

COMBINED
3 – YEAR EDUCATION PLAN
AND
ANNUAL EDUCATION
RESULTS REPORT
DAVID THOMPSON HIGH SCHOOL
WILD ROSE SCHOOL DIVISION
2015-2016 SCHOOL YEAR



School Motto

A Compass for Life

Mission

We will provide a safe, supportive, and engaging learning environment which will allow all students to achieve personal success as they become responsible, productive, and contributing citizens.

Vision

Shaping tomorrow's citizens today.



Beliefs

- We believe in the power of:
 - **P**ositive Attitude
 - **R**espect
 - **I**ntegrity
 - **D**iligence
 - **E**mpathy
- Everyone seeks success
- Choices have consequences
- Parents play an important role in the education of their children
- Learning can occur anywhere and anytime
- Students are at the centre of everything we do

Standards

1. We will provide a healthy, safe and caring learning environment.
2. We will provide high quality learning activities for all of our students.
3. Students will develop the knowledge & skills to be productive citizen prepared for life.
4. All students need to be appropriately challenged and programmed for.
5. We will keep lines of communication with home open and productive
6. Students will achieve learner outcomes.

Overview

David Thompson High School is a small rural school located on Highway 11 on the edge of Alberta's Foothills. Serving the rural communities of Condor and Leslieville since 1957. The school population has been fairly stable over the years. With the continuing industrialization of farms, we are seeing fewer of our students are coming from the farms. More and more of our families are employed in the oil and gas industry.

Program Highlights

Despite the small number of students moving onto post-secondary programming we maintain a strong core offering and reasonable results on provincial examinations. Career and Leadership programs offer students tremendous opportunities to develop a strong sense of self-awareness and a focus that provides students with direction and hope. Our student wellness/character education program has grown tremendously and continues to grow under staff and student leadership. Outdoor Education in all grades has provided with numerous opportunities for learning and positive growth experiences. The athletic program at DTHS compliments the academics and allows students competitive and developmental opportunities.

Challenges

The makeup of the traditional family is changing in our area and as non0-traditional family structures emerge, students are facing challenges that create the need for increased support from school personnel and programming.

Transitioning into High School Redesign is an on-going challenge. Upgrading course offerings, adapting timetables & schedules, increasing learning opportunities, and shifting educational practices will take time and effort. Providing choices and programming in the Fine Arts and other areas is a challenge as DTHS funding decreases every year so does the number of teachers.

David Thompson High School Professional Development Plan

August 25: Teacher Professional Growth Plan Day

August 26: Teacher Focus – Use of Gradebooks in Power School (new SIS program)

August 27: Wild Rose Rally Day – Staff Wellness Focus

August 28: Response to Intervention Day – Set up and function

August 31: Organizational Day for School Staff

September 18: Power School Training AM and Response to Intervention PM

October 23: Power School Training AM and Response to Intervention PM

November 20: Inspiring Education and High School Redesign (RTI)

December 4: High School Redesign – Teacher Advisor Groups AM and RTI PM

January 29: Teacher Growth Plan Day

February 18 & 19: Teachers’ Convention in Red Deer

March 7: High School Redesign – Assessment and Flexible Learning Environments AM Response to Interventions PM

April 15: Division Day on Ministerial Order – High School Redesign Successes AM Response to Intervention PM

May 6: High School Redesign for 2016-2017 School Year AM and Response to Intervention strategies for students transitions to the next grade level PM

June 29: Organizational Day for School Staff

Combined 2015 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	David Thompson 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	Good	Safe and Caring	87.9	87.7	85.7	89.2	89.1	88.9	High	Maintained	Good
Student Learning Opportunities	Acceptable	Program of Studies	51.3	54.1	53.3	81.3	81.3	81.2	Very Low	Maintained	Concern
		Education Quality	79.6	87.1	81.7	89.5	89.2	89.5	Very Low	Maintained	Concern
		Drop Out Rate	2.5	2.9	3.5	3.4	3.3	3.3	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	79.6	76.4	72.1	76.4	74.9	74.6	High	Maintained	Good
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	69.4	80.6	67.6	73.0	73.1	73.9	Low	Maintained	Issue
		PAT: Excellence	8.8	16.7	10.8	18.8	18.4	18.9	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	85.3	71.0	71.8	85.2	85.5	84.6	Intermediate	Improved	Good
		Diploma: Excellence	9.3	11.0	8.4	21.0	21.1	20.0	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	43.4	45.8	52.7	54.9	50.5	54.4	Low	Maintained	Issue
		Rutherford Scholarship Eligibility Rate	72.5	68.8	74.1	61.2	60.9	61.3	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Transition Rate (6 yr)	53.0	55.2	48.0	59.8	59.2	59.0	Intermediate	Maintained	Acceptable
		Work Preparation	61.1	57.1	64.7	82.0	81.2	80.4	Very Low	Maintained	Concern
		Citizenship	85.9	80.3	77.0	83.5	83.4	83.1	Very High	Improved	Excellent
Parental Involvement	Concern	Parental Involvement	59.1	76.8	75.1	80.7	80.6	80.2	Very Low	Declined	Concern
Continuous Improvement	Concern	School Improvement	61.3	70.9	69.6	79.6	79.8	80.1	Very Low	Maintained	Concern

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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE)..
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, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. 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.
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 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.
6. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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 - 65.90	65.90 - 70.33	70.33 - 79.81	79.81 - 84.65	84.65 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.45	13.45 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.76	73.76 - 81.00	81.00 - 86.67	86.67 - 90.27	90.27 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.16	13.16 - 19.74	19.74 - 24.05	24.05 - 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	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)

Desired Outcome One: Every student is successful

Specific Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	77.0	70.6	73.9	71.0	85.3	88	Intermediate	Improved	Good	90	93	95
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	11.5	8.8	5.4	11.0	9.3	12	Low	Maintained	Issue	13	14	15

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	81.8	59.4	80.4	76.4	79.6	85	High	Maintained	Good	87	89	91
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.6	3.3	4.2	2.9	2.5	2	Very High	Maintained	Excellent	2	1	1
High school to post-secondary transition rate of students within six years of entering Grade 10.	56.8	47.2	41.7	55.2	53.0	60	Intermediate	Maintained	Acceptable	62	64	66
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	70.5	69.0	84.6	68.8	72.5	85	Very High	Maintained	Excellent	87	89	90
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	66.8	50.1	62.1	45.8	43.4	65	Low	Maintained	Issue	67	70	75

Comment on Results

(an assessment of progress toward achieving the target)

We have improved the results in acceptable standard and eliminated the concern areas from the previous year. DTHS encourages students to take the 30 level courses and we will see an increase in the number of students writing four or more diploma exams in the upcoming years.

We take great pride in our low Drop Out Rate of students and High School Completion Rate.

Career Programming continues to be provided at a very high level as to provide students with a focus to their high school years. With this continuing of career planning we will see a rise in the transition to post-secondary increase.

Strategies to increase excellence and acceptable standards on Diploma Exams.

- Grade 12 courses are being taught by the same teacher that taught the Grade 11 course.
- Appropriately place students in courses as they move from Grade 9 – 10. Students can experience success and be motivated to achieve.
- High School Redesign pillars of personalization (known learning outcomes), flexible learning environments (tutorial or focus time that is student chosen) and Welcoming, Caring, Respectful and Safe School (Teacher Advisor Group).

Strategies for Drop Out and High School Completion Rate

- Teacher Advisor Group building meaningful relationships with students.
- Response to Interventions for the entire student body. PD days and other time will be spent on going through supports available and needed for all students.
- Programming Planning Team Meetings – Students at Risk will be identified and moved into programming planning meeting to try and provide supports to help these students achieve and avoid dropping out.

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, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
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. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
4. 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.

Specific Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	63.0	73.1	77.4	80.3	85.9	87	Very High	Improved	Excellent	89	93	95
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.	70.0	58.5	78.3	57.1	61.1	80	Very Low	Maintained	Concern	85	87	90

Comment on Results

Results here are confusing as we score high in our Character Education program (PRIDE) that should translate into a similarly high score with job preparation. I am not sure why the two areas do not match up as our Character Education program mirrors positive characteristics that employers are looking for.

Strategies

- Teachers of all subjects becoming career mentors during class time as well as Teacher Advisor Group time
- Continue with the Character Education Program – Positive Attitude, Respect, Integrity, Diligence, Empathy (PRIDE). Infuse the PRIDE program through all class rooms in the school. Continue to celebrate students that model the PRIDE Characteristics with monthly assembly and Annual Awards for Jr. and Sr. High students.
- Continue the strong Careers programming and making the connection with the PRIDE program.

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

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Specific Outcome: Students demonstrate a strong foundation in literacy and numeracy.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	64.4	58.6	63.8	80.6	69.4	80	Low	Maintained	Issue	82	84	86
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	11.9	8.6	7.1	16.7	8.8	11	Very Low	Maintained	Concern	13	15	15

Comment on Results

This is an area of concern for DTHS Jr. High teachers. After a tremendous improvement in the one year we have fallen back.

Strategies

- **We have greatly increased the amount of time for the Core subjects of English, Math, Science, and Social.**
- **Students are made aware of the learning outcomes of each class.**
- **Students become master learners- they have the opportunity to relearn the outcomes that they may have missed earlier.**
- **A structured reading block will be implemented in the second semester to target improving literacy for our students in Grade 8 and 9.**

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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
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.

Desired Outcome Two: Alberta has quality teaching and school leadership

Specific 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		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
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.	36.2	50.2	55.7	54.1	51.3	60	Very Low	Maintained	Concern	65	70	75

Comment on Results

On the Accountability Pillar we score 100% on Physical Education, 93% Health and Computers. Where we are scoring low is Music 0%, Art 14%, Second Language 29%, and Drama 43%. With the constant yearly cutting of teaching staff at DTHS we have to sacrifice those areas to maintain the core programming. We find students are not interested in taking course through Distance Learning of any kind – although we will continue to try to encourage students to try distance learning.

Strategies

- Continue to offer Flex Learning through Wild Rose School Division as well as dual credit programs. We will continue to encourage students to sign up for Distance Learning Courses to help enrich our Fine Art programming.
- Continue the strong offering of Core programming, Physical Education and Computers.
- Continue to encourage students to join the Drama Club and to join the newly formed Art Club.
- Introduction of Enrichment Learning Days – have dedicated student days where they can sign up to enrich their education – like a field trip to the Leighton Art Centre.
- When giving the opportunity to encourage professional development or continuous learning of staff in an area of Second Languages or another CTS area.

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

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Desired Outcome Three: Alberta's education system is governed effectively

Specific Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	54.0	59.7	88.9	76.8	59.1	80	Very Low	Declined	Concern	85	88	90
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	73.5	73.6	84.5	87.1	79.6	85	Very Low	Maintained	Concern	90	95	100

Comment on Results

(an assessment of progress toward achieving the target)

The lack of parent involvement is a very high concern as we are a strong rooted rural school. Our result is greatly reduced as only 38% of parents were satisfied with parental involvement. However only 8 parents answered the survey. On a positive note on the accountability pillar survey we had 100% rating for satisfaction of teaching from the parents.

I am expecting marked improvement in this area as attendance at School Council meetings has greatly increased this year. As well I do gather information from all stakeholders before education decisions are made with the best interests of students at the centre of the decision.

Strategies

- **Students know learning outcomes of each lesson taught and are completing meaningful assessments.**
- **Curriculum is personalized by teachers that allows the teacher to personalize the curriculum for the students.**
- **Students find the work engaging and of personal value.**
- **Student council meetings are well attended and are positive with a focus on enriching the students' education at DTHS.**
- **Improve communication with parents by the creation and efficient updating of Facebook Page, School Web Page, and Remind 101.**
- **Creation and efficient updating of Facebook Page, School Web Page, and Remind 101**

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

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
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.	74.9	83.2	86.2	87.7	87.9	90	High	Maintained	Good	95	100	100
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.	47.7	68.6	69.3	70.9	61.3	80	Very Low	Maintained	Concern	85	90	95

Comment on Results

Strong results in the safe school and respect of others due to our Leadership Classes for students in Grades 8 – 12, Students in Action Group, and PRIDE Character Education.
 Our results are a very high concern in the quality of education scoring a 61.3% - with students only scoring the school staying the same or improving a 57.8% result. Although only 56% of students would recommend the school to a friend we do have some students outside of our catchment area that attend DTHS due to word of mouth. I would like to see 100% of our student body proud of their school as opposed to the 59% we scored on the survey.

Strategies

- **Students take ownership of their learning through High School Redesign. The High School Redesign pillars of**
- **Continue the strong Leadership and Career Programming infusing them with the Character Education Program PRIDE.**
- **Communicating and promoting all of the positive events and accomplishments of our students. Creation and efficient updating of Facebook Page, School Web Page, and Remind 101.**

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

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Desired Outcome Four: First Nations, Métis and Inuit students are successful

Specific 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		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	*	45.8	*	*	100	*	*	*	100	100	100
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	*	4.2	*	*	15	*	*	*	15	15	15
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	*	*	*	*	*	100	*	*	*	100	100	100
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	*	*	*	*	*	15	*	*	*	15	15	15

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	*	*	*	n/a	*	100	*	*	*	100	100	100
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	0.0	*	*	11.3	5.7	2	Intermediate	Maintained	Acceptable	0	0	0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	*	*	*	100	*	*	*	100	100	100
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	*	*	*	n/a	*	75	*	*	*	75	75	75
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	*	*	*	n/a	*	100	*	*	*	100	100	100

Comment on Results

With a transient FNMI student population, it is difficult to consistently target specialized services to these students. As well some of our FNMI students do not self-identify themselves.

Strategies

- Promote students to self-identify themselves – so we can help provide the supports or services that we can offer to them.
- Support community based FNMI days – make sure June 21 National Aboriginal Day is supported in the school community.
- Engage teachers in a book study to promote Culture understanding of FNMI students and their challenges.

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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
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, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
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. 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

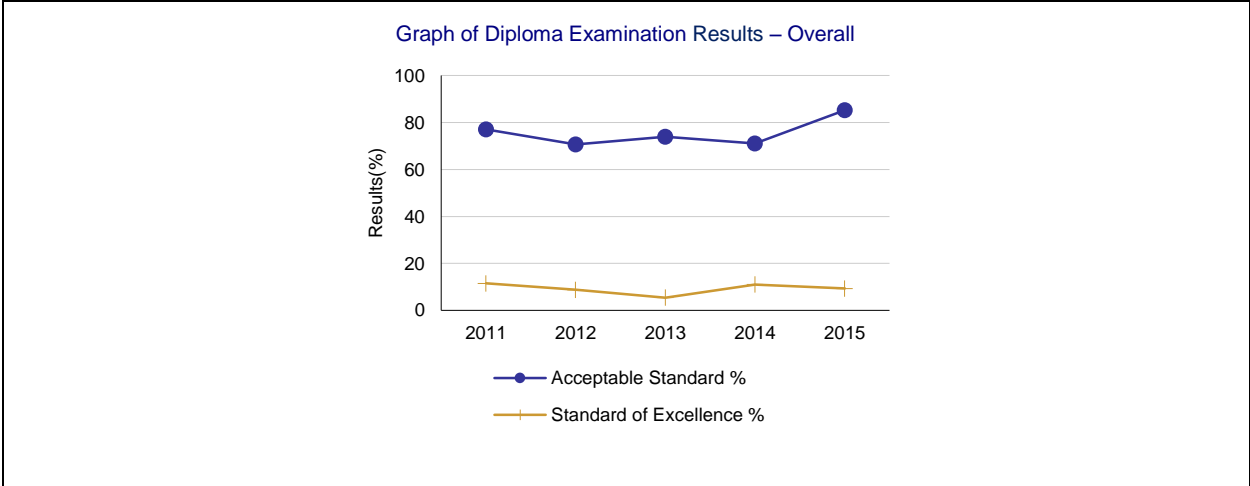
Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2011		2012		2013		2014		2015		2015	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	100.0	28.6	83.9	3.2	76.9	0.0	80.0	26.7	91.7	0.0	100	15
	Authority	84.1	9.3	84.0	7.3	82.9	7.7	92.7	6.8	91.0	6.4		
	Province	85.0	10.1	86.3	11.3	86.0	10.4	87.6	11.8	86.5	11.5		
English Lang Arts 30-2	School	100.0	0.0	88.9	0.0	93.3	6.7	100.0	0.0	100.0	0.0	100	15
	Authority	87.3	5.5	92.2	9.1	87.8	5.8	94.7	7.6	91.6	8.4		
	Province	88.7	9.1	89.6	10.7	89.4	10.9	89.8	13.1	88.7	11.3		
French Lang Arts 30-1	School	n/a	n/a	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	95.3	14.5	95.6	13.5	95.4	12.4	96.6	14.6	95.5	9.9		
Français 30-1	School	n/a	n/a	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	93.8	19.9	96.5	18.9	96.8	18.2	99.3	29.2	95.3	17.1		
Pure Mathematics 30	School	80.0	0.0	85.7	14.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	73.1	18.7	75.2	28.9	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.3	29.2	82.0	27.5	59.0	11.4	*	*	n/a	n/a		
Applied Mathematics 30	School	*	*	60.0	5.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	71.2	2.6	65.5	8.0	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	74.5	9.8	75.8	10.3	71.4	17.9	n/a	n/a	n/a	n/a		
Mathematics 30-1	School	n/a	n/a	n/a	n/a	38.5	0.0	40.0	6.7	50.0	25.0	100	15
	Authority	n/a	n/a	n/a	n/a	74.0	18.0	60.9	23.0	53.0	14.0		
	Province	n/a	n/a	n/a	n/a	80.9	35.9	75.1	27.9	76.2	31.7		
Mathematics 30-2	School	n/a	n/a	n/a	n/a	54.5	0.0	40.0	0.0	18.2	0.0	100	10
	Authority	n/a	n/a	n/a	n/a	64.7	9.4	57.8	12.7	61.3	11.3		
	Province	n/a	n/a	n/a	n/a	69.5	9.6	71.3	15.0	73.9	15.5		
Social Studies 30-1	School	88.9	11.1	71.0	3.2	88.9	0.0	53.8	7.7	87.5	12.5	100	15
	Authority	74.0	8.3	78.0	9.4	86.0	8.5	78.6	7.8	87.4	8.4		
	Province	83.0	14.9	86.3	16.7	85.4	15.2	85.6	14.3	87.1	16.2		
Social Studies 30-2	School	81.8	9.1	87.5	0.0	71.4	0.0	70.0	0.0	94.1	0.0	100	15
	Authority	81.5	11.2	84.7	10.2	82.0	8.1	81.7	5.4	80.6	5.1		
	Province	85.6	15.9	83.0	13.7	82.2	13.7	84.0	14.8	81.3	12.5		
Biology 30	School	71.4	28.6	50.0	10.0	66.7	25.0	47.1	17.6	61.5	15.4	100	20
	Authority	80.3	27.2	73.8	24.8	85.0	27.2	80.3	27.2	78.8	23.3		
	Province	82.0	30.0	81.9	28.2	84.4	32.2	85.2	31.9	85.9	33.0		
Chemistry 30	School	55.6	11.1	83.3	33.3	61.5	7.7	75.0	25.0	83.3	50.0	100	25
	Authority	63.4	20.1	81.8	35.5	83.5	24.3	79.1	35.5	86.0	25.6		
	Province	75.4	28.0	77.1	28.7	78.8	31.8	81.5	35.2	82.2	34.2		
Physics 30	School	44.4	0.0	42.1	10.5	55.6	0.0	70.0	10.0	*	*	100	15
	Authority	64.6	12.2	69.1	20.6	65.8	26.0	74.3	25.7	67.2	22.4		
	Province	77.0	27.8	81.1	30.5	81.5	30.5	83.2	34.3	83.9	35.8		
Science 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	61.7	2.1	66.7	16.7	68.8	28.1	53.6	3.6	84.2	31.6		
	Province	80.4	21.0	79.8	22.0	84.1	25.8	85.0	25.4	83.9	26.7		

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.

Current and historical Diploma results have been adjusted to reflect change in data source system.

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.



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Diploma Examination Results by Course

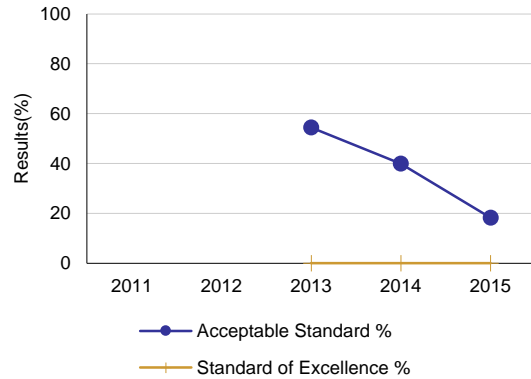
<p style="text-align: center;">English Lang Arts 30-1</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>100</td> <td>30</td> </tr> <tr> <td>2012</td> <td>85</td> <td>5</td> </tr> <tr> <td>2013</td> <td>78</td> <td>0</td> </tr> <tr> <td>2014</td> <td>80</td> <td>28</td> </tr> <tr> <td>2015</td> <td>92</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2011	100	30	2012	85	5	2013	78	0	2014	80	28	2015	92	0	<p style="text-align: center;">English Lang Arts 30-2</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>100</td> <td>0</td> </tr> <tr> <td>2012</td> <td>90</td> <td>0</td> </tr> <tr> <td>2013</td> <td>95</td> <td>8</td> </tr> <tr> <td>2014</td> <td>100</td> <td>0</td> </tr> <tr> <td>2015</td> <td>100</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2011	100	0	2012	90	0	2013	95	8	2014	100	0	2015	100	0
Year	Acceptable Standard %	Standard of Excellence %																																			
2011	100	30																																			
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Year	Acceptable Standard %	Standard of Excellence %																																			
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2014	100	0																																			
2015	100	0																																			
<p style="text-align: center;">[No Data for French Lang Arts 30-1]</p>	<p style="text-align: center;">[No Data for Français 30]</p>																																				
<p style="text-align: center;">[No Data for Pure Mathematics 30]</p>	<p style="text-align: center;">Mathematics 30-1</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>0</td> <td>0</td> </tr> <tr> <td>2012</td> <td>0</td> <td>0</td> </tr> <tr> <td>2013</td> <td>40</td> <td>0</td> </tr> <tr> <td>2014</td> <td>40</td> <td>8</td> </tr> <tr> <td>2015</td> <td>50</td> <td>25</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2011	0	0	2012	0	0	2013	40	0	2014	40	8	2015	50	25																		
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2012	0	0																																			
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2015	50	25																																			

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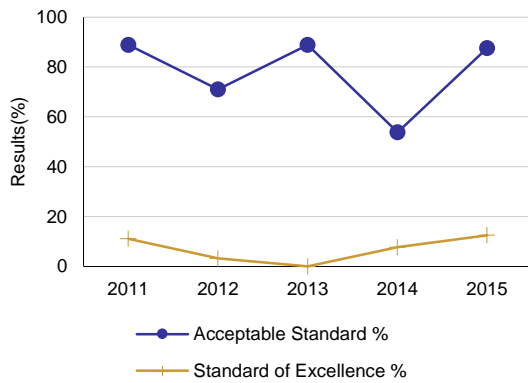
Diploma Examination Results by Course

[No Data for Applied Mathematics 30]

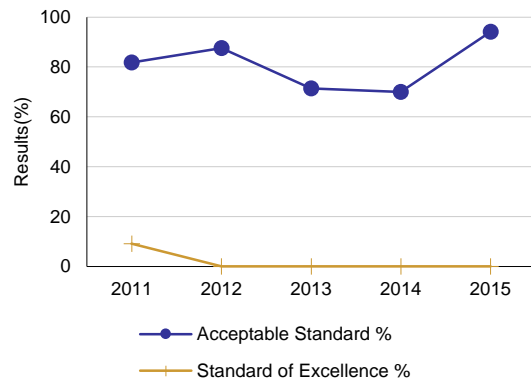
Mathematics 30-2



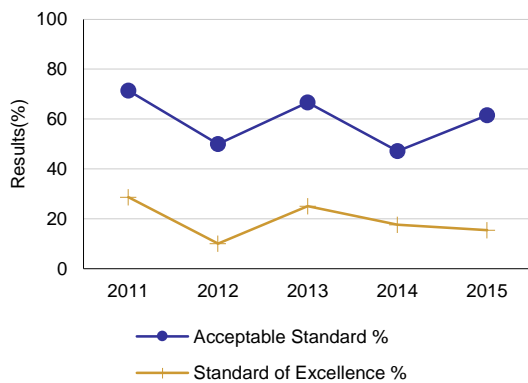
Social Studies 30-1



Social Studies 30-2



Biology 30



Chemistry 30

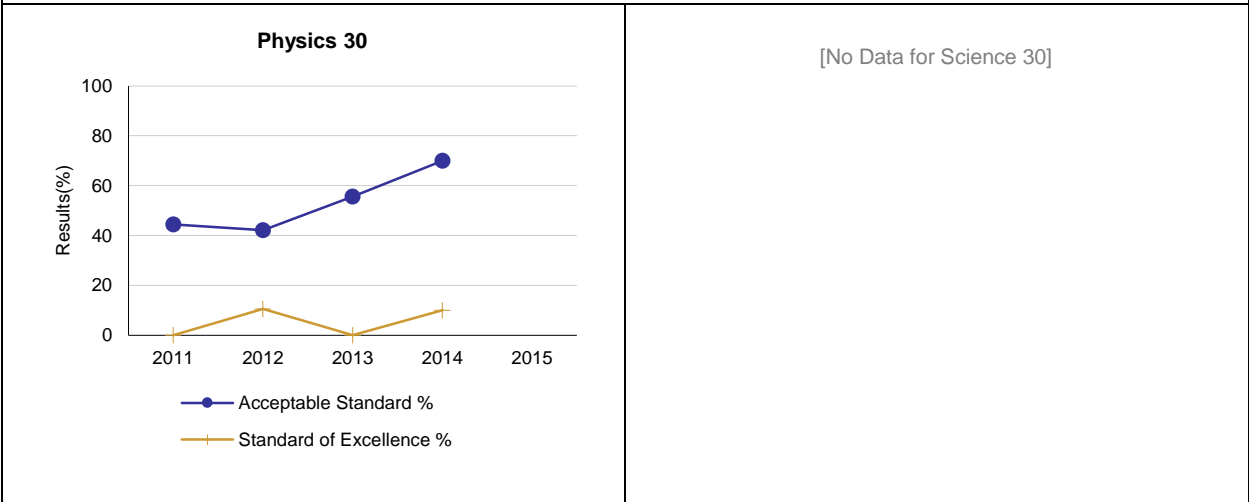


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Diploma Examination Results by Course



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Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	David Thompson School						Alberta				
		Achievement	Improvement	Overall	2015		Prev 3 Yr Avg		2015		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	High	Maintained	Good	12	91.7	20	80.3	28,104	86.5	29,085	86.6
	Standard of Excellence	Very Low	Declined	Concern	12	0.0	20	10.0	28,104	11.5	29,085	11.2
English Lang Arts 30-2	Acceptable Standard	Very High	Maintained	Excellent	14	100.0	14	94.1	16,324	88.7	15,323	89.6
	Standard of Excellence	Very Low	Maintained	Concern	14	0.0	14	2.2	16,324	11.3	15,323	11.6
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,278	95.5	1,224	95.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,278	9.9	1,224	13.5
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	129	95.3	145	97.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	129	17.1	145	22.1
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	21	85.7	n/a	n/a	10,936	70.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	21	14.3	n/a	n/a	10,936	19.5
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	20	60.0	n/a	n/a	5,026	73.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	20	5.0	n/a	n/a	5,026	14.1
Mathematics 30-1	Acceptable Standard	n/a	Maintained	n/a	8	50.0	14	39.2	20,915	76.2	20,619	78.0
	Standard of Excellence	n/a	Improved	n/a	8	25.0	14	3.3	20,915	31.7	20,619	31.9
Mathematics 30-2	Acceptable Standard	n/a	Declined	n/a	11	18.2	11	47.3	12,558	73.9	10,829	70.4
	Standard of Excellence	n/a	Maintained	n/a	11	0.0	11	0.0	12,558	15.5	10,829	12.3
Social Studies 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	8	87.5	18	71.2	21,038	87.1	22,680	85.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	8	12.5	18	3.6	21,038	16.2	22,680	15.4
Social Studies 30-2	Acceptable Standard	Very High	Improved	Excellent	17	94.1	16	76.3	19,617	81.3	18,230	83.1
	Standard of Excellence	Very Low	Maintained	Concern	17	0.0	16	0.0	19,617	12.5	18,230	14.1
Biology 30	Acceptable Standard	Very Low	Maintained	Concern	13	61.5	16	54.6	21,219	85.9	22,506	83.9
	Standard of Excellence	Low	Maintained	Issue	13	15.4	16	17.5	21,219	33.0	22,506	30.7
Chemistry 30	Acceptable Standard	High	Maintained	Good	6	83.3	13	73.3	19,050	82.2	18,412	79.1
	Standard of Excellence	Very High	Improved	Excellent	6	50.0	13	22.0	19,050	34.2	18,412	31.9
Physics 30	Acceptable Standard	*	*	*	5	*	13	55.9	10,573	83.9	10,127	81.9
	Standard of Excellence	*	*	*	5	*	13	6.8	10,573	35.8	10,127	31.8
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,819	83.9	6,190	83.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,819	26.7	6,190	24.4

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

Current and historical Diploma results have been adjusted to reflect change in data source system.

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.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 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 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.

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

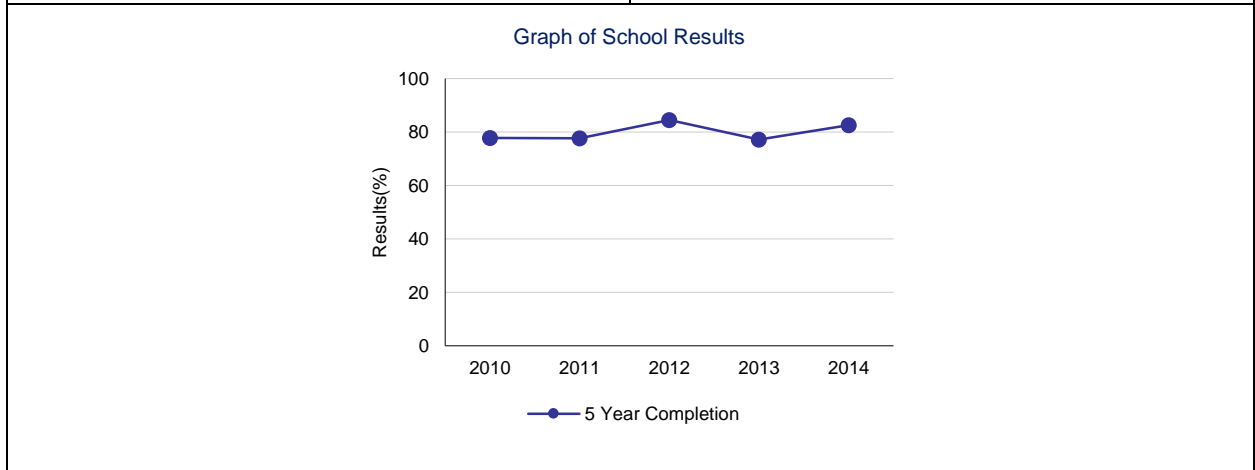
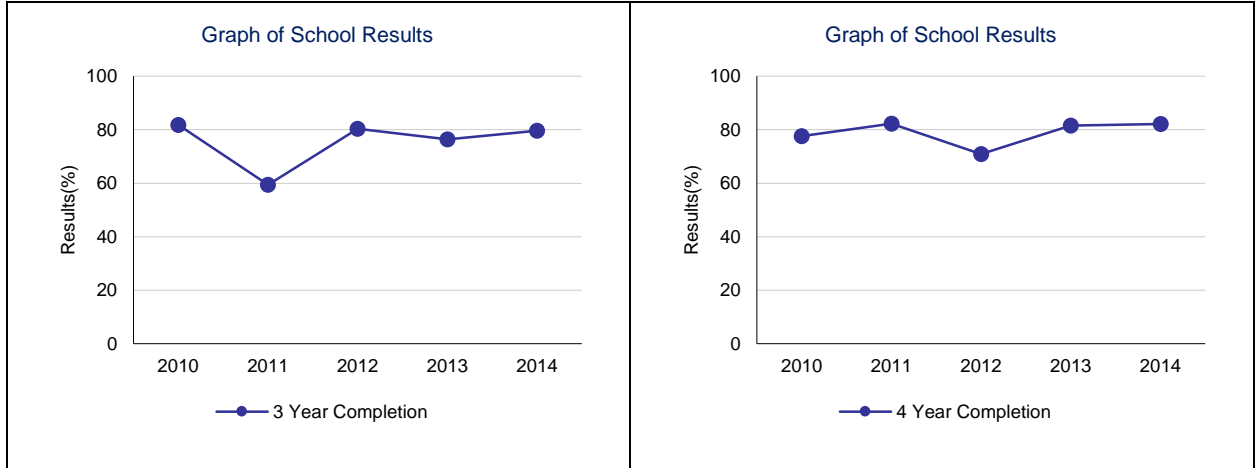
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

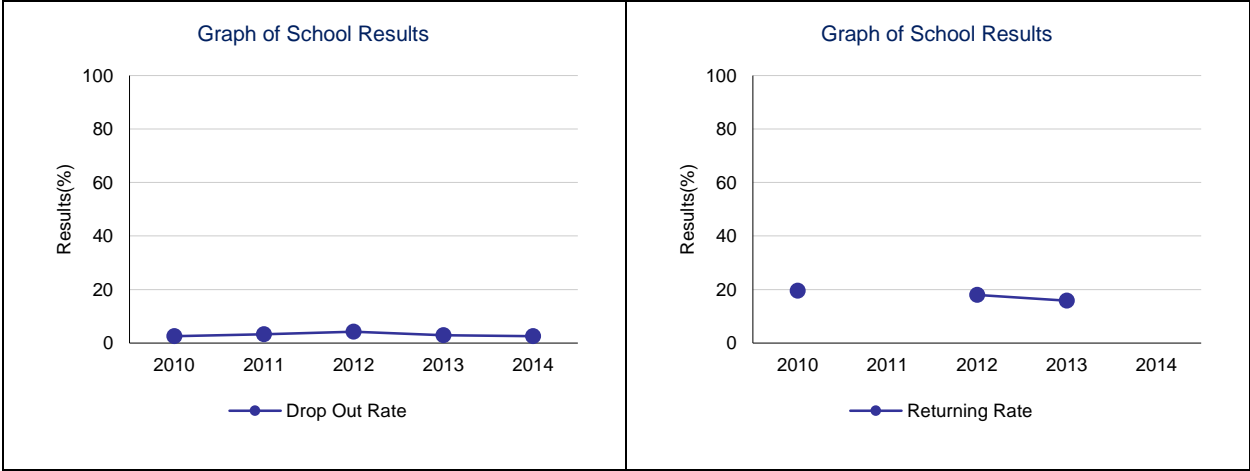
	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
3 Year Completion	81.8	59.4	80.4	76.4	79.6	73.4	78.2	74.0	72.4	74.8	72.6	74.1	74.8	74.9	76.4
4 Year Completion	77.6	82.3	70.9	81.5	82.2	77.8	75.4	81.8	77.8	77.6	76.9	78.1	79.4	79.6	80.0
5 Year Completion	77.7	77.6	84.4	77.1	82.5	78.7	79.8	77.4	84.2	80.4	79.0	79.6	80.8	81.7	82.1



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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Drop Out Rate	2.6	3.3	4.2	2.9	2.5	5.8	3.9	5.0	3.3	4.1	4.2	3.2	3.5	3.3	3.4
Returning Rate	19.5	*	18.0	15.8	*	19.2	13.2	15.5	16.3	22.9	27.9	23.4	23.0	21.1	20.3

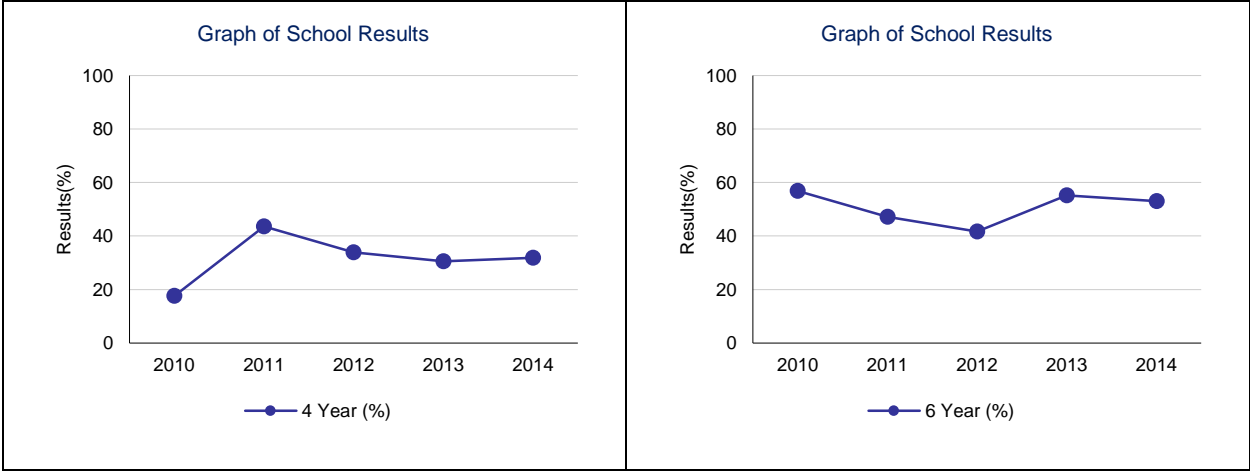


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
4 Year Rate	17.6	43.6	33.9	30.6	31.8	25.2	30.0	30.8	28.4	30.7	37.8	38.2	39.6	40.0	38.4
6 Year Rate	56.8	47.2	41.7	55.2	53.0	49.9	48.6	46.4	46.7	49.6	59.3	58.4	59.5	59.2	59.8

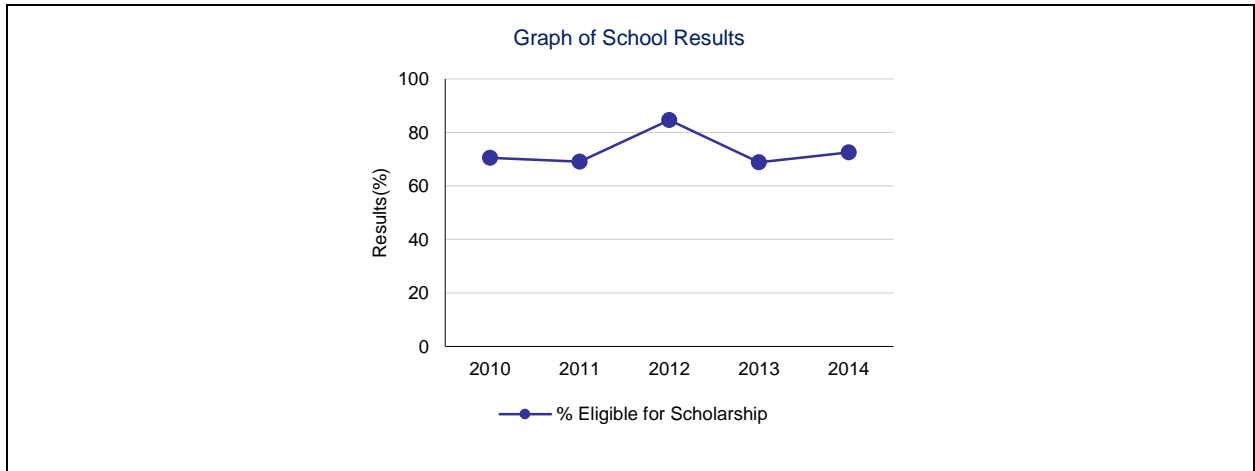


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Rutherford Scholarship Eligibility Rate	70.5	69.0	84.6	68.8	72.5	55.4	59.0	58.7	52.9	54.2	59.6	61.5	61.3	60.9	61.2

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2010	44	26	59.1	28	63.6	16	36.4	31	70.5
2011	29	18	62.1	16	55.2	10	34.5	20	69.0
2012	39	26	66.7	31	79.5	11	28.2	33	84.6
2013	32	19	59.4	20	62.5	7	21.9	22	68.8
2014	40	27	67.5	22	55.0	5	12.5	29	72.5

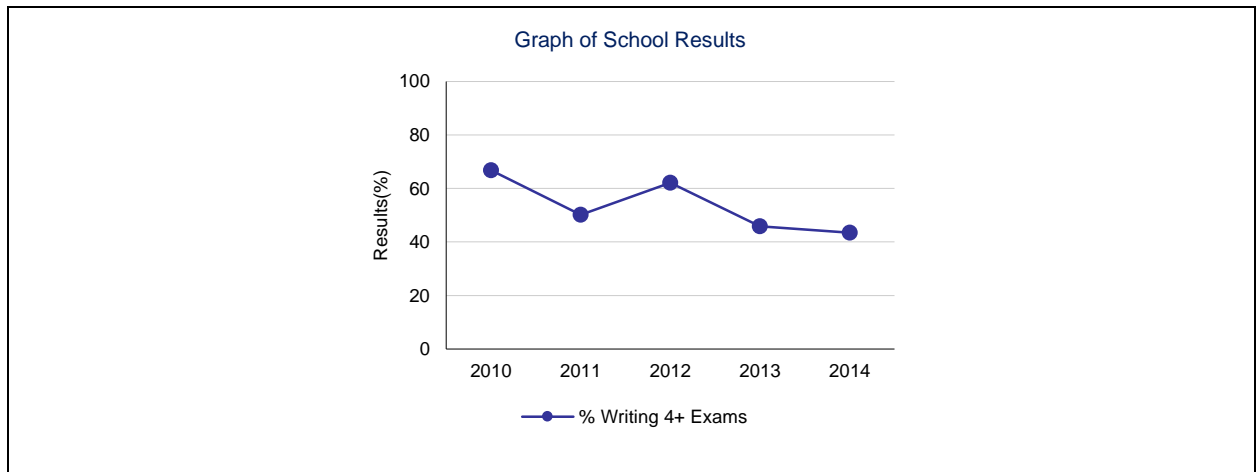


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Diploma Examination Participation Rate – Measure Details

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
% Writing 0 Exams	13.8	18.6	10.4	14.4	13.1	17.7	14.7	19.4	21.1	19.3	17.2	16.1	15.9	16.1	15.2
% Writing 1+ Exams	86.2	81.4	89.6	85.6	86.9	82.3	85.3	80.6	78.9	80.7	82.8	83.9	84.1	83.9	84.8
% Writing 2+ Exams	84.0	75.1	89.6	82.5	84.5	80.1	83.6	77.9	75.1	79.0	79.6	80.8	81.2	80.8	82.0
% Writing 3+ Exams	79.7	68.8	85.0	58.1	62.8	56.3	63.2	57.2	52.1	53.5	66.0	67.4	67.5	63.8	65.6
% Writing 4+ Exams	66.8	50.1	62.1	45.8	43.4	45.3	47.9	43.1	38.6	39.2	54.9	56.2	56.6	50.5	54.9
% Writing 5+ Exams	38.8	37.5	41.4	36.7	16.9	27.6	28.0	28.7	27.3	20.6	36.1	37.2	38.0	31.8	36.7
% Writing 6+ Exams	15.1	18.8	27.6	15.3	9.7	8.9	9.6	11.9	9.5	9.3	13.4	14.1	14.6	11.5	13.3



Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.															
	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
English Language Arts 30-1	51.1	43.8	66.7	39.4	34.9	44.7	46.9	45.6	43.6	38.3	54.5	54.9	55.1	54.4	54.4
English Language Arts 30-2	31.9	34.4	22.2	42.4	46.5	35.5	37.2	33.5	33.0	39.5	25.1	26.1	26.1	27.2	28.2
Total of 1 or more English Diploma Exams	83.0	78.1	86.7	81.8	79.1	79.8	83.4	77.9	76.4	77.0	78.0	79.0	79.2	79.3	80.3
Social Studies 30	0.0	0.0	0.0	n/a	n/a	4.9	0.7	0.0	n/a	n/a	3.7	0.3	0.0	n/a	n/a
Social Studies 30-1	36.2	40.6	64.4	24.2	32.6	33.6	38.5	35.9	34.0	34.4	45.7	48.2	48.0	46.1	45.5
Social Studies 33	0.0	0.0	0.0	n/a	n/a	3.8	0.0	0.0	n/a	n/a	2.5	0.1	0.0	n/a	n/a
Social Studies 30-2	48.9	37.5	20.0	60.6	51.2	38.9	44.9	40.6	40.4	42.8	27.4	31.0	32.1	34.0	35.6
Total of 1 or more Social Diploma Exams	85.1	78.1	84.4	84.8	83.7	79.8	82.3	75.5	74.4	77.0	78.1	78.9	79.3	79.3	80.3
Pure Mathematics 30	34.0	43.8	48.9	0.0	0.0	31.3	27.2	26.8	0.5	0.0	41.4	42.6	42.5	7.3	0.1
Applied Mathematics 30	44.7	21.9	40.0	0.0	0.0	21.3	31.6	27.1	0.0	0.0	19.7	20.0	19.6	0.2	0.0
Mathematics 30-1	n/a	n/a	n/a	39.4	30.2	n/a	n/a	n/a	23.4	19.6	n/a	n/a	n/a	30.0	37.6
Mathematics 30-2	n/a	n/a	n/a	33.3	27.9	n/a	n/a	n/a	19.2	23.9	n/a	n/a	n/a	16.9	21.6
Total of 1 or more Math Diploma Exams	78.7	65.6	82.2	57.6	51.2	52.1	58.0	52.0	41.1	41.9	60.6	62.0	61.5	52.5	57.4
Biology 30	59.6	37.5	46.7	36.4	39.5	33.0	35.4	33.5	32.3	32.8	41.2	42.8	43.1	42.5	41.7
Chemistry 30	34.0	37.5	40.0	36.4	16.3	29.1	28.1	26.8	26.8	21.8	35.2	36.0	36.7	31.7	35.0
Physics 30	25.5	34.4	40.0	24.2	23.3	17.0	16.2	16.4	16.5	17.2	20.0	20.6	20.4	17.4	20.2
Science 30	0.0	0.0	2.2	0.0	0.0	6.2	10.4	10.9	9.6	7.7	9.0	9.1	10.5	9.8	13.0
Total of 1 or more Science Diploma Exams	66.0	53.1	62.2	45.5	51.2	46.6	50.9	46.6	47.5	48.1	57.6	59.1	59.5	57.7	59.8
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.3	0.3	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	0.0	0.7	0.2	0.0	0.0	2.9	2.8	2.7	2.7	2.7
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	0.0	0.7	0.2	0.0	0.0	3.1	3.1	2.9	3.0	3.0

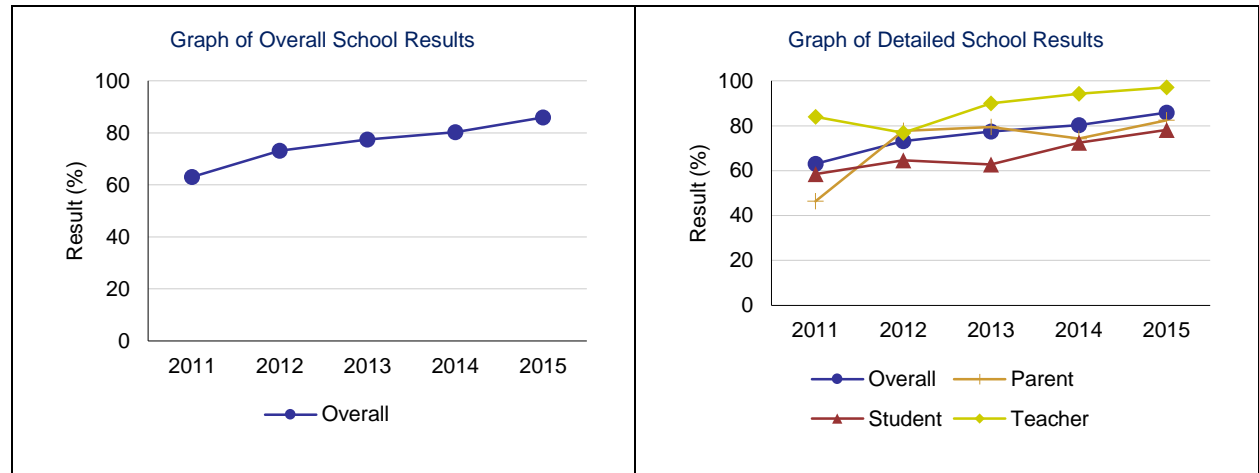
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Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Citizenship – Measure Details

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

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	63.0	73.1	77.4	80.3	85.9	73.8	73.8	73.0	74.7	77.2	81.9	82.5	83.4	83.4	83.5
Teacher	84.0	76.9	90.0	94.3	97.1	87.2	86.6	83.3	84.4	91.3	92.7	93.1	93.6	93.8	94.2
Parent	46.4	77.8	79.5	74.3	82.5	69.0	69.2	70.1	75.4	75.8	78.6	79.4	80.3	81.9	82.1
Student	58.5	64.6	62.8	72.5	78.1	65.4	65.7	65.8	64.3	64.6	74.5	75.0	76.2	74.5	74.2

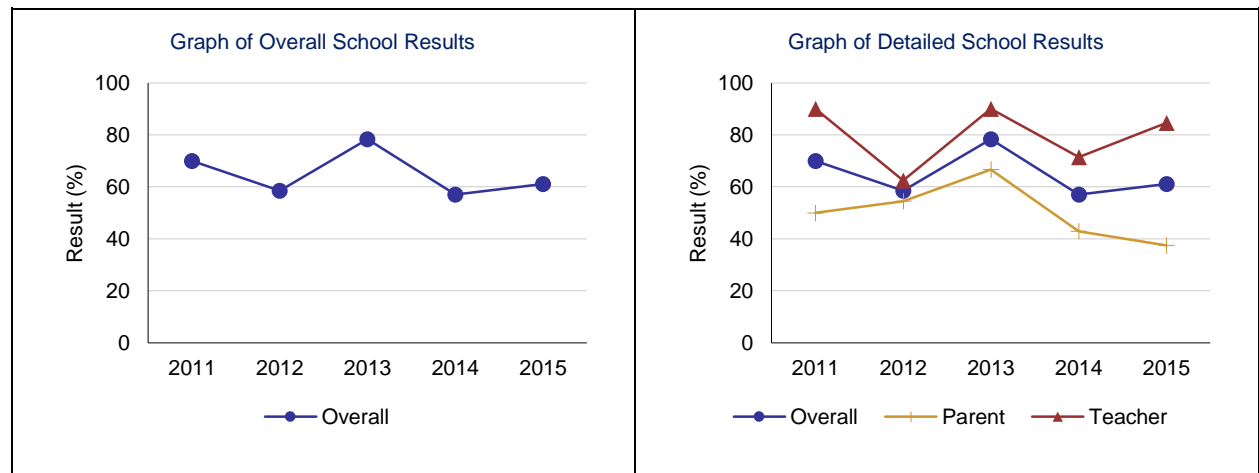


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	70.0	58.5	78.3	57.1	61.1	73.8	69.3	69.7	72.5	76.0	80.1	79.7	80.3	81.2	82.0
Teacher	90.0	62.5	90.0	71.4	84.6	82.2	84.0	80.5	80.5	87.0	89.6	89.5	89.4	89.3	89.7
Parent	50.0	54.5	66.7	42.9	37.5	65.5	54.6	59.0	64.5	64.9	70.6	69.9	71.1	73.1	74.2



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

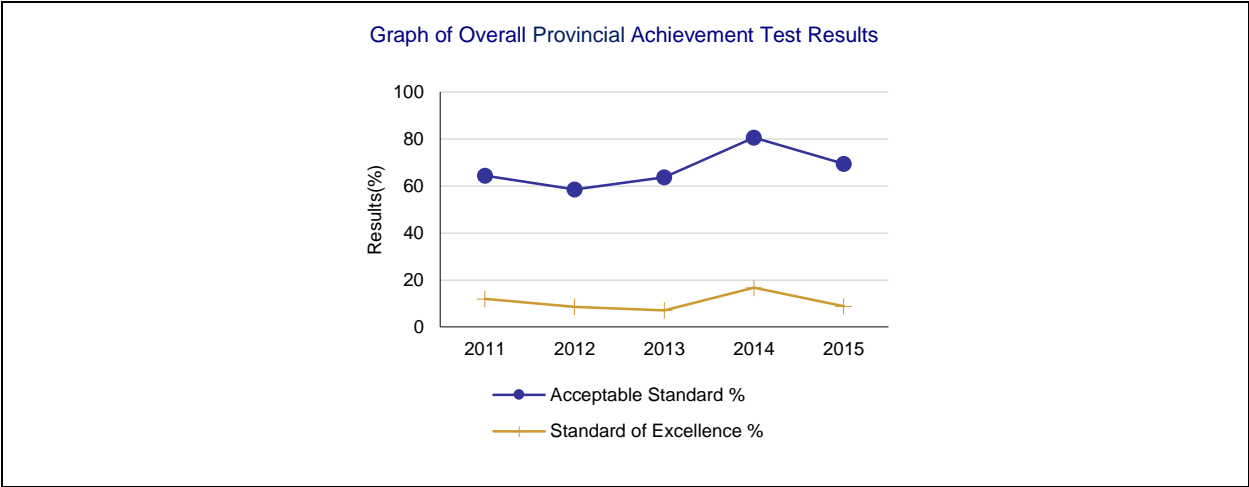
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.														
		Results (in percentages)										Target		
		2011		2012		2013		2014		2015		2015		
		A	E	A	E	A	E	A	E	A	E	A	E	
English Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	83.2	9.2	85.1	9.2	86.7	11.9	78.7	8.7	86.0	11.7			
	Province	83.0	18.5	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5			
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	73.9	8.7	94.7	15.8	77.8	0.0	85.7	4.8	84.2	0.0			
	Province	89.4	17.1	89.3	17.2	88.6	16.3	88.0	15.6	87.5	13.6			
Français 6	School	n/a	n/a	n/a	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	92.2	17.6	91.0	21.9	94.0	21.6	90.6	17.1	89.0	15.0			
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	73.3	12.3	70.7	9.2	69.5	10.0	69.4	8.5	73.7	7.3			
	Province	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4	73.3	14.1			
Science 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	77.4	23.4	79.9	21.3	77.0	17.7	73.2	15.8	78.1	15.2			
	Province	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9	76.4	25.3			
Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	71.5	11.0	71.8	11.5	72.6	11.4	63.4	8.7	67.8	10.5			
	Province	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1			
English Language Arts 9	School	77.5	10.0	65.7	5.7	75.5	4.1	91.7	5.6	77.5	7.5	100	15	
	Authority	81.6	12.4	76.6	12.4	76.8	11.7	76.5	7.3	65.7	8.9			
	Province	79.1	16.3	77.4	16.4	76.7	14.8	76.3	15.1	75.6	14.4			
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	n/a	n/a	n/a
	Authority	56.0	8.0	76.9	15.4	28.0	0.0	75.0	0.0	*	*			
	Province	67.2	7.9	61.4	5.8	62.4	4.3	62.9	3.5	62.8	4.6			
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	n/a	n/a	n/a
	Authority	62.5	0.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
	Province	88.8	15.0	87.5	12.2	87.2	13.9	86.5	11.1	85.9	10.1			
Français 9	School	n/a	n/a	n/a	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	90.2	15.8	84.6	16.1	84.0	14.5	86.1	17.8	88.5	20.2			
Mathematics 9	School	50.0	10.0	40.0	2.9	46.9	6.1	63.9	13.9	52.5	2.5	100	15	
	Authority	52.9	9.2	58.8	8.8	62.1	12.3	63.4	14.4	55.6	11.7			
	Province	66.1	17.3	66.5	17.8	66.9	18.3	67.1	17.3	65.3	18.0			
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	68.0	0.0	92.9	42.9	26.9	0.0	77.8	22.2	*	*			
	Province	64.9	14.9	62.4	15.4	65.9	14.7	63.4	14.5	60.7	14.4			
Science 9	School	72.5	10.0	71.4	14.3	73.5	8.2	83.3	22.2	82.5	12.5	100	15	
	Authority	77.4	15.0	74.8	25.2	70.1	16.7	75.2	25.4	74.4	20.0			
	Province	74.9	20.8	74.2	22.4	73.0	20.0	73.2	22.1	74.1	22.9			
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	56.0	12.0	90.9	36.4	28.0	0.0	77.8	11.1	*	*			
	Province	69.5	15.3	67.9	17.3	68.4	17.1	64.1	14.9	64.4	15.2			
Social Studies 9	School	57.5	17.5	57.1	11.4	59.2	10.2	83.3	25.0	65.0	12.5	100	15	
	Authority	61.6	13.2	61.5	11.2	56.5	14.1	63.5	13.2	52.7	11.5			
	Province	67.2	19.0	68.9	19.1	65.6	18.8	65.5	19.9	65.1	19.8			
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	n/a	n/a	n/a
	Authority	44.0	8.0	83.3	16.7	26.9	3.8	50.0	12.5	*	*			
	Province	61.9	13.6	63.5	13.9	64.6	13.0	61.8	10.7	57.2	11.2			

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

[No Data for English Language Arts 6]	[No Data for French Language Arts 6]
[No Data for Français 6]	[No Data for Mathematics 6]
[No Data for Science 6]	[No Data for Social Studies 6]

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 style="text-align: center;">English Language Arts 9</p> <table border="1"> <caption>English Language Arts 9 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>78</td> <td>10</td> </tr> <tr> <td>2012</td> <td>68</td> <td>5</td> </tr> <tr> <td>2013</td> <td>78</td> <td>5</td> </tr> <tr> <td>2014</td> <td>92</td> <td>8</td> </tr> <tr> <td>2015</td> <td>78</td> <td>8</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2011	78	10	2012	68	5	2013	78	5	2014	92	8	2015	78	8	<p>[No Data for English Lang Arts 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2011	78	10																	
2012	68	5																	
2013	78	5																	
2014	92	8																	
2015	78	8																	
<p>[No Data for French Language Arts 9]</p>	<p>[No Data for Français 9]</p>																		
<p style="text-align: center;">Mathematics 9</p> <table border="1"> <caption>Mathematics 9 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>50</td> <td>10</td> </tr> <tr> <td>2012</td> <td>40</td> <td>5</td> </tr> <tr> <td>2013</td> <td>48</td> <td>8</td> </tr> <tr> <td>2014</td> <td>65</td> <td>15</td> </tr> <tr> <td>2015</td> <td>52</td> <td>5</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2011	50	10	2012	40	5	2013	48	8	2014	65	15	2015	52	5	<p>[No Data for Mathematics 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2011	50	10																	
2012	40	5																	
2013	48	8																	
2014	65	15																	
2015	52	5																	

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Graph of Provincial Achievement Test Results by Course

<p style="text-align: center;">Science 9</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>72</td> <td>10</td> </tr> <tr> <td>2012</td> <td>70</td> <td>15</td> </tr> <tr> <td>2013</td> <td>73</td> <td>8</td> </tr> <tr> <td>2014</td> <td>82</td> <td>22</td> </tr> <tr> <td>2015</td> <td>81</td> <td>12</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2011	72	10	2012	70	15	2013	73	8	2014	82	22	2015	81	12	<p>[No Data for Science 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2011	72	10																	
2012	70	15																	
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2015	81	12																	
<p style="text-align: center;">Social Studies 9</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>58</td> <td>18</td> </tr> <tr> <td>2012</td> <td>57</td> <td>12</td> </tr> <tr> <td>2013</td> <td>60</td> <td>10</td> </tr> <tr> <td>2014</td> <td>82</td> <td>25</td> </tr> <tr> <td>2015</td> <td>65</td> <td>12</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2011	58	18	2012	57	12	2013	60	10	2014	82	25	2015	65	12	<p>[No Data for Social Studies 9 KAE]</p>
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2011	58	18																	
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PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		David Thompson School						Alberta				
Course	Measure	Achievement	Improvement	Overall	2015		Prev 3 Yr Avg		2015		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,446	82.8	44,338	82.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,446	19.5	44,338	17.2
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,972	87.5	2,648	88.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,972	13.6	2,648	16.4
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	472	89.0	497	91.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	472	15.0	497	20.2
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,377	73.3	44,292	73.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,377	14.1	44,292	16.2
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,379	76.4	44,273	77.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,379	25.3	44,273	26.3
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,385	69.8	44,226	72.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,385	18.1	44,226	18.4
English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	40	77.5	40	77.6	43,532	75.6	38,021	76.8
	Standard of Excellence	Low	Maintained	Issue	40	7.5	40	5.1	43,532	14.4	38,021	15.4
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,553	62.8	1,543	62.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,553	4.6	1,543	4.6
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,601	85.9	2,496	87.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,601	10.1	2,496	12.4
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	391	88.5	345	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	391	20.2	345	16.2
Mathematics 9	Acceptable Standard	Low	Maintained	Issue	40	52.5	40	50.3	43,190	65.3	37,734	66.8
	Standard of Excellence	Very Low	Declined	Concern	40	2.5	40	7.6	43,190	18.0	37,734	17.8
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,966	60.7	1,858	63.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,966	14.4	1,858	14.8
Science 9	Acceptable Standard	Very High	Maintained	Excellent	40	82.5	40	76.1	43,653	74.1	38,253	73.4
	Standard of Excellence	High	Maintained	Good	40	12.5	40	14.9	43,653	22.9	38,253	21.5
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,527	64.4	1,503	66.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,527	15.2	1,503	16.4
Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	40	65.0	40	66.6	43,451	65.1	38,360	66.7
	Standard of Excellence	Low	Maintained	Issue	40	12.5	40	15.5	43,451	19.8	38,360	19.3
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	57.2	1,489	63.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	11.2	1,489	12.5

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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 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
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 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	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 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%.

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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

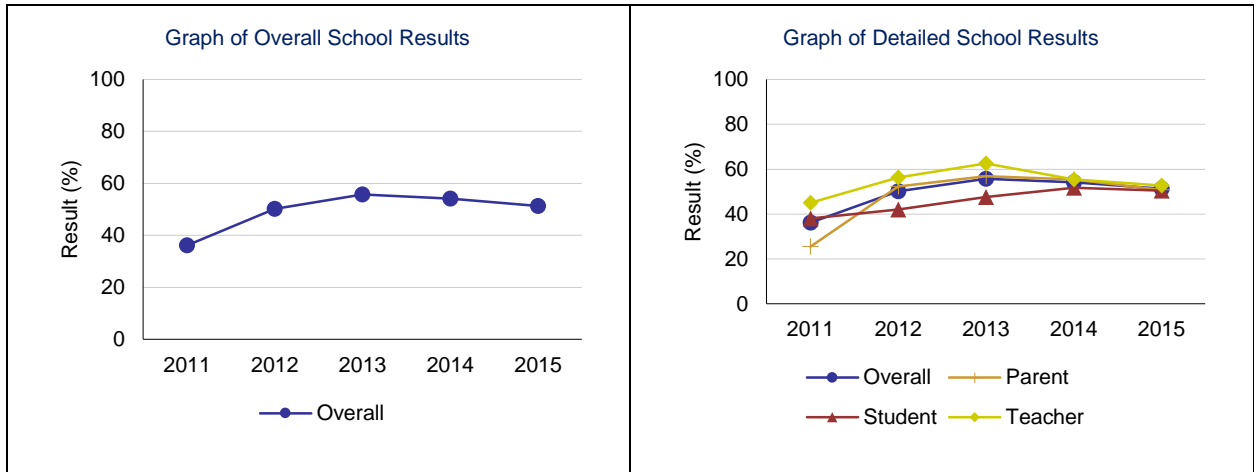
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	36.2	50.2	55.7	54.1	51.3	75.2	71.9	72.9	72.1	74.4	80.9	80.7	81.5	81.3	81.3
Teacher	45.0	56.3	62.5	55.4	52.7	82.0	79.9	80.9	78.4	80.4	87.6	87.3	87.9	87.5	87.2
Parent	25.5	52.3	56.9	55.4	50.8	72.8	69.5	71.3	72.5	71.9	78.3	78.1	78.9	79.9	79.9
Student	38.0	42.0	47.6	51.7	50.4	70.8	66.1	66.4	65.4	71.0	76.9	76.9	77.8	76.6	76.9

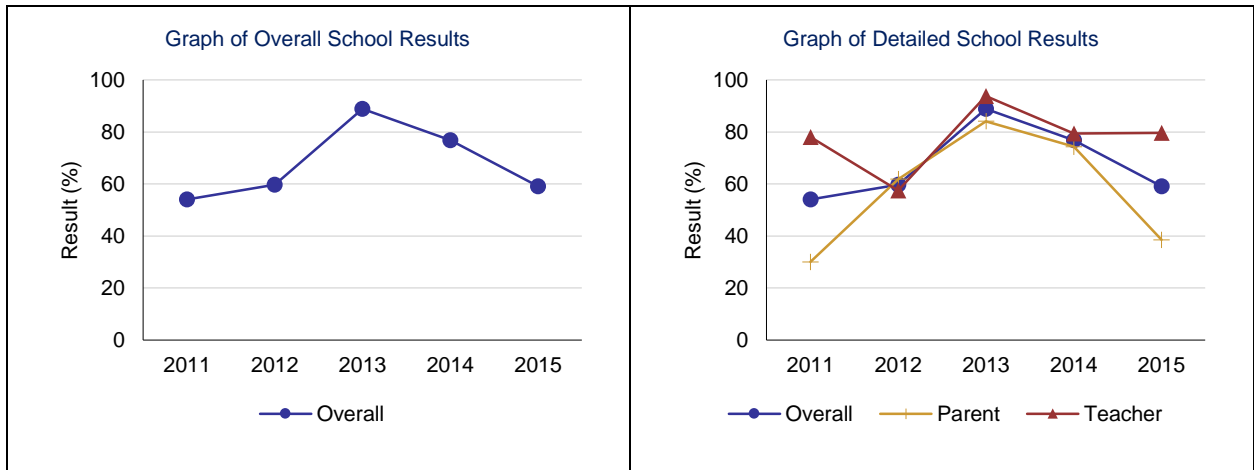


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	54.0	59.7	88.9	76.8	59.1	74.8	73.9	76.0	80.1	78.7	79.9	79.7	80.3	80.6	80.7
Teacher	78.0	57.5	93.8	79.4	79.7	86.3	85.5	85.0	87.2	87.7	88.1	88.0	88.5	88.0	88.1
Parent	30.0	61.8	84.1	74.3	38.5	63.2	62.3	66.9	73.0	69.7	71.7	71.4	72.2	73.1	73.4

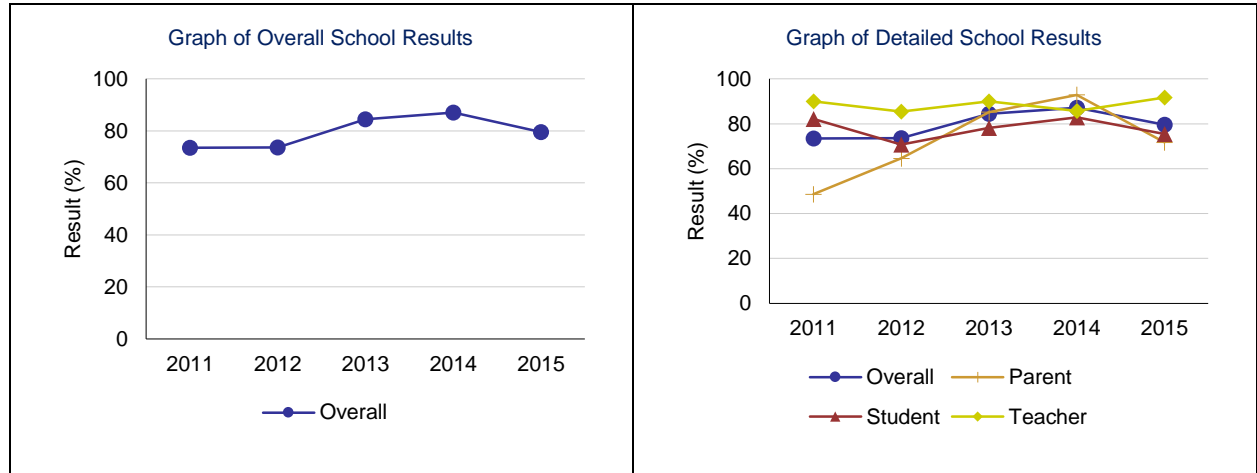


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Education Quality – Measure Details

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

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	73.5	73.6	84.5	87.1	79.6	85.1	84.9	83.4	85.2	85.9	89.4	89.4	89.8	89.2	89.5
Teacher	90.0	85.4	90.0	85.7	91.7	93.7	93.2	90.9	91.2	92.7	95.5	95.4	95.7	95.5	95.9
Parent	48.6	64.6	85.2	92.9	71.7	78.5	77.7	77.5	82.8	82.4	84.2	84.2	84.9	84.7	85.4
Student	82.1	70.8	78.2	82.8	75.5	83.0	83.8	81.8	81.5	82.4	88.5	88.6	88.7	87.3	87.4

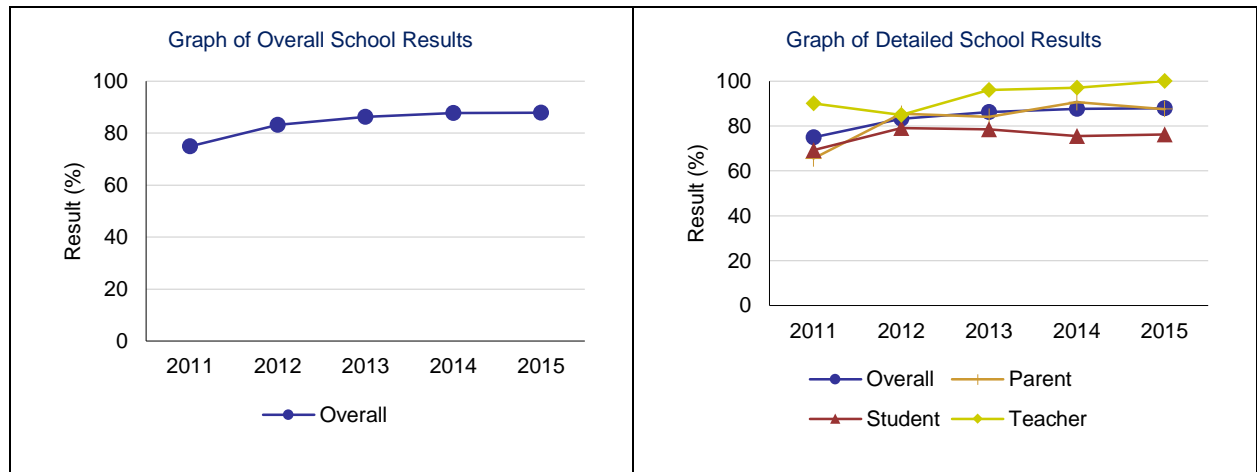


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Safe and Caring – Measure Details

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	74.9	83.2	86.2	87.7	87.9	83.1	82.6	82.1	84.7	85.6	88.1	88.6	89.0	89.1	89.2
Teacher	90.0	85.0	96.0	97.1	100.0	91.5	90.4	90.0	91.6	93.7	94.5	94.8	95.0	95.3	95.4
Parent	65.5	85.5	84.1	90.6	87.5	80.2	80.4	79.8	86.0	86.0	86.6	87.4	87.8	88.9	89.3
Student	69.2	79.1	78.5	75.5	76.3	77.7	77.0	76.4	76.5	77.2	83.3	83.7	84.2	83.1	83.0

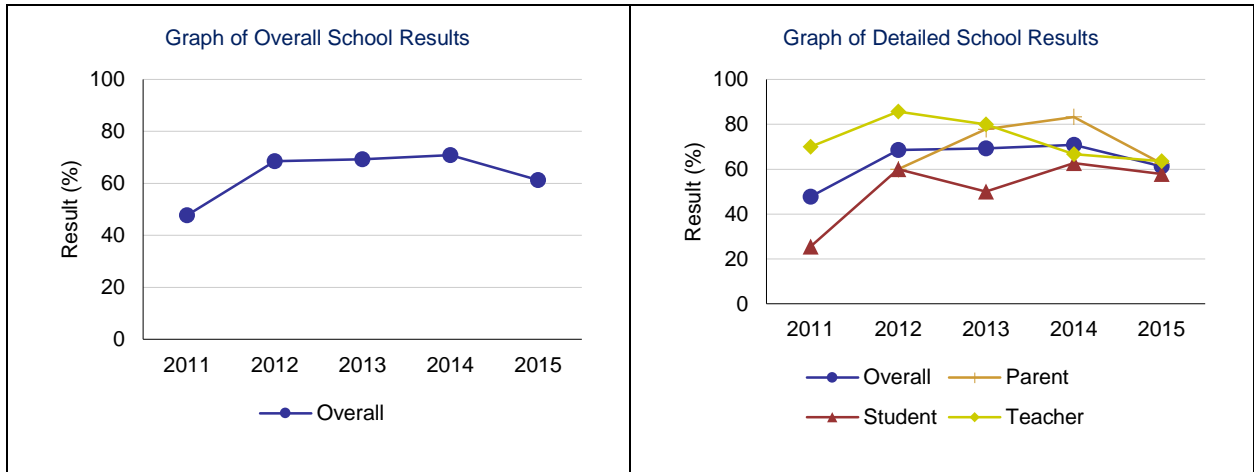


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School Improvement – Measure Details

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	47.7	68.6	69.3	70.9	61.3	75.9	73.1	68.8	73.3	76.3	80.1	80.0	80.6	79.8	79.6
Teacher	70.0	85.7	80.0	66.7	63.6	76.4	77.1	68.8	74.8	81.3	80.1	81.1	80.9	81.3	79.8
Parent	*	60.0	77.8	83.3	62.5	73.6	68.5	69.3	74.4	75.1	77.3	76.2	77.9	77.0	78.5
Student	25.5	60.0	50.0	62.7	57.8	77.5	73.8	68.4	70.7	72.5	82.9	82.7	82.9	81.2	80.7



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