



MEMORANDUM

Date: 08 November 2011

To: Board of Trustees

From: Tim Monds, Superintendent of Schools

Originator: Emilie Keane, Associate Superintendent, Learning Services

Subject: **Monitoring Report #2**
Provincial Achievement Tests and Grade 12 Diploma Examinations
and Final Course Marks Results

Recommendation

That the Board of Trustees receives as information Parkland School Division Monitoring Report #2 – Provincial Achievement Tests and Grade 12 Diploma Exam and Final Course Results as presented at its regular meeting of 08 November 2011.

Background

Alberta Education's Provincial Achievement Tests, Diploma Examinations and Final Course Marks (an average of the Diploma mark and the student-awarded mark) help schools and jurisdictions monitor student performance in relation to provincial standards for a wide variety of skills, knowledge, and competencies as outlined in the Ministry's Programs of Study. For teachers, these assessments provide valuable feedback on program strengths and weaknesses, the effectiveness of instructional techniques and student comprehension levels. Post-secondary institutions use Diploma marks as an entry-measurement for accepting potential students.

The following reports provide an overview of Parkland School Division's achievements on the Provincial Achievement Tests, Diploma Examinations, and Final Course Marks for the 2010-2011 school year. The analysis compares Parkland's performance to the targets established by the Division and to the overall provincial level of performance.

Administration would be pleased to respond to questions.

EK:jlf



**Monitoring Report Two
08 November 2011**

**Provincial Achievement Tests
Grade 12 Diploma Exam & Final Course Results**

Provincial Achievement Test Results

2010-2011

Parkland School Division No. 70

Guidelines for Interpreting the Achievement Test Results

(Provided by Learner Assessment)

Achievement test results provide only part of the overall picture of the performance of the provinces, a school jurisdiction, or a school. Although provincial assessments are designed to assess the achievement of provincial standards, many important learning outcomes cannot be measured by time-limited paper-and-pencil tests. In addition, the interpretation of achievement tests results involves considering many factors that contribute to achievement. The local school and school authority are in the best position to accurately interpret, use, and communicate provincial assessment results for the school or school authority. For this reason, information about school or school authority results should be obtained from the school or school authority.

The following information is required to accurately interpret the information provided:

1. Note the number of students who wrote the test. The fewer the students, the more carefully the information must be interpreted, as overall results for small groups can be greatly influenced by the scores of one or two individuals.
2. For school authority reports, the results based on all of the students enrolled in a particular grade (the cohort) are included in the multiyear reports. In this part of the report, the number and percentage of students who achieved standards is calculated against all the students in the grade.
3. Because the difficulty of the test varies slightly from year to year and to facilitate the comparison of student performance over time, Alberta Education adjusts the cut-scores that define the Acceptable Standard and the Standard of Excellence each year. This makes it possible to identify trends in the percentage of students meeting standards across the five years for subjects where the curriculum and standards have remained the same.
4. It is not possible to directly compare the average scores on a test across years. However, the average scores and standard deviations provide another piece of information that allows comparison of a school authority's results with the provincial results.
5. For school authorities with new boundaries, the statistics have been recalculated based on those schools that were within the new boundaries at the time of testing. The statistics were recalculated using the updated individual student data.

Noteworthy Information for Consideration:

- Knowledge and Employability (K&E) courses are courses designed to meet the academic needs of students requiring some academic modifications to the breadth and depth of the course content for students in Grades 7-9.
- The introduction of new curriculum and pedagogical changes frequently results in a short-term decrease in student achievement.
- There were significant changes to the Provincial Achievement Tests in Math and Social Studies two years ago. These changes were reflected in the results for those courses for the past two years.
- Common acronyms used in the report:
 - English Language Arts – ELA
 - French Language Arts – FLA
 - Math French Immersion –Math FI
 - Science French Immersion – Science FI
 - Social Studies French Immersion – Social Studies FI
 - K&E – Knowledge and Employability

Achievement Highlights:

- Parkland School Division students equaled or outperformed their provincial counterparts at the **Acceptable Standard** in 67% of tests:
 - 4 out of 4 test categories in **grade 3**: ELA, FLA, Math, Math FI
 - 3 out of 8 test categories in **grade 6**: ELA, Math FI, Science FI
 - 9 out of 12 test categories in **grade 9**: ELA, FLA, Math, Science, Social Studies, K&E ELA, K&E Math, K&E Science, K&E Social Studies
- Parkland School Division students equaled or outperformed their provincial counterparts at the **Standard of Excellence** in 29% of tests:
 - 3 out of 4 test categories in **grade 3**: ELA, Math, Math FI
 - 4 out 12 test categories in grade 9: Science, K&E ELA, K&E Science, K&E Social Studies
- Parkland School Division’s **participation rates** exceed that of the province on 100% of tests:
- **Achievement improvements** from last year’s scores are noted in the following subjects:
 - **Acceptable Standard:**
 - Gr. 3 FLA
 - Gr. 6 Science FI, Social Studies FI, Math FI
 - Gr. 9 ELA, FLA, Math, Science, Science FI, K&E Social Studies

- **Standard of Excellence:**
 - Gr. 3 ELA, Math, Math FI
 - Gr. 6 FLA
 - Gr. 9 ELA Math, Science, K&E ELA, K&E Science

Challenges:

- Recent changes in curriculum pedagogy and methodology require changes in teaching understanding and practice, especially in Mathematics and Social Studies. The Provincial Achievement Tests reflect the changes in pedagogy and methodology, and Parkland School Division will continue to provide ongoing professional development and guidance as teachers work to incorporate these changes into their instructional practice. The Learning Services Department is providing excellent support for teachers and administrators in understanding the curricular changes, and is working collaboratively with schools in developing meaningful Assessments FOR and OF Learning tools and practices that will lead to improvement in achievement.
- The division will continue to strive to improve student achievement, especially at the Standard of Excellence. The professional development offered through the Division's AISI project on Critical Thinking will serve as a foundation to build the cognitive skills of students to think critically at the higher levels of analysis, synthesis, and evaluation. Planning instructional lessons in ways to encourage the development of critical and higher order thinking skills and problem solving is one strategy that the division is encouraging. The pedagogy on "Inquiry" used in mathematics and science requires that students become adept at problem solving in a variety of ways, and a stronger focus on helping students develop flexible and appropriate problem solving techniques will also serve to improve the achievement scores at the Standard of Excellence.

Parkland School Division Provincial Achievement Tests Report 2010-2011

(Results based on Number Enrolled)

Subject		2006-07	2007-08	2008-09	2009-10	2010-11
Gr. 3 English Language Arts	Acceptable	86.3	85.0	84.1	88.7	86.9
	Excellence	16.9	15.4	15.4	15.9	16.5
	Participation	95.4	94.5	93.9	95.0	97.2
	Below Accept	9.1	9.4	9.8	6.4	10.3
Gr. 3 French Language Arts	Acceptable	n/a	n/a	89.5	84.1	90.5
	Excellence	n/a	n/a	19.3	22.2	20.3
	Participation	n/a	n/a	100	96.8	97.3
	Below Accept	n/a	n/a	10.5	12.7	6.8
Gr. 3 Mathematics (English)	Acceptable	84.3	85.1	82.9	86.9	79.4
	Excellence	21.0	23.9	20.8	21.5	24.5
	Participation	94.7	94.9	94.6	96.2	96.6
	Below Accept	10.4	9.7	11.7	9.3	17.2
Gr. 3 Mathematics (French)	Acceptable	95.1	80.6	87.7	97.4	94.5
	Excellence	29.3	12.9	21.1	39.5	42.5
	Participation	97.6	96.8	100	100	100
	Below Accept	2.4	16.1	12.3	2.6	5.5
Gr. 6 English Language Arts	Acceptable	82.7	85.0	83.6	87.3	83.3
	Excellence	16.6	17.2	13.2	18.3	14.9
	Participation	94.5	95.9	93.9	94.4	93.6
	Below Accept	11.7	10.9	10.3	7.2	10.3
Gr. 6 French Language Arts	Acceptable	93.3	94.3	88.5	92.5	85.5
	Excellence	20.0	9.4	15.4	7.5	5.5
	Participation	97.8	98.1	98.1	100	98.2
	Below Accept	4.4	3.8	9.6	7.5	12.7
Gr. 6 Mathematics (English)	Acceptable	71.9	77.9	76.1	75.8	71.8
	Excellence	9.6	14.5	11.7	12.9	12.2
	Participation	94.4	95.9	94.0	91.2	92.9
	Below Accept	22.5	18.0	18.0	15.4	21.1
Gr. 6 Mathematics (French)	Acceptable	86.4	90.4	92.3	90.0	90.9
	Excellence	18.2	21.2	11.5	17.5	9.1
	Participation	100	100	100	100	100
	Below Accept	13.6	9.6	7.7	10.0	9.1
Gr. 6 Science (English)	Acceptable	78.7	79.4	79.1	80.9	72.6
	Excellence	25.5	23.9	21.4	24.3	20.6
	Participation	94.1	95.8	93.7	93.6	93.3
	Below Accept	15.4	16.4	14.6	12.7	20.7

Gr. 6 Science (French)	Acceptable	88.6	94.2	75.0	77.5	83.6
	Excellence	31.8	17.3	21.2	15.0	18.2
	Participation	100	100	98.1	100	100
	Below Accept	11.4	5.8	23.1	22.5	16.4
Gr. 6 Social Studies (English)	Acceptable	79.1	81.1	50.0	73.0	67.8
	Excellence	18.8	19.7	0	14.3	13.1
	Participation	94.7	95.5	60	93.8	93.4
	Below Accept	15.5	14.4	10	20.8	25.5
Gr. 6 Social Studies (French)	Acceptable	88.6	86.5	n/a	62.5	69.1
	Excellence	31.8	9.6	n/a	2.5	1.8
	Participation	100	100	n/a	100	100
	Below Accept	11.4	13.5	n/a	37.5	30.9
Gr. 9 English Language Arts	Acceptable	85.2	80.4	82.9	82.2	84.6
	Excellence	13.7	12.7	13.5	11.6	13.4
	Participation	94.2	92.6	93.8	94.0	94.3
	Below Accept	9.1	12.2	10.8	11.9	9.7
Gr. 9 French Language Arts	Acceptable	84.2	100	80.5	80.6	95.0
	Excellence	10.5	34.5	19.5	16.7	7.5
	Participation	97.4	100	87.8	97.2	100
	Below Accept	13.2	0.0	7.3	16.7	5.0
Gr. 9 Mathematics (English)	Acceptable	66.4	63.1	63.7	62.2	69.6
	Excellence	14.3	14.4	13.2	11.2	14.3
	Participation	92.4	90.7	91.7	92.5	94.6
	Below Accept	26.0	27.6	28.1	30.3	25.0
Gr. 9 Mathematics (French)	Acceptable	86.5	82.8	85.0	83.3	82.5
	Excellence	16.2	27.6	22.5	47.2	12.5
	Participation	100	100	97.5	97.2	100
	Below Accept	13.5	17.2	12.5	13.9	17.5
Gr. 9 Science (English)	Acceptable	71.3	70.4	74.4	74.6	80.5
	Excellence	11.1	9.8	14.7	13.4	21.7
	Participation	94.1	93.9	93.6	93.9	95.4
	Below Accept	22.8	23.4	19.2	19.3	14.9
Gr. 9 Science (French)	Acceptable	86.5	86.2	85.0	80.6	85.0
	Excellence	5.4	17.2	17.5	27.8	12.5
	Participation	100	100	97.5	97.2	100
	Below Accept	13.5	13.8	12.5	16.7	15.0
Gr. 9 Social Studies (English)	Acceptable	69.9	69.4	n/a	70.2	68.1
	Excellence	14.8	12.1	n/a	17.3	15.4
	Participation	93.2	92.2	n/a	94.2	93.4
	Below Accept	23.3	22.8	n/a	24.1	25.3

Results

Gr. 9 Social Studies (French)	Acceptable	91.9	69.0	n/a	75.0	57.5
	Excellence	10.8	13.8	n/a	27.8	5.0
	Participation	100	100	n/a	97.2	100
	Below Accept	8.1	31.0	n/a	22.2	42.5
Gr. 9 K&E English Language Arts	Acceptable	n/a	n/a	91.7	92.3	79.5
	Excellence	n/a	n/a	22.2	7.7	17.9
	Participation	n/a	n/a	100	96.2	97.4
	Below Accept	n/a	n/a	8.3	3.8	17.9
Gr. 9 K&E Mathematics	Acceptable	n/a	n/a	73.3	80.0	65.9
	Excellence	n/a	n/a	26.7	28.0	6.8
	Participation	n/a	n/a	93.3	96.0	93.2
	Below Accept	n/a	n/a	20.0	16.0	27.3
Gr. 9 K&E Science	Acceptable	n/a	n/a	90.0	92.3	81.6
	Excellence	n/a	n/a	50.0	7.7	15.8
	Participation	n/a	n/a	96.7	100	100
	Below Accept	n/a	n/a	6.7	7.7	18.4
Gr. 9 K&E Social Studies	Acceptable	n/a	n/a	n/a	69.2	72.2
	Excellence	n/a	n/a	n/a	23.1	16.7
	Participation	n/a	n/a	n/a	100	100
	Below Accept	n/a	n/a	n/a	30.8	27.8

Parkland School Division Achievement Tests Comparison to Provincial Results 2010-2011

(Results for All Students Writing)

NOTE: + Indicates PSD achievement higher than Province

- Indicates PSD achievement lower than Province

= Indicates PSD achievement equal to Province

Subject		Jurisdiction Results	Provincial Results	PSD compared to Province
Gr. 3 English Language Arts	Acceptable	86.9	81.8	+
	Excellence	16.5	17.5	-
	Participation	97.2	91.0	+
	Below Acceptable	10.3	9.2	-
Gr. 3 French Language Arts	Acceptable	90.5	80.6	+
	Excellence	20.3	15.8	+
	Participation	97.3	94.6	+
	Below Acceptable	6.8	14.0	+
Gr. 3 Mathematics (English)	Acceptable	81.2	77.4	+
	Excellence	26.6	26.0	+
	Participation	97.0	91.6	+
	Below Acceptable	15.8	14.2	-
Gr. 3 Mathematics (French)	Acceptable	94.5	83.9	+
	Excellence	42.5	29.2	+
	Participation	100	98.2	+
	Below Acceptable	5.5	14.3	+
Gr. 6 English Language Arts	Acceptable	83.3	83.0	+
	Excellence	14.9	18.5	-
	Participation	93.6	90.8	+
	Below Acceptable	10.3	7.8	-
Gr. 6 French Language Arts	Acceptable	85.5	89.6	-
	Excellence	5.5	17.1	-
	Participation	98.2	97.3	+
	Below Acceptable	12.7	7.9	-

Results

Gr. 6 Mathematics	Acceptable	73.2	73.7	-
	Excellence	12.0	17.8	-
	Participation	93.4	90.7	+
	Below Acceptable	20.2	17.1	-
Gr. 6 Mathematics (French)	Acceptable	90.9	85.5	+
	Excellence	9.1	21.4	-
	Participation	100	98.4	+
	Below Acceptable	9.1	12.9	+
Gr. 6 Science	Acceptable	73.5	76.2	-
	Excellence	20.4	25.0	-
	Participation	93.9	90.5	+
	Below Acceptable	20.4	14.2	-
Gr. 6 Science (French)	Acceptable	83.6	83.1	+
	Excellence	18.2	22.2	-
	Participation	100	98.2	+
	Below Acceptable	16.4	15.1	-
Gr. 6 Social Studies	Acceptable	67.9	71.1	-
	Excellence	12.3	18.5	-
	Participation	93.9	90.5	+
	Below Acceptable	25.9	19.3	-
Gr. 6 Social Studies (French)	Acceptable	69.1	73.7	-
	Excellence	1.8	12.8	-
	Participation	100	98.5	+
	Below Acceptable	30.9	24.8	-
Gr. 9 English Language Arts	Acceptable	84.6	79.1	+
	Excellence	13.4	16.3	-
	Participation	94.3	88.9	+
	Below Acceptable	9.7	9.8	+
Gr. 9 French Language Arts	Acceptable	95.0	88.8	+
	Excellence	7.5	15.0	+
	Participation	100	97.0	+
	Below Acceptable	5.0	8.1	+

Results

Gr. 9 Mathematics	Acceptable	70.4	66.1	+
	Excellence	14.2	17.3	-
	Participation	94.9	89.5	+
	Below Acceptable	24.6	23.4	-
Gr. 9 Mathematics (French)	Acceptable	82.5	82.8	-
	Excellence	12.5	19.9	-
	Participation	100	98.2	+
	Below Acceptable	17.5	15.4	-
Gr. 9 Science	Acceptable	80.8	74.8	+
	Excellence	21.2	20.8	+
	Participation	95.7	90.0	+
	Below Acceptable	14.9	15.2	+
Gr. 9 Science (French)	Acceptable	85.0	86.6	-
	Excellence	12.5	21.0	-
	Participation	100	98.6	+
	Below Acceptable	15.0	12.0	-
Gr. 9 Social Studies	Acceptable	67.5	67.2	+
	Excellence	14.8	19.0	-
	Participation	93.8	88.8	+
	Below Acceptable	26.3	21.6	-
Gr. 9 Social Studies (French)	Acceptable	57.5	78.7	-
	Excellence	5.0	14.0	-
	Participation	100	97.9	+
	Below Acceptable	42.5	19.2	-
Grade 9 K&E English Language Arts	Acceptable	79.5	67.3	+
	Excellence	17.9	7.9	+
	Participation	97.4	81.8	+
	Below Acceptable	17.9	14.5	-
Grade 9 K&E Mathematics	Acceptable	65.9	64.7	+
	Excellence	6.8	14.8	-
	Participation	93.2	87.2	+
	Below Acceptable	27.3	22.5	-
Grade 9 K&E Social Studies	Acceptable	72.2	61.9	+
	Excellence	16.7	13.6	+
	Participation	100	84.1	+
	Below Acceptable	27.8	22.2	-

Results

Grade 9 K&E Science	Acceptable	81.6	69.5	+
	Excellence	15.8	15.2	+
	Participation	100	87.0	+
	Below Acceptable	18.4	17.6	-

Diploma Examinations Results

2010-2011

Parkland School Division No. 70

Guidelines for Interpreting the Diploma Examinations

(Provided by Learner Assessment)

The detailed school authority report describes the results achieved by students who wrote the diploma examinations in this school year and who had school-awarded marks. One of the main purposes of the diploma examinations is to certify the achievement of an individual student. However, the results from provincial assessments also allow the government, provincial officials, school board members, superintendents, principals, teachers, school councils, parents and community members to examine results in relation to provincial goals and standards.

Results from diploma examinations provide information about student learning that can help identify areas of strength, areas needing improvement, and the progress being made toward the achievement of goals. The careful interpretation of results from diploma examinations informs decisions about how to improve student learning. Using the results achieved on diploma examinations for planning and reporting is one of the keys to establishing processes that lead to continuous improvements in education.

Diploma examinations results provide only part of the overall picture of the performance of the province, school jurisdiction, or school. Although provincial assessments are designed to assess the achievement of provincial standards as reflected in the Programs of Study, many important learning outcomes cannot be measured by timed, paper-and-pencil tests. In addition, many factors contribute to student achievement. The analysis, interpretation, use, and communication of results from diploma examinations need to take these factors into account.

Each school jurisdiction, in collaboration with its community, is expected to use the results from diploma examinations, together with data from other performance measures, to plan improvements in the performance of its students. These will be reflected in the jurisdiction's Annual Education Results Report (AERR).

The school principal and teachers, in collaboration with parents and the community, are expected to use their school results on diploma examinations, together with data from other performance measures, to plan improvements in the performance of the students. They are expected to report annual school results on provincial assessments annually to parents, the school council, and taxpayers in the community in accordance with board policy.

Results from provincial assessments can assist teachers in their assessment of their own instructional practice by providing valuable information to guide their teaching. School-awarded marks and diploma examination marks are complimentary measures. School-awarded marks should reflect all aspects of learning in a course, and some minor differences can be expected between a student's school-awarded mark and that student's diploma examination mark in a course.

School Factors that Affect Student Achievement:

Research in education has identified key aspects of school effectiveness that effect student achievement:

1. Productive school climate and culture
 - a. Shared and articulated focus on achievement
 - b. Shared belief that all students can achieve
 - c. Staff collaboration
 - d. Safe, caring environment that is conducive to learning and teaching
2. Focus on student acquisition of central learning skills
 - a. Teachers know what students are to learn and emphasize mastery of key concepts
 - b. Student know what is expected of them
 - c. Learning time is maximized
3. Frequent monitoring of student progress
 - a. Student progress is monitored, reported, and used for planning improvements
 - b. Students can show what they have learned
 - c. Parents know what their child has achieved
 - d. A variety of assessments is used
4. Instructional leadership
 - a. Effective instructional leadership is provided
5. Parent-school partnerships
 - a. High levels of school and home cooperation are evident
6. Effective instruction
 - a. Grouping and organizational arrangements are appropriate
 - b. Pacing is appropriate
 - c. Curriculum and learning are aligned
 - d. A variety of teaching strategies are employed
 - e. Students are active learners
7. High expectations and requirements for students
 - a. Students are held responsible for learning
 - b. Higher-order learning is emphasized

Noteworthy Information:

- There are only three years of results for the new Physics 30 and Chemistry 30 courses. The achievement scores for previous years for the old Physics and Chemistry courses offer some data about progress, but the changes to the program are significant enough that we cannot compare results for the new courses with the old courses.
- Similarly, there are only two years of results for the new Social Studies 30-1 and Social Studies 30-2. Schools were given the option of having students write the old Social Studies 30 and 33 exams and a few students did select that option. For that reason, there are marks provided for both the old and the new courses in Social Studies. Only the new courses will be offered in 2011-12.
- The division reports both the Diploma Examination mark and the final course mark. The final course mark is a blend of the teacher evaluations for the course (worth 50% of the final mark) and the diploma examination mark (worth 50% of the final mark). The province only uses the Diploma mark in its results as it is a standardized mark for the province.
- Participation rates in the more academic English Language Arts 30-1 and Social Studies 30-1 have improved significantly, indicating that students are choosing to complete a higher level of academic courses which will enable them entry into a broader selection of post-secondary programs. While students are being encouraged to “keep their doors open” by completing as academic a program as possible, this practice also has an impact on the Division’s results as students who could have achieved “Excellence” in the lesser academic programs of study earn a slightly lower achievement score on the more academic courses. The Division believes that students should challenge themselves and aspire to achieve as broad and as academic a high school program as possible so that they have more choices later in life.
- The written component of most of the Diploma Examinations has been eliminated due to the financial expenses of marking it. Teachers have expressed concern that this has also reduced students’ ability to demonstrate their knowledge and skill in the subject area. Successfully responding to multiple-choice questions requires a different set of skills than writing an informational text that students have mastered to varying degrees. Removing this opportunity for students to demonstrate their understanding of the content has limited the ability of some students to perform at a higher level.
- The Division is committed to improving its results at the Standard of Excellence on the Diploma Examinations. The High School Council has developed a strategy that will support teachers from both high schools to collaborate with their subject-level peers and to develop strategies and lessons aimed at providing a higher level of academic challenge for all students. The integration of critical thinking into the teaching of all course material will become a priority.

Achievement Highlights:

Parkland School Division outperformed their provincial counterparts on:

- 67% (8 out of 12) of the Diploma Examinations at the **Acceptable Standard** (Applied Mathematics 30, English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Physics 30, Science 30, Social Studies 30-1 (new), Social Studies 30-2 (new)).
- 25% (3 out of 12) of the Diploma Examinations at the **Standard of Excellence** (Applied Mathematics 30, English Language Arts 30-2, and Social Studies 30-2).
- Parkland's **participation rate** exceeded provincial rates in 33% (4 out of 12) of the Diploma Examinations (Applied Mathematics 30, English Language Arts 30-2, Science 30, Social Studies 30-2).
- Improvements in achievement from the previous year were actualized in the following courses:
 - Applied Mathematics 30
 - Participation from 22.5 to 22.6
 - Biology 30
 - Acceptable from 77.4 to 81.1
 - Excellence from 20.1 to 21.1
 - Chemistry 30
 - Participation from 28.0 to 29.9
 - English Language Arts 30-1
 - Acceptable from 89.4 to 90.9
 - Participation from 51.3 to 53.7
 - English Language Arts 30-2
 - Acceptable from 93.2 to 94.1
 - Participation from 37.7 to 37.9
 - French Language Arts 30-1
 - Acceptable from 86.2 to 100
 - Excellence from 6.9 to 12.5
 - Physics 30
 - Excellence from 22.9 to 24.4
 - Participation from 13.2 to 15.0
 - Pure Mathematics 30
 - Participation from 37.4 to 41.5
 - Social Studies 30-1
 - Participation from 43.2 to 44.3
 - Social Studies 30-2
 - Acceptable from 86.2 to 90.5
 - Excellence from 13.2 to 19.0
 - Participation from 39.6 to 45.6

- Students outperformed their provincial counterparts on 11 out of 12 examinations (91%) on the final course mark at the Acceptable Standard.
- Students outperformed their provincial counterparts on 3 out of 12 examinations (25%) on the final course mark at the Standard of Excellence.
- At the Standard of Excellence, students improved achievement on the diploma examination in 4 out of 12 examinations (25%).
- Participation in the diploma examinations has steadily increased over the past five years, especially in the more academic courses (30-1 sections, Pure Mathematics and Sciences).

Parkland School Division Diploma Examinations Comparison to Provincial Results 2010-2011

Subject		Jurisdiction Final Course Mark	Provincial Final Course Mark	Jurisdiction Diploma Results	Provincial Diploma Results
Applied Mathematics 30	Acceptable	90.6	89.1	80.7=	74.3-
	Excellence	14.0	10.6	11.1=	9.9-
	Participation			22.6	22.1
Biology 30	Acceptable	94.8	93.1	81.1=	81.9-
	Excellence	24.4	32.9	21.1+	29.8+
	Participation			35.9	46.7
Chemistry 30	Acceptable	89.8	89.6	74.0-	75.1-
	Excellence	23.7	31.2	21.4+	27.7+
	Participation			29.9	39.8
English Language Arts 30-1	Acceptable	96.8	96.5	90.9+	84.4-
	Excellence	15.0	15.4	8.4-	10.1-
	Participation			53.7	60.0
English Language Arts 30-2	Acceptable	97.9	95.6	94.1+	88.6+
	Excellence	4.8	6.2	9.3-	9.1-
	Participation			37.9	29.2
French Language Arts 30-1	Acceptable	100	99.4	100=	95.3+
	Excellence	25.0	25.8	12.5=	14.3=
	Participation			2.2	3.0
Physics 30	Acceptable	92.4	90.9	78.2-	76.7-
	Excellence	32.8	31.5	24.4+	27.7+
	Participation			15.0	22.9
Pure Mathematics 30	Acceptable	91.5	91.9	79.3-	81.0-
	Excellence	28.4	32.0	23.5+	28.7+
	Participation			41.5	46.9
Science 30	Acceptable	94.8	93.2	80.4=	80.4-
	Excellence	17.6	21.2	17.0=	21.0+
	Participation			19.0	10.0
Social Studies 30-1	Acceptable	98.7	96.9	83.3=	82.8-
	Excellence	19.6	20.5	12.4=	14.9=
	Participation			44.3	52.3
Social Studies 30-2	Acceptable	97.7	95.0	90.5+	85.6+
	Excellence	11.5	10.6	19.0+	15.9+
	Participation			45.6	34.8
Social Studies 33 (old)	Acceptable	100	97.0	0	69.7-
	Excellence	0	21.2	0	12.1=
	Participation			0.3	0.4

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Subject		2006-07	2007-08	2008-09	2009-10	2010-2011
Applied Mathematics 30	Acceptable	76.7	76.0	86.9	87.2	80.7=
	Excellence	13.3	13.7	16.6	16.3	11.1=
	Participation	25.2	18.7	23.4	22.5	22.6
Biology 30	Acceptable	86.2	85.3	83.2	77.4	81.1=
	Excellence	24.5	27.5	19.6	20.1	21.1+
	Participation	31.0	33.2	35.2	39.3	35.9
Chemistry 30	Acceptable	n/a	n/a	82.1	76.1	74.0-
	Excellence	n/a	n/a	29.3	21.5	21.4+
	Participation	n/a	n/a	25.6	28.0	29.9
English Language Arts 30-1	Acceptable	91.5	92.8	91.7	89.4	90.9+
	Excellence	23.4	18.1	10.0	8.5	8.4-
	Participation	49.2	48.4	52.3	51.2	53.7
English Language Arts 30-2	Acceptable	94.3	92.8	94.8	93.2	94.1+
	Excellence	9.5	8.6	10.8	13.6	9.3-
	Participation	33.4	37.8	36.2	37.5	37.9
French Language Arts 30-1	Acceptable	86.4	90.9	90.0	86.2	100=
	Excellence	22.7	9.1	5.0	6.9	12.5=
	Participation	3.0	2.5	2.6	3.9	2.2
Physics 30	Acceptable	n/a	n/a	90.8	85.4	78.2-
	Excellence	n/a	n/a	31.0	22.9	24.4+
	Participation	n/a	n/a	10.9	13.2	15.0
Pure Mathematics 30	Acceptable	81.3	78.4	88.1	84.1	79.3-
	Excellence	24.4	19.7	19.6	26.1	23.5+
	Participation	32.8	35.9	35.9	37.4	41.5
Science 30	Acceptable	91.7	96.8	87.7	86.4	80.4=
	Excellence	25.8	26.6	22.2	31.3	17.0=
	Participation	15.9	16.4	20.5	19.6	19.0
Social Studies 30 (old)	Acceptable	86.0	86.9	87.3	50.0	0
	Excellence	27.5	22.2	18.0	16.7	0
	Participation	40.1	41.5	42.0	1.9	0.3 (1 student)
Social Studies 30-1 (new)	Acceptable	N/A	N/A	N/A	84.9	83.3=
	Excellence	N/A	N/A	N/A	13.0	12.4=
	Participation	N/A	N/A	N/A	43.2	44.3
Social Studies 30-2 (new)	Acceptable	N/A	N/A	N/A	86.2	90.5+
	Excellence	N/A	N/A	N/A	13.2	19.0+
	Participation	N/A	N/A	N/A	39.6	45.6

NOTE: +, -, = The percentage of students meeting the standard is significantly above (+), not significantly different from (=), or significantly below (-) expectations. A difference is reported as significant when there is a 5% or smaller probability that a difference of that size could occur by chance. The fewer the number of students, the larger the difference must be from the expectation before it is considered significant. Significance is not calculated for fewer than 6 students.