

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

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

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## **Message from the Board Chair**

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 <https://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 2019-2020 school year and the Education Plan for the three years commencing September 1, 2020 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 results.

The Board approved this combined Annual Education Results Report for the 2019-2020 school year and the Three-year Education Plan for 2020-2023 on December 3, 2020.



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 transferable 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

Unique contributing factors that tend to impact this jurisdiction:

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. The AB Conference operates an online school (PACeS) which tends to be a transition program for the start of high school, which can impact the district wide high school completion rates (see May 2020 accountability pillar overall summary).
3. High School enrollment numbers tend to be low across the conference creating a unique challenge for extra programming. (See May 2020 Program of Studies - Measure Details)
4. The AB Conference operates a First Nations school and continually strives to implement strategies and programming to maintain high school enrollment numbers and completion rates
5. (see May 2020 accountability pillar overall summary)
6. 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.
7. 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.
8. Teachers and students had to adapt to new learning environments due to COVID-19. District office sought out training for online learning for our teachers to help ease the stress of teaching in an unknown classroom world.
9. PACeS (online school) was able to bring a wealth of knowledge to share with our brick and mortar school teachers. Their experience is invaluable in that it boosted the confidence of those who never imagined teaching online.
10. The well being of our teachers, especially their mental health has taken a toll. We continued to support them and be transparent with them, by frequently connecting with them virtually and giving them the opportunity to verbalise their concerns.
11. The Grade 5-6 outdoor school program also had to be cancelled which made many students sad. To accommodate this experience we created a virtual outdoor school which many students enjoyed.
12. Despite COVID-19 restrictions, District office was able to conduct optional teacher evaluations virtually.

## 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. Professional Development continues jurisdiction wide, which included a two-day Teachers Convention in February 2020 with emphasis on school culture, building thinking classrooms and spiritual renewal. Teachers report annually their professional development accomplishments.
3. The Learning Coach continues to train teachers on inclusion in the classroom, best teaching practices, and assessing and writing IPP's for special needs students.
4. 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.
5. Home education students are part of PACeS. Traditional home education is being offered, as well as a blended program. PACeS is the only school where homeschool education is offered in our jurisdiction. Home visits are completed twice per school year which includes a standard based evaluation.
6. The annual Principal's Retreat took place in October 2019.
7. The Kindergarten teachers continue to meet on a quarterly basis to support and collaborate with each other professionally.
8. The Microschool teachers (Microschools are those schools with four teachers or less) meet twice/year face to face for support and collaboration as well as twice/year online for additional support.
9. This is the sixth year of using PowerSchool as the student information system. Training continues for administrators and teachers as needed.
10. The Principals continue to collaborate in Professional Learning where they meet face to face once/per (weekly from March 2020-August 2020) to share ideas, problem solve, learn professionally and support each other.
11. There is an Encounter Facebook page where teachers can submit activities, pictures, resources, and other ideas regarding the North American Division Bible program which all schools have adopted.
12. Grade 9 Outdoor School took place in the fall of 2019. The Grade 7/8 Lake Expedition and Grade 5/6 Outdoor school was cancelled due to COVID-19.
13. Two of our High Schools attended Outdoor Education at Palisades camp where the students receive credit for the programming.
14. From mid March 2020 until the end of the school year, COVID-19 forced all of our brick and mortar schools to an online environment.
15. Principals and teachers did phenomenal work in creating safe online environments for all students.

16. Teachers went through online training for various platforms that could be used to teach and connect with their students.
17. Central office intentionally collaborated with all schools i.e. teachers, principals, and parents as we navigated the COVID journey together in support of each other.



May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Alberta Conference 7th Day Ad			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	92.2	88.6	89.9	89.4	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	77.9	75.2	75.3	82.4	82.2	82.0	Intermediate	Maintained	Acceptable
	Education Quality	91.9	91.4	91.7	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.8	0.0	0.6	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	55.9	72.7	65.5	79.7	79.1	78.4	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	43.3	45.0	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	11.0	8.9	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	77.1	72.9	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	12.4	12.4	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	43.2	76.0	63.0	56.4	56.3	55.6	Low	Declined	Issue
	Rutherford Scholarship Eligibility Rate	75.0	79.3	81.3	66.6	64.8	63.5	Very High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	50.0	69.6	68.3	60.1	59.0	58.5	Intermediate	Declined	Issue
	Work Preparation	94.7	89.1	93.8	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	87.7	86.1	87.2	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	93.6	87.4	88.3	81.8	81.3	81.2	Very High	Improved	Excellent
Continuous Improvement	School Improvement	86.7	79.9	83.5	81.5	81.0	80.9	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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.
4. 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).
5. 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.
6. 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.
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.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

**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.

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

**Overall Evaluation Table**

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

<b>Improvement</b>	<b>Achievement</b>				
	<b>Very High</b>	<b>High</b>	<b>Intermediate</b>	<b>Low</b>	<b>Very Low</b>
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

**Category Evaluation**

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

## Outcome One: Alberta’s students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2021	2022	2023
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	n/a	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	n/a	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.

**Our jurisdiction engaged a consultant to guide our principals and teachers through the process of analyzing the data, interpreting the results and helping to use the PAT information to guide instruction. Our first session took place January 21, 2020. We were planning a second session for later in the spring of 2020 but due to COVID-19 have had to suspend plans until restrictions are lifted.**

#### 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	2021	2022	2023
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	n/a	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	n/a	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.

**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. More intentionality in familiarizing principals and teachers with the process of exam accommodations.**
- 2. Our jurisdiction engaged a consultant to guide our principals and teachers through the process of analyzing the data, interpreting the results and helping to use the PAT information to guide instruction. Our first session took place January 21, 2020. We were planning a second session for later in the spring of 2020 but due to COVID-19 have had to suspend plans until restrictions are lifted.**

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

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.

**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. 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**

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

Performance Measure	Results (in percentages)						Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	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	87.7	Very High	Maintained	Excellent	89.0	90.0	91.0

Notes:

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

**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. **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**



## 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	*		*	*	*			

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.

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

*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	Achieve	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			

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.

**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.

## 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
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

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.

### 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. **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 the 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 professional development funds, that may be accumulated up to three years, to be used for taking courses or seminars that may enhance their craft.

## 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 charter and private school authorities that do not have grades 10-12.)</i>	81.5	77.5	81.8	81.3	74.6		n/a	n/a	n/a			
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

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.

### 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. 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**

## Summary of Financial Results

	2019-20 AFS	Percentage	Highlights
<b>Revenue Summary</b>			
Alberta Government	\$4,192,456	30.81%	Allocated to teacher salaries
Federal Grants	\$1,358,500	9.98%	Allocated to the First Nations program
Other Revenue	\$8,056,340	59.21%	Includes tuition, fees, donations, operating subsidies, interest, fundraising and income from sales and services
<b>Total Revenues</b>	<b>\$13,607,296</b>	<b>100.00%</b>	
<b>Expenditure Summary</b>			
Instruction	\$9,479,870	69.07%	Includes Home Education, ECS and Grade 1-12 instruction
Administration	\$2,187,437	15.94%	
Operations & Maintenance	\$1,477,036	10.76%	
Transportation	\$ 548,780	4.00%	Funded through a user pay arrangement
External Services	\$ 32,335	0.23%	Funded through a user pay arrangement
<b>Total Expenditures</b>	<b>\$13,725,458</b>	<b>100.00%</b>	

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

## Budget Summary

<b>Budget 2020 / 2021</b>	
<b>REVENUES</b>	
Alberta Education (excluding Home Education)	\$4,076,700
Alberta Education - Home Education	\$127,900
<b>Total Alberta Education Revenues</b>	<b>\$4,204,600</b>
Federal Government and/or First Nations	\$1,443,000
Instruction fees / Tuition fees	\$1,558,913
Non-instructional (O&M, Transportation, Admin fees, etc.)	\$247,055
Other sales and services	\$112,550
Interest on investments	\$8,075
Gifts and donations	\$442,677
Gross school generated funds	\$287,200

**Authority: 9382 Alberta Conference of 7th Day Adventist Church**

Amortization of capital allocations (where applicable)				\$386,212
Other (specify):Church/Conf Subsidies, Fundraising for Operations				\$4,922,043
	<b>TOTAL REVENUES</b>		<b>\$13,612,325</b>	<b>\$13,612,325</b>
<b>EXPENSES</b>				
Certificated salaries (excluding Home Education)				\$6,124,967
Certificated benefits (excluding Home Education)				\$1,756,024
Non-certificated salaries and wages (excluding Home Education)				\$1,196,346
Non-certificated Benefits (excluding Home Education)				\$120,683
Services, contracts and supplies (excluding Home Ed.)				\$2,930,737
Leases - Other				\$33,030
Severe Disabilities / Program Unit (excluding Home Ed.)				
Early Literacy (excluding Home Education)				
English as a Second Language (excluding Home Ed.)				
<u>Home Education</u>				
Certificated salaries				\$32,951
Certificated benefits				\$8,584
Payments to the parents of a home education student for the purchase of instructional materials				\$72,250
Services and Supplies				\$15,000
Gross school generated funds				\$287,200
<b>Capital and debt services</b>				
Amortization of capital assets				
From restricted funds				\$386,212
From unrestricted funds				\$88,023
<b>Total amortization of capital assets</b>				<b>\$474,235</b>
Interest on capital debt				\$25,100
	<b>TOTAL EXPENSES</b>		<b>\$13,077,107</b>	<b>\$13,077,107</b>
<b>SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES</b>				<b>\$535,218</b>
				<b>\$535,218</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@albertasdaedu.org](mailto:cglover@albertasdaedu.org)
- 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 2019-2020 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.

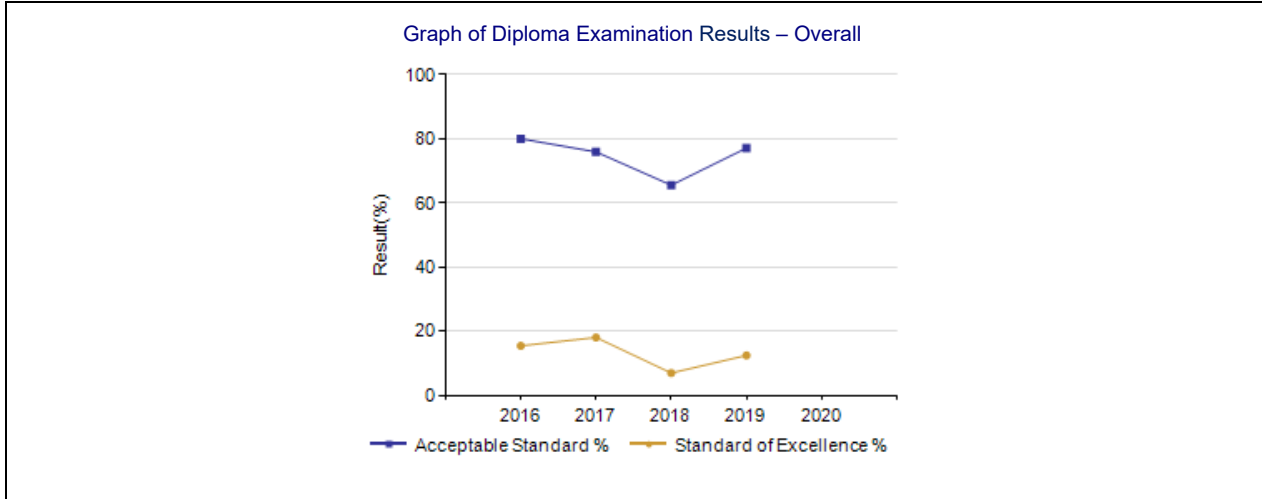
The following pages include tables and graphs that provide detailed data for the performance measures. School authorities may use these in their plan/report to meet requirements and/or to provide additional information to help in interpreting the results.

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	90.9	9.1	75.0	0.0	89.5	0.0	78.9	5.3	n/a	n/a		
	Province	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3	n/a	n/a		
English Lang Arts 30-2	Authority	*	*	*	*	90.9	18.2	*	*	n/a	n/a		
	Province	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1	n/a	n/a		
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	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1	n/a	n/a		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5	n/a	n/a		
Mathematics 30-1	Authority	66.7	11.1	77.8	27.8	31.6	5.3	61.5	23.1	n/a	n/a		
	Province	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1	n/a	n/a		
Mathematics 30-2	Authority	*	*	50.0	0.0	75.0	16.7	*	*	n/a	n/a		
	Province	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8	n/a	n/a		
Social Studies 30-1	Authority	87.5	25.0	80.8	11.5	78.6	0.0	76.2	14.3	n/a	n/a		
	Province	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0	n/a	n/a		
Social Studies 30-2	Authority	66.7	0.0	*	*	77.8	22.2	83.3	0.0	n/a	n/a		
	Province	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2	n/a	n/a		
Biology 30	Authority	66.7	33.3	75.0	35.0	63.6	0.0	75.0	31.3	n/a	n/a		
	Province	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5	n/a	n/a		
Chemistry 30	Authority	77.8	11.1	88.2	29.4	31.6	5.3	91.7	8.3	n/a	n/a		
	Province	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5	n/a	n/a		
Physics 30	Authority	100.0	14.3	76.9	23.1	77.8	0.0	100.0	0.0	n/a	n/a		
	Province	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5	n/a	n/a		
Science 30	Authority	n/a	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a		
	Province	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2	n/a	n/a		

Notes:

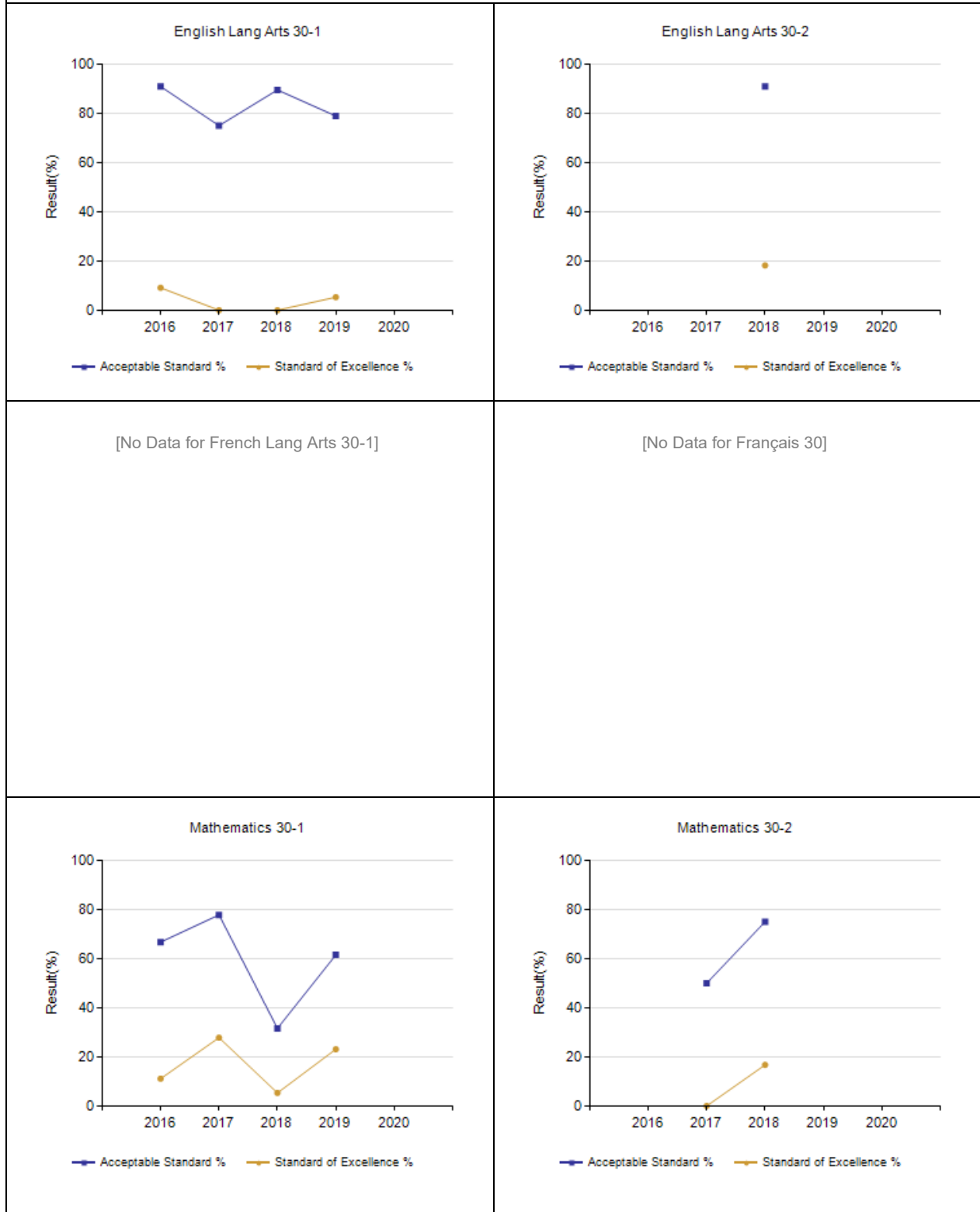
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution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

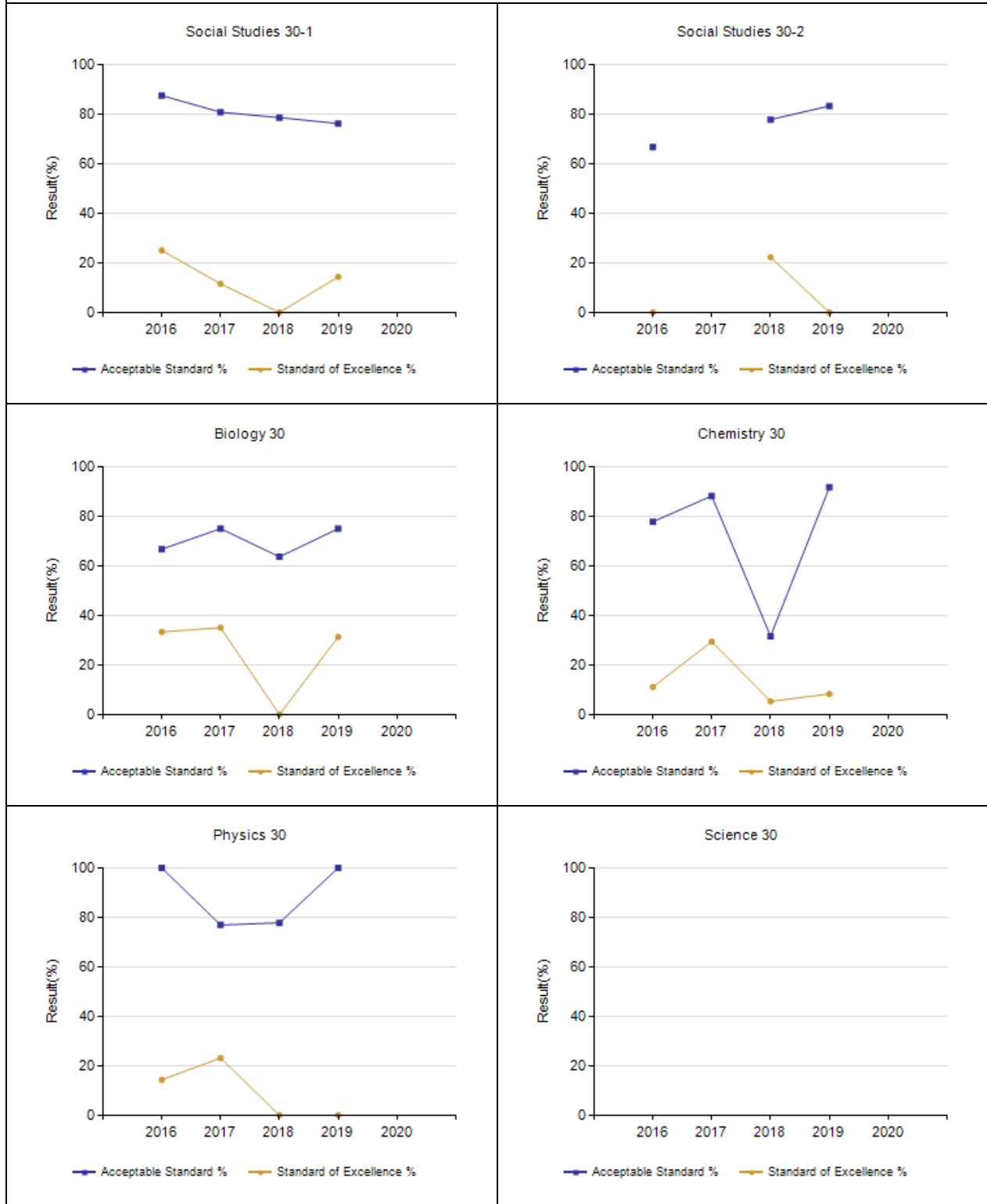
Diploma Examination Results by Course



Notes:

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



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

Course	Measure	Alberta Conference 7th Day Ad						Alberta				
		Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	22	81.1	n/a	n/a	30,125	86.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	22	1.8	n/a	n/a	30,125	12.4
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	11	90.9	n/a	n/a	16,540	88.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	11	18.2	n/a	n/a	16,540	12.2
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,273	93.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,273	10.2
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	98.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	23.7
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	17	57.0	n/a	n/a	19,969	76.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	17	18.7	n/a	n/a	19,969	33.7
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	9	62.5	n/a	n/a	14,385	75.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	9	8.3	n/a	n/a	14,385	16.3
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	20	78.5	n/a	n/a	21,884	86.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	20	8.6	n/a	n/a	21,884	16.5
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	12	80.6	n/a	n/a	20,401	79.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	12	11.1	n/a	n/a	20,401	12.3
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	19	71.2	n/a	n/a	22,820	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	19	22.1	n/a	n/a	22,820	34.8
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	16	70.5	n/a	n/a	18,682	84.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	16	14.3	n/a	n/a	18,682	39.8
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	11	84.9	n/a	n/a	9,626	86.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	11	7.7	n/a	n/a	9,626	43.0
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,475	85.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,475	30.4

Notes:

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

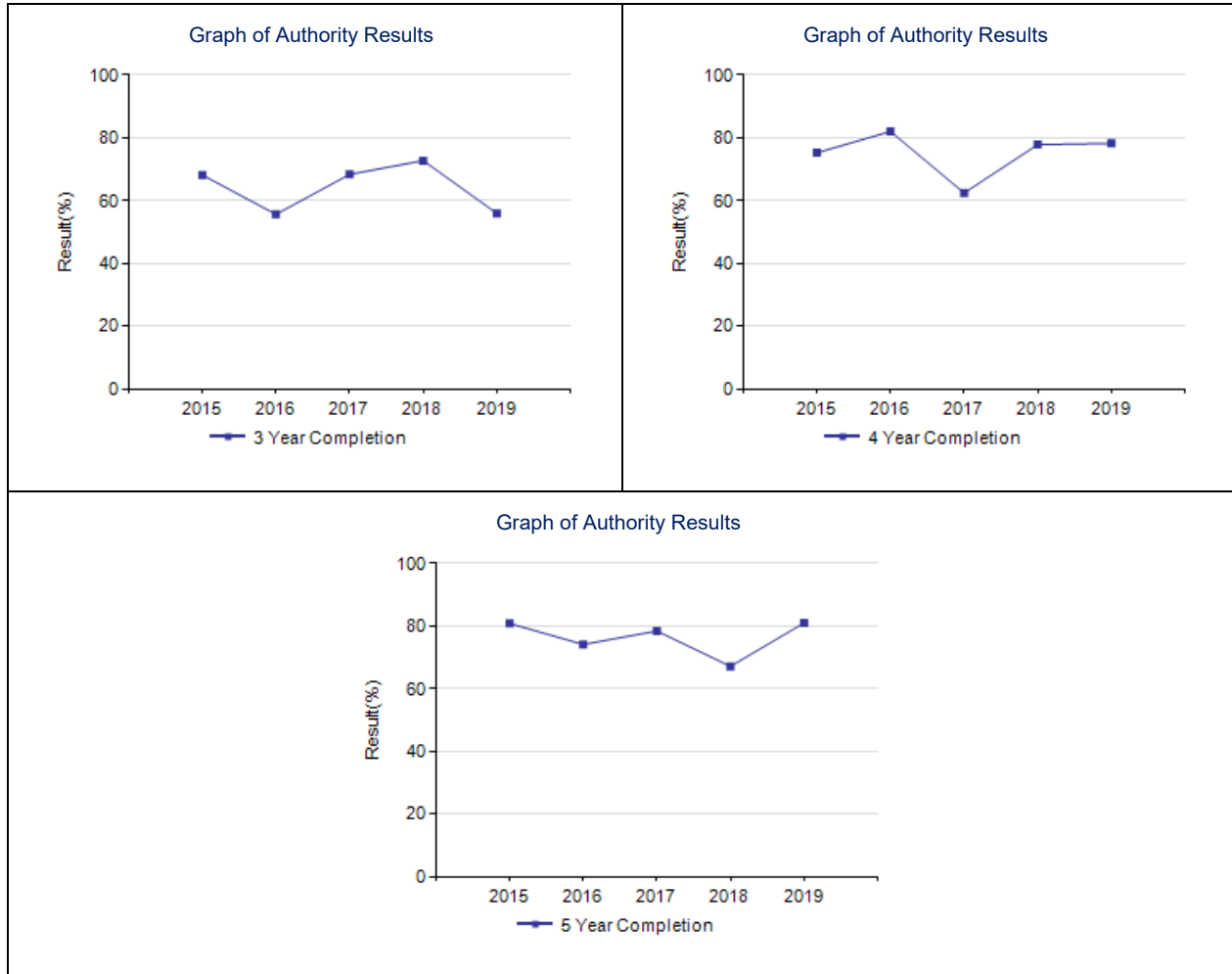
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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**

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

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
3 Year Completion	68.1	55.6	68.3	72.7	55.9	76.5	78.0	78.0	79.1	79.7
4 Year Completion	75.2	82.0	62.4	77.8	78.2	81.0	81.2	82.6	82.7	83.5
5 Year Completion	80.8	74.1	78.4	67.1	81.0	82.1	83.2	83.4	84.8	84.9

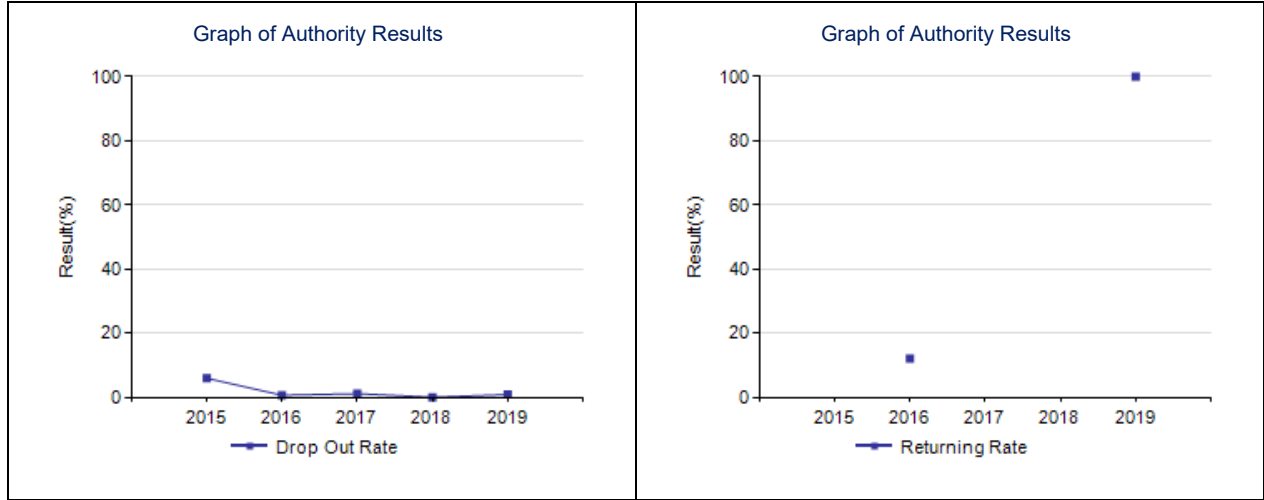


Notes:

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

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Drop Out Rate	5.9	0.6	1.1	0.0	0.8	3.2	3.0	2.3	2.6	2.7
Returning Rate	*	12.1	*	*	100.0	18.2	18.9	19.9	22.7	18.2



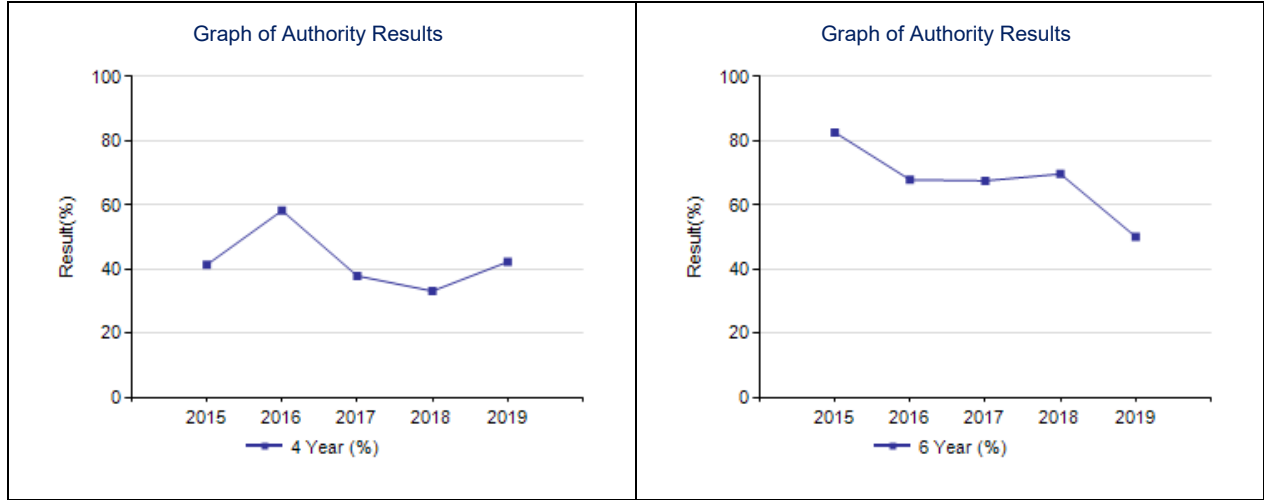
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

High School to Post-secondary Transition Rate – Measure Details

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

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
4 Year Rate	41.3	58.2	37.8	33.1	42.2	37.0	37.0	39.3	40.1	40.8
6 Year Rate	82.6	67.8	67.5	69.6	50.0	59.4	57.9	58.7	59.0	60.1



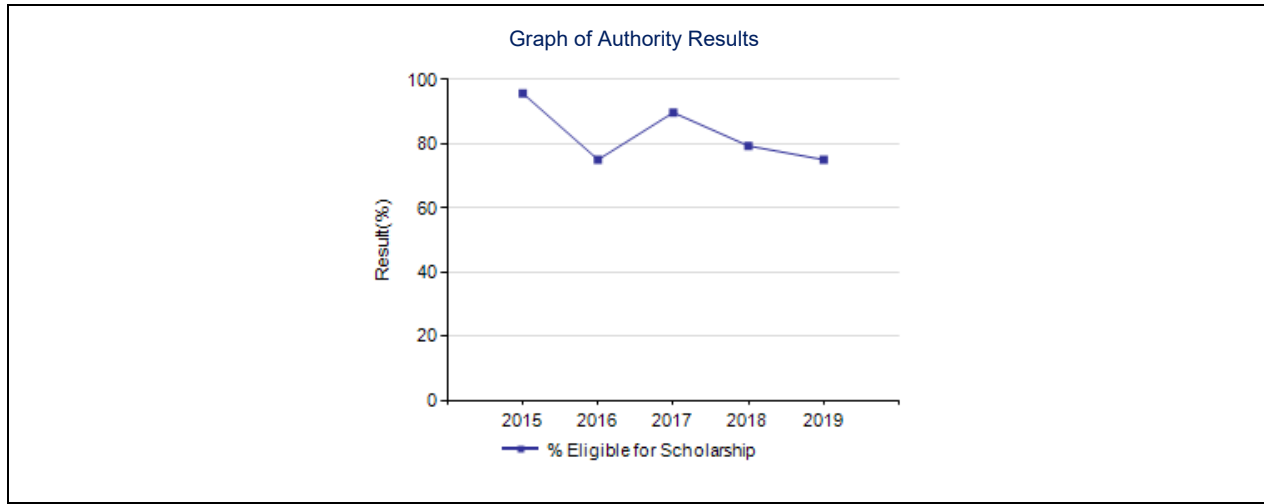
Notes:

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**

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Rutherford Scholarship Eligibility Rate	95.7	75.0	89.7	79.3	75.0	60.8	62.3	63.4	64.8	66.6

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
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
2019	32	21	65.6	20	62.5	17	53.1	24	75.0



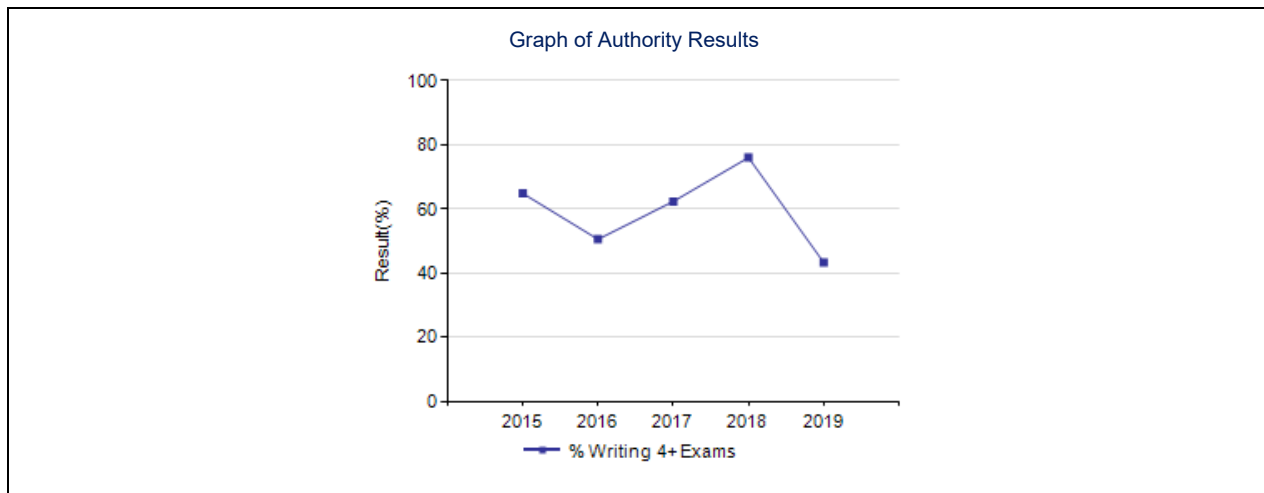
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

**Diploma Examination Participation Rate – Measure Details**

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
% Writing 0 Exams	9.2	25.3	22.8	20.6	36.5	15.7	15.0	14.8	14.2	14.3
% Writing 1+ Exams	90.8	74.7	77.2	79.4	63.5	84.3	85.0	85.2	85.8	85.7
% Writing 2+ Exams	81.1	65.7	74.2	79.4	61.0	81.2	82.0	82.3	83.0	83.0
% Writing 3+ Exams	68.1	55.6	71.3	76.0	55.9	64.7	65.2	66.1	66.8	66.8
<b>% Writing 4+ Exams</b>	<b>64.8</b>	<b>50.5</b>	<b>62.3</b>	<b>76.0</b>	<b>43.2</b>	<b>54.6</b>	<b>54.9</b>	<b>55.7</b>	<b>56.3</b>	<b>56.4</b>
% Writing 5+ Exams	55.1	50.5	53.4	49.6	22.9	37.1	37.5	37.8	38.7	38.1
% Writing 6+ Exams	16.2	25.3	17.8	16.5	10.2	13.8	13.6	13.9	14.2	13.6



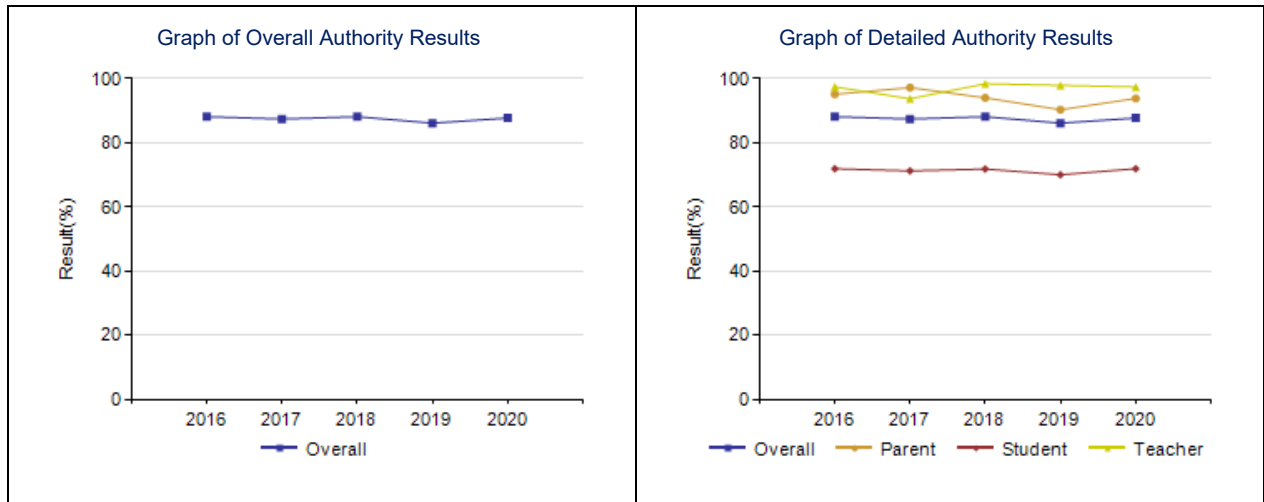
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
English Language Arts 30-1	64.5	50.0	64.7	51.6	47.5	53.2	54.0	55.0	56.3	55.7
English Language Arts 30-2	19.4	15.0	5.9	29.0	12.5	28.7	28.7	28.8	27.8	28.8
<b>Total of 1 or more English Diploma Exams</b>	<b>83.9</b>	<b>65.0</b>	<b>70.6</b>	<b>77.4</b>	<b>60.0</b>	<b>79.5</b>	<b>80.1</b>	<b>80.9</b>	<b>81.1</b>	<b>81.3</b>
Social Studies 30-1	54.8	45.0	67.6	25.8	47.5	43.5	45.1	44.9	45.0	44.1
Social Studies 30-2	25.8	25.0	5.9	51.6	12.5	36.7	35.8	36.4	37.1	37.8
<b>Total of 1 or more Social Diploma Exams</b>	<b>80.6</b>	<b>70.0</b>	<b>73.5</b>	<b>77.4</b>	<b>60.0</b>	<b>79.5</b>	<b>80.3</b>	<b>80.7</b>	<b>81.4</b>	<b>81.3</b>
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	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	45.2	45.0	50.0	35.5	30.0	37.1	36.4	35.5	36.5	35.3
Mathematics 30-2	25.8	10.0	17.6	38.7	12.5	22.4	23.7	25.1	24.9	25.9
<b>Total of 1 or more Math Diploma Exams</b>	<b>71.0</b>	<b>55.0</b>	<b>67.6</b>	<b>74.2</b>	<b>42.5</b>	<b>57.6</b>	<b>58.3</b>	<b>58.6</b>	<b>59.3</b>	<b>59.1</b>
Biology 30	54.8	50.0	55.9	54.8	42.5	40.6	40.7	41.7	42.7	42.3
Chemistry 30	38.7	50.0	47.1	51.6	22.5	35.7	35.6	35.1	35.8	35.1
Physics 30	41.9	30.0	35.3	25.8	22.5	19.9	19.3	18.6	18.7	17.6
Science 30	3.2	0.0	2.9	6.5	2.5	14.1	15.7	16.9	17.0	18.1
<b>Total of 1 or more Science Diploma Exams</b>	<b>67.7</b>	<b>55.0</b>	<b>70.6</b>	<b>74.2</b>	<b>55.0</b>	<b>59.8</b>	<b>60.5</b>	<b>61.2</b>	<b>61.8</b>	<b>61.8</b>
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.2	0.3	0.3	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.8	2.8	3.0	2.7	2.6
<b>Total of 1 or more French Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>3.0</b>	<b>3.1</b>	<b>3.3</b>	<b>3.0</b>	<b>2.9</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 and May to June 2019. 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**

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	88.1	87.4	88.1	86.1	87.7	83.9	83.7	83.0	82.9	83.3
Teacher	97.4	93.7	98.4	97.9	97.4	94.5	94.0	93.4	93.2	93.6
Parent	95.1	97.2	94.0	90.3	93.8	82.9	82.7	81.7	81.9	82.4
Student	71.9	71.2	71.8	70.0	71.9	74.5	74.4	73.9	73.5	73.8



Notes:

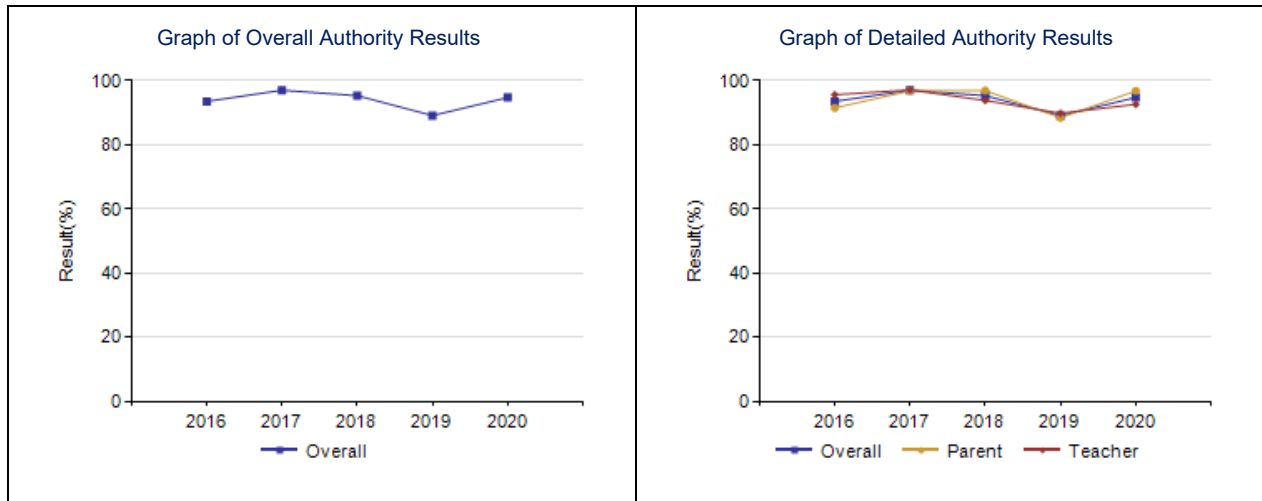
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me)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



**Work Preparation – Measure Details**

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	93.5	97.0	95.3	89.1	94.7	82.6	82.7	82.4	83.0	84.1
Teacher	95.6	97.1	93.8	89.8	92.6	90.5	90.4	90.3	90.8	92.2
Parent	91.5	96.8	96.9	88.4	96.8	74.8	75.1	74.6	75.2	76.0



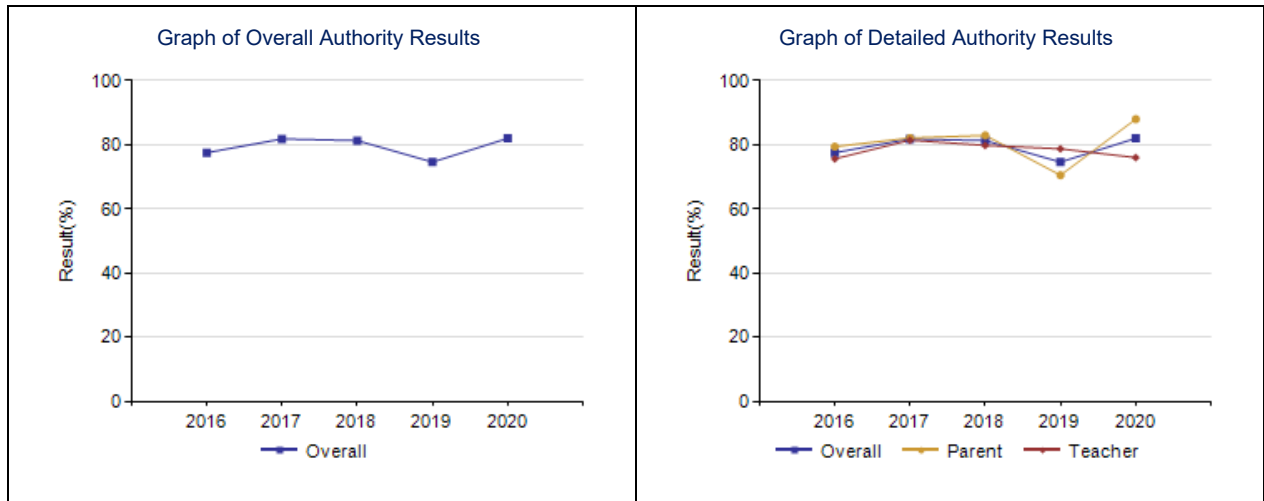
Notes:

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**

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

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	77.5	81.8	81.3	74.6	82.0	70.7	71.0	70.9	71.4	72.6
Teacher	75.6	81.4	79.8	78.7	76.0	77.3	77.3	77.8	78.8	80.6
Parent	79.4	82.1	82.9	70.5	88.0	64.2	64.8	64.0	64.0	64.6



Notes:

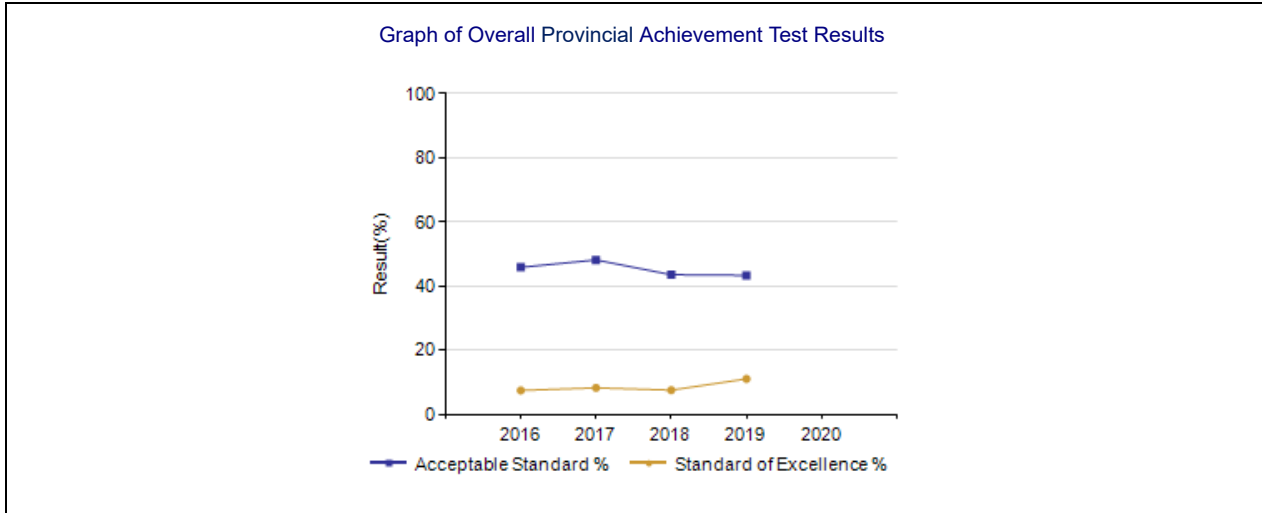
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	62.0	4.2	59.0	8.4	53.4	2.7	54.2	15.7	n/a	n/a		
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a		
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	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7	n/a	n/a		
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	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6	n/a	n/a		
Mathematics 6	Authority	39.4	4.2	50.6	7.2	37.0	2.7	45.8	10.8	n/a	n/a		
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a		
Science 6	Authority	42.3	9.9	50.6	12.0	43.8	5.5	49.4	21.7	n/a	n/a		
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a		
Social Studies 6	Authority	32.4	8.5	47.0	6.0	35.6	5.5	47.0	15.7	n/a	n/a		
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a		
English Language Arts 9	Authority	53.7	6.1	47.4	7.9	50.6	9.1	47.2	3.4	n/a	n/a		
	Province	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7	n/a	n/a		
K&E English Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4	n/a	n/a		
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	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3	n/a	n/a		
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	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0	n/a	n/a		
Mathematics 9	Authority	45.1	9.8	42.1	6.6	35.1	5.2	23.6	2.2	n/a	n/a		
	Province	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0	n/a	n/a		
K&E Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2	n/a	n/a		
Science 9	Authority	47.6	9.8	46.1	6.6	45.5	13.0	42.7	11.2	n/a	n/a		
	Province	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4	n/a	n/a		
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	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7	n/a	n/a		
Social Studies 9	Authority	42.7	6.1	40.8	10.5	46.8	15.6	38.2	9.0	n/a	n/a		
	Province	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6	n/a	n/a		
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	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0	n/a	n/a		

Notes:

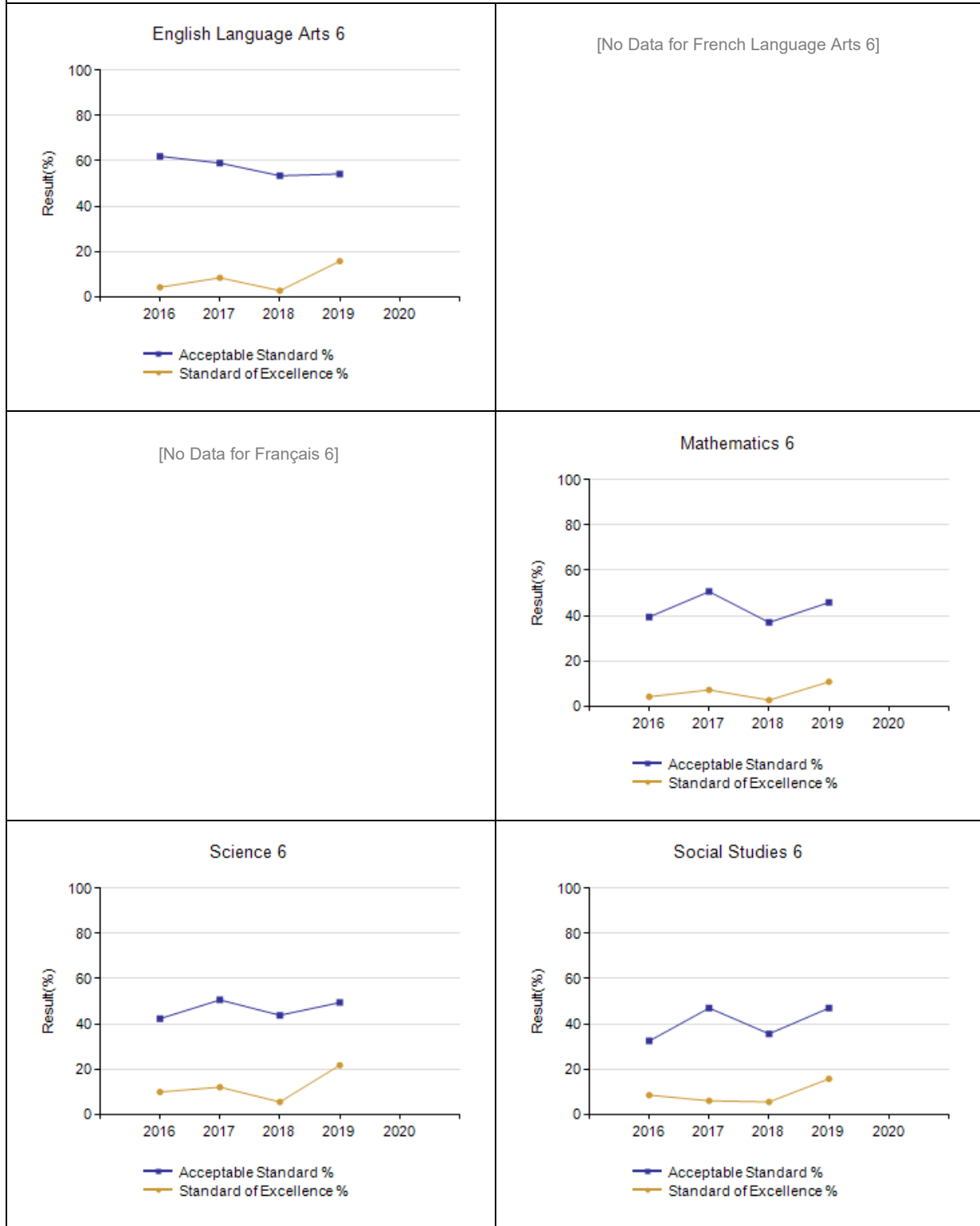
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation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

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.

Graph of Provincial Achievement Test Results by Course



Notes:

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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.

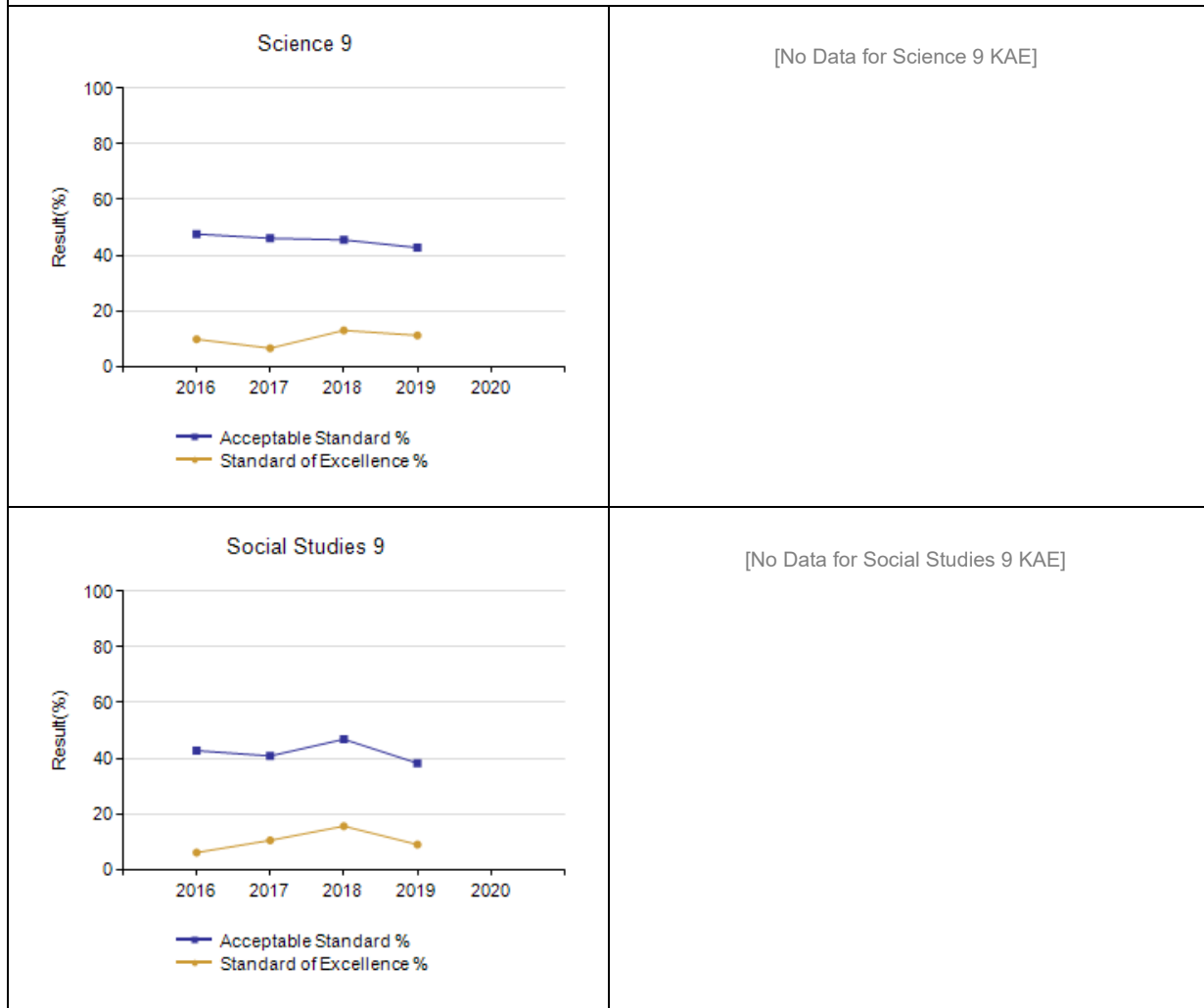
Graph of Provincial Achievement Test Results by Course

<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>2016</td> <td>55</td> <td>8</td> </tr> <tr> <td>2017</td> <td>48</td> <td>10</td> </tr> <tr> <td>2018</td> <td>52</td> <td>10</td> </tr> <tr> <td>2019</td> <td>48</td> <td>5</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2016	55	8	2017	48	10	2018	52	10	2019	48	5	<p>[No Data for English Lang Arts 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %														
2016	55	8														
2017	48	10														
2018	52	10														
2019	48	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>2016</td> <td>45</td> <td>10</td> </tr> <tr> <td>2017</td> <td>42</td> <td>8</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 %	2016	45	10	2017	42	8	2018	35	6	2019	25	3	<p>[No Data for Mathematics 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %														
2016	45	10														
2017	42	8														
2018	35	6														
2019	25	3														

Notes:

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Graph of Provincial Achievement Test Results by Course



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PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Alberta Conference 7th Day Ad							Alberta			
		Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	80	55.6	n/a	n/a	51,977	83.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	80	8.9	n/a	n/a	51,977	18.2
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,357	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,357	13.8
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	91.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	23.1
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	80	44.5	n/a	n/a	51,924	71.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	80	6.9	n/a	n/a	51,924	13.9
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	80	47.9	n/a	n/a	51,966	77.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	80	13.1	n/a	n/a	51,966	29.4
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	80	43.2	n/a	n/a	51,937	74.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	80	9.1	n/a	n/a	51,937	23.1
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	81	48.4	n/a	n/a	46,591	76.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	81	6.8	n/a	n/a	46,591	14.8
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	57.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	5.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,824	82.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,824	11.1
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	378	86.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	378	24.8
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	81	33.6	n/a	n/a	46,129	62.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	81	4.7	n/a	n/a	46,129	17.6
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,029	58.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,029	13.4
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	81	44.7	n/a	n/a	46,581	75.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	81	10.3	n/a	n/a	46,581	24.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	63.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	12.1
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	81	41.9	n/a	n/a	46,607	67.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	81	11.7	n/a	n/a	46,607	20.8
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,453	55.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,453	14.0

Notes:

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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:

- The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in 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**

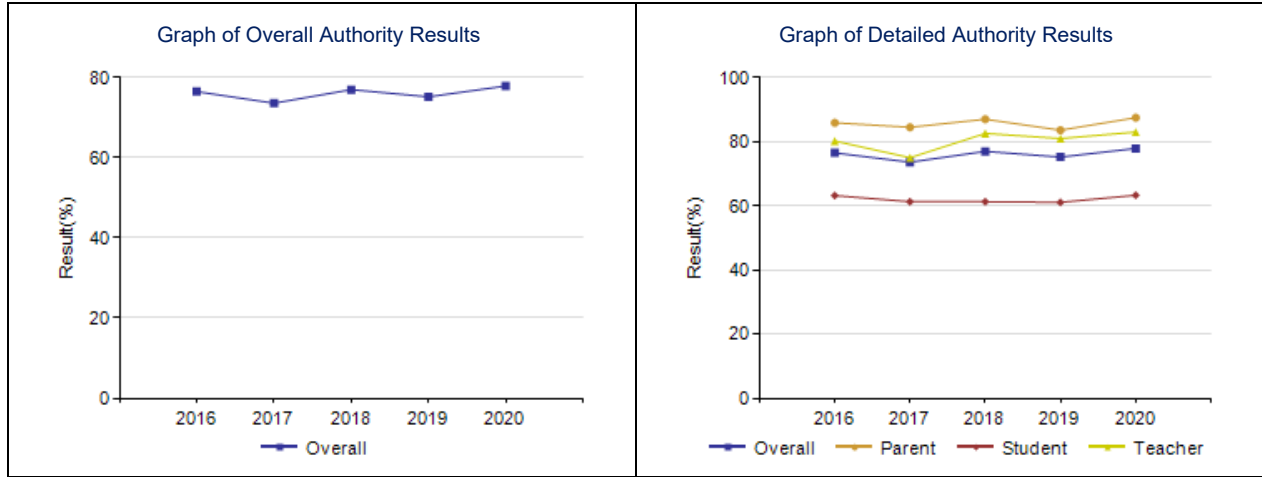
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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**

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	76.5	73.6	77.0	75.2	77.9	81.9	81.9	81.8	82.2	82.4
Teacher	80.2	75.0	82.6	81.0	83.0	88.1	88.0	88.4	89.1	89.3
Parent	85.9	84.5	87.0	83.6	87.5	80.1	80.1	79.9	80.1	80.1
Student	63.2	61.3	61.3	61.1	63.3	77.5	77.7	77.2	77.4	77.8

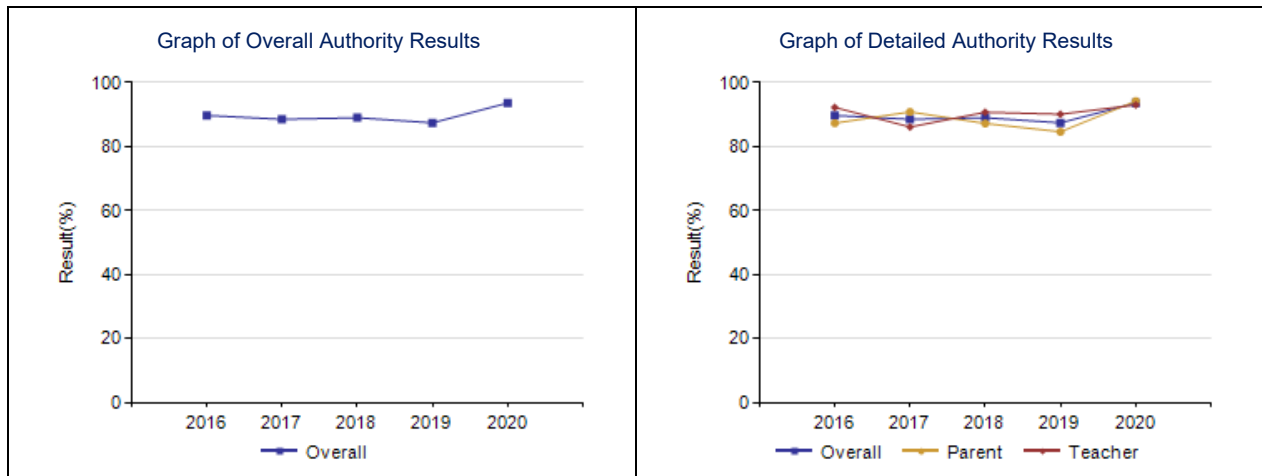


- Notes:
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  2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

**Parental Involvement – Measure Details**

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

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	89.7	88.5	89.0	87.4	93.6	80.9	81.2	81.2	81.3	81.8
Teacher	92.2	86.1	90.7	90.1	93.0	88.4	88.5	88.9	89.0	89.6
Parent	87.3	90.8	87.2	84.6	94.2	73.5	73.9	73.4	73.6	73.9

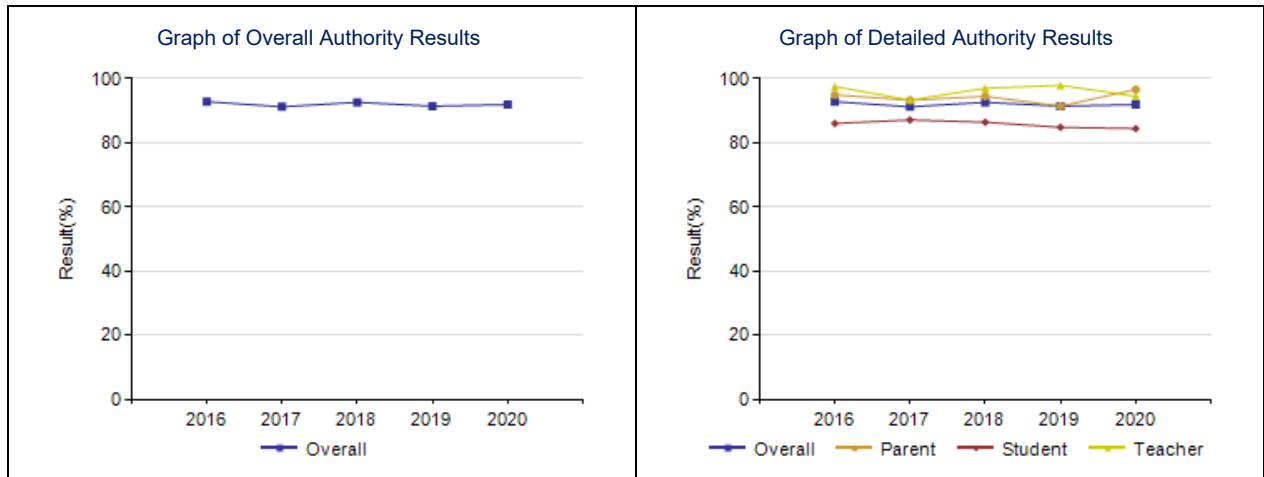


- Notes:
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**Education Quality – Measure Details**

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

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	92.8	91.2	92.6	91.4	91.9	90.1	90.1	90.0	90.2	90.3
Teacher	97.5	93.3	97.0	97.9	94.5	96.0	95.9	95.8	96.1	96.4
Parent	94.9	93.3	94.5	91.4	96.6	86.1	86.4	86.0	86.4	86.7
Student	86.0	87.1	86.4	84.8	84.4	88.0	88.1	88.2	88.1	87.8

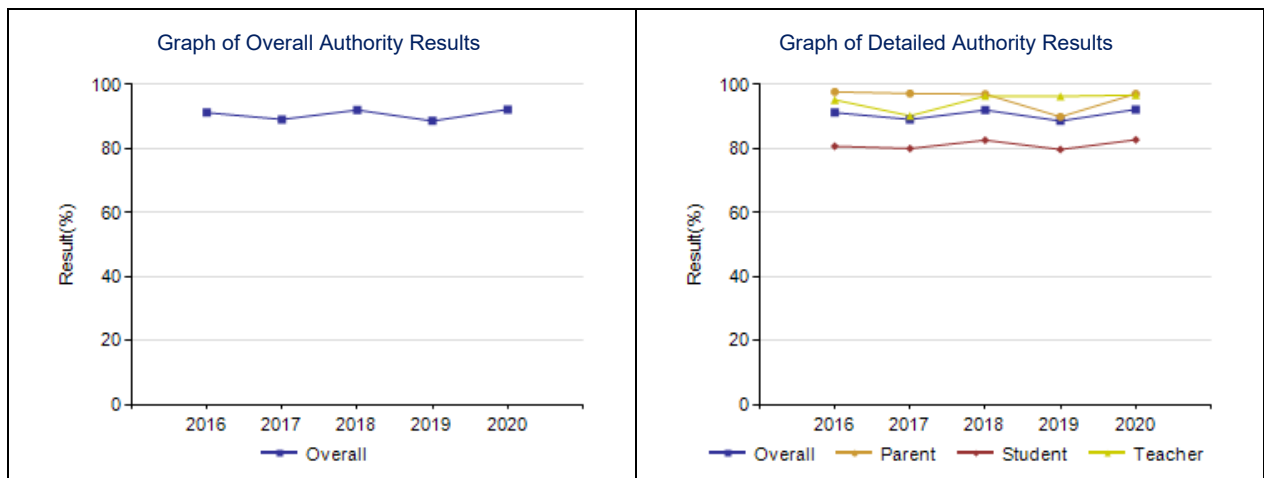


- Notes:
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  2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

**Safe and Caring – Measure Details**

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	91.2	89.1	92.0	88.6	92.2	89.5	89.5	89.0	89.0	89.4
Teacher	95.2	90.2	96.4	96.3	96.7	95.4	95.3	95.0	95.1	95.3
Parent	97.7	97.2	97.0	89.9	97.1	89.8	89.9	89.4	89.7	90.2
Student	80.7	80.0	82.6	79.7	82.7	83.4	83.3	82.5	82.3	82.6

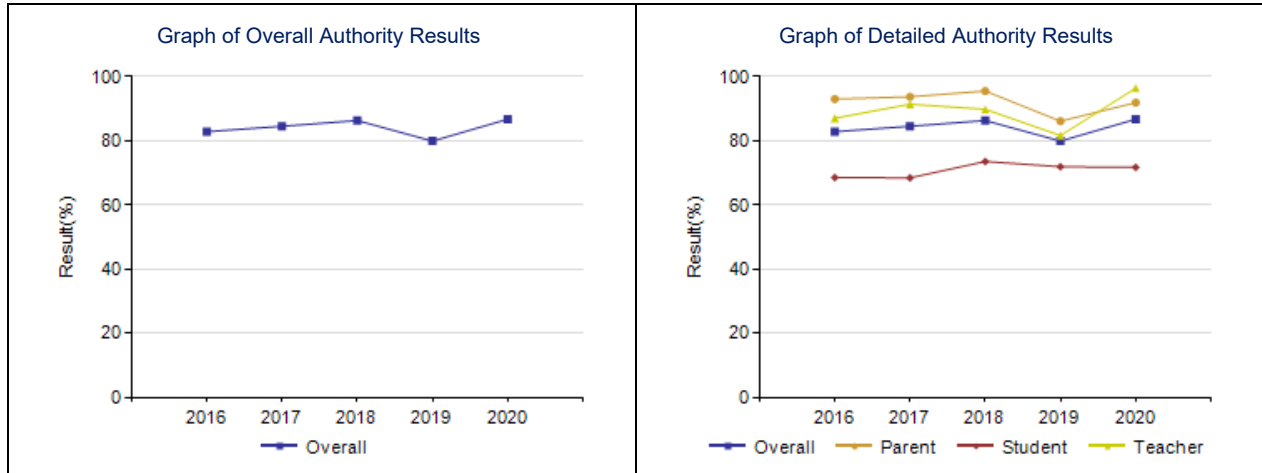


- Notes:
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  2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

**School Improvement – Measure Details**

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	82.8	84.5	86.3	79.9	86.7	81.2	81.4	80.3	81.0	81.5
Teacher	87.0	91.4	89.8	81.6	96.4	82.3	82.2	81.5	83.4	85.0
Parent	93.0	93.7	95.5	86.1	91.9	79.7	80.8	79.3	80.3	80.0
Student	68.5	68.4	73.5	71.9	71.7	81.5	81.1	80.2	79.4	79.6



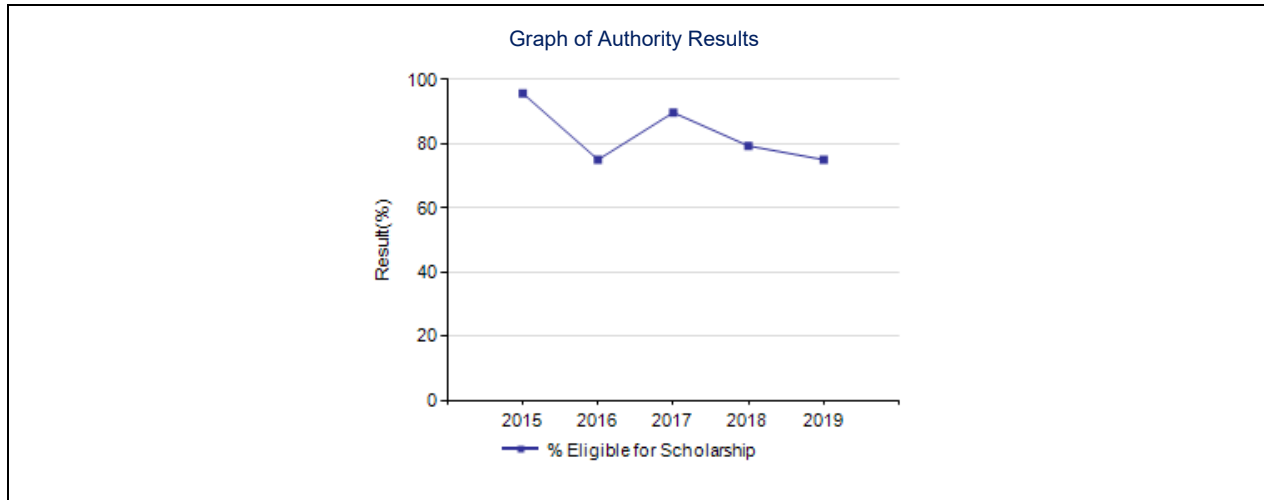
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**Rutherford Eligibility Rate – Measure Details**

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Rutherford Scholarship Eligibility Rate	95.7	75.0	89.7	79.3	75.0	60.8	62.3	63.4	64.8	66.6

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
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
2019	32	21	65.6	20	62.5	17	53.1	24	75.0



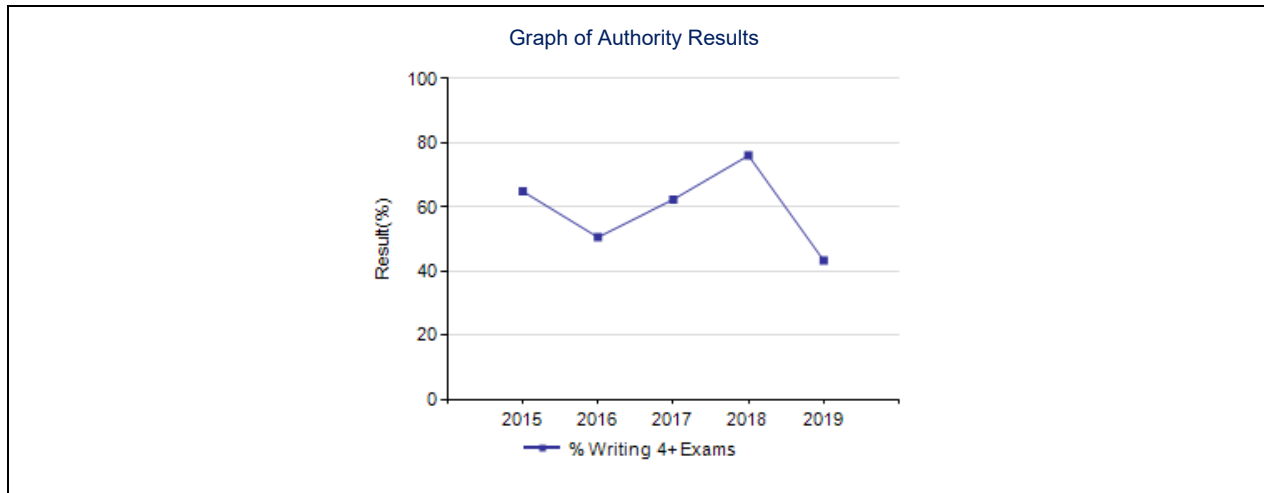
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

**Diploma Examination Participation Rate – Measure Details**

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
% Writing 0 Exams	9.2	25.3	22.8	20.6	36.5	15.7	15.0	14.8	14.2	14.3
% Writing 1+ Exams	90.8	74.7	77.2	79.4	63.5	84.3	85.0	85.2	85.8	85.7
% Writing 2+ Exams	81.1	65.7	74.2	79.4	61.0	81.2	82.0	82.3	83.0	83.0
% Writing 3+ Exams	68.1	55.6	71.3	76.0	55.9	64.7	65.2	66.1	66.8	66.8
<b>% Writing 4+ Exams</b>	<b>64.8</b>	<b>50.5</b>	<b>62.3</b>	<b>76.0</b>	<b>43.2</b>	<b>54.6</b>	<b>54.9</b>	<b>55.7</b>	<b>56.3</b>	<b>56.4</b>
% Writing 5+ Exams	55.1	50.5	53.4	49.6	22.9	37.1	37.5	37.8	38.7	38.1
% Writing 6+ Exams	16.2	25.3	17.8	16.5	10.2	13.8	13.6	13.9	14.2	13.6



Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
English Language Arts 30-1	64.5	50.0	64.7	51.6	47.5	53.2	54.0	55.0	56.3	55.7
English Language Arts 30-2	19.4	15.0	5.9	29.0	12.5	28.7	28.7	28.8	27.8	28.8
<b>Total of 1 or more English Diploma Exams</b>	<b>83.9</b>	<b>65.0</b>	<b>70.6</b>	<b>77.4</b>	<b>60.0</b>	<b>79.5</b>	<b>80.1</b>	<b>80.9</b>	<b>81.1</b>	<b>81.3</b>
Social Studies 30-1	54.8	45.0	67.6	25.8	47.5	43.5	45.1	44.9	45.0	44.1
Social Studies 30-2	25.8	25.0	5.9	51.6	12.5	36.7	35.8	36.4	37.1	37.8
<b>Total of 1 or more Social Diploma Exams</b>	<b>80.6</b>	<b>70.0</b>	<b>73.5</b>	<b>77.4</b>	<b>60.0</b>	<b>79.5</b>	<b>80.3</b>	<b>80.7</b>	<b>81.4</b>	<b>81.3</b>
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	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	45.2	45.0	50.0	35.5	30.0	37.1	36.4	35.5	36.5	35.3
Mathematics 30-2	25.8	10.0	17.6	38.7	12.5	22.4	23.7	25.1	24.9	25.9
<b>Total of 1 or more Math Diploma Exams</b>	<b>71.0</b>	<b>55.0</b>	<b>67.6</b>	<b>74.2</b>	<b>42.5</b>	<b>57.6</b>	<b>58.3</b>	<b>58.6</b>	<b>59.3</b>	<b>59.1</b>
Biology 30	54.8	50.0	55.9	54.8	42.5	40.6	40.7	41.7	42.7	42.3
Chemistry 30	38.7	50.0	47.1	51.6	22.5	35.7	35.6	35.1	35.8	35.1
Physics 30	41.9	30.0	35.3	25.8	22.5	19.9	19.3	18.6	18.7	17.6
Science 30	3.2	0.0	2.9	6.5	2.5	14.1	15.7	16.9	17.0	18.1
<b>Total of 1 or more Science Diploma Exams</b>	<b>67.7</b>	<b>55.0</b>	<b>70.6</b>	<b>74.2</b>	<b>55.0</b>	<b>59.8</b>	<b>60.5</b>	<b>61.2</b>	<b>61.8</b>	<b>61.8</b>
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.2	0.3	0.3	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.8	2.8	3.0	2.7	2.6
<b>Total of 1 or more French Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>3.0</b>	<b>3.1</b>	<b>3.3</b>	<b>3.0</b>	<b>2.9</b>

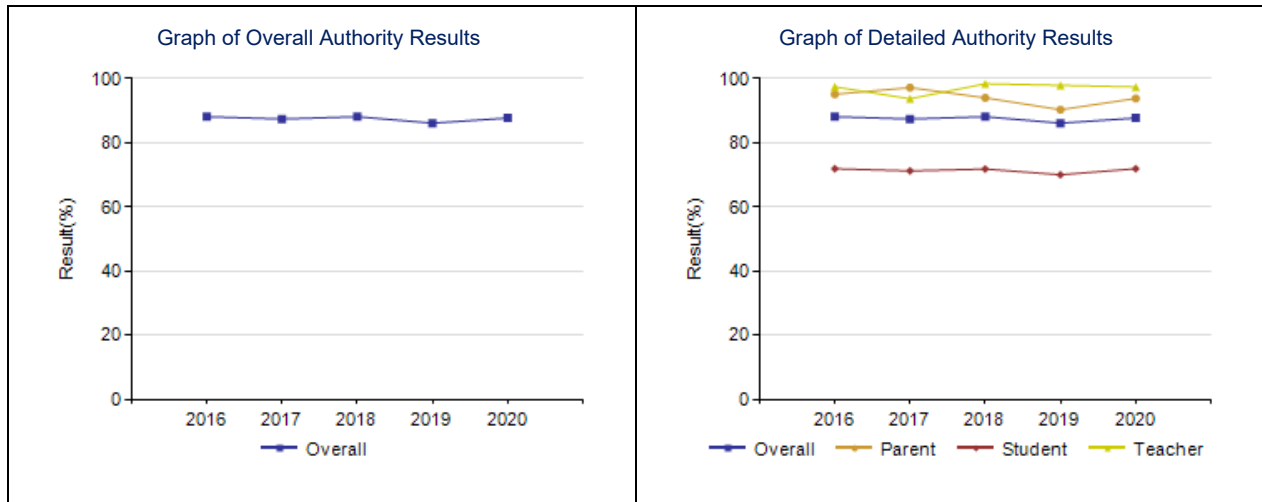
Notes:

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 and May to June 2019. 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**

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	88.1	87.4	88.1	86.1	87.7	83.9	83.7	83.0	82.9	83.3
Teacher	97.4	93.7	98.4	97.9	97.4	94.5	94.0	93.4	93.2	93.6
Parent	95.1	97.2	94.0	90.3	93.8	82.9	82.7	81.7	81.9	82.4
Student	71.9	71.2	71.8	70.0	71.9	74.5	74.4	73.9	73.5	73.8



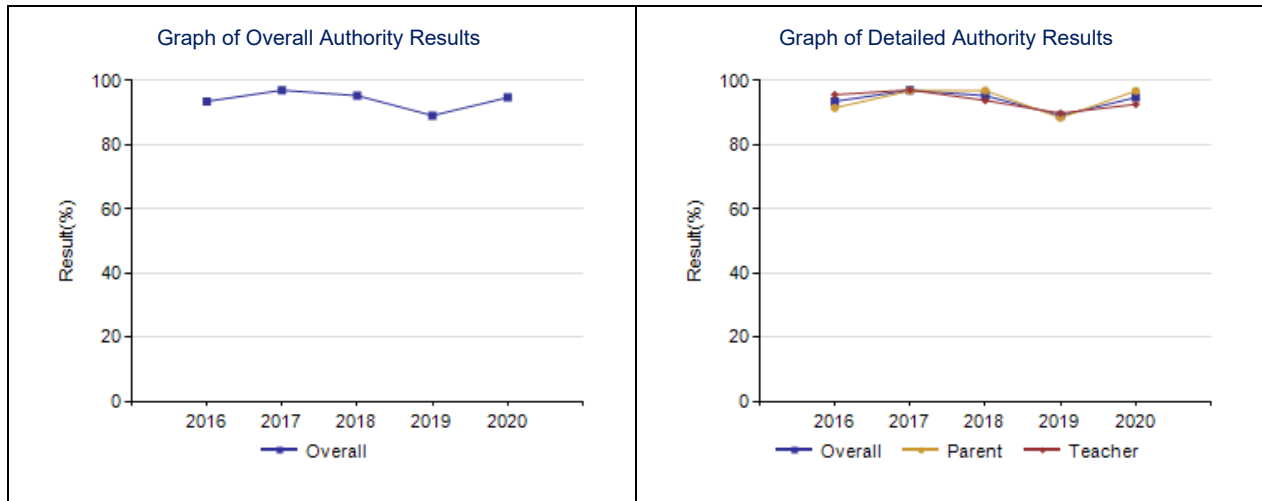
Notes:

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

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	93.5	97.0	95.3	89.1	94.7	82.6	82.7	82.4	83.0	84.1
Teacher	95.6	97.1	93.8	89.8	92.6	90.5	90.4	90.3	90.8	92.2
Parent	91.5	96.8	96.9	88.4	96.8	74.8	75.1	74.6	75.2	76.0



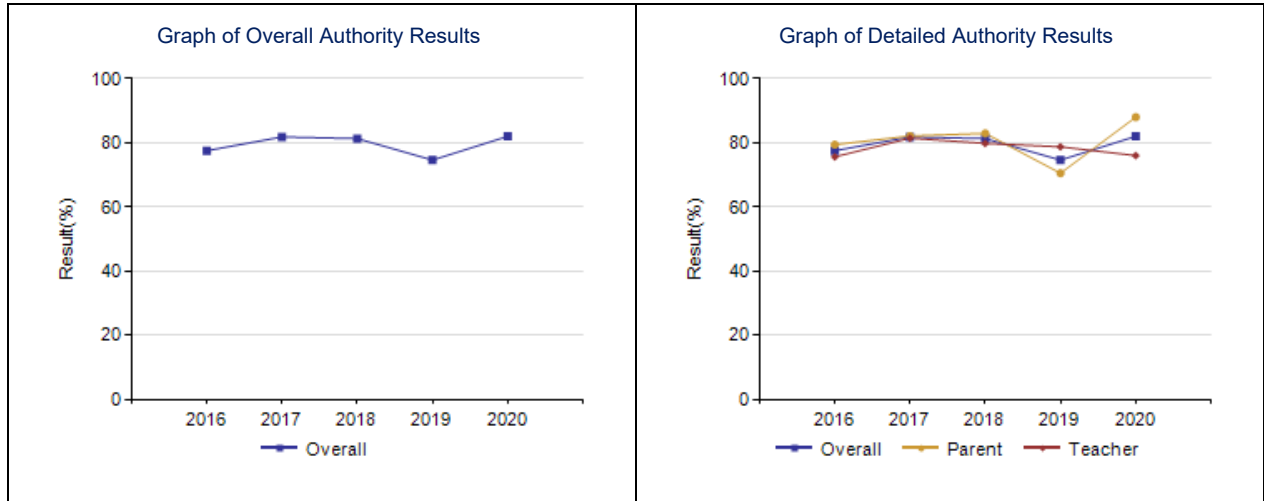
Notes:

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**

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

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	77.5	81.8	81.3	74.6	82.0	70.7	71.0	70.9	71.4	72.6
Teacher	75.6	81.4	79.8	78.7	76.0	77.3	77.3	77.8	78.8	80.6
Parent	79.4	82.1	82.9	70.5	88.0	64.2	64.8	64.0	64.0	64.6



Notes:

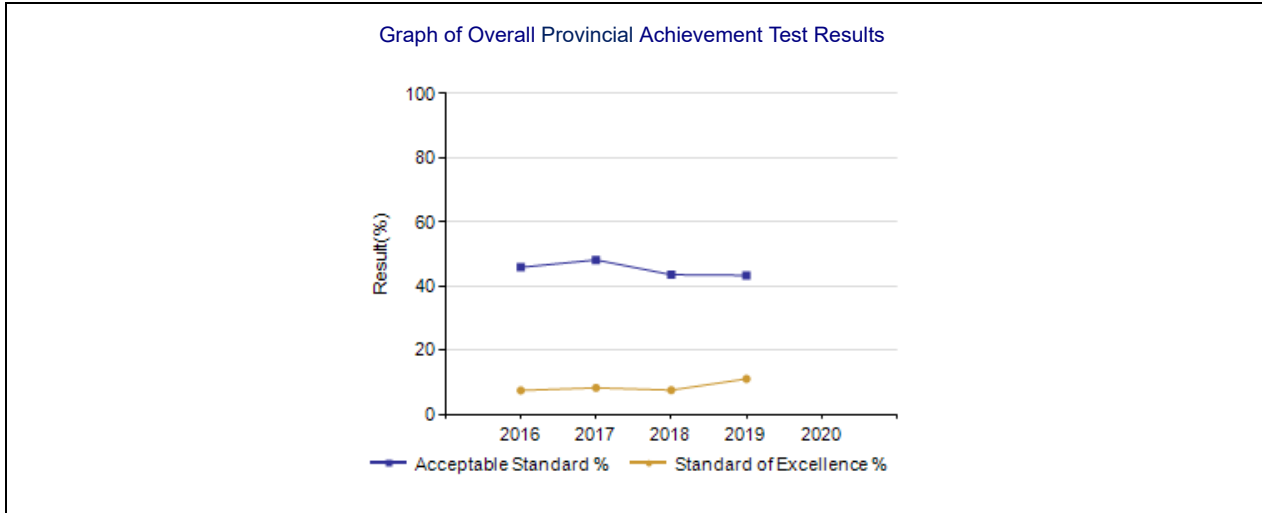
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Provincial Achievement Test Results – Measure Details**

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	62.0	4.2	59.0	8.4	53.4	2.7	54.2	15.7	n/a	n/a		
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a		
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	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7	n/a	n/a		
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	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6	n/a	n/a		
Mathematics 6	Authority	39.4	4.2	50.6	7.2	37.0	2.7	45.8	10.8	n/a	n/a		
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a		
Science 6	Authority	42.3	9.9	50.6	12.0	43.8	5.5	49.4	21.7	n/a	n/a		
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a		
Social Studies 6	Authority	32.4	8.5	47.0	6.0	35.6	5.5	47.0	15.7	n/a	n/a		
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a		
English Language Arts 9	Authority	53.7	6.1	47.4	7.9	50.6	9.1	47.2	3.4	n/a	n/a		
	Province	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7	n/a	n/a		
K&E English Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4	n/a	n/a		
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	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3	n/a	n/a		
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	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0	n/a	n/a		
Mathematics 9	Authority	45.1	9.8	42.1	6.6	35.1	5.2	23.6	2.2	n/a	n/a		
	Province	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0	n/a	n/a		
K&E Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2	n/a	n/a		
Science 9	Authority	47.6	9.8	46.1	6.6	45.5	13.0	42.7	11.2	n/a	n/a		
	Province	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4	n/a	n/a		
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	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7	n/a	n/a		
Social Studies 9	Authority	42.7	6.1	40.8	10.5	46.8	15.6	38.2	9.0	n/a	n/a		
	Province	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6	n/a	n/a		
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	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0	n/a	n/a		

Notes:

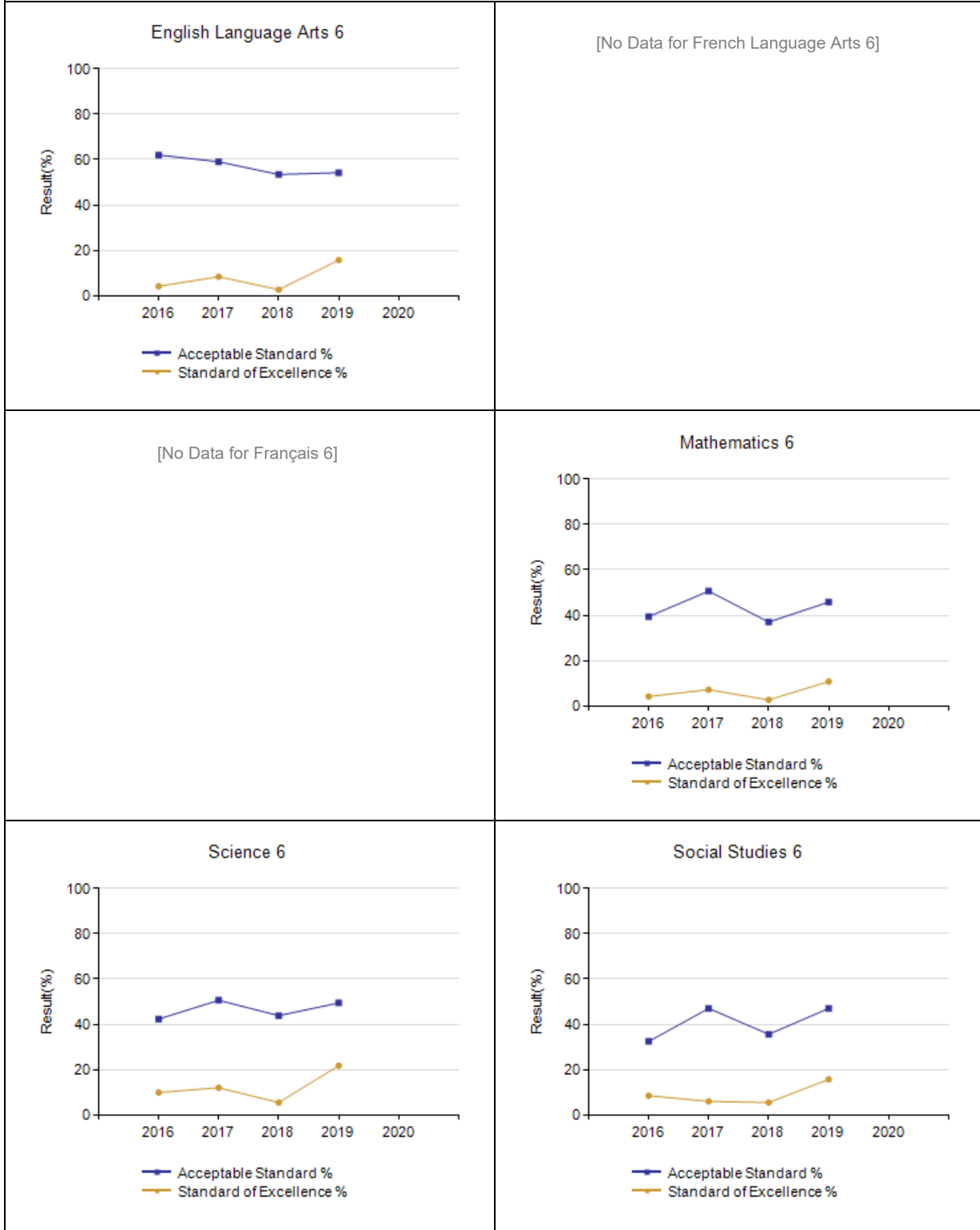
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation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



Notes:

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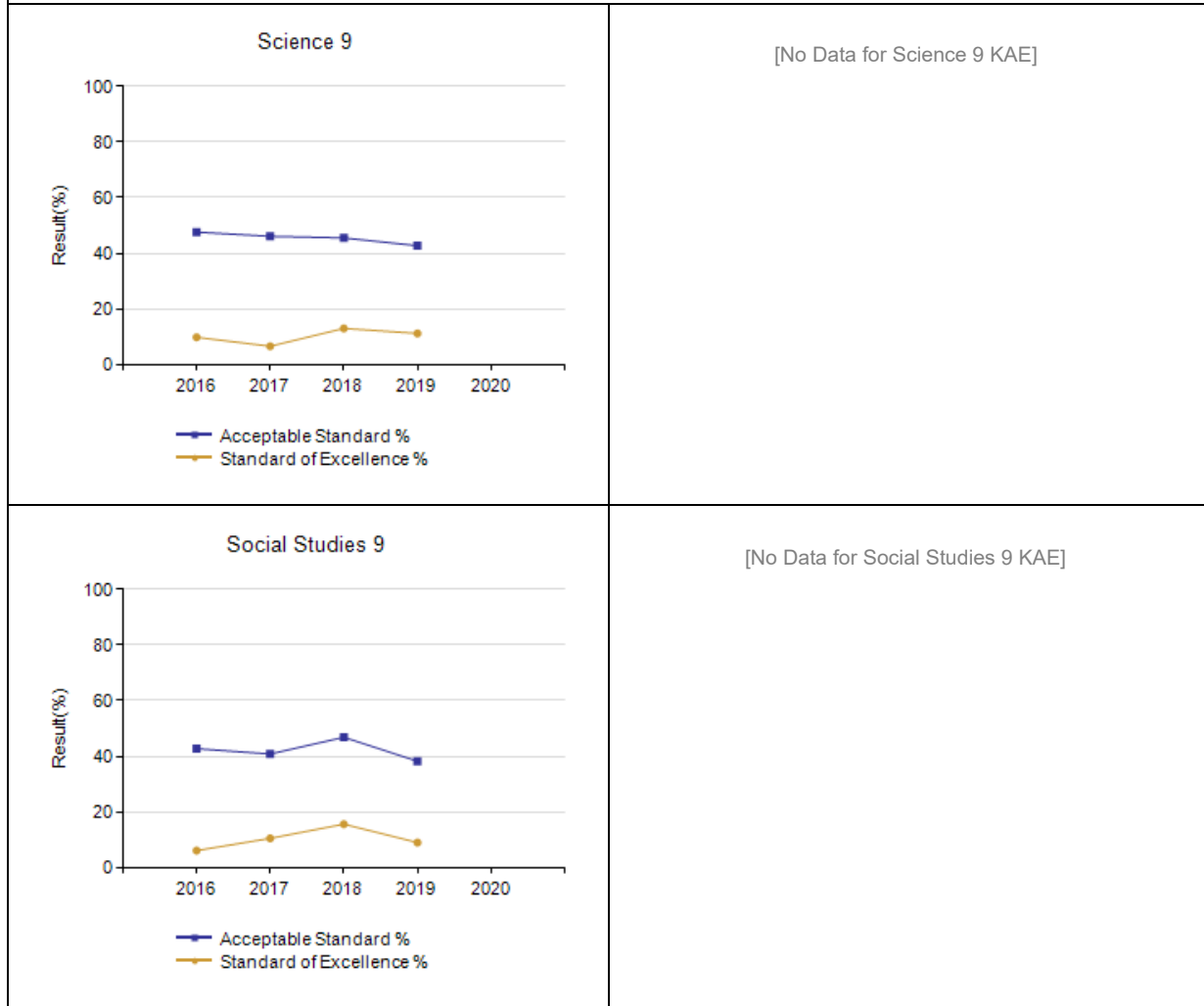
Graph of Provincial Achievement Test Results by Course

<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>2016</td> <td>55</td> <td>8</td> </tr> <tr> <td>2017</td> <td>48</td> <td>10</td> </tr> <tr> <td>2018</td> <td>52</td> <td>10</td> </tr> <tr> <td>2019</td> <td>48</td> <td>5</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2016	55	8	2017	48	10	2018	52	10	2019	48	5	<p>[No Data for English Lang Arts 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %														
2016	55	8														
2017	48	10														
2018	52	10														
2019	48	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>2016</td> <td>45</td> <td>10</td> </tr> <tr> <td>2017</td> <td>42</td> <td>8</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 %	2016	45	10	2017	42	8	2018	35	6	2019	25	3	<p>[No Data for Mathematics 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %														
2016	45	10														
2017	42	8														
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



Notes:

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PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Alberta Conference 7th Day Ad						Alberta				
		Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	80	55.6	n/a	n/a	51,977	83.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	80	8.9	n/a	n/a	51,977	18.2
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,357	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,357	13.8
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	91.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	23.1
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	80	44.5	n/a	n/a	51,924	71.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	80	6.9	n/a	n/a	51,924	13.9
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	80	47.9	n/a	n/a	51,966	77.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	80	13.1	n/a	n/a	51,966	29.4
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	80	43.2	n/a	n/a	51,937	74.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	80	9.1	n/a	n/a	51,937	23.1
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	81	48.4	n/a	n/a	46,591	76.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	81	6.8	n/a	n/a	46,591	14.8
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	57.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	5.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,824	82.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,824	11.1
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	378	86.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	378	24.8
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	81	33.6	n/a	n/a	46,129	62.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	81	4.7	n/a	n/a	46,129	17.6
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,029	58.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,029	13.4
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	81	44.7	n/a	n/a	46,581	75.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	81	10.3	n/a	n/a	46,581	24.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	63.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	12.1
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	81	41.9	n/a	n/a	46,607	67.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	81	11.7	n/a	n/a	46,607	20.8
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,453	55.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,453	14.0

Notes:

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

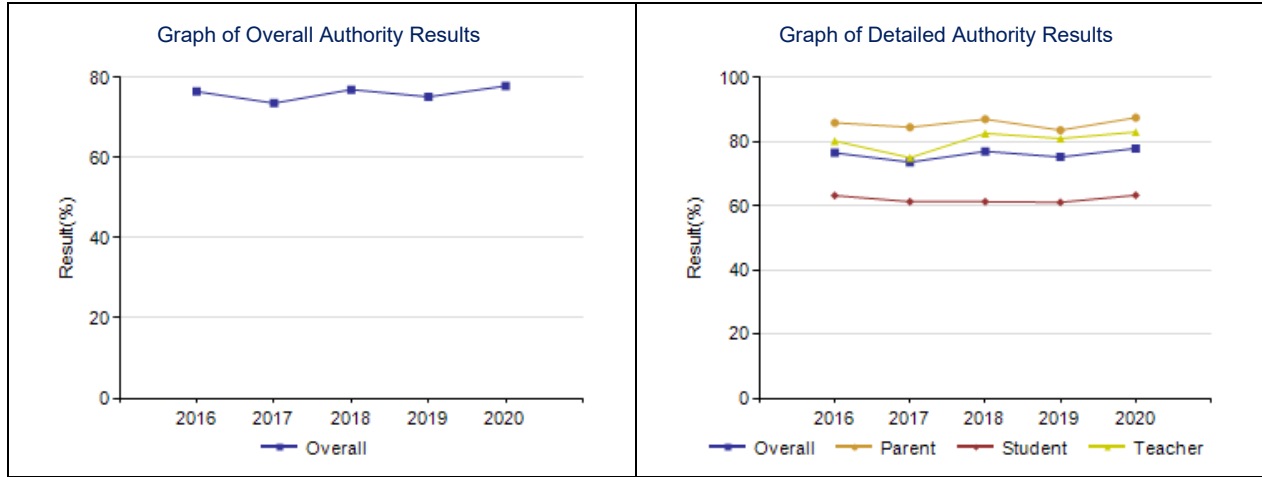
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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**

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	76.5	73.6	77.0	75.2	77.9	81.9	81.9	81.8	82.2	82.4
Teacher	80.2	75.0	82.6	81.0	83.0	88.1	88.0	88.4	89.1	89.3
Parent	85.9	84.5	87.0	83.6	87.5	80.1	80.1	79.9	80.1	80.1
Student	63.2	61.3	61.3	61.1	63.3	77.5	77.7	77.2	77.4	77.8

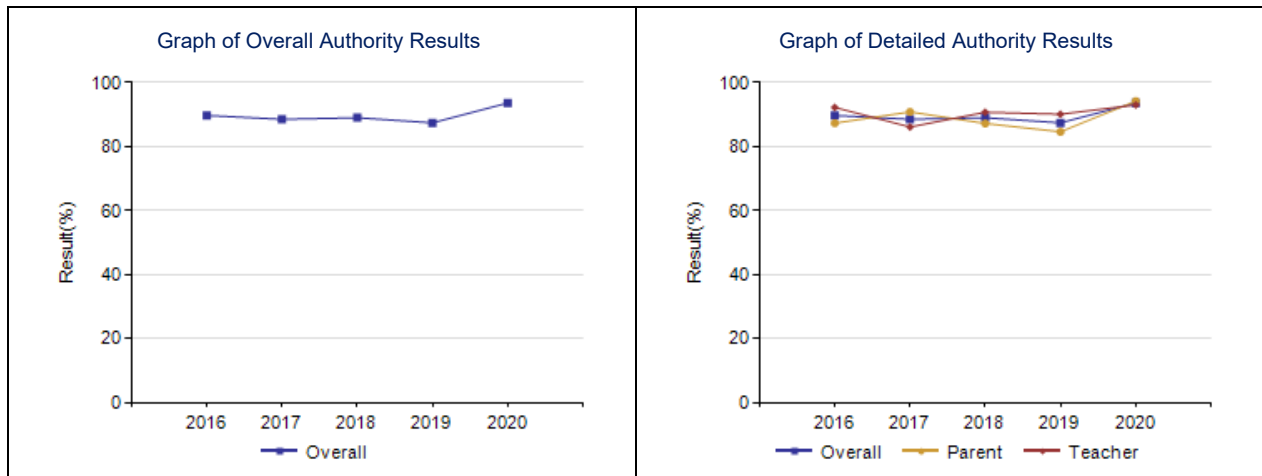


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them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

**Parental Involvement – Measure Details**

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

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	89.7	88.5	89.0	87.4	93.6	80.9	81.2	81.2	81.3	81.8
Teacher	92.2	86.1	90.7	90.1	93.0	88.4	88.5	88.9	89.0	89.6
Parent	87.3	90.8	87.2	84.6	94.2	73.5	73.9	73.4	73.6	73.9

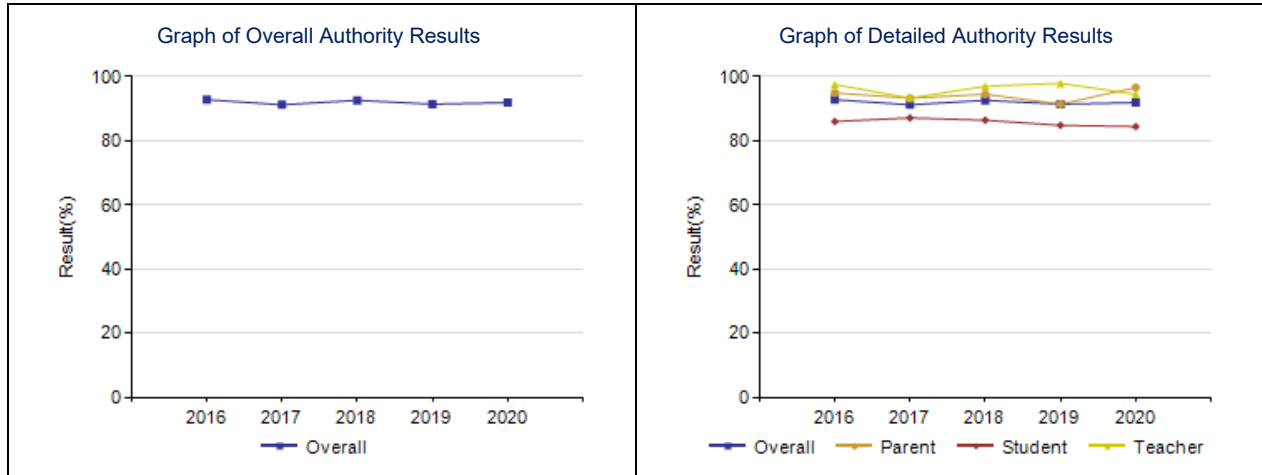


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Education Quality – Measure Details**

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

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	92.8	91.2	92.6	91.4	91.9	90.1	90.1	90.0	90.2	90.3
Teacher	97.5	93.3	97.0	97.9	94.5	96.0	95.9	95.8	96.1	96.4
Parent	94.9	93.3	94.5	91.4	96.6	86.1	86.4	86.0	86.4	86.7
Student	86.0	87.1	86.4	84.8	84.4	88.0	88.1	88.2	88.1	87.8

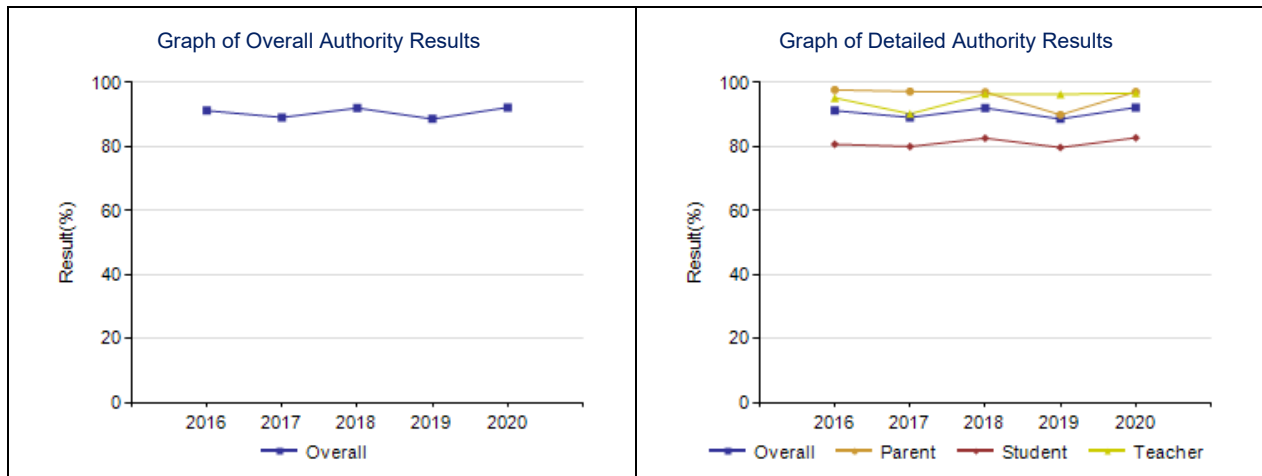


- Notes:
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  2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

**Safe and Caring – Measure Details**

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	91.2	89.1	92.0	88.6	92.2	89.5	89.5	89.0	89.0	89.4
Teacher	95.2	90.2	96.4	96.3	96.7	95.4	95.3	95.0	95.1	95.3
Parent	97.7	97.2	97.0	89.9	97.1	89.8	89.9	89.4	89.7	90.2
Student	80.7	80.0	82.6	79.7	82.7	83.4	83.3	82.5	82.3	82.6

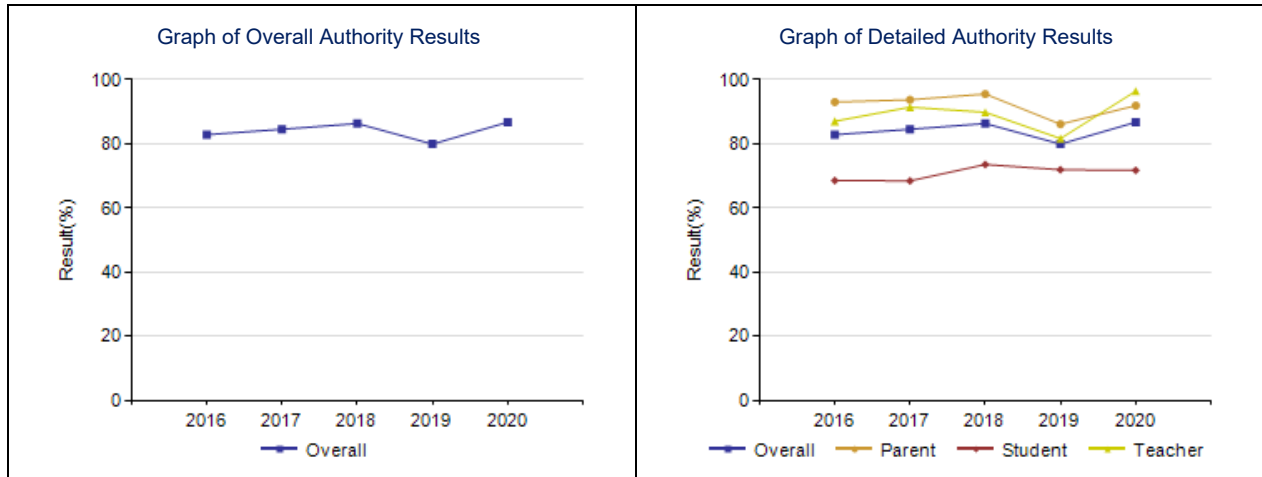


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them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

**School Improvement – Measure Details**

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	82.8	84.5	86.3	79.9	86.7	81.2	81.4	80.3	81.0	81.5
Teacher	87.0	91.4	89.8	81.6	96.4	82.3	82.2	81.5	83.4	85.0
Parent	93.0	93.7	95.5	86.1	91.9	79.7	80.8	79.3	80.3	80.0
Student	68.5	68.4	73.5	71.9	71.7	81.5	81.1	80.2	79.4	79.6



Notes:

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