
Combined 3-Year Education Plan and Annual Education Results Report (AERR) for Pioneer School

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	Pioneer 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	Concern	Safe and Caring	76.2	75.2	75.8	89.1	89.0	88.6	Very Low	Maintained	Concern
Student Learning Opportunities	n/a	Program of Studies	80.6	83.3	81.7	81.3	81.5	81.1	High	Maintained	Good
		Education Quality	86.5	83.1	81.6	89.2	89.8	89.5	Intermediate	Improved	Good
		Drop Out Rate	0.0	*	4.1	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)	Concern	PAT: Acceptable	62.6	75.8	74.5	74.0	75.3	75.5	Very Low	Declined Significantly	Concern
		PAT: Excellence	8.9	15.6	11.9	19.0	19.1	19.6	Very Low	Maintained	Concern
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	59.8	65.0	64.1	81.2	80.3	80.0	Very Low	Maintained	Concern
		Citizenship	67.0	59.7	60.0	83.4	83.4	82.6	Low	Improved	Acceptable
Parental Involvement	Concern	Parental Involvement	69.6	77.2	69.3	80.6	80.3	80.0	Very Low	Maintained	Concern
Continuous Improvement	Good	School Improvement	72.2	53.3	56.5	79.8	80.6	80.2	Intermediate	Improved Significantly	Good

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
6. Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Measure Evaluation Reference

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.22	66.22 - 72.00	72.00 - 81.95	81.95 - 85.72	85.72 - 100.00
PAT: Excellence	0.00 - 10.93	10.93 - 14.38	14.38 - 20.26	20.26 - 26.17	26.17 - 100.00
Diploma: Acceptable	0.00 - 72.08	72.08 - 78.77	78.77 - 85.43	85.43 - 89.96	89.96 - 100.00
Diploma: Excellence	0.00 - 7.77	7.77 - 11.90	11.90 - 18.63	18.63 - 22.99	22.99 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Goal One: An excellent start to learning

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

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

<p>Comment on Results <i>(an assessment of progress toward achieving the target)</i></p> <p>N/A</p>
<p>Strategies</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	0.0	8.1	0.0	*	0.0		Very High	Maintained	Excellent			
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)

While this category is not directly linked to our students, we know the practices we have in middle school directly impact student performance and completion rates. As such, the strategies listed below remain a focus.

Strategies

We endeavour to meet student needs via differentiation of instruction and assessment; by meeting regularly to discuss at risk students and adapt programming as necessary; including students in their educational programming decisions as appropriate; in-servicing teachers to provide them with best practice; allocating resources to maximize positive impact on student learning; collaborating with WCHS to ensure students are transitioned appropriately between our two schools.

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).	72.1	70.3	77.5	75.8	62.6	85.0	Very Low	Declined Significantly	Concern	75.0	80.0	82.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	12.2	10.0	10.0	15.6	8.9	16.0	Very Low	Maintained	Concern	10.0	11.0	12.0

Comment on Results

(an assessment of progress toward achieving the target)

Strategies

- Use assessment tools to identify at risk students; put in appropriate interventions and support including but not limited to: small group instruction in both literacy and numeracy, after school tutorial support, complementary courses that enhance student skills while mitigating student struggles, etc.
- Use weekly program planning team meetings and bi-monthly response to intervention meetings to identify and develop appropriate programming for individual students.
- Use tools that communicate with families on a regular basis; email, Remind 101, agendas, phone calls home, etc. about student performance and available supports.
- Provide support for students who experience test anxiety.
- Provide readers, scribes, assistive technology tools to support students throughout the year.
- We continue with built in collaboration time for teachers to align planning and assessment practices.
- We continue to focus on three dominant professional development strands: building relationships with our students; SmartLearning; assessment.
- We continue to review data collected via PATs, Tell Them from Me and the AERR and APORI reports and use that data to make informed decisions about our practice.

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.	69.8	66.8	53.6	59.7	67.0	65.0	Low	Improved	Acceptable	70.0	75.0	78.0
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.	70.3	64.8	62.5	65.0	59.8	70.0	Very Low	Maintained	Concern	70.0	72.0	75.0

Comment on Results

(an assessment of progress toward achieving the target)

We believe we have done a better job helping our parents and community members understand the projects and activities we employ to further these skills. However, there is still much work to be done in this area. Additionally, we need to get more parents to complete the survey; with only 26 parents completing the survey, we not believe we have a clear picture of our parents' opinions in each of these areas.

Strategies

- Renaissance and student leadership programs
- Ongoing work with community organizations for partnerships between community and school
- Free the Children club
- Continuous surveys of school stakeholders and using that data to inform current practice
- Using School Council to better engage parents
- Inform our local newspaper of school events – particularly those with a community focus like Santa's Anonymous, partnerships with classes working with senior citizens, participating in a community garden project, support of our local food bank, etc.

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).	60.0	54.2	47.1	59.0	46.9	65.0	Very Low	Maintained	Concern	65.0	66.5	68.0
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).	10.0	2.1	11.8	5.1	6.1	15.0	Very Low	Maintained	Concern	10.0	11.0	12.0
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	*	n/a	*	n/a	*		*	*	*			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

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

We are concerned with the number of students meeting the acceptable standard and wish to increase both this category and the number of students meeting the standard of excellence. We are concerned with the drop in meeting the acceptable standard but recognize our FNMI population has significantly fewer numbers than our overall population which leads to skewed results.

Strategies

- Use assessment tools to identify at risk students; put in appropriate interventions and support including but not limited to: small group instruction in both literacy and numeracy, after school tutorial support, complementary courses that enhance student skills while mitigating student struggles, etc.
- Work with parents to help them understand the necessity of having their child(ren) attend regularly
- Use weekly program planning team meetings and bi-monthly response to intervention meetings to identify and develop appropriate programming for individual students.
- Use tools that communicate with families on a regular basis; email, Remind 101, agendas, phone calls home, etc. about student performance and available supports.
- Provide support for students who experience test anxiety.
- Provide readers, scribes, assistive technology tools to support students throughout the year.
- Work with this culture to ensure we are meeting cultural needs as well as provincially set curricular needs. For example, access ARC, FNMI coordinator, and other resources as available.

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.	84.2	83.2	78.6	83.3	80.6	86.5	High	Maintained	Good	86.5	87.5	88.5

Comment on Results

(an assessment of progress toward achieving the target)

We offer a huge variety of complementary and CTF courses that encompass a broad range of fine arts activities, physical activities, hands-on learning and cover innumerable competencies. However, it appears as though we still have not done a good job of helping our parents understand all of these options as a significant number of parents have chosen “Don’t Know” to the “How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school:” questions.

Strategies

- Many of our teachers design their units based upon project based learning which promote real world authentic skills.
- We survey our students to find out what complementary courses interest them; then we plan the courses around their interests.
- We write grant proposals, present to our community and build financial partnerships wherever possible so that we are able to offer complementary and CTF courses
- We follow the Program of Studies to ensure students receive appropriate programming across the curricula.
- Administration meets with teachers annually to discuss long range plans and what supports will be necessary to meet their goals.
- Teachers choose their professional development activities to complement their individual practice.
- Teachers collaborate to enhance planning and instruction.
- We continue to focus our PD on collaborative practice, RTI, analyzing the resources of students and implementing strategies to assist those who are under resourced in a variety of areas.
- Ongoing weekly Lead Team meetings (Principal, VP, SSFs and FWW)
- Monthly school wide leadership meetings (grade team representatives, EAs, and representatives from the Lead Team
- PD committee includes teacher representative and administration
- Our School Council continues to approve the fee schedule for our complementary and CTF courses.
- We continue to have parents sign off their child(ren)’s complementary course options.
- We continue to put complementary course information in our newsletter which are included on our website.

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.	77.7	66.1	64.8	77.2	69.6	77.0	Very Low	Maintained	Concern	77.0	78.5	80.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	83.9	80.7	80.9	83.1	86.5	85.0	Intermediate	Improved	Good	86.5	88.0	89.5

Comment on Results

(an assessment of progress toward achieving the target)

We have struggled to get parents involved in our School Council, to complete parent surveys and to attend parent teacher interviews. When analyzing our data, we only had 26 parents complete the survey this year. While this is up from 12 last year, we do not feel the low percentage of parents sharing their thoughts provides us with an accurate assessment of how the majority feel about our school.

Strategies

- We have arranged the Provincial Director of the Alberta School Councils' Association to join us for a few School Council meetings this year.
- We have gone back to scheduled interviews – which brought in significantly more parents for our first round of parent teach interviews this year.
- We will continue to solicit feedback from our parents and community members about how to promote community involvement and engagement.
- We will continue to invite experts from our community into our classrooms to share their knowledge and expertise. (This has been particularly successful in Grade 6 Social Studies and Grade 7 Science.)
- We will continue to discuss concerns and brainstorm ways to mitigate these issues in a variety of formats.

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.	77.8	77.8	74.2	75.2	76.2	78.0	Very Low	Maintained	Concern	79.5	81.0	82.5
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.	78.8	67.0	49.2	53.3	72.2	60.0	Intermediate	Improved Significantly	Good	75.0	76.5	78.0

Comment on Results

(an assessment of progress toward achieving the target)

While we are pleased with the increases experienced in this area, we know we still have room to grow. Our parents have expressed a concern regarding inclusion and how this has impacted the learning environment. While we appear to have done a better job helping them understand the strategies teachers use, we continue to work with our parents to help them understand inclusion and its benefits.

Strategies

- We use the Family Wellness Worker extensively to assist both students and their families.
- Our school resource officer presents the DARE program to all grade 6 students and develops a rapport with our students via this avenue.
- We use a series of scaffolded interventions and consequences when students make poor choices related to this category.
- We use the Health curriculum, Renaissance Program and various co-curricular activities to promote not only a Safe and Caring School, but community as well.
- We continue to bring in anti-bullying and awareness strategies and programs.
- We endeavour to share jurisdictional supports, vision and strategies via School Council.

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.

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.														
		Results (in percentages)										Target		
		2010		2011		2012		2013		2014		2014		
		A	E	A	E	A	E	A	E	A	E	A	E	
English Language Arts 3*	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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	76.5	12.5	76.5	8.1	87.4	8.7	83.1	11.9	71.9	9.1	85	12	
	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	72.2	5.6	73.9	8.7	94.7	15.8	77.8	0.0	85.7	4.8	88	10	
	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	61.8	4.4	66.9	6.3	67.8	12.7	61.7	3.3	69	14	
	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	71.3	11.0	69.1	14.0	77.2	15.0	72.9	19.5	61.7	13.3	75	19	
	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	68.4	14.0	64.7	8.1	65.4	5.5	71.2	17.8	50.0	5.0	65	10	
	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
	Authority	76.0	9.3	81.6	12.4	76.6	12.4	76.8	11.7	76.5	7.3			
	Province	79.3	15.0	79.1	16.3	77.4	16.4	76.7	14.8	76.3	15.1			
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
	Authority	n/a	n/a	52.9	9.2	58.8	8.8	62.1	12.3	63.4	14.4			
	Province	n/a	n/a	66.1	17.3	66.5	17.8	66.9	18.3	67.1	17.3			
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
	Authority	57.6	18.2	68.0	0.0	92.9	42.9	26.9	0.0	77.8	22.2			

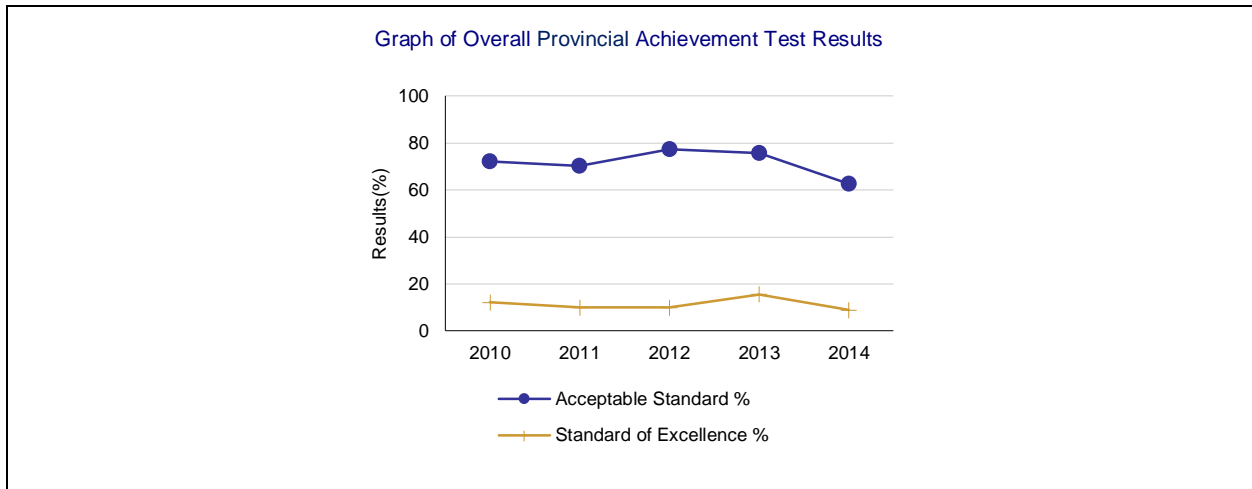
	Province	65.6	15.3	64.9	14.9	62.4	15.4	65.9	14.7	63.4	14.5		
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	71.0	17.5	77.4	15.0	74.8	25.2	70.1	16.7	75.2	25.4		
	Province	73.6	17.7	74.9	20.8	74.2	22.4	73.0	20.0	73.2	22.1		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	65.9	14.7	61.6	13.2	61.5	11.2	56.5	14.1	63.5	13.2		
	Province	68.9	18.8	67.2	19.0	68.9	19.1	65.6	18.8	65.5	19.9		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	70.0	26.7	44.0	8.0	83.3	16.7	26.9	3.8	50.0	12.5		
	Province	64.6	15.7	61.9	13.6	63.5	13.9	64.6	13.0	61.8	10.7		

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

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

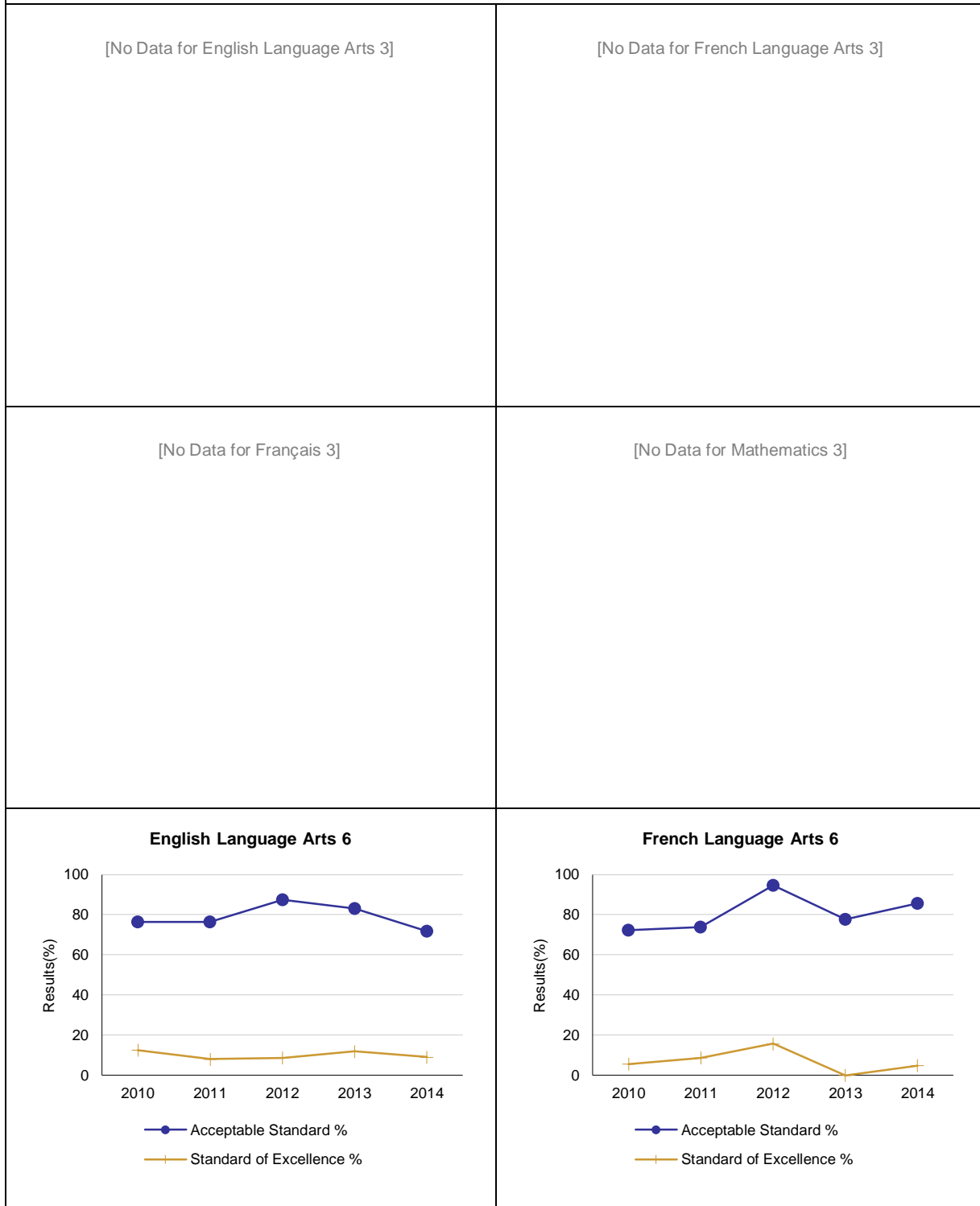
Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

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



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

Graph of Provincial Achievement Test Results by Course

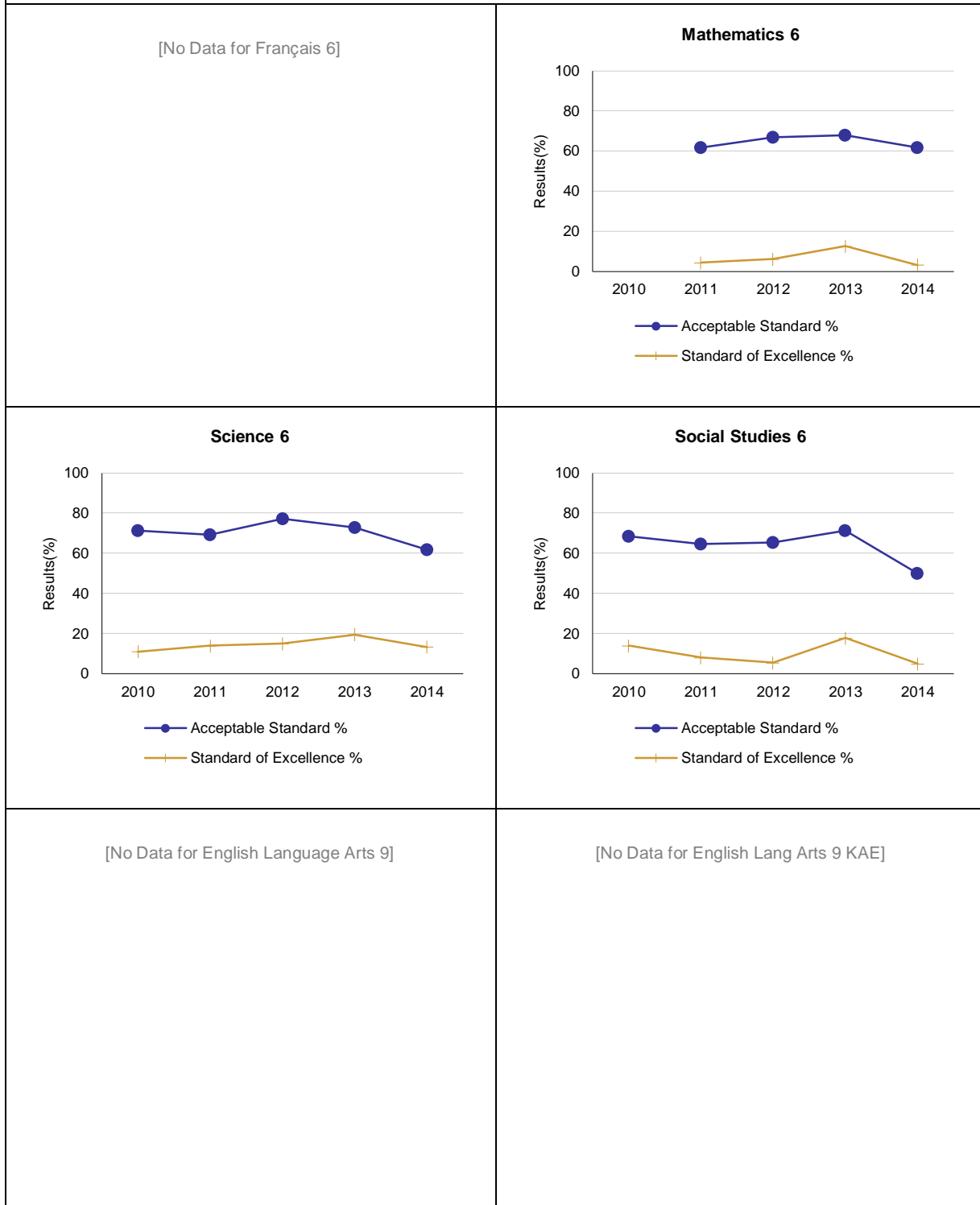


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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

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	
[No Data for French Language Arts 9]	[No Data for Français 9]
[No Data for Mathematics 9]	[No Data for Mathematics 9 KAE]
[No Data for Science 9]	[No Data for Science 9 KAE]

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

[No Data for Social Studies 9]	[No Data for Social Studies 9 KAE]
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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 (*).

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

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Pioneer School							Alberta			
		Achievement	Improvement	Overall	2014		Prev 3 Yr Avg		2014		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3*	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	Low	Declined	Issue	121	71.9	127	82.3	45,704	81.9	43,581	82.7
	Standard of Excellence	Low	Maintained	Issue	121	9.1	127	9.5	45,704	17.6	43,581	17.5
French Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	21	85.7	20	82.1	2,752	88.0	2,609	89.1
	Standard of Excellence	Low	Maintained	Issue	21	4.8	20	8.2	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 Low	Maintained	Concern	120	61.7	127	65.5	45,617	73.5	43,599	73.8
	Standard of Excellence	Very Low	Declined	Concern	120	3.3	127	7.8	45,617	15.4	43,599	17.0
Science 6	Acceptable Standard	Low	Declined	Issue	120	61.7	127	73.1	45,608	75.9	43,551	77.2
	Standard of Excellence	Low	Maintained	Issue	120	13.3	127	16.1	45,608	24.9	43,551	26.4
Social Studies 6	Acceptable Standard	Very Low	Declined Significantly	Concern	120	50.0	127	67.1	45,593	70.4	43,540	72.3
	Standard of Excellence	Very Low	Declined	Concern	120	5.0	127	10.5	45,593	16.6	43,540	19.0
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,760	76.3	37,776	77.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,760	15.1	37,776	15.8
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,524	62.9	1,570	63.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,524	3.5	1,570	6.0
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,658	86.5	2,387	87.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,658	11.1	2,387	13.7

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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.

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Course	Measure	Pioneer 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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,279	67.1	37,487	66.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,279	17.3	37,487	17.8
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,971	63.4	1,846	64.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,971	14.5	1,846	15.0
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,769	73.2	37,974	74.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,769	22.1	37,974	21.1
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,513	64.1	1,528	68.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,513	14.9	1,528	16.6
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,773	65.5	38,159	67.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,773	19.9	38,159	19.0
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,510	61.8	1,510	63.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,510	10.7	1,510	13.5

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Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
French Language Arts 3	Acceptable Standard	0.00 - 60.68	60.68 - 77.74	77.74 - 88.22	88.22 - 94.87	94.87 - 100.00
	Standard of Excellence	0.00 - 3.31	3.31 - 8.38	8.38 - 17.31	17.31 - 25.31	25.31 - 100.00
Mathematics 3	Acceptable Standard	0.00 - 65.67	65.67 - 76.54	76.54 - 84.30	84.30 - 89.88	89.88 - 100.00
	Standard of Excellence	0.00 - 14.73	14.73 - 21.19	21.19 - 30.01	30.01 - 39.19	39.19 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

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

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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

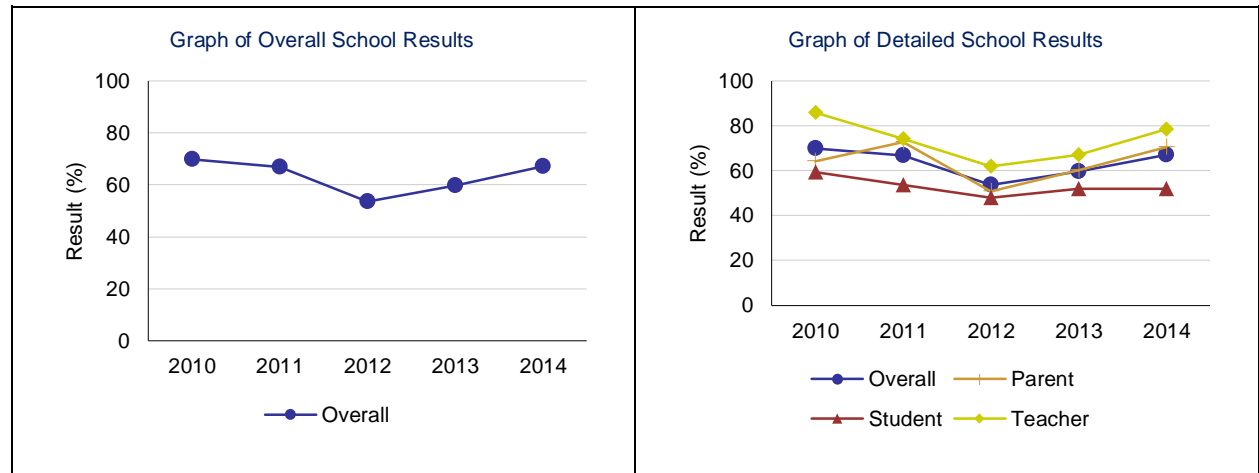
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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	69.8	66.8	53.6	59.7	67.0	75.1	73.8	73.8	73.0	74.7	81.4	81.9	82.5	83.4	83.4
Teacher	85.9	74.1	61.9	67.0	78.5	91.4	87.2	86.6	83.3	84.4	93.0	92.7	93.1	93.6	93.8
Parent	64.3	72.8	50.9	60.3	70.5	68.4	69.0	69.2	70.1	75.4	78.5	78.6	79.4	80.3	81.9
Student	59.2	53.5	48.0	51.9	52.0	65.4	65.4	65.7	65.8	64.3	72.7	74.5	75.0	76.2	74.5

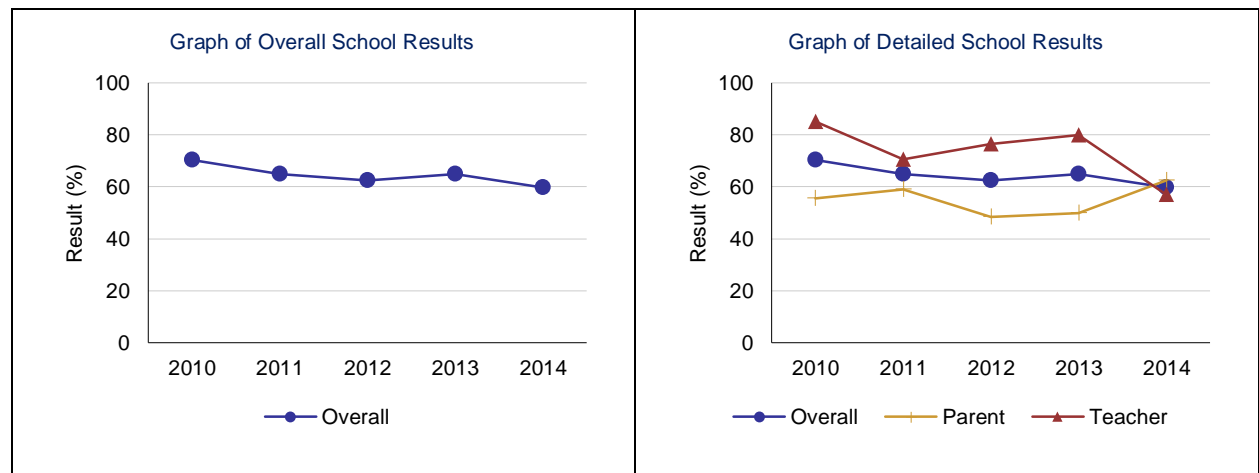


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction 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	70.3	64.8	62.5	65.0	59.8	72.9	73.8	69.3	69.7	72.5	79.9	80.1	79.7	80.3	81.2
Teacher	85.0	70.6	76.5	80.0	57.1	90.0	82.2	84.0	80.5	80.5	90.0	89.6	89.5	89.4	89.3
Parent	55.6	59.1	48.5	50.0	62.5	55.9	65.5	54.6	59.0	64.5	69.8	70.6	69.9	71.1	73.1

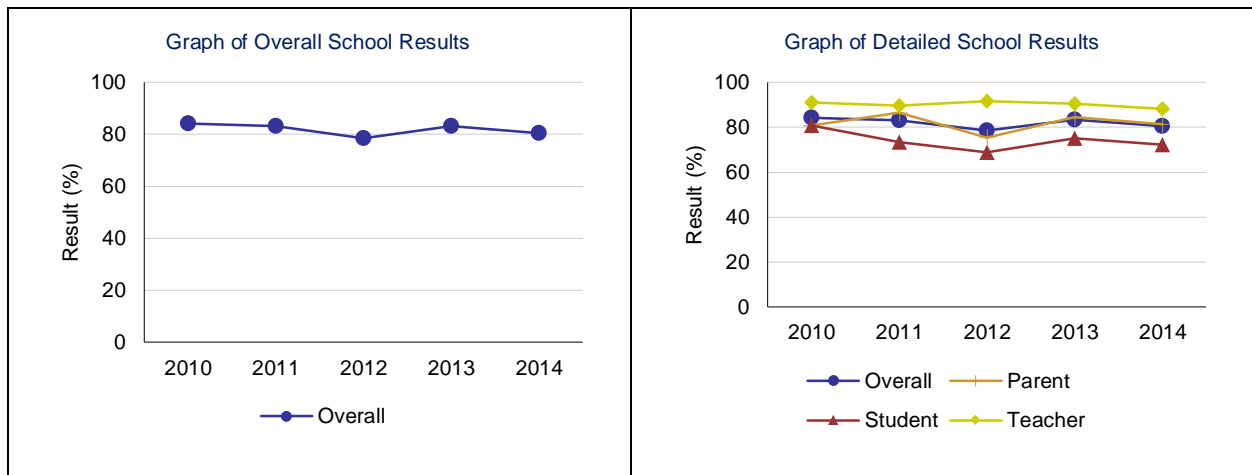


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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	84.2	83.2	78.6	83.3	80.6	71.9	75.2	71.9	72.9	72.1	80.5	80.9	80.7	81.5	81.3
Teacher	91.2	89.7	91.7	90.5	88.3	79.0	82.0	79.9	80.9	78.4	87.7	87.6	87.3	87.9	87.5
Parent	80.8	86.4	75.5	84.4	81.3	69.6	72.8	69.5	71.3	72.5	78.0	78.3	78.1	78.9	79.9
Student	80.7	73.5	68.7	75.2	72.2	67.1	70.8	66.1	66.4	65.4	75.9	76.9	76.9	77.8	76.6

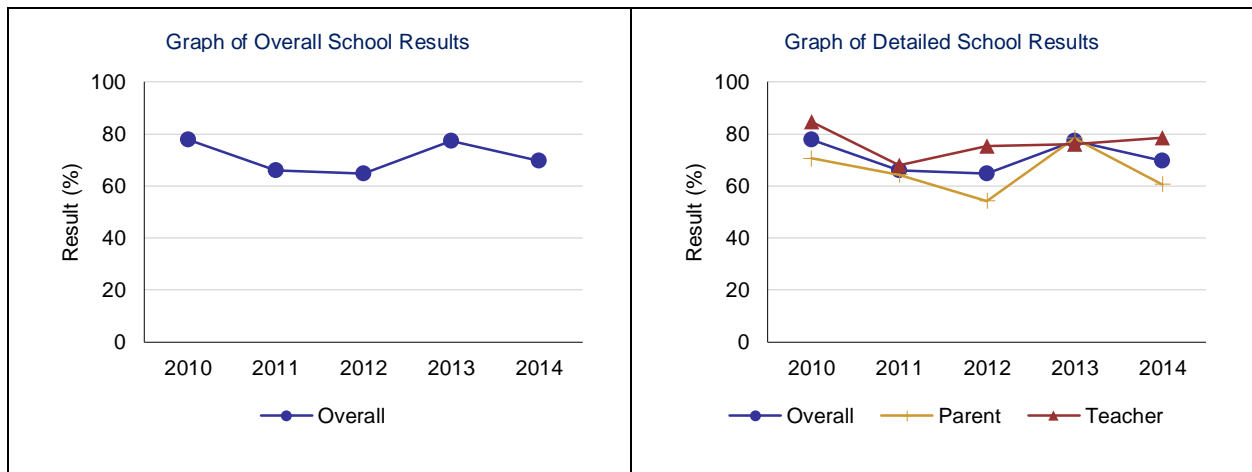


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction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

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	77.7	66.1	64.8	77.2	69.6	76.8	74.8	73.9	76.0	80.1	80.0	79.9	79.7	80.3	80.6
Teacher	84.8	67.9	75.3	76.0	78.5	88.6	86.3	85.5	85.0	87.2	88.6	88.1	88.0	88.5	88.0
Parent	70.6	64.3	54.2	78.3	60.6	65.0	63.2	62.3	66.9	73.0	71.3	71.7	71.4	72.2	73.1

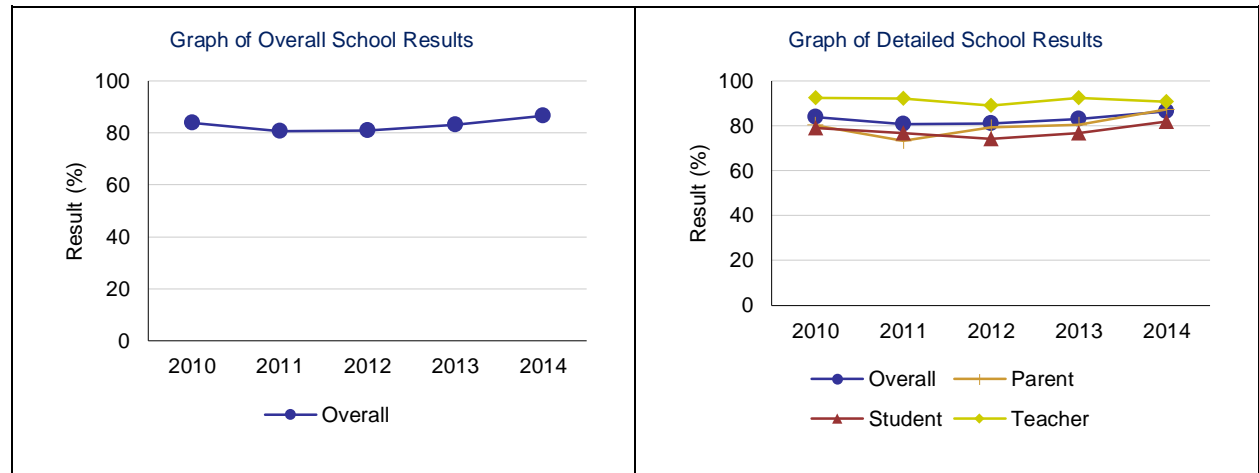


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Education Quality – Measure Details

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

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	83.9	80.7	80.9	83.1	86.5	86.2	85.1	84.9	83.4	85.2	89.2	89.4	89.4	89.8	89.2
Teacher	92.5	92.2	89.1	92.4	90.6	95.1	93.7	93.2	90.9	91.2	95.6	95.5	95.4	95.7	95.5
Parent	80.2	73.2	79.2	80.3	87.2	78.9	78.5	77.7	77.5	82.8	83.9	84.2	84.2	84.9	84.7
Student	78.9	76.7	74.3	76.7	81.8	84.5	83.0	83.8	81.8	81.5	88.2	88.5	88.6	88.7	87.3

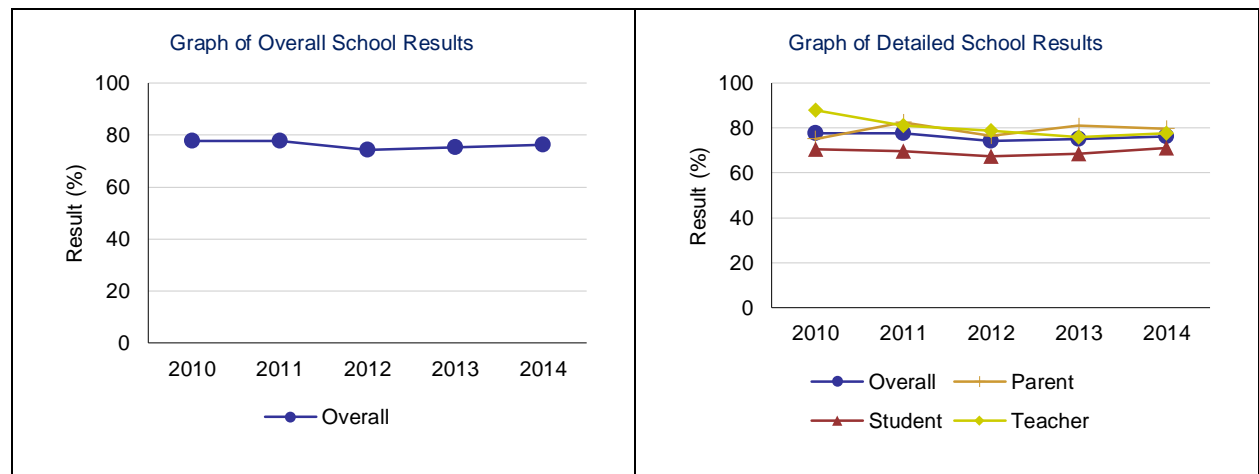


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Safe and Caring – Measure Details

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	77.8	77.8	74.2	75.2	76.2	83.2	83.1	82.6	82.1	84.7	87.6	88.1	88.6	89.0	89.1
Teacher	87.9	81.2	78.8	76.0	77.6	92.1	91.5	90.4	90.0	91.6	94.4	94.5	94.8	95.0	95.3
Parent	75.2	82.6	76.5	81.0	79.7	80.6	80.2	80.4	79.8	86.0	86.1	86.6	87.4	87.8	88.9
Student	70.4	69.6	67.4	68.6	71.2	76.8	77.7	77.0	76.4	76.5	82.2	83.3	83.7	84.2	83.1

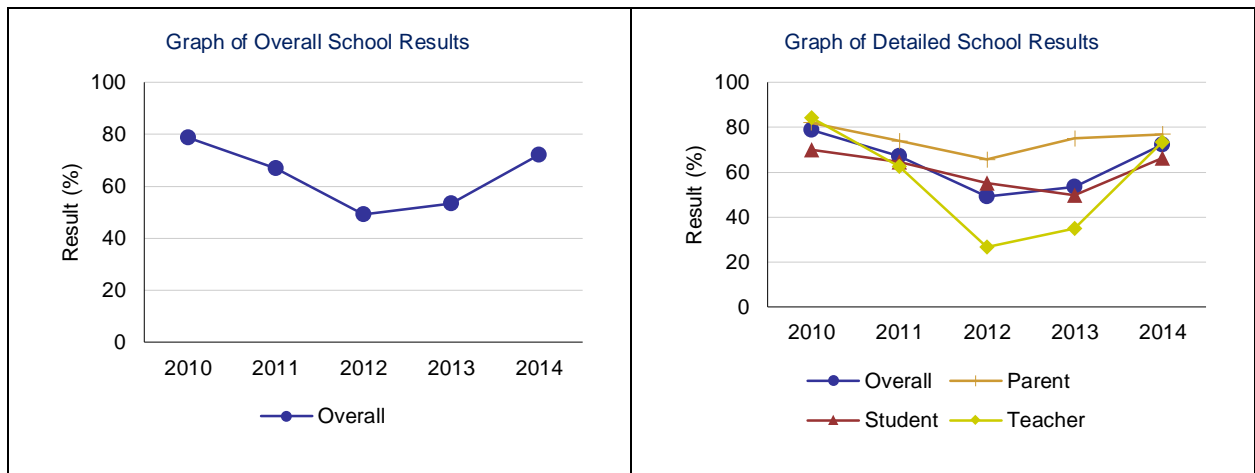


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School Improvement – Measure Details

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	78.8	67.0	49.2	53.3	72.2	76.5	75.9	73.1	68.8	73.3	79.9	80.1	80.0	80.6	79.8
Teacher	84.2	62.5	26.7	35.0	73.3	77.2	76.4	77.1	68.8	74.8	80.8	80.1	81.1	80.9	81.3
Parent	82.1	73.9	65.6	75.0	76.9	74.7	73.6	68.5	69.3	74.4	77.0	77.3	76.2	77.9	77.0
Student	70.1	64.5	55.2	49.8	66.3	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.