
Sample Format for Combined 3-Year Education Plan and Annual Education Results Report (AERR) for Public/Separate/Francophone Schools

Each school authority establishes requirements for the content and process for school education plans and annual reports as part of its accountability system. Schools should prepare their education plans and annual reports based on specifications provided by their school authority. For details please refer to the *Policy and Requirements for Planning and Results Reporting*: <http://www.education.alberta.ca/admin/resources/planning/reporting2015.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 2015 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Caroline School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	88.2	86.1	82.0	89.2	89.1	88.9	Very High	Improved	Excellent
Student Learning Opportunities	Issue	Program of Studies	43.0	44.5	59.4	81.3	81.3	81.2	Very Low	Declined Significantly	Concern
		Education Quality	83.4	84.3	84.4	89.5	89.2	89.5	Low	Maintained	Issue
		Drop Out Rate	4.1	4.5	3.5	3.4	3.3	3.3	High	Maintained	Good
		High School Completion Rate (3 yr)	64.2	71.1	74.8	76.4	74.9	74.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	52.9	77.5	70.5	73.0	73.1	73.9	Very Low	Declined	Concern
		PAT: Excellence	7.4	19.9	15.6	18.8	18.4	18.9	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	85.3	76.5	76.3	85.2	85.5	84.6	Intermediate	Maintained	Acceptable
		Diploma: Excellence	8.8	7.1	6.3	21.0	21.1	20.0	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	40.1	41.1	51.8	54.9	50.5	54.4	Low	Maintained	Issue
		Rutherford Scholarship Eligibility Rate	48.4	65.2	63.5	61.2	60.9	61.3	Low	Declined	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Transition Rate (6 yr)	61.3	35.9	32.0	59.8	59.2	59.0	High	Improved Significantly	Good
		Work Preparation	53.8	71.4	68.7	82.0	81.2	80.4	Very Low	Declined	Concern
		Citizenship	78.0	73.1	72.3	83.5	83.4	83.1	High	Improved	Good
Parental Involvement	Concern	Parental Involvement	67.0	84.1	75.1	80.7	80.6	80.2	Very Low	Maintained	Concern
Continuous Improvement	Issue	School Improvement	70.7	68.8	69.9	79.6	79.8	80.1	Low	Maintained	Issue

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE)..
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. Current and historical Diploma results have been adjusted to reflect change in data source system.
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 changes 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 - 65.90	65.90 - 70.33	70.33 - 79.81	79.81 - 84.65	84.65 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.45	13.45 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.76	73.76 - 81.00	81.00 - 86.67	86.67 - 90.27	90.27 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.16	13.16 - 19.74	19.74 - 24.05	24.05 - 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	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)

Desired Outcome One: Every student is successful

Specific Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015		2015	Achievement	Improvement	Overall	2016	2017
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	66.2	69.5	83.1	76.5	85.3		Intermediate	Maintained	Acceptable	86	87	88
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	9.1	7.4	4.6	7.1	8.8		Low	Maintained	Issue	9.0	10.0	11.0

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014		2015	Achievement	Improvement	Overall	2016	2017
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	73.8	81.8	71.4	71.1	64.2	70.0	Intermediate	Maintained	Acceptable	75	80	85
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.9	3.9	2.2	4.5	4.1	4.0	High	Maintained	Good	3.8	3.6	3.4
High school to post-secondary transition rate of students within six years of entering Grade 10.	32.3	40.5	19.7	35.9	61.3	65	High	Improved Significantly	Good	66	67	68
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	58.8	66.7	58.6	65.2	48.4	50	Low	Declined	Issue	55	60	65
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	41.3	63.6	50.6	41.1	40.1	45	Low	Maintained	Issue	48	51	53

Comment on Results

(an assessment of progress toward achieving the target)

The acceptable and excellence standards on diploma exams showed a noticeable increase. Our goal will be to continue this upward trend. High school completion, dropout rate, and transition rate are also showing positive results, being good or acceptable with positive trends. The focus on these areas will also be to continue these trends.

The biggest area of concern is the Rutherford scholarship eligibility. This indicates that even though our high school completion increased in the past year, the level of achievement overall decreased.

The percentage of students writing four or more diploma exams is not an overall concern. The reason being is that our goal as a high school is to ensure that students are meeting their needs to reach their goals beyond high school. If their future aspirations do not include the necessity of a diploma course, then forcing students to struggle through such courses is not necessary. Instead, our focus moving forward is to meet the needs of our students.

Strategies

This year, we have completely revised our timetable through the high school redesign process. The main goals of major shift are:

- **Increase 1-to-1 time between students in need and their teachers**
- **Advisory time to increase the connection between students and teachers in the building**
- **Flexibility within the timetable so students have a more vested interest in their education**

These shifts aim to increase mastery of course material for all levels of students.

Become more connected and engaged with their learning, with a stronger focus on their future goals and the education that will be required to reach their goal.

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. Current and historical Diploma results have been adjusted to reflect change in data source system.
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.

Specific Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	84.7	78.1	65.8	73.1	78.0		High	Improved	Good	80	81	82
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.	94.9	71.1	63.6	71.4	53.8		Very Low	Declined	Concern	60	65	70

Comment on Results

(an assessment of progress toward achieving the target)

Citizenship has increased for the third consecutive year. Our aim will be to continue this positive trend. The attitudes and behaviors to be successful at work has fluctuated on a yearly basis. In an analysis of the data, the poor response numbers, in particular from the parents (n=11), is difficult to gain an accurate measure of the overall school. However, the combination of the feelings of the few parents and the teachers is a concern; as well as the volatility from year to year.

Strategies

Our initial strategy will be to obtain a gauge from both parents and teachers through surveys followed by direct conversations. Part of these conversations will include a discussion regarding all of the changes that have been made already to the school this year and whether or not these implemented changes address any of the concerns as well as brainstorming any other possible solutions to addressed concerns.

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 changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Specific Outcome: Students demonstrate a strong foundation in literacy and numeracy.

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	74.0	66.8	67.3	77.5	52.9		Very Low	Declined	Concern	60	63	66
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	19.4	10.7	16.1	19.9	7.4		Very Low	Declined	Concern	9	11	13

Comment on Results

(an assessment of progress toward achieving the target)

There was a significant drop this past year in both acceptable and excellence standard in PAT achievement level. One possible reason for the drop in PAT achievement levels is due to the piloting of the new grade 9 curricula. This group of students did write the ELA PAT.

Strategies

This area will be closely monitored moving forward. Our staff will be made aware of the one year downturn experienced on the PAT achievement. Item analysis will be performed for the exams to determine any areas of significant weakness whereby changes in pedagogy can address these weaknesses. Also, a stronger focus on vertical curricular alignment will be made in order to boost student competencies in the various subject areas.

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 (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
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.

Desired Outcome Two: Alberta has quality teaching and school leadership

Specific 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		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
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.	76.4	74.0	59.7	44.5	43.0		Very Low	Declined Significantly	Concern	45	52	60

Comment on Results

(an assessment of progress toward achieving the target)

This area continues to be an area of concern but also one that is difficult to address. Being a small, rural high school with a teaching population of 7 teachers, it is difficult to offer all of the subject areas addressed in the questions – music, art, drama, and second language. Our program offers a wide variety of option courses that were chosen based upon student interest surveys; however, this does not show up in the data results. (Creative Arts, Wildlife, Forensic Science, Industrial Arts, Foods, Sociology, Leadership, Astronomy, Sports Performance, Genius hour, Yearbook, Drama (jr. high).

Also, due to the remoteness of our location, this can be a hindrance in accessing resources such as RAP placements, dual credit programs, and even quality Work Experience opportunities because many of these situations involve extensive travel.

Strategies

We continue to advocate in the community and surrounding area for members with expertise that would be willing to share their knowledge with our students. Thus far, we have Art and Cosmetology programs that are instructed by certified community members. We will continue to explore this avenue to increase our program offerings.

Through our high school redesign, we aim to create more opportunity for a school-community connection by creating consistent times whereby community members can be involved in the school.

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 changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Desired Outcome Three: Alberta's education system is governed effectively

Specific Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	85.8	79.4	61.8	84.1	67.0		Very Low	Maintained	Concern	70	75	80
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.0	86.8	82.3	84.3	83.4		Low	Maintained	Issue	85	86	87

Comment on Results

(an assessment of progress toward achieving the target)

The satisfaction with the quality of education has remained almost stagnant for 3 years. The satisfaction with parental involvement has been fluctuating for the past three years, creating a concern about the reasoning behind the unstable results.

Strategies

There is a correlation between parental involvement in decision making and the satisfaction with the quality of education. Concerted efforts are being made to involve parents in deciding upon school rules, goals, and changes. Through the use of Parent Council, evening open houses, and social media, the school is increasing its opportunities to keep parents informed and to provide avenues for involvement and feedback in decision-making.

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 changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
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.	89.7	83.4	76.5	86.1	88.2		Very High	Improved	Excellent	88	89	90
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.	85.6	80.9	60.0	68.8	70.7		Low	Maintained	Issue	73	77	81

Comment on Results

(an assessment of progress toward achieving the target)

We are extremely pleased with the level of safe and caring in our school. The goal will be to maintain this excellent standard. Over the past three years, this measure has been increasing; however, a more in-depth look at the data indicates that the parents and students are significantly more positive with regards to the school and/or jurisdiction than the teachers (58.3%)

Strategies

The strategy will be to determine the disconnect between students and parents vs. the teachers level of satisfaction. Through questionnaires, surveys, and discussions, the goal will be to determine areas of growth (are the focuses school-based or division-based), possible improvements, the impact that high school redesign may have on these areas, and other possible strategies that can be implemented as we progress.

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 changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Desired Outcome Four: First Nations, Métis and Inuit students are successful

Specific 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		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	*	*	*		*	*	*			
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).	*	*	*	*	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	*	*	*	n/a	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	*	*	*	n/a	*		*	*	*			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
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			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	*	*	0.0	16.7		Very Low	Declined	Concern	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			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	*	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			

Comment on Results

(an assessment of progress toward achieving the target)

The dropout rate was created by the leaving of one student.

Strategies

A continued concerted effort to meet the educational needs of all of our FNMI students will be made. Through our divisional FNMI coordinator, our school FNMI liaison, our SSF, and the Caroline Family Center, we will continue to closely monitor the physical, social, emotional, and educational well-being of our FNMI students.

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 (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
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. Current and historical Diploma results have been adjusted to reflect change in data source system.
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 (*).

APPENDIX – Measure Details

The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

Diploma Examination Results – Measure Details

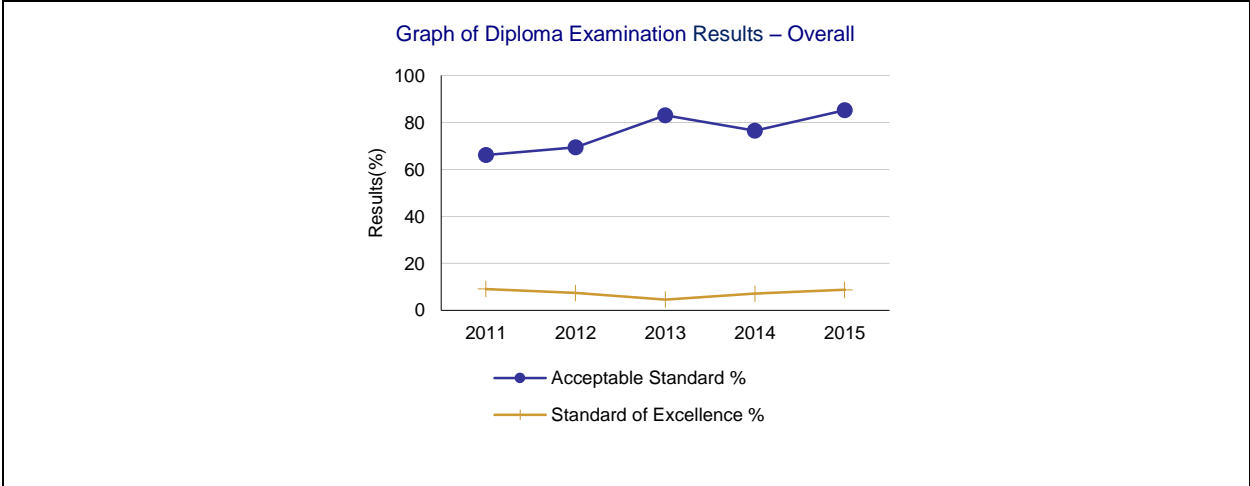
Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2011		2012		2013		2014		2015		2015	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	92.3	7.7	90.5	9.5	100.0	11.1	100.0	9.1	100.0	10.0		
	Authority	84.1	9.3	84.0	7.3	82.9	7.7	92.7	6.8	91.0	6.4		
	Province	85.0	10.1	86.3	11.3	86.0	10.4	87.6	11.8	86.5	11.5		
English Lang Arts 30-2	School	85.7	0.0	100.0	0.0	100.0	0.0	95.2	4.8	92.3	0.0		
	Authority	87.3	5.5	92.2	9.1	87.8	5.8	94.7	7.6	91.6	8.4		
	Province	88.7	9.1	89.6	10.7	89.4	10.9	89.8	13.1	88.7	11.3		
French Lang Arts 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.3	14.5	95.6	13.5	95.4	12.4	96.6	14.6	95.5	9.9		
Français 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	93.8	19.9	96.5	18.9	96.8	18.2	99.3	29.2	95.3	17.1		
Pure Mathematics 30	School	66.7	25.0	50.0	16.7	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	73.1	18.7	75.2	28.9	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.3	29.2	82.0	27.5	59.0	11.4	*	*	n/a	n/a		
Applied Mathematics 30	School	*	*	53.8	7.7	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	71.2	2.6	65.5	8.0	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	74.5	9.8	75.8	10.3	71.4	17.9	n/a	n/a	n/a	n/a		
Mathematics 30-1	School	n/a	n/a	n/a	n/a	63.6	0.0	*	*	42.9	0.0		
	Authority	n/a	n/a	n/a	n/a	74.0	18.0	60.9	23.0	53.0	14.0		
	Province	n/a	n/a	n/a	n/a	80.9	35.9	75.1	27.9	76.2	31.7		
Mathematics 30-2	School	n/a	n/a	n/a	n/a	40.0	10.0	23.5	0.0	14.3	0.0		
	Authority	n/a	n/a	n/a	n/a	64.7	9.4	57.8	12.7	61.3	11.3		
	Province	n/a	n/a	n/a	n/a	69.5	9.6	71.3	15.0	73.9	15.5		
Social Studies 30-1	School	64.3	0.0	61.1	0.0	84.6	0.0	75.0	0.0	80.0	0.0		
	Authority	74.0	8.3	78.0	9.4	86.0	8.5	78.6	7.8	87.4	8.4		
	Province	83.0	14.9	86.3	16.7	85.4	15.2	85.6	14.3	87.1	16.2		
Social Studies 30-2	School	66.7	0.0	87.5	12.5	83.3	0.0	56.3	0.0	71.4	0.0		
	Authority	81.5	11.2	84.7	10.2	82.0	8.1	81.7	5.4	80.6	5.1		
	Province	85.6	15.9	83.0	13.7	82.2	13.7	84.0	14.8	81.3	12.5		
Biology 30	School	78.6	28.6	68.4	15.8	83.3	16.7	68.8	12.5	83.3	33.3		
	Authority	80.3	27.2	73.8	24.8	85.0	27.2	80.3	27.2	78.8	23.3		
	Province	82.0	30.0	81.9	28.2	84.4	32.2	85.2	31.9	85.9	33.0		
Chemistry 30	School	46.2	7.7	23.5	0.0	77.8	0.0	*	*	100.0	14.3		
	Authority	63.4	20.1	81.8	35.5	83.5	24.3	79.1	35.5	86.0	25.6		
	Province	75.4	28.0	77.1	28.7	78.8	31.8	81.5	35.2	82.2	34.2		
Physics 30	School	30.0	10.0	*	*	42.9	0.0	42.9	14.3	*	*		
	Authority	64.6	12.2	69.1	20.6	65.8	26.0	74.3	25.7	67.2	22.4		
	Province	77.0	27.8	81.1	30.5	81.5	30.5	83.2	34.3	83.9	35.8		
Science 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	61.7	2.1	66.7	16.7	68.8	28.1	53.6	3.6	84.2	31.6		
	Province	80.4	21.0	79.8	22.0	84.1	25.8	85.0	25.4	83.9	26.7		

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.

Current and historical Diploma results have been adjusted to reflect change in data source system.

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Diploma Examination Results by Course

<p style="text-align: center;">English Lang Arts 30-1</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>92</td> <td>8</td> </tr> <tr> <td>2012</td> <td>90</td> <td>10</td> </tr> <tr> <td>2013</td> <td>100</td> <td>12</td> </tr> <tr> <td>2014</td> <td>100</td> <td>10</td> </tr> <tr> <td>2015</td> <td>100</td> <td>10</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2011	92	8	2012	90	10	2013	100	12	2014	100	10	2015	100	10	<p style="text-align: center;">English Lang Arts 30-2</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>85</td> <td>0</td> </tr> <tr> <td>2012</td> <td>100</td> <td>0</td> </tr> <tr> <td>2013</td> <td>100</td> <td>0</td> </tr> <tr> <td>2014</td> <td>95</td> <td>5</td> </tr> <tr> <td>2015</td> <td>92</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2011	85	0	2012	100	0	2013	100	0	2014	95	5	2015	92	0
Year	Acceptable Standard %	Standard of Excellence %																																			
2011	92	8																																			
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<p style="text-align: center;">[No Data for French Lang Arts 30-1]</p>	<p style="text-align: center;">[No Data for Français 30]</p>																																				
<p style="text-align: center;">[No Data for Pure Mathematics 30]</p>	<p style="text-align: center;">Mathematics 30-1</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>0</td> <td>0</td> </tr> <tr> <td>2012</td> <td>0</td> <td>0</td> </tr> <tr> <td>2013</td> <td>65</td> <td>0</td> </tr> <tr> <td>2014</td> <td>0</td> <td>0</td> </tr> <tr> <td>2015</td> <td>45</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2011	0	0	2012	0	0	2013	65	0	2014	0	0	2015	45	0																		
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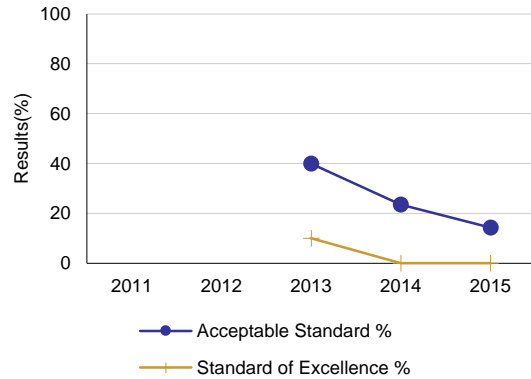
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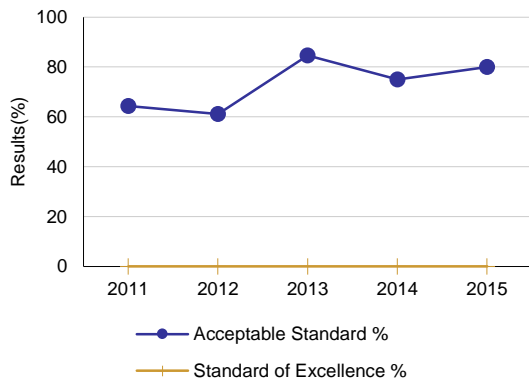
Diploma Examination Results by Course

[No Data for Applied Mathematics 30]

Mathematics 30-2



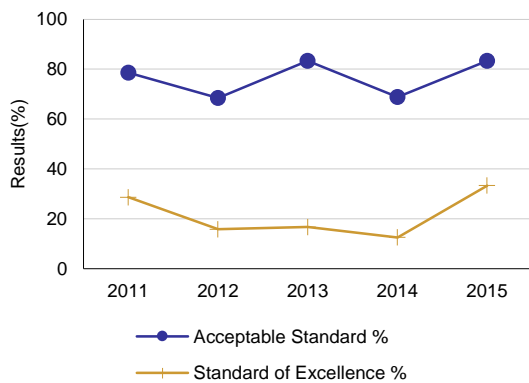
Social Studies 30-1



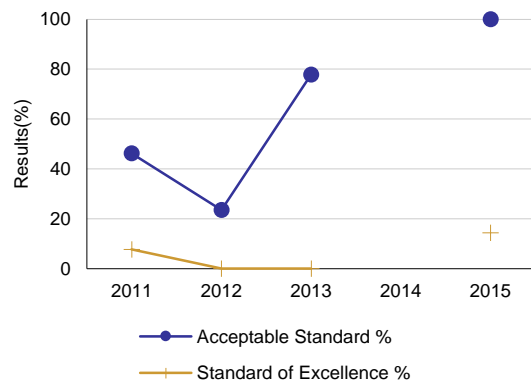
Social Studies 30-2



Biology 30



Chemistry 30

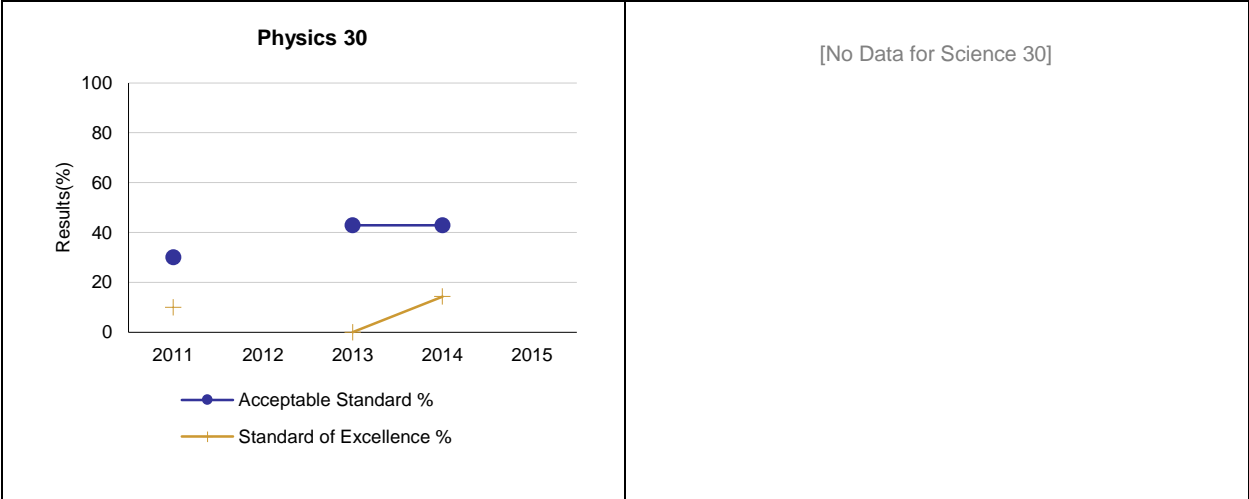


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Diploma Examination Results by Course



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Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	Caroline School							Alberta			
		Achievement	Improvement	Overall	2015		Prev 3 Yr Avg		2015		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very High	Maintained	Excellent	10	100.0	14	96.8	28,104	86.5	29,085	86.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	10	10.0	14	9.9	28,104	11.5	29,085	11.2
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	13	92.3	13	98.4	16,324	88.7	15,323	89.6
	Standard of Excellence	Very Low	Maintained	Concern	13	0.0	13	1.6	16,324	11.3	15,323	11.6
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,278	95.5	1,224	95.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,278	9.9	1,224	13.5
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	129	95.3	145	97.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	129	17.1	145	22.1
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	12	50.0	n/a	n/a	10,936	70.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	12	16.7	n/a	n/a	10,936	19.5
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	13	53.8	n/a	n/a	5,026	73.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	13	7.7	n/a	n/a	5,026	14.1
Mathematics 30-1	Acceptable Standard	n/a	Maintained	n/a	7	42.9	11	63.6	20,915	76.2	20,619	78.0
	Standard of Excellence	n/a	Maintained	n/a	7	0.0	11	0.0	20,915	31.7	20,619	31.9
Mathematics 30-2	Acceptable Standard	n/a	Maintained	n/a	7	14.3	14	31.8	12,558	73.9	10,829	70.4
	Standard of Excellence	n/a	Maintained	n/a	7	0.0	14	5.0	12,558	15.5	10,829	12.3
Social Studies 30-1	Acceptable Standard	Low	Maintained	Issue	10	80.0	14	73.6	21,038	87.1	22,680	85.8
	Standard of Excellence	Very Low	Maintained	Concern	10	0.0	14	0.0	21,038	16.2	22,680	15.4
Social Studies 30-2	Acceptable Standard	Very Low	Maintained	Concern	14	71.4	10	75.7	19,617	81.3	18,230	83.1
	Standard of Excellence	Very Low	Maintained	Concern	14	0.0	10	4.2	19,617	12.5	18,230	14.1
Biology 30	Acceptable Standard	Intermediate	Maintained	Acceptable	12	83.3	16	73.5	21,219	85.9	22,506	83.9
	Standard of Excellence	High	Improved	Good	12	33.3	16	15.0	21,219	33.0	22,506	30.7
Chemistry 30	Acceptable Standard	Very High	Improved Significantly	Excellent	7	100.0	13	50.7	19,050	82.2	18,412	79.1
	Standard of Excellence	Low	Improved	Acceptable	7	14.3	13	0.0	19,050	34.2	18,412	31.9
Physics 30	Acceptable Standard	*	*	*	2	*	7	42.9	10,573	83.9	10,127	81.9
	Standard of Excellence	*	*	*	2	*	7	7.1	10,573	35.8	10,127	31.8
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,819	83.9	6,190	83.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,819	26.7	6,190	24.4

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

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Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

Notes:

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

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

Improvement Table

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

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

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

Overall Evaluation Table

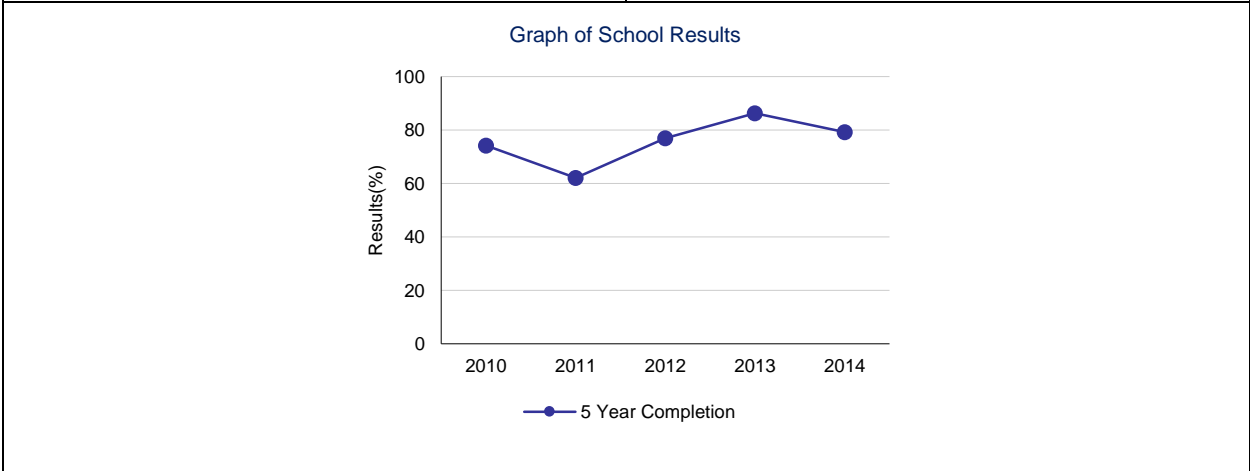
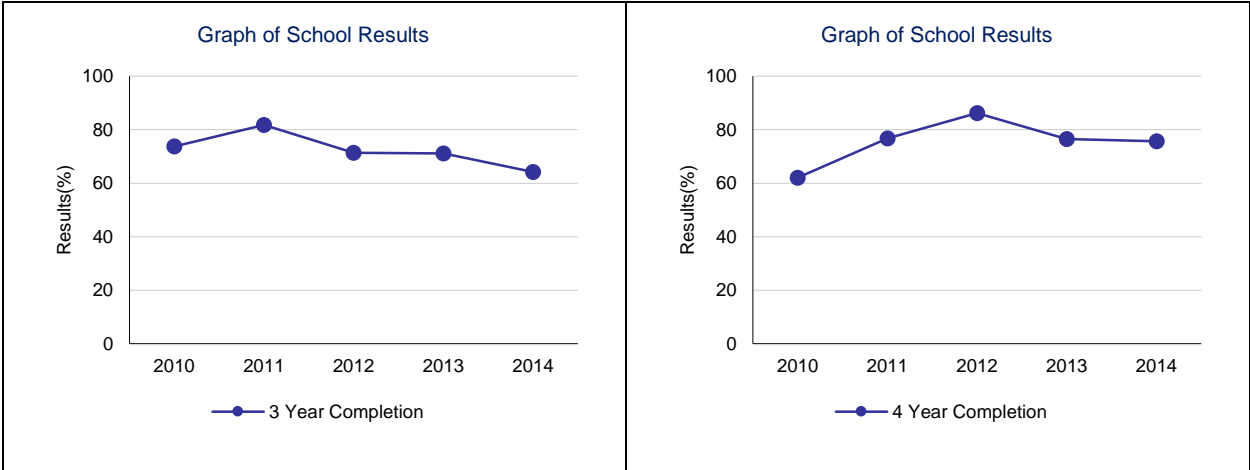
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

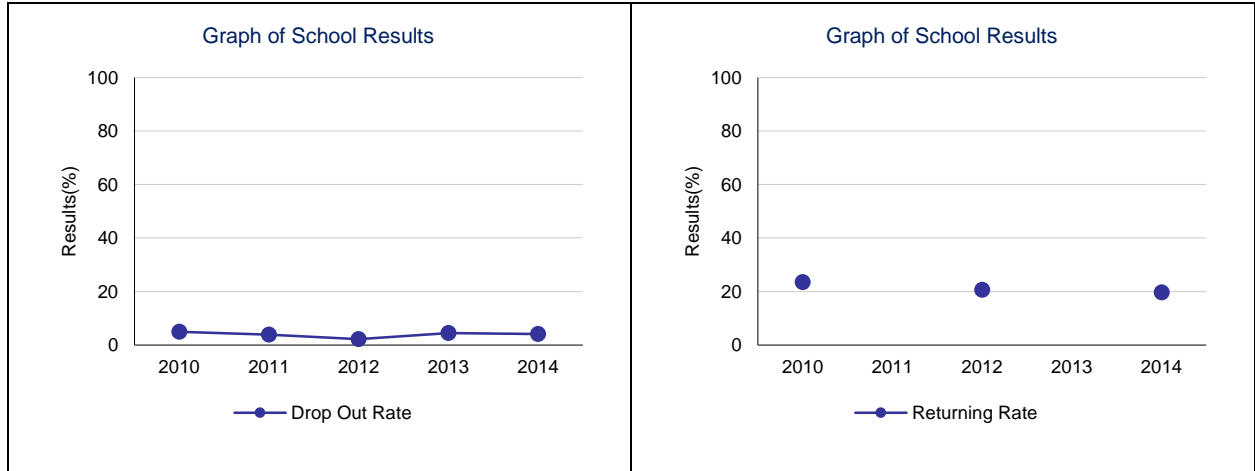
	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
3 Year Completion	73.8	81.8	71.4	71.1	64.2	73.4	78.2	74.0	72.4	74.8	72.6	74.1	74.8	74.9	76.4
4 Year Completion	62.1	76.8	86.2	76.5	75.7	77.8	75.4	81.8	77.8	77.6	76.9	78.1	79.4	79.6	80.0
5 Year Completion	74.2	62.1	76.9	86.2	79.2	78.7	79.8	77.4	84.2	80.4	79.0	79.6	80.8	81.7	82.1



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Drop Out Rate – Measure Details

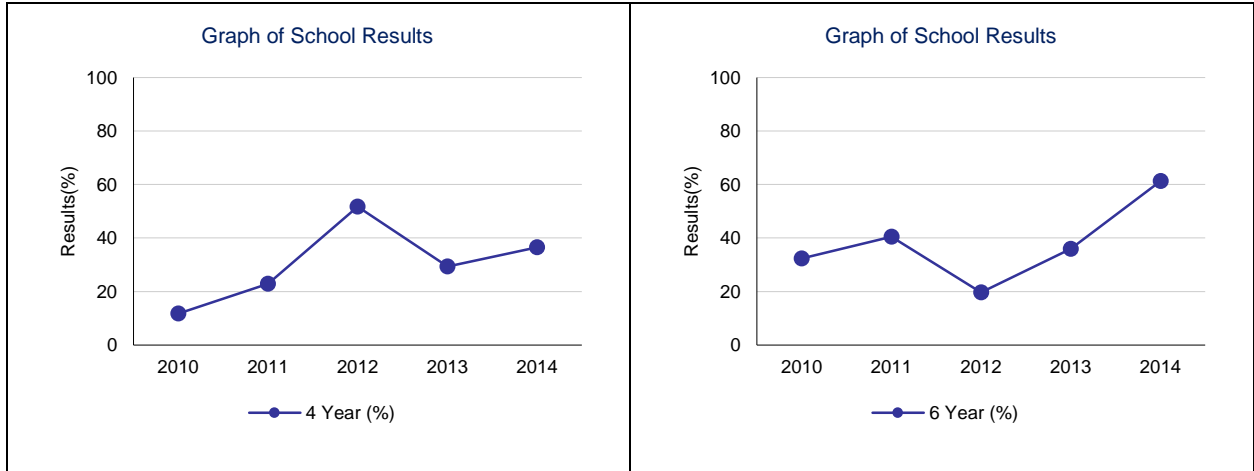
Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Drop Out Rate	4.9	3.9	2.2	4.5	4.1	5.8	3.9	5.0	3.3	4.1	4.2	3.2	3.5	3.3	3.4
Returning Rate	23.5	*	20.6	*	19.6	19.2	13.2	15.5	16.3	22.9	27.9	23.4	23.0	21.1	20.3



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

High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.															
	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
4 Year Rate	11.8	22.9	51.7	29.3	36.5	25.2	30.0	30.8	28.4	30.7	37.8	38.2	39.6	40.0	38.4
6 Year Rate	32.3	40.5	19.7	35.9	61.3	49.9	48.6	46.4	46.7	49.6	59.3	58.4	59.5	59.2	59.8

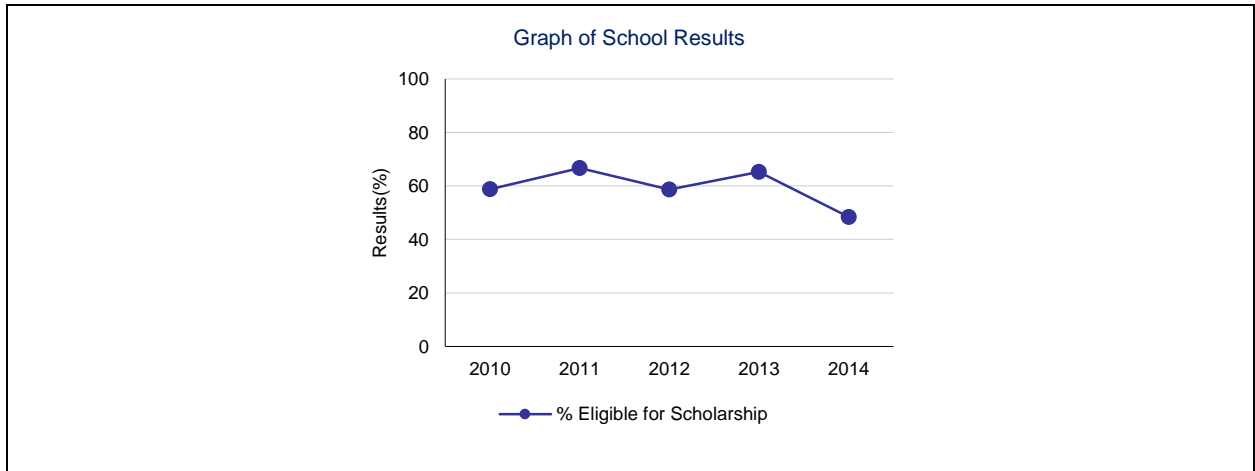


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.																
	School					Authority					Province					
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	
Rutherford Scholarship Eligibility Rate	58.8	66.7	58.6	65.2	48.4	55.4	59.0	58.7	52.9	54.2	59.6	61.5	61.3	60.9	61.2	

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2010	34	15	44.1	16	47.1	8	23.5	20	58.8
2011	24	16	66.7	11	45.8	4	16.7	16	66.7
2012	29	17	58.6	17	58.6	10	34.5	17	58.6
2013	23	15	65.2	11	47.8	7	30.4	15	65.2
2014	31	14	45.2	10	32.3	5	16.1	15	48.4

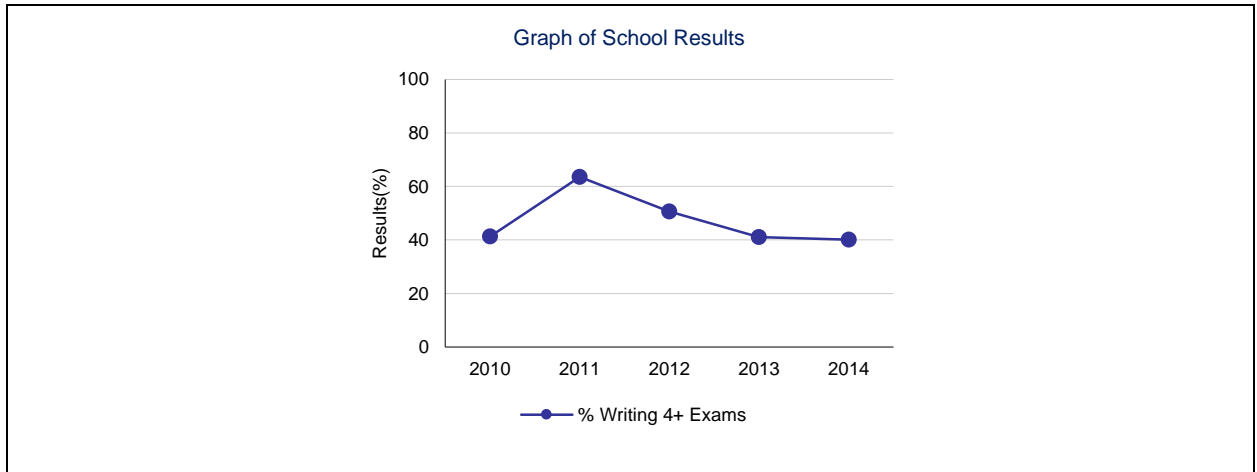


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Diploma Examination Participation Rate – Measure Details

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
% Writing 0 Exams	11.5	13.6	13.7	14.0	22.4	17.7	14.7	19.4	21.1	19.3	17.2	16.1	15.9	16.1	15.2
% Writing 1+ Exams	88.5	86.4	86.3	86.0	77.6	82.3	85.3	80.6	78.9	80.7	82.8	83.9	84.1	83.9	84.8
% Writing 2+ Exams	88.5	86.4	77.4	82.3	74.9	80.1	83.6	77.9	75.1	79.0	79.6	80.8	81.2	80.8	82.0
% Writing 3+ Exams	59.0	72.7	71.4	74.8	48.1	56.3	63.2	57.2	52.1	53.5	66.0	67.4	67.5	63.8	65.6
% Writing 4+ Exams	41.3	63.6	50.6	41.1	40.1	45.3	47.9	43.1	38.6	39.2	54.9	56.2	56.6	50.5	54.9
% Writing 5+ Exams	35.4	50.0	44.6	33.7	10.7	27.6	28.0	28.7	27.3	20.6	36.1	37.2	38.0	31.8	36.7
% Writing 6+ Exams	11.8	40.9	8.9	26.2	5.3	8.9	9.6	11.9	9.5	9.3	13.4	14.1	14.6	11.5	13.3



Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.															
	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
English Language Arts 30-1	32.4	59.1	58.8	44.4	21.1	44.7	46.9	45.6	43.6	38.3	54.5	54.9	55.1	54.4	54.4
English Language Arts 30-2	58.8	27.3	26.5	40.7	55.3	35.5	37.2	33.5	33.0	39.5	25.1	26.1	26.1	27.2	28.2
Total of 1 or more English Diploma Exams	88.2	86.4	82.4	85.2	76.3	79.8	83.4	77.9	76.4	77.0	78.0	79.0	79.2	79.3	80.3
Social Studies 30	0.0	0.0	0.0	n/a	n/a	4.9	0.7	0.0	n/a	n/a	3.7	0.3	0.0	n/a	n/a
Social Studies 30-1	38.2	63.6	47.1	51.9	23.7	33.6	38.5	35.9	34.0	34.4	45.7	48.2	48.0	46.1	45.5
Social Studies 33	0.0	0.0	0.0	n/a	n/a	3.8	0.0	0.0	n/a	n/a	2.5	0.1	0.0	n/a	n/a
Social Studies 30-2	50.0	22.7	32.4	29.6	47.4	38.9	44.9	40.6	40.4	42.8	27.4	31.0	32.1	34.0	35.6
Total of 1 or more Social Diploma Exams	88.2	86.4	79.4	81.5	71.1	79.8	82.3	75.5	74.4	77.0	78.1	78.9	79.3	79.3	80.3
Pure Mathematics 30	26.5	50.0	32.4	0.0	0.0	31.3	27.2	26.8	0.5	0.0	41.4	42.6	42.5	7.3	0.1
Applied Mathematics 30	29.4	22.7	38.2	0.0	0.0	21.3	31.6	27.1	0.0	0.0	19.7	20.0	19.6	0.2	0.0
Mathematics 30-1	n/a	n/a	n/a	40.7	7.9	n/a	n/a	n/a	23.4	19.6	n/a	n/a	n/a	30.0	37.6
Mathematics 30-2	n/a	n/a	n/a	37.0	39.5	n/a	n/a	n/a	19.2	23.9	n/a	n/a	n/a	16.9	21.6
Total of 1 or more Math Diploma Exams	55.9	72.7	70.6	70.4	47.4	52.1	58.0	52.0	41.1	41.9	60.6	62.0	61.5	52.5	57.4
Biology 30	41.2	59.1	50.0	44.4	39.5	33.0	35.4	33.5	32.3	32.8	41.2	42.8	43.1	42.5	41.7
Chemistry 30	38.2	50.0	44.1	33.3	5.3	29.1	28.1	26.8	26.8	21.8	35.2	36.0	36.7	31.7	35.0
Physics 30	11.8	45.5	8.8	25.9	13.2	17.0	16.2	16.4	16.5	17.2	20.0	20.6	20.4	17.4	20.2
Science 30	0.0	0.0	0.0	0.0	0.0	6.2	10.4	10.9	9.6	7.7	9.0	9.1	10.5	9.8	13.0
Total of 1 or more Science Diploma Exams	41.2	63.6	50.0	44.4	42.1	46.6	50.9	46.6	47.5	48.1	57.6	59.1	59.5	57.7	59.8
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.3	0.3	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	0.0	0.7	0.2	0.0	0.0	2.9	2.8	2.7	2.7	2.7
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	0.0	0.7	0.2	0.0	0.0	3.1	3.1	2.9	3.0	3.0

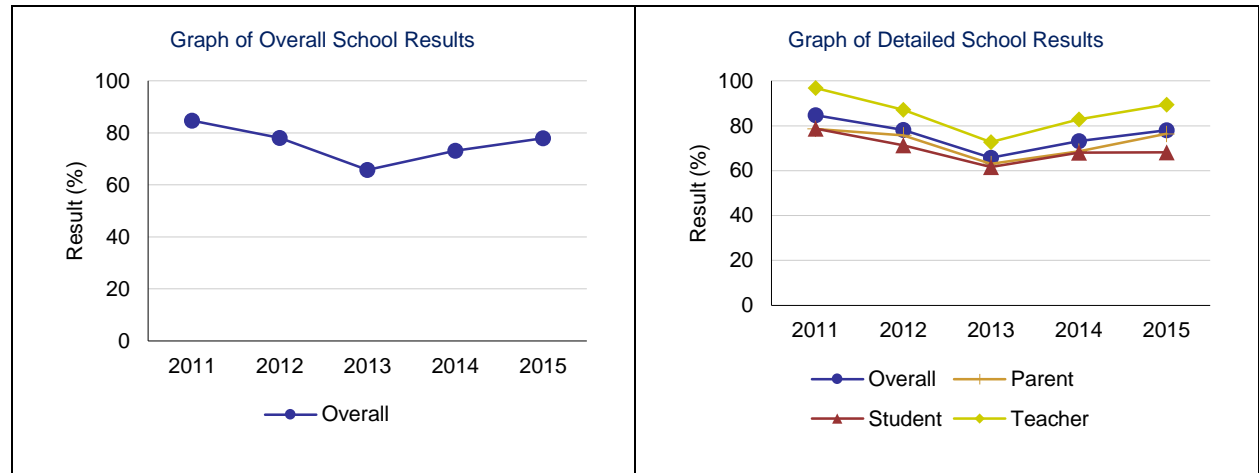
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Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Citizenship – Measure Details

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

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	84.7	78.1	65.8	73.1	78.0	73.8	73.8	73.0	74.7	77.2	81.9	82.5	83.4	83.4	83.5
Teacher	96.8	87.2	72.7	82.9	89.4	87.2	86.6	83.3	84.4	91.3	92.7	93.1	93.6	93.8	94.2
Parent	78.6	75.8	63.0	68.6	76.4	69.0	69.2	70.1	75.4	75.8	78.6	79.4	80.3	81.9	82.1
Student	78.7	71.3	61.6	68.0	68.2	65.4	65.7	65.8	64.3	64.6	74.5	75.0	76.2	74.5	74.2

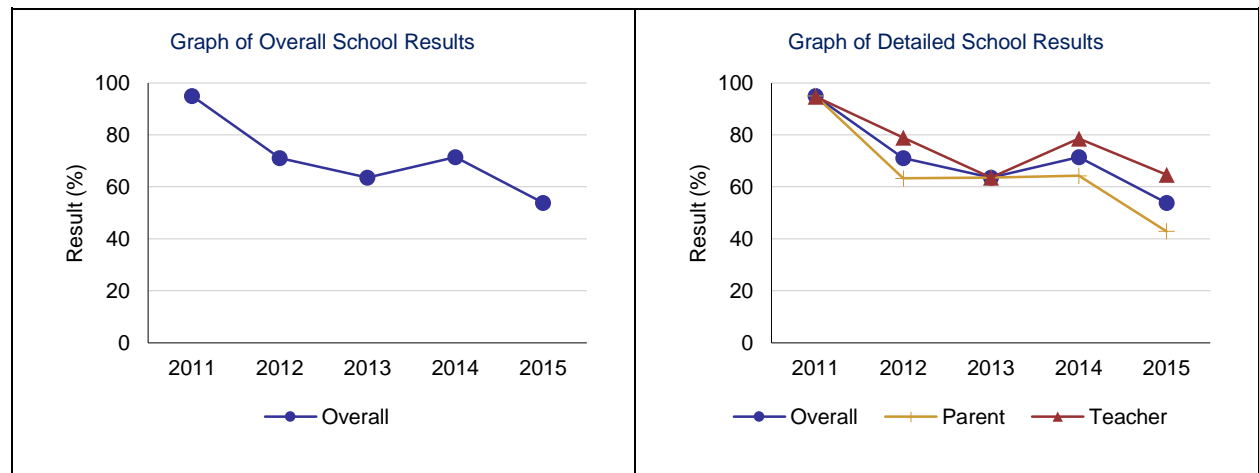


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction 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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	94.9	71.1	63.6	71.4	53.8	73.8	69.3	69.7	72.5	76.0	80.1	79.7	80.3	81.2	82.0
Teacher	94.7	78.9	63.6	78.6	64.7	82.2	84.0	80.5	80.5	87.0	89.6	89.5	89.4	89.3	89.7
Parent	95.0	63.3	63.6	64.3	42.9	65.5	54.6	59.0	64.5	64.9	70.6	69.9	71.1	73.1	74.2



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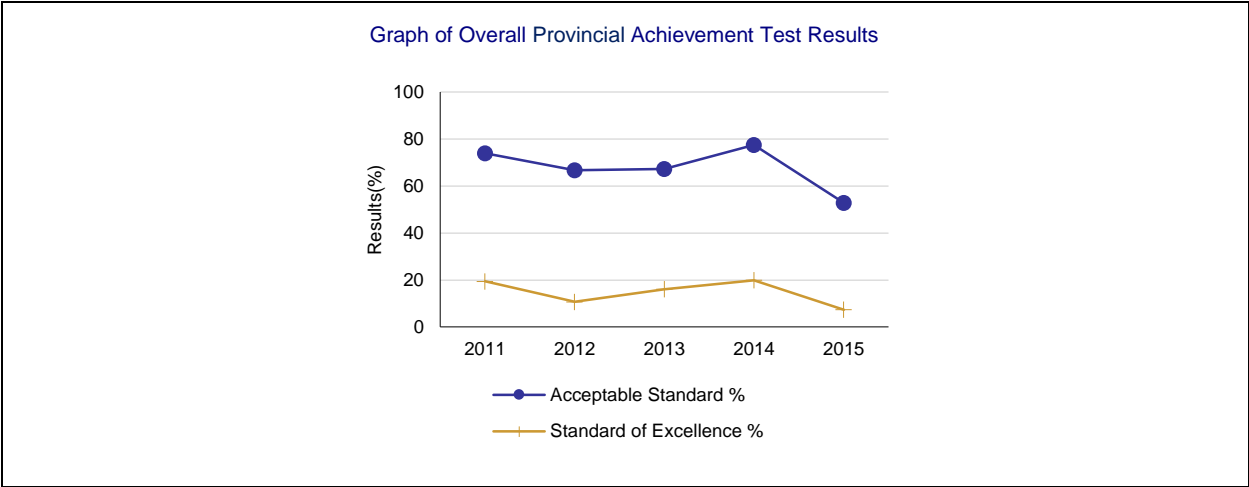
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2011		2012		2013		2014		2015		2015	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	88.6	8.6	84.2	0.0	85.7	35.7	85.7	17.9	77.8	5.6		
	Authority	83.2	9.2	85.1	9.2	86.7	11.9	78.7	8.7	86.0	11.7		
	Province	83.0	18.5	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5		
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	73.9	8.7	94.7	15.8	77.8	0.0	85.7	4.8	84.2	0.0		
	Province	89.4	17.1	89.3	17.2	88.6	16.3	88.0	15.6	87.5	13.6		
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	92.2	17.6	91.0	21.9	94.0	21.6	90.6	17.1	89.0	15.0		
Mathematics 6	School	88.6	34.3	47.4	5.3	85.7	28.6	78.6	10.7	66.7	11.1		
	Authority	73.3	12.3	70.7	9.2	69.5	10.0	69.4	8.5	73.7	7.3		
	Province	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4	73.3	14.1		
Science 6	School	85.7	57.1	78.9	15.8	85.7	35.7	78.6	28.6	72.2	11.1		
	Authority	77.4	23.4	79.9	21.3	77.0	17.7	73.2	15.8	78.1	15.2		
	Province	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9	76.4	25.3		
Social Studies 6	School	88.6	28.6	78.9	10.5	85.7	14.3	75.0	10.7	66.7	5.6		
	Authority	71.5	11.0	71.8	11.5	72.6	11.4	63.4	8.7	67.8	10.5		
	Province	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1		
English Language Arts 9	School	73.0	8.1	74.1	14.8	60.9	8.7	83.9	16.1	52.4	9.5		
	Authority	81.6	12.4	76.6	12.4	76.8	11.7	76.5	7.3	65.7	8.9		
	Province	79.1	16.3	77.4	16.4	76.7	14.8	76.3	15.1	75.6	14.4		
English Lang Arts 9 KAE	School	n/a	n/a	*	*	*	*	n/a	n/a	n/a	n/a		
	Authority	56.0	8.0	76.9	15.4	28.0	0.0	75.0	0.0	*	*		
	Province	67.2	7.9	61.4	5.8	62.4	4.3	62.9	3.5	62.8	4.6		
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	62.5	0.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.8	15.0	87.5	12.2	87.2	13.9	86.5	11.1	85.9	10.1		
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	90.2	15.8	84.6	16.1	84.0	14.5	86.1	17.8	88.5	20.2		
Mathematics 9	School	35.1	5.4	40.7	3.7	40.9	4.5	58.1	9.7	*	*		
	Authority	52.9	9.2	58.8	8.8	62.1	12.3	63.4	14.4	55.6	11.7		
	Province	66.1	17.3	66.5	17.8	66.9	18.3	67.1	17.3	65.3	18.0		
Mathematics 9 KAE	School	n/a	n/a	*	*	*	*	n/a	n/a	n/a	n/a		
	Authority	68.0	0.0	92.9	42.9	26.9	0.0	77.8	22.2	*	*		
	Province	64.9	14.9	62.4	15.4	65.9	14.7	63.4	14.5	60.7	14.4		
Science 9	School	81.1	10.8	66.7	22.2	73.9	21.7	87.1	41.9	*	*		
	Authority	77.4	15.0	74.8	25.2	70.1	16.7	75.2	25.4	74.4	20.0		
	Province	74.9	20.8	74.2	22.4	73.0	20.0	73.2	22.1	74.1	22.9		
Science 9 KAE	School	n/a	n/a	*	*	*	*	n/a	n/a	n/a	n/a		
	Authority	56.0	12.0	90.9	36.4	28.0	0.0	77.8	11.1	*	*		
	Province	69.5	15.3	67.9	17.3	68.4	17.1	64.1	14.9	64.4	15.2		
Social Studies 9	School	54.1	5.4	59.3	0.0	45.5	9.1	74.2	22.6	*	*		
	Authority	61.6	13.2	61.5	11.2	56.5	14.1	63.5	13.2	52.7	11.5		
	Province	67.2	19.0	68.9	19.1	65.6	18.8	65.5	19.9	65.1	19.8		
Social Studies 9 KAE	School	n/a	n/a	*	*	*	*	n/a	n/a	n/a	n/a		
	Authority	44.0	8.0	83.3	16.7	26.9	3.8	50.0	12.5	*	*		
	Province	61.9	13.6	63.5	13.9	64.6	13.0	61.8	10.7	57.2	11.2		

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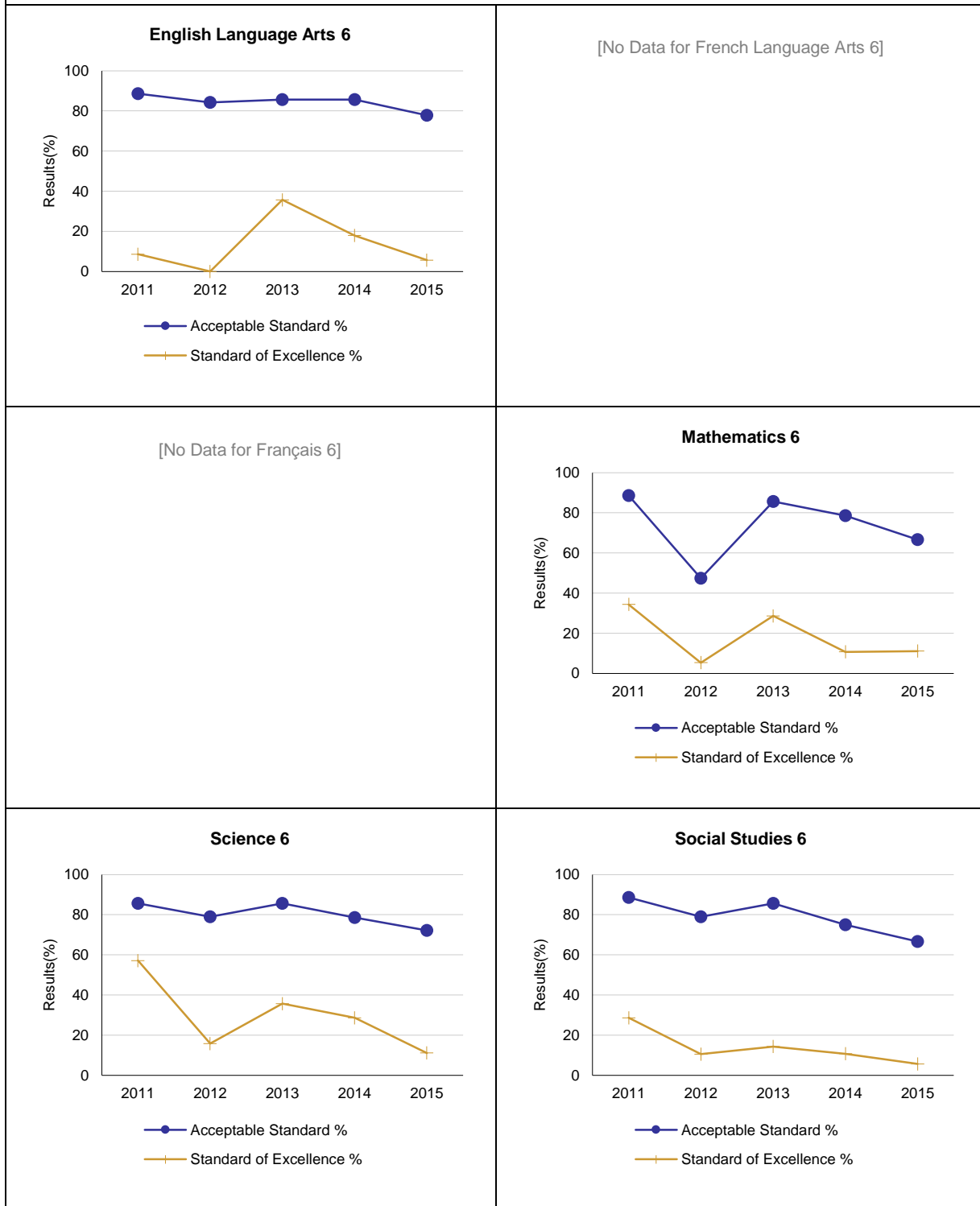
"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

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.



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Graph of Provincial Achievement Test Results by Course



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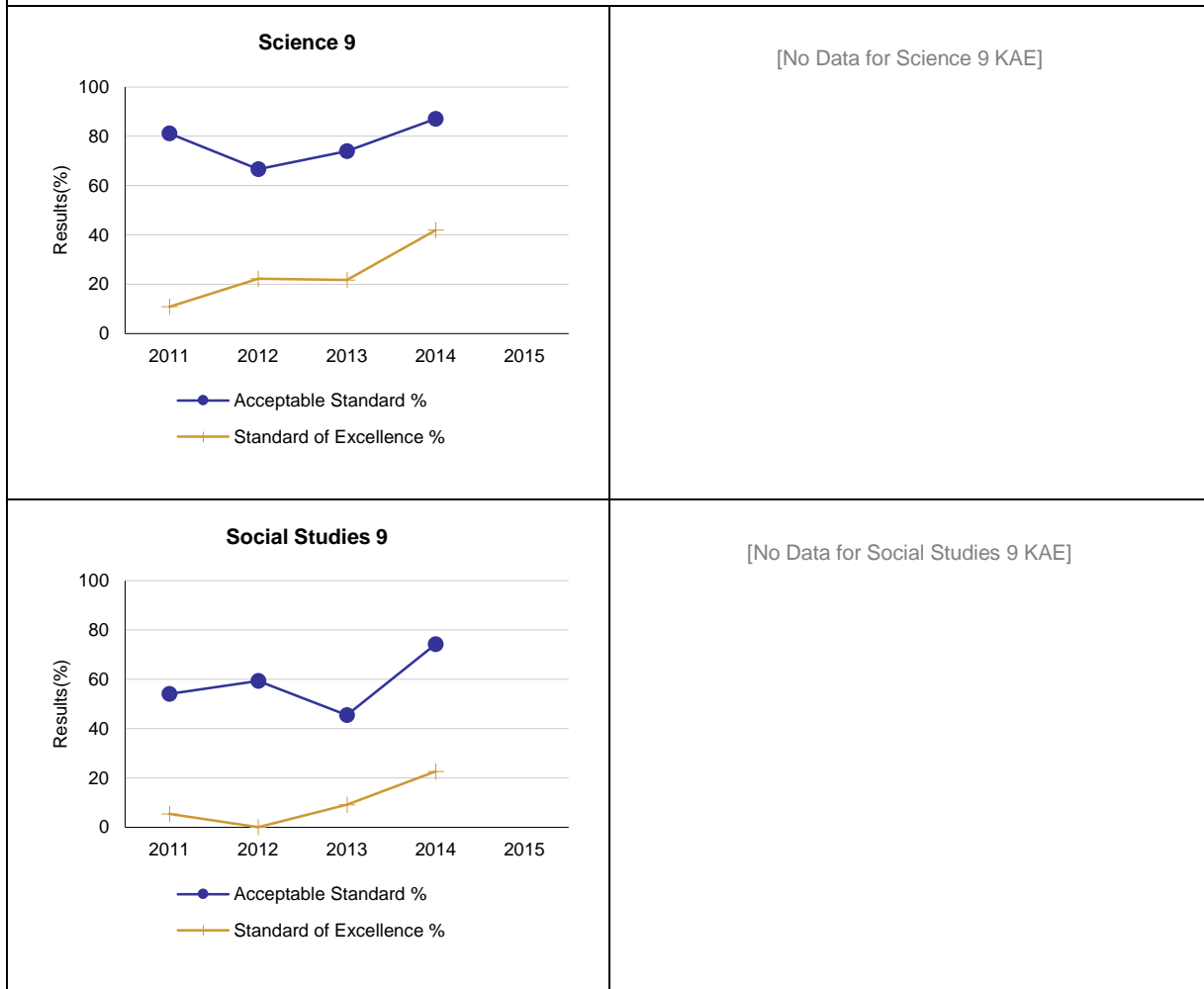
Graph of Provincial Achievement Test Results by Course

<p style="text-align: center;">English Language Arts 9</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>73</td> <td>8</td> </tr> <tr> <td>2012</td> <td>75</td> <td>15</td> </tr> <tr> <td>2013</td> <td>60</td> <td>8</td> </tr> <tr> <td>2014</td> <td>85</td> <td>15</td> </tr> <tr> <td>2015</td> <td>52</td> <td>8</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2011	73	8	2012	75	15	2013	60	8	2014	85	15	2015	52	8	<p>[No Data for English Lang Arts 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2011	73	8																	
2012	75	15																	
2013	60	8																	
2014	85	15																	
2015	52	8																	
<p>[No Data for French Language Arts 9]</p>	<p>[No Data for Français 9]</p>																		
<p style="text-align: center;">Mathematics 9</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>35</td> <td>5</td> </tr> <tr> <td>2012</td> <td>40</td> <td>2</td> </tr> <tr> <td>2013</td> <td>40</td> <td>5</td> </tr> <tr> <td>2014</td> <td>58</td> <td>10</td> </tr> <tr> <td>2015</td> <td></td> <td></td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2011	35	5	2012	40	2	2013	40	5	2014	58	10	2015			<p>[No Data for Mathematics 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2011	35	5																	
2012	40	2																	
2013	40	5																	
2014	58	10																	
2015																			

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Graph of Provincial Achievement Test Results by Course



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PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Caroline School				Alberta						
		Achievement	Improvement	Overall	2015		Prev 3 Yr Avg		2015		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Low	Maintained	Issue	18	77.8	20	85.2	47,446	82.8	44,338	82.4
	Standard of Excellence	Very Low	Declined	Concern	18	5.6	20	17.9	47,446	19.5	44,338	17.2
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,972	87.5	2,648	88.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,972	13.6	2,648	16.4
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	472	89.0	497	91.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	472	15.0	497	20.2
Mathematics 6	Acceptable Standard	Low	Maintained	Issue	18	66.7	20	70.6	47,377	73.3	44,292	73.8
	Standard of Excellence	Low	Maintained	Issue	18	11.1	20	14.8	47,377	14.1	44,292	16.2
Science 6	Acceptable Standard	Low	Maintained	Issue	18	72.2	20	81.1	47,379	76.4	44,273	77.1
	Standard of Excellence	Very Low	Declined	Concern	18	11.1	20	26.7	47,379	25.3	44,273	26.3
Social Studies 6	Acceptable Standard	Low	Maintained	Issue	18	66.7	20	79.9	47,385	69.8	44,226	72.1
	Standard of Excellence	Very Low	Maintained	Concern	18	5.6	20	11.8	47,385	18.1	44,226	18.4
English Language Arts 9	Acceptable Standard	Very Low	Declined	Concern	21	52.4	27	72.9	43,532	75.6	38,021	76.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	21	9.5	27	13.2	43,532	14.4	38,021	15.4
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,553	62.8	1,543	62.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,553	4.6	1,543	4.6
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,601	85.9	2,496	87.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,601	10.1	2,496	12.4
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	391	88.5	345	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	391	20.2	345	16.2
Mathematics 9	Acceptable Standard	*	*	*	9	*	27	46.6	43,190	65.3	37,734	66.8
	Standard of Excellence	*	*	*	9	*	27	6.0	43,190	18.0	37,734	17.8
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,966	60.7	1,858	63.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,966	14.4	1,858	14.8
Science 9	Acceptable Standard	*	*	*	6	*	27	75.9	43,653	74.1	38,253	73.4
	Standard of Excellence	*	*	*	6	*	27	28.6	43,653	22.9	38,253	21.5
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,527	64.4	1,503	66.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,527	15.2	1,503	16.4
Social Studies 9	Acceptable Standard	*	*	*	13	*	27	59.6	43,451	65.1	38,360	66.7
	Standard of Excellence	*	*	*	13	*	27	10.6	43,451	19.8	38,360	19.3
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	57.2	1,489	63.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	11.2	1,489	12.5

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.

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 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

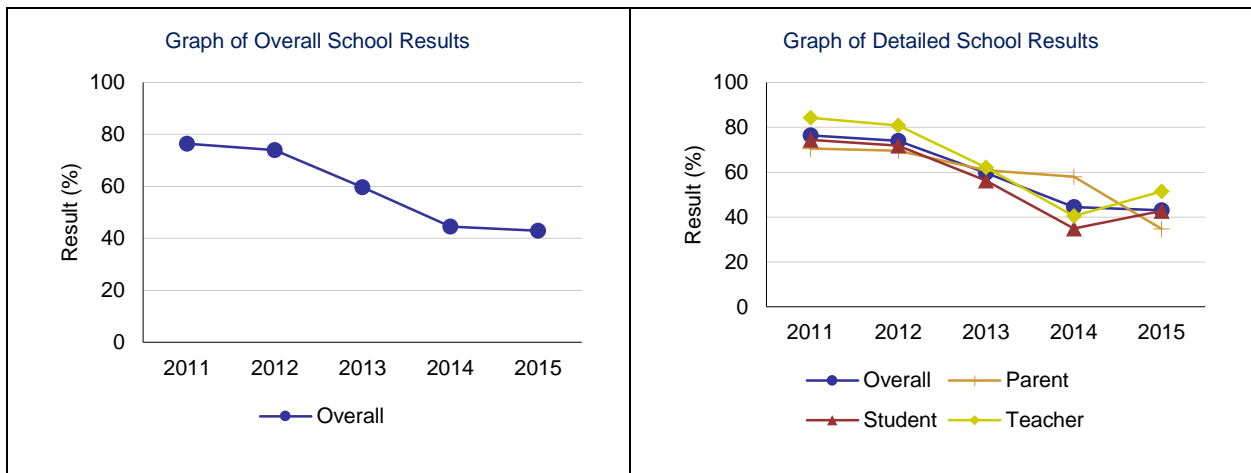
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	76.4	74.0	59.7	44.5	43.0	75.2	71.9	72.9	72.1	74.4	80.9	80.7	81.5	81.3	81.3
Teacher	84.2	80.8	62.1	40.5	51.5	82.0	79.9	80.9	78.4	80.4	87.6	87.3	87.9	87.5	87.2
Parent	70.5	69.5	60.9	58.0	34.7	72.8	69.5	71.3	72.5	71.9	78.3	78.1	78.9	79.9	79.9
Student	74.4	71.9	56.3	34.9	42.8	70.8	66.1	66.4	65.4	71.0	76.9	76.9	77.8	76.6	76.9

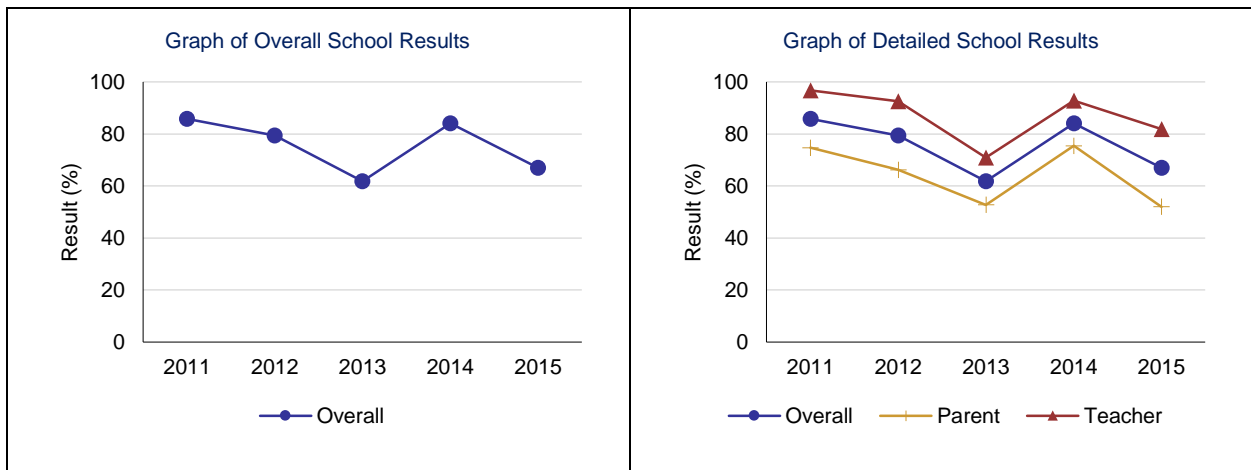


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction 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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	85.8	79.4	61.8	84.1	67.0	74.8	73.9	76.0	80.1	78.7	79.9	79.7	80.3	80.6	80.7
Teacher	96.8	92.6	70.9	92.8	81.9	86.3	85.5	85.0	87.2	87.7	88.1	88.0	88.5	88.0	88.1
Parent	74.7	66.2	52.7	75.4	52.0	63.2	62.3	66.9	73.0	69.7	71.7	71.4	72.2	73.1	73.4

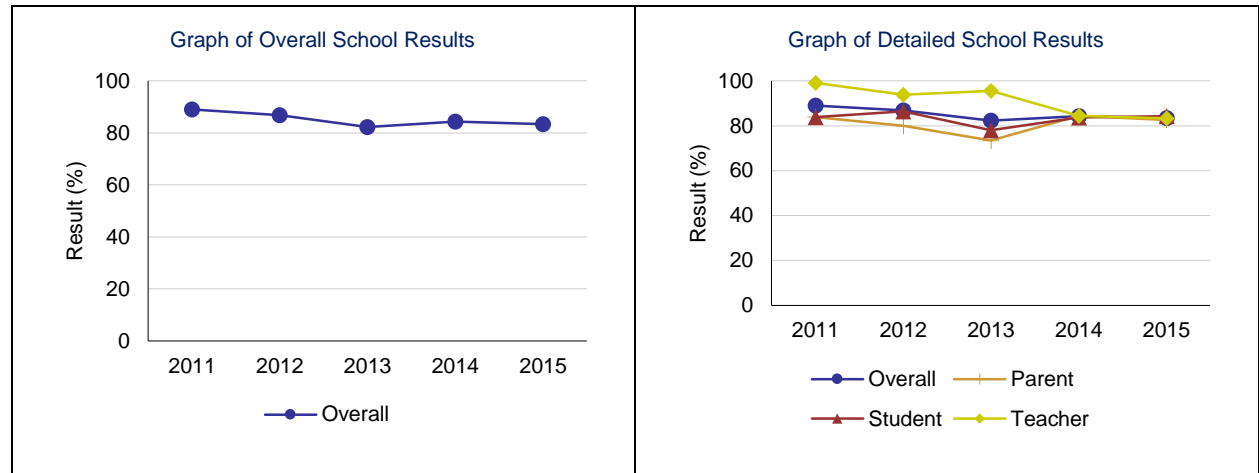


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction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

Education Quality – Measure Details

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

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	89.0	86.8	82.3	84.3	83.4	85.1	84.9	83.4	85.2	85.9	89.4	89.4	89.8	89.2	89.5
Teacher	99.1	93.9	95.5	84.5	83.3	93.7	93.2	90.9	91.2	92.7	95.5	95.4	95.7	95.5	95.9
Parent	83.9	80.0	73.4	84.5	82.6	78.5	77.7	77.5	82.8	82.4	84.2	84.2	84.9	84.7	85.4
Student	83.9	86.5	78.0	83.7	84.3	83.0	83.8	81.8	81.5	82.4	88.5	88.6	88.7	87.3	87.4

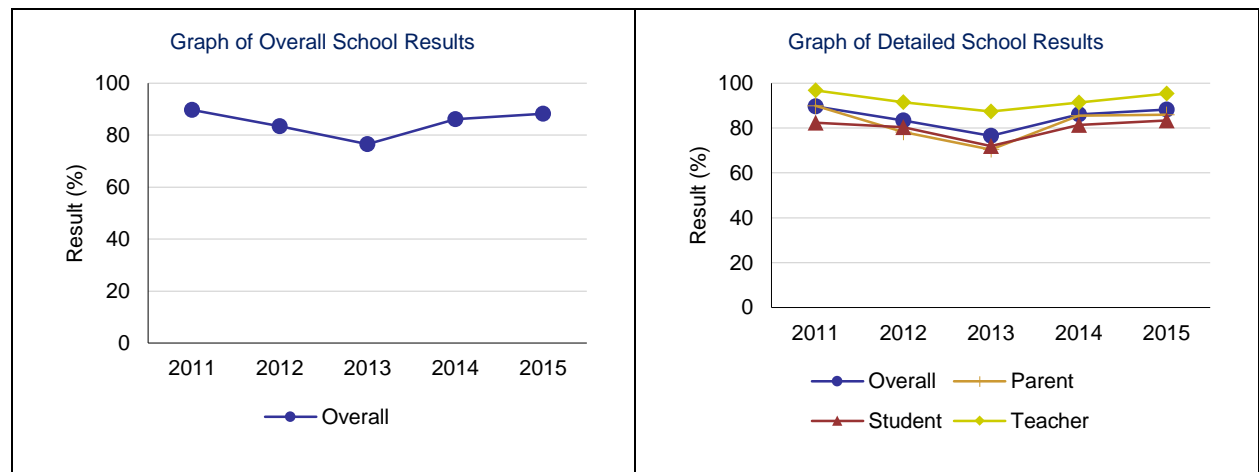


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction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

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	89.7	83.4	76.5	86.1	88.2	83.1	82.6	82.1	84.7	85.6	88.1	88.6	89.0	89.1	89.2
Teacher	96.8	91.5	87.3	91.4	95.3	91.5	90.4	90.0	91.6	93.7	94.5	94.8	95.0	95.3	95.4
Parent	89.9	78.2	70.4	85.5	85.9	80.2	80.4	79.8	86.0	86.0	86.6	87.4	87.8	88.9	89.3
Student	82.3	80.4	72.0	81.4	83.3	77.7	77.0	76.4	76.5	77.2	83.3	83.7	84.2	83.1	83.0

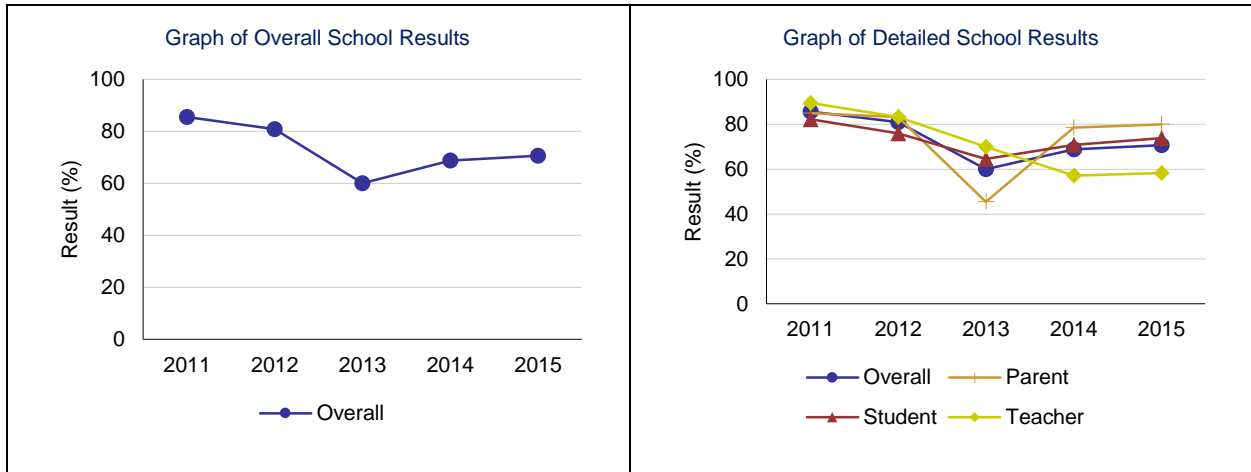


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction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

School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	85.6	80.9	60.0	68.8	70.7	75.9	73.1	68.8	73.3	76.3	80.1	80.0	80.6	79.8	79.6
Teacher	89.5	83.3	70.0	57.1	58.3	76.4	77.1	68.8	74.8	81.3	80.1	81.1	80.9	81.3	79.8
Parent	85.0	83.3	45.5	78.6	80.0	73.6	68.5	69.3	74.4	75.1	77.3	76.2	77.9	77.0	78.5
Student	82.2	76.0	64.6	70.8	73.9	77.5	73.8	68.4	70.7	72.5	82.9	82.7	82.9	81.2	80.7



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 changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.