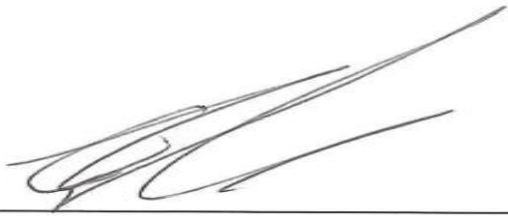


**Combined 3-Year Education Plan and Annual Education
Results Report (AERR) for School Authority: 9078
Canadian Reformed School Society of Neerlandia**

Accountability Statement

The Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan commencing September 1, 2019 for the Canadian Reformed School Society of Neerlandia were prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2018/2019 school year and the Three Year Education Plan for 2019/2022 on December 9, 2019.



Mr. John Breukelman
Canadian Reformed School Society of Neerlandia
Board Chairman

Foundation Statements (optional)

Constitution

ARTICLE I NAME

The name of the Society shall be Canadian Reformed School Society of Neerlandia.

ARTICLE II BASIS

The basis of the Society is the infallible Word of God as confessed in the Three Forms of Unity.

ARTICLE III PURPOSE

The purpose of the Society is to establish and maintain a school providing Reformed Education in accordance with Article II of this constitution.

ARTICLE IV MEMBERS

Any member of one of the Canadian Reformed Churches may be a member of the Society. Although husband and wife constitute only one membership, the wife may represent her husband in his absence.

ARTICLE V STAFF

Only members of the Canadian Reformed Churches may be employed as Principal or Vice Principal. Teachers must be members of the Canadian Reformed Churches, or one of those Churches with whom it has Ecclesiastical Fellowship.

ARTICLE VI ENROLLMENT

Enrollment is open to members of the Canadian Reformed Churches. Any other enrollment is subject to approval of the Board.

ARTICLE VII AMENDMENTS

- 1) No amendment is permitted regarding Articles II and III.
- 2) Any other amendment needs $\frac{3}{4}$ approval by society membership.

ARTICLE VIII NON-PROFIT STATUS

The Society shall be carried on as a nonprofit organization; any surplus may be used to promote the purpose of the Association or for specific reserve funds upon approval of the membership of the Society.

ARTICLE IX DISSOLUTION

The decision to dissolve the Society shall require the approval of 90% of the membership provided that three weeks written notice has been sent to each member stating the reason(s). Upon the dissolution or winding up of the Society, all its remaining assets after payment of liabilities, shall be distributed to one or more registered charitable organizations in Canada which adhere to the doctrine expressed in the standards of the Canadian Reformed Churches, as at the date of the organization of the Association.

Combined 2019 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure	Can Reformed Sch - Neerlandia			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	Safe and Caring	98.3	97.2	97.2	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	88.8	88.4	89.9	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	97.0	98.2	98.2	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	1.9	1.5	1.3	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	85.7	93.3	87.9	79.1	78.0	77.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	88.0	97.9	95.5	73.8	73.6	73.6	Very High	Declined	Good
	PAT: Excellence	20.7	32.6	31.2	20.6	19.9	19.6	High	Declined	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	81.5	87.9	86.3	83.6	83.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	16.9	13.8	14.2	24.0	24.2	22.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	64.3	62.2	55.8	56.3	55.7	55.1	High	Maintained	Good
	Rutherford Scholarship Eligibility Rate	85.7	75.0	72.2	64.8	63.4	62.2	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	69.6	73.4	76.7	59.0	58.7	58.7	Very High	Maintained	Excellent
	Work Preparation	100.0	100.0	100.0	83.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	97.1	96.3	96.1	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	100.0	100.0	99.6	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	92.8	96.1	97.5	81.0	80.3	81.0	Very High	Declined Significantly	Acceptable

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. 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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Combined 2019 Accountability Pillar First Nations, Métis and Inuit Summary (Required for Public/Separate/Francophone School Authorities)

[No Data for Overall Summary - FNMI]

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Measure Evaluation Reference (Optional)

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 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 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 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)

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	90.5	94.4	94.4	97.9	88.0	87	Very High	Declined	Good	88	89	90
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	31.9	25.6	35.5	32.6	20.7	22	High	Declined	Acceptable	21	22	23

Comment on Results

Overall, we are happy with our "Good" and "Acceptable" overall results from last year, though a noted decline from the previous year. Both grades 6 and 9 classes had some students who have some academic challenges and one student did not write one of the PATs.

Strategies

To ensure all students achieve an acceptable standard, good standard or the standard of excellence, work continues to ensure all students have access to supports. Educational Assistants (EAs) have been hired by our school to help in this regard. We have EAs who work with individual students as well as EAs who assist groups of students. Currently we have one staff member functioning as Special Education Coordinator, and seven EAs, with a FTE of around 6.25 FTE over these eight staff members.

The Special Education staff work with the teachers to make sure that students' educational needs are addressed. Our Special Education Coordinator oversees the work of the EAs. The coordinator submits several reports per school year to the Board of Directors, via the Principal, as well as bi-weekly reports to the principal so accountability is in place. To address students requiring IPPs, our Special Education Coordinator works with the students, teachers, administration, EAs, other professionals, and parents to develop and oversee the implementation of IPPs.

To maintain or improve our scores, we will continue to endeavour to meet the needs of all of our students, including our more gifted students. To meet all students' needs, differentiated instructional techniques are encouraged and promoted among staff.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	70.0	88.1	82.9	87.9	81.5	81	Intermediate	Maintained	Acceptable	82	83	84
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	16.7	19.0	9.8	13.8	16.9	20	Intermediate	Maintained	Acceptable	17	18	19

Strategies

Regarding our results, overall we are very pleased with how things are going. The "Intermediate" achievement levels on the performance measures: "Overall percentage of students who achieved the acceptable standard/standard of excellence on diploma examinations (overall results)" are ones that we don't take for granted; we are happy with these results. We hope to maintain or improve such results by continuing to place a premium on the importance of education.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	100.0	87.5	83.0	93.3	85.7	100	Very High	Maintained	Excellent	100	100	100
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	77.8	50.0	55.4	62.2	64.3	70	High	Maintained	Good	70	70	70
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.5	1.9	1.5	1.9	0	Very High	Maintained	Excellent	0	0	0
High school to post-secondary transition rate of students within six years of entering Grade 10.	54.5	78.3	78.3	73.4	69.6	60	Very High	Maintained	Excellent	65	70	75
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	75.0	66.7	75.0	85.7	70	Very High	Maintained	Excellent	75	75	75

Strategies

For our 'post-secondary transition' rates, we are content with our results. Some of our students choose the occupation of homemaker and have been blessed with marriage and children shortly after graduation. Our school sees this as being positive and valuable. In our community many are also active in the trades and farming. While some will eventually go on to a community college, many grow up to be effective entrepreneurs and successful business professionals. So, while post-secondary education is promoted and encouraged, we recognize there are other paths students can travel on to become engaged, ethical, and entrepreneurial citizens. That noted, this year we again have one staff member who is taking on the role of academic advising, including organizing various visits to post-secondary educational institutions in the Edmonton area.

For the high school completion rate and the dropout rate, we are happy that we have an educational culture whereby, for the most part, students complete high school and graduate with their Alberta High School Diplomas. We promote that a K-12 education in Alberta is considered a basic education and all students should, if able, complete this basic education.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
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. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	95.8	97.0	95.0	96.3	97.1	97	Very High	Maintained	Excellent	97	97	97

Strategies

Our citizenship scores are obviously excellent. This is a testament to an effective leadership program and a curriculum that stresses how important getting involved is. Some of our students participate in extra-curricular activities put on by ARPA, the Association for Reformed Political Action. In our community we are very thankful to be in this wonderful province, Alberta, and part of our great country, Canada.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

[No Data for Overall FNMI Results]

Strategies

Since we have no FNMI students, our goal is to provide our students with background knowledge about FNMI and to also foster an environment where we are sensitive to the unique cultures, needs, and challenges of FNMI. In our Social Studies programs there is a clear focus on Native Studies. In addition to providing background information about Canada's FNMI, the courses also serve as a vehicle to help shape an attitude of love and respect for FNMI. In our library we've been actively updating our non-fictional FNMI resources.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful (continued)

[No Data for Overall FNMI Results]

Strategies

Since we have no FNMI students, our goal is to provide our students with background knowledge about FNMI and to also foster an environment where we are sensitive to the unique cultures, needs, and challenges of FNMI. In our Social Studies programs there is a clear focus on Native Studies. In addition to providing background information about Canada's FNMI, the courses also serve as a vehicle to help shape an attitude of love and respect for FNMI. In our library we've been actively updating our non-fictional FNMI resources.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
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. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	88.3	92.4	88.9	88.4	88.8	90	Very High	Maintained	Excellent	90	90	90

Strategies

We have a number of strategies to ensure our broad program of studies continues here at Covenant School:

- a) Remain linked with the ADLC and allow motivated students to take courses with ADLC that interest them and that are not offered at our school.
- b) Continue to offer students the option to take part in the Workplace Experience, RAP, and Green Certificate programs.
- c) Funds continue to be set aside to allow for more resources to be acquired for teaching the arts.
- d) Technology continues to be a major focus and the school will continue to invest in increasing our number of desktops, laptops, and tablets for our student body.
- e) Physical Education remains a priority, with most students taking PE courses right through grade 12.

Notes:

- 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Four: Alberta’s K-12 education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
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.	96.9	97.3	97.2	97.2	98.3	98	Very High	Maintained	Excellent	98	98	98
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	97.2	98.5	98.0	98.2	97.0	97	Very High	Maintained	Excellent	98	98	98
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.	98.9	100.0	100.0	100.0	100.0	100	Very High	Maintained	Excellent	100	100	100
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	94.4	98.1	99.6	99.7	98.7		n/a	n/a	n/a			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	99.6	98.9	99.8	100.0	100.0	100	Very High	Maintained	Excellent	100	100	100
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.	94.8	98.3	98.1	96.1	92.8	97	Very High	Declined Significantly	Acceptable	97	98	95

Strategies

To achieve 100% parent satisfaction with parental involvement in decisions about their child's/children's education our school will continue to:

- Provide opportunities for all parents to be involved here at the school via committees, volunteering in the school, and helping out on trips.
- Continue to structure repeated opportunities for parents to come into the school to discuss their child's/children's progress with teachers.
- Continue to have regular IPP meetings with parents of students who have academic challenges.
- Continue to ensure that all staff and administration are welcoming to parents and encourage their feedback and input.

To maintain our excellent results with the overall quality of basic education we plan to:

- Ensure teachers strive for excellence and continual improvement. This is the focus of PD sessions throughout the year and the conferences that staff attend. This is also touched upon when administration communicates with other staff members.
- Continue to implement our teacher evaluation policy where teachers receive constructive feedback on how they can improve as educators.
- Continue to budget for and recruit necessary staff.

We have a few strategies to ensure that we continue to experience success. These include:

- a) Updating our facilities to better serve our students.*
- b) Striving to hire necessary staff.*
- c) Continuing to develop extra-curricular options.*
- d) Continuing to bring in more technology (computers).*
- e) Striving to maintain our field trip options for our students.*

Noteworthy is the 3.3% decline in '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'. It would be wise for us to survey the broader school community so as to identify potential areas for improvement. We will also observe future trends in this performance measure so as to look for further significant changes.

Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Note:

Summary of Financial Results

Financial Statement 2018/2019

Revenue

AB Education	1,388,728	
Donation & Tuition	868,946	
Other	<u>55,745</u>	
Total Revenue:		2,313,419

Expense

Instruction	1,346,119	
Administration	220,964	
Oper. & Maint,	281,767	
Transportation	177,750	
Other	44,209	
<u>Capital & Debt Serv.</u>	<u>58,903</u>	
Total Expenses:		2,129,712

Budget Summary

Budget Summary 2019/2020

Revenue

AB Education	1,392,200	
Donation & Tuition	762,128	
Other	<u>49,200</u>	
Total Revenue:		2,203,528

Expense

Instruction	1,471,534	
Administration	204,560	
Oper. & Maint,	257,260	
Transportation	185,549	
Other	15,350	
<u>Capital & Debt Serv.</u>	<u>69,275</u>	
Total Expenses:		2,203,528

Parental Involvement

Parents are heavily involved in all that we do here at Covenant School as we are a parental school. Regular parent volunteers help out in the school's lower grade classrooms and many parents are active on a large number of committees. Communication between home and school occurs regularly via email, phone, weekly newsletters, monthly bulletins and in student report cards (which are issued three times a year in elementary school and four times a year in high school). In addition our school holds one or two membership meetings per school year. The fall meeting usually takes place once the Accountability Pillar Results are released. At the meeting the principal usually goes over our results. Parents are all given copies of both our budget results and budget summaries which are discussed at membership meetings. At these meetings parents can ask questions about the numbers to our school treasurer. Communication also occurs via our website (covenantschool.ca). The Combined Three Year Education Plan and AERR has been placed online on our website.

Timelines and Communication

Communication between home and school takes place via weekly newsletters, email, phone, monthly bulletins, membership meetings, report cards, school website, and in parent-teacher conferences. In late October our school usually holds its fall membership meeting where our school's Combined Three Year Education Plan and AERR are usually presented by the principal. Prior to this meeting (two weeks before) a summary of financial results and a budget summary are sent to the entire membership (these reports, in summary form, can be found in a financial section located elsewhere in this report). The treasurer goes over these reports at the meeting and answers questions. Hard copies are made available at school for the parents. The combined Three Year Education Plan and AERR can be found on our website (covenantschool.ca).

Whistleblower Protection

A comprehensive policy has been developed and placed in the Staff Handbook (that all staff receive). This policy is also addressed in our August staff meeting and the details of it are briefly discussed. Staff are also informed at this time that more specifics can be found in the Staff Handbook. Extra copies of this policy can also be accessed by the staff in the office.

There were no disclosures during the 2018 – 2019 reporting period.

APPENDIX – Measure Details (OPTIONAL)

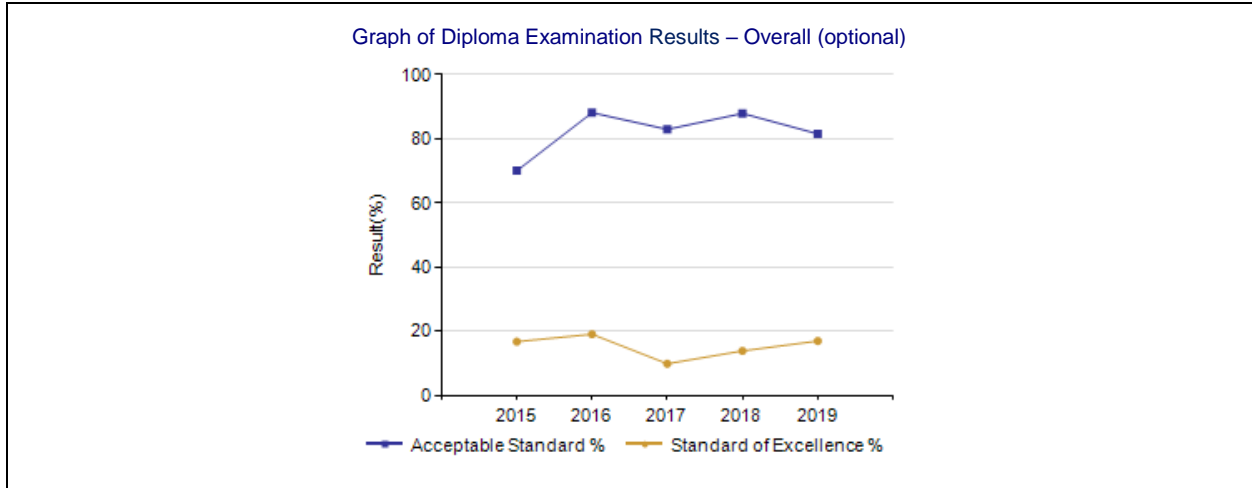
The following pages include tables and graphs that provide detailed data for the performance measures. Authorities may include these under each measure/outcome to provide context and help in interpreting the results.

Diploma Examination Results – Measure Details (OPTIONAL)

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	*	*	100.0	0.0	83.3	0.0	91.7	8.3	84.6	0.0		
	Province	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3		
English Lang Arts 30-2	Authority	*	*	*	*	83.3	0.0	*	*	*	*		
	Province	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1		
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5		
Mathematics 30-1	Authority	*	*	*	*	*	*	*	*	*	*		
	Province	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1		
Mathematics 30-2	Authority	*	*	*	*	100.0	12.5	100.0	16.7	81.8	27.3		
	Province	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8		
Social Studies 30-1	Authority	*	*	66.7	0.0	*	*	90.0	0.0	61.5	7.7		
	Province	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0		
Social Studies 30-2	Authority	*	*	*	*	71.4	14.3	*	*	*	*		
	Province	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2		
Biology 30	Authority	n/a	n/a	100.0	30.8	n/a	n/a	85.7	19.0	n/a	n/a		
	Province	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5		
Chemistry 30	Authority	28.6	0.0	n/a	n/a	n/a	n/a	n/a	n/a	78.6	21.4		
	Province	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5		
Physics 30	Authority	*	*	n/a	n/a	85.7	14.3	n/a	n/a	100.0	33.3		
	Province	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2		

Notes:

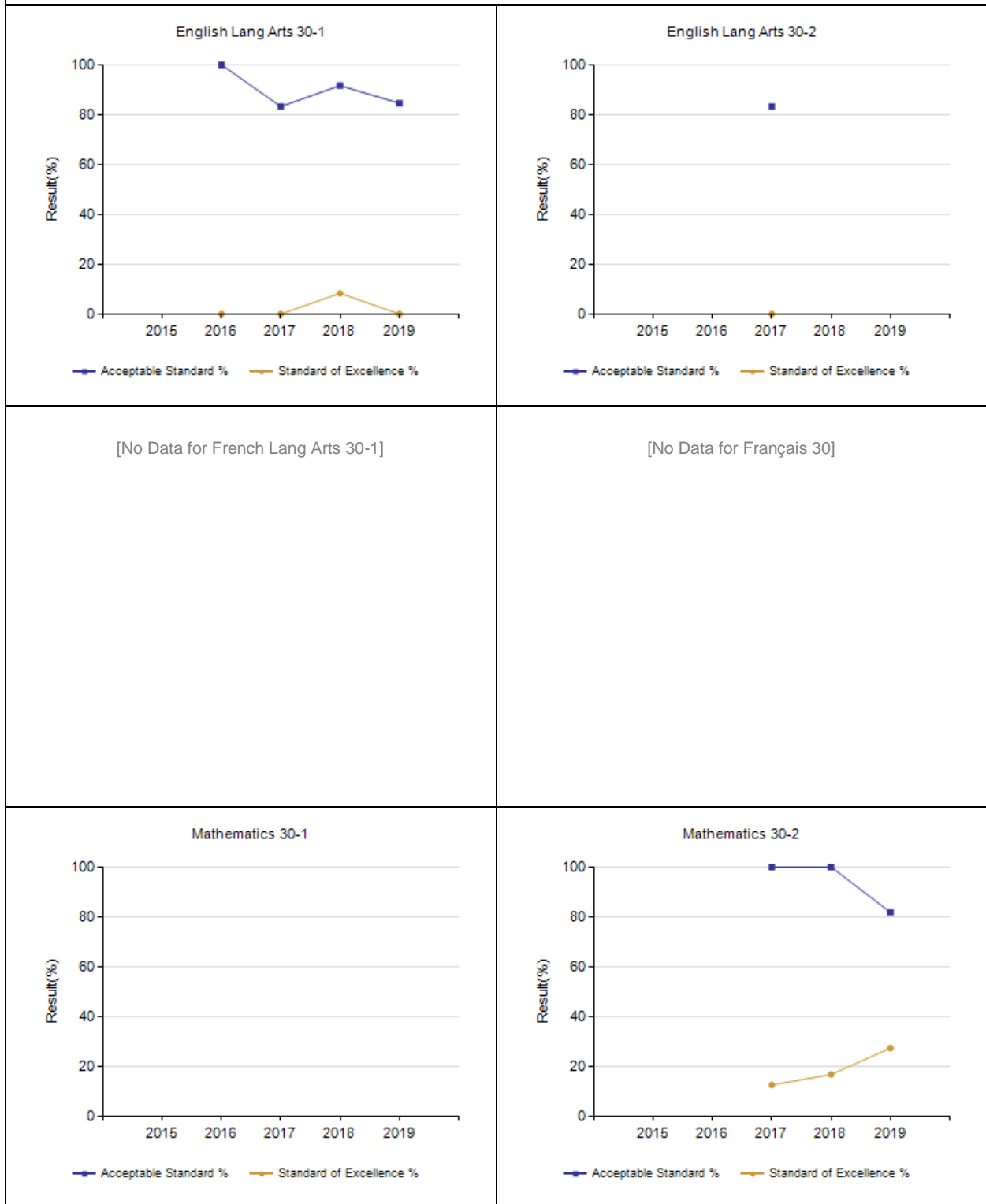
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
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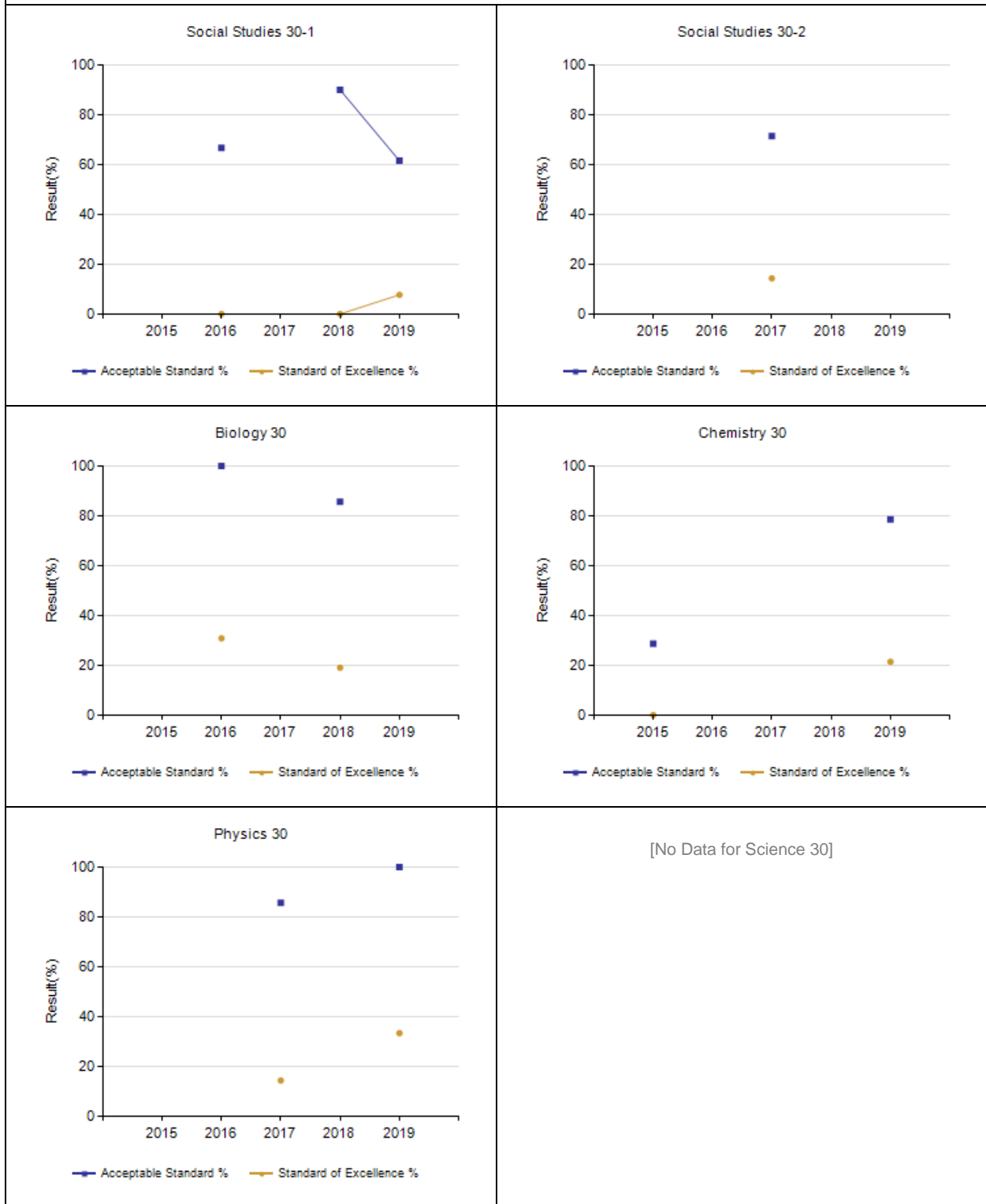
Diploma Examination Results by Course (optional)



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
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Diploma Examination Results by Course (optional)



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Diploma Examination Results Course By Course Summary With Measure Evaluation (optional)

Course		Measure		Can Reformed Sch - Neerlandia						Alberta				
				Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Low	Maintained	Issue	13	84.6	8	91.7	29,832	86.8	30,091	86.9		
	Standard of Excellence	Very Low	Maintained	Concern	13	0.0	8	2.8	29,832	12.3	30,091	11.9		
English Lang Arts 30-2	Acceptable Standard	*	*	*	2	*	6	83.3	16,640	87.1	16,563	88.9		
	Standard of Excellence	*	*	*	2	*	6	0.0	16,640	12.1	16,563	12.3		
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,215	91.5	1,296	94.1		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,215	10.1	1,296	9.7		
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	98.6	154	98.3		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	29.5	154	20.6		
Mathematics 30-1	Acceptable Standard	*	*	*	4	*	n/a	n/a	19,389	77.8	20,337	73.9		
	Standard of Excellence	*	*	*	4	*	n/a	n/a	19,389	35.1	20,337	30.6		
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	11	81.8	7	100.0	14,465	76.5	14,107	74.8		
	Standard of Excellence	n/a	n/a	n/a	11	27.3	7	14.6	14,465	16.8	14,107	16.4		
Social Studies 30-1	Acceptable Standard	Very Low	Maintained	Concern	13	61.5	8	78.3	21,610	86.6	22,179	85.7		
	Standard of Excellence	Low	Maintained	Issue	13	7.7	8	0.0	21,610	17.0	22,179	15.6		
Social Studies 30-2	Acceptable Standard	*	*	*	2	*	7	71.4	20,758	77.8	20,078	80.2		
	Standard of Excellence	*	*	*	2	*	7	14.3	20,758	12.2	20,078	12.6		
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	17	92.9	22,442	83.9	22,853	85.3		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	17	24.9	22,442	35.5	22,853	33.8		
Chemistry 30	Acceptable Standard	Intermediate	n/a	n/a	14	78.6	n/a	n/a	18,525	85.7	18,929	82.7		
	Standard of Excellence	Intermediate	n/a	n/a	14	21.4	n/a	n/a	18,525	42.5	18,929	37.2		
Physics 30	Acceptable Standard	Very High	Maintained	Excellent	6	100.0	7	85.7	9,247	87.5	9,974	85.9		
	Standard of Excellence	High	Maintained	Good	6	33.3	7	14.3	9,247	43.5	9,974	41.7		
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,676	85.7	9,180	84.9		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,676	31.2	9,180	29.2		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that 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
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:

1. 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. 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

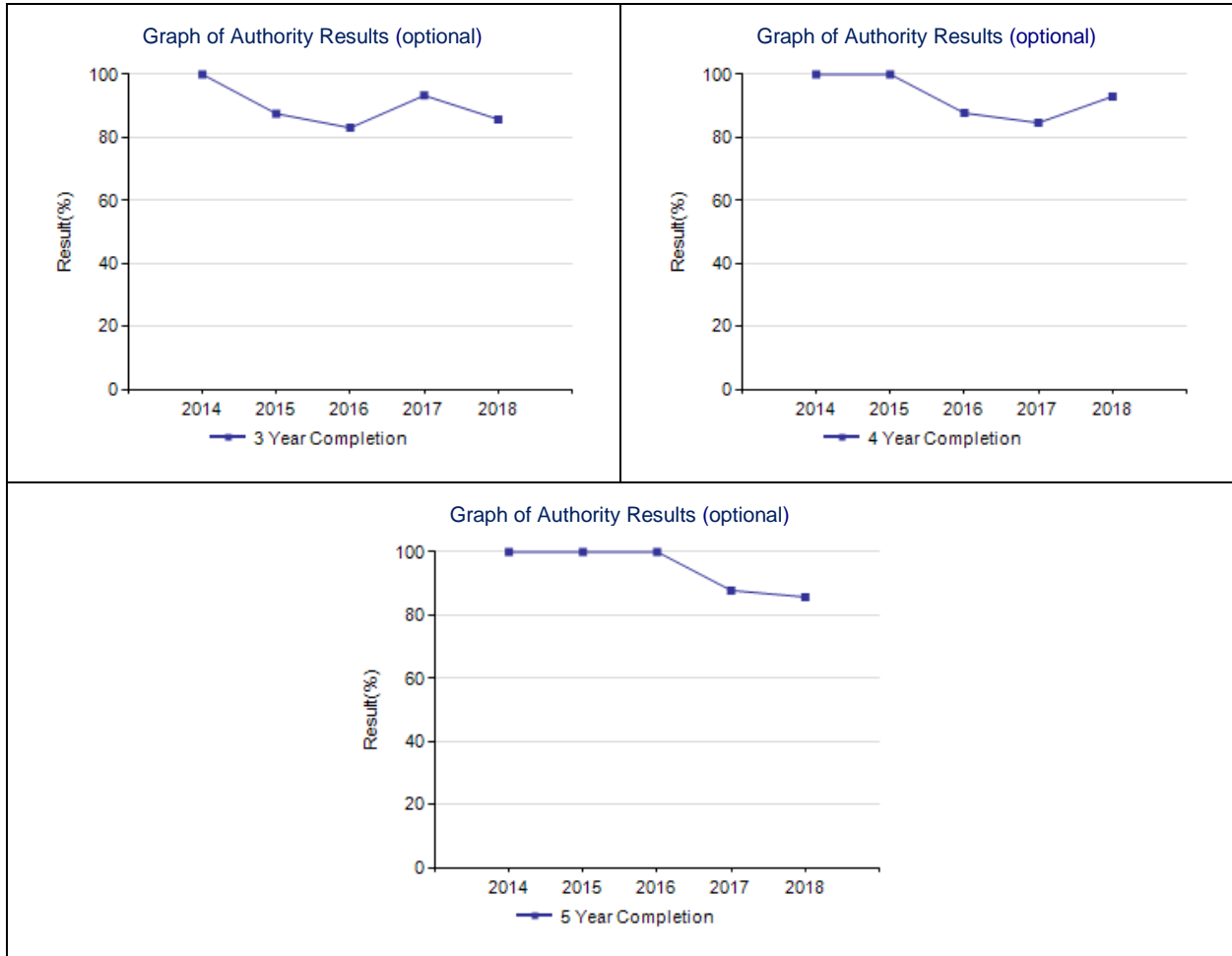
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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 (OPTIONAL)

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

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
3 Year Completion	100.0	87.5	83.0	93.3	85.7	76.5	76.5	78.0	78.0	79.1
4 Year Completion	100.0	100.0	87.7	84.6	93.0	79.9	81.0	81.2	82.6	82.7
5 Year Completion	100.0	100.0	100.0	87.8	85.7	82.0	82.1	83.2	83.4	84.8

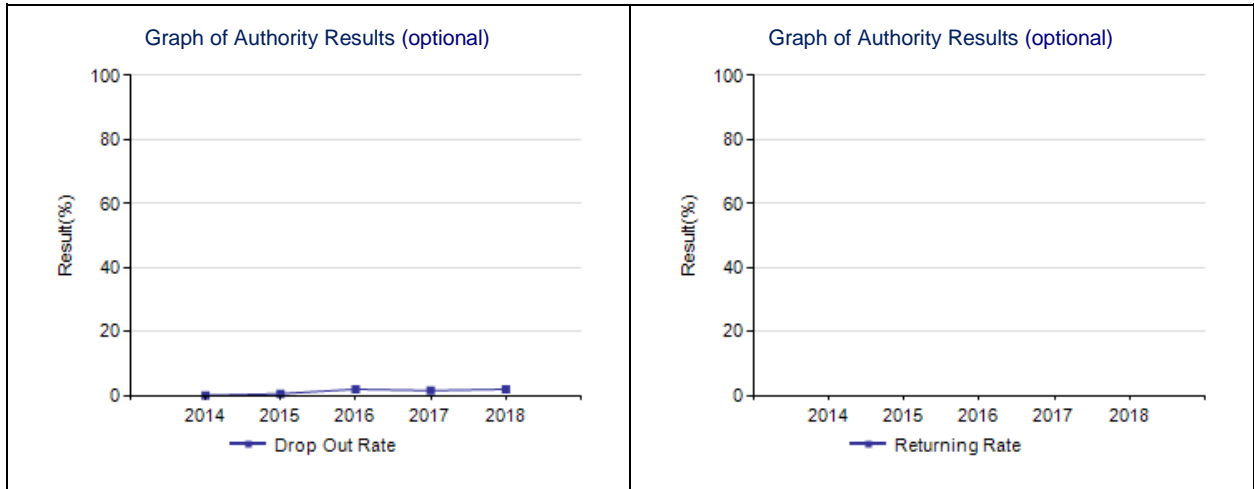


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Drop Out Rate – Measure Details (OPTIONAL)

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Drop Out Rate	0.0	0.5	1.9	1.5	1.9	3.5	3.2	3.0	2.3	2.6
Returning Rate	n/a	n/a	*	*	*	20.9	18.2	18.9	19.9	22.7

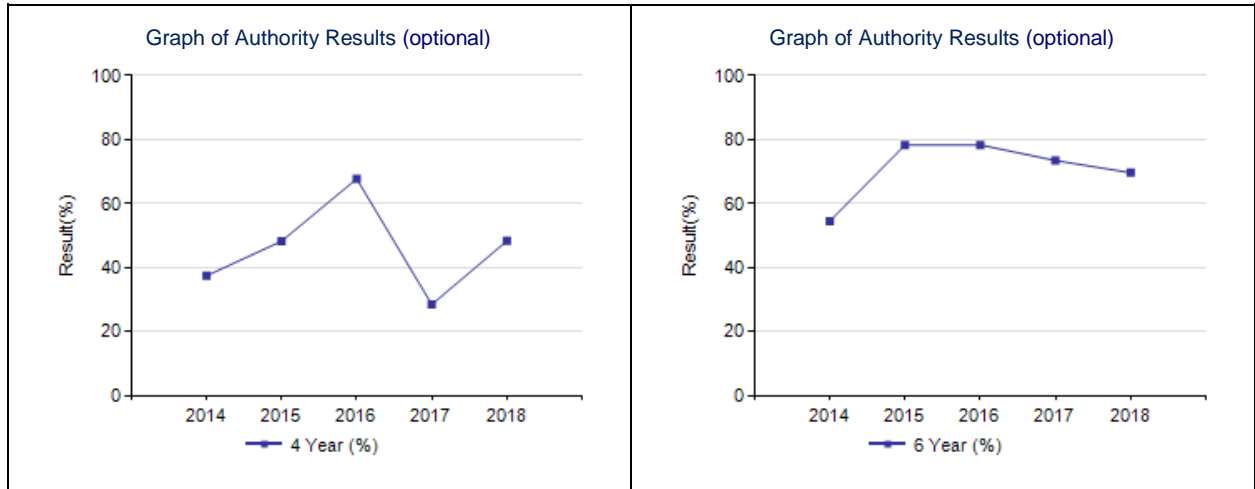


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

High School to Post-secondary Transition Rate – Measure Details (OPTIONAL)

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
4 Year Rate	37.4	48.2	67.7	28.4	48.3	38.3	37.0	37.0	39.3	40.1
6 Year Rate	54.5	78.3	78.3	73.4	69.6	59.7	59.4	57.9	58.7	59.0



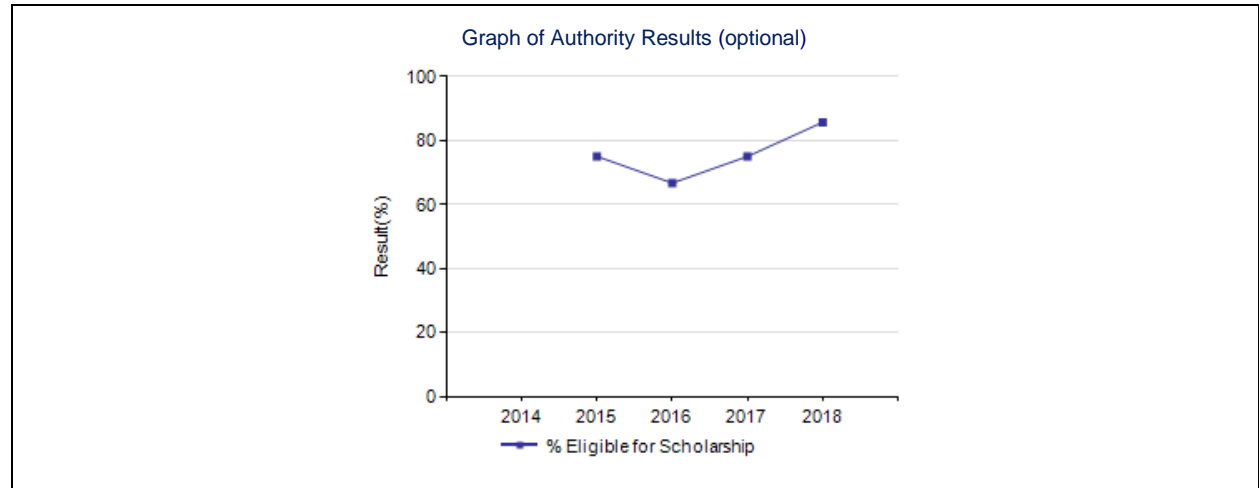
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Rutherford Eligibility Rate – Measure Details (OPTIONAL)

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Rutherford Scholarship Eligibility Rate	n/a	75.0	66.7	75.0	85.7	n/a	60.8	62.3	63.4	64.8

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
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	8	5	62.5	6	75.0	2	25.0	6	75.0
2016	9	6	66.7	6	66.7	5	55.6	6	66.7
2017	12	8	66.7	9	75.0	3	25.0	9	75.0
2018	14	12	85.7	11	78.6	6	42.9	12	85.7



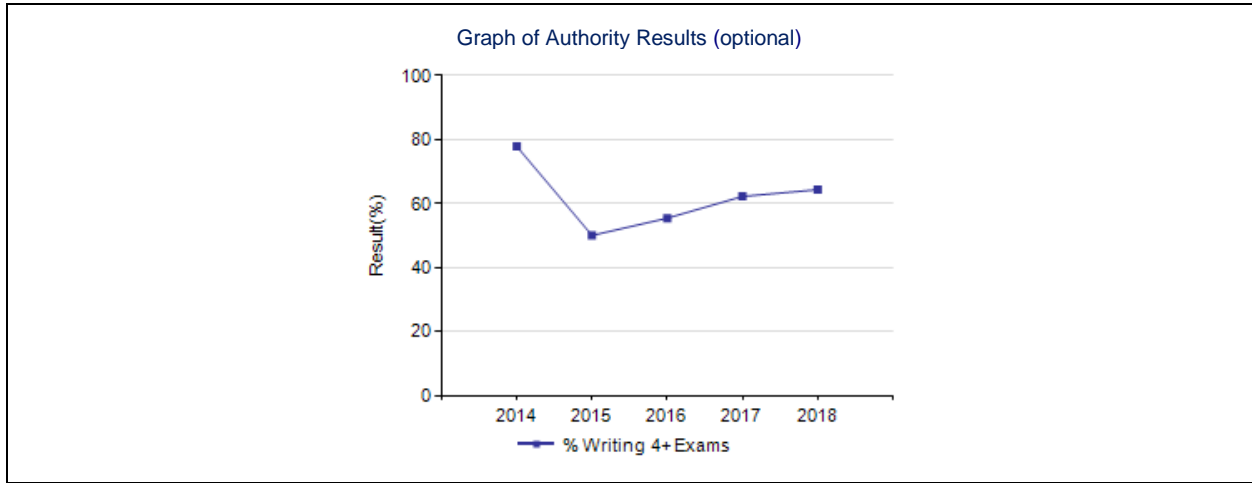
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.

Diploma Examination Participation Rate – Measure Details (OPTIONAL)

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.

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
% Writing 0 Exams	0.0	12.5	7.7	6.7	7.1	15.7	15.7	15.0	14.8	14.2
% Writing 1+ Exams	100.0	87.5	92.3	93.3	92.9	84.3	84.3	85.0	85.2	85.8
% Writing 2+ Exams	100.0	87.5	92.3	93.3	85.7	81.4	81.2	82.0	82.3	83.0
% Writing 3+ Exams	77.8	75.0	64.6	77.7	85.7	65.0	64.7	65.2	66.1	66.8
% Writing 4+ Exams	77.8	50.0	55.4	62.2	64.3	54.4	54.6	54.9	55.7	56.3
% Writing 5+ Exams	33.3	37.5	27.7	7.8	21.4	36.3	37.1	37.5	37.8	38.7
% Writing 6+ Exams	11.1	12.5	18.5	0.0	0.0	13.1	13.8	13.6	13.9	14.2



Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
English Language Arts 30-1	44.4	50.0	54.5	46.2	78.6	54.0	53.2	54.0	55.0	56.3
English Language Arts 30-2	55.6	37.5	36.4	46.2	7.1	28.0	28.7	28.7	28.8	27.8
Total of 1 or more English Diploma Exams	100.0	87.5	90.9	92.3	85.7	79.7	79.5	80.1	80.9	81.1
Social Studies 30-1	66.7	62.5	54.5	38.5	64.3	45.1	43.5	45.1	44.9	45.0
Social Studies 30-2	33.3	25.0	36.4	53.8	28.6	35.2	36.7	35.8	36.4	37.1
Total of 1 or more Social Diploma Exams	100.0	87.5	90.9	92.3	92.9	79.6	79.5	80.3	80.7	81.4
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Applied Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mathematics 30-1	22.2	25.0	18.2	15.4	35.7	37.3	37.1	36.4	35.5	36.5
Mathematics 30-2	55.6	50.0	45.5	61.5	35.7	21.4	22.4	23.7	25.1	24.9
Total of 1 or more Math Diploma Exams	77.8	75.0	63.6	76.9	71.4	57.0	57.6	58.3	58.6	59.3
Biology 30	22.2	50.0	45.5	61.5	50.0	41.4	40.6	40.7	41.7	42.7
Chemistry 30	44.4	37.5	36.4	0.0	7.1	34.7	35.7	35.6	35.1	35.8
Physics 30	55.6	12.5	18.2	7.7	42.9	20.0	19.9	19.3	18.6	18.7
Science 30	0.0	0.0	0.0	0.0	0.0	12.8	14.1	15.7	16.9	17.0
Total of 1 or more Science Diploma Exams	77.8	50.0	54.5	61.5	78.6	59.4	59.8	60.5	61.2	61.8
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.3	0.2	0.3	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.7	2.8	2.8	3.0	2.7
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	2.9	3.0	3.1	3.3	3.0

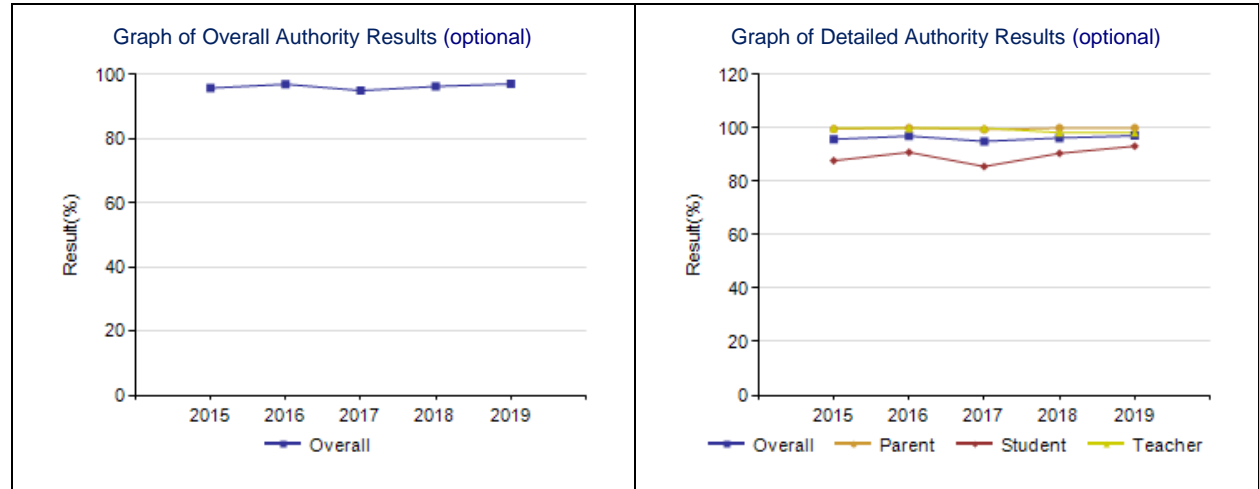
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

4. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Citizenship – Measure Details (OPTIONAL)

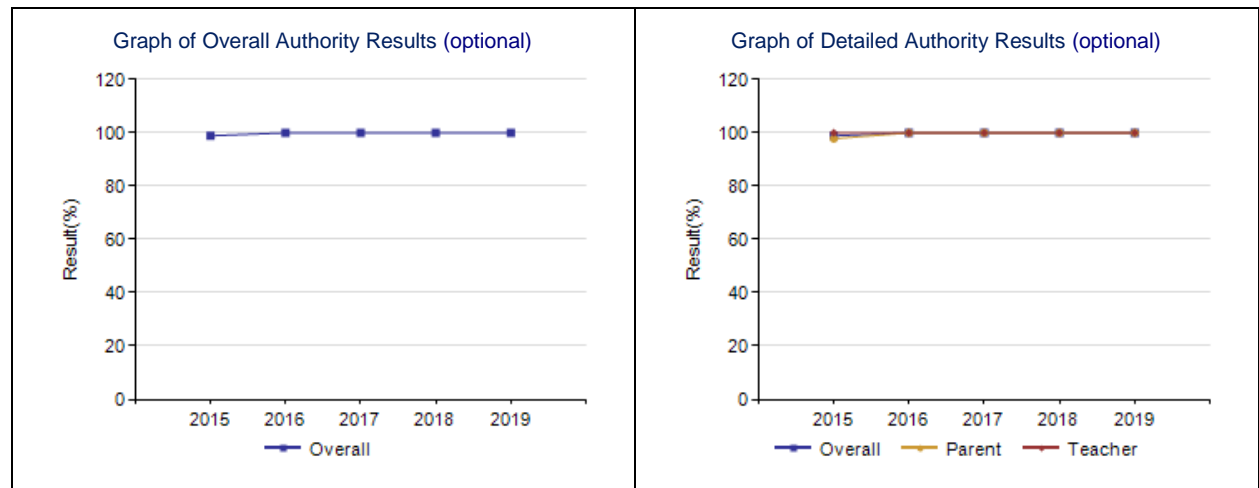
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	95.8	97.0	95.0	96.3	97.1	83.5	83.9	83.7	83.0	82.9
Teacher	100.0	100.0	100.0	98.3	98.2	94.2	94.5	94.0	93.4	93.2
Parent	99.6	100.0	99.4	100.0	100.0	82.1	82.9	82.7	81.7	81.9
Student	87.8	90.9	85.6	90.5	93.2	74.2	74.5	74.4	73.9	73.5



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Work Preparation – Measure Details (OPTIONAL)

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.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	98.9	100.0	100.0	100.0	100.0	82.0	82.6	82.7	82.4	83.0
Teacher	100.0	100.0	100.0	100.0	100.0	89.7	90.5	90.4	90.3	90.8
Parent	97.8	100.0	100.0	100.0	100.0	74.2	74.8	75.1	74.6	75.2

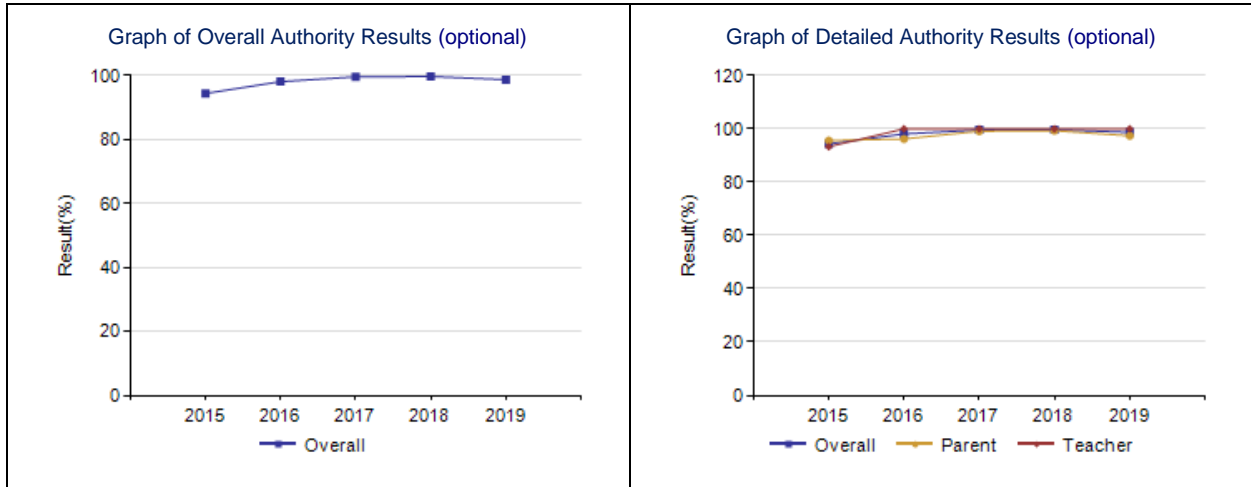


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Lifelong Learning – Measure Details (OPTIONAL)

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	94.4	98.1	99.6	99.7	98.7	70.0	70.7	71.0	70.9	71.4
Teacher	93.3	100.0	100.0	100.0	100.0	76.0	77.3	77.3	77.8	78.8
Parent	95.6	96.2	99.1	99.3	97.4	64.0	64.2	64.8	64.0	64.0



Notes:

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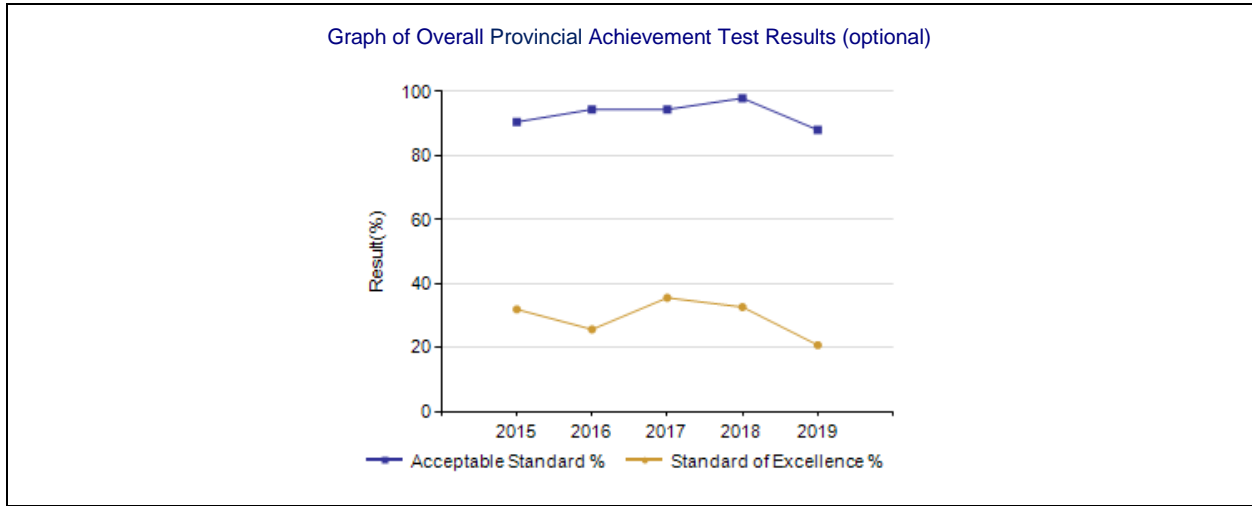
Provincial Achievement Test Results – Measure Details (OPTIONAL)

		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	100.0	35.7	100.0	21.7	100.0	29.4	100.0	18.2	95.8	16.7		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
French Language Arts 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7		
Français 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6		
Mathematics 6	Authority	100.0	42.9	95.7	21.7	100.0	47.1	100.0	36.4	87.5	41.7		
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0		
Science 6	Authority	100.0	78.6	100.0	52.2	100.0	76.5	100.0	63.6	95.8	33.3		
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6		
Social Studies 6	Authority	92.9	21.4	95.7	17.4	94.1	29.4	90.9	22.7	83.3	25.0		
	Province	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4		
English Language Arts 9	Authority	92.9	7.1	94.1	11.8	92.9	21.4	100.0	21.4	86.4	4.5		
	Province	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7		
K&E English Language Arts 9	Authority	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4		
French Language Arts 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3		
Français 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0		
Mathematics 9	Authority	78.6	14.3	94.1	35.3	85.7	21.4	100.0	28.6	81.8	4.5		

	Province	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0		
K&E Mathematics 9	Authority	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2		
Science 9	Authority	92.9	28.6	88.2	23.5	92.9	21.4	100.0	28.6	90.9	22.7		
	Province	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4		
K&E Science 9	Authority	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7		
Social Studies 9	Authority	71.4	35.7	82.4	17.6	85.7	28.6	92.9	35.7	81.8	13.6		
	Province	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6		
K&E Social Studies 9	Authority	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0		

Notes:

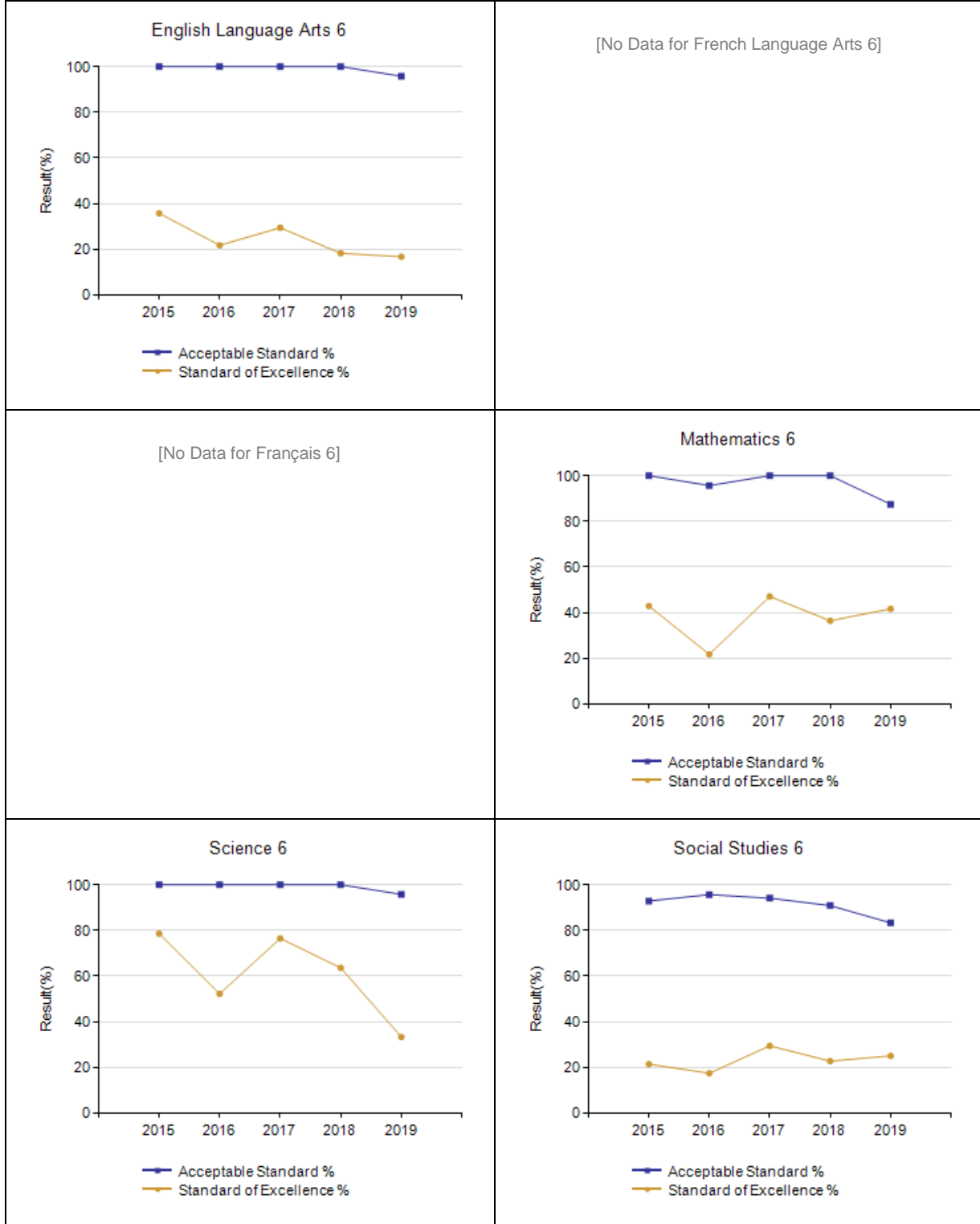
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.



Notes:

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Graph of Provincial Achievement Test Results by Course (optional)



Notes:

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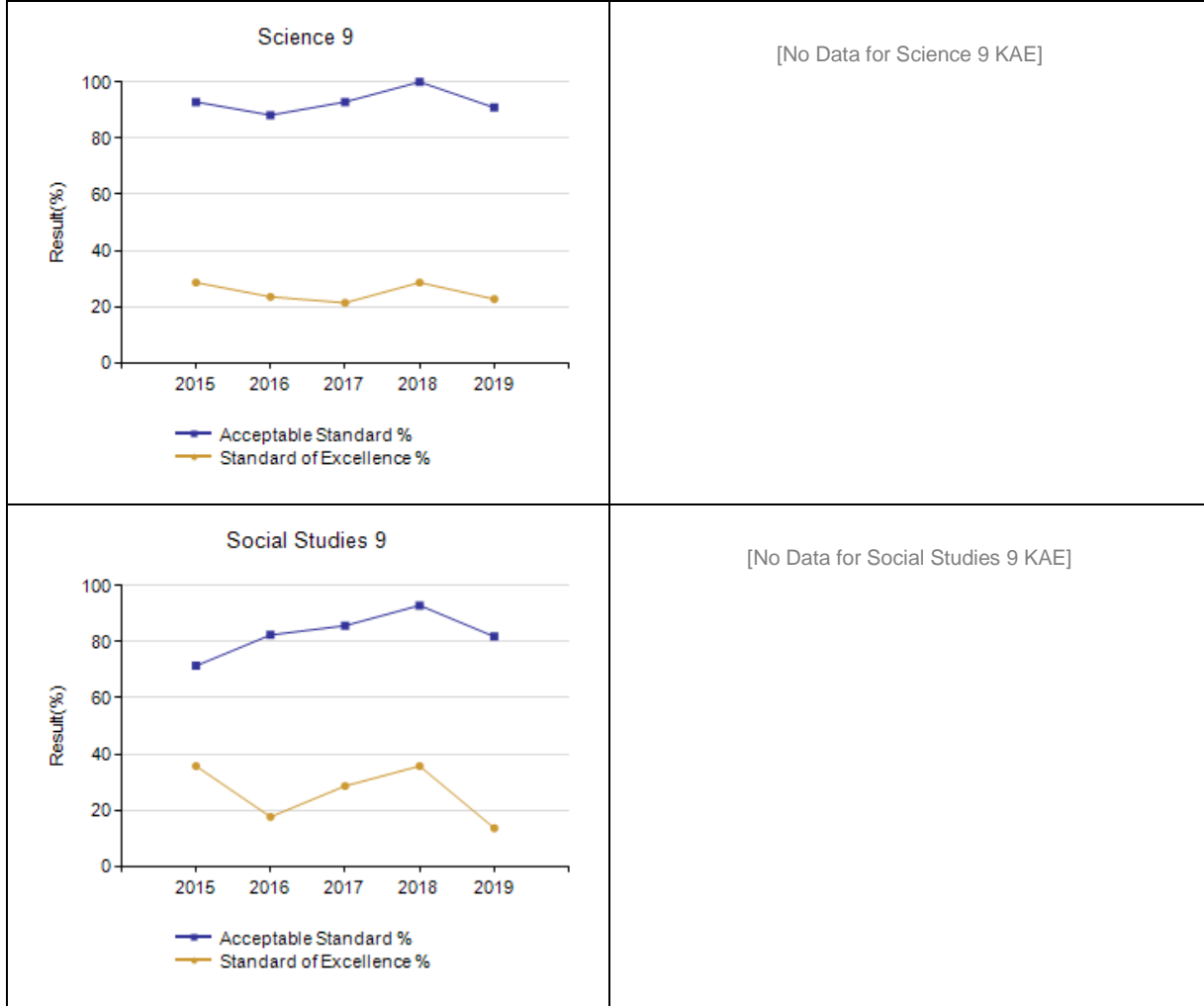
Graph of Provincial Achievement Test Results by Course (optional)

<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>2015</td> <td>92</td> <td>8</td> </tr> <tr> <td>2016</td> <td>94</td> <td>12</td> </tr> <tr> <td>2017</td> <td>92</td> <td>20</td> </tr> <tr> <td>2018</td> <td>100</td> <td>20</td> </tr> <tr> <td>2019</td> <td>86</td> <td>5</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2015	92	8	2016	94	12	2017	92	20	2018	100	20	2019	86	5	<p>[No Data for English Lang Arts 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2015	92	8																	
2016	94	12																	
2017	92	20																	
2018	100	20																	
2019	86	5																	
<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>2015</td> <td>78</td> <td>15</td> </tr> <tr> <td>2016</td> <td>94</td> <td>35</td> </tr> <tr> <td>2017</td> <td>85</td> <td>20</td> </tr> <tr> <td>2018</td> <td>100</td> <td>28</td> </tr> <tr> <td>2019</td> <td>81</td> <td>5</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2015	78	15	2016	94	35	2017	85	20	2018	100	28	2019	81	5	<p>[No Data for Mathematics 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2015	78	15																	
2016	94	35																	
2017	85	20																	
2018	100	28																	
2019	81	5																	

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Graph of Provincial Achievement Test Results by Course (optional)



Notes:

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2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)

		Can Reformed Sch - Neerlandia							Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	24	95.8	21	100.0	54,820	83.2	49,573	82.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	24	16.7	21	23.1	54,820	17.8	49,573	19.1
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	87.7	3,122	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	15.7	3,122	13.3
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	90.3	574	92.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	24.6	574	20.6
Mathematics 6	Acceptable Standard	High	Declined	Acceptable	24	87.5	21	98.6	54,778	72.5	49,502	71.5
	Standard of Excellence	Very High	Maintained	Excellent	24	41.7	21	35.1	54,778	15.0	49,502	13.5
Science 6	Acceptable Standard	Very High	Maintained	Excellent	24	95.8	21	100.0	54,879	77.6	49,520	77.9
	Standard of Excellence	High	Declined Significantly	Issue	24	33.3	21	64.1	54,879	28.6	49,520	28.9
Social Studies 6	Acceptable Standard	High	Declined	Acceptable	24	83.3	21	93.6	54,802	76.2	49,511	73.1
	Standard of Excellence	High	Maintained	Good	24	25.0	21	23.2	54,802	24.4	49,511	22.3
English Language Arts 9	Acceptable Standard	High	Maintained	Good	22	86.4	15	95.7	47,465	75.1	45,363	76.6
	Standard of Excellence	Very Low	Declined	Concern	22	4.5	15	18.2	47,465	14.7	45,363	14.9
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	57.4	1,551	58.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	5.4	1,551	6.0
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	82.9	2,758	82.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	12.3	2,758	10.6
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	88.6	380	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	26.0	380	25.1
Mathematics 9	Acceptable Standard	Very High	Declined	Good	22	81.8	15	93.3	46,764	60.0	44,959	64.7
	Standard of Excellence	Very Low	Declined Significantly	Concern	22	4.5	15	28.4	46,764	19.0	44,959	17.1
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,190	59.6	2,007	58.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,190	13.2	2,007	13.3
Science 9	Acceptable Standard	Very High	Maintained	Excellent	22	90.9	15	93.7	47,489	75.2	45,363	74.6
	Standard of Excellence	Very High	Maintained	Excellent	22	22.7	15	24.5	47,489	26.4	45,363	22.7
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,536	61.7	1,520	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,536	10.7	1,520	13.3
Social Studies 9	Acceptable Standard	Very High	Maintained	Excellent	22	81.8	15	87.0	47,496	68.7	45,366	66.1
	Standard of Excellence	Intermediate	Declined	Issue	22	13.6	15	27.3	47,496	20.6	45,366	19.9
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	55.9	1,501	56.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	15.0	1,501	12.8

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that 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 année	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
K&E English Language Arts 9	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 année	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
K&E Mathematics 9	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
K&E Science 9	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
K&E Social Studies 9	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%.
- 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

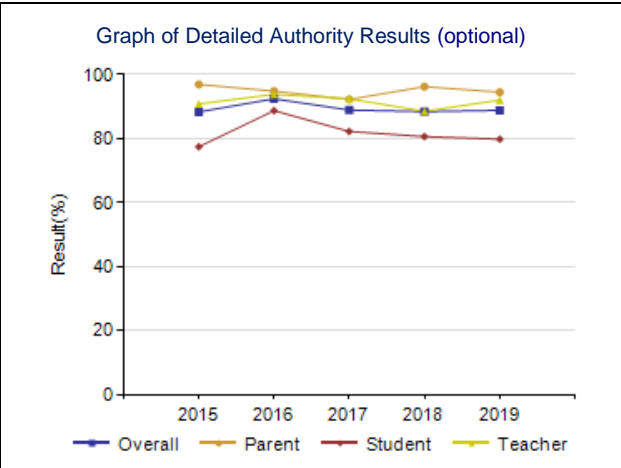
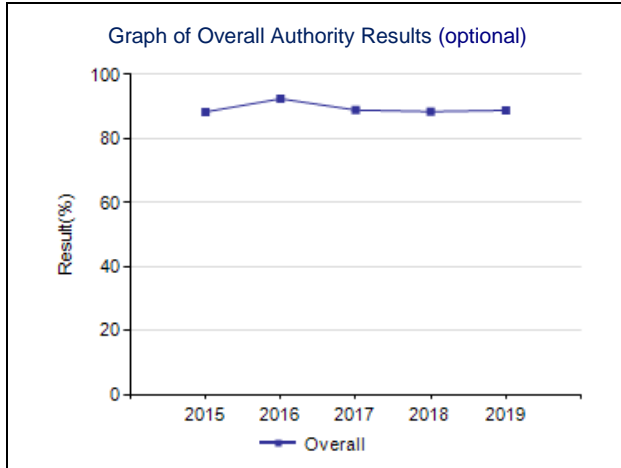
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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 (OPTIONAL)

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.

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	88.3	92.4	88.9	88.4	88.8	81.3	81.9	81.9	81.8	82.2
Teacher	90.8	93.8	92.4	88.5	92.0	87.2	88.1	88.0	88.4	89.1
Parent	96.9	94.8	92.2	96.2	94.5	79.9	80.1	80.1	79.9	80.1
Student	77.4	88.7	82.2	80.6	79.8	76.9	77.5	77.7	77.2	77.4



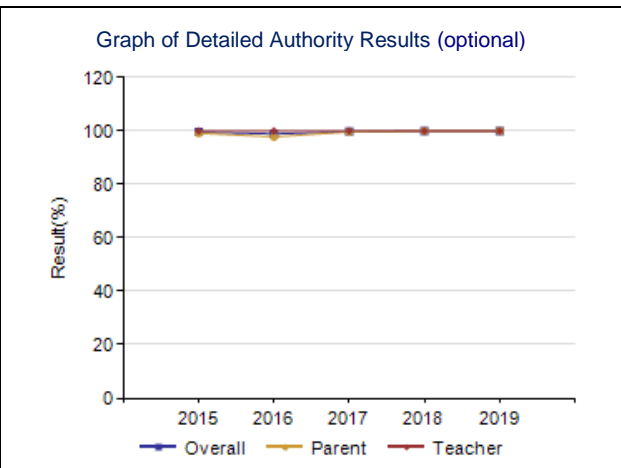
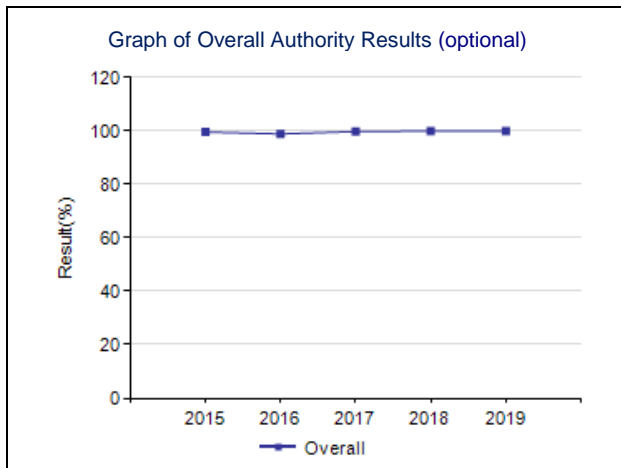
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Parental Involvement – Measure Details (OPTIONAL)

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

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	99.6	98.9	99.8	100.0	100.0	80.7	80.9	81.2	81.2	81.3
Teacher	100.0	100.0	100.0	100.0	100.0	88.1	88.4	88.5	88.9	89.0
Parent	99.2	97.8	99.7	100.0	100.0	73.4	73.5	73.9	73.4	73.6

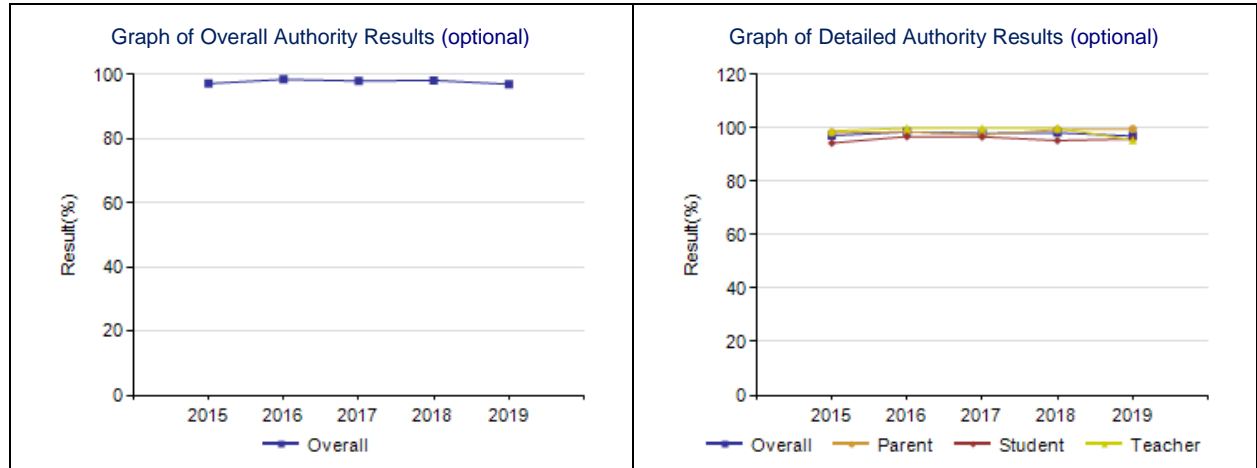


Notes:

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Education Quality – Measure Details (OPTIONAL)

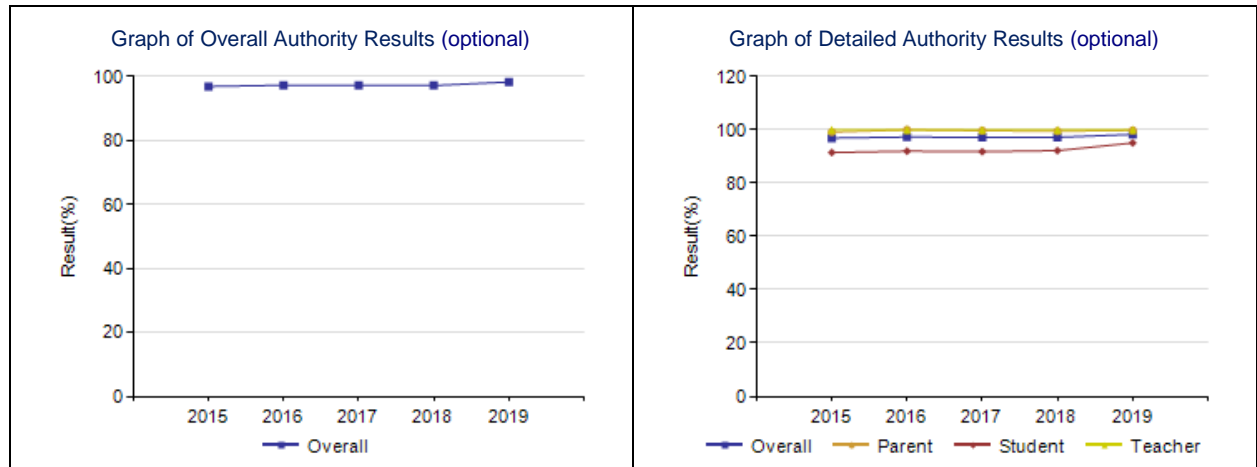
Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	97.2	98.5	98.0	98.2	97.0	89.5	90.1	90.1	90.0	90.2
Teacher	98.9	100.0	100.0	100.0	95.5	95.9	96.0	95.9	95.8	96.1
Parent	98.3	98.6	97.4	99.4	99.6	85.4	86.1	86.4	86.0	86.4
Student	94.4	96.8	96.7	95.3	95.9	87.4	88.0	88.1	88.2	88.1



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Safe and Caring – Measure Details (OPTIONAL)

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.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	96.9	97.3	97.2	97.2	98.3	89.2	89.5	89.5	89.0	89.0
Teacher	100.0	100.0	100.0	100.0	100.0	95.4	95.4	95.3	95.0	95.1
Parent	99.2	100.0	99.7	99.5	99.8	89.3	89.8	89.9	89.4	89.7
Student	91.5	92.0	91.8	92.2	95.1	83.0	83.4	83.3	82.5	82.3

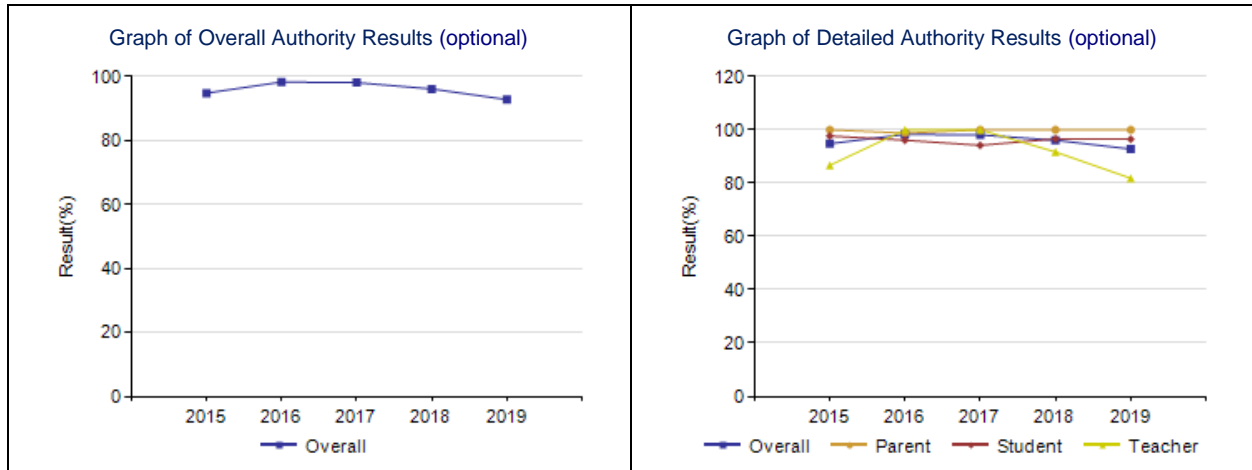


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

School Improvement – Measure Details (OPTIONAL)

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.

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	94.8	98.3	98.1	96.1	92.8	79.6	81.2	81.4	80.3	81.0
Teacher	86.7	100.0	100.0	91.7	81.8	79.8	82.3	82.2	81.5	83.4
Parent	100.0	98.8	100.0	100.0	100.0	78.5	79.7	80.8	79.3	80.3
Student	97.7	96.1	94.2	96.6	96.5	80.7	81.5	81.1	80.2	79.4



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.