

Sample Format for Combined 3-Year Education Plan and Annual Education Results Report (AERR) for School Authorities

Seventh-day Adventist Schools in Alberta
Jurisdiction #9382
2015-18

Prepared by:
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Message from the Board Chair

The head office for the Seventh-day Adventist Schools in Alberta is located at the Alberta Conference of the Seventh-day Adventist Church Headquarters, 5816 Highway 2A, Lacombe, Alberta. An electronic copy of this document will be at each school site, as well as a hard copy at central office and posted on the Office of Education website at <http://albertasdaedu.org>. Specific financial information and the Audited Financial Statement may be accessed through Rebecca Masson or rmasson@albertaadventist.ca

Accountability Statement

Accredited Private School Authorities:

The Annual Education Results Report for the 2014-15 school year and the Education Plan for the three years commencing September 1, 2015 for the Seventh-day Adventist Schools in Alberta was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2014-15 school year and the Three- Year Education Plan for 2015-2017 on Wednesday, December 2, 2015.

Foundation Statements (optional)

- Vision

Our vision of the Seventh-day Adventist Schools in Alberta includes provision for a safe, Christian learning environment, spanning the school experience K-12 that has a variety of learning experiences appropriate to the needs of each individual which will assist students in becoming lifelong learners through:

1. Accepting God and His Word
Discovering the great principles of God's Word and accepting those principles as the basis for all decision- making and the development of values.
2. Loyalty to the church
Desiring to know and live out the tenets of the Seventh-day Adventist Church and to enjoy service, outreach and witnessing.
3. Concept and Skill Development
Acquiring optimum individual competency in language/communication, mathematics, the natural and social sciences, all within the Seventh-day Adventist Christian context.
4. Thinking Skills
Adopting a systematic, logical approach to problem solving emphasizing the development of critical thinking skills and creativity.
5. Proficiency in Technology
Acquiring knowledge and skills in the use of technology to communicate and facilitate learning and living.
6. Aesthetic Appreciation
Developing an appreciation of the beauty both in God's creation and in human artistic expression while nurturing individual ability.
7. Healthy Balanced Living
Accepting personal responsibility for achieving and maintaining optimum health through balanced living.
8. Responsible Citizenship
Developing a sense of self-worth, historical heritage, and a working knowledge of governmental processes while affirming a belief in the dignity and worth of others and responsibility for one's global, community, and natural environments.
9. Family and Interpersonal Relationships
Developing skills in interpersonal relationships needed for meeting the responsibilities of family membership and responding to the needs of others.
10. Career and Mission
Developing a strong work ethic and an appreciation of the dignity of service along with involvement in the mission of the church.

- Mission

The education program of the Seventh-day Adventist Schools in Alberta is predicated on the belief that each student is unique and of inestimable value and on the importance of the development of the whole person. Students are guided into developing a meaningful relationship with God, their church, their country, their community, their family and themselves.

- Principles

1. Integration of Faith with learning in all subject areas taught
2. Outdoor Education program
3. Outreach and community service program emphasis in all schools
4. Best Teaching Practices
5. Coaching

- Beliefs

We Believe:

1. The most important task of education is "to restore in man the image of his Maker, to bring him back to the perfection in which he was created, to promote the development of body and soul, which the

divine purpose of His creation might be realized—this was to be the work of redemption. This is the object of education, the great object of life.” (Education, pp. 15-16)

2. Students are entitled to a safe, secure and caring learning environment where each individual is respected and valued.
3. All students can learn and experience success.
4. High learning expectations challenge all students to learn and achieve.
5. The success of students is the shared responsibility of students, home, school and constituent churches of the community.
6. Quality educational programs develop the whole person—spiritual, physical, intellectual and emotional dimensions.
7. The development of character and revealing to the youth knowledge of God, Creator and of Christ, the Redeemer (as revealed in the sacred Word) is of primary importance.
8. Emphasis to the principal of service of God and man prepares students for a life of service to their church and community.
9. Teachers must be active members of the Seventh-day Adventist Church in good standing and be committed to the program of the church.
10. Education is an essential building block to our church's future and society in which we live.
11. Parents and church members have opportunities for meaningful involvement in important decisions about their children's education.
12. Access to Adventist Education is open to all students of any race, colour, nationality, and ethnic origin who wish to receive an education that integrates faith with learning
13. All students must have adequate accessibility to superior achievement in the basic skill areas of reading, writing, and mathematics in order to participate and contribute as members of society.
14. Divine wisdom and guidance through sincere prayer, Bible study and reflection enhances the education experience and character development of each student.

SCHOOL NAME.	ADDRESS	CONTACT INFO.
Chinook Winds Adventist Academy (K-12)	10101-2nd Ave, SW Calgary, AB T3B 5T2	403-286-5686 office@cwaa.net www.cwaa.net
College Heights Christian School (K-9)	5201 College Avenue Lacombe, AB T4L 1Z6	403-782-6212 office@chcs.cc www.collegeheightschristianschool.ca
Coralwood Adventist Academy (K-12)	12218-135 St. NW Edmonton, AB T5L 1X1	780-454-2173 office@coralwood.org www.coralwood.org
Higher Ground Christian School (K-9)	1 Shirley Street Medicine Hat, AB T1A 8N5	403-527-2714 principal@highergroundchristianschool.ca www.highergroundchristianschool.ca
Mamawi Atosketan Native School (K-12)	RR 2 Ponoka, AB T4J 1R2	403-783-4362 mamawiatosketan@xplornet.com www.mamawiatosketan.com
Peace Hills Adventist School (K-9)	RR 3 Wetaskiwin, AB T9A 1X1	403-780-352-8555 rziakris@albertasdaedu.org www.peacehillsadventistschool.ca
South Side Christian School (K-9)	Box 219 Red Deer, AB T4N 5E8	403-886-2266 rziakris@albertasdaedu.org www.southsidechristianschool.ca
Sylvan Meadows Adventist School (K-9)	RR 1, Box 1006B Sylvan Lake, AB T4X 1X6	403-887-5766 rziakris@albertasdaedu.org www.sylvanmeadows.org
Woodlands Adventist School (K-9)	RR 3, Site 2, Box 6 Ponoka, AB T4J 1R3	403-783-2640 rziakris@albertasdaedu.org www.woodlandsadventistschool.ca
Prairie Adventist Christian e-School (K-12)	5816 Highway 2A Lacombe, AB T4L 2G5	403-392-3906 principal@pacescanada.org www.pacescanada.org

Most of the schools listed have operated continuously for at least twenty years or more (except PACeS for eight years) and therefore offer opportunity for a Christian education for Adventist families and other interested families of these communities and surrounding areas. Since the majority of the students attending the schools are Adventist, enrolment is usually a reflection of the number of students who live in the area and the commitment level towards the philosophy and goals of Adventist education. The enrolment will vary from year to year, although data indicates in the last five years a steady increase in enrollment.

Trends and Issues (optional)

Factors unique to this jurisdiction that tend to impact the progress and achievement (i.e. relating to the PAT's) of the jurisdiction is as follows:

1. 60% of the schools in Jurisdiction #9382 have multi-grade multi-level classrooms in the elementary grades.
2. The small schools in Jurisdiction #9382 are not included in the PAT results because the numbers are less than six students. As a result, the larger schools, which are 50% of the total number of schools in the jurisdiction, determine the overall achievement test results
3. On-line PATing would be advantageous especially for the on-line school. These students are already used to doing work virtually, so for them to participate in a paper pencil test is not helping them achieve as well as they could. Test security is a concern, it is time consuming and costly for the tests to be sent out snail mail, a proctor found, and sent back in a timely manner. PACeS has increased in enrollment and we anticipate the trend continuing. Therefore, PACeS is becoming one of our "larger" schools which will significantly impact numbers and results on the PAT's. The Grade 12 students are completing the diploma exams on-line and the process is working quite well.
4. The Grade 5/6 Outdoor School program celebrated the 15th anniversary. The Grade 9 Outdoor Education program continues on an annual basis. We just celebrated the 10th year of operation. Grade 7/8 River Expedition has just completed its third year.
5. All teachers have SDA certification or are working towards SDA Denominational Certification. This is achieved through a process of academic credits and professional activity participation required to be submitted every year. Certificates are issued upon completion of the requirements. Once the certificate is given, teachers need to continue upgrading to keep certification current.
6. The urban schools seem to be increasing in immigrant and ESL student enrollment which is challenging in the classroom for instruction and when PAT's and diploma exams are given.

Summary of Accomplishments (optional)

Highlights for the previous school year of the school authority (impact of major activities/strategies), including programs and results of specific populations of students, such as special needs, ESL, FNMI, home education, as applicable.

1. School evaluations and teacher evaluations continue with an emphasis in best teaching practices.
2. Professional Development continues jurisdiction wide. 25% teachers and administrators attended the Differentiated Instruction Convention in Las Vegas in July 2015. The purpose was to learn strategies for inclusion in the classrooms. Evidence of the strategies being used will be observed during classroom evaluations.
3. The Learning Coach continues to train teachers on inclusion in the classroom, best teaching practices, and assessing and writing IPP's for special needs students.
4. This is the eighth full year of operation for Prairie Adventist Christian e-School. This is a K-12 distance learning school where students and teachers meet on-line in a virtual classroom (Blackboard Collaborate) on a regular basis for instruction. PACeS is made available for all SDA students who may or may not have access to an SDA school. Students from the public or other faith based backgrounds are welcome to apply to PACeS if this format fits the needs of the student.
5. Home education students are part of PACeS. Traditional home education is being offered, as well as blended. PACeS is the only school where homeschool education is offered in our jurisdiction.
6. The annual Principal's Retreat took place in October, 2014 at Kananaskis and included families of principals. School business was conducted along with professional development activities and general team building activities.
7. The jurisdiction completed writing "I Can statements" which will result in a standards based report system for grades K-9.
8. The Kindergarten teachers continue to meet on a quarterly basis to support and collaborate with each other professionally, sharing resources and updating the Kindergarten report card.
9. This is the second year of using Power School as the student information system. Training continues for administrators and teachers.
10. The Principals have formed a Principal Professional Learning Community where they meet face to face three times per year to share ideas, problem solve, learn professionally and support each other in the day to day operations of a school.

Combined 2015 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure Category Evaluation	Measure	Alberta Conference 7th Day Ad			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	Excellent	Safe and Caring	92.3	92.4	90.4	89.2	89.1	88.9	Very High	Maintained	Excellent
Student Learning Opportunities	Acceptable	Program of Studies	73.8	73.0	75.0	81.3	81.3	81.2	Intermediate	Maintained	Acceptable
		Education Quality	93.5	92.6	92.1	89.5	89.2	89.5	Very High	Maintained	Excellent
		Drop Out Rate	7.4	0.0	2.0	3.4	3.3	3.3	Low	Declined Significantly	Concern
		High School Completion Rate (3 yr)	61.1	68.1	75.2	76.4	74.9	74.6	Low	Maintained	Issue
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	51.3	56.0	54.8	73.0	73.1	73.9	Very Low	Maintained	Concern
		PAT: Excellence	5.0	10.2	9.2	18.8	18.4	18.9	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	75.8	65.7	74.1	85.2	85.5	84.6	Low	Maintained	Issue
		Diploma: Excellence	11.0	12.9	14.7	21.0	21.1	20.0	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	61.1	68.1	71.6	54.9	50.5	54.4	High	Maintained	Good
		Rutherford Scholarship Eligibility Rate	84.2	80.0	81.9	61.2	60.9	61.3	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	Transition Rate (6 yr)	99.7	66.0	75.7	59.8	59.2	59.0	Very High	Improved	Excellent
		Work Preparation	91.3	94.1	91.8	82.0	81.2	80.4	Very High	Maintained	Excellent
		Citizenship	88.2	88.5	86.9	83.5	83.4	83.1	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	90.1	87.4	88.8	80.7	80.6	80.2	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	86.8	85.2	82.5	79.6	79.8	80.1	Very High	Improved	Excellent

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.

Combined 2015 Accountability Pillar FNMI Summary (Required for Public/Separate/Francophone School Authorities)

Measure Category	Measure Category Evaluation	Measure	Alberta Conference 7th Day Ad			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	*	0.0	0.0	8.0	7.8	8.4	*	*	*
		High School Completion Rate (3 yr)	n/a	*	n/a	46.0	43.6	42.6	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	*	*	n/a	52.1	51.4	52.2	*	*	*
		PAT: Excellence	*	*	n/a	6.5	5.8	5.9	*	*	*
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	78.3	78.4	76.6	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	9.4	10.1	9.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	*	n/a	20.2	18.9	19.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	31.5	33.0	34.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	*	n/a	30.3	32.1	31.5	n/a	n/a	n/a

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. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
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.

Measure Evaluation Reference (Optional)

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 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	80.0	79.4	77.3	65.7	75.8	70.0	Low	Maintained	Issue	70.5	71.0	71.5
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	10.0	17.5	13.6	12.9	11.0	11.0	Low	Maintained	Issue	11.5	12.0	12.5

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	66.5	75.0	82.4	68.1	61.1	55.0	Low	Maintained	Issue	55.5	56.0	56.5
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.5	1.9	4.1	0.0	7.4	5.0	Low	Declined Significantly	Concern	4.5	4.0	3.5
High school to post-secondary transition rate of students within six years of entering Grade 10.	79.4	77.7	83.5	66.0	99.7	66.5	Very High	Improved	Excellent	67	67.5	68
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	92.3	72.7	92.9	80.0	84.2	80.0	Very High	Maintained	Excellent	80.5	81.0	81.5
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	71.6	58.3	88.2	68.1	61.1	60.0	High	Maintained	Good	60.5	61.0	61.5

Comment on Results (OPTIONAL)

1. The jurisdiction has a high population of ESL students especially in the urban schools.
2. PACeS and MANS are new schools particularly in taking diploma exams.
3. MANS and CAA have just completed their first year of taking diploma exams. Students and teachers are adjusting to that.
4. Students in the urban centers tend to be more transient. They are children of immigrant parents and are perhaps waiting to be placed elsewhere in Canada.

Strategies

1. Continue working with teachers in our new high schools to familiarize them with exam content and exam writing.
2. Special programs available to ESL students to learn the English language quicker.
3. Familiarizing our school administrators with the process of exam accommodations.

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. (continued)

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.	87.4	87.0	85.4	88.5	88.2	88.2	Very High	Maintained	Excellent	88.5	89.0	89.5
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.	91.0	92.9	88.3	94.1	91.3	91.3	Very High	Maintained	Excellent	91.5	91.8	92.0

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Strategies

1. Keep encouraging participation in the survey.
2. The urban schools are using their Student Associations to train student leaders.

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 achieve student learning outcomes. (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	70.6	75.1	76.3	79.4	81.5	80.0	n/a	n/a	n/a	80.5	80.7	80.9

Comment on Results (OPTIONAL)

Strategies

1. Encourage teachers to demonstrate life-long learning to the students.

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

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).	53.5	59.8	48.7	56.0	51.3	58.5	Very Low	Maintained	Concern	50	50.2	50.5
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	5.7	8.8	8.5	10.2	5.0	10	Very Low	Declined	Concern	10	10.1	10.2

Comment on Results (OPTIONAL)

1. The jurisdiction has a high population of ESL students especially in the urban schools and Medicine Hat.

Strategies

1. Special programs available to ESL students to learn the English language quicker.
2. Familiarizing our school administrators with the process of exam accommodations.

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.	73.9	77.6	74.3	73.0	73.8	73.8	Intermediate	Maintained	Acceptable	73.9	74.0	74.1

Comment on Results (OPTIONAL)

1. Survey results show an increase over the previous year.
2. SMART boards or similar interactive boards are being implemented as funds are available in all classrooms.
3. Teachers are encouraged to integrate technology into lesson plans.
4. All teachers are required to integrate the arts, career, technology, health and physical education into the curriculum
5. Teachers work at creating a safe and caring environment in each classroom and school.

Strategies

1. The larger schools have a full-time PE teacher implementing the curriculum.
2. Teachers are learning to develop and implement cross-curricular themed based units ie Stepping Stones for Kindergarten and Pathways for Gr. 1-8 which includes a broad spectrum of subject integration.
3. A Christian based career unit for Gr. 10-12 has been implemented which covers course requirements and made available for classroom use.
4. Schools continue to purchase iPad labs and laptop computers for individual student use.
5. Communication to stakeholders of what is already happening in the schools.

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.	83.6	91.2	87.7	87.4	90.1	90.1	Very High	Maintained	Excellent	90.2	90.3	90.4
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.0	92.3	91.4	92.6	93.5	93.5	Very High	Maintained	Excellent	93.6	93.7	93.8

Comment on Results (OPTIONAL)

1. Some of the schools are so small that parents are present at the school every day.
2. The local operating boards have parent representation as members therefore they have input.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

1. Some schools have parent advisory committee. All schools are encouraged to have a PAC.
2. Encourage membership on the local operating boards.
3. Local operating boards have annual AGM's to keep parents and stakeholders informed.
4. Holding regular parent-teacher interviews gives opportunity for parents to have input on their child's education.

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.	92.6	89.6	89.4	92.4	92.3	92.3	Very High	Maintained	Excellent	92.4	92.5	92.6
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.	78.9	74.9	87.5	85.2	86.8	86.8	Very High	Improved	Excellent	86.9	87.0	87.1

Comment on Results (OPTIONAL)

1. Teachers are collaborating more by participating in professional learning cohorts at the local school and jurisdiction level.
2. Principals, teachers and staff work at creating a safe and caring environment in each classroom and school building.
3. Schools are implementing school-wide guidelines to create a safe environment.

Strategies

1. By differentiating instruction in the classroom, students are learning respect for differences, care for each other, and thus are being treated fairly resulting in less conflict in the classroom.
2. The jurisdiction has accepted the AISCA Welcoming, Safe and Caring School Policy in reference to Bill 10.

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.

Note:

Future Challenges (Optional)

1. Financing school infrastructure projects with aging school buildings.
2. Financing capital projects as a result of expanding programs and increased enrollment.
3. Completion of a standards based report card K-9.
4. Financing the small schools so two adults are present at all times during school hours.

Summary of Financial Results

Summary of Financial Results

	AFS Amount	Percentage	Highlights
<u>Revenue Summary</u>			
Alberta Government	3,570,427	35.6%	Cover overhead for teaching personnel Covers cost for operation of First Nations program Funds capital expenditures, benefits, resources
Federal Grants	827,653	8.3%	
Other Revenue	5,622,331	56.1%	
Total Revenues	10,020,411	100.0%	
<u>Expenditure Summary</u>			
Instruction	8,074,181	81.6%	Funding allocated by government and local authority which provides wages and benefits funded through local constituency support and fund raising endeavours so building and grounds provide a safe environment. Funded through a user pay arrangement
Administration	413,855	4.2%	
Operations & Maintenance	767,389	7.8%	
Transportation	638,779	6.5%	
Total Expenditures	9,894,204	100.0%	

To access the complete Audited Financial Statement please contact Rebecca Masson at
 rmasson@albertaadventist.ca
 403-342-5044 ext 223

Budget Summary

BUDGETED STATEMENT OF REVENUES AND EXPENSES
 for the Year Ending August 31 (in dollars)
 Budget 2015 / 2016

REVENUES	
Alberta Education (excluding Home Education)	\$3,468,379
Alberta Education - Home Education	\$41,770
Total Alberta Education Revenues	\$3,510,149
Other Government of Alberta	\$0
Federal Government and/or First Nations	\$1,261,150
Other Alberta school authorities	\$0
Instruction fees / Tuition fees	\$1,451,289
Non-instructional (O&M, Transportation, Admin fees, etc.)	\$225,755
Other sales and services	\$0
Interest on investments	\$2,000
Gifts and donations	\$928,572
Gross school generated funds	\$28,950
Amortization of capital allocations (where applicable)	\$11,624
Other (specify): AB Conference subsidies	\$1,877,684
TOTAL REVENUES	\$9,297,173
EXPENSES	
Certificated salaries (excluding Home Education)	\$4,816,335
Certificated benefits (excluding Home Education)	\$1,247,466
Non-certificated salaries and wages (excluding Home Education)	\$783,175
Non-certificated Benefits (excluding Home Education)	\$137,886
Services, contracts and supplies (excluding Home Ed.)	\$1,876,880
Severe Disabilities / Program Unit (excluding Home Ed.)	\$106,272
Early Literacy (excluding Home Education)	\$8,310
English as a Second Language (excluding Home Ed.)	\$68,978
Regional Collaborative Service Delivery (excluding Home Education)	\$0
Home Education	-
Certificated salaries	\$31,009
Certificated benefits	\$8,397
Non-certificated salaries and wages	\$0
Non-certificated Benefits	\$0
Payments to parents providing home education programs to a students	\$20,875
Contracts	\$0
Services and Supplies	\$6,000
Regional Collaborative Service Delivery	\$0
Gross school generated funds	\$28,950
Capital and debt services	
Amortization of capital assets	
From restricted funds	\$11,624
from unrestricted funds	\$8,000
Total amortization of capital assets	\$19,624
Interest on capital debt	\$0
Other interest charges	\$0
Losses (gains) on disposal of capital assets	\$0
Other (specify):	\$0
TOTAL EXPENSES	\$9,160,157
SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES	\$137,016

Capital and Facilities Projects

1. At Mamawi Atosketan Native School four classrooms in two portables were brought in to accommodate the high school program while funds are being raised for a high school building.
2. Chinook Winds Adventist Academy completed a renovation of the parking lot and driveway.
3. Higher Ground Christian School is installing a new playground as funds come available.
4. Woodlands Adventist School will be installing new flooring.
5. South Side Christian School had new roof installed.
6. Coralwood Adventist Academy repainted classrooms and hallways.

Summary of Facility and Capital Plans

1. Mamawi Atosketan Native School is in the process of fundraising for high school facility and program with ground breaking to commence in 2016.

Parental Involvement

1. All parents are members of the Home and School Association or Parent Advisory Committee.
2. The local operating boards have parent representation.
3. Parents are included in the student education planning for special needs.
4. Parents are regularly communicated with through student agendas, school newsletters, websites, and personal contact.

Timelines and Communication

1. AERR and Three-Year Education Plan may be found at www.albertasdaedu.org
2. All will have a link to the above website and all schools will be sent an electronic copy.
3. For more information or clarification please contact Janet Griffith at jgriffith@albertaadventist.ca
4. For more information or clarification please contact Rebecca Masson at rmasson@albertaadventist.ca

Whistleblower Protection

Whistleblower policy is attached from our employee handbook
 There were no whistleblower issues during 2014-2015 school year.

Section:	TERMS and RULES OF EMPLOYMENT	No.:	D – 1.12
Subsection:	General	Effective Date:	2014-12-01
Subject:	Internal Disclosure Report (Whistleblowing)	Revision Date:	

INTERNAL DISCLOSURE REPORT (WHISTLEBLOWING)

PURPOSE: The Conference requires high standards of business and personal ethic in employee’s conduct of duties and responsibilities. This policy outlines the considerations applicable to the Internal Disclosure Report (Whistleblowing) and the expectations that all employees are upheld to.

POLICY: The Conference Employee Handbook, The Alberta Conference of the Seventh-day Adventist Church Act (the “Act”), Conference Bylaws, Conference Executive Committee Governing Policies, the Seventh-day Adventist Church in Canada Working Policy, the North American Division Working Policy, and the General Conference Working Policy shall be collectively referred to as the “Governing Policies” for the purposes of this Whistleblower Policy. The Governing Policies require Conference administrators, departmental directors, and employees to observe high standards of business and personal ethic in the conduct of their duties and responsibilities. As employees and representatives of the Conference, all must practice honesty and integrity in the fulfillment of duties and responsibilities, including compliance with all applicable laws and regulations.

- 1. Reporting Responsibility**—It is the responsibility of all Conference Officers, departmental directors, and employees to report violations or suspected violations in accordance with this Whistleblower Policy.
- 2. No Retaliation**—Section 425.1 of the Criminal Code makes it an offence to reprise against an employee who has provided information about another employee who is in breach of federal or provincial legislation. Further, an employer who attempts to silence a whistleblower may be subject to imprisonment or a term of up to five years. No Conference Officer, departmental director, or employee who in good faith reports a violation of the Governing Policies shall suffer harassment, retaliation, or adverse employment consequence. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to an including termination of employment. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within the Conference prior to seeking resolution outside the Conference.

3. **Reporting Violations**—This Whistleblower Policy was created with respect to the Conference’s open door policy and encourages employees to share their questions, concerns, suggestions, or complaints with someone who can address them properly. In most cases, an employee’s supervisor is in the best position to address an area of concern. However, if you are not comfortable speaking with your supervisor or you are not satisfied with your supervisor’s response, you are encouraged to speak with someone in the Human Resources Department or anyone in management with whom you are comfortable in approaching. Supervisors and managers are required to report suspected violations of the Governing Policies to the Conference Human Resources Officer, who has specific and exclusive responsibility to investigate all reported violations, including fraud.
4. **Human Resources Officer**—The Conference shall appoint a Human Resources Officer who is responsible for investigating and resolving all reported complaints and allegations concerning violations of the Governing Policies and, at his/her discretion, shall advise the Chairperson of the Audit Review Committee. The Compliance Officer has direct access to the Audit Review Committee of ADCOM and is required to report to the Audit Review Committee at least annually on compliance activity.
5. **Audit Review Committee**—ADCOM shall appoint an Audit Review Committee whose terms of reference include receipt of the reports of the Conference Compliance Officer regarding compliance with the Whistleblower Protection Policy.
6. **Accounting and Auditing Matters**—The Audit Review Committee of ADCOM shall address all reported concerns or complaints regarding corporate accounting practices, internal controls, or auditing. The Human Resources Officer shall immediately notify the Audit Committee of any such complaint and work with the committee until the matter is resolved.
7. **Acting in Good Faith**—Employees filing a complaint concerning a violation or suspected violation of the Governing Policies must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation of the Governing Policies. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.
8. **Confidentiality**—Violations or suspected violations may be submitted on a confidential basis by the complaint personally in writing. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.
9. **Handling of Reported Violations**—The Human Resources Officer will notify the sender and acknowledge receipt of the reported violation or suspected violation within five business days. All reports will be promptly investigated and appropriate corrective action will be taken if warranted by the investigation. Retaliation against employees who raise concerns will not be tolerated by the Conference, whether such retaliations is by any Officer, employee, or agent of the Conference, or by any contractor or subcontractor of the Conference.
10. **Executive Committee**—If any matter is not resolved it may be taken to the Executive Committee for further action.

APPENDIX – Measure Details (OPTIONAL)

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

Diploma Examination Results – Measure Details (OPTIONAL)

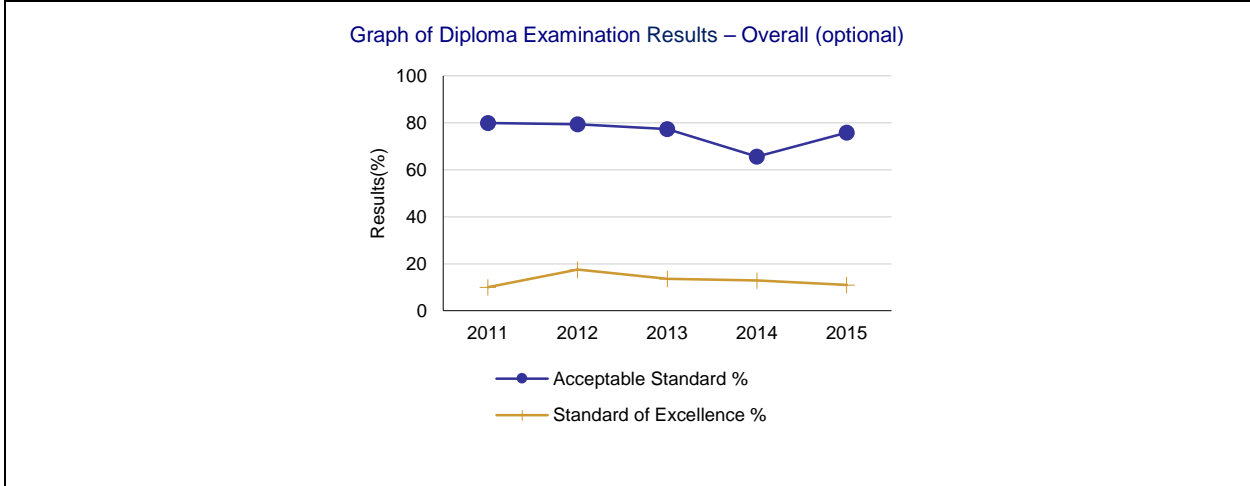
Diploma Exam Course by Course Results by Students Writing.		Results (in percentages)										Target	
		2011		2012		2013		2014		2015		2015	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	88.9	0.0	84.6	7.7	87.5	25.0	60.0	20.0	88.9	11.1	86	11
	Province	85.0	10.1	86.3	11.3	86.0	10.4	87.6	11.8	86.5	11.5		
English Lang Arts 30-2	Authority	*	*	*	*	*	*	66.7	0.0	83.3	0.0	88	11
	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	Authority	n/a	n/a	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	Authority	n/a	n/a	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	Authority	62.5	0.0	84.6	23.1	n/a	n/a	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	Authority	n/a	n/a	n/a	n/a	n/a	n/a	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	Authority	n/a	n/a	n/a	n/a	81.8	45.5	70.0	20.0	57.1	14.3	57	14
	Province	n/a	n/a	n/a	n/a	80.9	35.9	75.1	27.9	76.2	31.7		
Mathematics 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	85.7	14.3	85	14
	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	Authority	87.5	12.5	92.3	15.4	100.0	0.0	77.8	11.1	88.2	11.8	88	11
	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	Authority	*	*	*	*	*	*	75.0	0.0	57.1	0.0	57	0
	Province	85.6	15.9	83.0	13.7	82.2	13.7	84.0	14.8	81.3	12.5		
Biology 30	Authority	55.6	11.1	86.7	26.7	60.0	20.0	60.0	20.0	77.8	22.2	77	22
	Province	82.0	30.0	81.9	28.2	84.4	32.2	85.2	31.9	85.9	33.0		
Chemistry 30	Authority	71.4	14.3	64.3	28.6	60.0	10.0	61.5	15.4	66.7	16.7	66	16
	Province	75.4	28.0	77.1	28.7	78.8	31.8	81.5	35.2	82.2	34.2		
Physics 30	Authority	*	*	*	*	n/a	n/a	66.7	11.1	53.8	0.0	53	0.5
	Province	77.0	27.8	81.1	30.5	81.5	30.5	83.2	34.3	83.9	35.8		
Science 30	Authority	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	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.

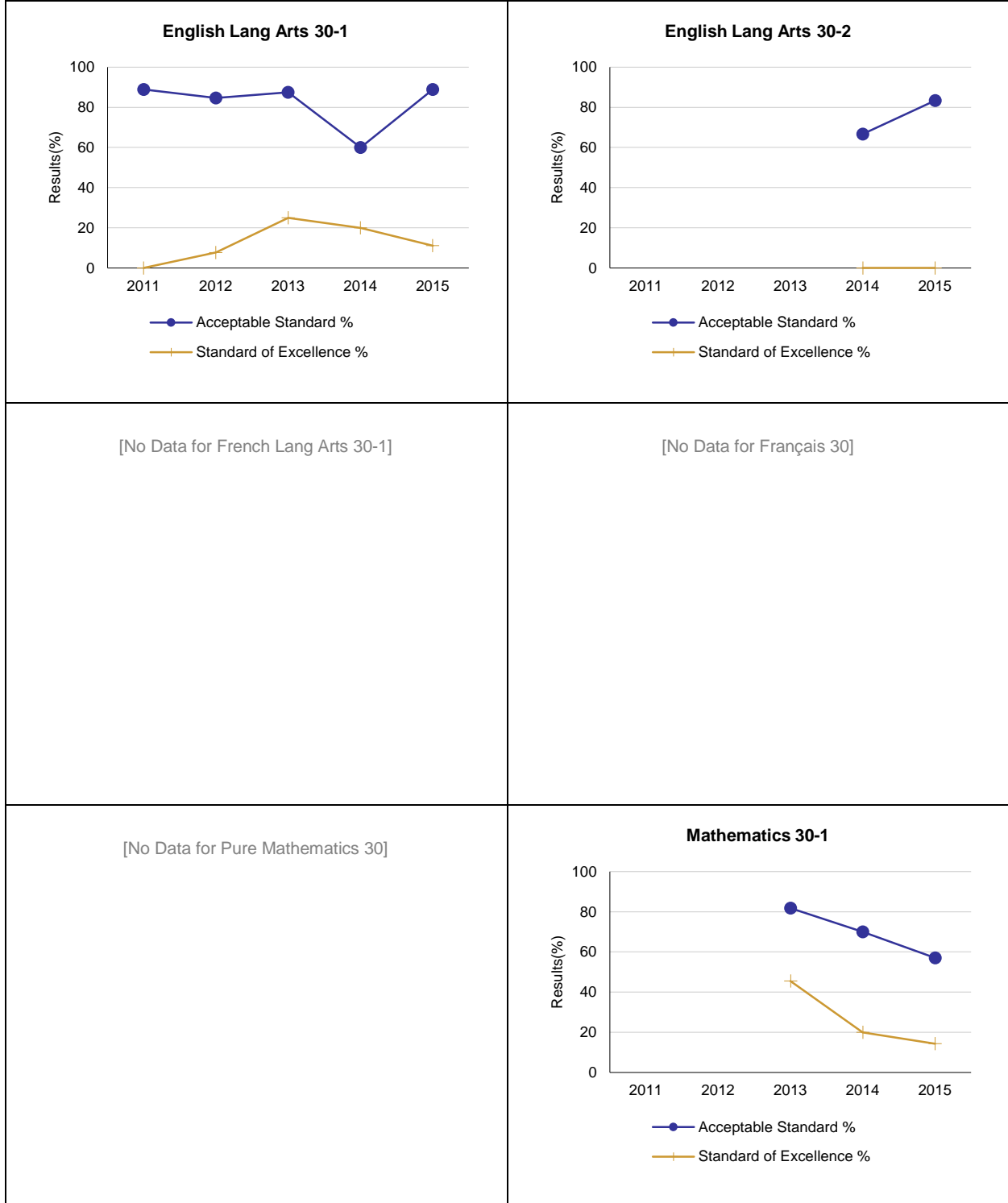
Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



Notes: 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.

Diploma Examination Results by Course (optional)



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

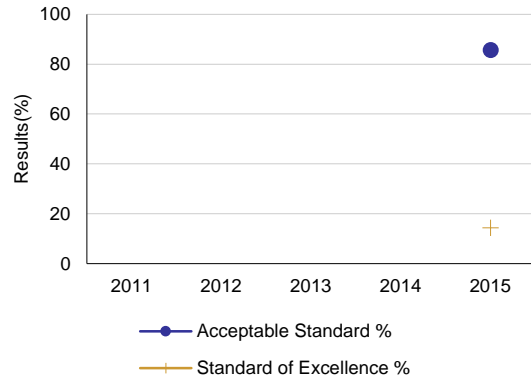
Current and historical Diploma results have been adjusted to reflect change in data source system.

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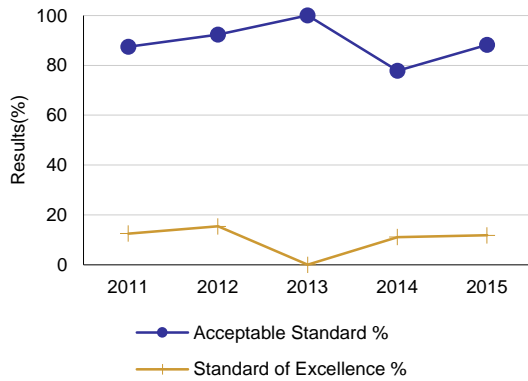
Diploma Examination Results by Course (optional)

[No Data for Applied Mathematics 30]

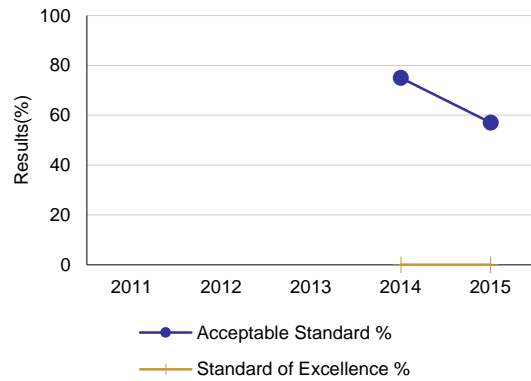
Mathematics 30-2



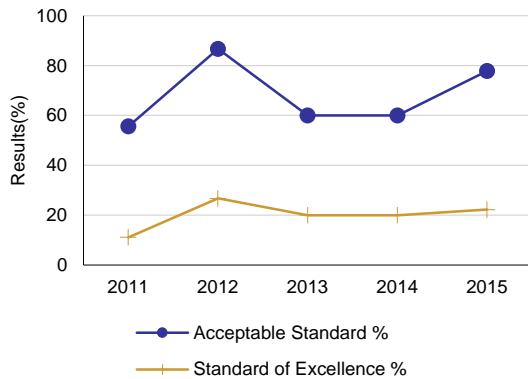
Social Studies 30-1



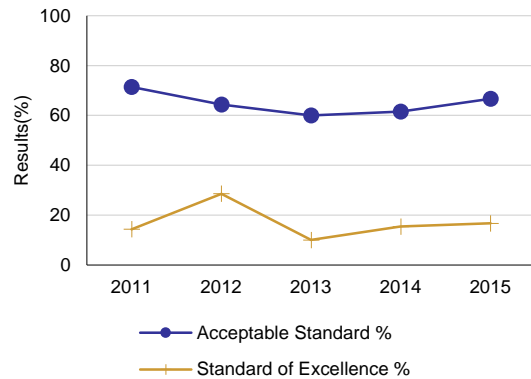
Social Studies 30-2



Biology 30



Chemistry 30

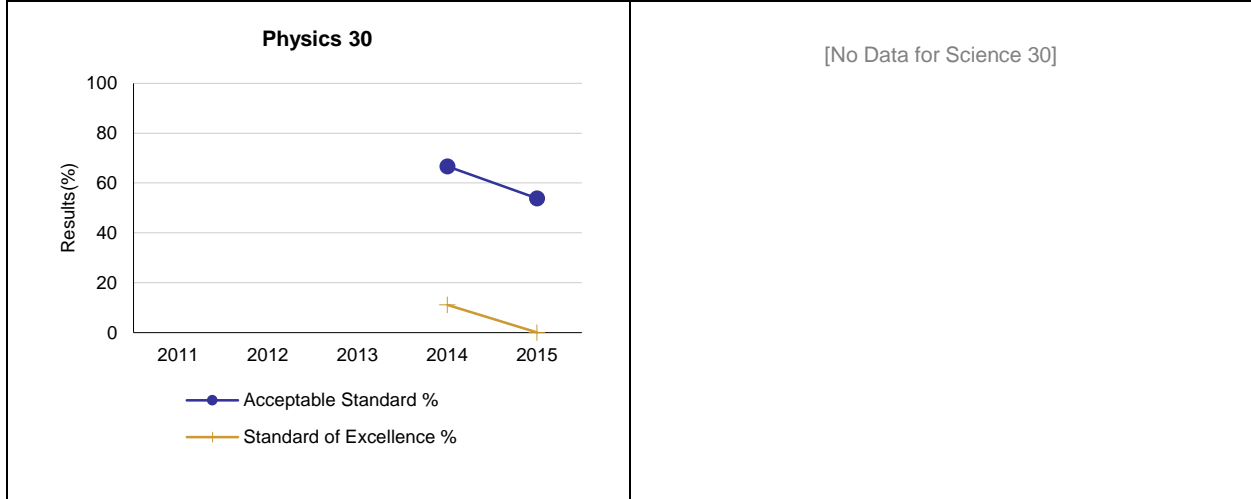


Notes: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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

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 (optional)



Notes: 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.

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 (optional)

Course	Measure	Alberta Conference 7th Day Ad						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	Intermediate	Maintained	Acceptable	18	88.9	10	77.4	28,104	86.5	29,085	86.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	18	11.1	10	17.6	28,104	11.5	29,085	11.2
English Lang Arts 30-2	Acceptable Standard	Low	Maintained	Issue	6	83.3	6	66.7	16,324	88.7	15,323	89.6
	Standard of Excellence	Very Low	Maintained	Concern	6	0.0	6	0.0	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	13	84.6	n/a	n/a	10,936	70.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	13	23.1	n/a	n/a	10,936	19.5
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,026	73.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,026	14.1
Mathematics 30-1	Acceptable Standard	n/a	Maintained	n/a	14	57.1	11	75.9	20,915	76.2	20,619	78.0
	Standard of Excellence	n/a	Declined	n/a	14	14.3	11	32.7	20,915	31.7	20,619	31.9
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	7	85.7	n/a	n/a	12,558	73.9	10,829	70.4
	Standard of Excellence	n/a	n/a	n/a	7	14.3	n/a	n/a	12,558	15.5	10,829	12.3
Social Studies 30-1	Acceptable Standard	High	Maintained	Good	17	88.2	10	90.0	21,038	87.1	22,680	85.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	17	11.8	10	8.8	21,038	16.2	22,680	15.4
Social Studies 30-2	Acceptable Standard	Very Low	Maintained	Concern	7	57.1	8	75.0	19,617	81.3	18,230	83.1
	Standard of Excellence	Very Low	Maintained	Concern	7	0.0	8	0.0	19,617	12.5	18,230	14.1
Biology 30	Acceptable Standard	Low	Maintained	Issue	18	77.8	13	68.9	21,219	85.9	22,506	83.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	18	22.2	13	22.2	21,219	33.0	22,506	30.7
Chemistry 30	Acceptable Standard	Low	Maintained	Issue	12	66.7	12	61.9	19,050	82.2	18,412	79.1
	Standard of Excellence	Low	Maintained	Issue	12	16.7	12	18.0	19,050	34.2	18,412	31.9
Physics 30	Acceptable Standard	Low	Maintained	Issue	13	53.8	9	66.7	10,573	83.9	10,127	81.9
	Standard of Excellence	Very Low	Declined	Concern	13	0.0	9	11.1	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

Notes: 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

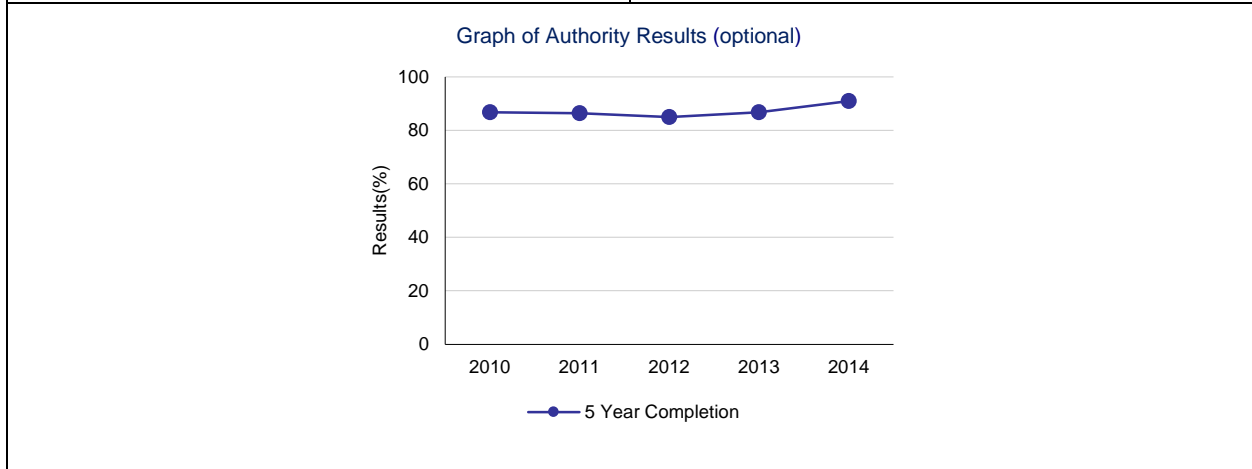
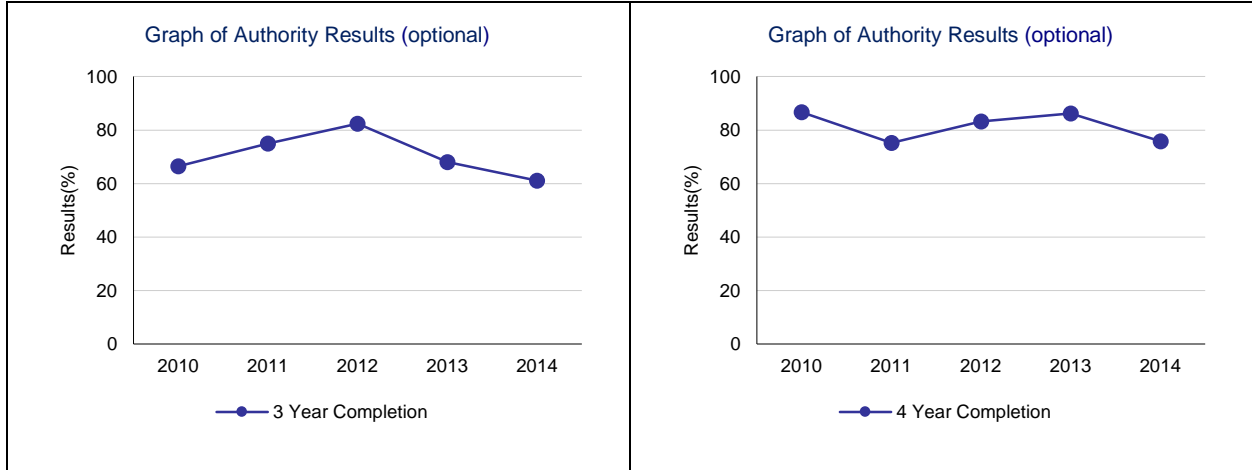
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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 (OPTIONAL)

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

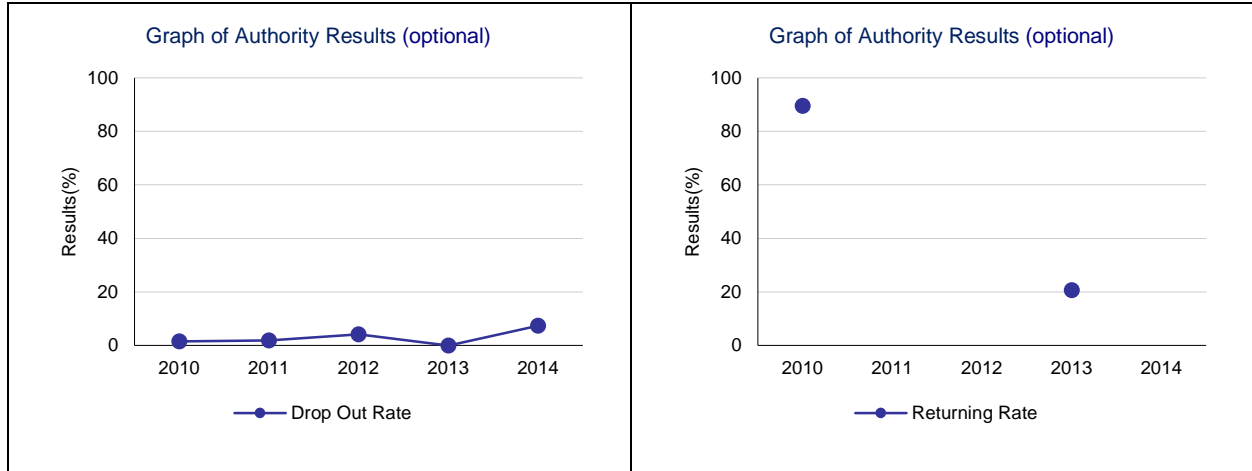
	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
3 Year Completion	66.5	75.0	82.4	68.1	61.1	72.6	74.1	74.8	74.9	76.4
4 Year Completion	86.7	75.2	83.3	86.2	75.8	76.9	78.1	79.4	79.6	80.0
5 Year Completion	86.8	86.4	84.9	86.7	90.9	79.0	79.6	80.8	81.7	82.1



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 (OPTIONAL)

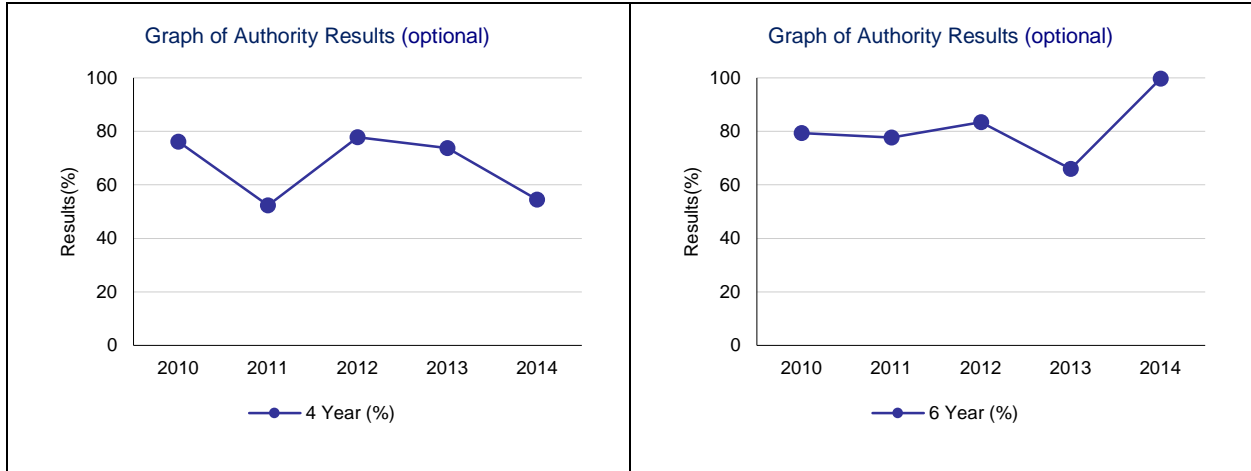
Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Drop Out Rate	1.5	1.9	4.1	0.0	7.4	4.2	3.2	3.5	3.3	3.4
Returning Rate	89.6	*	*	20.6	*	27.9	23.4	23.0	21.1	20.3



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 (OPTIONAL)

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
4 Year Rate	76.2	52.3	77.8	73.8	54.5	37.8	38.2	39.6	40.0	38.4
6 Year Rate	79.4	77.7	83.5	66.0	99.7	59.3	58.4	59.5	59.2	59.8

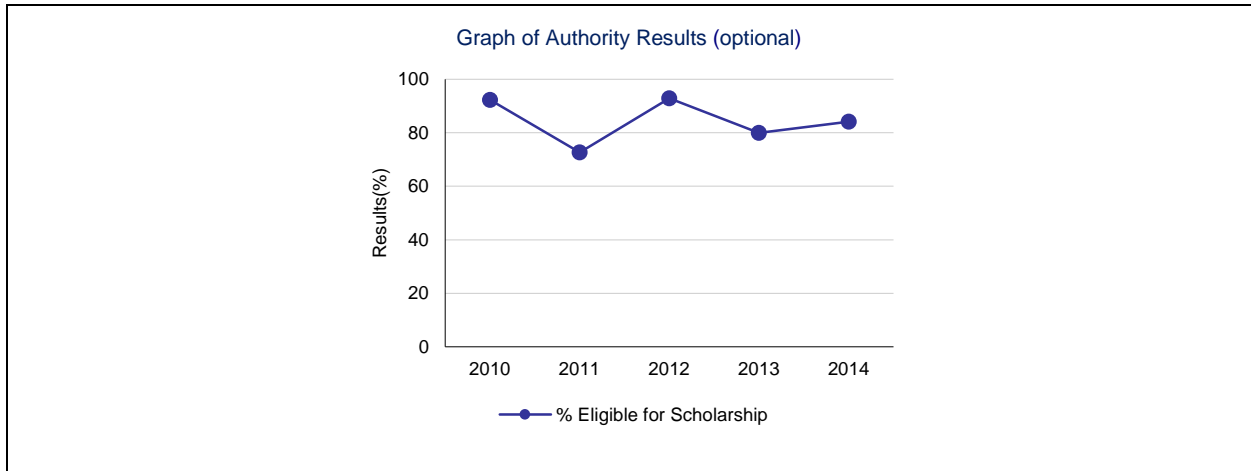


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Rutherford Eligibility Rate – Measure Details (OPTIONAL)

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Rutherford Scholarship Eligibility Rate	92.3	72.7	92.9	80.0	84.2	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	13	12	92.3	9	69.2	6	46.2	12	92.3
2011	11	8	72.7	7	63.6	2	18.2	8	72.7
2012	14	13	92.9	13	92.9	8	57.1	13	92.9
2013	10	8	80.0	8	80.0	4	40.0	8	80.0
2014	19	15	78.9	14	73.7	8	42.1	16	84.2

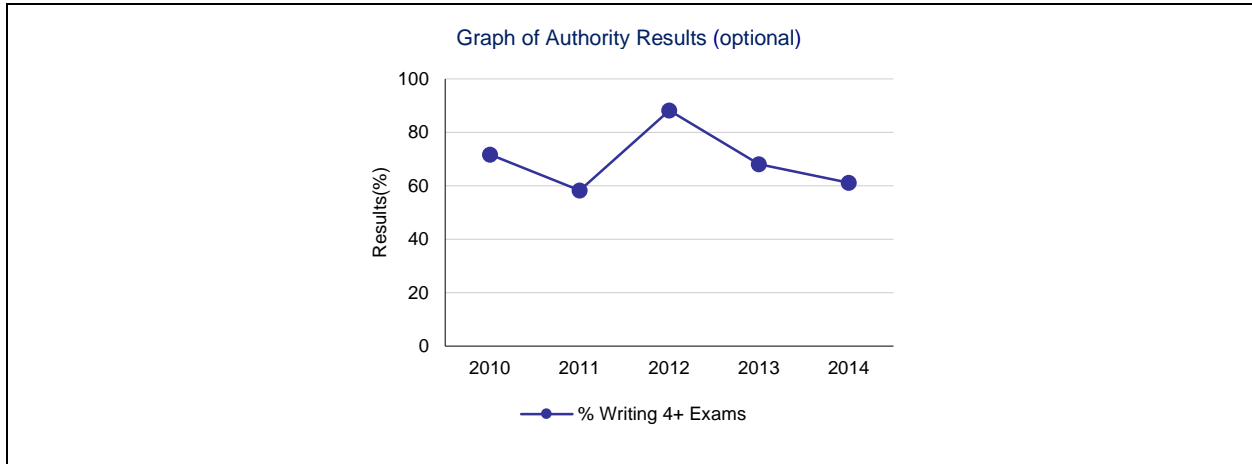


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Diploma Examination Participation Rate – Measure Details (OPTIONAL)

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.

	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
% Writing 0 Exams	13.0	0.0	5.9	24.3	11.1	17.2	16.1	15.9	16.1	15.2
% Writing 1+ Exams	87.0	100.0	94.1	75.7	88.9	82.8	83.9	84.1	83.9	84.8
% Writing 2+ Exams	87.0	100.0	94.1	68.1	88.9	79.6	80.8	81.2	80.8	82.0
% Writing 3+ Exams	87.0	91.7	94.1	68.1	83.3	66.0	67.4	67.5	63.8	65.6
% Writing 4+ Exams	71.6	58.3	88.2	68.1	61.1	54.9	56.2	56.6	50.5	54.9
% Writing 5+ Exams	61.4	58.3	76.5	60.5	50.0	36.1	37.2	38.0	31.8	36.7
% Writing 6+ Exams	46.1	16.7	29.4	0.0	33.3	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.

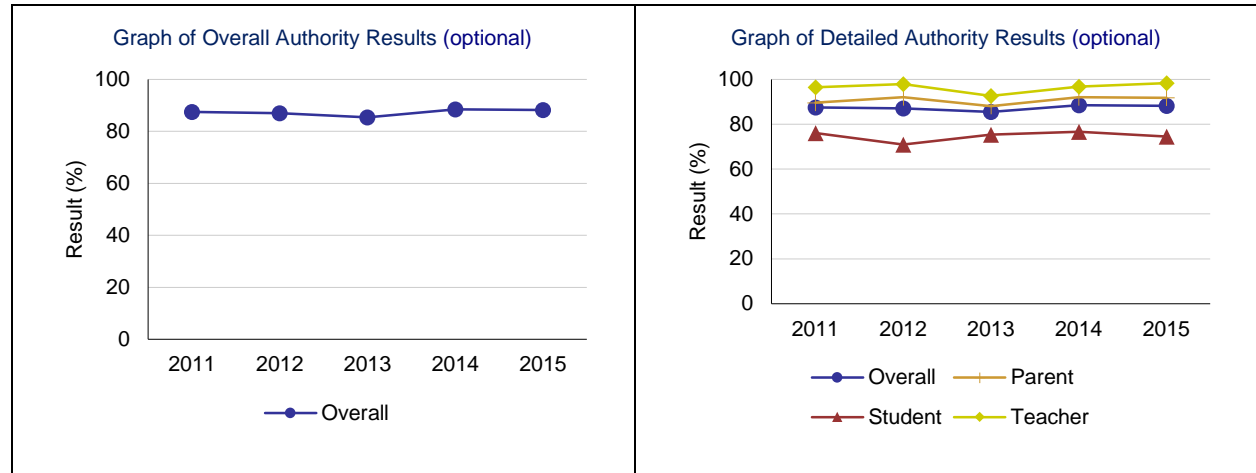
	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
English Language Arts 30-1	52.4	75.0	77.8	50.0	55.6	54.5	54.9	55.1	54.4	54.4
English Language Arts 30-2	28.6	16.7	11.1	14.3	27.8	25.1	26.1	26.1	27.2	28.2
Total of 1 or more English Diploma Exams	81.0	91.7	88.9	64.3	83.3	78.0	79.0	79.2	79.3	80.3
Social Studies 30	0.0	0.0	0.0	n/a	n/a	3.7	0.3	0.0	n/a	n/a
Social Studies 30-1	52.4	58.3	77.8	50.0	55.6	45.7	48.2	48.0	46.1	45.5
Social Studies 33	4.8	0.0	0.0	n/a	n/a	2.5	0.1	0.0	n/a	n/a
Social Studies 30-2	23.8	41.7	11.1	21.4	33.3	27.4	31.0	32.1	34.0	35.6
Total of 1 or more Social Diploma Exams	81.0	100.0	88.9	71.4	88.9	78.1	78.9	79.3	79.3	80.3
Pure Mathematics 30	57.1	66.7	77.8	7.1	0.0	41.4	42.6	42.5	7.3	0.1
Applied Mathematics 30	9.5	0.0	0.0	0.0	0.0	19.7	20.0	19.6	0.2	0.0
Mathematics 30-1	n/a	n/a	n/a	64.3	44.4	n/a	n/a	n/a	30.0	37.6
Mathematics 30-2	n/a	n/a	n/a	0.0	16.7	n/a	n/a	n/a	16.9	21.6
Total of 1 or more Math Diploma Exams	66.7	66.7	77.8	64.3	61.1	60.6	62.0	61.5	52.5	57.4
Biology 30	76.2	75.0	83.3	57.1	72.2	41.2	42.8	43.1	42.5	41.7
Chemistry 30	61.9	58.3	77.8	64.3	61.1	35.2	36.0	36.7	31.7	35.0
Physics 30	42.9	25.0	33.3	0.0	38.9	20.0	20.6	20.4	17.4	20.2
Science 30	0.0	8.3	0.0	0.0	0.0	9.0	9.1	10.5	9.8	13.0
Total of 1 or more Science Diploma Exams	76.2	91.7	88.9	64.3	83.3	57.6	59.1	59.5	57.7	59.8
Français 30-1	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	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	3.1	3.1	2.9	3.0	3.0

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.

Citizenship – Measure Details (OPTIONAL)

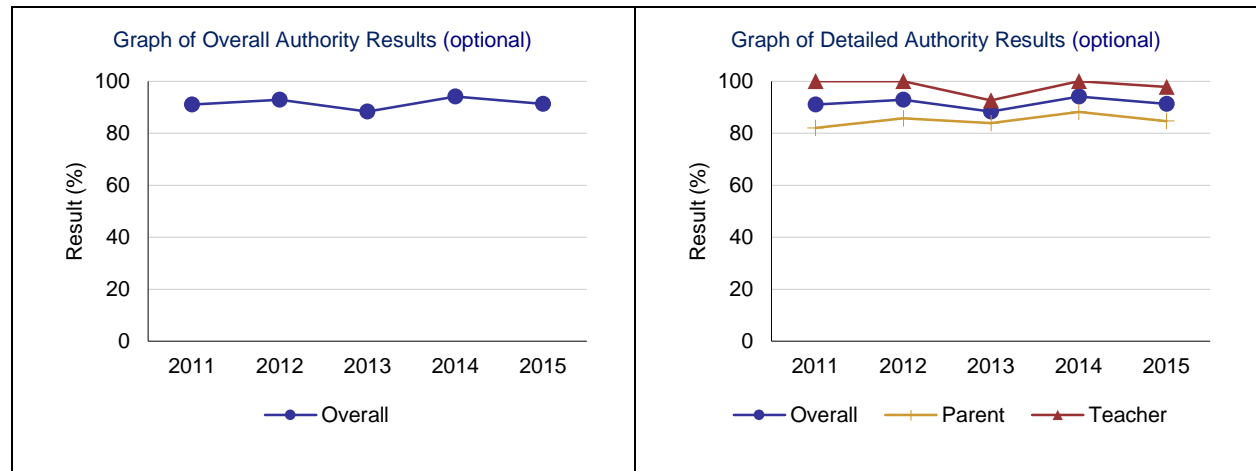
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	87.4	87.0	85.4	88.5	88.2	81.9	82.5	83.4	83.4	83.5
Teacher	96.5	97.9	92.6	96.8	98.3	92.7	93.1	93.6	93.8	94.2
Parent	89.6	92.0	88.1	92.0	91.8	78.6	79.4	80.3	81.9	82.1
Student	76.1	70.9	75.4	76.6	74.5	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 (OPTIONAL)

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.										
	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	91.0	92.9	88.3	94.1	91.3	80.1	79.7	80.3	81.2	82.0
Teacher	100.0	100.0	92.7	100.0	97.8	89.6	89.5	89.4	89.3	89.7
Parent	82.0	85.7	83.9	88.2	84.7	70.6	69.9	71.1	73.1	74.2

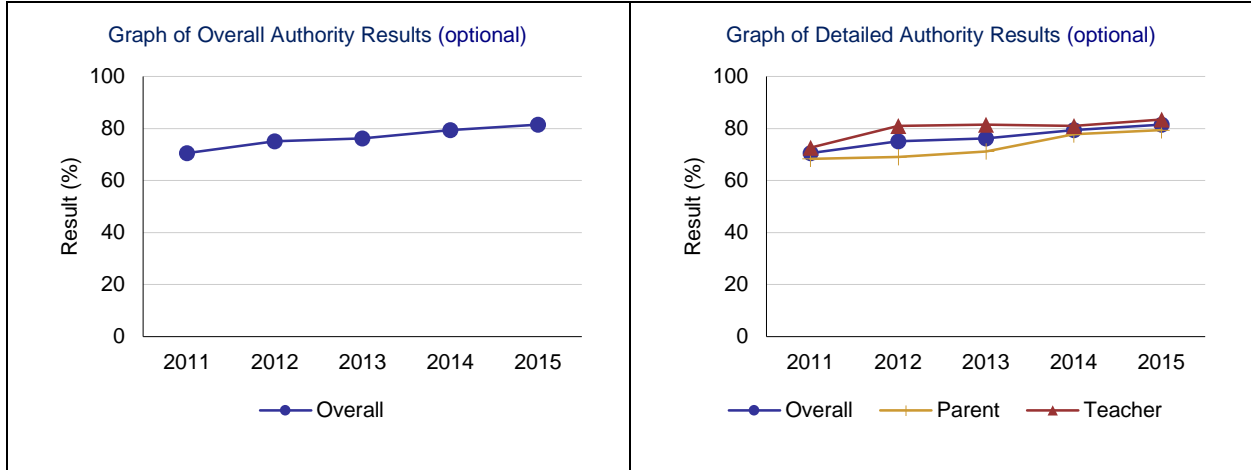


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Lifelong Learning – Measure Details (OPTIONAL)

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	70.6	75.1	76.3	79.4	81.5	67.9	68.0	68.5	69.5	70.0
Teacher	72.7	81.0	81.5	81.1	83.5	75.3	75.8	75.7	76.0	76.0
Parent	68.4	69.1	71.2	77.8	79.4	60.6	60.2	61.2	63.0	64.0



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

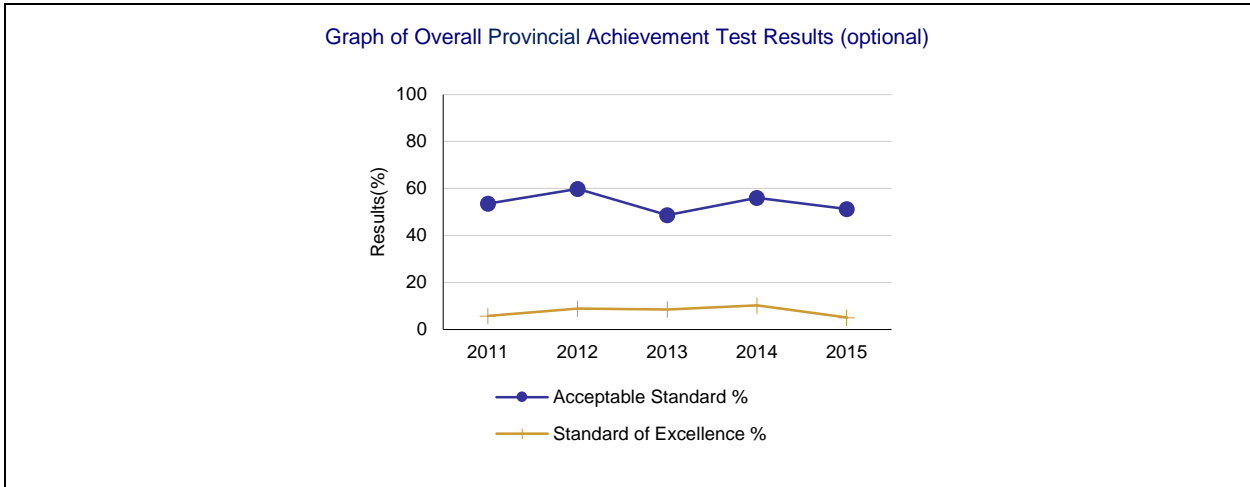
Provincial Achievement Test Results – Measure Details (OPTIONAL)

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	Authority	62.2	3.7	64.9	0.0	57.0	5.1	62.3	5.8	61.0	6.5	61	6
	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	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	89.4	17.1	89.3	17.2	88.6	16.3	88.0	15.6	87.5	13.6		
Français 6	Authority	n/a	n/a	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	Authority	56.1	0.0	63.2	8.8	43.0	2.5	42.0	4.3	44.2	2.6	44	2
	Province	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4	73.3	14.1		
Science 6	Authority	50.0	9.8	54.4	8.8	46.8	5.1	58.0	7.2	41.6	7.8	41	7
	Province	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9	76.4	25.3		
Social Studies 6	Authority	47.6	3.7	56.1	5.3	27.8	0.0	47.8	0.0	41.6	3.9	41	3
	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	Authority	62.7	7.5	67.1	13.7	58.9	12.5	57.5	6.8	62.3	4.3	62	4
	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	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a
	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	Authority	n/a	n/a	n/a	n/a	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	Authority	n/a	n/a	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	Authority	40.3	6.0	49.3	8.2	53.6	14.3	56.2	15.1	55.1	5.8	55	5
	Province	66.1	17.3	66.5	17.8	66.9	18.3	67.1	17.3	65.3	18.0		
Mathematics 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a
	Province	64.9	14.9	62.4	15.4	65.9	14.7	63.4	14.5	60.7	14.4		
Science 9	Authority	53.7	6.0	60.3	9.6	57.1	16.1	64.4	23.3	54.2	6.9	54	6
	Province	74.9	20.8	74.2	22.4	73.0	20.0	73.2	22.1	74.1	22.9		
Science 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	69.5	15.3	67.9	17.3	68.4	17.1	64.1	14.9	64.4	15.2		
Social Studies 9	Authority	55.2	10.4	63.0	13.7	53.6	21.4	58.9	17.8	50.0	2.8	50	2
	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	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	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 (*).

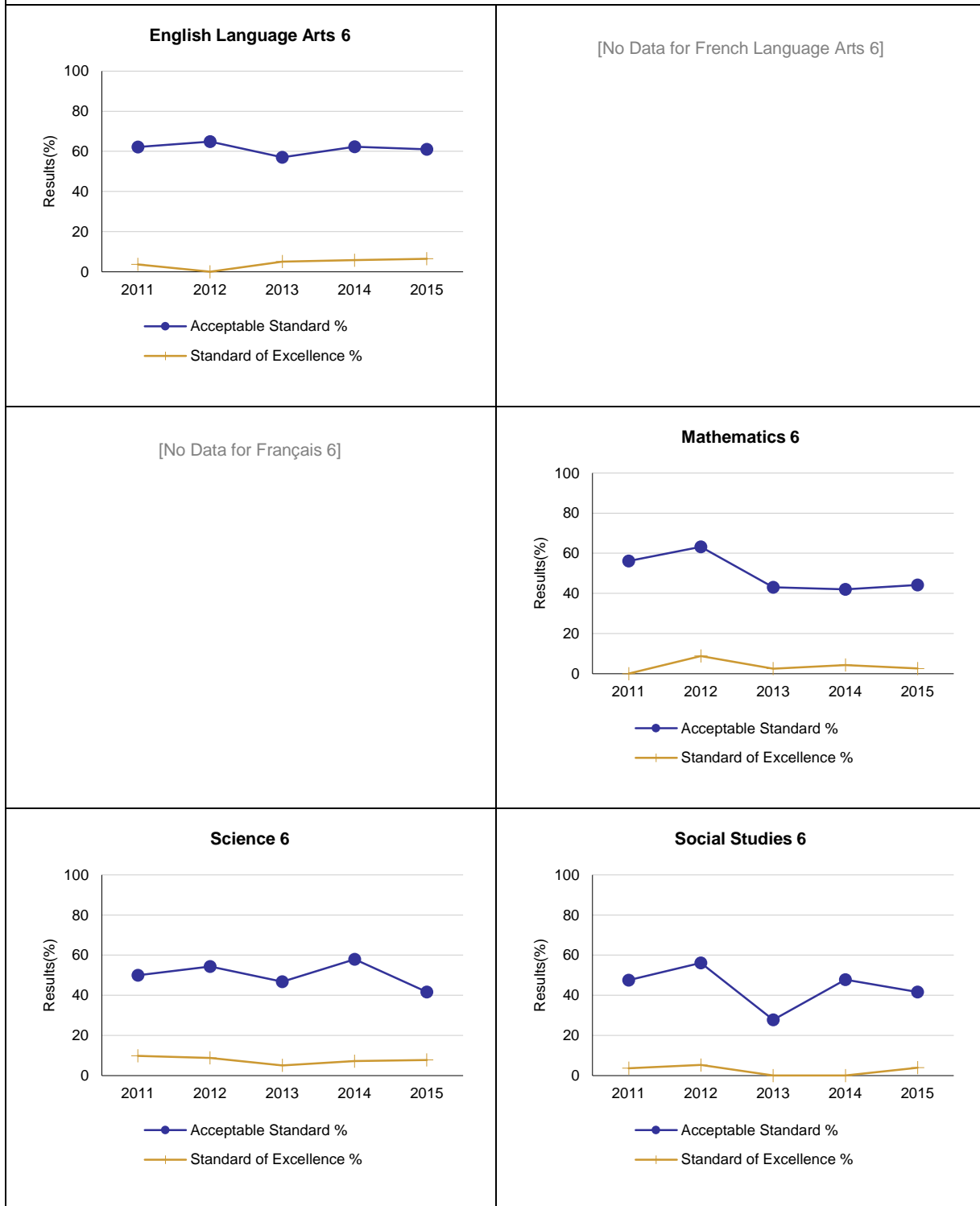
"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

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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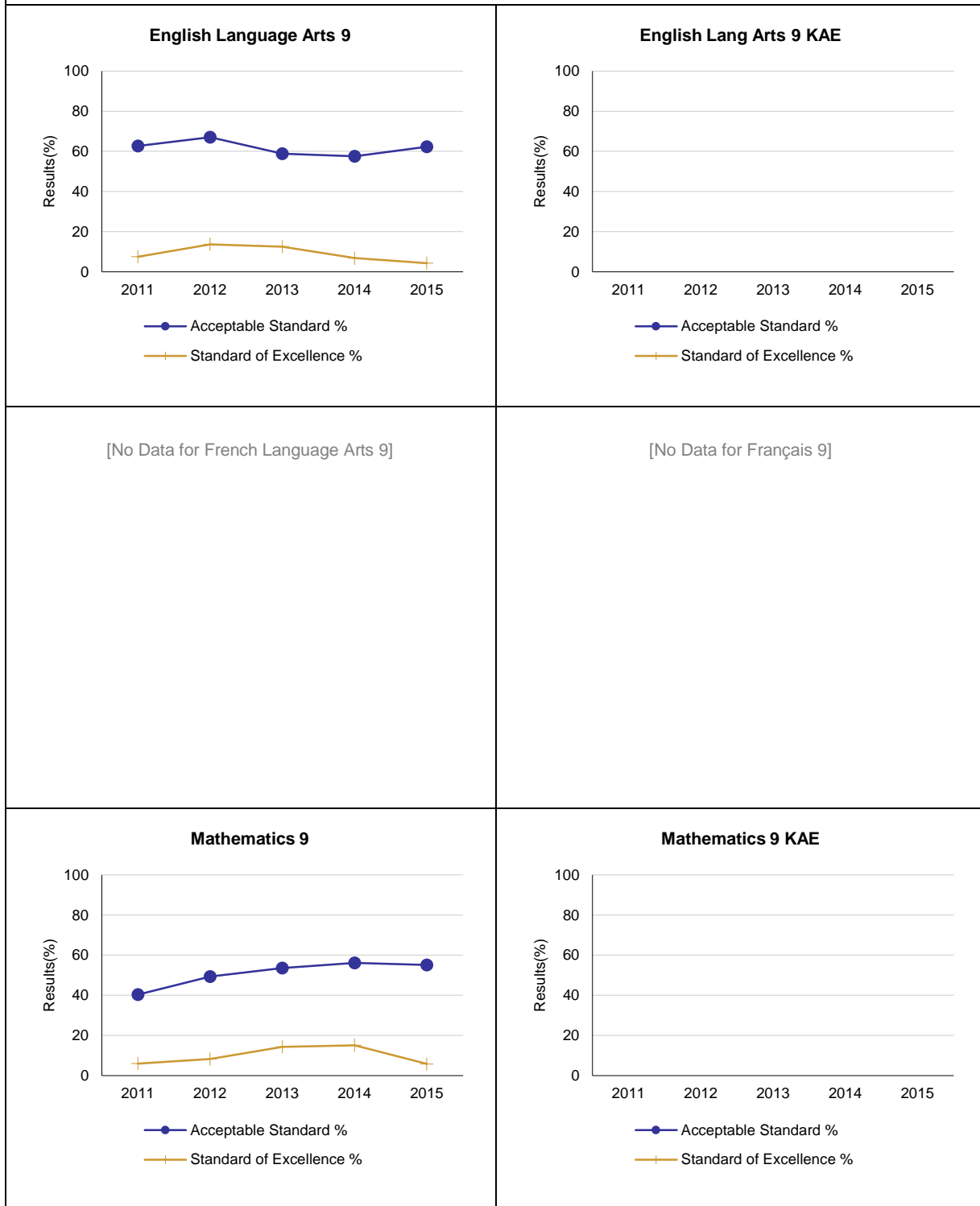
Graph of Provincial Achievement Test Results by Course (optional)



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.

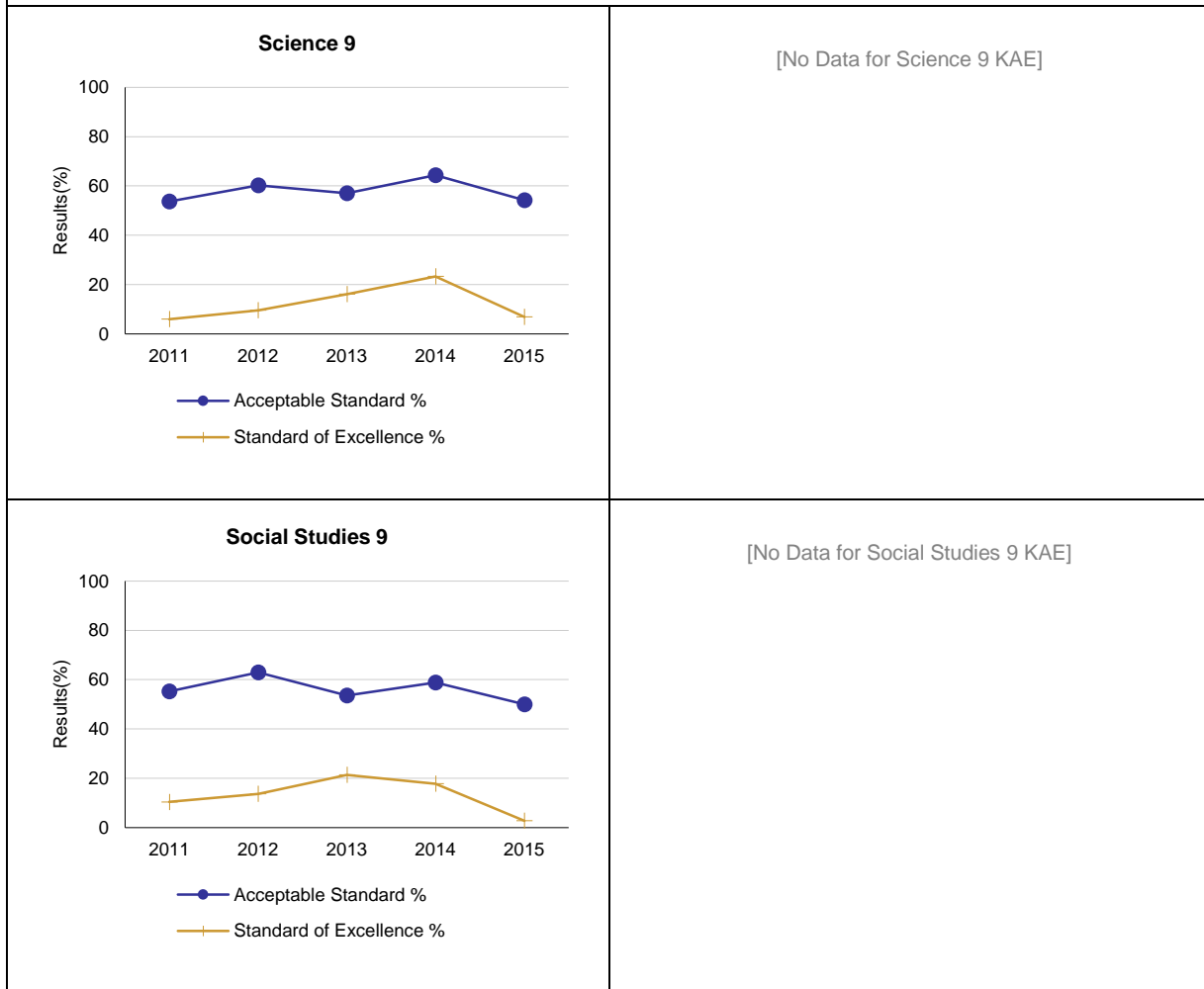
Graph of Provincial Achievement Test Results by Course (optional)



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 (optional)



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.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)

Course	Measure	Alberta Conference 7th Day Ad							Alberta			
		Achievement	Improvement	Overall	2015		Prev 3 Yr Avg		2015		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very Low	Maintained	Concern	77	61.0	68	61.4	47,446	82.8	44,338	82.4
	Standard of Excellence	Very Low	Maintained	Concern	77	6.5	68	3.6	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	Very Low	Maintained	Concern	77	44.2	68	49.4	47,377	73.3	44,292	73.8
	Standard of Excellence	Very Low	Maintained	Concern	77	2.6	68	5.2	47,377	14.1	44,292	16.2
Science 6	Acceptable Standard	Very Low	Declined	Concern	77	41.6	68	53.1	47,379	76.4	44,273	77.1
	Standard of Excellence	Very Low	Maintained	Concern	77	7.8	68	7.0	47,379	25.3	44,273	26.3
Social Studies 6	Acceptable Standard	Very Low	Maintained	Concern	77	41.6	68	43.9	47,385	69.8	44,226	72.1
	Standard of Excellence	Very Low	Maintained	Concern	77	3.9	68	1.8	47,385	18.1	44,226	18.4
English Language Arts 9	Acceptable Standard	Very Low	Maintained	Concern	69	62.3	67	61.2	43,532	75.6	38,021	76.8
	Standard of Excellence	Very Low	Declined	Concern	69	4.3	67	11.0	43,532	14.4	38,021	15.4
English Lang Arts 9 KAE	Acceptable Standard	*	*	*	3	*	n/a	n/a	1,553	62.8	1,543	62.3
	Standard of Excellence	*	*	*	3	*	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	69	55.1	67	53.0	43,190	65.3	37,734	66.8
	Standard of Excellence	Very Low	Declined	Concern	69	5.8	67	12.5	43,190	18.0	37,734	17.8
Mathematics 9 KAE	Acceptable Standard	*	*	*	3	*	n/a	n/a	1,966	60.7	1,858	63.9
	Standard of Excellence	*	*	*	3	*	n/a	n/a	1,966	14.4	1,858	14.8
Science 9	Acceptable Standard	Low	Maintained	Issue	72	54.2	67	60.6	43,653	74.1	38,253	73.4
	Standard of Excellence	Intermediate	Declined	Issue	72	6.9	67	16.3	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	Very Low	Declined	Concern	72	50.0	67	58.5	43,451	65.1	38,360	66.7
	Standard of Excellence	Very Low	Declined Significantly	Concern	72	2.8	67	17.6	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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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.

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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

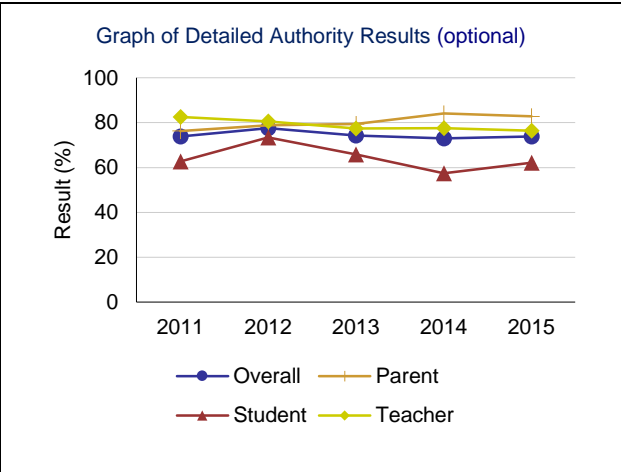
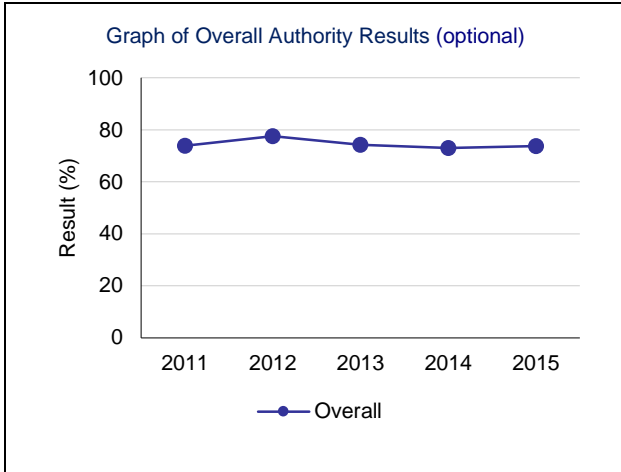
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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 (OPTIONAL)

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.

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	73.9	77.6	74.3	73.0	73.8	80.9	80.7	81.5	81.3	81.3
Teacher	82.5	80.5	77.5	77.6	76.4	87.6	87.3	87.9	87.5	87.2
Parent	76.3	78.8	79.4	84.1	82.8	78.3	78.1	78.9	79.9	79.9
Student	62.8	73.5	65.9	57.4	62.2	76.9	76.9	77.8	76.6	76.9

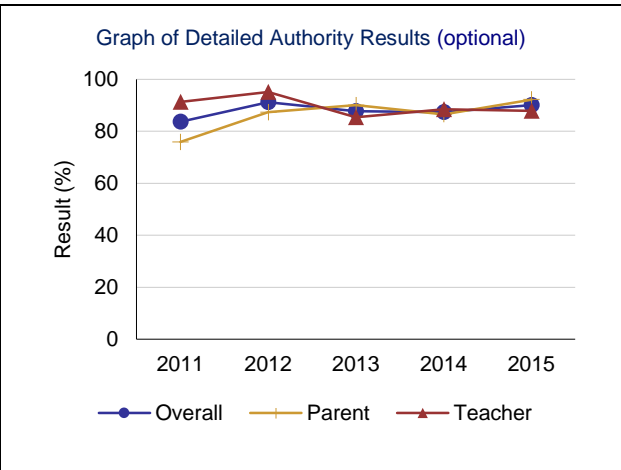
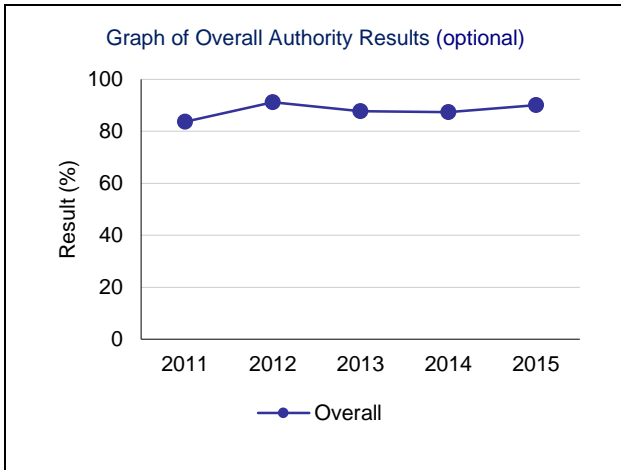


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Parental Involvement – Measure Details (OPTIONAL)

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

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	83.6	91.2	87.7	87.4	90.1	79.9	79.7	80.3	80.6	80.7
Teacher	91.3	95.1	85.4	88.4	87.9	88.1	88.0	88.5	88.0	88.1
Parent	75.9	87.3	90.0	86.5	92.2	71.7	71.4	72.2	73.1	73.4

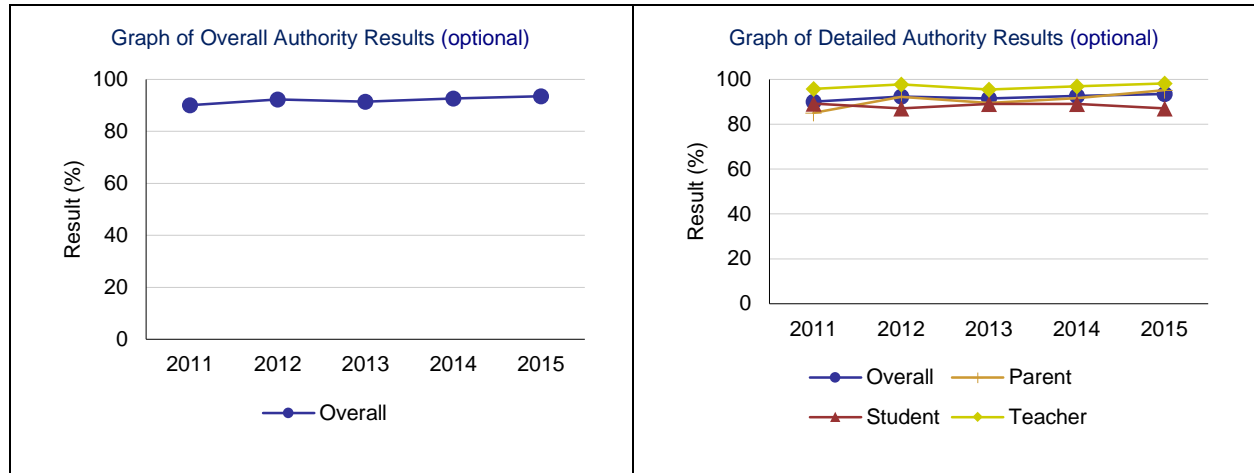


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details (OPTIONAL)

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

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	90.0	92.3	91.4	92.6	93.5	89.4	89.4	89.8	89.2	89.5
Teacher	95.7	97.7	95.5	96.9	98.2	95.5	95.4	95.7	95.5	95.9
Parent	85.0	92.1	89.5	91.6	95.1	84.2	84.2	84.9	84.7	85.4
Student	89.2	87.1	89.1	89.1	87.1	88.5	88.6	88.7	87.3	87.4

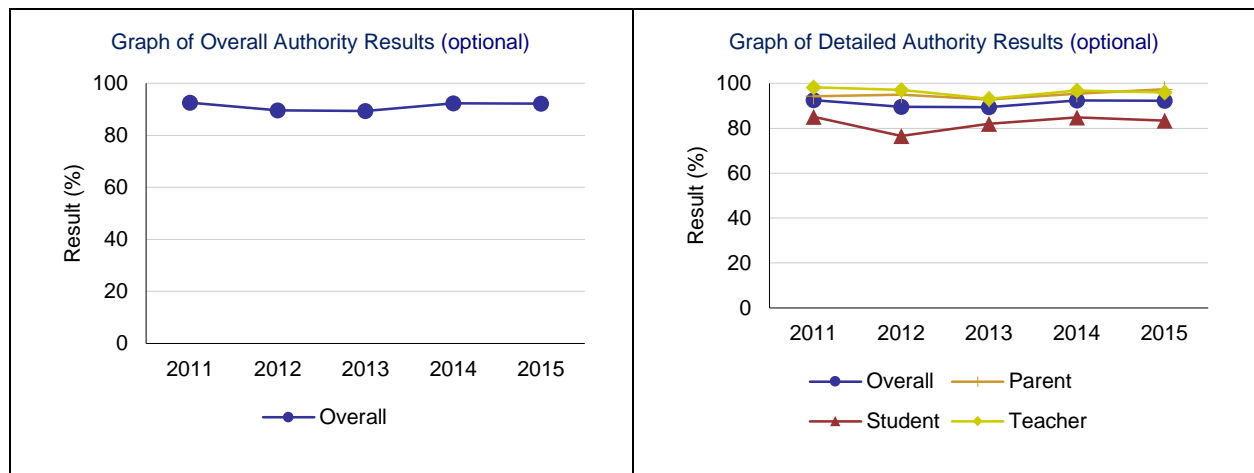


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Safe and Caring – Measure Details (OPTIONAL)

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.

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	92.6	89.6	89.4	92.4	92.3	88.1	88.6	89.0	89.1	89.2
Teacher	98.3	97.2	93.2	96.8	96.0	94.5	94.8	95.0	95.3	95.4
Parent	94.3	95.0	92.9	95.4	97.4	86.6	87.4	87.8	88.9	89.3
Student	85.1	76.6	82.0	84.9	83.4	83.3	83.7	84.2	83.1	83.0

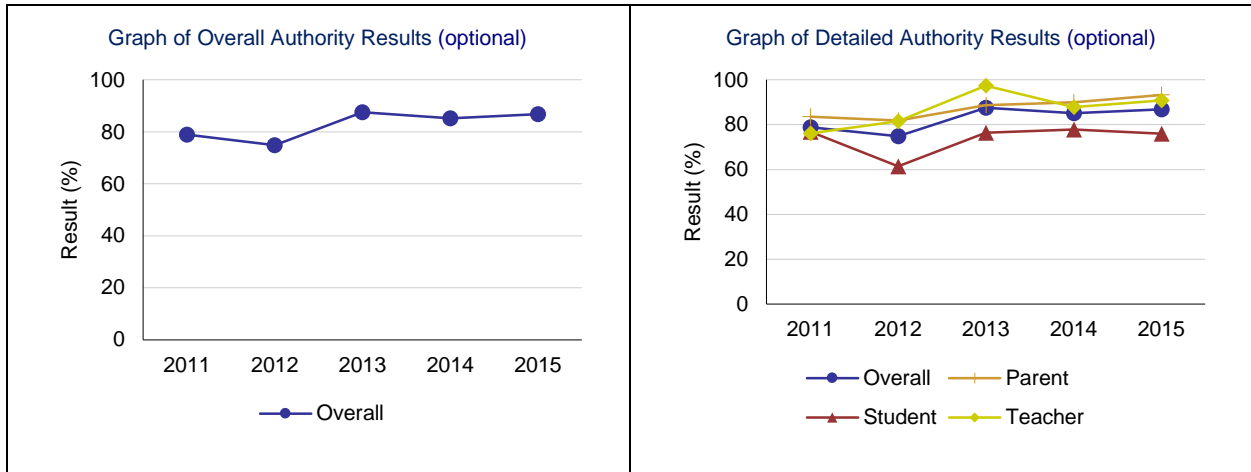


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School Improvement – Measure Details (OPTIONAL)

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.

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	78.9	74.9	87.5	85.2	86.8	80.1	80.0	80.6	79.8	79.6
Teacher	76.2	81.5	97.4	87.9	90.9	80.1	81.1	80.9	81.3	79.8
Parent	83.6	81.8	88.7	90.0	93.3	77.3	76.2	77.9	77.0	78.5
Student	76.9	61.4	76.5	77.8	76.0	82.9	82.7	82.9	81.2	80.7



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