



## MEMORANDUM

**Date:** 02 November 2010

**To:** Board of Trustees

**From:** Tim Monds, acting superintendent

**Originator:** Emilie Keane, Acting Associate Superintendent

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

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### **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 02 November 2010.

### **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 final course 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 2009-2010 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.



**Monitoring Report Two  
02 November 2010**

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

## Provincial Achievement Test Results

2009-2010

### 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:

- Knowledge and Employability (K&E) courses are new 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. Provincial Achievement Tests for the K&E core courses in Grade 9 have been developed and administered for the last two years across the province.
- The practice of setting targets was a new practice several years ago and, as a result, many targets were set very high. Significant improvement in student achievement requires a steady but more realistic time frame. As a result, the division has been unable to meet several of the targets set in previous Three Year Education Plans. Improvement targets set for the 2010-2011 year will be reviewed and adjusted to more achievable targets.
- The introduction of new curriculum and pedagogical changes frequently results in a short-term decrease in student achievement. This is observable in the new Mathematics and new Social Studies PAT results for both the division and the province.
- 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

## Achievement Highlights:

- Parkland School Division students equaled or outperformed their provincial counterparts at the **Acceptable Standard** in 65% of tests:
  - 4 out of 4 test categories in **grade 3**: ELA, FLA, Math, Math FI
  - 6 out of 8 test categories in **grade 6**: ELA, FLA, Math, Math FI, Science, Social Studies
  - 3 out of 8 test categories in **grade 9**: ELA, Science, Social Studies
- Parkland School Division students equaled or outperformed their provincial counterparts at the **Standard of Excellence** in 30% of tests:
  - 2 out of 4 test categories in grade 3: FLA, Math FI
  - In all test categories, Parkland School Division is below the province
  - 4 out 8 test categories in grade 9: FLA, Math FI, Science FI, Social Studies FI
- Parkland School Division's **participation rates** exceed that of the province on 70% of tests:
  - PSD participation rates exceed provincial participation rates on all tests except:

- Gr. 3 FLA
- Gr. 6 Math
- Gr. 9 FLA, Math FI, Science FI, Social Studies FI
- **Achievement improvements** from last year’s scores are noted in the following subjects:
  - **Acceptable Standard:**
    - Gr. 3 ELA, Math FI
    - Gr. 6 ELA, FLA, Science, Science FI, Social Studies
    - Gr. 9 FLA, Science, Social Studies, Social Studies FI
    - K&E ELA, Math, Science
  - **Standard of Excellence:**
    - Gr. 3 ELA,FLA, Math, Math FI
    - Gr. 6 ELA, Math, Math FI, Science
    - Gr. 9 Math FI, Science FI
    - K&E Math

**Challenges:**

- Recent changes in curriculum pedagogy and methodology require changes in teaching practice, especially in Mathematics and Social Studies. The Provincial Achievement Tests reflect the changes in pedagogy and methodology, and Parkland School Division needs to provide ongoing professional development and guidance as teachers work to incorporate these changes into their instructional practice. Learning Services 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 needs to strive to improve student achievement at the Standard of Excellence. The work and professional development offered through the Division’s AISI project on Critical Thinking will serve to build the cognitive skills of students to think at the higher levels of analysis, synthesis, and evaluation. Teachers are learning how to plan their instructional lessons in ways to encourage the development of higher order thinking skills and problem solving. This is necessary in order to improve achievement scores at the Standard of Excellence. In addition, the new pedagogy on “Inquiry” used in mathematics and science requires that students become adept at problem solving in a variety of ways. 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 2009-2010

Subject		2005-06	2006-07	2007-08	2008-09	2009-10
Gr. 3 English Language Arts	Acceptable	90.0	86.3	85.0	84.1	88.7
	Excellence	13.9	16.9	15.4	15.4	15.9
	Participation	96.6	95.4	94.5	93.9	95.0
	Below Accept	6.6	9.1	9.4	9.8	6.4
Gr. 3 French Language Arts	Acceptable	n/a	n/a	n/a	89.5	84.1
	Excellence	n/a	n/a	n/a	19.3	22.2
	Participation	n/a	n/a	n/a	100	96.8
	Below Accept	n/a	n/a	n/a	10.5	12.7
Gr. 3 Mathematics (English)	Acceptable	90.3	84.3	85.1	82.9	86.9
	Excellence	27.9	21.0	23.9	20.8	21.5
	Participation	97.0	94.7	94.9	94.6	96.2
	Below Accept	6.7	10.4	9.7	11.7	9.3
Gr. 3 Mathematics (French)	Acceptable	86.0	95.1	80.6	87.7	97.4
	Excellence	21.1	29.3	12.9	21.1	39.5
	Participation	98.2	97.6	96.8	100	100
	Below Accept	12.3	2.4	16.1	12.3	2.6
Gr. 6 English Language Arts	Acceptable	84.1	82.7	85.0	83.6	87.3
	Excellence	16.4	16.6	17.2	13.2	18.3
	Participation	96.4	94.5	95.9	93.9	94.4
	Below Accept	12.3	11.7	10.9	10.3	7.2
Gr. 6 French Language Arts	Acceptable	93.2	93.3	94.3	88.5	92.5
	Excellence	27.3	20.0	9.4	15.4	7.5
	Participation	100	97.8	98.1	98.1	100
	Below Accept	6.8	4.4	3.8	9.6	7.5
Gr. 6 Mathematics (English)	Acceptable	77.9	71.9	77.9	76.1	75.8
	Excellence	12.4	9.6	14.5	11.7	12.9
	Participation	95.5	94.4	95.9	94.0	91.2
	Below Accept	17.6	22.5	18.0	18.0	15.4
Gr. 6 Mathematics (French)	Acceptable	90.9	86.4	90.4	92.3	90.0
	Excellence	27.3	18.2	21.2	11.5	17.5
	Participation	100	100	100	100	100
	Below Accept	9.1	13.6	9.6	7.7	10.0
Gr. 6 Science (English)	Acceptable	86.2	78.7	79.4	79.1	80.9
	Excellence	27.4	25.5	23.9	21.4	24.3
	Participation	96.6	94.1	95.8	93.7	93.6
	Below Accept	10.4	15.4	16.4	14.6	12.7
Gr. 6 Science (French)	Acceptable	88.6	88.6	94.2	75.0	77.5
	Excellence	31.8	31.8	17.3	21.2	15.0
	Participation	100	100	100	98.1	100
	Below Accept	11.4	11.4	5.8	23.1	22.5

# Results

<b>Gr. 6 Social Studies (English) (Old)</b>	<b>Acceptable</b>	83.9	79.1	81.1	n/a	n/a
	<b>Excellence</b>	19.8	18.8	19.7	n/a	n/a
	<b>Participation</b>	96.3	94.7	95.5	n/a	n/a
	<b>Below Accept</b>	12.4	15.5	14.4	n/a	n/a
<b>Gr. 6 Social Studies English( New)</b>	<b>Acceptable</b>	n/a	n/a	n/a	n/a	73.0
	<b>Excellence</b>	n/a	n/a	n/a	n/a	14.3
	<b>Participation</b>	n/a	n/a	n/a	n/a	93.8
	<b>Below Accept</b>	n/a	n/a	n/a	n/a	20.8
<b>Gr. 6 Social Studies (French)</b>	<b>Acceptable</b>	84.1	88.6	86.5	n/a	n/a
	<b>Excellence</b>	29.5	29.5	9.6	n/a	n/a
	<b>Participation</b>	100	100	100	n/a	n/a
	<b>Below Accept</b>	15.9	11.4	13.5	n/a	n/a
<b>Gr. 6 Social Studies (French)</b>	<b>Acceptable</b>	n/a	n/a	n/a	n/a	62.5
	<b>Excellence</b>	n/a	n/a	n/a	n/a	2.5
	<b>Participation</b>	n/a	n/a	n/a	n/a	100
	<b>Below Accept</b>	n/a	n/a	n/a	n/a	37.5
<b>Gr. 9 English Language Arts</b>	<b>Acceptable</b>	80.5	85.2	80.4	82.9	82.2
	<b>Excellence</b>	10.1	13.7	12.7	13.5	11.6
	<b>Participation</b>	92.5	94.2	92.6	93.8	94.0
	<b>Below Accept</b>	12.0	9.1	12.2	10.8	11.9
<b>Gr. 9 French Language Arts</b>	<b>Acceptable</b>	89.3	84.2	100	80.5	80.6
	<b>Excellence</b>	17.9	10.5	34.5	19.5	16.7
	<b>Participation</b>	100	97.4	100	87.8	97.2
	<b>Below Accept</b>	10.7	13.2	0.0	7.3	16.7
<b>Gr. 9 Mathematics (English)(Old)</b>	<b>Acceptable</b>	69.8	66.4	63.1	63.7	62.2
	<b>Excellence</b>	11.9	14.3	14.4	13.2	11.2
	<b>Participation</b>	90.7	92.4	90.7	91.7	92.5
	<b>Below Accept</b>	20.9	26.0	27.6	28.1	30.3
<b>Gr. 9 Mathematics (English)(Pilot)</b>	<i>Approximately 62% of students wrote the old exam and the others wrote the new pilot exam for which standards have not yet been developed.</i>					n/a
						n/a
						n/a
						n/a
<b>Gr. 9 Mathematics (French)</b>	<b>Acceptable</b>	93.1	86.5	82.8	85.0	83.3
	<b>Excellence</b>	31.0	16.2	27.6	22.5	47.2
	<b>Participation</b>	93.1	100	100	97.5	97.2
	<b>Below Accept</b>	0.0	13.5	17.2	12.5	13.9
<b>Gr. 9 Science (English)</b>	<b>Acceptable</b>	67.1	71.3	70.4	74.4	74.6
	<b>Excellence</b>	9.2	11.1	9.8	14.7	13.4
	<b>Participation</b>	93.8	94.1	93.9	93.6	93.9
	<b>Below Accept</b>	26.2	22.8	23.4	19.2	19.3
<b>Gr. 9 Science (French)</b>	<b>Acceptable</b>	62.1	86.5	86.2	85.0	80.6
	<b>Excellence</b>	6.9	5.4	17.2	17.5	27.8
	<b>Participation</b>	93.1	100	100	97.5	97.2
	<b>Below Accept</b>	31.0	13.5	13.8	12.5	16.7

# Results

<b>Gr. 9 Social Studies (English) (Old)</b>	<b>Acceptable</b>	72.5	69.9	69.4	n/a	n/a
	<b>Excellence</b>	13.9	14.8	12.1	n/a	n/a
	<b>Participation</b>	93.4	93.2	92.2	n/a	n/a
	<b>Below Accept</b>	20.8	23.3	22.8	n/a	n/a
<b>Gr. 9 Social Studies (English) (New)</b>	<i>This is a new exam for a new curriculum. Results are not comparable to results of the old test as there is a significant change in curriculum focus.</i>					70.2
						17.3
						94.2
						24.1
<b>Gr. 9 Social Studies (French)(old)</b>	<b>Acceptable</b>	89.7	91.9	69.0	n/a	n/a
	<b>Excellence</b>	24.1	10.8	13.8	n/a	n/a
	<b>Participation</b>	93.1	100	100	n/a	n/a
	<b>Below Accept</b>	3.4	8.1	31.0	n/a	n/a
<b>Gr. 9 Social Studies (French)(New)</b>	<i>This is a new exam for a new curriculum. Results are not comparable to results of the old test as there is a significant change in curriculum focus.</i>					75.0
						27.8
						97.2
						22.2
<b>Gr. 9 K&amp;E English Language Arts</b>	<b>Acceptable</b>	n/a	n/a	n/a	91.7	92.3
	<b>Excellence</b>	n/a	n/a	n/a	22.2	7.7
	<b>Participation</b>	n/a	n/a	n/a	100	96.2
	<b>Below Accept</b>	n/a	n/a	n/a	8.3	3.8
<b>Gr. 9 K&amp;E Mathematics</b>	<b>Acceptable</b>	n/a	n/a	n/a	73.3	80.0
	<b>Excellence</b>	n/a	n/a	n/a	26.7	28.0
	<b>Participation</b>	n/a	n/a	n/a	93.3	96.0
	<b>Below Accept</b>	n/a	n/a	n/a	20.0	16.0
<b>Gr. 9 K&amp;E Science</b>	<b>Acceptable</b>	n/a	n/a	n/a	90.0	92.3
	<b>Excellence</b>	n/a	n/a	n/a	50.0	7.7
	<b>Participation</b>	n/a	n/a	n/a	96.7	100
	<b>Below Accept</b>	n/a	n/a	n/a	6.7	7.7
<b>Gr. 9 K&amp;E Social Studies</b>	<b>Acceptable</b>	n/a	n/a	n/a	n/a	69.2
	<b>Excellence</b>	n/a	n/a	n/a	n/a	23.1
	<b>Participation</b>	n/a	n/a	n/a	n/a	100
	<b>Below Accept</b>	n/a	n/a	n/a	n/a	30.8

## Parkland School Division Achievement Tests Comparison to Provincial Results 2009-2010

**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	88.7	81.6	+
	Excellence	15.9	19.5	-
	Participation	95.0	91.1	+
	Below Acceptable	6.4	9.6	+
Gr. 3 French Language Arts	Acceptable	84.1	84.1	=
	Excellence	22.2	16.3	+
	Participation	96.8	97.3	-
	Below Acceptable	12.7	13.3	+
Gr. 3 Mathematics	Acceptable	88.4	76.4	+
	Excellence	24.0	24.8	-
	Participation	96.7	88.3	+
	Below Acceptable	8.4	11.9	+
Gr. 3 Mathematics (French)	Acceptable	97.4	83.8	+
	Excellence	39.5	20.8	+
	Participation	100	91.3	+
	Below Acceptable	2.6	13.9	+
Gr. 6 English Language Arts	Acceptable	87.3	83.3	+
	Excellence	18.3	18.9	-
	Participation	94.4	90.7	+
	Below Acceptable	7.2	7.4	+
Gr. 6 French Language Arts	Acceptable	92.5	88.3	+
	Excellence	7.5	15.9	-
	Participation	100	97.5	+
	Below Acceptable	7.5	9.2	+
Gr. 6 Mathematics	Acceptable	77.4	74.4	+
	Excellence	13.4	16.5	-
	Participation	92.2	95.6	-
	Below Acceptable	14.8	13.9	-

## Results

<b>Gr. 6 Mathematics (French)</b>	<b>Acceptable</b>	90.0	86.6	+
	<b>Excellence</b>	17.5	18.8	-
	<b>Participation</b>	100	98.5	+
	<b>Below Acceptable</b>	10.0	11.9	+
<b>Gr. 6 Science</b>	<b>Acceptable</b>	80.7	76.8	+
	<b>Excellence</b>	23.7	26.4	-
	<b>Participation</b>	94.0	90.5	+
	<b>Below Acceptable</b>	13.3	13.7	+
<b>Gr. 6 Science (French)</b>	<b>Acceptable</b>	77.5	79.5	-
	<b>Excellence</b>	15.0	18.3	-
	<b>Participation</b>	100	98.5	+
	<b>Below Acceptable</b>	22.5	19.1	-
<b>Gr. 6 Social Studies</b>	<b>Acceptable</b>	72.4	71.0	+
	<b>Excellence</b>	13.6	16.4	-
	<b>Participation</b>	94.1	90.3	+
	<b>Below Acceptable</b>	21.7	19.3	-
<b>Gr. 6 Social Studies (French)</b>	<b>Acceptable</b>	62.5	72.3	-
	<b>Excellence</b>	2.5	12.0	-
	<b>Participation</b>	100	98.4	+
	<b>Below Acceptable</b>	37.5	26.1	-
<b>Gr. 9 English Language Arts</b>	<b>Acceptable</b>	82.2	79.3	+
	<b>Excellence</b>	11.6	15.0	-
	<b>Participation</b>	94.0	89.8	+
	<b>Below Acceptable</b>	11.9	10.4	-
<b>Gr. 9 French Language Arts</b>	<b>Acceptable</b>	80.6	86.1	-
	<b>Excellence</b>	16.7	12.4	+
	<b>Participation</b>	97.2	98.0	-
	<b>Below Acceptable</b>	16.7	11.9	-
<b>-Gr. 9 Mathematics</b>	<b>Acceptable</b>	63.7	66.4	-
	<b>Excellence</b>	13.7	19.8	-
	<b>Participation</b>	92.8	86.8	+
	<b>Below Acceptable</b>	29.1	20.4	-
<b>Gr. 9 Mathematics (French)</b>	<b>Acceptable</b>	83.3	85.9	-
	<b>Excellence</b>	47.2	26.6	+
	<b>Participation</b>	97.2	98.3	-
	<b>Below Acceptable</b>	13.9	12.3	-
<b>Gr. 9 Science</b>	<b>Acceptable</b>	74.9	73.6	+
	<b>Excellence</b>	14.1	17.7	-
	<b>Participation</b>	94.1	90.4	+
	<b>Below Acceptable</b>	19.2	16.7	-

## Results

<b>Gr. 9 Science (French)</b>	<b>Acceptable</b>	80.6	84.5	-
	<b>Excellence</b>	27.8	17.3	+
	<b>Participation</b>	97.2	98.7	-
	<b>Below Acceptable</b>	16.7	14.2	-
<b>Gr. 9 Social Studies</b>	<b>Acceptable</b>	70.4	68.9	+
	<b>Excellence</b>	17.8	18.8	-
	<b>Participation</b>	94.4	90.2	+
	<b>Below Acceptable</b>	24.0	21.3	-
<b>Gr. 9 Social Studies (French)</b>	<b>Acceptable</b>	75.0	83.1	-
	<b>Excellence</b>	27.8	18.3	+
	<b>Participation</b>	97.2	98.5	-
	<b>Below Acceptable</b>	22.2	15.4	-

## Diploma Examinations Results

2009-2010

### 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 two years of results for the new Physics 30 and Chemistry 30 courses. The achievement scores for previous years are for the old Physics and Chemistry courses and, although they offer some data about progress, the changes to the program are significant enough that we cannot compare results for the new courses with the old courses.
- Similarly, there is only one year 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 some of our students did use 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.
- The division will report 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.

## **Achievement Highlights:**

Parkland School Division outperformed their provincial counterparts on:

- 69% (9 out of 13) of the Diploma Examinations at the **Acceptable Standard** (Applied Mathematics 30, English Language Arts 30-1, English Language Arts 30-2, Physics 30, Pure Mathematics 30, Science 30, Social Studies 30-1 (new), Social Studies 30-2 (new) and Social Studies 33 (old)).
- 46% (6 out of 13) of the Diploma Examinations at the **Standard of Excellence** (Applied Mathematics 30, English Language Arts 30-2, Physics 30, Science 30, Social Studies 30 (old), and Social Studies 33 (old)).
- Parkland's **participation rate** exceeded provincial rates in 46% (6 out of 13) of the Diploma Examinations (Applied Mathematics 30, English Language Arts 30-2, French Language Arts 30-1, Science 30, Social Studies 30-2 (new), and Social Studies 33 (old)).
- PSD 2009-2010 **targets** were achieved in 53.8% of the school awarded marks (14 out of 26 categories). Many of the 2009-2010 targets set for the Diploma Examinations were set high, and these will be reviewed and adjusted to ensure that they are achievable improvement targets for future planning.
- Improvements over time (over the past 5 years) were actualized in the following courses:
  - Applied Mathematics 30
    - Acceptable Standard from 82.6 to 87.2
    - Standard of Excellence from 13.7 to 16.3
    - Participation from 21.0 to 22.5
  - Biology 30
    - Participation from 30.8 to 39.3
  - Chemistry 30
    - Participation from 27.7 to 28.0
  - English Language Arts 30-1
    - Participation from 49.3 to 51.2

- English Language Arts 30-2
  - Acceptable from 86.1 to 93.2
  - Excellence from 6.4 to 13.6
  - Participation from 35.6 to 37.5
- Pure Mathematics 30
  - Excellence from 24.8 to 22.9
  - Participation from 36.2 to 37.4
- Science 30
  - Acceptable from 86.1 to 86.4
  - Excellence from 16.3 to 31.3
- Students outperformed their provincial counterparts on 7 out of 13 examinations (53.8%) on the final course mark at the Acceptable Standard.
- Students outperformed their provincial counterparts on 9 out of 13 examinations (69.2%) on the final course mark at the Standard of Excellence.
- At the Standard of Excellence, students improved achievement on the diploma examination in 6 out of 13 examinations (46.1%).

### **Challenges and Improvement Strategies:**

- Parkland School Division students met the targets on 5% of the improvement targets set for diploma marks and 5% of the participation rates (2 out of 39 categories). However, the targets achieved increases to 55.8% if compared to the final course mark instead of the diploma mark because the school-awarded mark for the diploma courses is significantly higher than the diploma mark for many of the courses. Targets will be reviewed to ensure that they are achievable targets for the diploma mark. Strategies for improving achievement on the diploma examinations will also be reviewed.
- The percentage of students participating in the diploma examinations is lower than the provincial participation rate in 53.8% of diploma courses. Of significant note is the participation rate in the higher academic diploma courses in English Language Arts 30-1 and Social Studies 30-1 is lower than the provincial participation rate. This trend will be further examined and explored with high school administrators and grade coordinators.

## Parkland School Division Diploma Examinations Comparison to Provincial Results 2009-2010

Subject		Jurisdiction Final Course Mark	Provincial Final Course Mark	Jurisdiction Diploma Results	Provincial Diploma Results	Division Diploma Target 2010
Applied Mathematics 30	Acceptable	95.9	89.6	87.2	77.3	94
	Excellence	15.1	11.5	16.3	12.6	24
	Participation			22.5	21.8	24
Biology 30	Acceptable	90.6	93.0	77.4	81.4	89
	Excellence	21.1	31.6	20.1	28.1	27
	Participation			39.3	45.3	33
Chemistry 30	Acceptable	88.5	91.0	76.1(new)	79.0	92
	Excellence	26.3	33.4	21.5(new)	29.9	32
	Participation			28.0(new)	39.1	33
English Language Arts 30-1	Acceptable	97.6	96.6	89.4	85.1	94
	Excellence	11.4	15.3	8.5	10.1	21
	Participation			51.2	59.9	52
English Language Arts 30-2	Acceptable	97.3	95.8	93.2	88.8	94
	Excellence	9.2	6.2	13.6	9.8	16
	Participation			37.5	28.1	31
French Language Arts 30-1	Acceptable	100	99.6	86.2	93.7	92.5
	Excellence	10.3	28.2	6.9	16.3	10
	Participation			3.9	3.2	5
Physics 30	Acceptable	93.8	91.5	85.4(new)	73.9	90
	Excellence	28.1	26.6	22.9(new)	20.3	27
	Participation			13.2(new)	22.3	22
Pure Mathematics 30	Acceptable	90.9	92.6	84.1	82.9	87
	Excellence	28.6	33.2	26.1	29.7	24
	Participation			37.4	45.9	40
Science 30	Acceptable	94.6	92.2	86.4	80.1	92
	Excellence	23.8	20.8	31.3	22.8	27
	Participation			19.6	10.1	26
Social Studies 30 (old)	Acceptable	Results are not reported for less than six students.				
	Excellence					
	Participation					
Social Studies 30-1 (new)	Acceptable	97.0	97.3	84.9	84.5	91
	Excellence	18.7	21.1	13.0	16.1	27
	Participation			43.2	49.8	48
Social Studies 30-2 (new)	Acceptable	97.1	94.4	86.2	85.0	91
	Excellence	13.2	9.1	13.2	13.7	21
	Participation			39.6	30.4	46
Social Studies 33 (old)	Acceptable	97.6	92.7	90.5	76.4	91
	Excellence	11.9	10.0	26.2	11.5	21
	Participation			4.9	3.3	46

## Parkland School Division Diploma Examination Multi-Year Results Report 2009-2010

Subject		2005-06	2006-07	2007-08	2008-09	2009-10
Applied Mathematics 30	Acceptable	82.6	76.7	76.0	86.9	87.2
	Excellence	13.7	13.3	13.7	16.6	16.3
	Participation	21.0	25.2	18.7	23.4	22.5
Biology 30	Acceptable	86.1	86.2	85.3	83.2	77.4
	Excellence	22.9	24.5	27.5	19.6	20.1
	Participation	30.8	31.0	33.2	35.2	39.3
Chemistry 30	Acceptable	91.5(old)	93.7 (old)	92.1(old)	82.1(new)	76.1(new)
	Excellence	36.8(old)	33.2 (old)	44.0(old)	29.3(new)	21.5(new)
	Participation	27.7(old)	26.1 (old)	27.5(old)	25.6(new)	28.0(new)
English Language Arts 30-1	Acceptable	91.5	91.5	92.8	91.7	89.4
	Excellence	16.4	23.4	18.1	10.0	8.5
	Participation	49.3	49.2	48.4	52.3	51.2
English Language Arts 30-2	Acceptable	86.1	94.3	92.8	94.8	93.2
	Excellence	6.4	9.5	8.6	10.8	13.6
	Participation	35.6	33.4	37.8	36.2	37.5
French Language Arts 30-1	Acceptable	82.6	86.4	90.9	90.0	86.2
	Excellence	8.7	22.7	9.1	5.0	6.9
	Participation	2.9	3.0	2.5	2.6	3.9
Physics 30	Acceptable	89.4(old)	87.6(old)	91.1(old)	90.8(new)	85.4(new)
	Excellence	24.8(old)	36.2(old)	37.6(old)	31.0(new)	22.9(new)
	Participation	15.6(old)	13.8(old)	13.4(old)	10.9(new)	13.2(new)
Pure Mathematics 30	Acceptable	84.6	81.3	78.4	88.1	84.1
	Excellence	19.3	24.4	19.7	19.6	26.1
	Participation	36.2	32.8	35.9	35.9	37.4
Science 30	Acceptable	86.1	91.7	96.8	87.7	86.4
	Excellence	16.3	25.8	26.6	22.2	31.3
	Participation	22.2	15.9	16.4	20.5	19.6
Social Studies 30 (old)	Acceptable	85.0	86.0	86.9	87.3	50.0
	Excellence	18.2	27.5	22.2	18.0	16.7
	Participation	42.9	40.1	41.5	42.0	1.9
Social Studies 30-1 (new)	Acceptable	N/A	N/A	N/A	N/A	84.9
	Excellence	N/A	N/A	N/A	N/A	13.0
	Participation	N/A	N/A	N/A	N/A	43.2
Social Studies 30-2 (new)	Acceptable	N/A	N/A	N/A	N/A	86.2
	Excellence	N/A	N/A	N/A	N/A	13.2
	Participation	N/A	N/A	N/A	N/A	39.6
Social Studies 33 (old)	Acceptable	85.7	92.3	87.0	90.4	90.5
	Excellence	21.8	22.3	22.4	21.6	26.2
	Participation	44.7	43.1	42.7	46.7	4.9