

Accountability Pillar

and

Annual Education Results Report (AERR) 2008 - 2009

Concordia High School 7916

Edmonton, Alberta

October 2009 Accountability Pillar Overall Summary (OPTIONAL)

Goal	Measure Category	Measure Category Evaluation	Measure	Concordia High School			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	n/a	Safe and Caring	94.6	n/a	n/a	86.9	85.1	84.6	Very High	n/a	n/a
	Student Learning Opportunities	n/a	Program of Studies	78.1	n/a	n/a	80.3	79.4	78.7	Intermediate	n/a	n/a
			Education Quality	92.7	n/a	n/a	89.3	88.2	87.8	Very High	n/a	n/a
			Drop Out Rate	1.0	3.9	2.0	4.8	5.0	4.9	Very High	Maintained	Excellent
			High School Completion Rate (3 yr)	67.8	82.6	74.6	70.7	71.0	70.6	Intermediate	Maintained	Acceptable
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	76.8	75.3	75.6	n/a	n/a	n/a
			PAT: Excellence	n/a	n/a	n/a	19.2	18.3	18.3	n/a	n/a	n/a
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	75.0	82.2	83.3	84.4	84.4	84.5	Low	Maintained	Issue
			Diploma: Excellence	13.4	12.4	25.1	19.1	19.4	20.3	Low	Declined	Issue
			Diploma Exam Participation Rate (4+ Exams)	71.8	82.6	75.7	53.3	53.6	53.6	Very High	Maintained	Excellent
			Rutherford Scholarship Eligibility Rate (Revised)	81.5	87.5	73.5	57.3	56.8	55.8	Very High	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	69.9	83.4	86.3	60.7	60.3	59.1	Very High	Declined	Good
			Work Preparation	95.8	n/a	n/a	79.6	80.1	78.1	Very High	n/a	n/a
Citizenship			90.1	n/a	n/a	80.3	77.9	77.1	Very High	n/a	n/a	
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	n/a	Parental Involvement	92.9	n/a	n/a	80.1	78.2	77.9	Very High	n/a	n/a
	Continuous Improvement	n/a	School Improvement	83.5	n/a	n/a	79.4	77.0	76.7	Very High	n/a	n/a

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).

Diploma Exam Results were reviewed/shared with the Concordia High School Parent Council when the results were made available to the school. Concordia High School will place the Annual Education Results Report (AERR) and the Accountability Report Pillar on their school's website (www.concordiahighschool.com).

Financial Report

At the time of the preparation of this report, Concordia is awaiting the Audited Financial Statement, as the Auditors are in the process of finishing their report. Please contact the Principal to obtain a full report.

Statement of Responsibility/Accountability Statement

The Annual Education Results Report for Concordia High School for the 2008 – 2009 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. The Board is committed to using the results in this report, to the best of their abilities, to improve the outcomes for their students. We will use the results to develop sound strategies for our three-year education plan to ensure that all our students can acquire the knowledge, skills, and attitudes they need to be self-reliant, responsible, caring, and contributing members of society.

Mission Statement

Founded in 1921, Concordia High School is an academic high school of Lutheran Church-Canada. It is the mission of Concordia High School to offer a quality education in a Christian context while sharing the Gospel of Jesus Christ, aiding students to develop a sense of vocation and preparing them for leadership in the world.

Mandate

Concordia High School will work together with parents, the church, and the community towards providing an education which ensures that each of our students has the opportunity through the word and spirit of God to know God, especially His seeking and forgiving love in Jesus Christ, and to respond in faith, to appreciate the form and structure necessary to maintain a community, to perceive the importance of becoming involved in re-shaping that community, and to appreciate the necessity of learning how to learn in order to survive in a world of technological change.

Vision

Concordia High School confidently looks to the future by committing itself to

- the highest standards of excellence in education, spiritual care, and service;
- the goal of integrating the Christian faith with every area of teaching and learning;
- the ongoing improvement of the safety, security, health, and wholeness of every member of the Concordia community;
- the continuing search for ways to instill in students the love of learning and an awareness that education is a life-long experience;
- the preparation of graduates who will serve the church and society as dedicated leaders and responsible citizens, and
- the strengthening of ties with alumni, friends, supporters of Concordia and the community at large.

Belief

Concordia High School, in keeping with its mission, values

- the Gospel of Jesus Christ as the cornerstone of all its endeavours;

- the uniqueness, the potential, the integrity, and the well-being of every student that it serves;
- the heritage of its liberating and enriching Lutheran tradition;
- the importance of providing access to a quality education in the basic areas of human learning and communication;
- the promotion of teaching excellence in a caring atmosphere;
- the opportunity for all to grow spiritually and to become enriched in their understanding and appreciation of the Christian faith;
- the importance of educational programs that develop the total person—spiritual, social, intellectual, cultural, and emotional;
- the opportunity for students to establish and nurture lifelong friendships;
- the importance of encouraging all to use their knowledge and skills for the benefit of others in the wider community, and
- the development of a partnership between students, parents, school and community agencies in order to promote student success.

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	n/a	n/a	n/a	n/a	94.6	90
		Authority	n/a	n/a	n/a	n/a	94.6	
		Province	83.1	84.4	84.2	85.1	86.9	
	Teacher (optional)	School	n/a	n/a	n/a	n/a	94.3	90
		Authority	n/a	n/a	n/a	n/a	94.3	
		Province	92.3	92.8	92.6	93.1	93.8	
	Parent (optional)	School	n/a	n/a	n/a	n/a	97.6	90
		Authority	n/a	n/a	n/a	n/a	97.6	
		Province	79.9	82.1	81.7	83.2	85.3	
	Student (optional)	School	n/a	n/a	n/a	n/a	91.8	85
		Authority	n/a	n/a	n/a	n/a	91.8	
		Province	77.2	78.4	78.5	79.1	81.7	

Comment on Results

(an assessment of progress in relation to past performance)

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.

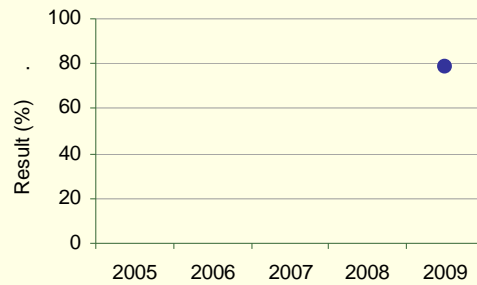
Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	Overall (required)	School	n/a	n/a	n/a	n/a	78.1	80
		Authority	n/a	n/a	n/a	n/a	78.1	
		Province	76.7	78.1	78.5	79.4	80.3	
	Teacher (optional)	School	n/a	n/a	n/a	n/a	90.7	90
		Authority	n/a	n/a	n/a	n/a	90.7	
		Province	83.6	85.2	85.7	86.4	86.8	
	Parent (optional)	School	n/a	n/a	n/a	n/a	72.7	75
		Authority	n/a	n/a	n/a	n/a	72.7	
		Province	75.0	76.6	76.9	77.6	78.7	
	Student (optional)	School	n/a	n/a	n/a	n/a	70.9	70
		Authority	n/a	n/a	n/a	n/a	70.9	
		Province	71.5	72.6	72.9	74.1	75.3	

Comment on Results

(an assessment of progress in relation to past performance)

Concordia High School's offerings are consistent with its mission as a university preparatory school. The school has explored ways to assist students in their career planning through Service Learning, Career Technology Studies, and Work Experience offerings as well.

Graph of Overall School Results (optional)



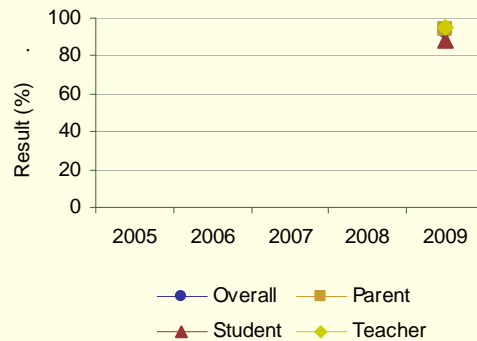
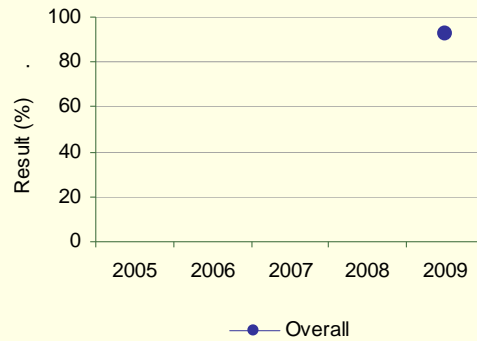
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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 teachers, parents and students satisfied with the overall quality of basic education.	Overall (required)	School	n/a	n/a	n/a	n/a	92.7	80
		Authority	n/a	n/a	n/a	n/a	92.7	
		Province	86.1	87.7	87.6	88.2	89.3	
	Teacher (optional)	School	n/a	n/a	n/a	n/a	95.2	95
		Authority	n/a	n/a	n/a	n/a	95.2	
		Province	93.9	94.8	94.7	94.9	95.3	
	Parent (optional)	School	n/a	n/a	n/a	n/a	94.6	95
		Authority	n/a	n/a	n/a	n/a	94.6	
		Province	78.9	81.6	81.8	83.0	84.4	
	Student (optional)	School	n/a	n/a	n/a	n/a	88.1	85
		Authority	n/a	n/a	n/a	n/a	88.1	
		Province	85.6	86.6	86.4	86.6	88.3	

Comment on Results
(an assessment of progress in relation to past performance)

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)

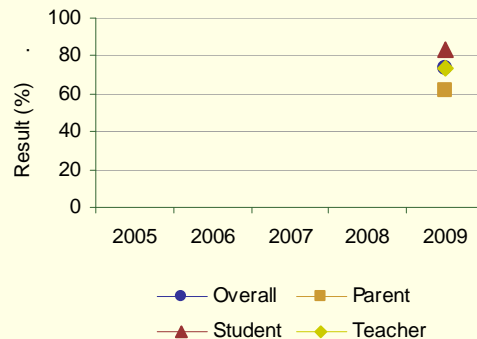
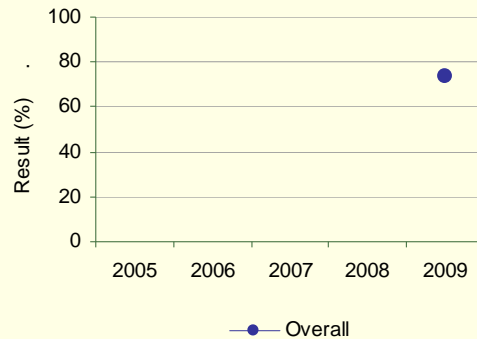
Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	Overall (required)	School	n/a	n/a	n/a	n/a	73.2	75
		Authority	n/a	n/a	n/a	n/a	73.2	
		Province	67.2	68.5	68.2	69.2	70.3	
	Teacher (optional)	School	n/a	n/a	n/a	n/a	73.8	75
		Authority	n/a	n/a	n/a	n/a	73.8	
		Province	70.0	71.5	72.0	73.4	74.5	
	Parent (optional)	School	n/a	n/a	n/a	n/a	62.0	65
		Authority	n/a	n/a	n/a	n/a	62.0	
		Province	54.9	56.9	55.9	56.5	58.1	
	Student (optional)	School	n/a	n/a	n/a	n/a	83.7	85
		Authority	n/a	n/a	n/a	n/a	83.7	
		Province	76.7	77.1	76.8	77.7	78.4	

Comment on Results

(an assessment of progress in relation to past performance)

Concordia will continue to offer all students regular academic counseling and career counseling. In addition, we work with ESHIP to provide access where needed for counseling/emotional needs.

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.

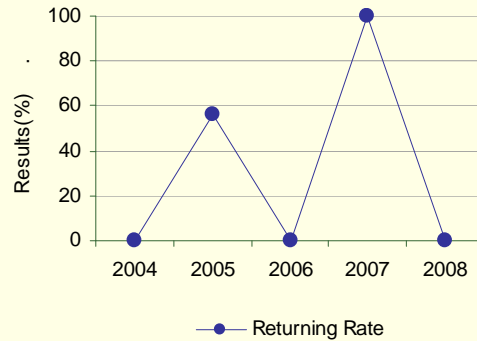
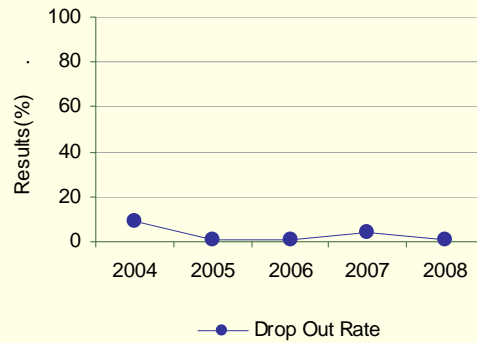
Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2009
Drop Out Rate - annual dropout rate of students aged 14 to 18 (required).	School	9.0	0.9	1.2	3.9	1.0	2.0
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	5.3	5.0	4.7	5.0	4.8	
Returning Rate (optional)	School	0.0	56.0	0.0	100.0	0.0	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	23.0	21.3	21.2	21.3	19.8	

Comment on results

(an assessment of progress in relation to past performance)

Concordia High School is a school of choice and enjoys a higher level of student buy-in and parental support. These factors contribute to lower drop-out rates.

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)

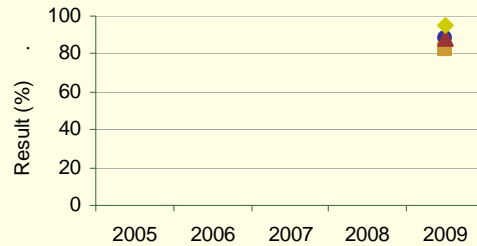
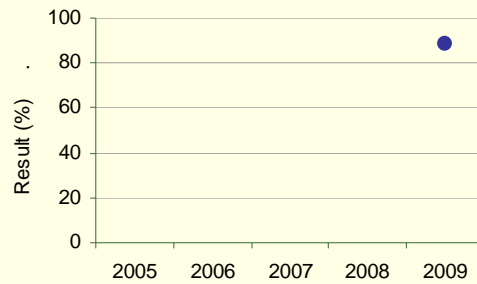
Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	Overall (required)	School	n/a	n/a	n/a	n/a	88.6	85
		Authority	n/a	n/a	n/a	n/a	88.6	
		Province	76.9	78.6	78.3	79.5	81.4	
	Teacher (optional)	School	n/a	n/a	n/a	n/a	95.2	95
		Authority	n/a	n/a	n/a	n/a	95.2	
		Province	90.6	91.6	91.2	91.9	92.5	
	Parent (optional)	School	n/a	n/a	n/a	n/a	82.7	80
		Authority	n/a	n/a	n/a	n/a	82.7	
		Province	63.8	67.0	66.8	68.5	71.3	
	Student (optional)	School	n/a	n/a	n/a	n/a	87.9	85
		Authority	n/a	n/a	n/a	n/a	87.9	
		Province	76.1	77.1	77.0	78.0	80.3	

Comment on results

(an assessment of progress in relation to past performance)

As a small school with high parental expectations, Concordia High School is able to respond quickly to emergent needs and work in partnership with parents and community agencies to ensure that students receive the support they need.

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.

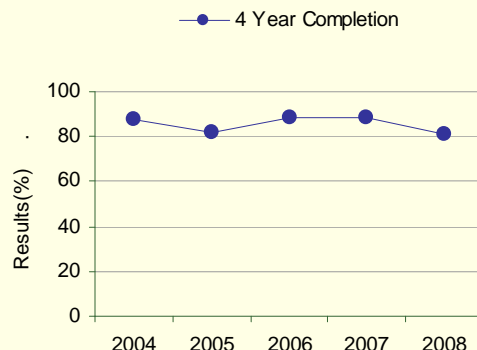
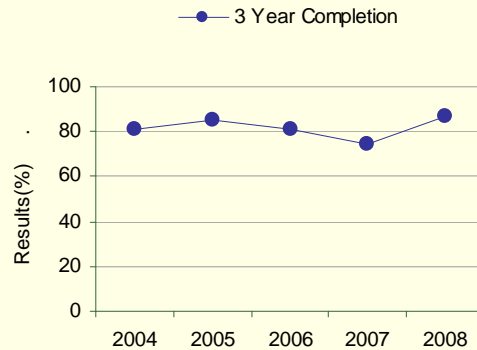
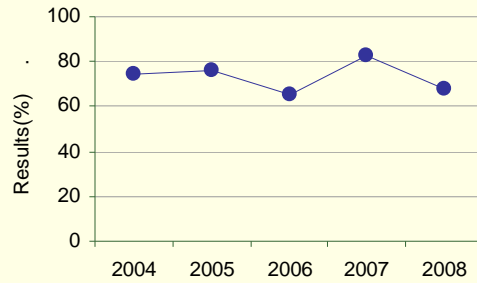
Performance Measure			Results (in percentages)					Target
			2004	2005	2006	2007	2008	2009
High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.	Within 3 Years	School	74.0	76.0	65.3	82.6	67.8	80
		Province	69.3	70.4	70.4	71.0	70.7	
	Within 4 Years	School	80.9	85.0	81.4	74.1	87.0	90
		Province	73.4	75.1	76.2	76.3	76.5	
	Within 5 Years	School	88.0	81.5	88.3	88.6	80.7	85
		Province	75.5	77.4	78.6	79.5	79.2	

Comment on Results

(an assessment of progress in relation to past performance)

By its nature and its mission, Concordia High School attracts a number of ‘academically average’ students who require additional support to complete their high school program. Our success rate is high, but that often means an additional year of study for these students. Parents are not adverse to this option for students who would otherwise struggle to complete high school.

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.

[No Data for PAT Results]

[No Data for PAT Results]

[PAT Results Course By Course Summary By Enrolled With Measure Evaluation \(optional\)](#)

[No Data for PAT Results]

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	
		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	93.3	16.7	81.1	16.2	82.8	27.6	89.7	10.3	73.3	0.0	80	10
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.3	0.0		
	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	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	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	89.4	10.1	86.1	8.1	88.7	9.7	88.9	8.8	88.2	8.5		
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	73.5	29.4	85.7	51.4	75.7	29.7	67.6	17.6	76.0	28.0	75	10
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76.0	28.0		
	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	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	87.6	21.8	77.5	11.8	77.6	12.1	76.4	10.7	79.4	13.5		
Social Studies 30	School	93.8	21.9	77.1	11.4	100.0	50.0	88.9	13.9	77.4	12.9	80	15
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77.4	12.9		
	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	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	85.0	17.6	83.5	19.0	84.8	19.6	85.3	18.9	85.6	20.2		
Biology 30	School	77.8	7.4	75.0	39.3	93.1	27.6	83.3	6.7	73.1	15.4	75	15
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.1	15.4		
	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	82.6	21.7	82.8	44.8	87.5	40.6	89.7	28.2	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	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	77.8	22.2	if set	if set
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77.8	22.2		
	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	72.7	36.4	100.0	50.0	92.9	50.0	77.8	44.4	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	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	72.7	36.4	70	10
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	72.7	36.4		

	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79.3	23.1		
Science 30	School	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.1	22.1	82.8	17.3	87.1	18.0	88.6	21.6	86.0	20.9			

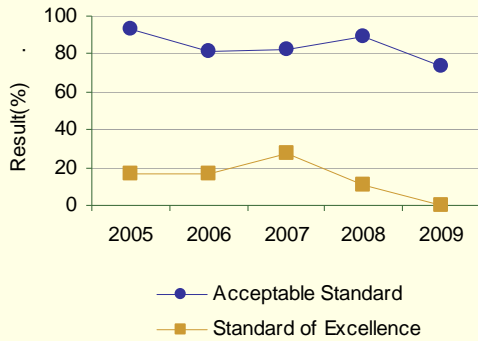
		Results (in Percentages)										Target	
		2005		2006		2007		2008		2009		2009	
		A	E	A	E	A	E	A	E	A	E	A	E
Overall	School	84.6	19.5	80.0	28.9	87.6	34.1	82.2	12.4	75.0	13.4	75	10
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	75.0	13.4		
	Province	85.5	21.2	84.2	20.7	84.8	20.9	84.4	19.4	84.4	19.1		

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 <i>(an assessment of progress in relation to past performance)</i></p> <p>Concordia High School does not stream students—all passing students in the courses are allowed to write the Provincial Exams. Therefore, there is a very high participatory rate but the percentage which reaches the standards of Acceptable and Excellence are lower.</p> <p>Specifically, in the subjects of English 30-1 and Social 30-1 there is a high proportion of ESL students (not streamed) in small classes thereby decreasing the exam results in these courses.</p> <p>Should the Math 30-2 be widely accepted by universities as an admission course, CHS will implement that stream as the new math curriculum is phased in.</p>	<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>84.6</td> <td>19.5</td> </tr> <tr> <td>2006</td> <td>80.0</td> <td>28.9</td> </tr> <tr> <td>2007</td> <td>87.6</td> <td>34.1</td> </tr> <tr> <td>2008</td> <td>82.2</td> <td>12.4</td> </tr> <tr> <td>2009</td> <td>75.0</td> <td>13.4</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	84.6	19.5	2006	80.0	28.9	2007	87.6	34.1	2008	82.2	12.4	2009	75.0	13.4
Year	Acceptable Standard %	Standard of Excellence %																	
2005	84.6	19.5																	
2006	80.0	28.9																	
2007	87.6	34.1																	
2008	82.2	12.4																	
2009	75.0	13.4																	

Diploma Exam Results By Course (Optional)

English Lang Arts 30-1

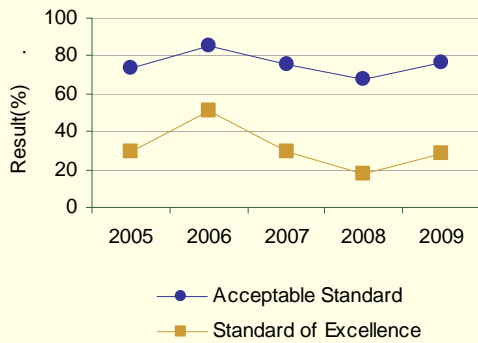


[No Data for English Lang Arts 30-2]

[No Data for French Lang Arts 30-1]

[No Data for Français 30]

Pure Mathematics 30



[No Data for Applied Mathematics 30]

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

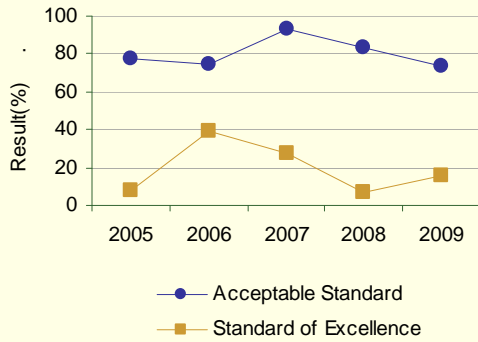
Diploma Exam Results By Course (Optional)

Social Studies 30

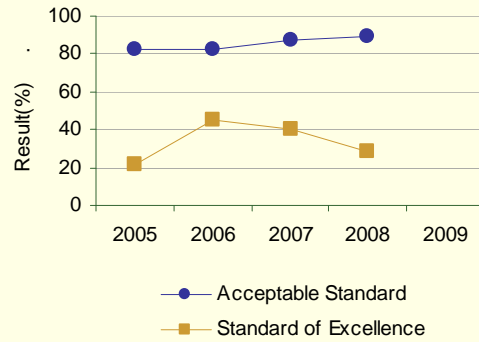


[No Data for Social Studies 33]

Biology 30



Chemistry 30 Old



Chemistry 30

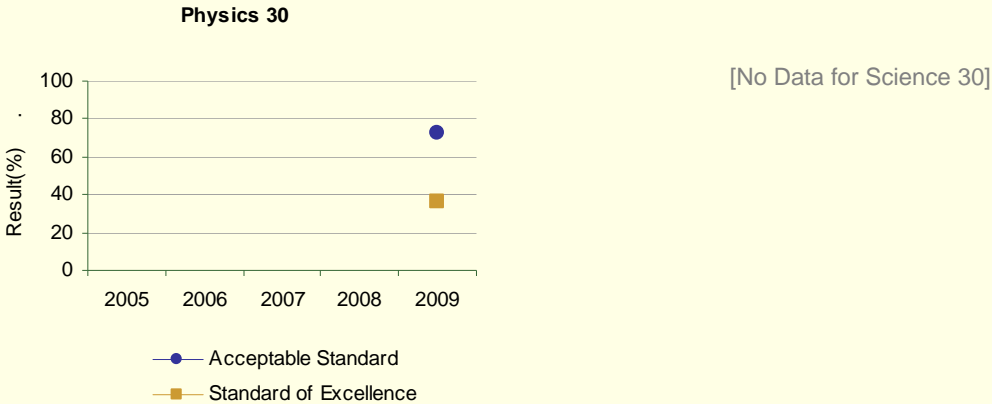


Physics 30 Old



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 Course By Course Summary With Measure Evaluation (optional)

Course	Measure	Concordia High School							Alberta			
		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	Declined	Concern	30	73.3	32	84.5	28,330	86.1	28,021	87.6
	Standard of Excellence	Very Low	Declined Significantly	Concern	30	0.0	32	18.0	28,330	12.3	28,021	17.9
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13,473	88.2	12,858	87.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	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	Low	Maintained	Issue	25	76.0	35	76.3	22,197	82.1	22,435	81.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	25	28.0	35	32.9	22,197	26.3	22,435	25.7
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,429	79.4	9,994	77.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,429	13.5	9,994	11.5
Social Studies 30	Acceptable Standard	Low	Declined	Issue	31	77.4	35	88.7	22,845	84.2	23,756	85.4
	Standard of Excellence	Low	Declined	Issue	31	12.9	35	25.1	22,845	21.4	23,756	23.3
Social Studies 33	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15,101	85.6	15,045	84.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15,101	20.2	15,045	19.1
Biology 30	Acceptable Standard	Low	Maintained	Issue	26	73.1	29	83.8	21,088	83.0	20,835	82.4
	Standard of Excellence	Low	Maintained	Issue	26	15.4	29	24.5	21,088	26.6	20,835	26.7
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,476	86.0	3,721	86.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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)

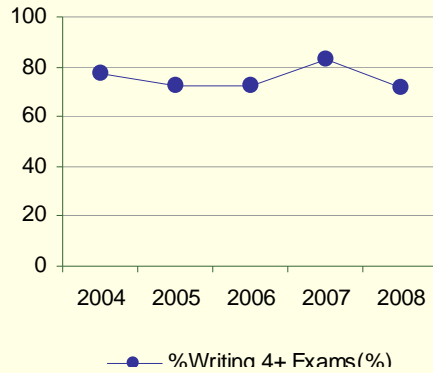
Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2009
Diploma examination participation rate: Percentages of students who have written four or more diploma exams by the end of their third year of high school.	School	77.4	72.0	72.5	82.6	71.8	75
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	52.4	53.5	53.7	53.6	53.3	

Comment on Results

(an assessment of progress in relation to past performance)

With its small numbers, Concordia has deliberately chosen to offer matriculation-level courses to all senior students who pass the prerequisites. Our feeling is that with the proper care and attention, most of these students can pass these courses and open future academic doors. Thus, Concordia has significantly higher participation rates but lower diploma exam results than might be expected in a larger school. In a larger school, a significant number of students are streamed into the lower levels, where they are able to earn more favorable diploma exam results or where diploma examinations are not required. (Note: compare the CHS to provincial writing rates on the following tables)

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)

	Concordia High School					Alberta				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
N	30	25	28	23	26	43,221	43,032	43,930	44,661	45,432
% Writing 0 Exams	9.1	16.0	16.6	4.3	20.3	18.3	18.1	17.8	18.0	18.4
% Writing 1+ Exams	90.9	84.0	83.4	95.7	79.7	81.7	81.9	82.2	82.0	81.6
% Writing 2+ Exams	90.9	84.0	79.8	91.3	79.7	77.9	78.3	78.5	78.6	78.0
% Writing 3+ Exams	87.5	80.0	76.2	87.0	75.8	64.1	65.6	65.6	65.6	64.9
% Writing 4+ Exams	77.4	72.0	72.5	82.6	71.8	52.4	53.5	53.7	53.6	53.3
% Writing 5+ Exams	60.6	32.0	47.2	69.6	47.8	33.9	34.5	34.6	34.7	34.3
% Writing 6+ Exams	26.9	12.0	18.1	30.4	0.0	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)

	Concordia High School					Alberta				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
N	30	25	28	23	26	43,221	43,032	43,930	44,661	45,432
English 30/30-1	86.7	72.0	75.0	82.6	65.4	53.4	54.4	54.7	54.5	53.8
English 33/30-2	0.0	4.0	3.6	0.0	7.7	24.4	23.7	23.5	23.6	24.0
Total of 1 or more English Diploma Exams	86.7	76.0	78.6	82.6	73.1	76.6	76.9	77.1	77.0	76.7
Social 30	80.0	68.0	71.4	82.6	69.2	47.8	49.1	49.5	49.3	48.1
Social 33	0.0	12.0	3.6	0.0	7.7	30.3	29.1	28.8	28.8	29.5
Total of 1 or more Social Diploma Exams	80.0	80.0	75.0	82.6	76.9	76.9	77.0	77.2	77.2	76.7
Math 30/Pure	76.7	80.0	71.4	87.0	53.8	39.5	41.1	41.9	41.7	41.1
Math 33/Applied	0.0	0.0	3.6	4.3	7.7	20.0	19.9	19.5	19.5	19.1
Total of 1 or more Math Diploma Exams	76.7	80.0	71.4	91.3	61.5	58.9	60.4	60.7	60.7	59.7
Biology 30	73.3	60.0	64.3	78.3	69.2	38.7	39.4	39.6	39.8	39.1
Chemistry 30	76.7	44.0	57.1	73.9	57.7	33.9	34.4	34.2	34.3	34.5
Physics 30	36.7	24.0	25.0	47.8	0.0	21.5	21.6	21.6	21.5	20.4
Science 30	0.0	0.0	0.0	0.0	3.8	6.7	7.0	7.0	7.0	7.4
Total of 1 or more Science Diploma Exams	86.7	80.0	75.0	91.3	69.2	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.

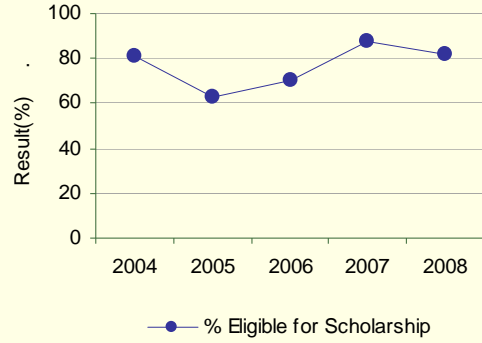
Outcome: Students demonstrate high standards in learner outcomes. (continued)

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	80.6	62.5	70.4	87.5	81.5	80
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	52.9	54.6	56.1	56.8	57.3	

Comment on Results

(an assessment of progress in relation to past performance)

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 (*).

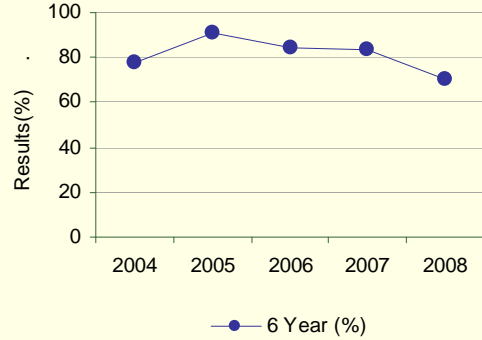
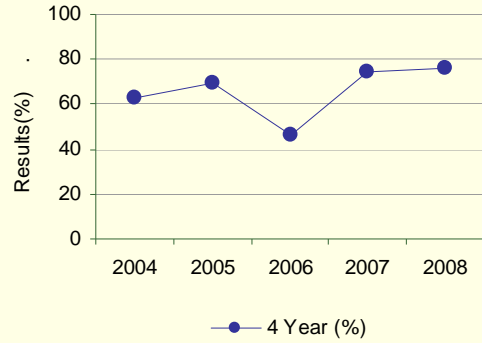
Outcome: *Students are well prepared for lifelong learning.*

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	77.8	91.0	84.4	83.4	69.9	95
		Province	54.4	57.5	59.5	60.3	60.7	
	Within 4 Years	School	63.0	69.5	46.1	74.2	76.0	90
		Province	34.0	37.0	39.5	40.7	40.3	

Comment on Results

(an assessment of progress in relation to past performance)

Graph of Overall School Results (optional)



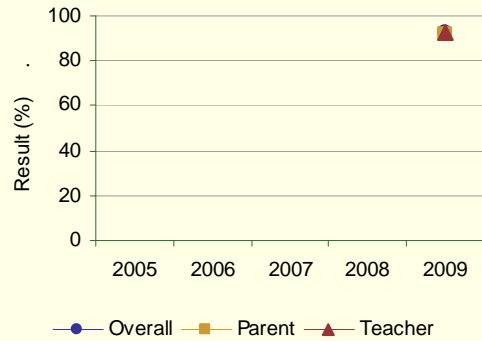
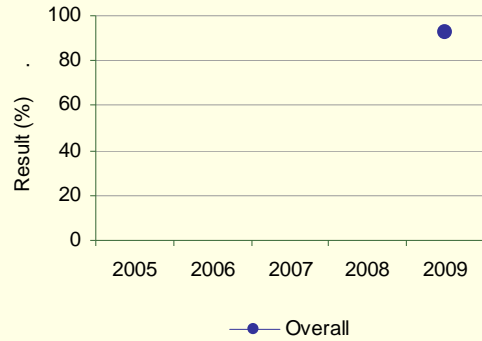
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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	n/a	n/a	n/a	n/a	92.3	90
		Authority	n/a	n/a	n/a	n/a	92.3	
		Province	64.4	66.1	65.6	66.7	67.4	
	Teacher (optional)	School	n/a	n/a	n/a	n/a	92.9	95
		Authority	n/a	n/a	n/a	n/a	92.9	
		Province	73.7	74.2	74.1	73.8	74.0	
	Parent (optional)	School	n/a	n/a	n/a	n/a	91.7	90
		Authority	n/a	n/a	n/a	n/a	91.7	
		Province	55.1	57.9	57.1	59.5	60.8	

Comment on Results
(an assessment of progress in relation to past performance)

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 (*).

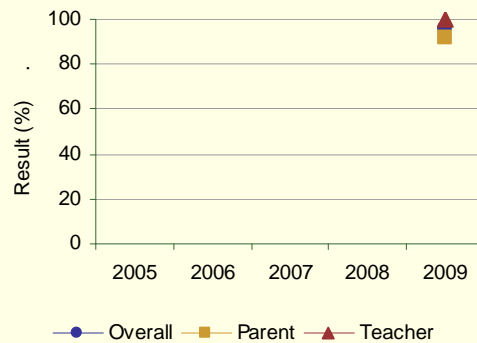
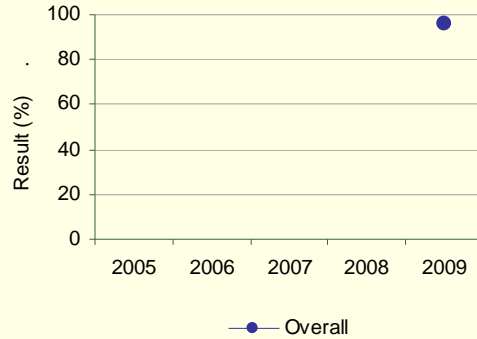
Outcome: *Students are well prepared for employment.*

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	n/a	n/a	n/a	n/a	95.8	90
		Authority	n/a	n/a	n/a	n/a	95.8	
		Province	74.9	77.0	77.1	80.1	79.6	
	Teacher (optional)	School	n/a	n/a	n/a	n/a	100.0	100
		Authority	n/a	n/a	n/a	n/a	100.0	
		Province	89.1	89.4	89.2	89.3	88.9	
	Parent (optional)	School	n/a	n/a	n/a	n/a	91.7	90
		Authority	n/a	n/a	n/a	n/a	91.7	
		Province	60.8	64.6	65.1	70.9	70.2	

Comment on Results

(an assessment of progress in relation to past performance)

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 (*).

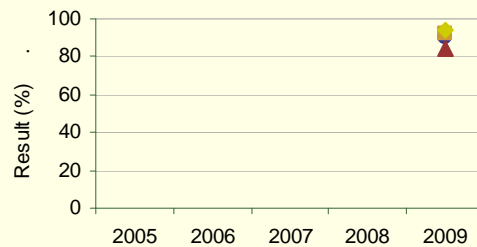
Outcome: Students model the characteristics of active citizenship.

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	n/a	n/a	n/a	n/a	90.1	85
		Authority	n/a	n/a	n/a	n/a	90.1	
		Province	75.3	76.8	76.6	77.9	80.3	
	Teacher (optional)	School	n/a	n/a	n/a	n/a	94.3	95
		Authority	n/a	n/a	n/a	n/a	94.3	
		Province	89.5	90.3	89.9	90.6	91.8	
	Parent (optional)	School	n/a	n/a	n/a	n/a	92.0	90
		Authority	n/a	n/a	n/a	n/a	92.0	
		Province	70.3	72.4	72.6	74.7	77.4	
	Student (optional)	School	n/a	n/a	n/a	n/a	84.1	85
		Authority	n/a	n/a	n/a	n/a	84.1	
		Province	66.1	67.5	67.1	68.5	71.8	

Comment on Results

(an assessment of progress in relation to past performance)

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

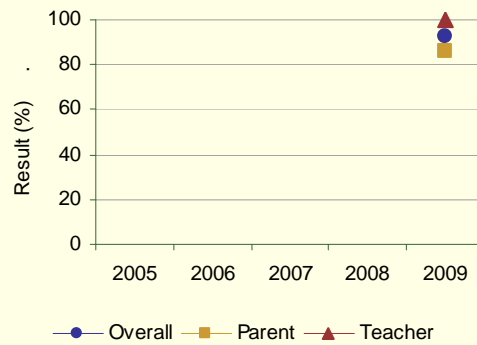
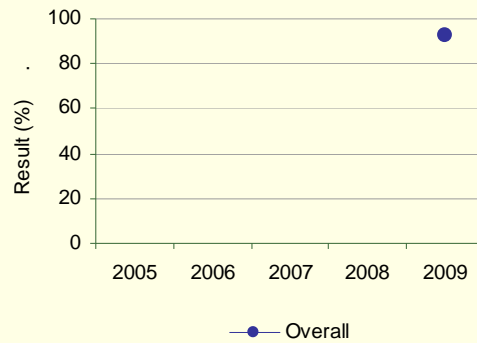
Outcome: The authority demonstrates effective working relationships.

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	n/a	n/a	n/a	n/a	92.9	90
		Authority	n/a	n/a	n/a	n/a	92.9	
		Province	76.1	77.9	77.5	78.2	80.1	
	Teacher (optional)	School	n/a	n/a	n/a	n/a	100.0	100
		Authority	n/a	n/a	n/a	n/a	100.0	
		Province	87.0	87.6	87.1	87.5	88.0	
	Parent (optional)	School	n/a	n/a	n/a	n/a	85.7	88
		Authority	n/a	n/a	n/a	n/a	85.7	
		Province	65.2	68.1	67.9	69.0	72.2	

Comment on Results

(an assessment of progress in relation to past performance)

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 (*).

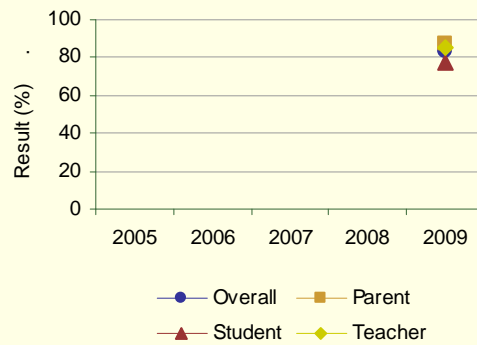
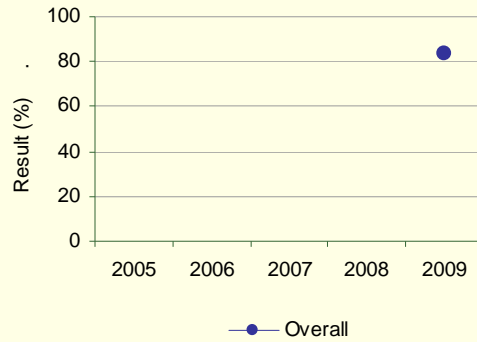
Outcome: The authority demonstrates leadership and continuous improvement.

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	n/a	n/a	n/a	n/a	83.5	85
		Authority	n/a	n/a	n/a	n/a	83.5	
		Province	73.9	76.8	76.3	77.0	79.4	
	Teacher (optional)	School	n/a	n/a	n/a	n/a	85.7	90
		Authority	n/a	n/a	n/a	n/a	85.7	
		Province	73.1	75.5	74.5	75.6	78.2	
	Parent (optional)	School	n/a	n/a	n/a	n/a	87.5	85
		Authority	n/a	n/a	n/a	n/a	87.5	
		Province	70.9	75.4	75.1	75.9	78.1	
	Student (optional)	School	n/a	n/a	n/a	n/a	77.3	80
		Authority	n/a	n/a	n/a	n/a	77.3	
		Province	77.9	79.4	79.3	79.5	81.8	

Comment on Results

(an assessment of progress in relation to past performance)

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	n/a	n/a	n/a	n/a	81.0	80
		Authority	n/a	n/a	n/a	n/a	81.0	
		Province	76.5	78.2	78.8	80.4	81.5	
	Teacher (optional)	School	n/a	n/a	n/a	n/a	81.0	85
		Authority	n/a	n/a	n/a	n/a	81.0	
		Province	76.5	78.2	78.8	80.4	81.5	

<p>Comment on Results (an assessment of progress in relation to past performance)</p>	<p>Graph of Overall School Results (optional)</p> <p>Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).</p>
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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.

