

EVERGREEN CATHOLIC SEPARATE REGIONAL DIVISION No. 2

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



November 2010

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Message from the Board Chair

Dear Catholic School Supporters:

On behalf of the Board of Trustees, I am pleased to present the Evergreen Catholic SRD *Combined 3 Year Education Plan and Annual Education Results Report (AERR)*. The division plan is developed in conjunction with the three year education plans and AERRs of our individual schools and will provide a global snapshot of areas of success and improvement as well as address local challenges.

Alberta Education developed an accountability framework which recognizes and respects the outstanding work seen in school authorities every day. I encourage you to take a look at the jurisdiction Accountability Pillars Overall Summary (p.) which highlights the exceptional work done throughout division schools. Subsequent pages of our Education Plan outline strategies and initiatives to maintain our focus on continuous improvement in Catholic education and address the needs of the 21st century learner.

The Board of Trustees of ECSRD encourages all stakeholders to be active participants in the planning process. Our collective efforts will continue to provide the best possible educational system in all five of our communities.

Yours in Catholic education,

Robert Vasseur
Board Chair

Evergreen CSRD Board of Trustees November 2010:

Spruce Grove Ward:

Joseph MacLellan
Mel Malowany
Robert Vasseur
Richard Yaceyko

Stony Plain Ward:

Anne Gauthier
Marian Walshe

Westlock Ward:

Caren Mueller

Hinton Ward:

Ronald McKay

Accountability Statement

The Education Plan for **Evergreen Catholic Separate Regional Division No. 2** for the three years commencing September 1, 2010 was prepared under the direction of the Board in accordance with responsibilities under the *School Act* and the *Government Accountability Act*. This Education Plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the Plan and is committed to implementing the strategies contained within the Plan to improve student learning and results.

The Board approved the Education Plan for 2010-2013 on November 8, 2010.

Foundation Statements

VISION

Evergreen Catholic School Division No.2 is committed to:

- Creating an atmosphere enlivened by the Gospel spirit of freedom and charity. Our vision aims to help all students in the development of a Christ-centered personality initiated through baptism. It strives to relate all people to the news of salvation, so that the light of faith will illuminate the knowledge of mankind.
- The development of an academic community permeated with a Christian awareness of each student's values, problems and responsibilities.

MISSION

- In response to an expressed need for Christ-centered schools, our Evergreen Catholic Separate Regional Division No. 2 was initiated by the parents of the Catholic community. We openly celebrate our common bond of faith in God.
- Following in the footsteps of Jesus Christ and in partnership with the home and parish, we are committed to serve each individual student in an atmosphere of faith, hope, and love. We strive to educate the whole student spiritually, intellectually, esthetically, emotionally, socially, and physically.
- Through this mission we promote the highest quality of Catholic Education in order to prepare all students to live as compassionate, competent and contributing citizens in a changing society.

BELIEFS

At Evergreen Catholic Schools, we believe that:

- Every child is to be respected for his/her dignity made in the image and likeness of God.
- Educational programs will be innovative and centered on student needs.
- Educational programs will be accessible to all students.
- By approaching learning from a Catholic perspective, we are preparing students to meet the present and future challenges in society.
- The Catholic schools' total education program will be responsive to student needs.
- We should foster the involvement of staff, students, parents and community so that our Catholic schools will meet their challenges successfully.
- Educational programs will be offered in accordance to the requirements set out by Alberta Learning.

A Profile of the School Authority

Evergreen Catholic Schools Jurisdiction Profile

Evergreen C.S.R.D. No. 2 consists of nine schools in five communities. The jurisdiction enrolment figures for Evergreen Catholic Schools as of September 30, 2009 are:

St. Joseph School, Spruce Grove (K-4)	604 students
St. Marguerite School, Spruce Grove (5-8)	463 students
St. Thomas Aquinas HS, Spruce Grove (9-12):	700 students
John Paul II School, Stony Plain (K-8)	628 students
St. Mary School, Westlock (K-12)	278 students
Saint Gregory School, Hinton (K-4)	240 students
Gerard Redmond School, Hinton (5-12)	339 students
Holy Spirit School, Devon (K-8)	331 students
Evergreen Catholic Outreach, Spruce Grove (9-12)	40 students*

TOTAL 3583 students

*not counted in total

Jurisdiction Class Size

In 2004, Alberta's Commission on Learning (ACOL) announced a class size initiative along with \$89 million in funding to reduce class sizes. Commission Guidelines: K-3 (17 students), 4-6 (23 students), 7-9 (25 students), 10-12 (27 students)

2009/2010 Class Size Averages by Jurisdiction for All Subjects

School Jurisdiction	K to 3	4 to 6	7 to 9	10 to 12
Evergreen CS Regional Division No. 2	20.1	21.5	21.5	19.2

AISI (Alberta Initiative for School Improvement Cycle 4)

AISI is a provincial approach to supporting the improvement of student learning and performance by encouraging teachers, parents, and the community to work collaboratively to introduce innovative and creative initiatives based upon local needs and circumstances. Cycle 4, beginning in September 2009, will focus on student engagement, shared leadership, innovation, and increased involvement from parent, student and community partners.

Evergreen CSR No. 2 has three projects proposed for Cycle 4. Five schools are involved in a collaboration focused on *Inquiry-based Teaching and Learning*. St. Marguerite, St. Joseph, Holy Spirit, John Paul II, and St. Mary schools have committed to a significant inter-school professional development plan to develop and promote higher level thinking amongst all its students. St. Thomas Aquinas, Gerard Redmond, and Outreach will partner in a second project entitled *Supporting Students in Transitions*. This project focuses on helping grade 9 students make successful transitions to senior high and subsequent transition to post-secondary or the world of work. The third project addresses specific needs of early learners at St. Gregory School in Hinton. The focus of the *WEE Talk* program is to develop oral language acquisition skills in children aged 3 to 6 years.

Each school has a distinct approach to implementation designed to maximize the strengths for their individual strengths and populations. To support AISI Cycle 4, ECSRD has appointed a Division Principal as .25 FTE project coordinator.

AISI Cycle 4 project summaries can be found at:

<http://education.alberta.ca/media/1190954/cycle%204%20project%20summaries-public-zones%201-6-jan%202010.pdf>

Summary of Accomplishments

- In 2009, ECSRD received the Minister of Education Leadership Recognition Award (MELRA) for High Achievement in: Program of Studies, Drop Out rate, Education Quality, Citizenship, and School Improvement.
- Meet ACOL guidelines for class size initiative grades 4-12.
- In January 2008, Alberta Infrastructure and Alberta Education announced a new high school (9-12) for ECSRD opening in 2013. Plans for the new high school have been developed. The new high school will alleviate overpopulation issues in area schools. Archbishop Smith blessed the new school site on Tuesday, June 29, 2010. The name of the school is announced, St. Peter the Apostle Catholic High School.
- Videoconferencing suites and smart board technology added to all schools.
- Population growth in all schools indicates confidence in the jurisdiction.
- ECSRD offers students a number of special education programs to address individualized variety of needs. Special needs programming may include students with mild/ moderate to severe learning needs as well as programs to include students who are identified as gifted. Young students may be offered a variety of early intervention services to intensive early literacy programs to individualized programming within the regular classroom. Middle and high schools offer Learning Assistance Programs (LAP), tutorial programs, Knowledge and Employability courses (K & E), life skills, and learning support programs. Students with emotional or behavioral concerns are put on student-tracking programs which are monitored along with Individual Program Plan (IPP) goals.
- Counselling programs for students include individual guidance counseling (personal, social, emotional, family and peer relationships, test anxiety, career counseling, eating disorders). Group counseling programs for students include Rainbows (grief and loss), anxiety, friendship skills, social skills, anger management, understanding emotions, Heroes (positive leadership), self-regulation, self-advocacy and leadership options.
- Each school receives 5 Psycho-Educational Assessments per year, which may include achievement testing, cognitive testing, visual-perceptual testing, screenings for specific diagnoses and a behaviour assessment. Within a month after the initial assessment, a debrief is conducted with the legal guardians and the student's learning team at the school. Recommendations and referrals are presented and discussed. In 4 to 6 weeks the school has the option to host a follow-up meeting with the registered psychologist, legal guardians and the learning team to discuss successes and failures from the previous recommendations and referrals.
- Evergreen enters into an educational partnership with China and is actively involved in developing a Strategic Framework for Enhancing International Education with China.
- 96.2% of parents satisfied with communication between the school and home.
- 100% parents satisfied that they feel welcome in the school.
- 100% of teachers feel the school is a good place to work.
- 100% of teachers feel the jurisdiction is a good place to work.
- 93.5% of parents are satisfied with the religious celebrations in the school.
- 89.8% of parents satisfied with the religious courses offered in the school.

October 2010 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Goal	Measure Category	Measure Category Evaluation	Measure	Evergreen CSRD No. 2			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	Safe and Caring Schools	Excellent	Safe and Caring	90.5	87.5	87.1	87.6	86.9	85.4	Very High	Improved Significantly	Excellent
	Student Learning Opportunities	Excellent	Program of Studies	88.7	84.8	84.1	80.5	80.3	79.4	Very High	Improved Significantly	Excellent
			Education Quality	91.8	90.2	90.4	89.2	89.3	88.4	Very High	Improved	Excellent
			Drop Out Rate	0.5	2.1	2.1	4.3	4.8	4.8	Very High	Improved Significantly	Excellent
			High School Completion Rate (3 yr)	77.1	78.1	80.9	71.5	70.8	70.9	High	Maintained	Good
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	87.3	85.5	83.6	79.1	78.3	77.2	High	Improved Significantly	Good
			PAT: Excellence	19.5	17.1	17.1	19.4	18.3	18.2	High	Improved	Good
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	85.7	85.9	87.0	83.4	84.3	84.3	Intermediate	Maintained	Acceptable
			Diploma: Excellence	16.7	15.7	19.8	19.0	18.5	19.2	Intermediate	Maintained	Acceptable
			Diploma Exam Participation Rate (4+ Exams)	55.6	60.0	61.2	53.5	53.3	53.6	Intermediate	Declined	Issue
			Rutherford Scholarship Eligibility Rate (Revised)	58.7	60.6	55.3	56.9	57.3	56.7	Intermediate	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	61.8	53.1	58.4	59.8	59.2	58.7	High	Maintained	Good
			Work Preparation	83.4	81.9	83.7	79.9	79.6	78.9	High	Maintained	Good
Citizenship			87.2	82.3	81.4	81.4	80.3	78.3	Very High	Improved Significantly	Excellent	
Goal 4: Highly responsive and responsible education system	Parental Involvement	Excellent	Parental Involvement	84.0	81.4	82.8	80.0	80.1	78.6	Very High	Maintained	Excellent
	Continuous Improvement	Excellent	School Improvement	84.9	81.4	82.4	79.9	79.4	77.6	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 2010 Accountability Pillar Overall Summary – FNMI (Required for Public/Separate/Francophone School Authorities)

Goal	Measure	Evergreen CSR No. 2			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 yr Average	Achievement	Improvement	Overall
Goal 1: High-quality learning opportunities	Drop Out Rate	0.0	8.5	6.1	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	52.7	*	44.8	Very Low	Maintained	Concern
Goal 2: Excellence in student learning outcomes	PAT: Acceptable	77.6	76.6	73.1	Low	Maintained	Issue
	PAT: Excellence	8.2	4.3	5.0	Very Low	Maintained	Concern
	Diploma: Acceptable	n/a	*	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	*	n/a	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	52.7	*	0.0	Intermediate	Improved Significantly	Good
	Rutherford Scholarship Eligibility Rate (Revised)	*	*	0.0	*	n/a	n/a
	Transition Rate (6 yr)	*	38.4	31.0	*	*	*

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Goal One: High Quality Learning Opportunities

Outcome: Schools environments are safe and caring.

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
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.	87.6	85.6	88.2	87.5	90.5		Very High	Improved Significantly	Excellent			

Strategies

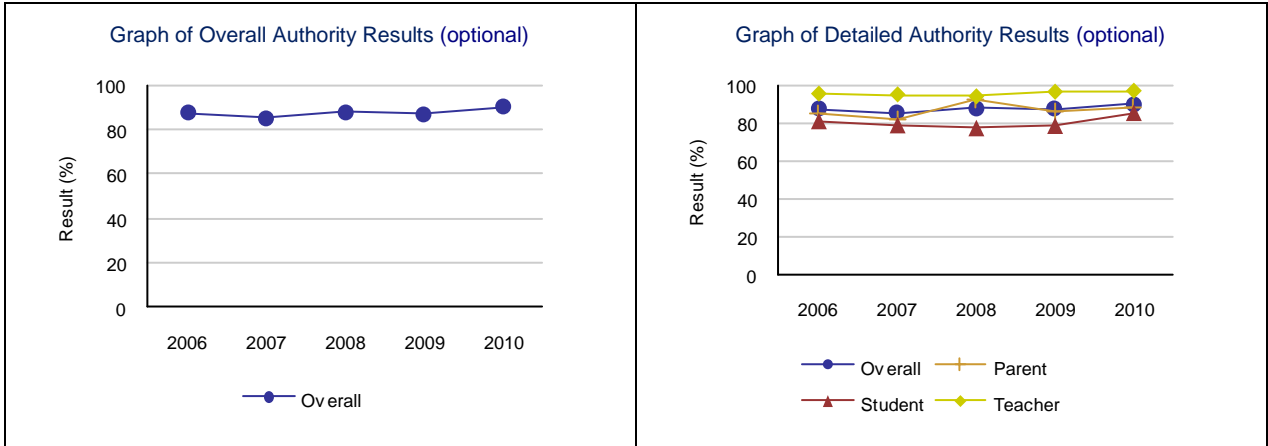
- Continue student mentorship projects.
- Continue sharing jurisdiction initiatives that support safe and caring schools.
- Continue to collaborate with outside agencies to support student and family needs.
- Continue to practice dangerous intruder and fire emergency procedures.
- Continue to offer non-violent crisis intervention, threat assessment and first aid PD for school staff and child care providers.
- Continue to encourage and promote social justice projects.
- Students have access to school counsellors for support with issues that may involve safe and caring practices.

¹ If authority had set a target for 2009/10 in the three year education plan 2009/10 – 2011/12., include it in the space provided for each required measure.

² Annual targets for Accountability Pillar measures with an overall evaluation of "Issue" or "Concern" are required and must indicate progress toward or moving into the next higher achievement standard over the plan period.

Authority: 0048 Evergreen Catholic Separate Regional Division No. 2

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				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	87.6	85.6	88.2	87.5	90.5	84.4	84.2	85.1	86.9	87.6
Teacher	95.8	95.4	94.4	96.8	97.3	92.8	92.6	93.1	93.8	94.4
Parent	85.7	82.1	92.5	86.9	88.8	82.1	81.7	83.2	85.3	86.1
Student	81.3	79.2	77.7	78.9	85.5	78.4	78.5	79.1	81.7	82.2



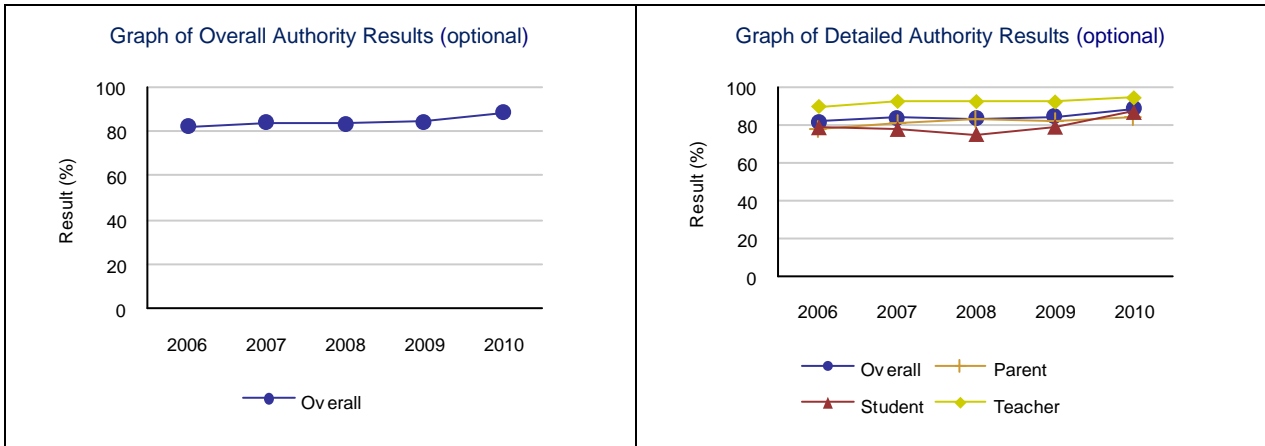
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
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.	82.1	84.0	83.6	84.8	88.7		Very High	Improved Significantly	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.5	89.9	91.3	90.2	91.8		Very High	Improved	Excellent			

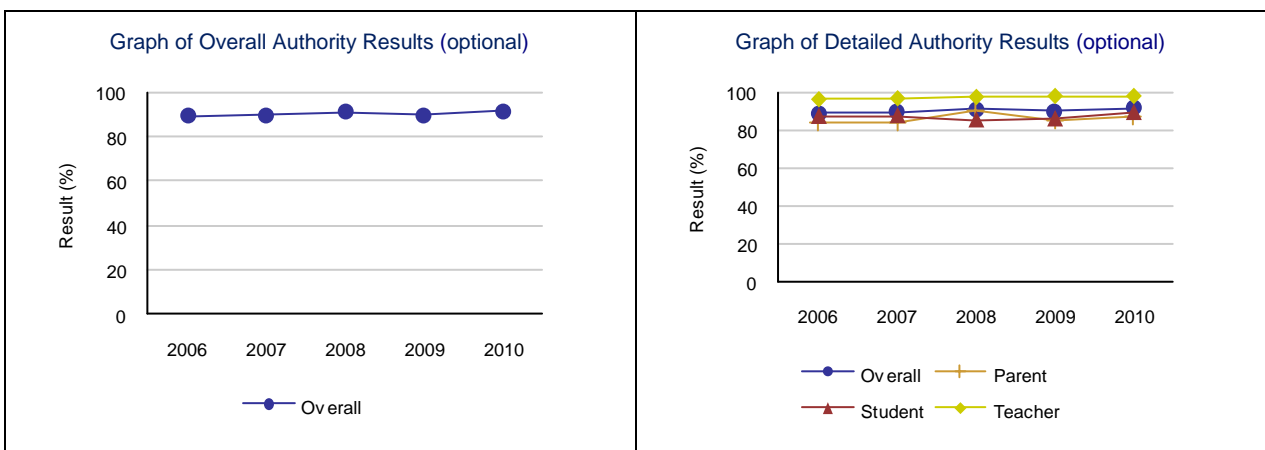
Strategies
<ul style="list-style-type: none"> Teachers are provided opportunities for professional development to enhance ability to offer new courses and diversify programs. Outreach School provides a program delivery alternative that may encourage students to stay in school and expand program choices due to accessibility and availability. All schools provide in-house counselling and student supports. Counsellors and administrators meet with students to discuss program options and supports. The jurisdiction has implemented a Director of Student Services position to assist all schools with program and student supports. Videoconference ability in all schools allows easier access to alternate forms of instruction and PD. Locally developed/acquired and authorized junior high school courses authorized by school authorities provide instructional opportunities that complement provincially authorized programs. This policy enables school authorities to be innovative and responsive to local and individual needs through the development and authorization of courses at the local level. District enters into partnerships with AB Education to explore enhanced program offerings (e.g. second languages).

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				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	82.1	84.0	83.6	84.8	88.7	78.1	78.5	79.4	80.3	80.5
Teacher	90.0	92.8	92.7	92.5	94.8	85.2	85.7	86.4	86.8	87.7
Parent	77.6	81.2	82.9	82.7	84.2	76.6	76.9	77.6	78.7	78.0
Student	78.9	78.0	75.3	79.2	87.1	72.6	72.9	74.1	75.3	75.9



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

Measure Details (OPTIONAL)										
Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	89.5	89.9	91.3	90.2	91.8	87.7	87.6	88.2	89.3	89.2
Teacher	96.6	97.1	97.8	98.3	98.3	94.8	94.7	94.9	95.3	95.6
Parent	84.4	84.6	90.3	85.8	87.6	81.6	81.8	83.0	84.4	83.9
Student	87.6	88.0	85.8	86.3	89.6	86.6	86.4	86.6	88.3	88.2



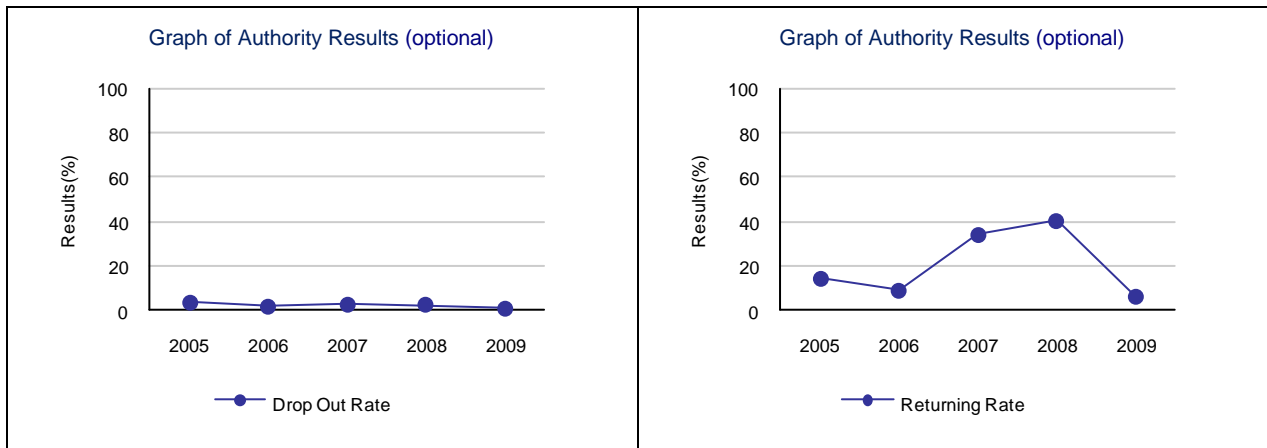
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.4	1.6	2.5	2.1	0.5		Very High	Improved Significantly	Excellent			

Strategies												
<ul style="list-style-type: none"> The province announced targeted funding to improve high school completion rates. A district committee was established to explore strategies and initiatives to reduce the number of students who leave school early and to continue to improve district completion rates. A jurisdiction Outreach school provides a program delivery alternative that may encourage students to stay in school. Continue to encourage early career counselling in middle schools. Continue to identify at-risk students and provide access to support services. All schools provide in-house counselling and student supports. The Director of Student Services will oversee and monitor student supports. Knowledge and Employability provides additional program choices. Target at risk students through AISI project, student tracking, program interviews, exit interviews, teacher advisors, program links. Summer school courses offered. 												

Measure Details (OPTIONAL)										
Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Drop Out Rate	3.4	1.6	2.5	2.1	0.5	5.0	4.7	5.0	4.8	4.3
Returning Rate	14.4	8.6	34.2	40.2	6.1	21.3	21.2	21.3	19.8	23.5



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

Outcome: High school completion rates are showing continual improvement.

Performance Measure	Results (in Percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
High School Completion Rate – percentages of students who completed high school within three years of entering Grade 10.	72.7	83.7	80.8	78.1	77.1		High	Maintained	Good			

Strategies

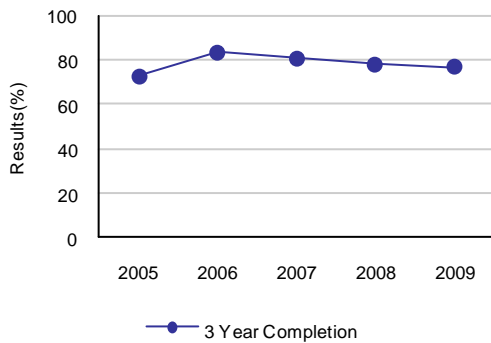
- Expansion in CTS offerings will provide an increasing number of students the opportunity for success in areas of interest to them. The possibility of “test-driving” potential career pathways should increase the number of students who complete high school on their way to pursuing those careers.
- Current and ongoing feedback to students and parents through the use of HomeLogic and TeacherLogic should allow for increased student success as issues of concern are available to parents very quickly.
- Students will continue to be provided the opportunity to attend the career fair and open houses at post secondary institutions.
- Outreach school provides program delivery alternatives that may encourage students to complete diploma or program requirements within three years due to accessibility and availability of all courses.
- Continue early intervention program counselling so that students understand diploma and program requirements and have a plan in place to meet requirements in three years.
- Continue to identify at-risk students and provide access to support services.
- Students will continue to receive academic counselling to ensure that they are enrolled in suitable courses and appropriate academic streams.
- AISI project focus on “Supporting Students in Transition.”

Measure Details (OPTIONAL)

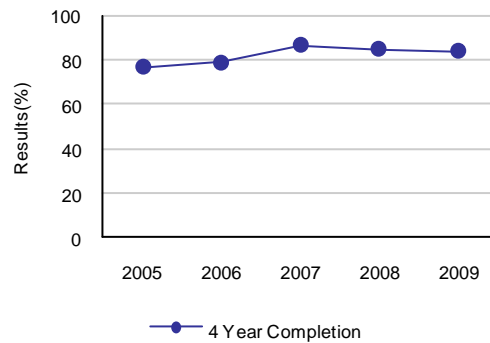
High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.

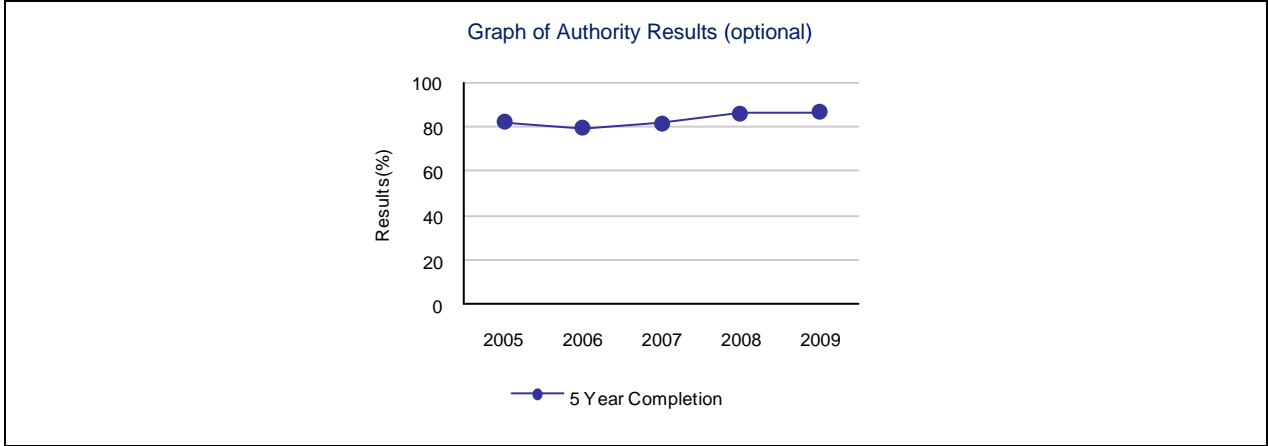
	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
3 Year Completion	72.7	83.7	80.8	78.1	77.1	70.7	70.6	71.1	70.8	71.5
4 Year Completion	76.9	79.0	86.7	85.2	84.2	75.0	76.1	76.1	76.3	76.1
5 Year Completion	82.1	79.8	82.0	86.4	87.0	77.0	78.1	78.9	78.7	79.0

Graph of Authority Results (optional)



Graph of Authority Results (optional)





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

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

Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	84.1	81.1	84.3	85.5	87.3		High	Improved Significantly	Good			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	16.7	16.1	18.1	17.1	19.5		High	Improved	Good			
Overall percentage of students who achieved the acceptable standard on diploma examinations.	81.8	89.4	85.8	85.9	85.7		Intermediate	Maintained	Acceptable			
Overall percentage of students who achieved the standard of excellence on diploma examinations.	19.2	25.7	18.1	15.7	16.7		Intermediate	Maintained	Acceptable			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	50.8	68.4	55.1	60.0	55.6		Intermediate	Declined	Issue	60.0	62.0	65.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	47.7	53.5	51.9	60.6	58.7		Intermediate	n/a	n/a			

Strategies

- Each school establishes targets and strategies to improve percentages of students who achieve acceptable standard and standard of excellence on provincial exams. Targets are identified in school annual reports and three year plans. Jurisdiction emphasis for the 20010/11 school year will be on improving results in:
 - Math 3, 6, 9 Standard of Excellence
 - ELA 30-1, Applied Math 30, SS 30-1, Biology 30, Chemistry 30, Physics 30, Science 30 Standard of Excellence
 - Biology 30, Physics 30 Acceptable Standard
- Administration and teachers at each school complete detailed analysis of provincial exams to identify positive and negative trends/patterns. Subject/grade departments identify targets and establish plans of action to improve results. Subject improvement plans are reviewed and monitored by school principals and senior administration.
- Team leaders from each school share subject improvement plans and teaching strategies with other schools.
- District curriculum, subject and grade committees are established.
- School administration makes available professional development opportunities for PAT teachers.
- PAT/diploma teachers are encouraged to participate on committees for item writing/marking, curriculum review, and resource review.
- Provide learning assistance, early literacy, and reading recovery programs in elementary schools.
- Continue to recognize student achievement and teacher performance.
- Encourage differentiated instruction to accommodate students' varied learning styles and abilities.
- Counseling departments work with students to ensure they meet requirements for their post secondary plans.
- High school counselors and administrators will encourage students to take four or more diploma courses.
- School administrators and counselors will review grade 12 timetables and meet with students who are not enrolled in four or more diploma courses.
- Outreach will allow students a program delivery alternative and flexibility in timetabling that may encourage students to take additional diploma courses.
- Conferencing with all grade 10 students to build a future timetable for their senior years.
- ALSI project has identified strategies for increasing senior high participation in writing four or more diploma exams.
- Alignment of staff and timetable to ensure maximum participation by students in the math and sciences.
- Introduction of an honors program at STA to enhance curriculum for the high achievers and allow the regular stream class the opportunity to focus on their coursework.
- Continue to review Rutherford Scholarship criteria to students in 10, 20 and 30 level courses

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.

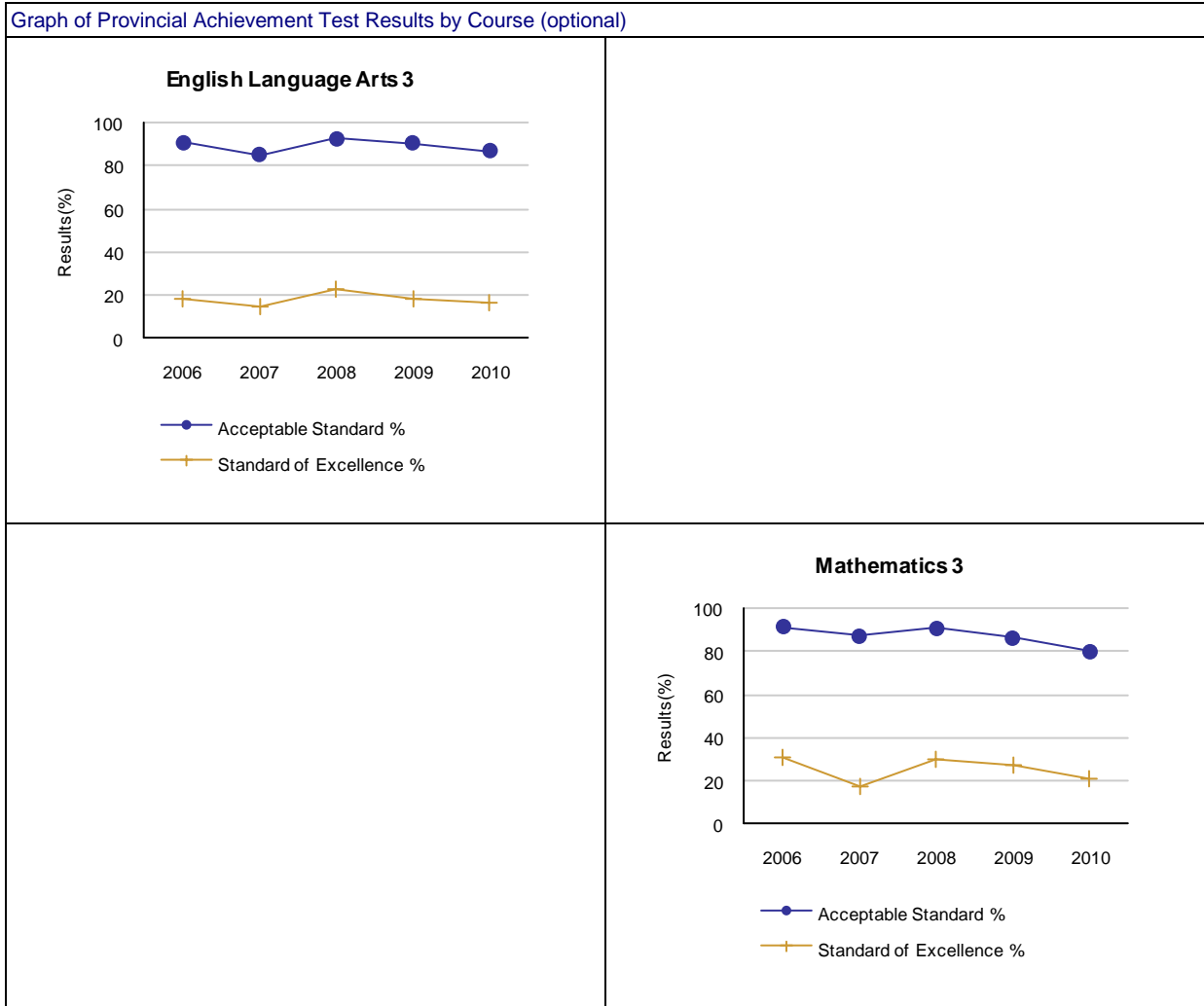
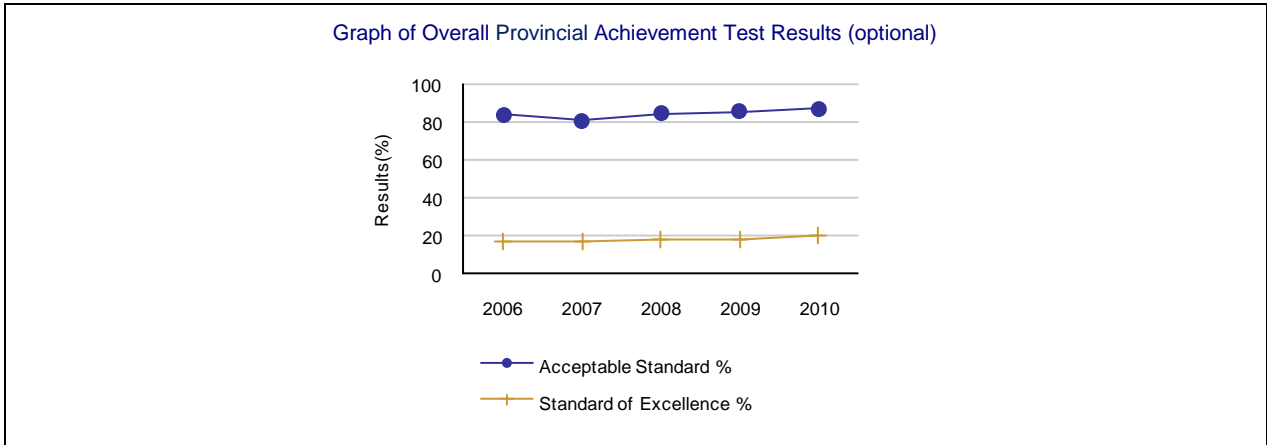
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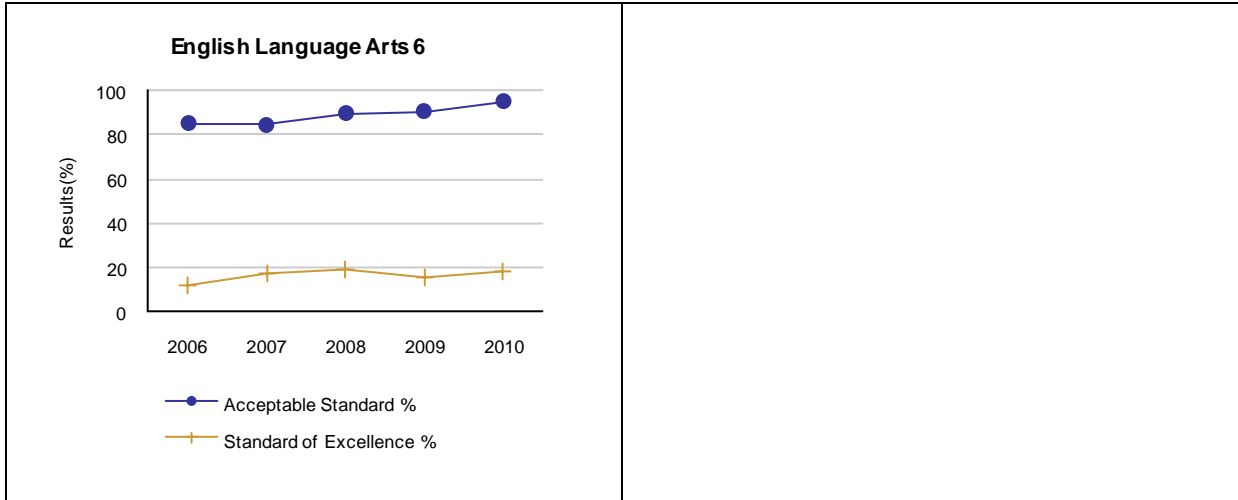
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French 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 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 (*).

Measure Details (OPTIONAL)													
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2006		2007		2008		2009		2010		2010	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	Authority	91.3	17.5	85.3	13.9	93.0	22.3	90.5	17.8	87.2	16.3		
	Province	81.3	14.1	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5		
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	n/a	n/a	83.8	15.8	84.1	16.3		
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	n/a	n/a	82.5	16.3	86.4	16.3		
Mathematics 3	Authority	91.7	30.6	87.5	16.8	91.2	29.3	86.5	26.5	80.1	20.2		
	Province	82.0	26.9	79.9	23.5	78.7	23.9	79.7	26.8	76.4	24.8		
English Language Arts 6	Authority	85.1	11.7	84.9	17.2	89.9	19.0	90.7	15.0	95.0	18.1		
	Province	79.0	15.9	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9		
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	87.5	11.2	88.1	11.0	87.7	14.2	91.5	15.9	88.3	15.9		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.5	19.7	93.0	18.0	94.3	17.1	92.6	18.7	91.3	18.3		
Mathematics 6	Authority	72.2	11.3	78.1	9.3	81.0	15.1	88.2	10.7	88.1	14.8		
	Province	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8	74.3	16.5		
Science 6	Authority	87.5	27.0	84.6	29.4	82.6	27.9	88.6	25.0	88.6	32.4		
	Province	78.1	27.7	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4		
Social Studies 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86.1	21.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71.0	16.4		
English Language Arts 9	Authority	83.3	15.5	78.6	8.1	83.2	9.8	81.0	13.5	85.3	11.4		
	Province	77.4	13.6	77.5	14.8	76.5	14.8	78.7	14.7	79.3	15.0		
English Lang Arts 9 KAE	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	n/a	n/a	66.8	7.8		
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	83.3	10.9	81.3	12.9	84.5	12.4	81.8	10.3	86.1	12.4		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	14.7	81.6	12.6	84.8	11.7	85.6	12.9	84.3	12.7		
Mathematics 9	Authority	70.5	11.6	61.3	6.9	65.7	11.0	66.3	14.3	35.7	10.7		
	Province	67.4	17.4	66.3	18.3	65.7	18.5	67.0	18.6	66.4	19.8		
Mathematics 9 KAE	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	n/a	n/a	65.6	15.3		
Science 9	Authority	73.2	11.6	70.4	10.5	71.7	10.2	75.5	13.4	80.1	19.5		
	Province	67.4	13.3	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7		
Science 9 KAE	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	n/a	n/a	67.2	14.3		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.5	24.7		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	68.9	18.8		
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	n/a	n/a	64.6	15.7		

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

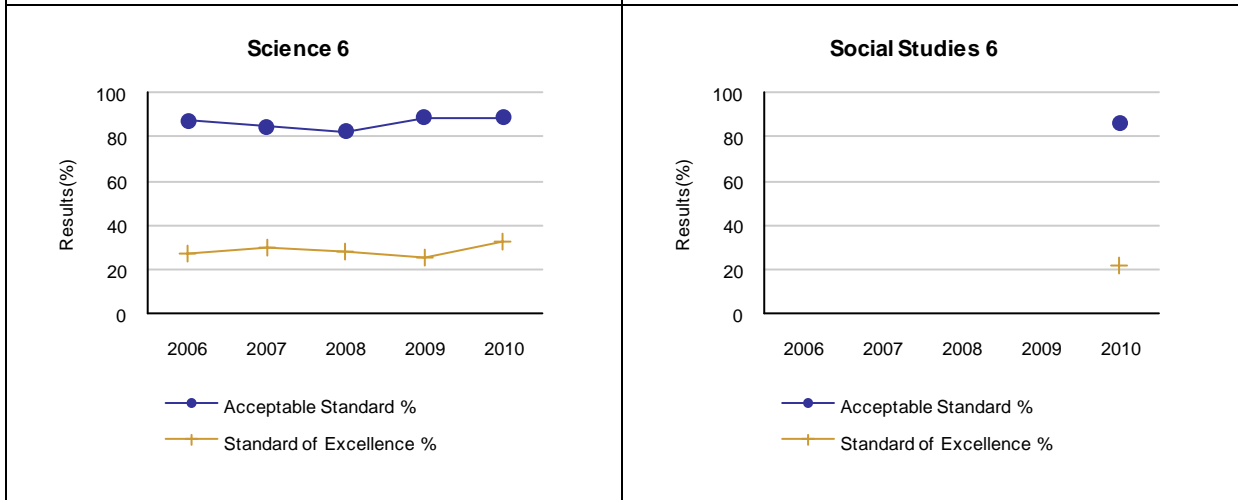
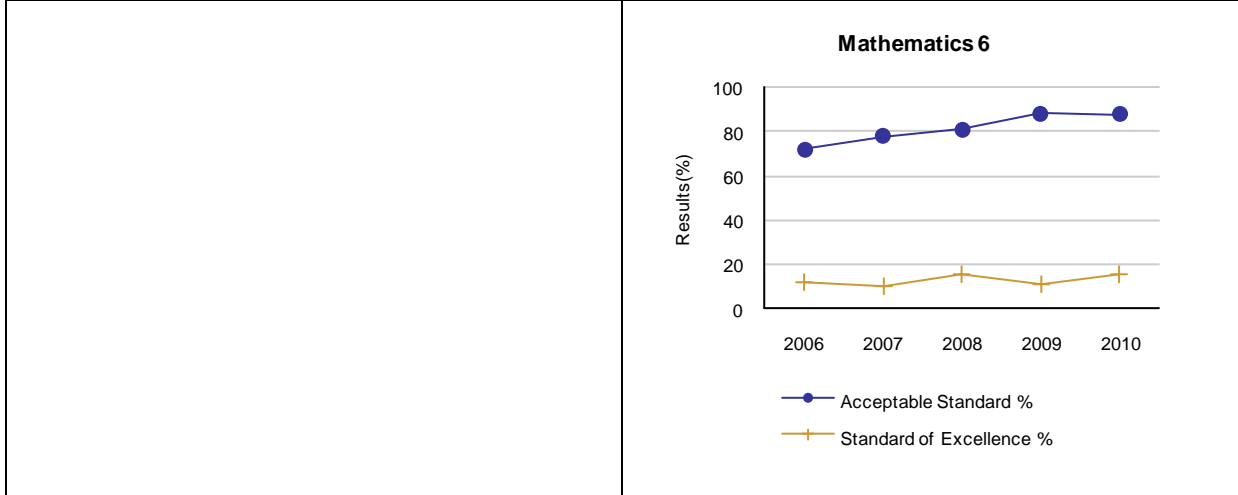
** "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

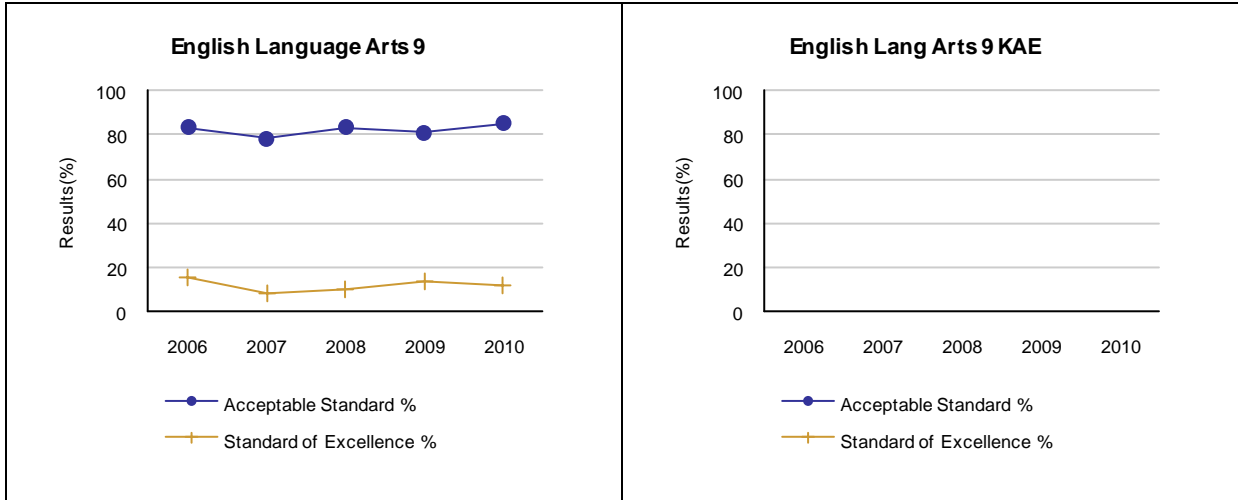




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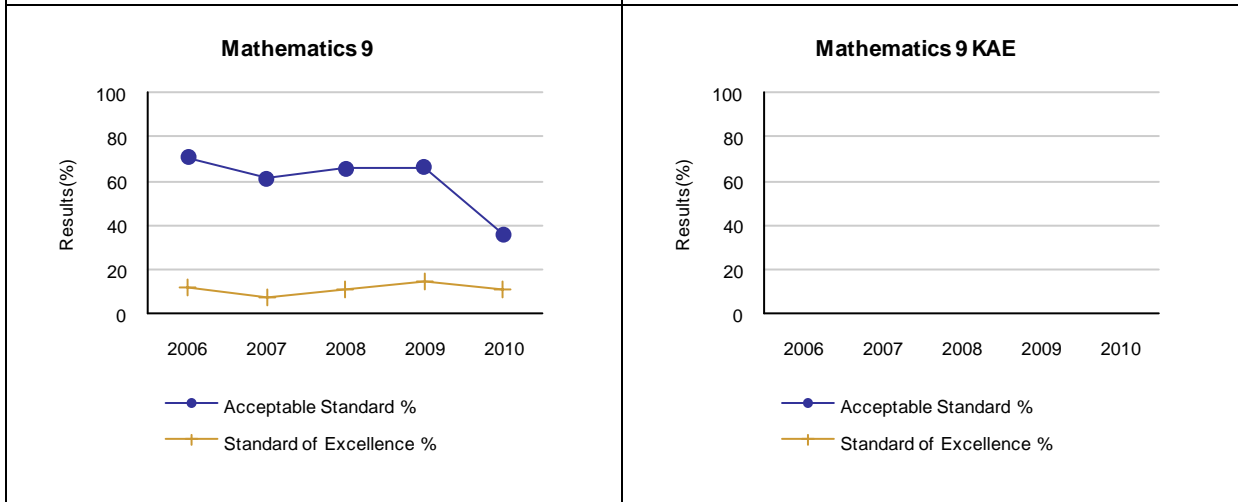
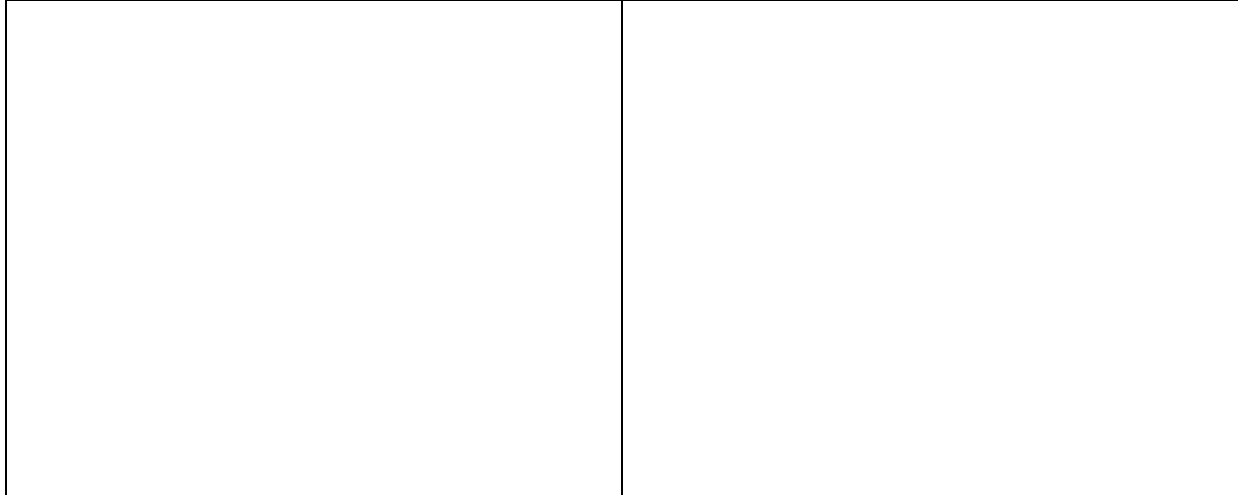
Graph of Provincial Achievement Test Results by Course (optional)

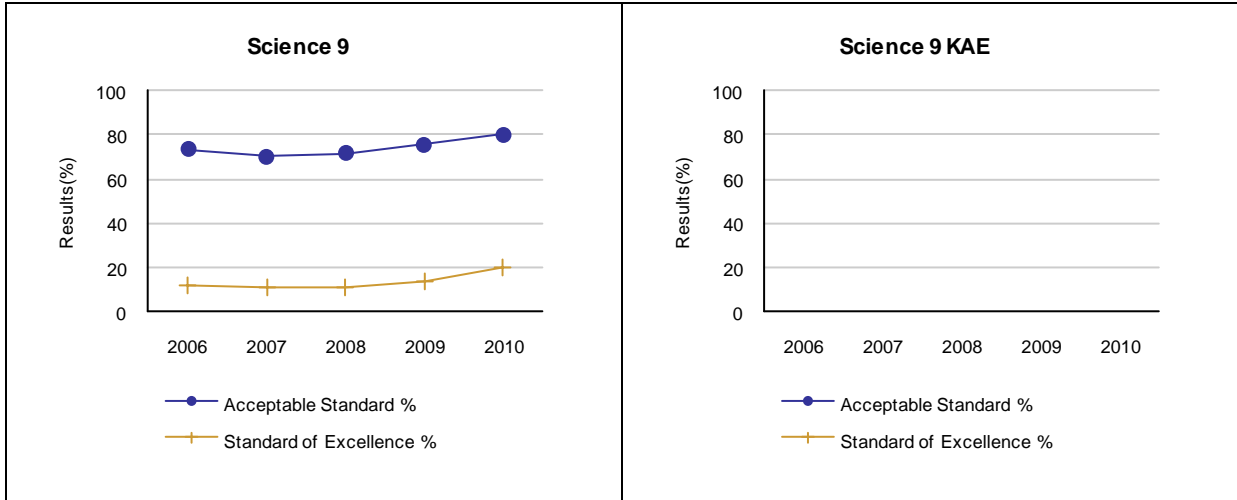




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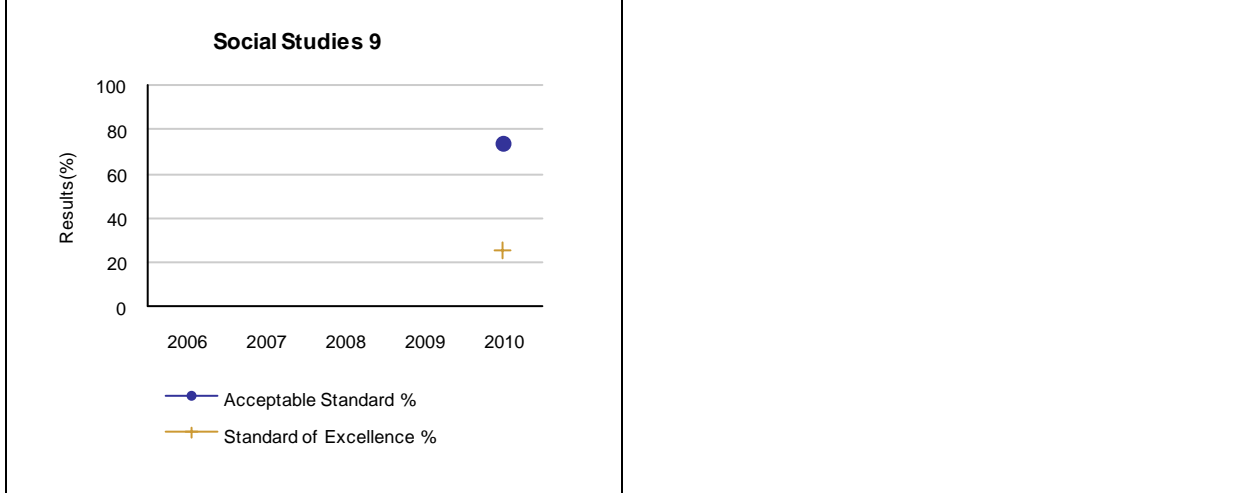
Graph of Provincial Achievement Test Results by Course (optional)





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

Graph of Provincial Achievement Test Results by Course (optional)



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

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

Course	Measure	Evergreen CSRD No. 2						Alberta				
		Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Intermediate	Maintained	Acceptable	312	87.2	274	89.6	42,061	81.6	42,181	80.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	312	16.3	274	18.0	42,061	19.5	42,181	17.3
English Language Arts 6	Acceptable Standard	Very High	Improved Significantly	Excellent	281	95.0	272	88.5	43,599	83.3	44,064	81.1
	Standard of Excellence	High	Maintained	Good	281	18.1	272	17.1	43,599	18.9	44,064	19.9
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,487	88.3	2,252	89.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,487	15.9	2,252	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	91.3	436	93.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	18.3	436	17.9
Science 6	Acceptable Standard	High	Improved	Good	281	88.6	272	85.2	43,509	76.8	43,945	75.5
	Standard of Excellence	High	Improved	Good	281	32.4	272	27.4	43,509	26.4	43,945	25.2
English Language Arts 9	Acceptable Standard	High	Improved	Good	273	85.3	248	80.9	43,651	79.3	44,250	77.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	273	11.4	248	10.5	43,651	15.0	44,250	14.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,403	86.1	2,328	82.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,403	12.4	2,328	11.9
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	84.3	314	84.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	12.7	314	12.4
Science 9	Acceptable Standard	Very High	Improved Significantly	Excellent	272	80.1	248	72.6	43,372	73.6	44,075	70.4
	Standard of Excellence	Very High	Improved Significantly	Excellent	272	19.5	248	11.4	43,372	17.7	44,075	14.5

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.

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

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 the lower 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.

Evaluations for Mathematics (Grades 3, 6, 9) and Social Studies (Grades 6, 9) are not calculated due to the changes 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

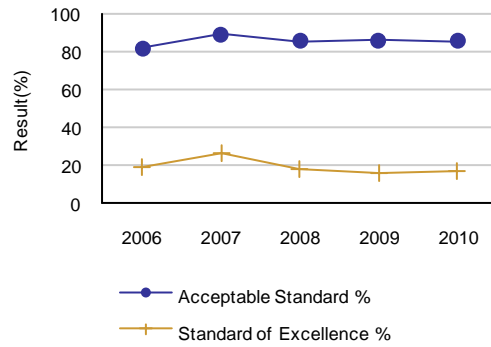
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Measure Details (OPTIONAL)													
Diploma Exam Course by Course Results by Students Writing													
		Results (in percentages)										Target	
		2006		2007		2008		2009		2010		2010	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	94.0	24.0	92.0	19.5	92.8	14.4	94.3	10.6	92.9	7.9		
	Province	88.0	19.3	87.7	19.0	87.1	15.5	86.1	12.3	85.1	10.1		
English Lang Arts 30-2	Authority	90.6	15.1	98.5	22.7	98.9	23.3	96.6	17.0	98.8	18.8		
	Province	86.1	8.1	88.7	9.7	88.9	8.8	88.2	8.5	88.8	9.8		
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	95.0	21.8	95.6	23.1	94.9	24.5	95.1	18.9	93.7	16.3		
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	94.8	28.1	97.2	24.6	98.5	25.4	94.7	33.1	94.2	15.6		
Pure Mathematics 30	Authority	76.3	25.0	80.6	26.9	77.8	17.8	81.6	18.4	79.0	29.6		
	Province	82.8	26.5	81.1	24.6	81.3	25.8	82.1	26.3	82.9	29.7		
Applied Mathematics 30	Authority	67.1	7.1	82.0	9.8	72.1	8.8	77.2	11.4	85.1	8.5		
	Province	77.5	11.8	77.6	12.1	76.4	10.7	79.4	13.5	77.3	12.6		
Social Studies 30	Authority	91.7	25.0	89.2	27.5	92.9	23.2	86.4	22.3	87.5	12.5		
	Province	85.5	23.9	86.1	24.6	84.7	21.5	84.2	21.4	67.8	10.4		
Social Studies 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	91.9	12.2		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84.5	16.1		
Social Studies 33	Authority	80.6	25.8	93.7	23.8	90.5	27.4	93.9	32.7	*	*		
	Province	83.5	19.0	84.8	19.6	85.3	18.9	85.6	20.2	76.4	11.5		
Social Studies 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	97.4	25.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	85.0	13.7		
Biology 30	Authority	79.6	20.4	90.3	39.8	82.6	21.5	80.0	19.3	77.0	20.4		
	Province	81.4	26.4	83.5	27.4	82.3	26.3	83.0	26.6	81.4	28.1		
Chemistry 30 Old	Authority	84.0	37.3	88.2	46.1	89.4	38.8	n/a	n/a	n/a	n/a		
	Province	88.4	37.1	89.3	37.9	89.2	39.2	77.6	19.5	87.5	37.5		
Chemistry 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	68.0	21.3	72.5	19.6		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	76.3	27.7	79.0	29.9		
Physics 30 Old	Authority	88.9	37.0	84.3	21.6	81.0	23.8	n/a	n/a	n/a	n/a		
	Province	84.4	30.0	86.1	29.3	85.7	32.0	74.4	25.6	75.0	25.0		
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	93.8	18.8	69.4	14.3		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	79.3	23.1	73.9	20.3		
Science 30	Authority	83.3	16.7	100.0	71.4	*	*	83.3	20.0	83.3	20.0		
	Province	82.8	17.3	87.1	18.0	88.6	21.6	86.0	20.9	80.1	22.8		

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

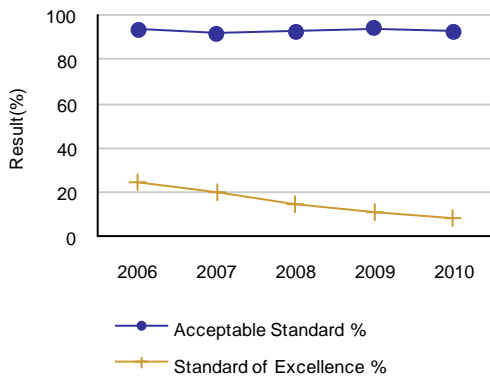
** "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Graph of Diploma Examination Results – Overall (optional)

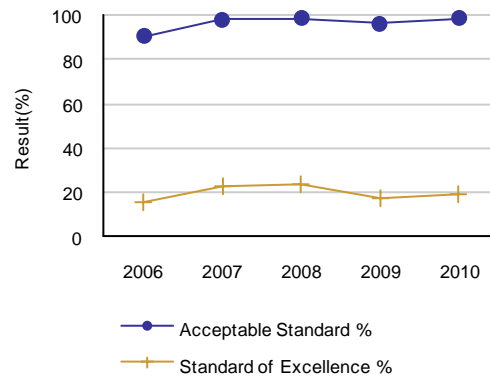


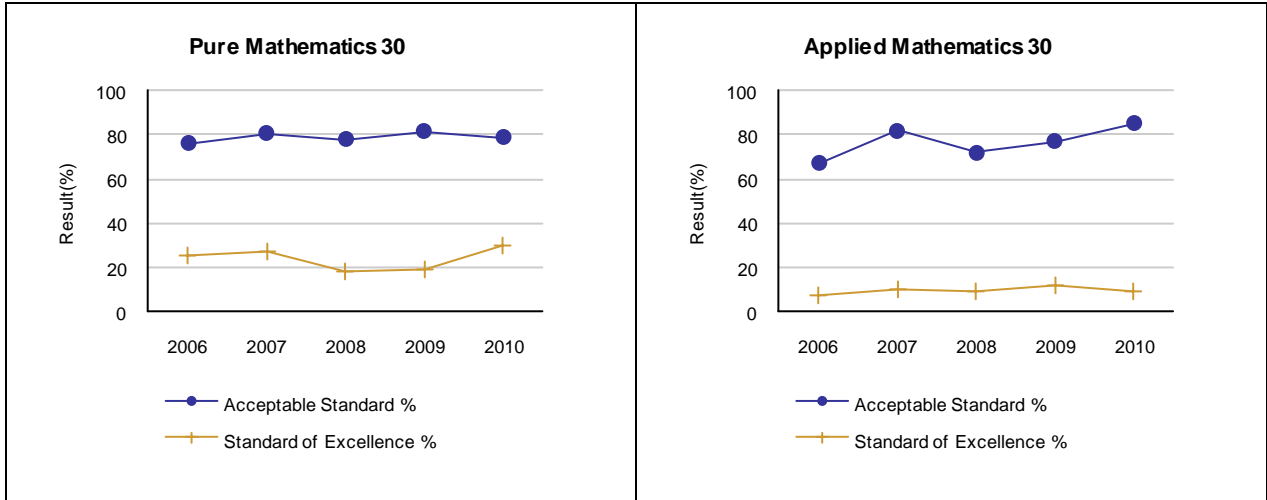
Diploma Examination Results by Course (optional)

English Lang Arts 30-1



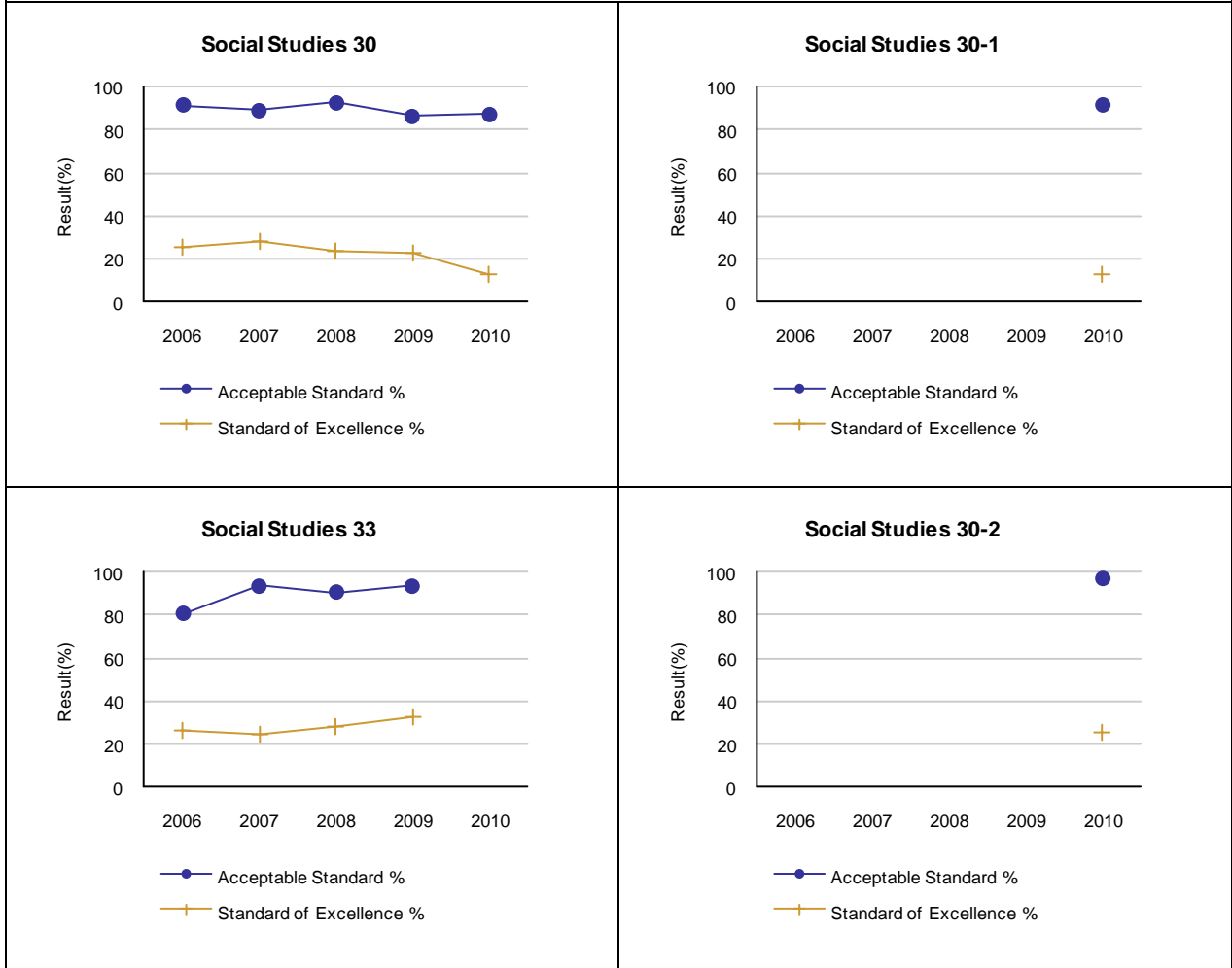
English Lang Arts 30-2

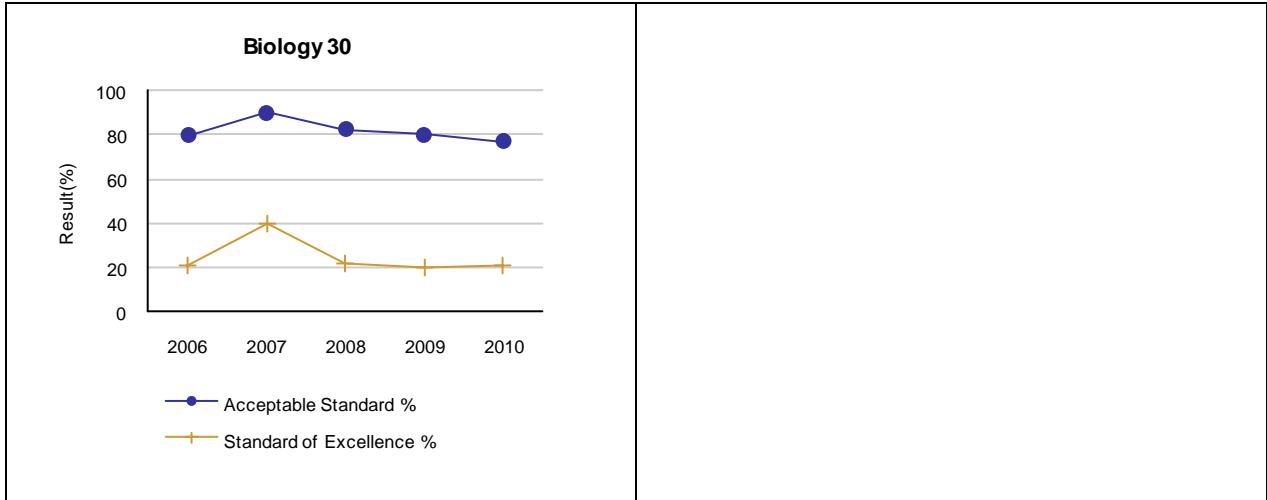




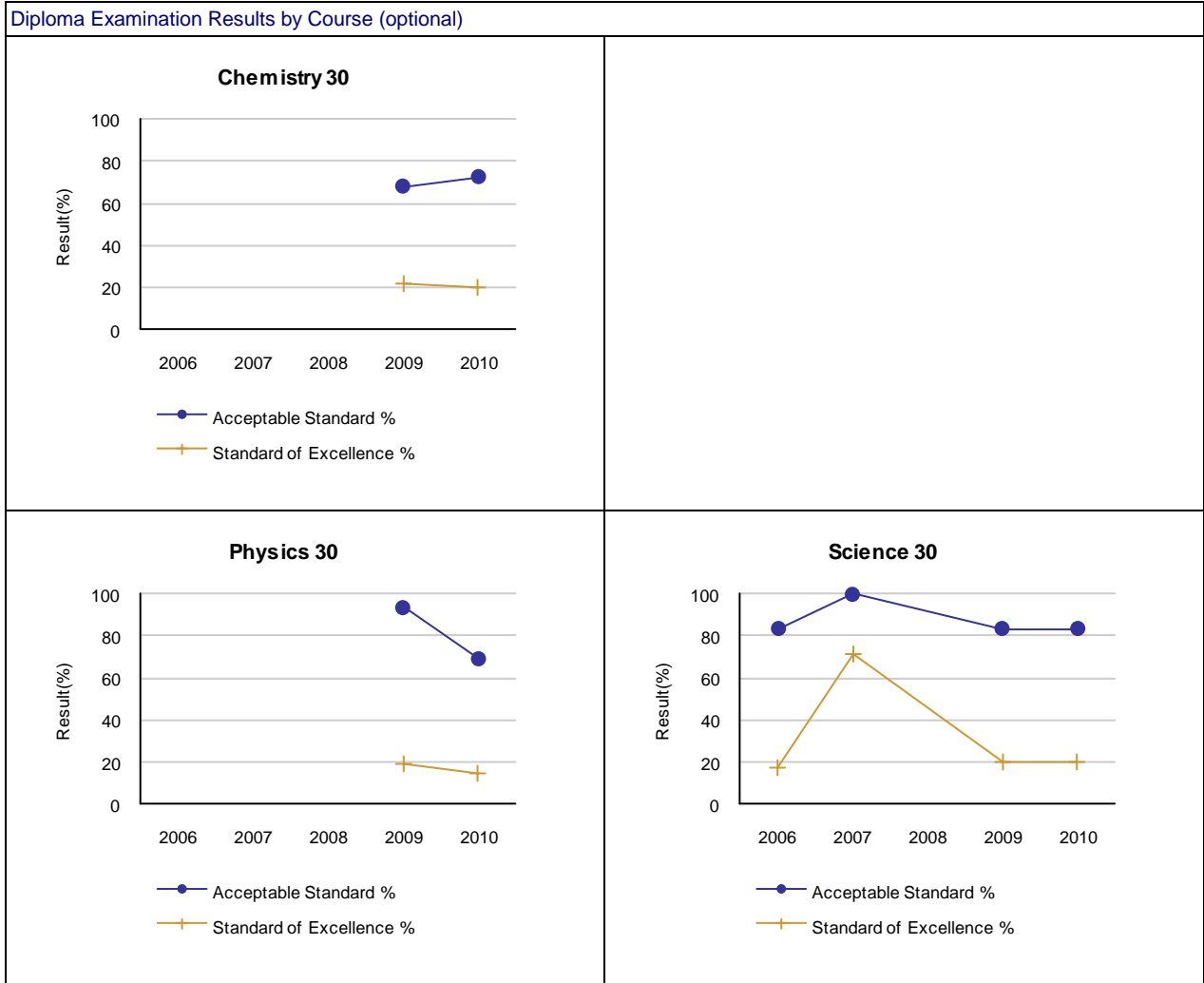
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Diploma Examination Results by Course (optional)





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



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

Authority: 0048 Evergreen Catholic Separate Regional Division No. 2

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

Course	Measure	Evergreen CSRD No. 2							Alberta			
		Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	126	92.9	116	93.0	29,151	85.1	28,157	87.0
	Standard of Excellence	Low	Declined	Issue	126	7.9	116	14.8	29,151	10.1	28,157	15.6
English Lang Arts 30-2	Acceptable Standard	Very High	Maintained	Excellent	85	98.8	81	98.0	14,314	88.8	13,150	88.6
	Standard of Excellence	Very High	Maintained	Excellent	85	18.8	81	21.0	14,314	9.8	13,150	9.0
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,324	93.7	1,224	95.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,324	16.3	1,224	22.1
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	154	94.2	135	96.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	154	15.6	135	27.7
Pure Mathematics 30	Acceptable Standard	Intermediate	Maintained	Acceptable	81	79.0	81	80.0	22,917	82.9	22,411	81.5
	Standard of Excellence	High	Improved	Good	81	29.6	81	21.0	22,917	29.7	22,411	25.6
Applied Mathematics 30	Acceptable Standard	Intermediate	Improved	Good	94	85.1	69	77.1	10,639	77.3	10,191	77.8
	Standard of Excellence	Low	Maintained	Issue	94	8.5	69	10.0	10,639	12.6	10,191	12.1
Biology 30	Acceptable Standard	Low	Declined	Issue	152	77.0	121	84.3	22,345	81.4	20,946	82.9
	Standard of Excellence	Intermediate	Declined	Issue	152	20.4	121	26.9	22,345	28.1	20,946	26.8
Chemistry 30	Acceptable Standard	n/a	Maintained	n/a	102	72.5	75	68.0	18,933	79.0	17,370	76.3
	Standard of Excellence	n/a	Maintained	n/a	102	19.6	75	21.3	18,933	29.9	17,370	27.7
Physics 30	Acceptable Standard	n/a	Declined Significantly	n/a	49	69.4	32	93.8	10,360	73.9	10,072	79.3
	Standard of Excellence	n/a	Maintained	n/a	49	14.3	32	18.8	10,360	20.3	10,072	23.1
Science 30	Acceptable Standard	Intermediate	Maintained	Acceptable	30	83.3	19	91.7	4,941	80.1	4,004	87.3
	Standard of Excellence	Intermediate	Declined	Issue	30	20.0	19	45.7	4,941	22.8	4,004	20.2

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 30-1 for an Achievement Evaluation to be calculated. However, the results from Français 30-1 are included in the aggregation of all Diploma courses.

Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the changes in the examinations in 2009. Evaluations for Social Studies (30, 33, 30-1, 30-2) are not calculated due to the changes in the examinations 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 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 the lower value to 100%.

Too few jurisdictions offer Français 30-1 for an Achievement Evaluation to be calculated. However, the results from Français 30-1 are included in the aggregation of all Diploma courses.

Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the changes in the examinations in 2009. Evaluations for Social Studies (30, 33, 30-1, 30-2) are not calculated due to the changes in the examinations in 2010.

Improvement Table

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

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

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

Overall Evaluation Table

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

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

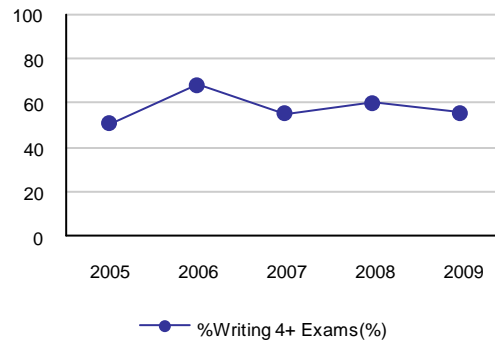
Authority: 0048 Evergreen Catholic Separate Regional Division No. 2

Measure Details (OPTIONAL)										
Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school (optional)										
	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
% Writing 0 Exams	13.7	8.0	9.1	8.1	15.5	18.1	17.8	18.0	18.4	18.0
% Writing 1+ Exams	86.3	92.0	90.9	91.9	84.5	81.9	82.2	82.0	81.6	82.0
% Writing 2+ Exams	82.6	90.3	87.5	90.0	81.2	78.3	78.5	78.6	78.0	78.7
% Writing 3+ Exams	68.5	82.6	70.3	71.8	71.3	65.6	65.6	65.6	64.9	65.2
% Writing 4+ Exams	50.8	68.4	55.1	60.0	55.6	53.5	53.7	53.6	53.3	53.5
% Writing 5+ Exams	34.9	44.8	34.9	30.9	30.1	34.5	34.6	34.7	34.3	34.7
% Writing 6+ Exams	17.7	19.5	18.7	13.2	9.9	12.8	13.0	13.2	12.7	12.9

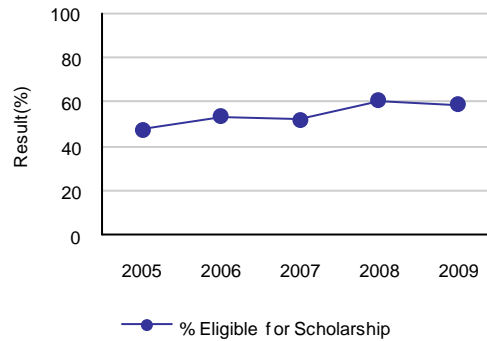
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject (optional)										
	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
English 30/30-1	50.9	58.5	53.8	48.6	45.5	54.4	54.7	54.5	53.8	54.0
English 33/30-2	30.5	30.1	35.1	40.5	36.2	23.7	23.5	23.6	24.0	24.5
Total of 1 or more English Diploma Exams	80.8	88.1	88.0	88.7	81.3	76.9	77.1	77.0	76.7	77.1
Social 30	42.5	55.1	53.8	48.6	40.2	49.1	49.5	49.3	48.1	48.1
Social 33	43.1	32.4	32.7	40.1	41.1	29.1	28.8	28.8	29.5	30.1
Total of 1 or more Social Diploma Exams	83.2	86.9	85.1	88.3	80.9	77.0	77.2	77.2	76.7	77.4
Math 30/Pure	37.7	40.3	37.5	36.5	31.3	41.1	41.9	41.7	41.1	40.8
Math 33/Applied	26.9	34.1	31.7	31.1	30.9	19.9	19.5	19.5	19.1	19.7
Total of 1 or more Math Diploma Exams	62.3	73.3	66.3	67.1	62.2	60.4	60.7	60.7	59.7	59.9
Biology 30	45.5	60.2	46.6	53.2	50.4	39.4	39.6	39.8	39.1	39.8
Chemistry 30	31.7	42.0	36.1	37.4	14.8	34.4	34.2	34.3	34.5	17.3
Physics 30	26.3	27.8	26.0	18.0	5.7	21.6	21.6	21.5	20.4	10.0
Science 30	6.0	4.5	2.9	1.8	12.2	7.0	7.0	7.0	7.4	8.2
Total of 1 or more Science Diploma Exams	54.5	68.8	56.3	62.6	63.8	56.6	56.7	56.5	56.1	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	2.4	2.7	2.7	2.7	2.7
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	2.6	2.9	2.9	2.9	2.9

Measure Details (OPTIONAL)									
Rutherford eligibility rate (optional)									
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
2005	155	66	42.6	60	38.7	43	27.7	74	47.7
2006	170	83	48.8	77	45.3	59	34.7	91	53.5
2007	183	80	43.7	84	45.9	57	31.1	95	51.9
2008	208	109	52.4	98	47.1	61	29.3	126	60.6
2009	225	112	49.8	115	51.1	76	33.8	132	58.7

Graph of Diploma Examination Participation Rate (optional)



Graph of Rutherford Eligibility Rate (optional)



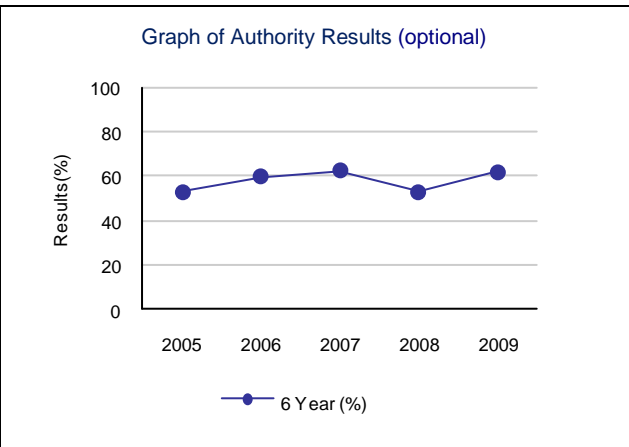
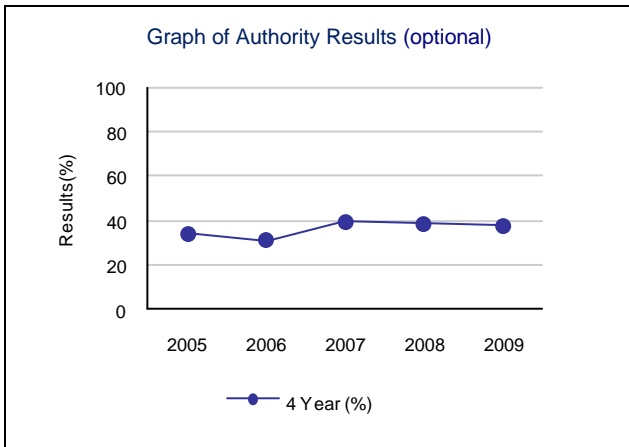
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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

Performance Measures	2005	2006	2007	2008	2009	Target 2010	Evaluation			Targets		
							Achievement	Improvement	Overall	2011	2012	2013
High school to post-secondary transition rate within six years of entering Grade 10.	53.1	59.6	62.5	53.1	61.8		High	Maintained	Good			

Strategies
<ul style="list-style-type: none"> • Outreach allows students a program delivery alternative that may encourage students to upgrade or repeat courses in order to improve their chances of being accepted into post secondary. • Schools organize field trips to attend post secondary information nights to expose students to the variety of program choices. • Implementation of new CTS clusters and pathways may encourage students to pursue alternate post secondary programs. • Encourage and enhance participation in local career fairs. • Eligible students will continue to have opportunities to participate in Work Experience and RAP. Outreach has hired an Off-Campus Education coordinator to identify potential placement sites and to promote the Work Experience and RAP programs in the schools and community.

Measure Details (OPTIONAL)										
High school to post-secondary transition rate										
	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
6 year rate	53.1	59.6	62.5	53.1	61.8	56.6	58.1	58.8	59.2	59.8
4 year rate	34.2	30.7	39.6	38.6	37.5	35.6	37.7	38.7	38.9	37.5



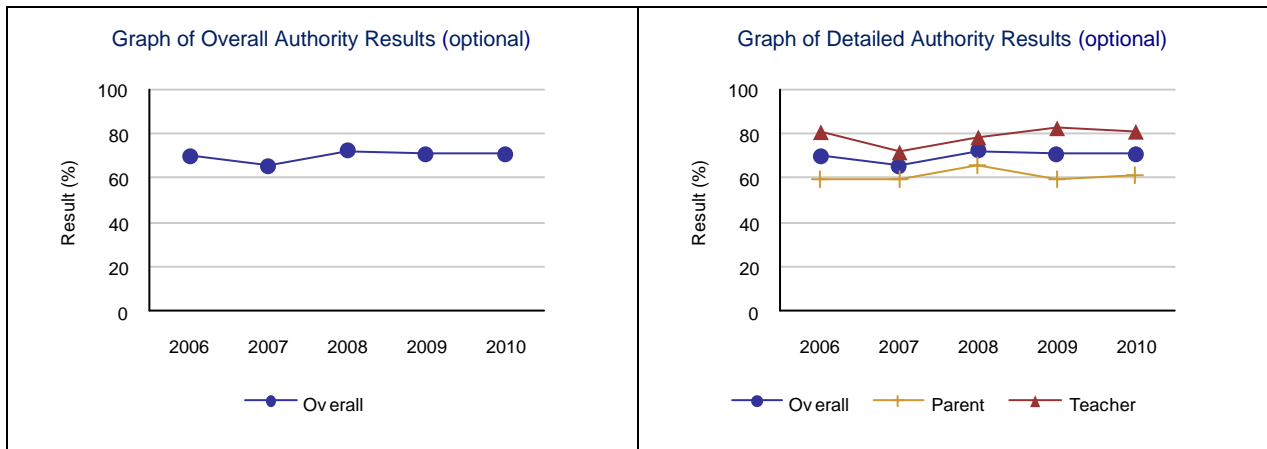
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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

Performance Measure	Results (in percentages)					Target	Targets			
	2006	2007	2008	2009	2010	2010	2011	2012	2013	
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	70.3	65.5	72.4	71.2	71.2					

Strategies
<ul style="list-style-type: none"> ▪ Continue to foster an environment that promotes lifelong learning. ▪ Enhanced CTS offerings provide students with additional opportunities to explore multiple areas of interest. ▪ Broad program of studies (e.g. languages, fine arts) provides students with additional opportunities to explore multiple areas of interest.

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				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	70.3	65.5	72.4	71.2	71.2	66.1	65.6	66.7	67.4	67.6
Teacher	81.2	71.9	78.8	83.0	81.4	74.2	74.1	73.8	74.0	75.4
Parent	59.4	59.2	66.1	59.3	60.9	57.9	57.1	59.5	60.8	59.8



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	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	79.2	82.2	87.1	81.9	83.4		High	Maintained	Good			

Strategies

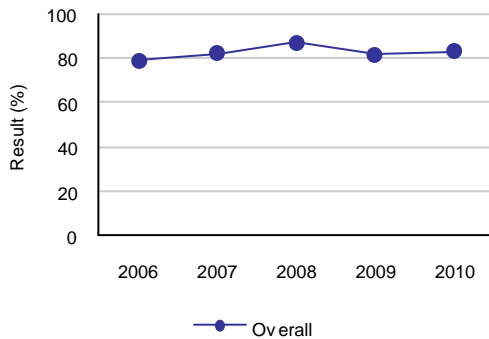
- Administration, counsellors and teachers continue to develop targets and strategies that emphasize attitudes and behaviours' that help students succeed at work when they finish school (ie CALM projects, work portfolios).
- Expansion of CTS clusters and pathways provides additional opportunities to prepare students for successful transition into the world of work, whether directly after high school or after post secondary.
- Participation in Work Experience and Registered Apprenticeship programs are encouraged. Outreach has hired an Off-Campus Education coordinator to identify potential placement sites and to promote Work Experience and RAP programs and give students experience on work sites prior to graduation.

Measure Details (OPTIONAL)

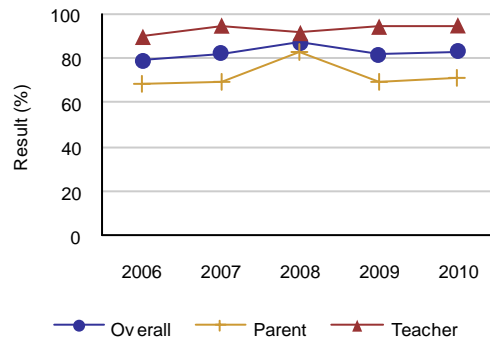
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	79.2	82.2	87.1	81.9	83.4	77.0	77.1	80.1	79.6	79.9
Teacher	90.0	95.0	91.7	94.5	95.1	89.4	89.2	89.3	88.9	90.0
Parent	68.4	69.4	82.6	69.3	71.7	64.6	65.1	70.9	70.2	69.8

Graph of Overall Authority Results (optional)



Graph of Detailed Authority 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	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	80.8	79.2	82.8	82.3	87.2		Very High	Improved Significantly	Excellent			

Strategies

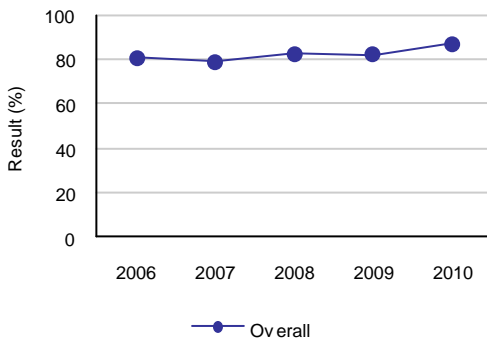
- Administration, counsellors and teachers continue to develop targets and strategies that emphasize attitudes and behaviours' that help students develop skills that model active citizenship (ie CALM projects, community service projects, special projects, etc).
- Participation in a variety of social justice projects and community initiatives (Terry Fox Run, Save a Family, Toonies for Tuition, Parkland Food bank, Pitch In, Santa Clara Shoebox campaign, etc).
- Students will continue to be invited to participate in parent council meetings.

Measure Details (OPTIONAL)

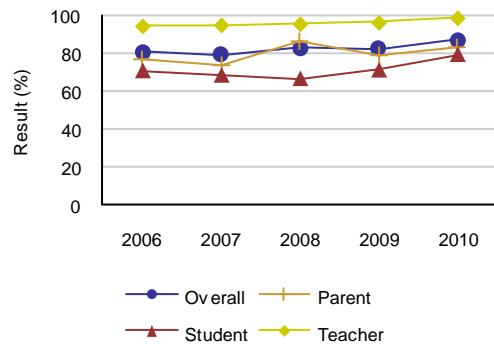
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	80.8	79.2	82.8	82.3	87.2	76.8	76.6	77.9	80.3	81.4
Teacher	94.8	95.3	95.9	96.6	99.0	90.3	89.9	90.6	91.8	93.0
Parent	76.8	73.9	86.0	79.3	83.0	72.4	72.6	74.7	77.4	78.5
Student	70.7	68.3	66.5	71.1	79.5	67.5	67.1	68.5	71.8	72.7

Graph of Overall Authority Results (optional)



Graph of Detailed Authority 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 targets and results for all local authority 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: Key learning outcomes for FNMI students improve.

(Results and evaluations for FNMI measures are only required for public, separate and francophone school authorities)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
Drop Out Rate - annual dropout rate of students aged 14 to 18.	7.0	2.5	7.2	8.5	0.0		Very High	Improved	Excellent			
High School Completion Rate – percentages of students who completed high school within three years of entering Grade 10.	67.8	*	44.8	*	52.7		Very Low	Maintained	Concern			
High school to post-secondary transition rate within six years of entering Grade 10.	n/a	*	23.6	38.4	*		*	*	*			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	69.7	*	0.0	*	52.7		Intermediate	Improved Significantly	Good			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	66.7	*	0.0	*	*		*	n/a	n/a			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	70.6	56.8	86.0	76.6	77.6		Low	Maintained	Issue	80.0		
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	8.8	6.8	4.0	4.3	8.2		Very Low	Maintained	Concern			
Overall percentage of students who achieved the acceptable standard on diploma examinations.	*	*	*	*	n/a		n/a	n/a	n/a			
Overall percentage of students who achieved the standard of excellence on diploma examinations.	*	*	*	*	n/a		n/a	n/a	n/a			

Strategies

- Develop positive, supportive relationships with FNMI parents/community.
- Provide opportunity for language and cultural programming.
- Encourage teachers to have classrooms that are flexible and student focused in order to build strong healthy relationships.
- Access effective professional development programs that engage teachers in meaningful experiences regarding FNMI cultures, issues and perspectives.
- Improve the achievement of targeted (at risk) students with early intervention strategies.
- Curriculum and instruction will reflect an understanding and appreciation of FNMI culture.
- Ensure that FNMI students have access to counselors, Family School Liaisons and FNMI supports.

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 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 (*).

Goal Four: Highly Responsive and Responsible Jurisdiction

Outcome: The jurisdiction demonstrates effective working relationships.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	79.6	81.4	85.7	81.4	84.0		Very High	Maintained	Excellent			

Strategies

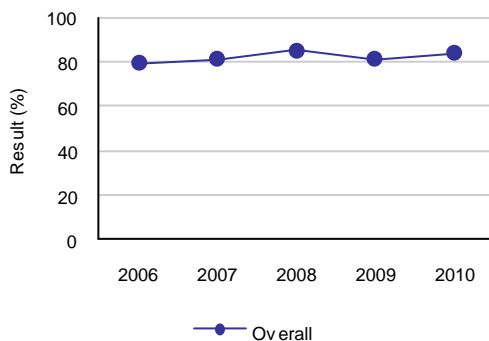
- Parents are encouraged to provide input on strategies and decisions to enhance their child's education. Opportunities for parental involvement include open houses, information nights, registration appointments, 'Meet the Teacher' evenings and parent teacher interviews.
- Parents have access to HomeLogic, a secure web based program with real time ability to check daily student information such as attendance, homework, test scores, assignments, school events, meetings. At the HS level, students are able to choose course/program requests through HomeLogic (teachers and parents can access the same information).
- Continue to support and promote parent participation in School Council initiatives.
- Teachers are encouraged to have active parental involvement in programming particularly in the preparation and review of IPPs.

Measure Details (OPTIONAL)

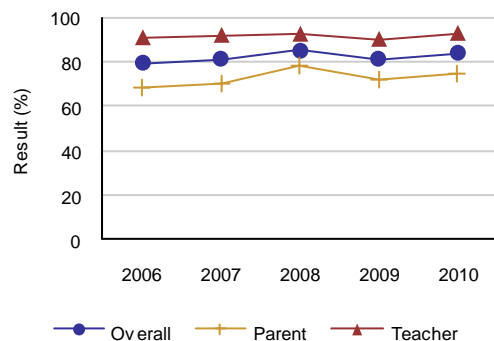
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	79.6	81.4	85.7	81.4	84.0	77.9	77.5	78.2	80.1	80.0
Teacher	91.0	92.1	92.6	90.3	93.0	87.6	87.1	87.5	88.0	88.6
Parent	68.2	70.6	78.9	72.4	75.1	68.1	67.9	69.0	72.2	71.3

Graph of Overall Authority Results (optional)



Graph of Detailed Authority 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 jurisdiction demonstrates leadership, innovation and continuous improvement.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
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.	75.9	81.3	84.4	81.4	84.9		Very High	Improved	Excellent			

Strategies

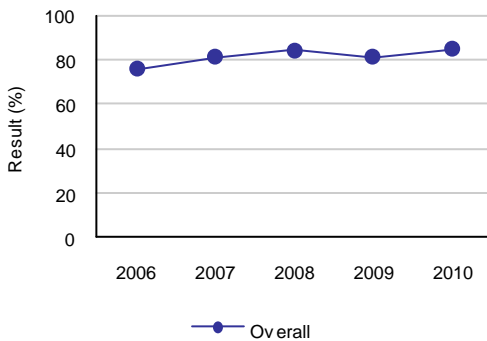
- Videoconference ability in all schools will allow easier access to alternate forms of instruction and PD.
- Continue to communicate via print and electronic platforms education plans and accountability pillar summaries so that parents, teacher and students have detailed information about school performance in comparison to the province.
- Outreach will allow students and parents an opportunity to consider alternate forms of program delivery. Teachers may also want an opportunity to try teaching in an alternate setting.
- Teachers will continue to prepare and implement Professional Growth Plans, with some direction from administration.
- Opportunities for group professional development and collaborative planning, particularly in relation to our AISI Project, will be provided and encouraged.
- Staff members will be provided professional development opportunities to assist with dealing effectively with changes in curriculum and pedagogy.

Measure Details (OPTIONAL)

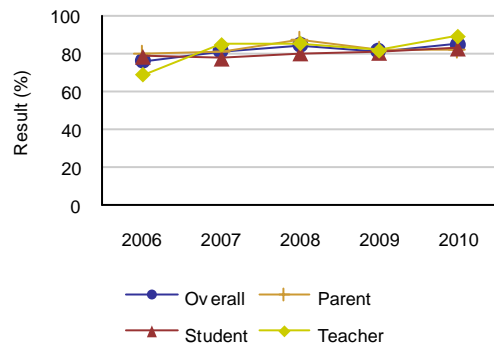
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	75.9	81.3	84.4	81.4	84.9	76.8	76.3	77.0	79.4	79.9
Teacher	68.8	84.9	85.7	81.7	89.4	75.5	74.5	75.6	78.2	80.8
Parent	80.2	81.2	87.1	81.8	82.2	75.4	75.1	75.9	78.1	77.0
Student	78.7	77.7	80.5	80.8	83.1	79.4	79.3	79.5	81.8	81.8

Graph of Overall Authority Results (optional)



Graph of Detailed Authority 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 targets and results for all local authority measures related to Goal 4 (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).

Future Challenges

- Jurisdiction had one area of issue or concern identified on October 2010 Accountability Pillar Overall Summary, Diploma Exam Participation Rate .This will be monitored in the 2010/11 school year. High School principals will report back to the Superintendent and identify factors that may have contributed to t his drop. Standard of Excellence and Acceptable Standard in some diploma subjects dropped slightly which will be monitored. Strategies for improvement will be implemented if the trend continues.
- Most of the schools in Evergreen Catholic Regional Division No. 2 have very high utilization rates and therefore classroom space is limited. To accommodate future trends in education Evergreen will complete wireless technology in the remaining schools including: St. Mary (Westlock), St. Gregory (Hinton), and St. Joseph (Spruce Grove). This will allow for mobile computer labs which will create additional teaching spaces. In the future, we anticipate students wanting to use personal devices in the classroom for learning. In an effort to prepare for this Evergreen is currently researching the ability to provide WIFI at schools without compromising the current network structure.
- Meeting ACOL guidelines for class size K-3.
- Offering courses through videoconferencing when a qualified teacher is not available or numbers of students seeking the course are not sufficient to provide a full time teacher.
- Providing for and funding quality programs and support for the increasing number of students with special needs.

Summary of Financial Results

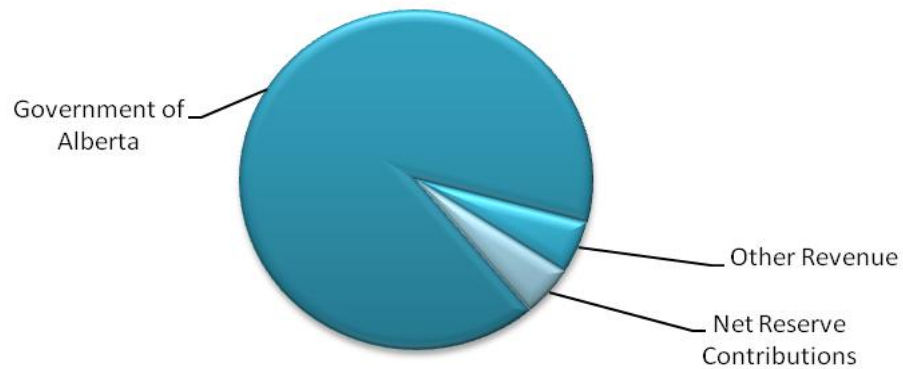
Guiding Principles Evergreen CSRD No. 2 Utilizes for Financial Planning

The Evergreen CSRD No. 2 budget supports the Three Year Plan and is based upon providing the best possible opportunities for student success.

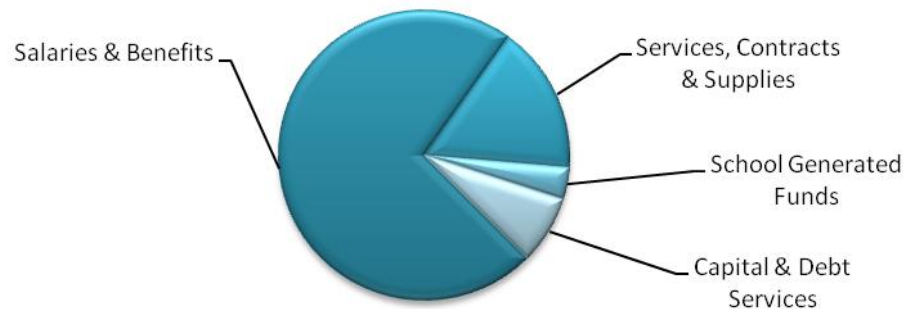
- *Quality Teaching:*
 - our administration will continue to monitor school programs
 - our administration will enhance coordination between all levels of student programming, special needs, programming, and RAP and work experience programs
- *Professional Learning Communities:*
 - the board supports professional development for all teachers, administrators, and support staff
 - the board supports PLC's with teacher time collaboration
- *Improving Student Learning*
 - the board's focus will continue to be on individual student learning
 - board finances will be distributed on a priority basis to enhance student learning at all levels
- *Responsible and Responsive*
 - the board administration will strive to enhance flexibility of spending tied into accountability for spending
 - all parties will share in the funding process; administration, trustees, school staff, and school councils..

Projected Enrolment	3,429.0 FTE	1.02%
Projected Revenues		
Government of Alberta	\$32,861,206	90.18%
Other Revenue	\$1,817,009	4.99%
Net Reserve Contributions	\$1,762,809	4.84%
	<u>\$36,441,024</u>	<u>100.00%</u>
Projected Expenses		
Salaries & Benefits	\$26,356,658	72.33%
Services, Contracts & Supplies	\$6,019,795	16.52%
School Generated Funds	\$1,300,000	3.57%
Capital & Debt Services	\$2,764,571	7.59%
	<u>\$36,441,024.00</u>	<u>100.00%</u>

Revenues



Expenses



Challenges

- Projected salary costs based on actual
- Settlements to date; Projected salary costs for contracts not settled at this point based on grid increments, reasonable settlements and the Board's ability to pay.
- Funding is not keeping pace with rising costs.
- Professional development costs and resources to implement ever changing curriculum.
- Increased demand for professional development.
- Ever increasing number of students with specialized care and educational program needs and limited resources to address those needs.
- Detailed information can be found at:
<http://www.ecsrd.ca/cgi-bin/documents.cgi?0=0=Public=Budget%20Reports>

Capital and Facilities Projects

- The new high School, St. Peter the Apostle, broke ground at the end of June and is on track for opening for the 2012/2013 School year.
- St. Mary School recently completed a reconfiguration of many classrooms to include: a foods/textile area, screen printing/photography area, and two newer computer labs. All of these additional teaching spaces were funded from the CTS Evergreening and Enhancement funding. The new spaces have added more options and choices for the students at St. Mary School in Westlock.
- Lighting and flooring is continually being upgraded to create cleaner more energy efficient classrooms.
- Evergreen audited school roofs and have put all the roofs on a preventative maintenance and capital replacement cycle.
- The library at St. Marguerite has been split to accommodate another teaching space as this school is beyond the 100% utilization capacity.

The benefits to students include brighter cleaner classrooms to enhance daily learning. Students and staff will have more access to technology and offer more CTS options.

Summary of Facility and Capital Plan Priorities

1. New Elementary School in Stony Plain
2. Reconfiguration of Portables for JP11 school

Detailed facility and capital information can be found at:

<http://www.ecsrd.ca/cgi-bin/documents.cgi?0=0=Public=Capital%20Plan>

Parental Involvement

Evergreen CSRSD met its obligations under Section 13 of the School Councils Regulation to provide school councils the opportunity to be involved in education planning by:

- Establishing working groups at school council meetings
- Posting Accountability Pillar and school results reports on websites.
- Requiring the following stakeholders to participate in the development and review of the school three year education plan: staff representative, school council chairperson, student council President (where applicable).

Communication

The *Combined 3-Year Education Plan and Annual Education Results Report (AERR)* for Evergreen CSR No. 2 will be communicated electronically to parents, school councils and members of the public through the jurisdiction web page: www.ecsrd.ca. Print copies are available at district office.

School *Combined 3-Year Education Plan and Annual Education Results Report (AERR)* inform the district plan. Individual school *Combined 3-Year Education Plan and Annual Education Results Report s (AERR)* can be accessed via www.ecsrd.ca then choose the appropriate school. The *Combined 3-Year Education Plan and Annual Education Results Report (AERR)* for Evergreen CSR can be accessed at: www.ecsrd.ca/documents/public_documents

Jurisdiction web links:

- Jurisdiction AISI annual report: available at: <http://www.ecsrd.ca/services/aisi-2/>
- Jurisdiction class size report available at: <http://www.ecsrd.ca/division/division-documents/planning-and-reporting/>
- District Capital Plan is available at: <http://www.ecsrd.ca/division/division-documents/capital-plan/>
- Comparative funding information is available in a provincial rollup at: <http://education.alberta.ca/admin/funding/audited.aspx>
- Jurisdiction Audited Financial Statements are available at : <http://www.ecsrd.ca/division/division-documents/budget-reports-and-financial-statements/>
- Past Jurisdiction Audited Financial Statements are available at: <http://education.alberta.ca/admin/funding/audited.aspx>