
2 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	Drayton Christian School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	85.2	79.2	80.9	89.1	89.0	88.6	High	Maintained	Good
Student Learning Opportunities	n/a	Program of Studies	75.3	69.9	72.5	81.3	81.5	81.1	Intermediate	Maintained	Acceptable
		Education Quality	85.6	77.4	82.1	89.2	89.8	89.5	Intermediate	Maintained	Acceptable
		Drop Out Rate	0.0	2.9	1.5	3.3	3.5	3.6	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.9	74.8	73.8	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	84.0	78.4	72.4	74.0	75.3	75.5	High	Improved	Good
		PAT: Excellence	20.0	19.6	12.5	19.0	19.1	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.4	84.2	83.4	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	19.5	19.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	50.5	56.6	55.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	60.9	61.3	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.2	59.5	59.1	n/a	n/a	n/a
		Work Preparation	78.2	70.6	76.4	81.2	80.3	80.0	High	Maintained	Good
		Citizenship	75.0	70.5	76.0	83.4	83.4	82.6	Intermediate	Maintained	Acceptable
Parental Involvement	Excellent	Parental Involvement	84.9	86.1	77.9	80.6	80.3	80.0	Very High	Maintained	Excellent
Continuous Improvement	Concern	School Improvement	61.8	62.0	67.8	79.8	80.6	80.2	Very Low	Maintained	Concern

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.*

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

Comment on Results

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

We are a Learning Community that:

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

Strategies

- Continue partnering with Aim for Success programs such as Roots of Empathy and Second step.
- ECS class is working with the Speech Pathologist on "Good Listening and Speaking" program.
- Grade 2/3 to participate in Steps of regulation program.
- Implement Peer Mentorship Program through Aim for Success for our Grade 5/6 students.
- Continue to access and promote students and families working with the Family Wellness Worker.
- Continue to promote school and individual success through assemblies that include academic and athletic Achievements as well as acknowledgements of birthdays and personal growth.
- Include monthly family group times – this entails having mixed group of students with a staff member. This year we will have the grade 5 students prepare and lead these groups with the supervision/guidance of the staff members.

Goal Two: Success for Every Student

Outcome: Students achieve student learning outcomes.

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	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.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	1.6	0.0	2.9	0.0	2.0	Very High	Maintained	Excellent	1.7	1.3	0.5
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results

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

Strategies

- Continue to develop and provide opportunities for success for every student.
- Continue to utilize early intervention strategies such as Program Planning Team, Reading Assessments.
- Implementation of Chromebook 1 to 1 program for Grades 5-9. This will allow all students to access Applications to assist with learning.
- Renaissance program for junior high supports the development of good habits including attendance, proper behavior, completed tasks and being prepared.

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).	80.2	72.2	66.7	78.4	84.0	83	High	Improved	Good	85	86	87
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	14.1	9.3	8.8	19.6	20.0	15	Intermediate	Maintained	Acceptable	17	20	22

Comment on Results

We increased the overall percentage of acceptable level by 5% while slightly exceeding our goal.
 We exceeded our overall percentage of excellence level for the second year in a row and look to continue to grow in this area.

Strategies

- Continuing implementation of Words their Way program school wide.
- Continuing Professional Development with a focus on inquiry learning.
- Continued and expanded use of Technology to assist in practice of skills i.e. Raz Kids, Reading A to Z and Mathletics throughout the school.
- Revision of Bring Your Own Device Program in Grades 5-9 to a 1 to 1 supplied device program. Parents, Students and staff are currently revisiting our device policies to determine best practices to assist students in achievement and wellness.
- Staff will be discussing the implementation of a school wide home reading program.

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 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.	80.9	80.6	77.0	70.5	75.0	75	Intermediate	Maintained	Acceptable	77	79	81
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.	72.9	80.5	78.1	70.6	78.2	75	High	Maintained	Good	80	82	84

Comment on Results

We meet our target for 2014 in the area of students modeling the characteristics of active citizenship.
 We slightly exceeded our target for growth in the area of students are taught the attitudes and behaviors that will make them successful at work.

Strategies

- Continuing implementation and redevelopment of community events – Christmas Concert, Hat Days to help local families in need, Food Bank, and Operation Christmas Child.
- Staff discussing and editing specifics of rules and consequences to achieve consistency.
- Trained staff to continue to use Problem Solving Collaboratively program where appropriate.
- Use of Aim for Success, Speech pathologist, and Occupational Therapist whole class and small group programs
- Continuation of PAC (Principal Advisory Council). A group of junior high students willing to discuss all aspects of the school with the principal. This group meets weekly.
- Continuation of family groups. (An activity based multiage grouping time each month).
- Transition to of Grade 5/6 leadership in family group times.
- Times for students to pray by themselves, with a peer, or with a staff member.
- Renaissance Program for Junior high to promote positive attitudes and behaviors that will help students to be successful as they mature.

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).	90.5	83.3	*	78.9	*		*	*	*			
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).	14.3	4.2	*	5.3	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Performance Measure	Results (in percentages)					Target	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	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	n/a	*	*	*	*		*	*	*			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results

We had no students meeting the criteria for these performance measures.

Strategies

Strategies that will be continued throughout the school where needed include:

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

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 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.	59.4	76.0	71.5	69.9	75.3	71	Intermediate	Maintained	Acceptable	75	77	80

Comment on Results

It is exciting to see an over 5% improvement in this performance measure. Being a small school it is difficult to offer programming in all areas of interest while continuing a focus on Bible. Physical Education, Health, and Art are all high scoring. The areas of concern include the offering of another language and drama.

Strategies

- Research the possibility of offering French via technology.
- Staff to look at curriculum for the opportunities to incorporate drama into their classrooms.
- Increase of the use of Chromebook devices in the school to continue to implement supports and programs to assist students in 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.

Goal Four: Engaged and effective governance

Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	80.8	69.9	77.7	86.1	84.9	84	Very High	Maintained	Excellent	85	86	87
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	85.6	87.4	81.6	77.4	85.6	81	Intermediate	Maintained	Acceptable	85	86	87

Comment on Results

We are excited to see an 8 % increase in the measure of overall quality of basic education. As a whole we are seeing improvement a majority of areas and want to see this continue.

Strategies

- Continue communication through redesigned newsletter, website, and Facebook.
- Staff to continue or implement regular communication with parents using either a website or newsletter. Other ways staff communicate include remind, google calendar or students agendas.
- We changed the formatting and timing of parent teacher interviews to have meeting times with parents sooner in the year.
- The development of a school council and realignment of outcomes for our parent society to reflect current Alberta Government legislation.

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.	83.8	81.3	82.1	79.2	85.2	82	High	Maintained	Good	85	86	87
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.	75.7	76.0	65.4	62.0	61.8	70	Very Low	Maintained	Concern	65	70	75

Comment on Results

(an assessment of progress toward achieving the target)

- "teachers care about your child" is at 100% amongst all stakeholders
- "your child is safe at school is at 94%
- Your child was treated fairly by adults at the school big jump from 70 to 95%, junior high came back at 100%

Concerns

- 35 % of students in upper elementary need to feel more respected by each other.
- Staff who have not been hear for three years

Strategies

- ***Aim for Success to work in areas of citizenship, youth mentorship, and friendship.***
- ***Develop common language for students to begin solving problems (with staff first, then with students***
- ***Staff will receive Non Violent Crisis Training throughout the 2-14-2015 school year.***

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

[No Data for Diploma Exam Results]

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

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

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

Graph of Diploma Examination Results – Overall

[No Data for Diploma Exam Results]

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

Diploma Examination Results by Course	
[No Data for English Lang Arts 30-1]	[No Data for English Lang Arts 30-2]
[No Data for French Lang Arts 30-1]	[No Data for Français 30]
[No Data for Pure Mathematics 30]	[No Data for Mathematics 30-1]

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

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

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

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

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

Diploma Examination Results Course By Course Summary With Measure Evaluation

[No Data for Diploma Exam Results]

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Measure Evaluation Reference - Achievement Evaluation

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

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

[No Data for Diploma Achievement Evaluation Reference]

Notes:

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

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Improvement Table

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

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

[No Data for Diploma Improvement Reference]

Overall Evaluation Table

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

[No Data for Diploma Overall Evaluation Reference]

High School Completion Rate – Measure Details

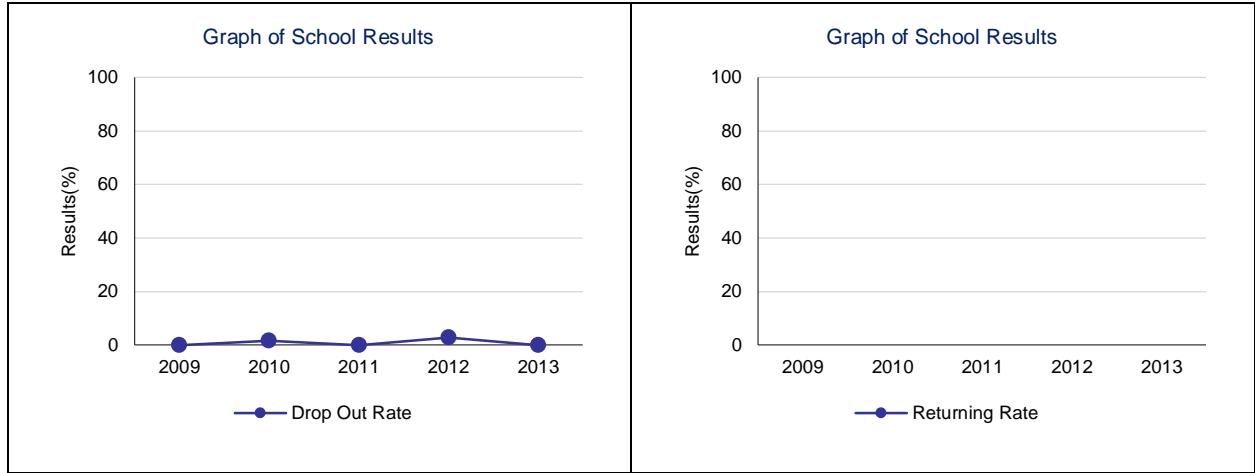
[No Data for High School Completion Rate]

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

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

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Drop Out Rate	0.0	1.6	0.0	2.9	0.0	6.0	5.8	3.9	5.0	3.3	4.3	4.2	3.2	3.5	3.3
Returning Rate	*	n/a	*	n/a	*	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

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

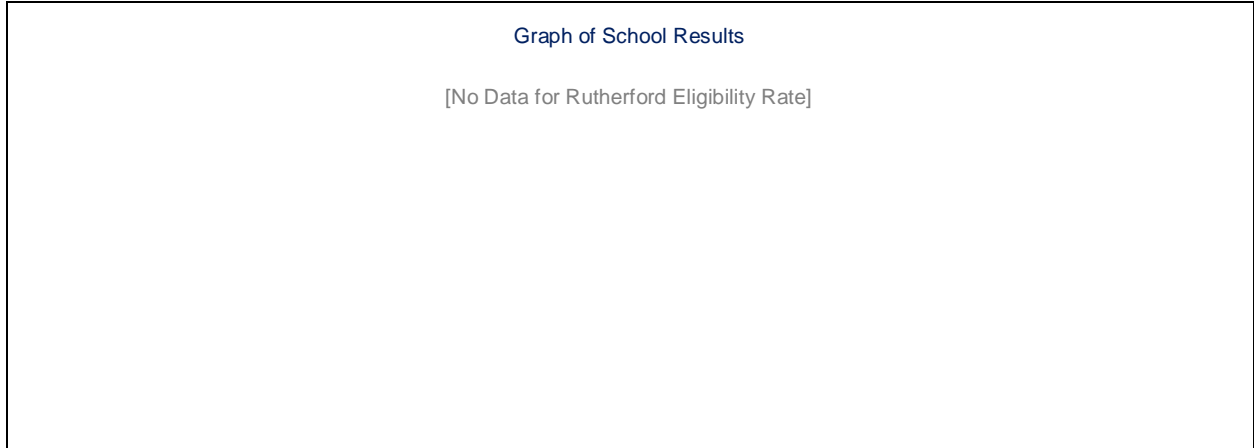
<p style="text-align: center;">Graph of School Results</p> <p>[No Data for High School to Post-Secondary Transition Rate]</p>	<p style="text-align: center;">Graph of School Results</p> <p>[No Data for High School to Post-Secondary Transition Rate]</p>
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Note: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

Rutherford Eligibility Rate – Measure Details

[No Data for Rutherford Eligibility Rate]

[No Data for Rutherford Eligibility Rate]



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

[No Data for Diploma Exam Participation Rate]

Graph of School Results

[No Data for Diploma Exam Participation Rate]

[No Data for Diploma Exam Participation Rate]

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	100.0	11.1	100.0	13.3	92.9	0.0	64.7	0.0	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		
	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	86.7	33.3	92.9	7.1	70.6	0.0	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	90.0	10.0	83.3	4.2	81.3	0.0	81.8	18.2	100.0	11.1		
	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	79.2	12.5	43.8	6.3	72.7	0.0	88.9	22.2		
	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	83.3	30.0	83.3	25.0	56.3	0.0	81.8	27.3	100.0	33.3		
	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	73.3	13.3	66.7	4.2	56.3	0.0	72.7	18.2	88.9	11.1		
	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	89.7	13.8	83.3	13.3	81.8	9.1	90.0	20.0	84.6	7.7		
	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	46.7	3.3	36.4	9.1	70.0	10.0	58.3	8.3		
	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		

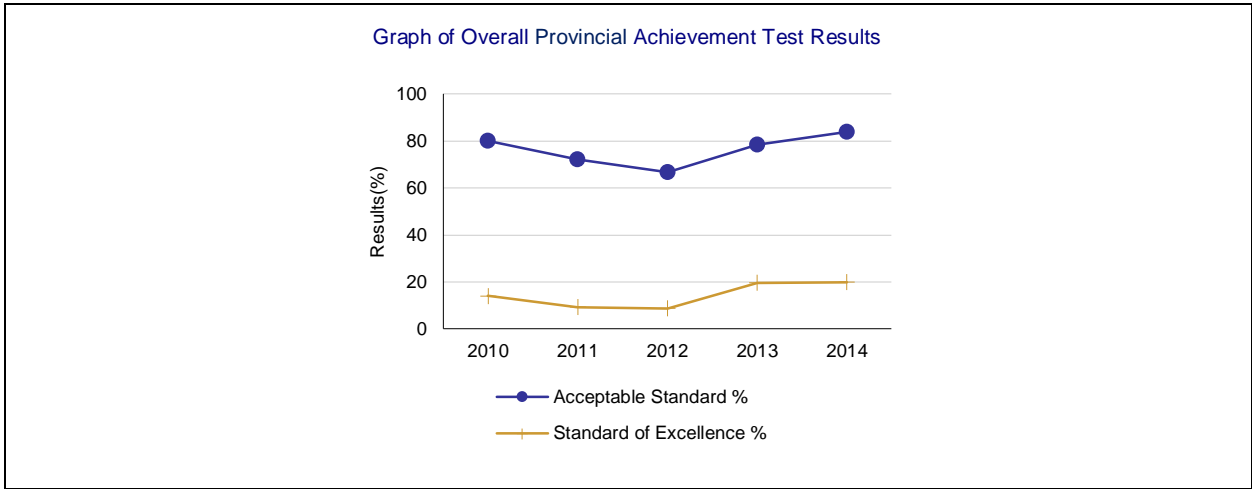
Science 9	School	75.9	3.4	56.7	3.3	68.2	13.6	80.0	10.0	84.6	23.1		
	Authority	71.0	17.5	77.4	15.0	74.8	25.2	70.1	16.7	75.2	25.4		
	Province	73.6	17.7	74.9	20.8	74.2	22.4	73.0	20.0	73.2	22.1		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*		
	Authority	76.7	20.0	56.0	12.0	90.9	36.4	28.0	0.0	77.8	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	13.8	63.3	6.7	54.5	22.7	80.0	30.0	84.6	30.8		
	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.

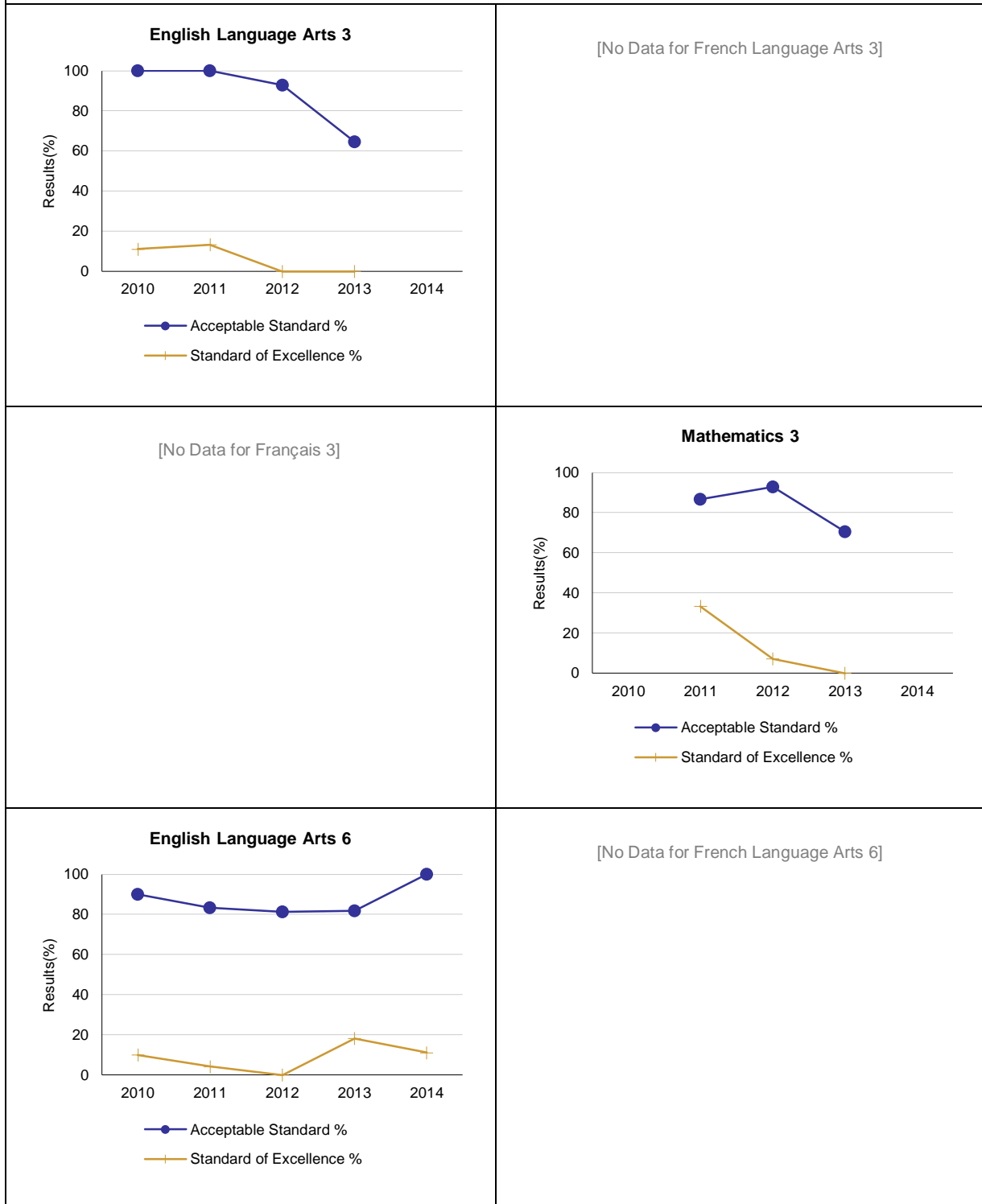
Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

*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

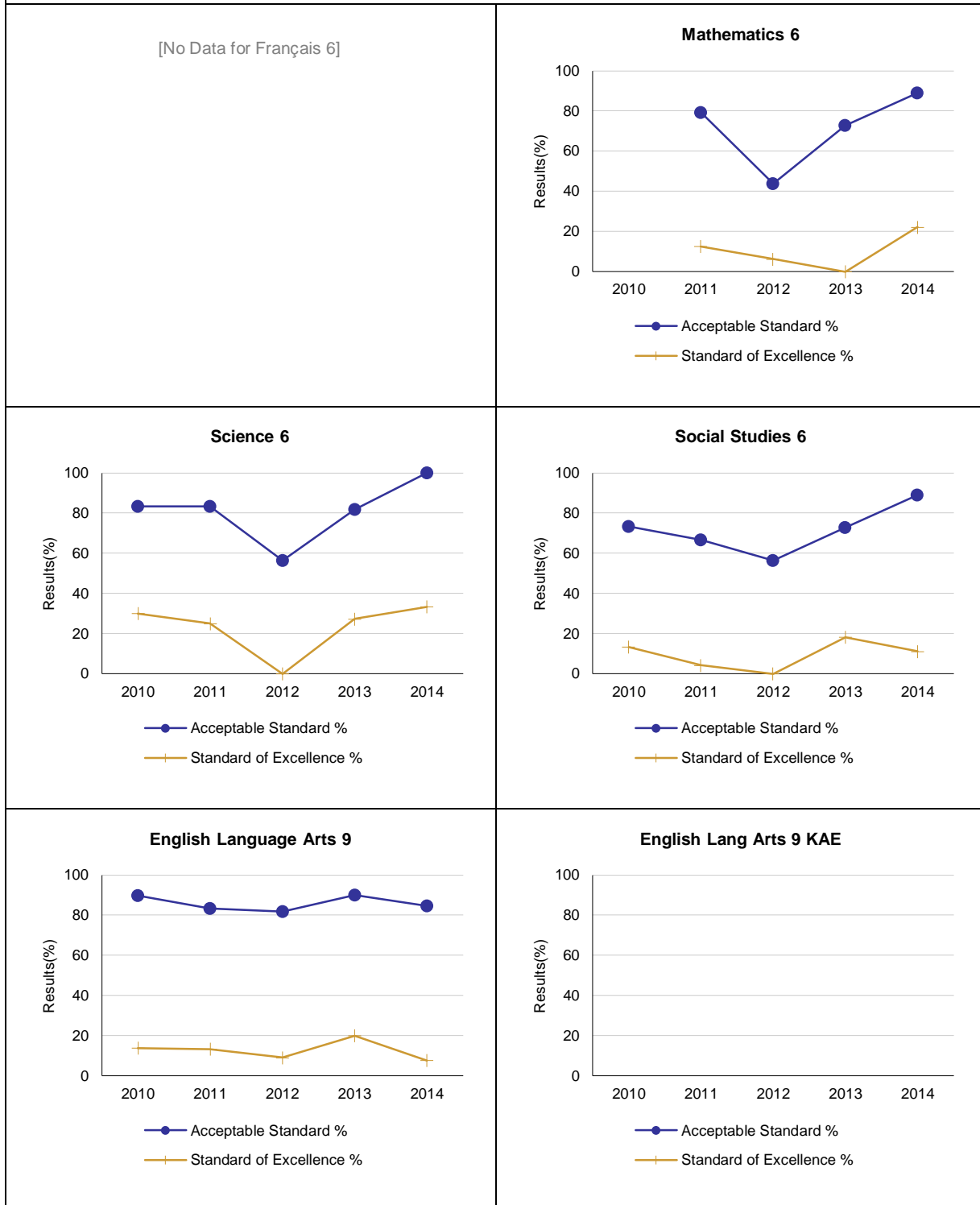


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Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the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

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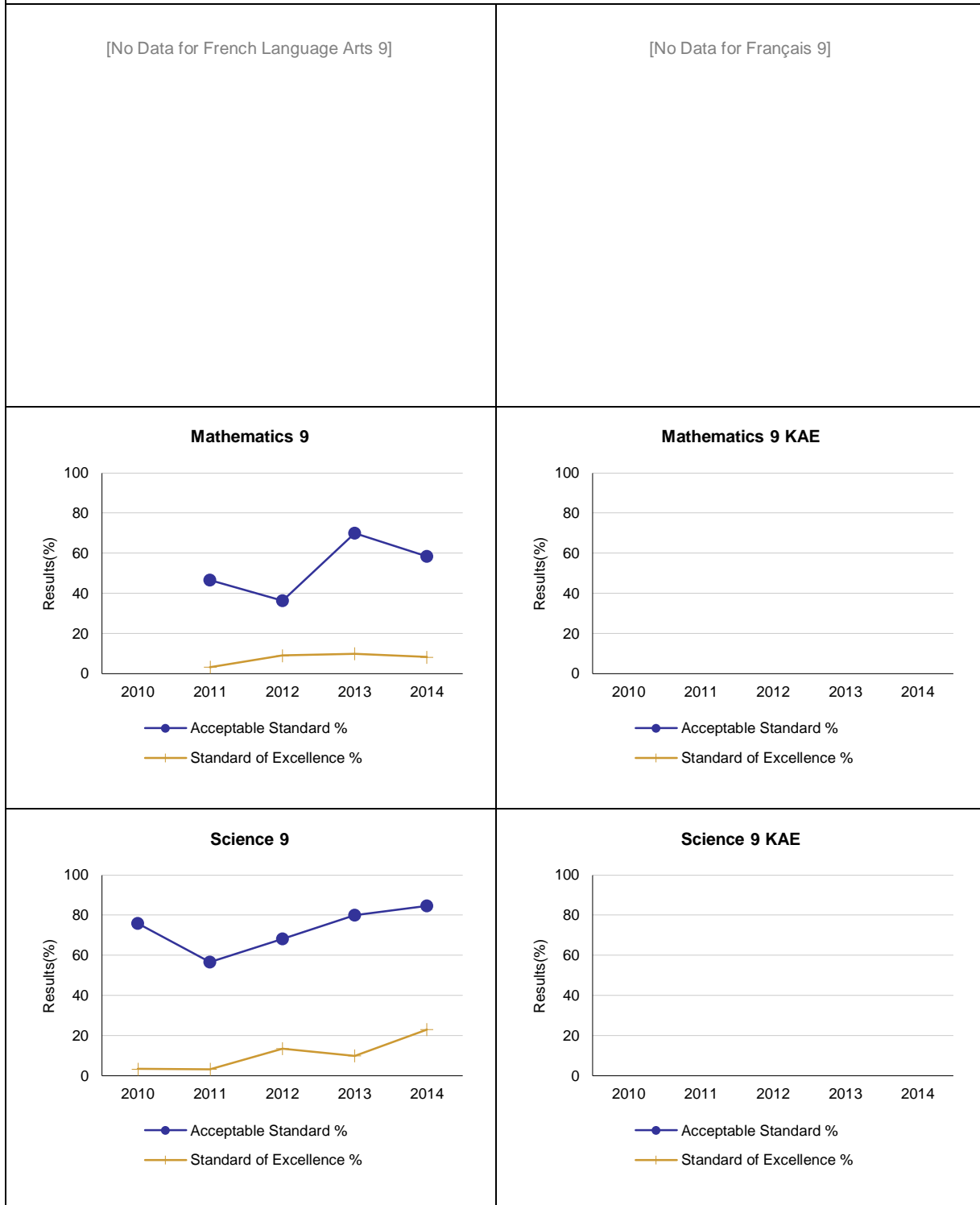
Graph of Provincial Achievement Test Results by Course



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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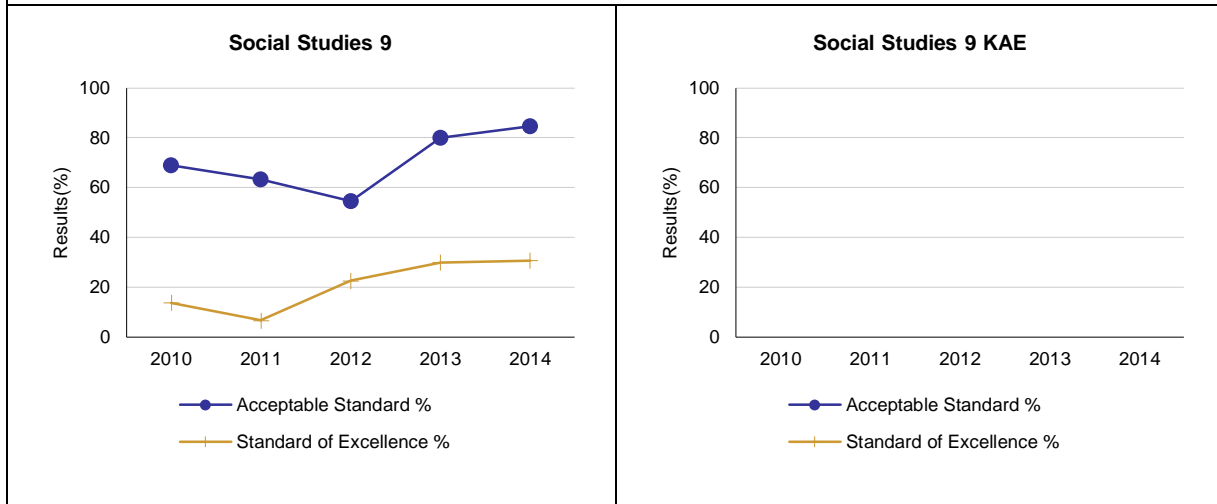
Graph of Provincial Achievement Test Results by Course



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.

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

		Drayton Christian School						Alberta				
Course	Measure	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	15	85.9	16,235	78.0	44,576	81.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	15	4.4	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	n/a	n/a	n/a	n/a	n/a	15	83.4	16,202	74.0	44,562	76.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	15	13.5	16,202	25.1	44,562	25.7
English Language Arts 6	Acceptable Standard	Very High	Improved	Excellent	9	100.0	17	82.1	45,704	81.9	43,581	82.7
	Standard of Excellence	Low	Maintained	Issue	9	11.1	17	7.4	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	Very High	Improved	Excellent	9	88.9	17	65.2	45,617	73.5	43,599	73.8
	Standard of Excellence	High	Improved	Good	9	22.2	17	6.3	45,617	15.4	43,599	17.0
Science 6	Acceptable Standard	Very High	Improved	Excellent	9	100.0	17	73.8	45,608	75.9	43,551	77.2
	Standard of Excellence	High	Maintained	Good	9	33.3	17	17.4	45,608	24.9	43,551	26.4
Social Studies 6	Acceptable Standard	Very High	Improved	Excellent	9	88.9	17	65.2	45,593	70.4	43,540	72.3
	Standard of Excellence	Low	Maintained	Issue	9	11.1	17	7.4	45,593	16.6	43,540	19.0
English Language Arts 9	Acceptable Standard	High	Maintained	Good	13	84.6	24	85.1	43,760	76.3	37,776	77.8
	Standard of Excellence	Low	Maintained	Issue	13	7.7	24	14.1	43,760	15.1	37,776	15.8
English Lang Arts 9 KAE	Acceptable Standard	*	*	*	2	*	n/a	n/a	1,524	62.9	1,570	63.7
	Standard of Excellence	*	*	*	2	*	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

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

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in 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.

*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.

Course	Measure	Drayton Christian 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	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	Low	Maintained	Issue	12	58.3	24	51.0	43,279	67.1	37,487	66.5
	Standard of Excellence	Low	Maintained	Issue	12	8.3	24	7.5	43,279	17.3	37,487	17.8
Mathematics 9 KAE	Acceptable Standard	*	*	*	3	*	n/a	n/a	1,971	63.4	1,846	64.4
	Standard of Excellence	*	*	*	3	*	n/a	n/a	1,971	14.5	1,846	15.0
Science 9	Acceptable Standard	Very High	Improved	Excellent	13	84.6	24	68.3	43,769	73.2	37,974	74.0
	Standard of Excellence	Very High	Improved	Excellent	13	23.1	24	9.0	43,769	22.1	37,974	21.1
Science 9 KAE	Acceptable Standard	*	*	*	2	*	n/a	n/a	1,513	64.1	1,528	68.6
	Standard of Excellence	*	*	*	2	*	n/a	n/a	1,513	14.9	1,528	16.6
Social Studies 9	Acceptable Standard	Very High	Improved	Excellent	13	84.6	24	66.0	43,773	65.5	38,159	67.2
	Standard of Excellence	Very High	Maintained	Excellent	13	30.8	24	19.8	43,773	19.9	38,159	19.0
Social Studies 9 KAE	Acceptable Standard	*	*	*	2	*	n/a	n/a	1,510	61.8	1,510	63.3
	Standard of Excellence	*	*	*	2	*	n/a	n/a	1,510	10.7	1,510	13.5

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

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in 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.

*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.

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%.

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

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

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

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

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

Overall Evaluation Table

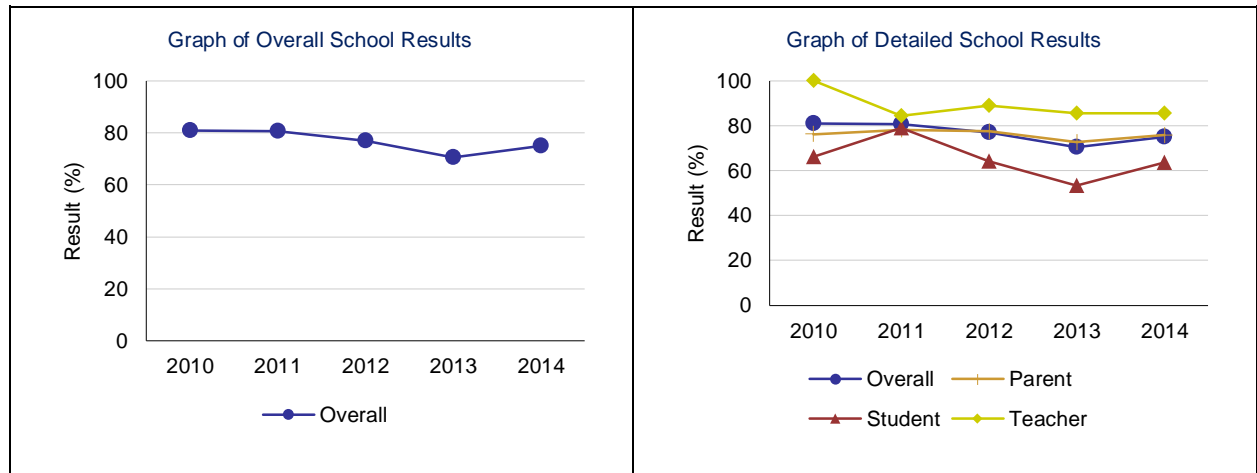
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

Citizenship – Measure Details

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

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	80.9	80.6	77.0	70.5	75.0	75.1	73.8	73.8	73.0	74.7	81.4	81.9	82.5	83.4	83.4
Teacher	100.0	84.4	89.1	85.5	85.7	91.4	87.2	86.6	83.3	84.4	93.0	92.7	93.1	93.6	93.8
Parent	76.3	78.3	77.5	72.6	75.8	68.4	69.0	69.2	70.1	75.4	78.5	78.6	79.4	80.3	81.9
Student	66.3	79.0	64.3	53.4	63.6	65.4	65.4	65.7	65.8	64.3	72.7	74.5	75.0	76.2	74.5

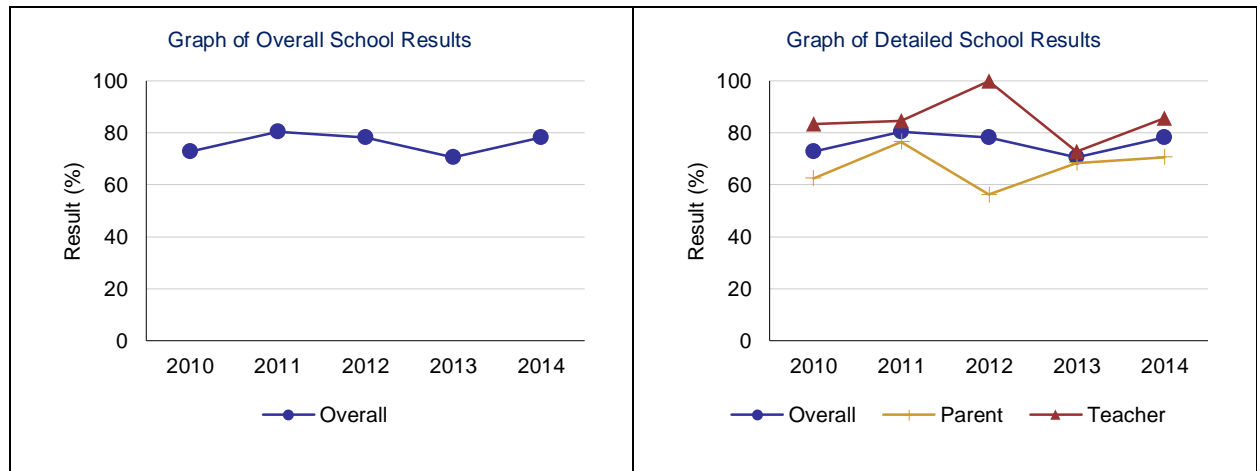


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction 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	72.9	80.5	78.1	70.6	78.2	72.9	73.8	69.3	69.7	72.5	79.9	80.1	79.7	80.3	81.2
Teacher	83.3	84.6	100.0	72.7	85.7	90.0	82.2	84.0	80.5	80.5	90.0	89.6	89.5	89.4	89.3
Parent	62.5	76.5	56.3	68.4	70.6	55.9	65.5	54.6	59.0	64.5	69.8	70.6	69.9	71.1	73.1

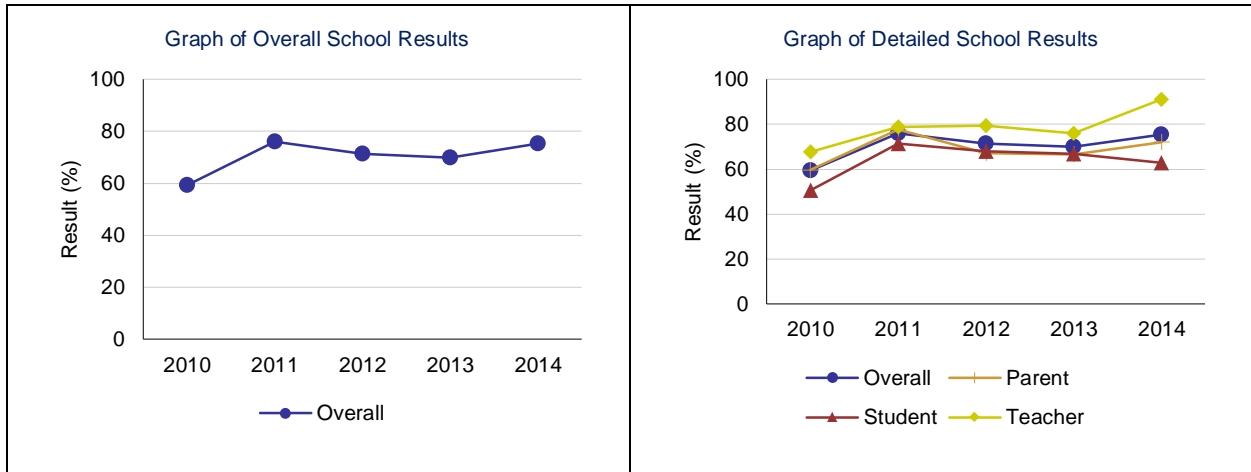


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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	59.4	76.0	71.5	69.9	75.3	71.9	75.2	71.9	72.9	72.1	80.5	80.9	80.7	81.5	81.3
Teacher	67.7	78.8	79.5	76.1	91.1	79.0	82.0	79.9	80.9	78.4	87.7	87.6	87.3	87.9	87.5
Parent	59.7	77.6	67.2	66.7	72.0	69.6	72.8	69.5	71.3	72.5	78.0	78.3	78.1	78.9	79.9
Student	50.7	71.4	67.9	66.9	62.9	67.1	70.8	66.1	66.4	65.4	75.9	76.9	76.9	77.8	76.6

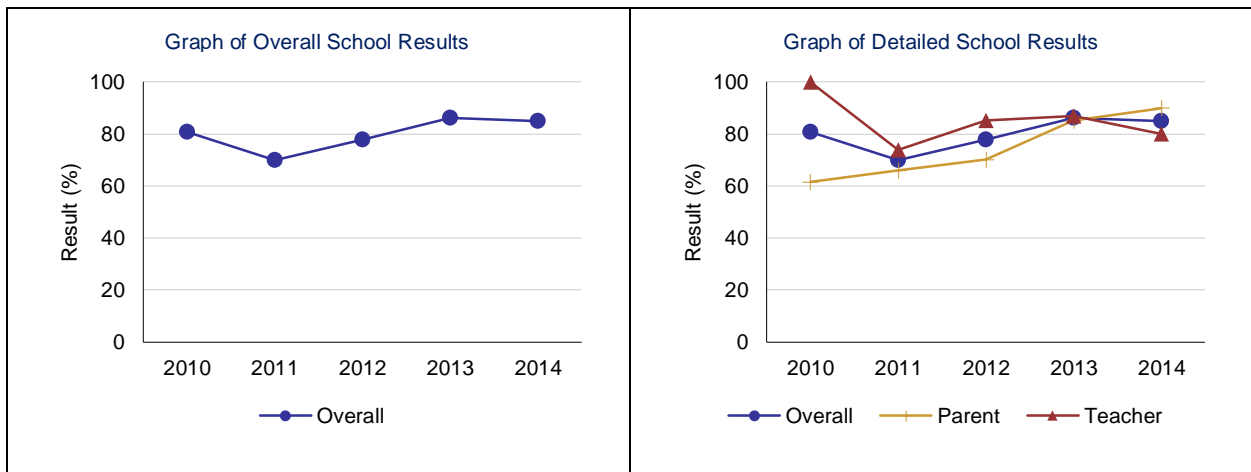


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Parental Involvement – Measure Details

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	80.8	69.9	77.7	86.1	84.9	76.8	74.8	73.9	76.0	80.1	80.0	79.9	79.7	80.3	80.6
Teacher	100.0	73.8	85.2	87.0	80.0	88.6	86.3	85.5	85.0	87.2	88.6	88.1	88.0	88.5	88.0
Parent	61.5	65.9	70.1	85.1	89.9	65.0	63.2	62.3	66.9	73.0	71.3	71.7	71.4	72.2	73.1

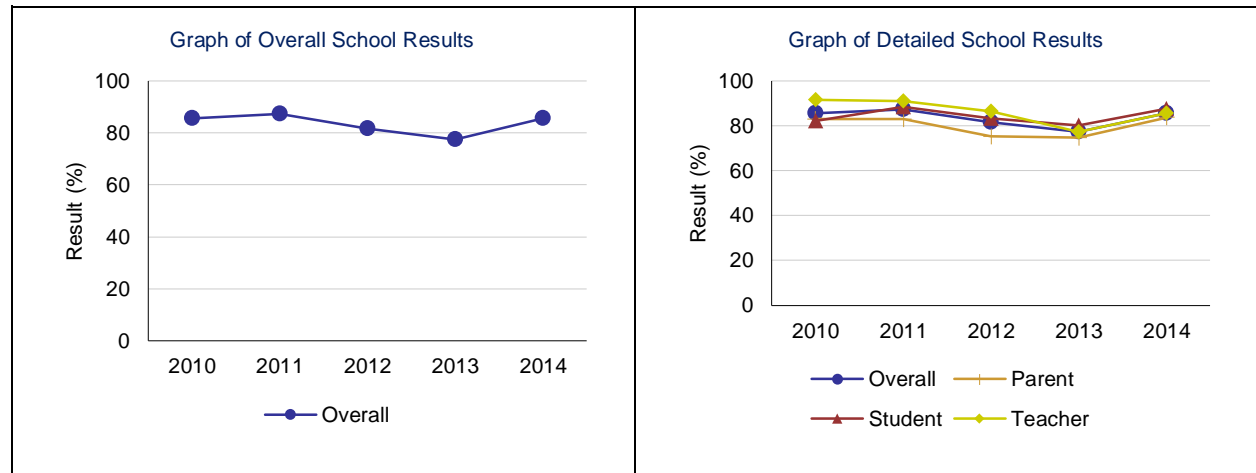


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Education Quality – Measure Details

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	85.6	87.4	81.6	77.4	85.6	86.2	85.1	84.9	83.4	85.2	89.2	89.4	89.4	89.8	89.2
Teacher	91.7	91.0	86.4	77.3	85.7	95.1	93.7	93.2	90.9	91.2	95.6	95.5	95.4	95.7	95.5
Parent	83.0	83.0	75.2	74.6	83.6	78.9	78.5	77.7	77.5	82.8	83.9	84.2	84.2	84.9	84.7
Student	82.1	88.3	83.2	80.2	87.6	84.5	83.0	83.8	81.8	81.5	88.2	88.5	88.6	88.7	87.3

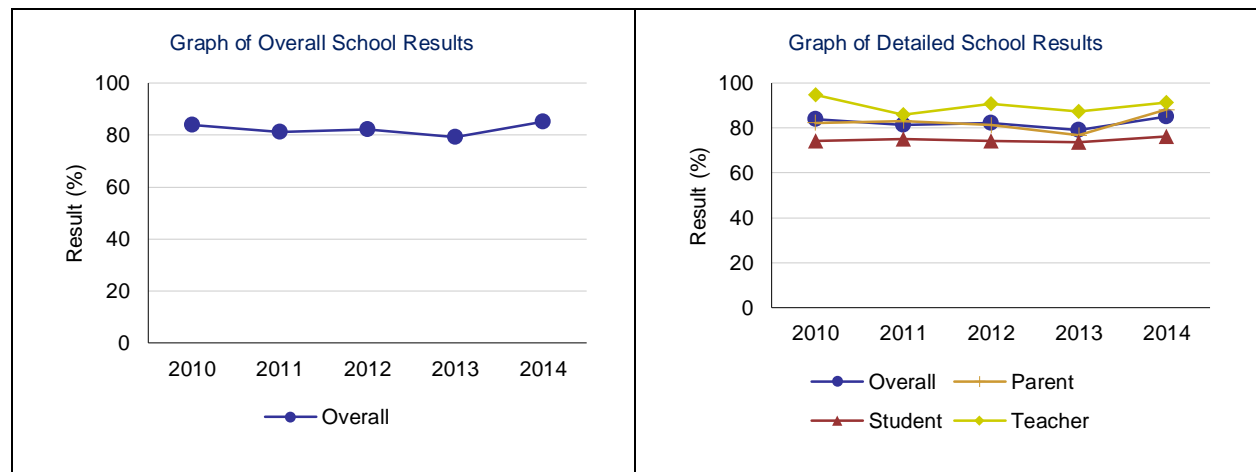


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Safe and Caring – Measure Details

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	83.8	81.3	82.1	79.2	85.2	83.2	83.1	82.6	82.1	84.7	87.6	88.1	88.6	89.0	89.1
Teacher	94.9	85.9	90.9	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	82.3	83.1	81.3	76.8	88.2	80.6	80.2	80.4	79.8	86.0	86.1	86.6	87.4	87.8	88.9
Student	74.3	75.0	74.2	73.6	76.1	76.8	77.7	77.0	76.4	76.5	82.2	83.3	83.7	84.2	83.1

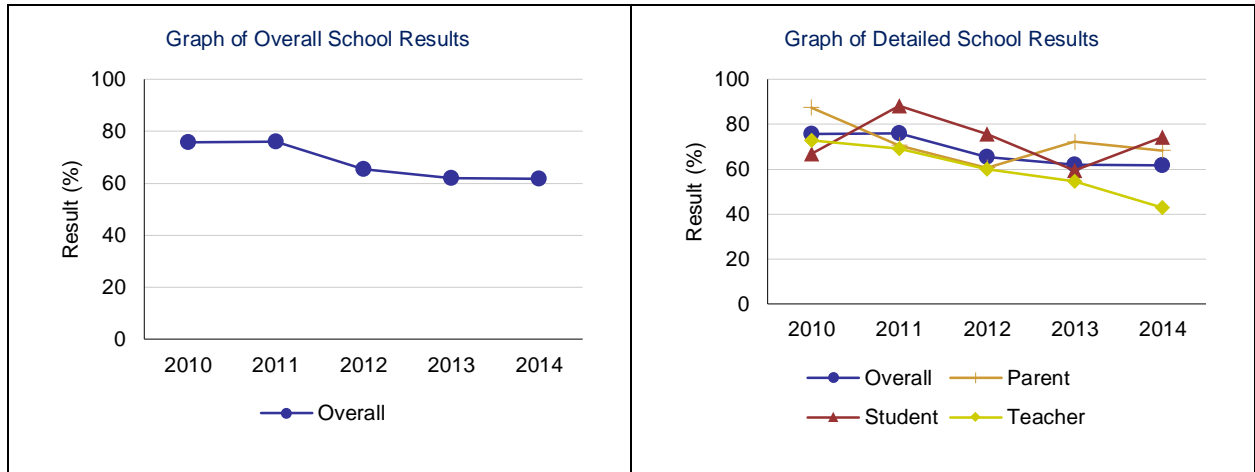


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School Improvement – Measure Details

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	75.7	76.0	65.4	62.0	61.8	76.5	75.9	73.1	68.8	73.3	79.9	80.1	80.0	80.6	79.8
Teacher	72.7	69.2	60.0	54.5	42.9	77.2	76.4	77.1	68.8	74.8	80.8	80.1	81.1	80.9	81.3
Parent	87.5	70.6	60.6	72.2	68.4	74.7	73.6	68.5	69.3	74.4	77.0	77.3	76.2	77.9	77.0
Student	66.9	88.1	75.6	59.4	74.2	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.