

COMBINED  
3-YEAR EDUCATION PLAN  
AND  
ANNUAL EDUCATION  
RESULTS REPORT

DAVID THOMPSON HIGH SCHOOL

*Wild Rose School Division*



2014-2015 SCHOOL YEAR

# DAVID THOMPSON HIGH SCHOOL

## Motto

A Compass for Life.

## Mission

We will provide a safe, supportive, and engaging learning environment which will allow all students to achieve personal success as they become responsible, productive, and contributing citizens.

## Vision

Shaping tomorrow's citizens today.



## Beliefs

- We believe in the power of:
  - **P**ositive Attitudes
  - **R**espect
  - **I**ntegrity
  - **D**iligence
  - **E**mpathy
- Everyone seeks success
- Choices have consequences
- Parents play an important role in the education of their children
- Learning can occur anywhere, anytime
- Students are at the centre of everything we do

## Standards

1. We will provide a healthy, safe, and caring learning environment.
2. We will provide high quality learning activities for all our students.
3. Students will develop the knowledge & skills to be good citizens prepared for life.
4. All students need to be appropriately challenged and programmed for.
5. We will keep lines of communication with home open and productive.
6. Students will achieve the learner outcomes.

## **Overview**

David Thompson High School is a small rural school located on Highway 11 on the edge of Alberta's Foothills. Serving the rural communities of Condor & Leslieville, our school has a fairly stable population. With the industrialization of the agricultural industry, fewer of our students are coming from farms. More and more of our families are employed in the oil & gas industry.

## **Program Highlights**

Despite the small number of students moving onto post-secondary programming we maintain a strong core offering and reasonable results on provincial examinations. Leadership programs offer students tremendous opportunities to develop a strong sense of self-awareness and self-confidence as learners. Our student wellness/citizenship program has grown tremendously and continues to grow under staff leadership. Outdoor Education in all grades has provided students with countless opportunities for learning and positive growth experiences. The athletics program at DT compliments the academics and allows students competitive and development opportunities.

## **Challenges**

The makeup of the traditional family is changing in our area and as non-traditional family structures emerge, students are facing challenges that create the need for increased support from school personnel and programming.

Transitioning toward High School Redesign is going to be an on-going challenge in the coming years. Upgrading course offerings, adapting timetables & schedules, increasing learning opportunities, and shifting educational practices will all take time and effort.

**Combined 2014 Accountability Pillar Overall Summary**

Measure Category	Measure Category Evaluation	Measure	David Thompson 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	87.7	86.2	81.4	89.1	89.0	88.6	High	Improved	Good
Student Learning Opportunities	Acceptable	Program of Studies	54.1	55.7	47.3	81.3	81.5	81.1	Very Low	Maintained	Concern
		Education Quality	87.1	84.5	77.2	89.2	89.8	89.5	Intermediate	Improved	Good
		Drop Out Rate	2.9	4.2	3.3	3.3	3.5	3.6	High	Maintained	Good
		High School Completion Rate (3 yr)	76.4	80.4	73.9	74.9	74.8	73.8	High	Maintained	Good
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	86.1	69.4	67.8	74.0	75.3	75.5	Very High	Improved	Excellent
		PAT: Excellence	17.6	7.5	10.2	19.0	19.1	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	71.0	73.9	73.9	85.4	84.2	83.4	Very Low	Maintained	Concern
		Diploma: Excellence	11.0	5.4	8.6	21.0	19.5	19.1	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	45.8	62.1	59.6	50.5	56.6	55.9	Intermediate	Declined	Issue
		Rutherford Scholarship Eligibility Rate (Revised)	68.8	84.6	74.7	60.9	61.3	60.8	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Transition Rate (6 yr)	55.2	41.7	48.6	59.2	59.5	59.1	Intermediate	Maintained	Acceptable
		Work Preparation	57.1	78.3	69.0	81.2	80.3	80.0	Very Low	Maintained	Concern
		Citizenship	80.3	77.4	71.2	83.4	83.4	82.6	High	Improved	Good
Parental Involvement	Acceptable	Parental Involvement	76.8	88.9	67.5	80.6	80.3	80.0	Intermediate	Maintained	Acceptable
Continuous Improvement	Good	School Improvement	70.9	69.3	61.9	79.8	80.6	80.2	Intermediate	Improved	Good

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)

## Goal One: An excellent start to learning

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

### Comment on Results

While David Thompson does not serve primary-aged students, we have a number of programs designed to support the emotional, social, intellectual and physical development needs of our students. Additionally, while we face our challenges, our overall results are positive.

### Strategies

- Continue the following:
  - Leadership Program
  - Students in Action
  - PRIDE Program
  - Career Program
  - Family Wellness Worker
  - Athletics Program
- Add the following:
  - Flexible Learning Course Selections
  - Increase Off-Campus Opportunities
  - Introduce a Job Skills Component to our Careers Courses

## 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).	80.9	77.0	70.6	73.9	71.0	75	Very Low	Maintained	Concern	77	80	82
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	13.7	11.5	8.8	5.4	11.0	12	Low	Maintained	Issue	13	16	17

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.	76.1	81.8	59.4	80.4	76.4	84	High	Maintained	Good	78	80	84
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.9	2.6	3.3	4.2	2.9	3	High	Maintained	Good	3	3	3
High school to post-secondary transition rate of students within six years of entering Grade 10.	49.3	56.8	47.2	41.7	55.2	55	Intermediate	Maintained	Acceptable	57	58	60
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	54.9	70.5	69.0	84.6	68.8	87.5	High	Maintained	Good	72	74	76
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	49.5	66.8	50.1	62.1	45.8	65	Intermediate	Declined	Issue	50	55	60

### Comment on Results

While results here are mixed, they are generally positive. However, a continued focus on learner outcomes and assessment strategies may prove beneficial.

### Strategies

As per our school goals, we are improving teaching and learning supported by our PD plan. A key element is our focus on assessment and making feedback to students more authentic and more formative. When students fail to meet outcomes on an exam, we created a form where they outline what actions they will take to earn the right to be re-assessed on the outcomes.

### 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.

*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).	40.5	69.2	64.8	69.4	86.1	76	Very High	Improved	Excellent	87	88	89
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	2.3	12.5	10.5	7.5	17.6	11	Intermediate	Maintained	Acceptable	15	16	17

<p><b>Comment on Results</b></p> <p>Strong results here could be improved upon with an increase in students achieving the standard of excellence.</p>
<p><b>Strategies</b></p> <p>With a PD plan focused on assessment practices, we should be able to provide improved individualized learning opportunities for high academic achievers to reach even higher standards.</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.	73.9	63.0	73.1	77.4	80.3	80	High	Improved	Good	82	83	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.	64.2	70.0	58.5	78.3	57.1	83	Very Low	Maintained	Concern	60	62	65

<p><b>Comment on Results</b></p> <p>Good results here could be improved upon with an increase in students achieving the standard of excellence.</p>
<p><b>Strategies</b></p> <p>With a PD plan focused on assessment practices, we should be able to provide improved individualized learning opportunities for high academic achievers to reach even higher standards.</p>

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).	*	n/a	*	50.0	*		*	*	*			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	n/a	*	5.6	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	*	*	*	*	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	*	*	*	*	*		*	*	*			

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	n/a	n/a			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	0.0	*	*	11.3		Very Low	Maintained	Concern			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	*	*		*	*	*			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	*	*	*	*	n/a		n/a	n/a	n/a			
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			

**Comment on Results**

With a transient FNMI student population, it is difficult to consistently target specialized services to these students.

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<b>Strategies</b>
Individualized learning plans and opportunities will be used to best meet the needs of this population in our school.

- 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.	40.9	36.2	50.2	55.7	54.1	65	Very Low	Maintained	Concern	55	57	60

**Comment on Results**

With a strong focus on core programming, David Thompson lacks a diversified selection of courses. Our small size further exacerbates this problem.

**Strategies**

By accessing courses offered through the Flexible Learning project as well as dual credit opportunities, the school will be able to continue offering a solid core program, while expanding its course offerings in a wide range of courses including those in CTS and fine arts.

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	2017
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	66.6	54.0	59.7	88.9	76.8	91	Intermediate	Maintained	Acceptable	77	80	82
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	79.5	73.5	73.6	84.5	87.1	86	Intermediate	Improved	Good	88	89	90

### Comment on Results

Strong results here could be improved upon with an increase in students achieving the standard of excellence.

### Strategies

With a PD plan focused on assessment practices, we should be able to provide improved individualized learning opportunities for high academic achievers to reach even higher standards.

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.	84.5	74.9	83.2	86.2	87.7	88	High	Improved	Good	89	90	91
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.	58.1	47.7	68.6	69.3	70.9	87	Intermediate	Improved	Good	74	75	77

<p><b>Comment on Results</b></p> <p>Strong results here are likely due to our Students in Action, Leadership, and PRIDE programs.</p>
<p><b>Strategies</b></p> <p>Continued support of these programs will continue to improve results in this area.</p>

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.

## 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	85.7	4.8	100.0	28.6	83.9	3.2	76.9	0.0	80.0	26.7	80	25
	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	94.4	5.6	100.0	0.0	88.9	0.0	93.3	6.7	100.0	0.0	95	5
	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	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	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	73.3	20.0	80.0	0.0	85.7	14.3	n/a	n/a	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	73.9	17.4	*	*	60.0	5.0	n/a	n/a	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	38.5	0.0	40.0	6.7	50	5
	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	54.5	0.0	40.0	0.0	50	5
	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	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	100.0	37.5	88.9	11.1	71.0	3.2	88.9	0.0	53.8	7.7	65	10
	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	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	100.0	12.5	81.8	9.1	87.5	0.0	71.4	0.0	70.0	0.0	72	5
	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		

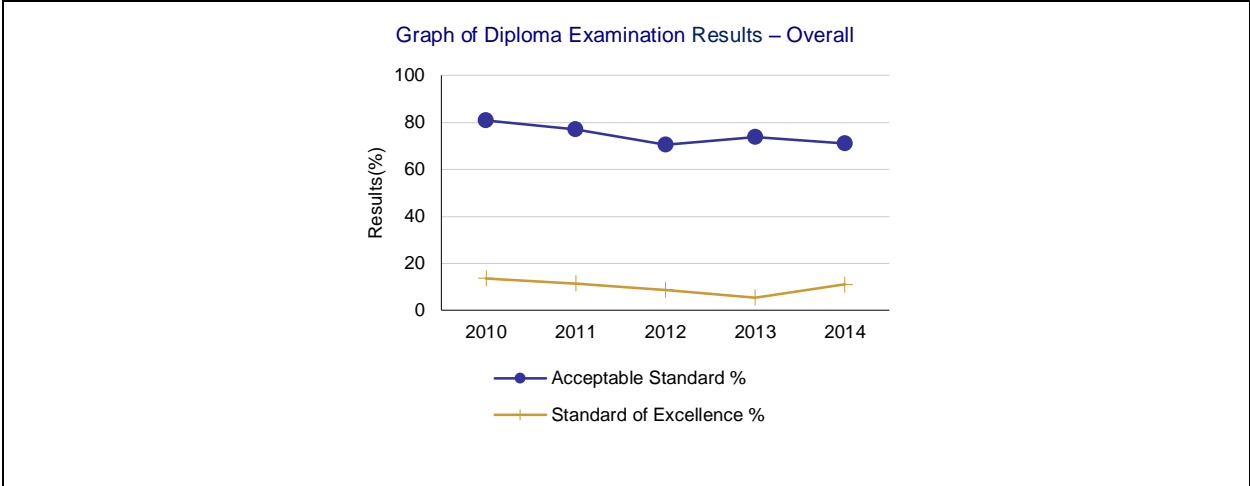


		Results (in percentages)										Target	
		2010		2011		2012		2013		2014		2014	
		A	E	A	E	A	E	A	E	A	E	A	E
Biology 30	School	53.8	11.5	71.4	28.6	50.0	10.0	66.7	25.0	47.1	17.6	50	5
	Authority	79.4	22.5	80.3	27.2	73.8	24.8	84.4	27.2	80.3	27.2		
	Province	81.4	28.1	81.9	29.8	81.8	28.1	84.3	32.1	85.2	31.7		
Chemistry 30 Old	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	73.3	20.0	55.6	11.1	83.3	33.3	61.5	7.7	75.0	25.0	75	15
	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	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	54.5	9.1	44.4	0.0	42.1	10.5	55.6	0.0	70.0	10.0	70	10
	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	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		

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

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Diploma Examination Results by Course

<p style="text-align: center;"><b>English Lang Arts 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>85</td> <td>5</td> </tr> <tr> <td>2011</td> <td>100</td> <td>28</td> </tr> <tr> <td>2012</td> <td>83</td> <td>3</td> </tr> <tr> <td>2013</td> <td>77</td> <td>0</td> </tr> <tr> <td>2014</td> <td>80</td> <td>27</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2010	85	5	2011	100	28	2012	83	3	2013	77	0	2014	80	27	<p style="text-align: center;"><b>English Lang Arts 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>95</td> <td>5</td> </tr> <tr> <td>2011</td> <td>100</td> <td>0</td> </tr> <tr> <td>2012</td> <td>88</td> <td>0</td> </tr> <tr> <td>2013</td> <td>93</td> <td>7</td> </tr> <tr> <td>2014</td> <td>100</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2010	95	5	2011	100	0	2012	88	0	2013	93	7	2014	100	0
Year	Acceptable Standard %	Standard of Excellence %																																			
2010	85	5																																			
2011	100	28																																			
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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"> <caption>Mathematics 30-2 Results</caption> <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>55</td> <td>0</td> </tr> <tr> <td>2014</td> <td>40</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2010	0	0	2011	0	0	2012	0	0	2013	55	0	2014	40	0
Year	Acceptable Standard %	Standard of Excellence %																	
2010	0	0																	
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Year	Acceptable Standard %	Standard of Excellence %																	
2010	100	40																	
2011	90	10																	
2012	70	5																	
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<p>[No Data for Social Studies 33]</p>	<p style="text-align: center;"><b>Social Studies 30-2</b></p> <table border="1"> <caption>Social Studies 30-2 Results</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>100</td> <td>15</td> </tr> <tr> <td>2011</td> <td>80</td> <td>10</td> </tr> <tr> <td>2012</td> <td>85</td> <td>0</td> </tr> <tr> <td>2013</td> <td>70</td> <td>0</td> </tr> <tr> <td>2014</td> <td>70</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2010	100	15	2011	80	10	2012	85	0	2013	70	0	2014	70	0
Year	Acceptable Standard %	Standard of Excellence %																	
2010	100	15																	
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2014	70	0																	

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Diploma Examination Results by Course

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Year	Acceptable Standard %	Standard of Excellence %																	
2010	55	12																	
2011	72	28																	
2012	50	10																	
2013	68	25																	
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Year	Acceptable Standard %	Standard of Excellence %																	
2010	75	20																	
2011	58	10																	
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Year	Acceptable Standard %	Standard of Excellence %																	
2010	55	10																	
2011	45	2																	
2012	42	12																	
2013	58	2																	
2014	72	10																	

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Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	David Thompson 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 Low	Maintained	Concern	15	80.0	17	86.9	28,671	87.1	29,063	85.4
	Standard of Excellence	High	Improved	Good	15	26.7	17	10.6	28,671	11.7	29,063	10.6
English Lang Arts 30-2	Acceptable Standard	Very High	Improved	Excellent	17	100.0	11	94.1	15,887	89.7	14,790	89.1
	Standard of Excellence	Low	Maintained	Issue	17	0.0	11	2.2	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	16	82.9	n/a	n/a	14,941	74.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	16	7.1	n/a	n/a	14,941	22.6
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	20	60.0	n/a	n/a	6,941	74.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	20	5.0	n/a	n/a	6,941	13.4
Mathematics 30-1	Acceptable Standard	n/a	Maintained	n/a	15	40.0	13	38.5	21,314	74.6	19,841	80.4
	Standard of Excellence	n/a	Maintained	n/a	15	6.7	13	0.0	21,314	27.2	19,841	35.4
Mathematics 30-2	Acceptable Standard	n/a	Maintained	n/a	10	40.0	11	54.5	11,934	71.3	9,646	68.9
	Standard of Excellence	n/a	Maintained	n/a	10	0.0	11	0.0	11,934	15.0	9,646	9.6
Social Studies 30-1	Acceptable Standard	Very Low	Declined	Concern	13	53.8	16	82.9	21,992	85.5	23,164	84.8
	Standard of Excellence	Low	Maintained	Issue	13	7.7	16	4.8	21,992	14.2	23,164	15.6
Social Studies 30-2	Acceptable Standard	Low	Maintained	Issue	20	70.0	13	80.2	19,173	83.9	17,286	83.6
	Standard of Excellence	Very Low	Maintained	Concern	20	0.0	13	3.0	19,173	14.8	17,286	14.5
Biology 30	Acceptable Standard	Very Low	Maintained	Concern	17	47.1	13	62.7	21,656	85.2	22,802	82.7
	Standard of Excellence	Low	Maintained	Issue	17	17.6	13	21.2	21,656	31.7	22,802	30.0
Chemistry 30	Acceptable Standard	Intermediate	Maintained	Acceptable	8	75.0	13	66.8	19,118	81.3	18,261	76.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	8	25.0	13	17.4	19,118	35.0	18,261	29.2
Physics 30	Acceptable Standard	Intermediate	Improved	Good	10	70.0	12	47.4	10,758	83.0	10,060	79.6
	Standard of Excellence	Low	Maintained	Issue	10	10.0	12	3.5	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.

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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 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

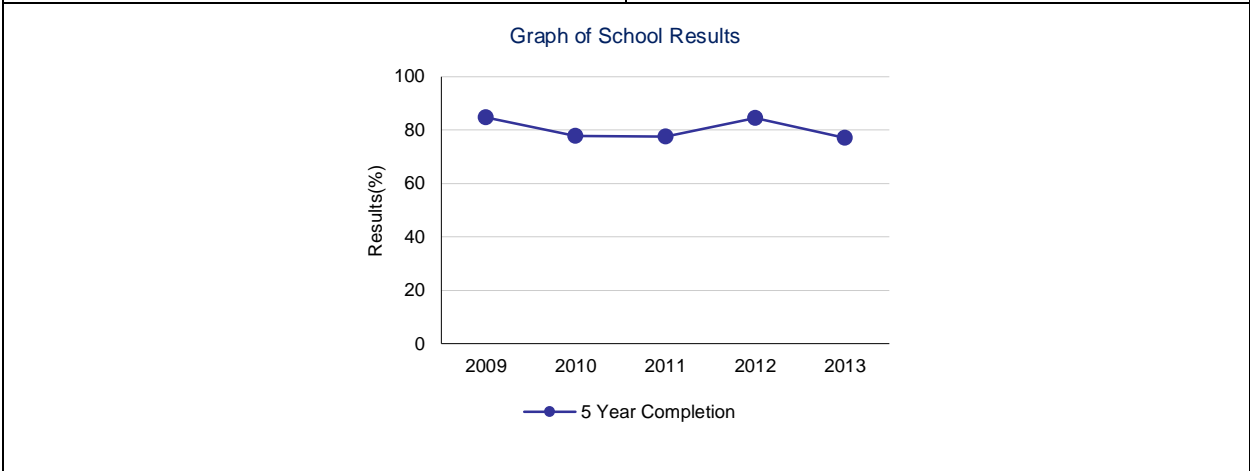
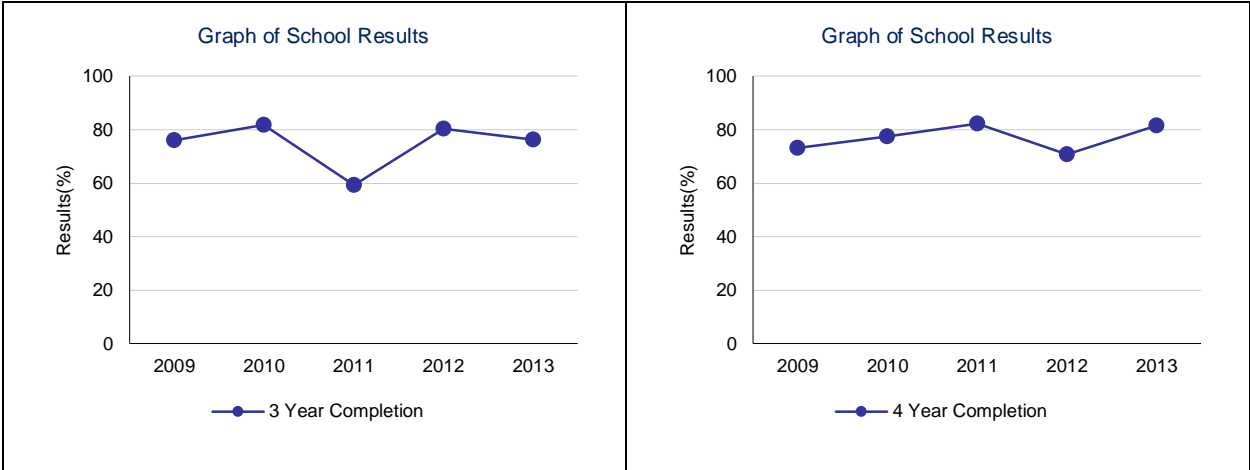
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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	76.1	81.8	59.4	80.4	76.4	73.3	73.4	78.2	74.0	72.4	71.5	72.6	74.1	74.8	74.9
4 Year Completion	73.1	77.6	82.3	70.9	81.5	75.2	77.8	75.4	81.8	77.8	76.1	76.9	78.1	79.4	79.6
5 Year Completion	84.6	77.7	77.6	84.4	77.1	77.8	78.7	79.8	77.4	84.2	79.0	79.0	79.6	80.8	81.7



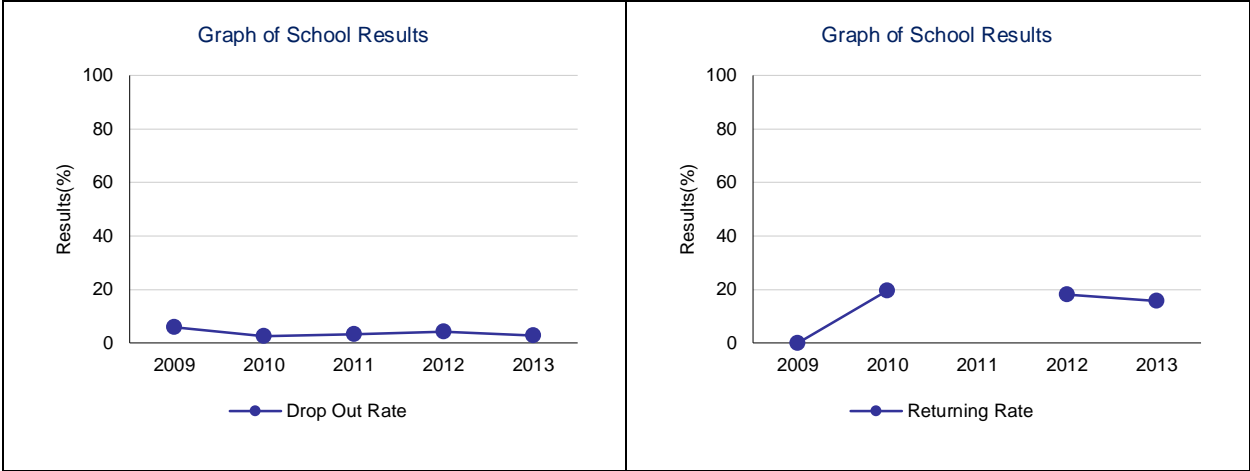
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).



**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	5.9	2.6	3.3	4.2	2.9	6.0	5.8	3.9	5.0	3.3	4.3	4.2	3.2	3.5	3.3
Returning Rate	0.0	19.5	*	18.0	15.8	17.6	19.2	13.2	15.5	16.3	23.5	27.9	23.4	23.0	21.1

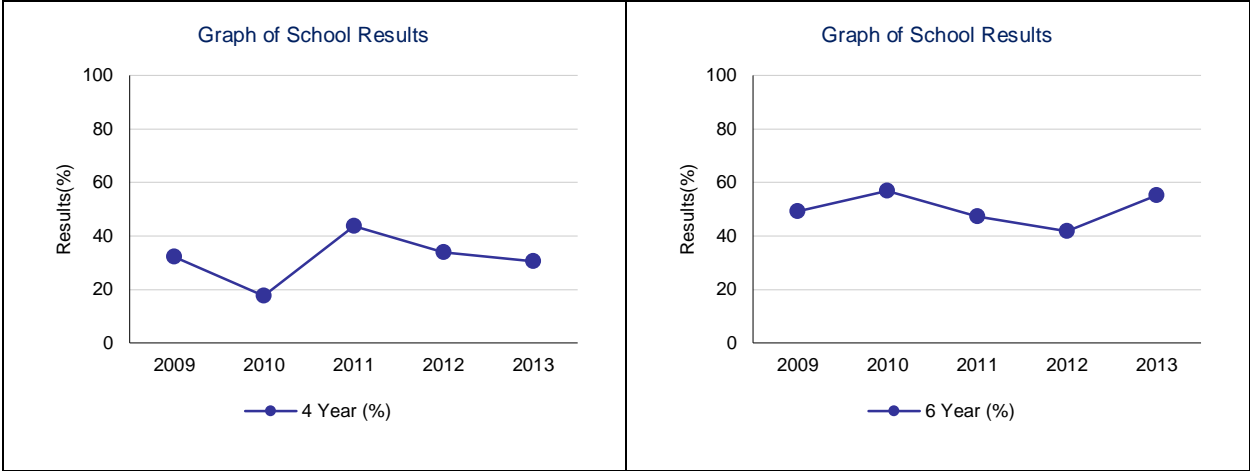


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**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	32.1	17.6	43.6	33.9	30.6	28.7	25.2	30.0	30.8	28.4	37.5	37.8	38.2	39.6	40.0
6 Year Rate	49.3	56.8	47.2	41.7	55.2	47.8	49.9	48.6	46.4	46.7	59.8	59.3	58.4	59.5	59.2

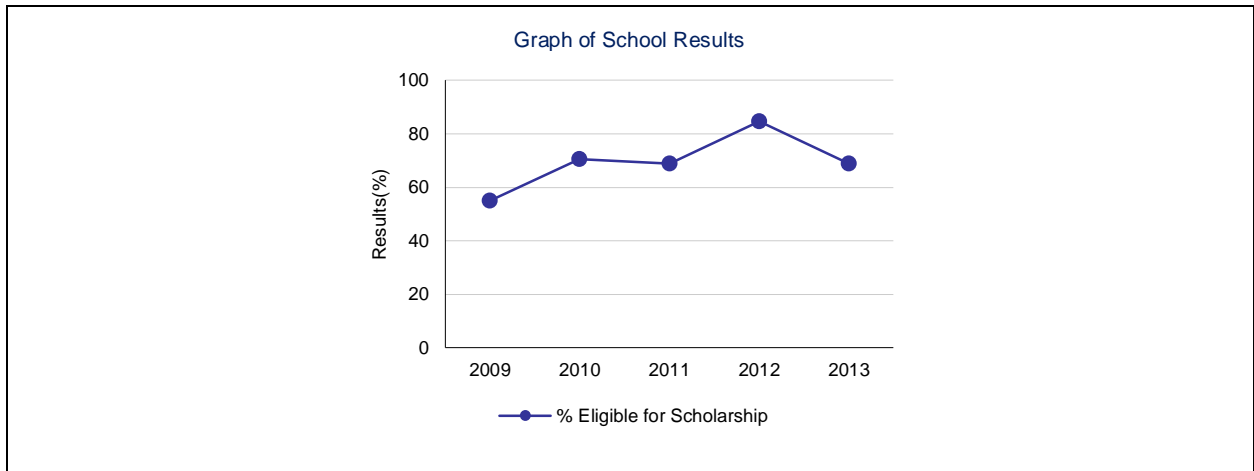


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**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)	54.9	70.5	69.0	84.6	68.8	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	51	25	49.0	20	39.2	7	13.7	28	54.9
2010	44	26	59.1	28	63.6	16	36.4	31	70.5
2011	29	18	62.1	16	55.2	10	34.5	20	69.0
2012	39	26	66.7	31	79.5	11	28.2	33	84.6
2013	32	19	59.4	20	62.5	7	21.9	22	68.8

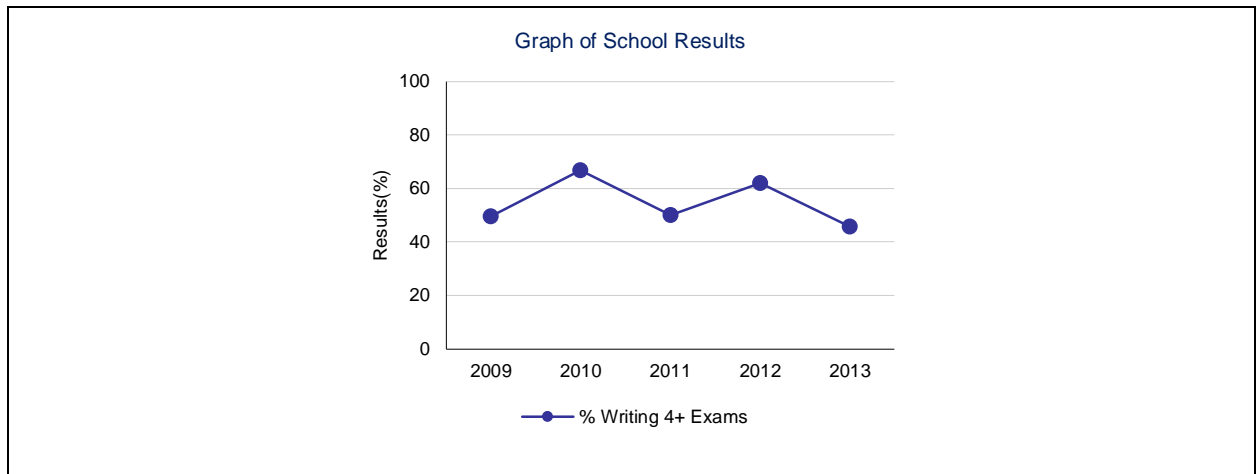


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**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	15.1	13.8	18.6	10.4	14.4	19.1	17.7	14.7	19.4	21.1	18.0	17.2	16.1	15.9	16.1
% Writing 1+ Exams	84.9	86.2	81.4	89.6	85.6	80.9	82.3	85.3	80.6	78.9	82.0	82.8	83.9	84.1	83.9
% Writing 2+ Exams	83.1	84.0	75.1	89.6	82.5	76.8	80.1	83.6	77.9	75.1	78.7	79.6	80.8	81.2	80.8
% Writing 3+ Exams	67.2	79.7	68.8	85.0	58.1	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>49.5</b>	<b>66.8</b>	<b>50.1</b>	<b>62.1</b>	<b>45.8</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	23.0	38.8	37.5	41.4	36.7	23.5	27.6	28.0	28.7	27.3	34.7	36.1	37.2	38.0	31.8
% Writing 6+ Exams	14.1	15.1	18.8	27.6	15.3	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	47.4	51.1	43.8	66.7	39.4	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	35.1	31.9	34.4	22.2	42.4	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>82.5</b>	<b>83.0</b>	<b>78.1</b>	<b>86.7</b>	<b>81.8</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	36.8	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	36.2	40.6	64.4	24.2	0.0	33.6	38.5	35.9	34.0	0.0	45.7	48.2	48.0	46.1
Social Studies 33	45.6	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	48.9	37.5	20.0	60.6	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>82.5</b>	<b>85.1</b>	<b>78.1</b>	<b>84.4</b>	<b>84.8</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	28.1	34.0	43.8	48.9	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	36.8	44.7	21.9	40.0	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	39.4	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	33.3	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>64.9</b>	<b>78.7</b>	<b>65.6</b>	<b>82.2</b>	<b>57.6</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	35.1	59.6	37.5	46.7	36.4	30.0	33.0	35.4	33.5	32.3	39.8	41.2	42.8	43.1	42.5
Chemistry 30	29.8	34.0	37.5	40.0	36.4	23.0	29.1	28.1	26.8	26.8	29.7	35.2	36.0	36.7	31.7
Physics 30	15.8	25.5	34.4	40.0	24.2	12.9	17.0	16.2	16.4	16.5	17.5	20.0	20.6	20.4	17.4
Science 30	8.8	0.0	0.0	2.2	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>52.6</b>	<b>66.0</b>	<b>53.1</b>	<b>62.2</b>	<b>45.5</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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	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	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	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	n/a	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	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	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	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	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	n/a	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	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	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	36.4	4.5	77.5	10.0	65.7	5.7	75.5	4.1	91.7	5.6	85	8	
	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	n/a	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	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	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	50.0	10.0	40.0	2.9	46.9	6.1	63.9	13.9	65	12	
	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	n/a	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			

*continued....*

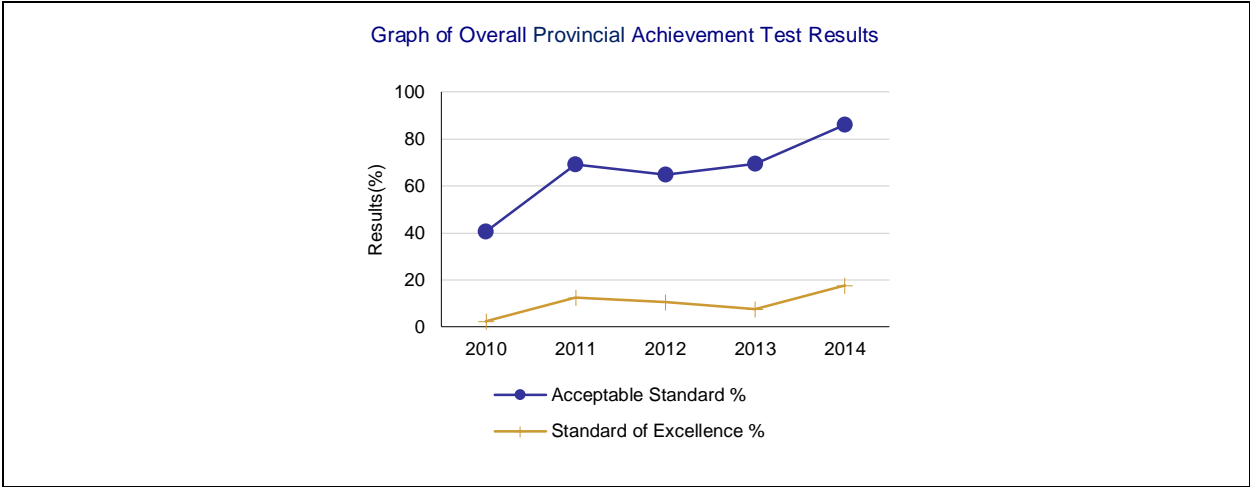
		Results (in percentages)										Target	
		2010		2011		2012		2013		2014		2014	
		A	E	A	E	A	E	A	E	A	E	A	E
Science 9	School	44.2	2.3	72.5	10.0	71.4	14.3	73.5	8.2	83.3	22.2	85	15
	Authority	71.0	17.5	77.4	15.0	74.8	25.2	70.1	16.7	75.2	25.4		
	Province	73.6	17.7	74.9	20.8	74.2	22.4	73.0	20.0	73.2	22.1		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	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	40.9	0.0	57.5	17.5	57.1	11.4	59.2	10.2	83.3	25.0	80	15
	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	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.

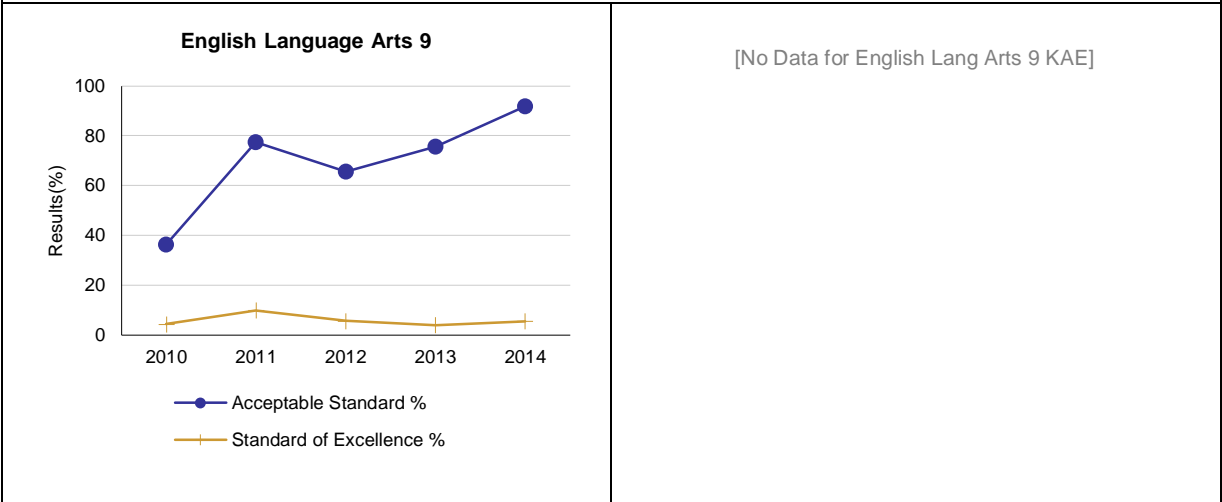
\*School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.



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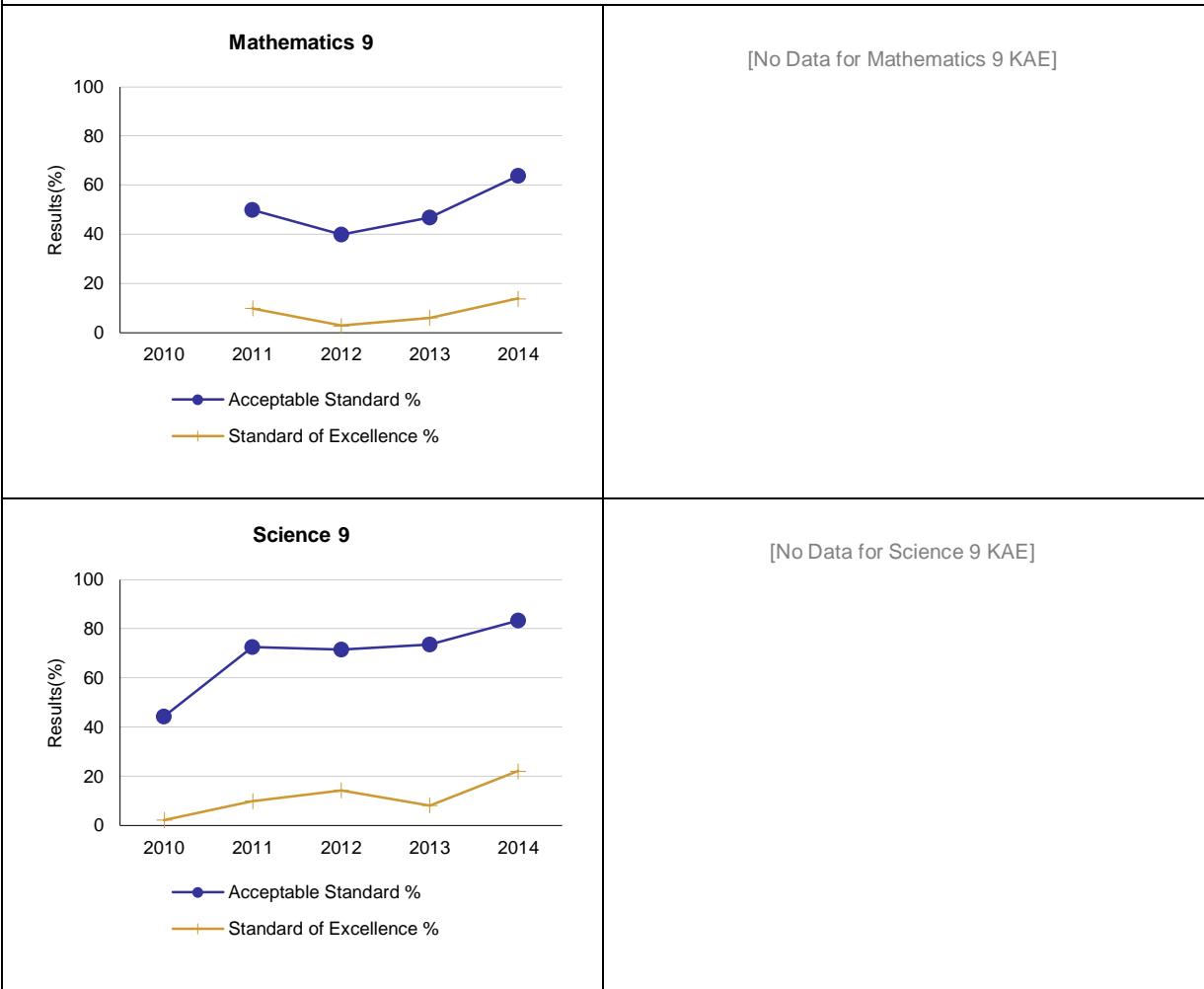
Graph of Provincial Achievement Test Results by Course



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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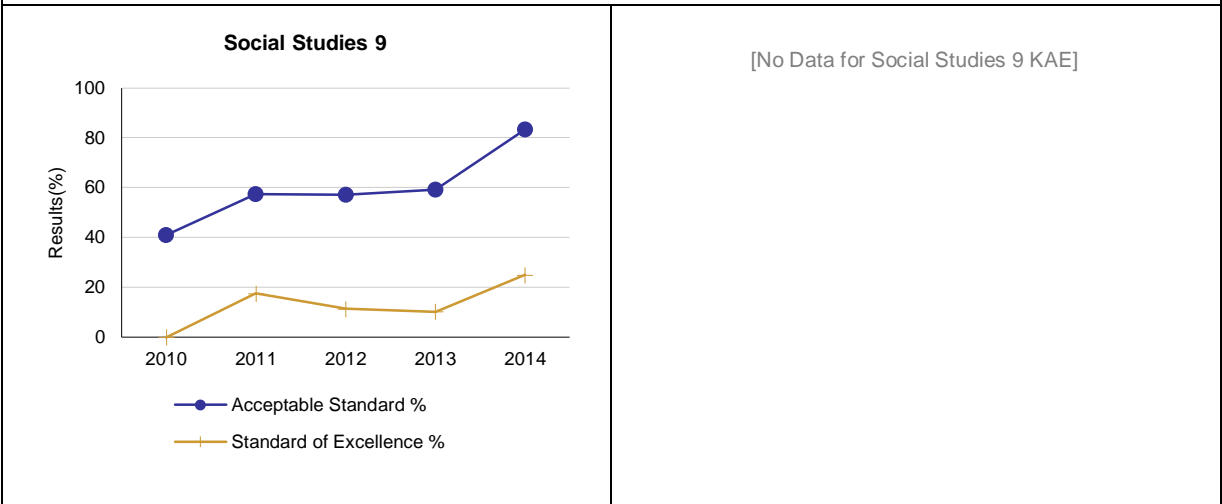
Graph of Provincial Achievement Test Results by Course



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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 (\*).

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.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	David Thompson 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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16,235	78.0	44,576	81.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	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	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	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	n/a	358	7.0	540	15.1
Mathematics 3*	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16,202	74.0	44,562	76.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16,202	25.1	44,562	25.7
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,704	81.9	43,581	82.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	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	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	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	n/a	531	17.1	474	20.4
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,617	73.5	43,599	73.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,617	15.4	43,599	17.0
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,608	75.9	43,551	77.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,608	24.9	43,551	26.4
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,593	70.4	43,540	72.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,593	16.6	43,540	19.0
English Language Arts 9	Acceptable Standard	Very High	Improved Significantly	Excellent	36	91.7	41	72.9	43,760	76.3	37,776	77.8	
	Standard of Excellence	Very Low	Maintained	Concern	36	5.6	41	6.6	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	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	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	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	n/a	2,658	11.1	2,387	13.7

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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 tests.

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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		David Thompson School							Alberta			
Course	Measure	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	381	86.1	330	86.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	381	17.8	330	15.5
Mathematics 9	Acceptable Standard	Intermediate	Improved	Good	36	63.9	41	45.6	43,279	67.1	37,487	66.5
	Standard of Excellence	Intermediate	Improved	Good	36	13.9	41	6.3	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	36	83.3	41	72.5	43,769	73.2	37,974	74.0
	Standard of Excellence	Very High	Improved	Excellent	36	22.2	41	10.8	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	Very High	Improved Significantly	Excellent	36	83.3	41	57.9	43,773	65.5	38,159	67.2
	Standard of Excellence	Very High	Improved	Excellent	36	25.0	41	13.0	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**

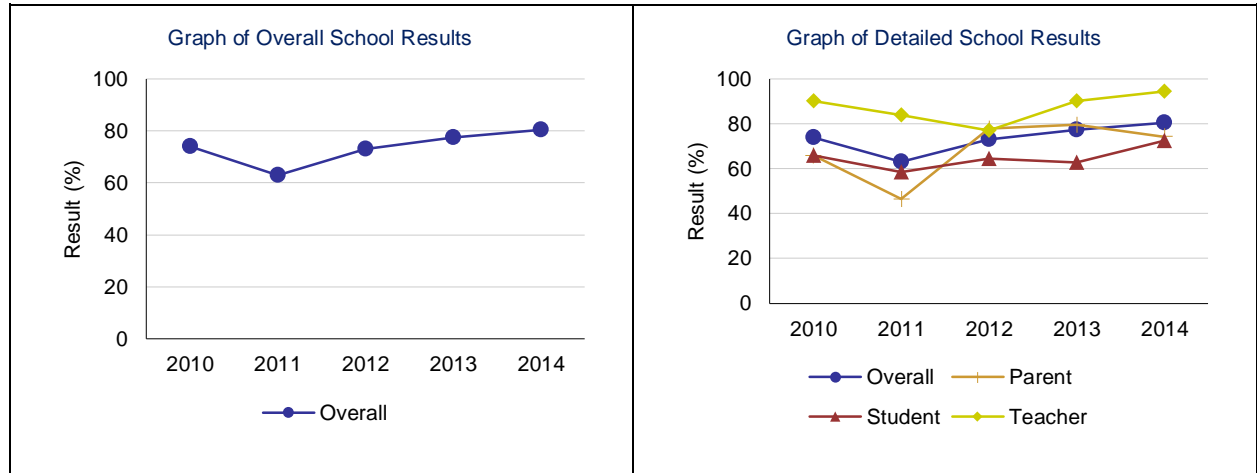
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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	73.9	63.0	73.1	77.4	80.3	75.1	73.8	73.8	73.0	74.7	81.4	81.9	82.5	83.4	83.4
Teacher	90.0	84.0	76.9	90.0	94.3	91.4	87.2	86.6	83.3	84.4	93.0	92.7	93.1	93.6	93.8
Parent	65.8	46.4	77.8	79.5	74.3	68.4	69.0	69.2	70.1	75.4	78.5	78.6	79.4	80.3	81.9
Student	66.0	58.5	64.6	62.8	72.5	65.4	65.4	65.7	65.8	64.3	72.7	74.5	75.0	76.2	74.5

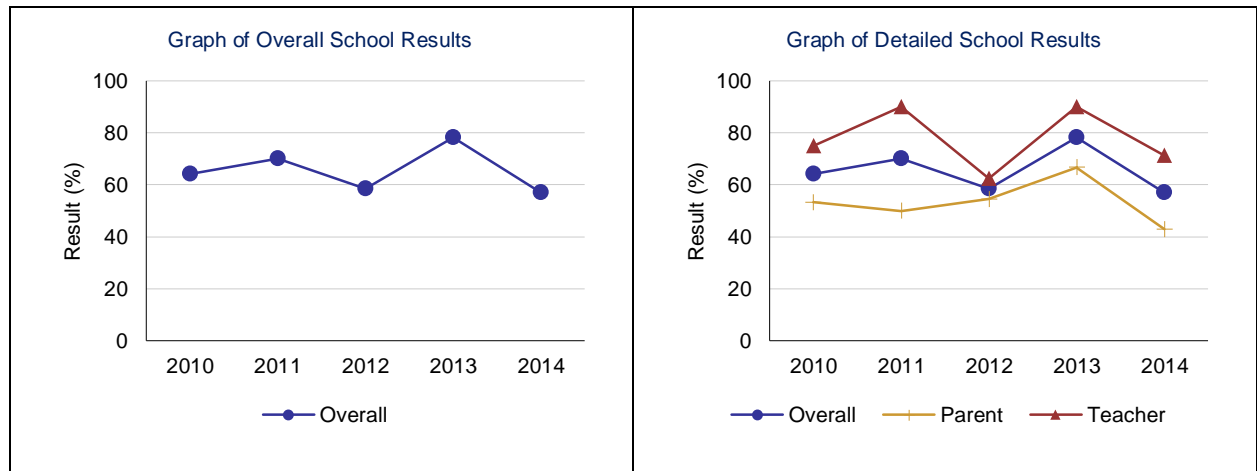


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction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

**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	64.2	70.0	58.5	78.3	57.1	72.9	73.8	69.3	69.7	72.5	79.9	80.1	79.7	80.3	81.2
Teacher	75.0	90.0	62.5	90.0	71.4	90.0	82.2	84.0	80.5	80.5	90.0	89.6	89.5	89.4	89.3
Parent	53.3	50.0	54.5	66.7	42.9	55.9	65.5	54.6	59.0	64.5	69.8	70.6	69.9	71.1	73.1



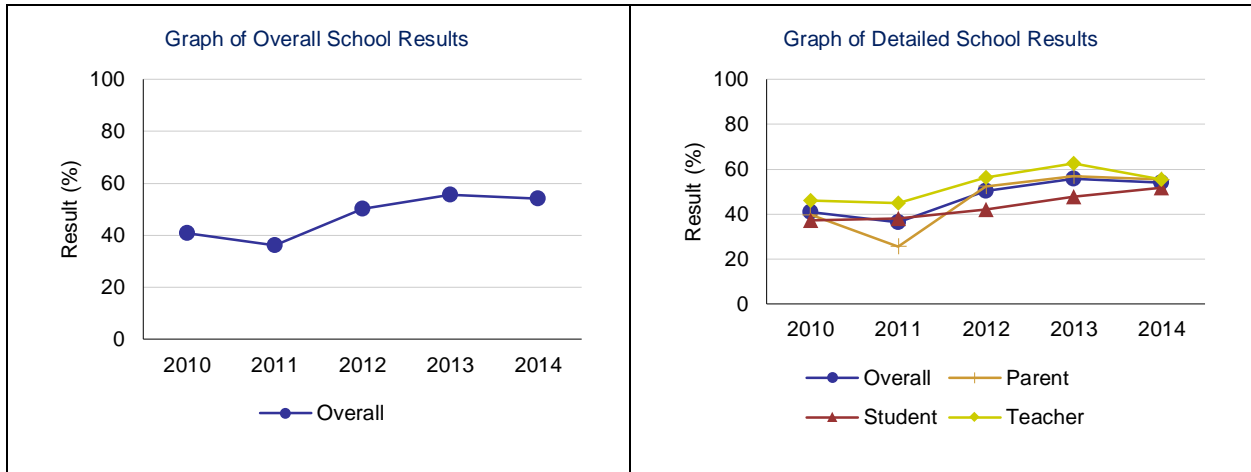
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).



**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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	40.9	36.2	50.2	55.7	54.1	71.9	75.2	71.9	72.9	72.1	80.5	80.9	80.7	81.5	81.3
Teacher	46.0	45.0	56.3	62.5	55.4	79.0	82.0	79.9	80.9	78.4	87.7	87.6	87.3	87.9	87.5
Parent	39.7	25.5	52.3	56.9	55.4	69.6	72.8	69.5	71.3	72.5	78.0	78.3	78.1	78.9	79.9
Student	37.1	38.0	42.0	47.6	51.7	67.1	70.8	66.1	66.4	65.4	75.9	76.9	76.9	77.8	76.6

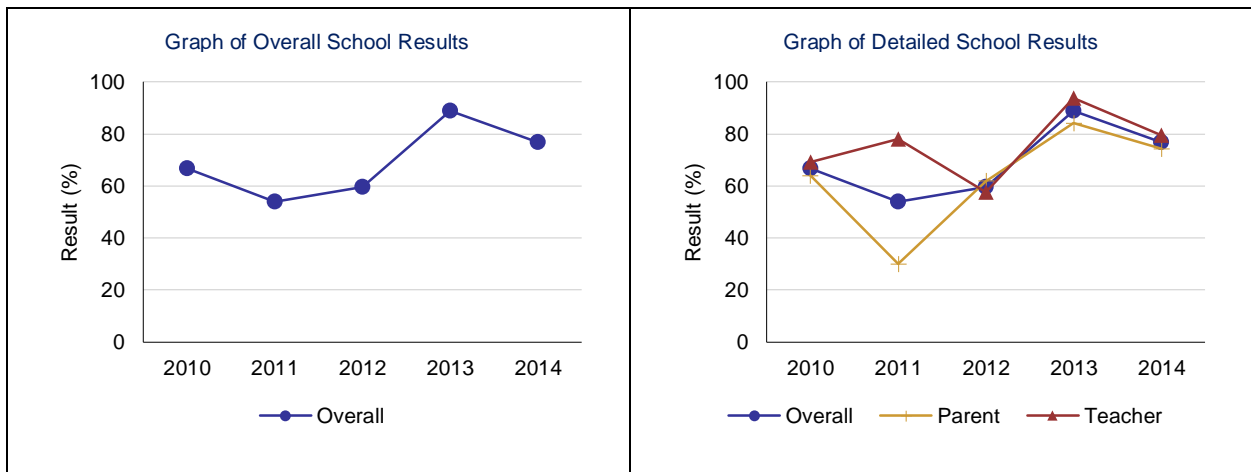


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction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

**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	66.6	54.0	59.7	88.9	76.8	76.8	74.8	73.9	76.0	80.1	80.0	79.9	79.7	80.3	80.6
Teacher	69.2	78.0	57.5	93.8	79.4	88.6	86.3	85.5	85.0	87.2	88.6	88.1	88.0	88.5	88.0
Parent	64.0	30.0	61.8	84.1	74.3	65.0	63.2	62.3	66.9	73.0	71.3	71.7	71.4	72.2	73.1

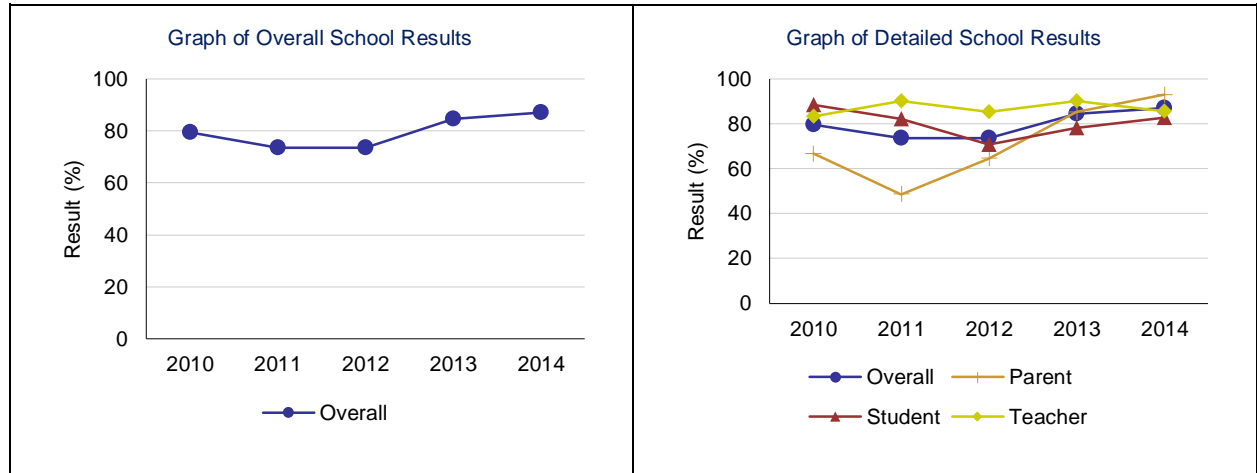


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction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

**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	79.5	73.5	73.6	84.5	87.1	86.2	85.1	84.9	83.4	85.2	89.2	89.4	89.4	89.8	89.2
Teacher	83.3	90.0	85.4	90.0	85.7	95.1	93.7	93.2	90.9	91.2	95.6	95.5	95.4	95.7	95.5
Parent	66.7	48.6	64.6	85.2	92.9	78.9	78.5	77.7	77.5	82.8	83.9	84.2	84.2	84.9	84.7
Student	88.4	82.1	70.8	78.2	82.8	84.5	83.0	83.8	81.8	81.5	88.2	88.5	88.6	88.7	87.3

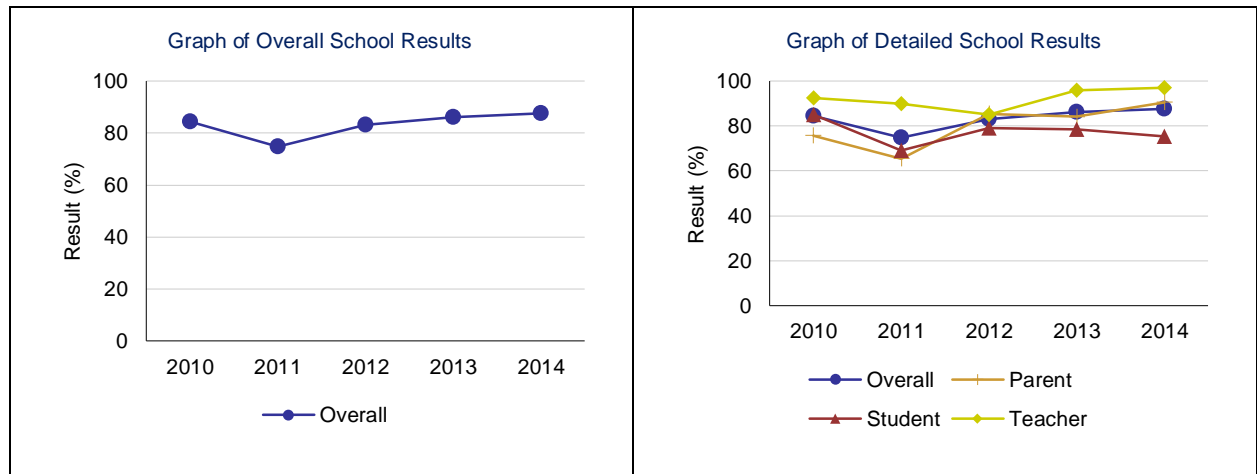


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction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

**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	84.5	74.9	83.2	86.2	87.7	83.2	83.1	82.6	82.1	84.7	87.6	88.1	88.6	89.0	89.1
Teacher	92.5	90.0	85.0	96.0	97.1	92.1	91.5	90.4	90.0	91.6	94.4	94.5	94.8	95.0	95.3
Parent	75.7	65.5	85.5	84.1	90.6	80.6	80.2	80.4	79.8	86.0	86.1	86.6	87.4	87.8	88.9
Student	85.2	69.2	79.1	78.5	75.5	76.8	77.7	77.0	76.4	76.5	82.2	83.3	83.7	84.2	83.1

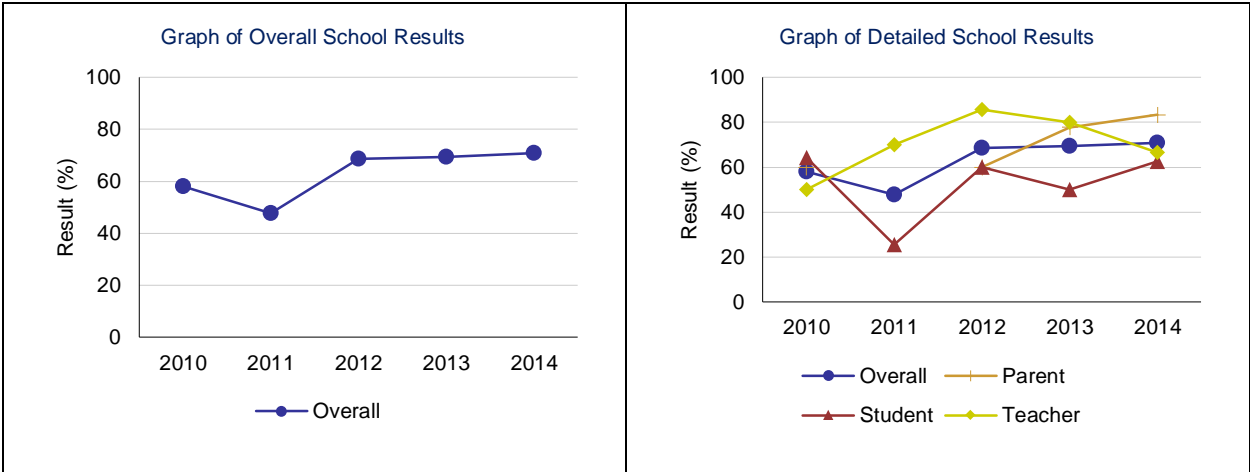


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction 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	58.1	47.7	68.6	69.3	70.9	76.5	75.9	73.1	68.8	73.3	79.9	80.1	80.0	80.6	79.8
Teacher	50.0	70.0	85.7	80.0	66.7	77.2	76.4	77.1	68.8	74.8	80.8	80.1	81.1	80.9	81.3
Parent	60.0	*	60.0	77.8	83.3	74.7	73.6	68.5	69.3	74.4	77.0	77.3	76.2	77.9	77.0
Student	64.3	25.5	60.0	50.0	62.7	77.6	77.5	73.8	68.4	70.7	81.8	82.9	82.7	82.9	81.2



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.