

Gerard Redmond Three Year Annual Plan

Message from the Administration:

We are very pleased with this year's results as we have placed a focus on creating and sustaining a positive school culture and establishing a school environment that is responsive to, and inclusive of, our parents and community members from Hinton. We are concentrating our efforts on having our students become better stewards of our environment and creating more opportunities for our students to become more involved in social justice programs at the local level.

We will be continuing our efforts to improve our academic focus this year and are confident that our future results will bear witness to our efforts in this regards.

Sincerely,

Mr. Tim Fafard – Principal

Mrs. Phillips – Assistant Principal

October 2010 Accountability Pillar Overall Summary (OPTIONAL)

Goal	Measure Category	Measure Category Evaluation	Measure	Gerard Redmond Comm Cath Sch			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High-quality learning opportunities	Safe and Caring Schools	Excellent	Safe and Caring	95.7	85.1	85.1	87.6	86.9	85.4	Very High	Improved Significantly	Excellent
	Student Learning Opportunities	Excellent	Program of Studies	92.0	86.7	82.9	80.5	80.3	79.4	Very High	Improved Significantly	Excellent
			Education Quality	95.4	88.1	85.3	89.2	89.3	88.4	Very High	Improved Significantly	Excellent
			Drop Out Rate	0.0	4.6	4.0	4.3	4.8	4.8	Very High	Improved Significantly	Excellent
			High School Completion Rate (3 yr)	68.1	55.4	69.9	71.5	70.8	70.9	Intermediate	Maintained	Acceptable
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	84.0	79.9	76.3	79.1	78.3	77.2	Intermediate	Improved	Good
			PAT: Excellence	23.3	15.5	10.6	19.4	18.3	18.2	Very High	Improved Significantly	Excellent
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	78.2	72.6	75.8	83.4	84.3	84.3	Low	Maintained	Issue
			Diploma: Excellence	7.3	11.3	23.4	19.0	18.5	19.2	Very Low	Declined	Concern
			Diploma Exam Participation Rate (4+ Exams)	51.0	39.3	51.4	53.5	53.3	53.6	Intermediate	Maintained	Acceptable
	Preparation for Lifelong Learning, World of Work, Citizenship	Good	Rutherford Scholarship Eligibility Rate (Revised)	75.0	68.8	58.1	56.9	57.3	56.7	Very High	n/a	n/a
			Transition Rate (6 yr)	43.3	34.3	49.4	59.8	59.2	58.7	Low	Maintained	Issue
Goal 4: Highly responsive and responsible education system	Parental Involvement	Excellent	Parental Involvement	89.2	71.2	77.0	80.0	80.1	78.6	Very High	Improved	Excellent
	Continuous Improvement	Excellent	School Improvement	91.7	77.7	70.7	79.9	79.4	77.6	Very High	Improved Significantly	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 (*).

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.	84.7	84.0	86.3	85.1	95.7		Very High	Improved Significantly	Excellent			

Comment on Results (OPTIONAL)

(an assessment of progress toward achieving the target)

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

Strategies

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

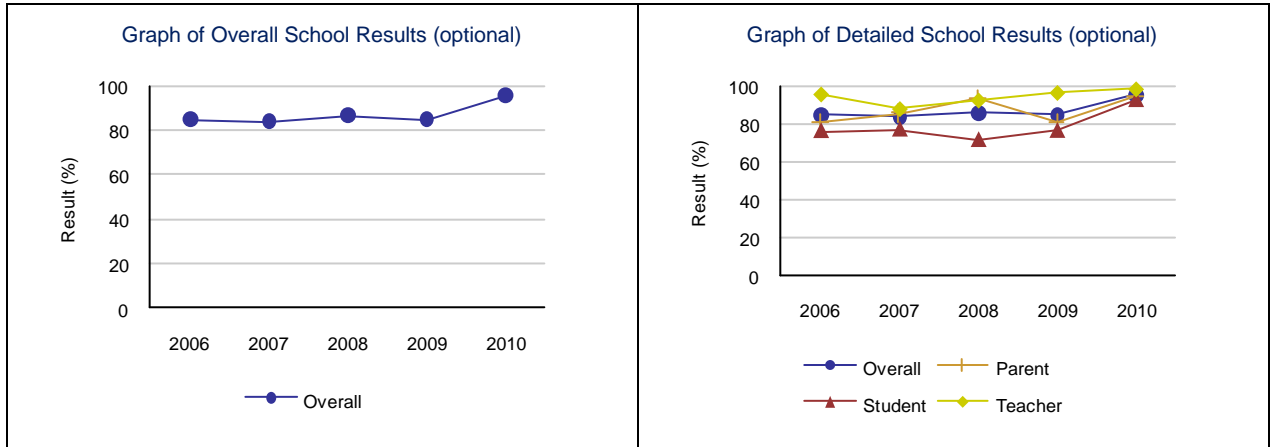
Note:

For survey measures, schools may report overall results aggregated across respondent groups or results for each respondent group, whichever they prefer. Including the evaluation of results is optional for schools.

¹ If school 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 If school had set targets for 2010/11 – 2012/13, include it in the space provided for each required measure.

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.															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	84.7	84.0	86.3	85.1	95.7	87.6	85.6	88.2	87.5	90.5	84.4	84.2	85.1	86.9	87.6
Teacher	96.0	88.3	92.8	96.8	98.7	95.8	95.4	94.4	96.8	97.3	92.8	92.6	93.1	93.8	94.4
Parent	81.5	86.2	94.4	81.7	95.1	85.7	82.1	92.5	86.9	88.8	82.1	81.7	83.2	85.3	86.1
Student	76.5	77.3	71.7	76.6	93.1	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.	79.1	83.3	78.7	86.7	92.0		Very High	Improved Significantly	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	87.3	80.9	87.0	88.1	95.4		Very High	Improved Significantly	Excellent			

Comment on Results (OPTIONAL)

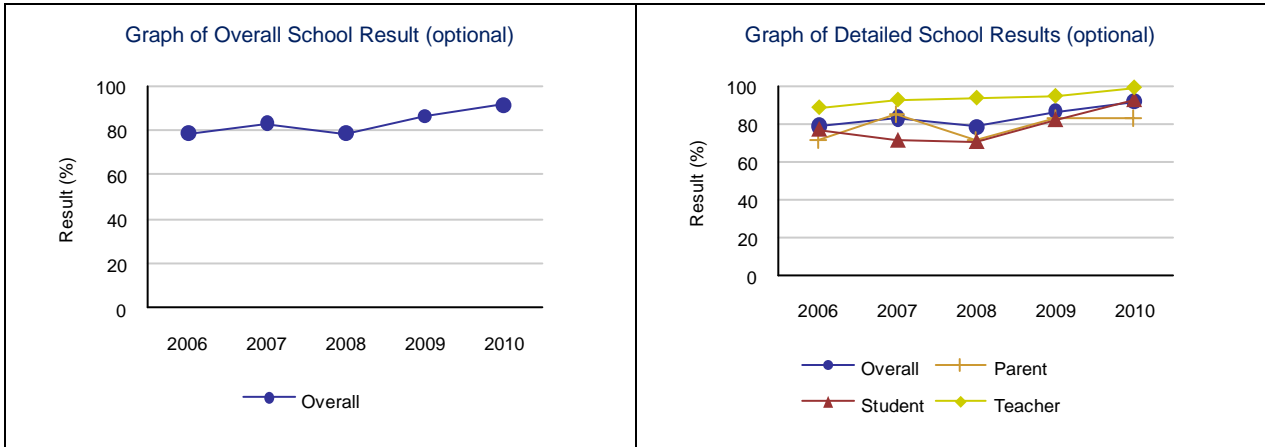
(an assessment of progress toward achieving the target)

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

Strategies

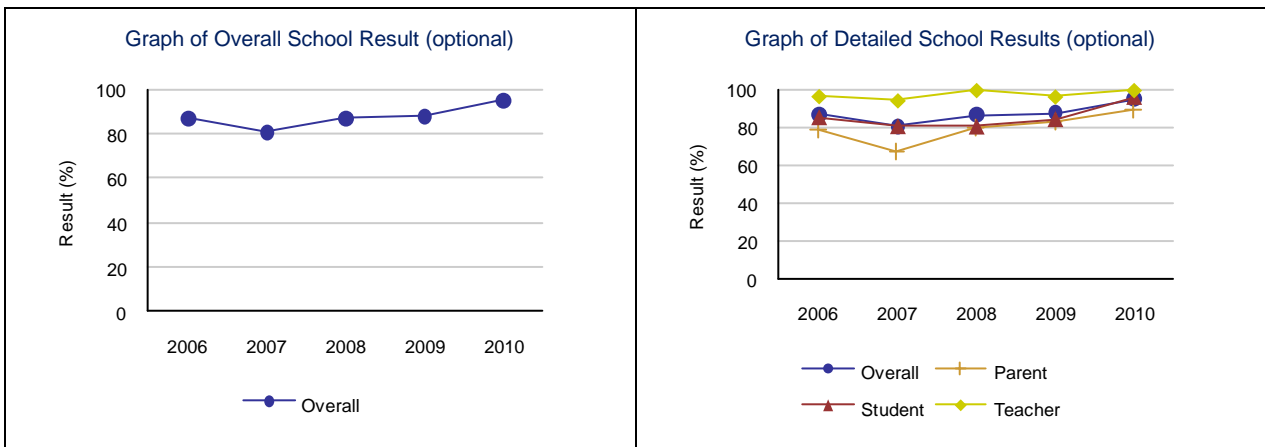
School: 2030 Gerard Redmond Community Catholic School

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.															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	79.1	83.3	78.7	86.7	92.0	82.1	84.0	83.6	84.8	88.7	78.1	78.5	79.4	80.3	80.5
Teacher	88.6	92.7	93.7	94.7	99.2	90.0	92.8	92.7	92.5	94.8	85.2	85.7	86.4	86.8	87.7
Parent	71.4	85.6	71.7	83.0	83.5	77.6	81.2	82.9	82.7	84.2	76.6	76.9	77.6	78.7	78.0
Student	77.4	71.5	70.8	82.5	93.2	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.															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	87.3	80.9	87.0	88.1	95.4	89.5	89.9	91.3	90.2	91.8	87.7	87.6	88.2	89.3	89.2
Teacher	96.7	94.4	100.0	96.5	100.0	96.6	97.1	97.8	98.3	98.3	94.8	94.7	94.9	95.3	95.6
Parent	79.5	67.4	80.4	83.1	89.9	84.4	84.6	90.3	85.8	87.6	81.6	81.8	83.0	84.4	83.9
Student	85.6	80.9	80.7	84.6	96.3	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
Drop Out Rate - annual dropout rate of students aged 14 to 18	8.6	2.5	4.9	4.6	0.0		Very High	Improved Significantly	Excellent			

Comment on Results (OPTIONAL)

(an assessment of progress toward achieving the target)

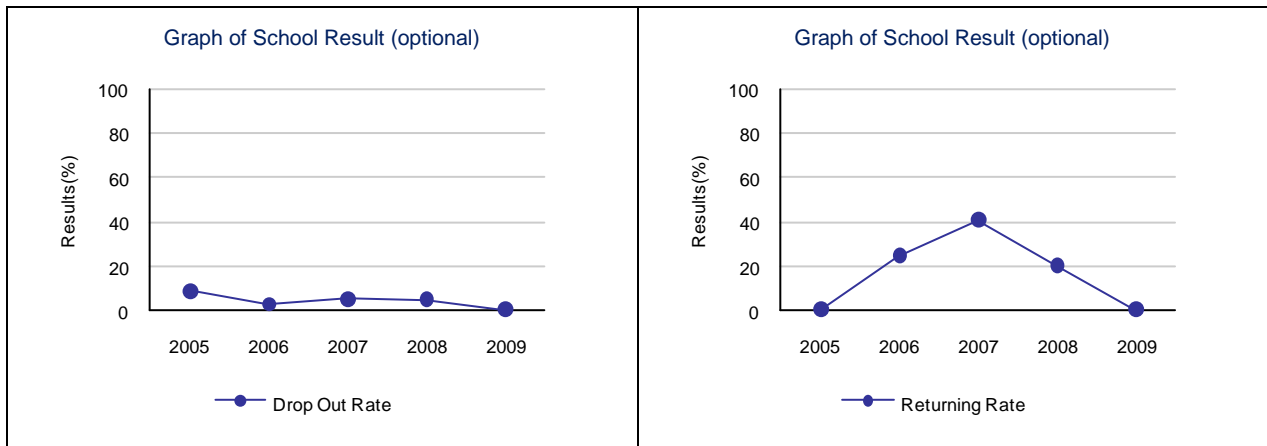
Strategies

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

Measure Details (OPTIONAL)

Drop Out Rate - annual dropout rate of students aged 14 to 18

	School					Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Drop Out Rate	8.6	2.5	4.9	4.6	0.0	3.4	1.6	2.5	2.1	0.5	5.0	4.7	5.0	4.8	4.3
Returning Rate	0.0	24.3	40.6	19.4	0.0	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.	61.7	79.5	74.8	55.4	68.1		Intermediate	Maintained	Acceptable			

Comment on Results (OPTIONAL)

(an assessment of progress toward achieving the target)

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

Strategies

The following strategies are currently in place being to address this concern and will continue to be utilized to address this issue:

Our AISI project “Supporting Students in Transition” clearly established strategies to address this issue.

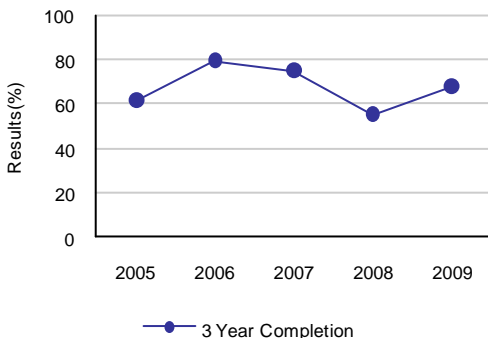
- Creating transition plans for all grade nine and ten students who are identified as “at risk” of dropping out.
- The use of a “teacher-advisory “ community to effectively deal with student success on an individual basis that would be required to meet every two weeks for those student identified as “at risk.”
- Continue to provide exit interviews for all withdrawal/transfer students
- Continue to monitor attendance and course completion of high school students.
- Career Counselling – we will meet with all grade 12 students three times per year and grade 10 & 11’s at least one time per year to review their current educational plan for graduation.
- Continue with the grade 9&10 meetings with students to discuss and plan necessary requirement needed to graduate.

Measure Details (OPTIONAL)

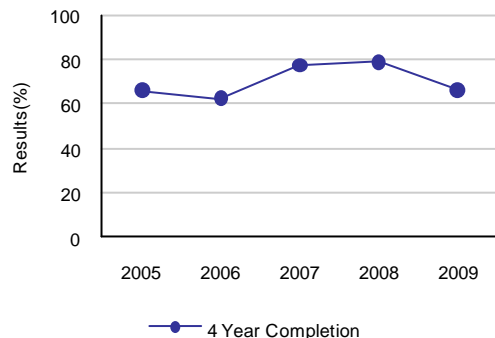
High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.

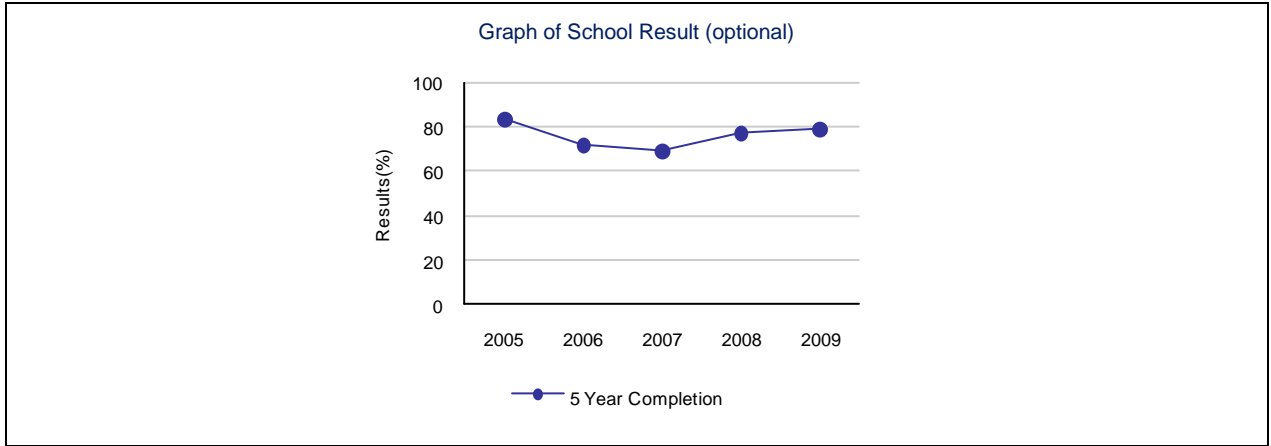
	School					Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
3 Year Completion	61.7	79.5	74.8	55.4	68.1	72.7	83.7	80.8	78.1	77.1	70.7	70.6	71.1	70.8	71.5
4 Year Completion	66.2	62.5	77.8	79.2	66.6	76.9	79.0	86.7	85.2	84.2	75.0	76.1	76.1	76.3	76.1
5 Year Completion	83.5	71.6	69.1	77.1	79.4	82.1	79.8	82.0	86.4	87.0	77.0	78.1	78.9	78.7	79.0

Graph of School Result (optional)



Graph of School Result (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 school/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 2010	Evaluation			Targets		
	2006	2007	2008	2009	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.	83.3	72.4	76.4	79.9	84.0		Intermediate	Improved	Good			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	16.0	8.3	8.0	15.5	23.3		Very High	Improved Significantly	Excellent			
Overall percentage of students who achieved the acceptable standard on diploma examinations.	69.5	83.9	70.8	72.6	78.2		Low	Maintained	Issue			
Overall percentage of students who achieved the standard of excellence on diploma examinations.	18.6	33.9	25.0	11.3	7.3		Very Low	Declined	Concern			

Performance Measure	Results (in percentages)					Target 2010	Evaluation			Targets		
	2005	2006	2007	2008	2009		Achievement	Improvement	Overall	2011	2012	2013
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	53.4	61.9	52.9	39.3	51.0		Intermediate	Maintained	Acceptable			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	60.0	50.0	55.6	68.8	75.0		Very High	n/a	n/a			

Comment on Results (OPTIONAL)

(an assessment of progress toward achieving the target)

We are very pleased with the positive growth and results for our grade 6 and 9 PAT students. Our major focus will be on our senior high diploma results.

Strategies

At the elementary and junior high level:

We will continue to maintain at the elementary and junior high level the following strategies:

- A uniform colour-coded binder system for core subject areas for both elementary and junior high students.
- Continue with our after school Math, LA, and Science help room.
- Continue the credit-recovery room for grade 8 and 9 students who were unsuccessful with any of their four core subject areas from the previous academic year.
- Continue the Gr 11/12 reading mentorship/partnership with elementary students
- Focus will remain on an "active" reading program and/or reading participation in all subject areas
- Ensuring that staff spends the last 5 minutes of each class organizing their notes and/or agenda for homework.

At the senior high level:

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

- As part of the transition plan, students will be given clear expectations for course participation and requirements for graduation.
- Mentoring project for "at-risk" students
- One – on- one conferencing with all grade 10 students to build a future timetable for their senior years,
- Parent conferencing for all grade 9 students and grade 10 students.
- We will be focusing our PD on assessment and 21st Century learning for teachers. Senior high focus will be on student engagement and application of material to real-world situations. This will be done both from "in-house" expertise and having senior high staff attend P.D sessions that are in line with our focus.

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 (*).

School: 2030 Gerard Redmond Community Catholic School

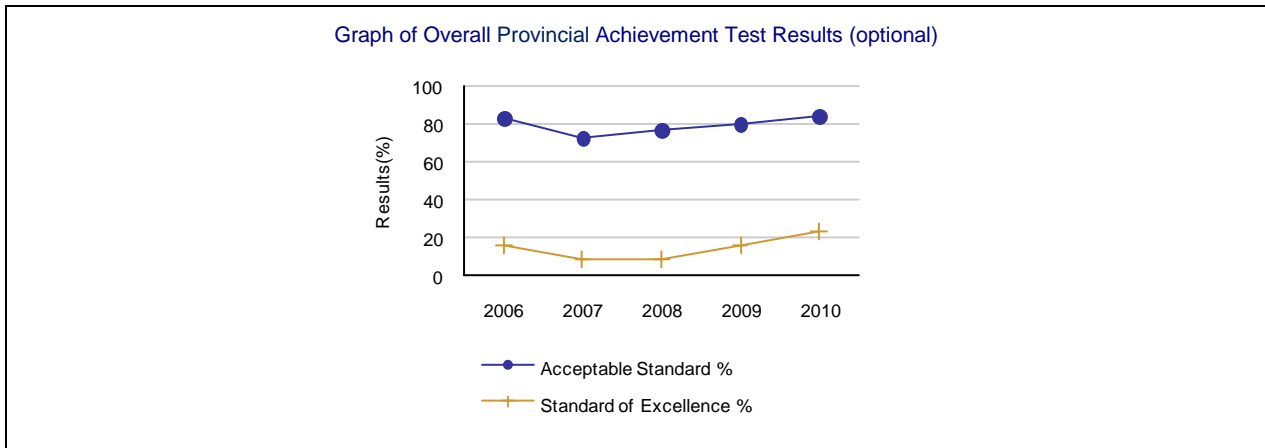
Measure Details (OPTIONAL)													
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2006		2007		2008		2009		2010		2010	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	91.3	17.5	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	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	n/a	n/a	n/a	n/a	n/a	n/a	83.8	15.8	84.1	16.3		
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	n/a	n/a	n/a	n/a	n/a	n/a	82.5	16.3	86.4	16.3		
Mathematics 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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	School	76.6	10.6	72.5	7.8	89.1	17.4	95.3	34.9	89.5	31.6		
	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	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	87.5	11.2	88.1	11.0	87.7	14.2	91.5	15.9	88.3	15.9		
Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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	School	55.3	8.5	70.6	7.8	69.6	4.3	97.7	16.3	n/a	n/a		
	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	School	76.6	23.4	84.3	15.7	73.9	13.0	93.0	18.6	86.8	39.5		
	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	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	89.5	5.3		
	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	School	100.0	24.0	66.7	0.0	78.0	0.0	70.5	4.5	86.5	8.1		
	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	School	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.8	7.8		
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	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	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	86.1	14.7	81.6	12.6	84.8	11.7	85.6	12.9	84.3	12.7		
Mathematics 9	School	88.0	12.0	51.9	3.7	53.7	2.4	43.2	6.8	n/a	n/a		
	Authority	70.5	11.6	61.3	6.9	65.7	11.0	66.3	14.3	35.7	10.7		

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	Province	67.4	17.4	66.3	18.3	65.7	18.5	67.0	18.6	66.4	19.8		
Mathematics 9 KAE	School	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65.6	15.3		
Science 9	School	92.0	4.0	55.6	3.7	63.4	0.0	61.4	4.5	73.0	13.5		
	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	School	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	67.2	14.3		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	63.4	14.6		
	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	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	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.

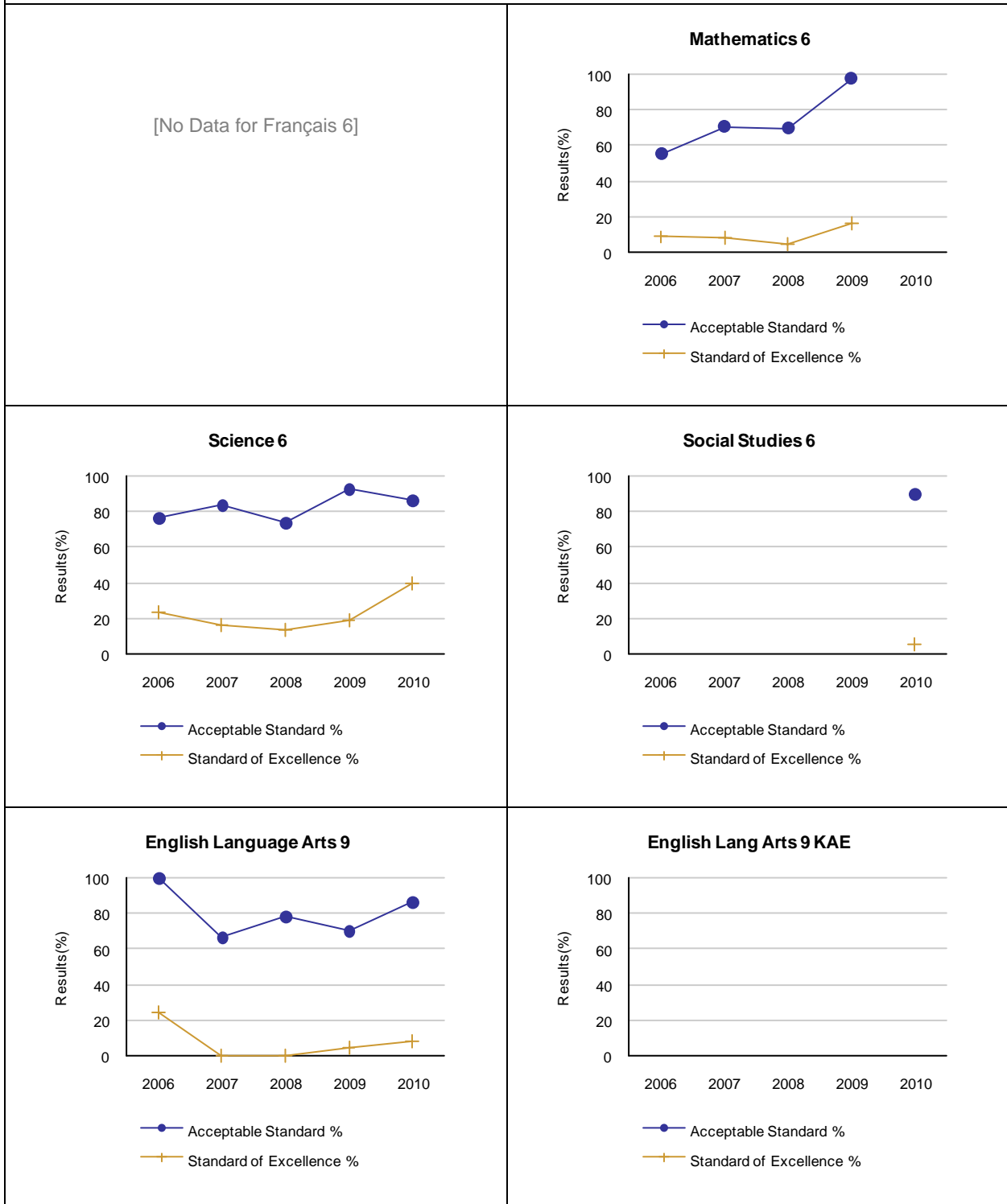


Graph of Provincial Achievement Test Results by Course (optional)

<p>[No Data for English Language Arts 3]</p>	<p>[No Data for French Language Arts 3]</p>																		
<p>[No Data for Français 3]</p>	<p>[No Data for Mathematics 3]</p>																		
<p>English Language Arts 6</p> <table border="1"> <caption>English Language Arts 6 Results (%)</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>78</td> <td>12</td> </tr> <tr> <td>2007</td> <td>74</td> <td>10</td> </tr> <tr> <td>2008</td> <td>90</td> <td>20</td> </tr> <tr> <td>2009</td> <td>95</td> <td>38</td> </tr> <tr> <td>2010</td> <td>90</td> <td>35</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2006	78	12	2007	74	10	2008	90	20	2009	95	38	2010	90	35	<p>[No Data for French Language Arts 6]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2006	78	12																	
2007	74	10																	
2008	90	20																	
2009	95	38																	
2010	90	35																	

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

Graph of Provincial Achievement Test Results by Course (optional)



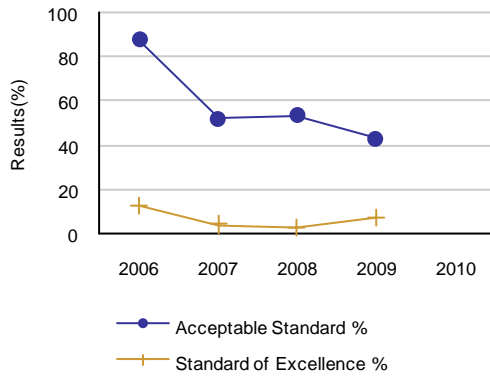
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course (optional)

[No Data for French Language Arts 9]

[No Data for Français 9]

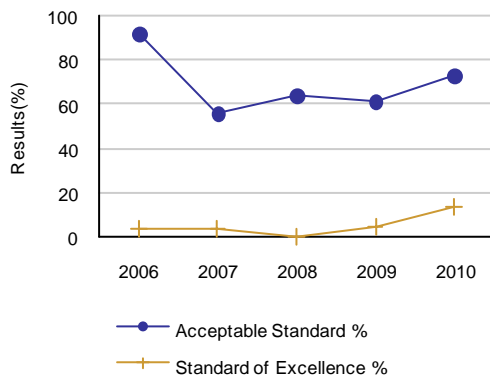
Mathematics 9



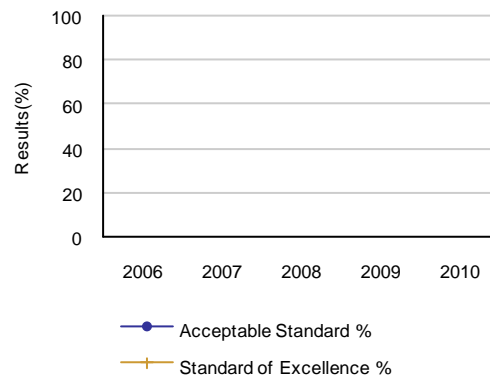
Mathematics 9 KAE



Science 9

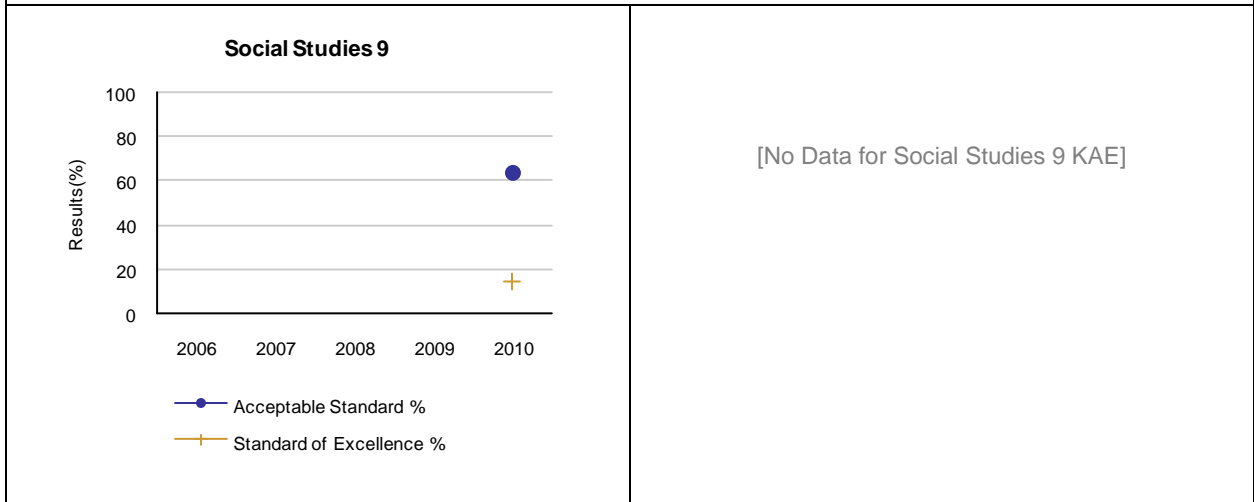


Science 9 KAE



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 (*).

School: 2030 Gerard Redmond Community Catholic School

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

		Gerard Redmond Comm Cath Sch							Alberta			
Course	Measure	Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,061	81.6	42,181	80.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,061	19.5	42,181	17.3
English Language Arts 6	Acceptable Standard	High	Maintained	Good	38	89.5	47	85.7	43,599	83.3	44,064	81.1
	Standard of Excellence	Very High	Improved	Excellent	38	31.6	47	20.0	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	Maintained	Good	38	86.8	47	83.8	43,509	76.8	43,945	75.5
	Standard of Excellence	Very High	Improved Significantly	Excellent	38	39.5	47	15.8	43,509	26.4	43,945	25.2
English Language Arts 9	Acceptable Standard	High	Improved	Good	37	86.5	37	71.7	43,651	79.3	44,250	77.6
	Standard of Excellence	Low	Improved	Acceptable	37	8.1	37	1.5	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	High	Improved	Good	37	73.0	37	60.1	43,372	73.6	44,075	70.4
	Standard of Excellence	High	Improved	Good	37	13.5	37	2.7	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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Performance Measure		Results (in percentages)					Target
		2006	2007	2008	2009	2010	2010
Participation rates in provincial achievement tests (PATs) for Grades 3, 6 and 9.							
English Language Arts 3	School	n/a	n/a	n/a	n/a	n/a	
	Authority	99.6	97.4	97.8	96.7	96.8	
	Province	90.6	90.1	89.8	90.6	91.1	
French Language Arts 3	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	n/a	n/a	n/a	96.5	97.3	
Francais 3	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	n/a	n/a	n/a	97.5	97.7	
Mathematics 3	School	n/a	n/a	n/a	n/a	n/a	
	Authority	99.6	97.8	98.2	96.7	96.9	
	Province	90.8	90.5	90.5	91.2	88.3	
English Language Arts 6	School	97.9	94.1	97.8	100.0	92.1	
	Authority	99.2	98.2	97.3	99.6	98.2	
	Province	90.1	89.6	89.5	90.0	90.7	
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	96.1	97.5	95.6	97.6	97.5	
Français 6	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	98.0	97.6	98.5	97.7	98.4	
Mathematics 6	School	97.9	94.1	97.8	100.0	n/a	
	Authority	99.6	97.5	97.7	99.6	99.2	
	Province	90.6	90.0	90.0	90.6	88.3	
Science 6	School	97.9	90.2	97.8	97.7	92.1	
	Authority	99.6	95.7	97.7	98.2	98.6	
	Province	90.0	89.1	89.0	89.6	90.5	
Social Studies 6	School	n/a	n/a	n/a	n/a	92.1	
	Authority	n/a	n/a	n/a	n/a	98.6	
	Province	n/a	n/a	n/a	n/a	90.3	
English Language Arts 9	School	100.0	96.3	92.7	88.6	94.6	
	Authority	92.8	94.0	95.1	92.9	96.7	
	Province	87.7	87.9	87.7	89.7	89.8	
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	*	
	Authority	n/a	n/a	n/a	n/a	*	
	Province	n/a	n/a	n/a	n/a	82.2	
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	95.9	93.7	96.8	95.2	98.0	
Français 9	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	98.0	96.9	97.8	98.5	97.5	
Mathematics 9	School	100.0	96.3	82.9	86.4	n/a	
	Authority	93.6	93.1	93.1	90.5	92.9	
	Province	87.3	88.0	88.0	89.8	86.8	
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	*	

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	Authority	n/a	n/a	n/a	n/a	*	
	Province	n/a	n/a	n/a	n/a	87.3	
Science 9	School	100.0	92.6	92.7	86.4	94.6	
	Authority	93.6	95.1	95.1	94.1	97.4	
	Province	88.1	88.8	89.0	90.5	90.4	
Science 9 KAE	School	n/a	n/a	n/a	n/a	*	
	Authority	n/a	n/a	n/a	n/a	*	
	Province	n/a	n/a	n/a	n/a	86.7	
Social Studies 9	School	n/a	n/a	n/a	n/a	85.4	
	Authority	n/a	n/a	n/a	n/a	95.3	
	Province	n/a	n/a	n/a	n/a	90.2	
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	n/a	n/a	n/a	n/a	85.2	

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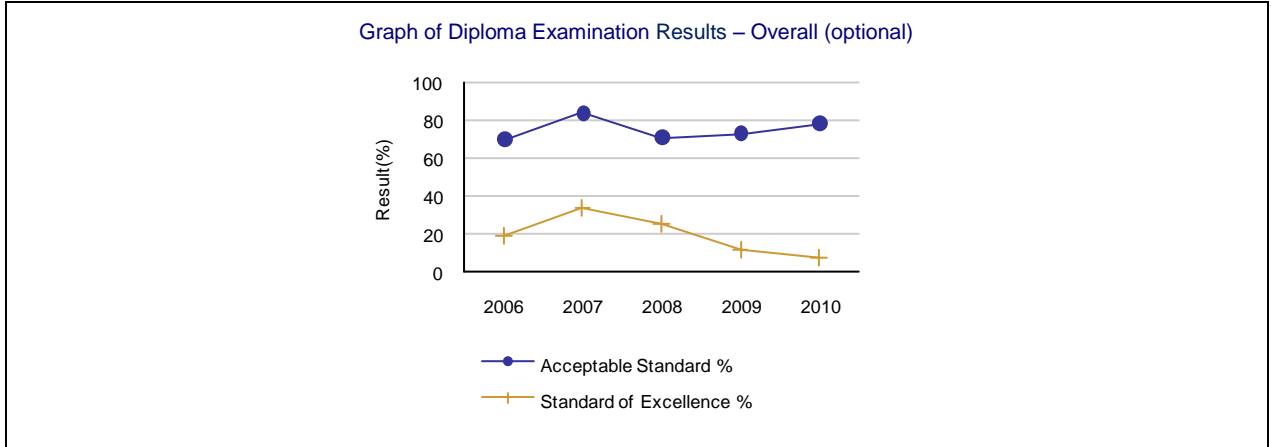
Measure Details (OPTIONAL)													
Diploma Exam Course by Course Results by Students Writing													
		Results (in percentages)										Target	
		2006		2007		2008		2009		2010		2010	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	77.8	11.1	70.8	12.5	76.9	7.7	73.3	6.7	100.0	0.0		
	Authority	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	School	*	*	*	*	*	*	*	*	92.3	7.7		
	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	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	95.0	21.8	95.6	23.1	94.9	24.5	95.1	18.9	93.7	16.3		
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	94.8	28.1	97.2	24.6	98.5	25.4	94.7	33.1	94.2	15.6		
Pure Mathematics 30	School	69.2	30.8	83.3	33.3	54.5	27.3	41.7	0.0	88.9	11.1		
	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	School	64.7	17.6	75.0	37.5	*	*	*	*	55.6	11.1		
	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	School	85.7	0.0	84.2	10.5	80.0	50.0	54.5	9.1	n/a	n/a		
	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	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	93.3	13.3		
	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	School	57.1	0.0	*	*	66.7	16.7	71.4	0.0	n/a	n/a		
	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	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	88.9	11.1		
	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	School	50.0	20.0	100.0	57.1	80.0	50.0	81.3	6.3	57.1	7.1		
	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	School	55.6	33.3	100.0	58.3	88.9	44.4	n/a	n/a	n/a	n/a		
	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	School	n/a	n/a	n/a	n/a	n/a	n/a	25.0	0.0	85.7	28.6		
	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	School	87.5	37.5	100.0	37.5	83.3	50.0	n/a	n/a	n/a	n/a		
	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	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	93.8	18.8	69.4	14.3		

School: 2030 Gerard Redmond Community Catholic School

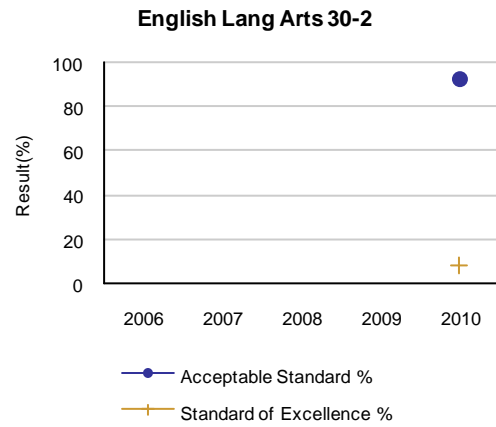
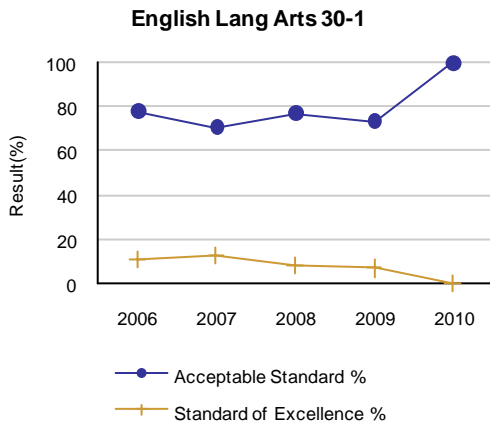
	Province	n/a	n/a	n/a	n/a	n/a	n/a	79.3	23.1	73.9	20.3		
Science 30	School	83.3	16.7	100.0	71.4	*	*	100.0	41.7	*	*		
	Authority	83.3	16.7	100.0	71.4	*	*	83.3	20.0	83.3	20.0		
	Province	82.8	17.3	87.1	18.0	88.6	21.6	86.0	20.9	80.1	22.8		

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.

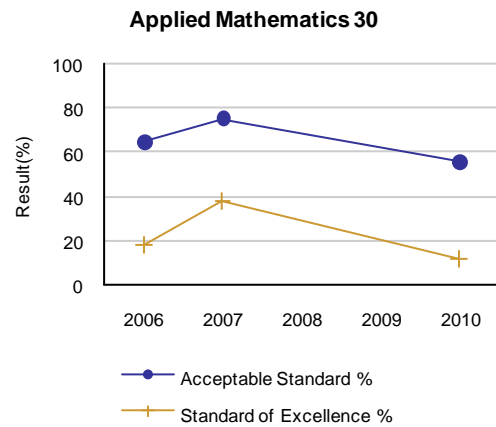
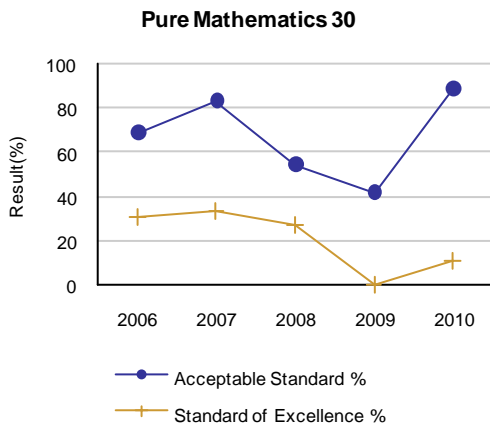


Diploma Examination Results by Course (optional)



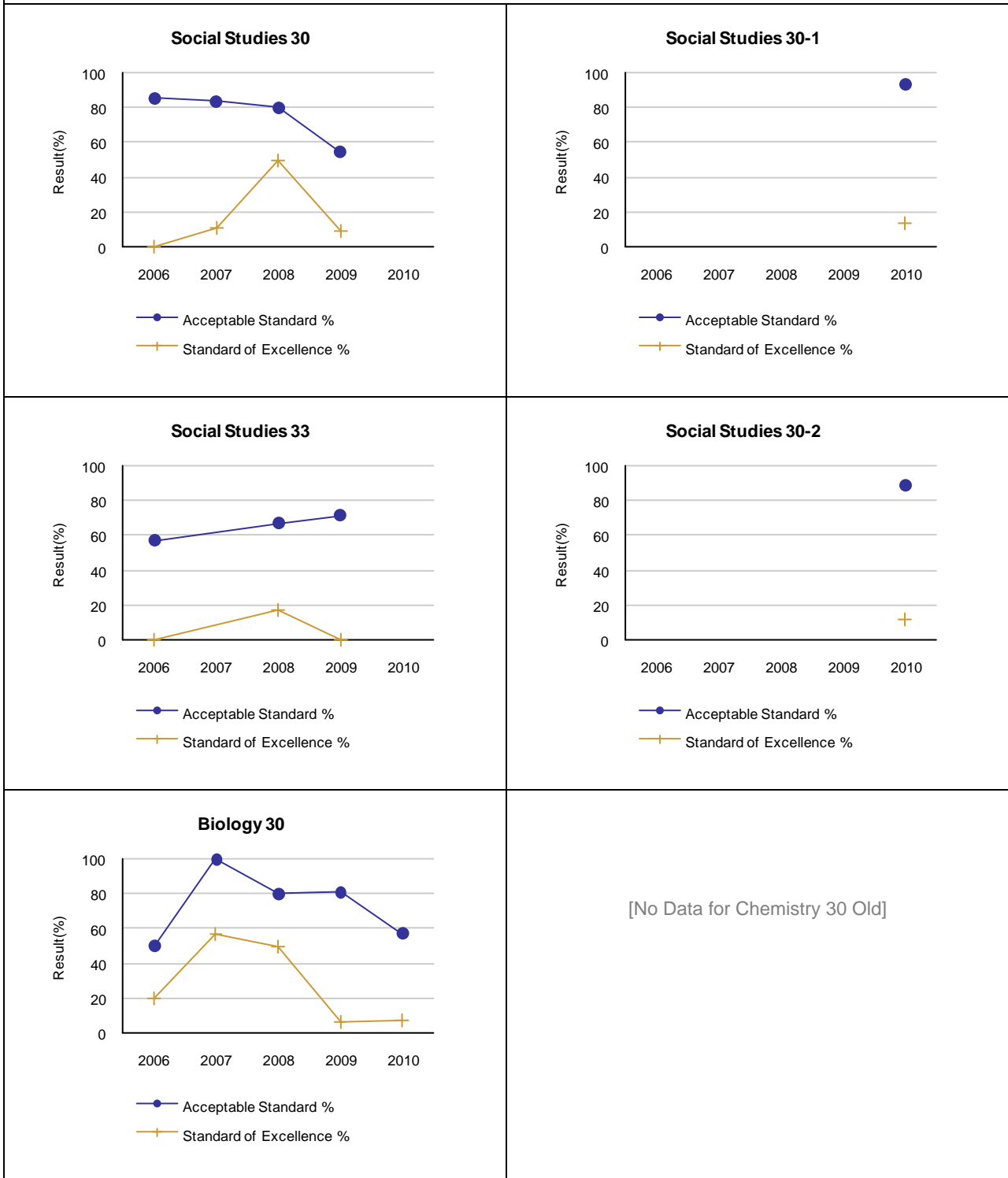
[No Data for French Lang Arts 30-1]

[No Data for Français 30]



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

Diploma Examination Results by Course (optional)



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

Diploma Examination Results by Course (optional)

<p style="text-align: center;">Chemistry 30</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>25</td> <td>0</td> </tr> <tr> <td>2010</td> <td>85</td> <td>30</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2009	25	0	2010	85	30	<p>[No Data for Physics 30 Old]</p>			
Year	Acceptable Standard %	Standard of Excellence %											
2009	25	0											
2010	85	30											
<p>[No Data for Physics 30]</p>	<p style="text-align: center;">Science 30</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>85</td> <td>20</td> </tr> <tr> <td>2007</td> <td>100</td> <td>75</td> </tr> <tr> <td>2009</td> <td>100</td> <td>45</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2006	85	20	2007	100	75	2009	100	45
Year	Acceptable Standard %	Standard of Excellence %											
2006	85	20											
2007	100	75											
2009	100	45											

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

		Gerard Redmond Comm Cath Sch						Alberta				
Course	Measure	Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very High	Improved	Excellent	9	100.0	17	73.7	29,151	85.1	28,157	87.0
	Standard of Excellence	Very Low	Maintained	Concern	9	0.0	17	9.0	29,151	10.1	28,157	15.6
English Lang Arts 30-2	Acceptable Standard	High	n/a	n/a	13	92.3	n/a	n/a	14,314	88.8	13,150	88.6
	Standard of Excellence	Intermediate	n/a	n/a	13	7.7	n/a	n/a	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	High	Improved	Good	9	88.9	10	59.8	22,917	82.9	22,411	81.5
	Standard of Excellence	Low	Maintained	Issue	9	11.1	10	20.2	22,917	29.7	22,411	25.6
Applied Mathematics 30	Acceptable Standard	Very Low	Maintained	Concern	9	55.6	8	75.0	10,639	77.3	10,191	77.8
	Standard of Excellence	Intermediate	Declined	Issue	9	11.1	8	37.5	10,639	12.6	10,191	12.1
Biology 30	Acceptable Standard	Very Low	Declined	Concern	14	57.1	13	87.1	22,345	81.4	20,946	82.9
	Standard of Excellence	Very Low	Declined	Concern	14	7.1	13	37.8	22,345	28.1	20,946	26.8
Chemistry 30	Acceptable Standard	n/a	Improved Significantly	n/a	7	85.7	8	25.0	18,933	79.0	17,370	76.3
	Standard of Excellence	n/a	Improved	n/a	7	28.6	8	0.0	18,933	29.9	17,370	27.7
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,360	73.9	10,072	79.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,360	20.3	10,072	23.1
Science 30	Acceptable Standard	*	*	*	1	*	10	100.0	4,941	80.1	4,004	87.3
	Standard of Excellence	*	*	*	1	*	10	56.5	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

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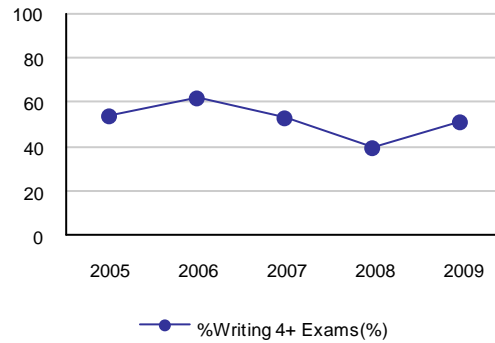
Measure Details (OPTIONAL)										
Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school (optional)										
	School					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
% Writing 0 Exams	27.5	27.8	14.0	21.3	28.5	18.1	17.8	18.0	18.4	18.0
% Writing 1+ Exams	72.5	72.2	86.0	78.7	71.5	81.9	82.2	82.0	81.6	82.0
% Writing 2+ Exams	64.9	72.2	79.4	70.8	64.7	78.3	78.5	78.6	78.0	78.7
% Writing 3+ Exams	53.4	67.0	69.4	55.1	54.5	65.6	65.6	65.6	64.9	65.2
% Writing 4+ Exams	53.4	61.9	52.9	39.3	51.0	53.5	53.7	53.6	53.3	53.5
% Writing 5+ Exams	38.2	46.4	46.3	27.5	44.2	34.5	34.6	34.7	34.3	34.7
% Writing 6+ Exams	22.9	25.8	29.8	15.7	23.8	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)										
	School					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
English 30/30-1	42.9	50.0	71.0	50.0	48.4	54.4	54.7	54.5	53.8	54.0
English 33/30-2	17.9	13.6	12.9	19.2	12.9	23.7	23.5	23.6	24.0	24.5
Total of 1 or more English Diploma Exams	60.7	63.6	83.9	69.2	61.3	76.9	77.1	77.0	76.7	77.1
Social 30	28.6	40.9	61.3	38.5	35.5	49.1	49.5	49.3	48.1	48.1
Social 33	35.7	22.7	12.9	30.8	25.8	29.1	28.8	28.8	29.5	30.1
Total of 1 or more Social Diploma Exams	64.3	63.6	71.0	69.2	61.3	77.0	77.2	77.2	76.7	77.4
Math 30/Pure	32.1	22.7	41.9	26.9	38.7	41.1	41.9	41.7	41.1	40.8
Math 33/Applied	28.6	36.4	48.4	19.2	12.9	19.9	19.5	19.5	19.1	19.7
Total of 1 or more Math Diploma Exams	50.0	54.5	71.0	46.2	51.6	60.4	60.7	60.7	59.7	59.9
Biology 30	42.9	45.5	45.2	38.5	54.8	39.4	39.6	39.8	39.1	39.8
Chemistry 30	28.6	36.4	38.7	30.8	12.9	34.4	34.2	34.3	34.5	17.3
Physics 30	17.9	13.6	35.5	15.4	0.0	21.6	21.6	21.5	20.4	10.0
Science 30	35.7	27.3	19.4	11.5	38.7	7.0	7.0	7.0	7.4	8.2
Total of 1 or more Science Diploma Exams	53.6	59.1	51.6	46.2	54.8	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

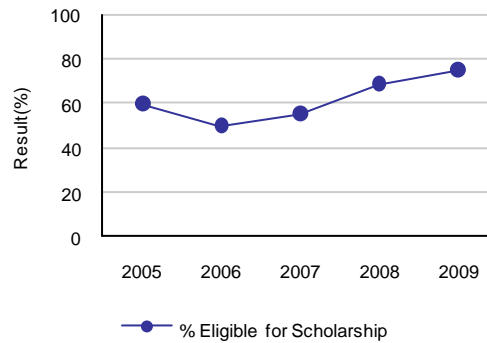
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Measure Details (OPTIONAL)									
Rutherford eligibility rate (optional)									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	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	20	11	55.0	11	55.0	6	30.0	12	60.0
2006	20	10	50.0	10	50.0	6	30.0	10	50.0
2007	27	13	48.1	15	55.6	10	37.0	15	55.6
2008	16	8	50.0	9	56.3	5	31.3	11	68.8
2009	12	9	75.0	9	75.0	5	41.7	9	75.0

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	Evaluation			Targets		
						2010	Achievement	Improvement	Overall	2011	2012	2013
High school to post-secondary transition rate within six years of entering Grade 10.	26.4	54.8	59.0	34.3	43.3		Low	Maintained	Issue			

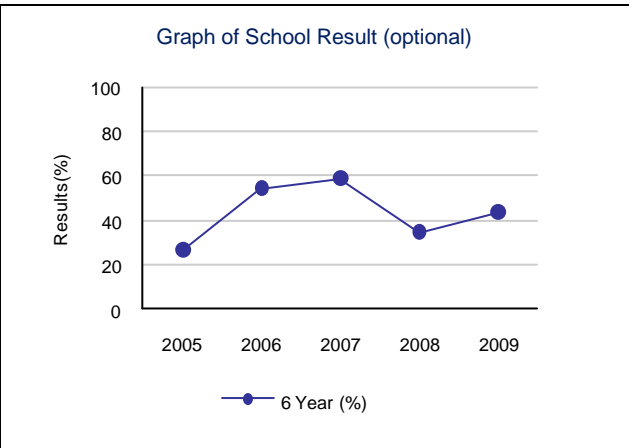
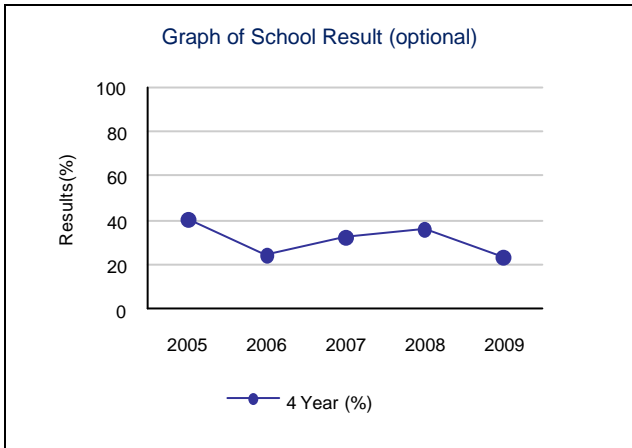
Comment on Results (OPTIONAL)
(an assessment of progress toward achieving the target)

There have been some improvements in this area but we will need to continue to focus our efforts in this area of concern.

Strategies:
 Continue to meet with parents and students in grade 9 and 10 to provide them with information that will assist them in developing a greater understanding for the importance of a post-secondary education.

- Expand our RAP program for those students in the dash 2 program and build a greater pool of local businesses that are willing to participate in this program.
- Invite more representatives from local area colleges and programs to visit our school to speak directly to students about options beyond high school.
- Career Counselling – we will meet with all grade 12 students three times per year and grade 10 & 11's at least one time per year to review their current educational plan for graduation.
- Continue with the grade 9&10 meetings with students to discuss and plan necessary requirement needed to graduate.

Measure Details (OPTIONAL)															
High school to post-secondary transition rate															
	School					Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
6 year rate	26.4	54.8	59.0	34.3	43.3	53.1	59.6	62.5	53.1	61.8	56.6	58.1	58.8	59.2	59.8
4 year rate	40.3	23.9	32.4	35.5	23.4	34.2	30.7	39.6	38.6	37.5	35.6	37.7	38.7	38.9	37.5



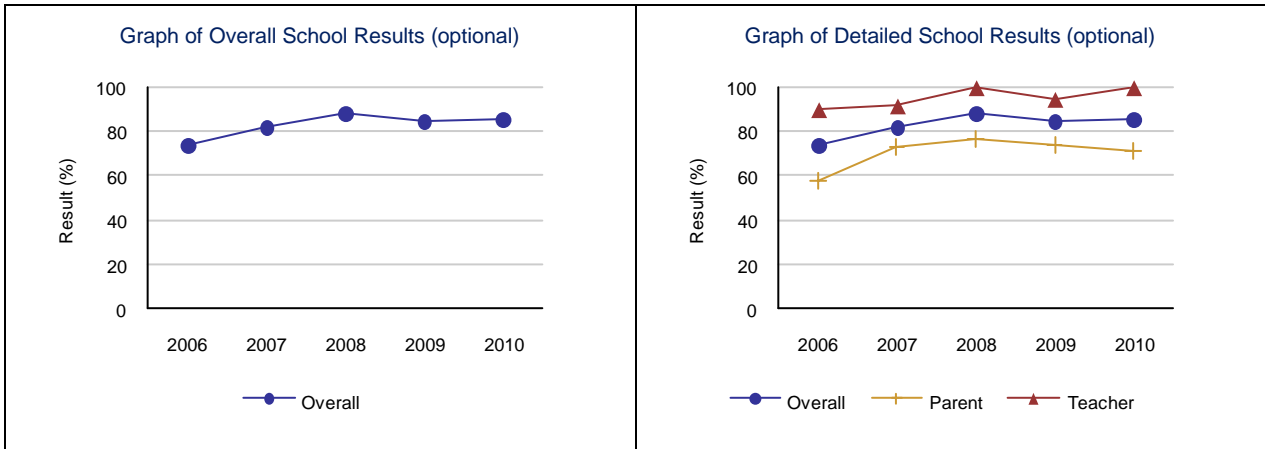
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: Students are well prepared for 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.	73.8	82.2	88.2	84.3	85.7		High	Maintained	Good			

<p>Comment on Results (OPTIONAL) <i>(an assessment of progress toward achieving the target)</i></p> <p>We are very pleased with the positive growth experienced with this measure.</p>
<p>Strategies</p>

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.															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	73.8	82.2	88.2	84.3	85.7	79.2	82.2	87.1	81.9	83.4	77.0	77.1	80.1	79.6	79.9
Teacher	90.0	91.7	100.0	94.7	100.0	90.0	95.0	91.7	94.5	95.1	89.4	89.2	89.3	88.9	90.0
Parent	57.7	72.7	76.5	73.9	71.4	68.4	69.4	82.6	69.3	71.7	64.6	65.1	70.9	70.2	69.8



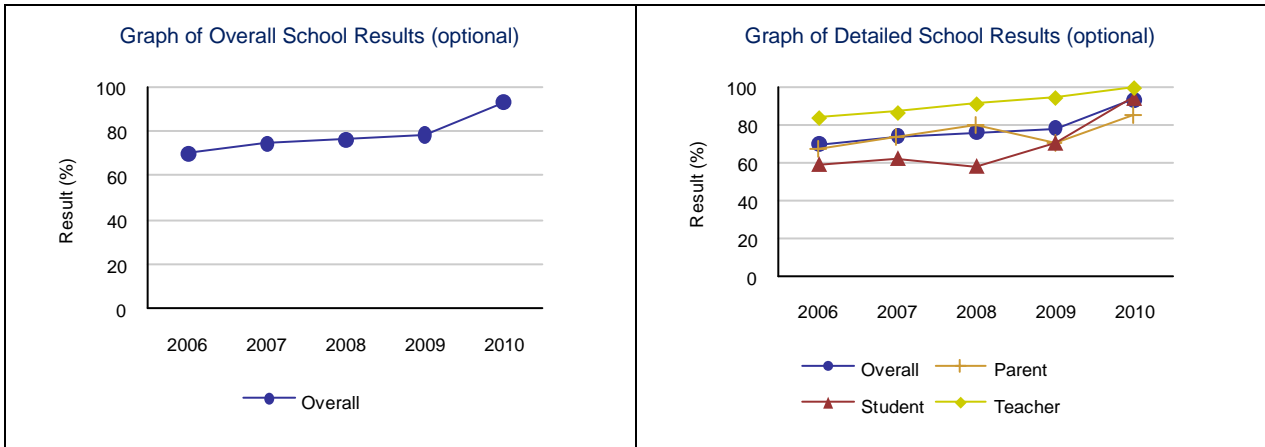
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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.	70.0	74.2	76.5	78.5	93.3		Very High	Improved Significantly	Excellent			

<p>Comment on Results (OPTIONAL) <i>(an assessment of progress in relation to past performance)</i></p> <p>We are very pleased with the positive growth experienced with this measure.</p>
<p>Strategies</p>

Measure Details (OPTIONAL)															
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	70.0	74.2	76.5	78.5	93.3	80.8	79.2	82.8	82.3	87.2	76.8	76.6	77.9	80.3	81.4
Teacher	84.0	86.7	91.4	94.7	100.0	94.8	95.3	95.9	96.6	99.0	90.3	89.9	90.6	91.8	93.0
Parent	66.9	73.6	79.8	70.2	85.2	76.8	73.9	86.0	79.3	83.0	72.4	72.6	74.7	77.4	78.5
Student	59.2	62.4	58.2	70.6	94.7	70.7	68.3	66.5	71.1	79.5	67.5	67.1	68.5	71.8	72.7



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 school/authority measures related to Goal 2 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

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.	69.8	81.8	77.9	71.2	89.2		Very High	Improved	Excellent			

Comment on Results (OPTIONAL)

(an assessment of progress toward achieving the target)

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

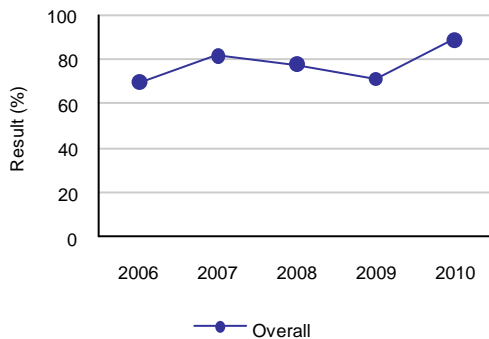
Strategies

Measure Details (OPTIONAL)

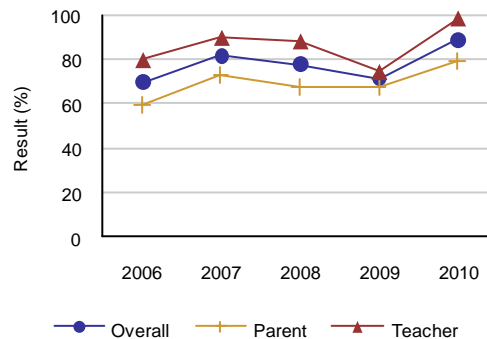
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	69.8	81.8	77.9	71.2	89.2	79.6	81.4	85.7	81.4	84.0	77.9	77.5	78.2	80.1	80.0
Teacher	80.0	90.0	88.4	74.7	98.7	91.0	92.1	92.6	90.3	93.0	87.6	87.1	87.5	88.0	88.6
Parent	59.7	73.6	67.4	67.6	79.6	68.2	70.6	78.9	72.4	75.1	68.1	67.9	69.0	72.2	71.3

Graph of Overall School Results (optional)



Graph of Detailed School Results (optional)



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

Outcome: The 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.	62.8	57.2	77.2	77.7	91.7		Very High	Improved Significantly	Excellent			

Comment on Results (OPTIONAL)

(an assessment of progress toward achieving the target)

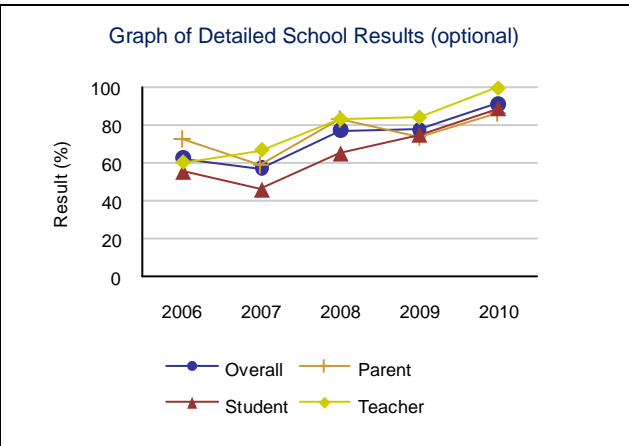
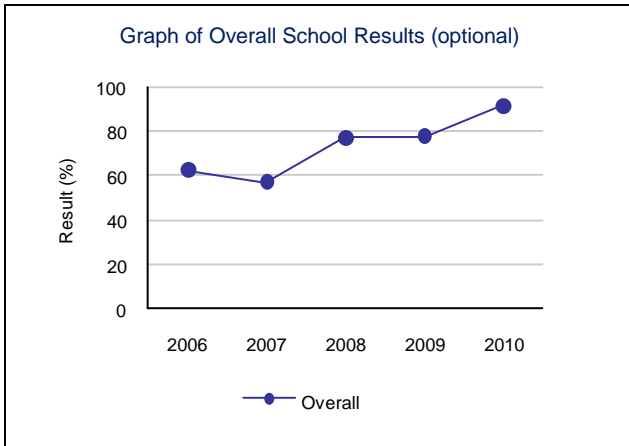
We are very pleased with the positive growth experienced with this measure.

Strategies

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.

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	62.8	57.2	77.2	77.7	91.7	75.9	81.3	84.4	81.4	84.9	76.8	76.3	77.0	79.4	79.9
Teacher	60.0	66.7	83.3	84.2	100.0	68.8	84.9	85.7	81.7	89.4	75.5	74.5	75.6	78.2	80.8
Parent	73.1	59.1	83.3	73.9	86.4	80.2	81.2	87.1	81.8	82.2	75.4	75.1	75.9	78.1	77.0
Student	55.4	46.0	65.0	74.9	88.8	78.7	77.7	80.5	80.8	83.1	79.4	79.3	79.5	81.8	81.8



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 school/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).

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