

**Inner City Youth Development Association  
Inner City High School Inner City Youth Support**

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



**Accountability Statement**

**Accountability Statement for the Combined Annual Education Results Report and Three-Year Education Plan**

The Annual Education Results Report for the 2011/2012 school year and the Education Plan for the three years commencing September 1, 2011 for the Inner City Youth Development Association was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results. The Board approved this combined Annual Education Results Report for the 2011/2012 school year and the three-year Education Plan for 2012 – 2015 on January 9, 2013.

## Foundation Statements

### Vision, Mission, and Goals

#### Introduction

This document is built on the experiences of 20 years offering educational programming to Edmonton's high risk youth. The term "high risk youth" is used here to describe youth who are not only at risk of not completing high school, but also of becoming involved in criminal activity, drug and alcohol abuse and/or requiring continuous maintenance by society's social system. This document represents a three year vision for the continued development of Inner City High School and the success of our students.

#### Vision

Our Vision is to engage and inspire Edmonton's high risk youth to recognize the intrinsic value of education, overcome their previous educational and social difficulties, and pursue post-secondary education and or fulltime employment thereby fulfilling their potential as contributing, caring members of the community.

#### Mission

Our mission is to provide Edmonton's high risk youth with an education that promotes and facilitates positive behaviour, creative expression, and cooperative working skills. We provide an academic and arts based educational program that is built on the values of trust, respect, cooperation, and non-violence. These values, when reinforced with our education program and career counselling provide students with the tools to become active, constructive citizens.

#### Demographics

Most students at Inner City High School are without parental support, often in crisis, and from a variety of backgrounds. The following demographics shift slightly from year to year but present an accurate picture of our client base.

75% live in unsafe or unstable housing

10-15 % live in group homes

5% live independently

4% live with a parent

6% are not with parents but reluctant to provide details of their housing situation

85% are known to have involvement with the justice system

At different times throughout the school year approximately 30% of our students experienced periods of homelessness. For some of these students homelessness is chronic. The loss and the cost of this problem to our society is incalculable.

### **School Authority Profile**

Inner City Youth Development Association (1990) and Inner City High School (1993) were established to provide inner city and other marginalized urban youth risk with opportunities to break the cycle of poverty, desperation, and dependence that colours their lives and become contributing members of society. The purpose of the school is to provide opportunities for our students to achieve a high school diploma, develop skills and attitudes that can lead to full-time employment and prevent their return to a life on the street.

### **Success and Recognition**

- One of the finalists for Edmonton's **Smart City Award (1998)**
- Subject of the National Film Board/Lorna Thomas Productions' video *Beating The Streets (1998)*
- Recognized in the City Of Edmonton's *Salute To Excellence (1999)*
- Recognized by the University of Alberta with an *Alumni Award (2000)*
- Rotary *Integrity Award* (Edmonton Strathcona Rotary Club, 2002)
- Presented with the *Alberta Centennial Medal (2005)*
- Selected as the *Edmonton Oilers Community Foundation Legacy Project (2007)*
- Recognized by Native Counselling Services of Alberta for *Outstanding Service to the Aboriginal Community (2009)*
- Among semi-finalist for Alberta Education's *Excellence in Teaching Award (2010-2011)*
- Recipient of the *TELUS Innovation Award (2012)* for making a lasting and social impact within the local community

### **Wrap around Services provided by Inner City High School**

#### **Legal Services and Support**

Our onsite social worker provides students support through counselling for issues such as depression, suicide, neglect, abuse and other issues on a regular basis. Issues such as mental health and addictions, if necessary, are referred by our social worker and youth workers to appropriate agencies. The workers then advocate for the students as they attempt to find their way through social support systems.

Our partnership with Native Counselling Services provides students access to other appropriate supports.

#### **Counselling Supports**

Our Aboriginal Elder is on site regularly and is an experienced counselor. The Elder is supported by our 5 youth support workers and our social worker who also deal with addictions. Regular referrals are also made to AADAC, and Nechi-Poundmaker Institute

#### **Housing Referrals**

We work cooperatively and collaboratively with several group homes such as Spirit of Our Youth, Chimo Youth Retreat Society, Boy's and Girl's Club Partners Program, Cunningham Place and other groups

**Psychological Assessments**

On site psychological assessments provided by chartered psychologist

**Financial Support**

Financial support is available from the Student Finance Board and the Advancing Futures Program. Support is provided from the initial referral and application process to ongoing advocacy and program assistance.

**Summary**

Our wrap around programming creates and supports the conditions for pedagogy to take place. This process results in the establishment of a successful learning environment where students, previously incarcerated, expelled from other schools, dropped out of school, never had regular attendance at any time in their school history and often involved in street life can become engaged in academic studies and look to the future with hope and possibility.

**Issues**

Inner City High School offers an academic and arts-based senior high school program to Edmonton's high risk youth. We have spent several years developing a pedagogy and methodology to provide education to this high need group. The population we serve is severely disadvantaged economically and socially. They require a flexible, safe, understanding environment and a small teacher/student ratio. This situation presents us with a financial challenge. Topping up education funding with tuition is not practical. Funding levels are one of the major challenges that we face. However, in the past few years that challenge has been mediated somewhat through access to the Special Needs Funding formula.

**Trends**

Over the past several years our school population has shifted from one comprised of students who had experienced and wanted to leave behind street life and the behaviours associated with that life to a student body that, for the most part, is still connected to that life. Most hope to change but have been socialized into a dysfunctional lifestyle. Generally, when students first come to us they bring a series of unsuccessful school experiences, low literacy skills, serious behaviour issues and habits that are not conducive to academic success. This situation is combined with a deeply entrenched resistance to perceived institutional authorities. Most students are now referred to us by probation officers, social workers, group homes, and through "word on the street".

**Combined 2012 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)**

Measure Category	Measure Category Evaluation	Measure	Inner City Youth			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Acceptable	Safe and Caring	82.6	91.7	87.4	88.6	88.1	87.5	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Acceptable	Program of Studies	72.7	76.6	76.9	80.7	80.9	80.6	Intermediate	Maintained	Acceptable
		Education Quality	94.9	89.5	92.6	89.4	89.4	89.3	Very High	Maintained	Excellent
		Drop Out Rate	23.8	26.6	33.8	3.2	4.2	4.4	Very Low	Improved	Issue
		High School Completion Rate (3 yr)	0.0	0.0	0.0	74.1	72.6	71.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	79.1	79.3	78.9	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	20.9	19.6	19.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	85.7	25.0	37.5	83.5	82.6	83.5	Intermediate	Improved Significantly	Good
		Diploma: Excellence	0.0	0.0	0.0	18.6	18.7	18.7	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	0.0	0.0	0.0	56.2	54.9	53.9	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate (Revised)	*	n/a	16.7	61.5	59.6	58.0	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	0.0	0.0	5.0	58.4	59.3	59.5	Very Low	Declined	Concern
		Work Preparation	n/a	66.7	76.1	79.7	80.1	79.9	n/a	n/a	n/a
		Citizenship	73.2	77.4	82.4	82.5	81.9	81.2	Intermediate	Maintained	Acceptable
Parental Involvement	n/a	Parental Involvement	n/a	51.1	52.9	79.7	79.9	80.0	n/a	n/a	n/a
Continuous Improvement	Excellent	School Improvement	97.0	79.2	87.8	80.0	80.1	79.8	Very High	Improved	Excellent

Notes:

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

**Combined 2012 Accountability Pillar FNMI Summary (Required for Public/Separate/Francophone School Authorities)**

Measure Category	Measure Category Evaluation	Measure	Inner City Youth			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	22.7	3.8	3.8	9.0	10.4	10.9	Very Low	Declined Significantly	Concern
		High School Completion Rate (3 yr)	0.0	0.0	0.0	40.2	38.2	36.0	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	58.3	58.1	57.8	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	6.6	6.0	5.9	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	90.0	*	n/a	77.6	77.7	77.0	High	n/a	n/a
		Diploma: Excellence	0.0	*	n/a	8.8	7.4	8.1	Very Low	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	0.0	0.0	0.0	19.6	19.1	17.7	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate (Revised)	*	n/a	n/a	34.4	32.1	29.6	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	*	*	n/a	30.2	31.2	32.3	*	*	*

Notes:

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

Measure Evaluation Reference (Optional)

**Achievement Evaluation**

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

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

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

Notes:

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

**Improvement Table**

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

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

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

**Overall Evaluation Table**

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

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

**Category Evaluation**

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



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## Goal One: Success for Every Student

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

[No Data for PAT Results]

<b>Comment on Results (OPTIONAL)</b>
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<i>The majority of students who register at Inner City High School function at a low literacy level</i>
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<b>Strategies</b>
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<i>To improve the implementation of multi literacies reinforced with a broad based education program that balances the rigour of academic classes with physical education, arts based curriculum that infuses digital arts and technology wherever possible.</i>
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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 (\*).

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

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

Outcome: *Students achieve student learning outcomes.*

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	n/a	50.0	*	25.0	85.7	80	Intermediate	Improved Significantly	Good	82	84	85
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	n/a	0.0	*	0.0	0.0	5	Very Low	Maintained	Concern	5	7	8

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2013	2014	2015
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	0.0	0.0	0.0	0.0	0.0		Very Low	Maintained	Concern			
Drop Out Rate - annual dropout rate of students aged 14 to 18	51.9	39.5	35.5	26.6	23.8		Very Low	Improved	Issue			
High school to post-secondary transition rate of students within six years of entering Grade 10.	0.0	0.0	15.0	0.0	0.0		Very Low	Declined	Concern			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	*	*	16.7	n/a	*		*	*	*			
Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.	0.0	0.0	0.0	0.0	0.0		Very Low	Maintained	Concern			

**Comment on Results (OPTIONAL)**

*Most students registering at Inner City High School (ICHS) have dropped out of school before registering with us.. Some were expelled; others never attended enough to develop fundamental literacy skills and often test at the grade 3 level. For the most part these are intelligent young people capable of graduating from high school but it takes more than 3 years.*

**Strategies**

*Strategies include using digital arts (photography, video, music making/recording and graphic arts) to engage students in the process of multi literacies while at the same time in the educational process.*

**Notes:**

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

**Outcome:** *Students develop competencies for success as engaged thinkers and ethical citizens with an entrepreneurial spirit.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	84.6	85.1	77.4	73.2	88	Intermediate	Maintained	Acceptable	85	88	90
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	n/a	88.9	72.7	66.7	n/a	70	n/a	n/a	n/a	75	77	80

Approximately 90% of students who register at Inner City High School have had contact with the punitive end of the justice system and do not model characteristics of active citizenship. We strive to develop strategies and processes that build a culture of non-violence, cooperation and respect in our students..

**Strategies**

*Programs and projects that develop and enhance life skills such as presentations by former graduates, community role models, Participation in daily circles, jobs around the school, in the local community and inviting participation in sharing the rationale for operational and other responsibilities wherever and whenever possible*

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

*Outcome: Students develop competencies for success as engaged thinkers and ethical citizens with an entrepreneurial spirit. (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	n/a	83.3	76.2	83.3	n/a	80	n/a	n/a	n/a	80	83	85

**Comment on Results (OPTIONAL)**

*Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.*

**Strategies**

*Continue developing programs and projects that engage students and promote the intrinsic value of learning. The use of technology such as the digital arts: graphic arts, photography, video, music making, and recording engage students in the educational process and promote lifelong learning*

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

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

**Goal Two: High Quality Education through Collaboration and Innovation**

*Outcome: Effective learning and teaching within caring, respectful, safe and healthy environments.*

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	n/a	75.1	79.1	76.6	72.7		Intermediate	Maintained	Acceptable	80	82	84
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	95.1	93.2	89.5	94.9		Very High	Maintained	Excellent	90	92	94
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	n/a	81.7	88.9	91.7	82.6		Intermediate	Maintained	Acceptable	83	84	85

**Comment on Results (OPTIONAL)**

*Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.*

**Strategies**

Provision of specialized setting with small classes, daily circles, small group, and one on one meetings, individual case management, and creating awareness that demands a learning environment that is safe, caring, and respectful. This awareness is underpinned by ongoing contact with group homes, probation officers, social workers and other care givers.

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 leadership and collaboration.

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	46.7	60.8	51.1	n/a		n/a	n/a	n/a			
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	n/a	95.2	89.1	79.2	97.0		Very High	Improved	Excellent	95	96	97

**Comment on Results (OPTIONAL)**

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

The new school, renovations, understanding teachers, meals and other things we get make me want to come to school...

**Strategies**

Continue providing opportunities for case management meetings with social workers, probation officers, group home staff and other agents as well as a friendly, and welcoming environment for parent and other care givers

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

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

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

Outcome: FNMI students are engaged in learning.

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

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2013	2014	2015
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	n/a	*	*	0.0	0.0		Very Low	Maintained	Concern	2.5	2.5	3
Drop Out Rate - annual dropout rate of students aged 14 to 18	*	*	*	3.8	22.7	19	Very Low	Declined Significantly	Concern	19	18	17
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	*	*	*		*	*	*			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	*		*	*	*			
Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.	n/a	*	*	0.0	0.0		Very Low	Maintained	Concern	1	1	2

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	*	*	90.0		High	n/a	n/a	90	91	92
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	*	*	0.0		Very Low	n/a	n/a	4	4.5	5

**Comment on Results (OPTIONAL)**

*The early educational experience and socialization that the majority of our students experienced does not equip them for high school graduation within three years. Most Cumulative Files indicate high rates of absenteeism, suspensions, behaviour problems, low literacy skills, absenteeism and lack of parental support.*

**Strategies**

*Regular on site visits by Aboriginal Elders infuse Aboriginal perspectives within the daily operations of the school.*

*Regular smudging and other ceremonies deepen the process of infusion*

*Presentation by Aboriginal role models, singers and dancers combined with projects involving traditional crafts enhance this process*

*Our ongoing partnership and collaboration with Native Counselling Services of Alberta and other Aboriginal youth workers help create an environment of support and respect for FNMI students and the FNMI community*

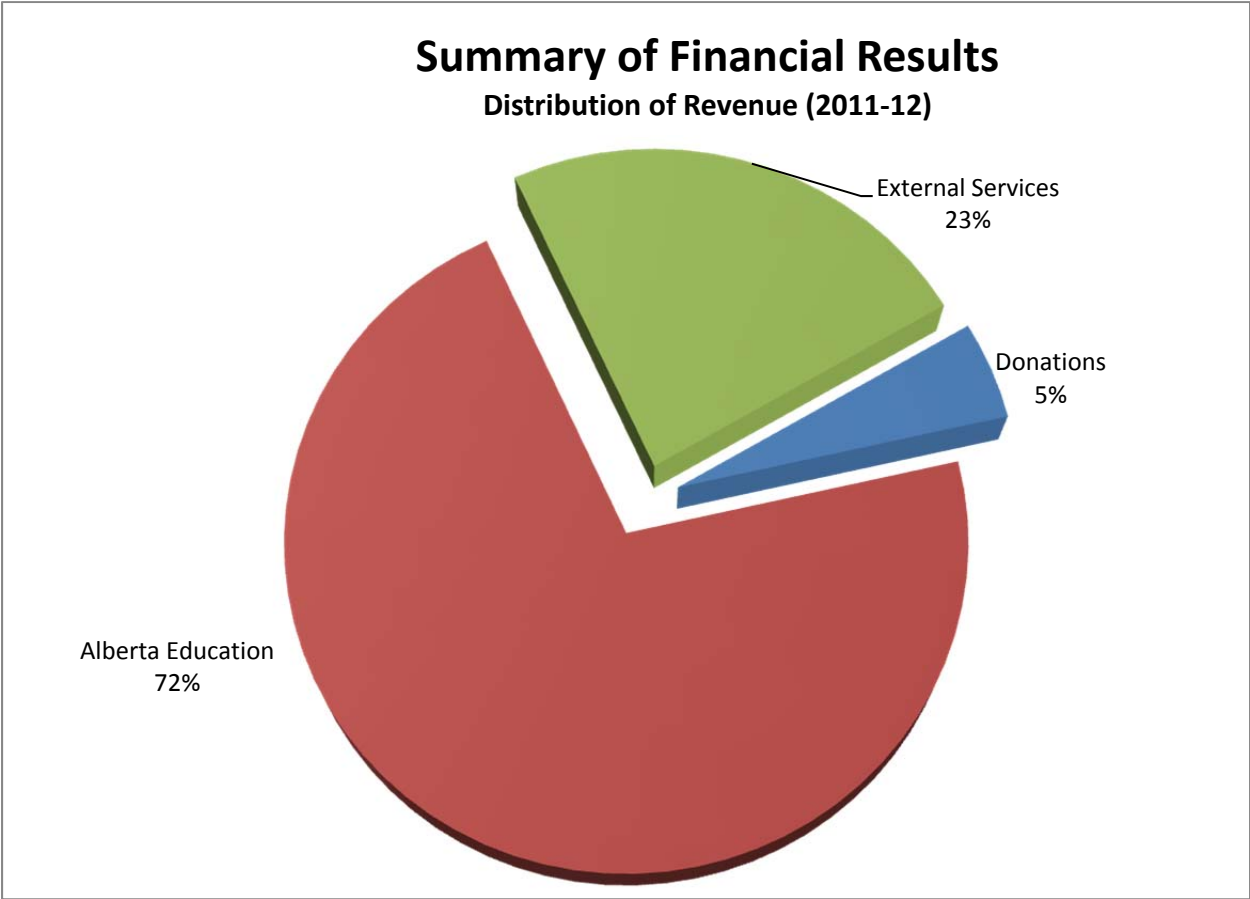
**Future Challenges**

To continue developing and creating a high quality educational experience for Edmonton's most underserved and disadvantaged youth. To develop quality programming that provides for and enhances our policy of continuous intake with student engagement and success.

**Capital and Facilities Projects**

- The Edmonton Oilers Community Foundation are renovating the main floor of the building we lease from them. The building is leased at a subsidized rate and supported by the foundation. To date the building has undergone three renovation phases This summer Phase 4 (main floor) will begin and see the interior of the building renovated to accommodate the students of Inner City High School





**Parental Involvement**

Typically there is a lack of parental involvement. Most students are without parental support. In many cases social workers, group home workers and probation officers take on parental role.

**Timelines and Communication**

*Inner City High School's combined 3 Year Education and AERR can be accessed at [www.innercity.ca](http://www.innercity.ca)*

*The Education Plan will also be available at the school office.*

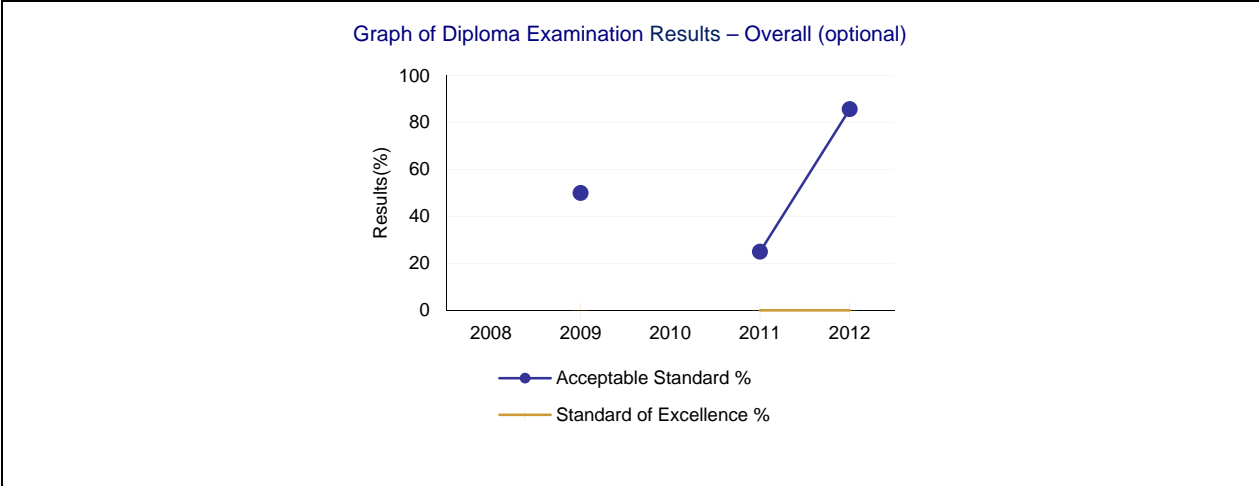
**APPENDIX – Measure Details (OPTIONAL)**

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

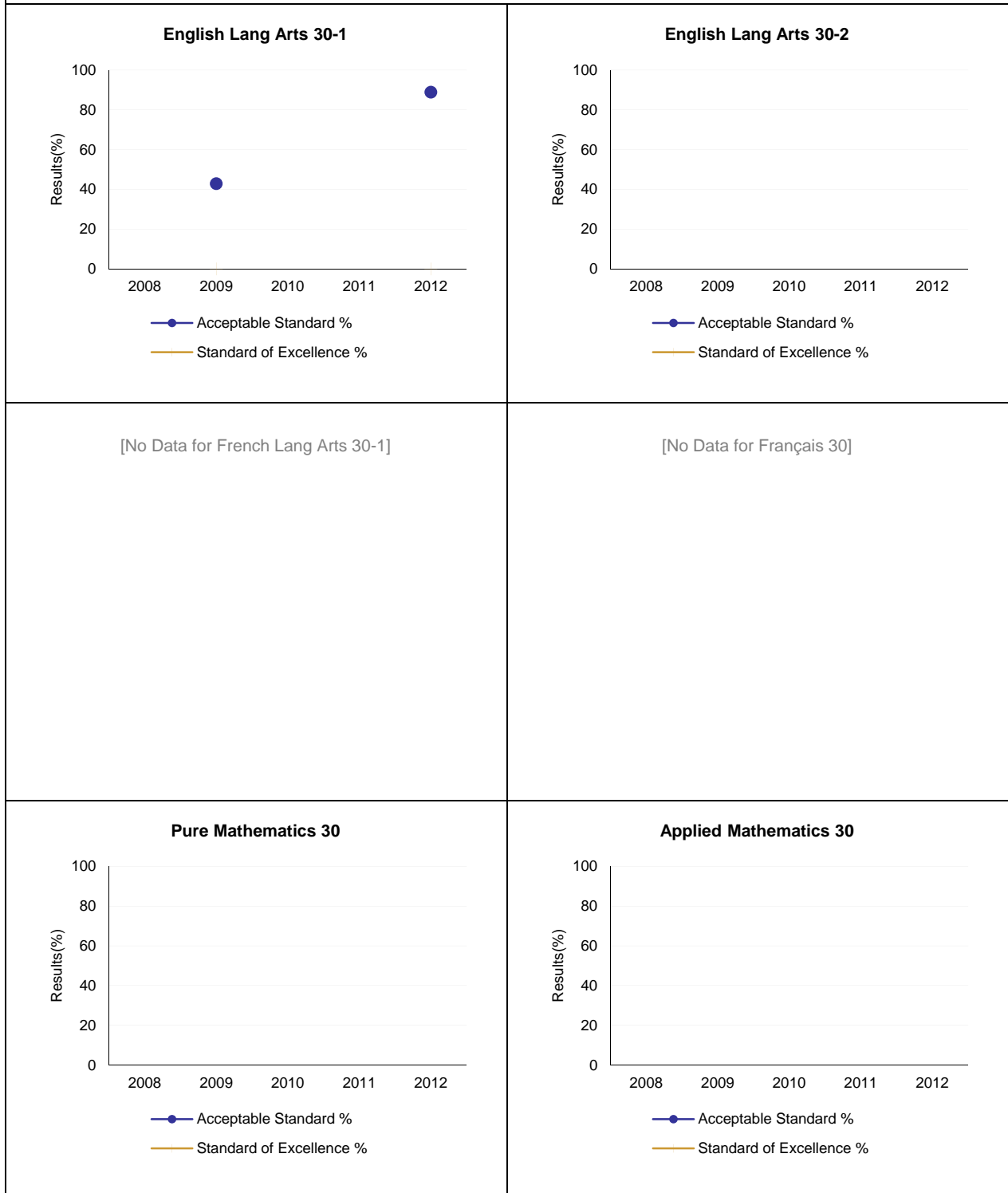
Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2008		2009		2010		2011		2012		2012	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	n/a	n/a	42.9	0.0	*	*	*	*	88.9	0.0		
	Province	87.1	15.5	86.1	12.3	85.1	10.1	84.4	10.1	86.0	11.3		
English Lang Arts 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*		
	Province	88.9	8.8	88.2	8.5	88.8	9.8	88.6	9.1	89.5	10.7		
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.9	24.5	95.1	18.9	93.7	16.3	95.3	14.3	95.5	13.4		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	98.5	25.4	94.7	33.1	94.2	15.6	93.8	20.1	96.5	19.0		
Pure Mathematics 30	Authority	n/a	n/a	*	*	*	*	*	*	n/a	n/a		
	Province	81.3	25.8	82.1	26.3	82.9	29.7	81.0	28.7	81.8	27.1		
Applied Mathematics 30	Authority	n/a	n/a	*	*	*	*	*	*	n/a	n/a		
	Province	76.4	10.7	79.4	13.5	77.3	12.6	74.3	9.8	75.6	10.3		
Social Studies 30	Authority	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.7	21.5	84.2	21.4	67.8	10.4	69.7	12.1	n/a	n/a		
Social Studies 30-1	Authority	n/a	n/a	n/a	n/a	*	*	*	*	71.4	0.0		
	Province	n/a	n/a	n/a	n/a	84.5	16.1	82.8	14.9	86.2	16.7		
Social Studies 33	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.3	18.9	85.6	20.2	76.4	11.5	69.0	21.4	n/a	n/a		
Social Studies 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*		
	Province	n/a	n/a	n/a	n/a	85.0	13.7	85.6	15.9	83.1	13.7		
Biology 30	Authority	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	82.3	26.3	83.0	26.6	81.4	28.1	81.9	29.8	81.8	28.1		
Chemistry 30 Old	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.2	39.2	77.6	19.5	87.5	37.5	n/a	n/a	n/a	n/a		
Chemistry 30	Authority	n/a	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	76.3	27.7	79.0	29.9	75.1	27.7	76.7	28.4		
Physics 30 Old	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.7	32.0	74.4	25.6	75.0	25.0	n/a	n/a	n/a	n/a		
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	79.3	23.1	73.9	20.3	76.7	27.7	81.0	30.3		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.6	21.6	86.0	20.9	80.1	22.8	80.4	21.0	79.8	22.0		

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 (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>[No Data for Social Studies 30]</p>	<p style="text-align: center;"><b>Social Studies 30-1</b></p> <table border="1"> <caption>Social Studies 30-1 Results</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>0*</td> <td>0*</td> </tr> <tr> <td>2009</td> <td>0*</td> <td>0*</td> </tr> <tr> <td>2010</td> <td>0*</td> <td>0*</td> </tr> <tr> <td>2011</td> <td>0*</td> <td>0*</td> </tr> <tr> <td>2012</td> <td>72</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2008	0*	0*	2009	0*	0*	2010	0*	0*	2011	0*	0*	2012	72	0
Year	Acceptable Standard %	Standard of Excellence %																	
2008	0*	0*																	
2009	0*	0*																	
2010	0*	0*																	
2011	0*	0*																	
2012	72	0																	
<p>[No Data for Social Studies 33]</p>	<p style="text-align: center;"><b>Social Studies 30-2</b></p> <table border="1"> <caption>Social Studies 30-2 Results</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>0*</td> <td>0*</td> </tr> <tr> <td>2009</td> <td>0*</td> <td>0*</td> </tr> <tr> <td>2010</td> <td>0*</td> <td>0*</td> </tr> <tr> <td>2011</td> <td>0*</td> <td>0*</td> </tr> <tr> <td>2012</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2008	0*	0*	2009	0*	0*	2010	0*	0*	2011	0*	0*	2012	0	0
Year	Acceptable Standard %	Standard of Excellence %																	
2008	0*	0*																	
2009	0*	0*																	
2010	0*	0*																	
2011	0*	0*																	
2012	0	0																	
<p>[No Data for Biology 30]</p>	<p>[No Data for Chemistry 30 Old]</p>																		

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

Diploma Examination Results by Course (optional)

[No Data for Chemistry 30]	[No Data for Physics 30 Old]
[No Data for Physics 30]	[No Data for Science 30]

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

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

Course	Measure	Inner City Youth							Alberta			
		Achievement	Improvement	Overall	2012		Prev 3 Yr Avg		2012		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Low	Improved Significantly	Good	9	88.9	7	42.9	29,328	86.0	28,848	85.2
	Standard of Excellence	Very Low	Maintained	Concern	9	0.0	7	0.0	29,328	11.3	28,848	10.8
English Lang Arts 30-2	Acceptable Standard	*	*	*	5	*	n/a	n/a	14,554	89.5	14,112	88.5
	Standard of Excellence	*	*	*	5	*	n/a	n/a	14,554	10.7	14,112	9.1
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,208	95.5	1,279	94.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,208	13.4	1,279	16.5
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	142	96.5	144	94.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	142	19.0	144	22.9
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,691	81.8	22,716	82.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,691	27.1	22,716	28.2
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,991	75.6	10,625	77.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,991	10.3	10,625	12.0
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	7	71.4	n/a	n/a	23,487	86.2	23,544	83.7
	Standard of Excellence	n/a	n/a	n/a	7	0.0	n/a	n/a	23,487	16.7	23,544	15.5
Social Studies 30-2	Acceptable Standard	*	*	*	3	*	n/a	n/a	17,193	83.1	15,720	85.3
	Standard of Excellence	*	*	*	3	*	n/a	n/a	17,193	13.7	15,720	14.8
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	23,299	81.8	22,083	82.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	23,299	28.1	22,083	28.2
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,926	76.7	18,365	76.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,926	28.4	18,365	28.4
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,562	81.0	10,364	76.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,562	30.3	10,364	23.7
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,873	79.8	4,808	82.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,873	22.0	4,808	21.6

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

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



**Measure Evaluation Reference - Achievement Evaluation**

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Biology 30	Acceptable Standard	0.00 - 67.51	67.51 - 78.03	78.03 - 85.82	85.82 - 89.41	89.41 - 100.00
	Standard of Excellence	0.00 - 12.33	12.33 - 19.00	19.00 - 25.60	25.60 - 30.05	30.05 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 37.40	37.40 - 64.26	64.26 - 77.96	77.96 - 85.58	85.58 - 100.00
	Standard of Excellence	0.00 - 6.52	6.52 - 16.78	16.78 - 27.40	27.40 - 34.23	34.23 - 100.00
Physics 30	Acceptable Standard	0.00 - 46.89	46.89 - 65.43	65.43 - 79.07	79.07 - 84.34	84.34 - 100.00
	Standard of Excellence	0.00 - 4.05	4.05 - 11.60	11.60 - 21.19	21.19 - 30.24	30.24 - 100.00
Science 30	Acceptable Standard	0.00 - 76.11	76.11 - 83.33	83.33 - 91.76	91.76 - 97.14	97.14 - 100.00
	Standard of Excellence	0.00 - 6.98	6.98 - 11.36	11.36 - 21.80	21.80 - 36.81	36.81 - 100.00

Notes:

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

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

**Improvement Table**

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

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

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

**Overall Evaluation Table**

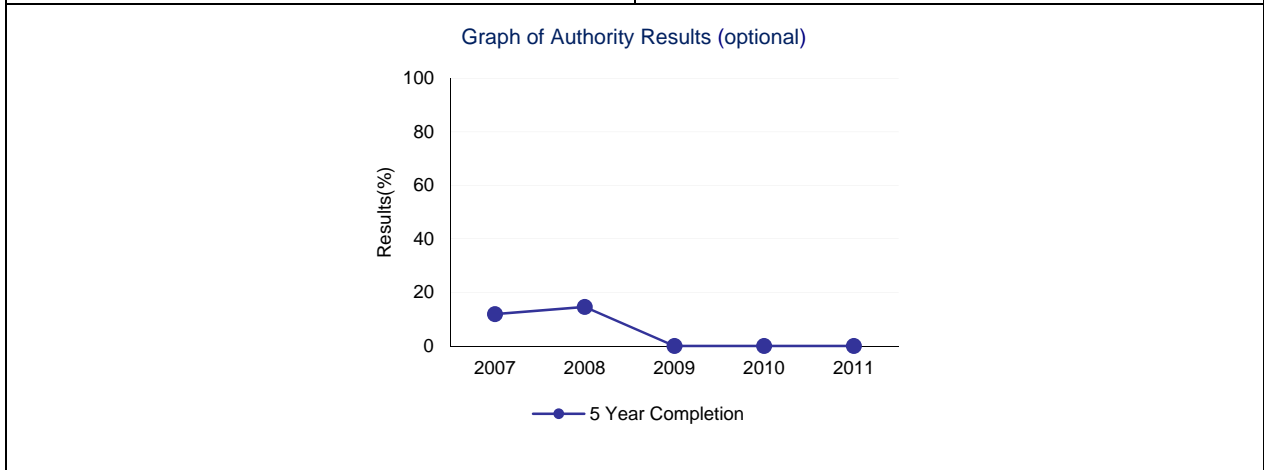
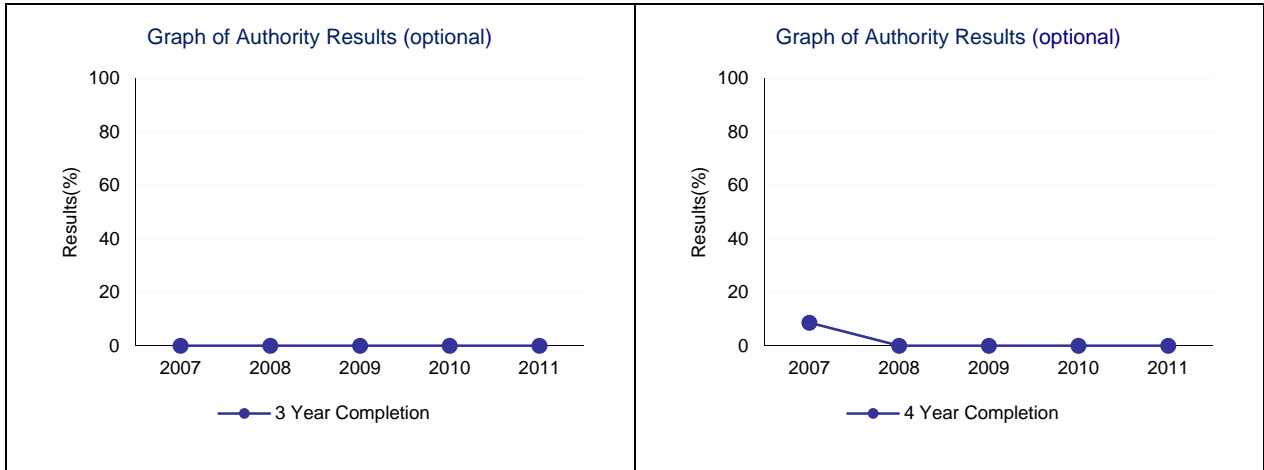
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

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

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

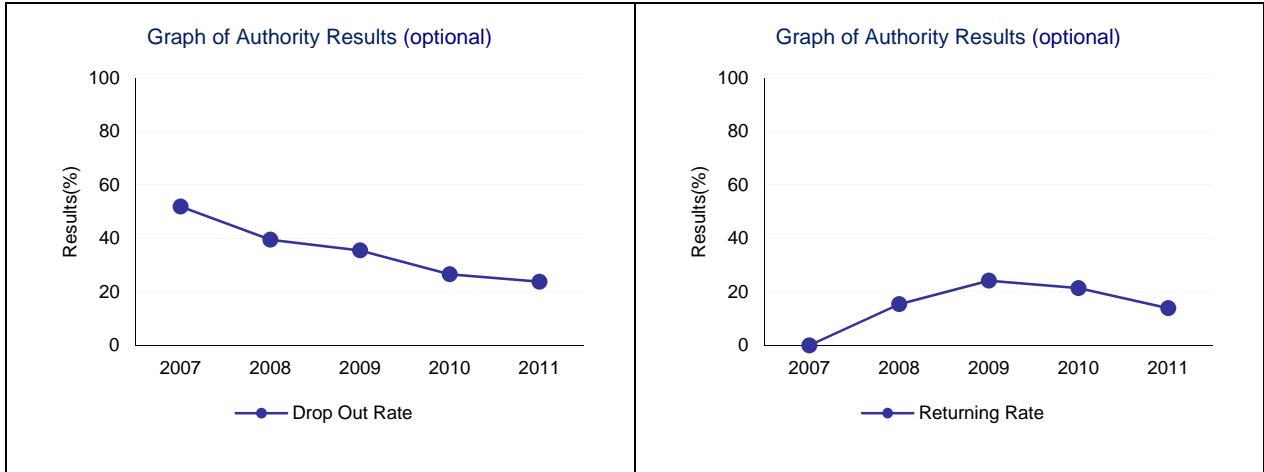
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
3 Year Completion	0.0	0.0	0.0	0.0	0.0	71.1	70.8	71.5	72.6	74.1
4 Year Completion	8.6	0.0	0.0	0.0	0.0	76.1	76.3	76.1	76.9	78.1
5 Year Completion	11.9	14.6	0.0	0.0	0.0	78.9	78.7	79.0	79.0	79.6



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

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

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Drop Out Rate	51.9	39.5	35.5	26.6	23.8	5.0	4.8	4.3	4.2	3.2
Returning Rate	0.0	15.4	24.2	21.4	13.9	21.3	19.8	23.5	27.9	23.4

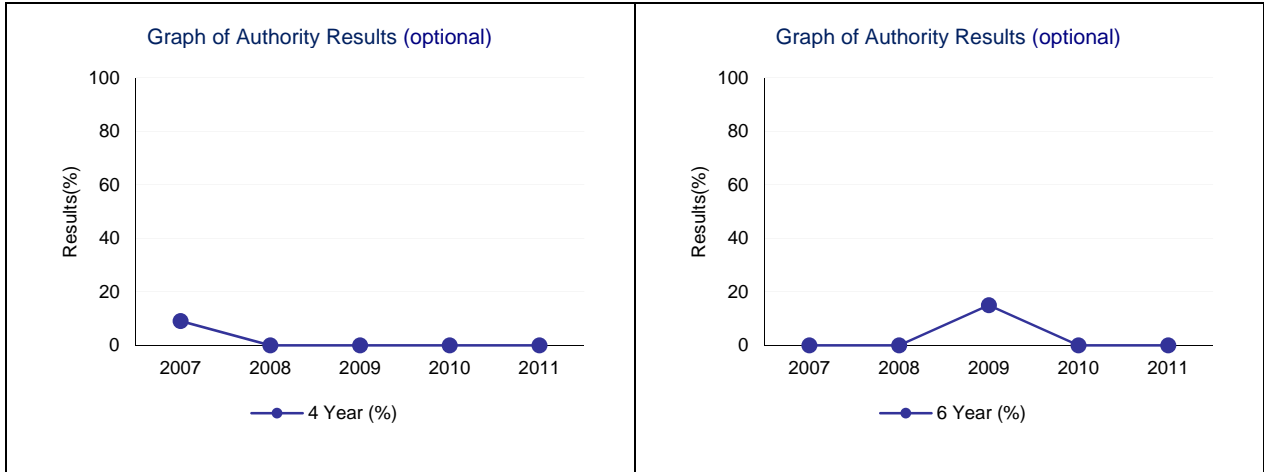


Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

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

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

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
4 Year Rate	9.1	0.0	0.0	0.0	0.0	38.7	38.9	37.5	37.8	38.2
6 Year Rate	0.0	0.0	15.0	0.0	0.0	58.8	59.2	59.8	59.3	58.4

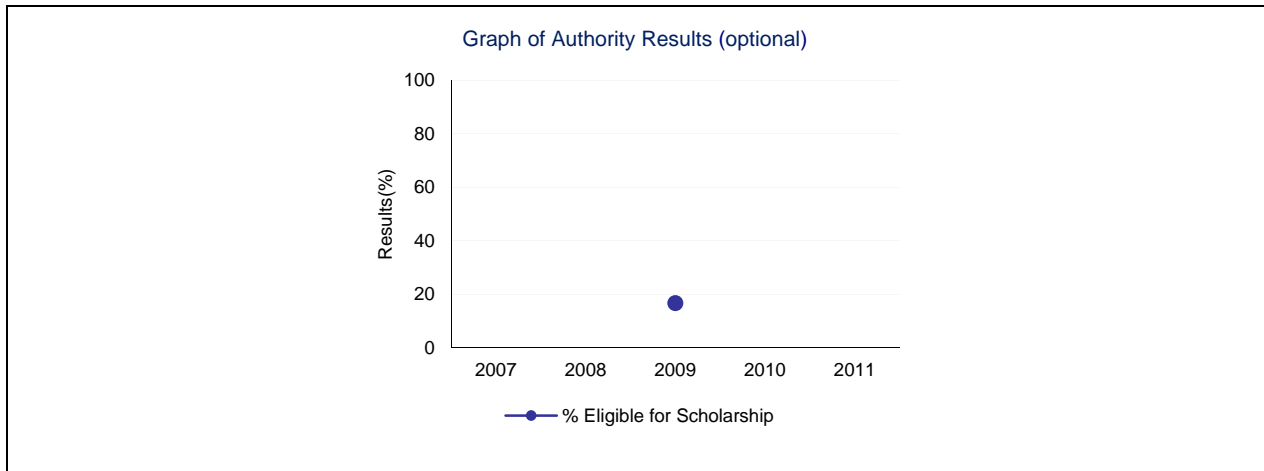


Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

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

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Rutherford Scholarship Eligibility Rate (Revised)	*	*	16.7	n/a	*	56.8	57.3	56.9	59.6	61.5

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
2007	5	*	*	*	*	*	*	*	*
2008	1	*	*	*	*	*	*	*	*
2009	6	1	16.7	1	16.7	0	0.0	1	16.7
2010		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2011	1	*	*	*	*	*	*	*	*

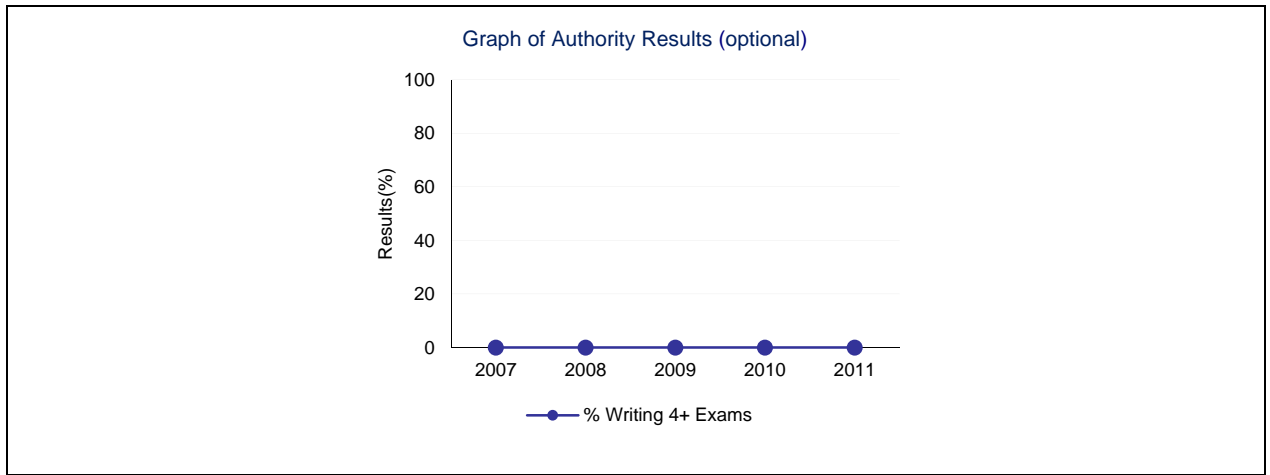


Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

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

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

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
% Writing 0 Exams	100.0	100.0	90.3	100.0	100.0	18.0	18.4	18.0	17.2	16.1
% Writing 1+ Exams	0.0	0.0	9.7	0.0	0.0	82.0	81.6	82.0	82.8	83.9
% Writing 2+ Exams	0.0	0.0	0.0	0.0	0.0	78.6	78.0	78.7	79.6	80.8
% Writing 3+ Exams	0.0	0.0	0.0	0.0	0.0	65.6	64.9	65.2	66.0	67.4
<b>% Writing 4+ Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>53.6</b>	<b>53.3</b>	<b>53.5</b>	<b>54.9</b>	<b>56.2</b>
% Writing 5+ Exams	0.0	0.0	0.0	0.0	0.0	34.7	34.3	34.7	36.1	37.2
% Writing 6+ Exams	0.0	0.0	0.0	0.0	0.0	13.2	12.7	12.9	13.4	14.1



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

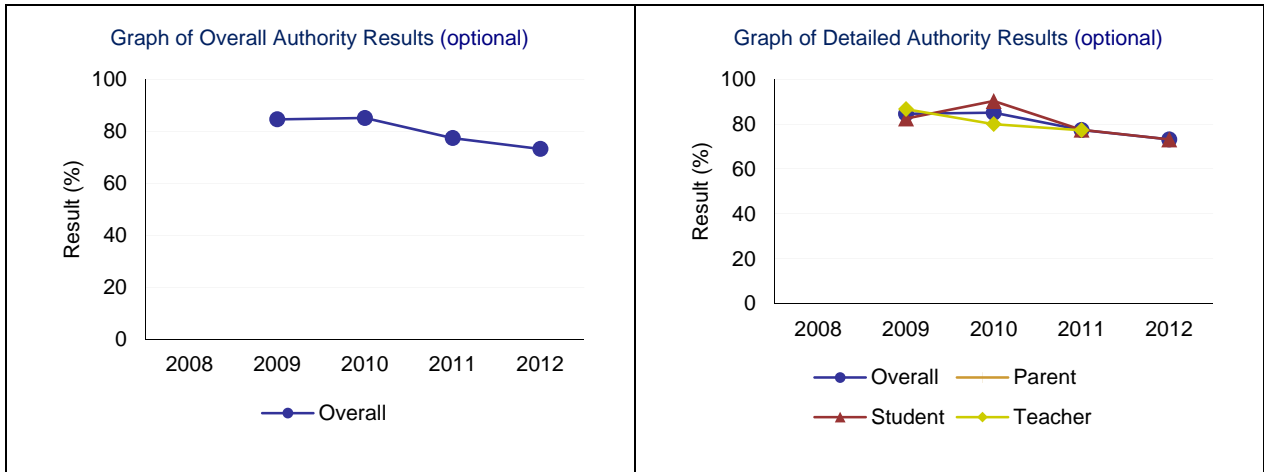
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
English 30 / English Language Arts 30-1	0.0	0.0	0.0	0.0	0.0	54.5	53.8	54.0	54.5	54.9
English 33 / English Language Arts 30-2	0.0	0.0	0.0	0.0	0.0	23.6	24.0	24.5	25.1	26.1
<b>Total of 1 or more English Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>77.0</b>	<b>76.7</b>	<b>77.1</b>	<b>78.0</b>	<b>79.0</b>
Social Studies 30	0.0	0.0	0.0	0.0	0.0	49.3	48.1	48.1	3.7	0.3
Social Studies 30-1	n/a	0.0	0.0	0.0	0.0	n/a	0.0	0.0	45.7	48.2
Social Studies 33	0.0	0.0	0.0	0.0	0.0	28.8	29.5	30.1	2.5	0.1
Social Studies 30-2	n/a	0.0	0.0	0.0	0.0	n/a	0.0	0.0	27.4	31.0
<b>Total of 1 or more Social Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>77.2</b>	<b>76.7</b>	<b>77.4</b>	<b>78.1</b>	<b>78.9</b>
Mathematics 30 / Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	41.7	41.1	40.8	41.4	42.6
Mathematics 33 / Applied Mathematics 30	0.0	0.0	9.1	0.0	0.0	19.5	19.1	19.7	19.7	20.0
<b>Total of 1 or more Math Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>9.1</b>	<b>0.0</b>	<b>0.0</b>	<b>60.7</b>	<b>59.7</b>	<b>59.9</b>	<b>60.6</b>	<b>62.0</b>
Biology 30	0.0	0.0	0.0	0.0	0.0	39.8	39.1	39.8	41.2	42.8
Chemistry 30 Old	0.0	0.0	0.0	0.0	n/a	34.3	34.5	5.0	0.1	n/a
Chemistry 30	n/a	n/a	0.0	0.0	0.0	n/a	n/a	29.7	35.2	36.0
Physics 30 Old	0.0	0.0	0.0	0.0	n/a	21.5	20.4	2.4	0.1	n/a
Physics 30	n/a	n/a	0.0	0.0	0.0	n/a	n/a	17.5	20.0	20.6
Science 30	0.0	0.0	0.0	0.0	0.0	7.0	7.4	8.2	9.0	9.1
<b>Total of 1 or more Science Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>56.5</b>	<b>56.1</b>	<b>56.1</b>	<b>57.6</b>	<b>59.1</b>
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.7	2.7	2.7	2.9	2.8
<b>Total of 1 or more French Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>2.9</b>	<b>2.9</b>	<b>2.9</b>	<b>3.1</b>	<b>3.1</b>

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

**Citizenship – Measure Details (OPTIONAL)**

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

	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	n/a	84.6	85.1	77.4	73.2	77.9	80.3	81.4	81.9	82.5
Teacher	n/a	86.7	80.0	77.3	n/a	90.6	91.8	93.0	92.7	93.1
Parent	n/a	*	*	n/a	n/a	74.7	77.4	78.5	78.6	79.4
Student	n/a	82.5	90.3	77.5	73.2	68.5	71.8	72.7	74.5	75.0

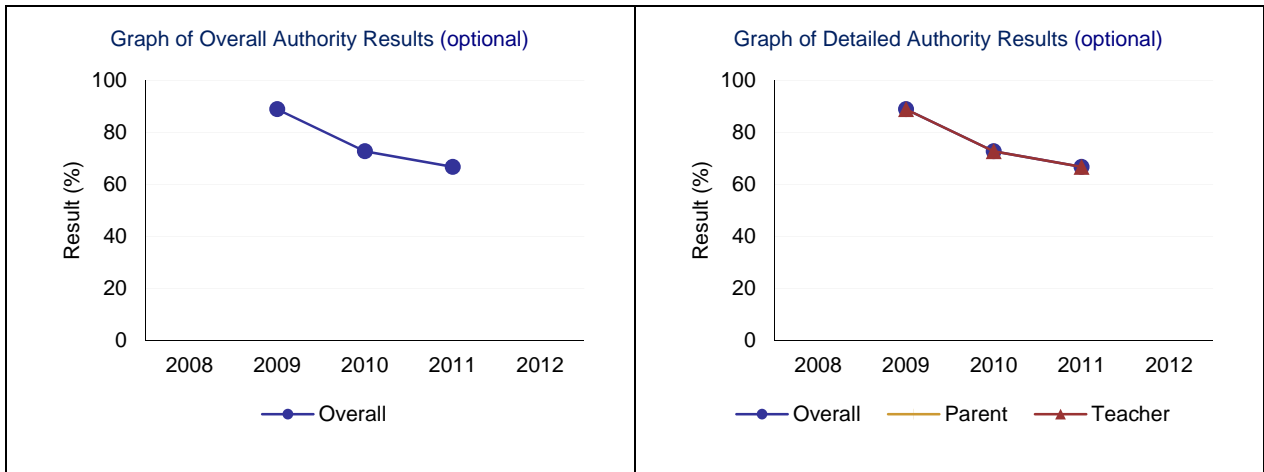


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

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

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

	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	n/a	88.9	72.7	66.7	n/a	80.1	79.6	79.9	80.1	79.7
Teacher	n/a	88.9	72.7	66.7	n/a	89.3	88.9	90.0	89.6	89.5
Parent	n/a	*	*	n/a	n/a	70.9	70.2	69.8	70.6	69.9

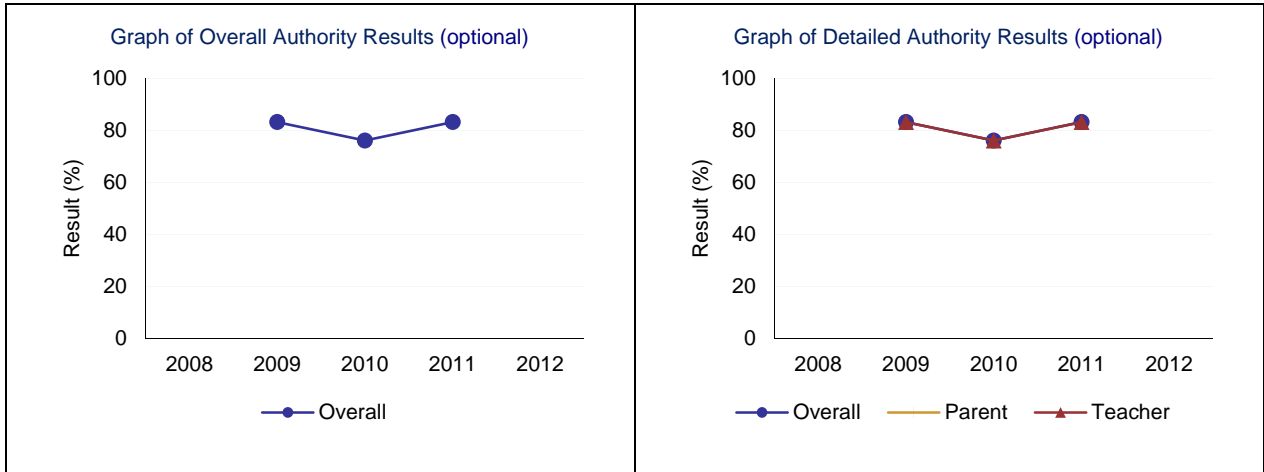


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

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

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

	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	n/a	83.3	76.2	83.3	n/a	66.7	67.4	67.6	67.9	68.0
Teacher	n/a	83.3	76.2	83.3	n/a	73.8	74.0	75.4	75.3	75.8
Parent	n/a	*	*	n/a	n/a	59.5	60.8	59.8	60.6	60.2

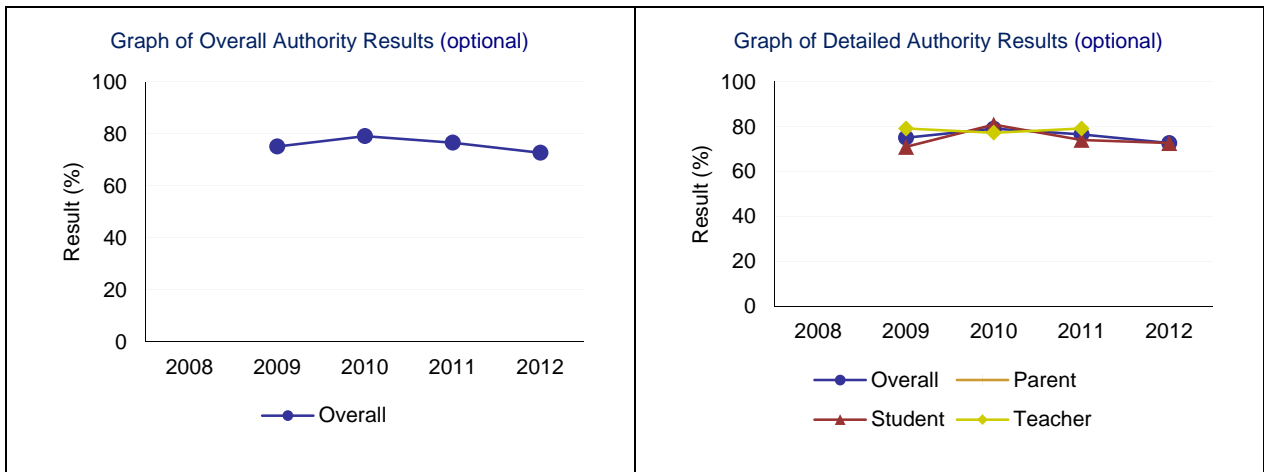


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

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

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

	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	n/a	75.1	79.1	76.6	72.7	79.4	80.3	80.5	80.9	80.7
Teacher	n/a	79.2	77.3	79.2	n/a	86.4	86.8	87.7	87.6	87.3
Parent	n/a	*	*	n/a	n/a	77.6	78.7	78.0	78.3	78.1
Student	n/a	71.0	80.9	74.1	72.7	74.1	75.3	75.9	76.9	76.9



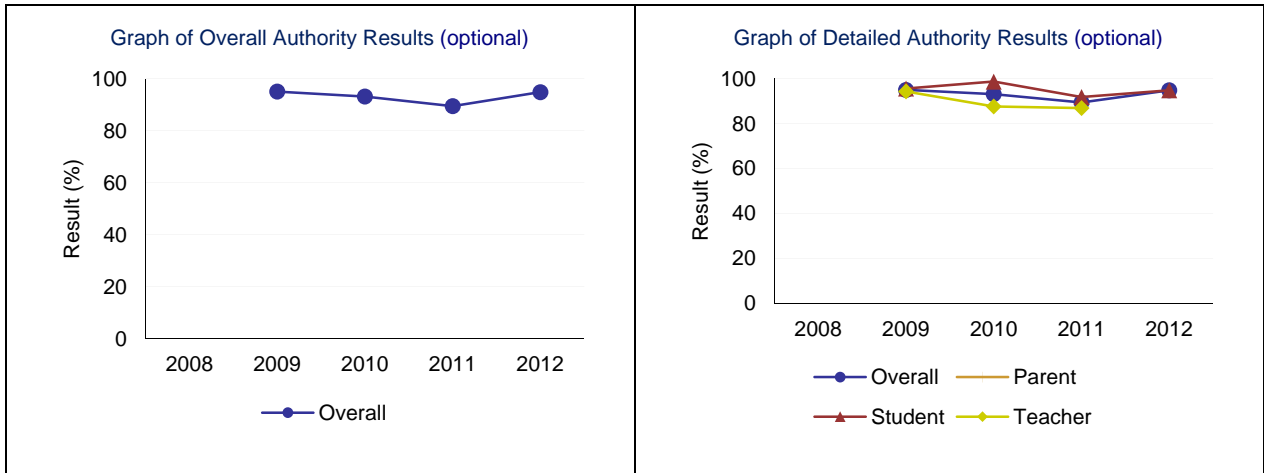
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).



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

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

	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	n/a	95.1	93.2	89.5	94.9	88.2	89.3	89.2	89.4	89.4
Teacher	n/a	94.4	87.7	87.0	n/a	94.9	95.3	95.6	95.5	95.4
Parent	n/a	*	*	n/a	n/a	83.0	84.4	83.9	84.2	84.2
Student	n/a	95.7	98.8	91.9	94.9	86.6	88.3	88.2	88.5	88.6

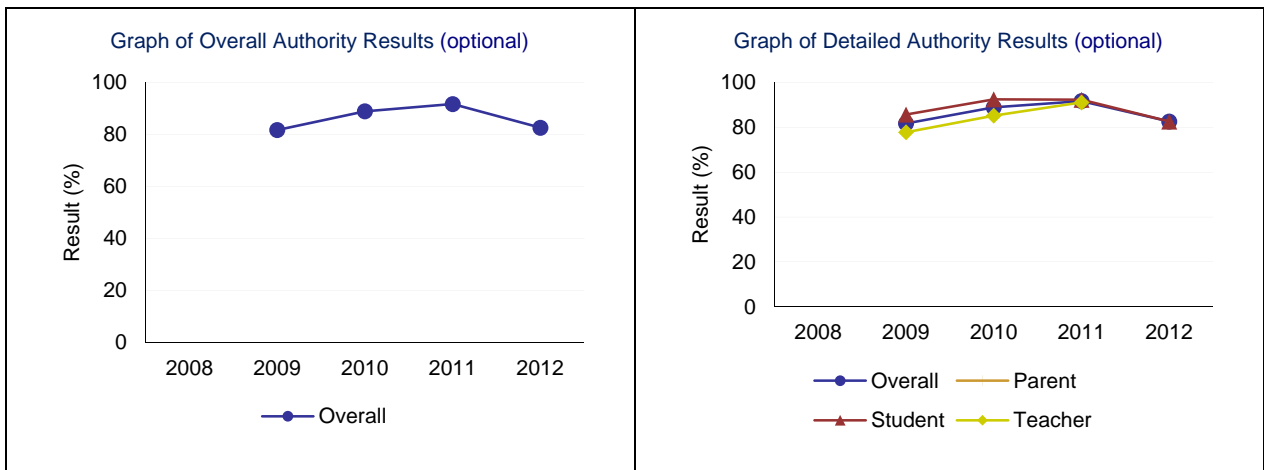


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

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

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	n/a	81.7	88.9	91.7	82.6	85.1	86.9	87.6	88.1	88.6
Teacher	n/a	77.8	85.2	91.1	n/a	93.1	93.8	94.4	94.5	94.8
Parent	n/a	*	*	n/a	n/a	83.2	85.3	86.1	86.6	87.4
Student	n/a	85.7	92.5	92.3	82.6	79.1	81.7	82.2	83.3	83.7

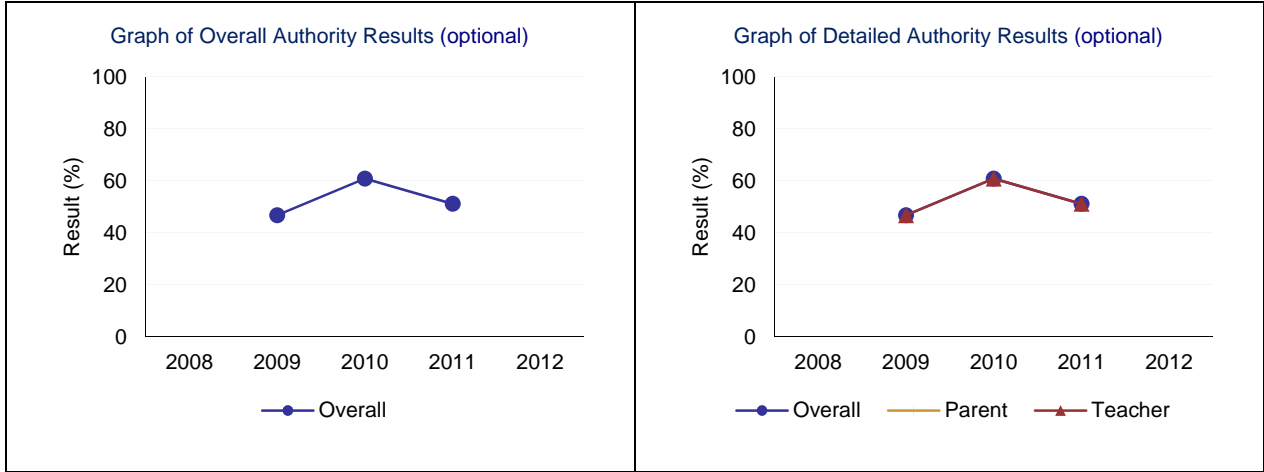


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

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

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

	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	n/a	46.7	60.8	51.1	n/a	78.2	80.1	80.0	79.9	79.7
Teacher	n/a	46.7	60.8	51.1	n/a	87.5	88.0	88.6	88.1	88.0
Parent	n/a	*	*	n/a	n/a	69.0	72.2	71.3	71.7	71.4

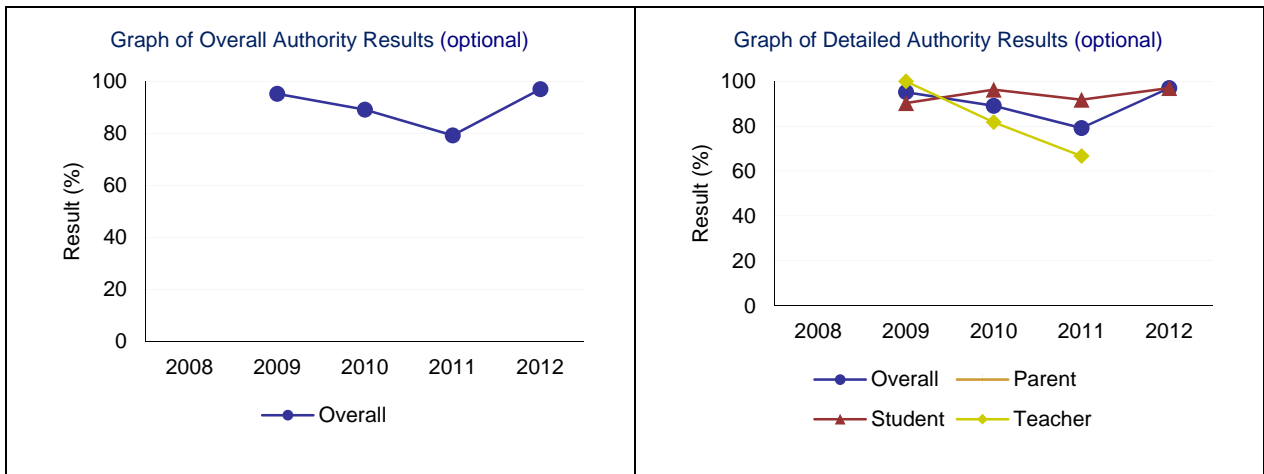


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

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

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

	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	n/a	95.2	89.1	79.2	97.0	77.0	79.4	79.9	80.1	80.0
Teacher	n/a	100.0	81.8	66.7	n/a	75.6	78.2	80.8	80.1	81.1
Parent	n/a	*	*	n/a	n/a	75.9	78.1	77.0	77.3	76.2
Student	n/a	90.3	96.3	91.8	97.0	79.5	81.8	81.8	82.9	82.7



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