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# 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/reporting2014.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 2014 Accountability Pillar Overall Summary**

Measure Category	Measure Category Evaluation	Measure	Caroline 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	Good	Safe and Caring	86.1	76.5	83.2	89.1	89.0	88.6	High	Maintained	Good
Student Learning Opportunities	Issue	Program of Studies	44.5	59.7	70.1	81.3	81.5	81.1	Very Low	Declined Significantly	Concern
		Education Quality	84.3	82.3	86.0	89.2	89.8	89.5	Intermediate	Maintained	Acceptable
		Drop Out Rate	4.5	2.2	3.7	3.3	3.5	3.6	Intermediate	Maintained	Acceptable
		High School Completion Rate (3 yr)	71.1	71.4	75.7	74.9	74.8	73.8	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	80.8	69.7	74.0	74.0	75.3	75.5	Intermediate	Maintained	Acceptable
		PAT: Excellence	23.2	16.7	16.3	19.0	19.1	19.6	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	76.5	83.1	72.6	85.4	84.2	83.4	Low	Maintained	Issue
		Diploma: Excellence	7.1	4.6	7.0	21.0	19.5	19.1	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	41.1	50.6	51.9	50.5	56.6	55.9	Low	Maintained	Issue
		Rutherford Scholarship Eligibility Rate (Revised)	65.2	58.6	61.4	60.9	61.3	60.8	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Issue	Transition Rate (6 yr)	35.9	19.7	30.8	59.2	59.5	59.1	Very Low	Maintained	Concern
		Work Preparation	71.4	63.6	76.5	81.2	80.3	80.0	Low	Maintained	Issue
		Citizenship	73.1	65.8	76.2	83.4	83.4	82.6	Intermediate	Maintained	Acceptable
Parental Involvement	Excellent	Parental Involvement	84.1	61.8	75.7	80.6	80.3	80.0	Very High	Maintained	Excellent
Continuous Improvement	Issue	School Improvement	68.8	60.0	75.5	79.8	80.6	80.2	Low	Declined	Issue

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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
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, Social Studies 30-1, Social Studies 30-2.
3. 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.
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 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.
6. Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

**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 - 66.22	66.22 - 72.00	72.00 - 81.95	81.95 - 85.72	85.72 - 100.00
PAT: Excellence	0.00 - 10.93	10.93 - 14.38	14.38 - 20.26	20.26 - 26.17	26.17 - 100.00
Diploma: Acceptable	0.00 - 72.08	72.08 - 78.77	78.77 - 85.43	85.43 - 89.96	89.96 - 100.00
Diploma: Excellence	0.00 - 7.77	7.77 - 11.90	11.90 - 18.63	18.63 - 22.99	22.99 - 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)

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## 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

*(an assessment of progress toward achieving the target)*

### Strategies

Our school focuses on the monitoring and preparing for students and rigors that they face at school. Our weekly PPT meetings focus on identified children who are exhibiting difficulty in any manner. This year, we have begun to explore school-wide practices to teach students tools that they can use to help alleviate areas such as stress, anger, test anxiety, and difficulty sleeping. One such practice are our morning breathing practices. For approx. 5 minutes, all staff and students practice breathing techniques associated with the MindUp program. These simple techniques allow students to de-escalate their anger, stress, and anxiety and refocus themselves so they are able to be more productive at school.

## Goal Two: Success for Every Student

Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	66.0	66.2	68.4	83.1	76.5		Low	Maintained	Issue			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	6.4	9.1	7.4	4.6	7.1		Very Low	Maintained	Concern			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2014	Achievement	Improvement	Overall	2015	2016	2017
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	58.3	73.8	81.8	71.4	71.1		Intermediate	Maintained	Acceptable			
Drop Out Rate - annual dropout rate of students aged 14 to 18	8.7	4.9	3.9	2.2	4.5		Intermediate	Maintained	Acceptable			
High school to post-secondary transition rate of students within six years of entering Grade 10.	46.6	32.3	40.5	19.7	35.9		Very Low	Maintained	Concern			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	50.0	58.8	66.7	58.6	65.2		High	Maintained	Good			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	15.5	41.3	63.6	50.6	41.1		Low	Maintained	Issue			

### Comment on Results

(an assessment of progress toward achieving the target)

Our results in both the acceptable and excellence range were negatively impacted this past year due to poorer performances in two particular courses – physics and mathematics. Even though our acceptable rate is still recognizably higher than 2010-2012, the 6.6% drop since last year is alarming and a trend that our school does not want to continue. Gains were made in the areas of standard of excellence, transition rate, and Rutherford scholarship eligibility – all positive signs of us moving in the right direction.

The decrease in 4+ diploma exam writing is a result of the beginning of more intensive career work in our school. Students are more actively identifying where they wish to go beyond high school and for many, this does not include higher academic pursuits. With the increase in Rutherford eligibility, it shows that our students are achieving at a higher standard so the forcing of taking courses that do not meet their career aspirations has diminished.

The 2.3% increase in our dropout rate was increase of 2 students in our school. This area will be closely monitored to see if this was a one year fluctuation or in fact this becomes a trend that needs to be addressed.

### Strategies

**Courses (particularly mathematics and physics) which did not perform well are being closely monitored in the areas of teacher pedagogy and assessment. These teachers are being encouraged to attend professional development sessions in these particular course areas and collaborate with other colleagues within our division in order to improve their teaching craft.**

**The other areas in this outcome are being closely monitored. No area has a trend of multiple years so instead, the results are being duly noted by our staff that we wish to increase the upward trends and cease any of our decreases.**

### 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, Social Studies 30-1, Social Studies 30-2.

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. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
4. 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

Course	Measure	Caroline School						Alberta				
		Achievement	Improvement	Overall	2014		Prev 3 Yr Avg		2014		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very High	Maintained	Excellent	11	100.0	14	94.3	28,671	87.1	29,063	85.4
	Standard of Excellence	Low	Maintained	Issue	11	9.1	14	9.4	28,671	11.7	29,063	10.6
English Lang Arts 30-2	Acceptable Standard	High	Maintained	Good	21	95.2	8	95.2	15,887	89.7	14,790	89.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	21	4.8	8	0.0	15,887	13.1	14,790	10.2
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,210	96.5	1,243	95.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,210	14.5	1,243	13.4
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	99.3	146	95.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	29.2	146	19.2
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	12	58.3	n/a	n/a	14,941	74.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	12	20.8	n/a	n/a	14,941	22.6
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	13	53.8	n/a	n/a	6,941	74.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	13	7.7	n/a	n/a	6,941	13.4
Mathematics 30-1	Acceptable Standard	*	*	*	2	*	11	63.6	21,314	74.6	19,841	80.4
	Standard of Excellence	*	*	*	2	*	11	0.0	21,314	27.2	19,841	35.4
Mathematics 30-2	Acceptable Standard	n/a	Maintained	n/a	17	23.5	10	40.0	11,934	71.3	9,646	68.9
	Standard of Excellence	n/a	Declined	n/a	17	0.0	10	10.0	11,934	15.0	9,646	9.6
Social Studies 30-1	Acceptable Standard	Low	Maintained	Issue	12	75.0	15	70.0	21,992	85.5	23,164	84.8
	Standard of Excellence	Very Low	Maintained	Concern	12	0.0	15	0.0	21,992	14.2	23,164	15.6
Social Studies 30-2	Acceptable Standard	Very Low	Declined	Concern	16	56.3	7	79.2	19,173	83.9	17,286	83.6
	Standard of Excellence	Very Low	Maintained	Concern	16	0.0	7	4.2	19,173	14.8	17,286	14.5
Biology 30	Acceptable Standard	Low	Maintained	Issue	16	68.8	15	76.8	21,656	85.2	22,802	82.7
	Standard of Excellence	Low	Maintained	Issue	16	12.5	15	20.3	21,656	31.7	22,802	30.0
Chemistry 30	Acceptable Standard	*	*	*	2	*	13	47.2	19,118	81.3	18,261	76.8
	Standard of Excellence	*	*	*	2	*	13	2.6	19,118	35.0	18,261	29.2
Physics 30	Acceptable Standard		Maintained		7	42.9	9	36.4	10,758	83.0	10,060	79.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	7	14.3	9	5.0	10,758	34.1	10,060	29.4
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,103	85.1	5,477	81.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,103	25.5	5,477	22.9

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	75.7	78.2	74.0	69.7	80.8		Intermediate	Maintained	Acceptable			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	16.4	19.4	12.7	16.7	23.2		High	Maintained	Good			

<p><b>Comment on Results</b>  <i>(an assessment of progress toward achieving the target)</i></p> <p>Results are very strong overall.</p>
<p><b>Strategies</b></p> <p>Teachers are aiming to continue the strong results but also to ensure that there is a strong retention of knowledge and skills moving forward. This focus is an attempt to help improve the results in our high school.</p>

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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
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		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.3	84.7	78.1	65.8	73.1		Intermediate	Maintained	Acceptable			
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.	71.4	94.9	71.1	63.6	71.4		Low	Maintained	Issue			

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

Both of these areas had noticeable gains this past year.

**Strategies**

We are continuing to promote the citizenship of our students. Classes imbedded in the timetable as well as extracurricular groups continue to grow and are being more visual with all of the wonderful things they are doing in our school, our community, and in other parts of the world less fortunate. We are focusing on including our citizenship expectations within our school from K-12 with the aim that this becomes a part of our culture.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).  
 Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.



*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	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	61.9	*	*	*	*		*	*	*			
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).	28.6	*	*	*	*		*	*	*			
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			
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			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2014	Achievement	Improvement	Overall	2015	2016	2017
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	*		*	*	*			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	*	*	*	0.0		Very High	n/a	n/a			
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	*	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	*		*	*	*			

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

None to report

**Strategies**

**We are focusing on our FNMI students who are progressing through our school in our younger grades to ensure that they are achieving at acceptable levels. Various pedagogy and assessment practices are being instilled so that ALL students have the opportunity to demonstrate their learning in a variety of ways.**

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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
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, Social Studies 30-1, Social Studies 30-2.
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. 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		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
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.	51.4	76.4	74.0	59.7	44.5		Very Low	Declined Significantly	Concern			

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

This trend (3 year decline) is a very big concern for us upon which we have already begun to address in the 2014-15 school year.

**Strategies**

Due to our small teaching staff, we challenged ourselves to think “outside the box”. This has resulted in the following changes:

- Afterschool art class whereby local artists are monthly special guests to work with the students. Thus far, a great success with our first class having an enrollment of 17 students.
- Creative Arts class – an amalgamation of a variety of CTS strands whereby students can choose where they want to go – photography, graphic arts, graphic design, computer tech, journalism. The end goal will be for this class to be our annual producer of our school yearbook.
- Health class now being a scheduled class right through grade 9
- Phys Ed choices – students have the opportunity to choose various activities that they enjoy doing. E.g. You must choose any 3 of the following 5 activities.

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

Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

## Goal Four: Engaged and effective governance

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014		2014	Achievement	Improvement	Overall	2015	2016
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	75.1	85.8	79.4	61.8	84.1		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	83.4	89.0	86.8	82.3	84.3		Intermediate	Maintained	Acceptable			

### Comment on Results

*(an assessment of progress toward achieving the target)*

Both areas are at a satisfactory level

### Strategies

**Level of education and the involvement of the community has been a focus of our school for the past few years. We continue to strive to keep parents informed and involved with what we are doing both in and out of the classroom. Our goal is to continue our growth as a whole to open our doors and showcase our students' learning.**

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

Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
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.	87.9	89.7	83.4	76.5	86.1		High	Maintained	Good			
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.	80.0	85.6	80.9	60.0	68.8		Low	Declined	Issue			

**Comment on Results**

*(an assessment of progress toward achieving the target)*

Our safe and caring results are extremely good. Our school improvement results demonstrated a 8.8% increase over the previous year. This upward trend is our focus to continue.

**Strategies**

We as a staff are in the midst of a significant reform at our school. Our discussions are focused around high school redesign which has led into a school reform review. Some of the topics being investigated are: grade 9 moving into the high school realm, creating a grade 6-8 middle school concept, and our HOPE area of focus being on learning environments so we create continuity of learning for our students from kindergarten through to grade 12.

Thus far, our parents are extremely excited about the opportunity for us to reshape our school to best fit our students and our community.

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

Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

### **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

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2010		2011		2012		2013		2014		2014	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	81.8	0.0	92.3	7.7	90.5	9.5	100.0	11.1	100.0	9.1		
	Authority	85.3	5.5	84.1	9.3	83.5	6.8	82.3	7.7	91.0	6.8		
	Province	85.1	10.1	84.4	10.1	86.0	11.3	85.7	10.4	87.1	11.7		
English Lang Arts 30-2	School	90.9	13.6	85.7	0.0	100.0	0.0	100.0	0.0	95.2	4.8		
	Authority	91.0	8.0	87.3	5.5	91.6	9.1	87.8	5.8	94.7	7.6		
	Province	88.8	9.8	88.6	9.1	89.5	10.7	89.3	11.0	89.7	13.1		
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	93.7	16.3	95.3	14.3	95.5	13.4	95.3	12.5	96.5	14.5		
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	94.2	15.6	93.8	20.1	96.5	19.0	96.7	18.3	99.3	29.2		
Pure Mathematics 30	School	90.0	10.0	66.7	25.0	50.0	16.7	n/a	n/a	n/a	n/a		
	Authority	78.5	12.1	73.1	18.7	74.4	28.1	n/a	n/a	n/a	n/a		
	Province	82.9	29.7	81.0	28.7	81.8	27.1	61.6	12.1	n/a	n/a		
Applied Mathematics 30	School	70.0	0.0	*	*	53.8	7.7	n/a	n/a	n/a	n/a		
	Authority	76.1	11.0	71.2	2.6	65.5	8.0	n/a	n/a	n/a	n/a		
	Province	77.3	12.6	74.3	9.8	75.6	10.3	72.0	20.0	n/a	n/a		
Mathematics 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	63.6	0.0	*	*		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	74.0	18.0	58.6	23.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	80.4	35.4	74.6	27.2		
Mathematics 30-2	School	n/a	n/a	n/a	n/a	n/a	n/a	40.0	10.0	23.5	0.0		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	64.7	9.4	57.8	12.7		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	68.9	9.6	71.3	15.0		
Social Studies 30	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		
	Province	67.8	10.4	69.7	12.1	n/a	n/a	n/a	n/a	n/a	n/a		
Social Studies 30-1	School	58.3	0.0	64.3	0.0	61.1	0.0	84.6	0.0	75.0	0.0		
	Authority	83.9	9.5	74.0	8.3	78.0	9.4	85.3	8.5	78.6	7.8		
	Province	84.5	16.1	82.8	14.9	86.2	16.7	85.3	15.2	85.5	14.2		
Social Studies 33	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	76.9	7.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	76.4	11.5	69.0	21.4	n/a	n/a	n/a	n/a	n/a	n/a		
Social Studies 30-2	School	61.1	0.0	66.7	0.0	87.5	12.5	83.3	0.0	56.3	0.0		
	Authority	81.7	10.9	81.5	11.2	84.7	10.2	81.4	8.1	81.7	5.4		
	Province	85.0	13.7	85.6	15.9	83.0	13.7	82.1	13.8	83.9	14.8		
Biology 30	School	53.8	15.4	78.6	28.6	68.4	15.8	83.3	16.7	68.8	12.5		
	Authority	79.4	22.5	80.3	27.2	73.8	24.8	84.4	27.2	80.3	27.2		
	Province	81.4	28.1	81.9	29.8	81.8	28.1	84.3	32.1	85.2	31.7		
Chemistry 30 Old	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	87.5	37.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Chemistry 30	School	35.7	0.0	46.2	7.7	17.6	0.0	77.8	0.0	*	*		
	Authority	80.9	27.0	63.4	20.1	80.2	35.5	83.5	24.3	79.1	35.5		
	Province	79.0	29.9	75.1	27.7	76.7	28.4	78.6	31.6	81.3	35.0		
Physics 30 Old	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	75.0	25.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		

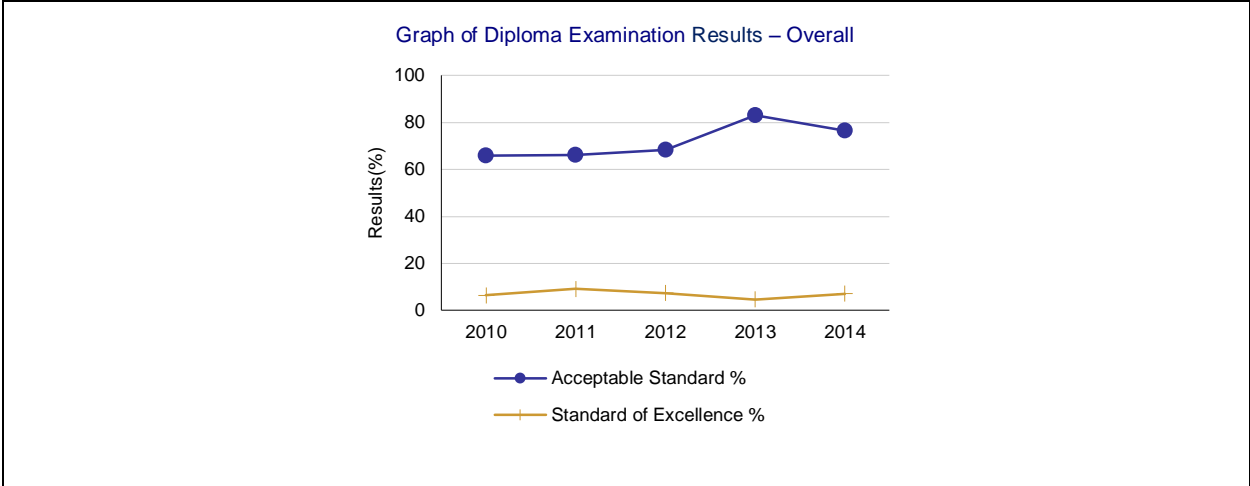
Physics 30	School	*	*	30.0	10.0	*	*	42.9	0.0	42.9	14.3		
	Authority	72.5	11.3	64.6	12.2	69.1	20.6	65.8	26.0	74.3	25.7		
	Province	73.9	20.3	76.7	27.7	81.0	30.3	81.1	30.3	83.0	34.1		
Science 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	60.0	26.7	61.7	2.1	66.7	16.7	68.8	28.1	53.6	3.6		
	Province	80.1	22.8	80.4	21.0	79.8	22.0	84.1	25.8	85.1	25.5		

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.

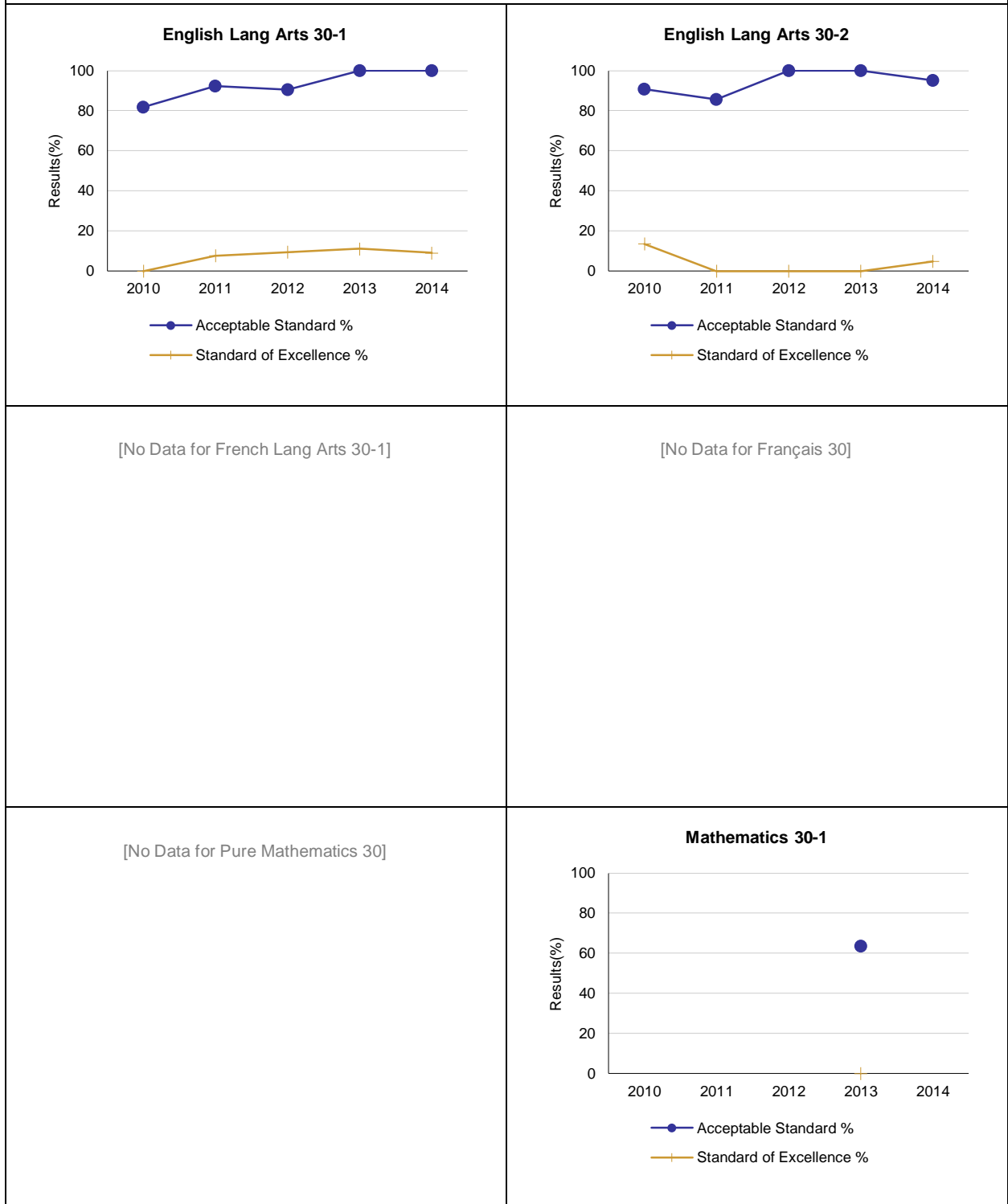
Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.





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Diploma Examination Results by Course



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

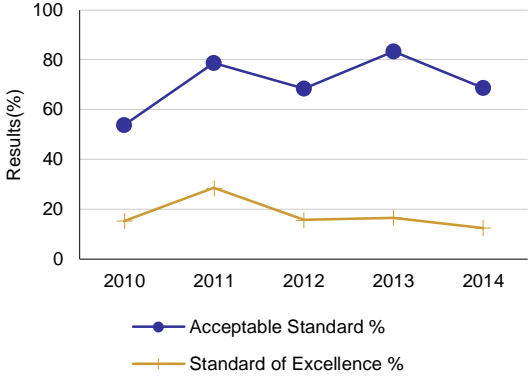
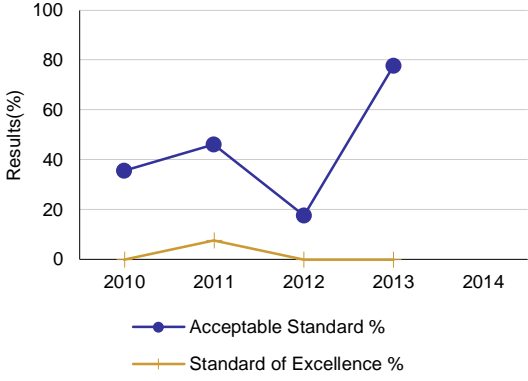
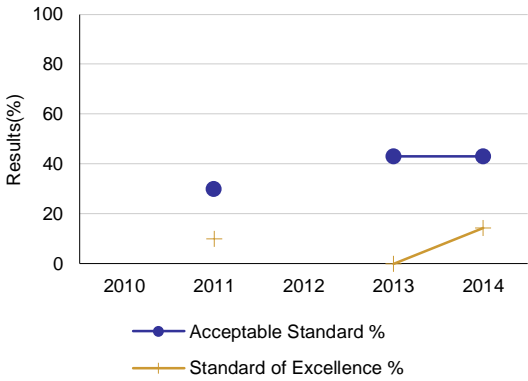
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Diploma Examination Results by Course

<p>[No Data for Applied Mathematics 30]</p>	<p style="text-align: center;"><b>Mathematics 30-2</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>0</td> <td>0</td> </tr> <tr> <td>2011</td> <td>0</td> <td>0</td> </tr> <tr> <td>2012</td> <td>0</td> <td>0</td> </tr> <tr> <td>2013</td> <td>40</td> <td>10</td> </tr> <tr> <td>2014</td> <td>25</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2010	0	0	2011	0	0	2012	0	0	2013	40	10	2014	25	0
Year	Acceptable Standard %	Standard of Excellence %																	
2010	0	0																	
2011	0	0																	
2012	0	0																	
2013	40	10																	
2014	25	0																	
<p>[No Data for Social Studies 30]</p>	<p style="text-align: center;"><b>Social Studies 30-1</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>60</td> <td>0</td> </tr> <tr> <td>2011</td> <td>65</td> <td>0</td> </tr> <tr> <td>2012</td> <td>62</td> <td>0</td> </tr> <tr> <td>2013</td> <td>85</td> <td>0</td> </tr> <tr> <td>2014</td> <td>75</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2010	60	0	2011	65	0	2012	62	0	2013	85	0	2014	75	0
Year	Acceptable Standard %	Standard of Excellence %																	
2010	60	0																	
2011	65	0																	
2012	62	0																	
2013	85	0																	
2014	75	0																	
<p>[No Data for Social Studies 33]</p>	<p style="text-align: center;"><b>Social Studies 30-2</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>62</td> <td>0</td> </tr> <tr> <td>2011</td> <td>68</td> <td>0</td> </tr> <tr> <td>2012</td> <td>88</td> <td>15</td> </tr> <tr> <td>2013</td> <td>85</td> <td>0</td> </tr> <tr> <td>2014</td> <td>58</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2010	62	0	2011	68	0	2012	88	15	2013	85	0	2014	58	0
Year	Acceptable Standard %	Standard of Excellence %																	
2010	62	0																	
2011	68	0																	
2012	88	15																	
2013	85	0																	
2014	58	0																	

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

<p style="text-align: center;"><b>Biology 30</b></p>  <p style="text-align: center;"> <span style="color: blue;">—●—</span> Acceptable Standard %  <span style="color: gold;">—+—</span> Standard of Excellence %         </p>	<p>[No Data for Chemistry 30 Old]</p>
<p style="text-align: center;"><b>Chemistry 30</b></p>  <p style="text-align: center;"> <span style="color: blue;">—●—</span> Acceptable Standard %  <span style="color: gold;">—+—</span> Standard of Excellence %         </p>	<p>[No Data for Physics 30 Old]</p>
<p style="text-align: center;"><b>Physics 30</b></p>  <p style="text-align: center;"> <span style="color: blue;">—●—</span> Acceptable Standard %  <span style="color: gold;">—+—</span> Standard of Excellence %         </p>	<p>[No Data for Science 30]</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 Course By Course Summary With Measure Evaluation

Course	Measure	Caroline School						Alberta				
		Achievement	Improvement	Overall	2014		Prev 3 Yr Avg		2014		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very High	Maintained	Excellent	11	100.0	14	94.3	28,671	87.1	29,063	85.4
	Standard of Excellence	Low	Maintained	Issue	11	9.1	14	9.4	28,671	11.7	29,063	10.6
English Lang Arts 30-2	Acceptable Standard	High	Maintained	Good	21	95.2	8	95.2	15,887	89.7	14,790	89.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	21	4.8	8	0.0	15,887	13.1	14,790	10.2
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,210	96.5	1,243	95.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,210	14.5	1,243	13.4
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	99.3	146	95.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	29.2	146	19.2
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	12	58.3	n/a	n/a	14,941	74.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	12	20.8	n/a	n/a	14,941	22.6
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	13	53.8	n/a	n/a	6,941	74.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	13	7.7	n/a	n/a	6,941	13.4
Mathematics 30-1	Acceptable Standard	*	*	*	2	*	11	63.6	21,314	74.6	19,841	80.4
	Standard of Excellence	*	*	*	2	*	11	0.0	21,314	27.2	19,841	35.4
Mathematics 30-2	Acceptable Standard	n/a	Maintained	n/a	17	23.5	10	40.0	11,934	71.3	9,646	68.9
	Standard of Excellence	n/a	Declined	n/a	17	0.0	10	10.0	11,934	15.0	9,646	9.6
Social Studies 30-1	Acceptable Standard	Low	Maintained	Issue	12	75.0	15	70.0	21,992	85.5	23,164	84.8
	Standard of Excellence	Very Low	Maintained	Concern	12	0.0	15	0.0	21,992	14.2	23,164	15.6
Social Studies 30-2	Acceptable Standard	Very Low	Declined	Concern	16	56.3	7	79.2	19,173	83.9	17,286	83.6
	Standard of Excellence	Very Low	Maintained	Concern	16	0.0	7	4.2	19,173	14.8	17,286	14.5
Biology 30	Acceptable Standard	Low	Maintained	Issue	16	68.8	15	76.8	21,656	85.2	22,802	82.7
	Standard of Excellence	Low	Maintained	Issue	16	12.5	15	20.3	21,656	31.7	22,802	30.0
Chemistry 30	Acceptable Standard	*	*	*	2	*	13	47.2	19,118	81.3	18,261	76.8
	Standard of Excellence	*	*	*	2	*	13	2.6	19,118	35.0	18,261	29.2
Physics 30	Acceptable Standard	Very Low	Maintained	Concern	7	42.9	9	36.4	10,758	83.0	10,060	79.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	7	14.3	9	5.0	10,758	34.1	10,060	29.4
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,103	85.1	5,477	81.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,103	25.5	5,477	22.9

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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.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 67.38	67.38 - 79.10	79.10 - 88.42	88.42 - 94.41	94.41 - 100.00
	Standard of Excellence	0.00 - 0.88	0.88 - 8.48	8.48 - 16.20	16.20 - 19.89	19.89 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 68.07	68.07 - 81.22	81.22 - 87.43	87.43 - 94.68	94.68 - 100.00
	Standard of Excellence	0.00 - 0.26	0.26 - 9.12	9.12 - 15.45	15.45 - 26.66	26.66 - 100.00
Biology 30	Acceptable Standard	0.00 - 67.51	67.51 - 78.03	78.03 - 85.82	85.82 - 89.41	89.41 - 100.00
	Standard of Excellence	0.00 - 12.33	12.33 - 19.00	19.00 - 25.60	25.60 - 30.05	30.05 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 37.40	37.40 - 64.26	64.26 - 77.96	77.96 - 85.58	85.58 - 100.00
	Standard of Excellence	0.00 - 6.52	6.52 - 16.78	16.78 - 27.40	27.40 - 34.23	34.23 - 100.00
Physics 30	Acceptable Standard	0.00 - 46.89	46.89 - 65.43	65.43 - 79.07	79.07 - 84.34	84.34 - 100.00
	Standard of Excellence	0.00 - 4.05	4.05 - 11.60	11.60 - 21.19	21.19 - 30.24	30.24 - 100.00
Science 30	Acceptable Standard	0.00 - 76.11	76.11 - 83.33	83.33 - 91.76	91.76 - 97.14	97.14 - 100.00
	Standard of Excellence	0.00 - 6.98	6.98 - 11.36	11.36 - 21.80	21.80 - 36.81	36.81 - 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 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**

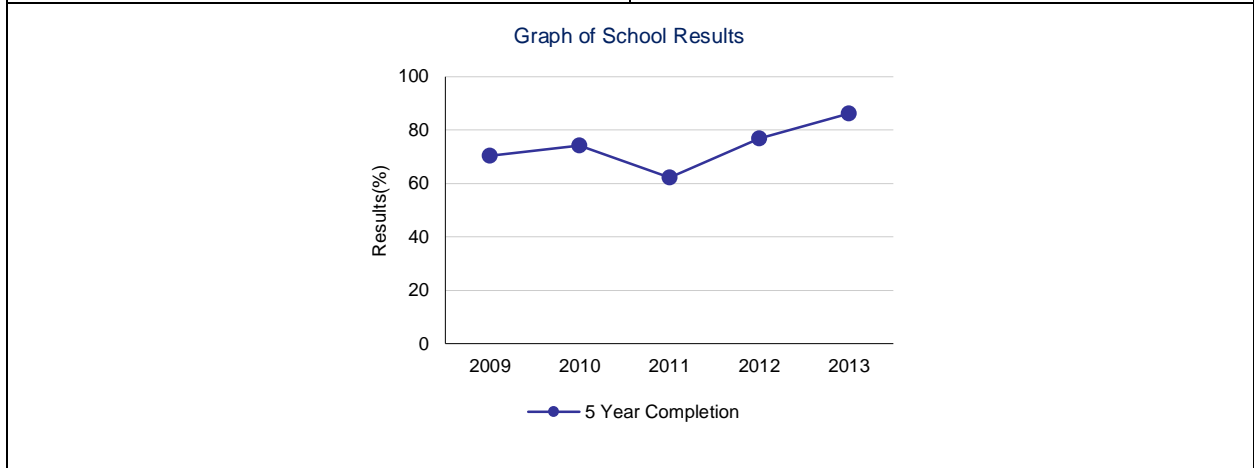
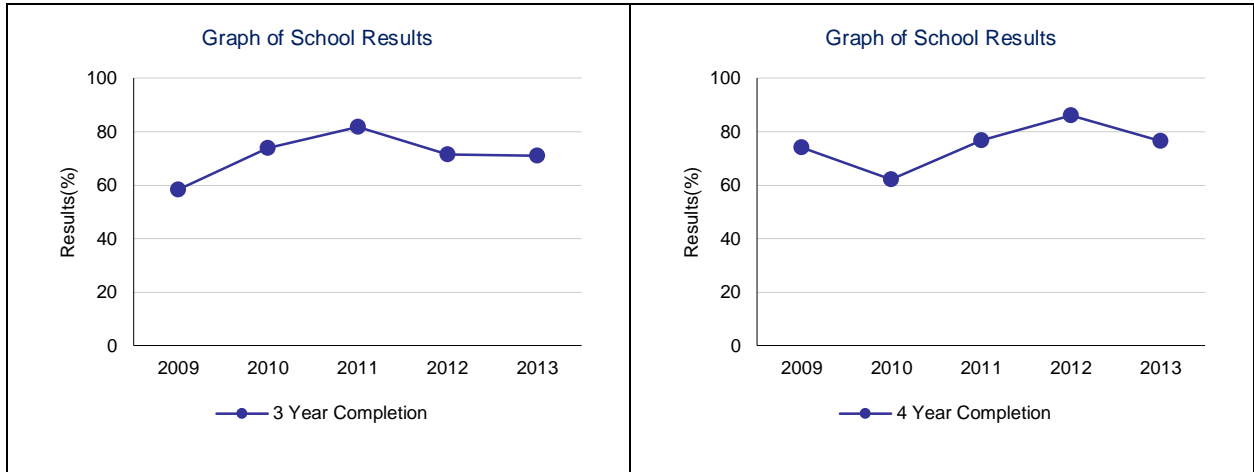
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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.

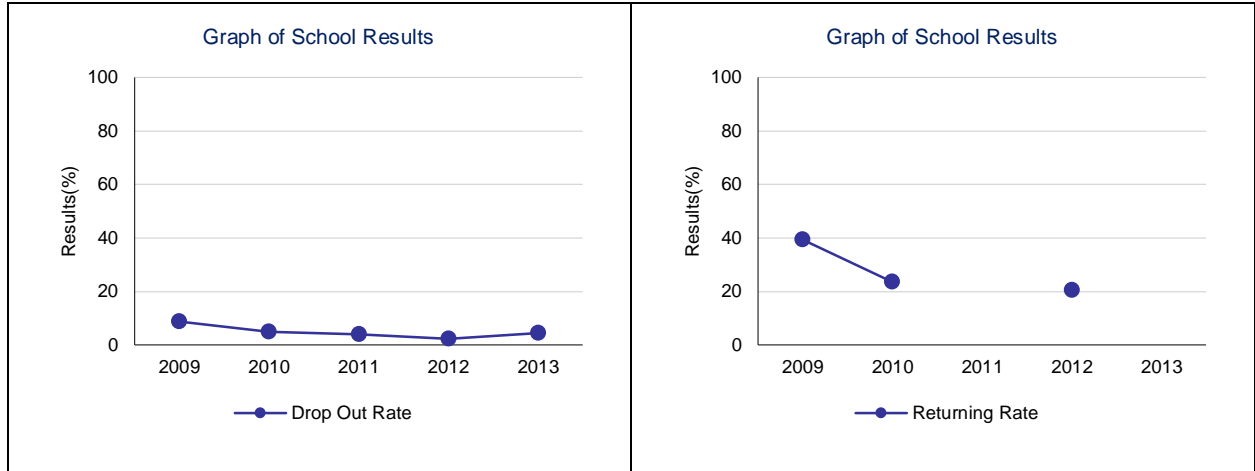
	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
3 Year Completion	58.3	73.8	81.8	71.4	71.1	73.3	73.4	78.2	74.0	72.4	71.5	72.6	74.1	74.8	74.9
4 Year Completion	74.2	62.1	76.8	86.2	76.5	75.2	77.8	75.4	81.8	77.8	76.1	76.9	78.1	79.4	79.6
5 Year Completion	70.3	74.2	62.1	76.9	86.2	77.8	78.7	79.8	77.4	84.2	79.0	79.0	79.6	80.8	81.7



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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Drop Out Rate	8.7	4.9	3.9	2.2	4.5	6.0	5.8	3.9	5.0	3.3	4.3	4.2	3.2	3.5	3.3
Returning Rate	39.4	23.5	*	20.6	*	17.6	19.2	13.2	15.5	16.3	23.5	27.9	23.4	23.0	21.1



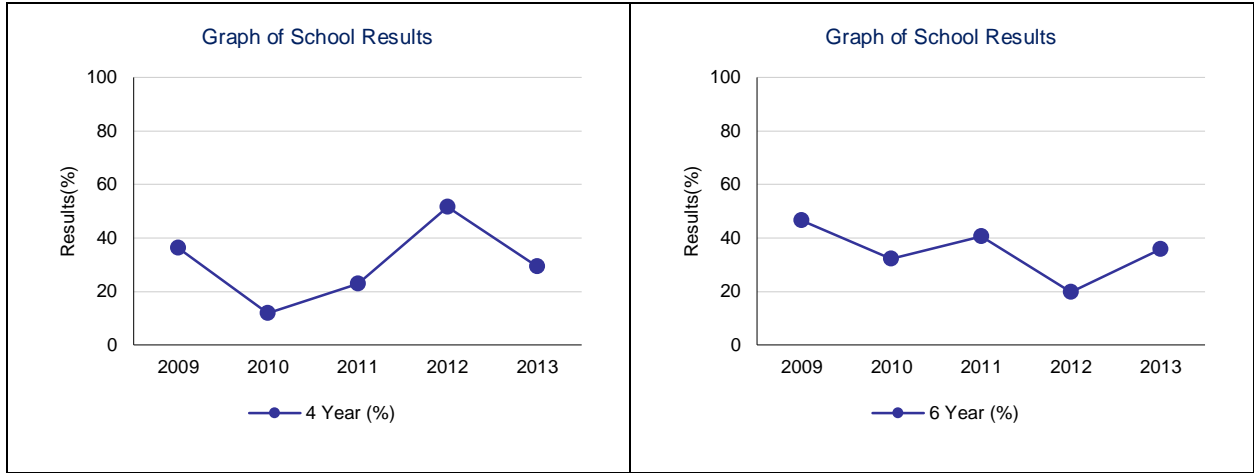
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).



**High School to Post-secondary Transition Rate – Measure Details**

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

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
4 Year Rate	36.2	11.8	22.9	51.7	29.3	28.7	25.2	30.0	30.8	28.4	37.5	37.8	38.2	39.6	40.0
6 Year Rate	46.6	32.3	40.5	19.7	35.9	47.8	49.9	48.6	46.4	46.7	59.8	59.3	58.4	59.5	59.2

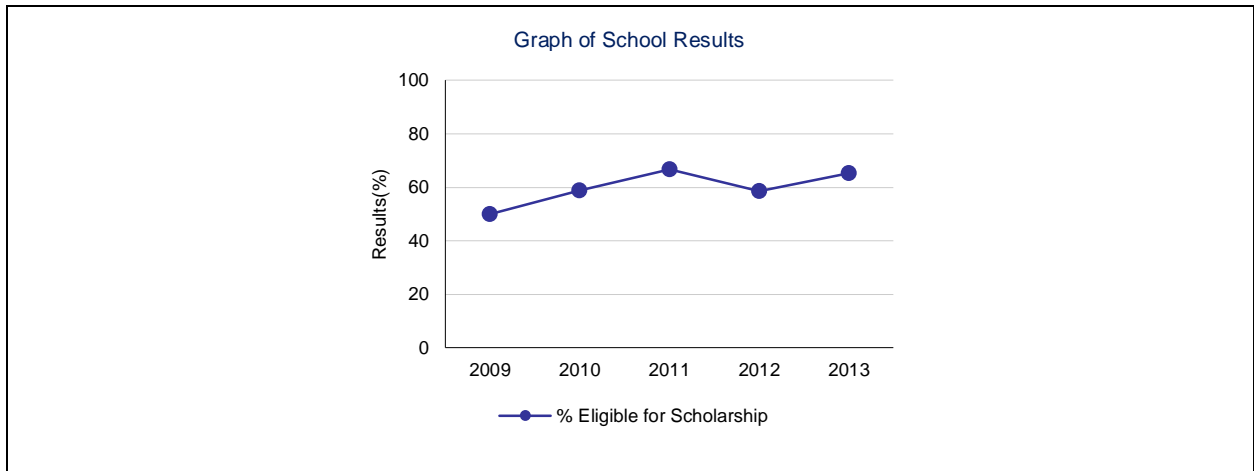


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**Rutherford Eligibility Rate – Measure Details**

Percentage of Grade 12 students eligible for a Rutherford Scholarship.																
	School					Authority					Province					
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	
Rutherford Scholarship Eligibility Rate (Revised)	50.0	58.8	66.7	58.6	65.2	51.0	55.4	59.0	58.7	52.9	56.9	59.6	61.5	61.3	60.9	

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
2009	18	9	50.0	7	38.9	2	11.1	9	50.0
2010	34	15	44.1	16	47.1	8	23.5	20	58.8
2011	24	16	66.7	11	45.8	4	16.7	16	66.7
2012	29	17	58.6	17	58.6	10	34.5	17	58.6
2013	23	15	65.2	11	47.8	7	30.4	15	65.2

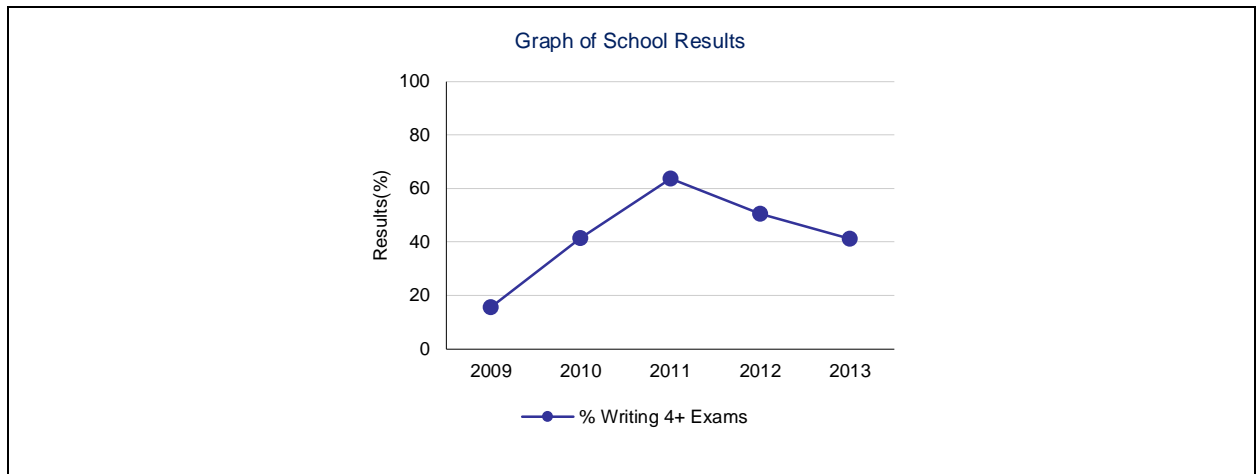


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
% Writing 0 Exams	30.0	11.5	13.6	13.7	14.0	19.1	17.7	14.7	19.4	21.1	18.0	17.2	16.1	15.9	16.1
% Writing 1+ Exams	70.0	88.5	86.4	86.3	86.0	80.9	82.3	85.3	80.6	78.9	82.0	82.8	83.9	84.1	83.9
% Writing 2+ Exams	66.1	88.5	86.4	77.4	82.3	76.8	80.1	83.6	77.9	75.1	78.7	79.6	80.8	81.2	80.8
% Writing 3+ Exams	35.0	59.0	72.7	71.4	74.8	56.5	56.3	63.2	57.2	52.1	65.2	66.0	67.4	67.5	63.8
<b>% Writing 4+ Exams</b>	<b>15.5</b>	<b>41.3</b>	<b>63.6</b>	<b>50.6</b>	<b>41.1</b>	<b>42.1</b>	<b>45.3</b>	<b>47.9</b>	<b>43.1</b>	<b>38.6</b>	<b>53.5</b>	<b>54.9</b>	<b>56.2</b>	<b>56.6</b>	<b>50.5</b>
% Writing 5+ Exams	7.8	35.4	50.0	44.6	33.7	23.5	27.6	28.0	28.7	27.3	34.7	36.1	37.2	38.0	31.8
% Writing 6+ Exams	3.9	11.8	40.9	8.9	26.2	9.4	8.9	9.6	11.9	9.5	12.9	13.4	14.1	14.6	11.5



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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
English Language Arts 30-1	42.3	32.4	59.1	58.8	44.4	41.6	44.7	46.9	45.6	43.6	54.0	54.5	54.9	55.1	54.4
English Language Arts 30-2	26.9	58.8	27.3	26.5	40.7	35.6	35.5	37.2	33.5	33.0	24.5	25.1	26.1	26.1	27.2
<b>Total of 1 or more English Diploma Exams</b>	<b>69.2</b>	<b>88.2</b>	<b>86.4</b>	<b>82.4</b>	<b>85.2</b>	<b>76.6</b>	<b>79.8</b>	<b>83.4</b>	<b>77.9</b>	<b>76.4</b>	<b>77.1</b>	<b>78.0</b>	<b>79.0</b>	<b>79.2</b>	<b>79.3</b>
Social Studies 30	42.3	0.0	0.0	0.0	n/a	33.3	4.9	0.7	0.0	n/a	48.1	3.7	0.3	0.0	n/a
Social Studies 30-1	0.0	38.2	63.6	47.1	51.9	0.0	33.6	38.5	35.9	34.0	0.0	45.7	48.2	48.0	46.1
Social Studies 33	26.9	0.0	0.0	0.0	n/a	45.1	3.8	0.0	0.0	n/a	30.1	2.5	0.1	0.0	n/a
Social Studies 30-2	0.0	50.0	22.7	32.4	29.6	0.0	38.9	44.9	40.6	40.4	0.0	27.4	31.0	32.1	34.0
<b>Total of 1 or more Social Diploma Exams</b>	<b>65.4</b>	<b>88.2</b>	<b>86.4</b>	<b>79.4</b>	<b>81.5</b>	<b>77.3</b>	<b>79.8</b>	<b>82.3</b>	<b>75.5</b>	<b>74.4</b>	<b>77.4</b>	<b>78.1</b>	<b>78.9</b>	<b>79.3</b>	<b>79.3</b>
Pure Mathematics 30	23.1	26.5	50.0	32.4	0.0	27.0	31.3	27.2	26.8	0.5	40.8	41.4	42.6	42.5	7.3
Applied Mathematics 30	0.0	29.4	22.7	38.2	0.0	25.5	21.3	31.6	27.1	0.0	19.7	19.7	20.0	19.6	0.2
Mathematics 30-1	n/a	n/a	n/a	n/a	40.7	n/a	n/a	n/a	n/a	23.4	n/a	n/a	n/a	n/a	30.0
Mathematics 30-2	n/a	n/a	n/a	n/a	37.0	n/a	n/a	n/a	n/a	19.2	n/a	n/a	n/a	n/a	16.9
<b>Total of 1 or more Math Diploma Exams</b>	<b>23.1</b>	<b>55.9</b>	<b>72.7</b>	<b>70.6</b>	<b>70.4</b>	<b>52.4</b>	<b>52.1</b>	<b>58.0</b>	<b>52.0</b>	<b>41.1</b>	<b>59.9</b>	<b>60.6</b>	<b>62.0</b>	<b>61.5</b>	<b>52.5</b>
Biology 30	23.1	41.2	59.1	50.0	44.4	30.0	33.0	35.4	33.5	32.3	39.8	41.2	42.8	43.1	42.5
Chemistry 30	3.8	38.2	50.0	44.1	33.3	23.0	29.1	28.1	26.8	26.8	29.7	35.2	36.0	36.7	31.7
Physics 30	3.8	11.8	45.5	8.8	25.9	12.9	17.0	16.2	16.4	16.5	17.5	20.0	20.6	20.4	17.4
Science 30	3.8	0.0	0.0	0.0	0.0	9.9	6.2	10.4	10.9	9.6	8.2	9.0	9.1	10.5	9.8
<b>Total of 1 or more Science Diploma Exams</b>	<b>23.1</b>	<b>41.2</b>	<b>63.6</b>	<b>50.0</b>	<b>44.4</b>	<b>44.6</b>	<b>46.6</b>	<b>50.9</b>	<b>46.6</b>	<b>47.5</b>	<b>56.1</b>	<b>57.6</b>	<b>59.1</b>	<b>59.5</b>	<b>57.7</b>
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	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	0.7	0.2	0.0	2.7	2.9	2.8	2.7	2.7
<b>Total of 1 or more French Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.7</b>	<b>0.2</b>	<b>0.0</b>	<b>2.9</b>	<b>3.1</b>	<b>3.1</b>	<b>2.9</b>	<b>3.0</b>

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.

**Provincial Achievement Test Results – Measure Details**

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2010		2011		2012		2013		2014		2014	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3*	School	75.0	25.0	80.6	11.1	83.3	8.3	88.9	7.4	85.7	23.8		
	Authority	84.2	16.9	86.2	9.8	84.9	12.6	83.3	12.6	85.7	23.8		
	Province	81.6	19.5	81.8	17.5	81.9	20.4	81.5	17.8	78.0	15.3		
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	72.4	3.4	92.3	11.5	85.7	17.9	65.4	3.8	n/a	n/a		
	Province	84.1	16.3	80.6	15.8	82.1	14.5	79.7	12.4	74.6	10.4		
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	86.4	16.3	84.2	18.6	82.3	12.5	82.8	14.1	78.2	7.0		
Mathematics 3*	School	n/a	n/a	72.2	16.7	79.2	33.3	77.8	25.9	90.5	52.4		
	Authority	n/a	n/a	80.3	21.1	80.3	18.6	78.3	24.5	90.5	52.4		
	Province	n/a	n/a	77.4	26.0	76.8	25.5	76.5	25.5	74.0	25.1		
English Language Arts 6	School	70.6	11.8	88.6	8.6	84.2	0.0	85.7	35.7	85.7	17.9		
	Authority	83.0	13.1	83.2	9.2	85.1	9.2	86.7	11.9	78.7	8.7		
	Province	83.3	18.9	83.0	18.5	82.7	17.8	82.5	16.3	81.9	17.6		
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	72.2	5.6	73.9	8.7	94.7	15.8	77.8	0.0	85.7	4.8		
	Province	88.3	15.9	89.4	17.1	89.3	17.2	88.6	16.3	88.0	15.6		
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	91.3	18.3	92.2	17.6	91.0	21.9	94.0	21.6	90.6	17.1		
Mathematics 6	School	n/a	n/a	88.6	34.3	47.4	5.3	85.7	28.6	78.6	10.7		
	Authority	n/a	n/a	73.3	12.3	70.7	9.2	69.5	10.0	69.4	8.5		
	Province	n/a	n/a	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4		
Science 6	School	88.2	47.1	85.7	57.1	78.9	15.8	85.7	35.7	78.6	28.6		
	Authority	79.4	22.5	77.4	23.4	79.9	21.3	77.0	17.7	73.2	15.8		
	Province	76.8	26.4	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9		
Social Studies 6	School	67.6	2.9	88.6	28.6	78.9	10.5	85.7	14.3	75.0	10.7		
	Authority	71.3	13.1	71.5	11.0	71.8	11.5	72.6	11.4	63.4	8.7		
	Province	71.0	16.4	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6		
English Language Arts 9	School	75.9	3.4	73.0	8.1	74.1	14.8	60.9	8.7	83.9	16.1		
	Authority	76.0	9.3	81.6	12.4	76.6	12.4	76.8	11.7	76.5	7.3		
	Province	79.3	15.0	79.1	16.3	77.4	16.4	76.7	14.8	76.3	15.1		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	*	*	*	*	n/a	n/a		
	Authority	73.3	3.3	56.0	8.0	76.9	15.4	28.0	0.0	75.0	0.0		
	Province	66.8	7.8	67.2	7.9	61.4	5.8	62.4	4.3	62.9	3.5		
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	60.0	20.0	62.5	0.0	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	12.4	88.8	15.0	87.5	12.2	87.2	13.9	86.5	11.1		
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	84.3	12.7	90.2	15.8	84.6	16.1	84.0	14.5	86.1	17.8		
Mathematics 9	School	n/a	n/a	35.1	5.4	40.7	3.7	40.9	4.5	58.1	9.7		
	Authority	n/a	n/a	52.9	9.2	58.8	8.8	62.1	12.3	63.4	14.4		
	Province	n/a	n/a	66.1	17.3	66.5	17.8	66.9	18.3	67.1	17.3		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	*	*	*	*	n/a	n/a		
	Authority	57.6	18.2	68.0	0.0	92.9	42.9	26.9	0.0	77.8	22.2		
	Province	65.6	15.3	64.9	14.9	62.4	15.4	65.9	14.7	63.4	14.5		

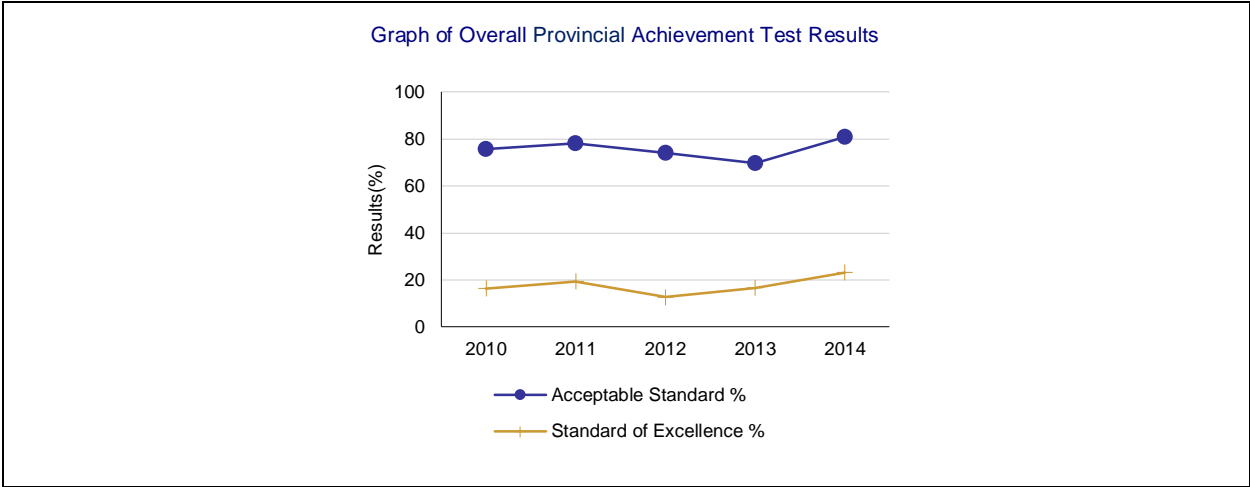
Science 9	School	82.8	20.7	81.1	10.8	66.7	22.2	73.9	21.7	87.1	41.9		
	Authority	71.0	17.5	77.4	15.0	74.8	25.2	70.1	16.7	75.2	25.4		
	Province	73.6	17.7	74.9	20.8	74.2	22.4	73.0	20.0	73.2	22.1		
Science 9 KAE	School	n/a	n/a	n/a	n/a	*	*	*	*	n/a	n/a		
	Authority	76.7	20.0	56.0	12.0	90.9	36.4	28.0	0.0	77.8	11.1		
	Province	67.2	14.3	69.5	15.3	67.9	17.3	68.4	17.1	64.1	14.9		
Social Studies 9	School	69.0	10.3	54.1	5.4	59.3	0.0	45.5	9.1	74.2	22.6		
	Authority	65.9	14.7	61.6	13.2	61.5	11.2	56.5	14.1	63.5	13.2		
	Province	68.9	18.8	67.2	19.0	68.9	19.1	65.6	18.8	65.5	19.9		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	*	*	*	*	n/a	n/a		
	Authority	70.0	26.7	44.0	8.0	83.3	16.7	26.9	3.8	50.0	12.5		
	Province	64.6	15.7	61.9	13.6	63.5	13.9	64.6	13.0	61.8	10.7		

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.

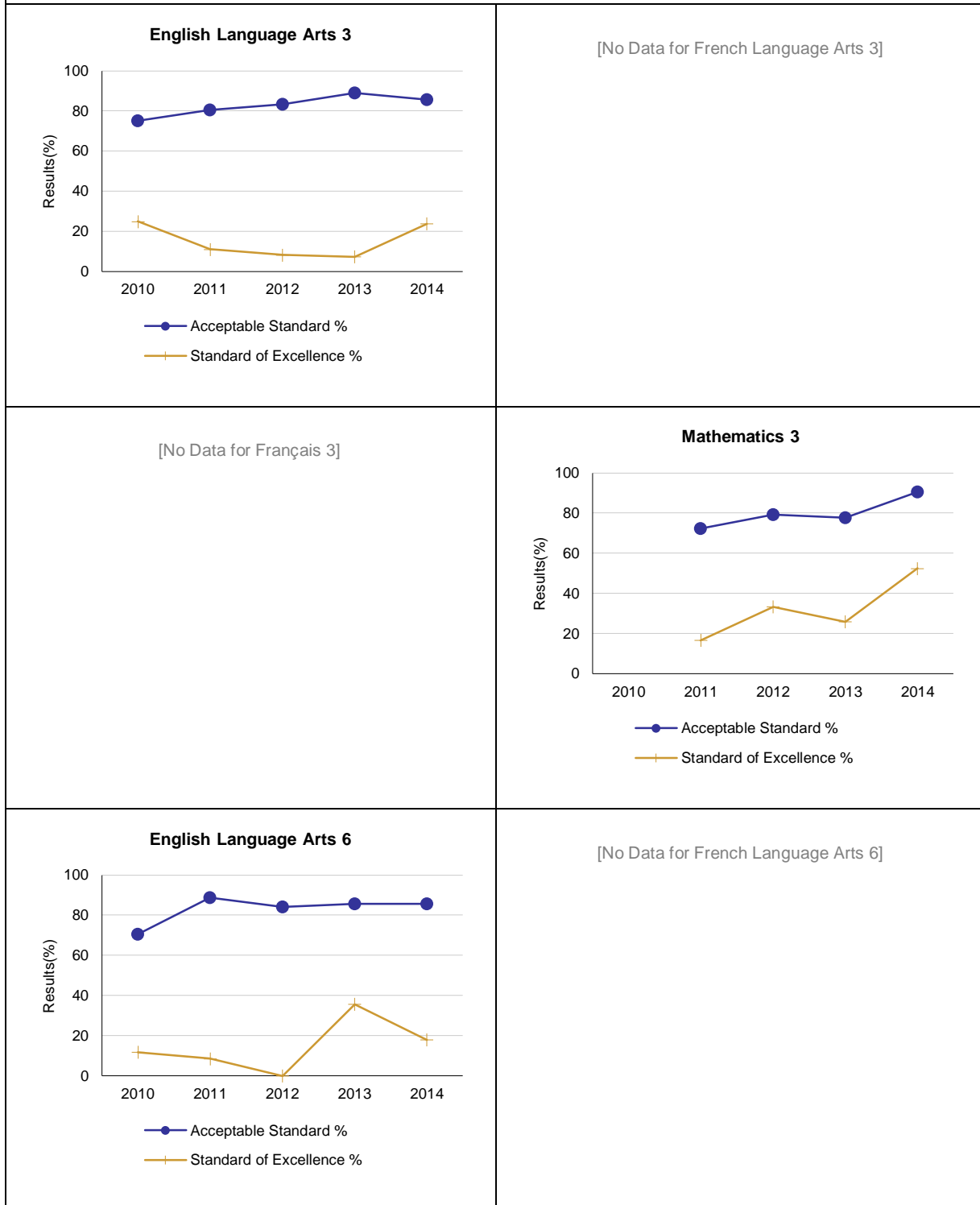
Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

\*School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.



Note: 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.

Graph of Provincial Achievement Test Results by Course



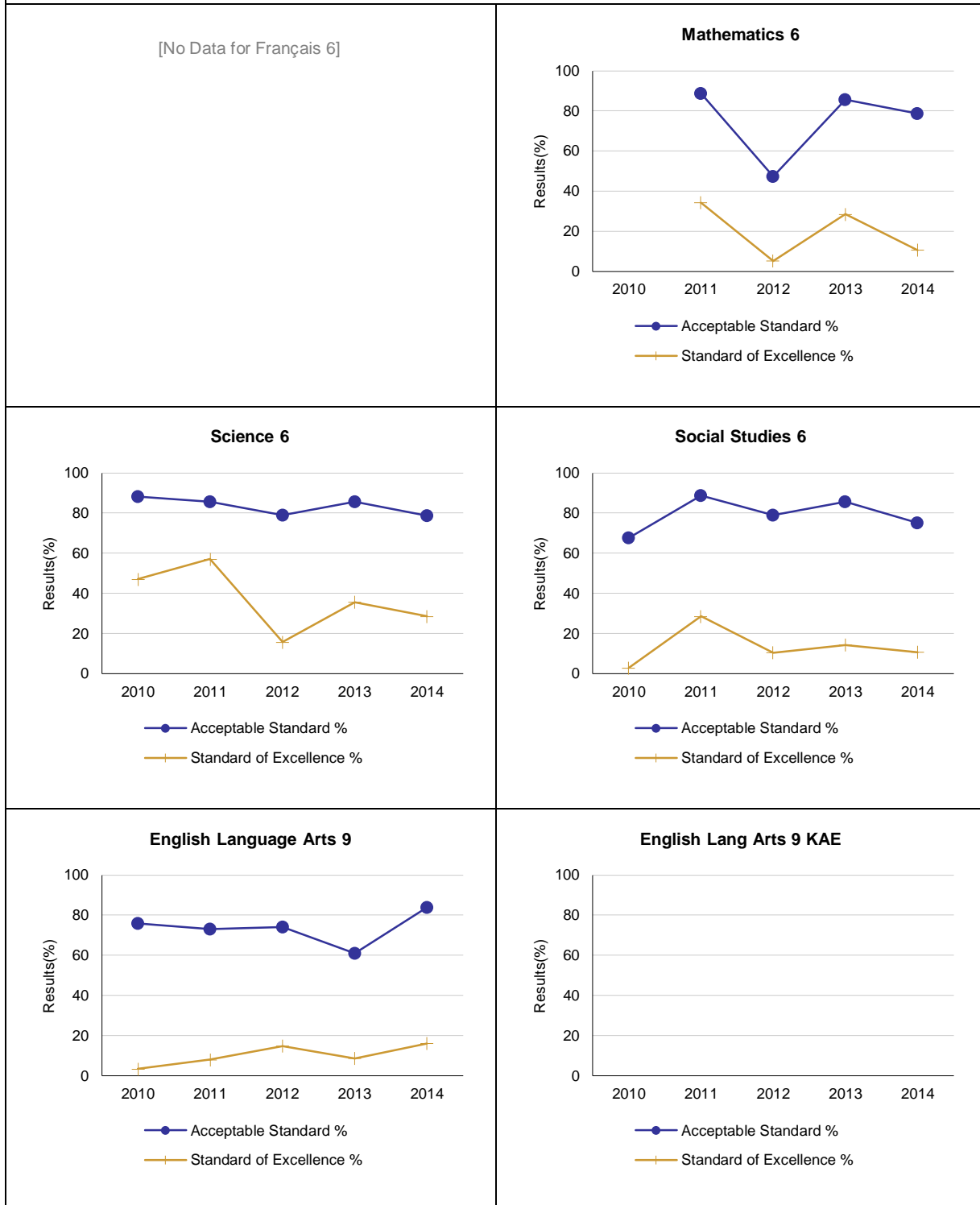
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

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School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.



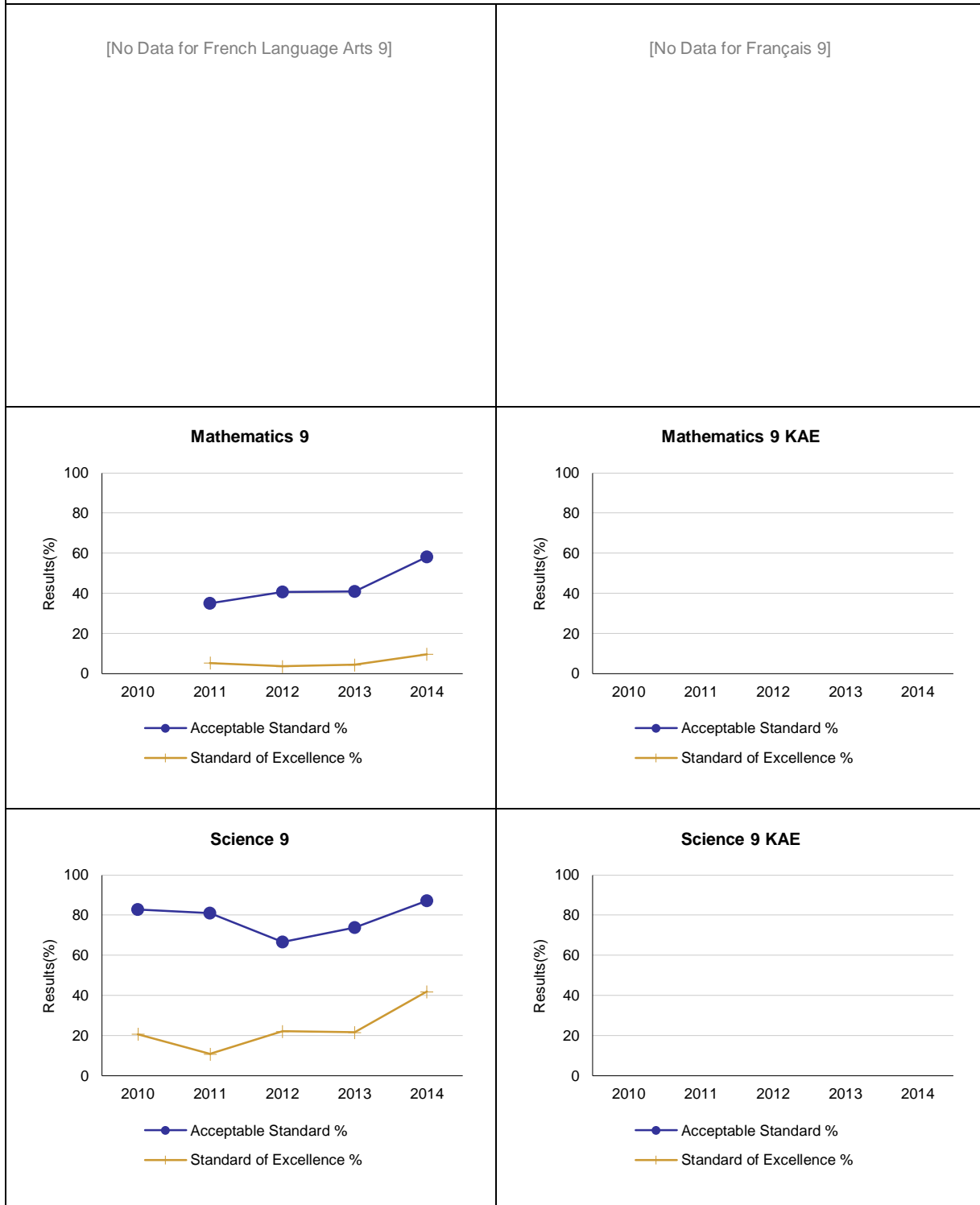
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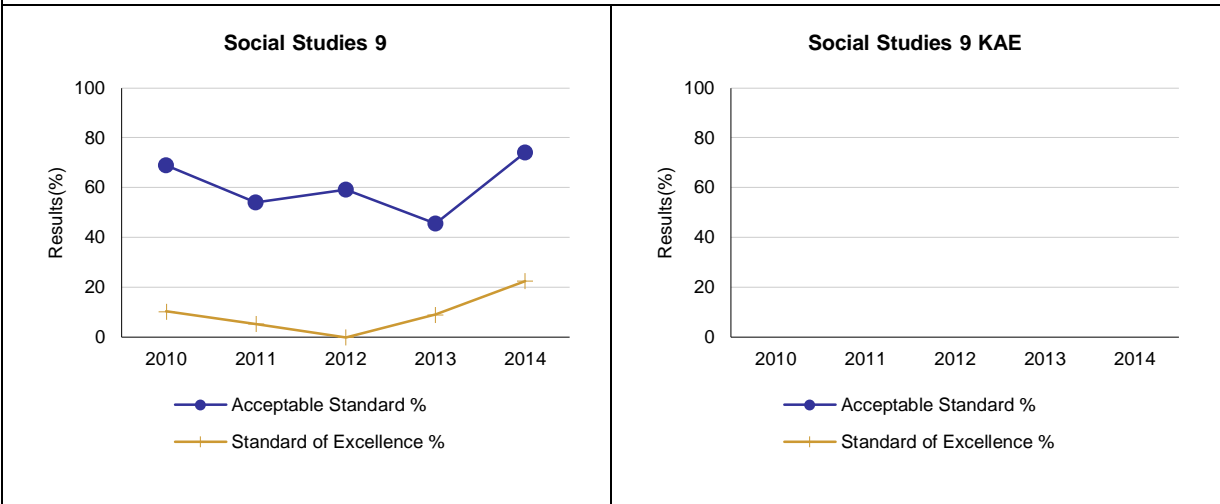
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PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Caroline School							Alberta			
		Achievement	Improvement	Overall	2014		Prev 3 Yr Avg		2014		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3*	Acceptable Standard	Intermediate	Maintained	Acceptable	21	85.7	29	84.3	16,235	78.0	44,576	81.7
	Standard of Excellence	Very High	Improved	Excellent	21	23.8	29	9.0	16,235	15.3	44,576	18.6
French Language Arts 3*	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	966	74.6	3,319	80.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	966	10.4	3,319	14.3
Français 3*	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	78.2	540	83.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	7.0	540	15.1
Mathematics 3*	Acceptable Standard	Very High	Improved	Excellent	21	90.5	29	76.4	16,202	74.0	44,562	76.9
	Standard of Excellence	Very High	Improved Significantly	Excellent	21	52.4	29	25.3	16,202	25.1	44,562	25.7
English Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	28	85.7	23	86.2	45,704	81.9	43,581	82.7
	Standard of Excellence	High	Maintained	Good	28	17.9	23	14.8	45,704	17.6	43,581	17.5
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,752	88.0	2,609	89.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,752	15.6	2,609	16.9
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	531	90.6	474	92.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	531	17.1	474	20.4
Mathematics 6	Acceptable Standard	Intermediate	Maintained	Acceptable	28	78.6	23	73.9	45,617	73.5	43,599	73.8
	Standard of Excellence	Low	Declined	Issue	28	10.7	23	22.7	45,617	15.4	43,599	17.0
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	28	78.6	23	83.5	45,608	75.9	43,551	77.2
	Standard of Excellence	High	Maintained	Good	28	28.6	23	36.2	45,608	24.9	43,551	26.4
Social Studies 6	Acceptable Standard	Intermediate	Maintained	Acceptable	28	75.0	23	84.4	45,593	70.4	43,540	72.3
	Standard of Excellence	Low	Maintained	Issue	28	10.7	23	17.8	45,593	16.6	43,540	19.0
English Language Arts 9	Acceptable Standard	High	Improved	Good	31	83.9	29	69.3	43,760	76.3	37,776	77.8
	Standard of Excellence	High	Maintained	Good	31	16.1	29	10.5	43,760	15.1	37,776	15.8
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,524	62.9	1,570	63.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,524	3.5	1,570	6.0
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,658	86.5	2,387	87.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,658	11.1	2,387	13.7

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Course	Measure	Caroline School							Alberta				
		Achievement	Improvement	Overall	2014		Prev 3 Yr Avg		2014		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	n/a	381	86.1	330	86.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	381	17.8	330	15.5
Mathematics 9	Acceptable Standard	Low	Improved	Acceptable	31	58.1	29	38.9	43,279	67.1	37,487	66.5	
	Standard of Excellence	Low	Maintained	Issue	31	9.7	29	4.6	43,279	17.3	37,487	17.8	
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,971	63.4	1,846	64.4	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,971	14.5	1,846	15.0	
Science 9	Acceptable Standard	Very High	Improved	Excellent	31	87.1	29	73.9	43,769	73.2	37,974	74.0	
	Standard of Excellence	Very High	Improved Significantly	Excellent	31	41.9	29	18.3	43,769	22.1	37,974	21.1	
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,513	64.1	1,528	68.6	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,513	14.9	1,528	16.6	
Social Studies 9	Acceptable Standard	High	Improved	Good	31	74.2	29	52.9	43,773	65.5	38,159	67.2	
	Standard of Excellence	High	Improved Significantly	Good	31	22.6	29	4.8	43,773	19.9	38,159	19.0	
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,510	61.8	1,510	63.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,510	10.7	1,510	13.5	

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### Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 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
Mathematics 3	Acceptable Standard	0.00 - 65.67	65.67 - 76.54	76.54 - 84.30	84.30 - 89.88	89.88 - 100.00
	Standard of Excellence	0.00 - 14.73	14.73 - 21.19	21.19 - 30.01	30.01 - 39.19	39.19 - 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
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

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%.

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**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**

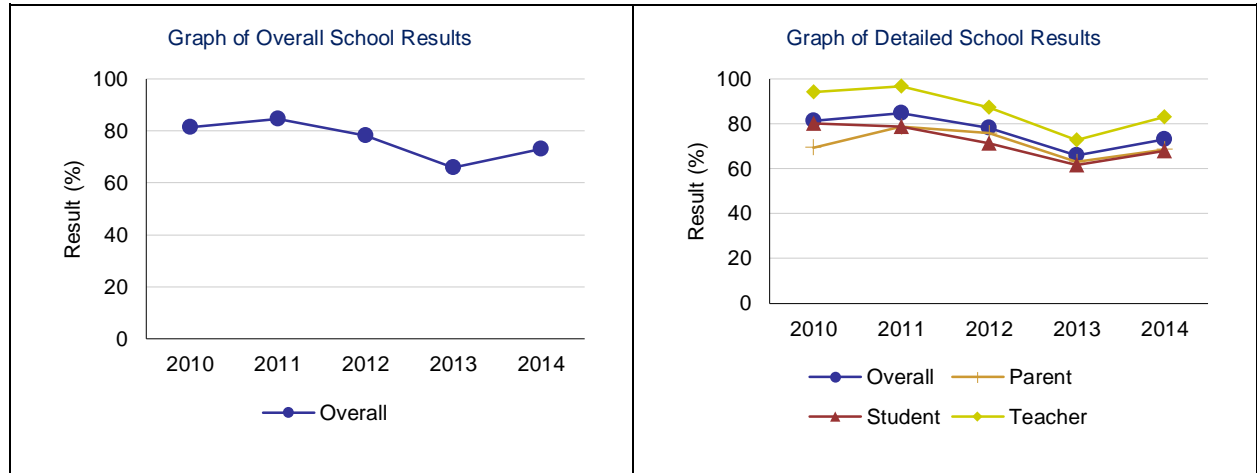
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	81.3	84.7	78.1	65.8	73.1	75.1	73.8	73.8	73.0	74.7	81.4	81.9	82.5	83.4	83.4
Teacher	94.1	96.8	87.2	72.7	82.9	91.4	87.2	86.6	83.3	84.4	93.0	92.7	93.1	93.6	93.8
Parent	69.4	78.6	75.8	63.0	68.6	68.4	69.0	69.2	70.1	75.4	78.5	78.6	79.4	80.3	81.9
Student	80.2	78.7	71.3	61.6	68.0	65.4	65.4	65.7	65.8	64.3	72.7	74.5	75.0	76.2	74.5

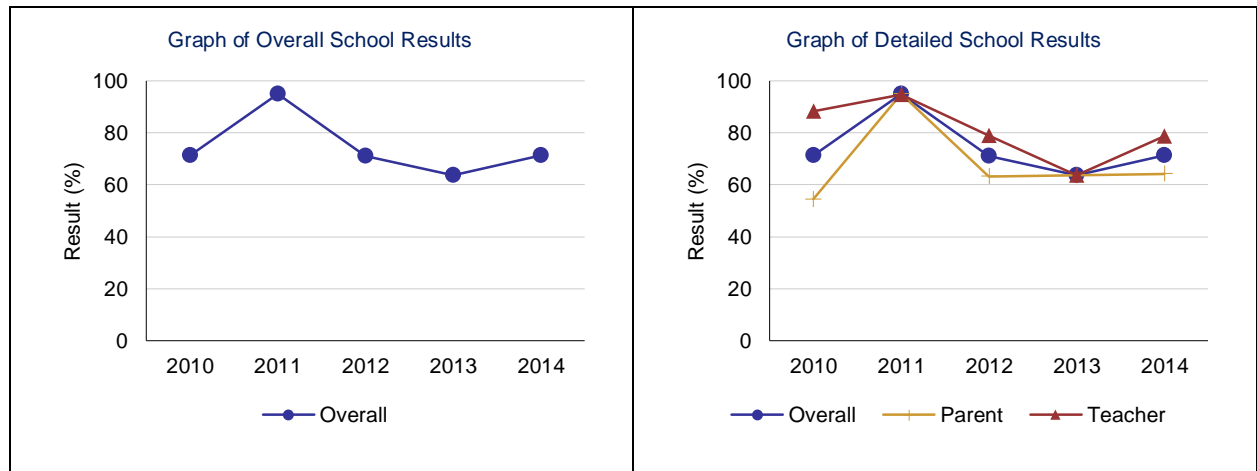


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**Work Preparation – Measure Details**

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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	71.4	94.9	71.1	63.6	71.4	72.9	73.8	69.3	69.7	72.5	79.9	80.1	79.7	80.3	81.2
Teacher	88.2	94.7	78.9	63.6	78.6	90.0	82.2	84.0	80.5	80.5	90.0	89.6	89.5	89.4	89.3
Parent	54.5	95.0	63.3	63.6	64.3	55.9	65.5	54.6	59.0	64.5	69.8	70.6	69.9	71.1	73.1



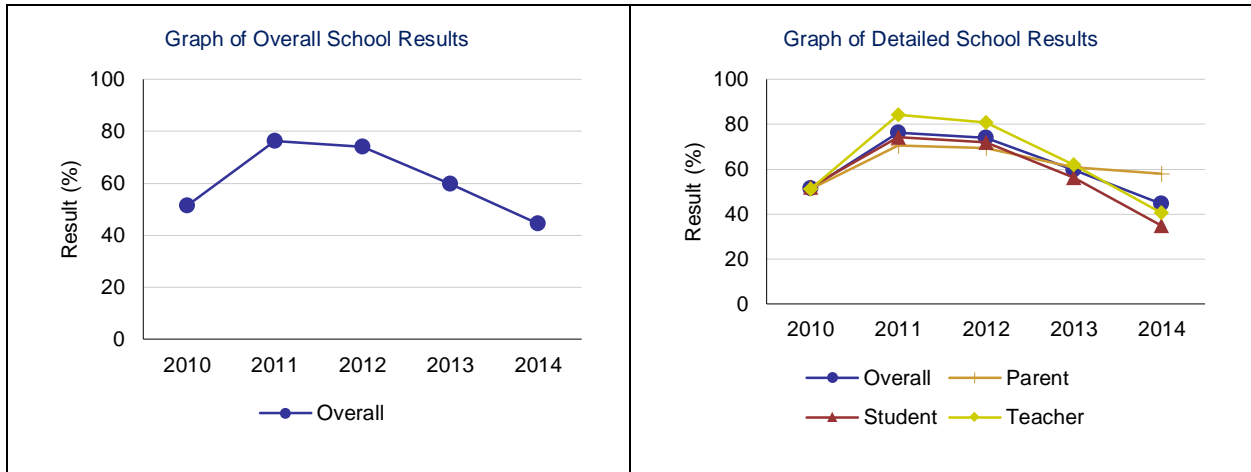
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**Program of Studies – Measure Details**

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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	51.4	76.4	74.0	59.7	44.5	71.9	75.2	71.9	72.9	72.1	80.5	80.9	80.7	81.5	81.3
Teacher	51.1	84.2	80.8	62.1	40.5	79.0	82.0	79.9	80.9	78.4	87.7	87.6	87.3	87.9	87.5
Parent	51.2	70.5	69.5	60.9	58.0	69.6	72.8	69.5	71.3	72.5	78.0	78.3	78.1	78.9	79.9
Student	51.9	74.4	71.9	56.3	34.9	67.1	70.8	66.1	66.4	65.4	75.9	76.9	76.9	77.8	76.6

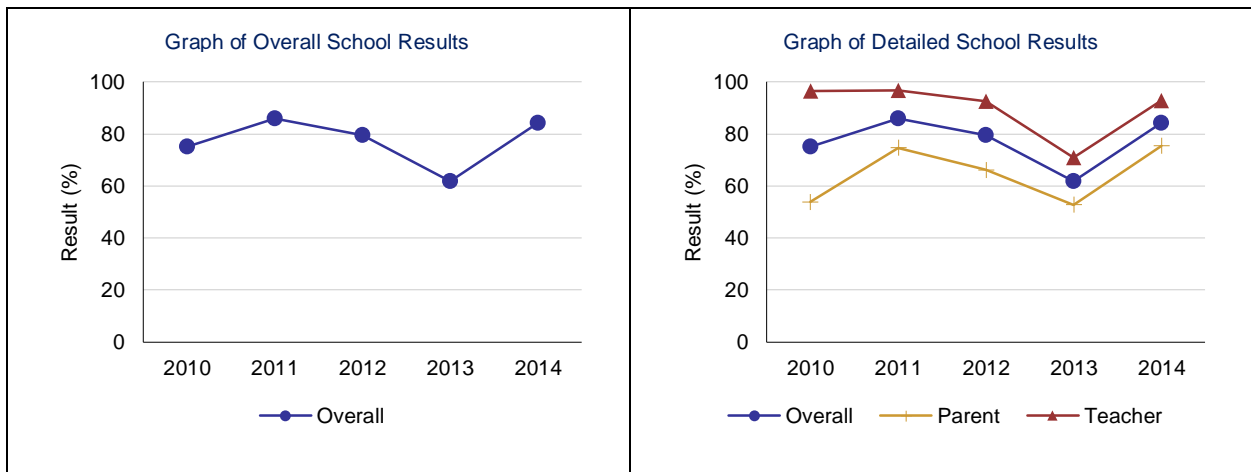


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**Parental Involvement – Measure Details**

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

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	75.1	85.8	79.4	61.8	84.1	76.8	74.8	73.9	76.0	80.1	80.0	79.9	79.7	80.3	80.6
Teacher	96.5	96.8	92.6	70.9	92.8	88.6	86.3	85.5	85.0	87.2	88.6	88.1	88.0	88.5	88.0
Parent	53.8	74.7	66.2	52.7	75.4	65.0	63.2	62.3	66.9	73.0	71.3	71.7	71.4	72.2	73.1

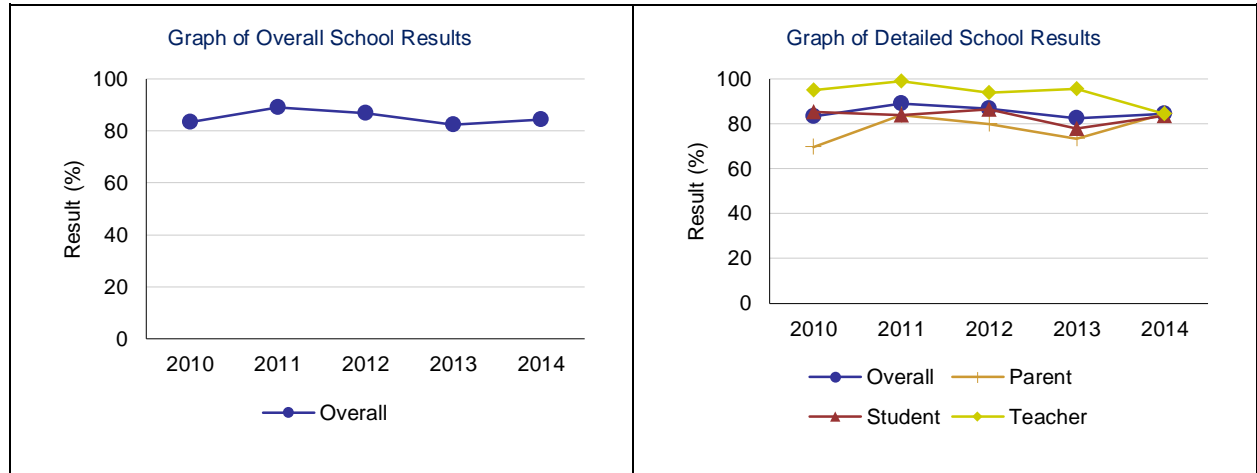


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**Education Quality – Measure Details**

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

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	83.4	89.0	86.8	82.3	84.3	86.2	85.1	84.9	83.4	85.2	89.2	89.4	89.4	89.8	89.2
Teacher	95.1	99.1	93.9	95.5	84.5	95.1	93.7	93.2	90.9	91.2	95.6	95.5	95.4	95.7	95.5
Parent	69.7	83.9	80.0	73.4	84.5	78.9	78.5	77.7	77.5	82.8	83.9	84.2	84.2	84.9	84.7
Student	85.3	83.9	86.5	78.0	83.7	84.5	83.0	83.8	81.8	81.5	88.2	88.5	88.6	88.7	87.3

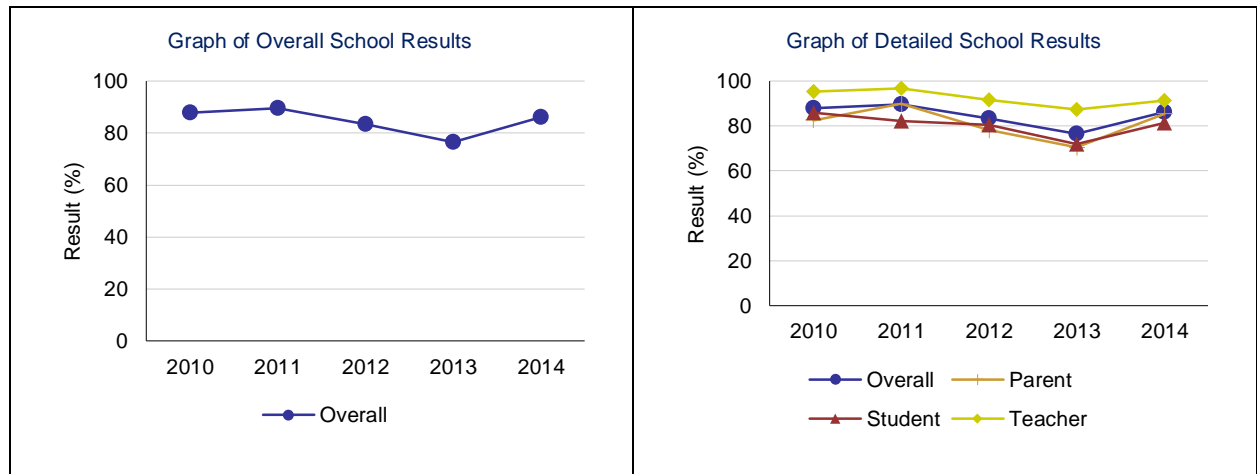


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**Safe and Caring – Measure Details**

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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	87.9	89.7	83.4	76.5	86.1	83.2	83.1	82.6	82.1	84.7	87.6	88.1	88.6	89.0	89.1
Teacher	95.3	96.8	91.5	87.3	91.4	92.1	91.5	90.4	90.0	91.6	94.4	94.5	94.8	95.0	95.3
Parent	82.6	89.9	78.2	70.4	85.5	80.6	80.2	80.4	79.8	86.0	86.1	86.6	87.4	87.8	88.9
Student	85.9	82.3	80.4	72.0	81.4	76.8	77.7	77.0	76.4	76.5	82.2	83.3	83.7	84.2	83.1

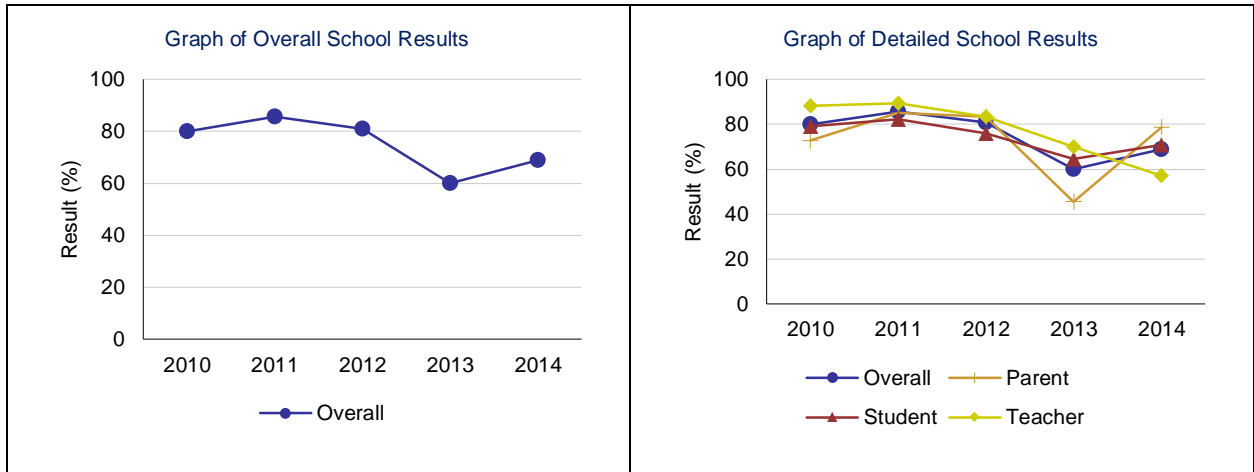


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

**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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	80.0	85.6	80.9	60.0	68.8	76.5	75.9	73.1	68.8	73.3	79.9	80.1	80.0	80.6	79.8
Teacher	88.2	89.5	83.3	70.0	57.1	77.2	76.4	77.1	68.8	74.8	80.8	80.1	81.1	80.9	81.3
Parent	72.7	85.0	83.3	45.5	78.6	74.7	73.6	68.5	69.3	74.4	77.0	77.3	76.2	77.9	77.0
Student	79.0	82.2	76.0	64.6	70.8	77.6	77.5	73.8	68.4	70.7	81.8	82.9	82.7	82.9	81.2



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