



EDMONTON PUBLIC SCHOOLS

Three Year Education Plan (3YEP) 2012-2015

Annual Education Results Report (AERR) 2011-2012

3020 Edmonton Public School District No. 7

Submitted to Alberta Education
November 30, 2012

Message from the Board Chair

The Board of Trustees and Administration of Edmonton Public Schools are committed to helping our students experience success. We entrust all staff to do their very best to create learning environments that allow all of our learners – regardless of their background or abilities – to learn, grow and thrive in school and in life. We continually look at ways to strengthen our achievement results across the District and ensure we're providing a wide range of supports that make a difference in the lives of students and their families.

One important tool that assists us in assessing how effective we are in doing this vital work is the provincial Accountability Pillar. For the 2011-2012 school year, the District received an overall rating of Acceptable to Excellent on 13 out of 16 measures. We are pleased with these positive results, but are focused on improving them even further.

Our Three Year Education Plan for 2012-2015 outlines the strategies and initiatives we will implement over the next three years to support and enhance the student learning that takes place in our schools and educational sites. The document details the specific steps we will take to assist our students in realizing their potential.

An important part of our District's approach is working in partnership with parents and community organizations. Together, we will provide our students with the best possible education, so that each of them can, to the greatest extent possible, live up to their promise, and develop the passion, ability and imagination to pursue their dreams.

Sarah Hoffman
Board Chair

Accountability Statement

The Annual Education Results Report for the 2011-2012 school year and the Education Plan for the three years commencing September 1, 2012 for Edmonton Public Schools was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Government Accountability Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2011-2012 school year and the Three-Year Education Plan for 2012-2015 on November 27, 2012.

Foundation Statements

Our Mission

We work with families and community partners to provide safe, caring, healthy, diverse, inclusive and equitable learning experiences that engage students to achieve their full potential in an increasingly interdependent world.

Our Vision

All students will learn to their full potential and develop the ability, passion and imagination to pursue their dreams and contribute to their community.

District Priorities 2011-2014

1. Provide supports and programs that will enable all students to complete high school.
2. Deepen students' understanding of equity and empathy as key citizenship traits.
3. Ensure all students and their families are welcomed, respected, accepted and supported in every school.
4. Promote health and wellness for all students and staff.
5. Listen to staff, honour their contributions, and support their opportunities for collaboration, growth and professional development.

A Profile of the School Authority

Edmonton Public Schools serves approximately 80,800 students and their families representing a rich diversity of cultures and backgrounds. The District operates 202 schools located in a range of socio-economic neighborhoods throughout the city. Additionally, it provides educational programming in hospitals, correctional institutions, non-profit social service agencies and in storefronts. The District provides programming for students beyond K-12 through Early Education and Early Learning Programming for students as young as 2½ and to adults who are provided extension programming through Metro Continuing Education. The District employs over 7,800 staff, including teachers, support staff, custodians, maintenance staff and exempt staff. Through site-based decision making, open boundaries and programs of choice, the District is responsive to the needs of families in the Edmonton community.

Trends and Issues

Changing Population*

- Between 2006 and 2011 Census, Alberta population increased by 10.8%.
- The Edmonton Census Metropolitan Area (CMA) saw its population grow to 1,159,869 in 2011 and recorded the second fastest pace of growth of any metropolitan area in Canada over the period from 2006 to 2011.**
- The Statistics Canada release shows that the Edmonton census metropolitan area (CMA) was one of the few jurisdictions that did not see its median age - currently at 36 years - increase from 2006 to 2011. Strong net migration to the city, combined with an increase in children under 5 years of age, helped offset a rise in the 65-and-over population.**
- The Aboriginal population in Alberta is young and growing. Over half of Alberta's Aboriginal population was under 25 in 2006.
- Between 2007 and 2011, the number of permanent residents (immigrants who have not yet obtained Canadian citizenship) in Alberta grew from approximately 20,900 to 30,900, an increase of 45%. During the same time, the number of temporary foreign workers grew from 37,100 to 58,200, an increase of 57%.
- Over 83% of Albertans live in urban settings.

Changing Economy

- Among the provinces, Alberta has the third highest proportion (10.4%) of 18 and 19 year olds who have not graduated from high school and who are not attending school.

Changing Society

- The cost of living in Alberta increased by 11.9% between 2006 and 2011. It remains 4.8% higher than the national average.
- In 2008, an estimated 10.3% of urban households in Alberta were in core housing need. This means the household has a low income - less than \$29,013 per year and spends 30% or more of its total income on shelter expenses.
- In 2009, 353,000 Albertans (10% of the population) were living in poverty. This is up from 6% in 2008. An estimated 13.3% of children (105,000) were living in poverty in 2009, up from 7% in 2006.
- In 2010-2011, an average of 12,300 children and youth per month received Intervention Services under the Child, Youth and Family Enhancement Act.

*Data from *Alberta Trends Fact Sheet June 2012*

** Data from 2011 National Population Census by Age and Gender City of Edmonton

Summary of Accomplishments

2011-2012 HIGHLIGHTS

During the 2011-2012 school year, the Edmonton Public Schools' Board of Trustees continued efforts to provide students with the best possible education in safe and caring learning environments. The Board also maintained its commitment to ongoing consultation with the community. The Board:

- passed a balanced budget focused on enhancing support to schools, including 116 new permanent positions, including 54 new teaching positions, 55 new support staff positions and seven exempt positions;
- added two public members to the Board's Audit Committee, which reviews the District's financial statements and audit plan;
- placed a high priority on upgrades to existing schools, in addition to new school construction, in our Three-Year Capital Plan;
- approved recommendations to keep schools open as a result of the work of the School Closure Moratorium Committee, including advocacy for revised utilization formulas and an increased focus on partnerships and supporting the City's efforts to revitalize the city's mature neighborhoods;
- initiated a student advisory council to provide Trustees with students' perspectives on educational issues;
- advocated for a more comprehensive approach to developing financial literacy as part of the K-12 curriculum for students;
- requested a series of annual reports to evaluate progress in key areas that support students, including English Language Learners, Aboriginal Education, Diversity and Equity, and Health and Wellness;
- hosted a forum for provincial electoral candidates to share their views on education;
- held a virtual conversation on governance and creativity in education with the Ottawa Carleton District School Board;
- approved a new policy on sexual orientation and gender identity, for which the Board received a special award from the Edmonton Pride Festival Society and an invitation to serve as Grand Marshal for the 2012 Pride Parade;
- developed a policy to ensure consistency in the development and review of district policy; and
- developed a policy as an outcome of the Special Education Task Force recommendations.

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

Measure Category	Measure Category Evaluation	Measure	Edmonton School District No. 7			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	88.5	87.9	87.6	88.6	88.1	87.5	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Excellent	Program of Studies	81.9	82.1	82.0	80.7	80.9	80.6	Very High	Maintained	Excellent
		Education Quality	90.6	90.6	90.6	89.4	89.4	89.3	Very High	Maintained	Excellent
		Drop Out Rate	4.3	4.9	5.4	3.2	4.2	4.4	Intermediate	Improved Significantly	Good
		High School Completion Rate (3 yr)	68.0	67.3	66.7	74.1	72.6	71.6	Intermediate	Improved	Good
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	80.5	81.0	79.8	79.1	79.3	78.9	Intermediate	Improved	Good
		PAT: Excellence	23.6	23.1	22.2	20.9	19.6	19.1	Very High	Improved Significantly	Excellent
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	81.2	80.2	81.6	83.5	82.6	83.5	Low	Maintained	Issue
		Diploma: Excellence	19.1	19.8	19.7	18.6	18.7	18.7	Intermediate	Declined	Issue
		Diploma Exam Participation Rate (4+ Exams)	58.8	58.4	57.0	56.2	54.9	53.9	High	Improved Significantly	Good
		Rutherford Scholarship Eligibility Rate (Revised)	62.1	59.7	57.7	61.5	59.6	58.0	High	Improved Significantly	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	58.9	59.9	60.2	58.4	59.3	59.5	High	Declined	Acceptable
		Work Preparation	80.6	81.0	80.8	79.7	80.1	79.9	High	Maintained	Good
		Citizenship	83.2	82.4	82.0	82.5	81.9	81.2	Very High	Improved Significantly	Excellent
Parental Involvement	Issue	Parental Involvement	77.8	78.9	78.9	79.7	79.9	80.0	Intermediate	Declined	Issue
Continuous Improvement	Good	School Improvement	79.7	78.5	80.0	80.0	80.1	79.8	High	Maintained	Good

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 (*).

Combined 2012 Accountability Pillar FNMI Summary (Required for Public/Separate/Francophone School Authorities)

Measure Category	Measure Category Evaluation	Measure	Edmonton School District No. 7			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	10.7	11.3	12.5	9.0	10.4	10.9	Very Low	Improved	Issue
		High School Completion Rate (3 yr)	30.3	26.6	24.9	40.2	38.2	36.0	Very Low	Improved	Issue
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	56.4	56.9	56.7	58.3	58.1	57.8	Very Low	Maintained	Concern
		PAT: Excellence	6.2	7.0	6.3	6.6	6.0	5.9	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Concern	Diploma: Acceptable	77.1	77.8	76.0	77.6	77.7	77.0	Low	Maintained	Issue
		Diploma: Excellence	8.0	8.7	8.9	8.8	7.4	8.1	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	14.3	16.9	15.4	19.6	19.1	17.7	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate (Revised)	35.4	31.6	30.0	34.4	32.1	29.6	Very Low	Improved	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	25.9	21.3	23.6	30.2	31.2	32.3	Very Low	Maintained	Concern

Notes:

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

Measure Evaluation Reference (Optional)

Achievement Evaluation

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

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

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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Goal One: Success for Every Student

Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	76.0	78.6	79.7	81.0	80.5		Intermediate	Improved	Good			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	20.3	21.1	22.5	23.1	23.6		Very High	Improved Significantly	Excellent			

Comment on Results

In the area of acceptable standard, the District demonstrated a 0.5% decline compared to 2011, but demonstrated a small increase compared to the three year average where comparisons can be made. Comparisons for mathematics (Grades 3, 6 and 9) are not calculated due to the changes in exams in relation to curriculum changes that occurred in 2010. Comparisons will be available for the 2012-2013 exams

Since 2008, the District has demonstrated steady growth in the percentage of students achieving the acceptable standard in English Language Arts 3, 6 and 9, French Language Arts 6 and Science 6 and 9. The only subject area that has not increased is French Language Arts 9. Comparisons were not able to be made from 2008 to 2012 in the following subjects due to low enrollment in courses or changes in curriculum: French Language Arts 3, Mathematics 3, 6, and 9, Social Studies 6 and 9, and Social Studies K and E 6 and 9.

The increases in English Language Arts could be related to the implementation of the K-12 Literacy Plan, and subsequent focus on specific reading strategies such as Guided Reading.

Provincial authorities have shared that there is a very clear articulation of outcomes and concepts in the science curriculum from grade 1 to 12 which could be linked to the overall high achievement in science and continued increases.

"Improvement" or "significant improvement" at the acceptable level was achieved in the following subjects: English Language Arts 3, Science 6, and Science 9. The District "maintained" achievement in French Language Arts 3, English and French Language Arts 6, and Social Studies 9.

At the standard of excellence, the following subjects were rated as "improvement or significant improvement": English Language Arts 3, Science 6, and Science 9. Improvements in excellence in these subject areas could also be attributed to the focus on literacy and science curriculum articulation.

At Risk Students: Programs for children at risk are easy to access and timely.

This measure is made up of the aggregated responses to three questions related to support provided to students:

- Teachers help your child when they need it.
- Your child can access programs and services at the school to help with school work.
- Your child can get help with problems not related to school work.

In the area of teacher, parent and student agreement that programs for children at risk are easy to access and timely, overall teachers were the most satisfied at 93% and parents reported the least amount of satisfaction at 71%.

Parents reported a high level of satisfaction, 82%, that their child received help from the teacher when required, and were least satisfied that their child could get help at school with problems not related to schoolwork, 59%.

This trend was echoed in student responses that demonstrated high levels of satisfaction related to help with school work and lower levels of satisfaction with help for problem's not related to schoolwork. It is unclear how parents or students may have defined "problems not related to school". Additional information will need to be gathered from schools to better understand the data from this question.

District staff continue to put in place processes and structures to support at risk students. In 2011-2012, the new service model for Inclusive Learning was implemented, which could have impacted the results for this outcome.

Strategies

The work of the Three-Year Education Plan is guided by the District Priorities:

- Provide supports and programs that will enable all students to complete high school.
- Deepen students' understanding of equity and empathy as key citizenship traits.
- Ensure all students and their families are welcomed, respected, accepted, and supported in every school.
- Promote health and wellness for all students and staff.
- Listen to staff, honour their contributions, and support their opportunities for collaboration, growth and professional development.

The Priorities are supported by six goals for 2011-2012 as outlined in the District Plan:

- Implement the K-12 literacy plan for 21st century learners.
- Develop and implement strategies that promote student citizenship, health and creativity.
- Develop and implement interventions for diverse learners.
- Develop and implement a school leadership framework.
- Enable inclusive learning environments in all schools.
- Deliver core and discretionary services to schools.

The following strategies will be enhanced and continue for 2012-2013:

- Implementation of the K-12 Literacy Plan with a focus on implementation of interventions in the area of reading and writing and supporting high quality classroom literacy instruction.
- School Assistant Superintendents will review individual school data with principals to identify best practices across the curriculum.
- Support for literacy interventions specifically Reading Recovery, Leveled Literacy Intervention, Middle Years Literacy and the development of High School Literacy Interventions will be supported through Alberta Initiative for School Improvement (AIS) Cycle 5 Project.
- Partnerships in support of a wrap-around model of support including the WRaP Project, Partners for Kids (PFK), the Way In Project and the STAR Project.
- The student engagement survey What Did You Do In School Today? (WDYDIST) at some district schools.
- Support for bilingual, immersion and language and culture programs at all levels of the District.
- Full day Kindergarten programming at 21 high needs schools funded by the District.
- Full day Kindergarten programming at three high needs school funded through the District Foundation.
- Continued work of a Partnership Unit to implement a framework and support for schools working with partners.
- New Teacher Induction Program (NTIP) for teachers new to teaching.
- Continued support through Executive Services regarding program access for students in need of specialized support.
- Continued refinement of the Comprehensive School Health unit to provide assistance to schools in the area of support for the whole child.
- Support for Numeracy Coaches.

The following strategies are new for 2012-2013 and will complement and strengthen the ongoing strategies:

- Implementation of an Inclusive Learning policy and accompanying regulation - Students in Need of Specialized Supports and Services.
- Implementation of year one outcomes of Behaviour and Learning Assistance Program review.
- Implementation of AISI Cycle 5: Systemic Reading and Writing Interventions Project for K-12 Edmonton Public School Students.
- Implementation of new literacy modules to support literacy learning from Kindergarten to Grade 12. These include:
 - Literacy Foundations for English Language Arts Teachers
 - Literacy Foundations for Content Area Teachers
 - Literacy Foundations for French Immersion and Bilingual Program Teachers
 - Going Deeper into Literacy and First Nations, Métis and Inuit Learners
 - Literacy Coach Development
- Pilot school-based review process of alternative programs in four district schools.
- Focus on early years education with the development and implementation of an Early Years Guiding Document.
- Pilot of Test of Early Learning and Literacy (TELL) program at Early Education sites in the District.
- Reassignment of English Language Learner consultants to the Inclusive Learning team to allow for support through the multi-disciplinary teams.
- Implementation of the School Community Relationship Identifier to assist the District with coordinating and supporting partnership initiatives at the school and District level.
- Implementation of a common Pyramid of Intervention to guide support for students.
- Implementation of Bully Prevention Toolkits at all schools.
- Implementation of demonstration sites and Everyone's In videos as part of the Change Agent project in support of developing an inclusive District.

Notes:

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

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

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

Outcome: *Students achieve student learning outcomes.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	82.9	83.1	81.5	80.2	81.2	82.2	Low	Maintained	Issue			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	20.2	19.5	19.9	19.8	19.1	19.5	Intermediate	Declined	Issue			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2012	Achievement	Improvement	Overall	2013	2014	2015
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	65.0	65.7	67.1	67.3	68.0		Intermediate	Improved	Good			
Drop Out Rate - annual dropout rate of students aged 14 to 18	6.3	5.7	5.6	4.9	4.3		Intermediate	Improved Significantly	Good			
High school to post-secondary transition rate of students within six years of entering Grade 10.	58.1	59.6	61.1	59.9	58.9		High	Declined	Acceptable			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	55.1	56.2	57.1	59.7	62.1		High	Improved Significantly	Good			
Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.	55.4	54.9	57.6	58.4	58.8		High	Improved Significantly	Good			

Comment on Results

In the area of diploma results; the District “maintained” improvement at the acceptable level in English 30-1 and 30-2, Pure Mathematics 30, Biology, Chemistry and Science 30. The District “improved significantly” in Social 30-1 and Physics 30.

A rating of “declined” or ‘declined significantly” was achieved at the acceptable standard in French Language Arts 30-1, Applied Mathematics 30, and Social Studies 30-2.

Declines in Applied Math are evident in both participation and achievement. Initial analysis and feedback from high school principals indicate that the decline in both participation and achievement related directly to the lack of recognition of this course by post-secondary institutions. Students interested in post-secondary education, are required to enroll in Pure Math 30 as Applied Math is not an acceptable math course for entry to post-secondary institutions. This has created a “non-representative” population in Applied Math 30. 2013-2014 is the last year that Pure Math and Applied Math 30 Diploma exams will be written. The province has been implementing new math courses since 2010 to replace the Pure and Applied Math.

In the area of standard of excellence; Physics 30 was rated as “significant improvement”. The District “maintained” improvement in English Language Arts 30-1, English Language Arts 30-2, Pure Mathematics 30, Social Studies 30-1, Biology, Chemistry and Science 30. For all other subject areas, the District improvement was rated as “declined” or “declined significantly”.

Participation rates on Diploma exams have increased for the Province and the District.

High School Completion/Drop Out Rate

The District “improved significantly” in the area of Drop Out Rate and “improved” in the area of High School Completion Rate (three year). Of the 6,398 students in their third year of high school in 2011, 4,111 received a high school diploma, 28 received Certificates of Achievement, 10 attained post-secondary attendance, 8 completed through Apprenticeship, and 101 had completed required Grade 12 courses and subsequent exams. Additionally, 1,555 were continuing in high school for a fourth year.

Eight per cent of the students in their third year of high school changed school jurisdictions at least once. Of the students who changed jurisdictions, 49% completed high school compared to 65% completion for students who did not change jurisdictions.

Post-secondary Transition

Although the District has an achievement rating of “high”, the District improvement has “declined”. In 2011 there were 6,349 students in their fifth year of high school programming; 3,029 of these students transitioned into post-secondary programs within Alberta and 257 transitioned into an Apprenticeship program. It is estimated that 364 students transitioned into post-secondary programming outside of Alberta.

Rutherford Scholarship Eligibility

In 2011, 5,322 students were eligible for Rutherford Scholarships in Grades 10, 11 and 12.

Percentage of Students Writing Four or More Diploma Exams

In relation to the increase of students writing four or more diploma exams within three years of entering Grade 10, the District is rated as having “improved significantly”.

Strategies

The work of the Three-Year Education Plan is guided by the District Priorities:

- Provide supports and programs that will enable all students to complete high school.
- Deepen students' understanding of equity and empathy as key citizenship traits.
- Ensure all students and their families are welcomed, respected, accepted, and supported in every school.
- Promote health and wellness for all students and staff.
- Listen to staff, honour their contributions, and support their opportunities for collaboration, growth and professional development.

The Priorities are supported by six goals for 2011-2012 as outlined in the District Plan:

- Implement the K-12 literacy plan for 21st century learners.
- Develop and implement strategies that promote student citizenship, health and creativity.
- Develop and implement interventions for diverse learners.
- Develop and implement a school leadership framework.
- Enable inclusive learning environments in all schools.
- Deliver core and discretionary services to schools.

The following strategies will be enhanced and continue for 2012-2013:

- Transition support (from Grade 9 to Grade 10 and Grade 12 to post-secondary) through School Assistant Superintendents' work with catchment groups.
- Transition Center Programming for students with little or no formal schooling will occur at four high schools and one elementary-junior high, to allow students to receive programming closer to where they live and allow for integration, when appropriate, into a regular school setting.
- Review of course loads, credit completion in relation to high school completion requirements and attendance.
- Specific high school consultants to work with teachers and department heads.
- New Teacher Induction Program (NTIP) for teachers new to teaching or new to high school.
- Success in Schools for Students in Care project with Alberta Education. In 2012-2013, the project will be expanded to include elementary schools.
- High School Flexibility Project at M.E. LaZerte School.
- Consolidation of summer school coordination at Metro Continuing Education.

The following strategies are new for 2012-2013 and will complement and strengthen the ongoing strategies:

- High School Literacy Interventions will be developed through AISI Cycle 5.
- Mental Health First Aid will be offered to schools through Comprehensive School Health unit.
- The Literacy Across the Content Area Module for use at junior high and high schools has been developed for implementation.
- English language learner support will be provided through Inclusive Learning and provide assessment, programming and use of multilingual consultants at high schools.
- High school partnership with Somali community at two district high schools.
- Accommodation of year four high school students at their current school where criteria are met.
- Begin to track students who change jurisdictions to identify trends. Additionally, begin to create process to assist with transitions between jurisdictions.

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

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	80.2	81.5	82.2	82.4	83.2		Very High	Improved Significantly	Excellent			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	81.8	80.9	80.6	81.0	80.6		High	Maintained	Good			

Comment on Results

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

This measure is made up of the aggregated responses to five questions related to citizenship:

- Students at school follow the rules.
- Students help each other at school when they can.
- Students respect each other at school.
- Students are encouraged to be involved in activities to help the community.
- Students are encouraged to do his/her best.

In the area of satisfaction that students model the characteristics of active citizenship, the District has an achievement rating of “very high” with the improvement for 2011-2012 rated as “improved significantly”. All three respondent groups, parents, teachers and students in Grades 4, 7 and 10, reported the highest level of satisfaction with students “being encouraged to try his or her best at school”. The high and improving results in this area may be a result of schools participating in programs and activities in support of citizenship.

As with the Province, teachers report the highest levels of satisfaction. Parents of students in Grade 4 reported the highest levels of satisfaction overall; parents with students in Grade 10 the lowest.

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.

This measure is made up of the aggregated responses to one question. The District has maintained a high level of satisfaction from parents and teachers in 2011.

As with the Province, teachers in the District report higher levels of satisfaction than parents. Parents of students in Grade 10 demonstrate the highest level of satisfaction while parents of students in Grade 4 the lowest. The higher level of satisfaction from Grade 10 parents may be linked to an understanding of what students are being taught more directly than the Grade 4 parents.

Strategies

The District Priorities that directly guide this work are:

- Deepen students’ understanding of equity and empathy as key citizenship traits.
- Promote health and wellness for all students and staff.

For 2012-2013, schools will be expected to respond to the following goal in the District Plan:

- Develop and implement strategies that promote student citizenship, health and creativity.

The Priorities are supported by two goals for 2011-2012 as outlined in the District Plan:

- Develop and implement strategies that promote student citizenship, health and creativity.
- Enable inclusive learning environments in all schools.

The following strategies will be enhanced and continue for 2012-2013:

- Support to the district-wide implementation of The Leader in Me, Tribes, and the Olweus and the Four R programs. Capacity now exists to deliver these programs by district staff.
- Assistant Superintendents working with schools will be collecting and sharing a comprehensive list of successful practices from schools that support the District Plan goal “Develop and Implement Strategies that Promote Student Citizenship, Health and Creativity.” System support for new practices or programs will then be developed and implemented.
- Support for the implementation of a pro-social/leadership program, Bamboo Shield, at three junior high schools in partnership with Alberta Somali Community Centre.
- Support of programs that provide opportunities for students to engage with the greater community:
 - Work Experience
 - Registered Apprenticeship Programs (RAP)
 - Skill Center programming at high schools
 - Careers the Next Generation

The following strategies are new for 2012-2013 and will complement and strengthen the ongoing strategies:

- Implementation of Bullying Prevention Toolkit at all district schools.
- Implementation of the Sexual Orientation and Gender Identity Policy.

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	68.5	68.8	67.3	67.9	68.1		n/a	n/a	n/a			

Comment on Results

This measure is derived from the aggregated responses from teachers and parents to two questions:

- Satisfaction that high school students demonstrate knowledge, skills and attitudes necessary for learning throughout their lifetime.
- Your child is taught the knowledge, skills and attitudes necessary for learning throughout their lifetime.

Parents reported higher satisfaction that their children were taught the skills, 75% satisfaction vs. demonstrated the skills 46%. Parents of students in Grade 10 demonstrated the highest level of satisfaction of all parent groups. Overall, teachers reported greater satisfaction than parents.

Low responses to satisfaction that high school students demonstrate the skills may be related to the fact that parents, for this question, are not commenting on their own children.

Strategies

The work of the Three-Year Education Plan is guided by the District Priorities:

- Provide supports and programs that will enable all students to complete high school.
- Deepen students' understanding of equity and empathy as key citizenship traits.
- Ensure all students and their families are welcomed, respected, accepted, and supported in every school.
- Promote health and wellness for all students and staff.

The Priorities are supported by four goals for 2011-2012 as outlined in the District Plan:

- Implement the K-12 literacy plan for 21st century learners.
- Develop and implement strategies that promote student citizenship, health and creativity.
- Develop and implement interventions for diverse learners.
- Enable inclusive learning environments in all schools.

The following strategies will be enhanced and continue for 2012-2013:

- Support to the district-wide implementation of The Leader in Me, Tribes, and the Olweus and the Four R programs. Capacity now exists to deliver these programs by district staff.
- Support for the Implementation of a pro-social/leadership program, Bamboo Shield, at three junior high schools in partnership with Alberta Somali Community Centre.
- Support of programs that provide opportunities for students to engage with the greater community:
 - Work Experience
 - Registered Apprenticeship Programs (RAP)
 - Skill Center programming at high schools
 - Careers the Next Generation

The following strategies are new for 2012-2013 and will complement and strengthen the ongoing strategies:

- Implementation of Bullying Prevention Toolkit at all district schools.
- Implementation of the Sexual Orientation and Gender Identity Policy.

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

Goal Two: High Quality Education through Collaboration and Innovation

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

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	81.7	81.9	82.0	82.1	81.9		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.1	91.2	90.1	90.6	90.6		Very High	Maintained	Excellent			
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.	85.9	87.5	87.3	87.9	88.5		Very High	Improved Significantly	Excellent			

Comment on Results

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.

The result in this measure is derived from the aggregated responses related to satisfaction to access the subjects listed above at school.

All parents reported between 90 and 92% overall satisfaction with "the variety of subjects available to your child at school". Parents reported the highest level of satisfaction, 89%, with the "opportunity for your child to participate in physical education at school". Satisfaction with their child's opportunity to learn about drama was rated the lowest overall by parents with an average satisfaction of 56%. Discrepancy in these results could be related to the fact that all elementary and junior high students are involved in Daily Physical Activity. Grade 10 physical education is a graduation requirement. Drama, as a course, is not mandatory and not offered in all schools.

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

The result in this measure is derived from the aggregated responses to the following questions:

- Students understand what is expected.
- Students find work challenging.
- Students find work interesting.
- Students are learning what he or she needs to know.
- Level of satisfaction with the quality of education.
- Level of satisfaction with quality of teaching.

Overall, 92% of parents of students in Grades 4, 7 and 10 reported satisfaction with the "quality of education your child is receiving at school" and 91% reported satisfaction with the "quality of teaching at your child's school".

Results from students in Grades 4, 7 and 10 to the same questions ranged with satisfaction from 90 to 95%. Teacher satisfaction with the quality of education and quality of teaching was at 97 and 98% respectively.

These results can be directly attributed to the quality of staff in district schools.

Percentage of teachers, parents 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.

The result in this measure is derived from the aggregated responses to the following questions:

- Students treat each other well.
- Teachers care about students.
- Students are safe at school.
- Students are safe to and from school.
- Students are treated fairly by adults at school.

To the question related to safety at school; 92% of parents reported satisfaction that "your child is safe at school", and 97% of students reported they felt safe at school. Parents also reported satisfaction, 85%, that their child was treated fairly by adults. Students reported satisfaction, 83%, with how adults treat them at their school.

The District continues to focus on safety and safe and caring learning environments.

Strategies

The District Priorities that directly guide this work are:

- Deepen students' understanding of equity and empathy as key citizenship traits.
- Promote health and wellness for all students and staff.
- Provide supports and programs that will enable all students to complete high school.
- Ensure all students and their families are welcomed, respected, accepted and supported in every school.

For 2012-2013, schools will be expected to respond to the following goals in the District Plan:

- Implement the K-12 literacy plan for 21st century learners.
- Develop and implement strategies that promote student citizenship, health and creativity.
- Develop and implement interventions for diverse learners.
- Enable inclusive learning environments in all schools.

The following strategies will be enhanced and continue for 2012-2013:

- Ongoing support for the review and maintenance of all alternative programs.
- Critical incident response team.
- Alternatives to suspensions with the YMCA.
- Support for comprehensive character education and bullying prevention programs.
- Inclusive Learning: Early Years.
- Support for literacy interventions (Reading Recovery, Leveled Literacy Intervention, Middle Years Literacy Intervention).
- Support to develop numeracy coaches.
- Partnerships in support of a wrap-around model of support including the WRaP Project, PFK, the Way In Project, and the STAR Project.
- Excellence in Leadership Award Program.

The following strategies are new for 2012-2013 and will complement and strengthen the ongoing strategies:

- Implementation of Bullying Prevention Toolkit at all district schools.
- Implementation of the Sexual Orientation and Gender Identity Policy.

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

Outcome: *The education system demonstrates leadership and collaboration.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	78.3	79.5	78.4	78.9	77.8	79.0	Intermediate	Declined	Issue			
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	78.8	81.2	80.3	78.5	79.7		High	Maintained	Good			

Comment on Results

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

This measure is derived from the aggregated responses to five questions:

- To what extent are you involved in decisions related to child's education?
- To what extent are you involved in decisions at your child's school?
- Degree of satisfaction with:
 - Input into decisions at the school level.
 - Opportunities to be involved in decisions about child's education.
 - Opportunity for involvement decisions at school level.

Overall teachers reported higher levels of satisfaction than parents.

Parents reported the highest level of satisfaction with their involvement in their child's education and the opportunity to be involved in their child's education. Parents reported the least amount of satisfaction with their involvement in decisions at their child's school and their satisfaction that their input at their child's school is considered. Parents of students in Grade 4 had the highest levels of satisfaction of the parents. Traditionally, involvement at the school level is strongest in elementary schools. The District is investigating additional ways to provide involvement at the high school level.

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.

This measure is the aggregate of responses to the question as stated in the measure. Students were asked to respond to a different question, "are you proud of your school?" Overall, students demonstrate the highest level of satisfaction at 85.5%. Teachers were the least satisfied.

Strategies

The District Priorities that directly guide this work are:

- Ensure all students and their families are welcomed, respected, accepted and supported in every school.
- Listen to staff, honour their contributions, and support their opportunities for collaboration, growth and professional development.

For 2012-2013, schools will be expected to respond to the following goals in the District Plan:

- Implement the K-12 literacy plan for 21st century learners.
- Develop and implement interventions for diverse learners.
- Enable inclusive learning environments in all schools.

The following strategies will be enhanced and continue for 2012-2013:

- Parents as Partners program.
- Support for the development of School Councils. This support has been enhanced by a Board decision to provide resources to allow all schools to be members of the Alberta School Council Association.
- SchoolZone as a communication vehicle with parents.
- As outlined in Board Policy AA.BP – Stakeholder Engagement, administration is developing a regulation aligned with International Association for Public Participation (IAP2) Core Values and Spectrum of Public Participation.
- Review and refinement of reorganization of Student Learning Services to provide equitable, effective and efficient service to all schools in support of students and staff.
- Creation of trans-disciplinary teams in Inclusive Learning to work with schools in catchment areas.
- Development of a partnership framework to continue to enhance working relationships with all levels of partners.
- Implementation of the Leadership Award program.

The following strategy is new for 2012-2013 and will complement and strengthen the ongoing strategies:

- Implementation of Parent Advisory Committee arising from Special Education Task Force.
- Implementation of new policy related to policy development that requires a plan for community engagement.

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.

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

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2013	2014	2015
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	19.9	26.3	21.7	26.6	30.3	35.5	Very Low	Improved	Issue			
Drop Out Rate - annual dropout rate of students aged 14 to 18	14.2	12.8	13.5	11.3	10.7	9.0	Very Low	Improved	Issue			
High school to post-secondary transition rate of students within six years of entering Grade 10.	10.9	23.2	26.4	21.3	25.9	30.0	Very Low	Maintained	Concern			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	30.0	30.8	27.6	31.6	35.4	39.0	Very Low	Improved	Issue			
Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.	11.5	16.3	13.1	16.9	14.3	16.0	Very Low	Maintained	Concern			

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	52.6	55.1	57.9	56.9	56.4	58.0	Very Low	Maintained	Concern			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	5.4	5.6	6.3	7.0	6.2	7.5	Very Low	Maintained	Concern			
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	77.1	76.5	73.8	77.8	77.1	79.0	Low	Maintained	Issue			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	9.6	8.5	9.5	8.7	8.0	9.5	Very Low	Maintained	Concern			

Comment on Results

High School Results

The District is not satisfied with the success of this group of students and continues to look for strategies and practices to assist more students in achieving success in their studies.

Overall, the positive trend to the ratings of "improved" in three of the eight categories demonstrates movement toward more success for FNMI students.

Despite the low and fluctuating results; the three year high school completion rate has increased 10.4% since 2007.

In 2011, of the 518 students in their third year of high school, 142 achieved a high school diploma, three achieved a Certificate of Achievement, one achieved post-secondary entrance, three students completed requisite Grade 12 courses and exams and one student entered into an Apprenticeship. Two hundred and fifty-three were continuing with a fourth year of high school.

Additionally there was an 18% "mover" rate (change in school jurisdiction registration) for FNMI students in their third year of high school compared to an 8% "mover" rate for non FNMI year three high school students.

Of the 518 FNMI students in their third year of high school, 93 changed school jurisdictions at least once in their three year high school career. Of the students who had changed jurisdictions, only 19 completed high school in their third year and 53 continued in high school for a fourth year. For students that did not change jurisdictions, 131 completed high school and 200 enrolled for a fourth year of high school.

The dropout rate has declined 3.5% and the six year transition rate has increased 15%. There has been a 5.4% increase in Rutherford Scholarship Eligibility and a 2.8% increase in students writing four or more diploma exams.

In the area of diploma acceptable and excellence; there is no clear trend. These results have fluctuated 1.5-4% over the four years. The rating in the other five categories as "maintained" despite increases and decreases over achievement from last year are due to the range of scores in each of the "achievement" categories.

Elementary and Junior High Results

In the areas of Provincial Achievement Tests acceptable and standard of excellence, no clear trend can be identified.

When individual test results are reviewed; the District maintained improvement in 13 of the 22 measures where comparisons can be made.

Students were most successful in English Language Arts 6; where 66% met the acceptable standard and Science 6 where 62% met the acceptable standard.

Strategies

The work of the Three-Year Education Plan is guided by the District Priorities:

- Provide supports and programs that will enable all students to complete high school.
- Deepen students' understanding of equity and empathy as key citizenship traits.
- Ensure all students and their families are welcomed, respected, accepted, and supported in every school.
- Promote health and wellness for all students and staff.
- Listen to staff, honour their contributions, and support their opportunities for collaboration, growth and professional development.

The Priorities are supported by six goals for 2012-2013 as outlined in the District Plan:

- Implement the K-12 literacy plan for 21st century learners.
- Develop and implement strategies that promote student citizenship, health and creativity.
- Develop and implement interventions for diverse learners.
- Develop and implement a school leadership framework.
- Enable inclusive learning environments in all schools.
- Deliver core and discretionary services to schools.

The following strategies will be enhanced and continue for 2012-2013:

- School Assistant Superintendents will review individual school data with principals to identify best practices in all subject areas.
- Partnerships in support of a wrap-around model of support including the WRaP Project, PFK and the Way In Project (specifically the Aboriginal Success Coach).
- Wise Practices sharing days.
- Guided reading material with FNMI content, perspective and/or characters.
- Review of course loads, credit completion in relation to high school completion requirements and attendance.
- Specific high school consultants to work with teachers and department heads.
- NTIP for teachers new to teaching or new to high school.
- Success in Schools for Students in Care project with Alberta Education will include junior high schools.
- Support for transition between junior high school and high school.
- Development and maintenance of an Aboriginal Learning Resource Center at Woodcroft School.
- Implementation of Aboriginal policy and regulation including working with Elders and community advisory for continuous feedback.
- FNMI cultural awareness sessions for staff newly hired to the District.
- Creation of a combined unit, FNMI and Diversity, to create cross disciplinary teams to support FNMI students and learning.

The following strategies are new for 2012-2013:

- Development and implementation of Literacy Module: Going Deeper into Literacy and FNMI Learners.
- Increased partnership with Edmonton Regional Learning Consortium (ERLC) to advertise professional learning related to FNMI content and to build joint professional learning as required.
- Exploration of new ways to attract and retain FNMI staff.
- Greater diversity of FNMI staff to reflect a wider range of FNMI cultures.
- Collect data on jurisdictional transfers to identify trends and reasons for transfers. Once this is gathered, District staff can begin to look for ways to assist with more successful transfers for students.
- Schools received FNMI allocation on a per pupil basis for 2012-2013 school year.

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 (*).

Also report targets and results for all local authority measures related to Goal 3 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

In addition, please include targets and results on measures in relation to local goals and outcomes (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

Note:

- Including strategies for students with special needs satisfies the planning component of 14.a of the *Standards for Special Education* (amended June 2004) http://www.education.gov.ab.ca/k_12/specialneeds
- Reporting on programs, services and results for students with special needs satisfies the non-financial reporting component of Section 14.a and c of the *Standards for Special Education* (June 2004) http://www.education.gov.ab.ca/k_12/specialneeds

Future Challenges

The District must continue to evolve to meet an ever changing parent and student population. Additionally, the new *Education Act*, Bill 3, puts forth a number of significant changes that will require the District to examine, review and in many cases, change policy and regulation to be in compliance with the new *Act*. This work will need to be responsive to Ministry regulation, policy and procedure once that is developed.

Summary of Financial Results

Student achievement continues to be the primary focus in every one of the district's schools. The district's priorities, budgeting process and results review reflect this focus.

Budget:

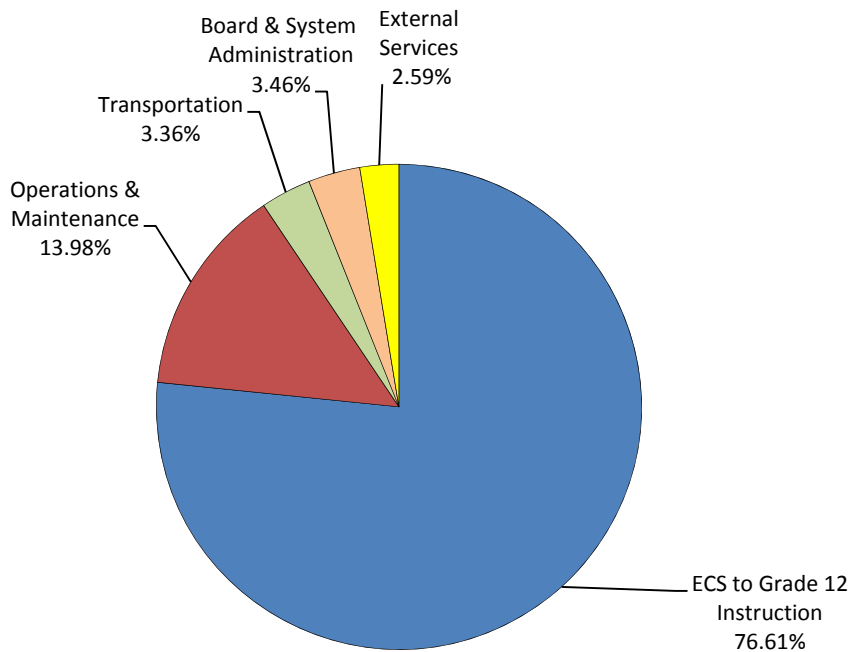
- District's total operational expenses for 2011-12 were \$922,751,030
- Operational expenses do not include capital expenditures financed out of operating or with capital funding
- Annual operating expenses exceeded revenues by \$9.6 million resulting in an operating deficit
- Net financial deficit position of \$4.4 million results from an actual operating deficit of \$9.6 million combined with a favorable capital fund surplus of \$5.2 million
- Transfer of \$4.4 million from operating reserves to cover the net financial deficit position will leave a balance of \$23.1 million in operating reserves compared to \$27.5 million in 2010-11
- The capital reserve was reduced by \$0.1 million primarily to fund portables at two schools, leaving a balance of \$5.3 million
- The district's expenses per student for 2011-12 was \$10,861, which includes instruction for students in ECS to Grade 12, operations and maintenance of schools, transportation, and board and system administration. This figure does not include school generated funds or the cost for external services
- Instructional expenses represent 80.8% of total expenses (excluding school generated funds and external services)

School Generated Funds (SGF):

- Unexpended SGF at August 31, 2012 was \$4.5 million compared to \$3.9 million at the beginning of the school year
- Gross receipts in SGF during the year were \$24.4 million comprised of \$12.8 million in fees, \$2.1 million in fundraising, \$4.3 million in gifts and donations and \$5.2 million in other sales and services
- Uses of SGF totaled \$16.9 million and related primarily to extra-curricular activities and field trips
- Additional SGF expenses of \$6.9 million related to direct costs of other sales and services and fundraising

Financial Summary

2011-2012 Operational Expenses



Breakdown of 2011-12 Operational Expenses

<u>Operational Expenses</u>	2012	
	\$	%
ECS to Grade 12 Instruction	706,927,134	76.61%
Operations & Maintenance	128,984,792	13.98%
Transportation	31,032,665	3.36%
Board & System Administration	31,894,254	3.46%
External Services	23,912,185	2.59%
Total per Unaudited Schedule A	922,751,030	100.00%

Capital and Facilities Projects

Edmonton Public Schools' Ten-Year Facilities Plan provides overall direction to the District's capital planning process. As a planning framework and reference, the Ten-Year Facilities Plan helps ensure that the District maintains a balanced and consistent approach in all of its work related to capital planning and development, space utilization, facilities management and program distribution.

Edmonton Public Schools' Three-Year Capital Plan establishes the District's school facility capitalization priorities for the forthcoming three-year period, both for new construction and the modernization of existing schools. The District needs to provide new school facilities to meet emerging local needs in a growing number of new and rapidly developing neighbourhoods. The District also continues to have a backlog of deferred capital investment required to ensure modern, efficient and safe conditions are maintained in aging buildings, to meet the learning requirements of students.

Prepared annually, the Ten-Year Facilities Plan and the Three-Year Capital Plan ensure that the District's long-term investment in facilities is effective in maintaining the critical relationship between quality learning environments, excellence in teaching and learning and the responsible use of space district-wide.

Results from the District's Ten-Year Facilities Plan 2009-2018 and the Three-Year Capital Plan 2012-2015

Ten-Year Facilities Plan 2009-2018

In November 2010, the Board of Trustees approved a motion to implement a two-year Moratorium on School Closures. The Sector Planning Review process for Central, South Central and West One Sectors of the City of Edmonton were cancelled by the Board of Trustees in February 2011. Consequently, no actions related to school consolidation or potential closures have been

considered since November 2010. In support of the Moratorium on Closures Committee, several information sessions related to infrastructure management and district demographics were provided to the Board of Trustees.

Three-Year Capital Plan 2012-2015

- Strathcona Senior High School (Phase 2 Modernization) was initiated in 2011-2012, with Alberta Infrastructure leading the Construction Management process.
- Forest Heights School (Phase 2 Modernization) was initiated in 2011-2012, with Alberta Infrastructure leading the Construction Management process.

Previously Funded Capital Projects Status

- Site development related to the Victoria School of Performing and Visual Arts (Modernization/New Construction) project was substantially completed.
- Eastglen Senior High School (Phase 2 Modernization) was substantially completed in November 2011.

Alberta School Alternative Procurement (ASAP) Schools

District staff provided technical support in preparation for the opening of three new K-9 schools in September of 2012, under the provincial ASAP II program. The new schools are:

- Bessie Nichols School (The Hamptons-The Grange area in west Edmonton)
- Michael Strembitsky School (Summerside-Ellerslie area in south Edmonton)
- Major General Griesbach (replacement school in north Edmonton)

Modular and Portable Requests

Over the 2011-2012 school year, the District worked with Alberta Infrastructure and their agents to install two additional modular classrooms at each of A. Blair McPherson, Johnny Bright and Esther Starkman schools. Significant progress was made to relocate and upgrade six existing district portable classrooms to each of Johnny Bright and Esther Starkman schools. Demolition of a four classroom pod at Minchau School was completed in August of 2012.

IMR (Infrastructure Maintenance Renewal) and Other Projects

Over 650 projects at 197 schools were initiated as part of the District's annual Major Maintenance Plan, funded primarily through the IMR funding stream. Progress has been inhibited due to the need to implement repairs as a result of significant flood damage to 43 schools in the spring and summer. These included significant repair and restoration at Afton, Allendale, Amiskwaciy Academy, Clara Tyner, Ekota, J. Percy Page, Harry Ainlay, L.Y. Cairns; Lee Ridge, Queen Elizabeth, T.D Baker, and Vernon Barford schools. Facilities Services also initiated a \$15 million energy retrofit program for 17 schools and three district support buildings under an energy performance contract.

Moratorium Recommendations

- Advocate for a revision of the Plant Operations & Maintenance (PO&M) funding formula that is not per pupil.
- Advocate for adequate, predictable and sustainable funding to address deferred maintenance and infrastructure maintenance renewal (IMR).
- Advocate for a revision to the provincial Area Capacity and Utilization (ACU) formula to more accurately reflect the schools space available for educational purposes.
- Work with partners to promote schools as community hubs (i.e., space for senior drop-in, stay at home parent groups).
- Advocate for lease terms beyond one year.
- Develop a formal process for both urban boards to meet with the City of Education to address growth and development highlighting the need to promote smart growth and increase densification in established communities.
- Initiate at least three joint discussions a year between the Board of Trustees, the City of Edmonton and provincial government to discuss joint planning.
- Advocate for family-friendly housing in mature neighbourhoods through new development or by providing housing for seniors so as to "free up" housing for families with children.
- Encourage and support government incentives for retro-fitting older homes to make them more attractive to younger families.
- Give first priority in the Three-Year Capital Plan to modernization of existing school buildings.
- The Board will engage in discussions with administration about the concept of strategically locating programs to encourage enrolment.
- The Board engage in discussions with the Calgary Board of Education and the Province regarding the potential to right-size schools.
- The Edmonton Public School Board find ways to collaborate with Edmonton Catholic Schools and explore the opportunities to have joint operations.
- The Board identify schools and educational programming to support in areas under revitalization by the City, share this information with the City, communities and other school boards in the province and advocate for commitment to these schools to give predictability to communities.

Summary of Facility and Capital Plans

The District was actively involved in the area of new building openings, modernization projects and IMR (Infrastructure Maintenance Renewal) project implementation in 2011-2012. The most significant of these was the preparation required in advance of the opening of three new ASAP II schools. These schools, built in the areas of the city with the fastest growing school-age population, provide opportunity for students to have access to schools within the community in which they reside. This repatriation of students back to their home communities will reduce the number of students being transported to distant receiving schools in the coming 2012-2013 school year.

The implications of 2011-2012 in the area of capital planning, facility planning and student accommodation include challenges

related to:

- accommodating all students residing in rapid growth areas at newer schools;
- securing new school funding to service rapidly growing areas; and
- addressing deferred maintenance needs with funding available for IMR and modernization projects.

Parental Involvement

Parent and School Council involvement in the creation of school plans and the sharing of school level results is a district-wide expectation. Parents and school council members are invited to attend the joint results review and budget plan presentation in November 2012. Assistant Superintendents for schools work to support principals to ensure parents do have opportunities for input and involvement.

Timelines and Communication

After being approved by the Board of Trustees, this document will be uploaded to Alberta Education. Additionally, the AERR and 3YP will be posted on the district website.

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.

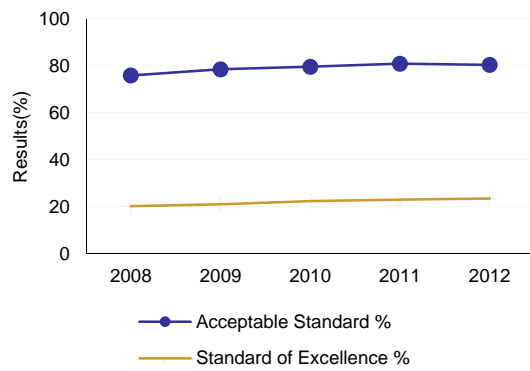
Provincial Achievement Test Results – Measure Details (OPTIONAL)

		Results (in percentages)										Target	
		2008		2009		2010		2011		2012		2012	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	Authority	77.1	15.7	79.9	17.6	79.7	19.4	81.7	15.8	81.4	19.5		
	Province	80.1	16.1	81.3	18.2	81.6	19.5	81.8	17.5	81.9	20.4		
French Language Arts 3	Authority	n/a	n/a	86.7	14.6	80.5	15.5	80.2	17.3	82.2	11.9		
	Province	n/a	n/a	83.8	15.8	84.1	16.3	80.6	15.8	82.1	14.5		
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	82.5	16.3	86.4	16.3	84.2	18.6	82.3	12.5		
Mathematics 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	78.9	27.1	78.1	27.4		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	77.4	26.0	76.8	25.5		
English Language Arts 6	Authority	79.5	21.1	81.9	19.0	83.1	19.3	83.8	20.6	83.4	18.4		
	Province	81.1	21.0	81.8	18.9	83.3	18.9	83.0	18.5	82.7	17.8		
French Language Arts 6	Authority	89.5	14.3	89.6	20.8	87.8	19.9	92.0	20.1	90.5	21.3		
	Province	87.7	14.2	91.5	15.9	88.3	15.9	89.4	17.1	89.3	17.2		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.3	17.1	92.6	18.7	91.3	18.3	92.2	17.6	91.0	21.9		
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	75.4	22.0	76.3	18.9		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8	74.7	16.6		
Science 6	Authority	76.2	27.8	78.5	29.1	79.1	31.5	80.0	31.9	81.6	32.9		
	Province	74.8	24.1	76.5	24.8	76.8	26.4	76.2	25.0	77.8	28.2		
Social Studies 6	Authority	n/a	n/a	n/a	n/a	73.9	19.9	74.2	23.4	76.6	21.9		
	Province	n/a	n/a	n/a	n/a	71.0	16.4	71.1	18.5	73.2	19.5		
English Language Arts 9	Authority	75.5	18.6	78.1	17.7	79.7	18.0	80.1	18.6	78.1	18.3		
	Province	76.5	14.8	78.7	14.7	79.3	15.0	79.1	16.3	77.4	16.4		
English Lang Arts 9 KAE	Authority	n/a	n/a	n/a	n/a	59.7	7.1	60.0	4.5	53.6	4.2		
	Province	n/a	n/a	n/a	n/a	66.8	7.8	67.2	7.9	61.4	5.8		
French Language Arts 9	Authority	87.5	15.1	83.1	15.3	92.5	9.7	94.9	13.5	84.1	7.2		
	Province	84.5	12.4	81.8	10.3	86.1	12.4	88.8	15.0	87.5	12.2		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.8	11.7	85.6	12.9	84.3	12.7	90.2	15.8	84.6	16.1		
Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	68.7	23.1	69.2	24.1		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	66.1	17.3	66.5	17.8		
Mathematics 9 KAE	Authority	n/a	n/a	n/a	n/a	63.9	13.0	57.2	10.3	55.6	15.3		
	Province	n/a	n/a	n/a	n/a	65.6	15.3	64.9	14.9	62.4	15.4		
Science 9	Authority	71.3	18.4	74.7	22.2	76.4	24.7	78.9	29.1	77.7	29.9		
	Province	69.3	13.0	72.2	15.8	73.6	17.7	74.9	20.8	74.2	22.4		
Science 9 KAE	Authority	n/a	n/a	n/a	n/a	66.7	18.6	61.9	14.4	65.3	16.5		
	Province	n/a	n/a	n/a	n/a	67.2	14.3	69.5	15.3	67.9	17.3		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	73.5	24.7	71.9	25.6	72.9	25.6		
	Province	n/a	n/a	n/a	n/a	68.9	18.8	67.2	19.0	68.9	19.1		
Social Studies 9 KAE	Authority	n/a	n/a	n/a	n/a	64.5	20.0	58.3	14.7	58.6	14.5		
	Province	n/a	n/a	n/a	n/a	64.6	15.7	61.9	13.6	63.5	13.9		

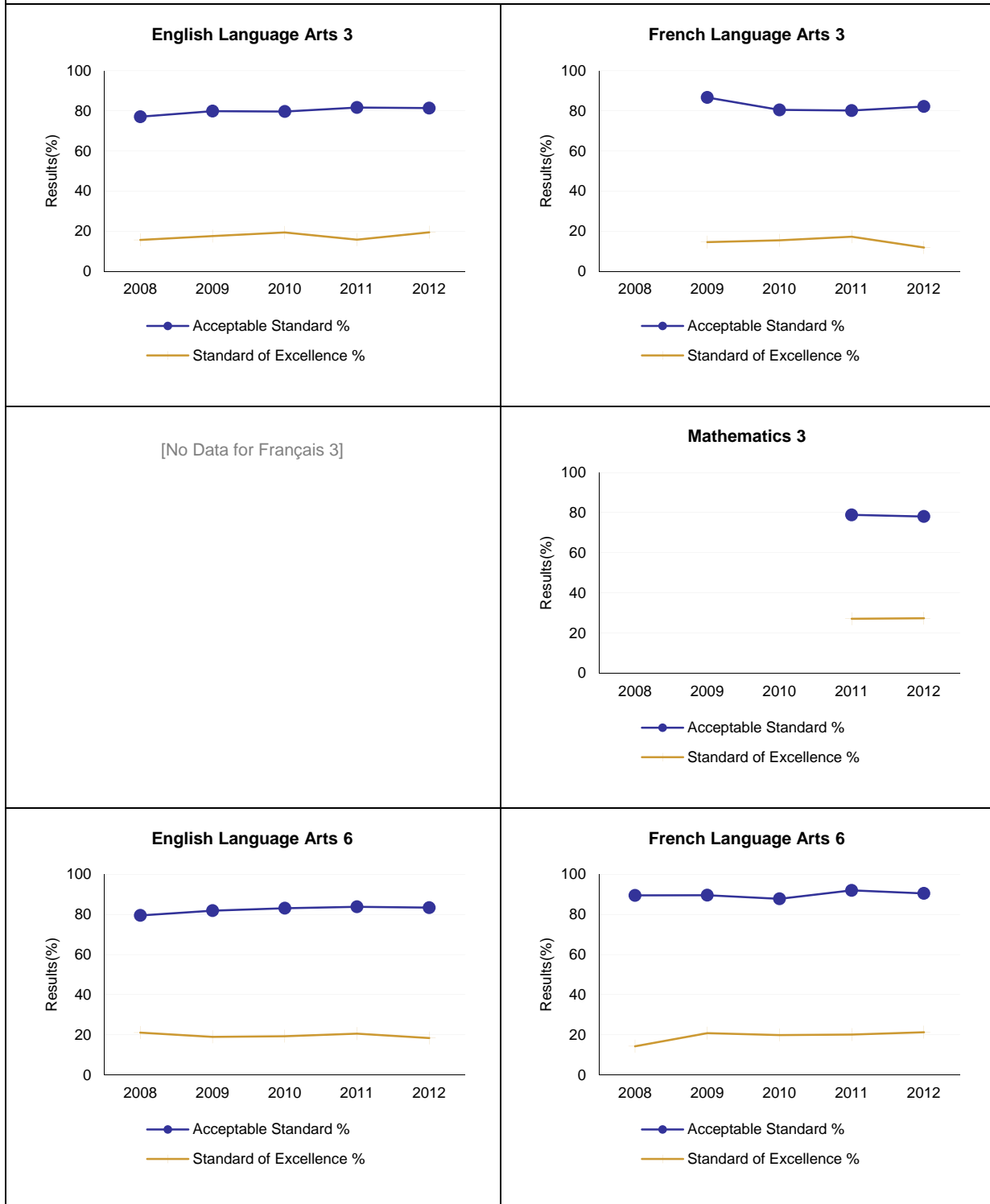
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

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

Graph of Overall Provincial Achievement Test Results (optional)

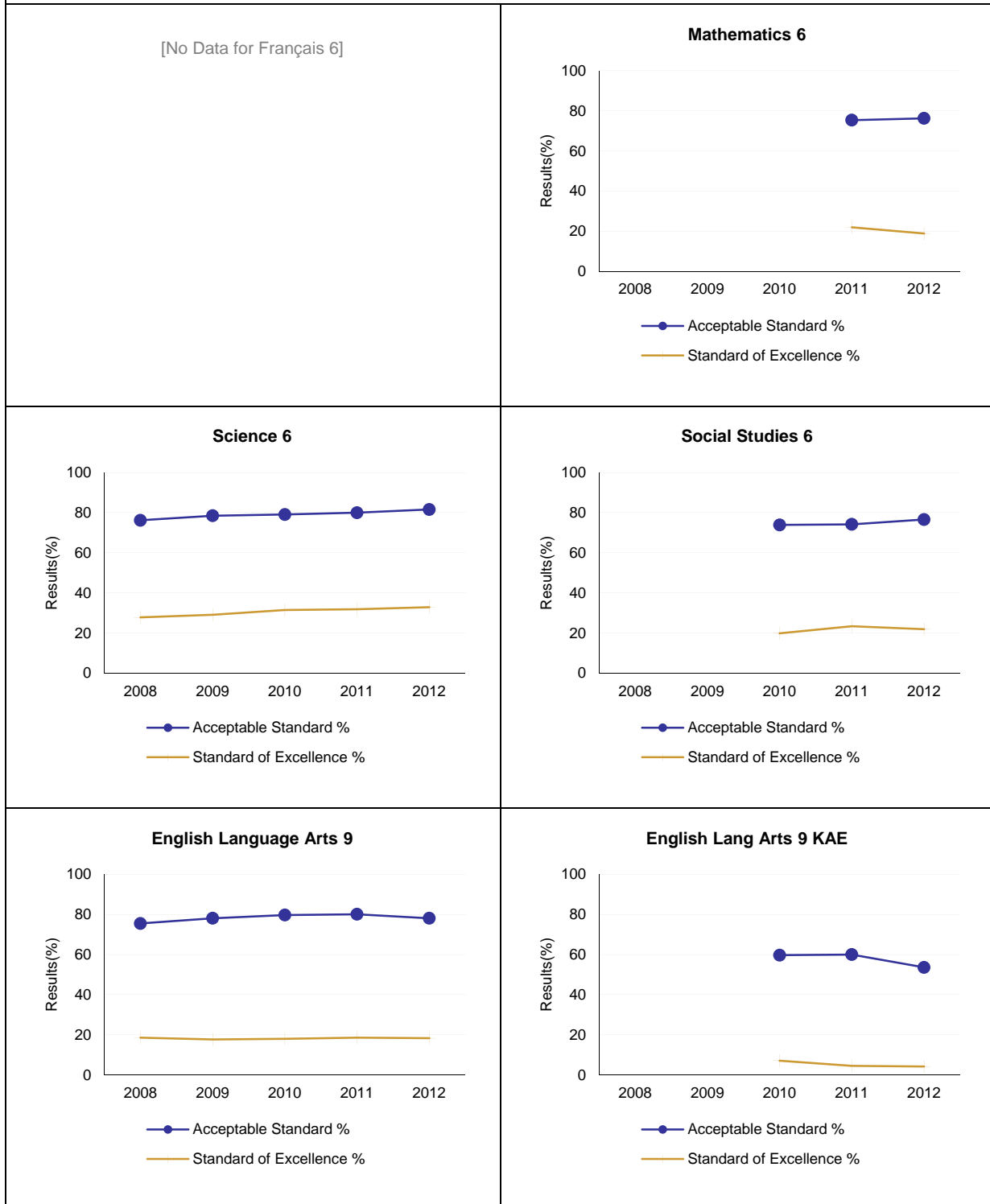


Graph of Provincial Achievement Test Results by Course (optional)



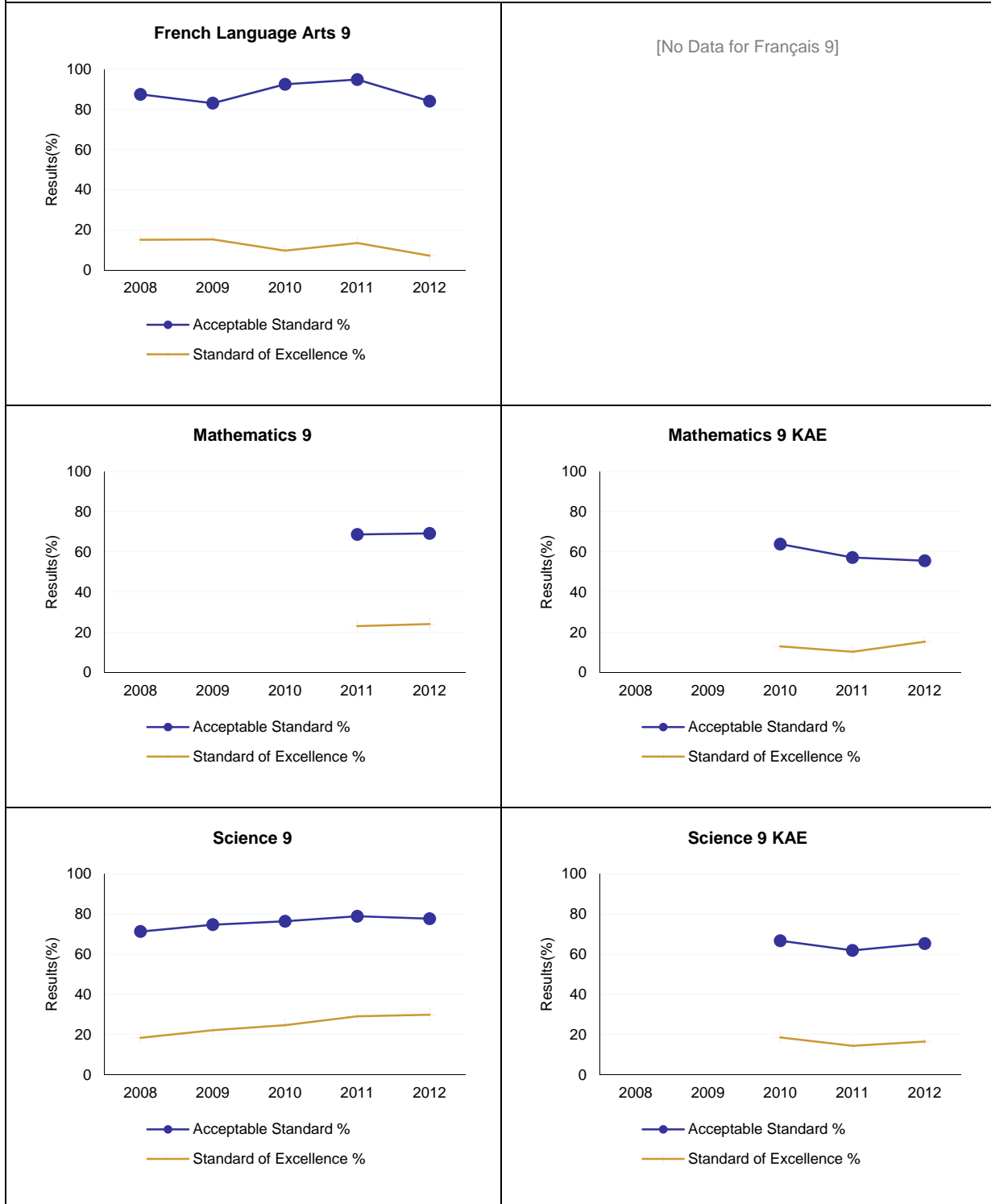
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course (optional)



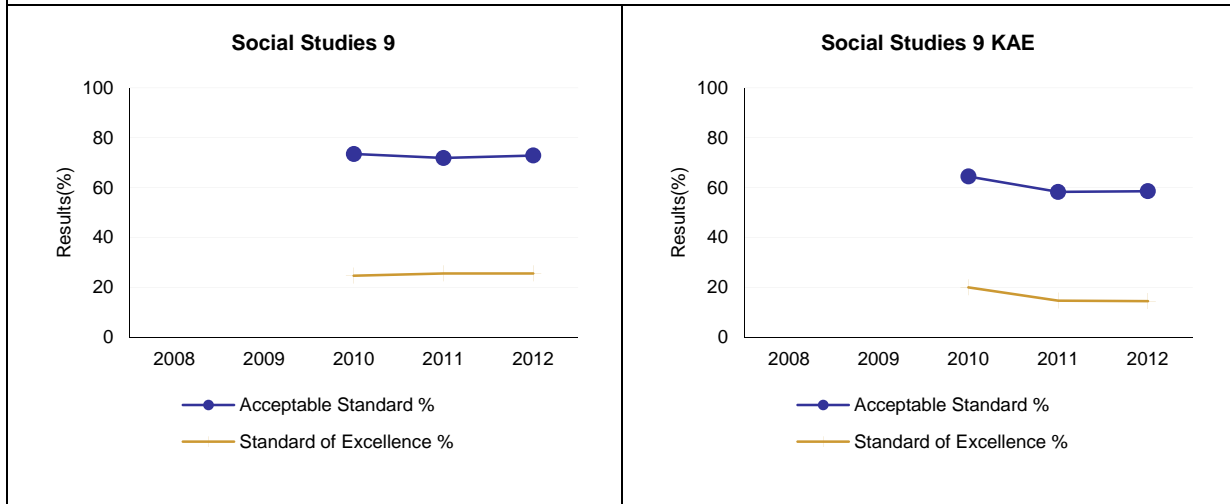
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

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 (*).

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

		Edmonton School District No. 7							Alberta			
		Achievement	Improvement	Overall	2012		Prev 3 Yr Avg		2012		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Intermediate	Improved	Good	5,762	81.4	5,376	80.4	44,689	81.9	42,242	81.6
	Standard of Excellence	High	Improved Significantly	Good	5,762	19.5	5,376	17.6	44,689	20.4	42,242	18.4
French Language Arts 3	Acceptable Standard	Intermediate	Maintained	Acceptable	360	82.2	275	82.5	3,378	82.1	3,091	82.8
	Standard of Excellence	Intermediate	Declined	Issue	360	11.9	275	15.8	3,378	14.5	3,091	16.0
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	502	82.3	524	84.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	502	12.5	524	17.1
Mathematics 3	Acceptable Standard	n/a	Maintained	n/a	5,762	78.1	5,462	78.9	44,689	76.8	42,957	77.4
	Standard of Excellence	n/a	Maintained	n/a	5,762	27.4	5,462	27.1	44,689	25.5	42,957	26.0
English Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	5,505	83.4	5,626	83.0	43,170	82.7	43,453	82.7
	Standard of Excellence	High	Declined	Acceptable	5,505	18.4	5,626	19.6	43,170	17.8	43,453	18.8
French Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	211	90.5	201	89.8	2,592	89.3	2,435	89.7
	Standard of Excellence	High	Maintained	Good	211	21.3	201	20.3	2,592	17.2	2,435	16.3
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	465	91.0	443	92.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	465	21.9	443	18.2
Mathematics 6	Acceptable Standard	n/a	Improved	n/a	5,505	76.3	5,488	75.4	43,170	74.7	43,539	73.7
	Standard of Excellence	n/a	Declined Significantly	n/a	5,505	18.9	5,488	22.0	43,170	16.6	43,539	17.8
Science 6	Acceptable Standard	Intermediate	Improved Significantly	Good	5,483	81.6	5,611	79.2	43,073	77.8	43,389	76.5
	Standard of Excellence	High	Improved Significantly	Good	5,483	32.9	5,611	30.8	43,073	28.2	43,389	25.4
Social Studies 6	Acceptable Standard	n/a	Improved Significantly	n/a	5,505	76.6	5,603	74.1	43,170	73.2	43,569	71.1
	Standard of Excellence	n/a	Maintained	n/a	5,505	21.9	5,603	21.7	43,170	19.5	43,569	17.5
English Language Arts 9	Acceptable Standard	Intermediate	Declined	Issue	5,641	78.1	5,937	79.3	42,309	77.4	43,450	79.0
	Standard of Excellence	High	Maintained	Good	5,641	18.3	5,937	18.1	42,309	16.4	43,450	15.3
English Lang Arts 9 KAE	Acceptable Standard	n/a	Declined	n/a	261	53.6	231	59.8	1,654	61.4	1,597	67.0
	Standard of Excellence	n/a	Maintained	n/a	261	4.2	231	5.8	1,654	5.8	1,597	7.8
French Language Arts 9	Acceptable Standard	Intermediate	Declined	Issue	195	84.1	194	90.2	2,344	87.5	2,332	85.6
	Standard of Excellence	Intermediate	Declined	Issue	195	7.2	194	12.8	2,344	12.2	2,332	12.6
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	311	84.6	331	86.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	311	16.1	331	13.8
Mathematics 9	Acceptable Standard	n/a	Maintained	n/a	5,609	69.2	5,707	68.7	41,909	66.5	42,538	66.1
	Standard of Excellence	n/a	Improved	n/a	5,609	24.1	5,707	23.1	41,909	17.8	42,538	17.3
Mathematics 9 KAE	Acceptable Standard	n/a	Declined	n/a	268	55.6	240	60.6	1,941	62.4	1,915	65.2
	Standard of Excellence	n/a	Improved	n/a	268	15.3	240	11.7	1,941	15.4	1,915	15.1

	Excellence											
Science 9	Acceptable Standard	Very High	Improved	Excellent	5,629	77.7	5,912	76.7	42,307	74.2	43,288	73.6
	Standard of Excellence	Very High	Improved Significantly	Excellent	5,629	29.9	5,912	25.3	42,307	22.4	43,288	18.1
Science 9 KAE	Acceptable Standard	n/a	Maintained	n/a	248	65.3	231	64.3	1,574	67.9	1,556	68.3
	Standard of Excellence	n/a	Maintained	n/a	248	16.5	231	16.5	1,574	17.3	1,556	14.8
Social Studies 9	Acceptable Standard	n/a	Maintained	n/a	5,646	72.9	5,897	72.7	42,429	68.9	43,449	68.1
	Standard of Excellence	n/a	Maintained	n/a	5,646	25.6	5,897	25.1	42,429	19.1	43,449	18.9
Social Studies 9 KAE	Acceptable Standard	n/a	Maintained	n/a	256	58.6	230	61.4	1,588	63.5	1,565	63.2
	Standard of Excellence	n/a	Maintained	n/a	256	14.5	230	17.3	1,588	13.9	1,565	14.6

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.

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
French Language Arts 3	Acceptable Standard	0.00 - 60.68	60.68 - 77.74	77.74 - 88.22	88.22 - 94.88	94.88 - 100.00
	Standard of Excellence	0.00 - 3.31	3.31 - 8.38	8.38 - 17.31	17.31 - 25.31	25.31 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00

Notes:

The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

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

Improvement Table

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

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

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

Overall Evaluation Table

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

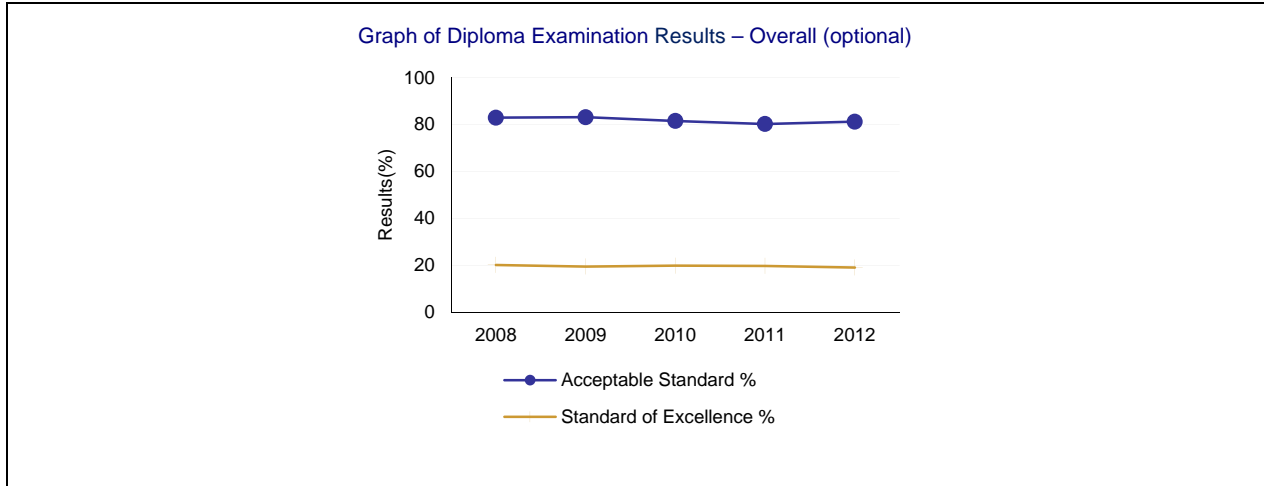
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue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

Diploma Examination Results – Measure Details (OPTIONAL)

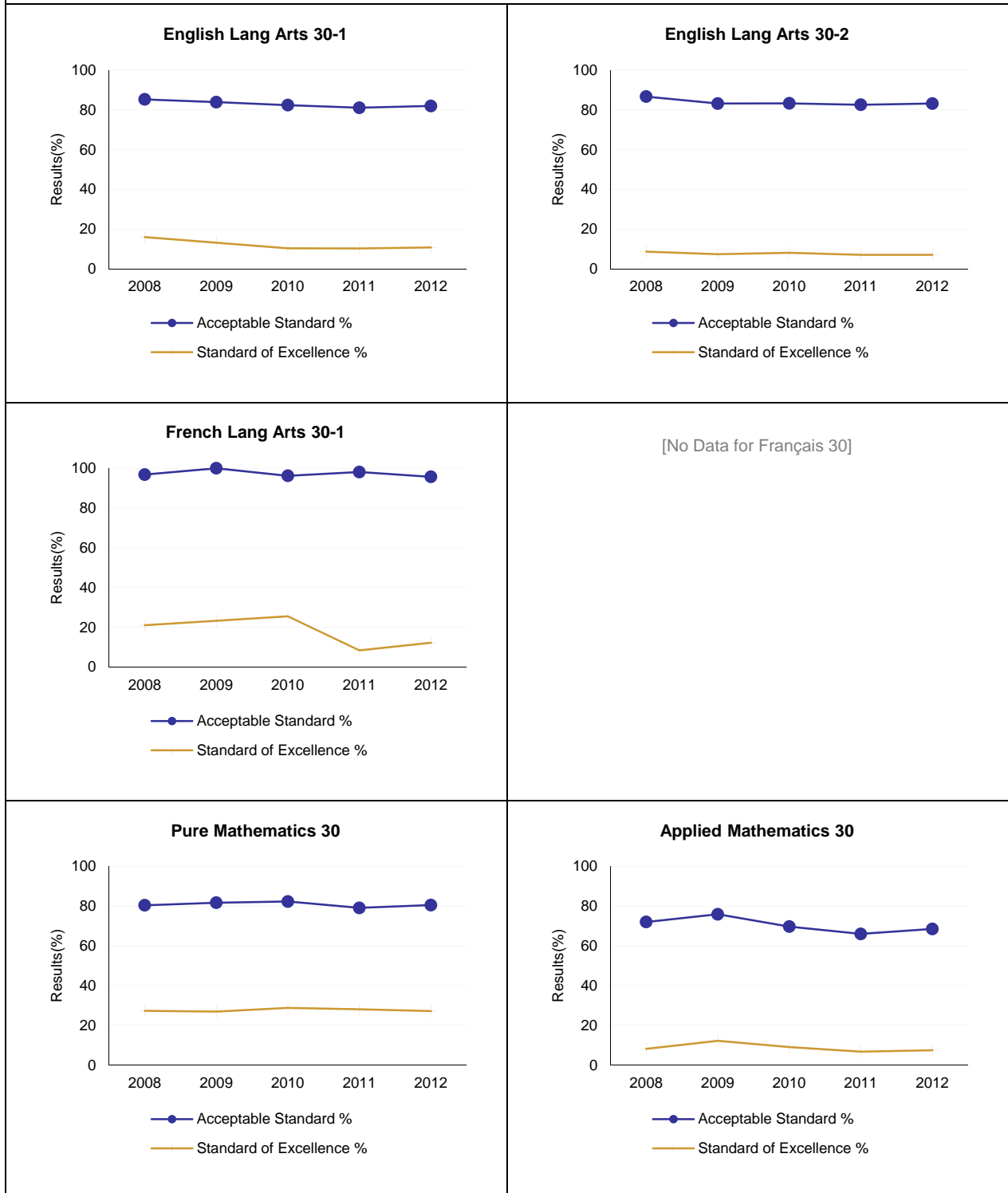
Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2008		2009		2010		2011		2012		2012	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	85.3	16.0	83.9	13.2	82.4	10.4	81.1	10.3	82.0	10.8		
	Province	87.1	15.5	86.1	12.3	85.1	10.1	84.4	10.1	86.0	11.3		
English Lang Arts 30-2	Authority	86.7	8.7	83.2	7.4	83.3	8.1	82.6	7.1	83.2	7.1		
	Province	88.9	8.8	88.2	8.5	88.8	9.8	88.6	9.1	89.5	10.7		
French Lang Arts 30-1	Authority	96.8	21.0	100.0	23.3	96.2	25.5	98.1	8.4	95.7	12.2		
	Province	94.9	24.5	95.1	18.9	93.7	16.3	95.3	14.3	95.5	13.4		
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	98.5	25.4	94.7	33.1	94.2	15.6	93.8	20.1	96.5	19.0		
Pure Mathematics 30	Authority	80.4	27.3	81.7	26.9	82.3	28.8	79.1	28.1	80.5	27.2		
	Province	81.3	25.8	82.1	26.3	82.9	29.7	81.0	28.7	81.8	27.1		
Applied Mathematics 30	Authority	72.0	8.2	75.9	12.2	69.7	9.1	66.0	6.8	68.5	7.5		
	Province	76.4	10.7	79.4	13.5	77.3	12.6	74.3	9.8	75.6	10.3		
Social Studies 30	Authority	84.2	23.7	84.6	22.4	69.7	10.2	n/a	n/a	n/a	n/a		
	Province	84.7	21.5	84.2	21.4	67.8	10.4	69.7	12.1	n/a	n/a		
Social Studies 30-1	Authority	n/a	n/a	n/a	n/a	84.5	17.9	80.6	13.9	84.6	15.8		
	Province	n/a	n/a	n/a	n/a	84.5	16.1	82.8	14.9	86.2	16.7		
Social Studies 33	Authority	83.4	17.3	82.4	17.0	71.3	14.7	*	*	n/a	n/a		
	Province	85.3	18.9	85.6	20.2	76.4	11.5	69.0	21.4	n/a	n/a		
Social Studies 30-2	Authority	n/a	n/a	n/a	n/a	81.1	10.3	80.5	11.0	76.1	8.9		
	Province	n/a	n/a	n/a	n/a	85.0	13.7	85.6	15.9	83.1	13.7		
Biology 30	Authority	83.5	28.1	85.5	27.0	82.3	29.7	82.9	32.4	82.8	29.1		
	Province	82.3	26.3	83.0	26.6	81.4	28.1	81.9	29.8	81.8	28.1		
Chemistry 30 Old	Authority	88.2	39.4	77.3	27.3	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.2	39.2	77.6	19.5	87.5	37.5	n/a	n/a	n/a	n/a		
Chemistry 30	Authority	n/a	n/a	77.9	27.9	78.7	30.4	75.2	28.9	76.6	28.9		
	Province	n/a	n/a	76.3	27.7	79.0	29.9	75.1	27.7	76.7	28.4		
Physics 30 Old	Authority	84.7	30.5	69.2	23.1	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.7	32.0	74.4	25.6	75.0	25.0	n/a	n/a	n/a	n/a		
Physics 30	Authority	n/a	n/a	80.3	25.9	74.2	20.2	77.0	26.8	80.5	30.6		
	Province	n/a	n/a	79.3	23.1	73.9	20.3	76.7	27.7	81.0	30.3		
Science 30	Authority	87.7	21.6	84.8	24.0	83.4	28.0	82.8	28.0	83.5	26.3		
	Province	88.6	21.6	86.0	20.9	80.1	22.8	80.4	21.0	79.8	22.0		

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.



Diploma Examination Results by Course (optional)

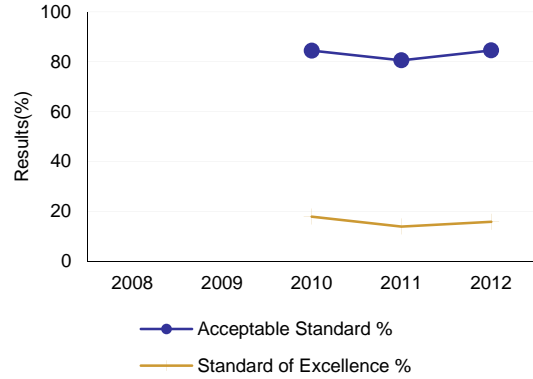


Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

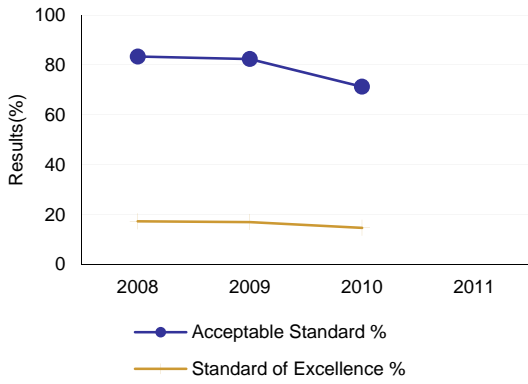
Diploma Examination Results by Course (optional)

[No Data for Social Studies 30]

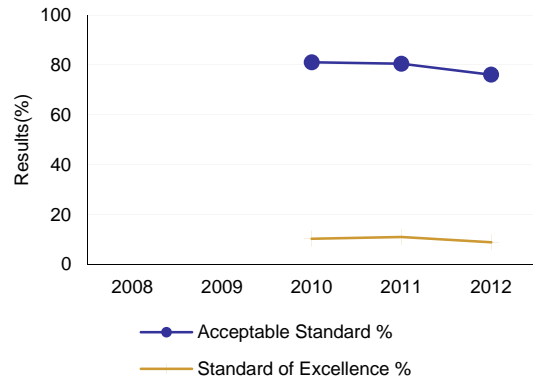
Social Studies 30-1



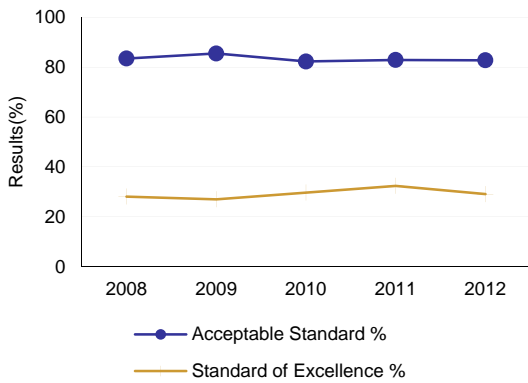
Social Studies 33



Social Studies 30-2



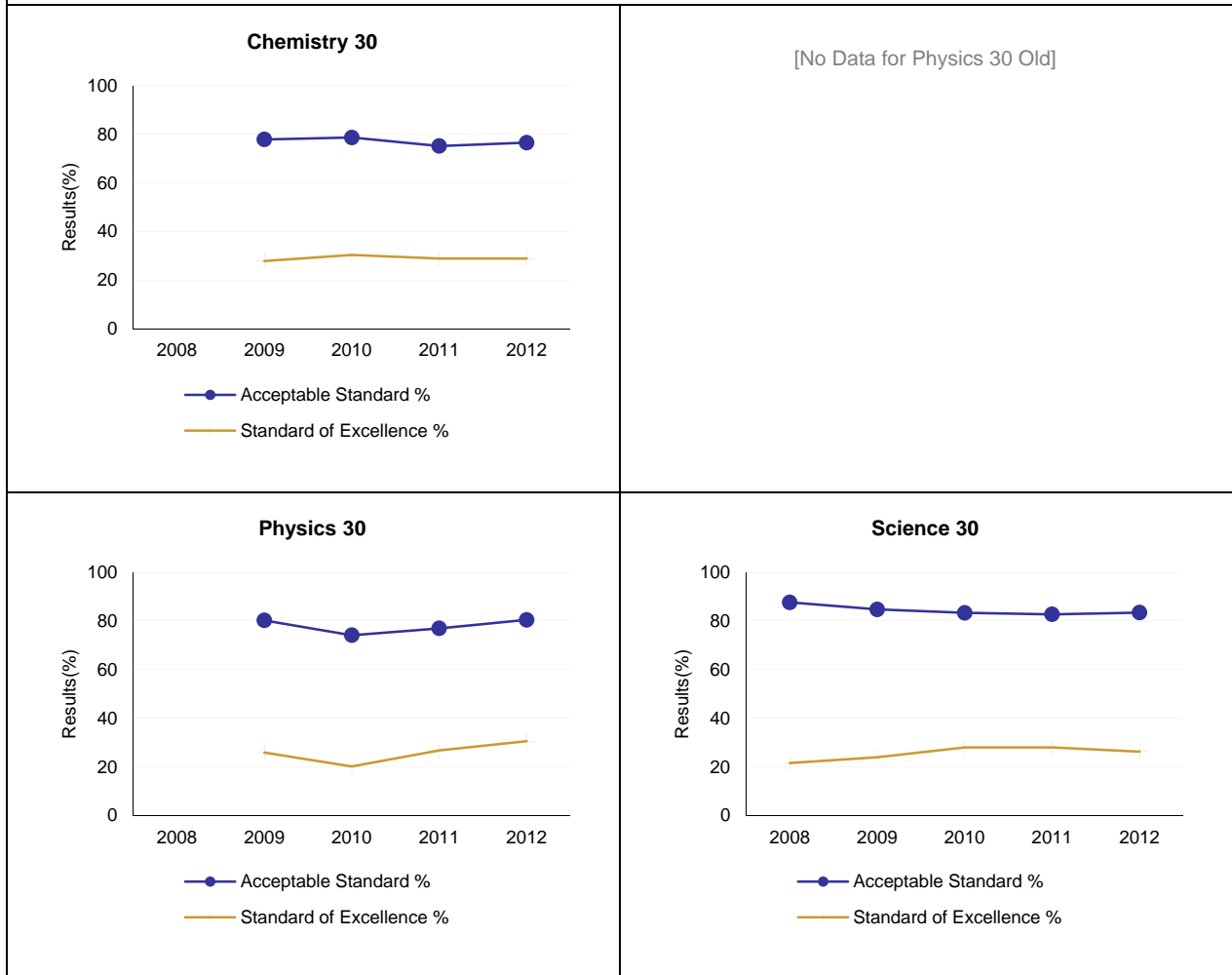
Biology 30



[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 (optional)



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

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

Course	Measure	Edmonton School District No. 7								Alberta			
		Achievement	Improvement	Overall	2012		Prev 3 Yr Avg		2012		Prev 3 Yr Avg		
					N	%	N	%	N	%	N	%	
English Lang Arts 30-1	Acceptable Standard	Very Low	Maintained	Concern	5,208	82.0	4,886	82.5	29,328	86.0	28,848	85.2	
	Standard of Excellence	Low	Maintained	Issue	5,208	10.8	4,886	11.3	29,328	11.3	28,848	10.8	
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	2,013	83.2	1,988	83.0	14,554	89.5	14,112	88.5	
	Standard of Excellence	Intermediate	Maintained	Acceptable	2,013	7.1	1,988	7.5	14,554	10.7	14,112	9.1	
French Lang Arts 30-1	Acceptable Standard	Intermediate	Declined	Issue	115	95.7	101	98.1	1,208	95.5	1,279	94.7	
	Standard of Excellence	Intermediate	Declined	Issue	115	12.2	101	19.1	1,208	13.4	1,279	16.5	
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	142	96.5	144	94.2	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	142	19.0	144	22.9	
Pure Mathematics 30	Acceptable Standard	Intermediate	Maintained	Acceptable	3,945	80.5	4,162	81.1	21,691	81.8	22,716	82.0	
	Standard of Excellence	Intermediate	Maintained	Acceptable	3,945	27.2	4,162	27.9	21,691	27.1	22,716	28.2	
Applied Mathematics 30	Acceptable Standard	Very Low	Declined	Concern	1,390	68.5	1,530	70.5	9,991	75.6	10,625	77.0	
	Standard of Excellence	Low	Declined	Issue	1,390	7.5	1,530	9.4	9,991	10.3	10,625	12.0	
Social Studies 30-1	Acceptable Standard	n/a	Improved Significantly	n/a	4,009	84.6	3,893	82.6	23,487	86.2	23,544	83.7	
	Standard of Excellence	n/a	Maintained	n/a	4,009	15.8	3,893	15.9	23,487	16.7	23,544	15.5	
Social Studies 30-2	Acceptable Standard	n/a	Declined Significantly	n/a	2,087	76.1	1,857	80.8	17,193	83.1	15,720	85.3	
	Standard of Excellence	n/a	Declined	n/a	2,087	8.9	1,857	10.7	17,193	13.7	15,720	14.8	
Biology 30	Acceptable Standard	Intermediate	Maintained	Acceptable	4,169	82.8	3,848	83.6	23,299	81.8	22,083	82.1	
	Standard of Excellence	High	Maintained	Good	4,169	29.1	3,848	29.7	23,299	28.1	22,083	28.2	
Chemistry 30	Acceptable Standard	Intermediate	Maintained	Acceptable	3,716	76.6	3,328	77.3	19,926	76.7	18,365	76.8	
	Standard of Excellence	High	Maintained	Good	3,716	28.9	3,328	29.1	19,926	28.4	18,365	28.4	
Physics 30	Acceptable Standard	High	Improved Significantly	Good	2,246	80.5	2,106	77.2	10,562	81.0	10,364	76.6	
	Standard of Excellence	Very High	Improved Significantly	Excellent	2,246	30.6	2,106	24.3	10,562	30.3	10,364	23.7	
Science 30	Acceptable Standard	Intermediate	Maintained	Acceptable	1,548	83.5	1,248	83.6	5,873	79.8	4,808	82.2	
	Standard of Excellence	High	Maintained	Good	1,548	26.3	1,248	26.7	5,873	22.0	4,808	21.6	

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
Chemistry 30	Acceptable Standard	0.00 - 37.40	37.40 - 64.26	64.26 - 77.96	77.96 - 85.58	85.58 - 100.00
	Standard of Excellence	0.00 - 6.52	6.52 - 16.78	16.78 - 27.40	27.40 - 34.23	34.23 - 100.00
Physics 30	Acceptable Standard	0.00 - 46.89	46.89 - 65.43	65.43 - 79.07	79.07 - 84.34	84.34 - 100.00
	Standard of Excellence	0.00 - 4.05	4.05 - 11.60	11.60 - 21.19	21.19 - 30.24	30.24 - 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 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 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

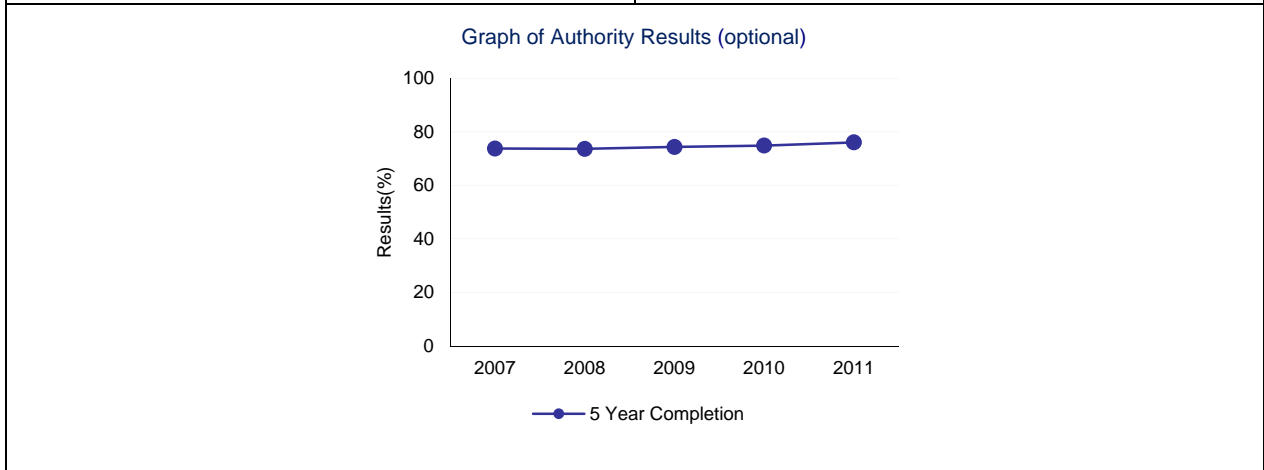
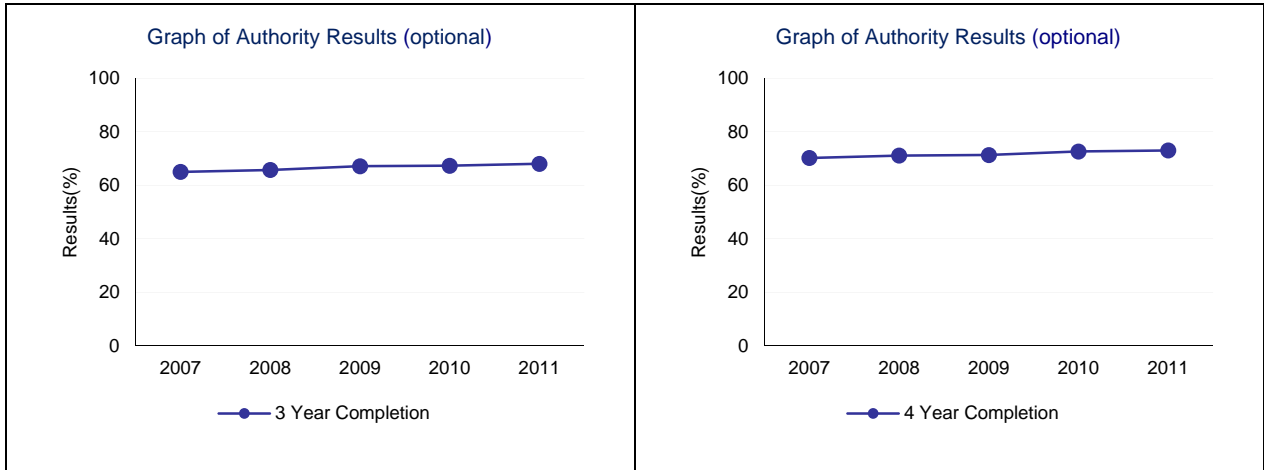
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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.

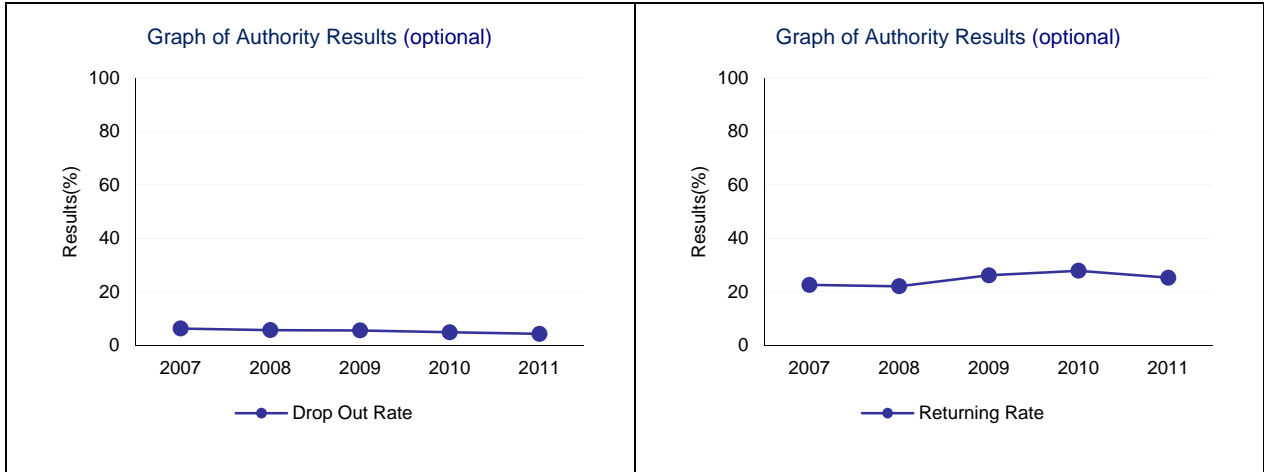
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
3 Year Completion	65.0	65.7	67.1	67.3	68.0	71.1	70.8	71.5	72.6	74.1
4 Year Completion	70.2	71.1	71.3	72.6	73.0	76.1	76.3	76.1	76.9	78.1
5 Year Completion	73.8	73.7	74.4	74.9	76.1	78.9	78.7	79.0	79.0	79.6



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

Drop Out Rate – Measure Details (OPTIONAL)

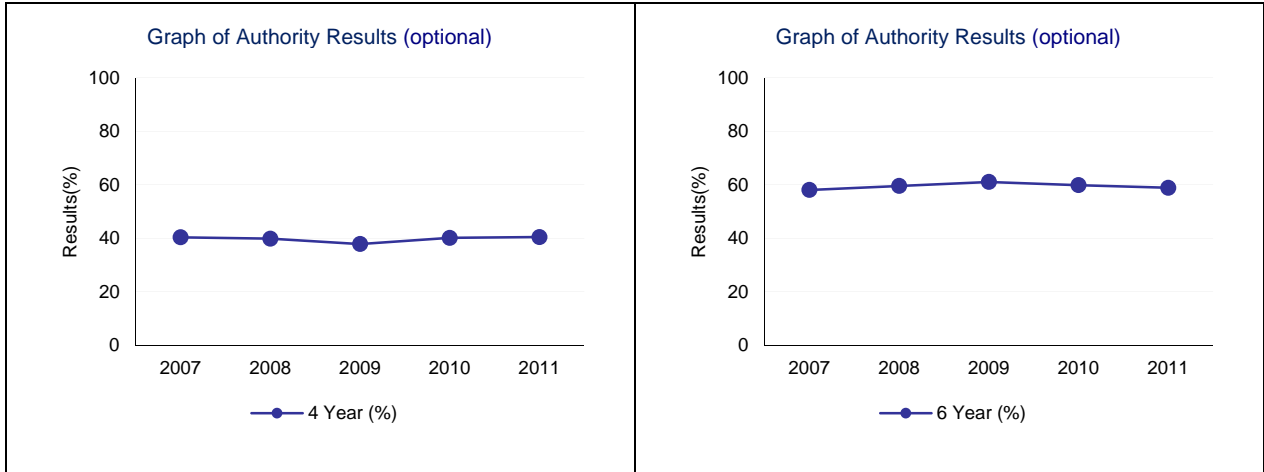
Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Drop Out Rate	6.3	5.7	5.6	4.9	4.3	5.0	4.8	4.3	4.2	3.2
Returning Rate	22.6	22.1	26.2	27.9	25.3	21.3	19.8	23.5	27.9	23.4



Note: Data values have been suppressed where the number of students 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				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
4 Year Rate	40.4	39.9	37.9	40.2	40.5	38.7	38.9	37.5	37.8	38.2
6 Year Rate	58.1	59.6	61.1	59.9	58.9	58.8	59.2	59.8	59.3	58.4

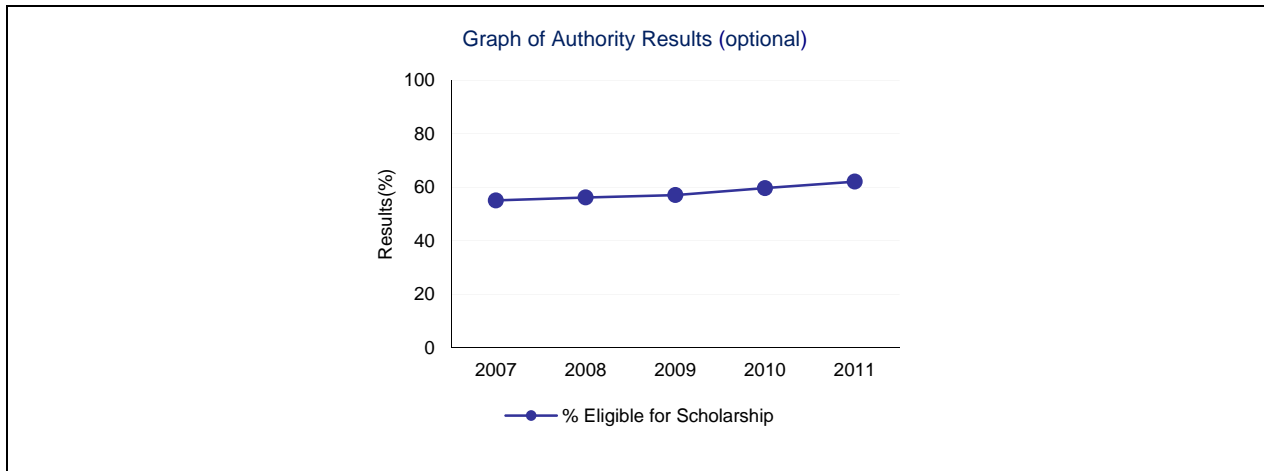


Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Rutherford Eligibility Rate – Measure Details (OPTIONAL)

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Rutherford Scholarship Eligibility Rate (Revised)	55.1	56.2	57.1	59.7	62.1	56.8	57.3	56.9	59.6	61.5

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
2007	8228	3846	46.7	3625	44.1	2449	29.8	4537	55.1
2008	8105	3861	47.6	3605	44.5	2409	29.7	4556	56.2
2009	8347	4017	48.1	3899	46.7	2527	30.3	4768	57.1
2010	8719	4388	50.3	4201	48.2	2788	32.0	5208	59.7
2011	8576	4495	52.4	4335	50.5	2772	32.3	5322	62.1

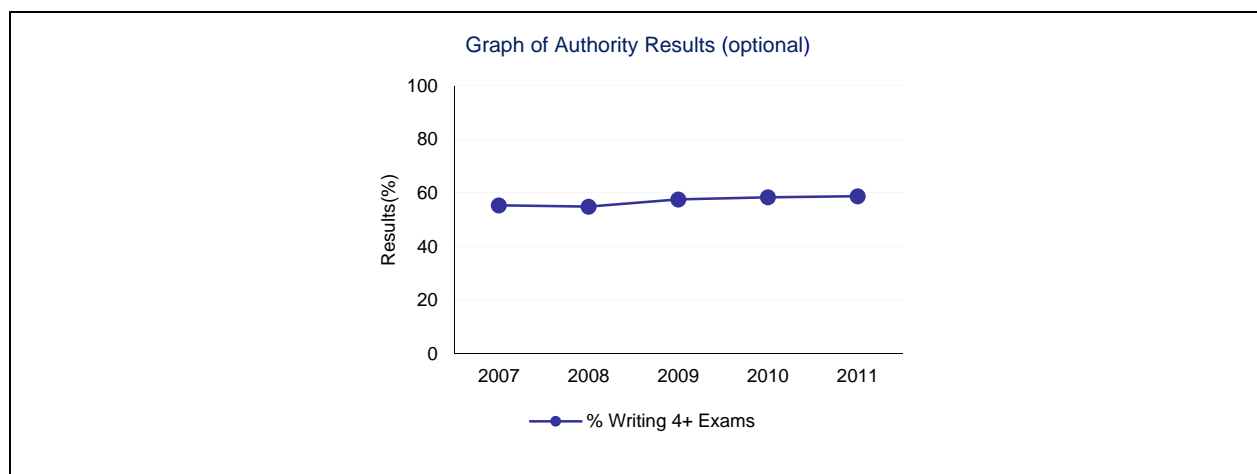


Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

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 of their 3rd year of high school.

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
% Writing 0 Exams	20.6	20.2	19.8	19.0	18.1	18.0	18.4	18.0	17.2	16.1
% Writing 1+ Exams	79.4	79.8	80.2	81.0	81.9	82.0	81.6	82.0	82.8	83.9
% Writing 2+ Exams	75.4	75.9	76.9	77.7	77.9	78.6	78.0	78.7	79.6	80.8
% Writing 3+ Exams	65.9	65.1	66.7	67.9	68.0	65.6	64.9	65.2	66.0	67.4
% Writing 4+ Exams	55.4	54.9	57.6	58.4	58.8	53.6	53.3	53.5	54.9	56.2
% Writing 5+ Exams	39.3	37.9	40.4	41.8	43.3	34.7	34.3	34.7	36.1	37.2
% Writing 6+ Exams	17.3	16.4	17.9	18.9	20.0	13.2	12.7	12.9	13.4	14.1



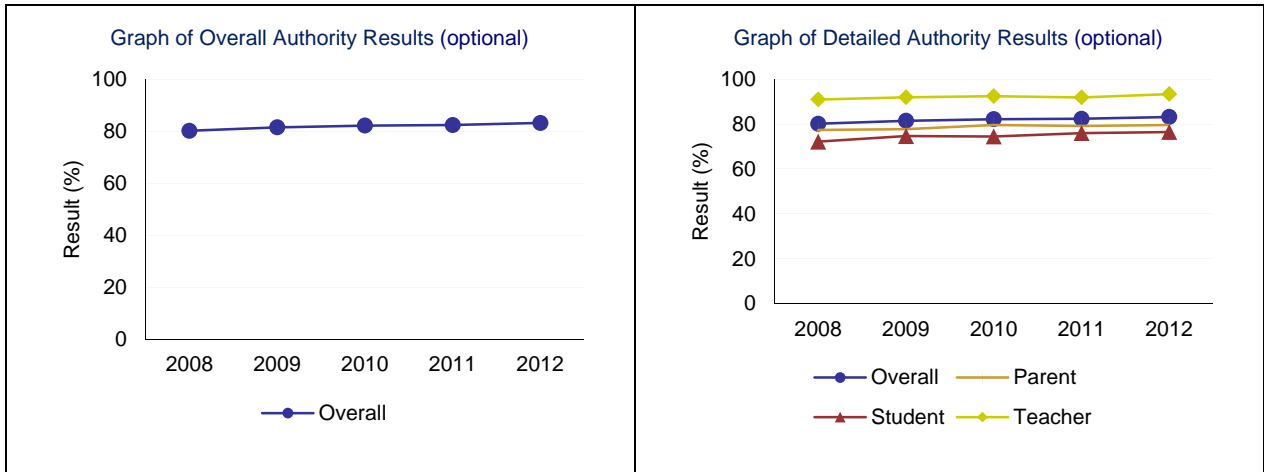
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
English 30 / English Language Arts 30-1	54.4	53.4	56.7	57.1	57.7	54.5	53.8	54.0	54.5	54.9
English 33 / English Language Arts 30-2	21.2	22.6	21.3	21.5	22.1	23.6	24.0	24.5	25.1	26.1
Total of 1 or more English Diploma Exams	73.8	74.3	75.5	76.3	77.0	77.0	76.7	77.1	78.0	79.0
Social Studies 30	51.9	49.8	52.3	4.2	0.2	49.3	48.1	48.1	3.7	0.3
Social Studies 30-1	n/a	0.0	0.0	49.7	54.6	n/a	0.0	0.0	45.7	48.2
Social Studies 33	23.8	25.5	24.0	2.0	0.1	28.8	29.5	30.1	2.5	0.1
Social Studies 30-2	n/a	0.0	0.0	21.6	23.0	n/a	0.0	0.0	27.4	31.0
Total of 1 or more Social Diploma Exams	74.3	74.0	75.2	75.7	76.6	77.2	76.7	77.4	78.1	78.9
Mathematics 30 / Pure Mathematics 30	44.4	43.7	45.4	46.8	48.3	41.7	41.1	40.8	41.4	42.6
Mathematics 33 / Applied Mathematics 30	17.1	16.6	16.0	16.2	15.1	19.5	19.1	19.7	19.7	20.0
Total of 1 or more Math Diploma Exams	61.3	59.7	61.1	62.4	63.0	60.7	59.7	59.9	60.6	62.0
Biology 30	42.5	40.9	43.4	44.1	44.8	39.8	39.1	39.8	41.2	42.8
Chemistry 30 Old	37.8	36.9	5.1	0.0	n/a	34.3	34.5	5.0	0.1	n/a
Chemistry 30	n/a	n/a	33.2	38.9	39.6	n/a	n/a	29.7	35.2	36.0
Physics 30 Old	24.9	24.1	4.3	0.2	n/a	21.5	20.4	2.4	0.1	n/a
Physics 30	n/a	n/a	20.9	25.9	26.8	n/a	n/a	17.5	20.0	20.6
Science 30	10.2	10.9	13.5	13.5	14.0	7.0	7.4	8.2	9.0	9.1
Total of 1 or more Science Diploma Exams	59.1	58.5	60.7	61.7	62.2	56.5	56.1	56.1	57.6	59.1
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.3
French Language Arts 30	1.3	1.0	1.3	1.6	1.7	2.7	2.7	2.7	2.9	2.8
Total of 1 or more French Diploma Exams	1.3	1.0	1.3	1.6	1.7	2.9	2.9	2.9	3.1	3.1

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

Citizenship – Measure Details (OPTIONAL)

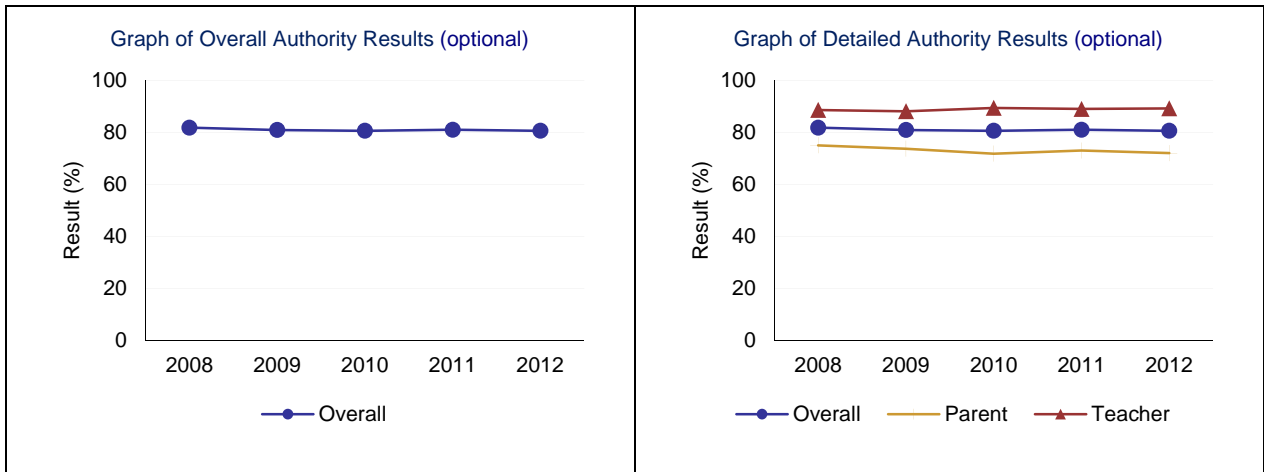
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	80.2	81.5	82.2	82.4	83.2	77.9	80.3	81.4	81.9	82.5
Teacher	91.0	92.0	92.5	91.9	93.4	90.6	91.8	93.0	92.7	93.1
Parent	77.4	77.8	79.6	79.2	79.6	74.7	77.4	78.5	78.6	79.4
Student	72.2	74.7	74.5	76.0	76.5	68.5	71.8	72.7	74.5	75.0



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

Work Preparation – Measure Details (OPTIONAL)

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	81.8	80.9	80.6	81.0	80.6	80.1	79.6	79.9	80.1	79.7
Teacher	88.6	88.1	89.4	89.0	89.2	89.3	88.9	90.0	89.6	89.5
Parent	75.0	73.7	71.8	73.0	72.0	70.9	70.2	69.8	70.6	69.9

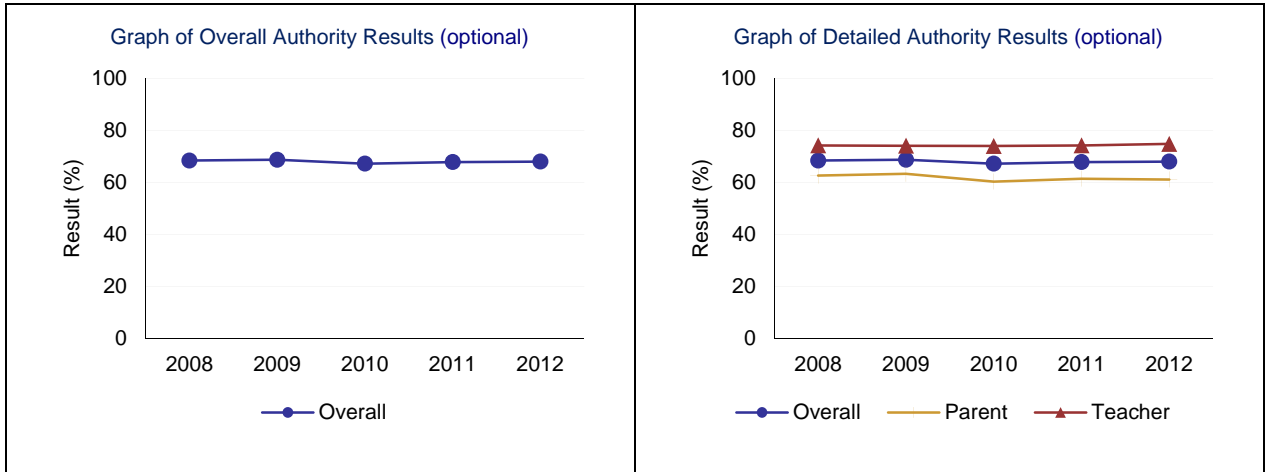


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Lifelong Learning – Measure Details (OPTIONAL)

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

	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	68.5	68.8	67.3	67.9	68.1	66.7	67.4	67.6	67.9	68.0
Teacher	74.3	74.2	74.1	74.3	74.9	73.8	74.0	75.4	75.3	75.8
Parent	62.7	63.4	60.4	61.5	61.2	59.5	60.8	59.8	60.6	60.2

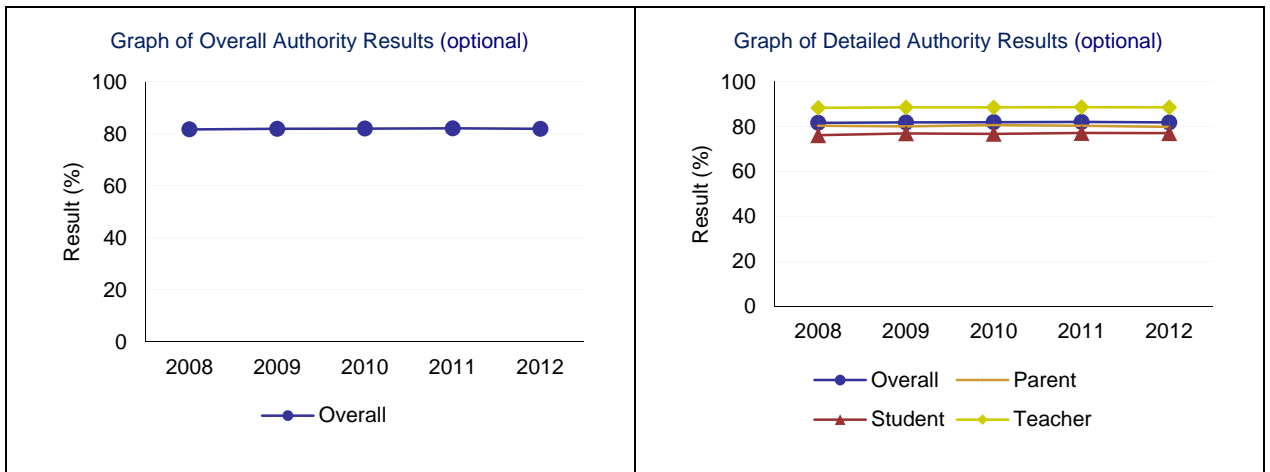


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Program of Studies – Measure Details (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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	81.7	81.9	82.0	82.1	81.9	79.4	80.3	80.5	80.9	80.7
Teacher	88.4	88.6	88.6	88.7	88.6	86.4	86.8	87.7	87.6	87.3
Parent	80.4	80.1	80.7	80.4	79.9	77.6	78.7	78.0	78.3	78.1
Student	76.2	77.0	76.8	77.2	77.1	74.1	75.3	75.9	76.9	76.9

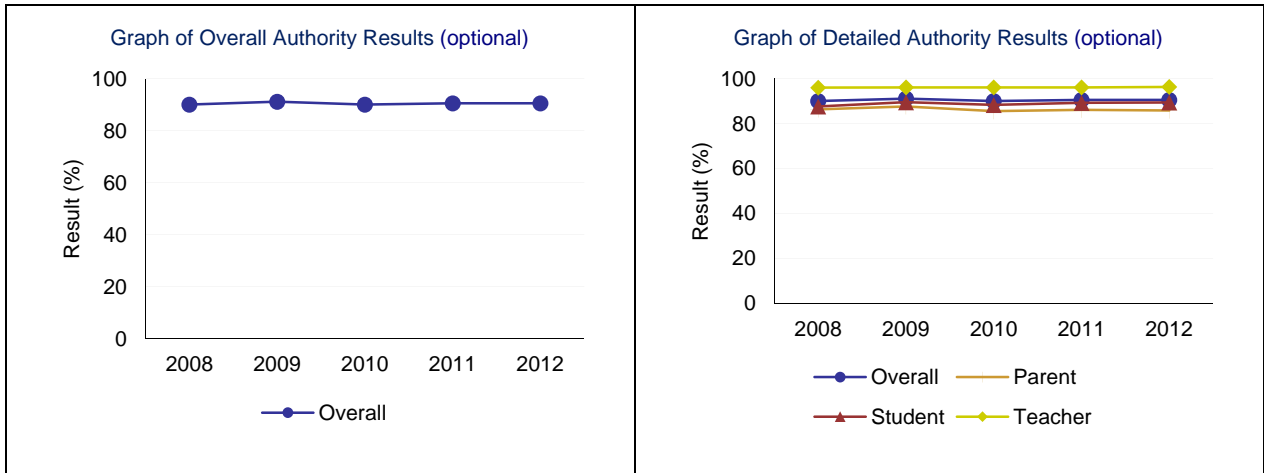


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details (OPTIONAL)

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

	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	90.1	91.2	90.1	90.6	90.6	88.2	89.3	89.2	89.4	89.4
Teacher	96.1	96.2	96.2	96.2	96.4	94.9	95.3	95.6	95.5	95.4
Parent	86.4	87.7	85.6	86.2	85.9	83.0	84.4	83.9	84.2	84.2
Student	87.7	89.6	88.4	89.3	89.5	86.6	88.3	88.2	88.5	88.6

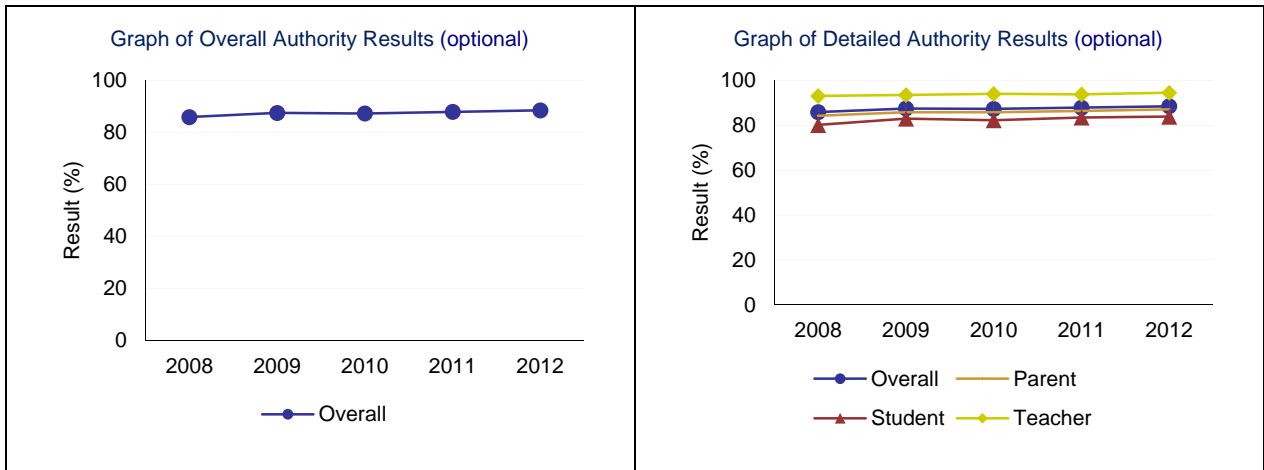


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Safe and Caring – Measure Details (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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	85.9	87.5	87.3	87.9	88.5	85.1	86.9	87.6	88.1	88.6
Teacher	93.1	93.5	94.0	93.8	94.5	93.1	93.8	94.4	94.5	94.8
Parent	84.3	85.8	85.8	86.4	87.1	83.2	85.3	86.1	86.6	87.4
Student	80.2	83.0	82.3	83.5	83.9	79.1	81.7	82.2	83.3	83.7

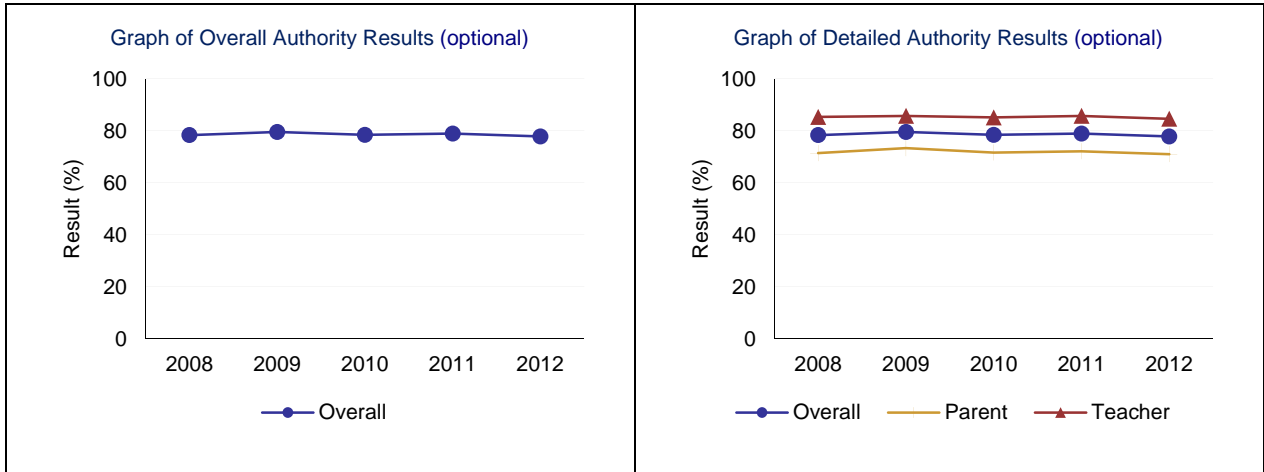


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Parental Involvement – Measure Details (OPTIONAL)

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

	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	78.3	79.5	78.4	78.9	77.8	78.2	80.1	80.0	79.9	79.7
Teacher	85.3	85.7	85.1	85.7	84.6	87.5	88.0	88.6	88.1	88.0
Parent	71.4	73.3	71.6	72.1	71.0	69.0	72.2	71.3	71.7	71.4

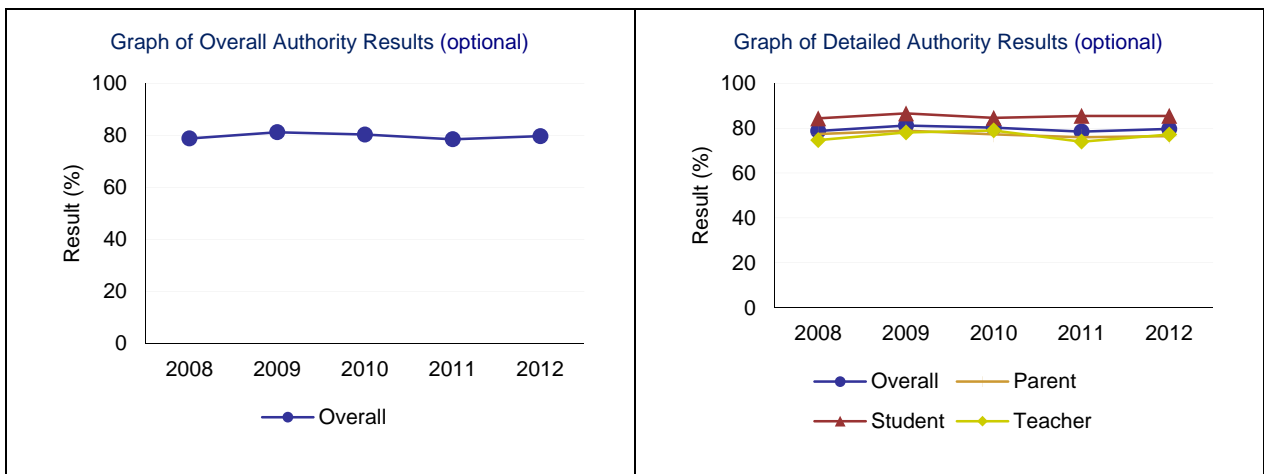


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

School Improvement – Measure Details (OPTIONAL)

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

	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	78.8	81.2	80.3	78.5	79.7	77.0	79.4	79.9	80.1	80.0
Teacher	74.7	78.1	79.0	74.0	77.2	75.6	78.2	80.8	80.1	81.1
Parent	77.4	78.9	77.3	76.0	76.5	75.9	78.1	77.0	77.3	76.2
Student	84.4	86.6	84.6	85.5	85.5	79.5	81.8	81.8	82.9	82.7



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