



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

Combined 2019 Accountability Pillar Overall Summary

Measure Category	Measure	Wainwright High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	90.4	82.8	84.9	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	70.9	65.8	71.7	82.2	81.8	81.9	Low	Maintained	Issue
	Education Quality	86.6	80.6	83.8	90.2	90.0	90.1	Intermediate	Maintained	Acceptable
	Drop Out Rate	1.0	1.8	1.9	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	82.8	83.0	82.3	79.1	78.0	77.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	75.1	78.8	76.5	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	17.2	25.1	20.5	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	82.1	84.0	79.3	83.6	83.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	20.6	17.3	13.8	24.0	24.2	22.5	High	Improved	Good
	Diploma Exam Participation Rate (4+ Exams)	56.3	48.4	49.5	56.3	55.7	55.1	High	Maintained	Good
	Rutherford Scholarship Eligibility Rate	72.1	64.7	63.6	64.8	63.4	62.2	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	42.7	47.3	52.2	59.0	58.7	58.7	Low	Declined	Issue
	Work Preparation	71.1	61.2	68.0	83.0	82.4	82.6	Low	Maintained	Issue
	Citizenship	83.8	75.1	78.2	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	69.3	51.8	65.9	81.3	81.2	81.1	Very Low	Maintained	Concern
Continuous Improvement	School Improvement	79.4	62.5	69.9	81.0	80.3	81.0	High	Maintained	Good

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.

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.

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).	74.1	80.5	70.3	78.8	75.1	78	Intermediate	Maintained	Acceptable	80	80	81
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	21.2	16.4	20.1	25.1	17.2	22	Intermediate	Maintained	Acceptable	23	24	25

Comment on Results

(an assessment of progress toward achieving the target)

In examining the PAT results from the past years, they have been reasonably consistent. We have only had one year in the past 5 years where we achieved 80%. We would like to work on this and maintain at least a minimum of 80% acceptable standard. In addition, we will strive to achieve and maintain the 25% standard of excellence level.

Strategies

As a district, BTPS is focused on concept-based learning. Concept attainment is primarily about understanding how to use skills and knowledge in order to create a deeper understanding of over-arching concepts. Concepts are integral to organizing information mentally, by making connections between known information and new information into so-called mental file folders. Having a stockpile of concepts allows us so to attain information more easily, by sorting new information into conceptual frameworks that already exist, creating powerful retention and recall of new information. Ultimately, concept attainment has a very important role in one becoming a lifelong learner. Here at WHS, teachers are invested in creating more activities that are focused on concept-based learning. In our first district PL day of the teaching year, many of our teachers were inspired by the work of Tiffanee Brown and included the use of concept-based learning into their professional growth plans.

Beginning in grade 7 we are targeting literacy and numeracy. We purchased Star Reading as an assessment tool in order to identify the students struggling with reading. Research shows a direct correlation between literacy and numeracy. We have ordered Guided Reading materials and high interest and low difficulty reading level books for students with a reading deficit of greater than 2 years. We will be assigning guided reading groups among four teachers. This will happen during R2 time.

WHS is committed to restructuring our timetable for 2020-2021 school year by changing our semester Jr High classes into yearlong classes. We will be looking to incorporate 6 or 7 - 40-minute blocks per regular school week in order to meet or exceed the 100 hours of instruction required by Alberta Education. This will allow students to have the time required to learn, practice and transfer the learning concepts through direct instruction and concept-based learning strategies. However, if timetabling permits, we will look at providing Grade 9 students additional blocks of math instruction as a preparatory measure for High School.

Our 8/9 Knowledge and Employability students have been operating in separate classes. However, in order to embrace the Inclusive Education model of Alberta Education, we will be incorporating these students into regular classrooms while receiving adapted programming for each student's individual learning needs.

Research supports students writing exams in the morning, so as a result we will ensure all our exams are written in the mornings, followed by tutorials in the afternoon.

Since the beginning of 2019-2020 school year, we changed the R2 time from 2 days per week to everyday. Previously, students felt the two R2 times were "optional". We have stressed the importance of daily attendance and made this 30-minute block mandatory for all students. In addition, we have reinstated the RTI committee, which meets twice a month to discuss ways we can make this block of time more effective in reteaching and relearning. We will be sending 4 of our teachers to various schools in Alberta to learn from them how we can improve this block of time for students.

We also have incorporated monthly Collaborative Response Team meetings which are held for each grade level between teachers and the Inclusive Education teacher. These meetings are designed to discuss specific students experiencing difficulties in their learning and developing strategies to enhance learning through differentiated instruction and assessment.

Notes:

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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 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	78.0	73.0	81.1	84.0	82.1	83	Intermediate	Maintained	Acceptable	84	85	85
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	15.0	9.7	14.3	17.3	20.6	23	High	Improved	Good	24	25	25

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.	84.8	76.2	87.6	83.0	82.8	83	Very High	Maintained	Excellent	84	84	85
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	50.6	46.3	53.8	48.4	56.3	58	High	Maintained	Good	61	63	65
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.1	3.0	0.9	1.8	1.0	1.0	Very High	Maintained	Excellent	1.0	1.0	1.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	58.9	57.5	52.0	47.3	42.7	50	Low	Declined	Issue	53	56	59
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	68.3	57.8	64.7	72.1	72	High	Maintained	Good	72	72	72

Comment on Results

(an assessment of progress toward achieving the target)

Alberta students maintain an average of 83% in achieving acceptable standards in diploma results. We have reached over 80% in the past 3 years and have reached 84% once in the past 5 years. It will be important we meet at least the same or greater level of overall Alberta students.

We will strive to increase the standard of excellence results. Alberta students achieve at least 24% on average, we have only achieved 20% once in the past 5 years with one year reaching as low as 9.7%. This is an area we need to address.

High School Completion and Drop Out rates are both in the blue. We will continue to maintain low level drop out and celebrate this as one of our numerous successes in the past 5 years.

Regarding the number of students writing 3 or 4 diploma exams, WHS is dedicated to increasing the number of diploma exams from 3 to 4. Currently 80+ of our students are writing 3 Diplomas. However, we would like to increase the number from 3 to 4 diploma exams from the current 58% to at least 65%, which would put us higher than the Alberta average.

Somewhat troubling are the number of students who supposedly don't transition to some form of post-secondary training within 6 years of entering Gr 10. Currently, the report suggests we only have 42% going off to post-secondary. We believe it may be a result of students leaving Alberta to attend post-secondary in other provinces which are not calculated in our numbers. Some additional research will be required to ascertain if this indeed is the case.

Strategies

Our school has hosted the Alberta Post-Secondary Event multiple times and have offered information sessions for all the major universities/colleges and taken students to Try-A-Trade and other university information sessions or workshops. We also have a guidance counsellor who meets with many of the grade 12 graduates to review grad requirements and look at their plans and assist with registration for future programming. We also offer sessions on scholarships and student loan applications during R2 sessions, encouraging the accessibility of post-secondary schooling.

We also have many of our students doing work experience/RAP program/Green Certificate, which connects them with the working world and offers them the ability to make money while still in school. The goal for our work experience program is to prepare them for their post-secondary endeavours. It should also be noted that rural Alberta and the Wainwright area is different than urban centres. We have a large population of high paying oil and gas industry positions and agricultural workers - a lot of our students have families that have their own businesses or farm operations and can make a very good living staying at home.

It has been a long time since any of our students have competed at the Skills Canada competition at Lakeland College. We hope to have students go this year in April in the area of construction (carpentry). Our goal for the future is to make this a regular practice and promote the trades to our students.

A proactive approach was taken this year to increasing the number of students attending post-secondary schools, by inviting students in grade 11 and 12 to tour and meet academic advisors from three campuses in the local area. Encouraging students to see a variety of programs in our area and beyond will enhance awareness and we are hopeful to increase the number of students attending post-secondary schools.

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.	72.4	79.4	80.2	75.1	83.8	85	Very High	Maintained	Excellent	85	85	85

Comment on Results

(an assessment of progress toward achieving the target)

In assessing the data, it is important to acknowledge this data came from 18 parents and 6 teachers. We did not have any results from students. Of the 18 parents, 14 were parents to grade 7 students. 74% of these parents felt our school did enough to prepare students for citizenship.

Strategies

Previously, the Respect Matrix for Student Behaviour was something we have used in the school. This matrix included descriptions of what respect looked like for staff, peers, property and self. We need to revisit this document. As part of this process we need to assess what are consistent and clear consequences for behaviours displayed by students. One of things we are changing in respect to this is the practice of suspensions. In the past, when a student received a suspension from school, it meant they received a day or two at home. We are moving away from this practice to adopt an in-school suspension practice, not as a punitive measure but will demonstrate respect for all students in a fair and equitable way. Ultimately, we want to ensure that the entire student body and staff feel safe at school.

With the increase in automation, some of the jobs for which we have prepared students no longer exist or will not exist when they leave high school. The skills and behaviors that our students will need to survive in the work world cannot be learned by focussing on pure content. They will need to have the ability to search out information that is current and to discriminate as to which information is from trustworthy sources. Our goal is to reduce our reliance on mass produced resources so that learning outcomes can be taught using a variety of online resources. The increase in the number of chrome books in our school allows students the opportunity to access those resources. Additionally, the work we are doing as a school on assessment is also focussed on ensuring that those learning outcomes which require higher level thinking are prioritized, communicated clearly to students, assessed with consistency (common assessments and rubric development), with an emphasis on formative assessment. Another vital part of that work is having well-articulated plans for re-teaching and intervention when students are not mastering those outcomes.

Our students are involved in several volunteer activities that model active citizenship with our school, community and province. Students volunteer with the elementary school, local food bank, homeless shelters and local senior residences, offering mentorship to a variety of age groups and needs.

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.

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

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone schools only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	*	*	54.2		Very Low	n/a	n/a			
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).	*	*	*	*	8.3		Very Low	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	*	72.0	*	*	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	*	24.0	*	*	*		*	*	*			

Comment on Results

(an assessment of progress toward achieving the target)

We have a low First Nation, Metis, and Inuit population at WHS. The data is an extremely low sample and it is difficult to assess properly or determine as a valid sample. In addition, we have no baseline from which to compare from previous years. However, despite the low First nations, Metis, and Inuit population, we strive to work on creating greater awareness in this area.

Strategies

However, with the new Teacher Quality Standards and its heightened focus on understanding of Indigenous ways of knowing and learning, we are working to create greater awareness of First Nations, Metis, and Inuit traditions, values and culture among our staff and teachers. In addition, we acknowledge the traditional territory at each of our formal functions.

We are committed to the development and application of foundational knowledge about First Nations, Métis and Inuit for the benefit of all students. We will understand the historical, social, economic, and political implications of the treaties and agreements with First Nations; the legislation and agreements negotiated with Métis; and the residential schools and their legacy. In addition, we will support student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education. We will promote each teacher to use the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and to support the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit.

We are promoting Aboriginal Studies 10, 20, and 30 for students to take online with Google Classroom at WHS.

Notes:

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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.
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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)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	*	*	100.0	*	*		*	*	*			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	*	*	66.7	*	*		*	*	*			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	7.7	5.2	0.0	0.0	4.0		High	Maintained	Good			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	*	*	*	*		*	*	*			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	*	66.7	*	*		*	*	*			

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

Once again, low numbers, and no previous years to show a trend or pattern.

Strategies

- Notes:
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 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.	72.7	76.2	73.0	65.8	70.9	77	Low	Maintained	Issue	80	82	84

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

We would like to say the results are directly related to having no student survey results, however, the numbers are consistent with student data in previous years. What is interesting is the number of parents who responded saying they are unhappy with the variety of programming available to their students. 18 parent surveys were completed with the following results: 33% are satisfied with our offerings of additional languages; 20% are satisfied with our offering of Drama; 72% are satisfied with our offerings of computers; 80+% of parents were happy with our Art, Music, Health, and Physical Education programming. However, what is interesting only 72% of our parents were satisfied with the variety of programming offered to our students.

What is interesting is the data from the teachers supports the claim we need to address our language and drama programming. In each category only 17% of our teachers were satisfied with our programming in these two areas. We look to improve our second language offerings and have drama offered in the Jr High options upcoming schedule.

Strategies

WHS needs to focus on building a strong CTS (shop), Band/Art and Foods programs with the excellent facilities and resources we have in the school. This would mean a commitment to proper funding and timetabling so students can predict what they will have access to continue in future years.

Our athletic programs have performed extremely well at the Junor High level. Once again WHS was the recent recipient of the BTPS Supremacy Award. It is often difficult to fund all required programs, so we rely on the "Wall of Support" for additional funds required in order to keep costs down for our students and their families. We appreciate the number of community coaches who dedicate their time to our ever-growing number of sport teams.

WHS offers tremendous opportunities in Music, Leadership, Physical Education, and Art, however, we see the need to offer opportunities for students who would like to explore a second language. BTPS is forming a partnership program with a district in France, providing opportunities for our students to communicate with other students abroad and possibly even collaborate in common classroom activities. This is an exciting adventure into utilizing the technologies that are readily available to us. With digital communication tools, sharing learning experiences in otherwise remote locations is very possible. With more access in the area of communication, there is an increased exposure to other languages.

In addition, this year we have provided a Junior High Drama class with the students having the opportunity to perform in front of the WES students. Our goal is to promote the drama resulting in more Junior High students participating leading to the creation of a drama program in Senior High.

- 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.

Outcome Four: Alberta’s 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.	81.5	84.5	87.4	82.8	90.4	90	Very High	Maintained	Excellent	90	90	90
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	78.9	85.4	85.3	80.6	86.6	90	Intermediate	Maintained	Acceptable	90	90	90
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.	73.2	67.5	75.2	61.2	71.1	80	Low	Maintained	Issue	83	84	85
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>	76.8	77.3	76.8	68.4	77.8	77	n/a	n/a	n/a	78	79	80
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	59.9	68.6	77.1	51.8	69.3	75	Very Low	Maintained	Concern	76	78	80
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.	65.1	73.4	73.8	62.5	79.4	81	High	Maintained	Good	82	82	82

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

82% of individuals who responded to the survey felt WHS was a safe place for their children to attend.

86.6% were satisfied with the quality of basic education.

71.1% are satisfied students are being taught the attitudes and behaviors required to be successful after they finish school.

77.8 % of parents and teachers are satisfied with students demonstrating the knowledge, skills, and attitudes necessary for lifelong learning.

69.3% of teachers and parents are satisfied with parental involvement in decisions about their child's education.

79.4 % of teachers, parents and students indicated their school and schools in their jurisdiction have improved or stayed the same the last three years.

We have set the goals to bring us up to or exceed the provincial averages.

Strategies

Our administration and staff understand it is imperative to model the behaviour in school we would like our student body to exhibit. Knowing this, we are practicing a restorative justice model in response to student behaviour requiring administrative action. We understand providing a response is an example of how to act caringly and empathetically. We will establish a culture focused on building relationships. Ultimately, when we have strong relationships, our community feels safe. We mentor these behaviours in activities that include, but not limited to: extracurricular sports teams covering the major sporting seasons, Games Clubs, GSA meetings, Student's Union, Leadership and Commando Clans.

Currently we have the potential to use our *Swiftsure* digital communication platform to reach parents/guardians and students en masse. We have a strong practice at WHS of communicating classroom timelines with digital calendars. Teachers make contact through emails and are increasing the frequency of phone calls to establish strong communications with parents/guardians. By continuing to have parents/guardians involved with student work, such as editing writing, checking homework, or completing at-home cooking projects, there is an increase in parental involvement.

We would like to increase the number of parents attending our Student Success Meetings. At WHS, there is a well-established social media presence, including Facebook and Instagram. Social media presence has been increased this year with new staff members being added to the management, as well as adding more Twitter presence utilizing the #BTPS28. Starting this year, we have been releasing a monthly newsletter. WHS is committed to increasing our communication to parents/guardians and the public. Our Newsletter is a growing attempt to cover the different and new activities, both inside and outside of class.

We host a monthly schoolwide assembly, where we discuss a Virtue of the Month for each student and staff member to work on and develop in their lives. We believe the way we address issues of bullying and school climate and culture is by promoting respect, kindness, gratitude, truthfulness, care, self-discipline, cooperation, and hope. There is far too much negativity in the world, and as school leaders and mentors, we need to model a positive language with our students.

This year we are putting together a Mentorship Program. Students from grades 10 – 12 will be paired up with students in grade 7 – 9. This is a volunteer program but comes with the possibility of earning up to 5 CTS credits. This is in addition to the leadership activities several of our students are currently involved in at the school. Mentorship in schools has been shown to create a positive climate for students and be extremely beneficial in the long-term for both the Mentor and the Mentee.

Grade nine students are invited to meet with the Guidance Counselor in May before entering grade 10. Parents are also encouraged to partake in this meeting, which looks at the different pathways of high school, including the many programs Buffalo Trail Public Schools offers. Students are also introduced to post-secondary requirements, scholarships and programming and go through course selection for grade ten.

Students in grade seven help the grade six students to transition into the high school during the last quarter of the school year. Providing grade six students with an understanding of classroom structure, use of lockers and technology, meeting new staff and demonstrating a safe and caring building. This helps to eliminate the nervousness of starting their secondary education in a new building.

Notes:

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APPENDIX – Measure Details (OPTIONAL)

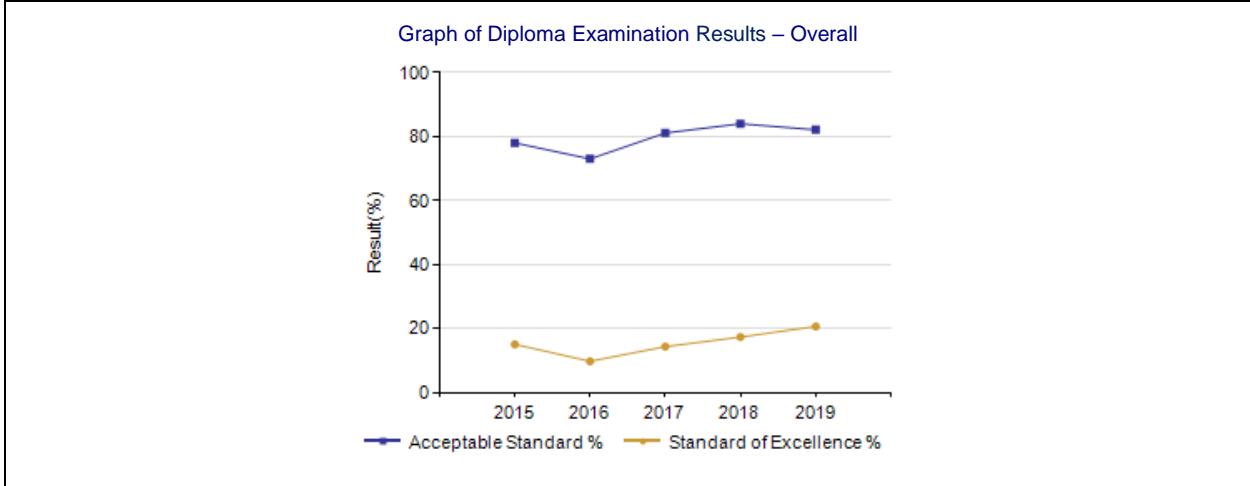
The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	81.3	12.5	73.8	2.4	87.5	5.0	80.0	5.0	79.5	7.7		
	Authority	87.6	7.8	82.7	4.0	84.6	4.0	88.4	5.2	87.8	6.8		
	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	School	76.7	3.3	85.7	10.7	85.2	3.7	89.5	0.0	93.3	6.7		
	Authority	89.2	7.0	92.9	10.6	90.5	10.3	93.5	13.0	88.7	13.2		
	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	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1		
Français 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5		
Mathematics 30-1	School	86.7	26.7	57.1	14.3	50.0	10.0	85.7	35.7	80.0	30.0	80	30
	Authority	76.2	22.6	68.5	17.8	64.6	24.6	77.9	22.1	71.2	26.0		
	Province	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1		
Mathematics 30-2	School	61.1	16.7	50.0	0.0	52.9	5.9	70.0	25.0	79.2	16.7	70	15
	Authority	70.4	20.9	75.2	18.1	68.7	19.1	73.7	19.3	76.1	14.7		
	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	School	81.3	12.5	63.4	4.9	76.7	6.7	93.1	13.8	82.4	14.7		
	Authority	84.8	10.9	79.0	3.8	84.6	4.8	91.9	14.1	89.8	12.5		
	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	School	70.0	3.3	83.3	0.0	68.8	6.3	78.6	0.0	85.7	0.0		
	Authority	87.3	17.1	92.0	17.2	86.3	13.7	79.3	11.6	81.6	17.1		
	Province	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2		
Biology 30	School	80.0	20.0	82.6	4.3	100.0	23.1	84.6	26.9	74.1	29.6		
	Authority	84.7	26.0	86.0	17.4	79.3	18.5	87.3	24.7	74.8	21.3		
	Province	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5		
Chemistry 30	School	87.0	17.4	72.7	18.2	100.0	44.0	81.8	36.4	100.0	55.6		
	Authority	69.1	11.7	77.4	15.5	75.5	23.9	65.7	20.2	73.1	26.1		
	Province	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5		
Physics 30	School	72.7	27.3	66.7	11.1	100.0	22.2	88.9	33.3	70.0	40.0		
	Authority	72.3	10.8	77.3	15.9	86.8	18.4	73.2	14.3	73.9	26.1		
	Province	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5		
Science 30	School	81.3	37.5	92.3	42.3	96.0	32.0	91.7	25.0	80.0	35.0		
	Authority	87.2	23.1	87.1	30.6	98.4	29.5	87.1	27.4	87.7	28.1		
	Province	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2		

Notes:

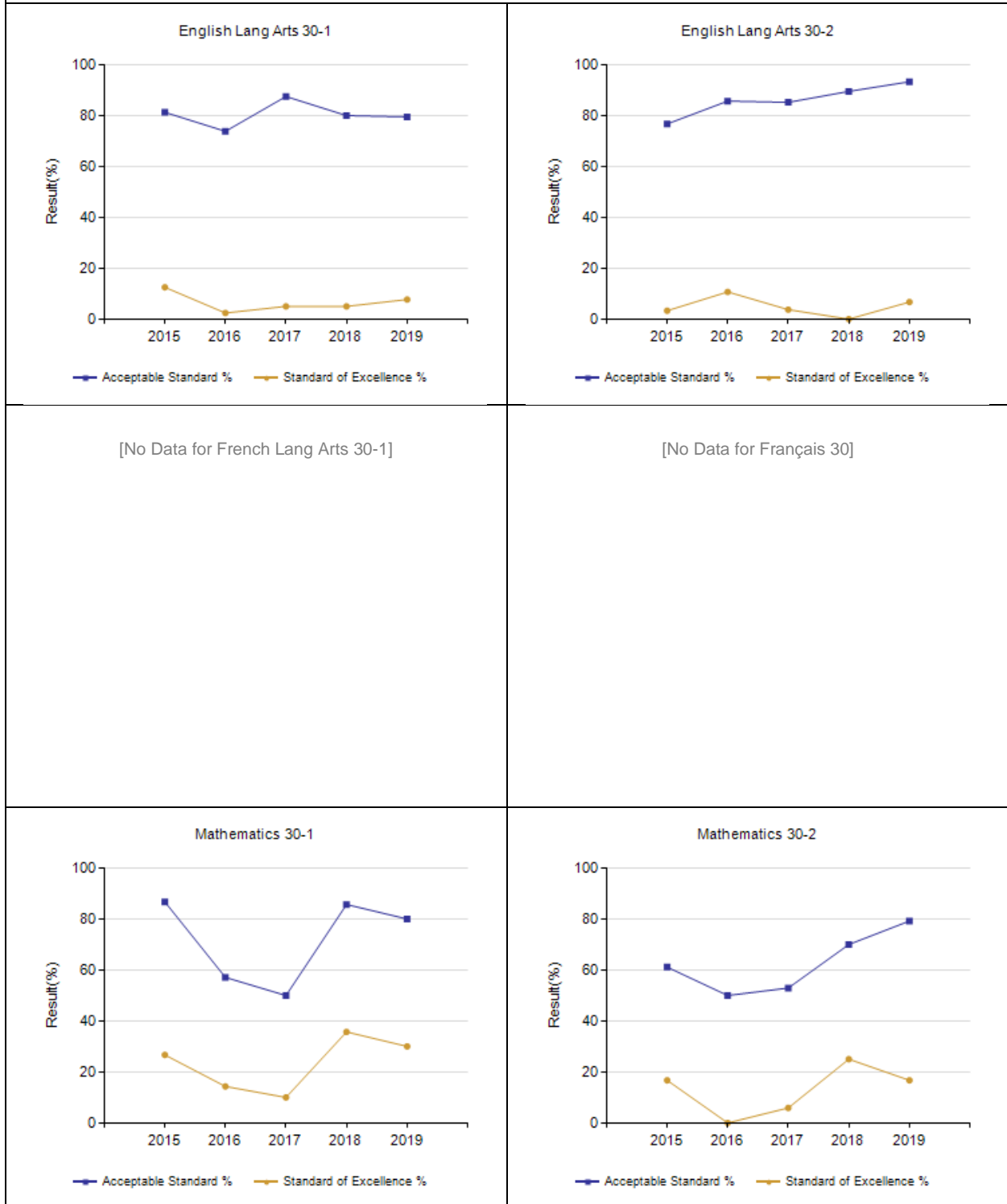
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution 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:

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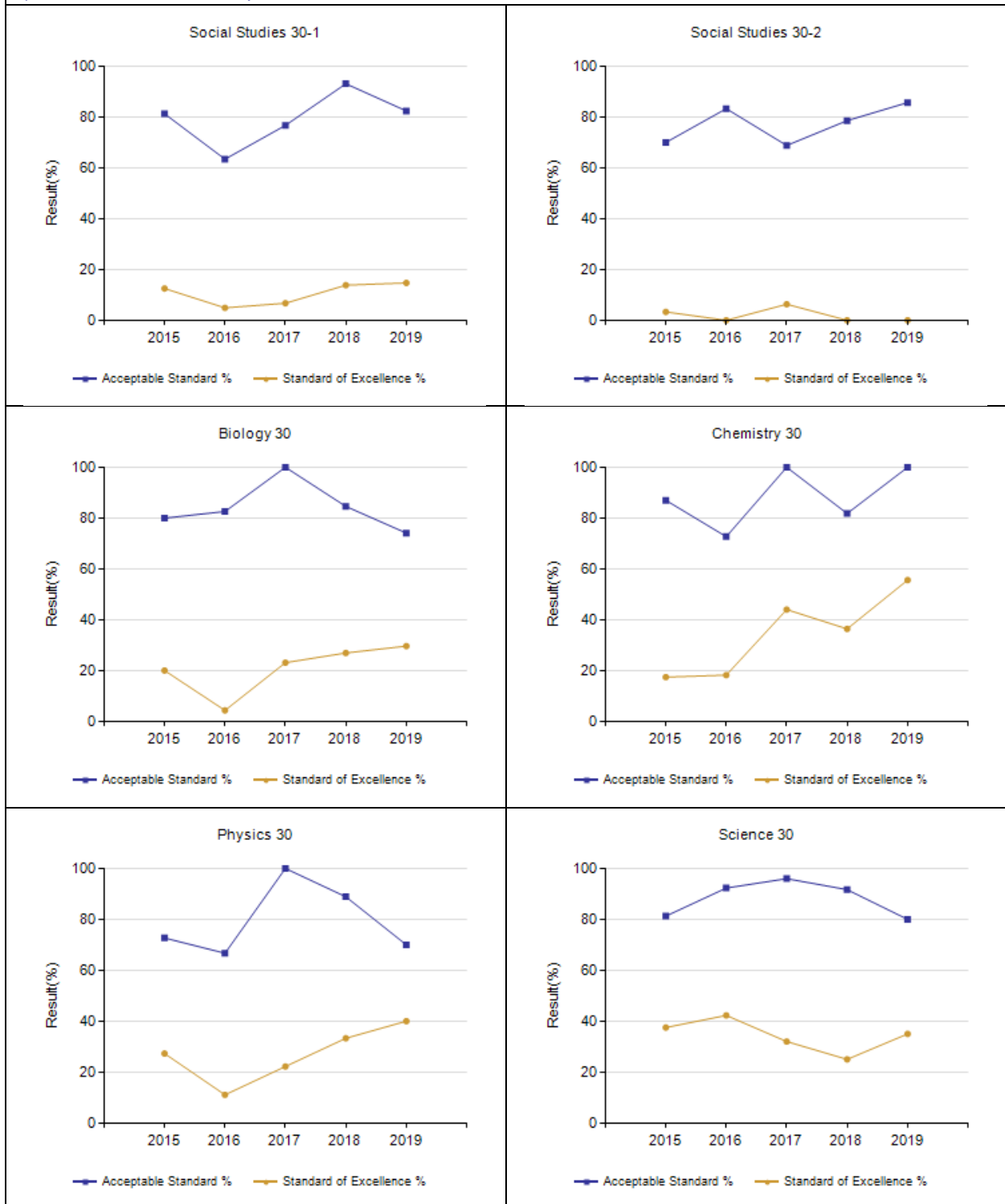
Diploma Examination Results by Course



Notes:

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Diploma Examination Results by Course



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Diploma Examination Results Course By Course Summary With Measure Evaluation

Course		Measure		Wainwright High School						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	Very Low	Maintained	Concern	39	79.5	41	80.4	29,832	86.8	30,091	86.9		
	Standard of Excellence	Intermediate	Maintained	Acceptable	39	7.7	41	4.1	29,832	12.3	30,091	11.9		
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	15	93.3	25	86.8	16,640	87.1	16,563	88.9		
	Standard of Excellence	Low	Maintained	Issue	15	6.7	25	4.8	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	n/a	n/a	n/a	10	80.0	16	64.3	19,389	77.8	20,337	73.9		
	Standard of Excellence	n/a	n/a	n/a	10	30.0	16	20.0	19,389	35.1	20,337	30.6		
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	24	79.2	22	57.6	14,465	76.5	14,107	74.8		
	Standard of Excellence	n/a	n/a	n/a	24	16.7	22	10.3	14,465	16.8	14,107	16.4		
Social Studies 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	34	82.4	33	77.7	21,610	86.6	22,179	85.7		
	Standard of Excellence	High	Maintained	Good	34	14.7	33	8.4	21,610	17.0	22,179	15.6		
Social Studies 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	21	85.7	28	76.9	20,758	77.8	20,078	80.2		
	Standard of Excellence	Very Low	Maintained	Concern	21	0.0	28	2.1	20,758	12.2	20,078	12.6		
Biology 30	Acceptable Standard	Low	Declined	Issue	27	74.1	21	89.1	22,442	83.9	22,853	85.3		
	Standard of Excellence	High	Maintained	Good	27	29.6	21	18.1	22,442	35.5	22,853	33.8		
Chemistry 30	Acceptable Standard	Very High	Improved	Excellent	18	100.0	23	84.8	18,525	85.7	18,929	82.7		
	Standard of Excellence	Very High	Improved	Excellent	18	55.6	23	32.8	18,525	42.5	18,929	37.2		
Physics 30	Acceptable Standard	Low	Maintained	Issue	10	70.0	9	85.2	9,247	87.5	9,974	85.9		
	Standard of Excellence	High	Maintained	Good	10	40.0	9	22.2	9,247	43.5	9,974	41.7		
Science 30	Acceptable Standard	Intermediate	Declined	Issue	20	80.0	25	93.3	9,676	85.7	9,180	84.9		
	Standard of Excellence	High	Maintained	Good	20	35.0	25	33.1	9,676	31.2	9,180	29.2		

Notes:

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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

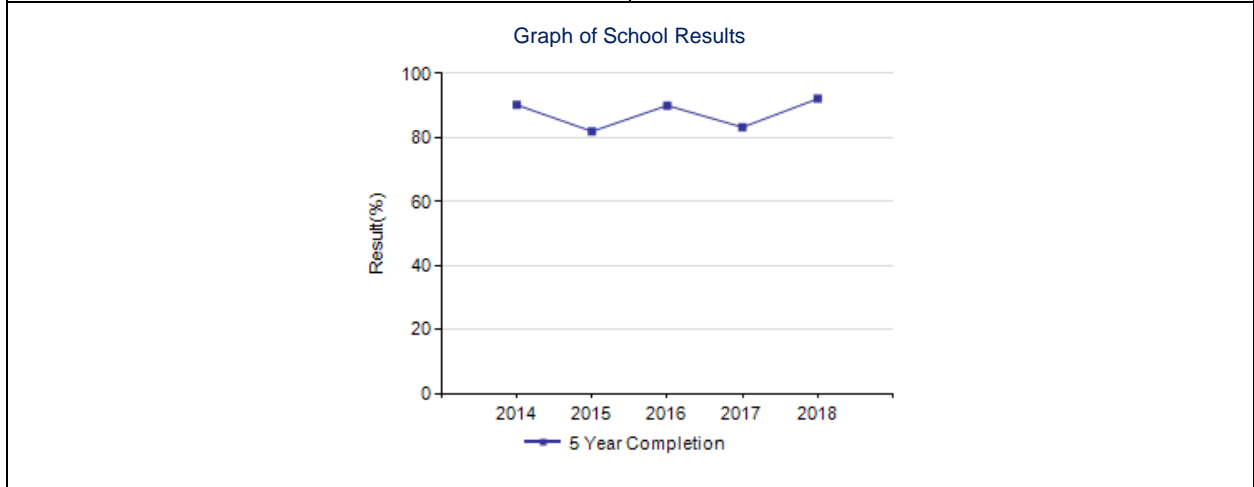
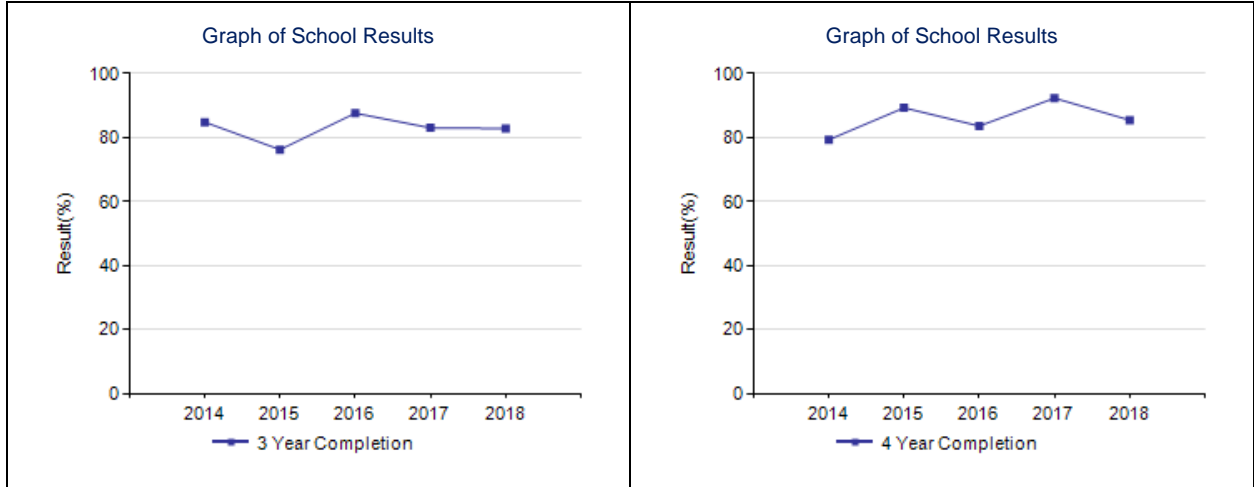
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
3 Year Completion	84.8	76.2	87.6	83.0	82.8	85.2	89.1	91.7	86.4	88.2	76.5	76.5	78.0	78.0	79.1
4 Year Completion	79.3	89.3	83.6	92.3	85.4	86.7	88.7	91.4	93.7	88.1	79.9	81.0	81.2	82.6	82.7
5 Year Completion	90.2	81.9	90.0	83.2	92.1	92.1	88.5	89.8	90.9	93.9	82.0	82.1	83.2	83.4	84.8



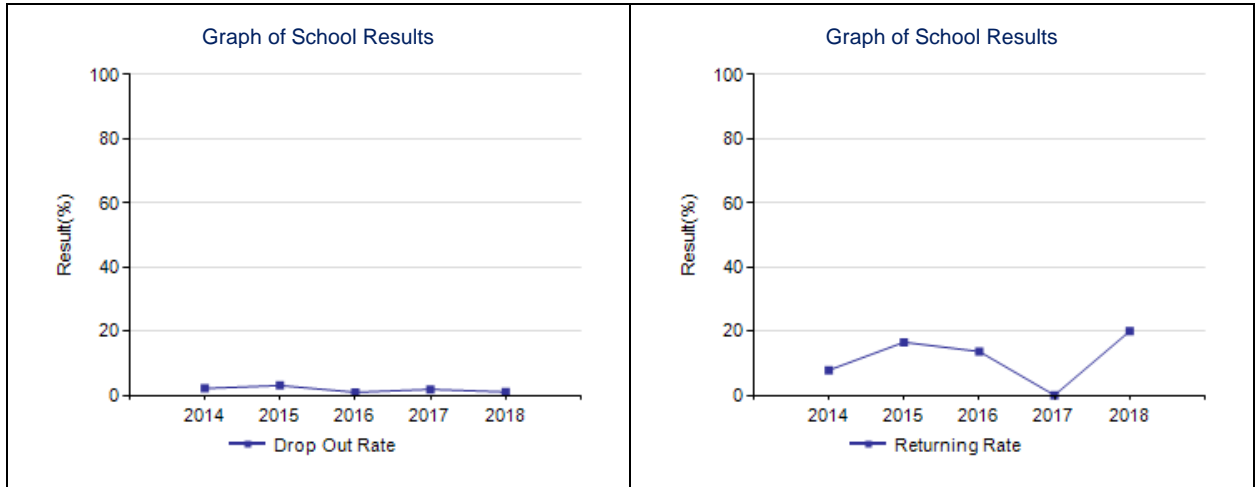
Notes:

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

Drop Out Rate - annual dropout rate of students aged 14 to 18

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Drop Out Rate	2.1	3.0	0.9	1.8	1.0	2.2	1.8	0.5	1.1	1.2	3.5	3.2	3.0	2.3	2.6
Returning Rate	7.8	16.5	13.6	0.0	20.0	13.0	14.1	13.2	44.3	27.5	20.9	18.2	18.9	19.9	22.7



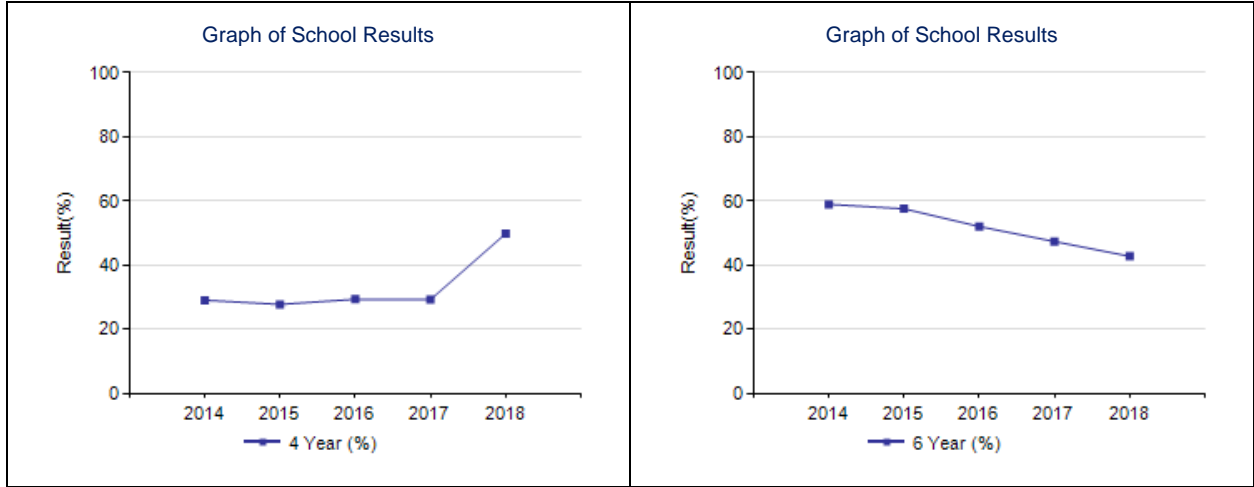
Notes:

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

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
4 Year Rate	29.0	27.7	29.3	29.2	49.8	42.8	48.9	47.8	47.7	48.7	38.3	37.0	37.0	39.3	40.1
6 Year Rate	58.9	57.5	52.0	47.3	42.7	65.7	67.6	59.4	63.5	64.0	59.7	59.4	57.9	58.7	59.0



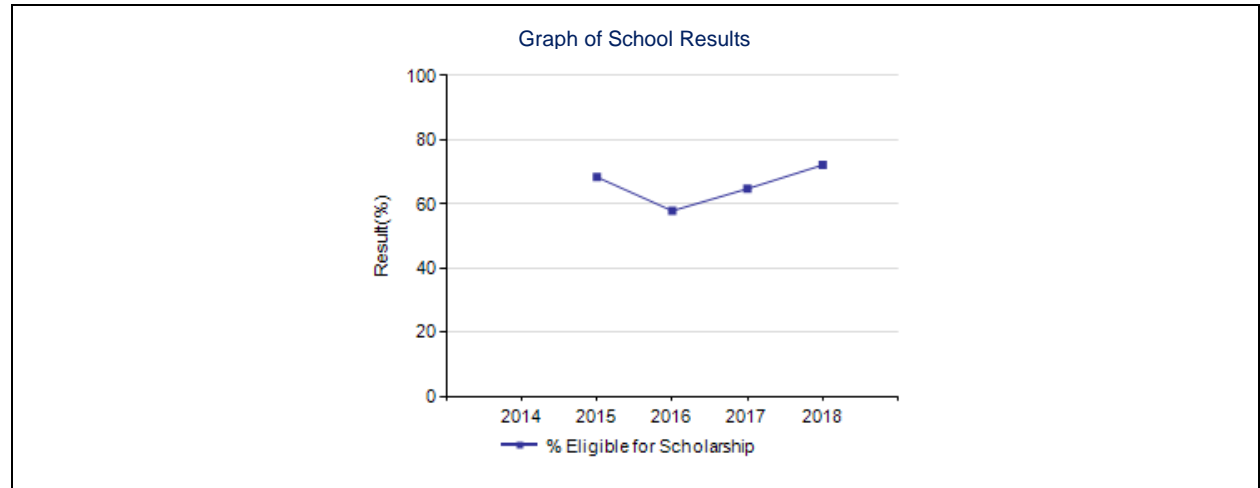
Notes:

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

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Rutherford Scholarship Eligibility Rate	n/a	68.3	57.8	64.7	72.1	n/a	62.6	66.5	70.8	71.6	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	60	40	66.7	37	61.7	20	33.3	41	68.3
2016	64	35	54.7	25	39.1	14	21.9	37	57.8
2017	51	31	60.8	25	49.0	17	33.3	33	64.7
2018	61	43	70.5	35	57.4	26	42.6	44	72.1



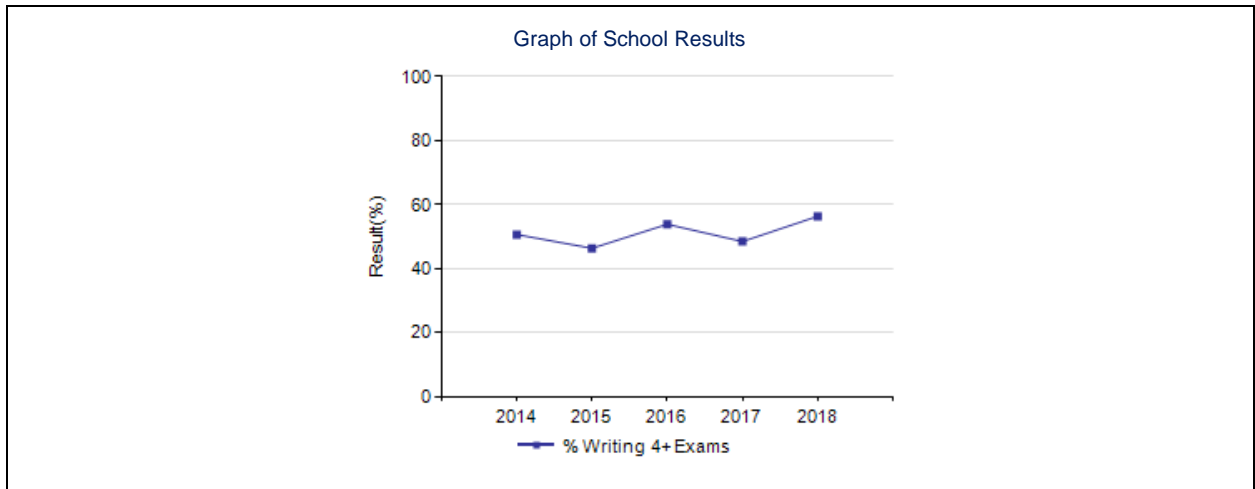
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
% Writing 0 Exams	11.4	10.3	7.8	11.4	10.9	10.9	7.8	9.3	12.3	9.4	15.7	15.7	15.0	14.8	14.2
% Writing 1+ Exams	88.6	89.7	92.2	88.6	89.1	89.1	92.2	90.7	87.7	90.6	84.3	84.3	85.0	85.2	85.8
% Writing 2+ Exams	83.5	86.7	92.2	84.4	89.1	86.4	90.7	90.4	85.8	89.6	81.4	81.2	82.0	82.3	83.0
% Writing 3+ Exams	63.3	49.3	61.5	54.0	62.5	67.8	64.0	63.9	62.0	66.3	65.0	64.7	65.2	66.1	66.8
% Writing 4+ Exams	50.6	46.3	53.8	48.4	56.3	56.0	55.3	54.6	52.6	59.9	54.4	54.6	54.9	55.7	56.3
% Writing 5+ Exams	40.5	31.4	44.6	36.0	46.9	38.6	39.6	40.4	35.7	45.1	36.3	37.1	37.5	37.8	38.7
% Writing 6+ Exams	21.5	14.9	16.9	12.5	12.5	14.0	16.7	10.9	13.3	13.5	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.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
English Language Arts 30-1	54.3	44.9	55.2	46.7	62.5	44.7	45.9	47.1	46.5	49.8	54.0	53.2	54.0	55.0	56.3
English Language Arts 30-2	30.9	37.7	34.3	36.0	28.1	40.2	44.3	41.9	37.3	38.9	28.0	28.7	28.7	28.8	27.8
Total of 1 or more English Diploma Exams	84.0	82.6	88.1	82.7	89.1	84.0	89.3	87.7	83.2	88.4	79.7	79.5	80.1	80.9	81.1
Social Studies 30-1	43.2	46.4	56.7	41.3	48.4	29.9	28.3	34.1	29.7	36.2	45.1	43.5	45.1	44.9	45.0
Social Studies 30-2	40.7	39.1	34.3	41.3	39.1	55.0	60.4	53.9	55.1	52.8	35.2	36.7	35.8	36.4	37.1
Total of 1 or more Social Diploma Exams	84.0	85.5	89.6	82.7	87.5	84.9	88.7	87.7	84.8	88.7	79.6	79.5	80.3	80.7	81.4
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	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	0.0	0.0	0.0	0.0	0.0
Mathematics 30-1	30.9	20.3	19.4	22.7	26.6	30.8	23.0	23.7	19.6	26.6	37.3	37.1	36.4	35.5	36.5
Mathematics 30-2	18.5	24.6	40.3	25.3	29.7	29.6	34.6	36.0	35.4	34.9	21.4	22.4	23.7	25.1	24.9
Total of 1 or more Math Diploma Exams	49.4	44.9	59.7	48.0	54.7	58.9	57.2	59.7	54.7	60.8	57.0	57.6	58.3	58.6	59.3
Biology 30	37.0	27.5	34.3	29.3	37.5	45.3	44.7	39.3	39.6	46.2	41.4	40.6	40.7	41.7	42.7
Chemistry 30	28.4	30.4	31.3	28.0	37.5	38.4	40.6	39.6	34.8	44.5	34.7	35.7	35.6	35.1	35.8
Physics 30	18.5	14.5	11.9	10.7	15.6	18.7	19.2	12.3	13.3	15.6	20.0	19.9	19.3	18.6	18.7
Science 30	38.3	23.2	35.8	30.7	34.4	11.8	11.0	17.9	18.0	15.9	12.8	14.1	15.7	16.9	17.0
Total of 1 or more Science Diploma Exams	61.7	49.3	53.7	50.7	62.5	61.3	58.8	57.5	56.6	63.5	59.4	59.8	60.5	61.2	61.8
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.2	0.3	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.7	2.8	2.8	3.0	2.7

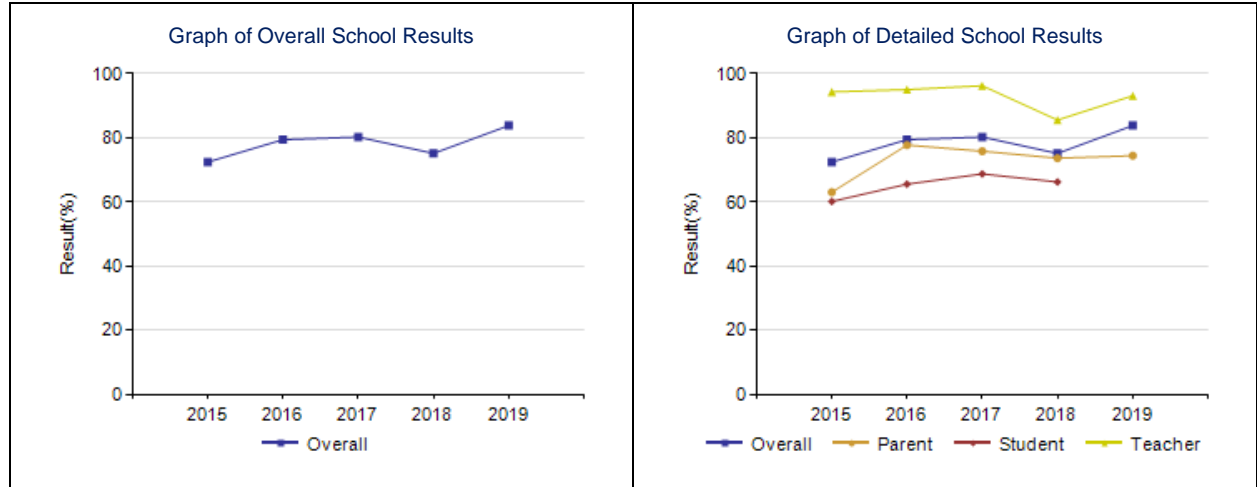
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.9	3.0	3.1	3.3	3.0
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Notes:

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.
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

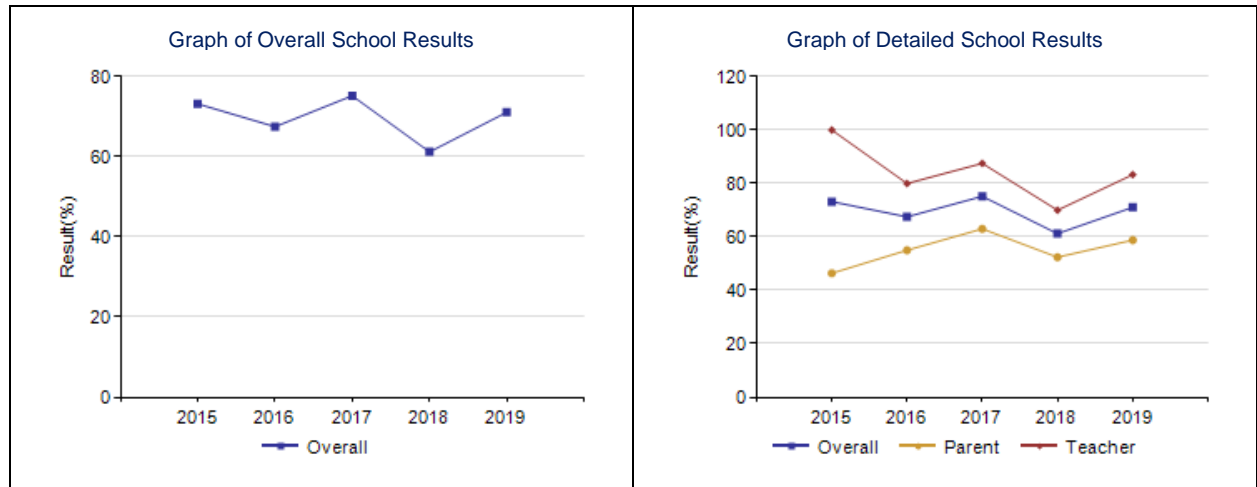
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	72.4	79.4	80.2	75.1	83.8	78.9	83.8	83.9	82.2	83.8	83.5	83.9	83.7	83.0	82.9
Teacher	94.3	95.0	96.2	85.5	93.1	93.3	97.3	97.0	95.3	96.1	94.2	94.5	94.0	93.4	93.2
Parent	63.0	77.7	75.8	73.6	74.4	74.3	81.0	79.9	79.1	80.7	82.1	82.9	82.7	81.7	81.9
Student	60.1	65.5	68.7	66.2	n/a	69.2	73.0	74.6	72.2	74.8	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/TTFM (Tell Them From Me) survey tool.

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	73.2	67.5	75.2	61.2	71.1	76.8	82.8	81.5	80.7	83.5	82.0	82.6	82.7	82.4	83.0
Teacher	100.0	80.0	87.5	70.0	83.3	93.7	94.7	95.2	93.4	96.0	89.7	90.5	90.4	90.3	90.8
Parent	46.4	55.0	63.0	52.4	58.8	60.0	70.9	67.8	68.0	71.0	74.2	74.8	75.1	74.6	75.2

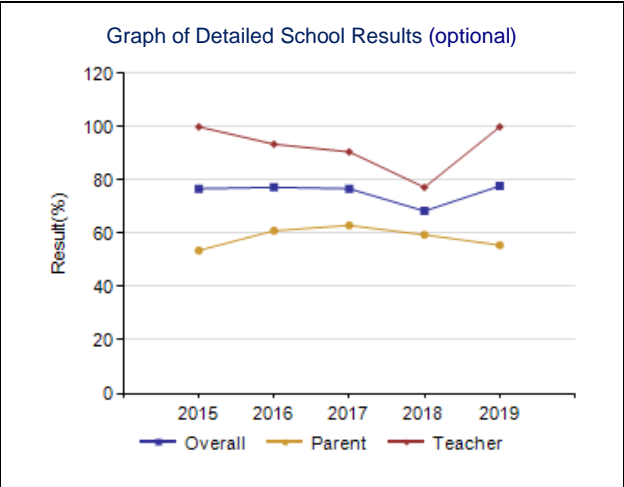
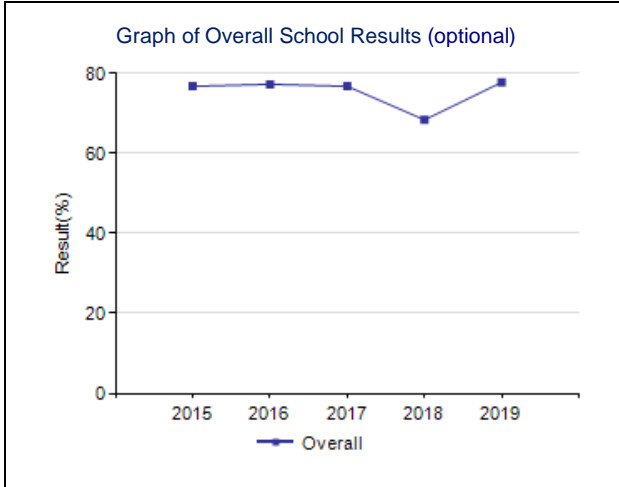


- Notes:
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Lifelong Learning – Measure Details (OPTIONAL)

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	76.8	77.3	76.8	68.4	77.8	72.8	76.6	76.4	77.2	76.2	70.0	70.7	71.0	70.9	71.4
Teacher	100.0	93.5	90.6	77.3	100.0	87.7	87.2	87.6	90.3	89.1	76.0	77.3	77.3	77.8	78.8
Parent	53.6	61.0	63.0	59.5	55.6	58.0	66.0	65.2	64.1	63.3	64.0	64.2	64.8	64.0	64.0



Notes:

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Provincial Achievement Test Results – Measure Details

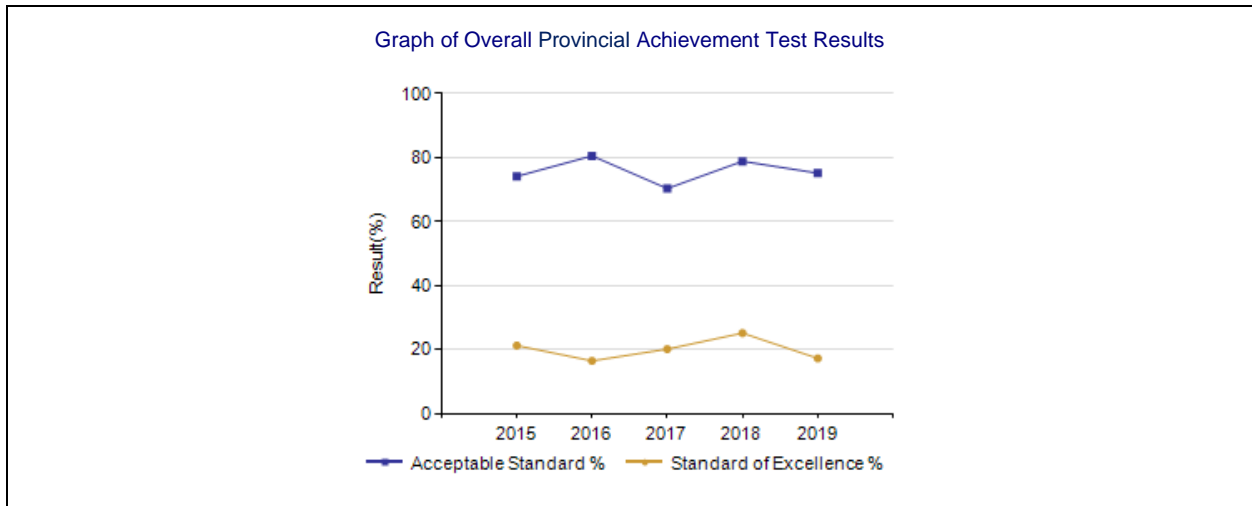
PAT Course by Course Results by Number Enrolled.

		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	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	84.9	18.4	88.3	19.3	90.6	19.1	86.7	16.0	88.8	13.4			
	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	School	n/a	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	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	School	n/a	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	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	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	72.0	10.5	76.2	12.6	74.2	13.8	75.0	11.3	74.8	14.0			
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0			
Science 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	82.6	27.0	85.5	26.8	85.3	33.1	81.1	26.9	82.0	28.8			
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6			
Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	71.4	15.8	79.5	23.2	80.6	24.9	80.4	22.9	79.0	22.7			
	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	School	73.8	4.9	85.5	14.5	63.9	13.1	79.6	12.2	81.1	15.1			
	Authority	75.7	10.9	77.7	12.4	77.5	12.1	78.3	13.0	77.9	10.9			
	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	School	100.0	25.0	88.9	11.1	*	*	*	*	53.8	0.0			
	Authority	88.2	17.6	94.1	11.8	27.3	9.1	71.4	0.0	59.1	4.5			

	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	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	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3		
Français 9 année	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	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0		
Mathematics 9	School	76.3	20.3	79.6	14.8	79.7	20.3	73.5	20.4	64.2	13.2	65	15
	Authority	70.1	14.6	73.7	12.6	73.8	15.9	66.1	10.6	59.3	12.7		
	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	School	66.7	22.2	80.0	20.0	*	*	*	*	69.2	7.7	65	15
	Authority	68.4	15.8	90.9	22.7	82.4	29.4	33.3	0.0	65.5	10.3		
	Province	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2		
Science 9	School	80.3	24.6	78.2	18.2	76.7	20.0	87.8	32.7	86.8	32.1		
	Authority	83.0	23.6	80.1	20.6	80.1	16.9	82.6	23.2	80.4	23.0		
	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	School	100.0	62.5	88.9	44.4	*	*	*	*	75.0	16.7		
	Authority	87.5	43.8	83.3	22.2	38.5	7.7	50.0	12.5	80.8	7.7		
	Province	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7		
Social Studies 9	School	62.7	28.8	75.0	16.1	68.9	24.6	72.9	35.4	76.9	15.4		
	Authority	66.2	19.5	64.1	17.6	70.3	18.0	66.4	21.7	68.8	14.5		
	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	School	55.6	22.2	87.5	0.0	*	*	*	*	66.7	16.7		
	Authority	61.1	27.8	87.5	6.3	*	*	50.0	16.7	66.7	19.0		
	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:

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.

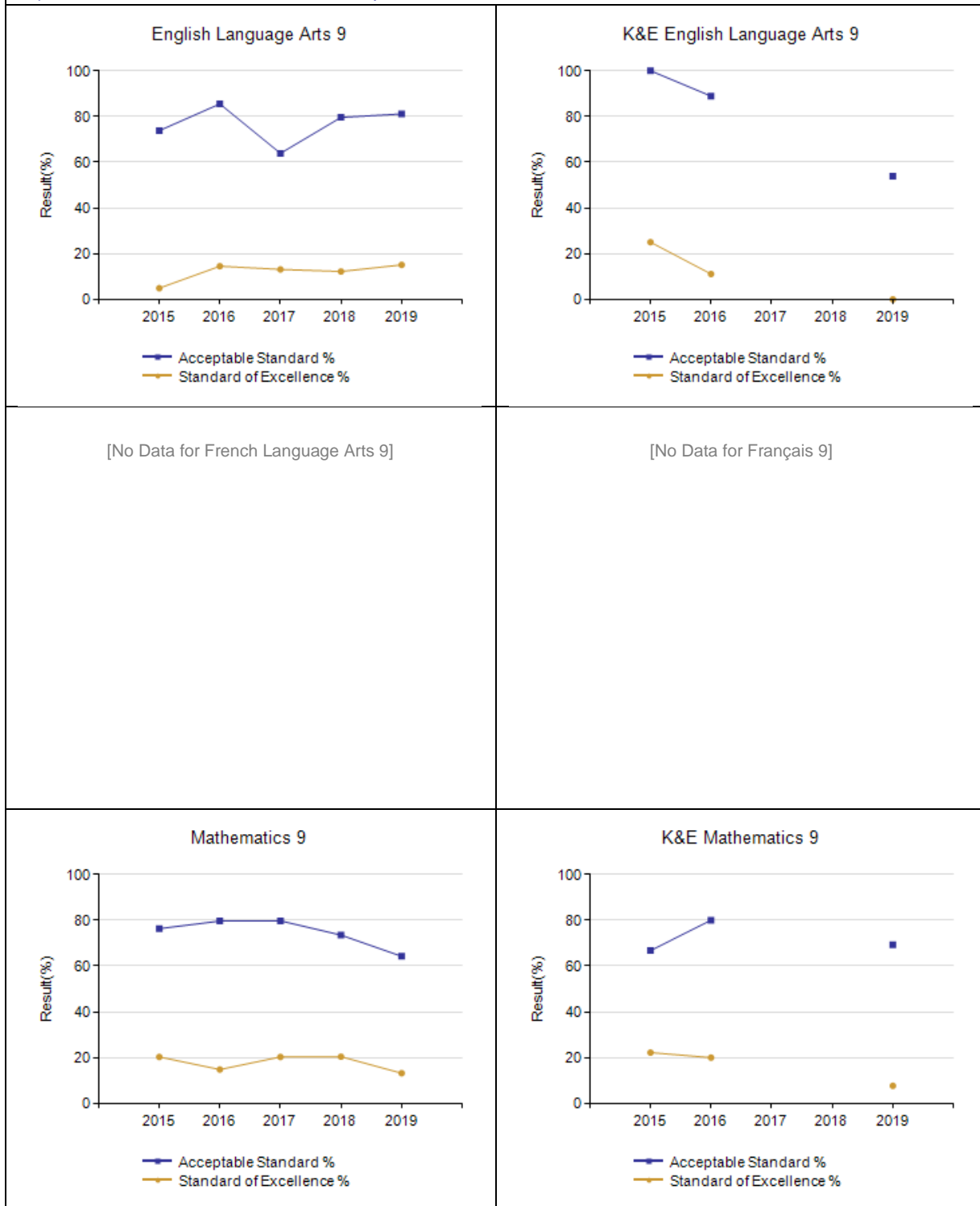
Graph of Provincial Achievement Test Results by Course

<p>[No Data for English Language Arts 6]</p>	<p>[No Data for French Language Arts 6]</p>
<p>[No Data for Français 6]</p>	<p>[No Data for Mathematics 6]</p>
<p>[No Data for Science 6]</p>	<p>[No Data for Social Studies 6]</p>

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.
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.

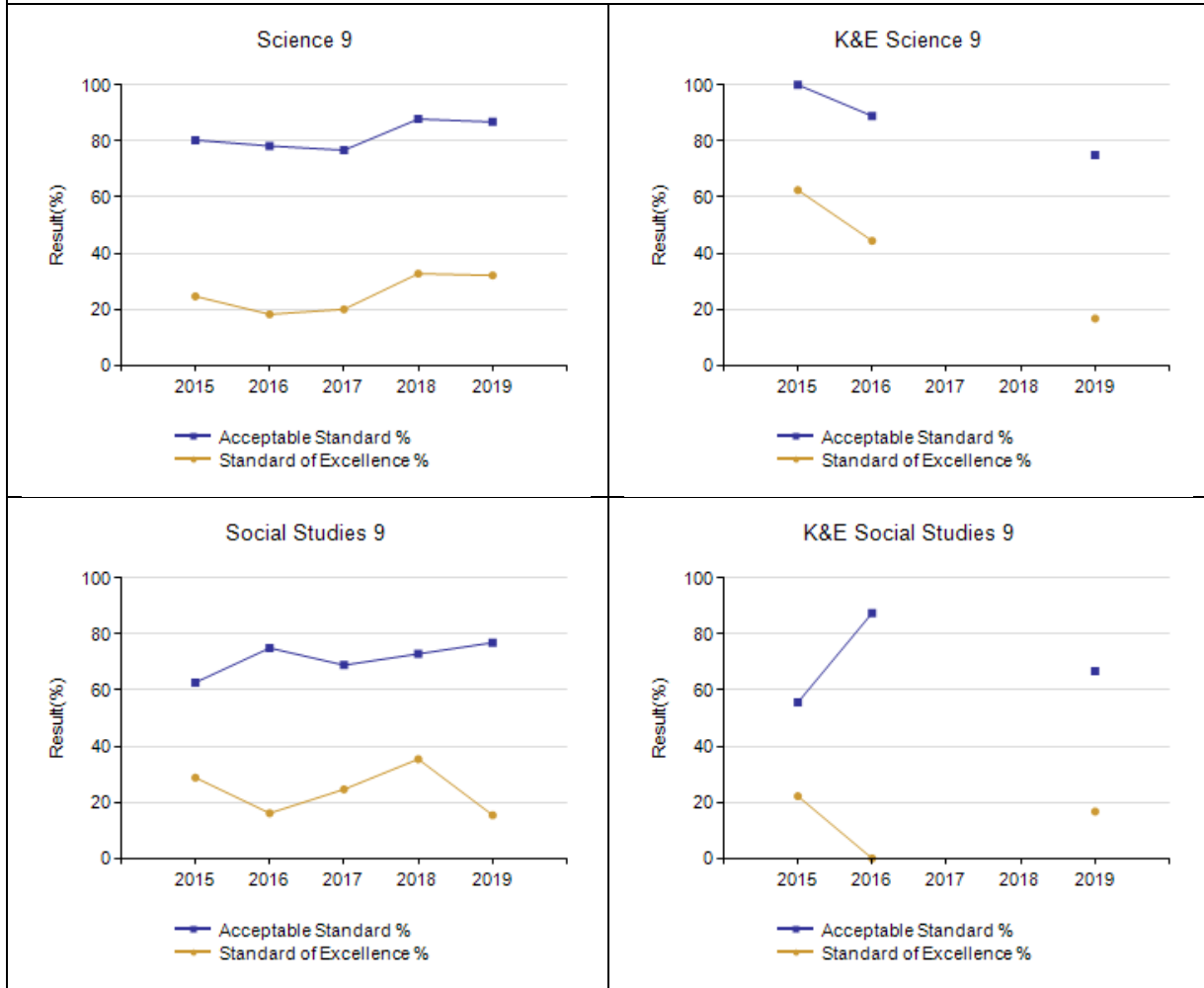
Graph of Provincial Achievement Test Results by Course



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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Graph of Provincial Achievement Test Results by Course



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PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Wainwright High School							Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54,820	83.2	49,573	82.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54,778	72.5	49,502	71.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54,778	15.0	49,502	13.5
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54,879	77.6	49,520	77.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54,879	28.6	49,520	28.9
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54,802	76.2	49,511	73.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54,802	24.4	49,511	22.3
English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	53	81.1	55	76.3	47,465	75.1	45,363	76.6
	Standard of Excellence	High	Maintained	Good	53	15.1	55	13.3	47,465	14.7	45,363	14.9
K&E English Language Arts 9	Acceptable Standard	Low	Declined	Issue	13	53.8	9	88.9	1,569	57.4	1,551	58.1
	Standard of Excellence	Low	Declined	Issue	13	0.0	9	11.1	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	Intermediate	Declined	Issue	53	64.2	54	77.6	46,764	60.0	44,959	64.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	53	13.2	54	18.5	46,764	19.0	44,959	17.1
K&E Mathematics 9	Acceptable Standard	Intermediate	Maintained	Acceptable	13	69.2	10	80.0	2,190	59.6	2,007	58.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	13	7.7	10	20.0	2,190	13.2	2,007	13.3
Science 9	Acceptable Standard	Very High	Maintained	Excellent	53	86.8	55	80.9	47,489	75.2	45,363	74.6
	Standard of Excellence	Very High	Maintained	Excellent	53	32.1	55	23.6	47,489	26.4	45,363	22.7
K&E Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	12	75.0	9	88.9	1,536	61.7	1,520	64.1
	Standard of Excellence	Intermediate	Declined	Issue	12	16.7	9	44.4	1,536	10.7	1,520	13.3
Social Studies 9	Acceptable Standard	High	Maintained	Good	52	76.9	55	72.3	47,496	68.7	45,366	66.1
	Standard of Excellence	Intermediate	Declined	Issue	52	15.4	55	25.4	47,496	20.6	45,366	19.9
K&E Social Studies 9	Acceptable Standard	Intermediate	Declined	Issue	12	66.7	8	87.5	1,466	55.9	1,501	56.5
	Standard of Excellence	Intermediate	Improved	Good	12	16.7	8	0.0	1,466	15.0	1,501	12.8

Notes:

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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:

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 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

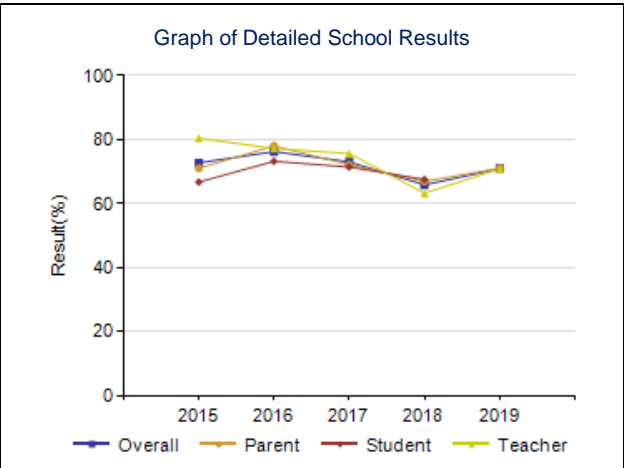
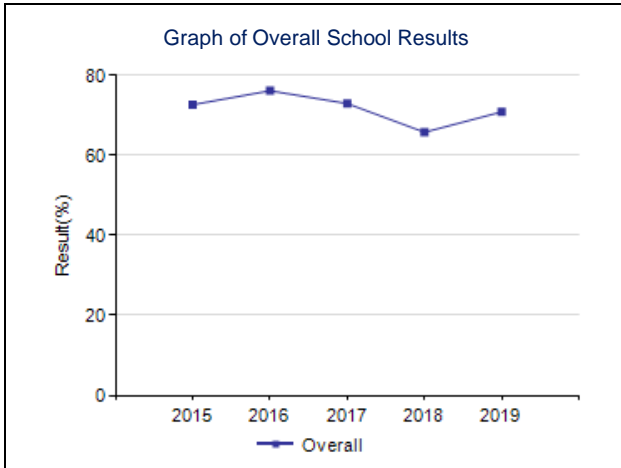
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	72.7	76.2	73.0	65.8	70.9	70.8	74.9	73.7	71.1	71.5	81.3	81.9	81.9	81.8	82.2
Teacher	80.4	77.2	75.6	63.2	70.8	81.9	84.7	83.0	79.9	80.3	87.2	88.1	88.0	88.4	89.1
Parent	71.0	78.0	72.1	66.9	71.0	68.0	74.5	73.1	70.1	71.9	79.9	80.1	80.1	79.9	80.1
Student	66.7	73.2	71.4	67.5	n/a	62.5	65.4	65.0	63.4	62.3	76.9	77.5	77.7	77.2	77.4



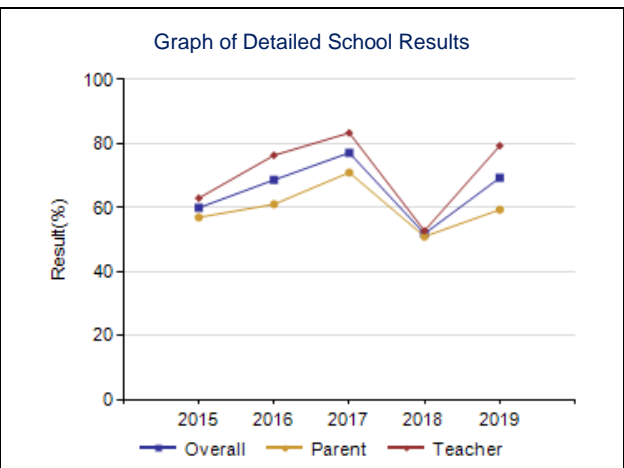
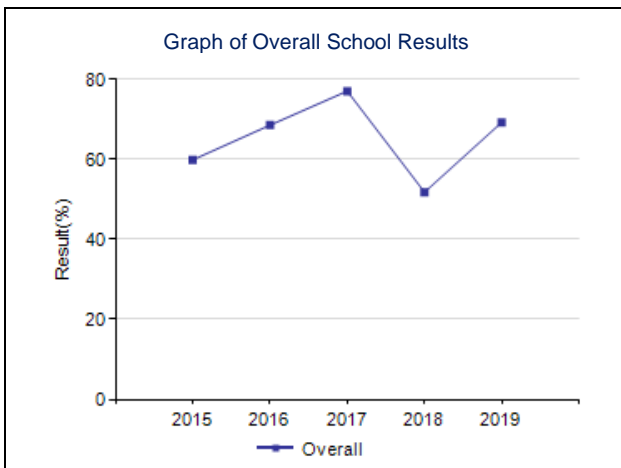
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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	59.9	68.6	77.1	51.8	69.3	78.3	80.1	78.9	78.7	79.4	80.7	80.9	81.2	81.2	81.3
Teacher	62.9	76.3	83.3	52.7	79.3	88.5	91.5	89.1	86.6	87.6	88.1	88.4	88.5	88.9	89.0
Parent	56.9	61.0	70.9	50.9	59.3	68.2	68.7	68.6	70.8	71.2	73.4	73.5	73.9	73.4	73.6



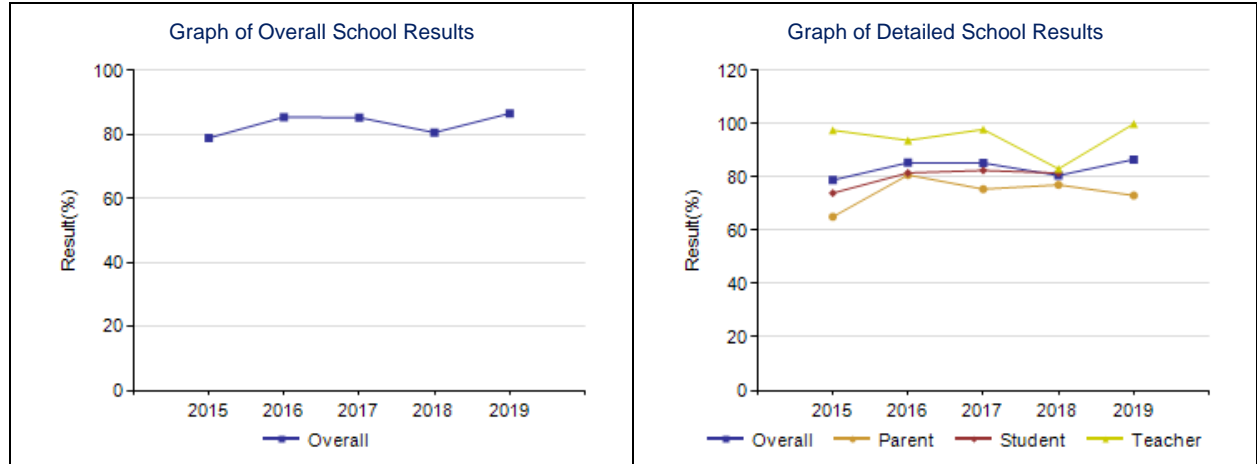
Notes:

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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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	78.9	85.4	85.3	80.6	86.6	85.9	89.8	89.6	89.6	90.8	89.5	90.1	90.1	90.0	90.2
Teacher	97.6	93.8	97.9	83.1	100.0	97.4	98.1	97.2	96.6	96.9	95.9	96.0	95.9	95.8	96.1
Parent	65.1	80.8	75.5	77.1	73.1	77.0	84.6	84.6	85.8	86.9	85.4	86.1	86.4	86.0	86.4
Student	74.0	81.6	82.5	81.5	n/a	83.4	86.8	86.9	86.4	88.4	87.4	88.0	88.1	88.2	88.1

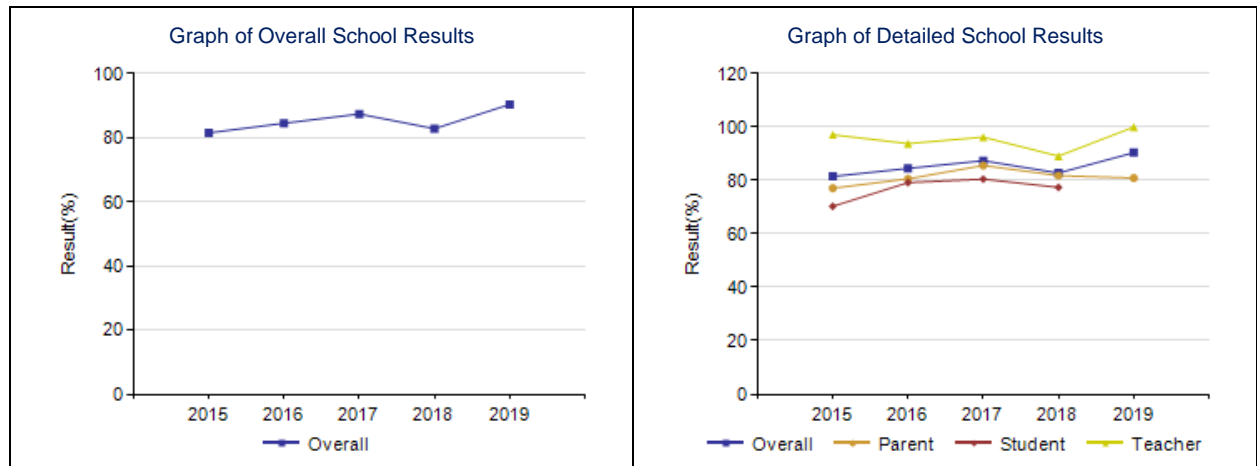


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 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	81.5	84.5	87.4	82.8	90.4	86.5	89.8	89.3	88.2	89.0	89.2	89.5	89.5	89.0	89.0
Teacher	97.1	93.8	96.2	89.1	100.0	96.3	98.2	96.7	96.1	97.2	95.4	95.4	95.3	95.0	95.1
Parent	77.1	80.6	85.6	81.8	80.9	84.0	88.7	88.0	87.6	87.8	89.3	89.8	89.9	89.4	89.7
Student	70.3	79.2	80.5	77.4	n/a	79.1	82.4	83.3	80.9	81.8	83.0	83.4	83.3	82.5	82.3

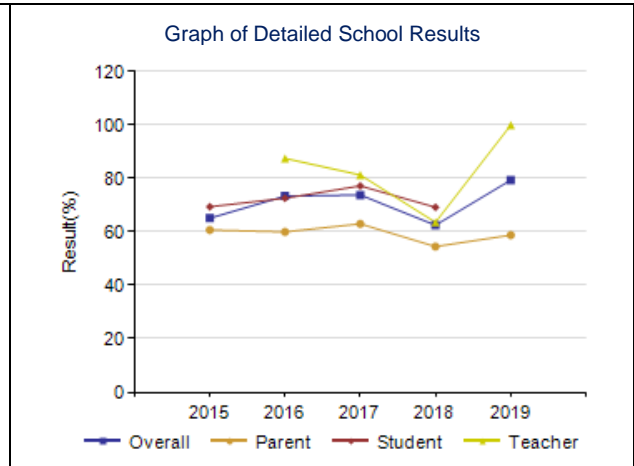
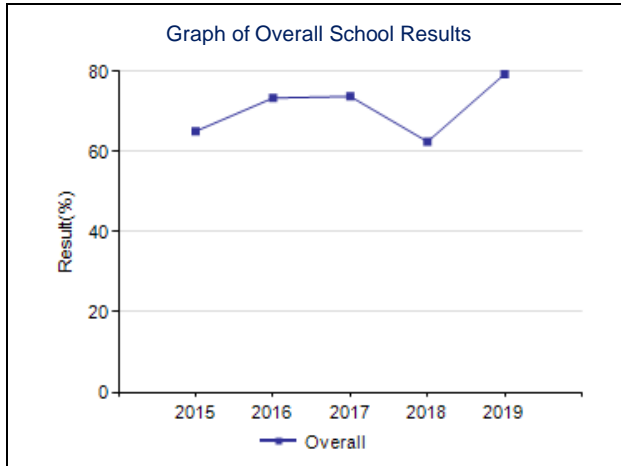


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School Improvement – Measure Details

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	65.1	73.4	73.8	62.5	79.4	76.7	80.6	81.7	81.8	81.6	79.6	81.2	81.4	80.3	81.0
Teacher	*	87.5	81.3	63.6	100.0	86.5	86.0	86.5	88.6	88.3	79.8	82.3	82.2	81.5	83.4
Parent	60.7	60.0	63.0	54.5	58.8	69.2	78.2	79.9	81.5	79.2	78.5	79.7	80.8	79.3	80.3
Student	69.4	72.6	77.2	69.2	n/a	74.3	77.7	78.7	75.2	77.3	80.7	81.5	81.1	80.2	79.4



Notes:

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