

# Canmore Collegiate

## Education Plan and Annual Results Report 2011-2012

Academics Attitude Athletics Artistry



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## **Consultation Process**

The development of an education plan is a requirement of Alberta Education. The plan, which is ongoing and updated yearly, reflects the goals of the school and specific actions put in place to meet those goals. School goals must generally align with both Provincial and Divisional Goals. The aim of the document is to provide a general direction and plan for the school. It is also a marker for measuring the attainment of those goals.

Information provided by the Accountability Survey and School Council, plus input from staff and students, is used by school administration to develop specific goals, initiatives and strategies. Initiatives and curriculum changes by Alberta Education are also reflected in the document.

The Education Plan is evaluated and modified each year to reflect new and continuing directions for the school.

### **Alberta Education Goals**

**Goal One: Success for every student**

**Outcome: Students are prepared for the 21st century**

**Goal Two: Transformed Education through Collaboration**

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

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

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

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



**Our Vision Statement:**

Fostering a Passion for Learning.

**Our Mission Statement:**

Our mission as a caring school community is to support and challenge our students to reach their individual potential. We do this by teaching them new skills and sharing knowledge, while respecting them for who they are. We prepare students to meet challenges with confidence.

**Our Belief Statements:**

- We believe:
- Education is a lifelong process for all.
  - Our school is a community of learners and leaders.
  - Students, teachers, support staff, parents and the community all contribute to successful learning experiences.

**We Value:**

Respect and Caring:

- for self and others
- for our differences
- for our community, world and environment

Integrity:

- trustworthiness
- responsibility and accountability
- personal honesty and integrity

The Learning Process:

- meaningful and relevant activities
- creativity and innovation
- collaboration and cooperation
- personal initiative
- risk-taking
- collaboration and cooperation for individual and team success
- effective and efficient use of time and resources

Communication:

- honesty
- active listening
- sharing information in a timely manner

- 
- seeking to understand with an open mind

Acknowledgement:

- giving credit where credit is due & giving formal and informal recognition



**School Profile:**

Canmore Collegiate is a grade 9 through 12 school offering Academic, Second Languages, Immersion, Fine Arts, Career and Technology, Physical Education, Outdoor Education, Work Experience, Knowledge and Employability, Outreach and Special Needs Programs to approximately 460 students. A Learning Support Program is in place to help students and staff in the adaptation and modification of programs to meet the needs of all students. A wide range of co-curricular and extra-curricular programs is also offered.

Canmore Collegiate staff works closely with community agencies; Children's Services, Alberta Mental Health, Family & Community Support Services (FCSS,) Woods Homes, Alberta Health Services and the RCMP, to provide a coordination of services and programs for students and families.

The Canadian Rockies Educational Outreach Program offers an alternative method for students to complete courses.

Canmore Collegiate opened in September 1995 with a rated capacity of 650. The school is designed to provide a variety of learning and teaching spaces to meet the needs of students and to utilize the strengths of certified and support staff. An addition was opened in September 1998 increasing the capacity to 850.

**Enrolment**

**September 2011**

Grade 9	118
10	103
11	116
12	123
Outreach 25 (equivalent full-time)	
Total	485



### Message from Board Chair

In October of 2011, Canadian Rockies Public Schools acted as site host for the OECD Innovative Learning Environment Conference. The conference highlighted the value of our Inspiring Hearts and Minds Work and the Inspiring Education work that involved the whole province. An informed and committed public creates broad support for taking education in the 21st Century. In CRPS this includes a new approach to governance with our Community Education Network. This builds on our previous work of engagement to create a broad approach to governance and an engaged community approach to education.

This Canadian Rockies Public Schools three year education plan has been created with the involvement of Trustees, Administration, Teachers, and School Councils. It has also been greatly influenced by the work we have been doing for the last four and half years with our Inspiring Hearts and Minds process. The focus on Whole Child education supported by the four key directions of Whole Community Approach, Whole Teacher Approach, Whole Learning Approach, and Whole World Perspective has helped us to re-think our approach to education. The Board of Trustees is committed to continuing on this learning path where the child is at the centre and we consider their development as a whole person – physical, emotional, social, intellectual and spiritual. This will help us achieve the goal of IHM which is:

“To prepare our children to thrive as individuals and to contribute as citizens and leaders in our interconnected, complex, and exponentially changing world.”

### IHM VISION

To prepare our children to thrive as individuals and to contribute as citizens and leaders in our interconnected, complex and exponentially changing world





**Strategies for Reporting School Results**

Canmore Collegiate will report the results of Achievement Tests and Diploma Exams to parents and the community in accordance with school board policy.

Teachers of Achievement Test and Diploma Exam courses will write an analysis following each test administration. This report focuses on both group and individual results. It includes item analysis of the specific exam and focuses on anomalies in marks of the writing student group and individual students. These exams are one measure of student achievement based on the Alberta curriculum.

School based marks reflect a broad range of assessment tools and criteria. The school will study both results over time and participation rates.



**October 2011 Accountability Pillar Overall Summary**

Measure Category	Measure Category Evaluation	Measure	Canmore Collegiate			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	88.9	87.4	86.2	88.1	87.6	86.6	Very High	Maintained	Excellent
Student Learning Opportunities	Excellent	Program of Studies	83.2	83.4	84.6	80.9	80.5	80.1	Very High	Maintained	Excellent
		Education Quality	88.6	81.9	81.8	89.4	89.2	88.9	High	Improved	Good
		Drop Out Rate	0.2	0.0	1.8	4.2	4.3	4.7	Very High	Improved Significantly	Excellent
		High School Completion Rate (3 yr)	87.2	80.9	74.3	72.6	71.5	71.1	Very High	Improved Significantly	Excellent
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	90.4	89.4	84.8	79.3	79.1	78.0	Very High	Improved	Excellent
		PAT: Excellence	17.2	21.6	19.0	19.6	19.4	18.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	92.1	90.9	89.9	82.6	83.4	84.0	High	Maintained	Good
		Diploma: Excellence	29.6	23.4	21.7	18.7	19.0	18.9	Very High	Improved	Excellent
		Diploma Exam Participation Rate (4+ Exams)	60.1	55.2	56.4	54.9	53.5	53.5	High	Maintained	Good
		Rutherford Scholarship Eligibility Rate (Revised)	67.5	65.0	66.9	59.6	56.9	57.0	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	49.9	38.3	41.8	59.3	59.8	59.3	Intermediate	Improved	Good
		Work Preparation	73.4	74.2	74.4	80.1	79.9	79.8	Intermediate	Maintained	Acceptable
		Citizenship	79.3	77.1	76.7	81.9	81.4	79.9	High	Maintained	Good
Parental Involvement	Acceptable	Parental Involvement	75.0	73.6	74.9	79.9	80.0	79.4	Intermediate	Maintained	Acceptable
Continuous Improvement	Excellent	School Improvement	88.7	79.1	79.8	80.1	79.9	78.8	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 (\*).



## Goal One: Success for Every Student

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

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

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

### IHM Key Direction: Whole Child Education

The concept of whole child education encompasses the emotional, social, cognitive, physical and spiritual development of the person.

### IHM Key Direction: Whole Teacher Approach

To support whole child development, teachers need to engage in their own development process and receive ongoing support. With the knowledge that teachers make a significant difference in a child's life, create conditions that strengthen student-teacher relationships.

Performance Measure	Results (in percentages)					Target <sup>1</sup>	Evaluation			Targets <sup>2</sup>		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	72.8	85.2	79.8	89.4	90.4		Very High	Improved	Excellent			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	18.1	20.1	15.5	21.6	17.2		Intermediate	Maintained	Acceptable			

#### Comment on Results

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

**CCHS continues to offer a very successful and engaging academic program at all grade levels. Our grade 9 cohort performed very well last year in all areas. We will continue to explore ways in which Social Studies 9 is taught and develop strategies to help support students in this course. Our grade 9 one to one computer initiative is in its second year and both staff and students feel that this initiative has helped both in the learning of students and the teaching in the classroom.**

#### Strategies

- To work with all departments to identify inefficiencies and inadequate pedagogy as it relates to our AISI goals on Assessment for Learning.
- Continue the use of Professional Learning Communities and Leadership Coaching strategies with and for teaching staff.
- To improve the delivery of our knowledge and employability program through all grades 9 – 12.
- To continue the use of 1:1 technology in our grade 9 program of studies.
- CCHS will again spend time with staff to critically analyse all Diploma and PAT results and look at strategies to improve them.
- Continue with the technology support time (however small) to mentor teachers in the use of technology.

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

<sup>1</sup> If school had set a target for 2010/11 in the three year education plan 2010/11 – 2012/13, it may be included in the space provided.

<sup>2</sup> If school had set targets for 2010/11 – 2012/13, it may be included in the space provided.

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

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	91.3	88.4	90.2	90.9	92.1		High	Maintained	Good			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	28.6	24.4	17.1	23.4	29.6		Very High	Improved	Excellent			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2011	Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	61.1	72.3	69.6	80.9	87.2		Very High	Improved Significantly	Excellent			
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.9	3.4	1.9	0.0	0.2		Very High	Improved Significantly	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	55.4	43.6	43.5	38.3	49.9		Intermediate	Improved	Good			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	48.2	68.9	66.7	65.0	67.5		High	Maintained	Good			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	52.2	58.3	55.8	55.2	60.1		High	Maintained	Good			

**Comment on Results**

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

***CCHS continues to emphasize high standards in achieving the learning outcomes in each and every class. Our focus is to support teachers in every professional development and coaching in order to maintain and improve high school completion rates as well as high standards. We will continue to support our AISI assessment coach in their development in order to create the necessary environment for open and valued discussion on pedagogy related to our IHM and AISI goals.***

***IHM Key Direction: Whole Teacher Approach***

***To support whole child development, teachers need to engage in their own development process and receive ongoing support. Knowing that teachers make a significant difference in a child's life, create conditions that strengthen student-teacher relationships.***

<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>- <b><i>CCHS will begin to look at what a distributed Learning model of instruction would look like in our school to support those students with different learning styles.</i></b></li> <li>- <b><i>We are looking into offering a sport school model of instruction which would allow athletes to continue in their educational goals in a flexible, timely and effective manner.</i></b></li> <li>- <b><i>Continue to offer career/education fairs all year long.</i></b></li> <li>- <b><i>Continue to offer Outreach &amp; Summer school for those students who need time or a different way of learning.</i></b></li> <li>- <b><i>To continue to offer a wide array of extracurricular programs to all students and to identify those who may benefit from such a focus.</i></b></li> <li>- <b><i>Provide opportunity to exhibit and celebrate the success of our student body with an annual "Fall Academic Awards Ceremony" organized by our staff.</i></b></li> <li>- <b><i>To continue acknowledgement of our community business partners in the financial support we receive for the Awards Ceremony.</i></b></li> </ul>
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**Notes:**

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

**IHM Key Direction: Whole Learning Approach**

This area requires learning environments that foster academic excellence and develop 21st century skills and personalizes learning to respond to each child's gifts, needs, interests, and aspirations.

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

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	70.2	71.0	81.9	77.1	79.3		High	Maintained	Good			
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.	71.3	75.3	73.8	74.2	73.4		Intermediate	Maintained	Acceptable			

**Comment on Results**

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

***Our staff in our student services is a strong and committed group of professionals who are meeting the needs of our diverse group of students. From this office we will continue to prepare young individuals for the 21 century. Staff from other departments continue to engage our student body to help create an environment conducive to the future of education through the Tell Them From Me Survey (TTFM) offered twice per year.***

*We will continue work in all learning strategies within the IHM Model.*

**IHM Key Direction: Whole Child Education**

*The concept of whole child education encompasses the emotional, social, cognitive, physical and spiritual development of the person.*

**IHM Key Direction: Whole Learning Approach**

*This area requires learning environments that foster academic excellence and develop 21st century skills and personalizes learning to respond to each child's gifts, needs, interests, and aspirations.*

**Strategies**

- *Continue with the Tell Them From Me Survey in order to develop strategies for change as we move into the 21<sup>st</sup> century.*
- *Continue the Sage program (Supporting Aboriginal Students to Achieve Their True Potential) for our Aboriginal Youth.*
- *Continue to offer work experience/RAP to all students who meet the criteria.*
- *Continue to expect students who enter out school in grade 9 to meet the 25 hours of volunteer community hours needed to be involved in our commencement exercises at the end of the school year.*
- *Continue to offer the Green Club and UNESCO school clubs in our school*
- *Continue activities that promote environmental stewardship: Green club*
- *Look into the possibility of offering an elite sports student academic program.*

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

## Goal Two: Transformed Education Through Collaboration

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

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

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

### IHM Key Direction: Whole Community Approach

*This area emphasizes partnership development and linkages between public schools, families, local organizations and the community as a whole.*

### IHM Key Direction: Whole World Approach

*Gaining a global or whole world perspective is an essential component of whole child education.*

Performance Measure	Results (in percentages)					Target 2011	Evaluation			Targets		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	79.7	83.6	86.9	83.4	83.2		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	80.3	79.8	83.7	81.9	88.6		High	Improved	Good			
Percentage of teacher, parent and student agreement that: students	82.3	83.1	88.1	87.4	88.9		Very High	Maintained	Excellent			

are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.														
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**Comment on Results**  
*(an assessment of progress toward achieving the target)*

**These results have increased dramatically from last year and we are very happy with them. As you can see from the strategies below we continue to provide for the unique needs of all students and as well as using a variety of teaching and learning strategies through the use of differentiation.**

**CCHS will always be an advocate for a safe and caring school. Our programs created out of our student services department will continue to be offered by our staff throughout our school. We use the results of the TTFM to get a feeling for what our students are telling us with regards to our school being Safe and Caring and then react appropriately in a timely and effective manner to any issues arising.**

- Strategies**
- **Continue “Be the Change” a student led club that works to create a warm and caring environment within our school community.**
  - **Provide the following programs : Avalanche Awareness, Party Program, Public Health nurse visits, Homophobia Awareness(Gay Straight Alliance), AADAC, FCSS, RCMP community connection, Alberta Justice, Attendance Board, Mental Health.**
  - **All staff, in meeting the unique needs of all students, will use a variety of teaching and learning strategies through the use of differentiation.**
  - **CCHS will continue to offer a Leadership course, within the new CTS curriculum, which includes mentoring younger students and implementing projects within the school and outside communities.**
  - **CCHS will continue to offer its Outreach, Home Schooling, ESL, International and Immersion programs.**
  - **CCHS will continue to offer the Locally Developed courses of Forensic Science and Learning Strategies.**
  - **CCHS will continue to provide post-secondary and career education to all students.**
  - **CCHS will continue to support the Fine Arts, CTS and sports programs at the school.**
  - **Examine methods for learning i.e. blended, distributed and online learning.**
  - **Monitor the one-to-one computing initiative at Grade 9.**
  - **Maintain the one-on-one counselling in both the high school and Outreach programs**
  - **Maintain the Aboriginal Liaison worker position**

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

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

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	70.8	77.0	74.2	73.6	75.0		Intermediate	Maintained	Acceptable			
Percentages of teachers, parents and students indicating	73.7	75.3	84.9	79.1	88.7		Very High	Improved Significantly	Excellent			

that their school and schools in their jurisdiction have improved or stayed the same the last three years.												
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**Comment on Results**  
*(an assessment of progress toward achieving the target)*

***Our one to one computer initiative is in the second year of implementation and we feel both staff and parents are happy with what we have accomplished. Students in grade 9 seem genuinely excited about using technology in the classroom in order to support their learning. Our grade 10 students who have these computers seem to be bringing them to school and continue to be supported by this new technology.***

***CCHS will continue to increase its population base by offering the international student program as well as investigating the possibility of attracting elite sports athletes to our school.***

***Each classroom is equipped with a smart board and training is taking place during Professional Learning Community time. We accept all community support from any outside organization willing to provide to our educational system at CCHS.***

- Strategies**
- ***Continue the use of the “Tell Them From Me Survey” twice this year in order to gather pertinent and timely feedback from students.***
  - ***To look at a distributed and blended learning model of instruction deliveries go better serve the needs of our student population.***
  - ***Continue our one to one grade 9 computer initiative***
  - ***We will attempt to mentor and support the leadership training of those staff members who might be interested.***
  - ***Attempt to initiate through discussions with community and national organizations about the possibility of supporting an Sports School here at CCHS***
  - ***Continue to build and foster all community relationships with organizations who support what we do for children. These include Rotary Club (Exchange Program), Lions Club, Artist Guild, Gary Anderson Sports group, Folk Festival to name just a few.***

**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

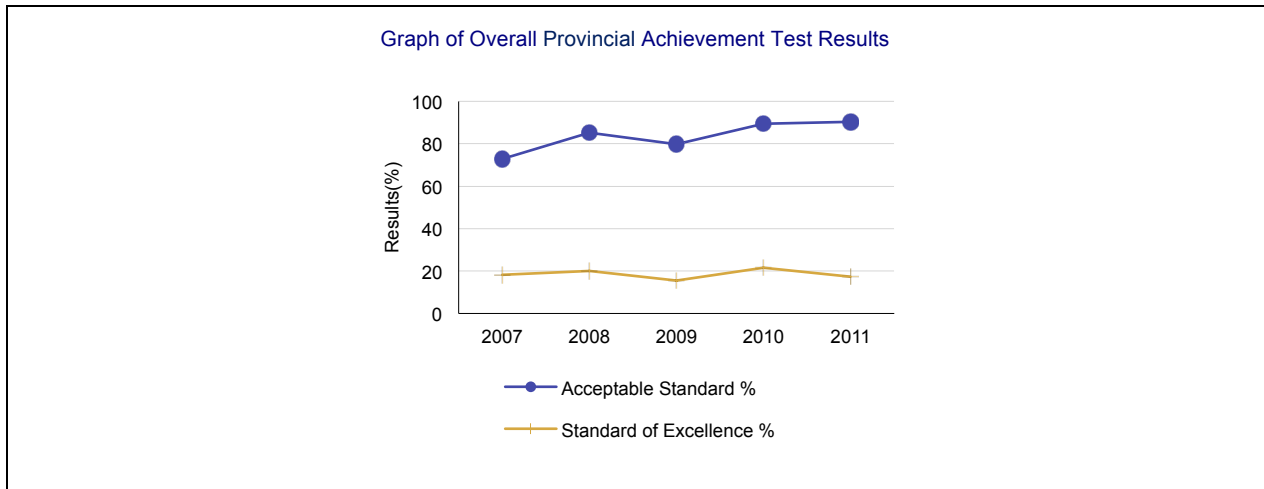
**Provincial Achievement Test Results – Measure Details**

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2007		2008		2009		2010		2011		2011	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	85.9	23.7	85.3	21.2	84.2	17.8	85.0	21.1	81.8	13.3		
	Province	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5	81.8	17.5		
French Language Arts 3	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	86.7	13.3	93.9	16.3	75.0	3.8		
	Province	n/a	n/a	n/a	n/a	83.8	15.8	84.1	16.3	80.6	15.8		
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	82.5	16.3	86.4	16.3	84.2	18.6		
Mathematics 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	76.9	22.4		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77.4	26.0		
English Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	90.0	21.2	83.4	23.4	87.2	19.6	88.1	23.9	81.6	23.7		
	Province	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9	83.0	18.5		
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	89.7	5.1	90.6	6.3	89.5	7.9	90.0	12.5	97.4	28.9		
	Province	88.1	11.0	87.7	14.2	91.5	15.9	88.3	15.9	89.4	17.1		
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	93.0	18.0	94.3	17.1	92.6	18.7	91.3	18.3	92.2	17.6		
Mathematics 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	80.9	26.3		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8		
Science 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	84.0	28.4	67.6	24.1	76.0	22.3	78.0	21.4	80.9	29.6		
	Province	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4	76.2	25.0		
Social Studies 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	70.4	8.8	77.6	24.3		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	71.0	16.4	71.1	18.5		
English Language Arts 9	School	89.2	14.2	88.3	23.3	89.2	20.7	91.8	19.6	90.6	11.8		
	Authority	86.2	14.8	88.6	19.4	86.8	16.8	92.7	18.5	85.6	12.8		
	Province	77.5	14.8	76.5	14.8	78.7	14.7	79.3	15.0	79.1	16.3		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	70.0	0.0	70.0	0.0		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	70.0	0.0	70.0	0.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	66.8	7.8	67.2	7.9		
French Language Arts 9	School	*	*	80.0	4.4	60.0	3.3	93.5	9.7	87.1	9.7		
	Authority	*	*	80.0	4.4	60.0	3.3	93.5	9.7	87.1	9.7		
	Province	81.3	12.9	84.5	12.4	81.8	10.3	86.1	12.4	88.8	15.0		
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	81.6	12.6	84.8	11.7	85.6	12.9	84.3	12.7	90.2	15.8		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	82.9	9.8		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79.5	11.5		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.1	17.3		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	69.2	7.7	72.7	0.0		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	69.2	7.7	72.7	0.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	65.6	15.3	64.9	14.9		

Science 9	School	82.8	28.5	84.0	22.7	75.7	13.5	85.9	27.3	91.5	25.6		
	Authority	81.9	25.1	85.6	21.3	76.6	12.6	86.3	22.2	88.5	24.6		
	Province	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7	74.9	20.8		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	60.0	0.0	72.7	0.0		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	60.0	0.0	72.7	0.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	67.2	14.3	69.5	15.3		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	76.5	27.5	74.1	14.1		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	78.8	25.0	67.2	14.4		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	68.9	18.8	67.2	19.0		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	66.7	0.0	70.0	0.0		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	66.7	0.0	70.0	0.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	64.6	15.7	61.9	13.6		

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

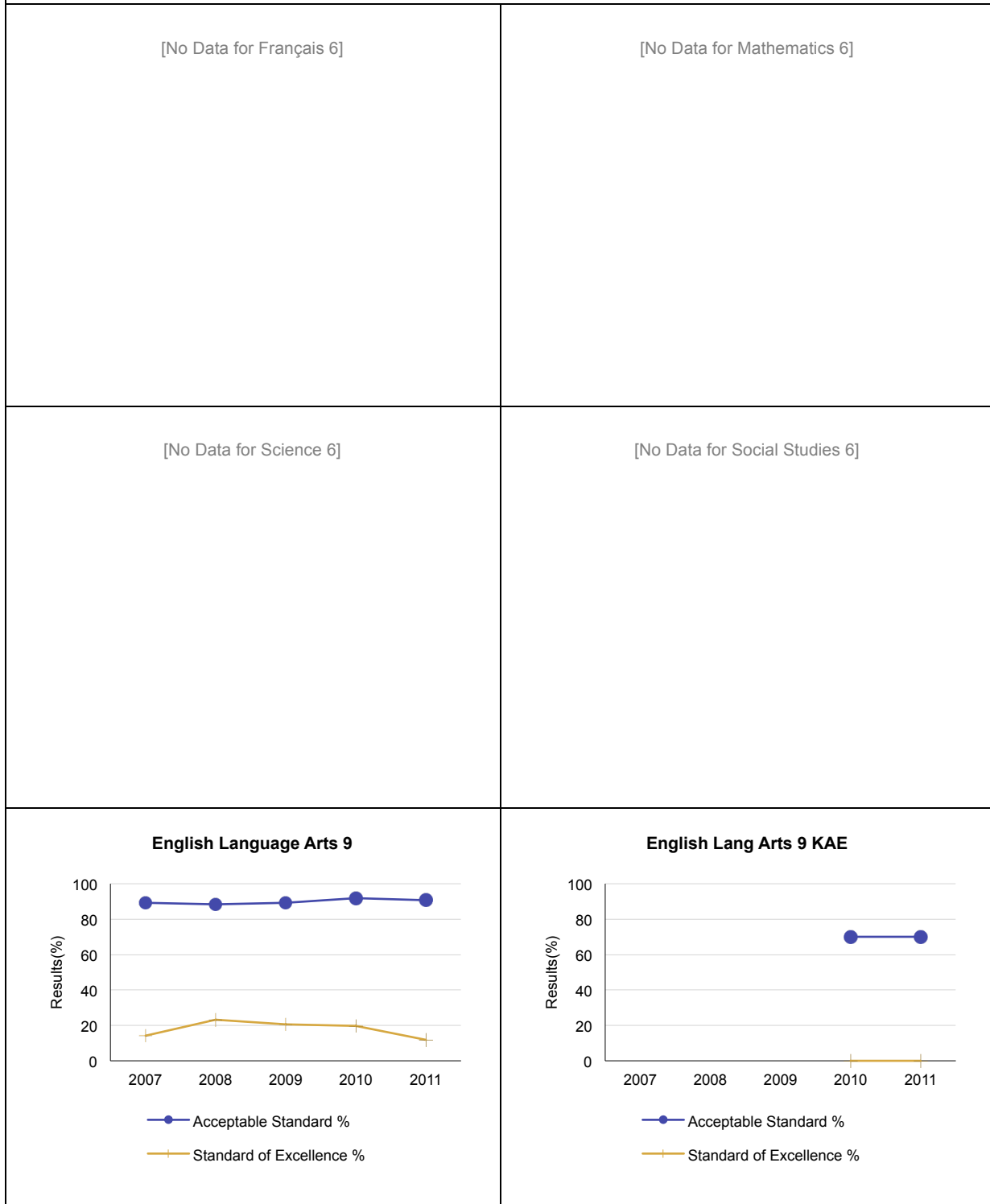
\*\* "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.



Graph of Provincial Achievement Test Results by Course	
[No Data for English Language Arts 3]	[No Data for French Language Arts 3]
[No Data for Français 3]	[No Data for Mathematics 3]
[No Data for English Language Arts 6]	[No Data for French Language Arts 6]

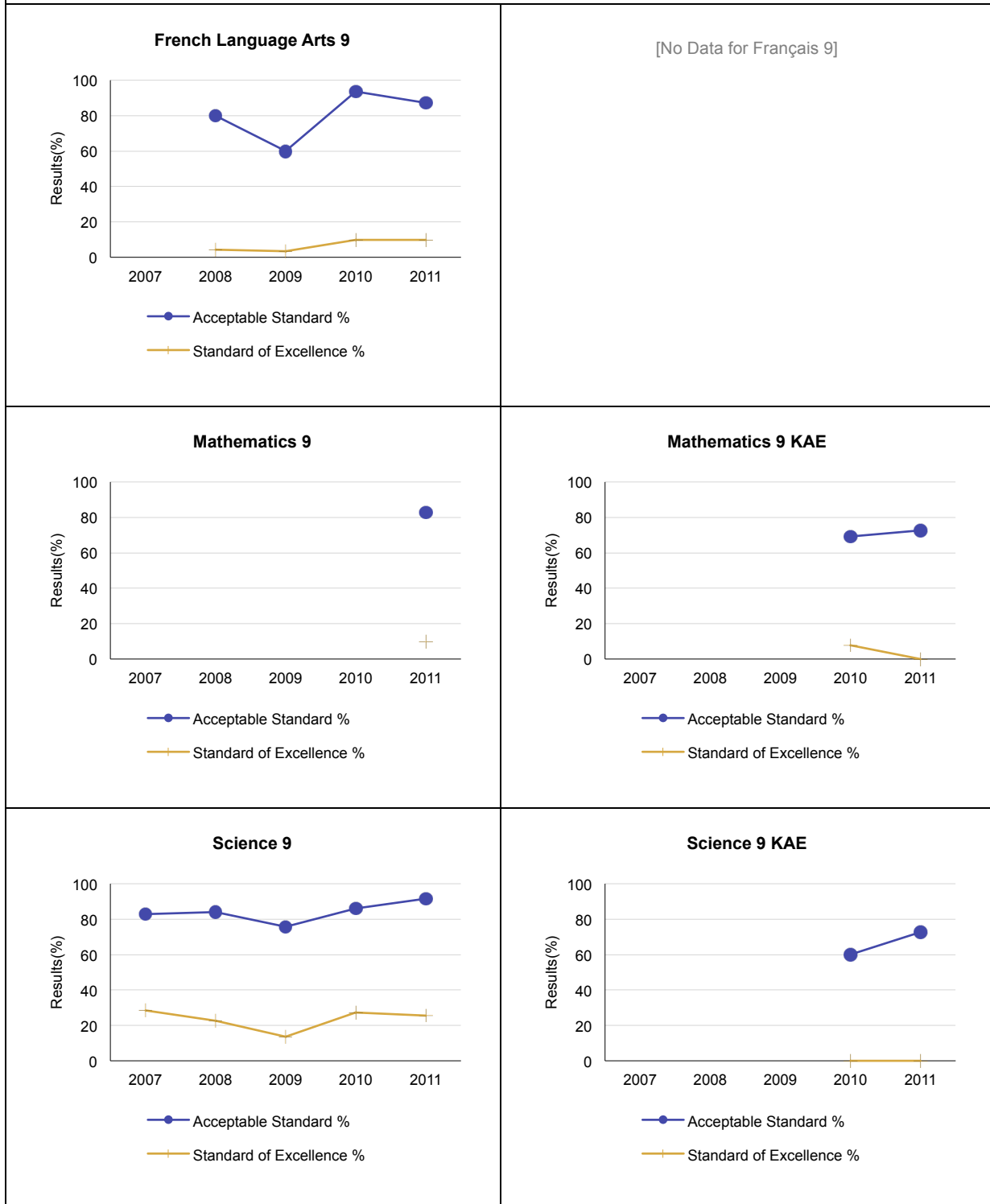
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Graph of Provincial Achievement Test Results by Course



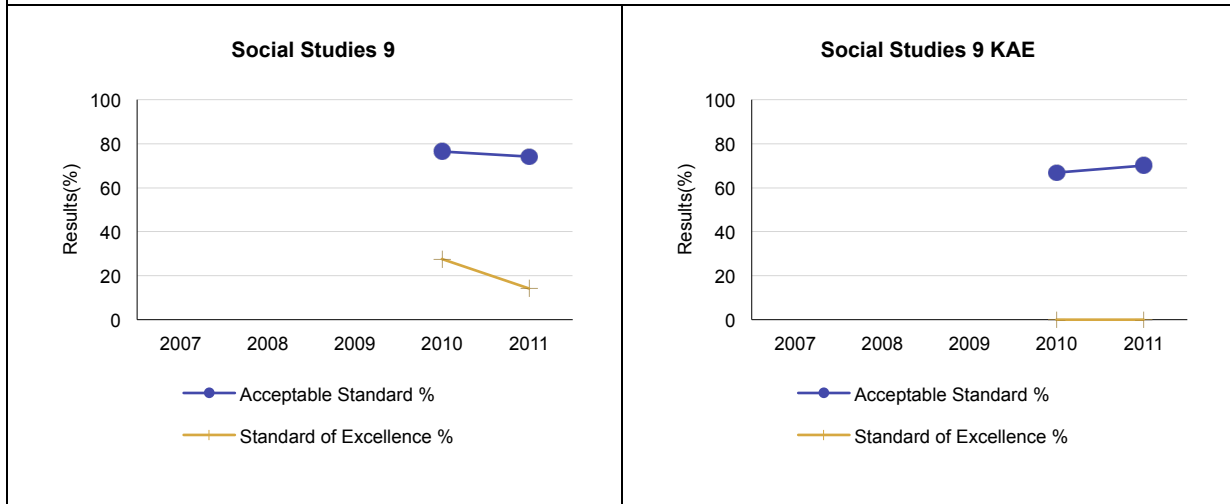
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Graph of Provincial Achievement Test Results by Course



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



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

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Canmore Collegiate							Alberta			
		Achievement	Improvement	Overall	2011		Prev 3 Yr Avg		2011		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,944	81.8	42,052	81.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,944	17.5	42,052	17.9
French Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,180	80.6	3,046	83.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,180	15.8	3,046	16.1
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	532	84.2	520	84.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	532	18.6	520	16.3
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,433	83.0	43,646	82.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,433	18.5	43,646	19.6
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,635	89.4	2,307	89.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,635	17.1	2,307	15.3
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	460	92.2	442	92.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	460	17.6	442	18.0
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,441	76.2	43,534	76.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,441	25.0	43,534	25.1
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,537	71.1	43,601	71.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,537	18.5	43,601	16.4
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	85	90.6	109	89.8	43,024	79.1	43,763	78.2
	Standard of Excellence	Intermediate	Declined	Issue	85	11.8	109	21.2	43,024	16.3	43,763	14.8
English Lang Arts 9 KAE	Acceptable Standard	n/a	Maintained	n/a	10	70.0	10	70.0	1,606	67.2	1,587	66.8
	Standard of Excellence	n/a	Maintained	n/a	10	0.0	10	0.0	1,606	7.9	1,587	7.8
French Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	31	87.1	35	77.8	2,331	88.8	2,324	84.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	31	9.7	35	5.8	2,331	15.0	2,324	11.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	336	90.2	324	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	336	15.8	324	12.4
Mathematics 9 KAE	Acceptable Standard	n/a	Maintained	n/a	11	72.7	13	69.2	1,936	64.9	1,894	65.6
	Standard of Excellence	n/a	Maintained	n/a	11	0.0	13	7.7	1,936	14.9	1,894	15.3
Science 9	Acceptable Standard	Very High	Improved	Excellent	82	91.5	110	81.9	42,932	74.9	43,553	71.7
	Standard of Excellence	Very High	Maintained	Excellent	82	25.6	110	21.2	42,932	20.8	43,553	15.5
Science 9 KAE	Acceptable Standard	n/a	Maintained	n/a	11	72.7	10	60.0	1,586	69.5	1,526	67.2
	Standard of Excellence	n/a	Maintained	n/a	11	0.0	10	0.0	1,586	15.3	1,526	14.3
Social Studies 9	Acceptable Standard	n/a	Maintained	n/a	85	74.1	102	76.5	43,128	67.2	43,769	68.9
	Standard of Excellence	n/a	Declined Significantly	n/a	85	14.1	102	27.5	43,128	19.0	43,769	18.8
Social Studies 9 KAE	Acceptable Standard	n/a	Maintained	n/a	10	70.0	9	66.7	1,573	61.9	1,557	64.6
	Standard of Excellence	n/a	Maintained	n/a	10	0.0	9	0.0	1,573	13.6	1,557	15.7

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

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

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

Achievement Category	Chi-Square Range	Very High	High	Intermediate	Low	Very Low
Improved Significantly	3.84	Excellent	Good	Good	Good	Acceptable
Improved	1.0	Excellent	Good	Good	Acceptable	Issue
Not Improved	1.0	Excellent	Good	Acceptable	Issue	Concern
Declined Significantly	3.84	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Meas	Acceptable	Issue	Issue	Concern	Concern

School: 5243 Canmore Collegiate

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

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

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

Notes:

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

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

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

**Improvement Table**

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

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

**Overall Evaluation Table**

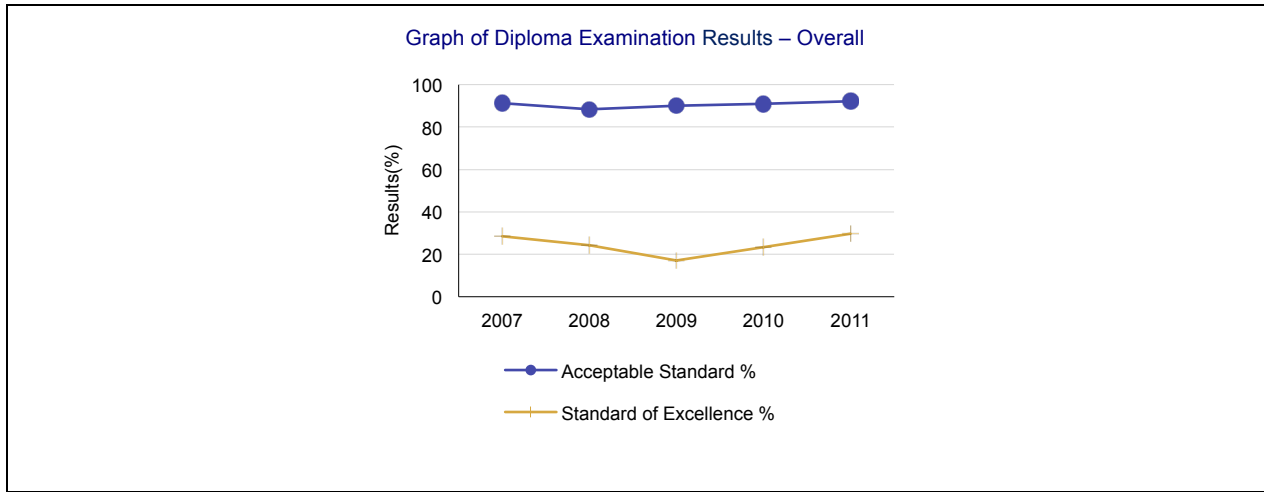
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

**Diploma Examination Results – Measure Details**

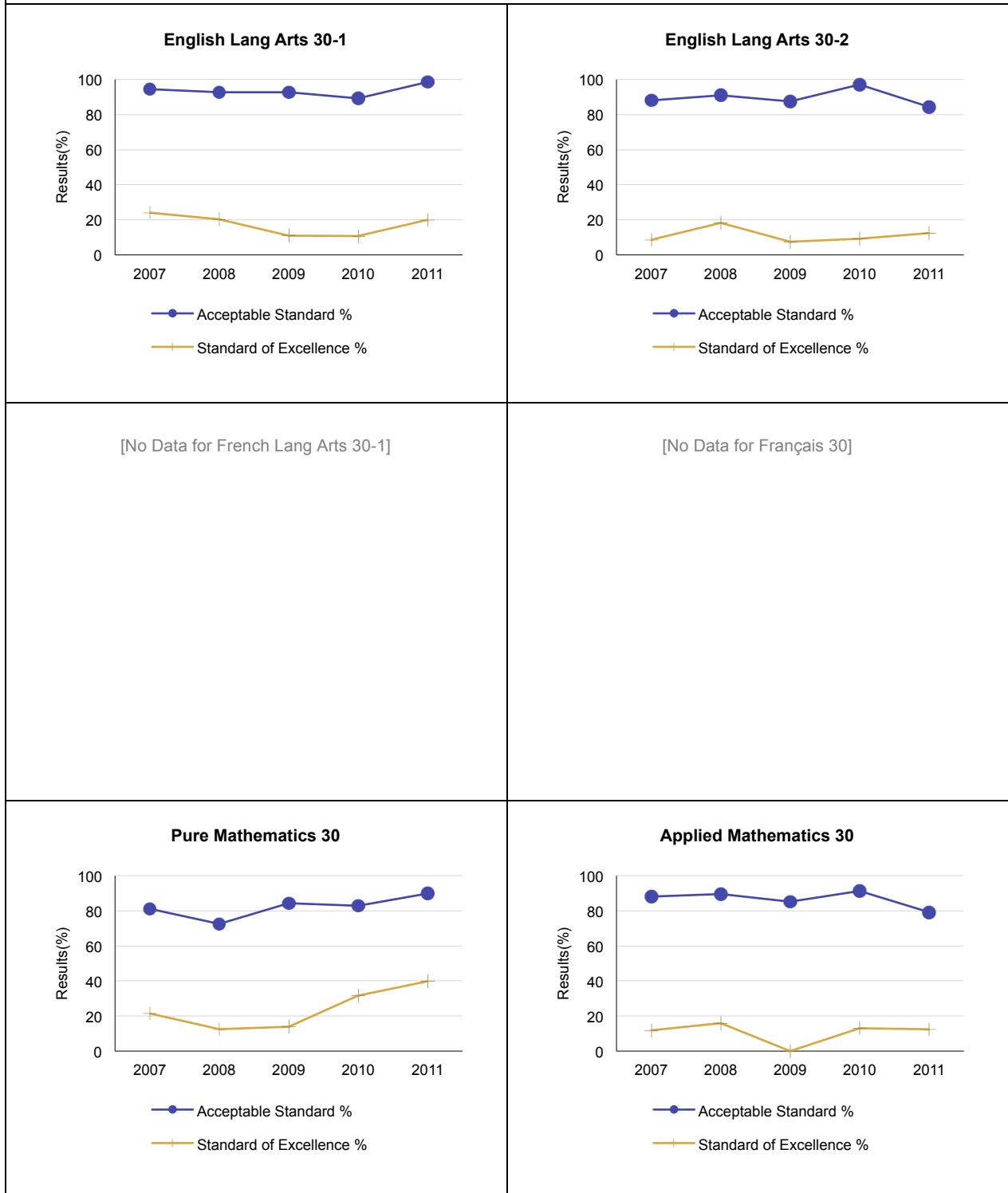
Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2007		2008		2009		2010		2011		2011	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	94.4	24.1	92.8	20.3	92.7	11.0	89.2	10.8	98.6	20.0		
	Authority	94.1	22.4	91.0	16.0	92.7	11.4	89.9	12.3	94.1	16.1		
	Province	87.7	19.0	87.1	15.5	86.1	12.3	85.1	10.1	84.4	10.1		
English Lang Arts 30-2	School	88.2	8.8	90.9	18.2	87.5	7.5	97.0	9.1	84.4	12.5		
	Authority	90.9	11.4	92.7	14.6	90.0	6.0	96.2	11.5	85.7	12.2		
	Province	88.7	9.7	88.9	8.8	88.2	8.5	88.8	9.8	88.6	9.1		
French Lang Arts 30-1	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	95.6	23.1	94.9	24.5	95.1	18.9	93.7	16.3	95.3	14.3		
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	97.2	24.6	98.5	25.4	94.7	33.1	94.2	15.6	93.8	20.1		
Pure Mathematics 30	School	81.0	21.5	72.5	12.5	84.2	14.0	82.9	31.6	89.7	39.7		
	Authority	82.9	19.0	79.4	20.6	82.8	23.0	86.3	30.4	88.1	33.7		
	Province	81.1	24.6	81.3	25.8	82.1	26.3	82.9	29.7	81.0	28.7		
Applied Mathematics 30	School	88.2	11.8	89.5	15.8	85.2	0.0	91.3	13.0	79.2	12.5		
	Authority	91.8	12.2	88.7	13.2	86.5	8.1	73.7	7.9	85.4	12.5		
	Province	77.6	12.1	76.4	10.7	79.4	13.5	77.3	12.6	74.3	9.8		
Social Studies 30	School	93.5	39.8	94.8	25.9	97.9	34.0	n/a	n/a	n/a	n/a		
	Authority	92.4	33.9	90.8	25.0	92.8	28.9	*	*	n/a	n/a		
	Province	86.1	24.6	84.7	21.5	84.2	21.4	67.8	10.4	69.7	12.1		
Social Studies 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	97.1	15.9	97.9	31.3		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	91.5	12.3	89.0	20.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	84.5	16.1	82.8	14.9		
Social Studies 33	School	97.8	33.3	96.2	46.2	94.7	29.8	n/a	n/a	n/a	n/a		
	Authority	96.4	34.9	92.2	32.8	96.3	27.5	87.5	25.0	n/a	n/a		
	Province	84.8	19.6	85.3	18.9	85.6	20.2	76.4	11.5	69.0	21.4		
Social Studies 30-2	School	n/a	n/a	n/a	n/a	n/a	n/a	87.5	14.3	88.3	40.0		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	83.6	13.4	88.3	40.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	85.0	13.7	85.6	15.9		
Biology 30	School	98.9	54.5	92.9	46.4	95.7	39.1	97.7	39.5	96.6	45.8		
	Authority	98.1	48.6	93.2	39.7	92.5	35.5	96.3	41.7	94.9	40.5		
	Province	83.5	27.4	82.3	26.3	83.0	26.6	81.4	28.1	81.9	29.8		
Chemistry 30 Old	School	96.1	53.2	93.0	44.2	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	95.7	52.7	94.9	40.7	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.3	37.9	89.2	39.2	77.6	19.5	87.5	37.5	n/a	n/a		
Chemistry 30	School	n/a	n/a	n/a	n/a	88.2	29.4	88.7	43.4	89.5	35.1		
	Authority	n/a	n/a	n/a	n/a	86.1	33.3	86.3	43.8	85.5	28.9		
	Province	n/a	n/a	n/a	n/a	76.3	27.7	79.0	29.9	75.1	27.7		
Physics 30 Old	School	91.4	40.0	77.8	33.3	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	90.9	34.1	85.2	37.0	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	29.3	85.7	32.0	74.4	25.6	75.0	25.0	n/a	n/a		
Physics 30	School	n/a	n/a	n/a	n/a	65.6	12.5	69.0	21.4	81.5	25.9		
	Authority	n/a	n/a	n/a	n/a	73.6	20.8	72.9	18.6	81.6	23.7		
	Province	n/a	n/a	n/a	n/a	79.3	23.1	73.9	20.3	76.7	27.7		
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	n/a	n/a		
	Province	87.1	18.0	88.6	21.6	86.0	20.9	80.1	22.8	80.4	21.0		

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

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



Diploma Examination Results by Course



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

<p>[No Data for Social Studies 30]</p>	<p><b>Social Studies 30-1</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>95</td> <td>15</td> </tr> <tr> <td>2011</td> <td>95</td> <td>30</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2010	95	15	2011	95	30									
Year	Acceptable Standard %	Standard of Excellence %																	
2010	95	15																	
2011	95	30																	
<p>[No Data for Social Studies 33]</p>	<p><b>Social Studies 30-2</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>85</td> <td>15</td> </tr> <tr> <td>2011</td> <td>85</td> <td>40</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2010	85	15	2011	85	40									
Year	Acceptable Standard %	Standard of Excellence %																	
2010	85	15																	
2011	85	40																	
<p><b>Biology 30</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>95</td> <td>55</td> </tr> <tr> <td>2008</td> <td>90</td> <td>45</td> </tr> <tr> <td>2009</td> <td>92</td> <td>38</td> </tr> <tr> <td>2010</td> <td>95</td> <td>38</td> </tr> <tr> <td>2011</td> <td>92</td> <td>45</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2007	95	55	2008	90	45	2009	92	38	2010	95	38	2011	92	45	<p>[No Data for Chemistry 30 Old]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2007	95	55																	
2008	90	45																	
2009	92	38																	
2010	95	38																	
2011	92	45																	

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

<p style="text-align: center;"><b>Chemistry 30</b></p> <table border="1"> <caption>Chemistry 30 Results</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>~88</td> <td>~30</td> </tr> <tr> <td>2010</td> <td>~90</td> <td>~45</td> </tr> <tr> <td>2011</td> <td>~92</td> <td>~35</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2009	~88	~30	2010	~90	~45	2011	~92	~35	<p>[No Data for Physics 30 Old]</p>
Year	Acceptable Standard %	Standard of Excellence %											
2009	~88	~30											
2010	~90	~45											
2011	~92	~35											
<p style="text-align: center;"><b>Physics 30</b></p> <table border="1"> <caption>Physics 30 Results</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>~65</td> <td>~15</td> </tr> <tr> <td>2010</td> <td>~70</td> <td>~25</td> </tr> <tr> <td>2011</td> <td>~80</td> <td>~30</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2009	~65	~15	2010	~70	~25	2011	~80	~30	<p>[No Data for Science 30]</p>
Year	Acceptable Standard %	Standard of Excellence %											
2009	~65	~15											
2010	~70	~25											
2011	~80	~30											

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

Diploma Examination Results Course By Course Summary With Measure Evaluation

		Canmore Collegiate								Alberta			
Course	Measure	Achievement	Improvement	Overall	2011		Prev 3 Yr Avg		2011		Prev 3 Yr Avg		
					N	%	N	%	N	%	N	%	
English Lang Arts 30-1	Acceptable Standard	High	Improved	Good	70	98.6	84	91.6	29,063	84.4	28,502	86.1	
	Standard of Excellence	Intermediate	Maintained	Acceptable	70	20.0	84	14.0	29,063	10.1	28,502	12.6	
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	32	84.4	32	91.8	14,550	88.6	13,676	88.6	
	Standard of Excellence	Very High	Maintained	Excellent	32	12.5	32	11.6	14,550	9.1	13,676	9.0	
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,269	95.3	1,262	94.6	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,269	14.3	1,262	19.9	
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	93.8	139	95.8	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	20.1	139	24.7	
Pure Mathematics 30	Acceptable Standard	High	Improved	Good	68	89.7	58	79.9	23,033	81.0	22,548	82.1	
	Standard of Excellence	Very High	Improved Significantly	Excellent	68	39.7	58	19.4	23,033	28.7	22,548	27.3	
Applied Mathematics 30	Acceptable Standard	Low	Maintained	Issue	24	79.2	29	88.7	10,807	74.3	10,371	77.7	
	Standard of Excellence	Intermediate	Maintained	Acceptable	24	12.5	29	9.6	10,807	9.8	10,371	12.3	
Social Studies 30-1	Acceptable Standard	n/a	Maintained	n/a	48	97.9	69	97.1	23,603	82.8	23,484	84.5	
	Standard of Excellence	n/a	Improved	n/a	48	31.3	69	15.9	23,603	14.9	23,484	16.1	
Social Studies 30-2	Acceptable Standard	n/a	Maintained	n/a	60	88.3	56	87.5	16,537	85.6	14,903	85.0	
	Standard of Excellence	n/a	Improved Significantly	n/a	60	40.0	56	14.3	16,537	15.9	14,903	13.7	
Biology 30	Acceptable Standard	Very High	Maintained	Excellent	59	96.6	70	95.4	22,817	81.9	21,372	82.2	
	Standard of Excellence	Very High	Maintained	Excellent	59	45.8	70	41.7	22,817	29.8	21,372	27.0	
Chemistry 30	Acceptable Standard	n/a	Maintained	n/a	57	89.5	52	88.5	18,792	75.1	18,152	77.6	
	Standard of Excellence	n/a	Maintained	n/a	57	35.1	52	36.4	18,792	27.7	18,152	28.8	
Physics 30	Acceptable Standard	n/a	Improved	n/a	27	81.5	37	67.3	10,660	76.7	10,216	76.6	
	Standard of Excellence	n/a	Maintained	n/a	27	25.9	37	17.0	10,660	27.7	10,216	21.7	
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,007	80.4	4,450	84.9	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,007	21.0	4,450	21.8	

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

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

Achievement Category	Chi-Square Range	Achievement				
Improved Significantly	3.84 + (current < previous 3-year average)	Very High	High	Intermediate	Low	Very Low
Improved	1.00 - 3.83 (current < previous 3-year average)	Very High	High	Intermediate	Low	Very Low
Improved Slightly	less than 1.00	Very High	High	Intermediate	Low	Very Low
Maintained	1.00 - 3.83 (current < previous 3-year average)	Very High	High	Intermediate	Low	Very Low
Declined Significantly	3.84 + (current > previous 3-year average)	Very High	High	Intermediate	Low	Very Low
Declined	1.00 - 3.83 (current > previous 3-year average)	Very High	High	Intermediate	Low	Very Low
Declined Slightly	less than 1.00	Very High	High	Intermediate	Low	Very Low

School: 5243 Canmore Collegiate

standards which remain consistent over time. The measure is calculated by comparing the current year's score across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

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

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

Notes:

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

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

### Improvement Table

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

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

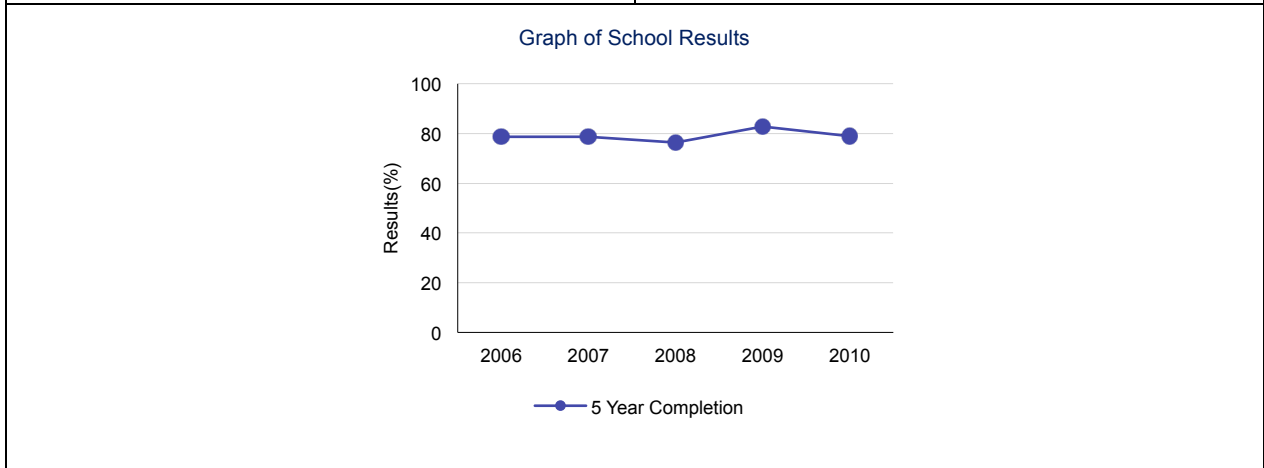
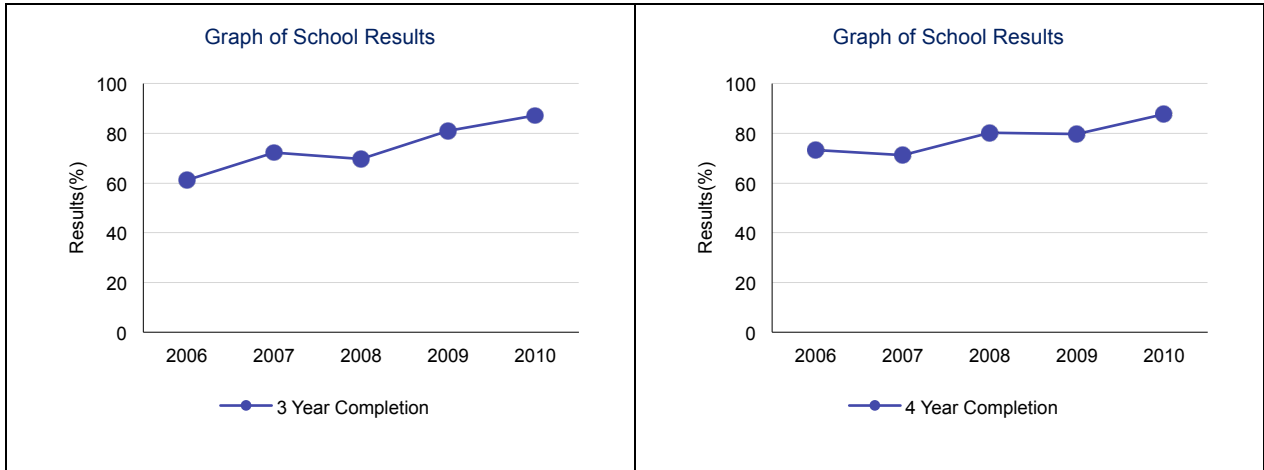
### Overall Evaluation Table

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.

**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.

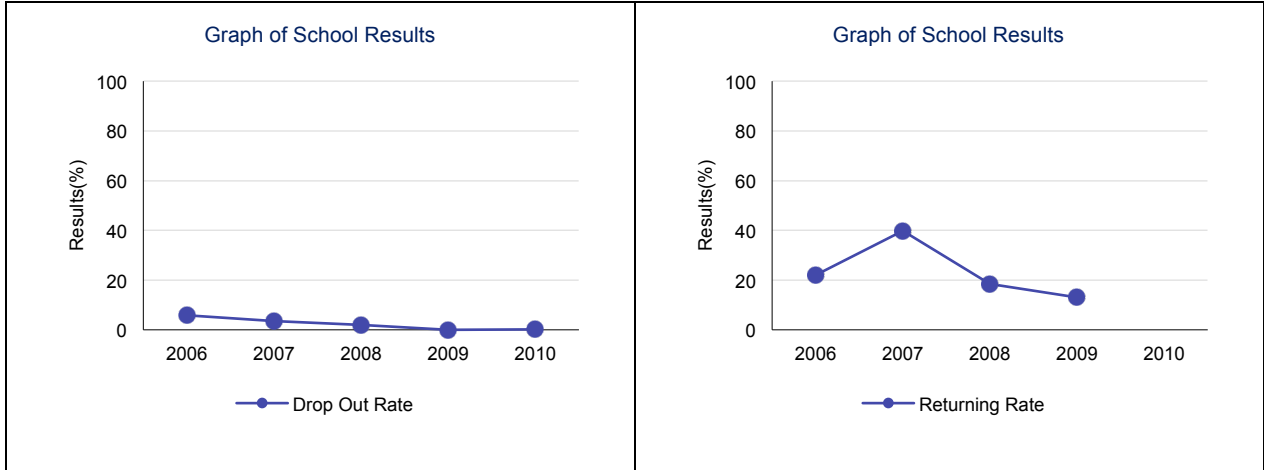
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
3 Year Completion	61.1	72.3	69.6	80.9	87.2	62.1	69.9	72.2	77.1	85.1	70.6	71.1	70.8	71.5	72.6
4 Year Completion	73.4	71.1	80.2	79.7	87.6	73.9	70.6	77.3	79.5	85.4	76.1	76.1	76.3	76.1	76.9
5 Year Completion	78.6	78.6	76.3	82.8	78.9	81.0	78.4	73.7	80.8	80.1	78.1	78.9	78.7	79.0	79.0



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

**Drop Out Rate – Measure Details**

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Drop Out Rate	5.9	3.4	1.9	0.0	0.2	5.8	3.5	3.8	2.4	1.6	4.7	5.0	4.8	4.3	4.2
Returning Rate	22.1	39.7	18.5	13.0	n/a	20.4	34.1	25.7	30.2	54.1	21.2	21.3	19.8	23.5	27.9

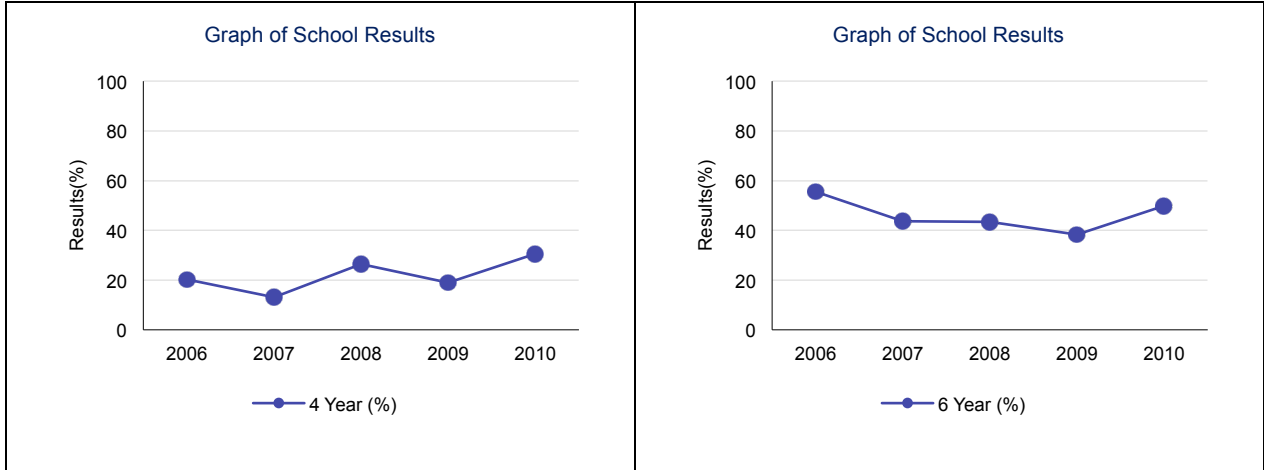


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**High School to Post-secondary Transition Rate – Measure Details**

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

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
4 Year Rate	20.3	13.1	26.3	19.0	30.6	19.1	13.9	25.7	18.3	27.0	37.7	38.7	38.9	37.5	37.8
6 Year Rate	55.4	43.6	43.5	38.3	49.9	51.0	40.8	40.4	34.3	47.1	58.1	58.8	59.2	59.8	59.3

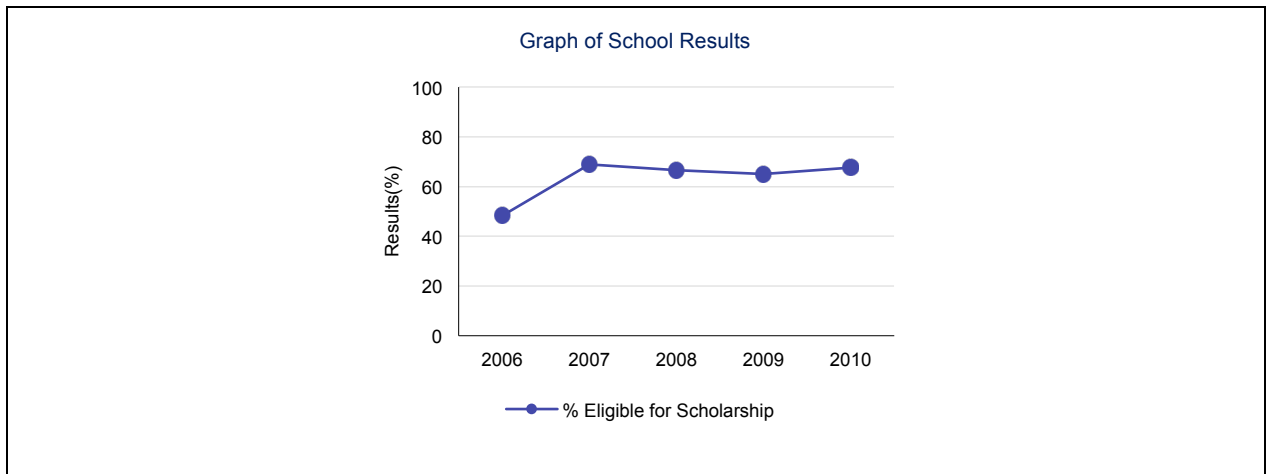


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Rutherford Eligibility Rate – Measure Details**

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Rutherford Scholarship Eligibility Rate (Revised)	48.2	68.9	66.7	65.0	67.5	48.1	57.6	60.6	57.6	62.4	56.1	56.8	57.3	56.9	59.6

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2006	112	51	45.5	50	44.6	32	28.6	54	48.2
2007	135	84	62.2	79	58.5	63	46.7	93	68.9
2008	84	50	59.5	50	59.5	30	35.7	56	66.7
2009	103	60	58.3	58	56.3	37	35.9	67	65.0
2010	123	67	54.5	72	58.5	44	35.8	83	67.5

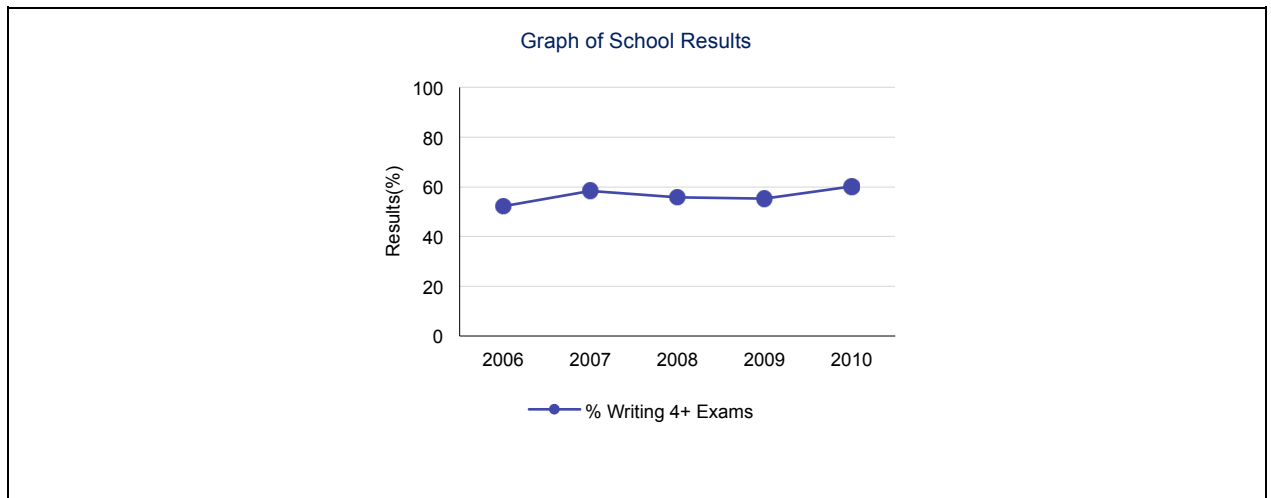


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**Diploma Examination Participation Rate – Measure Details**

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

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
% Writing 0 Exams	18.7	11.3	17.8	12.1	5.6	20.1	13.5	16.1	14.1	6.9	17.8	18.0	18.4	18.0	17.2
% Writing 1+ Exams	81.3	88.7	82.2	87.9	94.4	79.9	86.5	83.9	85.9	93.1	82.2	82.0	81.6	82.0	82.8
% Writing 2+ Exams	77.4	85.0	80.3	87.9	91.5	76.9	82.1	82.5	85.9	90.4	78.5	78.6	78.0	78.7	79.6
% Writing 3+ Exams	60.0	71.8	68.5	66.1	75.1	60.1	70.2	72.4	67.8	75.1	65.6	65.6	64.9	65.2	66.0
<b>% Writing 4+ Exams</b>	<b>52.2</b>	<b>58.3</b>	<b>55.8</b>	<b>55.2</b>	<b>60.1</b>	<b>51.3</b>	<b>58.0</b>	<b>59.3</b>	<b>57.4</b>	<b>58.7</b>	<b>53.7</b>	<b>53.6</b>	<b>53.3</b>	<b>53.5</b>	<b>54.9</b>
% Writing 5+ Exams	30.5	40.5	31.3	35.8	38.6	29.7	39.5	32.6	37.2	39.1	34.6	34.7	34.3	34.7	36.1
% Writing 6+ Exams	6.1	16.6	9.8	13.2	10.7	6.1	15.1	8.0	12.6	13.2	13.0	13.2	12.7	12.9	13.4



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

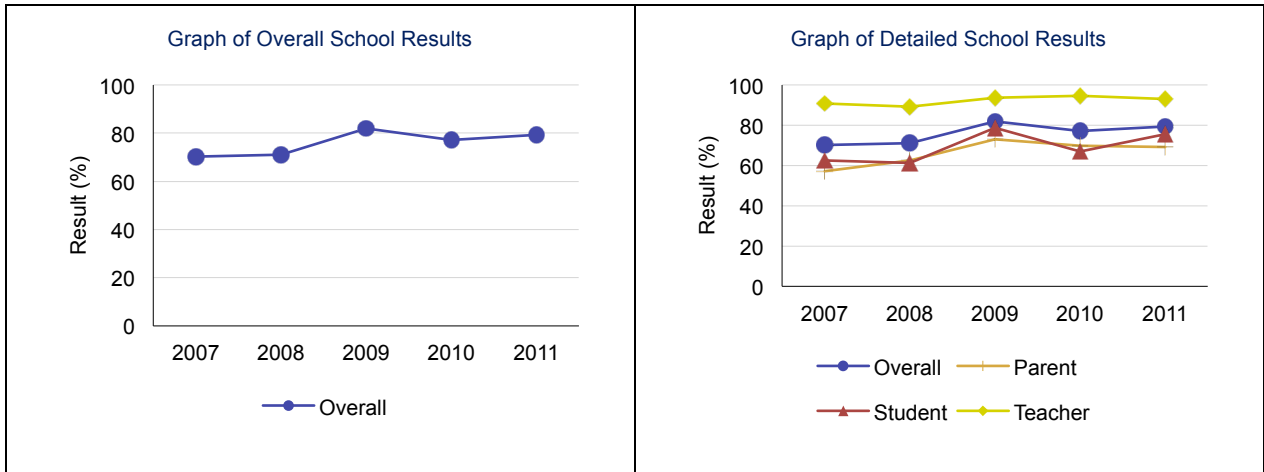
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
English 30 / English Language Arts 30-1	48.0	62.0	52.6	58.1	63.8	48.1	60.8	55.2	57.0	63.4	54.7	54.5	53.8	54.0	54.5
English 33 / English Language Arts 30-2	24.4	19.3	18.4	25.0	23.7	23.1	17.1	18.2	24.4	23.3	23.5	23.6	24.0	24.5	25.1
<b>Total of 1 or more English Diploma Exams</b>	<b>71.5</b>	<b>80.7</b>	<b>71.1</b>	<b>82.4</b>	<b>84.2</b>	<b>70.6</b>	<b>77.4</b>	<b>73.4</b>	<b>80.3</b>	<b>84.2</b>	<b>77.1</b>	<b>77.0</b>	<b>76.7</b>	<b>77.1</b>	<b>78.0</b>
Social Studies 30	40.7	56.7	47.4	38.2	3.3	40.6	50.2	45.5	40.4	2.5	49.5	49.3	48.1	48.1	3.7
Social Studies 30-1	n/a	n/a	0.0	0.0	43.4	n/a	n/a	0.0	0.0	50.0	n/a	n/a	0.0	0.0	45.7
Social Studies 33	32.5	25.7	26.3	44.9	5.3	31.3	29.0	29.9	40.9	5.4	28.8	28.8	29.5	30.1	2.5
Social Studies 30-2	n/a	n/a	0.0	0.0	33.6	n/a	n/a	0.0	0.0	28.2	n/a	n/a	0.0	0.0	27.4
<b>Total of 1 or more Social Diploma Exams</b>	<b>73.2</b>	<b>82.5</b>	<b>72.8</b>	<b>83.1</b>	<b>85.5</b>	<b>71.9</b>	<b>79.3</b>	<b>74.7</b>	<b>81.3</b>	<b>86.1</b>	<b>77.2</b>	<b>77.2</b>	<b>76.7</b>	<b>77.4</b>	<b>78.1</b>
Mathematics 30 / Pure Mathematics 30	37.4	49.1	31.6	38.2	45.4	33.8	47.0	35.7	41.5	45.5	41.9	41.7	41.1	40.8	41.4
Mathematics 33 / Applied Mathematics 30	19.5	17.0	24.6	18.4	14.5	23.1	18.0	24.7	18.7	17.3	19.5	19.5	19.1	19.7	19.7
<b>Total of 1 or more Math Diploma Exams</b>	<b>56.1</b>	<b>66.1</b>	<b>56.1</b>	<b>56.6</b>	<b>59.9</b>	<b>55.6</b>	<b>65.0</b>	<b>60.4</b>	<b>60.1</b>	<b>62.9</b>	<b>60.7</b>	<b>60.7</b>	<b>59.7</b>	<b>59.9</b>	<b>60.6</b>
Biology 30	39.0	48.0	43.9	49.3	52.6	40.0	46.5	41.6	45.1	51.5	39.6	39.8	39.1	39.8	41.2
Chemistry 30	n/a	n/a	n/a	33.1	35.5	n/a	n/a	n/a	34.2	36.1	n/a	n/a	n/a	29.7	35.2
Physics 30	n/a	n/a	n/a	22.1	23.0	n/a	n/a	n/a	26.9	25.2	n/a	n/a	n/a	17.5	20.0
Science 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7.0	7.0	7.4	8.2	9.0
<b>Total of 1 or more Science Diploma Exams</b>	<b>50.4</b>	<b>59.6</b>	<b>54.4</b>	<b>57.4</b>	<b>64.5</b>	<b>48.8</b>	<b>58.5</b>	<b>56.5</b>	<b>58.5</b>	<b>62.9</b>	<b>56.7</b>	<b>56.5</b>	<b>56.1</b>	<b>56.1</b>	<b>57.6</b>
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.0	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	0.0	0.0	0.0	0.0	0.0	2.7	2.7	2.7	2.7	2.9
<b>Total of 1 or more French Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>2.9</b>	<b>2.9</b>	<b>2.9</b>	<b>2.9</b>	<b>3.1</b>

**Exams**

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

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

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	70.2	71.0	81.9	77.1	79.3	75.3	74.5	80.6	78.7	78.8	76.6	77.9	80.3	81.4	81.9
Teacher	90.8	89.2	93.7	94.5	93.1	90.9	90.3	93.9	95.2	94.3	89.9	90.6	91.8	93.0	92.7
Parent	57.2	62.4	73.1	70.0	69.2	68.1	70.3	75.4	71.6	74.2	72.6	74.7	77.4	78.5	78.6
Student	62.5	61.3	78.8	66.9	75.5	66.9	62.8	72.6	69.4	67.8	67.1	68.5	71.8	72.7	74.5

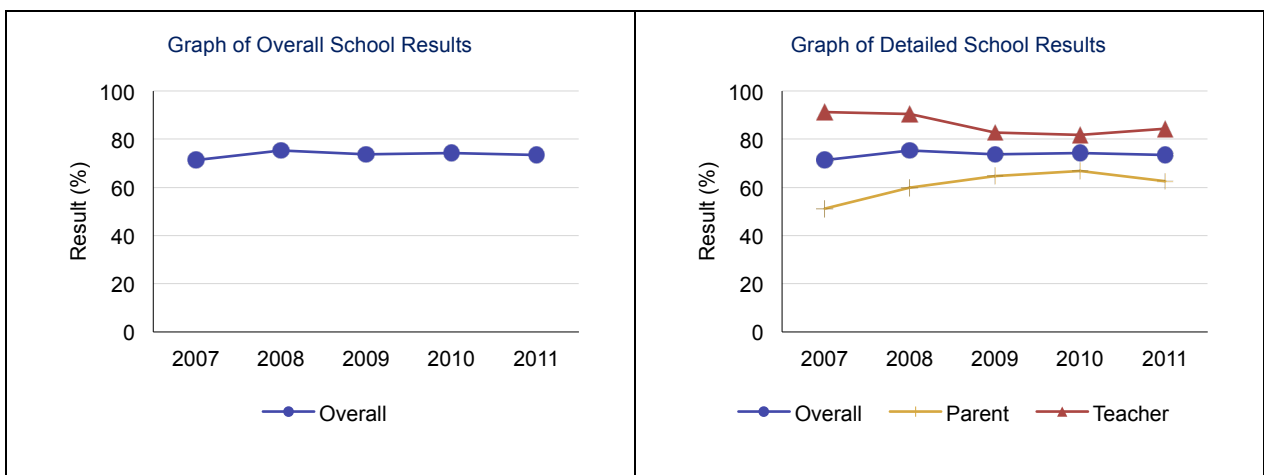


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Work Preparation – Measure Details**

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				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	71.3	75.3	73.8	74.2	73.4	73.2	75.6	74.4	70.7	74.6	77.1	80.1	79.6	79.9	80.1
Teacher	91.4	90.6	82.9	81.8	84.4	88.9	87.4	88.9	85.8	88.5	89.2	89.3	88.9	90.0	89.6
Parent	51.2	60.0	64.7	66.7	62.5	57.5	63.7	59.8	55.6	60.7	65.1	70.9	70.2	69.8	70.6

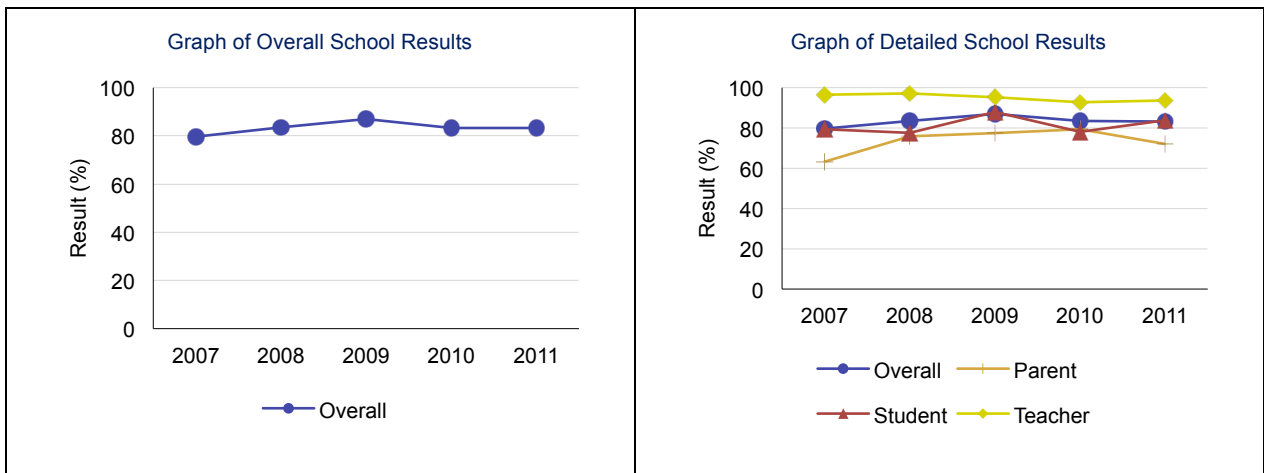


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**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				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	79.7	83.6	86.9	83.4	83.2	77.1	77.3	78.2	78.6	77.2	78.5	79.4	80.3	80.5	80.9
Teacher	96.4	97.3	95.4	92.8	93.7	86.4	86.8	87.7	86.3	86.2	85.7	86.4	86.8	87.7	87.6
Parent	63.3	75.9	77.4	79.3	72.0	71.9	73.6	73.8	74.3	73.7	76.9	77.6	78.7	78.0	78.3
Student	79.5	77.6	88.0	78.0	83.8	73.0	71.4	73.1	75.1	71.6	72.9	74.1	75.3	75.9	76.9

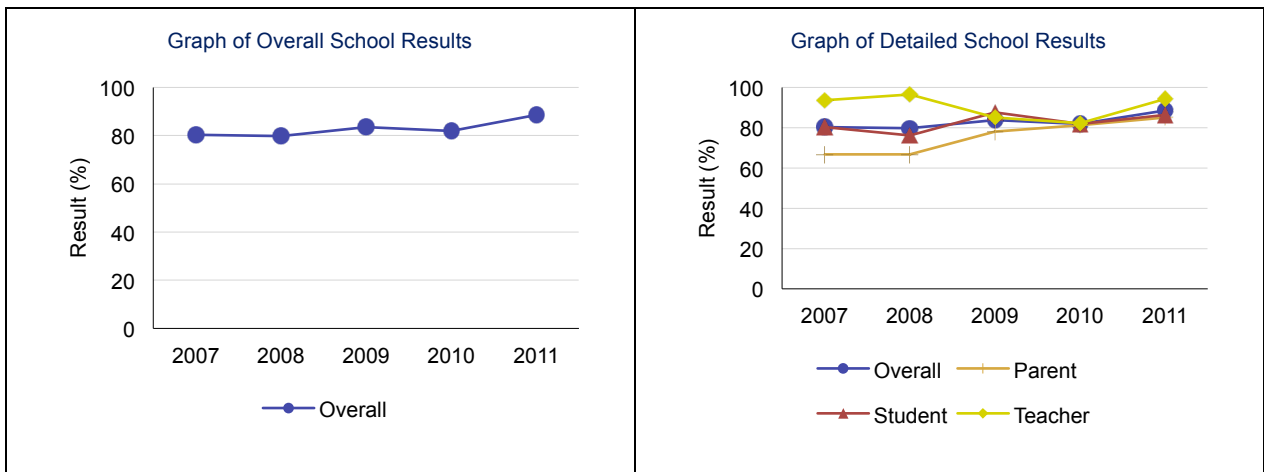


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Education Quality – Measure Details**

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	80.3	79.8	83.7	81.9	88.6	85.3	85.9	84.2	84.1	84.9	87.6	88.2	89.3	89.2	89.4
Teacher	93.8	96.4	85.2	82.3	94.3	93.4	96.6	92.4	90.4	94.7	94.7	94.9	95.3	95.6	95.5
Parent	66.8	66.8	78.1	81.3	85.2	76.9	76.3	73.0	74.0	76.5	81.8	83.0	84.4	83.9	84.2
Student	80.4	76.2	87.7	82.0	86.4	85.7	84.7	87.3	88.0	83.6	86.4	86.6	88.3	88.2	88.5

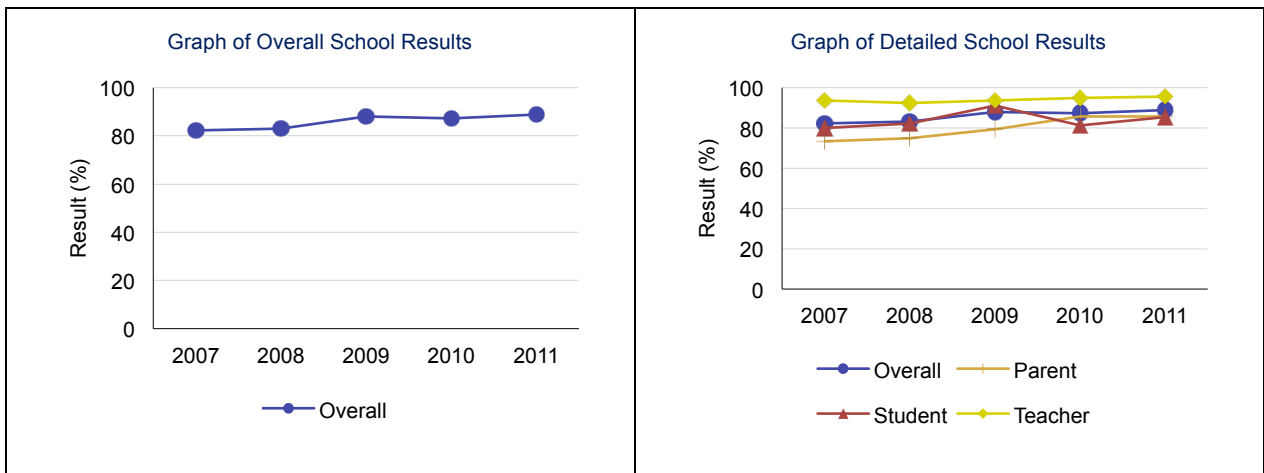


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Safe and Caring – Measure Details**

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				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	82.3	83.1	88.1	87.4	88.9	83.4	84.7	86.8	87.4	86.0	84.2	85.1	86.9	87.6	88.1
Teacher	93.6	92.4	93.7	95.0	95.6	92.6	93.0	94.7	94.4	94.1	92.6	93.1	93.8	94.4	94.5
Parent	73.4	74.8	79.3	85.8	85.6	80.4	84.4	82.8	85.3	87.0	81.7	83.2	85.3	86.1	86.6
Student	79.9	82.1	91.2	81.3	85.4	77.3	76.6	82.8	82.5	76.9	78.5	79.1	81.7	82.2	83.3

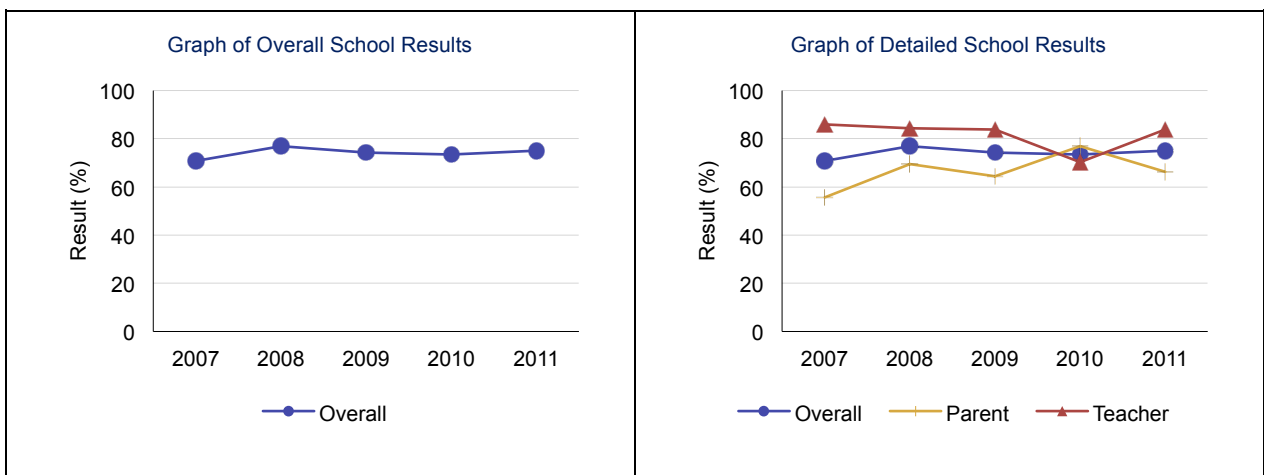


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Parental Involvement – Measure Details**

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

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	70.8	77.0	74.2	73.6	75.0	71.2	77.1	76.8	74.9	77.7	77.5	78.2	80.1	80.0	79.9
Teacher	86.0	84.3	83.8	70.3	83.8	82.7	89.2	88.2	83.3	88.4	87.1	87.5	88.0	88.6	88.1
Parent	55.6	69.6	64.5	76.9	66.3	59.7	65.1	65.5	66.5	67.0	67.9	69.0	72.2	71.3	71.7

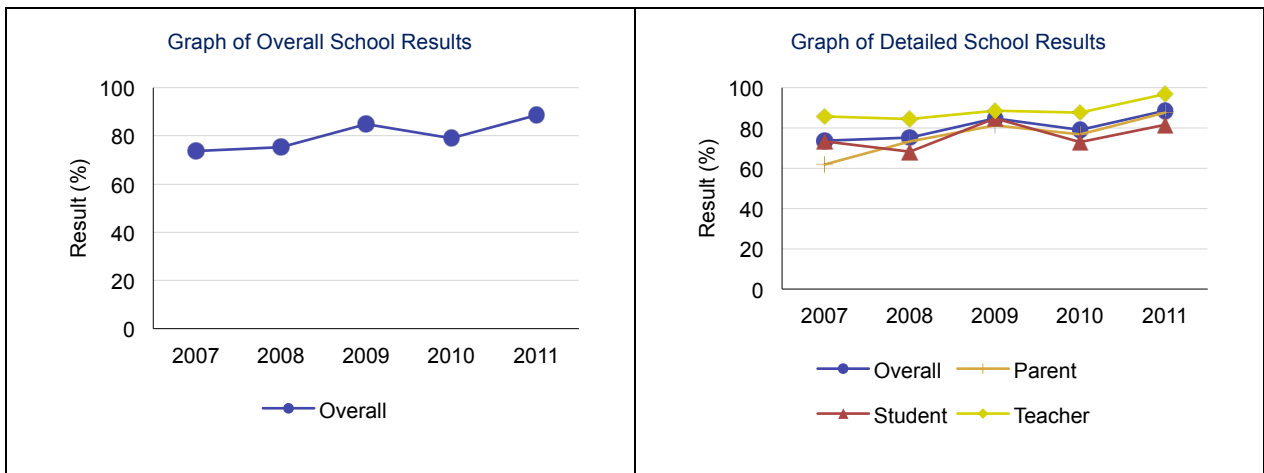


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**School Improvement – Measure Details**

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				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	73.7	75.3	84.9	79.1	88.7	76.1	74.7	79.8	77.6	77.1	76.3	77.0	79.4	79.9	80.1
Teacher	85.7	84.4	88.6	87.5	96.9	83.8	83.1	89.5	86.5	89.1	74.5	75.6	78.2	80.8	80.1
Parent	61.9	73.3	81.3	76.9	87.5	72.1	74.6	74.0	69.1	71.5	75.1	75.9	78.1	77.0	77.3
Student	73.4	68.1	84.9	72.9	81.6	72.2	66.4	75.8	77.0	70.8	79.3	79.5	81.8	81.8	82.9



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

**Divisional Fees and School Fees 2011**

Divisional and school fees are levied to cover textbook rentals, workbooks, network materials, project materials, facility rentals, student activities and transportation. Students are required to provide binders, paper supplies (including graph paper), pens, pencils, rulers, crayons, felts, math sets, calculators etc.

<b>Divisional Fee</b>	Grade 9	\$ 99
	Grade 10-12	\$125

**School Fees**

School Council Fee	\$ 2
Student Activity Fee	\$10
Computer Network Fee	\$20
Yearbook (optional)	\$35
Textbook Cautionary Fee	\$75 (one time only – see note)
Grad Fees	\$75

**Course Fees**

- @ArtTechnology 9 - \$50
- Art 10, 20, 30 - \$50
- Physical Education
  - Grade 9 - \$15
  - PE 10 - \$50
  - PE 20 - \$85
  - PE 30 - \$110
- Outdoor Education 9 - \$50
- Outdoor Leadership 15 - \$50
- Communication Technology - \$20
- Design Studies - \$10
- Woodworking 9 - \$25
- Construction Technology - \$25 + project costs
- Mechanics - \$20
- Foods 9 - \$20
- Foods 1, 2, 3 - \$50
- Math 10-3, 20-3 and 20-1 workbook - \$10
- Physics 30 workbook - \$20
- Math 30 Pure workbook - \$20

NOTE: A textbook cautionary fee of \$75.00 is charged at the Grade 9 level and to all new students. This fee is a refundable deposit for the use and return of textbooks. The fee will carry through until graduation or until the students leaves CCHS. If a textbook is lost or returned in a damaged condition, the replacement price will be deducted from the cautionary fee. The use of the cautionary fee is to encourage more responsible usage and care of textbooks by the student.

## **2011 - 2012 Budget**

The budgeting process each spring is done on a divisional basis based on school enrolment. From the dollars collected from Alberta Education and Divisional Fees, the school is given a supplies budget of \$99 per grade 9 student and \$125 per grade 10, 11 and 12 student. This makes up the school's decentralized budget. This amount has decreased from \$100.00 per grade 9 student and \$170.00 per grade 10-12 student from last year. This Supplies budget has decreased 10.5% from last year.

High school funding is based on course completion. Credit equivalent units (CEU) are paid to the division for students who successfully complete courses. In order to qualify for funding in a course, students must receive a midterm mark and attend at least 50% of the classes offered in the course. We are not funded for students who "drop" or withdraw from courses without meeting these requirements. Although our total number of students may be high, our funding is based on Full Time Equivalent students so our funded numbers are calculated on the total number of credits divided by 35 to give the number of full-time equivalent (FTE) students. Students with less than 35 credits reduce our funding and our decentralized budget. To increase CEU funding, all Grade 10 and 11 students are required to be registered in a full schedule of 40 credits.

## Decentralized Supplies and Budget 2011-2012

Description		Budget
General Supplies		\$ 16,632.00
Textbooks		\$ 9,000.00
Art		\$ 2,500.00
CTS - Comm Tech, Design		\$ 800.00
PE		\$ 3,500.00
Outdoor Ed		\$ 500.00
Drama		\$ 1,000.00
Learning Support		\$ 1,000.00
Library		\$ 7,000.00
Counseling		\$ 700.00
Math/ Science		\$ 4,200.00
Humanities		\$ 1,500.00
Hardware & Capital Equip		\$ 3,500.00
Music		\$ 1,800.00
Network Support/ Software		\$ 3,800.00
CALM		\$ 500.00
ESL		
Foods		\$ 1,700.00
Construction		\$ 1,500.00
Mechanics		\$ 2,000.00
<b>Total</b>		<b>\$ 63,132.00</b>
Budget	\$99/ grade 9 (118)	\$ 11,682.00
	\$150/ grade 10, 11 & 12 (343)	\$ 51,450.00
		<b>\$ 63,132.00</b>

\*numbers may change after September 30th