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# Combined 3-Year Education Plan and Annual Education Results Report (AERR) for Public Schools 2014-2015



**Combined 2014 Accountability Pillar Overall Summary**

Measure Category	Measure Category Evaluation	Measure	H W Pickup Junior High School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Issue	Safe and Caring	80.2	78.2	79.3	89.1	89.0	88.6	Low	Maintained	Issue
Student Learning Opportunities	n/a	Program of Studies	74.1	70.8	75.9	81.3	81.5	81.1	Intermediate	Maintained	Acceptable
		Education Quality	82.1	77.4	78.4	89.2	89.8	89.5	Low	Improved	Acceptable
		Drop Out Rate	1.0	0.6	1.9	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)	Acceptable	PAT: Acceptable	80.5	82.3	80.4	74.0	75.3	75.5	Intermediate	Maintained	Acceptable
		PAT: Excellence	20.0	19.8	21.3	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	62.4	58.0	59.4	81.2	80.3	80.0	Very Low	Maintained	Concern
		Citizenship	67.2	69.4	68.7	83.4	83.4	82.6	Low	Maintained	Issue
Parental Involvement	Acceptable	Parental Involvement	76.8	73.5	72.0	80.6	80.3	80.0	Intermediate	Maintained	Acceptable
Continuous Improvement	Acceptable	School Improvement	76.1	77.1	75.0	79.8	80.6	80.2	Intermediate	Maintained	Acceptable

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.

<p><b>Comment on Results</b> <i>(an assessment of progress toward achieving the target)</i></p> <p>n/a</p>
<p><b>Strategies</b></p>

## 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	1.9	2.9	2.1	0.6	1.0	0	Very High	Maintained	Excellent	0	0	0
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

### Comment on Results

(an assessment of progress toward achieving the target)

We continue to monitor our attendance regularly and speak with parents/guardians when a student has too many absences (>10%) and/or we see a significant decline in academic performance.

### Strategies

- Continue to monitor attendance and academic performance for all of our students.
- The site-based Family Wellness Worker and administrative team work pro-actively to address attendance issues as we see them arise, including such things as making parental contact, arranging school and community based supports for the student and family (counseling, family wellness worker, mental health worker, rides to school)
- We have maintained one designated time (58 mins in length) during our four day timetable where teachers can schedule a Program Planning Team meeting during the school day to discuss student needs. This time can also be used to ask a teacher to assist with the completion of an exam, reading to or scribing for a student(s) and/or extra time to complete assignments with guidance, or provide time to observe in one another's classrooms or collaborate on best practices.
- We have established a 36 minute period every second day to address individual student needs whether they be for enrichment, remedial support, reinstruction of key concepts, or time for additional practice.
- We have established a 52 minute block, once every four days for grade level teachers to meet to discuss with their colleagues, the academic, attendance, behavioural and emotional needs of students.
- Parent, teacher, and student interviews – first week of October to discuss students, student needs and individuals needs for earlier contact with parents and possible intervention. Phone calls home, Newsletters, Facebook page, and Remind texts to parents to make them aware of interview date and time.
- Careers/ My Blueprint will be used for goal setting and planning with all grade 9 students.

### 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).	79.1	75.5	83.5	82.3	80.5	93	Intermediate	Maintained	Acceptable	85	87	90
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	20.0	16.9	27.2	19.8	20.0	25	Intermediate	Maintained	Acceptable	23	25	25

**Comment on Results**

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

We continue to focus on every student and their opportunity to meet their educational needs. Our participation rates continue to be around 3% higher than the provincial standard and we will continue to have most of our students write the PAT. Only 1 student was excused from writing, and that was due to extended illness.

Subject	HWP Participation	Provincial
English Language Arts	91.5%	88.3%
Math	90.6%	89.2%
Science	93.1%	89.6%
Social Studies	92.3%	88.7%

These results reflect the collaborative, reflective and professional practice by all of our grade 7, 8, and 9 teachers.

**Strategies**

- HWP staff meet as an entire grade group (i.e. gr. 7) and discuss student academic, behavioural and social needs. All teachers and TA's that are involved with this grade attend the meeting.
- The Student Support Facilitator will be visiting classrooms to assist with strategies for behavioural students and will follow up with the classrooms approximately 6-8 weeks later. We will work with our behaviour coordinator and ERECS for guidance.
- We have established one designated time (58 mins in length) during our four day timetable where teachers can schedule a Program Planning Team meeting during the school day to discuss student needs. This time can also be used to ask a teacher to assist with the completion of an exam, reading to or scribing for a student(s) and/or extra time to complete assignments with guidance, or provide time to observe in one another's classrooms or collaborate on best practices.
- Parent, teacher, and student interviews – first week of October to discuss students, student needs and individuals needs for earlier contact with parents and possible intervention. Phone calls home, Newsletters, Facebook page, and Remind 101 texts to parents to make them aware of interview date and time.
- Continued focus on the alignment of the Program of Studies with classroom instruction (Essential Outcomes)
- Division Wide Focus – Assessment Practice, Smart Learning, Inquiry Learning, Understanding Poverty. All staff choose one of the first three foci for 3 Division Wide PD Days as well as other scheduled events throughout the year. One division day devoted to Understanding Poverty.
- School Focus – remains on Inclusion and Collaborative Response to Intervention to encourage ALL students to have access to quality learning with dignity, hope and purpose
- Math – Students have access to purchase Key Study Guide for discounted rate through the 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. 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.	65.1	59.5	77.2	69.4	67.2	73	Low	Maintained	Issue	70.0	73.0	76.0
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.	60.2	54.7	65.5	58.0	62.4	65	Very Low	Maintained	Concern	65.0	68.0	70.0

**Comment on Results**

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

Maintained both results over the last five years. Overall results have increased showing an improvement in the belief that students show the characteristics of active citizenship and are also prepared for work after they finish school. Teachers and students showed the most consistent improvement in these results, while parental results were inconsistent. Our efforts will remain on encouraging understanding in our grade 7 students and parents.

One concern around parental results is the limited number of responses (<1.0%) we received compared to the number of parents that exist as part of our school community.

**Strategies**

- Teachers are again, for the third year, requested to place their outcomes for the day/week in front of their students either on their whiteboard, provided assignment, etc... Students should be aware of the outcomes they are being taught and how they relate to the world outside of school.
- We are promoting our PRIDE program and emphasizing three of our seven core values: PREPARATION (being on time for class, prepared with proper materials, etc), RESPECT (displaying behaviours throughout the school that show respect to adults, peers and the facility), and RESPONSIBILITY (providing various opportunities throughout the school year to showcase responsibility)
- We are currently running 6 official initiatives to increase student involvement in student leadership opportunities and peer mentorship. The programs are: Leadership 9, Leadership 8, School Spirit 8, Aim for Success Peer Mentorship, Advisory Council of Representatives (similar to a student government), and the Social Justice Group. Within these programs approximately ¼ of our student population are taking on an official leadership/citizenship role.
- Division-wide Career Initiative has been incorporated into our Grade 9 classes to provide students an opportunity to investigate portfolio and resume development, learning styles inventory, career choices, My Blueprint, etc...
- This year, we will make a greater effort to have parents participate by advertising the opportunity to be heard in newsletters, the school website, the FaceBook page, through Remind, and on our autodialer.

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).	73.1	61.1	85.2	*	78.6	95	Intermediate	Maintained	Acceptable	85.0	90.0	95.0
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).	21.2	8.3	33.3	*	16.7	25	Intermediate	Maintained	Acceptable	25.0	25.0	25.0
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	12.6	9.9	0.0	*	0.0	0	Very High	Maintained	Excellent	0	0	0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

**Comment on Results**

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

As our FNMI population is quite small, results from year to year can fluctuate dramatically. Our goal is to maintain a minimal gap between the entire schools PAT results and those of our FNMI students.



### Strategies

- We are an inclusive school that prides ourselves in implementing best practices that are beneficial to all learners and we will maintain our school PD focus on improving learning for all of our students by enhancing our educator effectiveness in providing equitable opportunities for all students.
- We will also increase our focus on Restorative Justice practices by working closely with our Aim for Success team and continuing the Peer Mentorship group.
- We started a Social Justice Group to help address concerns in the school.
- This year we have implemented a strong Response to Intervention model which allows us to discuss intervention and support strategies for ALL students as grade and subject level teams.

### 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.	75.9	76.5	80.4	70.8	74.1	75.0	Intermediate	Maintained	Acceptable	78.0	80.0	83.0

#### Comment on Results

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

How satisfied or dissatisfied are you with the opportunity for children to participate in/learn about the following in school...	Parent	Teacher	Student	All
	(Top 2 Box %)			
Another Language	26	0	18	22
Art	82	100	76	86
Computers	84	85	66	78
Drama	68	100	73	80
Health	86	85	64	78
Music	71	85	61	72
Physical Education	95	92	96	94
Variety of the subjects	95	100	80	92

We are continuing to offer our elective courses in a trimester format which allows students the opportunity to receive six options instead of four as they had prior to 2011. The results continue to be low for the opportunity to receive instruction in another language as last year we had no opportunity for second language instruction while we maintained very strong, positive results for all of the other elective areas. All students have the opportunity to enroll in art, computers, drama, or music, while all students must receive instruction in physical education and health. Students also have the opportunity to enroll in physical education option (in addition to the regular PE course) as well as CTS options.

#### Strategies

- Communicate more effectively with grade 7 students and parents in regards to the abundant choices offered at HWP via parent nights, newsletters, and School Council Meetings
- Produce Term 2 & 3 timetables at the start of the school year so that students and parents can see all 6 option courses the child is enrolled in for the entire year (as opposed to only finding out as the term approached)
- Offering second language instruction two terms this year.
- Offering half of our option courses as multi-grade options so that we can increase the variety of selection available to students. We surveyed students to determine interest levels in order to finalize the list of offerings. Resulted in over 20 new offerings.

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.	74.7	66.2	76.2	73.5	76.8	75	Intermediate	Maintained	Acceptable	79	81	83
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	78.5	72.4	85.5	77.4	82.1	80	Low	Improved	Acceptable	85	88	91

### Comment on Results

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

There is a positive trend over the last 5 years indicating that the involvement of parents in educational decisions regarding their child is improving. They feel encouraged to be involved and are more heard than in the past. Results also indicate an increase in the confidence of the quality of education their child is receiving.

### Strategies

- Continue to advertise our School Council Meetings on our School Parking Lot Sign, website, FaceBook page, Remind, and in our School Newsletter
- Promote our School Council with meeting minutes posted on our website and FaceBook page
- Continue with a monthly newsletter and weekly column in the local paper (Western Review) to keep parents and our community informed as to what is happening at HWP
- Continue with early parent-teacher-student interviews – first week of October to discuss student, student needs and individuals needs for earlier contact with parents and for possible intervention
- Continue to promote our student and school activities through local media (Western Review and Big Country FM), by announcing activities and inviting media to the school for event coverage
- Continue using Remind and autodialer to communicate events and celebrations to parents
- Continue recognizing academic recognition at each monthly assembly
- Institute Term Pancake Breakfasts to honour academic excellence

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.	80.5	72.6	87.1	78.2	80.2	81	Low	Maintained	Issue	82.0	84.0	87.0
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.	59.9	66.6	81.4	77.1	76.1	80	Intermediate	Maintained	Acceptable	80.0	83.0	86.0

**Comment on Results**

**2013**

Question	Parent	Student	Teacher
Safe at school	86%	83%	89%
Safe on way to or from school	88%	84%	74%
Students treat each other well	52%	72%	68%
Teachers care about students	74%	78%	83%
Student is treated fairly by staff	76%	80%	84%

**2014**

Question	Parent	Student	Teacher
Safe at school	84%	72%	92%
Safe on way to or from school	89%	78%	92%
Students treat each other well	58%	64%	92%
Teachers care about students	74%	61%	100%
Student is treated fairly by staff	84%	64%	100%

It is interesting to note that student responses are generally lower than teacher and parent responses, which may indicate that we need to do a better job of communicating with students what it means to be safe and how they are cared for. We are maintaining a positive improvement over time and this is reflected in the impression that the school and jurisdiction is improving. Maintaining a focus on inclusion in the division seems to be reflected in the same impression.

**Strategies**

- Division emphasis on Assessment Best Practice, Smart Learning and Inquiry Learning for all 5 Division Day PD
- School focus on improving learning for every student by providing equitable learning opportunities for all students for all 11 school-based PD days (inclusion).
- We are promoting our PRIDE program and emphasizing three of our seven core values: PREPARATION (being on time for class, prepared with proper materials, etc), RESPECT (displaying behaviours throughout the school that show respect to adults, peers and the facility), and RESPONSIBILITY (providing various opportunities throughout the school year to showcase responsibility)
- We are currently running 6 official initiatives to increase student involvement in student leadership opportunities and peer mentorship. The programs are: Leadership 9, Leadership 8, School Spirit 8, Aim for Success Peer Mentorship, Advisory Council of Representatives (similar to a student government), and the Social Justice Group. Within these programs approximately ¼ of our student population are taking on an official leadership/citizenship role.
- This year, we will make a greater effort to have parents informed by advertising our successes in newsletters, the school website, the Western Review, the FaceBook page, through Remind 101, and on our autodialer.
- Collaborate with the RCMP in maintaining good school relations with the RCMP (one of the two school liaison officers are in the building weekly)
- Continuing with counselor presentations during classes and advisory (i.e. suicide preventions, cutting, bullying, etc.)
- Continuing and expanding Aim for Success programs (i.e. Friends for Life, Classroom Circles, Roots of Empathy, Restorative Justice Healing Circles, Peer Mentorship Group) to include Option class instruction.
- Bringing in Guest Presenters – gr. 7 BLAST program; gr. 8 Understanding Sexting; school-wide Yellow Ribbon Campaign; Robb Nash
- Focusing on Response to Intervention structures and processes as a school to address student needs.

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

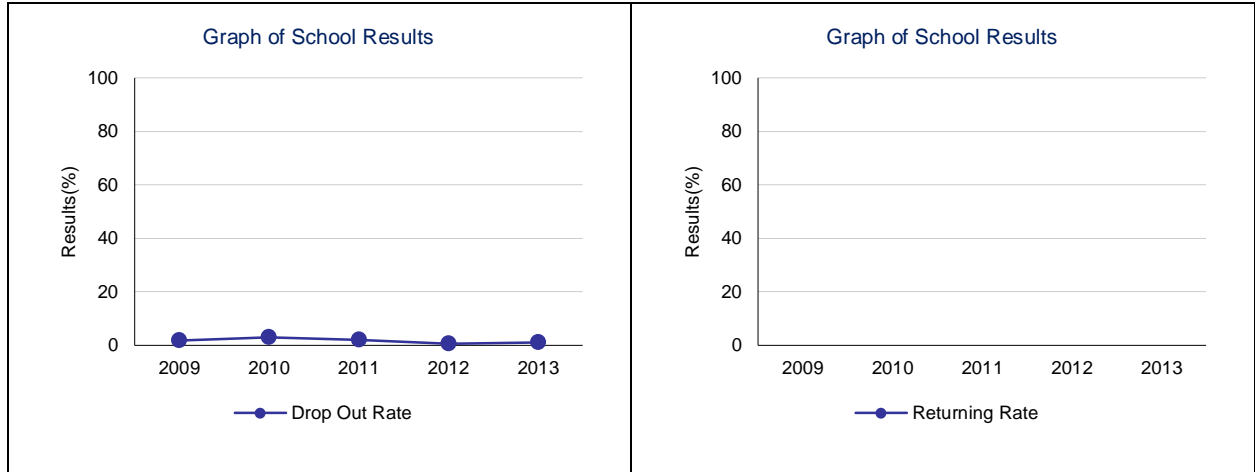
Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

### **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.

**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	1.9	2.9	2.1	0.6	1.0	6.0	5.8	3.9	5.0	3.3	4.3	4.2	3.2	3.5	3.3
Returning Rate	*	*	*	*	*	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 (\*).

**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		
	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	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		
	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	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		
	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		
	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	83.2	13.0	85.2	14.8	87.0	17.9	87.3	14.3	82.9	10.3		
	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	87.5	0.0	40.0	0.0	*	*	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	53.3	10.4	71.5	10.6	85.7	19.8	81.2	23.9		
	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	37.5	0.0	70.0	0.0	100.0	50.0	n/a	n/a	100.0	33.3		
	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	84.0	29.0	86.7	25.9	93.5	48.0	91.3	30.2	89.7	39.7		
	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	87.5	0.0	60.0	10.0	*	*	n/a	n/a	85.7	0.0		
	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	72.5	22.1	61.5	13.3	69.1	14.6	68.3	15.1	69.2	12.8		
	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	62.5	12.5	40.0	10.0	83.3	33.3	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		

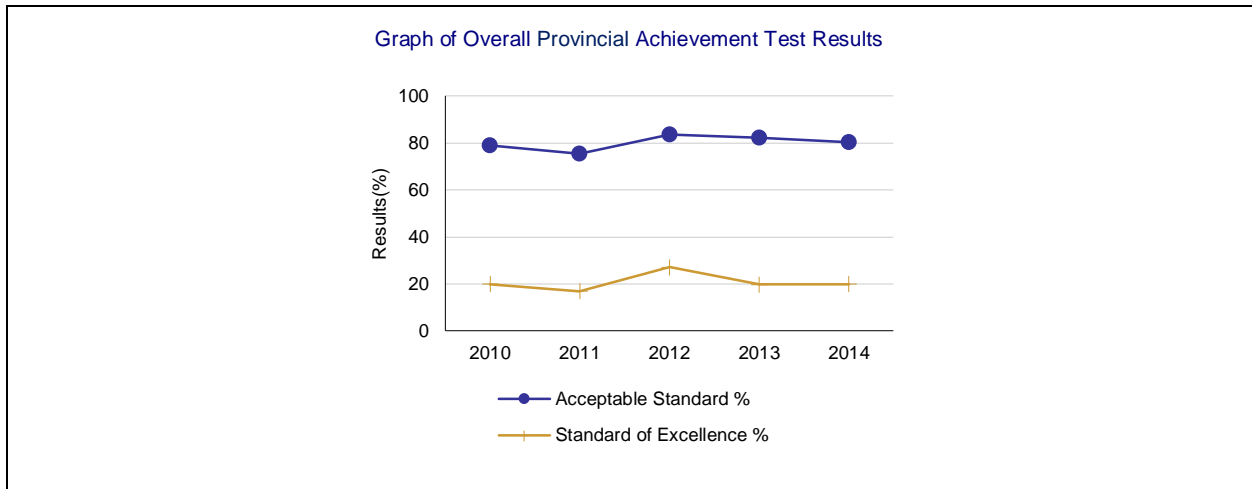
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

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

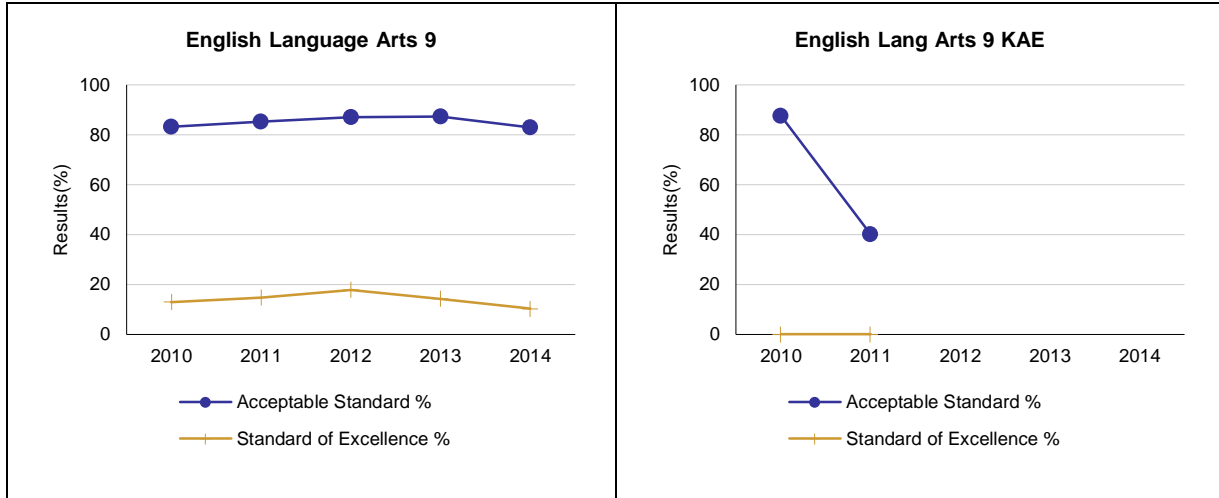
Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

\*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.



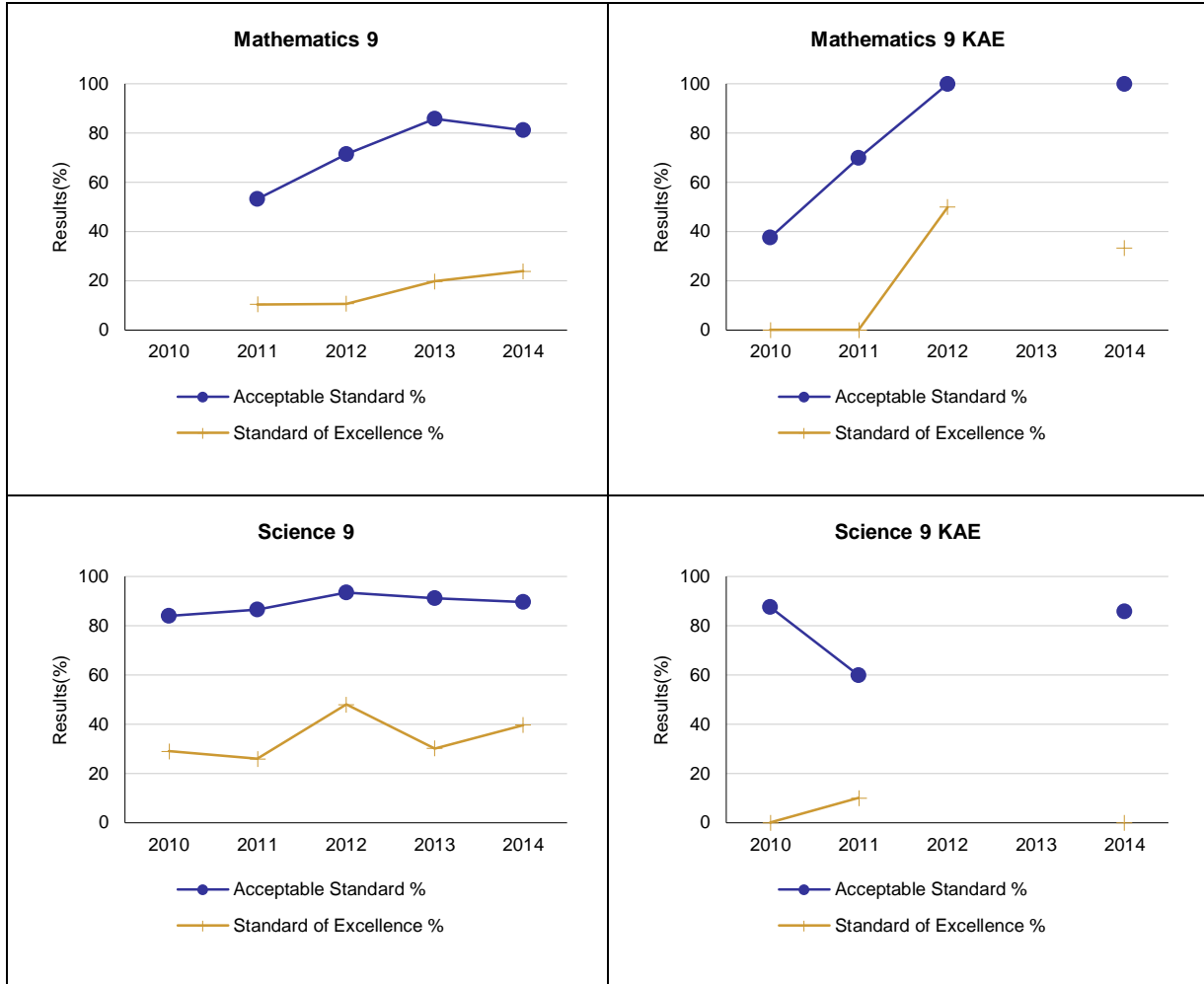


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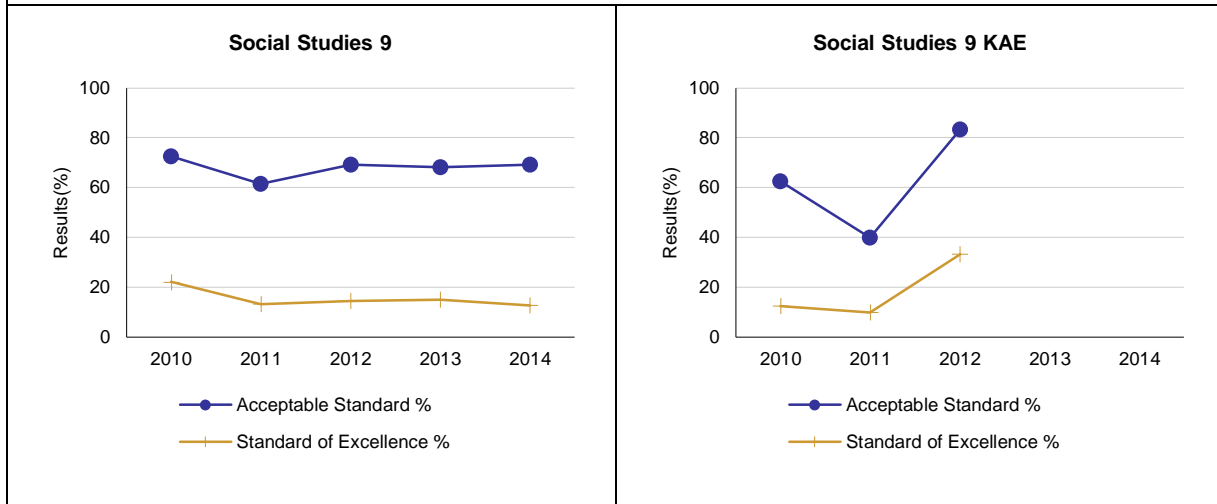
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Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the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

		H W Pickup Junior High 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	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	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	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	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	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	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	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	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	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	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	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	45,593	16.6	43,540	19.0
English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	117	82.9	128	86.5	43,760	76.3	37,776	77.8
	Standard of Excellence	Intermediate	Declined	Issue	117	10.3	128	15.7	43,760	15.1	37,776	15.8
English Lang Arts 9 KAE	Acceptable Standard	*	*	*	6	*	10	40.0	1,524	62.9	1,570	63.7
	Standard of Excellence	*	*	*	6	*	10	0.0	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.

		H W Pickup Junior High School						Alberta				
		Achievement	Improvement	Overall	2014		Prev 3 Yr Avg		2014		Prev 3 Yr Avg	
Course	Measure				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	Very High	Improved Significantly	Excellent	117	81.2	128	70.2	43,279	67.1	37,487	66.5
	Standard of Excellence	High	Improved Significantly	Good	117	23.9	128	13.6	43,279	17.3	37,487	17.8
Mathematics 9 KAE	Acceptable Standard	Very High	Maintained	Excellent	6	100.0	8	85.0	1,971	63.4	1,846	64.4
	Standard of Excellence	Very High	Maintained	Excellent	6	33.3	8	25.0	1,971	14.5	1,846	15.0
Science 9	Acceptable Standard	Very High	Maintained	Excellent	116	89.7	128	90.5	43,769	73.2	37,974	74.0
	Standard of Excellence	Very High	Maintained	Excellent	116	39.7	128	34.7	43,769	22.1	37,974	21.1
Science 9 KAE	Acceptable Standard	High	Improved	Good	7	85.7	10	60.0	1,513	64.1	1,528	68.6
	Standard of Excellence	Low	Maintained	Issue	7	0.0	10	10.0	1,513	14.9	1,528	16.6
Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	117	69.2	128	66.3	43,773	65.5	38,159	67.2
	Standard of Excellence	Intermediate	Maintained	Acceptable	117	12.8	128	14.3	43,773	19.9	38,159	19.0
Social Studies 9 KAE	Acceptable Standard	*	*	*	6	*	8	61.7	1,510	61.8	1,510	63.3
	Standard of Excellence	*	*	*	6	*	8	21.7	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.

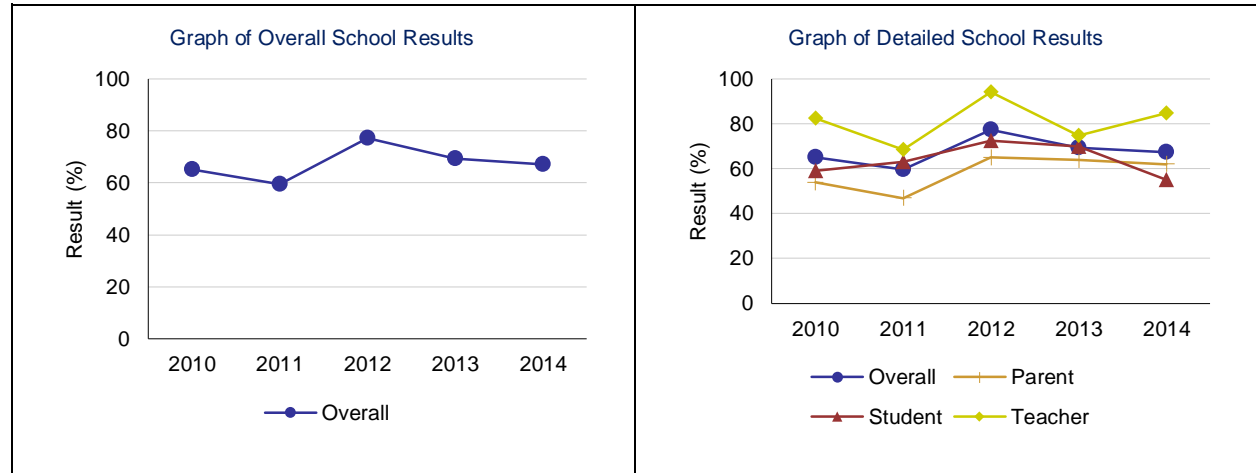
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	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	65.1	59.5	77.2	69.4	67.2	75.1	73.8	73.8	73.0	74.7	81.4	81.9	82.5	83.4	83.4
Teacher	82.5	68.4	94.2	74.7	84.6	91.4	87.2	86.6	83.3	84.4	93.0	92.7	93.1	93.6	93.8
Parent	53.8	46.9	64.9	63.8	62.0	68.4	69.0	69.2	70.1	75.4	78.5	78.6	79.4	80.3	81.9
Student	59.0	63.0	72.5	69.8	55.1	65.4	65.4	65.7	65.8	64.3	72.7	74.5	75.0	76.2	74.5

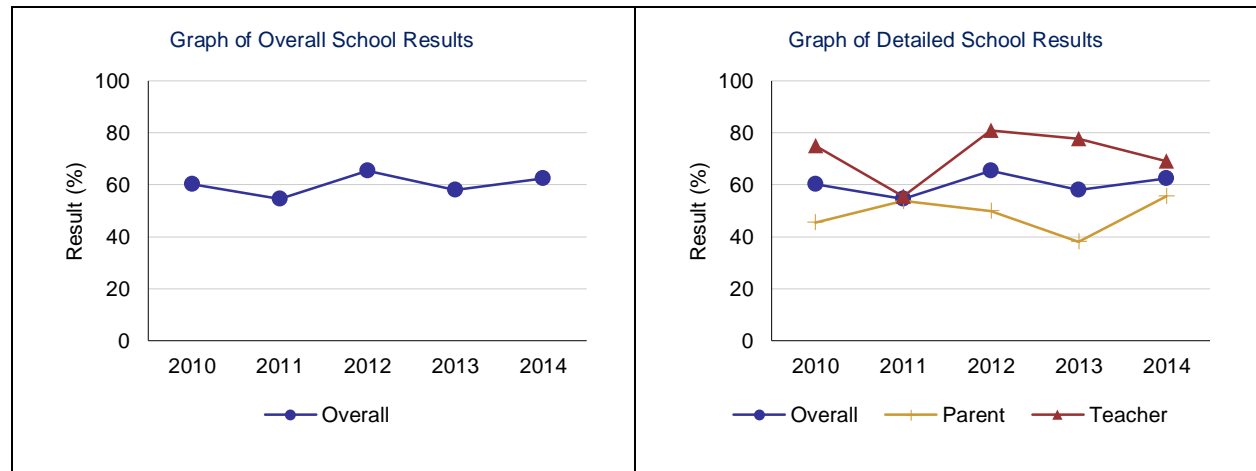


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction 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	60.2	54.7	65.5	58.0	62.4	72.9	73.8	69.3	69.7	72.5	79.9	80.1	79.7	80.3	81.2
Teacher	75.0	55.6	81.0	77.8	69.2	90.0	82.2	84.0	80.5	80.5	90.0	89.6	89.5	89.4	89.3
Parent	45.5	53.8	50.0	38.2	55.6	55.9	65.5	54.6	59.0	64.5	69.8	70.6	69.9	71.1	73.1

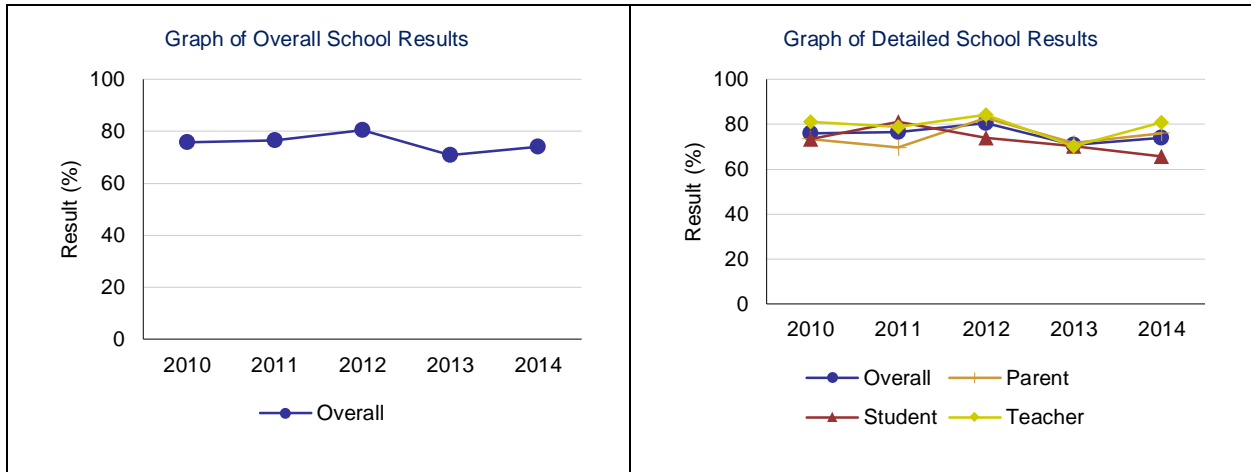


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**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	75.9	76.5	80.4	70.8	74.1	71.9	75.2	71.9	72.9	72.1	80.5	80.9	80.7	81.5	81.3
Teacher	81.0	78.8	84.3	70.4	80.8	79.0	82.0	79.9	80.9	78.4	87.7	87.6	87.3	87.9	87.5
Parent	73.5	69.6	82.9	71.6	76.0	69.6	72.8	69.5	71.3	72.5	78.0	78.3	78.1	78.9	79.9
Student	73.3	81.1	73.9	70.4	65.7	67.1	70.8	66.1	66.4	65.4	75.9	76.9	76.9	77.8	76.6

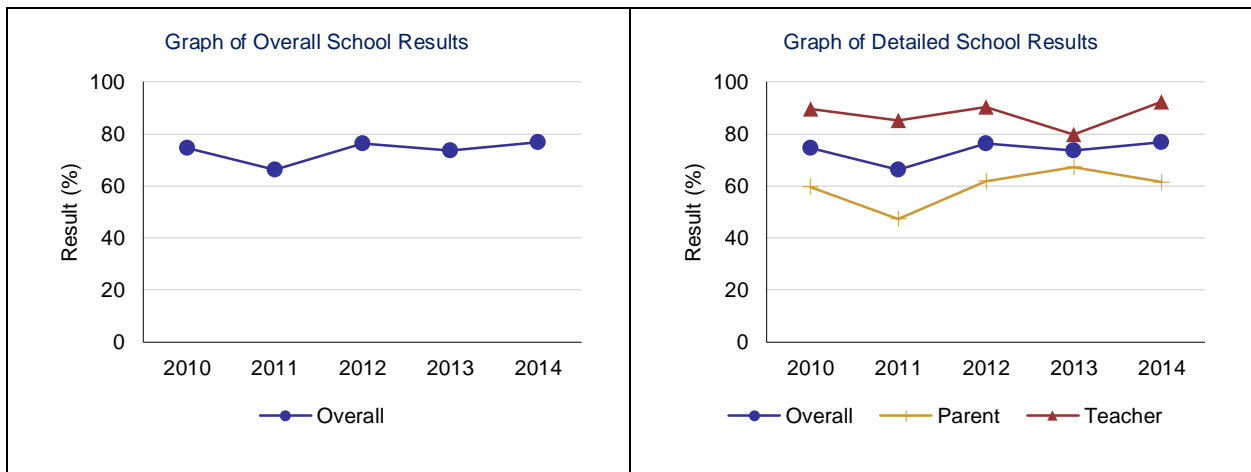


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**Parental Involvement – Measure Details**

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	74.7	66.2	76.2	73.5	76.8	76.8	74.8	73.9	76.0	80.1	80.0	79.9	79.7	80.3	80.6
Teacher	89.7	85.1	90.4	79.8	92.2	88.6	86.3	85.5	85.0	87.2	88.6	88.1	88.0	88.5	88.0
Parent	59.7	47.3	61.9	67.3	61.5	65.0	63.2	62.3	66.9	73.0	71.3	71.7	71.4	72.2	73.1

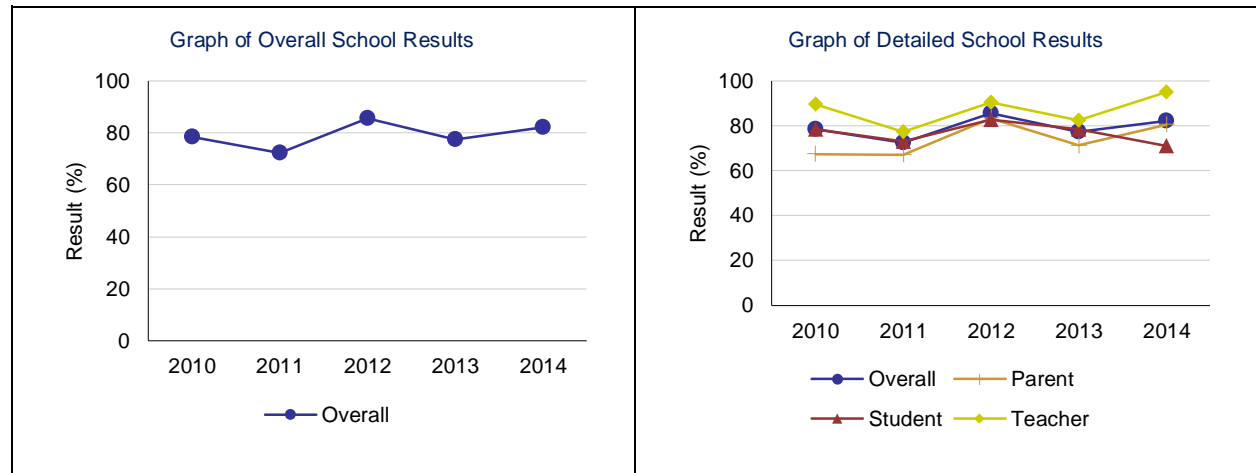


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**Education Quality – Measure Details**

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	78.5	72.4	85.5	77.4	82.1	86.2	85.1	84.9	83.4	85.2	89.2	89.4	89.4	89.8	89.2
Teacher	89.6	77.2	90.5	82.5	94.9	95.1	93.7	93.2	90.9	91.2	95.6	95.5	95.4	95.7	95.5
Parent	67.4	67.1	83.3	71.2	80.5	78.9	78.5	77.7	77.5	82.8	83.9	84.2	84.2	84.9	84.7
Student	78.4	73.0	82.6	78.5	70.9	84.5	83.0	83.8	81.8	81.5	88.2	88.5	88.6	88.7	87.3

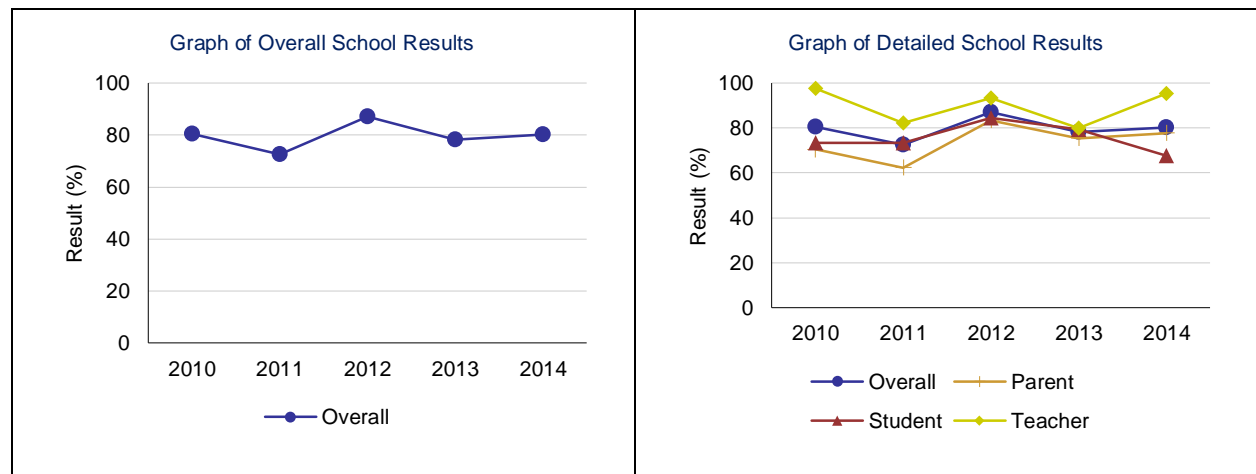


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**Safe and Caring – Measure Details**

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	80.5	72.6	87.1	78.2	80.2	83.2	83.1	82.6	82.1	84.7	87.6	88.1	88.6	89.0	89.1
Teacher	97.5	82.1	93.3	79.8	95.3	92.1	91.5	90.4	90.0	91.6	94.4	94.5	94.8	95.0	95.3
Parent	70.4	62.3	83.5	75.4	77.7	80.6	80.2	80.4	79.8	86.0	86.1	86.6	87.4	87.8	88.9
Student	73.5	73.3	84.5	79.4	67.6	76.8	77.7	77.0	76.4	76.5	82.2	83.3	83.7	84.2	83.1

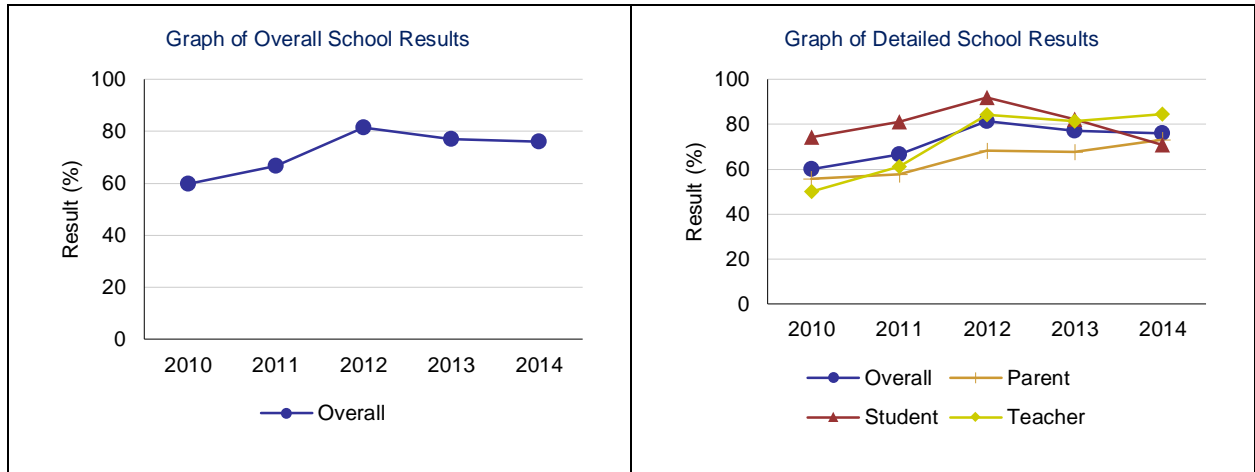


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**School Improvement – Measure Details**

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	59.9	66.6	81.4	77.1	76.1	76.5	75.9	73.1	68.8	73.3	79.9	80.1	80.0	80.6	79.8
Teacher	50.0	61.1	84.2	81.3	84.6	77.2	76.4	77.1	68.8	74.8	80.8	80.1	81.1	80.9	81.3
Parent	55.6	57.7	68.2	67.6	73.0	74.7	73.6	68.5	69.3	74.4	77.0	77.3	76.2	77.9	77.0
Student	74.2	81.1	91.9	82.3	70.9	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.