



H. A. Kostash School
Smoky Lake
3 Year Education Plan and AERR
January 2020



Combined 2019 Accountability Pillar Overall Summary

Measure Category	Measure	H. A. Kostash School			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	83.8	83.8	86.7	89.0	89.0	89.3	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	68.7	76.3	74.3	82.2	81.8	81.9	Low	Maintained	Issue
	Education Quality	84.1	84.5	86.2	90.2	90.0	90.1	Low	Maintained	Issue
	Drop Out Rate	4.5	2.1	1.1	2.6	2.3	2.9	Intermediate	Declined	Issue
	High School Completion Rate (3 yr)	82.3	65.5	76.4	79.1	78.0	77.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	74.1	68.5	70.0	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	12.0	16.5	15.8	20.6	19.9	19.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	77.9	85.0	80.8	83.6	83.7	83.1	Low	Maintained	Issue
	Diploma: Excellence	17.4	25.0	19.4	24.0	24.2	22.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	68.5	31.0	38.6	56.3	55.7	55.1	Very High	Improved Significantly	Excellent
	Rutherford Scholarship Eligibility Rate	93.3	50.0	55.3	64.8	63.4	62.2	Very High	Improved Significantly	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	66.8	73.9	64.3	59.0	58.7	58.7	High	Maintained	Good
	Work Preparation	87.5	79.2	84.7	83.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	79.1	81.6	84.2	82.9	83.0	83.5	High	Declined	Acceptable
Parental Involvement	Parental Involvement	78.7	81.5	84.7	81.3	81.2	81.1	High	Maintained	Good
Continuous Improvement	School Improvement	74.4	72.3	82.5	81.0	80.3	81.0	Intermediate	Declined	Issue

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	84.9	68.9	72.6	68.5	74.1	75.1	Intermediate	Maintained	Acceptable	76	77	78
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	17.5	15.3	15.6	16.5	12.0	13	Low	Maintained	Issue	14	15	16

Comment on Results

(an assessment of progress toward achieving the target)

Achieving the standard of excellence continues to be an area showing little improvement.

Strategies

Teachers in Kindergarten to grade 9 will attend math cohort groups to work collaboratively on math strategies and implement in the classroom.

Continue using MIPI as an assessment tool.

Continue with LLI groupings

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		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	72.7	81.9	75.6	85.0	77.9	79	Low	Maintained	Issue	80	81	82
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	1.0	25.0	8.1	25.0	17.4	18	Intermediate	Maintained	Acceptable	19	20	21

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	94.9	93.1	70.4	65.5	82.3	83	Very High	Maintained	Excellent	84	85	86
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	67.0	37.9	47.0	31.0	68.5	70	Very High	Improved Significantly	Excellent	71	72	73
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.5	0.0	1.2	2.1	4.5	3	Intermediate	Declined	Issue	2	1	0
High school to post-secondary transition rate of students within six years of entering Grade 10.	76.2	67.2	51.7	73.9	66.8	68	High	Maintained	Good	69	70	71
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	54.8	61.1	50.0	93.3	94	Very High	Improved Significantly	Excellent	95	96	97

Comment on Results

(an assessment of progress toward achieving the target)

It is nice to see the increase in students writing 4 or more diploma exams, within 3 years of entering grade 10. This should indicate they are creating more options for themselves once leaving high school.

Strategies

Continue to have high school students connect with the Career Counselor to ensure all requirements are met to receive a Diploma or Certificate.

Create groups that will help students feel safe and welcomed in our school so they will want to attend on a regular basis.

Identify students who need extra support and provide additional supports in Language Arts and Math.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	80.5	85.6	85.4	81.6	79.1	80	High	Declined	Acceptable	81	82	83

Comment on Results*(an assessment of progress toward achieving the target)*

We must continue to highlight the characteristics of these students. This could be done at staff meetings.

Strategies

Create and offer opportunities for students to learn and take part in to become active in the community, country and the world.

Notes:

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

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

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone schools 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).	*	*	*	64.3	*		*	*	*			
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).	*	*	*	10.7	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	*	*	n/a	*	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	*	*	n/a	*	*		*	*	*			

Comment on Results

(an assessment of progress toward achieving the target)

Strategies

Take part in Metis Crossing activities – land based learning, arts and crafts, history.
 Grade 9 students will attend the Land Based Learning camp near Athabasca.
 Build classroom resources that have Indigenous stories and characters.
 Staff Learning Days will focus on First Nations, Metis and Inuit culture, history and traditions.
 Use the Social and Science kits in classes to provide more learning opportunities for students.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	*	*	*	*	*		*	*	*			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	*	*	*	*	*		*	*	*			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	0.0	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.	*	*	*	*	*		*	*	*			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	*	*	*	*		*	*	*			

Comment on Results

(an assessment of progress toward achieving the target)
We are happy with the results in this category.

Strategies

Create a “Braided Journeys” room to help all First Nations, Metis and Inuit students feel safe in the school. We have also begun discussions with staff regarding the importance of this room. Staff will require patience and understanding in order for students to use the room effectively. This will continue to be an ongoing process.
Provide a variety of opportunities to create awareness to the culture.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	66.5	69.9	76.7	76.3	68.7	70	Low	Maintained	Issue	71	72	73

Comment on Results

(an assessment of progress toward achieving the target)

We continue to survey students before each semester and do the best we can to accommodate their choices.

Strategies

This year, we have a couple of high school courses (Foods, Wildlife and Fine Arts) where 2 teachers are sharing the course. They teach on alternating days. This will give students the benefit of different views and different approaches with the complimentary courses. We recognize students need these courses, but we also want to make them productive and enjoyable so they may lead to career choices.

Notes:

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

Outcome Four: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	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.	85.9	88.1	88.3	83.8	83.8	85	Intermediate	Maintained	Acceptable	86	87	88
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	81.8	86.0	88.2	84.5	84.1	85	Low	Maintained	Issue	86	87	88
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.	74.5	90.0	85.0	79.2	87.5	89	Very High	Maintained	Excellent	90	91	92
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>	63.1	88.1	92.1	86.0	74.3	75	n/a	n/a	n/a	76	77	78
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	66.2	91.9	80.9	81.5	78.7	80	High	Maintained	Good	81	82	83
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.	69.6	87.4	88.0	72.3	74.4	75	Intermediate	Declined	Issue	76	77	78

Comment on Results

(an assessment of progress toward achieving the target)

Quality of education and improvement are areas of concern.

Strategies

Teachers and parents agree that students are being taught attitudes and behaviours that will make them successful at work; however, they are concerned with the quality of education and improvement. This should be discussed at a staff meeting and a School Council meeting. We must try to understand the reasoning behind the difference between satisfaction in behaviours and attitudes but not with the quality of education.

Notes:

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

APPENDIX – Measure Details (OPTIONAL)

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

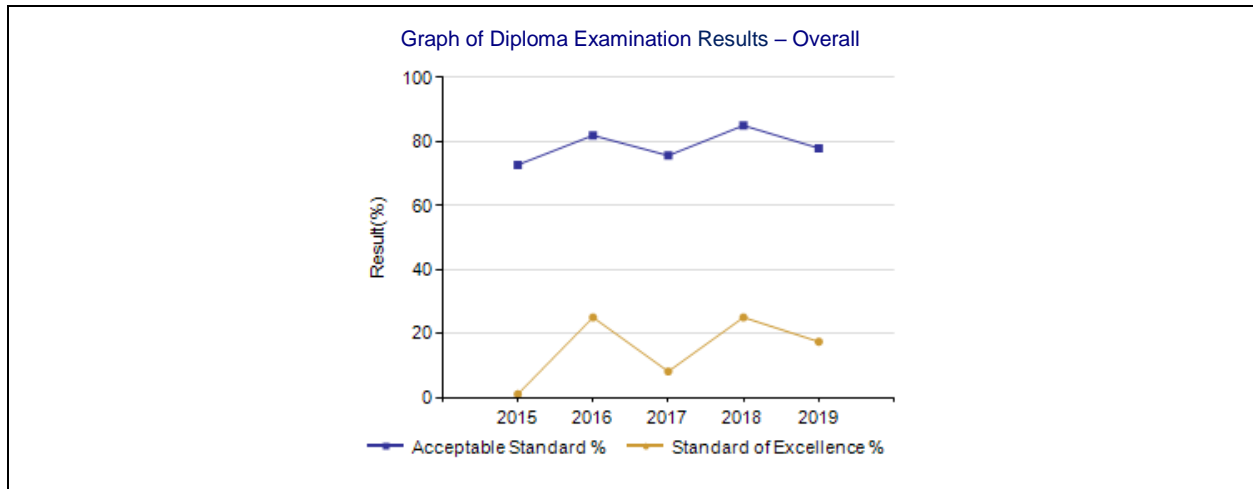
Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.

		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	77.8	0.0	100.0	0.0	76.9	0.0	100.0	16.7	100.0	0.0		
	Authority	88.8	11.2	81.6	3.1	74.8	6.1	83.3	6.0	86.2	6.2		
	Province	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3		
English Lang Arts 30-2	School	100.0	0.0	90.9	9.1	100.0	6.7	100.0	16.7	84.6	0.0		
	Authority	85.6	6.3	88.4	12.8	89.5	1.2	81.0	6.9	90.1	7.7		
	Province	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1		
French Lang Arts 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1		
Français 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5		
Mathematics 30-1	School	28.6	0.0	75.0	25.0	16.7	0.0	85.7	42.9	100.0	28.6		
	Authority	64.4	16.9	45.8	9.7	49.3	13.4	54.5	14.5	64.0	16.0		
	Province	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1		
Mathematics 30-2	School	50.0	0.0	*	*	40.0	0.0	55.6	0.0	9.1	0.0		
	Authority	50.0	16.7	42.1	2.6	56.8	11.4	53.8	3.8	43.5	6.5		
	Province	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8		
Social Studies 30-1	School	100.0	0.0	*	*	*	*	100.0	66.7	87.5	12.5		
	Authority	86.4	10.6	68.6	6.9	71.4	3.6	73.7	14.5	80.0	9.2		
	Province	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0		
Social Studies 30-2	School	90.9	0.0	76.9	7.7	81.0	14.3	91.7	8.3	75.0	0.0		
	Authority	64.5	1.9	65.7	4.8	71.7	3.3	55.8	1.3	64.0	2.3		
	Province	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2		
Biology 30	School	70.0	10.0	100.0	62.5	77.8	11.1	92.9	35.7	87.5	75.0		
	Authority	83.1	22.5	83.6	20.5	87.4	26.4	87.5	35.9	92.6	40.7		
	Province	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5		
Chemistry 30	School	60.0	0.0	55.6	44.4	85.7	28.6	50.0	20.0	88.9	44.4		
	Authority	77.5	22.5	69.1	24.5	78.9	23.9	77.1	27.1	80.0	40.0		
	Province	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5		
Physics 30	School	14.3	0.0	85.7	42.9	n/a	n/a	*	*	*	*		
	Authority	75.8	18.2	82.9	25.7	72.7	27.3	93.8	31.3	73.7	34.2		
	Province	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5		
Science 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Authority	92.3	61.5	68.2	13.6	78.9	47.4	81.8	24.2	90.0	32.5		
	Province	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2		

Notes:

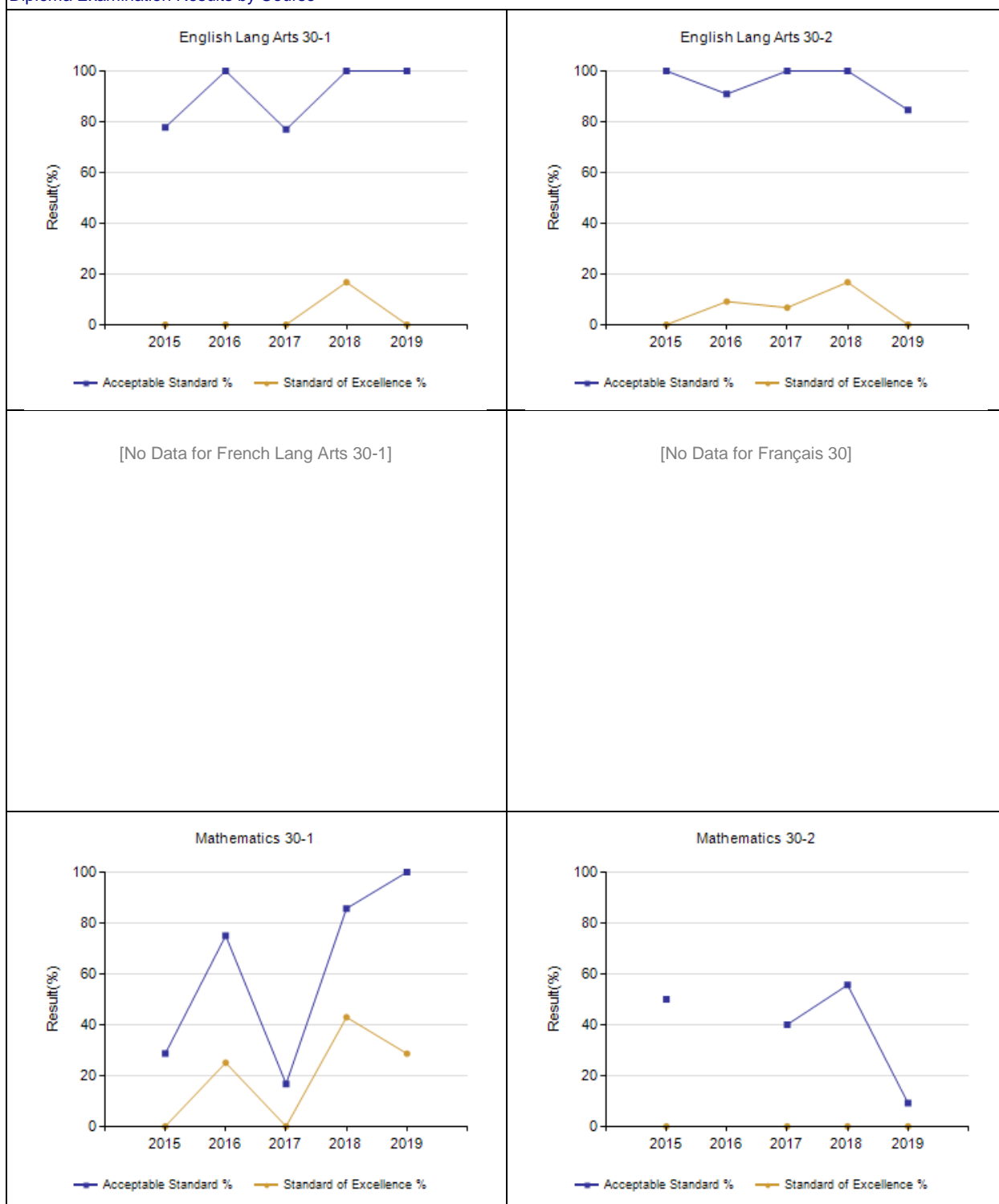
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
3. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

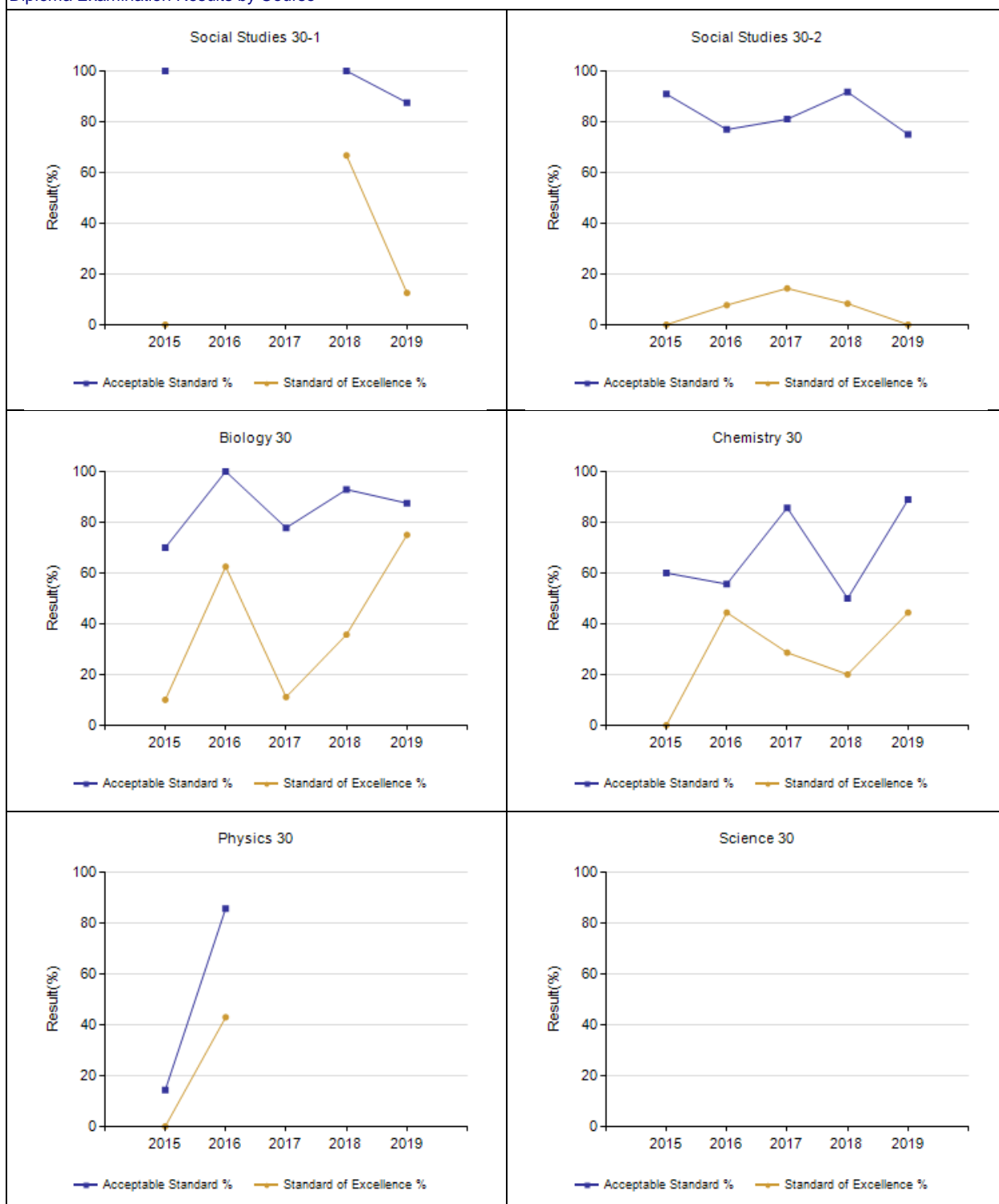
Diploma Examination Results by Course



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
3. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Diploma Examination Results by Course



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	H. A. Kostash School								Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average			2019		Prev 3 Year Average	
					N	%	N	%		N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very High	Maintained	Excellent	9	100.0	11	92.3		29,832	86.8	30,091	86.9
	Standard of Excellence	Very Low	Maintained	Concern	9	0.0	11	5.6		29,832	12.3	30,091	11.9
English Lang Arts 30-2	Acceptable Standard	Low	Declined	Issue	13	84.6	11	97.0		16,640	87.1	16,563	88.9
	Standard of Excellence	Very Low	Declined	Concern	13	0.0	11	10.8		16,640	12.1	16,563	12.3
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a		1,215	91.5	1,296	94.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a		1,215	10.1	1,296	9.7
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a		139	98.6	154	98.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a		139	29.5	154	20.6
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	7	100.0	7	59.1		19,389	77.8	20,337	73.9
	Standard of Excellence	n/a	n/a	n/a	7	28.6	7	22.6		19,389	35.1	20,337	30.6
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	11	9.1	10	47.8		14,465	76.5	14,107	74.8
	Standard of Excellence	n/a	n/a	n/a	11	0.0	10	0.0		14,465	16.8	14,107	16.4
Social Studies 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	8	87.5	6	100.0		21,610	86.6	22,179	85.7
	Standard of Excellence	Intermediate	Declined Significantly	Issue	8	12.5	6	66.7		21,610	17.0	22,179	15.6
Social Studies 30-2	Acceptable Standard	Low	Maintained	Issue	12	75.0	15	83.2		20,758	77.8	20,078	80.2
	Standard of Excellence	Very Low	Declined	Concern	12	0.0	15	10.1		20,758	12.2	20,078	12.6
Biology 30	Acceptable Standard	High	Maintained	Good	8	87.5	10	90.2		22,442	83.9	22,853	85.3
	Standard of Excellence	Very High	Improved	Excellent	8	75.0	10	36.4		22,442	35.5	22,853	33.8
Chemistry 30	Acceptable Standard	Very High	Improved	Excellent	9	88.9	9	63.8		18,525	85.7	18,929	82.7
	Standard of Excellence	Very High	Maintained	Excellent	9	44.4	9	31.0		18,525	42.5	18,929	37.2
Physics 30	Acceptable Standard	*	*	*	5	*	7	85.7		9,247	87.5	9,974	85.9
	Standard of Excellence	*	*	*	5	*	7	42.9		9,247	43.5	9,974	41.7
Science 30	Acceptable Standard	*	*	*	4	*	n/a	n/a		9,676	85.7	9,180	84.9
	Standard of Excellence	*	*	*	4	*	n/a	n/a		9,676	31.2	9,180	29.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

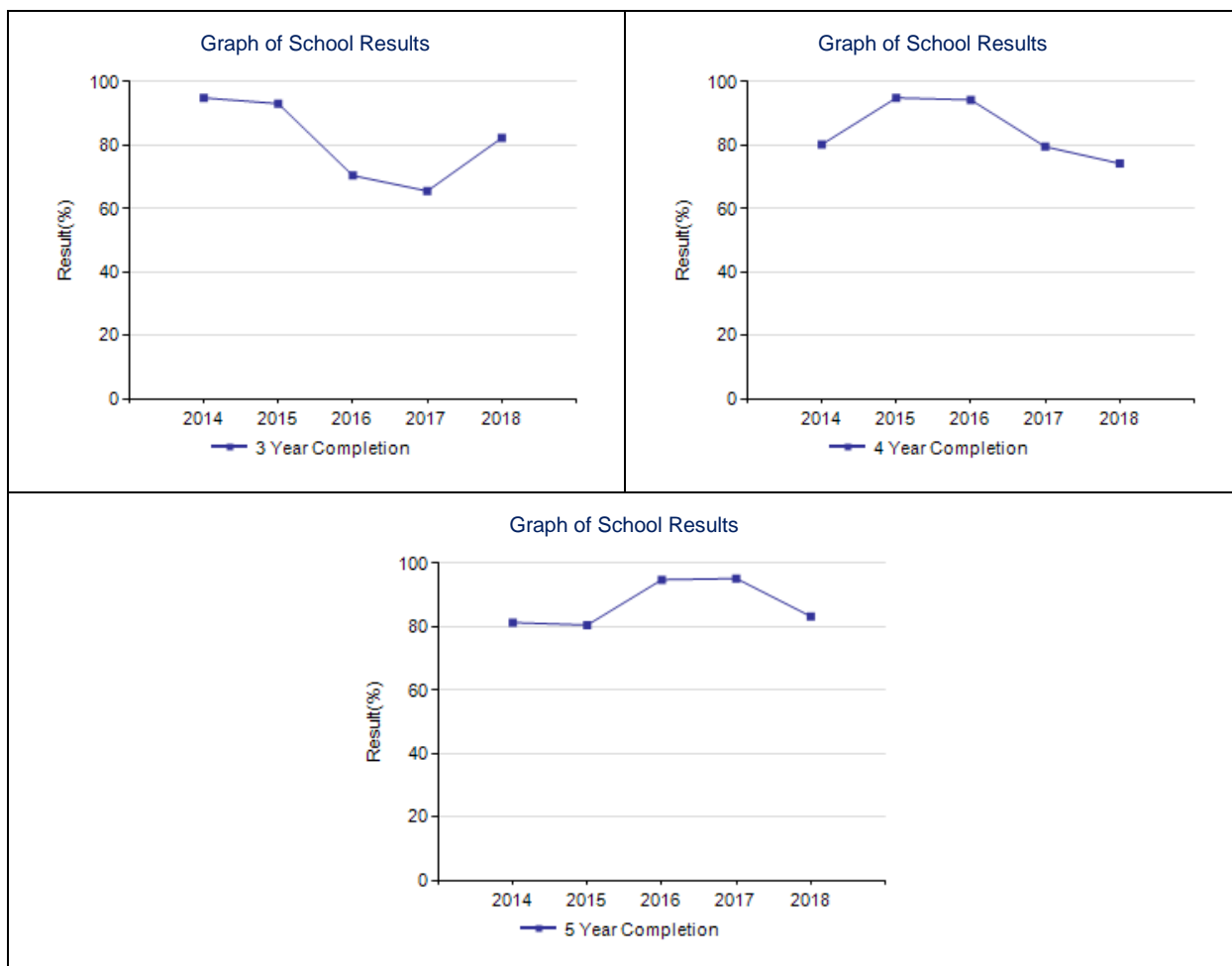
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

High School Completion Rate – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
3 Year Completion	94.9	93.1	70.4	65.5	82.3	73.5	69.5	72.9	71.5	72.0	76.5	76.5	78.0	78.0	79.1
4 Year Completion	80.2	94.9	94.3	79.5	74.2	78.2	77.2	73.9	75.9	78.2	79.9	81.0	81.2	82.6	82.7
5 Year Completion	81.3	80.5	94.8	95.2	83.2	75.5	80.5	78.1	76.4	77.7	82.0	82.1	83.2	83.4	84.8

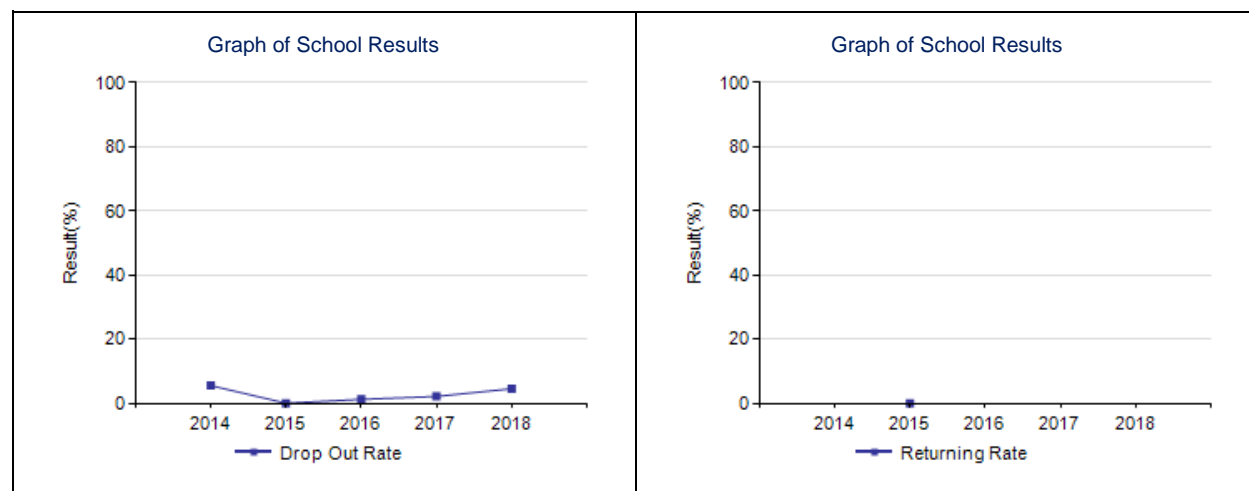


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Drop Out Rate	5.5	0.0	1.2	2.1	4.5	4.0	4.8	3.9	3.6	3.2	3.5	3.2	3.0	2.3	2.6
Returning Rate	*	0.0	n/a	*	*	21.2	20.6	19.4	31.0	22.6	20.9	18.2	18.9	19.9	22.7



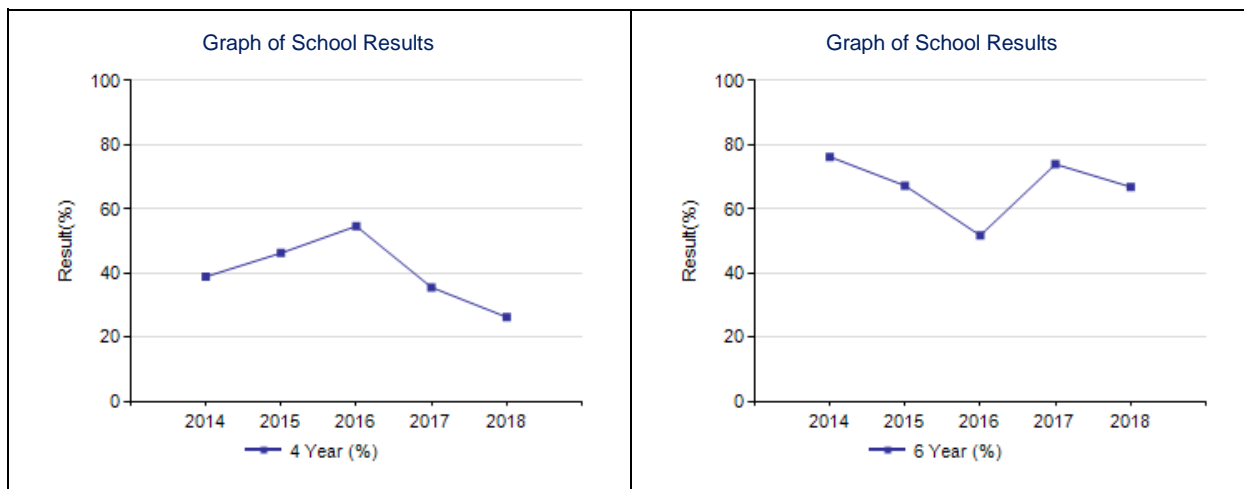
Notes:

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

High School to Post-secondary Transition Rate – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
4 Year Rate	38.8	46.2	54.6	35.5	26.2	43.6	31.7	36.9	36.4	39.7	38.3	37.0	37.0	39.3	40.1
6 Year Rate	76.2	67.2	51.7	73.9	66.8	54.8	58.3	58.8	53.9	48.9	59.7	59.4	57.9	58.7	59.0



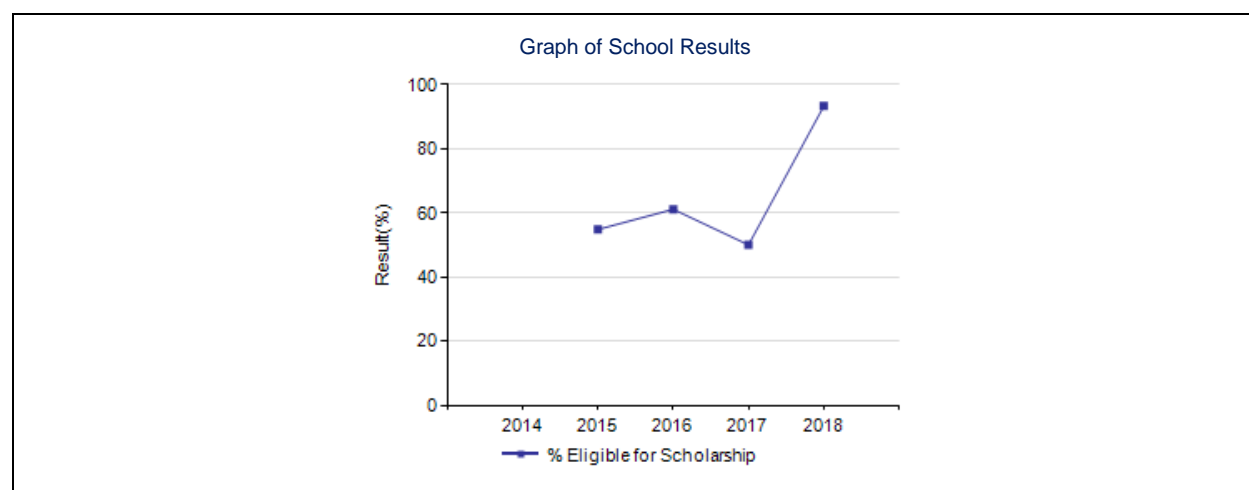
Notes:

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

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Rutherford Scholarship Eligibility Rate	n/a	54.8	61.1	50.0	93.3	n/a	48.4	52.5	54.5	55.2	n/a	60.8	62.3	63.4	64.8

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	31	16	51.6	12	38.7	7	22.6	17	54.8
2016	18	11	61.1	11	61.1	10	55.6	11	61.1
2017	30	13	43.3	12	40.0	5	16.7	15	50.0
2018	15	14	93.3	13	86.7	11	73.3	14	93.3



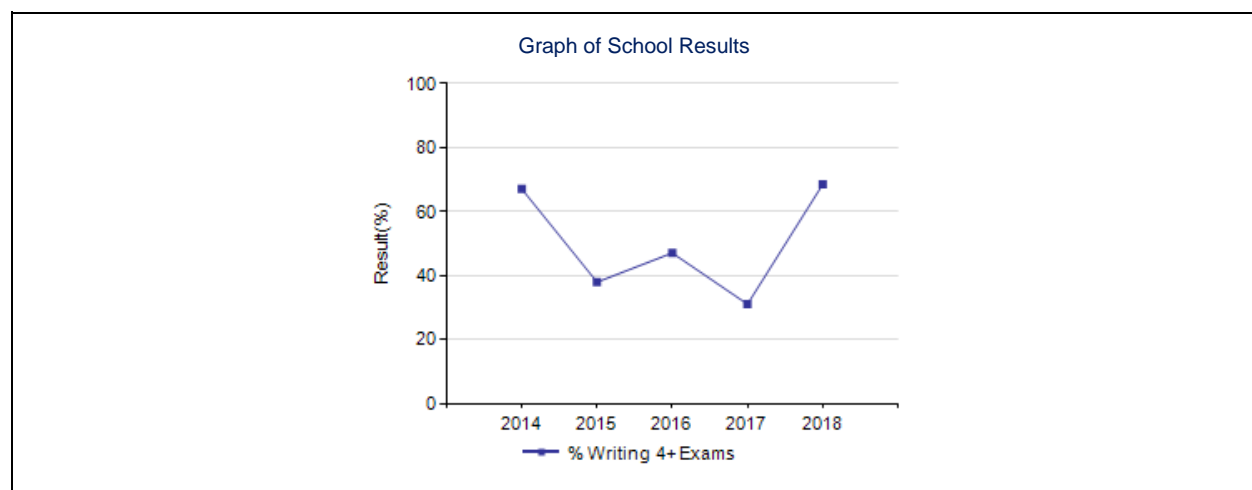
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.

Diploma Examination Participation Rate – Measure Details

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.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
% Writing 0 Exams	5.1	3.4	10.8	13.8	8.6	22.0	21.7	21.9	18.9	21.5	15.7	15.7	15.0	14.8	14.2
% Writing 1+ Exams	94.9	96.6	89.2	86.2	91.4	78.0	78.3	78.1	81.1	78.5	84.3	84.3	85.0	85.2	85.8
% Writing 2+ Exams	94.9	96.6	84.5	86.2	86.8	74.9	75.7	74.6	78.2	76.0	81.4	81.2	82.0	82.3	83.0
% Writing 3+ Exams	78.1	55.2	47.0	51.7	68.5	49.6	47.7	50.2	53.4	52.5	65.0	64.7	65.2	66.1	66.8
% Writing 4+ Exams	67.0	37.9	47.0	31.0	68.5	40.9	33.2	36.7	41.6	42.5	54.4	54.6	54.9	55.7	56.3
% Writing 5+ Exams	44.6	31.0	37.6	24.1	50.3	28.4	23.2	24.9	29.0	30.5	36.3	37.1	37.5	37.8	38.7
% Writing 6+ Exams	16.7	17.2	32.9	3.4	13.7	11.1	11.4	11.8	10.5	9.5	13.1	13.8	13.6	13.9	14.2



Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
English Language Arts 30-1	63.9	34.5	45.5	34.5	52.2	38.6	32.6	39.7	48.3	47.5	54.0	53.2	54.0	55.0	56.3
English Language Arts 30-2	27.8	62.1	36.4	51.7	30.4	36.3	42.5	36.2	31.3	29.7	28.0	28.7	28.7	28.8	27.8
Total of 1 or more English Diploma Exams	91.7	96.6	81.8	86.2	82.6	74.6	75.1	75.4	78.3	76.2	79.7	79.5	80.1	80.9	81.1
Social Studies 30-1	33.3	20.7	31.8	13.8	26.1	30.2	28.8	34.5	42.5	39.1	45.1	43.5	45.1	44.9	45.0
Social Studies 30-2	61.1	75.9	50.0	72.4	60.9	43.4	46.8	40.9	35.8	37.6	35.2	36.7	35.8	36.4	37.1
Total of 1 or more Social Diploma Exams	94.4	96.6	81.8	86.2	87.0	73.6	75.5	74.6	77.9	76.2	79.6	79.5	80.3	80.7	81.4
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Applied Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mathematics 30-1	58.3	27.6	36.4	13.8	30.4	31.2	21.0	25.0	28.3	24.8	37.3	37.1	36.4	35.5	36.5
Mathematics 30-2	19.4	31.0	13.6	34.5	30.4	13.2	21.0	17.7	17.9	20.8	21.4	22.4	23.7	25.1	24.9
Total of 1 or more Math Diploma Exams	77.8	55.2	50.0	48.3	60.9	43.4	40.8	40.9	45.4	44.1	57.0	57.6	58.3	58.6	59.3
Biology 30	52.8	31.0	40.9	34.5	60.9	29.2	27.9	28.9	35.8	34.2	41.4	40.6	40.7	41.7	42.7
Chemistry 30	58.3	31.0	40.9	20.7	56.5	36.6	27.0	29.7	35.8	30.7	34.7	35.7	35.6	35.1	35.8
Physics 30	19.4	24.1	31.8	3.4	13.0	16.9	15.0	14.7	12.1	11.4	20.0	19.9	19.3	18.6	18.7
Science 30	0.0	0.0	0.0	3.4	0.0	2.4	3.0	8.6	5.8	13.9	12.8	14.1	15.7	16.9	17.0
Total of 1 or more Science Diploma Exams	66.7	37.9	45.5	34.5	65.2	43.4	37.8	44.4	46.3	48.5	59.4	59.8	60.5	61.2	61.8
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.2	0.3	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.7	2.8	2.8	3.0	2.7

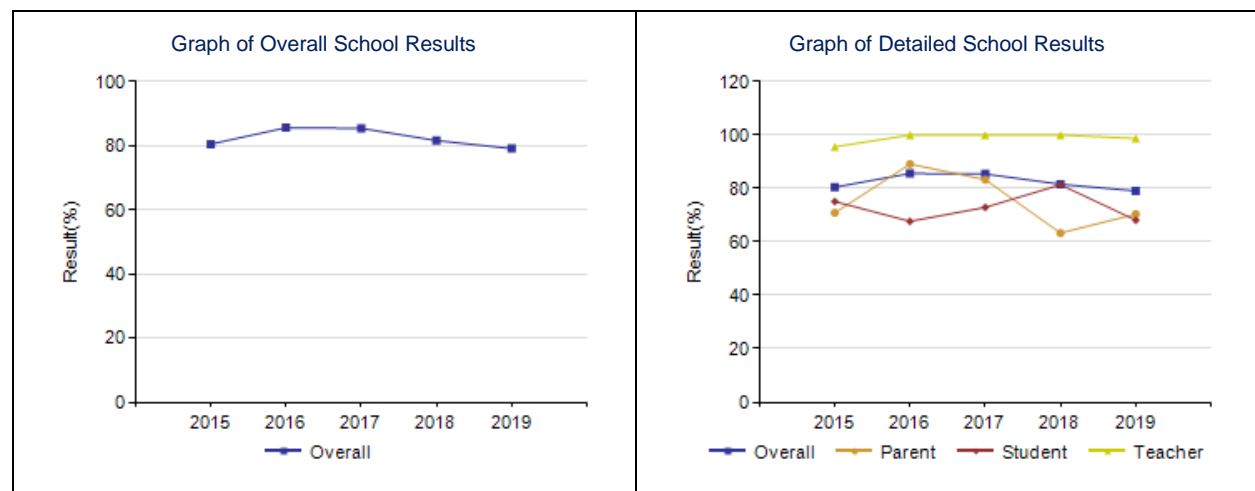
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.9	3.0	3.1	3.3	3.0
--	------------	------------	------------	------------	------------	------------	------------	------------	------------	------------	------------	------------	------------	------------	------------	------------

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
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.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	80.5	85.6	85.4	81.6	79.1	79.8	76.9	81.0	81.8	83.1	83.5	83.9	83.7	83.0	82.9
Teacher	95.6	100.0	100.0	100.0	98.7	93.6	92.4	95.2	94.7	94.4	94.2	94.5	94.0	93.4	93.2
Parent	70.9	89.1	83.3	63.3	70.4	80.2	71.5	75.3	73.9	75.3	82.1	82.9	82.7	81.7	81.9
Student	75.1	67.7	72.9	81.4	68.1	65.5	66.6	72.6	76.7	79.6	74.2	74.5	74.4	73.9	73.5

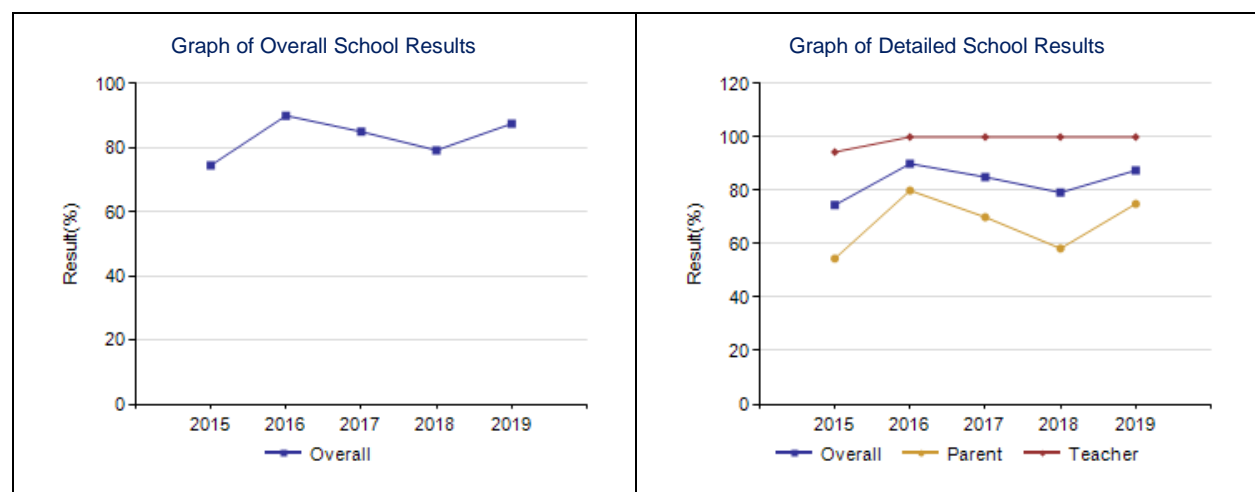


Notes:

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

Work Preparation – Measure Details

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.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	74.5	90.0	85.0	79.2	87.5	81.0	74.6	78.4	77.1	82.0	82.0	82.6	82.7	82.4	83.0
Teacher	94.4	100.0	100.0	100.0	100.0	87.8	88.7	92.8	92.2	95.4	89.7	90.5	90.4	90.3	90.8
Parent	54.5	80.0	70.0	58.3	75.0	74.2	60.4	63.9	62.0	68.6	74.2	74.8	75.1	74.6	75.2



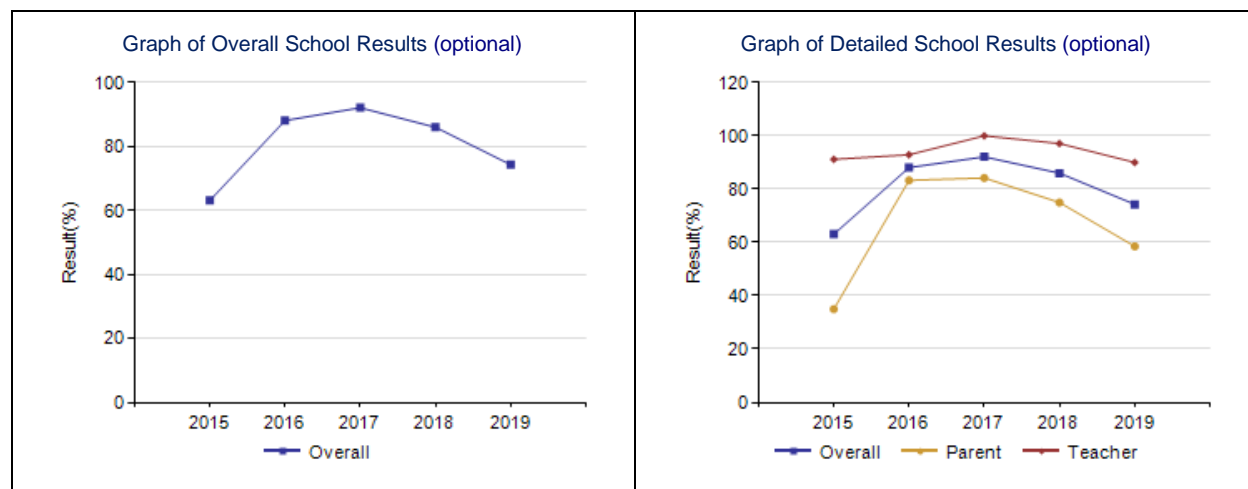
Notes:

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

Lifelong Learning – Measure Details (OPTIONAL)

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	63.1	88.1	92.1	86.0	74.3	68.3	66.1	73.0	73.2	72.6	70.0	70.7	71.0	70.9	71.4
Teacher	91.2	92.9	100.0	97.1	90.0	76.4	77.2	85.9	85.1	89.6	76.0	77.3	77.3	77.8	78.8
Parent	35.0	83.3	84.2	75.0	58.5	60.3	54.9	60.1	61.2	55.7	64.0	64.2	64.8	64.0	64.0



Notes:

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

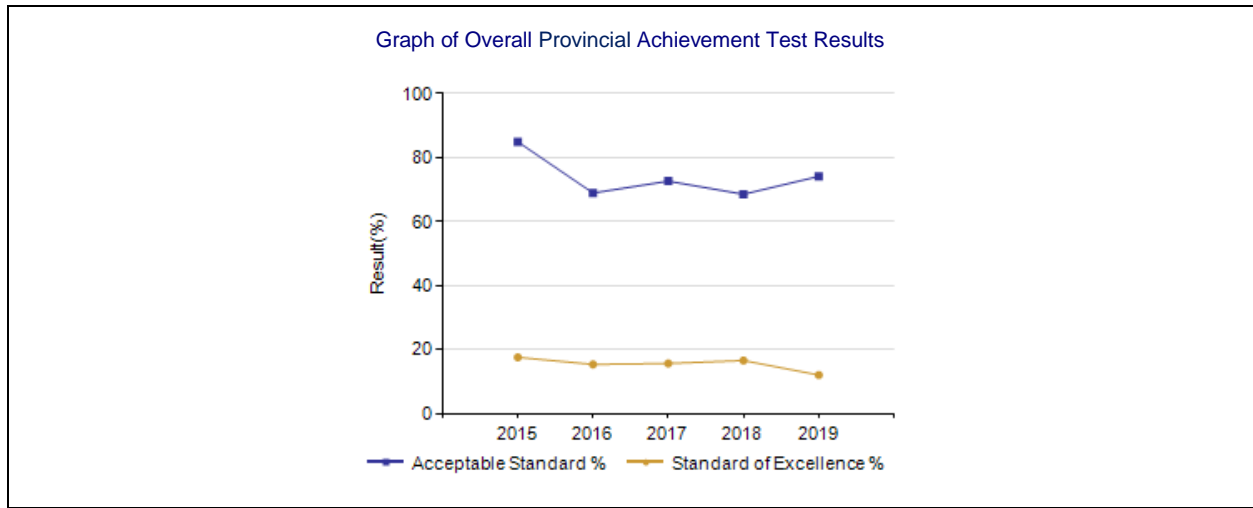
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
				Results (in percentages)								Target	
				2015		2016		2017		2018		2019	
				A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School			96.2	3.8	87.0	13.0	87.0	13.0	88.0	24.0	79.3	6.9
	Authority			85.2	8.3	83.3	12.2	83.0	8.0	87.7	19.3	81.6	12.6
	Province			82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8
French Language Arts 6 année	School			n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority			70.0	30.0	80.0	4.0	96.4	14.3	87.5	25.0	100.0	23.8
	Province			87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7
Français 6 année	School			n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority			n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province			89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6
Mathematics 6	School			88.5	7.7	65.2	8.7	56.5	8.7	68.0	16.0	79.3	3.4
	Authority			61.9	7.0	69.2	10.0	63.2	4.7	66.0	9.9	70.9	13.0
	Province			73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0
Science 6	School			92.3	19.2	73.9	21.7	78.3	17.4	80.0	40.0	82.8	13.8
	Authority			77.2	19.1	77.8	24.9	76.9	22.2	75.9	34.4	74.9	24.2
	Province			76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6
Social Studies 6	School			92.3	11.5	69.6	26.1	56.5	4.3	72.0	36.0	75.9	17.2
	Authority			65.1	14.0	62.9	13.6	70.3	12.3	73.1	26.4	70.9	18.8
	Province			69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4
English Language Arts 9	School			74.1	11.1	69.2	3.8	80.0	10.0	72.0	0.0	80.0	8.0
	Authority			60.4	7.2	64.9	4.7	71.2	4.9	75.4	9.6	77.8	6.7
	Province			75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7
K&E English Language Arts 9	School			n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority			68.8	0.0	42.9	0.0	70.0	0.0	41.2	5.9	55.0	20.0

	Province	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4		
French Language Arts 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	83.3	8.3	58.8	0.0	92.9	0.0	52.6	0.0		
	Province	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3		
Français 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0		
Mathematics 9	School	81.5	33.3	57.7	15.4	63.3	13.3	36.0	4.0	48.0	0.0		
	Authority	53.6	11.2	61.7	12.0	53.4	8.8	33.5	5.8	49.1	9.4		
	Province	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0		
K&E Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	75.0	10.0	40.6	6.3	66.7	9.5	16.7	0.0	65.5	37.9		
	Province	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2		
Science 9	School	92.6	29.6	76.9	23.1	86.7	26.7	72.0	12.0	84.0	32.0		
	Authority	58.1	9.3	66.3	15.7	68.1	10.3	71.0	11.3	71.4	14.8		
	Province	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4		
K&E Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	62.5	6.3	60.0	10.0	66.7	0.0	41.2	5.9	50.0	16.7		
	Province	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7		
Social Studies 9	School	63.0	22.2	53.8	11.5	70.0	26.7	60.0	0.0	60.0	16.0		
	Authority	42.9	10.7	52.7	11.8	54.0	12.9	51.4	10.3	57.2	9.4		
	Province	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6		
K&E Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	57.1	7.1	33.3	6.7	65.2	8.7	47.6	4.8	45.0	25.0		
	Province	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0		

Notes:

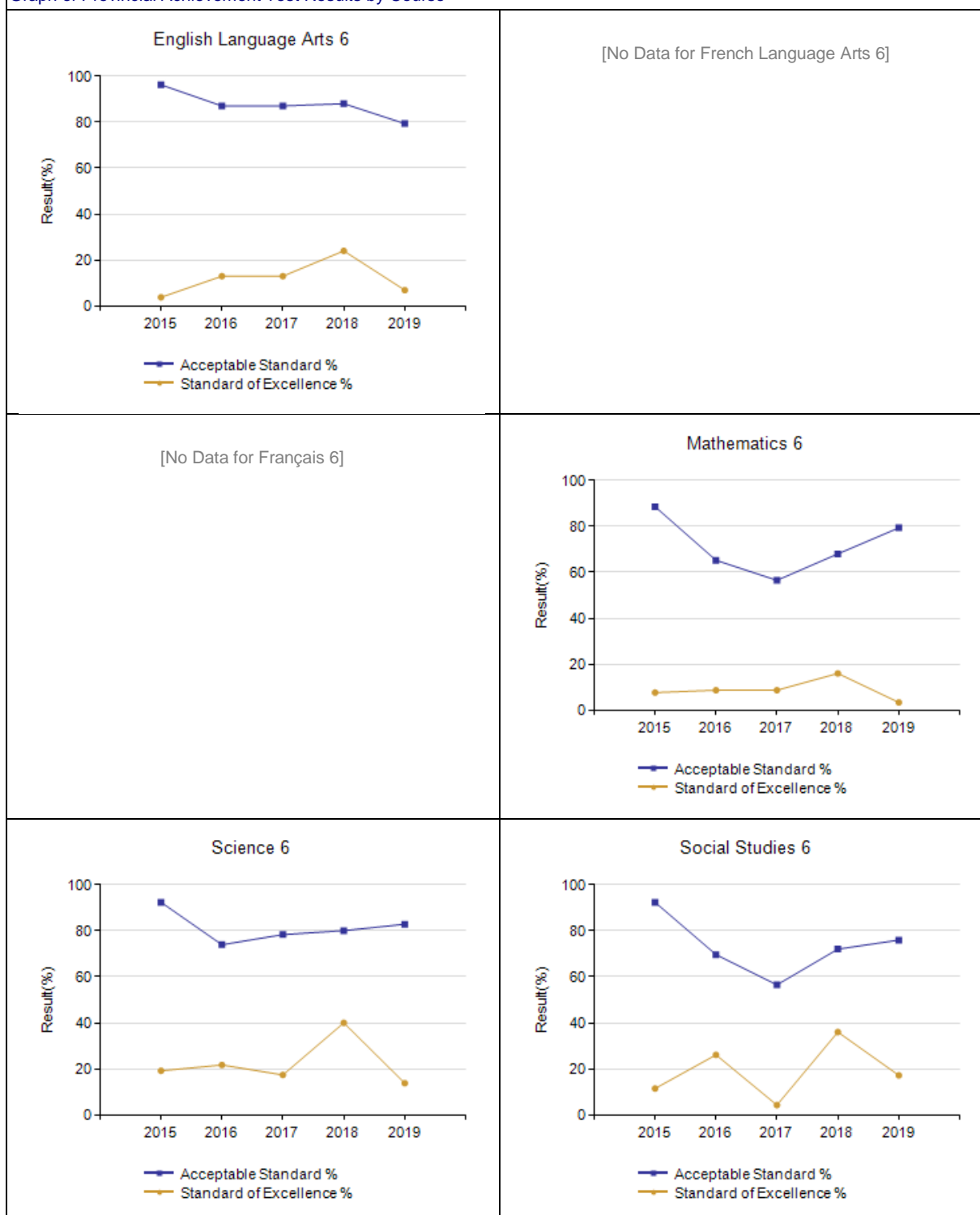
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation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



Notes:

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:

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.
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>English Language Arts 9</p> <table><thead><tr><th>Year</th><th>Acceptable Standard %</th><th>Standard of Excellence %</th></tr></thead><tbody><tr><td>2015</td><td>75</td><td>12</td></tr><tr><td>2016</td><td>70</td><td>5</td></tr><tr><td>2017</td><td>80</td><td>10</td></tr><tr><td>2018</td><td>72</td><td>0</td></tr><tr><td>2019</td><td>80</td><td>8</td></tr></tbody></table>	Year	Acceptable Standard %	Standard of Excellence %	2015	75	12	2016	70	5	2017	80	10	2018	72	0	2019	80	8	<p>[No Data for English Lang Arts 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2015	75	12																	
2016	70	5																	
2017	80	10																	
2018	72	0																	
2019	80	8																	
<p>[No Data for French Language Arts 9]</p>	<p>[No Data for Français 9]</p>																		
<p>Mathematics 9</p> <table><thead><tr><th>Year</th><th>Acceptable Standard %</th><th>Standard of Excellence %</th></tr></thead><tbody><tr><td>2015</td><td>82</td><td>35</td></tr><tr><td>2016</td><td>58</td><td>15</td></tr><tr><td>2017</td><td>63</td><td>18</td></tr><tr><td>2018</td><td>35</td><td>5</td></tr><tr><td>2019</td><td>48</td><td>0</td></tr></tbody></table>	Year	Acceptable Standard %	Standard of Excellence %	2015	82	35	2016	58	15	2017	63	18	2018	35	5	2019	48	0	<p>[No Data for Mathematics 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2015	82	35																	
2016	58	15																	
2017	63	18																	
2018	35	5																	
2019	48	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. 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:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		H. A. Kostash School								Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average		
Course	Measure				N	%	N	%	N	%	N	%	
English Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	29	79.3	24	87.3	54,820	83.2	49,573	82.9	
	Standard of Excellence	Low	Declined	Issue	29	6.9	24	16.7	54,820	17.8	49,573	19.1	
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	87.7	3,122	86.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	15.7	3,122	13.3	
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	90.3	574	92.2	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	24.6	574	20.6	
Mathematics 6	Acceptable Standard	Intermediate	Improved	Good	29	79.3	24	63.2	54,778	72.5	49,502	71.5	
	Standard of Excellence	Very Low	Declined	Concern	29	3.4	24	11.1	54,778	15.0	49,502	13.5	
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	29	82.8	24	77.4	54,879	77.6	49,520	77.9	
	Standard of Excellence	Low	Declined	Issue	29	13.8	24	26.4	54,879	28.6	49,520	28.9	
Social Studies 6	Acceptable Standard	Intermediate	Maintained	Acceptable	29	75.9	24	66.0	54,802	76.2	49,511	73.1	
	Standard of Excellence	Intermediate	Maintained	Acceptable	29	17.2	24	22.1	54,802	24.4	49,511	22.3	
English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	25	80.0	27	73.7	47,465	75.1	45,363	76.6	
	Standard of Excellence	Low	Maintained	Issue	25	8.0	27	4.6	47,465	14.7	45,363	14.9	
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	57.4	1,551	58.1	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	5.4	1,551	6.0	
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	82.9	2,758	82.5	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	12.3	2,758	10.6	
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	88.6	380	86.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	26.0	380	25.1	
Mathematics 9	Acceptable Standard	Very Low	Maintained	Concern	25	48.0	27	52.3	46,764	60.0	44,959	64.7	
	Standard of Excellence	Very Low	Declined	Concern	25	0.0	27	10.9	46,764	19.0	44,959	17.1	
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,190	59.6	2,007	58.7	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,190	13.2	2,007	13.3	
Science 9	Acceptable Standard	Very High	Maintained	Excellent	25	84.0	27	78.5	47,489	75.2	45,363	74.6	
	Standard of Excellence	Very High	Maintained	Excellent	25	32.0	27	20.6	47,489	26.4	45,363	22.7	
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,536	61.7	1,520	64.1	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,536	10.7	1,520	13.3	
Social Studies 9	Acceptable Standard	Low	Maintained	Issue	25	60.0	27	61.3	47,496	68.7	45,366	66.1	
	Standard of Excellence	Intermediate	Maintained	Acceptable	25	16.0	27	12.7	47,496	20.6	45,366	19.9	
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	55.9	1,501	56.5	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	15.0	1,501	12.8	

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

- 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

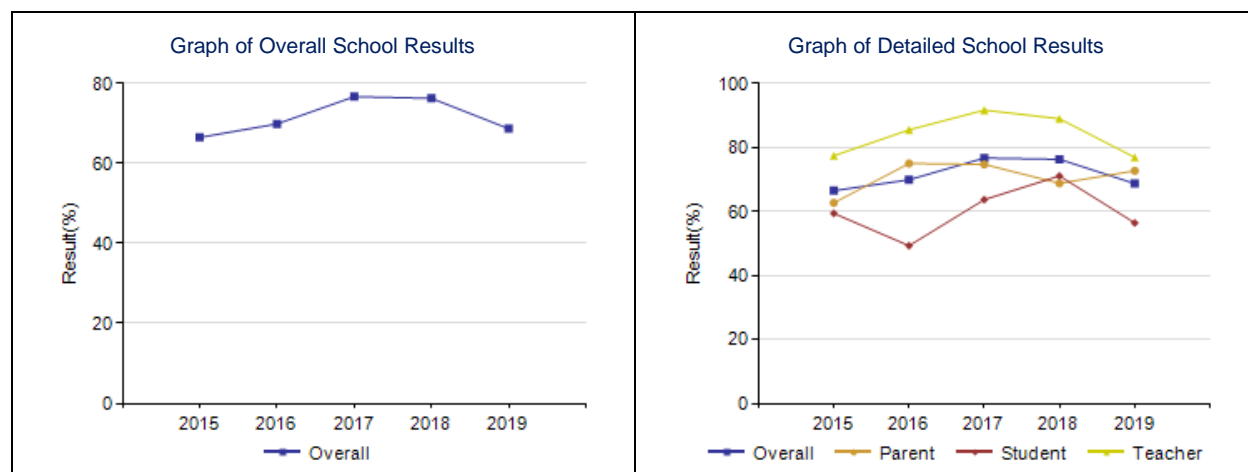
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	66.5	69.9	76.7	76.3	68.7	73.3	73.0	76.6	75.2	79.4	81.3	81.9	81.9	81.8	82.2
Teacher	77.4	85.5	91.7	89.0	76.9	81.7	81.8	86.3	86.1	87.4	87.2	88.1	88.0	88.4	89.1
Parent	62.7	75.0	74.7	68.8	72.7	75.8	73.6	74.7	69.9	74.0	79.9	80.1	80.1	79.9	80.1
Student	59.4	49.3	63.7	71.1	56.4	62.3	63.6	68.8	69.5	76.6	76.9	77.5	77.7	77.2	77.4



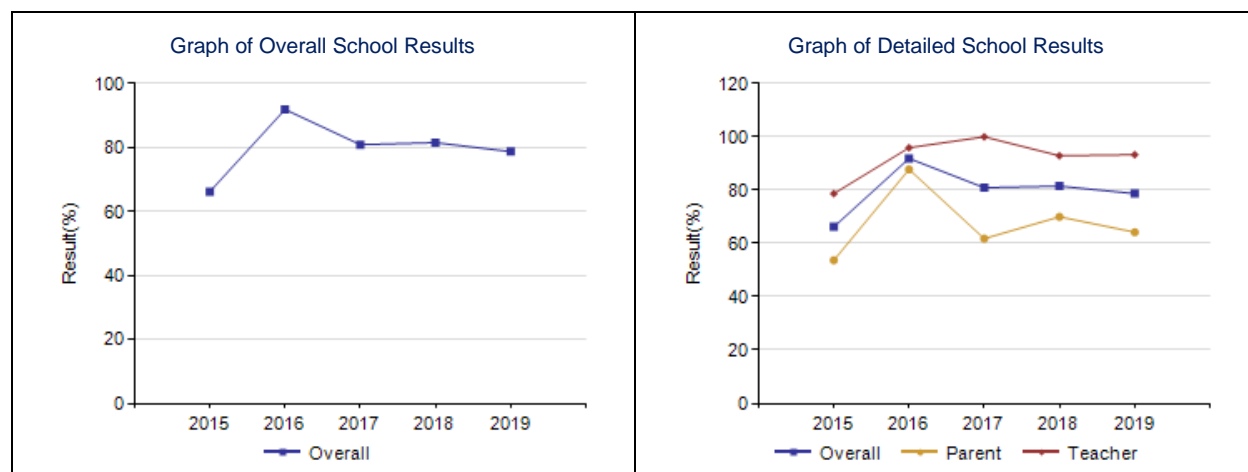
Notes:

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	66.2	91.9	80.9	81.5	78.7	76.9	77.0	81.3	78.5	82.0	80.7	80.9	81.2	81.2	81.3
Teacher	78.7	95.9	100.0	92.9	93.3	83.3	86.6	91.0	89.0	93.6	88.1	88.4	88.5	88.9	89.0
Parent	53.7	87.8	61.8	70.0	64.2	70.5	67.5	71.7	68.0	70.3	73.4	73.5	73.9	73.4	73.6

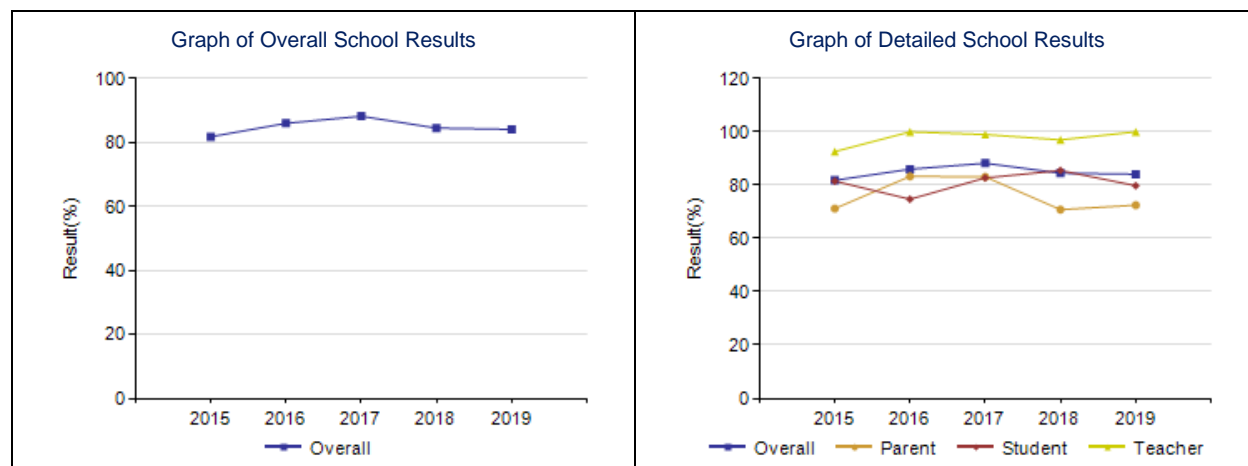


Notes:

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.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	81.8	86.0	88.2	84.5	84.1	86.0	84.4	87.0	88.7	90.0	89.5	90.1	90.1	90.0	90.2
Teacher	92.6	100.0	99.0	97.0	100.0	93.6	94.7	96.3	97.6	97.0	95.9	96.0	95.9	95.8	96.1
Parent	71.2	83.3	83.1	70.8	72.5	82.1	75.5	77.2	80.2	82.8	85.4	86.1	86.4	86.0	86.4
Student	81.5	74.7	82.7	85.5	79.8	82.2	83.0	87.4	88.2	90.4	87.4	88.0	88.1	88.2	88.1

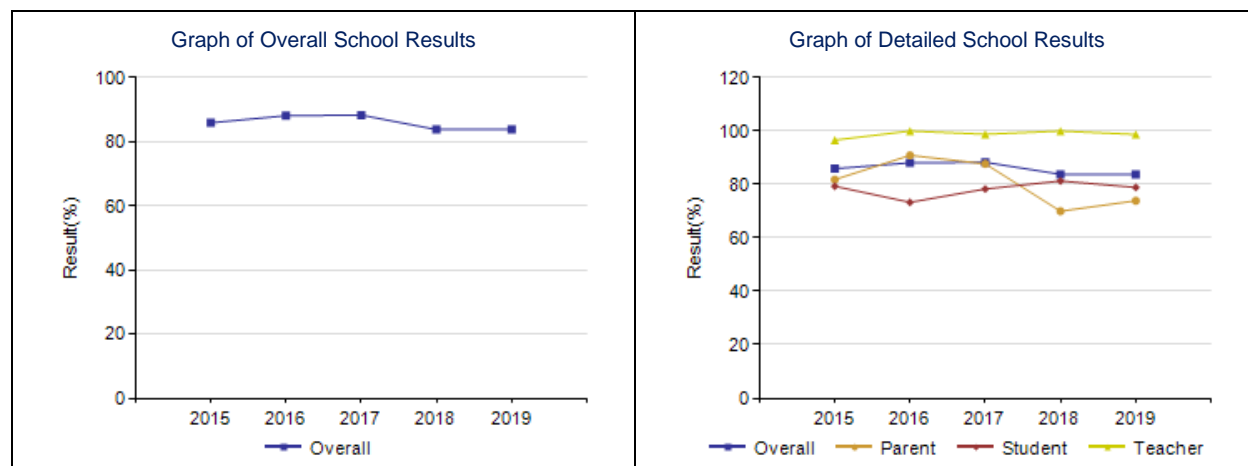


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/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.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	85.9	88.1	88.3	83.8	83.8	86.4	85.0	86.6	87.5	89.8	89.2	89.5	89.5	89.0	89.0
Teacher	96.6	100.0	98.8	100.0	98.7	96.4	94.6	96.2	97.3	97.4	95.4	95.4	95.3	95.0	95.1
Parent	81.8	90.9	87.7	70.0	73.9	87.4	83.3	83.1	83.4	84.2	89.3	89.8	89.9	89.4	89.7
Student	79.3	73.3	78.3	81.3	78.9	75.5	77.0	80.6	81.7	87.8	83.0	83.4	83.3	82.5	82.3



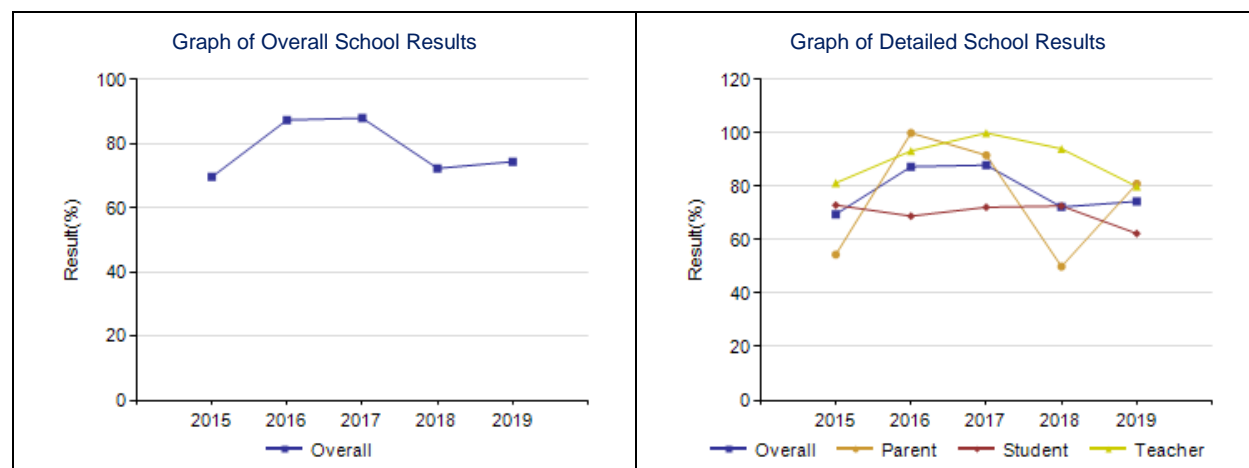
Notes:

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	69.6	87.4	88.0	72.3	74.4	75.7	76.8	81.2	78.8	84.3	79.6	81.2	81.4	80.3	81.0
Teacher	81.3	93.3	100.0	94.1	80.0	80.2	82.6	91.5	86.9	91.1	79.8	82.3	82.2	81.5	83.4
Parent	54.5	100.0	91.7	50.0	81.0	78.4	77.9	75.4	73.8	78.0	78.5	79.7	80.8	79.3	80.3
Student	73.0	68.9	72.2	72.7	62.4	68.5	69.8	76.6	75.6	83.9	80.7	81.5	81.1	80.2	79.4



Notes:

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