

October 2010 Accountability Pillar Overall Summary (OPTIONAL)

Goal	Measure Category	Measure Category Evaluation	Measure	Breton High School			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High-quality learning opportunities	Safe and Caring Schools	Concern	Safe and Caring	75.0	78.2	75.3	87.6	86.9	85.4	Very Low	Maintained	Concern
	Student Learning Opportunities	Issue	Program of Studies	53.5	57.1	59.8	80.5	80.3	79.4	Very Low	Maintained	Concern
			Education Quality	80.9	80.9	81.9	89.2	89.3	88.4	Very Low	Maintained	Concern
			Drop Out Rate	4.1	3.2	5.0	4.3	4.8	4.8	High	Maintained	Good
			High School Completion Rate (3 yr)	56.3	66.8	74.6	71.5	70.8	70.9	Very Low	Declined	Concern
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	66.7	77.3	78.7	79.1	78.3	77.2	Low	Maintained	Issue
			PAT: Excellence	11.1	9.1	6.7	19.4	18.3	18.2	Low	Maintained	Issue
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	95.7	70.5	82.0	83.4	84.3	84.3	Very High	Improved	Excellent
			Diploma: Excellence	10.6	9.1	15.2	19.0	18.5	19.2	Low	Maintained	Issue
			Diploma Exam Participation Rate (4+ Exams)	23.2	41.6	33.7	53.5	53.3	53.6	Very Low	Maintained	Concern
	Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Rutherford Scholarship Eligibility Rate (Revised)	44.4	58.3	56.1	56.9	57.3	56.7	Low	n/a	n/a
			Transition Rate (6 yr)	48.4	72.2	58.8	59.8	59.2	58.7	Intermediate	Maintained	Acceptable
Work Preparation			76.2	83.3	79.4	79.9	79.6	78.9	Intermediate	Maintained	Acceptable	
Goal 4: Highly responsive and responsible education system	Parental Involvement	Acceptable	Parental Involvement	77.5	70.4	71.6	80.0	80.1	78.6	Intermediate	Maintained	Acceptable
	Continuous Improvement	Concern	School Improvement	63.9	83.2	76.9	79.9	79.4	77.6	Very Low	Declined	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 subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Measure Evaluation Reference (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 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: High Quality Learning Opportunities

Outcome: Schools environments are safe and caring.

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
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.	80.8	70.7	77.0	78.2	75.0	77	Very Low	Maintained	Concern	80	82	85

Comment on Results

This is an area of ongoing work among our staff and students. Many of the factors affecting the safe and caring atmosphere of Breton High School are not school issues alone. Last year Breton High School created a Safe and Caring Team consisting of staff from Breton High School, Breton Elementary School, Parents and Community Partners such as Brighter Futures and FCSS. The purpose of this team is to support our students in safe and caring initiatives.

The Health Action Team, a student led action group has decided to focus on this aspect of school health. They are currently working on a Youth Action Project with the Society for Safe and Caring Schools with a focus on Relational Aggression.

Although a concern in the accountability pillar, qualitative feedback from staff, students and parents is that our school is safe, welcoming and inviting to all.

Strategies

- Support our Health Action Team.
- Continue to revise our discipline policy to reflect Restorative Practices.
- Teach the behaviours and values of our school directly and purposely to students.
- Continue to work with the Safe and Caring Team, consisting of multiple stakeholders to address issues affecting the safe and caring environment of our school.

Note:

For survey measures, schools may report overall results aggregated across respondent groups or results for each respondent group, whichever they prefer. Including the evaluation of results is optional for schools.

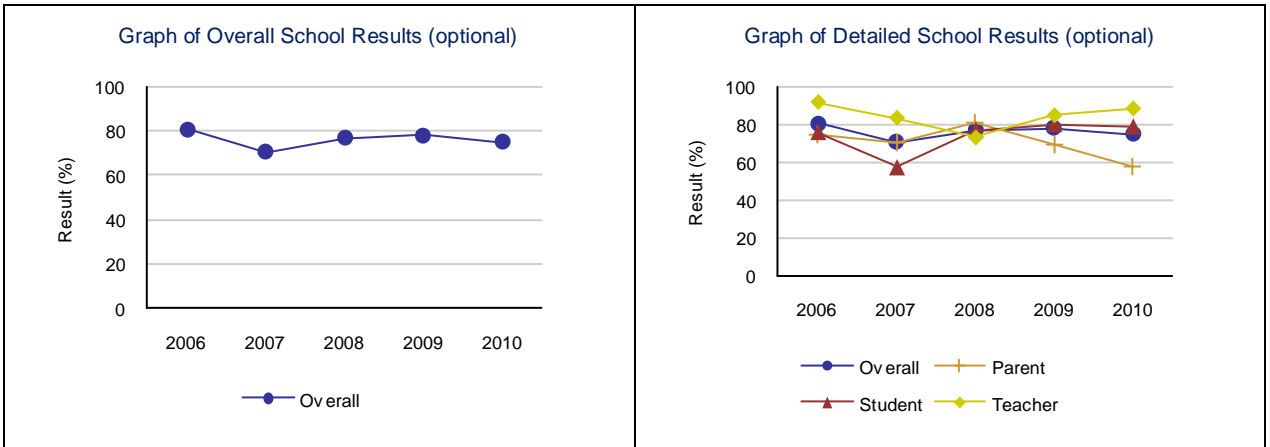
¹ If school had set a target for 2009/10 in the three year education plan 2009/10 – 2011/12, include it in the space provided for each required measure.

² If school had set targets for 2010/11 – 2012/13, include it in the space provided for each required measure.

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.

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	80.8	70.7	77.0	78.2	75.0	80.4	78.5	82.8	83.8	83.2	84.4	84.2	85.1	86.9	87.6
Teacher	92.0	83.7	73.3	85.0	88.6	88.0	87.9	90.7	92.9	92.1	92.8	92.6	93.1	93.8	94.4
Parent	74.3	70.7	80.6	69.5	57.8	80.2	74.4	80.2	78.2	80.6	82.1	81.7	83.2	85.3	86.1
Student	76.0	57.8	77.1	80.1	78.8	73.0	73.3	77.5	80.4	76.8	78.4	78.5	79.1	81.7	82.2



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 meets the needs of all K–12 students and supports our society and the economy.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	60.2	59.7	62.7	57.1	53.5	55	Very Low	Maintained	Concern	57	60	62
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	83.6	82.9	81.9	80.9	80.9	82	Very Low	Maintained	Concern	84	86	88

Comment on Results

Similar to the WRSD results and analysis, these results indicate that there is a desire for a variety of programming, specifically in the fine arts area (music, drama and art) as well as second languages. Breton High School currently has a Junior High Art program and wishes to expand this program into senior high. Facilities are a major factor in this expansion as there is currently not a classroom that has access to water and space to deliver a quality art program.

Music needs are being marginally met through the staff supervision of a school rock band. Students approached administration with a desire to start a band and together with administration identified the necessary resources. The band played at assemblies and school dances. One student has gone on to post secondary to pursue music. Another student attended rock camp to further pursue music. The band will continue for 2010-2011.

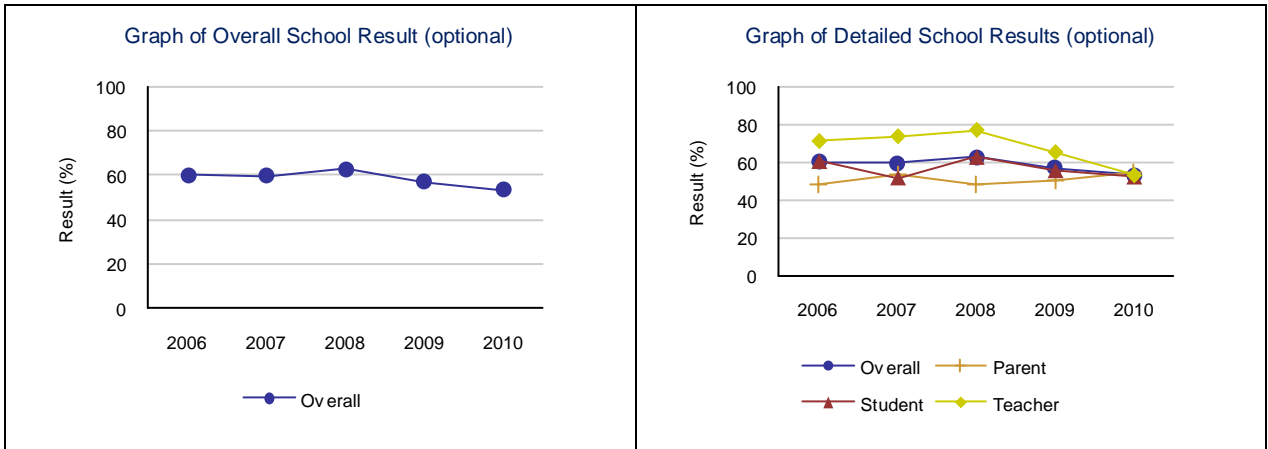
Parents started an afterschool drama club last spring. Students performed in May. Although most of the students were from Junior High, the performances were a success. The drama club has continued this fall with a performance in early December. The group is planning a more extensive production for second semester.

Breton High School implemented an outreach program in house second semester last year. This consisted of distance education courses delivered through Alberta Distance Learning Center and St. Gabriel's Cyber School. One of the factors contributing to the success of the program is having a staff member oversee the students directly. This direct, student support contributed to more students completing their programs. This will continue for 2010-2011

Strategies

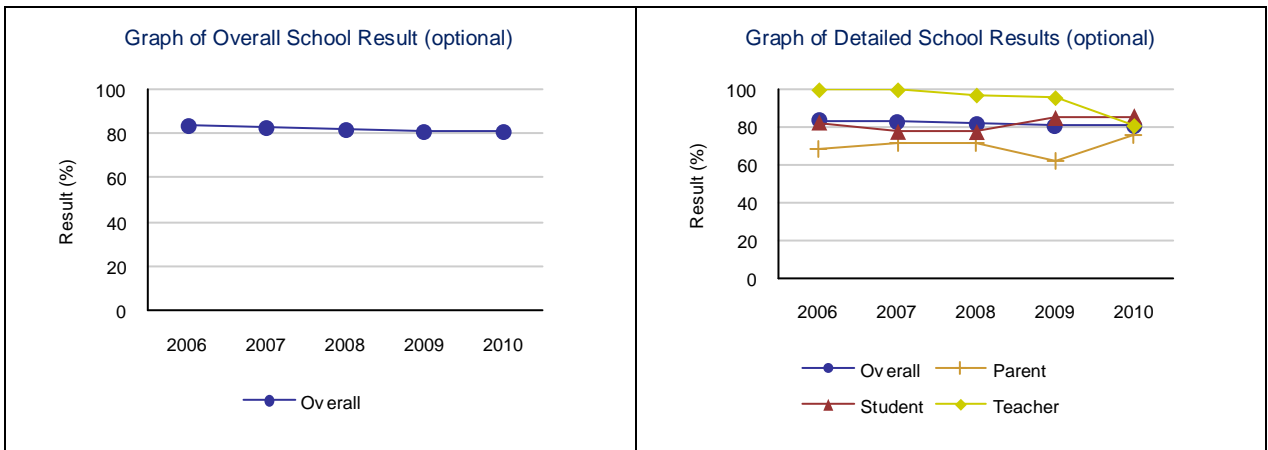
- Continue looking at ways to offer programs of interest to students in unique and innovative ways.
- Continue to utilize community and student expertise to offer programs.
- Work with Maintenance and Division Office to develop a solutions focused IMR plan to address classroom needs for fine arts programming.

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.															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	60.2	59.7	62.7	57.1	53.5	71.8	68.4	73.4	74.5	71.9	78.1	78.5	79.4	80.3	80.5
Teacher	71.3	73.8	77.1	65.6	53.6	77.9	76.3	82.0	80.9	79.0	85.2	85.7	86.4	86.8	87.7
Parent	48.6	53.8	47.9	50.0	54.9	72.4	68.0	70.3	69.9	69.6	76.6	76.9	77.6	78.7	78.0
Student	60.7	51.6	63.0	55.6	52.1	65.1	60.9	67.9	72.8	67.1	72.6	72.9	74.1	75.3	75.9



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

Measure Details (OPTIONAL)															
Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	83.6	82.9	81.9	80.9	80.9	86.5	84.4	87.1	87.4	86.2	87.7	87.6	88.2	89.3	89.2
Teacher	100.0	100.0	97.2	95.8	81.0	92.6	92.8	95.9	94.8	95.1	94.8	94.7	94.9	95.3	95.6
Parent	68.3	71.1	71.1	62.0	75.9	82.2	77.0	79.9	78.7	78.9	81.6	81.8	83.0	84.4	83.9
Student	82.5	77.6	77.5	84.9	85.8	84.8	83.3	85.4	88.9	84.5	86.6	86.4	86.6	88.3	88.2



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

Outcome: *Children and youth with at risk factors have their needs addressed through timely and effective programs and supports.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.6	3.7	8.0	3.2	4.1	3.8	High	Maintained	Good	3.5	3.5	3.5

Comment on Results

Results from Breton High School fluctuate due to the small population. This is affected by lifestyle choices, employment options and student engagement at school.

Greater community partnerships with AHS – Addictions Services, FCSS, Careers Next Generation have helped to address some of the environmental factors contributing to students not staying in school. Our increased focus on student engagement will address particularly student learning needs.

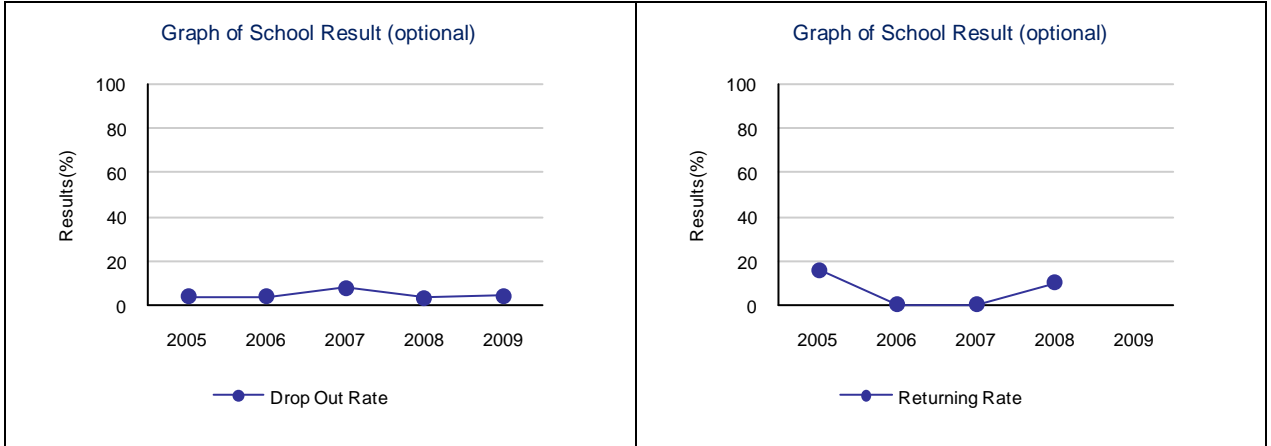
Strategies

- Continue with career prep courses in grade 10 and 11.
- Continue to focus on career awareness in grade 7-9
- Work with community agencies to support students at risk.
- Continue to foster relationship with Careers Next Generation

Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18

	School					Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Drop Out Rate	3.6	3.7	8.0	3.2	4.1	5.5	5.8	6.4	5.0	6.0	5.0	4.7	5.0	4.8	4.3
Returning Rate	16.0	0.0	0.0	10.3	*	16.3	10.5	10.6	13.8	17.6	21.3	21.2	21.3	19.8	23.5



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

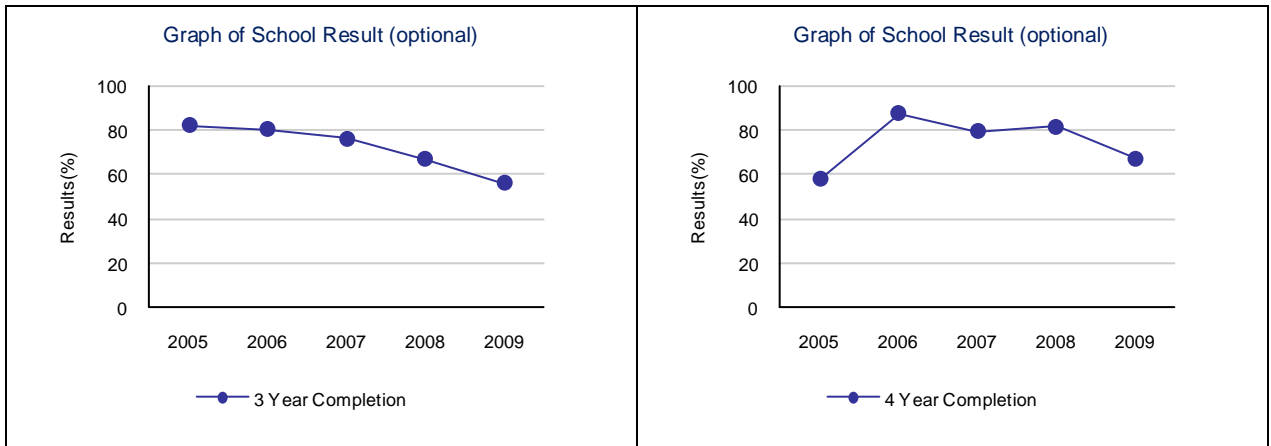
Outcome: High school completion rates are showing continual improvement.

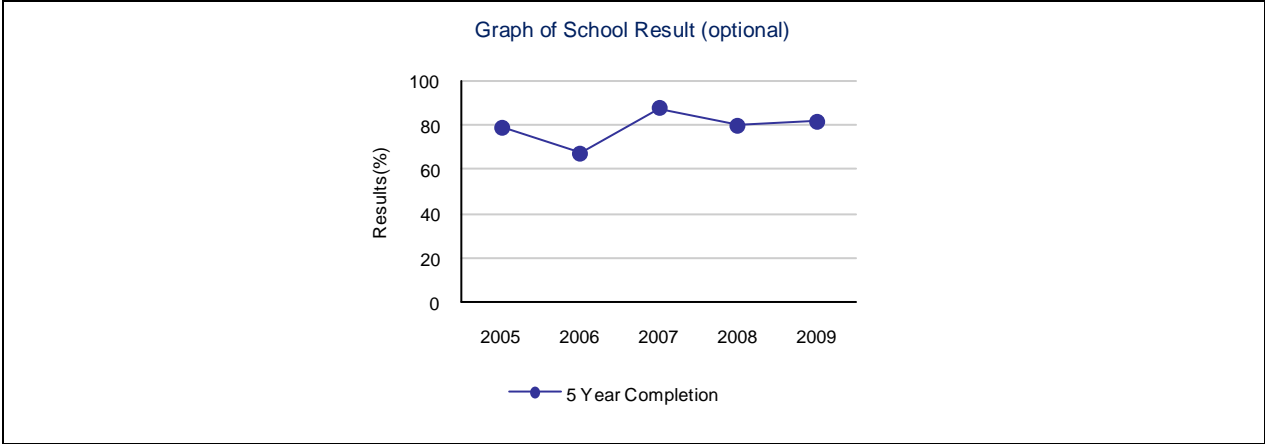
Performance Measure	Results (in Percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
High School Completion Rate – percentages of students who completed high school within three years of entering Grade 10.	82.3	80.3	76.5	66.8	56.3	58	Very Low	Declined	Concern	60	63	66

Comment on Results
 The small population of Breton High School creates fluctuation in these results.

- Strategies**
- Focus on improving student engagement through improving instruction.
 - Expand outreach school model within our school to meet the diverse needs of our students.

Measure Details (OPTIONAL)															
High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.															
	School					Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
3 Year Completion	82.3	80.3	76.5	66.8	56.3	71.9	71.5	71.3	70.2	73.3	70.7	70.6	71.1	70.8	71.5
4 Year Completion	58.1	87.7	79.8	81.8	67.6	76.9	77.4	76.4	75.2	75.2	75.0	76.1	76.1	76.3	76.1
5 Year Completion	79.3	67.6	87.7	79.9	81.8	78.1	78.6	79.3	78.5	77.8	77.0	78.1	78.9	78.7	79.0





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

Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	65.6	72.4	86.5	77.3	66.7	70	Low	Maintained	Issue	75	77	80
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	1.6	5.2	5.8	9.1	11.1	12	Low	Maintained	Issue	14	16	18
Overall percentage of students who achieved the acceptable standard on diploma examinations.	91.4	97.6	78.0	70.5	95.7	90	Very High	Improved	Excellent	90	90	90
Overall percentage of students who achieved the standard of excellence on diploma examinations.	5.7	22.0	14.6	9.1	10.6	12	Low	Maintained	Issue	14	15	16

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	41.2	42.7	16.9	41.6	23.2	40	Very Low	Maintained	Concern	42	46	48
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	50.0	50.0	60.0	58.3	44.4	50	Low	n/a	n/a	52	54	56

Comment on Results

Looking at the results over the last few years, there is fluctuation in the PAT results. Student engagement at the Junior High level is one major factor. Breton High School is working with the school division to build a strong instruction basis for long term improvement. Last year was the first year of a K and E program. This program has helped students find greater success and enjoyment in school.

Strategies

- Develop teacher leadership and instructional capacity
- Restructure staff meetings to foster direct, purposeful learning conversations.
- Increase teacher participation of division wide initiatives – Galileo, Instructional Coaching, SMARTLearning
- Use the Shared Vision of Exemplary Teaching as a benchmark for instruction

Notes:

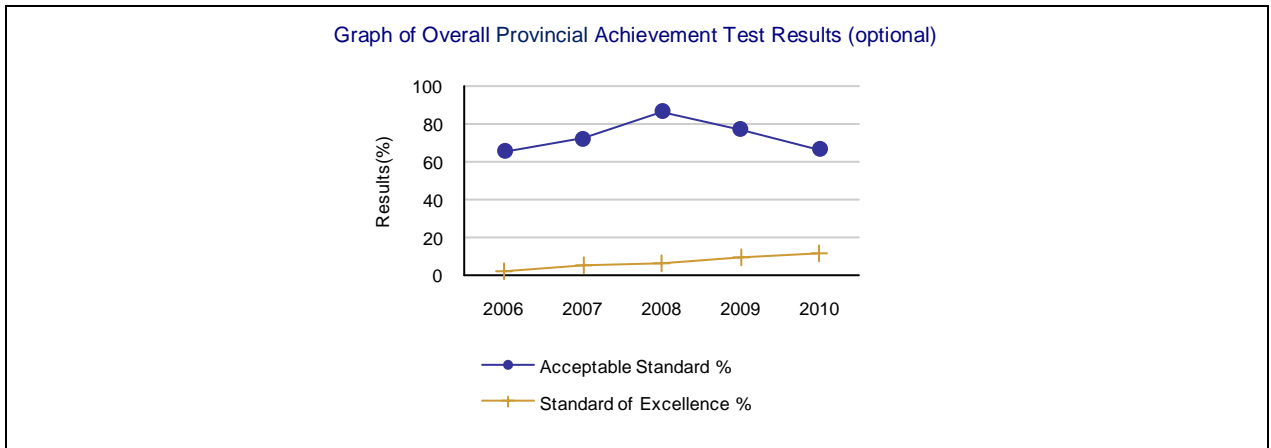
1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (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 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 (*).

Measure Details (OPTIONAL)													
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2006		2007		2008		2009		2010		2010	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	85.3	11.4	84.0	12.8	86.8	12.2	86.4	11.2	84.2	16.9		
	Province	81.3	14.1	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5		
French Language Arts 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	92.3	7.7	72.4	3.4		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	83.8	15.8	84.1	16.3		
Français 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	82.5	16.3	86.4	16.3		
Mathematics 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	87.2	35.3	88.0	23.7	84.7	21.6	88.6	24.7	78.3	14.2		
	Province	82.0	26.9	79.9	23.5	78.7	23.9	79.7	26.8	76.4	24.8		
English Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	81.6	13.9	83.3	16.9	84.6	17.7	88.6	17.1	83.0	13.1		
	Province	79.0	15.9	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9		
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	73.9	17.4	76.5	5.9	91.3	13.0	72.2	5.6		
	Province	87.5	11.2	88.1	11.0	87.7	14.2	91.5	15.9	88.3	15.9		
Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.5	19.7	93.0	18.0	94.3	17.1	92.6	18.7	91.3	18.3		
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	78.1	12.8	75.3	12.1	75.3	14.1	83.2	17.4	74.2	14.6		
	Province	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8	74.3	16.5		
Science 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	84.0	29.3	74.3	21.6	77.6	22.2	80.4	25.9	79.4	22.5		
	Province	78.1	27.7	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4		
Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71.3	13.1		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71.0	16.4		
English Language Arts 9	School	78.1	0.0	69.0	6.9	80.8	3.8	75.8	6.1	66.7	5.6	70	8
	Authority	72.9	6.0	74.1	7.7	77.8	9.6	72.5	5.8	76.0	9.3		
	Province	77.4	13.6	77.5	14.8	76.5	14.8	78.7	14.7	79.3	15.0		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.3	3.3		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.8	7.8		
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	77.8	11.1	54.5	18.2	43.5	8.7	n/a	n/a	60.0	20.0		
	Province	83.3	10.9	81.3	12.9	84.5	12.4	81.8	10.3	86.1	12.4		
Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	14.7	81.6	12.6	84.8	11.7	85.6	12.9	84.3	12.7		
Mathematics 9	School	59.4	9.4	72.4	17.2	50.0	0.0	51.5	6.1	55.6	5.6	60	8
	Authority	59.5	7.8	60.4	12.1	53.8	6.2	52.4	7.6	55.0	8.7		

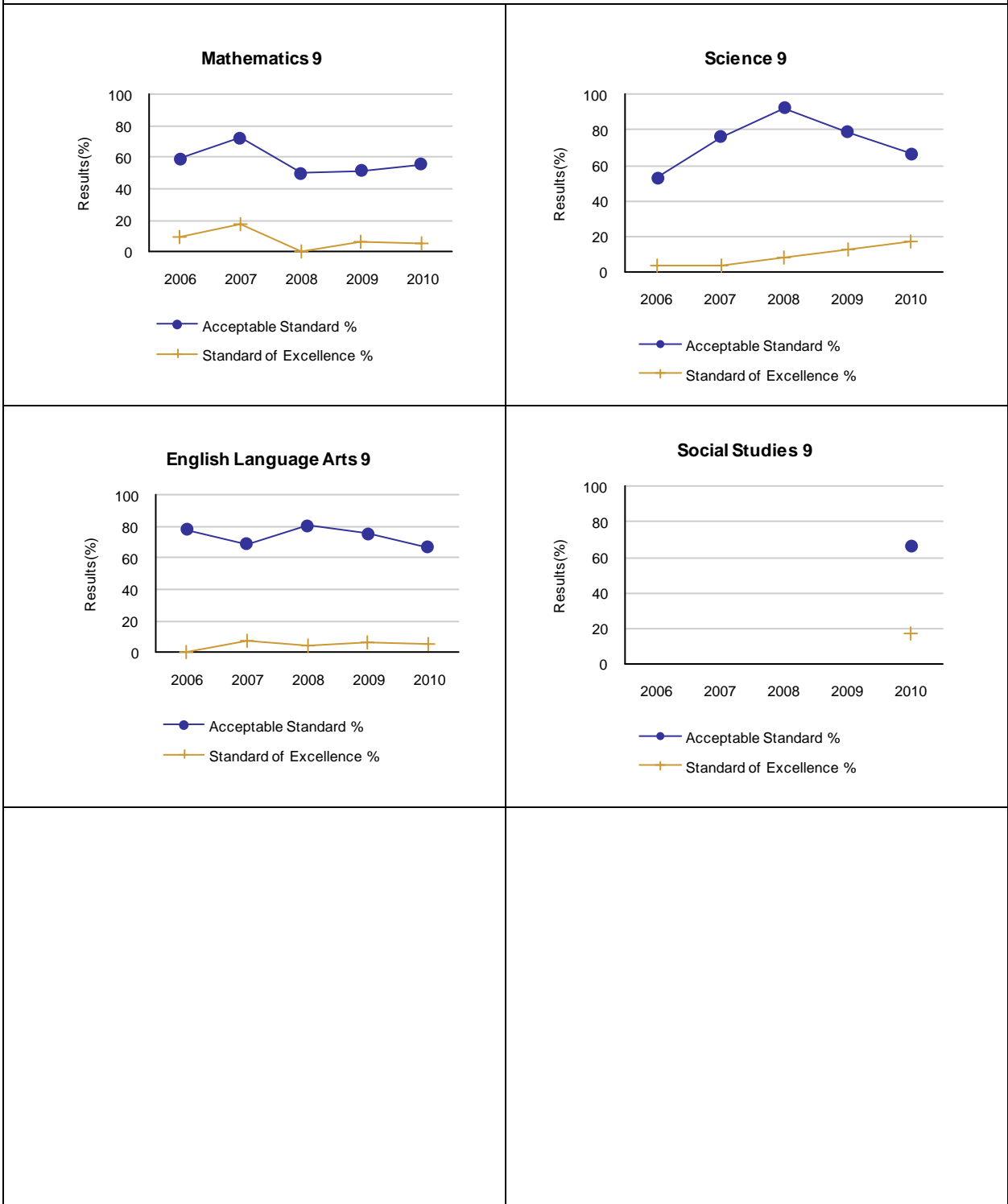
	Province	67.4	17.4	66.3	18.3	65.7	18.5	67.0	18.6	66.4	19.8		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	57.6	18.2		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65.6	15.3		
Science 9	School	53.1	3.1	75.9	3.4	92.3	7.7	78.8	12.1	66.7	16.7	70	8
	Authority	65.4	8.1	70.9	10.0	74.3	9.6	69.3	10.8	71.0	17.5		
	Province	67.4	13.3	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76.7	20.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	67.2	14.3		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.7	16.7	70	18
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65.9	14.7		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	68.9	18.8		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	70.0	26.7		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	64.6	15.7		

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

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



Graph of Provincial Achievement Test Results by Course (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)

Course	Measure	Breton High School							Alberta				
		Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg		
					N	%	N	%	N	%	N	%	
English Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,061	81.6	42,181	80.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,061	19.5	42,181	17.3
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,599	83.3	44,064	81.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,599	18.9	44,064	19.9
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,487	88.3	2,252	89.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,487	15.9	2,252	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	91.3	436	93.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	18.3	436	17.9
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,509	76.8	43,945	75.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,509	26.4	43,945	25.2
English Language Arts 9	Acceptable Standard	Low	Maintained	Issue	18	66.7	29	75.2	43,651	79.3	44,250	77.6	
	Standard of Excellence	Very Low	Maintained	Concern	18	5.6	29	5.6	43,651	15.0	44,250	14.8	
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,403	86.1	2,328	82.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,403	12.4	2,328	11.9
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	84.3	314	84.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	12.7	314	12.4
Science 9	Acceptable Standard	Intermediate	Declined	Issue	18	66.7	29	82.3	43,372	73.6	44,075	70.4	
	Standard of Excellence	Very High	Maintained	Excellent	18	16.7	29	7.8	43,372	17.7	44,075	14.5	

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

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses.

Evaluations for Mathematics (Grades 3, 6, 9) and Social Studies (Grades 6, 9) are not calculated due to the changes in the 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
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 the lower value to 100%.

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses.

Evaluations for Mathematics (Grades 3, 6, 9) and Social Studies (Grades 6, 9) are not calculated due to the changes in the 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

Performance Measure		Results (in percentages)					Target
		2006	2007	2008	2009	2010	2010
Participation rates in provincial achievement tests (PATs) for Grades 3, 6 and 9.							
English Language Arts 3	School	n/a	n/a	n/a	n/a	n/a	
	Authority	94.6	95.2	96.2	94.7	97.0	
	Province	90.6	90.1	89.8	90.6	91.1	
French Language Arts 3	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	100.0	100.0	
	Province	n/a	n/a	n/a	96.5	97.3	
Français 3	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	n/a	n/a	n/a	97.5	97.7	
Mathematics 3	School	n/a	n/a	n/a	n/a	n/a	
	Authority	95.4	96.0	95.4	95.2	96.2	
	Province	90.8	90.5	90.5	91.2	88.3	
English Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	
	Authority	96.0	93.1	92.3	95.1	91.1	
	Province	90.1	89.6	89.5	90.0	90.7	
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	
	Authority	*	95.7	94.1	91.3	88.9	
	Province	96.1	97.5	95.6	97.6	97.5	
Français 6	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	98.0	97.6	98.5	97.7	98.4	
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	
	Authority	96.3	92.5	92.8	95.1	91.0	
	Province	90.6	90.0	90.0	90.6	88.3	
Science 6	School	n/a	n/a	n/a	n/a	n/a	
	Authority	96.3	92.0	93.0	94.0	92.2	
	Province	90.0	89.1	89.0	89.6	90.5	
Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	92.4	
	Province	n/a	n/a	n/a	n/a	90.3	
English Language Arts 9	School	93.8	89.7	100.0	87.9	72.2	80
	Authority	86.7	86.4	90.9	86.5	89.9	
	Province	87.7	87.9	87.7	89.7	89.8	
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	86.7	
	Province	n/a	n/a	n/a	n/a	82.2	
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	
	Authority	100.0	63.6	52.2	n/a	80.0	
	Province	95.9	93.7	96.8	95.2	98.0	
Français 9	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	98.0	96.9	97.8	98.5	97.5	
Mathematics 9	School	93.8	93.1	100.0	93.9	66.7	80
	Authority	89.1	87.4	90.6	87.9	91.0	
	Province	87.3	88.0	88.0	89.8	86.8	
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	90.9	

School: 3202 Breton High School

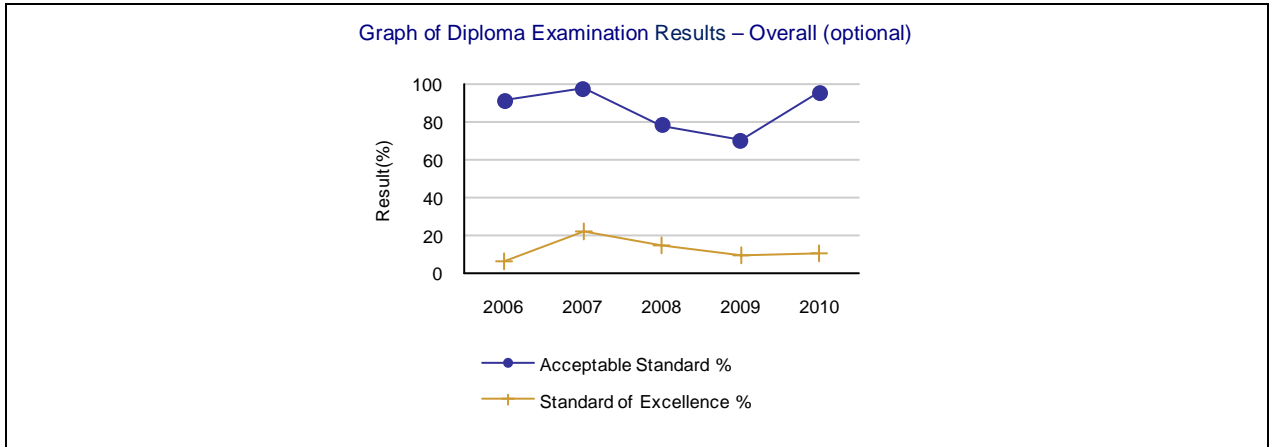
	Province	n/a	n/a	n/a	n/a	87.3	
Science 9	School	93.8	93.1	100.0	97.0	72.2	80
	Authority	88.9	87.6	92.1	88.3	89.3	
	Province	88.1	88.8	89.0	90.5	90.4	
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	93.3	
	Province	n/a	n/a	n/a	n/a	86.7	
Social Studies 9	School	n/a	n/a	n/a	n/a	72.2	80
	Authority	n/a	n/a	n/a	n/a	89.9	
	Province	n/a	n/a	n/a	n/a	90.2	
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	93.3	
	Province	n/a	n/a	n/a	n/a	85.2	

Measure Details (OPTIONAL)													
Diploma Exam Course by Course Results by Students Writing													
		Results (in percentages)										Target	
		2006		2007		2008		2009		2010		2010	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	100.0	9.1	100.0	44.4	100.0	20.0	70.0	10.0	100.0	14.3	100	15
	Authority	86.1	10.5	87.2	15.1	91.3	11.2	84.3	5.6	85.3	5.5		
	Province	88.0	19.3	87.7	19.0	87.1	15.5	86.1	12.3	85.1	10.1		
English Lang Arts 30-2	School	100.0	0.0	100.0	7.7	100.0	30.0	100.0	0.0	100.0	8.3	100	10
	Authority	83.8	3.1	92.8	3.9	90.9	9.7	91.8	6.0	91.0	8.0		
	Province	86.1	8.1	88.7	9.7	88.9	8.8	88.2	8.5	88.8	9.8		
French Lang Arts 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	100.0	11.1	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.0	21.8	95.6	23.1	94.9	24.5	95.1	18.9	93.7	16.3		
Français 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.8	28.1	97.2	24.6	98.5	25.4	94.7	33.1	94.2	15.6		
Pure Mathematics 30	School	88.9	0.0	*	*	44.4	0.0	50.0	0.0	88.9	11.1	90	12
	Authority	67.4	8.0	67.1	15.8	74.5	22.1	71.1	13.3	78.5	12.1		
	Province	82.8	26.5	81.1	24.6	81.3	25.8	82.1	26.3	82.9	29.7		
Applied Mathematics 30	School	*	*	100.0	0.0	*	*	28.6	0.0	*	*	85	10
	Authority	63.5	2.7	67.7	6.1	54.4	2.9	79.8	8.4	76.1	11.0		
	Province	77.5	11.8	77.6	12.1	76.4	10.7	79.4	13.5	77.3	12.6		
Social Studies 30	School	83.3	8.3	82.4	17.6	90.9	9.1	100.0	42.9	n/a	n/a		
	Authority	74.3	13.7	76.6	14.1	81.7	12.4	88.8	25.0	*	*		
	Province	85.5	23.9	86.1	24.6	84.7	21.5	84.2	21.4	67.8	10.4		
Social Studies 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100.0	7.7	100	8
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	83.9	9.5		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84.5	16.1		
Social Studies 33	School	100.0	11.1	100.0	61.5	100.0	37.5	100.0	30.8	n/a	n/a		
	Authority	84.4	11.3	87.8	19.9	88.6	14.6	85.8	19.6	76.9	7.7		
	Province	83.5	19.0	84.8	19.6	85.3	18.9	85.6	20.2	76.4	11.5		
Social Studies 30-2	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84.6	23.1	86	20
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	81.7	10.9		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	85.0	13.7		
Biology 30	School	n/a	n/a	91.7	25.0	85.7	14.3	88.9	33.3	87.5	12.5	88	13
	Authority	75.6	20.5	79.3	21.3	76.2	15.6	73.5	15.9	79.4	22.5		
	Province	81.4	26.4	83.5	27.4	82.3	26.3	83.0	26.6	81.4	28.1		
Chemistry 30 Old	School	72.7	27.3	n/a	n/a	*	*	n/a	n/a	n/a	n/a		
	Authority	87.0	26.0	94.0	34.6	84.6	33.3	*	*	n/a	n/a		
	Province	88.4	37.1	89.3	37.9	89.2	39.2	77.6	19.5	87.5	37.5		
Chemistry 30	School	n/a	n/a	n/a	n/a	n/a	n/a	57.1	14.3	75.0	12.5	77	13
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	67.8	21.2	80.9	27.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	76.3	27.7	79.0	29.9		
Physics 30 Old	School	71.4	14.3	87.5	0.0	33.3	0.0	n/a	n/a	n/a	n/a		
	Authority	68.7	8.1	72.7	18.2	75.3	16.4	*	*	n/a	n/a		
	Province	84.4	30.0	86.1	29.3	85.7	32.0	74.4	25.6	75.0	25.0		
Physics 30	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	83.3	0.0	85	10
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	63.2	8.8	72.5	11.3		

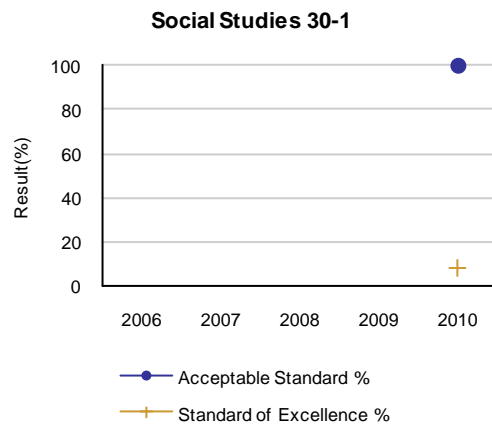
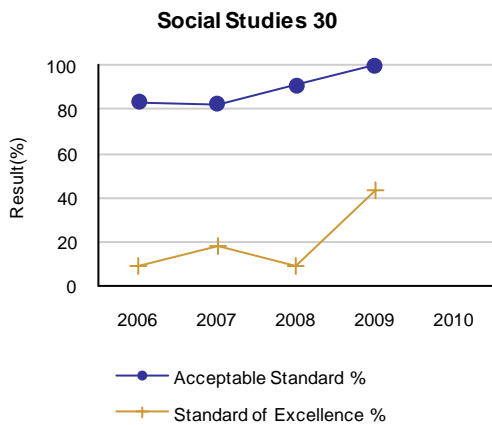
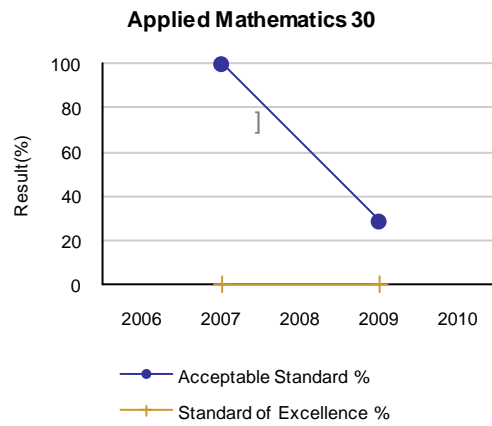
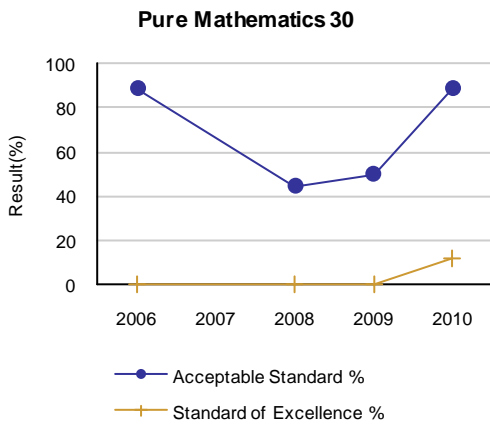
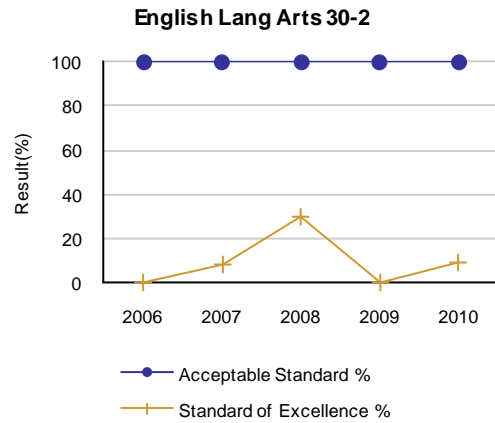
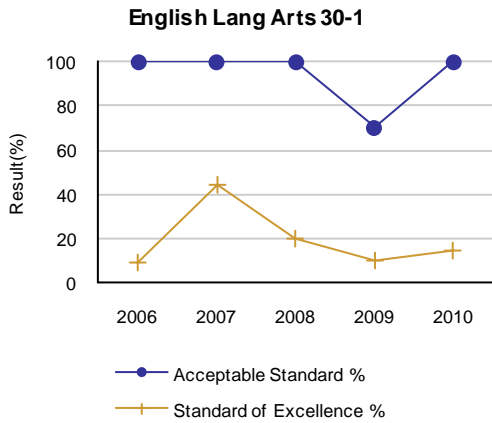
	Province	n/a	n/a	n/a	n/a	n/a	n/a	79.3	23.1	73.9	20.3		
Science 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	81.8	20.5	88.0	36.0	66.7	4.2	68.1	6.4	60.0	26.7		
	Province	82.8	17.3	87.1	18.0	88.6	21.6	86.0	20.9	80.1	22.8		

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.

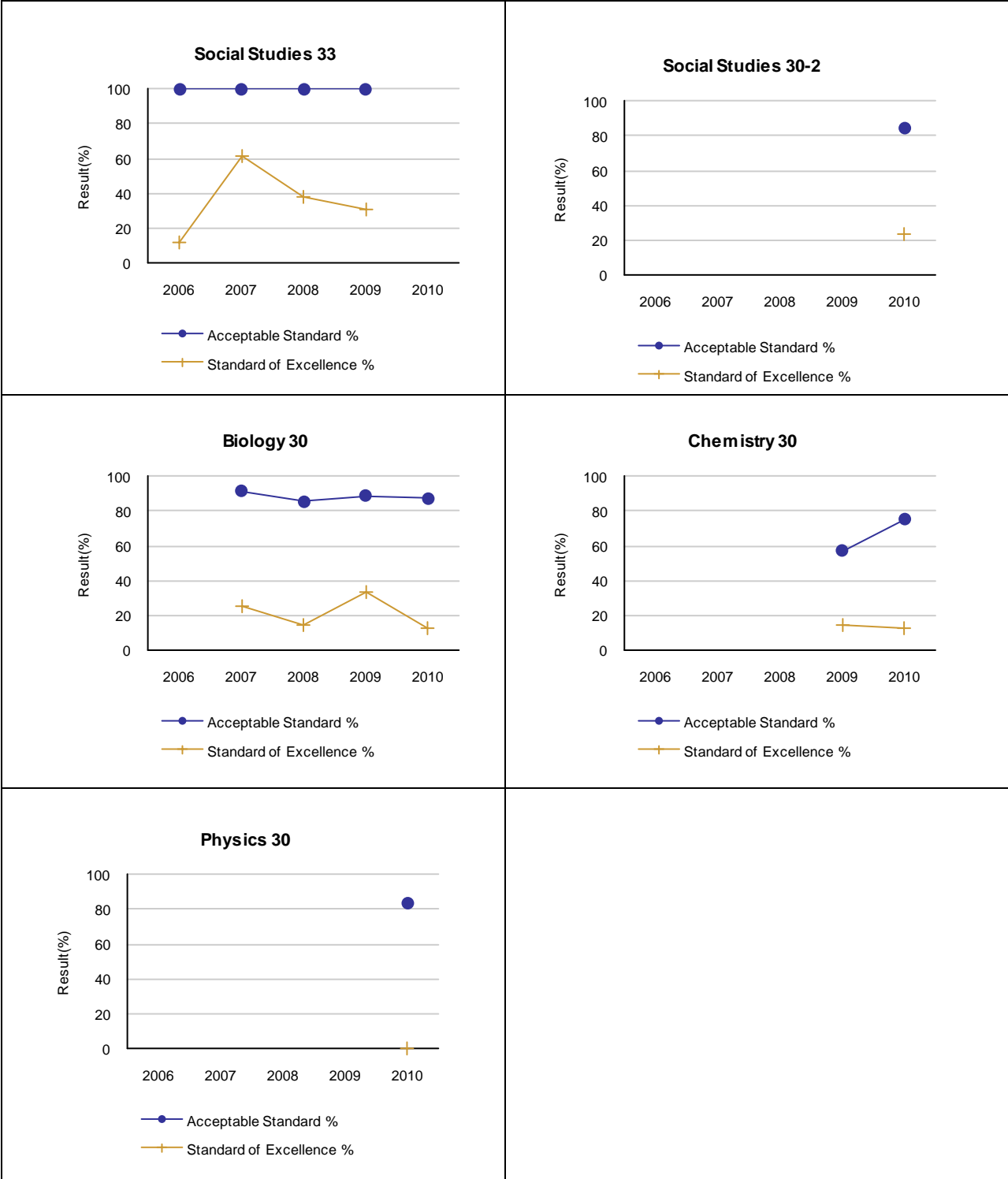


Diploma Examination Results by Course (optional)



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)



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

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

Course	Measure	Breton High School							Alberta			
		Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very High	Improved	Excellent	14	100.0	10	90.0	29,151	85.1	28,157	87.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	14	14.3	10	24.8	29,151	10.1	28,157	15.6
English Lang Arts 30-2	Acceptable Standard	Very High	Maintained	Excellent	12	100.0	11	100.0	14,314	88.8	13,150	88.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	12	8.3	11	12.6	14,314	9.8	13,150	9.0
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,324	93.7	1,224	95.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,324	16.3	1,224	22.1
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	154	94.2	135	96.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	154	15.6	135	27.7
Pure Mathematics 30	Acceptable Standard	High	Improved	Good	9	88.9	9	47.2	22,917	82.9	22,411	81.5
	Standard of Excellence	Low	Improved	Acceptable	9	11.1	9	0.0	22,917	29.7	22,411	25.6
Applied Mathematics 30	Acceptable Standard	*	*	*	4	*	7	64.3	10,639	77.3	10,191	77.8
	Standard of Excellence	*	*	*	4	*	7	0.0	10,639	12.6	10,191	12.1
Biology 30	Acceptable Standard	High	Maintained	Good	8	87.5	9	88.8	22,345	81.4	20,946	82.9
	Standard of Excellence	Low	Maintained	Issue	8	12.5	9	24.2	22,345	28.1	20,946	26.8
Chemistry 30	Acceptable Standard	n/a	Maintained	n/a	8	75.0	7	57.1	18,933	79.0	17,370	76.3
	Standard of Excellence	n/a	Maintained	n/a	8	12.5	7	14.3	18,933	29.9	17,370	27.7
Physics 30	Acceptable Standard	n/a	n/a	n/a	6	83.3	n/a	n/a	10,360	73.9	10,072	79.3
	Standard of Excellence	n/a	n/a	n/a	6	0.0	n/a	n/a	10,360	20.3	10,072	23.1
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,941	80.1	4,004	87.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,941	22.8	4,004	20.2

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

Too few jurisdictions offer Français 30-1 for an Achievement Evaluation to be calculated. However, the results from Français 30-1 are included in the aggregation of all Diploma courses.

Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the changes in the examinations in 2009. Evaluations for Social Studies (30, 33, 30-1, 30-2) are not calculated due to the changes in the examinations in 2010.

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

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

Too few jurisdictions offer Français 30-1 for an Achievement Evaluation to be calculated. However, the results from Français 30-1 are included in the aggregation of all Diploma courses.

Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the changes in the examinations in 2009. Evaluations for Social Studies (30, 33, 30-1, 30-2) are not calculated due to the changes in the examinations in 2010.

Improvement Table

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

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

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

Overall Evaluation Table

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

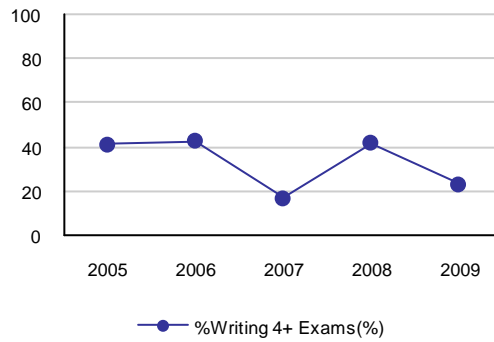
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue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

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 (optional)										
	School					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
% Writing 0 Exams	2.1	14.6	15.5	16.8	30.4	18.1	17.8	18.0	18.4	18.0
% Writing 1+ Exams	97.9	85.4	84.5	83.2	69.6	81.9	82.2	82.0	81.6	82.0
% Writing 2+ Exams	92.7	85.4	72.4	79.4	59.6	78.3	78.5	78.6	78.0	78.7
% Writing 3+ Exams	74.7	59.8	41.0	75.7	46.4	65.6	65.6	65.6	64.9	65.2
% Writing 4+ Exams	41.2	42.7	16.9	41.6	23.2	53.5	53.7	53.6	53.3	53.5
% Writing 5+ Exams	20.6	25.6	7.2	34.0	19.9	34.5	34.6	34.7	34.3	34.7
% Writing 6+ Exams	7.7	12.8	2.4	3.8	9.9	12.8	13.0	13.2	12.7	12.9

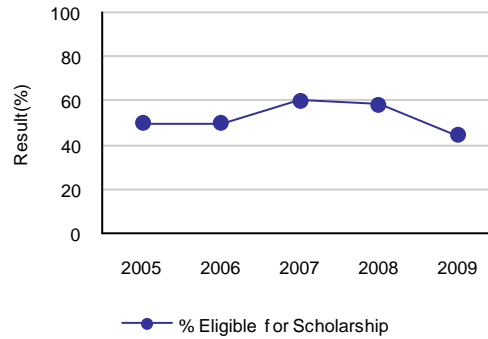
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject (optional)										
	School					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
English 30/30-1	53.8	45.8	23.8	51.9	29.0	54.4	54.7	54.5	53.8	54.0
English 33/30-2	43.6	37.5	35.7	37.0	35.5	23.7	23.5	23.6	24.0	24.5
Total of 1 or more English Diploma Exams	97.4	83.3	59.5	81.5	64.5	76.9	77.1	77.0	76.7	77.1
Social 30	51.3	50.0	33.3	48.1	22.6	49.1	49.5	49.3	48.1	48.1
Social 33	41.0	37.5	38.1	33.3	38.7	29.1	28.8	28.8	29.5	30.1
Total of 1 or more Social Diploma Exams	92.3	83.3	71.4	77.8	61.3	77.0	77.2	77.2	76.7	77.4
Math 30/Pure	25.6	41.7	2.4	44.4	22.6	41.1	41.9	41.7	41.1	40.8
Math 33/Applied	25.6	16.7	16.7	29.6	22.6	19.9	19.5	19.5	19.1	19.7
Total of 1 or more Math Diploma Exams	51.3	58.3	19.0	74.1	45.2	60.4	60.7	60.7	59.7	59.9
Biology 30	46.2	33.3	28.6	22.2	22.6	39.4	39.6	39.8	39.1	39.8
Chemistry 30	25.6	20.8	35.7	29.6	9.7	34.4	34.2	34.3	34.5	17.3
Physics 30	17.9	25.0	7.1	25.9	4.8	21.6	21.6	21.5	20.4	10.0
Science 30	2.6	0.0	0.0	0.0	0.0	7.0	7.0	7.0	7.4	8.2
Total of 1 or more Science Diploma Exams	53.8	41.7	38.1	40.7	22.6	56.6	56.7	56.5	56.1	56.1
Français 30	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.2
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.4	2.7	2.7	2.7	2.7
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	2.6	2.9	2.9	2.9	2.9

Measure Details (OPTIONAL)									
Rutherford eligibility rate (optional)									
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
2005	40	17	42.5	16	40.0	7	17.5	20	50.0
2006	24	9	37.5	12	50.0	4	16.7	12	50.0
2007	35	16	45.7	20	57.1	8	22.9	21	60.0
2008	24	12	50.0	9	37.5	4	16.7	14	58.3
2009	27	12	44.4	11	40.7	3	11.1	12	44.4

Graph of Diploma Examination Participation Rate (optional)



Graph of Rutherford Eligibility Rate (optional)



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

Outcome: Students are well prepared for lifelong learning.

Performance Measures	2005	2006	2007	2008	2009	Target	Evaluation			Targets		
						2010	Achievement	Improvement	Overall	2011	2012	2013
High school to post-secondary transition rate within six years of entering Grade 10.	55.2	53.6	50.7	72.2	48.4	50	Intermediate	Maintained	Acceptable	52	54	56

Comment on Results

Breton High School has run a career prep 10 and career prep 20 course for the last two years. Students have become more aware of post secondary options outside the usual routes. CTS teachers have researched the apprenticeship courses for students wishing to enter the trades. This option will give students a head start to pursuing post secondary education and thus make themselves more employable. The relationship with Careers Next Generation has been a huge benefit. Through Careers Next Generation, there are two students currently enrolled in a Power Engineering Internship with Capital Power – Genesee and NAIT.

Strategies

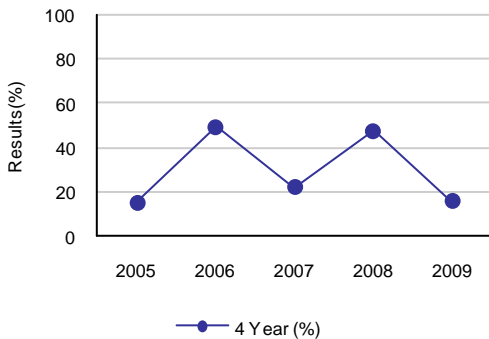
- Continue to work with Red Deer College on dual credit programs for apprenticeship students.
- Continue to invite post secondary institutions to talk to students
- Continue to organize tours to post secondary institutions
- Continue to participate in Skills Alberta events such as Regional Skills Competition and Provincial Skills Competition.
- Build teacher leadership capacity through involvement in Galileo

Measure Details (OPTIONAL)

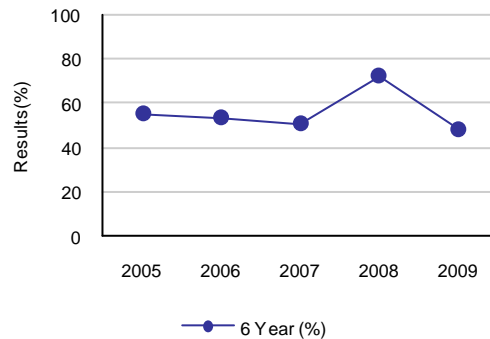
High school to post-secondary transition rate

	School					Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
6 year rate	55.2	53.6	50.7	72.2	48.4	48.6	49.2	52.2	55.0	47.8	56.6	58.1	58.8	59.2	59.8
4 year rate	15.0	49.6	21.9	47.6	15.7	32.4	32.7	28.5	30.6	28.7	35.6	37.7	38.7	38.9	37.5

Graph of School Result (optional)



Graph of School Result (optional)



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

Outcome: Students are well prepared for employment.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
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.	71.4	68.3	86.7	83.3	76.2	78	Intermediate	Maintained	Acceptable	80	82	84

Comment on Results

Strategies

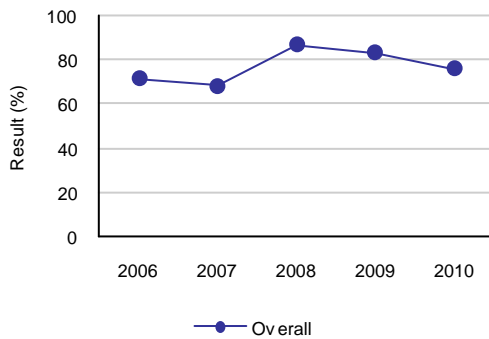
- Continue with Career Prep 10 and 20 courses
- Increase teacher knowledge and application of 21st Century Learning research

Measure Details (OPTIONAL)

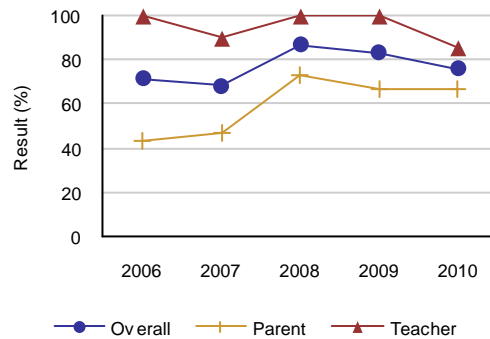
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	71.4	68.3	86.7	83.3	76.2	72.5	71.5	76.8	76.2	72.9	77.0	77.1	80.1	79.6	79.9
Teacher	100.0	90.0	100.0	100.0	85.7	84.0	84.2	89.2	91.0	90.0	89.4	89.2	89.3	88.9	90.0
Parent	42.9	46.7	73.3	66.7	66.7	61.0	58.7	64.3	61.5	55.9	64.6	65.1	70.9	70.2	69.8

Graph of Overall School Results (optional)



Graph of Detailed School Results (optional)



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

Outcome: Students model the characteristics of active citizenship.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	65.8	54.8	67.2	69.2	68.4	70	Low	Maintained	Issue	72	74	76

Comment on Results

Health Action Team has done considerable work in this area. Results will improve as the impact of their work has an effect on our students. A Leadership class was started last year to teach students leadership and citizenship.

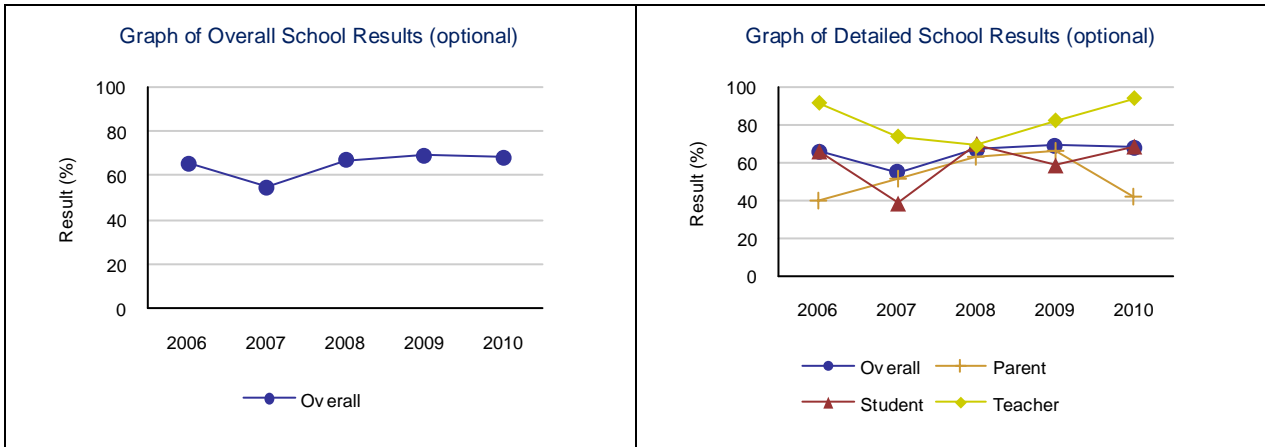
Strategies

- Provide opportunities for students to volunteer within school and community
- Research global student initiatives such as Canada World Youth and SEVEC to give students practical and exciting ways to address humanitarian issues.
- Continue to develop the leadership program.

Measure Details (OPTIONAL)

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

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	65.8	54.8	67.2	69.2	68.4	69.7	68.5	72.0	75.1	75.1	76.8	76.6	77.9	80.3	81.4
Teacher	91.8	74.0	69.0	82.5	94.3	81.0	81.3	84.0	88.6	91.4	90.3	89.9	90.6	91.8	93.0
Parent	39.7	52.0	62.7	66.7	42.2	66.5	63.2	65.6	66.6	68.4	72.4	72.6	74.7	77.4	78.5
Student	66.0	38.4	70.0	58.6	68.6	61.7	61.1	66.3	70.0	65.4	67.5	67.1	68.5	71.8	72.7



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

Goal Four: Highly Responsive and Responsible Jurisdiction

Outcome: The jurisdiction demonstrates effective working relationships.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	72.3	60.3	84.2	70.4	77.5	80	Intermediate	Maintained	Acceptable	82	84	86

Comment on Results

School administration and parent council have discussed at length how parents can be involved. Involvement for parents has several meanings, from being on parent council, to volunteering or just knowing what is going on. Communication continues to be an issue for parents. They report that they don't receive newsletters or information from their children. Breton High School has expanded the parent email distribution list started three years ago so parents can receive information electronically. Even though all communication is attached to our website, very few parents report using it.

Parent council and the school are exploring the need for a volunteer coordinator to act as a liaison between the school and community, connecting those that are interested in being involved with the school.

Strategies

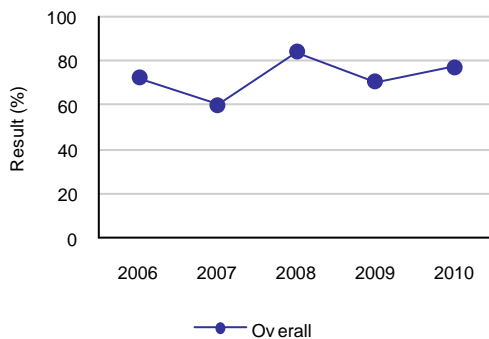
- Continue with Safe and Caring Team
- Restructure Grade 7 and Grade 9 Parent Orientation meetings to increase participation.
- Work with School Council to engage parents
- Increase communication with parents through the use of community resources.

Measure Details (OPTIONAL)

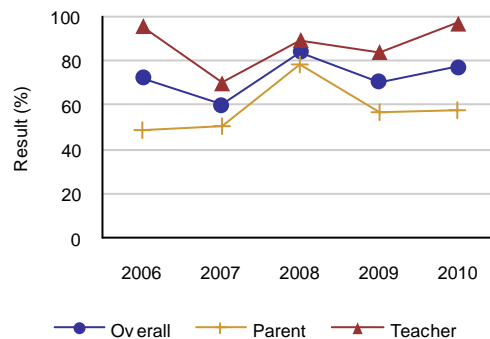
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	72.3	60.3	84.2	70.4	77.5	77.8	75.2	80.0	79.4	76.8	77.9	77.5	78.2	80.1	80.0
Teacher	96.0	70.0	89.7	84.2	97.1	84.9	86.1	90.1	90.0	88.6	87.6	87.1	87.5	88.0	88.6
Parent	48.6	50.7	78.7	56.7	57.8	70.7	64.3	69.9	68.8	65.0	68.1	67.9	69.0	72.2	71.3

Graph of Overall School Results (optional)



Graph of Detailed School Results (optional)



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

Outcome: The jurisdiction demonstrates leadership, innovation and continuous improvement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
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.	83.7	70.4	77.0	83.2	63.9	70	Very Low	Declined	Concern	72	74	76

Comment on Results

Breton High School has consistently been focusing on key issues and sustainable strategies for improvement. Key areas of significant improvement include fiscal responsibility. From a school facing huge deficits three years ago to now meeting and exceeding budget expectations.

Another area that has been a focus is citizenship and sense of community within Breton High School. Teaching students which behaviours are acceptable and which are not has been a challenge.

Consistent leadership and teamwork has helped Breton High School slowly improve and we are beginning to reap the benefits of this hard work.

Strategies

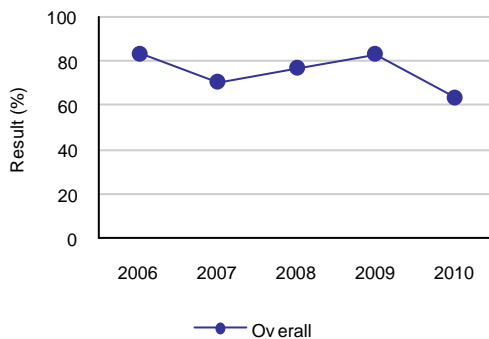
- Increase communication of the successes of Breton High School
- Continue to foster an effective collaborative relationship with Breton Elementary School
- Increase the collaboration between the school and community groups. Although there is a close relationship with FCSS, there is room for improvement with Town Council and County Council.

Measure Details (OPTIONAL)

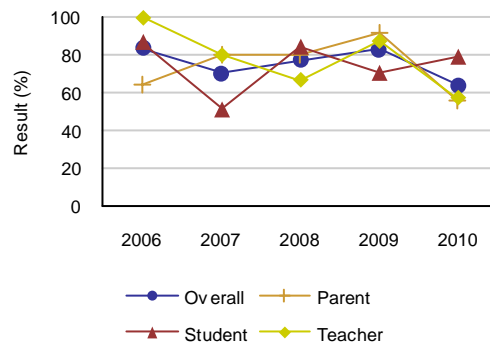
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	83.7	70.4	77.0	83.2	63.9	74.0	67.0	75.2	79.0	76.5	76.8	76.3	77.0	79.4	79.9
Teacher	100.0	80.0	66.7	87.5	57.1	75.0	62.1	73.6	83.2	77.2	75.5	74.5	75.6	78.2	80.8
Parent	64.3	80.0	80.0	91.7	55.6	72.2	66.2	74.4	71.9	74.7	75.4	75.1	75.9	78.1	77.0
Student	86.8	51.2	84.3	70.5	79.0	74.9	72.7	77.7	81.7	77.6	79.4	79.3	79.5	81.8	81.8

Graph of Overall School Results (optional)



Graph of Detailed School Results (optional)



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