

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

Seventh-day Adventist Schools in Alberta  
Jurisdiction #9382

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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 2017-18 school year and the Education Plan for the three years commencing September 1, 2018 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 2017-18 school year and the Three-Year Education Plan for 2018-2021 on November 28, 2019.

## 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

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)

1. Students are entitled to a safe, secure and caring learning environment where each individual is respected and valued.
2. All students can learn and experience success.
3. High learning expectations challenge all students to learn and achieve.
4. The success of students is the shared responsibility of students, home, school and constituent churches of the community.
5. Quality educational programs develop the whole person—spiritual, physical, intellectual and emotional dimensions.
6. 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.
7. Emphasis to the principle of service of God and man prepares students for a life of service to their church and community.
8. Teachers must be active members of the Seventh-day Adventist Church in good standing and be committed to the program of the church.
9. Education is an essential building block to our church's future and society in which we live.
10. Parents and church members have opportunities for meaningful involvement in important decisions about their children's education.
11. 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
12. 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.
13. Divine wisdom and guidance through sincere prayer, Bible study and reflection enhances the education experience and character development of each student.

### **Trends and Issues**

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. Online PAT would be advantageous especially for the online 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. All teachers have SDA Denominational 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.
4. 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. More accommodations need to be in place for these students to experience success.
5. 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

1. School evaluations and teacher evaluations continue with an emphasis in best teaching practices and yearly/unit planning reflecting TQS requirements.
2. Professional Development continues jurisdiction wide. All teachers had an opportunity to attend the North American Division Teachers Convention in Chicago, Illinois in August 2018. Teachers report annually their professional development accomplishments at the end of each school year.
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 eleventh 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 daily 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, 2018.
7. The Kindergarten teachers continue to meet on a quarterly basis to support and collaborate with each other professionally.
8. The Microschool teachers (Microschools are those schools with less than four teachers) meet twice/year face to face for support and collaboration as well as twice/year online for additional support.
9. This is the fifth year of using Power School as the student information system. Training continues for administrators and teachers as needed.
10. The Principals have formed a Principal Professional Learning Community where they meet face to face three times per year to share ideas, problem solve, learn professionally and support each other in the day to day operations of a school.
11. There is an *Encounter* Facebook page where teachers can submit activities, pictures, resources, and other ideas regarding the North American Division Bible program which all schools have adopted.
12. Grade 5 / 6 Outdoor School, Grade 7 / 8 Lake Expedition and Grade 9 Outdoor Education took place in the fall of 2017 and spring of 2018.

**Combined 2018 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	92.0	89.1	90.9	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	77.0	73.6	74.6	81.8	81.9	81.7	Intermediate	Maintained	Acceptable
	Education Quality	92.6	91.2	92.5	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	1.1	0.6	3.4	2.3	3.0	3.3	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	68.3	55.6	62.3	78.0	78.0	77.0	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	43.5	48.1	48.4	73.6	73.4	73.3	Very Low	Maintained	Concern
	PAT: Excellence	7.5	8.2	6.9	19.9	19.5	19.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	65.5	75.9	76.7	83.7	83.0	83.0	Very Low	Maintained	Concern
	Diploma: Excellence	6.9	18.0	15.0	24.2	22.2	21.7	Very Low	Declined	Concern
	Diploma Exam Participation Rate (4+ Exams)	62.3	50.5	57.8	55.7	54.9	54.7	High	Maintained	Good
	Rutherford Scholarship Eligibility Rate	89.7	75.0	85.3	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	67.5	67.8	82.6	58.7	57.9	59.0	High	Declined	Acceptable
	Work Preparation	95.3	97.0	93.9	82.4	82.7	82.4	Very High	Maintained	Excellent
	Citizenship	88.1	87.4	87.9	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	89.0	88.5	89.4	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	86.3	84.5	84.7	80.3	81.4	80.7	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. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.



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.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

**Combined 2018 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	4.8	5.8	6.3	*	*	*
	High School Completion Rate (3 yr)	n/a	*	n/a	53.3	53.7	50.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	21.4	n/a	n/a	51.7	51.7	52.0	Very Low	n/a	n/a
	PAT: Excellence	0.0	n/a	n/a	6.6	6.7	6.5	Very Low	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	*	n/a	77.1	77.1	76.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	*	n/a	11.0	10.7	10.3	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	*	n/a	24.4	21.8	21.2	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	35.9	34.2	33.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	*	n/a	n/a	33.0	31.8	32.8	*	*	*
	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:

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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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.
9. 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.

10. 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.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

## 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.

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

**Category Evaluation**

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

## Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	56.0	51.3	45.8	48.1	43.5		Very Low	Maintained	Concern	45.0	48.0	50.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	10.2	5.0	7.4	8.2	7.5		Very Low	Maintained	Concern	8.0	9.0	10.0

### Comment on Results (OPTIONAL)

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

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.

*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 and Grade 6 & 9 teachers 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 on a regular basis to train students in standardized test taking leading up to the actual exam.
4. Regular analysis of achievement on standardized tests (PAT, DIP and CAT4): Three times during the year (August, January and June), teachers given professional development time to collectively analyze student performance and academic achievement on government-standardized tests
5. Early Identification of under-performing Students. Early in the school year teachers identify students who require learning supports.
6. Implementing school-wide achievement improvement plan (teachers identify common areas of weakness through Professional Learning Communities (PLC's)

### 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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

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

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	67.5	74.1	80.0	75.9	65.5		Very Low	Maintained	Concern	66.0	68.0	70.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	13.3	11.6	15.4	18.0	6.9		Very Low	Declined	Concern	13.0	15.0	18.0

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	70.6	63.2	68.1	55.6	68.3		Intermediate	Maintained	Acceptable	65.0	67.0	69.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.0	3.7	5.9	0.6	1.1		Very High	Improved	Excellent	2.7	2.0	1.5
High school to post-secondary transition rate of students within six years of entering Grade 10.	78.9	97.3	82.6	67.8	67.5		High	Declined	Acceptable	78.8	80.0	82.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	95.7	75.0	89.7		n/a	Maintained	n/a	87.0	88.0	89.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	64.2	57.9	64.8	50.5	62.3		High	Maintained	Good	60.0	61.0	62.0

**Comment on Results (OPTIONAL)**

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

1. The jurisdiction has a high population of ESL students especially in the urban schools.
2. MANS and CAA are in their fifth year of taking diploma exams. Students are adjusting to expectations. Personnel changes are a factor.
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.
4. Require school administrators to submit to central office school wide improvement action plans dealing with PAT/Diploma improvement strategies for the next three-five years.
5. Provide opportunities for students to take exams which are of the same format and conditions as the diploma exams.
6. Professional Learning Communities (PLC's) to meet monthly for the purpose of identifying common foundational skills (reading, comprehension, writing and math) and develop common strategies (identify common skills within division, common vocabulary, reading & writing strategies, mathematical & scientific problem solving, etc.) to help students achieve greater success.
7. Utilize the online Reading and Math Programs (Raz Kids, Mathletics) for remedial support
8. Hire EAs to provide in-class assistance to teachers with special-needs 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. 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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	88.5	88.2	88.1	87.4	88.1		Very High	Maintained	Excellent	88.0	89.0	90.0
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	94.1	91.3	93.5	97.0	95.3		Very High	Maintained	Excellent	94.2	95.0	96.0

**Comment on Results (OPTIONAL)**

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

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. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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>	79.4	81.5	77.5	81.8	81.3		n/a	n/a	n/a	80.3	81.0	82.0

**Comment on Results (OPTIONAL)**

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

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

**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 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. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

## Outcome Two: Alberta’s education system supports First Nations, Métis, and Inuit students’ success

(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		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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	21.4		Very Low	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	0.0		Very Low	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		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	*	n/a		n/a	n/a	n/a			

**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 caregivers 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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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: Alberta's education system supports First Nations, Métis, and Inuit students' success (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	*	*	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	0.0	*	0.0	0.0	*		*	*	*			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	n/a	n/a	n/a	*		*	*	*			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	*	*	n/a		n/a	n/a	n/a			

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

*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.
7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

## Outcome Three: Alberta’s education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	92.4	92.3	91.2	89.1	92.0		Very High	Maintained	Excellent	91.4	92.0	92.5

**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 non-violent crisis intervention assists in creating a safe and caring education environment.

*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. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	73.0	73.8	76.5	73.6	77.0		Intermediate	Maintained	Acceptable	75.0	77.0	79.0

### Comment on Results (OPTIONAL)

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

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. 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.
3. Every six years the North American Division of Seventh-day Adventists plans a Division-wide Convention that exposes our teachers to influential educators
4. 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.
5. 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.
6. 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.

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	85.2	86.8	82.8	84.5	86.3		Very High	Maintained	Excellent	85.0	86.0	87.0
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	87.4	90.1	89.7	88.5	89.0		Very High	Maintained	Excellent	89.5	90.0	90.5
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.6	93.5	92.8	91.2	92.6		Very High	Maintained	Excellent	92.5	93.0	93.5

**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 teachers 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. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.



**Future Challenges (Optional).**

1. Financing school infrastructure projects with aging school buildings.
2. Financing capital projects as a result of expanding programs and increased enrollment.
3. 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 Powerschool. 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.
4. Effective implementation of the new curriculum redesign
5. e-cum file implementation

**Summary of Financial Results**

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

- Information will be added when we have received the completed external auditors report.

**Budget Summary**

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

- Information will be added when we have received the completed external auditors report.

**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 classroom construction is completed. The CTS building is still being completed.
2. College Heights Christian school reconfigured their computer lab to accommodate the renovation of a new commercial kitchen.
3. All projects are locally funded by stakeholders and private donors.

**Summary of Facility and Capital Plans**

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

1. Woodlands Adventist School is planning on new siding on the building
2. Mamawi is planning to finish and open the CTS building
3. Peace Hills is talking about expanding to include a bigger third classroom

**Parental Involvement**

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

- All parents are members of the Home and School Association or Parent Advisory Committee.
- The local operating boards have parent representation.
- Parents are included in the student education planning for special needs.
- 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 schools will have a link to the above website and 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 2017-18 school year.**

**APPENDIX – Measure Details (OPTIONAL)**

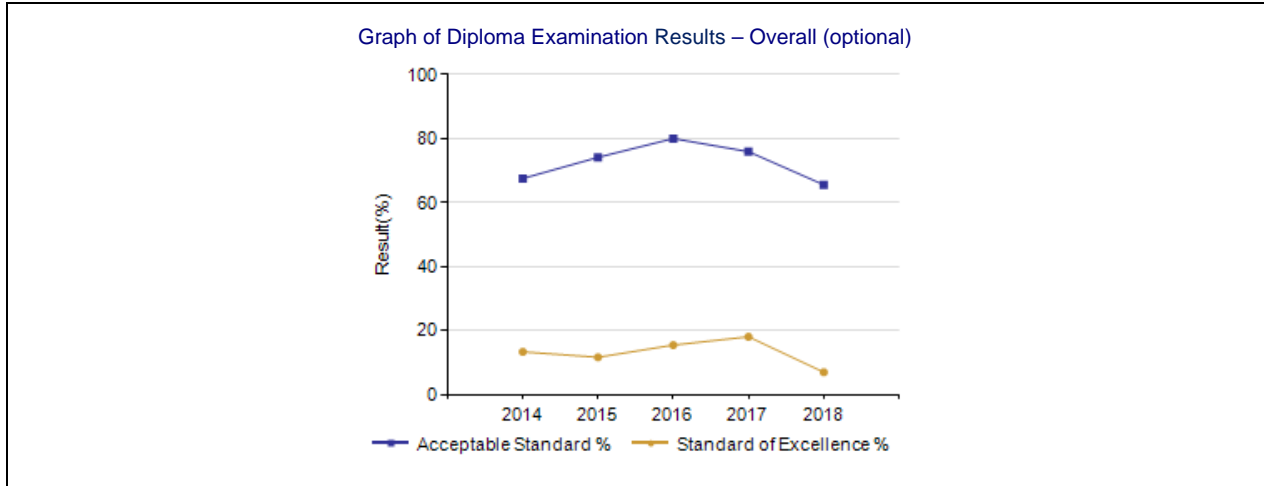
The following pages include tables and graphs that provide detailed data for the performance measures. Authorities may include these under each measure/outcome to provide context and help in interpreting the results.

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

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	60.0	20.0	88.9	11.1	90.9	9.1	75.0	0.0	89.5	0.0		
	Province	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2		
English Lang Arts 30-2	Authority	66.7	0.0	83.3	0.0	*	*	*	*	90.9	18.2		
	Province	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1		
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	96.6	14.6	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0		
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	99.3	29.2	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0		
Mathematics 30-1	Authority	70.0	20.0	57.1	14.3	66.7	11.1	77.8	27.8	31.6	5.3		
	Province	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3		
Mathematics 30-2	Authority	*	*	85.7	14.3	*	*	50.0	0.0	75.0	16.7		
	Province	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4		
Social Studies 30-1	Authority	77.8	11.1	88.2	11.8	87.5	25.0	80.8	11.5	78.6	0.0		
	Province	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7		
Social Studies 30-2	Authority	75.0	0.0	57.1	0.0	66.7	0.0	*	*	77.8	22.2		
	Province	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2		
Biology 30	Authority	60.0	20.0	77.8	22.2	66.7	33.3	75.0	35.0	63.6	0.0		
	Province	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6		
Chemistry 30	Authority	61.5	15.4	66.7	16.7	77.8	11.1	88.2	29.4	31.6	5.3		
	Province	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3		
Physics 30	Authority	66.7	11.1	53.8	0.0	100.0	14.3	76.9	23.1	77.8	0.0		
	Province	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Province	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5		

Notes:

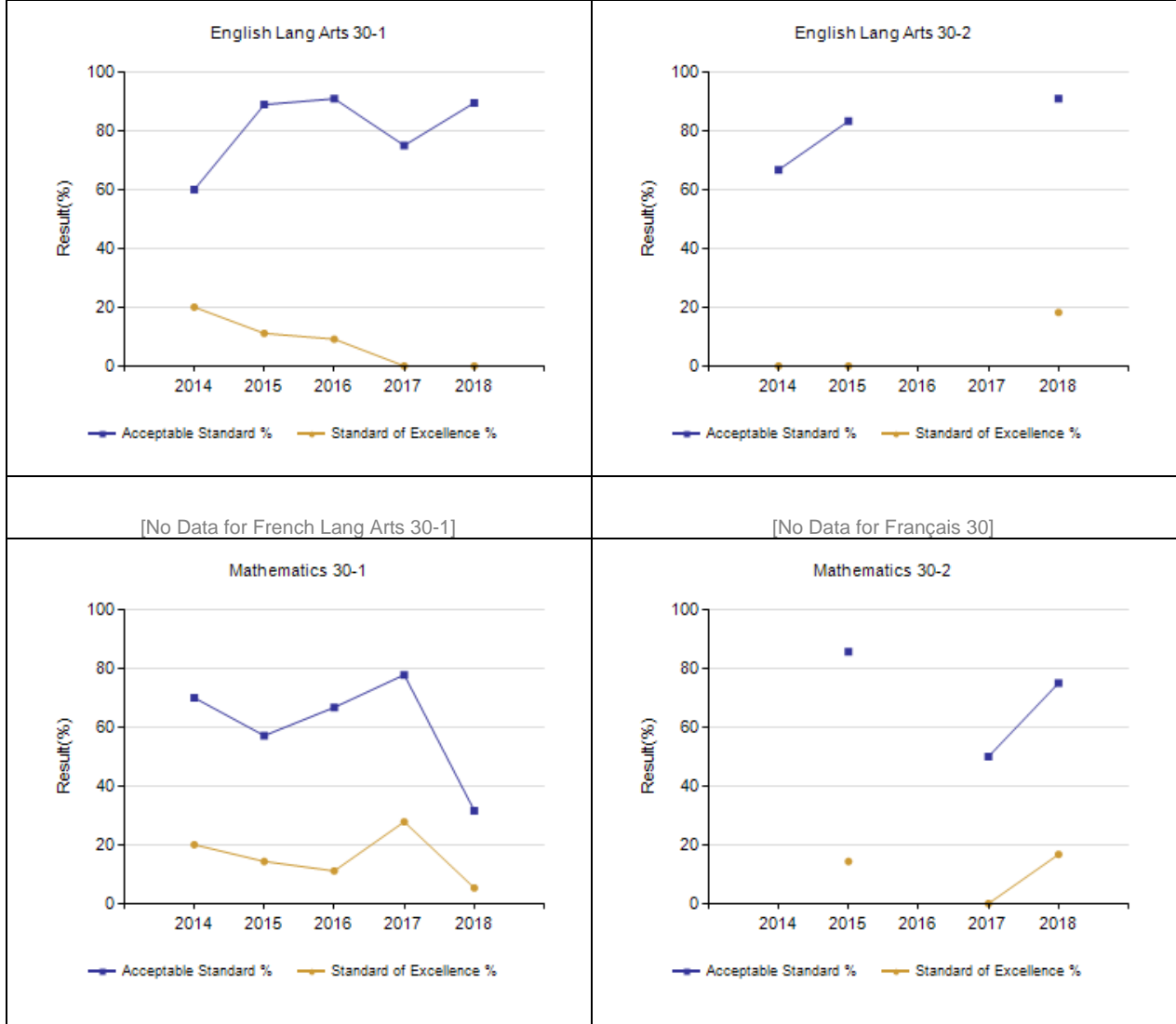
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution 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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.



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.
3. Participation in Diploma Examinations was impacted 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 this event.

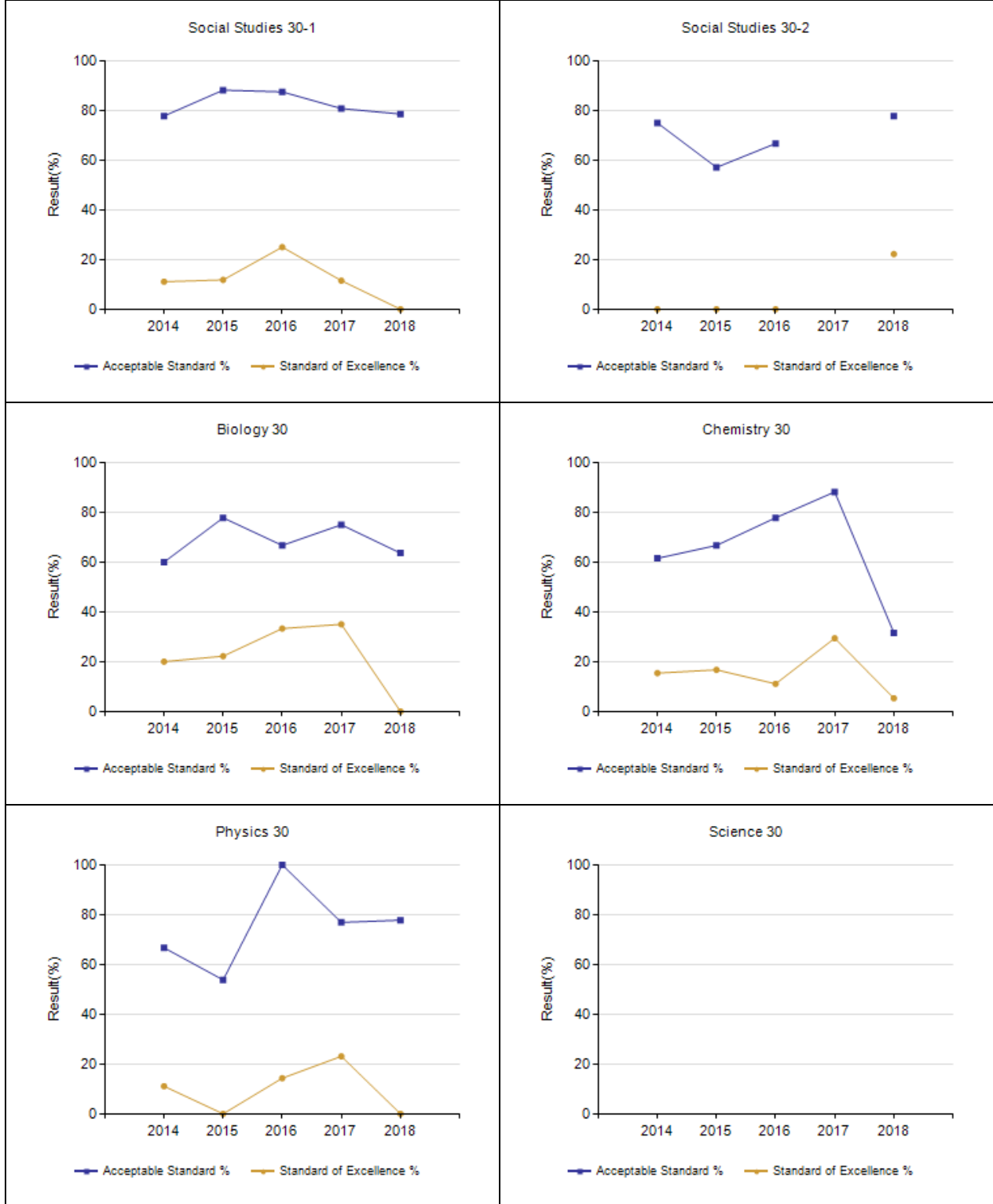
Diploma Examination Results by Course (optional)



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.
3. Participation in Diploma Examinations was impacted 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 this event.

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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

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

		Alberta Conference 7th Day Ad							Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	19	89.5	19	84.9	30,393	87.5	29,349	86.6
	Standard of Excellence	Very Low	Declined	Concern	19	0.0	19	6.7	30,393	13.2	29,349	11.3
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	11	90.9	6	83.3	16,184	88.0	16,632	89.1
	Standard of Excellence	High	Improved	Good	11	18.2	6	0.0	16,184	13.1	16,632	11.7
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,230	93.8	1,312	94.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,230	11.0	1,312	9.3
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	97.4	146	97.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	23.0	146	18.6
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	19	31.6	14	67.2	20,148	77.8	20,605	73.3
	Standard of Excellence	n/a	n/a	n/a	19	5.3	14	17.7	20,148	35.3	20,605	29.4
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	12	75.0	7	67.9	14,362	74.2	13,516	74.7
	Standard of Excellence	n/a	n/a	n/a	12	16.7	7	7.1	14,362	16.4	13,516	16.1
Social Studies 30-1	Acceptable Standard	Low	Maintained	Issue	14	78.6	17	85.5	21,793	86.2	21,941	86.0
	Standard of Excellence	Very Low	Declined	Concern	14	0.0	17	16.1	21,793	17.7	21,941	15.1
Social Studies 30-2	Acceptable Standard	Low	Maintained	Issue	18	77.8	7	61.9	20,391	78.8	19,847	81.0
	Standard of Excellence	High	Improved	Good	18	22.2	7	0.0	20,391	12.2	19,847	12.7
Biology 30	Acceptable Standard	Very Low	Maintained	Concern	22	63.6	17	73.1	23,026	86.6	22,263	85.0
	Standard of Excellence	Very Low	Declined Significantly	Concern	22	0.0	17	30.2	23,026	36.6	22,263	32.6
Chemistry 30	Acceptable Standard	Very Low	Declined Significantly	Concern	19	31.6	13	77.6	18,770	83.6	19,031	82.3
	Standard of Excellence	Very Low	Declined	Concern	19	5.3	13	19.1	18,770	38.3	19,031	35.8
Physics 30	Acceptable Standard	Intermediate	Maintained	Acceptable	9	77.8	11	76.9	9,679	86.2	10,276	85.1
	Standard of Excellence	Very Low	Declined	Concern	9	0.0	11	12.5	9,679	43.6	10,276	39.1
Science 30	Acceptable Standard	*	*	*	2	*	n/a	n/a	9,426	85.4	8,651	84.4
	Standard of Excellence	*	*	*	2	*	n/a	n/a	9,426	31.5	8,651	27.6

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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.



### 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**

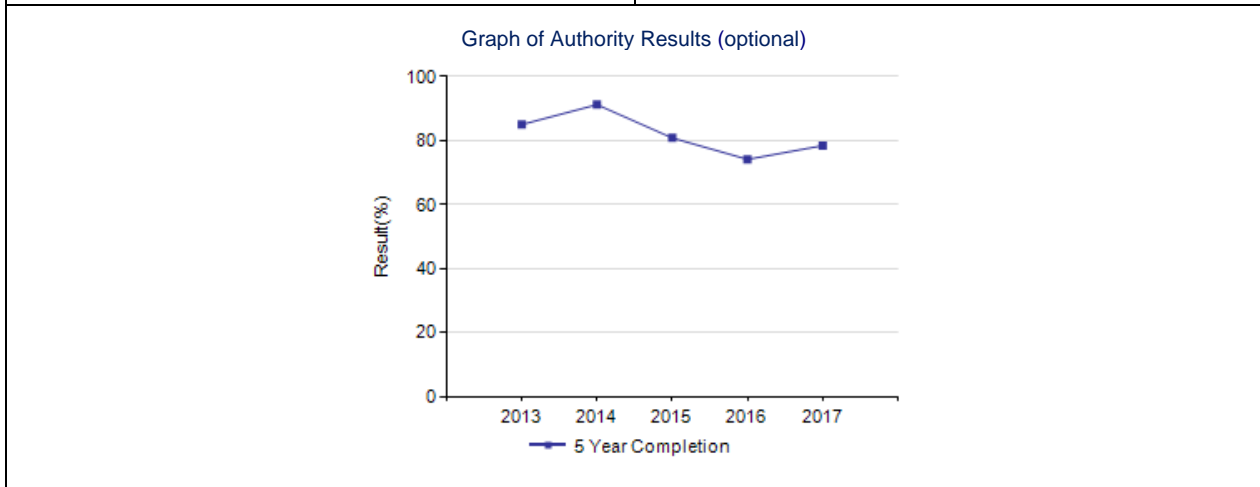
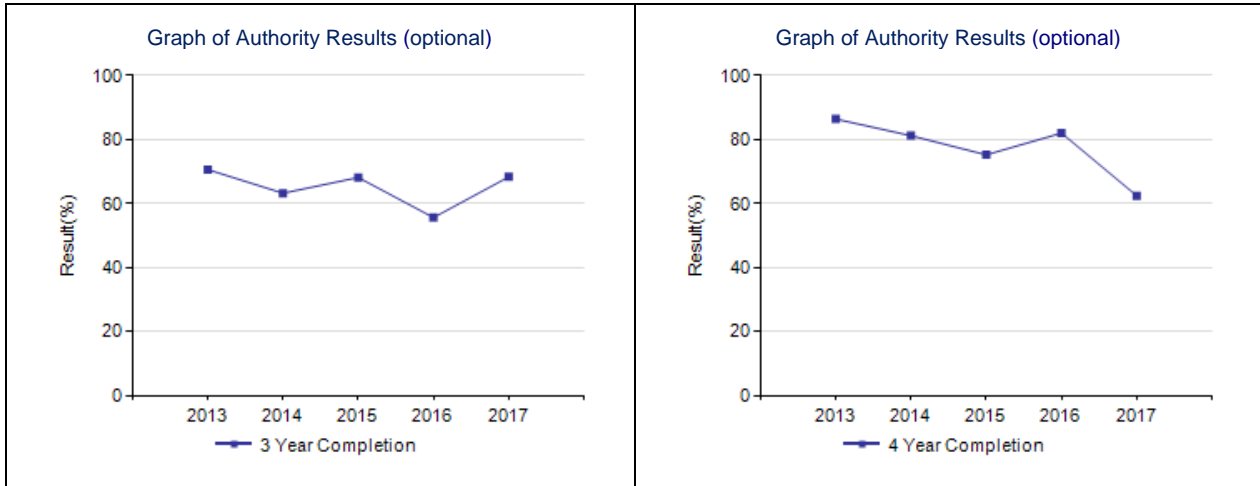
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
3 Year Completion	70.6	63.2	68.1	55.6	68.3	75.3	76.5	76.5	78.0	78.0
4 Year Completion	86.4	81.2	75.2	82.0	62.4	79.6	79.9	81.0	81.2	82.6
5 Year Completion	85.0	91.2	80.8	74.1	78.4	81.5	82.0	82.1	83.2	83.4

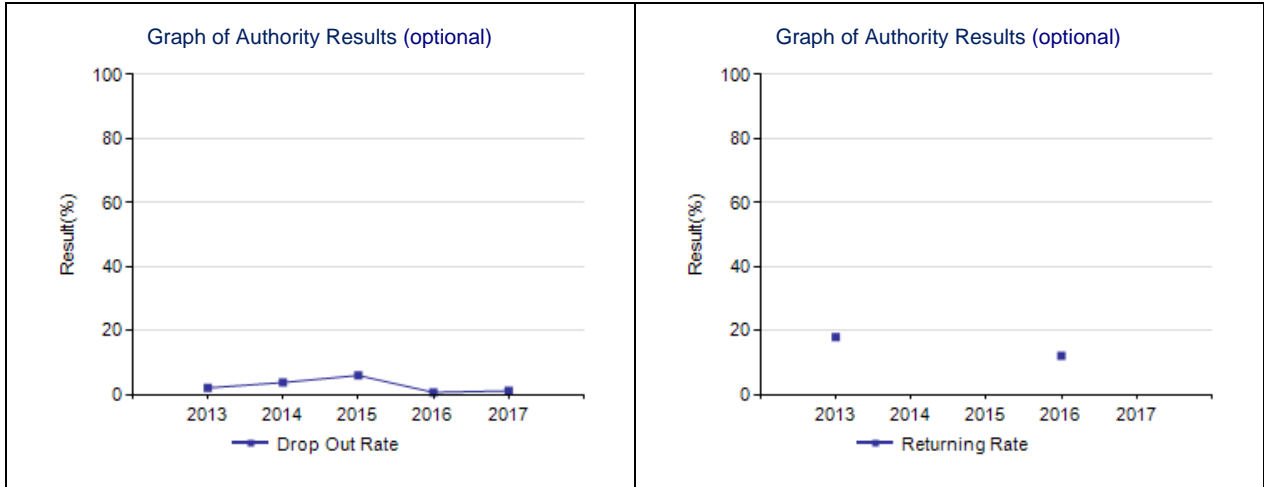


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort caused by one authority.

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

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Drop Out Rate	2.0	3.7	5.9	0.6	1.1	3.3	3.5	3.2	3.0	2.3
Returning Rate	17.9	*	*	12.1	*	20.7	20.9	18.2	18.9	19.9

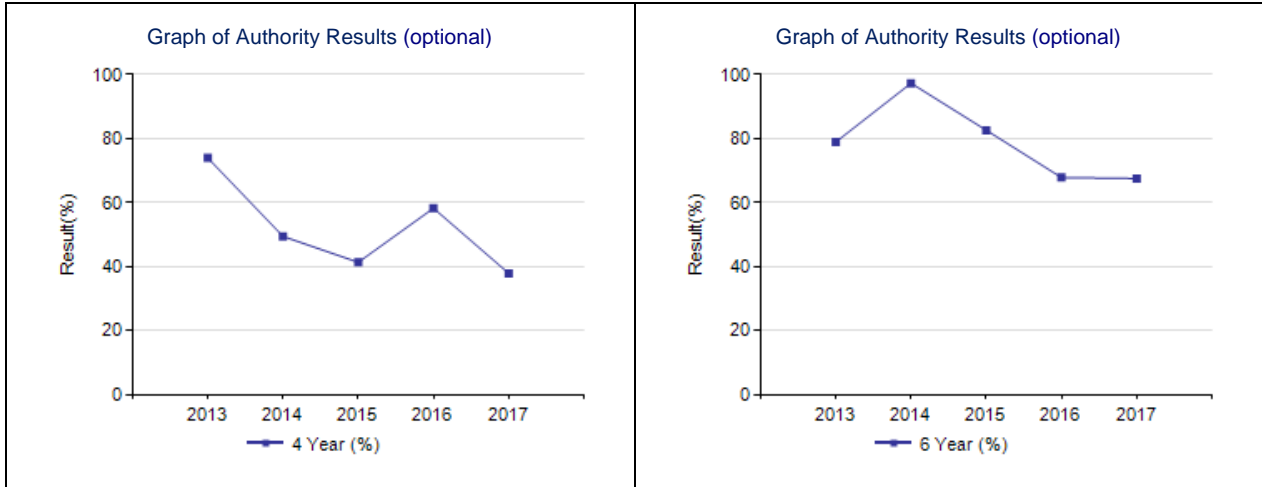


Notes:

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
4 Year Rate	73.9	49.4	41.3	58.2	37.8	39.7	38.3	37.0	37.0	39.3
6 Year Rate	78.9	97.3	82.6	67.8	67.5	59.0	59.7	59.4	57.9	58.7



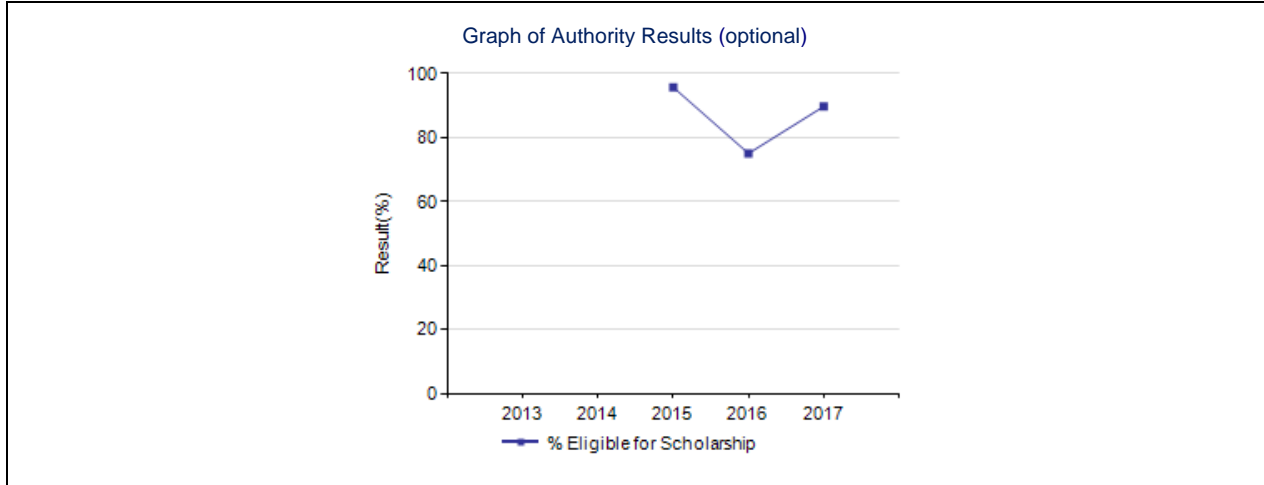
Notes:

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Rutherford Scholarship Eligibility Rate	n/a	n/a	95.7	75.0	89.7	n/a	n/a	60.8	62.3	63.4

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
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
2017	29	25	86.2	23	79.3	12	41.4	26	89.7



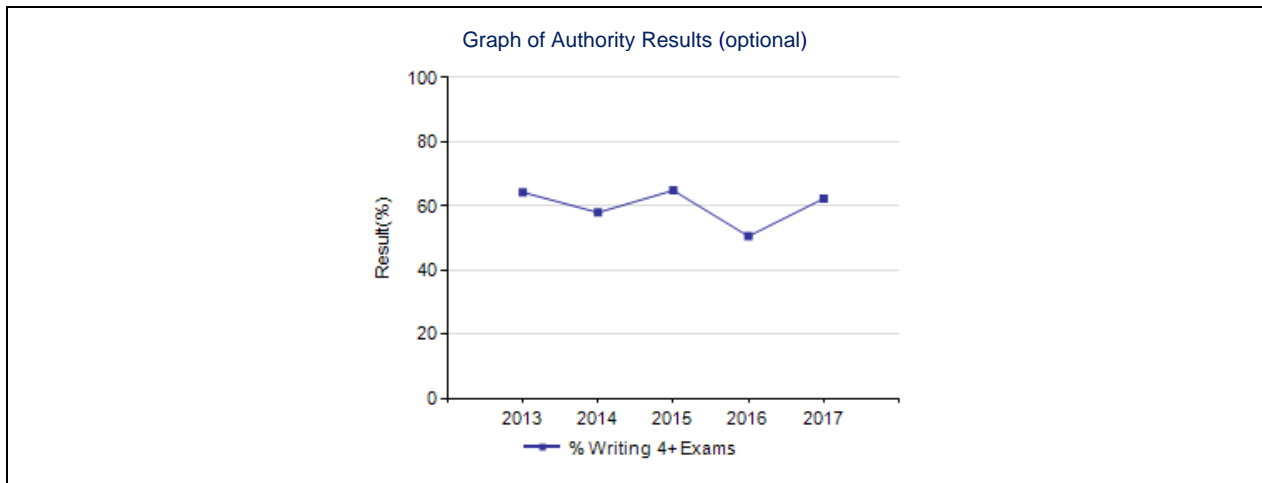
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
% Writing 0 Exams	23.0	15.8	9.2	25.3	22.8	16.6	15.7	15.7	15.0	14.8
% Writing 1+ Exams	77.0	84.2	90.8	74.7	77.2	83.4	84.3	84.3	85.0	85.2
% Writing 2+ Exams	70.6	84.2	81.1	65.7	74.2	80.3	81.4	81.2	82.0	82.3
% Writing 3+ Exams	64.2	78.9	68.1	55.6	71.3	63.3	65.0	64.7	65.2	66.1
<b>% Writing 4+ Exams</b>	<b>64.2</b>	<b>57.9</b>	<b>64.8</b>	<b>50.5</b>	<b>62.3</b>	<b>50.1</b>	<b>54.4</b>	<b>54.6</b>	<b>54.9</b>	<b>55.7</b>
% Writing 5+ Exams	57.8	47.4	55.1	50.5	53.4	31.5	36.3	37.1	37.5	37.8
% Writing 6+ Exams	6.4	31.6	16.2	25.3	17.8	11.4	13.1	13.8	13.6	13.9



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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
English Language Arts 30-1	47.1	52.6	64.5	50.0	64.7	53.9	54.0	53.2	54.0	55.0
English Language Arts 30-2	17.6	26.3	19.4	15.0	5.9	27.1	28.0	28.7	28.7	28.8
<b>Total of 1 or more English Diploma Exams</b>	<b>64.7</b>	<b>78.9</b>	<b>83.9</b>	<b>65.0</b>	<b>70.6</b>	<b>78.7</b>	<b>79.7</b>	<b>79.5</b>	<b>80.1</b>	<b>80.9</b>
Social Studies 30-1	47.1	52.6	54.8	45.0	67.6	45.8	45.1	43.5	45.1	44.9
Social Studies 30-2	23.5	31.6	25.8	25.0	5.9	33.7	35.2	36.7	35.8	36.4
<b>Total of 1 or more Social</b>	<b>70.6</b>	<b>84.2</b>	<b>80.6</b>	<b>70.0</b>	<b>73.5</b>	<b>78.8</b>	<b>79.6</b>	<b>79.5</b>	<b>80.3</b>	<b>80.7</b>

<b>Diploma Exams</b>										
Pure Mathematics 30	5.9	0.0	0.0	0.0	0.0	7.2	0.1	0.0	0.0	0.0
Applied Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.0
Mathematics 30-1	58.8	42.1	45.2	45.0	50.0	29.7	37.3	37.1	36.4	35.5
Mathematics 30-2	0.0	15.8	25.8	10.0	17.6	16.7	21.4	22.4	23.7	25.1
<b>Total of 1 or more Math Diploma Exams</b>	<b>58.8</b>	<b>57.9</b>	<b>71.0</b>	<b>55.0</b>	<b>67.6</b>	<b>52.1</b>	<b>57.0</b>	<b>57.6</b>	<b>58.3</b>	<b>58.6</b>
Biology 30	52.9	68.4	54.8	50.0	55.9	42.2	41.4	40.6	40.7	41.7
Chemistry 30	58.8	57.9	38.7	50.0	47.1	31.5	34.7	35.7	35.6	35.1
Physics 30	5.9	36.8	41.9	30.0	35.3	17.3	20.0	19.9	19.3	18.6
Science 30	0.0	0.0	3.2	0.0	2.9	9.8	12.8	14.1	15.7	16.9
<b>Total of 1 or more Science Diploma Exams</b>	<b>58.8</b>	<b>78.9</b>	<b>67.7</b>	<b>55.0</b>	<b>70.6</b>	<b>57.3</b>	<b>59.4</b>	<b>59.8</b>	<b>60.5</b>	<b>61.2</b>
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.3	0.3	0.2	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.7	2.7	2.8	2.8	3.0
<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>3.0</b>	<b>2.9</b>	<b>3.0</b>	<b>3.1</b>	<b>3.3</b>

Notes:

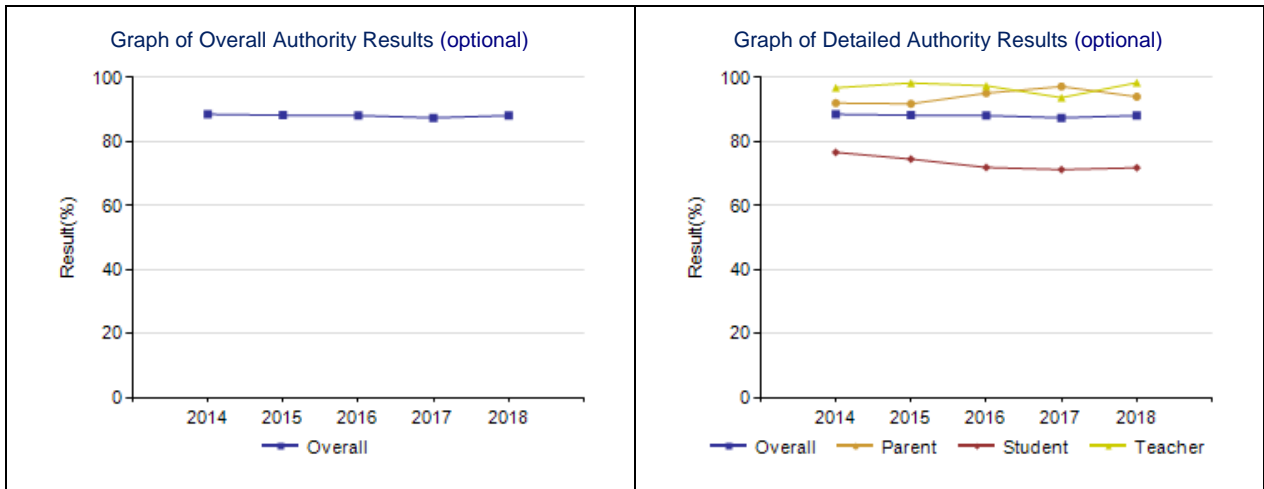
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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.
4. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort caused by one authority.



**Citizenship – Measure Details (OPTIONAL)**

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

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	88.5	88.2	88.1	87.4	88.1	83.4	83.5	83.9	83.7	83.0
Teacher	96.8	98.3	97.4	93.7	98.4	93.8	94.2	94.5	94.0	93.4
Parent	92.0	91.8	95.1	97.2	94.0	81.9	82.1	82.9	82.7	81.7
Student	76.6	74.5	71.9	71.2	71.8	74.5	74.2	74.5	74.4	73.9

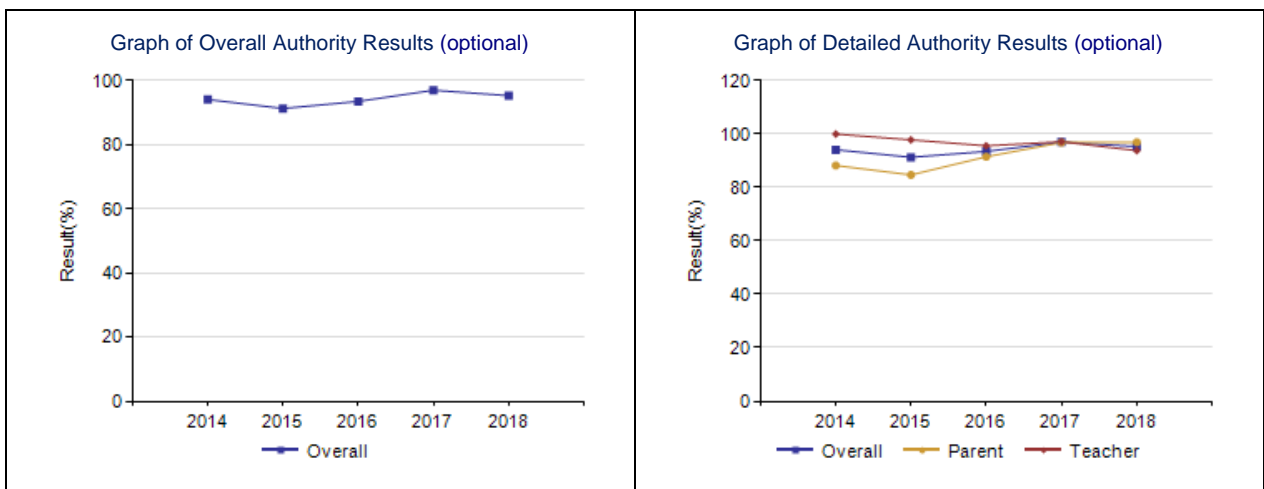


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

**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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	94.1	91.3	93.5	97.0	95.3	81.2	82.0	82.6	82.7	82.4
Teacher	100.0	97.8	95.6	97.1	93.8	89.3	89.7	90.5	90.4	90.3
Parent	88.2	84.7	91.5	96.8	96.9	73.1	74.2	74.8	75.1	74.6

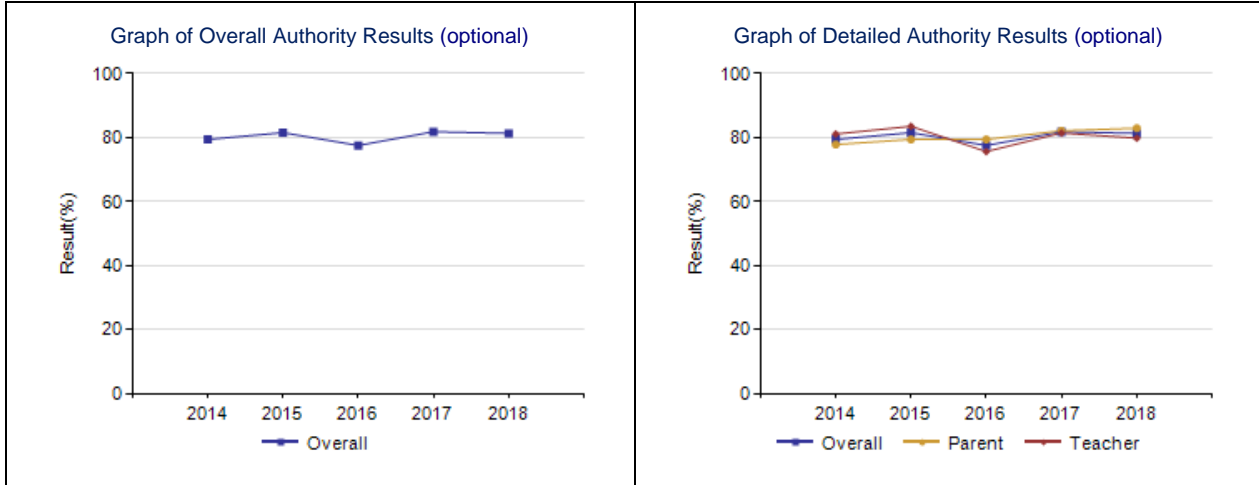


Notes: Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	79.4	81.5	77.5	81.8	81.3	69.5	70.0	70.7	71.0	70.9
Teacher	81.1	83.5	75.6	81.4	79.8	76.0	76.0	77.3	77.3	77.8
Parent	77.8	79.4	79.4	82.1	82.9	63.0	64.0	64.2	64.8	64.0



Notes:

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

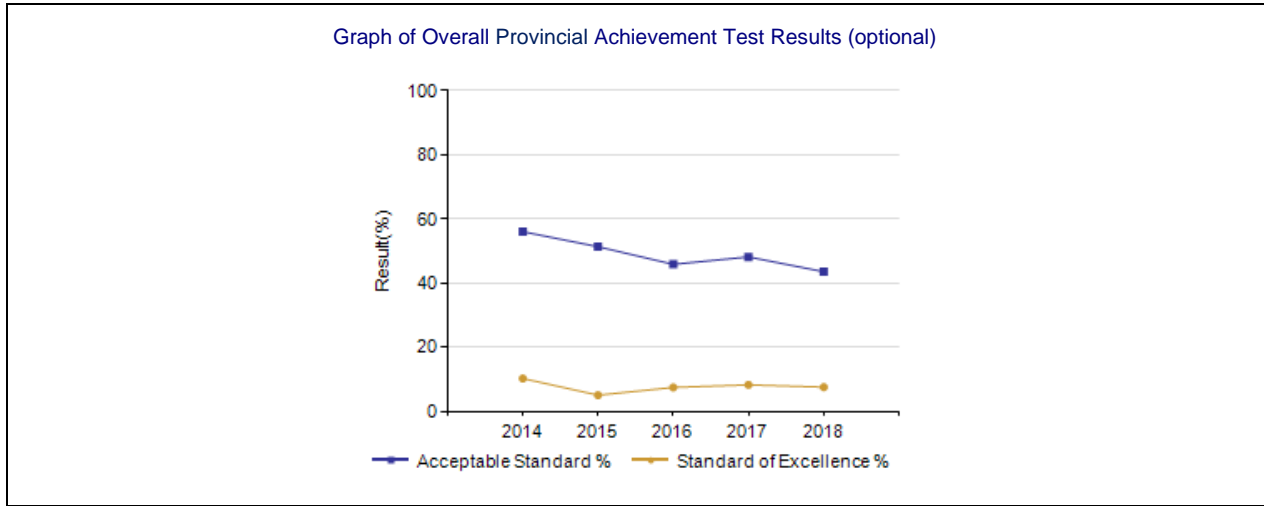
**Provincial Achievement Test Results – Measure Details (OPTIONAL)**

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	62.3	5.8	61.0	6.5	62.0	4.2	59.0	8.4	53.4	2.7		
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
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	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1		
Mathematics 6	Authority	42.0	4.3	44.2	2.6	39.4	4.2	50.6	7.2	37.0	2.7		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0		
Science 6	Authority	58.0	7.2	41.6	7.8	42.3	9.9	50.6	12.0	43.8	5.5		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5		
Social Studies 6	Authority	47.8	0.0	41.6	3.9	32.4	8.5	47.0	6.0	35.6	5.5		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2		
English Language Arts 9	Authority	57.5	6.8	62.3	4.3	53.7	6.1	47.4	7.9	50.6	9.1		
	Province	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7		
English Lang Arts 9 KAE	Authority	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9	55.7	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	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3		
Mathematics 9	Authority	56.2	15.1	55.1	5.8	45.1	9.8	42.1	6.6	35.1	5.2		
	Province	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0		
Mathematics 9 KAE	Authority	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6		
Science 9	Authority	64.4	23.3	54.2	6.9	47.6	9.8	46.1	6.6	45.5	13.0		

	Province	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4		
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	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3		
Social Studies 9	Authority	58.9	17.8	50.0	2.8	42.7	6.1	40.8	10.5	46.8	15.6		
	Province	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5		
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	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2		

Notes:

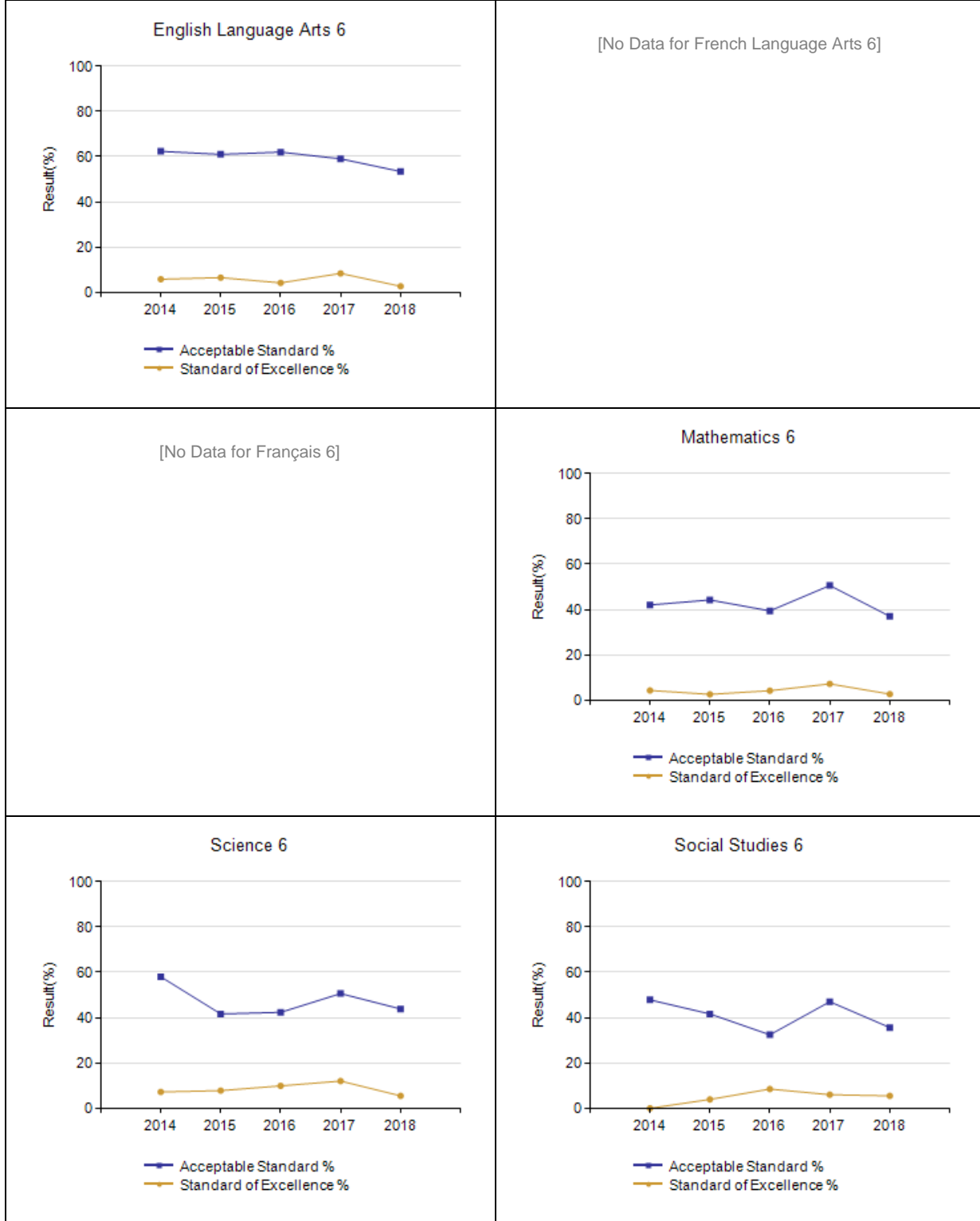
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.



Notes:

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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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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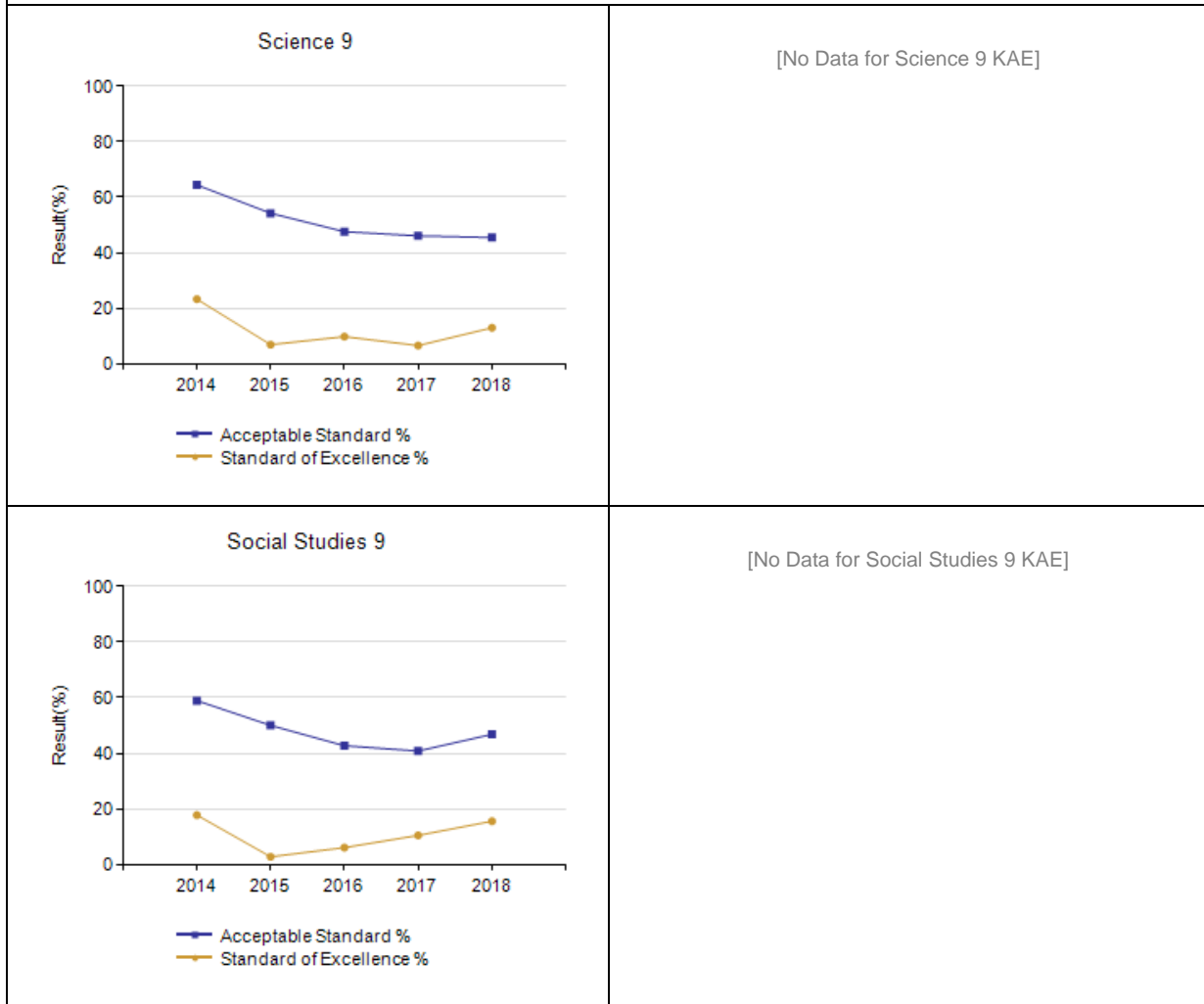
Graph of Provincial Achievement Test Results by Course (optional)

<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>2014</td> <td>58</td> <td>8</td> </tr> <tr> <td>2015</td> <td>62</td> <td>5</td> </tr> <tr> <td>2016</td> <td>54</td> <td>7</td> </tr> <tr> <td>2017</td> <td>48</td> <td>8</td> </tr> <tr> <td>2018</td> <td>51</td> <td>10</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2014	58	8	2015	62	5	2016	54	7	2017	48	8	2018	51	10	<p>[No Data for English Lang Arts 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2014	58	8																	
2015	62	5																	
2016	54	7																	
2017	48	8																	
2018	51	10																	
<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>2014</td> <td>57</td> <td>15</td> </tr> <tr> <td>2015</td> <td>55</td> <td>5</td> </tr> <tr> <td>2016</td> <td>45</td> <td>10</td> </tr> <tr> <td>2017</td> <td>42</td> <td>5</td> </tr> <tr> <td>2018</td> <td>35</td> <td>5</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2014	57	15	2015	55	5	2016	45	10	2017	42	5	2018	35	5	<p>[No Data for Mathematics 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2014	57	15																	
2015	55	5																	
2016	45	10																	
2017	42	5																	
2018	35	5																	

Notes:

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2. Participation in Provincial Achievement Tests was impacted 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 this event.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.



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

		Alberta Conference 7th Day Ad							Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very Low	Maintained	Concern	73	53.4	77	60.7	51,540	83.5	48,248	82.7
	Standard of Excellence	Very Low	Declined	Concern	73	2.7	77	6.4	51,540	17.9	48,248	19.6
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	85.2	3,007	86.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	12.3	3,007	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	93.3	528	90.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	23.1	528	18.0
Mathematics 6	Acceptable Standard	Very Low	Maintained	Concern	73	37.0	77	44.7	51,486	72.9	48,172	71.6
	Standard of Excellence	Very Low	Maintained	Concern	73	2.7	77	4.7	51,486	14.0	48,172	13.6
Science 6	Acceptable Standard	Very Low	Maintained	Concern	73	43.8	77	44.8	51,517	78.8	48,180	77.1
	Standard of Excellence	Very Low	Declined	Concern	73	5.5	77	9.9	51,517	30.5	48,180	27.1
Social Studies 6	Acceptable Standard	Very Low	Maintained	Concern	73	35.6	77	40.3	51,525	75.1	48,170	71.4
	Standard of Excellence	Very Low	Maintained	Concern	73	5.5	77	6.1	51,525	23.2	48,170	20.6
English Language Arts 9	Acceptable Standard	Very Low	Maintained	Concern	77	50.6	76	54.4	46,822	76.1	44,296	76.5
	Standard of Excellence	Low	Maintained	Issue	77	9.1	76	6.1	46,822	14.7	44,296	14.9
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	55.7	1,543	60.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	5.9	1,543	5.6
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	81.4	2,660	84.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	9.8	2,660	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	82.7	391	87.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	22.3	391	24.4
Mathematics 9	Acceptable Standard	Very Low	Declined	Concern	77	35.1	76	47.4	46,603	59.2	43,851	66.8
	Standard of Excellence	Very Low	Maintained	Concern	77	5.2	76	7.4	46,603	15.0	43,851	18.1
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	57.4	1,983	59.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	13.6	1,983	13.6
Science 9	Acceptable Standard	Very Low	Maintained	Concern	77	45.5	77	49.3	46,810	75.7	44,341	74.1
	Standard of Excellence	High	Improved	Good	77	13.0	77	7.8	46,810	24.4	44,341	22.2
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	64.6	1,522	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	12.3	1,522	14.3
Social Studies 9	Acceptable Standard	Very Low	Maintained	Concern	77	46.8	77	44.5	46,840	66.7	44,267	65.6
	Standard of Excellence	Intermediate	Improved	Good	77	15.6	77	6.5	46,840	21.5	44,267	19.4
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	55.2	1,493	57.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	14.2	1,493	11.8

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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

**Measure Evaluation Reference - Achievement Evaluation**

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

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

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

Notes:

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. 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.

<b>Evaluation Category</b>	<b>Chi-Square Range</b>
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**

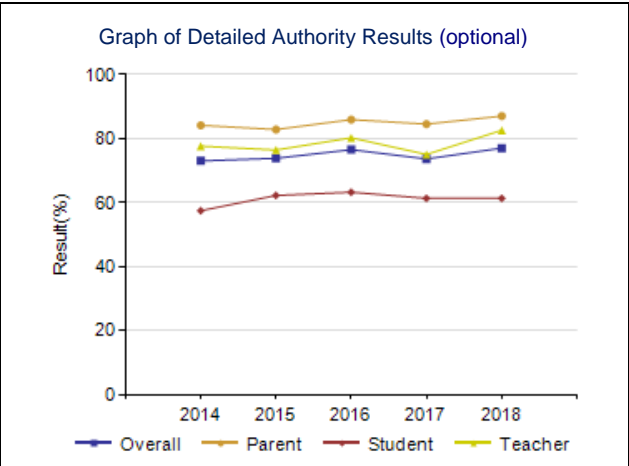
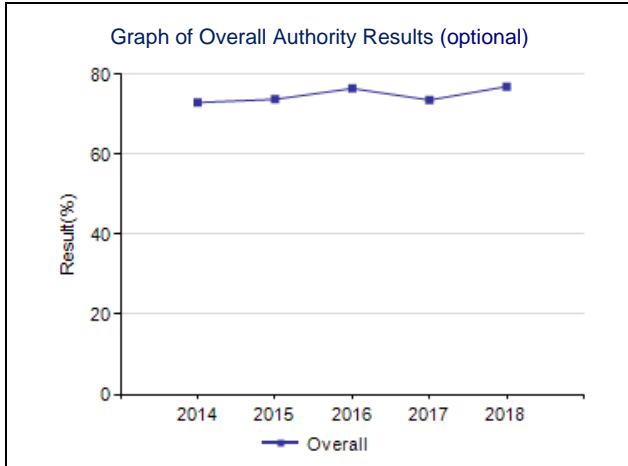
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	73.0	73.8	76.5	73.6	77.0	81.3	81.3	81.9	81.9	81.8
Teacher	77.6	76.4	80.2	75.0	82.6	87.5	87.2	88.1	88.0	88.4
Parent	84.1	82.8	85.9	84.5	87.0	79.9	79.9	80.1	80.1	79.9
Student	57.4	62.2	63.2	61.3	61.3	76.6	76.9	77.5	77.7	77.2

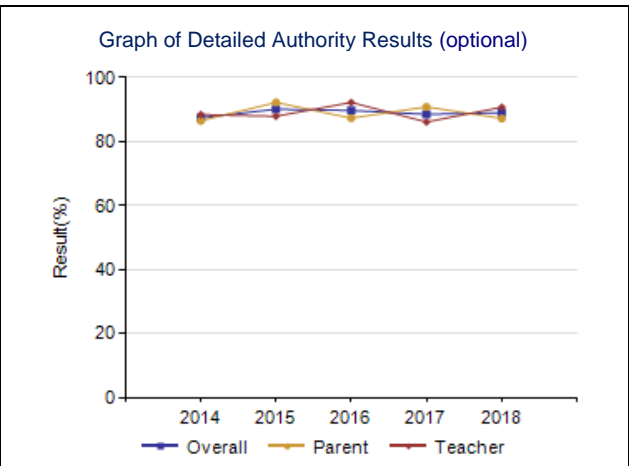
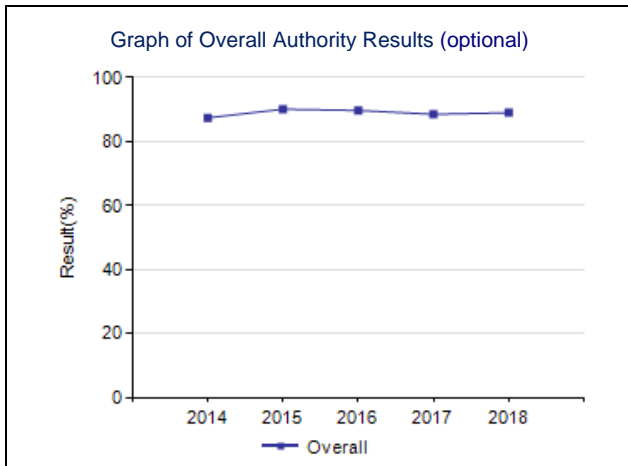


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

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

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

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	87.4	90.1	89.7	88.5	89.0	80.6	80.7	80.9	81.2	81.2
Teacher	88.4	87.9	92.2	86.1	90.7	88.0	88.1	88.4	88.5	88.9
Parent	86.5	92.2	87.3	90.8	87.2	73.1	73.4	73.5	73.9	73.4

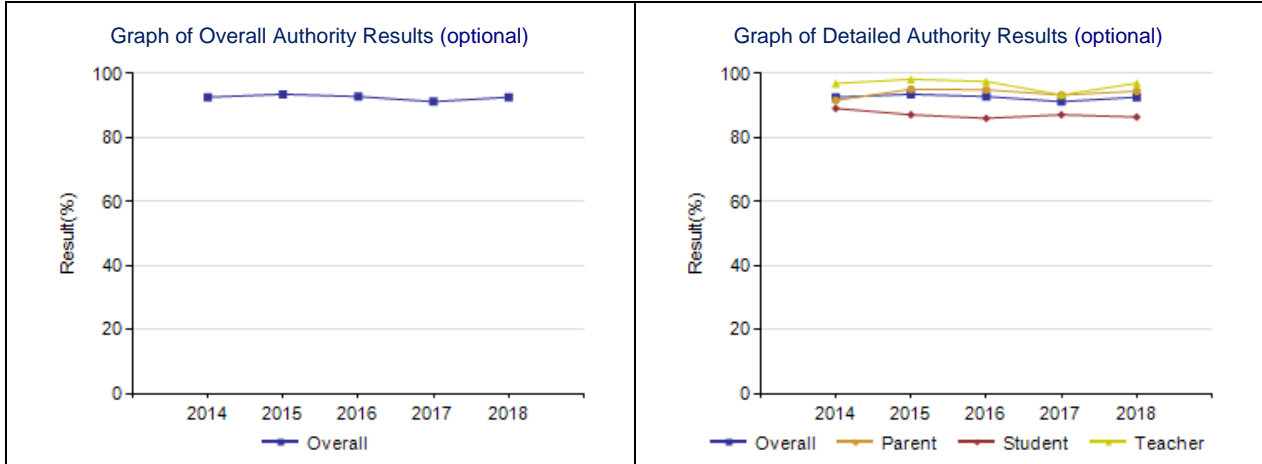


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Education Quality – Measure Details (OPTIONAL)**

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

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	92.6	93.5	92.8	91.2	92.6	89.2	89.5	90.1	90.1	90.0
Teacher	96.9	98.2	97.5	93.3	97.0	95.5	95.9	96.0	95.9	95.8
Parent	91.6	95.1	94.9	93.3	94.5	84.7	85.4	86.1	86.4	86.0
Student	89.1	87.1	86.0	87.1	86.4	87.3	87.4	88.0	88.1	88.2

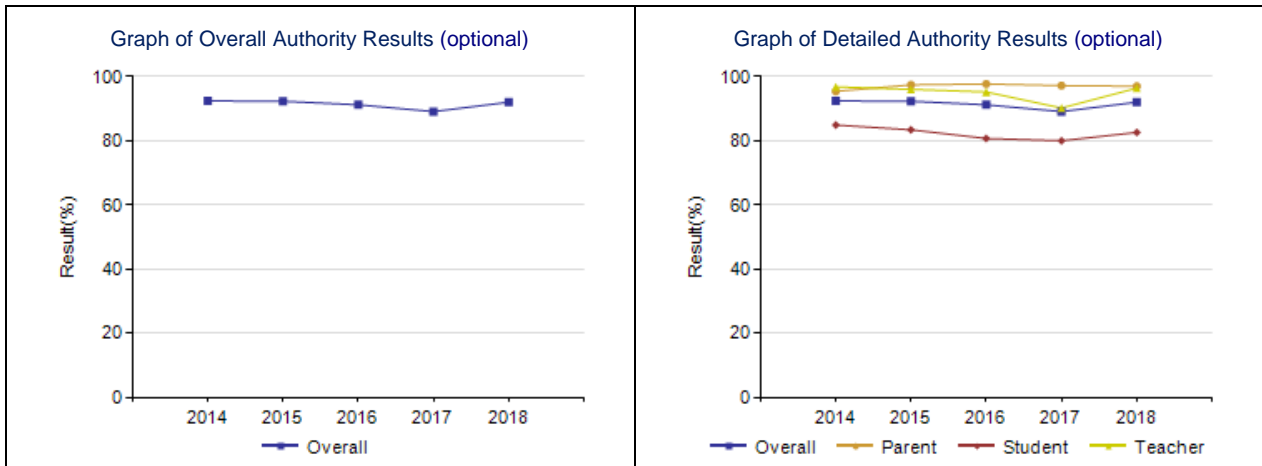


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

**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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	92.4	92.3	91.2	89.1	92.0	89.1	89.2	89.5	89.5	89.0
Teacher	96.8	96.0	95.2	90.2	96.4	95.3	95.4	95.4	95.3	95.0
Parent	95.4	97.4	97.7	97.2	97.0	88.9	89.3	89.8	89.9	89.4
Student	84.9	83.4	80.7	80.0	82.6	83.1	83.0	83.4	83.3	82.5

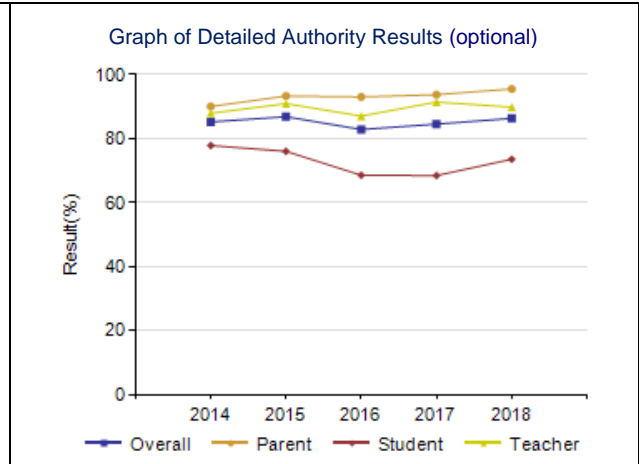
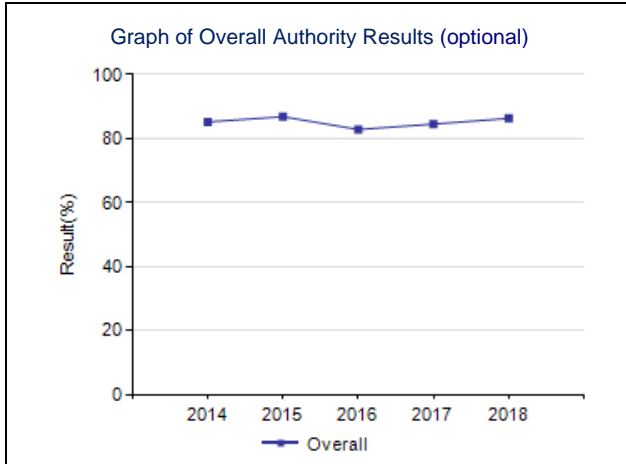


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

**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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	85.2	86.8	82.8	84.5	86.3	79.8	79.6	81.2	81.4	80.3
Teacher	87.9	90.9	87.0	91.4	89.8	81.3	79.8	82.3	82.2	81.5
Parent	90.0	93.3	93.0	93.7	95.5	77.0	78.5	79.7	80.8	79.3
Student	77.8	76.0	68.5	68.4	73.5	81.2	80.7	81.5	81.1	80.2



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.