

# David Thompson 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	David Thompson 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	Acceptable	Safe and Caring	83.2	74.9	80.1	88.6	88.1	87.5	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Issue	Program of Studies	50.2	36.2	38.8	80.7	80.9	80.6	Very Low	Improved	Issue
		Education Quality	73.6	73.5	75.5	89.4	89.4	89.3	Very Low	Maintained	Concern
		Drop Out Rate	3.3	2.6	4.0	3.2	4.2	4.4	High	Maintained	Good
		High School Completion Rate (3 yr)	59.4	81.8	74.5	74.1	72.6	71.6	Low	Declined	Issue
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	68.6	75.0	63.2	79.1	79.3	78.9	Low	Maintained	Issue
		PAT: Excellence	10.0	10.0	8.2	20.9	19.6	19.1	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	73.3	86.8	80.1	83.5	82.6	83.5	Very Low	Maintained	Concern
		Diploma: Excellence	6.9	10.5	9.8	18.6	18.7	18.7	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	50.1	66.8	55.0	56.2	54.9	53.9	Intermediate	Maintained	Acceptable
		Rutherford Scholarship Eligibility Rate (Revised)	69.0	70.5	60.4	61.5	59.6	58.0	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Issue	Transition Rate (6 yr)	47.2	56.8	54.8	58.4	59.3	59.5	Intermediate	Maintained	Acceptable
		Work Preparation	58.5	70.0	67.2	79.7	80.1	79.9	Very Low	Maintained	Concern
		Citizenship	73.1	63.0	67.8	82.5	81.9	81.2	Intermediate	Maintained	Acceptable
Parental Involvement	Concern	Parental Involvement	59.7	54.0	62.5	79.7	79.9	80.0	Very Low	Maintained	Concern
Continuous Improvement	Acceptable	School Improvement	68.6	47.7	51.7	80.0	80.1	79.8	Low	Improved	Acceptable

Notes:

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

Measure Evaluation Reference

**Achievement Evaluation**

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

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

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

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than 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 colour 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 <sup>1</sup>	Evaluation			Targets <sup>2</sup>		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	72.5	74.4	40.2	75.0	68.6		Low	Maintained	Issue			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	11.6	11.1	3.4	10.0	10.0		Low	Maintained	Issue			

### Comment on Results

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

After very disappointing results in the 2010 PAT's our increases reflect improvements in teaching and learning however staff are still troubled by the lack of student ownership of their learning.

### Strategies

Our current three year school goal in student achievement is to continue to provide PD and Learning/Coaching opportunities for staff to ultimately provide increased levels of engagement and ownership for students in their learning.  
 Develop common assessment practices within the school that includes a strong component of formative assessment.  
 -Within summative assessment practices continue to foster student ownership of learning.

### 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 (\*).

<sup>1</sup> 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.

<sup>2</sup> 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	Evaluation			Targets		
	2008	2009	2010	2011	2012		2012	Achievement	Improvement	Overall	2013	2014
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	82.6	78.6	74.8	86.8	73.3		Very Low	Maintained	Concern			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	11.6	7.1	11.7	10.5	6.9		Very Low	Maintained	Concern			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011		2012	Achievement	Improvement	Overall	2013	2014
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	79.7	65.5	76.1	81.8	59.4		Low	Declined	Issue			
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.4	3.4	5.9	2.6	3.3		High	Maintained	Good			
High school to post-secondary transition rate of students within six years of entering Grade 10.	58.9	58.4	49.3	56.8	47.2		Intermediate	Maintained	Acceptable			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	57.8	55.9	54.9	70.5	69.0		High	Maintained	Good			
Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.	43.2	48.7	49.5	66.8	50.1		Intermediate	Maintained	Acceptable			

**Comment on Results**

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

Even though there are improvements in some and decreases in others it is difficult to assess our small number of kids. A challenge we are looking at right now is the gap between school awarded marks and Departmentals. If students are taking opportunities to improve their learning and resubmit assignments and exams should this not be reflected in higher acceptable and excellence standards? It is not so why are we not moving further ahead in this.

**Strategies**

Our current three year school goal in student achievement is to continue to provide PD and Learning/Coaching opportunities for staff to ultimately provide increased levels of engagement and ownership for students in their learning.  
 Develop common assessment practices within the school that includes a strong component of formative assessment.  
 -Within summative assessment practices continue to foster student ownership of learning.  
 Demonstrate staff collaboration through the ongoing development of Professional Learning Communities.  
 -Provide more opportunities for our Sr. High Core teachers to collaborate outside of our small school in both the division and also CARC events  
 -Encourage staff to participate in provincial test question sessions and marking of Departmentals

**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.	63.6	66.4	73.9	63.0	73.1		Intermediate	Maintained	Acceptable			
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.	66.7	67.3	64.2	70.0	58.5		Very Low	Maintained	Concern			

**Comment on Results**

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

It is good to see that our Gr 8-12 focus on student character/citizenship is showing a marked improvement in student modeling. The PRIDE program being understood and used is important to us.  
 The next Performance measure is troubling. Our Career Program is the main focus of all our student based decisions/course counseling/behavior counselling. This model has been very successful in increasing retention rates of students as well as student happiness. We have programming from 8-12 that focuses on this measure. The focus increases each year that culminates in students presenting their portfolios where they show evidence of having been engaged, ethical and entrepreneurial school citizens. I look forward to this years results in seeing if we are reaching the kids in helping them achieve success at work when they finish school.

**Strategies**

DTHS will continue to develop leadership/citizenship/career curriculum from grades 8-12 resulting in a grades 8-12 scope and sequence and a replicable curriculum, using specific resources per grade by September 2013.  
 Use a Career focused model to support, develop and counsel students.  
 Work to develop in students an appreciation of school (parents as well).  
 \*Career Pathways  
 \*Decrease absenteeism

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
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.	41.8	39.2	40.9	36.2	50.2		Very Low	Improved	Issue			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	82.5	73.6	79.5	73.5	73.6		Very Low	Maintained	Concern			
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	81.6	81.0	84.5	74.9	83.2		Intermediate	Maintained	Acceptable			

**Comment on Results**

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

*Even though 50% in the Programs Measure is an issue we feel that the year to year improve is better. Our staff have provided over 30 new opportunities in the last 3 years (curricular/co-curricular/extracurricular). Opportunities have been at every grade level.*

**Strategies**

DTHS will continue tracking the Positive Behavior Program as it relates to the whole school focusing on larger acceptance of the program in Senior High.

Tasks:

-Develop the PRIDE steps for all kids for all classrooms so there are common expectations/incentives/consequences ie language, respect for property/bodies/people, food, leaving room, incomplete work

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

\*This goal is an individualized goal for staff. Staff are encouraged and challenged to come up with programs/opportunities to improve offerings and experiences to students both in and out of school.

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.	44.3	66.8	66.6	54.0	59.7		Very Low	Maintained	Concern			
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.	66.0	49.3	58.1	47.7	68.6		Low	Improved	Acceptable			

**Comment on Results**

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

Parental involvement is one of our Achilles heels. We have improved upon current and initiated numerous parental communication systems and are still finding it difficult to comprehensively and effectively communicate with parents.

For example this year we hired a casual office worker to call every parent individually and invite them to our first School Council meeting. We only had 9 parents at the meeting.

**Strategies**

Will initiate several more forms of communication home to parents and improve on current ones.

Leverage technology to assist in this. Will include Remind101(text messaging system), Survey Monkey for input from parents on school topics and issues, weekly email to parents, newsletter every two weeks that will be emailed unless paper copies are requested.

Purchase a new school domain so we can host our own web site that is easier to maintain and update in a timely matter.

Initiate Twitter and Facebook presences.

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)*

The FNMI population at DTHS is as actively engaged or above in learning as most students. We have on FNMI students at risk and are working as a Program Planning Team to assist him.

**Strategies**

Meet with the district FNMI support worker to discuss more and better ways to support the FNMI students in our school. (October)

Develop opportunities for all our students to experience First Nations Culture to create awareness and understanding.

### **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.

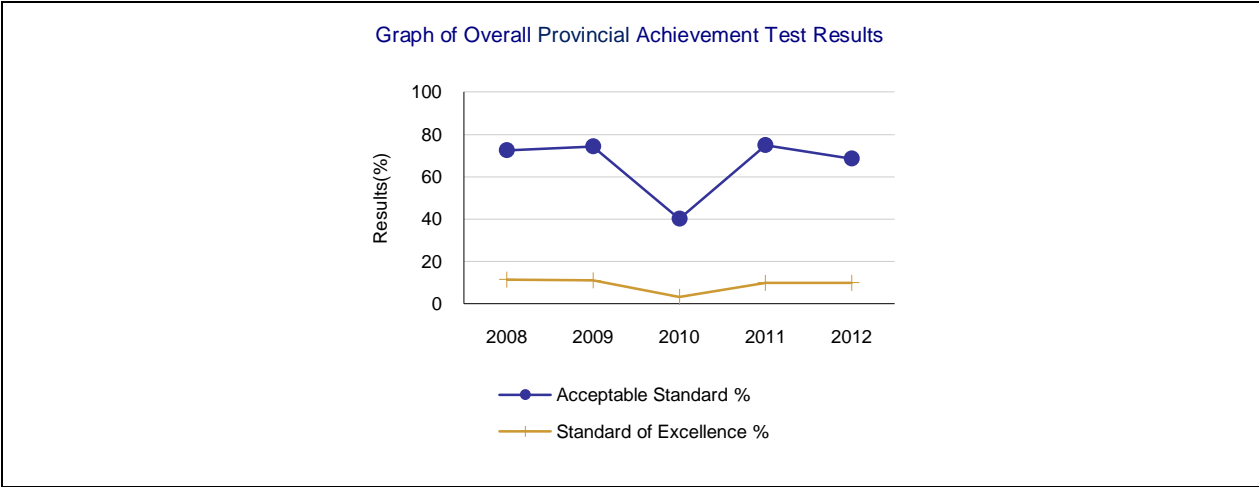
**Provincial Achievement Test Results – Measure Details**

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	71.4	5.7	71.1	6.7	36.4	4.5	77.5	10.0	65.7	5.7		
	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	n/a	n/a	n/a	n/a	n/a	n/a		
	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	n/a	n/a	n/a	n/a	n/a	n/a	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		
	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	50.0	10.0	40.0	2.9		
	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	n/a	n/a	n/a	n/a	n/a	n/a		
	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	73.5	17.6	77.8	15.6	44.2	2.3	72.5	10.0	71.4	14.3		
	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	n/a	n/a	n/a	n/a	n/a	n/a		
	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	40.9	0.0	57.5	17.5	57.1	11.4		
	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	n/a	n/a	n/a	n/a	n/a	n/a		
	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																			
[No Data for Français 6]	[No Data for Mathematics 6]																		
[No Data for Science 6]	[No Data for Social Studies 6]																		
<p style="text-align: center;"><b>English Language Arts 9</b></p> <table border="1"> <caption>English Language Arts 9 Results (%)</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>72</td> <td>8</td> </tr> <tr> <td>2009</td> <td>72</td> <td>8</td> </tr> <tr> <td>2010</td> <td>38</td> <td>5</td> </tr> <tr> <td>2011</td> <td>78</td> <td>12</td> </tr> <tr> <td>2012</td> <td>68</td> <td>8</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2008	72	8	2009	72	8	2010	38	5	2011	78	12	2012	68	8	[No Data for English Lang Arts 9 KAE]
Year	Acceptable Standard %	Standard of Excellence %																	
2008	72	8																	
2009	72	8																	
2010	38	5																	
2011	78	12																	
2012	68	8																	

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

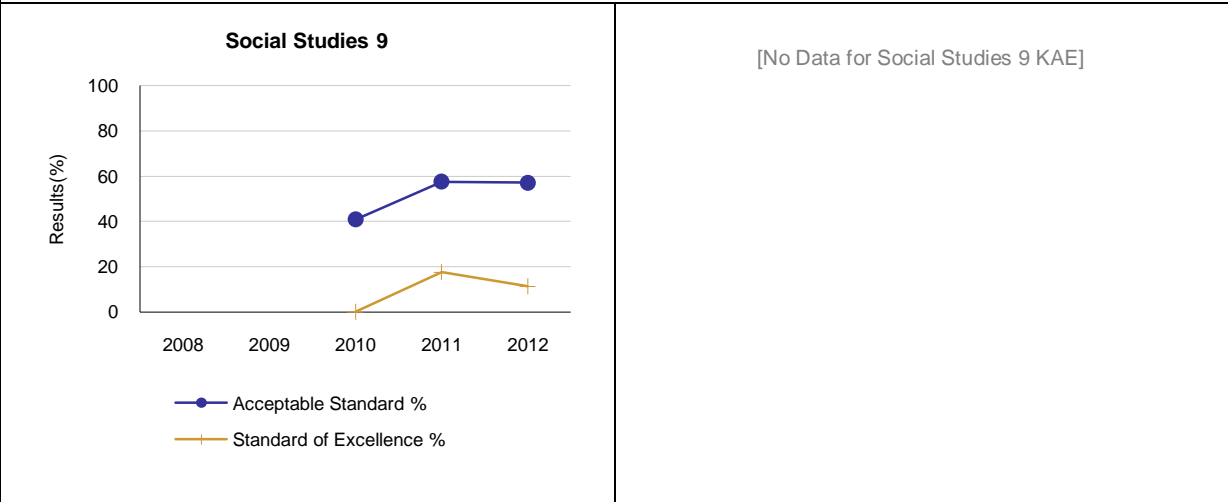


Graph of Provincial Achievement Test Results by Course

<p>[No Data for French Language Arts 9]</p>	<p>[No Data for Français 9]</p>																		
<p style="text-align: center;"><b>Mathematics 9</b></p> <table border="1"> <caption>Mathematics 9 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td></td> <td></td> </tr> <tr> <td>2009</td> <td></td> <td></td> </tr> <tr> <td>2010</td> <td></td> <td></td> </tr> <tr> <td>2011</td> <td>50</td> <td>10</td> </tr> <tr> <td>2012</td> <td>40</td> <td>5</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2008			2009			2010			2011	50	10	2012	40	5	<p>[No Data for Mathematics 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2008																			
2009																			
2010																			
2011	50	10																	
2012	40	5																	
<p style="text-align: center;"><b>Science 9</b></p> <table border="1"> <caption>Science 9 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>75</td> <td>20</td> </tr> <tr> <td>2009</td> <td>78</td> <td>18</td> </tr> <tr> <td>2010</td> <td>45</td> <td>5</td> </tr> <tr> <td>2011</td> <td>75</td> <td>12</td> </tr> <tr> <td>2012</td> <td>72</td> <td>15</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2008	75	20	2009	78	18	2010	45	5	2011	75	12	2012	72	15	<p>[No Data for Science 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2008	75	20																	
2009	78	18																	
2010	45	5																	
2011	75	12																	
2012	72	15																	

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	David Thompson 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	35	65.7	43	61.7	42,309	77.4	43,450	79.0
	Standard of Excellence	Very Low	Maintained	Concern	35	5.7	43	7.1	42,309	16.4	43,450	15.3
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,654	61.4	1,597	67.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,654	5.8	1,597	7.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,344	87.5	2,332	85.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	35	40.0	40	50.0	41,909	66.5	42,538	66.1
	Standard of Excellence	n/a	Declined	n/a	35	2.9	40	10.0	41,909	17.8	42,538	17.3
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,941	62.4	1,915	65.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,941	15.4	1,915	15.1
Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	35	71.4	43	64.8	42,307	74.2	43,288	73.6
	Standard of Excellence	High	Maintained	Good	35	14.3	43	9.3	42,307	22.4	43,288	18.1
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,574	67.9	1,556	68.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,574	17.3	1,556	14.8
Social Studies 9	Acceptable Standard	n/a	Maintained	n/a	35	57.1	42	49.2	42,429	68.9	43,449	68.1
	Standard of Excellence	n/a	Maintained	n/a	35	11.4	42	8.8	42,429	19.1	43,449	18.9
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	63.5	1,565	63.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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.

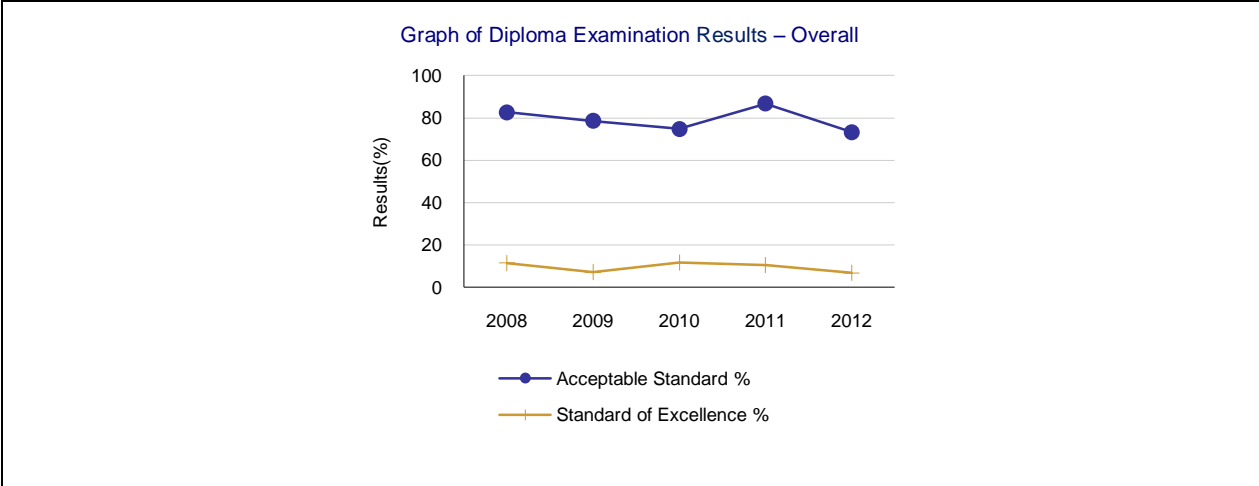
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue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

**Diploma Examination Results – Measure Details**

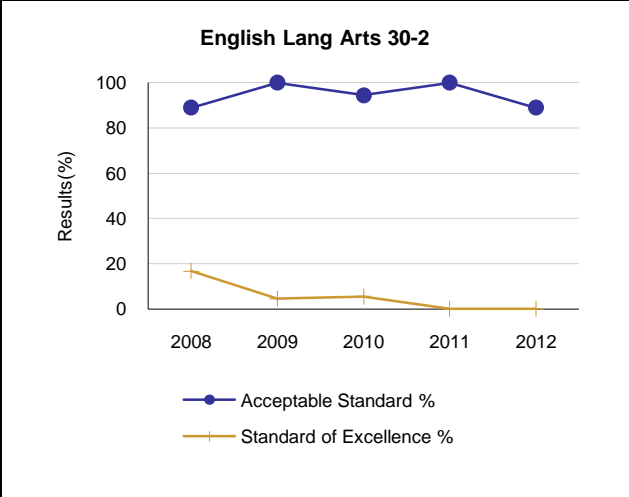
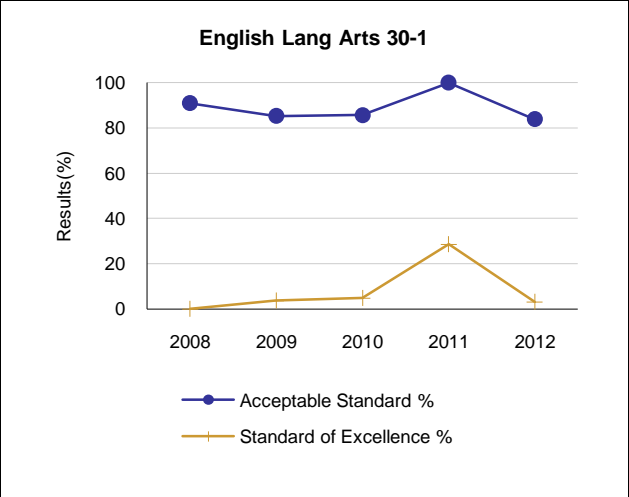
Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2008		2009		2010		2011		2012		2012	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	90.9	0.0	85.2	3.7	85.7	4.8	100.0	28.6	83.9	3.2		
	Authority	91.3	11.2	84.3	5.6	85.3	5.5	84.1	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	88.9	16.7	100.0	4.5	94.4	5.6	100.0	0.0	88.9	0.0		
	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	84.6	30.8	73.7	21.1	73.3	20.0	80.0	0.0	85.7	14.3		
	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	72.7	0.0	77.3	0.0	73.9	17.4	*	*	60.0	5.0		
	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	73.3	6.7	90.5	28.6	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	100.0	37.5	88.9	11.1	71.0	3.2		
	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	88.2	5.9	96.2	23.1	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	100.0	12.5	81.8	9.1	87.5	0.0		
	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	75.0	6.3	57.1	9.5	53.8	11.5	71.4	28.6	50.0	10.0		
	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	81.8	27.3	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	52.9	17.6	73.3	20.0	55.6	11.1	83.3	33.3		
	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	62.5	0.0	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	72.7	9.1	54.5	9.1	44.4	0.0	42.1	10.5		
	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		
	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.

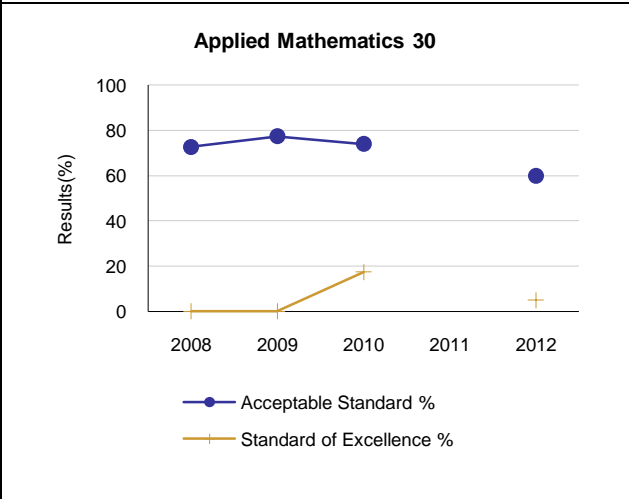
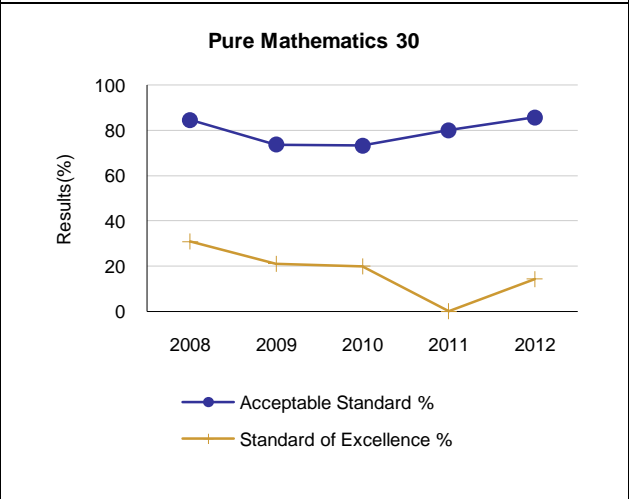


Diploma Examination Results by Course



[No Data for French Lang Arts 30-1]

[No Data for Français 30]

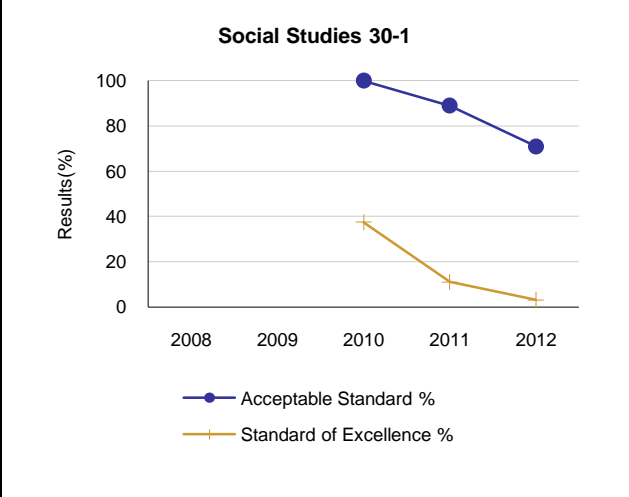


Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

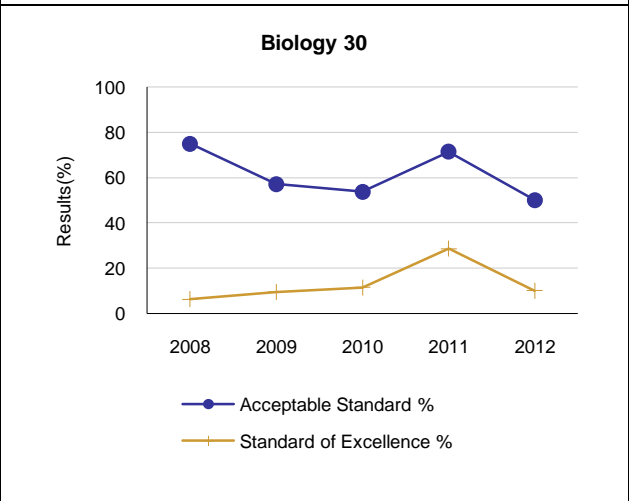
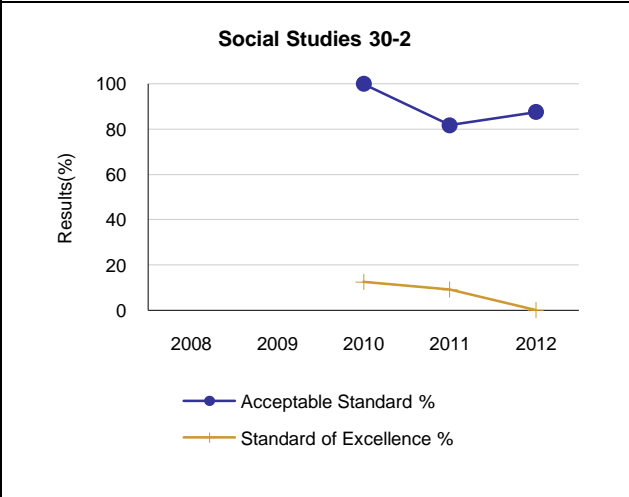


Diploma Examination Results by Course

[No Data for Social Studies 30]



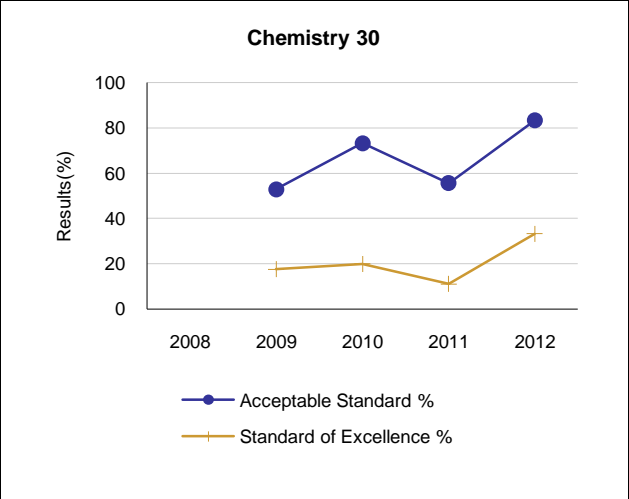
[No Data for Social Studies 33]



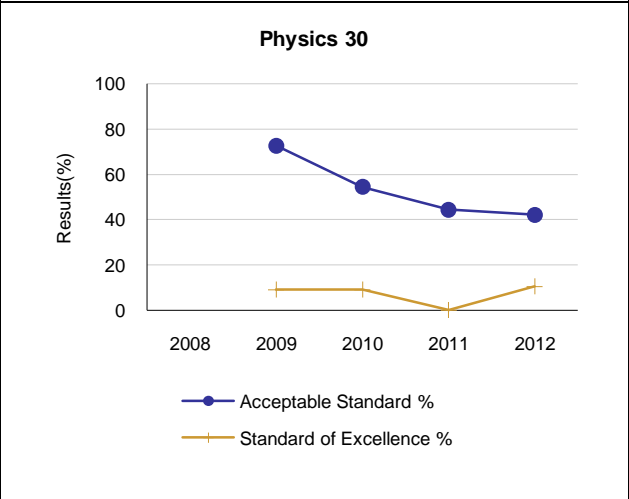
[No Data for Chemistry 30 Old]

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



[No Data for Physics 30 Old]



[No Data for Science 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 Course By Course Summary With Measure Evaluation

		David Thompson School								Alberta			
Course	Measure	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	31	83.9	18	90.3	29,328	86.0	28,848	85.2	
	Standard of Excellence	Very Low	Declined	Concern	31	3.2	18	12.3	29,328	11.3	28,848	10.8	
English Lang Arts 30-2	Acceptable Standard	Intermediate	Declined	Issue	9	88.9	16	98.1	14,554	89.5	14,112	88.5	
	Standard of Excellence	Low	Maintained	Issue	9	0.0	16	3.4	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	21	85.7	15	75.7	21,691	81.8	22,716	82.0	
	Standard of Excellence	Low	Maintained	Issue	21	14.3	15	13.7	21,691	27.1	22,716	28.2	
Applied Mathematics 30	Acceptable Standard	Very Low	Declined	Concern	20	60.0	23	75.6	9,991	75.6	10,625	77.0	
	Standard of Excellence	Low	Maintained	Issue	20	5.0	23	8.7	9,991	10.3	10,625	12.0	
Social Studies 30-1	Acceptable Standard	n/a	Declined	n/a	31	71.0	13	94.4	23,487	86.2	23,544	83.7	
	Standard of Excellence	n/a	Declined Significantly	n/a	31	3.2	13	24.3	23,487	16.7	23,544	15.5	
Social Studies 30-2	Acceptable Standard	n/a	Maintained	n/a	8	87.5	18	90.9	17,193	83.1	15,720	85.3	
	Standard of Excellence	n/a	Maintained	n/a	8	0.0	18	10.8	17,193	13.7	15,720	14.8	
Biology 30	Acceptable Standard	Very Low	Maintained	Concern	20	50.0	18	60.8	23,299	81.8	22,083	82.1	
	Standard of Excellence	Very Low	Maintained	Concern	20	10.0	18	16.5	23,299	28.1	22,083	28.2	
Chemistry 30	Acceptable Standard	High	Improved	Good	18	83.3	14	60.6	19,926	76.7	18,365	76.8	
	Standard of Excellence	High	Improved	Good	18	33.3	14	16.3	19,926	28.4	18,365	28.4	
Physics 30	Acceptable Standard	Very Low	Maintained	Concern	19	42.1	10	57.2	10,562	81.0	10,364	76.6	
	Standard of Excellence	Low	Maintained	Issue	19	10.5	10	6.1	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

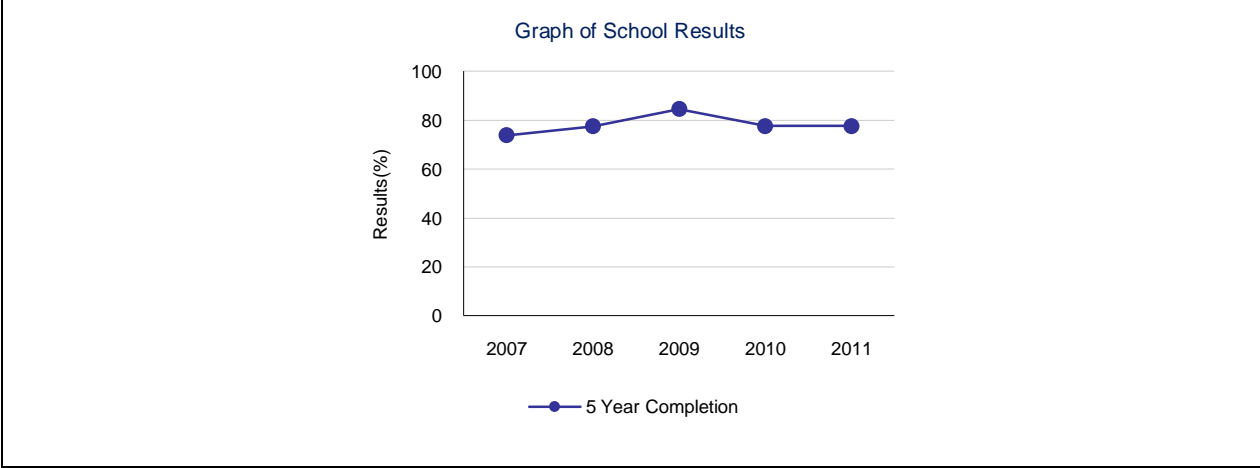
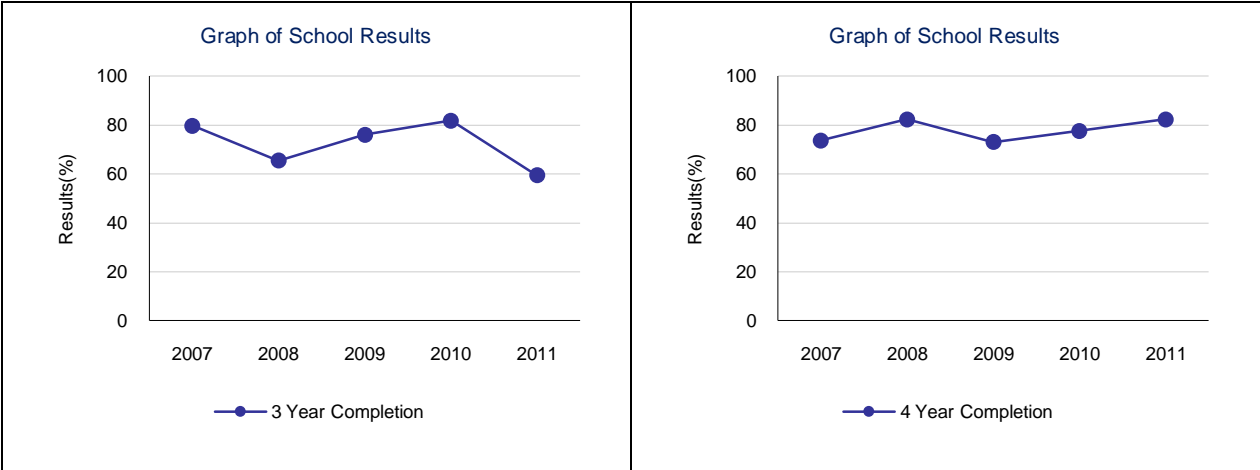
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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	79.7	65.5	76.1	81.8	59.4	71.3	70.2	73.3	73.4	78.2	71.1	70.8	71.5	72.6	74.1
4 Year Completion	73.7	82.4	73.1	77.6	82.3	76.4	75.2	75.2	77.8	75.4	76.1	76.3	76.1	76.9	78.1
5 Year Completion	73.8	77.5	84.6	77.7	77.6	79.3	78.5	77.8	78.7	79.8	78.9	78.7	79.0	79.0	79.6

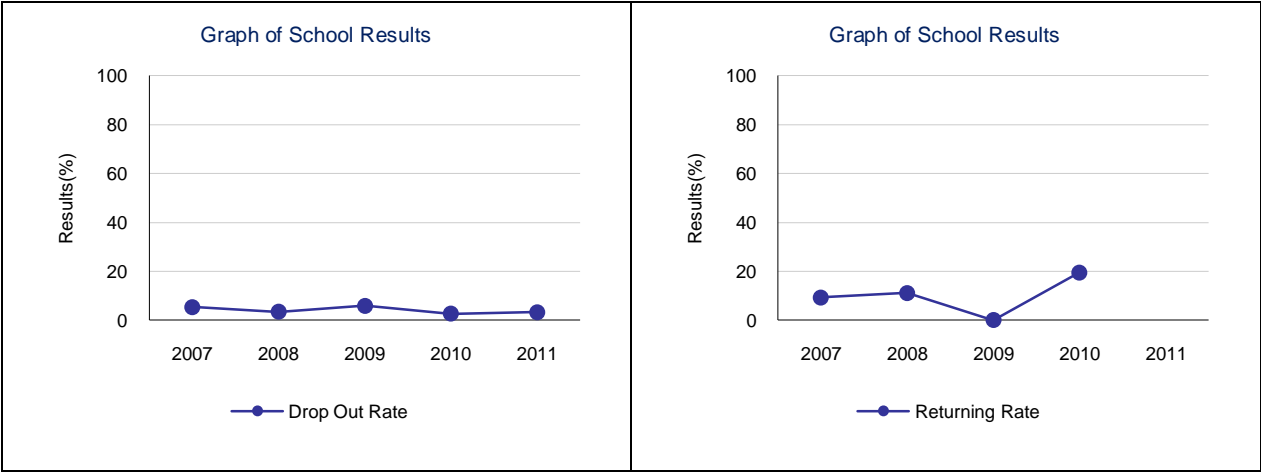


Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

**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	5.4	3.4	5.9	2.6	3.3	6.4	5.0	6.0	5.8	3.9	5.0	4.8	4.3	4.2	3.2
Returning Rate	9.4	11.2	0.0	19.5	*	10.6	13.8	17.6	19.2	13.2	21.3	19.8	23.5	27.9	23.4

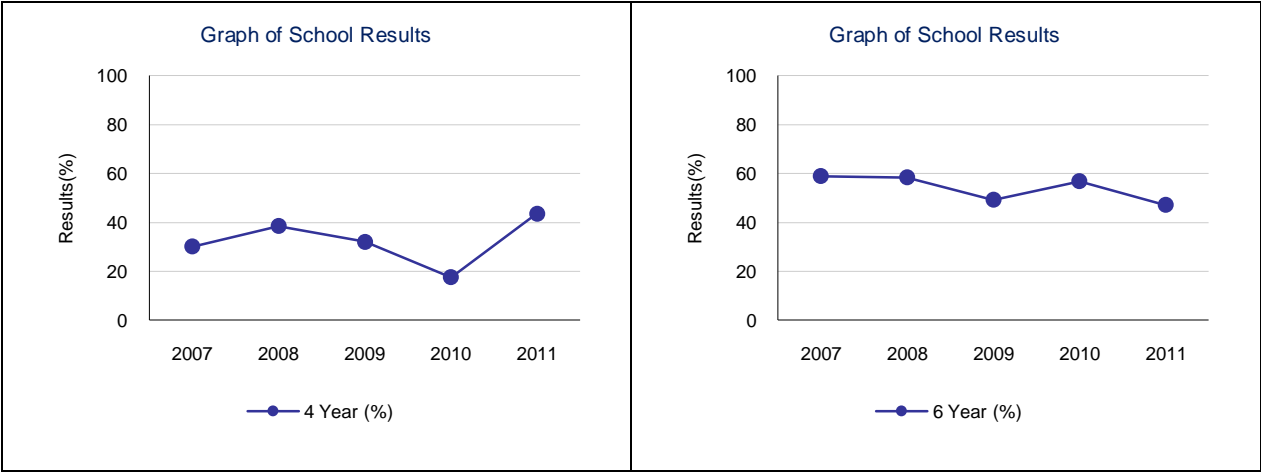


Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

**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	30.1	38.5	32.1	17.6	43.6	28.5	30.6	28.7	25.2	30.0	38.7	38.9	37.5	37.8	38.2
6 Year Rate	58.9	58.4	49.3	56.8	47.2	52.2	55.0	47.8	49.9	48.6	58.8	59.2	59.8	59.3	58.4

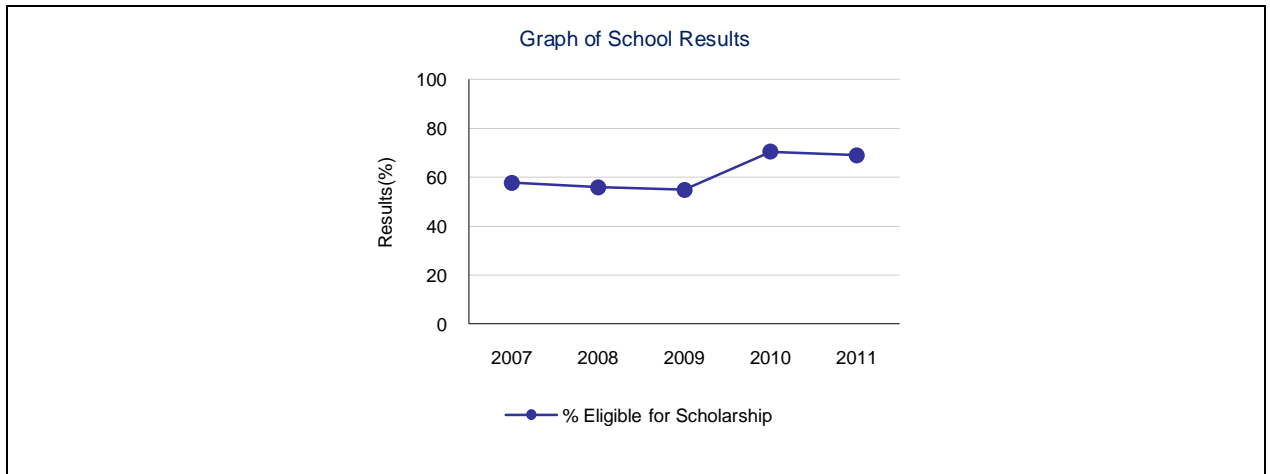


Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

**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)	57.8	55.9	54.9	70.5	69.0	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	45	22	48.9	19	42.2	11	24.4	26	57.8
2008	34	18	52.9	14	41.2	5	14.7	19	55.9
2009	51	25	49.0	20	39.2	7	13.7	28	54.9
2010	44	26	59.1	28	63.6	16	36.4	31	70.5
2011	29	18	62.1	16	55.2	10	34.5	20	69.0



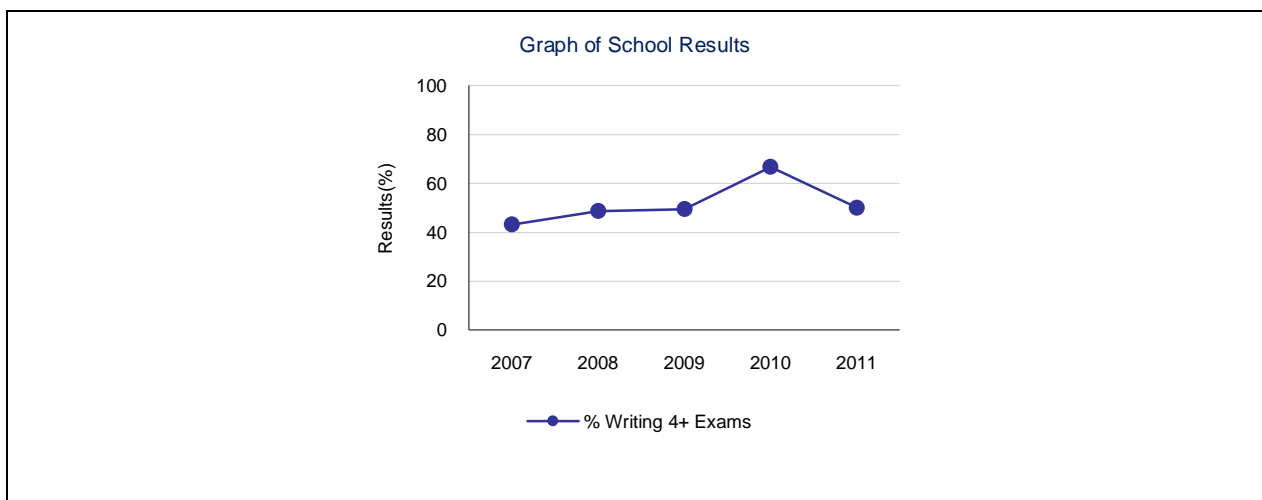
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).



### 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	13.6	22.1	15.1	13.8	18.6	20.5	18.1	19.1	17.7	14.7	18.0	18.4	18.0	17.2	16.1
% Writing 1+ Exams	86.4	77.9	84.9	86.2	81.4	79.5	81.9	80.9	82.3	85.3	82.0	81.6	82.0	82.8	83.9
% Writing 2+ Exams	82.1	77.9	83.1	84.0	75.1	75.0	78.7	76.8	80.1	83.6	78.6	78.0	78.7	79.6	80.8
% Writing 3+ Exams	67.0	60.9	67.2	79.7	68.8	53.7	59.0	56.5	56.3	63.2	65.6	64.9	65.2	66.0	67.4
<b>% Writing 4+ Exams</b>	<b>43.2</b>	<b>48.7</b>	<b>49.5</b>	<b>66.8</b>	<b>50.1</b>	<b>37.0</b>	<b>45.3</b>	<b>42.1</b>	<b>45.3</b>	<b>47.9</b>	<b>53.6</b>	<b>53.3</b>	<b>53.5</b>	<b>54.9</b>	<b>56.2</b>
% Writing 5+ Exams	23.8	34.1	23.0	38.8	37.5	22.3	27.5	23.5	27.6	28.0	34.7	34.3	34.7	36.1	37.2
% Writing 6+ Exams	10.8	9.7	14.1	15.1	18.8	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	42.6	28.6	47.4	51.1	43.8	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	38.3	47.6	35.1	31.9	34.4	32.3	36.6	35.6	35.5	37.2	23.6	24.0	24.5	25.1	26.1
<b>Total of 1 or more English Diploma Exams</b>	<b>80.9</b>	<b>76.2</b>	<b>82.5</b>	<b>83.0</b>	<b>78.1</b>	<b>73.8</b>	<b>78.1</b>	<b>76.6</b>	<b>79.8</b>	<b>83.4</b>	<b>77.0</b>	<b>76.7</b>	<b>77.1</b>	<b>78.0</b>	<b>79.0</b>
Social Studies 30	31.9	35.7	36.8	0.0	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	36.2	40.6	n/a	0.0	0.0	33.6	38.5	n/a	0.0	0.0	45.7	48.2
Social Studies 33	53.2	40.5	45.6	0.0	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	48.9	37.5	n/a	0.0	0.0	38.9	44.9	n/a	0.0	0.0	27.4	31.0
<b>Total of 1 or more Social Diploma Exams</b>	<b>85.1</b>	<b>76.2</b>	<b>82.5</b>	<b>85.1</b>	<b>78.1</b>	<b>74.8</b>	<b>77.6</b>	<b>77.3</b>	<b>79.8</b>	<b>82.3</b>	<b>77.2</b>	<b>76.7</b>	<b>77.4</b>	<b>78.1</b>	<b>78.9</b>
Mathematics 30 / Pure Mathematics 30	27.7	35.7	28.1	34.0	43.8	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	42.6	26.2	36.8	44.7	21.9	18.9	23.3	25.5	21.3	31.6	19.5	19.1	19.7	19.7	20.0
<b>Total of 1 or more Math Diploma Exams</b>	<b>66.0</b>	<b>59.5</b>	<b>64.9</b>	<b>78.7</b>	<b>65.6</b>	<b>45.8</b>	<b>53.2</b>	<b>52.4</b>	<b>52.1</b>	<b>58.0</b>	<b>60.7</b>	<b>59.7</b>	<b>59.9</b>	<b>60.6</b>	<b>62.0</b>
Biology 30	36.2	45.2	35.1	59.6	37.5	32.0	34.8	30.0	33.0	35.4	39.8	39.1	39.8	41.2	42.8
Chemistry 30 Old	29.8	26.2	0.0	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	29.8	34.0	37.5	n/a	n/a	23.0	29.1	28.1	n/a	n/a	29.7	35.2	36.0
Physics 30 Old	10.6	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	15.8	25.5	34.4	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	8.8	0.0	0.0	4.5	5.3	9.9	6.2	10.4	7.0	7.4	8.2	9.0	9.1
<b>Total of 1 or more Science Diploma Exams</b>	<b>42.6</b>	<b>47.6</b>	<b>52.6</b>	<b>66.0</b>	<b>53.1</b>	<b>42.8</b>	<b>50.0</b>	<b>44.6</b>	<b>46.6</b>	<b>50.9</b>	<b>56.5</b>	<b>56.1</b>	<b>56.1</b>	<b>57.6</b>	<b>59.1</b>

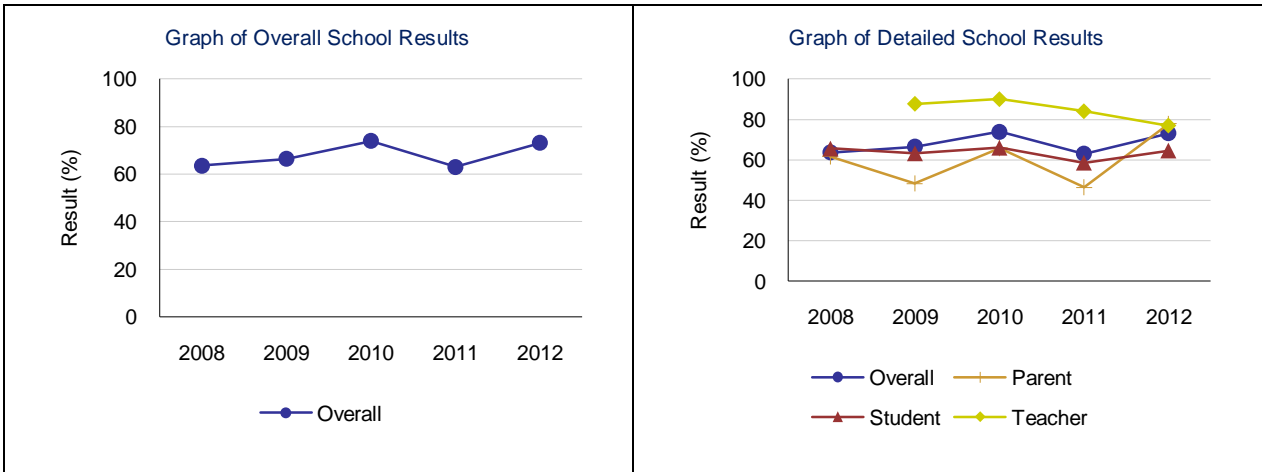
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	1.8	0.0	0.0	0.0	0.7	2.7	2.7	2.7	2.9	2.8
<b>Total of 1 or more French Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>1.8</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.7</b>	<b>2.9</b>	<b>2.9</b>	<b>2.9</b>	<b>3.1</b>	<b>3.1</b>

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	63.6	66.4	73.9	63.0	73.1	72.0	75.1	75.1	73.8	73.8	77.9	80.3	81.4	81.9	82.5
Teacher	*	87.7	90.0	84.0	76.9	84.0	88.6	91.4	87.2	86.6	90.6	91.8	93.0	92.7	93.1
Parent	61.7	48.3	65.8	46.4	77.8	65.6	66.6	68.4	69.0	69.2	74.7	77.4	78.5	78.6	79.4
Student	65.6	63.2	66.0	58.5	64.6	66.3	70.0	65.4	65.4	65.7	68.5	71.8	72.7	74.5	75.0

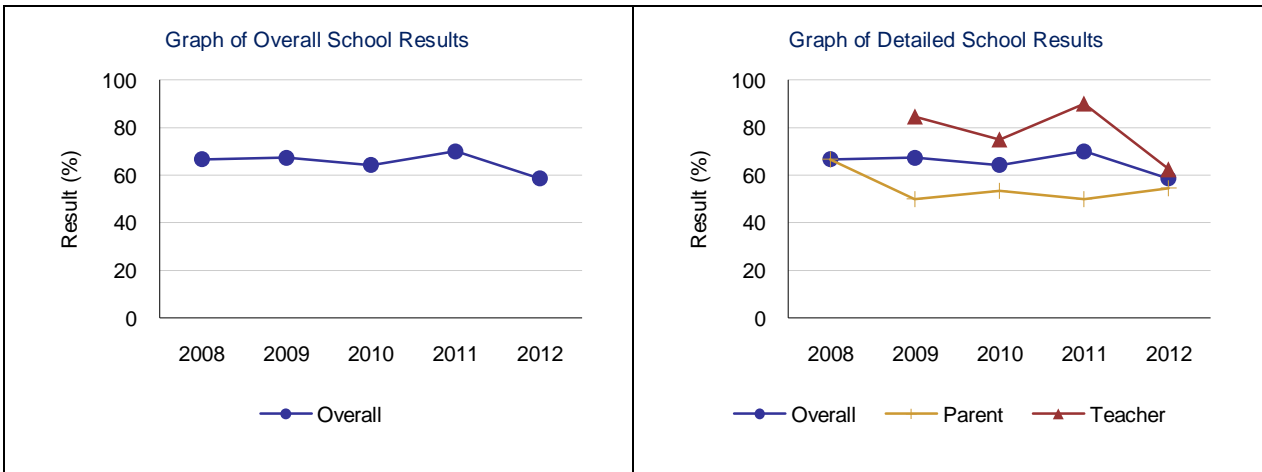


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**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	66.7	67.3	64.2	70.0	58.5	76.8	76.2	72.9	73.8	69.3	80.1	79.6	79.9	80.1	79.7
Teacher	*	84.6	75.0	90.0	62.5	89.2	91.0	90.0	82.2	84.0	89.3	88.9	90.0	89.6	89.5
Parent	66.7	50.0	53.3	50.0	54.5	64.3	61.5	55.9	65.5	54.6	70.9	70.2	69.8	70.6	69.9

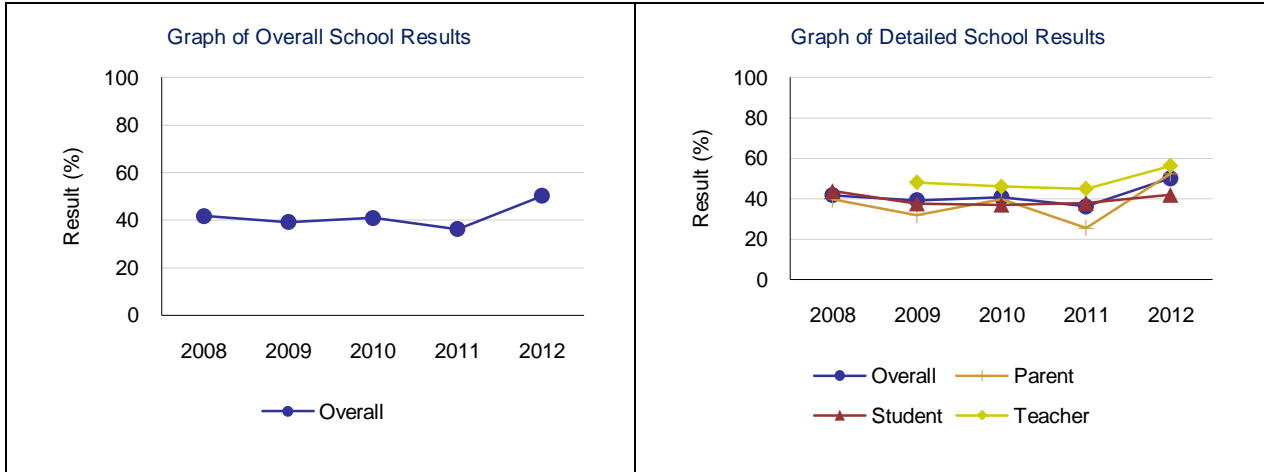


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**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	41.8	39.2	40.9	36.2	50.2	73.4	74.5	71.9	75.2	71.9	79.4	80.3	80.5	80.9	80.7
Teacher	*	48.1	46.0	45.0	56.3	82.0	80.9	79.0	82.0	79.9	86.4	86.8	87.7	87.6	87.3
Parent	39.8	31.9	39.7	25.5	52.3	70.3	69.9	69.6	72.8	69.5	77.6	78.7	78.0	78.3	78.1
Student	43.9	37.7	37.1	38.0	42.0	67.9	72.8	67.1	70.8	66.1	74.1	75.3	75.9	76.9	76.9

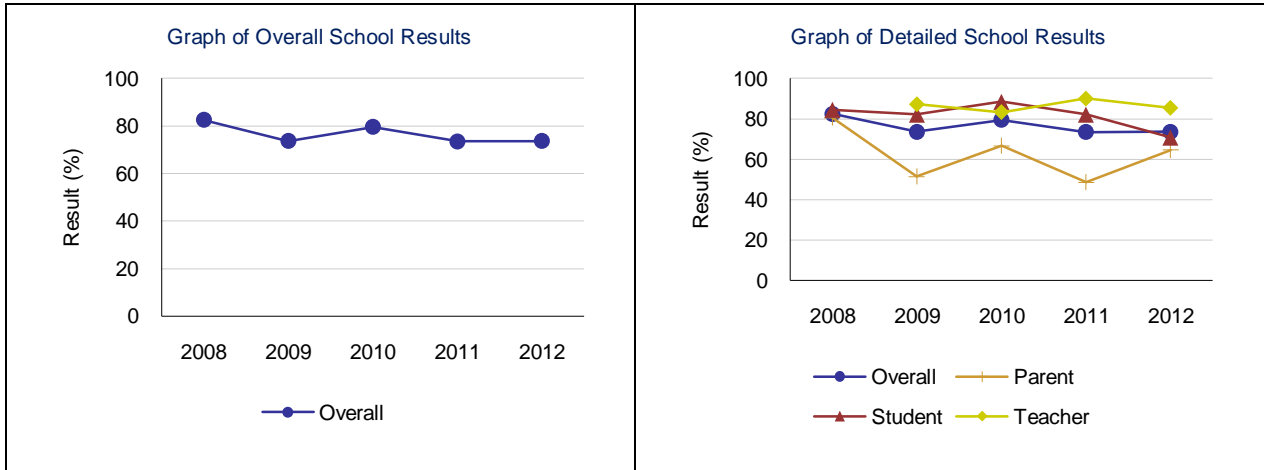


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**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	82.5	73.6	79.5	73.5	73.6	87.1	87.4	86.2	85.1	84.9	88.2	89.3	89.2	89.4	89.4
Teacher	*	87.2	83.3	90.0	85.4	95.9	94.8	95.1	93.7	93.2	94.9	95.3	95.6	95.5	95.4
Parent	80.6	51.4	66.7	48.6	64.6	79.9	78.7	78.9	78.5	77.7	83.0	84.4	83.9	84.2	84.2
Student	84.5	82.1	88.4	82.1	70.8	85.4	88.9	84.5	83.0	83.8	86.6	88.3	88.2	88.5	88.6

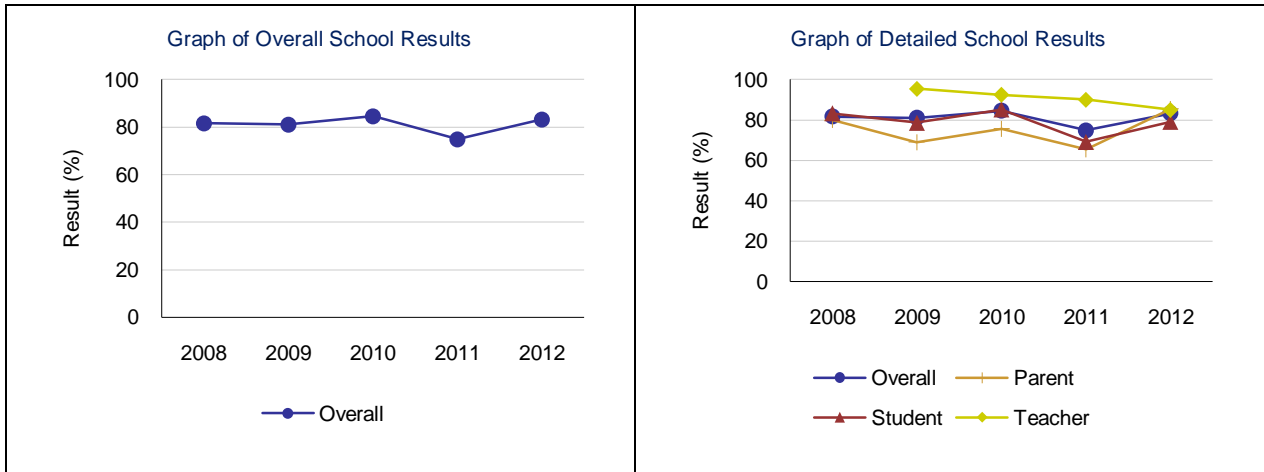


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**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	81.6	81.0	84.5	74.9	83.2	82.8	83.8	83.2	83.1	82.6	85.1	86.9	87.6	88.1	88.6
Teacher	*	95.4	92.5	90.0	85.0	90.7	92.9	92.1	91.5	90.4	93.1	93.8	94.4	94.5	94.8
Parent	80.0	69.0	75.7	65.5	85.5	80.2	78.2	80.6	80.2	80.4	83.2	85.3	86.1	86.6	87.4
Student	83.3	78.6	85.2	69.2	79.1	77.5	80.4	76.8	77.7	77.0	79.1	81.7	82.2	83.3	83.7

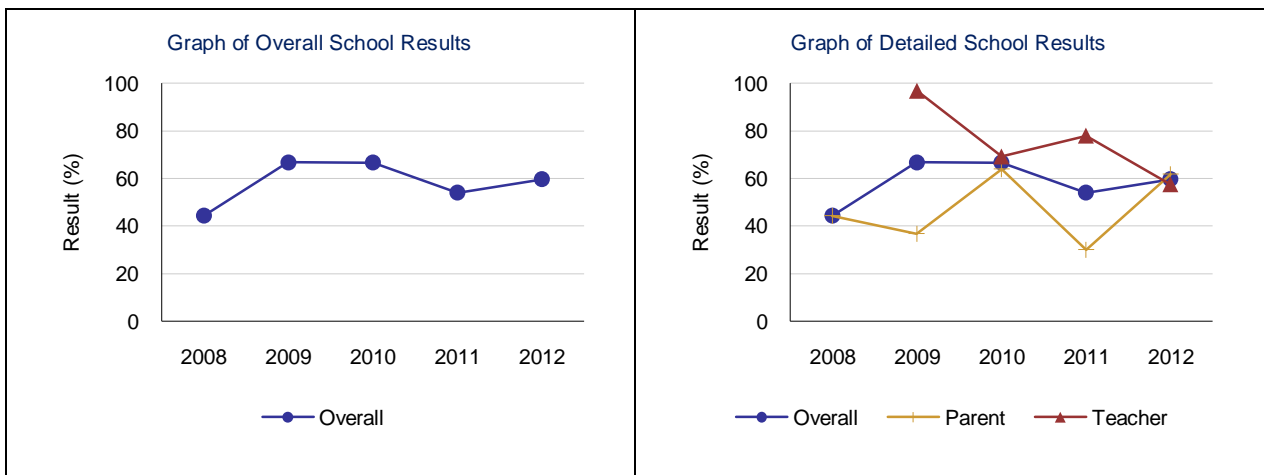


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**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	44.3	66.8	66.6	54.0	59.7	80.0	79.4	76.8	74.8	73.9	78.2	80.1	80.0	79.9	79.7
Teacher	*	96.9	69.2	78.0	57.5	90.1	90.0	88.6	86.3	85.5	87.5	88.0	88.6	88.1	88.0
Parent	44.3	36.7	64.0	30.0	61.8	69.9	68.8	65.0	63.2	62.3	69.0	72.2	71.3	71.7	71.4

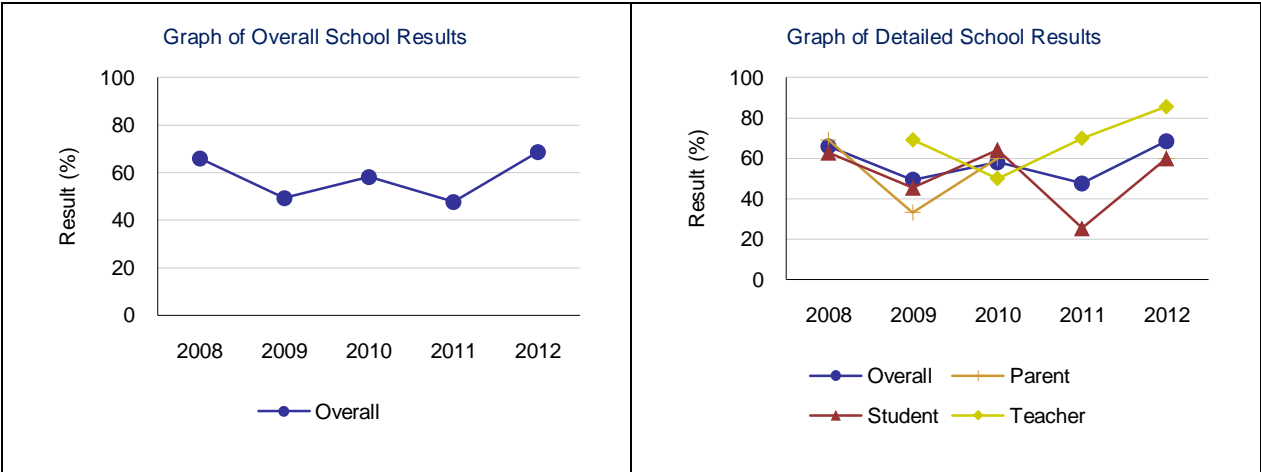


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**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	66.0	49.3	58.1	47.7	68.6	75.2	79.0	76.5	75.9	73.1	77.0	79.4	79.9	80.1	80.0
Teacher	*	69.2	50.0	70.0	85.7	73.6	83.2	77.2	76.4	77.1	75.6	78.2	80.8	80.1	81.1
Parent	69.2	33.3	60.0	*	60.0	74.4	71.9	74.7	73.6	68.5	75.9	78.1	77.0	77.3	76.2
Student	62.8	45.5	64.3	25.5	60.0	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 (\*).