

Evergreen Catholic Outreach

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

2011 – 2014



Submitted by Ray Côté
October 18, 2011

In so many areas it is difficult to quantify results for Outreach as we do not generally generate enough on-line responses nor do we have enough grade 10 registrants for the Spring provincial survey to earn a response on the Alberta Education October reports. We can only assume that the numbers generated in the 2010 results were from surveys received from blended students, i.e. students who attend one of our traditional high schools and take one or more courses through Outreach concurrently.

On our locally administered May on-line survey we received 0 responses from parents and only 1 student response. It is unfortunate that anecdotal comments and letters of thanks received from families do not figure into statistics as annually we get heart felt emails and cards regarding how we have impacted students and often, entire families.

Video conferencing use with students in both Westlock and Hinton continued to grow. At Gerard Redmond, we increased the total number of participants in Science diploma courses and the results for Hinton students were excellent.

Once again we offered summer school and had a bursting enrolment. Staff was scheduled to be able to monitor Work Experience and the Health Internship Program during the summer months.

We now have enough students writing some Diploma exams to generate our own results. However, we believe that our effectiveness is reflected in the overall very positive picture of the Jurisdiction's performance.

Goal 1: Success for Every Student (Ever Learning)

Students achieve educational outcomes and are prepared for the 21st Century

Considering that overwhelmingly our students are school leavers, repeaters, or upgraders, we are ecstatic that 78.8% achieved Acceptable Standard and 12.1% achieved Excellence on Diploma exams. While it may read as an issue that only 48.2% of our grade 12 students (usually post grads) qualified for Rutherfords, we are overjoyed at this eligibility rate.

We have only qualitative data to reflect that Outreach plays a vital role in the success and well-being of students and sometimes of their families. The number of students who have already graduated and are here to upgrade in order to achieve entrance to post-secondary institutions speaks to preparing students for further studies and employment. Life and career preparation are also reflected in the growth in participation rate of the Work Experience and RAP programs.

Goal 2: Transformed Education Through Collaboration (Ever Growing)

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

Students at Outreach continue to be able to access an ever more diverse selection of courses to advance or supplement their programs. This is just one area in which we believe we have helped raise the Division's satisfaction rate in the belief that our schools have improved over the last 3 years to its highest rates ever overall and within each stakeholder group.

Published Diploma Examination Results

- 6 students wrote Applied Math 30. We had a high completion rate and are ecstatic about an 83.3% achievement level. We are not concerned with 0% Excellence because of the clientele which we serve at this time.
- 6 students wrote Biology 30. Our results continue to improve year over year and we are very pleased with having 16.7% of our students achieve Excellence. We do not see a 66.7% Acceptable rate as an issue simply because we get the students who are repeating the course or who are attempting to upgrade for post-secondary.
- 12 students chiefly from Hinton wrote Science 30. 83.3% Acceptable, which is above average, speaks to the efficacy of video conferencing and our teacher; as well, we did have 8.3% Excellence. We believe that our success has been the impetus for Gerard Redmond School to teach the course on site themselves.
- Although many students start English Language Arts in hopes of upgrading, most find that it is too demanding and not enough complete the course for us to earn any publish results.
- Our goals are to continue to offer high quality in person and video conference teaching and mentoring for students wishing to attempt Diploma exam courses.

Unpublished Diploma Examination Results

With fewer than 6 students in any one category, AE did not report the following results for ECO.

- 100% of the 5 English Language Arts students earned Acceptable and of the 3 in 30-2, 33.3% earned Excellence.
- The 1 Physics 30 student earned Excellence.
- All 4 Pure Mathematics 30 students earned Acceptable with 50% of them in Excellence.
- In Social Studies 30-1, the 1 student earned Acceptable standard.

Unpublished Diploma Examination Results

With fewer than 6 students in any one category, AE did not report the following results for students team-taught at ECO with ADLC.

- 4 Social Studies 30-2 students all 100% meet Acceptable.
- 1 each in Chemistry 30 and Physics 30 achieved Acceptable standard.

Other Measures and Results

- The 3 year High School Completion rate across the Division is up. We believe that the support which we provide to our high schools is a factor. The 4 year rate is down, which is a good thing, but it is still above provincial average. We see the high rates of 5 year completion as largely attributable to Outreach's existence and influence on Division students. All of ECSRD's rates greatly exceed provincial averages.
- The Evergreen Returning Rate of dropouts is an astounding 77.9%. Outreach facilitates a return to school for numerous students who otherwise would not have the comfort level or accessibility to return to high school. We believe that our program availability also boosts the High School to Post Secondary Transition rates to above provincial levels.
- Each year we have seen increases in the numbers of Outreach students who are eligible to receive Rutherford Scholarships. We have also seen an increase of 2.1% over last year and once again, we are elated that 48.2% of Outreach students become eligible. We see this as a celebration of courage and not as an issue considering the makeup of our student population.
- Within the Division, we have experienced an increase in the number of students participating in writing Diploma exams every single year and always exceeding provincial averages. We believe that we provide an opportunity for students here and in our other high schools to take additional subjects in their programs.
- Finally, we believe that Outreach has played a role in the ever increasing School Improvement Satisfaction rating from all stakeholder groups due to the alternative, flexible, and personalized method and availability of instruction which we provide.

October 2011 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Evergreen Catholic Outreach Sc			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	n/a	Safe and Caring	n/a	77.8	77.8	88.1	87.6	86.6	n/a	n/a	n/a
Student Learning Opportunities	n/a	Program of Studies	n/a	59.8	59.8	80.9	80.5	80.1	n/a	n/a	n/a
		Education Quality	n/a	64.1	64.1	89.4	89.2	88.9	n/a	n/a	n/a
		Drop Out Rate	3.3	n/a	n/a	4.2	4.3	4.7	High	n/a	n/a
		High School Completion Rate (3 yr)	*	*	n/a	72.6	71.5	71.1	*	*	*
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	*	n/a	79.3	79.1	78.0	n/a	n/a	n/a
		PAT: Excellence	n/a	*	n/a	19.6	19.4	18.5	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	78.8	69.7	66.3	82.6	83.4	84.0	Low	Improved	Acceptable
		Diploma: Excellence	12.1	0.0	1.9	18.7	19.0	18.9	Low	Improved	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	*	*	n/a	54.9	53.5	53.5	*	*	*
		Rutherford Scholarship Eligibility Rate (Revised)	48.2	46.3	46.3	59.6	56.9	57.0	Low	Maintained	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.3	59.8	59.3	n/a	n/a	n/a
		Work Preparation	n/a	53.8	53.8	80.1	79.9	79.8	n/a	n/a	n/a
		Citizenship	n/a	70.8	70.8	81.9	81.4	79.9	n/a	n/a	n/a
Parental Involvement	n/a	Parental Involvement	n/a	71.4	71.4	79.9	80.0	79.4	n/a	n/a	n/a
Continuous Improvement	n/a	School Improvement	n/a	61.5	61.5	80.1	79.9	78.8	n/a	n/a	n/a

Notes:

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

Measure Evaluation Reference

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)

Goal One: Success for Every Student (Ever Learning)

Outcome: Students achieve educational outcomes

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	63.0	69.7	78.8	75	Low	Improved	Acceptable	79	79.5	80
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	3.7	0.0	12.1	5	Low	Improved	Acceptable	12.2	12.3	12.4

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2011	Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	*	*		*	*	*			
Drop Out Rate - annual dropout rate of students aged 14 to 18	n/a	n/a	n/a	n/a	3.3	n/a	High	n/a	n/a	3.2	3.1	3.0
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	46.3	48.2	50	Low	Maintained	Issue	52	56	60
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	*	*		*	*	*			

Comment on Results

While it may read as an issue for AE that only 48.2% of our grade 12 students (usually consisting of repeaters and post grads upgrading) qualify for Rutherford, we are overjoyed at this eligibility rate.

Strategies

Continue to offer and encourage students to participate in Diploma prep courses.

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 are prepared for the 21st century*

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	n/a	70.8	n/a		n/a	n/a	n/a			
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	n/a	n/a	n/a	53.8	n/a	60	n/a	n/a	n/a	65	70	75

Comment on Results

We have only qualitative data to reflect that Outreach plays a vital role in the success and well-being of students and sometimes of their families. The number of students who have already graduated and are here to upgrade in order to achieve entrance to post-secondary institutions speaks to preparing students for further studies and employment. This is also reflected in the growth in participation rate of the Work Experience and RAP programs.

Strategies

Mentor students, especially K&E, to explore and participate in Work Experience programs. Provide school to work transition counselling.

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

Goal Two: Transformed Education Through Collaboration (Ever Growing)

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

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	n/a	71.4	n/a	n/a	n/a	n/a	n/a			
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	n/a	n/a	n/a	61.5	n/a	65	n/a	n/a	n/a	86	87	88

Comment on Results

Too few responses to the local survey in May 2011

We believe that Outreach has played a role in the ever increasing School Improvement Satisfaction rating from all stakeholder groups due to the alternative, flexible, and personalized method and availability of instruction which we provide.

Strategies

Continue to:

- review and revise the variety of course offerings available through Outreach;
- make the community aware of Outreach;
- have a presence at STA parent nights;
- be part of the Division's advertising; and
- communicate student marks and attendance reminders through text messaging and HomeLogic.

Develop a quarterly electronic newsletter.

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

School: 1444 Evergreen Catholic Outreach School

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2007		2008		2009		2010		2011		2011	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	n/a	n/a	n/a	n/a	100.0	0.0	66.7	0.0	*	*	75	10
	Authority	92.0	19.5	92.8	14.4	94.3	10.6	92.9	7.9	93.6	8.0		
	Province	87.7	19.0	87.1	15.5	86.1	12.3	85.1	10.1	84.4	10.1		
English Lang Arts 30-2	School	n/a	n/a	n/a	n/a	*	*	*	*	*	*	75	10
	Authority	98.5	22.7	98.9	23.3	96.6	17.0	98.8	18.8	98.9	25.3		
	Province	88.7	9.7	88.9	8.8	88.2	8.5	88.8	9.8	88.6	9.1		
French Lang Arts 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.6	23.1	94.9	24.5	95.1	18.9	93.7	16.3	95.3	14.3		
Français 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	97.2	24.6	98.5	25.4	94.7	33.1	94.2	15.6	93.8	20.1		
Pure Mathematics 30	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*	75	10
	Authority	80.6	26.9	77.8	17.8	81.6	18.4	79.0	29.6	81.4	19.6		
	Province	81.1	24.6	81.3	25.8	82.1	26.3	82.9	29.7	81.0	28.7		
Applied Mathematics 30	School	n/a	n/a	n/a	n/a	50.0	0.0	*	*	83.3	0.0	75	10
	Authority	82.0	9.8	72.1	8.8	77.2	11.4	85.1	8.5	70.7	6.7		
	Province	77.6	12.1	76.4	10.7	79.4	13.5	77.3	12.6	74.3	9.8		
Social Studies 30	School	n/a	n/a	n/a	n/a	*	*	87.5	12.5	n/a	n/a		
	Authority	89.2	27.5	92.9	23.2	86.4	22.3	87.5	12.5	n/a	n/a		
	Province	86.1	24.6	84.7	21.5	84.2	21.4	67.8	10.4	69.7	12.1		
Social Studies 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	75	10
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	91.9	12.2	85.7	10.7		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	84.5	16.1	82.8	14.9		
Social Studies 33	School	n/a	n/a	n/a	n/a	*	*	*	*	n/a	n/a		
	Authority	93.7	23.8	90.5	27.4	93.9	32.7	*	*	n/a	n/a		
	Province	84.8	19.6	85.3	18.9	85.6	20.2	76.4	11.5	69.0	21.4		
Social Studies 30-2	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	75	10
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	97.4	25.0	98.8	34.1		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	85.0	13.7	85.6	15.9		
Biology 30	School	n/a	n/a	n/a	n/a	22.2	0.0	58.3	0.0	66.7	16.7	75	10
	Authority	90.3	39.8	82.6	21.5	80.0	19.3	77.0	20.4	75.3	19.5		
	Province	83.5	27.4	82.3	26.3	83.0	26.6	81.4	28.1	81.9	29.8		
Chemistry 30 Old	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	88.2	46.1	89.4	38.8	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.3	37.9	89.2	39.2	77.6	19.5	87.5	37.5	n/a	n/a		
Chemistry 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	68.0	21.3	72.5	19.6	69.9	15.1		
	Province	n/a	n/a	n/a	n/a	76.3	27.7	79.0	29.9	75.1	27.7		
Physics 30 Old	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	84.3	21.6	81.0	23.8	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	29.3	85.7	32.0	74.4	25.6	75.0	25.0	n/a	n/a		
Physics 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	75	10
	Authority	n/a	n/a	n/a	n/a	93.8	18.8	69.4	14.3	59.7	17.7		
	Province	n/a	n/a	n/a	n/a	79.3	23.1	73.9	20.3	76.7	27.7		
Science 30	School	n/a	n/a	n/a	n/a	*	*	100.0	0.0	83.3	8.3	75	10
	Authority	100.0	71.4	*	*	83.3	20.0	83.3	20.0	82.9	28.6		
	Province	87.1	18.0	88.6	21.6	86.0	20.9	80.1	22.8	80.4	21.0		

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

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

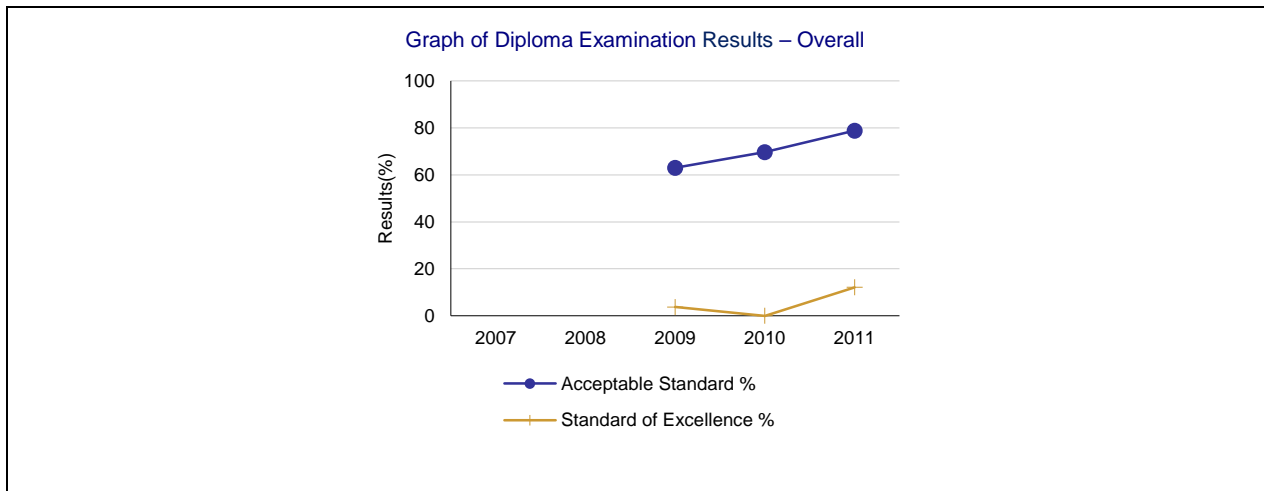
Goal Four: (Ever living in Christ)

Outcome: Parents, Students, and Staff have access and opportunity to grow in their Faith through our Catholic schools

As a staff we have reviewed and discussed the Religious Dimension of Education in Catholic Schools. Bear in mind that our students are not captive; that they come and go on unscheduled and irregular basis. Outreach does very well in the dimensions of creating Community and capturing Humanness in relationship with students and visiting adults alike. Reason and Rationality are ever present in our environment and our hospitality is evident in daily loved practice. Outreach, which we often refer to as a mission rather than a school, honours Spirituality and Sacramentality. Our interactions with young people, their families, and other adults are based on respect for where individuals find themselves in their educational and life journeys. We try to fit them, rather than being forced to have them fit us.

This leaves us with goals of attempting to promote and model Social Justice initiatives and to display and demonstrate visible symbols and practices of the Catholic Church and its traditions. Those are our focus areas for 2011-2012.

The following pages are provided by Alberta Education to supply supporting data and have not been edited by the school.



Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	Evergreen Catholic Outreach Sc						Alberta				
		Achievement	Improvement	Overall	2011		Prev 3 Yr Avg		2011		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	*	*	*	2	*	6	83.3	29,063	84.4	28,502	86.1
	Standard of Excellence	*	*	*	2	*	6	0.0	29,063	10.1	28,502	12.6
English Lang Arts 30-2	Acceptable Standard	*	*	*	3	*	n/a	n/a	14,550	88.6	13,676	88.6
	Standard of Excellence	*	*	*	3	*	n/a	n/a	14,550	9.1	13,676	9.0
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,269	95.3	1,262	94.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,269	14.3	1,262	19.9
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	93.8	139	95.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	20.1	139	24.7
Pure Mathematics 30	Acceptable Standard	*	*	*	4	*	n/a	n/a	23,033	81.0	22,548	82.1
	Standard of Excellence	*	*	*	4	*	n/a	n/a	23,033	28.7	22,548	27.3
Applied Mathematics 30	Acceptable Standard	Intermediate	Improved	Good	6	83.3	6	50.0	10,807	74.3	10,371	77.7
	Standard of Excellence	Very Low	Maintained	Concern	6	0.0	6	0.0	10,807	9.8	10,371	12.3
Social Studies 30-1	Acceptable Standard	*	*	*	1	*	n/a	n/a	23,603	82.8	23,484	84.5
	Standard of Excellence	*	*	*	1	*	n/a	n/a	23,603	14.9	23,484	16.1
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16,537	85.6	14,903	85.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16,537	15.9	14,903	13.7
Biology 30	Acceptable Standard	Very Low	Improved	Issue	6	66.7	11	40.3	22,817	81.9	21,372	82.2
	Standard of Excellence	Low	Improved	Acceptable	6	16.7	11	0.0	22,817	29.8	21,372	27.0
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,792	75.1	18,152	77.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,792	27.7	18,152	28.8
Physics 30	Acceptable Standard	*	*	*	1	*	n/a	n/a	10,660	76.7	10,216	76.6
	Standard of Excellence	*	*	*	1	*	n/a	n/a	10,660	27.7	10,216	21.7
Science 30	Acceptable Standard	Intermediate	Declined	Issue	12	83.3	6	100.0	5,007	80.4	4,450	84.9
	Standard of Excellence	Low	Maintained	Issue	12	8.3	6	0.0	5,007	21.0	4,450	21.8

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

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

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

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

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

Improvement Table

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

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

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

Overall Evaluation Table

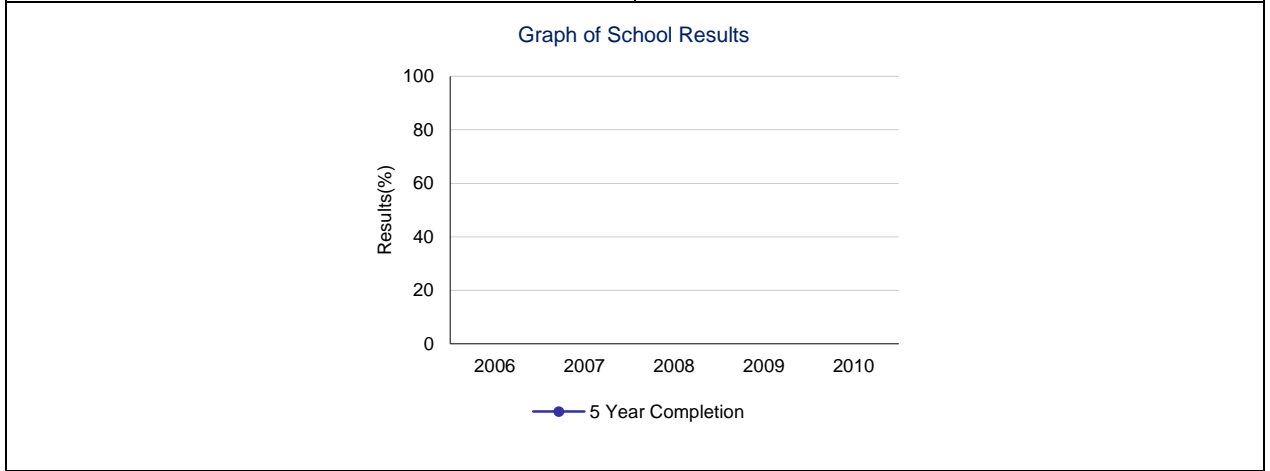
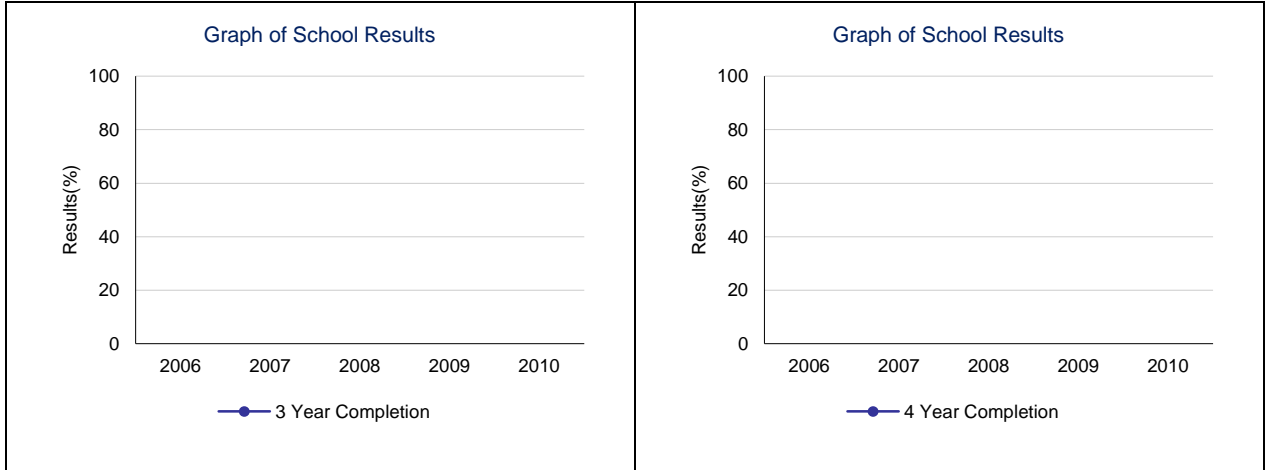
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

High School Completion Rate – Measure Details

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

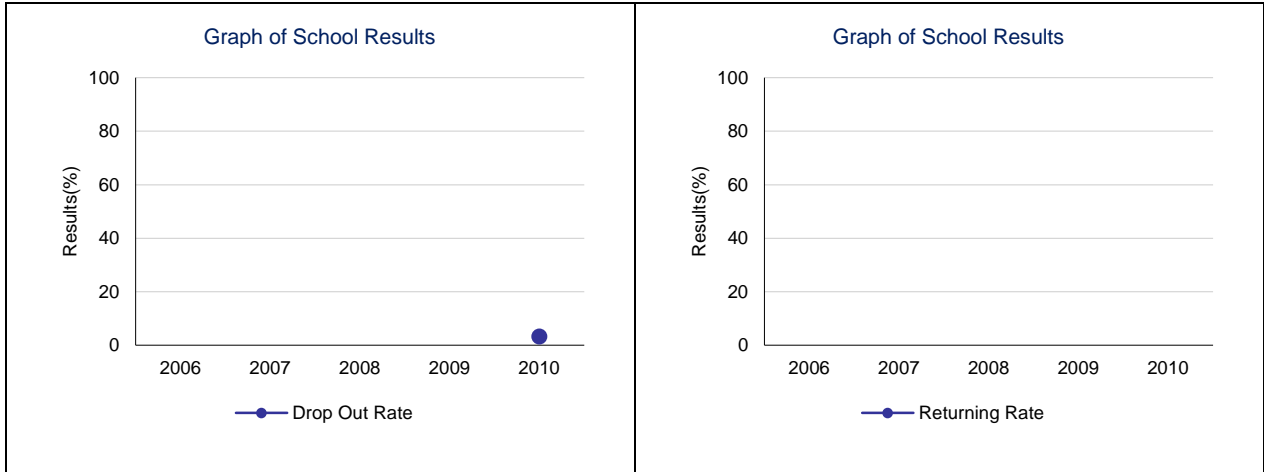
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
3 Year Completion	n/a	n/a	n/a	*	*	83.7	80.8	78.1	77.1	81.0	70.6	71.1	70.8	71.5	72.6
4 Year Completion	n/a	n/a	n/a	n/a	n/a	79.0	86.7	85.2	84.2	83.6	76.1	76.1	76.3	76.1	76.9
5 Year Completion	n/a	n/a	n/a	n/a	*	79.8	82.0	86.4	87.0	85.9	78.1	78.9	78.7	79.0	79.0



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

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Drop Out Rate	n/a	n/a	n/a	n/a	3.3	1.6	2.5	2.1	0.5	2.1	4.7	5.0	4.8	4.3	4.2
Returning Rate	n/a	n/a	n/a	n/a	n/a	8.6	34.2	40.2	6.1	77.9	21.2	21.3	19.8	23.5	27.9

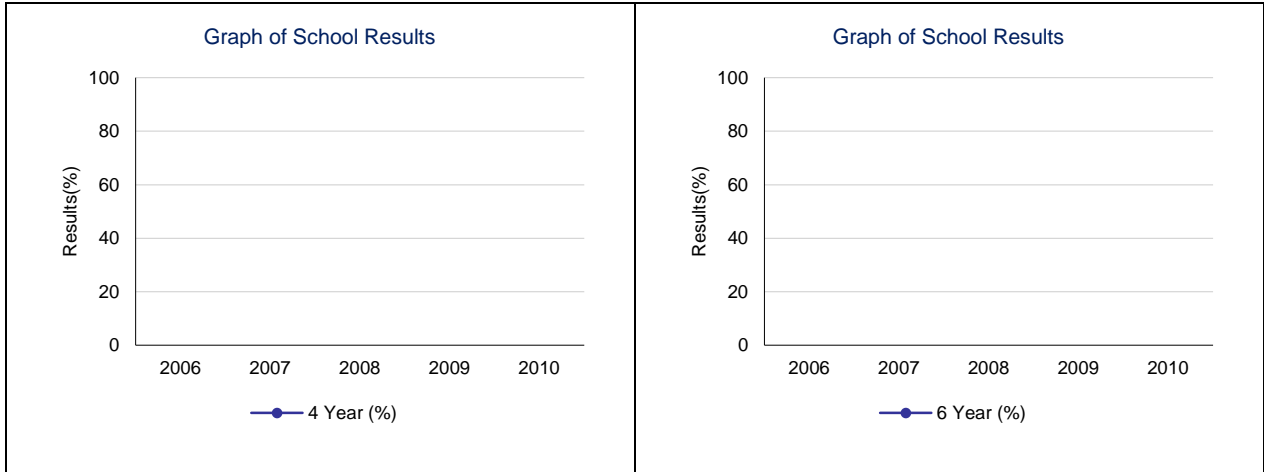


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

High School to Post-secondary Transition Rate – Measure Details

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

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
4 Year Rate	n/a	n/a	n/a	n/a	n/a	30.7	39.6	38.6	37.5	38.9	37.7	38.7	38.9	37.5	37.8
6 Year Rate	n/a	n/a	n/a	n/a	n/a	59.6	62.5	53.1	61.8	63.5	58.1	58.8	59.2	59.8	59.3

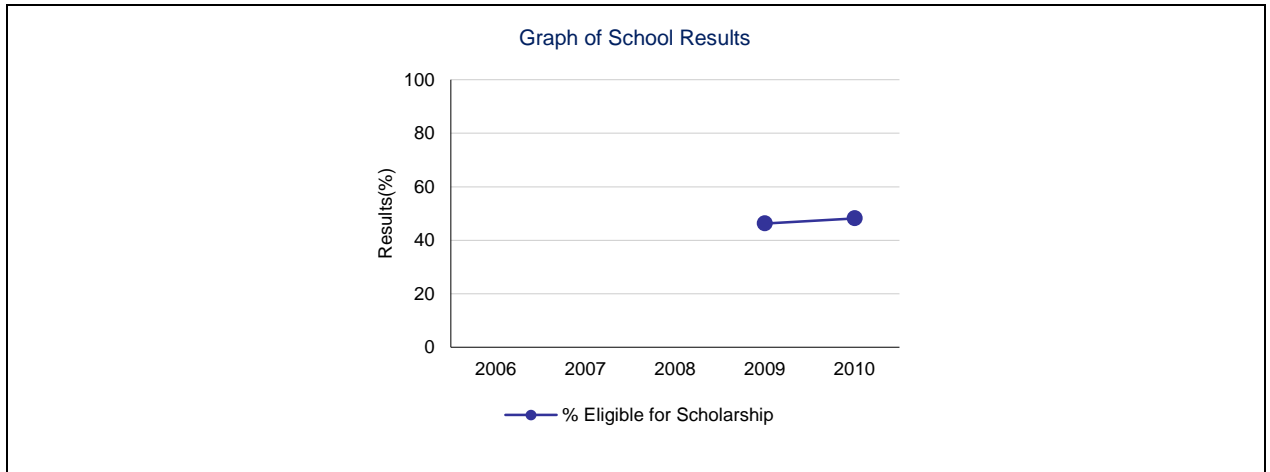


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	46.3	48.2	53.5	51.9	60.6	58.7	57.1	56.1	56.8	57.3	56.9	59.6

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2006		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2007		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2008		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2009	41	15	36.6	14	34.1	9	22.0	19	46.3
2010	56	22	39.3	21	37.5	12	21.4	27	48.2

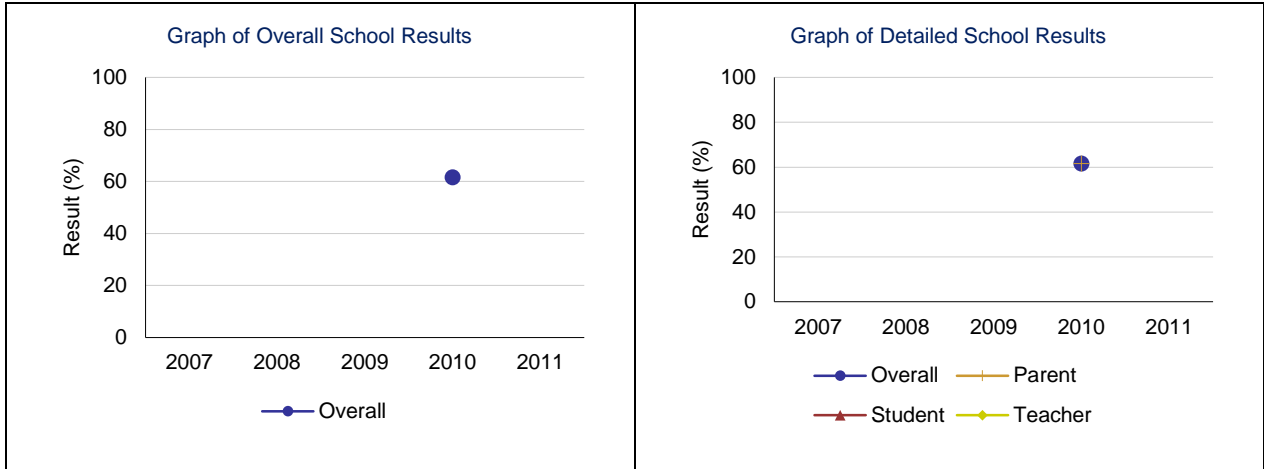


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

School Improvement – Measure Details

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

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	n/a	61.5	n/a	81.3	84.4	81.4	84.9	87.3	76.3	77.0	79.4	79.9	80.1
Teacher	n/a	n/a	n/a	n/a	*	84.9	85.7	81.7	89.4	90.7	74.5	75.6	78.2	80.8	80.1
Parent	n/a	n/a	n/a	61.5	n/a	81.2	87.1	81.8	82.2	85.7	75.1	75.9	78.1	77.0	77.3
Student	n/a	n/a	n/a	n/a	n/a	77.7	80.5	80.8	83.1	85.6	79.3	79.5	81.8	81.8	82.9



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