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



Combined 2015 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Eldorado Elementary 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	Acceptable	Safe and Caring	83.3	76.3	80.2	89.2	89.1	88.9	Intermediate	Maintained	Acceptable
Student Learning Opportunities	n/a	Program of Studies	76.6	72.2	76.3	81.3	81.3	81.2	Intermediate	Maintained	Acceptable
		Education Quality	86.1	86.0	89.0	89.5	89.2	89.5	Intermediate	Maintained	Acceptable
		Drop Out Rate	n/a	n/a	n/a	3.4	3.3	3.3	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.4	74.9	74.6	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	78.6	50.6	68.6	73.0	73.1	73.9	Intermediate	Maintained	Acceptable
		PAT: Excellence	10.7	2.5	7.9	18.8	18.4	18.9	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.2	85.5	84.6	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.1	20.0	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	50.5	54.4	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	61.2	60.9	61.3	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	59.8	59.2	59.0	n/a	n/a	n/a
		Work Preparation	78.4	80.6	80.7	82.0	81.2	80.4	High	Maintained	Good
		Citizenship	75.0	66.8	74.7	83.5	83.4	83.1	Intermediate	Maintained	Acceptable
Parental Involvement	Good	Parental Involvement	81.8	81.7	79.8	80.7	80.6	80.2	High	Maintained	Good
Continuous Improvement	Acceptable	School Improvement	74.3	72.0	70.5	79.6	79.8	80.1	Intermediate	Maintained	Acceptable

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (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.

[No Data for Diploma Exam Results]

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 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	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
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)

Strategies

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.	77.3	80.1	77.2	66.8	75.0	70.0	Intermediate	Maintained	Acceptable	77.0	79.0	81.0
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.	93.9	78.2	83.3	80.6	78.4	82	High	Maintained	Good	80.6	83	85

Comment on Results

(an assessment of progress toward achieving the target)

- We saw an increase of 8.2% from the previous year.in the stakeholders who are satisfied that students model the characteristics of active citizenship, this surpassed our target goal by 5 %.
- In 2014 57.6% of parents were satisfied that students modelled the characteristics of active citizenship. In 2015, 77.8% of parents were satisfied that students modelled the characteristics of active citizenship. This is a significant increase of 20.2%.
- Comparatively student responses did not vary enough to comment on between 2014 and 2015.

Strategies

- Continue the practice of regular classroom peace circles
- Continue with , friendship groups, yoga for all grades, Aim for Success, Second Step program
- Continue and expand on Positive Playgrounds program – all staff including educational assistants
- Implement Random Acts of Kindness
- Celebrate student successes using Facebook page and web site
- Increase usage of student agendas to share positive interactions and celebrations that happened for the day/week
- Announce the days birthdays- birthday pencil and bracelet from principal
- Implement leadership program with grade five and six re: Youth In Action team – mental wellness(conflict resolution coaching , mentoring, anti-bullying awareness, leadership roles ex. Assemblies, supervisors , newsletters)
- Family wellness worker
- We are one of the control groups for the Child Development Collaborative for Alberta research project- re: the PAX game and Triple P Parenting. The leadership team from the study will be meeting with the superintendent and principal Redford this year.

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

Survey results for the province and some school authorities were impacted by 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	Evaluation			Targets		
	2011	2012	2013	2014	2015	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).	65.0	75.8	79.3	50.6	78.6	74.0	Intermediate	Maintained	Acceptable	80.0	81.0	82.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	4.9	16.9	4.3	2.5	10.7	10.0	Low	Maintained	Issue	11.0	12.0	13.0

Comment on Results

- We surpassed our targeted goal on the overall percentage of students in grade 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests.
- We have shown an 8.2% increase in our standard of excellence.

Strategies

- Teach students test taking strategies
- Parent meeting about PAT, practice booklet, questions for parents.
- Scheduled study time for practice exams with the possible resource of exambank
- Free up grade six teachers for the last two weeks of June from supervision so that they can do mini study groups to review concepts. All teachers are to take mini study groups in their area of expertise.
- Started exams at 9:30 in order to give students breakfast and time to settle in.
- Throughout the year from grade three up we will work on strategies to build stamina and perseverance.
- We will work on strategies to address test anxiety.
- We will make sure to include a brain break and snack part way through the exam.
- We will work with students to set goals to attain their personal targets for exams and a reward incentive.
- Develop a common language around data collection and assessment so that students have a better understanding of terminology and self-awareness of why we collect data using various tools.

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.	75.7	79.4	77.4	72.2	76.6	74.0	Intermediate	Maintained	Acceptable	78.0	80.0	82.0

Comment on Results

- Our increase may be due to a higher number of parents responding.
- Our division two students have access to one to one chrome books.
- Two of our classes participated in provincials for fine arts.
- Every student in our school has daily physical education.
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Strategies

- We are offering music 3 times a week in a five day rotation and our division two students are performing a musical.
- Our division two students have access to one to one chrome books.
- We will explore the option of finding a community member who is willing to facilitate a second language club.
- Students ran and participated in a health fair during education week.
- We will encourage teachers to invite parents to visit their child's classrooms to watch performances or share in the celebration of special projects.
- Have teachers video their students productions and upload them to our Facebook page.
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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 (*).

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 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	81.6	79.2	78.4	81.7	81.8	82.0	High	Maintained	Good	83.0	84.0	85.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.7	90.9	90.0	86.0	86.1	92.0	Intermediate	Maintained	Acceptable	87.0	88.0	89.0

Comment on Results

We will continue to do the following:

- Aim for success programs
- Expanding the positive playgrounds program
- Author Visits/Anti-bullying
- Farm safety workshops
- Daily physical education
- Health champions

Strategies

- Utilize survey monkey.com to create a tool to gather feedback on this goal during March interviews and parents will be able to access the same through our Facebook page and website with a closing date of March 27th, 2016
- Continue to collaborate with parents and parent council on education matters.
- Provide opportunities for teachers to visit each other's classrooms, re: learning rounds. Increase the use of agendas to share positive interactions and celebrations that happened for the day/week and celebrate the same on our Facebook and Website.
- Invite parents to come into classrooms to see what goes in the day of the life of a student/teacher.
- Invite community experts to be guest speakers in their field of expertise as it relates to subject outcomes.
- At our parent council meetings we will discuss the AEER results and this specific question. We will be seeking suggestions on how to improve this area for parents. We are 4% below the provincial average.

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.	84.8	87.6	76.5	76.3	83.3	82.0	Intermediate	Maintained	Acceptable	85.0	86.0	87.0
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	80.7	74.3	65.1	72.0	74.3	72.0	Intermediate	Maintained	Acceptable	75.0	76.0	77.0

Comment on Results

- We have surpassed our targets in both of these areas.
- In 2015 87.8% of our parents felt that students treat each other well, in 2014 69.7 % felt this to be true. This is an increase of 18.1%. The amount of parents involved in the survey was 18 in 2015 and 20 in 2014.

Strategies

- To educate parents, and students on the definition of bullying.
- We are having an author doing what is bullying and anti-bullying workshops with our student body.
- We are encouraging more parent participation in parent interviews to keep lines of communication open by offering free child care.
- As a school we will continue to work on the definition of bullying and a one-time incident and empower them with strategies to deal with the same.
- We will invite parents to share suggestions for ways to help their child feel safer to and from school.
- Encouraging parents to take turns waiting with their children at the bus stops especially if they have been ongoing safety concerns.
- Look at the possibility of providing free child care so that an increased number of parents may attend parent council
- Have teachers increase using remind 101, class dojo and other apps for communication tools.

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	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		
	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	n/a	n/a			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	n/a	n/a	n/a	n/a	n/a		n/a	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)

Strategies

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

[No Data for Diploma Exam Results]

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

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

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

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

Graph of Diploma Examination Results – Overall

[No Data for Diploma Exam Results]

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

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

Diploma Examination Results by Course

<p>[No Data for English Lang Arts 30-1]</p>	<p>[No Data for English Lang Arts 30-2]</p>
<p>[No Data for French Lang Arts 30-1]</p>	<p>[No Data for Français 30]</p>
<p>[No Data for Pure Mathematics 30]</p>	<p>[No Data for Mathematics 30-1]</p>

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

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

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

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

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

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

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

Diploma Examination Results by Course

[No Data for Physics 30]	[No Data for Science 30]
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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 (*).

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

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

Diploma Examination Results Course By Course Summary With Measure Evaluation

[No Data for Diploma Exam Results]

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

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

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

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

Measure Evaluation Reference - Achievement Evaluation

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

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

[No Data for Diploma Achievement Evaluation Reference]

Notes:

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

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

Improvement Table

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

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

[No Data for Diploma Improvement Reference]

Overall Evaluation Table

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

[No Data for Diploma Overall Evaluation Reference]

High School Completion Rate – Measure Details

[No Data for High School Completion Rate]

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

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

Drop Out Rate – Measure Details

[No Data for Dropout Rate]

<p>Graph of School Results</p> <p>[No Data for Dropout Rate]</p>	<p>Graph of School Results</p> <p>[No Data for Returning Rate]</p>
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Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

High School to Post-secondary Transition Rate – Measure Details

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

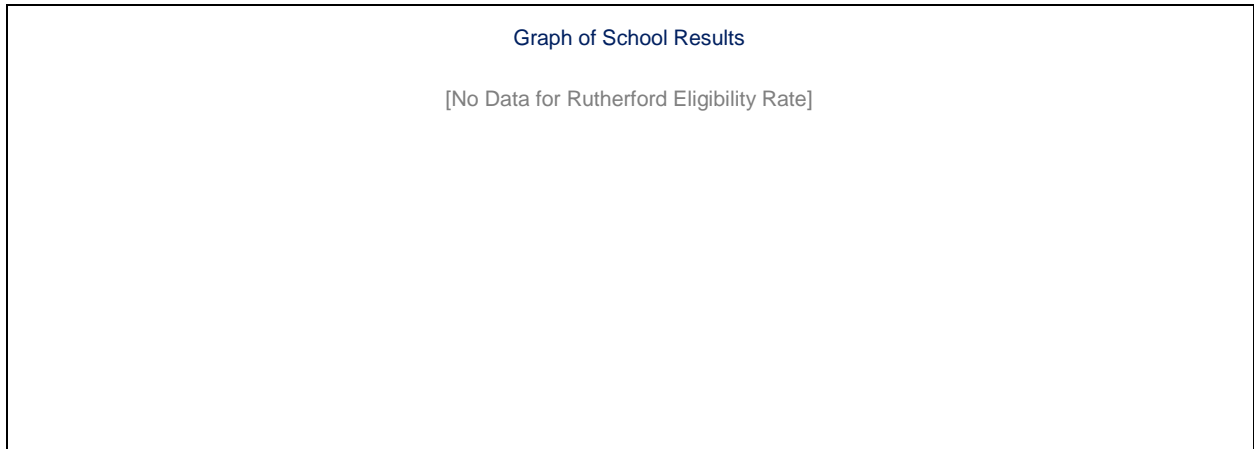
<p style="text-align: center;">Graph of School Results</p> <p>[No Data for High School to Post-Secondary Transition Rate]</p>	<p style="text-align: center;">Graph of School Results</p> <p>[No Data for High School to Post-Secondary Transition Rate]</p>
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Note: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

Rutherford Eligibility Rate – Measure Details

[No Data for Rutherford Eligibility Rate]

[No Data for Rutherford Eligibility Rate]



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

Diploma Examination Participation Rate – Measure Details

[No Data for Diploma Exam Participation Rate]

Graph of School Results

[No Data for Diploma Exam Participation Rate]

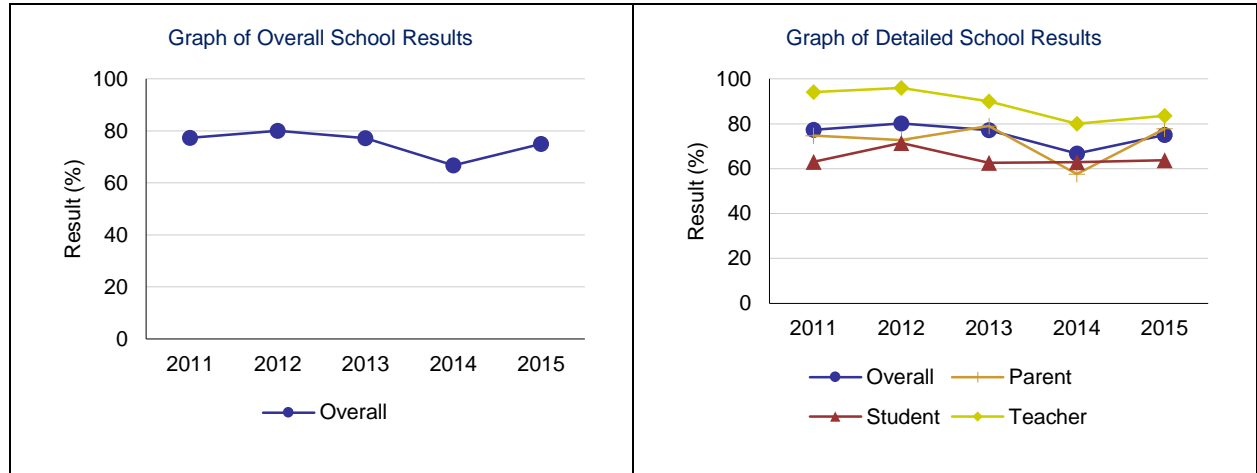
[No Data for Diploma Exam Participation Rate]

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

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	77.3	80.1	77.2	66.8	75.0	73.8	73.8	73.0	74.7	77.2	81.9	82.5	83.4	83.4	83.5
Teacher	94.1	96.0	90.0	80.0	83.6	87.2	86.6	83.3	84.4	91.3	92.7	93.1	93.6	93.8	94.2
Parent	74.7	72.7	79.0	57.6	77.8	69.0	69.2	70.1	75.4	75.8	78.6	79.4	80.3	81.9	82.1
Student	63.1	71.5	62.6	62.9	63.7	65.4	65.7	65.8	64.3	64.6	74.5	75.0	76.2	74.5	74.2

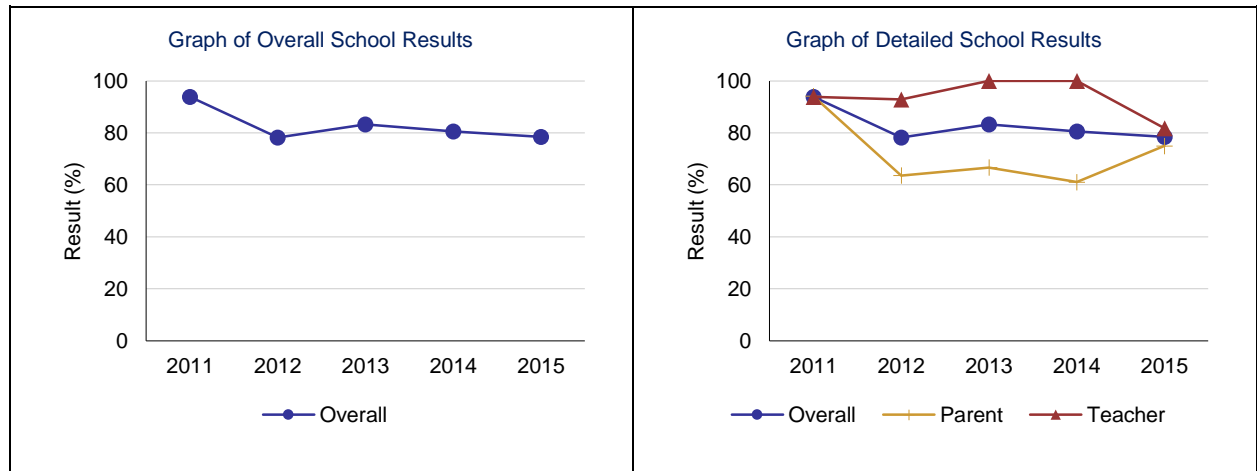


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction 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	93.9	78.2	83.3	80.6	78.4	73.8	69.3	69.7	72.5	76.0	80.1	79.7	80.3	81.2	82.0
Teacher	93.8	92.9	100.0	100.0	81.8	82.2	84.0	80.5	80.5	87.0	89.6	89.5	89.4	89.3	89.7
Parent	94.1	63.6	66.7	61.1	75.0	65.5	54.6	59.0	64.5	64.9	70.6	69.9	71.1	73.1	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 (*).

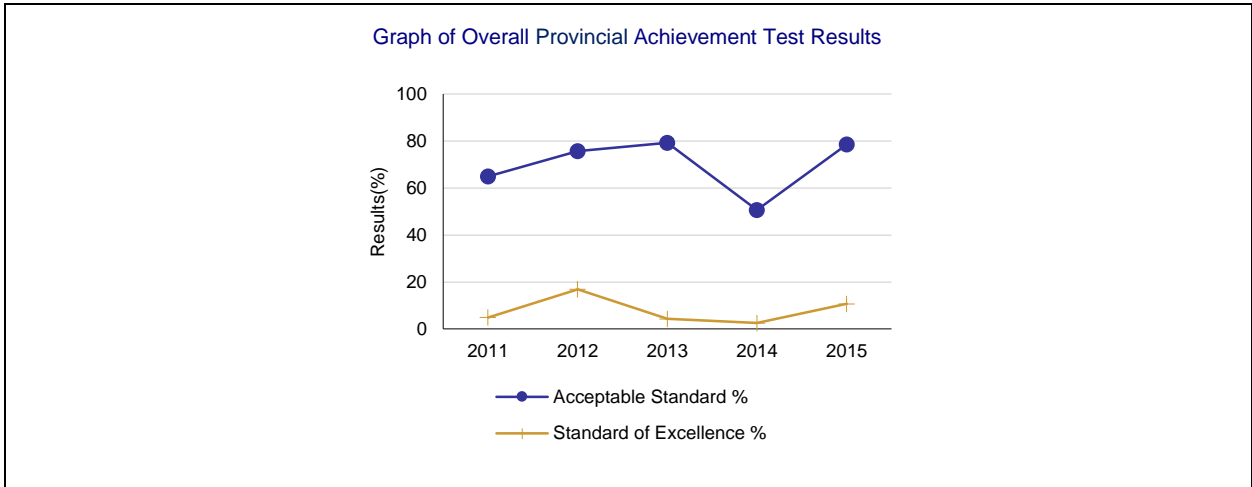
Provincial Achievement Test Results – Measure Details

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	86.1	5.6	87.1	9.7	92.7	4.9	60.0	0.0	85.7	14.3		
	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	63.9	8.3	64.5	12.9	73.2	2.4	50.0	2.5	85.7	4.8		
	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	57.1	2.9	80.6	22.6	78.0	4.9	57.5	5.0	76.2	14.3		
	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	52.8	2.8	71.0	22.6	73.2	4.9	35.0	2.5	66.7	9.5		
	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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	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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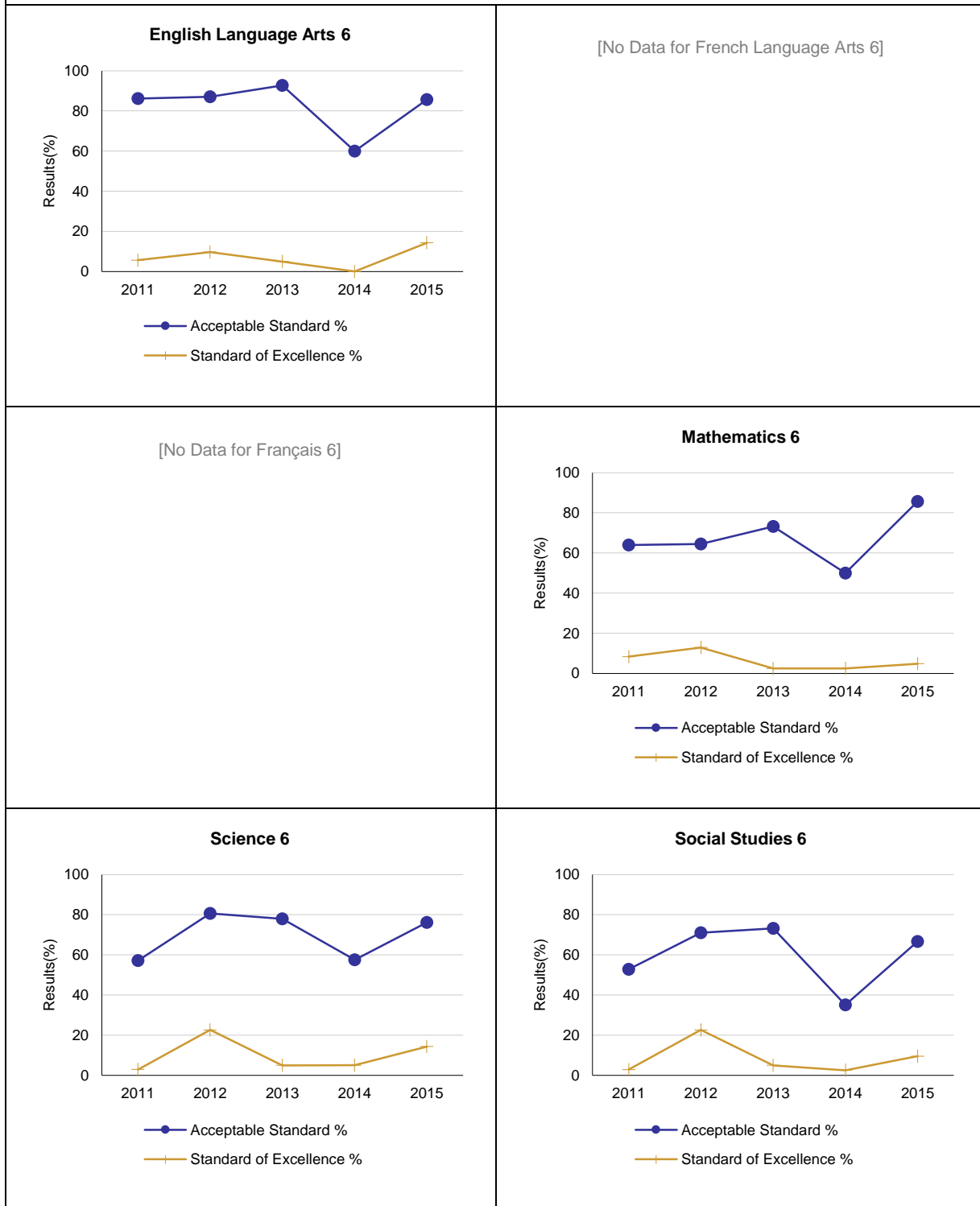
"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

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



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 English Language Arts 9]	[No Data for English Lang Arts 9 KAE]
[No Data for French Language Arts 9]	[No Data for Français 9]
[No Data for Mathematics 9]	[No Data for Mathematics 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 Science 9]	[No Data for Science 9 KAE]
[No Data for Social Studies 9]	[No Data for Social Studies 9 KAE]

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PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Eldorado Elementary School						Alberta				
Course	Measure	Achievement	Improvement	Overall	2015		Prev 3 Yr Avg		2015		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	21	85.7	37	79.9	47,446	82.8	44,338	82.4
	Standard of Excellence	Intermediate	Improved	Good	21	14.3	37	4.9	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	High	Improved	Good	21	85.7	37	62.6	47,377	73.3	44,292	73.8
	Standard of Excellence	Very Low	Maintained	Concern	21	4.8	37	5.9	47,377	14.1	44,292	16.2
Science 6	Acceptable Standard	Low	Maintained	Issue	21	76.2	37	72.1	47,379	76.4	44,273	77.1
	Standard of Excellence	Low	Maintained	Issue	21	14.3	37	10.8	47,379	25.3	44,273	26.3
Social Studies 6	Acceptable Standard	Low	Maintained	Issue	21	66.7	37	59.7	47,385	69.8	44,226	72.1
	Standard of Excellence	Low	Maintained	Issue	21	9.5	37	10.0	47,385	18.1	44,226	18.4
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,532	75.6	38,021	76.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,190	65.3	37,734	66.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,653	74.1	38,253	73.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,451	65.1	38,360	66.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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

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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 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

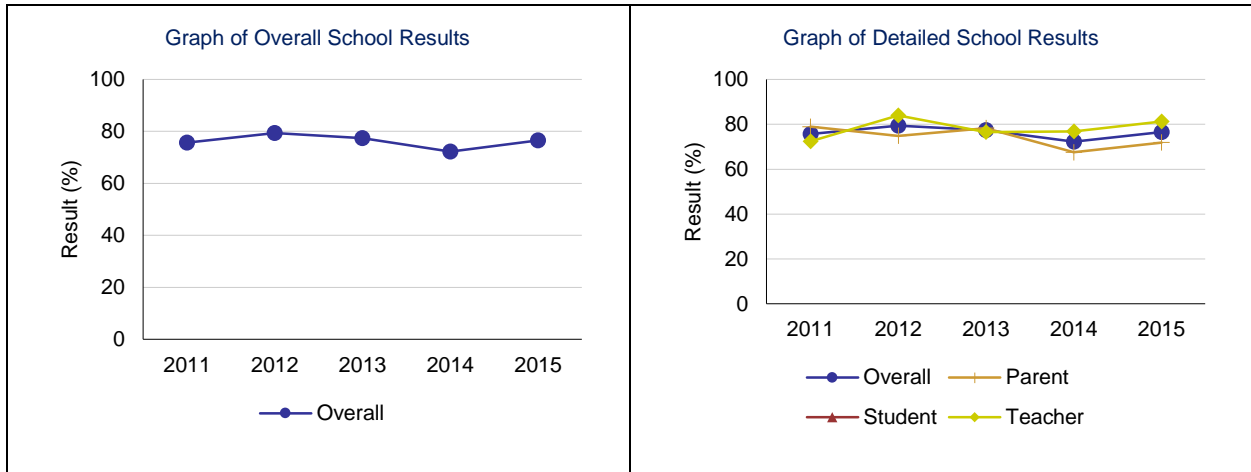
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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	75.7	79.4	77.4	72.2	76.6	75.2	71.9	72.9	72.1	74.4	80.9	80.7	81.5	81.3	81.3
Teacher	72.4	83.9	76.6	76.8	81.2	82.0	79.9	80.9	78.4	80.4	87.6	87.3	87.9	87.5	87.2
Parent	78.9	74.9	78.3	67.5	71.9	72.8	69.5	71.3	72.5	71.9	78.3	78.1	78.9	79.9	79.9
Student	n/a	n/a	n/a	n/a	n/a	70.8	66.1	66.4	65.4	71.0	76.9	76.9	77.8	76.6	76.9

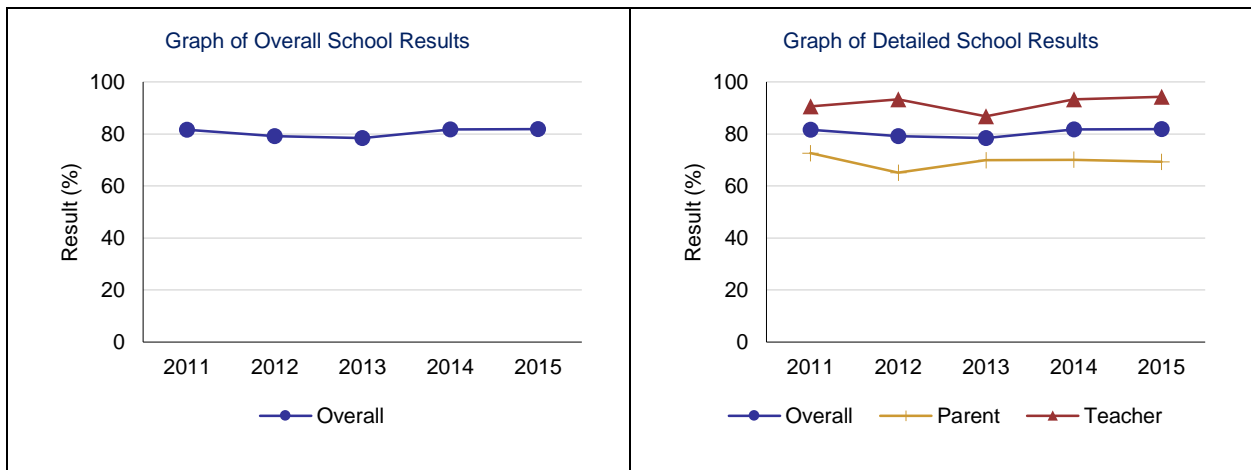


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction 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	81.6	79.2	78.4	81.7	81.8	74.8	73.9	76.0	80.1	78.7	79.9	79.7	80.3	80.6	80.7
Teacher	90.6	93.3	86.8	93.3	94.3	86.3	85.5	85.0	87.2	87.7	88.1	88.0	88.5	88.0	88.1
Parent	72.6	65.1	69.9	70.1	69.3	63.2	62.3	66.9	73.0	69.7	71.7	71.4	72.2	73.1	73.4

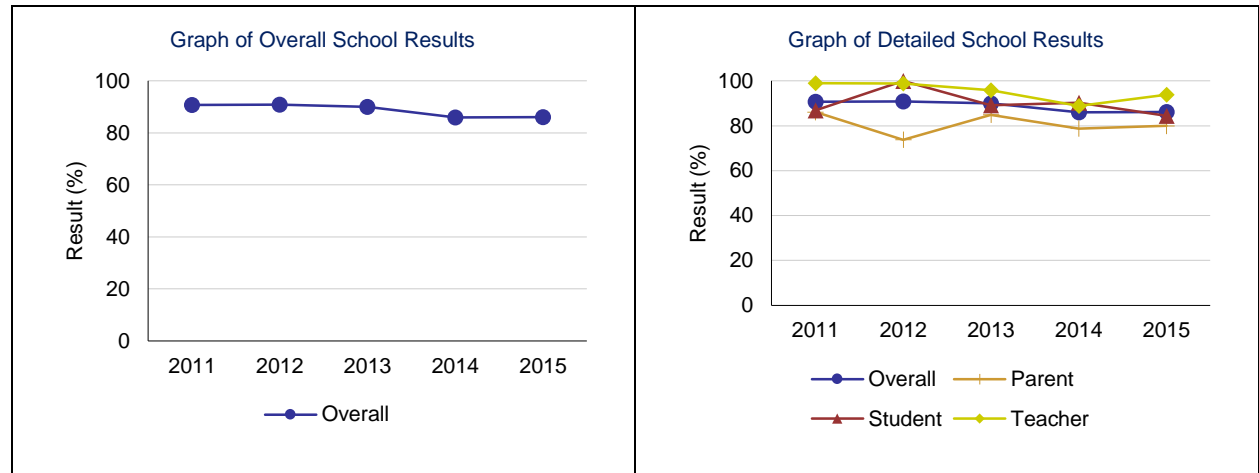


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Education Quality – Measure Details

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

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	90.7	90.9	90.0	86.0	86.1	85.1	84.9	83.4	85.2	85.9	89.4	89.4	89.8	89.2	89.5
Teacher	99.0	98.9	95.8	88.9	93.9	93.7	93.2	90.9	91.2	92.7	95.5	95.4	95.7	95.5	95.9
Parent	86.1	73.8	84.9	78.8	80.0	78.5	77.7	77.5	82.8	82.4	84.2	84.2	84.9	84.7	85.4
Student	86.9	100.0	89.1	90.3	84.4	83.0	83.8	81.8	81.5	82.4	88.5	88.6	88.7	87.3	87.4

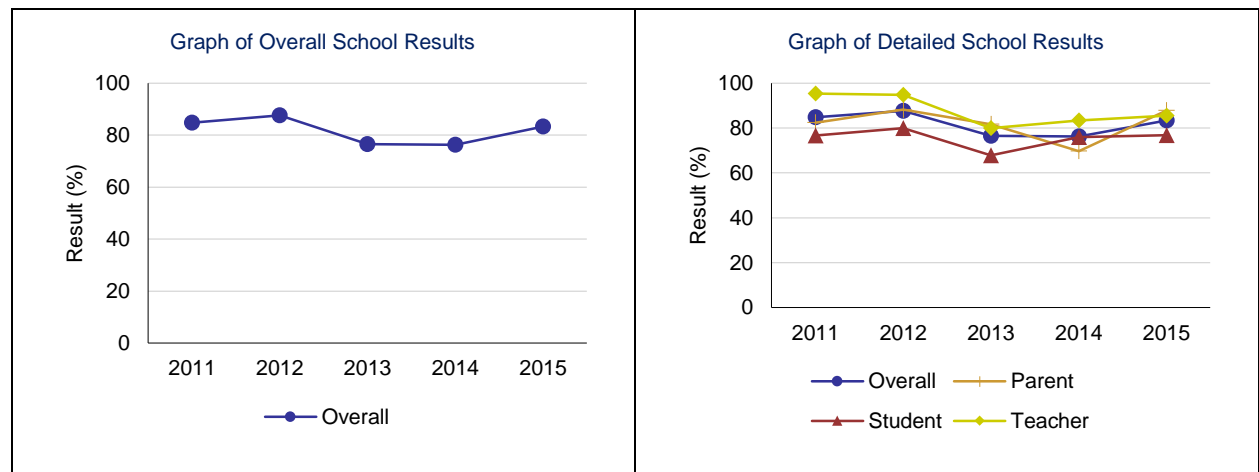


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction 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	84.8	87.6	76.5	76.3	83.3	83.1	82.6	82.1	84.7	85.6	88.1	88.6	89.0	89.1	89.2
Teacher	95.3	94.7	80.0	83.3	85.5	91.5	90.4	90.0	91.6	93.7	94.5	94.8	95.0	95.3	95.4
Parent	82.4	88.2	81.7	69.7	87.8	80.2	80.4	79.8	86.0	86.0	86.6	87.4	87.8	88.9	89.3
Student	76.7	80.0	67.8	75.9	76.8	77.7	77.0	76.4	76.5	77.2	83.3	83.7	84.2	83.1	83.0

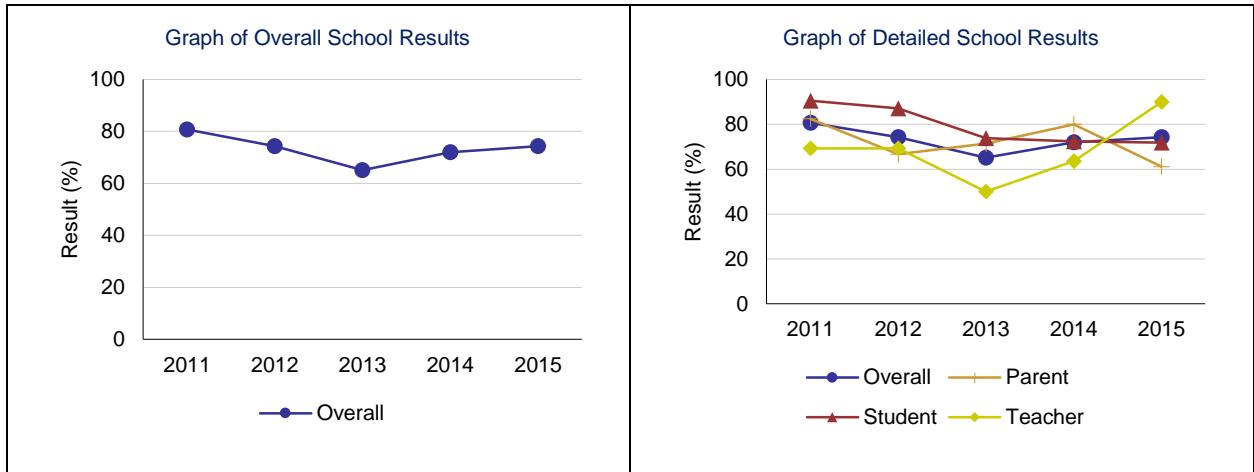


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School Improvement – Measure Details

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	80.7	74.3	65.1	72.0	74.3	75.9	73.1	68.8	73.3	76.3	80.1	80.0	80.6	79.8	79.6
Teacher	69.2	69.2	50.0	63.6	90.0	76.4	77.1	68.8	74.8	81.3	80.1	81.1	80.9	81.3	79.8
Parent	82.4	66.7	71.4	80.0	61.1	73.6	68.5	69.3	74.4	75.1	77.3	76.2	77.9	77.0	78.5
Student	90.5	87.1	73.9	72.4	71.9	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.