

## Calgary Academy - November 2009 AERR

The Annual Education Results Report for The Calgary Society for Effective Education of Learning Disabled was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. The Board is committed to using the results in this report, to the best of our abilities, to improve the outcomes for our students. We will use the results to develop sound strategies for our three year education plan to ensure that all our students can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

### Highlights for 2008/09

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- The AISI project provide funds for:
  - in-servicing on Meichenbaum's theory of how to Nurture Independent Learners
  - in-servicing on the Reading Horizons computer based remedial program for students grades 4 to 12
- The AISI project web link is [http://www.education.gov.ab.ca/k\\_12/special/aisi/ClearingHouse/report\\_cycle2/ProjSynopsisYr2.asp?id=10413](http://www.education.gov.ab.ca/k_12/special/aisi/ClearingHouse/report_cycle2/ProjSynopsisYr2.asp?id=10413)
- All instructional staff with three or more years of teaching experience were provided an opportunity to participate in Teacher Leader Projects aimed at further improving consistency in application of specific instructional approaches across their grade.
- All achievement test results for Calgary Academy Collegiate students in Grades 6 & 9 exceeded provincial averages.

**October 2009 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)**

Goal	Measure Category	Measure Category Evaluation	Measure	The Calgary Soc for Effective			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	n/a	Safe and Caring	95.1	n/a	n/a	86.9	85.1	84.6	Very High	n/a	n/a
	Student Learning Opportunities	n/a	Program of Studies	90.9	n/a	n/a	80.3	79.4	78.7	Very High	n/a	n/a
			Education Quality	95.4	n/a	n/a	89.3	88.2	87.8	Very High	n/a	n/a
			Drop Out Rate	0.3	1.0	0.8	4.8	5.0	4.9	Very High	Maintained	Excellent
			High School Completion Rate (3 yr)	93.9	94.3	90.6	70.7	71.0	70.6	Very High	Maintained	Excellent
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	85.2	80.7	78.0	76.8	75.3	75.6	High	Improved	Good
			PAT: Excellence	16.6	12.4	11.1	19.2	18.3	18.3	Intermediate	Improved	Good
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	89.1	84.2	79.5	84.4	84.4	84.5	High	Improved	Good
			Diploma: Excellence	19.7	11.6	12.5	19.1	19.4	20.3	Intermediate	Improved	Good
			Diploma Exam Participation Rate (4+ Exams)	67.5	69.9	71.6	53.3	53.6	53.6	Very High	Maintained	Excellent
			Rutherford Scholarship Eligibility Rate (Revised)	82.8	64.6	68.4	57.3	56.8	55.8	Very High	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	78.8	62.1	65.4	60.7	60.3	59.1	Very High	Improved	Excellent
			Work Preparation	97.0	n/a	n/a	79.6	80.1	78.1	Very High	n/a	n/a
			Citizenship	90.9	n/a	n/a	80.3	77.9	77.1	Very High	n/a	n/a
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	n/a	Parental Involvement	98.8	n/a	n/a	80.1	78.2	77.9	Very High	n/a	n/a
	Continuous Improvement	n/a	School Improvement	78.0	n/a	n/a	79.4	77.0	76.7	High	n/a	n/a

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students writing each course.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

**Measure Evaluation Reference (Optional)**

**Achievement Evaluation**

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 56.75	56.75 - 62.66	62.66 - 73.87	73.87 - 81.47	81.47 - 100.00
PAT: Acceptable	0.00 - 64.45	64.45 - 74.98	74.98 - 82.24	82.24 - 86.22	86.22 - 100.00
PAT: Excellence	0.00 - 10.79	10.79 - 13.17	13.17 - 18.73	18.73 - 23.97	23.97 - 100.00
Diploma: Acceptable	0.00 - 73.09	73.09 - 82.54	82.54 - 87.99	87.99 - 91.53	91.53 - 100.00
Diploma: Excellence	0.00 - 8.94	8.94 - 15.20	15.20 - 20.43	20.43 - 22.59	22.59 - 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 - 41.60	41.60 - 47.36	47.36 - 57.37	57.37 - 63.73	63.73 - 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 "Low" value, and "less than" the "High" value. For the Very High category, values range from greater than the "Low" 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 "Low" value and "less than or equal to" the "High" value. For the Very High category, values range from 0% to less than or equal to the "High" value.

**Improvement Table**

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

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

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

**Overall Evaluation Table**

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

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

**Category Evaluation**

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



## Goal One: High Quality Learning Opportunities for All

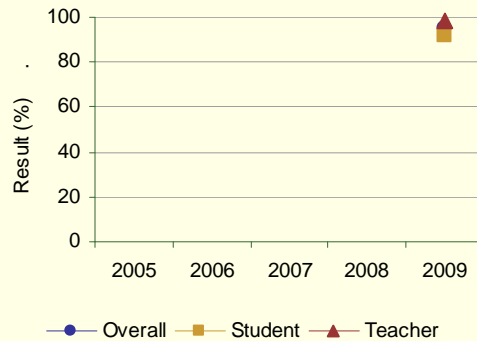
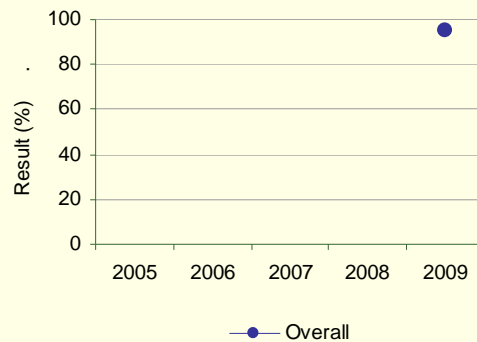
Outcome: Schools provide a safe and caring environment.

Performance Measure			Results (in percentages)					Target**
			2005	2006	2007	2008	2009	2009
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.	Overall (required)	Authority	n/a	n/a	n/a	n/a	95.1	if set
		Province	83.1	84.4	84.2	85.1	86.9	

### Comment on Results

Calgary Academy is pleased with the result.

### Graph of Overall Authority Results (optional)



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

\*\* If authority had set a target for 2008/09 in the three year education plan 2008/09 – 2010/11, include it in the space provided for each required measure.

Outcome: The education system meets the needs of all K – 12 students, society and the economy.

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
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.	Overall (required)	Authority	n/a	n/a	n/a	n/a	90.9	if set
		Province	76.7	78.1	78.5	79.4	80.3	

<p><b>Comment on Results</b></p> <p>Calgary Academy is pleased with the result.</p>	<p><b>Graph of Overall Authority Results (optional)</b></p> <p style="text-align: center;">● Overall</p> <p>Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).</p>
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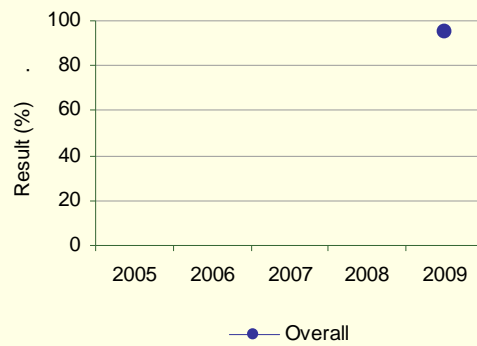
Outcome: *The education system meets the needs of all K – 12 students, society and the economy. (continued)*

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall (required)	Authority	n/a	n/a	n/a	n/a	95.4	if set
		Province	86.1	87.7	87.6	88.2	89.3	

Comment on Results

Calgary Academy is pleased with the result.

Graph of Overall Authority Results (optional)



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

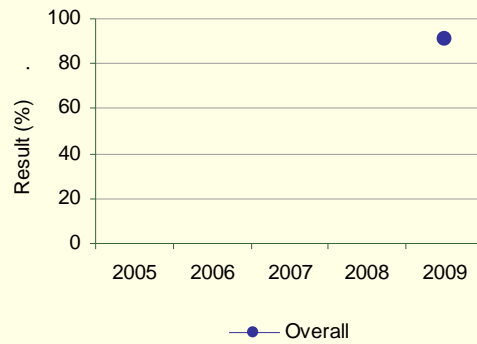
Outcome: The education system meets the needs of all K – 12 students, society and the economy. (continued)

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	Overall (required)	Authority	n/a	n/a	n/a	n/a	91.2	if set
		Province	67.2	68.5	68.2	69.2	70.3	

Comment on Results

Calgary Academy is pleased with the result.

Graph of Overall Authority Results (optional)



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

Outcome: Children and youth at risk have their needs addressed through effective programs and supports.

Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2009
Drop Out Rate - annual dropout rate of students aged 14 to 18 (required).	Authority	0.6	0.4	1.0	1.0	0.3	if set
	Province	5.3	5.0	4.7	5.0	4.8	

<p><b>Comment on results</b></p> <p>Calgary Academy is pleased with the result.</p>	<p><b>Graph of Overall Authority Results (optional)</b></p> <p style="text-align: center;">—●— Drop Out Rate</p> <p>Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).</p>
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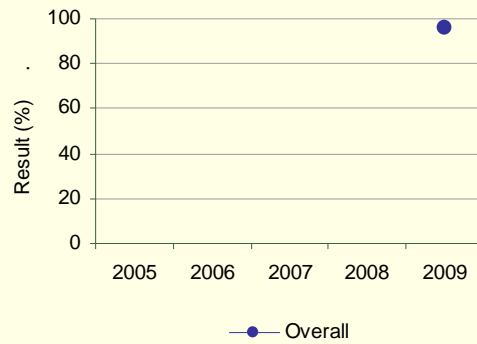
Outcome: *Children and youth at risk have their needs addressed through effective programs and supports. (continued)*

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	Overall (required)	Authority	n/a	n/a	n/a	n/a	95.9	if set
		Province	76.9	78.6	78.3	79.5	81.4	

Comment on results

Calgary Academy is pleased with the result.

Graph of Overall Authority Results (optional)



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

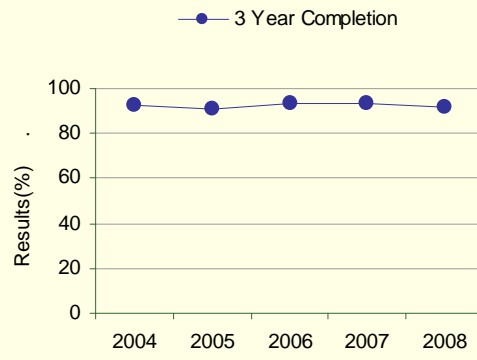
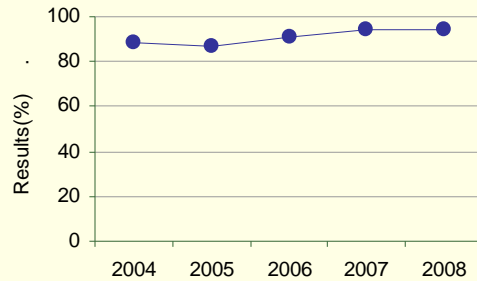
Outcome: Students complete programs.

Performance Measure			Results (in percentages)					Target
			2004	2005	2006	2007	2008	2009
High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.	Within 3 Years	Authority	88.2	87.0	90.6	94.3	93.9	if set
		Province	69.3	70.4	70.4	71.0	70.7	
	Within 4 Years	Authority	92.2	91.2	93.5	93.7	91.6	if set
		Province	73.4	75.1	76.2	76.3	76.5	
	Within 5 Years	Authority	90.5	94.1	93.1	95.4	97.4	if set
		Province	75.5	77.4	78.6	79.5	79.2	

Comment on Results

Calgary Academy is pleased with the result.

Graph of Overall Authority Results (optional)



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

Note the 3-year rate is the Accountability Pillar measure, which is evaluated and reported in the Accountability Pillar Summary. Please refer to the Goal One measures from the Authority's Three-Year Education Plan 2008/09 – 2010/11 in relation to Goal 1, which can be found on our web-site [www.calgaryacademy.com](http://www.calgaryacademy.com)

## Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

Performance Measure		Results (in percentages)**										Target		
PAT Results by Number Enrolled - percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on Grades 3, 6 and 9 Provincial Achievement Tests (cohort results).		2005		2006		2007		2008		2009		2009		
		A	E	A	E	A	E	A	E	A	E	A	E	
Grade 3	English Language Arts 3	Authority	82.4	0.0	88.2	0.0	84.6	0.0	77.3	0.0	100.0	9.1		
		Province	82.2	16.2	81.3	14.1	80.3	17.7	80.1	16.1	81.3	18.2		
	Mathematics 3	Authority	70.6	0.0	70.6	17.6	76.9	15.4	72.7	13.6	72.7	9.1		
		Province	80.3	26.1	82.0	26.9	79.9	23.5	78.7	23.9	79.7	26.8		
Grade 6	English Language Arts 6	Authority	70.2	2.1	83.0	4.3	79.6	5.6	91.4	10.3	89.4	7.6		
		Province	77.3	15.5	79.0	15.9	80.3	19.8	81.1	21.0	81.8	18.9		
	Mathematics 6	Authority	53.2	4.3	59.6	4.3	63.0	0.0	67.2	5.2	72.7	9.1		
		Province	78.2	18.1	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8		
	Science 6	Authority	72.3	6.4	78.7	19.1	72.2	14.8	75.9	15.5	90.9	19.7		
		Province	79.8	26.0	78.1	27.7	75.2	26.6	74.8	24.1	76.5	24.8		
	Social Studies 6	Authority	74.5	4.3	89.4	19.1	72.2	13.0	77.6	13.8	n/a	n/a		
		Province	78.4	21.5	78.6	22.9	77.4	22.3	77.9	23.8	84.8	27.6		
Grade 9	English Language Arts 9	Authority	88.9	12.7	91.3	11.3	88.5	15.4	90.1	19.8	93.4	24.2		
		Province	77.9	14.1	77.4	13.6	77.5	14.8	76.5	14.8	78.7	14.7		
	Mathematics 9	Authority	73.0	11.1	66.3	12.5	71.8	11.5	75.8	12.1	78.0	15.4		
		Province	68.0	19.7	67.4	17.4	66.3	18.3	65.7	18.5	67.0	18.6		
	Science 9	Authority	77.8	9.5	75.0	10.0	80.8	14.1	83.5	12.1	85.7	22.0		
		Province	67.5	12.8	67.4	13.3	69.6	14.7	69.3	13.0	72.2	15.8		
	Social Studies 9	Authority	87.3	11.1	86.3	22.5	83.3	23.1	85.7	25.3	n/a	n/a		
		Province	71.3	18.3	72.5	18.9	71.4	18.7	71.7	18.9	82.6	26.4		

		Results (in percentages)										Target	
		2005		2006		2007		2008		2009		2009	
		A	E	A	E	A	E	A	E	A	E	A	E
Overall***	Authority	73.9	7.4	76.4	10.4	77.0	10.7	80.7	12.4	85.2	16.6		
	Province	76.4	18.4	76.0	17.9	75.5	18.6	75.3	18.3	76.8	19.2		

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.

Comment on Results

**Diploma Examination Mark – (Issue)** 100% of students in the CA program are students with specific learning difficulties. The provincial comparison group includes at most, 10%, students with learning difficulties. Thus the results comparison is for the most part meaningless as the two groups being compared have qualitatively different constituents.

**Strategies:**

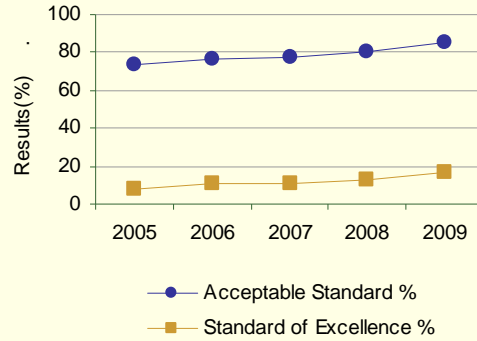
- 1) Calgary Academy will continue to allocate the instructional resources necessary to address individual learning needs and make adaptations to the curriculum as required to ensure ongoing academic progress.
- 2) Additional time and resources will be allocated to instruction in reading, writing and arithmetic to maximize student acquisition and fluency with the core skills required for success across academic domains.
- 3) Where appropriate, the school will provide the direct remedial instruction and instructional accommodations required to assist students in acquiring and demonstrating their skills and learning potential.

Our results have shown continual improvement.

Teaching staff are continuously in-serviced to help them further develop the knowledge and skills required to maximize student learning outcomes.

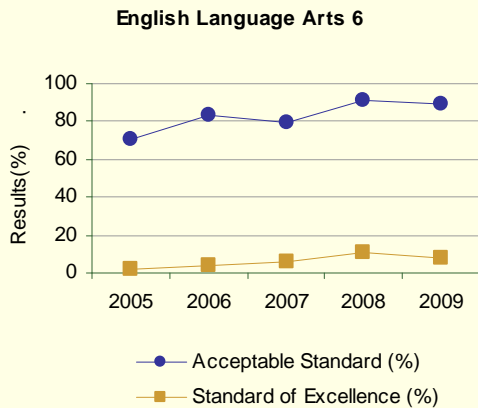
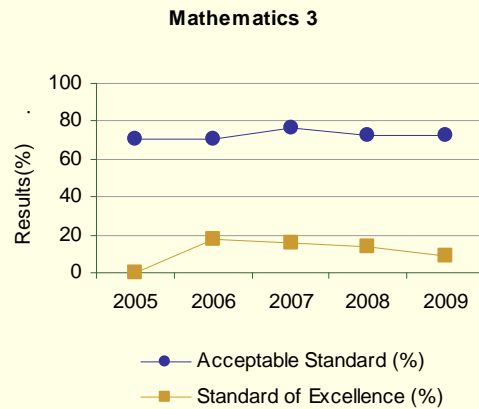
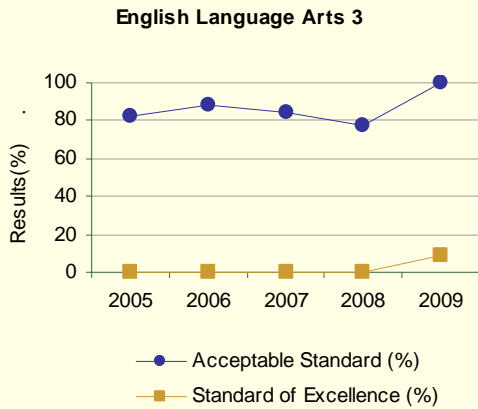
Additional computerized resources have been deployed to facilitate further individualization of instruction.

Graph of Overall Authority Results (optional)



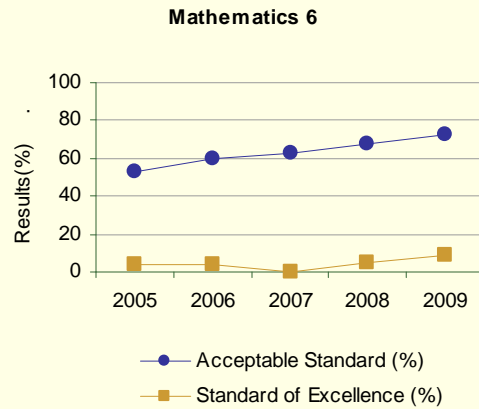
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

Graph of Provincial Achievement Test Results by Course (optional)



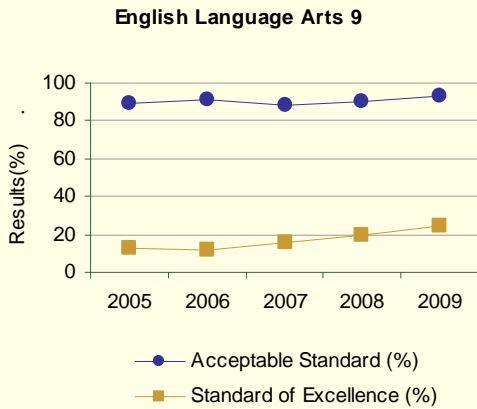
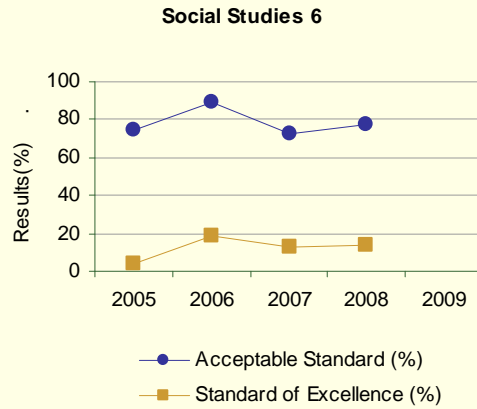
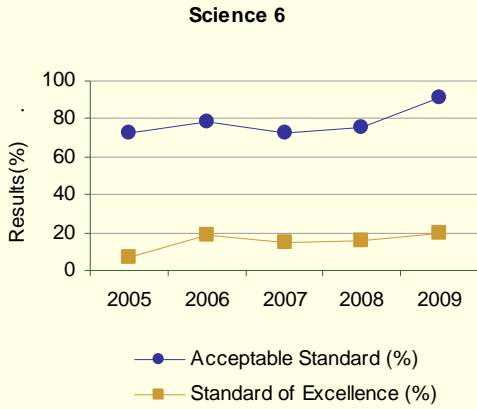
[No Data for French Language Arts 6]

[No Data for Français 6]



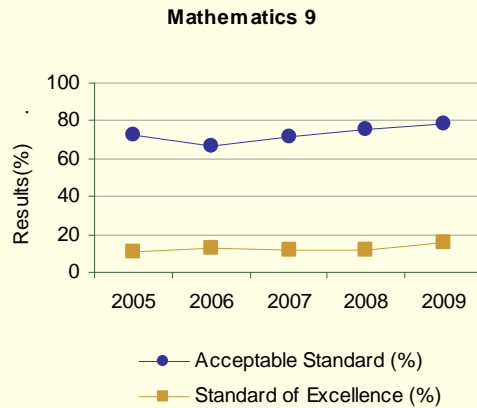
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Graph of Provincial Achievement Test Results by Course (optional)



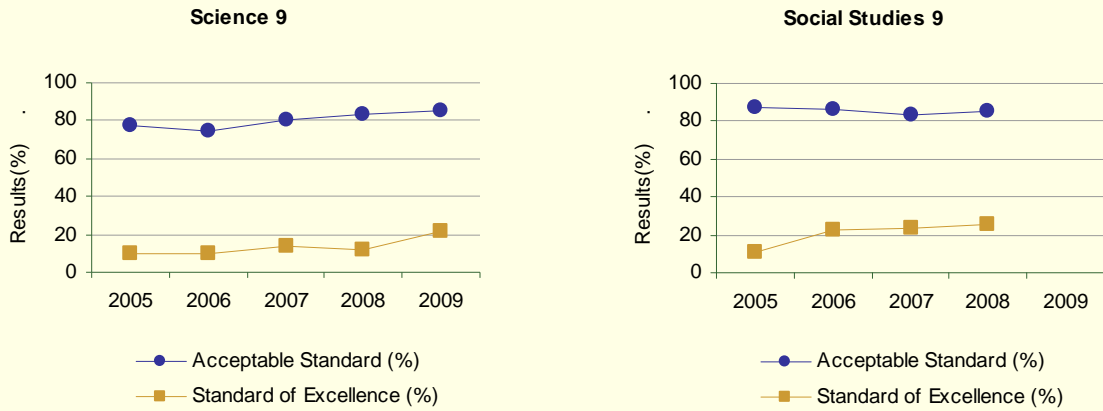
[No Data for French Language Arts 9]

[No Data for Français 9]



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

Graph of Provincial Achievement Test Results by Course (optional)



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

		The Calgary Soc for Effective						Alberta				
		Achievement	Improvement	Overall	2009		Prev 3 Yr Avg		2009		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Very High	Improved	Excellent	11	100.0	17	83.4	41,722	81.3	42,041	80.6
	Standard of Excellence	Low	Improved	Acceptable	11	9.1	17	0.0	41,722	18.2	42,041	16.0
Mathematics 3	Acceptable Standard	Very Low	Maintained	Concern	11	72.7	17	73.4	41,720	79.7	42,053	80.2
	Standard of Excellence	Very Low	Maintained	Concern	11	9.1	17	15.6	41,720	26.8	42,053	24.8
English Language Arts 6	Acceptable Standard	High	Maintained	Good	66	89.4	53	84.7	43,327	81.8	44,326	80.1
	Standard of Excellence	Low	Maintained	Issue	66	7.6	53	6.7	43,327	18.9	44,326	18.9
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,183	91.5	2,220	87.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,183	15.9	2,220	12.1
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	434	92.6	406	93.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	434	18.7	406	18.2
Mathematics 6	Acceptable Standard	Low	Improved	Acceptable	66	72.7	53	63.3	43,328	76.6	44,327	74.6
	Standard of Excellence	Low	Improved	Acceptable	66	9.1	53	3.1	43,328	16.8	44,327	15.3
Science 6	Acceptable Standard	Very High	Improved Significantly	Excellent	66	90.9	53	75.6	43,216	76.5	44,209	76.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	66	19.7	53	16.5	43,216	24.8	44,209	26.1
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	91	93.4	83	89.9	43,675	78.7	44,685	77.1
	Standard of Excellence	Very High	Improved	Excellent	91	24.2	83	15.5	43,675	14.7	44,685	14.4
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,262	81.8	2,286	83.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,262	10.3	2,286	12.1
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	333	85.6	285	84.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	333	12.9	285	13.0
Mathematics 9	Acceptable Standard	High	Improved	Good	91	78.0	83	71.3	43,118	67.0	44,317	66.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	91	15.4	83	12.0	43,118	18.6	44,317	18.0
Science 9	Acceptable Standard	Very High	Improved	Excellent	91	85.7	83	79.8	43,560	72.2	44,505	68.8
	Standard of Excellence	Very High	Improved	Excellent	91	22.0	83	12.1	43,560	15.8	44,505	13.7

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

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses. Achievement Evaluations for Social Studies 6 and Social Studies 9 are not calculated due to the change in the tests.

**Measure Evaluation Reference - Achievement Evaluation**

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
Mathematics 3	Acceptable Standard	0.00 - 73.66	73.66 - 81.42	81.42 - 88.39	88.39 - 91.92	91.92 - 100.00
	Standard of Excellence	0.00 - 17.25	17.25 - 22.97	22.97 - 30.79	30.79 - 36.99	36.99 - 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
Mathematics 6	Acceptable Standard	0.00 - 65.88	65.88 - 75.70	75.70 - 84.77	84.77 - 90.26	90.26 - 100.00
	Standard of Excellence	0.00 - 8.68	8.68 - 13.49	13.49 - 19.62	19.62 - 25.59	25.59 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 50.90	50.90 - 59.61	59.61 - 69.06	69.06 - 83.15	83.15 - 100.00
	Standard of Excellence	0.00 - 8.46	8.46 - 11.96	11.96 - 18.90	18.90 - 23.96	23.96 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00

**Notes:**

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

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses. Achievement Evaluations for Social Studies 6 and Social Studies 9 are not calculated due to the change in the tests.

**Improvement Table**

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

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

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

**Overall Evaluation Table**

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

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

Outcome: Students demonstrate high standards in learner outcomes. (continued)

Performance Measure		Results (in percentages)**										Target		
		2005		2006		2007		2008		2009		2009		
		A	E	A	E	A	E	A	E	A	E	A	E	
Diploma Exam Results by Students Writing – percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on diploma examinations.		Authority	88.2	5.9	92.6	11.1	82.4	11.8	97.2	8.3	96.4	10.7		
		Province	89.1	17.8	88.0	19.3	87.7	19.0	87.1	15.5	86.1	12.3		
English Lang Arts 30-1		Authority	92.3	0.0	100.0	0.0	93.3	0.0	95.2	4.8	100.0	13.3		
		Province	89.4	10.1	86.1	8.1	88.7	9.7	88.9	8.8	88.2	8.5		
English Lang Arts 30-2		Authority												
		Province												
French Lang Arts 30-1		Authority												
		Province												
Français 30		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
		Province	95.0	16.3	94.8	28.1	97.2	24.6	98.5	25.4	94.7	33.1		
Pure Mathematics 30		Authority	47.1	0.0	73.5	26.5	66.7	9.5	83.9	16.1	100.0	50.0		
		Province	80.6	25.7	82.8	26.5	81.1	24.6	81.3	25.8	82.1	26.3		
Applied Mathematics 30		Authority	80.0	5.0	47.4	10.5	68.8	0.0	66.7	0.0	87.1	9.7		
		Province	87.6	21.8	77.5	11.8	77.6	12.1	76.4	10.7	79.4	13.5		
Social Studies 30		Authority	74.0	10.0	68.5	16.7	87.5	20.8	83.3	16.7	85.0	26.7		
		Province	85.2	24.3	85.5	23.9	86.1	24.6	84.7	21.5	84.2	21.4		
Social Studies 33		Authority	100.0	8.3	83.3	16.7	88.9	16.7	87.5	6.3	72.7	9.1		
		Province	85.0	17.6	83.5	19.0	84.8	19.6	85.3	18.9	85.6	20.2		
Biology 30		Authority	62.2	8.1	64.3	14.3	73.3	3.3	69.0	17.2	78.9	13.2		
		Province	81.9	26.6	81.4	26.4	83.5	27.4	82.3	26.3	83.0	26.6		
Chemistry 30 Old		Authority	66.7	3.3	80.6	30.6	82.4	14.7	84.2	5.3	n/a	n/a		
		Province	88.2	33.4	88.4	37.1	89.3	37.9	89.2	39.2	77.6	19.5		
Chemistry 30		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76.7	16.7		
		Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76.3	27.7		
Physics 30 Old		Authority	35.3	5.9	86.7	40.0	88.2	41.2	77.8	5.6	n/a	n/a		
		Province	84.2	27.8	84.4	30.0	86.1	29.3	85.7	32.0	74.4	25.6		
Physics 30		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100.0	42.9		
		Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79.3	23.1		
Science 30		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
		Province	88.1	22.1	82.8	17.3	87.1	18.0	88.6	21.6	86.0	20.9		

		Results (in Percentages)										Target	
		2005		2006		2007		2008		2009		2009	
		A	E	A	E	A	E	A	E	A	E	A	E
<b>Overall***</b>	Authority	74.2	6.0	74.8	15.0	79.5	10.9	84.2	11.6	89.1	19.7	if set	if set
	Province	85.5	21.2	84.2	20.7	84.8	20.9	84.4	19.4	84.4	19.1		

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

\*\*\* Overall Results: Required for public, separate, francophone, charter and Level 2 private school authorities; not required for level 1 private schools. Aggregated Diploma results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students writing the Diploma Examination for each course. Courses included: English

Lang Arts 30-1, English Lang Arts 30-2, French Lang Arts 30, Pure Mathematics 30, Applied Mathematics 30, Social Studies 30, Social Studies 33, Biology 30, Science 30.

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

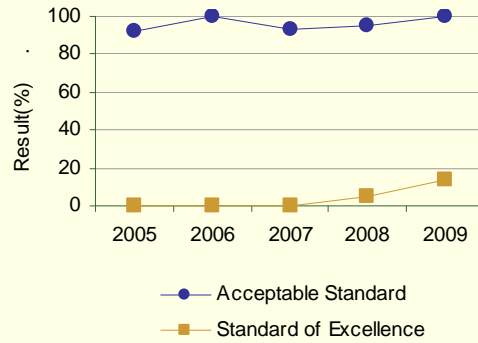
<p><b>Comment on Results</b></p> <p><b>Diploma Examination Mark – (Issue)</b> 100% of students in the CA program are students with specific learning difficulties. The provincial comparison group includes at most, <b>10%</b>, students with learning difficulties. <b>Thus the results comparison is for the most part meaningless as the two groups being compared have qualitatively different constituents.</b></p> <p><b>Strategies:</b></p> <ol style="list-style-type: none"> <li>4) Calgary Academy will continue to allocate the instructional resources necessary to address individual learning needs and make adaptations to the curriculum as required to ensure ongoing academic progress.</li> <li>5) Additional time and resources will be allocated to instruction in reading, writing and arithmetic to maximize student acquisition and fluency with the core skills required for success across academic domains.</li> <li>6) Where appropriate, the school will provide the direct remedial instruction and instructional accommodations required to assist students in acquiring and demonstrating their skills and learning potential.</li> <li>7) Based on a comparison of academic success in Semester vs. Non-Semester courses we will try to accommodate all students in Non-Semester courses.</li> </ol> <p>Our results have shown continual improvement.</p> <p>Teaching staff are continuously in-serviced to help them further develop the knowledge and skills required to maximize student learning outcomes.</p> <p>Additional computerized resources have been deployed to facilitate further individualization of instruction.</p>	<p><b>Graph of Overall Authority Results (optional)</b></p> <table border="1"> <caption>Data for Graph of Overall Authority Results</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2005</td> <td>75</td> <td>8</td> </tr> <tr> <td>2006</td> <td>75</td> <td>15</td> </tr> <tr> <td>2007</td> <td>78</td> <td>12</td> </tr> <tr> <td>2008</td> <td>82</td> <td>13</td> </tr> <tr> <td>2009</td> <td>88</td> <td>20</td> </tr> </tbody> </table> <p>Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).</p>	Year	Acceptable Standard %	Standard of Excellence %	2005	75	8	2006	75	15	2007	78	12	2008	82	13	2009	88	20
Year	Acceptable Standard %	Standard of Excellence %																	
2005	75	8																	
2006	75	15																	
2007	78	12																	
2008	82	13																	
2009	88	20																	

Diploma Exam Results By Course (Optional)

English Lang Arts 30-1



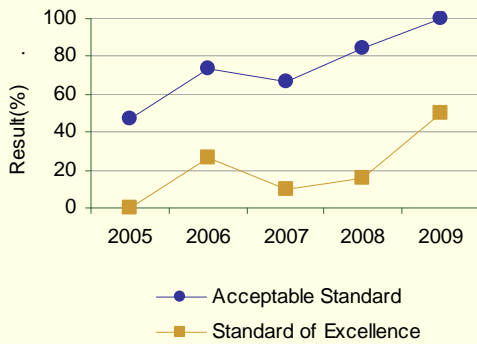
English Lang Arts 30-2



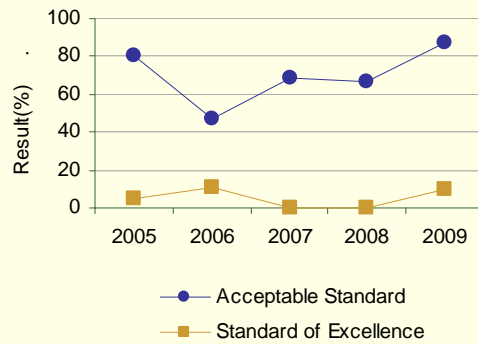
[No Data for French Lang Arts 30-1]

[No Data for Français 30]

Pure Mathematics 30

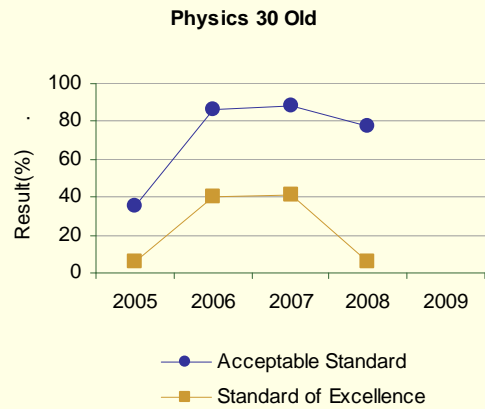
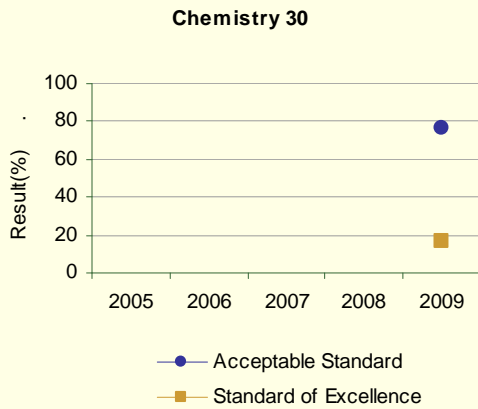
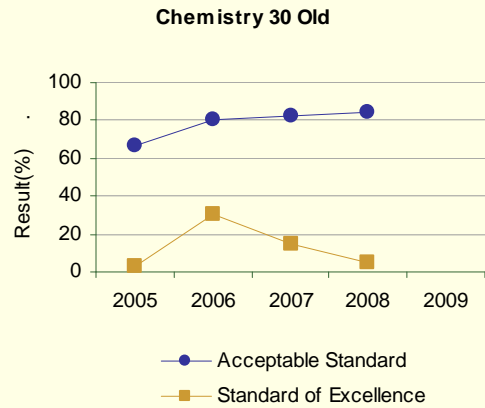
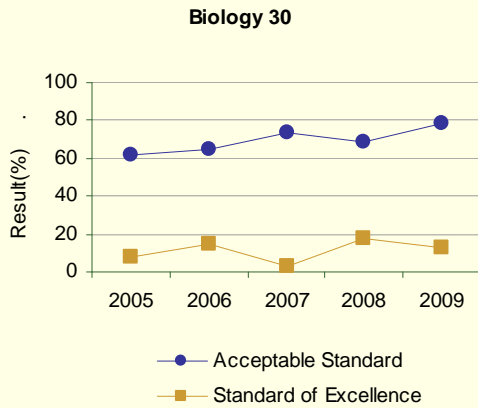
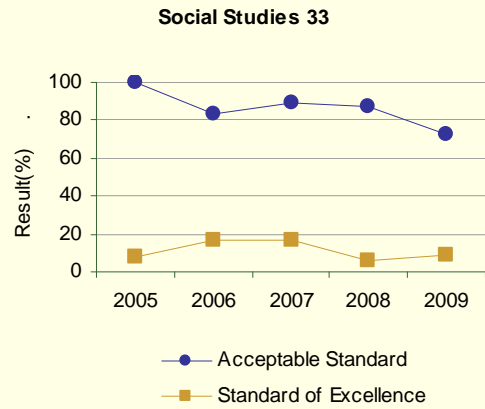
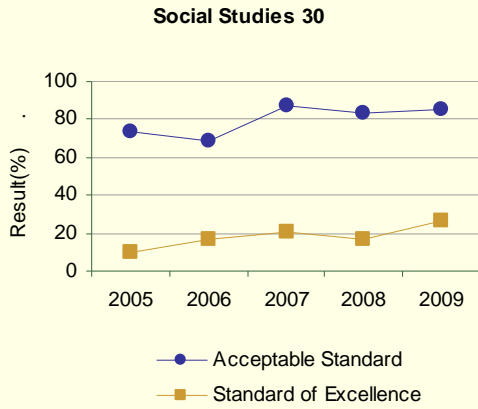


Applied Mathematics 30



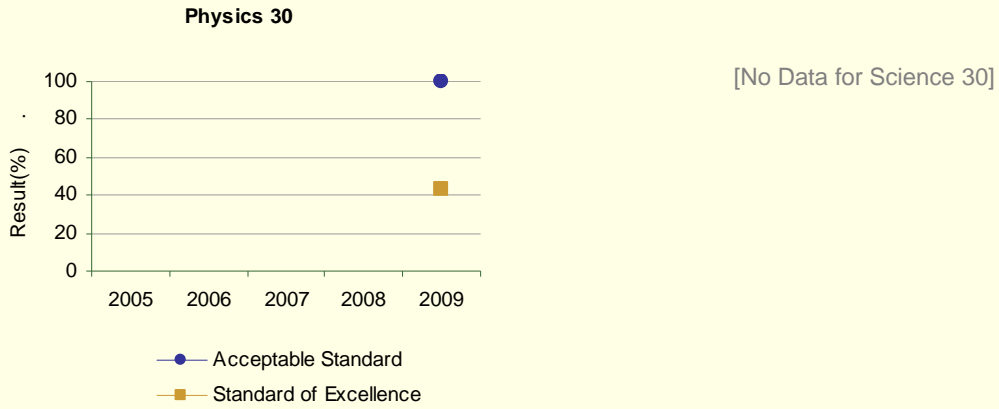
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Diploma Exam Results By Course (Optional)



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

Diploma Exam Results By Course (Optional)



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

**Authority: 9131 The Calgary Society for Effective Education of Learning Disabled**

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

		The Calgary Soc for Effective						Alberta				
		Achievement	Improvement	Overall	2009		Prev 3 Yr Avg		2009		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	High	Improved	Good	56	96.4	47	90.7	28,330	86.1	28,021	87.6
	Standard of Excellence	Low	Maintained	Issue	56	10.7	47	10.4	28,330	12.3	28,021	17.9
English Lang Arts 30-2	Acceptable Standard	Very High	Maintained	Excellent	15	100.0	16	96.2	13,473	88.2	12,858	87.9
	Standard of Excellence	Very High	Improved	Excellent	15	13.3	16	1.6	13,473	8.5	12,858	8.9
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,245	95.1	1,206	95.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,245	18.9	1,206	23.1
Français 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	133	94.7	123	96.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	133	33.1	123	26.1
Pure Mathematics 30	Acceptable Standard	Very High	Improved Significantly	Excellent	28	100.0	36	74.7	22,197	82.1	22,435	81.7
	Standard of Excellence	Very High	Improved Significantly	Excellent	28	50.0	36	17.4	22,197	26.3	22,435	25.7
Applied Mathematics 30	Acceptable Standard	Intermediate	Improved Significantly	Good	31	87.1	17	60.9	10,429	79.4	9,994	77.1
	Standard of Excellence	Low	Maintained	Issue	31	9.7	17	3.5	10,429	13.5	9,994	11.5
Social Studies 30	Acceptable Standard	Intermediate	Maintained	Acceptable	60	85.0	48	79.8	22,845	84.2	23,756	85.4
	Standard of Excellence	High	Improved	Good	60	26.7	48	18.1	22,845	21.4	23,756	23.3
Social Studies 33	Acceptable Standard	Low	Maintained	Issue	11	72.7	15	86.6	15,101	85.6	15,045	84.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	11	9.1	15	13.2	15,101	20.2	15,045	19.1
Biology 30	Acceptable Standard	Intermediate	Maintained	Acceptable	38	78.9	34	68.9	21,088	83.0	20,835	82.4
	Standard of Excellence	Low	Maintained	Issue	38	13.2	34	11.6	21,088	26.6	20,835	26.7
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,476	86.0	3,721	86.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,476	20.9	3,721	19.0

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

Too few jurisdictions offer Français 30 for an Achievement Evaluation to be calculated. However, the results from Français 30 are included in the aggregation of all Diploma courses. Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the change in the exams.

**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
Social Studies 30	Acceptable Standard	0.00 - 71.92	71.92 - 80.36	80.36 - 88.99	88.99 - 94.04	94.04 - 100.00
	Standard of Excellence	0.00 - 7.99	7.99 - 15.22	15.22 - 23.07	23.07 - 29.75	29.75 - 100.00
Social Studies 33	Acceptable Standard	0.00 - 68.88	68.88 - 78.33	78.33 - 85.20	85.20 - 89.99	89.99 - 100.00
	Standard of Excellence	0.00 - 4.72	4.72 - 8.85	8.85 - 16.10	16.10 - 20.46	20.46 - 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 "Low" value, and "less than" the "High" value. For the Very High category, values range from "greater than" the "Low" value to 100%.

Too few jurisdictions offer Français 30 for an Achievement Evaluation to be calculated. However, the results from Français 30 are included in the aggregation of all DIP courses. Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the change in the exams.

**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

Outcome: Students demonstrate high standards in learner outcomes. (continued)

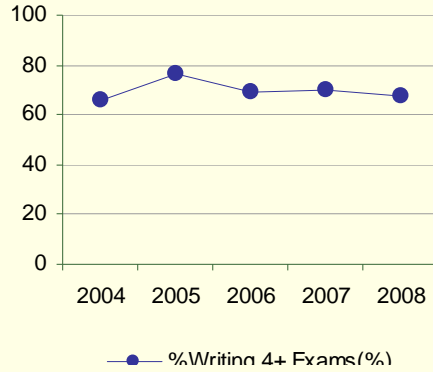
Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2009
Diploma examination participation rate: Percentages of students who have written four or more diploma exams by the end of their third year of high school.	Authority	66.1	76.1	68.8	69.9	67.5	if set
	Province	52.4	53.5	53.7	53.6	53.3	

Comment on Results

**Diploma Examination Participation - 100%** of students in the CA program are students with specific learning difficulties. The provincial comparison group includes at most, **10%**, students with learning difficulties. **Thus the results comparison is for the most part meaningless as the two groups being compared have qualitatively different constituents.**

While the comparison is meaningless, Calgary Academy is pleased that our results continue to exceed those of the province.

Graph of Overall Authority Results (optional)



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

**Authority: 9131 The Calgary Society for Effective Education of Learning Disabled**

Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school (optional)

	The Calgary Soc for Effective					Alberta				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
<b>N</b>	<b>59</b>	<b>57</b>	<b>64</b>	<b>63</b>	<b>61</b>	<b>43,221</b>	<b>43,032</b>	<b>43,930</b>	<b>44,661</b>	<b>45,432</b>
% Writing 0 Exams	3.3	4.0	1.6	5.7	2.9	18.3	18.1	17.8	18.0	18.4
% Writing 1+ Exams	96.7	96.0	98.4	94.3	97.1	81.7	81.9	82.2	82.0	81.6
% Writing 2+ Exams	93.3	94.2	98.4	94.3	95.5	77.9	78.3	78.5	78.6	78.0
% Writing 3+ Exams	79.7	83.3	89.1	84.6	82.3	64.1	65.6	65.6	65.6	64.9
<b>% Writing 4+ Exams</b>	<b>66.1</b>	<b>76.1</b>	<b>68.8</b>	<b>69.9</b>	<b>67.5</b>	<b>52.4</b>	<b>53.5</b>	<b>53.7</b>	<b>53.6</b>	<b>53.3</b>
% Writing 5+ Exams	33.9	36.2	40.6	42.3	29.6	33.9	34.5	34.6	34.7	34.3
% Writing 6+ Exams	3.4	3.6	12.5	4.9	4.9	12.8	12.8	13.0	13.2	12.7

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

	The Calgary Soc for Effective					Alberta				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
<b>N</b>	<b>59</b>	<b>57</b>	<b>64</b>	<b>63</b>	<b>61</b>	<b>43,221</b>	<b>43,032</b>	<b>43,930</b>	<b>44,661</b>	<b>45,432</b>
English 30/30-1	72.9	68.4	76.6	69.8	59.0	53.4	54.4	54.7	54.5	53.8
English 33/30-2	20.3	26.3	20.3	20.6	36.1	24.4	23.7	23.5	23.6	24.0
<b>Total of 1 or more English Diploma Exams</b>	<b>93.2</b>	<b>91.2</b>	<b>96.9</b>	<b>90.5</b>	<b>95.1</b>	<b>76.6</b>	<b>76.9</b>	<b>77.1</b>	<b>77.0</b>	<b>76.7</b>
Social 30	74.6	66.7	76.6	66.7	67.2	47.8	49.1	49.5	49.3	48.1
Social 33	22.0	24.6	20.3	25.4	29.5	30.3	29.1	28.8	28.8	29.5
<b>Total of 1 or more Social Diploma Exams</b>	<b>96.6</b>	<b>91.2</b>	<b>96.9</b>	<b>92.1</b>	<b>96.7</b>	<b>76.9</b>	<b>77.0</b>	<b>77.2</b>	<b>77.2</b>	<b>76.7</b>
Math 30/Pure	37.3	47.4	48.4	57.1	52.5	39.5	41.1	41.9	41.7	41.1
Math 33/Applied	28.8	28.1	29.7	22.2	26.2	20.0	19.9	19.5	19.5	19.1
<b>Total of 1 or more Math Diploma Exams</b>	<b>66.1</b>	<b>75.4</b>	<b>78.1</b>	<b>79.4</b>	<b>78.7</b>	<b>58.9</b>	<b>60.4</b>	<b>60.7</b>	<b>60.7</b>	<b>59.7</b>
Biology 30	62.7	61.4	62.5	49.2	45.9	38.7	39.4	39.6	39.8	39.1
Chemistry 30	39.0	36.8	48.4	47.6	31.1	33.9	34.4	34.2	34.3	34.5
Physics 30	15.3	21.1	23.4	22.2	26.2	21.5	21.6	21.6	21.5	20.4
Science 30	0.0	0.0	1.6	0.0	1.6	6.7	7.0	7.0	7.0	7.4
<b>Total of 1 or more Science Diploma Exams</b>	<b>76.3</b>	<b>80.7</b>	<b>82.8</b>	<b>71.4</b>	<b>68.9</b>	<b>55.5</b>	<b>56.6</b>	<b>56.7</b>	<b>56.5</b>	<b>56.1</b>
Français 30	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.2
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.3	2.4	2.7	2.7	2.7
<b>Total of 1 or more French Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>2.5</b>	<b>2.6</b>	<b>2.9</b>	<b>2.9</b>	<b>2.9</b>

**Note:**

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

Results are based upon a cohort of grade 10 students who are tracked over time. The table shows the percentage of students in this cohort who complete diploma exams by the end of their third year of high school.

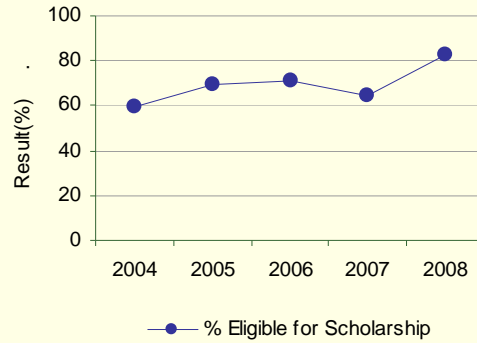
Outcome: Students demonstrate high standards in learner outcomes. (continued)

Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2009
Percentages of Grade 12 students who meet the Rutherford Scholarship eligibility criteria.	Authority	59.6	69.8	70.8	64.6	82.8	if set
	Province	52.9	54.6	56.1	56.8	57.3	

Comment on Results

Calgary Academy is pleased with the result. If the results reported by the province are accurate, last year's graduating class was exceptional.

Graph of Overall Authority Results (optional)



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

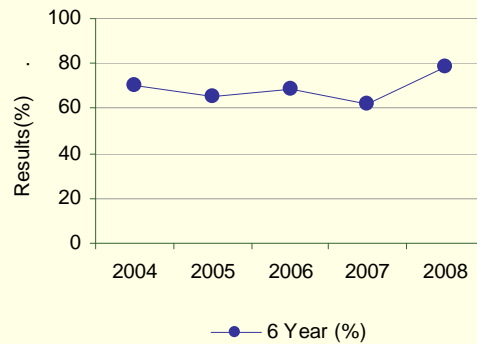
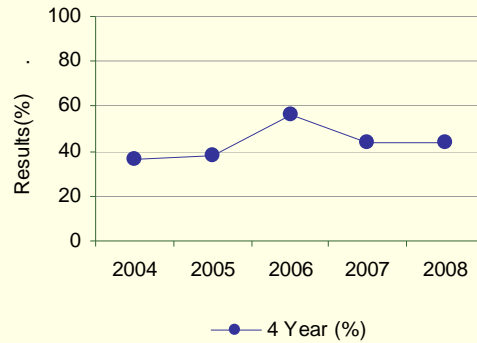
Outcome: Students are well prepared for lifelong learning.

Performance Measure			Results (in percentages)					Target
			2004	2005	2006	2007	2008	2009
High school to post-secondary transition rate within four and six years of entering Grade 10.	Within 6 Years	Authority	70.3	65.6	68.4	62.1	78.8	
		Province	54.4	57.5	59.5	60.3	60.7	
	Within 4 Years	Authority	36.5	38.3	56.3	43.6	43.4	
		Province	34.0	37.0	39.5	40.7	40.3	

Comment on Results

The statistics provided by the province may include students who left Calgary Academy in Grades 10 & 11. Moreover, they **do not** include students who left the province to study in other provinces or abroad. The last analysis performed by the school indicates that 83% of students in the Academy program and 92% of students in the Collegiate program attend post secondary within a year of completing Grade 12.

Graph of Overall Authority Results (optional)



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

Note the 6 year rate is the Accountability Pillar measure, which is evaluated and reported in the Accountability Pillar Summary.

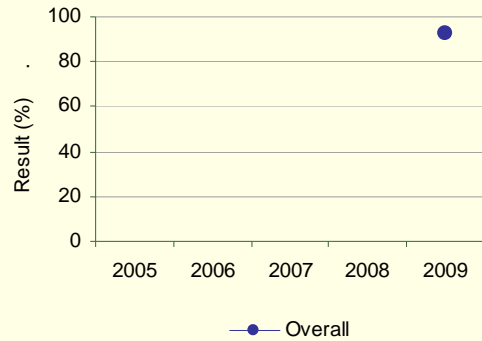
Outcome: *Students are well prepared for lifelong learning. (continued)*

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	Overall (required)	Authority	n/a	n/a	n/a	n/a	92.5	
		Province	64.4	66.1	65.6	66.7	67.4	

Comment on Results

Calgary Academy is pleased with the results.

Graph of Overall Authority Results (optional)



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

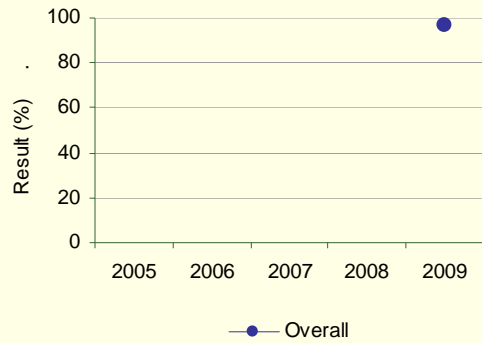
Outcome: *Students are well prepared for employment.*

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
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.	Overall (required)	Authority	n/a	n/a	n/a	n/a	97.0	
		Province	74.9	77.0	77.1	80.1	79.6	

Comment on Results

Calgary Academy is pleased with the results.

Graph of Overall Authority Results (optional)



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

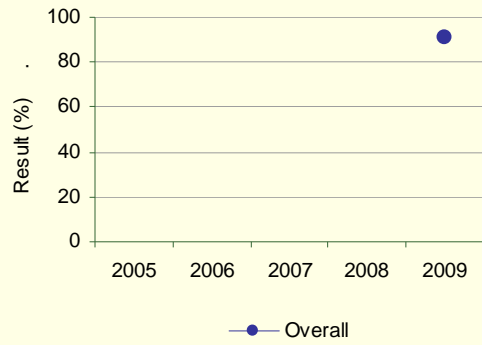
Outcome: *Students model the characteristics of active citizenship.*

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall (required)	Authority	n/a	n/a	n/a	n/a	90.9	
		Province	75.3	76.8	76.6	77.9	80.3	

Comment on Results

Calgary Academy is pleased with the results.

Graph of Overall Authority Results (optional)



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

Note : Goal Two measures from the authority's Three-Year Education Plan 2008/09 – 2010/11 in can be found on our web-site at [www.calgaryacademy.com](http://www.calgaryacademy.com),

### Goal Three: Highly Responsive and Responsible Jurisdiction

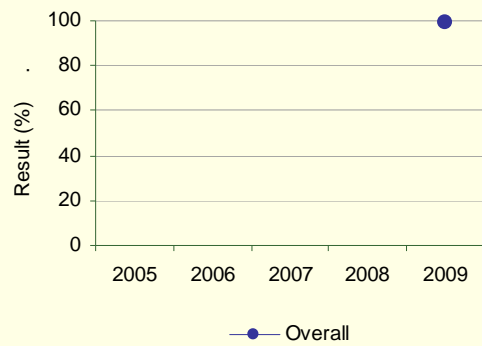
Outcome: The authority demonstrates effective working relationships.

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall (required)	Authority	n/a	n/a	n/a	n/a	98.8	
		Province	76.1	77.9	77.5	78.2	80.1	

**Comment on Results**

Calgary Academy is satisfied with the results.

**Graph of Overall Authority Results (optional)**



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

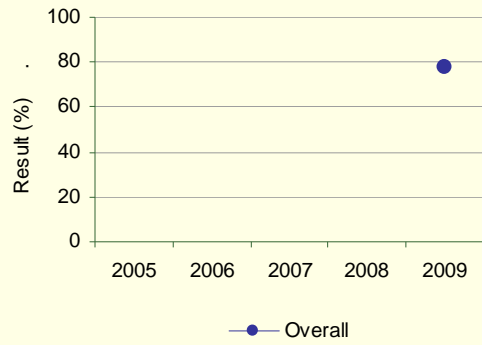
Outcome: The authority demonstrates leadership and continuous improvement.

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
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.	Overall (required)	Authority	n/a	n/a	n/a	n/a	78.0	if set
		Province	73.9	76.8	76.3	77.0	79.4	

Comment on Results

Calgary Academy is conducting a further study of this result. We are holding discussion with stakeholders to gain additional insight. We will use the information gathered to determine how to improve the schools program for its stakeholders.

Graph of Overall Authority Results (optional)



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

Outcome: The authority demonstrates leadership and continuous improvement. (continued)

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	Overall (required)	Authority	n/a	n/a	n/a	n/a	86.3	
		Province	76.5	78.2	78.8	80.4	81.5	

<p><b>Comment on Results</b></p> <p>Calgary Academy is satisfied with the result.</p>	<p><b>Graph of Overall Authority Results (optional)</b></p> <p style="text-align: center;">● Overall</p> <p>Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).</p>
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Note:

- For comparison purposes Goal Three measures from the authority's Three-Year Education Plan 2008/09 – 2010/11 can be found on our web-site at [www.calgaryacademy.com](http://www.calgaryacademy.com)
- 2008/09 results for measures and targets for local goals and outcomes in the Authority's Three-Year Education Plan for 2008/09 – 2010/11.

**Future Challenges**

Level 2 Private Schools

- All of the students attending Calgary Academy have been diagnosed with specific learning disabilities. The fact that there is not as high a % of them achieving academic excellence on achievement tests and diploma exams is not unanticipated. Calgary Academy will continue to allocate additional instructional time to these courses, make provision for tutorial assistance to be available to students on an as needed/requested basis and support teachers with comprehensive professional development. In addition our research staff will continue to evaluate and pilot new instructional techniques and curricular resource supports in our ongoing effort to maximize each student's learning outcomes.

**Summary of Financial Results**

**Accredited Private School Authorities:**

All Private Schools

- Calgary Academy had an operating surplus last year of approximately \$ 800 K. This surplus is being used during the 2009/10 school year to reduce tuitions.
- As reflected in the letter send home to parents October 2009, 55% of school revenues are parent paid tuitions and fees and 45% are government grants. Revenue received is expended in the following ration: Compensation (77%), Day to Day Operations (9%), Transportation (6%), Long Term Facility Maintenance (5%), Reserves (3%)
- A copy of the Audited Financial Statement, which is sent to Alberta Education may be obtained from our Comptroller Cathie Toovey

Level 2 Private Schools

- Calgary Academy received approximately 6 million dollars in provincial education grants during the 2008/09 school year.

**Accredited Private School Authorities:**

All Private Schools

- Private schools must post their AERR for 2008/09 on their website by November 30, 2009 in a publicly accessible format and notify the Provincial Coordinator, Private Schools.