

Goal 1: Foothills Academy offers high quality learning opportunities for its students that are responsive and flexible, accessible, and affordable.

Outcomes	Performance Measure	Target	Key Strategies/Tasks
<p>1. Foothills Academy is safe and caring.</p> <p>(Current result: 93%)</p>	<p>Percentage of teachers, parents and students who agree that students are safe at school, we are learning caring, respect and fair treatment.</p>	<p>80% satisfaction rate.</p>	<p>Senior students will participate in the boundaries component of the PACE program, and junior students will participate in the affective skill development program (ASD). As part of the PACE program all students will volunteer in the school and local community. Initiatives at present include: Mustard Seed, senior students tutoring one to one with junior students and working in physical education classes, leadership option in senior school volunteering at the Colonel Belcher, one day volunteering amongst the poor in the Mexico as part of the senior school trip. Students can also participate in group work with a registered psychologist.</p>
<p>2. The learning system is flexible and provides a variety of programs and modes of delivery. This includes courses in the fine arts, career preparation, technology, health and physical education. Note the primary purpose of our program is academic to prepare learning disabled students for college and postsecondary schooling.</p> <p>(Current result: 80%)</p>	<p>Percentage of students satisfied with the individualization of learning strategies, the academic challenge, the in school activities, and the IPP indices.</p>	<p>100% parent student approval of IPPs (Signed off).</p> <p>Three successful short-term goals for each student.</p>	<ol style="list-style-type: none"> 1. Meet, plan, and review goals, strategies, and achievement with parents and students – two IPP meetings plus two report card meetings. 2. Encourage parent volunteers and students to be active in all functions of the school program. 3. Initiate contact with parents at least once per month to update parents on student progress. 4. Initiate a transition meeting with parents of the senior school grade 10 through 12 regarding post secondary options. 5. Offer SHP services to students whose needs require service above that of special education program.
<p>3. Teachers parents and students are satisfied with the overall quality of basic education.</p> <p>(Current result: 90%)</p>	<p>Percentage of students and parents and teachers satisfied with the overall quality of the school.</p>	<p>80% satisfaction rate on parent student survey.</p>	<ol style="list-style-type: none"> 1. Meet, plan, and review goals, strategies, and achievement with parents and students – two IPP meetings plus two report card meetings. 2. Encourage parent volunteers and students to be active in all functions of the school program. 3. Initiate contact with parents at least once per month to update parents on student progress. 4. Concentrate on student wellll being through affective skill development program in junior school and PACE in senior school. 5. Emphasize academic programming and set high exp[ectations for achievement.

<p>4. The school meets the needs of all its learners within the school community to receive accessible, efficient and effective programs.</p> <p>(Current result: 98%)</p>	<p>Percentage of parents students and teachers satisfied with the overall quality of basic education</p>	<p>80% satisfaction on parent – student-teacher survey.</p>	
<p>5. Children at risk have their needs addressed through effective programs and supports.</p> <p>(Current result: 98%)</p>	<p>Annual dropout rate of students 14 to 18.</p> <p>Percentage of students, teachers and students who agree that services and supports are easy to access and timely.</p>	<p>Dropout rate of less than 5%.</p> <p>80% satisfaction rate.</p>	<ol style="list-style-type: none"> 1. Each student will plan and agree to the goals on his/her IPP. Our AISI grant concerns developing further protocols for individual program plans for the year 2007-2008 2. Each student will have at least three strategies in the IPP to address his/her particular needs 3. Students will have the choice amongst a variety of options in CTS and the fine arts. 4. We will offer health and physical education as part of the regular school program. <p>Emphasize the fundamental components of the core curriculum through allocating time and resources to teaching skills and strategies.</p> <ol style="list-style-type: none"> 1. Timetable classes for maximum course flexibility and success. 2. Post learning strategies on the classroom wall. 3. Provide small classes with a large proportion of time allocated to direct instruction. 4. Evaluate the student's progress with respect to the learning strategy. 5. Expect all teachers to instruct in specific strategies to help with comprehension, memory retention, and the mastery of procedures. 6. For every academic unit taught in the school, teachers will specify a learning strategy that they are using to assist our students in their achievement. 7. Continue the present SHP referral process (see chart in appendix 2)
<p>6. The learning system is affordable: financial need is not a barrier to participating in learning opportunities.</p> <p>(Current result: 100%)</p>	<p>We do not refuse parents admission to the school due to financial reasons.</p>	<p>Two fundraising events offered to offset tuition, No parents are refused admission for financial reasons</p>	<p>Pursue the fundraising opportunities – Fall Funtasia, Walk, Run, and Roll, Casinos.</p>

<p>7. Information technology expands the choice and flexibility in what, when and where and how students learn. (Current result: 80%)</p>	<p>Percentage of students enrolled in IT classes.</p> <p>Number of students using assistive technology.</p>	<p>80% enrolled in IT classes.</p> <p>Program Usage: Dragon Speak – 7 Read/Write – 15 Inspiration - 189</p>	<ol style="list-style-type: none"> 1. Provide all students at Foothills Academy with at least two periods of computer instruction per week as well as follow-up computer work in the individual classrooms. 2. Make the following CTS modules mandatory for all senior students (grade eight and up); Computer Operations (INF1010), Keyboarding 1 (INF1020), Keyboarding 2 (INF2030), Word Processing 1 (INF1030), Word Processing 2 (INF2050), Hypermedia Tools (INF1070), Spreadsheet 1 (INF1060). Offer these CTS modules as options for high school students; Graphic Tools (INF1040), Database 1 (INF1050), Information Highway 1 (INF1090), Information Highway 2 (INF2200), Electronic Publications (INF2060). 3. Provide extra assistive technology to those students who need it.
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Goal 2: Foothills academy encourages excellence in learner achievement.

Outcomes	Performance Measure	Target	Key Strategies/Tasks
<p>1. Learners demonstrate high standards across a full range of areas. (See appendix 1)</p> <p>(Current result: See appendix 1)</p>	<p>See appendix 1 Percentage of students who achieve the acceptable standard & the standard of excellence on provincial achievement tests</p> <p>Percentages of students who achieve the acceptable standard and the % who achieve the standard of excellence on diploma exams and target for 2006-2007 for each exam.</p> <p>Participation rate, the</p>	<p>See appendix 1</p> <p>See appendix 1</p> <p>See appendix 1</p>	<ol style="list-style-type: none"> 1. Work with the students on strategies that have a positive influence on achievement such as reciprocal reading, auditory discrimination in depth and visualizing and verbalizing. 2. Provide small classes with a large proportion of time allocated to direct instruction. 3. Expect all teachers to instruct in specific strategies to help with comprehension, memory retention, and the mastery of procedures. 4. Focus on math, reading and written expression at all grade levels. 5. Evaluate current strategies and ascertain the efficacy of the strategies. <p>By October 30, identify those students targeted to write the provincial</p>

	<p>percentage of students in grades 3, 6 and 9 who write provincial achievement tests</p> <p>Percentage of students who have written 4 or more diploma exams by the end of their third year of high school.</p> <p>Percentage of students who reach Rutherford scholarship eligibility criteria.</p>	<p>See appendix 1</p> <p>See appendix 1</p>	<p>achievement test based upon the pre-test results in September. Monitor student's progress over October and November. Notify parents of our recommendation in the spring and ask for a letter in support of the recommendation. Further, determine those students who will or will not require special accommodations to write the test based upon their performance and needs in classroom based achievement tests. Base exclusion on psychological fragility, anxiety, and untenable frustration</p>
<p>2. Learners understand that learning lasts a lifetime and have the skills for lifelong learning and learners are ready to enter postsecondary programs or the workplace. (Current result: 91%)</p>	<p>Percent of students who complete a transition portfolio Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful; at work when they finish school.</p> <p>High school to post-secondary transition rate.</p>	<p>100% of students in grade 12</p> <p>50% See appendix 2</p>	<p>Modify and further refine the current transition skills program.</p> <ol style="list-style-type: none"> 1. Students will take job and workplace safety courses. 2. All students from grades 9 to 12 will participate in some aspect of a career planning and decision making regarding post-secondary schooling. Students at the secondary level will participate in appropriate job and career fairs and meet with postsecondary counselors.
<p>3. Learners are successful in finding and maintaining employment. (Current result: 42% transition to post secondary)</p>	<p>Percentage of students who go on to post secondary education or are successfully working in the year following graduation.</p>	<p>90%</p>	<ol style="list-style-type: none"> 1. Complete a transition plan for each reintegrating student. 2. Complete a career-counseling program with our grade twelve students. 3. Counsel those students who are at risk for dropping out.
<p>4. Learners are ready to assume the responsibility of citizenship. (Current result: 84%)</p>	<p>Participation rate in some aspect of student extracurricular activities or student governance or community service</p> <p>Percentage of teachers and</p>	<p>85% of high school students are involved in some community service.</p>	<ol style="list-style-type: none"> 1. Continue the number of option classes for senior students. 2. Emphasize the intramural and extra-curricular activities in the school such as computer, running club and the drop-in sports program. 3. The interscholastic sports program. 4. Continue with the student's council and student leadership program in the school. 5. Provide students with individual attention and care.

<p>5. Learners complete programs. (Current result: 87%)</p> <p>6. Students will manage their time and other resources in order to complete tasks (Current result: Not available)</p> <p>7. Learner's achievement is recognized. (Current result: 66% On a Roll; 36% Senior School Honors)</p>	<p>parents who agree that students model the characteristics of active citizenship.</p> <p>Percentage of students who receive high school diplomas.</p> <p>Baseline for homework completion rate.</p> <p>Percentage of students in junior school who make "On a Roll". Percentage of students in senior school who are recognized with senior school awards.</p>	<p>100%</p> <p>70% baseline</p> <p>70% On a Roll</p> <p>35% students' honorable mention or honors.</p>	<p>6. Continue the community building activities we initiated this past year such as the student-teacher lunches, student-teacher breakfasts, and special days.</p> <p>7. Program volunteerism as a component of our high school classes.</p> <p>8. Emphasize the citizenship component in secondary studies particularly in English and social studies classes.</p> <p>Continue with the present structure and program delivery for the high school.</p> <ol style="list-style-type: none"> Maintain classroom ratios At 13:1 teacher/student ratio In addition, 6.5:1 teacher, teacher/assistant ratio. Provide individual intervention when needed. Work with the students on strategies that have a positive influence on achievement. Pre-test and post-test students to determine growth. <p>Use teacher records to establish a baseline for student homework completion. Organization skills pyramid.</p> <p>Monthly "On a Roll" recognition ceremonies.</p> <p>Awards assembly recognition for senior school students and their parents.</p>
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Goal 3: Foothills Academy is a responsible and responsive private school.

Outcomes	Performance Measures	Target	Key Strategies/Tasks
<p>1. Parents are satisfied with the effectiveness of the partnerships and those services for children with special needs are coordinated at the school level. (Current result: 100%)</p>	<p>Percentage of parents and students with special needs (mild, moderate, severe) satisfied with: - access to services for child - progress and achievement of their child with special needs.</p> <p>Percentage of parents and teachers satisfied with parental involvement in decisions about their child's education.</p>	<p>80% in both categories</p>	<ol style="list-style-type: none"> 1. Continue the present classroom structure of 13 students per teacher and a .6 assistant. 2. Maintain low pupil - teacher ratios and close contact amongst parents, students, and teachers. 3. Provide students with effective cognitive strategies to assist with mastering material. 4. Continue with the student health partnership to assist students with speech and language difficulties, fine motor skills problems, and significant psychiatric or social problems. 5. Continue the IPP process to include parent, student and teacher goals. Set regular evaluation periods and a final summative evaluation conference.
<p>2. Foothills Academy demonstrates leadership and continuous improvement in administrative practice designed for school improvement. (Current result: 100%)</p>	<p>Parents students and staff who are satisfied with the instructional initiatives taken in the 2007-2008 year.</p>	<p>80% satisfaction</p>	<ol style="list-style-type: none"> 1. Meet, plan, and review goals, strategies and achievement with parents and students. 2. Involve parents and students in all aspects of Individual Program Plans for their children. 3. Administer satisfaction survey at the fall meeting for parents and individually interview students. 4. Encourage parent volunteers and students to be active in all functions of the school program
<p>3. Professional development focuses on the knowledge skills and attitudes required to meet the diverse learning needs of all the students and has been focused, systematic and meaningful to professional growth. (Current result: 86%)</p>	<p>Percent satisfaction amongst the staff with professional opportunities measured by survey.</p> <p>Percent satisfaction amongst the staff with professional opportunities measured by survey.</p>	<p>85% satisfaction rate.</p> <p>80% satisfaction rate.</p>	<p>Budget allocated to PD, weekly time allocated for professional development, and AISI project support. Provide time for teacher and school initiated research and development.</p> <p>Provide professional development and the technical support for teachers to integrate information technology into instruction.</p>

Outcomes	Performance Measures	Target	Key Strategies/Tasks
<p>4. The school has improved results through effective working relationships with partners and stakeholders.</p> <p>(Current result: 98%)</p>	<p>Number of businesses and individuals that have a role in supporting Foothills Academy Society.</p> <p>Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.</p>	<p>To maintain the number of businesses and individuals who have a role in supporting Foothills Academy Society.</p>	<ol style="list-style-type: none"> 1. Continue with the joint liaisons and procedures in the Health Initiative to assist students with speech and language difficulties, fine motor skills problems, and significant psychiatric or social problems. Become a service provider. 2. Continue the present board and parent volunteer structure.

Appendix 1

Goal 2: Foothills Academy encourages excellence in learner achievement.

RESULT ANTICIPATED 2a:

Achieve provincial and national learning standards. The provincial standard: 85% of students writing are expected to achieve the acceptable standard and 15 % are expected to achieve the standard of excellence.

Performance Measure Used:

Percentage of students who achieve an acceptable standard or standard of excellence on provincial achievement tests and diploma examinations

Outcomes Achieved:

(Goals for 2006-2007 from the Three Year Plan are included under the results charts.)

Achievement Test Results

Grade 3 English

Year	# Writing		% Not Available		% Excused		% Acceptable		% Excellence	
	School	AB.	School	AB.	School	AB	School	AB	School	AB
1994 – 95	4		N/A		N/A		N/A		N/A	
1995 – 96	1		N/A		N/A		N/A		N/A	
1996 – 97	7		0.0		0.0		28.6		0.0	
1997 – 98	4		N/A		N/A		N/A		N/A	
1998 – 99	5	41290	0.0	2.7	0.0	3.2	20.0	88.7	0.0	15.8
1999 – 00	4	40428	0.0	3.2	0.0	3.8	25.0	90.7	0.0	19.3
2000 - 01	2	40170	0.0	3.8	0.0	3.6	50.0	89.4	0.0	17.4
2001 - 02	2	38398	0.0	5.3	0.0	4.1	100	89.6	0.0	16.4
2002 - 03	3	39011	0.0	4.8	40.0	3.8	100	90.1	0.0	17.2
2003 - 04	4	38582	0.0	2.8	33.3	4.3	66.7	82.0	0.0	14.9
2004 - 05	0	37717	0.0	3.1	100	4.3	N/A	82.2	N/A	16.2
2005 - 06	8	37410	0.0	204	11.1	5.0	88.9	81.3	0.0	14.1

List of Goals for Acceptable Standard

Goal for 2003-2004	75% acceptable standard
Goal for 2004-2005	80% acceptable standard
Goal for 2005 -2006	80% acceptable standard

Goal for 2006-2007	No Grade 3 students registered
Goal for 2007- 2008	75% acceptable standard
Goal for 2008-2009	75% acceptable standard
Goal for 2009-2010	76% acceptable standard

List of Goals for Excellence

Goal for 2007- 2008	5% excellence standard
Goal for 2008-2009	5% excellence standard
Goal for 2009-2010	5% excellence standard

Grade 3 Mathematics

Year	# Writing		% Not Available		% Excused		% Acceptable		%Excellence	
	School	AB.	School	AB.	School	AB	School	AB	School	AB
1994 – 95	4		N/A		N/A		N/A		N/A	
1995 – 96	2		N/A		N/A		N/A		N/A	
1996 – 97	7		0.0		0.0		28.6-		0.0=	
1997 – 98	4		N/A		N/A		N/A		N/A	
1998 – 99	4	38856	20.0	2.5	0.0	3.2	25.0	84.7	0.0	25.4
1999 – 00	4	37978	0.0	3.5	0.0	3.5	0.0	87.9	0.0	27.6
2000 - 01	2	37803	0.0	3.3	0.0	3.6	100	87.5	0.0	25.7
2001 - 02	2	36196	0.0	4.8	0.0	4.0	100	88.5	0.0	29.2
2002 - 03	3	36569	0.0	4.3	40.0	4.0	100	89.2	0.0	32.3
2003 - 04	4	36142	0.0	4.2	33.3	4.4	66.7	81.4	0.0	27.2
2004 - 05	0	35113	0.0	5.1	100	4.4	N/A	80.0	N/A	26.2
2005 - 06	8	34589	0.0	4.7	11.1	5.0	88.9	81.4	22.2	27.1

List of Goals for Acceptable Standard

Goal for 2003-2004	65% acceptable standard
Goal for 2004-2005	70% acceptable standard
Goal for 2005-2006	70% acceptable standard
Goal for 2006-2007	No Grade 3 students registered
Goal for 2007-2008	70% acceptable standard
Goal for 2008-2009	70% acceptable standard
Goal for 2009-2010	75% acceptable standard

List of Goals for Excellence

Goal for 2007- 2008	5% excellence standard
Goal for 2008-2009	5% excellence standard

Goal for 2009-2010	5% excellence standard
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Grade 6 English

Year	# Writing		% Not Available		% Excused		% Acceptable		% Excellence	
	School	AB.	School	AB.	School	AB	School	AB	School	AB
1994 – 95	15		0.0		0.0		46.7		0.0	
1995 – 96	20		8.7		4.3		50.0		0.0	
1996 – 97	13		12.5		6.3		46.2		0.0	
1997 – 98	10		21.4		7.1		50.0		0.0	
1998 – 99	9	40068	23.1	3.9	7.7	3.0	66.7	84.4	0.0	17.4
1999 – 00	14	40891	0.0	3.6	0.0	3.4	50.0	86.3	0.0	20.9
2000 - 01	18	41185	0.0	4.4	0.0	3.5	83.3	85.4	5.6	16.2
2001 - 02	15	41116	0.0	4.7	6.3	4.1	60.0	88.6	6.7	16.5
2002 - 03	13	40901	6.3	4.8	0.0	4.2	81.3	89.2	0.0	19.0
2003 - 04	11	40680	0.0	2.8	7.7	4.4	38.5	79.1	0.0	15.5
2004 - 05	20	39243	0.0	3.1	0.0	4.7	57.1	77.3	0.0	15.5
2005 - 06	14	39756	0.0	2.1	0.0	5.5	75.0	79.0	0.0	15.9

List of Goals for Acceptable Standard

Goal for 2003-2004	70% acceptable standard
Goal for 2004-2005	75% acceptable standard
Goal for 2005-2006	75% acceptable standard
Goal for 2006-2007	75% acceptable standard
Goal for 2007-2008	70% acceptable standard
Goal for 2008-2009	70% acceptable standard
Goal for 2009-2010	75% acceptable standard

List of Goals for Excellence

Goal for 2007- 2008	5% excellence standard
Goal for 2008-2009	5% excellence standard
Goal for 2009-2010	5% excellence standard

The 2005-2006 self - evaluation of the results:

Meets Expectations	Exceeds Expectations	Needs Improvement
		+

Grade 6 Mathematics

Year	# Writing		% Not Available		% Excused		% Acceptable		% Excellence	
	School	AB.	School	AB.	School	AB	School	AB	School	AB
1994 – 95	15		0.0		0.0		66.7-		0.0=	
1995 – 96	21		4.3		4.3		66.7-		0.0=	
1996 – 97	15		0.0		6.3		46.7-		0.0=	
1997 – 98	11		14.3		7.1		18.2-		0.0=	
1998 – 99	11	37765	15.4	3.9	0.0	3.2	18.2	82.8	0.0	16.9
1999 – 00	13	38861	7.1	3.2	0.0	3.4	46.2	83.7	0.0	17.3
2000 - 01	18	39324	0.0	3.6	0.0	3.8	72.2	84.9	11.1	19.2
2001 - 02	14	39207	0.0	4.2	12.5	4.2	78.6	84.8	0.0	19.3
2002 - 03	13	38914	6.3	4.3	12.5	4.7	75.0	85.3	0.0	19.2
2003 - 04	12	38420	0.0	4.4	7.7	4.9	61.5	77.8	0.0	20.9
2004 - 05	20	37411	4.8	4.7	0.0	4.8	81.0	77.6	4.8	18.0
2005 - 06	15	37621	0.0	4.0	1	6.3	56.3	74.5	0.0	15.3

List of Goals for Acceptable Standard

Goal for 2003-2004	77% acceptable standard
Goal for 2004-2005	75% acceptable standard
Goal for 2005-2006	75% acceptable standard
Goal for 2006-2007	75% acceptable standard
Goal for 2007-2008	70% acceptable standard
Goal for 2008-2009	70% acceptable standard
Goal for 2009-2010	70% acceptable standard

List of Goals for Excellence

Goal for 2007- 2008	5% excellence standard
Goal for 2008-2009	5% excellence standard
Goal for 2009-2010	5% excellence standard

The 2005-2006 self - evaluation of the results:

Meets Expectations	Exceeds Expectations	Needs Improvement
	+	

Grade 6 Science

Year	# Writing		% Not Available		% Excused		% Acceptable		% Excellence	
	School	AB.	School	AB.	School	AB	School	AB	School	AB
1994 – 95	15		0.0		0.0		46.7-		0.0=	
1995 – 96	18		4.3		17.4		38.9-		0.0=	
1996 – 97	13		0.0		18.4		7.7-		0.0=	
1997 – 98	12		7.1		7.1		25.0-		0.0=	
1998 – 99	12	37836	7.7	3.5	0.0	3.4	58.3	84.5	0.0	24.3
1999 – 00	9	38483	0.0	3.7	35.7	3.5	22.2	84.8	0.0	26.7
2000 - 01	18	39324	0.0	3.3	0.0	3.9	72.2	27.3	11.1	12.2
2001 - 02	13	39051	0.0	4.3	18.8	4.3	100.0	24.6	0.0	13.4
2002 - 03	15	38659	6.3	4.6	0.0	4.7	93.3	87.8	6.7	26.7
2003 - 04	12	38388	0.0	4.3	7.7	4.8	38.5	80.1	0.0	26.5
2004 - 05	20	37271	4.8	4.8	0.0	4.8	90.5	79.6	9.5	26.4
2005 - 06	14	37265	0.0	4.5	12.5	5.9	75.0	77.7	18.8	28.1

List of Goals for Acceptable Standard

Goal for 2003-2004	77% acceptable standard
Goal for 2004-2005	80% acceptable standard
Goal for 2005-2006	80% acceptable standard
Goal for 2006-2007	80% acceptable standard
Goal for 2007-2008	75% acceptable standard
Goal for 2008-2009	75% acceptable standard
Goal for 2009-2010	77% acceptable standard

List of Goals for Excellence

Goal for 2007- 2008	5% excellence standard
Goal for 2008-2009	5% excellence standard
Goal for 2009-2010	5% excellence standard

The 2005-2006 self - evaluation of the results:

Meets Expectations	Exceeds Expectations	Needs Improvement
	+	

Grade 6 Social Studies

Year	# Writing		% Not Available		% Excused		% Acceptable		% Excellence	
	School	AB.	School	AB.	School	AB	School	AB	School	AB
1994 – 95	15		0.0		0.0		33.3-		0.0=	
1995 – 96	18		4.3		17.4		50.0-		0.0=	
1996 – 97	13		0.0		18.8		15.4-		0.0=	
1997 – 98	12		7.1		7.1		25.0-		0.0=	
1998 – 99	12	37725	7.7	3.6	0.0	3.6	50.0	81.7	0.0	17.5
1999 – 00	8	38722	7.1	3.1	35.7	3.6	25.0	84.0	0.0	21.5
2000 - 01	18	39211	0.0	3.4	0.0	4.0	66.7	84.4	16.7	20.3
2001 - 02	13	38841	0.0	4.6	18.8	4.5	92.3	21.4	7.7	14.3
2002 - 03	15	38850	6.3	4.2	0.0	4.7	100	86.2	6.7	22.6
2003 - 04	10	38275	0.0	4.5	23.1	4.9	46.2	78.3	0.0	20.2
2004 - 05	20	36899	4.8	5.4	0.0	5.0	85.7	78.1	9.5	21.8
2005 - 06	14	37518	0.0	3.9	12.5	6.0	56.3	78.2	12.5	23.2

List of Goals for Acceptable Standard

Goal for 2003-2004	75% acceptable standard
Goal for 2004-2005	80% acceptable standard
Goal for 2005-2006	80% acceptable standard
Goal for 2006-2007	80% acceptable standard
Goal for 2007-2008	70% acceptable standard
Goal for 2008-2009	70% acceptable standard
Goal for 2009-2010	70% acceptable standard

List of Goals for Excellence

Goal for 2007- 2008	5% excellence standard
Goal for 2008-2009	5% excellence standard
Goal for 2009-2010	5% excellence standard

The 2005-2006 self - evaluation of the results:

Meets Expectations	Exceeds Expectations	Needs Improvement
	+	

Grade 9 English

Year	# Writing		% Not Available		% Excused		% Acceptable		% Excellence	
	School	AB.	School	AB.	School	AB	School	AB	School	AB
1994 – 95	12		0.0		0.0		91.7=		0.0=	
1995 – 96	11		0.0		21.4		100=		0.0=	
1996 – 97	24		0.0		0.0		50.0-		0.0-	
1997 – 98	29		3.3		0.0		62.1-		0.0-	
1998 – 99	27	39026	0.0	6.2	0.0	4.2	74.1	87.6	0.0	12.1
1999 – 00	21	39418	0.0	5.7	16.0	4.7	81.0	89.5	0.0	15.1
2000 - 01	13	38767	0.0	6.1	40.9	5.6	100.0	89.2	7.7	14.9
2001 - 02	14	38003	0.0	7.4	17.6	5.1	92.9	89.8	14.3	16.7
2002 - 03	11	39051	0.0	7.2	42.1	5.4	81.8	89.82	9.1	15.4
2003 - 04	23	39493	0.0	4.0	4.2	5.7	87.5	77.6	8.3	12.4
2004 - 05	22	39956	4.2	4.6	0.0	5.5	79.2	77.9	4.2	14.0
2005 - 06	25	37296	0.0	5.9	0.0	6.4	64.0	66.7	0.0	13.5

List of Goals for Acceptable Standard

Goal for 2003-2004	90% acceptable standard
Goal for 2004-2005	90% acceptable standard
Goal for 2005-2006	90% acceptable standard
Goal for 2006-2007	80% acceptable standard
Goal for 2007-2008	75% acceptable standard
Goal for 2008-2009	75% acceptable standard
Goal for 2009-2010	75% acceptable standard

List of Goals for Excellence

Goal for 2007- 2008	5% excellence standard
Goal for 2008-2009	5% excellence standard
Goal for 2009-2010	5% excellence standard

The 2005-2006 self - evaluation of the results:

Meets Expectations	Exceeds Expectations	Needs Improvement
+		

Grade 9 Mathematics

Year	# Writing		% Not Available		% Excused		% Acceptable		% Excellence	
	School	AB.	School	AB.	School	AB	School	AB	School	AB
1994 – 95	12		0.0		0.0		33.3-		0.0=	
1995 – 96	11		0.0		21.4		54.5-		9.1=	
1996 – 97	22		0.0		8.3		18.2-		0.0=	
1997 – 98	30		0.0		0.0		33.3-		0.0-	
1998 – 99	27	36652	0.0	6.4	0.0	5.0	44.4	71.6	0.0	15.2
1999 – 00	21	37419	0.0	5.3	16.0	5.2	57.1	73.6	9.5	15.7
2000 - 01	13	36858	0.0	5.6	40.9	6.5	84.6	74.5	0.0	18.0
2001 - 02	14	35897	0.0	6.9	17.6	6.1	78.6	73.0	0.0	18.6
2002 - 03	11	36858	0.0	6.8	42.1	6.4	54.5	71.8	0.0	19.4
2003 - 04	21	37475	0.0	5.9	12.5	7.0	66.7	65.1	4.2	18.3
2004 - 05	24	37745	0.0	6.6	0.0	6.3	62.5	67.0	12.5	19.1
2005 - 06	24	36905	4.0	6.0	0.0	7.2	64.0	66.4	4.0	17.0

List of Goals for Acceptable Standard

Goal for 2003-2004	75% acceptable standard
Goal for 2004-2005	80% acceptable standard
Goal for 2005-2006	80% acceptable standard
Goal for 2006-2007	80% acceptable standard
Goal for 2007-2008	65% acceptable standard
Goal for 2008-2009	65% acceptable standard
Goal for 2009-2010	65% acceptable standard

List of Goals for Excellence

Goal for 2007- 2008	5% excellence standard
Goal for 2008-2009	5% excellence standard
Goal for 2009-2010	5% excellence standard

The 2005-2006 self - evaluation of the results:

Meets Expectations	Exceeds Expectations	Needs Improvement
		+

Grade 9 Science

Year	# Writing		% Not Available		% Excused		% Acceptable		% Excellence	
	School	AB.	School	AB.	School	AB	School	AB	School	AB
1994 – 95	12		0.0		14.3		58.3-		8.3=	
1995 – 96	11		7.1		14.3		100=		27.3=	
1996 – 97	22		0.0		8.3		45.5-		4.5=	
1997 – 98	30		0.0		0.0		50.0-		0.0-	0.0-
1998 – 99	27	37102	0.0	5.8	0.0	4.5	55.6	78.1	7.4	14.8
1999 – 00	21	37687	0.0	5.1	16.0	4.6	76.2	79.1	4.8	13.9
2000 - 01	13	37402	0.0	5.0	40.9	5.7	100	79.7	15.4	13.2
2001 - 02	14	36452	0.0	6.4	17.6	5.3	78.6	80.5	14.3	12.7
2002 - 03	11	22830	0.0	8.9	42.1	6.0	91.0	82.4	0.0	15.1
2003 - 04	22	37640	0.0	5.7	8.3	6.2	66.7	65.8	8.3	12.1
2004 - 05	23	38165	4.2	6.6	0.0	5.7	62.5	66.9	4.2	12.9
2005 - 06	25	39466	0.0	3.6	0.0	6.1	84.0	77.4	0.0	13.6

List of Goals for Acceptable Standard

Goal for 2003-2004	70% acceptable standard
Goal for 2004-2005	70% acceptable standard
Goal for 2005-2006	70% acceptable standard
Goal for 2006-2007	70% acceptable standard
Goal for 2007-2008	70% acceptable standard
Goal for 2008-2009	71% cceptable standard
Goal for 2009-2010	71% cceptable standard

List of Goals for Excellence

Goal for 2007- 2008	5% excellence standard
Goal for 2008-2009	5% excellence standard
Goal for 2009-2010	5% excellence standard

The 2005-2006 self - evaluation of the results:

Meets Expectations	Exceeds Expectations	Needs Improvement
+		+

Grade 9 Social Studies

Year	# Writing		% Not Available		% Excused		% Acceptable		% Excellence	
	School	AB.	School	AB.	School	AB	School	AB	School	AB
1994 – 95	12		0.0		0.0		91.7=		0.0=	
1995 – 96	11		0.0		21.4		100=		27.3=	
1996 – 97	24		0.0		0.0		58.3-		4.2=	
1997 – 98	30		0.0		0.0		53.3-		6.7=	
1998 – 99	27	37039	0.0	5.6	0.0	4.6	55.6	80.4	3.7	17.8
1999 – 00	21	37588	0.0	4.9	16.0	4.8	85.7	80.5	4.8	17.7
2000 - 01	13	37096	0.0	5.3	40.9	5.9	92.3	81.1	7.7	17.8
2001 - 02	14	36283	0.0	6.6	17.6	5.2	78.6	82.8	14.3	20.2
2002 - 03	11	37005	0.0	6.8	42.1	5.9	81.8	82.4	0.0	21.4
2003 - 04	23	37751	0.0	5.9	4.2	6.1	87.5	72.4	8.3	20.1
2004 - 05	23	37761	4.2	7.1	0.0	5.6	79.2	70.6	16.7	18.5
2005 - 06	25	37387	0.0	5.7	0.0	6.3	84.0	71.9	0.0	19.0

List of Goals for Acceptable Standard

Goal for 2003-2004	80% acceptable standard
Goal for 2004-2005	80% acceptable standard
Goal for 2005-2006	80% acceptable standard
Goal for 2006-2007	80% acceptable standard
Goal for 2007-2008	80% acceptable standard
Goal for 2008-2009	80% acceptable standard
Goal for 2009-2010	80% acceptable standard

List of Goals for Excellence

Goal for 2007- 2008	5% excellence standard
Goal for 2008-2009	5% excellence standard
Goal for 2009-2010	5% excellence standard

The 2005-2006 self - evaluation of the results:

Meets Expectations	Exceeds Expectations	Needs Improvement
+		

Diploma Examination Results

Biology 30

Year	# of Students		Participation Rate (%)		% Acceptable		% Excellent	
	School	AB	School	AB	School	AB	School	AB
1999 - 00	7	17141	18.2	38.1	100	81.0	0.0	23.2
2000 - 01	11	17931	9.5	39.0	50.0	80.8	0.0	27.1
2001-2002	11	19360	47.6	40.7	72.7	83.5	9.1	25.5
2002-2003	11	20406	33.3	42.6	100	90.7	9.1	25.0
2003-2004	9	11097	72.7	42.6	88.9	91.9	11.1	29.0
2004-2005	6	20510	55.6	43.3	83.3	81.9	0.0	26.6
2005-2006	9	20756	54.5	43.6	100	95.4	11.1	37.3

List of Goals for Acceptable Standard

Goal for 2003-2004	80 % acceptable standard
Goal for 2004-2005	84 % acceptable standard
Goal for 2005-2006	84 % acceptable standard
Goal for 2006-2007	84 % acceptable standard
Goal for 2007-2008	84% acceptable standard
Goal for 2008-2009	84% acceptable standard
Goal for 2009-2010	84% acceptable standard

List of Goals for Excellence

Goal for 2007- 2008	5% excellence standard
Goal for 2008-2009	5% excellence standard
Goal for 2009-2010	5% excellence standard

The 2005-2006 self - evaluation of the results:

Meets Expectations	Exceeds Expectations	Needs Improvement
+		

English 30-1/English 30

Year	# of Students		Participation Rate (%)		% Acceptable		% Excellent	
	School	AB	School	AB	School	AB	School	AB
1993 – 94	1		N/A		N/A		N/A	
1994 – 95	1		N/A		N/A		N/A	
1995 – 96	0		0.0		N/A		N/A	
1996 – 97	2		40.0		N/A		N/A	
1997 – 98	3	22356	30.0	54.8	66.7	87.6	0.0	14.1
1998 – 99	4	23443	33.3	55.0	100.0	85.7	0.0	12.9
1999 – 00	4	24603	36.4	55.1	100.0	89.2	25.0	16.2
2000 – 01	4	25534	N/A	55.0	100.0	89.1	0.0	18.6
2001-2002	10	26611	47.6	26.9	80.0	88.4	10.0	19.0
2002-2003	13	N/A	50.0	N/A	92.3	97.5	23.1	24.3
2003-2004	8	14443	63.6	56.1	100	97.5	0.0	21.9
2004-2005	5	27486	55.6	59.4	100	89.1	0.0	17.8
2005-2006	7	27922	45.5	59.8	100.0	96.7	0.0	31.9

List of Goals for Acceptable Standard

Goal for 2003-2004	85 % acceptable standard
Goal for 2004-2005	88 % acceptable standard
Goal for 2005-2006	88 % acceptable standard
Goal for 2006-2007	88 % acceptable standard
Goal for 2007-2008	88% acceptable standard
Goal for 2008-2009	88% acceptable standard
Goal for 2009-2010	90% acceptable standard

List of Goals for Excellence

Goal for 2007- 2008	5% excellence standard
Goal for 2008-2009	5% excellence standard
Goal for 2009-2010	5% excellence standard

The 2005-2006 self - evaluation of the results:

Meets Expectations	Exceeds Expectations	Needs Improvement
	+	

English 30-2/English 33

Year	# of Students		Participation Rate (%)		% Acceptable		% Excellent	
	School	AB	School	AB	School	AB	School	AB
1993 – 94	4		N/A		N/A		N/A	
1994 – 95	1		N/A		N/A		N/A	
1995 – 96	4		100		N/A		N/A	
1996 – 97	4		80.0		N/A		N/A	
1997 – 98	7	12289	70.0	28.9	100	87.5	0.0	7.7
1998 – 99	7	12876	58.3	29.1	100	86.4	14.3	9.0
1999 – 00	7	13385	63.6	29.0	85.7	87.9	14.3	8.0
2000 – 01	18	13342	81.0	27.9	83.3	86.9	16.7	7.6
2001-2002	10	12599	42.9	26.5	100	86.5	10.0	7.2
2002-2003	13	N/A	50.0	N/A	100	92.0	0.0	4.1
2003-2004	7	12381	27.3	24.9	100	92.5	0.0	4.1
2004-2005	5	12452	22.0	26.1	100	89.4	20.0	10.1
2005-2006	13	12600	45.5	26.0	92.3	90.3	15.4	9.0

List of Goals for Acceptable Standard

Goal for 2003-2004	83 % acceptable standard
Goal for 2004-2005	85 % acceptable standard
Goal for 2005-2006	85 % acceptable standard
Goal for 2006-2007	85 % acceptable standard
Goal for 2007-2008	85% acceptable standard
Goal for 2008-2009	87% acceptable standard
Goal for 2009-2010	87% acceptable standard

List of Goals for Excellence

Goal for 2007- 2008	5% excellence standard
Goal for 2008-2009	5% excellence standard
Goal for 2009-2010	5% excellence standard

The 2005-2006 self - evaluation of the results:

Meets Expectations	Exceeds Expectations	Needs Improvement
	+	

Chemistry 30

Year	# of Students		Participation Rate (%)		% Acceptable		% Excellent	
	School	AB	School	AB	School	AB	School	AB
1999 - 00	7	15973	63.6	36.0	85.7	84.2	0	24.2
2000 - 01	11	16031	47.6	35.2	63.6	79.1	0.0	22.0
2001-2002	10	16771	47.6	36.3	50.0	82.1	0.0	24.0
2002-2003	8	17904	34.7	37.9	62.5	84.5	0.0	24.6
2003-2004	4	9458	27.3	37.7	100	92.7	0.0	30.1
2004-2005	5	17508	55.6	38.5	80	88.1	20.0	33.4
2005-2006	4	17299	9.1	39.1	100	95.8	50.0	37.7

List of Goals for Acceptable Standard

Goal for 2003-2004	70 % acceptable standard
Goal for 2004-2005	75 % acceptable standard
Goal for 2005-2006	75 % acceptable standard
Goal for 2006-2007	75 % acceptable standard
Goal for 2007-2008	75 % acceptable standard
Goal for 2008-2009	75 % acceptable standard
Goal for 2009-2010	77 % acceptable standard

List of Goals for Excellence

Goal for 2007- 2008	5% excellence standard
Goal for 2008-2009	5% excellence standard
Goal for 2009-2010	5% excellence standard

The 2005-2006 self - evaluation of the results:

Meets Expectations	Exceeds Expectations	Needs Improvement
	+	

Pure Mathematics 30/Math 30

Year	# of Students		Participation Rate (%)		% Acceptable		% Excellent	
	School	AB	School	AB	School	AB	School	AB
1997 – 98	2	18363	20.0	41.7	50.0	81.8	0.0	23.2
1998 – 99	3	19166	23.1	42.7	66.7	81.6	33.3	24.0
1999 – 00	5	19111	36.4	36.4	60.0	74.7	0.0	19.9
2000 – 01	4	17145	14.3	32.5	50.0	76.8	0.0	20.3
2001 – 02	12	19171	57.1	41.9	50.0	81.8	0.0	28.3
2002 – 03	8	21337	34.8	43.7	87.5	84.4	25	27.1
2003 – 04	6	9458	45.5	43.9	100	90.5	0.0	27.2
2004 - 05	5	22048	55.6	45.6	60.0	80.6	0.0	25.6
2005 - 06	8	22270	36.4	46.3	100	94.6	37.5	36.9

List of Goals for Acceptable Standard

Goal for 2003-2004	70 % acceptable standard
Goal for 2004-2005	72 % acceptable standard
Goal for 2005-2006	72 % acceptable standard
Goal for 2006-2007	72 % acceptable standard
Goal for 2006-2007	72 % acceptable standard
Goal for 2007-2008	72 % acceptable standard
Goal for 2009-2010	74 % acceptable standard

List of Goals for Excellence

Goal for 2007- 2008	5% excellence standard
Goal for 2008-2009	5% excellence standard
Goal for 2009-2010	5% excellence standard

The 2005-2006 self - evaluation of the results:

Meets Expectations	Exceeds Expectations	Needs Improvement
		+

Applied Math 30

Year	# of Students		Participation Rate (%)		% Acceptable		% Excellent	
	School	AB	School	AB	School	AB	School	AB
2000 – 01	18	8357	42.9	16.5	80.0	81.6	20.0	18.3
2001 – 02	4	5914	14.3	12.1	75.0	74.9	0.0	13.4
2002 – 03	15	9838	65.2	21.5	89.0	85.0	6.7	14.0
2003 – 04	5	5366	36.4	22.2	100	91.1	0.0	10.8
2004 - 05	2	10062	11.1	22.0	50.0	87.6	0.0	21.8
2005 - 06	4	9838	36.4	21.6	100	91.3	100	13.3

List of Goals for Acceptable Standard

Goal for 2003-2004	75% acceptable standard
Goal for 2004-2005	80% acceptable standard
Goal for 2005-2006	80% acceptable standard
Goal for 2006-2007	80% acceptable standard
Goal for 2007-2008	80% acceptable standard
Goal for 2008-2009	80% acceptable standard
Goal for 2009-2010	80% acceptable standard

List of Goals for Excellence

Goal for 2007- 2008	5% excellence standard
Goal for 2008-2009	5% excellence standard
Goal for 2009-2010	5% excellence standard

The 2005-2006 self - evaluation of the results:

Meets Expectations	Exceeds Expectations	Needs Improvement
		+

Social Studies 30

Year	# of Students		Participation Rate (%)		% Acceptable		% Excellent	
	School	AB	School	AB	School	AB	School	AB
1993 – 94	2		N/A		N/A		N/A	
1994 – 95	0		N/A		N/A		N/A	
1995 – 96	1		50.0		N/A		N/A	
1996 – 97	2		40.0		N/A		N/A	
1997 – 98	2		20.0		N/A		N/A	
1998 – 99	6		50.0		100.0		0.0	
1999 – 00	4	20292	36.4	48.7	100.0	84.0	25.0	16.1
2000 – 01	5	21121	23.8	48.6	100.0	85.2	0.0	18.6
2001-2002	11	22231	47.6	50.5	72.7	72.7	9.1	20.9
2002-2003	11	23209	40.7	52.6	100.0	86.6	27.3	22.2
2003-2004	8	11737	63.6	52.6	87.5	96.4	0.0	26.6
2004-2005	4	23516	44.4	53.7	100.0	85.2	25.0	24.3
2005-2006	6	23759	36.4	54.0	100.0	97.6	16.7	33.0

List of Goals for Acceptable Standard

Goal for 2003-2004	80 % acceptable standard
Goal for 2004-2005	85 % acceptable standard
Goal for 2005-2006	85 % acceptable standard
Goal for 2006-2007	85 % acceptable standard
Goal for 2007-2008	85 % acceptable standard
Goal for 2008-2009	85 % acceptable standard
Goal for 2009-2010	87 % acceptable standard

List of Goals for Excellence

Goal for 2007- 2008	5% excellence standard
Goal for 2008-2009	5% excellence standard
Goal for 2009-2010	5% excellence standard

The 2005-2006 self - evaluation of the results:

Meets Expectations	Exceeds Expectations	Needs Improvement
	+	

Year	# of Students		Participation Rate (%)		% Acceptable		% Excellent	
	School	AB	School	AB	School	AB	School	AB
1993 – 94	N/A		N/A		N/A		N/A	
1994 – 95	N/A		N/A		N/A		N/A	
1995 – 96	2		100.0		N/A		N/A	
1996 – 97	4		80.0		N/A		N/A	
1997 – 98	8		80.0		100.0		0.0	
1998 – 99	6		50.0		100.0		16.7	
1999 – 00	7	15255	63.6	35.3	85.7	81.0	28.6	12.5
2000 – 01	16	15319	71.4	34.1	75	81.4	18.8	12.8
2001-2002	8	15209	38.1	33.3	87.5	80.5	12.5	11.4
2002-2003	16	15337	59.3	33.2	100.0	81.5	6.3	13.1
2003-2004	7	15475	27.3	33.6	71.4	89.8	0.0	8.3
2004-2005	6	14658	33.3	32.3	100	85.1	16.7	17.6
2005-2006	13	14738	54.5	31.9	100	91.9	15.4	11.5

List of Goals for Acceptable Standard

Goal for 2003-2004	82 % acceptable standard
Goal for 2004-2005	84 % acceptable standard
Goal for 2005-2006	84 % acceptable standard
Goal for 2006-2007	84 % acceptable standard
Goal for 2007-2008	84% acceptable standard
Goal for 2008-2009	84 % acceptable standard
Goal for 2009-2010	85 % acceptable standard

List of Goals for Excellence

Goal for 2007- 2008	5% excellence standard
Goal for 2008-2009	5% excellence standard
Goal for 2009-2010	5% excellence standard

The 2005-2006 self - evaluation of the results:

Meets Expectations	Exceeds Expectations	Needs Improvement
	+	

Test Results for those Students Exempted from the Exam

The school expects all students, regardless of their functioning level, to write the provincial examinations. However, we have some that are psychologically fragile and find that the test triggers untenable frustration and/or anxiety. These students we exempt. The others write the test with minimum support.

Grades 3

Student	Math Calculations (WJ)		Morrison/McCall Spelling		AB Diagnostic Reading	
	Pre	Post	Pre	Post	Pre	Post
1	2.5	2.5	2.4	3.1	Non reader	End 2

Grade 6

Grade Equivalents

Student	Math Calculation Woodcock-Johnson		Morrison/McCall Spelling		Jerry Johns Reading	
	Pre	Post	Pre	Post	Pre	Post
1	2.7	7.3	2.5	3.4	6.	8
2	2.7	6.7	5.5	5.9	6	7

Grade 9 (none exempted in 2005/2006)

Grade Equivalents

Student	Math CTBS		Math Problem Solving (CTBS)		Vocabulary (CTBS)	
	Pre	Post	Pre	Post	Pre	Post

The teachers focus mainly on the Math and Language Arts in grade 3 and grade 6. The students work on strategies that should have some positive influence on achievement. If we look at individual testing in these academic disciplines there are appreciable gains in performance. Our strategy is to have our students apply the strategies they have learned such as reciprocal reading, auditory discrimination in depth and visualizing and verbalizing to their provincial test. At the grade 9 and grade 12 levels, the respective curricula are taught quite explicitly to our students and the strategies are embedded in the teaching. Here we would be looking for quite skilled performance from the proportion of our students who are capable of learning the curriculum

Evaluation

	Meets Expectations	Exceeds Expectations	Needs Improvement
Grade 3 English			
Grade 3 Math			
Grade 6 English			+
Grade 6 Math		+	

Grade 6 Science		+	
Grade 6 Soc St.	+		
Grade 9 English	+		
Grade 9 Math			+
Grade 9 Science	+		
Grade 9 Social St.	+		

Diploma Examination Results

	Meets Expectations	Exceeds Expectations	Needs Improvement
English 30-1		+	
English 30-2		+	
PMath 30			+
AMath 30			+
Social Studies 30		+	
Social Studies 33		+	
Chemistry 30		+	
Biology 30	+		

Percentage of students who have written four or more diploma exams by the end of their third year of high school.

Diploma Exam Participation Rates

Grade 10 Year	Reporting Year	Grade 10 Cohort	Attrition	Total adjusted students	% Writing 4+ exams	% Writing 5+ exams	% Writing 6+ exams
1998/1999	2000/2001	23	0.7	22.3	40.3	4.5	0.0
1999/2000	2001/2002	20	0.0	20.0	55.0	35.0	0.0
2000/2001	2002/2003	25	0.1	24.9	44.2	20.1	0.0
2001/2002	2003/2004	19	1.5	17.5	51.4	17.1	0.0
2002/2003	2004/2005	11	0.2	10.8	55.7	46.4	0.0
2004/2005	2005/2006						

Year	Target
2007-2008	50%
2008-2009	50%
2009-2010	50%

Percentage of students who reach Rutherford scholarship eligibility criteria.

Rutherford scholarship eligibility by grade in high school

School Year	Number of Grade 12 students	Number of students eligible for Grade 10 Rutherford	%	Number of students eligible for Grade 11 Rutherford	%	Number of students eligible for Grade 12 Rutherford	%	Number of students eligible overall (unduplicated)	%
1998/1999	12	0	0.0	1	8.3	0	0.0	1	8.3
1999/2000	11	0	0.0	1	9.1	0	0.0	1	9.1
2000/2001	21	2	9.5	2	9.5	0	0.0	2	9.5
2001/2002	20	6	30.0	6	30.0	1	5.0	8	40.0
2002/2003	26	5	19.2	6	23.1	2	7.7	7	26.9
2003/2004	16	1	6.3	2	12.5	0	0.0	2	12.5
2004/2005	10	4	40.0	3	30.0	0	0.0	6	60.0
2005/2006									

Year	Target
2007-2008	10%
2008-2009	10%
2009-2010	10%

Note: Goals are subject to change as methods for forecast are developed. Any interim revision of goals will be published on the website.

