

Requirements and Sample Format for Annual Results Reports for 2008/09 - Public, Separate and Francophone Schools

The list below and format that follows contain the requirements for the November 2009 AERR. Schools may wish to use this information as a checklist, even if they choose to use a format of their own design. All elements are required, unless otherwise identified.

The school AERR for 2008/09 reports on the school's three-year plan for 2008 - 2011. A school's annual education results report is closely aligned with the AERR prepared by the jurisdiction. Each jurisdiction establishes requirements for the content and process for school annual reports as part of its accountability system.

The elements listed below are required by Alberta Education, to ensure alignment with and accountability for provincial direction for the K–12 system. An optional populated template for the school AERR is provided with the Accountability Pillar reports in October 2009.

Alberta Education does not routinely collect or review the annual results reports prepared by individual schools. It is the responsibility of school jurisdictions to ensure through their accountability system that the following school reporting requirements are met:

- Results information related to *all* the goals, outcomes and performance measures — both local and provincial — identified in the school's education plan, including the following required measures, as applicable (e.g., high schools would not report PAT results):
 - Annual dropout rate of students aged 14-18
 - 3, 4 and 5-year high school completion rates.
 - Percentages of all students in Grades 3, 6 and 9 who achieve the acceptable standard and percentages who achieve the standard of excellence on provincial achievement tests (cohort results – overall and each subject and grade).
 - Participation rates in provincial achievement tests (PATs) for Grades 3, 6 and 9.
 - Percentages of students who achieve the acceptable standard and percentages who achieve the standard of excellence on diploma examinations (overall and each subject).
 - Percentages of students who have written four or more diploma exams within three years of entering Grade 10.
 - Percentages of Grade 12 students who meet the Rutherford Scholarship eligibility criteria.
 - 4 and 6-year high school to post-secondary transition rates.
 - the overall result (aggregated across respondent groups) from the Accountability Pillar reports for each survey measure for which sufficient data is available.
- School results reporting for the required measures must include:
 - an assessment of progress in relation to past performance

- five years of school results in relation to comparable provincial and jurisdiction results (or available results if less than five years)
- any target set for 2008/09 and assessment of progress toward achieving the target.
- Information on how the school council was involved in the school's annual results report.
- A web link to the school's class size report on the jurisdiction's website.

Notes:

- School results for the required measures are provided in the Accountability Pillar reports on Alberta Education's Extranet.
- Reporting achievement test results for writers is optional.
- Reporting survey results for each specific respondent group (students, parents, teachers) is optional.
- Consistent with the *Freedom of Information and Protection of Privacy Act*, when the number of students or survey participants in a group is less than six, data must not be reported to protect individual privacy.
- While the Overall Accountability Pillar Summary is provided to schools for their information and use, public reporting is not required. The number of students associated with each result is quite small in most schools, which is likely to result in fluctuations in the measure evaluations from year to year.

Note: This template uses the measure statements as it appears in the Accountability Pillar reports, not in the planning and reporting guides. Schools may use either wording their AERR.

October 2009 Accountability Pillar Overall Summary (OPTIONAL)

Goal	Measure Category	Measure Category Evaluation	Measure	Gerard Redmond Comm Cath Sch			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Good	Safe and Caring	85.1	86.3	85.0	86.9	85.1	84.6	High	Maintained	Good
	Student Learning Opportunities	Acceptable	Program of Studies	86.7	78.7	80.4	80.3	79.4	78.7	Very High	Improved	Excellent
			Education Quality	88.1	87.0	85.1	89.3	88.2	87.8	High	Maintained	Good
			Drop Out Rate	4.6	4.9	5.3	4.8	5.0	4.9	Intermediate	Maintained	Acceptable
			High School Completion Rate (3 yr)	55.1	76.1	72.8	70.7	71.0	70.6	Very Low	Declined	Concern
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	76.6	71.6	73.0	76.8	75.3	75.6	Intermediate	Maintained	Acceptable
			PAT: Excellence	14.2	6.5	9.4	19.2	18.3	18.3	Intermediate	Maintained	Acceptable
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	70.0	71.9	75.0	84.4	84.4	84.5	Very Low	Maintained	Concern
			Diploma: Excellence	10.0	28.1	23.5	19.1	19.4	20.3	Low	Declined	Issue
			Diploma Exam Participation Rate (4+ Exams)	39.3	52.9	56.1	53.3	53.6	53.6	Low	Declined	Issue
			Rutherford Scholarship Eligibility Rate (Revised)	68.8	55.6	55.2	57.3	56.8	55.8	High	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Transition Rate (6 yr)	40.6	57.1	48.9	60.7	60.3	59.1	Very Low	Maintained	Concern
			Work Preparation	84.3	88.2	81.4	79.6	80.1	78.1	High	Maintained	Good
Citizenship			78.5	76.5	73.6	80.3	77.9	77.1	High	Maintained	Good	
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Issue	Parental Involvement	71.2	77.9	76.5	80.1	78.2	77.9	Low	Maintained	Issue
	Continuous Improvement	Good	School Improvement	77.7	77.2	65.8	79.4	77.0	76.7	High	Improved Significantly	Good

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) 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 - 56.75	56.75 - 62.66	62.66 - 73.87	73.87 - 81.47	81.47 - 100.00
PAT: Acceptable	0.00 - 64.45	64.45 - 74.98	74.98 - 82.24	82.24 - 86.22	86.22 - 100.00
PAT: Excellence	0.00 - 10.79	10.79 - 13.17	13.17 - 18.73	18.73 - 23.97	23.97 - 100.00
Diploma: Acceptable	0.00 - 73.09	73.09 - 82.54	82.54 - 87.99	87.99 - 91.53	91.53 - 100.00
Diploma: Excellence	0.00 - 8.94	8.94 - 15.20	15.20 - 20.43	20.43 - 22.59	22.59 - 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 - 41.60	41.60 - 47.36	47.36 - 57.37	57.37 - 63.73	63.73 - 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 "Low" value, and "less than" the "High" value. For the Very High category, values range from greater than the "Low" 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 "Low" value and "less than or equal to" the "High" value. For the Very High category, values range from 0% to less than or equal to the "High" 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: High Quality Learning Opportunities for All

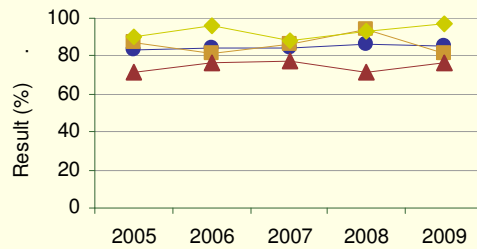
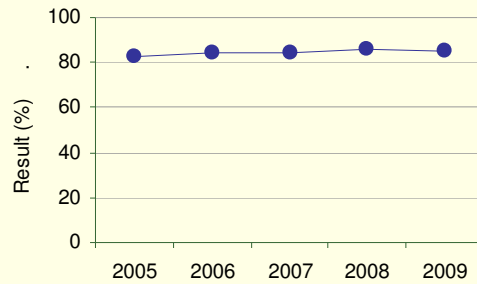
Outcome: Schools provide a safe and caring environment.

Performance Measure		Results (in percentages)					Target**	
		2005	2006	2007	2008	2009	2009	
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.	Overall (required)	School	82.9	84.7	84.0	86.3	85.1	if set
		Authority	85.3	87.6	85.6	88.2	87.5	
		Province	83.1	84.4	84.2	85.1	86.9	
	Teacher (optional)	School	90.0	96.0	88.3	92.8	96.8	
		Authority	95.3	95.8	95.4	94.4	96.8	
		Province	92.3	92.8	92.6	93.1	93.8	
	Parent (optional)	School	86.8	81.5	86.2	94.4	81.7	
		Authority	83.5	85.7	82.1	92.5	86.9	
		Province	79.9	82.1	81.7	83.2	85.3	
	Student (optional)	School	72.0	76.5	77.3	71.7	76.6	
		Authority	77.0	81.3	79.2	77.7	78.9	
		Province	77.2	78.4	78.5	79.1	81.7	

Comment on Results

We will continue to provide support and resources to ensure that our school remains a safe and caring school. We are currently working very closely with the local Mental Health organization to offer our students in-services and class room instruction to deal with these types of current issues.

Graph of Overall School Results (optional)



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

** If school had set a target for 2008/09 in the three year education plan 2008/09 – 2010/11, include it in the space provided for each required measure.

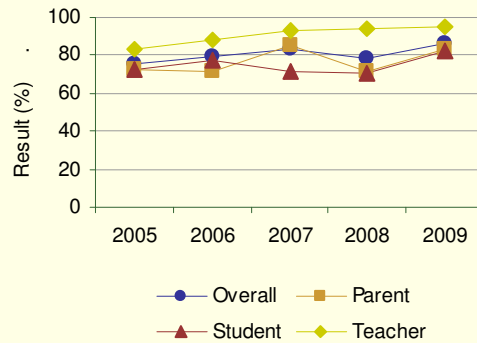
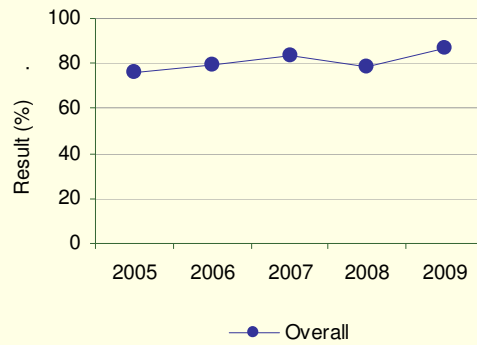
Outcome: The education system meets the needs of all K–12 students, society and the economy.

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
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.	Overall (required)	School	75.9	79.1	83.3	78.7	86.7	if set
		Authority	78.3	82.1	84.0	83.6	84.8	
		Province	76.7	78.1	78.5	79.4	80.3	
	Teacher (optional)	School	83.0	88.6	92.7	93.7	94.7	
		Authority	87.9	90.0	92.8	92.7	92.5	
		Province	83.6	85.2	85.7	86.4	86.8	
	Parent (optional)	School	72.5	71.4	85.6	71.7	83.0	
		Authority	77.3	77.6	81.2	82.9	82.7	
		Province	75.0	76.6	76.9	77.6	78.7	
	Student (optional)	School	72.2	77.4	71.5	70.8	82.5	
		Authority	69.6	78.9	78.0	75.3	79.2	
		Province	71.5	72.6	72.9	74.1	75.3	

Comment on Results

We continue to expand our program of studies, in particular our new Chinese Language and culture option in association with the Chinese Hanban organization.

Graph of Overall School Results (optional)



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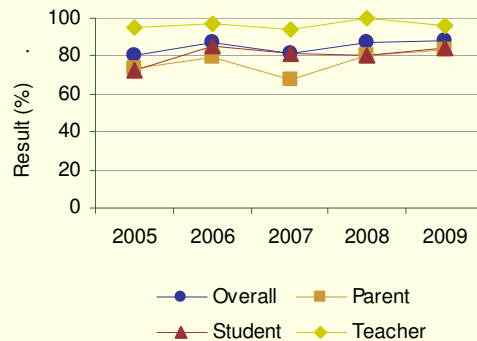
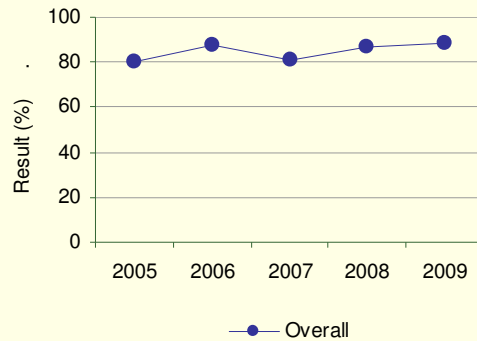
Outcome: *The education system meets the needs of all K–12 students, society and the economy. (continued)*

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall (required)	School	80.5	87.3	80.9	87.0	88.1	if set
		Authority	87.1	89.5	89.9	91.3	90.2	
		Province	86.1	87.7	87.6	88.2	89.3	
	Teacher (optional)	School	95.2	96.7	94.4	100.0	96.5	
		Authority	95.9	96.6	97.1	97.8	98.3	
		Province	93.9	94.8	94.7	94.9	95.3	
	Parent (optional)	School	73.7	79.5	67.4	80.4	83.1	
		Authority	82.2	84.4	84.6	90.3	85.8	
		Province	78.9	81.6	81.8	83.0	84.4	
	Student (optional)	School	72.6	85.6	80.9	80.7	84.6	
		Authority	83.1	87.6	88.0	85.8	86.3	
		Province	85.6	86.6	86.4	86.6	88.3	

Comment on Results

We are very pleased with our overall positive growth in this measure.

Graph of Overall School Results (optional)



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

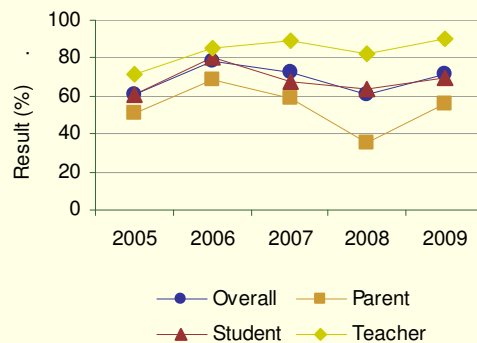
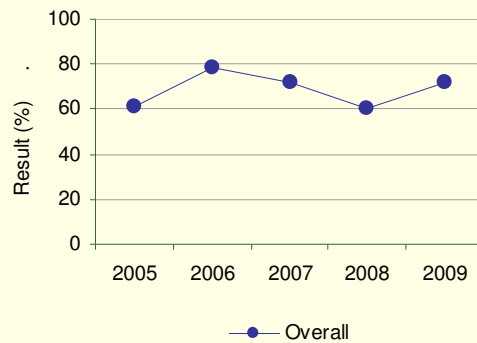
Outcome: The education system meets the needs of all K–12 students, society and the economy. (continued)

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	Overall (required)	School	60.9	78.1	72.2	60.6	71.8	if set
		Authority	71.0	71.8	73.0	72.8	74.7	
		Province	67.2	68.5	68.2	69.2	70.3	
	Teacher (optional)	School	72.0	85.0	89.4	82.1	90.4	
		Authority	78.3	78.5	79.9	82.5	86.7	
		Province	70.0	71.5	72.0	73.4	74.5	
	Parent (optional)	School	50.5	68.5	59.1	35.6	55.9	
		Authority	58.1	57.6	61.9	60.8	61.6	
		Province	54.9	56.9	55.9	56.5	58.1	
	Student (optional)	School	60.4	80.7	68.1	64.0	69.2	
		Authority	76.6	79.3	77.3	75.0	75.8	
		Province	76.7	77.1	76.8	77.7	78.4	

Comment on Results

We are very pleased with our overall positive growth in this measure.

Graph of Overall School Results (optional)



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

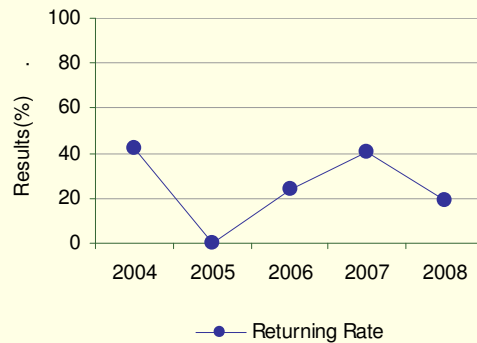
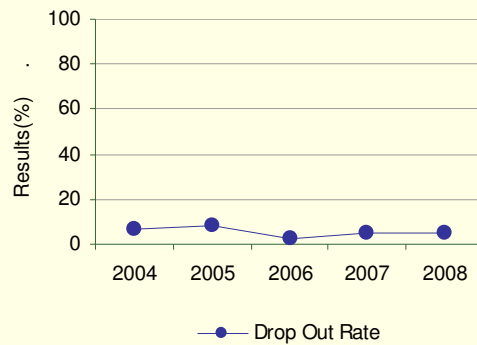
Outcome: Children and youth at risk have their needs addressed through effective programs and supports.

Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2009
Drop Out Rate - annual dropout rate of students aged 14 to 18 (required).	School	6.8	8.6	2.5	4.9	4.6	
	Authority	3.1	3.4	1.6	2.5	2.1	
	Province	5.3	5.0	4.7	5.0	4.8	
Returning Rate (optional)	School	41.8	0.0	24.3	40.6	19.4	
	Authority	45.0	14.4	8.6	34.2	40.2	
	Province	23.0	21.3	21.2	21.3	19.8	

Comment on results

In comparison with the province, we are very pleased with our overall positive growth in this measure.

Graph of Overall School Results (optional)



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

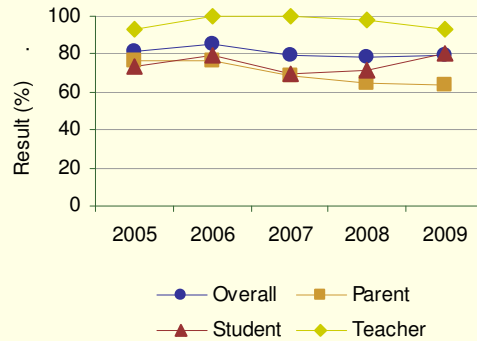
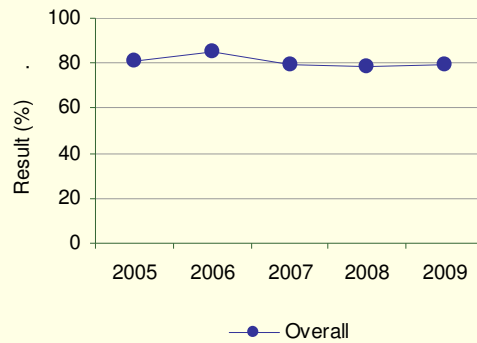
Outcome: Children and youth at risk have their needs addressed through effective programs and supports. (continued)

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	Overall (required)	School	81.0	85.1	79.3	78.1	79.0	if set
		Authority	80.3	83.1	81.2	84.9	83.5	
		Province	76.9	78.6	78.3	79.5	81.4	
	Teacher (optional)	School	92.7	100.0	100.0	97.6	93.0	
		Authority	94.6	94.6	94.4	94.9	96.0	
		Province	90.6	91.6	91.2	91.9	92.5	
	Parent (optional)	School	76.8	76.3	68.2	64.8	63.8	
		Authority	70.4	72.2	69.7	81.4	74.7	
		Province	63.8	67.0	66.8	68.5	71.3	
	Student (optional)	School	73.5	79.1	69.6	72.0	80.4	
		Authority	75.8	82.5	79.7	78.3	79.8	
		Province	76.1	77.1	77.0	78.0	80.3	

Comment on results

We are very pleased with our overall positive growth in this measure but will focus on more effective lines of communication with our parent groups to ensure that they are better informed and aware of the existing programs we have to offer.

Graph of Overall School Results (optional)



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

Outcome: Students complete programs.

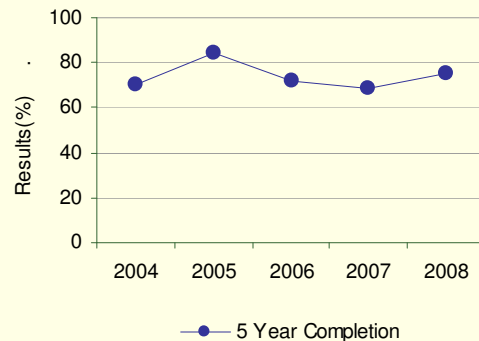
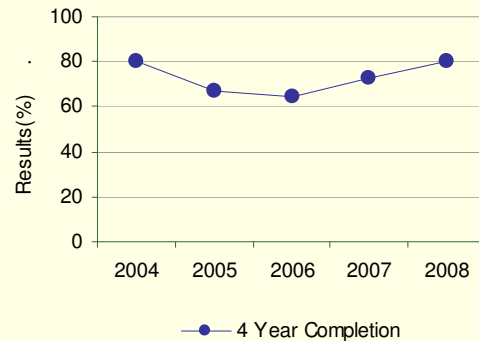
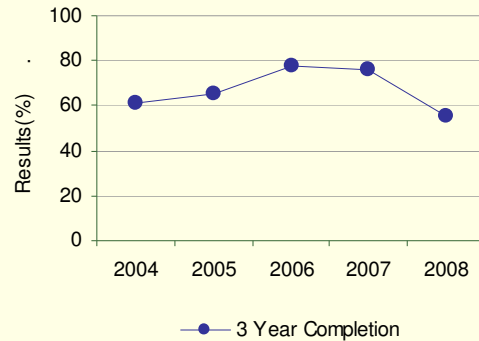
Performance Measure			Results (in percentages)					Target
			2004	2005	2006	2007	2008	2009
High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.	Within 3 Years	School	61.2	64.9	77.3	76.1	55.1	if set
		Authority	72.9	71.6	82.0	81.6	77.3	
		Province	69.3	70.4	70.4	71.0	70.7	
	Within 4 Years	School	80.2	66.8	64.2	72.9	80.3	if set
		Authority	80.7	79.3	78.4	86.6	84.8	
		Province	73.4	75.1	76.2	76.3	76.5	
	Within 5 Years	School	70.6	84.5	71.5	68.6	75.3	if set
		Authority	81.7	82.6	81.9	82.1	88.0	
		Province	75.5	77.4	78.6	79.5	79.2	

Comment on Results

The following strategies are being used to address this concern; Our new AISI project “Supporting Students in Transition” clearly established strategies to address this issue.

- Creating transition plans for all grade nine and ten students who are identified as “at risk” of dropping out.
- The creation of a “teacher-advisory” community to effectively deal with student success on an individual basis that would be required to meet on a monthly basis or as is necessary for those student identified as “at risk.”
- Increasing the time allotment for our career counselor to participate more fully in our AISI “Transition” project as a member of the Teacher Advisory community.
- Provide exit interviews for all withdrawal/transfer students
- Closer monitoring of attendance and course completion

Graph of Overall School Results (optional)



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

Also report results on all local authority/school Goal One measures from the authority's/school's Three-Year Education Plan 2008/09 – 2010/11 in relation to Goal 1, Goal 1 outcomes and targets for 2008/09. Minimum one year of results – schools are encouraged to provide multi-year results for trend analysis.

Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

Performance Measure		Results (in percentages)**												Target		
PAT Results by Number Enrolled - percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on Grades 3, 6 and 9 Provincial Achievement Tests (cohort results).				2005		2006		2007		2008		2009		2009		
				A	E	A	E	A	E	A	E	A	E	A	E	
Grade 3	English Language Arts 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
		Authority	92.9	26.3	91.3	17.5	85.3	13.9	93.0	22.3	90.5	17.8				
		Province	82.2	16.2	81.3	14.1	80.3	17.7	80.1	16.1	81.3	18.2				
	Mathematics 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
		Authority	88.9	23.7	91.7	30.6	87.5	16.8	91.2	29.3	86.5	26.5				
		Province	80.3	26.1	82.0	26.9	79.9	23.5	78.7	23.9	79.7	26.8				
Grade 6	English Language Arts 6	School	71.4	10.7	76.6	10.6	72.5	7.8	89.1	17.4	95.3	34.9	if set	if set		
		Authority	88.5	20.1	85.1	11.7	84.9	17.2	89.9	19.0	90.7	15.0				
		Province	77.3	15.5	79.0	15.9	80.3	19.8	81.1	21.0	81.8	18.9				
	French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set		
		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a				
		Province	85.1	8.8	87.5	11.2	88.1	11.0	87.7	14.2	91.5	15.9				
	Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set		
		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a				
		Province	92.0	22.8	94.5	19.7	93.0	18.0	94.3	17.1	92.6	18.7				
	Mathematics 6	School	75.0	8.9	55.3	8.5	70.6	7.8	69.6	4.3	97.7	16.3	if set	if set		
		Authority	85.2	18.0	72.2	11.3	78.1	9.3	81.0	15.1	88.2	10.7				
		Province	78.2	18.1	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8				
	Science 6	School	83.9	21.4	76.6	23.4	84.3	15.7	73.9	13.0	93.0	18.6	if set	if set		
		Authority	89.8	34.4	87.5	27.0	84.6	29.4	82.6	27.9	88.6	25.0				
		Province	79.8	26.0	78.1	27.7	75.2	26.6	74.8	24.1	76.5	24.8				
	Social Studies 6	School	75.0	16.1	80.9	17.0	86.3	15.7	87.0	23.9	92.9	21.4	if set	if set		
		Authority	88.1	26.6	87.9	27.4	86.4	23.7	91.1	36.0	88.5	16.8				
		Province	78.4	21.5	78.6	22.9	77.4	22.3	77.9	23.8	84.8	27.6				
Grade 9	English Language Arts 9	School	79.2	12.5	100.0	24.0	66.7	0.0	78.0	0.0	70.5	4.5	if set	if set		
		Authority	79.6	8.9	83.3	15.5	78.6	8.1	83.2	9.8	81.0	13.5				
		Province	77.9	14.1	77.4	13.6	77.5	14.8	76.5	14.8	78.7	14.7				
	French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set		
		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a				
		Province	85.9	13.6	83.3	10.9	81.3	12.9	84.5	12.4	81.8	10.3				
	Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set		
		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a				
		Province	87.2	17.4	86.1	14.7	81.6	12.6	84.8	11.7	85.6	12.9				
	Mathematics 9	School	59.1	9.1	88.0	12.0	51.9	3.7	53.7	2.4	43.2	6.8	if set	if set		
		Authority	60.1	8.6	70.5	11.6	61.3	6.9	65.7	11.0	66.3	14.3				
		Province	68.0	19.7	67.4	17.4	66.3	18.3	65.7	18.5	67.0	18.6				
Science 9	School	68.2	13.6	92.0	4.0	55.6	3.7	63.4	0.0	61.4	4.5	if set	if set			

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		Authority	67.8	14.6	73.2	11.6	70.4	10.5	71.7	10.2	75.5	13.4		
		Province	67.5	12.8	67.4	13.3	69.6	14.7	69.3	13.0	72.2	15.8		
	Social Studies 9	School	44.4	14.8	88.0	12.0	81.5	7.4	80.5	9.8	76.9	15.4	if set	if set
		Authority	66.7	14.8	77.7	15.5	81.0	19.4	79.3	19.9	86.2	31.7		
		Province	71.3	18.3	72.5	18.9	71.4	18.7	71.7	18.9	82.6	26.4		

		Results (in percentages)										Target	
		2005		2006		2007		2008		2009		2009	
		A	E	A	E	A	E	A	E	A	E	A	E
Overall	School	74.6	13.1	77.8	13.9	69.7	7.7	71.6	6.5	76.6	14.2	if set	if set
	Authority	81.4	19.2	81.9	17.1	79.2	14.3	82.6	18.4	83.7	17.1		
	Province	76.4	18.4	76.0	17.9	75.5	18.6	75.3	18.3	76.8	19.2		

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

Aggregated PAT results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students in the cohort for the course.

Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).

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

Comment on Results

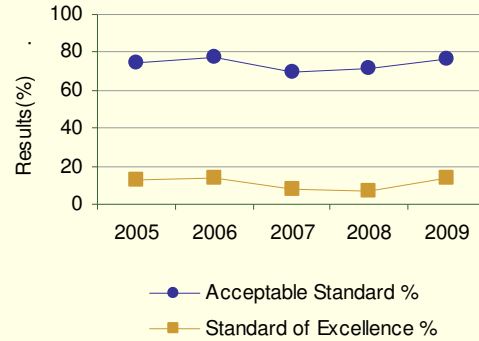
The major focus for our staff in the elementary and junior high level to address these concerns are two-fold; firstly, we will focus on assisting students developing and maintaining organizational and study skills, and secondly we will be creating a stronger focus on reading and reading comprehension.

- Provide resources for teaching organization skills, study skills, test-taking skills for each grade level.
- Establish a uniform colour-coded binder system for core subject areas for both elementary and junior high students.
- Creating an after school Math, LA, and Science help room for next year.
- Establishing a credit-recovery room for grade 8 and 9 students who were unsuccessful with any of their four core subject areas from the previous academic year.
- Establishing a Gr 11/12 reading mentorship/partnership with elementary students
- Focus on an "active" reading program and/or reading participation in all subject areas
- Ensuring that staff spends the last 5 minutes of each class organizing their notes and/or agenda for homework.
- We also recognize the fact that we have relatively new staff members who are responsible for PATs and Diplomas. We believe that within a few years these new staff members will be very proficient and the results will parallel their positive growth.

Again, our AISI project has developed effective strategies for increasing senior high participation in writing four or more diploma exams.

- As part of the transition plan, students will be given clear expectations for course participation and requirements for graduation.
- Re-alignment of staff personal to ensure maximum participation by students in the math and sciences.

Graph of Overall School Results (optional)

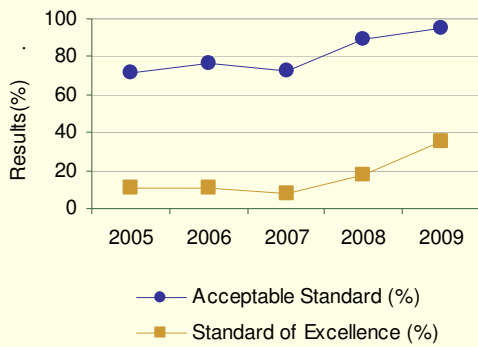


Graph of Provincial Achievement Test Results by Course (optional)

[No Data for English Language Arts 3]

[No Data for Mathematics 3]

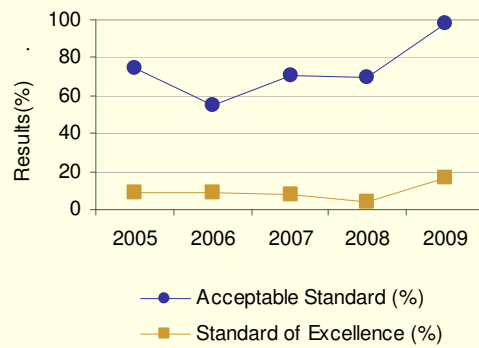
English Language Arts 6



[No Data for French Language Arts 6]

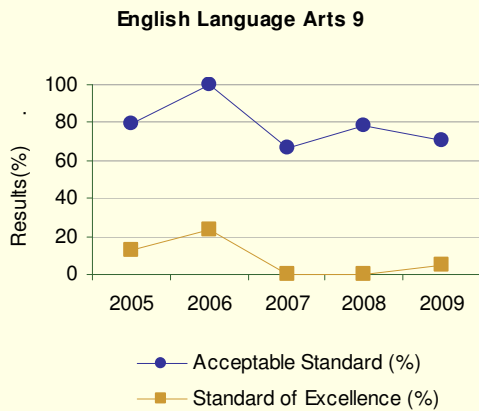
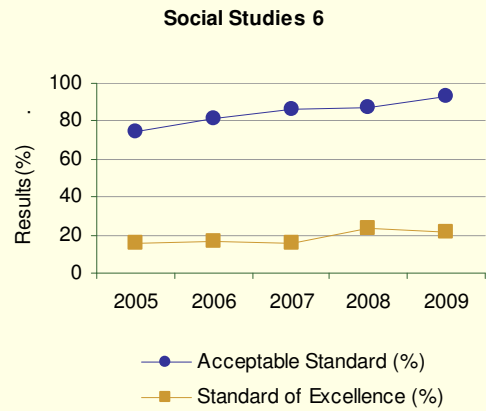
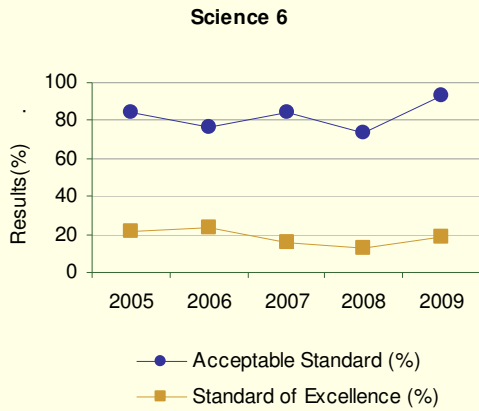
[No Data for Français 6]

Mathematics 6



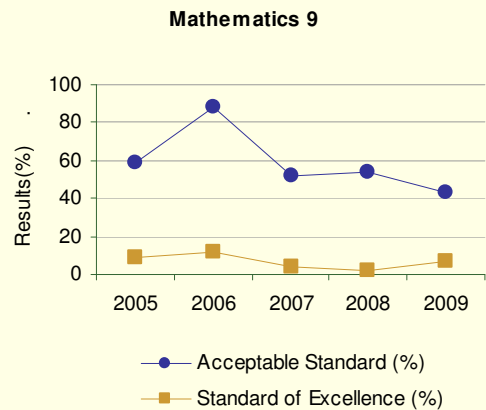
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course (optional)



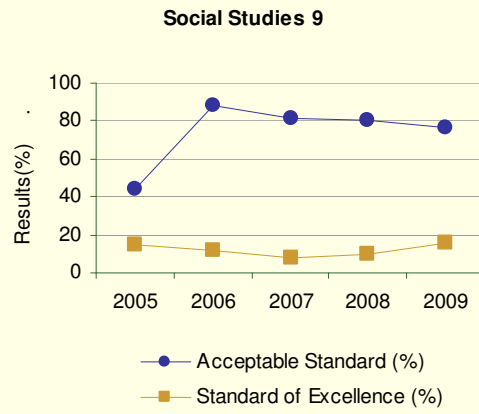
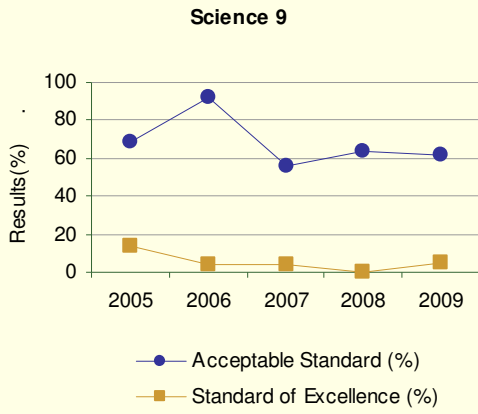
[No Data for French Language Arts 9]

[No Data for Français 9]



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 (*).

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

		Gerard Redmond Comm Cath Sch						Alberta				
		Achievement	Improvement	Overall	2009		Prev 3 Yr Avg		2009		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	41,722	81.3	42,041	80.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	41,722	18.2	42,041	16.0
Mathematics 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	41,720	79.7	42,053	80.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	41,720	26.8	42,053	24.8
English Language Arts 6	Acceptable Standard	Very High	Improved Significantly	Excellent	43	95.3	48	79.4	43,327	81.8	44,326	80.1
	Standard of Excellence	Very High	Improved Significantly	Excellent	43	34.9	48	12.0	43,327	18.9	44,326	18.9
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,183	91.5	2,220	87.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,183	15.9	2,220	12.1
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	434	92.6	406	93.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	434	18.7	406	18.2
Mathematics 6	Acceptable Standard	Very High	Improved Significantly	Excellent	43	97.7	48	65.2	43,328	76.6	44,327	74.6
	Standard of Excellence	Intermediate	Improved	Good	43	16.3	48	6.9	43,328	16.8	44,327	15.3
Science 6	Acceptable Standard	Very High	Improved Significantly	Excellent	43	93.0	48	78.3	43,216	76.5	44,209	76.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	43	18.6	48	17.4	43,216	24.8	44,209	26.1
English Language Arts 9	Acceptable Standard	Low	Declined	Issue	44	70.5	31	81.6	43,675	78.7	44,685	77.1
	Standard of Excellence	Very Low	Maintained	Concern	44	4.5	31	8.0	43,675	14.7	44,685	14.4
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,262	81.8	2,286	83.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,262	10.3	2,286	12.1
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	333	85.6	285	84.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	333	12.9	285	13.0
Mathematics 9	Acceptable Standard	Very Low	Declined	Concern	44	43.2	31	64.5	43,118	67.0	44,317	66.5
	Standard of Excellence	Very Low	Maintained	Concern	44	6.8	31	6.0	43,118	18.6	44,317	18.0
Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	44	61.4	31	70.3	43,560	72.2	44,505	68.8
	Standard of Excellence	Low	Maintained	Issue	44	4.5	31	2.6	43,560	15.8	44,505	13.7

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

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses. Achievement Evaluations for Social Studies 6 and Social Studies 9 are not calculated due to the change in the exams.

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
Mathematics 3	Acceptable Standard	0.00 - 73.66	73.66 - 81.42	81.42 - 88.39	88.39 - 91.92	91.92 - 100.00
	Standard of Excellence	0.00 - 17.25	17.25 - 22.97	22.97 - 30.79	30.79 - 36.99	36.99 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 65.88	65.88 - 75.70	75.70 - 84.77	84.77 - 90.26	90.26 - 100.00
	Standard of Excellence	0.00 - 8.68	8.68 - 13.49	13.49 - 19.62	19.62 - 25.59	25.59 - 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
Mathematics 9	Acceptable Standard	0.00 - 50.90	50.90 - 59.61	59.61 - 69.06	69.06 - 83.15	83.15 - 100.00
	Standard of Excellence	0.00 - 8.46	8.46 - 11.96	11.96 - 18.90	18.90 - 23.96	23.96 - 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 "Low" value, and "less than" the "High" value. For the Very High category, values range from "greater than" the "Low" value to 100%.

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses. Achievement Evaluations for Social Studies 6 and Social Studies 9 are not calculated due to the change in the tests.

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Outcome: Students demonstrate high standards in learner outcomes. (continued)

Performance Measure			Results (in percentages)					Target	
			2005	2006	2007	2008	2009	2009	
Participation rates in provincial achievement tests(PATs) for Grades 3, 6 and 9.									
Grade 3	English Language Arts 3	School	n/a	n/a	n/a	n/a	n/a	if set	
		Authority	99.5	99.6	97.4	97.8	96.7		
		Province	90.2	90.6	90.1	89.8	90.6		
	Mathematics 3	School	n/a	n/a	n/a	n/a	n/a	if set	
		Authority	99.5	99.6	97.8	98.2	96.7		
		Province	90.8	90.8	90.5	90.5	91.2		
Grade 6	English Language Arts 6	School	91.1	97.9	94.1	97.8	100.0	if set	
		Authority	97.1	99.2	98.2	97.3	99.6		
		Province	89.9	90.1	89.6	89.5	90.0		
	French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	if set	
		Authority	n/a	n/a	n/a	n/a	n/a		
		Province	96.1	96.1	97.5	95.6	97.6		
	Français 6	School	n/a	n/a	n/a	n/a	n/a	if set	
		Authority	n/a	n/a	n/a	n/a	n/a		
		Province	97.6	98.0	97.6	98.5	97.7		
	Mathematics 6	School	94.6	97.9	94.1	97.8	100.0	if set	
		Authority	98.0	99.6	97.5	97.7	99.6		
		Province	90.9	90.6	90.0	90.0	90.6		
	Science 6	School	94.6	97.9	90.2	97.8	97.7	if set	
		Authority	97.1	99.6	95.7	97.7	98.2		
		Province	90.6	90.0	89.1	89.0	89.6		
	Social Studies 6	School	92.9	97.9	94.1	97.8	100.0	if set	
		Authority	97.5	99.6	97.5	97.7	100.0		
		Province	90.0	90.5	89.6	89.2	100.0		
	Grade 9	English Language Arts 9	School	91.7	100.0	96.3	92.7	88.6	if set
			Authority	93.6	92.8	94.0	95.1	92.9	
			Province	87.4	87.7	87.9	87.7	89.7	
		French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	if set
			Authority	n/a	n/a	n/a	n/a	n/a	
			Province	97.1	95.9	93.7	96.8	95.2	
Français 9		School	n/a	n/a	n/a	n/a	n/a	if set	
		Authority	n/a	n/a	n/a	n/a	n/a		
		Province	97.4	98.0	96.9	97.8	98.5		
Mathematics 9		School	95.5	100.0	96.3	82.9	86.4	if set	
		Authority	94.8	93.6	93.1	93.1	90.5		
		Province	87.6	87.3	88.0	88.0	89.8		
Science 9		School	95.5	100.0	92.6	92.7	86.4	if set	
		Authority	94.8	93.6	95.1	95.1	94.1		
		Province	88.2	88.1	88.8	89.0	90.5		
Social Studies 9		School	66.7	100.0	96.3	92.7	100.0	if set	
		Authority	92.4	95.6	94.8	95.1	100.0		
		Province	87.8	88.5	88.4	88.9	100.0		

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

School: 2030 Gerard Redmond Community Catholic School

Outcome: Students demonstrate high standards in learner outcomes. (continued)

Performance Measure		Results (in percentages)**										Target	
		2005		2006		2007		2008		2009		2009	
		A	E	A	E	A	E	A	E	A	E	A	E
Diploma Exam Results by Students Writing – percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on diploma examinations.	School	90.9	0.0	77.8	11.1	70.8	12.5	76.9	7.7	73.3	6.7	if set	if set
	Authority	95.3	17.6	94.0	24.0	92.0	19.5	92.8	14.4	94.3	10.6		
	Province	89.1	17.8	88.0	19.3	87.7	19.0	87.1	15.5	86.1	12.3		
English Lang Arts 30-1	School	100.0	0.0	*	*	*	*	*	*	*	*	if set	if set
	Authority	100.0	17.6	90.6	15.1	98.5	22.7	98.9	23.3	96.6	17.0		
	Province	89.4	10.1	86.1	8.1	88.7	9.7	88.9	8.8	88.2	8.5		
English Lang Arts 30-2	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.1	19.1	95.0	21.8	95.6	23.1	94.9	24.5	95.1	18.9		
French Lang Arts 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.1	19.1	95.0	21.8	95.6	23.1	94.9	24.5	95.1	18.9		
Français 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.0	16.3	94.8	28.1	97.2	24.6	98.5	25.4	94.7	33.1		
Pure Mathematics 30	School	*	*	69.2	30.8	83.3	33.3	54.5	27.3	41.7	0.0	if set	if set
	Authority	66.2	19.1	76.3	25.0	80.6	26.9	77.8	17.8	81.6	18.4		
	Province	80.6	25.7	82.8	26.5	81.1	24.6	81.3	25.8	82.1	26.3		
Applied Mathematics 30	School	71.4	42.9	64.7	17.6	75.0	37.5	*	*	*	*	if set	if set
	Authority	70.2	17.0	67.1	7.1	82.0	9.8	72.1	8.8	77.2	11.4		
	Province	87.6	21.8	77.5	11.8	77.6	12.1	76.4	10.7	79.4	13.5		
Social Studies 30	School	77.8	11.1	85.7	0.0	84.2	10.5	80.0	50.0	54.5	9.1	if set	if set
	Authority	84.0	25.3	91.7	25.0	89.2	27.5	92.9	23.2	86.4	22.3		
	Province	85.2	24.3	85.5	23.9	86.1	24.6	84.7	21.5	84.2	21.4		
Social Studies 33	School	71.4	0.0	57.1	0.0	*	*	66.7	16.7	71.4	0.0	if set	if set
	Authority	86.8	13.2	80.6	25.8	93.7	23.8	90.5	27.4	93.9	32.7		
	Province	85.0	17.6	83.5	19.0	84.8	19.6	85.3	18.9	85.6	20.2		
Biology 30	School	60.0	10.0	50.0	20.0	100.0	57.1	80.0	50.0	81.3	6.3	if set	if set
	Authority	70.1	27.3	79.6	20.4	90.3	39.8	82.6	21.5	80.0	19.3		
	Province	81.9	26.6	81.4	26.4	83.5	27.4	82.3	26.3	83.0	26.6		
Chemistry 30 Old	School	87.5	12.5	55.6	33.3	100.0	58.3	88.9	44.4	n/a	n/a	if set	if set
	Authority	90.0	34.0	84.0	37.3	88.2	46.1	89.4	38.8	n/a	n/a		
	Province	88.2	33.4	88.4	37.1	89.3	37.9	89.2	39.2	77.6	19.5		
Chemistry 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25.0	0.0	if set	if set
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	68.0	21.3		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76.3	27.7		
Physics 30 Old	School	*	*	87.5	37.5	100.0	37.5	83.3	50.0	n/a	n/a	if set	if set
	Authority	91.1	22.2	88.9	37.0	84.3	21.6	81.0	23.8	n/a	n/a		
	Province	84.2	27.8	84.4	30.0	86.1	29.3	85.7	32.0	74.4	25.6		
Physics 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	93.8	18.8		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79.3	23.1		

School: 2030 Gerard Redmond Community Catholic School

Science 30	School	81.8	54.5	83.3	16.7	100.0	71.4	*	*	100.0	41.7	if set	if set
	Authority	81.8	54.5	83.3	16.7	100.0	71.4	*	*	83.3	20.0		
	Province	88.1	22.1	82.8	17.3	87.1	18.0	88.6	21.6	86.0	20.9		

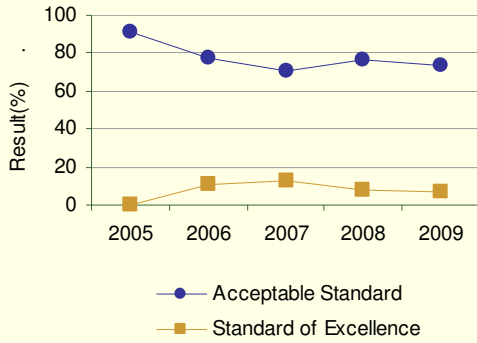
		Results (in Percentages)										Target	
		2005		2006		2007		2008		2009		2009	
		A	E	A	E	A	E	A	E	A	E	A	E
Overall	School	77.8	17.5	69.9	15.1	83.3	27.4	71.9	28.1	70.0	10.0	if set	if set
	Authority	82.0	20.7	83.3	20.9	89.9	25.8	87.4	20.1	87.0	18.9		
	Province	85.5	21.2	84.2	20.7	84.8	20.9	84.4	19.4	84.4	19.1		

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
 Aggregated Diploma results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students writing the Diploma Examination for each course.
 ** "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

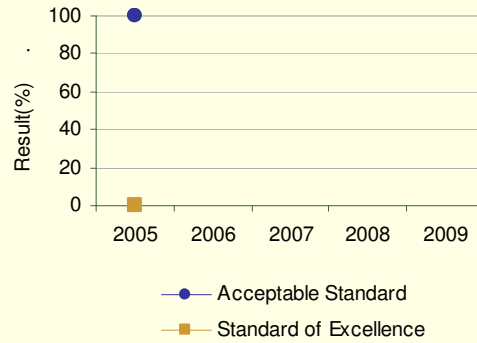
<p>Comment on Results</p> <p>The major focus for our staff at the senior high level to address these concerns will be developing and maintaining organizational and study skills, and secondly we will be creating a stronger focus on reading and reading comprehension.</p> <ul style="list-style-type: none"> • Provide resources for teaching organization skills, study skills, test-taking skills for each grade level. • Creating an after school Math, LA, and Science help room for next year. • Establishing a credit-recovery room for grade 8 and 9 students who were unsuccessful with any of their four core subject areas from the previous academic year. • Establishing a Gr 11/12 reading mentorship/partnership with elementary students • Focus on an "active" reading program and/or reading participation in all subject areas • We also recognize the fact that we have relatively new staff members who are responsible for Diplomas. We believe that within a few years these new staff members will be very proficient and the results will parallel their positive growth. <p>Again, our AISI project has developed effective strategies for increasing senior high participation in writing four or more diploma exams.</p> <ul style="list-style-type: none"> • As part of the transition plan, students will be given clear expectations for course participation and requirements for graduation. • Re-alignment of staff personal to ensure maximum participation by students in the math and sciences. 	<p>Graph of Overall School Results (optional)</p> <table border="1"> <caption>Data for Graph of Overall School Results</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2005</td> <td>77.8</td> <td>17.5</td> </tr> <tr> <td>2006</td> <td>71.9</td> <td>15.1</td> </tr> <tr> <td>2007</td> <td>83.3</td> <td>27.4</td> </tr> <tr> <td>2008</td> <td>70.0</td> <td>28.1</td> </tr> <tr> <td>2009</td> <td>70.0</td> <td>10.0</td> </tr> </tbody> </table> <p>Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).</p>	Year	Acceptable Standard %	Standard of Excellence %	2005	77.8	17.5	2006	71.9	15.1	2007	83.3	27.4	2008	70.0	28.1	2009	70.0	10.0
Year	Acceptable Standard %	Standard of Excellence %																	
2005	77.8	17.5																	
2006	71.9	15.1																	
2007	83.3	27.4																	
2008	70.0	28.1																	
2009	70.0	10.0																	

Diploma Exam Results By Course (Optional)

English Lang Arts 30-1



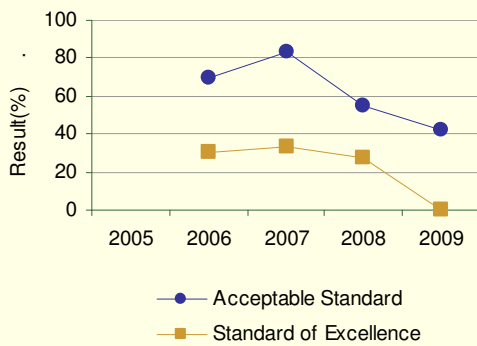
English Lang Arts 30-2



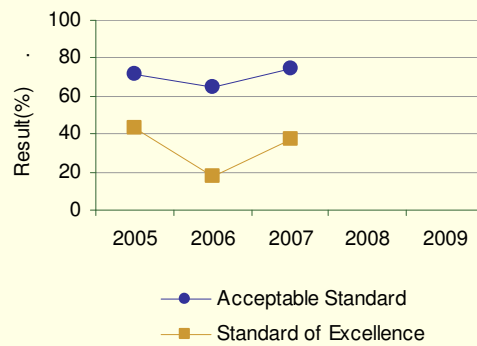
[No Data for French Lang Arts 30-1]

[No Data for Français 30]

Pure Mathematics 30

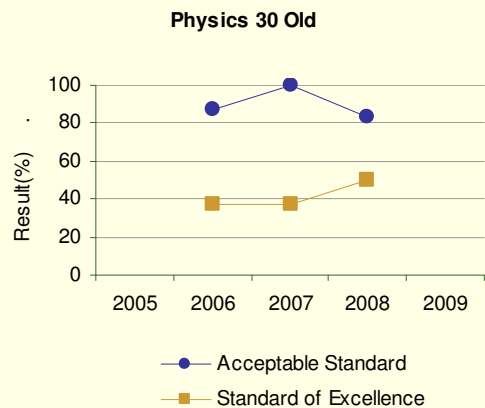
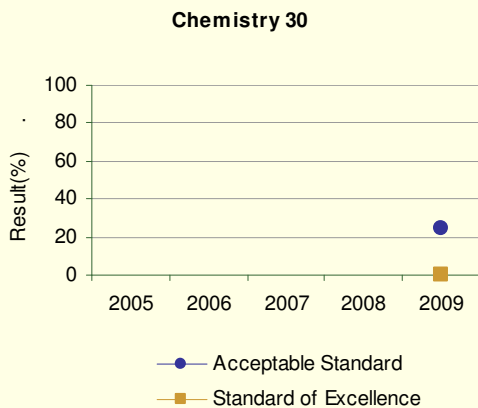
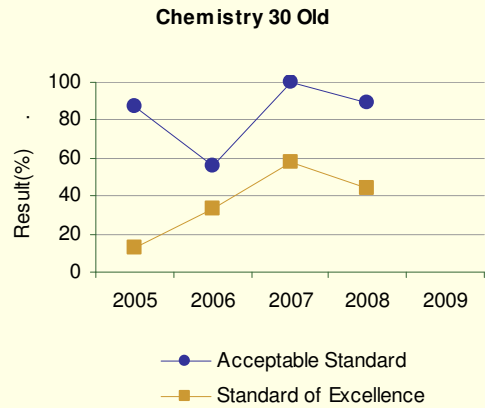
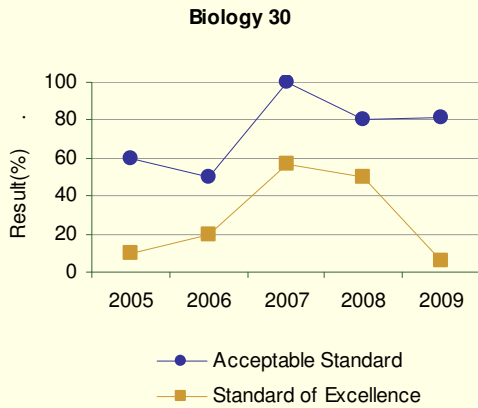
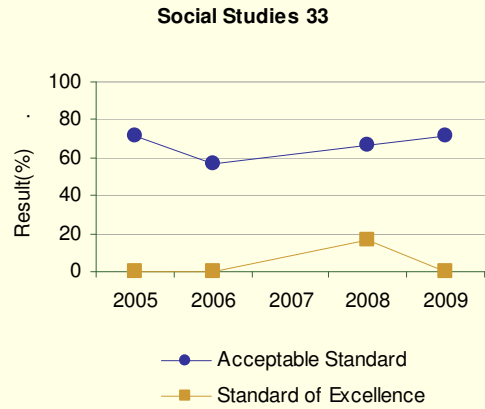
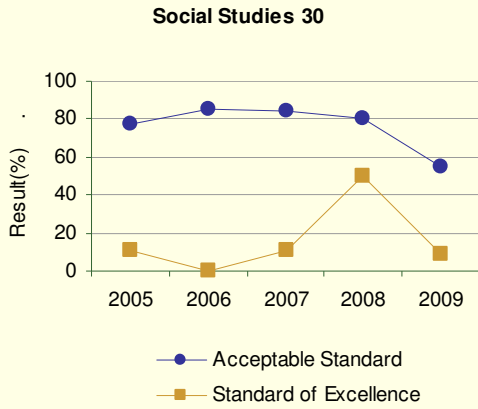


Applied Mathematics 30



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

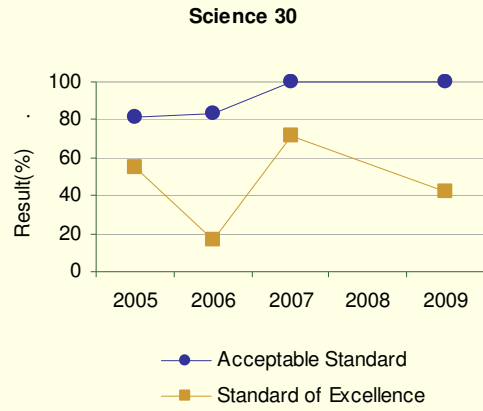
Diploma Exam Results By Course (Optional)



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

Diploma Exam Results By Course (Optional)

[No Data for Physics 30]



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

School: 2030 Gerard Redmond Community Catholic School

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

		Gerard Redmond Comm Cath Sch						Alberta				
Course	Measure	Achievement	Improvement	Overall	2009		Prev 3 Yr Avg		2009		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	Maintained	Concern	15	73.3	15	75.2	28,330	86.1	28,021	87.6
	Standard of Excellence	Low	Maintained	Issue	15	6.7	15	10.4	28,330	12.3	28,021	17.9
English Lang Arts 30-2	Acceptable Standard	*	*	*	4	*	n/a	n/a	13,473	88.2	12,858	87.9
	Standard of Excellence	*	*	*	4	*	n/a	n/a	13,473	8.5	12,858	8.9
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,245	95.1	1,206	95.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,245	18.9	1,206	23.1
Français 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	133	94.7	123	96.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	133	33.1	123	26.1
Pure Mathematics 30	Acceptable Standard	Very Low	Declined	Concern	12	41.7	10	69.0	22,197	82.1	22,435	81.7
	Standard of Excellence	Very Low	Declined Significantly	Concern	12	0.0	10	30.5	22,197	26.3	22,435	25.7
Applied Mathematics 30	Acceptable Standard	*	*	*	3	*	13	69.9	10,429	79.4	9,994	77.1
	Standard of Excellence	*	*	*	3	*	13	27.6	10,429	13.5	9,994	11.5
Social Studies 30	Acceptable Standard	Very Low	Declined	Concern	11	54.5	12	83.3	22,845	84.2	23,756	85.4
	Standard of Excellence	Low	Maintained	Issue	11	9.1	12	20.2	22,845	21.4	23,756	23.3
Social Studies 33	Acceptable Standard	Low	Maintained	Issue	7	71.4	7	61.9	15,101	85.6	15,045	84.5
	Standard of Excellence	Very Low	Maintained	Concern	7	0.0	7	8.3	15,101	20.2	15,045	19.1
Biology 30	Acceptable Standard	Intermediate	Maintained	Acceptable	16	81.3	11	76.7	21,088	83.0	20,835	82.4
	Standard of Excellence	Very Low	Declined Significantly	Concern	16	6.3	11	42.4	21,088	26.6	20,835	26.7
Science 30	Acceptable Standard	Very High	Improved	Excellent	12	100.0	7	91.7	4,476	86.0	3,721	86.2
	Standard of Excellence	Very High	Maintained	Excellent	12	41.7	7	44.0	4,476	20.9	3,721	19.0

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

Too few jurisdictions offer Français 30 for an Achievement Evaluation to be calculated. However, the results from Français 30 are included in the aggregation of all Diploma courses. Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the change in the exams.

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Social Studies 30	Acceptable Standard	0.00 - 71.92	71.92 - 80.36	80.36 - 88.99	88.99 - 94.04	94.04 - 100.00
	Standard of Excellence	0.00 - 7.99	7.99 - 15.22	15.22 - 23.07	23.07 - 29.75	29.75 - 100.00
Social Studies 33	Acceptable Standard	0.00 - 68.88	68.88 - 78.33	78.33 - 85.20	85.20 - 89.99	89.99 - 100.00
	Standard of Excellence	0.00 - 4.72	4.72 - 8.85	8.85 - 16.10	16.10 - 20.46	20.46 - 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 "Low" value, and "less than" the "High" value. For the Very High category, values range from "greater than" the "Low" value to 100%.

Too few jurisdictions offer Français 30 for an Achievement Evaluation to be calculated. However, the results from Français 30 are included in the aggregation of all DIP courses. Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the change in the exams.

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

Outcome: Students demonstrate high standards in learner outcomes. (continued)

Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2009
Diploma examination participation rate: Percentages of students who have written four or more diploma exams by the end of their third year of high school.	School	48.9	53.4	61.9	52.9	39.3	if set
	Authority	57.6	50.8	68.4	55.1	60.0	
	Province	52.4	53.5	53.7	53.6	53.3	

Comment on Results

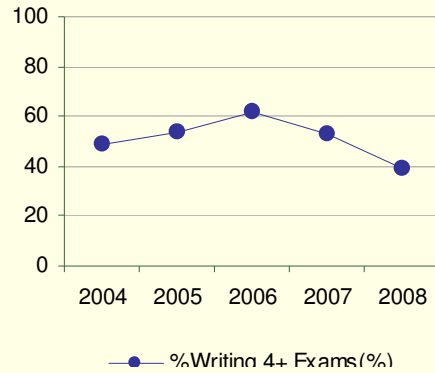
Strategies to address this concern are as follows:

- Mentoring project for "at-risk" students
- One – on conferencing with all grade 10 students to build a future timetable for their senior years,
- Parent conferencing for all grade 9 students and grade 10 students.

Again, our AISI project has developed effective strategies for increasing senior high participation in writing four or more diploma exams.

- As part of the transition plan, students will be given clear expectations for course participation and requirements for graduation.
- Re-alignment of staff personal to ensure maximum participation by students in the math and sciences.

Graph of Overall School Results (optional)



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

Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school (optional)

	Gerard Redmond Comm Cath Sch					Alberta				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
N	18	28	22	31	26	43,221	43,032	43,930	44,661	45,432
% Writing 0 Exams	20.5	27.5	27.8	14.0	21.3	18.3	18.1	17.8	18.0	18.4
% Writing 1+ Exams	79.5	72.5	72.2	86.0	78.7	81.7	81.9	82.2	82.0	81.6
% Writing 2+ Exams	73.4	64.9	72.2	79.4	70.8	77.9	78.3	78.5	78.6	78.0
% Writing 3+ Exams	67.3	53.4	67.0	69.4	55.1	64.1	65.6	65.6	65.6	64.9
% Writing 4+ Exams	48.9	53.4	61.9	52.9	39.3	52.4	53.5	53.7	53.6	53.3
% Writing 5+ Exams	24.5	38.2	46.4	46.3	27.5	33.9	34.5	34.6	34.7	34.3
% Writing 6+ Exams	18.3	22.9	25.8	29.8	15.7	12.8	12.8	13.0	13.2	12.7

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

	Gerard Redmond Comm Cath Sch					Alberta				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
N	18	28	22	31	26	43,221	43,032	43,930	44,661	45,432
English 30/30-1	44.4	42.9	50.0	71.0	50.0	53.4	54.4	54.7	54.5	53.8
English 33/30-2	16.7	17.9	13.6	12.9	19.2	24.4	23.7	23.5	23.6	24.0
Total of 1 or more English Diploma Exams	61.1	60.7	63.6	83.9	69.2	76.6	76.9	77.1	77.0	76.7
Social 30	33.3	28.6	40.9	61.3	38.5	47.8	49.1	49.5	49.3	48.1
Social 33	33.3	35.7	22.7	12.9	30.8	30.3	29.1	28.8	28.8	29.5
Total of 1 or more Social Diploma Exams	66.7	64.3	63.6	71.0	69.2	76.9	77.0	77.2	77.2	76.7
Math 30/Pure	33.3	32.1	22.7	41.9	26.9	39.5	41.1	41.9	41.7	41.1
Math 33/Applied	33.3	28.6	36.4	48.4	19.2	20.0	19.9	19.5	19.5	19.1
Total of 1 or more Math Diploma Exams	55.6	50.0	54.5	71.0	46.2	58.9	60.4	60.7	60.7	59.7
Biology 30	38.9	42.9	45.5	45.2	38.5	38.7	39.4	39.6	39.8	39.1
Chemistry 30	16.7	28.6	36.4	38.7	30.8	33.9	34.4	34.2	34.3	34.5
Physics 30	22.2	17.9	13.6	35.5	15.4	21.5	21.6	21.6	21.5	20.4
Science 30	27.8	35.7	27.3	19.4	11.5	6.7	7.0	7.0	7.0	7.4
Total of 1 or more Science Diploma Exams	50.0	53.6	59.1	51.6	46.2	55.5	56.6	56.7	56.5	56.1
Français 30	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.2
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.3	2.4	2.7	2.7	2.7
Total of 1 or more French	0.0	0.0	0.0	0.0	0.0	2.5	2.6	2.9	2.9	2.9

Note:

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

Results are based upon a cohort of grade 10 students who are tracked over time. The table shows the percentage of students in this cohort who complete diploma exams by the end of their third year of high school.

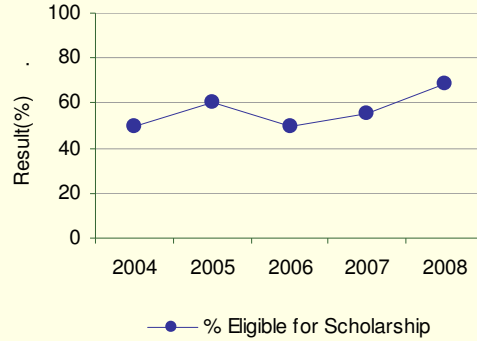
Outcome: Students demonstrate high standards in learner outcomes. (continued)

Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2009
Percentages of Grade 12 students who meet the Rutherford Scholarship eligibility criteria.	School	50.0	60.0	50.0	55.6	68.8	if set
	Authority	51.3	47.7	53.5	51.9	60.6	
	Province	52.9	54.6	56.1	56.8	57.3	

Comment on Results

We are very pleased with the positive growth experienced this past year with this measure.

Graph of Overall School Results (optional)



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

Outcome: Students are well prepared for lifelong learning.

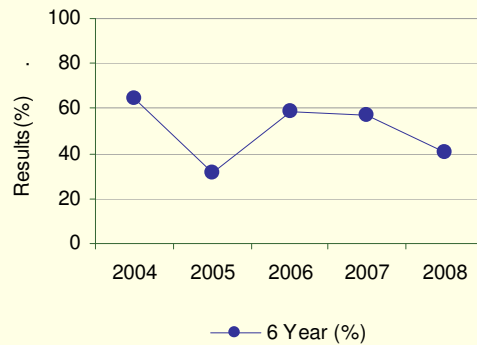
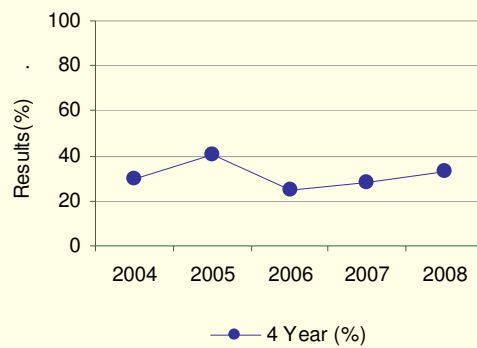
Performance Measure			Results (in percentages)					Target
			2004	2005	2006	2007	2008	2009
High school to post-secondary transition rate within four and six years of entering Grade 10.	Within 6 Years	School	64.1	31.0	58.7	57.1	40.6	
		Authority	49.6	54.9	62.3	62.9	54.9	
		Province	54.4	57.5	59.5	60.3	60.7	
	Within 4 Years	School	29.9	40.7	24.5	28.1	32.7	
		Authority	25.4	37.7	31.7	44.1	33.2	
		Province	34.0	37.0	39.5	40.7	40.3	

Comment on Results

Staff will meet to brainstorm ideas and suggestions for

- Factors that may contribute to the lack of students transitioning to post-secondary institutions
- What factors are we able to control at the school level and what are we able offer at the school level to encourage students to enroll in a post-secondary institution

Graph of Overall School Results (optional)



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

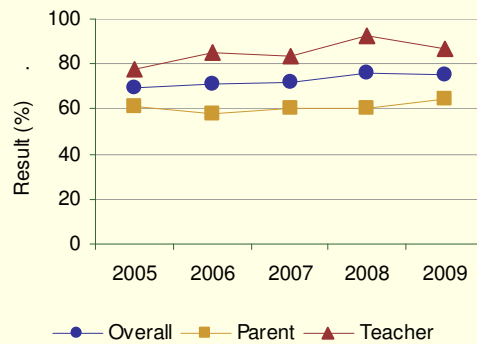
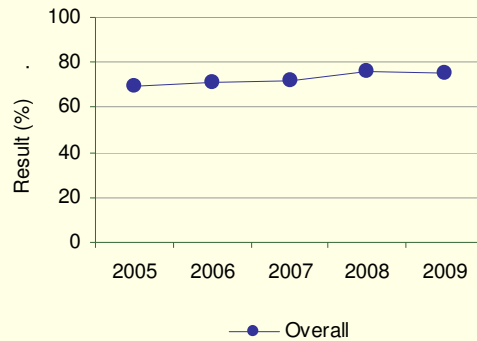
Outcome: Students are well prepared for lifelong learning. (continued)

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	Overall (required)	School	69.3	71.3	71.9	76.4	75.6	if set
		Authority	61.8	70.3	65.5	72.4	71.2	
		Province	64.4	66.1	65.6	66.7	67.4	
	Teacher (optional)	School	77.8	85.0	83.3	92.9	86.8	
		Authority	70.4	81.2	71.9	78.8	83.0	
		Province	73.7	74.2	74.1	73.8	74.0	
	Parent (optional)	School	60.9	57.7	60.5	60.0	64.4	
		Authority	53.3	59.4	59.2	66.1	59.3	
		Province	55.1	57.9	57.1	59.5	60.8	

Comment on Results

We are very pleased with the positive growth experienced with this measure.

Graph of Overall School Results (optional)



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

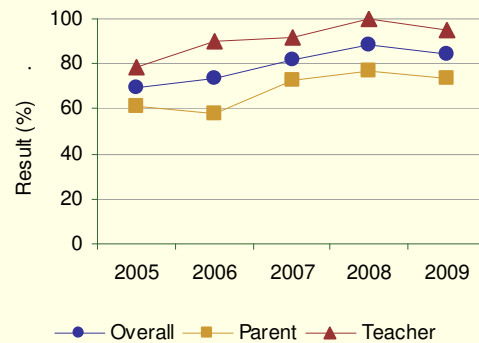
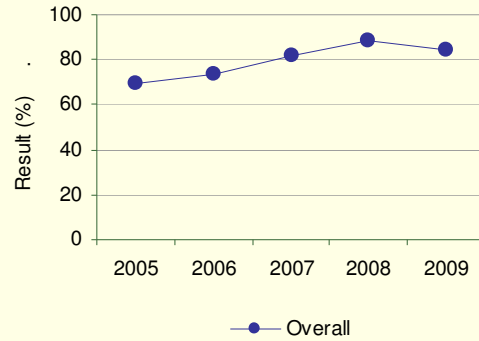
Outcome: *Students are well prepared for employment.*

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
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.	Overall (required)	School	69.7	73.8	82.2	88.2	84.3	if set
		Authority	74.5	79.2	82.2	87.1	81.9	
		Province	74.9	77.0	77.1	80.1	79.6	
	Teacher (optional)	School	78.6	90.0	91.7	100.0	94.7	
		Authority	91.2	90.0	95.0	91.7	94.5	
		Province	89.1	89.4	89.2	89.3	88.9	
	Parent (optional)	School	60.9	57.7	72.7	76.5	73.9	
		Authority	57.8	68.4	69.4	82.6	69.3	
		Province	60.8	64.6	65.1	70.9	70.2	

Comment on Results

We are very pleased with the positive growth experienced with this measure.

Graph of Overall School Results (optional)



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

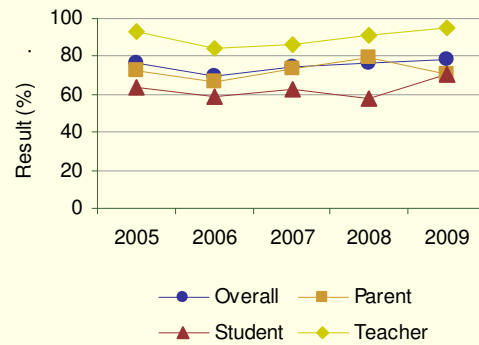
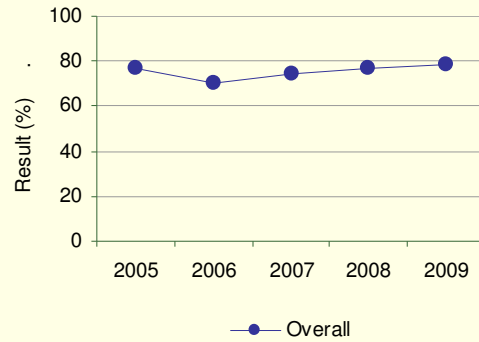
Outcome: Students model the characteristics of active citizenship.

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall (required)	School	76.5	70.0	74.2	76.5	78.5	if set
		Authority	78.6	80.8	79.2	82.8	82.3	
		Province	75.3	76.8	76.6	77.9	80.3	
	Teacher (optional)	School	92.9	84.0	86.7	91.4	94.7	
		Authority	95.3	94.8	95.3	95.9	96.6	
		Province	89.5	90.3	89.9	90.6	91.8	
	Parent (optional)	School	72.8	66.9	73.6	79.8	70.2	
		Authority	73.6	76.8	73.9	86.0	79.3	
		Province	70.3	72.4	72.6	74.7	77.4	
	Student (optional)	School	63.7	59.2	62.4	58.2	70.6	
		Authority	66.9	70.7	68.3	66.5	71.1	
		Province	66.1	67.5	67.1	68.5	71.8	

Comment on Results

We are very pleased with the positive growth experienced with this measure over the past 3 years.

Graph of Overall School Results (optional)



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

Also report results on all local authority/school Goal Two measures from the authority's/school's Three-Year Education Plan 2008/09 – 2010/11 in relation to Goal 2, Goal 2 outcomes and targets for 2008/09. Minimum one year of results – schools are encouraged to provide multi-year results for trend analysis.

Goal Three: Highly Responsive and Responsible Jurisdiction

Outcome: The authority demonstrates effective working relationships.

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall (required)	School	72.3	69.8	81.8	77.9	71.2	if set
		Authority	78.0	79.6	81.4	85.7	81.4	
		Province	76.1	77.9	77.5	78.2	80.1	
	Teacher (optional)	School	80.6	80.0	90.0	88.4	74.7	
		Authority	88.2	91.0	92.1	92.6	90.3	
		Province	87.0	87.6	87.1	87.5	88.0	
	Parent (optional)	School	64.0	59.7	73.6	67.4	67.6	
		Authority	67.8	68.2	70.6	78.9	72.4	
		Province	65.2	68.1	67.9	69.0	72.2	

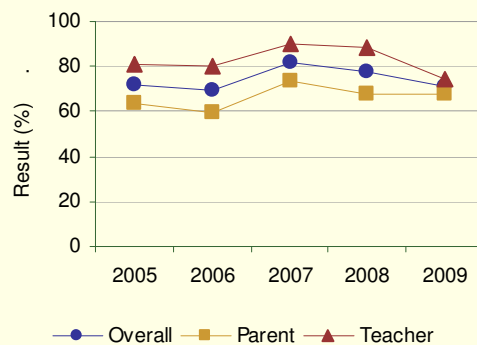
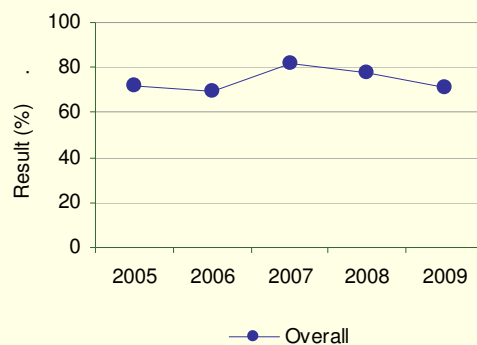
Comment on Results

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We recognize that parental involvement is an integral and important aspect for our school success. We are determined to provide opportunities for parents and community members to become more involved at the school level.

- Working closely with our Parent Council to revive and renew membership in this organization by initiating a membership drive and educating other parents about the opportunities that are available to them to become involved.
- Ensuring that effective communication lines are established between parents and staff members.
- The creation of transition plans for “at-risk” student and the implementation of a teacher-advisory community to facilitate and increase communication links to home with parents about student progress.

Graph of Overall School Results (optional)



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

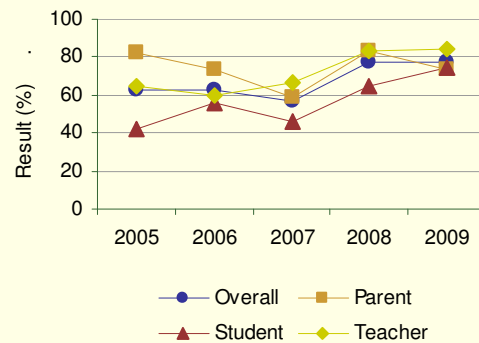
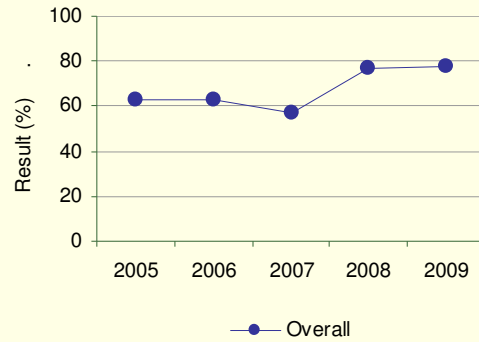
Outcome: The authority demonstrates leadership and continuous improvement.

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
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.	Overall (required)	School	63.1	62.8	57.2	77.2	77.7	if set
		Authority	77.1	75.9	81.3	84.4	81.4	
		Province	73.9	76.8	76.3	77.0	79.4	
	Teacher (optional)	School	64.3	60.0	66.7	83.3	84.2	
		Authority	79.0	68.8	84.9	85.7	81.7	
		Province	73.1	75.5	74.5	75.6	78.2	
	Parent (optional)	School	82.6	73.1	59.1	83.3	73.9	
		Authority	80.0	80.2	81.2	87.1	81.8	
		Province	70.9	75.4	75.1	75.9	78.1	
	Student (optional)	School	42.3	55.4	46.0	65.0	74.9	
		Authority	72.3	78.7	77.7	80.5	80.8	
		Province	77.9	79.4	79.3	79.5	81.8	

Comment on Results

Although we recognize that the parental and student responses are below the provincial standard we are very pleased with the positive trend that has been measured over the past 3 years and will continue to focus on creating and sustaining our positive school culture and increase in pride and opportunities for both students and parents to become more involved in our school functions.

Graph of Overall School Results (optional)



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

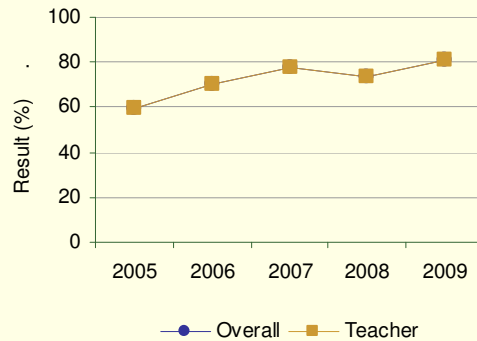
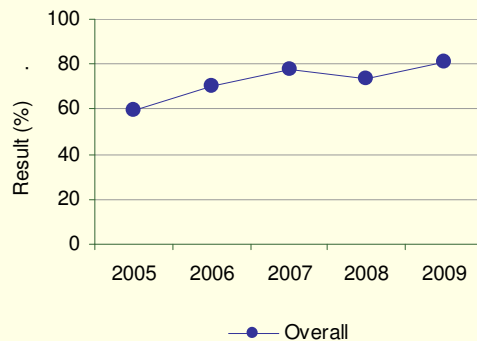
Outcome: The authority demonstrates leadership and continuous improvement. (continued)

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	Overall (required)	School	59.5	70.0	77.8	73.8	80.8	if set
		Authority	74.8	73.5	79.3	78.3	82.4	
		Province	76.5	78.2	78.8	80.4	81.5	
	Teacher (optional)	School	59.5	70.0	77.8	73.8	80.8	
		Authority	74.8	73.5	79.3	78.3	82.4	
		Province	76.5	78.2	78.8	80.4	81.5	

Comment on Results

We are very pleased with the positive growth experienced with this measure over the past 3 years.

Graph of Overall School Results (optional)



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

Also report:

- results on all local authority/school Goal Three measures from the authority and school Three-Year Education Plan 2008/09 – 2010/11 in relation to Goal 3, Goal 3 outcomes and targets for 2008/09. Minimum one year of results – Schools are encouraged to provide multi-year results for trend analysis.

Provide:

- Information on how the school council was involved in the school's annual results report.
- A web link to the school's class size report on the jurisdiction's website.