



Calgary Girls' School

Combined AERR 2013 and Three-Year Education Plan 2013-2016

An easy to read summary of the AERR is available at the following link:

<http://calgarygirlsschool.com/wp-content/uploads/2013/11/2013-Summary-Statement1.pdf>

In the interests of improving transparency and accountability, please feel welcome to provide feedback or to ask questions about the Education Plan and Results Report.

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Message from the Calgary Girls' School Board of Directors

In support of the *Charter Goals* and the *Three Year Education Plan*, the Board of Directors defined its strategic direction for the next eight years.

Three significant, broad goals define the Board's commitment to excellence on behalf of the Calgary Girls' School:

- Establish CGS as **the** school of choice
- Position CGS as a leader in research practice and methodology
- Establish CGS as a leader in innovative educational and environmentally progressive facilities

We are pleased to provide a successful and innovative program for girls. We will continue to explore and develop programs and teaching approaches that are beneficial to girls in our community.

Thank you for your continued support.

Tamara McCarron BSc. MBA, Chair
Board of Directors
Calgary Girls' School



Calgary Girls' School Accountability Statement

The Annual Education Results Report for the **2012-1013** school year and the Education Plan for the three years commencing September 1, **2013** for **the Calgary Girls' School** was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Government Accountability Act*. 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 2012/2013 school year and the Three-Year Education Plan for 2013–2016 on November 20, 2013.

A handwritten signature in blue ink, appearing to read "Tamara", is positioned above the printed name.

Tamara McCarron
Board Chair



Foundation Statements

Vision

Our vision is to be a centre of excellence enabling girls and young women to become confident and innovative leaders in a complex and global world.

Mission

The girls and young women of CGS are agents of change who develop confidence and a strong sense of self in a safe, collaborative, inquiry-based learning environment.

Values

Values are fundamental principles and beliefs that serve as implicit criteria guiding all actions and decision-making. These include:

- Compassion
- Courage
- Diversity
- Integrity
- Curiosity
- Democracy
- Collaboration

Principles

At the Calgary Girls' School, we believe:

- Girls are entitled to authentic learning experiences that are rich, engaging and inquiry-based.
- Girls achieve their personal best when there is a focus on their needs and their unique ways of learning in dedicated all-girl environments.
- Girls have the right to learn in a safe environment while learning to take risks.
- CGS fosters and celebrates a learning community that promotes leadership.
- Active citizenship and engagement with the larger community can change people's lives and the world in which we live.
- Collaboration is a hallmark of all relationships and processes.
- Opportunities to learn about and engage with successful women in society provide girls with positive role models.
- Teachers are supported in their professional growth and development.
- CGS fosters a learning community that promotes reflective practice that is rooted in a growth mindset.
- Parents are valued partners in the education of their daughters.
- CGS engages in research rooted in innovation and best practices and shares with the greater educational community.

Profile of the Calgary Girls' School

Calgary Girls' School provides a unique educational program for girls in Calgary and the surrounding area. The school's diverse population is multi-ethnic, multi-cultural and represents all socio-economic levels. The school is innovative in its approach to girls' learning and its commitment to intentionally teaching girls to have voice, advocacy and agency. Other innovative practices include the multi-disciplinary face to the school's inquiry work and school-wide one-to-one computing that sees every girl with a laptop or iPad. The school launched technology innovation in Alberta by designing a platform for all school use, email, student portfolios, collaborative sharing, and parent communication to be hosted on site for the privacy and protection of all school users.

The school's girl-focused curriculum centers around research that suggests girls learn better in an all girls' environment. A research-based approach to curriculum and school organization facilitates success for girls. Girls are, by nature, more collaborative in their learning styles, and do better academically and socially within a single-gender environment. This environment maximizes the opportunity for girls to excel academically and personally. The curriculum offered at CGS provides a broad perspective. The mandated curriculum is infused with questions, issues and stories that pertain to girls and women. Additionally, the *Go Girls Curriculum* attends to the specific developmental needs of early to mid-adolescent girls. These include body image, making and keeping friends, deconstructing images of what it is to be a girl and/or woman, awareness of gender stereotypes, and conflict resolution. The strongest work of the *Go Girls Curriculum* is in the way it is intentionally adopted and interpreted in the day-to-day interactions and issues that face early to mid-adolescent girls. School staff takes seriously the importance of building strong relationships with all of the girls at the school and the *Go Girls Curriculum* affords staff a structure and language to read back to girls their life experiences.

Inherent in our mission of offering scholarship, leadership and service, Calgary Girls' School develops critical thinking, thus challenging girls to ask questions, state a position and defend that position in an articulate manner. Bringing girls to a single-gender environment and intentionally teaching leadership skills will position girls to claim their rightful place in society. To further support this work in student leadership, My CGS was launched to encourage girls to take risks, try new experiences through the extensive club program offered at the school and seize many opportunities to explore what their passions might be prior to entering high school.

CGS values a collaborative relationship with all stakeholders. The principal and superintendent attend school council meetings, parents and community are invited to attend Board meetings, feedback evenings are held to support school initiatives and parents participate in student-led conferences. The school builds opportunities for parents to provide leadership in school initiatives, to participate in conversations regarding the Strategic Plan, and to envision the school's future. A school symposium in May of 2013 engaged professionals, parents, students and community in developing the 2012-2020 Strategic Plan. Parents, students and staff attend conferences together and share their learning in classrooms, at staff meetings and with School Council to support a connected conversation. The school twitter account, led by parents, and student digital portfolios connect parents with the daily learning at school.

The school added time to the weekly, collaborative, multi-age experience as its value in strengthening school community and providing senior girls with mentorship opportunities was viewed very positively. This time allows our school to celebrate accomplishments and build leadership through school assemblies.

By revising the academic calendar to provide common time for collaboration every Friday afternoon, staff gained exceptional professional development opportunity. Each staff member serves on one of several committees focused on enhancing our school. This model of distributed leadership also gives meaningful voice in the development of the school.

The school hosted The Alberta Association of Public Charter Schools bi-annual conference in October of this year with over 500 attendees. School staff worked collaboratively to host this successful venture. Calgary Girls' School demonstrates courage in fostering research-based practice and encouraging innovation.

In the past year, significant changes in assessment and reporting practices that align with the transformation intended by Inspiring Education has further positioned the school for becoming a centre of excellence in girls' learning.

Trends and Issues:

The Calgary Girls' School is committed to developing *engaged thinkers* who are *ethical citizens* with an *entrepreneurial spirit*. CGS encourages a *growth mindset* that builds resiliency and the ability to be creative and take risks in learning. The most significant challenges – issues and trends impacting CGS are connected to the transformative work of *Inspiring Education*.

Consistent with the challenge to achieve the goals of *Inspiring Education*, CGS is focused on designing robust, rigorous and meaningful learning that fosters deep, conceptual understanding. CGS looks to the *Curriculum Development Prototyping Guide* for support in aligning curriculum so that what is articulated is also what is experienced by the learner. As work in curriculum redesign continues in Alberta, subjects will become a means to an end – vehicles through which literacy and numeracy and other competencies are developed. Expectations for literacy and numeracy skills must converge with assessment to ensure all learners are meeting expectations. Transforming our learning system requires a *far deeper and dynamic level of instructional decision-maker* (Baker, Freeman & Clayton, 1991).

CGS supports teachers in this work through professional development, opportunities for collaboration, and the work of learning strategists. These teacher-coaches foster inclusive, differentiated learning through personalizing learning goals and enhancing instructional strategies and assessments.

Another challenge is to ensure assessment practice supports the “engaged, ethical, entrepreneurial students” of *Inspiring Education*. At CGS, assessment:

- aligns with the pedagogical model of inquiry
- allows for individual girls to pursue their learning in a safe and supportive environment which fosters personal growth and extends understanding,
- accurately represents the learning of each girl in relation to grade level expectations of the Alberta Program of Studies,
- fosters opportunities for differentiation in personal programming by providing learning support as well as providing enrichment.

Changes in reporting student learning to parents reflect CGS’s work in assessment. The “implementation dip” and feelings of loss associated with movement from percentages and letter grades affected parents’ trust and support. It is our challenge to build understanding and support for best practice in assessing and reporting student learning.

Calgary Girls' School recently achieved a fifteen-year charter renewal. Our ongoing challenge is to lead innovation and research in girls' learning. Acquiring facilities that secure our future and meet our programming needs is also an issue.

Summary of Accomplishments:

Teachers at CGS are life-long learners. Several are pursuing graduate studies at the University of Calgary, Royal Roads, and the University of Oregon. The Board of Directors provides financial support to encourage graduate studies.

The University of Calgary and several area schools, including CGS, developed a formal research partnership. We look forward to the new opportunities this may present. Recently, Dr. Kim Koh, University of Calgary, submitted a grant proposal to support further the assessment work at CGS.

In the spring, Principal Judi Hadden presented on the CGS assessment journey at the International Association of Assessment and Evaluation Tel Aviv, Israel. CGS teachers presented at the recent Alberta Assessment Consortia and The Alberta Association of Public Charter Schools conferences. CGS also shared its assessment work with administrators in Calgary Public and Calgary Catholic Schools. CGS is a member of the Alberta Assessment for Learning Network.

Students at CGS lease technology in our one-to-one environment. Leasing provides a cost effective opportunity to evergreen. Concerns about ownership, privacy and security of information in the cloud precipitated a decision to host all of our own communication. Opportunity to work with Dr. Ruben Puentedura supported our efforts to embed technology into instructional design. The newly developed space, called "The Learning Commons" reflects a conceptual reframing of the school library. The intention is to create a space that fosters creativity, communication and collaboration in learning.

School Council contributed to the development of a Planning Commons for teachers. The space is a valued sanctuary where significant conversation about "learning about learning" occurs. While professional learning community is much more than space and time, these elements do provide some essential ingredients for success.

Due to the flooding situation in Alberta last June, our Grade 9 students were unable to complete their Provincial Achievement Exams. Thus we lost the opportunity to compare results for the same students over three years. Results from Grade 6 provided reason to consider the Mathematics program and the balance of skill development and inquiry.

Service learning continues to be a key strategy for developing ethical citizens. Examples of service learning include a partnership with Care West (grade 8), the Calgary Drop In Centre (grade 9) and community garden planting (grade 4). We were awarded a BP Energy grant to reduce our environmental footprint. CGS will reduce energy consumption through changes to the lighting. A further use of the grant will support efforts to reduce waste by recycling and composting.

Through *Habits of Mind* we develop common language and promote skills that encourage our girls to engage in their learning and foster connections to school and community. In a variety of ways, CGS encourages families to promote *Habits of Mind* at home.

The leadership team at CGS are "leaders of learning" who support grade-team meetings, initiate discussions and inquiry about learning, and build capacity to deliver a program of excellence.

Performance Measure Results for 2012-2013

Combined 2013 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure Category Evaluation	Measure	Calgary Girls' School Society			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	Excellent	Safe and Caring	92.1	92.0	92.3	89.0	88.6	88.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	89.5	88.2	89.2	81.5	80.7	80.7	Very High	Maintained	Excellent
		Education Quality	88.1	93.9	94.9	89.8	89.4	89.3	High	Declined Significantly	Issue
		Drop Out Rate	0.0	0.8	0.6	3.5	3.2	3.9	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.8	74.1	72.7	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	94.3	92.2	93.6	79.0	79.1	79.2	n/a	n/a	n/a
		PAT: Excellence	37.6	37.1	37.1	18.9	20.8	19.9	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	84.6	83.1	82.5	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.7	20.7	20.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.6	56.2	54.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	61.3	61.5	59.4	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.5	58.4	59.2	n/a	n/a	n/a
		Work Preparation	88.2	90.9	91.8	80.3	79.7	79.9	Very High	Declined	Good
		Citizenship	89.3	92.1	90.8	83.4	82.5	82.0	Very High	Maintained	Excellent
Parental Involvement	Concern	Parental Involvement	69.9	82.2	84.6	80.3	79.7	79.8	Very Low	Declined Significantly	Concern
Continuous Improvement	Concern	School Improvement	68.2	83.2	83.0	80.6	80.0	80.0	Low	Declined Significantly	Concern

Combined 2013 Accountability Pillar FNMI Summary (Required for Public/Separate/Francophone School Authorities)

Measure Category	Measure Category Evaluation	Measure	Calgary Girls' School Society			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	n/a	*	n/a	8.5	9.0	10.2	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	43.9	40.2	37.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	*	n/a	61.8	58.4	58.6	n/a	n/a	n/a
		PAT: Excellence	n/a	*	n/a	6.1	6.6	6.3	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	77.1	75.8	76.0	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	9.5	9.2	8.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	21.2	19.6	18.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	35.1	34.4	31.4	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	32.2	30.2	31.8	n/a	n/a	n/a

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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Charter Goal: Girls academic achievement is enhanced in an all-girls learning environment.

Outcome: Girls succeed academically in all curricular areas.

Performance Measures	Results (in percentages)					Target*	Targets		
	2009	2010	2011	2012	2013	2013	2014	2015	2016
Percentage of girls who meet the acceptable standard in grade 6 Language			99	98.1	99	100	100		
Percentage of girls who meet the acceptable standard in grade 6 Math			95.1	92.3	85.6	100	100		
Percentage of girls who meet the acceptable standard in grade 6 Science			92.2	91.3	91.3	100	100		
Percentage of girls who meet the acceptable standard in grade 6 Social Studies			95.1	92.4	94.2	100	100		
Percentage of girls who meet the acceptable standard in grade 9 Language			100	100	n/a	100	100		
Percentage of girls who meet the acceptable standard in grade 9 Math			88.2	78.4	n/a	100	100		
Percentage of girls who meet the acceptable standard in grade 9 Science			99.1	89.8	n/a	100	100		
Percentage of girls who meet the acceptable standard in grade 9 Social Studies			96.4	92	n/a	100	100		
Percentage of girls who meet the standard of excellence in grade 6 Language			44.6	44.2	39	45	45		
Percentage of girls who meet the standard of excellence in grade 6 Math			26.2	19.2	12.5	30	30		
Percentage of girls who meet the standard of excellence in grade 6 Science			30.7	33.7	36.9	38	38		
Percentage of girls who meet the standard of excellence in grade 6 Social Studies			18.7	43.8	25.2	37	37		
Percentage of girls who meet the standard of excellence in grade 9 Language			41.7	49.4	n/a	48	48		
Percentage of girls who meet the standard of excellence in grade 9 Math			14.4	14.8	n/a	20	20		
Percentage of girls who meet the standard of excellence in grade 9 Science			39.4	25	n/a	30	30		
Percentage of girls who meet the standard of excellence in grade 9 Social Studies			44.5	39.8	n/a	40	40		

Comment on Results:

Upon reflection, the staff of CGS recognizes a need to carefully examine the implementation of our mathematics program through inquiry and maintain a balance with skill development. Our girls demonstrate the mathematical skill to perform in science yet when presented with math assessment, have difficulty attaining the level of excellence. We have dedicated time and leadership in building our understanding of mathematical pedagogy to support our girls in this area. Our work in assessment and program design focusing on conceptual understanding is helping us deliver a deeper program of instruction, which encourages thinking, and synthesis of understanding. The leadership team and staff have reviewed the results and analyzed our performance to inform our programming for the current year.

Strategies:

- Align numeracy and literacy goals with assessment – Friday afternoon PD time dedicated to this task
- Consider and adjust the balance between skills (knowledge of operations) and inquiry (problem solving in math program)
- Emphasize accuracy and precision of vocabulary in our literacy and numeracy programs grades 4 – 9

Charter Goal Two: Girls' social development and awareness are enhanced in an all-girls' learning environment.

Outcome: Girls have the skills and capacity to express themselves articulately in support of their learning.

Girls participate in all opportunities offered in the CGS program including camps, off campus PE and extra-curricular clubs.

Performance Measures	Results (in percentages)					Target*	Targets		
	2009	2010	2011	2012	2013	2013	2014	2015	2016
Percentage of girls very satisfied or satisfied with the opportunity to receive a broad program of studies including fine arts, career technology and health and physical education	*	*	*	80.5	86.2	82	88		
Percentage of girls that strongly agree or agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school	*	*	*	84.5	83.9	86	86		
Percentage of students in grades 4,5,6 who think that their school is very good or good	*	*	*	98	92	95	95		
Percentage of students in grade 7,8,9 who think that their school work is challenging	*	*	*	81	72	83	83		
Percentage of girls in grades 7,8,9 who think that their school work is interesting	*	*	*	80	64	83	83		
Percentage of girls in grades 7,8,9 who think that their education is very good or good	*	*	*	94	79	95	95		
Percentage of girls who strongly agree or agree that it is easy to get help with school work	*	*	*	89	89	90	90		
Percentage of teachers who strongly agree or agree that students respect each other	*	*	*	100	97	100	100		

Comment on Results:

Our work continues to focus on encouraging our girls to be confident with inquiry and exploration so that they can take risks in their learning and become deep thinkers. In our work to foster a growth mindset, CGS has recognized that our girls see effort in a negative connotation: If they have to work at something, they must not be very good at it. A growth mindset will help our girls to see themselves as continuous learners where measures of success are "how much did I learn" rather than "how do I compare to someone else's achievement in this area." We will continue to seek every possible opportunity for our girls to build confidence as learners and thinkers through collaborative work, presentations at assemblies, open discussions and forums, participation on committees, involvement in clubs.

Strategies:

- Consistently use "Habits of Mind" vocabulary and embed strategies in daily practice
- Integrate our Go Girls program of studies in all curricular areas (How will our learning develop competent, confident, connected girls?)
- Share Go Girls work among grade teams, with Parents and in student portfolios
- Document student involvement and commitment through My CGS
- Plan Go Girls inquiry during advisory

Charter Goal Three: The school community is supported through team work and collaboration.

Outcome: All members of the school community respect one another's roles and are engaged and contribute to continuous improvement of student learning

Performance Measures	Results (in percentages)					Target*	Targets		
	2009	2010	2011	2012	2013	2013	2014	2015	2016
Percentage of parents who feel involved in decisions about the education at CGS	*	*	*	83	75	85	85		
Percentage of parents who feel involved in decisions about their child's school	*	*	*	61	47	65	65		
Percentage of parents who are satisfied or very satisfied with the opportunity to be involved in decisions at their child's school	*	*	*	81	68	82	82		
Percentage of parents who are very satisfied or satisfied with the opportunity to be involved in the decisions about their child's education	*	*	*	84	58	85	85		
Percentage of teachers who strongly agree or agree that students are encouraged to be involved in activities that help the community	*	*	*	97	100	98	100		

Comment on Results:

CGS values its parent community and recognizes that implementing significant change requires strategies to build understanding and support. Recent changes in reporting to parents, part of the assessment work, created high levels of concern. Learning about change as well as learning about the change must both be intentional. The school is empathetic to the needs of the community and will continue to strive for ways to invite, include and enhance its relationship with the larger school community. Building a culture of collaboration that includes all partners in meaningful ways is our goal.

Strategies:

- *Develop a communications plan that builds on relationship. (e.g. Schedule parent/student/teacher conferences in September – consider the topics that need to be part of the conversation e.g. assessment)*
- *Implement technology support for parents (e.g. schedule every Tuesday after school)*
- *Provide parents with opportunities for collaborating and advising on initiatives through conversations at School Council, parent-teacher evenings, and opportunities to volunteer in meaningful ways that build understanding of the school's culture*
- *Continue to encourage parents to provide feedback through open door conversations, Alberta Education Surveys, parent evenings and e-mail opportunities.*
- *Develop a communications plan to ensure parents develop understanding of best practice in assessment and to meet their need for accurate, meaningful information on their child's academic achievement*

Charter Goal Four: Staff is supported in pursuing excellence.

Outcome: Each staff member commits to full school professional growth and development initiatives as well as identifies and participates in individual professional development opportunities in pursuit of delivering a program of excellence.

Performance Measures	Results (in percentages)					Target*	Targets		
	2009	2010	2011	2012	2013	2013	2014	2015	2016
Percentage of staff who utilized merit pay to enhance their professional learning	*	*	*	92	100	100	100		
Percentage of teachers who strongly agree or agree that professional development has been focused on the priorities of the school	*	*	*	90	92	100	100		
Percentage of teachers who strongly agree or agree that professional development opportunities made available have effectively addressed individual professional development needs	*	*	*	82	89	100	100		
Percentage of teachers who strongly agree or agree that professional development opportunities made available through the school have significantly contributed to individual ongoing professional development	*	*	*	85	89	100	100		

Comment on Results:

CGS continues to nurture an environment of excellence fostered through strong, supportive opportunities for professional development. Committed team planning time, staff collaborative learning time, provision of merit pay and school budget support conference attendance, keynote speakers, graduate studies and the purchase of professional resources, factors in supporting individual teachers in their pursuit for excellence through program delivery.

Strategies:

- Consider the principles of effective staff development (e.g. National Association of Staff Development)
- Align professional development with school improvement goals and priorities
- Ensure teams develop an annual plan for Professional Development time on Friday afternoons
- Mentor teachers to lead professional development (e.g. How do teacher-leaders support growth and development of colleagues?)
- Develop expectation for teachers to develop a plan for Merit Pay that reflects Professional Growth Plan goals which align to the 3YEP and AERR
- Implement Professional Development book clubs and film opportunities to view webinars
- Review and where necessary, modify the teacher evaluation instrument and supervision process

Goal One: An excellent start to learning

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

Comment on Results:

The entry year for students at Calgary Girls' School is grade four. This is a unique situation as students come to our school with many different experiences and converge to learn together. At grade four the CGS learning experience begins and it is important as a school for us to acknowledge where our students have been and carefully set their direction for success at CGS.

Strategies:

- *Learning strategists and classroom teachers develop learning profile for each student*
- *Assess reading skills for each new student to gain a baseline for year to year comparisons and meet programming needs*
- *Host early introductory interview to connect families with classroom teachers to build relationships that support ongoing conversation and connection*
- *Identify students with special learning needs and develop a plan for intervention*

Goal Two: Success for every student

Outcome: Students successfully achieve student-learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2013	Achievement	Improvement	Overall	2014	2015	2016
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.0	1.1	0.8	0.0	0	Very High	Maintained	Excellent	0		
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	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	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results:

Calgary Girls' School values each of its students and strives to enhance learning. The school monitors student admission and enrollment and will continue to seek transportation opportunities to support all girls who desire to attend our school.

Strategies:

- Effectively program for our students to create an exemplary program
- Support our families to understand and support an educational program which is innovative
- Host creative conversations with community and parents to deliver an efficient and affordable transportation system

Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	95.8	95.2	93.6	92.2	94.3	100	n/a	n/a	n/a	100		
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	42.7	34.5	39.7	37.1	37.6	40.0	n/a	n/a	n/a	40		

Comment on Results:

The cohort results for Calgary Girls' School remain very strong at both the acceptable and excellence levels of achievement.

Strategies:

- Design learning based on constructivist pedagogy
- Design multi-disciplinary learning opportunities
- Focus on core competencies in numeracy and literacy using subject content as the context

Outcome: *Students demonstrate citizenship and entrepreneurship.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	90.4	88.8	91.6	92.1	89.3	92.0	Very High	Maintained	Excellent	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.	91.6	90.2	94.5	90.9	88.2	92.0	Very High	Declined	Good	90		

Comment on Results:

Ethical citizenship is critical in an expanding global world. Our work with Habits of Mind will support our girls in seeking understanding before making judgments. A result of our current assessment protocol is that our students must reflect on themselves as learners and own their learning. They must review and respond to feedback that provides valuable developmental strategies for each individual to grow as a learner. Students are able to identify their strengths and weaknesses as learners and approach each learning experience with this knowledge to make the most of their learning.

Strategies:

- Provide timely, precise, oral and written feedback to promote learning
- Engage students in learning about themselves as learners (interests, talents, areas of strength, areas of growth, development of a growth mindset)
- Develop capacity-building strategies for all stakeholders in planning for change (e.g. In fostering a growth mindset – what do parents, students, teachers, and others want and need to know in order to embrace change)

Outcome: *Students demonstrate citizenship and entrepreneurship. (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	66.3	66.9	74.2	63.9	69.3	70.0	n/a	n/a	n/a	70		

Comment on Results:

To be lifelong learners, students must have a desire, passion and drive to learn. Their environment must model competencies. The current shifts in learning and assessment at CGS are the beginning steps to modeling an environment that supports lifelong learning.

Strategies:

- Develop understanding that learning to learn is more than acquiring content of knowledge; it is a growth mindset
- Celebrate learning through shared conversations, team buddies, assemblies
- Define, model and celebrate evidence of lifelong learning

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	n/a	*	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	n/a	*	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Performance Measure	Results (in percentages)					Target	Evaluation						Targets				
	2008	2009	2010	2011	2012	2013	Achievement	Improvement		Overall		2014		2015	2016		
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.							n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18							n/a	n/a	n/a	*	n/a	n/a	n/a				
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.							n/a	n/a	n/a	n/a	n/a	n/a					
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.							n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.							n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		

<p>Comment on Results:</p> <p><i>CGS has a limited FNMI population. Our commitment to support all students in their learning continues with needs of our FNMI students.</i></p>
<p>Strategies:</p> <ul style="list-style-type: none"> Identify learning needs of our FNMI students. Program for individual learning needs.

Goal Three: Quality teaching and school leadership

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	86.5	87.4	91.9	88.2	89.5	92.0	Very High	Maintained	Excellent	90		

Comment on Results:

CGS continues to seek every opportunity to offer our students a robust program of experiences and to connect academic, physical education and specialist programs. Our technology work continues to focus on technology as a tool to enhance learning. Our girls participate in numerous off campus experiences, learning in the world outside of school and connecting field experiences to the classroom. The use of technology to bring the greater world into our classrooms is also a focus.

Strategies:

- Explore opportunities through the UC Research Partnership Schools
- Invite expert guests to participate in our programs of study.
- Refine the Fine Arts camp for grade 7 and 8 so students work with specialists in the disciplines
- Invite professionals to lead clubs on financial management, Improvisation, etiquette.
- Make connections for our girls with the Provincial Ringette Team of which one of our teachers is a coach.
- Expand the options program

Goal Four: Engaged and effective governance

Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	86.9	82.9	88.6	82.2	69.9	85.0	Very Low	Declined Significantly	Concern	80	82	94
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.7	95.1	95.8	93.9	88.1	85.0	High	Declined Significantly	Issue	90	92	94

Comment on Results:

The implementation of a new reporting method, based on changes in our assessment practice, created some angst for parents. Upon reflection, we believe that there better ways to work with our families when implementing large scale change.

Strategies:

- Develop communication plans associated with the implementation of change (e.g. disseminate research, Q & A's)
- Plan capacity building strategies to ensure all stakeholders understand the intended change
- Provide opportunities for collaborative problem-solving that engage all stakeholders

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	92.9	91.6	93.2	92.0	92.1	93.0	Very High	Maintained	Excellent	93	93	93
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.	79.2	77.3	88.6	83.2	68.2	93.0	Low	Declined Significantly	Concern	80	82	84

Comment on Results:

CGS must continue to reflect on its academic program and assessment. The change in the assessment model was perceived to have had a negative impact on program delivery. An analysis of teacher satisfaction of program development differs from parents and students. This suggests (as might be expected) that teachers understood the change and the potential for positive effects on learning.

Strategies:

- Consider ways to keep parents informed of the "transformation" occurring in education and to seek their input and advice with respect to changes at the school
- Share, transparently, all results – keeping the goal in mind "better learning for all students."
- Share leadership with parents – (e.g. What strategies do parents suggest for implementing "transformation"?)
- Develop a communications plan that is deliberate in its efforts to ensure parental engagement in key decisions.

Future Challenges:

With achievement of a 15 year Charter, Calgary Girls' School is in a position to implement the Strategic Plan and feel confident in building its future. The school is currently examining its facility needs and transportation services to determine the very best service for girls in Calgary and vicinity.

Providing all girls with the opportunity to attend an all girls school from grades 4 through 9 develops confidence, confidence, connectedness. Building self-esteem and capacity to learn how to learn significantly impacts their futures.

The school will continue to review enrollment and delivery of a differentiated program to meet the needs of all of its learners.

Each future direction and decision will be monitored very carefully to ensure alignment with our charter goals and excellence in teaching and learning.

Class Size Report

- The entire class size report 2013 – 2014 can be found on the CGS website under “Important Documents” - <http://www.calgarygirlsschool.com>

Jurisdiction Report – to be included with AERR

CORE SUBJECTS ONLY

Jurisdiction: 0152 – Calgary Girls' School Society

Number of Schools Reported: 1

Total Number of Schools: 1

	K to 3			4 to 6			7 to 9			10 to 12		
	2011 /12	2012 /13	2013 /14	2011 /12	2012 /13	2013 /14	2011 /12	2012 /13	2013 /14	2011 /12	2012 /13	2013 /14
Calgary Girls' School				26.2	26.1	26.6	25.6	24.7	22.6			
Total for Jurisdiction 0152				26.2	26.1	26.6	25.6	24.7	22.6			

**Jurisdiction Report – to be included with AERR
ALL SUBJECTS**

Jurisdiction: 0152 – Calgary Girls' School Society

Number of Schools Reported: 1

Total Number of Schools: 1

	K to 3			4 to 6			7 to 9			10 to 12		
	2011 /12	2012 /13	2013 /14	2011 /12	2012 /13	2013 /14	2011 /12	2012 /13	2013 /14	2011 /12	2012 /13	2013 /14
Calgary Girls' School				26.2	26.1	26.7	24.1	22.0	20.5			
Total for Jurisdiction 0152				26.2	26.1	26.7	24.1	22.0	20.5			

Summary of Financial Results

The 2012/2013 Audited Financial Statements, 2013/2014 Budget and a Summary of Facility and Capital Plans can be found on the CGS Website under "Important Documents".

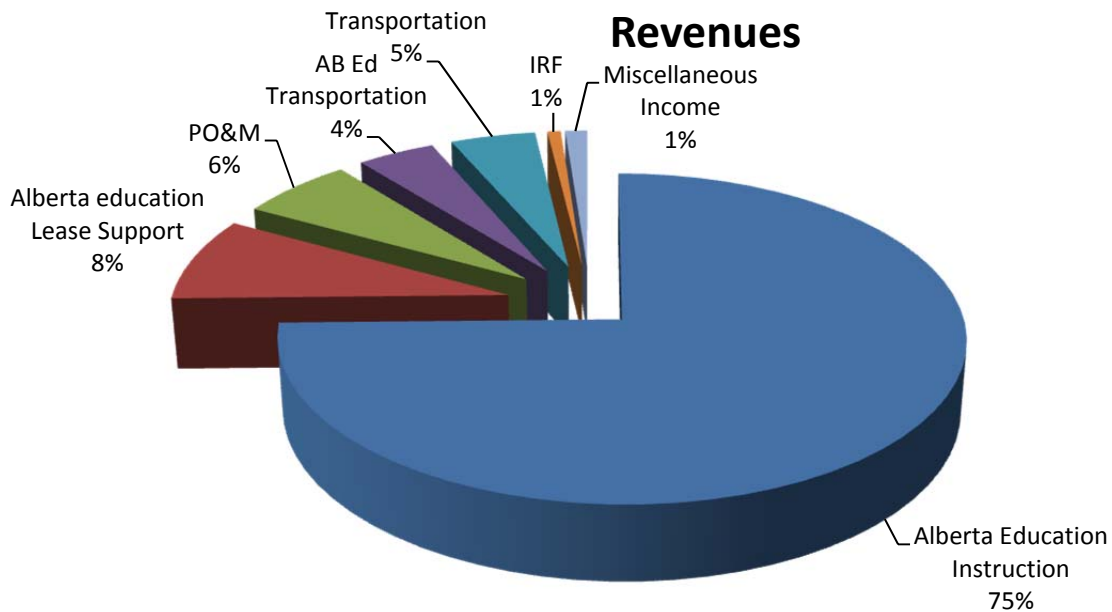
<http://calgarygirlsschool.com/wp-content/uploads/2013/11/Audited-Financial-Statements-2012-2013.pdf>

A report on School Generated Funds is in the Notes to the Financial Statement (Note 12, p. 22) and available at the link noted above.

For more detailed information, please contact Wendy Juergens, Secretary-Treasurer at the Business Office of the Calgary Girls' School (403) 252-0702.

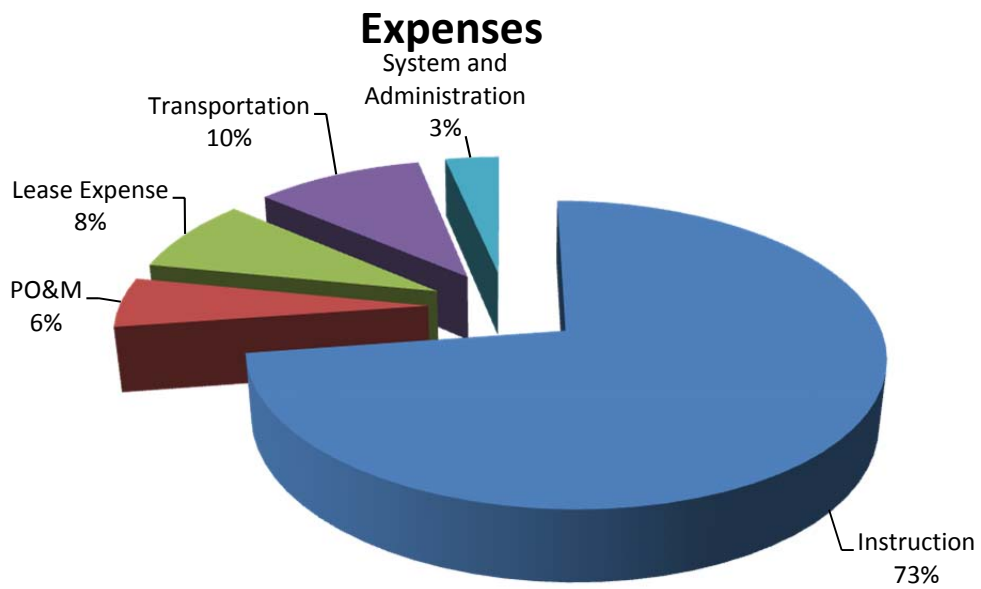
Statement of Revenues 2012-2013

	\$	%
Alberta Education Instruction	5,526,277	75
Alberta education Lease Support	617,359	8
Alberta Education PO and M	459,824	6
Alberta Education Transportation	312,878	4
Transportation	341,990	5
Instructional Resource Fees	53,890	1
Miscellaneous Income	88,407	1
Total	7,400,625	100



Statement of Expenses 2012-2013

	\$	%
Instruction	5,460,006	73
Plant Operations and Maintenance	410,072	5
Lease Expense	617,359	8
Transportation	776,360	10
System and Administration	248,165	3
Total	7,511,962	100



2013/2014 Budget (includes Fall Update)

Revenues	
Government of Alberta	\$5,358,810
Fees	\$794,995
All Other Revenue	\$69,500
Total Revenues	\$6,223,305
Expenses	
Instruction	\$4,897,830
Operations and Maintenance of Schools	\$487,430
Transportation	\$778,545
Board and System Administration	\$275,600
Total Expenses	\$6,439,405
Excess/(Deficiency) of Revenues	\$(216,100)

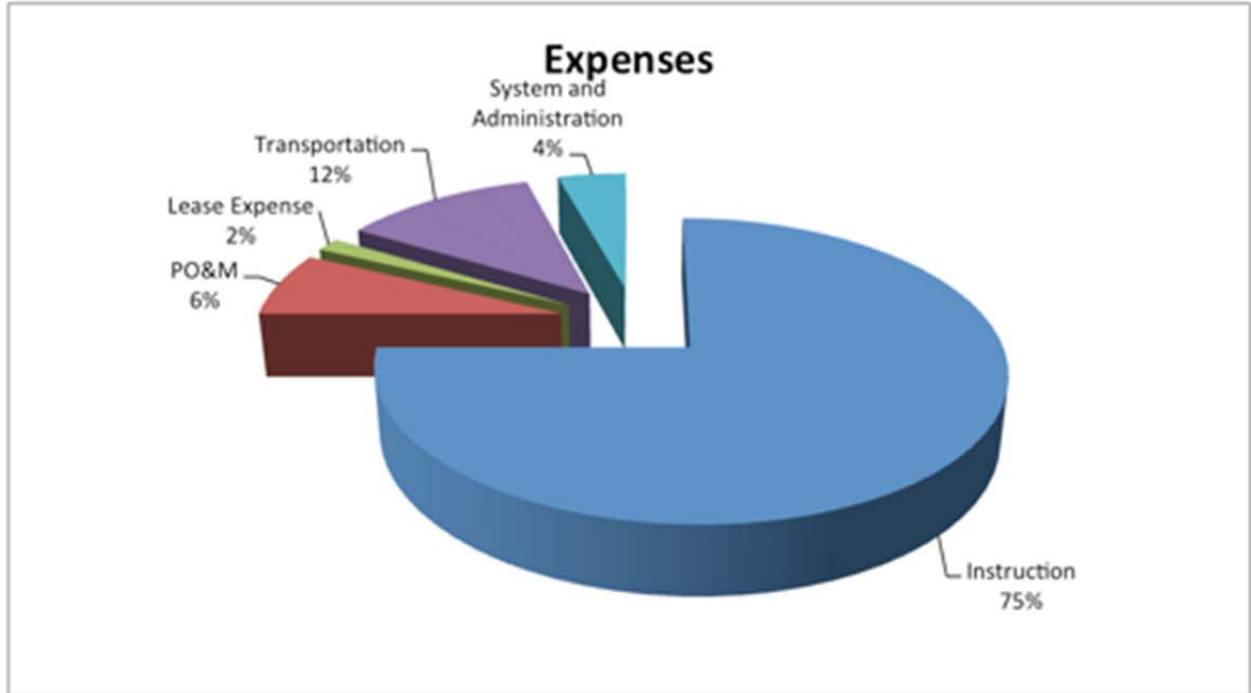
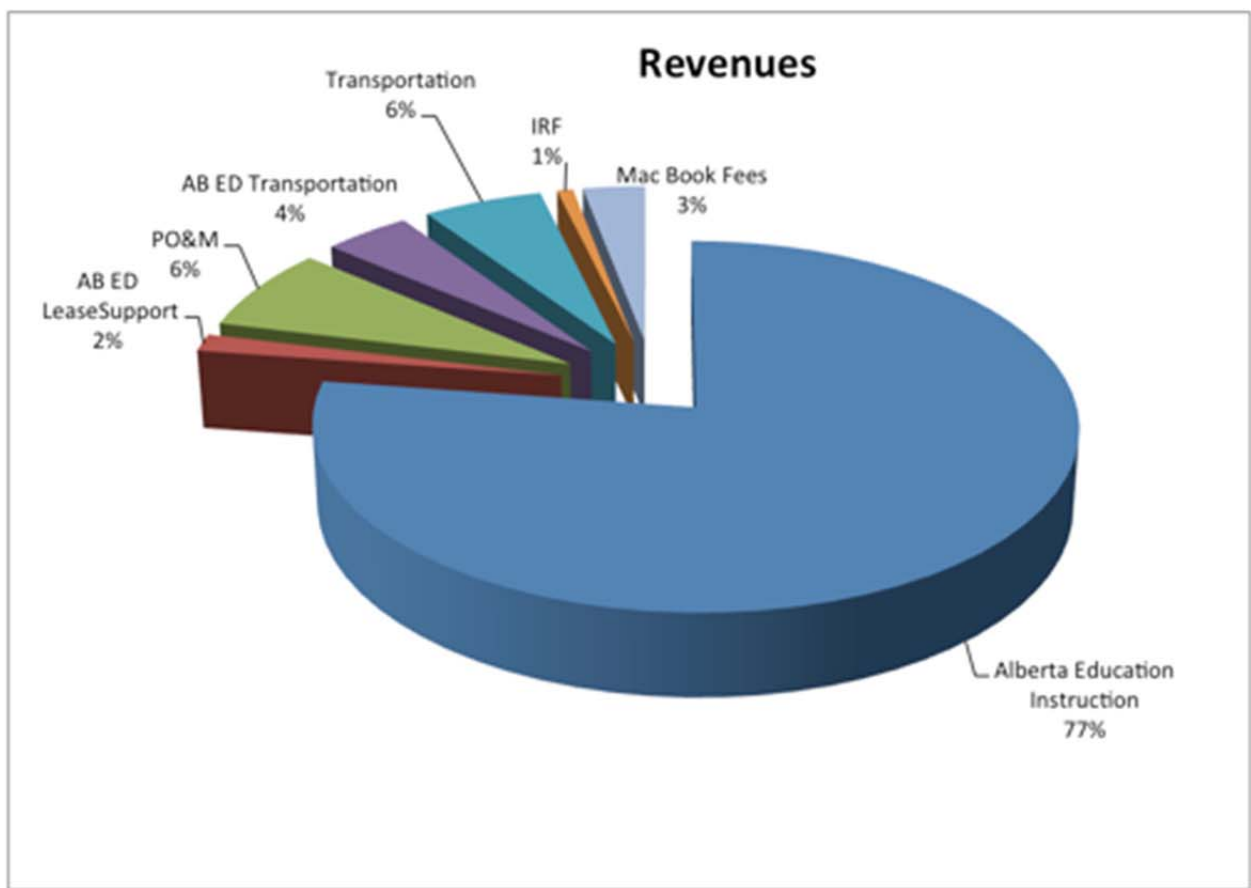
The 2013/2014 Fall Budget Update has attempted to reduce the CGS Operating Deficit, although student numbers have been reduced from the budgeted 575 to the actual September 30, 2013 number of 567 students.

Alberta Education Revenue has increased by the amount of \$60,000 representing the Government approved One-Time Grant and it has been reduced by the amount of losing 8 students.

Board and System expense has been reduced by \$26,000 (8.6%), representing the reduction in office, salary and meeting expenses.

Services, contracts and supplies expenses have been reduced and amortization correspondingly increases as the CGS lease of computer equipment has been re-categorized to a Capital Lease rather than an Operating Lease, following our 2012/2013 Financial Audit. This has the effect of increasing amortization expenses by \$178,995 and decreasing Services, Contracts and Supplies expenses by the same amount.

The Fall Update shows the 2013/2014 Deficit being decreased by \$42,718 to \$216,100.



<http://calgarygirlsschool.com/wp-content/uploads/2013/11/Budget-2013-2014-Includes-Fall-Update.pdf>

Summary of Facility and Capital Plans:

In 2012/2013 the Calgary Girls' School continued to require the financial support of Alberta Education for the lease of Lakeview and Bel-Aire Campuses, as well as the continuing need to lease the gym and dance space at North Glenmore Community Association. North Glenmore Community Association has agreed to a number of upgrades in order to make the space more suitable for CGS program delivery.

In the fall of 2012 the two modular units installed at the Lakeview Campus were completed.

More detailed information can be found on the website:

<http://calgarygirlsschool.com/wp-content/uploads/2013/11/2013-14-Capital-Plan.pdf>

<http://calgarygirlsschool.com/wp-content/uploads/2013/11/2013-14-Capital-Plan-Board-Note.pdf>

Parental Involvement:

Calgary Girls' School values a collaborative relationship with parents, students, teachers and our greater community. We are encouraging our parents to engage in their daughters learning through our technology platform, student led conferences and assessment summaries. We have redesigned our on-line parent communication so that it is easier to access and safer for protecting student information.

School Council meetings are well attended and a venue for collaborative conversation. Many sub committees exist on our council and these committees are providing leadership for our school.

Parents were engaged in the school very early this fall through introductory interviews with their daughters' teachers and a back to school BBQ. Engaging in conversations about facility developments, transportation as well as participating in conferences and learning experiences with teachers and students are all opportunities to discuss and learn about CGS.

All parents were invited to participate in the Strategic Planning Symposium in May of 2013. This forum provided opportunity to discuss all aspects of CGS and voice in determining the future of the school.

As a school community we will continue to work collaboratively with stakeholders to deliver excellence in learning.

The Strategic Plan detailed in the combined AERR/3YEP was developed through community engagement including a symposium held in the spring of 2013. Parents are encouraged to participate in the learning at CGS by volunteering, joining their daughters for special events, attending regular Friday assemblies, offering expertise in the classroom or for extra curricular activities. The website is updated daily to include parents in school news and email reminders are regularly sent to parents -*please check the website for information updates*. Using a personal login, parents can check their daughter's progress, assessment and evaluation and stay informed about student learning. The School Council is a vital part of the school community and provides many extraordinary experiences for the girls, including the *women of influence* speakers' series. CGS fosters a *community of learners* – a culture of mutual respect and shared responsibility to ensure excellence in learning.

Timelines and Communication:

The AERR and summary review will be presented to the Board on November 20, 2013.

Once approved, it will be uploaded to the website on November 27, 2013 and our Education Manager will be notified.

The strategies listed will be implemented, or refined, in the 2013-14 school year and roll into any revisions to the Three Year Education Plan. Results will be monitored.

Communication:

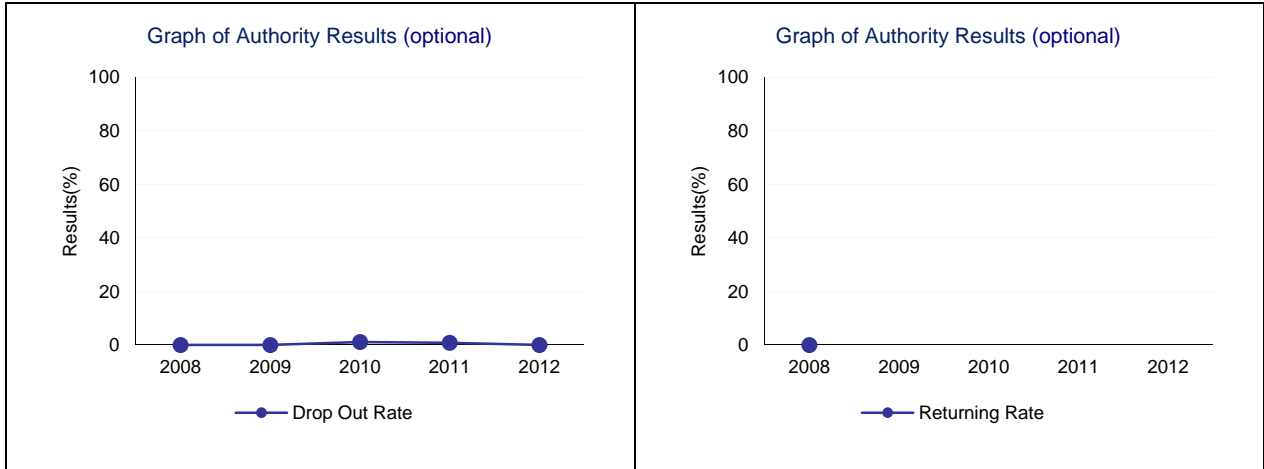
- The superintendent informs the Board of Directors of any innovation intent.
- A key purpose for the innovation is developed with the school leadership team and staff and presented to the superintendent and Board.
- The communications director, superintendent and leadership team collaborate to establish an action plan to include key messages, audiences, and opportunities for feedback relative to each situation.
- With Board support, innovations are presented to school council.
- The communications director, superintendent and leadership team review and consider feedback from School Council and begin implementation of action plans with a specified date for review being communicated.
- The Communications and Marketing Committee of the CGS Board is currently crafting a communications plan with input from communications professionals and parents. The plan will outline goals and address key messages; key audiences; consistency in use of key messages and branding; PR, public presence and community engagement together with action plans and KPIs. The target date for Board approval is June 2014.
- CGs is in the process of designing, implementing, or incrementally improving: the policy and process for teacher supervision and evaluation; the policy and process for leadership evaluation; an expert teaching team to support inclusive education and model differentiated instruction to ensure each student's learning needs are accommodated; a program for ongoing reporting of assessment through digital portfolios; policy and processes for professional development that aligns with best practice and is linked to the strategic goals and priorities of the 3YEP and the Charter goals.

APPENDIX – Measure Details

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

Drop Out Rate – Measure Details (OPTIONAL)

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Drop Out Rate	0.0	0.0	1.1	0.8	0.0	4.8	4.3	4.2	3.2	3.5
Returning Rate	0.0	n/a	*	*	*	19.8	23.5	27.9	23.4	23.0



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

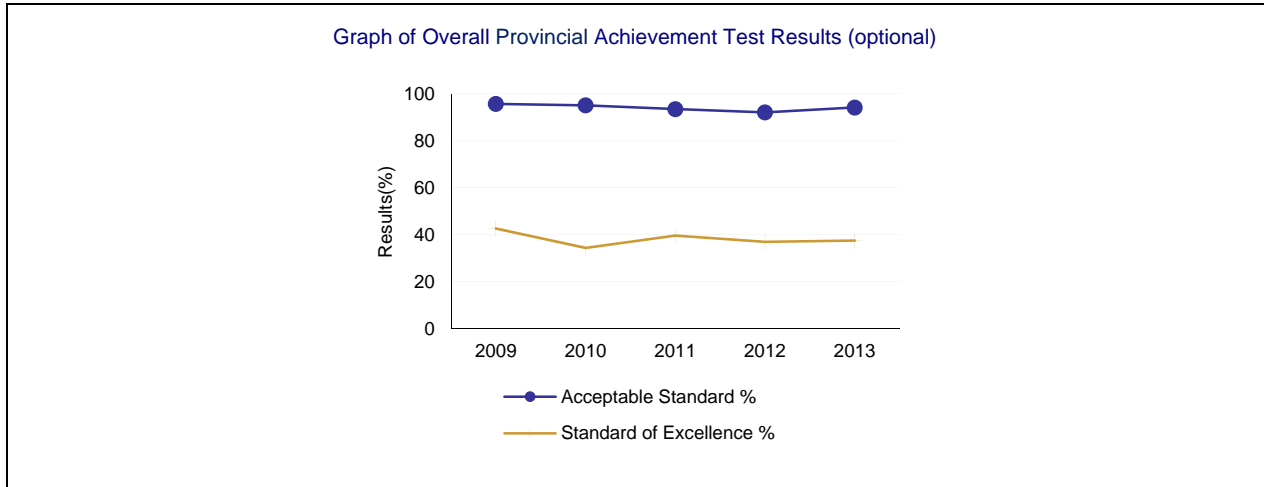
Provincial Achievement Test Results – Measure Details (OPTIONAL)

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2009		2010		2011		2012		2013		2013	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.3	18.2	81.6	19.5	81.8	17.5	81.9	20.4	81.5	17.8		
French Language Arts 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	83.8	15.8	84.1	16.3	80.6	15.8	82.1	14.5	79.7	12.4		
Français 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	82.5	16.3	86.4	16.3	84.2	18.6	82.3	12.5	82.8	14.1		
Mathematics 3	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	77.4	26.0	76.8	25.5	76.5	25.5		
English Language Arts 6	Authority	94.8	45.4	93.5	37.6	97.1	43.7	97.1	43.8	99.0	39.0		
	Province	81.8	18.9	83.3	18.9	83.0	18.5	82.7	17.8	82.5	16.3		
French Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.5	15.9	88.3	15.9	89.4	17.1	89.3	17.2	88.6	16.3		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	92.6	18.7	91.3	18.3	92.2	17.6	91.0	21.9	94.0	21.6		
Mathematics 6	Authority	n/a	n/a	n/a	n/a	95.1	26.2	91.4	19.0	84.8	12.4		
	Province	n/a	n/a	n/a	n/a	73.7	17.8	74.7	16.6	73.0	16.4		
Science 6	Authority	94.8	35.1	92.5	29.0	91.3	39.8	90.5	33.3	89.5	36.2		
	Province	76.5	24.8	76.8	26.4	76.2	25.0	77.8	28.2	77.5	25.9		
Social Studies 6	Authority	n/a	n/a	92.5	18.3	94.2	31.1	92.4	43.8	92.4	24.8		
	Province	n/a	n/a	71.0	16.4	71.1	18.5	73.2	19.5	72.7	19.0		
English Language Arts 9	Authority	97.6	40.2	98.2	35.1	93.1	38.8	95.7	47.3	n/a	n/a		
	Province	78.7	14.7	79.3	15.0	79.1	16.3	77.4	16.4	76.4	14.7		
English Lang Arts 9 KAE	Authority	n/a	n/a	*	*	*	*	*	*	n/a	n/a		
	Province	n/a	n/a	66.8	7.8	67.2	7.9	61.4	5.8	62.4	4.3		
French Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.8	10.3	86.1	12.4	88.8	15.0	87.5	12.2	87.2	13.9		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.6	12.9	84.3	12.7	90.2	15.8	84.6	16.1	84.0	14.5		
Mathematics 9	Authority	n/a	n/a	n/a	n/a	83.6	13.8	74.2	14.0	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	66.1	17.3	66.5	17.8	66.5	18.2		
Mathematics 9 KAE	Authority	n/a	n/a	*	*	*	*	*	*	n/a	n/a		
	Province	n/a	n/a	65.6	15.3	64.9	14.9	62.4	15.4	65.9	14.7		
Science 9	Authority	96.3	51.2	95.6	36.0	93.1	37.1	84.9	23.7	n/a	n/a		
	Province	72.2	15.8	73.6	17.7	74.9	20.8	74.2	22.4	72.6	19.9		
Science 9 KAE	Authority	n/a	n/a	*	*	*	*	*	*	n/a	n/a		
	Province	n/a	n/a	67.2	14.3	69.5	15.3	67.9	17.3	68.4	17.1		
Social Studies 9	Authority	n/a	n/a	95.6	49.1	91.4	42.2	87.1	37.6	n/a	n/a		
	Province	n/a	n/a	68.9	18.8	67.2	19.0	68.9	19.1	65.3	18.7		
Social Studies 9 KAE	Authority	n/a	n/a	*	*	*	*	*	*	n/a	n/a		
	Province	n/a	n/a	64.6	15.7	61.9	13.6	63.5	13.9	64.6	13.0		

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

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

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



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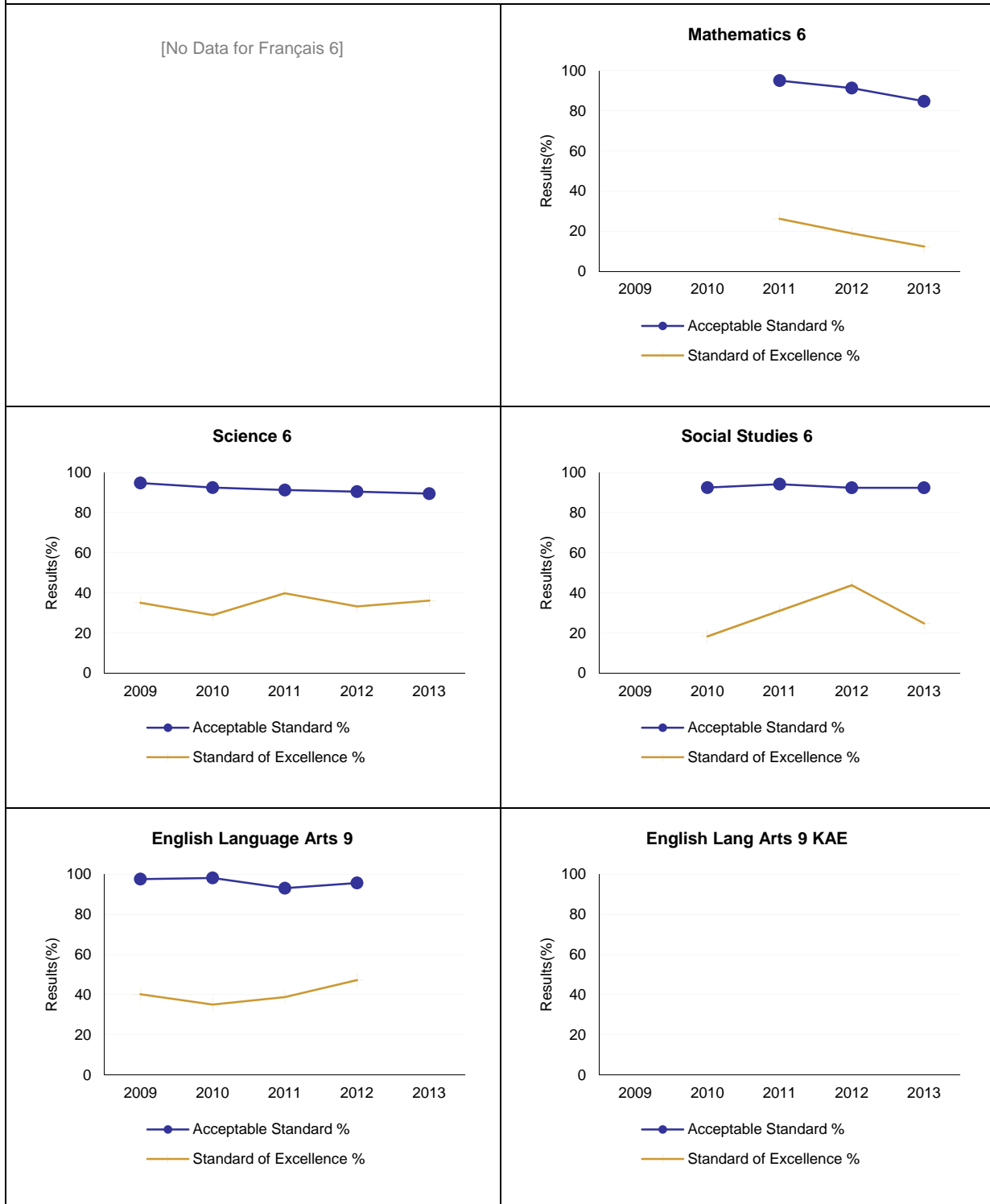
Graph of Provincial Achievement Test Results by Course (optional)

<p>[No Data for English Language Arts 3]</p>	<p>[No Data for French Language Arts 3]</p>																		
<p>[No Data for Français 3]</p>	<p>[No Data for Mathematics 3]</p>																		
<p style="text-align: center;">English Language Arts 6</p> <table border="1"> <caption>English Language Arts 6 Results (%)</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>95</td> <td>45</td> </tr> <tr> <td>2010</td> <td>93</td> <td>38</td> </tr> <tr> <td>2011</td> <td>97</td> <td>43</td> </tr> <tr> <td>2012</td> <td>96</td> <td>43</td> </tr> <tr> <td>2013</td> <td>98</td> <td>39</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2009	95	45	2010	93	38	2011	97	43	2012	96	43	2013	98	39	<p>[No Data for French Language Arts 6]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2009	95	45																	
2010	93	38																	
2011	97	43																	
2012	96	43																	
2013	98	39																	

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

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

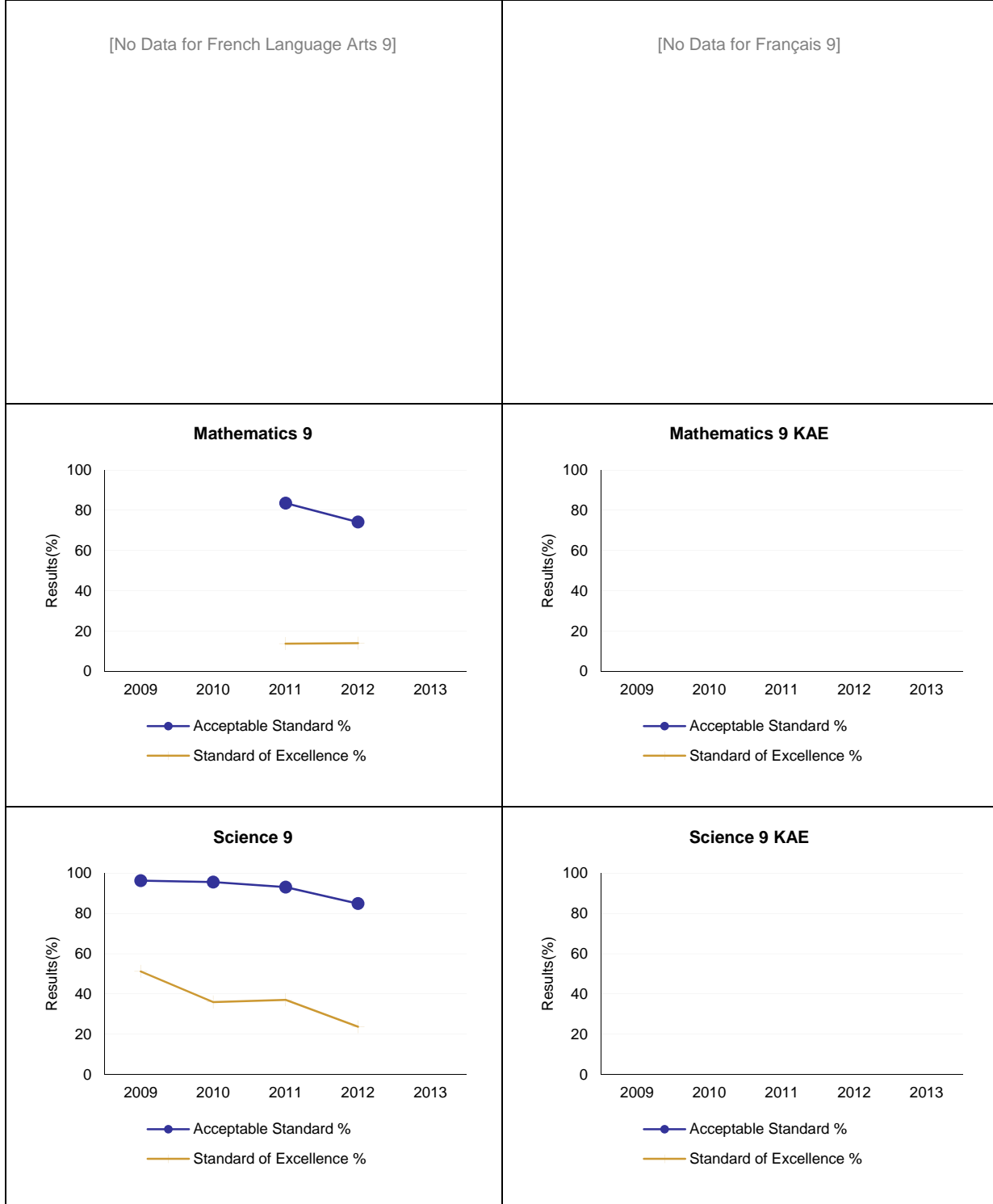
Graph of Provincial Achievement Test Results by Course (optional)



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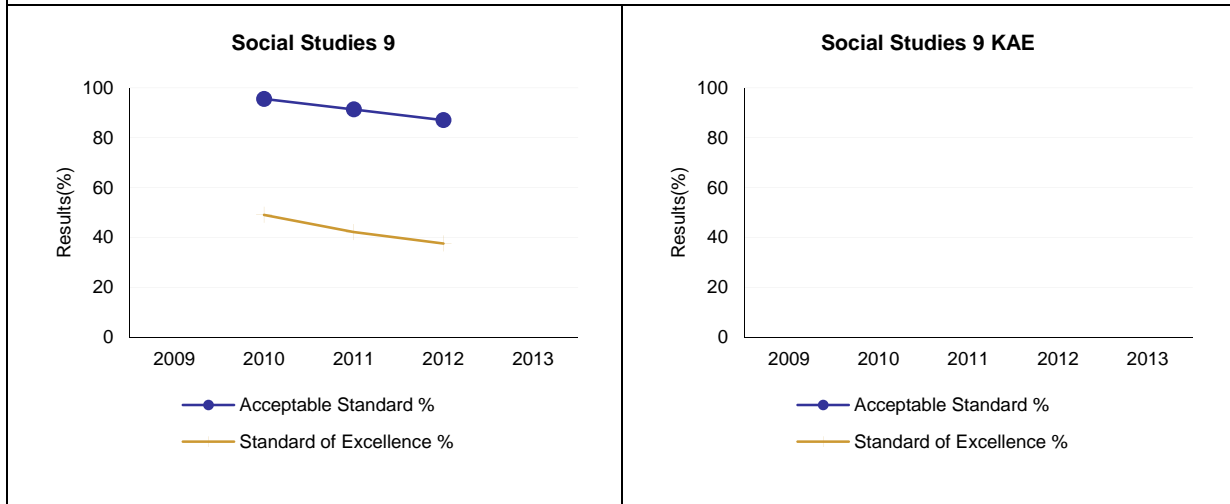
Graph of Provincial Achievement Test Results by Course (optional)



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

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Graph of Provincial Achievement Test Results by Course (optional)



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

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

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

Course	Measure	Calgary Girls' School Society							Alberta			
		Achievement	Improvement	Overall	2013		Prev 3 Yr Avg		2013		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	46,095	81.5	43,231	81.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,095	17.8	43,231	19.2
French Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,399	79.7	3,192	82.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,399	12.4	3,192	15.6
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	587	82.8	516	84.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	587	14.1	516	15.8
Mathematics 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,041	76.5	43,823	77.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,041	25.5	43,823	25.8
English Language Arts 6	Acceptable Standard	Very High	Improved	Excellent	105	99.0	100	95.9	44,141	82.5	43,401	83.0
	Standard of Excellence	Very High	Maintained	Excellent	105	39.0	100	41.7	44,141	16.3	43,401	18.4
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,601	88.6	2,571	89.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,601	16.3	2,571	16.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	496	94.0	454	91.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	496	21.6	454	19.3
Mathematics 6	Acceptable Standard	n/a	Declined Significantly	n/a	105	84.8	104	93.3	44,089	73.0	43,355	74.2
	Standard of Excellence	n/a	Declined	n/a	105	12.4	104	22.6	44,089	16.4	43,355	17.2
Science 6	Acceptable Standard	High	Maintained	Good	105	89.5	100	91.4	44,138	77.5	43,341	76.9
	Standard of Excellence	Very High	Maintained	Excellent	105	36.2	100	34.1	44,138	25.9	43,341	26.5
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	105	92.4	100	93.0	43,914	72.7	43,436	71.8
	Standard of Excellence	High	Declined	Acceptable	105	24.8	100	31.1	43,914	19.0	43,436	18.1
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	108	95.7	28,137	76.4	42,995	78.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	108	40.4	28,137	14.7	42,995	15.9
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,450	62.4	1,616	65.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,450	4.3	1,616	7.2
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,485	87.2	2,359	87.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,485	13.9	2,359	13.2

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

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Course	Measure	Calgary Girls' School Society							Alberta			
		Achievement	Improvement	Overall	2013		Prev 3 Yr Avg		2013		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	344	84.0	324	86.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	344	14.5	324	14.8
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	105	78.9	28,155	66.5	42,224	66.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	105	13.9	28,155	18.2	42,224	17.6
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,662	65.9	1,924	64.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,662	14.7	1,924	15.2
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	108	91.2	28,825	72.6	42,870	74.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	108	32.2	28,825	19.9	42,870	20.3
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,423	68.4	1,562	68.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,423	17.1	1,562	15.6
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	108	91.4	29,021	65.3	43,109	68.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	108	43.0	29,021	18.7	43,109	19.0
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,370	64.6	1,573	63.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,370	13.0	1,573	14.4

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Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
French Language Arts 3	Acceptable Standard	0.00 - 60.68	60.68 - 77.74	77.74 - 88.22	88.22 - 94.87	94.87 - 100.00
	Standard of Excellence	0.00 - 3.31	3.31 - 8.38	8.38 - 17.31	17.31 - 25.31	25.31 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

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

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Improvement Table

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

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

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

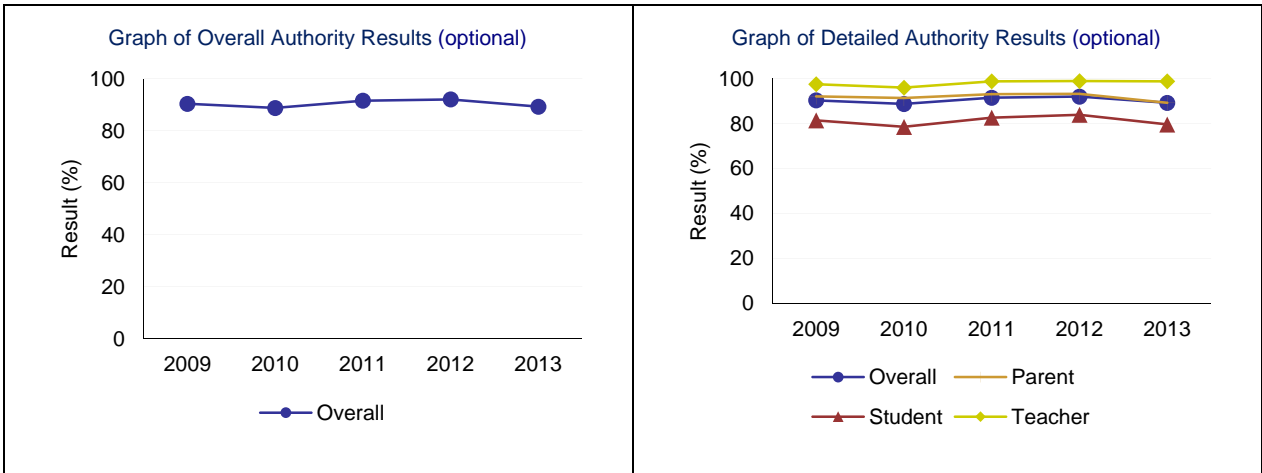
Overall Evaluation Table

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

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

Citizenship – Measure Details (OPTIONAL)

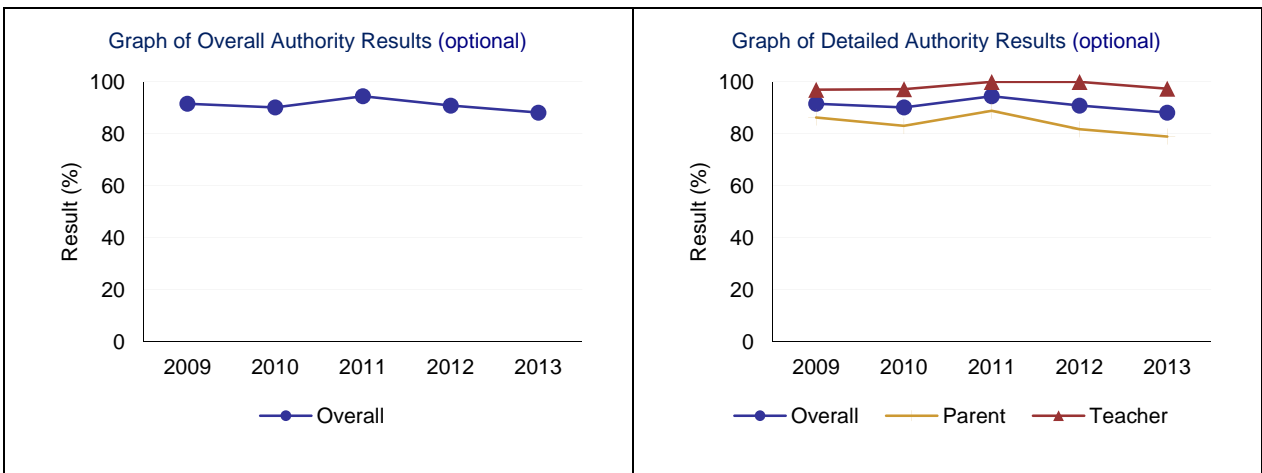
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	90.4	88.8	91.6	92.1	89.3	80.3	81.4	81.9	82.5	83.4
Teacher	97.6	96.1	98.9	99.0	98.9	91.8	93.0	92.7	93.1	93.6
Parent	92.2	91.5	93.2	93.3	89.3	77.4	78.5	78.6	79.4	80.3
Student	81.5	78.6	82.7	84.0	79.7	71.8	72.7	74.5	75.0	76.2



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

Work Preparation – Measure Details (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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	91.6	90.2	94.5	90.9	88.2	79.6	79.9	80.1	79.7	80.3
Teacher	97.0	97.2	100.0	100.0	97.4	88.9	90.0	89.6	89.5	89.4
Parent	86.3	83.1	88.9	81.8	79.0	70.2	69.8	70.6	69.9	71.1

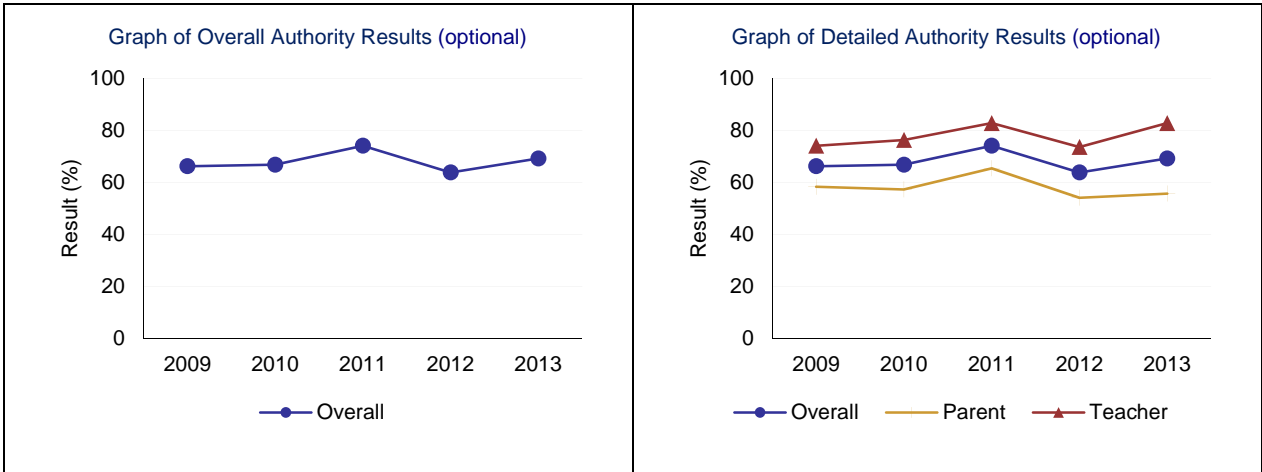


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	66.3	66.9	74.2	63.9	69.3	67.4	67.6	67.9	68.0	68.5
Teacher	74.2	76.4	82.9	73.7	82.9	74.0	75.4	75.3	75.8	75.7
Parent	58.4	57.4	65.5	54.2	55.8	60.8	59.8	60.6	60.2	61.2

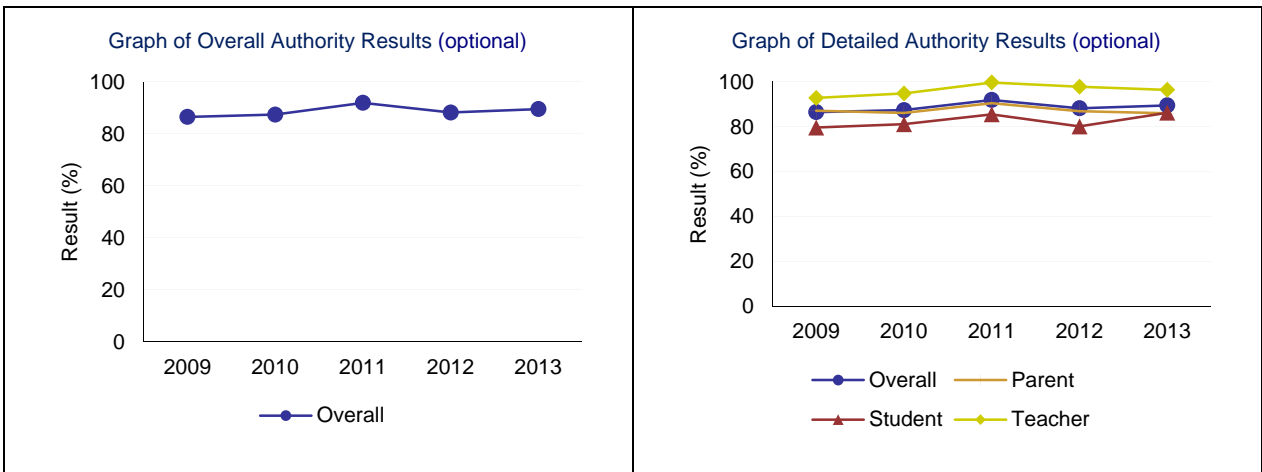


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Program of Studies – Measure Details (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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	86.5	87.4	91.9	88.2	89.5	80.3	80.5	80.9	80.7	81.5
Teacher	92.8	94.8	99.7	97.8	96.4	86.8	87.7	87.6	87.3	87.9
Parent	87.1	86.1	90.5	86.9	86.0	78.7	78.0	78.3	78.1	78.9
Student	79.6	81.1	85.5	80.1	86.2	75.3	75.9	76.9	76.9	77.8

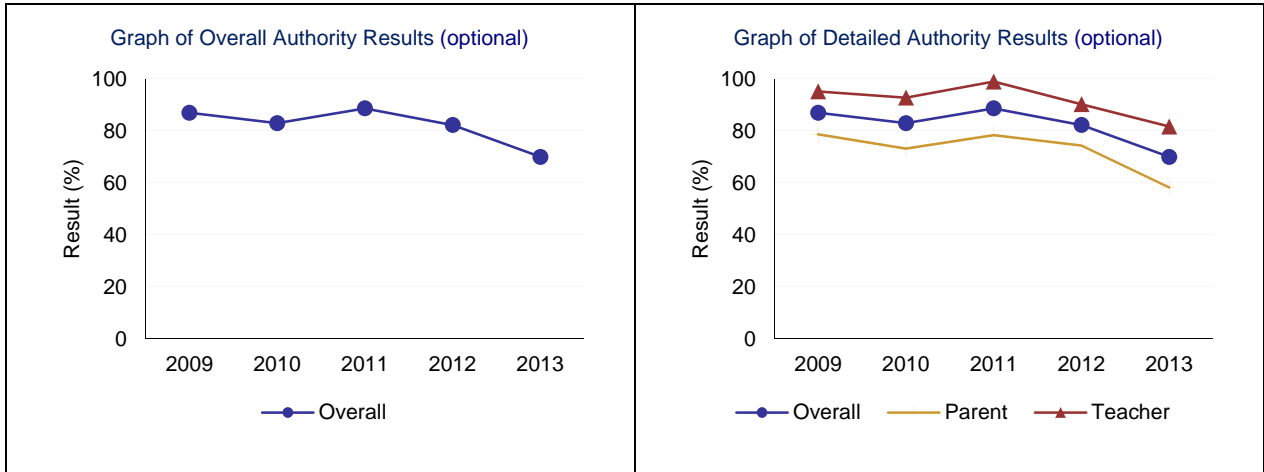


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Parental Involvement – Measure Details (OPTIONAL)

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

	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	86.9	82.9	88.6	82.2	69.9	80.1	80.0	79.9	79.7	80.3
Teacher	95.1	92.7	98.9	90.2	81.6	88.0	88.6	88.1	88.0	88.5
Parent	78.6	73.1	78.3	74.3	58.2	72.2	71.3	71.7	71.4	72.2

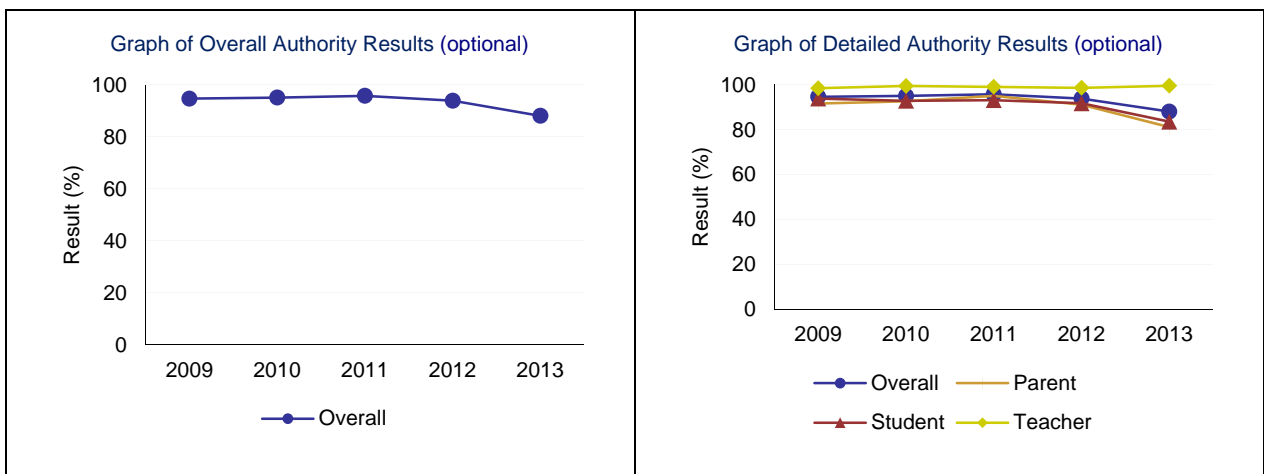


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details (OPTIONAL)

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

	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	94.7	95.1	95.8	93.9	88.1	89.3	89.2	89.4	89.4	89.8
Teacher	98.5	99.5	99.1	98.7	99.6	95.3	95.6	95.5	95.4	95.7
Parent	91.7	92.7	95.1	91.2	81.2	84.4	83.9	84.2	84.2	84.9
Student	93.9	92.9	93.2	91.8	83.6	88.3	88.2	88.5	88.6	88.7

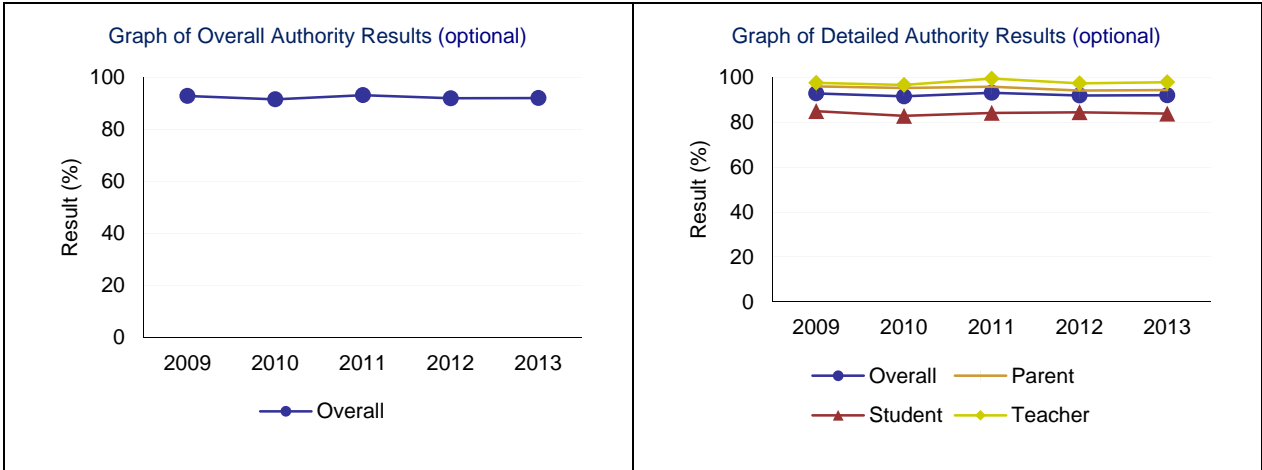


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Safe and Caring – Measure Details (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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	92.9	91.6	93.2	92.0	92.1	86.9	87.6	88.1	88.6	89.0
Teacher	97.6	96.7	99.5	97.4	97.9	93.8	94.4	94.5	94.8	95.0
Parent	96.0	95.3	95.9	94.2	94.4	85.3	86.1	86.6	87.4	87.8
Student	85.0	82.9	84.2	84.5	83.9	81.7	82.2	83.3	83.7	84.2

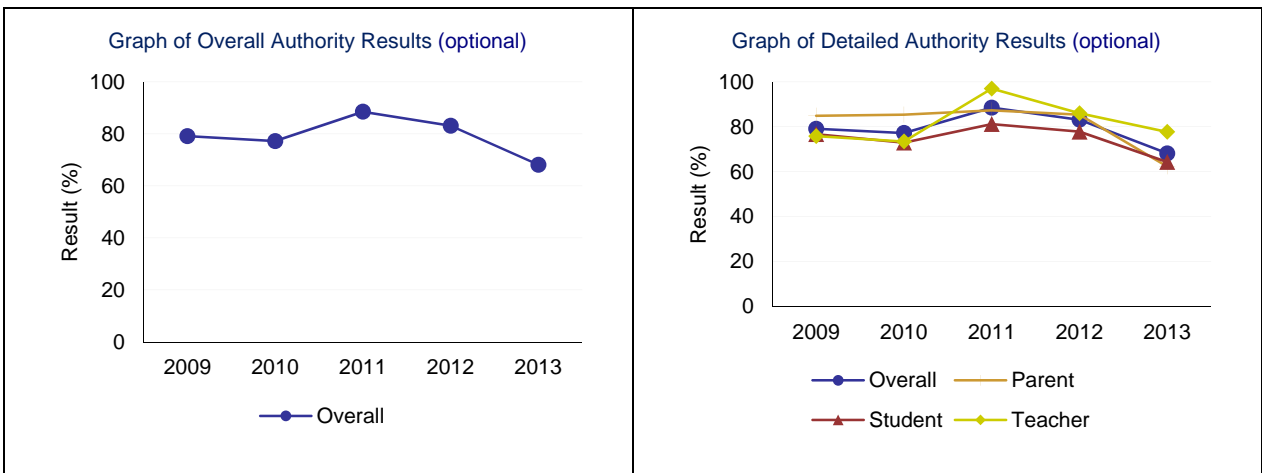


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

School Improvement – Measure Details (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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	79.2	77.3	88.6	83.2	68.2	79.4	79.9	80.1	80.0	80.6
Teacher	75.9	73.5	97.1	86.1	77.8	78.2	80.8	80.1	81.1	80.9
Parent	85.0	85.5	87.4	85.5	62.4	78.1	77.0	77.3	76.2	77.9
Student	76.8	73.0	81.3	77.9	64.4	81.8	81.8	82.9	82.7	82.9



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