

West Central High School Combined 3-Year Education Plan and Annual Education Results Report (AERR)

Each school authority establishes requirements for the content and process for school education plans and annual reports as part of its accountability system. Schools should prepare their education plans and annual reports based on specifications provided by their school authority. For details please refer to the *Policy and Requirements for Planning and Results Reporting*: <http://www.education.alberta.ca/admin/resources/planning/reporting2012.aspx>.

This template is provided to assist in the preparation of their plans and reports. Schools may use, modify or extract elements from this template as required.

Please note that this template is not designed to address the requirements for Charter Schools and Accredited Private Schools. These schools should refer to the Sample Format for Combined 3-Year Education Plan and Annual Education Results Report (AERR) for Charter School and Accredited Private School Authorities.

Combined 2012 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	West Central High School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Concern	Safe and Caring	71.4	78.5	81.8	88.6	88.1	87.5	Very Low	Declined Significantly	Concern
Student Learning Opportunities	Acceptable	Program of Studies	69.2	74.2	78.3	80.7	80.9	80.6	Low	Declined	Issue
		Education Quality	77.0	78.8	83.9	89.4	89.4	89.3	Very Low	Declined	Concern
		Drop Out Rate	4.3	5.9	5.9	3.2	4.2	4.4	Intermediate	Improved	Good
		High School Completion Rate (3 yr)	80.1	69.0	70.9	74.1	72.6	71.6	High	Improved	Good
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	67.2	77.1	68.0	79.1	79.3	78.9	Low	Maintained	Issue
		PAT: Excellence	10.0	8.8	7.5	20.9	19.6	19.1	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	80.1	79.5	81.6	83.5	82.6	83.5	Low	Maintained	Issue
		Diploma: Excellence	13.7	12.5	11.8	18.6	18.7	18.7	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	48.3	38.5	43.7	56.2	54.9	53.9	Intermediate	Maintained	Acceptable
		Rutherford Scholarship Eligibility Rate (Revised)	52.9	48.5	49.3	61.5	59.6	58.0	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Issue	Transition Rate (6 yr)	52.7	51.5	52.9	58.4	59.3	59.5	Intermediate	Maintained	Acceptable
		Work Preparation	60.4	66.2	76.0	79.7	80.1	79.9	Very Low	Declined	Concern
		Citizenship	56.6	63.5	68.3	82.5	81.9	81.2	Very Low	Declined Significantly	Concern
Parental Involvement	Issue	Parental Involvement	71.6	76.2	77.4	79.7	79.9	80.0	Low	Maintained	Issue
Continuous Improvement	Concern	School Improvement	58.1	65.1	75.3	80.0	80.1	79.8	Very Low	Declined Significantly	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, and 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 or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Goal One: Success for Every Student

Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2008	2009	2010	2011	2012		2012	Achievement	Improvement	Overall	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	72.0	55.5	71.5	77.1	67.2	75.0	Low	Maintained	Issue	78	79	80
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	9.9	2.9	10.7	8.8	10.0	12	Low	Maintained	Issue	13	15	18

Comment on Results

(an assessment of progress toward achieving the target)

We did not meet our targets of achieving the standard of excellence or acceptable standard. Although we lost some momentum in the number of students that achieved the acceptable standard, we gained some momentum in the number of students who achieved the standard of excellence. We will continue to focus on differentiating instruction and implementing promising practice in instruction and assessment. Specifically, we will have teachers collaboratively drill deeper into their instructional practices in order to meet provincial achievement levels. We did not have a K and E class for the grade 9's this year and a significant number of students struggled with regular curriculum. As a result, given the needs of this year's grade 9 class and the results from last year, we are running a grade 9 K and E. We need to find ways to work more closely with the middle school to ensure appropriate testing is up to date and work together to better prepare students for the grade 9 Program of Studies.

Strategies

- ❖ Continue to work on aligning our assessment practices school wide and improving our instructional practice, particularly differentiating instruction and assessment to meet the needs of all learners
- ❖ using data from the attendance survey, Tell Them From Me survey and the Speak Out forums to ensure policies and practices are supporting student development and learning in all areas of school life
- ❖ Grade 9 team will develop consistent expectations for students to ensure a smoother transitions
- ❖ Continue to ensure core courses in ELA, Math, Science and Social Studies are offered linearly to ensure extra time for foundational learning and fewer teacher changes
- ❖ Continue with Grade 9 planning and intervention meetings throughout the year
- ❖ Continue to find ways work more closely with feeder schools on program and transition planning, common expectations and assessment practices
- ❖ Implement the program myblueprint to help student plan and track their educational and career paths
- ❖ investigate and implement ways in which we can work more closely with outside agencies to support at risk students and families early in the school year
- ❖ Investigate and implement ways to improve communication and share information about at risk students with other schools and agencies.
- ❖ Investigate and implement ways to involve parents and community in our school
- ❖ Research for an appropriate testing tool for incoming students to identify learning challenges that will impact student achievement
- ❖ A focus on cross curricular numeracy and literacy strategies for our grade 9 and specifically K & E students
- ❖ Provide in service for teachers to administer and understand testing results
- ❖ Examining and implementing ways to integrate cross curricular literacy strategies

Notes:

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

¹ If school had set a target for 2010/11 in the three year education plan 2010/11 – 2012/13, it may be included in the space provided.

² If school had set targets for 2010/11 – 2012/13, it may be included in the space provided.

Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	87.2	83.5	81.8	79.5	80.1	81	Low	Maintained	Issue	82	84	85
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	17.7	12.2	10.7	12.5	13.7	14.4	Low	Maintained	Issue	16	18	20

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2013	2014	2015
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	75.3	70.7	73.0	69.0	80.1	85	High	Improved	Good	86	88	90
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.2	5.2	6.8	5.9	4.3	3.5	Intermediate	Improved	Good	3.2	3	2.8
High school to post-secondary transition rate of students within six years of entering Grade 10.	57.7	56.8	50.3	51.5	52.7	54	Intermediate	Maintained	Acceptable	56	58	60
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	44.9	45.4	54.0	48.5	52.9	55	Intermediate	Maintained	Acceptable	57	59	62
Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.	40.3	48.1	44.5	38.5	48.3	56	Intermediate	Maintained	Acceptable	58	60	62

Comment on Results

(an assessment of progress toward achieving the target)

WOW!!!! To improve student high school completion rate to 80% from 69 is something to celebrate! We also reduced the dropout rate from 5.9 to 4.3. We also have 10% more students writing four or more diploma exams within three years. We are on the right track and will continue to hold the course of change.

Strategies

- ❖ Development of a school wide assessment policy that is based on promising practice and research
- ❖ Continued school wide focus professional development in the area of assessment
- ❖ Departmental learning teams collaborating to identify key outcomes and develop assessments that measure them
- ❖ Instructional leadership PD for leaders with Galileo
- ❖ Having critical conversations with teachers about their practice and providing support where needed
- ❖ providing alternative learning opportunities that best meet the student and family needs (i.e. outreach, blended, gradual entry, adapted and modified programs)
- ❖ expanding the structure and vision of our outreach program to a store front learning center
- ❖ counselling department ensure that all kids who qualify for Rutherford Scholarship apply for it
- ❖ Develop and implement a grade 9-12 scope and sequence around career and post-secondary planning
- ❖ Early identification of at-risk students and individualized planning and supports to ensure they complete high school.
- ❖ AISI Cycle 5 Teacher research is imbedded into all of our PD Days and West Central Project provides a venue for training and sharing of our learning and impact it has on instruction and assessment
- ❖ Learning Rounds with in our school looking at our learning tasks

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	69.7	69.5	71.8	63.5	56.6	60	Very Low	Declined Significantly	Concern	65	70	75
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	71.9	78.9	82.9	66.2	60.4	65	Very Low	Declined	Concern	70	75	80

Comment on Results

25/140 parents responded. Perceptual response. We will continue to drill deeper to find out where perceptions are coming from and look for more ways to address them. Our strategies below should help.

Strategies

- We have developed and implements a code of conduct based on student and staff input
- 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, grade 9 mentorship, Speak Out forum, Student Advisor to the Minister of Education
- Continue to develop volunteerism opportunities in and out of school (community partnerships)
- Begin to use MY BluePrint to help students plan their course selection
- Develop at 9-12 sequence of courses/modules that support career and post-secondary research
- 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
- develop a job bank both digitally and on a bulletin board so students and employers have opportunities
- educate students and parents about all post- secondary opportunities
- support teachers in finding ways to connect their curriculum to possible career opportunities
- integrating career pathway certification into CTS courses
- grade 10 course developed that focuses on career investigation, digital citizenship and leadership skills.

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

Goal Two: High Quality Education through Collaboration and Innovation

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	85.9	81.9	78.8	74.2	69.2	74	Low	Declined	Issue	76	79	82
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.5	87.5	85.5	78.8	77.0	80	Very Low	Declined	Concern	85	88	91
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.	83.7	83.2	83.8	78.5	71.4	75	Very Low	Declined Significantly	Concern	78	81	83

Comment on Results

Again, a perceptual response answered by 25/140 grade 10 parents. This sample size is not large enough to show valid results. In drilling deeper there is a difference between parent, teacher and student responses. The adults are more satisfied than the students are with the Program of Studies offerings. The discontinuation of the French Immersion program at WCHS continues to be problematic for a small group of vocal parents. Even though we solicited input from all students and parents (including grade 8) and offered the most popular choice (Spanish), second language options continues to be an issue. PE and Music are at 100%. Parents don't seem to know what is offered for health. 26% of parents and some staff did not know what we offered for second language. This is interesting and puzzling. We have spent a great deal of time and effort on addressing our school culture and climate. It doesn't seem to be reflected in the results at all. This will continue to be a focus. The trend is declining and we need to address via school and division level communication to our stakeholders.

Strategies

- School Wide PD: We will continue to work towards school wide assessment practices and differentiated instruction. Teachers are collaboratively working on identifying the essential learning outcomes for their courses and developing common formative and summative assessments for them.
- Continue to improve regular communication to families via quarterly newsletter and parent transition meetings.
- Put an article in the Mountaineer and Western Review on a monthly basis.
- Programs: through the Tell Them From Me surveys for students, we will evaluate and investigate the existing and potential learning opportunities. We have timetabled two Spanish 10 courses with an enrollment of 60 students the 2012/13 years. We will continue to grow this program at the 10 and 20 level next year.
- 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 (i.e. SMART Learning, Inquiry, assessment, instructional leadership and new curriculum implementation)
- Continue to improve regular communication to our families via quarterly school newsletter which is published in the local paper, user friendly website development, teacher/parent contacts (positive and concerns)
- Improve parental involvement informally (volunteering, contact with teachers) and formally (i.e. 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, Palaeontology, and possible Fire Suppression in 2012-12 year.
- Career Preparation Program, Green Certificate and Registered Apprenticeship opportunities for career based focus and transitions into the work force
- Drama Program to be enhanced and developed to attract more students
- ATA Bullying Workshop completed. School staff developing awareness with monthly bullying activities.
- 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(i.e. 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

- 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: working to implement division health and wellness policy in West Central. We will develop a cohesive plan for staff to model healthy choices.
- Continue to develop positive and meaningful ways to address attendance and learning issues via our ZAP and PASS classes. Students no longer can opt out of learning by taking a zero. We will look at incentives and rewards rather than punitive measure to address behaviour issues.
Implement the collaboratively created Code of Conduct with clear expectations for student behavior that focuses on support, teaching and fair consequences in order to create a safe and caring school environment.

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

Outcome: The education system demonstrates leadership and collaboration.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	76.0	76.3	79.8	76.2	71.6	73	Low	Maintained	Issue	75	78	80
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	76.4	81.0	79.7	65.1	58.1	65	Very Low	Declined Significantly	Concern	68	70	75

Comment on Results

When making big system changes and established practice changes in education, results may not reflect this immediately. Perception is often based on assumptions or lack of knowledge. Educate parents, teachers and students about why we are doing what we are doing will take time. We will continue to improve our communication to all stakeholders.

Stakeholders in this community do not like the changes in the system particularly around instruction and assessment practices and particularly around perceptions of discipline. Perhaps because the lack of communication around these significant changes. The school is not reacting in a punitive manner to students with discipline and attendance challenges.

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, quarterly newsletters, counselling newsletters, School Council presentations
- Improved school website (needed to be made more user friendly)
- Continue to develop positive relationships with our at risk and FNMI families
- 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 informal leaders in our school.
- Continue to develop a culture of professionalism and high expectations for staff and students

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

Goal Three: Success for First Nations, Métis and Inuit (FNMI) Students

Outcome: FNMI students are engaged in learning.

Comment on Results

(an assessment of progress toward achieving the target)

Our FNMI students are well above the provincial average this year and in our previous 3 years. Our drop out rate is above the provincial average slightly. We lag in our PAT acceptable rate, but are above the provincial excellence by almost 2 %. Our participation rate is well below the province and continues to decline. WE must drill deeper to investigate reasons why.

Many of our FNMI students are transient between our school and their band school. This is a historic trend.

Strategies

- continue to monitor their transition into our school and support them where ever possible
- find more ways to provide them with cultural opportunities, whether that be within our school or via ARC
- continue to be flexible in planning their programs so that we are meeting the learning, cultural, social and emotional needs
- ensure that elders and Chief and counsel are personally invited to attend our celebrations, especially when FNMI students are recipients to celebrate in a public way their success
- find ways to ensure our FNMI coordinator works more consistently and effectively with our all of our FNMI students, especially those who are at risk
- re-establish our FNMI Club which has fallen to the way side as the facilitating teacher is out on leave.
- continue to track FNMI students who leave prior to school year end to ensure they are enrolled elsewhere (Band schools are often remiss in ensuring they are properly withdrawn and re-enrolled).

APPENDIX – Measure Details

The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

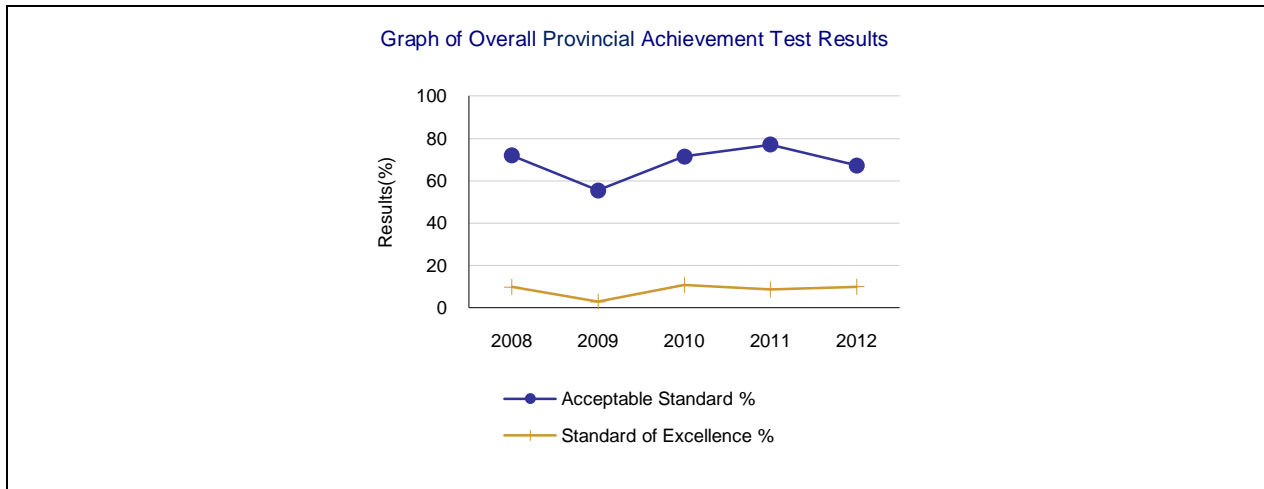
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2008		2009		2010		2011		2012		2012	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	86.8	12.2	86.4	11.2	84.2	16.9	86.2	9.8	84.9	12.6		
	Province	80.1	16.1	81.3	18.2	81.6	19.5	81.8	17.5	81.9	20.4		
French Language Arts 3	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	92.3	7.7	72.4	3.4	92.3	11.5	85.7	17.9		
	Province	n/a	n/a	83.8	15.8	84.1	16.3	80.6	15.8	82.1	14.5		
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	82.5	16.3	86.4	16.3	84.2	18.6	82.3	12.5		
Mathematics 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	80.3	21.1	80.3	18.6		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	77.4	26.0	76.8	25.5		
English Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	84.6	17.7	88.6	17.1	83.0	13.1	83.2	9.2	85.1	9.2		
	Province	81.1	21.0	81.8	18.9	83.3	18.9	83.0	18.5	82.7	17.8		
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	76.5	5.9	91.3	13.0	72.2	5.6	73.9	8.7	94.7	15.8		
	Province	87.7	14.2	91.5	15.9	88.3	15.9	89.4	17.1	89.3	17.2		
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	94.3	17.1	92.6	18.7	91.3	18.3	92.2	17.6	91.0	21.9		
Mathematics 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	73.3	12.3	70.7	9.2		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8	74.7	16.6		
Science 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	77.6	22.2	80.4	25.9	79.4	22.5	77.4	23.4	79.9	21.3		
	Province	74.8	24.1	76.5	24.8	76.8	26.4	76.2	25.0	77.8	28.2		
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	71.3	13.1	71.5	11.0	71.8	11.5		
	Province	n/a	n/a	n/a	n/a	71.0	16.4	71.1	18.5	73.2	19.5		
English Language Arts 9	School	77.9	10.7	61.8	2.2	81.0	7.8	82.8	11.2	70.2	8.9	75	12
	Authority	77.8	9.6	72.5	5.8	76.0	9.3	81.6	12.4	76.6	12.4		
	Province	76.5	14.8	78.7	14.7	79.3	15.0	79.1	16.3	77.4	16.4		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	68.2	4.5	75.0	16.7	*	*	75	15
	Authority	n/a	n/a	n/a	n/a	73.3	3.3	56.0	8.0	76.9	15.4		
	Province	n/a	n/a	n/a	n/a	66.8	7.8	67.2	7.9	61.4	5.8		
French Language Arts 9	School	43.5	8.7	n/a	n/a	60.0	20.0	62.5	0.0	n/a	n/a	n/a	n/a
	Authority	43.5	8.7	n/a	n/a	60.0	20.0	62.5	0.0	n/a	n/a		
	Province	84.5	12.4	81.8	10.3	86.1	12.4	88.8	15.0	87.5	12.2		
Français 9	School	n/a	n/a	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	84.8	11.7	85.6	12.9	84.3	12.7	90.2	15.8	84.6	16.1		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	61.2	9.5	58.5	8.9	62	12
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	52.9	9.2	58.8	8.8		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	66.1	17.3	66.5	17.8		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	64.0	24.0	58.3	0.0	*	*	60	10
	Authority	n/a	n/a	n/a	n/a	57.6	18.2	68.0	0.0	92.9	42.9		

	Province	n/a	n/a	n/a	n/a	65.6	15.3	64.9	14.9	62.4	15.4		
Science 9	School	70.9	9.2	49.3	3.6	62.9	12.9	72.4	6.9	64.3	11.1	70	20
	Authority	74.3	9.6	69.3	10.8	71.0	17.5	77.4	15.0	74.8	25.2		
	Province	69.3	13.0	72.2	15.8	73.6	17.7	74.9	20.8	74.2	22.4		
Science 9 KAE	School	n/a	n/a	n/a	n/a	72.7	27.3	50.0	16.7	*	*	60	10
	Authority	n/a	n/a	n/a	n/a	76.7	20.0	56.0	12.0	90.9	36.4		
	Province	n/a	n/a	n/a	n/a	67.2	14.3	69.5	15.3	67.9	17.3		
Social Studies 9	School	n/a	n/a	n/a	n/a	66.4	12.9	62.1	14.7	57.6	8.0	68	15
	Authority	n/a	n/a	n/a	n/a	65.9	14.7	61.6	13.2	61.5	11.2		
	Province	n/a	n/a	n/a	n/a	68.9	18.8	67.2	19.0	68.9	19.1		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	72.7	31.8	50.0	8.3	*	*	60	
	Authority	n/a	n/a	n/a	n/a	70.0	26.7	44.0	8.0	83.3	16.7		
	Province	n/a	n/a	n/a	n/a	64.6	15.7	61.9	13.6	63.5	13.9		

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

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

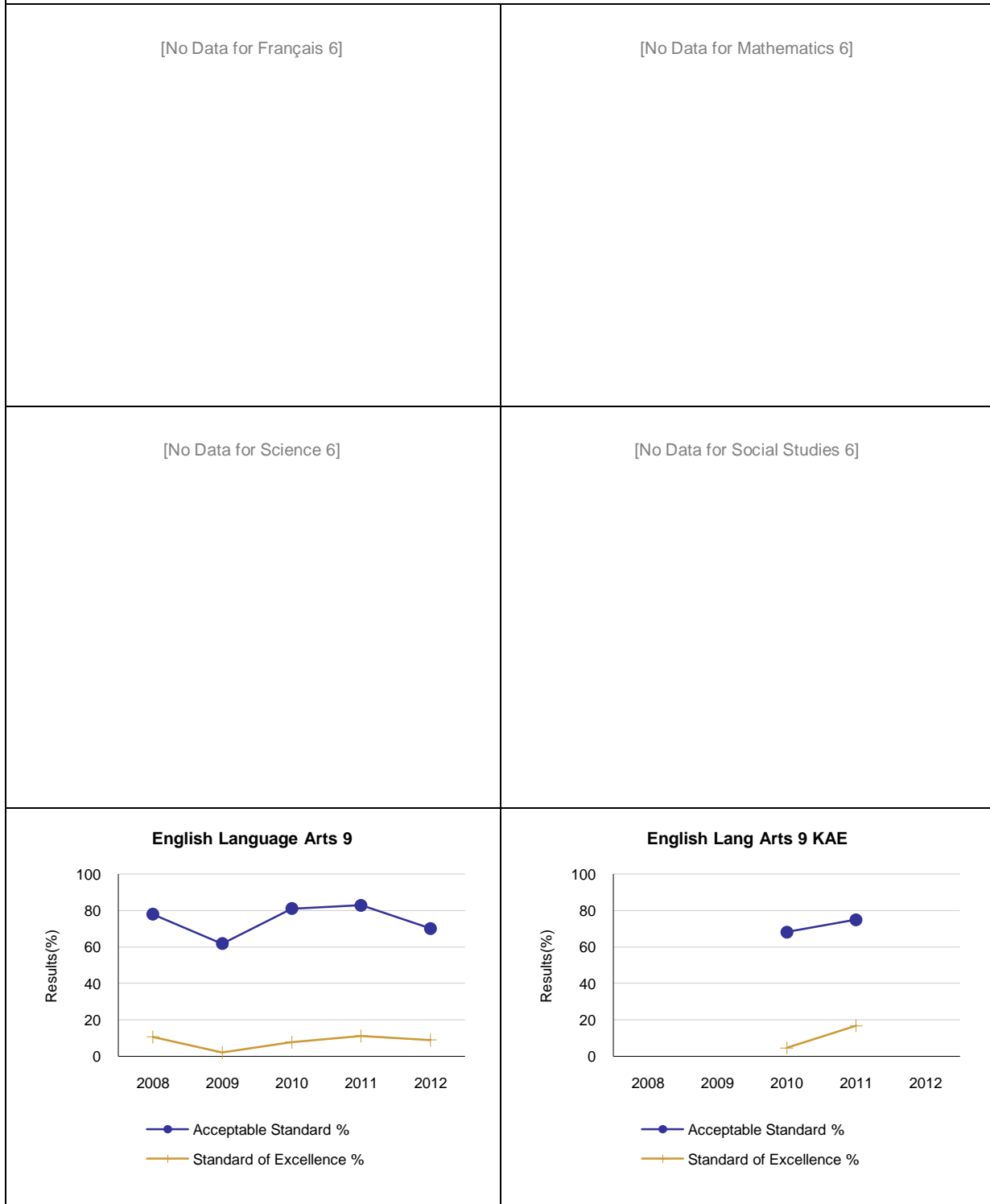


Graph of Provincial Achievement Test Results by Course

[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]

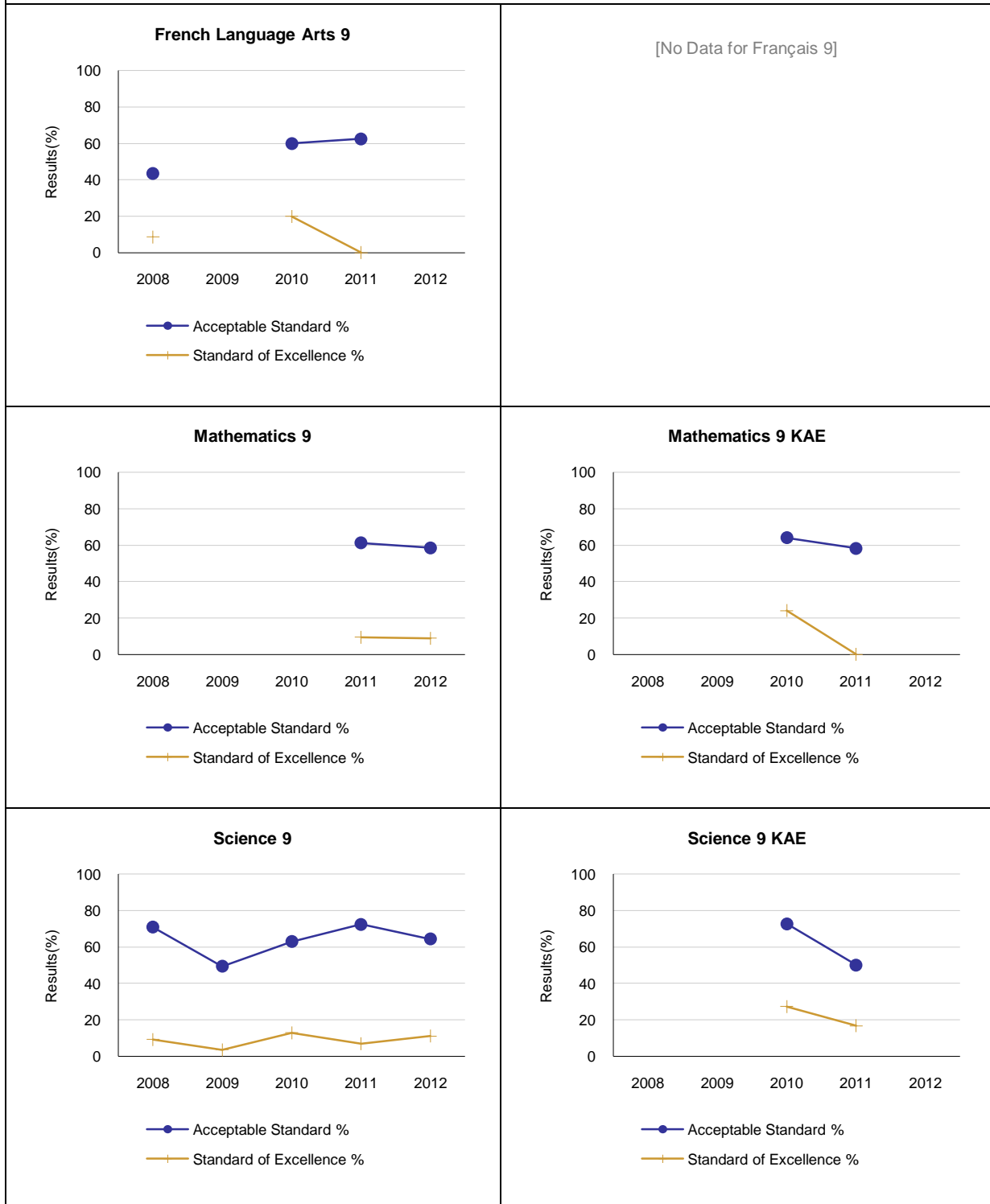
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course



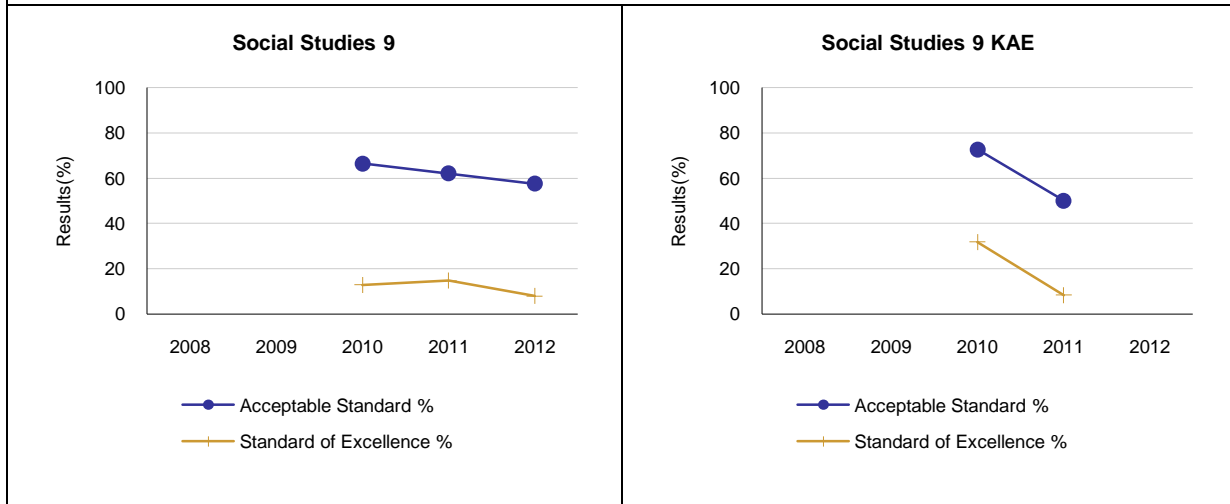
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course



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



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

Course	Measure	West Central High School							Alberta			
		Achievement	Improvement	Overall	2012		Prev 3 Yr Avg		2012		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	44,689	81.9	42,242	81.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44,689	20.4	42,242	18.4
French Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,378	82.1	3,091	82.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,378	14.5	3,091	16.0
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	502	82.3	524	84.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	502	12.5	524	17.1
Mathematics 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44,689	76.8	42,957	77.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44,689	25.5	42,957	26.0
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,170	82.7	43,453	82.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,170	17.8	43,453	18.8
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,592	89.3	2,435	89.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,592	17.2	2,435	16.3
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	465	91.0	443	92.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	465	21.9	443	18.2
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,170	74.7	43,539	73.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,170	16.6	43,539	17.8
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,073	77.8	43,389	76.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,073	28.2	43,389	25.4
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,170	73.2	43,569	71.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,170	19.5	43,569	17.5
English Language Arts 9	Acceptable Standard	Low	Maintained	Issue	124	70.2	123	75.2	42,309	77.4	43,450	79.0
	Standard of Excellence	Low	Maintained	Issue	124	8.9	123	7.1	42,309	16.4	43,450	15.3
English Lang Arts 9 KAE	Acceptable Standard	*	*	*	4	*	17	71.6	1,654	61.4	1,597	67.0
	Standard of Excellence	*	*	*	4	*	17	10.6	1,654	5.8	1,597	7.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	9	61.3	2,344	87.5	2,332	85.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	9	10.0	2,344	12.2	2,332	12.6
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	311	84.6	331	86.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	311	16.1	331	13.8
Mathematics 9	Acceptable Standard	n/a	Maintained	n/a	123	58.5	116	61.2	41,909	66.5	42,538	66.1
	Standard of Excellence	n/a	Maintained	n/a	123	8.9	116	9.5	41,909	17.8	42,538	17.3
Mathematics 9 KAE	Acceptable Standard	*	*	*	5	*	19	61.2	1,941	62.4	1,915	65.2
	Standard of Excellence	*	*	*	5	*	19	12.0	1,941	15.4	1,915	15.1
Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	126	64.3	123	61.5	42,307	74.2	43,288	73.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	126	11.1	123	7.8	42,307	22.4	43,288	18.1
Science 9 KAE	Acceptable Standard	*	*	*	2	*	17	61.4	1,574	67.9	1,556	68.3
	Standard of Excellence	*	*	*	2	*	17	22.0	1,574	17.3	1,556	14.8
Social Studies 9	Acceptable Standard	n/a	Declined	n/a	125	57.6	116	64.2	42,429	68.9	43,449	68.1
	Standard of Excellence	n/a	Declined	n/a	125	8.0	116	13.8	42,429	19.1	43,449	18.9
Social Studies 9 KAE	Acceptable Standard	*	*	*	3	*	17	61.4	1,588	63.5	1,565	63.2
	Standard of Excellence	*	*	*	3	*	17	20.1	1,588	13.9	1,565	14.6

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

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

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

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

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

Improvement Table

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

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

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

Overall Evaluation Table

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

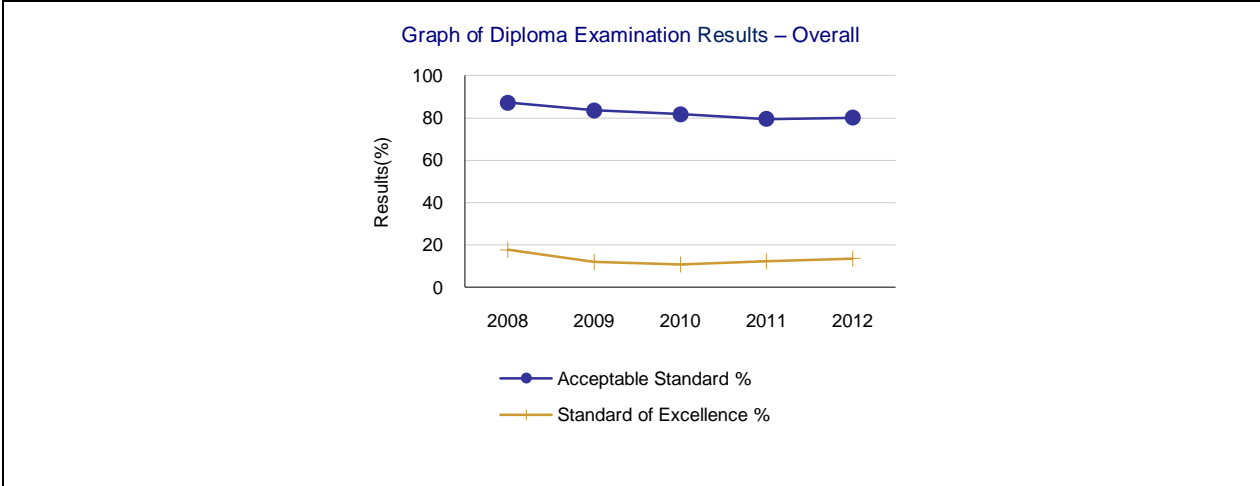
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue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

Diploma Examination Results – Measure Details

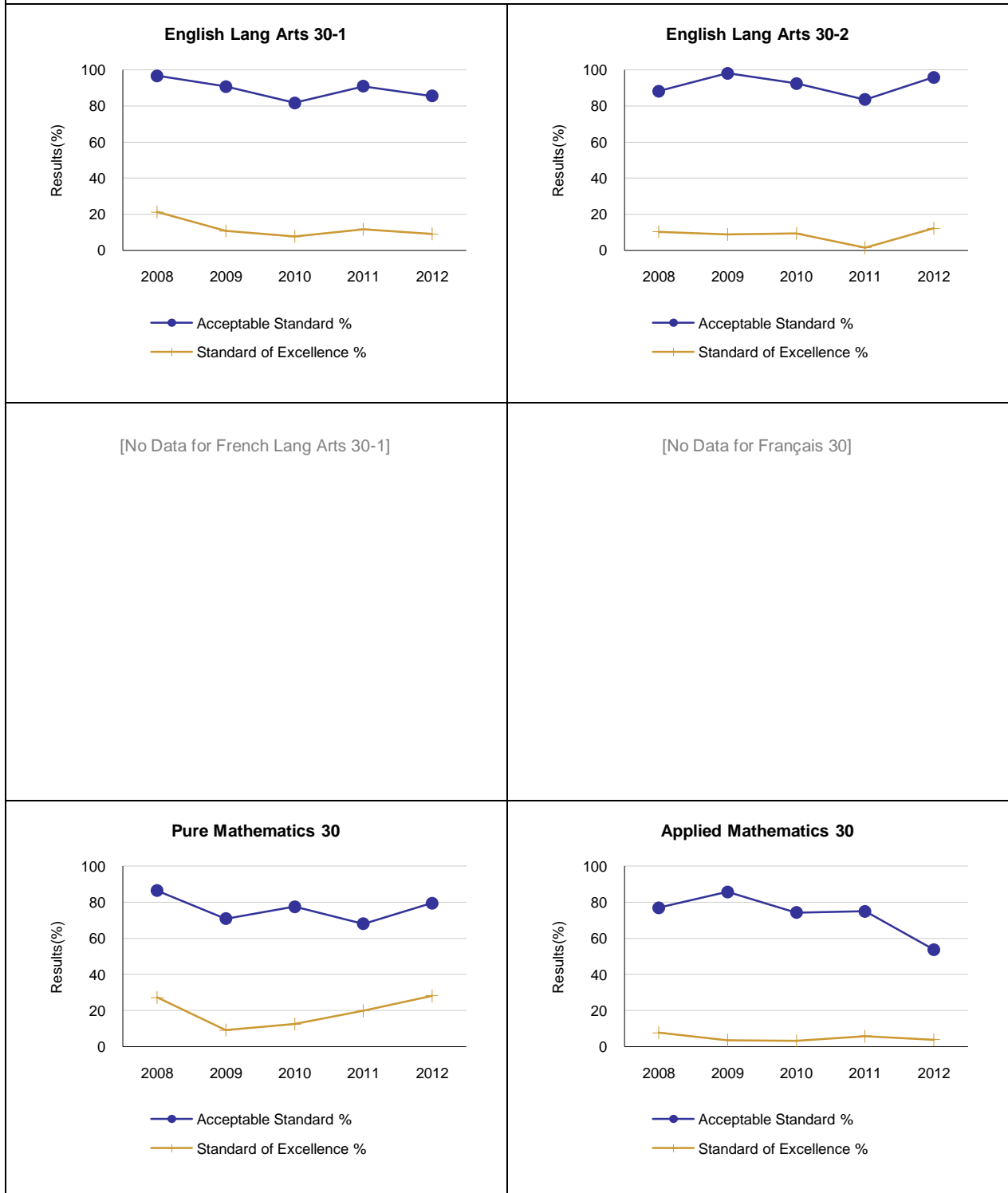
Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2008		2009		2010		2011		2012		2012	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	96.7	21.3	90.8	10.8	81.8	7.6	90.9	11.7	85.5	9.1		
	Authority	91.3	11.2	84.3	5.6	85.3	5.5	84.1	9.3	83.5	6.8		
	Province	87.1	15.5	86.1	12.3	85.1	10.1	84.4	10.1	86.0	11.3		
English Lang Arts 30-2	School	88.2	10.3	98.2	8.9	92.5	9.4	83.6	1.6	95.9	12.2		
	Authority	90.9	9.7	91.8	6.0	91.0	8.0	87.3	5.5	91.6	9.1		
	Province	88.9	8.8	88.2	8.5	88.8	9.8	88.6	9.1	89.5	10.7		
French Lang Arts 30-1	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	94.9	24.5	95.1	18.9	93.7	16.3	95.3	14.3	95.5	13.4		
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	98.5	25.4	94.7	33.1	94.2	15.6	93.8	20.1	96.5	19.0		
Pure Mathematics 30	School	86.4	27.1	70.9	9.1	77.5	12.5	68.0	20.0	79.5	28.2		
	Authority	74.5	22.1	71.1	13.3	78.5	12.1	73.1	18.7	74.4	28.1		
	Province	81.3	25.8	82.1	26.3	82.9	29.7	81.0	28.7	81.8	27.1		
Applied Mathematics 30	School	76.9	7.7	85.7	3.6	74.2	3.2	75.0	5.8	53.8	3.8		
	Authority	54.4	2.9	79.8	8.4	76.1	11.0	71.2	2.6	65.5	8.0		
	Province	76.4	10.7	79.4	13.5	77.3	12.6	74.3	9.8	75.6	10.3		
Social Studies 30	School	96.2	24.5	95.2	32.3	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	81.7	12.4	88.8	25.0	*	*	n/a	n/a	n/a	n/a		
	Province	84.7	21.5	84.2	21.4	67.8	10.4	69.7	12.1	n/a	n/a		
Social Studies 30-1	School	n/a	n/a	n/a	n/a	86.5	8.1	78.7	13.1	97.3	8.1		
	Authority	n/a	n/a	n/a	n/a	83.9	9.5	74.0	8.3	78.0	9.4		
	Province	n/a	n/a	n/a	n/a	84.5	16.1	82.8	14.9	86.2	16.7		
Social Studies 33	School	90.2	26.2	92.4	25.8	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	88.6	14.6	85.8	19.6	76.9	7.7	n/a	n/a	n/a	n/a		
	Province	85.3	18.9	85.6	20.2	76.4	11.5	69.0	21.4	n/a	n/a		
Social Studies 30-2	School	n/a	n/a	n/a	n/a	83.3	13.9	86.7	15.0	93.1	15.5		
	Authority	n/a	n/a	n/a	n/a	81.7	10.9	81.5	11.2	84.7	10.2		
	Province	n/a	n/a	n/a	n/a	85.0	13.7	85.6	15.9	83.1	13.7		
Biology 30	School	80.4	17.6	70.6	25.5	78.8	19.2	75.0	22.2	71.4	14.3		
	Authority	76.2	15.6	73.5	15.9	79.4	22.5	80.3	27.2	73.8	24.8		
	Province	82.3	26.3	83.0	26.6	81.4	28.1	81.9	29.8	81.8	28.1		
Chemistry 30 Old	School	84.8	34.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	84.6	33.3	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.2	39.2	77.6	19.5	87.5	37.5	n/a	n/a	n/a	n/a		
Chemistry 30	School	n/a	n/a	69.6	19.6	85.1	36.2	50.0	17.4	91.4	40.0		
	Authority	n/a	n/a	67.8	21.2	80.9	27.0	63.4	20.1	80.2	35.5		
	Province	n/a	n/a	76.3	27.7	79.0	29.9	75.1	27.7	76.7	28.4		
Physics 30 Old	School	92.6	22.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	75.3	16.4	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.7	32.0	74.4	25.6	75.0	25.0	n/a	n/a	n/a	n/a		
Physics 30	School	n/a	n/a	64.3	7.1	58.8	11.8	74.2	16.1	66.7	4.8		
	Authority	n/a	n/a	63.2	8.8	72.5	11.3	64.6	12.2	69.1	20.6		
	Province	n/a	n/a	79.3	23.1	73.9	20.3	76.7	27.7	81.0	30.3		
Science 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	66.7	4.2	68.1	6.4	60.0	26.7	61.7	2.1	66.7	16.7		
	Province	88.6	21.6	86.0	20.9	80.1	22.8	80.4	21.0	79.8	22.0		

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

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



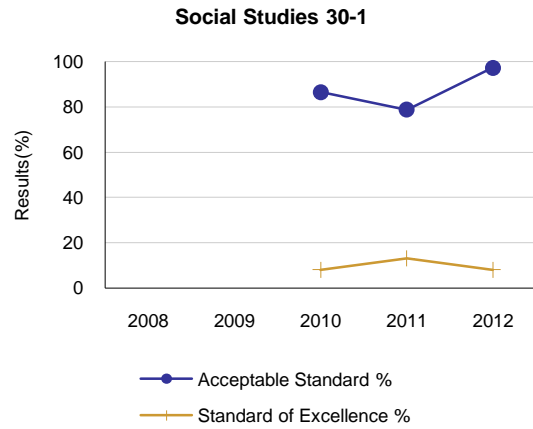
Diploma Examination Results by Course



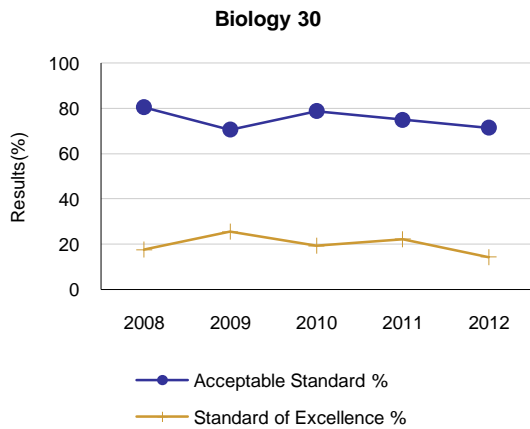
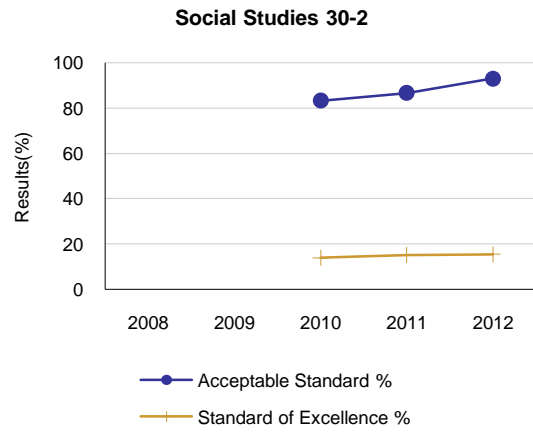
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Diploma Examination Results by Course

[No Data for Social Studies 30]



[No Data for Social Studies 33]



[No Data for Chemistry 30 Old]

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

Diploma Examination Results by Course

<p style="text-align: center;">Chemistry 30</p> <table border="1"> <caption>Chemistry 30 Results</caption> <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> <tr> <td>2011</td> <td>50</td> <td>18</td> </tr> <tr> <td>2012</td> <td>90</td> <td>40</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2009	70	20	2010	85	38	2011	50	18	2012	90	40	<p>[No Data for Physics 30 Old]</p>
Year	Acceptable Standard %	Standard of Excellence %														
2009	70	20														
2010	85	38														
2011	50	18														
2012	90	40														
<p style="text-align: center;">Physics 30</p> <table border="1"> <caption>Physics 30 Results</caption> <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> <tr> <td>2011</td> <td>75</td> <td>18</td> </tr> <tr> <td>2012</td> <td>68</td> <td>5</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2009	65	8	2010	60	12	2011	75	18	2012	68	5	<p>[No Data for Science 30]</p>
Year	Acceptable Standard %	Standard of Excellence %														
2009	65	8														
2010	60	12														
2011	75	18														
2012	68	5														

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

Diploma Examination Results Course By Course Summary with Measure Evaluation

Course	Measure	West Central High School							Alberta			
		Achievement	Improvement	Overall	2012		Prev 3 Yr Avg		2012		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Low	Maintained	Issue	55	85.5	69	87.8	29,328	86.0	28,848	85.2
	Standard of Excellence	Low	Maintained	Issue	55	9.1	69	10.0	29,328	11.3	28,848	10.8
English Lang Arts 30-2	Acceptable Standard	High	Maintained	Good	49	95.9	57	91.4	14,554	89.5	14,112	88.5
	Standard of Excellence	Very High	Maintained	Excellent	49	12.2	57	6.7	14,554	10.7	14,112	9.1
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,208	95.5	1,279	94.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,208	13.4	1,279	16.5
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	142	96.5	144	94.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	142	19.0	144	22.9
Pure Mathematics 30	Acceptable Standard	Intermediate	Maintained	Acceptable	39	79.5	48	72.1	21,691	81.8	22,716	82.0
	Standard of Excellence	Intermediate	Improved	Good	39	28.2	48	13.9	21,691	27.1	22,716	28.2
Applied Mathematics 30	Acceptable Standard	Very Low	Declined Significantly	Concern	26	53.8	37	78.3	9,991	75.6	10,625	77.0
	Standard of Excellence	Very Low	Maintained	Concern	26	3.8	37	4.2	9,991	10.3	10,625	12.0
Social Studies 30-1	Acceptable Standard	n/a	Improved Significantly	n/a	37	97.3	49	82.6	23,487	86.2	23,544	83.7
	Standard of Excellence	n/a	Maintained	n/a	37	8.1	49	10.6	23,487	16.7	23,544	15.5
Social Studies 30-2	Acceptable Standard	n/a	Improved	n/a	58	93.1	66	85.0	17,193	83.1	15,720	85.3
	Standard of Excellence	n/a	Maintained	n/a	58	15.5	66	14.4	17,193	13.7	15,720	14.8
Biology 30	Acceptable Standard	Low	Maintained	Issue	42	71.4	58	74.8	23,299	81.8	22,083	82.1
	Standard of Excellence	Low	Declined	Issue	42	14.3	58	22.3	23,299	28.1	22,083	28.2
Chemistry 30	Acceptable Standard	Very High	Improved Significantly	Excellent	35	91.4	46	68.2	19,926	76.7	18,365	76.8
	Standard of Excellence	Very High	Improved	Excellent	35	40.0	46	24.4	19,926	28.4	18,365	28.4
Physics 30	Acceptable Standard	Intermediate	Maintained	Acceptable	21	66.7	25	65.8	10,562	81.0	10,364	76.6
	Standard of Excellence	Low	Maintained	Issue	21	4.8	25	11.7	10,562	30.3	10,364	23.7
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,873	79.8	4,808	82.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,873	22.0	4,808	21.6

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

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

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Biology 30	Acceptable Standard	0.00 - 67.51	67.51 - 78.03	78.03 - 85.82	85.82 - 89.41	89.41 - 100.00
	Standard of Excellence	0.00 - 12.33	12.33 - 19.00	19.00 - 25.60	25.60 - 30.05	30.05 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 37.40	37.40 - 64.26	64.26 - 77.96	77.96 - 85.58	85.58 - 100.00
	Standard of Excellence	0.00 - 6.52	6.52 - 16.78	16.78 - 27.40	27.40 - 34.23	34.23 - 100.00
Physics 30	Acceptable Standard	0.00 - 46.89	46.89 - 65.43	65.43 - 79.07	79.07 - 84.34	84.34 - 100.00
	Standard of Excellence	0.00 - 4.05	4.05 - 11.60	11.60 - 21.19	21.19 - 30.24	30.24 - 100.00
Science 30	Acceptable Standard	0.00 - 76.11	76.11 - 83.33	83.33 - 91.76	91.76 - 97.14	97.14 - 100.00
	Standard of Excellence	0.00 - 6.98	6.98 - 11.36	11.36 - 21.80	21.80 - 36.81	36.81 - 100.00

Notes:

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

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

Improvement Table

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

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

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

Overall Evaluation Table

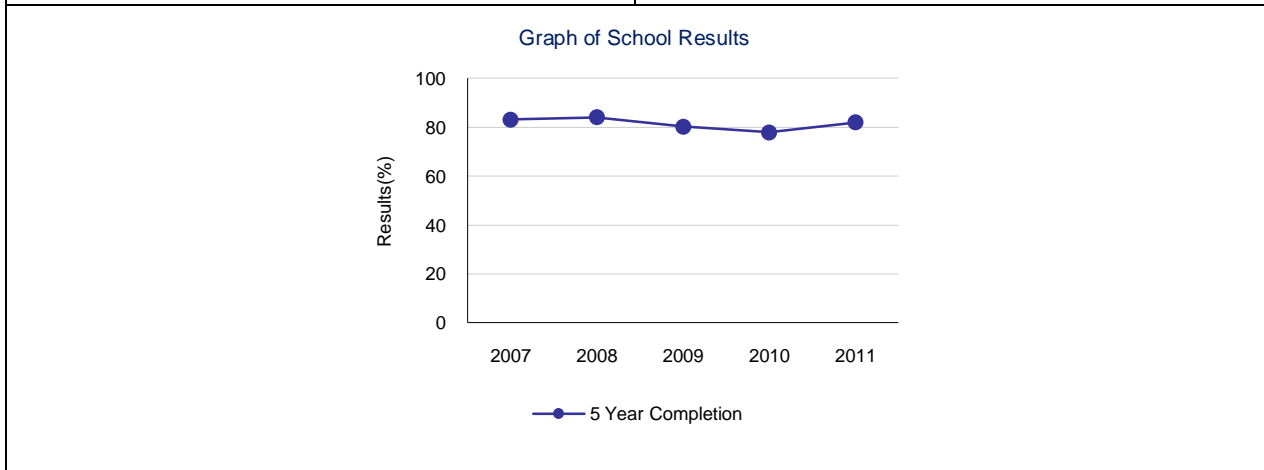
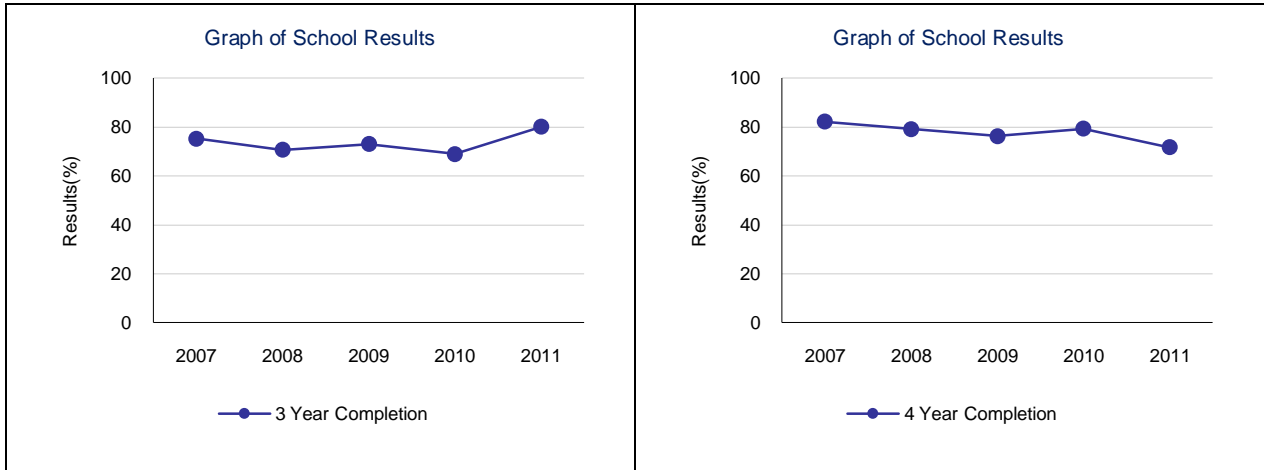
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

High School Completion Rate – Measure Details

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

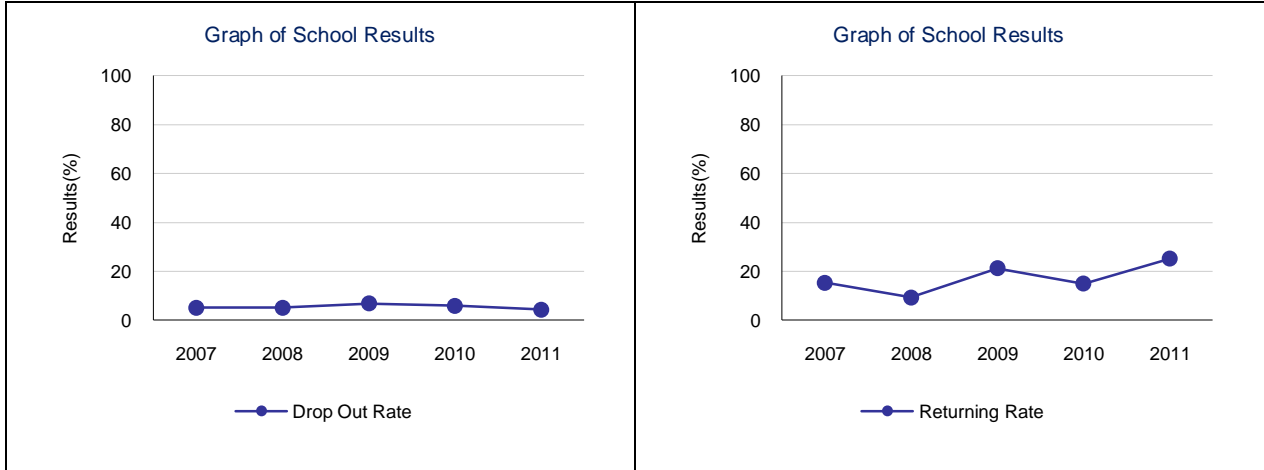
	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
3 Year Completion	75.3	70.7	73.0	69.0	80.1	71.3	70.2	73.3	73.4	78.2	71.1	70.8	71.5	72.6	74.1
4 Year Completion	82.2	79.2	76.4	79.4	71.7	76.4	75.2	75.2	77.8	75.4	76.1	76.3	76.1	76.9	78.1
5 Year Completion	83.2	84.1	80.2	77.9	82.0	79.3	78.5	77.8	78.7	79.8	78.9	78.7	79.0	79.0	79.6



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

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Drop Out Rate	5.2	5.2	6.8	5.9	4.3	6.4	5.0	6.0	5.8	3.9	5.0	4.8	4.3	4.2	3.2
Returning Rate	15.3	9.3	21.3	15.0	25.2	10.6	13.8	17.6	19.2	13.2	21.3	19.8	23.5	27.9	23.4

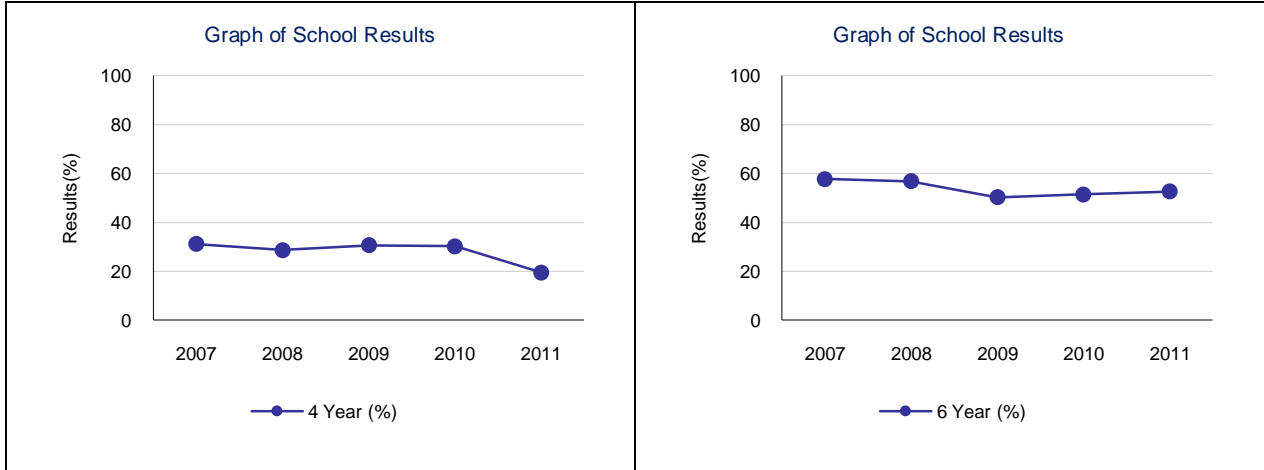


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High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
4 Year Rate	31.2	28.7	30.7	30.3	19.6	28.5	30.6	28.7	25.2	30.0	38.7	38.9	37.5	37.8	38.2
6 Year Rate	57.7	56.8	50.3	51.5	52.7	52.2	55.0	47.8	49.9	48.6	58.8	59.2	59.8	59.3	58.4

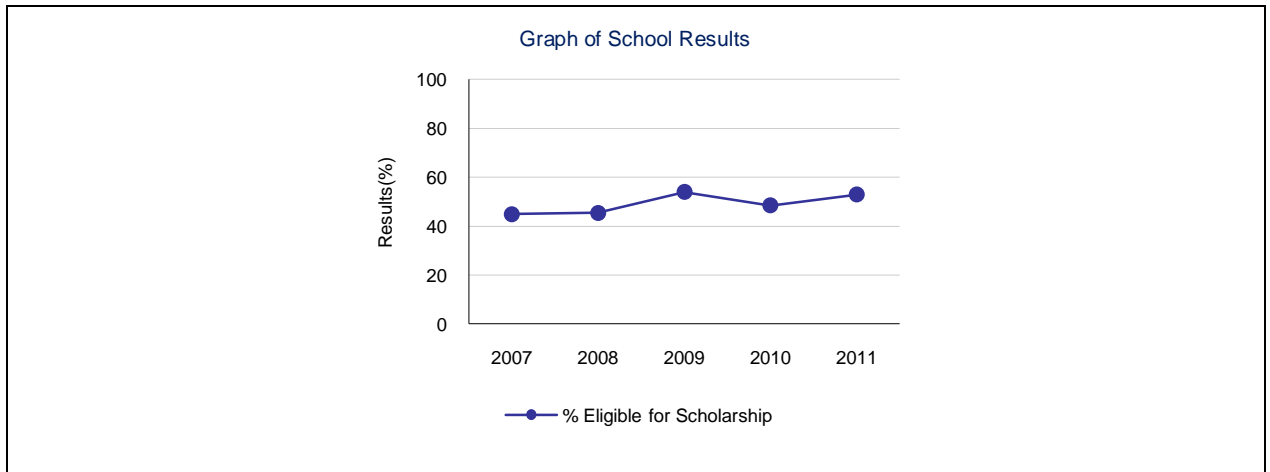


Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Rutherford Scholarship Eligibility Rate (Revised)	44.9	45.4	54.0	48.5	52.9	51.5	52.5	51.0	55.4	59.0	56.8	57.3	56.9	59.6	61.5

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2007	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
2010	130	59	45.4	49	37.7	28	21.5	63	48.5
2011	155	72	46.5	66	42.6	42	27.1	82	52.9

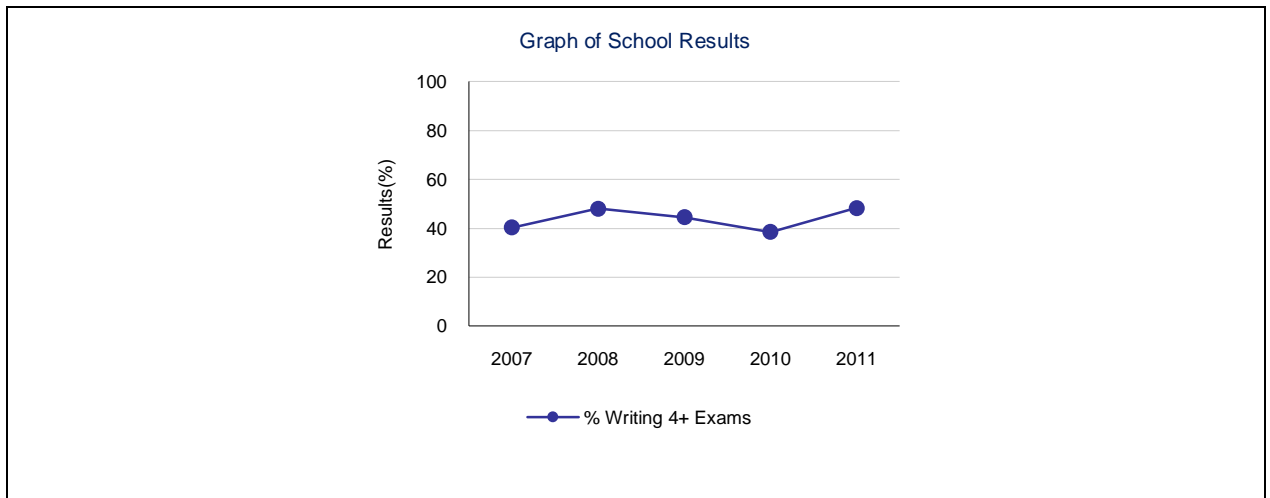


Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Diploma Examination Participation Rate – Measure Details

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.

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
% Writing 0 Exams	19.4	17.5	20.2	24.3	17.1	20.5	18.1	19.1	17.7	14.7	18.0	18.4	18.0	17.2	16.1
% Writing 1+ Exams	80.6	82.5	79.8	75.7	82.9	79.5	81.9	80.9	82.3	85.3	82.0	81.6	82.0	82.8	83.9
% Writing 2+ Exams	76.0	78.2	74.8	74.4	82.9	75.0	78.7	76.8	80.1	83.6	78.6	78.0	78.7	79.6	80.8
% Writing 3+ Exams	54.9	58.8	58.1	49.1	67.7	53.7	59.0	56.5	56.3	63.2	65.6	64.9	65.2	66.0	67.4
% Writing 4+ Exams	40.3	48.1	44.5	38.5	48.3	37.0	45.3	42.1	45.3	47.9	53.6	53.3	53.5	54.9	56.2
% Writing 5+ Exams	25.1	25.1	28.5	22.6	30.4	22.3	27.5	23.5	27.6	28.0	34.7	34.3	34.7	36.1	37.2
% Writing 6+ Exams	10.5	9.3	8.7	5.3	9.7	8.3	9.2	9.4	8.9	9.6	13.2	12.7	12.9	13.4	14.1



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

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
English 30 / English Language Arts 30-1	39.3	40.1	41.5	39.9	45.6	43.0	42.9	41.6	44.7	46.9	54.5	53.8	54.0	54.5	54.9
English 33 / English Language Arts 30-2	40.5	40.1	31.7	34.6	36.1	32.3	36.6	35.6	35.5	37.2	23.6	24.0	24.5	25.1	26.1
Total of 1 or more English Diploma Exams	78.6	78.9	73.2	73.9	81.0	73.8	78.1	76.6	79.8	83.4	77.0	76.7	77.1	78.0	79.0
Social Studies 30	37.6	38.7	37.2	9.2	0.0	37.9	37.6	33.3	4.9	0.7	49.3	48.1	48.1	3.7	0.3
Social Studies 30-1	n/a	0.0	0.0	20.3	38.8	n/a	0.0	0.0	33.6	38.5	n/a	0.0	0.0	45.7	48.2
Social Studies 33	40.5	38.7	40.9	5.2	0.0	38.1	40.6	45.1	3.8	0.0	28.8	29.5	30.1	2.5	0.1
Social Studies 30-2	n/a	0.0	0.0	41.8	42.2	n/a	0.0	0.0	38.9	44.9	n/a	0.0	0.0	27.4	31.0
Total of 1 or more Social Diploma Exams	76.3	77.5	76.2	73.2	80.3	74.8	77.6	77.3	79.8	82.3	77.2	76.7	77.4	78.1	78.9
Mathematics 30 / Pure Mathematics 30	34.7	34.5	36.6	28.1	29.9	28.2	30.6	27.0	31.3	27.2	41.7	41.1	40.8	41.4	42.6
Mathematics 33 / Applied Mathematics 30	14.5	16.9	18.9	19.0	33.3	18.9	23.3	25.5	21.3	31.6	19.5	19.1	19.7	19.7	20.0
Total of 1 or more Math Diploma Exams	48.6	51.4	55.5	46.4	61.2	45.8	53.2	52.4	52.1	58.0	60.7	59.7	59.9	60.6	62.0
Biology 30	36.4	35.9	36.6	32.7	41.5	32.0	34.8	30.0	33.0	35.4	39.8	39.1	39.8	41.2	42.8
Chemistry 30 Old	27.2	33.8	4.9	0.0	n/a	27.2	28.1	2.8	0.0	n/a	34.3	34.5	5.0	0.1	n/a
Chemistry 30	n/a	n/a	26.8	24.2	32.0	n/a	n/a	23.0	29.1	28.1	n/a	n/a	29.7	35.2	36.0
Physics 30 Old	13.9	19.0	0.0	0.0	n/a	13.2	18.7	0.2	0.0	n/a	21.5	20.4	2.4	0.1	n/a
Physics 30	n/a	n/a	16.5	11.1	19.0	n/a	n/a	12.9	17.0	16.2	n/a	n/a	17.5	20.0	20.6
Science 30	0.0	0.0	0.6	0.0	0.7	4.5	5.3	9.9	6.2	10.4	7.0	7.4	8.2	9.0	9.1
Total of 1 or more Science Diploma Exams	44.5	54.9	47.6	39.2	53.1	42.8	50.0	44.6	46.6	50.9	56.5	56.1	56.1	57.6	59.1

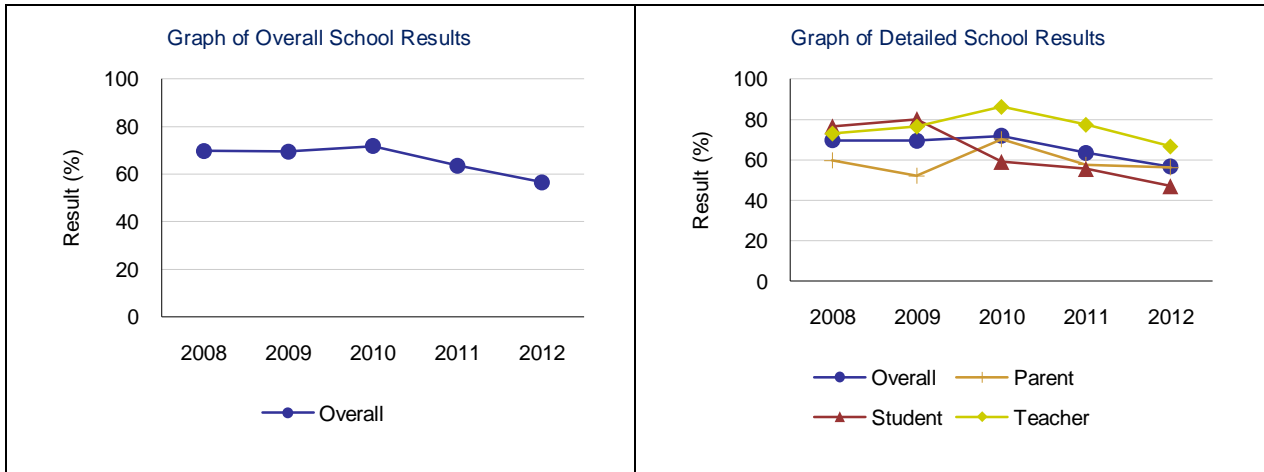
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.3
French Language Arts 30	5.2	0.0	0.0	0.0	2.0	1.8	0.0	0.0	0.0	0.7	2.7	2.7	2.7	2.9	2.8
Total of 1 or more French Diploma Exams	5.2	0.0	0.0	0.0	2.0	1.8	0.0	0.0	0.0	0.7	2.9	2.9	2.9	3.1	3.1

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

Citizenship – Measure Details

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

	School					Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	69.7	69.5	71.8	63.5	56.6	72.0	75.1	75.1	73.8	73.8	77.9	80.3	81.4	81.9	82.5
Teacher	73.1	76.5	86.2	77.4	66.7	84.0	88.6	91.4	87.2	86.6	90.6	91.8	93.0	92.7	93.1
Parent	59.6	52.0	70.3	57.6	56.1	65.6	66.6	68.4	69.0	69.2	74.7	77.4	78.5	78.6	79.4
Student	76.5	80.1	59.0	55.5	47.0	66.3	70.0	65.4	65.4	65.7	68.5	71.8	72.7	74.5	75.0

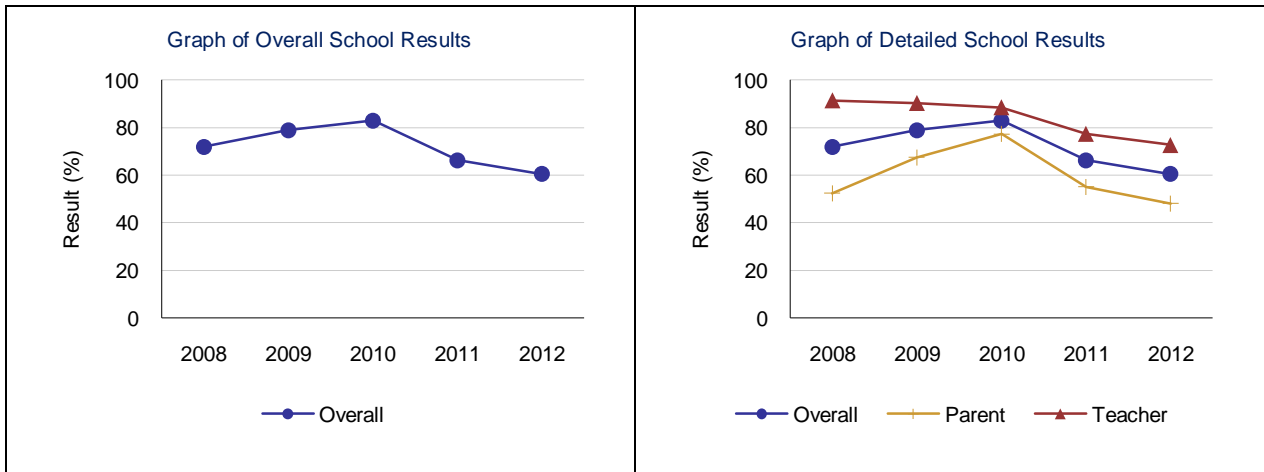


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Work Preparation – Measure Details

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

	School					Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	71.9	78.9	82.9	66.2	60.4	76.8	76.2	72.9	73.8	69.3	80.1	79.6	79.9	80.1	79.7
Teacher	91.4	90.3	88.5	77.4	72.7	89.2	91.0	90.0	82.2	84.0	89.3	88.9	90.0	89.6	89.5
Parent	52.4	67.5	77.3	55.0	48.0	64.3	61.5	55.9	65.5	54.6	70.9	70.2	69.8	70.6	69.9

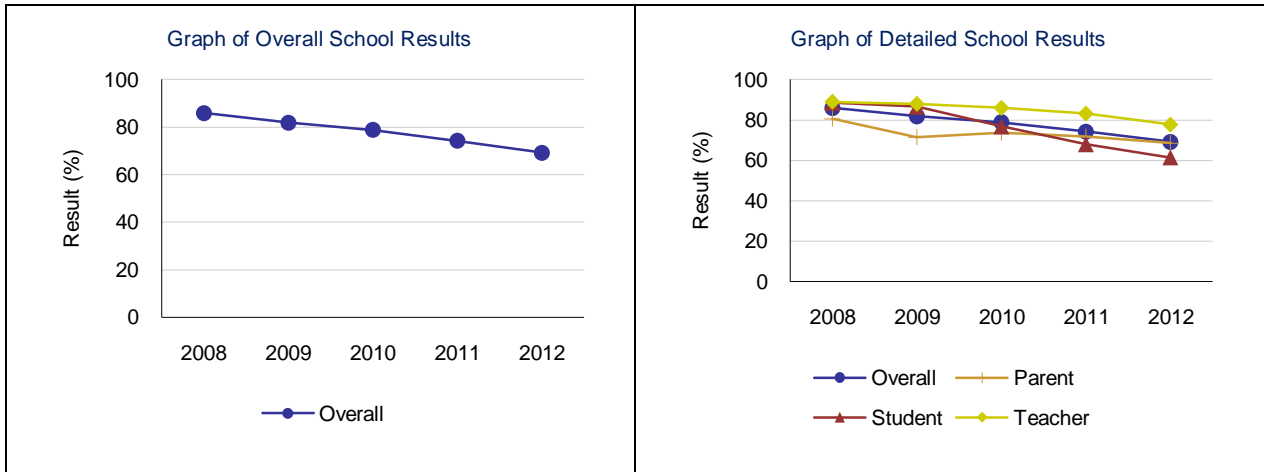


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Program of Studies – 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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	85.9	81.9	78.8	74.2	69.2	73.4	74.5	71.9	75.2	71.9	79.4	80.3	80.5	80.9	80.7
Teacher	88.9	87.9	85.9	83.1	77.7	82.0	80.9	79.0	82.0	79.9	86.4	86.8	87.7	87.6	87.3
Parent	80.5	71.3	73.7	71.7	68.5	70.3	69.9	69.6	72.8	69.5	77.6	78.7	78.0	78.3	78.1
Student	88.4	86.5	76.7	67.9	61.4	67.9	72.8	67.1	70.8	66.1	74.1	75.3	75.9	76.9	76.9

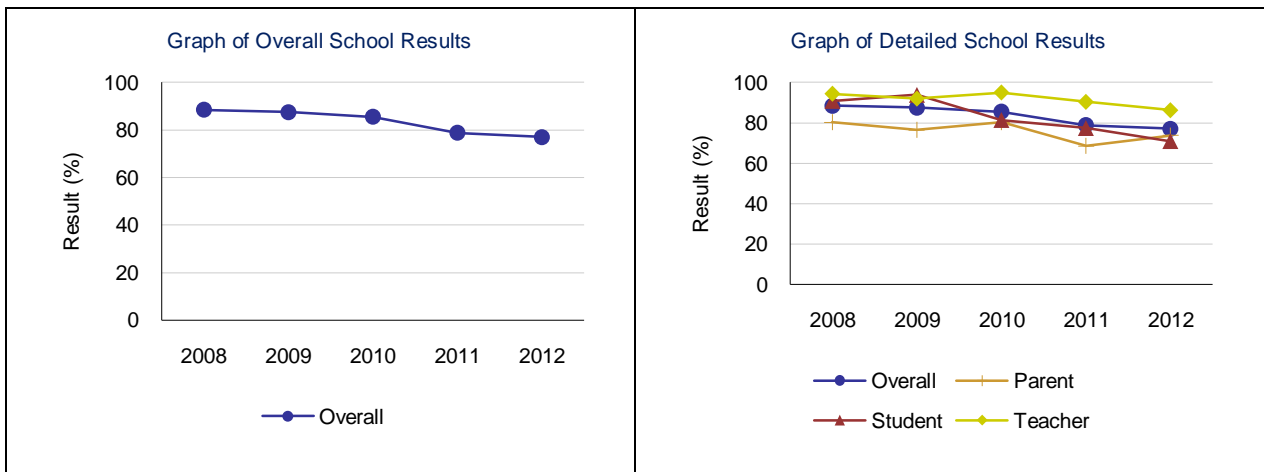


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details

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

	School					Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	88.5	87.5	85.5	78.8	77.0	87.1	87.4	86.2	85.1	84.9	88.2	89.3	89.2	89.4	89.4
Teacher	94.3	91.9	94.9	90.3	86.2	95.9	94.8	95.1	93.7	93.2	94.9	95.3	95.6	95.5	95.4
Parent	80.3	76.5	80.3	68.6	73.8	79.9	78.7	78.9	78.5	77.7	83.0	84.4	83.9	84.2	84.2
Student	90.9	93.9	81.4	77.4	70.9	85.4	88.9	84.5	83.0	83.8	86.6	88.3	88.2	88.5	88.6

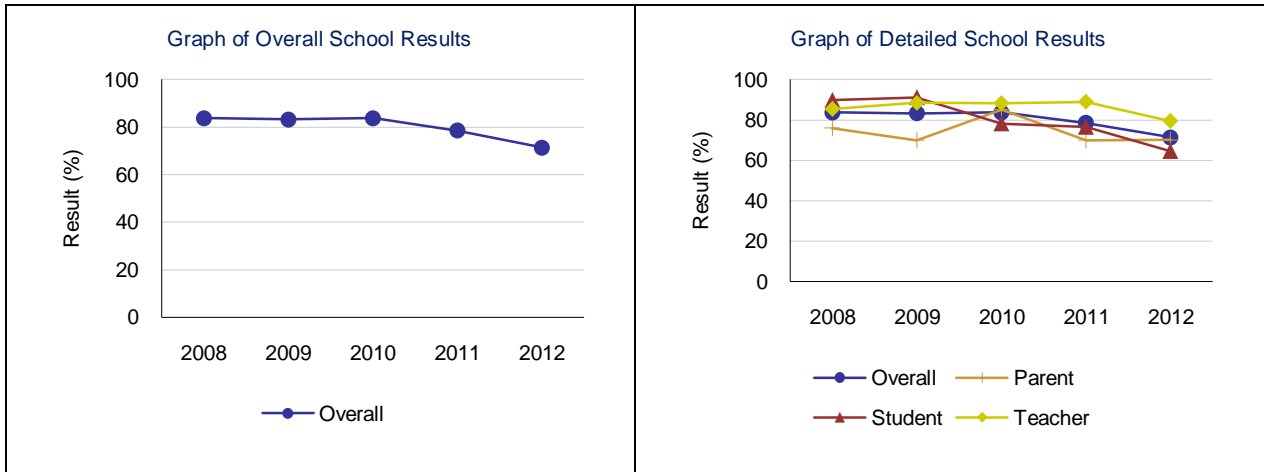


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Safe and Caring – Measure Details

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	83.7	83.2	83.8	78.5	71.4	82.8	83.8	83.2	83.1	82.6	85.1	86.9	87.6	88.1	88.6
Teacher	85.4	88.4	88.3	89.0	79.5	90.7	92.9	92.1	91.5	90.4	93.1	93.8	94.4	94.5	94.8
Parent	76.0	70.0	85.1	70.0	70.1	80.2	78.2	80.6	80.2	80.4	83.2	85.3	86.1	86.6	87.4
Student	89.8	91.2	78.2	76.5	64.5	77.5	80.4	76.8	77.7	77.0	79.1	81.7	82.2	83.3	83.7

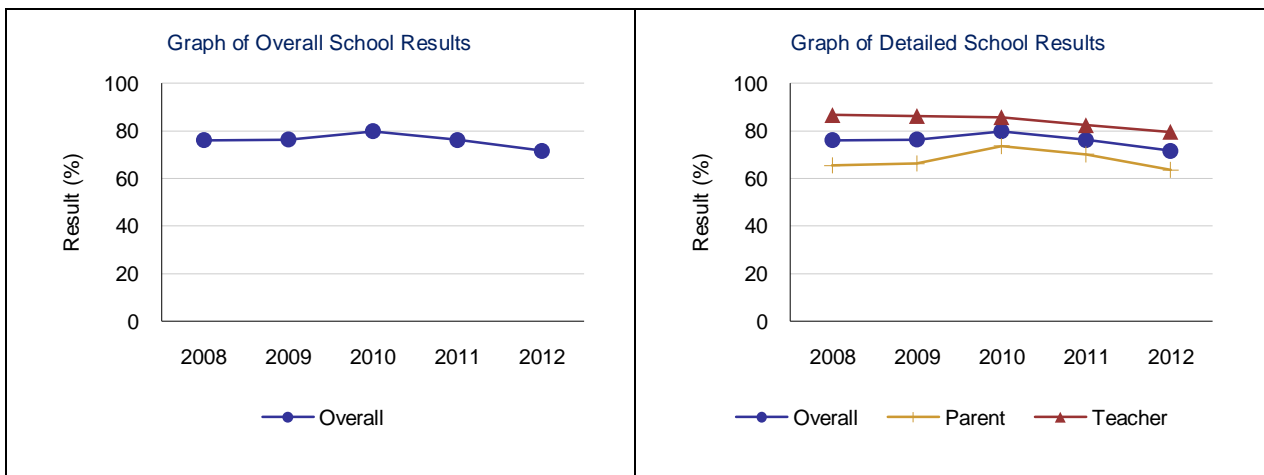


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	76.0	76.3	79.8	76.2	71.6	80.0	79.4	76.8	74.8	73.9	78.2	80.1	80.0	79.9	79.7
Teacher	86.7	86.3	85.8	82.4	79.6	90.1	90.0	88.6	86.3	85.5	87.5	88.0	88.6	88.1	88.0
Parent	65.4	66.3	73.7	70.1	63.6	69.9	68.8	65.0	63.2	62.3	69.0	72.2	71.3	71.7	71.4

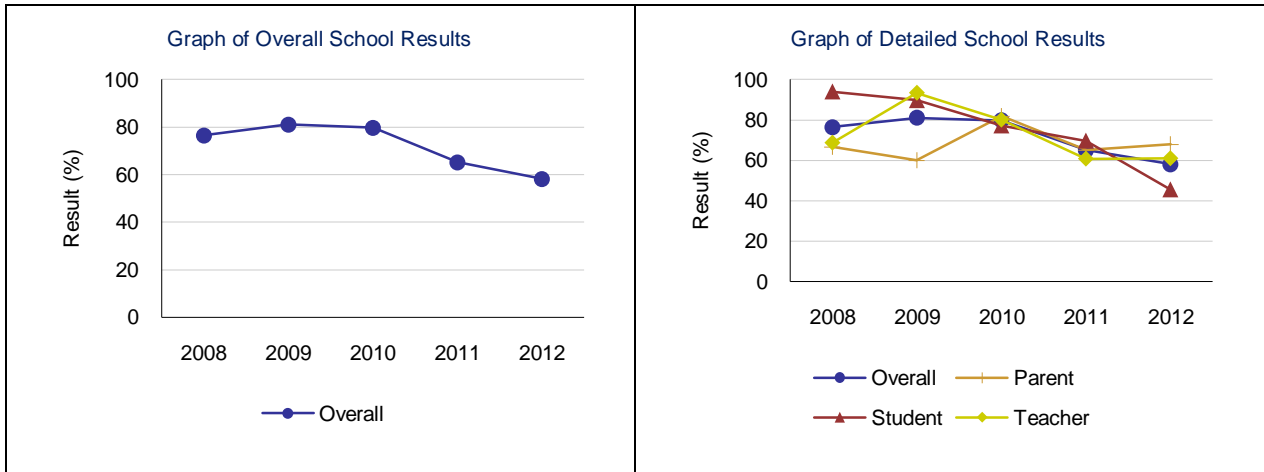


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

School Improvement – Measure Details

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

	School					Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	76.4	81.0	79.7	65.1	58.1	75.2	79.0	76.5	75.9	73.1	77.0	79.4	79.9	80.1	80.0
Teacher	68.6	93.3	80.0	60.7	60.9	73.6	83.2	77.2	76.4	77.1	75.6	78.2	80.8	80.1	81.1
Parent	66.7	60.0	81.8	65.0	67.9	74.4	71.9	74.7	73.6	68.5	75.9	78.1	77.0	77.3	76.2
Student	94.0	89.7	77.2	69.7	45.6	77.7	81.7	77.6	77.5	73.8	79.5	81.8	81.8	82.9	82.7



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