



School Address

10208-114 St.
Box 2245
Fairview, AB T0H 1L0
Phone: (780) 835-2245
Fax: (780) 835-4700
Principal: Peter MacKay

Superintendent of Schools

Karl Germann
(780) 532-3013

Our School

CURRENT ENROLMENT

The total number of students in school as of September 2010 is 252 from Kindergarten – Grade 12.



Faith Goal: Strengthening Our Catholic Faith

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

Performance Measures	Previous Year's Results	Target
Teachers are encouraged to include one Faith goal in their Professional Development Plans or articulate to their Principal their Faith plan in another format.	100%	100%
Staff refer to the District's Core Values and Expectations of a Catholic Graduate in discussions with students.	100%	100%
Faith Permeation is consciously included in PD Plans and Collaborative Day activities.	100%	100%
Kindergarten and elementary classes include regular, explicit religion education in weekly schedules.	100%	100%
All junior high students complete Religion 7, 8, and 9. All senior high students complete Religious Studies 15, 25, and 35. Permeation of Faith instruction across grade levels and curricula is a long standing expectation at St. Thomas More;	100%	100%
<i>Student, teacher, and parent satisfaction with students' opportunity to participate in retreats at the school level.</i>	TBA	
<i>Student, teacher and parent satisfaction with the school's communication about faith and the opportunities to celebrate faith.</i>	TBA	
<i>Student, teacher and parent satisfaction with the religious celebrations that are held at the school and at the church.</i>	TBA	
<i>Student and teacher satisfaction with what is learned in Religion classes.</i>	TBA	
<i>Student, teacher, and parent satisfaction with the relationship that exists between their parish and the school.</i>	TBA	
<i>Student, teacher, and parent satisfaction with students being <u>taught</u> to act as Christian Citizens and incorporating Gospel Values in their interactions with one another.</i>	TBA	
<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>	100%	
<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>	TBA	
<i>Student, teacher, and parent satisfaction with their child's opportunity to have a meaningful prayer life in school.</i>	TBA	
<i>Student, teacher, and staff indicate their school and classrooms have visible reminders of our Catholic Faith through art and symbols.</i>	TBA	

Strategies:

- Students will proclaim their Faith through monthly school activities that include Celebrations, Masses, Retreats, and Service Projects.
- 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.
- Faith Permeation activities are consciously included in PD Plans and in Collaborative Days activities.

Note: Items that are shaded in grey will become survey questions in the 2010 survey year.

Outcome: Staff and students are witnesses to their Faith

Performance Measures	Previous Year's Result	Target
<ul style="list-style-type: none"> • Staff and professional associations/unions articulate the necessity of gathering together as one as witnesses to their Faith. • Administrators and staff are regularly involved in their Parish. • Students, Parents and Teachers indicate that the activities and service projects that students are involved in are meaningful. • Teachers indicate they feel prepared and comfortable to permeate the Catholic Faith in every subject. • Teachers indicate success in providing Faith Permeation in classes. 		
<ul style="list-style-type: none"> • Purposeful Service Projects are developed and carried out by all students in every senior high religion class every year and students are able to explain the current year's Service Project. • Religious Education Consultant reviews and provides guidance to teacher/parent publications concerning Sacramental Preparation, Permeation, Celebrations, Bread Parties, Liturgical Formats and Retreats. • Staffs gather together to celebrate at a District Faith Development Day (26 August) and a District Mass (31 January). 		

Celebrations

Each month the students and staff and St. Thomas More participate, as a school in one or more of the following celebrations: Mass, Rosary, Advent.

In addition, preparation for first communion (gr. 2) and reconciliation (gr. 6) occurs within the school context.

Our school Christmas concert is a yearly celebration for the entire community, always with a prominent faith component.

Service Projects

This year the St. Thomas More staff have made a commitment to emphasize active service as an expression of our faith.

Discrete projects (these will occur on a certain date, or over the course of several days)

Over the course of the year we want to do a number of school wide fundraising/material gathering service projects. Our intention is to have projects targeting local, regional, provincial, national, and international/global need:

Terry Fox Run (September/**national**): this is a major school wide event for us

Cloth a Buddy/Warm a Friend (fall/**provincial**): winter coats, clothing, boots, blankets; first offered to the local shelter, then to the needy in inner city Edmonton

Feed a Family (winter/**regional**): a food bank drive, initiated when the local food bank(s) let us know that there is a need (usually around Christmas)

Run for a Friend (spring/**local**): providing funds to help local children and families take part in activities, sports teams, clubs, etc.

Lenten service projects (international): during the Lenten season, each class is challenged to target an international need. Our youngest students will focus primarily on 1st stage social justice (again, providing material aid) through fundraisers such as a grade 2 "museum", a cookie sale, etc. Older classes are challenged to address the latter stages of the social justice model. Some suggestions have been Amnesty letter writing, writing MP's, promoting a cardboard recycling program in town, and other forms of advocacy.

In the Spring our Student's Union will organize an educational Thinkfast, where students stay overnight in the school.

Year Long Projects

Religion projects: throughout the year religion classes will address issues of social justice as they arise from current events, curriculum, etc. For instance, one class is investigating human rights at the moment.

Lunch fundraisers: a portion of our "lunch sales" goes to a charity fund to be accessed when a national or global need arises (eg. The Slave Lake fire, drought in Africa, etc.). This way we have funds on hand to provide timely help

Fair trade coffee: our staff have committed to using fair trade coffee this year. We're still digging through our store of Maxwell House, but once done that we'll be fair trade exclusive. There is a cost involved, but staff were willing

We also expect to do additional fundraisers if acute needs arise locally, regionally, provincially, nationally, or globally. For instance, we've raised funds for a family in need to drywall their new home and furnish it.

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 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			
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			

Comment on Results (OPTIONAL)

We're pleased with our overall performance on PA tests. We would like to maintain our acceptable results, or see some improvement. Excellence results are more of a concern, especially given that as a small school we struggle to provide gifted and talented students with targeted instruction. We are hopeful that district initiatives regarding gifted education will provide us with some guidance in this regard.

Strategies

We have new teachers in our PAT years 3 and 6, and new teachers for grade 9 ELA and Social PATs. As such, we recognize that this year will establish a new baseline for these teachers. Our current strategy is to provide instructional support using colleagues, retired teachers, and district resources to best allow our teachers to address students needs in the classroom.

In addition, we will maintain the longstanding programs which have helped yield the positive results above

- Literacy intervention in elementary (EIR, DRI, DIR, Soar to Success) to help those students who are in need but proximal to grade level*
- Reading and writing assessments K to 8; these assessments guide instruction for each teacher*
- Review of the assessments above, and (where available) review of the most recent PAT results to help guide instruction; all data is kept, organized by "graduating year" on a shared staff drive; in this way data accumulates year to year*
- Use of the Balanced Literacy Framework in our elementary classes as the template for Language Arts instruction*
- Guided Reading remains a prominent feature of our in class ELA instruction; each class has a guided reading table*
- "Jolly Phonics" instruction in our K-2 classes, as needed (each teacher has been trained)*
- Key Math assessments are administered to students as needed Gr. 1 – 10.*
- Scheduled review as standard practice in classrooms*
- Continued implementation of "Making a Difference" best practices*

Notes:

- 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.
- 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	Evaluation			Targets		
	2007	2008	2009	2010	2011	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			
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			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2011	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			
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			
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			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	67.8	61.4	59.4	60.4	69.1		High	Improved Significantly	Good			
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			

Comment on Results (OPTIONAL)

Our diploma exams results, examined globally, need to be addressed both in terms of acceptable standard and standard of excellence. A closer examination reveals that the issues are most acute in relation to Science results, less acute but still a concern regarding humanities, and we are pleased with our Math results.

We are pleased the results in the second group of performance measure, above.

Strategies

As a small school St. Thomas More has traditionally offered a limited palette of courses to our high school students. Recently this has resulted in students being enrolled in courses they were ill-suited for (e.g. Chem 30, Bio 30, Physics 30, Humanities in the -1 stream). We want to be more conscientious in ensuring that students are enrolled in appropriate courses both to give them the best possible chance of success, and because the inclusion of these students in those classes has not had a positive effect on our diploma results. As such, our strategies for improvement are as follows:

- *Targeted, threshold based course selection*
- *More varied course offerings at the high school level*
- *Where needed, individual teacher PD and resource acquisition support to address achievement concerns*

See also the previous outcome, above.

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			
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			

Comment on Results (OPTIONAL)
<i>We are pleased with the results from both measures above.</i>
Strategies
<i>We are currently making it a focus in our religion, health, and CALM classes to reach out to community organizations/service providers who can offer expertise in this area. In addition, our school is engaging in a number of religion service projects, described in the Faith Goal above, which we feel address this outcome, especially in terms of active citizenship.</i>

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

Outcome: *Students are prepared for the 21st century (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	65.4	61.8	66.1	70.0	69.6		n/a	n/a	n/a			

Comment on Results (OPTIONAL)
<i>We feel that technology integration in the classroom is essential for this outcome.</i>
Strategies
<i>In addition to the SmartBoards in each classroom, we anticipate wireless service and an evergreened lab within this school year. We have also relaxed our traditional ban on cell phone use in anticipation of the wireless learning environment to come. We are hopeful that students will bring and use their own devices for educational use at the school.</i>

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

Also report targets and results for all local measures related to Goal 1 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

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	73.9	76.3	80.9	80.9		High	Improved Significantly	Good			
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			
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			

Comment on Results (OPTIONAL)

Again, we are please with the results above. Having said that, we have made a concerted effort to increase community partnership in order to provide more varied and effective programming.

Strategies

Implementation of active living options for our Junior High students through cooperation with GPRC Fairview Campus (GPRC provides free use of their gym for 160 minutes/week, enabling our students to have this attractive and healthy option available).

Making use of a generous community donation to allow our elementary classes to have swimming lessons (grade 2) and approximately 45 additional hours of swim time (spread through the elementary classes) over the course of the year.

Partnership with the local curling rink and gymnastics club to provide sport specific instruction in their facilities, with assistance from their coaching staffs (all under teacher supervision).

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 2011	Evaluation			Targets		
	2007	2008	2009	2010	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			
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			

Comment on Results (OPTIONAL)

Frankly, given that our School Council has not had a quorum in a year, this result is a bit baffling. Having said that, clearly stakeholders are feel happy and involved, despite appearances.

Strategies

Our staff has committed to inviting one parent each month (invitation by phone or in person) to attend school council. Using this strategy we hope to increase parent involvement, and ease the workload on our staff, who continue to provide the same services as we have in the past, albeit with fewer bodies in the building.

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

Also report targets and results for all local measures related to Goal 2 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

Goal Three: 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*

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			
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			
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	*	*	37.1	44.4		Low	Maintained	Issue			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	0.0	37.5	*	*	30.0		Very Low	Maintained	Concern			
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			

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			
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			
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	*	*	*	*	56.7		Very Low	n/a	n/a			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	*	*	*	*	0.0		Very Low	n/a	n/a			

Comment on Results (OPTIONAL)

This year saw a significant increase in our FNMI reporting at STM. We are hoping that a more accurate FNMI count will provide more nuanced data. We have traditionally had very low FNMI numbers at STM, it seems due to underreporting.

Strategies

In addition to mandated, curriculum based inclusion (i.e. the prominent FNMI component of the Social Studies program of studies) we want to make use of district Aboriginal support, where warranted, to provide a point of connection for our FNMI students.

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 (*).

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.

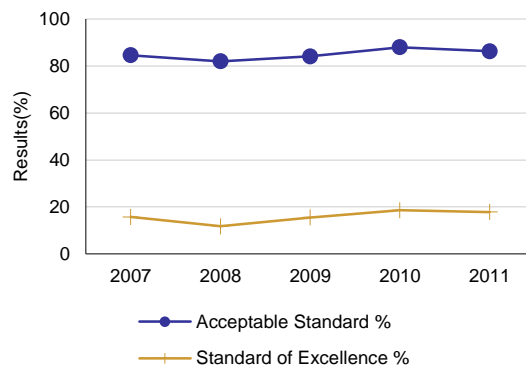
Provincial Achievement Test Results – Measure Details (OPTIONAL)

		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		

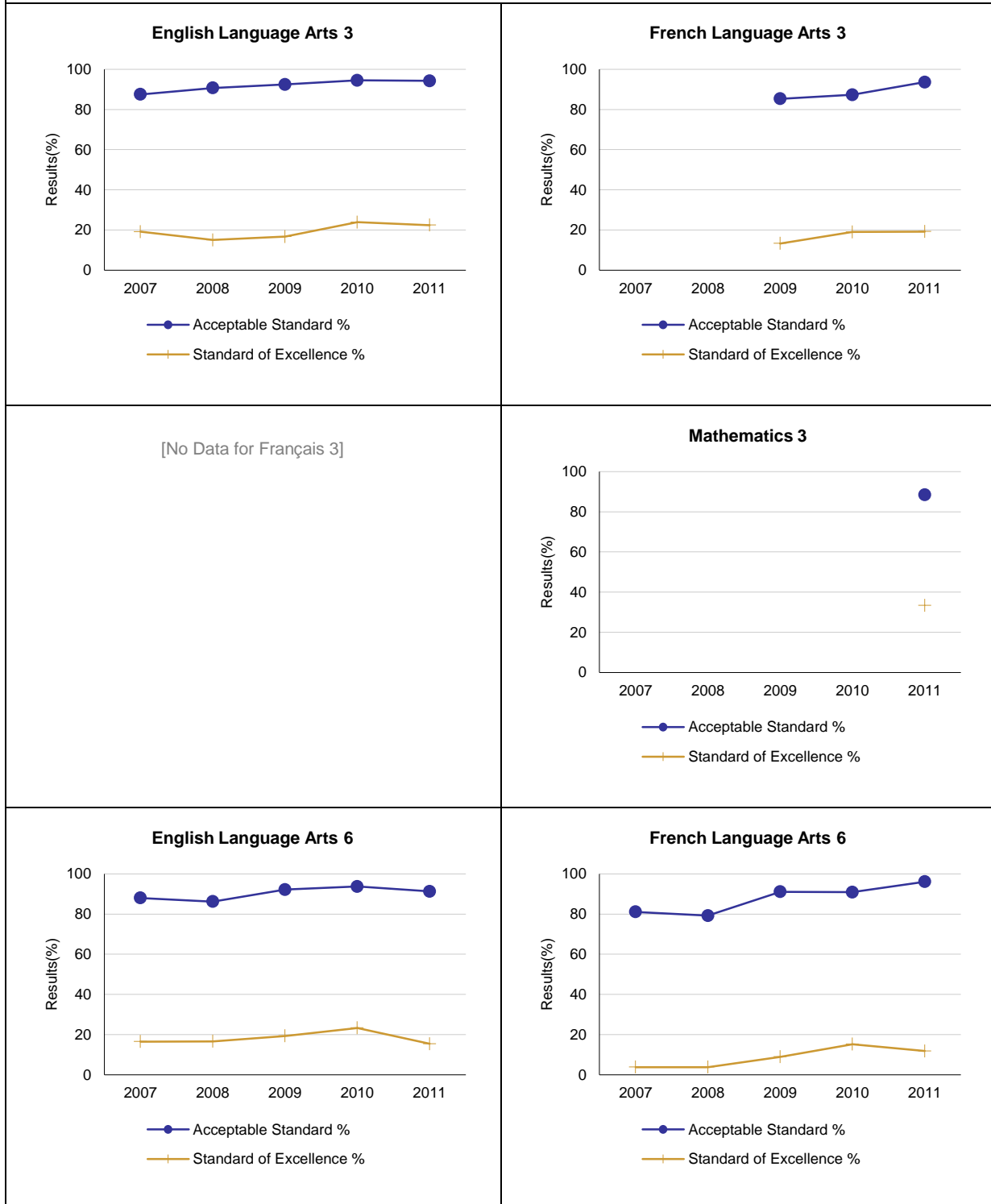
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

** "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)

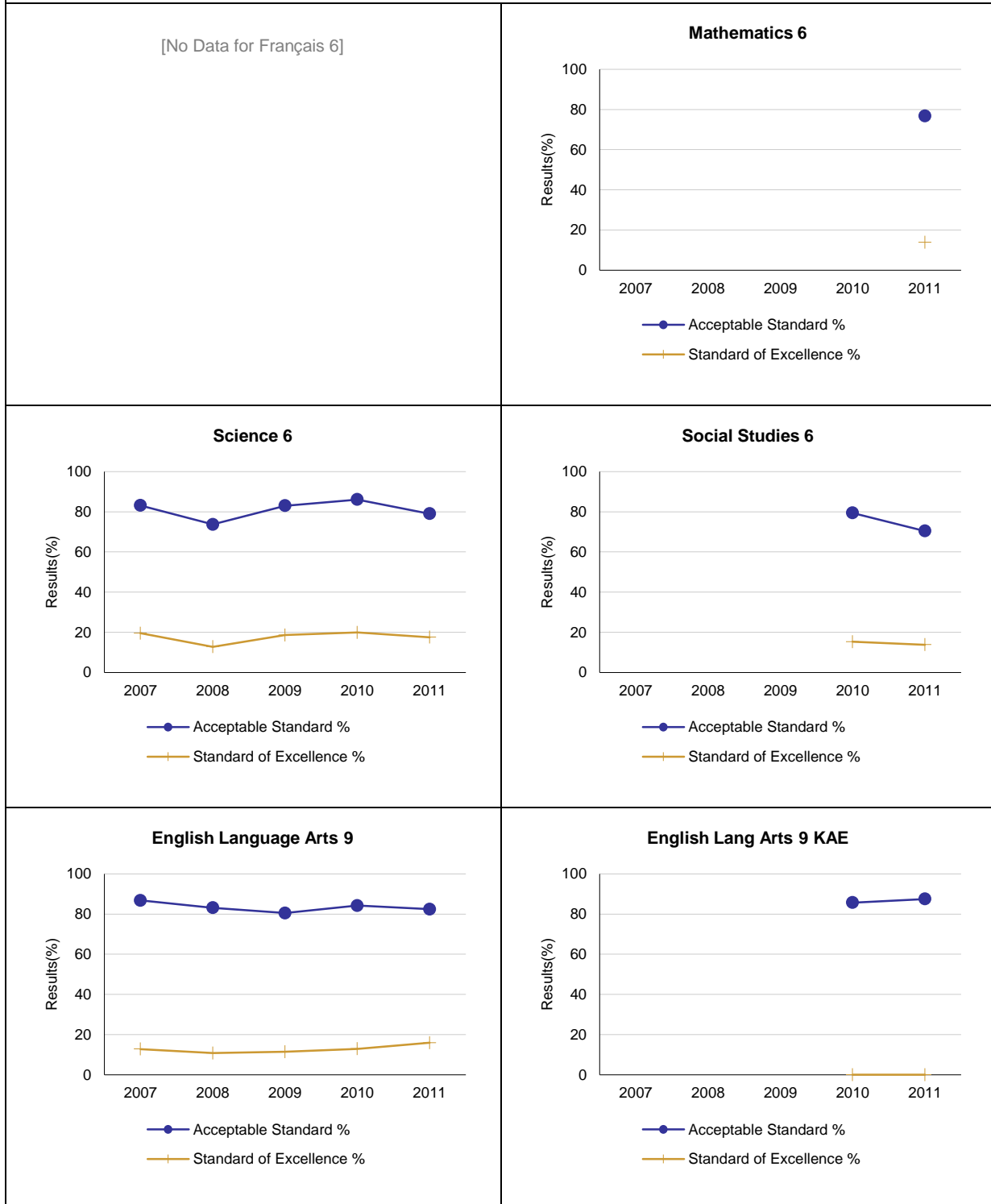


Graph of Provincial Achievement Test Results by Course (optional)



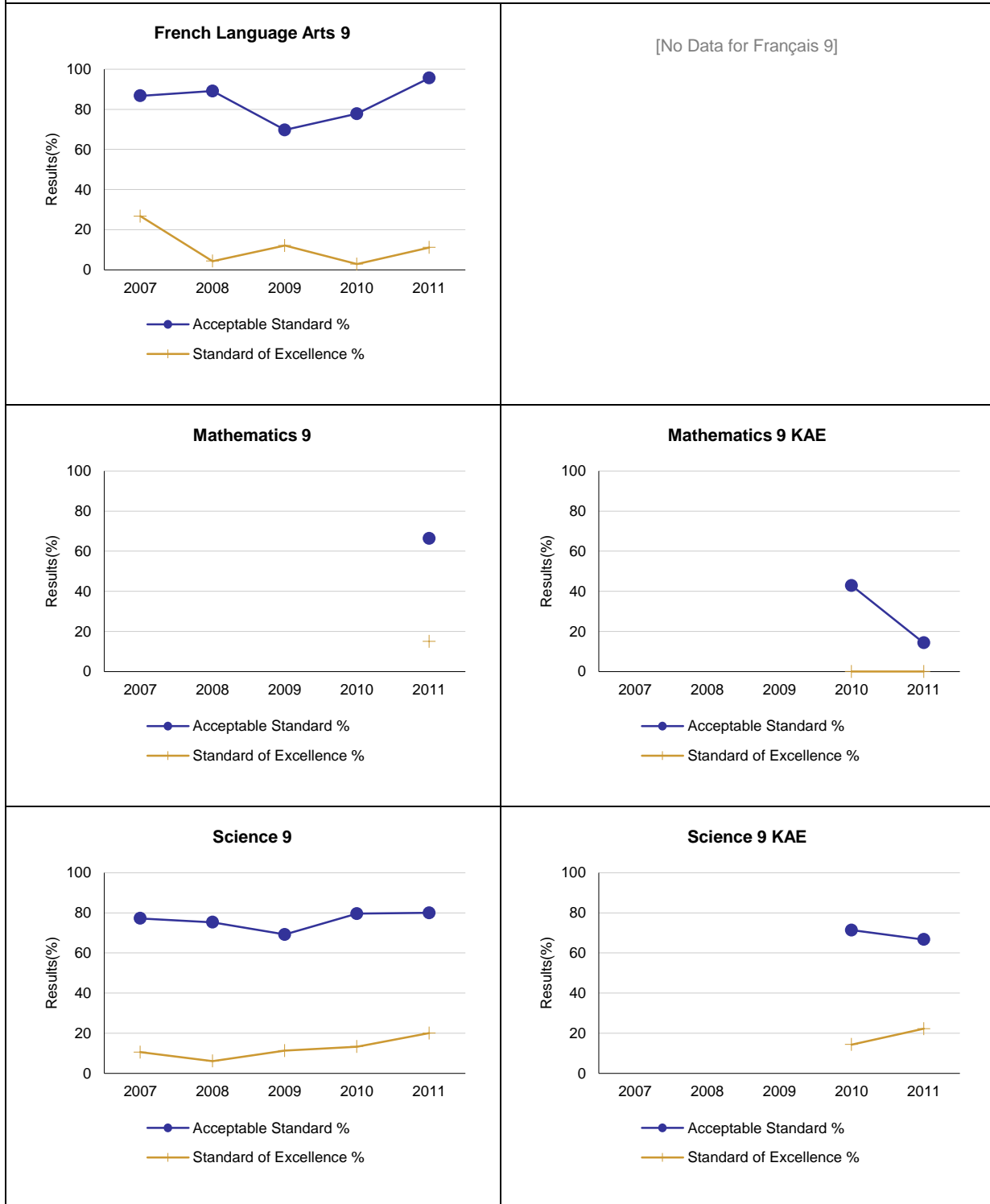
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course (optional)



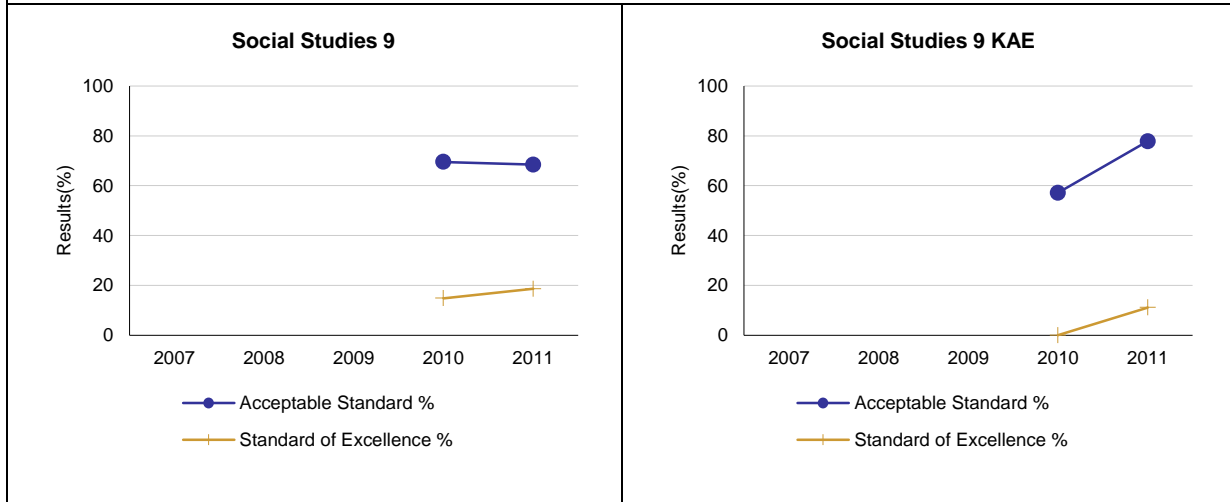
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

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 (*).

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

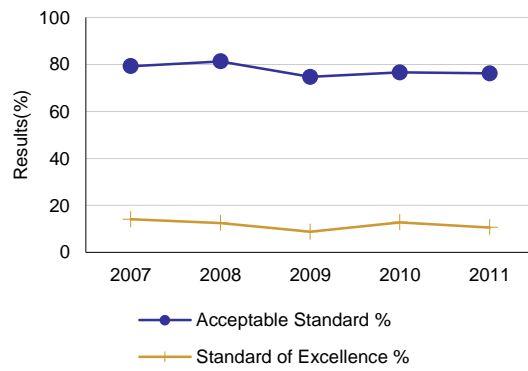
Diploma Examination Results – Measure Details (OPTIONAL)

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		

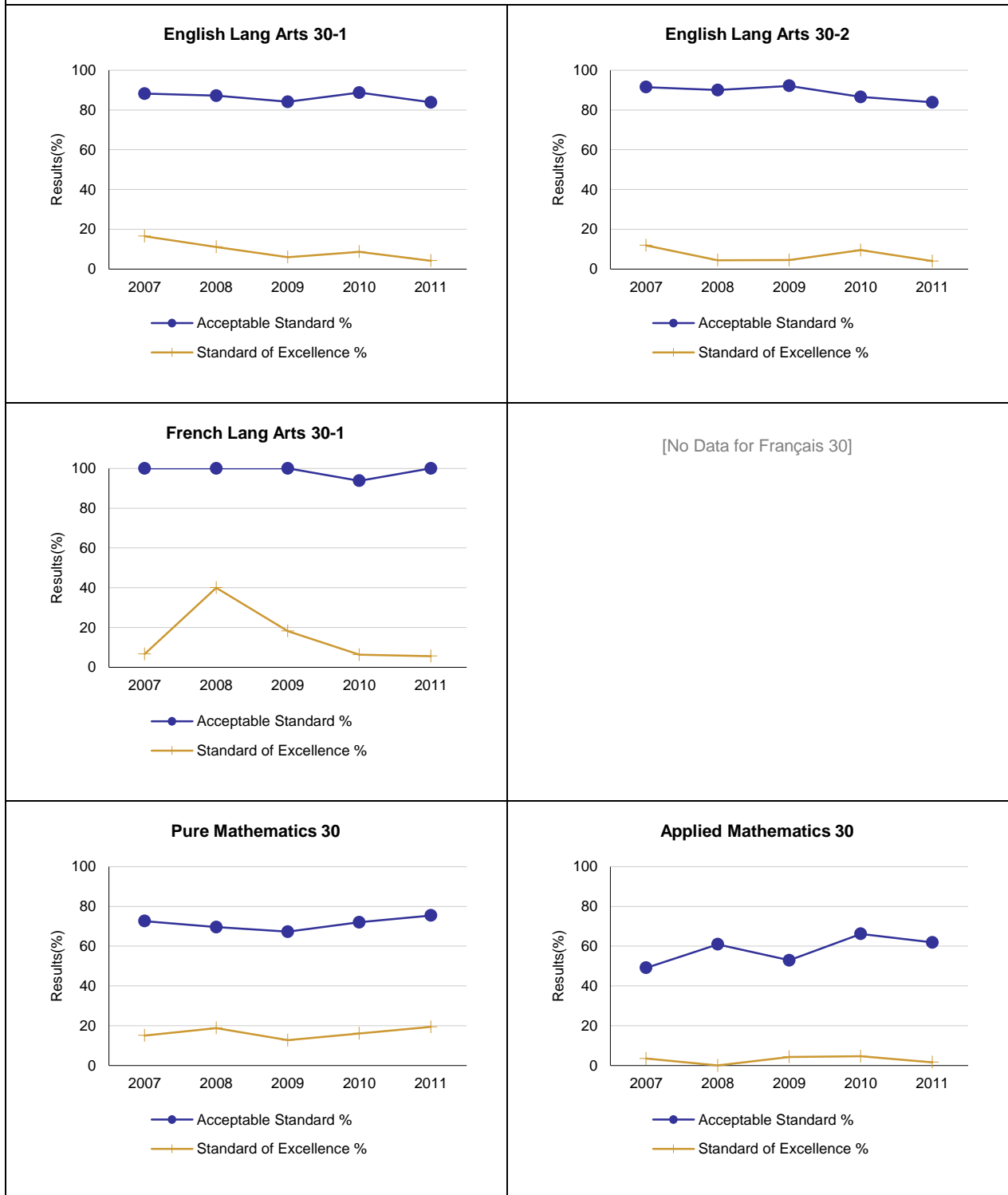
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

** "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)

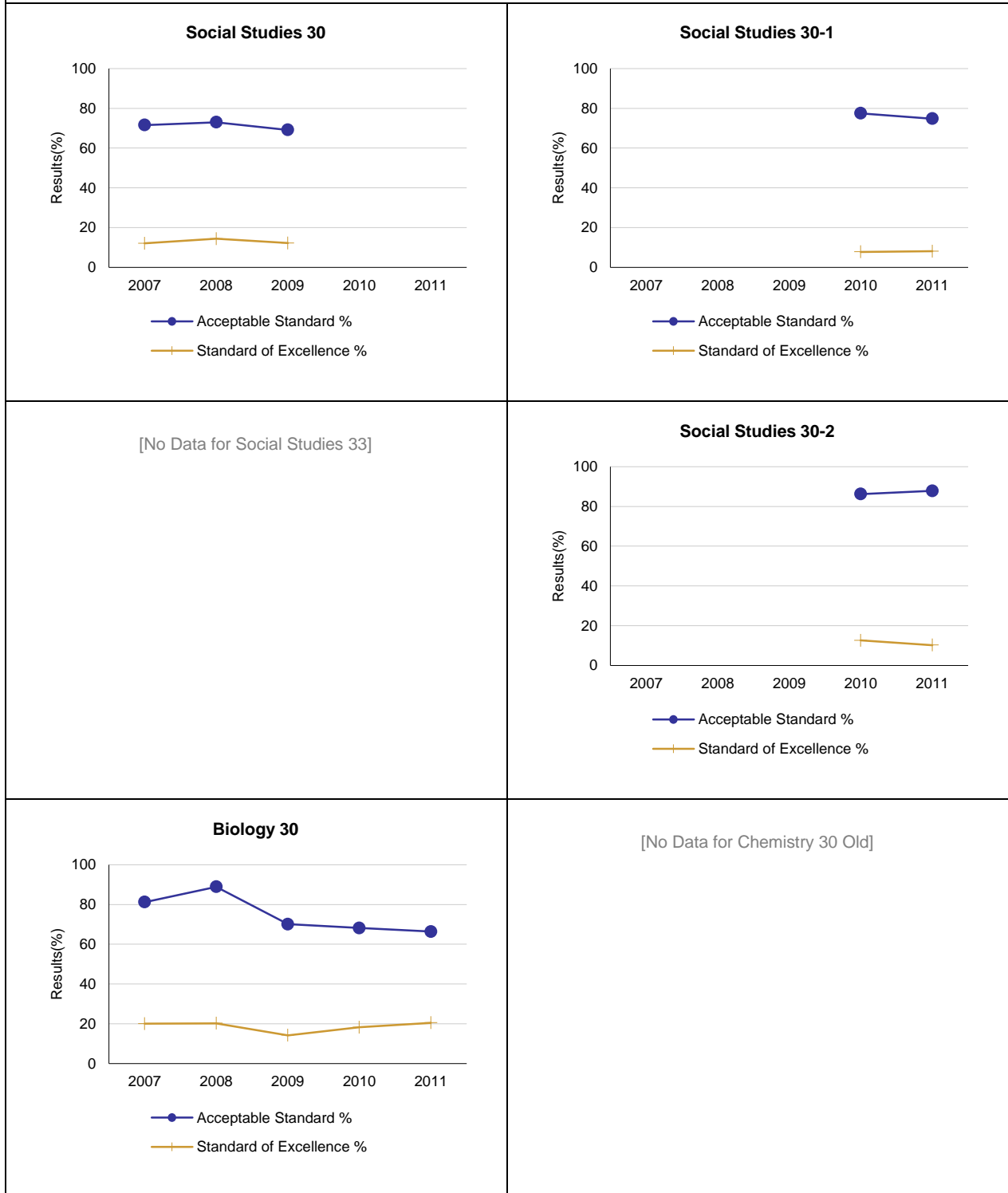


Diploma Examination Results by Course (optional)



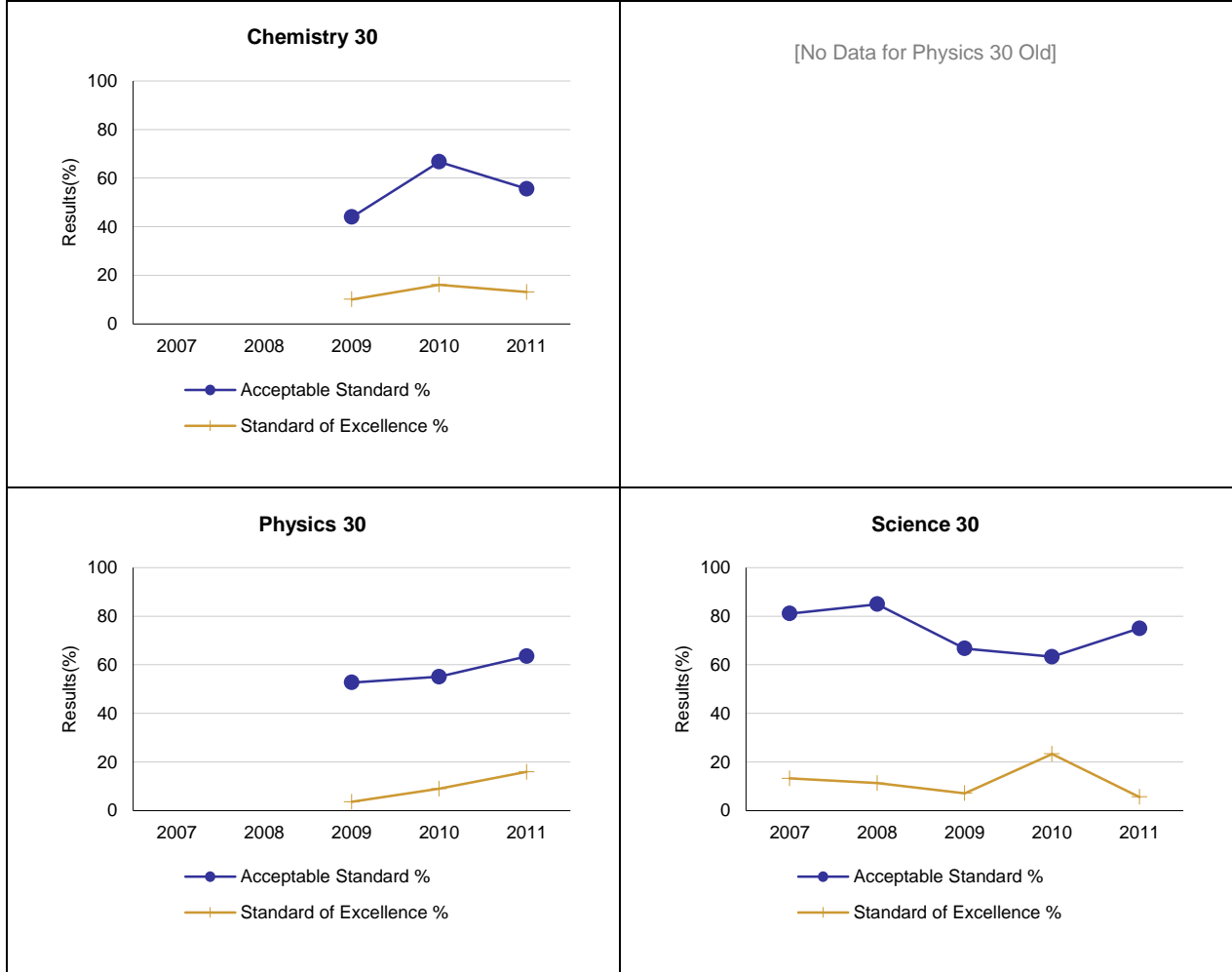
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Diploma Examination Results by Course (optional)



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 (*).

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

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

		Grande Prairie RCSSD No. 28						Alberta				
Course	Measure	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

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

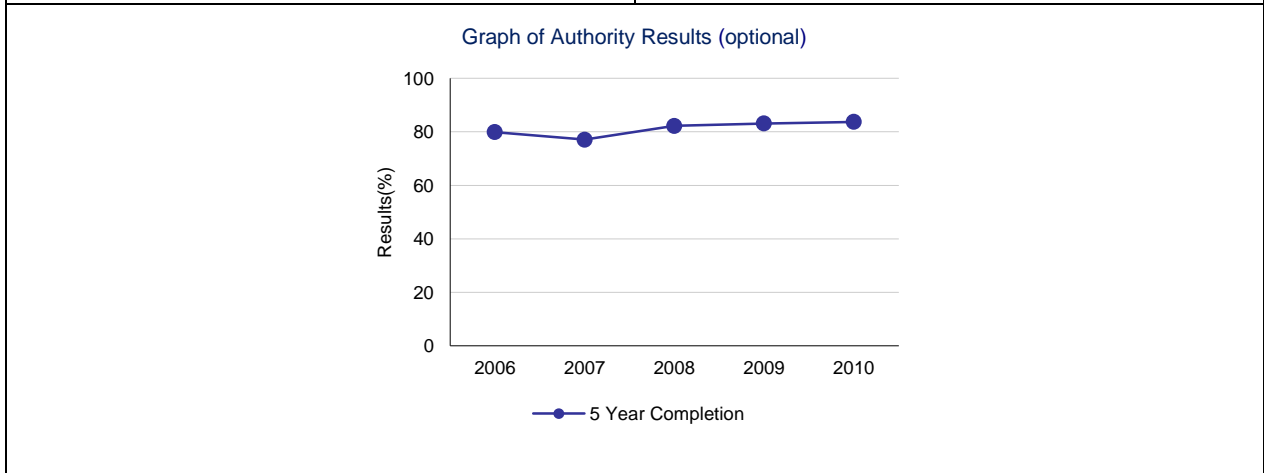
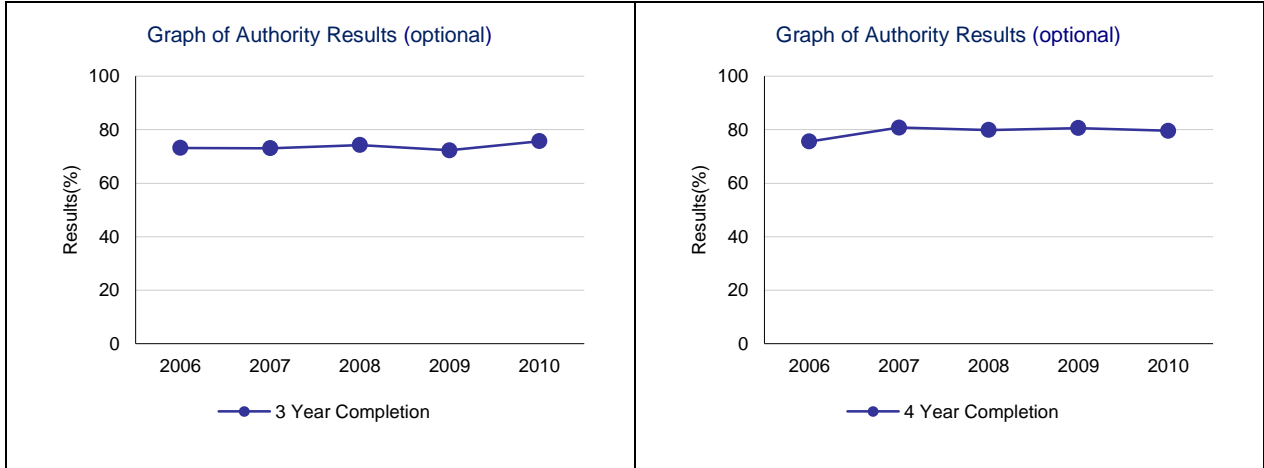
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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 (OPTIONAL)

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

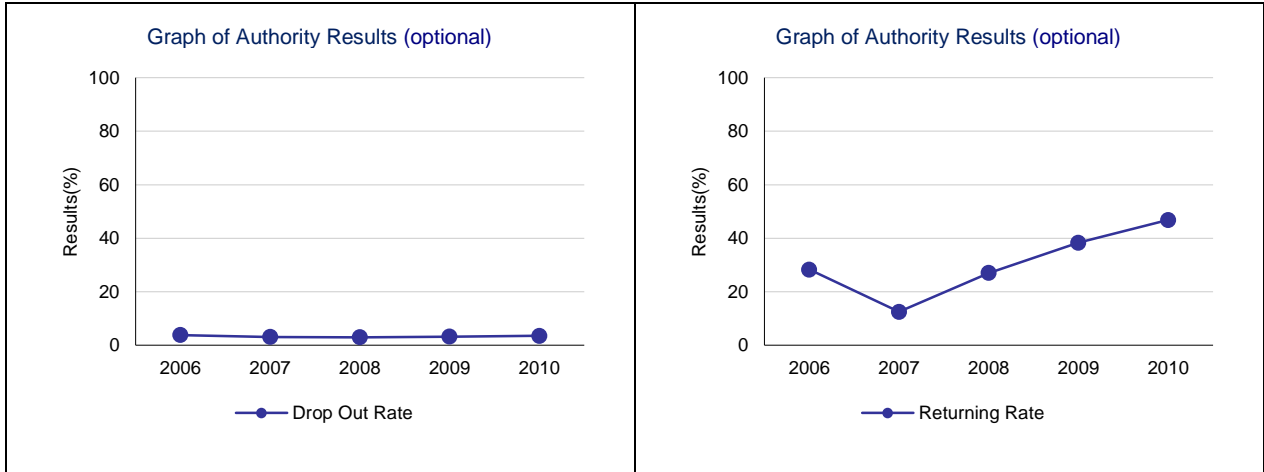
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
3 Year Completion	73.2	73.1	74.3	72.3	75.7	70.6	71.1	70.8	71.5	72.6
4 Year Completion	75.6	80.8	79.9	80.6	79.6	76.1	76.1	76.3	76.1	76.9
5 Year Completion	79.9	77.1	82.2	83.1	83.7	78.1	78.9	78.7	79.0	79.0



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

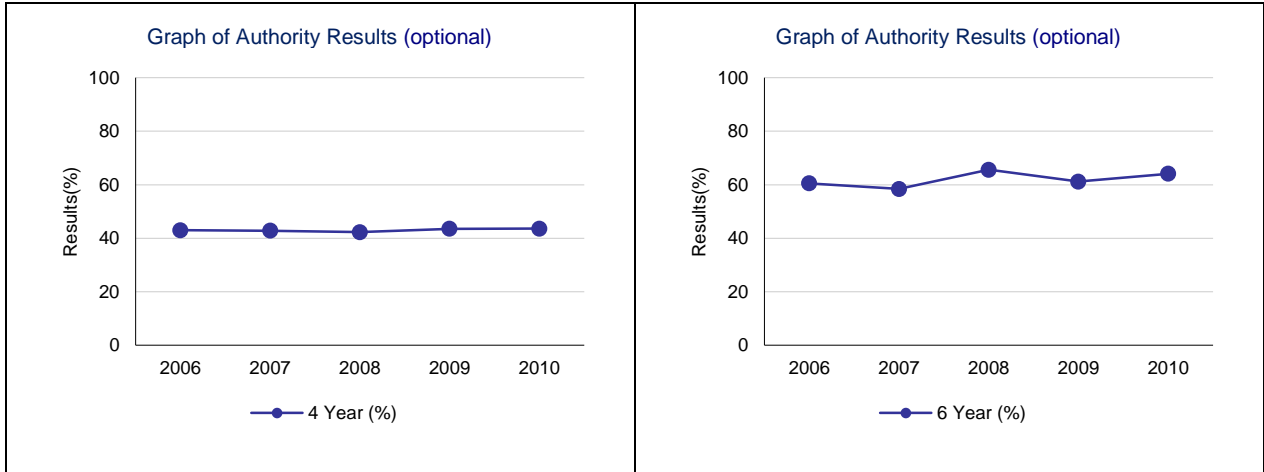


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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

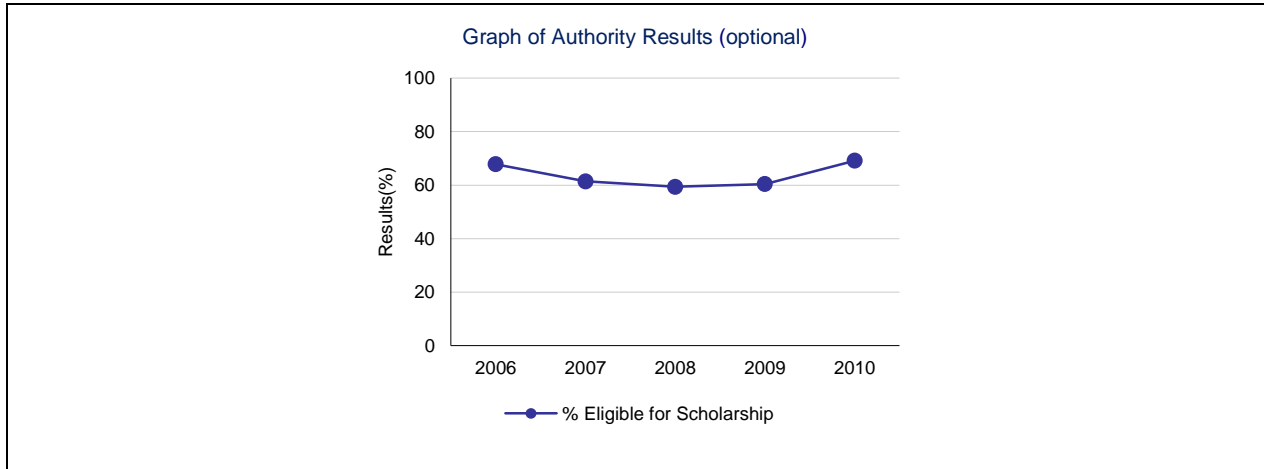


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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

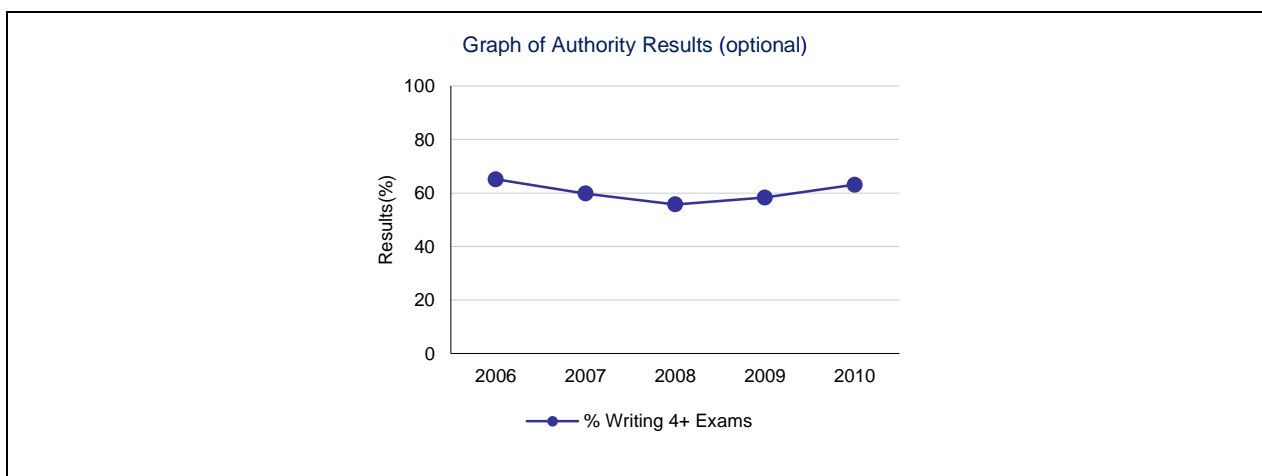


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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



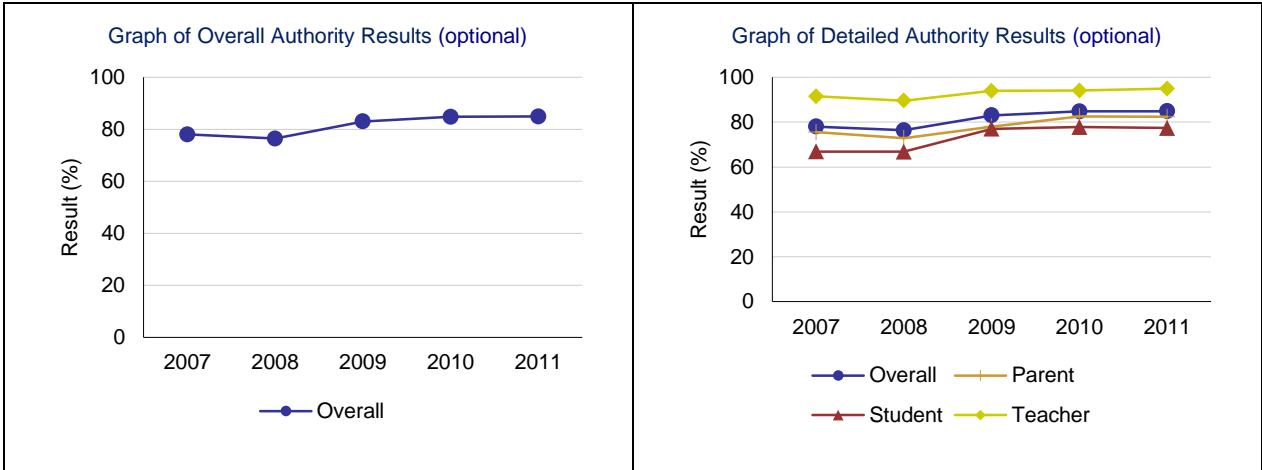
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

	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)

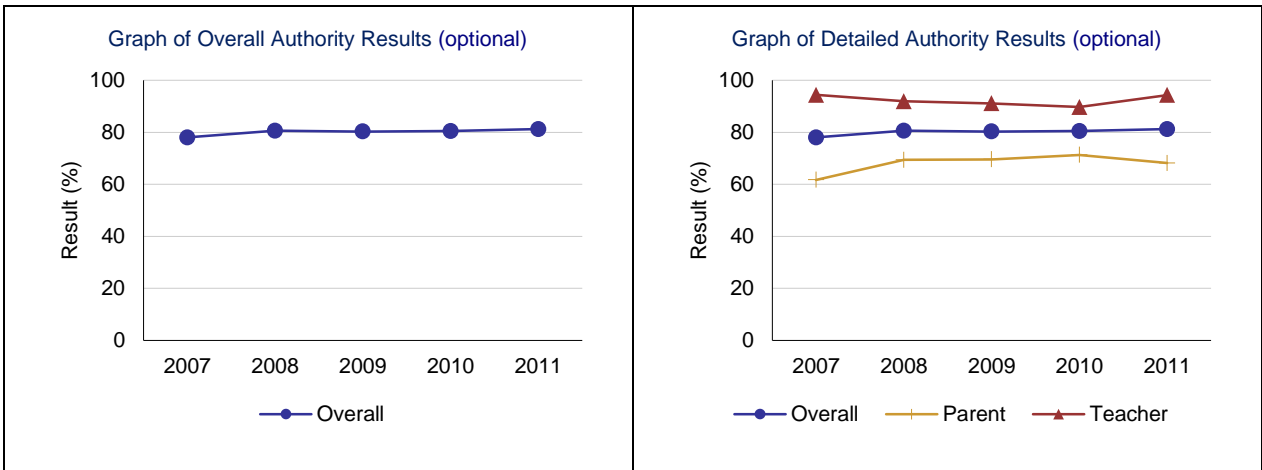
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	78.0	76.4	83.0	84.8	84.9	76.6	77.9	80.3	81.4	81.9
Teacher	91.5	89.6	93.9	94.1	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

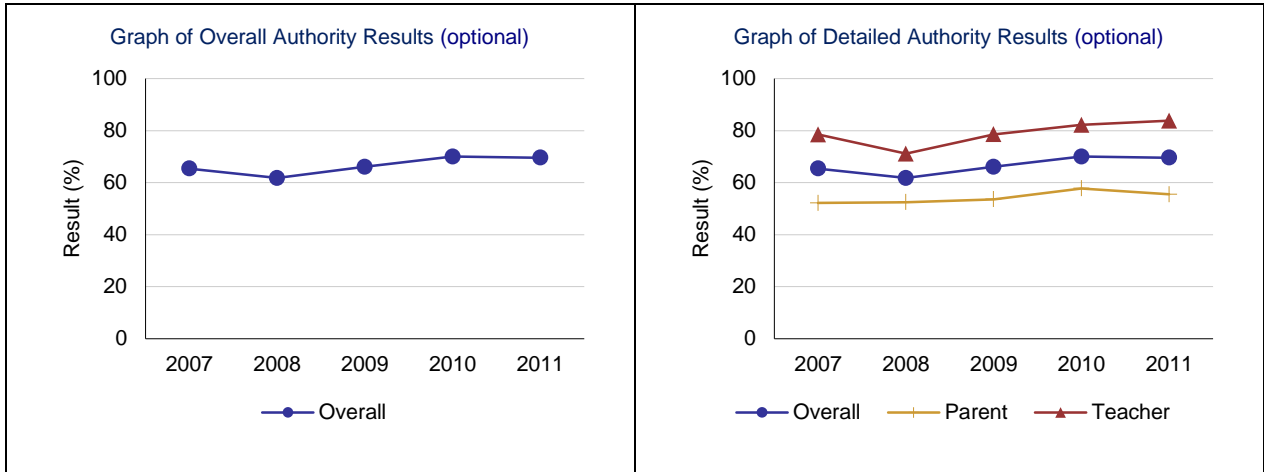


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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

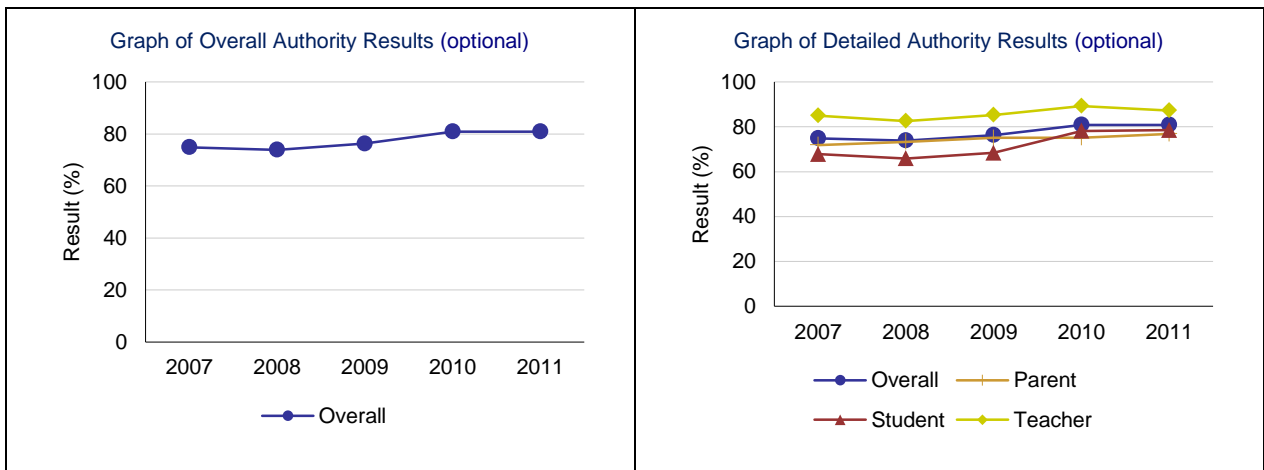


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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

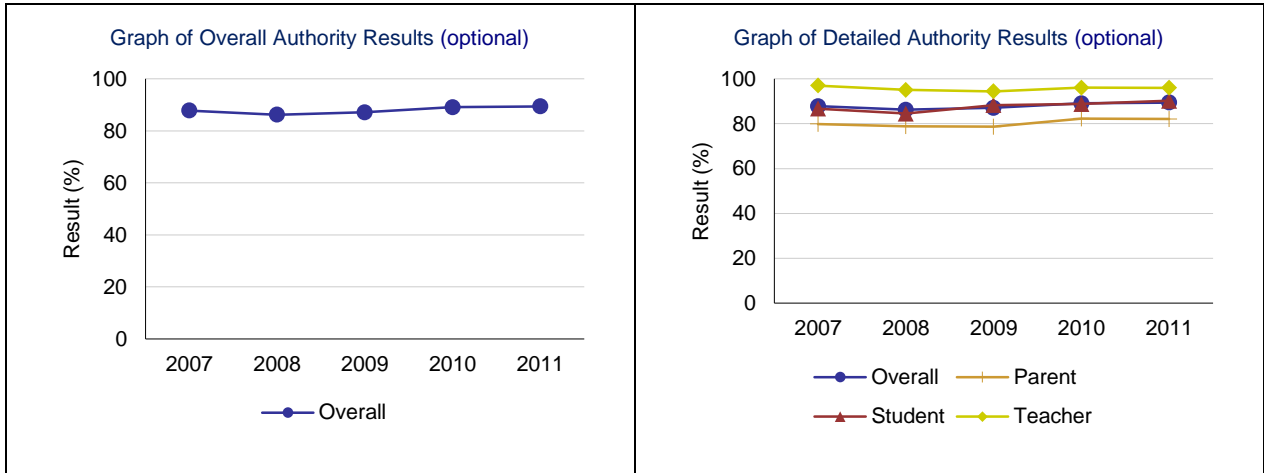


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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

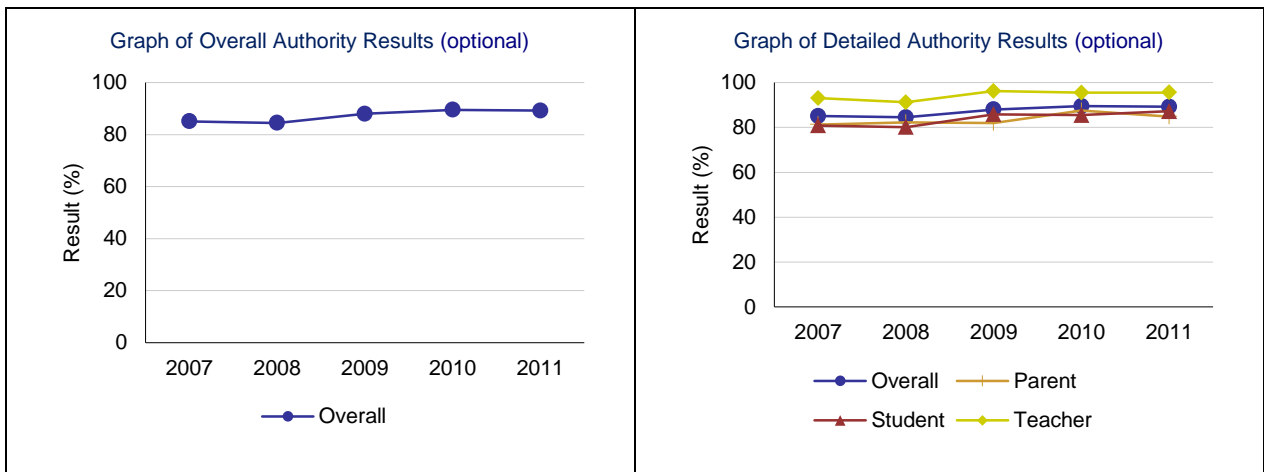


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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

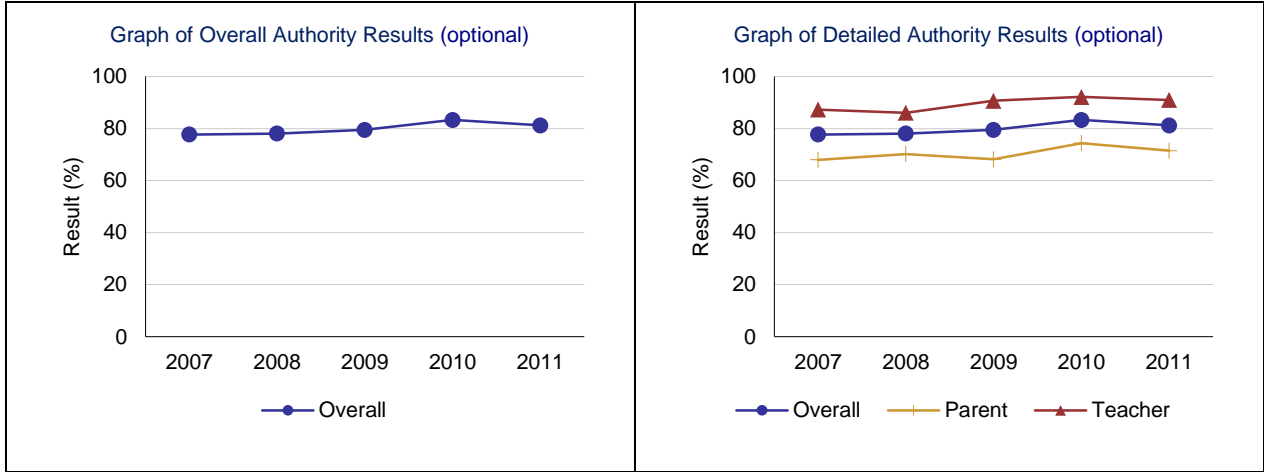


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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

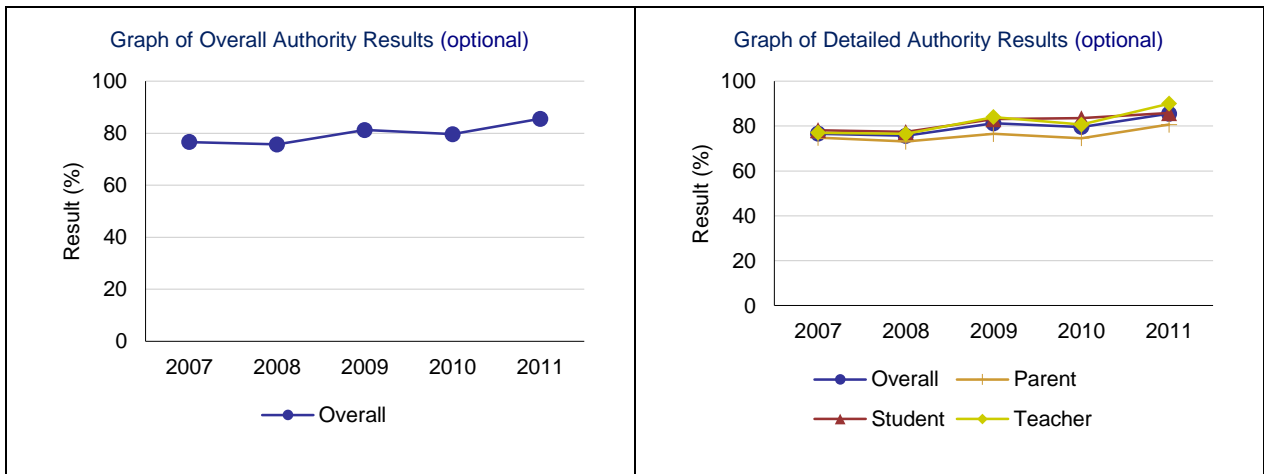


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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 (*).