
Sample Format for Combined 3-Year Education Plan and Annual Education Results Report (AERR) for Public/Separate/Francophone Schools

Each school authority establishes requirements for the content and process for school education plans and annual reports as part of its accountability system. Schools should prepare their education plans and annual reports based on specifications provided by their school authority. For details please refer to the *Policy and Requirements for Planning and Results Reporting*: <http://www.education.alberta.ca/admin/resources/planning/reporting2013.aspx>.

This template is provided to assist in the preparation of their plans and reports. Schools may use, modify or extract elements from this template as required.

Please note that this template is not designed to address the requirements for Charter Schools and Accredited Private Schools. These schools should refer to the Sample Format for Combined 3-Year Education Plan and Annual Education Results Report (AERR) for Charter School and Accredited Private School Authorities.

Combined 2013 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Pioneer School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Concern	Safe and Caring	75.2	74.2	76.6	89.0	88.6	88.1	Very Low	Maintained	Concern
Student Learning Opportunities	n/a	Program of Studies	83.3	78.6	82.0	81.5	80.7	80.7	Very High	Maintained	Excellent
		Education Quality	83.1	80.9	81.8	89.8	89.4	89.3	Low	Maintained	Issue
		Drop Out Rate	*	0.0	2.7	3.5	3.2	3.9	*	*	*
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.8	74.1	72.7	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	78.0	83.2	76.6	79.0	79.1	79.2	Intermediate	Maintained	Acceptable
		PAT: Excellence	14.6	12.1	11.4	18.9	20.8	19.9	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	84.6	83.1	82.5	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.7	20.7	20.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.6	56.2	54.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	61.3	61.5	59.4	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.5	58.4	59.2	n/a	n/a	n/a
		Work Preparation	65.0	62.5	65.9	80.3	79.7	79.9	Very Low	Maintained	Concern
		Citizenship	59.7	53.6	63.4	83.4	82.5	82.0	Very Low	Maintained	Concern
Parental Involvement	Acceptable	Parental Involvement	77.2	64.8	69.5	80.3	79.7	79.8	Intermediate	Maintained	Acceptable
Continuous Improvement	Concern	School Improvement	53.3	49.2	65.0	80.6	80.0	80.0	Very Low	Declined Significantly	Concern

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
6. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Measure Evaluation Reference

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 71.50	71.50 - 77.76	77.76 - 84.91	84.91 - 88.69	88.69 - 100.00
PAT: Excellence	0.00 - 11.54	11.54 - 14.60	14.60 - 20.83	20.83 - 26.46	26.46 - 100.00
Diploma: Acceptable	0.00 - 71.28	71.28 - 77.34	77.34 - 84.16	84.16 - 88.87	88.87 - 100.00
Diploma: Excellence	0.00 - 8.77	8.77 - 12.71	12.71 - 19.16	19.16 - 23.03	23.03 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Goal One: An excellent start to learning

Outcome: Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.

- There are no required performance measures for this goal. Schools are encouraged to incorporate early development data available at the local level.

Comment on Results
<i>(an assessment of progress toward achieving the target)</i>
n/a
Strategies

Goal Two: Success for Every Student

Outcome: Students achieve student learning outcomes.

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2013	Achievement	Improvement	Overall	2014	2015	2016
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	15.1	0.0	8.1	0.0	*		*	*	*			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results

(an assessment of progress toward achieving the target)

While this category is not directly linked to our students, we know the practices we have in middle school directly impact student performance and completion rates. As such, the strategies listed below remain a focus.

Strategies

We endeavour to meet student needs via differentiation of instruction and assessment; by meeting regularly to discuss at risk students and adapt programming as necessary; including students in their educational programming decisions as appropriate; in-servicing teachers to provide them with best practice; allocating resources to maximize positive impact on student learning; collaborating with WCHS to ensure students are transitioned appropriately between our two schools.

Notes:

1. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Outcome: *Students demonstrate proficiency in literacy and numeracy.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	76.3	73.8	72.9	83.2	78.0	85.0	Intermediate	Maintained	Acceptable	85.0	86.5	88.0
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	12.2	11.4	10.8	12.1	14.6	15.0	Low	Maintained	Issue	16.0	17.0	17.5

Comment on Results

(an assessment of progress toward achieving the target)

We believe that we need to set manageable goals which align with the provincial average.

Strategies

- Use assessment tools to identify at risk students; put in appropriate interventions and support including but not limited to: small group instruction in both literacy and numeracy, after school tutorial support, complementary courses that enhance student skills while mitigating student struggles, etc.
- Use weekly program planning team meetings and bi-monthly response to intervention meetings to identify and develop appropriate programming for individual students.
- Use tools that communicate with families on a regular basis; email, Remind 101, agendas, phone calls home, etc. about student performance and available supports.
- Provide support for students who experience test anxiety.
- Provide readers, scribes, assistive technology tools to support students throughout the year.
- We continue with built in collaboration time for teachers to align planning and assessment practices.
- We continue to focus on three dominant professional development strands: building relationships with our students; SmartLearning; assessment.
- We continue to review data collected via PATs, Tell them from Me and the AERR and APORI reports and use that data to make informed decisions about our practice.

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Outcome: *Students demonstrate citizenship and entrepreneurship.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	62.6	69.8	66.8	53.6	59.7	75.0	Very Low	Maintained	Concern	65.0	70.0	75.0
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	66.8	70.3	64.8	62.5	65.0	70.0	Very Low	Maintained	Concern	75.0	77.0	79.0

Comment on Results

(an assessment of progress toward achieving the target)

There is a disconnection between what is taught and the perception of how that presents. We will continue to work on these items. We have moved up in both categories; we have not made our target and believe we may have been too optimistic. Therefore, we have adjusted our targets to be SMARTer.

Strategies

- Renaissance and student leadership programs
- Ongoing work with community organizations for partnerships between community and school
- Continuous surveys of school stakeholders and using that data to inform current practice
- Using School Council to better engage parents
- Inform our local newspaper of school events – particularly those with a community focus like Santa’s Anonymous, support of our local food bank, etc.

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

Outcome: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013		2013	Achievement	Improvement	Overall	2014	2015
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	40.9	60.0	53.1	57.1	61.5	65.0	Very Low	Maintained	Concern	65.0	66.5	68.0
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	0.0	10.0	3.1	14.3	3.8	15.0	Very Low	Maintained	Concern	15.0	15.5	16.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012		2013	Achievement	Improvement	Overall	2014	2015
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	*	n/a	*	n/a		n/a	n/a	n/a			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results

(an assessment of progress toward achieving the target)

We are pleased with the increase in those meeting the acceptable standard but wish to increase the number of students meeting the standard of excellence. We are concerned with the drop in excellence but recognize our FNMI population has significantly fewer numbers than our overall population which leads to skewed results.

Strategies

- Use assessment tools to identify at risk students; put in appropriate interventions and support including but not limited to: small group instruction in both literacy and numeracy, after school tutorial support, complementary courses that enhance student skills while mitigating student struggles, etc.
- Use weekly program planning team meetings and bi-monthly response to intervention meetings to identify and develop appropriate programming for individual students.
- Use tools that communicate with families on a regular basis; email, Remind 101, agendas, phone calls home, etc. about student performance and available supports.
- Provide support for students who experience test anxiety.
- Provide readers, scribes, assistive technology tools to support students throughout the year.
- Work with this culture to ensure we are meeting cultural needs as well as provincially set curricular needs. For example, access ARC, FNMI coordinator, and other resources as available.

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
5. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Goal Three: Quality teaching and school leadership

Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	82.8	84.2	83.2	78.6	83.3	85.0	Very High	Maintained	Excellent	86.5	88.0	89.5

Comment on Results

(an assessment of progress toward achieving the target)

We are pleased with the increase from 2012 – 2013 and look forward to further improvements.

Strategies

- We survey our students to find out what complementary courses interest them; then we plan the courses around their interests.
- We follow the Program of Studies to ensure students receive appropriate programming across the curricula.
- Administration meets with teachers annually to discuss long range plans and what supports will be necessary to meet their goals.
- Teachers choose their professional development activities to complement their individual practice.
- Teachers collaborate to enhance planning and instruction.
- Continued focus on three over-arching PD goals: relationships, SmartLearning and Inquiry.
- Ongoing weekly Learn Team meetings (Principal, VP, SSFs and FWW)
- New this year, monthly school wide leadership meetings (grade team representatives, EAs, and representatives from the Lead Team)
- PD committee includes teacher representative and administration

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

Goal Four: Engaged and effective governance

Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	79.1	77.7	66.1	64.8	77.2	75.0	Intermediate	Maintained	Acceptable	77.0	78.5	80.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	79.5	83.9	80.7	80.9	83.1	83.0	Low	Maintained	Issue	85.0	86.5	88.0

Comment on Results

(an assessment of progress toward achieving the target)

We are pleased with the significant improvement in this area.

Strategies

- School Council created and distributed a parent survey. Data is used to inform practice.
- We are making personal calls to parents inviting them in to the school to volunteer in a variety of ways.
- We had a meet the teacher event in mid-September.
- We will continue to discuss concerns in a variety of formats.
- We will continue to solicit feedback from our parents and community members about how to promote community involvement and engagement.
- We will continue to invite experts from our community into our classrooms to share their knowledge and expertise. (This has been particularly successful in Grade 6 Social Studies and Grade 7 Science.

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

Outcome: *Students and communities have access to safe and healthy learning environments.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	72.7	77.8	77.8	74.2	75.2	78.0	Very Low	Maintained	Concern	78.0	79.5	81.0
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	70.0	78.8	67.0	49.2	53.3	55.0	Very Low	Declined Significantly	Concern	60.0	65.0	70.0

Comment on Results

(an assessment of progress toward achieving the target)

While we are pleased with the increases experienced in this area, we have concerns at how low our numbers are. Our parents have expressed a concern regarding inclusion and how this has impacted the learning environment. We continue to work with our parents to help them understand inclusion and its benefits.

Strategies

- We use the Family Wellness Worker extensively to assist both students and their families.
- We use the Health curriculum, Renaissance Program and various co-curricular activities to promote not only a Safe and Caring School, but community as well.
- We continue to bring in anti-bullying and awareness strategies and programs.
- We endeavour to share jurisdictional supports, vision and strategies via School Council

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

APPENDIX – Measure Details

The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

Diploma Examination Results – Measure Details

[No Data for Diploma Exam Results]

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

“A” = Acceptable; “E” = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Graph of Diploma Examination Results – Overall

[No Data for Diploma Exam Results]

Note: Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Diploma Examination Results by Course	
[No Data for English Lang Arts 30-1]	[No Data for English Lang Arts 30-2]
[No Data for French Lang Arts 30-1]	[No Data for Français 30]
[No Data for Pure Mathematics 30]	[No Data for Mathematics 30-1]

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
 Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Diploma Examination Results by Course	
[No Data for Applied Mathematics 30]	[No Data for Mathematics 30-2]
[No Data for Social Studies 30]	[No Data for Social Studies 30-1]
[No Data for Social Studies 33]	[No Data for Social Studies 30-2]

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
 Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Diploma Examination Results by Course	
[No Data for Biology 30]	[No Data for Chemistry 30 Old]
[No Data for Chemistry 30]	[No Data for Physics 30 Old]
[No Data for Physics 30]	[No Data for Science 30]

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
 Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Diploma Examination Results Course By Course Summary With Measure Evaluation

[No Data for Diploma Exam Results]

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Measure Evaluation Reference - Achievement Evaluation

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

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

[No Data for Diploma Achievement Evaluation Reference]

Notes:

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

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Improvement Table

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

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

[No Data for Diploma Improvement Reference]

Overall Evaluation Table

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

[No Data for Diploma Overall Evaluation Reference]

High School Completion Rate – Measure Details

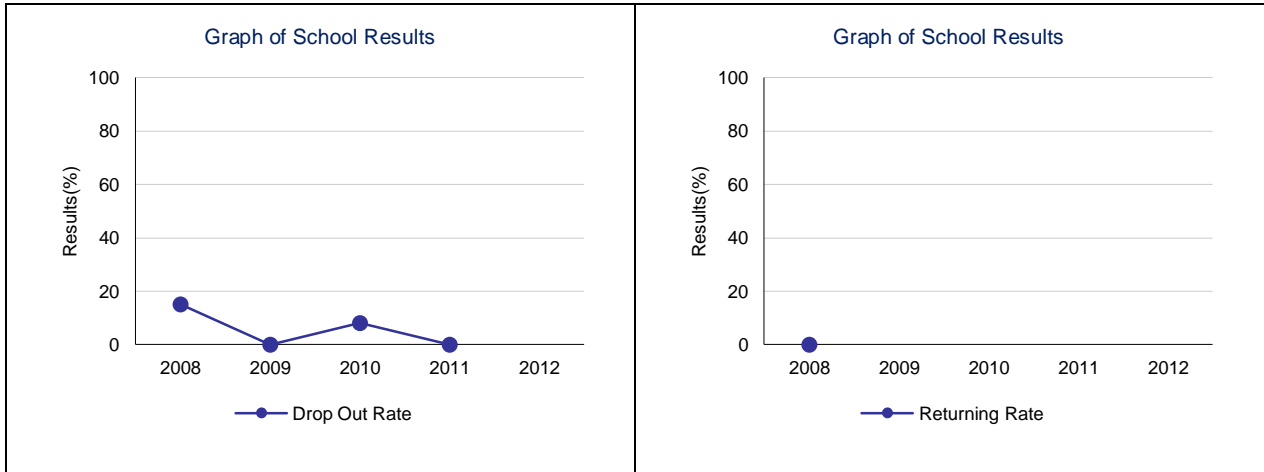
[No Data for High School Completion Rate]

<p>Graph of School Results</p> <p>[No Data for High School Completion Rate]</p>	<p>Graph of School Results</p> <p>[No Data for High School Completion Rate]</p>
<p>Graph of School Results</p> <p>[No Data for High School Completion Rate]</p>	

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

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Drop Out Rate	15.1	0.0	8.1	0.0	*	5.0	6.0	5.8	3.9	5.0	4.8	4.3	4.2	3.2	3.5
Returning Rate	0.0	*	n/a	*	n/a	13.8	17.6	19.2	13.2	15.5	19.8	23.5	27.9	23.4	23.0



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High School to Post-secondary Transition Rate – Measure Details

[No Data for High School to Post-Secondary Transition Rate]

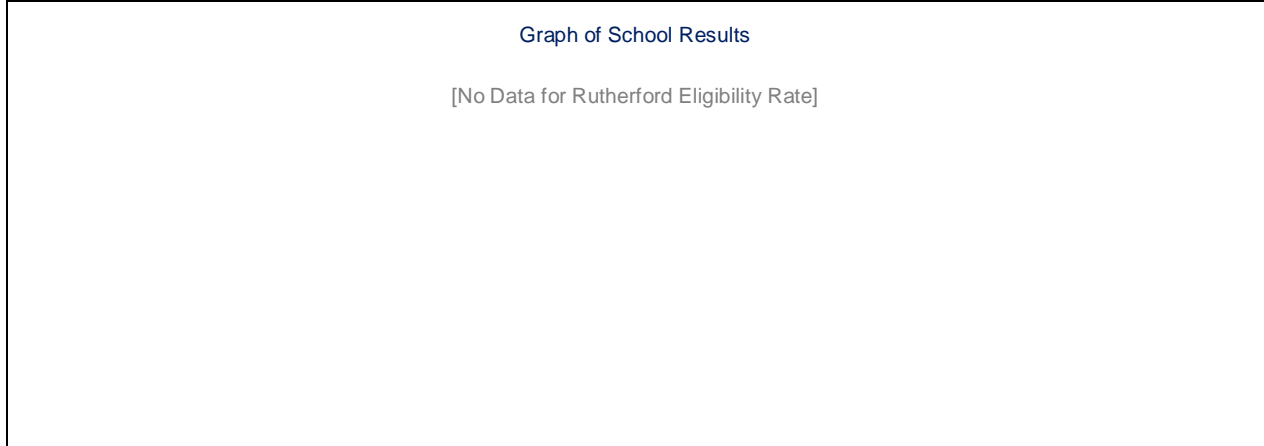
<p style="text-align: center;">Graph of School Results</p> <p>[No Data for High School to Post-Secondary Transition Rate]</p>	<p style="text-align: center;">Graph of School Results</p> <p>[No Data for High School to Post-Secondary Transition Rate]</p>
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Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Rutherford Eligibility Rate – Measure Details

[No Data for Rutherford Eligibility Rate]

[No Data for Rutherford Eligibility Rate]



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

Diploma Examination Participation Rate – Measure Details

[No Data for Diploma Exam Participation Rate]

Graph of School Results

[No Data for Diploma Exam Participation Rate]

[No Data for Diploma Exam Participation Rate]

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

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Provincial Achievement Test Results – Measure Details

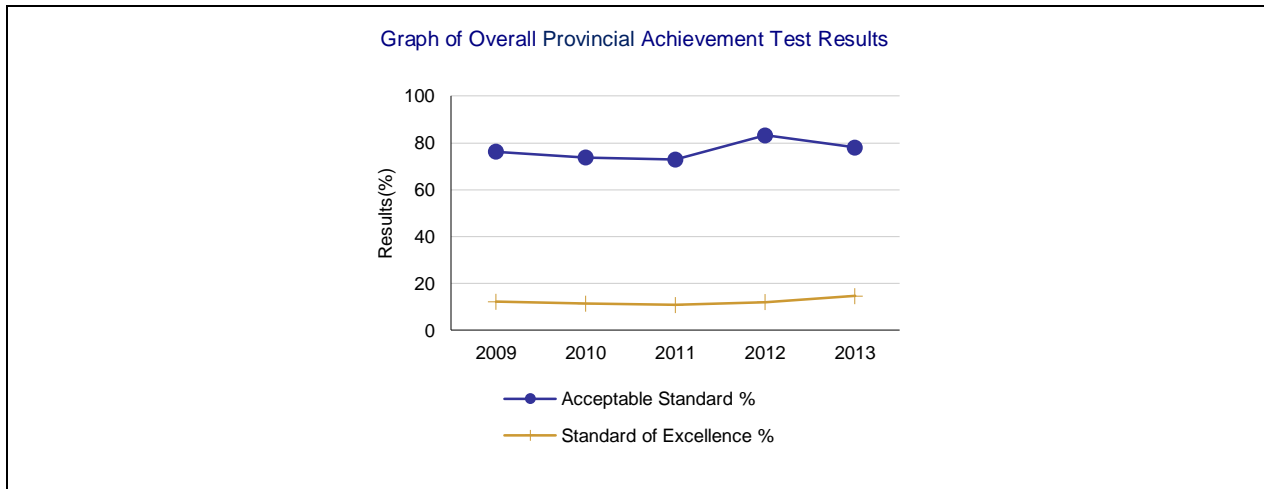
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2009		2010		2011		2012		2013		2013	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	86.4	11.2	84.2	16.9	86.2	9.8	84.9	12.6	83.3	12.6		
	Province	81.3	18.2	81.6	19.5	81.8	17.5	81.9	20.4	81.5	17.8		
French Language Arts 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	92.3	7.7	72.4	3.4	92.3	11.5	85.7	17.9	65.4	3.8		
	Province	83.8	15.8	84.1	16.3	80.6	15.8	82.1	14.5	79.7	12.4		
Français 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	82.5	16.3	86.4	16.3	84.2	18.6	82.3	12.5	82.8	14.1		
Mathematics 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	80.3	21.1	80.3	18.6	78.3	24.5		
	Province	n/a	n/a	n/a	n/a	77.4	26.0	76.8	25.5	76.5	25.5		
English Language Arts 6	School	82.0	10.9	76.5	12.5	76.5	8.1	87.4	8.7	83.1	11.9	85.5	12.0
	Authority	88.6	17.1	83.0	13.1	83.2	9.2	85.1	9.2	86.7	11.9		
	Province	81.8	18.9	83.3	18.9	83.0	18.5	82.7	17.8	82.5	16.3		
French Language Arts 6	School	91.3	13.0	72.2	5.6	73.9	8.7	94.7	15.8	77.8	0.0	78	12
	Authority	91.3	13.0	72.2	5.6	73.9	8.7	94.7	15.8	77.8	0.0		
	Province	91.5	15.9	88.3	15.9	89.4	17.1	89.3	17.2	88.6	16.3		
Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	92.6	18.7	91.3	18.3	92.2	17.6	91.0	21.9	94.0	21.6		
Mathematics 6	School	n/a	n/a	n/a	n/a	61.8	4.4	66.9	6.3	67.8	12.7	69	14
	Authority	n/a	n/a	n/a	n/a	73.3	12.3	70.7	9.2	69.5	10.0		
	Province	n/a	n/a	n/a	n/a	73.7	17.8	74.7	16.6	73.0	16.4		
Science 6	School	68.0	13.3	71.3	11.0	69.1	14.0	77.2	15.0	72.9	19.5	75	21.5
	Authority	80.4	25.9	79.4	22.5	77.4	23.4	79.9	21.3	77.0	17.7		
	Province	76.5	24.8	76.8	26.4	76.2	25.0	77.8	28.2	77.5	25.9		
Social Studies 6	School	n/a	n/a	68.4	14.0	64.7	8.1	65.4	5.5	71.2	17.8	73	20
	Authority	n/a	n/a	71.3	13.1	71.5	11.0	71.8	11.5	72.6	11.4		
	Province	n/a	n/a	71.0	16.4	71.1	18.5	73.2	19.5	72.7	19.0		
English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	72.5	5.8	76.0	9.3	81.6	12.4	76.6	12.4	76.8	11.7		
	Province	78.7	14.7	79.3	15.0	79.1	16.3	77.4	16.4	76.4	14.7		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	73.3	3.3	56.0	8.0	76.9	15.4	28.0	0.0		
	Province	n/a	n/a	66.8	7.8	67.2	7.9	61.4	5.8	62.4	4.3		
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	60.0	20.0	62.5	0.0	n/a	n/a	n/a	n/a		
	Province	81.8	10.3	86.1	12.4	88.8	15.0	87.5	12.2	87.2	13.9		
Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.6	12.9	84.3	12.7	90.2	15.8	84.6	16.1	84.0	14.5		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	52.9	9.2	58.8	8.8	62.1	12.3		
	Province	n/a	n/a	n/a	n/a	66.1	17.3	66.5	17.8	66.5	18.2		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	57.6	18.2	68.0	0.0	92.9	42.9	26.9	0.0		
	Province	n/a	n/a	65.6	15.3	64.9	14.9	62.4	15.4	65.9	14.7		

Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	69.3	10.8	71.0	17.5	77.4	15.0	74.8	25.2	70.1	16.7		
	Province	72.2	15.8	73.6	17.7	74.9	20.8	74.2	22.4	72.6	19.9		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	76.7	20.0	56.0	12.0	90.9	36.4	28.0	0.0		
	Province	n/a	n/a	67.2	14.3	69.5	15.3	67.9	17.3	68.4	17.1		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	65.9	14.7	61.6	13.2	61.5	11.2	56.5	14.1		
	Province	n/a	n/a	68.9	18.8	67.2	19.0	68.9	19.1	65.3	18.7		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	70.0	26.7	44.0	8.0	83.3	16.7	26.9	3.8		
	Province	n/a	n/a	64.6	15.7	61.9	13.6	63.5	13.9	64.6	13.0		

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

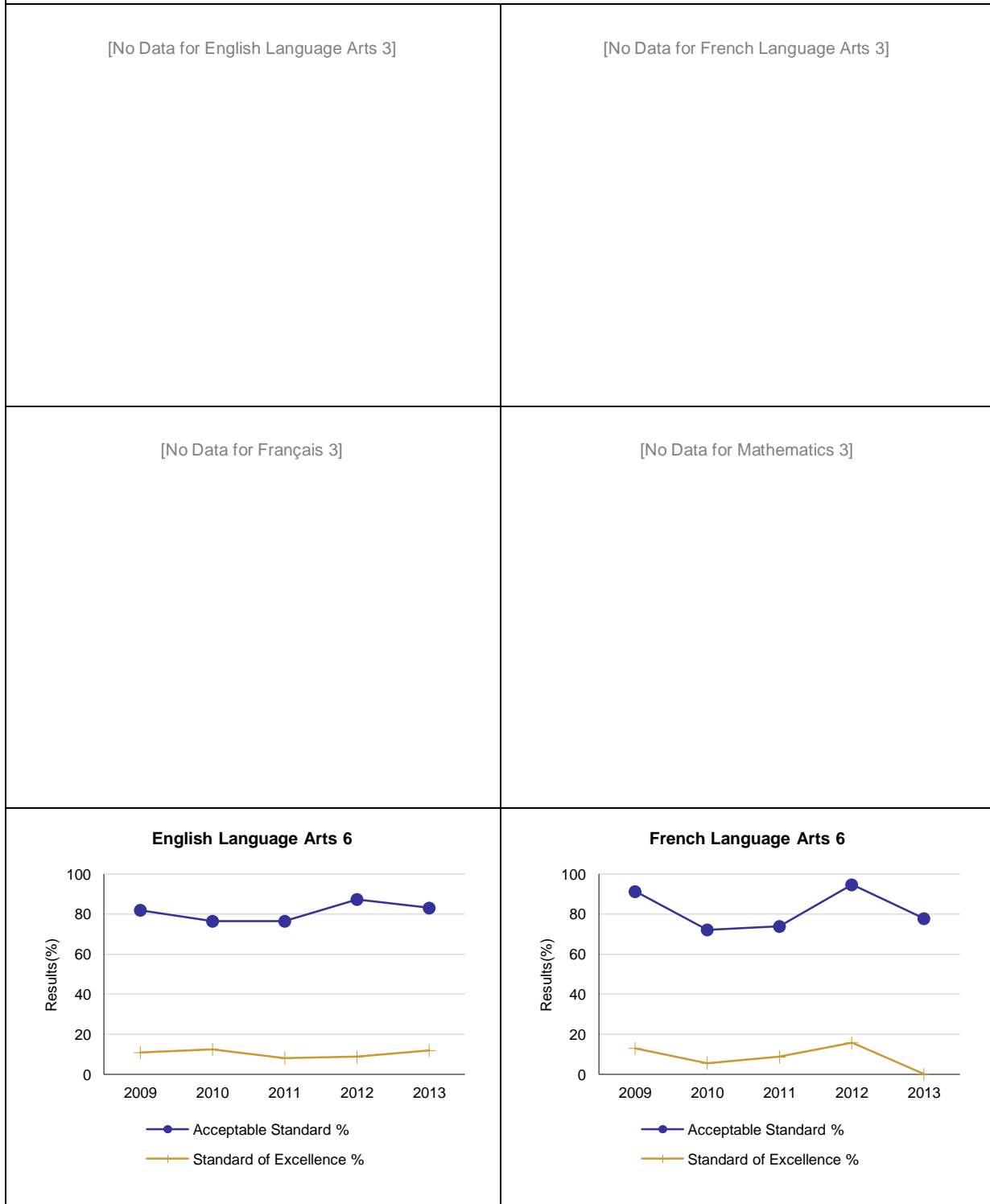
"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



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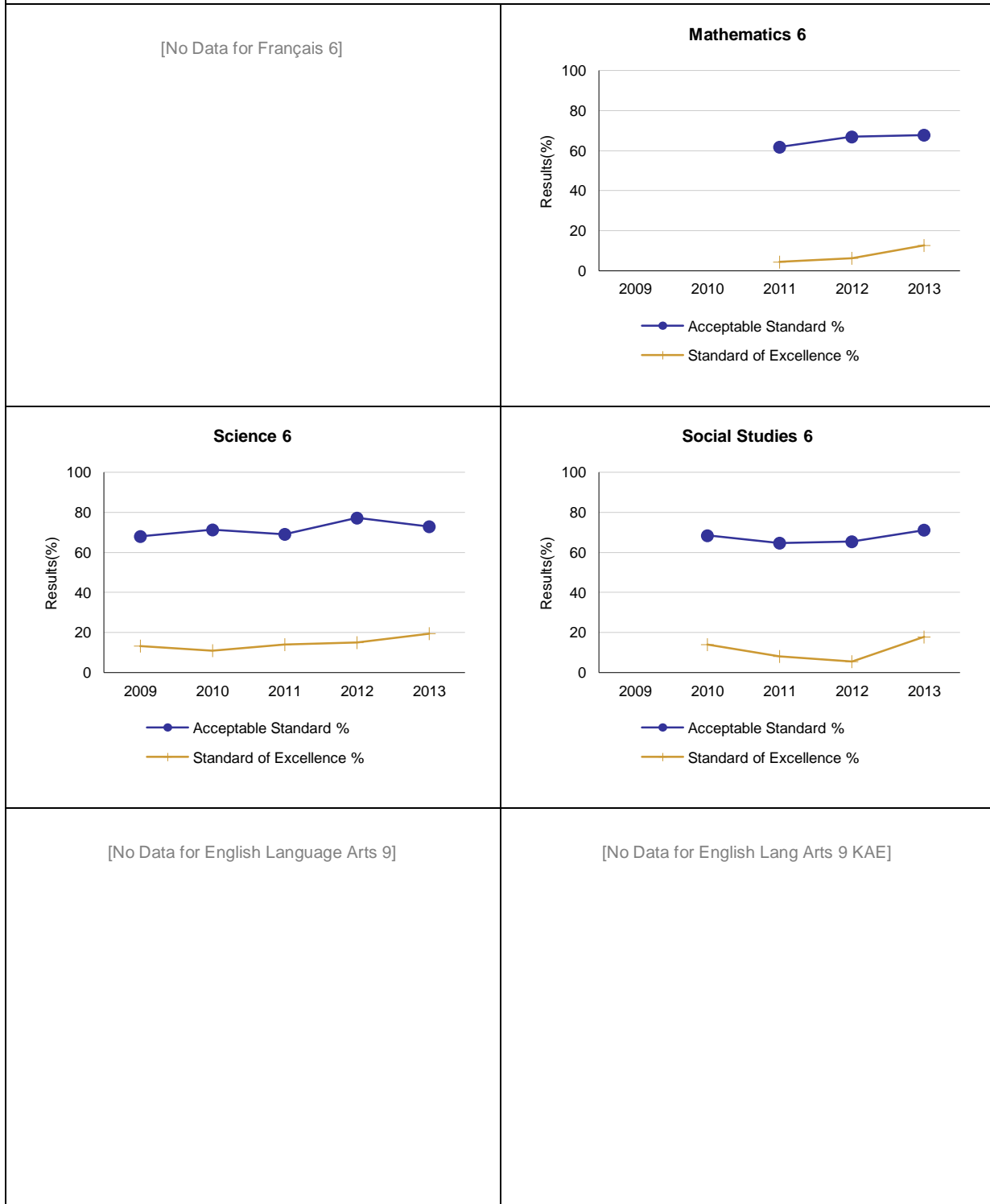
Graph of Provincial Achievement Test Results by Course



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

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Graph of Provincial Achievement Test Results by Course



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

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Graph of Provincial Achievement Test Results by Course

<p>[No Data for French Language Arts 9]</p>	<p>[No Data for Français 9]</p>
<p>[No Data for Mathematics 9]</p>	<p>[No Data for Mathematics 9 KAE]</p>
<p>[No Data for Science 9]</p>	<p>[No Data for Science 9 KAE]</p>

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

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Graph of Provincial Achievement Test Results by Course

[No Data for Social Studies 9]	[No Data for Social Studies 9 KAE]
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Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Pioneer School							Alberta				
		Achievement	Improvement	Overall	2013		Prev 3 Yr Avg		2013		Prev 3 Yr Avg		
					N	%	N	%	N	%	N	%	
English Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,095	81.5	43,231	81.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,095	17.8	43,231	19.2
French Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,399	79.7	3,192	82.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,399	12.4	3,192	15.6
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	587	82.8	516	84.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	587	14.1	516	15.8
Mathematics 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,041	76.5	43,823	77.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,041	25.5	43,823	25.8
English Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	118	83.1	133	80.1	44,141	82.5	43,401	83.0	
	Standard of Excellence	Intermediate	Maintained	Acceptable	118	11.9	133	9.7	44,141	16.3	43,401	18.4	
French Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	18	77.8	20	80.3	2,601	88.6	2,571	89.0	
	Standard of Excellence	Very Low	Declined	Concern	18	0.0	20	10.0	2,601	16.3	2,571	16.7	
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	496	94.0	454	91.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	496	21.6	454	19.3
Mathematics 6	Acceptable Standard	n/a	Maintained	n/a	118	67.8	132	64.3	44,089	73.0	43,355	74.2	
	Standard of Excellence	n/a	Improved Significantly	n/a	118	12.7	132	5.4	44,089	16.4	43,355	17.2	
Science 6	Acceptable Standard	Low	Maintained	Issue	118	72.9	133	72.5	44,138	77.5	43,341	76.9	
	Standard of Excellence	Intermediate	Improved	Good	118	19.5	133	13.3	44,138	25.9	43,341	26.5	
Social Studies 6	Acceptable Standard	Intermediate	Maintained	Acceptable	118	71.2	133	66.1	43,914	72.7	43,436	71.8	
	Standard of Excellence	Intermediate	Improved Significantly	Good	118	17.8	133	9.2	43,914	19.0	43,436	18.1	
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28,137	76.4	42,995	78.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28,137	14.7	42,995	15.9
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,450	62.4	1,616	65.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,450	4.3	1,616	7.2
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,485	87.2	2,359	87.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,485	13.9	2,359	13.2

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Course	Measure	Pioneer School							Alberta			
		Achievement	Improvement	Overall	2013		Prev 3 Yr Avg		2013		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	344	84.0	324	86.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	344	14.5	324	14.8
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28,155	66.5	42,224	66.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28,155	18.2	42,224	17.6
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,662	65.9	1,924	64.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,662	14.7	1,924	15.2
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28,825	72.6	42,870	74.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28,825	19.9	42,870	20.3
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,423	68.4	1,562	68.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,423	17.1	1,562	15.6
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	29,021	65.3	43,109	68.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	29,021	18.7	43,109	19.0
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,370	64.6	1,573	63.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,370	13.0	1,573	14.4

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Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
French Language Arts 3	Acceptable Standard	0.00 - 60.68	60.68 - 77.74	77.74 - 88.22	88.22 - 94.87	94.87 - 100.00
	Standard of Excellence	0.00 - 3.31	3.31 - 8.38	8.38 - 17.31	17.31 - 25.31	25.31 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

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

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

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

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

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

Overall Evaluation Table

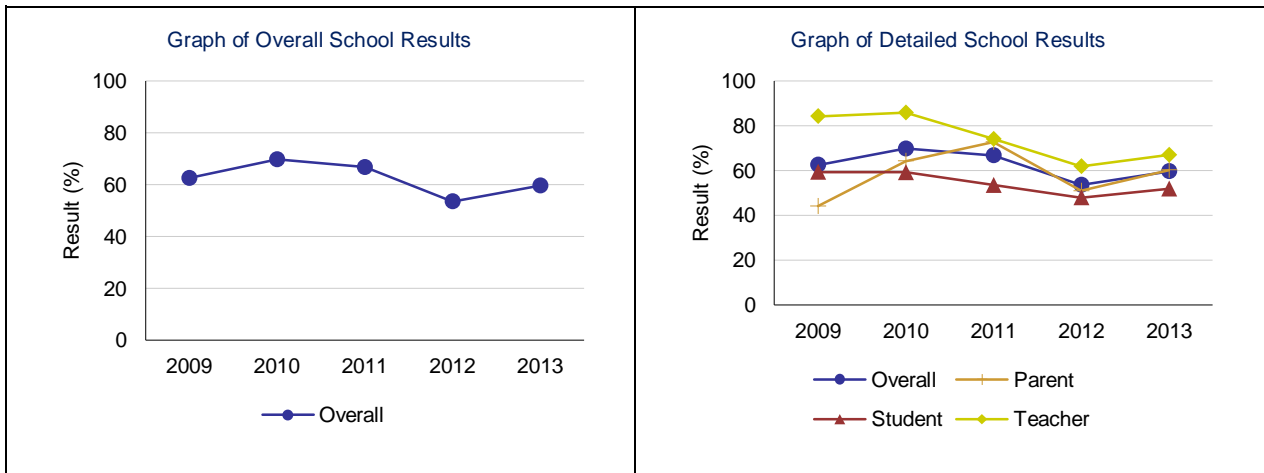
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	62.6	69.8	66.8	53.6	59.7	75.1	75.1	73.8	73.8	73.0	80.3	81.4	81.9	82.5	83.4
Teacher	84.3	85.9	74.1	61.9	67.0	88.6	91.4	87.2	86.6	83.3	91.8	93.0	92.7	93.1	93.6
Parent	44.1	64.3	72.8	50.9	60.3	66.6	68.4	69.0	69.2	70.1	77.4	78.5	78.6	79.4	80.3
Student	59.4	59.2	53.5	48.0	51.9	70.0	65.4	65.4	65.7	65.8	71.8	72.7	74.5	75.0	76.2

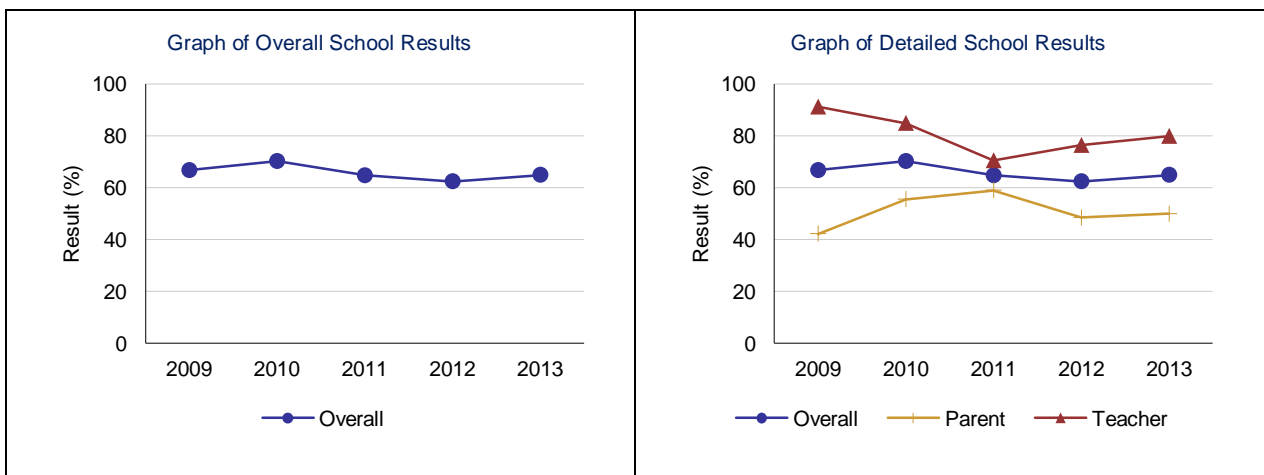


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	66.8	70.3	64.8	62.5	65.0	76.2	72.9	73.8	69.3	69.7	79.6	79.9	80.1	79.7	80.3
Teacher	91.3	85.0	70.6	76.5	80.0	91.0	90.0	82.2	84.0	80.5	88.9	90.0	89.6	89.5	89.4
Parent	42.3	55.6	59.1	48.5	50.0	61.5	55.9	65.5	54.6	59.0	70.2	69.8	70.6	69.9	71.1

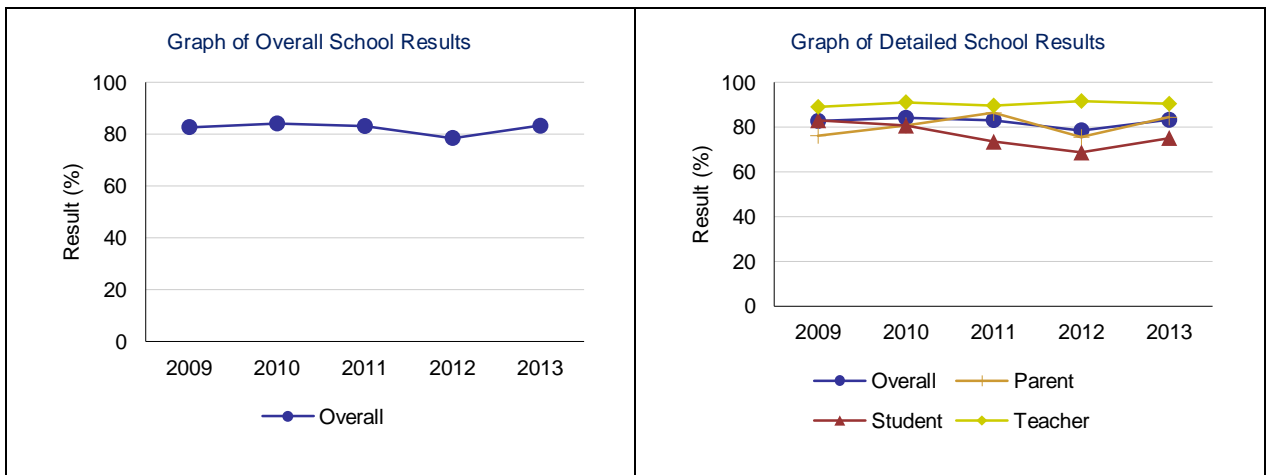


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	82.8	84.2	83.2	78.6	83.3	74.5	71.9	75.2	71.9	72.9	80.3	80.5	80.9	80.7	81.5
Teacher	89.1	91.2	89.7	91.7	90.5	80.9	79.0	82.0	79.9	80.9	86.8	87.7	87.6	87.3	87.9
Parent	76.2	80.8	86.4	75.5	84.4	69.9	69.6	72.8	69.5	71.3	78.7	78.0	78.3	78.1	78.9
Student	83.1	80.7	73.5	68.7	75.2	72.8	67.1	70.8	66.1	66.4	75.3	75.9	76.9	76.9	77.8

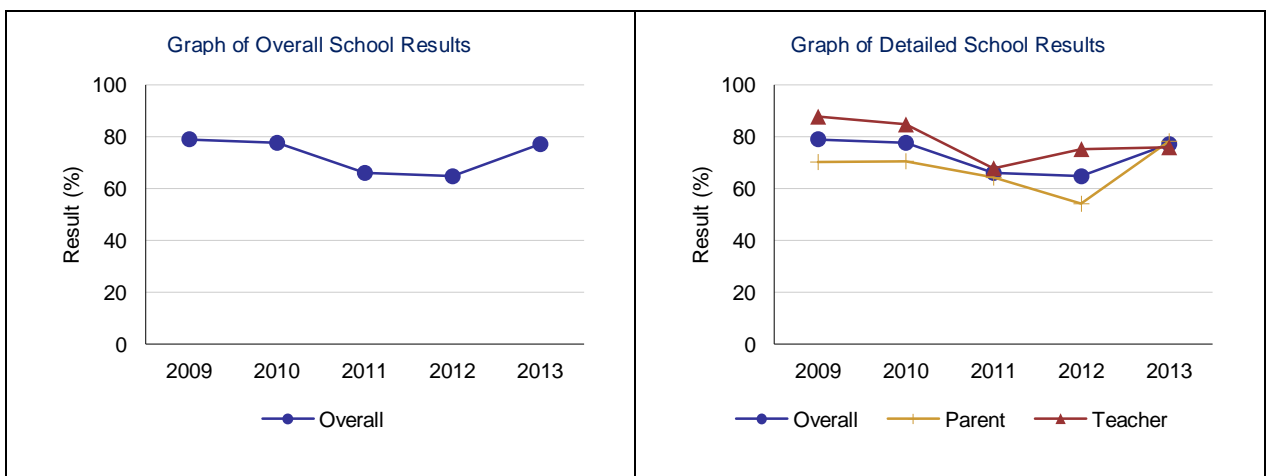


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	79.1	77.7	66.1	64.8	77.2	79.4	76.8	74.8	73.9	76.0	80.1	80.0	79.9	79.7	80.3
Teacher	87.8	84.8	67.9	75.3	76.0	90.0	88.6	86.3	85.5	85.0	88.0	88.6	88.1	88.0	88.5
Parent	70.3	70.6	64.3	54.2	78.3	68.8	65.0	63.2	62.3	66.9	72.2	71.3	71.7	71.4	72.2

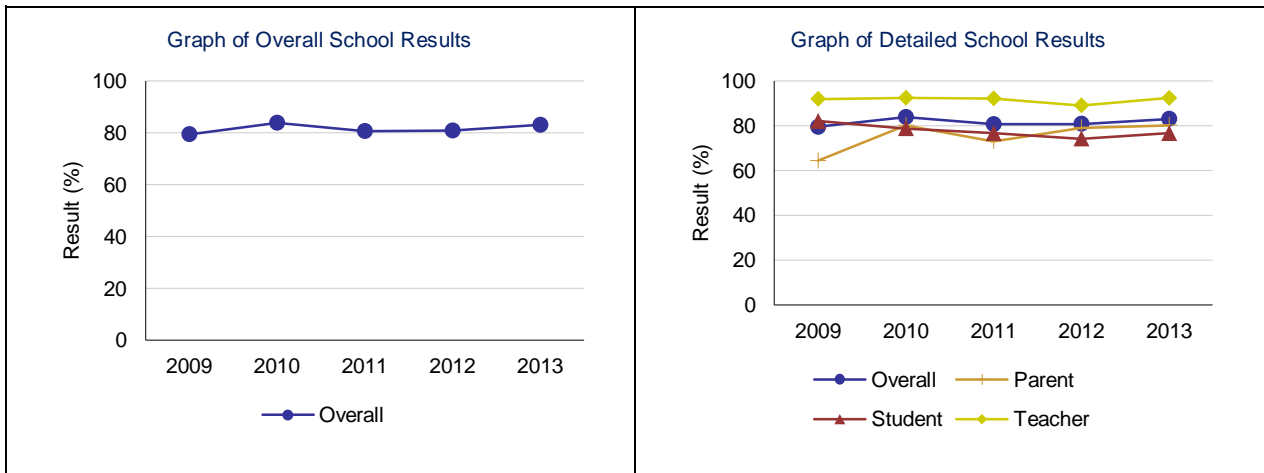


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	79.5	83.9	80.7	80.9	83.1	87.4	86.2	85.1	84.9	83.4	89.3	89.2	89.4	89.4	89.8
Teacher	92.0	92.5	92.2	89.1	92.4	94.8	95.1	93.7	93.2	90.9	95.3	95.6	95.5	95.4	95.7
Parent	64.4	80.2	73.2	79.2	80.3	78.7	78.9	78.5	77.7	77.5	84.4	83.9	84.2	84.2	84.9
Student	82.1	78.9	76.7	74.3	76.7	88.9	84.5	83.0	83.8	81.8	88.3	88.2	88.5	88.6	88.7

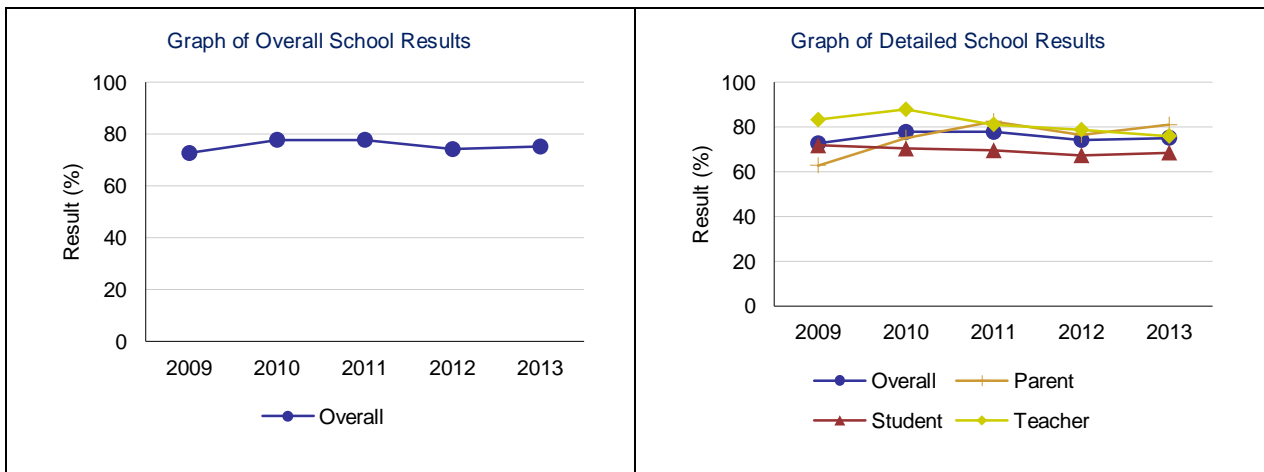


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	72.7	77.8	77.8	74.2	75.2	83.8	83.2	83.1	82.6	82.1	86.9	87.6	88.1	88.6	89.0
Teacher	83.3	87.9	81.2	78.8	76.0	92.9	92.1	91.5	90.4	90.0	93.8	94.4	94.5	94.8	95.0
Parent	62.9	75.2	82.6	76.5	81.0	78.2	80.6	80.2	80.4	79.8	85.3	86.1	86.6	87.4	87.8
Student	71.8	70.4	69.6	67.4	68.6	80.4	76.8	77.7	77.0	76.4	81.7	82.2	83.3	83.7	84.2

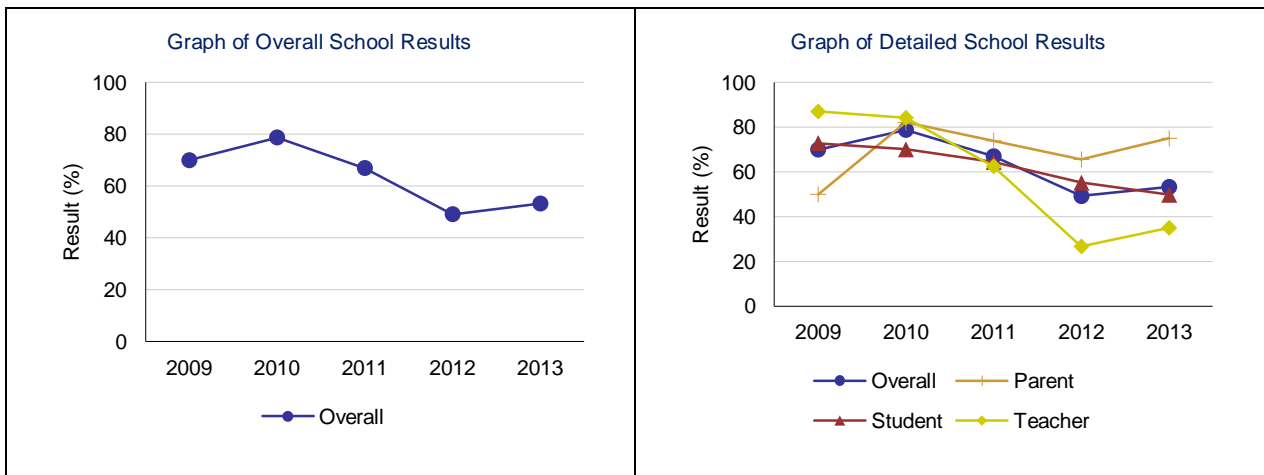


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	70.0	78.8	67.0	49.2	53.3	79.0	76.5	75.9	73.1	68.8	79.4	79.9	80.1	80.0	80.6
Teacher	87.0	84.2	62.5	26.7	35.0	83.2	77.2	76.4	77.1	68.8	78.2	80.8	80.1	81.1	80.9
Parent	50.0	82.1	73.9	65.6	75.0	71.9	74.7	73.6	68.5	69.3	78.1	77.0	77.3	76.2	77.9
Student	72.9	70.1	64.5	55.2	49.8	81.7	77.6	77.5	73.8	68.4	81.8	81.8	82.9	82.7	82.9



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