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# Sample Format for Combined 3-Year Education Plan and Annual Education Results Report (AERR) for Public/Separate/Francophone Schools

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/reporting2013.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 2013 Accountability Pillar Overall Summary**

Measure Category	Measure Category Evaluation	Measure	Caroline 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	76.5	83.4	87.0	89.0	88.6	88.1	Very Low	Declined	Concern
Student Learning Opportunities	Acceptable	Program of Studies	59.7	74.0	67.3	81.5	80.7	80.7	Very Low	Maintained	Concern
		Education Quality	82.3	86.8	86.4	89.8	89.4	89.3	Low	Maintained	Issue
		Drop Out Rate	2.2	3.9	5.8	3.5	3.2	3.9	Very High	Improved	Excellent
		High School Completion Rate (3 yr)	71.4	81.8	71.3	74.8	74.1	72.7	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	78.2	76.7	79.1	79.0	79.1	79.2	Intermediate	Maintained	Acceptable
		PAT: Excellence	18.8	12.9	17.9	18.9	20.8	19.9	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	82.6	68.1	67.8	84.6	83.1	82.5	Intermediate	Improved	Good
		Diploma: Excellence	6.5	8.7	10.1	21.7	20.7	20.1	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	50.6	63.6	40.2	56.6	56.2	54.9	Intermediate	Maintained	Acceptable
		Rutherford Scholarship Eligibility Rate (Revised)	58.6	66.7	58.5	61.3	61.5	59.4	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Concern	Transition Rate (6 yr)	19.7	40.5	39.8	59.5	58.4	59.2	Very Low	Declined	Concern
		Work Preparation	63.6	71.1	79.1	80.3	79.7	79.9	Very Low	Declined	Concern
		Citizenship	65.8	78.1	81.4	83.4	82.5	82.0	Very Low	Declined Significantly	Concern
Parental Involvement	Concern	Parental Involvement	61.8	79.4	80.1	80.3	79.7	79.8	Very Low	Declined	Concern
Continuous Improvement	Concern	School Improvement	60.0	80.9	82.1	80.6	80.0	80.0	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 3, 6, 9), Français (Grades 3, 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, Chemistry 30, Physics 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 or respondents is less than 6. Suppression is marked with an asterisk (\*).
6. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

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 - 71.50	71.50 - 77.76	77.76 - 84.91	84.91 - 88.69	88.69 - 100.00
PAT: Excellence	0.00 - 11.54	11.54 - 14.60	14.60 - 20.83	20.83 - 26.46	26.46 - 100.00
Diploma: Acceptable	0.00 - 71.28	71.28 - 77.34	77.34 - 84.16	84.16 - 88.87	88.87 - 100.00
Diploma: Excellence	0.00 - 8.77	8.77 - 12.71	12.71 - 19.16	19.16 - 23.03	23.03 - 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: An excellent start to learning**

*Outcome: Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.*

- There are no required performance measures for this goal. Schools are encouraged to incorporate early development data available at the local level.

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

**Strategies**  
*We are using a variety of early indicators in order to address any specific needs that children may have prior to entering grade school. We set up an identification day in the community that is free for all children whereby they are checked by a medical doctor, optometrist, speech-language pathologist, occupational therapist and a dentist. This is an attempt to identify any areas of need in 2 and 3 year olds that could be addressed before struggles in school may appear and to have supports already in place within the school so the child can be successful right from the start.*

## Goal Two: Success for Every Student

Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013		2013	Achievement	Improvement	Overall	2014	2015
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	63.0	68.8	66.7	68.1	82.6	80	Intermediate	Improved	Good	83	84	85
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	0.0	9.4	12.3	8.7	6.5	12	Very Low	Maintained	Concern	12	13	14

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012		2013	Achievement	Improvement	Overall	2014	2015
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	69.8	58.3	73.8	81.8	71.4	82	Intermediate	Maintained	Acceptable	74	75	76
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.4	8.7	4.9	3.9	2.2	3	Very High	Improved	Excellent	2.0	1.9	1.8
High school to post-secondary transition rate of students within six years of entering Grade 10.	42.5	46.6	32.3	40.5	19.7	45	Very Low	Declined	Concern	45	50	55
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	68.0	50.0	58.8	66.7	58.6	60	Intermediate	Maintained	Acceptable	62	64	66
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	53.0	15.5	41.3	63.6	50.6	65	Intermediate	Maintained	Acceptable	65	65	65

### Comment on Results

*A significant increase in students passing their diploma exams and a decrease in the dropout rate combine to have more students graduating from high school. The areas of concern are our top academic students and the career aspirations of our students once they are finished high school.*

### Strategies

Ensure that teachers are instructing the **whole** class. Sometimes there is such a concerted effort on students who are in risk of failing that the students who need a little extra help or encouragement to reach the standard of excellence are somewhat forgotten. Work with teachers on providing a scaffolded lesson whereby all academic levels are engaged and challenged.

Designated classroom time set aside for career planning with our students. Bringing in our career experts from our division to work with the students on career goals, planning, scholarships, and post-secondary registration. More exposure to job opportunities for our students and the requirements to achieve those careers.

### 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, Chemistry 30, Physics 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 or respondents is less than 6. Suppression is marked with an asterisk (\*).
5. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Outcome: *Students demonstrate proficiency in literacy and numeracy.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	84.3	79.0	81.7	76.7	78.2	82	Intermediate	Maintained	Acceptable	82	83	84
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	11.4	21.7	18.9	12.9	18.8	13	Intermediate	Maintained	Acceptable	20	21	22

**Comment on Results**

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

Our acceptable standard increased but did not reach the previous target (82%). However, our excellence standard was significantly higher than the target (13%)

**Strategies**

*Explore and incorporate the research-based, proven techniques that involve collaborative, inquiry-based learning. Through these methods, the students will be able to learn more from each other, be able to demonstrate their knowledge in a variety of techniques, and prevent some of the students from slipping through the cracks.*

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 3, 6, 9), Français (Grades 3, 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 or respondents is less than 6. Suppression is marked with an asterisk (\*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Outcome: *Students demonstrate citizenship and entrepreneurship.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	84.7	81.3	84.7	78.1	65.8	80	Very Low	Declined Significantly	Concern	80	82	84
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.	85.9	71.4	94.9	71.1	63.6	80	Very Low	Declined	Concern	80	82	84

**Comment on Results**

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

Both areas are of great concern as both have seen a steady decline in the past 2 years.

**Strategies**

We have created a Positive Culture committee comprised of teachers, administrators, counselors, and outside agencies to address this issue.

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



*Outcome: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.*

**(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013		2013	Achievement	Improvement	Overall	2014	2015
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	60.0	37.5	*	55.6	60	Very Low	Maintained	Concern	62	64	66
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	33.3	0.0	*	11.1	12	Very Low	Maintained	Concern	13	14	15
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	*	n/a	*	*	75	*	*	*	76	77	78
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	*	n/a	*	*	15	*	*	*	16	17	18

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012		2013	Achievement	Improvement	Overall	2014	2015
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	*	*	*	n/a	n/a	75	n/a	n/a	n/a	76	77	78
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	*	*	*	*	2.0	*	*	*	1.9	1.8	1.7
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	*	*	*	*	20	*	*	*	25	30	35
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	*	n/a	*	60	*	*	*	62	64	66
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	*	*	*	n/a	n/a	55	n/a	n/a	n/a	57	59	61

**Comment on Results**

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

Our FNMI students achieved significantly lower on the acceptable standard than the rest of the population; however, they achieved significantly higher standard of excellence than their peers.

**Strategies**

***Continue on focusing on full inclusion of all students in all aspects of our school. To celebrate our differences and use these cultural differences as an advantage for our students to learn from rather than a disadvantage. We have FMNI students who do not wish to publicly acknowledge their heritage whereas others are very proud to celebrate it. We need to be sensitive to both groups of students so that everyone feels like they are an important part of our school and receive the highest quality education that is tailored to their specific needs.***

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 3, 6, 9), Français (Grades 3, 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. 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.
4. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
5. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**Goal Three: Quality teaching and school leadership**

*Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
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.	70.7	51.4	76.4	74.0	59.7	76	Very Low	Maintained	Concern	77	78	79

**Comment on Results**

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

*A significant drop in the perception of broad programming being offered.*

**Strategies**

*We have refocused our program offerings, tailored to what the community and surrounding area deem to be important educational areas that will be meaningful when a student graduates from high school.*

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

## Goal Four: Engaged and effective governance

*Outcome: The education system demonstrates collaboration and engagement.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013		2013	Achievement	Improvement	Overall	2014	2015
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	85.9	75.1	85.8	79.4	61.8	85	Very Low	Declined	Concern	86	87	88
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.5	83.4	89.0	86.8	82.3	87	Low	Maintained	Issue	87	88	89

### Comment on Results

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

A significant decline in parental involvement in decisions and a slight decrease in the satisfaction of quality of education.

### Strategies

***Close work with our parent council to keep the school community involved with what is happening at the school. Also explore other avenues of communication (school website, individual teacher websites, twitter, phone out) so that parents are informed and know how they can have input in decisions.  
Continue to strive to have parents involved as committee members in the school.***

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

**Outcome:** *Students and communities have access to safe and healthy learning environments.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
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.	89.7	87.9	89.7	83.4	76.5	86	Very Low	Declined	Concern	86	87	88
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.	86.6	80.0	85.6	80.9	60.0	80	Very Low	Declined Significantly	Concern	80	80	80

**Comment on Results**

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

Both areas experienced a noticeable decrease. This may be linked to the parental involvement indicator – good happenings are not be conveyed to the school community.

**Strategies**

***More contact with home – more frequent advertisements of safety programs, program improvements.  
Stronger conveyance of the goals and positive culture of the school – all staff and students must model the expectations of what it means to be a good citizen at our school.***

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

### **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.

## Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2009		2010		2011		2012		2013		2013	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	63.6	0.0	81.8	0.0	92.3	7.7	90.5	9.5	100.0	11.1		
	Authority	84.3	5.6	85.3	5.5	84.1	9.3	83.5	6.8	82.3	7.7		
	Province	86.1	12.3	85.1	10.1	84.4	10.1	86.0	11.3	85.9	10.5		
English Lang Arts 30-2	School	75.0	0.0	90.9	13.6	85.7	0.0	100.0	0.0	100.0	0.0		
	Authority	91.8	6.0	91.0	8.0	87.3	5.5	91.6	9.1	87.8	5.8		
	Province	88.2	8.5	88.8	9.8	88.6	9.1	89.5	10.7	89.5	11.1		
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	95.1	18.9	93.7	16.3	95.3	14.3	95.5	13.4	95.3	12.5		
Français 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.7	33.1	94.2	15.6	93.8	20.1	96.5	19.0	96.7	18.3		
Pure Mathematics 30	School	42.9	14.3	90.0	10.0	66.7	25.0	50.0	16.7	n/a	n/a		
	Authority	71.1	13.3	78.5	12.1	73.1	18.7	74.4	28.1	n/a	n/a		
	Province	82.1	26.3	82.9	29.7	81.0	28.7	81.8	27.1	62.4	12.9		
Mathematics 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	63.6	0.0		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	74.0	18.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	80.3	35.4		
Mathematics 30-2	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	40.0	10.0		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	64.7	9.4		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	68.7	9.6		
Applied Mathematics 30	School	n/a	n/a	70.0	0.0	*	*	53.8	7.7	n/a	n/a		
	Authority	79.8	8.4	76.1	11.0	71.2	2.6	65.5	8.0	n/a	n/a		
	Province	79.4	13.5	77.3	12.6	74.3	9.8	75.6	10.3	75.0	20.8		
Social Studies 30	School	36.4	9.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	88.8	25.0	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.2	21.4	67.8	10.4	69.7	12.1	n/a	n/a	n/a	n/a		
Social Studies 30-1	School	n/a	n/a	58.3	0.0	64.3	0.0	61.1	0.0	84.6	0.0		
	Authority	n/a	n/a	83.9	9.5	74.0	8.3	78.0	9.4	85.3	8.5		
	Province	n/a	n/a	84.5	16.1	82.8	14.9	86.2	16.7	85.4	15.2		
Social Studies 33	School	71.4	0.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	85.8	19.6	76.9	7.7	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.6	20.2	76.4	11.5	69.0	21.4	n/a	n/a	n/a	n/a		
Social Studies 30-2	School	n/a	n/a	61.1	0.0	66.7	0.0	87.5	12.5	83.3	0.0		
	Authority	n/a	n/a	81.7	10.9	81.5	11.2	84.7	10.2	80.7	8.2		
	Province	n/a	n/a	85.0	13.7	85.6	15.9	83.0	13.7	82.4	13.9		
Biology 30	School	66.7	0.0	53.8	15.4	78.6	28.6	68.4	15.8	83.3	16.7		
	Authority	73.5	15.9	79.4	22.5	80.3	27.2	73.8	24.8	84.4	27.2		
	Province	83.0	26.6	81.4	28.1	81.9	29.8	81.8	28.1	84.3	32.4		
Chemistry 30 Old	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		
	Province	77.6	19.5	87.5	37.5	n/a	n/a	n/a	n/a	n/a	n/a		
Chemistry 30	School	*	*	35.7	0.0	46.2	7.7	17.6	0.0	77.8	0.0		
	Authority	67.8	21.2	80.9	27.0	63.4	20.1	80.2	35.5	83.5	24.3		
	Province	76.3	27.7	79.0	29.9	75.1	27.7	76.7	28.4	78.8	31.8		
Physics 30 Old	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		
	Province	74.4	25.6	75.0	25.0	n/a	n/a	n/a	n/a	n/a	n/a		

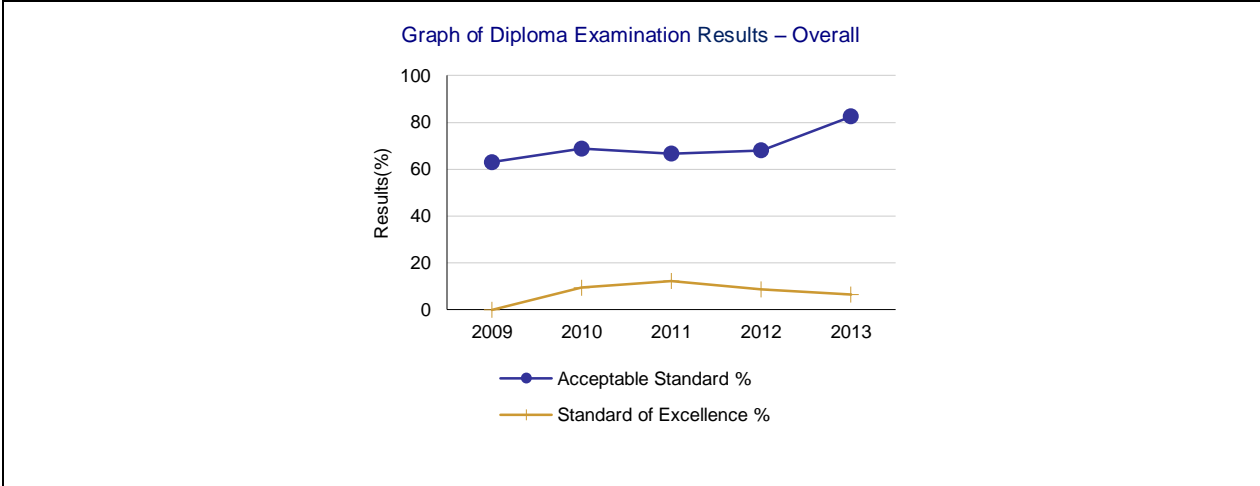
Physics 30	School	n/a	n/a	*	*	30.0	10.0	*	*	42.9	0.0		
	Authority	63.2	8.8	72.5	11.3	64.6	12.2	69.1	20.6	66.7	26.4		
	Province	79.3	23.1	73.9	20.3	76.7	27.7	81.0	30.3	81.1	30.3		
Science 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	68.1	6.4	60.0	26.7	61.7	2.1	66.7	16.7	68.8	28.1		
	Province	86.0	20.9	80.1	22.8	80.4	21.0	79.8	22.0	84.1	25.8		

Note: Data values have been suppressed where the number of students or respondents 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.

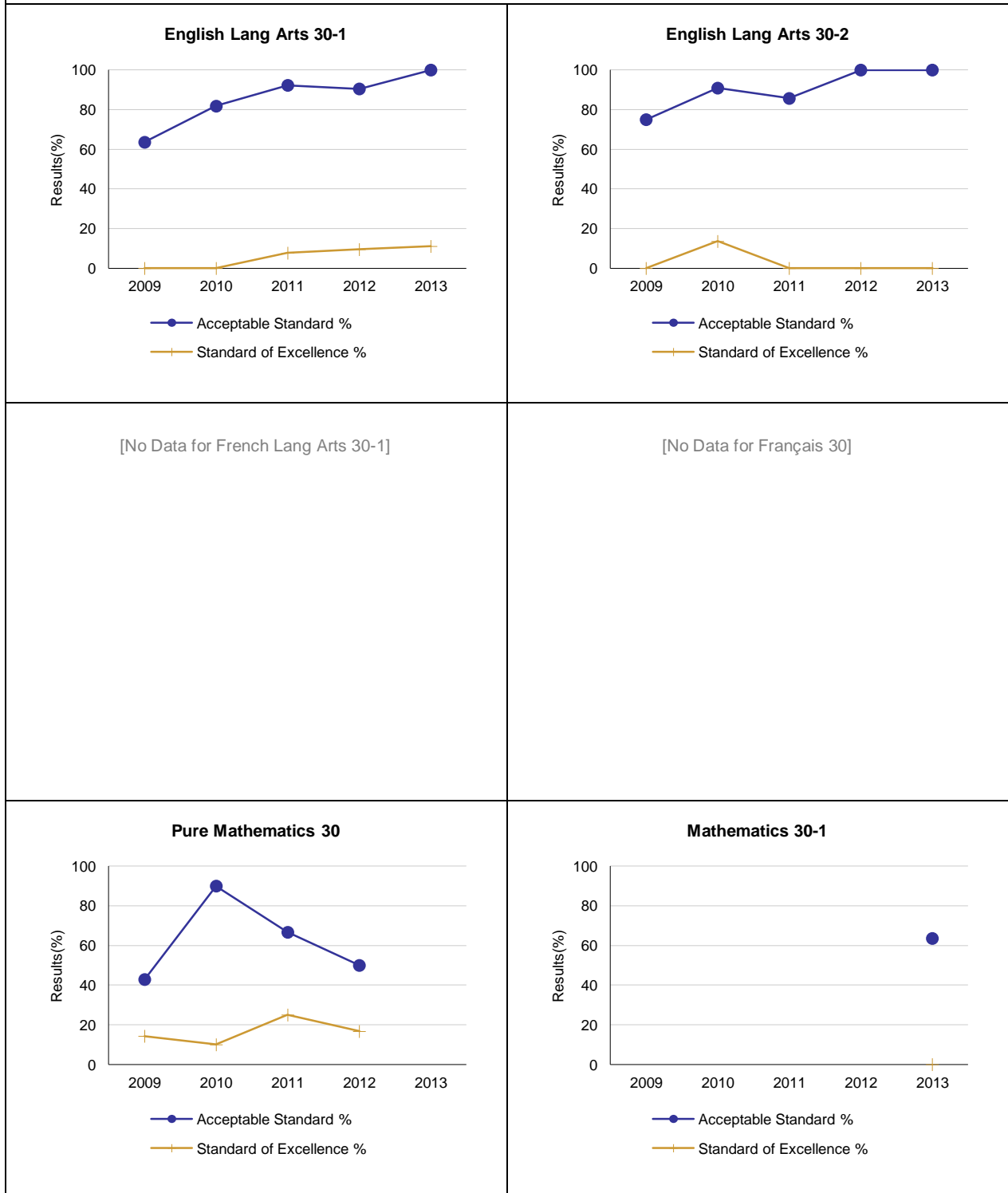
Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.





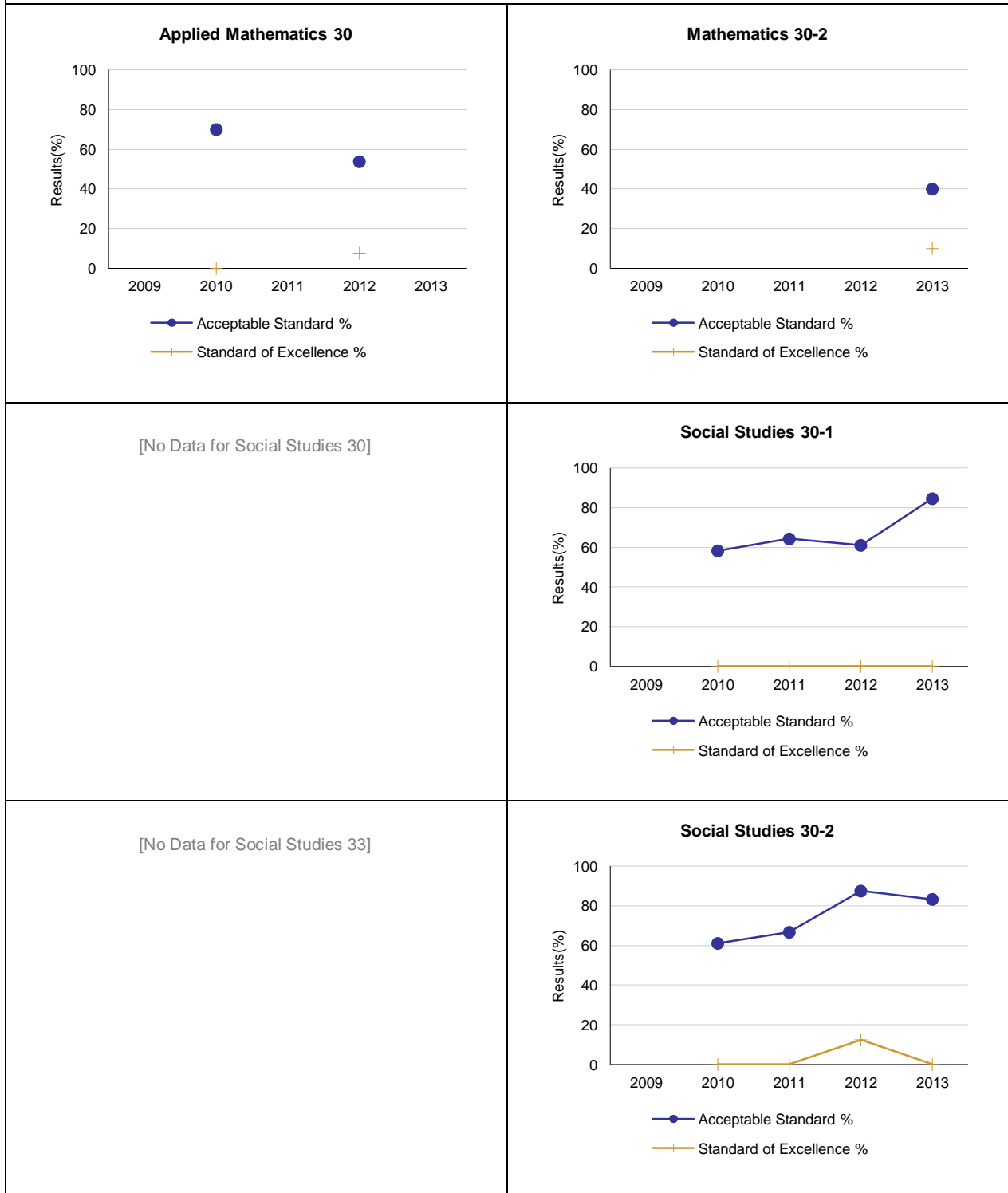
Note: Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Diploma Examination Results by Course



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).  
 Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Diploma Examination Results by Course



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).  
 Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Diploma Examination Results by Course

<p style="text-align: center;"><b>Biology 30</b></p> <p style="text-align: center;">Results(%)</p> <p style="text-align: center;">2009 2010 2011 2012 2013</p> <p style="text-align: center;"> <span style="color: blue;">—●—</span> Acceptable Standard %  <span style="color: orange;">—+—</span> Standard of Excellence %         </p>	<p>[No Data for Chemistry 30 Old]</p>
<p style="text-align: center;"><b>Chemistry 30</b></p> <p style="text-align: center;">Results(%)</p> <p style="text-align: center;">2009 2010 2011 2012 2013</p> <p style="text-align: center;"> <span style="color: blue;">—●—</span> Acceptable Standard %  <span style="color: orange;">—+—</span> Standard of Excellence %         </p>	<p>[No Data for Physics 30 Old]</p>
<p style="text-align: center;"><b>Physics 30</b></p> <p style="text-align: center;">Results(%)</p> <p style="text-align: center;">2009 2010 2011 2012 2013</p> <p style="text-align: center;"> <span style="color: blue;">—●—</span> Acceptable Standard %  <span style="color: orange;">—+—</span> Standard of Excellence %         </p>	<p>[No Data for Science 30]</p>

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

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	Caroline School							Alberta			
		Achievement	Improvement	Overall	2013		Prev 3 Yr Avg		2013		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very High	Improved	Excellent	9	100.0	15	88.2	28,411	85.9	29,182	85.2
	Standard of Excellence	Low	Maintained	Issue	9	11.1	15	5.7	28,411	10.5	29,182	10.5
English Lang Arts 30-2	Acceptable Standard	Very High	Maintained	Excellent	9	100.0	12	92.2	15,068	89.5	14,478	89.0
	Standard of Excellence	Low	Maintained	Issue	9	0.0	12	4.5	15,068	11.1	14,478	9.8
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,252	95.3	1,267	94.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,252	12.5	1,267	14.7
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	96.7	147	94.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	18.3	147	18.2
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	11	68.9	93	62.4	22,547	81.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	11	17.2	93	12.9	22,547	28.5
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	12	61.9	24	75.0	10,479	75.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	12	3.8	24	20.8	10,479	10.9
Social Studies 30-1	Acceptable Standard	Intermediate	Improved	Good	13	84.6	15	61.2	22,312	85.4	23,525	84.5
	Standard of Excellence	Very Low	Maintained	Concern	13	0.0	15	0.0	22,312	15.2	23,525	15.9
Social Studies 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	6	83.3	11	71.8	17,959	82.4	16,217	84.6
	Standard of Excellence	Very Low	Maintained	Concern	6	0.0	11	4.2	17,959	13.9	16,217	14.4
Biology 30	Acceptable Standard	Intermediate	Maintained	Acceptable	12	83.3	15	66.9	22,025	84.3	22,822	81.7
	Standard of Excellence	Low	Maintained	Issue	12	16.7	15	19.9	22,025	32.4	22,822	28.7
Chemistry 30	Acceptable Standard	Intermediate	Improved Significantly	Good	9	77.8	15	33.2	15,897	78.8	19,217	76.9
	Standard of Excellence	Very Low	Maintained	Concern	9	0.0	15	2.6	15,897	31.8	19,217	28.7
Physics 30	Acceptable Standard	Very Low	Maintained	Concern	7	42.9	10	30.0	8,920	81.1	10,527	77.2
	Standard of Excellence	Very Low	Maintained	Concern	7	0.0	10	10.0	8,920	30.3	10,527	26.1
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,506	84.1	5,274	80.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,506	25.8	5,274	21.9

Note: Data values have been suppressed where the number of students or respondents 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.

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

**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
Social Studies 30-1	Acceptable Standard	0.00 - 67.38	67.38 - 79.10	79.10 - 88.42	88.42 - 94.41	94.41 - 100.00
	Standard of Excellence	0.00 - 0.88	0.88 - 8.48	8.48 - 16.20	16.20 - 19.89	19.89 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 68.07	68.07 - 81.22	81.22 - 87.43	87.43 - 94.68	94.68 - 100.00
	Standard of Excellence	0.00 - 0.26	0.26 - 9.12	9.12 - 15.45	15.45 - 26.66	26.66 - 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**

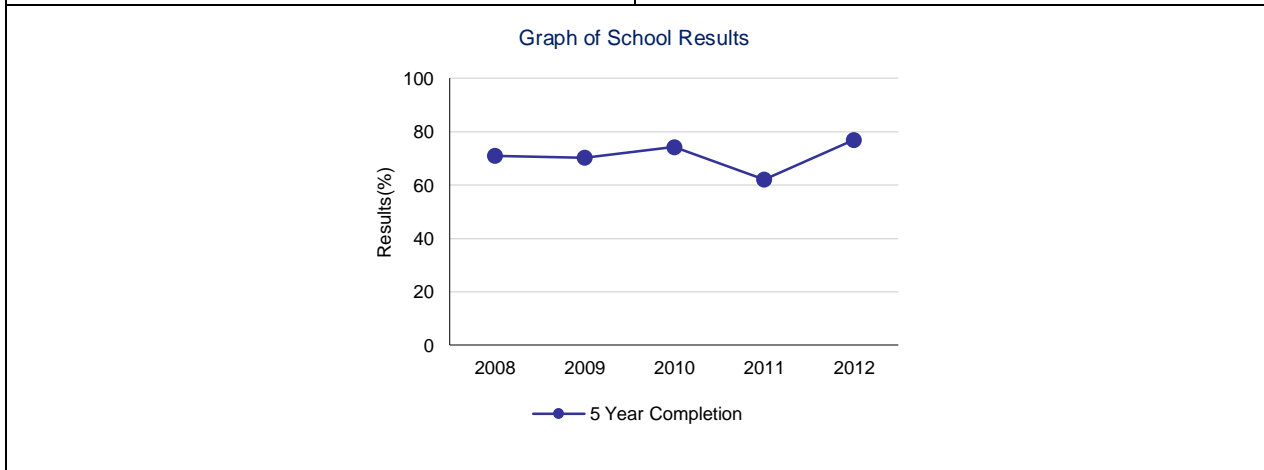
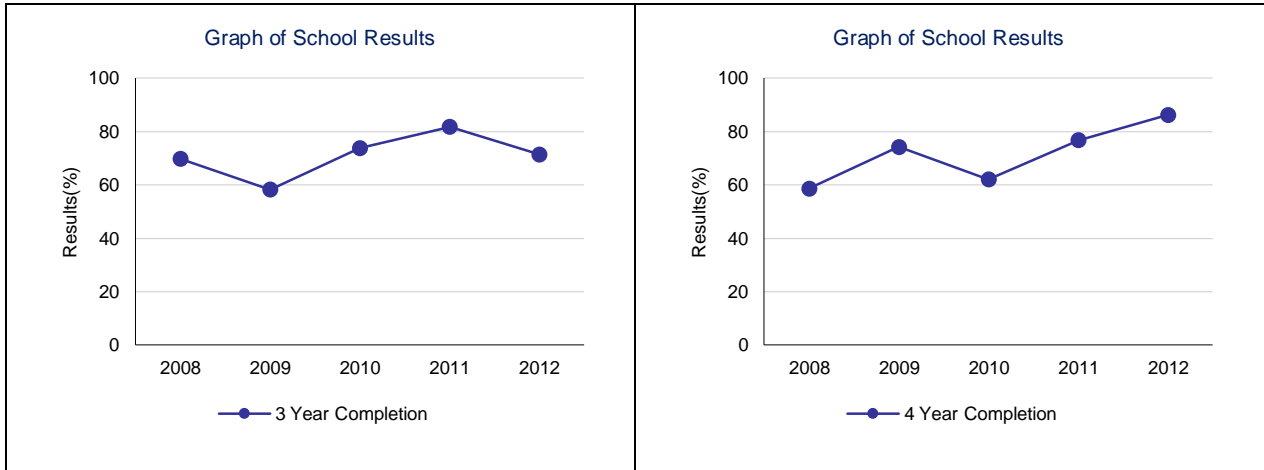
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
3 Year Completion	69.8	58.3	73.8	81.8	71.4	70.2	73.3	73.4	78.2	74.0	70.8	71.5	72.6	74.1	74.8
4 Year Completion	58.6	74.2	62.1	76.8	86.2	75.2	75.2	77.8	75.4	81.8	76.3	76.1	76.9	78.1	79.4
5 Year Completion	71.0	70.3	74.2	62.1	76.9	78.5	77.8	78.7	79.8	77.4	78.7	79.0	79.0	79.6	80.8

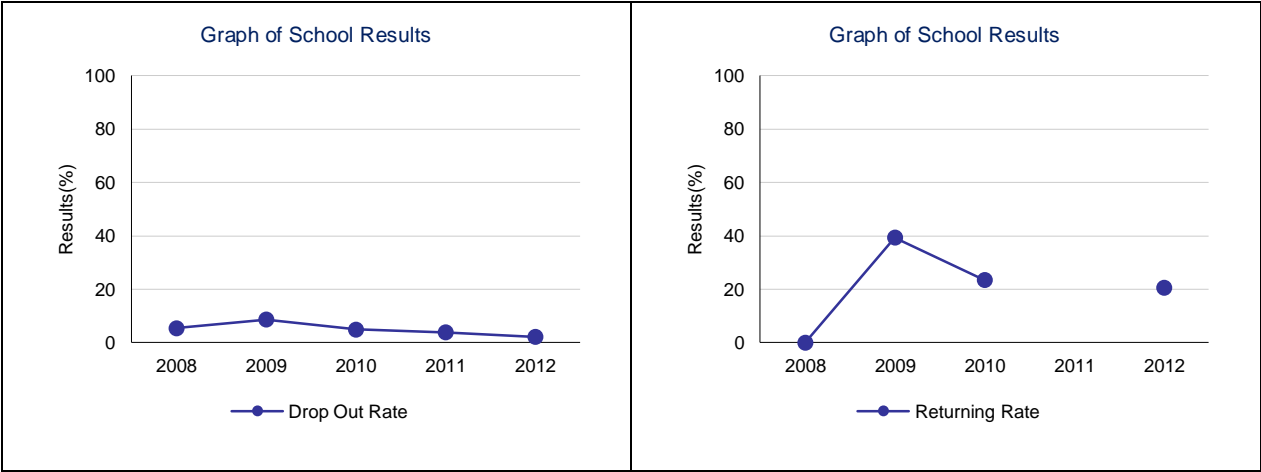


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**Drop Out Rate – Measure Details**

Drop Out Rate - annual dropout rate of students aged 14 to 18

	School					Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Drop Out Rate	5.4	8.7	4.9	3.9	2.2	5.0	6.0	5.8	3.9	5.0	4.8	4.3	4.2	3.2	3.5
Returning Rate	0.0	39.4	23.5	*	20.6	13.8	17.6	19.2	13.2	15.5	19.8	23.5	27.9	23.4	23.0



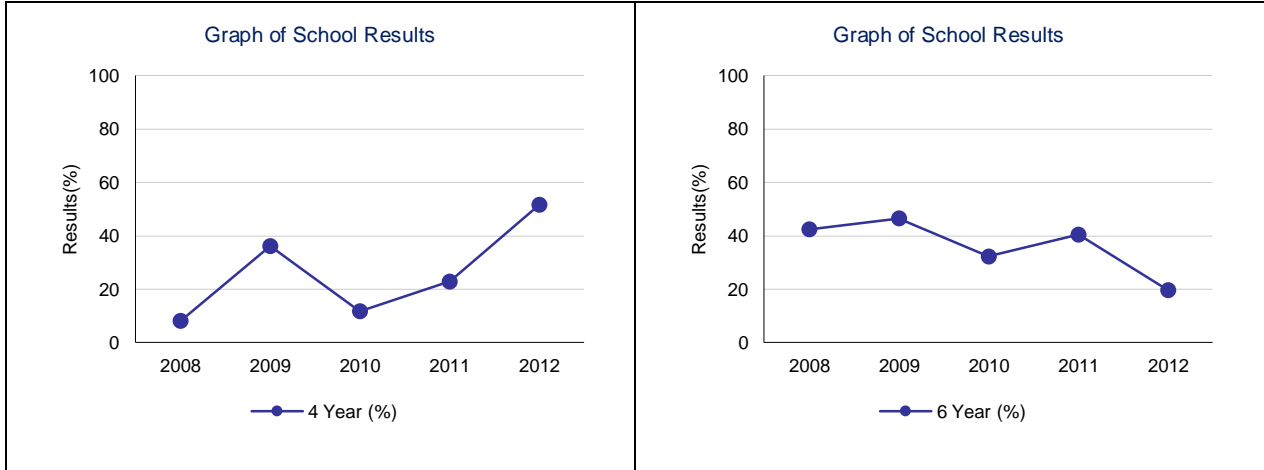
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).



**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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
4 Year Rate	8.2	36.2	11.8	22.9	51.7	30.6	28.7	25.2	30.0	30.8	38.9	37.5	37.8	38.2	39.6
6 Year Rate	42.5	46.6	32.3	40.5	19.7	55.0	47.8	49.9	48.6	46.4	59.2	59.8	59.3	58.4	59.5

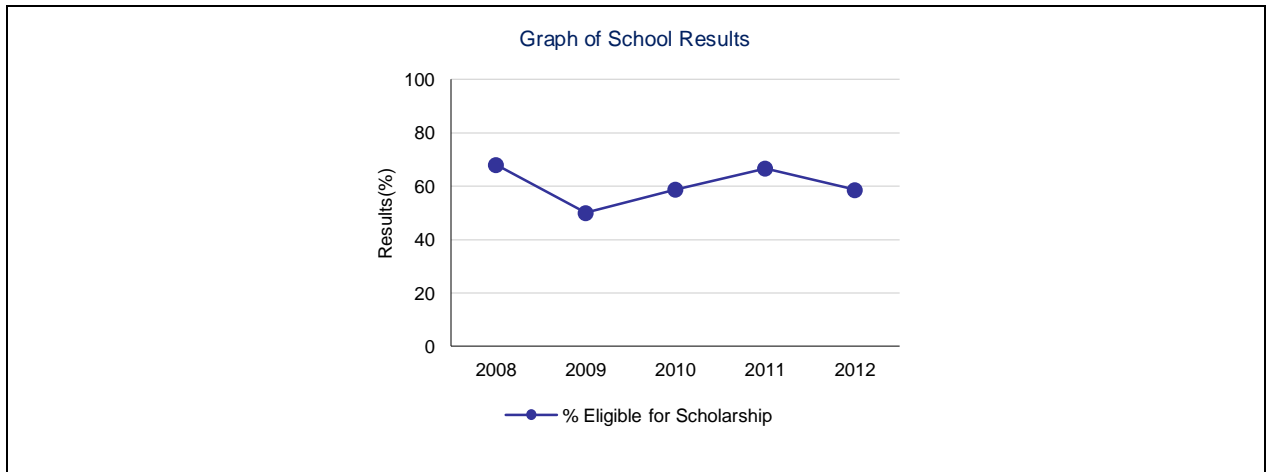


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**Rutherford Eligibility Rate – Measure Details**

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Rutherford Scholarship Eligibility Rate (Revised)	68.0	50.0	58.8	66.7	58.6	52.5	51.0	55.4	59.0	58.7	57.3	56.9	59.6	61.5	61.3

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
2008	25	17	68.0	9	36.0	3	12.0	17	68.0
2009	18	9	50.0	7	38.9	2	11.1	9	50.0
2010	34	15	44.1	16	47.1	8	23.5	20	58.8
2011	24	16	66.7	11	45.8	4	16.7	16	66.7
2012	29	17	58.6	17	58.6	10	34.5	17	58.6

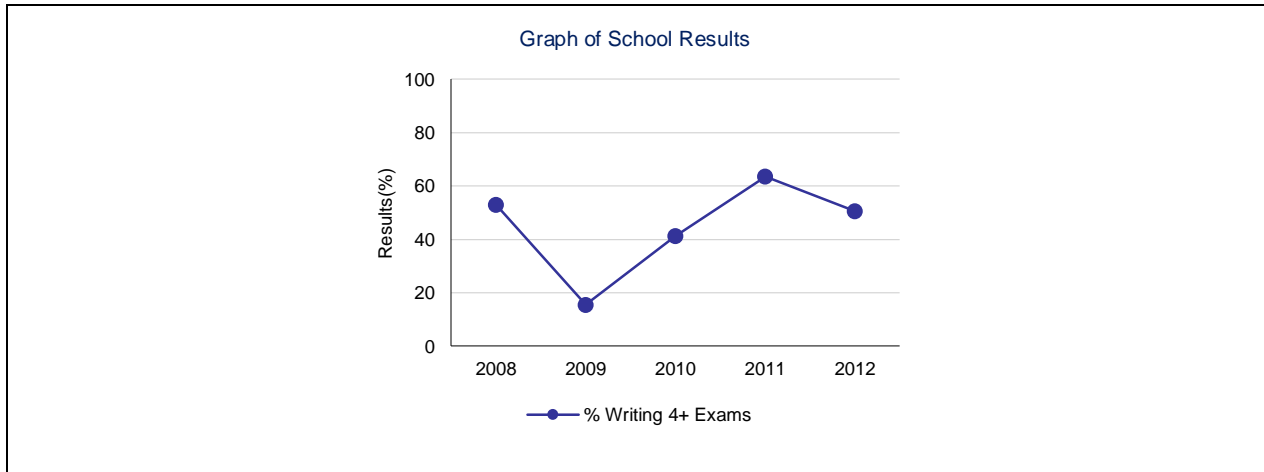


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
% Writing 0 Exams	11.6	30.0	11.5	13.6	13.7	18.1	19.1	17.7	14.7	19.4	18.4	18.0	17.2	16.1	15.9
% Writing 1+ Exams	88.4	70.0	88.5	86.4	86.3	81.9	80.9	82.3	85.3	80.6	81.6	82.0	82.8	83.9	84.1
% Writing 2+ Exams	84.0	66.1	88.5	86.4	77.4	78.7	76.8	80.1	83.6	77.9	78.0	78.7	79.6	80.8	81.2
% Writing 3+ Exams	79.6	35.0	59.0	72.7	71.4	59.0	56.5	56.3	63.2	57.2	64.9	65.2	66.0	67.4	67.5
<b>% Writing 4+ Exams</b>	<b>53.0</b>	<b>15.5</b>	<b>41.3</b>	<b>63.6</b>	<b>50.6</b>	<b>45.3</b>	<b>42.1</b>	<b>45.3</b>	<b>47.9</b>	<b>43.1</b>	<b>53.3</b>	<b>53.5</b>	<b>54.9</b>	<b>56.2</b>	<b>56.6</b>
% Writing 5+ Exams	39.8	7.8	35.4	50.0	44.6	27.5	23.5	27.6	28.0	28.7	34.3	34.7	36.1	37.2	38.0
% Writing 6+ Exams	30.9	3.9	11.8	40.9	8.9	9.2	9.4	8.9	9.6	11.9	12.7	12.9	13.4	14.1	14.6



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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
English Language Arts 30-1	39.1	42.3	32.4	59.1	58.8	42.9	41.6	44.7	46.9	45.6	53.8	54.0	54.5	54.9	55.1
English Language Arts 30-2	43.5	26.9	58.8	27.3	26.5	36.6	35.6	35.5	37.2	33.5	24.0	24.5	25.1	26.1	26.1
<b>Total of 1 or more English Diploma Exams</b>	<b>82.6</b>	<b>69.2</b>	<b>88.2</b>	<b>86.4</b>	<b>82.4</b>	<b>78.1</b>	<b>76.6</b>	<b>79.8</b>	<b>83.4</b>	<b>77.9</b>	<b>76.7</b>	<b>77.1</b>	<b>78.0</b>	<b>79.0</b>	<b>79.2</b>
Social Studies 30	34.8	42.3	0.0	0.0	0.0	37.6	33.3	4.9	0.7	0.0	48.1	48.1	3.7	0.3	0.0
Social Studies 30-1	0.0	0.0	38.2	63.6	47.1	0.0	0.0	33.6	38.5	35.9	0.0	0.0	45.7	48.2	48.0
Social Studies 33	43.5	26.9	0.0	0.0	0.0	40.6	45.1	3.8	0.0	0.0	29.5	30.1	2.5	0.1	0.0
Social Studies 30-2	0.0	0.0	50.0	22.7	32.4	0.0	0.0	38.9	44.9	40.6	0.0	0.0	27.4	31.0	32.1
<b>Total of 1 or more Social Diploma Exams</b>	<b>78.3</b>	<b>65.4</b>	<b>88.2</b>	<b>86.4</b>	<b>79.4</b>	<b>77.6</b>	<b>77.3</b>	<b>79.8</b>	<b>82.3</b>	<b>75.5</b>	<b>76.7</b>	<b>77.4</b>	<b>78.1</b>	<b>78.9</b>	<b>79.3</b>
Pure Mathematics 30	39.1	23.1	26.5	50.0	32.4	30.6	27.0	31.3	27.2	26.8	41.1	40.8	41.4	42.6	42.5
Applied Mathematics 30	34.8	0.0	29.4	22.7	38.2	23.3	25.5	21.3	31.6	27.1	19.1	19.7	19.7	20.0	19.6
Mathematics 30-1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 30-2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Total of 1 or more Math Diploma Exams</b>	<b>73.9</b>	<b>23.1</b>	<b>55.9</b>	<b>72.7</b>	<b>70.6</b>	<b>53.2</b>	<b>52.4</b>	<b>52.1</b>	<b>58.0</b>	<b>52.0</b>	<b>59.7</b>	<b>59.9</b>	<b>60.6</b>	<b>62.0</b>	<b>61.5</b>
Biology 30	52.2	23.1	41.2	59.1	50.0	34.8	30.0	33.0	35.4	33.5	39.1	39.8	41.2	42.8	43.1
Chemistry 30	n/a	3.8	38.2	50.0	44.1	n/a	23.0	29.1	28.1	26.8	n/a	29.7	35.2	36.0	36.7
Physics 30	n/a	3.8	11.8	45.5	8.8	n/a	12.9	17.0	16.2	16.4	n/a	17.5	20.0	20.6	20.4
Science 30	4.3	3.8	0.0	0.0	0.0	5.3	9.9	6.2	10.4	10.9	7.4	8.2	9.0	9.1	10.5
<b>Total of 1 or more Science Diploma Exams</b>	<b>65.2</b>	<b>23.1</b>	<b>41.2</b>	<b>63.6</b>	<b>50.0</b>	<b>50.0</b>	<b>44.6</b>	<b>46.6</b>	<b>50.9</b>	<b>46.6</b>	<b>56.1</b>	<b>56.1</b>	<b>57.6</b>	<b>59.1</b>	<b>59.5</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	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7	0.2	2.7	2.7	2.9	2.8	2.7
<b>Total of 1 or more French Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.7</b>	<b>0.2</b>	<b>2.9</b>	<b>2.9</b>	<b>3.1</b>	<b>3.1</b>	<b>2.9</b>

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

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

**Provincial Achievement Test Results – Measure Details**

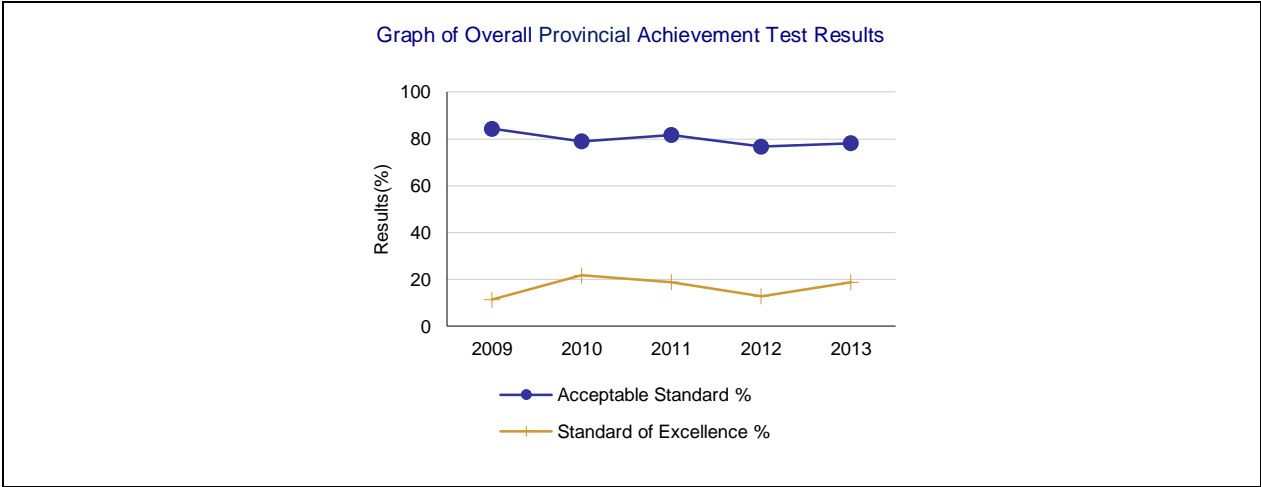
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2009		2010		2011		2012		2013		2013	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	School	77.8	3.7	75.0	25.0	80.6	11.1	83.3	8.3	88.9	7.4		
	Authority	86.4	11.2	84.2	16.9	86.2	9.8	84.9	12.6	83.3	12.6		
	Province	81.3	18.2	81.6	19.5	81.8	17.5	81.9	20.4	81.5	17.8		
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	92.3	7.7	72.4	3.4	92.3	11.5	85.7	17.9	65.4	3.8		
	Province	83.8	15.8	84.1	16.3	80.6	15.8	82.1	14.5	79.7	12.4		
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	82.5	16.3	86.4	16.3	84.2	18.6	82.3	12.5	82.8	14.1		
Mathematics 3	School	n/a	n/a	n/a	n/a	72.2	16.7	79.2	33.3	77.8	25.9		
	Authority	n/a	n/a	n/a	n/a	80.3	21.1	80.3	18.6	78.3	24.5		
	Province	n/a	n/a	n/a	n/a	77.4	26.0	76.8	25.5	76.5	25.5		
English Language Arts 6	School	96.4	7.1	70.6	11.8	88.6	8.6	84.2	0.0	85.7	35.7		
	Authority	88.6	17.1	83.0	13.1	83.2	9.2	85.1	9.2	86.7	11.9		
	Province	81.8	18.9	83.3	18.9	83.0	18.5	82.7	17.8	82.5	16.3		
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	91.3	13.0	72.2	5.6	73.9	8.7	94.7	15.8	77.8	0.0		
	Province	91.5	15.9	88.3	15.9	89.4	17.1	89.3	17.2	88.6	16.3		
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	92.6	18.7	91.3	18.3	92.2	17.6	91.0	21.9	94.0	21.6		
Mathematics 6	School	n/a	n/a	n/a	n/a	88.6	34.3	47.4	5.3	85.7	28.6		
	Authority	n/a	n/a	n/a	n/a	73.3	12.3	70.7	9.2	69.5	10.0		
	Province	n/a	n/a	n/a	n/a	73.7	17.8	74.7	16.6	73.0	16.4		
Science 6	School	85.7	25.0	88.2	47.1	85.7	57.1	78.9	15.8	85.7	35.7		
	Authority	80.4	25.9	79.4	22.5	77.4	23.4	79.9	21.3	77.0	17.7		
	Province	76.5	24.8	76.8	26.4	76.2	25.0	77.8	28.2	77.5	25.9		
Social Studies 6	School	n/a	n/a	67.6	2.9	88.6	28.6	78.9	10.5	85.7	14.3		
	Authority	n/a	n/a	71.3	13.1	71.5	11.0	71.8	11.5	72.6	11.4		
	Province	n/a	n/a	71.0	16.4	71.1	18.5	73.2	19.5	72.7	19.0		
English Language Arts 9	School	82.8	3.4	75.9	3.4	73.0	8.1	74.1	14.8	60.9	8.7		
	Authority	72.5	5.8	76.0	9.3	81.6	12.4	76.6	12.4	76.8	11.7		
	Province	78.7	14.7	79.3	15.0	79.1	16.3	77.4	16.4	76.4	14.7		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*		
	Authority	n/a	n/a	73.3	3.3	56.0	8.0	76.9	15.4	28.0	0.0		
	Province	n/a	n/a	66.8	7.8	67.2	7.9	61.4	5.8	62.4	4.3		
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	n/a	n/a	60.0	20.0	62.5	0.0	n/a	n/a	n/a	n/a		
	Province	81.8	10.3	86.1	12.4	88.8	15.0	87.5	12.2	87.2	13.9		
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	85.6	12.9	84.3	12.7	90.2	15.8	84.6	16.1	84.0	14.5		
Mathematics 9	School	n/a	n/a	n/a	n/a	35.1	5.4	40.7	3.7	40.9	4.5		
	Authority	n/a	n/a	n/a	n/a	52.9	9.2	58.8	8.8	62.1	12.3		
	Province	n/a	n/a	n/a	n/a	66.1	17.3	66.5	17.8	66.5	18.2		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*		
	Authority	n/a	n/a	57.6	18.2	68.0	0.0	92.9	42.9	26.9	0.0		
	Province	n/a	n/a	65.6	15.3	64.9	14.9	62.4	15.4	65.9	14.7		

Science 9	School	78.6	17.9	82.8	20.7	81.1	10.8	66.7	22.2	73.9	21.7		
	Authority	69.3	10.8	71.0	17.5	77.4	15.0	74.8	25.2	70.1	16.7		
	Province	72.2	15.8	73.6	17.7	74.9	20.8	74.2	22.4	72.6	19.9		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*		
	Authority	n/a	n/a	76.7	20.0	56.0	12.0	90.9	36.4	28.0	0.0		
	Province	n/a	n/a	67.2	14.3	69.5	15.3	67.9	17.3	68.4	17.1		
Social Studies 9	School	n/a	n/a	69.0	10.3	54.1	5.4	59.3	0.0	45.5	9.1		
	Authority	n/a	n/a	65.9	14.7	61.6	13.2	61.5	11.2	56.5	14.1		
	Province	n/a	n/a	68.9	18.8	67.2	19.0	68.9	19.1	65.3	18.7		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*		
	Authority	n/a	n/a	70.0	26.7	44.0	8.0	83.3	16.7	26.9	3.8		
	Province	n/a	n/a	64.6	15.7	61.9	13.6	63.5	13.9	64.6	13.0		

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

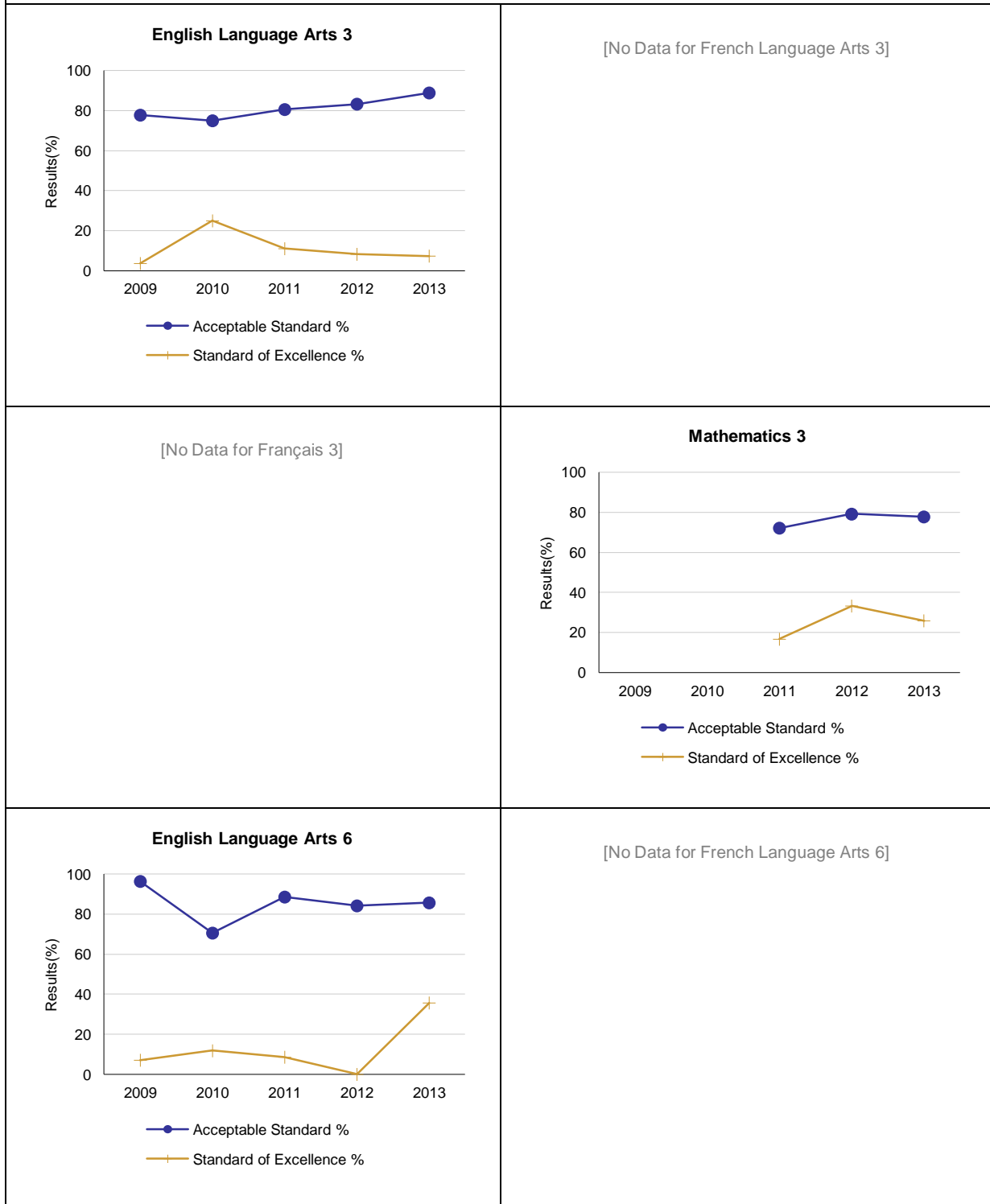
"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



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Graph of Provincial Achievement Test Results by Course

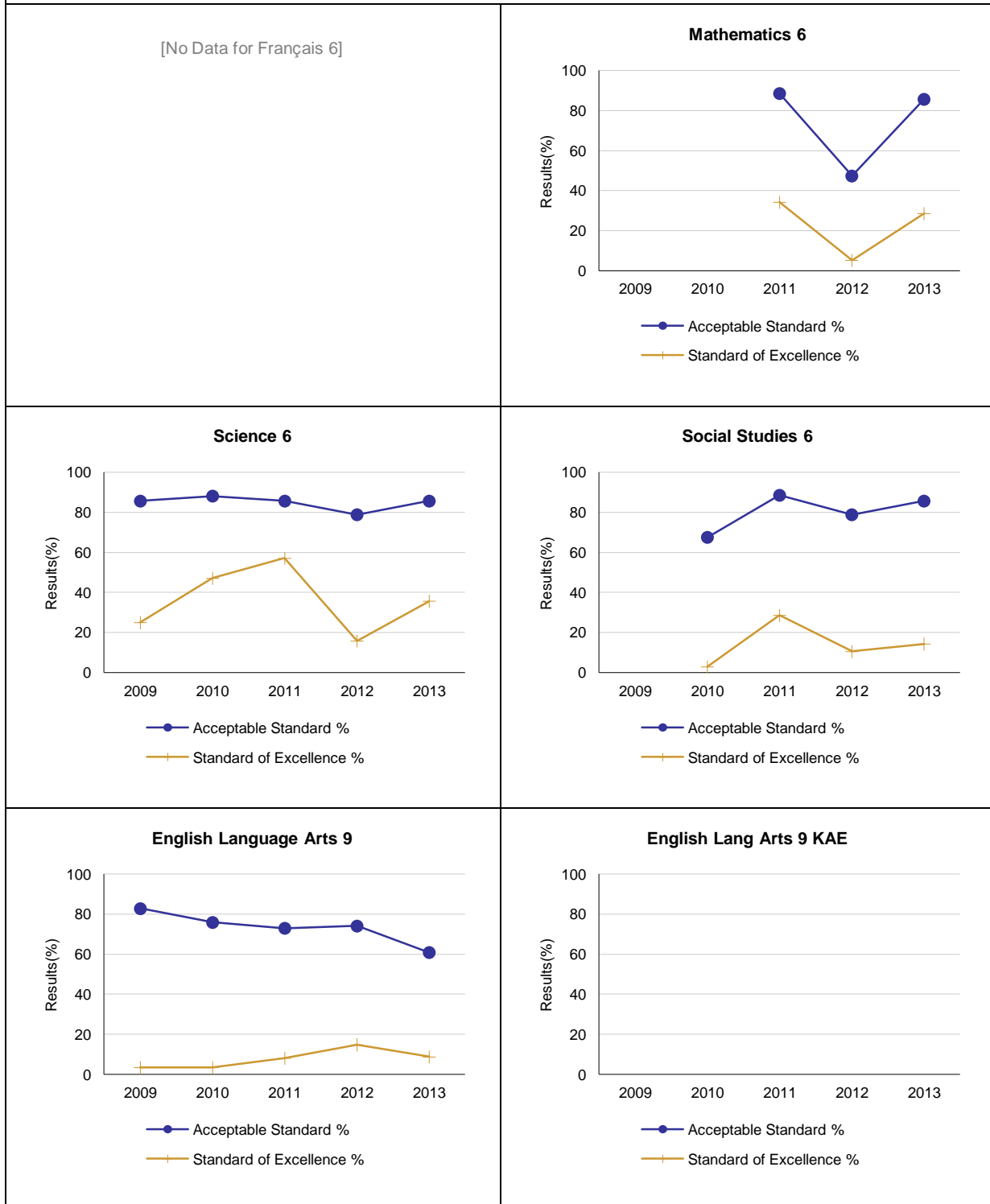


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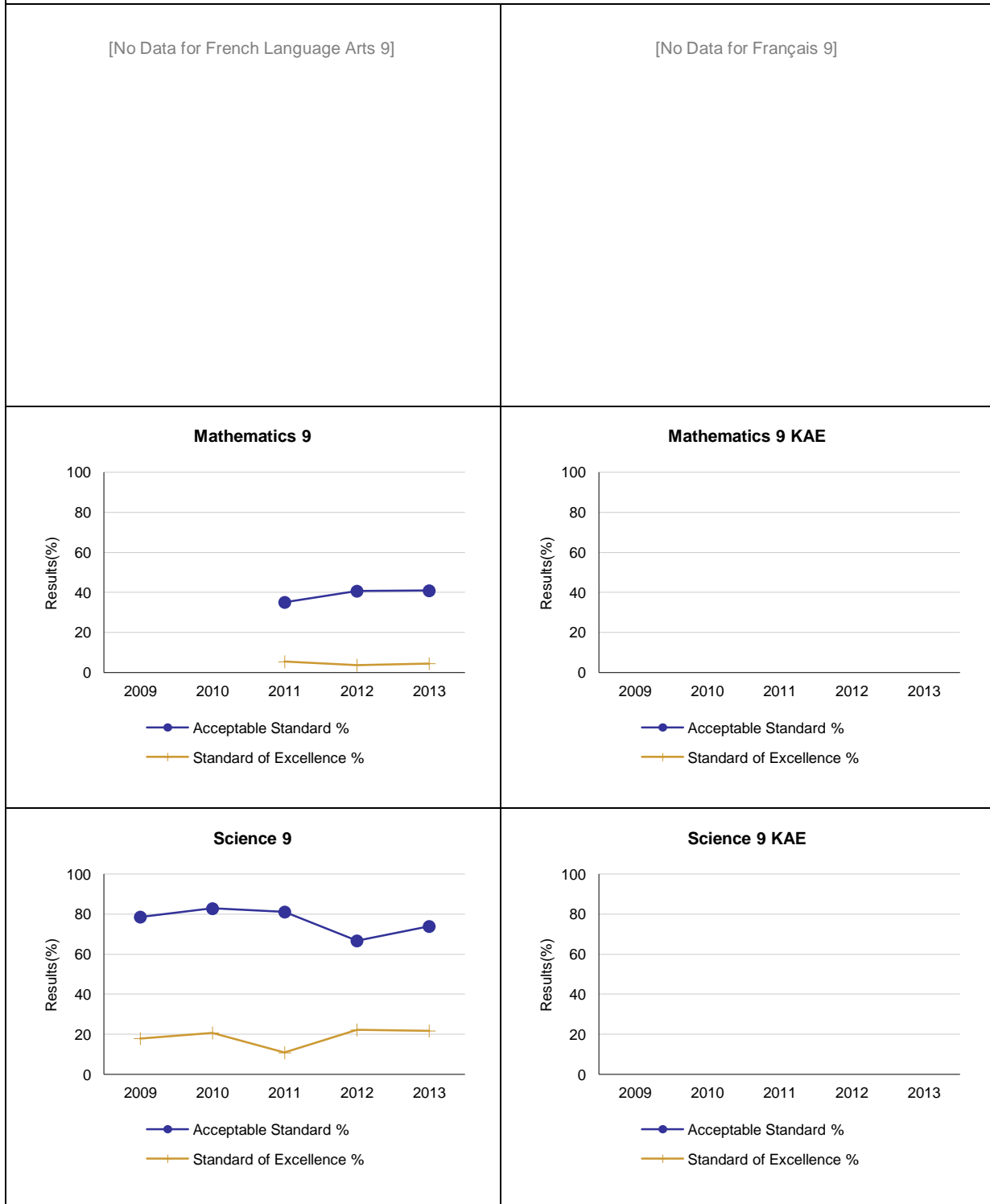
Graph of Provincial Achievement Test Results by Course



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

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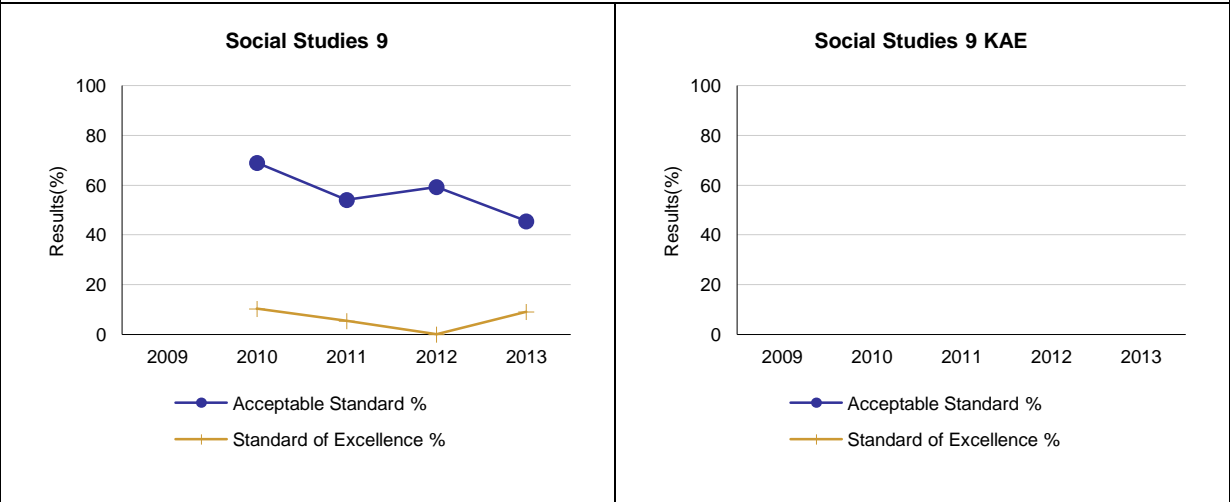
Graph of Provincial Achievement Test Results by Course



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Graph of Provincial Achievement Test Results by Course



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

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PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Caroline School							Alberta			
		Achievement	Improvement	Overall	2013		Prev 3 Yr Avg		2013		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Intermediate	Maintained	Acceptable	27	88.9	24	79.6	46,095	81.5	43,231	81.8
	Standard of Excellence	Low	Maintained	Issue	27	7.4	24	14.8	46,095	17.8	43,231	19.2
French Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,399	79.7	3,192	82.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,399	12.4	3,192	15.6
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	587	82.8	516	84.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	587	14.1	516	15.8
Mathematics 3	Acceptable Standard	n/a	Maintained	n/a	27	77.8	30	75.7	46,041	76.5	43,823	77.1
	Standard of Excellence	n/a	Maintained	n/a	27	25.9	30	25.0	46,041	25.5	43,823	25.8
English Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	14	85.7	29	81.1	44,141	82.5	43,401	83.0
	Standard of Excellence	Very High	Improved Significantly	Excellent	14	35.7	29	6.8	44,141	16.3	43,401	18.4
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,601	88.6	2,571	89.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,601	16.3	2,571	16.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	496	94.0	454	91.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	496	21.6	454	19.3
Mathematics 6	Acceptable Standard	n/a	Improved	n/a	14	85.7	27	68.0	44,089	73.0	43,355	74.2
	Standard of Excellence	n/a	Maintained	n/a	14	28.6	27	19.8	44,089	16.4	43,355	17.2
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	14	85.7	29	84.3	44,138	77.5	43,341	76.9
	Standard of Excellence	Very High	Maintained	Excellent	14	35.7	29	40.0	44,138	25.9	43,341	26.5
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	14	85.7	29	78.4	43,914	72.7	43,436	71.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	14	14.3	29	14.0	43,914	19.0	43,436	18.1
English Language Arts 9	Acceptable Standard	Very Low	Declined	Concern	23	60.9	31	74.3	28,137	76.4	42,995	78.6
	Standard of Excellence	Low	Maintained	Issue	23	8.7	31	8.8	28,137	14.7	42,995	15.9
English Lang Arts 9 KAE	Acceptable Standard	*	*	*	5	*	n/a	n/a	1,450	62.4	1,616	65.2
	Standard of Excellence	*	*	*	5	*	n/a	n/a	1,450	4.3	1,616	7.2
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,485	87.2	2,359	87.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,485	13.9	2,359	13.2

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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.

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Course	Measure	Caroline School							Alberta			
		Achievement	Improvement	Overall	2013		Prev 3 Yr Avg		2013		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	344	84.0	324	86.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	344	14.5	324	14.8
Mathematics 9	Acceptable Standard	n/a	Maintained	n/a	22	40.9	32	37.9	28,155	66.5	42,224	66.3
	Standard of Excellence	n/a	Maintained	n/a	22	4.5	32	4.6	28,155	18.2	42,224	17.6
Mathematics 9 KAE	Acceptable Standard	*	*	*	6	*	n/a	n/a	1,662	65.9	1,924	64.3
	Standard of Excellence	*	*	*	6	*	n/a	n/a	1,662	14.7	1,924	15.2
Science 9	Acceptable Standard	High	Maintained	Good	23	73.9	31	76.8	28,825	72.6	42,870	74.2
	Standard of Excellence	Very High	Maintained	Excellent	23	21.7	31	17.9	28,825	19.9	42,870	20.3
Science 9 KAE	Acceptable Standard	*	*	*	5	*	n/a	n/a	1,423	68.4	1,562	68.2
	Standard of Excellence	*	*	*	5	*	n/a	n/a	1,423	17.1	1,562	15.6
Social Studies 9	Acceptable Standard	Very Low	Declined	Concern	22	45.5	31	60.8	29,021	65.3	43,109	68.4
	Standard of Excellence	Very Low	Maintained	Concern	22	9.1	31	5.3	29,021	18.7	43,109	19.0
Social Studies 9 KAE	Acceptable Standard	*	*	*	6	*	n/a	n/a	1,370	64.6	1,573	63.3
	Standard of Excellence	*	*	*	6	*	n/a	n/a	1,370	13.0	1,573	14.4

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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.

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### 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 - 94.87	94.87 - 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
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 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
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 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
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 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
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 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**

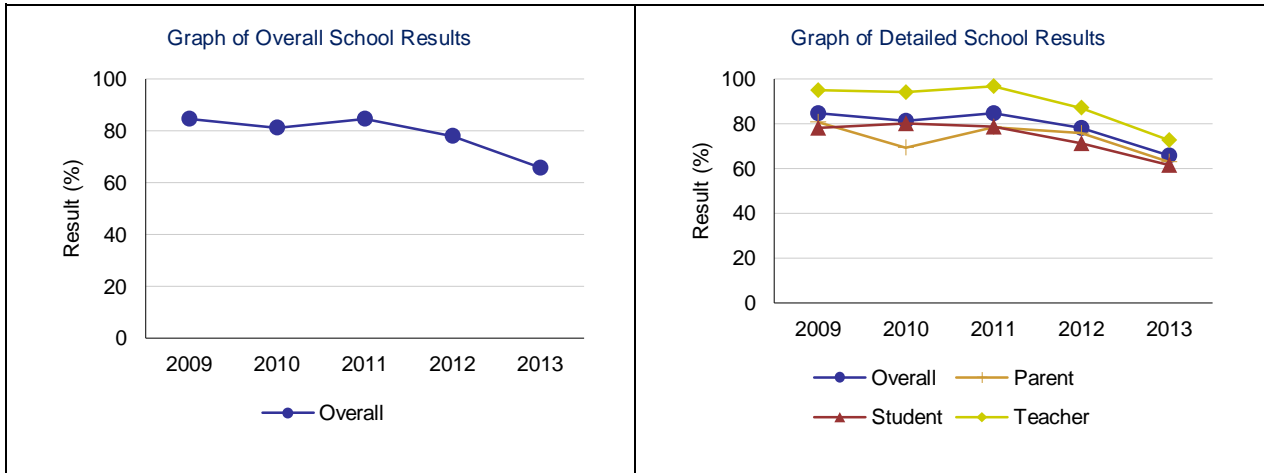
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	<b>Achievement</b>				
	<b>Very High</b>	<b>High</b>	<b>Intermediate</b>	<b>Low</b>	<b>Very Low</b>
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

**Citizenship – Measure Details**

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

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	84.7	81.3	84.7	78.1	65.8	75.1	75.1	73.8	73.8	73.0	80.3	81.4	81.9	82.5	83.4
Teacher	95.0	94.1	96.8	87.2	72.7	88.6	91.4	87.2	86.6	83.3	91.8	93.0	92.7	93.1	93.6
Parent	80.8	69.4	78.6	75.8	63.0	66.6	68.4	69.0	69.2	70.1	77.4	78.5	78.6	79.4	80.3
Student	78.2	80.2	78.7	71.3	61.6	70.0	65.4	65.4	65.7	65.8	71.8	72.7	74.5	75.0	76.2

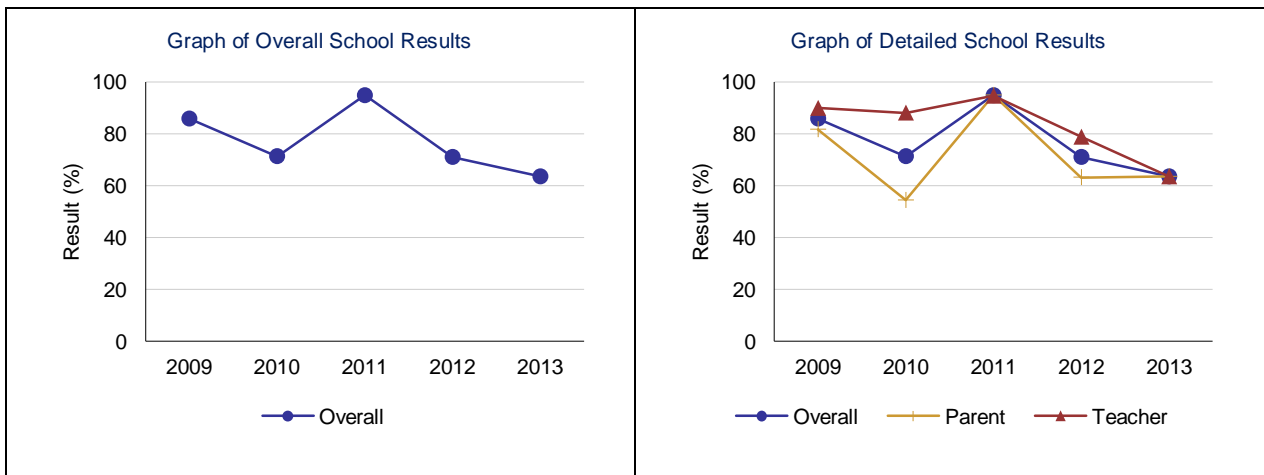


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	85.9	71.4	94.9	71.1	63.6	76.2	72.9	73.8	69.3	69.7	79.6	79.9	80.1	79.7	80.3
Teacher	90.0	88.2	94.7	78.9	63.6	91.0	90.0	82.2	84.0	80.5	88.9	90.0	89.6	89.5	89.4
Parent	81.8	54.5	95.0	63.3	63.6	61.5	55.9	65.5	54.6	59.0	70.2	69.8	70.6	69.9	71.1



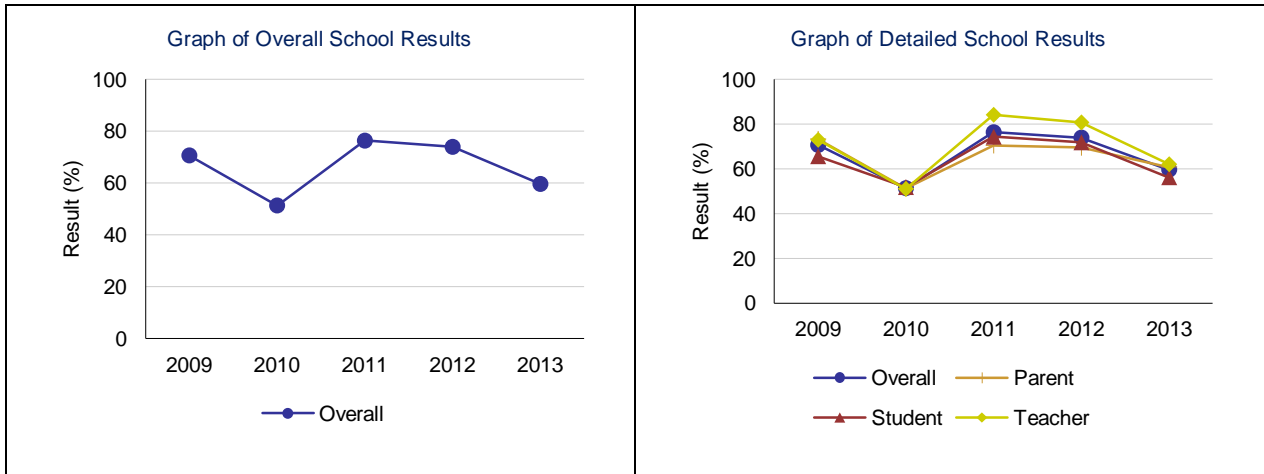
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).



**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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	70.7	51.4	76.4	74.0	59.7	74.5	71.9	75.2	71.9	72.9	80.3	80.5	80.9	80.7	81.5
Teacher	73.0	51.1	84.2	80.8	62.1	80.9	79.0	82.0	79.9	80.9	86.8	87.7	87.6	87.3	87.9
Parent	73.4	51.2	70.5	69.5	60.9	69.9	69.6	72.8	69.5	71.3	78.7	78.0	78.3	78.1	78.9
Student	65.7	51.9	74.4	71.9	56.3	72.8	67.1	70.8	66.1	66.4	75.3	75.9	76.9	76.9	77.8

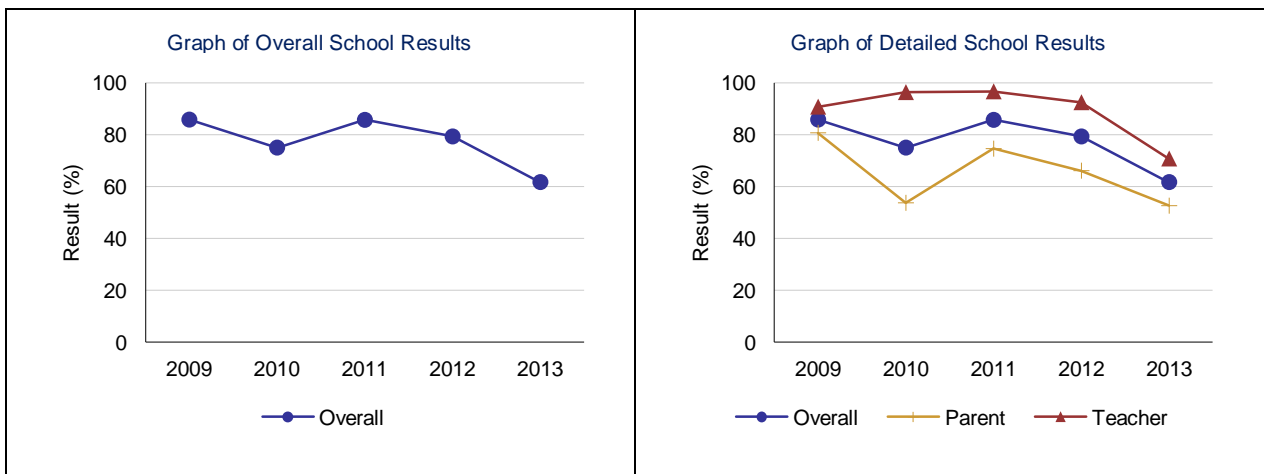


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**Parental Involvement – Measure Details**

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

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	85.9	75.1	85.8	79.4	61.8	79.4	76.8	74.8	73.9	76.0	80.1	80.0	79.9	79.7	80.3
Teacher	90.9	96.5	96.8	92.6	70.9	90.0	88.6	86.3	85.5	85.0	88.0	88.6	88.1	88.0	88.5
Parent	80.8	53.8	74.7	66.2	52.7	68.8	65.0	63.2	62.3	66.9	72.2	71.3	71.7	71.4	72.2

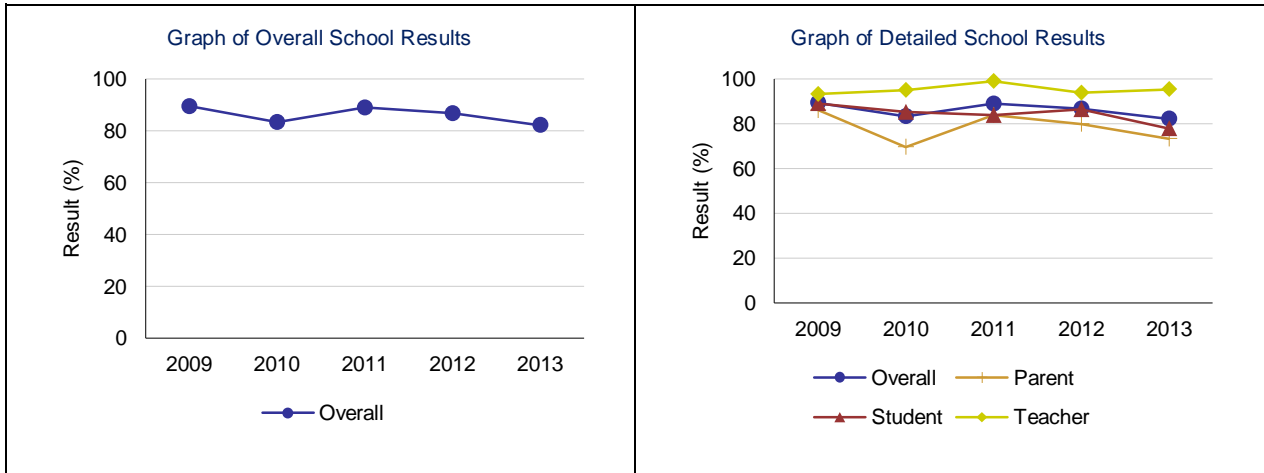


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**Education Quality – Measure Details**

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

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	89.5	83.4	89.0	86.8	82.3	87.4	86.2	85.1	84.9	83.4	89.3	89.2	89.4	89.4	89.8
Teacher	93.3	95.1	99.1	93.9	95.5	94.8	95.1	93.7	93.2	90.9	95.3	95.6	95.5	95.4	95.7
Parent	86.1	69.7	83.9	80.0	73.4	78.7	78.9	78.5	77.7	77.5	84.4	83.9	84.2	84.2	84.9
Student	89.2	85.3	83.9	86.5	78.0	88.9	84.5	83.0	83.8	81.8	88.3	88.2	88.5	88.6	88.7

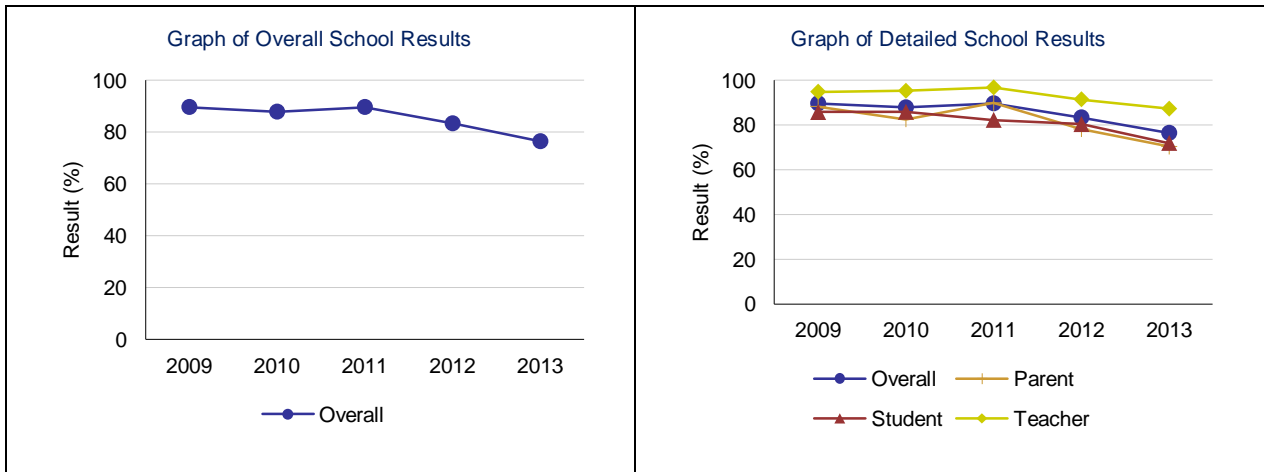


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	89.7	87.9	89.7	83.4	76.5	83.8	83.2	83.1	82.6	82.1	86.9	87.6	88.1	88.6	89.0
Teacher	94.9	95.3	96.8	91.5	87.3	92.9	92.1	91.5	90.4	90.0	93.8	94.4	94.5	94.8	95.0
Parent	88.3	82.6	89.9	78.2	70.4	78.2	80.6	80.2	80.4	79.8	85.3	86.1	86.6	87.4	87.8
Student	85.8	85.9	82.3	80.4	72.0	80.4	76.8	77.7	77.0	76.4	81.7	82.2	83.3	83.7	84.2

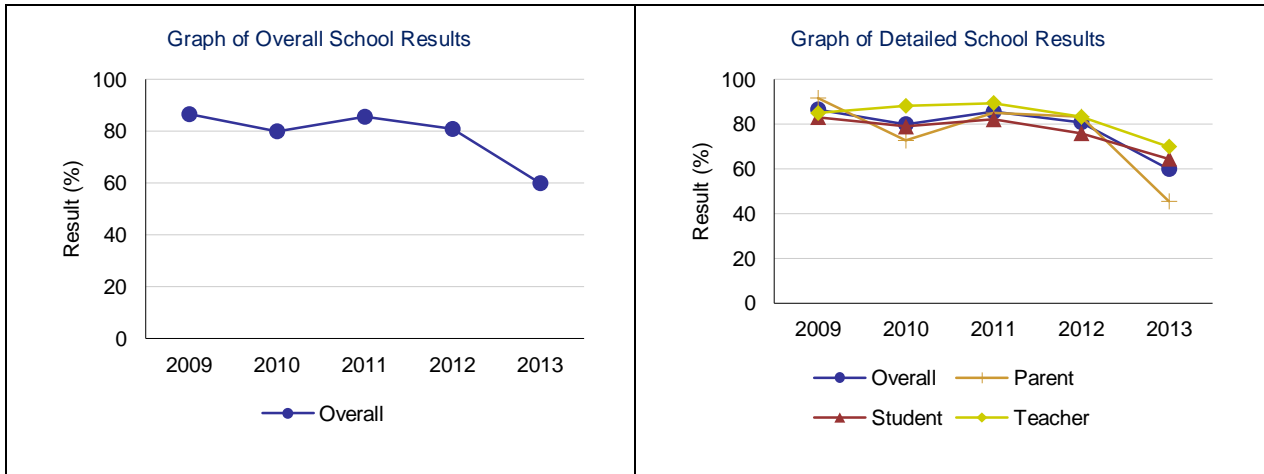


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	86.6	80.0	85.6	80.9	60.0	79.0	76.5	75.9	73.1	68.8	79.4	79.9	80.1	80.0	80.6
Teacher	85.0	88.2	89.5	83.3	70.0	83.2	77.2	76.4	77.1	68.8	78.2	80.8	80.1	81.1	80.9
Parent	91.7	72.7	85.0	83.3	45.5	71.9	74.7	73.6	68.5	69.3	78.1	77.0	77.3	76.2	77.9
Student	83.2	79.0	82.2	76.0	64.6	81.7	77.6	77.5	73.8	68.4	81.8	81.8	82.9	82.7	82.9



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