

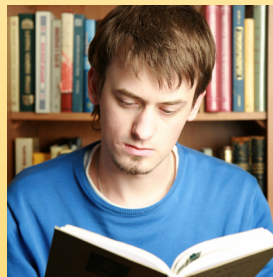
Studies in Education Policy



June 2011

Report Card on Alberta's High Schools 2011

by Peter Cowley, Stephen Easton, and Michael Thomas



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Introduction

The *Report Card on Alberta's High Schools 2011* (hereafter, *Report Card*) collects a variety of relevant, objective indicators of school performance into one, easily accessible public document so that anyone can analyze and compare the performance of individual schools. By doing so, the *Report Card* assists parents when they choose a school for their children and encourages and assists all those seeking to improve their schools.

The Report Card helps parents choose

Where parents can choose among several schools for their children, the *Report Card* provides a valuable tool for making a decision. Because it makes comparisons easy, the *Report Card* alerts parents to those nearby schools that appear to have more effective academic programs. Parents can also determine whether schools of interest are improving over time. By first studying the *Report Card*, parents are better prepared to ask relevant questions when they interview the principal and teachers at the schools under consideration.

Of course, the choice of a school should not be made solely on the basis of any one source of information. Families choosing a school for their students should seek more information by visiting the school and interviewing teachers and school administrators. The web sites of Alberta Education, local school districts, and individual schools can also be sources of useful information. And, a sound academic program should be complemented by effective programs in areas of school activity not measured by the Report Card. Nevertheless, the Report Card provides a

detailed picture of each school that is not easily available elsewhere.

The Report Card aids school improvement

Certainly, the act of publicly rating and ranking schools attracts attention. Schools that perform well or show consistent improvement are applauded. The results of poorly performing schools and those whose performance is deteriorating generate concern. This attention, in itself, provides an incentive for all those connected with a school to redouble their efforts to improve student results. However, the *Report Card* offers more than just incentive: it includes a variety of indicators, each of which reports results for an aspect of school performance that might be improved. School administrators who are dedicated to improvement accept the *Report Card* as another source of evidence that their schools can do a better job.

Some schools do better than others

In order to improve a school, one must believe that improvement is achievable. The *Report Card on Alberta's High Schools*, like all the other editions, provides evidence about what can be accomplished. It demonstrates clearly that even when we take into account factors such as the students' family background, which some believe dictates the degree of academic success that students will have in school, some schools do better than others. This finding confirms research results from other countries.¹ Indeed, it will come as no great surprise to experienced parents and educators that the data consistently suggest that

what goes on in the schools makes a difference to student success and that some schools make more of a difference than others.

Comparisons are at the heart of the improvement process

Many school authorities in Alberta use student report cards that include both the student's result and the median mark for each subject in which the student is enrolled. The report cards also show any marks awarded to the student earlier in the year. Historical and relative data like this enable students and parents to see a clearer picture of the individual student's progress. Likewise, by comparing a school's latest results with those of earlier years, we can see if the school is improving. By comparing a school's results with those of neighbouring schools, or of schools with similar school and student characteristics, we can identify more successful schools and learn from them. Reference to

overall provincial results places an individual school's level of achievement in a broader context.

There is great benefit in identifying schools that are particularly effective. By studying the proven techniques used in schools where students are successful, less effective schools may find ways to improve. Comparisons are at the heart of improvement and making comparisons among schools is made simpler and more meaningful by the Report Card's indicators, ratings, and rankings.

You can contribute to the development of the *Report Card*

The Report Card program benefits from the input of interested parties. We welcome your suggestions, comments, and criticisms. Please contact Michael Thomas at 416.363.6575.

Key academic indicators of school performance

The foundation of the *Report Card* is an overall rating of each school's academic performance. Building on data about student results provided by Alberta Education (the provincial ministry of education) we rate each school on a scale from zero to 10. We base our overall rating of each school's academic performance on eight indicators:

- (1) average diploma examination mark;
- (2) percentage of diploma examinations failed;
- (3) difference between the school mark and examination mark in diploma courses;
- (4) difference between male and female students in the average value of their exam marks in English 30-1;
- (5) difference between male and female students in the average value of their exam marks in Pure Mathematics 30;
- (6) diploma courses taken per student;
- (7) diploma completion rate;
- (8) delayed advancement rate.

We have selected this set of indicators because they provide systematic insight into a school's performance. Because they are based on annually generated data, we can assess not only each school's performance in a year but also its improvement or deterioration over time.

Three indicators of effective teaching

1 *Average diploma examination mark*

This indicator (in the tables *Average exam mark*) is the average percentage achieved by a school's regular day students on the uniform final examinations in all of the diploma courses.² For each school, the indicator is the average of the mean scores achieved by the school's students in each of the diploma examinations at all sittings during the year, weighted by the relative number of students who completed the course.

Examinations are designed to achieve a distribution of results reflecting the differences in students' mastery of the course work. Differences among students in interests, abilities, motivation, and work-habits will inevitably have some impact upon the final results. There are, however, recognizable differences from school to school within a district in the average results on the diploma examinations. There is also variation within schools in the results obtained in different subject areas. Such differences in outcomes cannot be wholly explained by the individual and family characteristics of the school's students. It seems reasonable, therefore, to include the average examination mark for each school as one indicator of effective teaching.

2 *Percentage of diploma examinations failed*

For each school, this indicator (in the tables *Percentage of exams failed*) provides the rate of failure (as a percentage) in the diploma examinations. It was derived by dividing the sum, for each school, of all diploma examinations written by regular day students where

a failing grade was awarded, by the total number of such examinations written by those students. In part, effective teaching can be measured by the ability of the students to pass any uniform examination that is a requirement for successful completion of a course. Schools have the responsibility of preparing their students to pass these final examinations.

There is good reason to have confidence in this indicator as a measure of effective teaching. A student need only successfully complete two diploma courses in order to graduate. Such a student's course of study may not include the prerequisites for all post-secondary educational options but it will be sufficient for graduation from high school. Thus, students enroll in the diploma courses, in large measure, because they want to take them. Further, their success in grade 12 reflects to a certain extent how well students have been prepared in the lower grades. All of the diploma courses have prerequisite courses. Indeed, depending on the school, admission to some of the grade-12 courses may require that the student have received a prescribed minimum grade in the prerequisite lower-level course. Since the decision to take diploma courses is, for the most part, voluntary and requires demonstrated success in previous courses, it seems reasonable to use the percentage of examinations failed in these courses as an additional indicator of the effectiveness of the teaching in high schools.

3 *Difference between school mark and examination mark*

For each school, this indicator (in the tables *School vs exam mark difference*) gives the average amount (for all of the diploma courses) by which the "school" mark—the assessment of each student's learning that is made by the school—exceeds the exam mark in that course.³

Effective teaching includes regular testing so that students may be aware of their progress. For such assessment to be useful, it must reflect the student's understanding of the course accurately. As a systematic policy, inflation of the grades awarded by the school will be counterproductive. Students who believe they are already successful when they are not will be less

likely to invest the extra effort needed to master the course material. In the end, they will be poorer for not having achieved the level of understanding that they could have through additional study.

The effectiveness of school-based assessments can be determined by a comparison to external assessments of the students. For each diploma course, Alberta Education, the authority that designed the course, administers its uniform examination. This examination will test the students' knowledge of the material contained in the course. If the mark assigned by the school is a reasonably accurate reflection of students' understanding, it should be roughly the same as the mark gained on the diploma examination. Thus, if a school has accurately assessed a student as consistently working at a C+ level, the student's examination result will be at a similar level. If, however, a school is consistently granting marks substantially higher or lower than those achieved by its students on the final examinations, then the school is not providing an accurate indicator of the extent to which knowledge of the course material is being acquired.

An indication of consistency in teaching and assessment

The Gender gap indicators

Research⁴ has shown that, in British Columbia's secondary schools, there are systematic differences between the academic results achieved by boys and those achieved by girls. These differences are particularly apparent where the local school makes the assessments. These findings are supported by data from Alberta Education. However, the same research found that "there appears to be no compelling evidence that girls and boys should, given effective teaching and counselling, experience differential rates of success."⁵ Further, "[t]he differences described by each indicator vary from school to school over a considerable range of values."⁶

The *Gender gap* indicators measure the difference, if any, between the average exam marks in English 30-1 and Pure Mathematics 30 for boys and girls.

The indicator reports the size of the difference and the more successful sex.

Three indicators of practical, well-informed counselling

While they are attending high school, students must make a number of decisions of considerable significance about their education. They will, for instance, annually decide whether to begin or continue learning a second language. In grade 10, they are required to choose between different streams in several core subject areas. In all the senior high-school years, they will face the choice of completing high school or abandoning it in favour of full-time work.

Will these young people make good decisions? It is unrealistic to presume that they can do so without advice. What practical, well-informed counselling can they call upon? While parents, in the main, are willing to help, many lack the information they need to be able to provide good advice. It falls, therefore, to the schools to shoulder some responsibility for advising students and their parents about educational choices.

The final three indicators used in the calculation of the *Overall rating out of 10* assess the counsel given by the schools by measuring the quality of the decisions taken by the students about their education. Of course, wise students will seek guidance not only from the counsellors designated by the schools but also from teachers and administrators, parents, and other relatives. Where students have strong support from family and community, the school's responsibility for counselling may be lighter; where students do not have such strong support, the school's role may be more challenging. These indicators measure the school's success in using the tools at its disposal to help students make good decisions about their education.

There are two very important decisions that senior students must make. First, they must decide whether or not to remain in school, do the work, and graduate with their class. Second, they must decide whether or not to take a number of academically challenging

diploma courses. Effective counselling will encourage students to make appropriate choices.

1 *Delayed advancement rate*

This indicator measures the extent to which schools keep their students in school and progressing in a timely manner toward completion of their diploma program. It uses data that report the educational status of students one year after they have enrolled in a given grade at any school in Alberta. For example, we can determine from these data how many of a school's grade-10 students re-enroll in the following year in grade 11; are enrolled in grade 10 for a second time; or fail to re-enroll. With these raw data, following a technique that we introduced to Canada in the *Report Card on Quebec's Secondary Schools, 2001 Edition*,⁷ we calculate a statistic that will answer the question, "Based on this single year's school results, what is the likelihood that a student entering grade 10 at the school will graduate in the normal three-year period?"

The indicator is calculated as follows. For each school for each of grades 8, 10, 11, and 12, a rate of successful transition is determined by first summing the number of students who either receive a diploma in the current school year or re-enroll in a higher grade in the following year and then dividing that sum by the number of students enrolled in the grade in the current year. Then, for each grade, an unsuccessful transition rate is determined by subtracting the rate of successful transition from 1. The unsuccessful transition rates for grades 10, 11, and 12 are then reduced by the grade-8 unsuccessful transition rate at the school in order to produce a net unsuccessful transition rate for each grade of senior high school. We have adopted the grade-8 unsuccessful transition rate as an estimate of the effect on student transition of such events as emigration or death that lead to the disappearance of students from the school system.

The *Delayed advancement rate* indicator can now be calculated. The complements of the net unsuccessful transition rates ($1 - \text{net unsuccessful transition rate}$) for grades 10 through 12 are determined and their product is calculated. This three-year composite successful transition rate is then subtracted from 1 to

produce the *Delayed advancement rate* indicator that appears in the detailed tables.

Where a school does not enroll grade-8 students, the net dropout rate is calculated using the weighted average grade-8 dropout rate for all the schools in the relevant school district or division. Where a school does not enroll students in any of grade 10, 11, or 12, no *Delayed advancement rate* can be calculated.

2 *Diploma completion rate*

This indicator, related to the *Delayed advancement rate*, reports the percentage of first-time grade-12 students who received a diploma in the reported school year. It is derived from data provided by Alberta Education. Graduation from high school retains considerable value since it increases options for post-secondary education. Further, graduates from high school who decide to enter the work force immediately will, on average, find more job opportunities than those who have not graduated.

By completing the 11 years of schooling in preparation for the final high-school year, students have already demonstrated a reasonable ability to handle the basic courses offered by the school. Moreover, for the majority of students, the minimum requirements for graduation are not onerous. The chance that students will not graduate solely because they are unable to meet the intellectual demands of the curriculum is, therefore, relatively small.

Nevertheless, the graduation rate varies quite widely from school to school throughout the province. While there are factors not related to education—emigration from the province, sickness, death, and the like—that can affect the data, there is no reason to expect these factors to influence particular schools systematically. Accordingly, we take variations in the graduation rate to be an indicator of the extent to which students are being well coached in their educational choices.

3 *Diploma courses taken per student*

This indicator (in the tables *Courses taken per student*) measures the average number of diploma courses completed by those students at the school who

completed their third year of high school during the reported year. It is derived by summing each school's diploma course participation rates provided by Alberta Education.

In their senior years, students have freedom to choose from a considerable variety of courses. Their choices will have an impact upon their literacy, numeracy, and analytical skills upon graduation. Their choices also affect the post-secondary options open to them.

Diploma courses offer study at the senior level in a variety of core disciplines: English language arts (or French for francophone students), Mathematics, the sciences, and the humanities. Alberta Education has developed courses in each discipline that reflect the post-secondary ambitions of different groups of students and, far from being courses only for a university-bound elite, these courses teach skills and knowledge that will benefit students, no matter what they plan to do after graduation. Further, it is the marks obtained in these courses that are commonly used by post-secondary institutions—institutes of technology and community colleges as well as universities—to assess the applicant's readiness for further study and for admission to programs with limited enrollment. Thus, for most students a decision to take advantage of these courses is a good one and a school that is successful in encouraging students to take these courses shows that it offers practical, well-informed counselling.

In general, how is the school doing academically? **The Overall rating out of 10**

While each of the indicators is important, it is almost always the case that any school does better on some indicators than on others. So, just as a teacher must make a decision about a student's overall performance, we need an overall indicator of school performance (in the tables *Overall rating out of 10*). Just as teachers combine test scores, portfolio assessment, and class participation to rate a student, we have combined all

the indicators to produce an overall school rating. The Overall rating is not an absolute measure. That is, if a school scores a 10 out of 10 that does not mean that it has achieved perfection. It simply means that when all the indicators were taken into account, that school performed better than all the other schools in the *Report Card*. Thus, the overall rating of school performance answers the question, “In general, how is the school doing, academically compared to other schools in the province?”

To derive this rating, the results for each of the indicators, for each school year were first standardized. Standardization is a statistical procedure whereby sets of raw data with different characteristics are converted into sets of values with “standard” statistical properties. Standardized values can readily be combined and compared.

The standardized data were then combined as required to produce eight standardized scores—one

for each indicator—for each school, for each year. The eight standardized scores were weighted and combined to produce an overall standardized score. Finally, this score was converted into an overall rating. It is from this *Overall rating out of 10* that the school’s provincial rank is determined.

For schools where either of the *Gender gap* indicators could not be calculated, *Gender gap* results were not used in the calculation of the *Overall rating*. In such cases the *Overall rating* was derived using the remaining six indicators. (See Appendix 1 for an explanation of the calculation of the *Overall rating out of 10*.)

Finally, note that the *Overall rating out of 10*, based as it is on standardized scores, is a relative rating. That is, in order for a school to show improvement in its overall rating, it must improve more than the average. If it improves, but at a rate less than the average, it will show a decline in its rating.

Other indicators of school performance

Since the first edition of the *Report Card*, we have added other indicators that, while they are not used to derive the *Overall rating out of 10*, add more information on the school's effectiveness.

The *Trend* indicator

Is the school improving academically? For most schools, the *Report Card* includes several years of results. Unlike a simple snapshot of one year's results, this historical record provides evidence of change (or lack thereof) over time.

In order to detect trends in the performance indicators, we developed the *Trend* indicator. This indicator uses statistical analysis to identify those dimensions of school performance in which there has been real change rather than a fluctuation in results caused by random occurrences. To calculate the trends, the standardized scores rather than raw data are used. Standardizing makes historical data more comparable and the trend measurement more reliable. Because calculation of trends is uncertain when only a small number of data points is available, a trend is indicated only in those circumstances where five years of data are available and where a trend is determined to be statistically significant. For this indicator we have defined the term "statistically significant" to mean that, nine times out of 10, the trend that is noted is real, that is, it did not happen just by chance.

The socioeconomic indicator

To what extent do socioeconomic factors affect the school's *Overall rating out of 10*? Educators can and

should take into account the abilities, interests, and backgrounds of their students when they design lesson plans and teach the curriculum. By doing so, they can overcome disadvantages that their students may have. The socioeconomic indicator enables us to identify schools that are roughly similar to each other with respect to at least one important aspect of the home background of their students so that the schools' results can more usefully be compared. The effective school will produce good results regardless of the family background of its students.

The socioeconomic indicator was derived as follows. First, using data from Alberta Education that quantifies student enrollments by school, by census dissemination⁸ area, and socioeconomic data provided by Statistics Canada,⁹ we established a profile of the student body's family characteristics for each of the schools in the *Report Card*. We then used multiple regression—a tool used in statistical analysis—to determine which of these family characteristics were most closely associated with variations in school performance as measured by the *Overall rating out of 10*. As a result of this analysis, we have adopted the average parental income from employment as the socioeconomic indicator for this edition of the *Report Card*.¹⁰

As a measure of the success with which each school took into account the socioeconomic characteristics of the student body, we used the formula derived from the regression analysis to predict the Overall rating for each school. We then reported the difference (in the tables Actual rating vs predicted rating based on parents' avg. inc.) between the actual Overall rating and this predicted value in each school's results table. For example, during the 2009/2010 school year, McNally High School a public high school in

Edmonton, achieved an Overall rating of 7.1 and yet, when the parental income of the student body was taken into account, the school was expected to achieve a rating of only about 5.9. The difference of 1.2 is reported in the tables. On the other hand, the actual Overall rating of Vimmy Ridge Academy, another Edmonton public high school, was 4.8, although its predicted rating was 6.0. The reported difference for Vimmy Ridge is -1.2. This measurement suggests that McNally High School is more successful than Vimmy Ridge Academy in enabling all of its students to reach their potential.

This measure of the socioeconomic background of a school's student body is presented with two important notes of caution. First, when all the schools in the *Report Card* are considered, only about 10% of the variation among schools in the *Overall rating* is associated with the parents' average parental income from employment. Clearly, many other factors—including good teaching, counselling, and school administration—contribute to the effectiveness of schools. Second, these statistical measures describe past relationships between a socioeconomic characteristic and a measure of school effectiveness. It should not be inferred that these relationships will or should remain static. The more effectively schools enable all their students to succeed, the weaker will be the rela-

tionship between the home characteristics of students and their academic success. Thus, this socioeconomic indicator should not be used as an excuse or rationale for poor school performance.

Indicators of student characteristics and programs

This edition includes three indicators that provide more information about the students that the school serves. The alternative French program indicator (in the tables *Alt. French (%)*) reports the proportion of the school's students who are registered in French immersion or other alternative French languages programs. This indicator does not include core French or Francophone programs.

The English as a second language indicator (in the tables *ESL (%)*) reports the proportion of the school's students who are registered in ESL programs. Finally, the special needs indicator (in the tables *Special needs (%)*) reports the proportion of the school's students who have identified special needs. This indicator excludes gifted students.

These indicators provide useful information that readers can use to compare the results at schools serving students with similar characteristics.

Notes

- 1 See, for instance, Michael Rutter et al., *Fifteen Thousand Hours: Secondary Schools and Their Effects on Children* (Cambridge, MA: Harvard University Press, 1979) and Peter Mortimore et al., *School Matters: The Junior Years* (Wells, Somerset: Open Books, 1988).
- 2 The following diploma courses were offered for at least some of the years between 1995/1996 and 2006/2007: English 30, English 33, Français 30, Mathematics 30, Mathematics 33, Biology 30, Chemistry 30, Physics 30, Science 30, Social Studies 30, Social Studies 33, Applied Mathematics 30, Pure Mathematics 30, French Lang Arts 30, English Lang Arts 30-1, English Lang Arts 30-2. Students enrolled in francophone programs may write the examinations for many of these courses in French.
- 3 For calculating the final mark, the school-awarded mark and the diploma examination mark each count for 50%.
- 4 Peter Cowley and Stephen Easton, *Boys, Girls, and Grades: Academic Gender Balance in British Columbia's Secondary Schools*. Public Policy Sources 22 (Vancouver, BC: The Fraser Institute, 1999).
- 5 Cowley and Easton, *Boys, Girls, and Grades*: page 7.
- 6 Cowley and Easton, *Boys, Girls, and Grades*: page 17.
- 7 A detailed discussion of the Transition Rate indicator will be found on page 8 of Richard Marceau and Peter Cowley, *Bulletin des écoles secondaires du Québec: Édition 2001 / Report Card on Quebec's Secondary Schools: 2001 Edition* (Montréal, QC and Vancouver, BC: Institut économique de Montréal and The Fraser Institute, 2001), where it is called *Promotion rate* or *Taux de promotion*.
- 8 A Dissemination Area (DA) is a small geographic area comprising one or more neighbouring blocks, with a population of 400 to 700 persons. The DA is the smallest standard geographic area for which all census data are disseminated. All of Canada is divided into dissemination areas.
- 9 Census 2006 data for the custom geographies used in the development of the socioeconomic measures were provided by Statistics Canada.
- 10 The results of the regression of the *Overall rating* of Alberta high schools on a number of student family characteristics are presented in detail in Appendix 2, page 102, of Peter Cowley and Stephen Easton, *Second Annual Report Card on Alberta's High Schools* (Vancouver, BC: The Fraser Institute, 2000).

Detailed school reports

How to read the tables

Use the sample table and the explanation of each line below to help you interpret the detailed results for each school. Families choosing a school for their students should seek to confirm the *Report Card's* findings by visiting the school and interviewing teachers and school administrators. More information regarding schools may be found on Alberta Education's web site at <<http://www.education.alberta.ca/>> and on the web sites of Alberta's local school authorities and of individual schools. And, of course, a sound academic

program should be complemented by effective programs in areas of school activity not measured by the *Report Card*.

IMPORTANT: In order to get the most from the Report Card, readers should consult the complete table of results for each school of interest. By considering several years of results—rather than just a school's rank in the most recent year—readers can get a better idea of how the school is likely to perform in the future.

A –	GEOGRAPHICAL AREA							
	School name [Affiliation] City					Gr 12 Enrollment: 44		– B
C –	ESL (%): n/a	Special needs (%): 8.5	Alt. French (%): 0.0					
D –	Actual rating vs predicted based on parents' avg. inc. of \$64,400: 0.1		Rank: 161/276 175/239				2009-10 Last 5 Years	
	Academic Performance	2006	2007	2008	2009	2010	Trend	
E –	Average exam mark	66.8	64.0	60.4	63.5	62.4	—	
F –	Percentage of exams failed	12.4	15.9	18.8	21.0	20.5	—	
G –	School vs exam mark difference	2.9	5.5	6.9	6.9	8.7	▼	
H –	English 30-1 gender gap	n/a	F 11.7	n/a	F 2.5	F 10.5	n/a	
I –	Pure Math 30 gender gap	n/a	F 10.0	n/a	F 12.8	M 2.6	n/a	
J –	Courses taken per student	3.0	3.2	3.6	3.6	4.1	▲	
K –	Diploma completion rate	72.5	90.5	70.6	86.5	85.7	—	
L –	Delayed advancement rate	22.0	25.4	33.5	13.2	13.8	—	
M –	Overall rating out of 10	6.1	5.0	4.8	5.9	5.8	—	

A—Geographical area

Each of the schools in the *Report Card* has been assigned to a geographical area based on the city or town in which the school is located. Grouping schools in these geographical areas makes it easier to compare them. The Edmonton, Calgary, and Red Deer areas include only schools located in those cities; other areas may include schools in several cities or towns. To find the results of a school, find the city or town where it is located in the *List of cities and geographical areas* below and note the geographical area to which

it has been assigned. Geographical areas appear in the *Detailed Tables* in alphabetical order and the page number upon which the results for each area begin may be found in the *Index of geographical areas* below. Within each geographical area, the schools are listed in alphabetical order.

B—Gr 12 Enrollment

The number of regular day students enrolled in grade 12 as of September 30, 2009. Indicator results for small schools tend to be more variable than do those

for larger schools and caution should be used in interpreting the results for smaller schools.

C—ESL (%); Special needs (%); Alt. French (%)

These statistics report the percentage of students enrolled in English-as-a-Second-Language programs; the percentage of students with special needs; and the percentage of students enrolled in French immersion or other alternative programs in French. This percentage does not include those enrolled in Francophone programs or in regular French courses.

When you want to compare academic results, these statistics can be used to find other schools where the student body has similar characteristics.

D (left)—Actual rating vs predicted based on average parental employment income

This statistic compares the school's actual *Overall rating out of 10* with the rating that is predicted by the average parental employment income of the students' families. Use this statistic to identify schools at which the students share similar family backgrounds.

D (right)—Overall academic ranking

The school's overall academic rank in the province for the school year 2009/2010 and for the most recent five years. The rankings show how the school has done academically compared to the other schools in the *Report Card*. A high ranking over five years indicates consistently strong results at the school.

E—Average exam mark

The average mark (as a percentage) achieved by the students on all the school's grade-12 diploma examinations. Note that all the indicators of academic performance (except the *Courses taken per student* and the *Overall rating out of 10*) are expressed as percentage points.

F—Percentage of exams failed

The percentage of all the diploma examinations written by students at the school that received a grade below 50%.

G—School vs exam mark

The difference (in percentage points) between the marks received from the school for diploma courses and the corresponding examination marks. Where the exam marks are higher, the result is set to zero. Large differences usually indicate grade inflation by the school.

H—English 30-1 gender gap

I—Pure Math 30 gender gap

The difference (in percentage points) between boys' and girls' average exam marks in English 30-1 and Pure Mathematics 30. Where the difference favours the girls, the value is preceded by an **F**; where boys are favoured, the value is preceded by an **M**. An **E** means that there is no difference between the girls and the boys on this measure. Smaller differences indicate that the school is doing a good job for all its students.

J—Courses taken per student

The average number of diploma courses completed by those students at the school who have completed their third year of high school. Taking more of these diploma courses provides students with greater post-secondary opportunities.

K—Diploma completion rate

The percentage of students, enrolled in grade 12 for the first time, who received a diploma in the same school year. Higher completion rates mean that the school is doing a good job of keeping students on track and focused on their work during their final year.

L—Delayed advancement rate

The percentage of the school's grade-10 students who are not likely to complete grade 12 within three years. Low *Delayed advancement rates* indicate that the school's students are likely to complete their high school program in the normal time.

M—Overall rating out of 10

The *Overall rating out of 10* takes into account the

school's performance on all eight of these indicators (*F to M* above) to answer the question, "In general, how is the school doing academically compared to other schools in the *Report Card*?"

N—Trend

In the Trend column, an upward-pointing arrow at the end of an indicator row means that the school is probably improving on that indicator; a downward-pointing arrow means that the school is probably getting worse. The researchers had to be at least 90% sure that the changes were not just random before indicating a trend. A dash (—) indicates that there is no significant change; "n/a" indicates that there were insufficient data available with which to calculate a trend. Note that for *Percentage of exams failed*, *School vs exam mark*, the two *Gender gap* indicators, and the *Delayed advancement rate*, a statistically significant downward trend in the data will lead to an upward-pointing arrow in the trend column. For example, a decreasing percentage of examinations failed indicates improvement and so an upward-pointing arrow is displayed.

Other notes

Note 1

Not all of the province's high schools are included in the tables or the ranking. Of all the schools in the province at which any diploma examination results were generated, 276 are included in this *Report Card*. Excluded are schools at which fewer than 15 regular day students were enrolled in grade 12 and schools that did not generate a sufficiently large set of student data to enable the calculation of an *Overall rating out of 10*. Also excluded from the ratings and rankings are centres for adult education and continuing education; home-schooling support centres, and certain alternative schools that do not offer a full program of courses.

The exclusion of a school from the *Report Card* should not be considered to be a judgement of the school's effectiveness.

Note 2

Due to continuing improvements in methodology, along with updated data provided by Alberta Education for the 2007/2008 school year, some historical values for indicators and overall ratings are different than those previously reported.

Note 3

In accordance with its regulations regarding the privacy of personal information, where school results involved less than six students, Alberta Education provided no data.

Note 4

Where there were insufficient data available with which to calculate an indicator or where a school was not in operation during a specific year, "n/a" appears in the tables.

Note 5

You can compare a school's results with the all-schools average results shown below.

Average values for all schools 2009/2010						
Average Gr 12 Enrollment: 150						
Average Parents' Income: \$86,300						
ESL (%): 4.5		Special Needs (%): 12.3		Alt. French program (%): 2.6		
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	65.6	65.9	65.6	64.3	64.3	▼
Percentage of exams failed	16.0	15.7	15.8	18.1	17.4	-
School vs exam mark difference	6.4	6.4	6.0	7.0	7.6	-
English 30-1 gender gap *	3.8	3.6	3.4	2.9	2.7	▲
Pure Math 30 gender gap *	2.7	3.3	4.2	4.4	4.0	▼
Courses taken per student	3.8	3.8	3.8	3.8	3.8	-
Diploma completion rate	79.3	79.5	80.2	80.6	81.1	▲
Delayed advancement rate	24.1	24.1	23.3	22.5	21.5	▲
Overall rating out of 10	6.0	6.0	6.0	6.0	6.0	n/a

* These results reflect the average size of the gender gaps. The English gender gap favoured females at 71.3% of schools, males at 26.6% of schools, and were even at 2.1% of schools. The Math gender gap favoured females at 38.8% of schools, males at 60.1% of schools, and were even at 1.1%.

Note 6

If you have questions about the *Report Card*, contact Michael Thomas, Associate Director of School Performance Studies at the Fraser Institute at 416.363.6575.

List of cities and school districts

School city	Geographical area	School city	Geographical area
Acme	Acme Area	Eckville	Rocky Mountain House Area
Airdrie	Airdrie Area	Edmonton	Edmonton
Alix	Stettler Area	Edson	Edson/Whitecourt Area
Andrew	Vegreville/Fort Saskatchewan Area	Elk Point	St. Paul/Bonnyville Area
Ardrossan	Vegreville/Fort Saskatchewan Area	Evansburg	St. Albert/Stony Plain Area
Athabasca	Athabasca/Smoky Lake Area	Fairview	Peace River Area
Banff	Banff Area	Falun	Wetaskiwin/Drayton Valley Area
Barrhead	Barrhead/Westlock Area	Foremost	Taber/Medicine Hat Area
Bashaw	Stettler Area	Fort Macleod	Fort MacLeod Area
Bassano	Brooks Area	Fort McMurray	Fort McMurray Area
Bawlf	Camrose Area	Fort Saskatchewan	Vegreville/Fort Saskatchewan Area
Beaumont	Leduc Area	Fox Creek	Edson/Whitecourt Area
Beaverlodge	Grande Prairie Area	Glendon	St. Paul/Bonnyville Area
Beiseker	Acme Area	Grande Cache	Jasper/Hinton Area
Bentley	Rocky Mountain House Area	Grande Prairie	Grande Prairie Area
Black Diamond	Okotoks Area	Grimshaw	Peace River Area
Bonnyville	St. Paul/Bonnyville Area	Hanna	Drumheller/Three Hills Area
Bow Island	Taber/Medicine Hat Area	Hay Lakes	Camrose Area
Bowden	Olds/Didsbury Area	High Level	High Level/Fort Vermilion Area
Breton	Wetaskiwin/Drayton Valley Area	High Prairie	Grande Prairie Area
Brooks	Brooks Area	High River	High River Area
Buck Lake	Wetaskiwin/Drayton Valley Area	Hinton	Jasper/Hinton Area
Calgary	Calgary	Hughenden	Wainwright/Vermilion Area
Calmar	Leduc Area	Innisfail	Olds/Didsbury Area
Camrose	Camrose Area	Jasper	Jasper/Hinton Area
Canmore	Banff Area	Kitscoty	Wainwright/Vermilion Area
Cardston	Lethbridge Area	La Crete	High Level/Fort Vermilion Area
Caroline	Rocky Mountain House Area	Lac La Biche	Athabasca/Smoky Lake Area
Carstairs	Acme Area	Lacombe	Lacombe/Ponoka Area
Castor	Stettler Area	Lamont	Vegreville/Fort Saskatchewan Area
Chestermere	Strathmore Area	Leduc	Leduc Area
Claresholm	Picture Butte Area	Lethbridge	Lethbridge Area
Coaldale	Lethbridge Area	Lundbreck	Fort MacLeod Area
Coalhurst	Lethbridge Area	Magrath	Lethbridge Area
Cochrane	Cochrane/Bragg Creek Area	Manning	High Level/Fort Vermilion Area
Cold Lake	St. Paul/Bonnyville Area	Mannville	Wainwright/Vermilion Area
Coleman	Picture Butte Area	Mayerthorpe	Edson/Whitecourt Area
Condor	Rocky Mountain House Area	Medicine Hat	Taber/Medicine Hat Area
Consort	Stettler Area	Milk River	Lethbridge Area
Coronation	Stettler Area	Morinville	Barrhead/Westlock Area
Cremona	Olds/Didsbury Area	Namao	Barrhead/Westlock Area
Crooked Creek	Grande Prairie Area	Nanton	High River Area
Crossfield	Airdrie Area	New Norway	Camrose Area
Daysland	Camrose Area	New Sarepta	Sherwood Park Area
Delburne	Stettler Area	Nobleford	Picture Butte Area
Devon	Leduc Area	Okotoks	Okotoks Area
Didsbury	Olds/Didsbury Area	Olds	Olds/Didsbury Area
Donnelly	Peace River Area	Onoway	St. Albert/Stony Plain Area
Drayton Valley	Wetaskiwin/Drayton Valley Area	Oyen	Drumheller/Three Hills Area
Drumheller	Drumheller/Three Hills Area	Peace River	Peace River Area
Duchess	Brooks Area	Picture Butte	Picture Butte Area
Dunmore	Taber/Medicine Hat Area	Pincher Creek	Fort MacLeod Area

List of cities and school districts

School city	Geographical area	School city	Geographical area
Plamondon	Athabasca/Smoky Lake Area	Stony Plain	St. Albert/Stony Plain Area
Ponoka	Lacombe/Ponoka Area	Strathmore	Strathmore Area
Provost	Wainwright/Vermilion Area	Sundre	Olds/Didsbury Area
Raymond	Lethbridge Area	Swan Hills	Edson/Whitecourt Area
Red Deer	Red Deer	Sylvan Lake	Rocky Mountain House Area
Redwater	Vegreville/Fort Saskatchewan Area	Taber	Taber/Medicine Hat Area
Rimbey	Lacombe/Ponoka Area	Thorsby	Leduc Area
Rocky Mountain House	Rocky Mountain House Area	Three Hills	Drumheller/Three Hills Area
Rosemary	Brooks Area	Tofield	Sherwood Park Area
Ryley	Camrose Area	Two Hills	Vegreville/Fort Saskatchewan Area
Sangudo	Edson/Whitecourt Area	Valleyview	Grande Prairie Area
Sedgewick	Wainwright/Vermilion Area	Vauxhall	Taber/Medicine Hat Area
Sexsmith	Grande Prairie Area	Vegreville	Vegreville/Fort Saskatchewan Area
Sherwood Park	Sherwood Park Area	Vermilion	Wainwright/Vermilion Area
Slave Lake	Athabasca/Smoky Lake Area	Viking	Wainwright/Vermilion Area
Smoky Lake	Athabasca/Smoky Lake Area	Vulcan	High River Area
Spirit River	Grande Prairie Area	Wabasca	Athabasca/Smoky Lake Area
Spruce Grove	St. Albert/Stony Plain Area	Wainwright	Wainwright/Vermilion Area
Spruce View	Olds/Didsbury Area	Warburg	Wetaskiwin/Drayton Valley Area
St. Albert	St. Albert/Stony Plain Area	Warner	Lethbridge Area
St. Paul	St. Paul/Bonnyville Area	Westlock	Barrhead/Westlock Area
Standard	Strathmore Area	Wetaskiwin	Wetaskiwin/Drayton Valley Area
Stettler	Stettler Area	Whitecourt	Edson/Whitecourt Area
Stirling	Lethbridge Area		

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ACME AREA

Acme [Public] Acme		Gr 12 Enrollment: 40				
ESL (%): 0.0	Special needs (%): 11.9	Alt. French (%): 0.0	2009-10 Last 5 Years			
Actual rating vs predicted based on parents' avg. inc. of \$75,400: 0.7		Rank: 103/276 68/239				
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	65.8	69.7	69.3	64.0	64.5	—
Percentage of exams failed	10.1	11.0	8.4	16.0	10.6	—
School vs exam mark difference	3.2	3.9	3.6	5.5	6.3	▼
English 30-1 gender gap	F 5.3	F 8.5	M 5.8	F 7.5	F 4.5	—
Pure Math 30 gender gap	F 0.2	n/a	M 13.6	F 3.1	M 6.7	n/a
Courses taken per student	4.7	4.3	4.4	3.8	4.2	—
Diploma completion rate	85.7	80.8	76.5	82.1	79.4	—
Delayed advancement rate	16.8	25.0	19.4	22.4	25.0	—
Overall rating out of 10	7.5	7.3	7.0	6.1	6.6	▼

Beiseker [Public] Beiseker		Gr 12 Enrollment: 28				
ESL (%): 0.0	Special needs (%): 20.4	Alt. French (%): 0.0	2009-10 Last 5 Years			
Actual rating vs predicted based on parents' avg. inc. of \$50,300: -1.1		Rank: 234/276 113/239				
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	69.4	64.7	62.9	62.3	61.8	▼
Percentage of exams failed	8.4	13.0	17.2	20.9	18.8	▼
School vs exam mark difference	2.6	6.3	2.9	4.9	7.3	—
English 30-1 gender gap	F 2.0	n/a	n/a	n/a	n/a	n/a
Pure Math 30 gender gap	F 1.2	n/a	n/a	n/a	n/a	n/a
Courses taken per student	3.6	3.8	3.6	3.4	2.7	—
Diploma completion rate	81.6	100.0	94.1	100.0	67.9	—
Delayed advancement rate	16.9	12.1	6.0	12.6	35.5	—
Overall rating out of 10	7.2	6.7	6.8	6.2	4.4	▼

Hugh Sutherland [Public] Carstairs		Gr 12 Enrollment: 49				
ESL (%): n/a	Special needs (%): 9.3	Alt. French (%): 0.0	2009-10 Last 5 Years			
Actual rating vs predicted based on parents' avg. inc. of \$53,800: 0.9		Rank: 115/276 103/239				
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	69.1	65.7	65.0	69.1	66.5	—
Percentage of exams failed	11.4	8.4	12.8	9.6	12.0	—
School vs exam mark difference	6.3	7.8	7.6	5.1	6.7	—
English 30-1 gender gap	F 8.0	M 1.1	F 9.5	M 1.8	F 2.8	—
Pure Math 30 gender gap	F 4.5	n/a	n/a	M 7.2	F 7.3	n/a
Courses taken per student	4.4	3.3	3.6	4.0	3.3	—
Diploma completion rate	81.7	68.9	86.6	96.0	91.8	—
Delayed advancement rate	23.2	38.9	18.3	21.2	14.0	—
Overall rating out of 10	6.7	5.5	6.0	7.5	6.5	—

AIRDRIE AREA

Bert Church [Public] Airdrie		Gr 12 Enrollment: 211				
ESL (%): 2.2	Special needs (%): 11.0	Alt. French (%): 0.0	2009-10 Last 5 Years			
Actual rating vs predicted based on parents' avg. inc. of \$83,700: -1.0		Rank: 209/276 169/239				
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	67.3	68.3	65.6	63.9	63.3	▼
Percentage of exams failed	13.9	9.4	14.8	16.5	17.5	—
School vs exam mark difference	2.7	4.0	2.0	3.4	4.0	—
English 30-1 gender gap	F 4.7	F 0.4	F 4.1	F 1.9	F 5.7	—
Pure Math 30 gender gap	F 8.1	F 2.4	F 2.0	M 0.9	F 6.1	—
Courses taken per student	3.4	3.4	3.2	3.3	3.1	—
Diploma completion rate	76.5	71.6	63.8	74.5	72.7	—
Delayed advancement rate	n/a	n/a	n/a	39.9	38.2	n/a
Overall rating out of 10	5.7	6.3	5.4	5.7	5.0	—

George McDougall [Public] Airdrie		Gr 12 Enrollment: 208				
ESL (%): 2.9	Special needs (%): 11.2	Alt. French (%): 12.8	2009-10 Last 5 Years			
Actual rating vs predicted based on parents' avg. inc. of \$91,600: 1.1		Rank: 57/276 93/239				
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	65.6	68.1	67.8	66.9	67.1	▲
Percentage of exams failed	12.7	9.3	9.2	13.0	12.1	—
School vs exam mark difference	7.3	4.3	1.2	3.6	2.8	▲
English 30-1 gender gap	F 5.7	F 5.6	M 1.5	M 1.3	M 3.0	—
Pure Math 30 gender gap	F 5.4	F 7.3	F 0.1	M 7.8	M 5.5	—
Courses taken per student	3.6	3.5	3.4	3.7	3.8	—
Diploma completion rate	82.2	77.7	81.2	87.4	86.7	—
Delayed advancement rate	26.0	25.1	25.1	19.2	13.3	▲
Overall rating out of 10	5.7	6.1	6.9	6.8	7.2	▲

St. Martin De Porres [Separate] Airdrie		Gr 12 Enrollment: 87				
ESL (%): 2.2	Special needs (%): 10.6	Alt. French (%): 0.0	2009-10 Last 5 Years			
Actual rating vs predicted based on parents' avg. inc. of \$93,200: 1.7		Rank: 33/276 43/239				
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	68.2	66.8	69.1	69.1	68.7	—
Percentage of exams failed	7.6	11.2	8.3	7.4	8.5	—
School vs exam mark difference	3.3	4.8	2.2	1.9	2.4	▲
English 30-1 gender gap	F 1.1	F 3.7	M 0.4	F 6.1	F 3.0	—
Pure Math 30 gender gap	F 4.0	F 0.5	F 6.7	F 5.2	M 0.7	—
Courses taken per student	3.5	3.8	3.3	3.4	3.7	—
Diploma completion rate	84.2	89.9	91.2	90.8	93.0	—
Delayed advancement rate	14.7	8.2	12.3	3.3	5.4	—
Overall rating out of 10	7.0	7.0	7.2	7.4	7.8	▲

W. G. Murdoch [Public] Crossfield		Gr 12 Enrollment: 46				
ESL (%): 2.9	Special needs (%): 11.1	Alt. French (%): 0.0	2009-10 Last 5 Years			
Actual rating vs predicted based on parents' avg. inc. of \$67,900: 0.1		Rank: 161/276 131/239				
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	68.2	66.4	63.8	64.7	61.3	▼
Percentage of exams failed	15.6	10.2	15.1	18.6	21.3	—
School vs exam mark difference	5.4	6.2	6.2	4.6	8.1	—
English 30-1 gender gap	F 5.2	M 11.3	n/a	F 10.5	n/a	n/a
Pure Math 30 gender gap	n/a	F 2.2	n/a	M 6.2	n/a	n/a
Courses taken per student	3.7	3.9	3.4	3.5	3.7	—
Diploma completion rate	78.9	92.3	84.2	81.0	88.9	—
Delayed advancement rate	24.9	6.1	19.4	26.4	15.9	—
Overall rating out of 10	6.3	6.8	5.8	5.7	5.8	—

ATHABASCA/SMOKY LAKE AREA

Edwin Parr [Public] Athabasca		Gr 12 Enrollment: 230				
ESL (%): 0.0	Special needs (%): 10.3	Alt. French (%): 3.2	2009-10 Last 5 Years			
Actual rating vs predicted based on parents' avg. inc. of \$64,100: -0.9		Rank: 216/276 193/239				
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	65.3	65.2	63.8	60.3	60.5	—
Percentage of exams failed	16.5	16.2	13.3	20.3	22.0	—
School vs exam mark difference	6.3	6.0	5.8	6.0	8.0	—
English 30-1 gender gap	F 8.1	F 2.1	F 3.8	M 4.1	E	—
Pure Math 30 gender gap	F 4.6	F 1.7	F 0.5	F 1.1	F 1.3	—
Courses taken per student	3.4	3.4	3.3	3.2	3.2	▼
Diploma completion rate	74.2	74.7	69.2	78.1	69.8	—
Delayed advancement rate	36.1	33.5	33.7	35.2	33.3	—
Overall rating out of 10	5.1	5.6	5.3	5.4	4.8	—

H. A. Kostash [Public] Smoky Lake		Gr 12 Enrollment: 31				
ESL (%): 0.0	Special needs (%): 7.3	Alt. French (%): 0.0	2009-10 Last 5 Years			
Actual rating vs predicted based on parents' avg. inc. of \$40,000: 1.7		Rank: 63/276 93/239				
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	64.0	66.1	64.2	60.5	67.8	—
Percentage of exams failed	16.9	20.6	18.8	27.1	10.6	—
School vs exam mark difference	9.0	9.9	9.5	13.4	9.0	—
English 30-1 gender gap	F 2.7	F 8.1	M 6.7	F 8.4	F 8.6	▼
Pure Math 30 gender gap	F 4.3	F 2.8	M 5.3	F 7.1	E	—
Courses taken per student	4.9	4.5	4.5	4.5	4.4	—
Diploma completion rate	84.2	96.6	100.0	94.7	93.5	—
Delayed advancement rate	26.8	0.0	0.5	15.4	18.3	—
Overall rating out of 10	6.4	6.7	6.7	5.5	7.1	—

J A Williams [Public] Lac La Biche		Gr 12 Enrollment: 136				
ESL (%): 0.0	Special needs (%): 13.6	Alt. French (%): 0.0	2009-10 Last 5 Years			
Actual rating vs predicted based on parents' avg. inc. of \$76,600: -3.7		Rank: 268/276 235/239				
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	59.4	58.8	59.2	54.6	54.4	—
Percentage of exams failed	31.8	27.7	28.9	37.6	36.7	—
School vs exam mark difference	11.5	9.1	9.6	14.0	11.9	—
English 30-1 gender gap	F 2.0	F 7.6	F 3.9	E	F 5.0	—
Pure Math 30 gender gap	F 4.7	F 9.3	F 2.5	M 10.3	M 6.1	—
Courses taken per student	3.1	2.9	3.0	3.3	3.0	—
Diploma completion rate	68.7	56.8	62.7	60.2	61.7	—
Delayed advancement rate	48.7	53.6	47.8	48.1	42.3	—
Overall rating out of 10	3.1	2.8	3.3	2.7	2.2	—

Mississinoy [Public] Wabasca		Gr 12 Enrollment: 36				
ESL (%): n/a	Special needs (%): 17.0	Alt. French (%): 0.0	2009-10 Last 5 Years			
Actual rating vs predicted based on parents' avg. inc. of \$30,600: -5.2		Rank: 274/276 239/239				
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	51.7	50.4	50.1	46.3	44.3	▼
Percentage of exams failed	50.0	45.7	46.7	57.1	71.2	▼
School vs exam mark difference	2.5	4.8	3.1	14.5	11.8	—
English 30-1 gender gap	n/a	n/a	n/a	n/a	n/a	n/a
Pure Math 30 gender gap	n/a	n/a	n/a	n/a	n/a	n/a
Courses taken per student	1.1	0.9	1.2	0.5	1.2	—
Diploma completion rate	78.6	58.6	30.0	35.3	41.4	—
Delayed advancement rate	n/a	n/a	91.4	91.8	85.8	n/a
Overall rating out of 10	0.9	0.0	0.0	0.0	0.0	▼

Plamondon [Public] Plamondon		Gr 12 Enrollment: 32				
ESL (%): 7.9	Special needs (%): 12.3	Alt. French (%): 5.7	2009-10 Last 5 Years			
Actual rating vs predicted based on parents' avg. inc. of \$82,700: -1.3		Rank: 274/276 206/239				
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	55.0	63.4	62.3	61.0	56.9	—
Percentage of exams failed	34.7	18.1	23.1	30.0	30.7	—
School vs exam mark difference	10.0	6.3	4.4	7.8	10.8	—
English 30-1 gender gap	F 1.1	F 2.7	M 3.1	n/a	F 3.2	n/a
Pure Math 30 gender gap	n/a	F 5.8	n/a	n/a	M 4.3	n/a
Courses taken per student	3.1	3.6	3.3	3.1	4.3	—
Diploma completion						

St. Mary [Separate] Westlock Gr 12 Enrollment: 18
ESL (%): n/a Special needs (%): 4.6 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

St. Joseph's [Separate] Brooks Gr 12 Enrollment: 46
ESL (%): 10.4 Special needs (%): 12.8 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

Bowness [Public] Calgary Gr 12 Enrollment: 432
ESL (%): 11.4 Special needs (%): 16.5 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

Sturgeon [Public] Namao Gr 12 Enrollment: 287
ESL (%): 3.2 Special needs (%): 16.3 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

Bears paw Christian [Private] Calgary Gr 12 Enrollment: 36
ESL (%): 0.0 Special needs (%): 8.3 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

Calgary Academy [Private] Calgary Gr 12 Enrollment: 61
ESL (%): 0.0 Special needs (%): 99.8 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

BROOKS AREA

Bassano [Public] Bassano Gr 12 Enrollment: 27
ESL (%): 3.4 Special needs (%): 15.4 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

Bishop Carroll [Separate] Calgary Gr 12 Enrollment: 254
ESL (%): 1.4 Special needs (%): 9.3 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

Calgary Christian [Public] Calgary Gr 12 Enrollment: 60
ESL (%): n/a Special needs (%): 13.2 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

Brooks [Public] Brooks Gr 12 Enrollment: 176
ESL (%): 6.0 Special needs (%): 14.8 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

Bishop Grandin [Separate] Calgary Gr 12 Enrollment: 451
ESL (%): 13.0 Special needs (%): 11.0 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

Centennial [Public] Calgary Gr 12 Enrollment: 520
ESL (%): 7.4 Special needs (%): 19.0 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

Duchess [Public] Duchess Gr 12 Enrollment: 41
ESL (%): 3.3 Special needs (%): 15.0 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

Bishop McNally [Separate] Calgary Gr 12 Enrollment: 395
ESL (%): 23.8 Special needs (%): 10.9 Alt. French (%): 5.3
Academic Performance 2006 2007 2008 2009 2010 Trend

Central Memorial [Public] Calgary Gr 12 Enrollment: 502
ESL (%): 4.2 Special needs (%): 15.4 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

Rosemary [Public] Rosemary Gr 12 Enrollment: 18
ESL (%): 13.5 Special needs (%): 16.3 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

Bishop O'Byrne [Separate] Calgary Gr 12 Enrollment: 548
ESL (%): 14.5 Special needs (%): 8.8 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

Chestermere [Public] Calgary Gr 12 Enrollment: 199
ESL (%): 7.5 Special needs (%): 10.3 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

Our Lady of Mount Pleasant [Separate] Camrose Gr 12 Enrollment: 17
ESL (%): 2.4 Special needs (%): 19.5 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

J. C. Charyk Hanna [Public] Hanna Gr 12 Enrollment: 42
ESL (%): n/a Special needs (%): 6.5 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

Archbishop O'Leary [Separate] Edmonton Gr 12 Enrollment: 433
ESL (%): 3.0 Special needs (%): 4.6 Alt. French (%): 3.8
Academic Performance 2006 2007 2008 2009 2010 Trend

Ryley [Public] Ryley Gr 12 Enrollment: 25
ESL (%): 0.0 Special needs (%): 18.8 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

Prairie Christian [Public] Three Hills Gr 12 Enrollment: 51
ESL (%): n/a Special needs (%): 8.1 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

Archbishop Oscar Romero [Separate] Edmonton Gr 12 Enrollment: 147
ESL (%): 6.6 Special needs (%): 4.2 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

COCHRANE/BRAGG CREEK AREA

Bow Valley [Public] Cochrane Gr 12 Enrollment: 155
ESL (%): 3.8 Special needs (%): 10.5 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

South Central [Public] Oyen Gr 12 Enrollment: 38
ESL (%): n/a Special needs (%): 13.8 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

Austin O'Brien [Separate] Edmonton Gr 12 Enrollment: 228
ESL (%): 1.9 Special needs (%): 9.5 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

Cochrane [Public] Cochrane Gr 12 Enrollment: 206
ESL (%): n/a Special needs (%): 12.6 Alt. French (%): 13.1
Academic Performance 2006 2007 2008 2009 2010 Trend

St. Anthony's [Separate] Drumheller Gr 12 Enrollment: 30
ESL (%): n/a Special needs (%): 13.6 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

Braemar [Public] Edmonton Gr 12 Enrollment: 105
ESL (%): 0.0 Special needs (%): 100.0 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

St. Timothy [Separate] Cochrane Gr 12 Enrollment: 42
ESL (%): n/a Special needs (%): 9.1 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

Three Hills [Public] Three Hills Gr 12 Enrollment: 54
ESL (%): 3.8 Special needs (%): 9.1 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

Concordia [Private] Edmonton Gr 12 Enrollment: 28
ESL (%): 0.0 Special needs (%): 0.0 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

DRUMHELLER/THREE HILLS AREA

Drumheller [Public] Drumheller Gr 12 Enrollment: 103
ESL (%): 3.1 Special needs (%): 11.2 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

EDMONTON
Archbishop MacDonald [Separate] Edmonton Gr 12 Enrollment: 261
ESL (%): n/a Special needs (%): n/a Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

Eastjolen [Public] Edmonton Gr 12 Enrollment: 316
ESL (%): 4.8 Special needs (%): 17.5 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

Vimy Ridge [Public] Edmonton		Gr 12 Enrollment: 113				
ESL (%): 1.6	Special needs (%): 5.0	Alt. French (%): 0.0				
Actual rating vs predicted based on parents' avg. inc. of \$88,200: -1.2		Rank: 216/276 162/239				
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	66.0	66.2	64.1	62.2	61.4	▼
Percentage of exams failed	14.0	13.5	17.1	20.2	25.1	▼
School vs exam mark difference	7.0	8.1	7.0	7.6	9.9	—
English 30-1 gender gap	F 5.4	F 2.3	F 4.8	F 1.9	F 5.2	—
Pure Math 30 gender gap	n/a	F 4.7	M 0.8	M 3.3	M 4.2	n/a
Courses taken per student	3.8	4.2	4.1	4.1	4.1	—
Diploma completion rate	70.0	79.6	73.4	71.9	66.0	—
Delayed advancement rate	37.9	21.6	29.8	35.7	38.0	—
Overall rating out of 10	5.7	6.2	5.9	5.8	4.8	—

W P Wagner [Public] Edmonton		Gr 12 Enrollment: 498				
ESL (%): 2.2	Special needs (%): 5.9	Alt. French (%): 0.0				
Actual rating vs predicted based on parents' avg. inc. of \$73,200: 0.8		Rank: 103/276 68/239				
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	68.7	68.3	68.5	66.4	65.9	—
Percentage of exams failed	13.4	11.4	10.2	12.8	14.9	—
School vs exam mark difference	4.5	3.9	3.7	5.1	5.2	—
English 30-1 gender gap	F 0.8	F 0.6	F 1.8	F 3.3	F 4.5	▼
Pure Math 30 gender gap	M 1.4	F 0.9	M 3.1	F 1.5	M 0.1	—
Courses taken per student	3.9	4.0	4.0	4.1	4.0	—
Diploma completion rate	72.7	78.7	81.4	80.0	76.9	—
Delayed advancement rate	28.9	25.3	19.5	18.7	22.2	—
Overall rating out of 10	6.6	7.0	7.1	7.0	6.6	—

EDSON/WHITECOURT AREA

Fox Creek [Public] Fox Creek		Gr 12 Enrollment: 27				
ESL (%): n/a	Special needs (%): 13.5	Alt. French (%): 0.0				
Actual rating vs predicted based on parents' avg. inc. of \$41,300: -3.2		Rank: 268/276 n/a				
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	59.0	59.2	51.9	n/a	50.5	n/a
Percentage of exams failed	21.4	34.4	45.2	n/a	50.0	n/a
School vs exam mark difference	1.9	12.3	14.1	n/a	16.1	n/a
English 30-1 gender gap	n/a	n/a	n/a	n/a	n/a	n/a
Pure Math 30 gender gap	n/a	n/a	n/a	n/a	n/a	n/a
Courses taken per student	2.1	2.6	3.4	n/a	4.4	n/a
Diploma completion rate	92.3	87.5	48.4	n/a	73.1	n/a
Delayed advancement rate	62.8	59.6	60.0	n/a	29.4	n/a
Overall rating out of 10	3.8	2.4	0.8	n/a	2.2	n/a

Hilltop [Public] Whitecourt		Gr 12 Enrollment: 178				
ESL (%): 0.0	Special needs (%): 6.3	Alt. French (%): 0.0				
Actual rating vs predicted based on parents' avg. inc. of \$74,700: -1.1		Rank: 224/276 203/239				
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	63.8	64.3	63.8	60.9	59.9	—
Percentage of exams failed	15.5	17.1	19.0	22.6	25.3	▼
School vs exam mark difference	7.0	7.3	6.7	10.0	8.4	—
English 30-1 gender gap	F 3.8	F 0.5	M 1.5	F 1.7	E	—
Pure Math 30 gender gap	F 2.5	F 7.2	M 0.7	F 1.2	F 0.5	—
Courses taken per student	3.3	3.5	3.4	3.4	3.4	—
Diploma completion rate	71.6	72.7	65.5	74.1	70.5	—
Delayed advancement rate	37.2	33.7	43.6	44.6	40.8	—
Overall rating out of 10	5.0	5.1	4.9	4.8	4.7	▼

Holy Redeemer [Separate] Edson		Gr 12 Enrollment: 56				
ESL (%): n/a	Special needs (%): 17.0	Alt. French (%): 0.0				
Actual rating vs predicted based on parents' avg. inc. of \$80,000: 0.8		Rank: 91/276 103/239				
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	69.0	69.5	63.9	69.5	66.3	—
Percentage of exams failed	17.0	9.8	15.5	7.3	12.5	—
School vs exam mark difference	3.8	4.1	5.5	2.3	7.4	—
English 30-1 gender gap	n/a	F 6.3	F 0.9	n/a	M 1.7	n/a
Pure Math 30 gender gap	n/a	F 7.9	n/a	n/a	F 9.8	n/a
Courses taken per student	3.1	3.3	3.3	3.4	3.9	▲
Diploma completion rate	73.5	77.5	79.4	81.6	89.8	▲
Delayed advancement rate	26.4	22.6	33.8	24.3	10.8	—
Overall rating out of 10	5.9	6.2	5.6	7.5	6.7	—

Mayerthorpe [Public] Mayerthorpe		Gr 12 Enrollment: 40				
ESL (%): 0.0	Special needs (%): 9.8	Alt. French (%): 0.0				
Actual rating vs predicted based on parents' avg. inc. of \$54,000: 1.1		Rank: 91/276 199/239				
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	56.5	61.8	60.2	57.9	61.6	—
Percentage of exams failed	32.4	17.6	22.3	31.1	17.4	—
School vs exam mark difference	9.4	7.1	4.2	6.6	4.2	▲
English 30-1 gender gap	n/a	F 1.6	F 1.3	n/a	n/a	n/a
Pure Math 30 gender gap	n/a	F 11.9	n/a	n/a	n/a	n/a
Courses taken per student	3.2	3.3	2.9	4.5	3.8	—
Diploma completion rate	64.3	92.6	77.8	95.0	97.4	—
Delayed advancement rate	45.1	27.2	31.4	25.2	12.5	▲
Overall rating out of 10	2.9	5.1	4.6	5.6	6.7	▲

Parkland [Public] Edson		Gr 12 Enrollment: 152				
ESL (%): 0.0	Special needs (%): 10.3	Alt. French (%): 6.6				
Actual rating vs predicted based on parents' avg. inc. of \$84,400: 0.7		Rank: 91/276 141/239				
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	64.3	66.5	64.2	64.0	66.3	—
Percentage of exams failed	13.6	13.7	18.6	15.8	11.5	—
School vs exam mark difference	6.0	8.7	5.6	2.5	3.4	—
English 30-1 gender gap	F 3.0	F 1.7	F 0.2	M 6.2	M 0.2	—
Pure Math 30 gender gap	M 2.6	F 2.8	F 3.8	M 4.7	M 1.6	—
Courses taken per student	3.6	4.0	3.7	3.4	3.4	—
Diploma completion rate	75.0	71.1	85.2	76.0	81.7	—
Delayed advancement rate	41.4	37.3	28.0	22.9	20.3	▲
Overall rating out of 10	5.6	5.9	6.0	6.0	6.7	▲

Sangudo [Public] Sangudo		Gr 12 Enrollment: 15				
ESL (%): 0.0	Special needs (%): 13.0	Alt. French (%): 0.0				
Actual rating vs predicted based on parents' avg. inc. of \$61,600: 1.0		Rank: 91/276 184/239				
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	55.2	69.1	69.5	59.9	67.6	—
Percentage of exams failed	34.0	14.3	18.3	22.4	6.3	—
School vs exam mark difference	13.1	5.8	5.9	10.1	0.0	—
English 30-1 gender gap	n/a	n/a	n/a	n/a	n/a	n/a
Pure Math 30 gender gap	n/a	n/a	n/a	n/a	n/a	n/a
Courses taken per student	3.5	3.8	3.3	3.7	2.9	—
Diploma completion rate	85.0	76.9	81.0	100.0	73.3	—
Delayed advancement rate	33.8	27.5	33.8	10.5	38.7	—
Overall rating out of 10	3.0	6.2	5.7	5.5	6.7	—

St. Joseph [Separate] Whitecourt		Gr 12 Enrollment: 35				
ESL (%): 1.3	Special needs (%): 9.8	Alt. French (%): 8.8				
Actual rating vs predicted based on parents' avg. inc. of \$79,300: -1.7		Rank: 238/276 141/239				
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	66.0	69.4	63.6	63.9	59.8	—
Percentage of exams failed	16.7	10.1	16.5	11.5	28.3	—
School vs exam mark difference	5.6	4.1	7.8	7.3	15.4	—
English 30-1 gender gap	F 0.7	F 7.0	M 2.4	n/a	n/a	n/a
Pure Math 30 gender gap	n/a	n/a	n/a	n/a	n/a	n/a
Courses taken per student	4.0	3.3	3.6	3.2	3.5	—
Diploma completion rate	93.1	86.5	87.5	90.6	94.3	—
Delayed advancement rate	0.0	12.9	18.7	9.1	0.0	—
Overall rating out of 10	7.0	6.9	5.6	6.1	4.2	▼

Swan Hills [Public] Swan Hills		Gr 12 Enrollment: 16				
ESL (%): 2.1	Special needs (%): 24.1	Alt. French (%): 0.0				
Actual rating vs predicted based on parents' avg. inc. of \$91,700: -6.1		Rank: 242/276 n/a				
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	52.3	65.5	52.2	n/a	49.7	n/a
Percentage of exams failed	51.5	3.8	48.3	n/a	47.6	n/a
School vs exam mark difference	20.9	4.8	21.2	n/a	22.1	n/a
English 30-1 gender gap	n/a	n/a	n/a	n/a	n/a	n/a
Pure Math 30 gender gap	n/a	n/a	n/a	n/a	n/a	n/a
Courses taken per student	3.9	2.6	2.7	n/a	3.0	n/a
Diploma completion rate	81.3	64.3	68.8	n/a	53.8	n/a
Delayed advancement rate	30.5	39.7	47.6	n/a	49.4	n/a
Overall rating out of 10	1.0	5.6	0.0	n/a	0.0	n/a

FORT MACLEOD AREA

F.P. Walshe [Public] Fort Macleod		Gr 12 Enrollment: 49				
ESL (%): n/a	Special needs (%): 17.5	Alt. French (%): 0.0				
Actual rating vs predicted based on parents' avg. inc. of \$40,900: -0.6		Rank: 216/276 229/239				
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	56.9	59.3	60.6	60.8	63.9	▲
Percentage of exams failed	34.1	23.7	21.9	25.0	19.3	▲
School vs exam mark difference	14.1	11.8	13.0	7.7	7.1	▲
English 30-1 gender gap	F 5.2	F 4.2	M 0.4	n/a	n/a	n/a
Pure Math 30 gender gap	n/a	F 5.7	M 14.2	n/a	n/a	n/a
Courses taken per student	2.6	2.9	3.4	2.6	3.0	—
Diploma completion rate	55.8	65.2	77.8	59.3	66.7	—
Delayed advancement rate	32.7	42.7	36.6	40.6	30.2	—
Overall rating out of 10	2.1	3.4	4.1	4.0	4.8	▲

Livingstone [Public] Lumbreck		Gr 12 Enrollment: 27				
ESL (%): 0.0	Special needs (%): 14.5	Alt. French (%): 0.0				
Actual rating vs predicted based on parents' avg. inc. of \$47,700: 1.1		Rank: 103/276 88/239				
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	70.7	64.1	72.1	68.0	65.8	—
Percentage of exams failed	10.6	15.9	7.7	12.8	12.6	—
School vs exam mark difference	4.7	4.7	1.8	6.9	5.1	—
English 30-1 gender gap	n/a	n/a	n/a	n/a	n/a	n/a
Pure Math 30 gender gap	n/a	n/a	n/a	n/a	n/a	n/a
Courses taken per student	3.8	2.9	3.3	4.3	3.8	—
Diploma completion rate	78.4	55.6	85.0	84.0	80.0	—
Delayed advancement rate	32.9	56.9	22.0	13.1	31.5	—
Overall rating out of 10	6.8	4.8	7.4	7.2	6.6	—

Matthew Halton [Public] Pincher Creek		Gr 12 Enrollment: 68				
ESL (%): 1.8	Special needs (%): 13.5	Alt. French (%): 0.0				
Actual rating vs predicted based on parents' avg. inc. of \$44,700: 0.8		Rank: 134/276 68/239				
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	69.5	68.3	69.2	66.6	65.4	—
Percentage of exams failed	4.6	8.2	5.3	11.3	11.6	—
School vs exam mark difference	4.0	3.1	2.4	3.4	3.4	▲
English 30-1 gender gap	F 4.6	M 2.5	M 3.1	n/a	F 3.9	n/a
Pure Math 30 gender gap	n/a	M 1.1	M 2.7	n/a	F 0.8	n/a
Courses taken per student	3.8	3.7	3.1	3.6	3.2	—
Diploma completion rate	9					

EW Pratt [Public] High Prairie Gr 12 Enrollment: 108
ESL (%): n/a Special needs (%): 14.2 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

Spirit River Academy [Public] Spirit River Gr 12 Enrollment: 54
ESL (%): 0.0 Special needs (%): 9.0 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

HIGH RIVER AREA

County Central [Public] Vulcan Gr 12 Enrollment: 22
ESL (%): n/a Special needs (%): 17.1 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

Grande Prairie [Public] Grande Prairie Gr 12 Enrollment: 636
ESL (%): 1.8 Special needs (%): 7.4 Alt. French (%): 2.8
Academic Performance 2006 2007 2008 2009 2010 Trend

St. Andrew's [Separate] High Prairie Gr 12 Enrollment: 17
ESL (%): n/a Special needs (%): 16.4 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

Highwood [Public] High River Gr 12 Enrollment: 134
ESL (%): 1.3 Special needs (%): 8.7 Alt. French (%): 2.9
Academic Performance 2006 2007 2008 2009 2010 Trend

Hillside [Public] Valleyview Gr 12 Enrollment: 47
ESL (%): n/a Special needs (%): 12.5 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

St. Joseph [Separate] Grande Prairie Gr 12 Enrollment: 240
ESL (%): 2.9 Special needs (%): 9.4 Alt. French (%): 8.6
Academic Performance 2006 2007 2008 2009 2010 Trend

J. T. Foster [Public] Nanton Gr 12 Enrollment: 32
ESL (%): 0.0 Special needs (%): 10.2 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

Peace Wapiti Academy [Public] Grande Prairie Gr 12 Enrollment: 178
ESL (%): n/a Special needs (%): 6.7 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

High Level [Public] High Level Gr 12 Enrollment: 55
ESL (%): 2.2 Special needs (%): 12.5 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

Notre Dame Collegiate [Separate] High River Gr 12 Enrollment: 39
ESL (%): 3.8 Special needs (%): 17.5 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

Ridgevalley [Public] Crooked Creek Gr 12 Enrollment: 20
ESL (%): 0.0 Special needs (%): 4.9 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

La Crete [Public] La Crete Gr 12 Enrollment: 62
ESL (%): 7.9 Special needs (%): 8.7 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

JASPER/HINTON AREA

Gerard Redmond [Separate] Hinton Gr 12 Enrollment: 17
ESL (%): n/a Special needs (%): 8.5 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

Soxsmith [Public] Soxsmith Gr 12 Enrollment: 145
ESL (%): n/a Special needs (%): 8.0 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

Paul Rowe [Public] Manning Gr 12 Enrollment: 39
ESL (%): 0.0 Special needs (%): 13.3 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

Grande Cache [Public] Grande Cache Gr 12 Enrollment: 55
ESL (%): 4.7 Special needs (%): 12.7 Alt. French (%): 0.0
Academic Performance 2006 2007 2008 2009 2010 Trend

Harry Collinge [Public] Hinton Gr 12 Enrollment: 127
 ESL (%): 0.0 Special needs (%): 9.1 Alt. French (%): 10.6
 Actual rating vs predicted based 2009-10 Last 5 Years
 on parents' avg. inc. of \$79,200: -1.1 Rank: 216/276 214/239

Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	60.3	61.2	60.6	61.0	61.3	—
Percentage of exams failed	25.3	19.3	22.0	26.1	23.8	—
School vs exam mark difference	12.5	10.9	11.1	9.7	9.4	▲
English 30-1 gender gap	F 5.0	F 7.2	F 6.6	M 4.1	F 4.4	—
Pure Math 30 gender gap	F 2.1	F 2.6	M 8.0	M 17.8	F 6.4	—
Courses taken per student	3.5	3.4	3.4	3.6	3.4	—
Diploma completion rate	86.0	85.6	80.6	85.6	79.2	▼
Delayed advancement rate	26.4	23.7	21.8	14.9	21.6	—
Overall rating out of 10	4.6	4.7	4.3	4.6	4.8	—

Jasper [Public] Jasper Gr 12 Enrollment: 44
 ESL (%): 4.5 Special needs (%): 12.0 Alt. French (%): 5.4
 Actual rating vs predicted based 2009-10 Last 5 Years
 on parents' avg. inc. of \$72,100: 1.2 Rank: 69/276 50/239

Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	67.0	73.1	66.2	67.0	67.0	—
Percentage of exams failed	10.9	6.6	10.3	11.6	7.6	—
School vs exam mark difference	6.4	4.3	5.5	4.9	7.6	—
English 30-1 gender gap	F 1.0	F 5.5	F 4.1	F 2.4	F 4.3	—
Pure Math 30 gender gap	F 1.3	F 1.9	F 11.9	M 9.8	F 0.7	—
Courses taken per student	4.1	4.2	4.1	3.9	3.6	▼
Diploma completion rate	91.9	95.5	93.0	85.0	84.1	▼
Delayed advancement rate	8.8	23.7	17.2	16.1	5.9	—
Overall rating out of 10	7.4	7.9	6.7	6.9	7.0	—

LACOMBE/PONOKA AREA

Central Alberta Christian [Private] Lacombe Gr 12 Enrollment: 43
 ESL (%): 0.0 Special needs (%): n/a Alt. French (%): 0.0
 Actual rating vs predicted based 2009-10 Last 5 Years
 on parents' avg. inc. of \$71,600: 0.8 Rank: 103/276 68/239

Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	64.5	66.7	63.4	65.2	61.7	—
Percentage of exams failed	14.9	13.7	17.9	13.1	18.2	—
School vs exam mark difference	7.7	9.7	9.8	10.0	10.7	—
English 30-1 gender gap	F 6.3	F 1.9	F 5.9	M 1.6	F 5.3	—
Pure Math 30 gender gap	F 2.3	M 1.9	F 0.7	M 5.7	F 5.7	—
Courses taken per student	4.5	4.4	4.1	4.4	4.6	—
Diploma completion rate	96.1	100.0	98.1	94.8	97.7	—
Delayed advancement rate	0.0	4.1	n/a	n/a	n/a	—
Overall rating out of 10	7.1	7.2	6.4	7.1	6.6	—

Lacombe [Public] Lacombe Gr 12 Enrollment: 259
 ESL (%): n/a Special needs (%): 7.6 Alt. French (%): 6.5
 Actual rating vs predicted based 2009-10 Last 5 Years
 on parents' avg. inc. of \$74,800: 0.8 Rank: 103/276 113/239

Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	66.2	65.9	63.9	67.6	65.0	—
Percentage of exams failed	14.6	15.2	18.2	11.1	13.6	—
School vs exam mark difference	4.4	4.0	6.1	4.3	6.2	—
English 30-1 gender gap	F 5.6	M 0.8	M 1.9	F 2.5	F 1.1	—
Pure Math 30 gender gap	F 1.9	F 1.3	M 2.4	M 3.1	F 0.2	—
Courses taken per student	3.6	3.4	3.5	3.6	3.6	—
Diploma completion rate	84.3	80.5	81.7	88.4	84.6	—
Delayed advancement rate	23.8	25.2	20.0	19.9	17.7	▲
Overall rating out of 10	6.2	6.1	5.7	6.9	6.6	—

Parkview Adventist [Private] Lacombe Gr 12 Enrollment: 42
 ESL (%): 0.0 Special needs (%): n/a Alt. French (%): 0.0
 Actual rating vs predicted based 2009-10 Last 5 Years
 on parents' avg. inc. of \$77,700: 1.7 Rank: 42/276 50/239

Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	71.7	67.7	64.5	66.3	67.7	—
Percentage of exams failed	12.4	9.5	17.5	16.7	12.4	—
School vs exam mark difference	7.5	5.8	4.2	5.6	5.8	—
English 30-1 gender gap	M 2.4	F 2.3	F 7.4	M 6.0	M 0.4	—
Pure Math 30 gender gap	M 1.8	F 4.4	n/a	F 1.3	F 2.3	n/a
Courses taken per student	4.8	4.5	4.6	4.6	4.5	—
Diploma completion rate	69.2	76.5	81.3	93.0	85.4	▲
Delayed advancement rate	30.0	37.0	n/a	n/a	n/a	—
Overall rating out of 10	7.2	6.8	6.8	7.4	7.6	—

Ponoka [Public] Ponoka Gr 12 Enrollment: 127
 ESL (%): n/a Special needs (%): 7.4 Alt. French (%): 0.0
 Actual rating vs predicted based 2009-10 Last 5 Years
 on parents' avg. inc. of \$64,100: 0.3 Rank: 149/276 131/239

Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	68.8	68.8	66.2	60.5	63.5	▼
Percentage of exams failed	10.5	9.6	12.3	24.4	17.2	—
School vs exam mark difference	4.6	4.1	4.5	6.6	8.5	▼
English 30-1 gender gap	F 3.3	F 7.8	F 4.7	F 0.7	M 0.9	—
Pure Math 30 gender gap	F 3.5	F 2.6	F 2.6	F 1.6	F 0.9	▲
Courses taken per student	3.5	3.5	3.4	3.6	3.5	—
Diploma completion rate	81.5	73.5	80.2	81.1	83.1	—
Delayed advancement rate	4.8	21.9	29.2	27.7	20.0	—
Overall rating out of 10	6.9	6.3	6.0	5.5	6.0	—

Rimby [Public] Rimby Gr 12 Enrollment: 62
 ESL (%): n/a Special needs (%): 9.2 Alt. French (%): 0.0
 Actual rating vs predicted based 2009-10 Last 5 Years
 on parents' avg. inc. of \$66,700: 1.0 Rank: 91/276 93/239

Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	66.5	68.9	68.5	66.6	64.6	—
Percentage of exams failed	13.8	8.0	8.9	13.5	13.3	—
School vs exam mark difference	5.9	5.8	5.0	6.2	7.4	—
English 30-1 gender gap	F 5.7	F 5.6	F 7.1	F 3.2	F 2.0	—
Pure Math 30 gender gap	F 4.1	M 4.6	F 1.8	F 7.4	M 4.3	—
Courses taken per student	3.5	3.7	3.7	4.1	3.7	—
Diploma completion rate	81.3	79.4	86.6	89.3	91.8	▲
Delayed advancement rate	28.5	30.3	11.9	15.2	5.7	▲
Overall rating out of 10	5.7	6.4	6.9	6.9	6.7	—

St. Augustine [Separate] Ponoka Gr 12 Enrollment: 32
 ESL (%): 6.4 Special needs (%): 10.6 Alt. French (%): 0.0
 Actual rating vs predicted based 2009-10 Last 5 Years
 on parents' avg. inc. of \$73,800: -2.0 Rank: 249/276 n/a

Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	n/a	n/a	58.1	63.0	60.2	n/a
Percentage of exams failed	n/a	n/a	32.4	18.4	29.4	n/a
School vs exam mark difference	n/a	n/a	7.7	11.0	9.9	n/a
English 30-1 gender gap	n/a	n/a	n/a	n/a	n/a	n/a
Pure Math 30 gender gap	n/a	n/a	n/a	n/a	n/a	n/a
Courses taken per student	n/a	n/a	3.6	3.4	3.6	n/a
Diploma completion rate	n/a	n/a	66.7	47.6	58.6	n/a
Delayed advancement rate	n/a	n/a	37.3	49.2	41.9	n/a
Overall rating out of 10	n/a	n/a	3.5	4.1	3.8	n/a

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Beaumont [Public] Beaumont Gr 12 Enrollment: 262
 ESL (%): 0.8 Special needs (%): 11.4 Alt. French (%): 19.6
 Actual rating vs predicted based 2009-10 Last 5 Years
 on parents' avg. inc. of \$95,000: 2.0 Rank: 23/276 43/239

Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	67.0	70.1	66.4	66.9	69.7	—
Percentage of exams failed	9.7	7.8	9.2	8.6	7.0	▲
School vs exam mark difference	4.2	3.0	2.9	3.4	3.3	—
English 30-1 gender gap	F 3.3	F 4.1	F 2.4	F 4.0	F 0.3	—
Pure Math 30 gender gap	F 2.9	F 4.6	M 5.7	M 2.2	M 2.3	—
Courses taken per student	4.1	4.2	4.0	4.2	4.2	—
Diploma completion rate	86.9	85.9	78.5	85.0	86.2	—
Delayed advancement rate	16.7	17.7	19.0	17.7	12.7	—
Overall rating out of 10	7.0	7.4	6.7	7.3	8.1	—

Calmar [Public] Calmar Gr 12 Enrollment: 49
 ESL (%): n/a Special needs (%): 10.3 Alt. French (%): 0.0
 Actual rating vs predicted based 2009-10 Last 5 Years
 on parents' avg. inc. of \$72,400: 0.2 Rank: 149/276 131/239

Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	72.1	63.2	62.4	65.8	62.4	—
Percentage of exams failed	2.4	19.1	19.7	18.8	19.6	—
School vs exam mark difference	5.1	6.2	8.5	4.0	8.9	—
English 30-1 gender gap	n/a	n/a	n/a	n/a	F 0.8	n/a
Pure Math 30 gender gap	n/a	n/a	n/a	n/a	M 14.7	n/a
Courses taken per student	3.7	3.5	3.6	3.7	4.2	—
Diploma completion rate	76.5	84.6	72.1	89.3	81.8	—
Delayed advancement rate	26.7	36.9	37.0	10.4	15.1	—
Overall rating out of 10	7.0	5.5	4.9	7.0	6.0	—

Christ The King [Separate] Leduc Gr 12 Enrollment: 48
 ESL (%): n/a Special needs (%): 7.3 Alt. French (%): 0.0
 Actual rating vs predicted based 2009-10 Last 5 Years
 on parents' avg. inc. of \$77,300: 2.8 Rank: 47/276 20/239

Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	66.7	73.2	69.8	64.6	71.1	—
Percentage of exams failed	9.7	6.4	10.6	19.6	5.7	—
School vs exam mark difference	3.2	3.4	2.0	5.2	2.3	—
English 30-1 gender gap	n/a	M 0.1	F 4.6	n/a	n/a	n/a
Pure Math 30 gender gap	n/a	n/a	n/a	n/a	n/a	n/a
Courses taken per student	3.9	4.6	4.6	4.0	4.1	—
Diploma completion rate	77.8	92.0	95.8	88.2	95.7	—
Delayed advancement rate	20.0	17.5	24.4	20.6	8.1	—
Overall rating out of 10	6.8	8.5	8.2	6.7	8.7	—

John Maland [Public] Devon Gr 12 Enrollment: 145
 ESL (%): n/a Special needs (%): 7.3 Alt. French (%): 0.0
 Actual rating vs predicted based 2009-10 Last 5 Years
 on parents' avg. inc. of \$82,200: 1.5 Rank: 47/276 57/239

Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	67.5	66.8	66.3	65.9	67.8	—
Percentage of exams failed	11.4	11.8	12.0	16.2	10.5	—
School vs exam mark difference	5.0	5.1	4.1	5.2	6.0	—
English 30-1 gender gap	F 3.4	M 4.4	F 0.5	F 5.1	F 0.6	—
Pure Math 30 gender gap	F 3.1	M 0.3	M 2.5	F 3.0	F 0.9	—
Courses taken per student	4.1	4.0	3.7	4.1	4.1	—
Diploma completion rate	89.9	92.9	83.9	86.6	86.4	—
Delayed advancement rate	16.8	11.6	16.2	17.1	18.1	—
Overall rating out of 10	7.1	7.2	6.8	6.8	7.4	—

Leduc [Public] Leduc Gr 12 Enrollment: 301
 ESL (%): 1.5 Special needs (%): 6.2 Alt. French (%): 0.0
 Actual rating vs predicted based 2009-10 Last 5 Years
 on parents' avg. inc. of \$76,100: 0.3 Rank: 134/276 103/239

Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	66.6	69.9	69.0	67.6	66.8	—
Percentage of exams failed	10.0	8.3	8.3	9.8	13.5	—
School vs exam mark difference	3.1	3.7	2.1	3.0	3.5	▲
English 30-1 gender gap	F 3.7	M 0.4	F 0.7	M 1.0	M 1.9	—
Pure Math 30 gender gap	F 2.2	F 3.5	M 1.2	M 3.3	M 0.8	—
Courses taken per student	3.2	3.5	3.4	3.3	3.3	—
Diploma completion rate	71.0	74.7	76.3	78.1	73.7	—
Delayed advancement rate	28.7	35.9	30.9	26.6	30.7	—
Overall rating out of 10	5.9	6.6	6.7	6.7	6.2	—

Thorsby [Public] Thorsby Gr 12 Enrollment: 34
 ESL (%): n/a Special needs (%): 14.8 Alt. French (%): 0.0
 Actual rating vs predicted based 2009-10 Last 5 Years
 on parents' avg. inc. of \$46,800: 1.4 Rank: 74/276 43/239

Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	71.6	71.6	67.0			

Erie Rivers [Public] Milk River Gr 12 Enrollment: 20
 ESL (%): n/a Special needs (%): 16.2 Alt. French (%): 0.0
 Actual rating vs predicted based on parents' avg. inc. of \$48,700: 0.4 Rank: 155/276 81/239

Academic Performance 2006 2007 2008 2009 2010 **Trend**
 Average exam mark 70.4 63.2 66.1 66.9 61.7 —
 Percentage of exams failed 8.3 17.3 7.9 11.7 23.5 —
 School vs exam mark difference 5.1 8.5 2.9 4.6 10.5 —
 English 30-1 gender gap n/a n/a n/a n/a n/a n/a
 Pure Math 30 gender gap n/a n/a n/a n/a n/a n/a
 Courses taken per student 3.7 4.0 3.0 3.8 3.9 —
 Diploma completion rate 94.4 94.7 81.3 96.3 94.7 —
 Delayed advancement rate 23.1 17.9 18.8 0.0 0.0 ▲
Overall rating out of 10 7.3 6.1 6.6 7.6 5.9 —

Stirling [Public] Stirling Gr 12 Enrollment: 15
 ESL (%): 4.1 Special needs (%): 19.0 Alt. French (%): 0.0
 Actual rating vs predicted based on parents' avg. inc. of \$56,500: 2.7 Rank: 17/276 184/239

Academic Performance 2006 2007 2008 2009 2010 **Trend**
 Average exam mark 69.1 61.9 53.6 63.6 73.4 —
 Percentage of exams failed 11.1 28.9 47.4 18.4 4.7 —
 School vs exam mark difference 6.1 12.1 17.7 8.8 4.5 —
 English 30-1 gender gap n/a n/a F 6.3 n/a n/a n/a
 Pure Math 30 gender gap n/a n/a n/a n/a n/a n/a
 Courses taken per student 3.8 4.3 3.8 3.8 4.0 —
 Diploma completion rate 66.7 78.9 94.1 75.0 93.3 —
 Delayed advancement rate 47.8 24.5 2.4 29.2 8.3 —
Overall rating out of 10 6.1 4.7 2.6 5.5 8.3 —

Strathcona-Tweedsmuir [Private] Okotoks Gr 12 Enrollment: 70
 ESL (%): 0.0 Special needs (%): 0.0 Alt. French (%): 0.0
 Actual rating vs predicted based on parents' avg. inc. of \$371,100: -0.8 Rank: 6/276 5/239

Academic Performance 2006 2007 2008 2009 2010 **Trend**
 Average exam mark 81.5 80.3 80.4 76.8 76.9 —
 Percentage of exams failed 2.2 0.6 1.2 4.5 4.0 —
 School vs exam mark difference 2.0 2.2 2.1 5.2 6.5 ▼
 English 30-1 gender gap F 3.4 F 2.3 F 4.6 F 3.0 F 3.4 —
 Pure Math 30 gender gap F 0.1 F 1.0 F 0.2 M 2.5 M 6.4 ▼
 Courses taken per student 4.5 4.9 4.9 4.7 4.7 —
 Diploma completion rate 94.6 98.6 100.0 97.0 100.0 —
 Delayed advancement rate 8.9 3.4 0.9 0.0 0.3 —
Overall rating out of 10 9.4 9.8 10.0 9.2 9.1 —

Immanuel Christian [Private] Lethbridge Gr 12 Enrollment: 40
 ESL (%): 0.0 Special needs (%): 6.8 Alt. French (%): 0.0
 Actual rating vs predicted based on parents' avg. inc. of \$63,000: 2.3 Rank: 26/276 28/239

Academic Performance 2006 2007 2008 2009 2010 **Trend**
 Average exam mark 73.7 67.2 66.0 72.8 71.5 —
 Percentage of exams failed 5.4 10.4 13.9 6.4 4.5 —
 School vs exam mark difference 3.0 6.6 6.7 3.4 5.9 —
 English 30-1 gender gap F 8.1 F 3.8 n/a F 1.2 n/a n/a
 Pure Math 30 gender gap F 1.6 F 8.2 n/a M 11.3 n/a n/a
 Courses taken per student 4.2 3.8 4.0 4.5 3.9 —
 Diploma completion rate 90.6 86.8 92.9 92.2 95.0 —
 Delayed advancement rate 5.3 14.8 7.1 12.0 13.8 —
Overall rating out of 10 8.1 6.6 6.8 8.4 8.0 —

Warner [Public] Warner Gr 12 Enrollment: 16
 ESL (%): n/a Special needs (%): 13.1 Alt. French (%): 0.0
 Actual rating vs predicted based on parents' avg. inc. of \$72,400: 1.3 Rank: 63/276 n/a

Academic Performance 2006 2007 2008 2009 2010 **Trend**
 Average exam mark 58.6 60.9 68.5 n/a 64.8 n/a
 Percentage of exams failed 22.0 15.3 4.6 n/a 15.2 n/a
 School vs exam mark difference 12.9 8.3 5.3 n/a 9.0 n/a
 English 30-1 gender gap n/a n/a n/a n/a n/a n/a
 Pure Math 30 gender gap n/a n/a n/a n/a n/a n/a
 Courses taken per student 5.1 4.3 4.7 n/a 5.2 n/a
 Diploma completion rate 81.0 100.0 52.6 n/a 93.8 n/a
 Delayed advancement rate 24.4 33.0 56.5 n/a 34.3 n/a
Overall rating out of 10 5.3 5.9 6.5 n/a 7.1 n/a

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Bowden Grandview [Public] Bowden Gr 12 Enrollment: 30
 ESL (%): 0.0 Special needs (%): 11.8 Alt. French (%): 0.0
 Actual rating vs predicted based on parents' avg. inc. of \$53,300: 0.0 Rank: 182/276 93/239

Academic Performance 2006 2007 2008 2009 2010 **Trend**
 Average exam mark 70.1 66.8 68.0 70.1 63.2 —
 Percentage of exams failed 7.1 12.0 10.5 6.1 17.8 —
 School vs exam mark difference 4.5 6.1 5.7 5.2 9.8 —
 English 30-1 gender gap n/a E M 6.5 n/a n/a n/a
 Pure Math 30 gender gap F 1.8 n/a n/a n/a n/a n/a
 Courses taken per student 3.7 3.7 3.0 3.8 4.0 —
 Diploma completion rate 78.6 77.4 72.2 96.6 86.2 —
 Delayed advancement rate 22.1 21.1 20.1 18.3 28.8 —
Overall rating out of 10 7.0 6.6 5.8 7.6 5.5 —

Kate Andrews [Public] Coaldale Gr 12 Enrollment: 99
 ESL (%): 1.5 Special needs (%): 20.1 Alt. French (%): 0.0
 Actual rating vs predicted based on parents' avg. inc. of \$66,400: 2.4 Rank: 23/276 15/239

Academic Performance 2006 2007 2008 2009 2010 **Trend**
 Average exam mark 73.7 73.8 78.3 74.5 72.0 —
 Percentage of exams failed 5.5 5.3 1.3 4.4 3.8 —
 School vs exam mark difference 3.4 4.7 0.6 2.0 4.0 —
 English 30-1 gender gap F 0.2 M 2.0 F 4.7 M 8.1 F 1.1 —
 Pure Math 30 gender gap F 4.6 F 3.0 M 6.9 M 6.4 M 1.4 —
 Courses taken per student 4.1 3.9 3.8 3.7 3.7 ▼
 Diploma completion rate 81.1 90.0 89.7 94.2 90.8 —
 Delayed advancement rate 19.7 17.6 9.2 5.2 9.5 —
Overall rating out of 10 7.7 7.8 8.6 8.0 8.1 —

Winston Churchill [Public] Lethbridge Gr 12 Enrollment: 258
 ESL (%): 6.0 Special needs (%): 14.1 Alt. French (%): 0.0
 Actual rating vs predicted based on parents' avg. inc. of \$65,400: 0.1 Rank: 161/276 93/239

Academic Performance 2006 2007 2008 2009 2010 **Trend**
 Average exam mark 68.6 68.0 70.0 66.6 65.4 —
 Percentage of exams failed 9.4 10.6 8.2 11.0 15.3 —
 School vs exam mark difference 2.6 2.8 3.0 4.5 5.0 ▼
 English 30-1 gender gap F 4.6 M 1.4 F 4.3 M 0.4 F 6.0 —
 Pure Math 30 gender gap F 0.9 F 1.9 M 0.7 M 3.2 M 7.4 —
 Courses taken per student 3.5 3.5 3.5 3.5 3.6 ▲
 Diploma completion rate 75.0 81.0 76.8 77.0 78.8 —
 Delayed advancement rate 27.5 22.6 24.4 25.6 26.1 —
Overall rating out of 10 6.5 6.7 6.8 6.6 5.8 —

Cremona [Public] Cremona Gr 12 Enrollment: 26
 ESL (%): n/a Special needs (%): 9.4 Alt. French (%): 0.0
 Actual rating vs predicted based on parents' avg. inc. of \$43,300: 0.4 Rank: 161/276 113/239

Academic Performance 2006 2007 2008 2009 2010 **Trend**
 Average exam mark 65.8 73.0 62.7 67.8 64.5 —
 Percentage of exams failed 11.9 3.0 21.6 7.7 7.5 —
 School vs exam mark difference 6.6 4.1 9.1 2.0 5.6 —
 English 30-1 gender gap F 8.0 n/a M 2.7 n/a n/a n/a
 Pure Math 30 gender gap n/a n/a n/a n/a n/a n/a
 Courses taken per student 3.6 2.9 3.7 3.8 3.0 —
 Diploma completion rate 80.0 72.7 82.9 88.0 73.1 —
 Delayed advancement rate 38.7 32.1 7.7 20.4 35.2 —
Overall rating out of 10 5.9 6.7 5.4 7.6 5.8 —

OKOTOKS AREA

Foothills [Public] Okotoks Gr 12 Enrollment: 304
 ESL (%): 0.8 Special needs (%): 10.5 Alt. French (%): 0.8
 Actual rating vs predicted based on parents' avg. inc. of \$98,700: -0.2 Rank: 149/276 103/239

Academic Performance 2006 2007 2008 2009 2010 **Trend**
 Average exam mark 68.2 69.7 67.7 65.7 63.7 ▼
 Percentage of exams failed 8.1 8.2 11.2 14.4 14.2 ▼
 School vs exam mark difference 3.8 4.6 5.2 3.9 5.8 —
 English 30-1 gender gap F 4.8 F 2.5 M 1.0 F 0.1 M 1.0 ▲
 Pure Math 30 gender gap F 3.3 F 3.1 F 3.3 M 0.6 M 5.5 —
 Courses taken per student 3.4 3.7 3.3 3.4 3.3 —
 Diploma completion rate 76.2 77.1 79.1 81.6 83.2 ▲
 Delayed advancement rate 28.4 25.4 27.4 16.4 19.5 —
Overall rating out of 10 6.3 6.8 6.2 6.7 6.0 —

Didsbury [Public] Didsbury Gr 12 Enrollment: 75
 ESL (%): n/a Special needs (%): 7.5 Alt. French (%): 0.0
 Actual rating vs predicted based on parents' avg. inc. of \$67,900: 0.1 Rank: 161/276 103/239

Academic Performance 2006 2007 2008 2009 2010 **Trend**
 Average exam mark 64.8 66.5 64.7 68.4 63.5 —
 Percentage of exams failed 17.7 17.0 14.1 10.2 16.6 —
 School vs exam mark difference 5.9 5.9 5.5 6.1 5.1 ▲
 English 30-1 gender gap F 5.1 F 1.8 F 1.5 F 0.6 F 3.8 —
 Pure Math 30 gender gap M 0.3 F 3.1 M 4.9 M 9.0 F 2.9 —
 Courses taken per student 3.5 3.8 4.0 4.1 3.4 —
 Diploma completion rate 76.5 88.4 88.1 95.2 82.2 —
 Delayed advancement rate 26.0 20.2 13.6 12.2 27.9 —
Overall rating out of 10 5.6 6.3 6.6 7.5 5.8 —

Magrath [Public] Magrath Gr 12 Enrollment: 41
 ESL (%): 0.0 Special needs (%): 10.2 Alt. French (%): 0.0
 Actual rating vs predicted based on parents' avg. inc. of \$68,900: 1.6 Rank: 47/276 24/239

Academic Performance 2006 2007 2008 2009 2010 **Trend**
 Average exam mark 71.1 69.7 73.5 65.4 69.1 —
 Percentage of exams failed 5.9 11.2 7.9 13.7 7.8 —
 School vs exam mark difference 6.8 6.6 4.8 9.6 7.4 —
 English 30-1 gender gap F 0.6 M 0.9 F 4.4 F 3.9 M 6.4 ▼
 Pure Math 30 gender gap M 0.9 F 1.1 F 1.4 F 3.4 F 1.4 —
 Courses taken per student 4.5 4.7 4.0 4.2 4.1 —
 Diploma completion rate 92.2 98.0 85.4 89.6 89.5 —
 Delayed advancement rate 4.7 2.1 21.0 5.6 7.4 —
Overall rating out of 10 8.2 8.1 7.7 7.0 7.4 ▼

Holy Trinity Academy [Separate] Okotoks Gr 12 Enrollment: 244
 ESL (%): 0.0 Special needs (%): 10.6 Alt. French (%): 6.1
 Actual rating vs predicted based on parents' avg. inc. of \$100,600: 2.0 Rank: 21/276 17/239

Academic Performance 2006 2007 2008 2009 2010 **Trend**
 Average exam mark 67.2 70.4 69.9 68.7 68.6 —
 Percentage of exams failed 10.1 7.8 8.6 8.3 8.1 ▲
 School vs exam mark difference 7.2 4.8 4.9 4.9 5.6 —
 English 30-1 gender gap F 2.2 M 1.1 F 6.9 M 2.1 F 1.3 —
 Pure Math 30 gender gap F 3.4 F 1.9 M 1.6 M 0.9 F 1.4 ▲
 Courses taken per student 4.4 4.5 4.4 4.4 4.4 —
 Diploma completion rate 95.0 93.9 94.2 93.6 96.3 —
 Delayed advancement rate 3.5 5.9 9.7 1.8 0.5 —
Overall rating out of 10 7.5 8.1 7.8 8.1 8.2 —

Innisfail [Public] Innisfail Gr 12 Enrollment: 127
 ESL (%): n/a Special needs (%): 9.2 Alt. French (%): 0.0
 Actual rating vs predicted based on parents' avg. inc. of \$96,000: -2.0 Rank: 241/276 162/239

Academic Performance 2006 2007 2008 2009 2010 **Trend**
 Average exam mark 64.6 64.1 67.5 66.2 58.1 —
 Percentage of exams failed 14.9 16.1 10.0 16.0 28.0 —
 School vs exam mark difference 4.2 5.9 6.0 4.2 9.7 —
 English 30-1 gender gap F 6.8 F 1.9 F 3.9 F 4.5 F 3.0 —
 Pure Math 30 gender gap F 6.2 F 1.0 F 3.2 F 4.0 M 1.1 —
 Courses taken per student 3.9 3.9 3.8 3.6 3.4 —
 Diploma completion rate 78.6 81.7 85.6 79.6 65.6 —
 Delayed advancement rate 21.7 21.6 18.4 20.8 33.2 —
Overall rating out of 10 5.7 5.7 6.7 6.4 4.1 —

Raymond [Public] Raymond Gr 12 Enrollment: 72
 ESL (%): 0.0 Special needs (%): 6.0 Alt. French (%): 0.0
 Actual rating vs predicted based on parents' avg. inc. of \$74,000: 0.9 Rank: 91/276 88/239

Academic Performance 2006 2007 2008 2009 2010 **Trend**
 Average exam mark 68.5 67.1 66.0 65.1 66.3 —
 Percentage of exams failed 12.6 10.2 13.2 14.9 12.9 —
 School vs exam mark difference 5.3 6.9 10.4 11.2 10.8 —
 English 30-1 gender gap M 3.4 M 9.0 M 0.2 F 2.8 F 0.4 —
 Pure Math 30 gender gap M 4.0 F 0.4 F 6.3 M 2.8 M 1.4 —
 Courses taken per student 4.3 4.1 4.0 3.9 4.1 —
 Diploma completion rate 84.8 81.3 76.6 86.2 81.4 —
 Delayed advancement rate 9.3 19.9 28.5 16.6 20.8 —
Overall rating out of 10 7.2 6.6 6.1 6.3 6.7 —

Oilfields [Public] Black Diamond Gr 12 Enrollment: 43
 ESL (%): 2.6 Special needs (%): 17.3 Alt. French (%): 0.0
 Actual rating vs predicted based on parents' avg. inc. of \$117,900: 0.3 Rank: 91/276 193/239

Academic Performance 2006 2007 2008 2009 2010 **Trend**
 Average exam mark 64.5 62.7 64.0 61.9 67.6 —
 Percentage of exams failed 15.2 22.2 14.2 21.7 8.4 —
 School vs exam mark difference 5.0 7.5 5.7 7.5 4.3 —
 English 30-1 gender gap F 3.0 F 3.1 M 0.9 n/a M 2.2 n/a
 Pure Math 30 gender gap F 7.8 n/a n/a n/a M 8.4 n/a
 Courses taken per student 3.2 3.2 2.9 3.2 3.2 —
 Diploma completion rate 61.5 64.9 73.6 84.4 88.4 ▲
 Delayed advancement rate 37.9 46.6 36.2 16.7 14.3 ▲
Overall rating out of 10 4.8 4.3 5.1 5.3 6.7 ▲

Olds [Public] Olds Gr 12 Enrollment: 140
 ESL (%): 1.2 Special needs (%): 6.7 Alt. French (%): 0.0
 Actual rating vs predicted based on parents' avg. inc. of \$73,200: 1.3 Rank: 63/276 35/239

Academic Performance 2006 2007 2008 2009 2010 **Trend**
 Average exam mark 67.5 69.2 70.9 71.3 68.1 —
 Percentage of exams failed 8.2 8.2 3.7 4.2 5.4 ▲
 School vs exam mark difference 4.2 3.2 2.7 1.9 2.5 ▲
 English 30-1 gender gap F 7.5 F 0.2 F 3.0 F 1.6 M 4.0 —
 Pure Math 30 gender gap F 3.8 M 0.7 F 1.4 F 1.0 F 1.8 —
 Courses taken per student 3.9 3.9 3.9 4.0 3.4 —
 Diploma completion rate 87.5 86.7 85.5 94.6 86.6 —
 Delayed advancement rate 18.6 17.1 22.6 17.2 21.3 —
Overall rating out of 10 6.8 7.6 7.6 8.2 7.1 —

Olds Koinonia [Public] Olds						Gr 12 Enrollment: 20		
ESL (%)	n/a	Special needs (%)		3.6	Alt. French (%)		0.0	
Actual rating vs predicted based on parents' avg. inc. of \$70,700: 0.4			Rank:		134/276	2009-10 Last 5 Years		57/239
Academic Performance	2006	2007	2008	2009	2010	Trend		
Average exam mark	72.2	68.3	68.2	62.3	64.1	▼		
Percentage of exams failed	1.6	16.9	12.4	15.5	20.3	—		
School vs exam mark difference	5.2	6.8	4.2	9.9	7.6	—		
English 30-1 gender gap	n/a	n/a	F 2.2	n/a	n/a	n/a		
Pure Math 30 gender gap	n/a	n/a	F 6.9	n/a	n/a	n/a		
Courses taken per student	4.4	3.9	4.3	4.0	3.7	—		
Diploma completion rate	100.0	93.8	100.0	95.2	95.0	—		
Delayed advancement rate	0.0	0.0	7.4	4.8	5.0	▼		
Overall rating out of 10	8.6	6.9	7.6	6.3	6.2	▼		

Grimshaw [Public] Grimshaw						Gr 12 Enrollment: 35		
ESL (%)	0.0	Special needs (%)		12.4	Alt. French (%)		0.0	
Actual rating vs predicted based on parents' avg. inc. of \$58,200: -2.4			Rank:		258/276	2009-10 Last 5 Years		233/239
Academic Performance	2006	2007	2008	2009	2010	Trend		
Average exam mark	61.6	58.2	55.5	54.1	58.0	—		
Percentage of exams failed	29.0	37.5	40.6	36.8	32.4	—		
School vs exam mark difference	11.8	10.8	11.6	12.2	8.3	—		
English 30-1 gender gap	F 5.8	F 11.1	n/a	F 8.3	n/a	n/a		
Pure Math 30 gender gap	M 2.1	F 2.8	n/a	F 17.1	n/a	n/a		
Courses taken per student	3.7	3.9	3.1	2.7	3.0	—		
Diploma completion rate	67.7	68.2	71.4	85.0	60.0	—		
Delayed advancement rate	68.4	65.2	50.3	44.9	39.9	▲		
Overall rating out of 10	3.7	3.1	2.1	2.4	3.2	—		

Willow Creek [Public] Claresholm						Gr 12 Enrollment: 84		
ESL (%)	n/a	Special needs (%)		17.6	Alt. French (%)		0.0	
Actual rating vs predicted based on parents' avg. inc. of \$52,100: -0.2			Rank:		190/276	2009-10 Last 5 Years		149/239
Academic Performance	2006	2007	2008	2009	2010	Trend		
Average exam mark	63.2	69.2	63.9	61.9	63.5	—		
Percentage of exams failed	20.4	10.4	13.9	18.8	18.0	—		
School vs exam mark difference	6.1	6.5	6.5	7.4	9.3	▼		
English 30-1 gender gap	M 2.5	F 2.0	M 0.8	F 0.9	M 1.9	—		
Pure Math 30 gender gap	M 3.3	F 2.8	F 0.4	F 5.0	F 2.9	—		
Courses taken per student	3.7	3.9	3.8	3.9	3.4	—		
Diploma completion rate	72.8	77.2	76.9	78.6	79.5	—		
Delayed advancement rate	28.0	27.2	22.8	27.2	20.8	—		
Overall rating out of 10	5.4	6.6	6.2	5.8	5.3	—		

Spruce View [Public] Spruce View						Gr 12 Enrollment: 24		
ESL (%)	n/a	Special needs (%)		13.8	Alt. French (%)		0.0	
Actual rating vs predicted based on parents' avg. inc. of \$121,500: -1.3			Rank:		196/276	2009-10 Last 5 Years		187/239
Academic Performance	2006	2007	2008	2009	2010	Trend		
Average exam mark	59.1	59.3	61.3	63.0	60.3	—		
Percentage of exams failed	21.6	29.0	20.5	13.3	20.0	—		
School vs exam mark difference	10.3	10.1	7.1	6.7	12.3	—		
English 30-1 gender gap	n/a	M 6.4	n/a	n/a	n/a	n/a		
Pure Math 30 gender gap	n/a	n/a	n/a	n/a	n/a	n/a		
Courses taken per student	4.1	3.8	3.8	3.7	3.7	▼		
Diploma completion rate	87.5	87.5	96.0	87.5	95.8	—		
Delayed advancement rate	12.5	15.5	0.0	31.6	11.7	—		
Overall rating out of 10	5.0	4.7	5.7	6.1	5.2	—		

Peace River [Public] Peace River						Gr 12 Enrollment: 91		
ESL (%)	2.3	Special needs (%)		9.7	Alt. French (%)		6.5	
Actual rating vs predicted based on parents' avg. inc. of \$73,900: -0.3			Rank:		182/276	2009-10 Last 5 Years		193/239
Academic Performance	2006	2007	2008	2009	2010	Trend		
Average exam mark	65.1	65.1	64.2	58.7	62.9	—		
Percentage of exams failed	14.8	17.5	16.6	28.1	19.8	—		
School vs exam mark difference	4.1	4.7	5.3	7.0	2.9	—		
English 30-1 gender gap	F 1.7	F 1.6	F 0.9	F 6.3	M 2.0	—		
Pure Math 30 gender gap	F 4.8	F 5.1	F 0.6	F 2.8	M 4.3	—		
Courses taken per student	3.2	3.7	3.5	3.5	3.1	—		
Diploma completion rate	66.4	71.4	77.6	62.0	76.6	—		
Delayed advancement rate	45.1	50.2	22.1	38.0	27.7	—		
Overall rating out of 10	5.1	5.4	5.9	4.2	5.5	—		

RED DEER						Hunting Hills [Public] Red Deer			Gr 12 Enrollment: 341		
ESL (%)	1.9	Special needs (%)		6.7	Alt. French (%)		0.0				
Actual rating vs predicted based on parents' avg. inc. of \$106,300: 0.5			Rank:		80/276	2009-10 Last 5 Years		103/239			
Academic Performance	2006	2007	2008	2009	2010	Trend					
Average exam mark	67.1	67.2	67.5	66.0	66.8	—					
Percentage of exams failed	9.0	12.8	12.1	14.2	13.3	—					
School vs exam mark difference	2.7	3.5	2.9	5.1	4.8	—					
English 30-1 gender gap	F 2.2	F 5.1	F 1.6	F 1.9	F 1.8	—					
Pure Math 30 gender gap	F 2.0	F 4.7	M 4.5	F 1.6	M 1.7	—					
Courses taken per student	3.6	3.8	3.6	3.8	3.9	—					
Diploma completion rate	74.9	76.3	76.5	80.7	80.0	▲					
Delayed advancement rate	38.2	32.1	28.5	25.2	24.6	▲					
Overall rating out of 10	6.3	6.1	6.3	6.6	6.8	▲					

Sundre [Public] Sundre						Gr 12 Enrollment: 69			
ESL (%)	2.1	Special needs (%)		5.1	Alt. French (%)		0.0		
Actual rating vs predicted based on parents' avg. inc. of \$66,200: 0.4			Rank:		144/276	2009-10 Last 5 Years		131/239	
Academic Performance	2006	2007	2008	2009	2010	Trend			
Average exam mark	62.9	63.5	64.7	64.0	63.5	—			
Percentage of exams failed	18.0	18.7	19.5	19.6	21.2	—			
School vs exam mark difference	5.5	8.1	7.3	6.3	10.2	—			
English 30-1 gender gap	F 4.5	F 3.1	M 3.3	F 5.9	F 7.1	▼			
Pure Math 30 gender gap	M 0.4	F 12.0	M 0.8	M 21.7	M 4.2	—			
Courses taken per student	3.8	3.8	4.1	4.2	4.2	▲			
Diploma completion rate	90.6	88.7	93.4	93.5	95.7	—			
Delayed advancement rate	8.2	16.0	4.5	7.7	8.6	—			
Overall rating out of 10	6.4	5.5	6.6	6.1	6.1	—			

St. Thomas More [Separate] Fairview						Gr 12 Enrollment: 21			
ESL (%)	n/a	Special needs (%)		7.6	Alt. French (%)		0.0		
Actual rating vs predicted based on parents' avg. inc. of \$80,400: 0.8			Rank:		91/276	2009-10 Last 5 Years		n/a	
Academic Performance	2006	2007	2008	2009	2010	Trend			
Average exam mark	65.4	58.2	n/a	59.9	63.7	n/a			
Percentage of exams failed	14.1	32.3	n/a	25.6	17.5	n/a			
School vs exam mark difference	15.7	18.1	n/a	14.6	11.0	n/a			
English 30-1 gender gap	F 6.3	n/a	n/a	n/a	n/a	n/a			
Pure Math 30 gender gap	F 10.2	n/a	n/a	n/a	n/a	n/a			
Courses taken per student	5.1	4.5	n/a	4.8	4.6	n/a			
Diploma completion rate	90.5	93.8	n/a	95.8	100.0	n/a			
Delayed advancement rate	9.5	9.7	n/a	0.0	0.0	n/a			
Overall rating out of 10	6.3	3.7	n/a	5.7	6.7	n/a			

Koinonia Christian [Private] Red Deer						Gr 12 Enrollment: 19			
ESL (%)	20.2	Special needs (%)		22.4	Alt. French (%)		0.0		
Actual rating vs predicted based on parents' avg. inc. of \$86,600: -3.1			Rank:		265/276	2009-10 Last 5 Years		n/a	
Academic Performance	2006	2007	2008	2009	2010	Trend			
Average exam mark	n/a	n/a	n/a	n/a	53.9	n/a			
Percentage of exams failed	n/a	n/a	n/a	n/a	38.8	n/a			
School vs exam mark difference	n/a	n/a	n/a	n/a	19.1	n/a			
English 30-1 gender gap	n/a	n/a	n/a	n/a	n/a	n/a			
Pure Math 30 gender gap	n/a	n/a	n/a	n/a	n/a	n/a			
Courses taken per student	n/a	n/a	n/a	n/a	3.4	n/a			
Diploma completion rate	n/a	n/a	n/a	n/a	94.4	n/a			
Delayed advancement rate	n/a	n/a	n/a	n/a	10.5	n/a			
Overall rating out of 10	n/a	n/a	n/a	n/a	2.9	n/a			

PEACE RIVER AREA						Fairview [Public] Fairview			Gr 12 Enrollment: 64		
ESL (%)	0.0	Special needs (%)		12.2	Alt. French (%)		0.0				
Actual rating vs predicted based on parents' avg. inc. of \$77,400: -0.1			Rank:		161/276	2009-10 Last 5 Years		193/239			
Academic Performance	2006	2007	2008	2009	2010	Trend					
Average exam mark	63.7	63.8	61.3	65.6	64.9	—					
Percentage of exams failed	16.8	19.2	24.2	13.1	15.7	—					
School vs exam mark difference	3.2	6.7	6.8	6.0	8.8	—					
English 30-1 gender gap	F 3.6	F 6.9	M 7.0	M 1.4	M 0.1	—					
Pure Math 30 gender gap	M 3.0	F 2.8	M 1.5	M 1.1	F 1.4	▲					
Courses taken per student	3.2	3.6	3.4	3.3	3.6	—					
Diploma completion rate	70.5	68.2	74.1	68.2	72.4	—					
Delayed advancement rate	47.6	36.4	34.7	43.7	37.5	—					
Overall rating out of 10	4.9	4.9	4.7	5.9	5.8	—					

PICTURE BUTTE AREA						Crowsnest [Public] Coleman			Gr 12 Enrollment: 66		
ESL (%)	0.0	Special needs (%)		12.0	Alt. French (%)		0.0				
Actual rating vs predicted based on parents' avg. inc. of \$46,000: 1.4			Rank:		80/276	2009-10 Last 5 Years		121/239			
Academic Performance	2006	2007	2008	2009	2010	Trend					
Average exam mark	59.3	70.6	64.1	67.3	68.4	—					
Percentage of exams failed	24.4	5.7	14.8	9.9	7.7	—					
School vs exam mark difference	4.2	2.5	4.3	3.3	2.4	—					
English 30-1 gender gap	F 3.5	F 2.5	F 6.5	F 5.6	F 4.0	—					
Pure Math 30 gender gap	F 2.9	F 7.7	M 5.5	F 1.0	M 8.7	—					
Courses taken per student	3.0	3.3	3.7	3.8	3.8	▲					
Diploma completion rate	74.1	69.2	88.5	81.8	79.0	—					
Delayed advancement rate	23.9	32.9	13.3	24.3	25.3	—					
Overall rating out of 10	4.6	6.5	6.2	7.0	6.8	▲					

Lindsay Thurber [Public] Red Deer						Gr 12 Enrollment: 496				
ESL (%)	2.7	Special needs (%)		10.4	Alt. French (%)		14.7			
Actual rating vs predicted based on parents' avg. inc. of \$82,400: -0.4			Rank:		182/276	2009-10 Last 5 Years		169/239		
Academic Performance	2006	2007	2008	2009	2010	Trend				
Average exam mark	64.9	66.1	64.5	65.9	63.6	—				
Percentage of exams failed	15.3	14.9	17.8	14.2	20.0	—				
School vs exam mark difference	5.5	5.4	4.9	4.9	7.5	—				
English 30-1 gender gap	F 3.3	F 7.1	F 1.1	F 0.3	F 0.8	—				
Pure Math 30 gender gap	M 0.8	F 2.0	M 4.7	M 4.2	F 0.4	—				
Courses taken per student	3.6	3.5	3.4	3.6	3.5	—				
Diploma completion rate	71.1	67.8	69.3	76.1	70.5	—				
Delayed advancement rate	36.3	37.9	39.6	33.7	32.3	—				
Overall rating out of 10	5.7	5.4	5.2	6.2	5.5	—				

Georges P Vanier [Public] Donnelly						Gr 12 Enrollment: 71				
ESL (%)	0.0	Special needs (%)		13.2	Alt. French (%)		17.3			
Actual rating vs predicted based on parents' avg. inc. of \$74,700: -2.1			Rank:		201/276	2009-10 Last 5 Years		223/239		
Academic Performance	2006	2007	2008	2009	2010	Trend				
Average exam mark	59.4	58.9	61.8	58.9	61.2	—				
Percentage of exams failed	23.1	24.5	22.5	29.1	22.1	—				
School vs exam mark difference	10.5	10.7	8.4	18.2	14.6	—				
English 30-1 gender gap	n/a									

St. Gabriel Cyber [Separate] Red Deer Gr 12 Enrollment: 64

ESL (%): 0.0 Special needs (%): 0.0 Alt. French (%): 0.0
 Actual rating vs predicted based 2009-10 Last 5 Years
 on parents' avg. inc. of \$96,600: -0.3 Rank: 161/276 206/239

Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	61.4	61.4	58.6	60.8	58.8	—
Percentage of exams failed	25.0	20.0	33.3	33.3	20.0	—
School vs exam mark difference	2.9	6.9	7.0	6.4	3.1	—
English 30-1 gender gap	n/a	n/a	n/a	n/a	n/a	n/a
Pure Math 30 gender gap	n/a	n/a	n/a	n/a	n/a	n/a
Courses taken per student	3.4	3.4	3.4	3.1	3.4	—
Diploma completion rate	71.4	74.6	73.2	71.2	72.1	—
Delayed advancement rate	7.0	n/a	n/a	n/a	n/a	n/a

Overall rating out of 10 5.2 4.9 3.9 4.1 5.8 —

ROCKY MOUNTAIN HOUSE AREA

Bentley [Public] Bentley Gr 12 Enrollment: 37

ESL (%): 0.0 Special needs (%): 11.0 Alt. French (%): 0.0
 Actual rating vs predicted based 2009-10 Last 5 Years
 on parents' avg. inc. of \$45,600: 0.8 Rank: 134/276 121/239

Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	62.9	68.4	60.0	66.4	62.5	—
Percentage of exams failed	14.2	10.2	22.6	13.3	17.4	—
School vs exam mark difference	7.0	7.2	9.7	8.0	10.4	—
English 30-1 gender gap	F 5.1	n/a	n/a	n/a	F 4.6	n/a
Pure Math 30 gender gap	n/a	M 2.1	n/a	n/a	M 3.1	n/a
Courses taken per student	3.8	3.7	4.2	4.0	4.1	—
Diploma completion rate	78.0	80.0	90.5	96.7	89.2	—
Delayed advancement rate	20.7	23.3	18.2	0.0	15.1	—

Overall rating out of 10 5.9 6.3 5.4 7.1 6.2 —

Caroline [Public] Caroline Gr 12 Enrollment: 34

ESL (%): 0.0 Special needs (%): 13.5 Alt. French (%): 0.0
 Actual rating vs predicted based 2009-10 Last 5 Years
 on parents' avg. inc. of \$63,000: -2.5 Rank: 258/276 238/239

Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	46.6	50.5	59.9	54.1	55.4	—
Percentage of exams failed	58.5	49.1	29.9	40.4	31.8	—
School vs exam mark difference	18.7	14.6	6.0	7.7	14.5	—
English 30-1 gender gap	n/a	n/a	n/a	n/a	n/a	n/a
Pure Math 30 gender gap	n/a	n/a	n/a	n/a	n/a	n/a
Courses taken per student	3.7	2.0	4.0	2.6	3.6	—
Diploma completion rate	75.0	45.0	78.9	66.7	80.0	—
Delayed advancement rate	22.8	51.4	33.5	35.8	23.1	—

Overall rating out of 10 0.5 0.0 5.0 2.4 3.2 —

David Thompson [Public] Condor Gr 12 Enrollment: 44

ESL (%): n/a Special needs (%): 8.5 Alt. French (%): 0.0
 Actual rating vs predicted based 2009-10 Last 5 Years
 on parents' avg. inc. of \$64,400: 0.1 Rank: 161/276 175/239

Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	66.8	64.0	60.4	63.5	62.4	—
Percentage of exams failed	12.4	15.9	18.8	21.0	20.5	—
School vs exam mark difference	2.9	5.5	6.9	6.9	8.7	▼
English 30-1 gender gap	n/a	F 11.7	n/a	F 2.5	F 10.5	n/a
Pure Math 30 gender gap	n/a	F 10.0	n/a	F 12.8	M 2.6	n/a
Courses taken per student	3.0	3.2	3.6	3.6	4.1	▲
Diploma completion rate	72.5	90.5	70.6	86.5	85.7	—
Delayed advancement rate	22.0	25.4	33.5	13.2	13.8	—

Overall rating out of 10 6.1 5.0 4.8 5.9 5.8 —

Eckville [Public] Eckville Gr 12 Enrollment: 23

ESL (%): 0.0 Special needs (%): 0.0 Alt. French (%): 0.0
 Actual rating vs predicted based 2009-10 Last 5 Years
 on parents' avg. inc. of \$72,000: 0.8 Rank: 103/276 141/239

Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	59.4	61.9	62.3	59.1	60.3	—
Percentage of exams failed	30.0	17.6	15.4	24.5	22.0	—
School vs exam mark difference	7.9	7.9	9.8	6.0	9.9	—
English 30-1 gender gap	F 11.5	F 9.1	n/a	n/a	F 6.5	n/a
Pure Math 30 gender gap	n/a	n/a	n/a	n/a	F 2.6	n/a
Courses taken per student	3.7	3.7	4.1	4.0	4.9	▲
Diploma completion rate	90.0	93.1	94.4	91.7	95.7	—
Delayed advancement rate	10.4	3.9	1.9	0.0	0.0	▲

Overall rating out of 10 5.3 5.9 6.0 6.2 6.6 ▲

H. J. Cody [Public] Sylvan Lake Gr 12 Enrollment: 176

ESL (%): n/a Special needs (%): 6.0 Alt. French (%): n/a
 Actual rating vs predicted based 2009-10 Last 5 Years
 on parents' avg. inc. of \$84,100: -0.3 Rank: 171/276 154/239

Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	64.4	66.6	62.7	64.9	61.4	—
Percentage of exams failed	13.1	13.1	17.3	16.7	18.2	—
School vs exam mark difference	2.9	4.8	5.6	5.4	8.0	▼
English 30-1 gender gap	F 5.0	F 6.3	F 3.6	F 0.1	M 1.3	▲
Pure Math 30 gender gap	M 2.5	F 1.8	F 3.1	F 1.1	F 2.0	—
Courses taken per student	3.3	3.3	3.2	3.7	3.5	—
Diploma completion rate	69.6	78.9	79.9	76.8	83.5	—
Delayed advancement rate	34.0	26.2	21.6	29.7	27.0	—

Overall rating out of 10 5.6 6.0 5.5 6.3 5.7 —

St. Dominic [Separate] Rocky Mountain House Gr 12 Enrollment: 48

ESL (%): 0.0 Special needs (%): 6.7 Alt. French (%): 0.0
 Actual rating vs predicted based 2009-10 Last 5 Years
 on parents' avg. inc. of \$93,800: 0.3 Rank: 121/276 n/a

Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	n/a	71.7	68.5	67.4	66.3	n/a
Percentage of exams failed	n/a	3.3	10.7	15.0	8.8	n/a
School vs exam mark difference	n/a	4.5	5.7	4.7	7.3	n/a
English 30-1 gender gap	n/a	F 1.4	n/a	n/a	F 4.1	n/a
Pure Math 30 gender gap	n/a	F 12.4	n/a	n/a	M 13.1	n/a
Courses taken per student	n/a	4.4	4.1	3.7	3.9	n/a
Diploma completion rate	n/a	100.0	93.1	85.7	87.2	n/a
Delayed advancement rate	n/a	4.3	11.6	11.7	20.7	n/a

Overall rating out of 10 n/a 8.0 7.3 6.9 6.4 n/a

Will Sinclair [Public] Rocky Mountain House Gr 12 Enrollment: 141

ESL (%): n/a Special needs (%): 8.8 Alt. French (%): n/a
 Actual rating vs predicted based 2009-10 Last 5 Years
 on parents' avg. inc. of \$91,900: -0.8 Rank: 190/276 162/239

Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	63.3	69.3	68.0	64.2	63.3	—
Percentage of exams failed	18.4	9.7	10.9	16.0	18.0	—
School vs exam mark difference	6.5	3.4	2.9	8.1	4.9	—
English 30-1 gender gap	F 2.9	M 2.7	F 2.0	M 2.9	M 4.5	▼
Pure Math 30 gender gap	M 1.2	M 2.6	M 1.3	M 6.4	M 6.6	▼
Courses taken per student	3.4	3.1	3.2	3.4	3.2	—
Diploma completion rate	78.2	75.3	71.5	78.2	79.5	—
Delayed advancement rate	26.7	31.3	36.1	35.3	28.9	—

Overall rating out of 10 5.5 6.2 6.1 5.6 5.3 —

SHERWOOD PARK AREA

Archbishop Jordan [Separate] Sherwood Park Gr 12 Enrollment: 275

ESL (%): 1.3 Special needs (%): 8.0 Alt. French (%): 12.9
 Actual rating vs predicted based 2009-10 Last 5 Years
 on parents' avg. inc. of \$119,100: 0.9 Rank: 47/276 57/239

Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	64.4	67.5	68.8	66.0	66.4	—
Percentage of exams failed	19.9	13.2	11.5	14.7	13.7	—
School vs exam mark difference	6.9	5.3	3.9	5.9	6.2	—
English 30-1 gender gap	F 0.5	F 1.4	M 0.8	M 1.4	F 2.0	▼
Pure Math 30 gender gap	F 2.5	F 4.4	M 1.5	M 2.5	M 2.6	—
Courses taken per student	4.4	4.3	4.4	4.4	4.5	—
Diploma completion rate	80.5	84.2	86.9	87.2	89.6	▲
Delayed advancement rate	17.1	16.3	11.9	11.7	11.9	—

Overall rating out of 10 6.4 7.0 7.6 7.3 7.4 —

Bev Facey [Public] Sherwood Park Gr 12 Enrollment: 405

ESL (%): n/a Special needs (%): 8.2 Alt. French (%): 0.0
 Actual rating vs predicted based 2009-10 Last 5 Years
 on parents' avg. inc. of \$124,200: 0.4 Rank: 74/276 50/239

Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	67.5	68.3	68.8	66.7	65.5	—
Percentage of exams failed	11.8	10.4	10.1	12.2	13.7	—
School vs exam mark difference	4.8	4.1	4.6	5.3	5.9	—
English 30-1 gender gap	F 1.3	F 0.3	M 1.5	F 4.0	F 2.8	▼
Pure Math 30 gender gap	F 2.9	F 1.2	M 0.1	M 1.6	F 4.8	—
Courses taken per student	4.0	4.1	4.1	4.2	4.1	—
Diploma completion rate	85.7	84.7	88.9	85.9	86.8	—
Delayed advancement rate	12.9	15.0	10.5	15.7	14.2	—

Overall rating out of 10 7.0 7.4 7.5 7.1 6.9 —

New Sarepta [Public] New Sarepta Gr 12 Enrollment: 42

ESL (%): 3.3 Special needs (%): 18.0 Alt. French (%): 0.0
 Actual rating vs predicted based 2009-10 Last 5 Years
 on parents' avg. inc. of \$58,800: 0.0 Rank: 178/276 121/239

Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	68.8	65.8	63.3	62.7	64.3	—
Percentage of exams failed	2.3	9.8	16.7	23.6	14.1	—
School vs exam mark difference	4.8	4.3	7.6	8.3	7.6	—
English 30-1 gender gap	n/a	F 0.4	F 3.8	M 5.5	F 7.7	n/a
Pure Math 30 gender gap	n/a	F 3.0	n/a	M 27.7	M 14.7	n/a
Courses taken per student	4.0	3.4	3.2	4.1	3.8	—
Diploma completion rate	88.0	91.4	82.6	86.0	80.6	▼
Delayed advancement rate	16.1	9.5	22.7	3.7	16.5	—

Overall rating out of 10 7.6 6.8 5.4 5.5 5.6 ▼

Salisbury [Public] Sherwood Park Gr 12 Enrollment: 410

ESL (%): 1.2 Special needs (%): 7.8 Alt. French (%): 0.0
 Actual rating vs predicted based 2009-10 Last 5 Years
 on parents' avg. inc. of \$114,500: -0.3 Rank: 144/276 93/239

Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	65.6	67.8	66.5	64.5	63.5	—
Percentage of exams failed	13.2	10.5	13.0	16.2	18.2	—
School vs exam mark difference	3.1	3.7	3.5	5.0	5.4	▼
English 30-1 gender gap	F 2.4	M 0.7	F 3.5	F 1.3	F 3.2	—
Pure Math 30 gender gap	M 1.2	F 1.7	M 4.1	M 3.0	F 0.8	—
Courses taken per student	3.9	4.0	3.9	3.9	3.9	—
Diploma completion rate	74.4	84.7	77.0	82.2	80.4	—
Delayed advancement rate	26.1	21.5	24.8	23.2	24.2	—

Overall rating out of 10 6.3 7.1 6.4 6.5 6.1 —

Strathcona Christian [Public] Sherwood Park Gr 12 Enrollment: 73

ESL (%): 0.0 Special needs (%): 2.6 Alt. French (%): 0.0
 Actual rating vs predicted based 2009-10 Last 5 Years
 on parents' avg. inc. of \$129,000: 1.4 Rank: 26/276 20/239

Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	64.0	67.8	66.8	70.2	68.1	▲
Percentage of exams failed	16.2	14.2	12.8	10.5	11.8	▲
School vs exam mark difference	7.8	3.7	4.3	5.3	7.0	—
English 30-1 gender gap	F 1.0	F 4.7	F 1.5	F 3.5	E	—
Pure Math 30 gender gap	F 5.3	F 1.6	F 6.8	M 7.7	M 6.3	—
Courses taken per student	4.9	4.7	4.6	4.6	4.7	—
Diploma completion rate	96.4	94.1	96.5	93.3	97.2	—
Delayed advancement rate	0.0	4.0	0.0	10.1	4.1	—

Overall rating out of 10 7.3 7.8 7.8 8.0 8.0 ▲

Tofield [Public] Tofield Gr 12 Enrollment: 81

ESL (%): 2.1 Special needs (%): 16.1 Alt. French (%): 0.0
 Actual rating vs predicted based 2009-10 Last 5 Years
 on parents' avg. inc. of \$68,100: -0.4 Rank: 186/276 121/239

Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	64.5	67.4	67.0	65.0	60.7	—
Percentage of exams failed	13.8	8.2	9.4	14.4	24.9	—
School vs exam mark difference	5.3	3.1	4.4	5.7	7.9	—
English 30-1 gender gap	F 1.2	M 3.7	M 12.7	F 5.8	M 4.4	—
Pure Math 30 gender gap	F 3.7	M 0.8	n/a	M 0.1	M 7.4	n/a
Courses taken per student	3.4	3.0	3.4	3.7	4.0	▲
Diploma completion rate	85.7	76.9	93.0	91.1	80.0	—
Delayed advancement rate	30.4	41.3	3.9	10.1	19.9	—

Overall rating out of 10 5.9 6.1 7.0 6.6 5.4 —

ST. ALBERT/STONY PLAIN AREA

Bellerose [Separate] St. Albert Gr 12 Enrollment: 349

ESL (%):

Onaway [Public] Onaway	Gr 12 Enrollment: 127					
ESL (%): n/a	Special needs (%): 14.5	Alt. French (%): 0.0				
Actual rating vs predicted based						
on parents' avg. inc. of \$96,600: 0.3						
Rank: 121/276 93/239						
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	68.6	70.0	69.2	68.0	65.9	—
Percentage of exams failed	12.8	8.0	5.7	8.2	10.7	—
School vs exam mark difference	5.6	5.5	2.2	2.7	3.3	▲
English 30-1 gender gap	F 3.3	M 3.9	F 3.8	M 1.2	F 0.1	—
Pure Math 30 gender gap	F 2.0	F 2.1	M 0.3	M 3.5	M 4.3	—
Courses taken per student	3.3	3.1	3.0	3.0	3.2	—
Diploma completion rate	86.0	72.1	78.8	76.6	76.1	—
Delayed advancement rate	21.6	32.3	29.6	33.7	29.1	—
Overall rating out of 10	6.5	6.3	6.7	6.6	6.4	—

Paul Kane [Separate] St. Albert	Gr 12 Enrollment: 355					
ESL (%): 1.4	Special needs (%): 3.8	Alt. French (%): 21.2				
Actual rating vs predicted based						
on parents' avg. inc. of \$103,100: 0.6						
Rank: 80/276 65/239						
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	66.5	69.0	67.7	66.7	64.6	—
Percentage of exams failed	15.0	11.7	12.3	13.9	17.4	—
School vs exam mark difference	3.2	4.5	5.0	5.1	7.5	▼
English 30-1 gender gap	M 0.9	F 2.4	F 1.7	F 0.8	F 2.9	—
Pure Math 30 gender gap	F 1.1	F 0.3	M 0.3	E	F 3.6	—
Courses taken per student	4.0	4.3	4.1	4.4	4.5	▲
Diploma completion rate	78.9	80.3	84.0	83.8	86.8	▲
Delayed advancement rate	24.4	23.8	17.6	16.9	12.7	▲
Overall rating out of 10	6.7	7.2	7.1	7.3	6.8	—

Spruce Grove [Public] Spruce Grove	Gr 12 Enrollment: 347					
ESL (%): 0.0	Special needs (%): 7.7	Alt. French (%): 7.7				
Actual rating vs predicted based						
on parents' avg. inc. of \$81,000: 0.3						
Rank: 134/276 88/239						
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	67.1	68.2	68.0	66.7	65.0	—
Percentage of exams failed	11.5	11.3	11.8	11.7	15.2	—
School vs exam mark difference	3.1	3.5	2.9	5.2	5.5	—
English 30-1 gender gap	F 4.4	F 2.7	F 1.9	F 1.8	F 3.7	—
Pure Math 30 gender gap	F 1.1	F 1.2	F 1.4	F 2.7	F 7.4	—
Courses taken per student	3.6	3.7	3.4	3.7	3.9	—
Diploma completion rate	78.7	80.9	81.9	82.2	82.7	—
Delayed advancement rate	25.5	24.6	21.5	20.0	23.4	—
Overall rating out of 10	6.4	6.8	6.6	6.8	6.2	—

St. Albert [Public] St. Albert	Gr 12 Enrollment: 108					
ESL (%): 0.0	Special needs (%): 12.9	Alt. French (%): 0.0				
Actual rating vs predicted based						
on parents' avg. inc. of \$105,900: 1.0						
Rank: 55/276 88/239						
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	67.4	66.5	68.5	65.3	67.4	—
Percentage of exams failed	11.2	13.6	10.4	18.7	12.3	—
School vs exam mark difference	3.9	4.1	3.1	4.7	6.1	—
English 30-1 gender gap	F 3.1	F 3.6	F 3.6	M 0.2	F 5.0	—
Pure Math 30 gender gap	F 2.6	F 4.4	M 3.4	F 8.6	F 0.1	—
Courses taken per student	4.5	4.4	4.5	4.5	4.4	—
Diploma completion rate	83.9	90.9	86.8	81.9	89.9	—
Delayed advancement rate	14.9	8.8	12.9	17.0	12.5	—
Overall rating out of 10	7.3	7.1	7.6	6.9	7.3	—

St. Gabriel Cyber [Public] St. Albert	Gr 12 Enrollment: 169					
ESL (%): 0.0	Special needs (%): 0.0	Alt. French (%): 0.0				
Actual rating vs predicted based						
on parents' avg. inc. of \$93,800: 0.6						
Rank: 91/276 n/a						
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	n/a	57.6	58.8	60.8	63.2	n/a
Percentage of exams failed	n/a	39.6	25.7	23.7	17.7	n/a
School vs exam mark difference	n/a	9.8	7.7	5.2	5.2	n/a
English 30-1 gender gap	n/a	n/a	F 2.3	n/a	n/a	n/a
Pure Math 30 gender gap	n/a	n/a	n/a	n/a	n/a	n/a
Courses taken per student	2.8	3.4	3.0	3.6	4.0	▲
Diploma completion rate	68.3	64.3	55.3	67.6	85.0	—
Delayed advancement rate	44.8	n/a	n/a	12.0	n/a	n/a
Overall rating out of 10	n/a	2.7	3.2	5.5	6.7	n/a

St. Thomas Aquinas [Separate] Spruce Grove	Gr 12 Enrollment: 154					
ESL (%): 0.0	Special needs (%): 7.2	Alt. French (%): 0.0				
Actual rating vs predicted based						
on parents' avg. inc. of \$88,400: 1.4						
Rank: 47/276 38/239						
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	67.7	70.0	67.6	68.3	66.7	—
Percentage of exams failed	12.2	7.2	9.7	11.0	12.1	—
School vs exam mark difference	3.8	3.2	3.1	3.3	4.2	—
English 30-1 gender gap	F 6.1	M 0.3	F 1.2	M 0.6	M 2.8	—
Pure Math 30 gender gap	F 2.3	F 2.8	M 3.9	F 3.7	M 5.4	—
Courses taken per student	4.3	3.7	3.8	4.0	4.2	—
Diploma completion rate	86.3	87.6	85.3	90.0	87.4	—
Delayed advancement rate	14.3	12.7	12.9	8.1	11.7	—
Overall rating out of 10	7.2	7.5	7.2	7.7	7.4	—

Ste Marguerite d'Youville [Public] St. Albert	Gr 12 Enrollment: 22					
ESL (%): n/a	Special needs (%): 3.9	Alt. French (%): 97.7				
Actual rating vs predicted based						
on parents' avg. inc. of \$108,200: 2.8						
Rank: 6/276 11/239						
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	68.7	67.7	68.6	68.4	68.8	▲
Percentage of exams failed	9.0	10.8	7.9	8.0	4.3	▲
School vs exam mark difference	7.2	7.1	5.4	5.7	8.8	—
English 30-1 gender gap	F 6.0	M 0.1	F 0.7	n/a	F 0.2	n/a
Pure Math 30 gender gap	F 9.3	F 3.1	M 2.5	n/a	M 9.2	n/a
Courses taken per student	5.9	6.0	5.5	5.8	6.3	—
Diploma completion rate	88.1	96.6	93.9	94.4	95.2	—
Delayed advancement rate	14.2	7.8	2.7	11.1	11.6	—
Overall rating out of 10	7.9	8.5	8.8	8.8	9.1	▲

ST. PAUL/BONNYVILLE AREA	Gr 12 Enrollment: 87					
ESL (%): n/a	Special needs (%): 10.6	Alt. French (%): 27.2				
Actual rating vs predicted based						
on parents' avg. inc. of \$81,200: 1.8						
Rank: 37/276 43/239						
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	66.9	68.2	69.2	65.4	67.5	—
Percentage of exams failed	14.9	8.7	9.0	14.2	7.4	—
School vs exam mark difference	4.7	4.9	4.0	6.3	5.1	—
English 30-1 gender gap	F 2.6	M 0.1	F 4.4	M 1.8	M 1.0	—
Pure Math 30 gender gap	F 5.2	F 8.7	M 12.1	M 3.1	M 2.1	—
Courses taken per student	4.3	4.5	4.4	4.6	4.3	—
Diploma completion rate	76.9	84.4	84.0	87.9	86.3	—
Delayed advancement rate	17.4	10.6	9.8	4.0	18.3	—
Overall rating out of 10	6.7	7.3	7.3	7.5	7.7	▲

Bonnyville [Public] Bonnyville	Gr 12 Enrollment: 112					
ESL (%): 0.0	Special needs (%): 9.4	Alt. French (%): 0.0				
Actual rating vs predicted based						
on parents' avg. inc. of \$50,600: -1.5						
Rank: 246/276 187/239						
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	63.3	63.2	63.3	59.0	55.5	▼
Percentage of exams failed	15.8	18.8	18.4	30.0	34.9	▼
School vs exam mark difference	5.2	7.3	7.0	11.4	14.6	▼
English 30-1 gender gap	M 0.4	F 3.5	E	M 6.1	F 3.7	—
Pure Math 30 gender gap	M 0.5	F 3.1	M 9.4	M 1.6	M 0.8	—
Courses taken per student	3.9	3.6	3.6	3.8	3.7	—
Diploma completion rate	86.4	83.8	80.0	75.3	80.6	▼
Delayed advancement rate	9.3	12.9	32.7	30.5	15.1	—
Overall rating out of 10	6.7	5.7	5.3	4.6	4.0	▼

F G Miller [Public] Elk Point	Gr 12 Enrollment: 25					
ESL (%): n/a	Special needs (%): 13.8	Alt. French (%): 0.0				
Actual rating vs predicted based						
on parents' avg. inc. of \$62,900: 2.7						
Rank: 15/276 81/239						
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	68.6	62.8	66.6	62.8	70.2	—
Percentage of exams failed	9.8	23.6	13.0	13.4	5.4	—
School vs exam mark difference	5.1	5.7	4.8	4.2	2.4	▲
English 30-1 gender gap	n/a	n/a	n/a	n/a	n/a	n/a
Pure Math 30 gender gap	n/a	n/a	n/a	n/a	n/a	n/a
Courses taken per student	3.8	3.9	3.6	3.5	4.0	—
Diploma completion rate	77.3	82.8	87.5	88.2	96.0	▲
Delayed advancement rate	29.1	28.5	20.2	13.1	3.7	▲
Overall rating out of 10	6.5	5.5	6.5	6.7	8.4	—

Glendon [Public] Glendon	Gr 12 Enrollment: 20					
ESL (%): 0.0	Special needs (%): 12.5	Alt. French (%): 0.0				
Actual rating vs predicted based						
on parents' avg. inc. of \$35,200: -1.5						
Rank: 249/276 n/a						
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	66.1	64.6	61.2	n/a	57.5	n/a
Percentage of exams failed	14.3	21.0	26.2	n/a	33.9	n/a
School vs exam mark difference	11.7	9.2	12.8	n/a	11.3	n/a
English 30-1 gender gap	n/a	n/a	n/a	n/a	n/a	n/a
Pure Math 30 gender gap	n/a	n/a	n/a	n/a	n/a	n/a
Courses taken per student	4.1	4.3	3.8	n/a	3.3	n/a
Diploma completion rate	73.3	70.8	78.9	n/a	84.2	n/a
Delayed advancement rate	30.1	25.8	34.3	n/a	17.6	n/a
Overall rating out of 10	5.4	5.3	4.1	n/a	3.8	n/a

Grand Centre [Public] Cold Lake	Gr 12 Enrollment: 189					
ESL (%): n/a	Special needs (%): 12.3	Alt. French (%): 0.0				
Actual rating vs predicted based						
on parents' avg. inc. of \$80,100: -0.7						
Rank: 196/276 n/a						
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	69.9	69.2	68.2	n/a	64.0	n/a
Percentage of exams failed	10.3	8.3	11.2	n/a	16.1	n/a
School vs exam mark difference	4.4	3.0	3.2	n/a	5.7	n/a
English 30-1 gender gap	M 1.7	M 0.1	M 0.8	n/a	M 4.1	n/a
Pure Math 30 gender gap	F 0.9	F 2.2	M 5.1	n/a	F 5.5	n/a
Courses taken per student	3.5	3.4	3.7	n/a	3.5	n/a
Diploma completion rate	70.5	73.8	75.2	n/a	66.5	n/a
Delayed advancement rate	23.5	29.4	33.6	n/a	41.4	n/a
Overall rating out of 10	6.5	6.7	6.5	n/a	5.2	n/a

Notre Dame [Separate] Bonnyville	Gr 12 Enrollment: 49					
ESL (%): n/a	Special needs (%): 14.6	Alt. French (%): 7.1				
Actual rating vs predicted based						
on parents' avg. inc. of \$45,000: 0.1						
Rank: 182/276 154/239						
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	61.5	65.3	66.1	58.1	60.0	—
Percentage of exams failed	21.0	12.7	11.2	28.1	22.5	—
School vs exam mark difference	6.4	8.0	4.2	13.4	10.0	—
English 30-1 gender gap	F 1.5	F 8.5	F 5.2	n/a	M 0.6	n/a
Pure Math 30 gender gap	F 9.6	F 1.4	n/a	n/a	M 10.6	n/a
Courses taken per student	3.8	4.7	4.3	4.0	4.2	—
Diploma completion rate	77.4	82.4	82.			

Delburne Centralized [Public] Delburne Gr 12 Enrollment: 34
ESL (%): n/a Special needs (%): 7.8 Alt. French (%): 0.0
Actual rating vs predicted based 2009-10 Last 5 Years on parents' avg. inc. of \$34,800: -2.0

Strathmore [Public] Strathmore Gr 12 Enrollment: 276
ESL (%): 8.5 Special needs (%): 12.0 Alt. French (%): 0.0
Actual rating vs predicted based 2009-10 Last 5 Years on parents' avg. inc. of \$66,100: 0.0

Senator Gershaw [Public] Bow Island Gr 12 Enrollment: 48
ESL (%): 4.3 Special needs (%): 6.3 Alt. French (%): 0.0
Actual rating vs predicted based 2009-10 Last 5 Years on parents' avg. inc. of \$77,600: 2.3

Gus Wetter [Public] Castor Gr 12 Enrollment: 23
ESL (%): 0.0 Special needs (%): 9.0 Alt. French (%): 0.0
Actual rating vs predicted based 2009-10 Last 5 Years on parents' avg. inc. of \$65,900: -0.8

Crescent Heights [Public] Medicine Hat Gr 12 Enrollment: 217
ESL (%): n/a Special needs (%): 9.5 Alt. French (%): 10.2
Actual rating vs predicted based 2009-10 Last 5 Years on parents' avg. inc. of \$80,300: -0.2

St. Mary's [Separate] Taber Gr 12 Enrollment: 23
ESL (%): 0.0 Special needs (%): 28.4 Alt. French (%): 0.0
Actual rating vs predicted based 2009-10 Last 5 Years on parents' avg. inc. of \$64,600: -0.3

William E Hay [Public] Stettler Gr 12 Enrollment: 135
ESL (%): 0.0 Special needs (%): 3.5 Alt. French (%): 0.0
Actual rating vs predicted based 2009-10 Last 5 Years on parents' avg. inc. of \$78,200: 0.0

Eagle Butte [Public] Dunmore Gr 12 Enrollment: 123
ESL (%): 0.0 Special needs (%): 9.9 Alt. French (%): 0.0
Actual rating vs predicted based 2009-10 Last 5 Years on parents' avg. inc. of \$63,200: 1.7

Vauxhall [Public] Vauxhall Gr 12 Enrollment: 57
ESL (%): 7.0 Special needs (%): 8.6 Alt. French (%): 0.0
Actual rating vs predicted based 2009-10 Last 5 Years on parents' avg. inc. of \$47,600: 2.3

STRATHMORE AREA

Holly Cross [Separate] Strathmore Gr 12 Enrollment: 29
ESL (%): n/a Special needs (%): 12.8 Alt. French (%): 0.0
Actual rating vs predicted based 2009-10 Last 5 Years on parents' avg. inc. of \$69,800: 0.4

Foremost [Public] Foremost Gr 12 Enrollment: 19
ESL (%): 6.3 Special needs (%): 8.9 Alt. French (%): 0.0
Actual rating vs predicted based 2009-10 Last 5 Years on parents' avg. inc. of \$67,400: 2.6

W. R. Myers [Public] Taber Gr 12 Enrollment: 124
ESL (%): n/a Special needs (%): 21.8 Alt. French (%): 0.0
Actual rating vs predicted based 2009-10 Last 5 Years on parents' avg. inc. of \$60,700: 2.3

St. Gabriel the Archangel [Separate] Chestermere Gr 12 Enrollment: 21
ESL (%): 11.9 Special needs (%): 7.0 Alt. French (%): 0.0
Actual rating vs predicted based 2009-10 Last 5 Years on parents' avg. inc. of \$110,500: 0.4

McCoy [Separate] Medicine Hat Gr 12 Enrollment: 176
ESL (%): 2.6 Special needs (%): 12.2 Alt. French (%): 0.0
Actual rating vs predicted based 2009-10 Last 5 Years on parents' avg. inc. of \$80,700: 0.9

VEGREVILLE/FORT SASKATCHEWAN AREA
Andrew [Public] Andrew Gr 12 Enrollment: 19
ESL (%): 0.0 Special needs (%): 9.9 Alt. French (%): 0.0
Actual rating vs predicted based 2009-10 Last 5 Years on parents' avg. inc. of \$51,600: -1.8

Standard [Public] Standard Gr 12 Enrollment: 28
ESL (%): n/a Special needs (%): 10.4 Alt. French (%): 0.0
Actual rating vs predicted based 2009-10 Last 5 Years on parents' avg. inc. of \$61,200: -1.1

Medicine Hat [Public] Medicine Hat Gr 12 Enrollment: 290
ESL (%): 2.7 Special needs (%): 12.1 Alt. French (%): 0.0
Actual rating vs predicted based 2009-10 Last 5 Years on parents' avg. inc. of \$71,300: 0.5

Ardrossan [Public] Ardrossan Gr 12 Enrollment: 129
ESL (%): n/a Special needs (%): 7.6 Alt. French (%): 19.0
Actual rating vs predicted based 2009-10 Last 5 Years on parents' avg. inc. of \$92,900: 0.7

Fort Saskatchewan [Public] Fort Saskatchewan Gr 12 Enrollment: 164
ESL (%): 1.4 Special needs (%): 5.7 Alt. French (%): 0.0
Actual rating vs predicted based 2009-10 Last 5 Years on parents' avg. inc. of \$88,400: -1.9 Rank: 241/276 175/239

Vegreville [Public] Vegreville Gr 12 Enrollment: 64
ESL (%): 2.5 Special needs (%): 10.2 Alt. French (%): 0.0
Actual rating vs predicted based 2009-10 Last 5 Years on parents' avg. inc. of \$63,900: 0.5 Rank: 134/276 93/239

Mannville [Public] Mannville Gr 12 Enrollment: 20
ESL (%): n/a Special needs (%): 10.9 Alt. French (%): 0.0
Actual rating vs predicted based 2009-10 Last 5 Years on parents' avg. inc. of \$58,500: 1.2 Rank: 80/276 n/a

John Paul II [Separate] Fort Saskatchewan Gr 12 Enrollment: 70
ESL (%): n/a Special needs (%): 12.3 Alt. French (%): 0.0
Actual rating vs predicted based 2009-10 Last 5 Years on parents' avg. inc. of \$89,300: -1.9 Rank: 241/276 154/239

Blessed Sacrament [Separate] Wainwright Gr 12 Enrollment: 20
ESL (%): 2.2 Special needs (%): 10.9 Alt. French (%): 0.0
Actual rating vs predicted based 2009-10 Last 5 Years on parents' avg. inc. of \$81,400: 1.0 Rank: 74/276 131/239

Provost [Public] Provost Gr 12 Enrollment: 38
ESL (%): n/a Special needs (%): 9.8 Alt. French (%): 0.0
Actual rating vs predicted based 2009-10 Last 5 Years on parents' avg. inc. of \$132,400: -0.2 Rank: 121/276 103/239

Lamont [Public] Lamont Gr 12 Enrollment: 44
ESL (%): n/a Special needs (%): 16.8 Alt. French (%): 0.0
Actual rating vs predicted based 2009-10 Last 5 Years on parents' avg. inc. of \$77,000: -1.3 Rank: 229/276 175/239

Central High Sedgewick [Public] Sedgewick Gr 12 Enrollment: 37
ESL (%): 0.0 Special needs (%): 17.7 Alt. French (%): 0.0
Actual rating vs predicted based 2009-10 Last 5 Years on parents' avg. inc. of \$103,200: 0.7 Rank: 74/276 74/239

St. Jerome's [Separate] Vermilion Gr 12 Enrollment: 16
ESL (%): n/a Special needs (%): 13.7 Alt. French (%): 0.0
Actual rating vs predicted based 2009-10 Last 5 Years on parents' avg. inc. of \$76,800: 1.4 Rank: 55/276 88/239

Redwater [Public] Redwater Gr 12 Enrollment: 34
ESL (%): n/a Special needs (%): 21.2 Alt. French (%): 0.0
Actual rating vs predicted based 2009-10 Last 5 Years on parents' avg. inc. of \$81,300: 1.5 Rank: 47/276 28/239

Hughenden [Public] Hughenden Gr 12 Enrollment: 28
ESL (%): n/a Special needs (%): 11.2 Alt. French (%): 0.0
Actual rating vs predicted based 2009-10 Last 5 Years on parents' avg. inc. of \$55,900: -0.7 Rank: 211/276 220/239

Viking [Public] Viking Gr 12 Enrollment: 31
ESL (%): 0.0 Special needs (%): 14.3 Alt. French (%): 0.0
Actual rating vs predicted based 2009-10 Last 5 Years on parents' avg. inc. of \$51,100: 1.3 Rank: 108/276 57/239

St. Mary's [Separate] Vegreville Gr 12 Enrollment: 51
ESL (%): 0.0 Special needs (%): 9.4 Alt. French (%): 0.0
Actual rating vs predicted based 2009-10 Last 5 Years on parents' avg. inc. of \$61,900: 0.9 Rank: 103/276 184/239

J. R. Robson [Public] Vermilion Gr 12 Enrollment: 60
ESL (%): n/a Special needs (%): 7.9 Alt. French (%): 0.0
Actual rating vs predicted based 2009-10 Last 5 Years on parents' avg. inc. of \$68,900: -0.9 Rank: 211/276 121/239

Wainwright [Public] Wainwright Gr 12 Enrollment: 82
ESL (%): n/a Special needs (%): 10.4 Alt. French (%): 0.0
Actual rating vs predicted based 2009-10 Last 5 Years on parents' avg. inc. of \$72,900: -0.2 Rank: 178/276 169/239

Two Hills [Public] Two Hills Gr 12 Enrollment: 16
ESL (%): n/a Special needs (%): 16.3 Alt. French (%): 0.0
Actual rating vs predicted based 2009-10 Last 5 Years on parents' avg. inc. of \$70,600: 1.0 Rank: 80/276 n/a

Kitscoty [Public] Kitscoty Gr 12 Enrollment: 36
ESL (%): 0.0 Special needs (%): 7.6 Alt. French (%): 0.0
Actual rating vs predicted based 2009-10 Last 5 Years on parents' avg. inc. of \$55,200: -0.3 Rank: 190/276 154/239

WETASKIWIN/DRAYTON VALLEY AREA Breton [Public] Breton Gr 12 Enrollment: 27
ESL (%): 0.0 Special needs (%): 10.2 Alt. French (%): 0.0
Actual rating vs predicted based 2009-10 Last 5 Years on parents' avg. inc. of \$52,900: 0.9 Rank: 121/276 121/239

Buck Mountain [Public] Buck Lake		Gr 12 Enrollment: 31				
ESL (%): n/a	Special needs (%): 21.0	Alt. French (%): 0.0				
Actual rating vs predicted based on parents' avg. inc. of \$76,300: 0.0		2009-10 Last 5 Years Rank: 155/276 162/239				
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	66.5	62.5	61.4	59.9	62.3	—
Percentage of exams failed	13.6	18.8	21.4	27.7	17.3	—
School vs exam mark difference	5.4	8.6	9.1	7.8	8.2	—
English 30-1 gender gap	n/a	n/a	n/a	n/a	n/a	n/a
Pure Math 30 gender gap	n/a	n/a	n/a	n/a	n/a	n/a
Courses taken per student	4.0	4.3	3.4	4.2	3.5	—
Diploma completion rate	72.0	82.6	84.6	91.3	90.0	▲
Delayed advancement rate	38.2	15.9	0.0	25.0	16.0	—
Overall rating out of 10	6.0	5.9	5.2	5.4	5.9	—

Holy Trinity Academy [Separate] Drayton Valley		Gr 12 Enrollment: 20				
ESL (%): n/a	Special needs (%): 5.6	Alt. French (%): 0.0				
Actual rating vs predicted based on parents' avg. inc. of \$93,500: -3.7		2009-10 Last 5 Years Rank: 267/276 n/a				
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	n/a	n/a	n/a	59.7	51.6	n/a
Percentage of exams failed	n/a	n/a	n/a	23.8	41.5	n/a
School vs exam mark difference	n/a	n/a	n/a	8.4	15.1	n/a
English 30-1 gender gap	n/a	n/a	n/a	n/a	n/a	n/a
Pure Math 30 gender gap	n/a	n/a	n/a	n/a	n/a	n/a
Courses taken per student	n/a	n/a	n/a	4.1	3.5	n/a
Diploma completion rate	n/a	n/a	n/a	80.8	81.3	n/a
Delayed advancement rate	n/a	n/a	n/a	29.1	21.8	n/a
Overall rating out of 10	n/a	n/a	n/a	5.3	2.4	n/a

Warburg [Public] Warburg		Gr 12 Enrollment: 21				
ESL (%): n/a	Special needs (%): 14.5	Alt. French (%): 0.0				
Actual rating vs predicted based on parents' avg. inc. of \$35,400: -0.2		2009-10 Last 5 Years Rank: 204/276 n/a				
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	63.9	67.4	66.2	n/a	61.7	n/a
Percentage of exams failed	15.7	12.3	12.0	n/a	11.9	n/a
School vs exam mark difference	4.2	8.3	7.6	n/a	11.1	n/a
English 30-1 gender gap	n/a	n/a	n/a	n/a	n/a	n/a
Pure Math 30 gender gap	n/a	n/a	n/a	n/a	n/a	n/a
Courses taken per student	3.8	4.4	3.6	n/a	3.3	n/a
Diploma completion rate	88.0	66.7	93.3	n/a	77.8	n/a
Delayed advancement rate	19.1	36.8	21.6	n/a	25.2	n/a
Overall rating out of 10	6.3	6.3	6.3	n/a	5.1	n/a

Frank Maddock [Public] Drayton Valley		Gr 12 Enrollment: 186				
ESL (%): n/a	Special needs (%): 7.7	Alt. French (%): 0.0				
Actual rating vs predicted based on parents' avg. inc. of \$96,700: -0.1		2009-10 Last 5 Years Rank: 149/276 175/239				
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	60.7	60.4	61.0	63.0	63.5	▲
Percentage of exams failed	25.5	22.7	22.3	18.6	16.5	▲
School vs exam mark difference	7.2	6.3	5.5	5.4	5.8	▲
English 30-1 gender gap	F 8.3	F 4.2	M 4.4	M 1.1	F 4.4	—
Pure Math 30 gender gap	F 3.2	F 4.1	M 13.5	F 0.1	M 5.8	—
Courses taken per student	3.6	3.7	3.5	3.5	3.7	—
Diploma completion rate	82.6	82.2	81.1	86.3	87.2	—
Delayed advancement rate	15.9	16.4	18.7	17.7	12.0	—
Overall rating out of 10	5.0	5.3	4.9	6.1	6.0	—

Pigeon Lake [Public] Falun		Gr 12 Enrollment: 48				
ESL (%): 1.9	Special needs (%): 22.9	Alt. French (%): 0.0				
Actual rating vs predicted based on parents' avg. inc. of \$37,000: -0.5		2009-10 Last 5 Years Rank: 216/276 175/239				
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	65.5	61.2	66.9	58.5	61.7	—
Percentage of exams failed	16.0	18.7	11.6	28.3	18.9	—
School vs exam mark difference	3.7	4.1	2.8	8.2	8.6	—
English 30-1 gender gap	M 0.2	F 1.2	n/a	n/a	F 9.6	n/a
Pure Math 30 gender gap	n/a	n/a	n/a	n/a	F 10.7	n/a
Courses taken per student	2.9	3.4	3.6	3.5	3.7	—
Diploma completion rate	73.9	78.0	80.0	70.2	75.6	—
Delayed advancement rate	34.2	17.6	9.3	28.7	32.5	—
Overall rating out of 10	5.4	5.8	6.8	4.5	4.8	—

Wetaskiwin [Public] Wetaskiwin		Gr 12 Enrollment: 324				
ESL (%): n/a	Special needs (%): 16.8	Alt. French (%): 0.0				
Actual rating vs predicted based on parents' avg. inc. of \$50,100: 0.2		2009-10 Last 5 Years Rank: 171/276 149/239				
Academic Performance	2006	2007	2008	2009	2010	Trend
Average exam mark	67.2	68.0	68.2	66.6	66.1	—
Percentage of exams failed	11.8	10.6	8.5	13.1	13.3	—
School vs exam mark difference	2.9	2.5	2.2	3.2	3.8	—
English 30-1 gender gap	M 1.9	F 1.4	F 0.9	M 0.6	F 2.9	—
Pure Math 30 gender gap	F 3.4	F 1.4	M 6.4	M 1.1	M 1.8	—
Courses taken per student	3.2	3.2	3.0	3.0	3.1	—
Diploma completion rate	66.7	68.6	69.4	63.3	65.9	—
Delayed advancement rate	35.1	34.6	34.6	38.0	33.7	—
Overall rating out of 10	5.8	6.2	6.0	5.9	5.7	—

Ranking the schools

Important notes to the rankings

In this table, schools are ranked (on the left hand side of the page) in descending order (from 1 to 274) according to their academic performance as measured by the Overall rating out of 10 (shown on the right hand side of the table) for the school year 2009/2010. Each school's five-year average ranking and Overall rating out of 10 are also listed. The higher the overall rating (out of 10), the higher the rank awarded to the school. Where schools tied in the overall rating, they were awarded the same rank. Where less than five years of data were available, "n/a" appears in the table.

Not all the province's high schools are included in the tables or the ranking. Excluded are schools at which fewer than 15 regular day students were enrolled in grade-12 and schools that did not generate a sufficiently large set of student data to enable

the calculation of an Overall rating out of 10. Also excluded from the ratings and rankings are: centres for adult education and continuing education; schools that cater largely to non-resident foreign students; and certain alternative schools that do not offer a full program of courses.

The exclusion of a school from the Report Card should in no way be construed as a judgement of the school's effectiveness.

IMPORTANT: In order to get the most from the Report Card, readers should consult the complete table of results for each school of interest. By considering several years of results—rather than just a school's rank in the most recent year—readers can get a better idea of how the school is likely to perform in the future

Rank	Rank		School name	City	Overall rating	
	2009/2010	Last 5 years			2009/2010	Last 5 years
1	1	Old Scona	Edmonton	10.0	10.0	
1	2	Rundle College	Calgary	10.0	9.9	
1	3	Webber	Calgary	10.0	9.8	
1	n/a	Tempo	Edmonton	10.0	n/a	
5	4	West Island College	Calgary	9.7	9.6	
6	5	Strathcona-Tweedsmuir	Okotoks	9.1	9.5	
6	11	Ste Marguerite d'Youville	St. Albert	9.1	8.6	
8	6	Sir Winston Churchill	Calgary	9.0	8.8	
8	11	Bawlf	Bawlf	9.0	8.6	
10	6	Archbishop MacDonald	Edmonton	8.7	8.8	
10	20	Christ The King	Leduc	8.7	7.8	
12	9	Springbank	Calgary	8.6	8.7	
13	6	Western Canada	Calgary	8.5	8.8	
13	15	South Central	Oyen	8.5	8.0	
15	74	Coronation	Coronation	8.4	6.8	
15	81	F G Miller	Elk Point	8.4	6.7	
17	13	Foremost	Foremost	8.3	8.1	
17	20	Westmount	Calgary	8.3	7.8	

Rank	Rank		School name	City	Overall rating	
	2009/2010	Last 5 years			2009/2010	Last 5 years
17	35	Queen Elizabeth	Calgary	8.3	7.5	
17	184	Stirling	Stirling	8.3	5.4	
21	17	Holy Trinity Academy	Okotoks	8.2	7.9	
21	17	Senator Gershaw	Bow Island	8.2	7.9	
23	15	Kate Andrews	Coaldale	8.1	8.0	
23	17	Strathcona	Edmonton	8.1	7.9	
23	43	Beaumont	Beaumont	8.1	7.3	
26	13	William Aberhart	Calgary	8.0	8.1	
26	20	Strathcona Christian	Sherwood Park	8.0	7.8	
26	28	Immanuel Christian	Lethbridge	8.0	7.6	
26	50	Calgary Christian	Calgary	8.0	7.2	
30	28	Dr. E. P. Scarlett	Calgary	7.9	7.6	
30	38	W. R. Myers	Taber	7.9	7.4	
30	n/a	Bearspaw Christian	Calgary	7.9	n/a	
33	9	Vauxhall	Vauxhall	7.8	8.7	
33	43	County Central	Vulcan	7.8	7.3	
33	43	St. Martin De Porres	Airdrie	7.8	7.3	
33	74	Picture Butte	Picture Butte	7.8	6.8	

Rank		School name	City	Overall rating		Rank		School name	City	Overall rating	
2009/2010	Last 5 years			2009/2010	Last 5 years	2009/2010	Last 5 years			2009/2010	Last 5 years
37	24	Harry Ainlay	Edmonton	7.7	7.7	91	187	St. Gabriel the Archangel	Chestermere	6.7	5.3
37	24	St. Francis	Calgary	7.7	7.7	91	193	Oilfields	Black Diamond	6.7	5.2
37	28	Edmonton Christian	Edmonton	7.7	7.6	91	199	Mayerthorpe	Mayerthorpe	6.7	5.0
37	43	Assumption	Cold Lake	7.7	7.3	91	n/a	St. Gabriel Cyber	St. Albert	6.7	n/a
37	57	St. Francis Xavier	Edmonton	7.7	7.1	91	n/a	St. Thomas More	Fairview	6.7	n/a
42	24	Cochrane	Cochrane	7.6	7.7	103	38	Edge School	Calgary	6.6	7.4
42	28	Master's Academy	Calgary	7.6	7.6	103	68	Acme	Acme	6.6	6.9
42	50	Parkview Adventist	Lacombe	7.6	7.2	103	68	Central Alberta Christian	Lacombe	6.6	6.9
42	57	Foundations for the Future	Calgary	7.6	7.1	103	68	W P Wagner	Edmonton	6.6	6.9
46	65	Canmore Collegiate	Canmore	7.5	7.0	103	88	Livingstone	Lundbreck	6.6	6.6
47	20	John G Diefenbaker	Calgary	7.4	7.8	103	113	Chestermere	Calgary	6.6	6.3
47	24	Magrath	Magrath	7.4	7.7	103	113	Lacombe	Lacombe	6.6	6.3
47	28	Redwater	Redwater	7.4	7.6	103	141	Eckville	Eckville	6.6	6.0
47	35	Eagle Butte	Dunmore	7.4	7.5	103	149	Coalhurst	Coalhurst	6.6	5.9
47	38	Bishop Carroll	Calgary	7.4	7.4	103	184	St. Mary's	Vegreville	6.6	5.4
47	38	St. Thomas Aquinas	Spruce Grove	7.4	7.4	103	n/a	Noble Central	Nobleford	6.6	n/a
47	57	Archbishop Jordan	Sherwood Park	7.4	7.1	103	n/a	St. Michael's	Pincher Creek	6.6	n/a
47	57	John Maland	Devon	7.4	7.1	115	81	Ross Sheppard	Edmonton	6.5	6.7
55	50	St. Albert	St. Albert	7.3	7.2	115	93	Bishop Grandin	Calgary	6.5	6.5
55	88	St. Jerome's	Vermilion	7.3	6.6	115	103	Hugh Sutherland	Carstairs	6.5	6.4
57	38	Bow Valley	Cochrane	7.2	7.4	115	103	Lethbridge Collegiate	Lethbridge	6.5	6.4
57	68	Austin O'Brien	Edmonton	7.2	6.9	115	113	Notre Dame	Red Deer	6.5	6.3
57	81	Bishop O'Byrne	Calgary	7.2	6.7	115	121	Holy Trinity	Edmonton	6.5	6.2
57	81	National Sport	Calgary	7.2	6.7	121	93	Cardston	Cardston	6.4	6.5
57	93	George McDougall	Airdrie	7.2	6.5	121	93	Onoway	Onoway	6.4	6.5
57	n/a	Centennial	Calgary	7.2	n/a	121	103	Hay Lakes	Hay Lakes	6.4	6.4
63	35	Olds	Olds	7.1	7.5	121	103	Provost	Provost	6.4	6.4
63	43	Henry Wise Wood	Calgary	7.1	7.3	121	113	La Crete	La Crete	6.4	6.3
63	68	Highwood	High River	7.1	6.9	121	121	Breton	Breton	6.4	6.2
63	88	McNally	Edmonton	7.1	6.6	121	162	Archbishop O'Leary	Edmonton	6.4	5.7
63	93	H. A. Kostash	Smoky Lake	7.1	6.5	121	175	St. Timothy	Cochrane	6.4	5.5
63	n/a	Warner	Warner	7.1	n/a	121	n/a	Morinville	Morinville	6.4	n/a
69	28	J H Picard	Edmonton	7.0	7.6	121	n/a	St. Dominic	Rocky Mountain House	6.4	n/a
69	43	St. Joseph's	Brooks	7.0	7.3	131	74	Banff	Banff	6.3	6.8
69	50	Jasper	Jasper	7.0	7.2	131	81	Three Hills	Three Hills	6.3	6.7
69	74	Notre Dame Collegiate	High River	7.0	6.8	131	131	Medicine Hat	Medicine Hat	6.3	6.1
69	n/a	Living Waters	Spruce Grove	7.0	n/a	134	57	Olds Koinonia	Olds	6.2	7.1
74	43	Thorsby	Thorsby	6.9	7.3	134	65	Consort	Consort	6.2	7.0
74	50	Bev Facey	Sherwood Park	6.9	7.2	134	68	Matthew Halton	Pincher Creek	6.2	6.9
74	57	Calvin Christian	Coalhurst	6.9	7.1	134	88	Spruce Grove	Spruce Grove	6.2	6.6
74	74	Central High Sedgewick	Sedgewick	6.9	6.8	134	93	Vegreville	Vegreville	6.2	6.5
74	131	Blessed Sacrament	Wainwright	6.9	6.1	134	103	Leduc	Leduc	6.2	6.4
74	n/a	Our Lady of Mount Pleasant	Camrose	6.9	n/a	134	121	Bentley	Bentley	6.2	6.2
80	28	Daysland	Daysland	6.8	7.6	134	162	Foothills Academy	Calgary	6.2	5.7
80	57	Ardrossan	Ardrossan	6.8	7.1	134	203	Spirit River Academy	Spirit River	6.2	4.9
80	57	Viking	Viking	6.8	7.1	134	n/a	Holy Cross	Strathmore	6.2	n/a
80	65	Paul Kane	St. Albert	6.8	7.0	144	93	Salisbury	Sherwood Park	6.1	6.5
80	81	St. Mary's	Calgary	6.8	6.7	144	103	Central Memorial	Calgary	6.1	6.4
80	103	Hunting Hills	Red Deer	6.8	6.4	144	131	Sundre	Sundre	6.1	6.1
80	121	Archbishop Oscar Romero	Edmonton	6.8	6.2	144	141	Catholic Central	Lethbridge	6.1	6.0
80	121	Crowsnest	Coleman	6.8	6.2	144	141	Prairie Christian	Three Hills	6.1	6.0
80	131	McCoy	Medicine Hat	6.8	6.1	149	103	Foothills	Okotoks	6.0	6.4
80	n/a	Mannville	Mannville	6.8	n/a	149	131	Bowness	Calgary	6.0	6.1
80	n/a	Two Hills	Two Hills	6.8	n/a	149	131	Calmar	Calmar	6.0	6.1
91	50	New Norway	New Norway	6.7	7.2	149	131	Ponoka	Ponoka	6.0	6.1
91	50	Westwood	Fort McMurray	6.7	7.2	149	175	Frank Maddock	Drayton Valley	6.0	5.5
91	88	Raymond	Raymond	6.7	6.6	149	n/a	Notre Dame	Calgary	6.0	n/a
91	93	Rimbey	Rimbey	6.7	6.5	155	74	Millwoods Christian	Edmonton	5.9	6.8
91	103	Holy Redeemer	Edson	6.7	6.4	155	81	Erle Rivers	Milk River	5.9	6.7
91	141	Parkland	Edson	6.7	6.0	155	121	Lord Beaverbrook	Calgary	5.9	6.2
91	184	Sangudo	Sangudo	6.7	5.4	155	141	William E Hay	Stettler	5.9	6.0

Rank		School name	City	Overall rating		Rank		School name	City	Overall rating	
2009/2010	Last 5 years			2009/2010	Last 5 years	2009/2010	Last 5 years			2009/2010	Last 5 years
155	162	Buck Mountain	Buck Lake	5.9	5.7	216	175	Pigeon Lake	Falun	4.8	5.5
155	n/a	Rundle College Academy	Calgary	5.9	n/a	216	193	Edwin Parr	Athabasca	4.8	5.2
161	93	Winston Churchill	Lethbridge	5.8	6.5	216	214	Harry Collinge	Hinton	4.8	4.6
161	103	Didsbury	Didsbury	5.8	6.4	216	214	St. Andrew's	High Prairie	4.8	4.6
161	113	Cremona	Cremona	5.8	6.3	216	229	F. P. Walshe	Fort Macleod	4.8	3.7
161	121	Memorial	Stony Plain	5.8	6.2	216	n/a	St. Anthony's	Drumheller	4.8	n/a
161	131	W. G. Murdoch	Crossfield	5.8	6.1	224	199	Sexsmith	Sexsmith	4.7	5.0
161	141	Barrhead	Barrhead	5.8	6.0	224	203	Hilltop	Whitcourt	4.7	4.9
161	175	David Thompson	Condor	5.8	5.5	224	206	Plamondon	Plamondon	4.7	4.8
161	193	Fairview	Fairview	5.8	5.2	224	214	Grande Prairie	Grande Prairie	4.7	4.6
161	206	St. Gabriel Cyber	Red Deer	5.8	4.8	224	220	Duchess	Duchess	4.7	4.4
161	n/a	Rosemary	Rosemary	5.8	n/a	229	175	Lamont	Lamont	4.6	5.5
171	74	Heritage Christian	Calgary	5.7	6.8	229	187	Father Patrick Mercredi	Fort McMurray	4.6	5.3
171	131	Crescent Heights	Medicine Hat	5.7	6.1	229	193	Brooks	Brooks	4.6	5.2
171	149	Ernest Manning	Calgary	5.7	5.9	229	223	Grande Cache	Grande Cache	4.6	4.3
171	149	Wetaskiwin	Wetaskiwin	5.7	5.9	229	n/a	Standard	Standard	4.6	n/a
171	154	H. J. Cody	Sylvan Lake	5.7	5.8	234	113	Beiseker	Beiseker	4.4	6.3
171	154	Strathmore	Strathmore	5.7	5.8	234	169	J. T. Foster	Nanton	4.4	5.6
171	n/a	Gerard Redmond	Hinton	5.7	n/a	234	220	Roland Michener	Slave Lake	4.4	4.4
178	121	New Sarepta	New Sarepta	5.6	6.2	237	228	J Percy Page	Edmonton	4.3	3.8
178	154	Bellerose	St. Albert	5.6	5.8	238	141	Ryley	Ryley	4.2	6.0
178	169	Wainwright	Wainwright	5.6	5.6	238	141	St. Joseph	Whitcourt	4.2	6.0
178	199	Grand Trunk	Evansburg	5.6	5.0	238	225	Fort McMurray	Fort McMurray	4.2	4.2
182	93	Bowden Grandview	Bowden	5.5	6.5	241	154	John Paul II	Fort Saskatchewan	4.1	5.8
182	154	Notre Dame	Bonnyville	5.5	5.8	241	162	Innisfail	Innisfail	4.1	5.7
182	169	Lindsay Thurber	Red Deer	5.5	5.6	241	175	Fort Saskatchewan	Fort Saskatchewan	4.1	5.5
182	193	Peace River	Peace River	5.5	5.2	241	206	Richard F Staples	Westlock	4.1	4.8
186	113	St. Mary's	Taber	5.4	6.3	241	225	Bishop McNally	Calgary	4.1	4.2
186	121	Tofield	Tofield	5.4	6.2	246	187	Bonnyville	Bonnyville	4.0	5.3
186	131	Louis St. Laurent	Edmonton	5.4	6.1	246	225	Father Lacombe	Calgary	4.0	4.2
186	175	Jasper Place	Edmonton	5.4	5.5	246	232	Forest Lawn	Calgary	4.0	3.2
190	149	Willow Creek	Claresholm	5.3	5.9	249	n/a	Glendon	Glendon	3.8	n/a
190	154	Camrose	Camrose	5.3	5.8	249	n/a	St. Augustine	Ponoka	3.8	n/a
190	154	Kitscoty	Kitscoty	5.3	5.8	251	223	Georges P Vanier	Donnelly	3.7	4.3
190	162	Will Sinclair	Rocky Mountain House	5.3	5.7	251	n/a	Andrew	Andrew	3.7	n/a
190	169	Lester B. Pearson	Calgary	5.3	5.6	253	206	High Level	High Level	3.5	4.8
190	175	Victoria	Edmonton	5.3	5.5	254	214	Drumheller	Drumheller	3.4	4.6
196	113	J. C. Charyk Hanna	Hanna	5.2	6.3	254	233	James Fowler	Calgary	3.4	2.9
196	149	Sturgeon	Namao	5.2	5.9	254	n/a	Battle River Online	Camrose	3.4	n/a
196	175	Calgary Academy	Calgary	5.2	5.5	257	162	Delburne Centralized	Delburne	3.3	5.7
196	187	Spruce View	Spruce View	5.2	5.3	258	219	Peace Wapiti Academy	Grande Prairie	3.2	4.5
196	199	St. Mary	Westlock	5.2	5.0	258	233	Grimshaw	Grimshaw	3.2	2.9
196	203	Crescent Heights	Calgary	5.2	4.9	258	236	E W Pratt	High Prairie	3.2	2.6
196	231	Bassano	Bassano	5.2	3.3	258	238	Caroline	Caroline	3.2	2.2
196	n/a	Grand Centre	Cold Lake	5.2	n/a	258	n/a	Alix (Mirror and Alix Central)	Alix	3.2	n/a
204	187	M. E. LaZerte	Edmonton	5.1	5.3	263	206	Paul Rowe	Manning	3.0	4.8
204	187	St. Joseph	Grande Prairie	5.1	5.3	263	237	Queen Elizabeth	Edmonton	3.0	2.4
204	212	Glenmary	Peace River	5.1	4.7	265	n/a	Koinonia Christian	Red Deer	2.9	n/a
204	214	Hillside	Valleyview	5.1	4.6	266	229	Eastglen	Edmonton	2.6	3.7
204	n/a	Warburg	Warburg	5.1	n/a	267	n/a	Holy Trinity Academy	Drayton Valley	2.4	n/a
209	169	Bert Church	Airdrie	5.0	5.6	268	235	J A Williams	Lac La Biche	2.2	2.8
209	193	St. Paul	St. Paul	5.0	5.2	268	n/a	Fox Creek	Fox Creek	2.2	n/a
211	121	J. R. Robson	Vermilion	4.9	6.2	270	n/a	Fresh Start North	Edmonton	2.1	n/a
211	169	Bashaw	Bashaw	4.9	5.6	270	n/a	River Glen	Red Deer	2.1	n/a
211	206	Beaverlodge	Beaverlodge	4.9	4.8	272	n/a	Ridgevalley	Crooked Creek	1.9	n/a
211	212	Gus Wetter	Castor	4.9	4.7	273	n/a	Braemar	Edmonton	0.1	n/a
211	220	Hughenden	Hughenden	4.9	4.4	274	239	Mistassiny	Wabasca	0.0	0.2
216	154	Concordia	Edmonton	4.8	5.8	274	n/a	Juno Beach	Calgary	0.0	n/a
216	162	Vimy Ridge	Edmonton	4.8	5.7	274	n/a	Swan Hills	Swan Hills	0.0	n/a

Appendix: Calculating the Overall rating out of 10

The *Overall rating out of 10* is intended to answer the question, “In general, how is the school doing, academically compared with other schools in the *Report Card*?” The following is a simplified description of the procedure used to convert the raw indicator data into the *Overall rating out of 10*.

- 1 Course by course, the average diploma examination marks and failure rates for each school were standardized by calculating Z , which is defined by:

$$Z = (X - \mu) / \sigma$$

where X is the individual school’s result, μ is the mean of the all-schools distribution of results, and σ is the standard deviation of the same all-schools distribution.

- 2 The *School vs exam mark difference* for each course was calculated using the raw data and then standardized as described in step 1 above.
- 3 The course-by-course standardized data were then aggregated to produce weighted average indicator values. The weighting used was the number of student course completions in each course at the school relative to the total number of student course completions at the school.
- 4 These weighted average results were then re-standardized.
- 5 The *Gender gap* indicators were calculated using the raw data and then standardized as described in step 1 above.
- 6 The *Courses taken per student*, *Diploma completion rate*, and *Delayed advancement rate* indicators were calculated using the raw data and then standardized as described in step 1 above.
- 7 The eight standardized indicator results were then combined to produce a weighted average summary standardized score for the school. The weightings used in these calculations were *Average exam mark*—20%, *Percentage of exams failed*—20%, *School vs exam mark*—10%, *English 30 gender gap*—5%, *Pure Math 30 gender gap*—5%, *Courses taken per student*—20%, *Diploma completion rate*—10%, and *Delayed advancement rate*—10%. In instances when fewer than two *Gender gap* indicators could be calculated, *Gender gap* results did not contribute to the *Overall rating*. In such instances, the *School vs exam mark difference* was weighted at 20%. Similarly, when the *Delayed advancement rate* could not be calculated, the *Diploma completion rate* was weighted at 20%.
- 8 This summary standardized score was re-standardized.

This standardized score was converted into an *Overall rating* between 0 and 10 as follows:

9 The maximum and minimum standardized scores were set at 2.2 and -3.29 respectively. Scores equal to, or greater than, 2.2 received the highest overall rating of 10. This cut-off was chosen because it allows more than one school in a given year to be awarded 10 out of 10. Scores of equal to, or less than, -3.29 received the lowest overall rating of 0. Schools with scores below -3.29 are likely to be outliers, a statistical term used to denote members of a population that appear to have characteristics substantially different from the rest of the population. We chose, therefore, to set the minimum score so as to disregard such extreme differences.

10 The resulting standardized scores were converted into *Overall ratings* according to the formula:

$$OR = \mu + (\sigma * StanScore),$$

where *OR* is the resulting *Overall rating*, μ is the average calculated according to the formula:

$$\mu = (OR_{min} - 10 (Z_{min} / Z_{max})) / (1 - (Z_{min} / Z_{max})),$$

where σ is the standard deviation calculated according to the formula:

$$\sigma = (10 - \mu) / Z_{max},$$

and StanScore is the standardized score calculated in (8) above and adjusted as required for minimum and maximum values as noted in (9) above. As noted in (9) above, OR_{min} equals zero, Z_{min} equals -3.29 ; and Z_{max} equals 2.2.

11 Finally, the derived *Overall rating* is rounded to one place of the decimal to reflect the significant number of places of the decimal in the original raw data.

Note that the *Overall rating out of 10*, based as it is on standardized scores, is a relative rating. That is, in order for a school to show improvement in its *Overall rating*, it must improve more than the average. If it improves but at a rate less than the average, it will show a decline in its rating.

About the authors and Acknowledgments

About the authors

Peter Cowley

Peter Cowley is Senior Vice-President, Operations and Director of School Performance Studies at the Fraser Institute. He graduated from the University of British Columbia with a B.Comm. in 1974. Shortly thereafter, he began a long career in marketing and general management in several sectors. During his assignments in general management, process improvement was a special focus and interest. In 1994, Mr Cowley independently wrote and published *The Parent's Guide*, a popular handbook for parents of British Columbia's secondary-school students. *The Parent's Guide* web site replaced the handbook in 1995.

In 1998, Mr Cowley was co-author of the Fraser Institute's *A Secondary Schools Report Card for British Columbia*, the first of the Institute's continuing series of annual reports on school performance. This was followed by *The 1999 Report Card on British Columbia's Secondary Schools*, *The 1999 Report Card on Alberta's High Schools*, and *Boys, Girls, and Grades: Academic Gender Balance in British Columbia's Secondary Schools*. Since then, Mr Cowley has co-authored all of the Institute's annual report cards on Canadian schools. Annual editions now include report cards on secondary schools in British Columbia, Yukon, Alberta, Ontario, and Quebec and on elementary schools in British Columbia, Alberta, and Ontario as well as the occasional *Report Card on Aboriginal Education in British Columbia*.

Stephen T. Easton

Stephen T. Easton in addition to being a Senior Scholar at the Fraser Institute, is a professor of Economics, a member of the School for International Studies, and an Associate member of the School of Criminology at Simon Fraser University. He received his A.B. from Oberlin College and his Ph.D. from the University of Chicago. Recent works published by the Fraser Institute include *Marijuana Growth in British Columbia* (2004), *Privatizing Prisons* (editor, 1998), *The Costs of Crime: Who Pays and How Much? 1998 Update* (with Paul Brantingham, 1998), and *Rating Global Economic Freedom* (editor, 1992). A co-author of *A Secondary Schools Report Card for British Columbia* (1998), *Boys, Girls, and Grades: Academic Gender Balance in British Columbia's Secondary Schools* (1999) and the *Report Card on Aboriginal Education in British Columbia* (2004), he has continued to co-author the *Report Cards* for British Columbia, Alberta, New Brunswick and, most recently, Ontario. Other publications about education include "Do We Have a Problem Yet? Women and Men in Higher Education," in David Laidler (ed.), *Renovating the Ivory Tower: Canadian Universities and the Knowledge Economy* (C.D. Howe Institute, 2002), pp. 60–79; "Plus ça change, plus c'est la même chose" in Stephen B. Lawton, Rodney Reed, and Fons van Wieringen, *Restructuring Public Schooling* (Springer-Verlag, 1997) and *Education in Canada: An Analysis of Elementary, Secondary, and Vocational Schooling* (Fraser Institute, 1988). His editorials have been carried by the *Vancouver Sun*, the *Globe and Mail*, the *National Post*, the *Ottawa Citizen*, the *Stirling chain* and many other newspapers around the country.

Michael Thomas

Michael Thomas is the Associate Director, Report Cards Program, School Performance Studies and Program Director of Children First: School Choice Trust at the Fraser Institute. He graduated from York University with a B.A. in Political Science in 1997. Before joining the Fraser Institute in 2005, Mr. Thomas served as a policy advisor to the Ontario Minister of Education, where his files included adult education, students at risk, new curriculum initiatives, student health initiatives, and the community use of schools. Mr. Thomas is a former public school trustee, who served on the Toronto District School Board from 1997 to 2000. He has also held positions within the City of Toronto, and the Ontario Ministries of Tourism and Recreation and Citizenship.

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