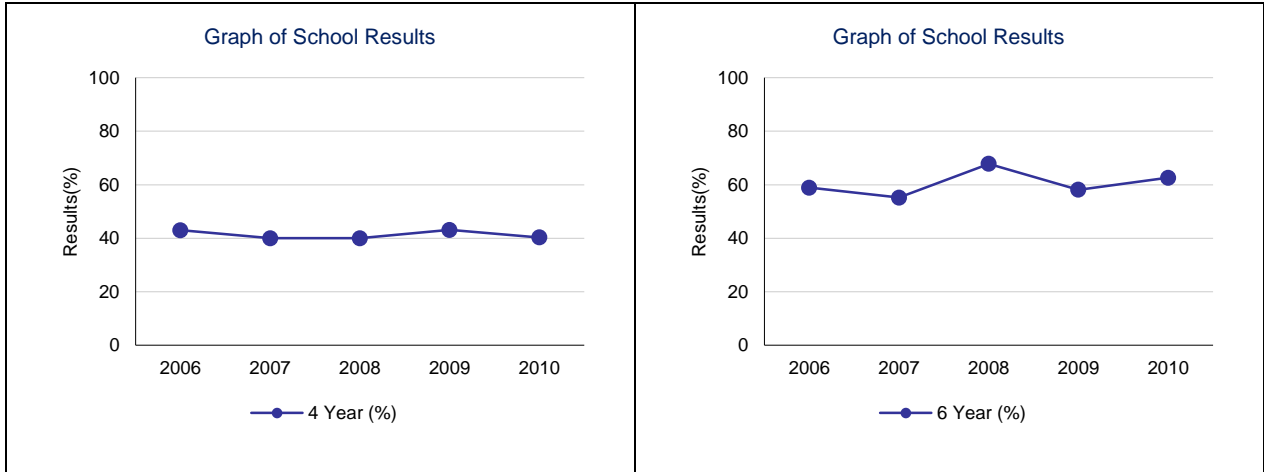


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**High School to Post-secondary Transition Rate – Measure Details**

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

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
4 Year Rate	43.0	40.0	40.0	43.1	40.3	43.0	42.8	42.3	43.5	43.6	37.7	38.7	38.9	37.5	37.8
6 Year Rate	58.9	55.2	67.8	58.1	62.6	60.5	58.4	65.6	61.2	64.1	58.1	58.8	59.2	59.8	59.3

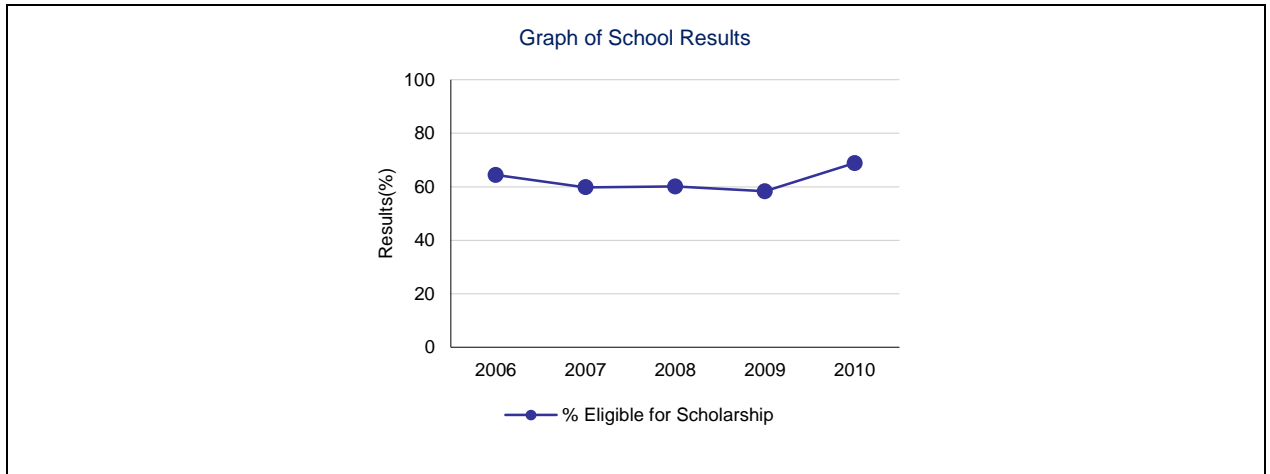


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Rutherford Eligibility Rate – Measure Details**

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Rutherford Scholarship Eligibility Rate (Revised)	64.4	59.8	60.1	58.3	68.8	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	160	94	58.8	78	48.8	40	25.0	103	64.4
2007	189	100	52.9	81	42.9	35	18.5	113	59.8
2008	203	114	56.2	96	47.3	42	20.7	122	60.1
2009	242	131	54.1	106	43.8	46	19.0	141	58.3
2010	237	143	60.3	138	58.2	65	27.4	163	68.8

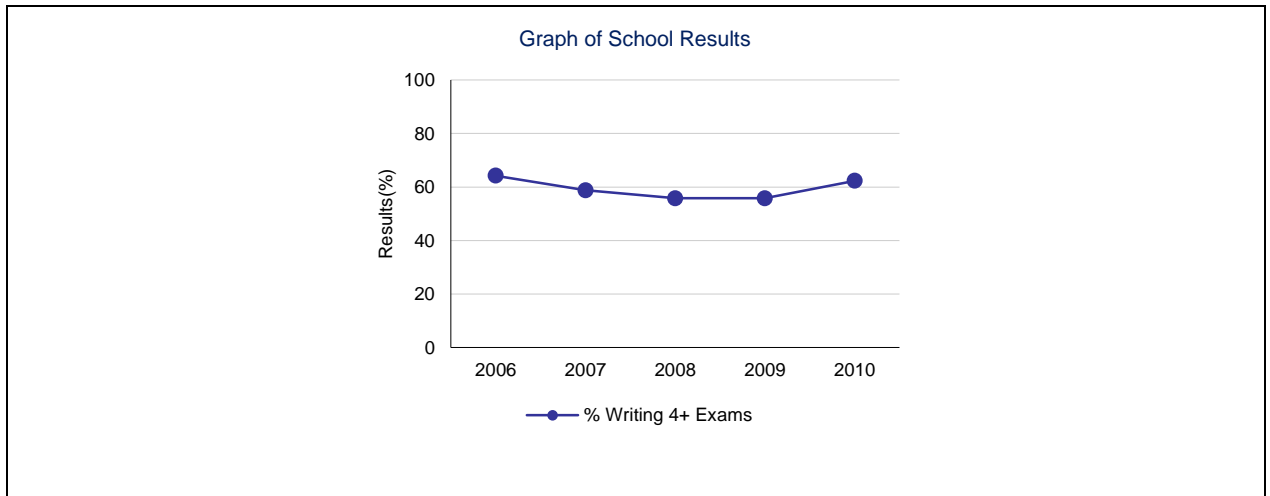


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Diploma Examination Participation Rate – Measure Details**

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

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
% Writing 0 Exams	11.5	16.0	11.3	11.5	9.4	10.5	14.9	11.2	11.8	9.6	17.8	18.0	18.4	18.0	17.2
% Writing 1+ Exams	88.5	84.0	88.7	88.5	90.6	89.5	85.1	88.8	88.2	90.4	82.2	82.0	81.6	82.0	82.8
% Writing 2+ Exams	86.8	81.0	84.9	86.3	85.9	88.0	82.3	85.2	85.9	86.2	78.5	78.6	78.0	78.7	79.6
% Writing 3+ Exams	72.9	73.1	70.1	69.8	76.4	74.3	74.7	71.1	71.1	76.9	65.6	65.6	64.9	65.2	66.0
<b>% Writing 4+ Exams</b>	<b>64.2</b>	<b>58.8</b>	<b>55.8</b>	<b>55.8</b>	<b>62.3</b>	<b>65.1</b>	<b>59.8</b>	<b>55.7</b>	<b>58.3</b>	<b>63.1</b>	<b>53.7</b>	<b>53.6</b>	<b>53.3</b>	<b>53.5</b>	<b>54.9</b>
% Writing 5+ Exams	41.1	33.9	33.8	37.1	37.7	43.8	35.4	34.0	39.2	38.3	34.6	34.7	34.3	34.7	36.1
% Writing 6+ Exams	15.0	17.5	14.3	17.9	22.2	17.8	17.7	14.0	19.4	21.9	13.0	13.2	12.7	12.9	13.4



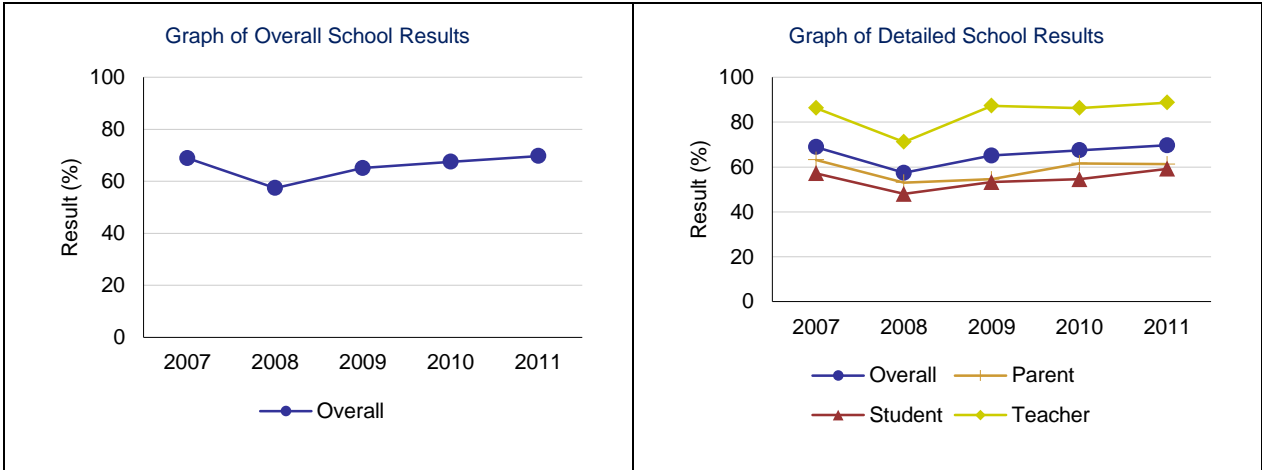
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
English 30 / English Language Arts 30-1	61.2	52.8	46.3	50.4	57.4	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	24.7	29.2	36.9	34.3	28.7	23.3	27.9	36.9	30.9	28.5	23.5	23.6	24.0	24.5	25.1
<b>Total of 1 or more English Diploma Exams</b>	<b>84.3</b>	<b>79.0</b>	<b>83.2</b>	<b>83.9</b>	<b>85.6</b>	<b>84.7</b>	<b>80.5</b>	<b>83.6</b>	<b>83.4</b>	<b>86.0</b>	<b>77.1</b>	<b>77.0</b>	<b>76.7</b>	<b>77.1</b>	<b>78.0</b>
Social Studies 30	53.9	50.3	44.4	50.4	0.5	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	47.2	n/a	n/a	0.0	0.0	48.3	n/a	n/a	0.0	0.0	45.7
Social Studies 33	31.5	30.8	42.1	36.4	0.9	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	36.1	n/a	n/a	0.0	0.0	35.1	n/a	n/a	0.0	0.0	27.4
<b>Total of 1 or more Social Diploma Exams</b>	<b>84.8</b>	<b>79.0</b>	<b>84.6</b>	<b>83.5</b>	<b>83.8</b>	<b>85.6</b>	<b>80.0</b>	<b>84.9</b>	<b>82.6</b>	<b>84.3</b>	<b>77.2</b>	<b>77.2</b>	<b>76.7</b>	<b>77.4</b>	<b>78.1</b>
Mathematics 30 / Pure Mathematics 30	47.8	43.6	42.1	39.0	50.0	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	18.0	25.6	25.2	25.8	24.1	15.8	24.7	24.9	25.7	24.0	19.5	19.5	19.1	19.7	19.7
<b>Total of 1 or more Math Diploma Exams</b>	<b>64.6</b>	<b>69.2</b>	<b>67.3</b>	<b>64.4</b>	<b>73.6</b>	<b>63.4</b>	<b>69.8</b>	<b>67.1</b>	<b>66.4</b>	<b>73.1</b>	<b>60.7</b>	<b>60.7</b>	<b>59.7</b>	<b>59.9</b>	<b>60.6</b>
Biology 30	37.1	36.4	36.0	39.8	45.8	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	35.6	34.7	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	16.9	28.7	n/a	n/a	n/a	18.9	27.7	n/a	n/a	n/a	17.5	20.0
Science 30	25.8	25.6	21.5	16.9	13.0	22.8	23.3	20.4	15.1	11.6	7.0	7.0	7.4	8.2	9.0
<b>Total of 1 or more Science Diploma Exams</b>	<b>66.9</b>	<b>59.5</b>	<b>57.0</b>	<b>58.5</b>	<b>63.0</b>	<b>69.8</b>	<b>61.9</b>	<b>58.2</b>	<b>60.4</b>	<b>64.9</b>	<b>56.7</b>	<b>56.5</b>	<b>56.1</b>	<b>56.1</b>	<b>57.6</b>
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.2
French Language Arts 30	10.1	7.2	4.7	3.8	7.4	8.9	6.5	4.4	3.4	6.6	2.7	2.7	2.7	2.7	2.9
<b>Total of 1 or more French Diploma E</b>	<b>10.1</b>	<b>7.2</b>	<b>4.7</b>	<b>3.8</b>	<b>7.4</b>	<b>8.9</b>	<b>6.5</b>	<b>4.4</b>	<b>3.4</b>	<b>6.6</b>	<b>2.9</b>	<b>2.9</b>	<b>2.9</b>	<b>2.9</b>	<b>3.1</b>

**Citizenship – Measure Details**

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

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	68.9	57.4	65.1	67.5	69.7	78.0	76.4	83.0	84.8	84.9	76.6	77.9	80.3	81.4	81.9
Teacher	86.3	71.2	87.3	86.3	88.7	91.5	89.6	93.9	94.1	94.9	89.9	90.6	91.8	93.0	92.7
Parent	63.2	53.1	54.6	61.6	61.3	75.5	72.9	78.0	82.6	82.4	72.6	74.7	77.4	78.5	78.6
Student	57.2	48.0	53.3	54.6	59.2	66.9	66.8	77.0	77.8	77.4	67.1	68.5	71.8	72.7	74.5

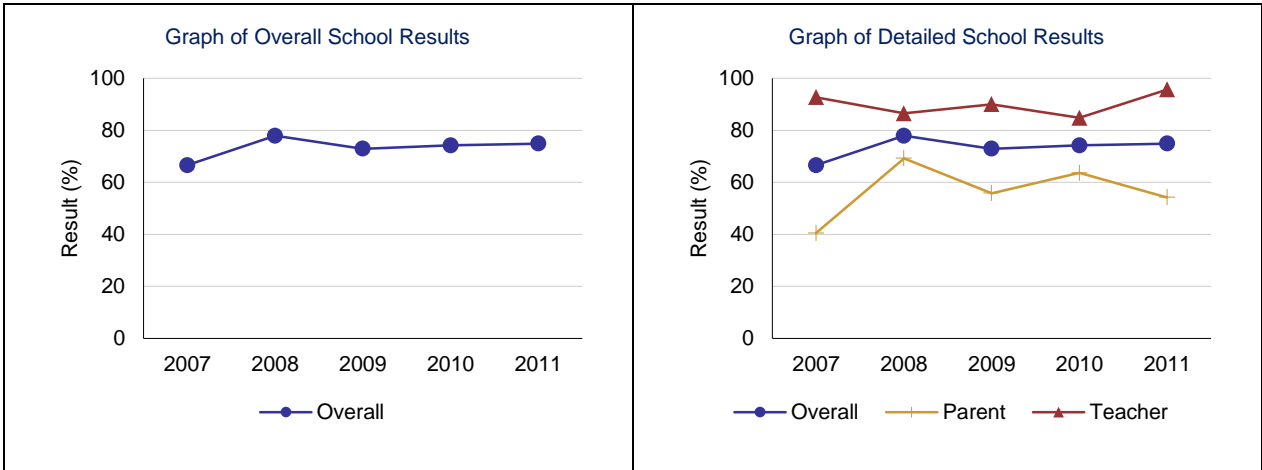


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Work Preparation – Measure Details**

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.

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	66.6	77.9	72.9	74.2	74.9	78.0	80.6	80.3	80.5	81.2	77.1	80.1	79.6	79.9	80.1
Teacher	92.7	86.5	90.0	84.8	95.7	94.4	91.9	91.1	89.7	94.3	89.2	89.3	88.9	90.0	89.6
Parent	40.5	69.2	55.8	63.6	54.2	61.7	69.4	69.6	71.3	68.2	65.1	70.9	70.2	69.8	70.6

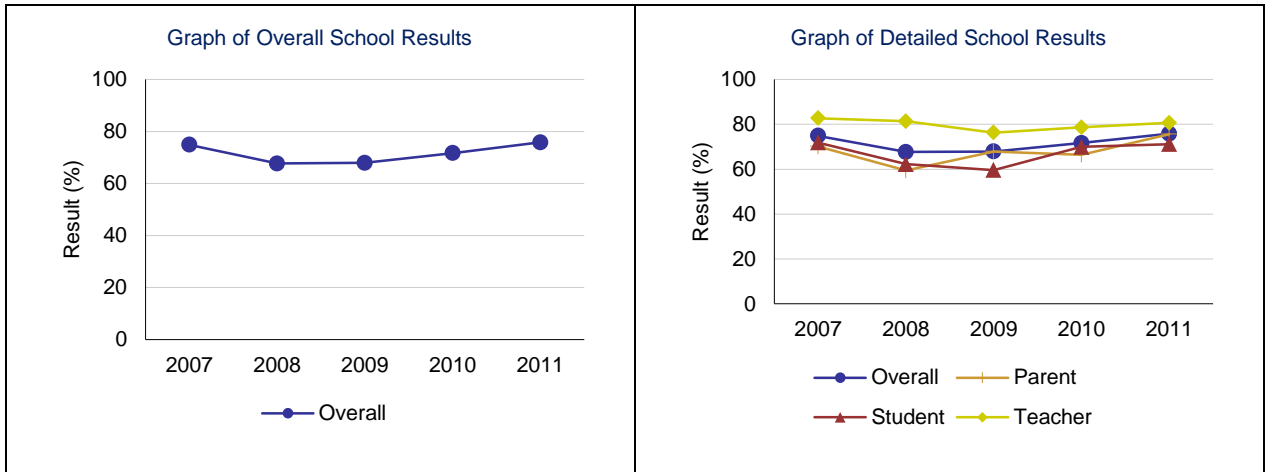


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Program of Studies – Measure Details**

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

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	74.9	67.7	67.9	71.7	75.8	74.9	73.9	76.3	80.9	80.9	78.5	79.4	80.3	80.5	80.9
Teacher	82.7	81.4	76.3	78.7	80.7	85.0	82.6	85.3	89.3	87.3	85.7	86.4	86.8	87.7	87.6
Parent	70.2	59.5	67.9	66.5	75.6	71.9	73.3	75.1	75.2	76.9	76.9	77.6	78.7	78.0	78.3
Student	71.9	62.3	59.6	70.0	71.2	67.8	65.9	68.4	78.2	78.5	72.9	74.1	75.3	75.9	76.9

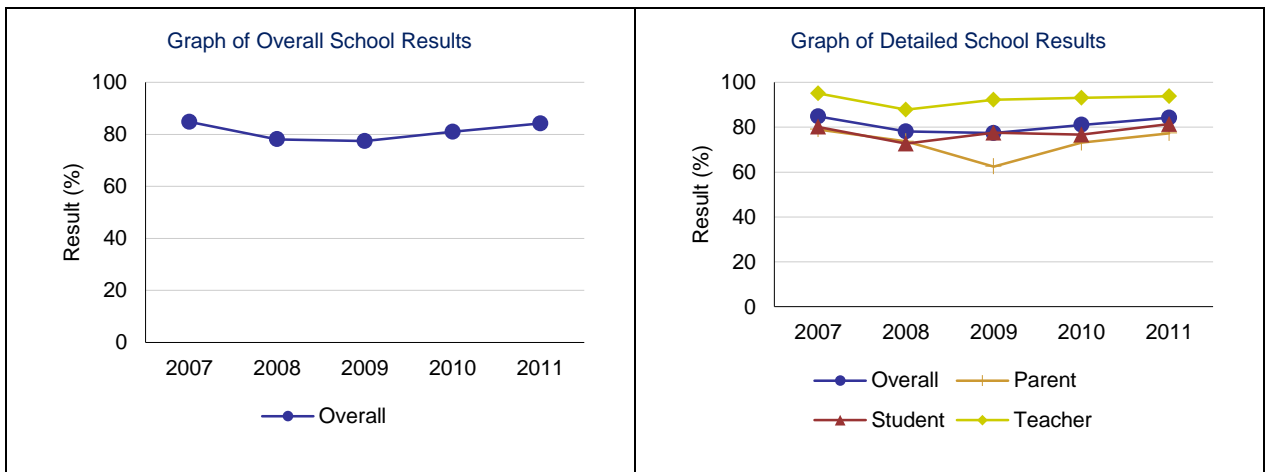


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Education Quality – Measure Details**

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

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	84.8	78.1	77.4	81.0	84.2	87.8	86.2	87.1	89.1	89.4	87.6	88.2	89.3	89.2	89.4
Teacher	95.1	87.8	92.2	93.1	93.8	97.0	95.1	94.4	96.1	96.0	94.7	94.9	95.3	95.6	95.5
Parent	79.0	73.7	62.5	73.1	77.3	79.9	78.9	78.7	82.3	82.1	81.8	83.0	84.4	83.9	84.2
Student	80.2	72.7	77.5	76.7	81.4	86.7	84.5	88.3	88.8	90.2	86.4	86.6	88.3	88.2	88.5

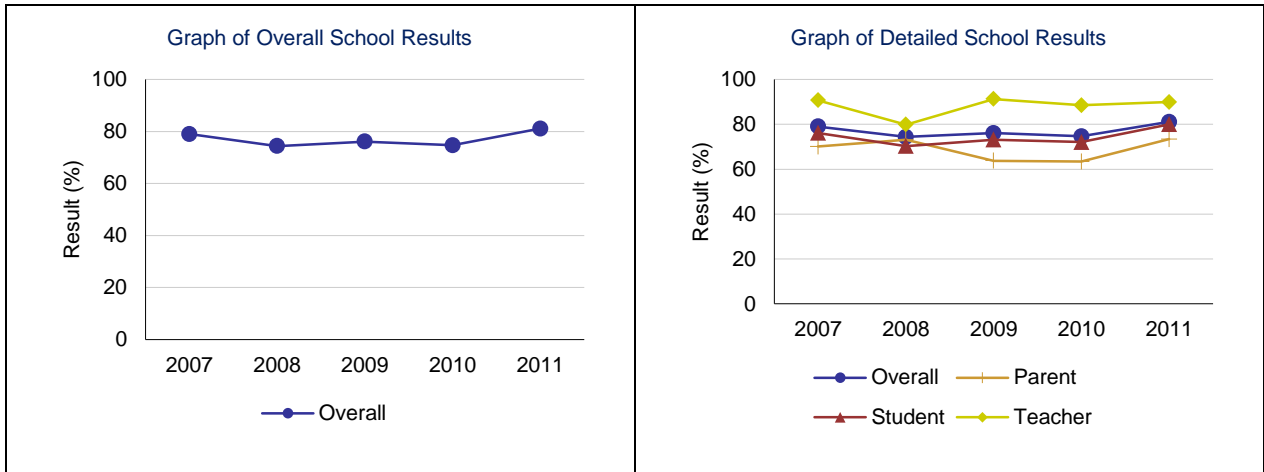


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Safe and Caring – Measure Details**

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.

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	79.0	74.4	76.1	74.7	81.1	85.1	84.5	88.0	89.5	89.2	84.2	85.1	86.9	87.6	88.1
Teacher	90.7	79.9	91.3	88.5	89.9	93.1	91.2	96.2	95.5	95.6	92.6	93.1	93.8	94.4	94.5
Parent	70.1	73.1	63.8	63.4	73.4	81.3	82.2	82.0	87.5	84.9	81.7	83.2	85.3	86.1	86.6
Student	76.2	70.3	73.2	72.1	80.0	80.9	80.2	85.9	85.5	87.2	78.5	79.1	81.7	82.2	83.3

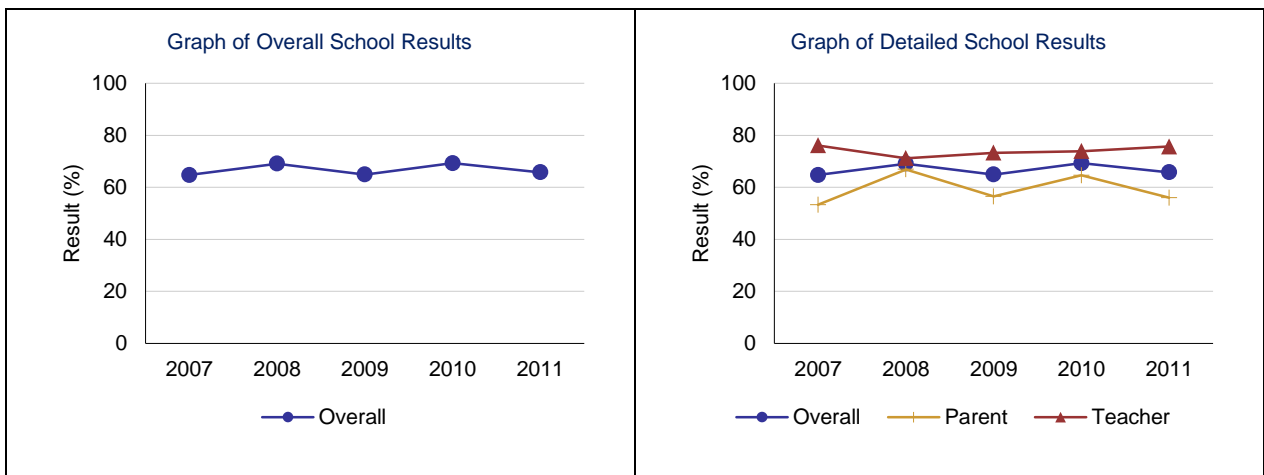


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Parental Involvement – Measure Details**

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

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	64.7	69.1	64.9	69.3	65.8	77.7	78.1	79.5	83.3	81.2	77.5	78.2	80.1	80.0	79.9
Teacher	76.1	71.2	73.3	73.9	75.7	87.3	86.1	90.7	92.2	91.0	87.1	87.5	88.0	88.6	88.1
Parent	53.3	66.9	56.5	64.6	56.0	68.0	70.2	68.2	74.4	71.5	67.9	69.0	72.2	71.3	71.7

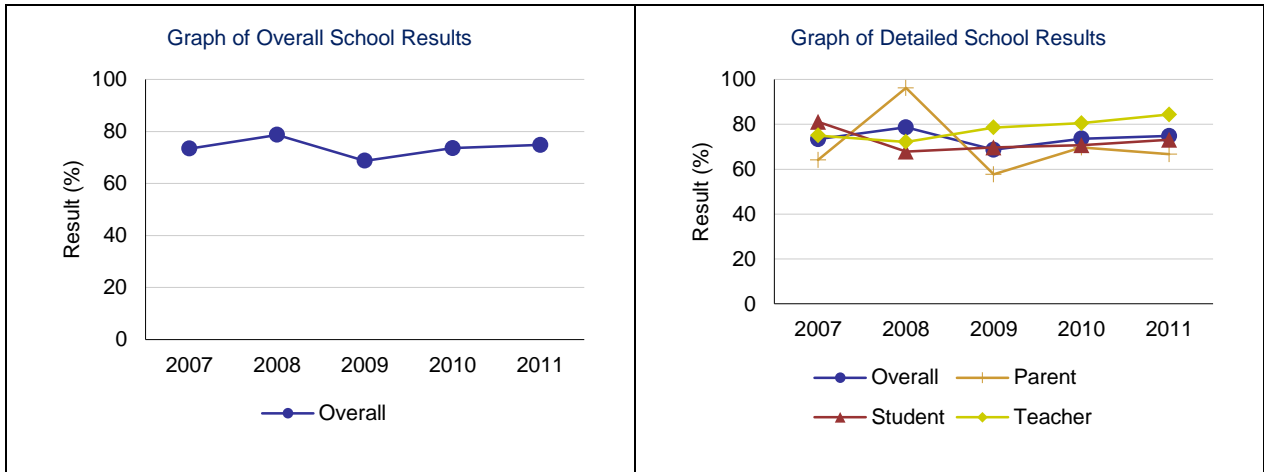


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**School Improvement – Measure Details**

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.

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	73.4	78.7	68.7	73.6	74.8	76.6	75.7	81.2	79.6	85.5	76.3	77.0	79.4	79.9	80.1
Teacher	75.0	72.2	78.6	80.5	84.4	77.0	76.5	84.0	80.7	90.0	74.5	75.6	78.2	80.8	80.1
Parent	64.1	96.2	57.7	69.7	66.7	74.8	73.1	76.5	74.6	80.7	75.1	75.9	78.1	77.0	77.3
Student	81.1	67.8	69.7	70.7	73.1	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 (\*).