

# Red Earth Creek School

Reasonable Effort = Considerable Success

## Annual Education Results Report Three Year Educational Plan 2013 - 2016



**Combined 2013 Accountability Pillar Overall Summary**

Measure Category	Measure Category Evaluation	Measure	Red Earth Creek School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	83.1	65.8	70.2	89.0	88.6	88.1	Intermediate	Improved	Good
Student Learning Opportunities	n/a	Program of Studies	50.2	44.4	47.7	81.5	80.7	80.7	Very Low	Maintained	Concern
		Education Quality	80.7	74.6	70.7	89.8	89.4	89.3	Very Low	Improved	Issue
		Drop Out Rate	4.5	13.2	10.5	3.5	3.2	3.9	Intermediate	Maintained	Acceptable
		High School Completion Rate (3 yr)	*	n/a	59.4	74.8	74.1	72.7	*	*	*
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	68.6	50.0	54.2	79.0	79.1	79.2	Very Low	Maintained	Concern
		PAT: Excellence	0.0	0.0	0.0	18.9	20.8	19.9	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	*	*	n/a	84.6	83.1	82.5	*	*	*
		Diploma: Excellence	*	*	n/a	21.7	20.7	20.1	*	*	*
		Diploma Exam Participation Rate (4+ Exams)	*	n/a	59.4	56.6	56.2	54.9	*	*	*
		Rutherford Scholarship Eligibility Rate (Revised)	*	n/a	n/a	61.3	61.5	59.4	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	18.9	*	n/a	59.5	58.4	59.2	Very Low	n/a	n/a
		Work Preparation	78.6	n/a	43.8	80.3	79.7	79.9	High	Improved	Good
		Citizenship	77.8	55.8	61.0	83.4	82.5	82.0	High	Improved	Good
Parental Involvement	Excellent	Parental Involvement	83.6	n/a	71.0	80.3	79.7	79.8	Very High	Maintained	Excellent
Continuous Improvement	Good	School Improvement	74.0	55.3	52.1	80.6	80.0	80.0	Intermediate	Improved Significantly	Good

## 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 3, 6, 9), Français (Grades 3, 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, Chemistry 30, Physics 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 or respondents is less than 6. Suppression is marked with an asterisk (\*).
6. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

## 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.

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 - 71.50	71.50 - 77.76	77.76 - 84.91	84.91 - 88.69	88.69 - 100.00
PAT: Excellence	0.00 - 11.54	11.54 - 14.60	14.60 - 20.83	20.83 - 26.46	26.46 - 100.00
Diploma: Acceptable	0.00 - 71.28	71.28 - 77.34	77.34 - 84.16	84.16 - 88.87	88.87 - 100.00
Diploma: Excellence	0.00 - 8.77	8.77 - 12.71	12.71 - 19.16	19.16 - 23.03	23.03 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

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

### Improvement Table

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

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

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

### Overall Evaluation Table

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

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

### Category Evaluation

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

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## Goal One: An excellent start to learning

**Outcome:** *Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.*

- There are no required performance measures for this goal. Schools are encouraged to incorporate early development data available at the local level.

<b>Comment on Results</b>
<i>(an assessment of progress toward achieving the target)</i>
N/A
<b>Strategies</b>
<ol style="list-style-type: none"><li>1. <i>Offer an annual workshop for ECS workers at Red Earth Creek Daycare promoting school readiness.</i></li><li>2. <i>Partner with the Red Earth Daycare to work on programs that will better ready kids for school.</i></li><li>3. <i>Send Readiness Guidelines to community in order to make them aware of these milestones.</i></li></ol>

## Goal Two: Success for Every Student

**Outcome:** *Students achieve student learning outcomes.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	38.5	*	n/a	*	*	75	*	*	*	78	81	85
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	0.0	*	n/a	*	*	6	*	*	*	7	8	9

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2013	Achievement	Improvement	Overall	2014	2015	2016
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	*	59.4	*	n/a	*	50	*	*	*	60	70	80
Drop Out Rate - annual dropout rate of students aged 14 to 18	18.6	5.4	12.9	13.2	4.5	4.3	Intermediate	Maintained	Acceptable	4.1	3.8	3.5
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	*	*	*	18.9	40	Very Low	n/a	n/a	45	53	60
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	*	*	n/a	*	40	*	*	*	45	50	56
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	59.4	*	n/a	*	30	*	*	*	35	43	50

### Comment on Results

The dropout rate for students aged 14-18 has decreased by 8.7%. This can be directly related to the strategies in place.

Red Earth Creek School has a history of very low high school enrollment and as a result little data is available.

### Strategies

It is the intention of Red Earth Creek School to increase our high school enrollment and by doing so, improve our results in these areas. Strategies we will imply to achieve this are:

1. Use ADLC resources and video conferencing to improve the variety of courses available at all levels.
2. Increasing student choice in course selection through goal-setting and individual conferences.
3. Creation of student portfolios and high school planning charts for student in grades 8 and up.
4. Maintaining in-house certified teacher support for core course offerings.

### 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, Chemistry 30, Physics 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 or respondents is less than 6. Suppression is marked with an asterisk (\*).
5. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	60.9	58.3	n/a	50.0	68.6	66	Very Low	Maintained	Concern	70	74	79
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	8.7	0.0	n/a	0.0	0.0	10	Very Low	Maintained	Concern	10	11	13

#### Comment on Results

Red Earth Creek School has surpassed its target in 2013 with regards to the overall percentage of students who achieved the acceptable standard on Provincial Achievement Tests but it is still “very low” and remains a concern. There also needs to be an emphases placed on having our students achieve a standard of excellence on these tests.

#### Strategies

1. Create learner profiles to identify student needs and provide proper support.
2. Focused instruction in smaller groups on core classes that have PAT exams and increasing review time in courses where the curriculum is still cycled.
3. Further development of daily literacy instruction for all students in grades 1 through 8 to incorporate research based instruction strategies.
4. Teachers will review terminology used in past PATs to guide their teaching and prepare for upcoming tests.

#### 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 3, 6, 9), Français (Grades 3, 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

**Outcome:** *Students demonstrate citizenship and entrepreneurship.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	71.2	55.9	55.8	77.8	78	High	Improved	Good	80	81	82
Percentage 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	50.0	37.5	n/a	78.6	78	High	Improved	Good	79	81	82

#### Comment on Results

*(an assessment of progress toward achieving the target)*

Red Earth Creek School has seen an outstanding improvement with regards to this outcome in 2013. We have taking into account the changes made in the past and hope to use these to continue to make positive change in the future.

Red Earth Creek Students have been involved in a variety of citizenship and leadership activities. It is the main strategy of Red Earth Creek School to **better communicate** the impact of our school's focus on citizenship and work-related transferable skills. Some examples of our citizenship and work-related activities include:

1. Multi-grade student-led school events (winter carnival, Family Dances, Fall Fair, etc.)
2. Fundraising activities for charitable causes (Pennies for Patients, Foster Child, 30-Hour famine, etc.)
3. Multi-grade Safety courses focusing on areas appropriate for each grade level – workplace safety courses (grades 9-12), First Aid (grades 9-12), Online Safety & Citizenship (Grades 1-12), Water Safety, Bike Safety, Wildlife Safety (grades 1-6).
4. Awards and incentives for students who exhibit positive citizenship.

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



**Outcome:** *The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.*

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	54.5	*	n/a	44.4	62.5	n/a	Very Low	Maintained	Concern	68	74	80
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	9.1	*	n/a	0.0	0.0	n/a	Very Low	Maintained	Concern	10	13	16
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	*	*	n/a	*	*	*	80	84	89
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	*	*	n/a	*	*	*	10	13	16

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2014	2015	2016
High School Completion Rate - Percentage of self-identified FNMI 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	60	68	70
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	50.0	*	*	*	*	n/a	*	*	*	9	7	4
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	*	*	n/a	*	n/a	*	*	*	40	45	50
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	*	n/a	*	*	*	45	50	55
Percentage of self-identified FNMI 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	45	50	56

#### Comment on Results

Red Earth Creek School has a history of very low junior and senior high school enrollment and as a result little data is available.



### Strategies

1. Staff will employ strategies for learning that build on FNMI student strengths as part of universal supports in a Learner centered classroom.
2. Staff will encourage FNMI students to improve their own literacy skills by offering supports within the school as well as compiling and offering take-home resources that will help our FNMI students to achieve these important skills.
3. Staff will work to invite successful, former FNMI students and community members to events within our school to serve as positive role models for our current FNMI student population.
4. Staff will work to make meaningful and relevant connections between the curriculum and the many customs and traditions of our FNMI student population.

### 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 3, 6, 9), Français (Grades 3, 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, Chemistry 30, Physics 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 or respondents is less than 6. Suppression is marked with an asterisk (\*).

### Goal Three: Quality teaching and school leadership

**Outcome:** *Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
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	55.6	43.1	44.4	50.2	70	Very Low	Maintained	Concern	70	72	73

#### Comment on Results

Red Earth Creek school was unable to reach its targets in 2013, although there has been positive movement towards such excellence. We intend to implement several different strategies in order to reach this target.

#### Strategies

1. Effectively communicate our new program of studies with parents, students, and community members, using positive and encouraging language.
2. Staff will give students and parents an opportunity to voice their opinions and suggestions for future areas of study.
3. We are currently making use of the "Inspiring Education" package from ADLC for Sr. High students. This allows us to offer a large variety of courses, pinpointing specific interests within our high school population.
4. We have been and will continue to work on promoting our RAP program to students, parents and businesses within the community, stressing the benefits this program has had and will continue to have within our community.

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

## Goal Four: Engaged and effective governance

*Outcome: The education system demonstrates collaboration and engagement.*

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	62.1	80.0	n/a	83.6	82	Very High	Maintained	Excellent	83	84	85
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	70.7	66.8	74.6	80.7	80	Very Low	Improved	Issue	82	83	84

### Comment on Results

Red Earth Creek School has successfully maintained and even improved its results with regards to this outcome in 2013. Although, the percentage of teachers and parents satisfied with parental involvement in decisions about their child's education remains very high, the percentage of teachers and parents satisfied with the overall quality of education has improved, but still remains quite low.

### Strategies

1. Invite and encourage parents to take part in many classroom and school wide learning experiences (i.e. parent volunteers, reading groups, etc.).
2. Encourage parents to attend important meetings and events that allow an opportunity for parent voice in decisions about their child's education.
3. Effectively communicate student progress and achievements to parents by formulating monthly progress reports or letters that will demonstrate the high quality of basic education that is delivered at Red Earth Creek School.

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

**Outcome:** *Students and communities have access to safe and healthy learning environments.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
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	77.9	66.8	65.8	83.1	85	Intermediate	Improved	Good	86	87	88
Percentage 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	43.6	57.4	55.3	74.0	84	Intermediate	Improved Significantly	Good	78	80	82

**Comment on results.**

Red Earth Creek School has seen a drastic increase in the percentage of parents, teachers and students who agree that RECS is fostering a safe and caring learning environment and that the school has shown overall improvements. It is the first year RECS has seen such improvements in these performance measures in the last several years. We will continue to strive for excellence and aim to reach our targets in 2014.

**Strategies**

1. Communicate with students, parents and the community the current activities and programing that directly relate to a safe and caring school environment.
2. Promote our school conduct guidelines that lead to a safe and caring school environment to parents, students and community members.
3. Develop a school policy handbook in cooperation with the parent council and promote the school wide use of this resource, reiterating the high standards and expectations that are held for RECS students.

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

### **APPENDIX – Measure Details**

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

## Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2009		2010		2011		2012		2013		2013	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	84.1	4.8	82.4	6.1	84.9	5.3	81.3	7.9	75.3	6.2		
	Province	86.1	12.3	85.1	10.1	84.4	10.1	86.0	11.3	85.9	10.5		
English Lang Arts 30-2	School	*	*	n/a	n/a	n/a	n/a	*	*	*	*		
	Authority	86.6	3.7	91.7	4.8	92.3	3.1	89.3	6.7	89.7	8.0		
	Province	88.2	8.5	88.8	9.8	88.6	9.1	89.5	10.7	89.5	11.1		
French Lang Arts 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	*	*	83.3	0.0	100.0	16.7	*	*		
	Province	95.1	18.9	93.7	16.3	95.3	14.3	95.5	13.4	95.3	12.5		
Français 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.7	33.1	94.2	15.6	93.8	20.1	96.5	19.0	96.7	18.3		
Pure Mathematics 30	School	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	46.5	7.9	62.6	17.2	69.3	12.5	67.1	9.4	n/a	n/a		
	Province	82.1	26.3	82.9	29.7	81.0	28.7	81.8	27.1	62.4	12.9		
Mathematics 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	75.6	26.7		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	80.3	35.4		
Mathematics 30-2	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	78.6	16.7		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	68.7	9.6		
Applied Mathematics 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	72.1	7.0	60.5	5.3	53.5	4.7	44.7	5.3	n/a	n/a		
	Province	79.4	13.5	77.3	12.6	74.3	9.8	75.6	10.3	75.0	20.8		
Social Studies 30	School	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	77.0	13.0	50.0	0.0	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.2	21.4	67.8	10.4	69.7	12.1	n/a	n/a	n/a	n/a		
Social Studies 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Authority	n/a	n/a	71.4	7.1	76.6	6.5	68.0	6.2	73.3	7.0		
	Province	n/a	n/a	84.5	16.1	82.8	14.9	86.2	16.7	85.4	15.2		
Social Studies 33	School	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	80.9	18.0	71.4	0.0	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.6	20.2	76.4	11.5	69.0	21.4	n/a	n/a	n/a	n/a		
Social Studies 30-2	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Authority	n/a	n/a	84.1	13.4	85.0	8.8	86.3	6.8	84.2	2.1		
	Province	n/a	n/a	85.0	13.7	85.6	15.9	83.0	13.7	82.4	13.9		
Biology 30	School	*	*	n/a	n/a	n/a	n/a	*	*	*	*		
	Authority	73.7	14.7	75.9	26.9	70.3	21.1	56.0	10.4	71.9	19.1		
	Province	83.0	26.6	81.4	28.1	81.9	29.8	81.8	28.1	84.3	32.4		
Chemistry 30 Old	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	77.6	19.5	87.5	37.5	n/a	n/a	n/a	n/a	n/a	n/a		
Chemistry 30	School	*	*	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Authority	59.8	13.4	61.0	18.2	63.3	17.4	59.1	13.6	60.9	17.4		
	Province	76.3	27.7	79.0	29.9	75.1	27.7	76.7	28.4	78.8	31.8		
Physics 30 Old	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	74.4	25.6	75.0	25.0	n/a	n/a	n/a	n/a	n/a	n/a		

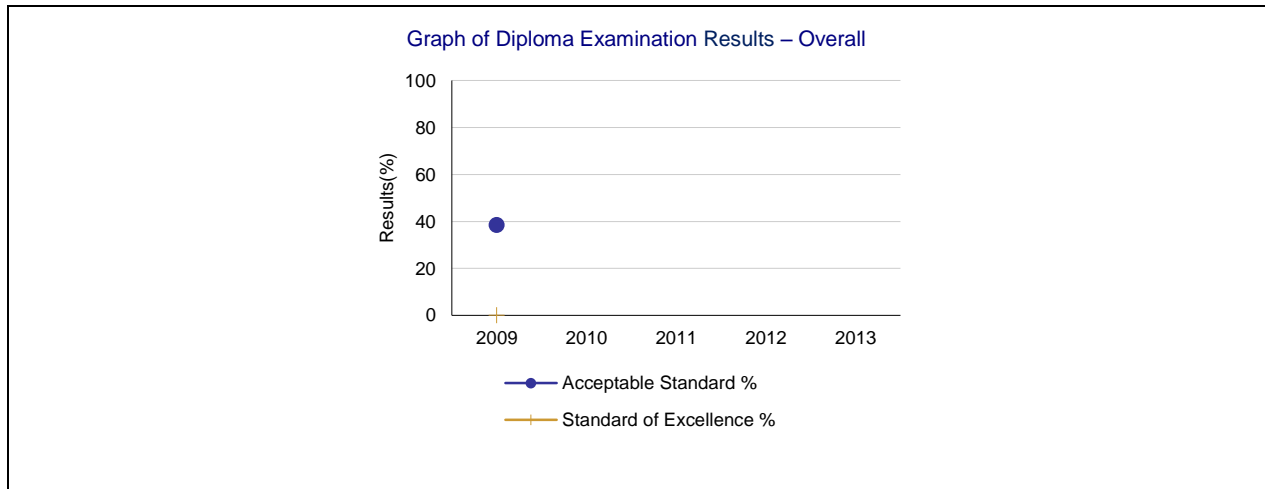
Physics 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	62.1	17.2	63.8	14.9	76.2	12.7	72.2	11.1	81.4	18.6		
	Province	79.3	23.1	73.9	20.3	76.7	27.7	81.0	30.3	81.1	30.3		
Science 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Province	86.0	20.9	80.1	22.8	80.4	21.0	79.8	22.0	84.1	25.8		

Note: Data values have been suppressed where the number of students or respondents 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.

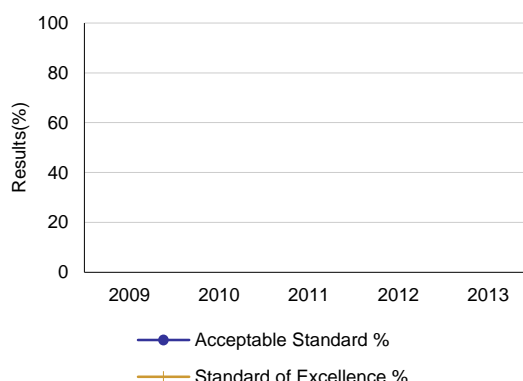
Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.





Note: Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Diploma Examination Results by Course

[No Data for English Lang Arts 30-1]	<div>English Lang Arts 30-2</div> <div><table><thead><tr><th>Year</th><th>Acceptable Standard %</th><th>Standard of Excellence %</th></tr></thead><tbody><tr><td>2009</td><td>0</td><td>0</td></tr><tr><td>2010</td><td>0</td><td>0</td></tr><tr><td>2011</td><td>0</td><td>0</td></tr><tr><td>2012</td><td>0</td><td>0</td></tr><tr><td>2013</td><td>0</td><td>0</td></tr></tbody></table></div>	Year	Acceptable Standard %	Standard of Excellence %	2009	0	0	2010	0	0	2011	0	0	2012	0	0	2013	0	0
Year	Acceptable Standard %	Standard of Excellence %																	
2009	0	0																	
2010	0	0																	
2011	0	0																	
2012	0	0																	
2013	0	0																	
[No Data for French Lang Arts 30-1]	[No Data for Français 30]																		
[No Data for Pure Mathematics 30]	[No Data for Mathematics 30-1]																		

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

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Diploma Examination Results by Course																			
[No Data for Applied Mathematics 30]	[No Data for Mathematics 30-2]																		
[No Data for Social Studies 30]	<div><p><b>Social Studies 30-1</b></p><table><caption>Social Studies 30-1 Results (%)</caption><thead><tr><th>Year</th><th>Acceptable Standard %</th><th>Standard of Excellence %</th></tr></thead><tbody><tr><td>2009</td><td>0</td><td>0</td></tr><tr><td>2010</td><td>0</td><td>0</td></tr><tr><td>2011</td><td>0</td><td>0</td></tr><tr><td>2012</td><td>0</td><td>0</td></tr><tr><td>2013</td><td>0</td><td>0</td></tr></tbody></table></div>	Year	Acceptable Standard %	Standard of Excellence %	2009	0	0	2010	0	0	2011	0	0	2012	0	0	2013	0	0
Year	Acceptable Standard %	Standard of Excellence %																	
2009	0	0																	
2010	0	0																	
2011	0	0																	
2012	0	0																	
2013	0	0																	
[No Data for Social Studies 33]	<div><p><b>Social Studies 30-2</b></p><table><caption>Social Studies 30-2 Results (%)</caption><thead><tr><th>Year</th><th>Acceptable Standard %</th><th>Standard of Excellence %</th></tr></thead><tbody><tr><td>2009</td><td>0</td><td>0</td></tr><tr><td>2010</td><td>0</td><td>0</td></tr><tr><td>2011</td><td>0</td><td>0</td></tr><tr><td>2012</td><td>0</td><td>0</td></tr><tr><td>2013</td><td>0</td><td>0</td></tr></tbody></table></div>	Year	Acceptable Standard %	Standard of Excellence %	2009	0	0	2010	0	0	2011	0	0	2012	0	0	2013	0	0
Year	Acceptable Standard %	Standard of Excellence %																	
2009	0	0																	
2010	0	0																	
2011	0	0																	
2012	0	0																	
2013	0	0																	

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

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Diploma Examination Results by Course

<p style="text-align: center;"><b>Biology 30</b></p> <p>Results(%)</p> <p>2009 2010 2011 2012 2013</p> <p>Acceptable Standard %</p> <p>Standard of Excellence %</p>	<p>[No Data for Chemistry 30 Old]</p>
<p style="text-align: center;"><b>Chemistry 30</b></p> <p>Results(%)</p> <p>2009 2010 2011 2012 2013</p> <p>Acceptable Standard %</p> <p>Standard of Excellence %</p>	<p>[No Data for Physics 30 Old]</p>
<p>[No Data for Physics 30]</p>	<p>[No Data for Science 30]</p>

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

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	Red Earth Creek School							Alberta			
		Achievement	Improvement	Overall	2013		Prev 3 Yr Avg		2013		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28,411	85.9	29,182	85.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28,411	10.5	29,182	10.5
English Lang Arts 30-2	Acceptable Standard	*	*	*	1	*	n/a	n/a	15,068	89.5	14,478	89.0
	Standard of Excellence	*	*	*	1	*	n/a	n/a	15,068	11.1	14,478	9.8
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,252	95.3	1,267	94.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,252	12.5	1,267	14.7
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	96.7	147	94.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	18.3	147	18.2
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	93	62.4	22,547	81.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	93	12.9	22,547	28.5
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	75.0	10,479	75.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	20.8	10,479	10.9
Social Studies 30-1	Acceptable Standard	*	*	*	1	*	n/a	n/a	22,312	85.4	23,525	84.5
	Standard of Excellence	*	*	*	1	*	n/a	n/a	22,312	15.2	23,525	15.9
Social Studies 30-2	Acceptable Standard	*	*	*	2	*	n/a	n/a	17,959	82.4	16,217	84.6
	Standard of Excellence	*	*	*	2	*	n/a	n/a	17,959	13.9	16,217	14.4
Biology 30	Acceptable Standard	*	*	*	2	*	n/a	n/a	22,025	84.3	22,822	81.7
	Standard of Excellence	*	*	*	2	*	n/a	n/a	22,025	32.4	22,822	28.7
Chemistry 30	Acceptable Standard	*	*	*	1	*	n/a	n/a	15,897	78.8	19,217	76.9
	Standard of Excellence	*	*	*	1	*	n/a	n/a	15,897	31.8	19,217	28.7
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,920	81.1	10,527	77.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,920	30.3	10,527	26.1
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,506	84.1	5,274	80.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,506	25.8	5,274	21.9

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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.

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### Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 67.38	67.38 - 79.10	79.10 - 88.42	88.42 - 94.41	94.41 - 100.00
	Standard of Excellence	0.00 - 0.88	0.88 - 8.48	8.48 - 16.20	16.20 - 19.89	19.89 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 68.07	68.07 - 81.22	81.22 - 87.43	87.43 - 94.68	94.68 - 100.00
	Standard of Excellence	0.00 - 0.26	0.26 - 9.12	9.12 - 15.45	15.45 - 26.66	26.66 - 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
Chemistry 30	Acceptable Standard	0.00 - 37.40	37.40 - 64.26	64.26 - 77.96	77.96 - 85.58	85.58 - 100.00
	Standard of Excellence	0.00 - 6.52	6.52 - 16.78	16.78 - 27.40	27.40 - 34.23	34.23 - 100.00
Physics 30	Acceptable Standard	0.00 - 46.89	46.89 - 65.43	65.43 - 79.07	79.07 - 84.34	84.34 - 100.00
	Standard of Excellence	0.00 - 4.05	4.05 - 11.60	11.60 - 21.19	21.19 - 30.24	30.24 - 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 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 examinations.

### Improvement Table

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

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

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

### Overall Evaluation Table

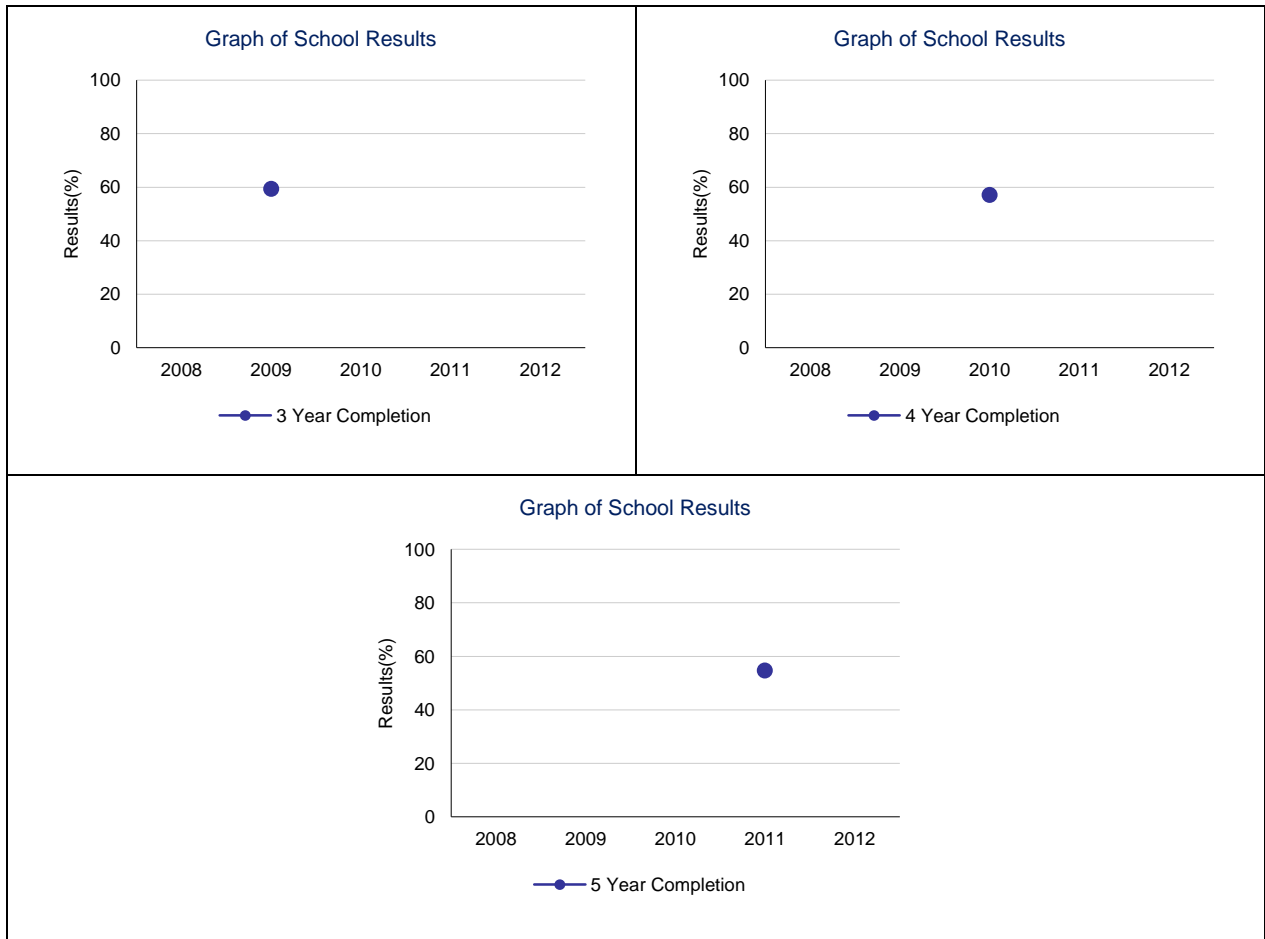
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

### High School Completion Rate – Measure Details

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

	School					Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
3 Year Completion	*	59.4	*	n/a	*	70.3	67.3	71.5	69.0	70.8	70.8	71.5	72.6	74.1	74.8
4 Year Completion	*	*	57.1	*	*	69.4	73.9	74.3	78.0	74.0	76.3	76.1	76.9	78.1	79.4
5 Year Completion	*	*	*	54.7	*	72.5	73.0	78.3	76.9	80.8	78.7	79.0	79.0	79.6	80.8

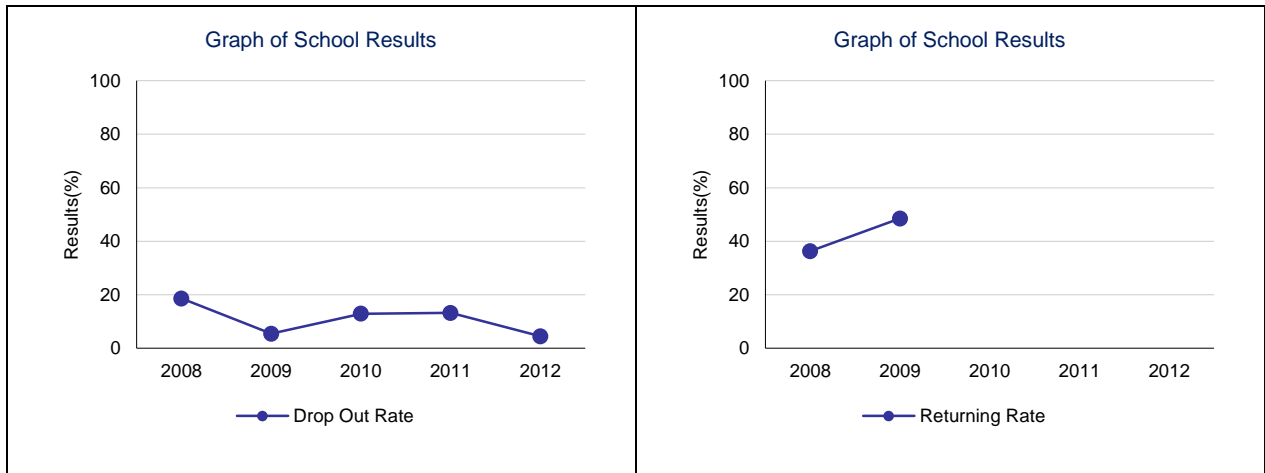


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).



### Drop Out Rate – Measure Details

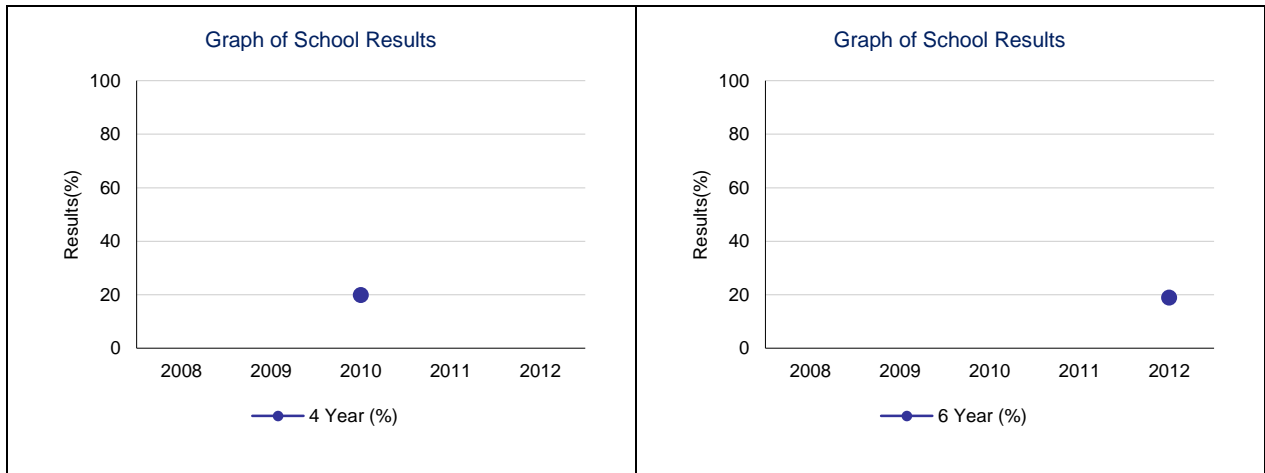
Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Drop Out Rate	18.6	5.4	12.9	13.2	4.5	5.1	7.2	5.1	5.4	3.2	4.8	4.3	4.2	3.2	3.5
Returning Rate	36.3	48.5	*	*	*	19.4	16.3	33.2	11.0	15.1	19.8	23.5	27.9	23.4	23.0



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

### High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.															
	School					Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
4 Year Rate	*	*	19.9	*	*	41.9	42.3	40.8	51.1	48.9	38.9	37.5	37.8	38.2	39.6
6 Year Rate	*	*	*	*	18.9	54.0	56.4	56.2	60.5	58.2	59.2	59.8	59.3	58.4	59.5

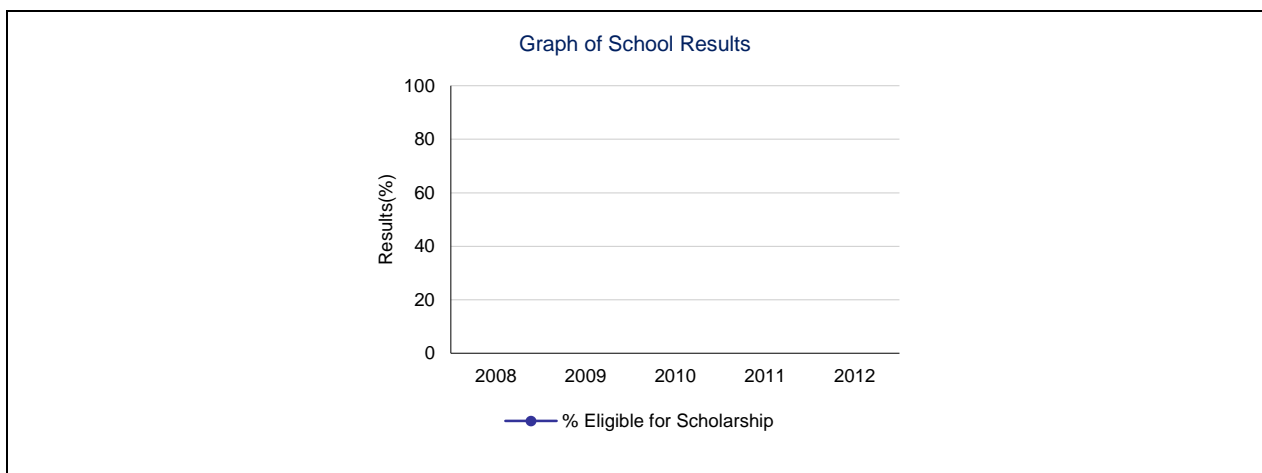


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

### Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Rutherford Scholarship Eligibility Rate (Revised)	n/a	*	*	n/a	*	52.6	60.2	52.6	52.5	55.5	57.3	56.9	59.6	61.5	61.3

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
2008		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2009	5	*	*	*	*	*	*	*	*
2010	1	*	*	*	*	*	*	*	*
2011		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012	1	*	*	*	*	*	*	*	*



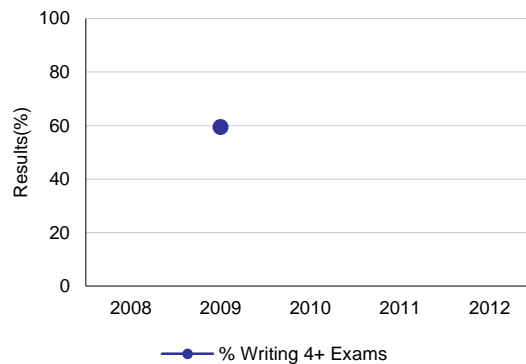
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

### Diploma Examination Participation Rate – Measure Details

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.

	School					Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
% Writing 0 Exams	*	20.8	*	n/a	*	20.3	22.1	22.4	24.9	21.2	18.4	18.0	17.2	16.1	15.9
% Writing 1+ Exams	*	79.2	*	n/a	*	79.7	77.9	77.6	75.1	78.8	81.6	82.0	82.8	83.9	84.1
% Writing 2+ Exams	*	79.2	*	n/a	*	76.2	74.1	73.8	69.4	76.9	78.0	78.7	79.6	80.8	81.2
% Writing 3+ Exams	*	79.2	*	n/a	*	61.4	56.3	53.3	53.3	53.4	64.9	65.2	66.0	67.4	67.5
<b>% Writing 4+ Exams</b>	*	<b>59.4</b>	*	<b>n/a</b>	*	<b>45.5</b>	<b>42.3</b>	<b>38.0</b>	<b>43.6</b>	<b>39.0</b>	<b>53.3</b>	<b>53.5</b>	<b>54.9</b>	<b>56.2</b>	<b>56.6</b>
% Writing 5+ Exams	*	59.4	*	n/a	*	29.6	22.9	27.4	33.3	24.2	34.3	34.7	36.1	37.2	38.0
% Writing 6+ Exams	*	19.8	*	n/a	*	12.0	10.2	11.8	14.7	12.9	12.7	12.9	13.4	14.1	14.6

Graph of School Results



Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.															
	School					Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
English Language Arts 30-1	*	66.7	*	n/a	*	54.3	51.7	45.9	48.8	47.6	53.8	54.0	54.5	54.9	55.1
English Language Arts 30-2	*	0.0	*	n/a	*	19.8	22.3	27.8	22.1	25.8	24.0	24.5	25.1	26.1	26.1
<b>Total of 1 or more English Diploma Exams</b>	<b>*</b>	<b>66.7</b>	<b>*</b>	<b>n/a</b>	<b>*</b>	<b>74.1</b>	<b>73.3</b>	<b>73.0</b>	<b>70.5</b>	<b>73.4</b>	<b>76.7</b>	<b>77.1</b>	<b>78.0</b>	<b>79.0</b>	<b>79.2</b>
Social Studies 30	*	66.7	*	n/a	*	44.7	44.7	7.4	1.8	0.0	48.1	48.1	3.7	0.3	0.0
Social Studies 30-1	*	0.0	*	n/a	*	0.0	0.0	34.1	42.1	40.6	0.0	0.0	45.7	48.2	48.0
Social Studies 33	*	0.0	*	n/a	*	31.7	28.7	5.6	0.0	0.0	29.5	30.1	2.5	0.1	0.0
Social Studies 30-2	*	0.0	*	n/a	*	0.0	0.0	27.8	26.3	33.2	0.0	0.0	27.4	31.0	32.1
<b>Total of 1 or more Social Diploma Exams</b>	<b>*</b>	<b>66.7</b>	<b>*</b>	<b>n/a</b>	<b>*</b>	<b>76.1</b>	<b>73.0</b>	<b>73.3</b>	<b>69.8</b>	<b>73.8</b>	<b>76.7</b>	<b>77.4</b>	<b>78.1</b>	<b>78.9</b>	<b>79.3</b>
Pure Mathematics 30	*	50.0	*	n/a	*	37.2	38.3	29.3	35.8	28.0	41.1	40.8	41.4	42.6	42.5
Applied Mathematics 30	*	0.0	*	n/a	*	18.1	11.7	15.2	11.6	17.3	19.1	19.7	19.7	20.0	19.6
Mathematics 30-1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 30-2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Total of 1 or more Math Diploma Exams</b>	<b>*</b>	<b>50.0</b>	<b>*</b>	<b>n/a</b>	<b>*</b>	<b>55.3</b>	<b>49.3</b>	<b>44.1</b>	<b>46.3</b>	<b>44.3</b>	<b>59.7</b>	<b>59.9</b>	<b>60.6</b>	<b>62.0</b>	<b>61.5</b>
Biology 30	*	66.7	*	n/a	*	36.9	32.3	35.6	41.8	41.0	39.1	39.8	41.2	42.8	43.1
Chemistry 30	n/a	50.0	*	n/a	*	n/a	29.3	29.3	33.3	26.6	n/a	29.7	35.2	36.0	36.7
Physics 30	n/a	0.0	*	n/a	*	n/a	18.3	17.8	20.4	17.0	n/a	17.5	20.0	20.6	20.4
Science 30	*	0.0	*	n/a	*	0.0	0.0	0.0	0.4	1.5	7.4	8.2	9.0	9.1	10.5
<b>Total of 1 or more Science Diploma Exams</b>	<b>*</b>	<b>66.7</b>	<b>*</b>	<b>n/a</b>	<b>*</b>	<b>47.8</b>	<b>45.3</b>	<b>43.0</b>	<b>48.1</b>	<b>46.9</b>	<b>56.1</b>	<b>56.1</b>	<b>57.6</b>	<b>59.1</b>	<b>59.5</b>
Français 30-1	*	0.0	*	n/a	*	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.3	0.3
French Language Arts 30	*	0.0	*	n/a	*	2.0	0.3	1.1	2.1	2.2	2.7	2.7	2.9	2.8	2.7
<b>Total of 1 or more French Diploma Exams</b>	<b>*</b>	<b>0.0</b>	<b>*</b>	<b>n/a</b>	<b>*</b>	<b>2.0</b>	<b>0.3</b>	<b>1.1</b>	<b>2.1</b>	<b>2.2</b>	<b>2.9</b>	<b>2.9</b>	<b>3.1</b>	<b>3.1</b>	<b>2.9</b>

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

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

## Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2009		2010		2011		2012		2013		2013	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	School	71.4	0.0	*	*	n/a	n/a	50.0	0.0	*	*		
	Authority	88.5	10.3	81.3	12.4	83.8	11.5	83.1	15.6	85.7	10.1		
	Province	81.3	18.2	81.6	19.5	81.8	17.5	81.9	20.4	81.5	17.8		
French Language Arts 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	90.0	10.0	71.4	0.0	71.4	0.0	100.0	17.6	88.2	11.8		
	Province	83.8	15.8	84.1	16.3	80.6	15.8	82.1	14.5	79.7	12.4		
Français 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	82.5	16.3	86.4	16.3	84.2	18.6	82.3	12.5	82.8	14.1		
Mathematics 3	School	n/a	n/a	n/a	n/a	n/a	n/a	50.0	0.0	*	*		
	Authority	n/a	n/a	n/a	n/a	76.6	21.7	77.5	17.7	75.9	19.4		
	Province	n/a	n/a	n/a	n/a	77.4	26.0	76.8	25.5	76.5	25.5		
English Language Arts 6	School	*	*	66.7	0.0	n/a	n/a	*	*	90.0	0.0		
	Authority	75.7	9.7	76.4	9.9	84.2	8.6	79.6	10.2	73.7	5.6		
	Province	81.8	18.9	83.3	18.9	83.0	18.5	82.7	17.8	82.5	16.3		
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	50.0	0.0	65.0	0.0	53.3	0.0	85.7	0.0	77.8	0.0		
	Province	91.5	15.9	88.3	15.9	89.4	17.1	89.3	17.2	88.6	16.3		
Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	92.6	18.7	91.3	18.3	92.2	17.6	91.0	21.9	94.0	21.6		
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	70.0	0.0		
	Authority	n/a	n/a	n/a	n/a	63.6	9.1	71.3	11.1	61.6	8.0		
	Province	n/a	n/a	n/a	n/a	73.7	17.8	74.7	16.6	73.0	16.4		
Science 6	School	*	*	33.3	0.0	n/a	n/a	*	*	80.0	0.0		
	Authority	69.9	13.0	66.1	15.9	68.9	15.3	72.1	17.2	66.0	14.0		
	Province	76.5	24.8	76.8	26.4	76.2	25.0	77.8	28.2	77.5	25.9		
Social Studies 6	School	n/a	n/a	16.7	0.0	n/a	n/a	*	*	50.0	20.0		
	Authority	n/a	n/a	51.5	6.9	64.1	11.5	60.6	6.9	59.2	12.4		
	Province	n/a	n/a	71.0	16.4	71.1	18.5	73.2	19.5	72.7	19.0		
English Language Arts 9	School	*	*	*	*	n/a	n/a	*	*	*	*		
	Authority	77.0	8.3	77.2	6.5	83.1	15.3	67.4	7.4	72.3	6.4		
	Province	78.7	14.7	79.3	15.0	79.1	16.3	77.4	16.4	76.4	14.7		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	66.7	0.0	*	*	66.7	0.0	56.3	0.0		
	Province	n/a	n/a	66.8	7.8	67.2	7.9	61.4	5.8	62.4	4.3		
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	85.7	0.0	*	*	90.0	0.0	*	*	92.3	7.7		
	Province	81.8	10.3	86.1	12.4	88.8	15.0	87.5	12.2	87.2	13.9		
Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.6	12.9	84.3	12.7	90.2	15.8	84.6	16.1	84.0	14.5		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*		
	Authority	n/a	n/a	n/a	n/a	65.2	9.3	45.4	4.6	59.3	10.6		
	Province	n/a	n/a	n/a	n/a	66.1	17.3	66.5	17.8	66.5	18.2		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	70.0	20.0	66.7	25.0	60.0	0.0	47.4	10.5		
	Province	n/a	n/a	65.6	15.3	64.9	14.9	62.4	15.4	65.9	14.7		

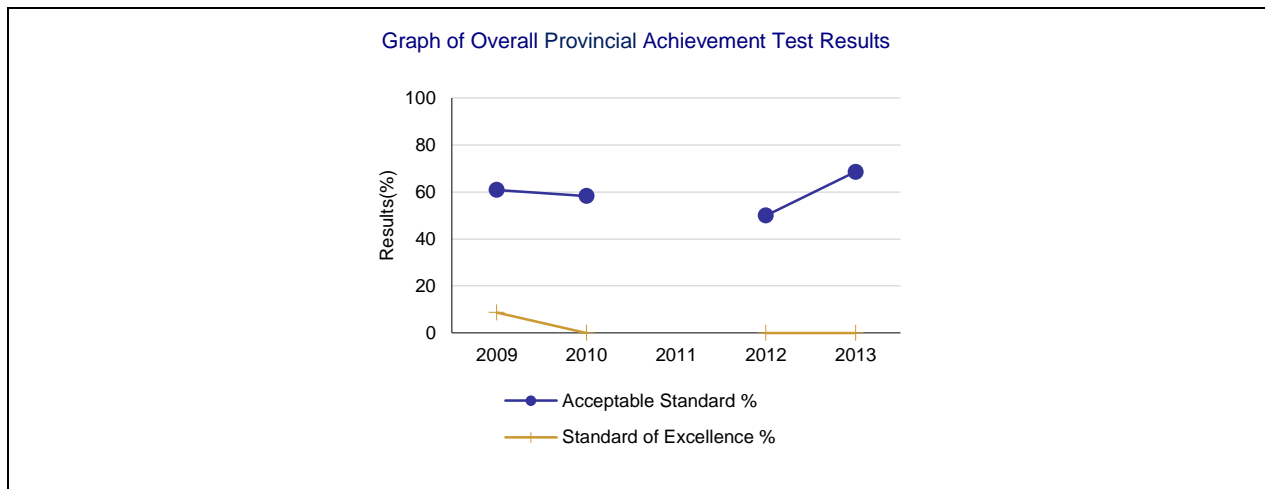
Science 9	School	*	*	*	*	n/a	n/a	*	*	*	*		
	Authority	64.5	7.6	65.4	8.9	72.2	13.2	63.7	8.5	66.0	9.9		
	Province	72.2	15.8	73.6	17.7	74.9	20.8	74.2	22.4	72.6	19.9		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	44.4	11.1	*	*	50.0	14.3	85.7	7.1		
	Province	n/a	n/a	67.2	14.3	69.5	15.3	67.9	17.3	68.4	17.1		
Social Studies 9	School	n/a	n/a	*	*	n/a	n/a	*	*	*	*		
	Authority	n/a	n/a	59.2	11.9	61.9	10.5	53.7	10.0	54.4	7.4		
	Province	n/a	n/a	68.9	18.8	67.2	19.0	68.9	19.1	65.3	18.7		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	44.4	0.0	*	*	61.1	5.6	71.4	0.0		
	Province	n/a	n/a	64.6	15.7	61.9	13.6	63.5	13.9	64.6	13.0		

Note: Data values have been suppressed where the number of students or respondents 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.

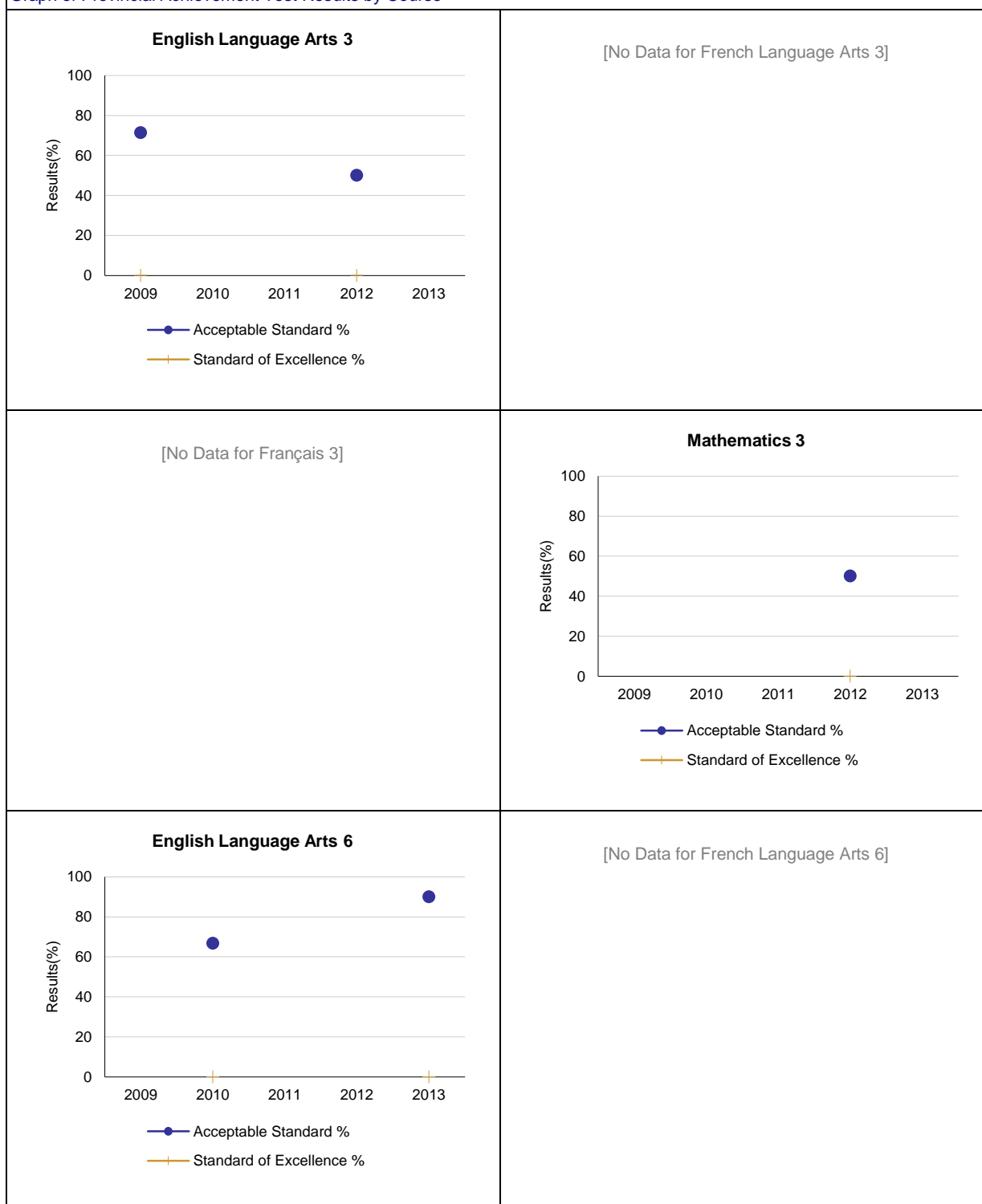
Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.





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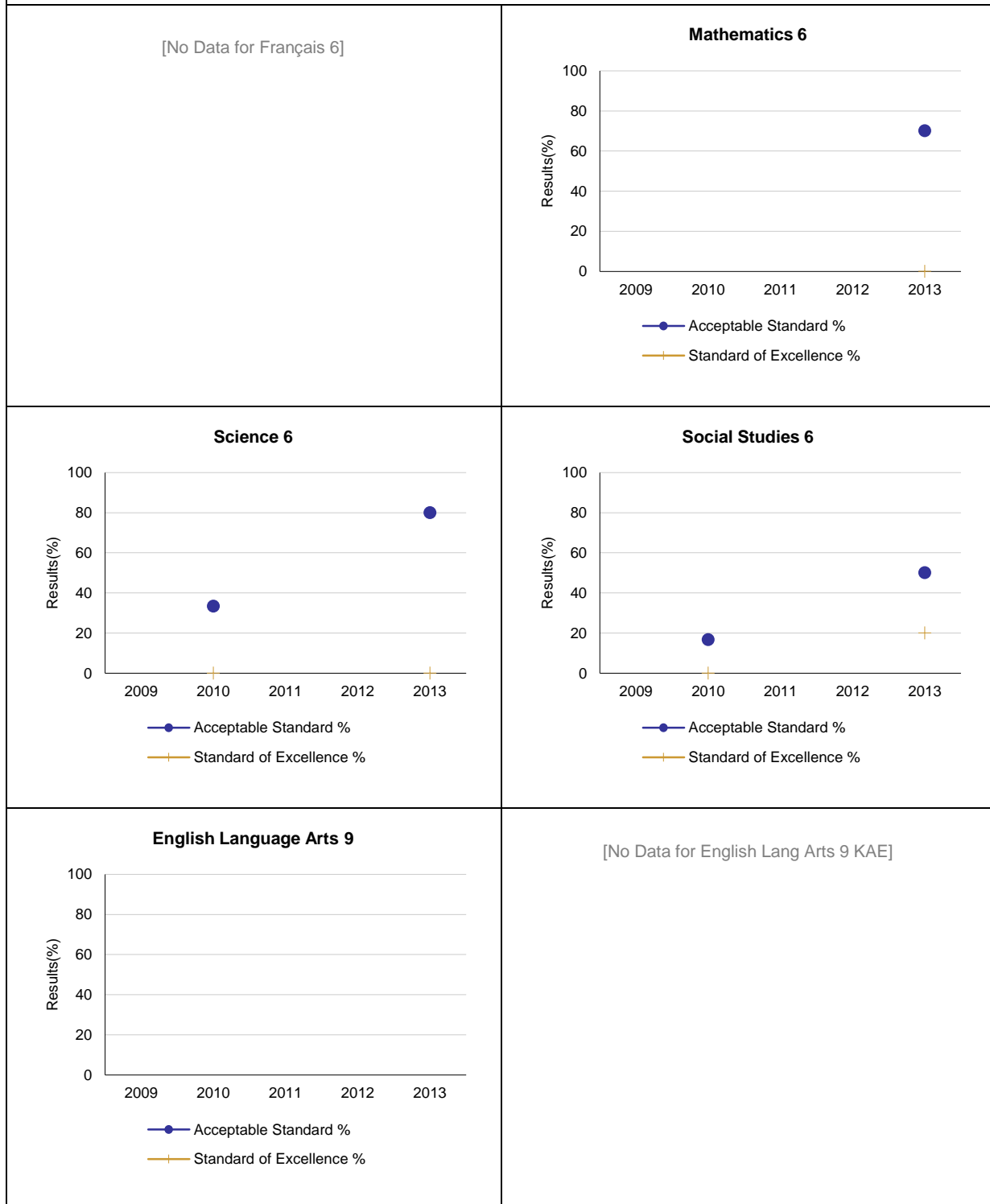
Graph of Provincial Achievement Test Results by Course



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

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Graph of Provincial Achievement Test Results by Course



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

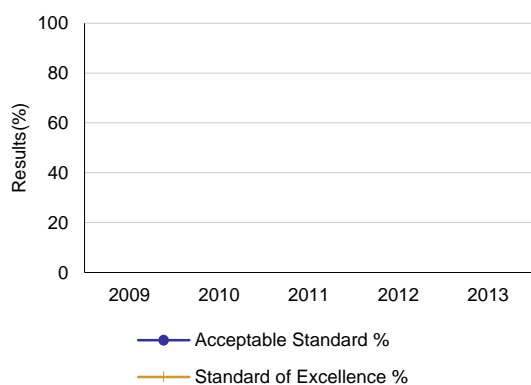
Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Graph of Provincial Achievement Test Results by Course

[No Data for French Language Arts 9]

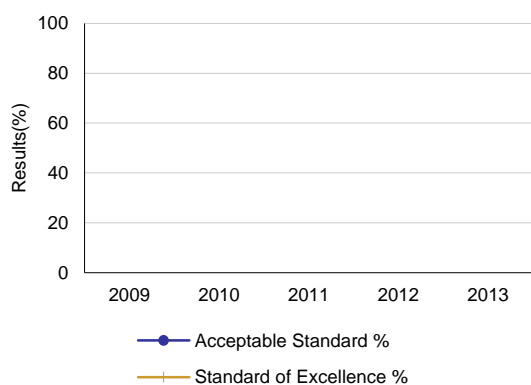
[No Data for Français 9]

**Mathematics 9**



[No Data for Mathematics 9 KAE]

**Science 9**

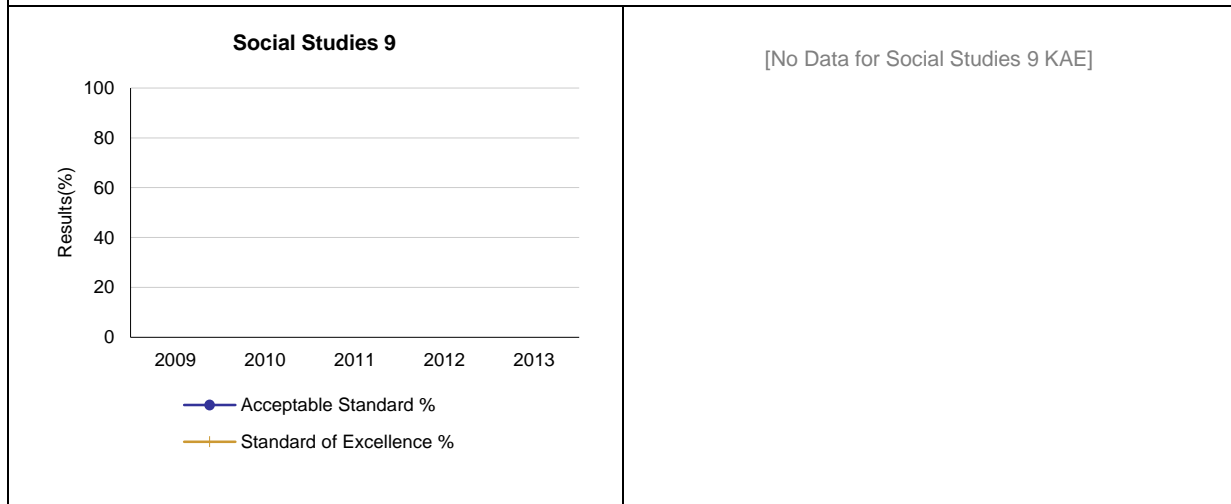


[No Data for Science 9 KAE]

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

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Graph of Provincial Achievement Test Results by Course



Note: Data values have been suppressed where the number of students or respondents 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

		Red Earth Creek School							Alberta			
		Achievement	Improvement	Overall	2013		Prev 3 Yr Avg		2013		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	*	*	*	5	*	6	50.0	46,095	81.5	43,231	81.8
	Standard of Excellence	*	*	*	5	*	6	0.0	46,095	17.8	43,231	19.2
French Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,399	79.7	3,192	82.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,399	12.4	3,192	15.6
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	587	82.8	516	84.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	587	14.1	516	15.8
Mathematics 3	Acceptable Standard	*	*	*	5	*	6	50.0	46,041	76.5	43,823	77.1
	Standard of Excellence	*	*	*	5	*	6	0.0	46,041	25.5	43,823	25.8
English Language Arts 6	Acceptable Standard	High	Improved	Good	10	90.0	6	66.7	44,141	82.5	43,401	83.0
	Standard of Excellence	Very Low	Maintained	Concern	10	0.0	6	0.0	44,141	16.3	43,401	18.4
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,601	88.6	2,571	89.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,601	16.3	2,571	16.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	496	94.0	454	91.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	496	21.6	454	19.3
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	10	70.0	n/a	n/a	44,089	73.0	43,355	74.2
	Standard of Excellence	n/a	n/a	n/a	10	0.0	n/a	n/a	44,089	16.4	43,355	17.2
Science 6	Acceptable Standard	Intermediate	Improved	Good	10	80.0	6	33.3	44,138	77.5	43,341	76.9
	Standard of Excellence	Very Low	Maintained	Concern	10	0.0	6	0.0	44,138	25.9	43,341	26.5
Social Studies 6	Acceptable Standard	Very Low	Improved	Issue	10	50.0	6	16.7	43,914	72.7	43,436	71.8
	Standard of Excellence	High	Improved	Good	10	20.0	6	0.0	43,914	19.0	43,436	18.1
English Language Arts 9	Acceptable Standard	*	*	*	5	*	n/a	n/a	28,137	76.4	42,995	78.6
	Standard of Excellence	*	*	*	5	*	n/a	n/a	28,137	14.7	42,995	15.9
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,450	62.4	1,616	65.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,450	4.3	1,616	7.2
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,485	87.2	2,359	87.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,485	13.9	2,359	13.2

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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.

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Course	Measure	Red Earth Creek School							Alberta			
		Achievement	Improvement	Overall	2013		Prev 3 Yr Avg		2013		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	344	84.0	324	86.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	344	14.5	324	14.8
Mathematics 9	Acceptable Standard	*	*	*	5	*	n/a	n/a	28,155	66.5	42,224	66.3
	Standard of Excellence	*	*	*	5	*	n/a	n/a	28,155	18.2	42,224	17.6
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,662	65.9	1,924	64.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,662	14.7	1,924	15.2
Science 9	Acceptable Standard	*	*	*	5	*	n/a	n/a	28,825	72.6	42,870	74.2
	Standard of Excellence	*	*	*	5	*	n/a	n/a	28,825	19.9	42,870	20.3
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,423	68.4	1,562	68.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,423	17.1	1,562	15.6
Social Studies 9	Acceptable Standard	*	*	*	5	*	n/a	n/a	29,021	65.3	43,109	68.4
	Standard of Excellence	*	*	*	5	*	n/a	n/a	29,021	18.7	43,109	19.0
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,370	64.6	1,573	63.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,370	13.0	1,573	14.4

Note: Data values have been suppressed where the number of students or respondents 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.

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



### 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
French Language Arts 3	Acceptable Standard	0.00 - 60.68	60.68 - 77.74	77.74 - 88.22	88.22 - 94.87	94.87 - 100.00
	Standard of Excellence	0.00 - 3.31	3.31 - 8.38	8.38 - 17.31	17.31 - 25.31	25.31 - 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
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 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
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 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
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 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.

### 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)

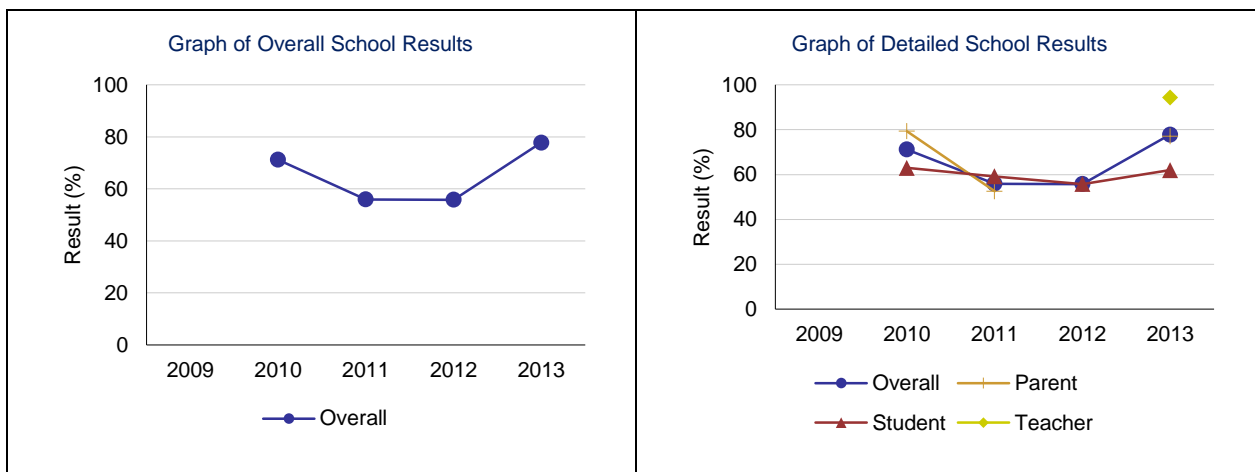
### Overall Evaluation Table

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

# Citizenship – Measure Details

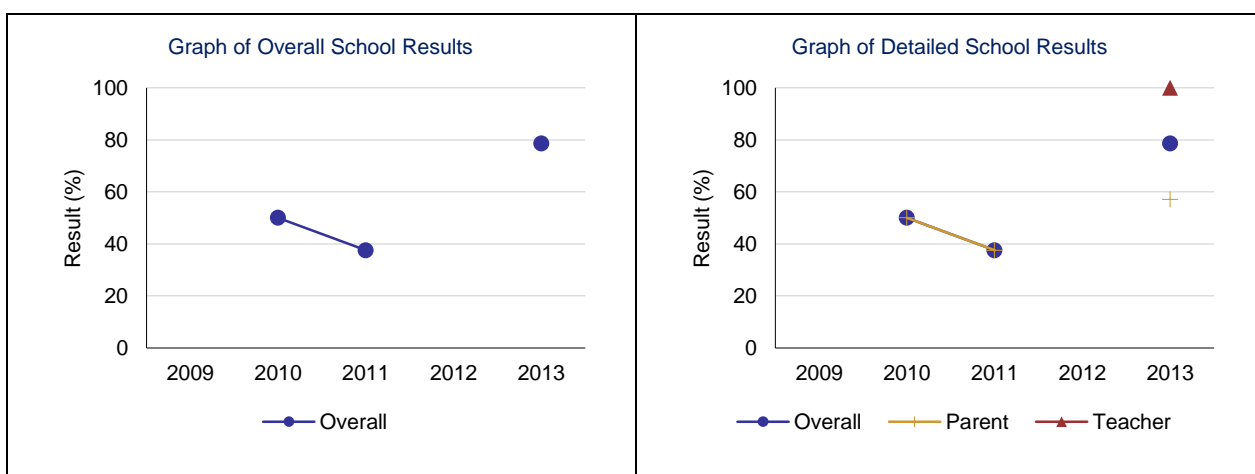
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	n/a	71.2	55.9	55.8	77.8	73.2	76.9	79.5	79.3	81.7	80.3	81.4	81.9	82.5	83.4
Teacher	*	*	*	*	94.3	89.2	92.4	93.0	93.5	95.3	91.8	93.0	92.7	93.1	93.6
Parent	*	79.3	52.6	*	77.1	66.1	69.9	74.2	73.4	73.8	77.4	78.5	78.6	79.4	80.3
Student	n/a	63.0	59.2	55.8	62.0	64.4	68.4	71.4	71.2	76.1	71.8	72.7	74.5	75.0	76.2



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

# Work Preparation – Measure Details

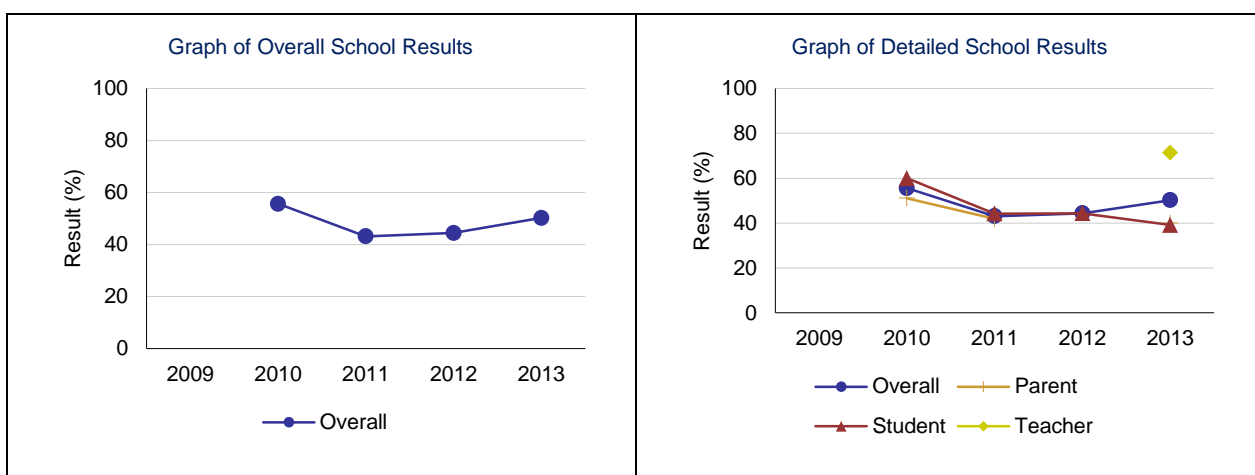
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	n/a	50.0	37.5	n/a	78.6	76.6	74.3	77.8	74.5	77.2	79.6	79.9	80.1	79.7	80.3
Teacher	*	*	*	*	100.0	89.0	90.3	92.3	92.2	93.1	88.9	90.0	89.6	89.5	89.4
Parent	*	50.0	37.5	*	57.1	64.2	58.2	63.2	56.8	61.3	70.2	69.8	70.6	69.9	71.1



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

# Program of Studies – Measure Details

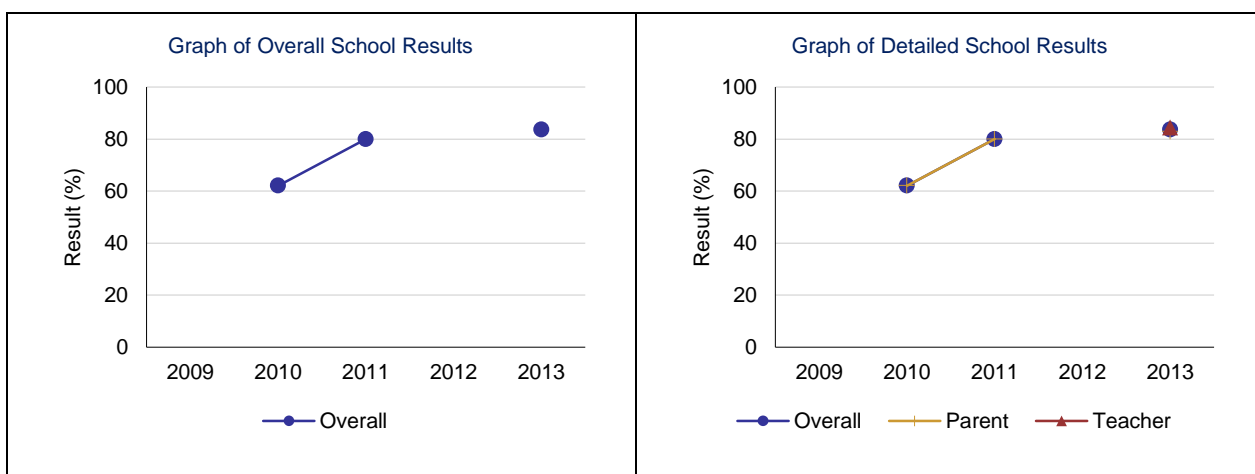
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.															
	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	n/a	55.6	43.1	44.4	50.2	72.0	71.5	75.5	74.2	75.2	80.3	80.5	80.9	80.7	81.5
Teacher	*	*	*	*	71.4	79.8	82.9	82.4	83.1	83.1	86.8	87.7	87.6	87.3	87.9
Parent	*	51.1	41.9	*	40.0	71.6	67.2	70.3	72.2	72.6	78.7	78.0	78.3	78.1	78.9
Student	n/a	60.0	44.2	44.4	39.2	64.5	64.5	73.8	67.2	69.9	75.3	75.9	76.9	76.9	77.8



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

# Parental Involvement – Measure Details

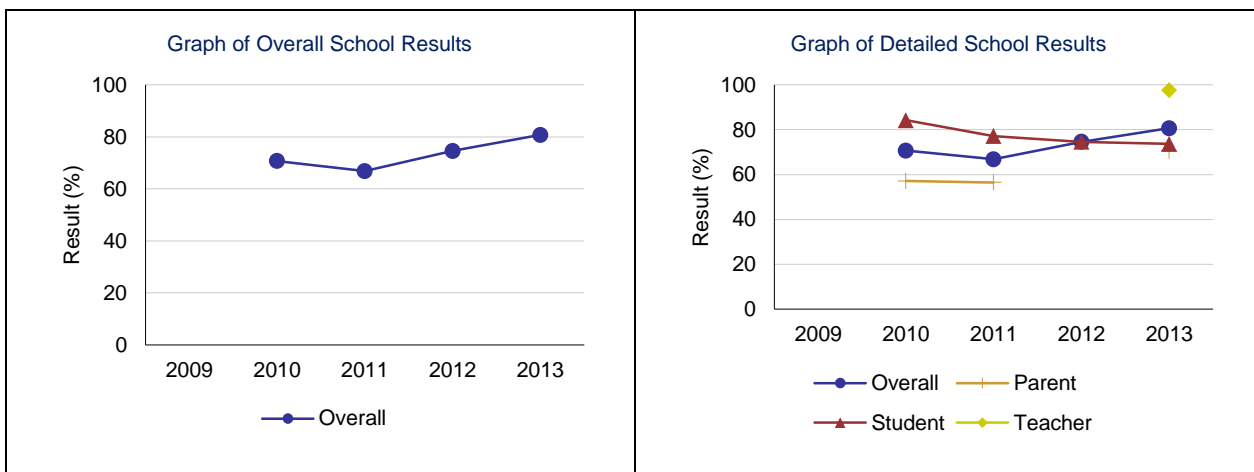
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	n/a	62.1	80.0	n/a	83.6	79.2	77.4	79.6	79.5	81.6	80.1	80.0	79.9	79.7	80.3
Teacher	*	*	*	*	84.4	86.5	87.9	87.9	84.5	89.1	88.0	88.6	88.1	88.0	88.5
Parent	*	62.1	80.0	*	82.9	71.9	66.8	71.2	74.6	74.1	72.2	71.3	71.7	71.4	72.2



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

### Education Quality – Measure Details

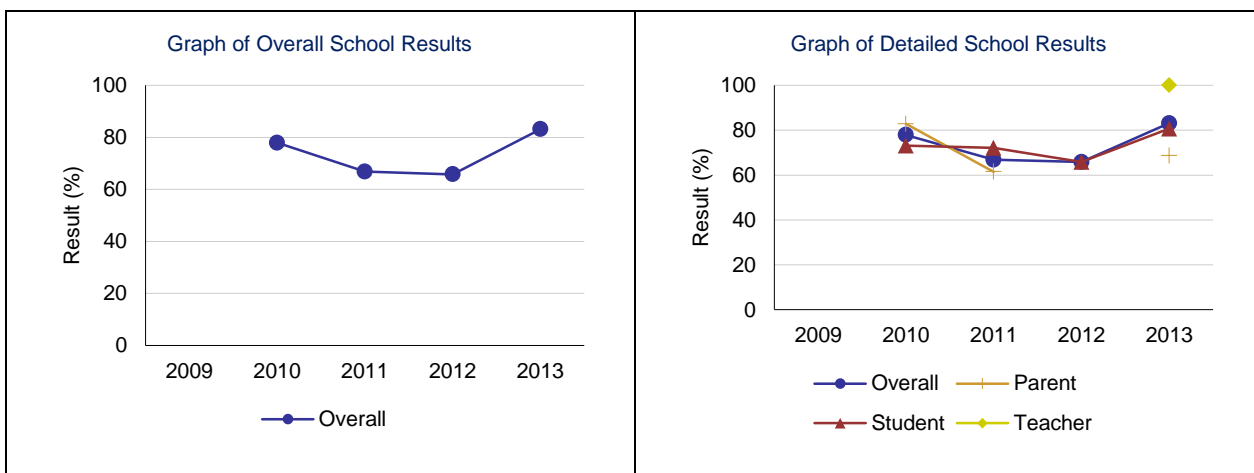
Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	n/a	70.7	66.8	74.6	80.7	86.0	85.8	86.7	87.4	88.1	89.3	89.2	89.4	89.4	89.8
Teacher	*	*	*	*	97.6	95.3	96.3	96.7	95.6	96.8	95.3	95.6	95.5	95.4	95.7
Parent	*	57.1	56.5	*	70.7	76.6	75.2	77.3	79.3	79.5	84.4	83.9	84.2	84.2	84.9
Student	n/a	84.2	77.2	74.6	73.7	86.1	86.0	86.1	87.3	88.0	88.3	88.2	88.5	88.6	88.7



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

### Safe and Caring – Measure Details

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.															
	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	n/a	77.9	66.8	65.8	83.1	83.2	85.3	87.2	87.2	88.0	86.9	87.6	88.1	88.6	89.0
Teacher	*	*	*	*	100.0	93.6	94.8	95.6	95.5	97.0	93.8	94.4	94.5	94.8	95.0
Parent	*	82.8	61.5	*	68.6	76.8	80.5	84.3	84.3	83.2	85.3	86.1	86.6	87.4	87.8
Student	n/a	73.1	72.1	65.8	80.7	79.2	80.5	81.7	81.9	83.8	81.7	82.2	83.3	83.7	84.2

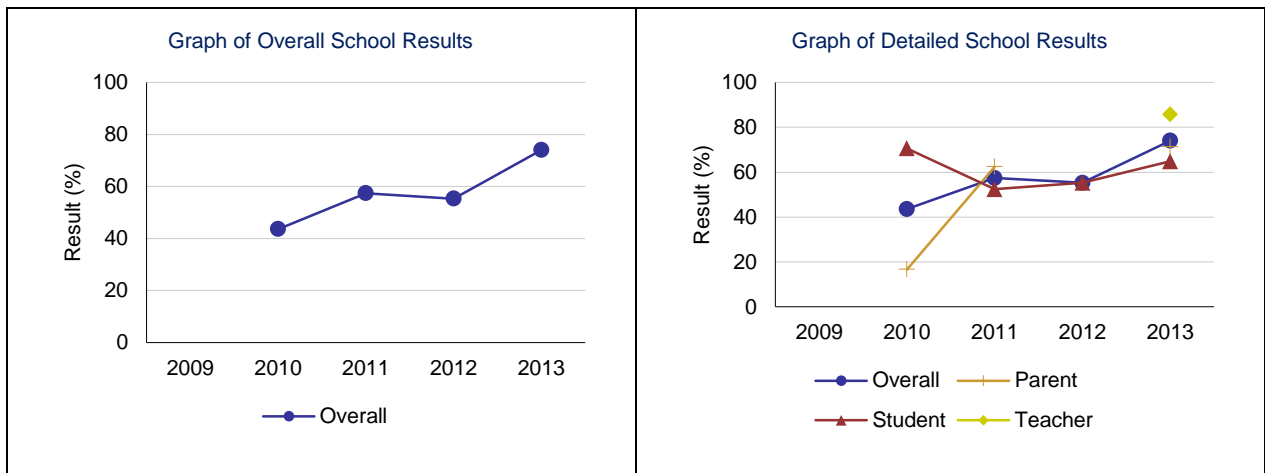


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

### School Improvement – Measure Details

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

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	n/a	43.6	57.4	55.3	74.0	77.5	77.1	78.3	79.8	81.0	79.4	79.9	80.1	80.0	80.6
Teacher	*	*	*	*	85.7	83.3	83.8	87.9	85.8	85.0	78.2	80.8	80.1	81.1	80.9
Parent	*	16.7	62.5	*	71.4	71.2	68.8	67.9	76.0	75.1	78.1	77.0	77.3	76.2	77.9
Student	n/a	70.6	52.4	55.3	64.8	77.9	78.8	79.2	77.7	82.8	81.8	81.8	82.9	82.7	82.9



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

## Budget Report

Peace River School Division No. 10

2013-14 Nove 30 Fall Update Without Reserves

### SCHOOL: Red Earth Creek

#### Revenue And Allocations To Budget Center

AB ED: Base Funding	2013-14 Nove 30 Fall Update Withou	2012-13 November 30 Fall Budget U
Total AB ED: Base Funding	\$422,130	\$399,349
% of Revenue And Allocations To Budget Center	54%	54%

AB ED: Differential Cost Funding	2013-14 Nove 30 Fall Update Withou	2012-13 November 30 Fall Budget U
Total AB ED: Differential Cost Funding	\$277,112	\$282,832
% of Revenue And Allocations To Budget Center	35%	38%

AB ED: Other Support Funding	2013-14 Nove 30 Fall Update Withou	2012-13 November 30 Fall Budget U
Total AB ED: Other Support Funding	\$48,341	\$25,663
% of Revenue And Allocations To Budget Center	6%	3%

AB ED: OTHER	2013-14 Nove 30 Fall Update Withou	2012-13 November 30 Fall Budget U
Total AB ED: OTHER	\$1,369	
% of Revenue And Allocations To Budget Center	0%	

Instruction Resource Fees	2013-14 Nove 30 Fall Update Withou	2012-13 November 30 Fall Budget U
Total Instruction Resource Fees	\$5,499	\$5,499
% of Revenue And Allocations To Budget Center	1%	1%

Investment Income	2013-14 Nove 30 Fall Update Withou	2012-13 November 30 Fall Budget U
Total Investment Income	\$1,839	\$1,724
% of Revenue And Allocations To Budget Center	0%	0%

Transfers	2013-14 Nove 30 Fall Update Withou	2012-13 November 30 Fall Budget U
Total Transfers	\$24,870	\$26,693
% of Revenue And Allocations To Budget Center	3%	4%

Total Revenue And Allocations To Budget Center	\$781,162	\$741,760
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#### Expenditures

Certificated	2013-14 Nove 30 Fall Update Withou	2012-13 November 30 Fall Budget U
Total Certificated	\$501,760	\$501,760
% of Expenditures	66%	68%

Uncertificated	2013-14 Nove 30 Fall Update Withou	2012-13 November 30 Fall Budget U
Total Uncertificated	\$178,949	\$115,858
% of Expenditures	23%	16%

Other Staffing Costs	2013-14 Nove 30 Fall Update Withou	2012-13 November 30 Fall Budget U
Total Other Staffing Costs	\$6,027	\$3,616
% of Expenditures	1%	0%

\* - See the notes section for details about Line Item notes on this page

SCHOOL: Red Earth Creek - Budget Report

2013-14 Nove 30 Fall Update Without Reserves

Contracted Services	2013-14 Nove 30 Fall Update Withou	2012-13 November 30 Fall Budget U
Total Contracted Services	\$58,214	\$97,920
% of Expenditures	8%	13%
Supplies	2013-14 Nove 30 Fall Update Withou	2012-13 November 30 Fall Budget U
Total Supplies	\$20,618	\$22,605
% of Expenditures	3%	3%
Total Expenditures	\$765,568	\$741,760
Summary		
	2013-14 Nove 30 Fall Update Withou	2012-13 November 30 Fall Budget U
Total Revenues and Allocations To Budget	\$781,162	\$741,760
Total Expenditures	\$765,568	\$741,760
Variance	\$15,593	\$0
Notes		

## Involvement

Principal: Darren George

Red Earth Creek School Council Representatives:

Chairman	Melissa Gray
Vice Chairman	Jolanda Dougan
Treasure	Heidi Short
Secretary	Tanya Cowen
Teacher	Rosalind Best

This report was reviewed and amended during at the November 18, 2013 School Council Meeting.

## Communication

This report will be available to parents and the public via our school website: <http://www.redearthcreekschool.ca>. Paper copies are available by contacting the school office and requesting one.