

**October 2010 Accountability Pillar Overall Summary (OPTIONAL)**

| Goal   | Measure Category  | Measure Category Evaluation | Measure   | Caroline 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                                       | Good                        | Safe and Caring                                   | 87.9            | 89.7             | 74.8              | 87.6           | 86.9             | 85.4              | High                   | Improved Significantly | Good       |
|  | Student Learning Opportunities                                | Issue                       | Program of Studies                                | 51.4            | 70.7             | 58.1              | 80.5           | 80.3             | 79.4              | Very Low               | Maintained             | Concern    |
|  |   |                             | Education Quality                                 | 83.4            | 89.5             | 81.3              | 89.2           | 89.3             | 88.4              | Low                    | Maintained             | Issue      |
|  |   |                             | Drop Out Rate                                     | 8.7             | 5.4              | 4.9               | 4.3            | 4.8              | 4.8               | Low                    | Declined               | Issue      |
|  |   |                             | High School Completion Rate (3 yr)                | 58.3            | 69.8             | 55.4              | 71.5           | 70.8             | 70.9              | Low                    | Maintained             | Issue      |
| Goal 2: Excellence in student learning outcomes            | Student Learning Achievement (Grades K-9)                     | Good                        | PAT: Acceptable                                   | 79.0            | 84.3             | 81.0              | 79.1           | 78.3             | 77.2              | Intermediate           | Maintained             | Acceptable |
|  |   |                             | PAT: Excellence                                   | 21.7            | 11.4             | 12.2              | 19.4           | 18.3             | 18.2              | High                   | Improved               | Good       |
|  | Student Learning Achievement (Grades 10-12)                   | n/a                         | Diploma: Acceptable                               | 78.8            | 62.5             | 57.1              | 83.4           | 84.3             | 84.3              | Low                    | Improved               | Acceptable |
|  |   |                             | Diploma: Excellence                               | 9.1             | 3.1              | 3.6               | 19.0           | 18.5             | 19.2              | Very Low               | Maintained             | Concern    |
|  |   |                             | Diploma Exam Participation Rate (4+ Exams)        | 15.5            | 53.0             | 38.1              | 53.5           | 53.3             | 53.6              | Very Low               | Declined               | Concern    |
|  |   |                             | Rutherford Scholarship Eligibility Rate (Revised) | 50.0            | 68.0             | 70.8              | 56.9           | 57.3             | 56.7              | Intermediate           | n/a                    | n/a        |
|  | Preparation for Lifelong Learning, World of Work, Citizenship | Acceptable                  | Transition Rate (6 yr)                            | 46.6            | 42.5             | 43.6              | 59.8           | 59.2             | 58.7              | Low                    | Maintained             | Issue      |
|  |   |                             | Work Preparation                                  | 71.4            | 85.9             | 60.7              | 79.9           | 79.6             | 78.9              | Low                    | Maintained             | Issue      |
| Citizenship  |   |                             | 81.3  | 84.7            | 62.9             | 81.4              | 80.3           | 78.3             | Very High         | Improved Significantly | Excellent              |            |
| Goal 4: Highly responsive and responsible education system | Parental Involvement  | Acceptable                  | Parental Involvement                              | 75.1            | 85.9             | 72.3              | 80.0           | 80.1             | 78.6              | Intermediate           | Maintained             | Acceptable |
|  | Continuous Improvement  | Good                        | School Improvement                                | 80.0            | 86.6             | 65.8              | 79.9           | 79.4             | 77.6              | High                   | Improved Significantly | 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 (\*).

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 <sup>1</sup> | Evaluation  |                        |         | Targets <sup>2</sup> |      |      |
|--|--------------------------|------|------|------|------|---------------------|-------------|------------------------|---------|----------------------|------|------|
|  | 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. | 72.4                     | 57.7 | 77.1 | 89.7 | 87.9 |                     | High        | Improved Significantly | Good    |                      |      |      |

**Comment on Results (OPTIONAL)**

*(an assessment of progress toward achieving the target)*

**Strategies**

*Maintain development of Positive Behaviour Support Programs work in PLC groups.*

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.

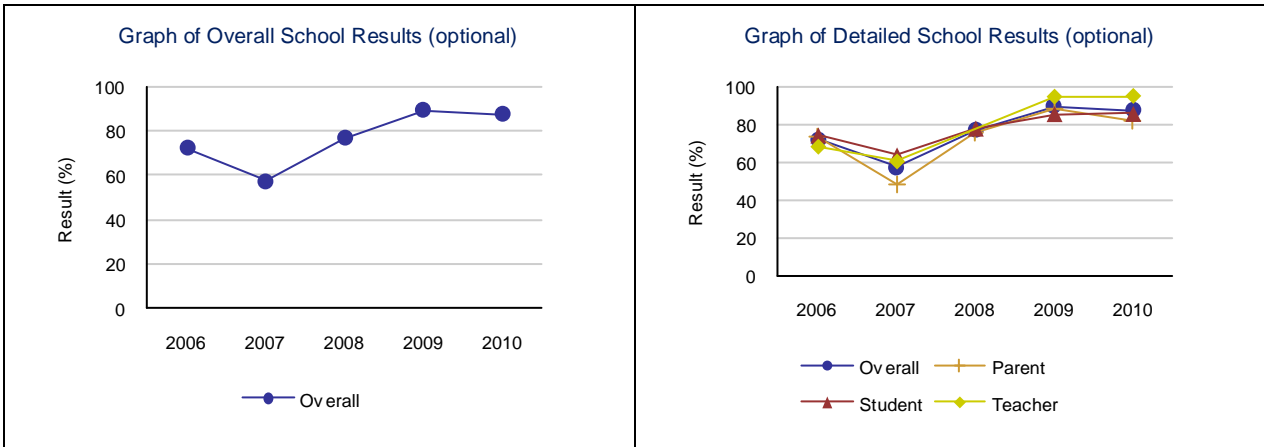
<sup>1</sup> If school had set a target for 2009/10 in the three year education plan 2009/10 – 2011/12, include it in the space provided for each required measure.

<sup>2</sup> 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 | 72.4   | 57.7 | 77.1 | 89.7 | 87.9 | 80.4      | 78.5 | 82.8 | 83.8 | 83.2 | 84.4     | 84.2 | 85.1 | 86.9 | 87.6 |
| Teacher | 68.5   | 60.7 | n/a  | 94.9 | 95.3 | 88.0      | 87.9 | 90.7 | 92.9 | 92.1 | 92.8     | 92.6 | 93.1 | 93.8 | 94.4 |
| Parent  | 74.2   | 48.4 | 76.0 | 88.3 | 82.6 | 80.2      | 74.4 | 80.2 | 78.2 | 80.6 | 82.1     | 81.7 | 83.2 | 85.3 | 86.1 |
| Student | 74.6   | 64.1 | 78.2 | 85.8 | 85.9 | 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. | 53.1                     | 49.1 | 54.4 | 70.7 | 51.4 |        | Very Low    | Maintained  | Concern |         |      |      |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education.  | 81.6                     | 74.5 | 79.9 | 89.5 | 83.4 |        | Low         | Maintained  | Issue   |         |      |      |

**Comment on Results (OPTIONAL)**

*(an assessment of progress toward achieving the target)*

*Recognize the smaller number of options available for students and the restrictions of a small school in a small town.*

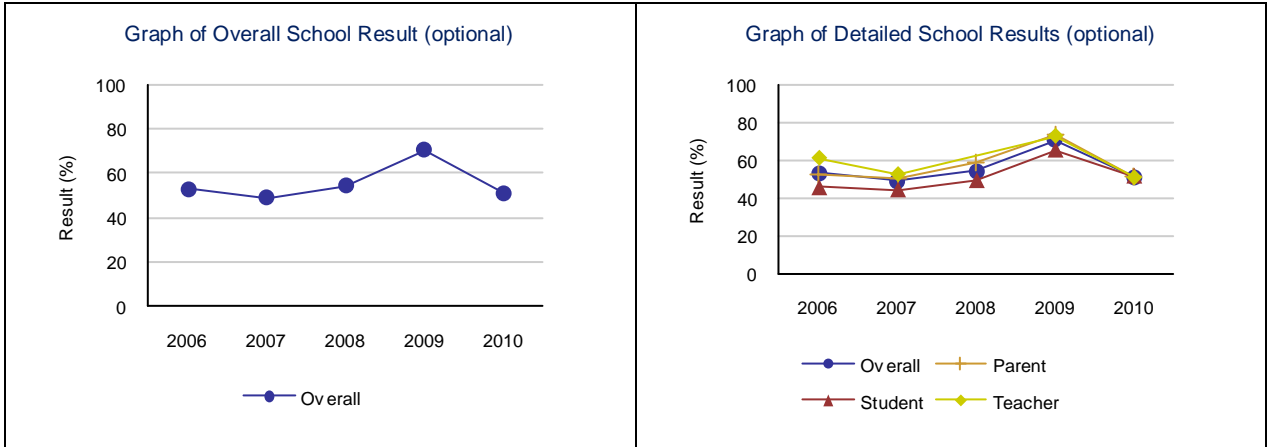
**Strategies**

We will improve and extend the Variety, Purpose and Quality of the programming within the school (3 year implementation)  
 Year 1 will introduce these programs with an eye to establish them as sustainable (financially, staffing, physical plant and student interest)

- Fine arts – introduce Dance, Art (career stream), music (elementary) and review the drama program
- Career and Technology Studies – introduce Industrial Arts to the school again,
  - continue and improve – Cosmetology program – (develop into career driven curricula), - Computers – continue with graphic arts focus and finish research on Cisco program
- Physical Education – continue and solidify the Hockey and Sports Performance programs
- Co-curricular options – Introduce Astronomy, Paleontology, and Forensics into the Jr. and Sr. High Programs.

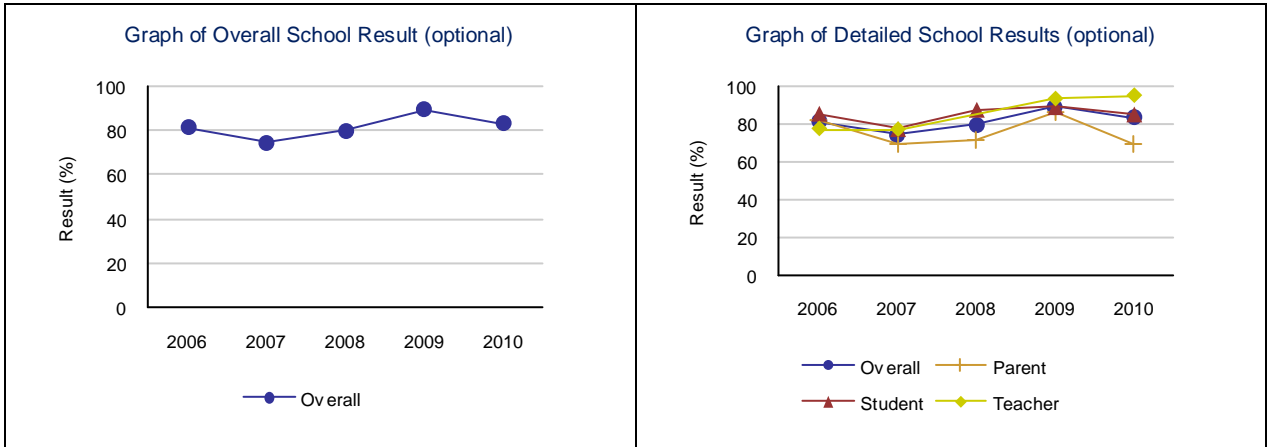
Year 2 and 3 focus on maintain and expanding facility and resource base for these programs.

| 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  | 53.1   | 49.1 | 54.4 | 70.7 | 51.4 | 71.8      | 68.4 | 73.4 | 74.5 | 71.9 | 78.1     | 78.5 | 79.4 | 80.3 | 80.5 |
| Teacher  | 61.4   | 52.8 | n/a  | 73.0 | 51.1 | 77.9      | 76.3 | 82.0 | 80.9 | 79.0 | 85.2     | 85.7 | 86.4 | 86.8 | 87.7 |
| Parent   | 52.3   | 50.0 | 59.4 | 73.4 | 51.2 | 72.4      | 68.0 | 70.3 | 69.9 | 69.6 | 76.6     | 76.9 | 77.6 | 78.7 | 78.0 |
| Student  | 45.7   | 44.6 | 49.5 | 65.7 | 51.9 | 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   | 81.6   | 74.5 | 79.9 | 89.5 | 83.4 | 86.5      | 84.4 | 87.1 | 87.4 | 86.2 | 87.7     | 87.6 | 88.2 | 89.3 | 89.2 |
| Teacher   | 77.3   | 76.9 | n/a  | 93.3 | 95.1 | 92.6      | 92.8 | 95.9 | 94.8 | 95.1 | 94.8     | 94.7 | 94.9 | 95.3 | 95.6 |
| Parent  | 81.8   | 69.3 | 72.1 | 86.1 | 69.7 | 82.2      | 77.0 | 79.9 | 78.7 | 78.9 | 81.6     | 81.8 | 83.0 | 84.4 | 83.9 |
| Student   | 85.7   | 77.5 | 87.8 | 89.2 | 85.3 | 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 | 6.3                      | 6.6  | 2.8  | 5.4  | 8.7  |        | Low         | Declined    | Issue   |         |      |      |

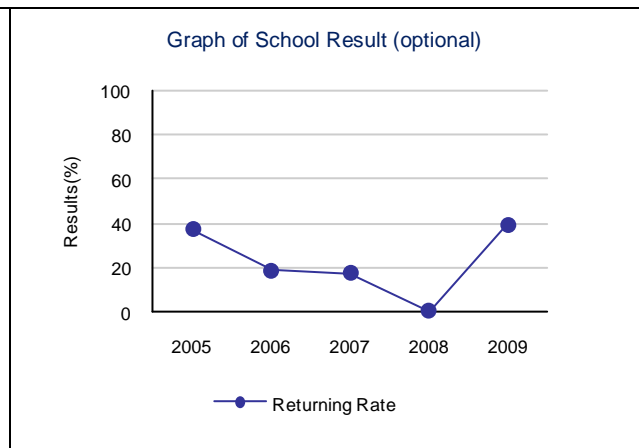
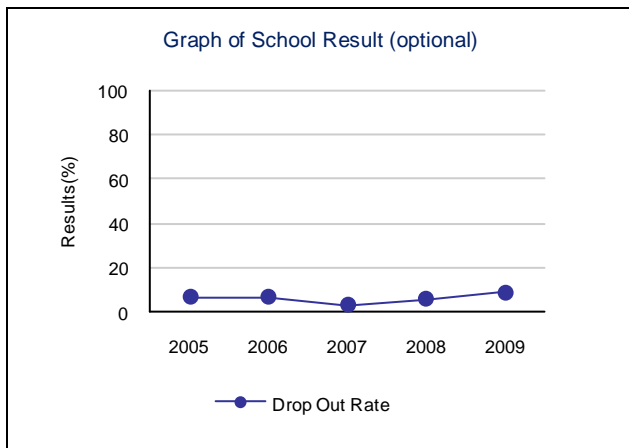
**Comment on Results (OPTIONAL)**  
*(an assessment of progress toward achieving the target)*

*This was our most confusing and disturbing result. Our only explanation for this result last year is the unusually high enrollment during the school year and the transient nature of the students that moved in and then dropped out of school. We tracked the students who began with us in the previous year and continued with us and only 2 dropped out of that group.*

**Strategies**

*Continue to improve our Career counselling and Career Preparation Programs and our options offerings within the school.*  
*Development of an alternative classroom that addresses behaviourally challenged students 6-12. This classroom focuses on those students who struggle within the normal school classroom. The purpose is to address the alarming statistic we have observed of behavioural students not graduating.*

| Measure Details (OPTIONAL)                                    |        |      |      |      |      |           |      |      |      |      |          |      |      |      |      |
|---|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| 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   | 6.3    | 6.6  | 2.8  | 5.4  | 8.7  | 5.5       | 5.8  | 6.4  | 5.0  | 6.0  | 5.0      | 4.7  | 5.0  | 4.8  | 4.3  |
| Returning Rate  | 37.4   | 18.5 | 17.5 | 0.0  | 39.4 | 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. | 50.0                     | 57.4 | 39.0 | 69.8 | 58.3 |        | Low         | Maintained  | Issue   |         |      |      |

**Comment on Results (OPTIONAL)**

(an assessment of progress toward achieving the target)

This data was affected by the same area of concern as in the previous outcome. Many of those who joined us did not finish their grade 12 year and dropped out. As well, as we researched this material we addressed some issues with Alberta Learning regarding some diplomas which were not granted and added 4 to the list of those who completed their high school last year.

**Strategies**

Improve programming in all areas (see previous two outcome strategies)

Improve the quality of teaching within the school.

-Professional Learning Communities structured to assist teachers in their professional growth. Focused on Outcome based instruction, assessment, SMART Learning, Galileo Project.

Establish a mentoring program within the school to assist teachers new to the school and new to the profession.

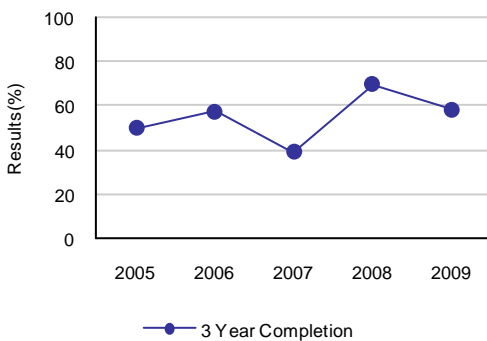
Base the second and third strategies in this list upon the Division “Exemplary Teaching Construct”.

**Measure Details (OPTIONAL)**

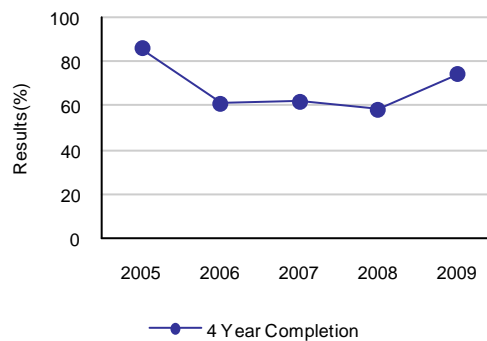
High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.

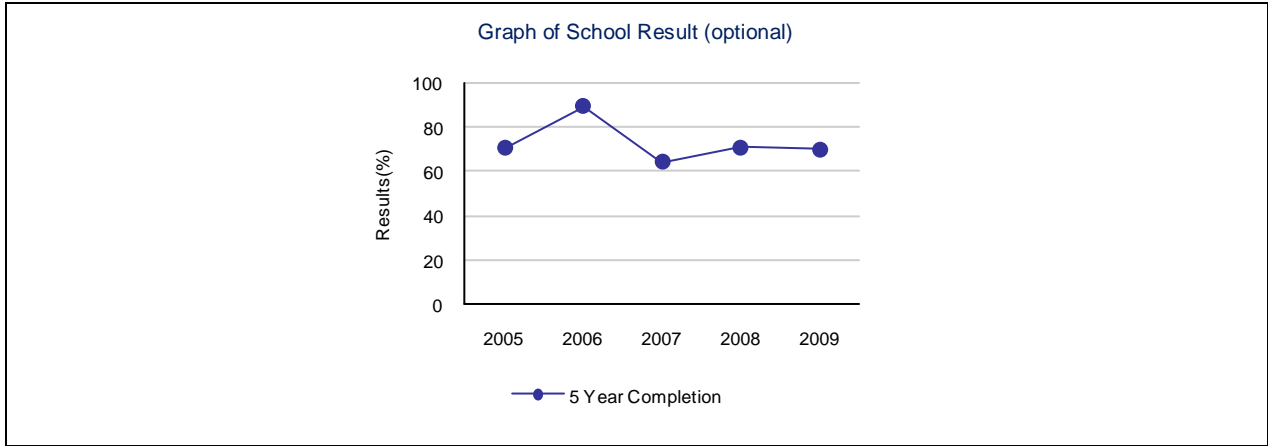
|                   | School |      |      |      |      | Authority |      |      |      |      | Province |      |      |      |      |
|-------------------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
|                   | 2005   | 2006 | 2007 | 2008 | 2009 | 2005      | 2006 | 2007 | 2008 | 2009 | 2005     | 2006 | 2007 | 2008 | 2009 |
| 3 Year Completion | 50.0   | 57.4 | 39.0 | 69.8 | 58.3 | 71.9      | 71.5 | 71.3 | 70.2 | 73.3 | 70.7     | 70.6 | 71.1 | 70.8 | 71.5 |
| 4 Year Completion | 86.0   | 61.1 | 62.0 | 58.6 | 74.2 | 76.9      | 77.4 | 76.4 | 75.2 | 75.2 | 75.0     | 76.1 | 76.1 | 76.3 | 76.1 |
| 5 Year Completion | 70.7   | 89.7 | 64.2 | 71.0 | 70.3 | 78.1      | 78.6 | 79.3 | 78.5 | 77.8 | 77.0     | 78.1 | 78.9 | 78.7 | 79.0 |

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 (\*).

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

## 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.    | 84.5                     | 75.4 | 83.3 | 84.3 | 79.0 |        | Intermediate | Maintained  | Acceptable |         |      |      |
| Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests. | 20.3                     | 7.0  | 18.0 | 11.4 | 21.7 |        | High         | Improved    | Good       |         |      |      |
| Overall percentage of students who achieved the acceptable standard on diploma examinations.                                 | 44.1                     | 46.2 | 62.5 | 62.5 | 78.8 |        | Low          | Improved    | Acceptable |         |      |      |
| Overall percentage of students who achieved the standard of excellence on diploma examinations.                              | 0.0                      | 2.6  | 5.0  | 3.1  | 9.1  |        | Very Low     | Maintained  | Concern    |         |      |      |

| 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. | 36.0                     | 49.4 | 11.9 | 53.0 | 15.5 |        | Very Low     | Declined    | Concern |         |      |      |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship.                             | 40.0                     | 70.6 | 73.9 | 68.0 | 50.0 |        | Intermediate | n/a         | n/a     |         |      |      |

**Comment on Results (OPTIONAL)**  
(an assessment of progress toward achieving the target)

### Strategies

Notes:

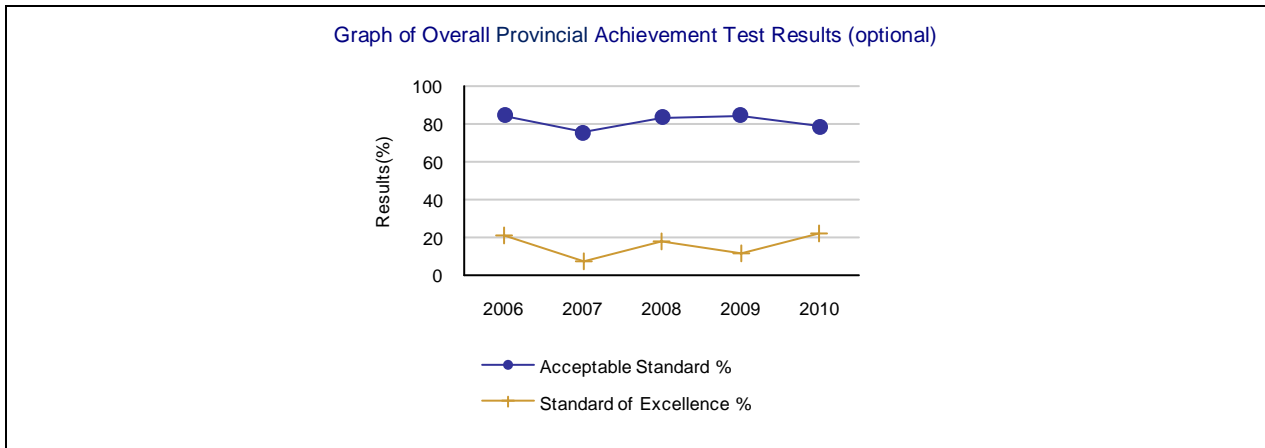
1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (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    | 88.5                     | 7.7  | 75.0 | 0.0  | 90.9 | 12.1 | 77.8 | 3.7  | 75.0 | 25.0 |        |   |
|  | 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    | 96.2                     | 30.8 | 96.9 | 21.9 | 84.8 | 18.2 | 81.5 | 22.2 | 83.3 | 25.0 |        |   |
|  | 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    | 90.9                     | 27.3 | 77.3 | 9.1  | 75.8 | 18.2 | 96.4 | 7.1  | 70.6 | 11.8 |        |   |
|  | 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    | 87.9                     | 18.2 | 68.2 | 4.5  | 87.9 | 30.3 | 92.9 | 32.1 | 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    | 100.0                    | 48.5 | 72.7 | 13.6 | 90.6 | 34.4 | 85.7 | 25.0 | 88.2 | 47.1 |        |   |
|  | 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  | 67.6 | 2.9  |        |   |
|  | 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    | 85.7                     | 10.7 | 81.8 | 6.1  | 76.9 | 7.7  | 82.8 | 3.4  | 75.9 | 3.4  |        |   |
|  | 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    | 46.4                     | 3.6  | 63.6 | 12.1 | 53.8 | 19.2 | 35.7 | 3.6  | n/a  | n/a  |        |   |
|  | 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    | 53.6 | 0.0  | 69.7 | 9.1  | 80.8 | 15.4 | 78.6 | 17.9 | 82.8 | 20.7 |  |  |
|                      | 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  | 69.0 | 10.3 |  |  |
|                      | 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.

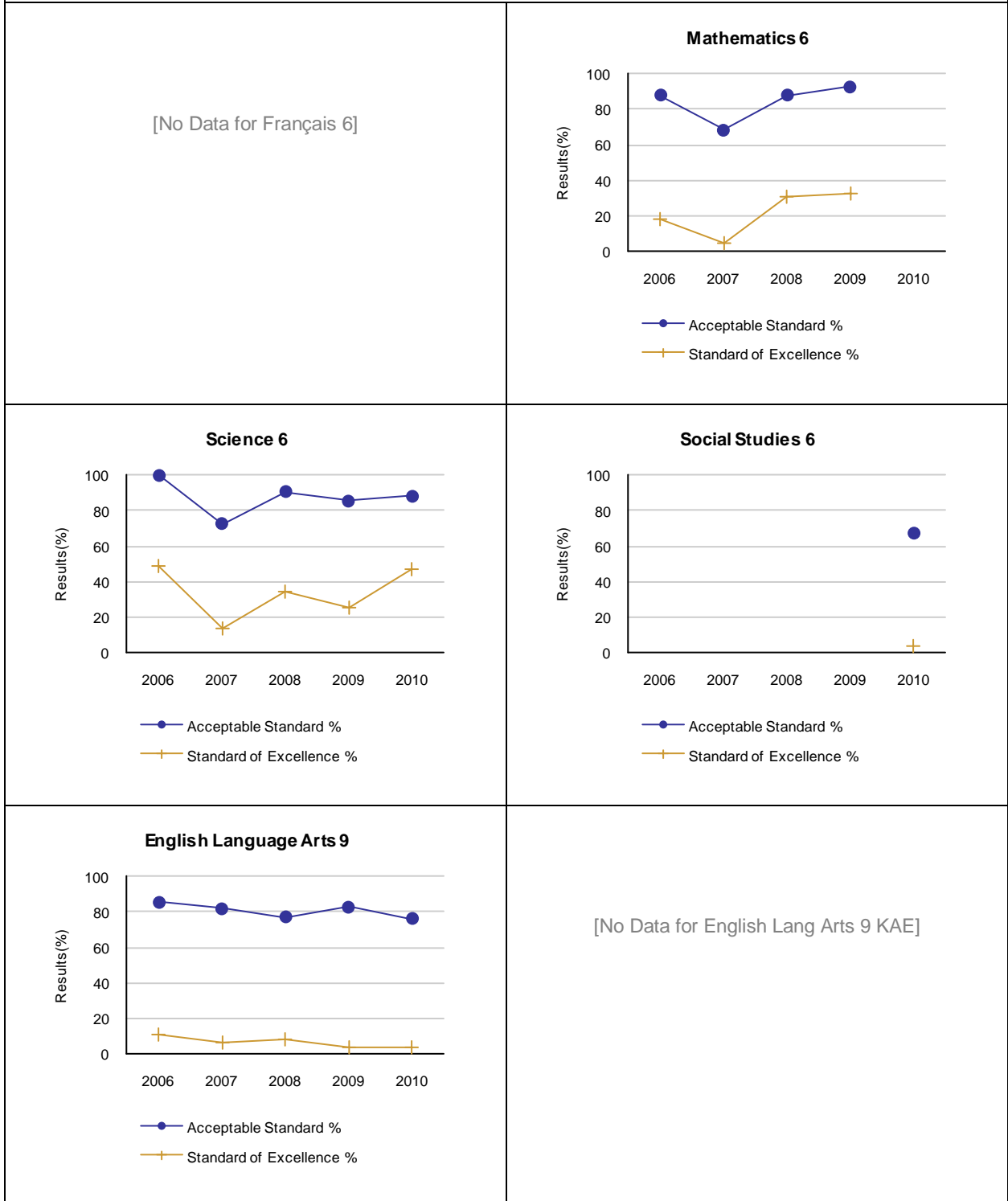


Graph of Provincial Achievement Test Results by Course (optional)

| <p><b>English Language Arts 3</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>88</td> <td>10</td> </tr> <tr> <td>2007</td> <td>75</td> <td>2</td> </tr> <tr> <td>2008</td> <td>90</td> <td>15</td> </tr> <tr> <td>2009</td> <td>78</td> <td>5</td> </tr> <tr> <td>2010</td> <td>75</td> <td>25</td> </tr> </tbody> </table>  | Year   | Acceptable Standard %    | Standard of Excellence % | 2006                     | 88   | 10 | 2007 | 75   | 2  | 2008 | 90   | 15 | 2009 | 78   | 5  | 2010 | 75   | 25 | <p>[No Data for French Language Arts 3]</p> |
|---|--|--------------------------|--------------------------|--------------------------|------|----|------|------|----|------|------|----|------|------|----|------|------|----|---|
| Year  | Acceptable Standard %  | Standard of Excellence % |                          |                          |      |    |      |      |    |      |      |    |      |      |    |      |      |    |   |
| 2006  | 88   | 10                       |                          |                          |      |    |      |      |    |      |      |    |      |      |    |      |      |    |   |
| 2007  | 75   | 2                        |                          |                          |      |    |      |      |    |      |      |    |      |      |    |      |      |    |   |
| 2008  | 90   | 15                       |                          |                          |      |    |      |      |    |      |      |    |      |      |    |      |      |    |   |
| 2009  | 78   | 5                        |                          |                          |      |    |      |      |    |      |      |    |      |      |    |      |      |    |   |
| 2010  | 75   | 25                       |                          |                          |      |    |      |      |    |      |      |    |      |      |    |      |      |    |   |
| <p>[No Data for Français 3]</p>   | <p><b>Mathematics 3</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>95</td> <td>30</td> </tr> <tr> <td>2007</td> <td>95</td> <td>22</td> </tr> <tr> <td>2008</td> <td>85</td> <td>18</td> </tr> <tr> <td>2009</td> <td>82</td> <td>22</td> </tr> <tr> <td>2010</td> <td>85</td> <td>25</td> </tr> </tbody> </table> | Year                     | Acceptable Standard %    | Standard of Excellence % | 2006 | 95 | 30   | 2007 | 95 | 22   | 2008 | 85 | 18   | 2009 | 82 | 22   | 2010 | 85 | 25  |
| Year  | Acceptable Standard %  | Standard of Excellence % |                          |                          |      |    |      |      |    |      |      |    |      |      |    |      |      |    |   |
| 2006  | 95   | 30                       |                          |                          |      |    |      |      |    |      |      |    |      |      |    |      |      |    |   |
| 2007  | 95   | 22                       |                          |                          |      |    |      |      |    |      |      |    |      |      |    |      |      |    |   |
| 2008  | 85   | 18                       |                          |                          |      |    |      |      |    |      |      |    |      |      |    |      |      |    |   |
| 2009  | 82   | 22                       |                          |                          |      |    |      |      |    |      |      |    |      |      |    |      |      |    |   |
| 2010  | 85   | 25                       |                          |                          |      |    |      |      |    |      |      |    |      |      |    |      |      |    |   |
| <p><b>English Language Arts 6</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>90</td> <td>28</td> </tr> <tr> <td>2007</td> <td>78</td> <td>10</td> </tr> <tr> <td>2008</td> <td>75</td> <td>20</td> </tr> <tr> <td>2009</td> <td>95</td> <td>8</td> </tr> <tr> <td>2010</td> <td>70</td> <td>12</td> </tr> </tbody> </table> | Year   | Acceptable Standard %    | Standard of Excellence % | 2006                     | 90   | 28 | 2007 | 78   | 10 | 2008 | 75   | 20 | 2009 | 95   | 8  | 2010 | 70   | 12 | <p>[No Data for French Language Arts 6]</p> |
| Year  | Acceptable Standard %  | Standard of Excellence % |                          |                          |      |    |      |      |    |      |      |    |      |      |    |      |      |    |   |
| 2006  | 90   | 28                       |                          |                          |      |    |      |      |    |      |      |    |      |      |    |      |      |    |   |
| 2007  | 78   | 10                       |                          |                          |      |    |      |      |    |      |      |    |      |      |    |      |      |    |   |
| 2008  | 75   | 20                       |                          |                          |      |    |      |      |    |      |      |    |      |      |    |      |      |    |   |
| 2009  | 95   | 8                        |                          |                          |      |    |      |      |    |      |      |    |      |      |    |      |      |    |   |
| 2010  | 70   | 12                       |                          |                          |      |    |      |      |    |      |      |    |      |      |    |      |      |    |   |

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)



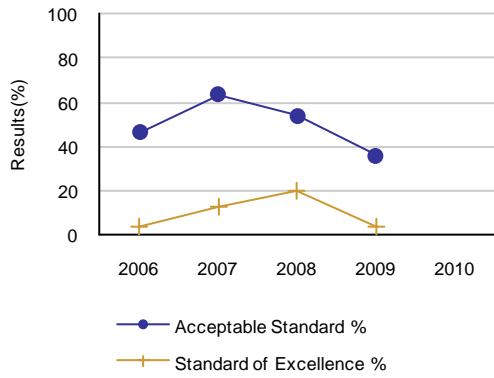
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Graph of Provincial Achievement Test Results by Course (optional)

[No Data for French Language Arts 9]

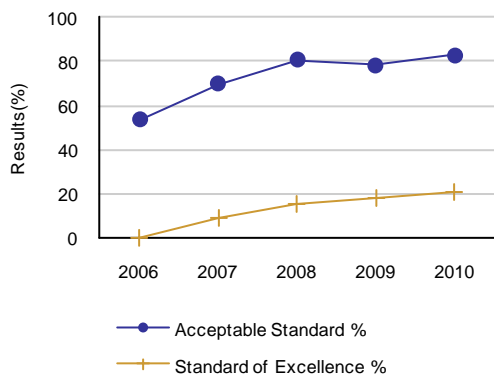
[No Data for Français 9]

**Mathematics 9**



[No Data for Mathematics 9 KAE]

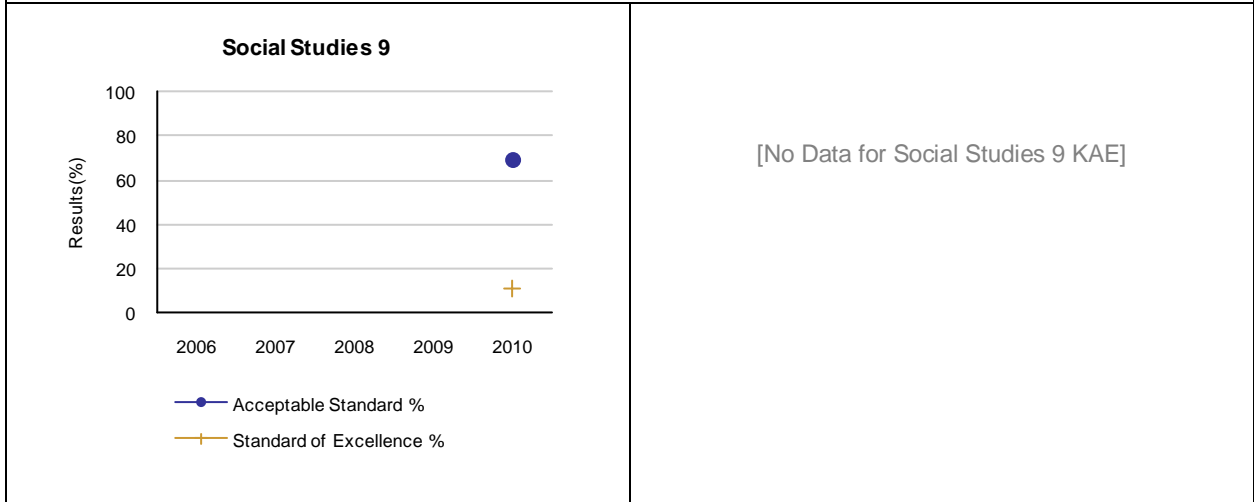
**Science 9**



[No Data for Science 9 KAE]

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)

| Course                  | Measure                | Caroline 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    | Low             | Maintained  | Issue      | 12   | 75.0 | 31            | 81.2    | 42,061 | 81.6 | 42,181        | 80.6 |
|                         | Standard of Excellence | Very High       | Improved    | Excellent  | 12   | 25.0 | 31            | 5.3     | 42,061 | 19.5 | 42,181        | 17.3 |
| English Language Arts 6 | Acceptable Standard    | Low             | Declined    | Issue      | 34   | 70.6 | 28            | 83.2    | 43,599 | 83.3 | 44,064        | 81.1 |
|                         | Standard of Excellence | Intermediate    | Maintained  | Acceptable | 34   | 11.8 | 28            | 11.5    | 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     | 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     | 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     | 436    | 91.3 | 436           | 93.3 |
|                         | Standard of Excellence | n/a             | n/a         | n/a        | n/a  | n/a  | n/a           | n/a     | 436    | 18.3 | 436           | 17.9 |
| Science 6               | Acceptable Standard    | High            | Maintained  | Good       | 34   | 88.2 | 27            | 83.0    | 43,509 | 76.8 | 43,945        | 75.5 |
|                         | Standard of Excellence | Very High       | Improved    | Excellent  | 34   | 47.1 | 27            | 24.3    | 43,509 | 26.4 | 43,945        | 25.2 |
| English Language Arts 9 | Acceptable Standard    | Intermediate    | Maintained  | Acceptable | 29   | 75.9 | 29            | 80.5    | 43,651 | 79.3 | 44,250        | 77.6 |
|                         | Standard of Excellence | Very Low        | Maintained  | Concern    | 29   | 3.4  | 29            | 5.7     | 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     | 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     | 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     | 324    | 84.3 | 314           | 84.0 |
|                         | Standard of Excellence | n/a             | n/a         | n/a        | n/a  | n/a  | n/a           | n/a     | 324    | 12.7 | 314           | 12.4 |
| Science 9               | Acceptable Standard    | Very High       | Maintained  | Excellent  | 29   | 82.8 | 29            | 76.3    | 43,372 | 73.6 | 44,075        | 70.4 |
|                         | Standard of Excellence | Very High       | Maintained  | Excellent  | 29   | 20.7 | 29            | 14.1    | 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    | 100.0                    | 100.0 | 97.0 | 81.5  | 83.3  |        |
|   | 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    | 100.0                    | 100.0 | 97.0 | 88.9  | 91.7  |        |
|   | 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    | 100.0                    | 95.5  | 87.9 | 100.0 | 88.2  |        |
|   | 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    | 100.0                    | 95.5  | 87.9 | 100.0 | 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    | 100.0                    | 95.5  | 90.6 | 96.4  | 88.2  |        |
|   | 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   | 88.2  |        |
|   | 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    | 96.4                     | 90.9  | 92.3 | 89.7  | 93.1  |        |
|   | 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    | 96.4                     | 87.9  | 88.5 | 92.9  | n/a   |        |
|   | 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  |        |

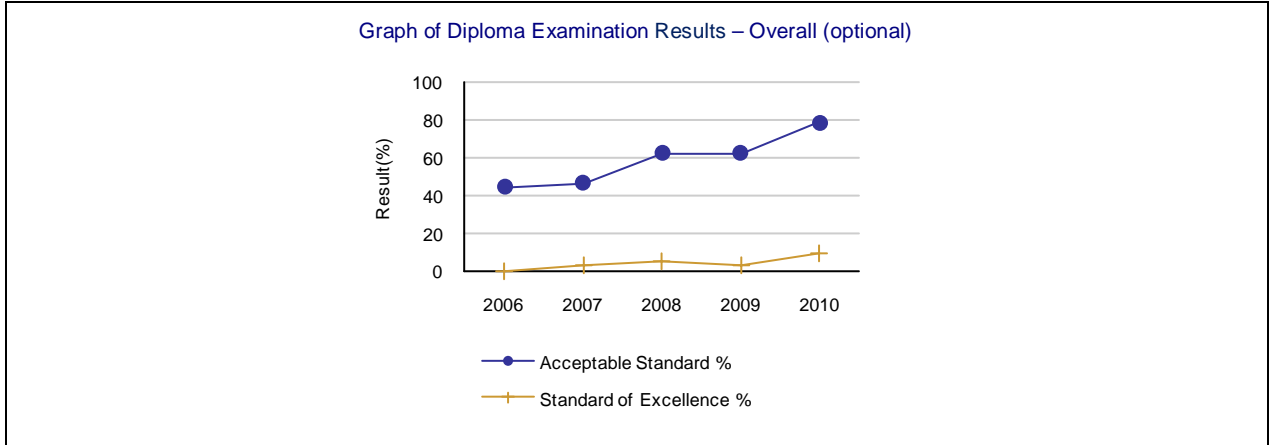
|                      |           |      |      |      |      |      |  |
|----------------------|-----------|------|------|------|------|------|--|
|                      | Province  | n/a  | n/a  | n/a  | n/a  | 87.3 |  |
| Science 9            | School    | 96.4 | 87.9 | 92.3 | 92.9 | 96.6 |  |
|                      | 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  | 96.6 |  |
|                      | 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    | 41.7                     | 0.0  | 58.3  | 0.0  | 80.0 | 0.0  | 63.6 | 0.0  | 81.8 | 0.0  |        |   |
|   | 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    | 50.0                     | 0.0  | *     | *    | 84.6 | 7.7  | 75.0 | 0.0  | 90.9 | 13.6 |        |   |
|   | 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    | *                        | *    | n/a   | n/a  | 50.0 | 12.5 | 42.9 | 14.3 | 90.0 | 10.0 |        |   |
|   | 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    | n/a                      | n/a  | *     | *    | 25.0 | 0.0  | n/a  | n/a  | 70.0 | 0.0  |        |   |
|   | 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    | 58.3                     | 0.0  | 25.0  | 0.0  | 66.7 | 22.2 | 36.4 | 9.1  | 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  | 58.3 | 0.0  |        |   |
|   | 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    | *                        | *    | 83.3  | 16.7 | 85.7 | 7.1  | 71.4 | 0.0  | 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  | 61.1 | 0.0  |        |   |
|   | 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    | 18.2                     | 0.0  | 43.5  | 4.3  | *    | *    | 66.7 | 0.0  | 53.8 | 15.4 |        |   |
|   | 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    | n/a                      | n/a  | n/a   | n/a  | 70.0 | 20.0 | 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  | *    | *    | 35.7 | 0.0  |        |   |
|   | 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    | 50.0                     | 0.0  | 45.5  | 0.0  | n/a  | n/a  | 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  | n/a  | n/a  | *    | *    |        |   |
|   | 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.

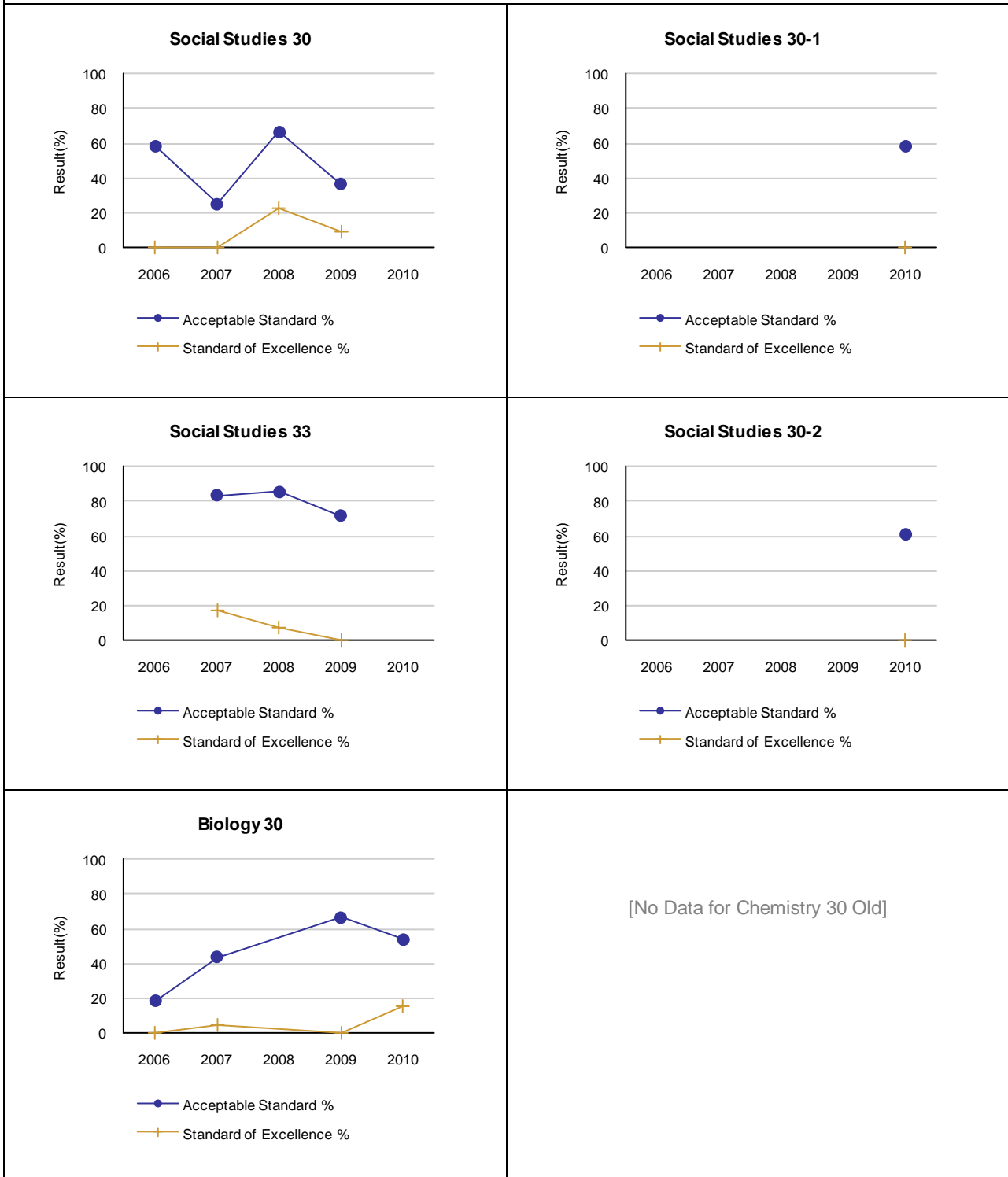


Diploma Examination Results by Course (optional)

| <p style="text-align: center;"><b>English Lang Arts 30-1</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>42</td> <td>0</td> </tr> <tr> <td>2007</td> <td>58</td> <td>0</td> </tr> <tr> <td>2008</td> <td>80</td> <td>0</td> </tr> <tr> <td>2009</td> <td>65</td> <td>0</td> </tr> <tr> <td>2010</td> <td>82</td> <td>0</td> </tr> </tbody> </table> | Year   | Acceptable Standard %    | Standard of Excellence % | 2006 | 42 | 0 | 2007 | 58 | 0 | 2008 | 80 | 0  | 2009 | 65 | 0  | 2010 | 82 | 0  | <p style="text-align: center;"><b>English Lang Arts 30-2</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>50</td> <td>0</td> </tr> <tr> <td>2007</td> <td>75</td> <td>0</td> </tr> <tr> <td>2008</td> <td>85</td> <td>10</td> </tr> <tr> <td>2009</td> <td>75</td> <td>0</td> </tr> <tr> <td>2010</td> <td>92</td> <td>15</td> </tr> </tbody> </table> | Year | Acceptable Standard % | Standard of Excellence % | 2006 | 50 | 0 | 2007 | 75 | 0 | 2008 | 85 | 10 | 2009 | 75 | 0 | 2010 | 92 | 15 |
|--|--|--------------------------|--------------------------|------|----|---|------|----|---|------|----|----|------|----|----|------|----|----|--|------|-----------------------|--------------------------|------|----|---|------|----|---|------|----|----|------|----|---|------|----|----|
| Year   | Acceptable Standard %  | Standard of Excellence % |                          |      |    |   |      |    |   |      |    |    |      |    |    |      |    |    |  |      |                       |                          |      |    |   |      |    |   |      |    |    |      |    |   |      |    |    |
| 2006   | 42   | 0                        |                          |      |    |   |      |    |   |      |    |    |      |    |    |      |    |    |  |      |                       |                          |      |    |   |      |    |   |      |    |    |      |    |   |      |    |    |
| 2007   | 58   | 0                        |                          |      |    |   |      |    |   |      |    |    |      |    |    |      |    |    |  |      |                       |                          |      |    |   |      |    |   |      |    |    |      |    |   |      |    |    |
| 2008   | 80   | 0                        |                          |      |    |   |      |    |   |      |    |    |      |    |    |      |    |    |  |      |                       |                          |      |    |   |      |    |   |      |    |    |      |    |   |      |    |    |
| 2009   | 65   | 0                        |                          |      |    |   |      |    |   |      |    |    |      |    |    |      |    |    |  |      |                       |                          |      |    |   |      |    |   |      |    |    |      |    |   |      |    |    |
| 2010   | 82   | 0                        |                          |      |    |   |      |    |   |      |    |    |      |    |    |      |    |    |  |      |                       |                          |      |    |   |      |    |   |      |    |    |      |    |   |      |    |    |
| Year   | Acceptable Standard %  | Standard of Excellence % |                          |      |    |   |      |    |   |      |    |    |      |    |    |      |    |    |  |      |                       |                          |      |    |   |      |    |   |      |    |    |      |    |   |      |    |    |
| 2006   | 50   | 0                        |                          |      |    |   |      |    |   |      |    |    |      |    |    |      |    |    |  |      |                       |                          |      |    |   |      |    |   |      |    |    |      |    |   |      |    |    |
| 2007   | 75   | 0                        |                          |      |    |   |      |    |   |      |    |    |      |    |    |      |    |    |  |      |                       |                          |      |    |   |      |    |   |      |    |    |      |    |   |      |    |    |
| 2008   | 85   | 10                       |                          |      |    |   |      |    |   |      |    |    |      |    |    |      |    |    |  |      |                       |                          |      |    |   |      |    |   |      |    |    |      |    |   |      |    |    |
| 2009   | 75   | 0                        |                          |      |    |   |      |    |   |      |    |    |      |    |    |      |    |    |  |      |                       |                          |      |    |   |      |    |   |      |    |    |      |    |   |      |    |    |
| 2010   | 92   | 15                       |                          |      |    |   |      |    |   |      |    |    |      |    |    |      |    |    |  |      |                       |                          |      |    |   |      |    |   |      |    |    |      |    |   |      |    |    |
| <p style="text-align: center;">[No Data for French Lang Arts 30-1]</p>   | <p style="text-align: center;">[No Data for Français 30]</p> |                          |                          |      |    |   |      |    |   |      |    |    |      |    |    |      |    |    |  |      |                       |                          |      |    |   |      |    |   |      |    |    |      |    |   |      |    |    |
| <p style="text-align: center;"><b>Pure Mathematics 30</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td></td> <td></td> </tr> <tr> <td>2007</td> <td></td> <td></td> </tr> <tr> <td>2008</td> <td>50</td> <td>15</td> </tr> <tr> <td>2009</td> <td>45</td> <td>18</td> </tr> <tr> <td>2010</td> <td>90</td> <td>12</td> </tr> </tbody> </table>       | Year   | Acceptable Standard %    | Standard of Excellence % | 2006 |    |   | 2007 |    |   | 2008 | 50 | 15 | 2009 | 45 | 18 | 2010 | 90 | 12 | <p style="text-align: center;"><b>Applied Mathematics 30</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td></td> <td></td> </tr> <tr> <td>2007</td> <td></td> <td></td> </tr> <tr> <td>2008</td> <td>25</td> <td>0</td> </tr> <tr> <td>2009</td> <td></td> <td></td> </tr> <tr> <td>2010</td> <td>70</td> <td>0</td> </tr> </tbody> </table>            | Year | Acceptable Standard % | Standard of Excellence % | 2006 |    |   | 2007 |    |   | 2008 | 25 | 0  | 2009 |    |   | 2010 | 70 | 0  |
| Year   | Acceptable Standard %  | Standard of Excellence % |                          |      |    |   |      |    |   |      |    |    |      |    |    |      |    |    |  |      |                       |                          |      |    |   |      |    |   |      |    |    |      |    |   |      |    |    |
| 2006   |  |                          |                          |      |    |   |      |    |   |      |    |    |      |    |    |      |    |    |  |      |                       |                          |      |    |   |      |    |   |      |    |    |      |    |   |      |    |    |
| 2007   |  |                          |                          |      |    |   |      |    |   |      |    |    |      |    |    |      |    |    |  |      |                       |                          |      |    |   |      |    |   |      |    |    |      |    |   |      |    |    |
| 2008   | 50   | 15                       |                          |      |    |   |      |    |   |      |    |    |      |    |    |      |    |    |  |      |                       |                          |      |    |   |      |    |   |      |    |    |      |    |   |      |    |    |
| 2009   | 45   | 18                       |                          |      |    |   |      |    |   |      |    |    |      |    |    |      |    |    |  |      |                       |                          |      |    |   |      |    |   |      |    |    |      |    |   |      |    |    |
| 2010   | 90   | 12                       |                          |      |    |   |      |    |   |      |    |    |      |    |    |      |    |    |  |      |                       |                          |      |    |   |      |    |   |      |    |    |      |    |   |      |    |    |
| Year   | Acceptable Standard %  | Standard of Excellence % |                          |      |    |   |      |    |   |      |    |    |      |    |    |      |    |    |  |      |                       |                          |      |    |   |      |    |   |      |    |    |      |    |   |      |    |    |
| 2006   |  |                          |                          |      |    |   |      |    |   |      |    |    |      |    |    |      |    |    |  |      |                       |                          |      |    |   |      |    |   |      |    |    |      |    |   |      |    |    |
| 2007   |  |                          |                          |      |    |   |      |    |   |      |    |    |      |    |    |      |    |    |  |      |                       |                          |      |    |   |      |    |   |      |    |    |      |    |   |      |    |    |
| 2008   | 25   | 0                        |                          |      |    |   |      |    |   |      |    |    |      |    |    |      |    |    |  |      |                       |                          |      |    |   |      |    |   |      |    |    |      |    |   |      |    |    |
| 2009   |  |                          |                          |      |    |   |      |    |   |      |    |    |      |    |    |      |    |    |  |      |                       |                          |      |    |   |      |    |   |      |    |    |      |    |   |      |    |    |
| 2010   | 70   | 0                        |                          |      |    |   |      |    |   |      |    |    |      |    |    |      |    |    |  |      |                       |                          |      |    |   |      |    |   |      |    |    |      |    |   |      |    |    |

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 by Course (optional)

| <p style="text-align: center;"><b>Chemistry 30</b></p> <table border="1"> <caption>Chemistry 30 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td></td> <td></td> </tr> <tr> <td>2007</td> <td></td> <td></td> </tr> <tr> <td>2008</td> <td></td> <td></td> </tr> <tr> <td>2009</td> <td></td> <td></td> </tr> <tr> <td>2010</td> <td>38</td> <td>0</td> </tr> </tbody> </table> | Year                  | Acceptable Standard %    | Standard of Excellence % | 2006 |  |  | 2007 |  |  | 2008 |  |  | 2009 |  |  | 2010 | 38 | 0 | <p>[No Data for Physics 30 Old]</p> |
|---|-----------------------|--------------------------|--------------------------|------|--|--|------|--|--|------|--|--|------|--|--|------|----|---|-------------------------------------|
| Year  | Acceptable Standard % | Standard of Excellence % |                          |      |  |  |      |  |  |      |  |  |      |  |  |      |    |   |                                     |
| 2006  |                       |                          |                          |      |  |  |      |  |  |      |  |  |      |  |  |      |    |   |                                     |
| 2007  |                       |                          |                          |      |  |  |      |  |  |      |  |  |      |  |  |      |    |   |                                     |
| 2008  |                       |                          |                          |      |  |  |      |  |  |      |  |  |      |  |  |      |    |   |                                     |
| 2009  |                       |                          |                          |      |  |  |      |  |  |      |  |  |      |  |  |      |    |   |                                     |
| 2010  | 38                    | 0                        |                          |      |  |  |      |  |  |      |  |  |      |  |  |      |    |   |                                     |
| <p style="text-align: center;"><b>Physics 30</b></p> <table border="1"> <caption>Physics 30 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td></td> <td></td> </tr> <tr> <td>2007</td> <td></td> <td></td> </tr> <tr> <td>2008</td> <td></td> <td></td> </tr> <tr> <td>2009</td> <td></td> <td></td> </tr> <tr> <td>2010</td> <td></td> <td></td> </tr> </tbody> </table>        | Year                  | Acceptable Standard %    | Standard of Excellence % | 2006 |  |  | 2007 |  |  | 2008 |  |  | 2009 |  |  | 2010 |    |   | <p>[No Data for Science 30]</p>     |
| Year  | Acceptable Standard % | Standard of Excellence % |                          |      |  |  |      |  |  |      |  |  |      |  |  |      |    |   |                                     |
| 2006  |                       |                          |                          |      |  |  |      |  |  |      |  |  |      |  |  |      |    |   |                                     |
| 2007  |                       |                          |                          |      |  |  |      |  |  |      |  |  |      |  |  |      |    |   |                                     |
| 2008  |                       |                          |                          |      |  |  |      |  |  |      |  |  |      |  |  |      |    |   |                                     |
| 2009  |                       |                          |                          |      |  |  |      |  |  |      |  |  |      |  |  |      |    |   |                                     |
| 2010  |                       |                          |                          |      |  |  |      |  |  |      |  |  |      |  |  |      |    |   |                                     |

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                | Caroline 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 Low        | Maintained             | Concern    | 11   | 81.8 | 11            | 67.3 | 29,151  | 85.1 | 28,157        | 87.0 |
|                        | Standard of Excellence | Very Low        | Maintained             | Concern    | 11   | 0.0  | 11            | 0.0  | 29,151  | 10.1 | 28,157        | 15.6 |
| English Lang Arts 30-2 | Acceptable Standard    | High            | Maintained             | Good       | 22   | 90.9 | 11            | 79.8 | 14,314  | 88.8 | 13,150        | 88.6 |
|                        | Standard of Excellence | Very High       | Maintained             | Excellent  | 22   | 13.6 | 11            | 3.8  | 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 Significantly | Good       | 10   | 90.0 | 8             | 46.4 | 22,917  | 82.9 | 22,411        | 81.5 |
|                        | Standard of Excellence | Low             | Maintained             | Issue      | 10   | 10.0 | 8             | 13.4 | 22,917  | 29.7 | 22,411        | 25.6 |
| Applied Mathematics 30 | Acceptable Standard    | Very Low        | Improved               | Issue      | 10   | 70.0 | 8             | 25.0 | 10,639  | 77.3 | 10,191        | 77.8 |
|                        | Standard of Excellence | Very Low        | Maintained             | Concern    | 10   | 0.0  | 8             | 0.0  | 10,639  | 12.6 | 10,191        | 12.1 |
| Biology 30             | Acceptable Standard    | Very Low        | Maintained             | Concern    | 13   | 53.8 | 15            | 55.1 | 22,345  | 81.4 | 20,946        | 82.9 |
|                        | Standard of Excellence | Low             | Improved               | Acceptable | 13   | 15.4 | 15            | 2.2  | 22,345  | 28.1 | 20,946        | 26.8 |
| Chemistry 30           | Acceptable Standard    | n/a             | n/a                    | n/a        | 14   | 35.7 | n/a           | n/a  | 18,933  | 79.0 | 17,370        | 76.3 |
|                        | Standard of Excellence | n/a             | n/a                    | n/a        | 14   | 0.0  | n/a           | n/a  | 18,933  | 29.9 | 17,370        | 27.7 |
| Physics 30             | Acceptable Standard    | *               | *                      | *          | 4    | *    | n/a           | n/a  | 10,360  | 73.9 | 10,072        | 79.3 |
|                        | Standard of Excellence | *               | *                      | *          | 4    | *    | 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.

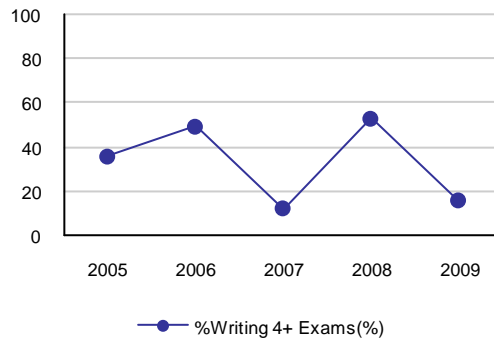
|                        | Achievement |            |              |            |            |
|------------------------|-------------|------------|--------------|------------|------------|
|                        | Very High   | High       | Intermediate | Low        | Very Low   |
| Improved Significantly | 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   | 28.5        | 24.3        | 28.8        | 11.6        | 30.0        | 18.1        | 17.8        | 18.0        | 18.4        | 18.0        |
| % Writing 1+ Exams  | 71.5        | 75.7        | 71.2        | 88.4        | 70.0        | 81.9        | 82.2        | 82.0        | 81.6        | 82.0        |
| % Writing 2+ Exams  | 66.0        | 75.7        | 63.3        | 84.0        | 66.1        | 78.3        | 78.5        | 78.6        | 78.0        | 78.7        |
| % Writing 3+ Exams  | 54.0        | 62.8        | 39.6        | 79.6        | 35.0        | 65.6        | 65.6        | 65.6        | 64.9        | 65.2        |
| <b>% Writing 4+ Exams</b>   | <b>36.0</b> | <b>49.4</b> | <b>11.9</b> | <b>53.0</b> | <b>15.5</b> | <b>53.5</b> | <b>53.7</b> | <b>53.6</b> | <b>53.3</b> | <b>53.5</b> |
| % Writing 5+ Exams  | 18.0        | 40.4        | 4.0         | 39.8        | 7.8         | 34.5        | 34.6        | 34.7        | 34.3        | 34.7        |
| % Writing 6+ Exams  | 3.0         | 22.4        | 0.0         | 30.9        | 3.9         | 12.8        | 13.0        | 13.2        | 12.7        | 12.9        |

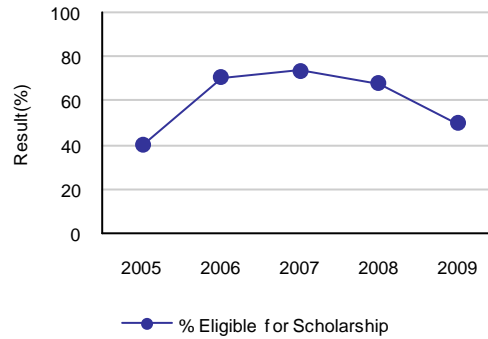
| Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject (optional) |             |             |             |             |             |             |             |             |             |             |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|   | School      |             |             |             |             | Province    |             |             |             |             |
|   | 2005        | 2006        | 2007        | 2008        | 2009        | 2005        | 2006        | 2007        | 2008        | 2009        |
| English 30/30-1   | 40.0        | 47.8        | 50.0        | 39.1        | 42.3        | 54.4        | 54.7        | 54.5        | 53.8        | 54.0        |
| English 33/30-2   | 28.6        | 21.7        | 11.5        | 43.5        | 26.9        | 23.7        | 23.5        | 23.6        | 24.0        | 24.5        |
| <b>Total of 1 or more English Diploma Exams</b>   | <b>65.7</b> | <b>69.6</b> | <b>61.5</b> | <b>82.6</b> | <b>69.2</b> | <b>76.9</b> | <b>77.1</b> | <b>77.0</b> | <b>76.7</b> | <b>77.1</b> |
| Social 30   | 45.7        | 52.2        | 26.9        | 34.8        | 42.3        | 49.1        | 49.5        | 49.3        | 48.1        | 48.1        |
| Social 33   | 20.0        | 21.7        | 34.6        | 43.5        | 26.9        | 29.1        | 28.8        | 28.8        | 29.5        | 30.1        |
| <b>Total of 1 or more Social Diploma Exams</b>  | <b>62.9</b> | <b>69.6</b> | <b>61.5</b> | <b>78.3</b> | <b>65.4</b> | <b>77.0</b> | <b>77.2</b> | <b>77.2</b> | <b>76.7</b> | <b>77.4</b> |
| Math 30/Pure  | 28.6        | 30.4        | 7.7         | 39.1        | 23.1        | 41.1        | 41.9        | 41.7        | 41.1        | 40.8        |
| Math 33/Applied   | 8.6         | 21.7        | 7.7         | 34.8        | 0.0         | 19.9        | 19.5        | 19.5        | 19.1        | 19.7        |
| <b>Total of 1 or more Math Diploma Exams</b>  | <b>37.1</b> | <b>52.2</b> | <b>15.4</b> | <b>73.9</b> | <b>23.1</b> | <b>60.4</b> | <b>60.7</b> | <b>60.7</b> | <b>59.7</b> | <b>59.9</b> |
| Biology 30  | 37.1        | 47.8        | 38.5        | 52.2        | 23.1        | 39.4        | 39.6        | 39.8        | 39.1        | 39.8        |
| Chemistry 30  | 28.6        | 47.8        | 0.0         | 34.8        | 3.8         | 34.4        | 34.2        | 34.3        | 34.5        | 17.3        |
| Physics 30  | 5.7         | 30.4        | 7.7         | 43.5        | 1.9         | 21.6        | 21.6        | 21.5        | 20.4        | 10.0        |
| Science 30  | 0.0         | 0.0         | 0.0         | 4.3         | 3.8         | 7.0         | 7.0         | 7.0         | 7.4         | 8.2         |
| <b>Total of 1 or more Science Diploma Exams</b>   | <b>48.6</b> | <b>60.9</b> | <b>42.3</b> | <b>65.2</b> | <b>23.1</b> | <b>56.6</b> | <b>56.7</b> | <b>56.5</b> | <b>56.1</b> | <b>56.1</b> |
| 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         |
| <b>Total of 1 or more French Diploma Exams</b>  | <b>0.0</b>  | <b>0.0</b>  | <b>0.0</b>  | <b>0.0</b>  | <b>0.0</b>  | <b>2.6</b>  | <b>2.9</b>  | <b>2.9</b>  | <b>2.9</b>  | <b>2.9</b>  |

| 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                                   | 15             | 5                           | 33.3                         | 6                           | 40.0                         | 2                           | 13.3                         | 6                           | 40.0                         |
| 2006                                   | 17             | 11                          | 64.7                         | 7                           | 41.2                         | 2                           | 11.8                         | 12                          | 70.6                         |
| 2007                                   | 23             | 16                          | 69.6                         | 5                           | 21.7                         | 1                           | 4.3                          | 17                          | 73.9                         |
| 2008                                   | 25             | 17                          | 68.0                         | 9                           | 36.0                         | 3                           | 12.0                         | 17                          | 68.0                         |
| 2009                                   | 18             | 9                           | 50.0                         | 7                           | 38.9                         | 2                           | 11.1                         | 9                           | 50.0                         |

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. | 27.1 | 35.2 | 53.1 | 42.5 | 46.6 |        | Low         | Maintained  | Issue   |         |      |      |

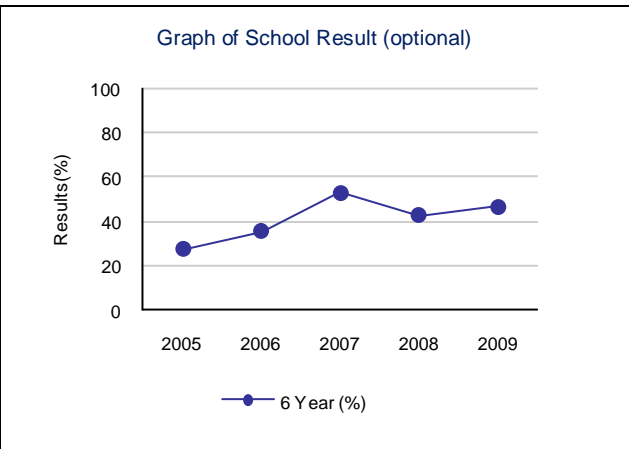
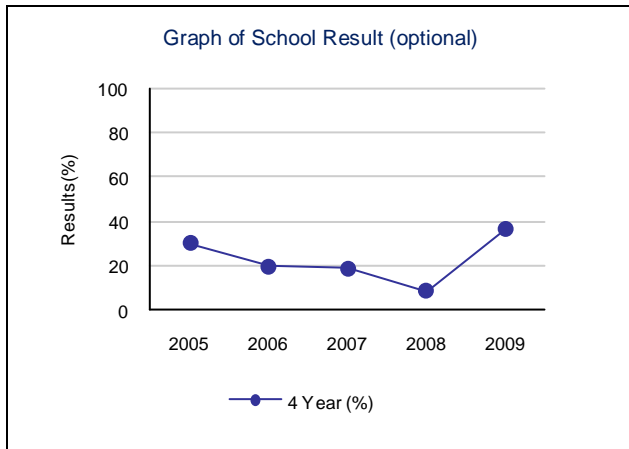
**Comment on Results (OPTIONAL)**  
*(an assessment of progress toward achieving the target)*

*This has been a focus of development for the past three years and is an ongoing concern. Last year we had our highest number of students transition to university or college, however we also had our largest grade 12 class in decades. Many of these students were new to the school this year and did not finish.*

**Strategies**

*Continue to develop and expand our Career Programming and career direction programs  
 Improve the quality of our teaching in Division 3 and 4.(see above)  
 Improve the variety and quality of non-core programming (see above)*

| 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                                   | 27.1   | 35.2 | 53.1 | 42.5 | 46.6 | 48.6      | 49.2 | 52.2 | 55.0 | 47.8 | 56.6     | 58.1 | 58.8 | 59.2 | 59.8 |
| 4 year rate                                   | 30.0   | 19.6 | 18.5 | 8.2  | 36.2 | 32.4      | 32.7 | 28.5 | 30.6 | 28.7 | 35.6     | 37.7 | 38.7 | 38.9 | 37.5 |



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. | 57.9                     | 30.7 | 65.4 | 85.9 | 71.4 |        | Low         | Maintained  | Issue   |         |      |      |

**Comment on Results (OPTIONAL)**

*(an assessment of progress toward achieving the target)*

*An interesting result in contrast with the result below. Many of the behaviours listed to make students successful in the workforce are similar to those who make them good citizens...and yet.*

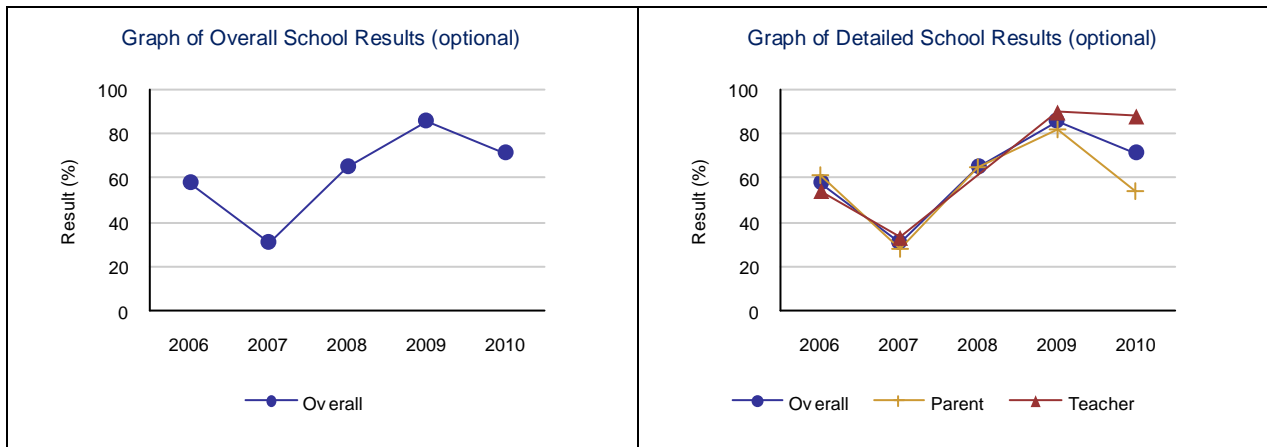
**Strategies**

**Implementation of our Positive Behaviour Program and continuation of our career programming.**

**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 | 57.9   | 30.7 | 65.4 | 85.9 | 71.4 | 72.5      | 71.5 | 76.8 | 76.2 | 72.9 | 77.0     | 77.1 | 80.1 | 79.6 | 79.9 |
| Teacher | 54.5   | 33.3 | n/a  | 90.0 | 88.2 | 84.0      | 84.2 | 89.2 | 91.0 | 90.0 | 89.4     | 89.2 | 89.3 | 88.9 | 90.0 |
| Parent  | 61.3   | 28.0 | 65.4 | 81.8 | 54.5 | 61.0      | 58.7 | 64.3 | 61.5 | 55.9 | 64.6     | 65.1 | 70.9 | 70.2 | 69.8 |



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. | 61.7                     | 44.3 | 59.6 | 84.7 | 81.3 |        | Very High   | Improved Significantly | Excellent |         |      |      |

**Comment on Results (OPTIONAL)**

(an assessment of progress in relation to past performance)

Students are very involved in their school and in their community. This result is a little in contrast with the previous one and demonstrates some of the perception weakness we are working with. Our students are active in the area of citizenship and are being well prepared in this area and yet the perception is they are not ready for the workforce.

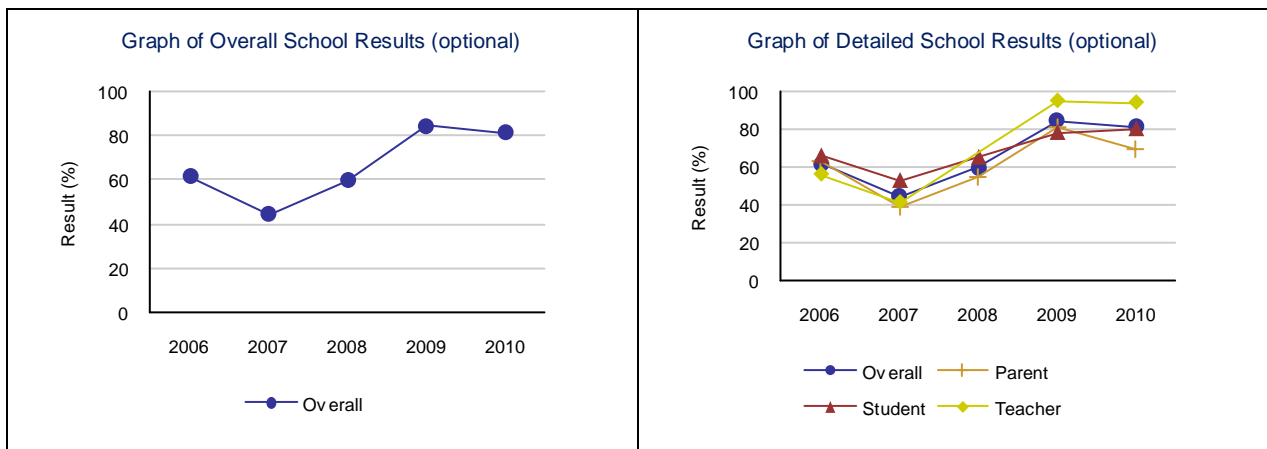
**Strategies**

Continue with our Positive Behaviour Program and our involvement in the community.

**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 | 61.7   | 44.3 | 59.6 | 84.7 | 81.3 | 69.7      | 68.5 | 72.0 | 75.1 | 75.1 | 76.8     | 76.6 | 77.9 | 80.3 | 81.4 |
| Teacher | 56.0   | 41.1 | n/a  | 95.0 | 94.1 | 81.0      | 81.3 | 84.0 | 88.6 | 91.4 | 90.3     | 89.9 | 90.6 | 91.8 | 93.0 |
| Parent  | 63.4   | 39.2 | 54.3 | 80.8 | 69.4 | 66.5      | 63.2 | 65.6 | 66.6 | 68.4 | 72.4     | 72.6 | 74.7 | 77.4 | 78.5 |
| Student | 65.8   | 52.7 | 65.0 | 78.2 | 80.2 | 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 (\*).

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

## 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. | 73.7                     | 56.4 | 74.6 | 85.9 | 75.1 |        | Intermediate | Maintained  | Acceptable |         |      |      |

### Comment on Results (OPTIONAL)

*(an assessment of progress toward achieving the target)*

This is a perennial concern. PAC is an advisory format, however, our attendance by parents is very low.

### Strategies

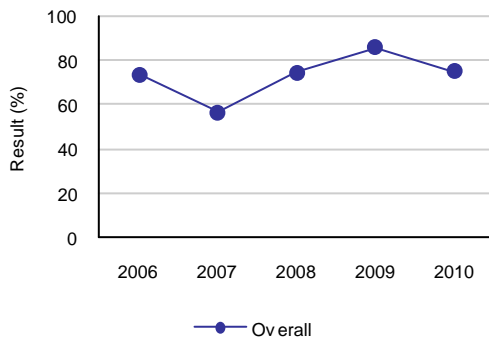
*Involve more parents in our Parent Advisory Council by requesting a parent involvement from each class in the school.*

### Measure Details (OPTIONAL)

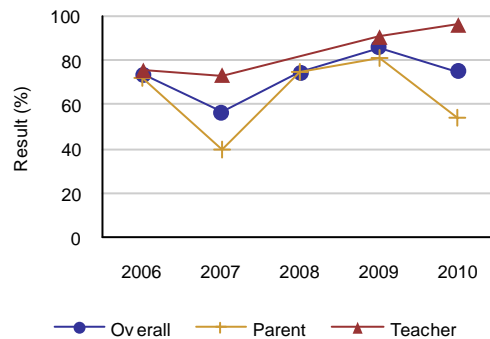
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

|         | School |      |      |      |      | Authority |      |      |      |      | Province |      |      |      |      |
|---------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
|         | 2006   | 2007 | 2008 | 2009 | 2010 | 2006      | 2007 | 2008 | 2009 | 2010 | 2006     | 2007 | 2008 | 2009 | 2010 |
| Overall | 73.7   | 56.4 | 74.6 | 85.9 | 75.1 | 77.8      | 75.2 | 80.0 | 79.4 | 76.8 | 77.9     | 77.5 | 78.2 | 80.1 | 80.0 |
| Teacher | 75.5   | 73.3 | n/a  | 90.9 | 96.5 | 84.9      | 86.1 | 90.1 | 90.0 | 88.6 | 87.6     | 87.1 | 87.5 | 88.0 | 88.6 |
| Parent  | 71.9   | 39.5 | 74.6 | 80.8 | 53.8 | 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. | 57.8                     | 40.2 | 70.5 | 86.6 | 80.0 |        | High        | Improved Significantly | Good    |         |      |      |

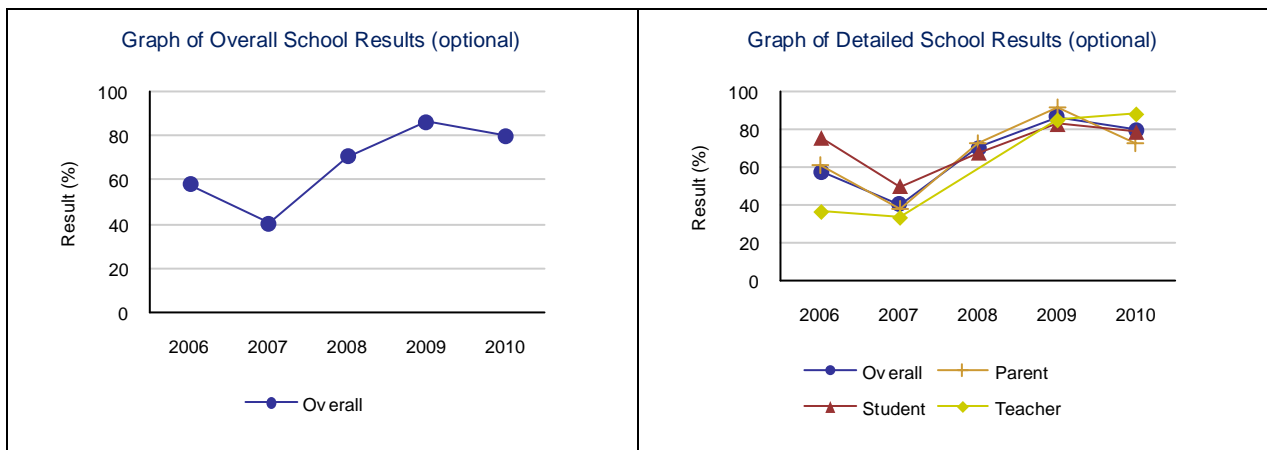
**Comment on Results (OPTIONAL)**  
*(an assessment of progress toward achieving the target)*

Though the results are good, they must be taken in concert with the other results. We are improving, but we can continue to do better.

**Strategies**

**Constant review (yearly and within the year) of data to evaluate where we are on our goals.**

| 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   | 57.8   | 40.2 | 70.5 | 86.6 | 80.0 | 74.0      | 67.0 | 75.2 | 79.0 | 76.5 | 76.8     | 76.3 | 77.0 | 79.4 | 79.9 |
| Teacher   | 36.4   | 33.3 | n/a  | 85.0 | 88.2 | 75.0      | 62.1 | 73.6 | 83.2 | 77.2 | 75.5     | 74.5 | 75.6 | 78.2 | 80.8 |
| Parent  | 61.3   | 37.5 | 73.1 | 91.7 | 72.7 | 72.2      | 66.2 | 74.4 | 71.9 | 74.7 | 75.4     | 75.1 | 75.9 | 78.1 | 77.0 |
| Student   | 75.8   | 49.8 | 67.8 | 83.2 | 79.0 | 74.9      | 72.7 | 77.7 | 81.7 | 77.6 | 79.4     | 79.3 | 79.5 | 81.8 | 81.8 |



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 school/authority measures related to Goal 4 (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).