

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

## **Seventh-day Adventist Schools in Alberta Jurisdiction #9382**

Prepared by:  
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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](mailto:cglover@albertaadventist.ca)

**Accountability Statement**

The Annual Education Results Report for the 2016-17 school year and the Education Plan for the three years commencing September 1, 2017 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 2016-17 school year and the Three- Year Education Plan for 2017-2020 on November 29, 2017.

### 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 <a href="mailto:lmelashenko@cwaanet.net">lmelashenko@cwaanet.net</a> <a href="http://www.cwaanet.net">www.cwaanet.net</a>
College Heights Christian School (K-9)	5201 College Avenue Lacombe, AB T4L 1Z6	403-782-6212 <a href="mailto:office@chcs.cc">office@chcs.cc</a> <a href="http://www.collegeheightschristianschool.ca">www.collegeheightschristianschool.ca</a>
Coralwood Adventist Academy (K-12)	12218-135 St. NW Edmonton, AB T5L 1X1	780-454-2173 <a href="mailto:office@coralwood.org">office@coralwood.org</a> <a href="http://www.coralwood.org">www.coralwood.org</a>
Higher Ground Christian School (K-9)	1 Shirley Street Medicine Hat, AB T1A 8N5	403-527-2714 <a href="mailto:principal@highergroundchristianschool.ca">principal@highergroundchristianschool.ca</a> <a href="http://www.highergroundchristianschool.ca">www.highergroundchristianschool.ca</a>
Mamawi Atosketan Native School (K-12)	RR 2 Ponoka, AB T4J 1R2	403-783-4362 <a href="mailto:principal@mansalberta.ca">principal@mansalberta.ca</a> <a href="http://www.mamawiatosketan.ca">www.mamawiatosketan.ca</a>
Peace Hills Adventist School (K-9)	RR 3 Wetaskiwin, AB T9A 1X1	403-780-352-8555 <a href="mailto:rziakris@albertasdaedu.org">rziakris@albertasdaedu.org</a> <a href="http://www.peacehillsadventistschool.ca">www.peacehillsadventistschool.ca</a>
South Side Christian School (K-9)	Box 219 Red Deer, AB T4N 5E8	403-886-2266 <a href="mailto:rziakris@albertasdaedu.org">rziakris@albertasdaedu.org</a> <a href="http://www.southsidechristianschool.ca">www.southsidechristianschool.ca</a>
Sylvan Meadows Adventist School (K-9)	RR 1, Box 1006B Sylvan Lake, AB T4X 1X6	403-887-5766 <a href="mailto:rziakris@albertasdaedu.org">rziakris@albertasdaedu.org</a> <a href="http://www.sylvanmeadowsadventistschool.ca">www.sylvanmeadowsadventistschool.ca</a>
Woodlands Adventist School (K-9)	RR 3, Site 2, Box 6 Ponoka, AB T4J 1R3	403-783-2640 <a href="mailto:rziakris@albertasdaedu.org">rziakris@albertasdaedu.org</a> <a href="http://www.woodlandsadventistschool.ca">www.woodlandsadventistschool.ca</a>
Prairie Adventist Christian e-School (K-12)	5816 Highway 2A Lacombe, AB T4L 2G5	403-392-3906 <a href="mailto:principal@pacescanada.org">principal@pacescanada.org</a> <a href="http://www.pacescanada.org">www.pacescanada.org</a>

Most of the schools listed have operated continuously for at least twenty years or more (except PACeS for ten 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 seven 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. 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. 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.
3. The Grade 5/6 Outdoor School, Grade 7-8 Lake Expedition and Grade 9 Outdoor Education programs continue to be successful.
4. 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.
5. The urban schools seem to be increasing in immigrant and ESL student enrollment which is challenging in the classroom for instruction and impacts the PAT's and Diploma Exams.
6. The Learning Coach continues to assist teachers in making improvements in classroom management and lesson delivery, 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 Google Summit. All elementary teachers have been in serviced for the new Bible curriculum which includes current pedagogy shifts to inquiry based learning. The jurisdiction continues to work towards a standard 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 tenth 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 (Zoom) on a regular basis for instruction. PACeS is made available for all SDA students who may or may not have access to a 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. Enrollment continues to increase as parents see this is a viable education option for them.
5. Home education students are part of PACeS. Traditional home education is being offered, as well as a blended program. PACeS is the only school where homeschool education is offered in our jurisdiction. Home visits are completed twice per school year which includes a standard based evaluation.
6. The annual Principal's Retreat took place in October, 2016.
7. The Kindergarten teachers continue to meet on a quarterly basis to support and collaborate with each other professionally.
8. This is the fourth year of using Power School as the student information system. Training continues for administrators and teachers as needed.
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. There is a Facebook page where teachers across Canada can share ideas and best teaching practices. 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. There is an *Encounter* Facebook page where teachers can submit activities, pictures, resources, and other ideas regarding the new North American Division Bible program which all schools are requested to adopt.



**Combined 2017 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)**

Measure Category	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	Safe and Caring	89.1	91.2	91.9	89.5	89.5	89.3	Very High	Declined	Good
Student Learning Opportunities	Program of Studies	73.6	76.5	74.4	81.9	81.9	81.5	Intermediate	Maintained	Acceptable
	Education Quality	91.2	92.8	92.9	90.1	90.1	89.6	Very High	Maintained	Excellent
	Drop Out Rate	0.6	5.9	3.9	3.0	3.2	3.3	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	55.6	68.1	67.3	77.9	76.5	76.1	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	48.1	45.8	51.0	73.4	73.6	73.2	Very Low	Maintained	Concern
	PAT: Excellence	8.2	7.4	7.5	19.5	19.4	18.8	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	75.9	80.0	73.9	83.0	82.7	83.1	Low	Maintained	Issue
	Diploma: Excellence	18.0	15.4	13.4	22.2	21.2	21.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	50.5	64.8	62.3	54.9	54.6	53.1	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	75.0	95.7	95.7	62.3	60.8	60.8	n/a	Declined	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	67.8	82.6	86.3	57.9	59.4	59.3	High	Declined	Acceptable
	Work Preparation	97.0	93.5	93.0	82.7	82.6	81.9	Very High	Improved	Excellent
	Citizenship	87.4	88.1	88.3	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	88.5	89.7	89.1	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	84.5	82.8	84.9	81.4	81.2	80.2	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. 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.
5. 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); and Social Studies (Grades 6, 9, 9 KAE).
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. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. 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.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

**Combined 2017 Accountability Pillar First Nations, Métis and Inuit Summary  
(Required for Public/Separate/Francophone School Authorities)**

Measure Category	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
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	0.0	0.0	0.0	5.8	6.1	6.7	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	*	*	n/a	53.6	50.2	47.8	*	*	*
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	*	n/a	51.7	52.4	52.1	n/a	n/a	n/a
	PAT: Excellence	n/a	*	n/a	6.7	6.3	6.3	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	*	n/a	n/a	77.1	76.1	76.3	*	*	*
	Diploma: Excellence	*	n/a	n/a	10.7	10.2	10.2	*	*	*
	Diploma Exam Participation Rate (4+ Exams)	*	*	n/a	21.8	20.7	20.3	*	*	*
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	34.2	31.9	31.9	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	31.8	33.5	33.3	n/a	n/a	n/a
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 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); and Social Studies (Grades 6, 9, 9 KAE).
- 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.
- 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- 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.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
- Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.

## 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 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 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)

## Charter Goal: (For Charter Schools Only)

Outcome: (Charter Outcome)

- Charter Goals, Outcomes and Performance Measures (locally determined, consistent with Section 35 of the School Act, per the charter school's ministerial approved charter agreement.)

Performance Measures	Results (in percentages)					Target*	Targets		
	2013	2014	2015	2016	2017	2017	2018	2019	2020
Locally Determined Performance Measure(s)									

### Comment on Results (OPTIONAL)

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

### Strategies

For each outcome, charter schools must develop and include strategies (at least one strategy for each outcome) in the plan.

\* Target set for 2016/17 in the three year education plan 2016/17 – 2018/19.

**Outcome One: Alberta’s students are successful**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	48.7	56.0	51.3	45.8	48.1	48.7	Very Low	Maintained	Concern	48.2	48.3	48.4
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	8.5	10.2	5.0	7.4	8.2	10	Very Low	Maintained	Concern	7.5	7.7	7.9

**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 and several small schools.
2. There seems to be a lack of test training for students who may have never seen a standardized test.
3. Perhaps there are ways to measure student success other than a one-time standardized test that will show that our students are engaged thinkers and productive citizens with an entrepreneurial spirit.

**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 to familiarize our school administrators with the process of exam accommodations.
2. Grade 6 & 9 teachers belonging to a learning community to address turning data into action.
3. Encourage teachers and administrators to access Exam Bank, Quest A+ and decommissioned tests to train students on a regular basis in standardized test taking leading up to the actual exam.

**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are 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); and Social Studies (Grades 6, 9, 9 KAE).
4. 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.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	78.2	67.5	74.1	80.0	75.9	70.5	Low	Maintained	Issue	71.5	72.0	72.1
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	20.0	13.3	11.6	15.4	18.0	12.0	Intermediate	Maintained	Acceptable	12.5	13.0	13.2

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	82.4	70.6	63.2	68.1	55.6	56.0	Very Low	Maintained	Concern	56.5	56.8	56.9
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.7	2.0	3.7	5.9	0.6	4.0	Very High	Improved	Excellent	3.5	3.2	3.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	83.4	78.9	97.3	82.6	67.8	67.5	High	Declined	Acceptable	68.0	68.2	68.3
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	95.7	75.0	81.0	n/a	Declined	n/a	81.5	81.8	81.9
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	88.2	64.2	57.9	64.8	50.5	61.0	Intermediate	Maintained	Acceptable	61.5	61.8	61.9

**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 fourth 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. Continue to familiarize our school administrators with the process of exam accommodations.
3. Seek assistance in interpreting the data and once we have the interpretation correct, strategies can be developed.

**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are 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. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
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. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	85.4	88.5	88.2	88.1	87.4	89.0	Very High	Maintained	Excellent	87.5	88.0	88.1
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.	88.3	94.1	91.3	93.5	97.0	91.8	Very High	Improved	Excellent	92.0	92.1	92.2

**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. 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.*

1. Keep encouraging participation in the survey.
2. High Schools are putting more emphasis on job fairs and job opportunities.

**Notes:**

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



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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>	76.3	79.4	81.5	77.5	81.8	80.7	n/a	n/a	n/a	80.9	81.0	91.1

**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.

1. We have a combination of schools --four K-12 schools (including an on-line school); six K-9 schools (including five multi grade; 2-3 teacher schools)

**Strategies**

1. Keep encouraging teachers to demonstrate life-long learning to the students.

Notes:

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

## Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	*	*	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	*	*	n/a		n/a	n/a	n/a			
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	*		*	*	*			
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	*		*	*	*			

### 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. Students are indicating they have an insight to a positive future after high school such as being an entrepreneur or teacher among their own peoples

### 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 continually aware of the learning gap in students and are addressing the students' specific needs on a regular basis. AISCA has provided some FNMI awareness and training.
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 should include strategies that ensure all students, teachers and school leaders learn about the First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools.

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are 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); and Social Studies (Grades 6, 9, 9 KAE).
4. 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.
5. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.

6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
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. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2018	2019	2020
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	*	*		*	*	*			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	0.0	*	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	*	*		*	*	*			

**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.*

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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 AISCA training on familiarizing us on history and resources available for First Nation students.

*Authorities should include strategies that ensure all students, teachers and school leaders learn about the First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools.*

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Overall evaluations can only be calculated if both improvement and achievement evaluations are 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. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
  5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
  6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.

## Outcome Three: Alberta’s education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	89.4	92.4	92.3	91.2	89.1	92.5	Very High	Declined	Good	89.5	89.7	89.9

### 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

Authorities should describe the strategies implemented to ensure that all children and students have access to meaningful and relevant learning experiences that include appropriate instructional supports to demonstrate that the jurisdiction is meeting its obligations as stated in the Inclusive Education Policy. For further information and resources, visit <https://education.alberta.ca/inclusive-education/what-is-inclusion/>.

### Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	74.3	73.0	73.8	76.5	73.6	74.0	Intermediate	Maintained	Acceptable	74.1	74.2	74.3

### 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. iPads and Chromebooks purchased and implemented into classrooms.
3. Teachers are encouraged to integrate technology into lesson plans.
4. All teachers are required to integrate the arts, career, technology, health and physical education into the curriculum
5. 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. All teachers are required to hold a current Seventh-day Adventist certificate. To qualify for this certificate, there are certain requirements that need to be met every five years which includes classes for credit and/or professional development workshops or seminars or conventions or reading professional magazines/books.
2. Jurisdiction 9382 provides an annual convention where all teachers are required to participate. 2017 was a Google Summit where the Google Suite was explored and everyone was encouraged to try using Google Suite in the classrooms. Other speakers at our conventions have included Marie Alcock from ASCD; Danny Brassell from ASCD; Kim Sutton from Creative Mathematics.
3. Every five years the Seventh-day Adventist Church in Canada plans a Canada-wide Convention that exposes our teachers to new curriculum, strategies and educational pedagogy.
4. Every six years the North American Division of Seventh-day Adventists plans a Division-wide Convention that exposes our teachers to influential educators such as Harry Wong; Alan November; Ron Clark (Disney Teacher of the Year Award Recipient); etc.
5. Teachers are evaluated from head office on a regular rotation. Teachers with one to three years experience are evaluated on an annual basis by head office and principals. Teachers with four to ten years experience are evaluated every second year by head office and every year by their principal. Teachers with over ten years experience are evaluated every three years either by head office or their principal.
6. Each teacher is eligible for a professional development funds, that may be accumulated up to three years, to be used for taking courses or seminars that may enhance their craft.
7. The Seventh-day Adventist Church in Canada pays for a Master's Degree in Education. The strand may be in Educational Leadership, Curriculum Development, Reading Specialist, or Special Needs Specialist. Other Master's Degrees may be approved by the local superintendent and the SDACC Office of Education and may be eligible for funding.
8. All the Kindergarten teachers have attended or will be attending the SDE I Teach K convention in Las Vegas during July of each year. Other teachers (Grade 1, 2, 3, Administrators) have attended the Differentiation Convention at the same time.
9. All principals and office staff have attended the Women in Leadership Convention in Las Vegas where women in leadership were empowered to be effective leaders.

### Notes:

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

**Outcome Five: Alberta’s education system is well governed and managed**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	87.5	85.2	86.8	82.8	84.5	83.0	Very High	Maintained	Excellent	83.1	83.2	
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	87.7	87.4	90.1	89.7	88.5	90.3	Very High	Maintained	Excellent	90.4	90.5	
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.4	92.6	93.5	92.8	91.2	93.6	Very High	Maintained	Excellent	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.

**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. There is an expectation that all teacher hold regular parent-teacher interviews that 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. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.

Note:

**Future Challenges (Optional)**

- For details please refer to the appropriate policy and requirements for planning and results reporting guide.
  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. All the standards for the core curricula have been developed and are ready to be uploaded into Power School. IT will link the standards to the grade book for reporting purposes. One of our schools has been designated to be the pilot school for the new progress report card.

**Summary of Financial Results**

- For details please refer to the appropriate policy and requirements for planning and results reporting guide.

	AFS Amount	Percentage	Highlights
<b>Revenue Summary</b>			
Alberta Government	\$ 4,034,098	34.90%	Cover overhead for teaching personnel
Federal Grants	\$ 1,019,814	8.82%	Covers cost for operation of First Nations program
Other Revenue	\$ 6,505,565	56.28%	Funds capital expenditures, benefits, resources
<b>Total Revenues</b>	<b>\$11,559,477</b>	<b>100.0%</b>	
<b>Expenditure Summary</b>			
Instruction	\$ 9,422,086	77.42%	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	\$ 765,905	6.30%	
Operations & Maintenance	\$1,290,511	10.60%	
Transportation	\$ 691,241	5.68%	Funded through a user pay arrangement
<b>Total Expenditures</b>	<b>\$12,169,743</b>	<b>100.0%</b>	

To access the complete Audited Financial Statement please contact Corene Glover at [cglover@albertaadventist.ca](mailto: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  
 2017 / 2018

<b>REVENUES</b>		
Alberta Education (excluding Home Education)		\$3,755,798
Alberta Education - Home Education		\$83,541
<b>Total Alberta Education Revenues</b>		<b>\$3,839,339</b>
Federal Government and/or First Nations		\$1,021,146
Other Alberta school authorities		\$0
Instruction fees / Tuition fees		\$1,849,186
Non-instructional (O&M, Transportation, Admin fees, etc.)		\$212,030
Other sales and services		\$14,062
Interest on investments		\$4,500
Gifts and donations		\$560,765
Gross school generated funds		\$32,750
Amortization of capital allocations (where applicable)		\$19,921
Other (specify):	AB Conference Subsidy/Fundraise for Operations	\$2,640,424
<b>TOTAL REVENUES</b>		<b>\$10,254,123</b>
<b>EXPENSES</b>		
Certificated salaries (excluding Home Education)		\$5,194,302
Certificated benefits (excluding Home Education)		\$1,298,939
Non-certificated salaries and wages (excluding Home Education)		\$895,916
Non-certificated Benefits (excluding Home Education)		\$84,469
Services, contracts and supplies (excluding Home Ed.)		\$2,159,145
	Leases - Other	\$0
Severe Disabilities / Program Unit (excluding Home Ed.)		\$55,040
Early Literacy (excluding Home Education)		\$9,759
English as a Second Language (excluding Home Ed.)		\$18,204
<u>Home Education</u>		
	Certificated salaries	\$31,457
	Certificated benefits	\$7,719
	Payments to the parents who are providing home education programs to students	\$41,800
	Services and Supplies	\$11,000
Gross school generated funds		\$32,750
Capital and debt services		
	Amortization of capital assets	
	From restricted funds	\$19,921

\* Although the Alberta Conference of the SDA School Jurisdiction experienced a loss for the year ended August 31, 2017, we're anticipating a surplus for the 2017-18 year given a 5.99% increase in enrollment. We will also be receiving a one-time operating subsidy of \$375,000 from private sources.

#### **Capital and Facilities Projects**

- For details please refer to the appropriate policy and requirements for planning and results reporting guide.
  1. At Mamawi Atosketan Native School the high school construction is nearing completion. Finish date to be early 2018.
  2. Mamawi Atosketan Native School had a break in and as a result new flooring was installed throughout the hallways;
  3. Woodlands Adventist School installed new shingles; plans for new siding on building
  4. Coralwood Adventist Academy installed new flooring in the foyer and classrooms.
  5. Peace Hills Adventist School finished installing their playground.
  6. College Heights Christian school installed new student lockers.

All these projects were locally funded by stakeholders

#### **Summary of Facility and Capital Plans**

- For details please refer to the appropriate policy and requirements for planning and results reporting guide.
  1. The biggest project is the continuation of raising funds and completion of the Mamawi Atosketan Native School high school building and Industrial Arts Center. Occupancy date is tentatively set for Spring 2018. Grand opening scheduled for Fall, 2018.
  2. Woodlands Adventist School anticipates new siding on their facility within the year.

#### **Parental Involvement**

- For details please refer to the appropriate policy and requirements for planning and results reporting guide.
  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**

- For details please refer to the appropriate policy and requirements for planning and results reporting guide.
- AERR and Three-Year Education Plan may be found at [www.albertasdaedu.org](http://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](mailto:jgriffith@albertaadventist.ca)
- For more information or clarification please contact Corene Glover at [cgllover@albertaadventist.ca](mailto:cgllover@albertaadventist.ca)

**Whistleblower Protection**

- For details please refer to the appropriate policy and requirements for planning and results reporting guide.

There have been no disclosures to our knowledge for the 2016-17 school year.

**APPENDIX – Measure Details (OPTIONAL)**

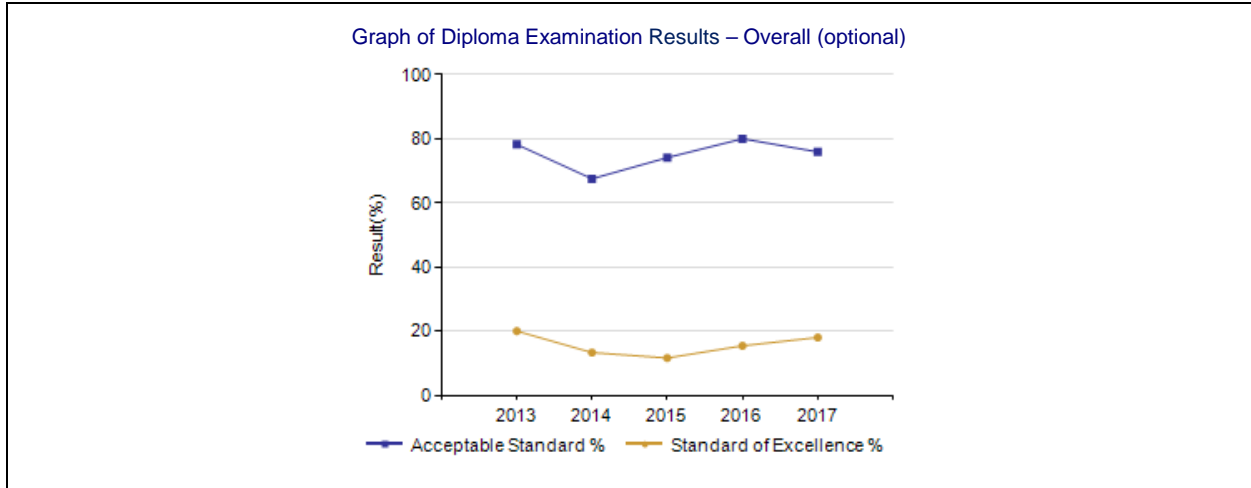
The following pages include tables and graphs that provide detailed data for the performance measures. Authorities may include these under each measure/outcome to provide context and help in interpreting the results.

**Diploma Examination Results – Measure Details (OPTIONAL)**

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	87.5	25.0	60.0	20.0	88.9	11.1	90.9	9.1	75.0	0.0		
	Province	85.9	10.4	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7		
English Lang Arts 30-2	Authority	*	*	66.7	0.0	83.3	0.0	*	*	*	*		
	Province	89.4	10.9	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4		
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	95.4	12.4	96.6	14.6	95.5	9.9	93.8	8.7	94.7	9.4		
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	96.8	18.2	99.3	29.2	95.3	17.1	99.3	20.3	98.1	18.6		
Pure Mathematics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	59.0	11.4	*	*	n/a	n/a	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	71.4	17.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Mathematics 30-1	Authority	81.8	45.5	70.0	20.0	57.1	14.3	66.7	11.1	77.8	27.8		
	Province	80.9	35.9	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7		
Mathematics 30-2	Authority	n/a	n/a	*	*	85.7	14.3	*	*	50.0	0.0		
	Province	69.5	9.7	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9		
Social Studies 30-1	Authority	100.0	0.0	77.8	11.1	88.2	11.8	87.5	25.0	80.8	11.5		
	Province	85.4	15.2	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8		
Social Studies 30-2	Authority	*	*	75.0	0.0	57.1	0.0	66.7	0.0	*	*		
	Province	82.2	13.7	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6		
Biology 30	Authority	60.0	20.0	60.0	20.0	77.8	22.2	66.7	33.3	75.0	35.0		
	Province	84.4	32.2	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3		
Chemistry 30	Authority	60.0	10.0	61.5	15.4	66.7	16.7	77.8	11.1	88.2	29.4		
	Province	78.8	31.8	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6		
Physics 30	Authority	n/a	n/a	66.7	11.1	53.8	0.0	100.0	14.3	76.9	23.1		
	Province	81.5	30.4	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.1	25.8	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4		

Notes:

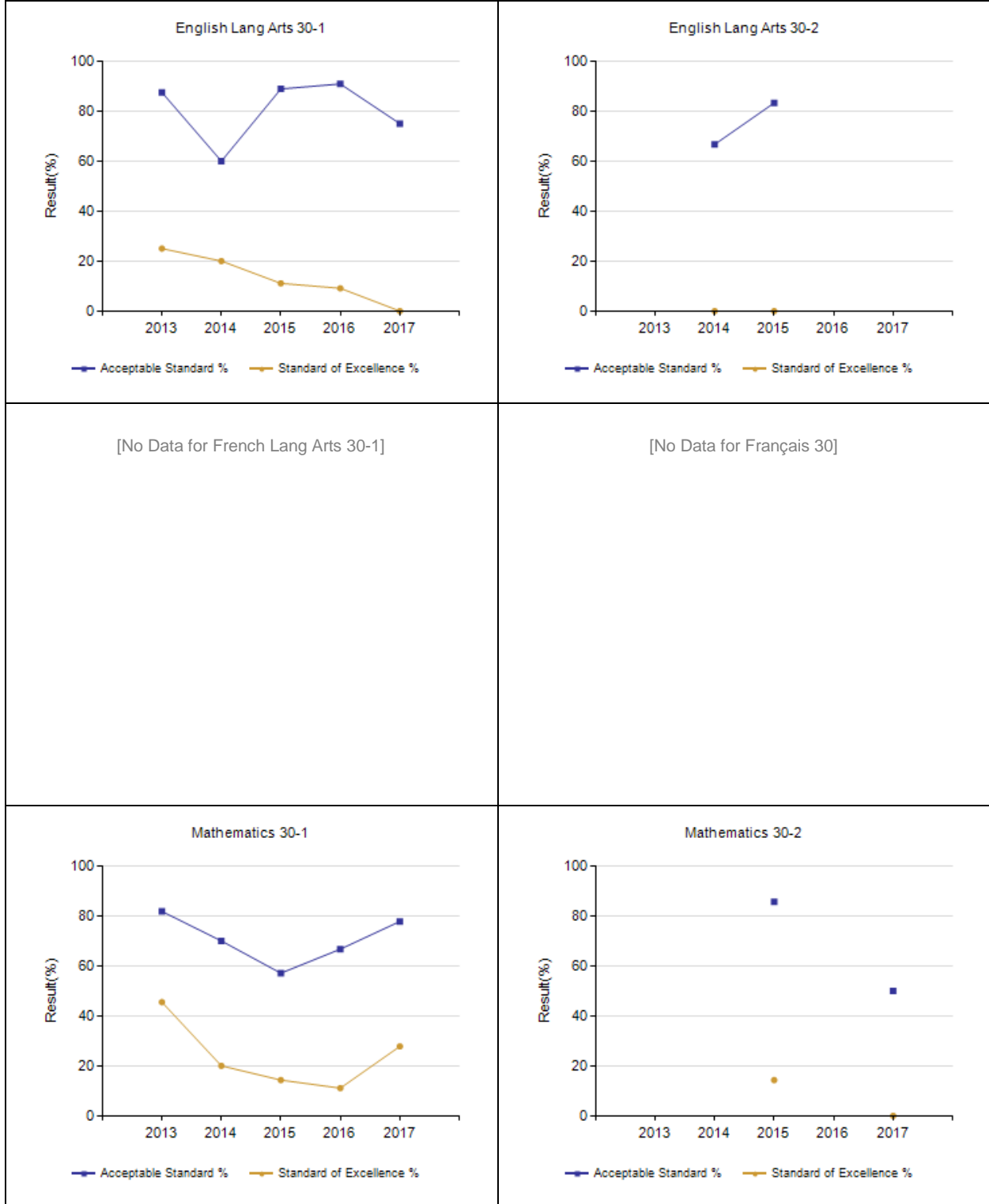
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. 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.



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
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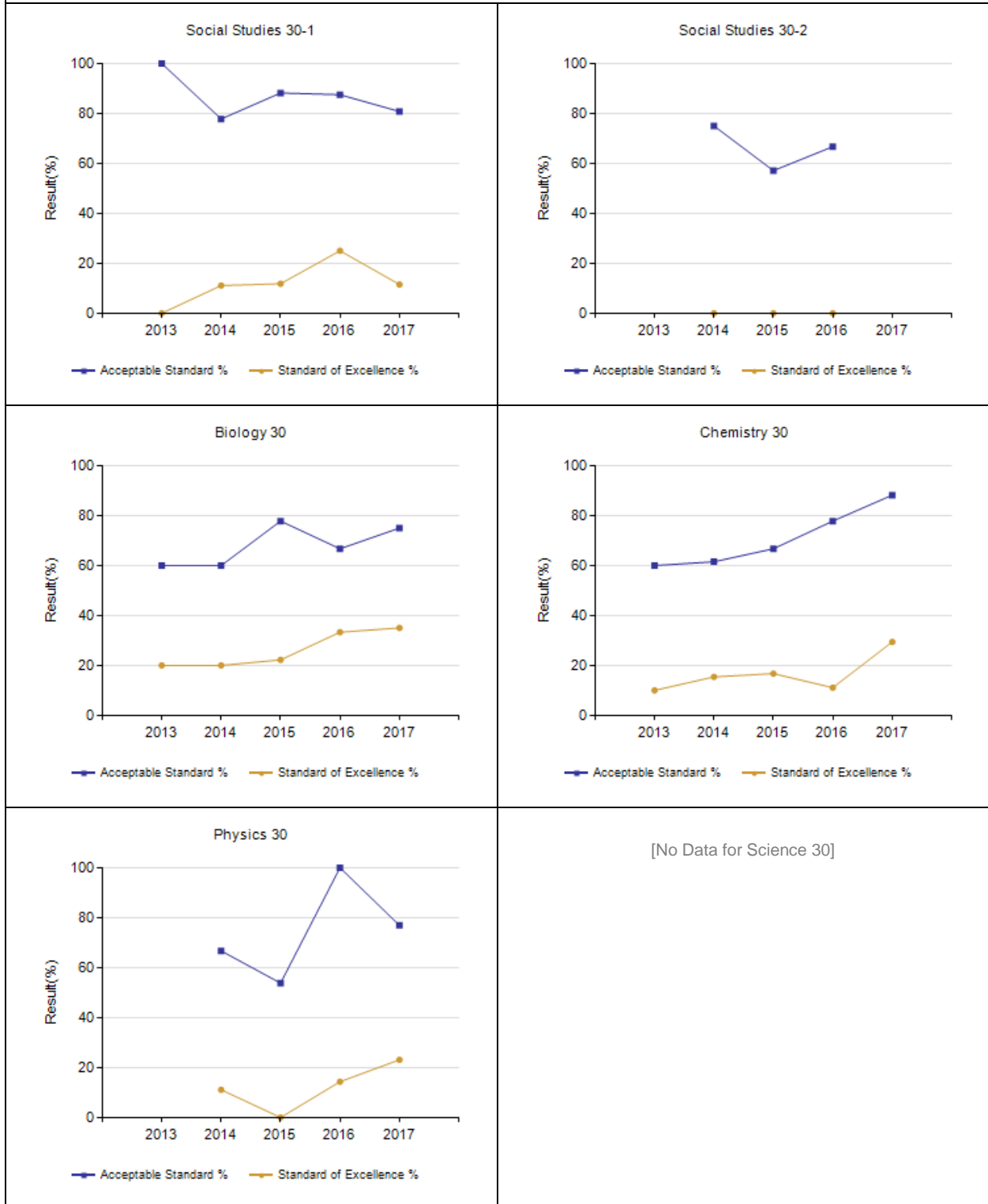
Diploma Examination Results by Course (optional)



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
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Diploma Examination Results by Course (optional)



Notes:

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



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

		Alberta Conference 7th Day Ad							Alberta			
		Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	Maintained	Concern	28	75.0	13	79.9	30,150	86.5	28,895	87.0
	Standard of Excellence	Very Low	Declined Significantly	Concern	28	0.0	13	13.4	30,150	11.7	28,895	11.3
English Lang Arts 30-2	Acceptable Standard	*	*	*	1	*	6	75.0	16,797	89.5	16,361	89.2
	Standard of Excellence	*	*	*	1	*	6	0.0	16,797	11.4	16,361	12.2
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,375	94.7	1,256	95.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,375	9.4	1,256	11.0
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	98.1	140	98.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	18.6	140	22.2
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	18	77.8	11	64.6	20,371	73.1	20,934	74.0
	Standard of Excellence	n/a	n/a	n/a	18	27.8	11	15.1	20,371	30.7	20,934	28.5
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	6	50.0	7	85.7	14,327	74.7	12,738	73.6
	Standard of Excellence	n/a	n/a	n/a	6	0.0	7	14.3	14,327	15.9	12,738	15.8
Social Studies 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	26	80.8	11	84.5	22,249	86.0	21,875	85.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	26	11.5	11	16.0	22,249	14.8	21,875	14.9
Social Studies 30-2	Acceptable Standard	*	*	*	4	*	7	66.3	20,054	80.6	19,579	82.1
	Standard of Excellence	*	*	*	4	*	7	0.0	20,054	12.6	19,579	13.5
Biology 30	Acceptable Standard	Low	Maintained	Issue	20	75.0	15	68.1	22,993	84.2	21,843	85.4
	Standard of Excellence	Very High	Maintained	Excellent	20	35.0	15	25.2	22,993	32.3	21,843	32.4
Chemistry 30	Acceptable Standard	Very High	Improved	Excellent	17	88.2	11	68.7	18,751	83.1	19,161	81.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	17	29.4	11	14.4	18,751	38.6	19,161	34.6
Physics 30	Acceptable Standard	Intermediate	Maintained	Acceptable	13	76.9	10	73.5	9,952	85.7	10,553	84.3
	Standard of Excellence	Intermediate	Maintained	Acceptable	13	23.1	10	8.5	9,952	41.8	10,553	36.6
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,323	84.9	7,914	84.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,323	28.4	7,914	26.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
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.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. 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.

**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
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**

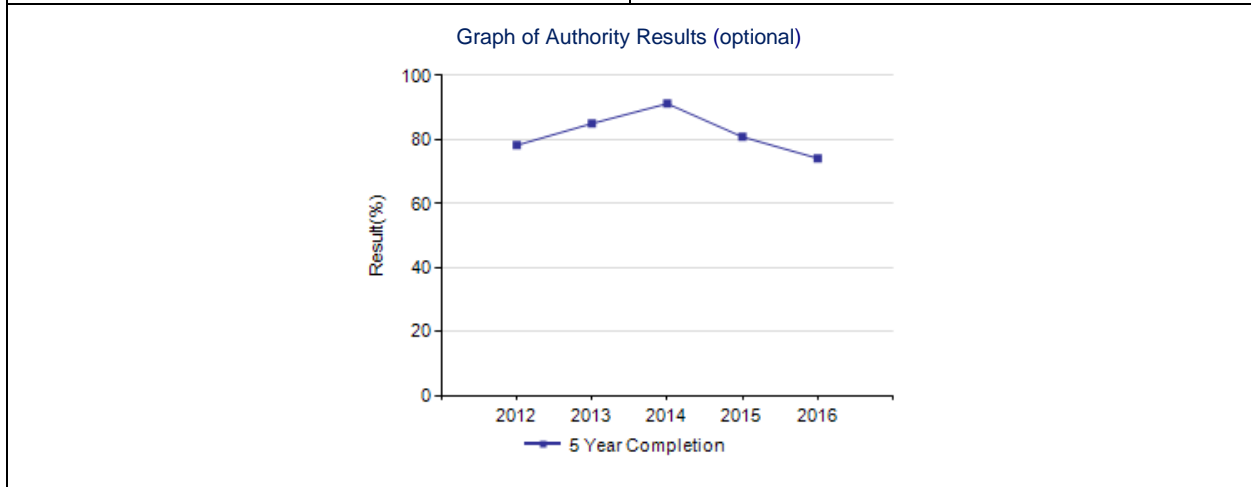
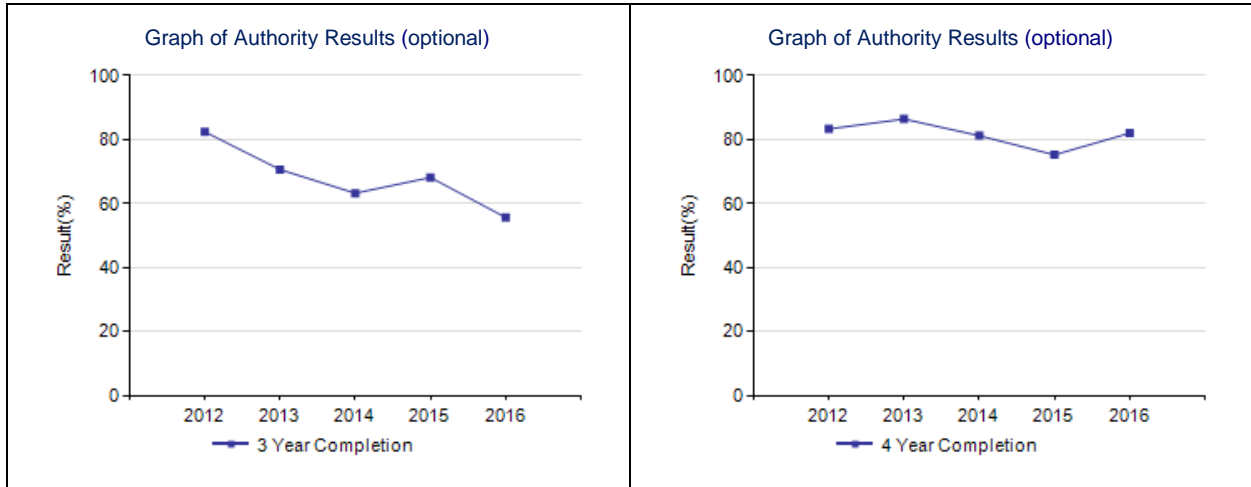
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
3 Year Completion	82.4	70.6	63.2	68.1	55.6	74.8	75.3	76.5	76.5	77.9
4 Year Completion	83.3	86.4	81.2	75.2	82.0	79.2	79.6	79.9	81.0	81.2
5 Year Completion	78.2	85.0	91.2	80.8	74.1	80.6	81.5	82.0	82.1	83.2

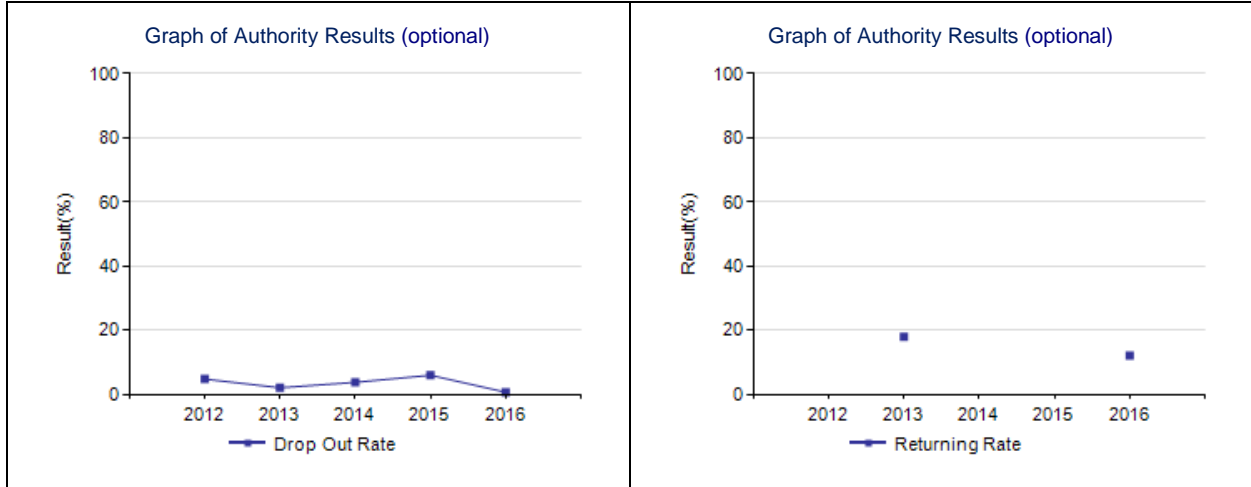


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

**Drop Out Rate – Measure Details (OPTIONAL)**

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Drop Out Rate	4.7	2.0	3.7	5.9	0.6	3.6	3.3	3.5	3.2	3.0
Returning Rate	*	17.9	*	*	12.1	22.8	20.7	20.9	18.2	18.9

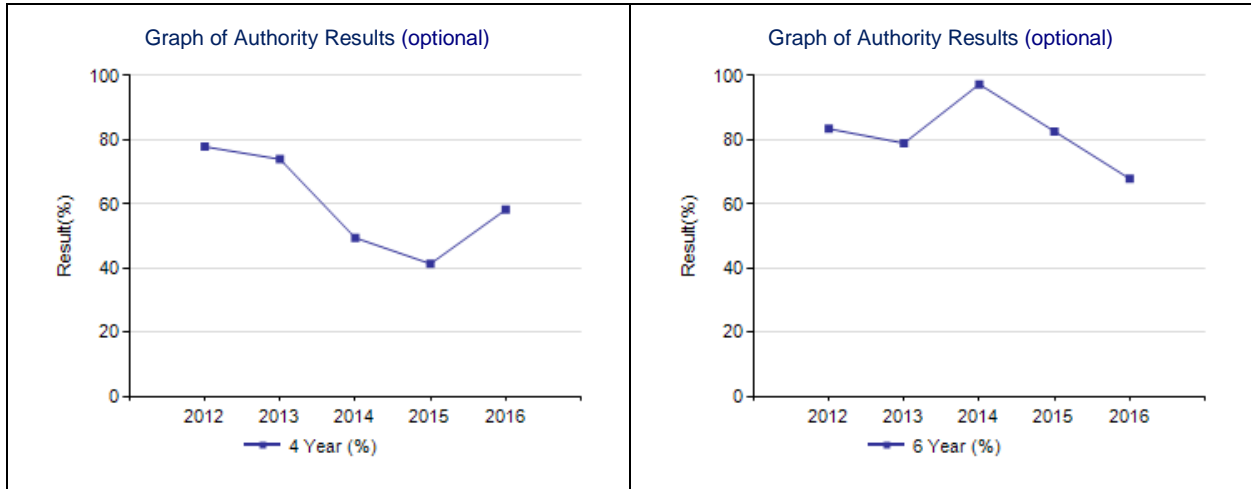


Notes:

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

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

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
4 Year Rate	77.8	73.9	49.4	41.3	58.2	39.4	39.7	38.3	37.0	37.0
6 Year Rate	83.4	78.9	97.3	82.6	67.8	59.3	59.0	59.7	59.4	57.9



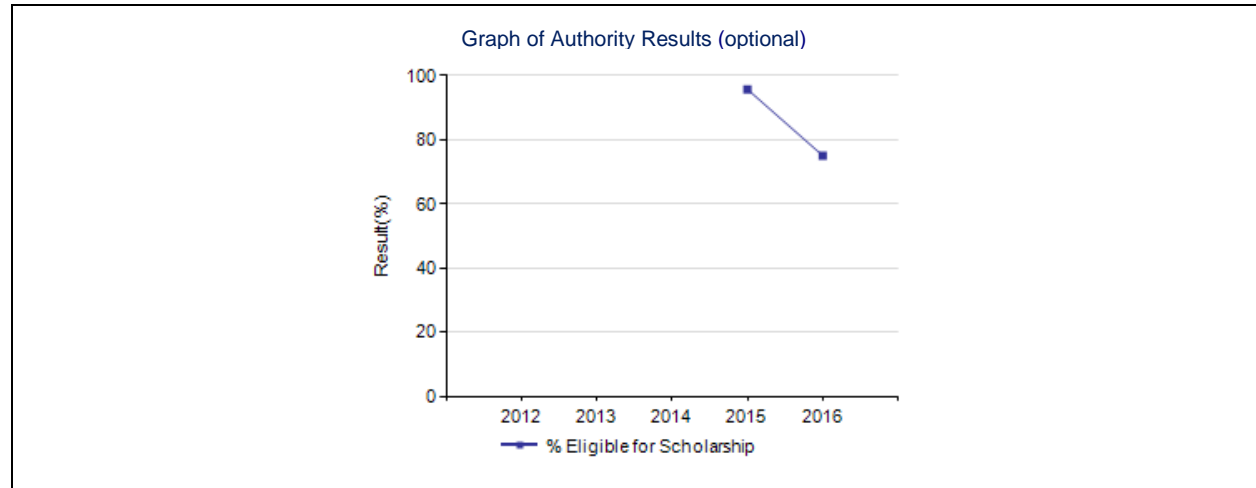
Notes:

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

**Rutherford Eligibility Rate – Measure Details (OPTIONAL)**

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	95.7	75.0	n/a	n/a	n/a	60.8	62.3

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
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	12	52.2	22	95.7
2016	12	9	75.0	9	75.0	6	50.0	9	75.0



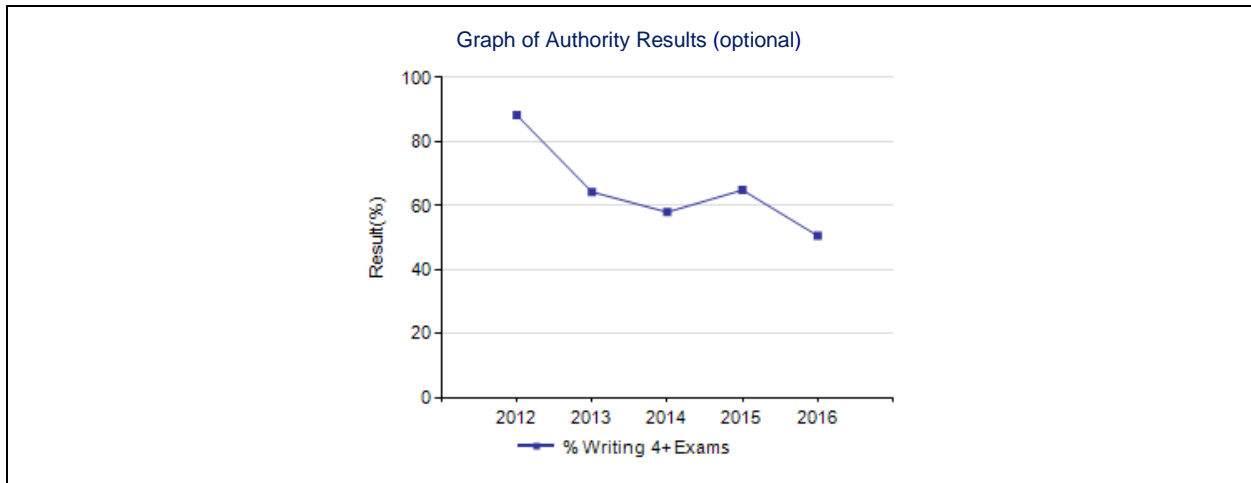
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
3. 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.

**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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
% Writing 0 Exams	5.9	23.0	15.8	9.2	25.3	16.5	16.6	15.7	15.7	15.0
% Writing 1+ Exams	94.1	77.0	84.2	90.8	74.7	83.5	83.4	84.3	84.3	85.0
% Writing 2+ Exams	94.1	70.6	84.2	81.1	65.7	80.5	80.3	81.4	81.2	81.9
% Writing 3+ Exams	94.1	64.2	78.9	68.1	55.6	66.8	63.3	65.0	64.7	65.2
<b>% Writing 4+ Exams</b>	<b>88.2</b>	<b>64.2</b>	<b>57.9</b>	<b>64.8</b>	<b>50.5</b>	<b>55.9</b>	<b>50.1</b>	<b>54.4</b>	<b>54.6</b>	<b>54.9</b>
% Writing 5+ Exams	76.5	57.8	47.4	55.1	50.5	37.5	31.5	36.3	37.1	37.5
% Writing 6+ Exams	29.4	6.4	31.6	16.2	25.3	14.3	11.4	13.1	13.8	13.6



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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
English Language Arts 30-1	77.8	47.1	52.6	64.5	50.0	54.7	53.9	54.0	53.2	53.9
English Language Arts 30-2	11.1	17.6	26.3	19.4	15.0	25.9	27.1	28.0	28.7	28.7
<b>Total of 1 or more English Diploma Exams</b>	<b>88.9</b>	<b>64.7</b>	<b>78.9</b>	<b>83.9</b>	<b>65.0</b>	<b>78.6</b>	<b>78.7</b>	<b>79.7</b>	<b>79.5</b>	<b>80.0</b>
Social Studies 30-1	77.8	47.1	52.6	54.8	45.0	47.6	45.8	45.1	43.5	45.1
Social Studies 30-2	11.1	23.5	31.6	25.8	25.0	31.9	33.7	35.2	36.7	35.8
<b>Total of 1 or more Social Diploma Exams</b>	<b>88.9</b>	<b>70.6</b>	<b>84.2</b>	<b>80.6</b>	<b>70.0</b>	<b>78.7</b>	<b>78.8</b>	<b>79.6</b>	<b>79.5</b>	<b>80.2</b>
Pure Mathematics 30	77.8	5.9	0.0	0.0	0.0	42.2	7.2	0.1	0.0	0.0
Applied Mathematics 30	0.0	0.0	0.0	0.0	0.0	19.5	0.2	0.0	0.0	0.0
Mathematics 30-1	n/a	58.8	42.1	45.2	45.0	n/a	29.7	37.3	37.1	36.4
Mathematics 30-2	n/a	0.0	15.8	25.8	10.0	n/a	16.7	21.4	22.4	23.6
<b>Total of 1 or more Math Diploma Exams</b>	<b>77.8</b>	<b>58.8</b>	<b>57.9</b>	<b>71.0</b>	<b>55.0</b>	<b>61.1</b>	<b>52.1</b>	<b>57.0</b>	<b>57.6</b>	<b>58.3</b>
Biology 30	83.3	52.9	68.4	54.8	50.0	42.8	42.2	41.4	40.6	40.7
Chemistry 30	77.8	58.8	57.9	38.7	50.0	36.5	31.5	34.7	35.7	35.5
Physics 30	33.3	5.9	36.8	41.9	30.0	20.2	17.3	20.0	19.9	19.3
Science 30	0.0	0.0	0.0	3.2	0.0	10.3	9.8	12.8	14.1	15.7
<b>Total of 1 or more Science Diploma Exams</b>	<b>88.9</b>	<b>58.8</b>	<b>78.9</b>	<b>67.7</b>	<b>55.0</b>	<b>59.2</b>	<b>57.3</b>	<b>59.4</b>	<b>59.8</b>	<b>60.5</b>
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.3	0.3	0.3	0.2	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.6	2.7	2.7	2.8	2.8
<b>Total of 1 or more French Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>2.9</b>	<b>3.0</b>	<b>2.9</b>	<b>3.0</b>	<b>3.1</b>

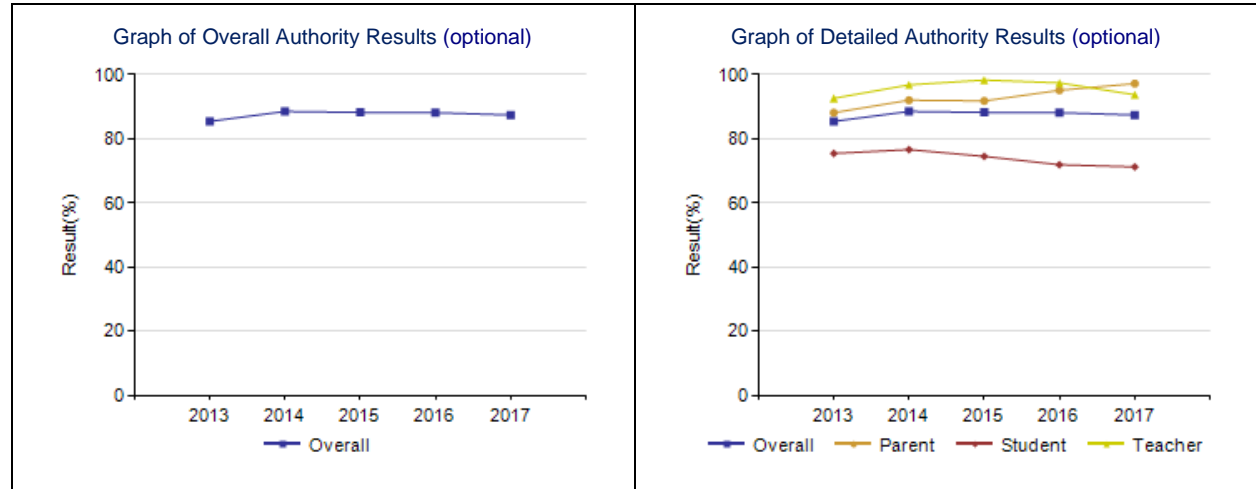
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
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. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.



**Citizenship – Measure Details (OPTIONAL)**

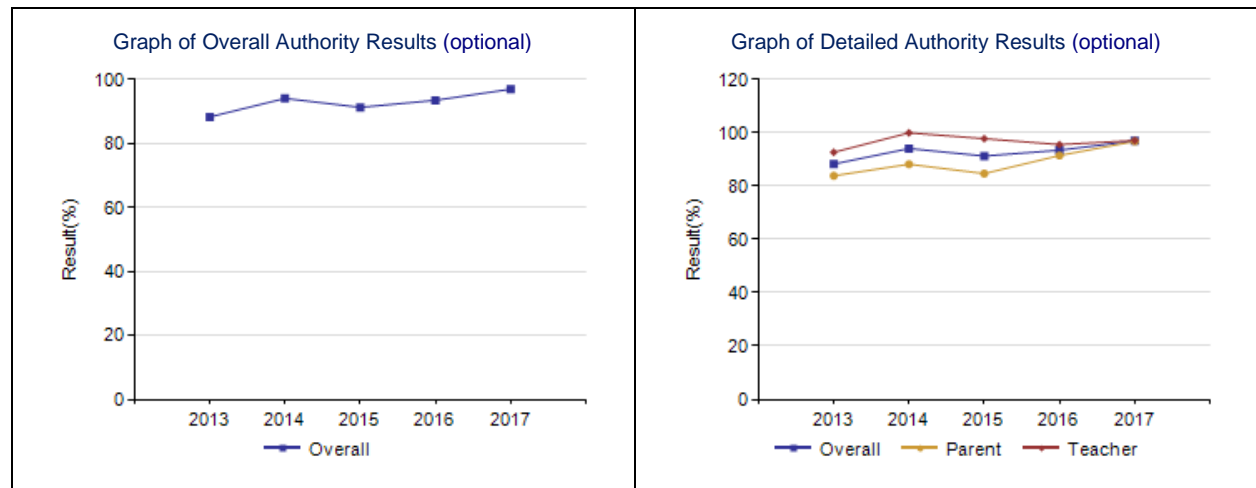
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	85.4	88.5	88.2	88.1	87.4	83.4	83.4	83.5	83.9	83.7
Teacher	92.6	96.8	98.3	97.4	93.7	93.6	93.8	94.2	94.5	94.0
Parent	88.1	92.0	91.8	95.1	97.2	80.3	81.9	82.1	82.9	82.7
Student	75.4	76.6	74.5	71.9	71.2	76.2	74.5	74.2	74.5	74.4



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

**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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	88.3	94.1	91.3	93.5	97.0	80.3	81.2	82.0	82.6	82.7
Teacher	92.7	100.0	97.8	95.6	97.1	89.4	89.3	89.7	90.5	90.4
Parent	83.9	88.2	84.7	91.5	96.8	71.1	73.1	74.2	74.8	75.1

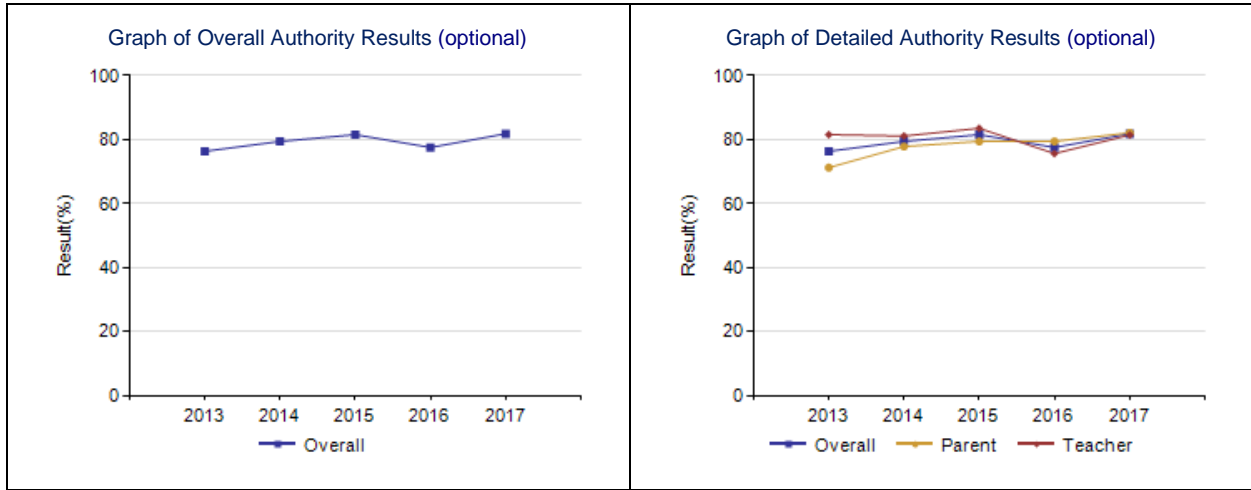


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	76.3	79.4	81.5	77.5	81.8	68.5	69.5	70.0	70.7	71.0
Teacher	81.5	81.1	83.5	75.6	81.4	75.7	76.0	76.0	77.3	77.3
Parent	71.2	77.8	79.4	79.4	82.1	61.2	63.0	64.0	64.2	64.8



Notes:

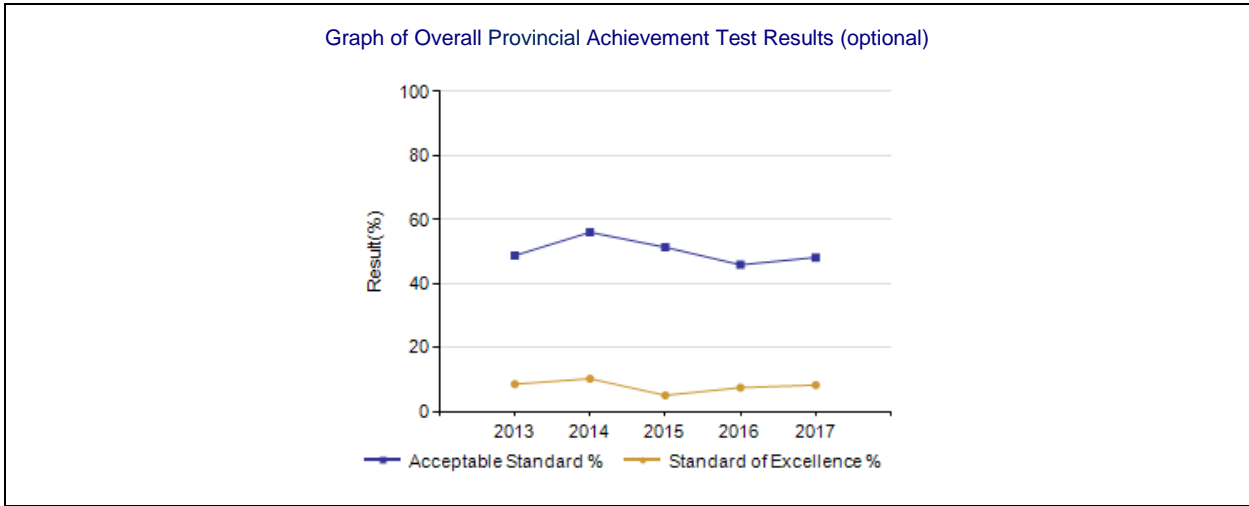
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Provincial Achievement Test Results – Measure Details (OPTIONAL)**

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	57.0	5.1	62.3	5.8	61.0	6.5	62.0	4.2	59.0	8.4		
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9		
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	88.6	16.3	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.0	21.6	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6		
Mathematics 6	Authority	43.0	2.5	42.0	4.3	44.2	2.6	39.4	4.2	50.6	7.2		
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6		
Science 6	Authority	46.8	5.1	58.0	7.2	41.6	7.8	42.3	9.9	50.6	12.0		
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0		
Social Studies 6	Authority	27.8	0.0	47.8	0.0	41.6	3.9	32.4	8.5	47.0	6.0		
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7		
English Language Arts 9	Authority	58.9	12.5	57.5	6.8	62.3	4.3	53.7	6.1	47.4	7.9		
	Province	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9		
English Lang Arts 9 KAE	Authority	n/a	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a		
	Province	62.4	4.3	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9		
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	87.2	13.9	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.0	14.5	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1		
Mathematics 9	Authority	53.6	14.3	56.2	15.1	55.1	5.8	45.1	9.8	42.1	6.6		
	Province	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0		
Mathematics 9 KAE	Authority	n/a	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a		
	Province	65.8	14.7	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3		
Science 9	Authority	57.1	16.1	64.4	23.3	54.2	6.9	47.6	9.8	46.1	6.6		
	Province	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4		
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	68.4	17.1	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3		
Social Studies 9	Authority	53.6	21.4	58.9	17.8	50.0	2.8	42.7	6.1	40.8	10.5		
	Province	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2		
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	64.6	13.0	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7		

Notes:

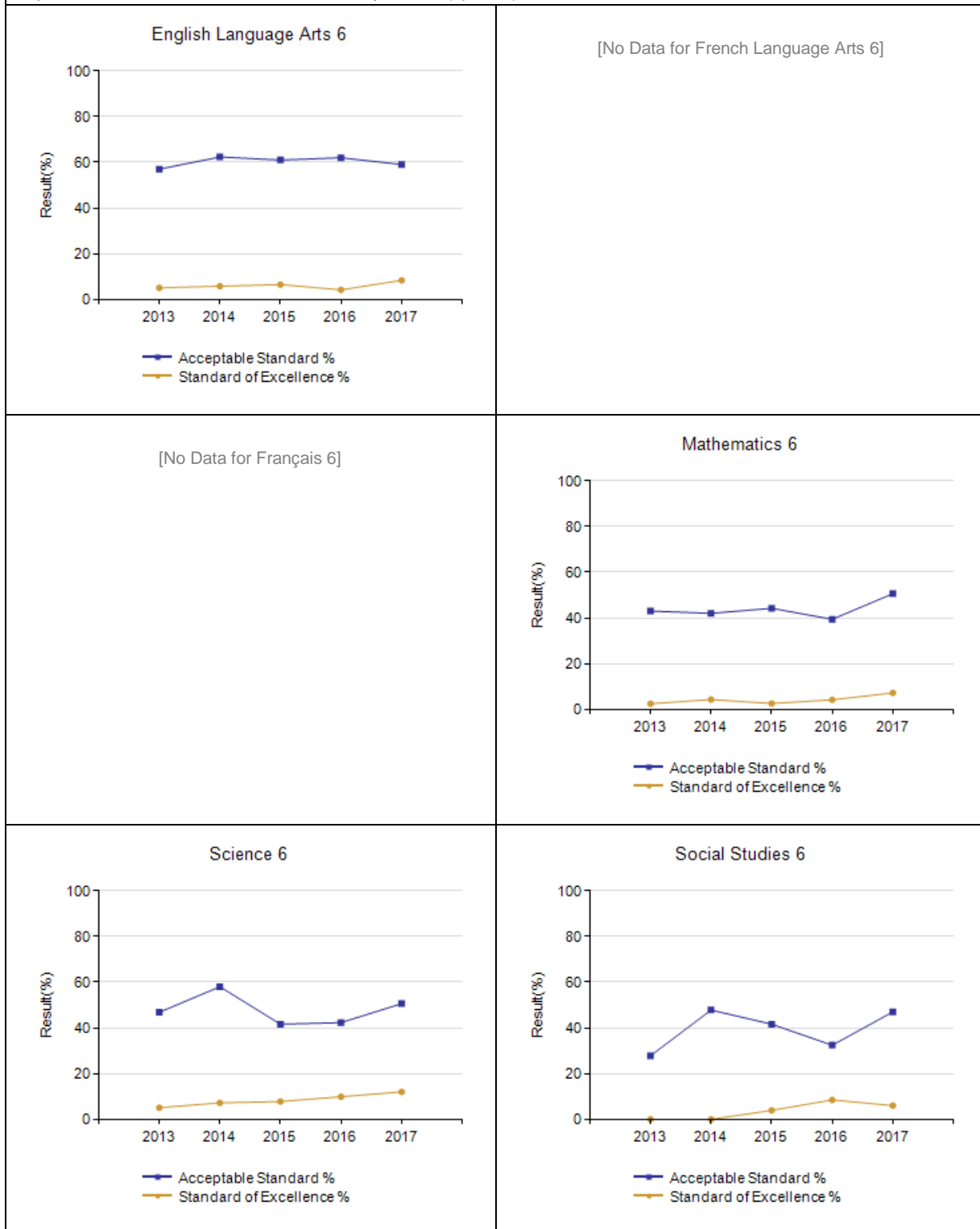
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation 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.



Notes:

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

Graph of Provincial Achievement Test Results by Course (optional)



Notes:

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

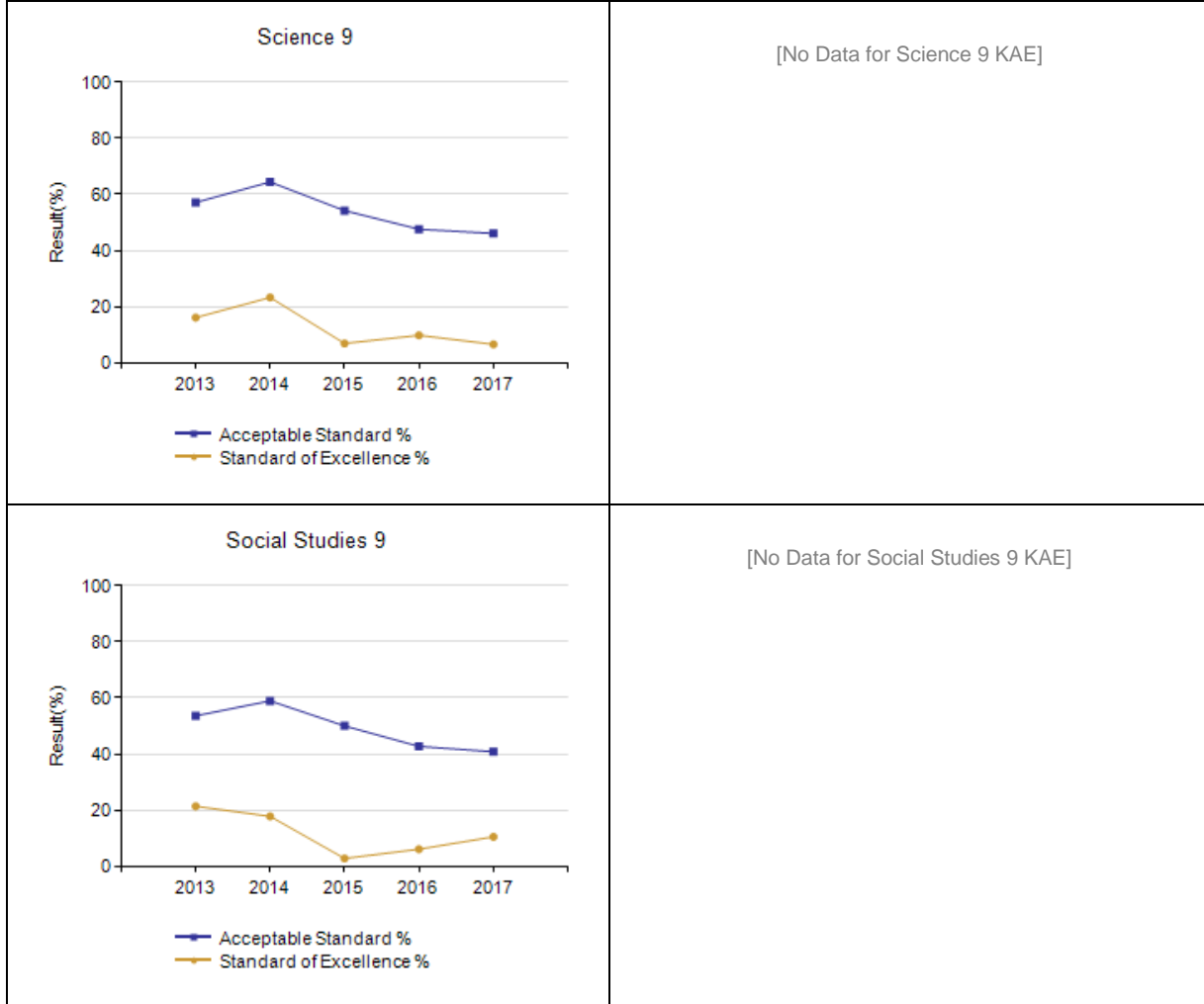
Graph of Provincial Achievement Test Results by Course (optional)

<p style="text-align: center;"><b>English Language Arts 9</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>58</td> <td>12</td> </tr> <tr> <td>2014</td> <td>57</td> <td>7</td> </tr> <tr> <td>2015</td> <td>62</td> <td>5</td> </tr> <tr> <td>2016</td> <td>53</td> <td>6</td> </tr> <tr> <td>2017</td> <td>48</td> <td>8</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2013	58	12	2014	57	7	2015	62	5	2016	53	6	2017	48	8	<p>[No Data for English Lang Arts 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2013	58	12																	
2014	57	7																	
2015	62	5																	
2016	53	6																	
2017	48	8																	
<p>[No Data for French Language Arts 9]</p>	<p>[No Data for Français 9]</p>																		
<p style="text-align: center;"><b>Mathematics 9</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>53</td> <td>14</td> </tr> <tr> <td>2014</td> <td>56</td> <td>15</td> </tr> <tr> <td>2015</td> <td>55</td> <td>6</td> </tr> <tr> <td>2016</td> <td>45</td> <td>10</td> </tr> <tr> <td>2017</td> <td>42</td> <td>7</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2013	53	14	2014	56	15	2015	55	6	2016	45	10	2017	42	7	<p>[No Data for Mathematics 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2013	53	14																	
2014	56	15																	
2015	55	6																	
2016	45	10																	
2017	42	7																	

Notes:

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

Graph of Provincial Achievement Test Results by Course (optional)



Notes:

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

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

		Alberta Conference 7th Day Ad							Alberta			
		Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very Low	Maintained	Concern	83	59.0	72	61.8	49,572	82.5	46,989	82.5
	Standard of Excellence	Low	Maintained	Issue	83	8.4	72	5.5	49,572	18.9	46,989	19.2
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,185	85.1	2,864	87.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,185	13.5	2,864	14.4
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	92.1	524	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	21.6	524	16.5
Mathematics 6	Acceptable Standard	Very Low	Improved	Issue	83	50.6	72	41.9	49,507	69.4	46,906	73.0
	Standard of Excellence	Very Low	Maintained	Concern	83	7.2	72	3.7	49,507	12.6	46,906	14.5
Science 6	Acceptable Standard	Very Low	Maintained	Concern	83	50.6	72	47.3	49,501	76.9	46,914	76.7
	Standard of Excellence	Low	Maintained	Issue	83	12.0	72	8.3	49,501	29.0	46,914	25.8
Social Studies 6	Acceptable Standard	Very Low	Maintained	Concern	83	47.0	72	40.6	49,485	72.9	46,903	70.5
	Standard of Excellence	Very Low	Maintained	Concern	83	6.0	72	4.1	49,485	21.7	46,903	18.9
English Language Arts 9	Acceptable Standard	Very Low	Declined	Concern	76	47.4	75	57.8	45,487	76.8	43,746	76.3
	Standard of Excellence	Low	Maintained	Issue	76	7.9	75	5.8	45,487	14.9	43,746	14.9
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,428	58.8	1,576	61.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,428	5.9	1,576	4.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,763	83.1	2,625	85.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,763	11.2	2,625	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	88.9	392	87.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	26.1	392	21.6
Mathematics 9	Acceptable Standard	Very Low	Declined	Concern	76	42.1	75	52.1	45,020	67.2	43,295	66.7
	Standard of Excellence	Very Low	Maintained	Concern	76	6.6	75	10.2	45,020	19.0	43,295	17.6
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,848	57.5	2,026	61.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,848	13.3	2,026	14.0
Science 9	Acceptable Standard	Very Low	Declined	Concern	76	46.1	76	55.4	45,445	74.0	43,808	73.8
	Standard of Excellence	Low	Declined	Issue	76	6.6	76	13.3	45,445	21.4	43,808	22.4
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,440	63.9	1,547	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,440	13.3	1,547	14.8
Social Studies 9	Acceptable Standard	Very Low	Declined	Concern	76	40.8	76	50.5	45,484	67.0	43,722	65.1
	Standard of Excellence	Low	Maintained	Issue	76	10.5	76	8.9	45,484	20.2	43,722	19.2
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,393	56.3	1,533	59.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,393	12.7	1,533	11.2

Notes:

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



### Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

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

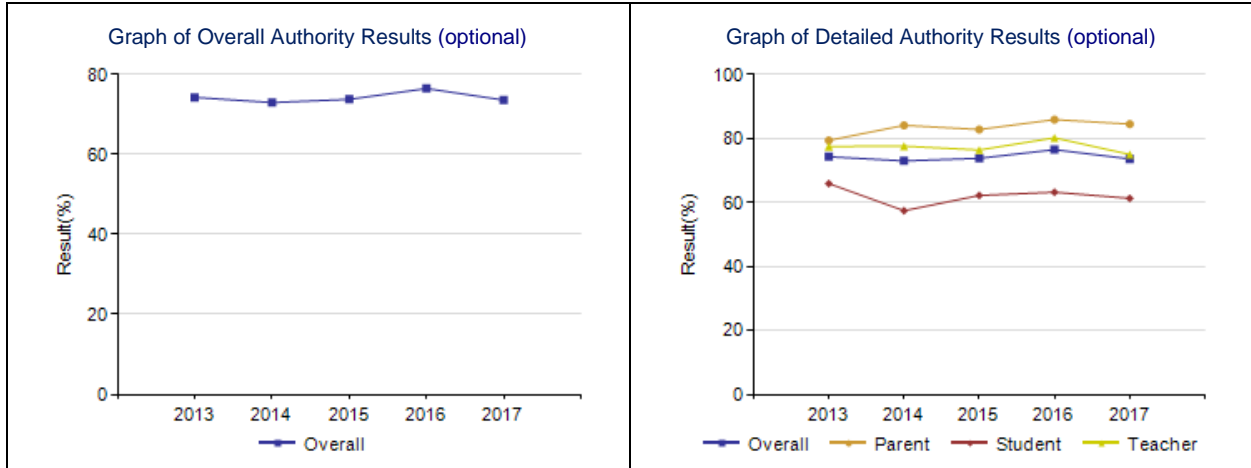
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	74.3	73.0	73.8	76.5	73.6	81.5	81.3	81.3	81.9	81.9
Teacher	77.5	77.6	76.4	80.2	75.0	87.9	87.5	87.2	88.1	88.0
Parent	79.4	84.1	82.8	85.9	84.5	78.9	79.9	79.9	80.1	80.1
Student	65.9	57.4	62.2	63.2	61.3	77.8	76.6	76.9	77.5	77.7

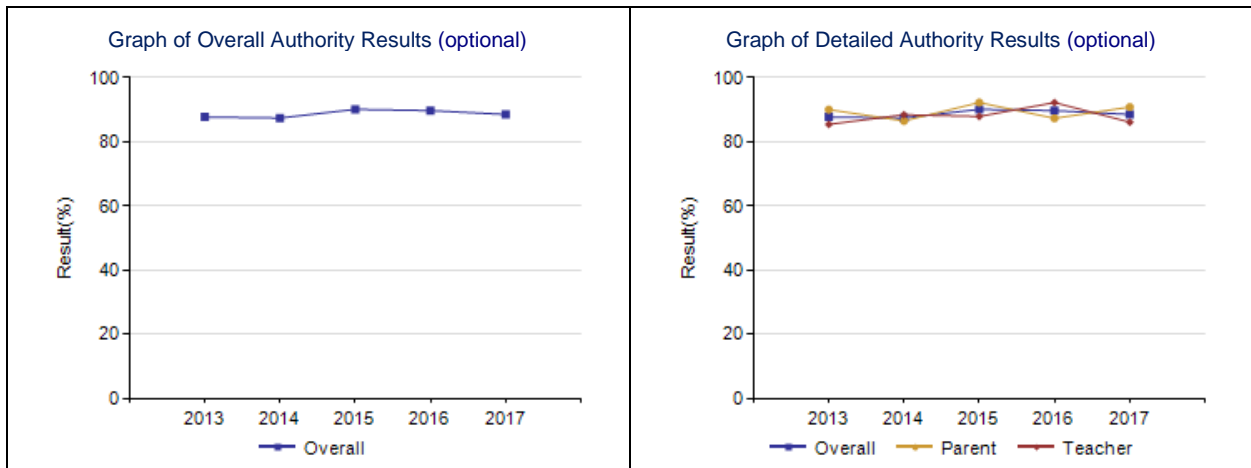


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction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

**Parental Involvement – Measure Details (OPTIONAL)**

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

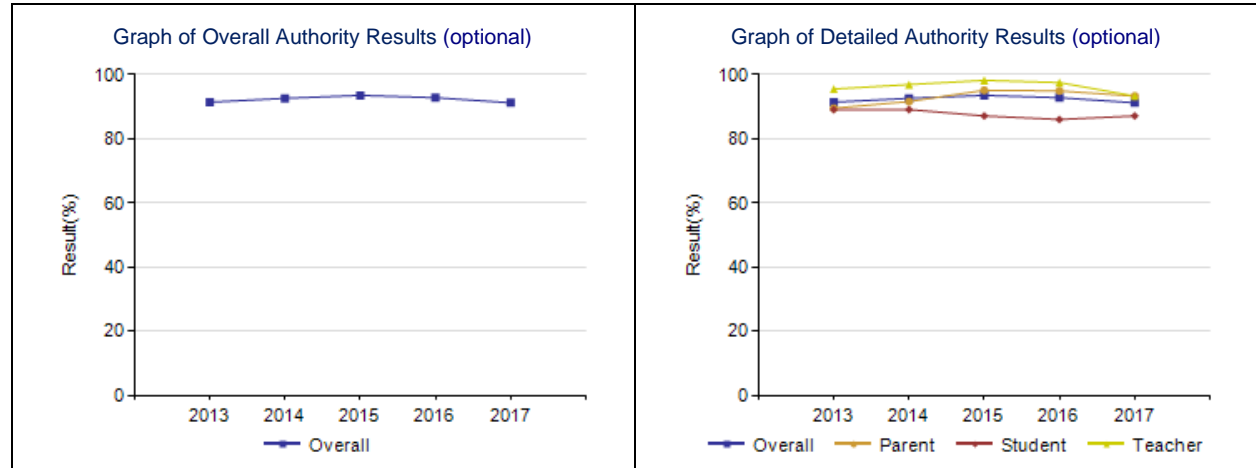
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	87.7	87.4	90.1	89.7	88.5	80.3	80.6	80.7	80.9	81.2
Teacher	85.4	88.4	87.9	92.2	86.1	88.5	88.0	88.1	88.4	88.5
Parent	90.0	86.5	92.2	87.3	90.8	72.2	73.1	73.4	73.5	73.9



- Notes:
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**Education Quality – Measure Details (OPTIONAL)**

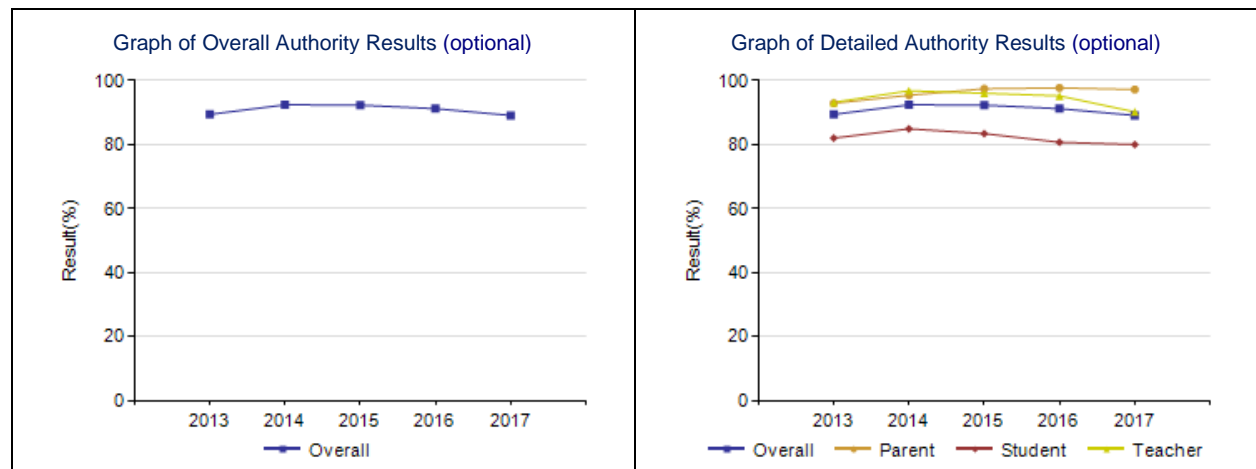
Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	91.4	92.6	93.5	92.8	91.2	89.8	89.2	89.5	90.1	90.1
Teacher	95.5	96.9	98.2	97.5	93.3	95.7	95.5	95.9	96.0	95.9
Parent	89.5	91.6	95.1	94.9	93.3	84.9	84.7	85.4	86.1	86.4
Student	89.1	89.1	87.1	86.0	87.1	88.7	87.3	87.4	88.0	88.1



- Notes:
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**Safe and Caring – Measure Details (OPTIONAL)**

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	89.4	92.4	92.3	91.2	89.1	89.0	89.1	89.2	89.5	89.5
Teacher	93.2	96.8	96.0	95.2	90.2	95.0	95.3	95.4	95.4	95.3
Parent	92.9	95.4	97.4	97.7	97.2	87.8	88.9	89.3	89.8	89.9
Student	82.0	84.9	83.4	80.7	80.0	84.2	83.1	83.0	83.4	83.3

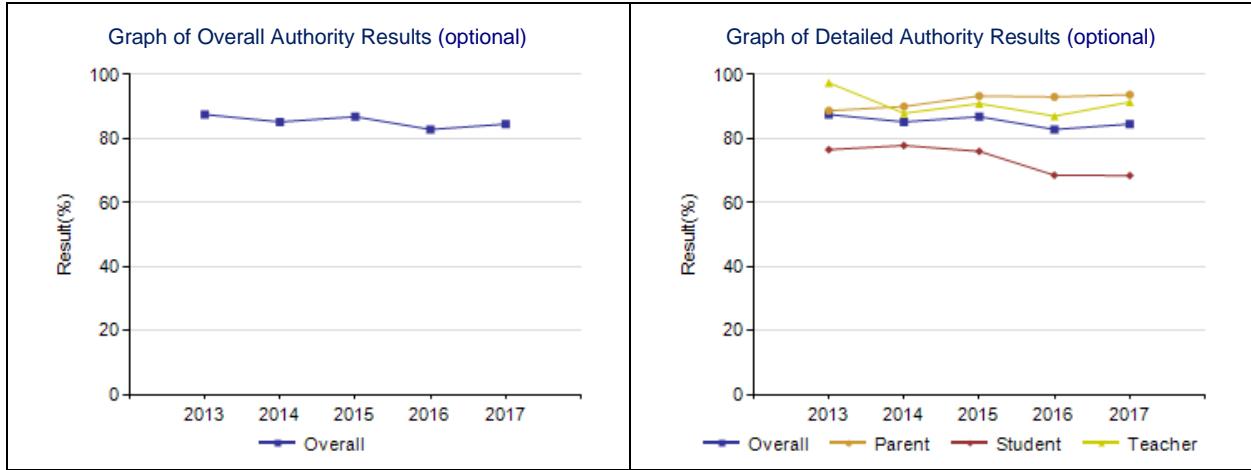


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction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

**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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	87.5	85.2	86.8	82.8	84.5	80.6	79.8	79.6	81.2	81.4
Teacher	97.4	87.9	90.9	87.0	91.4	80.9	81.3	79.8	82.3	82.2
Parent	88.7	90.0	93.3	93.0	93.7	77.9	77.0	78.5	79.7	80.8
Student	76.5	77.8	76.0	68.5	68.4	82.9	81.2	80.7	81.5	81.1



Notes:

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