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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/reporting2014.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 2014 Accountability Pillar Overall Summary**

| Measure Category  | Measure Category Evaluation | Measure   | West Central High School |                  |                     | Alberta        |                  |                     | Measure Evaluation |                        |            |
|---|-----------------------------|---|--------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|------------------------|------------|
|   |                             |   | Current Result           | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement        | Improvement            | Overall    |
| Safe and Caring Schools                                       | Good                        | Safe and Caring                                   | 82.8                     | 74.8             | 74.9                | 89.1           | 89.0             | 88.6                | Intermediate       | Improved Significantly | Good       |
| Student Learning Opportunities                                | Acceptable                  | Program of Studies                                | 70.6                     | 75.7             | 73.1                | 81.3           | 81.5             | 81.1                | Low                | Maintained             | Issue      |
|   |                             | Education Quality                                 | 76.6                     | 74.2             | 76.6                | 89.2           | 89.8             | 89.5                | Very Low           | Maintained             | Concern    |
|   |                             | Drop Out Rate                                     | 1.5                      | 4.7              | 5.0                 | 3.3            | 3.5              | 3.6                 | Very High          | Improved Significantly | Excellent  |
|   |                             | High School Completion Rate (3 yr)                | 79.9                     | 72.9             | 74.0                | 74.9           | 74.8             | 73.8                | High               | Improved               | Good       |
| Student Learning Achievement (Grades K-9)                     | Concern                     | PAT: Acceptable                                   | 59.5                     | 49.9             | 61.7                | 74.0           | 75.3             | 75.5                | Very Low           | Maintained             | Concern    |
|   |                             | PAT: Excellence                                   | 7.1                      | 8.5              | 9.6                 | 19.0           | 19.1             | 19.6                | Very Low           | Maintained             | Concern    |
| Student Learning Achievement (Grades 10-12)                   | Acceptable                  | Diploma: Acceptable                               | 89.0                     | 85.6             | 84.0                | 85.4           | 84.2             | 83.4                | High               | Improved               | Good       |
|   |                             | Diploma: Excellence                               | 18.7                     | 18.7             | 15.7                | 21.0           | 19.5             | 19.1                | High               | Maintained             | Good       |
|   |                             | Diploma Exam Participation Rate (4+ Exams)        | 38.5                     | 34.1             | 40.3                | 50.5           | 56.6             | 55.9                | Low                | Maintained             | Issue      |
|   |                             | Rutherford Scholarship Eligibility Rate (Revised) | 48.2                     | 55.0             | 52.1                | 60.9           | 61.3             | 60.8                | Low                | Maintained             | Issue      |
| Preparation for Lifelong Learning, World of Work, Citizenship | Issue                       | Transition Rate (6 yr)                            | 38.8                     | 52.0             | 52.0                | 59.2           | 59.5             | 59.1                | Very Low           | Declined Significantly | Concern    |
|   |                             | Work Preparation                                  | 68.1                     | 65.5             | 64.0                | 81.2           | 80.3             | 80.0                | Low                | Maintained             | Issue      |
|   |                             | Citizenship                                       | 66.6                     | 60.3             | 60.1                | 83.4           | 83.4             | 82.6                | Low                | Improved               | Acceptable |
| Parental Involvement  | Issue                       | Parental Involvement                              | 71.0                     | 66.2             | 71.4                | 80.6           | 80.3             | 80.0                | Low                | Maintained             | Issue      |
| Continuous Improvement  | Concern                     | School Improvement                                | 62.6                     | 60.6             | 61.3                | 79.8           | 80.6             | 80.2                | Very Low           | Maintained             | Concern    |

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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
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, Social Studies 30-1, Social Studies 30-2.
3. 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.
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 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.
6. Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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 - 66.22  | 66.22 - 72.00 | 72.00 - 81.95 | 81.95 - 85.72 | 85.72 - 100.00 |
| PAT: Excellence                                   | 0.00 - 10.93  | 10.93 - 14.38 | 14.38 - 20.26 | 20.26 - 26.17 | 26.17 - 100.00 |
| Diploma: Acceptable                               | 0.00 - 72.08  | 72.08 - 78.77 | 78.77 - 85.43 | 85.43 - 89.96 | 89.96 - 100.00 |
| Diploma: Excellence                               | 0.00 - 7.77   | 7.77 - 11.90  | 11.90 - 18.63 | 18.63 - 22.99 | 22.99 - 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)

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**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**

## Goal Two: Success for Every Student

*Outcome: Students achieve student learning outcomes.*

| Performance Measure   | Results (in percentages) |      |      |      |      | Target | Evaluation  |             |         | Targets |      |      |
|---|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
|   | 2010                     | 2011 | 2012 | 2013 | 2014 | 2014   | Achievement | Improvement | Overall | 2015    | 2016 | 2017 |
| Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).    | 83.1                     | 78.7 | 87.5 | 85.6 | 89.0 | 89     | High        | Improved    | Good    | 89      | 90   | 91   |
| Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results). | 15.1                     | 13.7 | 14.8 | 18.7 | 18.7 | 18.7   | High        | Maintained  | Good    | 18.7    | 19.0 | 19.0 |

| Performance Measure   | Results (in percentages) |      |      |      |      | Target | Evaluation  |                        |           | Targets |      |      |
|---|--------------------------|------|------|------|------|--------|-------------|------------------------|-----------|---------|------|------|
|   | 2009                     | 2010 | 2011 | 2012 | 2013 | 2014   | Achievement | Improvement            | Overall   | 2015    | 2016 | 2017 |
| High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10. | 73.0                     | 69.0 | 80.1 | 72.9 | 79.9 | 80     | High        | Improved               | Good      | 81      | 81   | 82   |
| Drop Out Rate - annual dropout rate of students aged 14 to 18   | 6.8                      | 5.9  | 4.3  | 4.7  | 1.5  | 2      | Very High   | Improved Significantly | Excellent | 1.8     | 1.7  | 1.6  |
| High school to post-secondary transition rate of students within six years of entering Grade 10.                        | 50.3                     | 51.5 | 52.7 | 52.0 | 38.8 | 50     | Very Low    | Declined Significantly | Concern   | 51      | 52   | 53   |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship.  | 54.0                     | 48.5 | 52.9 | 55.0 | 48.2 | 50     | Low         | Maintained             | Issue     | 51      | 51.5 | 52   |
| Percentage of students writing four or more diploma exams within three years of entering Grade 10.                      | 44.5                     | 38.5 | 48.3 | 34.1 | 38.5 | 40     | Low         | Maintained             | Issue     | 42      | 44   | 45   |

### Comment on Results

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

### Strategies

- Focus on Inspiring Education/Ministerial Order purposes – each class/teacher develop one unit based upon I.E/M.O. for implementation in semester 2.
- Focus on review of outcomes for each curriculum and application of these to PAT achievement and student development.
- Collaborate with grade 8 teachers to facilitate development of outcomes year to year.
- Career Planning – grade 9's focused development of career plans: My Blueprint, Career Plans, Self-discovery – built into Health programming.
- As part of HS Redesign, restructure all of the Career Planning HS programs within the school, basing them upon a teacher advisor, relationship building format.

### 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, Social Studies 30-1, Social Studies 30-2.
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. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
4. 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 |      |      |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
|  | 2010                     | 2011 | 2012 | 2013 | 2014 | 2014   | Achievement | Improvement | Overall | 2015    | 2016 | 2017 |
| Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).    | 69.7                     | 70.5 | 64.5 | 49.9 | 59.5 | 60     | Very Low    | Maintained  | Concern | 63      | 65   | 67   |
| Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 13.6                     | 10.6 | 9.5  | 8.5  | 7.1  | 10     | Very Low    | Maintained  | Concern | 11      | 12   | 13   |

**Comment on Results**

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

One of the areas of greatest concern. By the time we get the students to Grade 12, they have made up the difference, but we cannot seem to change habits and learning quickly enough in grade 9.

**Strategies**

–Focus on Inspiring Education/Ministerial Order purposes – each class/teacher develop one unit based upon I.E/M.O. for implementation in semester 2.

-Focus on review of outcomes for each curriculum and application of these to PAT achievement and student development.

-Collaborate with grade 8 teachers to facilitate development of outcomes year to year.

- As part of HS Redesign, restructure all of the Career Planning programs within the school, basing them upon a teacher advisor, relationship building format.

-Focus on relationship building within the classroom and within the school.

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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
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 |      |      |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|------------|---------|------|------|
|  | 2010                     | 2011 | 2012 | 2013 | 2014 | 2014   | Achievement | Improvement | Overall    | 2015    | 2016 | 2017 |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.                                  | 71.8                     | 63.5 | 56.6 | 60.3 | 66.6 | 67     | Low         | Improved    | Acceptable | 68      | 69   | 70   |
| 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. | 82.9                     | 66.2 | 60.4 | 65.5 | 68.1 | 68     | Low         | Maintained  | Issue      | 68.5    | 69   | 69.5 |

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| <p><b>Comment on Results</b><br/> <i>(an assessment of progress toward achieving the target)</i></p>  |
| <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>- <b>Focus on Relationships and building those within the school – teacher to teacher, teacher to student, student to teacher and student to student. Use of Neufeld material.</b></li> <li>- <b>Career Planning – see above.</b></li> <li>- <b>Involve students in the process of decision making within the school. Use a wide variety of students on these committees.</b></li> <li>-</li> </ul> |

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).  
 Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

**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<br>2014 | Evaluation  |             |         | Targets |      |      |
|---|--------------------------|------|------|------|------|----------------|-------------|-------------|---------|---------|------|------|
|   | 2010                     | 2011 | 2012 | 2013 | 2014 |                | Achievement | Improvement | Overall | 2015    | 2016 | 2017 |
| Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).    | 57.4                     | 47.4 | 47.2 | 36.4 | 38.8 | 40             | Very Low    | Maintained  | Concern | 42      | 44   | 46   |
| Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 19.1                     | 5.3  | 8.3  | 2.3  | 2.0  | 3              | Very Low    | Maintained  | Concern | 4       | 5    | 6    |
| Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).                                     | 81.0                     | *    | *    | 85.2 | 76.5 | 80             | Low         | Maintained  | Issue   | 81      | 82   | 83   |
| Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).                                  | 9.5                      | *    | *    | 7.4  | 11.8 | 8              | Low         | Maintained  | Issue   | 8       | 9    | 10   |

| Performance Measure  | Results (in percentages) |      |      |      |      | Target<br>2014 | Evaluation  |             |         | Targets |      |      |
|--|--------------------------|------|------|------|------|----------------|-------------|-------------|---------|---------|------|------|
|  | 2009                     | 2010 | 2011 | 2012 | 2013 |                | Achievement | Improvement | Overall | 2015    | 2016 | 2017 |
| High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10. | 46.3                     | 54.7 | 41.0 | 70.1 | 75.5 | 75             | High        | Maintained  | Good    | 76      | 77   | 78   |
| Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18   | 4.6                      | 21.9 | 9.2  | 6.2  | 7.1  | 7              | Low         | Maintained  | Issue   | 6       | 5    | 4    |
| High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.                        | *                        | *    | *    | 27.9 | 38.6 | 40             | Very Low    | Maintained  | Concern | 42      | 44   | 46   |
| Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.  | 30.0                     | 40.0 | *    | *    | 33.3 | 40             | Very Low    | Maintained  | Concern | 40      | 40   | 40   |
| Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.                      | 18.5                     | 15.6 | 13.7 | 28.0 | 25.2 | 30             | Very Low    | Maintained  | Concern | 36      | 37   | 38   |

**Comment on Results**

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

FNMI tracking and progress is an area of growth within our school and needs to be focused on.



**Strategies**

- FNMI students will have an opportunity to work towards an aboriginal certificate (in development).
- They presently have a teacher who advocates for them

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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
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, Social Studies 30-1, Social Studies 30-2.
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. 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 |      |      |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
|  | 2010                     | 2011 | 2012 | 2013 | 2014 | 2014   | Achievement | Improvement | Overall | 2015    | 2016 | 2017 |
| 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. | 78.8                     | 74.2 | 69.2 | 75.7 | 70.6 | 71     | Low         | Maintained  | Issue   | 73      | 74   | 75   |

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| <p><b>Comment on Results</b><br/> <i>(an assessment of progress toward achieving the target)</i></p> <ul style="list-style-type: none"> <li>Presently a broad program of studies exists. Communication and perception are an issue</li> </ul> |
| <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Communication with parents and community must improve. Use of newsletters, web page and parent nights will improve communication</li> </ul>                                   |

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).  
 Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

## Goal Four: Engaged and effective governance

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

| Performance Measure  | Results (in percentages) |      |      |      |      | Target | Evaluation  |             |         | Targets |      |      |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
|  | 2010                     | 2011 | 2012 | 2013 | 2014 | 2014   | Achievement | Improvement | Overall | 2015    | 2016 | 2017 |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | 79.8                     | 76.2 | 71.6 | 66.2 | 71.0 | 72     | Low         | Maintained  | Issue   | 73      | 74   | 75   |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education.                | 85.5                     | 78.8 | 77.0 | 74.2 | 76.6 | 77     | Very Low    | Maintained  | Concern | 78      | 79   | 80   |

### Comment on Results

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

We now have a functioning School Council.

### Strategies

- Continue to use School Council as a council based system.
- Introduce Parent nights each month focused on issues of importance to the school community
- Continue work on developing relationships with the parent community.

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

Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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

| Performance Measure  | Results (in percentages) |      |      |      |      | Target | Evaluation   |                        |         | Targets |      |      |
|--|--------------------------|------|------|------|------|--------|--------------|------------------------|---------|---------|------|------|
|  | 2010                     | 2011 | 2012 | 2013 | 2014 | 2014   | Achievement  | Improvement            | Overall | 2015    | 2016 | 2017 |
| Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. | 83.8                     | 78.5 | 71.4 | 74.8 | 82.8 | 82     | Intermediate | Improved Significantly | Good    | 82.5    | 83   | 83.5 |
| 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.   | 79.7                     | 65.1 | 58.1 | 60.6 | 62.6 | 63     | Very Low     | Maintained             | Concern | 64      | 65   | 66   |

|   |
|---|
| <p><b>Comment on Results</b><br/><i>(an assessment of progress toward achieving the target)</i></p> <ul style="list-style-type: none"> <li>- Continue conversations with students in classes each month. These have helped to open communication with students and admin.</li> <li>- Parents are waiting to see improvement, but are supportive.</li> </ul>   |
| <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>- Increased focus on relationship building – Neufeld – and a focus on learning (see student achievement).</li> <li>- Increase in both student learning and student achievement statistics.</li> <li>- <b><i>Focus on HS redesign and project based learning. Restructuring to support relationship building and student support.</i></b></li> </ul> |

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).  
Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

### **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**

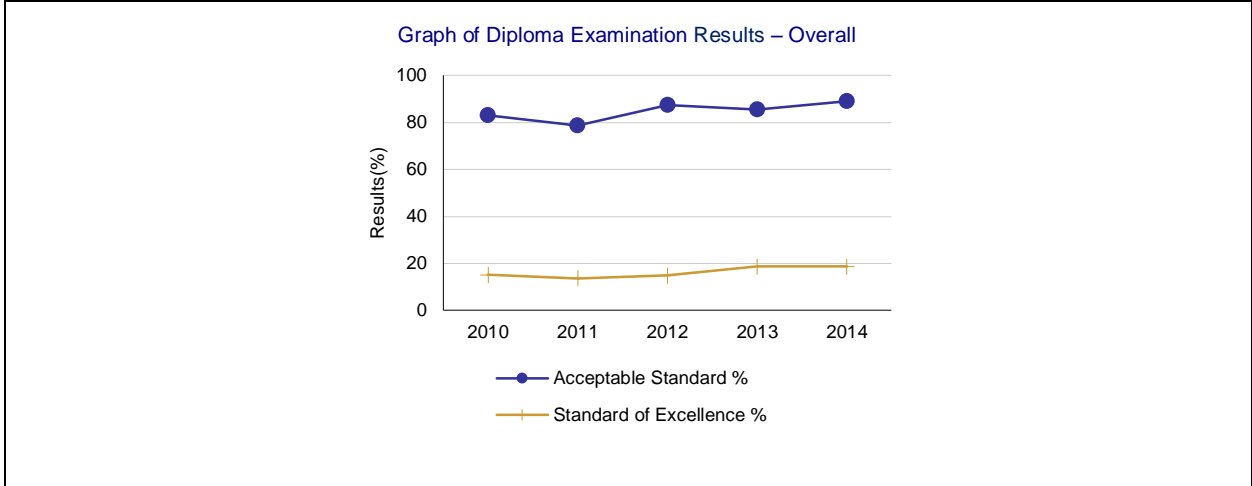
| Diploma Exam Course by Course Results by Students Writing. |           |                          |      |      |      |      |      |      |      |      |      |        |   |
|--|-----------|--------------------------|------|------|------|------|------|------|------|------|------|--------|---|
|  |           | Results (in percentages) |      |      |      |      |      |      |      |      |      | Target |   |
|  |           | 2010                     |      | 2011 |      | 2012 |      | 2013 |      | 2014 |      | 2014   |   |
|  |           | A                        | E    | A    | E    | A    | E    | A    | E    | A    | E    | A      | E |
| English Lang Arts 30-1                                     | School    | 81.8                     | 7.6  | 90.9 | 11.7 | 85.5 | 9.1  | 84.4 | 9.4  | 94.8 | 6.9  |        |   |
|  | Authority | 85.3                     | 5.5  | 84.1 | 9.3  | 83.5 | 6.8  | 82.3 | 7.7  | 91.0 | 6.8  |        |   |
|  | Province  | 85.1                     | 10.1 | 84.4 | 10.1 | 86.0 | 11.3 | 85.7 | 10.4 | 87.1 | 11.7 |        |   |
| English Lang Arts 30-2                                     | School    | 92.5                     | 9.4  | 83.6 | 1.6  | 95.9 | 12.2 | 87.8 | 10.2 | 94.0 | 16.0 |        |   |
|  | Authority | 91.0                     | 8.0  | 87.3 | 5.5  | 91.6 | 9.1  | 87.8 | 5.8  | 94.7 | 7.6  |        |   |
|  | Province  | 88.8                     | 9.8  | 88.6 | 9.1  | 89.5 | 10.7 | 89.3 | 11.0 | 89.7 | 13.1 |        |   |
| 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  | 93.7                     | 16.3 | 95.3 | 14.3 | 95.5 | 13.4 | 95.3 | 12.5 | 96.5 | 14.5 |        |   |
| 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  | 94.2                     | 15.6 | 93.8 | 20.1 | 96.5 | 19.0 | 96.7 | 18.3 | 99.3 | 29.2 |        |   |
| Pure Mathematics 30  | School    | 77.5                     | 12.5 | 68.0 | 20.0 | 79.5 | 28.2 | n/a  | n/a  | n/a  | n/a  |        |   |
|  | Authority | 78.5                     | 12.1 | 73.1 | 18.7 | 74.4 | 28.1 | n/a  | n/a  | n/a  | n/a  |        |   |
|  | Province  | 82.9                     | 29.7 | 81.0 | 28.7 | 81.8 | 27.1 | 61.6 | 12.1 | n/a  | n/a  |        |   |
| Applied Mathematics 30                                     | School    | 74.2                     | 3.2  | 75.0 | 5.8  | 53.8 | 3.8  | n/a  | n/a  | n/a  | n/a  |        |   |
|  | Authority | 76.1                     | 11.0 | 71.2 | 2.6  | 65.5 | 8.0  | n/a  | n/a  | n/a  | n/a  |        |   |
|  | Province  | 77.3                     | 12.6 | 74.3 | 9.8  | 75.6 | 10.3 | 72.0 | 20.0 | n/a  | n/a  |        |   |
| Mathematics 30-1   | School    | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | 90.0 | 33.3 | 59.4 | 28.1 |        |   |
|  | Authority | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | 74.0 | 18.0 | 58.6 | 23.0 |        |   |
|  | Province  | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | 80.4 | 35.4 | 74.6 | 27.2 |        |   |
| Mathematics 30-2   | School    | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | 67.9 | 10.7 | 57.6 | 9.1  |        |   |
|  | Authority | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | 64.7 | 9.4  | 57.8 | 12.7 |        |   |
|  | Province  | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | 68.9 | 9.6  | 71.3 | 15.0 |        |   |
| Social Studies 30  | 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  | 67.8                     | 10.4 | 69.7 | 12.1 | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  |        |   |
| Social Studies 30-1  | School    | 86.5                     | 8.1  | 78.7 | 13.1 | 97.3 | 8.1  | 94.7 | 23.7 | 92.7 | 17.1 |        |   |
|  | Authority | 83.9                     | 9.5  | 74.0 | 8.3  | 78.0 | 9.4  | 85.3 | 8.5  | 78.6 | 7.8  |        |   |
|  | Province  | 84.5                     | 16.1 | 82.8 | 14.9 | 86.2 | 16.7 | 85.3 | 15.2 | 85.5 | 14.2 |        |   |
| Social Studies 33  | School    | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  |        |   |
|  | Authority | 76.9                     | 7.7  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  |        |   |
|  | Province  | 76.4                     | 11.5 | 69.0 | 21.4 | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  |        |   |
| Social Studies 30-2  | School    | 83.3                     | 13.9 | 86.7 | 15.0 | 93.1 | 15.5 | 91.2 | 14.7 | 89.2 | 12.3 |        |   |
|  | Authority | 81.7                     | 10.9 | 81.5 | 11.2 | 84.7 | 10.2 | 81.4 | 8.1  | 81.7 | 5.4  |        |   |
|  | Province  | 85.0                     | 13.7 | 85.6 | 15.9 | 83.0 | 13.7 | 82.1 | 13.8 | 83.9 | 14.8 |        |   |
| Biology 30   | School    | 78.8                     | 19.2 | 75.0 | 22.2 | 71.4 | 14.3 | 80.0 | 20.0 | 91.5 | 36.2 |        |   |
|  | Authority | 79.4                     | 22.5 | 80.3 | 27.2 | 73.8 | 24.8 | 84.4 | 27.2 | 80.3 | 27.2 |        |   |
|  | Province  | 81.4                     | 28.1 | 81.9 | 29.8 | 81.8 | 28.1 | 84.3 | 32.1 | 85.2 | 31.7 |        |   |
| 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  | n/a  | n/a  |        |   |
|  | Province  | 87.5                     | 37.5 | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  |        |   |
| Chemistry 30   | School    | 85.1                     | 36.2 | 50.0 | 17.4 | 91.4 | 40.0 | 84.8 | 28.3 | 75.6 | 29.3 |        |   |
|  | Authority | 80.9                     | 27.0 | 63.4 | 20.1 | 80.2 | 35.5 | 83.5 | 24.3 | 79.1 | 35.5 |        |   |
|  | Province  | 79.0                     | 29.9 | 75.1 | 27.7 | 76.7 | 28.4 | 78.6 | 31.6 | 81.3 | 35.0 |        |   |
| 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  | n/a  | n/a  |        |   |
|  | Province  | 75.0                     | 25.0 | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  |        |   |

|            |           |      |      |      |      |      |      |      |      |      |      |  |  |
|------------|-----------|------|------|------|------|------|------|------|------|------|------|--|--|
| Physics 30 | School    | 58.8 | 11.8 | 74.2 | 16.1 | 66.7 | 4.8  | 72.7 | 36.4 | 75.0 | 20.8 |  |  |
|            | Authority | 72.5 | 11.3 | 64.6 | 12.2 | 69.1 | 20.6 | 65.8 | 26.0 | 74.3 | 25.7 |  |  |
|            | Province  | 73.9 | 20.3 | 76.7 | 27.7 | 81.0 | 30.3 | 81.1 | 30.3 | 83.0 | 34.1 |  |  |
| Science 30 | School    | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  |  |  |
|            | Authority | 60.0 | 26.7 | 61.7 | 2.1  | 66.7 | 16.7 | 68.8 | 28.1 | 53.6 | 3.6  |  |  |
|            | Province  | 80.1 | 22.8 | 80.4 | 21.0 | 79.8 | 22.0 | 84.1 | 25.8 | 85.1 | 25.5 |  |  |

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

| <p style="text-align: center;"><b>English Lang Arts 30-1</b></p> <table border="1"> <caption>English Lang Arts 30-1 Results</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>82</td> <td>8</td> </tr> <tr> <td>2011</td> <td>90</td> <td>12</td> </tr> <tr> <td>2012</td> <td>85</td> <td>10</td> </tr> <tr> <td>2013</td> <td>84</td> <td>10</td> </tr> <tr> <td>2014</td> <td>95</td> <td>8</td> </tr> </tbody> </table> | Year  | Acceptable Standard %    | Standard of Excellence % | 2010                     | 82   | 8 | 2011 | 90   | 12 | 2012 | 85   | 10 | 2013 | 84   | 10 | 2014 | 95   | 8  | <p style="text-align: center;"><b>English Lang Arts 30-2</b></p> <table border="1"> <caption>English Lang Arts 30-2 Results</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>92</td> <td>10</td> </tr> <tr> <td>2011</td> <td>83</td> <td>2</td> </tr> <tr> <td>2012</td> <td>95</td> <td>12</td> </tr> <tr> <td>2013</td> <td>88</td> <td>10</td> </tr> <tr> <td>2014</td> <td>94</td> <td>15</td> </tr> </tbody> </table> | Year | Acceptable Standard % | Standard of Excellence % | 2010 | 92 | 10 | 2011 | 83 | 2 | 2012 | 95 | 12 | 2013 | 88 | 10 | 2014 | 94 | 15 |
|---|---|--------------------------|--------------------------|--------------------------|------|---|------|------|----|------|------|----|------|------|----|------|------|----|--|------|-----------------------|--------------------------|------|----|----|------|----|---|------|----|----|------|----|----|------|----|----|
| Year  | Acceptable Standard %   | Standard of Excellence % |                          |                          |      |   |      |      |    |      |      |    |      |      |    |      |      |    |  |      |                       |                          |      |    |    |      |    |   |      |    |    |      |    |    |      |    |    |
| 2010  | 82  | 8                        |                          |                          |      |   |      |      |    |      |      |    |      |      |    |      |      |    |  |      |                       |                          |      |    |    |      |    |   |      |    |    |      |    |    |      |    |    |
| 2011  | 90  | 12                       |                          |                          |      |   |      |      |    |      |      |    |      |      |    |      |      |    |  |      |                       |                          |      |    |    |      |    |   |      |    |    |      |    |    |      |    |    |
| 2012  | 85  | 10                       |                          |                          |      |   |      |      |    |      |      |    |      |      |    |      |      |    |  |      |                       |                          |      |    |    |      |    |   |      |    |    |      |    |    |      |    |    |
| 2013  | 84  | 10                       |                          |                          |      |   |      |      |    |      |      |    |      |      |    |      |      |    |  |      |                       |                          |      |    |    |      |    |   |      |    |    |      |    |    |      |    |    |
| 2014  | 95  | 8                        |                          |                          |      |   |      |      |    |      |      |    |      |      |    |      |      |    |  |      |                       |                          |      |    |    |      |    |   |      |    |    |      |    |    |      |    |    |
| Year  | Acceptable Standard %   | Standard of Excellence % |                          |                          |      |   |      |      |    |      |      |    |      |      |    |      |      |    |  |      |                       |                          |      |    |    |      |    |   |      |    |    |      |    |    |      |    |    |
| 2010  | 92  | 10                       |                          |                          |      |   |      |      |    |      |      |    |      |      |    |      |      |    |  |      |                       |                          |      |    |    |      |    |   |      |    |    |      |    |    |      |    |    |
| 2011  | 83  | 2                        |                          |                          |      |   |      |      |    |      |      |    |      |      |    |      |      |    |  |      |                       |                          |      |    |    |      |    |   |      |    |    |      |    |    |      |    |    |
| 2012  | 95  | 12                       |                          |                          |      |   |      |      |    |      |      |    |      |      |    |      |      |    |  |      |                       |                          |      |    |    |      |    |   |      |    |    |      |    |    |      |    |    |
| 2013  | 88  | 10                       |                          |                          |      |   |      |      |    |      |      |    |      |      |    |      |      |    |  |      |                       |                          |      |    |    |      |    |   |      |    |    |      |    |    |      |    |    |
| 2014  | 94  | 15                       |                          |                          |      |   |      |      |    |      |      |    |      |      |    |      |      |    |  |      |                       |                          |      |    |    |      |    |   |      |    |    |      |    |    |      |    |    |
| <p style="text-align: center;">[No Data for French Lang Arts 30-1]</p>  | <p style="text-align: center;">[No Data for Français 30]</p>  |                          |                          |                          |      |   |      |      |    |      |      |    |      |      |    |      |      |    |  |      |                       |                          |      |    |    |      |    |   |      |    |    |      |    |    |      |    |    |
| <p style="text-align: center;">[No Data for Pure Mathematics 30]</p>  | <p style="text-align: center;"><b>Mathematics 30-1</b></p> <table border="1"> <caption>Mathematics 30-1 Results</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>-</td> <td>-</td> </tr> <tr> <td>2011</td> <td>-</td> <td>-</td> </tr> <tr> <td>2012</td> <td>-</td> <td>-</td> </tr> <tr> <td>2013</td> <td>90</td> <td>32</td> </tr> <tr> <td>2014</td> <td>60</td> <td>28</td> </tr> </tbody> </table> | Year                     | Acceptable Standard %    | Standard of Excellence % | 2010 | - | -    | 2011 | -  | -    | 2012 | -  | -    | 2013 | 90 | 32   | 2014 | 60 | 28   |      |                       |                          |      |    |    |      |    |   |      |    |    |      |    |    |      |    |    |
| Year  | Acceptable Standard %   | Standard of Excellence % |                          |                          |      |   |      |      |    |      |      |    |      |      |    |      |      |    |  |      |                       |                          |      |    |    |      |    |   |      |    |    |      |    |    |      |    |    |
| 2010  | -   | -                        |                          |                          |      |   |      |      |    |      |      |    |      |      |    |      |      |    |  |      |                       |                          |      |    |    |      |    |   |      |    |    |      |    |    |      |    |    |
| 2011  | -   | -                        |                          |                          |      |   |      |      |    |      |      |    |      |      |    |      |      |    |  |      |                       |                          |      |    |    |      |    |   |      |    |    |      |    |    |      |    |    |
| 2012  | -   | -                        |                          |                          |      |   |      |      |    |      |      |    |      |      |    |      |      |    |  |      |                       |                          |      |    |    |      |    |   |      |    |    |      |    |    |      |    |    |
| 2013  | 90  | 32                       |                          |                          |      |   |      |      |    |      |      |    |      |      |    |      |      |    |  |      |                       |                          |      |    |    |      |    |   |      |    |    |      |    |    |      |    |    |
| 2014  | 60  | 28                       |                          |                          |      |   |      |      |    |      |      |    |      |      |    |      |      |    |  |      |                       |                          |      |    |    |      |    |   |      |    |    |      |    |    |      |    |    |

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>[No Data for Applied Mathematics 30]</p> | <p style="text-align: center;"><b>Mathematics 30-2</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td></td> <td></td> </tr> <tr> <td>2011</td> <td></td> <td></td> </tr> <tr> <td>2012</td> <td></td> <td></td> </tr> <tr> <td>2013</td> <td>68</td> <td>10</td> </tr> <tr> <td>2014</td> <td>58</td> <td>8</td> </tr> </tbody> </table>                 | Year                     | Acceptable Standard % | Standard of Excellence % | 2010 |    |    | 2011 |    |    | 2012 |    |    | 2013 | 68 | 10 | 2014 | 58 | 8  |
|---|--|--------------------------|-----------------------|--------------------------|------|----|----|------|----|----|------|----|----|------|----|----|------|----|----|
| Year  | Acceptable Standard %  | Standard of Excellence % |                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |
| 2010  |  |                          |                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |
| 2011  |  |                          |                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |
| 2012  |  |                          |                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |
| 2013  | 68   | 10                       |                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |
| 2014  | 58   | 8                        |                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |
| <p>[No Data for Social Studies 30]</p>      | <p style="text-align: center;"><b>Social Studies 30-1</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>86</td> <td>8</td> </tr> <tr> <td>2011</td> <td>79</td> <td>12</td> </tr> <tr> <td>2012</td> <td>96</td> <td>8</td> </tr> <tr> <td>2013</td> <td>94</td> <td>24</td> </tr> <tr> <td>2014</td> <td>92</td> <td>16</td> </tr> </tbody> </table>   | Year                     | Acceptable Standard % | Standard of Excellence % | 2010 | 86 | 8  | 2011 | 79 | 12 | 2012 | 96 | 8  | 2013 | 94 | 24 | 2014 | 92 | 16 |
| Year  | Acceptable Standard %  | Standard of Excellence % |                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |
| 2010  | 86   | 8                        |                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |
| 2011  | 79   | 12                       |                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |
| 2012  | 96   | 8                        |                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |
| 2013  | 94   | 24                       |                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |
| 2014  | 92   | 16                       |                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |
| <p>[No Data for Social Studies 33]</p>      | <p style="text-align: center;"><b>Social Studies 30-2</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>83</td> <td>14</td> </tr> <tr> <td>2011</td> <td>86</td> <td>15</td> </tr> <tr> <td>2012</td> <td>92</td> <td>16</td> </tr> <tr> <td>2013</td> <td>90</td> <td>14</td> </tr> <tr> <td>2014</td> <td>88</td> <td>12</td> </tr> </tbody> </table> | Year                     | Acceptable Standard % | Standard of Excellence % | 2010 | 83 | 14 | 2011 | 86 | 15 | 2012 | 92 | 16 | 2013 | 90 | 14 | 2014 | 88 | 12 |
| Year  | Acceptable Standard %  | Standard of Excellence % |                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |
| 2010  | 83   | 14                       |                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |
| 2011  | 86   | 15                       |                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |
| 2012  | 92   | 16                       |                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |
| 2013  | 90   | 14                       |                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |
| 2014  | 88   | 12                       |                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |

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> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>80</td> <td>20</td> </tr> <tr> <td>2011</td> <td>75</td> <td>22</td> </tr> <tr> <td>2012</td> <td>72</td> <td>15</td> </tr> <tr> <td>2013</td> <td>80</td> <td>20</td> </tr> <tr> <td>2014</td> <td>92</td> <td>38</td> </tr> </tbody> </table>   | Year                  | Acceptable Standard %    | Standard of Excellence % | 2010 | 80 | 20 | 2011 | 75 | 22 | 2012 | 72 | 15 | 2013 | 80 | 20 | 2014 | 92 | 38 | <p>[No Data for Chemistry 30 Old]</p> |
|---|-----------------------|--------------------------|--------------------------|------|----|----|------|----|----|------|----|----|------|----|----|------|----|----|---------------------------------------|
| Year  | Acceptable Standard % | Standard of Excellence % |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |                                       |
| 2010  | 80                    | 20                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |                                       |
| 2011  | 75                    | 22                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |                                       |
| 2012  | 72                    | 15                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |                                       |
| 2013  | 80                    | 20                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |                                       |
| 2014  | 92                    | 38                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |                                       |
| <p style="text-align: center;"><b>Chemistry 30</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>85</td> <td>38</td> </tr> <tr> <td>2011</td> <td>50</td> <td>18</td> </tr> <tr> <td>2012</td> <td>92</td> <td>40</td> </tr> <tr> <td>2013</td> <td>85</td> <td>28</td> </tr> <tr> <td>2014</td> <td>75</td> <td>30</td> </tr> </tbody> </table> | Year                  | Acceptable Standard %    | Standard of Excellence % | 2010 | 85 | 38 | 2011 | 50 | 18 | 2012 | 92 | 40 | 2013 | 85 | 28 | 2014 | 75 | 30 | <p>[No Data for Physics 30 Old]</p>   |
| Year  | Acceptable Standard % | Standard of Excellence % |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |                                       |
| 2010  | 85                    | 38                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |                                       |
| 2011  | 50                    | 18                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |                                       |
| 2012  | 92                    | 40                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |                                       |
| 2013  | 85                    | 28                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |                                       |
| 2014  | 75                    | 30                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |                                       |
| <p style="text-align: center;"><b>Physics 30</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>60</td> <td>12</td> </tr> <tr> <td>2011</td> <td>75</td> <td>18</td> </tr> <tr> <td>2012</td> <td>68</td> <td>5</td> </tr> <tr> <td>2013</td> <td>75</td> <td>38</td> </tr> <tr> <td>2014</td> <td>78</td> <td>20</td> </tr> </tbody> </table>    | Year                  | Acceptable Standard %    | Standard of Excellence % | 2010 | 60 | 12 | 2011 | 75 | 18 | 2012 | 68 | 5  | 2013 | 75 | 38 | 2014 | 78 | 20 | <p>[No Data for Science 30]</p>       |
| Year  | Acceptable Standard % | Standard of Excellence % |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |                                       |
| 2010  | 60                    | 12                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |                                       |
| 2011  | 75                    | 18                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |                                       |
| 2012  | 68                    | 5                        |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |                                       |
| 2013  | 75                    | 38                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |                                       |
| 2014  | 78                    | 20                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |                                       |

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                | West Central High School |                        |            |      |      |               |      |        | Alberta |               |      |  |
|------------------------|------------------------|--------------------------|------------------------|------------|------|------|---------------|------|--------|---------|---------------|------|--|
|                        |                        | Achievement              | Improvement            | Overall    | 2014 |      | Prev 3 Yr Avg |      | 2014   |         | Prev 3 Yr Avg |      |  |
|                        |                        |                          |                        |            | N    | %    | N             | %    | N      | %       | N             | %    |  |
| English Lang Arts 30-1 | Acceptable Standard    | Intermediate             | Improved               | Good       | 58   | 94.8 | 65            | 86.9 | 28,671 | 87.1    | 29,063        | 85.4 |  |
|                        | Standard of Excellence | Low                      | Maintained             | Issue      | 58   | 6.9  | 65            | 10.1 | 28,671 | 11.7    | 29,063        | 10.6 |  |
| English Lang Arts 30-2 | Acceptable Standard    | High                     | Maintained             | Good       | 50   | 94.0 | 53            | 89.1 | 15,887 | 89.7    | 14,790        | 89.1 |  |
|                        | Standard of Excellence | Very High                | Improved               | Excellent  | 50   | 16.0 | 53            | 8.0  | 15,887 | 13.1    | 14,790        | 10.2 |  |
| French Lang Arts 30-1  | Acceptable Standard    | n/a                      | n/a                    | n/a        | n/a  | n/a  | n/a           | n/a  | 1,210  | 96.5    | 1,243         | 95.4 |  |
|                        | Standard of Excellence | n/a                      | n/a                    | n/a        | n/a  | n/a  | n/a           | n/a  | 1,210  | 14.5    | 1,243         | 13.4 |  |
| Français 30-1          | Acceptable Standard    | n/a                      | n/a                    | n/a        | n/a  | n/a  | n/a           | n/a  | 137    | 99.3    | 146           | 95.7 |  |
|                        | Standard of Excellence | n/a                      | n/a                    | n/a        | n/a  | n/a  | n/a           | n/a  | 137    | 29.2    | 146           | 19.2 |  |
| Pure Mathematics 30    | Acceptable Standard    | n/a                      | n/a                    | n/a        | n/a  | n/a  | 45            | 73.7 | n/a    | n/a     | 14,941        | 74.8 |  |
|                        | Standard of Excellence | n/a                      | n/a                    | n/a        | n/a  | n/a  | 45            | 24.1 | n/a    | n/a     | 14,941        | 22.6 |  |
| Applied Mathematics 30 | Acceptable Standard    | n/a                      | n/a                    | n/a        | n/a  | n/a  | 39            | 64.4 | n/a    | n/a     | 6,941         | 74.0 |  |
|                        | Standard of Excellence | n/a                      | n/a                    | n/a        | n/a  | n/a  | 39            | 4.8  | n/a    | n/a     | 6,941         | 13.4 |  |
| Mathematics 30-1       | Acceptable Standard    | n/a                      | Declined Significantly | n/a        | 32   | 59.4 | 30            | 90.0 | 21,314 | 74.6    | 19,841        | 80.4 |  |
|                        | Standard of Excellence | n/a                      | Maintained             | n/a        | 32   | 28.1 | 30            | 33.3 | 21,314 | 27.2    | 19,841        | 35.4 |  |
| Mathematics 30-2       | Acceptable Standard    | n/a                      | Maintained             | n/a        | 33   | 57.6 | 28            | 67.9 | 11,934 | 71.3    | 9,646         | 68.9 |  |
|                        | Standard of Excellence | n/a                      | Maintained             | n/a        | 33   | 9.1  | 28            | 10.7 | 11,934 | 15.0    | 9,646         | 9.6  |  |
| Social Studies 30-1    | Acceptable Standard    | High                     | Maintained             | Good       | 41   | 92.7 | 45            | 90.2 | 21,992 | 85.5    | 23,164        | 84.8 |  |
|                        | Standard of Excellence | High                     | Maintained             | Good       | 41   | 17.1 | 45            | 15.0 | 21,992 | 14.2    | 23,164        | 15.6 |  |
| Social Studies 30-2    | Acceptable Standard    | High                     | Maintained             | Good       | 65   | 89.2 | 62            | 90.3 | 19,173 | 83.9    | 17,286        | 83.6 |  |
|                        | Standard of Excellence | Intermediate             | Maintained             | Acceptable | 65   | 12.3 | 62            | 15.1 | 19,173 | 14.8    | 17,286        | 14.5 |  |
| Biology 30             | Acceptable Standard    | Very High                | Improved Significantly | Excellent  | 47   | 91.5 | 55            | 75.5 | 21,656 | 85.2    | 22,802        | 82.7 |  |
|                        | Standard of Excellence | Very High                | Improved Significantly | Excellent  | 47   | 36.2 | 55            | 18.8 | 21,656 | 31.7    | 22,802        | 30.0 |  |
| Chemistry 30           | Acceptable Standard    | Intermediate             | Maintained             | Acceptable | 41   | 75.6 | 42            | 75.4 | 19,118 | 81.3    | 18,261        | 76.8 |  |
|                        | Standard of Excellence | High                     | Maintained             | Good       | 41   | 29.3 | 42            | 28.6 | 19,118 | 35.0    | 18,261        | 29.2 |  |
| Physics 30             | Acceptable Standard    | Intermediate             | Maintained             | Acceptable | 24   | 75.0 | 28            | 71.2 | 10,758 | 83.0    | 10,060        | 79.6 |  |
|                        | Standard of Excellence | Intermediate             | Maintained             | Acceptable | 24   | 20.8 | 28            | 19.1 | 10,758 | 34.1    | 10,060        | 29.4 |  |
| Science 30             | Acceptable Standard    | n/a                      | n/a                    | n/a        | n/a  | n/a  | n/a           | n/a  | 7,103  | 85.1    | 5,477         | 81.4 |  |
|                        | Standard of Excellence | n/a                      | n/a                    | n/a        | n/a  | n/a  | n/a           | n/a  | 7,103  | 25.5    | 5,477         | 22.9 |  |

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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 examinations.

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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 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

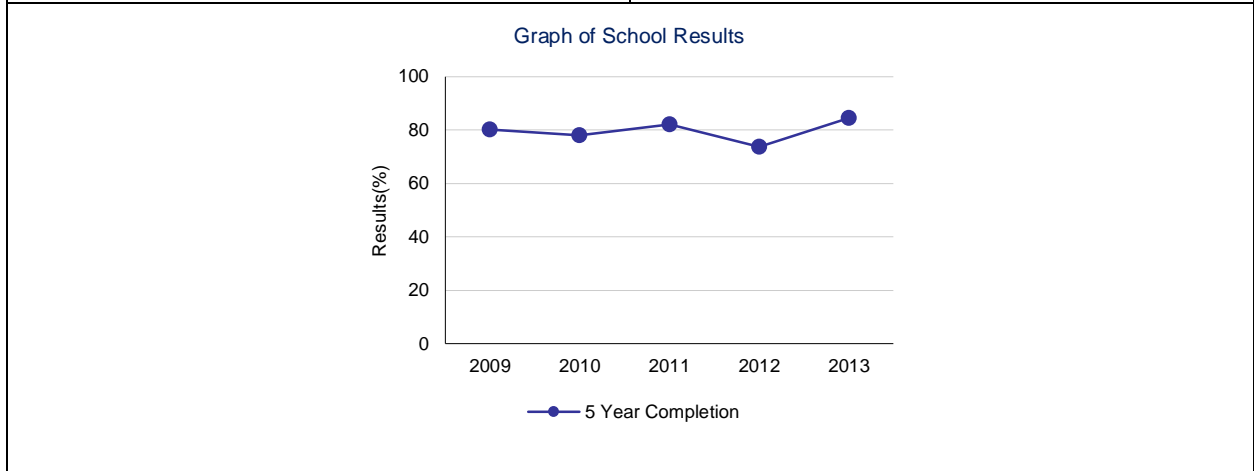
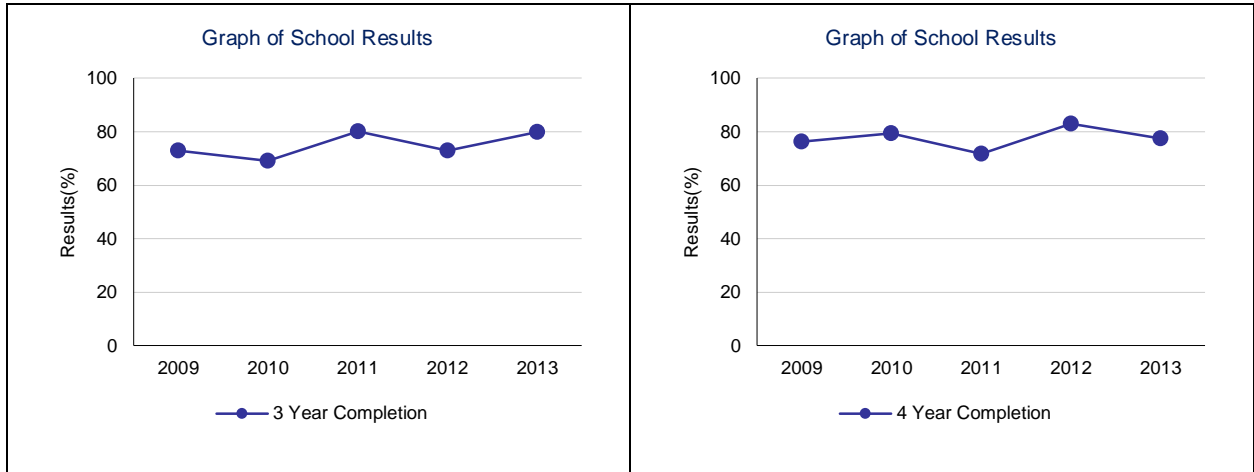
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

|                        | 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.

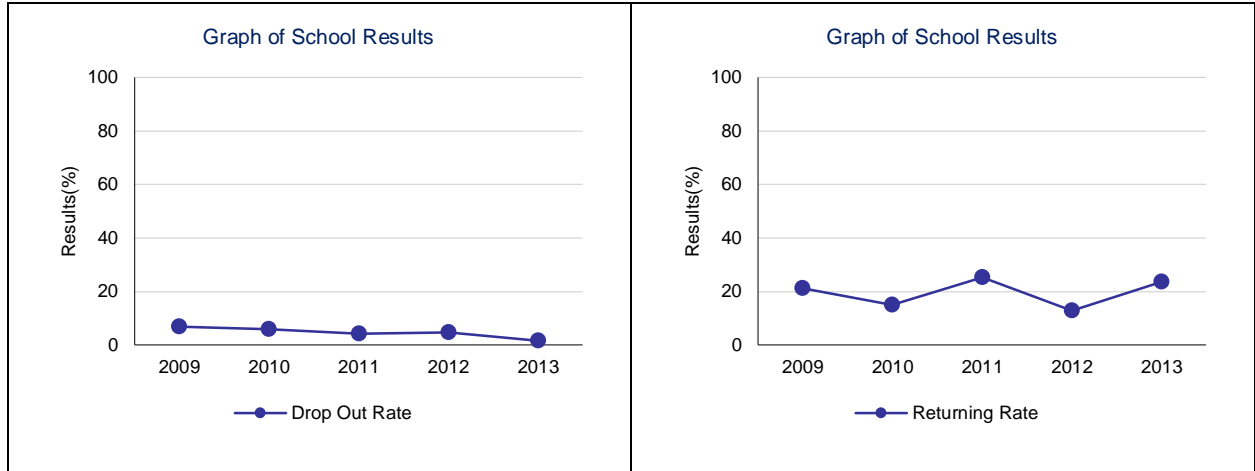
|                   | School |      |      |      |      | Authority |      |      |      |      | Province |      |      |      |      |
|-------------------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
|                   | 2009   | 2010 | 2011 | 2012 | 2013 | 2009      | 2010 | 2011 | 2012 | 2013 | 2009     | 2010 | 2011 | 2012 | 2013 |
| 3 Year Completion | 73.0   | 69.0 | 80.1 | 72.9 | 79.9 | 73.3      | 73.4 | 78.2 | 74.0 | 72.4 | 71.5     | 72.6 | 74.1 | 74.8 | 74.9 |
| 4 Year Completion | 76.4   | 79.4 | 71.7 | 82.9 | 77.6 | 75.2      | 77.8 | 75.4 | 81.8 | 77.8 | 76.1     | 76.9 | 78.1 | 79.4 | 79.6 |
| 5 Year Completion | 80.2   | 77.9 | 82.0 | 73.8 | 84.5 | 77.8      | 78.7 | 79.8 | 77.4 | 84.2 | 79.0     | 79.0 | 79.6 | 80.8 | 81.7 |



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 |      |      |      |      |
|   | 2009   | 2010 | 2011 | 2012 | 2013 | 2009      | 2010 | 2011 | 2012 | 2013 | 2009     | 2010 | 2011 | 2012 | 2013 |
| Drop Out Rate   | 6.8    | 5.9  | 4.3  | 4.7  | 1.5  | 6.0       | 5.8  | 3.9  | 5.0  | 3.3  | 4.3      | 4.2  | 3.2  | 3.5  | 3.3  |
| Returning Rate  | 21.3   | 15.0 | 25.2 | 12.8 | 23.7 | 17.6      | 19.2 | 13.2 | 15.5 | 16.3 | 23.5     | 27.9 | 23.4 | 23.0 | 21.1 |

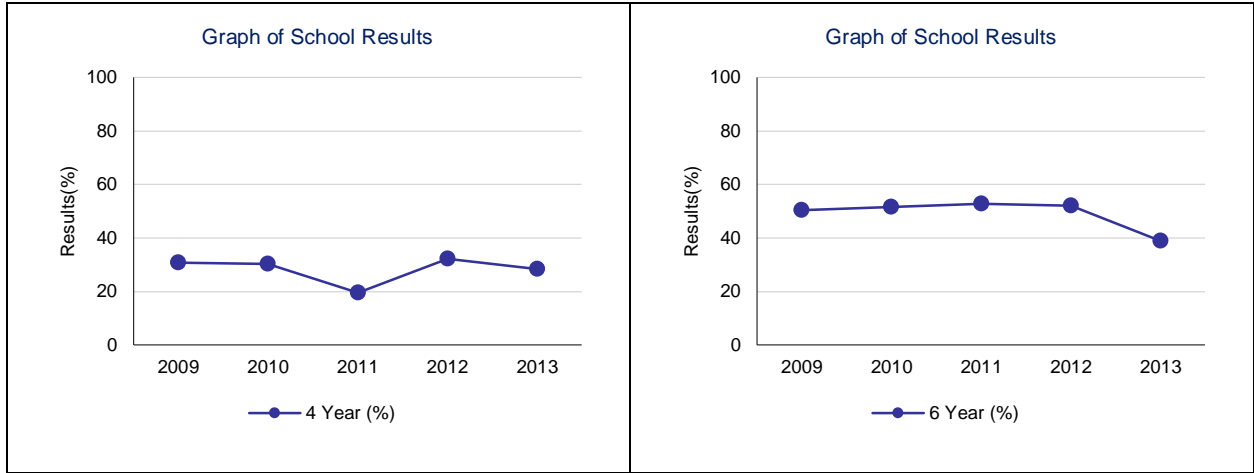


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**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 |      |      |      |      |
|-------------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
|             | 2009   | 2010 | 2011 | 2012 | 2013 | 2009      | 2010 | 2011 | 2012 | 2013 | 2009     | 2010 | 2011 | 2012 | 2013 |
| 4 Year Rate | 30.7   | 30.3 | 19.6 | 32.2 | 28.3 | 28.7      | 25.2 | 30.0 | 30.8 | 28.4 | 37.5     | 37.8 | 38.2 | 39.6 | 40.0 |
| 6 Year Rate | 50.3   | 51.5 | 52.7 | 52.0 | 38.8 | 47.8      | 49.9 | 48.6 | 46.4 | 46.7 | 59.8     | 59.3 | 58.4 | 59.5 | 59.2 |



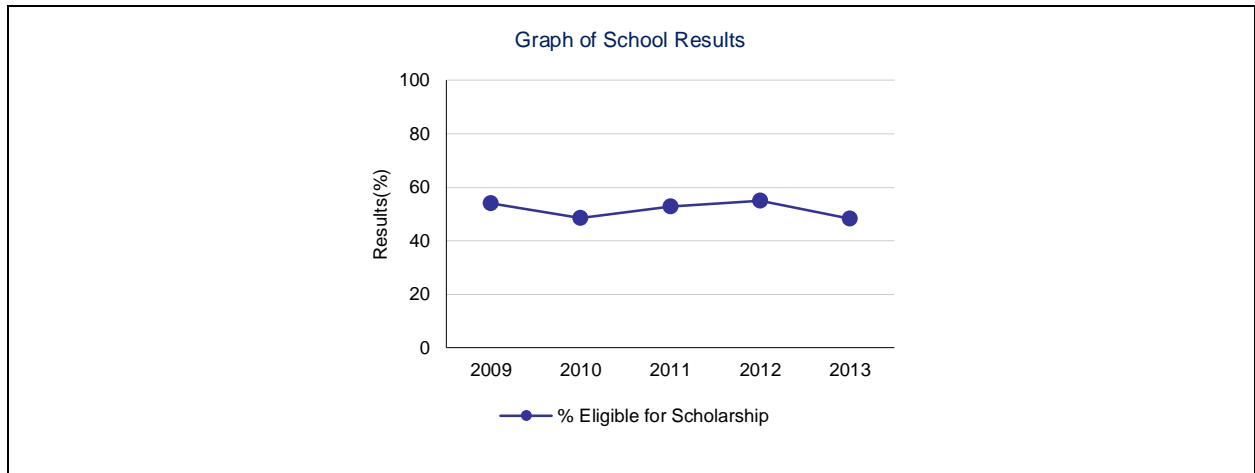
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).



**Rutherford Eligibility Rate – Measure Details**

| Percentage of Grade 12 students eligible for a Rutherford Scholarship. |        |      |      |      |      |           |      |      |      |      |          |      |      |      |      |  |
|--|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|--|
|  | School |      |      |      |      | Authority |      |      |      |      | Province |      |      |      |      |  |
|  | 2009   | 2010 | 2011 | 2012 | 2013 | 2009      | 2010 | 2011 | 2012 | 2013 | 2009     | 2010 | 2011 | 2012 | 2013 |  |
| Rutherford Scholarship Eligibility Rate (Revised)                      | 54.0   | 48.5 | 52.9 | 55.0 | 48.2 | 51.0      | 55.4 | 59.0 | 58.7 | 52.9 | 56.9     | 59.6 | 61.5 | 61.3 | 60.9 |  |

| 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 |
| 2009                                 | 150            | 74                          | 49.3                         | 64                          | 42.7                         | 32                          | 21.3                         | 81                          | 54.0                         |
| 2010                                 | 130            | 59                          | 45.4                         | 49                          | 37.7                         | 28                          | 21.5                         | 63                          | 48.5                         |
| 2011                                 | 155            | 72                          | 46.5                         | 66                          | 42.6                         | 42                          | 27.1                         | 82                          | 52.9                         |
| 2012                                 | 120            | 60                          | 50.0                         | 49                          | 40.8                         | 33                          | 27.5                         | 66                          | 55.0                         |
| 2013                                 | 139            | 61                          | 43.9                         | 55                          | 39.6                         | 44                          | 31.7                         | 67                          | 48.2                         |

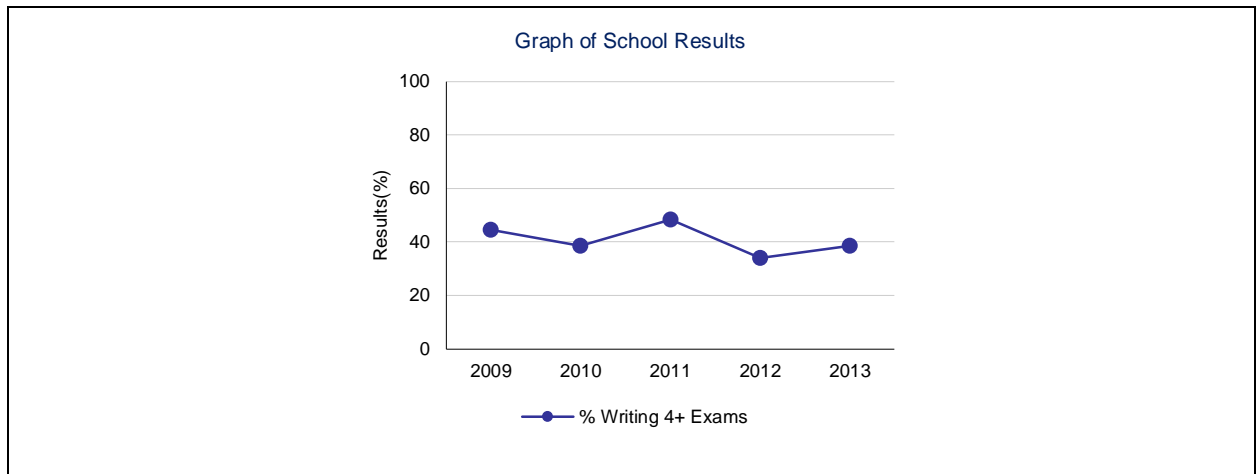


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**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    |             |             |             |             |
|---------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|                           | 2009        | 2010        | 2011        | 2012        | 2013        | 2009        | 2010        | 2011        | 2012        | 2013        | 2009        | 2010        | 2011        | 2012        | 2013        |
| % Writing 0 Exams         | 20.2        | 24.3        | 17.1        | 24.0        | 20.8        | 19.1        | 17.7        | 14.7        | 19.4        | 21.1        | 18.0        | 17.2        | 16.1        | 15.9        | 16.1        |
| % Writing 1+ Exams        | 79.8        | 75.7        | 82.9        | 76.0        | 79.2        | 80.9        | 82.3        | 85.3        | 80.6        | 78.9        | 82.0        | 82.8        | 83.9        | 84.1        | 83.9        |
| % Writing 2+ Exams        | 74.8        | 74.4        | 82.9        | 74.5        | 74.8        | 76.8        | 80.1        | 83.6        | 77.9        | 75.1        | 78.7        | 79.6        | 80.8        | 81.2        | 80.8        |
| % Writing 3+ Exams        | 58.1        | 49.1        | 67.7        | 49.1        | 50.3        | 56.5        | 56.3        | 63.2        | 57.2        | 52.1        | 65.2        | 66.0        | 67.4        | 67.5        | 63.8        |
| <b>% Writing 4+ Exams</b> | <b>44.5</b> | <b>38.5</b> | <b>48.3</b> | <b>34.1</b> | <b>38.5</b> | <b>42.1</b> | <b>45.3</b> | <b>47.9</b> | <b>43.1</b> | <b>38.6</b> | <b>53.5</b> | <b>54.9</b> | <b>56.2</b> | <b>56.6</b> | <b>50.5</b> |
| % Writing 5+ Exams        | 28.5        | 22.6        | 30.4        | 25.3        | 28.9        | 23.5        | 27.6        | 28.0        | 28.7        | 27.3        | 34.7        | 36.1        | 37.2        | 38.0        | 31.8        |
| % Writing 6+ Exams        | 8.7         | 5.3         | 9.7         | 11.9        | 8.9         | 9.4         | 8.9         | 9.6         | 11.9        | 9.5         | 12.9        | 13.4        | 14.1        | 14.6        | 11.5        |



| 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    |             |             |             |             |
|   | 2009        | 2010        | 2011        | 2012        | 2013        | 2009        | 2010        | 2011        | 2012        | 2013        | 2009        | 2010        | 2011        | 2012        | 2013        |
| English Language Arts 30-1  | 41.5        | 39.9        | 45.6        | 36.2        | 44.9        | 41.6        | 44.7        | 46.9        | 45.6        | 43.6        | 54.0        | 54.5        | 54.9        | 55.1        | 54.4        |
| English Language Arts 30-2  | 31.7        | 34.6        | 36.1        | 37.7        | 33.8        | 35.6        | 35.5        | 37.2        | 33.5        | 33.0        | 24.5        | 25.1        | 26.1        | 26.1        | 27.2        |
| <b>Total of 1 or more English Diploma Exams</b>   | <b>73.2</b> | <b>73.9</b> | <b>81.0</b> | <b>73.1</b> | <b>77.9</b> | <b>76.6</b> | <b>79.8</b> | <b>83.4</b> | <b>77.9</b> | <b>76.4</b> | <b>77.1</b> | <b>78.0</b> | <b>79.0</b> | <b>79.2</b> | <b>79.3</b> |
| Social Studies 30   | 37.2        | 9.2         | 0.0         | 0.0         | n/a         | 33.3        | 4.9         | 0.7         | 0.0         | n/a         | 48.1        | 3.7         | 0.3         | 0.0         | n/a         |
| Social Studies 30-1   | 0.0         | 20.3        | 38.8        | 26.9        | 30.9        | 0.0         | 33.6        | 38.5        | 35.9        | 34.0        | 0.0         | 45.7        | 48.2        | 48.0        | 46.1        |
| Social Studies 33   | 40.9        | 5.2         | 0.0         | 0.0         | n/a         | 45.1        | 3.8         | 0.0         | 0.0         | n/a         | 30.1        | 2.5         | 0.1         | 0.0         | n/a         |
| Social Studies 30-2   | 0.0         | 41.8        | 42.2        | 44.6        | 44.1        | 0.0         | 38.9        | 44.9        | 40.6        | 40.4        | 0.0         | 27.4        | 31.0        | 32.1        | 34.0        |
| <b>Total of 1 or more Social Diploma Exams</b>  | <b>76.2</b> | <b>73.2</b> | <b>80.3</b> | <b>71.5</b> | <b>75.0</b> | <b>77.3</b> | <b>79.8</b> | <b>82.3</b> | <b>75.5</b> | <b>74.4</b> | <b>77.4</b> | <b>78.1</b> | <b>78.9</b> | <b>79.3</b> | <b>79.3</b> |
| Pure Mathematics 30   | 36.6        | 28.1        | 29.9        | 26.9        | 0.7         | 27.0        | 31.3        | 27.2        | 26.8        | 0.5         | 40.8        | 41.4        | 42.6        | 42.5        | 7.3         |
| Applied Mathematics 30  | 18.9        | 19.0        | 33.3        | 18.5        | 0.0         | 25.5        | 21.3        | 31.6        | 27.1        | 0.0         | 19.7        | 19.7        | 20.0        | 19.6        | 0.2         |
| Mathematics 30-1  | n/a         | n/a         | n/a         | n/a         | 20.6        | n/a         | n/a         | n/a         | n/a         | 23.4        | n/a         | n/a         | n/a         | n/a         | 30.0        |
| Mathematics 30-2  | n/a         | n/a         | n/a         | n/a         | 18.4        | n/a         | n/a         | n/a         | n/a         | 19.2        | n/a         | n/a         | n/a         | n/a         | 16.9        |
| <b>Total of 1 or more Math Diploma Exams</b>  | <b>55.5</b> | <b>46.4</b> | <b>61.2</b> | <b>44.6</b> | <b>39.7</b> | <b>52.4</b> | <b>52.1</b> | <b>58.0</b> | <b>52.0</b> | <b>41.1</b> | <b>59.9</b> | <b>60.6</b> | <b>62.0</b> | <b>61.5</b> | <b>52.5</b> |
| Biology 30  | 36.6        | 32.7        | 41.5        | 32.3        | 32.4        | 30.0        | 33.0        | 35.4        | 33.5        | 32.3        | 39.8        | 41.2        | 42.8        | 43.1        | 42.5        |
| Chemistry 30  | 26.8        | 24.2        | 32.0        | 23.8        | 29.4        | 23.0        | 29.1        | 28.1        | 26.8        | 26.8        | 29.7        | 35.2        | 36.0        | 36.7        | 31.7        |
| Physics 30  | 16.5        | 11.1        | 19.0        | 16.9        | 21.3        | 12.9        | 17.0        | 16.2        | 16.4        | 16.5        | 17.5        | 20.0        | 20.6        | 20.4        | 17.4        |
| Science 30  | 0.6         | 0.0         | 0.7         | 0.0         | 2.9         | 9.9         | 6.2         | 10.4        | 10.9        | 9.6         | 8.2         | 9.0         | 9.1         | 10.5        | 9.8         |
| <b>Total of 1 or more Science Diploma Exams</b>   | <b>47.6</b> | <b>39.2</b> | <b>53.1</b> | <b>37.7</b> | <b>47.1</b> | <b>44.6</b> | <b>46.6</b> | <b>50.9</b> | <b>46.6</b> | <b>47.5</b> | <b>56.1</b> | <b>57.6</b> | <b>59.1</b> | <b>59.5</b> | <b>57.7</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         | 0.3         | 0.3         | 0.3         |
| French Language Arts 30   | 0.0         | 0.0         | 2.0         | 0.8         | 0.0         | 0.0         | 0.0         | 0.7         | 0.2         | 0.0         | 2.7         | 2.9         | 2.8         | 2.7         | 2.7         |
| <b>Total of 1 or more French Diploma Exams</b>  | <b>0.0</b>  | <b>0.0</b>  | <b>2.0</b>  | <b>0.8</b>  | <b>0.0</b>  | <b>0.0</b>  | <b>0.0</b>  | <b>0.7</b>  | <b>0.2</b>  | <b>0.0</b>  | <b>2.9</b>  | <b>3.1</b>  | <b>3.1</b>  | <b>2.9</b>  | <b>3.0</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 |   |
|  |           | 2010                     |      | 2011 |      | 2012 |      | 2013 |      | 2014 |      | 2014   |   |
|  |           | 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 | 84.2                     | 16.9 | 86.2 | 9.8  | 84.9 | 12.6 | 83.3 | 12.6 | 85.7 | 23.8 |        |   |
|  | Province  | 81.6                     | 19.5 | 81.8 | 17.5 | 81.9 | 20.4 | 81.5 | 17.8 | 78.0 | 15.3 |        |   |
| 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 | 72.4                     | 3.4  | 92.3 | 11.5 | 85.7 | 17.9 | 65.4 | 3.8  | n/a  | n/a  |        |   |
|  | Province  | 84.1                     | 16.3 | 80.6 | 15.8 | 82.1 | 14.5 | 79.7 | 12.4 | 74.6 | 10.4 |        |   |
| 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  | 86.4                     | 16.3 | 84.2 | 18.6 | 82.3 | 12.5 | 82.8 | 14.1 | 78.2 | 7.0  |        |   |
| 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  | 80.3 | 21.1 | 80.3 | 18.6 | 78.3 | 24.5 | 90.5 | 52.4 |        |   |
|  | Province  | n/a                      | n/a  | 77.4 | 26.0 | 76.8 | 25.5 | 76.5 | 25.5 | 74.0 | 25.1 |        |   |
| 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 | 83.0                     | 13.1 | 83.2 | 9.2  | 85.1 | 9.2  | 86.7 | 11.9 | 78.7 | 8.7  |        |   |
|  | Province  | 83.3                     | 18.9 | 83.0 | 18.5 | 82.7 | 17.8 | 82.5 | 16.3 | 81.9 | 17.6 |        |   |
| 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 | 72.2                     | 5.6  | 73.9 | 8.7  | 94.7 | 15.8 | 77.8 | 0.0  | 85.7 | 4.8  |        |   |
|  | Province  | 88.3                     | 15.9 | 89.4 | 17.1 | 89.3 | 17.2 | 88.6 | 16.3 | 88.0 | 15.6 |        |   |
| 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  | 91.3                     | 18.3 | 92.2 | 17.6 | 91.0 | 21.9 | 94.0 | 21.6 | 90.6 | 17.1 |        |   |
| 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  | 73.3 | 12.3 | 70.7 | 9.2  | 69.5 | 10.0 | 69.4 | 8.5  |        |   |
|  | Province  | n/a                      | n/a  | 73.7 | 17.8 | 74.7 | 16.6 | 73.0 | 16.4 | 73.5 | 15.4 |        |   |
| Science 6  | School    | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  |        |   |
|  | Authority | 79.4                     | 22.5 | 77.4 | 23.4 | 79.9 | 21.3 | 77.0 | 17.7 | 73.2 | 15.8 |        |   |
|  | Province  | 76.8                     | 26.4 | 76.2 | 25.0 | 77.8 | 28.2 | 77.5 | 25.9 | 75.9 | 24.9 |        |   |
| 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 | 71.3                     | 13.1 | 71.5 | 11.0 | 71.8 | 11.5 | 72.6 | 11.4 | 63.4 | 8.7  |        |   |
|  | Province  | 71.0                     | 16.4 | 71.1 | 18.5 | 73.2 | 19.5 | 72.7 | 19.0 | 70.4 | 16.6 |        |   |
| English Language Arts 9                          | School    | 81.0                     | 7.8  | 82.8 | 11.2 | 70.2 | 8.9  | 72.4 | 11.4 | 66.1 | 2.4  |        |   |
|  | Authority | 76.0                     | 9.3  | 81.6 | 12.4 | 76.6 | 12.4 | 76.8 | 11.7 | 76.5 | 7.3  |        |   |
|  | Province  | 79.3                     | 15.0 | 79.1 | 16.3 | 77.4 | 16.4 | 76.7 | 14.8 | 76.3 | 15.1 |        |   |
| English Lang Arts 9 KAE                          | School    | 68.2                     | 4.5  | 75.0 | 16.7 | *    | *    | *    | *    | n/a  | n/a  |        |   |
|  | Authority | 73.3                     | 3.3  | 56.0 | 8.0  | 76.9 | 15.4 | 28.0 | 0.0  | 75.0 | 0.0  |        |   |
|  | Province  | 66.8                     | 7.8  | 67.2 | 7.9  | 61.4 | 5.8  | 62.4 | 4.3  | 62.9 | 3.5  |        |   |
| French Language Arts 9                           | School    | 60.0                     | 20.0 | 62.5 | 0.0  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  |        |   |
|  | Authority | 60.0                     | 20.0 | 62.5 | 0.0  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  |        |   |
|  | Province  | 86.1                     | 12.4 | 88.8 | 15.0 | 87.5 | 12.2 | 87.2 | 13.9 | 86.5 | 11.1 |        |   |
| 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  | 84.3                     | 12.7 | 90.2 | 15.8 | 84.6 | 16.1 | 84.0 | 14.5 | 86.1 | 17.8 |        |   |
| Mathematics 9                                    | School    | n/a                      | n/a  | 61.2 | 9.5  | 58.5 | 8.9  | 53.7 | 7.3  | 50.8 | 5.7  |        |   |
|  | Authority | n/a                      | n/a  | 52.9 | 9.2  | 58.8 | 8.8  | 62.1 | 12.3 | 63.4 | 14.4 |        |   |
|  | Province  | n/a                      | n/a  | 66.1 | 17.3 | 66.5 | 17.8 | 66.9 | 18.3 | 67.1 | 17.3 |        |   |
| Mathematics 9 KAE                                | School    | 64.0                     | 24.0 | 58.3 | 0.0  | *    | *    | *    | *    | n/a  | n/a  |        |   |
|  | Authority | 57.6                     | 18.2 | 68.0 | 0.0  | 92.9 | 42.9 | 26.9 | 0.0  | 77.8 | 22.2 |        |   |
|  | Province  | 65.6                     | 15.3 | 64.9 | 14.9 | 62.4 | 15.4 | 65.9 | 14.7 | 63.4 | 14.5 |        |   |

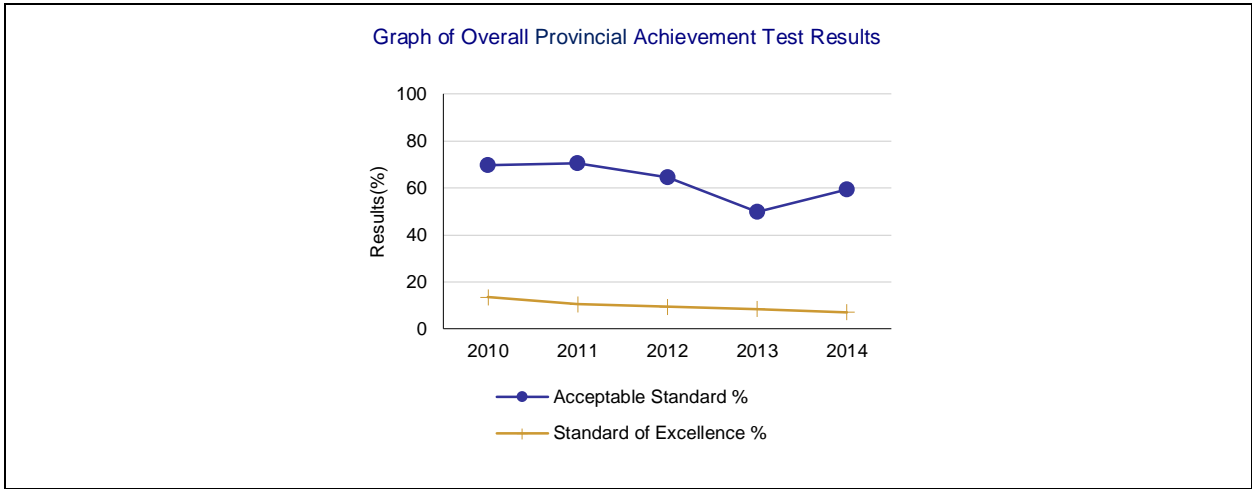
|                      |           |      |      |      |      |      |      |      |      |      |      |  |  |
|----------------------|-----------|------|------|------|------|------|------|------|------|------|------|--|--|
| Science 9            | School    | 62.9 | 12.9 | 72.4 | 6.9  | 64.3 | 11.1 | 53.7 | 8.9  | 62.3 | 12.3 |  |  |
|                      | Authority | 71.0 | 17.5 | 77.4 | 15.0 | 74.8 | 25.2 | 70.1 | 16.7 | 75.2 | 25.4 |  |  |
|                      | Province  | 73.6 | 17.7 | 74.9 | 20.8 | 74.2 | 22.4 | 73.0 | 20.0 | 73.2 | 22.1 |  |  |
| Science 9 KAE        | School    | 72.7 | 27.3 | 50.0 | 16.7 | *    | *    | 21.1 | 0.0  | n/a  | n/a  |  |  |
|                      | Authority | 76.7 | 20.0 | 56.0 | 12.0 | 90.9 | 36.4 | 28.0 | 0.0  | 77.8 | 11.1 |  |  |
|                      | Province  | 67.2 | 14.3 | 69.5 | 15.3 | 67.9 | 17.3 | 68.4 | 17.1 | 64.1 | 14.9 |  |  |
| Social Studies 9     | School    | 66.4 | 12.9 | 62.1 | 14.7 | 57.6 | 8.0  | 43.9 | 10.6 | 50.0 | 6.6  |  |  |
|                      | Authority | 65.9 | 14.7 | 61.6 | 13.2 | 61.5 | 11.2 | 56.5 | 14.1 | 63.5 | 13.2 |  |  |
|                      | Province  | 68.9 | 18.8 | 67.2 | 19.0 | 68.9 | 19.1 | 65.6 | 18.8 | 65.5 | 19.9 |  |  |
| Social Studies 9 KAE | School    | 72.7 | 31.8 | 50.0 | 8.3  | *    | *    | *    | *    | n/a  | n/a  |  |  |
|                      | Authority | 70.0 | 26.7 | 44.0 | 8.0  | 83.3 | 16.7 | 26.9 | 3.8  | 50.0 | 12.5 |  |  |
|                      | Province  | 64.6 | 15.7 | 61.9 | 13.6 | 63.5 | 13.9 | 64.6 | 13.0 | 61.8 | 10.7 |  |  |

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.

\*School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.



Note: 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.

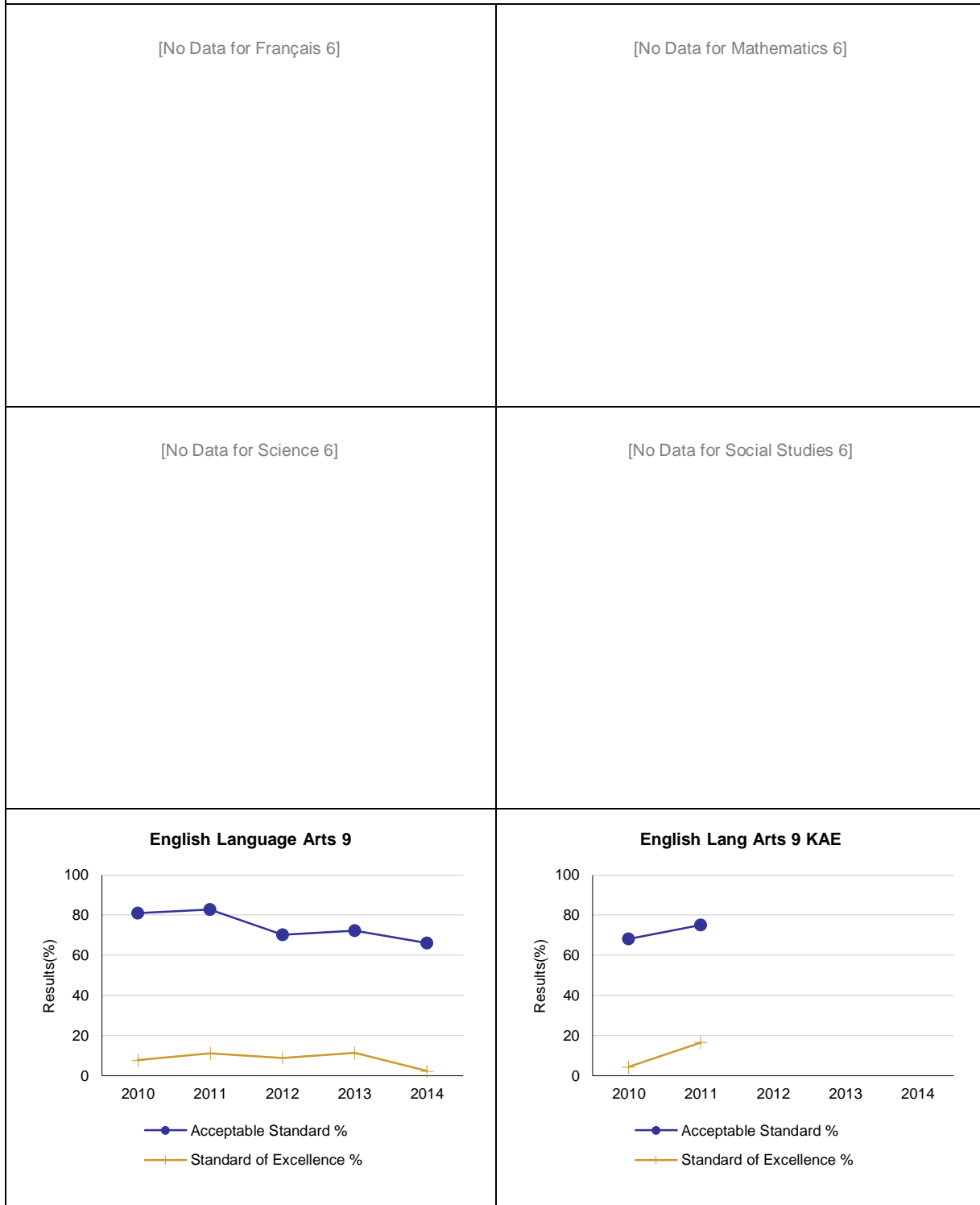
| Graph of Provincial Achievement Test Results by Course |                                      |
|--|--------------------------------------|
| [No Data for English Language Arts 3]                  | [No Data for French Language Arts 3] |
| [No Data for Français 3]                               | [No 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 or respondents is less than 6. Suppression is marked with an asterisk (\*).

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

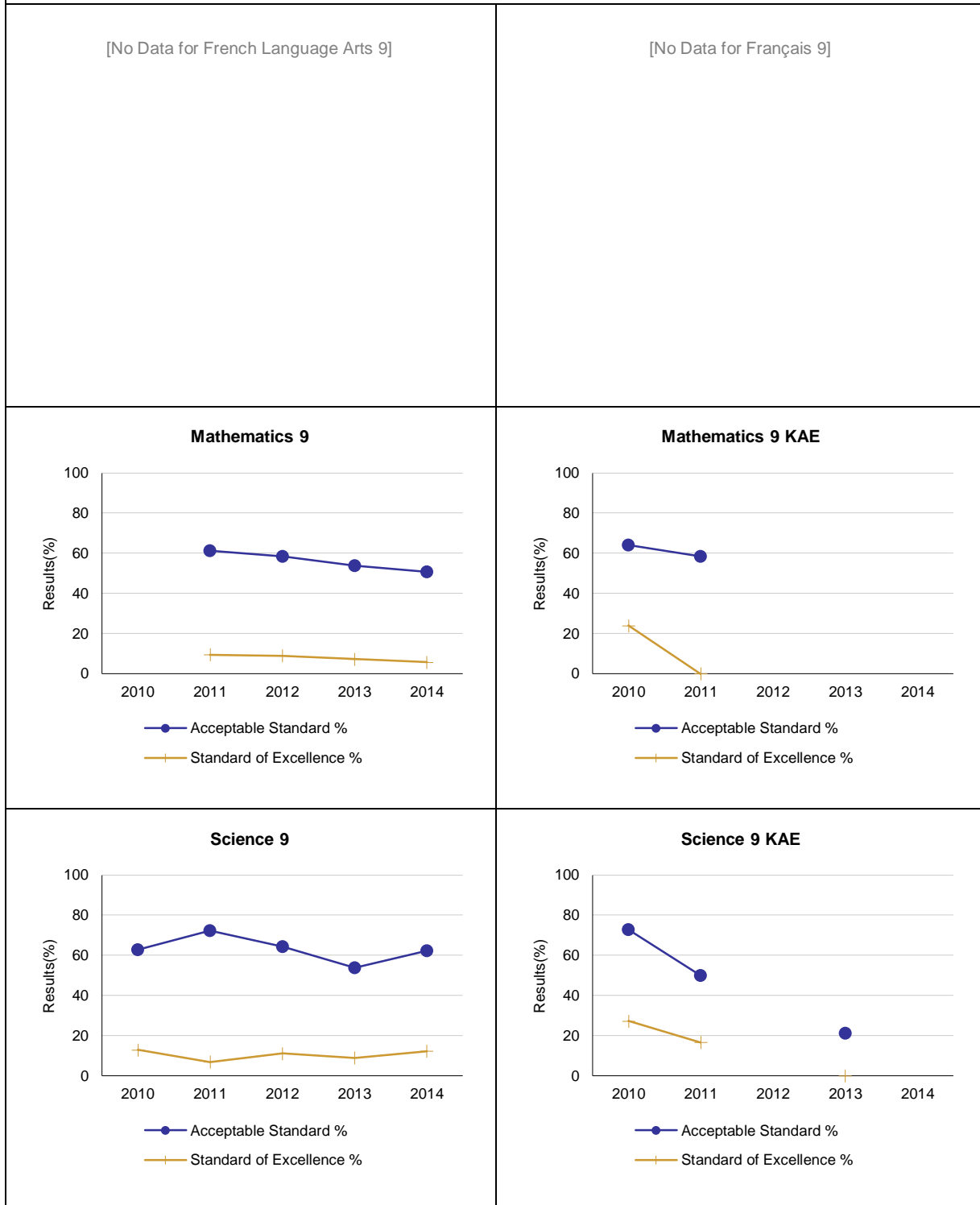


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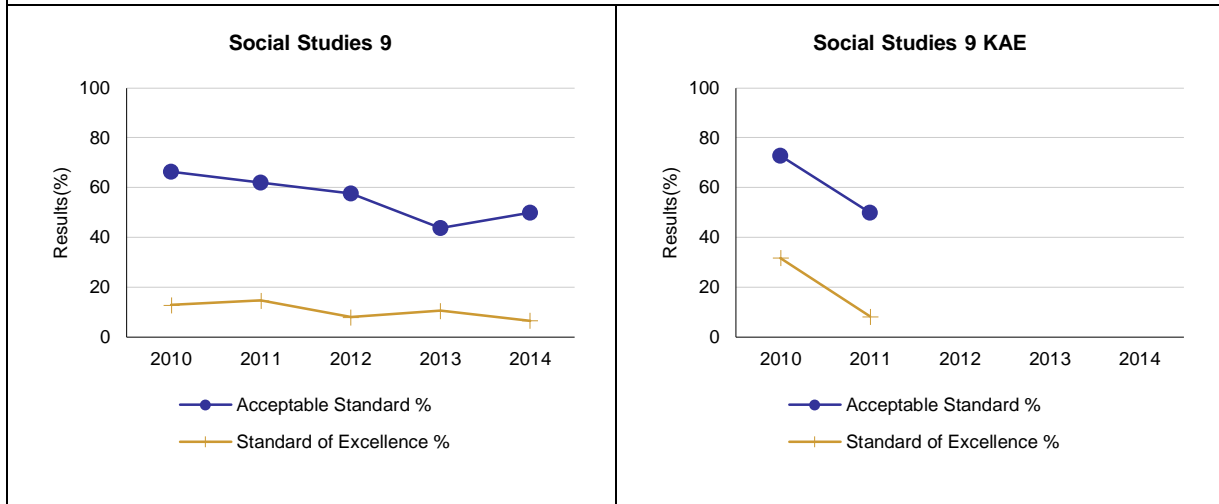
Graph of Provincial Achievement Test Results by Course



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Graph of Provincial Achievement Test Results by Course



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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.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

| Course                   | Measure                | West Central High School |                        |         |      |      |               |      | Alberta |      |               |      |
|--------------------------|------------------------|--------------------------|------------------------|---------|------|------|---------------|------|---------|------|---------------|------|
|                          |                        | Achievement              | Improvement            | Overall | 2014 |      | Prev 3 Yr Avg |      | 2014    |      | 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  | 16,235  | 78.0 | 44,576        | 81.7 |
|                          | Standard of Excellence | n/a                      | n/a                    | n/a     | n/a  | n/a  | n/a           | n/a  | 16,235  | 15.3 | 44,576        | 18.6 |
| French Language Arts 3*  | Acceptable Standard    | n/a                      | n/a                    | n/a     | n/a  | n/a  | n/a           | n/a  | 966     | 74.6 | 3,319         | 80.8 |
|                          | Standard of Excellence | n/a                      | n/a                    | n/a     | n/a  | n/a  | n/a           | n/a  | 966     | 10.4 | 3,319         | 14.3 |
| Français 3*              | Acceptable Standard    | n/a                      | n/a                    | n/a     | n/a  | n/a  | n/a           | n/a  | 358     | 78.2 | 540           | 83.1 |
|                          | Standard of Excellence | n/a                      | n/a                    | n/a     | n/a  | n/a  | n/a           | n/a  | 358     | 7.0  | 540           | 15.1 |
| Mathematics 3*           | Acceptable Standard    | n/a                      | n/a                    | n/a     | n/a  | n/a  | n/a           | n/a  | 16,202  | 74.0 | 44,562        | 76.9 |
|                          | Standard of Excellence | n/a                      | n/a                    | n/a     | n/a  | n/a  | n/a           | n/a  | 16,202  | 25.1 | 44,562        | 25.7 |
| English Language Arts 6  | Acceptable Standard    | n/a                      | n/a                    | n/a     | n/a  | n/a  | n/a           | n/a  | 45,704  | 81.9 | 43,581        | 82.7 |
|                          | Standard of Excellence | n/a                      | n/a                    | n/a     | n/a  | n/a  | n/a           | n/a  | 45,704  | 17.6 | 43,581        | 17.5 |
| French Language Arts 6   | Acceptable Standard    | n/a                      | n/a                    | n/a     | n/a  | n/a  | n/a           | n/a  | 2,752   | 88.0 | 2,609         | 89.1 |
|                          | Standard of Excellence | n/a                      | n/a                    | n/a     | n/a  | n/a  | n/a           | n/a  | 2,752   | 15.6 | 2,609         | 16.9 |
| Français 6               | Acceptable Standard    | n/a                      | n/a                    | n/a     | n/a  | n/a  | n/a           | n/a  | 531     | 90.6 | 474           | 92.4 |
|                          | Standard of Excellence | n/a                      | n/a                    | n/a     | n/a  | n/a  | n/a           | n/a  | 531     | 17.1 | 474           | 20.4 |
| Mathematics 6            | Acceptable Standard    | n/a                      | n/a                    | n/a     | n/a  | n/a  | n/a           | n/a  | 45,617  | 73.5 | 43,599        | 73.8 |
|                          | Standard of Excellence | n/a                      | n/a                    | n/a     | n/a  | n/a  | n/a           | n/a  | 45,617  | 15.4 | 43,599        | 17.0 |
| Science 6                | Acceptable Standard    | n/a                      | n/a                    | n/a     | n/a  | n/a  | n/a           | n/a  | 45,608  | 75.9 | 43,551        | 77.2 |
|                          | Standard of Excellence | n/a                      | n/a                    | n/a     | n/a  | n/a  | n/a           | n/a  | 45,608  | 24.9 | 43,551        | 26.4 |
| Social Studies 6         | Acceptable Standard    | n/a                      | n/a                    | n/a     | n/a  | n/a  | n/a           | n/a  | 45,593  | 70.4 | 43,540        | 72.3 |
|                          | Standard of Excellence | n/a                      | n/a                    | n/a     | n/a  | n/a  | n/a           | n/a  | 45,593  | 16.6 | 43,540        | 19.0 |
| English Language Arts 9  | Acceptable Standard    | Low                      | Declined               | Issue   | 124  | 66.1 | 121           | 75.1 | 43,760  | 76.3 | 37,776        | 77.8 |
|                          | Standard of Excellence | Very Low                 | Declined Significantly | Concern | 124  | 2.4  | 121           | 10.5 | 43,760  | 15.1 | 37,776        | 15.8 |
| English Lang Arts 9 KAE  | Acceptable Standard    | n/a                      | n/a                    | n/a     | n/a  | n/a  | 12            | 75.0 | 1,524   | 62.9 | 1,570         | 63.7 |
|                          | Standard of Excellence | n/a                      | n/a                    | n/a     | n/a  | n/a  | 12            | 16.7 | 1,524   | 3.5  | 1,570         | 6.0  |
| French Language Arts 9   | Acceptable Standard    | n/a                      | n/a                    | n/a     | n/a  | n/a  | 8             | 62.5 | 2,658   | 86.5 | 2,387         | 87.8 |
|                          | Standard of Excellence | n/a                      | n/a                    | n/a     | n/a  | n/a  | 8             | 0.0  | 2,658   | 11.1 | 2,387         | 13.7 |

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| Course               | Measure                | West Central High School |             |            |      |      |               |      | Alberta |      |               |      |
|----------------------|------------------------|--------------------------|-------------|------------|------|------|---------------|------|---------|------|---------------|------|
|                      |                        | Achievement              | Improvement | Overall    | 2014 |      | Prev 3 Yr Avg |      | 2014    |      | 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  | 381     | 86.1 | 330           | 86.3 |
|                      | Standard of Excellence | n/a                      | n/a         | n/a        | n/a  | n/a  | n/a           | n/a  | 381     | 17.8 | 330           | 15.5 |
| Mathematics 9        | Acceptable Standard    | Very Low                 | Declined    | Concern    | 122  | 50.8 | 121           | 57.8 | 43,279  | 67.1 | 37,487        | 66.5 |
|                      | Standard of Excellence | Very Low                 | Maintained  | Concern    | 122  | 5.7  | 121           | 8.6  | 43,279  | 17.3 | 37,487        | 17.8 |
| Mathematics 9 KAE    | Acceptable Standard    | n/a                      | n/a         | n/a        | n/a  | n/a  | 12            | 58.3 | 1,971   | 63.4 | 1,846         | 64.4 |
|                      | Standard of Excellence | n/a                      | n/a         | n/a        | n/a  | n/a  | 12            | 0.0  | 1,971   | 14.5 | 1,846         | 15.0 |
| Science 9            | Acceptable Standard    | Intermediate             | Maintained  | Acceptable | 122  | 62.3 | 122           | 63.5 | 43,769  | 73.2 | 37,974        | 74.0 |
|                      | Standard of Excellence | High                     | Maintained  | Good       | 122  | 12.3 | 122           | 9.0  | 43,769  | 22.1 | 37,974        | 21.1 |
| Science 9 KAE        | Acceptable Standard    | n/a                      | n/a         | n/a        | n/a  | n/a  | 16            | 35.5 | 1,513   | 64.1 | 1,528         | 68.6 |
|                      | Standard of Excellence | n/a                      | n/a         | n/a        | n/a  | n/a  | 16            | 8.3  | 1,513   | 14.9 | 1,528         | 16.6 |
| Social Studies 9     | Acceptable Standard    | Very Low                 | Maintained  | Concern    | 122  | 50.0 | 121           | 54.5 | 43,773  | 65.5 | 38,159        | 67.2 |
|                      | Standard of Excellence | Very Low                 | Declined    | Concern    | 122  | 6.6  | 121           | 11.1 | 43,773  | 19.9 | 38,159        | 19.0 |
| Social Studies 9 KAE | Acceptable Standard    | n/a                      | n/a         | n/a        | n/a  | n/a  | 12            | 50.0 | 1,510   | 61.8 | 1,510         | 63.3 |
|                      | Standard of Excellence | n/a                      | n/a         | n/a        | n/a  | n/a  | 12            | 8.3  | 1,510   | 10.7 | 1,510         | 13.5 |

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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 |
| Mathematics 3           | Acceptable Standard    | 0.00 - 65.67 | 65.67 - 76.54 | 76.54 - 84.30 | 84.30 - 89.88 | 89.88 - 100.00 |
|                         | Standard of Excellence | 0.00 - 14.73 | 14.73 - 21.19 | 21.19 - 30.01 | 30.01 - 39.19 | 39.19 - 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 |
| Mathematics 6           | Acceptable Standard    | 0.00 - 63.91 | 63.91 - 70.73 | 70.73 - 79.61 | 79.61 - 88.67 | 88.67 - 100.00 |
|                         | Standard of Excellence | 0.00 - 8.53  | 8.53 - 11.31  | 11.31 - 18.13 | 18.13 - 25.17 | 25.17 - 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           | Acceptable Standard    | 0.00 - 52.42 | 52.42 - 60.73 | 60.73 - 73.88 | 73.88 - 78.00 | 78.00 - 100.00 |
|                         | Standard of Excellence | 0.00 - 8.18  | 8.18 - 12.49  | 12.49 - 18.10 | 18.10 - 24.07 | 24.07 - 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%.

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**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**

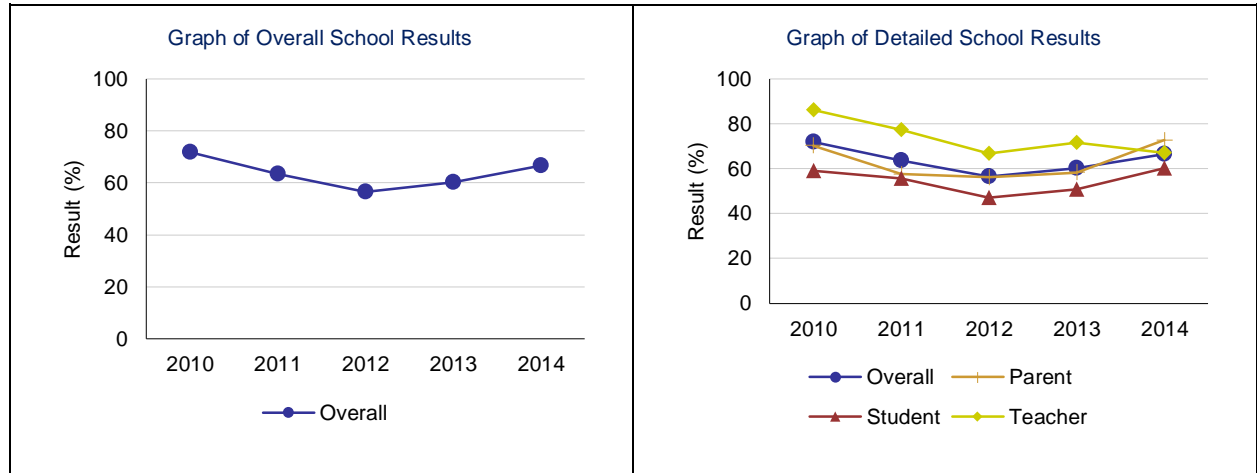
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

|                        | 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    |

**Citizenship – Measure Details**

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

|         | School |      |      |      |      | Authority |      |      |      |      | Province |      |      |      |      |
|---------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
|         | 2010   | 2011 | 2012 | 2013 | 2014 | 2010      | 2011 | 2012 | 2013 | 2014 | 2010     | 2011 | 2012 | 2013 | 2014 |
| Overall | 71.8   | 63.5 | 56.6 | 60.3 | 66.6 | 75.1      | 73.8 | 73.8 | 73.0 | 74.7 | 81.4     | 81.9 | 82.5 | 83.4 | 83.4 |
| Teacher | 86.2   | 77.4 | 66.7 | 71.7 | 67.0 | 91.4      | 87.2 | 86.6 | 83.3 | 84.4 | 93.0     | 92.7 | 93.1 | 93.6 | 93.8 |
| Parent  | 70.3   | 57.6 | 56.1 | 58.3 | 72.6 | 68.4      | 69.0 | 69.2 | 70.1 | 75.4 | 78.5     | 78.6 | 79.4 | 80.3 | 81.9 |
| Student | 59.0   | 55.5 | 47.0 | 50.9 | 60.3 | 65.4      | 65.4 | 65.7 | 65.8 | 64.3 | 72.7     | 74.5 | 75.0 | 76.2 | 74.5 |

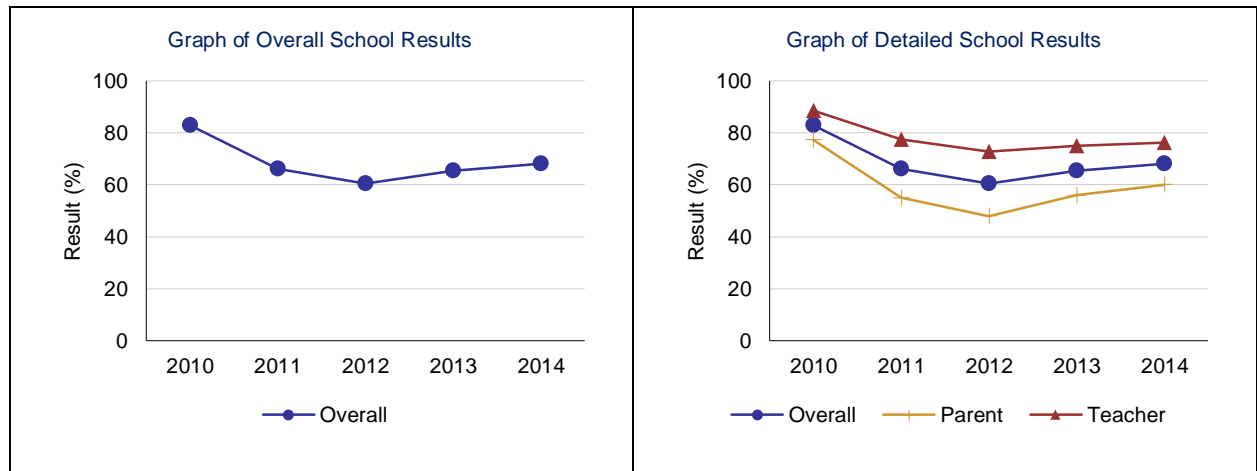


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**Work Preparation – Measure Details**

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 |      |      |      |      |
|---------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
|         | 2010   | 2011 | 2012 | 2013 | 2014 | 2010      | 2011 | 2012 | 2013 | 2014 | 2010     | 2011 | 2012 | 2013 | 2014 |
| Overall | 82.9   | 66.2 | 60.4 | 65.5 | 68.1 | 72.9      | 73.8 | 69.3 | 69.7 | 72.5 | 79.9     | 80.1 | 79.7 | 80.3 | 81.2 |
| Teacher | 88.5   | 77.4 | 72.7 | 75.0 | 76.2 | 90.0      | 82.2 | 84.0 | 80.5 | 80.5 | 90.0     | 89.6 | 89.5 | 89.4 | 89.3 |
| Parent  | 77.3   | 55.0 | 48.0 | 56.0 | 60.0 | 55.9      | 65.5 | 54.6 | 59.0 | 64.5 | 69.8     | 70.6 | 69.9 | 71.1 | 73.1 |

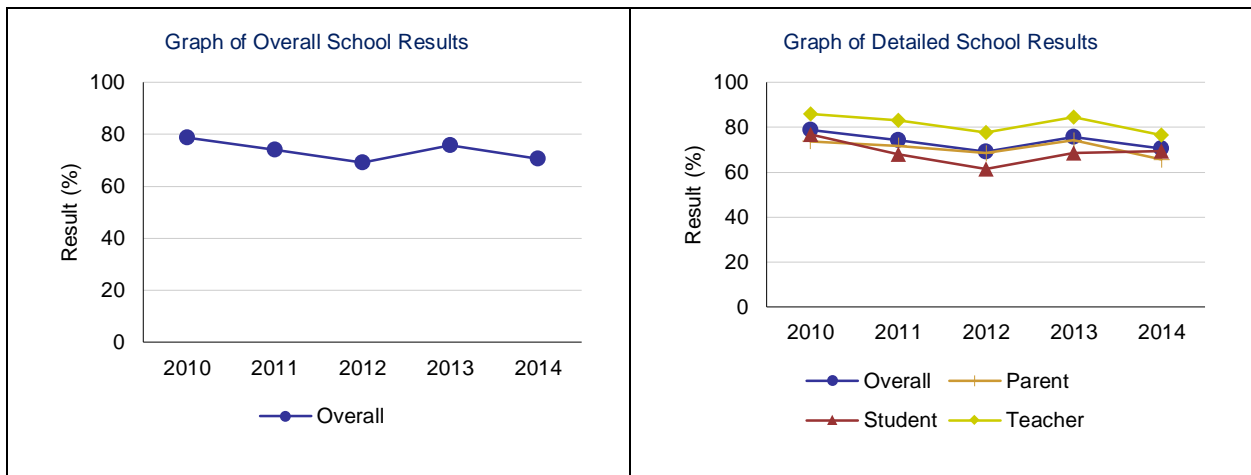


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**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 |      |      |      |      |
|---------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
|         | 2010   | 2011 | 2012 | 2013 | 2014 | 2010      | 2011 | 2012 | 2013 | 2014 | 2010     | 2011 | 2012 | 2013 | 2014 |
| Overall | 78.8   | 74.2 | 69.2 | 75.7 | 70.6 | 71.9      | 75.2 | 71.9 | 72.9 | 72.1 | 80.5     | 80.9 | 80.7 | 81.5 | 81.3 |
| Teacher | 85.9   | 83.1 | 77.7 | 84.4 | 76.6 | 79.0      | 82.0 | 79.9 | 80.9 | 78.4 | 87.7     | 87.6 | 87.3 | 87.9 | 87.5 |
| Parent  | 73.7   | 71.7 | 68.5 | 74.2 | 65.6 | 69.6      | 72.8 | 69.5 | 71.3 | 72.5 | 78.0     | 78.3 | 78.1 | 78.9 | 79.9 |
| Student | 76.7   | 67.9 | 61.4 | 68.6 | 69.4 | 67.1      | 70.8 | 66.1 | 66.4 | 65.4 | 75.9     | 76.9 | 76.9 | 77.8 | 76.6 |

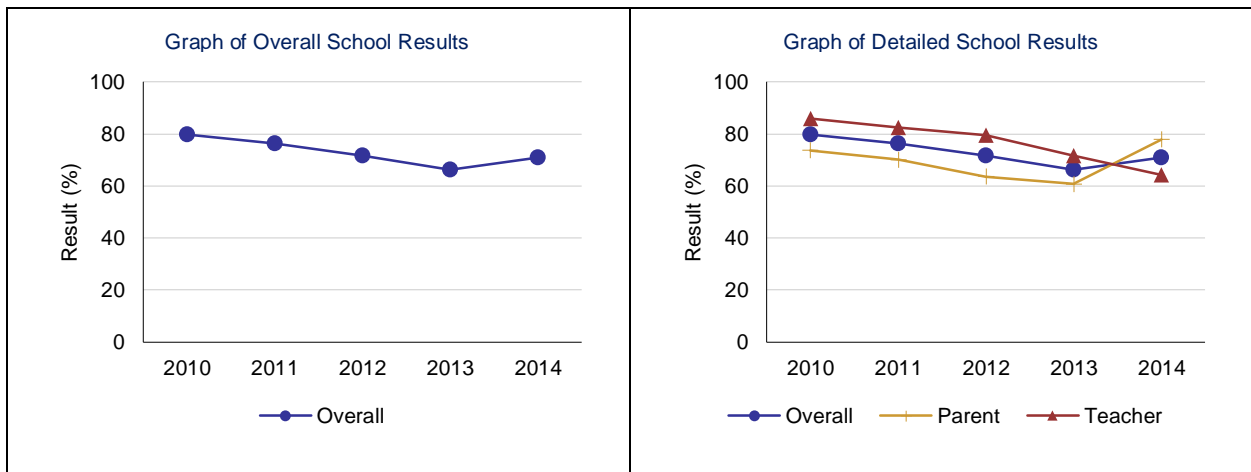


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**Parental Involvement – Measure Details**

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

|         | School |      |      |      |      | Authority |      |      |      |      | Province |      |      |      |      |
|---------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
|         | 2010   | 2011 | 2012 | 2013 | 2014 | 2010      | 2011 | 2012 | 2013 | 2014 | 2010     | 2011 | 2012 | 2013 | 2014 |
| Overall | 79.8   | 76.2 | 71.6 | 66.2 | 71.0 | 76.8      | 74.8 | 73.9 | 76.0 | 80.1 | 80.0     | 79.9 | 79.7 | 80.3 | 80.6 |
| Teacher | 85.8   | 82.4 | 79.6 | 71.7 | 64.2 | 88.6      | 86.3 | 85.5 | 85.0 | 87.2 | 88.6     | 88.1 | 88.0 | 88.5 | 88.0 |
| Parent  | 73.7   | 70.1 | 63.6 | 60.8 | 77.9 | 65.0      | 63.2 | 62.3 | 66.9 | 73.0 | 71.3     | 71.7 | 71.4 | 72.2 | 73.1 |



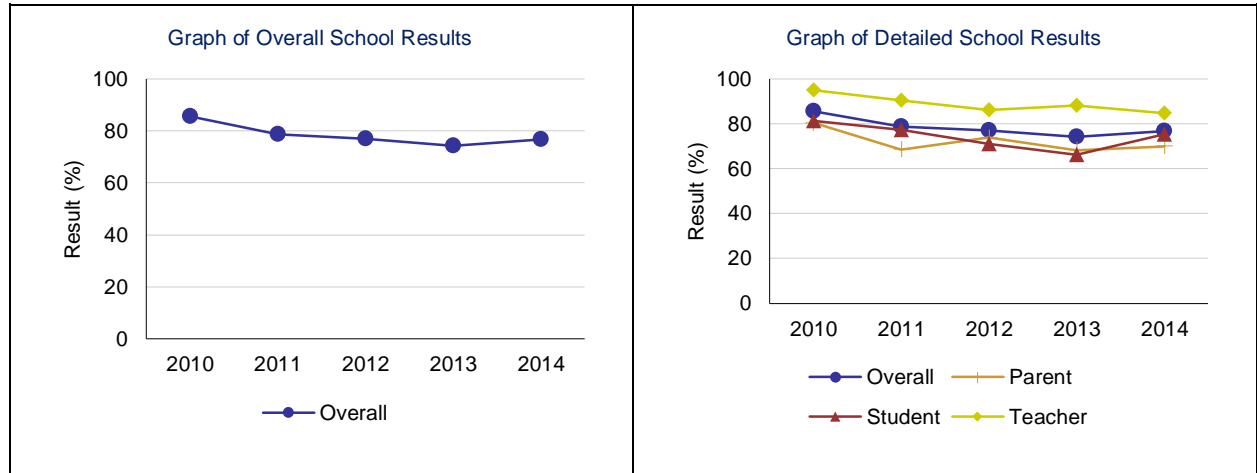
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.



**Education Quality – Measure Details**

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

|         | School |      |      |      |      | Authority |      |      |      |      | Province |      |      |      |      |
|---------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
|         | 2010   | 2011 | 2012 | 2013 | 2014 | 2010      | 2011 | 2012 | 2013 | 2014 | 2010     | 2011 | 2012 | 2013 | 2014 |
| Overall | 85.5   | 78.8 | 77.0 | 74.2 | 76.6 | 86.2      | 85.1 | 84.9 | 83.4 | 85.2 | 89.2     | 89.4 | 89.4 | 89.8 | 89.2 |
| Teacher | 94.9   | 90.3 | 86.2 | 88.1 | 84.7 | 95.1      | 93.7 | 93.2 | 90.9 | 91.2 | 95.6     | 95.5 | 95.4 | 95.7 | 95.5 |
| Parent  | 80.3   | 68.6 | 73.8 | 68.2 | 70.0 | 78.9      | 78.5 | 77.7 | 77.5 | 82.8 | 83.9     | 84.2 | 84.2 | 84.9 | 84.7 |
| Student | 81.4   | 77.4 | 70.9 | 66.3 | 75.2 | 84.5      | 83.0 | 83.8 | 81.8 | 81.5 | 88.2     | 88.5 | 88.6 | 88.7 | 87.3 |

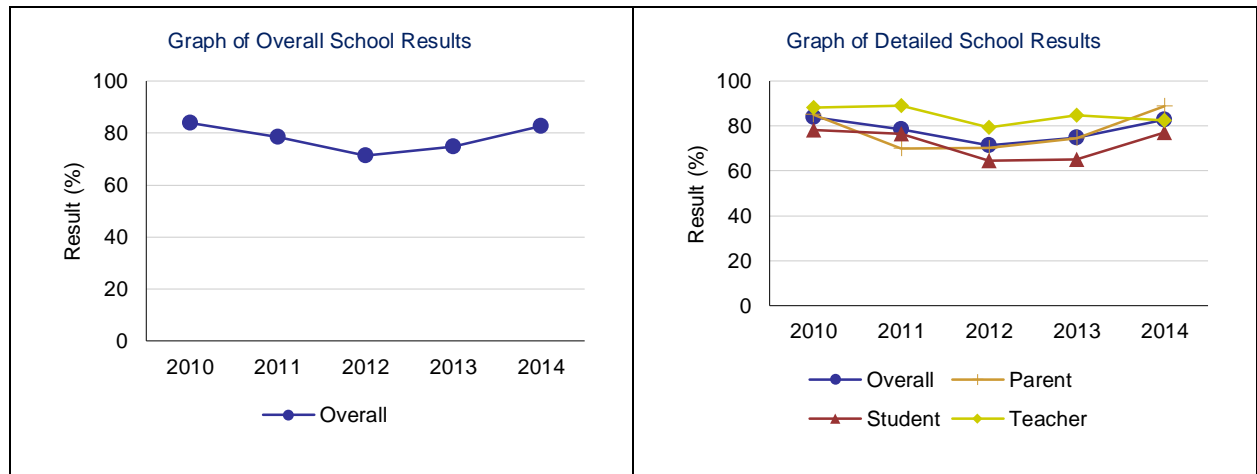


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

**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 |      |      |      |      |
|---------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
|         | 2010   | 2011 | 2012 | 2013 | 2014 | 2010      | 2011 | 2012 | 2013 | 2014 | 2010     | 2011 | 2012 | 2013 | 2014 |
| Overall | 83.8   | 78.5 | 71.4 | 74.8 | 82.8 | 83.2      | 83.1 | 82.6 | 82.1 | 84.7 | 87.6     | 88.1 | 88.6 | 89.0 | 89.1 |
| Teacher | 88.3   | 89.0 | 79.5 | 84.9 | 82.6 | 92.1      | 91.5 | 90.4 | 90.0 | 91.6 | 94.4     | 94.5 | 94.8 | 95.0 | 95.3 |
| Parent  | 85.1   | 70.0 | 70.1 | 74.6 | 88.8 | 80.6      | 80.2 | 80.4 | 79.8 | 86.0 | 86.1     | 86.6 | 87.4 | 87.8 | 88.9 |
| Student | 78.2   | 76.5 | 64.5 | 65.0 | 77.1 | 76.8      | 77.7 | 77.0 | 76.4 | 76.5 | 82.2     | 83.3 | 83.7 | 84.2 | 83.1 |

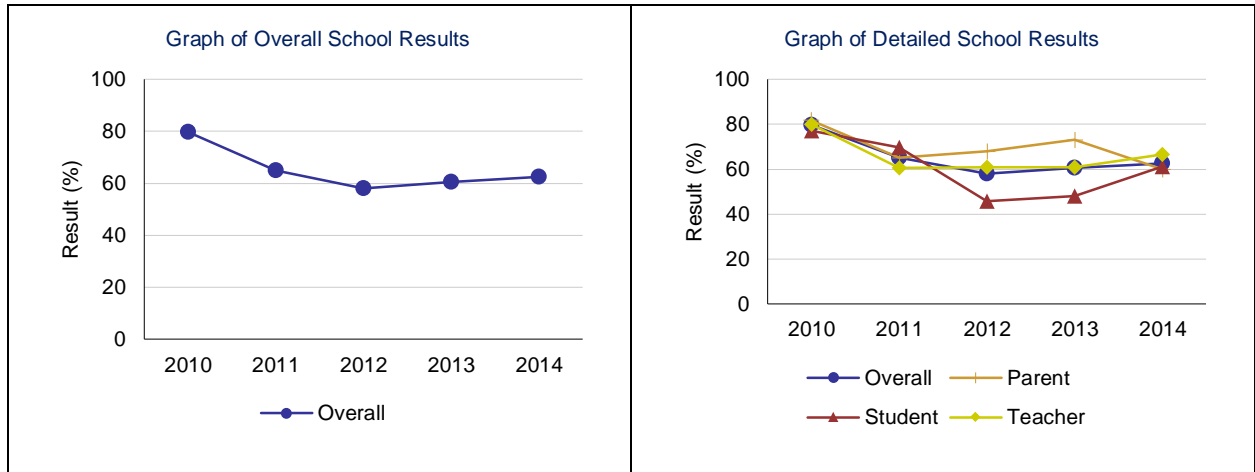


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

**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 |      |      |      |      |
|---------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
|         | 2010   | 2011 | 2012 | 2013 | 2014 | 2010      | 2011 | 2012 | 2013 | 2014 | 2010     | 2011 | 2012 | 2013 | 2014 |
| Overall | 79.7   | 65.1 | 58.1 | 60.6 | 62.6 | 76.5      | 75.9 | 73.1 | 68.8 | 73.3 | 79.9     | 80.1 | 80.0 | 80.6 | 79.8 |
| Teacher | 80.0   | 60.7 | 60.9 | 60.9 | 66.7 | 77.2      | 76.4 | 77.1 | 68.8 | 74.8 | 80.8     | 80.1 | 81.1 | 80.9 | 81.3 |
| Parent  | 81.8   | 65.0 | 67.9 | 73.1 | 60.0 | 74.7      | 73.6 | 68.5 | 69.3 | 74.4 | 77.0     | 77.3 | 76.2 | 77.9 | 77.0 |
| Student | 77.2   | 69.7 | 45.6 | 47.9 | 61.0 | 77.6      | 77.5 | 73.8 | 68.4 | 70.7 | 81.8     | 82.9 | 82.7 | 82.9 | 81.2 |



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.