

October 2010 Accountability Pillar Overall Summary (OPTIONAL)

Goal	Measure Category	Measure Category Evaluation	Measure	West Central High School			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High-quality learning opportunities	Safe and Caring Schools	Acceptable	Safe and Caring	83.8	83.2	81.5	87.6	86.9	85.4	Intermediate	Maintained	Acceptable
	Student Learning Opportunities	Acceptable	Program of Studies	78.8	81.9	82.3	80.5	80.3	79.4	High	Maintained	Good
			Education Quality	85.5	87.5	86.3	89.2	89.3	88.4	Intermediate	Maintained	Acceptable
			Drop Out Rate	6.8	5.2	4.8	4.3	4.8	4.8	Intermediate	Declined	Issue
			High School Completion Rate (3 yr)	73.0	70.7	74.4	71.5	70.8	70.9	Intermediate	Maintained	Acceptable
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	71.5	55.5	65.7	79.1	78.3	77.2	Low	Maintained	Issue
			PAT: Excellence	10.7	2.9	7.9	19.4	18.3	18.2	Low	Maintained	Issue
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	81.8	83.5	86.1	83.4	84.3	84.3	Low	Maintained	Issue
			Diploma: Excellence	10.7	12.2	16.6	19.0	18.5	19.2	Low	Declined	Issue
			Diploma Exam Participation Rate (4+ Exams)	44.5	48.1	45.2	53.5	53.3	53.6	Intermediate	Maintained	Acceptable
	Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Rutherford Scholarship Eligibility Rate (Revised)	54.0	45.4	47.8	56.9	57.3	56.7	Intermediate	n/a	n/a
			Transition Rate (6 yr)	50.3	56.8	55.6	59.8	59.2	58.7	Intermediate	Maintained	Acceptable
			Work Preparation	82.9	78.9	74.8	79.9	79.6	78.9	High	Improved	Good
			Citizenship	71.8	69.5	67.9	81.4	80.3	78.3	Intermediate	Maintained	Acceptable
Goal 4: Highly responsive and responsible education system	Parental Involvement	Good	Parental Involvement	79.8	76.3	76.3	80.0	80.1	78.6	High	Maintained	Good
	Continuous Improvement	Good	School Improvement	79.7	81.0	74.2	79.9	79.4	77.6	High	Improved	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 ¹	Evaluation			Targets ²		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	74.1	77.8	83.7	83.2	83.8	84.5	Intermediate	Maintained	Acceptable	86	89	91

Comment on Results (OPTIONAL)

(an assessment of progress toward achieving the target)

Although our data indicates that we are maintaining improvement in this area, we will continue to employ strategies that are creating a safe and caring environment at WCHS.

Strategies

- **Challenge Day & Be the Change Student Leadership team:** will help build a culture of respect that celebrates diversity and encourages students to be the catalyst to change
- **School Shared Values:** as a staff we have revisited our Shared Values and have discusses how these are taught and reinforced in class and in our school community. We, as leaders, will model these values in our interactions with students, parents and each other
- **Morning Breakfast Program:** provided nutritious breakfast snacks for those that want it which, we know from research, greatly affects student learning and their ability to focus and sustain their energy.
- **School Social Worker & Family Wellness Worker:** on site 4 days/week to provided social and emotional support to students and their families: to provide programs to address at risk behaviours(ie drug and alcohol abuse, anger management, conflict resolution, healthy lifestyle choices, crisis intervention) and liaise with outside agency supports.
- **School Resource Officer:** working as part of school community team to establish positive relationship with our students and parents, as well as support our Shared Values and enforce laws that ensure a safe, caring and healthy school environment
- **P.A.R.T.Y. Program:** educates students about the effects of risky life choices and encourages positive lifestyles and safe behaviour
- **S.A.D.D.:** a student leadership opportunity that raises awareness of the effects of drinking and driving and provides education around healthy and safe choices
- **Student Leadership Council:** organization of school extra- curricular events that promote inclusion and school pride and spirit
- **Healthy School Champions:** a student and parent leadership team that accesses our schools' overall healthy and wellness and provides leadership in enhancing our successful strategies and guiding future initiatives
- **Discipline Policy Review & Revision:** staff is in the process of reviewing and revising our discipline policies and procedures to ensure they are meaningful, in line with our shared values and equitable

Note:

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

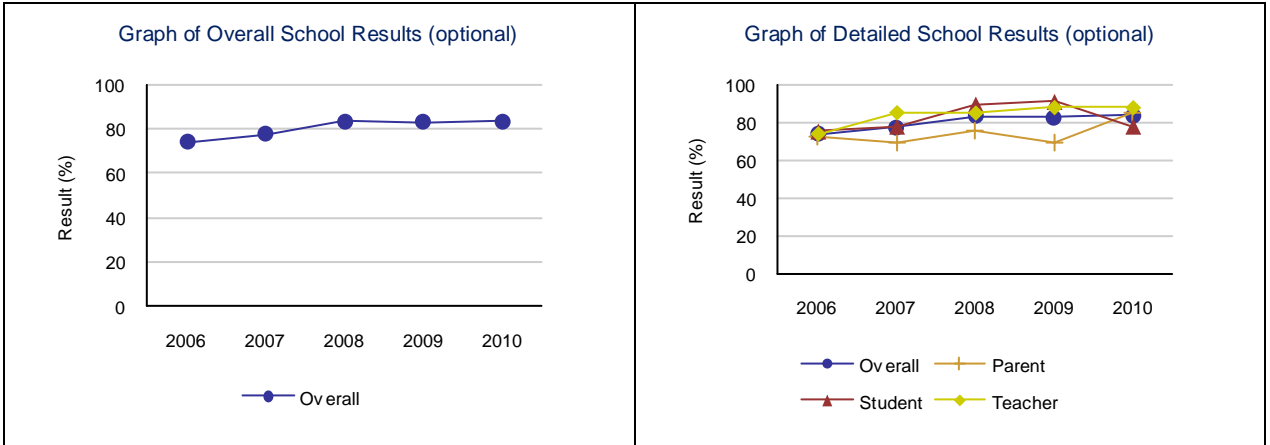
¹ If school had set a target for 2009/10 in the three year education plan 2009/10 – 2011/12, include it in the space provided for each required measure.

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

Measure Details (OPTIONAL)

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	74.1	77.8	83.7	83.2	83.8	80.4	78.5	82.8	83.8	83.2	84.4	84.2	85.1	86.9	87.6
Teacher	74.1	85.6	85.4	88.4	88.3	88.0	87.9	90.7	92.9	92.1	92.8	92.6	93.1	93.8	94.4
Parent	72.7	69.4	76.0	70.0	85.1	80.2	74.4	80.2	78.2	80.6	82.1	81.7	83.2	85.3	86.1
Student	75.6	78.2	89.8	91.2	78.2	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.	81.3	79.0	85.9	81.9	78.8	80	High	Maintained	Good	81	83	85
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	83.5	82.9	88.5	87.5	85.5	86	Intermediate	Maintained	Acceptable	87	89	91

Comment on Results (OPTIONAL)

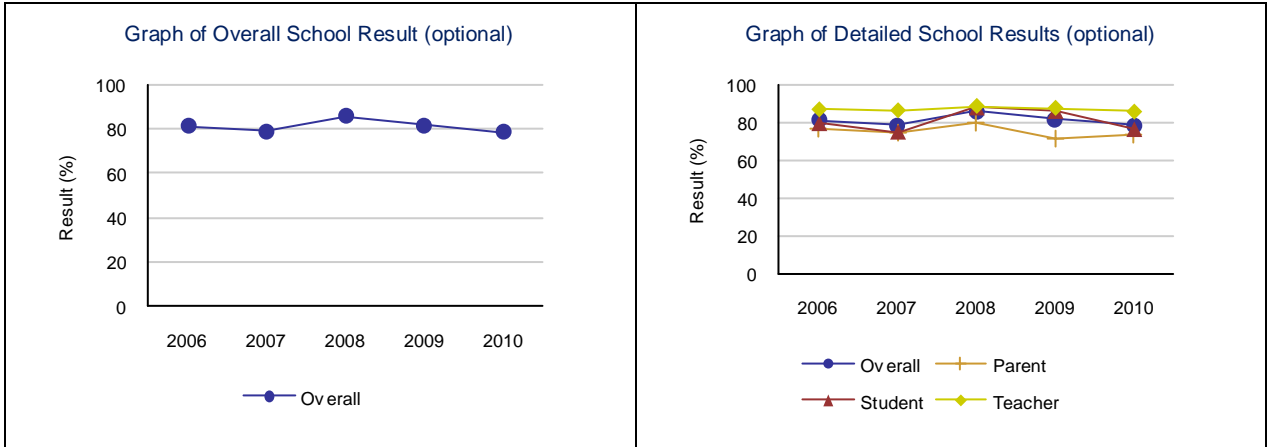
(an assessment of progress toward achieving the target)

We will continue to offer a wide range of learning programs to meet the needs of ALL of our students. As well, we will continue to develop relationships with our community partners and ensure we are communicating to them

Strategies

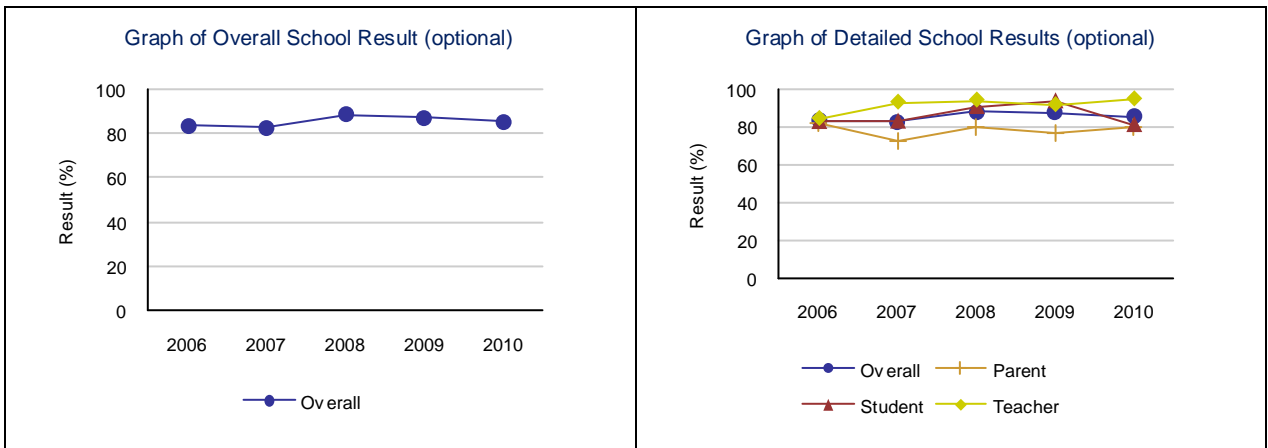
- **Programs: through the Tell Them From Me surveys for students, we will evaluate and investigate the existing and potential learning opportunities**
- **Professional Development: a school wide PD which aligns with our school goal to focus on investigating and implementing promising instructional and assessment practices that positively impact student engagement and achievement.**
- **Continue to encourage and support teachers involvement in division-wide and provincial professional development opportunities (ie. SMART Learning, Galelio, new curriculum implementation)**
- **Continue to improve regular communication to our families via monthly school newsletter, user friendly website development, teacher/parent contacts (positive and concerns)**
- **Improve parental involvement informally (volunteering, contact with teachers) and formally (ie School Council)**
- **Connections Program: offers alternative to classroom instruction via ADLC**
- **Visions West Outreach Program: provides alternative setting and program options (out of school or blended programs, Home School option, work and learn option, part-time program options etc.) to support a variety of learner needs.**
- **Summer Work Experience program**
- **Basketball Summer camp**
- **Sports Performance: provides options outside of the regular school schedule (7:15 – 8:30am) and enhances curriculum options**
- **Locally Developed Courses: Film Appreciation, Palaentology, and possible Fire Suppression in 2011-2012 year.**
- **Collaboration with Confluence Campus partners to offer programs in Trades (fabrication, mechanics, construction, cosmetology, computer technology, foods, Fine Arts)**
- **Career Preparation Program, Green Certificate and Registered Apprenticeship opportunities for career based focus and transitions into the work force**
- **French Immersion opportunites via partnership with ADLC and French facilitator**
- **Drama Program offers extra-curricular focus**
- **International Travel Program offers life experience and career investigation**

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	81.3	79.0	85.9	81.9	78.8	71.8	68.4	73.4	74.5	71.9	78.1	78.5	79.4	80.3	80.5
Teacher	87.1	86.6	88.9	87.9	85.9	77.9	76.3	82.0	80.9	79.0	85.2	85.7	86.4	86.8	87.7
Parent	77.0	75.1	80.5	71.3	73.7	72.4	68.0	70.3	69.9	69.6	76.6	76.9	77.6	78.7	78.0
Student	79.9	75.3	88.4	86.5	76.7	65.1	60.9	67.9	72.8	67.1	72.6	72.9	74.1	75.3	75.9



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

Measure Details (OPTIONAL)															
Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	83.5	82.9	88.5	87.5	85.5	86.5	84.4	87.1	87.4	86.2	87.7	87.6	88.2	89.3	89.2
Teacher	84.7	93.2	94.3	91.9	94.9	92.6	92.8	95.9	94.8	95.1	94.8	94.7	94.9	95.3	95.6
Parent	82.7	72.4	80.3	76.5	80.3	82.2	77.0	79.9	78.7	78.9	81.6	81.8	83.0	84.4	83.9
Student	83.0	83.2	90.9	93.9	81.4	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	4.0	4.2	5.2	5.2	6.8	6	Intermediate	Declined	Issue	5.5	5	4

Comment on Results (OPTIONAL)

(an assessment of progress toward achieving the target)

Our school's substantial increase of 1.6% in drop-out rate in the past year is alarming and our area of greatest concern. It is our hope that with deeper analysis of this year's data and the real time results of our Tell Them From Me student surveys, we can get a clearer picture of what we need to do as a school, in partnership with our Division and outside agencies, to address this issue. However, what is encouraging is that our return rate is improving.

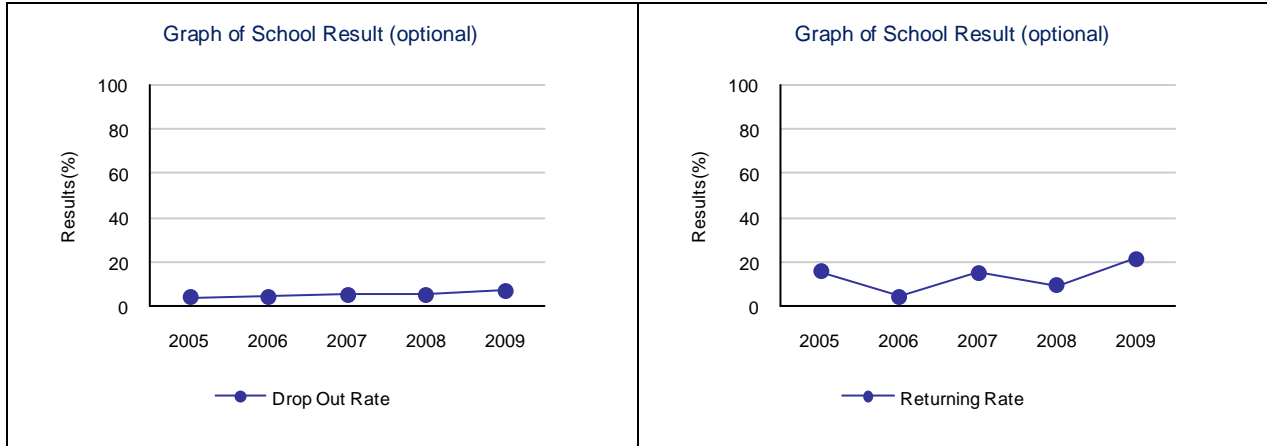
Strategies

- *Continue to develop the belief that ALL students want to and can learn and be successful*
- *Review literature on this topic to understand why students drop out and what works to change this trend*
- *To continue to develop an assessment tool to help identify, early on, students at risk socially, emotionally and academically*
- *To identify who actually dropped-out and do an exit interview to determine what factors affect their choice to leave school before graduation*
- *Develop a Program Planning or School Based Team to work as a team to provide early intervention and support for at risk students*
- *To implement use of the Response to Intervention(RTI) pyramid when dealing with at risk or vulnerable students*
- *To develop partnerships with outside/community agencies to support at risk students and their families*
- *Continue to explore and expand alternative learning programs,- not limited to "brick and mortar" choices for all students (21st Century Approach to education and learning)*
- *Continue to develop relationships and partnerships with our FNMI communities, schools and families*
- *School Social Worker to provide personal counselling for students on site*
- *Extra- curricular activities to help connect students to school in areas other than sports.*
- *Visions West Outreach School to offer alternative schooling options*
- *Continue to work at improving our instructions and assessment practices based on current research*
- *Breakfast Program to meet the nutritional needs of at risk learners*
- *CEU Scholarships offered as a financial incentive to grade with more credits than required*
- *Student Leadership Opportunities for students to get involved in improving and enhancing school culture*
- *AISI Coaches provide mentorship and workshops on Differentiated Instruction and Formative Assessment practices that meet the needs of all learners*

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	4.0	4.2	5.2	5.2	6.8	5.5	5.8	6.4	5.0	6.0	5.0	4.7	5.0	4.8	4.3
Returning Rate	15.6	4.3	15.3	9.3	21.3	16.3	10.5	10.6	13.8	17.6	21.3	21.2	21.3	19.8	23.5



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

Outcome: High school completion rates are showing continual improvement.

Performance Measure	Results (in Percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
High School Completion Rate – percentages of students who completed high school within three years of entering Grade 10.	74.4	77.1	75.3	70.7	73.0	74	Intermediate	Maintained	Acceptable	75	76	78

Comment on Results (OPTIONAL)

(an assessment of progress toward achieving the target)

Our focus on identifying and supporting at risk students should positively affect this outcome. In addition, focusing on supporting our grade 9s socially, emotionally and academically should improve our completion rates overall. However, we feel that what is more important than students completing school in a specified time period, is that they are completing. Our 4 and 5 year completion are higher than the Division and province and this may be interpreted as an indication that students are choosing not to drop out or are returning to complete. We feel this is an outcome that should be celebrate and fostered.

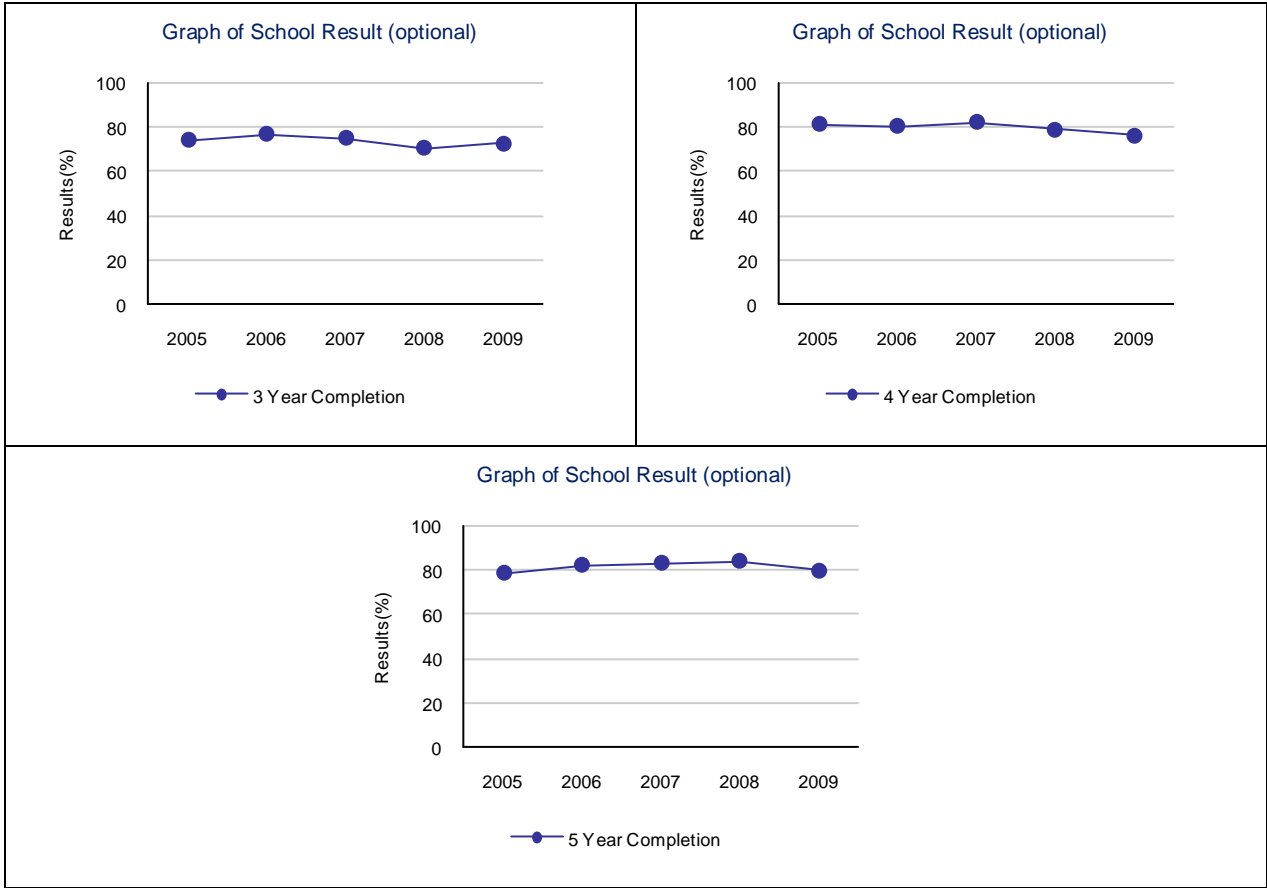
Strategies

- **Timetabling of grade 9s is linear with only 2 core subject teacher (humanities and science/math) to improve the transition into high school setting**
- **Grade 9 Success Team to continue work together to identify and support at risk students**
- **Continue to investigate and implement promising practices in planning, instruction, assessment**
- **Continue to work more closely with our middle school to improve transitions and to plan for at risk students**
- **To share PAT results with middle school and share concerns, strategies and plan collaboratively**
- **Implement a tool (Current Student Report) for all teachers to share student concerns with school leaders, counsellors and other teachers**
- **Continue to offer a wide variety of programs to meet the varied needs of all students**
- **Continue to explore alternative programs to enhance what we already offer and provide more flexibility for students**
- **Visions West Outreach School and Connections program provide options for students**
- **Career Counselling and course planning on site to support student needs and ensure all graduation requirements are met**
- **Continue to provide professional development opportunities and support for teaching and support staff via Division PD, School PD, AISI coach time embedded in timetable**

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	74.4	77.1	75.3	70.7	73.0	71.9	71.5	71.3	70.2	73.3	70.7	70.6	71.1	70.8	71.5
4 Year Completion	81.2	80.3	82.2	79.2	76.4	76.9	77.4	76.4	75.2	75.2	75.0	76.1	76.1	76.3	76.1
5 Year Completion	78.9	82.4	83.2	84.1	80.2	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.	65.0	69.7	72.0	55.5	71.5	72.5	Low	Maintained	Issue	75	76	77
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	6.3	10.8	9.9	2.9	10.7	11	Low	Maintained	Issue	12	13	14
Overall percentage of students who achieved the acceptable standard on diploma examinations.	80.9	87.5	87.2	83.5	81.8	82.5	Low	Maintained	Issue	83	84	85
Overall percentage of students who achieved the standard of excellence on diploma examinations.	14.1	20.0	17.7	12.2	10.7	11	Low	Declined	Issue	12	13	15

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.	51.3	47.2	40.3	48.1	44.5	45	Intermediate	Maintained	Acceptable	45.5	46	47
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	47.2	53.1	44.9	45.4	54.0	55	Intermediate	n/a	n/a	56	57	58

Comment on Results (OPTIONAL)

(an assessment of progress toward achieving the target)

Our results on PATs have improved significantly this year which can be attributed, in part, to our focus on grade 9 transitioning, timetabling, programming and support. Our focus in this area will continue. Focus on improving differentiated instruction strategies and formative assessment practices, extra support (ie. tutorials, adaptations to curriculum, one on one and small group support in class) and solid foundations from grade 9 on, should improve not just results over time, but deepen learning of curriculum, better preparing our students transitioning to post secondary or work force.

Strategies

- continued focus, via professional development at school and division level, on improving instruction and assessment practices (particularly Differentiated Instruction strategies to meet the needs of ALL learners)
- academic, social and emotional support for ALL students from grade 9 -12
- increase support from AISI coaches for teachers
- linking professional development opportunities and AISI coach support to Professional Growth Plans
- continue to build relationships and partnerships with parents and community agencies.
- build collaboration time for sharing concerns, strategies, successes and strengths of instruction and assessment practices into staff meetings and professional development days
- as departments and school, examine and analyze data (AERR, classroom data and Tell Them From Me surveys) to find trends, address areas of concern and build on strengths/successes
- provide time and support for planning implementation of new curriculum
- work collaboratively with feeder schools and other high schools in division to ensure grading/assessment practices are reflect current research
- leadership reviews current practices and policies at school, division and province regarding course selection and course withdrawal
- no spares for grade 10 and 11 students; no spares for grade 12s at risk
- continue to offer CEU and scholarship programs as incentives for course completion
- Career counselling, Career Fairs, Work Experience, RAP and Green Certificate , CTS courses all offer options and alternatives which meet the needs of students

Notes:

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

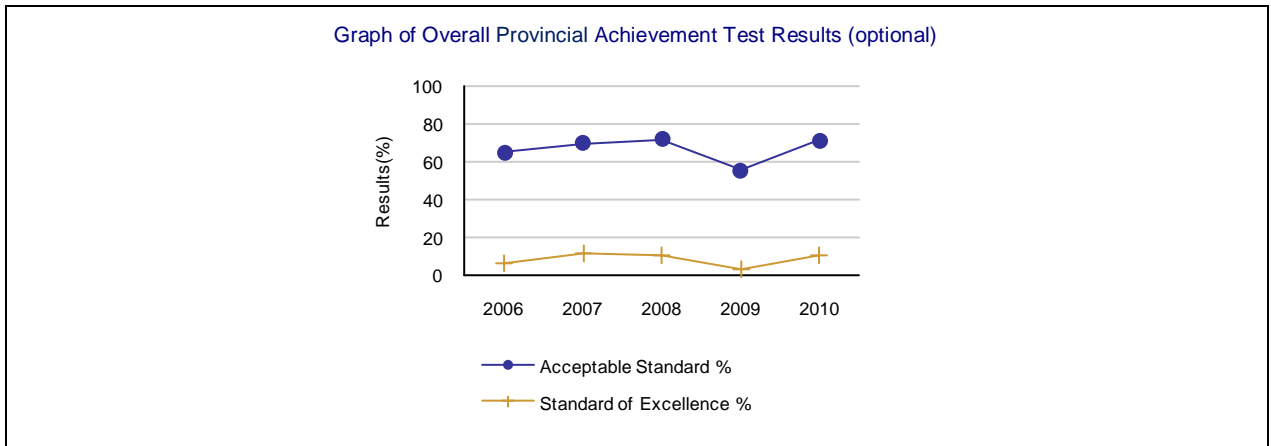
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Diploma Examination Participation rates are based upon a cohort of grade 10 students who are tracked over time.
4. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Measure Details (OPTIONAL)													
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2006		2007		2008		2009		2010		2010	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	85.3	11.4	84.0	12.8	86.8	12.2	86.4	11.2	84.2	16.9		
	Province	81.3	14.1	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5		
French Language Arts 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	92.3	7.7	72.4	3.4		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	83.8	15.8	84.1	16.3		
Français 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	82.5	16.3	86.4	16.3		
Mathematics 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	87.2	35.3	88.0	23.7	84.7	21.6	88.6	24.7	78.3	14.2		
	Province	82.0	26.9	79.9	23.5	78.7	23.9	79.7	26.8	76.4	24.8		
English Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	81.6	13.9	83.3	16.9	84.6	17.7	88.6	17.1	83.0	13.1		
	Province	79.0	15.9	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9		
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	73.9	17.4	76.5	5.9	91.3	13.0	72.2	5.6		
	Province	87.5	11.2	88.1	11.0	87.7	14.2	91.5	15.9	88.3	15.9		
Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.5	19.7	93.0	18.0	94.3	17.1	92.6	18.7	91.3	18.3		
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	78.1	12.8	75.3	12.1	75.3	14.1	83.2	17.4	74.2	14.6		
	Province	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8	74.3	16.5		
Science 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	84.0	29.3	74.3	21.6	77.6	22.2	80.4	25.9	79.4	22.5		
	Province	78.1	27.7	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4		
Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71.3	13.1		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71.0	16.4		
English Language Arts 9	School	63.4	5.1	74.4	9.0	77.9	10.7	61.8	2.2	81.0	7.8	82	8
	Authority	72.9	6.0	74.1	7.7	77.8	9.6	72.5	5.8	76.0	9.3		
	Province	77.4	13.6	77.5	14.8	76.5	14.8	78.7	14.7	79.3	15.0		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	68.2	4.5	70	5
	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	77.8	11.1	54.5	18.2	43.5	8.7	n/a	n/a	60.0	20.0	61	21
	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	56.4	7.9	61.7	11.3	60.7	8.6	42.0	4.3	49.6	10.6	52	11
	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	64.0	24.0	65	25
	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	66.1	7.3	66.2	12.0	70.9	9.2	49.3	3.6	62.9	12.9	64	14
	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	72.7	27.3	74	29
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76.7	20.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	67.2	14.3		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.4	12.9	65	14
	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	72.7	31.8	74	32
	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)	
[No Data for English Language Arts 3]	[No Data for French Language Arts 3]
[No Data for Français 3]	[No Data for Mathematics 3]
[No Data for English Language Arts 6]	[No Data for French Language Arts 6]

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)

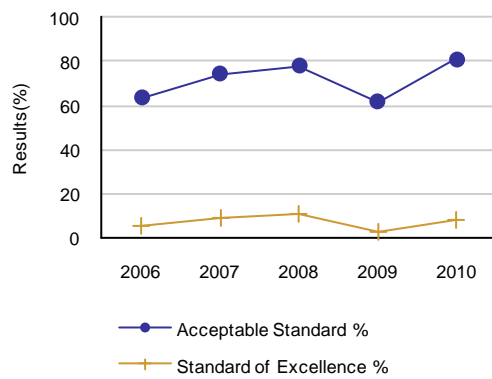
[No Data for Français 6]

[No Data for Mathematics 6]

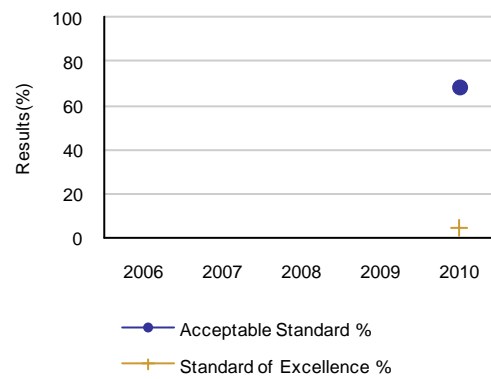
[No Data for Science 6]

[No Data for Social Studies 6]

English Language Arts 9

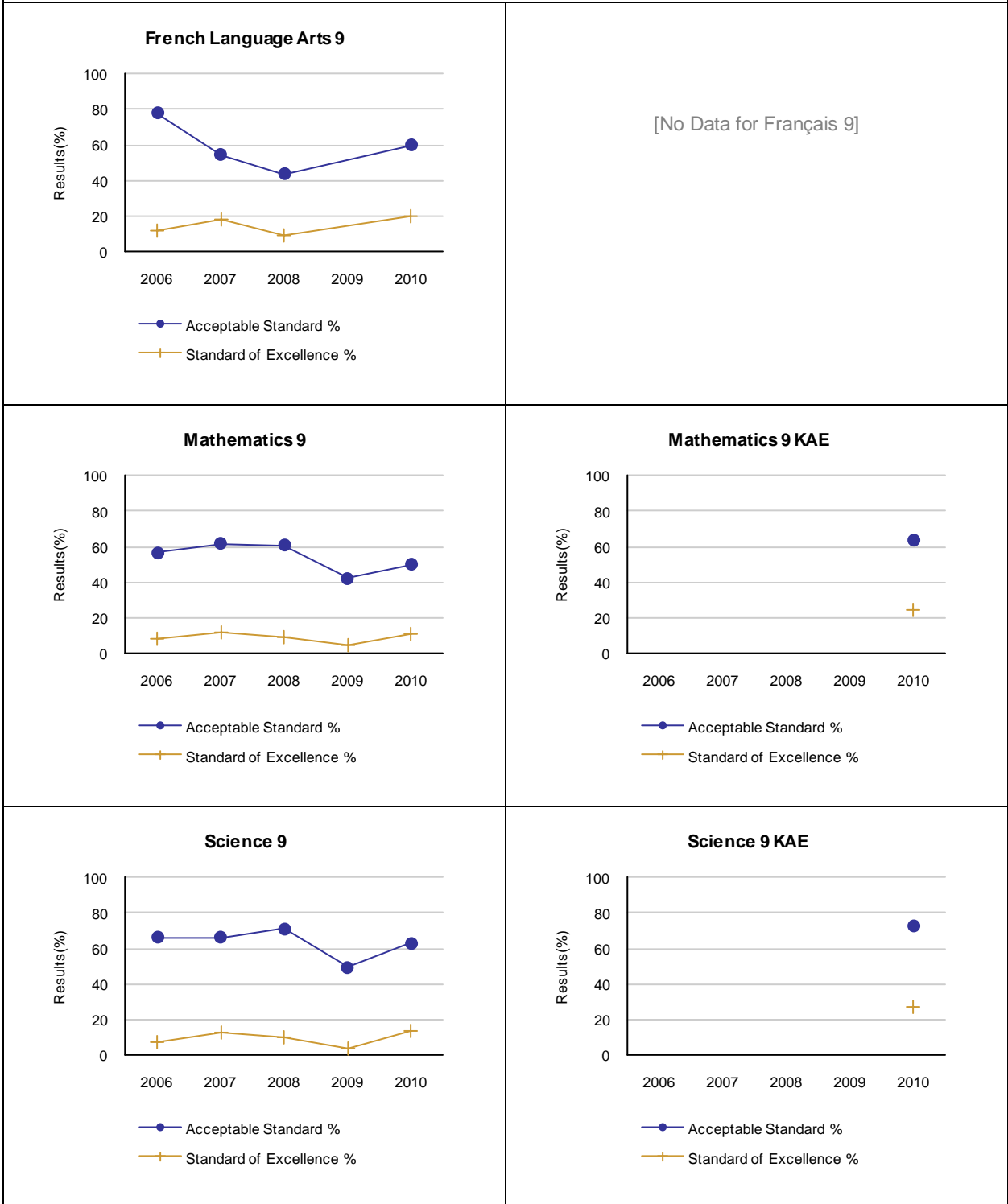


English Lang Arts 9 KAE



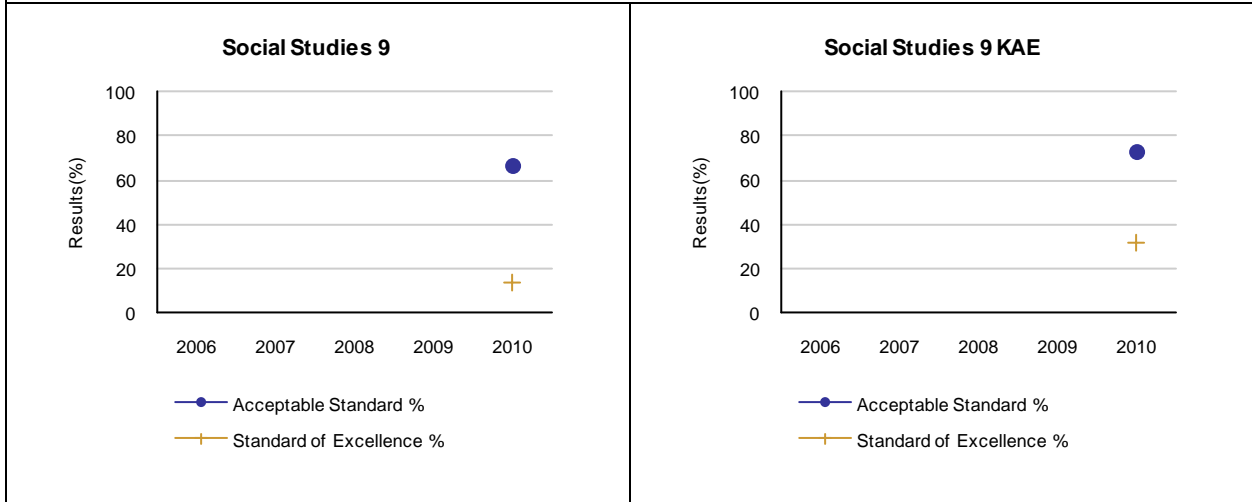
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

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 (*).

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	West Central High School							Alberta			
		Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,061	81.6	42,181	80.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,061	19.5	42,181	17.3
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,599	83.3	44,064	81.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,509	76.8	43,945	75.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,509	26.4	43,945	25.2
English Language Arts 9	Acceptable Standard	Intermediate	Improved	Good	116	81.0	136	71.4	43,651	79.3	44,250	77.6
	Standard of Excellence	Low	Maintained	Issue	116	7.8	136	7.3	43,651	15.0	44,250	14.8
French Language Arts 9	Acceptable Standard	Very Low	Maintained	Concern	10	60.0	17	49.0	2,403	86.1	2,328	82.5
	Standard of Excellence	High	Maintained	Good	10	20.0	17	13.4	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	Intermediate	Maintained	Acceptable	116	62.9	137	62.1	43,372	73.6	44,075	70.4
	Standard of Excellence	High	Improved	Good	116	12.9	137	8.3	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

School: 4105 West Central High School

Performance Measure		Results (in percentages)					Target
		2006	2007	2008	2009	2010	2010
Participation rates in provincial achievement tests (PATs) for Grades 3, 6 and 9.							
English Language Arts 3	School	n/a	n/a	n/a	n/a	n/a	
	Authority	94.6	95.2	96.2	94.7	97.0	
	Province	90.6	90.1	89.8	90.6	91.1	
French Language Arts 3	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	100.0	100.0	
	Province	n/a	n/a	n/a	96.5	97.3	
Français 3	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	n/a	n/a	n/a	97.5	97.7	
Mathematics 3	School	n/a	n/a	n/a	n/a	n/a	
	Authority	95.4	96.0	95.4	95.2	96.2	
	Province	90.8	90.5	90.5	91.2	88.3	
English Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	
	Authority	96.0	93.1	92.3	95.1	91.1	
	Province	90.1	89.6	89.5	90.0	90.7	
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	
	Authority	*	95.7	94.1	91.3	88.9	
	Province	96.1	97.5	95.6	97.6	97.5	
Français 6	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	98.0	97.6	98.5	97.7	98.4	
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	
	Authority	96.3	92.5	92.8	95.1	91.0	
	Province	90.6	90.0	90.0	90.6	88.3	
Science 6	School	n/a	n/a	n/a	n/a	n/a	
	Authority	96.3	92.0	93.0	94.0	92.2	
	Province	90.0	89.1	89.0	89.6	90.5	
Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	92.4	
	Province	n/a	n/a	n/a	n/a	90.3	
English Language Arts 9	School	82.3	88.0	90.7	80.9	91.4	92
	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	81.8	83
	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	100.0	63.6	52.2	n/a	80.0	81
	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	90.3	89.5	91.4	81.2	91.2	92
	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	88.0	89
	Authority	n/a	n/a	n/a	n/a	90.9	

School: 4105 West Central High School

	Province	n/a	n/a	n/a	n/a	87.3	
Science 9	School	88.5	89.5	91.5	80.4	91.4	92
	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	90.9	92
	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	91.4	92
	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	90.9	92
	Authority	n/a	n/a	n/a	n/a	93.3	
	Province	n/a	n/a	n/a	n/a	85.2	

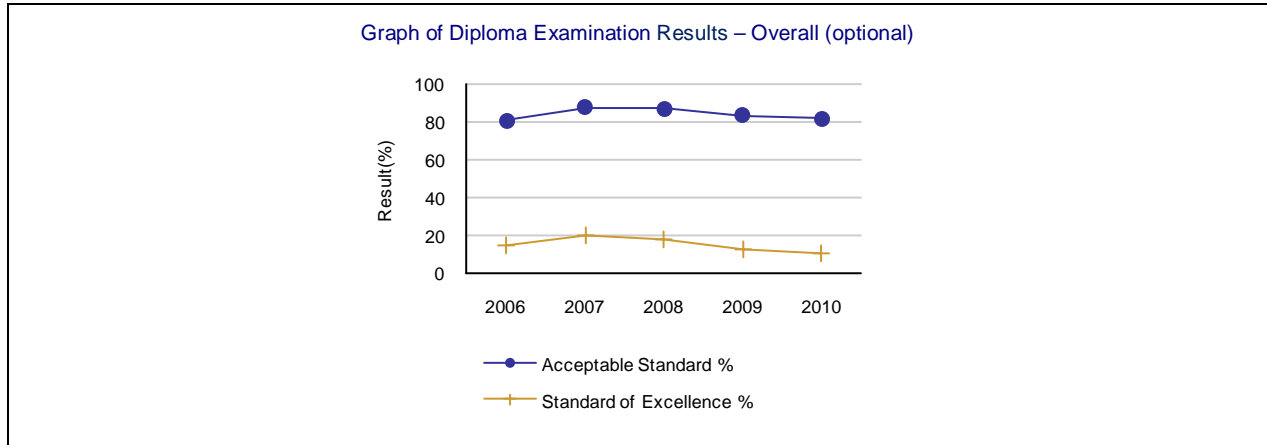
Measure Details (OPTIONAL)													
Diploma Exam Course by Course Results by Students Writing													
		Results (in percentages)										Target	
		2006		2007		2008		2009		2010		2010	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	89.3	9.5	91.0	22.4	96.7	21.3	90.8	10.8	81.8	7.6	85	8
	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	80.6	0.0	96.3	6.3	88.2	10.3	98.2	8.9	92.5	9.4	94	10
	Authority	83.8	3.1	92.8	3.9	90.9	9.7	91.8	6.0	91.0	8.0		
	Province	86.1	8.1	88.7	9.7	88.9	8.8	88.2	8.5	88.8	9.8		
French Lang Arts 30-1	School	n/a	n/a	100.0	11.1	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	73.6	11.1	74.2	21.0	86.4	27.1	70.9	9.1	77.5	12.5	80	13
	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	56.3	0.0	77.8	14.8	76.9	7.7	85.7	3.6	74.2	3.2	76	5
	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	85.1	21.6	90.0	28.0	96.2	24.5	95.2	32.3	n/a	n/a	96	33
	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	86.5	8.1	88	9
	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	92.9	16.7	97.2	29.6	90.2	26.2	92.4	25.8	n/a	n/a		
	Authority	84.4	11.3	87.8	19.9	88.6	14.6	85.8	19.6	76.9	7.7		
	Province	83.5	19.0	84.8	19.6	85.3	18.9	85.6	20.2	76.4	11.5		
Social Studies 30-2	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	83.3	13.9	85	14
	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	82.4	27.9	88.3	38.3	80.4	17.6	70.6	25.5	78.8	19.2	80	20
	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	94.9	23.1	94.9	50.8	84.8	34.8	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	69.6	19.6	85.1	36.2	86	37
	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	62.1	6.9	87.5	37.5	92.6	22.2	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	64.3	7.1	58.8	11.8	65	12
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	63.2	8.8	72.5	11.3		

School: 4105 West Central High School

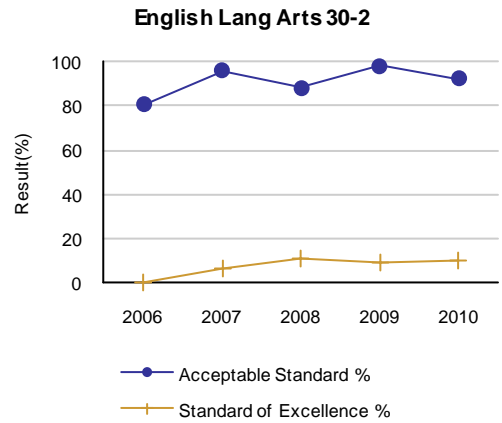
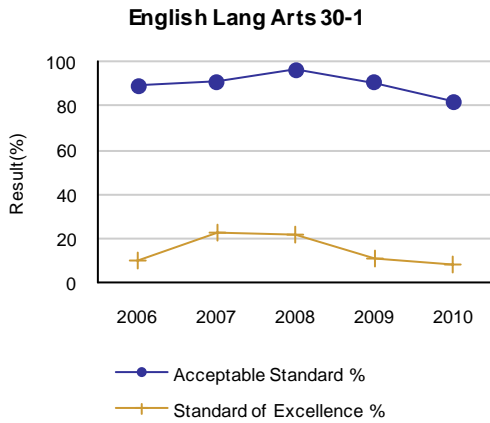
	Province	n/a	n/a	n/a	n/a	n/a	n/a	79.3	23.1	73.9	20.3		
Science 30	School	100.0	71.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	81.8	20.5	88.0	36.0	66.7	4.2	68.1	6.4	60.0	26.7		
	Province	82.8	17.3	87.1	18.0	88.6	21.6	86.0	20.9	80.1	22.8		

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.

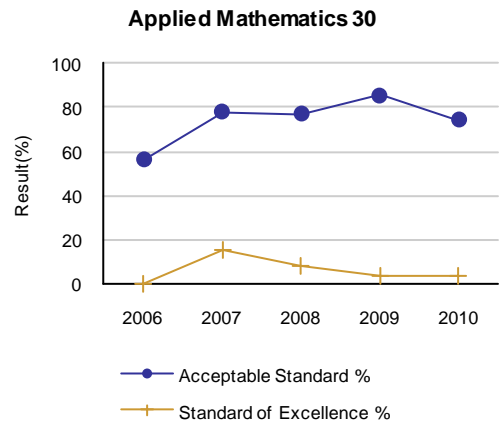
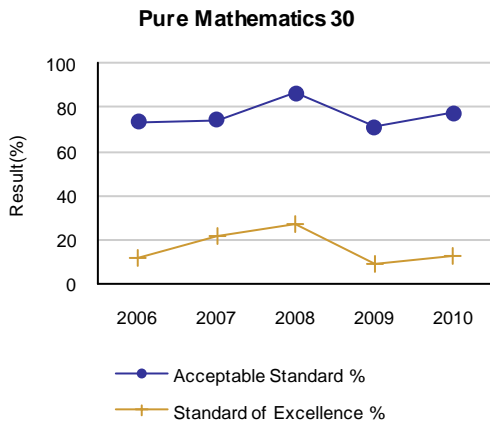


Diploma Examination Results by Course (optional)



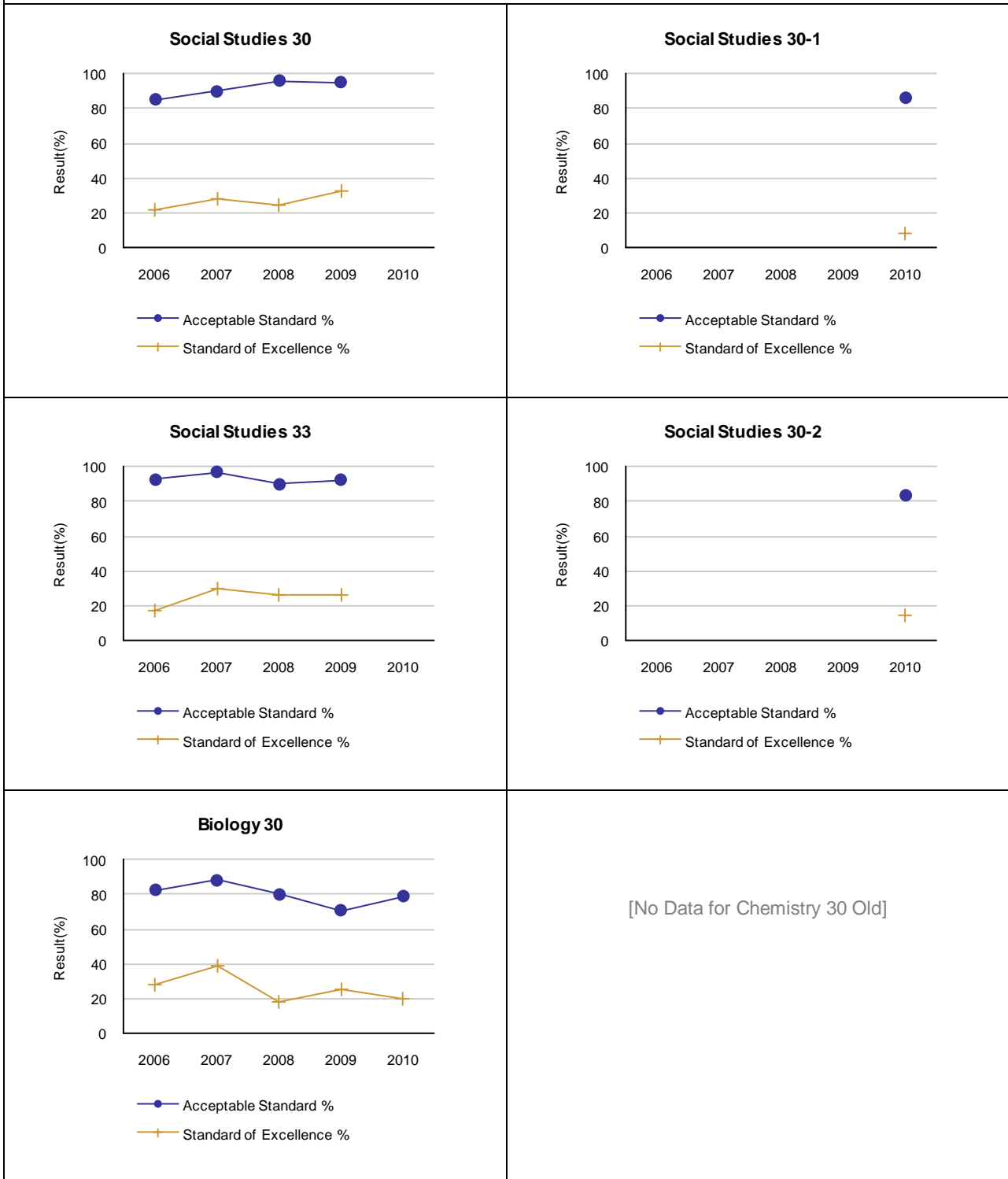
[No Data for French Lang Arts 30-1]

[No Data for Français 30]



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;">Chemistry 30</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>70</td> <td>20</td> </tr> <tr> <td>2010</td> <td>85</td> <td>38</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2009	70	20	2010	85	38	<p>[No Data for Physics 30 Old]</p>
Year	Acceptable Standard %	Standard of Excellence %								
2009	70	20								
2010	85	38								
<p style="text-align: center;">Physics 30</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>65</td> <td>8</td> </tr> <tr> <td>2010</td> <td>60</td> <td>12</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2009	65	8	2010	60	12	<p>[No Data for Science 30]</p>
Year	Acceptable Standard %	Standard of Excellence %								
2009	65	8								
2010	60	12								

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	West Central High School						Alberta				
		Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	Declined	Concern	66	81.8	64	92.8	29,151	85.1	28,157	87.0
	Standard of Excellence	Low	Declined	Issue	66	7.6	64	18.2	29,151	10.1	28,157	15.6
English Lang Arts 30-2	Acceptable Standard	High	Maintained	Good	53	92.5	68	94.2	14,314	88.8	13,150	88.6
	Standard of Excellence	High	Maintained	Good	53	9.4	68	8.5	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	9	100.0	1,324	93.7	1,224	95.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	9	11.1	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	Intermediate	Maintained	Acceptable	40	77.5	59	77.2	22,917	82.9	22,411	81.5
	Standard of Excellence	Low	Maintained	Issue	40	12.5	59	19.1	22,917	29.7	22,411	25.6
Applied Mathematics 30	Acceptable Standard	Low	Maintained	Issue	31	74.2	27	80.1	10,639	77.3	10,191	77.8
	Standard of Excellence	Very Low	Maintained	Concern	31	3.2	27	8.7	10,639	12.6	10,191	12.1
Biology 30	Acceptable Standard	Intermediate	Maintained	Acceptable	52	78.8	54	79.8	22,345	81.4	20,946	82.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	52	19.2	54	27.2	22,345	28.1	20,946	26.8
Chemistry 30	Acceptable Standard	n/a	Improved	n/a	47	85.1	46	69.6	18,933	79.0	17,370	76.3
	Standard of Excellence	n/a	Improved	n/a	47	36.2	46	19.6	18,933	29.9	17,370	27.7
Physics 30	Acceptable Standard	n/a	Maintained	n/a	17	58.8	28	64.3	10,360	73.9	10,072	79.3
	Standard of Excellence	n/a	Maintained	n/a	17	11.8	28	7.1	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.

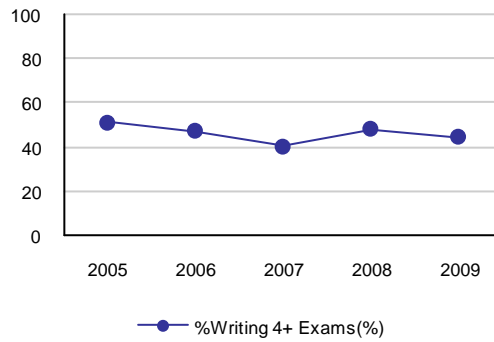
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue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

Measure Details (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	18.8	14.3	19.4	17.5	20.2	18.1	17.8	18.0	18.4	18.0
% Writing 1+ Exams	81.2	85.7	80.6	82.5	79.8	81.9	82.2	82.0	81.6	82.0
% Writing 2+ Exams	77.2	81.1	76.0	78.2	74.8	78.3	78.5	78.6	78.0	78.7
% Writing 3+ Exams	63.4	63.2	54.9	58.8	58.1	65.6	65.6	65.6	64.9	65.2
% Writing 4+ Exams	51.3	47.2	40.3	48.1	44.5	53.5	53.7	53.6	53.3	53.5
% Writing 5+ Exams	34.6	31.9	25.1	25.1	28.5	34.5	34.6	34.7	34.3	34.7
% Writing 6+ Exams	15.0	10.6	10.5	9.3	8.7	12.8	13.0	13.2	12.7	12.9

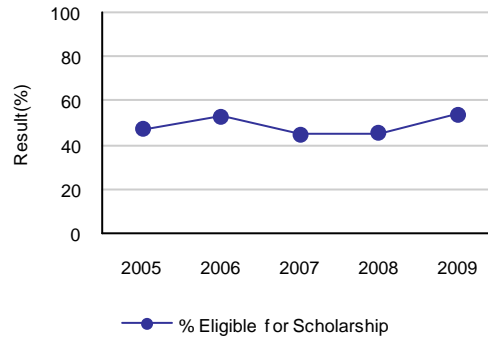
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject (optional)										
	School					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
English 30/30-1	52.8	53.3	39.3	40.1	41.5	54.4	54.7	54.5	53.8	54.0
English 33/30-2	22.2	25.7	40.5	40.1	31.7	23.7	23.5	23.6	24.0	24.5
Total of 1 or more English Diploma Exams	74.4	78.3	78.6	78.9	73.2	76.9	77.1	77.0	76.7	77.1
Social 30	49.4	49.3	37.6	38.7	37.2	49.1	49.5	49.3	48.1	48.1
Social 33	27.8	32.2	40.5	38.7	40.9	29.1	28.8	28.8	29.5	30.1
Total of 1 or more Social Diploma Exams	77.3	81.6	76.3	77.5	76.2	77.0	77.2	77.2	76.7	77.4
Math 30/Pure	43.8	45.4	34.7	34.5	36.6	41.1	41.9	41.7	41.1	40.8
Math 33/Applied	15.9	10.5	14.5	16.9	18.9	19.9	19.5	19.5	19.1	19.7
Total of 1 or more Math Diploma Exams	59.7	55.9	48.6	51.4	55.5	60.4	60.7	60.7	59.7	59.9
Biology 30	43.2	46.1	36.4	35.9	36.6	39.4	39.6	39.8	39.1	39.8
Chemistry 30	40.3	34.2	27.2	33.8	15.9	34.4	34.2	34.3	34.5	17.3
Physics 30	19.9	19.1	13.9	19.0	8.2	21.6	21.6	21.5	20.4	10.0
Science 30	0.0	4.6	0.0	0.0	0.6	7.0	7.0	7.0	7.4	8.2
Total of 1 or more Science Diploma Exams	55.1	57.2	44.5	54.9	47.6	56.6	56.7	56.5	56.1	56.1
Français 30	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.2
French Language Arts 30	4.5	0.7	5.2	0.0	0.0	2.4	2.7	2.7	2.7	2.7
Total of 1 or more French Diploma Exams	4.5	0.7	5.2	0.0	0.0	2.6	2.9	2.9	2.9	2.9

Measure Details (OPTIONAL)									
Rutherford eligibility rate (optional)									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2005	178	76	42.7	67	37.6	43	24.2	84	47.2
2006	177	81	45.8	80	45.2	36	20.3	94	53.1
2007	178	73	41.0	61	34.3	40	22.5	80	44.9
2008	152	57	37.5	59	38.8	33	21.7	69	45.4
2009	150	74	49.3	64	42.7	32	21.3	81	54.0

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.	46.0	52.5	57.7	56.8	50.3	56	Intermediate	Maintained	Acceptable	56	57	58

Comment on Results (OPTIONAL)

(an assessment of progress toward achieving the target)

This is another area of concern and we will further analyze our school and provincial data as well as the information we get from the Tell Them From Me surveys conducted this fall and next spring.

Strategies

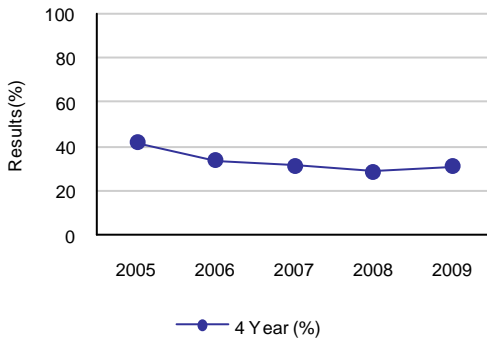
- continue offer Career Programs (ie. Work Experience, RAP, Green Certificate, CTS courses) that help prepare students for the transition to post secondary
- work with RDC and other post secondary institutions to further develop career fairs, information sessions etc. for students so they can be better prepared for the transition
- educate students and parents about all post secondary opportunities
- support teachers in finding ways to connect their curriculum to possible career opportunities
- explore further program options for dual credit (ie cook training, agricultural programs)

Measure Details (OPTIONAL)

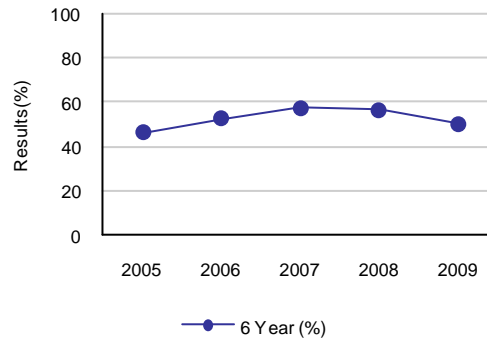
High school to post-secondary transition rate

	School					Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
6 year rate	46.0	52.5	57.7	56.8	50.3	48.6	49.2	52.2	55.0	47.8	56.6	58.1	58.8	59.2	59.8
4 year rate	41.5	33.8	31.2	28.7	30.7	32.4	32.7	28.5	30.6	28.7	35.6	37.7	38.7	38.9	37.5

Graph of School Result (optional)



Graph of School Result (optional)



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

Outcome: Students are well prepared for employment.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	61.0	73.6	71.9	78.9	82.9	83	High	Improved	Good	84	85	86

Comment on Results (OPTIONAL)

(an assessment of progress toward achieving the target)

We are making steady progress in this area. We will continue to develop and enhance our strategies in this area.

Strategies

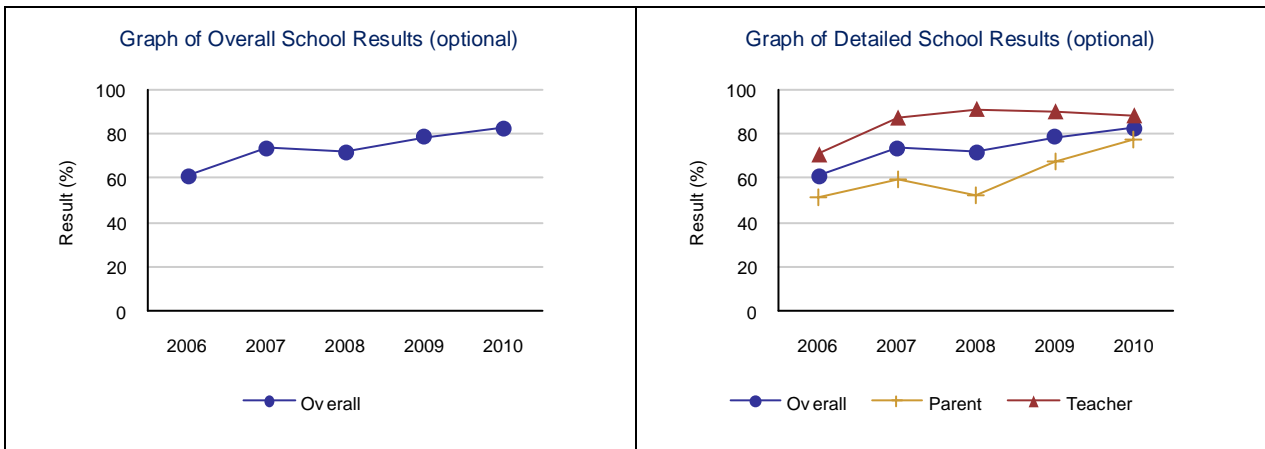
- continue offer Career Programs (ie. Work Experience, RAP, Green Certificate, CTS courses) that help prepare students for the transition to post secondary
- work with RDC and other post secondary institutions to further develop career fairs, information sessions etc. for students so they can be better prepared for the transition
- educate students and parents about all post secondary opportunities
- support teachers in finding ways to connect their curriculum to possible career opportunities
- explore further program options for dual credit (ie cook training, agricultural programs)

- Continue to provide opportunities for teachers to develop instructional strategies that encourage the development of critical thinking, problem solving, effective communication skills, technological abilities and independent work habits

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	61.0	73.6	71.9	78.9	82.9	72.5	71.5	76.8	76.2	72.9	77.0	77.1	80.1	79.6	79.9
Teacher	71.0	87.5	91.4	90.3	88.5	84.0	84.2	89.2	91.0	90.0	89.4	89.2	89.3	88.9	90.0
Parent	51.1	59.6	52.4	67.5	77.3	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.	56.8	64.3	69.7	69.5	71.8	72	Intermediate	Maintained	Acceptable	72.5	73	73.5

Comment on Results (OPTIONAL)

(an assessment of progress in relation to past performance)

We are making steady progress in this area. We will continue to develop and enhance our strategies in this area.

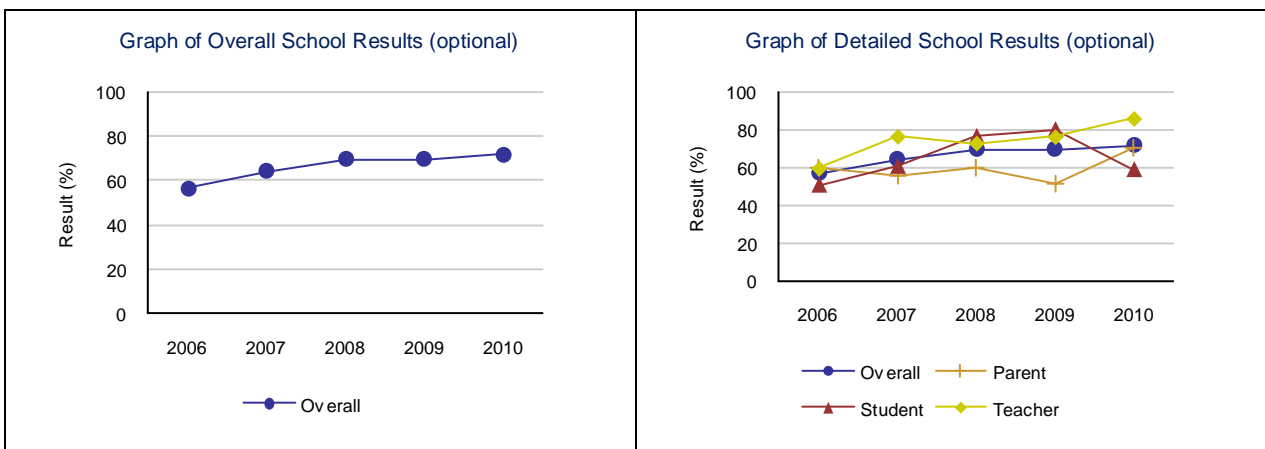
Strategies

- Encourage and support teachers in embedding our shared values into their class and course expectations
- Continue to provide Career Counselling, Green Certificate and RAP programs, CTS course, Work Experience
- Continue to provide opportunities for teachers to develop instructional strategies that encourage the development of critical thinking, problem solving, effective communication skills, technological abilities and independent work habits
- Continue to provide leadership opportunities for all students via sports, student council, SADD, Be The Change, grade 9 mentorship, International travel ambassadorship
- Continue to develop volunteerism opportunities in and out of school (community partnerships)

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	56.8	64.3	69.7	69.5	71.8	69.7	68.5	72.0	75.1	75.1	76.8	76.6	77.9	80.3	81.4
Teacher	59.7	76.7	73.1	76.5	86.2	81.0	81.3	84.0	88.6	91.4	90.3	89.9	90.6	91.8	93.0
Parent	59.9	55.5	59.6	52.0	70.3	66.5	63.2	65.6	66.6	68.4	72.4	72.6	74.7	77.4	78.5
Student	50.8	60.7	76.5	80.1	59.0	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.	68.8	76.4	76.0	76.3	79.8	80	High	Maintained	Good	81	82	83

Comment on Results (OPTIONAL)

(an assessment of progress toward achieving the target)

We are making steady progress in this area. We will continue to develop and enhance our strategies in this area.

Strategies

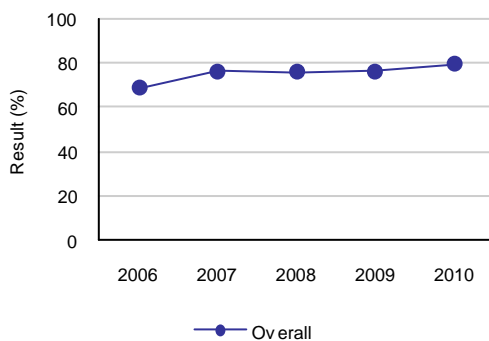
- Continue to encourage and develop ways to involve parents via School Council, volunteering in the school and classroom
- Continue to improve communication with parents via positive phone calls home, monthly newsletter, counselling newsletter
- Improve our school website (needs to be made more user friendly)
- Continue to develop positive relationships with our at risk and FNMI families

Measure Details (OPTIONAL)

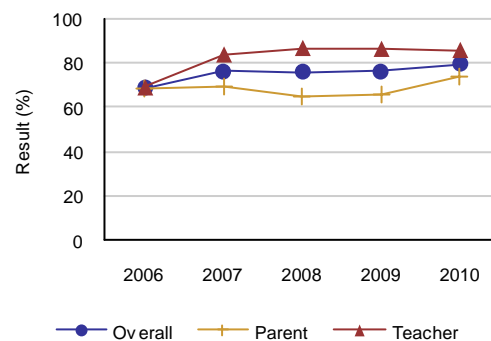
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	68.8	76.4	76.0	76.3	79.8	77.8	75.2	80.0	79.4	76.8	77.9	77.5	78.2	80.1	80.0
Teacher	69.2	83.8	86.7	86.3	85.8	84.9	86.1	90.1	90.0	88.6	87.6	87.1	87.5	88.0	88.6
Parent	68.4	69.1	65.4	66.3	73.7	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)



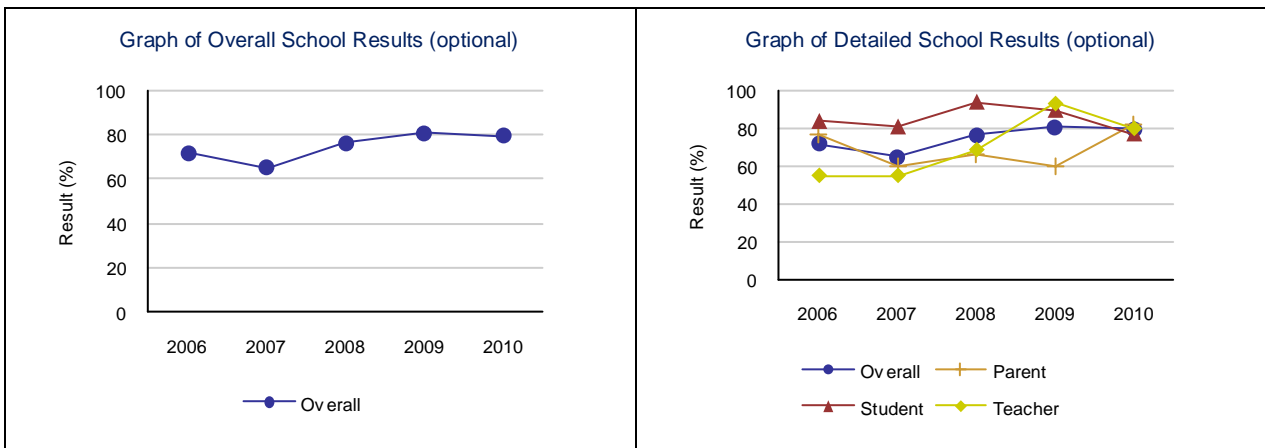
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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.	71.8	65.1	76.4	81.0	79.7	80	High	Improved	Good	81	82	83

<p>Comment on Results (OPTIONAL) <i>(an assessment of progress toward achieving the target)</i></p> <p>We are making steady progress in this area. We will continue to develop and enhance our strategies in this area.</p>
<p>Strategies</p> <ul style="list-style-type: none"> ➤ Continue to investigate and implement promising instructional and assessment practices to improve student interest and commitment to learning ➤ Continue to align our Professional Development with above and with the Division's Shared Vision of Exemplary Teaching ➤ Continue to improve instructional leadership skills of principals and AISI coaches ➤ Continue to develop a culture of professionalism and high expectations for staff and students

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	71.8	65.1	76.4	81.0	79.7	74.0	67.0	75.2	79.0	76.5	76.8	76.3	77.0	79.4	79.9
Teacher	54.8	54.8	68.6	93.3	80.0	75.0	62.1	73.6	83.2	77.2	75.5	74.5	75.6	78.2	80.8
Parent	76.6	59.6	66.7	60.0	81.8	72.2	66.2	74.4	71.9	74.7	75.4	75.1	75.9	78.1	77.0
Student	83.8	80.9	94.0	89.7	77.2	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).