

DATE: November 29, 2011

TO: Board of Trustees

FROM: Edgar Schmidt, Superintendent of Schools

SUBJECT: Edmonton Public Schools' Combined Three-Year Education Plan and Annual Education Results Report 2010-2014

ORIGINATOR: Tanni Parker, Assistant Superintendent Student Learning Services

RESOURCE STAFF: Sandy Forster, Heather Raymond, Brian Smith, Carol Symons, Corrie Ziegler

REFERENCE: N/A

ISSUE

On a yearly basis, Alberta Education requires school jurisdictions to submit a Three-Year Education Plan (3YEP) and an Annual Education Results Report (AERR) to Alberta Education by November 30, 2011.

ACTION REQUESTED

That the Edmonton Public Schools' Combined Three-Year Education Plan and Annual Education Results Report 2010-2014 (Attachment I) be approved for submitting to Alberta Education.

BACKGROUND

Alberta Education's *Policy and Requirements for School Board Planning and Results Reporting* states: "Jurisdiction three-year education plans for 2011/2012-2013/2014. Jurisdiction plans must be approved by the board and posted on the jurisdiction website by November 30, 2011. Jurisdiction Annual Education Results Reports on the 2010/2011 school year are based on the three-year education plans for 2010/2011-2012/2013. Jurisdiction reports are due on November 30, 2011."

RELATED FACTS

N/A

OPTIONS

N/A

CONSIDERATIONS & ANALYSIS

N/A

NEXT STEPS

Pending approval of the recommendation, the Combined Three-Year Education Plan and Annual Education Results Report 2010-2014 will be provided to Alberta Education on November 30, 2011.

ATTACHMENTS & APPENDICES

ATTACHMENT I Draft Combined Three-Year Education Plan and Annual Education Results Report 2010-2014.

TP:ja

Three-Year Education Plan (3YEP)
and
Annual Education Results Report (AERR)

Edmonton Public School District No. 7

November 30, 2011

Message from the Board Chair

The Board of Trustees and Administration of Edmonton Public Schools believe that every one of our students is able to experience success in their schooling. It is our expectation that all staff will do their very best to ensure there is continual improvement in student achievement across the District.

One measure of how our District is doing in this work is provided by the provincial Accountability Pillar. For the 2010-2011 school year, the District is rated as Good or Excellent in 13 of the 16 categories for which a rating is available. We are pleased with these positive outcomes for our District, although we know we have more work to do in order to improve even further.

Trustees are committed to building on these positive results and to seeing ongoing success for our students and our District. Our Three-Year Education Plan for 2011-2014 outlines the strategies and initiatives we will implement over the next three years to support and enhance the student learning that takes place in our schools and educational sites. The document details the specific steps we will take to ensure our students continue to learn, grow and thrive in the 21st century.

An important part of our District's approach is working in partnership with parents and community organizations. Together, we will provide our students with the best possible education, so that each of them can, to the greatest extent possible, can live up to their promise, achieve their dreams and enjoy healthy, active and rewarding lives.

Dave Colburn
Board Chair

Accountability Statement

The Annual Education Results Report for the 2010-2011 school year and the Education Plan for the three years commencing September 1, 2011 for Edmonton Public Schools was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Government Accountability Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2010-2011 school year and the Three-Year Education Plan for 2011-2014 on November 30, 2011.

Foundation Statements

Our Mission

We work with families and community partners to provide safe, caring, healthy, diverse, inclusive and equitable learning experiences that engage students to achieve their full potential in an increasingly interdependent world.

Our Vision

All students will learn to their full potential and develop the ability, passion and imagination to pursue their dreams and contribute to their community.

District Priorities 2011-2014

1. Provide supports and programs that will enable all students to complete high school.
2. Deepen students' understanding of equity and empathy as key citizenship traits.
3. Ensure all students and their families are welcomed, respected, accepted and supported in every school.
4. Promote health and wellness for all students and staff.
5. Listen to staff, honour their contributions, and support their opportunities for collaboration, growth and professional development.

A Profile of the School Authority

Edmonton Public Schools serves approximately 80,800 students and their families in 197 schools located in a range of socio-economic neighbourhoods. Additionally, it provides educational programming in hospitals, correctional institutions, non-profit social service agencies and in storefronts. District schools are typically organized as Kindergarten to Grade 6, Grades 7 to 9 and 10 to 12. The District also has schools organized to support Kindergarten to Grade 9 sites, Kindergarten to Grade 12 sites, as well as Grades 7 to 12 sites. The District employs over 7,800 staff, including teachers, support staff, custodians, maintenance staff and exempt staff. Through site-based decision making, open boundaries and programs of choice, the District is responsive to the needs of families in the Edmonton community.

Trends and Issues

Across Canada, poverty is recognized as a growing issue. In Edmonton, poverty continues to be a reality for many children, youth and families. A report on Child and Family Poverty recently released by the Edmonton Social Planning Council reveals that one in six children live below the poverty line. This means that potentially 13,000 children in Edmonton Public School live in poverty. It is established that children who live in poverty face more challenges and are more likely to encounter serious problems in their life than other children. The relationship between educational achievement of children and income level is significant.

As a result of this issue and other issues related to students at risk, the District has created a central unit to leverage support from partners. Once a framework for working with partners is established, clear expectations for partnering work will be shared with district and partner staff. It is believed that having an intentional focus on developing district level partners will provide more opportunities for support from the community.

As with other metro areas, Edmonton is experiencing changing demographics. Data from Statistics Canada and Alberta Health Services show that the city of Edmonton is experiencing an increase in FNMI families and immigrant and refugee families. This change in demographics and the ability to meet the needs of these students and their families continues to be a challenge and opportunity for the District. The opportunity for the District is that all staff and students have opportunities to work in classrooms that are a reflection of the diverse and global society that currently exists in Edmonton.

The Action on Inclusion initiative has provided numerous opportunities for the District to re-examine its organization and practices in relation to programming for students with special needs. The District is currently working with the Province on two pilot projects related to Action on Inclusion.

Summary of Accomplishments

- **First Level Reorganization Implementation**
2010-2011 was the first year of the implementation of a reorganization that identified four assistant superintendents to work directly with school principals. The role of these assistant superintendents is to provide coaching, support and advice related to all aspects of school operation. To maximize the efficiency and effectiveness of the reorganization, assistant superintendents identified catchment groups in which to complete the work. The catchment groups are high schools and subsequent junior high and elementary schools in a feeder pattern. Organizing this way has allowed for support to be targeted to like schools as well as to assist with the facilitation of transitions between divisions.
- **Opening of Six Alberta Schools Alternative Procurement (ASAP) Schools**
In the fall of 2010, six K to 9 schools were opened in the District. Over 2,900 students received programming at these schools in 2010-2011. These schools allowed the District to provide access to programming close to where students live. As of fall 2011; two of the schools are at capacity (850) and two are approaching capacity.
- **Reorganization of Student Learning Services**
To achieve greater effectiveness, efficiency and equity, a reorganization of Student Learning Services occurred in 2010-2011. Key outcomes of the reorganization were a removal of cost recovery in areas of direct support to staff and students, and the creation of new central units. Implementation of the new model began in August 2011.
- **Special Needs Task Force**
In early winter 2010, the Board of Trustees created a Special Needs Task Force to review district practice related to the programming for students with special needs. The Task Force brought forth a number of recommendations for implementation starting in 2011. These recommendations have been captured in the District Plan and will be developed and implemented through a newly designed project department. Inclusive Learning, a new unit in Student Learning Services, provides support to schools as they work to create and implement inclusive learning environments.
- **Implementation of the K-12 Literacy Plan**
Following extensive consultation during its development, year one implementation of the K-12 Literacy Plan occurred.
- **District Plan Alignment**
To support greater alignment between the Board Priorities and district initiatives, a new District Plan format was developed and implemented for use in 2011-2012. The District Plan identifies four core strategies and 16 goals for schools and units to work toward achieving over three years. Six goals have been identified by the Superintendent as key for the 2010-2011 school year. The District Plan has allowed for the supports from central services to be more directly targeted to achievement of these goals. The new format also changed the process of budget reviews for schools and central units. Previous to spring 2011, schools and central units were asked to identify staffing and initiatives for the upcoming year. This meant that instructional and/or operational decisions were being made in the absence of data from district and provincial testing and surveys. In November 2011, schools and central units will be reporting to Trustees and Assistant Superintendents about the results they achieved in 2010-2011 and how those results have impacted their planning for 2011-2012.
- **Live Webcast of Public Board Meetings**
To better meet the need to communicate with the public, in the fall of 2010, the Board of Trustees began to live webcast their public Board meetings.

October 2011 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure Category Evaluation	Measure	Edmonton School District No. 7			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	87.9	87.3	86.9	88.1	87.6	86.6	High	Improved Significantly	Good
Student Learning Opportunities	Excellent	Program of Studies	82.1	82.0	81.9	80.9	80.5	80.1	Very High	Maintained	Excellent
		Education Quality	90.6	90.1	90.4	89.4	89.2	88.9	Very High	Maintained	Excellent
		Drop Out Rate	4.9	5.6	5.9	4.2	4.3	4.7	Intermediate	Improved Significantly	Good
		High School Completion Rate (3 yr)	67.3	67.1	66.0	72.6	71.5	71.1	Intermediate	Improved	Good
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	81.0	79.7	78.1	79.3	79.1	78.0	Intermediate	Improved Significantly	Good
		PAT: Excellence	23.1	22.5	21.3	19.6	19.4	18.5	Very High	Improved Significantly	Excellent
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	80.2	81.5	82.5	82.6	83.4	84.0	Low	Declined Significantly	Concern
		Diploma: Excellence	19.8	19.9	19.8	18.7	19.0	18.9	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	58.4	57.6	56.0	54.9	53.5	53.5	High	Improved Significantly	Good
		Rutherford Scholarship Eligibility Rate (Revised)	59.7	57.1	56.2	59.6	56.9	57.0	High	Improved Significantly	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	59.9	61.1	59.6	59.3	59.8	59.3	High	Maintained	Good
		Work Preparation	81.0	80.6	81.1	80.1	79.9	79.8	High	Maintained	Good
		Citizenship	82.4	82.2	81.3	81.9	81.4	79.9	Very High	Improved Significantly	Excellent
Parental Involvement	Good	Parental Involvement	78.9	78.4	78.7	79.9	80.0	79.4	High	Maintained	Good
Continuous Improvement	Issue	School Improvement	78.5	80.3	80.1	80.1	79.9	78.8	High	Declined Significantly	Issue

Notes:

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

October 2011 Accountability Pillar Overall Summary – FNMI (Required for Public/Separate/Francophone School Authorities)

Measure Category	Measure Category Evaluation	Measure	Edmonton School District No. 7			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	11.3	13.5	13.5	10.4	11.2	11.3	Very Low	Improved	Issue
		High School Completion Rate (3 yr)	26.6	21.7	22.6	38.2	34.1	34.8	Very Low	Improved	Issue
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	56.9	57.9	55.2	58.1	59.1	56.5	Very Low	Maintained	Concern
		PAT: Excellence	7.0	6.3	5.8	6.0	6.4	5.7	Very Low	Improved	Issue
Student Learning Achievement (Grades 10-12)	Concern	Diploma: Acceptable	77.8	73.8	75.8	77.7	76.3	76.8	Low	Maintained	Issue
		Diploma: Excellence	8.7	9.5	9.2	7.4	8.7	9.0	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	16.9	13.1	13.6	19.1	16.7	16.6	Very Low	Improved	Issue
		Rutherford Scholarship Eligibility Rate (Revised)	31.6	27.6	29.5	32.1	27.5	27.4	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	21.3	26.4	20.1	31.2	33.9	31.8	Very Low	Maintained	Concern

Notes:

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

Measure Evaluation Reference (Optional)

Achievement Evaluation

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

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

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

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop-out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Goal One: Success for Every Student

Outcome: *Students demonstrate proficiency in literacy and numeracy*

Note – This outcome replaces the following outcome from the 2010/11 – 2012/13 three year education plan:

- Students demonstrate high standards in learner outcomes (K-9 portion only)*

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	76.2	76.0	78.6	79.7	81.0		Intermediate	Improved Significantly	Good			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	21.1	20.3	21.1	22.5	23.1		Very High	Improved Significantly	Excellent			

Comment on Results

In the area of acceptable standard, the District achieved a 1.3 per cent increase over the previous year. A 0.6 per cent increase in students' achieving the standard of excellence on PAT exams was achieved by district students for tests on which comparisons can be made. Evaluations for Mathematics (Grades 3, 6 and 9) are not calculated due to the changes in tests in 2010.

"Improvement" or "significant improvement" was achieved in all subjects at the acceptable level except French Language Arts in Grade 3 and Grades 6 and 9 Social Studies. In the area of standard of excellence, "improvement" or "significant improvement" was achieved in five areas, "maintained" in four areas and "declined" or "significantly declined" in one area: Grade 3 English Language Arts.

A number of district-wide initiatives could be linked to improvement. These include the development of the K-12 Literacy Plan, increased access to high leverage interventions for reading (Reading Recovery, Leveled Literacy Interventions and Middle Years Literacy Intervention), continued professional learning opportunities for teachers through the AISI project on Student Engagement and the development of numeracy coaches through the Math 4 All program. Additionally, the District continued to provide focused support of teachers new to teaching or new to the District through the New Teacher Induction Project (NTIP).

Partnership work to support students with Mental Health issues through the Way In Project, the Wellness, Resiliency, and Partnership (WRaP) Project and the Strengths, Tolerance, Attitude and Resilience (STAR) Project, occurred in a variety of district schools.

Partners for Kids (PFK) provided support to City Center Education Partnership (CCEP) schools with support such as Success Coaches, mentors and family therapists.

Strategies

The work of the Three-Year Education Plan is guided by the District Priorities approved by the Board of Trustees in 2011:

- Provide supports and programs that will enable all students to complete high school.
- Deepen students' understanding of equity and empathy as key citizenship traits.
- Ensure all students and their families are welcomed, respected, accepted, and supported in every school.
- Promote health and wellness for all students and staff.
- Listen to staff, honour their contributions, and support their opportunities for collaboration, growth and professional development.

The Priorities are supported by six goals for 2011-2012 as outlined in the District Plan:

- Implement the K-12 Literacy Plan for 21st Century Learners.
- Develop and Implement Strategies that Promote Student Citizenship, Health and Creativity.
- Develop and implement interventions for Diverse Learners.
- Develop and Implement a School Leadership Framework.
- Enable inclusive learning environments in all schools.
- Deliver Core and Discretionary Services to Schools.

These goals are addressed by the strategies, programs and initiatives developed by schools and central to support improved student achievement in all areas.

The following strategies will be enhanced and continue for 2011-2012:

- Implementation of the K-12 Literacy Plan.
- School Assistant Superintendents will review individual school data with principals to identify best practices across the curriculum.
- Support for literacy interventions (Reading Recovery, Levelled Literacy Intervention, Middle Years Literacy Intervention).
- Support to develop numeracy coaches at the elementary and junior high levels.
- Partnerships in support of a wrap around model of support including the WRaP Project, PFK, the Way In Project and the STAR Project.
- Support for professional learning days.
- The student engagement survey What Did You Do In School Today? (WDYDIST) at some district schools.
- English language learner support through centralized assessments and support of multilingual consultants to provide assistance with parent-school meetings.
- Specific FNMI supports outlined in pages 19 and 20 of this document.
- Support for bilingual, immersion and language and culture programs at all levels of the District.
- Full day Kindergarten programming at 22 high needs schools funded by the District.
- Full day Kindergarten programming at one high needs school funded through the District Foundation.

The following strategies are new for 2011-2012 and will complement and strengthen the ongoing strategies:

- Development of a Partnership Unit to create a framework and support for schools working with partners.
- Improved access to Student Learning Services with the removal of cost recovery and work in cross disciplinary teams with groups of schools.
- Project approach to support the implementation of Special Needs Task Force recommendations.
- Project approach to review Behaviour and Learning Assistance Program.
- Capacity to offer Mental Health First Aid was developed in the District in 2010-2011 and support to schools to implement mental health first aid will be provided.
- Implementation of Guided Reading in two junior high schools.
- Participation in the Action on Inclusion: Change Agent and Inclusive Education Planning Tool pilot projects with Alberta Education.
- Addition of two new full day Kindergarten programs funded through the District Foundation.

Notes:

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

¹ If authority had set a target for 2010/11 in the three year education plan 2010/11 – 2012/13, include it in the space provided for each required measure.

² Targets are required for each year of the plan for **Accountability Pillar measures with an overall evaluation of "Issue" or "Concern" and must reflect reasonable progress toward or moving into the next higher achievement level, as defined by the evaluation methodology, over the plan period.**

Outcome: *Students achieve educational outcomes*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *Students demonstrate high standards in learner outcomes (high school portion only)*
- *High school completion rates are showing continual improvement*
- *Children and youth with at risk factors have their needs addressed through timely and effective programs and supports*
- *Students are well prepared for lifelong learning*

Performance Measure	Results (in percentages)					Target 2011	Evaluation			Targets		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	83.7	82.9	83.1	81.5	80.2	82.0	Low	Declined Significantly	Concern			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	21.4	20.2	19.5	19.9	19.8		Intermediate	Maintained	Acceptable			

Performance Measure	Results (in percentages)					Target 2011	Evaluation			Targets		
	2006	2007	2008	2009	2010		Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	64.0	65.0	65.7	67.1	67.3		Intermediate	Improved	Good			
Drop Out Rate - annual dropout rate of students aged 14 to 18	6.3	6.3	5.7	5.6	4.9		Intermediate	Improved Significantly	Good			
High school to post-secondary transition rate of students within six years of entering Grade 10.	57.3	58.1	59.6	61.1	59.9		High	Maintained	Good			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	54.2	55.1	56.2	57.1	59.7		High	Improved Significantly	Good			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	55.5	55.4	54.9	57.6	58.4		High	Improved Significantly	Good			

Comment on Results

In the area of diploma results; the District “maintained” improvement at the acceptable level in French Language Arts, Social Studies 30-2, and Biology 30. The District “declined” or “declined significantly” in English 30-1, English 30-2, Pure Mathematics 30, Applied Mathematics 30, Social Studies 30-1, Chemistry and Science 30.

In the area of standard of excellence; Science 30 demonstrated “improvement” and Physics and Biology 30 demonstrated “significant improvement”. The District “maintained” improvement in Pure Mathematics 30, Social Studies 30-2, and Chemistry 30. For all other subject areas, the District improvement was rated as “declined” or “declined significantly”. No improvement measures were provided for Français 30-1 due to insufficient data.

For the years 2007-2011 the Province has also seen a decrease similar to that of the District in the percentage of students being successful at both the acceptable and standard of excellence in diploma exams. At the same time, participation rates have increased for the Province and the District.

Additionally, English 30-1 which was problematic for both the Province and the District in 2010, continues to show declines in both acceptable standard and standard of excellence. Alberta Education is continuing to exam this trend nationally and internationally.

High School Completion/Drop Out Rate

In the area of high school completion, the District is continuing to make steady gains in the percentage of students completing high school in three years. Conversely, the dropout rate continues to decline as more students access appropriate programming in district high schools.

High school staffs continue to closely monitor credits achieved and course completed in Grades 10 and 11 to assist students to take full course loads and ensure they have the requirements for successful high school completion.

Continued attention was provided to develop successful transitions between Grade 9 and 10 and more intentional monitoring of attendance and course selection was done of students deemed to be at risk of completing high school.

The In-School Settlement Project was implemented. This project provides orientation to schools in late August for immigrant and refugee students and their families. Peer facilitators were trained and supported by community partners. Additionally, this occurred prior to school opening in August 2011.

Transition Centers were developed and implemented at two locations to provide programming for secondary students who had little previous formal schooling.

Percentage of Students Writing Four or More Diploma Exams

In relation to the increase of students writing four or more diploma exams within three years of entering Grade 10, the District practice of no longer having students repeat the same course in the same year if they have not written the diploma exam appears to be having an impact. This practice encourages students to commit to course completion in one semester.

Post secondary Transition

School coaches from Center High met with students from other high schools who did not have the prerequisite courses to transition to post secondary. Students were then able to access programming at Center High, Metro or Outreach to complete the required courses.

Children and Youth With At Risk Factors Have Their Needs Addressed

Eighty-two per cent of parents, staff and students reported satisfaction that programs for children at risk are easy to access and timely.

Preparation for Lifelong Learning

Parents, staff and students were asked to rate satisfaction in two areas related to lifelong learning. High school students "demonstrate" knowledge, skills and attitudes necessary for learning throughout their lifetime and that students are "taught" the knowledge, skills and attitudes. In all respondent groups there was higher levels of satisfaction that students were "taught" the skills than "demonstrate" the skills.

Strategies

The following strategies will be enhanced and continue for 2011-2012:

- Transition support (from Grade 9 to Grade 10 and Grade 12 post secondary).
- The Transition Centers at Balwin and McCauley support students with little or no formal schooling at the junior and senior high levels.
- Review of course loads, credit completion in relation to high school completion requirements and attendance.
- Specific high school consultants to work with teachers and department heads.
- NTIP for teachers new to teaching or new to high school.
- Success in Schools for Students in Care project with Alberta Education.
- Understanding by Design support to all high schools.
- High School Flexibility Project.

The following strategies are new for 2011-2012 and will complement and strengthen the ongoing strategies:

- High School Literacy Interventions will be developed through the project approach to support students requiring literacy support in high school.
- School Assistant Superintendents will continue to work with principals to review data to identify best practices for student success.
- Mental Health First Aid will be offered to schools through Comprehensive School Health unit.
- Literacy Across the Content Area Project will be initiated.

Notes:

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

Outcome: *Students are prepared for the 21st century*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *Students model the characteristics of active citizenship*
- *Students are well prepared for employment*

Performance Measure	Results (in percentages)					Target 2011	Evaluation			Targets		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2012	2013	2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	78.7	80.2	81.5	82.2	82.4		Very High	Improved Significantly	Excellent			
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	79.6	81.8	80.9	80.6	81.0		High	Maintained	Good			

Comment on Results

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

In the area of satisfaction that students model the characteristics of active citizenship, the District continues to show overall improved satisfaction from parents, staff and students. All three respondent groups reported the highest level of satisfaction with students “being encouraged to try his or her best at school”. These responses ranged from a low of 89 per cent to a high of 98 per cent.

In response to the question level of satisfaction with “encouragement to get involved in activities that help people in my community”; the responses ranged from a low of 70 per cent by Grade 7 parents to a high of 87 per cent by Grade 10 teachers.

All schools were required to address the following priority in their school plan in 2009-2010: “To instill in each student the attributes of citizenship and good character in a learning environment that promotes health, well-being and positive relationships.”

Over the past two years, there has been a trend for schools to have students more involved in giving back to their local and global community through service projects. These efforts are acknowledged through district student awards. The District recognizes achievement as well as contributions to the larger community through volunteering and other community involvement. Schools also recognize students who have contributed or led contributions to the school or community through local awards ceremonies.

At the secondary level, many schools provide formal and informal leadership training and opportunities for students. These range from Leadership classes to Gay, Straight Alliance groups and other organized clubs and support networks for students.

Schools have also chosen to address the area of developing citizenship through comprehensive school programs such as The Leader in Me, Tribes and the Olweus bullying prevention program.

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

Teachers report higher levels of satisfaction than parents, that “students are taught attitudes and behaviours that will make them successful at work when they finish school.” Parents at the Grade 10 level, showed the highest level of satisfaction in this area. This may be due in part to understanding how these expectations are being shared at the high school level.

Strategies

The District Priorities that directly guide this work are:

- Deepen students' understanding of equity and empathy as key citizenship traits.
- Promote health and wellness for all students and staff.

For 2011-2012, schools will be expected to respond to the following goal in the District Plan:

- Develop and implement strategies that promote student citizenship, health and creativity.

The following strategies will be enhanced and continue for 2011-2012:

- Support to the district-wide implementation of The Leader in Me, Tribes, and the Olweus program. Capacity now exists to deliver these programs by district staff.
- Assistant Superintendents working with schools will be collecting and sharing a comprehensive list of successful practices from schools that support the district plan goal “develop and implement strategies that promote student citizenship, health and creativity.” System support for new practices or programs will then be developed and implemented.
- Support of programs that provide opportunities for students to engage with the greater community:
 - Work Experience
 - Registered Apprenticeship Programs (RAP)
 - Skill Center programming at high schools
 - Careers the Next Generation
- Staff in Leadership Services and Special Education received training in Mental Health First Aid.

The following strategies are new for 2011-2012 and will complement and strengthen the ongoing strategies:

- Implementation of Bullying Prevention support as approved by the Board of Trustees.
- Creation of a Comprehensive School Health unit to provide leadership and support in the area of student health and wellness.
- Review alternative programs and programming that address creativity and innovation to identify best practices.
- Mental Health First Aid sessions will be offered to district staff.
- Implementation of a pro-social/leadership program, Bamboo Shield, at three junior high schools in partnership with Alberta Somali Community Centre.

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

Goal Two: Transformed Education Through Collaboration

Outcome: *Students have access to programming and supports to enable their learning*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- The education system meets the needs of all K–12 students and supports our society and the economy*
- School environments are safe and caring*

Performance Measure	Results (in percentages)					Target 2011	Evaluation			Targets		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	80.6	81.7	81.9	82.0	82.1		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.5	90.1	91.2	90.1	90.6		Very High	Maintained	Excellent			
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.	84.8	85.9	87.5	87.3	87.9		High	Improved Significantly	Good			

Comment on Results

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

Edmonton Public Schools states "Choice is the foundation of our District's approach to education". To that end, parents and students are provided with a wide range of program and programming offerings throughout the District.

In 2010-2011, the District began operation of the Sakinah Circle program that had been approved by the Board of Trustees. Additionally, support was provided for second year implementation of the Waldorf program.

Support for the implementation of current alternative programs was provided through the Programs department with support from Consulting Services, Curriculum and Teaching and Learning Support Services.

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

Related to the quality of basic education, on-going staff development is assisting the District in enhancing the skills of teachers in the areas of instruction and assessment.

Continued work with the K-12 Literacy Plan and support for interventions such as Reading Recovery, Leveled Literacy Intervention, and Middle Years Literacy Intervention provided additional support for students who were at risk.

The Alberta Initiative for School improvement (AISI) projects continued to provide allocations for staff development and collaboration related to student engagement.

The District continued to support Inclusive Learning and Urban School pilot projects to build capacity in the area of developing and supporting inclusive learning environments.

The Kindergarten Inclusive Development Support was provided to all district Kindergarten programs (except those with Early Education sites as they had the capacity to provide support to Kindergarten programs.)

All Kindergarten teachers completed the Early Years Evaluation as a consistent assessment of all Kindergarten students across the District.

Percentage of teachers, parents 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

Students, parents and teachers are reporting high levels of satisfaction in this area.

This result is linked to the second Board Priority: "To instill in each student the attributes of citizenship and good character in a learning environment that promotes health, well-being and positive relationships".

As a result, all schools were expected to identify actions in their school plans that build these attributes.

Two trends continued from 2009-2010. First, the use of comprehensive character education programs such as The Leader in Me was implemented and secondly, more schools became involved in initiatives that gave back to the community such as Backpacks for the Homeless and Snow Angels.

All schools must have clear behaviour plans that are shared with parents and students on an annual basis. These plans identify appropriate behaviours and progressive discipline steps that are implemented when required.

The Critical Incident Response Team provides support to school staff and students in the event of a traumatic event such as the death of a child or staff member.

The District continued to have representation on the Out of School Table (OST), a multi-partner initiative that is working to support quality after-school and summer programming for immigrant and refugee children and youth.

Alternatives to Suspension pilot project was implemented in collaboration with the YMCA to provide an alternative location for students suspended from school.

Professional learning sessions were provided to Trustees and the Executive Team as an initial step in implementing the outcomes of the Racism Free Edmonton project.

Strategies

The District Priorities that directly guide this work are:

- Deepen students' understanding of equity and empathy as key citizenship traits.
- Promote health and wellness for all students and staff.
- Provide supports and programs that will enable all students to complete high school.
- Ensure all students and their families are welcomed, respected, accepted and supported in every school.

For 2011-2012, schools will be expected to respond to the following goals in the District Plan:

- Implement the K-12 Literacy plan for 21st Century Learners.
- Develop and Implement Strategies that Promote Student Citizenship, Health and Creativity.
- Develop and implement interventions for Diverse Learners.
- Enable inclusive learning environments in all schools.

The following strategies will be enhanced and continue for 2011-2012:

- Ongoing support for the review and maintenance of all alternative programs.
- Critical incident response team.
- Representation on the Out of School Table.
- Alternatives to Suspensions with the YMCA.
- Support for comprehensive character education and bullying prevention programs.
- AISI support related to student engagement.
- Kindergarten Inclusive Development Services.
- Balanced literacy support.
- Support for literacy interventions (Reading Recovery, Levelled Literacy Intervention, Middle Years Literacy Intervention).
- Support to develop numeracy coaches
- Partnerships in support of a wrap around model of support including the WRaP Project, PFK, the Way In Project, and the STAR Project.
- Excellence in Leadership Award Program.

The following strategies are new for 2011-2012 and will complement and strengthen the ongoing strategies:

- Support for Staff and Students with units focusing on Literacies, Comprehensive School Health and FNMI and Diversity as well as Inclusive Learning have been designed to provide leadership and support for school staff to achieve the goals in the District Plan.
- Expanded use of technology for teaching and learning including SchoolZone, PowerSchool, webcasts, webinars, and other share site technology.
- Development of a Partnership unit to create a framework and support for schools working with partners.
- Improved access to Student Learning Services with the removal of cost recovery and work in cross disciplinary teams with groups of schools.
- Project approach to support the implementation of Special Needs Task Force recommendations.
- Project approach to review Behaviour and Learning Assistance Program.
- Lessons from Urban School and Inclusive Learning pilots implemented in Inclusive Learning cross-disciplinary approach.
- Support for implementation of Bullying Prevention recommendations from the Board of Trustees.
- Awareness session for all district leaders re Racism Free Edmonton.
- Development and implementation of Guided Reading support.
- Development and implementation of administration related to the Safe, Caring, and Respectful Learning Environments policy.

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

Outcome: *The education system demonstrates openness to new and innovative ideas, leadership and collaboration*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- The jurisdiction demonstrates effective working relationships*
- The jurisdiction demonstrates leadership, innovation and continuous improvement*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	77.5	78.3	79.5	78.4	78.9		High	Maintained	Good			
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	78.8	78.8	81.2	80.3	78.5	80.0	High	Declined Significantly	Issue			

Comment on Results

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

Overall, parents reported more satisfaction in decisions about or opportunities to be involved in decisions related to their child's education vs. decisions that impacted their child's school. Response from teachers showed a similar trend in that they reported higher satisfaction about the involvement of parents/guardians in decisions about students' education vs. school.

The strong results and continued improvement in satisfaction by parents and teachers related to education is positive for the District. School staffs have been working to involve parents about the educational programming that they believe is best suited for their child.

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

Decreases in level of satisfaction were reported in teacher and parent groups. Students reported an increase in satisfaction. At the parent level, Grade 4 parents were the most satisfied that their school and other schools in the jurisdiction had improved or stayed the same over the past three years; Grade 10 parents were the least satisfied.

Strategies

The District Priorities that directly guide this work are:

- Ensure all students and their families are welcomed, respected, accepted and supported in every school.
- Listen to staff, honour their contributions, and support their opportunities for collaboration, growth and professional development.

For 2011-2012, schools will be expected to respond to the following goals in the District Plan:

- Implement the K-12 Literacy plan for 21st Century Learners.
- Develop and implement interventions for diverse learners.
- Enable inclusive learning environments in all schools.

The following strategies will be enhanced and continue for 2011-2012:

- Parents as Partners program.
- Support for the development of School Councils.
- SchoolZone as a communication vehicle with parents.
- TAG (online student written magazine).
- Support for the development of strong school councils.

The following strategies are new for 2011-2012 and will complement and strengthen the ongoing strategies:

- As outlined in Board Policy AA.BP – Stakeholder Engagement, administration is developing a regulation aligned with International Association for Public Participation (IAP2) Core Values and Spectrum of Public Participation.
- Review and refinement of reorganization of Student Learning Services to provide equitable, effective and efficient service to all schools in support of students and staff.
- Creation of trans-disciplinary teams in Inclusive Learning to work with schools in catchment areas.
- Development of a partnership framework to continue to enhance working relationships with all levels of partners.
- Implementation of the new Leadership Award program.
- Continued refinement of the District Plan.

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

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

Outcome: FNMI students are engaged in learning

Note – This outcome replaces the following outcome from the 2010/11 – 2012/13 three year education plan:

- Key learning outcomes for FNMI students improve

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

Performance Measure	Results (in percentages)					Target 2011	Evaluation			Targets		
	2006	2007	2008	2009	2010		Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	17.5	19.9	26.3	21.7	26.6	28.0	Very Low	Improved	Issue			
Drop Out Rate - annual dropout rate of students aged 14 to 18	12.2	14.2	12.8	13.5	11.3	9.5	Very Low	Improved	Issue			
High school to post-secondary transition rate of students within six years of entering Grade 10.	16.7	10.9	23.2	26.4	21.3	25.0	Very Low	Maintained	Concern			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	27.2	30.0	30.8	27.6	31.6	33.0	Very Low	Maintained	Concern			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	12.1	11.5	16.3	13.1	16.9	18.0	Very Low	Improved	Issue			

Performance Measure	Results (in percentages)					Target 2011	Evaluation			Targets		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	52.5	52.6	55.1	57.9	56.9	60.0	Very Low	Maintained	Concern			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	5.8	5.4	5.6	6.3	7.0	9.0	Very Low	Improved	Issue			
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	78.6	77.1	76.5	73.8	77.8	80.0	Low	Maintained	Issue			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	12.5	9.6	8.5	9.5	8.7	10.0	Very Low	Maintained	Concern			

Comment on Results

High School Results

The District is not satisfied with the success of this group of students and continues to look for strategies and practices to assist more students in achieving success in their studies.

Overall, the positive trend to the ratings of "improved" in four of the eight categories demonstrates movement toward more success for First Nations Métis Inuit (FNMI) students. The rating in the other four categories as "maintained" despite increases and decreases over achievement from last year are due to the range of scores in each of the "achievement" categories. The increase in Rutherford Scholarships eligibility from 27.6 per cent to 31.6 per cent is positive. As well, the 4.0 per cent increase in the percentage of students achieving acceptable standard (overall results) on diploma exams, is noteworthy.

Additionally, participation rates for PAT and diploma tests are continuing to increase.

High School Completion/Drop Out Rate

In the area of high school completion, the district FNMI population is continuing to make steady gains in the percentage of students completing high school in three years. Conversely, the dropout rate continues to decline as more students access appropriate programming in district high schools.

High school staff continue to closely monitor credits achieved and course completed in Grades 10 and 11 to assist students to take full course loads and ensure they have the requirements for successful high school completion.

Continued attention was provided to develop successful transitions between Grade 9 and 10 as well, more intentional monitoring of attendance and course selection was done of students deemed to be at risk.

District staff from the Aboriginal unit worked with selected junior high schools with high populations of FNMI students. Work centered on connecting students with each other, the staff and the greater community.

FNMI students living in care were tracked and support to have these students attend regularly was provided through the Success in Schools for Students in Care with Alberta Education. In 2010-2011 this project focused on students at the high school level.

Summer school programming was provided for students who were missing required courses and/or were at risk of leaving school. The programming occurred at the Enoch Cree Nation where the students lived. FNMI mentors who were currently at college provided additional support.

Percentage of students writing four or more diploma exams

This category also demonstrated a positive trend with an increase of 3.8 per cent from last year.

In relation to the increase of students writing four or more diploma exams within three years of entering Grade 10, the District practice of no longer having students repeat the same course in the same year if they have not written the diploma exam appears to be having an impact. This practice encourages students to commit to course completion in one semester.

Post secondary Transition

Although this is rated as being "maintained" on the Summary Page; the transition rate to post-secondary has declined by 5.1 per cent.

A pilot program in partnership with Edmonton Catholic Schools and Grant McEwan, took place in the summer of 2011 to provide FNMI students opportunity to become acquainted with Grant McEwan campus.

Provincial Achievement Test Results

In the area of acceptable standard, FNMI student achievement declined by 1.0 per cent from 2010. A 0.7 per cent increase was achieved for students achieving the standard of excellence.

A number of district-wide initiatives could be linked to improvement. These include the development of the K-12 Literacy Plan, increased access to high leverage interventions for reading (Reading Recovery, Leveled Literacy Interventions and Middle Years Literacy Intervention), continued professional learning opportunities for teachers through the AISI project on Student Engagement. Additionally, the District continued to provide focused support of teachers new to teaching or new to the District through the NTIP.

The Aboriginal unit hosted a Wise Practices day for schools with significant FNMI populations and teachers and principals were able to share best practices. In support of programming for FNMI students, the District established an Aboriginal Learning Resource Center and in-service room at Woodcroft School.

To support early literacy, district staff has worked to locate guided reading books that reflect FNMI perspective and characters.

Strategies

The District Priorities that directly guide this work are:

- Provide supports and programs that will enable all students to complete high school.
- Ensure all students and their families are welcomed, respected, accepted and supported in every school.

The following strategies will be enhanced and continue for 2011-2012:

- School Assistant Superintendents will review individual school data with principals to identify best practices in all subject areas.
- Support for literacy interventions (Reading Recovery, Levelled Literacy Intervention, Middle Years Literacy Intervention).

- Support to develop numeracy coaches and math common assessments.
- Partnerships in support of a wrap around model of support including the WRaP Project, PFK and the Way In Project.
- Wise Practices sharing days.
- Guided reading material with FNMI content, perspective and/or characters.
- AISI support related to student engagement.
- Kindergarten Inclusive Development Services support.
- Review of course loads, credit completion in relation to high school completion requirements and attendance.
- Specific high school consultants to work with teachers and department heads.
- NTIP for teachers new to teaching or new to high school.
- Success in Schools for Students in Care project with Alberta Education will include junior high schools.
- Support for transition between junior high school and high school.
- Development and maintenance of an Aboriginal Learning Resource Center at Woodcroft School.
- Implementation of Aboriginal policy and regulation including working with Elders and community advisory for continuous feedback.
- FNMI cultural awareness sessions for staff newly hired to the District.
- Aboriginal Commitment Coach pilot through The Way In Project.

The following strategy is new for 2011-2012 and will complement and strengthen the ongoing strategies:

- Creation of a combined unit, FNMI and Diversity, to create cross disciplinary teams to support FNMI students at all levels and build District understanding and capacity.

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Future Challenges

- Changing demographics of schools and the District's ability to respond quickly and effectively will continue to be a challenge.
- Shifting student population
With the continued expansion of the City of Edmonton, more school age students are residing on the outer edge of the city. This creates two pressures: first, accommodation for students living in communities where schools do not exist, and secondly, ensuring school and programming viability for students living in mature, central areas, where school age population is in decline.
- Sustainable, predictable funding
Currently the District submits plans on a three- and ten-year cycle. Funding however, is provided yearly and is impacted by trends in the energy sector. This makes implementation of three- and ten-year plans a challenge.
- Proposed Education Act
Community engagement related to the proposed Education Act will provide opportunities for continued input. Once enacted, the Education Act will create a new structure and expectations that may impact current district policies and practices.

Summary of Financial Results

The administration will forward a draft financial summary to Alberta Education on November 30. Following Audit Committee review on December 7, 2011, the final document will be forwarded to Alberta Education.

Budget Summary

The administration will forward a draft budget summary to Alberta Education on November 30. Following Audit Committee review on December 7, 2011, the final document will be forwarded to Alberta Education.

Capital and Facilities Projects

Edmonton Public Schools' Ten-Year Facilities Plan provides overall direction to the District's capital planning process. As a planning framework and reference, the Ten-Year Facilities Plan helps ensure that the District maintains a balanced and consistent approach in all of its work around capital development, space utilization, facilities management and program distribution.

Edmonton Public Schools' Three-Year Capital Plan establishes the District's school facility priorities for the forthcoming three-year period, both for new construction and the modernization of existing schools. The District needs to provide new school facilities to meet emerging local needs in a growing number of new and rapidly developing neighbourhoods. The District also continues to have a backlog of deferred capital investment required to ensure that modern, efficient and safe conditions are maintained to meet the learning requirements of students in aging buildings.

Prepared annually, the Ten-Year Facilities Plan and the Three-Year Capital Plan ensure that the District's long-term investment in facilities is effective in maintaining the critical relationship between quality learning environments, excellence in teaching and learning and the responsible use of space district-wide.

Results from the District's Ten-Year Facilities Plan 2009-2018 and the Three-Year Capital Plan 2009-2012

Ten-Year Facilities Plan 2009-2018

In November 2010, the Board of Trustees approved a motion to implement a two-year Moratorium on School Closures. The Sector Planning Review process for Central, South Central and West One Sectors of the City of Edmonton was also cancelled by the Board of Trustees. As a result, no action towards school consolidation or potential closures will be considered to address excess space in the District.

Previously Funded Capital Projects Status

- The Victoria School of Performing and Visual Arts (Modernization/New Construction)
Construction of the new portion of the school and renovations to portions of the existing building was completed during 2009-2010. Demolition of the existing high school wing was completed in 2010-2011. Site development will be completed during 2011-2012.
- Strathcona Senior High School (Phase 1 Modernization)
The project was completed in the Spring of 2011. Phase 2 of this project will commence in the fall of 2011.
- Eastglen Senior High School (Phase 1 Modernization)
The project was completed in the Spring of 2011
- Eastglen Senior High School (Phase 2 Modernization)
The project is scheduled for completion in December 2011
- Prince Charles Elementary School (Modernization)
The project was completed in the fall of 2010
- Prince Charles Elementary School (Phase 2-Student Safety Improvement Project)
The project was completed in the fall of 2010
- Forest Heights School (Phase 1 Modernization)
The project was completed in the fall of 2010. Phase 2 of this project will commence in the fall of 2011.

Alberta School Alternative Procurement (ASAP) Schools

District staff provided technical support in preparation for the opening of six new K-9 schools in September of 2010, under the provincial ASAP I program. The new schools are:

- Elizabeth Finch School (The Palisades area in northwest Edmonton)
- Florence Hallock School (Lake District area in north central Edmonton)
- Dr. Donald Massey School (Pilot Sound area in northeast Edmonton)
- A. Blair McPherson School (The Meadows area in southeast Edmonton)
- Johnny Bright School (Heritage Valley area in southwest Edmonton)
- Esther Starkman School (Terwillegar Heights area in southwest Edmonton)

A number of operational issues were monitored and addressed, given the unique of facility construction, operation and maintenance

District staff continued to provide support through 2010-2011 to the planning and preparation for the opening of three new public K-9 schools scheduled to open in September 2012. These three schools were announced by the province in January 2008 as part of the ASAP II program. The new schools are located in the following communities:

- Bessie Nichols School (The Hamptons-The Grange area in west Edmonton)
- Michael Strembitsky School (Summerside-Ellerslie Area in south Edmonton)
- Major General Griesbach – (Replacement school in north Edmonton)

Summary of Facility and Capital Plans

The District continued to experience significant activity in the area of new building openings, modernization project and IMR project implementation in 2010-2011. The most significant of these was the opening of six ASAP I schools. These schools, built in the areas of the city with the fastest growing school-age population, provided opportunity for students to have access to schools closer to their homes, reducing the number of students being transported to receiving schools in the 2010-2011 school year. All six ASAP schools offer high quality regular programming.

The Victoria School of Performing Arts (Modernization/New Construction) accepted the opening of new replacement area, as well as the completion of renovations to existing interior space. The site remains challenging for parent pick-up and drop-off, staff parking and construction surrounding the site related to North LRT construction.

Parental Involvement

Parent and School Council involvement in the creation of school plans and the sharing of school level results is a district-wide expectation. Parents and school council members are invited to attend the joint results review and budget plan presentation in November 2011. Assistant Superintendents for schools work to support principals to ensure parents do have opportunities for input and involvement.

Timelines and Communication

After being approved by the Board of Trustees, this document will be uploaded to Alberta Education. Additionally, the AERR and 3YP will be posted on the district website.

APPENDIX – Measure Details (OPTIONAL)

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

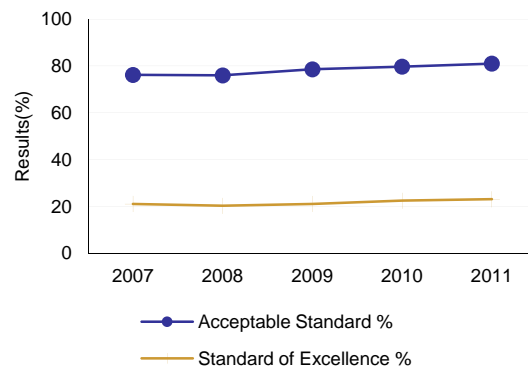
Provincial Achievement Test Results – Measure Details (OPTIONAL)

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2007		2008		2009		2010		2011		2011	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	Authority	78.4	16.2	77.1	15.7	79.9	17.6	79.7	19.4	81.7	15.8		
	Province	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5	81.8	17.5		
French Language Arts 3	Authority	n/a	n/a	n/a	n/a	86.7	14.6	80.5	15.5	80.2	17.3		
	Province	n/a	n/a	n/a	n/a	83.8	15.8	84.1	16.3	80.6	15.8		
Français 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	82.5	16.3	86.4	16.3	84.2	18.6		
Mathematics 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	78.9	27.1		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77.4	26.0		
English Language Arts 6	Authority	77.6	20.7	79.5	21.1	81.9	19.0	83.1	19.3	83.8	20.6		
	Province	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9	83.0	18.5		
French Language Arts 6	Authority	88.4	13.8	89.5	14.3	89.6	20.8	87.8	19.9	92.0	20.1		
	Province	88.1	11.0	87.7	14.2	91.5	15.9	88.3	15.9	89.4	17.1		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	93.0	18.0	94.3	17.1	92.6	18.7	91.3	18.3	92.2	17.6		
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	75.4	22.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8		
Science 6	Authority	75.3	29.9	76.2	27.8	78.5	29.1	79.1	31.5	80.0	31.9		
	Province	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4	76.2	25.0		
Social Studies 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	73.9	19.9	74.2	23.4		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	71.0	16.4	71.1	18.5		
English Language Arts 9	Authority	77.2	18.3	75.5	18.6	78.1	17.7	79.7	18.0	80.1	18.6		
	Province	77.5	14.8	76.5	14.8	78.7	14.7	79.3	15.0	79.1	16.3		
English Lang Arts 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	59.7	7.1	60.0	4.5		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	66.8	7.8	67.2	7.9		
French Language Arts 9	Authority	86.4	19.5	87.5	15.1	83.1	15.3	92.5	9.7	94.9	13.5		
	Province	81.3	12.9	84.5	12.4	81.8	10.3	86.1	12.4	88.8	15.0		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.6	12.6	84.8	11.7	85.6	12.9	84.3	12.7	90.2	15.8		
Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	68.7	23.1		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.1	17.3		
Mathematics 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	63.9	13.0	57.2	10.3		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	65.6	15.3	64.9	14.9		
Science 9	Authority	71.9	20.7	71.3	18.4	74.7	22.2	76.4	24.7	78.9	29.1		
	Province	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7	74.9	20.8		
Science 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	66.7	18.6	61.9	14.4		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	67.2	14.3	69.5	15.3		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	73.5	24.7	71.9	25.6		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	68.9	18.8	67.2	19.0		
Social Studies 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	64.5	20.0	58.3	14.7		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	64.6	15.7	61.9	13.6		

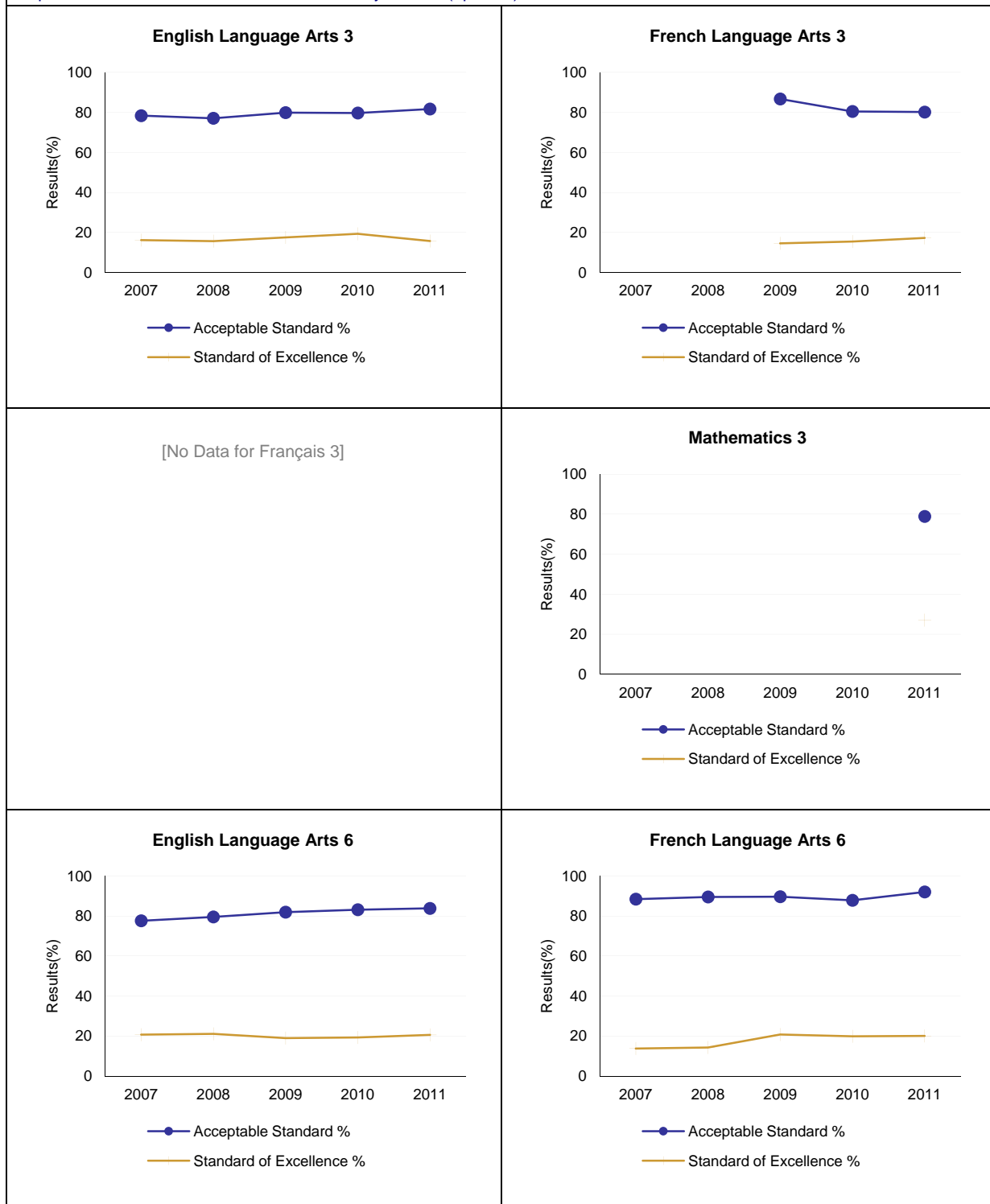
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

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

Graph of Overall Provincial Achievement Test Results (optional)

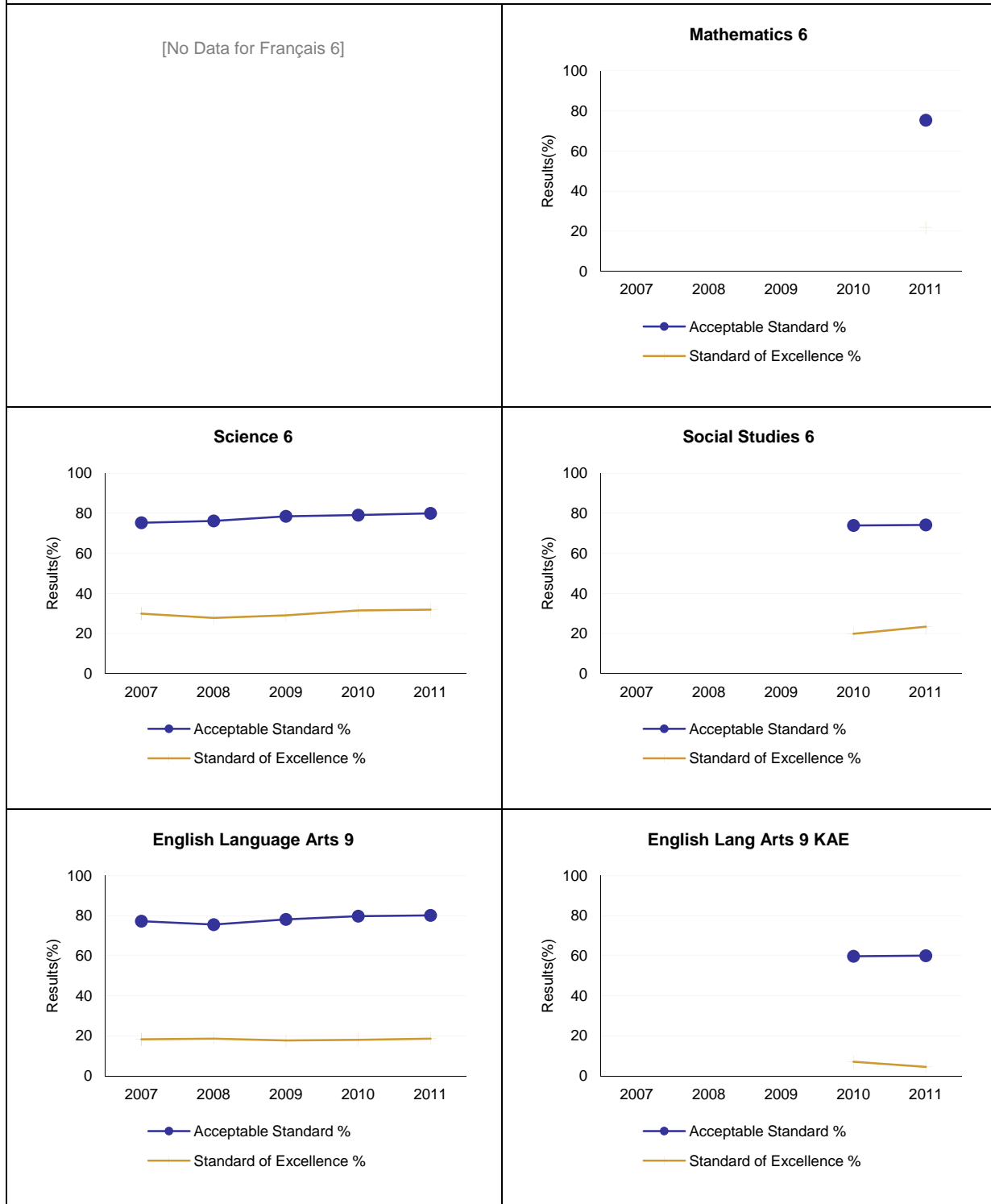


Graph of Provincial Achievement Test Results by Course (optional)



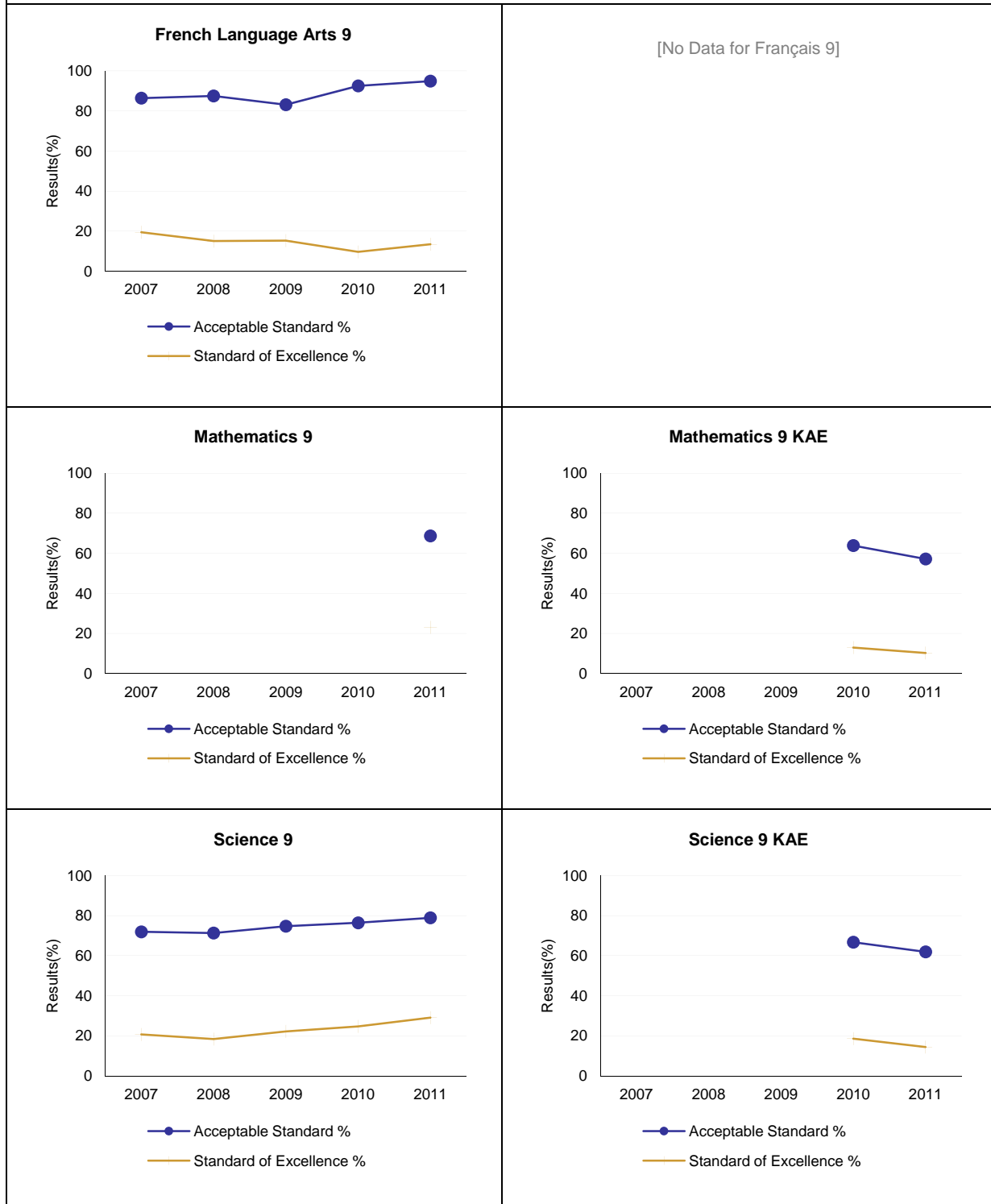
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course (optional)



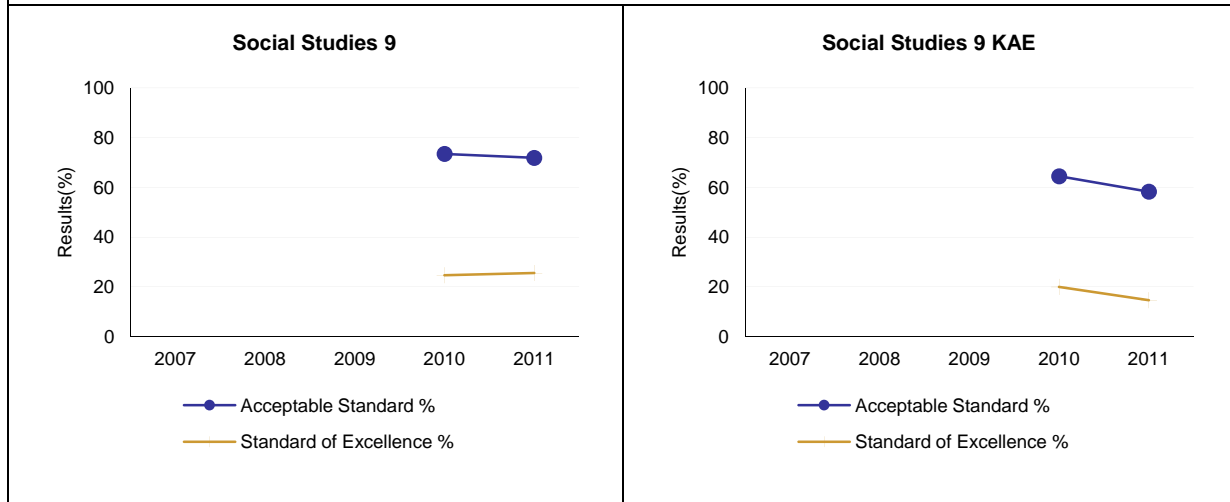
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course (optional)



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

Graph of Provincial Achievement Test Results by Course (optional)



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

PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)

Course	Measure	Edmonton School District No. 7								Alberta			
		Achievement	Improvement	Overall	2011		Prev 3 Yr Avg			2011		Prev 3 Yr Avg	
					N	%	N	%		N	%	N	%
English Language Arts 3	Acceptable Standard	Intermediate	Improved Significantly	Good	5,462	81.7	5,312	78.9		42,944	81.8	42,052	81.0
	Standard of Excellence	Intermediate	Declined Significantly	Issue	5,462	15.8	5,312	17.6		42,944	17.5	42,052	17.9
French Language Arts 3	Acceptable Standard	n/a	Declined	n/a	283	80.2	272	83.6		3,180	80.6	3,046	83.9
	Standard of Excellence	n/a	Maintained	n/a	283	17.3	272	15.0		3,180	15.8	3,046	16.1
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a		532	84.2	520	84.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a		532	18.6	520	16.3
English Language Arts 6	Acceptable Standard	Intermediate	Improved Significantly	Good	5,484	83.8	5,736	81.5		43,433	83.0	43,646	82.1
	Standard of Excellence	High	Improved	Good	5,484	20.6	5,736	19.8		43,433	18.5	43,646	19.6
French Language Arts 6	Acceptable Standard	Intermediate	Improved	Good	199	92.0	205	89.0		2,635	89.4	2,307	89.2
	Standard of Excellence	High	Maintained	Good	199	20.1	205	18.3		2,635	17.1	2,307	15.3
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a		460	92.2	442	92.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a		460	17.6	442	18.0
Science 6	Acceptable Standard	Intermediate	Improved Significantly	Good	5,474	80.0	5,718	77.9		43,441	76.2	43,534	76.0
	Standard of Excellence	High	Improved Significantly	Good	5,474	31.9	5,718	29.5		43,441	25.0	43,534	25.1
Social Studies 6	Acceptable Standard	n/a	Maintained	n/a	5,488	74.2	5,718	73.9		43,537	71.1	43,601	71.0
	Standard of Excellence	n/a	Improved Significantly	n/a	5,488	23.4	5,718	19.9		43,537	18.5	43,601	16.4
English Language Arts 9	Acceptable Standard	Intermediate	Improved Significantly	Good	5,743	80.1	6,066	77.8		43,024	79.1	43,763	78.2
	Standard of Excellence	High	Maintained	Good	5,743	18.6	6,066	18.1		43,024	16.3	43,763	14.8
English Lang Arts 9 KAE	Acceptable Standard	n/a	Maintained	n/a	265	60.0	196	59.7		1,606	67.2	1,587	66.8
	Standard of Excellence	n/a	Declined	n/a	265	4.5	196	7.1		1,606	7.9	1,587	7.8
French Language Arts 9	Acceptable Standard	High	Improved Significantly	Good	178	94.9	198	87.7		2,331	88.8	2,324	84.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	178	13.5	198	13.4		2,331	15.0	2,324	11.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a		336	90.2	324	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a		336	15.8	324	12.4
Mathematics 9 KAE	Acceptable Standard	n/a	Declined	n/a	271	57.2	208	63.9		1,936	64.9	1,894	65.6
	Standard of Excellence	n/a	Maintained	n/a	271	10.3	208	13.0		1,936	14.9	1,894	15.3
Science 9	Acceptable Standard	Very High	Improved Significantly	Excellent	5,724	78.9	6,031	74.1		42,932	74.9	43,553	71.7
	Standard of Excellence	Very High	Improved Significantly	Excellent	5,724	29.1	6,031	21.8		42,932	20.8	43,553	15.5
Science 9 KAE	Acceptable Standard	n/a	Declined	n/a	257	61.9	204	66.7		1,586	69.5	1,526	67.2
	Standard of Excellence	n/a	Declined	n/a	257	14.4	204	18.6		1,586	15.3	1,526	14.3

		Edmonton School District No. 7							Alberta			
		Achievement	Improvement	Overall	2011		Prev 3 Yr Avg		2011		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
Social Studies 9	Acceptable Standard	n/a	Declined	n/a	5,747	71.9	6,046	73.5	43,128	67.2	43,769	68.9
	Standard of Excellence	n/a	Improved	n/a	5,747	25.6	6,046	24.7	43,128	19.0	43,769	18.8
Social Studies 9 KAE	Acceptable Standard	n/a	Declined	n/a	259	58.3	200	64.5	1,573	61.9	1,557	64.6
	Standard of Excellence	n/a	Declined	n/a	259	14.7	200	20.0	1,573	13.6	1,557	15.7

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

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

Evaluations for Mathematics (Grades 3, 6, 9) are not calculated due to the changes in the tests in 2010.

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

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

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

Evaluations for Mathematics (Grades 3, 6, 9) are not calculated due to the changes in the tests in 2010.

Improvement Table

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

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

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

Overall Evaluation Table

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

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

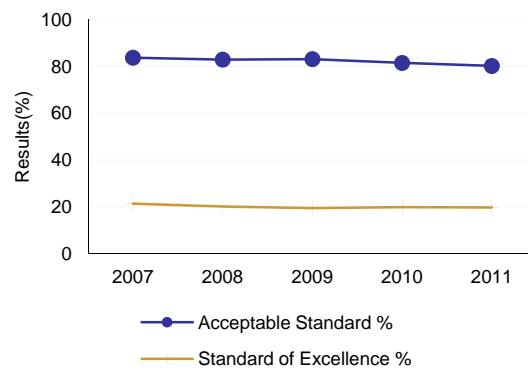
Diploma Examination Results – Measure Details (OPTIONAL)

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2007		2008		2009		2010		2011		2011	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	86.5	19.7	85.3	16.0	83.9	13.2	82.4	10.4	81.1	10.3		
	Province	87.7	19.0	87.1	15.5	86.1	12.3	85.1	10.1	84.4	10.1		
English Lang Arts 30-2	Authority	86.1	9.7	86.7	8.7	83.2	7.4	83.3	8.1	82.6	7.1		
	Province	88.7	9.7	88.9	8.8	88.2	8.5	88.8	9.8	88.6	9.1		
French Lang Arts 30-1	Authority	100.0	33.3	96.8	21.0	100.0	23.3	96.2	25.5	98.1	8.4		
	Province	95.6	23.1	94.9	24.5	95.1	18.9	93.7	16.3	95.3	14.3		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	97.2	24.6	98.5	25.4	94.7	33.1	94.2	15.6	93.8	20.1		
Pure Mathematics 30	Authority	82.2	25.8	80.4	27.3	81.7	26.9	82.3	28.8	79.1	28.1		
	Province	81.1	24.6	81.3	25.8	82.1	26.3	82.9	29.7	81.0	28.7		
Applied Mathematics 30	Authority	71.7	10.8	72.0	8.2	75.9	12.2	69.7	9.1	66.0	6.8		
	Province	77.6	12.1	76.4	10.7	79.4	13.5	77.3	12.6	74.3	9.8		
Social Studies 30	Authority	87.3	26.2	84.2	23.7	84.6	22.4	69.7	10.2	n/a	n/a		
	Province	86.1	24.6	84.7	21.5	84.2	21.4	67.8	10.4	69.7	12.1		
Social Studies 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	84.5	17.9	80.6	13.9		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	84.5	16.1	82.8	14.9		
Social Studies 33	Authority	84.9	19.8	83.4	17.3	82.4	17.0	71.3	14.7	*	*		
	Province	84.8	19.6	85.3	18.9	85.6	20.2	76.4	11.5	69.0	21.4		
Social Studies 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	81.1	10.3	80.5	11.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	85.0	13.7	85.6	15.9		
Biology 30	Authority	84.6	29.6	83.5	28.1	85.5	27.0	82.3	29.7	82.9	32.4		
	Province	83.5	27.4	82.3	26.3	83.0	26.6	81.4	28.1	81.9	29.8		
Chemistry 30 Old	Authority	89.5	39.1	88.2	39.4	77.3	27.3	n/a	n/a	n/a	n/a		
	Province	89.3	37.9	89.2	39.2	77.6	19.5	87.5	37.5	n/a	n/a		
Chemistry 30	Authority	n/a	n/a	n/a	n/a	77.9	27.9	78.7	30.4	75.2	28.9		
	Province	n/a	n/a	n/a	n/a	76.3	27.7	79.0	29.9	75.1	27.7		
Physics 30 Old	Authority	87.8	31.5	84.7	30.5	69.2	23.1	n/a	n/a	n/a	n/a		
	Province	86.1	29.3	85.7	32.0	74.4	25.6	75.0	25.0	n/a	n/a		
Physics 30	Authority	n/a	n/a	n/a	n/a	80.3	25.9	74.2	20.2	77.0	26.8		
	Province	n/a	n/a	n/a	n/a	79.3	23.1	73.9	20.3	76.7	27.7		
Science 30	Authority	86.1	18.3	87.7	21.6	84.8	24.0	83.4	28.0	82.8	28.0		
	Province	87.1	18.0	88.6	21.6	86.0	20.9	80.1	22.8	80.4	21.0		

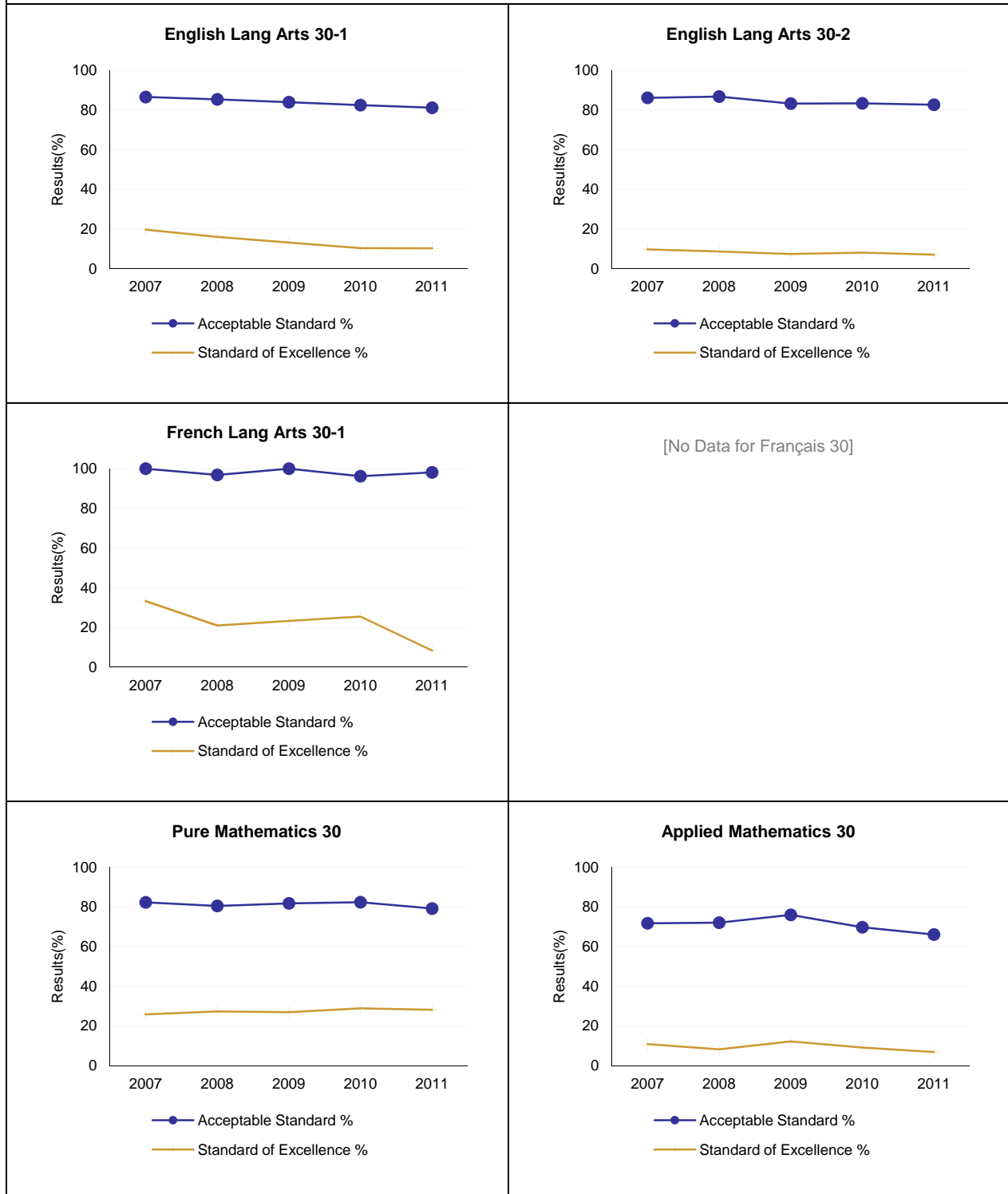
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

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

Graph of Diploma Examination Results – Overall (optional)

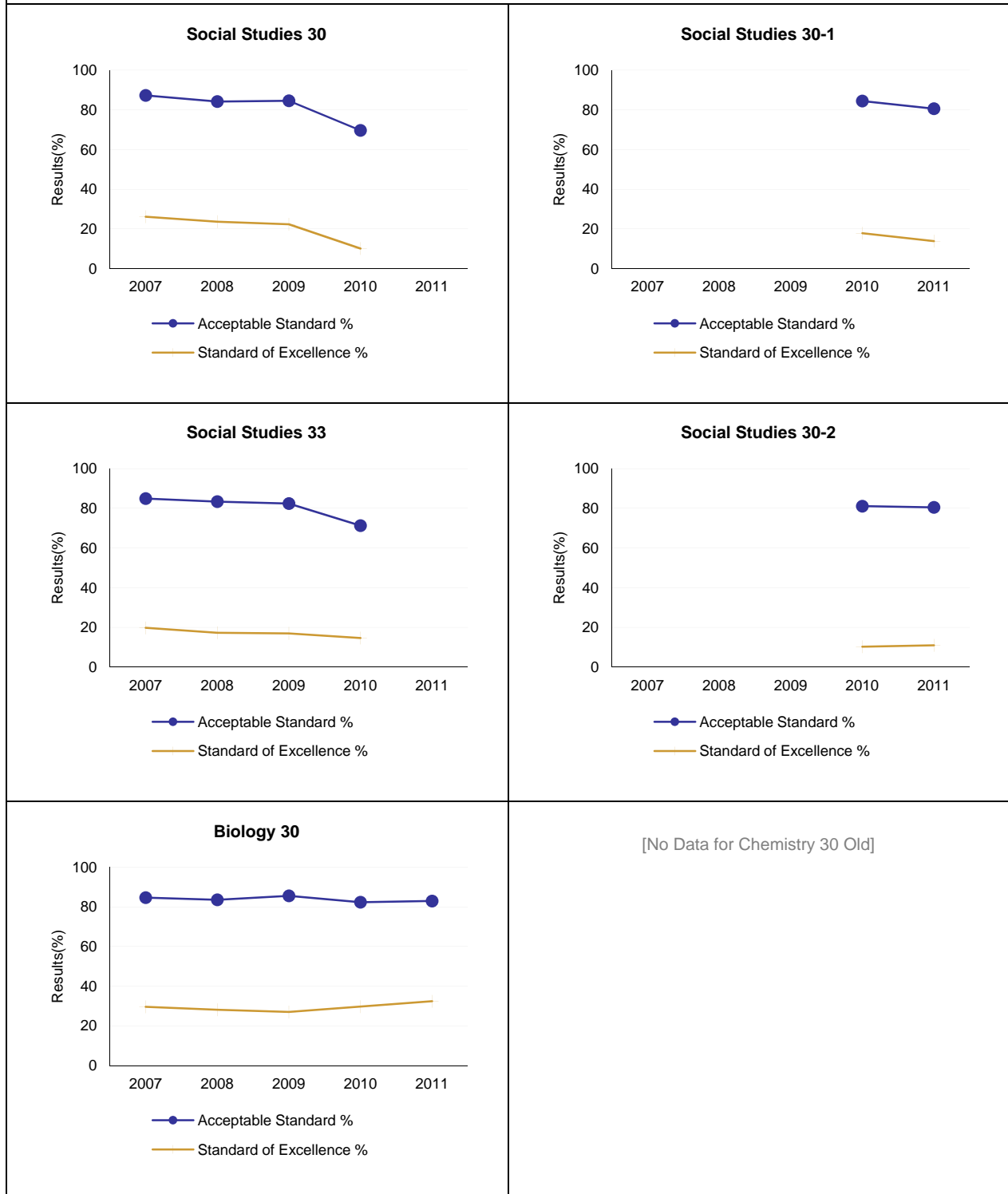


Diploma Examination Results by Course (optional)



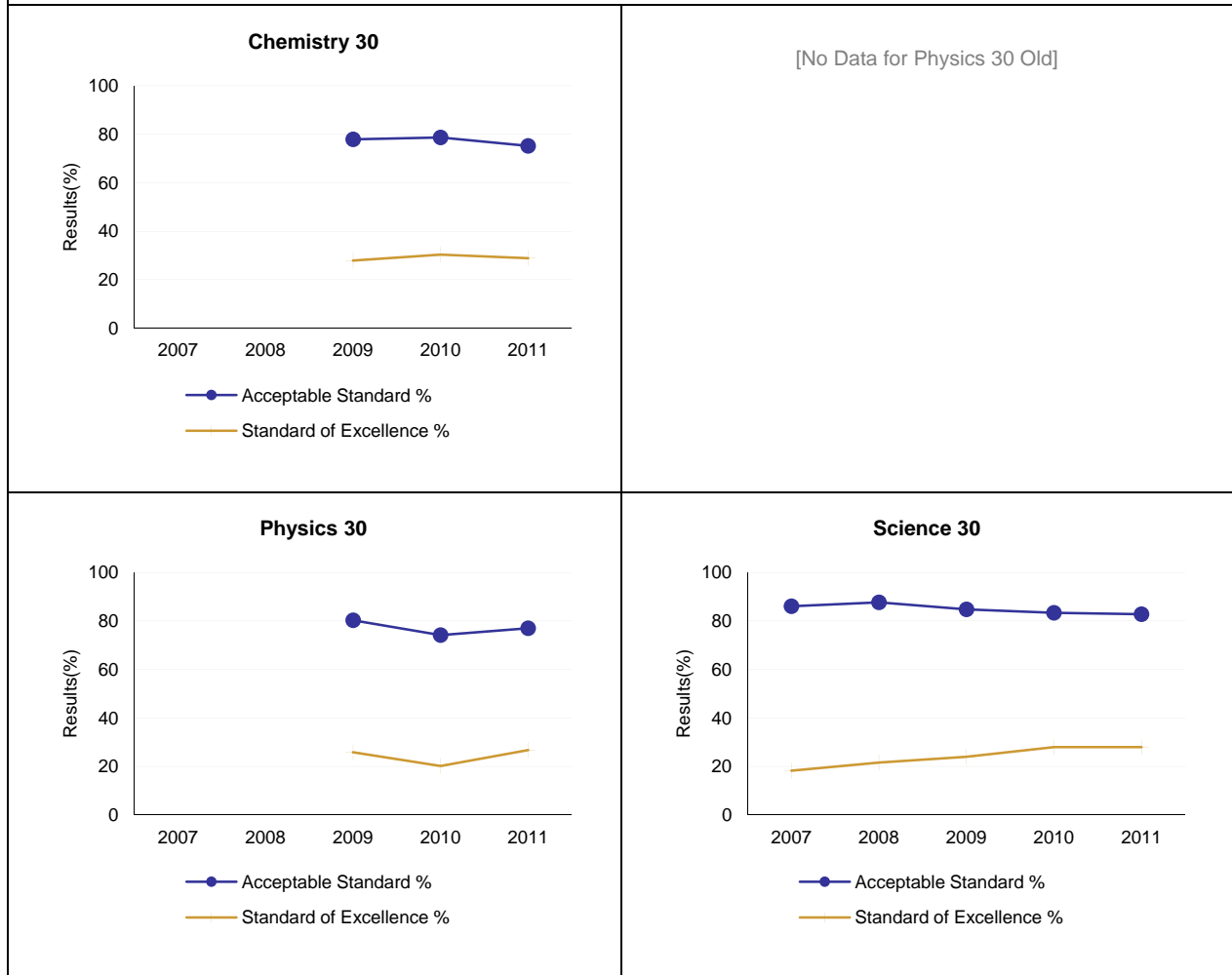
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Diploma Examination Results by Course (optional)



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

Diploma Examination Results by Course (optional)



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

Diploma Examination Results Course By Course Summary With Measure Evaluation (optional)

Course	Measure	Edmonton School District No. 7								Alberta			
		Achievement	Improvement	Overall	2011		Prev 3 Yr Avg			2011		Prev 3 Yr Avg	
					N	%	N	%		N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	Declined Significantly	Concern	5,075	81.1	4,609	83.9		29,063	84.4	28,502	86.1
	Standard of Excellence	Low	Declined Significantly	Concern	5,075	10.3	4,609	13.2		29,063	10.1	28,502	12.6
English Lang Arts 30-2	Acceptable Standard	Intermediate	Declined	Issue	2,055	82.6	1,928	84.4		14,550	88.6	13,676	88.6
	Standard of Excellence	Intermediate	Declined	Issue	2,055	7.1	1,928	8.1		14,550	9.1	13,676	9.0
French Lang Arts 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	107	98.1	86	97.7		1,269	95.3	1,262	94.6
	Standard of Excellence	Intermediate	Declined Significantly	Issue	107	8.4	86	23.3		1,269	14.3	1,262	19.9
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a		144	93.8	139	95.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a		144	20.1	139	24.7
Pure Mathematics 30	Acceptable Standard	Intermediate	Declined Significantly	Issue	4,319	79.1	4,018	81.5		23,033	81.0	22,548	82.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	4,319	28.1	4,018	27.7		23,033	28.7	22,548	27.3
Applied Mathematics 30	Acceptable Standard	Very Low	Declined Significantly	Concern	1,534	66.0	1,487	72.5		10,807	74.3	10,371	77.7
	Standard of Excellence	Low	Declined Significantly	Concern	1,534	6.8	1,487	9.8		10,807	9.8	10,371	12.3
Social Studies 30-1	Acceptable Standard	n/a	Declined Significantly	n/a	4,019	80.6	3,767	84.5		23,603	82.8	23,484	84.5
	Standard of Excellence	n/a	Declined Significantly	n/a	4,019	13.9	3,767	17.9		23,603	14.9	23,484	16.1
Social Studies 30-2	Acceptable Standard	n/a	Maintained	n/a	1,912	80.5	1,802	81.1		16,537	85.6	14,903	85.0
	Standard of Excellence	n/a	Maintained	n/a	1,912	11.0	1,802	10.3		16,537	15.9	14,903	13.7
Biology 30	Acceptable Standard	Intermediate	Maintained	Acceptable	3,944	82.9	3,657	83.8		22,817	81.9	21,372	82.2
	Standard of Excellence	Very High	Improved Significantly	Excellent	3,944	32.4	3,657	28.3		22,817	29.8	21,372	27.0
Chemistry 30	Acceptable Standard	n/a	Declined Significantly	n/a	3,415	75.2	3,285	78.3		18,792	75.1	18,152	77.6
	Standard of Excellence	n/a	Maintained	n/a	3,415	28.9	3,285	29.1		18,792	27.7	18,152	28.8
Physics 30	Acceptable Standard	n/a	Maintained	n/a	2,153	77.0	2,083	77.3		10,660	76.7	10,216	76.6
	Standard of Excellence	n/a	Improved Significantly	n/a	2,153	26.8	2,083	23.1		10,660	27.7	10,216	21.7
Science 30	Acceptable Standard	Low	Declined	Issue	1,312	82.8	1,114	85.3		5,007	80.4	4,450	84.9
	Standard of Excellence	High	Improved	Good	1,312	28.0	1,114	24.5		5,007	21.0	4,450	21.8

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

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

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

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

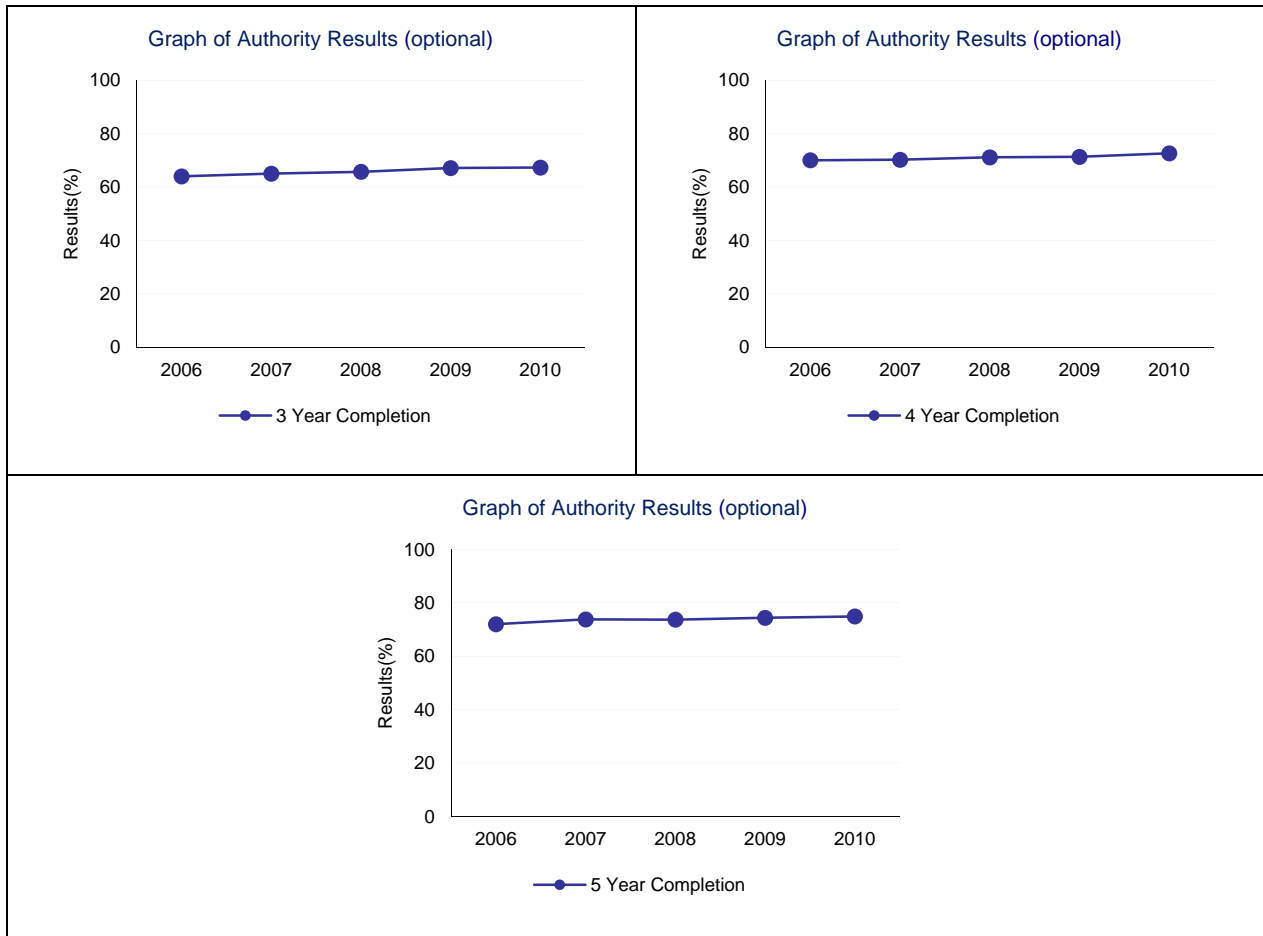
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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 (OPTIONAL)

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

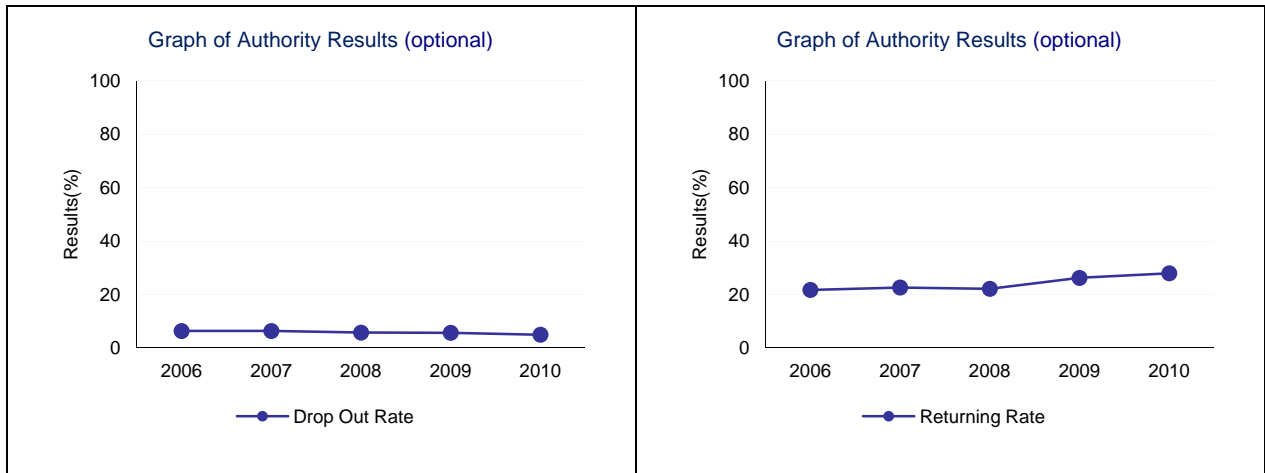
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
3 Year Completion	64.0	65.0	65.7	67.1	67.3	70.6	71.1	70.8	71.5	72.6
4 Year Completion	70.0	70.2	71.1	71.3	72.6	76.1	76.1	76.3	76.1	76.9
5 Year Completion	72.0	73.8	73.7	74.4	74.9	78.1	78.9	78.7	79.0	79.0



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

Drop Out Rate – Measure Details (OPTIONAL)

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Drop Out Rate	6.3	6.3	5.7	5.6	4.9	4.7	5.0	4.8	4.3	4.2
Returning Rate	21.7	22.6	22.1	26.2	27.9	21.2	21.3	19.8	23.5	27.9

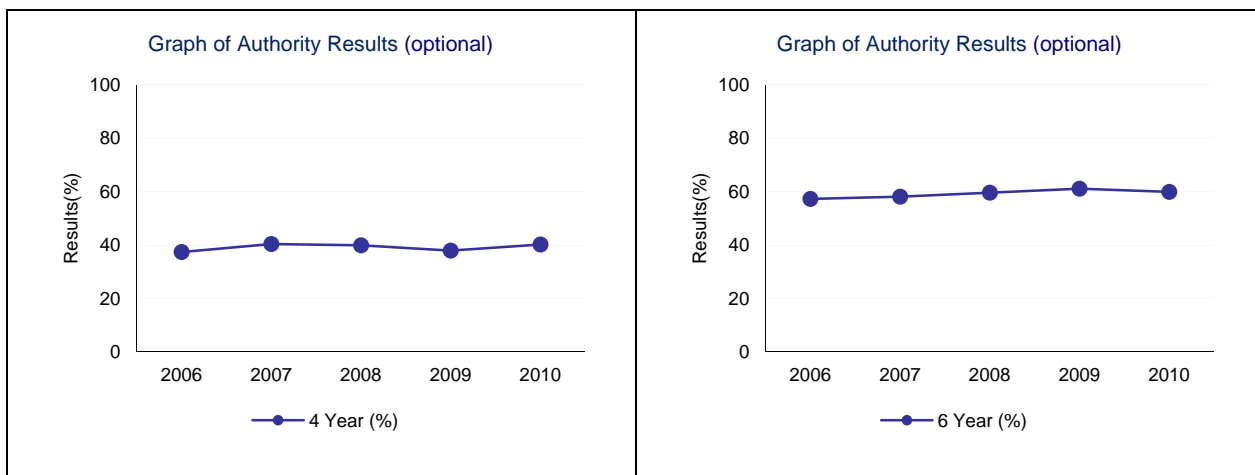


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

High School to Post-secondary Transition Rate – Measure Details (OPTIONAL)

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

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
4 Year Rate	37.4	40.4	39.9	37.9	40.2	37.7	38.7	38.9	37.5	37.8
6 Year Rate	57.3	58.1	59.6	61.1	59.9	58.1	58.8	59.2	59.8	59.3



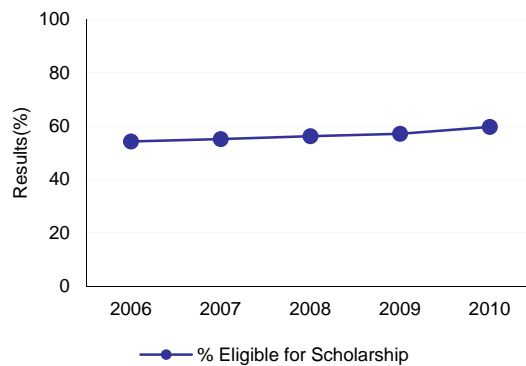
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Rutherford Eligibility Rate – Measure Details (OPTIONAL)

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Rutherford Scholarship Eligibility Rate (Revised)	54.2	55.1	56.2	57.1	59.7	56.1	56.8	57.3	56.9	59.6

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
2006	8286	3762	45.4	3587	43.3	2453	29.6	4488	54.2
2007	8228	3846	46.7	3625	44.1	2449	29.8	4537	55.1
2008	8105	3861	47.6	3605	44.5	2409	29.7	4556	56.2
2009	8347	4017	48.1	3899	46.7	2527	30.3	4768	57.1
2010	8719	4388	50.3	4201	48.2	2788	32.0	5208	59.7

Graph of Authority Results (optional)



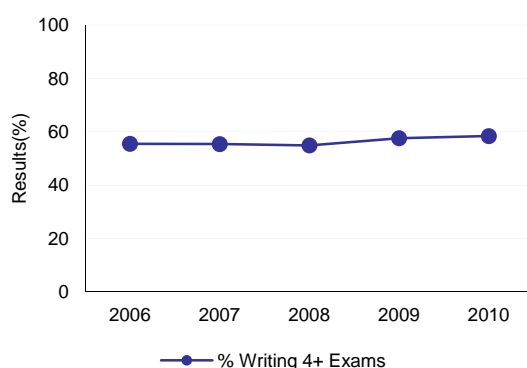
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Diploma Examination Participation Rate – Measure Details (OPTIONAL)

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end their 3rd year of high school.

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
% Writing 0 Exams	20.5	20.6	20.2	19.8	19.0	17.8	18.0	18.4	18.0	17.2
% Writing 1+ Exams	79.5	79.4	79.8	80.2	81.0	82.2	82.0	81.6	82.0	82.8
% Writing 2+ Exams	74.9	75.4	75.9	76.9	77.7	78.5	78.6	78.0	78.7	79.6
% Writing 3+ Exams	65.0	65.9	65.1	66.7	67.9	65.6	65.6	64.9	65.2	66.0
% Writing 4+ Exams	55.5	55.4	54.9	57.6	58.4	53.7	53.6	53.3	53.5	54.9
% Writing 5+ Exams	39.2	39.3	37.9	40.4	41.8	34.6	34.7	34.3	34.7	36.1
% Writing 6+ Exams	17.5	17.3	16.4	17.9	18.9	13.0	13.2	12.7	12.9	13.4

Graph of Authority Results (optional)



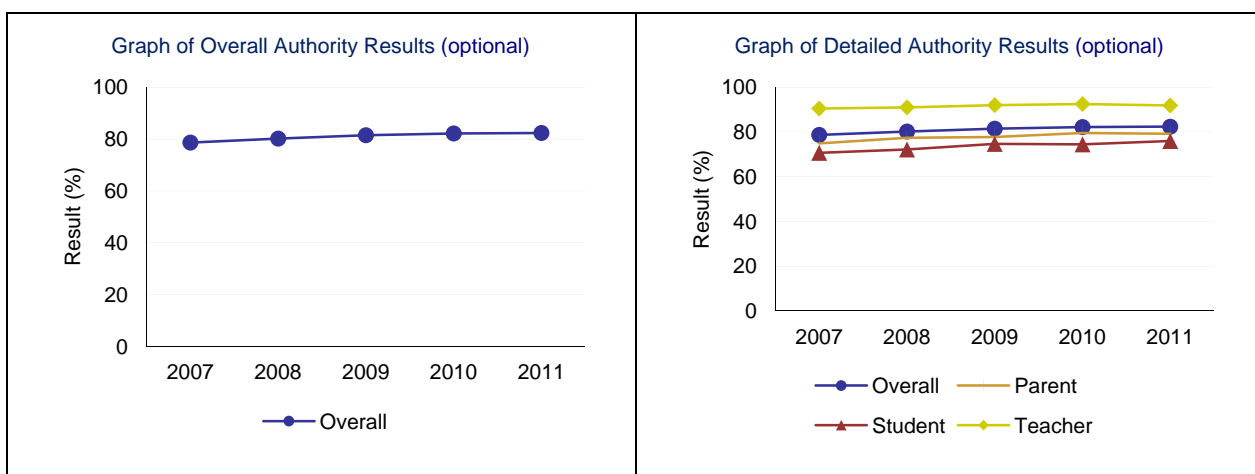
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
English 30 / English Language Arts 30-1	54.1	54.4	53.4	56.7	57.1	54.7	54.5	53.8	54.0	54.5
English 33 / English Language Arts 30-2	21.8	21.2	22.6	21.3	21.5	23.5	23.6	24.0	24.5	25.1
Total of 1 or more English Diploma Exams	73.9	73.8	74.3	75.5	76.3	77.1	77.0	76.7	77.1	78.0
Social Studies 30	50.6	51.9	49.8	52.3	4.2	49.5	49.3	48.1	48.1	3.7
Social Studies 30-1	n/a	n/a	0.0	0.0	49.7	n/a	n/a	0.0	0.0	45.7
Social Studies 33	24.8	23.8	25.5	24.0	2.0	28.8	28.8	29.5	30.1	2.5
Social Studies 30-2	n/a	n/a	0.0	0.0	21.6	n/a	n/a	0.0	0.0	27.4
Total of 1 or more Social Diploma Exams	73.8	74.3	74.0	75.2	75.7	77.2	77.2	76.7	77.4	78.1
Mathematics 30 / Pure Mathematics 30	44.2	44.4	43.7	45.4	46.8	41.9	41.7	41.1	40.8	41.4
Mathematics 33 / Applied Mathematics 30	17.4	17.1	16.6	16.0	16.2	19.5	19.5	19.1	19.7	19.7
Total of 1 or more Math Diploma Exams	61.1	61.3	59.7	61.1	62.4	60.7	60.7	59.7	59.9	60.6
Biology 30	41.9	42.5	40.9	43.4	44.1	39.6	39.8	39.1	39.8	41.2
Chemistry 30	n/a	n/a	n/a	33.2	38.9	n/a	n/a	n/a	29.7	35.2
Physics 30	n/a	n/a	n/a	20.9	25.9	n/a	n/a	n/a	17.5	20.0
Science 30	9.0	10.2	10.9	13.5	13.5	7.0	7.0	7.4	8.2	9.0
Total of 1 or more Science Diploma Exams	59.0	59.1	58.5	60.7	61.7	56.7	56.5	56.1	56.1	57.6
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.2
French Language Arts 30	0.8	1.3	1.0	1.3	1.6	2.7	2.7	2.7	2.7	2.9
Total of 1 or more French Diploma Exams	0.8	1.3	1.0	1.3	1.6	2.9	2.9	2.9	2.9	3.1

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

Citizenship – Measure Details (OPTIONAL)

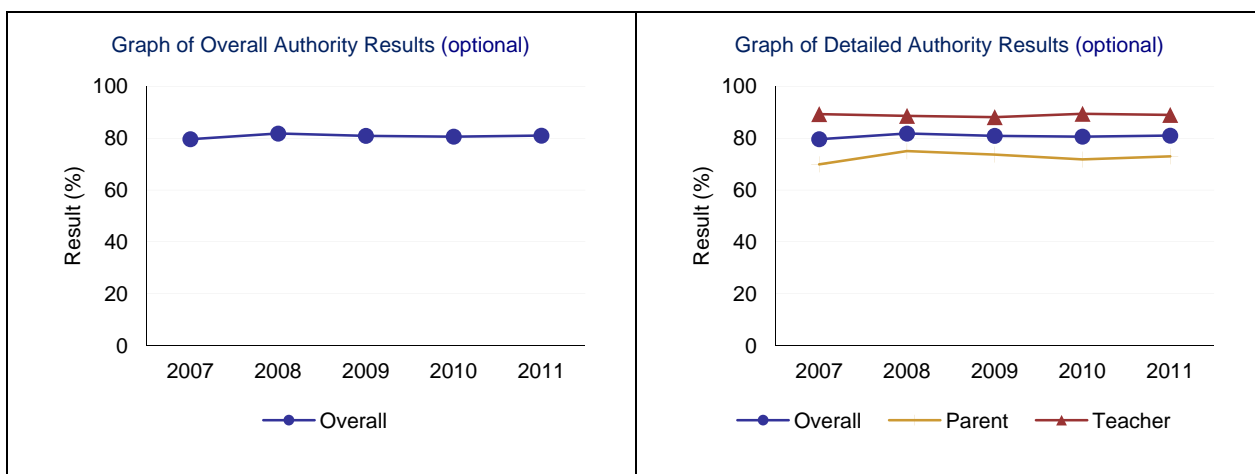
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	78.7	80.2	81.5	82.2	82.4	76.6	77.9	80.3	81.4	81.9
Teacher	90.5	91.0	92.0	92.5	91.9	89.9	90.6	91.8	93.0	92.7
Parent	74.9	77.4	77.8	79.6	79.2	72.6	74.7	77.4	78.5	78.6
Student	70.7	72.2	74.7	74.5	76.0	67.1	68.5	71.8	72.7	74.5



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

Work Preparation – Measure Details (OPTIONAL)

Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	79.6	81.8	80.9	80.6	81.0	77.1	80.1	79.6	79.9	80.1
Teacher	89.3	88.6	88.1	89.4	89.0	89.2	89.3	88.9	90.0	89.6
Parent	69.9	75.0	73.7	71.8	73.0	65.1	70.9	70.2	69.8	70.6

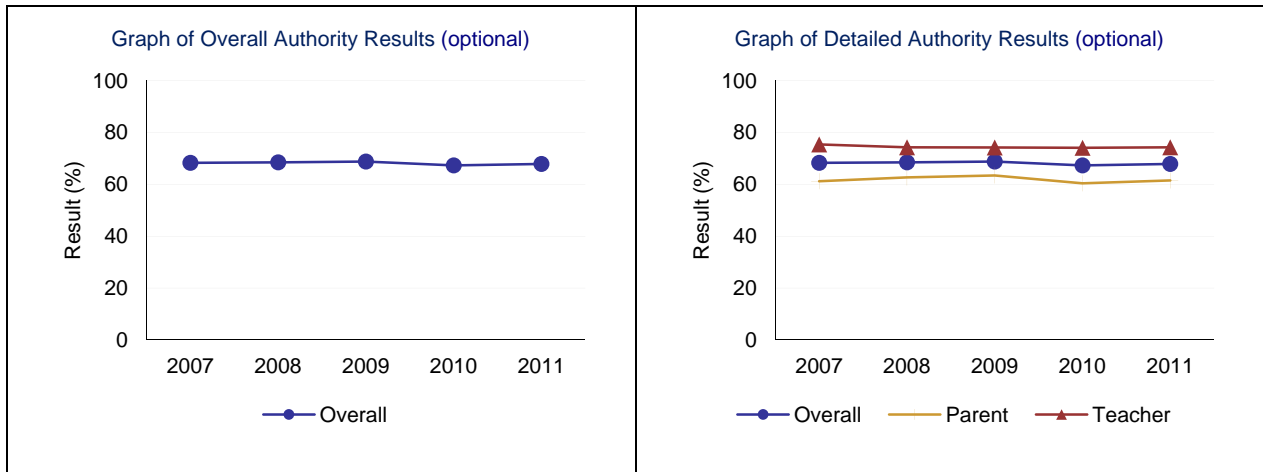


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Lifelong Learning – Measure Details (OPTIONAL)

Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	68.3	68.5	68.8	67.3	67.9	65.6	66.7	67.4	67.6	67.9
Teacher	75.4	74.3	74.2	74.1	74.3	74.1	73.8	74.0	75.4	75.3
Parent	61.2	62.7	63.4	60.4	61.5	57.1	59.5	60.8	59.8	60.6

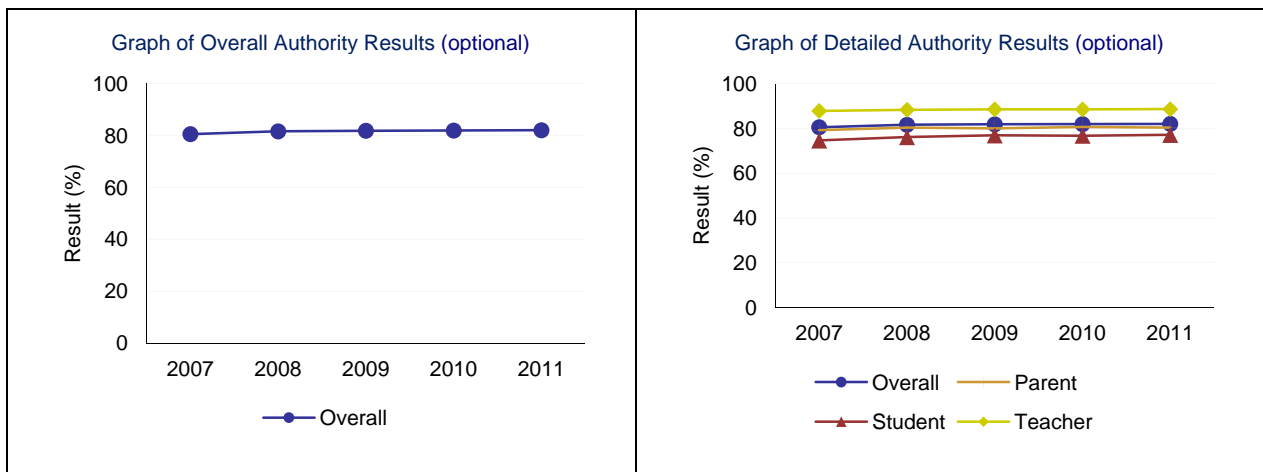


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Program of Studies – Measure Details (OPTIONAL)

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	80.6	81.7	81.9	82.0	82.1	78.5	79.4	80.3	80.5	80.9
Teacher	87.9	88.4	88.6	88.6	88.7	85.7	86.4	86.8	87.7	87.6
Parent	79.3	80.4	80.1	80.7	80.4	76.9	77.6	78.7	78.0	78.3
Student	74.7	76.2	77.0	76.8	77.2	72.9	74.1	75.3	75.9	76.9

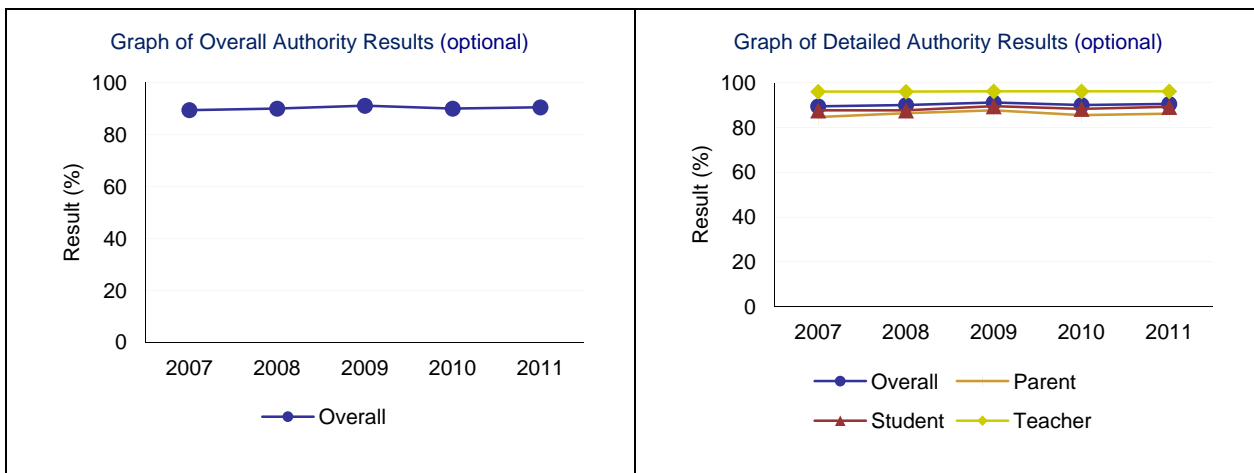


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details (OPTIONAL)

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

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	89.5	90.1	91.2	90.1	90.6	87.6	88.2	89.3	89.2	89.4
Teacher	96.1	96.1	96.2	96.2	96.2	94.7	94.9	95.3	95.6	95.5
Parent	84.7	86.4	87.7	85.6	86.2	81.8	83.0	84.4	83.9	84.2
Student	87.7	87.7	89.6	88.4	89.3	86.4	86.6	88.3	88.2	88.5

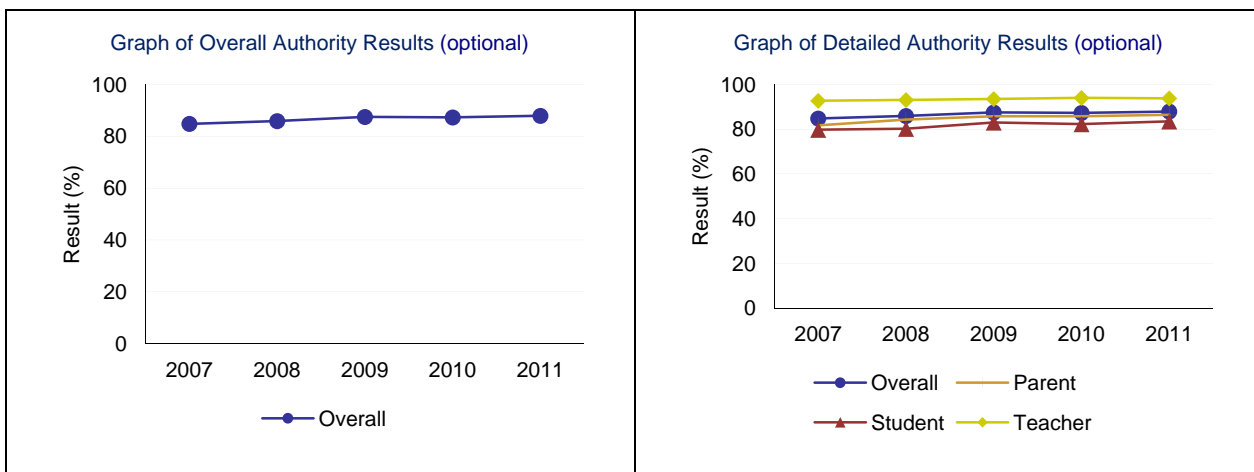


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Safe and Caring – Measure Details (OPTIONAL)

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

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	84.8	85.9	87.5	87.3	87.9	84.2	85.1	86.9	87.6	88.1
Teacher	92.7	93.1	93.5	94.0	93.8	92.6	93.1	93.8	94.4	94.5
Parent	81.7	84.3	85.8	85.8	86.4	81.7	83.2	85.3	86.1	86.6
Student	79.8	80.2	83.0	82.3	83.5	78.5	79.1	81.7	82.2	83.3

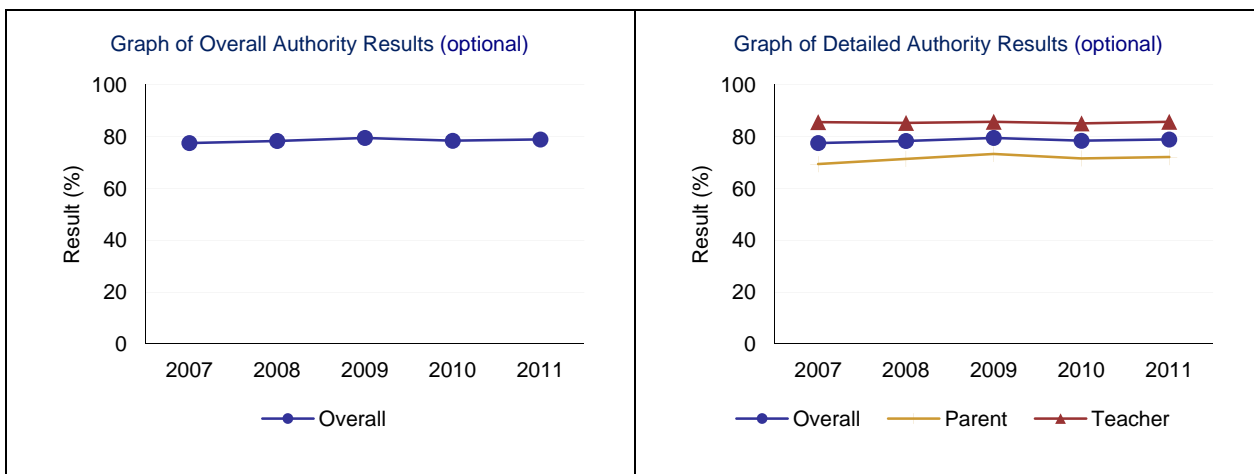


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Parental Involvement – Measure Details (OPTIONAL)

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

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	77.5	78.3	79.5	78.4	78.9	77.5	78.2	80.1	80.0	79.9
Teacher	85.6	85.3	85.7	85.1	85.7	87.1	87.5	88.0	88.6	88.1
Parent	69.4	71.4	73.3	71.6	72.1	67.9	69.0	72.2	71.3	71.7

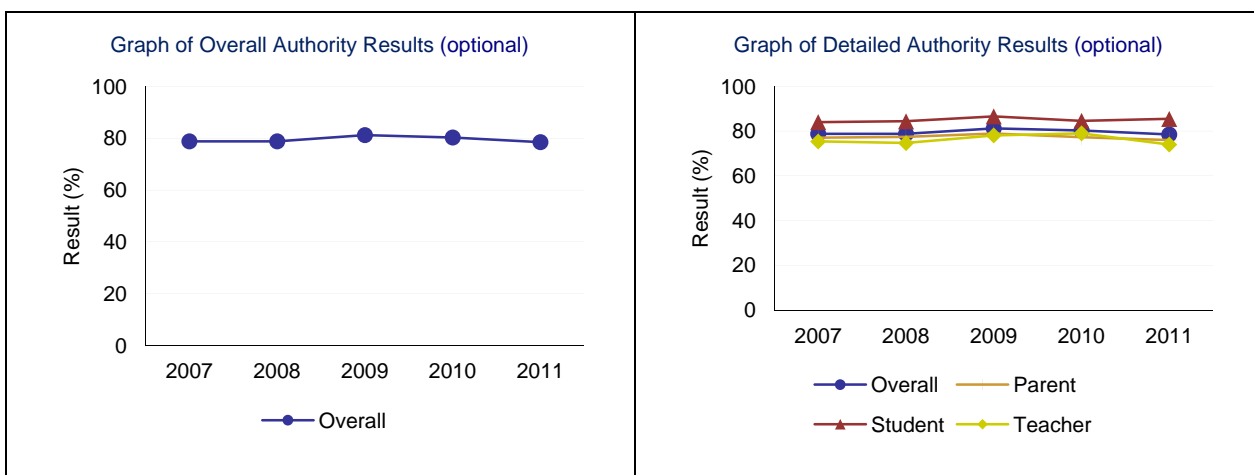


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

School Improvement – Measure Details (OPTIONAL)

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

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	78.8	78.8	81.2	80.3	78.5	76.3	77.0	79.4	79.9	80.1
Teacher	75.4	74.7	78.1	79.0	74.0	74.5	75.6	78.2	80.8	80.1
Parent	77.1	77.4	78.9	77.3	76.0	75.1	75.9	78.1	77.0	77.3
Student	84.0	84.4	86.6	84.6	85.5	79.3	79.5	81.8	81.8	82.9



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