

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

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

**Prepared by:**

Gary Hodder, Chairperson

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**Message from the Board Chair**

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

### Accountability Statement

The Annual Education Results Report for the 2018-19 school year and the Education Plan for the three years commencing September 1, 2019 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 2018-19 school year and the Three- Year Education Plan for 2019-2022 on December 12, 2019.

A handwritten signature in black ink, appearing to read "Gary Hodder". The signature is fluid and cursive, with the first name "Gary" being larger and more prominent than the last name "Hodder".

Gary Hodder  
Chairperson

## Foundation Statements

### Vision Statement:

To inspire in each student a life of faith, wisdom, and service

### Mission:

The mission of the Seventh-day Adventist school system in Alberta is to inspire in each student a life of faith, wisdom, and service. We will seek to do this by:

- Providing daily opportunities for students to see Jesus, through curricular and extracurricular programs, through healthy relationships and through service
- Striving for excellence through a variety of challenging academic activities that engage learners and promote their success.
- Maintaining a safe learning environment that reflects Adventist values, respects diversity, and promotes collaboration.
- Planning for continuous school improvement by making strategic use of various assessment data, research, and input from school stakeholders.
- Acting ethically and professionally, promoting fairness, transparency, trust and the wholistic well-being of every student.

### Principles:

Our goal is that every student who attends a Seventh-day Adventist school in Alberta will graduate with:

1. The confidence that God loves them and has a plan for their lives
2. An ever-deepening relationship with Jesus
3. A wide range of transferrable skills and abilities that will equip them for further education or the workplace of their choice
4. The ability to think critically and act compassionately
5. A passion for lifelong learning and service

### 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 a student is the shared responsibility of the harmonious cooperation of home, school and church.
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 who wish to receive an education that integrates faith with learning
12. 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 this context, multi-grade is defined as classrooms with three or more grades under the instruction of one teacher.
2. Some grades have minimal enrolment thus impacting results.
3. The AB Conference Online School (PACeS) has historically not been participating in PAT writing, which negatively impacts district results. There is intentional planning for PACeS students to engage in this testing process.
4. 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.
5. Schools are increasing in immigrant and ESL student enrollment which brings unique challenges in the classroom for instruction and can impact the PAT's and Diploma Exams.
6. The Learning Coach continues to assist teachers in making improvements in classroom management and lesson delivery, in IPP writing, and in identifying where student accommodations are needed for writing PAT's and Diploma Exams.

## Summary of Accomplishments

1. School evaluations and teacher evaluations continue with an emphasis in best teaching practices and yearly/unit planning reflecting TQS and AB Ed requirements.
2. Leaders within the jurisdiction attended the LQS training in the spring of 2019.
3. Professional Development continues jurisdiction wide, which included a one-day Teachers Convention in February 2019 with emphasis on the new TQS. Teachers report annually their professional development accomplishments at the end of each school year.
4. 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.
5. The jurisdiction continues to operate Prairie Adventist Christian e-School, our K-12 distance learning school. In this learning environment, teachers instruct on-line in a virtual classroom (Zoom). PACeS is made available for all SDA students who may or may not have access to an SDA school. Students from the public or other faith-based backgrounds are welcome to apply to PACeS if this model fits the needs of the student. Enrollment continues to increase as parents see this is a viable education option for them.
6. 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.
7. The annual Principal's Retreat took place in October 2018.
8. The Kindergarten teachers continue to meet on a quarterly basis to support and collaborate with each other professionally.
9. 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.
10. This is the sixth year of using PowerSchool as the student information system. Training continues for administrators and teachers as needed.
11. The Principals continue to collaborate in a Professional Learning where they meet face to face a minimum of three times per year to share ideas, problem solve, learn professionally and support each other.
12. 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.
13. Grade 5 / 6 Outdoor School and Grade 9 Outdoor Education took place in the fall of 2018 and spring of 2019. The Grade 7/8 Lake Expedition was cancelled due to weather.
14. Two of our High Schools attended Outdoor Education at Palisades camp where the students receive credit for the programming.

**Combined 2019 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	88.6	92.0	90.8	89.0	89.0	89.3	Very High	Declined	Good
Student Learning Opportunities	Program of Studies	75.2	77.0	75.7	82.2	81.8	81.9	Intermediate	Maintained	Acceptable
	Education Quality	91.4	92.6	92.2	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.0	1.1	2.5	2.6	2.3	2.9	Very High	Improved Significantly	Excellent
	High School Completion Rate (3 yr)	72.7	68.3	64.0	79.1	78.0	77.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	43.3	43.5	45.8	73.8	73.6	73.6	Very Low	Maintained	Concern
	PAT: Excellence	11.0	7.5	7.7	20.6	19.9	19.6	Low	Improved	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	77.1	65.5	73.8	83.6	83.7	83.1	Low	Maintained	Issue
	Diploma: Excellence	12.4	6.9	13.4	24.0	24.2	22.5	Low	Maintained	Issue
	Diploma Exam Participation Rate (4+ Exams)	76.0	62.3	59.2	56.3	55.7	55.1	Very High	Improved	Excellent
	Rutherford Scholarship Eligibility Rate	79.3	89.7	86.8	64.8	63.4	62.2	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	69.6	67.5	72.7	59.0	58.7	58.7	Very High	Maintained	Excellent
	Work Preparation	89.1	95.3	95.3	83.0	82.4	82.6	Very High	Declined	Good
	Citizenship	86.1	88.1	87.9	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	87.4	89.0	89.0	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	79.9	86.3	84.5	81.0	80.3	81.0	High	Declined	Acceptable

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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
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.



**Combined 2019 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	5.4	4.8	5.6	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	*	n/a	n/a	56.6	53.3	52.4	*	*	*
Student Learning Achievement (Grades K-9)	PAT: Acceptable	*	21.4	21.4	54.0	51.7	51.9	*	*	*
	PAT: Excellence	*	0.0	0.0	7.4	6.6	6.5	*	*	*
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	*	n/a	n/a	77.2	77.1	76.7	*	*	*
	Diploma: Excellence	*	n/a	n/a	11.4	11.0	10.6	*	*	*
	Diploma Exam Participation Rate (4+ Exams)	*	n/a	n/a	24.6	24.4	22.3	*	*	*
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	37.1	35.9	34.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	*	*	n/a	34.2	33.0	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 include: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
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.

## Measure Evaluation Reference (Optional)

### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that 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
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e., lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

### Improvement Table

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

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

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

### Overall Evaluation Table

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

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

### Category Evaluation

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

**Charter Goal: (For Charter Schools Only)**

Outcome: (Charter Outcome)

- Charter Goals, Outcomes and Performance Measures (locally determined, consistent with Section 4 (a) and (b) of the Charter Schools Regulation, per the charter school's ministerial approved charter agreement.)

Performance Measures	Results (in percentages)					Target*	Targets		
	2015	2016	2017	2018	2019	2019	2020	2021	2022
Locally Determined Performance Measure(s)									

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

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

\* Target set for 2018/19 in the three-year education plan 2018/19 – 2020/21.

## Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	51.3	45.8	48.1	43.5	43.3	45.0	Very Low	Maintained	Concern	48.0	50.0	52.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	5.0	7.4	8.2	7.5	11.0	11.00	Low	Improved	Acceptable	12.0	13.0	14.0

### Comment on Results (OPTIONAL)

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

### Strategies

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. Our jurisdiction has engaged with a consultant to guide our principals and teachers through the process of analyzing the data, interpreting the results and helping to use the information to guide instruction. Our first session is scheduled for January 21, 2020.**

### 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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	74.1	80.0	75.9	65.5	77.1	72.0	Low	Maintained	Issue	72.0	74.0	76.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	11.6	15.4	18.0	6.9	12.4	13.0	Low	Maintained	Issue	13.0	15.0	17.0

**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.*

*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. Our jurisdiction has engaged with a consultant to guide our principals and teachers through the process of analyzing the data, interpreting the results and helping to use the information to guide instruction. Our first session is scheduled for January 21, 2020.**
- 2. More intentionality in familiarizing principals and teachers with the process of exam accommodations.**

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 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.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	63.2	68.1	55.6	68.3	72.7	73.0	Intermediate	Maintained	Acceptable	75.0	77.0	79.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	57.9	64.8	50.5	62.3	76.0	76.0	Very High	Improved	Excellent	78.0	80.0	81.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.7	5.9	0.6	1.1	0.0	0.0	Very High	Improved Significantly	Excellent	0.0	0.0	0.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	97.3	82.6	67.8	67.5	69.6	70.0	Very High	Maintained	Excellent	71.0	72.0	73.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	95.7	75.0	89.7	79.3	79.0	Very High	Maintained	Excellent	81.0	83.0	85.0

**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.

*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. Intentional engagement of students with guidance counsellor/career counsellor regarding high school completion and post-secondary options/plans.**
- 2. Career fair opportunities for grade 11 and 12 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 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), historical Rutherford Scholarship Eligibility Rate results 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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	88.2	88.1	87.4	88.1	86.1	87.0	Very High	Maintained	Excellent	89.0	90.0	91.0

**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.*

*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. Schools have internal character development challenges**
- 2. Report of outreach activity hours annually to district office**
- 3. Schools have a spiritual growth plan that incorporates outreach activities**

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 Two: First Nations, Métis, and Inuit students in Alberta are successful

(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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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	*		*	*	*			
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	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	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	*		*	*	*			

**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.*

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

- 4. Continue to intentionally involve FNMI parents/caregivers as partners in their child's education**
- 5. Learning clubs within the classrooms to help develop and improve academic outcomes for students**
- 6. Intentionality of meeting the TQS indicator #5 with infusing curriculum where possible with FNMI content and relevance**

*Authorities must develop at least one strategy to improve First Nations, Métis and Inuit student success and ensure all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, 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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

*Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
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	*		*	*	*			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	*	*	n/a	*		*	*	*			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	0.0	0.0	*	0.0		Very High	Maintained	Excellent			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	*	*		*	*	*			
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			

**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.*

*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 must develop at least one strategy to improve First Nations, Métis and Inuit student success and ensure all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, 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 2015/16 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), historical Rutherford Scholarship Eligibility Rate results 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 has excellent teachers, school leaders, and school authority leaders**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	73.8	76.5	73.6	77.0	75.2	75.5	Intermediate	Maintained	Acceptable	77.0	79.0	81.0

**Comment on Results (OPTIONAL)**

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

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. **Most schools participate in the Computers for School program. All schools have access to iPads, Chromebooks and/or laptops. Smart boards are in every classroom in this jurisdiction.**
2. **Jurisdiction offers a Grade 5 & 6 Outdoor School; Grade 7 & 8 Lake Expedition; and Grade 9 Outdoor Education programs. We also provide opportunity for Grade 10 to 12 Outdoor Education program with credit in conjunction with Park Canada**
3. **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.**
4. **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.**
5. **Every six years the North American Division of Seventh-day Adventists plans a Division-wide Convention that exposes our teachers to influential educators**
6. **Teachers are evaluated from principal and/or 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.**
7. **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.**

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’s K-12 education system is well governed and managed**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	92.3	91.2	89.1	92.0	88.6	90.0	Very High	Declined	Good	91.0	92.0	93.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	93.5	92.8	91.2	92.6	91.4	92.0	Very High	Maintained	Excellent	92.5	93.0	93.5
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	91.3	93.5	97.0	95.3	89.1	89.5	Very High	Declined	Good	90.0	90.5	91.0
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for</i>	81.5	77.5	81.8	81.3	74.6		n/a	n/a	n/a			

<i>charter and private school authorities that do not have grades 10-12.)</i>												
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	90.1	89.7	88.5	89.0	87.4	87.5	Very High	Maintained	Excellent	88.5	89.5	90.5
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.	86.8	82.8	84.5	86.3	79.9	81.0	High	Declined	Acceptable	83.0	85.0	87.0

**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.*

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*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 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. All schools in the jurisdiction hold parent-teacher interviews and/or student led conferences 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.

**Summary of Financial Results 2018-2019**

	AFS Amount	Percentage	Highlights
<u>Revenue Summary</u>			
Alberta Government	\$ 4,266,800	30.63%	Allocated to teacher salaries
Federal Grants	\$ 1,443,000	10.36%	Allocated to the First Nations program
Other Revenue	\$ 8,220,821	59.01%	Includes tuition, fees, donations, operating subsidies, interest, fundraising and income from sales and services
<b>Total Revenues</b>	<b>\$13,930,621</b>	<b>100.00%</b>	
<u>Expenditure Summary</u>			
Instruction	\$ 10,183,540	70.61%	Includes Home Education, ECS and Grade 1-12 instruction
Administration	\$ 1,915,571	13.28%	
Operations & Maintenance	\$ 1,554,409	10.78%	
Transportation	\$ 733,547	5.08%	Funded through a user pay arrangement
External Services	\$ 35,467	0.25%	Funded through a user pay arrangement
<b>Total Expenditures</b>	<b>\$14,422,534</b>	<b>100.0%</b>	

To access the complete Audited Financial Statement please contact Corene Glover at [cglover@albertaadventist.ca](mailto:cglover@albertaadventist.ca) 403-342-5044 x 236

**Comment on Results**

*Approach to deficit result:*

1. **Updating Student/Teacher Ratios**
2. **New budget review process**
3. **Moving from balanced budgets to surplus budgets to build working capital**



Budget Summary

		Budget 2019 / 2020
<b>REVENUES</b>		
Alberta Education (excluding Home Education)		\$4,320,641
Alberta Education - Home Education		\$128,652
<b>Total Alberta Education Revenues</b>		<b>\$4,449,293</b>
Federal Government and/or First Nations		\$1,539,933
Instruction fees / Tuition fees		\$1,523,097
Non-instructional (O&M, Transportation, Admin fees, etc.)		\$227,510
Other sales and services		\$108,102
Interest on investments		\$9,000
Gifts and donations		\$201,925
Gross school generated funds		\$203,550
Amortization of capital allocations (where applicable)		\$207,132
Other (specify):	Church/Conf Subsidies, Fundraising for Operations	\$4,972,056
<b>TOTAL REVENUES</b>	<b>\$13,441,597</b>	<b>\$13,441,597</b>
<b>EXPENSES</b>		
Certificated salaries (excluding Home Education)		\$6,653,744
Certificated benefits (excluding Home Education)		\$1,866,434
Non-certificated salaries and wages (excluding Home Education)		\$1,100,675
Non-certificated Benefits (excluding Home Education)		\$78,282
Services, contracts and supplies (excluding Home Ed.)		\$2,927,760
Leases - Other		\$22,934
Severe Disabilities / Program Unit (excluding Home Ed.)		\$17,385
Early Literacy (excluding Home Education)		\$140
<b>Home Education</b>		
Certificated salaries		\$32,942
Certificated benefits		\$8,700
Payments to the parents of a home education student for		\$52,668
Services and Supplies		\$17,750
Gross school generated funds		\$203,550
<b>Capital and debt services</b>		
Amortization of capital assets		
From restricted funds		\$207,132
from unrestricted funds		\$69,368
<b>Total amortization of capital assets</b>		<b>\$276,500</b>
Interest on capital debt		\$47,022
<b>TOTAL EXPENSES</b>	<b>\$13,306,486</b>	<b>\$13,306,486</b>
<b>SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES</b>		<b>\$135,111</b>

#### **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/Parent Advisory Committee.
- There is parent representation on each local operating board within the jurisdiction
- Parents of students with special needs are included in the program planning for their child
- 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 Ronda Ziakris at [rziakris@albertasdaedu.org](mailto:rziakris@albertasdaedu.org)
- For more information or clarification regarding school treasury please contact Corene Glover at [cglover@albertaadventist.ca](mailto:cglover@albertaadventist.ca)
- Parents will be notified through PowerSchool, School Newsletters, individual school websites where information will be distributed.

#### **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 2018-19 school year.**

### **APPENDIX – Measure Details (OPTIONAL)**

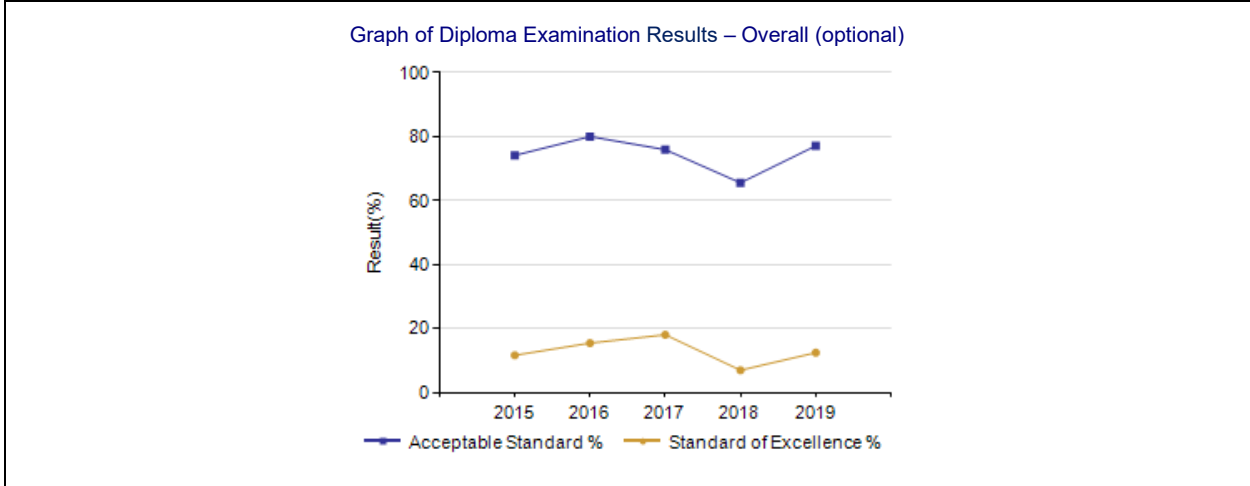
The following pages include tables and graphs that provide detailed data for the performance measures. Authorities may include these under each measure/outcome to provide context and help in interpreting the results.

Diploma Examination Results – Measure Details (OPTIONAL)

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	88.9	11.1	90.9	9.1	75.0	0.0	89.5	0.0	78.9	5.3		
	Province	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3		
English Lang Arts 30-2	Authority	83.3	0.0	*	*	*	*	90.9	18.2	*	*		
	Province	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1		
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	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1		
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	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5		
Mathematics 30-1	Authority	57.1	14.3	66.7	11.1	77.8	27.8	31.6	5.3	61.5	23.1		
	Province	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1		
Mathematics 30-2	Authority	85.7	14.3	*	*	50.0	0.0	75.0	16.7	*	*		
	Province	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8		
Social Studies 30-1	Authority	88.2	11.8	87.5	25.0	80.8	11.5	78.6	0.0	76.2	14.3		
	Province	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0		
Social Studies 30-2	Authority	57.1	0.0	66.7	0.0	*	*	77.8	22.2	83.3	0.0		
	Province	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2		
Biology 30	Authority	77.8	22.2	66.7	33.3	75.0	35.0	63.6	0.0	75.0	31.3		
	Province	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5		
Chemistry 30	Authority	66.7	16.7	77.8	11.1	88.2	29.4	31.6	5.3	91.7	8.3		
	Province	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5		
Physics 30	Authority	53.8	0.0	100.0	14.3	76.9	23.1	77.8	0.0	100.0	0.0		
	Province	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Province	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2		

Notes:

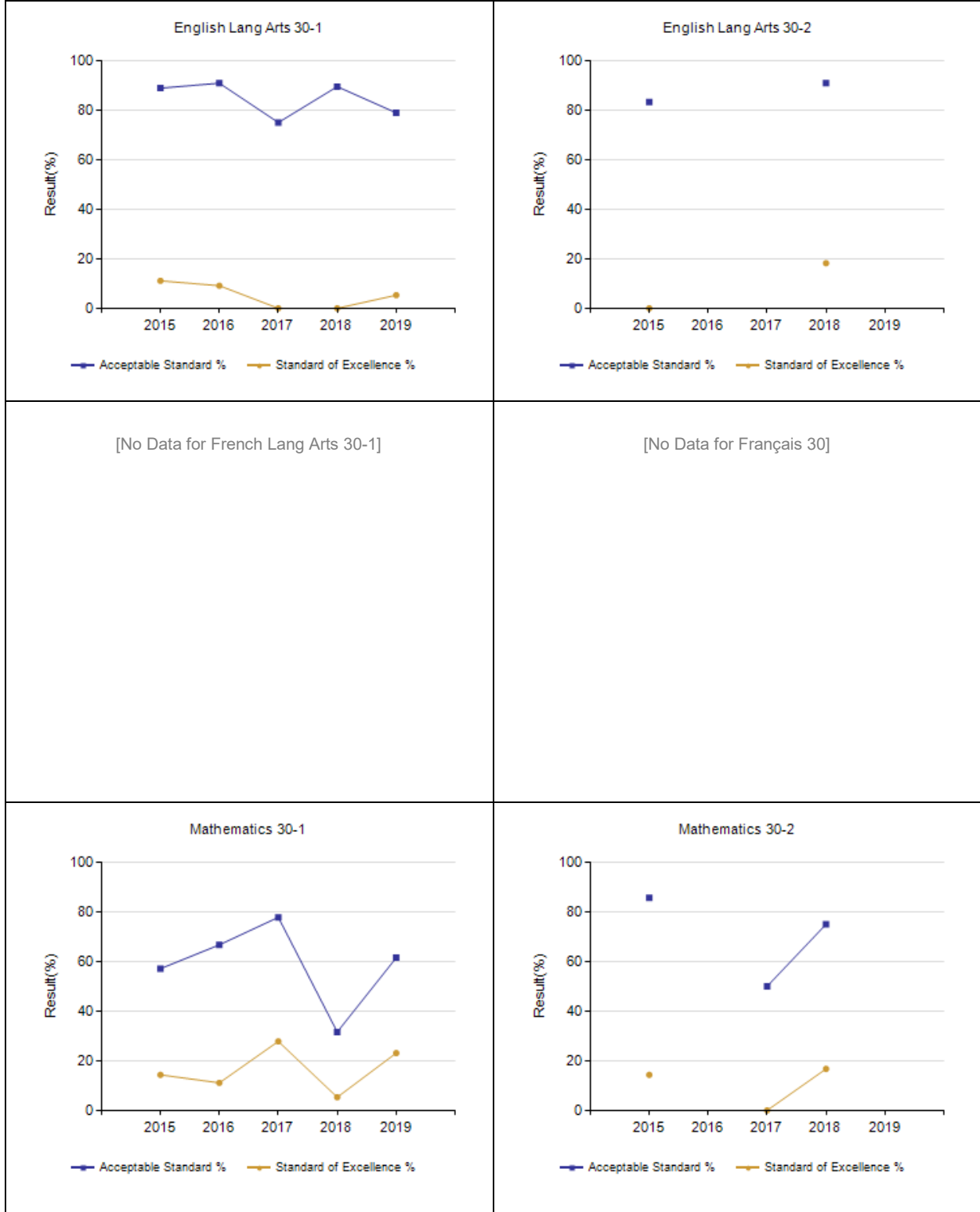
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.



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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

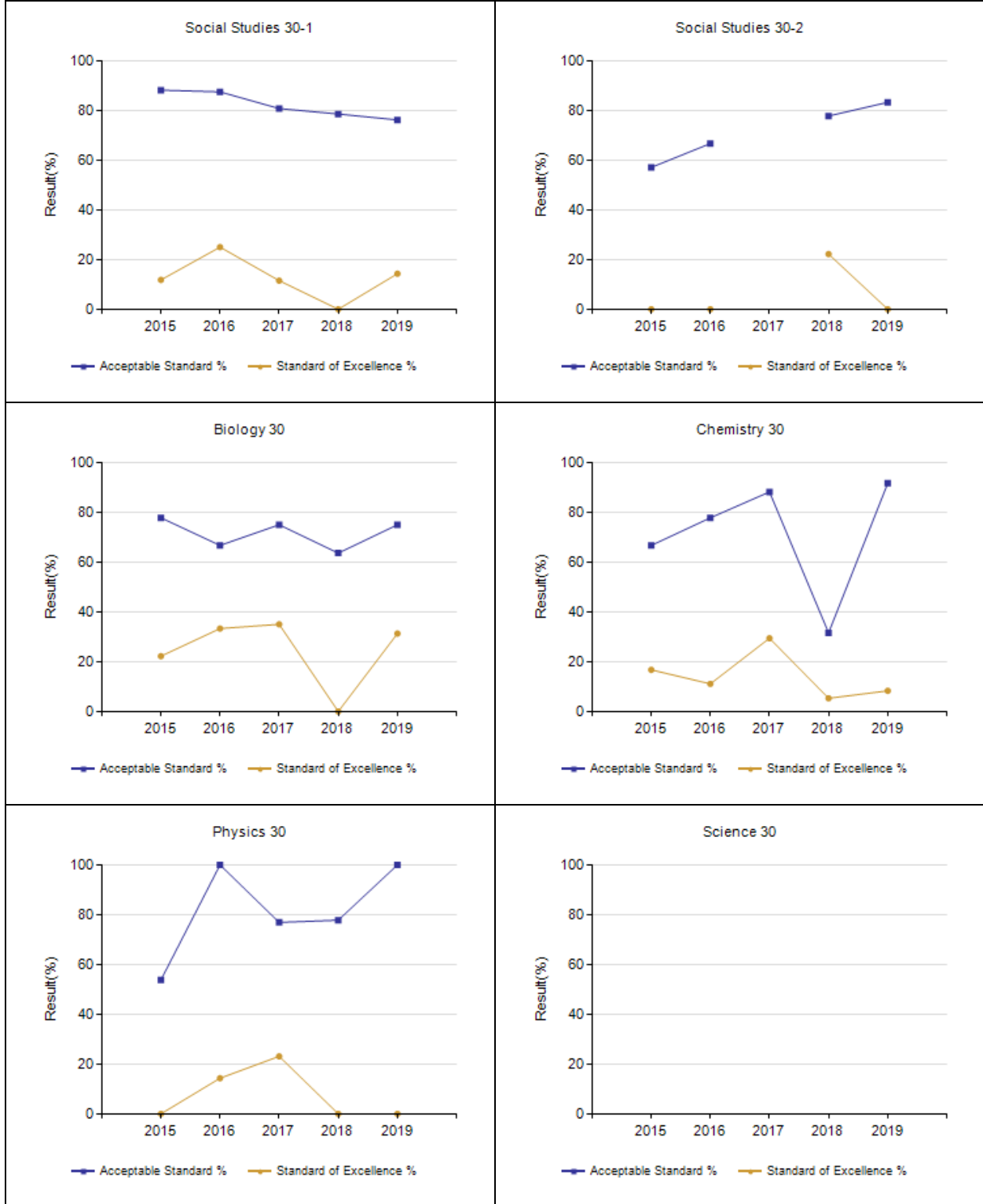
Diploma Examination Results by Course (optional)



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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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

Course	Measure	Alberta Conference 7th Day Ad							Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	Maintained	Concern	19	78.9	19	85.1	29,832	86.8	30,091	86.9
	Standard of Excellence	Low	Maintained	Issue	19	5.3	19	3.0	29,832	12.3	30,091	11.9
English Lang Arts 30-2	Acceptable Standard	*	*	*	5	*	11	90.9	16,640	87.1	16,563	88.9
	Standard of Excellence	*	*	*	5	*	11	18.2	16,640	12.1	16,563	12.3
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,215	91.5	1,296	94.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,215	10.1	1,296	9.7
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	98.6	154	98.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	29.5	154	20.6
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	13	61.5	15	58.7	19,389	77.8	20,337	73.9
	Standard of Excellence	n/a	n/a	n/a	13	23.1	15	14.7	19,389	35.1	20,337	30.6
Mathematics 30-2	Acceptable Standard	*	*	*	3	*	9	62.5	14,465	76.5	14,107	74.8
	Standard of Excellence	*	*	*	3	*	9	8.3	14,465	16.8	14,107	16.4
Social Studies 30-1	Acceptable Standard	Low	Maintained	Issue	21	76.2	16	82.3	21,610	86.6	22,179	85.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	21	14.3	16	12.2	21,610	17.0	22,179	15.6
Social Studies 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	6	83.3	12	72.2	20,758	77.8	20,078	80.2
	Standard of Excellence	Very Low	Maintained	Concern	6	0.0	12	11.1	20,758	12.2	20,078	12.6
Biology 30	Acceptable Standard	Low	Maintained	Issue	16	75.0	18	68.4	22,442	83.9	22,853	85.3
	Standard of Excellence	High	Maintained	Good	16	31.3	18	22.8	22,442	35.5	22,853	33.8
Chemistry 30	Acceptable Standard	Very High	Improved	Excellent	12	91.7	15	65.9	18,525	85.7	18,929	82.7
	Standard of Excellence	Very Low	Maintained	Concern	12	8.3	15	15.3	18,525	42.5	18,929	37.2
Physics 30	Acceptable Standard	Very High	Improved	Excellent	10	100.0	10	84.9	9,247	87.5	9,974	85.9
	Standard of Excellence	Very Low	Declined	Concern	10	0.0	10	12.5	9,247	43.5	9,974	41.7
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,676	85.7	9,180	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,676	31.2	9,180	29.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.



**Measure Evaluation Reference - Achievement Evaluation**

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that 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)

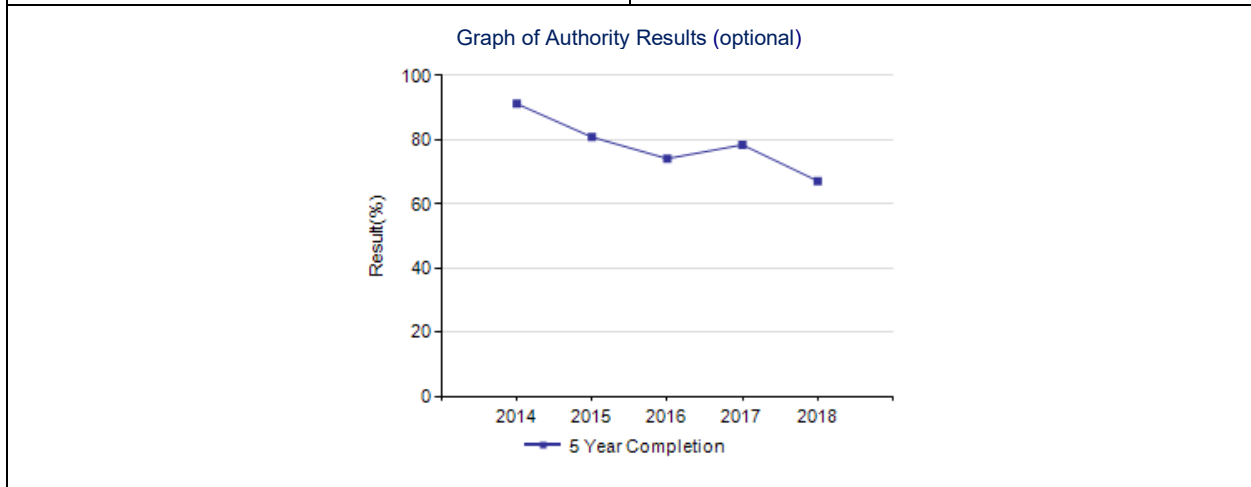
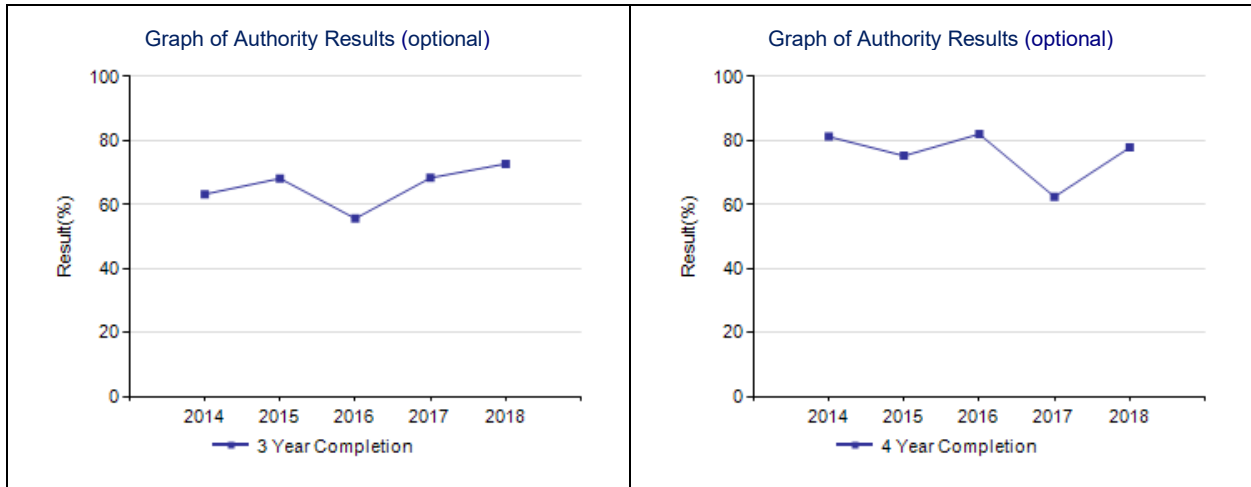
**Overall Evaluation Table**

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
3 Year Completion	63.2	68.1	55.6	68.3	72.7	76.5	76.5	78.0	78.0	79.1
4 Year Completion	81.2	75.2	82.0	62.4	77.8	79.9	81.0	81.2	82.6	82.7
5 Year Completion	91.2	80.8	74.1	78.4	67.1	82.0	82.1	83.2	83.4	84.8

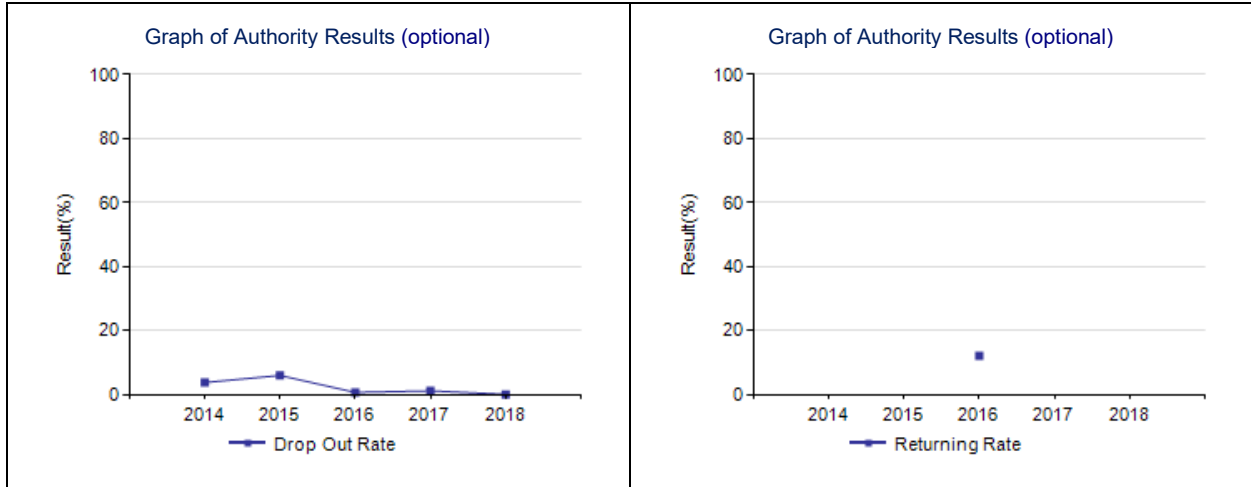


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 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.

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

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Drop Out Rate	3.7	5.9	0.6	1.1	0.0	3.5	3.2	3.0	2.3	2.6
Returning Rate	*	*	12.1	*	*	20.9	18.2	18.9	19.9	22.7

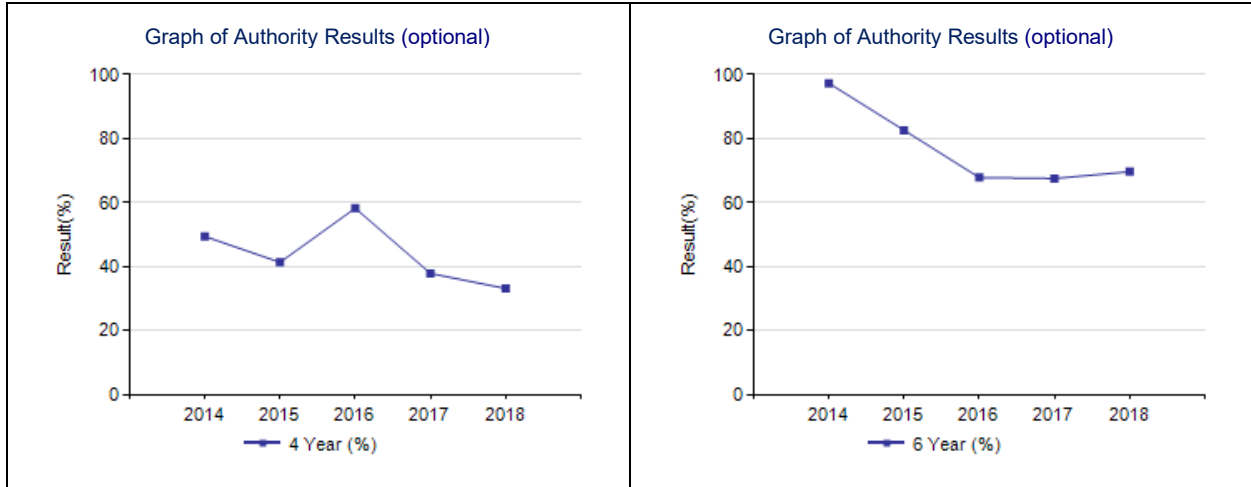


Notes:

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
4 Year Rate	49.4	41.3	58.2	37.8	33.1	38.3	37.0	37.0	39.3	40.1
6 Year Rate	97.3	82.6	67.8	67.5	69.6	59.7	59.4	57.9	58.7	59.0



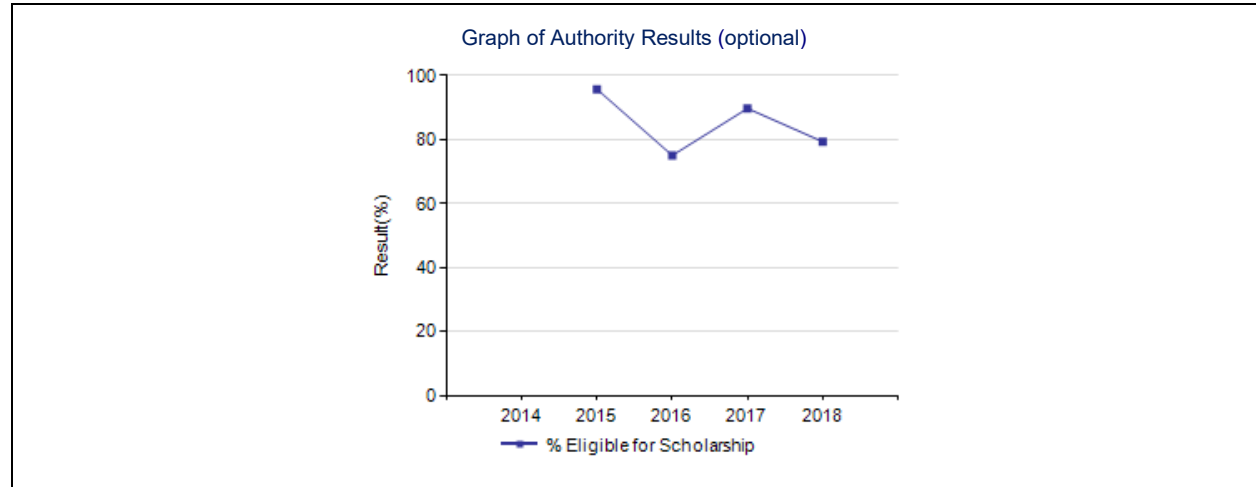
Notes:

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Rutherford Scholarship Eligibility Rate	n/a	95.7	75.0	89.7	79.3	n/a	60.8	62.3	63.4	64.8

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
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
2018	29	21	72.4	15	51.7	10	34.5	23	79.3



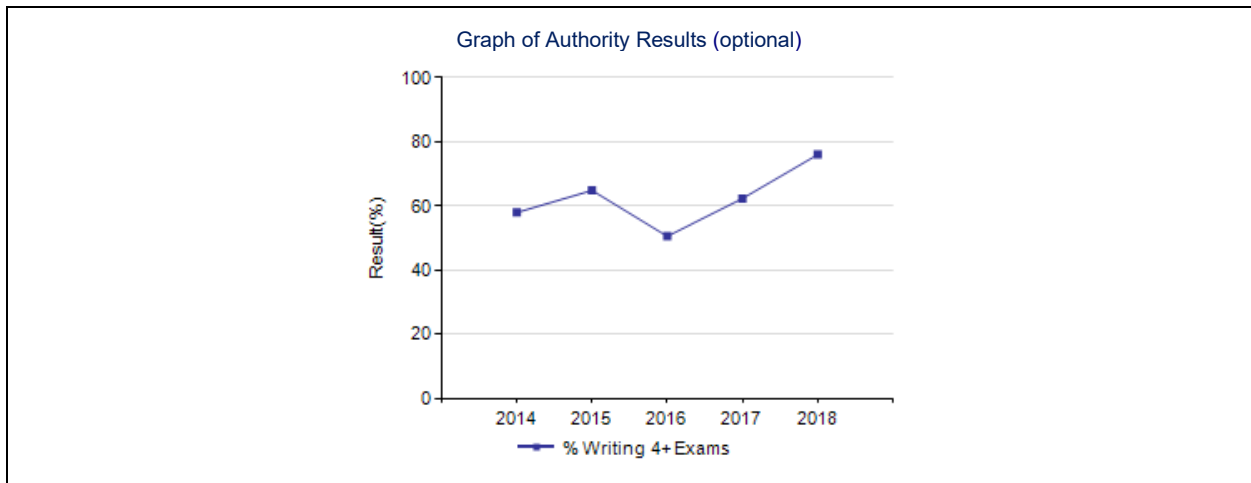
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
% Writing 0 Exams	15.8	9.2	25.3	22.8	20.6	15.7	15.7	15.0	14.8	14.2
% Writing 1+ Exams	84.2	90.8	74.7	77.2	79.4	84.3	84.3	85.0	85.2	85.8
% Writing 2+ Exams	84.2	81.1	65.7	74.2	79.4	81.4	81.2	82.0	82.3	83.0
% Writing 3+ Exams	78.9	68.1	55.6	71.3	76.0	65.0	64.7	65.2	66.1	66.8
<b>% Writing 4+ Exams</b>	<b>57.9</b>	<b>64.8</b>	<b>50.5</b>	<b>62.3</b>	<b>76.0</b>	<b>54.4</b>	<b>54.6</b>	<b>54.9</b>	<b>55.7</b>	<b>56.3</b>
% Writing 5+ Exams	47.4	55.1	50.5	53.4	49.6	36.3	37.1	37.5	37.8	38.7
% Writing 6+ Exams	31.6	16.2	25.3	17.8	16.5	13.1	13.8	13.6	13.9	14.2



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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
English Language Arts 30-1	52.6	64.5	50.0	64.7	51.6	54.0	53.2	54.0	55.0	56.3
English Language Arts 30-2	26.3	19.4	15.0	5.9	29.0	28.0	28.7	28.7	28.8	27.8
<b>Total of 1 or more English Diploma Exams</b>	<b>78.9</b>	<b>83.9</b>	<b>65.0</b>	<b>70.6</b>	<b>77.4</b>	<b>79.7</b>	<b>79.5</b>	<b>80.1</b>	<b>80.9</b>	<b>81.1</b>
Social Studies 30-1	52.6	54.8	45.0	67.6	25.8	45.1	43.5	45.1	44.9	45.0
Social Studies 30-2	31.6	25.8	25.0	5.9	51.6	35.2	36.7	35.8	36.4	37.1
<b>Total of 1 or more Social Diploma Exams</b>	<b>84.2</b>	<b>80.6</b>	<b>70.0</b>	<b>73.5</b>	<b>77.4</b>	<b>79.6</b>	<b>79.5</b>	<b>80.3</b>	<b>80.7</b>	<b>81.4</b>
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Applied Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mathematics 30-1	42.1	45.2	45.0	50.0	35.5	37.3	37.1	36.4	35.5	36.5
Mathematics 30-2	15.8	25.8	10.0	17.6	38.7	21.4	22.4	23.7	25.1	24.9
<b>Total of 1 or more Math Diploma Exams</b>	<b>57.9</b>	<b>71.0</b>	<b>55.0</b>	<b>67.6</b>	<b>74.2</b>	<b>57.0</b>	<b>57.6</b>	<b>58.3</b>	<b>58.6</b>	<b>59.3</b>
Biology 30	68.4	54.8	50.0	55.9	54.8	41.4	40.6	40.7	41.7	42.7
Chemistry 30	57.9	38.7	50.0	47.1	51.6	34.7	35.7	35.6	35.1	35.8
Physics 30	36.8	41.9	30.0	35.3	25.8	20.0	19.9	19.3	18.6	18.7
Science 30	0.0	3.2	0.0	2.9	6.5	12.8	14.1	15.7	16.9	17.0
<b>Total of 1 or more Science Diploma Exams</b>	<b>78.9</b>	<b>67.7</b>	<b>55.0</b>	<b>70.6</b>	<b>74.2</b>	<b>59.4</b>	<b>59.8</b>	<b>60.5</b>	<b>61.2</b>	<b>61.8</b>
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.3	0.2	0.3	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.7	2.8	2.8	3.0	2.7
<b>Total of 1 or more French Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>2.9</b>	<b>3.0</b>	<b>3.1</b>	<b>3.3</b>	<b>3.0</b>

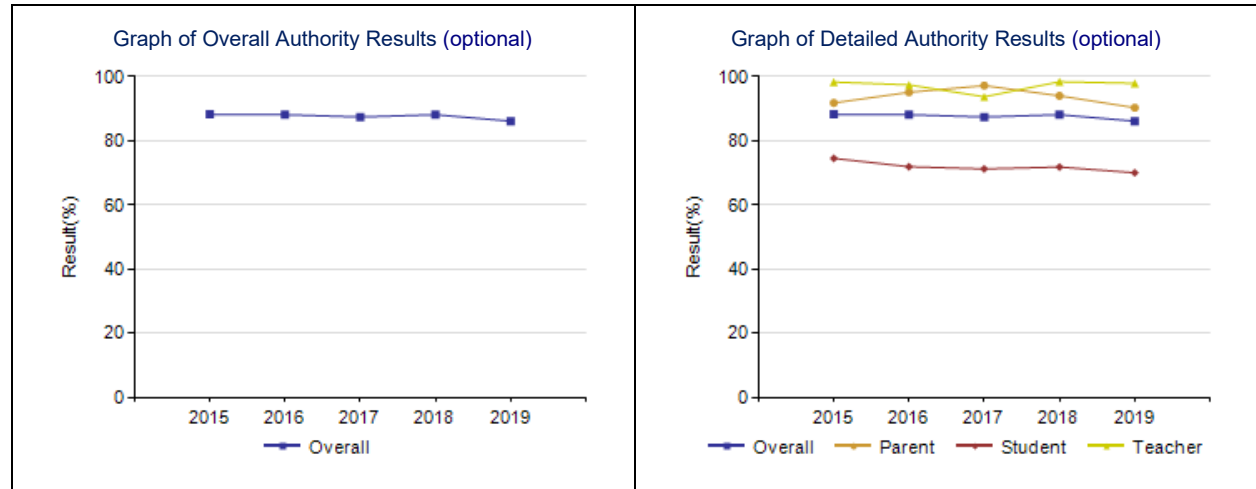
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in Diploma Examinations was impacted by the 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 2015/16 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.



**Citizenship – Measure Details (OPTIONAL)**

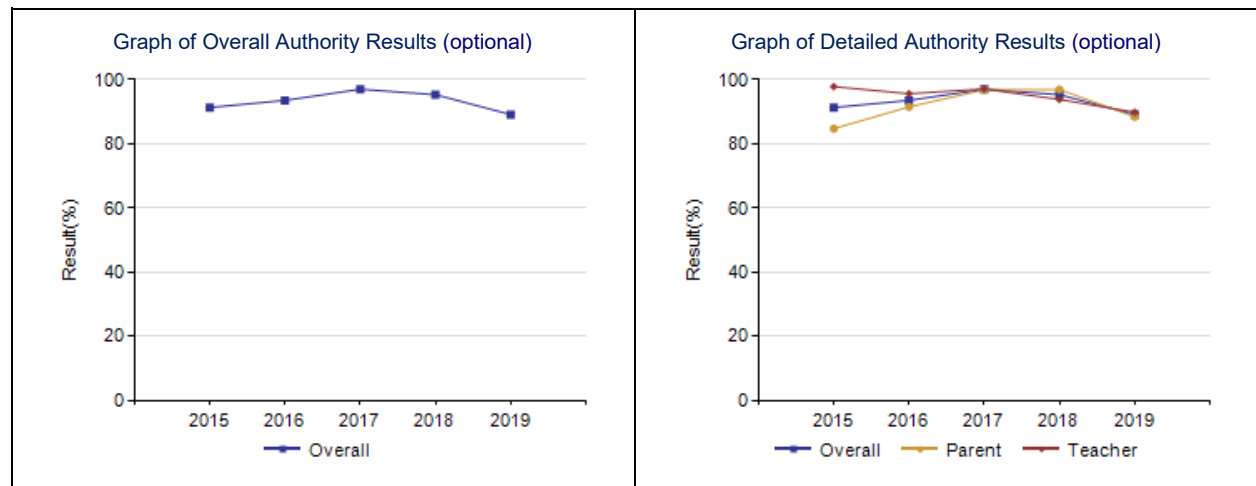
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	88.2	88.1	87.4	88.1	86.1	83.5	83.9	83.7	83.0	82.9
Teacher	98.3	97.4	93.7	98.4	97.9	94.2	94.5	94.0	93.4	93.2
Parent	91.8	95.1	97.2	94.0	90.3	82.1	82.9	82.7	81.7	81.9
Student	74.5	71.9	71.2	71.8	70.0	74.2	74.5	74.4	73.9	73.5



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	91.3	93.5	97.0	95.3	89.1	82.0	82.6	82.7	82.4	83.0
Teacher	97.8	95.6	97.1	93.8	89.8	89.7	90.5	90.4	90.3	90.8
Parent	84.7	91.5	96.8	96.9	88.4	74.2	74.8	75.1	74.6	75.2

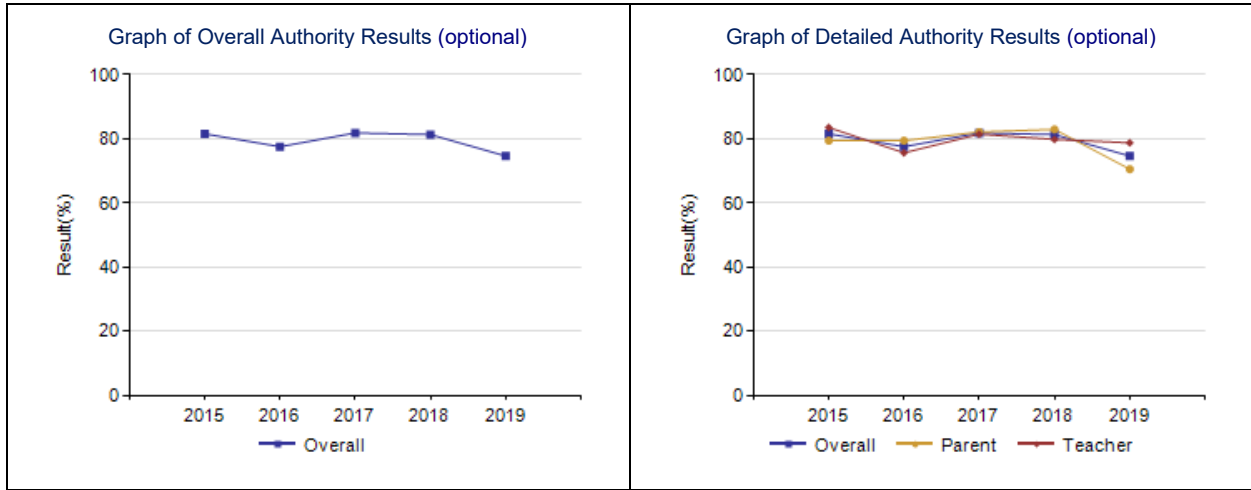


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Lifelong Learning – Measure Details (OPTIONAL)**

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

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	81.5	77.5	81.8	81.3	74.6	70.0	70.7	71.0	70.9	71.4
Teacher	83.5	75.6	81.4	79.8	78.7	76.0	77.3	77.3	77.8	78.8
Parent	79.4	79.4	82.1	82.9	70.5	64.0	64.2	64.8	64.0	64.0



Notes:

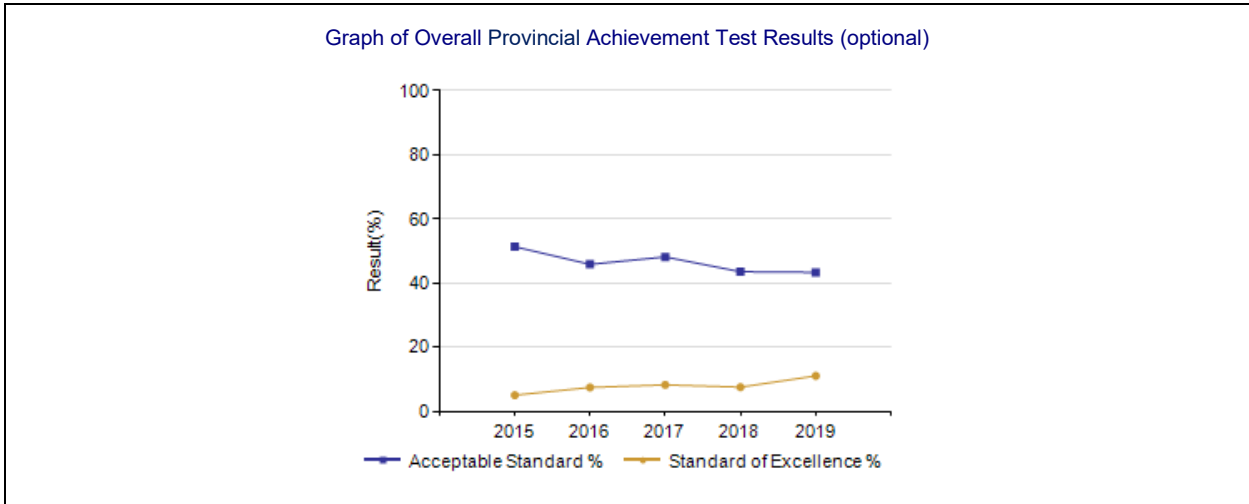
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

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

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	61.0	6.5	62.0	4.2	59.0	8.4	53.4	2.7	54.2	15.7		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
French Language Arts 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7		
Français 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6		
Mathematics 6	Authority	44.2	2.6	39.4	4.2	50.6	7.2	37.0	2.7	45.8	10.8		
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0		
Science 6	Authority	41.6	7.8	42.3	9.9	50.6	12.0	43.8	5.5	49.4	21.7		
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6		
Social Studies 6	Authority	41.6	3.9	32.4	8.5	47.0	6.0	35.6	5.5	47.0	15.7		
	Province	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4		
English Language Arts 9	Authority	62.3	4.3	53.7	6.1	47.4	7.9	50.6	9.1	47.2	3.4		
	Province	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7		
K&E English Language Arts 9	Authority	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4		
French Language Arts 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3		
Français 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0		
Mathematics 9	Authority	55.1	5.8	45.1	9.8	42.1	6.6	35.1	5.2	23.6	2.2		
	Province	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0		
K&E Mathematics 9	Authority	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2		
Science 9	Authority	54.2	6.9	47.6	9.8	46.1	6.6	45.5	13.0	42.7	11.2		
	Province	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4		
K&E Science 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7		
Social Studies 9	Authority	50.0	2.8	42.7	6.1	40.8	10.5	46.8	15.6	38.2	9.0		
	Province	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6		
K&E Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0		

Notes:

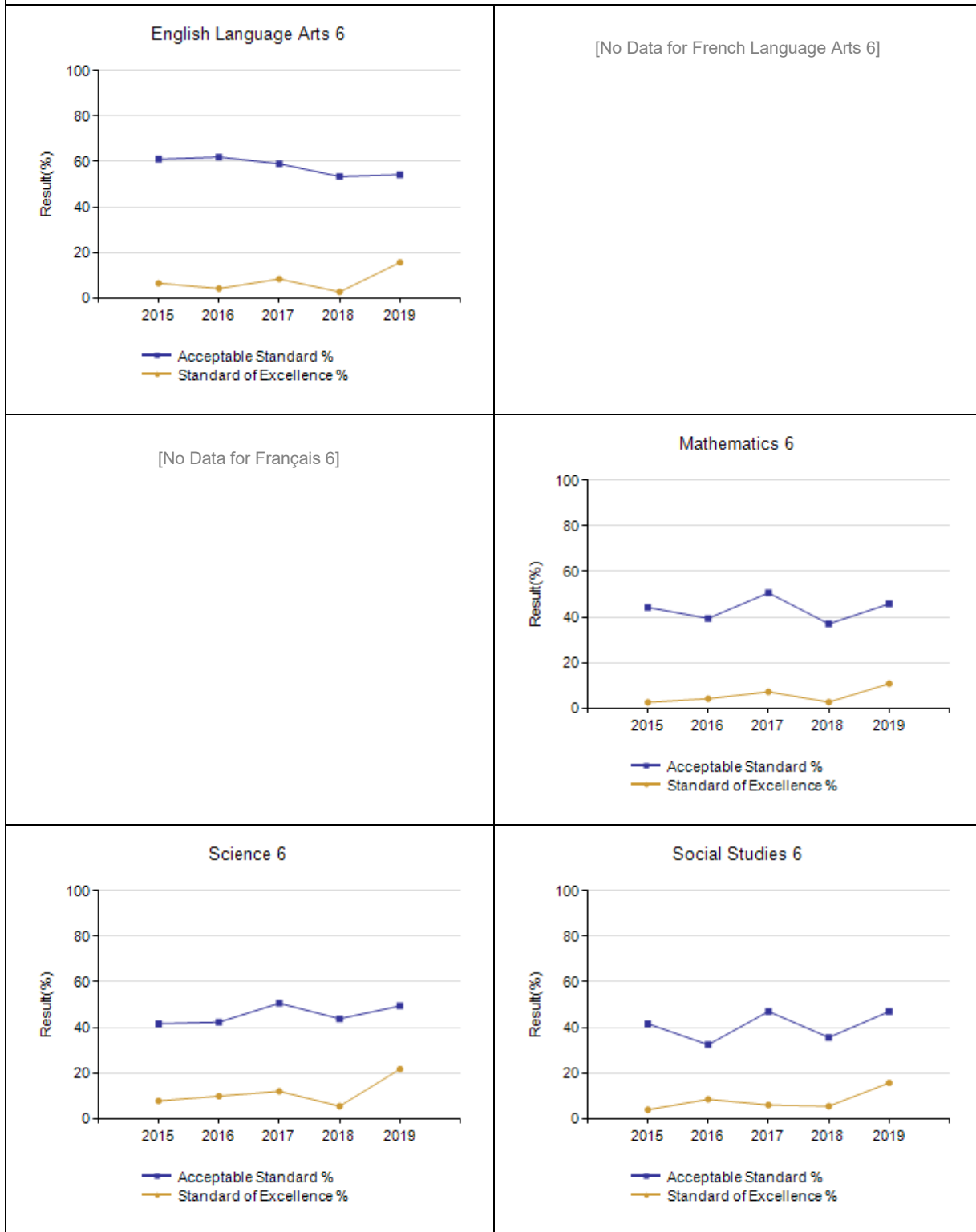
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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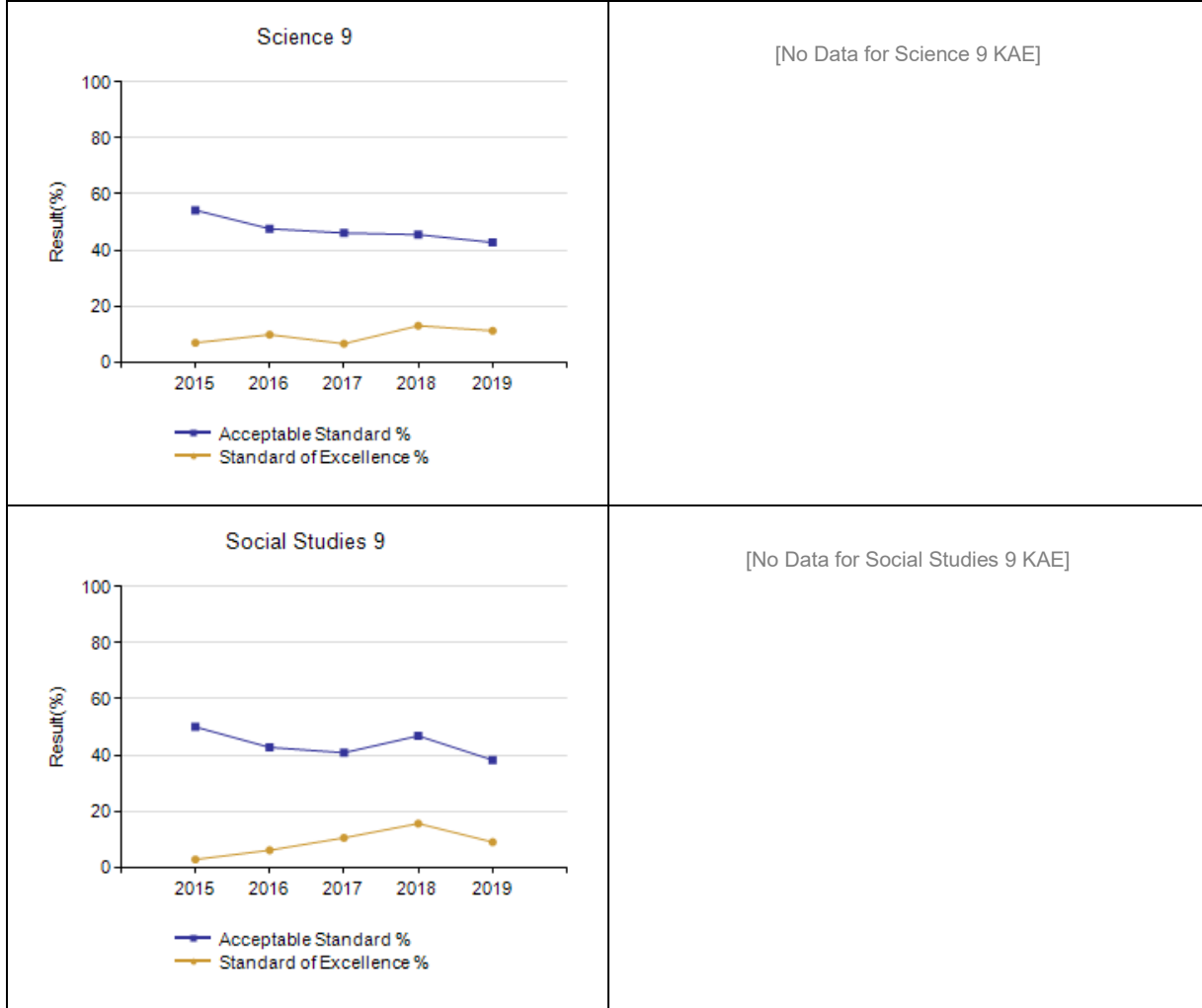
Graph of Provincial Achievement Test Results by Course (optional)

<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>2015</td> <td>62</td> <td>5</td> </tr> <tr> <td>2016</td> <td>53</td> <td>7</td> </tr> <tr> <td>2017</td> <td>47</td> <td>8</td> </tr> <tr> <td>2018</td> <td>50</td> <td>10</td> </tr> <tr> <td>2019</td> <td>47</td> <td>5</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2015	62	5	2016	53	7	2017	47	8	2018	50	10	2019	47	5	<p>[No Data for English Lang Arts 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2015	62	5																	
2016	53	7																	
2017	47	8																	
2018	50	10																	
2019	47	5																	
<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>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>7</td> </tr> <tr> <td>2018</td> <td>35</td> <td>6</td> </tr> <tr> <td>2019</td> <td>25</td> <td>3</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2015	55	5	2016	45	10	2017	42	7	2018	35	6	2019	25	3	<p>[No Data for Mathematics 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2015	55	5																	
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2017	42	7																	
2018	35	6																	
2019	25	3																	

Notes:

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2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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

Course	Measure	Alberta Conference 7th Day Ad							Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very Low	Maintained	Concern	83	54.2	76	58.1	54,820	83.2	49,573	82.9
	Standard of Excellence	Intermediate	Improved Significantly	Good	83	15.7	76	5.1	54,820	17.8	49,573	19.1
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	87.7	3,122	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	15.7	3,122	13.3
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	90.3	574	92.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	24.6	574	20.6
Mathematics 6	Acceptable Standard	Very Low	Maintained	Concern	83	45.8	76	42.3	54,778	72.5	49,502	71.5
	Standard of Excellence	Low	Improved	Acceptable	83	10.8	76	4.7	54,778	15.0	49,502	13.5
Science 6	Acceptable Standard	Very Low	Maintained	Concern	83	49.4	76	45.6	54,879	77.6	49,520	77.9
	Standard of Excellence	Intermediate	Improved Significantly	Good	83	21.7	76	9.1	54,879	28.6	49,520	28.9
Social Studies 6	Acceptable Standard	Very Low	Improved	Issue	83	47.0	76	38.3	54,802	76.2	49,511	73.1
	Standard of Excellence	Intermediate	Improved	Good	83	15.7	76	6.7	54,802	24.4	49,511	22.3
English Language Arts 9	Acceptable Standard	Very Low	Maintained	Concern	89	47.2	78	50.6	47,465	75.1	45,363	76.6
	Standard of Excellence	Very Low	Declined	Concern	89	3.4	78	7.7	47,465	14.7	45,363	14.9
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	57.4	1,551	58.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	5.4	1,551	6.0
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	82.9	2,758	82.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	12.3	2,758	10.6
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	88.6	380	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	26.0	380	25.1
Mathematics 9	Acceptable Standard	Very Low	Declined Significantly	Concern	89	23.6	78	40.8	46,764	60.0	44,959	64.7
	Standard of Excellence	Very Low	Declined	Concern	89	2.2	78	7.2	46,764	19.0	44,959	17.1
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,190	59.6	2,007	58.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,190	13.2	2,007	13.3
Science 9	Acceptable Standard	Very Low	Maintained	Concern	89	42.7	78	46.4	47,489	75.2	45,363	74.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	89	11.2	78	9.8	47,489	26.4	45,363	22.7
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,536	61.7	1,520	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,536	10.7	1,520	13.3
Social Studies 9	Acceptable Standard	Very Low	Maintained	Concern	89	38.2	78	43.4	47,496	68.7	45,366	66.1
	Standard of Excellence	Very Low	Maintained	Concern	89	9.0	78	10.7	47,496	20.6	45,366	19.9
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	55.9	1,501	56.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	15.0	1,501	12.8

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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.



**Measure Evaluation Reference - Achievement Evaluation**

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that 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 année	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
K&E English Language Arts 9	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 année	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
K&E Mathematics 9	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
K&E Science 9	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
K&E Social Studies 9	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.

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

**Overall Evaluation Table**

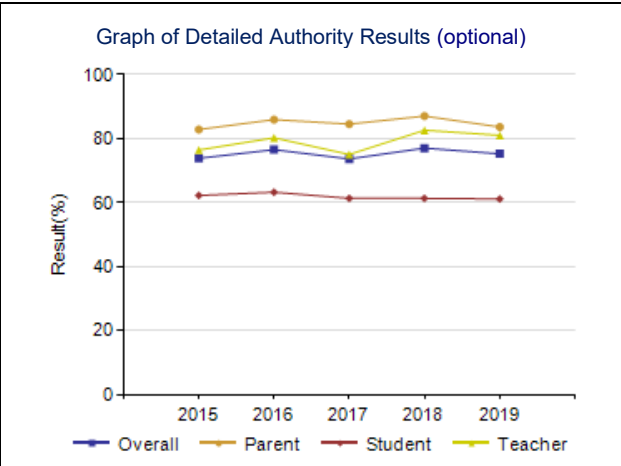
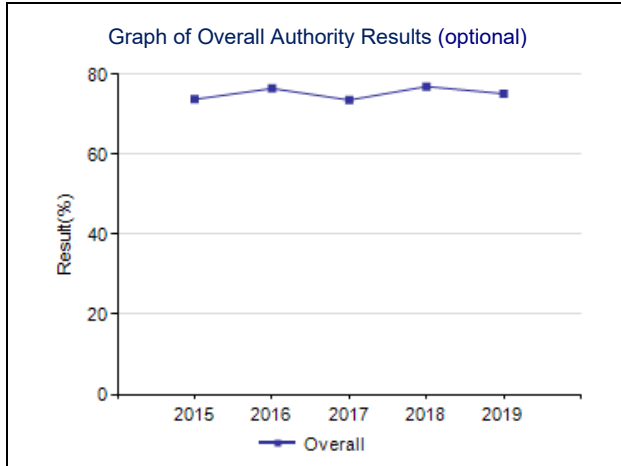
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

**Program of Studies – Measure Details (OPTIONAL)**

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	73.8	76.5	73.6	77.0	75.2	81.3	81.9	81.9	81.8	82.2
Teacher	76.4	80.2	75.0	82.6	81.0	87.2	88.1	88.0	88.4	89.1
Parent	82.8	85.9	84.5	87.0	83.6	79.9	80.1	80.1	79.9	80.1
Student	62.2	63.2	61.3	61.3	61.1	76.9	77.5	77.7	77.2	77.4



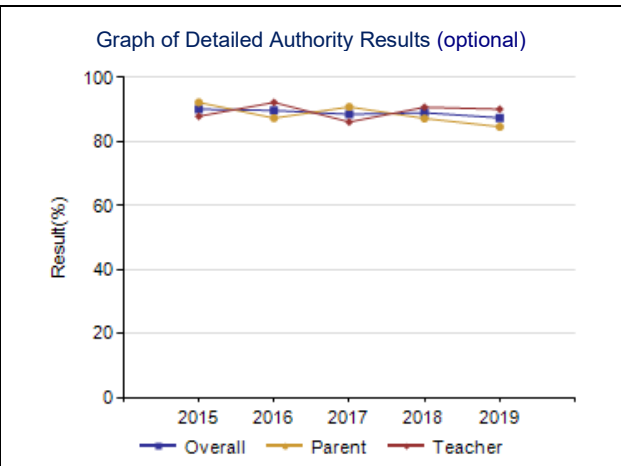
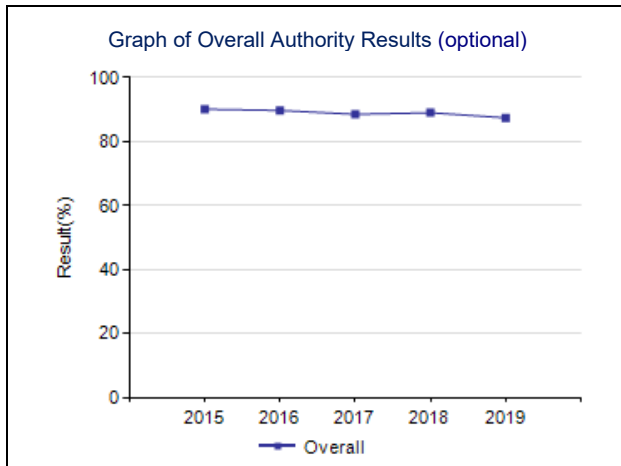
Notes:

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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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	90.1	89.7	88.5	89.0	87.4	80.7	80.9	81.2	81.2	81.3
Teacher	87.9	92.2	86.1	90.7	90.1	88.1	88.4	88.5	88.9	89.0
Parent	92.2	87.3	90.8	87.2	84.6	73.4	73.5	73.9	73.4	73.6

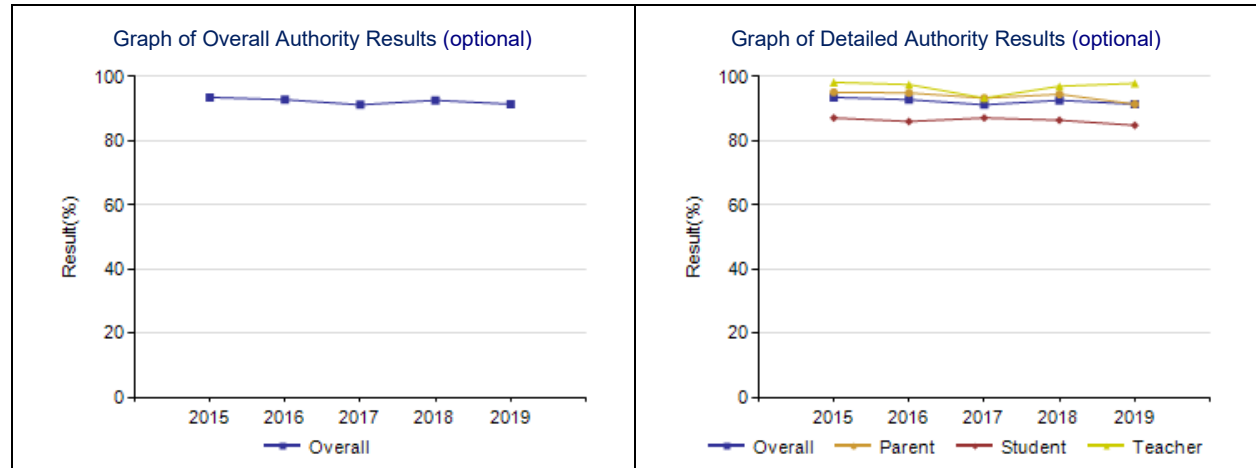


Notes:

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

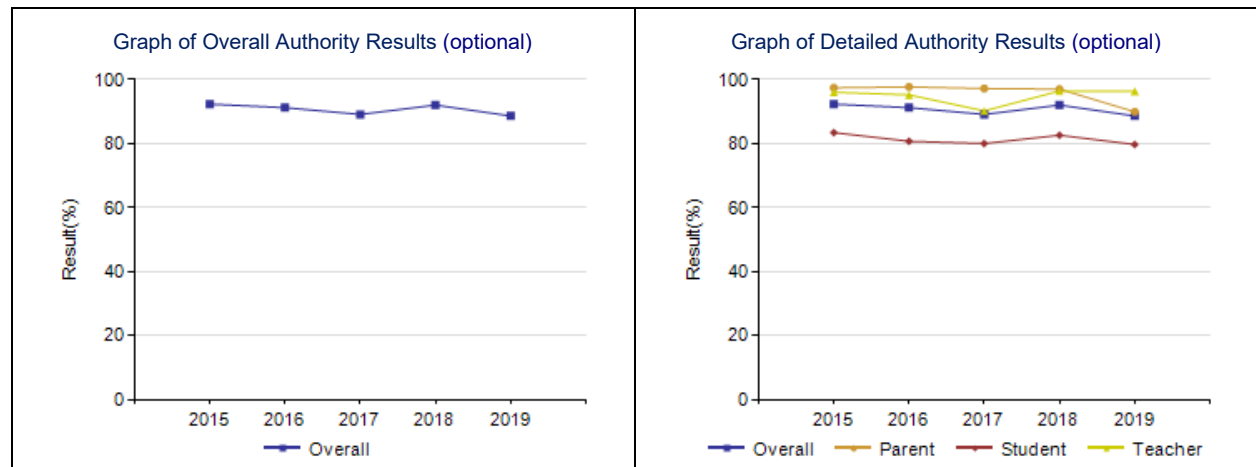
Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	93.5	92.8	91.2	92.6	91.4	89.5	90.1	90.1	90.0	90.2
Teacher	98.2	97.5	93.3	97.0	97.9	95.9	96.0	95.9	95.8	96.1
Parent	95.1	94.9	93.3	94.5	91.4	85.4	86.1	86.4	86.0	86.4
Student	87.1	86.0	87.1	86.4	84.8	87.4	88.0	88.1	88.2	88.1



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

**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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	92.3	91.2	89.1	92.0	88.6	89.2	89.5	89.5	89.0	89.0
Teacher	96.0	95.2	90.2	96.4	96.3	95.4	95.4	95.3	95.0	95.1
Parent	97.4	97.7	97.2	97.0	89.9	89.3	89.8	89.9	89.4	89.7
Student	83.4	80.7	80.0	82.6	79.7	83.0	83.4	83.3	82.5	82.3

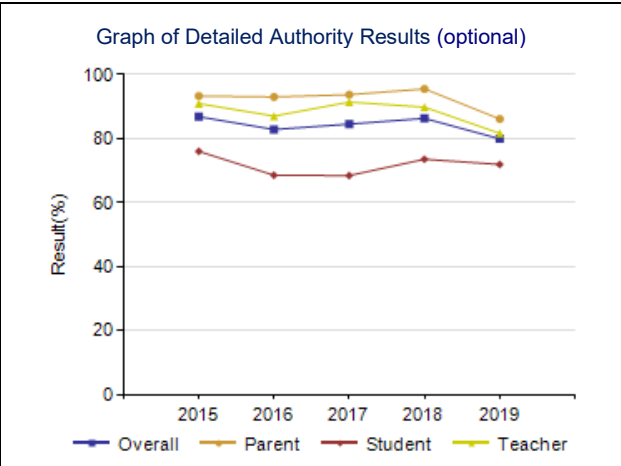
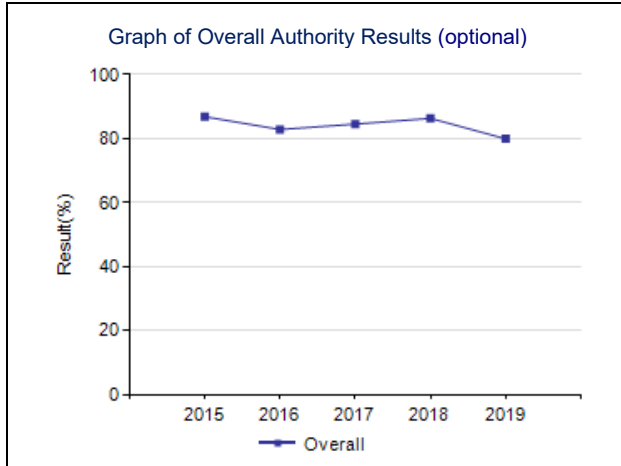


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them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

**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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	86.8	82.8	84.5	86.3	79.9	79.6	81.2	81.4	80.3	81.0
Teacher	90.9	87.0	91.4	89.8	81.6	79.8	82.3	82.2	81.5	83.4
Parent	93.3	93.0	93.7	95.5	86.1	78.5	79.7	80.8	79.3	80.3
Student	76.0	68.5	68.4	73.5	71.9	80.7	81.5	81.1	80.2	79.4



Notes:

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