

# David Thompson High School Combined 3-Year Education Plan and Annual Education Results Report (AERR)



**“From Good to Great”**

**October 2010 Accountability Pillar Overall Summary**

Goal	Measure Category	Measure Category Evaluation	Measure	David Thompson 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	Acceptable	Safe and Caring	84.5	81.0	82.2	87.6	86.9	85.4	Intermediate	Maintained	Acceptable
	Student Learning Opportunities	Issue	Program of Studies	40.9	39.2	41.9	80.5	80.3	79.4	Very Low	Maintained	Concern
			Education Quality	79.5	73.6	80.6	89.2	89.3	88.4	Very Low	Maintained	Concern
			Drop Out Rate	5.9	3.4	5.2	4.3	4.8	4.8	Intermediate	Maintained	Acceptable
			High School Completion Rate (3 yr)	76.1	65.5	71.6	71.5	70.8	70.9	High	Maintained	Good
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	40.2	74.4	74.4	79.1	78.3	77.2	Very Low	Declined Significantly	Concern
			PAT: Excellence	3.4	11.1	11.9	19.4	18.3	18.2	Very Low	Declined	Concern
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	74.8	78.6	81.2	83.4	84.3	84.3	Low	Maintained	Issue
			Diploma: Excellence	11.7	7.1	9.0	19.0	18.5	19.2	Low	Maintained	Issue
			Diploma Exam Participation Rate (4+ Exams)	49.5	48.7	43.5	53.5	53.3	53.6	Intermediate	Maintained	Acceptable
			Rutherford Scholarship Eligibility Rate (Revised)	54.9	55.9	58.5	56.9	57.3	56.7	Intermediate	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	Issue	Transition Rate (6 yr)	49.3	58.4	56.8	59.8	59.2	58.7	Intermediate	Maintained	Acceptable
			Work Preparation	64.2	67.3	73.1	79.9	79.6	78.9	Very Low	Maintained	Concern
Citizenship			73.9	66.4	69.2	81.4	80.3	78.3	Intermediate	Maintained	Acceptable	
Goal 4: Highly responsive and responsible education system	Parental Involvement	Concern	Parental Involvement	66.6	66.8	61.6	80.0	80.1	78.6	Very Low	Maintained	Concern
	Continuous Improvement	Concern	School Improvement	58.1	49.3	61.9	79.9	79.4	77.6	Very Low	Maintained	Concern

Notes:

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

Measure Evaluation Reference

**Achievement Evaluation**

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

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

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

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than 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.	81.3	84.0	81.6	81.0	84.5	83	Intermediate	Maintained	Acceptable	88	90	92

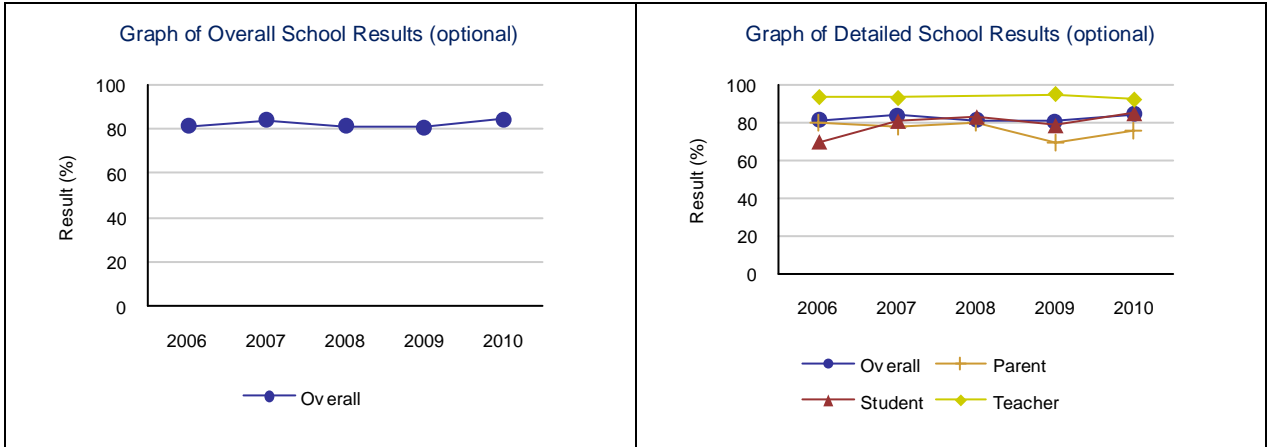
**Comment on Results**

Our staff invested a large amount of time in working with our students in creating a safe and caring environment. The changing demographics of our students and families (more transient people, mixed family structures) are creating a greater need to both support our students and to educate them in values and norms that are not a regular part of their lives outside of school. Last year was spent assessing the situation and creating some ground work and this year as per the strategies below we are moving ahead fully with very responsive and proactive programs.

It is rewarding to see a modest increase in the results that surpassed our target and a number that is a five year high in the first year of the implementation of several programs. Other contributors to helping with results are the SRO program and the increased time for a Family Wellness Worker. We also found that the Student Services Coordinator was extremely supportive and offered direction in setting up our programs.

- Strategies**
- DTHS will develop, implement and track the Positive Behavior Supports Program to the whole school by January of 2011.
  - DTHS will continue to develop leadership/citizenship curriculum from grades 8-12 resulting in a grades 8-12 scope and sequence, a replicable curriculum, using specific resources per grade by September 2013.
  - DTHS will pilot a breakfast program, with monitoring, by November 1, 2010.
  - Student wellness advisory team will continue to support students in a supportive and team approach.

Measure Details															
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	81.3	84.0	81.6	81.0	84.5	80.4	78.5	82.8	83.8	83.2	84.4	84.2	85.1	86.9	87.6
Teacher	93.8	93.3	*	95.4	92.5	88.0	87.9	90.7	92.9	92.1	92.8	92.6	93.1	93.8	94.4
Parent	80.4	77.6	80.0	69.0	75.7	80.2	74.4	80.2	78.2	80.6	82.1	81.7	83.2	85.3	86.1
Student	69.7	81.0	83.3	78.6	85.2	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.	46.2	44.6	41.8	39.2	40.9	50.0	Very Low	Maintained	Concern	67	70	73
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	79.9	85.7	82.5	73.6	79.5	81	Very Low	Maintained	Concern	81	84	87

**Comment on Results**

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

*Opportunity for students to receive a broad program of studies has always been a challenge. We had a slight improvement from last years result but still need to provide additional offerings. Last years attempts to improve the course offerings was limited to distance education, several continuing programs and some individualized programs such as bringing in computer animation instructors to supplement computer programs for a small number of interested students.*

**Strategies**

Increase student learning opportunities and experiences within existing and new curricular, cocurricular and extracurricular programs.

\*This goal is an individualized goal for staff. Staff were encouraged and challenged to come up with something to improve offerings and experiences to students.

Examples of Increased Offerings for upcoming year:

-To offer a Wilderness Studies and Leadership Program to eight grade 10 and 11 students throughout the year culminating in the May long weekend Marine Biology/Seakayaking trip.

-Research and develop after school program to support students who are taking distance education Spanish. Supports include, iPad purchase, local Spanish speaking person offering tutoring at DT, support from Chinooks Edge outreach program.

-Offer leadership and experiential field trips to grade 8 and 9 students in the fall and spring.

Grade 8's-Rivers Edge Leadership and Team Building Camp in October/Twin Lakes canoe-bike-science trip in June.

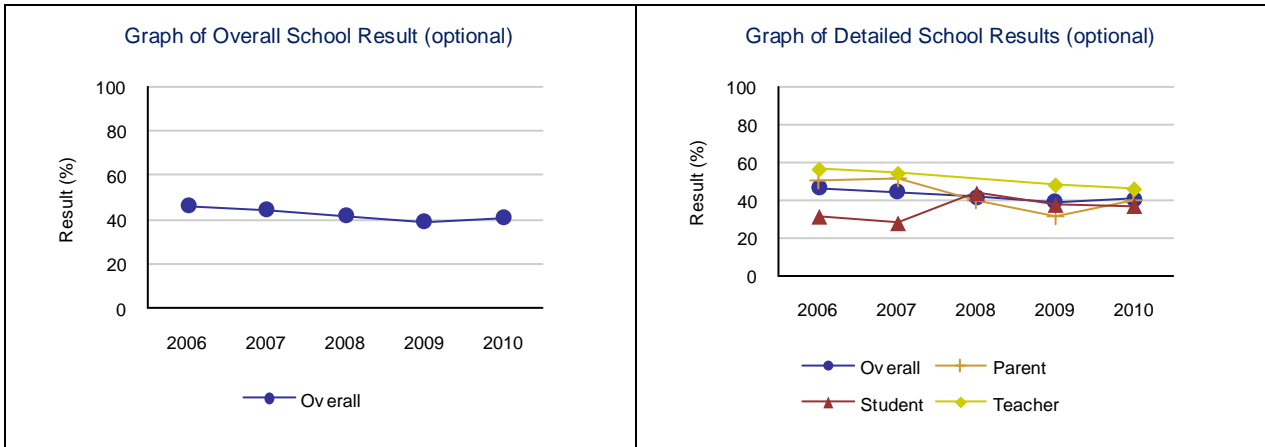
Grade 9's-Bike Trip from Jasper to Saskatchewan Crossing in late May early June (looking for a leadership/team building trip for the Grade 9's in the fall as well)

-Begin to develop Student Government

-Create an Arts and Culture club that meets weekly. It is student based and driven. Activities might include: Inschool movie day, Dream Catcher and drum making, Red Deer Theater Production, cultural food experiences.

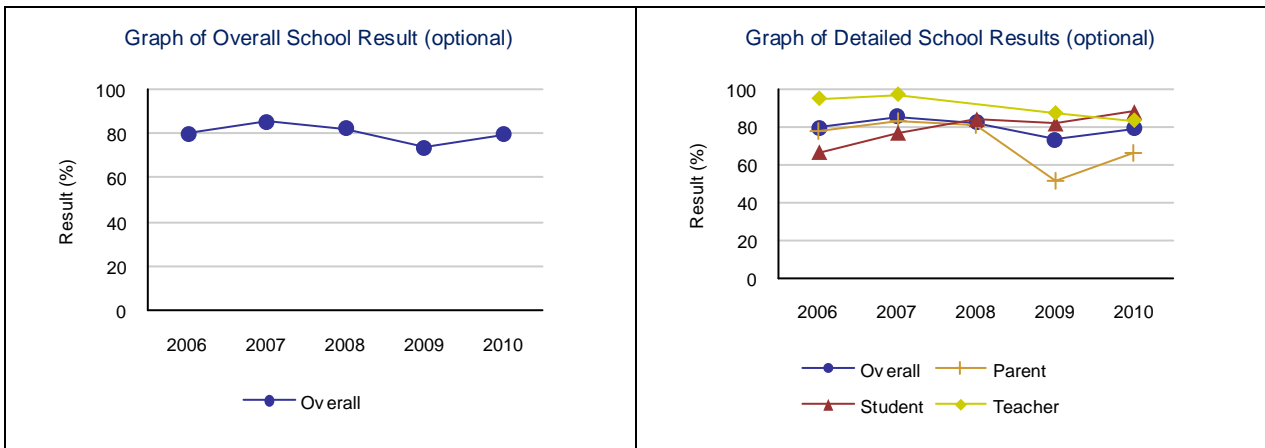
- Increasing opportunities within school and outside for Sports Performance class.
- Develop Arts and Culture class that operates outside of regular school hours. Will possibly include Drama or Music 10 and trips to performances in major centres.

Measure Details															
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	46.2	44.6	41.8	39.2	40.9	71.8	68.4	73.4	74.5	71.9	78.1	78.5	79.4	80.3	80.5
Teacher	56.4	54.2	*	48.1	46.0	77.9	76.3	82.0	80.9	79.0	85.2	85.7	86.4	86.8	87.7
Parent	50.7	51.6	39.8	31.9	39.7	72.4	68.0	70.3	69.9	69.6	76.6	76.9	77.6	78.7	78.0
Student	31.4	27.9	43.9	37.7	37.1	65.1	60.9	67.9	72.8	67.1	72.6	72.9	74.1	75.3	75.9



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

Measure Details															
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	79.9	85.7	82.5	73.6	79.5	86.5	84.4	87.1	87.4	86.2	87.7	87.6	88.2	89.3	89.2
Teacher	95.0	97.2	*	87.2	83.3	92.6	92.8	95.9	94.8	95.1	94.8	94.7	94.9	95.3	95.6
Parent	78.0	82.8	80.6	51.4	66.7	82.2	77.0	79.9	78.7	78.9	81.6	81.8	83.0	84.4	83.9
Student	66.7	77.1	84.5	82.1	88.4	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	4.1	6.7	5.4	3.4	5.9	3	Intermediate	Maintained	Acceptable	3	3	3

**Comment on Results**

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

A strong Career Program combined with an intervention team have allowed us to work effectively with at risk students.

**Strategies**

--Implementation of Student Wellness Awareness Team (SWAT) Four member team that works closely with identified and at risk students (academic, behavioural, emotional) Team intervenes and plans programs or connects students with appropriate resources

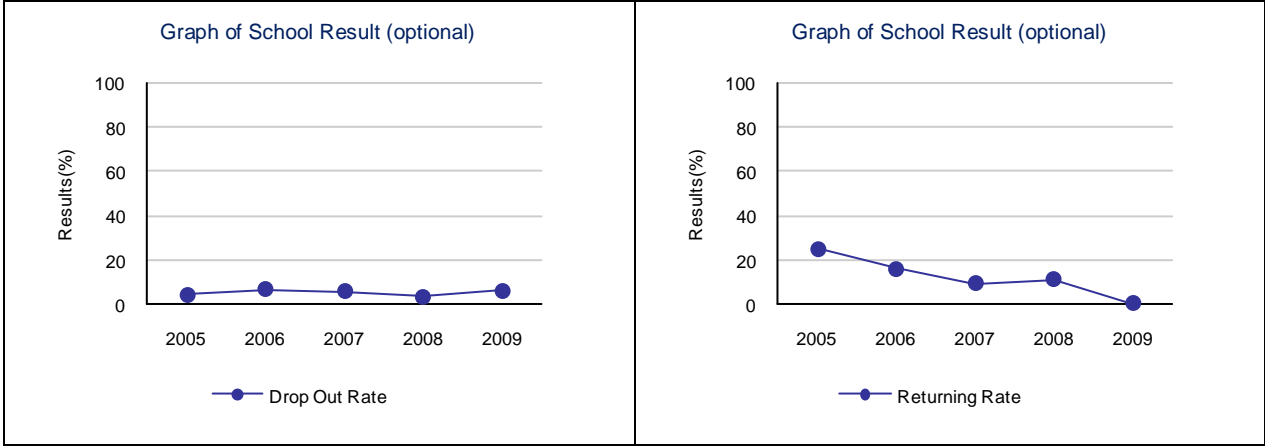
--Continued focus on Career Planning process. Every student from grade 8 to 12 will receive individual Career Counseling.

-Health 8/9, CTS 10, CALM 20 and mandatory Career classes in grade 12 will ensure proper sequence of career counseling and emphasis at different stages of students school career

-Increase exposure of students to post secondary opportunities through post secondary forums and school visitations

-Make students aware from grade 8 that a career is everything that they have experienced throughout their lives (emphasized in above courses) and it is a dynamic process

Measure Details															
Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Drop Out Rate	4.1	6.7	5.4	3.4	5.9	5.5	5.8	6.4	5.0	6.0	5.0	4.7	5.0	4.8	4.3
Returning Rate	24.9	15.9	9.4	11.2	0.0	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.

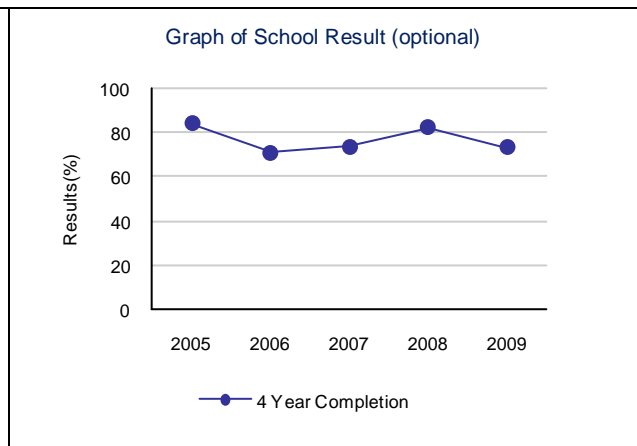
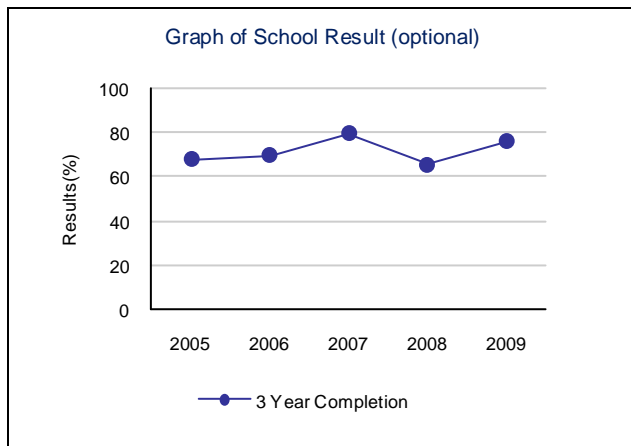
Performance Measure	Results (in Percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
High School Completion Rate – percentages of students who completed high school within three years of entering Grade 10.	67.8	69.7	79.7	65.5	76.1	69	High	Maintained	Good	78	80	82

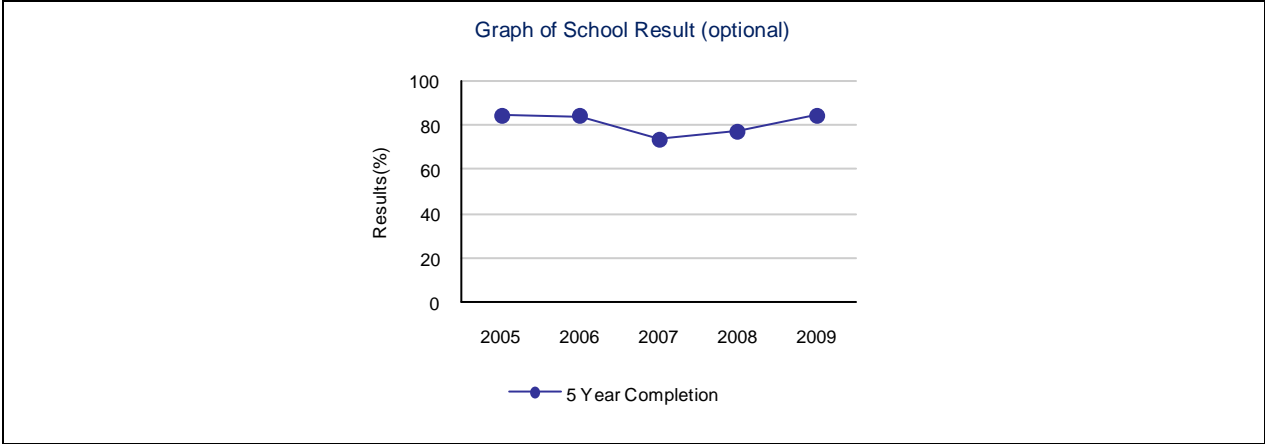
**Comment on Results**  
 (an assessment of progress toward achieving the target)

**Strategies**

- Continued focus on Career Planning process. Every student from grade 8 to 12 will receive individual Career Counseling.
- Health 8/9, CTS 10, CALM 20 and mandatory Career classes in grade 12 will ensure proper sequence of career counseling and emphasis at different stages of students school career
- Increase exposure of students to post secondary opportunities through post secondary forums and school visitations
- Make students aware from grade 8 that a career is everything that they have experienced throughout their lives (emphasized in above courses) and it is a dynamic process
- Improving teaching and learning

Measure Details															
High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.															
	School					Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
3 Year Completion	67.8	69.7	79.7	65.5	76.1	71.9	71.5	71.3	70.2	73.3	70.7	70.6	71.1	70.8	71.5
4 Year Completion	84.3	71.2	73.7	82.4	73.1	76.9	77.4	76.4	75.2	75.2	75.0	76.1	76.1	76.3	76.1
5 Year Completion	84.6	84.3	73.8	77.5	84.6	78.1	78.6	79.3	78.5	77.8	77.0	78.1	78.9	78.7	79.0





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

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.	86.0	76.3	72.5	74.4	40.2	75	Very Low	Declined Significantly	Concern	75	80	85
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	11.0	12.9	11.6	11.1	3.4	10	Very Low	Declined	Concern	11	12	13
Overall percentage of students who achieved the acceptable standard on diploma examinations.	90.0	82.5	82.6	78.6	74.8	80	Low	Maintained	Issue	82	83	84
Overall percentage of students who achieved the standard of excellence on diploma examinations.	15.7	8.2	11.6	7.1	11.7	13	Low	Maintained	Issue	14	15	16

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	49.3	38.5	43.2	48.7	49.5	50	Intermediate	Maintained	Acceptable	52	54	56
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	66.7	61.9	57.8	55.9	54.9	60	Intermediate	n/a	n/a	60	61	62

### Comment on Results (OPTIONAL)

(an assessment of progress toward achieving the target)

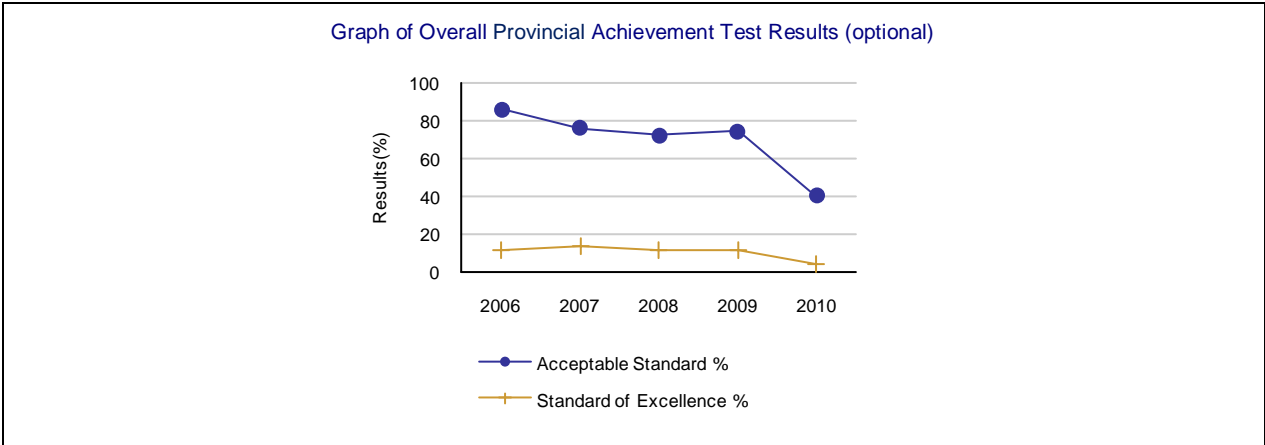
*PAT results dropped for acceptable standards by 34 percent and excellence by 7.7 percent. It is a difficult situation to explain. The same teachers, teaching mostly the same curriculum (math was piloted) with improved teaching and student learning as per our goals for last year resulted in far lower achievement. The only variable is the students. In our small sampling data can be mercurial. The 2010 grade 9 class presented many social and behavioral problems for our school.*

### Strategies

- To continue to provide professional development opportunities, coaching and preparation time for staff to further learn about and implement SmartLearning and Galileo in their teaching.
- Provide collaborative opportunities for staff to investigate cross curricular opportunities internally using both school based and collaborative PD days a minimum of five times in 2010-11.
- Provide additional focused time for teachers to develop their new teaching skills with a minimum of 50% of the time during a school based PD day allocated for this.
- Provide opportunities and PD for staff to continue to develop exemplary teaching skills

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.



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		David Thompson School						Alberta				
Course	Measure	Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 9	Acceptable Standard	Very Low	Declined Significantly	Concern	44	36.4	42	70.9	43,651	79.3	44,250	77.6
	Standard of Excellence	Very Low	Maintained	Concern	44	4.5	42	7.7	43,651	15.0	44,250	14.8
Science 9	Acceptable Standard	Very Low	Declined Significantly	Concern	43	44.2	42	78.0	43,372	73.6	44,075	70.4
	Standard of Excellence	Very Low	Declined Significantly	Concern	43	2.3	42	16.1	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.

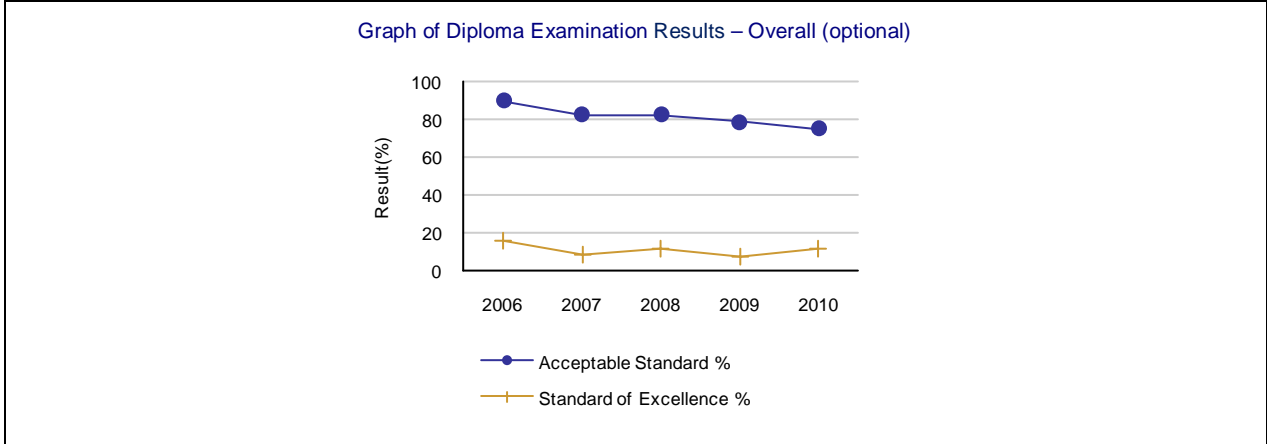
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	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 9	School	94.0	87.2	94.3	91.1	81.8	95
	Authority	86.7	86.4	90.9	86.5	89.9	
	Province	87.7	87.9	87.7	89.7	89.8	
Mathematics 9	School	94.0	93.5	100.0	93.3	n/a	95
	Authority	89.1	87.4	90.6	87.9	91.0	
	Province	87.3	88.0	88.0	89.8	86.8	
Science 9	School	94.0	93.5	100.0	93.3	81.4	95
	Authority	88.9	87.6	92.1	88.3	89.3	
	Province	88.1	88.8	89.0	90.5	90.4	
Social Studies 9	School	n/a	n/a	n/a	n/a	81.8	95
	Authority	n/a	n/a	n/a	n/a	89.9	
	Province	n/a	n/a	n/a	n/a	90.2	

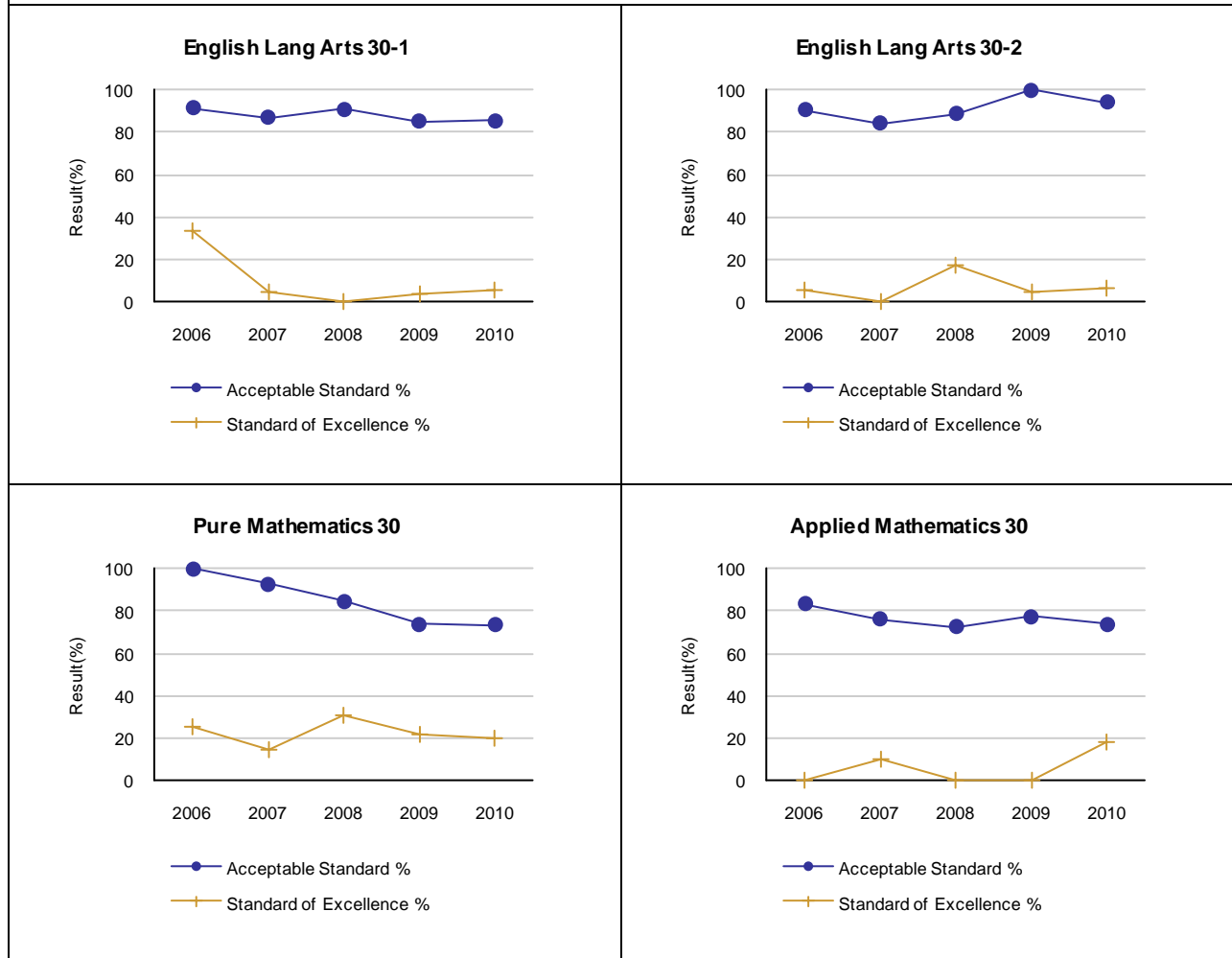
Measure Details													
Diploma Exam Course by Course Results by Students Writing													
		Results (in percentages)										Target	
		2006		2007		2008		2009		2010		2010	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	91.7	33.3	87.0	4.3	90.9	0.0	85.2	3.7	85.7	4.8		
	Authority	86.1	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	90.5	4.8	84.2	0.0	88.9	16.7	100.0	4.5	94.4	5.6		
	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		
Pure Mathematics 30	School	100.0	25.0	92.9	14.3	84.6	30.8	73.7	21.1	73.3	20.0		
	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	83.3	0.0	76.2	9.5	72.7	0.0	77.3	0.0	73.9	17.4		
	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	75.0	25.0	88.9	11.1	73.3	6.7	90.5	28.6	n/a	n/a		
	Authority	74.3	13.7	76.6	14.1	81.7	12.4	88.8	25.0	*	*		
	Province	85.5	23.9	86.1	24.6	84.7	21.5	84.2	21.4	67.8	10.4		
Social Studies 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100.0	37.5		
	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	91.7	4.2	76.2	19.0	88.2	5.9	96.2	23.1	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	100.0	12.5		
	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	88.2	23.5	73.7	10.5	75.0	6.3	57.1	9.5	53.8	11.5		
	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	81.8	36.4	100.0	28.6	81.8	27.3	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	52.9	17.6	73.3	20.0		
	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	88.9	22.2	n/a	n/a	62.5	0.0	n/a	n/a	n/a	n/a		
	Authority	68.7	8.1	72.7	18.2	75.3	16.4	*	*	n/a	n/a		
	Province	84.4	30.0	86.1	29.3	85.7	32.0	74.4	25.6	75.0	25.0		
Physics 30	School	n/a	n/a	n/a	n/a	n/a	n/a	72.7	9.1	54.5	9.1		
	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		
	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.

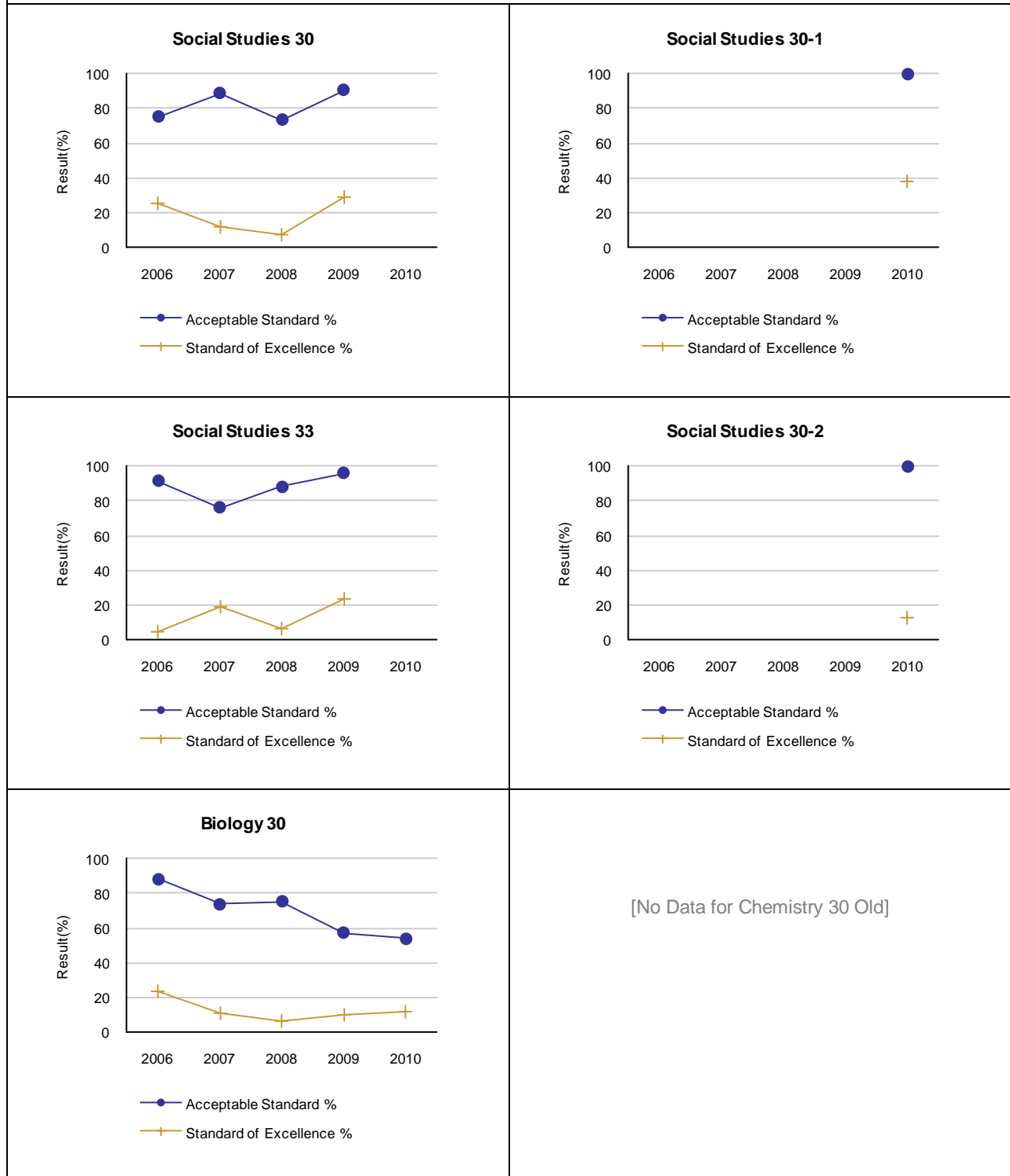


Diploma Examination Results by Course



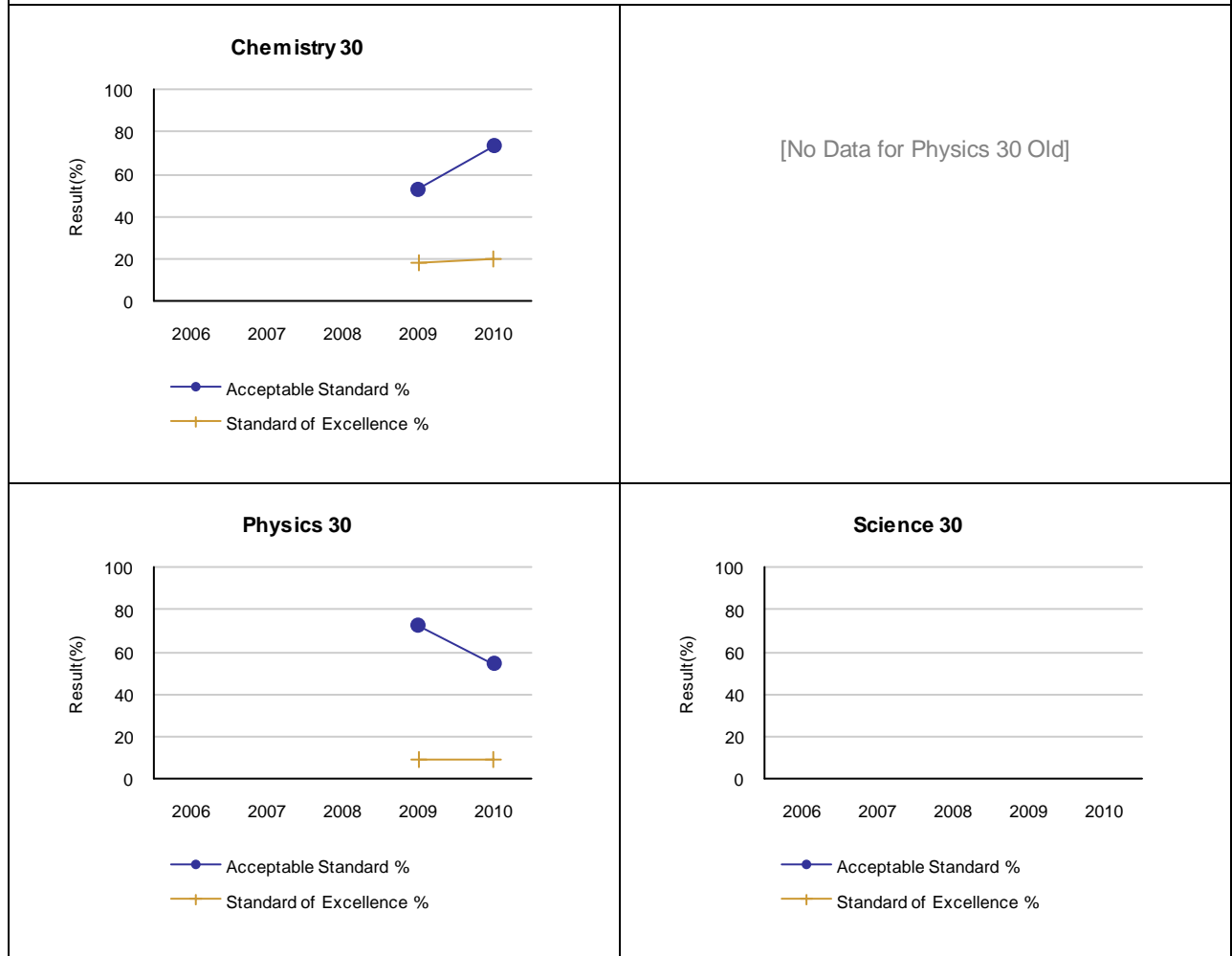
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Diploma Examination Results by Course



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

Diploma Examination Results by Course



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

		David Thompson School						Alberta				
Course	Measure	Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Low	Maintained	Issue	21	85.7	20	87.7	29,151	85.1	28,157	87.0
	Standard of Excellence	Very Low	Maintained	Concern	21	4.8	20	2.7	29,151	10.1	28,157	15.6
English Lang Arts 30-2	Acceptable Standard	High	Maintained	Good	18	94.4	20	91.0	14,314	88.8	13,150	88.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	18	5.6	20	7.1	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	Low	Maintained	Issue	15	73.3	15	83.7	22,917	82.9	22,411	81.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	15	20.0	15	22.0	22,917	29.7	22,411	25.6
Applied Mathematics 30	Acceptable Standard	Low	Maintained	Issue	23	73.9	18	75.4	10,639	77.3	10,191	77.8
	Standard of Excellence	High	Improved	Good	23	17.4	18	3.2	10,639	12.6	10,191	12.1
Biology 30	Acceptable Standard	Very Low	Maintained	Concern	26	53.8	19	68.6	22,345	81.4	20,946	82.9
	Standard of Excellence	Very Low	Maintained	Concern	26	11.5	19	8.8	22,345	28.1	20,946	26.8
Chemistry 30	Acceptable Standard	n/a	Improved	n/a	15	73.3	17	52.9	18,933	79.0	17,370	76.3
	Standard of Excellence	n/a	Maintained	n/a	15	20.0	17	17.6	18,933	29.9	17,370	27.7
Physics 30	Acceptable Standard	n/a	Maintained	n/a	11	54.5	11	72.7	10,360	73.9	10,072	79.3
	Standard of Excellence	n/a	Maintained	n/a	11	9.1	11	9.1	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

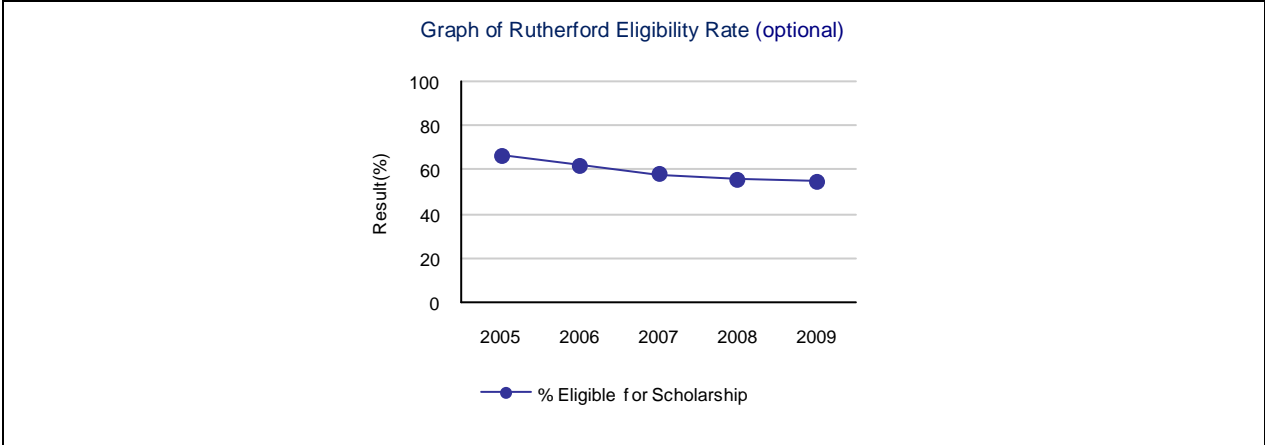
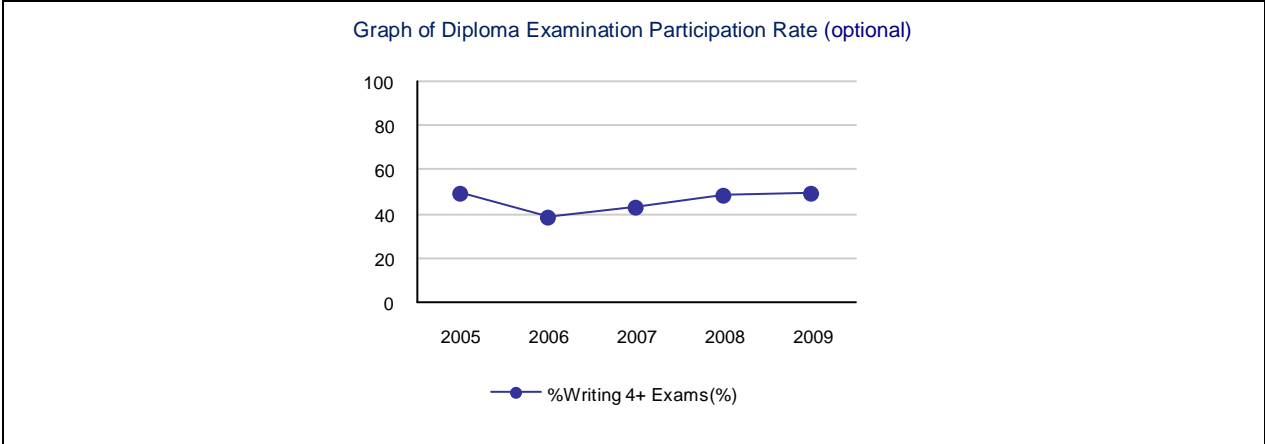
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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										
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	13.0	8.6	13.6	22.1	15.1	18.1	17.8	18.0	18.4	18.0
% Writing 1+ Exams	87.0	91.4	86.4	77.9	84.9	81.9	82.2	82.0	81.6	82.0
% Writing 2+ Exams	84.1	79.4	82.1	77.9	83.1	78.3	78.5	78.6	78.0	78.7
% Writing 3+ Exams	60.9	52.9	67.0	60.9	67.2	65.6	65.6	65.6	64.9	65.2
<b>% Writing 4+ Exams</b>	<b>49.3</b>	<b>38.5</b>	<b>43.2</b>	<b>48.7</b>	<b>49.5</b>	<b>53.5</b>	<b>53.7</b>	<b>53.6</b>	<b>53.3</b>	<b>53.5</b>
% Writing 5+ Exams	26.1	19.2	23.8	34.1	23.0	34.5	34.6	34.7	34.3	34.7
% Writing 6+ Exams	17.4	9.6	10.8	9.7	14.1	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	31.4	31.0	42.6	28.6	47.4	54.4	54.7	54.5	53.8	54.0
English 33/30-2	51.4	50.0	38.3	47.6	35.1	23.7	23.5	23.6	24.0	24.5
<b>Total of 1 or more English Diploma Exams</b>	<b>82.9</b>	<b>81.0</b>	<b>80.9</b>	<b>76.2</b>	<b>82.5</b>	<b>76.9</b>	<b>77.1</b>	<b>77.0</b>	<b>76.7</b>	<b>77.1</b>
Social 30	28.6	33.3	31.9	35.7	36.8	49.1	49.5	49.3	48.1	48.1
Social 33	54.3	54.8	53.2	40.5	45.6	29.1	28.8	28.8	29.5	30.1
<b>Total of 1 or more Social Diploma Exams</b>	<b>82.9</b>	<b>88.1</b>	<b>85.1</b>	<b>76.2</b>	<b>82.5</b>	<b>77.0</b>	<b>77.2</b>	<b>77.2</b>	<b>76.7</b>	<b>77.4</b>
Math 30/Pure	25.7	19.0	27.7	35.7	28.1	41.1	41.9	41.7	41.1	40.8
Math 33/Applied	40.0	28.6	42.6	26.2	36.8	19.9	19.5	19.5	19.1	19.7
<b>Total of 1 or more Math Diploma Exams</b>	<b>60.0</b>	<b>45.2</b>	<b>66.0</b>	<b>59.5</b>	<b>64.9</b>	<b>60.4</b>	<b>60.7</b>	<b>60.7</b>	<b>59.7</b>	<b>59.9</b>
Biology 30	42.9	38.1	36.2	45.2	35.1	39.4	39.6	39.8	39.1	39.8
Chemistry 30	31.4	23.8	29.8	26.2	14.9	34.4	34.2	34.3	34.5	17.3
Physics 30	20.0	11.9	10.6	19.0	7.9	21.6	21.6	21.5	20.4	10.0
Science 30	0.0	0.0	0.0	0.0	8.8	7.0	7.0	7.0	7.4	8.2
<b>Total of 1 or more Science Diploma Exams</b>	<b>51.4</b>	<b>42.9</b>	<b>42.6</b>	<b>47.6</b>	<b>52.6</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									
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	33	20	60.6	16	48.5	9	27.3	22	66.7
2006	42	23	54.8	20	47.6	7	16.7	26	61.9
2007	45	22	48.9	19	42.2	11	24.4	26	57.8
2008	34	18	52.9	14	41.2	5	14.7	19	55.9
2009	51	25	49.0	20	39.2	7	13.7	28	54.9



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 2010	Evaluation			Targets		
							Achievement	Improvement	Overall	2011	2012	2013
High school to post-secondary transition rate within six years of entering Grade 10.	65.0	53.2	58.9	58.4	49.3	69	Intermediate	Maintained	Acceptable	50	53	57

**Comment on Results (OPTIONAL)**

(an assessment of progress toward achieving the target)

**Strategies**

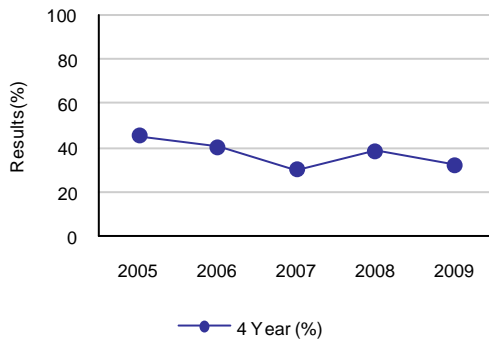
- Continued focus on Career Planning process. Every student from grade 8 to 12 will receive individual Career Counseling.
- Health 8/9, CTS 10, CALM 20 and mandatory Career classes in grade 12 will ensure proper sequence of career counseling and emphasis at different stages of students school career
- Increase exposure of students to post secondary opportunities through post secondary forums and school visitations
- Make students aware from grade 8 that a career is everything that they have experienced throughout their lives (emphasized in above courses) and it is a dynamic process

**Measure Details**

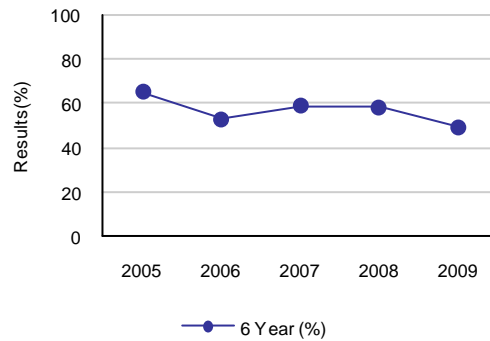
High school to post-secondary transition rate

	School					Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
6 year rate	65.0	53.2	58.9	58.4	49.3	48.6	49.2	52.2	55.0	47.8	56.6	58.1	58.8	59.2	59.8
4 year rate	45.2	40.5	30.1	38.5	32.1	32.4	32.7	28.5	30.6	28.7	35.6	37.7	38.7	38.9	37.5

Graph of School Result (optional)



Graph of School Result (optional)



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

Outcome: Students are well prepared for employment.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	80.0	85.3	66.7	67.3	64.2	73	Very Low	Maintained	Concern	75	80	85

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

**Strategies**

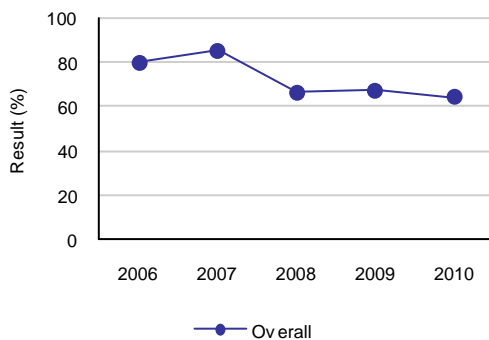
- Continued focus on Career Planning process. Every student from grade 8 to f2 will receive individual Career Counseling.
- Health 8/9, CTS 10, CALM 20 and mandatory Career classes in grade 12 will ensure proper sequence of career counseling and emphasis at different stages of students school career and be aware of what is required of 21<sup>st</sup> Century workers
- Make students aware from grade 8 that a career is everything that they have experienced throughout their lives (emphasized in above courses) and it is a dynamic process
- Ensure continued high rate of work experience opportunities to teach 21<sup>st</sup> Century working skills and needs of employers

**Measure Details**

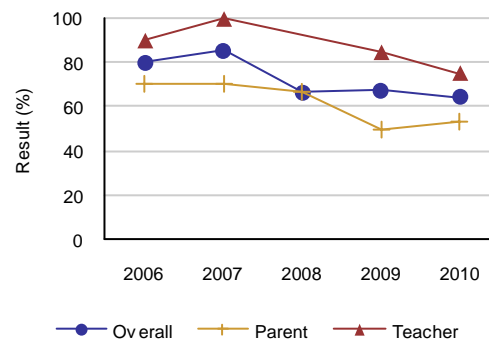
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	80.0	85.3	66.7	67.3	64.2	72.5	71.5	76.8	76.2	72.9	77.0	77.1	80.1	79.6	79.9
Teacher	90.0	100.0	*	84.6	75.0	84.0	84.2	89.2	91.0	90.0	89.4	89.2	89.3	88.9	90.0
Parent	70.0	70.6	66.7	50.0	53.3	61.0	58.7	64.3	61.5	55.9	64.6	65.1	70.9	70.2	69.8

Graph of Overall School Results (optional)



Graph of Detailed School Results (optional)



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

Outcome: Students model the characteristics of active citizenship.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	74.4	77.7	63.6	66.4	73.9	72	Intermediate	Maintained	Acceptable	74	76	78

**Comment on Results**

(an assessment of progress in relation to past performance)

Again with changing demographics of families in our community it apparent that the school needs to take additional responsibilities in creating in students a strong sense of civic duty within the school and community. The increase of 7.5 % would reflect the implementation of citizenship curriculum that occurred in grades 8-12.

**Strategies**

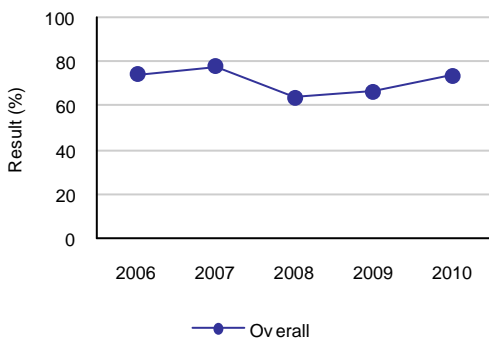
DTHS will develop leadership/citizenship curriculum from grades 8-12 resulting in a grades 8-12 scope and sequence and a replicable curriculum, using specific resources per grade by September 2013.

**Measure Details**

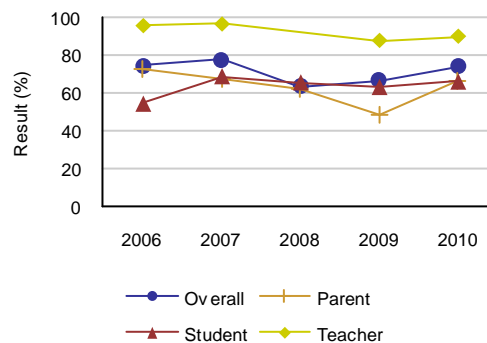
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	74.4	77.7	63.6	66.4	73.9	69.7	68.5	72.0	75.1	75.1	76.8	76.6	77.9	80.3	81.4
Teacher	95.8	96.7	*	87.7	90.0	81.0	81.3	84.0	88.6	91.4	90.3	89.9	90.6	91.8	93.0
Parent	72.9	67.5	61.7	48.3	65.8	66.5	63.2	65.6	66.6	68.4	72.4	72.6	74.7	77.4	78.5
Student	54.5	68.8	65.6	63.2	66.0	61.7	61.1	66.3	70.0	65.4	67.5	67.1	68.5	71.8	72.7

Graph of Overall School Results (optional)



Graph of Detailed School Results (optional)



## 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.	79.8	73.7	44.3	66.8	66.6	75	Very Low	Maintained	Concern	75	80	85

### Comment on Results

(an assessment of progress toward achieving the target)

### Strategies

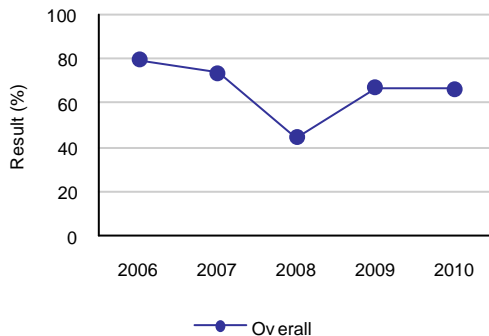
- Continued attempts to encourage parental involvement in School Council via direct callouts with one personal invite per parent over the course of the year
- Improved communication home by creating First Class email lists of parents so as to send home regular pdf newsletters, daily and/or weekly updates of school events/successes

### Measure Details

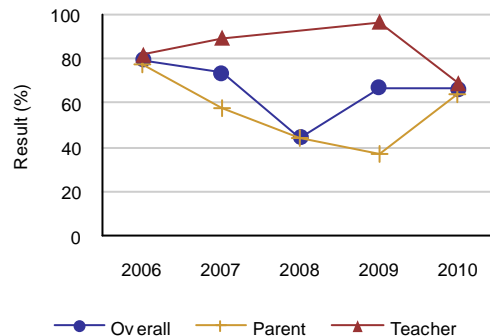
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	79.8	73.7	44.3	66.8	66.6	77.8	75.2	80.0	79.4	76.8	77.9	77.5	78.2	80.1	80.0
Teacher	82.0	89.7	*	96.9	69.2	84.9	86.1	90.1	90.0	88.6	87.6	87.1	87.5	88.0	88.6
Parent	77.6	57.6	44.3	36.7	64.0	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)



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.	66.5	70.4	66.0	49.3	58.1	66	Very Low	Maintained	Concern	70	73	77

### Comment on Results (OPTIONAL)

(an assessment of progress toward achieving the target)

Significant improvement over previous year and a move closer to 5 year average.

**Strategies**

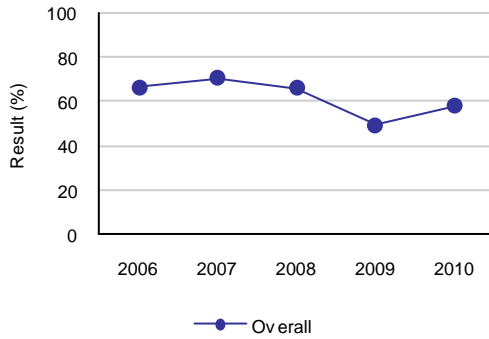
-Continued attempts to encourage parental involvement in School Council  
 -Improved communication home by creating First Class email lists of parents so as to send home regular pdf newsletters, daily and/or weekly updates of school events/successes

**Measure Details**

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

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	66.5	70.4	66.0	49.3	58.1	74.0	67.0	75.2	79.0	76.5	76.8	76.3	77.0	79.4	79.9
Teacher	90.0	66.7	*	69.2	50.0	75.0	62.1	73.6	83.2	77.2	75.5	74.5	75.6	78.2	80.8
Parent	70.0	75.0	69.2	33.3	60.0	72.2	66.2	74.4	71.9	74.7	75.4	75.1	75.9	78.1	77.0
Student	39.4	69.6	62.8	45.5	64.3	74.9	72.7	77.7	81.7	77.6	79.4	79.3	79.5	81.8	81.8

Graph of Overall School Results (optional)



Graph of Detailed School Results (optional)

