
Sample Format for Combined 3-Year Education Plan and Annual Education Results Report (AERR) for Public/Separate/Francophone Schools

Each school authority establishes requirements for the content and process for school education plans and annual reports as part of its accountability system. Schools should prepare their education plans and annual reports based on specifications provided by their school authority. For details please refer to the *Policy and Requirements for Planning and Results Reporting*: <http://www.education.alberta.ca/admin/resources/planning/reporting2013.aspx>.

This template is provided to assist in the preparation of their plans and reports. Schools may use, modify or extract elements from this template as required.

Please note that this template is not designed to address the requirements for Charter Schools and Accredited Private Schools. These schools should refer to the Sample Format for Combined 3-Year Education Plan and Annual Education Results Report (AERR) for Charter School and Accredited Private School Authorities.

Combined 2013 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Drayton Christian 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	Issue	Safe and Caring	79.2	82.1	82.4	89.0	88.6	88.1	Low	Maintained	Issue
Student Learning Opportunities	n/a	Program of Studies	69.9	71.5	69.0	81.5	80.7	80.7	Low	Maintained	Issue
		Education Quality	77.4	81.6	84.9	89.8	89.4	89.3	Very Low	Declined	Concern
		Drop Out Rate	2.9	0.0	0.5	3.5	3.2	3.9	High	Maintained	Good
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.8	74.1	72.7	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	79.7	75.6	80.4	79.0	79.1	79.2	Intermediate	Maintained	Acceptable
		PAT: Excellence	13.9	5.6	10.3	18.9	20.8	19.9	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	84.6	83.1	82.5	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.7	20.7	20.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.6	56.2	54.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	61.3	61.5	59.4	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.5	58.4	59.2	n/a	n/a	n/a
		Work Preparation	70.6	78.1	77.2	80.3	79.7	79.9	Low	Maintained	Issue
		Citizenship	70.5	77.0	79.5	83.4	82.5	82.0	Low	Declined	Issue
Parental Involvement	Excellent	Parental Involvement	86.1	77.7	76.1	80.3	79.7	79.8	Very High	Improved	Excellent
Continuous Improvement	Concern	School Improvement	62.0	65.4	72.4	80.6	80.0	80.0	Very Low	Declined	Concern

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9).
2. 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, Chemistry 30, Physics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
6. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Measure Evaluation Reference

Achievement Evaluation

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

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

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 - 71.50	71.50 - 77.76	77.76 - 84.91	84.91 - 88.69	88.69 - 100.00
PAT: Excellence	0.00 - 11.54	11.54 - 14.60	14.60 - 20.83	20.83 - 26.46	26.46 - 100.00
Diploma: Acceptable	0.00 - 71.28	71.28 - 77.34	77.34 - 84.16	84.16 - 88.87	88.87 - 100.00
Diploma: Excellence	0.00 - 8.77	8.77 - 12.71	12.71 - 19.16	19.16 - 23.03	23.03 - 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 (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 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)

Goal One: An excellent start to learning

Outcome: Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.

- There are no required performance measures for this goal. Schools are encouraged to incorporate early development data available at the local level.

Comment on Results

Drayton Christian School's mission is Being a Christ – Centered Caring Compassionate Learning Community.

We are a Learning Community that:

- Integrates Biblical Truths with the standard Alberta Curriculum;
- Encourages students to think critically in developing a truthful Biblical Worldview;
- Encourages and integrates excellence in academics, fine arts, and athletics with Christian faith and practice;
- Balances worship, discipleship, and mission outreach; and
- Guides students to make wise choices and live their lives in such a way as to bring glory to God.

Strategies

- Implementation of Morning Clubs including Worship, Health Action Team, French Club, Hebrew Club. Crafts and Art, Card making, Bible Study, handball, etc.
- Continue partnering with Aim for Success programs such as Fun Friends.
- Implement Peer Mentorship Program and Girls Circle through Aim for Success.
- Implementation of Weekly Fitness class as part of the Physical Education program.
- Continue to access and promote students and families working with the Family Wellness Worker.
- Continue to promote school and individual success through assemblies that include academic and athletic achievements as well as acknowledgements of birthdays and personal growth.
- Include monthly family group times – this entails having mixed group of students with a staff member. This year we will have the grade 9 students prepare and lead these groups with the supervision of the staff members.

Goal Two: Success for Every Student

Outcome: Students achieve student learning outcomes.

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)						Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2013	Achievement	Improvement	Overall	2014	2015	2016	
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a				
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.4	0.0	1.6	0.0	2.9		High	Maintained	Good	2	1.7	1.3	
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a				
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a				
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a				

Comment on Results

(an assessment of progress toward achieving the target)

- Trend is high.
- DCS works with FMHS to transition students on individual plans to continue success in school and adapt to the new surroundings.

Strategies

- Continue to develop and provide opportunities for success for every student.
- Continue to utilize early intervention strategies such as Program Planning Team, Reading Assessments.
- Implementation of Bring Your Own Device program for Grades 5-9. This will allow all students to access applications to assist with learning.

Notes:

1. 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, Chemistry 30, Physics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. 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.
3. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Outcome: *Students demonstrate proficiency in literacy and numeracy.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	83.8	86.8	78.9	75.6	79.7	80	Intermediate	Maintained	Acceptable	83	85	86
Overall percentage of students in Grades 3, 6 and 9 who the standard of excellence on Provincial Achievement Tests (overall cohort results).	17.1	14.0	11.4	5.6	13.9	10	Low	Maintained	Issue	15	17	20

Comment on Results

We increased the overall percentage of acceptable level by 4%.
 We increased the overall percentage of excellence level by 8 %; this exceeded our target by 3.9%.
 Grade 3 results declined.
 Grade 6 acceptable results increased in Math, Social Studies, and Science.
 Grade 6 excellence results increased in Language Arts, Social Studies and Science.
 Grade 9 results all increase except for Science 9 excellence.
 DCS continues with High Participation Rates- students only did not participate at the request of parents or because they had recently moved into the area.

Strategies

- Implementation of Words their Way program school wide.
- Continuing Professional Development in Inquiry, Smartlearning, or Assessment.
- Change in Grade 3 staff.
- Continuation of Grade 3 reading program
- Use of Technology to assist in practice of skills i.e. Raz Kids in Grade 2 and 3, Reading A to Z in Kindergarten, Reflex Math in Grade 3 and 4, Sum Dog in Kindergarten, Grade 1,3 and 5/6.
- Implementation of Bring Your Own Device Program in Grades 5-9.
- Staff will be discussing the implementation of a school wide home reading program.

Notes:

1. 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 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Outcome: *Students demonstrate citizenship and entrepreneurship.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	79.9	80.9	80.6	77.0	70.5	80	Low	Declined	Issue	75	80	85
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.	77.8	72.9	80.5	78.1	70.6	82.5	Low	Maintained	Issue	75	80	85

Comment on Results

(an assessment of progress toward achieving the target)

Parent and Student scores are low overall in citizenship.
 Grade 7-9 parents high and very high for the above performance measures.
 Students are low in both measures in Grade 4-6.
 Encouraged to try my best is High Overall.

Strategies

- Continuing implementation and redevelopment of community events – Christmas Concert, Hat Days to help local families in need, Food Bank, and Operation Christmas Child.
- Staff discussing specifics of rules and consequences to achieve consistently.
- Teachers to be trained and implement Problem Solving Collaboratively program.
- Use of Aim for Success and Occupational Therapist whole class and small group programs
- Creation of PAC (Principal Advisory Council). A group of junior high students willing to discuss all aspects of the school with the principal. This group meets weekly.
- Continuation of family groups. (An activity based multiage grouping time each month).
- Implementation of Grade 9 leadership in weekly theme verse and family group times.
- Times at the end of Chapel for students to pray by themselves, with a peer, or with a staff member.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	70.0	92.9	88.2	*	92.3	N/A	Very High	Maintained	Excellent	90	92	92
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	0.0	7.1	11.8	*	0.0	N/A	Very Low	Maintained	Concern	4	8	12
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2014	2015	2016
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	n/a	*	*	*		*	*	*			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results

(an assessment of progress toward achieving the target)

This is a new category to track results so no data or strategies were implemented.

Strategies

- Identification of FMNI students of all grades to all staff.
- Continue to develop individual program plans when needed.
- Continue to do assessments and bring forward concerns to program planning team.

Notes:

1. 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 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. 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, Chemistry 30, Physics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
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. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
5. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Goal Three: Quality teaching and school leadership

Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
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.	70.5	59.4	76.0	71.5	69.9	73	Low	Maintained	Issue	71	74	77

Comment on Results

(an assessment of progress toward achieving the target)

Being a small school it is difficult to offer programming to all interests especially while maintaining a focus on Bible. Art, Computers, Health and Physical Education all high scoring. Another language and Drama scoring very low overall.

Strategies

- French and Hebrew morning Clubs will promote the learning of other languages at DCS.
- Staff to look at Curriculum for the opportunities to incorporate drama into their classrooms.
- To increase the use of Technology we are implementing a Bring Your Own Device Program into Grade 5- 9. This will increase skills of our grade 5-9 students and open our computer lab for more use in the younger grades.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Goal Four: Engaged and effective governance

Outcome: *The education system demonstrates collaboration and engagement.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	81.8	80.8	69.9	77.7	86.1	78.3	Very High	Improved	Excellent	84	87	88
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	84.8	85.6	87.4	81.6	77.4	85	Very Low	Declined	Concern	81	83	85

Comment on Results

(an assessment of progress toward achieving the target)

Parent Involvement measure increased by 8 %.

Last year parents were surveyed using Google Forms at Parent Teacher Interviews.

Our inclusion plans for individual students have caused concern for some parents and teachers.

Strategies

- Survey parents and staff to find out what they are considering when looking at the overall quality of education.
- Continue communication through redesigned newsletter, website, and Facebook.
- Staff to continue or implement regular communication with parents using either a website or newsletter. Other ways staff communicate include remind 101 or students agendas.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: *Students and communities have access to safe and healthy learning environments.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	89.5	83.8	81.3	82.1	79.2	84.5	Low	Maintained	Issue	82	84	86
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.	91.8	75.7	76.0	65.4	62.0	70	Very Low	Declined	Concern	70	73	76

Comment on Results

(an assessment of progress toward achieving the target)

Increase in Don't Know response to the above two measures greatly affected the results.

Parent result on school or schools in their jurisdiction have improved or stayed the same over three years actually rated higher than the last two years but also included a higher Don't Know rating

Teacher survey showed that 45 % of teachers believe the school has improved in the last three years. 27 % did not know as this was their first year at the school. With staff change over the last three years the "don't know" category has greatly affected our results.

89% Parents believe their children are safe at school.

Students treat each other well is a concern overall as well as safety to and from school.

There has been improvement in safe and caring levels at the junior high level for both parents and students.

Strategies

- Continue to develop communication with parents through newsletters, Facebook, websites, phone calls and letters.
- Creation of Principals Advisory Council so that staff can here information about aspects of school from the student prospective.
- Repeat a survey of parents with questions developed that pertain to areas of growth In the accountability survey.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

APPENDIX – Measure Details

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

[No Data for Diploma Exam Results]

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

“A” = Acceptable; “E” = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Graph of Diploma Examination Results – Overall

[No Data for Diploma Exam Results]

Note: Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Diploma Examination Results by Course

<p>[No Data for English Lang Arts 30-1]</p>	<p>[No Data for English Lang Arts 30-2]</p>
<p>[No Data for French Lang Arts 30-1]</p>	<p>[No Data for Français 30]</p>
<p>[No Data for Pure Mathematics 30]</p>	<p>[No Data for Mathematics 30-1]</p>

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
 Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Diploma Examination Results by Course	
[No Data for Applied Mathematics 30]	[No Data for Mathematics 30-2]
[No Data for Social Studies 30]	[No Data for Social Studies 30-1]
[No Data for Social Studies 33]	[No Data for Social Studies 30-2]

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
 Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Diploma Examination Results by Course	
[No Data for Biology 30]	[No Data for Chemistry 30 Old]
[No Data for Chemistry 30]	[No Data for Physics 30 Old]
[No Data for Physics 30]	[No Data for Science 30]

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
 Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Diploma Examination Results Course By Course Summary With Measure Evaluation

[No Data for Diploma Exam Results]

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
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.
Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Measure Evaluation Reference - Achievement Evaluation

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

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

[No Data for Diploma Achievement Evaluation Reference]

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 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.

[No Data for Diploma Improvement Reference]

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.

[No Data for Diploma Overall Evaluation Reference]

High School Completion Rate – Measure Details

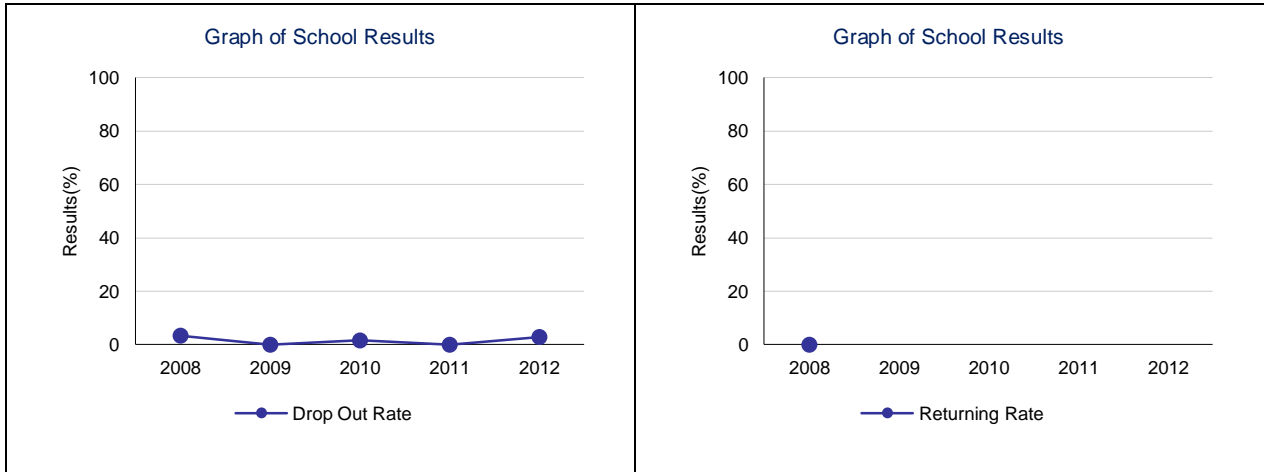
[No Data for High School Completion Rate]

<p>Graph of School Results</p> <p>[No Data for High School Completion Rate]</p>	<p>Graph of School Results</p> <p>[No Data for High School Completion Rate]</p>
<p>Graph of School Results</p> <p>[No Data for High School Completion Rate]</p>	

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Drop Out Rate	3.4	0.0	1.6	0.0	2.9	5.0	6.0	5.8	3.9	5.0	4.8	4.3	4.2	3.2	3.5
Returning Rate	0.0	*	n/a	*	n/a	13.8	17.6	19.2	13.2	15.5	19.8	23.5	27.9	23.4	23.0



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

High School to Post-secondary Transition Rate – Measure Details

[No Data for High School to Post-Secondary Transition Rate]

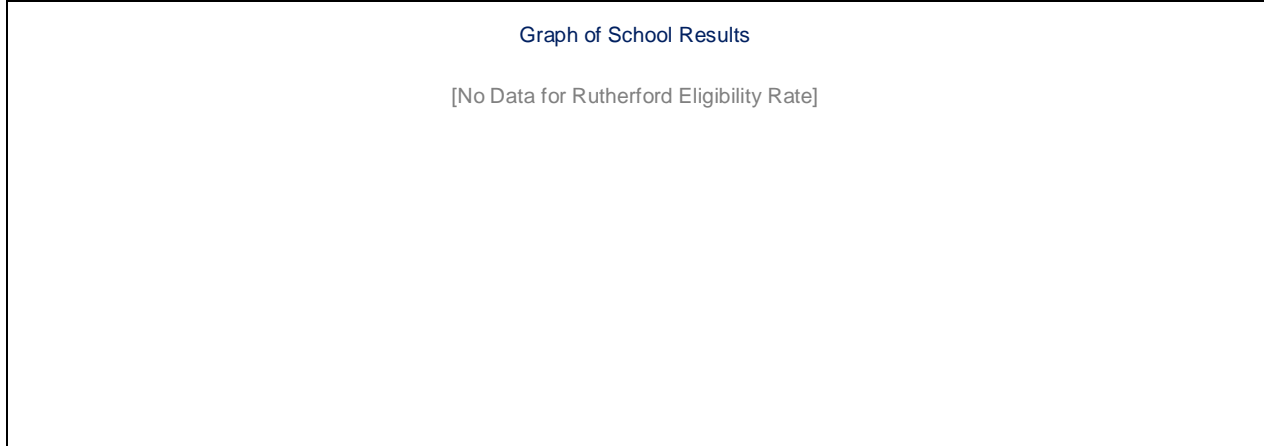
<p style="text-align: center;">Graph of School Results</p> <p>[No Data for High School to Post-Secondary Transition Rate]</p>	<p style="text-align: center;">Graph of School Results</p> <p>[No Data for High School to Post-Secondary Transition Rate]</p>
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Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Rutherford Eligibility Rate – Measure Details

[No Data for Rutherford Eligibility Rate]

[No Data for Rutherford Eligibility Rate]



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Diploma Examination Participation Rate – Measure Details

[No Data for Diploma Exam Participation Rate]

Graph of School Results

[No Data for Diploma Exam Participation Rate]

[No Data for Diploma Exam Participation Rate]

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Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Provincial Achievement Test Results – Measure Details

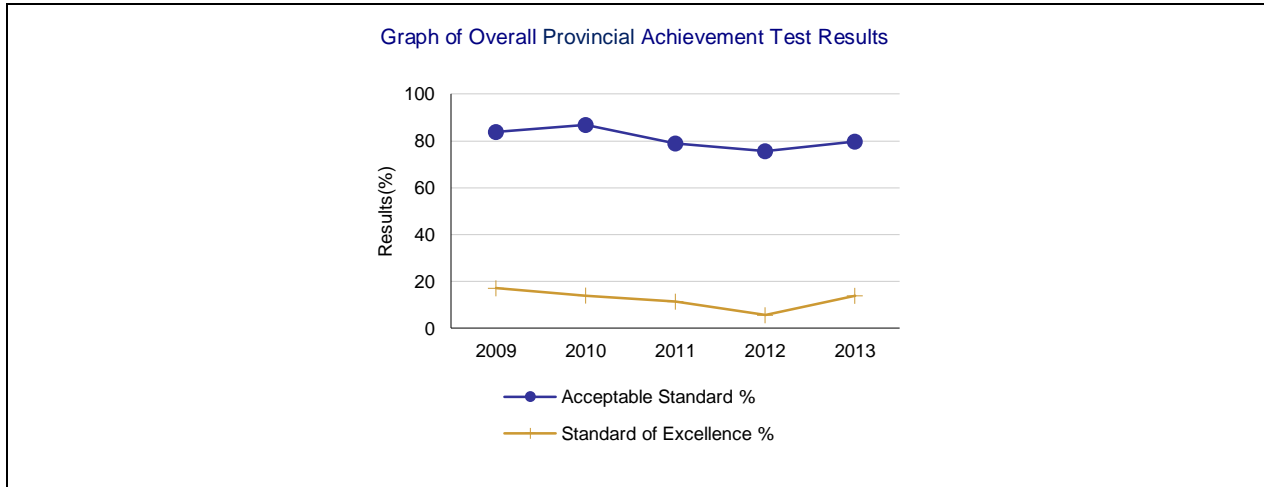
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2009		2010		2011		2012		2013		2013	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	School	82.4	5.9	100.0	11.1	100.0	13.3	92.9	0.0	64.7	0.0		
	Authority	86.4	11.2	84.2	16.9	86.2	9.8	84.9	12.6	83.3	12.6		
	Province	81.3	18.2	81.6	19.5	81.8	17.5	81.9	20.4	81.5	17.8		
French Language Arts 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	92.3	7.7	72.4	3.4	92.3	11.5	85.7	17.9	65.4	3.8		
	Province	83.8	15.8	84.1	16.3	80.6	15.8	82.1	14.5	79.7	12.4		
Français 3	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	82.5	16.3	86.4	16.3	84.2	18.6	82.3	12.5	82.8	14.1		
Mathematics 3	School	n/a	n/a	n/a	n/a	86.7	33.3	92.9	7.1	70.6	0.0		
	Authority	n/a	n/a	n/a	n/a	80.3	21.1	80.3	18.6	78.3	24.5		
	Province	n/a	n/a	n/a	n/a	77.4	26.0	76.8	25.5	76.5	25.5		
English Language Arts 6	School	100.0	20.8	90.0	10.0	83.3	4.2	81.3	0.0	81.8	18.2	85	20
	Authority	88.6	17.1	83.0	13.1	83.2	9.2	85.1	9.2	86.7	11.9		
	Province	81.8	18.9	83.3	18.9	83.0	18.5	82.7	17.8	82.5	16.3		
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	91.3	13.0	72.2	5.6	73.9	8.7	94.7	15.8	77.8	0.0		
	Province	91.5	15.9	88.3	15.9	89.4	17.1	89.3	17.2	88.6	16.3		
Français 6	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	92.6	18.7	91.3	18.3	92.2	17.6	91.0	21.9	94.0	21.6		
Mathematics 6	School	n/a	n/a	n/a	n/a	79.2	12.5	43.8	6.3	72.7	0.0	78	12
	Authority	n/a	n/a	n/a	n/a	73.3	12.3	70.7	9.2	69.5	10.0		
	Province	n/a	n/a	n/a	n/a	73.7	17.8	74.7	16.6	73.0	16.4		
Science 6	School	95.8	37.5	83.3	30.0	83.3	25.0	56.3	0.0	81.8	27.3	85	21
	Authority	80.4	25.9	79.4	22.5	77.4	23.4	79.9	21.3	77.0	17.7		
	Province	76.5	24.8	76.8	26.4	76.2	25.0	77.8	28.2	77.5	25.9		
Social Studies 6	School	n/a	n/a	73.3	13.3	66.7	4.2	56.3	0.0	72.7	18.2	78	20
	Authority	n/a	n/a	71.3	13.1	71.5	11.0	71.8	11.5	72.6	11.4		
	Province	n/a	n/a	71.0	16.4	71.1	18.5	73.2	19.5	72.7	19.0		
English Language Arts 9	School	80.8	11.5	89.7	13.8	83.3	13.3	81.8	9.1	90.0	20.0	80	21
	Authority	72.5	5.8	76.0	9.3	81.6	12.4	76.6	12.4	76.8	11.7		
	Province	78.7	14.7	79.3	15.0	79.1	16.3	77.4	16.4	76.4	14.7		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	75	5
	Authority	n/a	n/a	73.3	3.3	56.0	8.0	76.9	15.4	28.0	0.0		
	Province	n/a	n/a	66.8	7.8	67.2	7.9	61.4	5.8	62.4	4.3		
French 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	n/a	n/a	60.0	20.0	62.5	0.0	n/a	n/a	n/a	n/a		
	Province	81.8	10.3	86.1	12.4	88.8	15.0	87.5	12.2	87.2	13.9		
Français 9	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	85.6	12.9	84.3	12.7	90.2	15.8	84.6	16.1	84.0	14.5		
Mathematics 9	School	n/a	n/a	n/a	n/a	46.7	3.3	36.4	9.1	70.0	10.0	75	12
	Authority	n/a	n/a	n/a	n/a	52.9	9.2	58.8	8.8	62.1	12.3		
	Province	n/a	n/a	n/a	n/a	66.1	17.3	66.5	17.8	66.5	18.2		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	75	5
	Authority	n/a	n/a	57.6	18.2	68.0	0.0	92.9	42.9	26.9	0.0		
	Province	n/a	n/a	65.6	15.3	64.9	14.9	62.4	15.4	65.9	14.7		

Science 9	School	61.5	7.7	75.9	3.4	56.7	3.3	68.2	13.6	80.0	10.0	85	21
	Authority	69.3	10.8	71.0	17.5	77.4	15.0	74.8	25.2	70.1	16.7		
	Province	72.2	15.8	73.6	17.7	74.9	20.8	74.2	22.4	72.6	19.9		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	75	5
	Authority	n/a	n/a	76.7	20.0	56.0	12.0	90.9	36.4	28.0	0.0		
	Province	n/a	n/a	67.2	14.3	69.5	15.3	67.9	17.3	68.4	17.1		
Social Studies 9	School	n/a	n/a	69.0	13.8	63.3	6.7	54.5	22.7	80.0	30.0	85	24
	Authority	n/a	n/a	65.9	14.7	61.6	13.2	61.5	11.2	56.5	14.1		
	Province	n/a	n/a	68.9	18.8	67.2	19.0	68.9	19.1	65.3	18.7		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	75	5
	Authority	n/a	n/a	70.0	26.7	44.0	8.0	83.3	16.7	26.9	3.8		
	Province	n/a	n/a	64.6	15.7	61.9	13.6	63.5	13.9	64.6	13.0		

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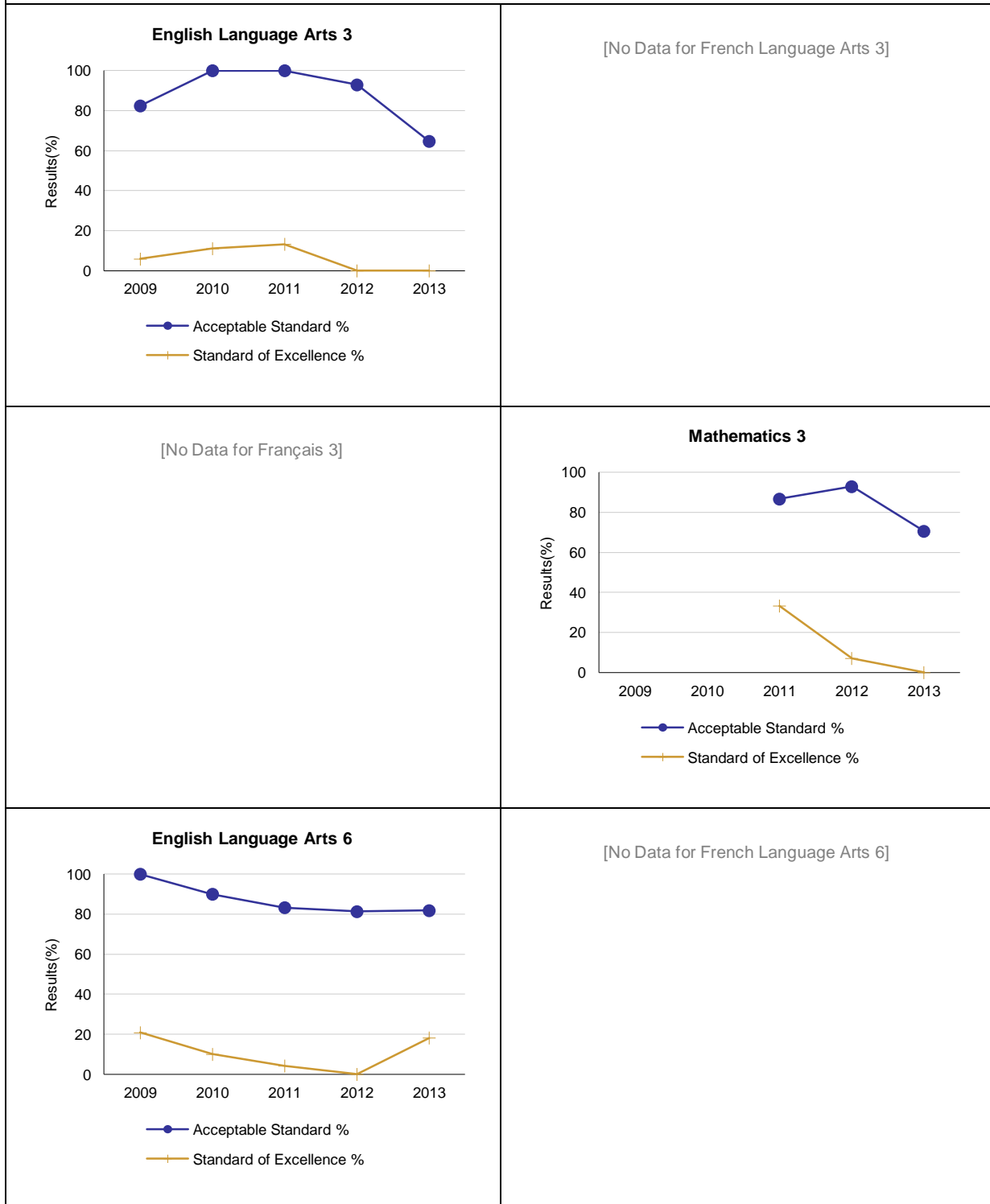
"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



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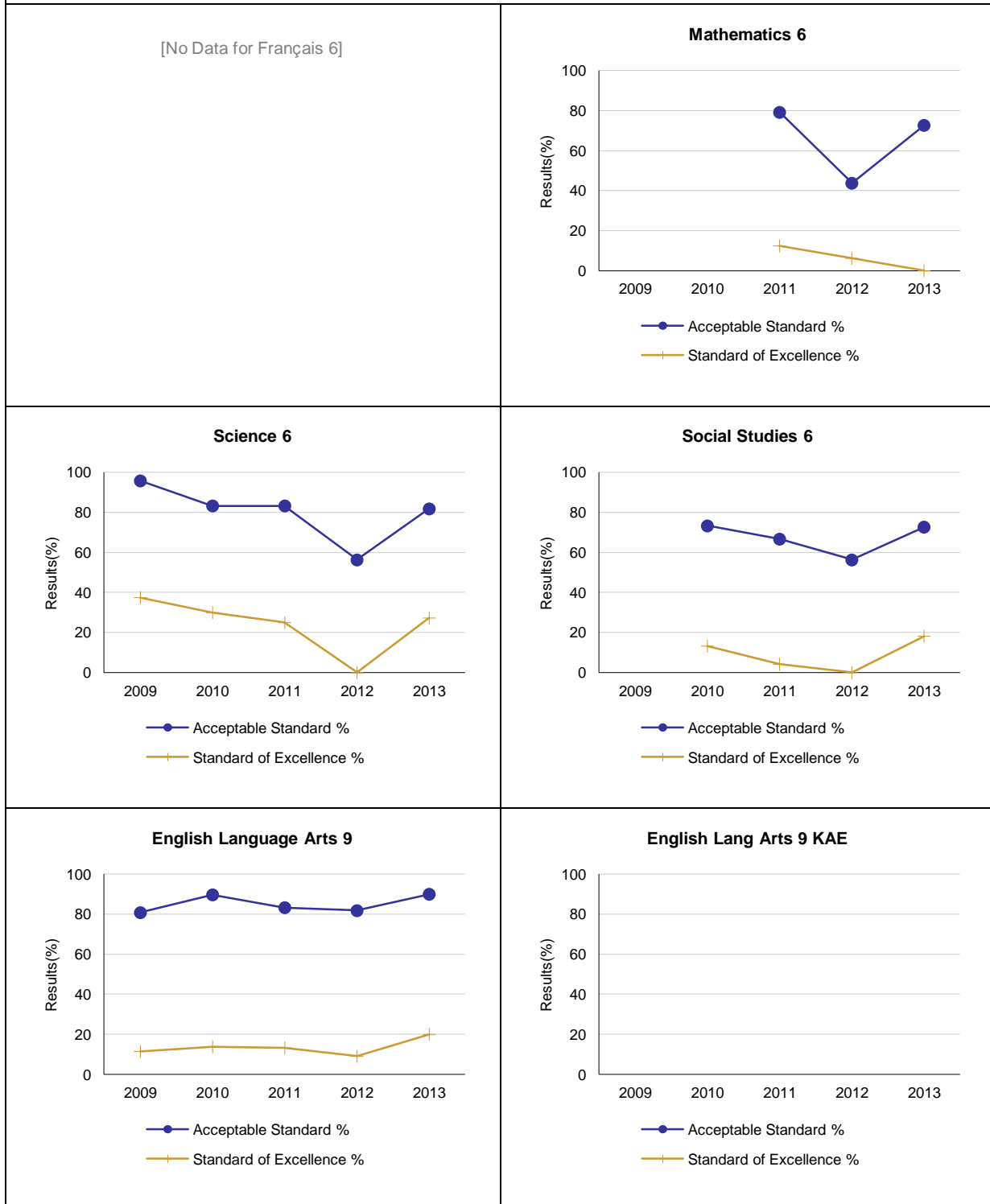
Graph of Provincial Achievement Test Results by Course



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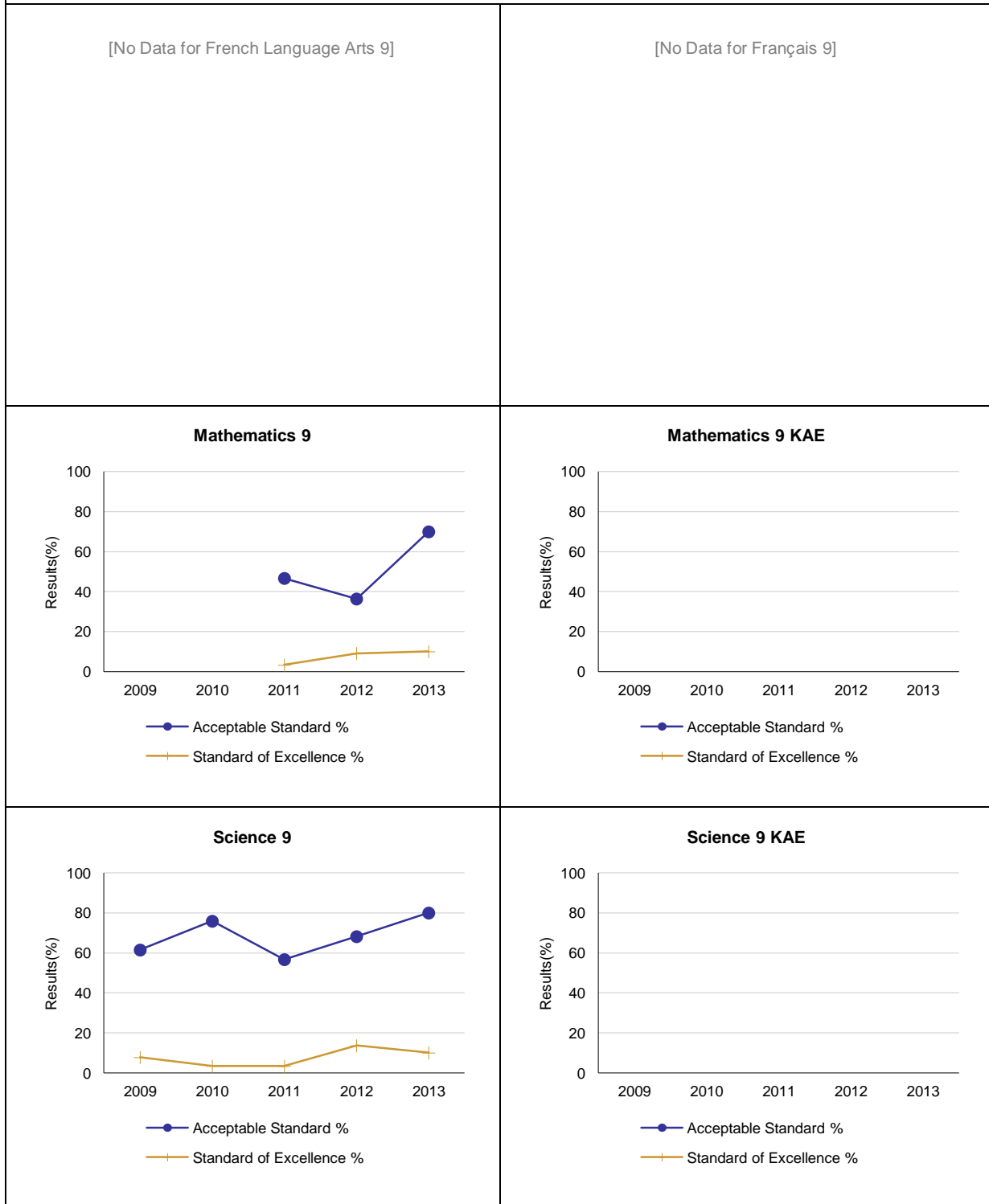
Graph of Provincial Achievement Test Results by Course



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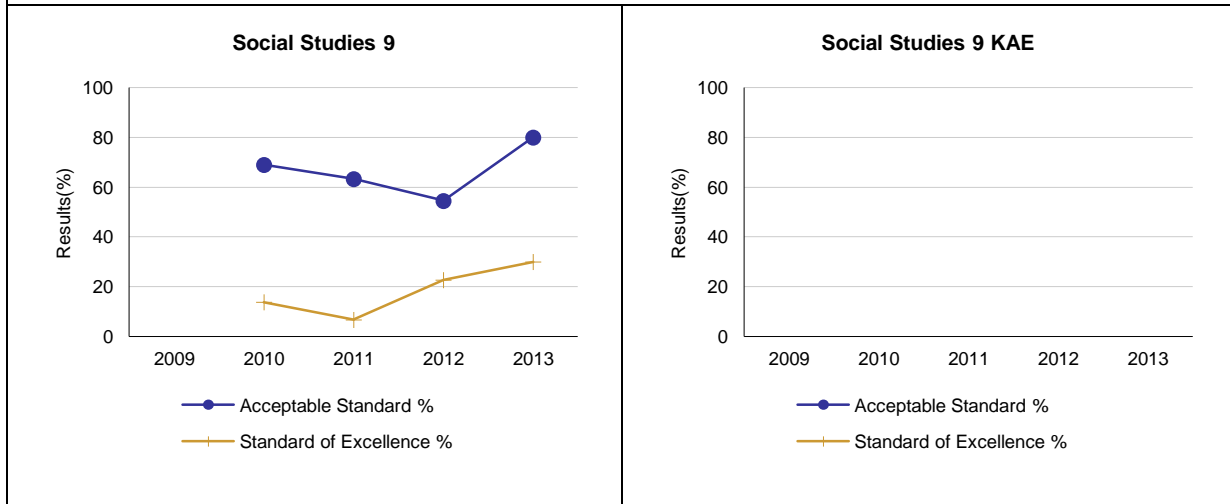
Graph of Provincial Achievement Test Results by Course



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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	Drayton Christian School								Alberta			
		Achievement	Improvement	Overall	2013		Prev 3 Yr Avg		2013		Prev 3 Yr Avg		
					N	%	N	%	N	%	N	%	
English Language Arts 3	Acceptable Standard	Very Low	Declined Significantly	Concern	17	64.7	16	97.6	46,095	81.5	43,231	81.8	
	Standard of Excellence	Very Low	Declined	Concern	17	0.0	16	8.1	46,095	17.8	43,231	19.2	
French Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,399	79.7	3,192	82.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,399	12.4	3,192	15.6	
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	587	82.8	516	84.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	587	14.1	516	15.8	
Mathematics 3	Acceptable Standard	n/a	Declined	n/a	17	70.6	15	89.8	46,041	76.5	43,823	77.1	
	Standard of Excellence	n/a	Declined	n/a	17	0.0	15	20.2	46,041	25.5	43,823	25.8	
English Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	11	81.8	23	84.9	44,141	82.5	43,401	83.0	
	Standard of Excellence	High	Improved	Good	11	18.2	23	4.7	44,141	16.3	43,401	18.4	
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,601	88.6	2,571	89.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,601	16.3	2,571	16.7	
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	496	94.0	454	91.5	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	496	21.6	454	19.3	
Mathematics 6	Acceptable Standard	n/a	Maintained	n/a	11	72.7	20	61.5	44,089	73.0	43,355	74.2	
	Standard of Excellence	n/a	Declined	n/a	11	0.0	20	9.4	44,089	16.4	43,355	17.2	
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	11	81.8	23	74.3	44,138	77.5	43,341	76.9	
	Standard of Excellence	High	Maintained	Good	11	27.3	23	18.3	44,138	25.9	43,341	26.5	
Social Studies 6	Acceptable Standard	Intermediate	Maintained	Acceptable	11	72.7	23	65.4	43,914	72.7	43,436	71.8	
	Standard of Excellence	Intermediate	Improved	Good	11	18.2	23	5.8	43,914	19.0	43,436	18.1	
English Language Arts 9	Acceptable Standard	High	Maintained	Good	20	90.0	27	84.9	28,137	76.4	42,995	78.6	
	Standard of Excellence	High	Maintained	Good	20	20.0	27	12.1	28,137	14.7	42,995	15.9	
English Lang Arts 9 KAE	Acceptable Standard	*	*	*	1	*	n/a	n/a	1,450	62.4	1,616	65.2	
	Standard of Excellence	*	*	*	1	*	n/a	n/a	1,450	4.3	1,616	7.2	
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,485	87.2	2,359	87.5	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,485	13.9	2,359	13.2	

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Course	Measure	Drayton Christian School							Alberta			
		Achievement	Improvement	Overall	2013		Prev 3 Yr Avg		2013		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	344	84.0	324	86.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	344	14.5	324	14.8
Mathematics 9	Acceptable Standard	n/a	Improved	n/a	20	70.0	26	41.5	28,155	66.5	42,224	66.3
	Standard of Excellence	n/a	Maintained	n/a	20	10.0	26	6.2	28,155	18.2	42,224	17.6
Mathematics 9 KAE	Acceptable Standard	*	*	*	1	*	n/a	n/a	1,662	65.9	1,924	64.3
	Standard of Excellence	*	*	*	1	*	n/a	n/a	1,662	14.7	1,924	15.2
Science 9	Acceptable Standard	Very High	Maintained	Excellent	20	80.0	27	66.9	28,825	72.6	42,870	74.2
	Standard of Excellence	Intermediate	Maintained	Acceptable	20	10.0	27	6.8	28,825	19.9	42,870	20.3
Science 9 KAE	Acceptable Standard	*	*	*	1	*	n/a	n/a	1,423	68.4	1,562	68.2
	Standard of Excellence	*	*	*	1	*	n/a	n/a	1,423	17.1	1,562	15.6
Social Studies 9	Acceptable Standard	Very High	Improved	Excellent	20	80.0	27	62.3	29,021	65.3	43,109	68.4
	Standard of Excellence	Very High	Improved	Excellent	20	30.0	27	14.4	29,021	18.7	43,109	19.0
Social Studies 9 KAE	Acceptable Standard	*	*	*	1	*	n/a	n/a	1,370	64.6	1,573	63.3
	Standard of Excellence	*	*	*	1	*	n/a	n/a	1,370	13.0	1,573	14.4

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Measure Evaluation Reference - Achievement Evaluation

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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 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
French Language Arts 3	Acceptable Standard	0.00 - 60.68	60.68 - 77.74	77.74 - 88.22	88.22 - 94.87	94.87 - 100.00
	Standard of Excellence	0.00 - 3.31	3.31 - 8.38	8.38 - 17.31	17.31 - 25.31	25.31 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

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

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

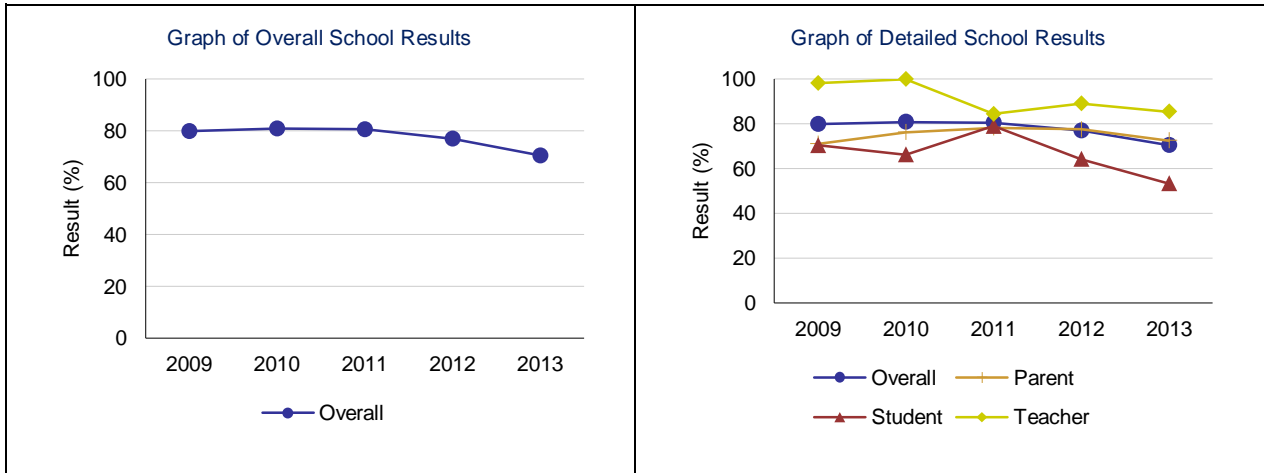
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

Citizenship – Measure Details

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

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	79.9	80.9	80.6	77.0	70.5	75.1	75.1	73.8	73.8	73.0	80.3	81.4	81.9	82.5	83.4
Teacher	98.2	100.0	84.4	89.1	85.5	88.6	91.4	87.2	86.6	83.3	91.8	93.0	92.7	93.1	93.6
Parent	71.1	76.3	78.3	77.5	72.6	66.6	68.4	69.0	69.2	70.1	77.4	78.5	78.6	79.4	80.3
Student	70.4	66.3	79.0	64.3	53.4	70.0	65.4	65.4	65.7	65.8	71.8	72.7	74.5	75.0	76.2

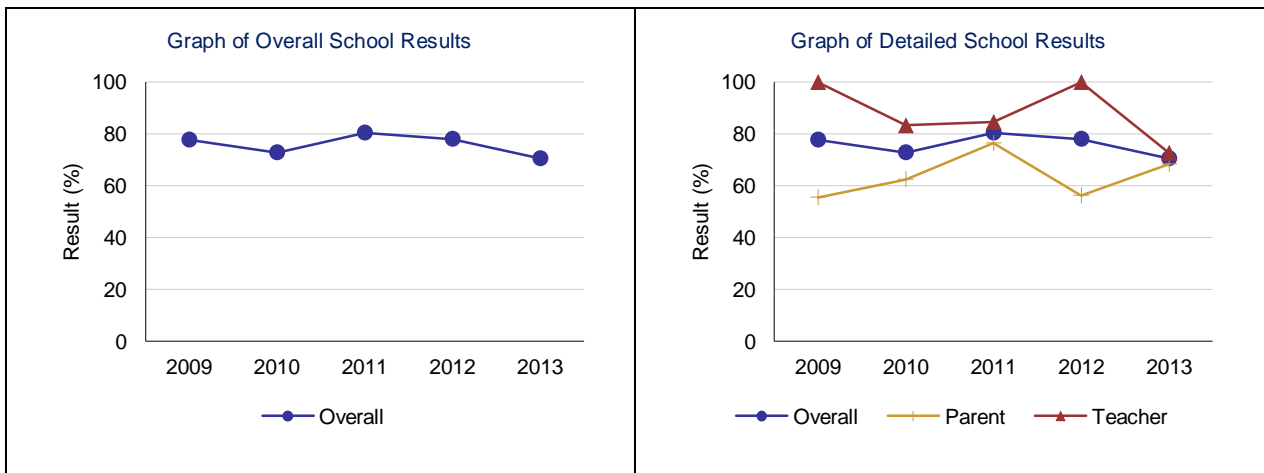


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	77.8	72.9	80.5	78.1	70.6	76.2	72.9	73.8	69.3	69.7	79.6	79.9	80.1	79.7	80.3
Teacher	100.0	83.3	84.6	100.0	72.7	91.0	90.0	82.2	84.0	80.5	88.9	90.0	89.6	89.5	89.4
Parent	55.6	62.5	76.5	56.3	68.4	61.5	55.9	65.5	54.6	59.0	70.2	69.8	70.6	69.9	71.1

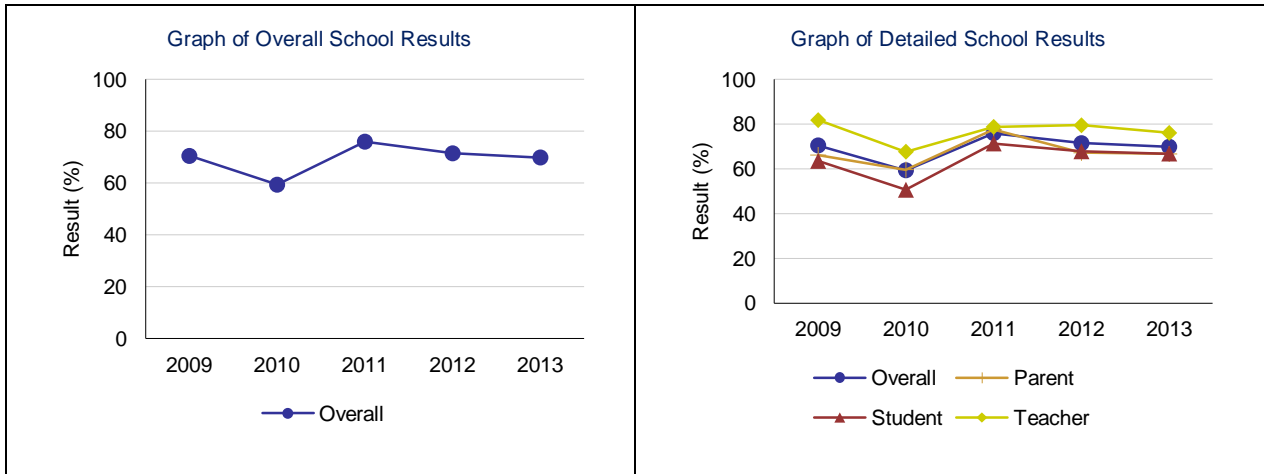


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	70.5	59.4	76.0	71.5	69.9	74.5	71.9	75.2	71.9	72.9	80.3	80.5	80.9	80.7	81.5
Teacher	81.8	67.7	78.8	79.5	76.1	80.9	79.0	82.0	79.9	80.9	86.8	87.7	87.6	87.3	87.9
Parent	66.2	59.7	77.6	67.2	66.7	69.9	69.6	72.8	69.5	71.3	78.7	78.0	78.3	78.1	78.9
Student	63.6	50.7	71.4	67.9	66.9	72.8	67.1	70.8	66.1	66.4	75.3	75.9	76.9	76.9	77.8

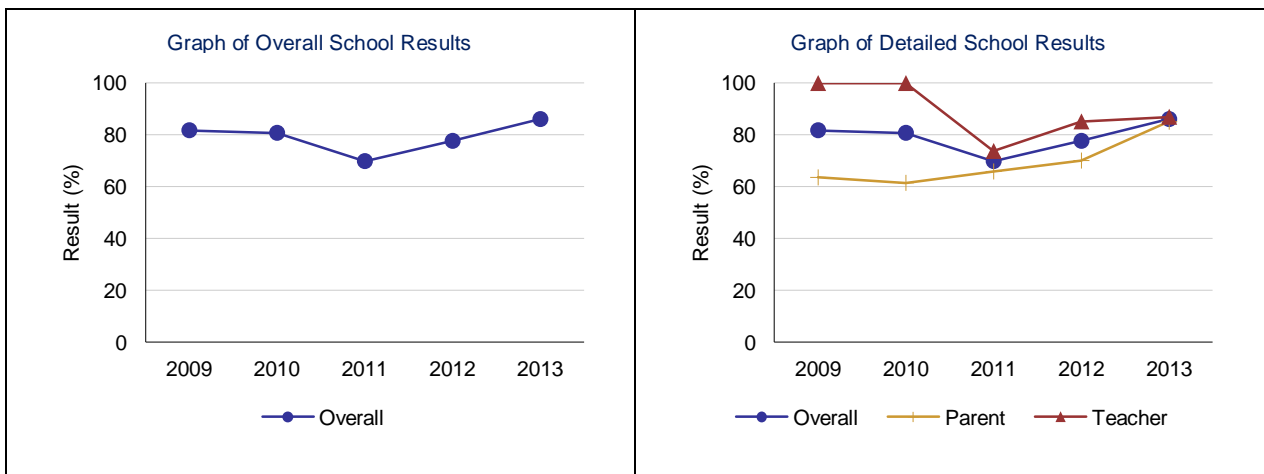


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	81.8	80.8	69.9	77.7	86.1	79.4	76.8	74.8	73.9	76.0	80.1	80.0	79.9	79.7	80.3
Teacher	100.0	100.0	73.8	85.2	87.0	90.0	88.6	86.3	85.5	85.0	88.0	88.6	88.1	88.0	88.5
Parent	63.6	61.5	65.9	70.1	85.1	68.8	65.0	63.2	62.3	66.9	72.2	71.3	71.7	71.4	72.2

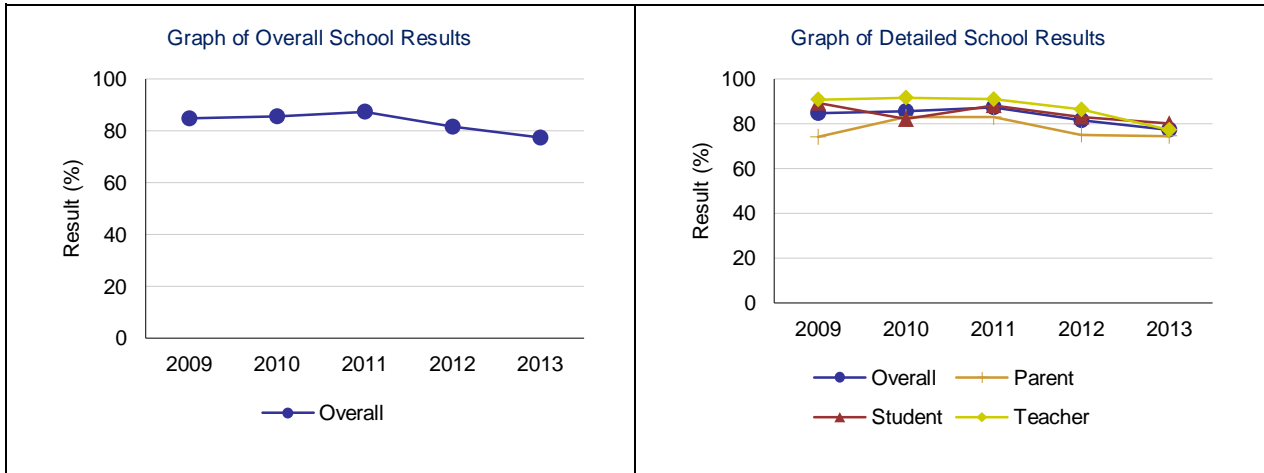


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details

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

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	84.8	85.6	87.4	81.6	77.4	87.4	86.2	85.1	84.9	83.4	89.3	89.2	89.4	89.4	89.8
Teacher	90.9	91.7	91.0	86.4	77.3	94.8	95.1	93.7	93.2	90.9	95.3	95.6	95.5	95.4	95.7
Parent	74.1	83.0	83.0	75.2	74.6	78.7	78.9	78.5	77.7	77.5	84.4	83.9	84.2	84.2	84.9
Student	89.4	82.1	88.3	83.2	80.2	88.9	84.5	83.0	83.8	81.8	88.3	88.2	88.5	88.6	88.7

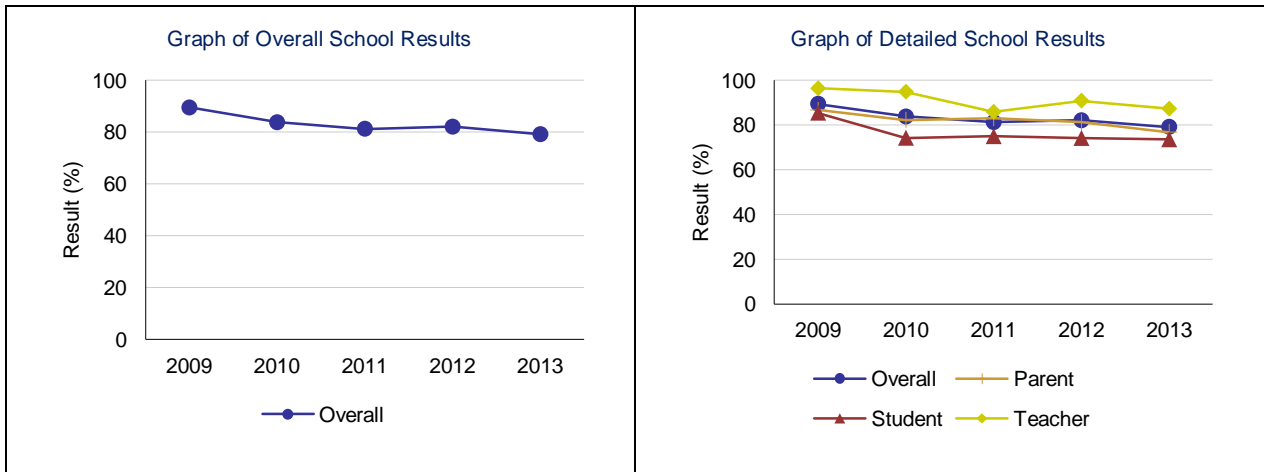


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	89.5	83.8	81.3	82.1	79.2	83.8	83.2	83.1	82.6	82.1	86.9	87.6	88.1	88.6	89.0
Teacher	96.4	94.9	85.9	90.9	87.3	92.9	92.1	91.5	90.4	90.0	93.8	94.4	94.5	94.8	95.0
Parent	86.7	82.3	83.1	81.3	76.8	78.2	80.6	80.2	80.4	79.8	85.3	86.1	86.6	87.4	87.8
Student	85.5	74.3	75.0	74.2	73.6	80.4	76.8	77.7	77.0	76.4	81.7	82.2	83.3	83.7	84.2

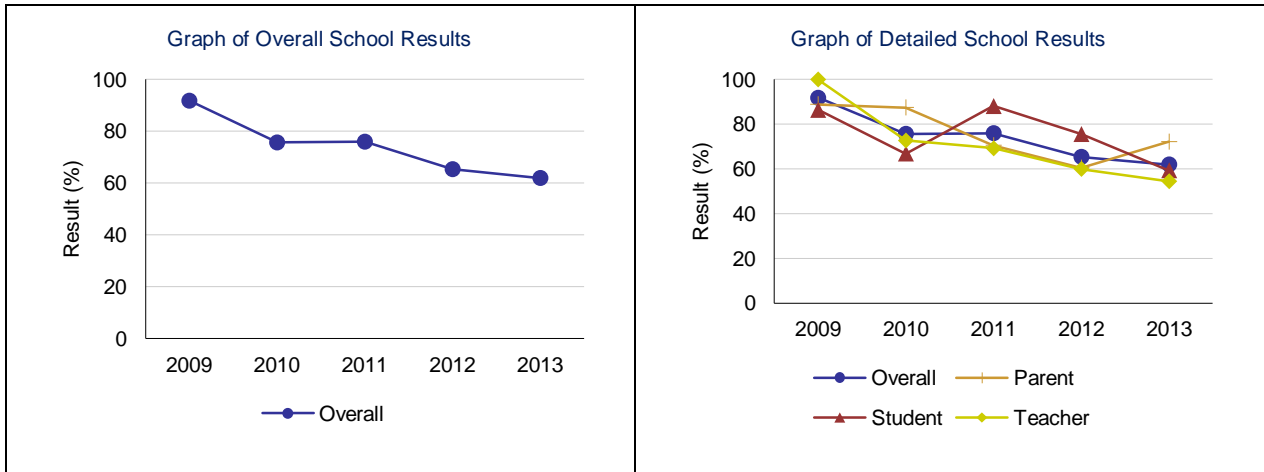


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	91.8	75.7	76.0	65.4	62.0	79.0	76.5	75.9	73.1	68.8	79.4	79.9	80.1	80.0	80.6
Teacher	100.0	72.7	69.2	60.0	54.5	83.2	77.2	76.4	77.1	68.8	78.2	80.8	80.1	81.1	80.9
Parent	88.9	87.5	70.6	60.6	72.2	71.9	74.7	73.6	68.5	69.3	78.1	77.0	77.3	76.2	77.9
Student	86.4	66.9	88.1	75.6	59.4	81.7	77.6	77.5	73.8	68.4	81.8	81.8	82.9	82.7	82.9



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).