

**EDMONTON ACADEMY**  
**10231 – 120 Street**  
**Edmonton, Alberta, T5K 2A4**

**COMBINED THREE-YEAR EDUCATION PLAN**  
**and ANNUAL EDUCATION RESULTS REPORT (AERR)**

**2011-2014**

**Submitted on behalf of the Board of Directors of the**  
**Edmonton Academy Society for Learning Disabled**



Gary Webster

**Board Chair**



Laurie Oakes

**Director of Education/  
Principal**

**2011-2014**

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**BOARD OF DIRECTORS  
2010-2011**

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**Accountability Statement**

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

The Board approved this combined Annual Education Results Report for the 2010/2011 school year and the three-year Education Plan for 2011-2014 on November 21, 2011.

**Foundation Statements**

**Vision Statement**

The Edmonton Academy will be a centre of excellence in Alberta and wherever the need exists for students with learning disabilities, their families and other stakeholders, by providing comprehensive, innovative, educational programs designed to meet their needs.

**Mission Statement**

To provide a specialized educational environment for students with learning disabilities enabling them to become successful learners.

**Belief Statement**

The individual who is learning disabled can learn, be educated, have a right to that education and accommodation that will allow them to reach their potential. Edmonton Academy recognizes the importance of the whole child by also fostering their psycho-social development.

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

Measure Category	Measure Category Evaluation	Measure	Edmonton Academy			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	91.5	83.1	82.6	88.1	87.6	86.6	Very High	Improved	Excellent
Student Learning Opportunities	Acceptable	Program of Studies	68.8	66.2	63.0	80.9	80.5	80.1	Low	Maintained	Issue
		Education Quality	94.7	89.1	88.5	89.4	89.2	88.9	Very High	Improved	Excellent
		Drop Out Rate	0.0	6.5	4.8	4.2	4.3	4.7	Very High	Improved	Excellent
		High School Completion Rate (3 yr)	55.6	69.4	58.6	72.6	71.5	71.1	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	56.3	66.7	61.5	79.3	79.1	78.0	Very Low	Maintained	Concern
		PAT: Excellence	0.0	0.0	1.5	19.6	19.4	18.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	59.5	55.9	59.7	82.6	83.4	84.0	Very Low	Maintained	Concern
		Diploma: Excellence	4.8	14.7	10.3	18.7	19.0	18.9	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	55.6	61.7	67.1	54.9	53.5	53.5	Intermediate	Maintained	Acceptable
		Rutherford Scholarship Eligibility Rate (Revised)	81.8	93.8	70.3	59.6	56.9	57.0	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	Transition Rate (6 yr)	74.9	66.0	70.7	59.3	59.8	59.3	Very High	Maintained	Excellent
		Work Preparation	87.5	83.6	83.8	80.1	79.9	79.8	Very High	Maintained	Excellent
		Citizenship	87.0	75.2	75.7	81.9	81.4	79.9	Very High	Improved	Excellent
Parental Involvement	Excellent	Parental Involvement	96.6	91.8	86.4	79.9	80.0	79.4	Very High	Improved	Excellent
Continuous Improvement	Excellent	School Improvement	83.1	67.0	71.7	80.1	79.9	78.8	Very High	Improved	Excellent

Notes:

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

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

Measure Category	Measure Category Evaluation	Measure	Edmonton Academy			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	*	n/a	n/a	<b>10.4</b>	11.2	11.3	*	*	*
		High School Completion Rate (3 yr)	n/a	n/a	n/a	<b>38.2</b>	34.1	34.8	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	*	n/a	<b>58.1</b>	59.1	56.5	n/a	n/a	n/a
		PAT: Excellence	n/a	*	n/a	<b>6.0</b>	6.4	5.7	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	*	n/a	n/a	<b>77.7</b>	76.3	76.8	*	*	*
		Diploma: Excellence	*	n/a	n/a	<b>7.4</b>	8.7	9.0	*	*	*
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	<b>19.1</b>	16.7	16.6	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	<b>32.1</b>	27.5	27.4	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	<b>31.2</b>	33.9	31.8	n/a	n/a	n/a

Notes:

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

Measure Evaluation Reference (Optional)

**Achievement Evaluation**

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

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

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

Notes:

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

**Improvement Table**

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

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

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

**Category Evaluation**

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

## Goal One: Success for Every Student

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

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

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

Performance Measure	Results (in percentages)					Target <sup>1</sup>	Evaluation			Targets <sup>2</sup>		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	54.2	63.6	66.7	56.3		Very Low	Maintained	Concern			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	0.0	4.5	0.0	0.0		Very Low	Maintained	Concern			

### Comment on Results (OPTIONAL)

Our goal is to have all of our students write the achievement tests and attain the acceptable standard on them. However, it is reasonable to assume that, as all of our students have learning disabilities, enter into our program at all grade levels and have varying lengths of time in our program when they write achievement tests, these factors may affect their results on achievement tests.

### Strategies

**Programming for each student is based on their learning needs.**

**Low student/teacher ratios will be maintained in all subject areas. (6:1 student/teacher ratio in language arts and math, 12:1 student/teacher ratio in the integrative subject areas).**

**Each student will be provided with the accommodations they require daily and when writing comprehensive exams and Provincial Achievement Tests.**

**Continue to provide our students with practice with achievement type questions throughout the school year so they are more familiar with the types of questions and the format.**

### Notes:

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

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

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

**Outcome:** *Students achieve educational outcomes*

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011		2011	Achievement	Improvement	Overall	2012	2013
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	59.5	63.3	60.0	55.9	59.5		Very Low	Maintained	Concern			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	16.2	6.1	10.0	14.7	4.8		Very Low	Maintained	Concern			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010		2011	Achievement	Improvement	Overall	2012	2013
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	60.0	50.0	56.3	69.4	55.6		Very Low	Maintained	Concern			
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.8	2.1	5.9	6.5	0.0		Very High	Improved	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	63.5	91.1	55.1	66.0	74.9		Very High	Maintained	Excellent			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	68.4	54.5	62.5	93.8	81.8		Very High	Maintained	Excellent			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	60.0	83.3	56.3	61.7	55.6		Intermediate	Maintained	Acceptable			

**Comment on Results (OPTIONAL)**

Our goal is to provide all of our students with the opportunity to take diploma courses and attain the acceptable standard on them. However, it is reasonable to assume that, as all of our students have learning disabilities, enter into our program at all grade levels and have varying lengths of time in our program when they write diploma exams, these factors may affect their results on diploma exams. Many of our students enroll in Edmonton Academy after they have tried the regular system for high school and have not been successful therefore it would usually take them longer than three years to complete school, hence the low results over a three year period. Our high school to post-secondary transition rate of students within six years of entering grade 10 is excellent! We are extremely pleased with our zero drop out rate as all of our students have learning disabilities (at risk learners) and they continue to remain in school in order to achieve the academic success they are capable of. We are very pleased with the number of students who are eligible for a Rutherford Scholarship.

**Strategies**

**Programming for each student is based on their learning needs. Low student/teacher ratios will be maintained in all subject areas. (6:1 student/teacher ratio in language arts and math, 12:1 student/teacher ratio in the integrative subject areas). Each student will be provided with the accommodations they require daily and when writing comprehensive exams and Diploma examinations. Continue to provide our students with practice with diploma type questions throughout the school year so they are more familiar with the types of questions and the format.**

**Notes:**

1. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts

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

**Outcome:** *Students are prepared for the 21<sup>st</sup> century*

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	76.2	75.2	87.0		Very High	Improved	Excellent			
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	n/a	n/a	84.0	83.6	87.5		Very High	Maintained	Excellent			

**Comment on Results (OPTIONAL)**

We are very pleased with these excellent results.

**Strategies**

*We will continue to sponsor the Leadership Club, student/staff retreat, the Gift of Giving and our cross grade involvement initiative to help promote more opportunity for our students to further develop their citizenship skills.*

*We will continue to stress the importance of hard work, dedication and never giving up on one's self no matter how daunting the task might appear to be.*

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

Outcome: *Students are prepared for the 21<sup>st</sup> century (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	n/a	n/a	82.3	69.3	89.7		n/a	n/a	n/a			

**Comment on Results (OPTIONAL)**

We are extremely pleased with these results.

**Strategies**

*We will continue to stress the importance of hard work, dedication and enhancing one's people skills.*

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

Also report targets and results for all local measures related to Goal 1 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

## Goal Two: Transformed Education Through Collaboration

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

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

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

Performance Measure	Results (in percentages)					Target 2011	Evaluation			Targets		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	n/a	n/a	59.7	66.2	68.8		Low	Maintained	Issue			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	87.8	89.1	94.7		Very High	Improved	Excellent			
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	n/a	n/a	82.0	83.1	91.5		Very High	Improved	Excellent			

### Comment on Results

All of our students have a diagnosed learning disability. Our goal is to address their learning needs in all the core subject areas and provide them with the opportunity to proceed into those courses that will lead them towards the post secondary education route if they so desire. To accomplish this goal our programming focuses on the core subject areas which leaves very little time for option courses especially if the student is taking two sciences at the high school level. Therefore we do not offer a broad range of option courses. All of our students and parents are aware of our focus prior to enrolling in Edmonton Academy.

As indicated by our overall “Excellent” results above our teachers, parent and students are satisfied with the overall quality of basic education provided. We are able to achieve these excellent results due to our low student/teacher ratios, dedicated staff, program specially designed to meet the learning needs of students who have learning disabilities and by providing students with the accommodations and supports they need to achieve their potential.

These results are excellent and represent an increase from 2010 in all areas measured.

### Strategies

**We will continue to focus on the academic core subjects and to inform parents and potential students of our focus during our pre-admission interview process so they can make an informed decision in regards to enrolling at Edmonton Academy.**

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

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

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	81.1	91.8	96.6		Very High	Improved	Excellent			
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.	n/a	n/a	76.4	67.0	83.1		Very High	Improved	Excellent			

**Comment on Results (OPTIONAL)**

We are extremely pleased with these results.

**Strategies**

*We will continue our open communication between home and school. We do this through the collaborative development of each student's Individualized Program Plan (IPP); frequent calls home and emails; four regularly scheduled parent/teacher conferences throughout the year, parent council meetings; yearend reports and weekly newsletters.*

*We will continue to strive to meet the needs of our students and our teachers.*

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

Also report targets and results for all local measures related to Goal 2 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

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

**Outcome:** *FNMI students are engaged in learning*

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

- *Key learning outcomes for FNMI students improve*

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2011	Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	n/a	n/a	n/a	n/a	*		*	*	*			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	*	n/a		n/a	n/a	n/a			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	*	n/a		n/a	n/a	n/a			
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	*		*	*	*			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	*		*	*	*			

**Comment on Results (OPTIONAL)**

**Strategies**

*Continue to increase FNMI teacher resources to help teachers.*

*Provide designated PD time for teachers to review the FNMI resources and to attend professional development workshops in this area.*

**Notes:**

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

Also report targets and results for all local authority measures related to Goal 3 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

In addition, please include targets and results on measures in relation to local goals and outcomes (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

**Financial Information Highlights (Refer to Financial Summaries)**

For the 2010 – 2011 school year, the Edmonton Academy Society for Learning Disabled continued to prepare Financial Statements in accordance with Generally Accepted Accounting Principles (GAAP) and accounting policies consistent with those prescribed by Alberta Education for Alberta school jurisdictions.

Student enrolment for the 2010 – 2011 school year remained consistent with 59 students enrolled. The average student enrolment for the past 10 years has been 57 students. Enrolment increased at the elementary/junior high school level from the previous year by three students.

Financial resources were allocated to support the low student/teacher ratio (6:1 in core subjects; and approximately 12:1 in integrated subjects), which is an integral component of the program offered at Edmonton Academy. Employee salary and benefit cost as a percentage of total expenditures remained similar to previous years at 70.94%. Independent school's are fully responsible for any pension plan costs that may be available to staff (the Province of Alberta contributes to public teachers' pension and unfunded liabilities).

An endowment of \$100,000 was received during 1994 to provide ongoing annual support for educational assistance provided by Edmonton Academy. Only the revenue generated from the endowment may be spent. The endower has extended the placement of the endowment for an indefinite period. The Edmonton Academy Society for Learning Disabled did not renew the agreement to invest the funds with the Edmonton Community Foundation. The funds are now invested with the schools' portfolio funds in instruments that comply with the society's investment policies. Interest generated from the funds continues to be re-invested for future uses by the school.

Alberta Education targeted funds, Alberta Initiative for School Improvement (AIS), were used to fund the second of a three-year project to increase spelling. AIS funds in the amount of \$5,757 were used to fund the project entitled *Structured Spelling Grades 4 – 12*. The final report (APAR) is available for viewing at [www.edmontonacademy.com](http://www.edmontonacademy.com), under 'Reports'.

School Generated Funds were used to support the program at Edmonton Academy. The gross funds raised during this school year were \$9,914.16 less expenses of \$5,477.28 for net revenue of \$4,436.88. \$103.63 was used to support the student *Gotcha!* Program and the remaining \$4,333 was recorded as unexpended at year-end and will be used in the upcoming school year(s) to assist with the purchase of SMART boards.

The school conducted a direct-mail fundraising campaign to its supporters and raised \$17,274 in donations. The school applied for and was successful in receiving funds through the *Community Spirit Donation Grant Program* (\$15,396) from donations received the previous year. These funds were used to support the program, and to provide bursaries to students who required financial assistance to attend Edmonton Academy. Six students were provided with bursaries that ranged from \$1,000 to \$7,200. These students would not have been able to attend the Academy without financial assistance. Two families with more than one child enrolled in the school, were provided with a \$2,000 credit for the second child enrolled.

\$100,000 of the cash reserve has been internally restricted for future move costs. The Academy's administration works closely with Edmonton Catholic Schools to assess schools that become available to determine whether they might provide additional classroom space, and allow for additional course options for the high school program. (Edmonton Public School Board bylaws do not permit the leasing of their excess inventory to independent schools). During the 2010 – 2011 school year, no schools became available that would have met the school's needs. Efforts are ongoing in this regard.

Capital Expenditures: SMART Boards that were purchased at the end of the 2010 fiscal year were put into service during the 2010 – 2011 school year. A grant was submitted to the Minerva Foundation; however the application was not successful. The goal remains to increase the number of SMART boards by an additional four in the next four years so that all classrooms are equipped. Fundraising efforts will be concentrated in this area.

Profit (Loss) for the Year 2010 – 2011:

The Academy had a casino during this fiscal year and the \$69,146 raised was used to off-set the school's lease payment. In the years that the school has a casino, income realized at the end of the year is added to the non-restricted reserve and is used as financial support in those years that the school does not have casino revenue. For the 2010 – 2011 year, the school realized income of \$31,485.

**Looking Ahead: Three Year Education Report 2011 - 2014**

Financial planning for the next three year cycle will continue to concentrate on providing the low student/teacher ratio integral to the Academy's program and success of the students, who have all been diagnosed with learning disabilities. Available financial resources will be used to support planning and strategies in areas identified in the Accountability Pillar.

The Edmonton Academy 3-year Capital Expenditure Plan includes increasing the number of SMART boards to eight so that every classroom is equipped.

Budget 2011 – 2012: For the first of the three year cycle, the Alberta Education Budget submitted in May for 2011 – 2012 was prepared based on 59 students in grades 4 to 12. Salary and benefit costs represent 71% of expenses, consistent with the previous year.

Parent tuition will increase by \$200.00 to help off-set increased expenses, mainly in the school's lease cost and other supplies and services. The school will apply for the Community Spirit Grant to match donations that were received by August 31, 2011. It is anticipated that the grant will be approximately \$8,500. For the fourth year in a row, the school will conduct a direct mail campaign seeking financial support from its supporters. These funds will be used to support the program and to provide financial assistance to students who require subsidization to attend the school.

The school is not eligible for a Casino until the first quarter of 2013 therefore revenue from this source will not be available for use in the 2011 – 2012 year.

Capital Expenditures 2011 – 2012: Funds raised during this fiscal year will be used to purchase one additional SMART board. Alternate sources of revenue/grants will be explored.

Edmonton Academy Board of Directors: The Board is committed to developing a ten year plan and strategies to address the following key areas:

- Board Expansion and Development
- Revenue Development
- Increasing the Target Enrolment
- Public and External Relations
- Increasing the use of Assistive Technology
- Accommodation (facility) options

Profit (Loss) for the Year 2011 – 2012: As is typical in the years that the school does not have casino revenue, the school incurs a deficit. For the 2011 – 2012 school year, a deficit of \$112,359 was predicted on the Budget Report Form that was submitted in May 2011 based on the target enrolment of 59.

Finding additional streams of revenue is one of the key areas being addressed by the Board of Directors. The funds held in reserve will be used to off-set the projected deficit.

**Edmonton Academy Society for Learning Disabled  
Statement of Financial Position  
as at August 31, 2011**

**Assets**

Current Assets

Cash and temporary investments		\$ 533,269
Accounts Receivable (net after allowance)		\$ 8,612
Prepaid Expenses		\$ 6,260
Other Current Assets		

**Total Current Assets**

\$ 548,141

School Generated Assets

\$ -

Trust Assets

\$ -

Other Assets

Capital Assets

Land at Cost		\$ -
Leasehold Improvements at Cost	\$ -	
Less: Accumulated Amortization	\$ -	\$ -
Equipment at Cost	\$ 221,135	
Less: Accumulated Amortization	\$ 168,041	\$ 53,094
Vehicles at Cost	\$ 33,177	
Less: Accumulated Amortization	\$ 33,177	\$ -

**Total Capital Assets**

\$ 53,094

**Total Assets**

**\$ 601,235**

**Liabilities**

Current Liabilities

Bank indebtedness		\$ -
Accounts Payable and Accrued Liabilities		\$ 21,313
Deferred Revenue		\$ 61,500
Deferred Capital Allocations		\$ -
Current Portion of Long Term Debt		\$ -

**Total Current Liabilities**

\$ 82,813

Long Term Liabilities

School Generated Liabilities		\$ 4,333
Other Liabilities: Endowment		\$ 100,000

Unamortized Capital Allocations

\$ -

**Total Long Term Liabilities**

\$ 104,333

**Total Liabilities**

**\$ 187,146**

**Net Assets**

Unrestricted Net Assets

\$ 260,995

Operating Reserves

\$ -

**Total Accumulated Operating Surplus (Deficit)**

\$ 260,995

Investment in Capital Assets

\$ 53,094

Capital Reserves

\$ 100,000

**Total Capital Funds**

\$ 153,094

**Total Net Assets**

**\$ 414,089**

**Total Liabilities and Net Assets**

**\$ 601,235**

**Edmonton Academy Society for Learning Disabled  
Statement of Revenue and Expenses As At August 31, 2011  
Budget 2011 – 2012 School Year**

	2010 – 2011 Actuals		2011 – 2012 Budget	
	Amount	Percentage	Amount	Percentage
<b>Revenue Summary</b>				
Alberta Education	694,888	54.70	705,056	59.30
Other Alberta Government (Community Spirit Donation Grant Program)	15,396	1.21	8,500	0.71
Federal Grants	0.00	0.00		0.00
Other Alberta School Authorities	0.00	0.00	0.00	0.00
<b>Other Revenue</b>				
Parent Tuition Fees	437,507	34.44	446,700	37.57
Fundraising/Donations/Other Sales and Service	105,708	8.32	22,800	1.92
Interest on Investments	16,864	1.33	6,000	0.50
Amortization of Capital Allocations	0	0.00	-	0.00
<b>Total Revenues</b>	<b>1,270,363</b>	<b>100%</b>	<b>1,189,056</b>	<b>100%</b>
<b>Expenditure Summary</b>				
Instruction	820,150	66.20	870,978	66.93
Board and System Administration	213,640	17.24	222,156	17.07
Operations and Maintenance	205,088	16.56	208,281	16.00
<b>Total Expenditures</b>	<b>1,238,878</b>	<b>100%</b>	<b>1,301,415</b>	<b>100%</b>
<b>Profit (Loss)</b>	<b>\$ 31,485</b>		<b>\$ (112,359)</b>	

Detailed Financial Statements and a copy of the 2011-12 Budget are available by contacting the Executive Director  
Edmonton Academy, 10231 – 120 Street, Edmonton, AB T5K 2A4  
Phone: (780) 482-5449

**Timelines and Communication**

The Edmonton Academy's Combined Three-Year Education Plan 2011 – 2014 and the Annual Education Report will be posted on the Edmonton Academy web site ([www.edmontonacademy.com](http://www.edmontonacademy.com)) and will be shared with Edmonton Academy's community at a Parent Council Meeting and the Annual General Meeting. Parents will be advised via the school newsletter of the dates of the meetings.

Copies of the report are also available to the public by contacting the Director of Education, Edmonton Academy, 10231 – 120 Street, Edmonton, AB T5K 2A4.

**APPENDIX – Measure Details (OPTIONAL)**

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

**Provincial Achievement Test Results – Measure Details (OPTIONAL)**

		Results (in percentages)										Target	
		2007		2008		2009		2010		2011		2011	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5	81.8	17.5		
French Language Arts 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	83.8	15.8	84.1	16.3	80.6	15.8		
Français 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	82.5	16.3	86.4	16.3	84.2	18.6		
Mathematics 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77.4	26.0		
English Language Arts 6	Authority	n/a	n/a	*	*	*	*	*	*	n/a	n/a		
	Province	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9	83.0	18.5		
French Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.1	11.0	87.7	14.2	91.5	15.9	88.3	15.9	89.4	17.1		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	93.0	18.0	94.3	17.1	92.6	18.7	91.3	18.3	92.2	17.6		
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8		
Science 6	Authority	n/a	n/a	*	*	*	*	*	*	n/a	n/a		
	Province	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4	76.2	25.0		
Social Studies 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	71.0	16.4	71.1	18.5		
English Language Arts 9	Authority	n/a	n/a	80.0	0.0	66.7	0.0	*	*	62.5	0.0		
	Province	77.5	14.8	76.5	14.8	78.7	14.7	79.3	15.0	79.1	16.3		
English Lang Arts 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	66.8	7.8	67.2	7.9		
French Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.3	12.9	84.5	12.4	81.8	10.3	86.1	12.4	88.8	15.0		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.6	12.6	84.8	11.7	85.6	12.9	84.3	12.7	90.2	15.8		
Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12.5	0.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.1	17.3		
Mathematics 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	65.6	15.3	64.9	14.9		
Science 9	Authority	n/a	n/a	50.0	0.0	50.0	0.0	*	*	50.0	0.0		
	Province	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7	74.9	20.8		
Science 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	67.2	14.3	69.5	15.3		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	25.0	0.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	68.9	18.8	67.2	19.0		
Social Studies 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	64.6	15.7	61.9	13.6		

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

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

Graph of Overall Provincial Achievement Test Results (optional)

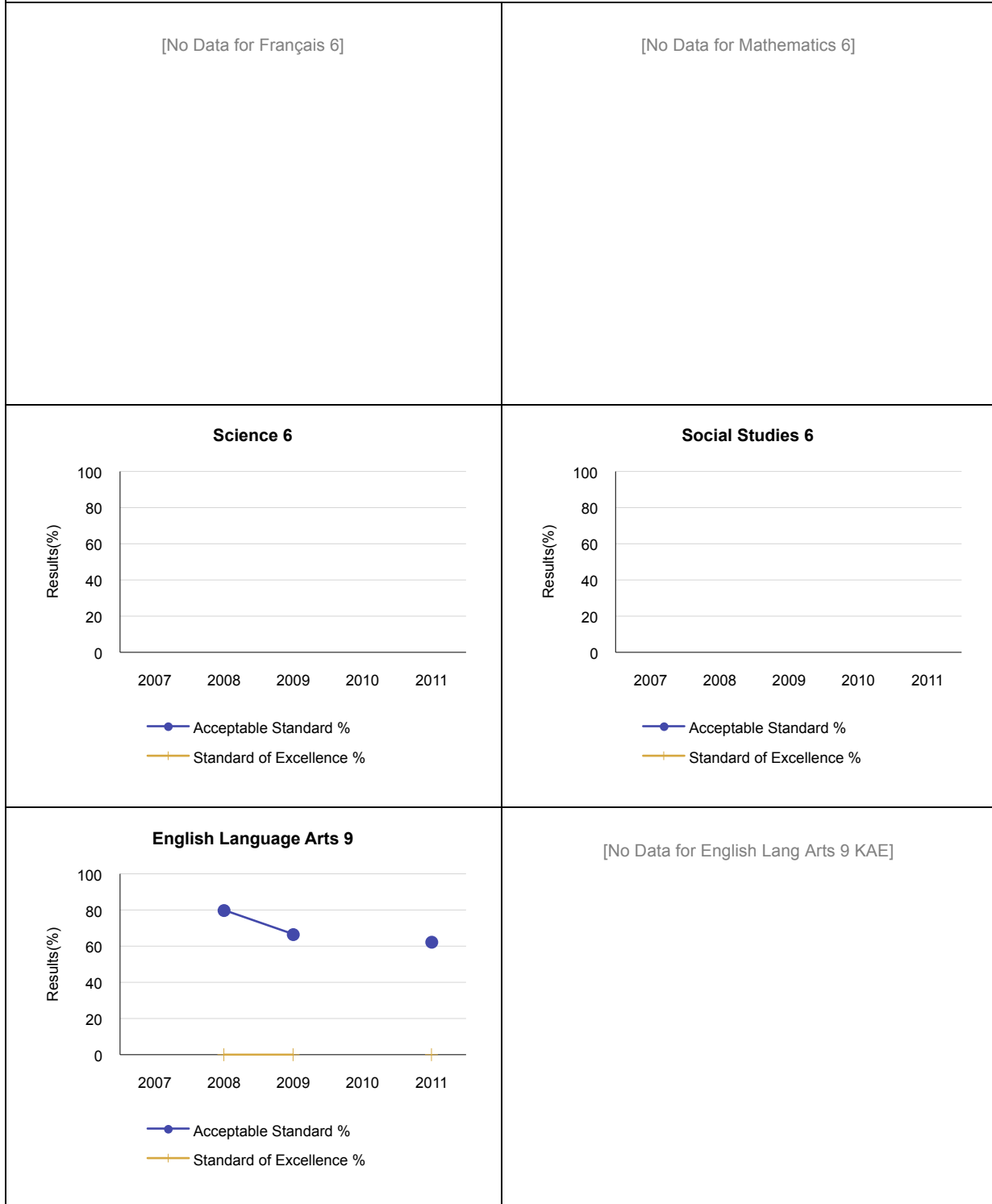


Graph of Provincial Achievement Test Results by Course (optional)

<p>[No Data for English Language Arts 3]</p>	<p>[No Data for French Language Arts 3]</p>
<p>[No Data for Français 3]</p>	<p>[No Data for Mathematics 3]</p>
<p><b>English Language Arts 6</b></p> <p>Results(%)</p> <p>2007 2008 2009 2010 2011</p> <p>Acceptable Standard % Standard of Excellence %</p>	<p>[No Data for French Language Arts 6]</p>

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

Graph of Provincial Achievement Test Results by Course (optional)



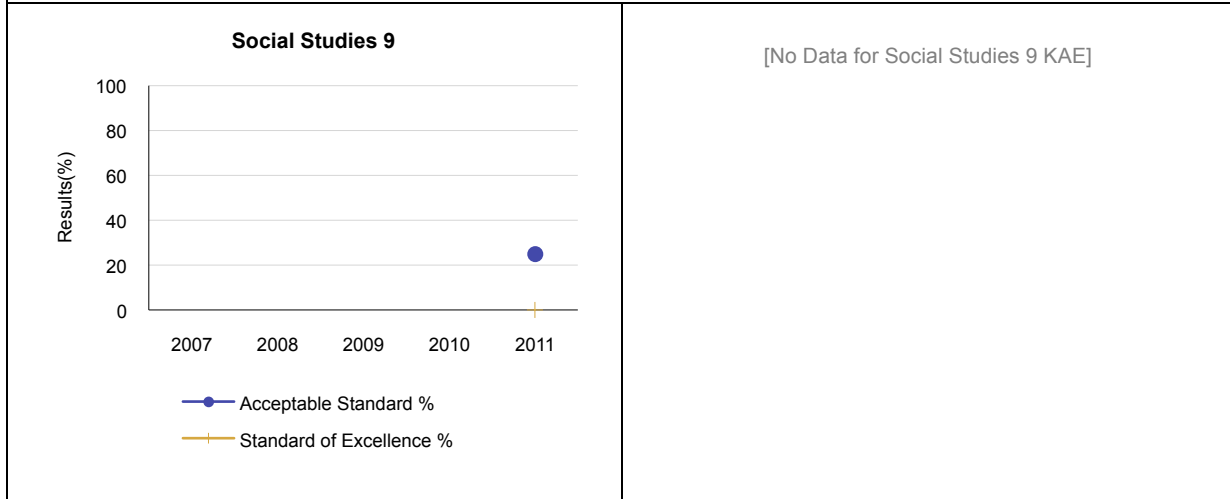
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Graph of Provincial Achievement Test Results by Course (optional)

<p>[No Data for French Language Arts 9]</p>	<p>[No Data for Français 9]</p>																		
<p style="text-align: center;"><b>Mathematics 9</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td></td> <td></td> </tr> <tr> <td>2008</td> <td></td> <td></td> </tr> <tr> <td>2009</td> <td></td> <td></td> </tr> <tr> <td>2010</td> <td></td> <td></td> </tr> <tr> <td>2011</td> <td>~15</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2007			2008			2009			2010			2011	~15	0	<p>[No Data for Mathematics 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2007																			
2008																			
2009																			
2010																			
2011	~15	0																	
<p style="text-align: center;"><b>Science 9</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td></td> <td></td> </tr> <tr> <td>2008</td> <td>~50</td> <td>0</td> </tr> <tr> <td>2009</td> <td>~50</td> <td>0</td> </tr> <tr> <td>2010</td> <td></td> <td></td> </tr> <tr> <td>2011</td> <td>~50</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2007			2008	~50	0	2009	~50	0	2010			2011	~50	0	<p>[No Data for Science 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2007																			
2008	~50	0																	
2009	~50	0																	
2010																			
2011	~50	0																	

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

Graph of Provincial Achievement Test Results by Course (optional)



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

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

Course	Measure	Edmonton Academy						Alberta					
		Achievement	Improvement	Overall	2011		Prev 3 Yr Avg		2011		Prev 3 Yr Avg		
					N	%	N	%	N	%	N	%	
English Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,944	81.8	42,052	81.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,944	17.5	42,052	17.9
French Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,180	80.6	3,046	83.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,180	15.8	3,046	16.1
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	532	84.2	520	84.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	532	18.6	520	16.3
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,433	83.0	43,646	82.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,433	18.5	43,646	19.6
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,635	89.4	2,307	89.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,635	17.1	2,307	15.3
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	460	92.2	442	92.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	460	17.6	442	18.0
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,441	76.2	43,534	76.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,441	25.0	43,534	25.1
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,537	71.1	43,601	71.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,537	18.5	43,601	16.4
English Language Arts 9	Acceptable Standard	Very Low	Maintained	Concern	8	62.5	8	73.3	43,024	79.1	43,763	78.2	
	Standard of Excellence	Very Low	Maintained	Concern	8	0.0	8	0.0	43,024	16.3	43,763	14.8	
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,606	67.2	1,587	66.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,606	7.9	1,587	7.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,331	88.8	2,324	84.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,331	15.0	2,324	11.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	336	90.2	324	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	336	15.8	324	12.4
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,936	64.9	1,894	65.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,936	14.9	1,894	15.3
Science 9	Acceptable Standard	Very Low	Maintained	Concern	8	50.0	8	50.0	42,932	74.9	43,553	71.7	
	Standard of Excellence	Very Low	Maintained	Concern	8	0.0	8	0.0	42,932	20.8	43,553	15.5	
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,586	69.5	1,526	67.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,586	15.3	1,526	14.3
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	8	25.0	n/a	n/a	43,128	67.2	43,769	68.9	
	Standard of Excellence	n/a	n/a	n/a	8	0.0	n/a	n/a	43,128	19.0	43,769	18.8	
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,573	61.9	1,557	64.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,573	13.6	1,557	15.7

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

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

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

**Measure Evaluation Reference - Achievement Evaluation**

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

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

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

Notes:

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

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

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

**Improvement Table**

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

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

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

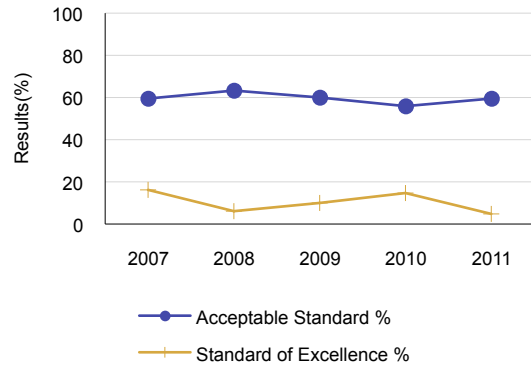
**Diploma Examination Results – Measure Details (OPTIONAL)**

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2007		2008		2009		2010		2011		2011	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	60.0	20.0	57.1	0.0	53.8	0.0	66.7	0.0	50.0	0.0		
	Province	87.7	19.0	87.1	15.5	86.1	12.3	85.1	10.1	84.4	10.1		
English Lang Arts 30-2	Authority	90.9	36.4	88.2	17.6	92.9	35.7	100.0	57.1	90.0	20.0		
	Province	88.7	9.7	88.9	8.8	88.2	8.5	88.8	9.8	88.6	9.1		
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.6	23.1	94.9	24.5	95.1	18.9	93.7	16.3	95.3	14.3		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	97.2	24.6	98.5	25.4	94.7	33.1	94.2	15.6	93.8	20.1		
Pure Mathematics 30	Authority	*	*	*	*	*	*	16.7	0.0	25.0	0.0		
	Province	81.1	24.6	81.3	25.8	82.1	26.3	82.9	29.7	81.0	28.7		
Applied Mathematics 30	Authority	*	*	*	*	*	*	*	*	*	*		
	Province	77.6	12.1	76.4	10.7	79.4	13.5	77.3	12.6	74.3	9.8		
Social Studies 30	Authority	25.0	0.0	22.2	0.0	53.3	0.0	n/a	n/a	n/a	n/a		
	Province	86.1	24.6	84.7	21.5	84.2	21.4	67.8	10.4	69.7	12.1		
Social Studies 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	33.3	0.0	30.0	0.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	84.5	16.1	82.8	14.9		
Social Studies 33	Authority	*	*	*	*	*	*	n/a	n/a	n/a	n/a		
	Province	84.8	19.6	85.3	18.9	85.6	20.2	76.4	11.5	69.0	21.4		
Social Studies 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	85.0	13.7	85.6	15.9		
Biology 30	Authority	28.6	0.0	40.0	0.0	30.0	0.0	55.6	11.1	*	*		
	Province	83.5	27.4	82.3	26.3	83.0	26.6	81.4	28.1	81.9	29.8		
Chemistry 30 Old	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.3	37.9	89.2	39.2	77.6	19.5	87.5	37.5	n/a	n/a		
Chemistry 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	76.3	27.7	79.0	29.9	75.1	27.7		
Physics 30 Old	Authority	12.5	0.0	12.5	0.0	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	29.3	85.7	32.0	74.4	25.6	75.0	25.0	n/a	n/a		
Physics 30	Authority	n/a	n/a	n/a	n/a	14.3	0.0	*	*	*	*		
	Province	n/a	n/a	n/a	n/a	79.3	23.1	73.9	20.3	76.7	27.7		
Science 30	Authority	n/a	n/a	n/a	n/a	*	*	n/a	n/a	70.0	0.0		
	Province	87.1	18.0	88.6	21.6	86.0	20.9	80.1	22.8	80.4	21.0		

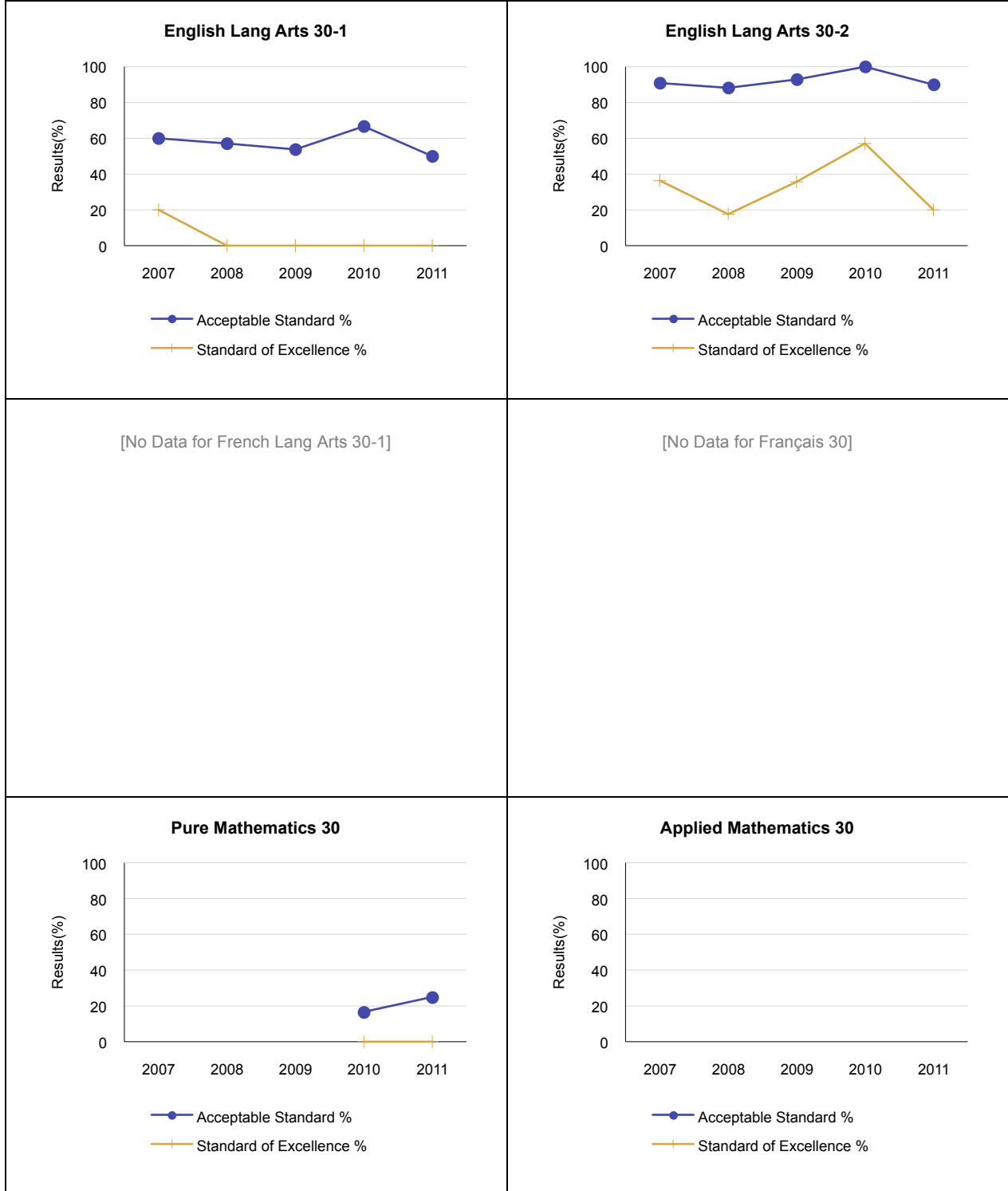
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

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

Graph of Diploma Examination Results – Overall (optional)



Diploma Examination Results by Course (optional)



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

Diploma Examination Results by Course (optional)

[No Data for Social Studies 30]

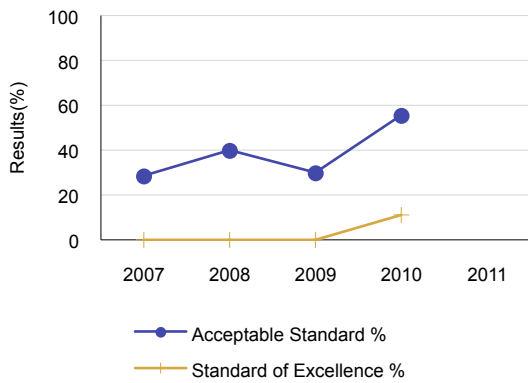
**Social Studies 30-1**



[No Data for Social Studies 33]

[No Data for Social Studies 30-2]

**Biology 30**



[No Data for Chemistry 30 Old]

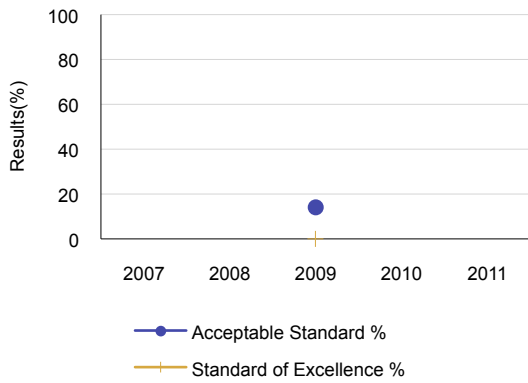
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Diploma Examination Results by Course (optional)

[No Data for Chemistry 30]

[No Data for Physics 30 Old]

**Physics 30**



**Science 30**



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

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

Course	Measure	Edmonton Academy						Alberta				
		Achievement	Improvement	Overall	2011		Prev 3 Yr Avg		2011		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	Maintained	Concern	10	50.0	12	59.2	29,063	84.4	28,502	86.1
	Standard of Excellence	Very Low	Maintained	Concern	10	0.0	12	0.0	29,063	10.1	28,502	12.6
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	10	90.0	13	93.7	14,550	88.6	13,676	88.6
	Standard of Excellence	Very High	Maintained	Excellent	10	20.0	13	36.8	14,550	9.1	13,676	9.0
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,269	95.3	1,262	94.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,269	14.3	1,262	19.9
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	93.8	139	95.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	20.1	139	24.7
Pure Mathematics 30	Acceptable Standard	Very Low	Maintained	Concern	8	25.0	6	16.7	23,033	81.0	22,548	82.1
	Standard of Excellence	Very Low	Maintained	Concern	8	0.0	6	0.0	23,033	28.7	22,548	27.3
Applied Mathematics 30	Acceptable Standard	*	*	*	2	*	n/a	n/a	10,807	74.3	10,371	77.7
	Standard of Excellence	*	*	*	2	*	n/a	n/a	10,807	9.8	10,371	12.3
Social Studies 30-1	Acceptable Standard	n/a	Maintained	n/a	10	30.0	9	33.3	23,603	82.8	23,484	84.5
	Standard of Excellence	n/a	Maintained	n/a	10	0.0	9	0.0	23,603	14.9	23,484	16.1
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16,537	85.6	14,903	85.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16,537	15.9	14,903	13.7
Biology 30	Acceptable Standard	*	*	*	2	*	10	41.9	22,817	81.9	21,372	82.2
	Standard of Excellence	*	*	*	2	*	10	3.7	22,817	29.8	21,372	27.0
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,792	75.1	18,152	77.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,792	27.7	18,152	28.8
Physics 30	Acceptable Standard	*	*	*	4	*	7	14.3	10,660	76.7	10,216	76.6
	Standard of Excellence	*	*	*	4	*	7	0.0	10,660	27.7	10,216	21.7
Science 30	Acceptable Standard	Very Low	n/a	n/a	10	70.0	n/a	n/a	5,007	80.4	4,450	84.9
	Standard of Excellence	Very Low	n/a	n/a	10	0.0	n/a	n/a	5,007	21.0	4,450	21.8

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

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

**Measure Evaluation Reference - Achievement Evaluation**

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

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

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

Notes:

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

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

**Improvement Table**

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

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

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

**Overall Evaluation Table**

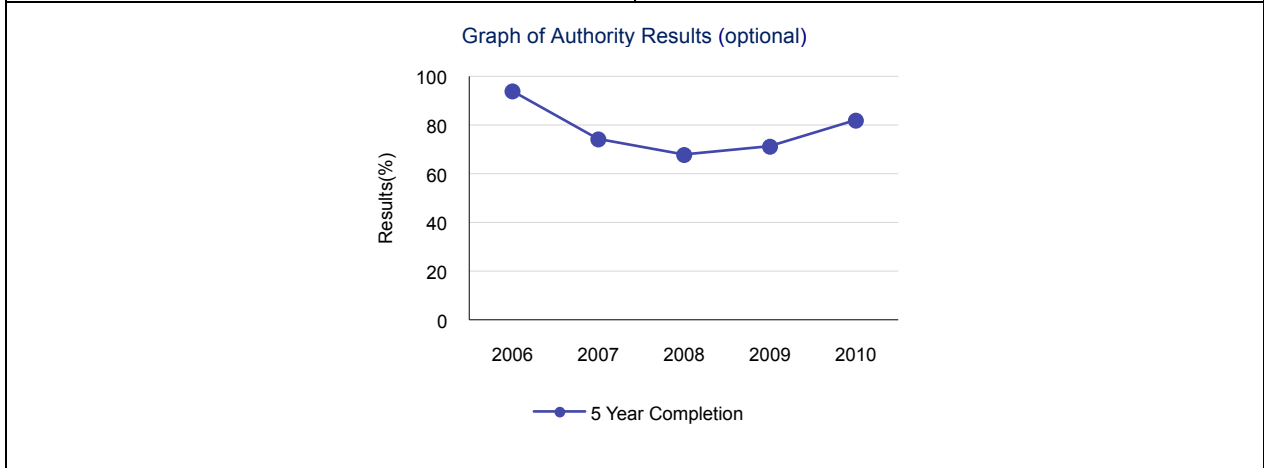
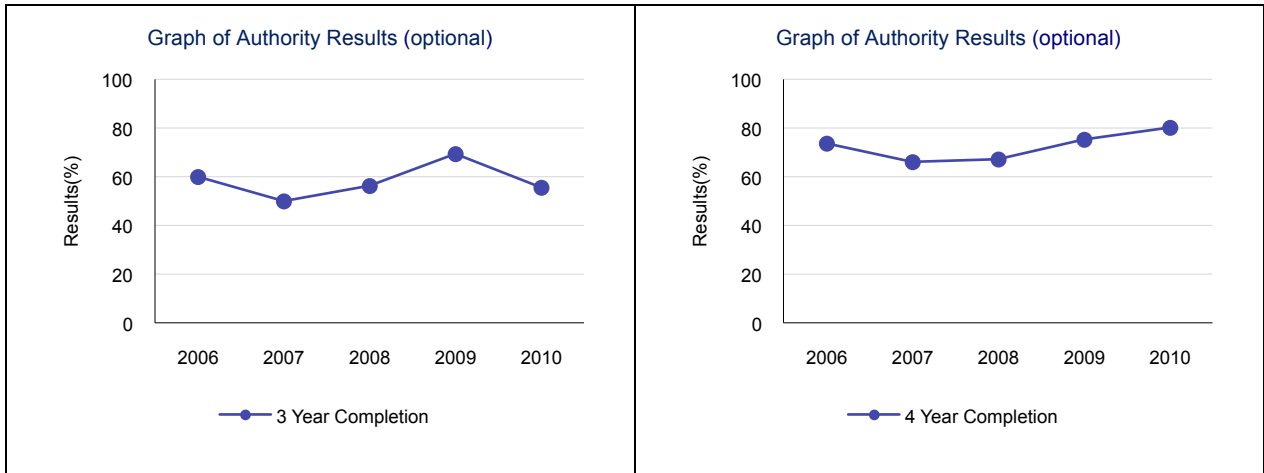
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly					Acceptable
Improved				Acceptable	Issue
Maintained			Acceptable	Issue	
Declined		Acceptable	Issue	Issue	
Declined Significantly	Acceptable	Issue	Issue		

**High School Completion Rate – Measure Details (OPTIONAL)**

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

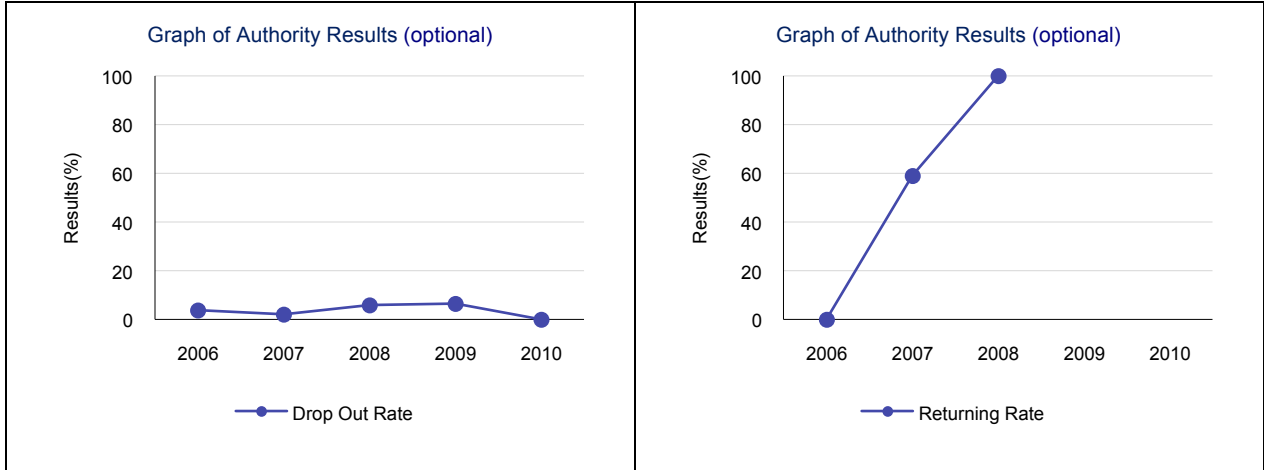
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
3 Year Completion	60.0	50.0	56.3	69.4	55.6	70.6	71.1	70.8	71.5	72.6
4 Year Completion	73.7	66.1	67.2	75.3	80.2	76.1	76.1	76.3	76.1	76.9
5 Year Completion	94.0	74.3	67.9	71.3	82.0	78.1	78.9	78.7	79.0	79.0



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

**Drop Out Rate – Measure Details (OPTIONAL)**

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Drop Out Rate	3.8	2.1	5.9	6.5	0.0	4.7	5.0	4.8	4.3	4.2
Returning Rate	0.0	59.0	100.0	*	*	21.2	21.3	19.8	23.5	27.9

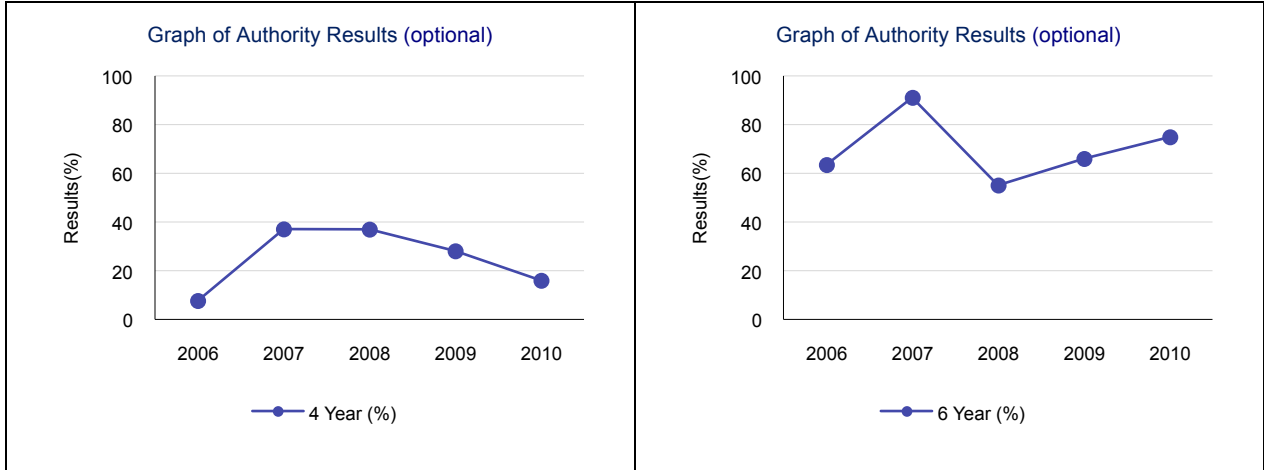


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

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

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

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
4 Year Rate	7.7	37.1	37.0	28.1	16.0	37.7	38.7	38.9	37.5	37.8
6 Year Rate	63.5	91.1	55.1	66.0	74.9	58.1	58.8	59.2	59.8	59.3

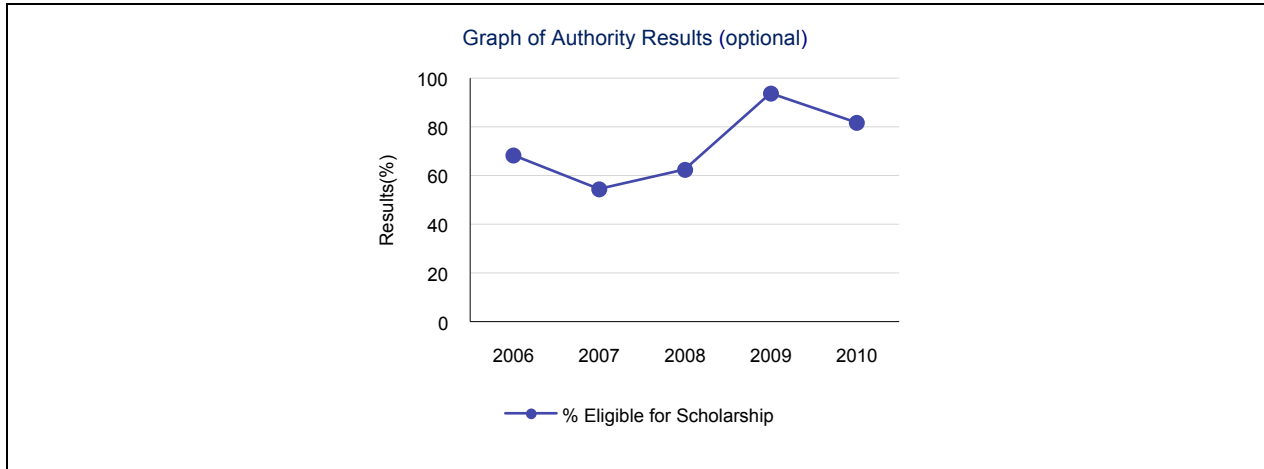


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Rutherford Eligibility Rate – Measure Details (OPTIONAL)**

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Rutherford Scholarship Eligibility Rate (Revised)	68.4	54.5	62.5	93.8	81.8	56.1	56.8	57.3	56.9	59.6

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2006	19	11	57.9	9	47.4	5	26.3	13	68.4
2007	11	3	27.3	5	45.5	3	27.3	6	54.5
2008	16	6	37.5	9	56.3	1	6.3	10	62.5
2009	16	12	75.0	11	68.8	5	31.3	15	93.8
2010	11	6	54.5	8	72.7	3	27.3	9	81.8

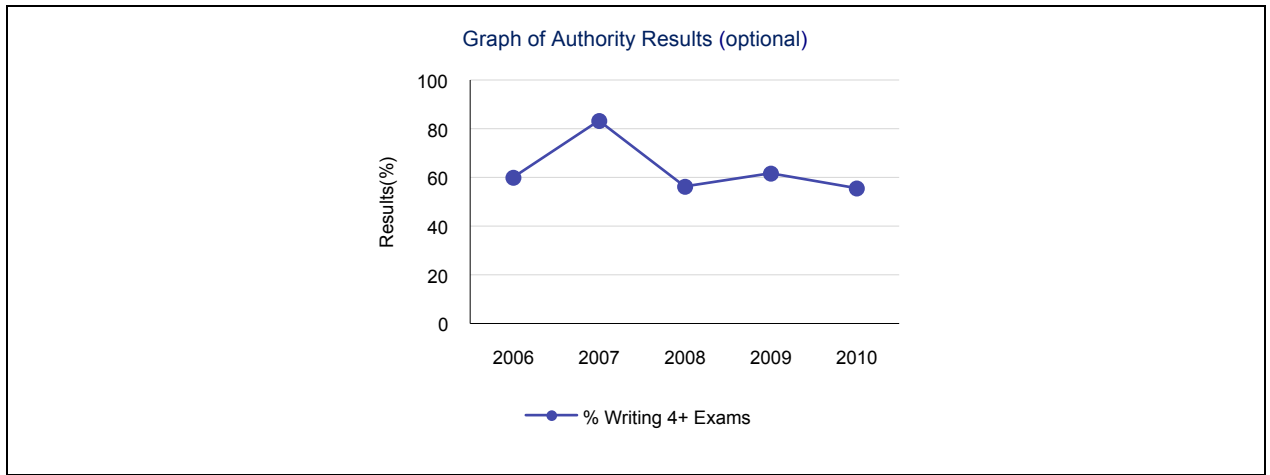


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Diploma Examination Participation Rate – Measure Details (OPTIONAL)**

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

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
% Writing 0 Exams	10.0	16.7	0.0	15.1	22.2	17.8	18.0	18.4	18.0	17.2
% Writing 1+ Exams	90.0	83.3	100.0	84.9	77.8	82.2	82.0	81.6	82.0	82.8
% Writing 2+ Exams	85.0	83.3	68.8	84.9	77.8	78.5	78.6	78.0	78.7	79.6
% Writing 3+ Exams	75.0	83.3	62.5	84.9	66.7	65.6	65.6	64.9	65.2	66.0
<b>% Writing 4+ Exams</b>	<b>60.0</b>	<b>83.3</b>	<b>56.3</b>	<b>61.7</b>	<b>55.6</b>	<b>53.7</b>	<b>53.6</b>	<b>53.3</b>	<b>53.5</b>	<b>54.9</b>
% Writing 5+ Exams	35.0	50.0	18.8	23.1	33.3	34.6	34.7	34.3	34.7	36.1
% Writing 6+ Exams	5.0	0.0	6.3	0.0	0.0	13.0	13.2	12.7	12.9	13.4



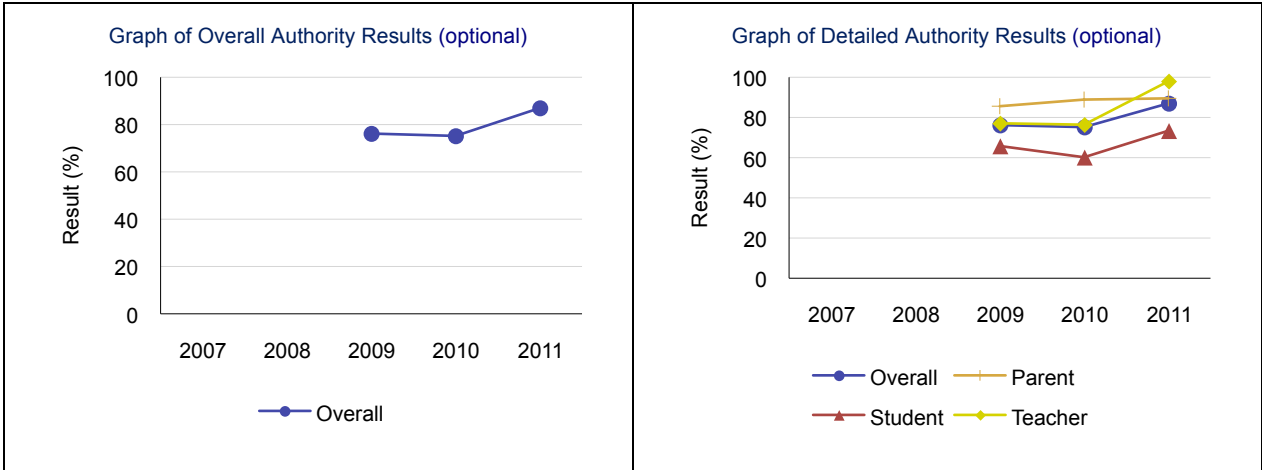
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
English 30 / English Language Arts 30-1	60.0	83.3	81.3	71.4	77.8	54.7	54.5	53.8	54.0	54.5
English 33 / English Language Arts 30-2	80.0	83.3	100.0	78.6	66.7	23.5	23.6	24.0	24.5	25.1
<b>Total of 1 or more English Diploma Exams</b>	<b>85.0</b>	<b>83.3</b>	<b>100.0</b>	<b>78.6</b>	<b>77.8</b>	<b>77.1</b>	<b>77.0</b>	<b>76.7</b>	<b>77.1</b>	<b>78.0</b>
Social Studies 30	50.0	83.3	50.0	71.4	0.0	49.5	49.3	48.1	48.1	3.7
Social Studies 30-1	n/a	n/a	0.0	0.0	77.8	n/a	n/a	0.0	0.0	45.7
Social Studies 33	35.0	0.0	12.5	7.1	0.0	28.8	28.8	29.5	30.1	2.5
Social Studies 30-2	n/a	n/a	0.0	0.0	0.0	n/a	n/a	0.0	0.0	27.4
<b>Total of 1 or more Social Diploma Exams</b>	<b>85.0</b>	<b>83.3</b>	<b>62.5</b>	<b>78.6</b>	<b>77.8</b>	<b>77.2</b>	<b>77.2</b>	<b>76.7</b>	<b>77.4</b>	<b>78.1</b>
Mathematics 30 / Pure Mathematics 30	40.0	50.0	25.0	14.3	33.3	41.9	41.7	41.1	40.8	41.4
Mathematics 33 / Applied Mathematics 30	25.0	0.0	18.8	21.4	22.2	19.5	19.5	19.1	19.7	19.7
<b>Total of 1 or more Math Diploma Exams</b>	<b>65.0</b>	<b>50.0</b>	<b>43.8</b>	<b>35.7</b>	<b>55.6</b>	<b>60.7</b>	<b>60.7</b>	<b>59.7</b>	<b>59.9</b>	<b>60.6</b>
Biology 30	35.0	83.3	50.0	64.3	55.6	39.6	39.8	39.1	39.8	41.2
Chemistry 30	n/a	n/a	n/a	0.0	0.0	n/a	n/a	n/a	29.7	35.2
Physics 30	n/a	n/a	n/a	35.7	44.4	n/a	n/a	n/a	17.5	20.0
Science 30	40.0	0.0	0.0	21.4	0.0	7.0	7.0	7.4	8.2	9.0
<b>Total of 1 or more Science Diploma Exams</b>	<b>65.0</b>	<b>83.3</b>	<b>68.8</b>	<b>78.6</b>	<b>55.6</b>	<b>56.7</b>	<b>56.5</b>	<b>56.1</b>	<b>56.1</b>	<b>57.6</b>
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.2
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.7	2.7	2.7	2.7	2.9
<b>Total of 1 or more French Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>2.9</b>	<b>2.9</b>	<b>2.9</b>	<b>2.9</b>	<b>3.1</b>

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

**Citizenship – Measure Details (OPTIONAL)**

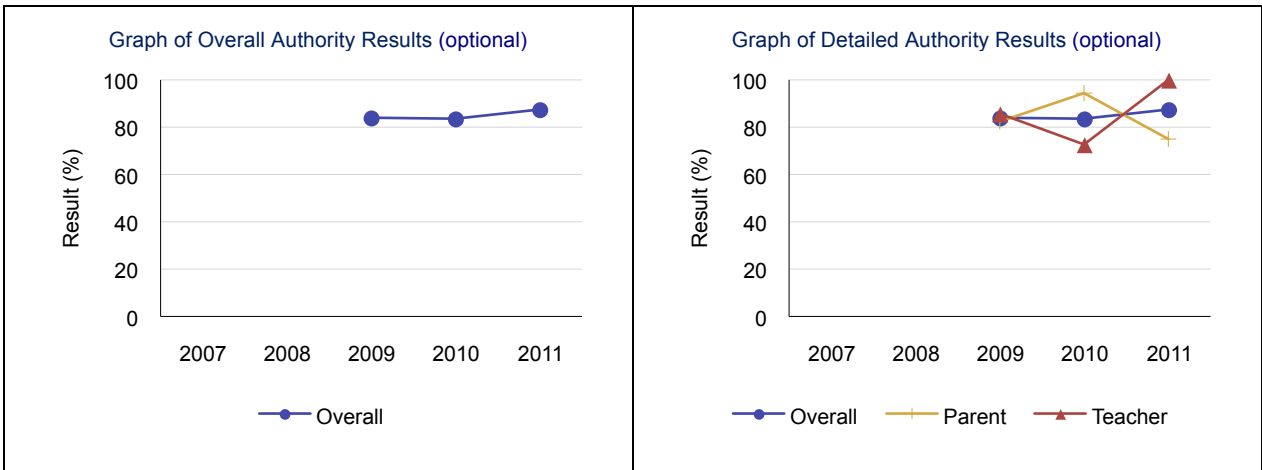
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	76.2	75.2	87.0	76.6	77.9	80.3	81.4	81.9
Teacher	n/a	n/a	77.1	76.4	98.0	89.9	90.6	91.8	93.0	92.7
Parent	n/a	n/a	85.6	88.9	89.5	72.6	74.7	77.4	78.5	78.6
Student	n/a	n/a	65.8	60.2	73.4	67.1	68.5	71.8	72.7	74.5



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

**Work Preparation – Measure Details (OPTIONAL)**

Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	84.0	83.6	87.5	77.1	80.1	79.6	79.9	80.1
Teacher	n/a	n/a	85.7	72.7	100.0	89.2	89.3	88.9	90.0	89.6
Parent	n/a	n/a	82.4	94.4	75.0	65.1	70.9	70.2	69.8	70.6

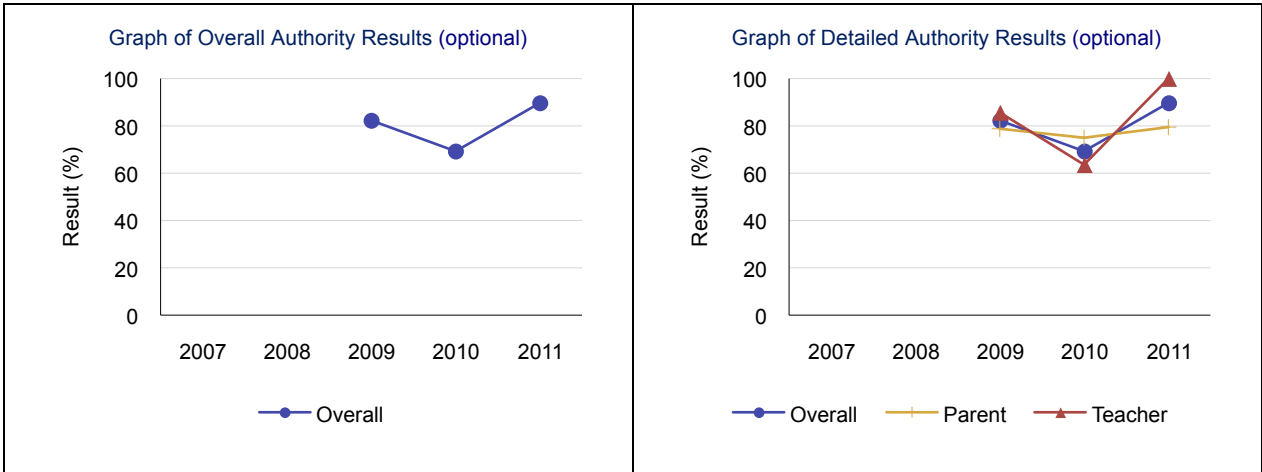


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Lifelong Learning – Measure Details (OPTIONAL)**

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

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	82.3	69.3	89.7	65.6	66.7	67.4	67.6	67.9
Teacher	n/a	n/a	85.7	63.6	100.0	74.1	73.8	74.0	75.4	75.3
Parent	n/a	n/a	78.8	75.0	79.5	57.1	59.5	60.8	59.8	60.6

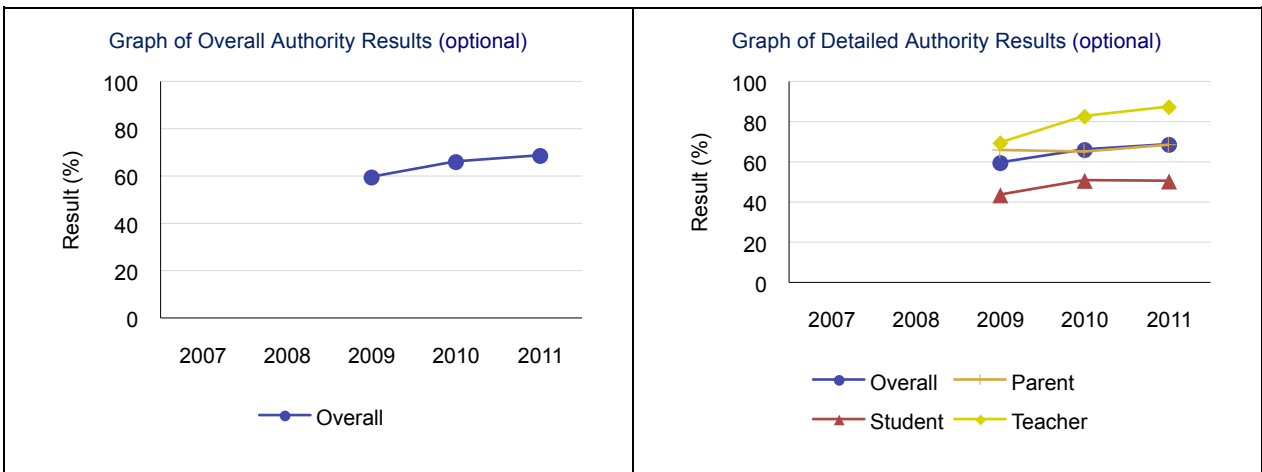


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Program of Studies – Measure Details (OPTIONAL)**

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

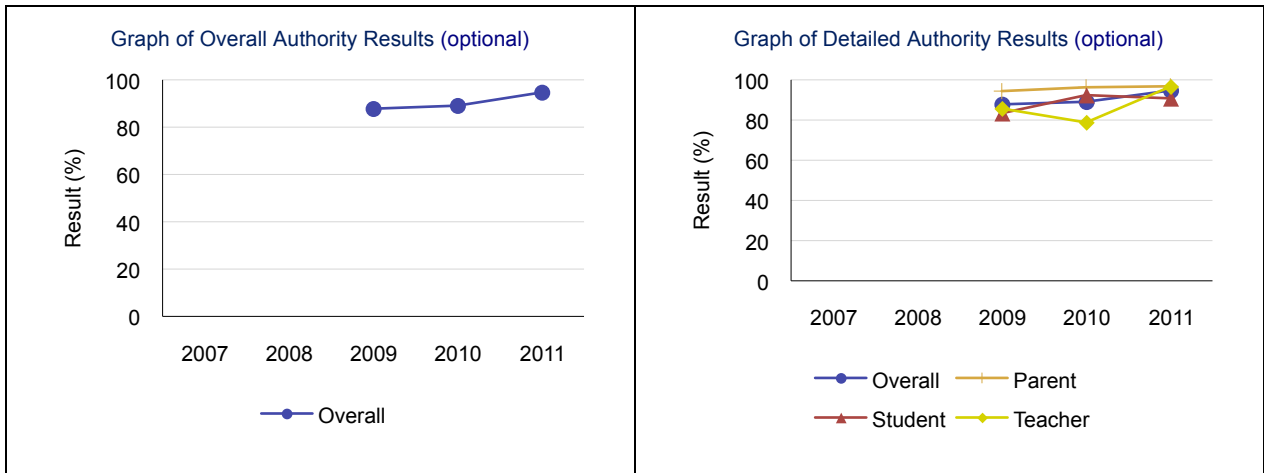
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	59.7	66.2	68.8	78.5	79.4	80.3	80.5	80.9
Teacher	n/a	n/a	69.6	82.8	87.5	85.7	86.4	86.8	87.7	87.6
Parent	n/a	n/a	65.9	65.1	68.5	76.9	77.6	78.7	78.0	78.3
Student	n/a	n/a	43.7	50.9	50.6	72.9	74.1	75.3	75.9	76.9



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

**Education Quality – Measure Details (OPTIONAL)**

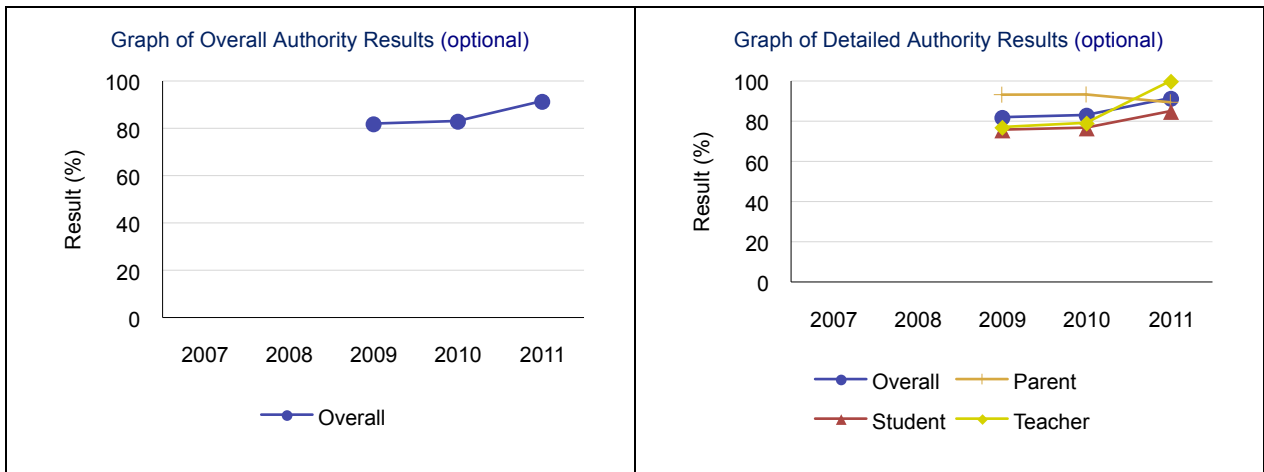
Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	87.8	89.1	94.7	87.6	88.2	89.3	89.2	89.4
Teacher	n/a	n/a	85.7	78.8	96.6	94.7	94.9	95.3	95.6	95.5
Parent	n/a	n/a	94.4	96.3	96.8	81.8	83.0	84.4	83.9	84.2
Student	n/a	n/a	83.4	92.4	90.8	86.4	86.6	88.3	88.2	88.5



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

**Safe and Caring – Measure Details (OPTIONAL)**

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	82.0	83.1	91.5	84.2	85.1	86.9	87.6	88.1
Teacher	n/a	n/a	77.1	79.2	100.0	92.6	93.1	93.8	94.4	94.5
Parent	n/a	n/a	93.2	93.3	89.4	81.7	83.2	85.3	86.1	86.6
Student	n/a	n/a	75.8	76.8	85.0	78.5	79.1	81.7	82.2	83.3

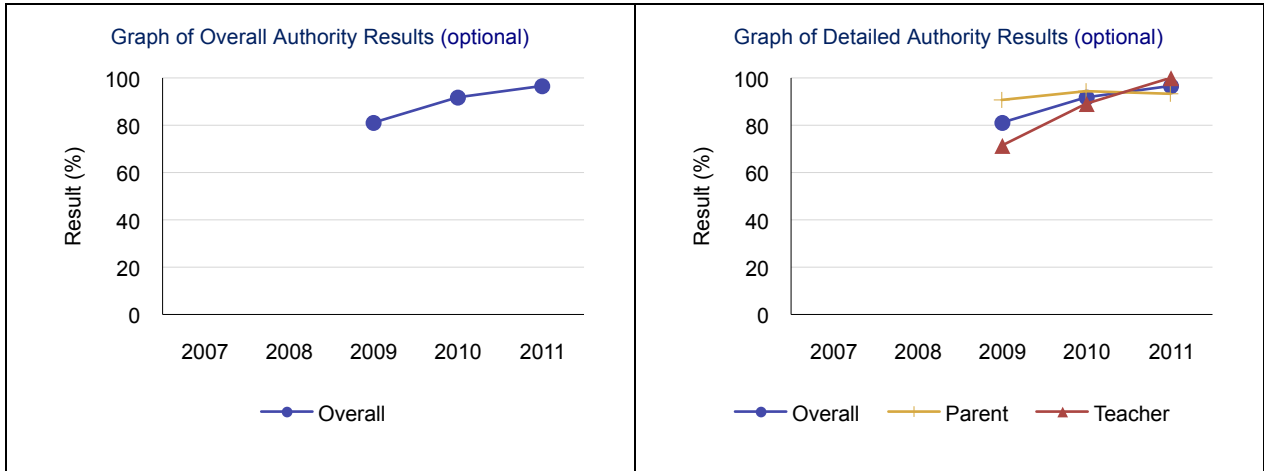


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Parental Involvement – Measure Details (OPTIONAL)**

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

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	81.1	91.8	96.6	77.5	78.2	80.1	80.0	79.9
Teacher	n/a	n/a	71.4	89.1	100.0	87.1	87.5	88.0	88.6	88.1
Parent	n/a	n/a	90.7	94.4	93.3	67.9	69.0	72.2	71.3	71.7

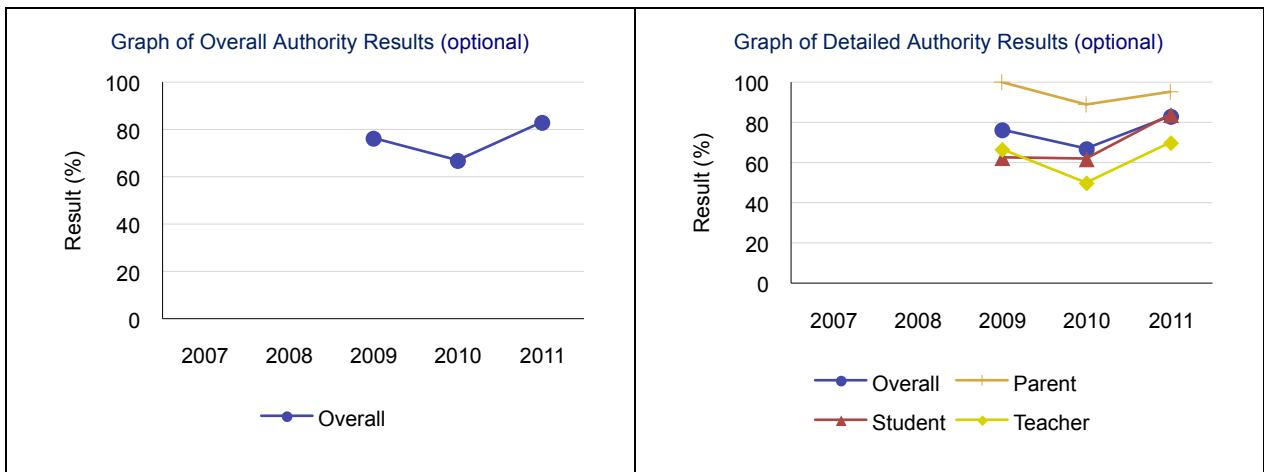


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**School Improvement – Measure Details (OPTIONAL)**

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

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	76.4	67.0	83.1	76.3	77.0	79.4	79.9	80.1
Teacher	n/a	n/a	66.7	50.0	70.0	74.5	75.6	78.2	80.8	80.1
Parent	n/a	n/a	100.0	88.9	95.2	75.1	75.9	78.1	77.0	77.3
Student	n/a	n/a	62.6	62.0	84.0	79.3	79.5	81.8	81.8	82.9



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