

Seventh-day Adventist Schools in Alberta
Jurisdiction #9382
2016-19

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Message from the Board Chair (optional)

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 Corene Glover or cglover@albertaadventist.ca

Accountability Statement

The Annual Education Results Report for the 2015-16 school year and the Education Plan for the three years commencing September 1, 2016 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 2015-16 school year and the Three- Year Education Plan for 2016-2018 on Monday, November 28, 2016.

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:
- 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.
- 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.
- 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.
- Thinking Skills
 - Adopting a systematic, logical approach to problem solving emphasizing the development of critical thinking skills and creativity.
- Proficiency in Technology
 - Acquiring knowledge and skills in the use of technology to communicate and facilitate learning and living.
- Aesthetic Appreciation
 - Developing an appreciation of the beauty both in God's creation and in human artistic expression while nurturing individual ability.
- Healthy Balanced Living
 - Accepting personal responsibility for achieving and maintaining optimum health through balanced living.
- 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.
- Family and Interpersonal Relationships
 - Developing skills in interpersonal relationships needed for meeting the responsibilities of family membership and responding to the needs of others.
- 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
 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 principle 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.

A Profile of the School Authority (optional)

SCHOOL NAME.	ADDRESS	CONTACT INFO.
Chinook Winds Adventist Academy (K-12)	10101-2nd Ave, SW Calgary, AB T3B 5T2	403-286-5686 lmelashenko@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 principal@mansalberta.ca 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 nine 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 six years a steady increase in enrolment.

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. 50% of the schools in Jurisdiction #9382 have multi-grade classrooms in the elementary grades.
2. The larger schools, which are 50% of the total number of schools in the jurisdiction, drive 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. Some of 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, Grade 7-8 Lake Expedition and Grade 9 Outdoor Education programs continue to be successful.
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.
7. The Learning Coach is helping teachers make improvements in teaching strategies, in IPP writing, and in identifying where student accommodations are needed for writing PAT's and Diploma Exams.

Summary of Accomplishments (optional)

- The school authority's accomplishments – impact of major activities/strategies

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 and yearly/unit planning in compliance with the TQS.
2. Professional Development continues jurisdiction wide. All teachers and administrators were a part of a convention where the emphasis was on authentic assessment strategies. The jurisdiction continues to work towards a standards based reporting system through Power School.
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 ninth 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 and Zoom) 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, 2015. School business was conducted along with professional development activities and general team building activities.
7. 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.
8. This is the third year of using Power School as the student information system. Training continues for administrators and teachers.
9. 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.
10. One teacher has developed a Facebook page where SDA teachers from across Canada can share their best teaching practices. Another teacher started a Facebook page for TRIBES trained teachers. TRIBES trained teachers develop learning communities in their classrooms/schools where learning becomes the responsibility of the students and where inclusion is a common goal for the learning community.

Combined 2016 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	91.2	92.3	91.3	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	Good	Program of Studies	76.5	73.8	73.7	81.9	81.3	81.4	Intermediate	Maintained	Acceptable
		Education Quality	92.8	93.5	92.5	90.1	89.5	89.5	Very High	Maintained	Excellent
		Drop Out Rate	5.9	3.7	3.5	3.2	3.5	3.5	Intermediate	Maintained	Acceptable
		High School Completion Rate (3 yr)	68.1	63.2	72.0	76.5	76.5	75.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	45.8	51.3	52.0	73.6	72.9	73.4	Very Low	Declined	Concern
		PAT: Excellence	7.4	5.0	7.9	19.4	18.8	18.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	81.5	75.8	72.9	85.0	85.2	85.1	Intermediate	Maintained	Acceptable
		Diploma: Excellence	16.7	11.0	12.5	21.0	21.0	20.5	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	64.8	57.9	70.1	54.6	54.4	53.5	High	Maintained	Good
		Rutherford Scholarship Eligibility Rate	95.7	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	Transition Rate (6 yr)	82.6	97.3	86.5	59.4	59.7	59.3	Very High	Maintained	Excellent
		Work Preparation	93.5	91.3	91.2	82.6	82.0	81.1	Very High	Maintained	Excellent
		Citizenship	88.1	88.2	87.3	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	89.7	90.1	88.4	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Good	School Improvement	82.8	86.8	86.5	81.2	79.6	80.0	Very High	Declined	Good

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. 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).
4. 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.
5. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
6. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
7. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
9. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
10. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Combined 2016 Accountability Pillar FNMI Summary (Required for Public/Separate/Francophone School Authorities)

Measure Category	Measure Category Evaluation	Measure	Alberta Conference 7th Day Ad (FNMI)			Alberta (FNMI)			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	6.1	7.0	7.2	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	*	n/a	n/a	50.2	47.7	46.4	*	*	*
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	*	*	n/a	52.4	52.1	52.8	*	*	*
		PAT: Excellence	*	*	n/a	6.3	6.5	6.2	*	*	*
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	78.2	78.3	77.3	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	10.0	9.5	9.4	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	*	n/a	n/a	20.7	21.0	20.4	*	*	*
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	31.9	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	33.5	33.0	33.3	n/a	n/a	n/a

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. 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).
4. 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.
5. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.77	73.77 - 80.97	80.97 - 86.66	86.66 - 90.29	90.29 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.15	13.15 - 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
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)

Outcome One: Alberta’s students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	59.8	48.7	56.0	51.3	45.8	50.0	Very Low	Declined	Concern	48.7	49.0	49.2
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	8.8	8.5	10.2	5.0	7.4	10	Very Low	Maintained	Concern	7.5	7.8	8.0

Comment on Results (OPTIONAL)

1. The jurisdiction has a high population of ESL students especially in the urban schools and several small schools.
2. Two schools obtained 0% at the Acceptable Level
3. Student and teachers are not taking the PAT’s seriously because of the hype of the SLA’s being ready sooner and anticipating them to be a better indicator of learning.

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. Special programs available to ESL students to learn the English language quicker.
2. Familiarizing our school administrators with the process of exam accommodations.
3. Grade 6 & 9 teachers belonging to a learning community to address turning data into action.
4. The Learning Coach will provide classes in how to read the data coming from the PAT’s.

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. 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).
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	79.4	77.3	65.7	75.8	81.5	70.5	Intermediate	Maintained	Acceptable	71.0	71.5	72.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	17.5	13.6	12.9	11.0	16.7	11.5	Intermediate	Maintained	Acceptable	12.0	12.5	13.0

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	75.0	82.4	70.6	63.2	68.1	55.5	Intermediate	Maintained	Acceptable	56.0	56.5	56.8
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.3	4.7	2.0	3.7	5.9	4.5	Intermediate	Maintained	Acceptable	4.0	3.5	3.2
High school to post-secondary transition rate of students within six years of entering Grade 10.	77.9	83.4	78.9	97.3	82.6	67.0	Very High	Maintained	Excellent	67.5	68.0	68.2
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	95.7	80.5	n/a	n/a	n/a	81.0	81.5	81.8
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	58.3	88.2	64.2	57.9	64.8	60.5	High	Maintained	Good	61.0	61.5	61.8

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.

1. The jurisdiction has a high population of ESL students especially in the urban schools.
2. MANS and CAA are in their second year of taking diploma exams. Students and teachers are still adjusting.
3. 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

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. 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. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. 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.
4. 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.

- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.0	85.4	88.5	88.2	88.1	88.5	Very High	Maintained	Excellent	89.0	89.5	89.8
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.	92.9	88.3	94.1	91.3	93.5	91.5	Very High	Maintained	Excellent	91.8	92.0	92.1

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.

- We see high results due to parental choice because we offer choice.

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.

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

Notes:

- 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.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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>	75.1	76.3	79.4	81.5	77.5	80.5	n/a	n/a	n/a	80.7	80.9	81.0

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.

- We have a combination of schools --four K-12 schools (including an on-line school); six K-9 schools (including five multi grade schools)

Strategies

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

Notes:

1. 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.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Two: The achievement gap between First Nations, Métis, and Inuit 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		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	*	*	*		*	*	*	1.0	1.1	1.2
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).	*	*	*	*	*		*	*	*	1.0	1.1	1.2
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a	1.0	1.1	1.2
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a	1.0	1.1	1.2

Comment on Results (OPTIONAL)

1. The achievement gap between FNMI and non FNMI students continue to be an area of focus.
2. However, FNMI students indicate they have an insight to a positive future after high school.

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. Teachers are constantly aware of the learning gap in students and are addressing the students' specific needs on a regular basis. Training has or is taking place on teaching strategies on a regular basis.
2. FNMI students' parents, guardians, or care givers are becoming more involved in their children's education than we have seen in previous years.
3. Maintaining the Aboriginal perspective is infused into the curriculum as much as possible. Also, a specific class is taught to teach the students the Cree language with Cree customs infused into the curriculum.
4. For special events such as Open House, special guests are invited such as an elder, or traditional dance troupe, to be a part of the celebration activities.
5. The community is involved when a discipline issue is brought to their attention and the school and community work together for a resolution.

Authorities with no or very few self-identified FNMI students should refer to strategies related to infusing Aboriginal perspectives, meeting the diverse needs of students or involving their parents.

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. 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).
3. 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.
4. 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.
5. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

6. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Two: *The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	*		*	*	*			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	*	0.0	*	0.0		Very High	Maintained	Excellent			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	*	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	*		*	*	*			

Comment on Results (OPTIONAL)

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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. Jurisdiction authority has attended AISC training on familiarizing us on history and resources available for First Nation students.
2. Zone 4 had a section on FNMI information and resources available to schools which will be shared with all schools in jurisdiction

Authorities with no or very few self-identified FNMI students should refer to strategies related to infusing Aboriginal perspectives, meeting the diverse needs of students or involving their parents.

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
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 respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Three: Alberta’s education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	89.6	89.4	92.4	92.3	91.2	92.4	Very High	Maintained	Excellent	92.5	92.6	92.7

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.

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
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. 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. Training teachers in TRIBES that is all inclusive in creating a safe and caring classroom/school environment.
3. The jurisdiction is still waiting for the result of submitted policy related to safe and caring schools.

- Notes:
1. 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.
 2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Four: Alberta has excellent teachers, school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	77.6	74.3	73.0	73.8	76.5	73.9	Intermediate	Maintained	Acceptable	74.0	74.1	74.2

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.

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

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. 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 and Chromebook labs and laptop computers for individual student use.
5. Communication to stakeholders of what is already happening in the schools.

Notes:

1. 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.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Five: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	74.9	87.5	85.2	86.8	82.8	86.9	Very High	Declined	Good	83.0	83.1	83.2
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	91.2	87.7	87.4	90.1	89.7	90.2	Very High	Maintained	Excellent	90.3	90.4	90.5
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.3	91.4	92.6	93.5	92.8	93.6	Very High	Maintained	Excellent	93.6	93.7	93.8

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.

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.
3. Parents have heard that other students were not accepted back because of behavior or finances.
4. Some buildings were refurbished over the summer but were in need of repair during the time of the survey.

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 active parent advisory committees. 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.
5. Parents and students have access to PowerSchool to help keep them informed of student progress throughout the school year.

Notes:

1. 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.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Note:

Future Challenges (Optional)

- For details please refer to the appropriate policy and requirements for planning and results reporting guide (links included below).
1. Financing school infrastructure projects with aging school buildings.
 2. Financing capital projects as a result of expanding programs and increased enrollment.
 3. A standards based report card K-9 is still in process and how to tie it in to PowerSchool and student outcomes.

Summary of Financial Results

	AFS Amount	Percentage	Highlights
<u>Revenue Summary</u>			
Alberta Government	3,893,135	36.5%	Cover overhead for teaching personnel
Federal Grants	948,258	8.9%	Covers cost for operation of First Nations program
Other Revenue	5,835,142	54.6%	Funds capital expenditures, benefits, resources
Total Revenues	10,676,535	100.0%	
<u>Expenditure Summary</u>			
Instruction	8,720,385	80.7%	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.
Administration	391,047	3.6%	
Operations & Maintenance	1,019,246	9.4%	Funded through a user pay arrangement
Transportation	682,584	6.3%	
Total Expenditures	10,813,262	100.0%	

To access the complete Audited Financial Statement please contact Corene Glover at cglover@albertaadventist.ca
403-342-5044 ext 236

Budget Summary

Private School
 Authority Code: 9382
 School Code:

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

Budget
 2016 / 2017

REVENUES		
Alberta Education (excluding Home Education)		\$3,738,100
Alberta Education - Home Education		\$56,808
Total Alberta Education Revenues		\$3,794,908
Federal Government and/or First Nations		\$938,782
Other Alberta school authorities		\$0
Instruction fees / Tuition fees		\$1,694,745
Non-instructional (O&M, Transportation, Admin fees, etc.)		\$355,130
Other sales and services		\$69,417
Interest on investments		\$6,000
Gifts and donations		\$846,041
Gross school generated funds		\$186,250
Amortization of capital allocations (where applicable)		\$22,184
Other (specify):	AB Conference Subsidy/Fundraise for Operations	\$2,167,343
TOTAL REVENUES		\$10,080,800
		\$10,080,800
EXPENSES		
Certificated salaries (excluding Home Education)		\$5,187,295
Certificated benefits (excluding Home Education)		\$1,285,900
Non-certificated salaries and wages (excluding Home Education)		\$943,890
Non-certificated Benefits (excluding Home Education)		\$107,595
Services, contracts and supplies (excluding Home Ed.)		\$2,037,052
	Leases - Other	\$8,500
Severe Disabilities / Program Unit (excluding Home Ed.)		\$66,431
Early Literacy (excluding Home Education)		\$8,960
English as a Second Language (excluding Home Ed.)		\$29,203
<u>Home Education</u>		
	Certificated salaries	\$31,386
	Certificated benefits	\$7,559
	Payments to the parents who are providing home education programs to students	\$22,390
	Services and Supplies	\$6,000
Gross school generated funds		\$186,250
Capital and debt services		
	Amortization of capital assets	
	From restricted funds	\$22,184

from unrestricted funds		\$3,000
Total amortization of capital assets		\$25,184
Interest on capital debt		\$37,720
TOTAL EXPENSES	\$9,991,315	\$9,991,315
SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES		\$89,485
		\$89,485

Capital and Facilities Projects

1. At Mamawi Atosketan Native School the high school construction is in progress. Finish date to be 2018.
2. Higher Ground Christian School installed part of a new playground.
3. Peace Hills Adventist School installed more playground equipment.
4. Woodlands Adventist School installed new flooring, a new fence surrounding the property, new countertops, a new "quiet room" for special needs children, and an overall new paint job.
5. College Heights re-landscaped around the outside of the building to mitigate flooding and foundation issues; also a new fence was installed around the playground area.
6. Sylvan Meadows Adventist School is working on upgrading the parking lot.
7. Coralwood Adventist Academy installed new flooring in the gymnasium.
8. Southside Christian School installed new furnaces.
9. All these projects were locally funded by stakeholders.

Summary of Facility and Capital Plans

1. The biggest project is the continuation of raising funds and building the Mamawi Atosketan Native School high school facility. The footings are in place and the walls ready to assemble. Occupancy date is tentatively set for Fall 2018.
2. Coralwood Adventist Academy is raising money for new flooring in their facility.
3. Woodlands Adventist School is looking forward to new roofing and siding on their facility.

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, PowerSchool and personal contact

Timelines and Communication

- Parents of all schools have opportunity to review results and report through Parent -Teacher interviews, Parent information night, local school operating board representation. Hard copies are available in school offices upon request.
- AERR and Three-Year Education Plan may be found at www.albertasdaedu.org
- All will have a link to the above website and all schools will be sent an electronic copy.
- For more information or clarification please contact Janet Griffith at jgriffith@albertaadventist.ca
- For more information or clarification please contact Corene Glover at cglover@albertaadventist.ca

Whistleblower Protection

- Alberta Conference Jurisdiction (9382) had no reports of wrong doing in the 2015-2016 school year.

APPENDIX – Measure Details (OPTIONAL)

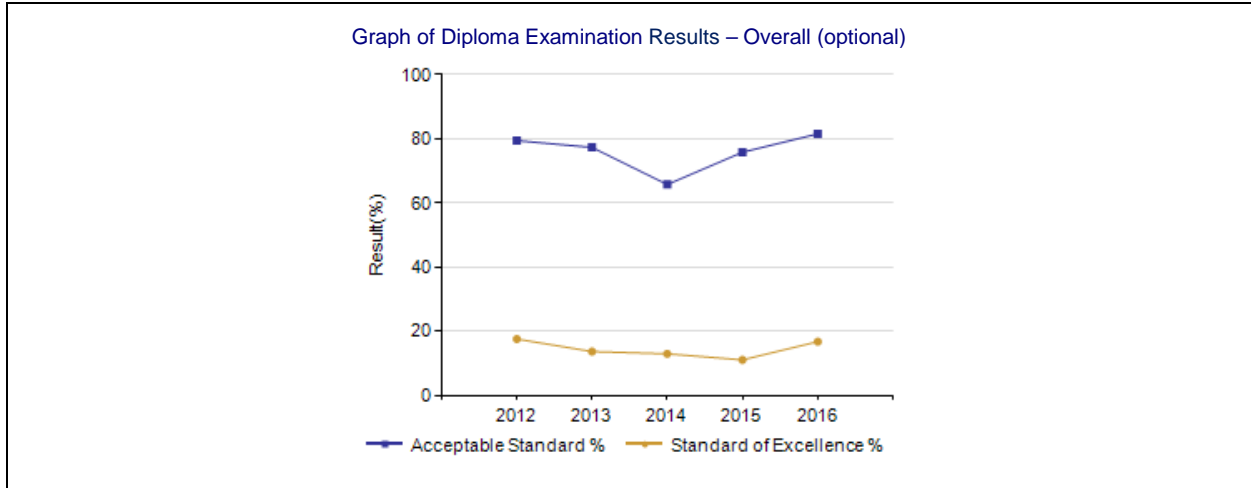
The following pages include tables and graphs that provide detailed data for the performance measures. Authorities may include these under each measure/outcome to provide context and help in interpreting the results.

Diploma Examination Results – Measure Details (OPTIONAL)

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	84.6	7.7	87.5	25.0	60.0	20.0	88.9	11.1	90.9	9.1		
	Province	86.3	11.3	85.9	10.4	87.6	11.8	86.5	11.4	86.8	10.7		
English Lang Arts 30-2	Authority	*	*	*	*	66.7	0.0	83.3	0.0	*	*		
	Province	89.6	10.7	89.4	10.9	89.8	13.1	88.6	11.2	89.1	12.3		
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		
	Province	95.6	13.5	95.4	12.4	96.6	14.6	95.5	9.9	93.8	8.7		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	96.5	18.9	96.8	18.2	99.3	29.2	95.3	17.1	99.3	20.3		
Pure Mathematics 30	Authority	84.6	23.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	82.0	27.5	59.0	11.4	*	*	n/a	n/a	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		
	Province	75.8	10.3	71.4	17.9	n/a	n/a	n/a	n/a	n/a	n/a		
Mathematics 30-1	Authority	n/a	n/a	81.8	45.5	70.0	20.0	57.1	14.3	66.7	11.1		
	Province	n/a	n/a	80.9	35.9	75.1	27.9	76.1	31.6	70.7	25.9		
Mathematics 30-2	Authority	n/a	n/a	n/a	n/a	*	*	85.7	14.3	*	*		
	Province	n/a	n/a	69.5	9.7	71.3	15.0	73.9	15.5	75.4	16.8		
Social Studies 30-1	Authority	92.3	15.4	100.0	0.0	77.8	11.1	88.2	11.8	87.5	25.0		
	Province	86.3	16.7	85.4	15.2	85.6	14.2	87.1	16.2	84.9	14.3		
Social Studies 30-2	Authority	*	*	*	*	75.0	0.0	57.1	0.0	66.7	0.0		
	Province	83.0	13.7	82.2	13.7	83.9	14.8	81.3	12.5	81.1	13.1		
Biology 30	Authority	86.7	26.7	60.0	20.0	60.0	20.0	77.8	22.2	66.7	33.3		
	Province	81.9	28.2	84.4	32.2	85.2	31.8	85.8	33.0	85.1	32.4		
Chemistry 30	Authority	64.3	28.6	60.0	10.0	61.5	15.4	66.7	16.7	77.8	11.1		
	Province	77.1	28.7	78.8	31.8	81.5	35.2	82.1	34.2	81.5	34.5		
Physics 30	Authority	*	*	n/a	n/a	66.7	11.1	53.8	0.0	100.0	14.3		
	Province	81.1	30.5	81.5	30.4	83.2	34.3	83.9	35.8	85.8	39.8		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	79.8	22.0	84.1	25.8	85.0	25.4	83.9	26.6	84.4	27.6		

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

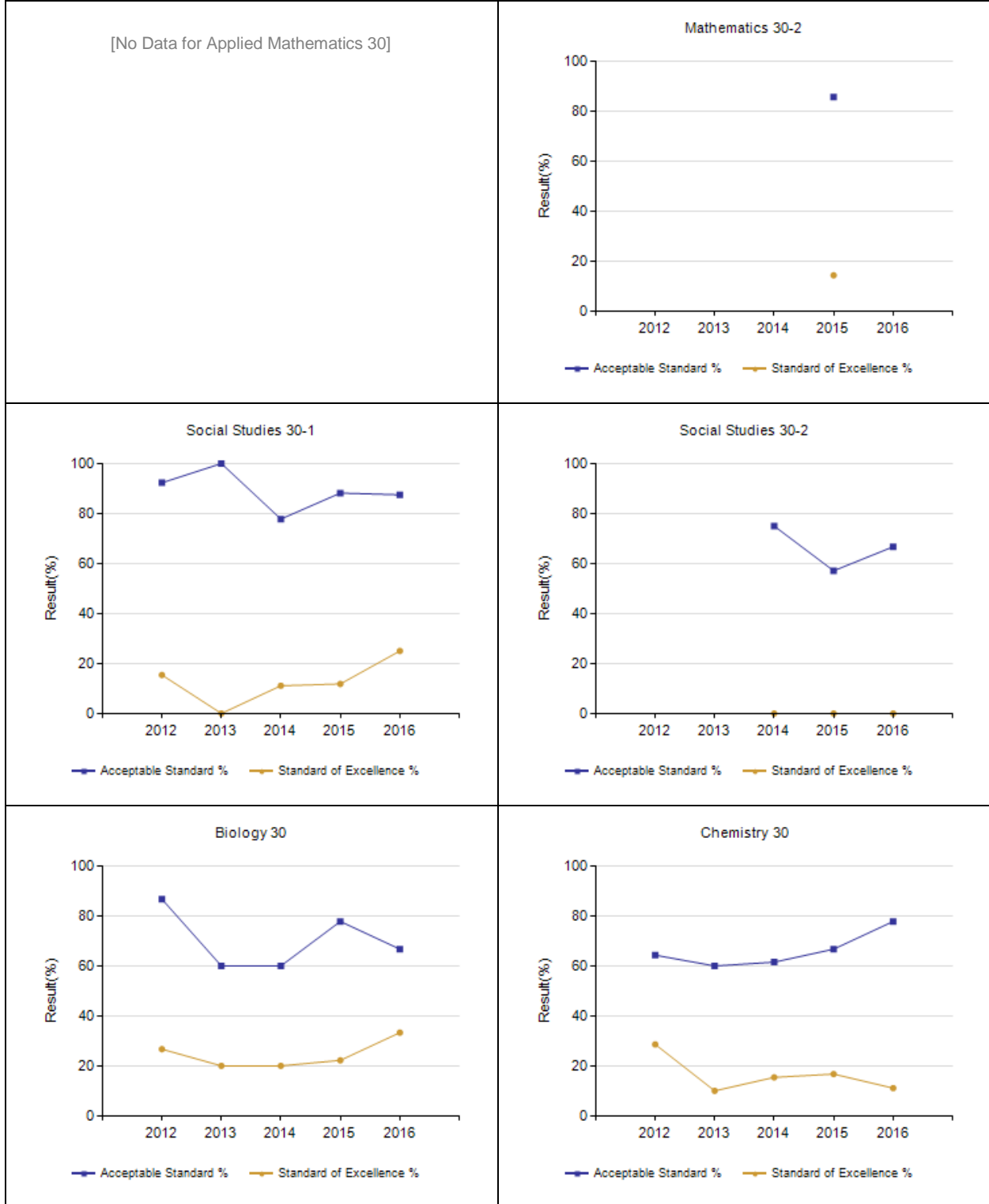
Diploma Examination Results by Course (optional)

<p>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>2012</td> <td>85</td> <td>8</td> </tr> <tr> <td>2013</td> <td>88</td> <td>25</td> </tr> <tr> <td>2014</td> <td>60</td> <td>20</td> </tr> <tr> <td>2015</td> <td>88</td> <td>10</td> </tr> <tr> <td>2016</td> <td>90</td> <td>8</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2012	85	8	2013	88	25	2014	60	20	2015	88	10	2016	90	8	<p>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>2012</td> <td></td> <td></td> </tr> <tr> <td>2013</td> <td></td> <td></td> </tr> <tr> <td>2014</td> <td>68</td> <td>0</td> </tr> <tr> <td>2015</td> <td>85</td> <td>0</td> </tr> <tr> <td>2016</td> <td></td> <td></td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2012			2013			2014	68	0	2015	85	0	2016		
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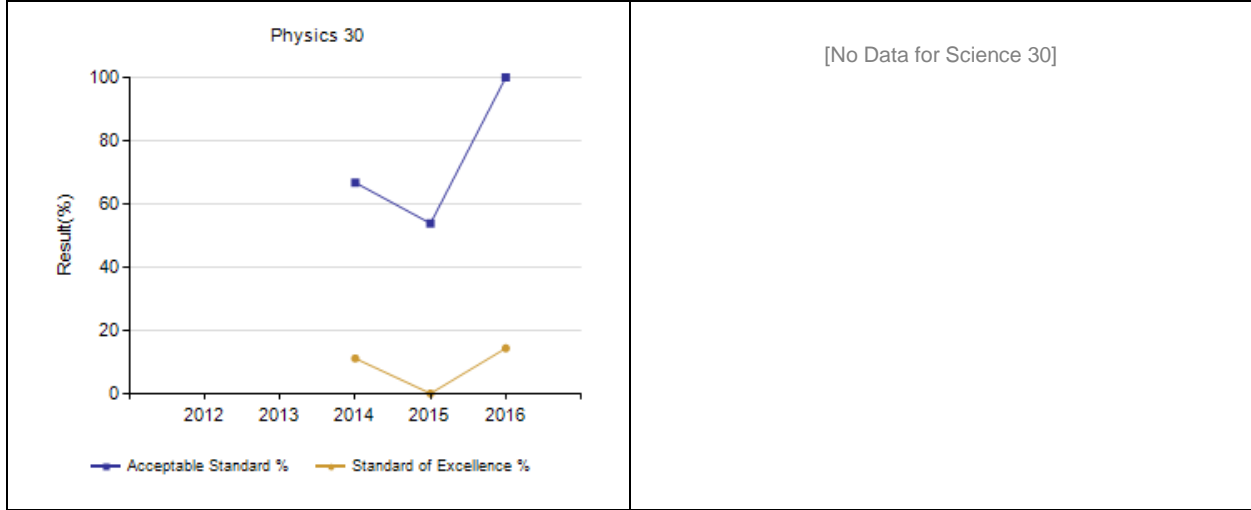
Diploma Examination Results by Course (optional)



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Diploma Examination Results by Course (optional)



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Diploma Examination Results Course By Course Summary With Measure Evaluation (optional)

		Alberta Conference 7th Day Ad							Alberta			
		Achievement	Improvement	Overall	2016		Prev 3 Year Average		2016		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	High	Maintained	Good	11	90.9	12	78.8	29,730	86.8	28,663	86.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	11	9.1	12	18.7	29,730	10.7	28,663	11.2
English Lang Arts 30-2	Acceptable Standard	*	*	*	1	*	6	75.0	16,707	89.1	15,920	89.3
	Standard of Excellence	*	*	*	1	*	6	0.0	16,707	12.3	15,920	11.7
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,282	93.8	1,247	95.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,282	8.7	1,247	12.3
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	99.3	140	97.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	20.3	140	21.5
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	105	59.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	105	11.4
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28	71.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28	17.9
Mathematics 30-1	Acceptable Standard	Low	Maintained	Issue	9	66.7	12	69.7	20,492	70.7	20,735	77.4
	Standard of Excellence	Very Low	Maintained	Concern	9	11.1	12	26.6	20,492	25.9	20,735	31.8
Mathematics 30-2	Acceptable Standard	*	*	*	2	*	7	85.7	13,631	75.4	11,425	71.6
	Standard of Excellence	*	*	*	2	*	7	14.3	13,631	16.8	11,425	13.4
Social Studies 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	8	87.5	11	88.7	22,494	84.9	21,869	86.0
	Standard of Excellence	Very High	Improved	Excellent	8	25.0	11	7.6	22,494	14.3	21,869	15.2
Social Studies 30-2	Acceptable Standard	Very Low	Maintained	Concern	6	66.7	8	66.1	19,790	81.1	19,060	82.5
	Standard of Excellence	Very Low	Maintained	Concern	6	0.0	8	0.0	19,790	13.1	19,060	13.7
Biology 30	Acceptable Standard	Very Low	Maintained	Concern	12	66.7	14	65.9	22,539	85.1	21,806	85.2
	Standard of Excellence	High	Maintained	Good	12	33.3	14	20.7	22,539	32.4	21,806	32.3
Chemistry 30	Acceptable Standard	Intermediate	Maintained	Acceptable	9	77.8	12	62.7	19,265	81.5	18,126	80.8
	Standard of Excellence	Very Low	Maintained	Concern	9	11.1	12	14.0	19,265	34.5	18,126	33.7
Physics 30	Acceptable Standard	Very High	Improved	Excellent	7	100.0	11	60.3	10,291	85.8	10,126	82.9
	Standard of Excellence	Low	Maintained	Issue	7	14.3	11	5.6	10,291	39.8	10,126	33.5
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,790	84.4	6,841	84.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,790	27.6	6,841	25.9

Notes:

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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 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
Mathematics 30-1	Acceptable Standard	0.00 - 57.63	57.63 - 68.32	68.32 - 78.44	78.44 - 84.84	84.84 - 100.00
	Standard of Excellence	0.00 - 14.01	14.01 - 18.70	18.70 - 29.21	29.21 - 35.39	35.39 - 100.00
Mathematics 30-2	Acceptable Standard	0.00 - 44.98	44.98 - 61.19	61.19 - 73.82	73.82 - 82.40	82.40 - 100.00
	Standard of Excellence	0.00 - 1.59	1.59 - 6.06	6.06 - 13.68	13.68 - 17.02	17.02 - 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:

1. 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. 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

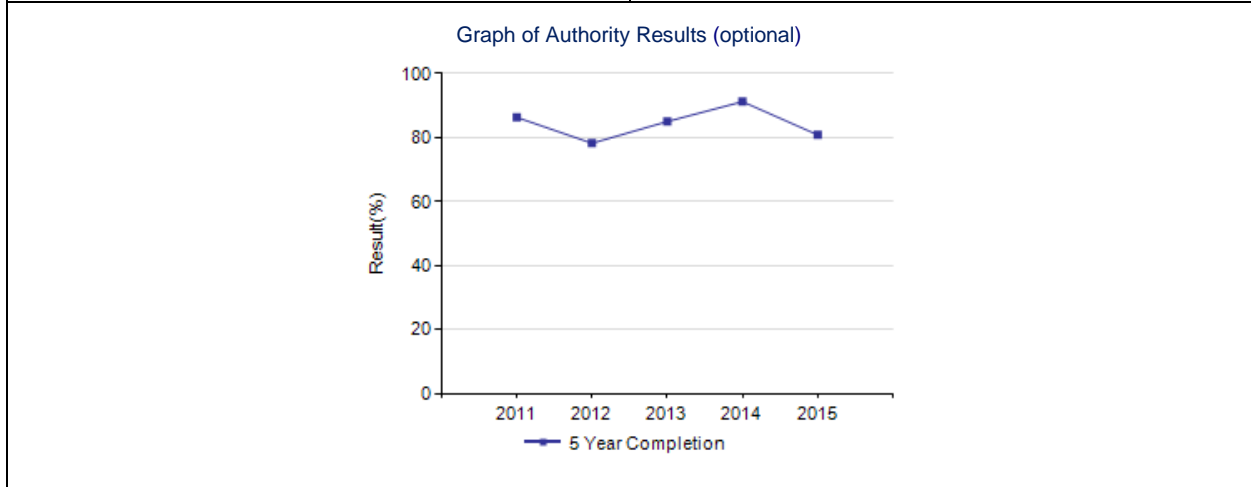
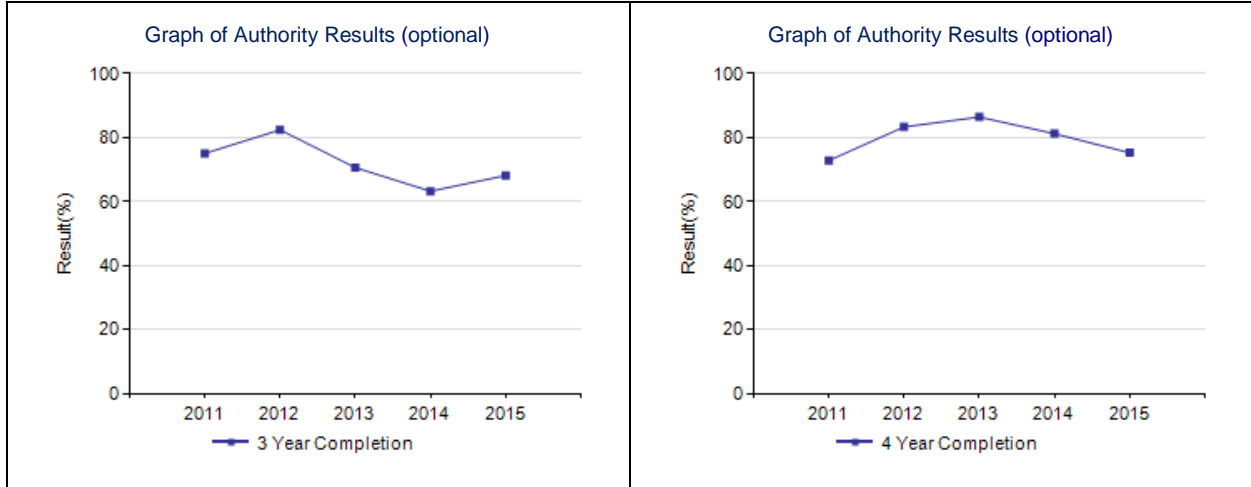
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
3 Year Completion	75.0	82.4	70.6	63.2	68.1	74.2	74.8	75.3	76.5	76.5
4 Year Completion	72.8	83.3	86.4	81.2	75.2	78.0	79.2	79.6	79.9	81.0
5 Year Completion	86.3	78.2	85.0	91.2	80.8	79.4	80.6	81.5	82.0	82.1

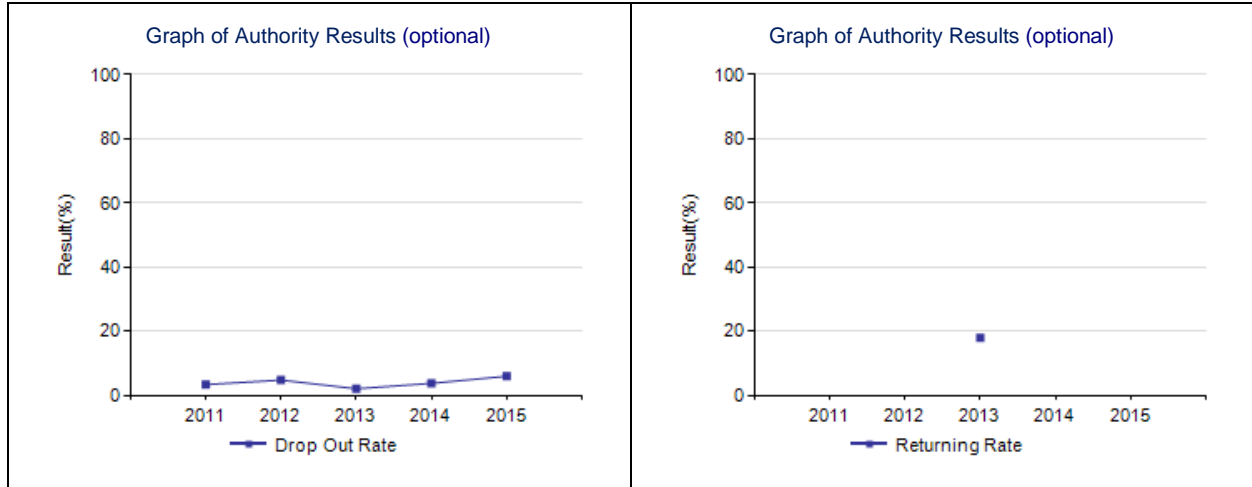


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Drop Out Rate – Measure Details (OPTIONAL)

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Drop Out Rate	3.3	4.7	2.0	3.7	5.9	3.8	3.6	3.3	3.5	3.2
Returning Rate	*	*	17.9	*	*	23.2	22.8	20.7	20.9	18.2



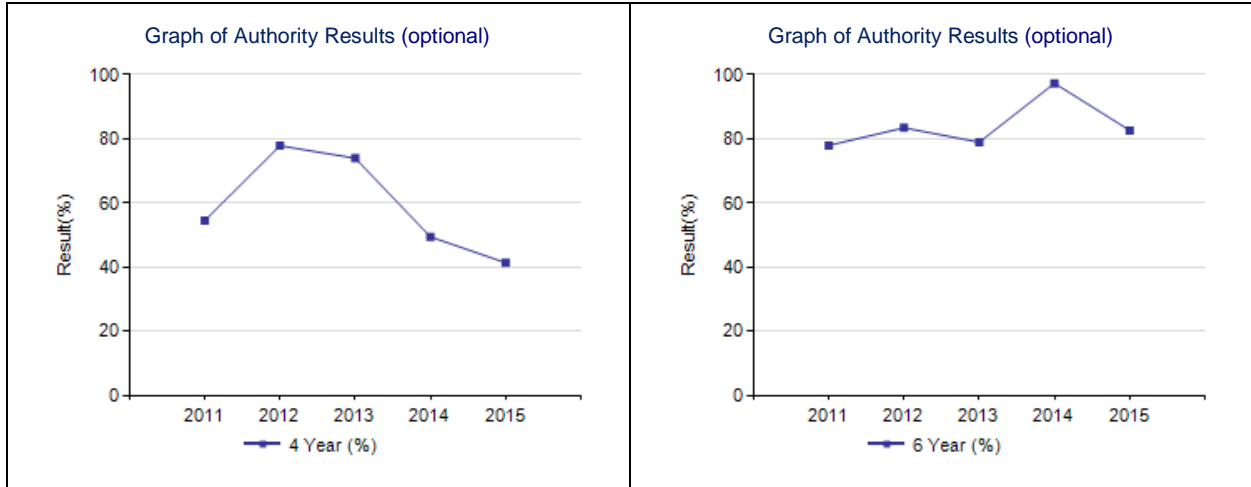
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High School to Post-secondary Transition Rate – Measure Details (OPTIONAL)

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

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
4 Year Rate	54.5	77.8	73.9	49.4	41.3	38.4	39.4	39.7	38.3	37.0
6 Year Rate	77.9	83.4	78.9	97.3	82.6	58.4	59.3	59.0	59.7	59.4



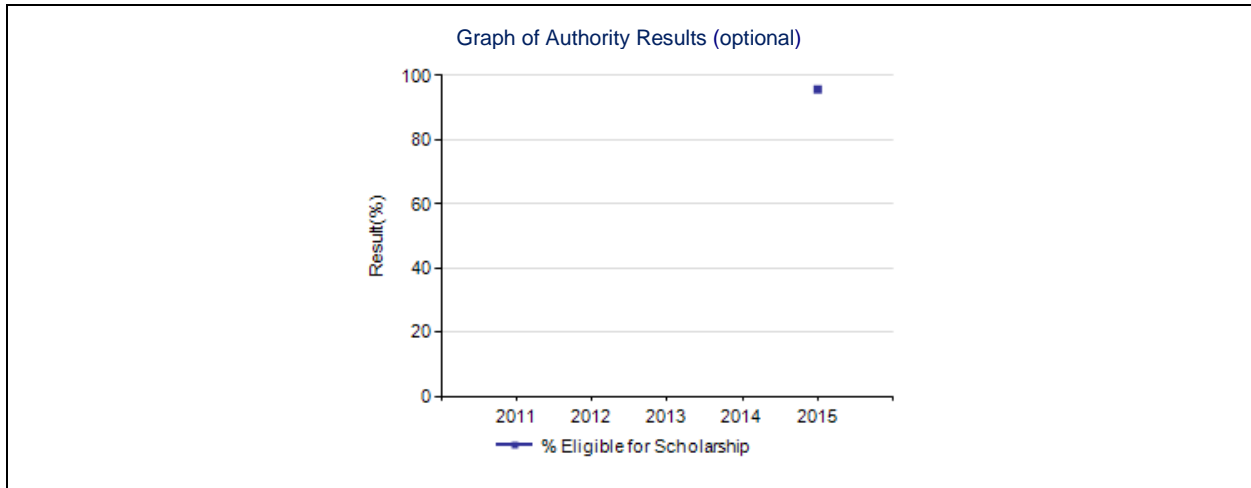
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Rutherford Eligibility Rate – Measure Details (OPTIONAL)

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	n/a	95.7	n/a	n/a	n/a	n/a	60.8

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
2011	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	23	18	78.3	20	87.0	20	87.0	22	95.7



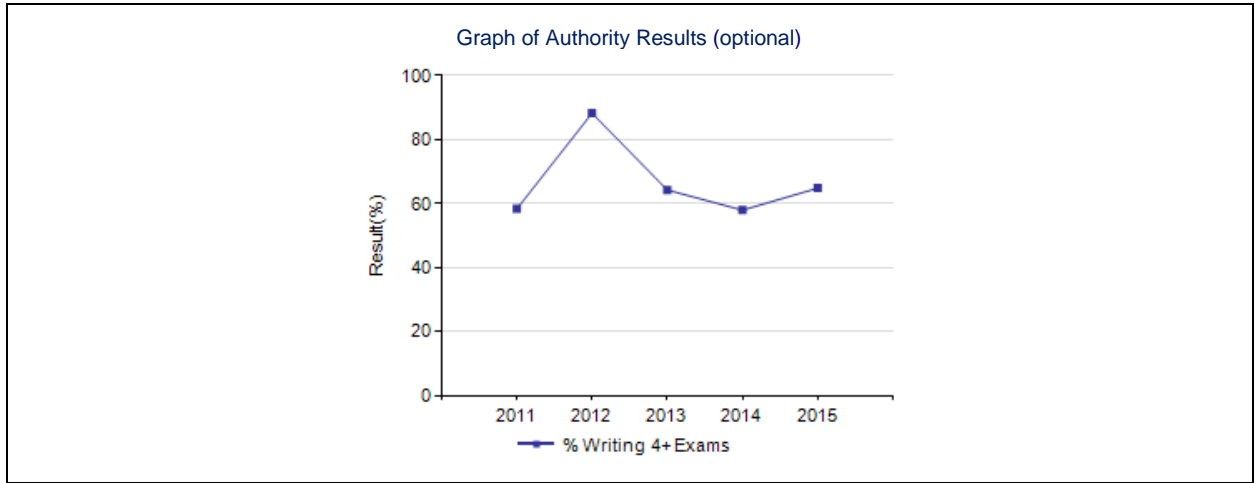
Notes:

1. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
2. Data values have been suppressed where the number of respondents/students is fewer 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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
% Writing 0 Exams	0.0	5.9	23.0	15.8	9.2	16.8	16.5	16.6	15.7	15.7
% Writing 1+ Exams	100.0	94.1	77.0	84.2	90.8	83.2	83.5	83.4	84.3	84.3
% Writing 2+ Exams	100.0	94.1	70.6	84.2	81.1	80.1	80.5	80.3	81.4	81.2
% Writing 3+ Exams	91.7	94.1	64.2	78.9	68.1	66.7	66.8	63.3	65.0	64.7
% Writing 4+ Exams	58.3	88.2	64.2	57.9	64.8	55.6	55.9	50.1	54.4	54.6
% Writing 5+ Exams	58.3	76.5	57.8	47.4	55.1	36.7	37.5	31.5	36.3	37.1
% Writing 6+ Exams	16.7	29.4	6.4	31.6	16.2	13.9	14.3	11.4	13.1	13.8



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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
English Language Arts 30-1	75.0	77.8	47.1	52.6	64.5	54.5	54.7	53.9	54.0	53.2
English Language Arts 30-2	16.7	11.1	17.6	26.3	19.4	25.8	25.9	27.1	28.0	28.7
Total of 1 or more English Diploma Exams	91.7	88.9	64.7	78.9	83.9	78.4	78.6	78.7	79.7	79.5
Social Studies 30	0.0	0.0	n/a	n/a	0.0	0.3	0.0	n/a	n/a	0.0
Social Studies 30-1	58.3	77.8	47.1	52.6	54.8	47.8	47.6	45.8	45.1	43.5
Social Studies 33	0.0	0.0	n/a	n/a	0.0	0.1	0.0	n/a	n/a	0.0
Social Studies 30-2	41.7	11.1	23.5	31.6	25.8	30.8	31.9	33.7	35.2	36.7
Total of 1 or more Social Diploma Exams	100.0	88.9	70.6	84.2	80.6	78.2	78.7	78.8	79.6	79.5
Pure Mathematics 30	66.7	77.8	5.9	0.0	0.0	42.3	42.2	7.2	0.1	0.0
Applied Mathematics 30	0.0	0.0	0.0	0.0	0.0	19.9	19.5	0.2	0.0	0.0
Mathematics 30-1	n/a	n/a	58.8	42.1	45.2	n/a	n/a	29.7	37.3	37.1
Mathematics 30-2	n/a	n/a	0.0	15.8	25.8	n/a	n/a	16.7	21.4	22.4
Total of 1 or more Math Diploma Exams	66.7	77.8	58.8	57.9	71.0	61.6	61.1	52.1	57.0	57.6
Biology 30	75.0	83.3	52.9	68.4	54.8	42.5	42.8	42.2	41.4	40.6
Chemistry 30	58.3	77.8	58.8	57.9	38.7	35.8	36.5	31.5	34.7	35.7
Physics 30	25.0	33.3	5.9	36.8	41.9	20.5	20.2	17.3	20.0	19.9
Science 30	8.3	0.0	0.0	0.0	3.2	9.0	10.3	9.8	12.8	14.1
Total of 1 or more Science Diploma Exams	91.7	88.9	58.8	78.9	67.7	58.8	59.2	57.3	59.4	59.8
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.3	0.3	0.3	0.3	0.2
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.7	2.6	2.7	2.7	2.8
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	3.0	2.9	3.0	2.9	3.0

Notes:

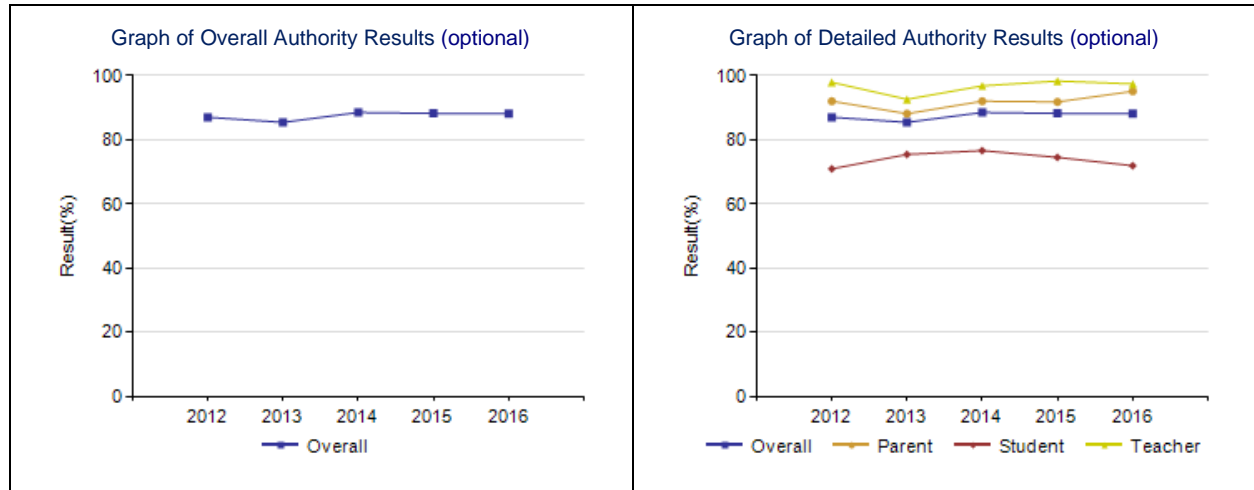
1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Citizenship – Measure Details (OPTIONAL)

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

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	87.0	85.4	88.5	88.2	88.1	82.5	83.4	83.4	83.5	83.9
Teacher	97.9	92.6	96.8	98.3	97.4	93.1	93.6	93.8	94.2	94.5
Parent	92.0	88.1	92.0	91.8	95.1	79.4	80.3	81.9	82.1	82.9
Student	70.9	75.4	76.6	74.5	71.9	75.0	76.2	74.5	74.2	74.5

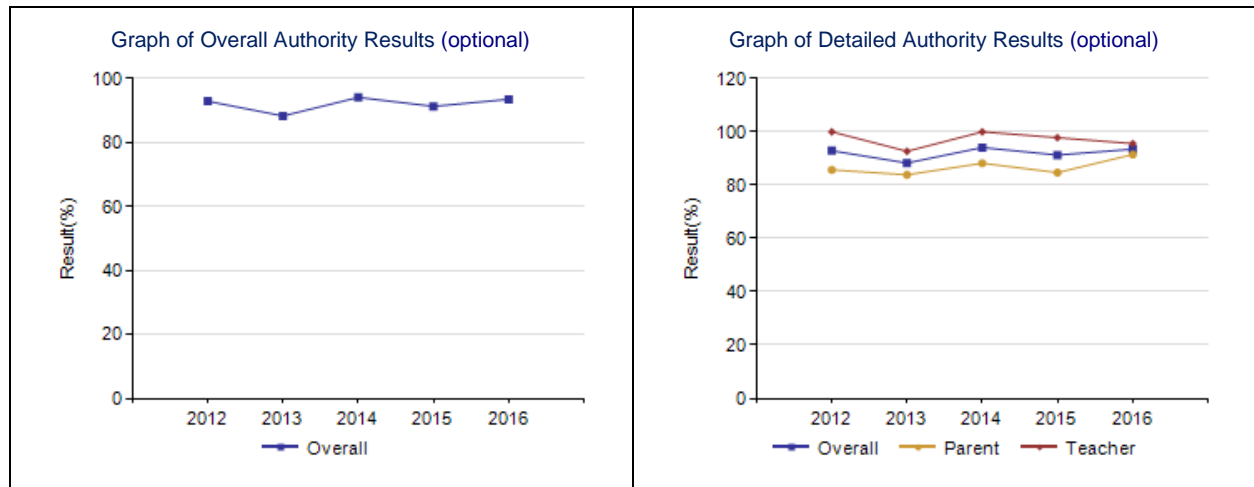


- Notes:
1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
 2. Data values have been suppressed where the number of respondents/students is fewer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

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	92.9	88.3	94.1	91.3	93.5	79.7	80.3	81.2	82.0	82.6
Teacher	100.0	92.7	100.0	97.8	95.6	89.5	89.4	89.3	89.7	90.5
Parent	85.7	83.9	88.2	84.7	91.5	69.9	71.1	73.1	74.2	74.8

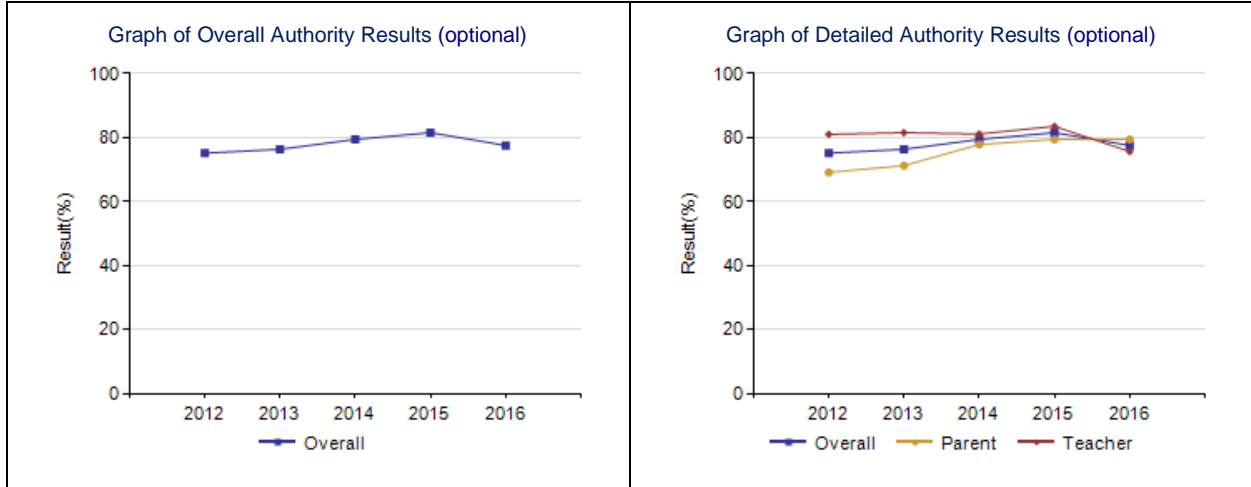


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	75.1	76.3	79.4	81.5	77.5	68.0	68.5	69.5	70.0	70.7
Teacher	81.0	81.5	81.1	83.5	75.6	75.8	75.7	76.0	76.0	77.3
Parent	69.1	71.2	77.8	79.4	79.4	60.2	61.2	63.0	64.0	64.2



Notes:

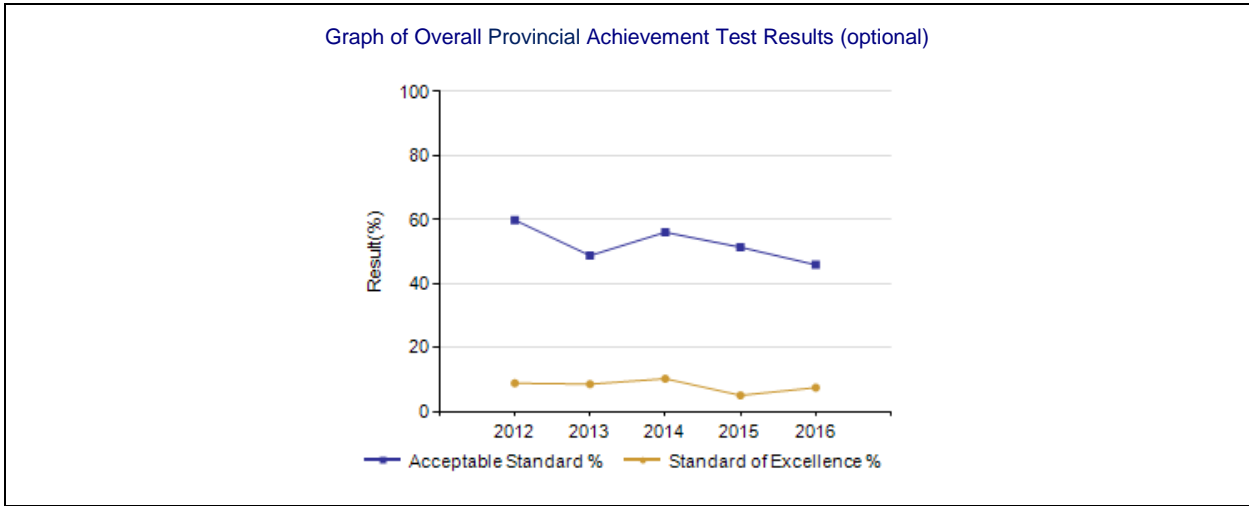
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Provincial Achievement Test Results – Measure Details (OPTIONAL)

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	64.9	0.0	57.0	5.1	62.3	5.8	61.0	6.5	62.0	4.2		
	Province	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4		
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		
	Province	89.3	17.3	88.6	16.3	88.0	15.6	87.5	13.6	87.7	14.2		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.0	21.9	94.0	21.6	90.6	17.1	89.0	15.0	91.4	17.2		
Mathematics 6	Authority	63.2	8.8	43.0	2.5	42.0	4.3	44.2	2.6	39.4	4.2		
	Province	74.7	16.6	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0		
Science 6	Authority	54.4	8.8	46.8	5.1	58.0	7.2	41.6	7.8	42.3	9.9		
	Province	77.8	28.2	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1		
Social Studies 6	Authority	56.1	5.3	27.8	0.0	47.8	0.0	41.6	3.9	32.4	8.5		
	Province	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0		
English Language Arts 9	Authority	67.1	13.7	58.9	12.5	57.5	6.8	62.3	4.3	53.7	6.1		
	Province	77.4	16.4	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2		
English Lang Arts 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Province	61.4	5.8	62.4	4.3	62.8	3.5	63.0	4.5	59.8	6.2		
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		
	Province	87.5	12.2	87.2	13.9	86.5	11.1	85.8	10.1	83.0	10.8		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.6	16.1	84.0	14.5	86.1	17.8	88.5	20.2	86.4	26.8		
Mathematics 9	Authority	49.3	8.2	53.6	14.3	56.2	15.1	55.1	5.8	45.1	9.8		
	Province	66.4	17.8	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5		
Mathematics 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Province	62.5	15.3	65.8	14.7	63.4	14.5	60.9	14.4	61.2	13.0		
Science 9	Authority	60.3	9.6	57.1	16.1	64.4	23.3	54.2	6.9	47.6	9.8		
	Province	74.1	22.4	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4		
Science 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	67.9	17.3	68.4	17.1	64.1	14.9	64.5	15.1	63.8	14.3		
Social Studies 9	Authority	63.0	13.7	53.6	21.4	58.9	17.8	50.0	2.8	42.7	6.1		
	Province	68.9	19.1	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0		
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		
	Province	63.5	13.9	64.6	13.0	61.8	10.7	57.3	11.2	58.0	11.6		

Notes:

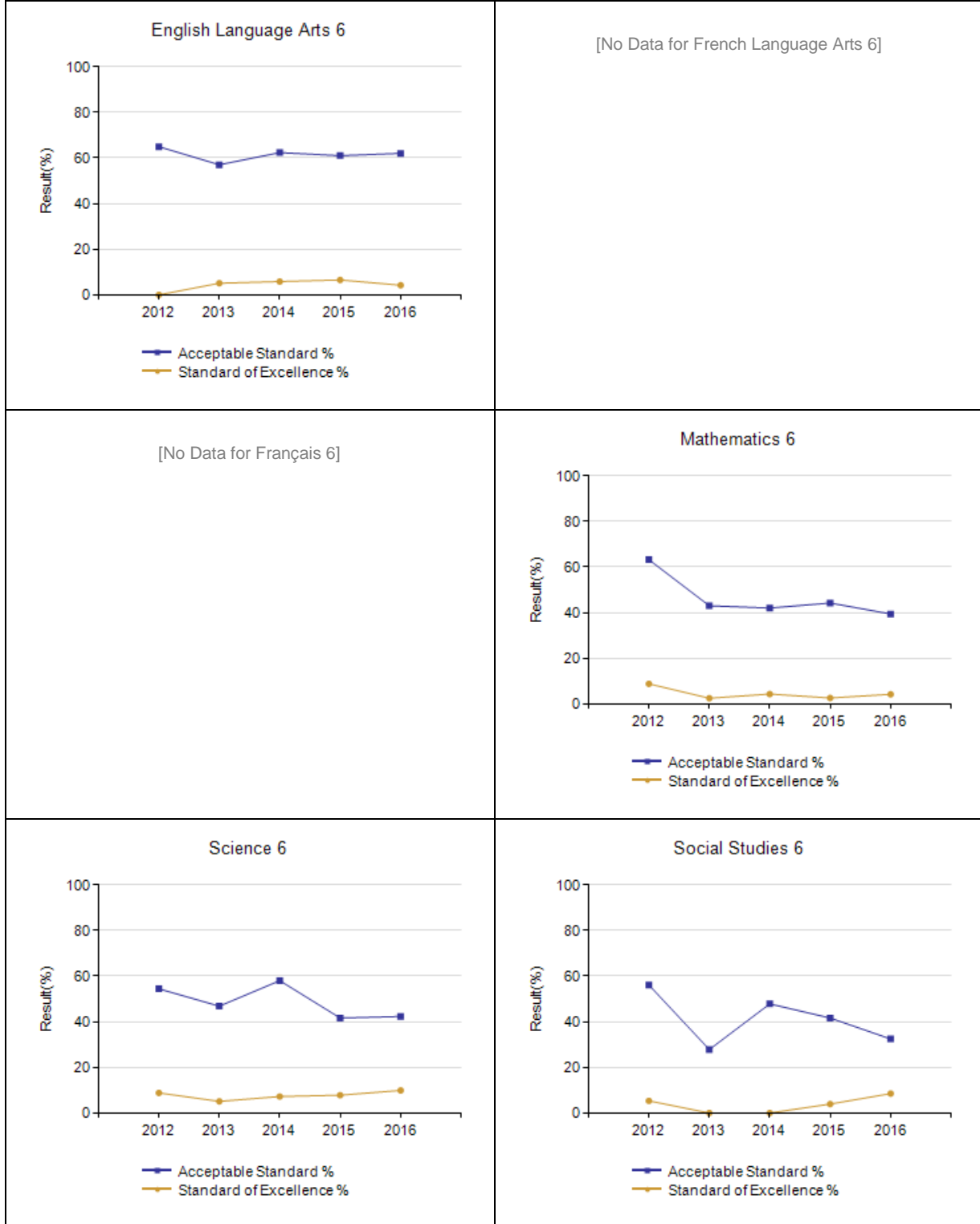
1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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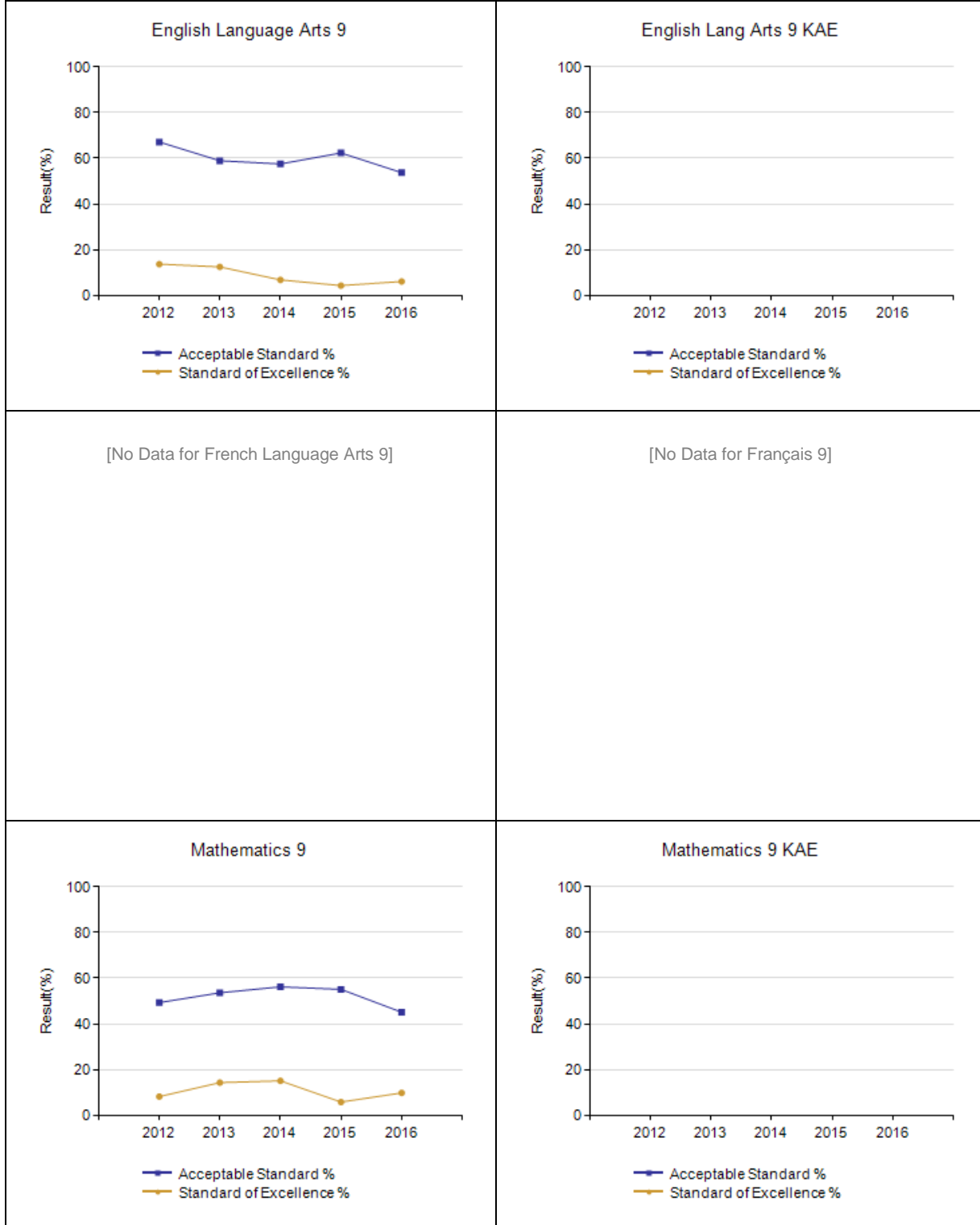
Graph of Provincial Achievement Test Results by Course (optional)



Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

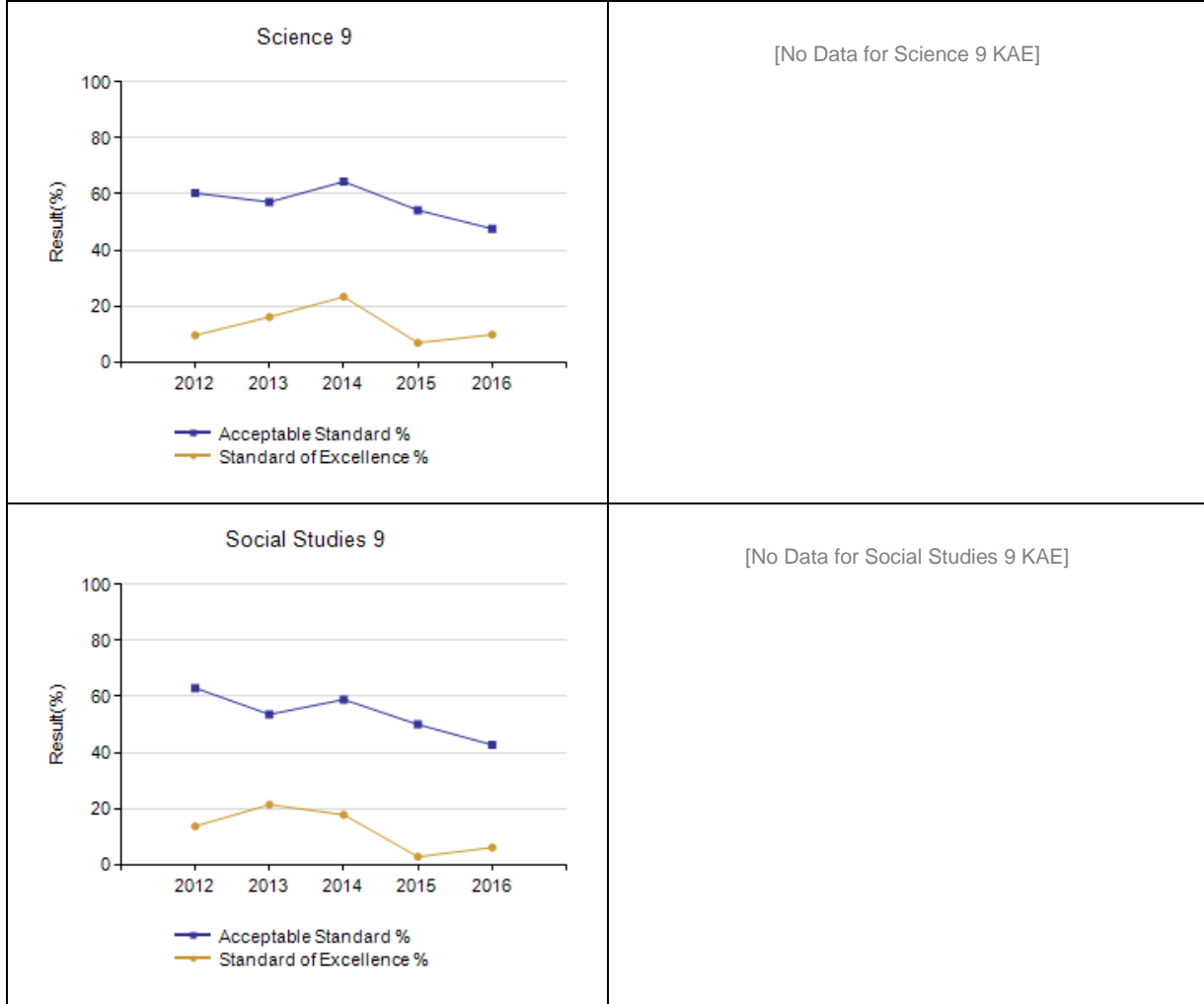
Graph of Provincial Achievement Test Results by Course (optional)



Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course (optional)



Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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

Course	Measure	Alberta Conference 7th Day Ad							Alberta			
		Achievement	Improvement	Overall	2016		Prev 3 Year Average		2016		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very Low	Maintained	Concern	71	62.0	75	60.1	47,606	82.9	45,843	82.4
	Standard of Excellence	Very Low	Maintained	Concern	71	4.2	75	5.8	47,606	20.4	45,843	17.8
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,854	87.7	2,780	88.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,854	14.2	2,780	15.1
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	569	91.4	500	91.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	569	17.2	500	17.9
Mathematics 6	Acceptable Standard	Very Low	Maintained	Concern	71	39.4	75	43.1	47,512	72.2	45,774	73.2
	Standard of Excellence	Very Low	Maintained	Concern	71	4.2	75	3.2	47,512	14.0	45,774	15.3
Science 6	Acceptable Standard	Very Low	Maintained	Concern	71	42.3	75	48.8	47,543	78.0	45,788	76.6
	Standard of Excellence	Very Low	Maintained	Concern	71	9.9	75	6.7	47,543	27.1	45,788	25.3
Social Studies 6	Acceptable Standard	Very Low	Maintained	Concern	71	32.4	75	39.1	47,522	71.4	45,710	71.0
	Standard of Excellence	Low	Improved Significantly	Good	71	8.5	75	1.3	47,522	22.0	45,710	17.9
English Language Arts 9	Acceptable Standard	Very Low	Maintained	Concern	82	53.7	66	59.6	43,780	77.0	38,487	76.2
	Standard of Excellence	Low	Maintained	Issue	82	6.1	66	7.9	43,780	15.2	38,487	14.8
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,638	59.8	1,514	62.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,638	6.2	1,514	4.1
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,611	83.0	2,584	86.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,611	10.8	2,584	11.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	403	86.4	372	86.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	403	26.8	372	17.5
Mathematics 9	Acceptable Standard	Very Low	Declined	Concern	82	45.1	66	54.9	43,253	67.8	38,217	66.4
	Standard of Excellence	Low	Maintained	Issue	82	9.8	66	11.7	43,253	17.5	38,217	17.8
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,125	61.2	1,872	63.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,125	13.0	1,872	14.6
Science 9	Acceptable Standard	Very Low	Declined	Concern	82	47.6	67	58.6	43,834	74.2	38,760	73.4
	Standard of Excellence	Intermediate	Declined	Issue	82	9.8	67	15.4	43,834	22.4	38,760	21.6
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,591	63.8	1,492	65.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,591	14.3	1,492	15.7
Social Studies 9	Acceptable Standard	Very Low	Declined	Concern	82	42.7	67	54.2	43,775	64.7	38,759	65.4
	Standard of Excellence	Very Low	Declined	Concern	82	6.1	67	14.0	43,775	18.0	38,759	19.5
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,608	58.0	1,454	61.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,608	11.6	1,454	11.6

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. 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.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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:

1. 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. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

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

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

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

Overall Evaluation Table

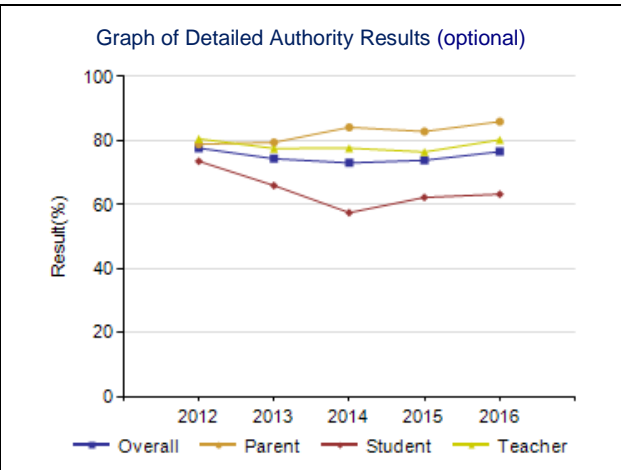
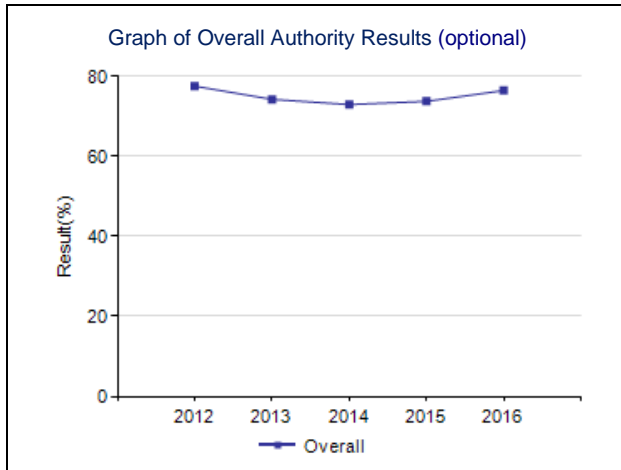
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	77.6	74.3	73.0	73.8	76.5	80.7	81.5	81.3	81.3	81.9
Teacher	80.5	77.5	77.6	76.4	80.2	87.3	87.9	87.5	87.2	88.1
Parent	78.8	79.4	84.1	82.8	85.9	78.1	78.9	79.9	79.9	80.1
Student	73.5	65.9	57.4	62.2	63.2	76.9	77.8	76.6	76.9	77.5



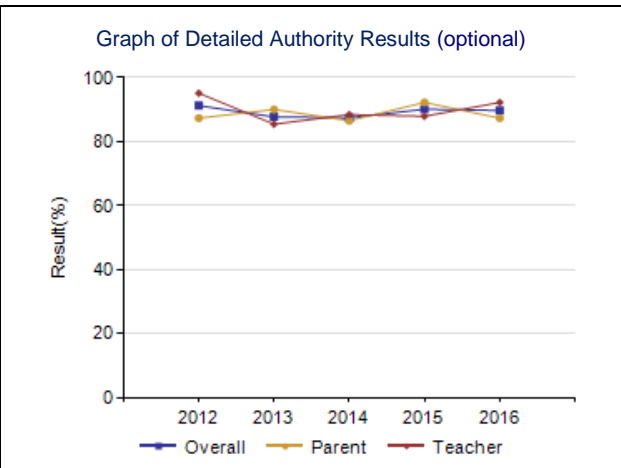
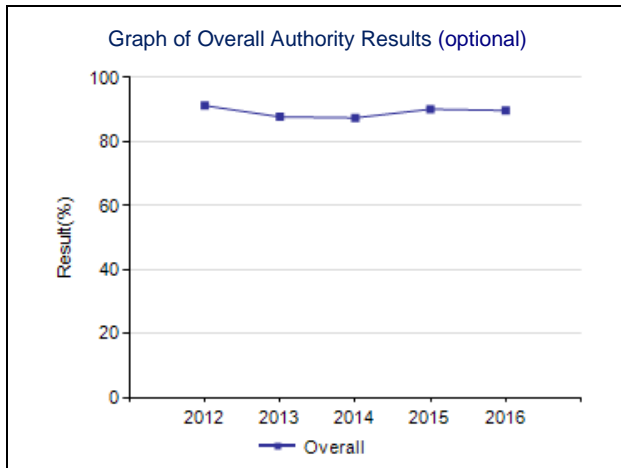
Notes:

1. 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.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Parental Involvement – Measure Details (OPTIONAL)

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

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	91.2	87.7	87.4	90.1	89.7	79.7	80.3	80.6	80.7	80.9
Teacher	95.1	85.4	88.4	87.9	92.2	88.0	88.5	88.0	88.1	88.4
Parent	87.3	90.0	86.5	92.2	87.3	71.4	72.2	73.1	73.4	73.5



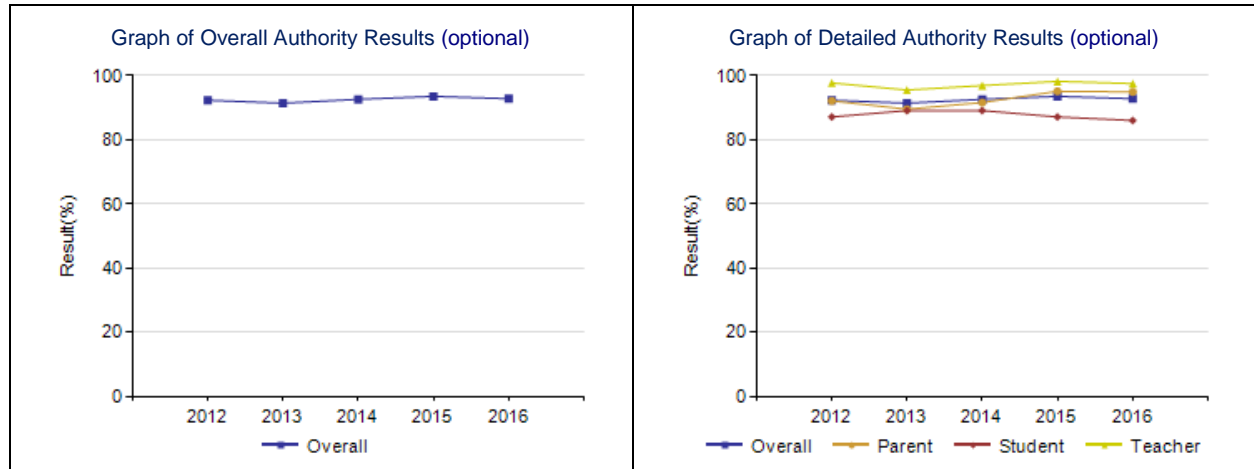
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer 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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	92.3	91.4	92.6	93.5	92.8	89.4	89.8	89.2	89.5	90.1
Teacher	97.7	95.5	96.9	98.2	97.5	95.4	95.7	95.5	95.9	96.0
Parent	92.1	89.5	91.6	95.1	94.9	84.2	84.9	84.7	85.4	86.1
Student	87.1	89.1	89.1	87.1	86.0	88.6	88.7	87.3	87.4	88.0

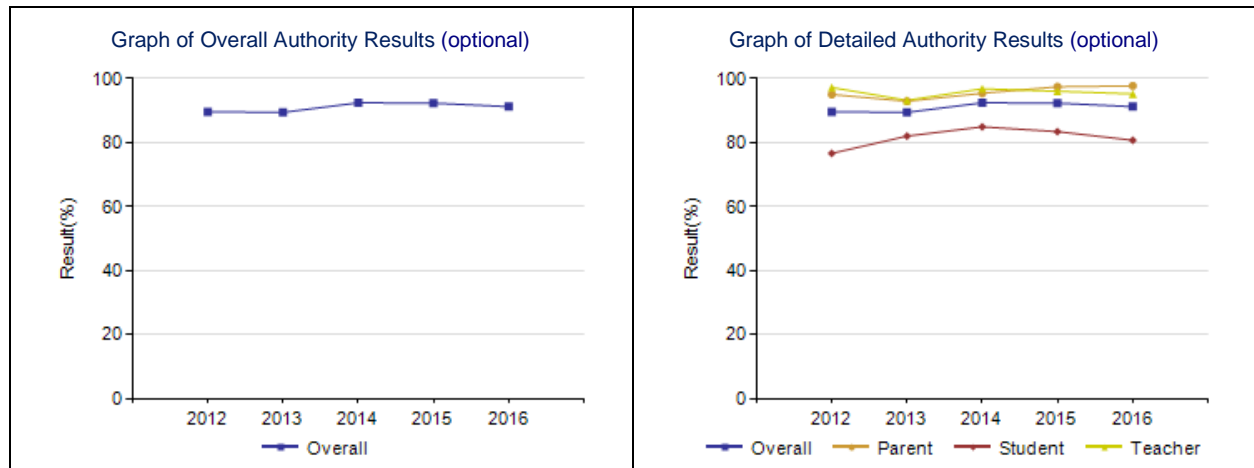


- Notes:
1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
 2. Data values have been suppressed where the number of respondents/students is fewer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

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	89.6	89.4	92.4	92.3	91.2	88.6	89.0	89.1	89.2	89.5
Teacher	97.2	93.2	96.8	96.0	95.2	94.8	95.0	95.3	95.4	95.4
Parent	95.0	92.9	95.4	97.4	97.7	87.4	87.8	88.9	89.3	89.8
Student	76.6	82.0	84.9	83.4	80.7	83.7	84.2	83.1	83.0	83.4

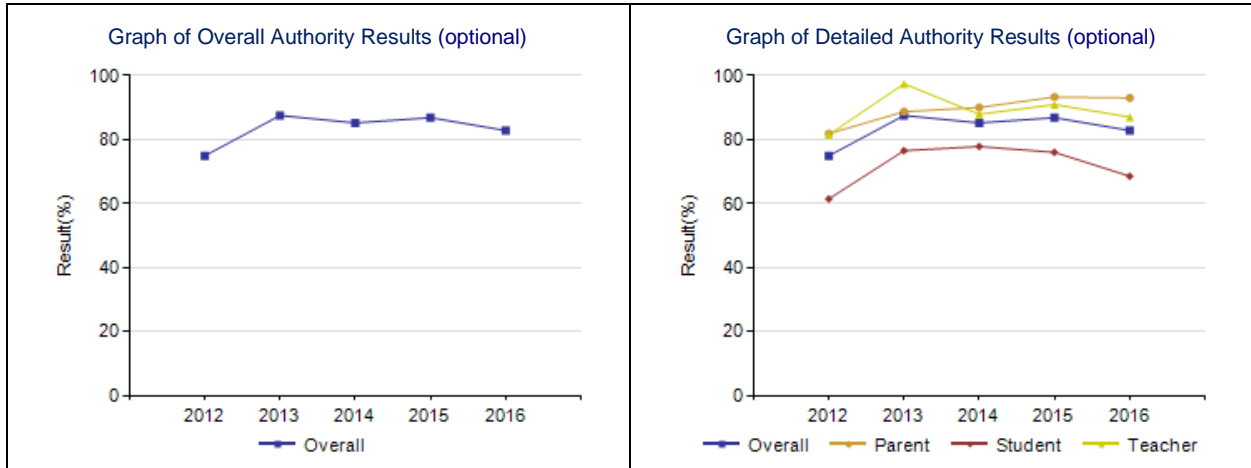


- Notes:
1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
 2. Data values have been suppressed where the number of respondents/students is fewer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

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	74.9	87.5	85.2	86.8	82.8	80.0	80.6	79.8	79.6	81.2
Teacher	81.5	97.4	87.9	90.9	87.0	81.1	80.9	81.3	79.8	82.3
Parent	81.8	88.7	90.0	93.3	93.0	76.2	77.9	77.0	78.5	79.7
Student	61.4	76.5	77.8	76.0	68.5	82.7	82.9	81.2	80.7	81.5



Notes:

1. 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.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).