



[/www.cardstonhighschool.ca](http://www.cardstonhighschool.ca)

- Desired Outcomes
- One: *Every Student is Successful*
- Two: **Quality Teaching and School Leadership**
- Three: **Effective Governance**

Cardston High School
THREE-YEAR EDUCATION PLAN 2016–2019
&
ANNUAL EDUCATION RESULTS REPORT
2016-2017



Exceeding
Expectation
Through
Excellence

ACCOUNTABILITY STATEMENT

The 2016 Education Plan & AERR for Cardston High School, as of November 16th, 2016 for the three years commencing September 1, 2016 was prepared under the direction of the Westwind School Division in accordance with the responsibilities specified in the School Act, the Government Accountability Act, Alberta Education Policy 2.1.1 and the provincial government’s accounting policies.

This Education Plan was developed in the context of the provincial government’s business and fiscal plans. CHS is committed to achieving the results laid out in this Plan.

Austin Nunn
Principal

Ken McMurray
Vice Principal

Randy Jensen
Vice Principal

Esther Leighton
School Council Chair

Cardston High School Staff and Administration express appreciation to the Westwind School Division Board and Central Office for their leadership and support. We support the role of Westwind Central Office and the School Board in setting a clear vision and focus renewal. Their dedication and efforts are significant factors in the success of Cardston High School. We are also grateful to our School Council, all our parents, students, and the extended community. Thank you.

COMMUNICATION OF THE PLAN

CHS Staff and CHS School Council have been invited to contribute to the development of the plan. Copies of the plan are distributed to all CHS staff and CHS School Council for discussion and feedback. Highlights are published in the local newspaper; and copies of the report are available at the Office as well as on the Website. CHS has always felt its Three Year Education Plan should be a living document that assists our school with achieving our goals and for continuous school improvement.

CHS supports the Westwind School Division –

Division VISION STATEMENT

Empowering the Human Potential of All Learners

Division MISSION STATEMENT

Westwind School Division No. 74 enables partners to build a world class, lifelong learning community; one that ensures learners become responsible, caring, creative, self-reliant and contributing members of a democratic, knowledge-based and productive society.

PRINCIPLES AND BELIEFS

Westwind School Division No. 74 believes in principles for a quality learning system that is accessible, learner-centered, collaborative, accountable, responsive, innovative, fair, and equitable.

Guiding Principles

Westwind School Division #74 believes:

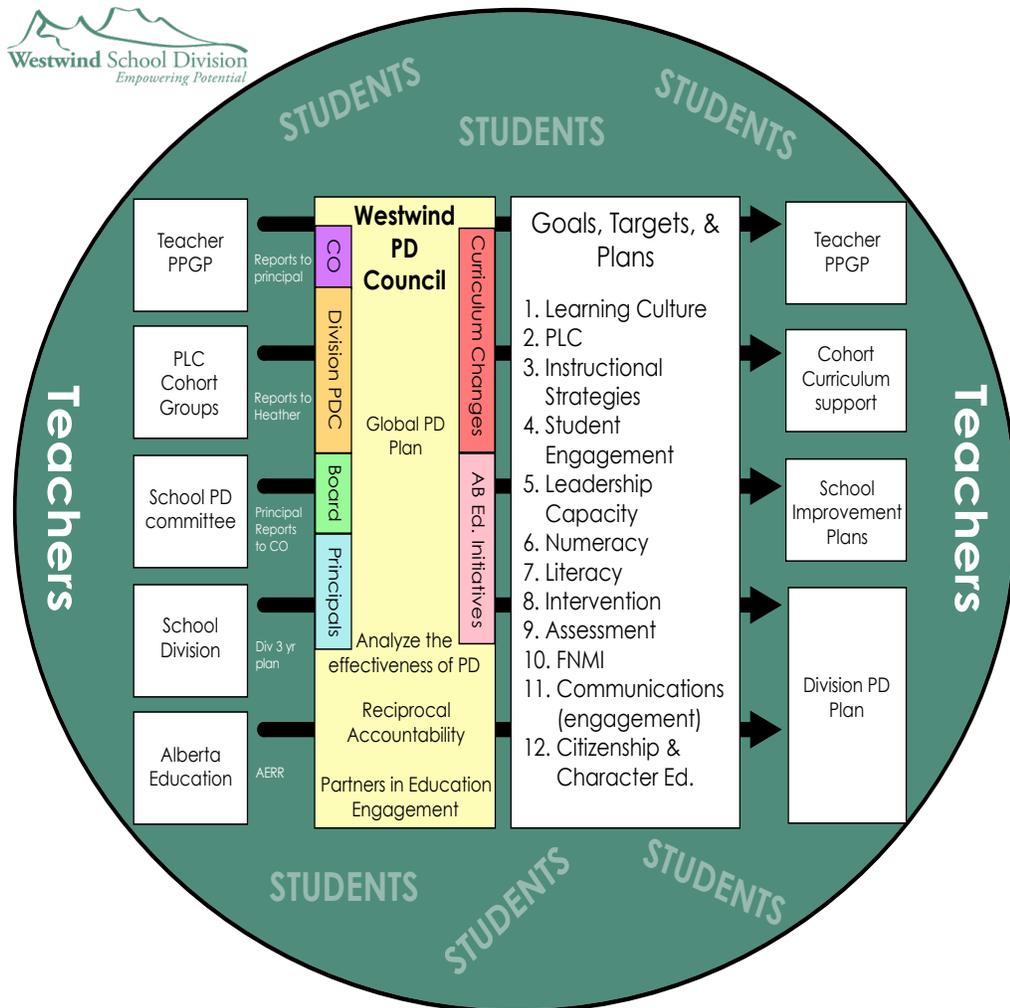
- that the empowerment of potential is achieved through a cycle of continuous improvement.
- that ongoing assessment, analysis and reporting of results and follow through are essential components of the improvement cycle.
- the highest motivation comes from within, where personal passion and sense of purpose is a professional ideal.
- that collaborative engagement enhances individual growth and collective achievement.
- that an organization committed to transformation encourages and supports innovation and creativity.
- that effective problem solving requires honest, respectful communication, critical thinking, and a focus on solutions.
- that by strengthening the division as a whole, each individual school and community will also become greater, even though each school and each community has a desire to preserve community and school identity.

Westwind Division Goals

Direction, Priorities and PD Plan Development

The three global priorities for all teachers in Westwind include:

1. **Teacher Excellence in Instructional Strategies**
2. **Teacher Excellence in Formative Assessment Practices**
3. **Excellence in Instructional Leadership**
4. **Professional Learning Communities**
5. **High Quality Professional Development**



CHS Philosophy

The ultimate aim of the Cardston High School is consistent with the goals of schooling and the goals of education as outlined by Alberta Education. That aim is to develop the abilities of individuals in order that they might fulfill their personal aspirations while making a positive contribution to society.

Maximum learning occurs when the efforts and expectations of the various agencies and the community affecting students complement each other. This can be most effective when roles are clearly defined and cooperation between the school, community, and various agencies is encouraged. We particularly encourage cooperation and communication between parents and teachers.

Students will best be able to develop the habits, skills, and attitudes required to respond to the opportunities and expectations in the world if they have learned to develop self-discipline, self-understanding, and a positive self-concept. In the process of education the school provides the instruction for a student to develop basic competencies, skills, and attitudes which respect to the worth of the individual, fair play, and fundamental rights while bearing in mind the need for an individual to accept responsibility for his/her own actions.

Our High School has the unique position of preparing a broad spectrum of young people. It must act for some as a final formal schooling while for others, offer a stepping-stone to post-secondary education. For this purpose, there needs to be a diversity of academic and vocational alternatives from which a student may, with guidance, have the freedom to choose.

In this preparation, the school should assist the other agencies in helping a student develop an appreciation for the role of the family in society, the ability to get along with people of varying backgrounds and beliefs, a commitment to the preservation and improvement of the environment, and a sense of responsibility which embraces respect for the law, authority, public and private property, and the rights of others.

The programs and activities of the school will be planned, taught, and evaluated according to this philosophy. By doing so, the student should achieve self-fulfillment in developing an understanding of the meaning, responsibilities and benefits of conscientious active citizenship.

CHS -- Mission; Vision; Instructional Focus;

CHS Mission Focus:

To Improve Learning and Performance for All Students

The mission of the Cardston High School is to provide a challenging, rewarding, safe, caring, clean and secure educational environment and experience where all LEARNERS:

- feel safe and comfortable with their learning
- develop desires for life-long learning
- act as responsible citizens
- appreciate cultural diversity
- build strong relationships with staff
- enlarge their potential



Exceeding Expectations Through Excellence

Engages Thinker, Ethical Citizens, Entrepreneurial Spirit



The core “Big Ideas”

- 1. Focus on Learning**
(Assessment, RTI, HS Redesign)
- 2. Collaboration (PLC)**
- 3. Focus on Literacy**
- 4. Positive Relationships**
(Flex, Culture & Climate)
- 5. Exceeding Expectations (rigor)**

“Every student (& teacher) is a success story waiting to be told.”

Every student completes high school successfully and is well prepared for work and life-long learning!

What would CHS be like if:

- we **guaranteed success** for every student?
- we **prevented failure** of any student?
- we **inspired hope** in every student?

What would we do professionally at CHS if we all agreed not to allow any students to fail?

"If students can't learn the way we teach, we must teach them the way they learn." –Carol Ann Tomlinson

Success for every student every day in every class!

“Leadership in education must be rooted in the fundamental enlightenment of thought.”

--Richard Gibboney

1. Action for the next year to continue & include —
 - 1.1. **2015-2016-2017 → Assessment For Learning (Davies), (William), (Cooper), PLC (DuFour); Instructional Strategies (Marzano), (Hattie); Intervention (Mattos); High School Redesign; Kagan Strategies.**
 - 1.2. Improving student achievement by collaboratively focusing on learning. **(PLC, Assessment, KSA’s, Literacy Skills, Instructional Strategies, Foundational Knowledge of FMNI)**
 - 1.3. Improve school culture and climate by focusing on student/teacher and parent/teacher relationships.
 - 1.4. Identify needs and be involved in a number of school wide service projects and special, significant service activities. (Rules for a Knight Activities, Shoe box, Mary’s Meals, and Ryan’s Well)
 - 1.5. Prepare students for the future by helping students become problem solvers and critical thinkers. (Focus on Cross-Curricular Competencies,)
 - 1.6. Focus on literacy throughout all disciplines. (GRADE Assessment, Jerry Johns Assessment, Classroom Libraries, Classroom teaching strategies, School wide reading activities)

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2. To help accomplish these things we have focused our work around our school wide professional development plan.

Westwind School Div #74 2017/2018 Calendar (CHS on Website)

Time for PLC in Divisional calendar has been positive.
 Time for Staff Development at CHS was needed so we have implemented in our school calendar embedded PLC time every Friday afternoon as well.

For PUBLIC Distribution
APPROVED

Westwind School Division #74 2017-18

March 9, 2017 Board Mtg

August 2017							
SUN	MON	TUE	WED	THU	FRI	SAT	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31			
Aug 28 - First Day for Teachers					0	4	
Aug 28-31 - Professional Learning					Instr	N/I	
December 2017							
SUN	MON	TUE	WED	THU	FRI	SAT	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31	Dec 8 - PD/PLC (no students)					14	1
Dec 21 - Last Day of Classes					Instr	N/I	
April 2018							
SUN	MON	TUE	WED	THU	FRI	SAT	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30						
Apr 2-6 -- Easter Break					15	1	
Apr 20 - PD/PLC (No Students)					Instr	N/I	

September 2017						
SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
Sep 1 - First Day for EAs					19	1
Sep 5 - First Day for Students					Instr	N/I
Sep 6 - First Day for Kindergarten					Instr	N/I
January 2018						
SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
Jan 8 - School Resumes					17	1
Jan 31 - EA Conf (No students)					Instr	N/I
Jan 31 DIV PD/PLC (no students)					Instr	N/I
May 2018						
SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
May 18 - PD/PLC (No Students)					21	1
May 21 - Victoria Day (STAT)					Instr	N/I

October 2017						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
Oct 6 -- PD/PLC Day (no students)					20	1
Oct 9 - Thanksgiving Day STAT					Instr	N/I
February 2018						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			
Feb 1 - First Day of Spring Sem					14	3
Feb 16 - PD/PLC (No Students)					Instr	N/I
Feb 19 - 23 -- Family Day Week (schools closed)					Instr	N/I
June 2018						
SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
Jun 21 - Aboriginal Day					20	1
Jun 22 - Last day for Gr 1-9					Instr	N/I
Jun 25-28 - High School Exams					Instr	N/I
Jun 28 - Last Day for High School					Instr	N/I

November 2017						
SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
Nov 9 - DIV PD/PLC (no students)					20	1
Nov 10 - Remembrance Day STAT					Instr	N/I
March 2018						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
Mar 23 - PD/PLC (No Students)					20	1
Mar 30 - Good Friday					Instr	N/I
Legend						
	=	Non-Instruction Days				
	=	Regular School Days				
	=	PLC Days				
	=	Holidays (Christmas & Easter)				
	=	Teacher's Convention				
5-Sep	First Day for Students					
22-Jun	Last day for Gr 1-9					
28-Jun	Last day for Gr 10-12					

ENROLLMENTS

Enrollments	
12-13 (grades 9-12)	485
13-14	470
14-15	459
15-16	460
16-17	450
17-18	453

Enrollment	Sept 2014	Sept 2015	Sept 2016	Sept 2017
Grade 9	89	98	82	94
Grade 10	140	121	116	116
Grade 11	114	134	119	118
Grade 12	116	107	133	125
Total	459	460	450	453

SIGNIFICANT NATIVE POPULATION	
First Nations Students	
11-12 Native Students @ Sept 30 th	112 (27.4%)
12-13 Native Students @ Sept 30 th	150 (31%)
13-14 Native Students @ Sept 30 th	145 (31%)
14-15 Native Students @ Sept 30 th	147 (31%)
15-16 Native Students @ Sept 30 th	126 (27%)
16-17 Native Students @ Sept 30 th	110 (24%)
17-18 Native Students @ Sept 30 th	108 (23%)

CHS STAFF 2017-2018 & Student Council

Cardston High School Faculty and Staff

Principal.....Austin Nunn
 VP, PE/WEKen McMurray
 VP, Science/ WE.....Randy Jensen
 Counselor, Chem, EnglStephen Gibbings
 Family School Liaison Counsellor.....Garry Fox
 Family School Liaison Counsellor.....Chris Fox
 Art.....Geri Pottinger
 CTS – Foods, FashionLaurie Russell
 CTS – Fab/Mech/WoodBen Nish
 CTS – Science, Computer, Tech, MM.....Paul Sloan
 Math, K & E, CTS, LST.....Shelley Quinton
 EnglishMichelle Murray
 English.....James Heninger
 English.....Coralee Williams
 French, Spanish,Randy Roe
 Blackfoot, Aboriginal StudiesCharlotte White Quills
 MathRod Beazer
 MathDebbie Fletcher
 MusicGrant Cahoon
 Physical Education, CounselorLori Howe
 Science, Chem.....Todd Wolsey
 Physics, ScienceJohn Hardy
 Chemistry, Biology.....Scott Quinton
 Biology, ScienceJason Janisko
 Social Studies,.....Kara Baldwin
 Social Studies,Jeff Strang
 Social Studies,Shane Phillips
 Social, PE, CTS–MM,.....Byron Pierson
 SecretaryRenee Quinton
 Secretary, FinancialLorena Phillips
 Special ProgramsWendy Nish
 LibraryVicki Olsen
 Educational AssistantJen Ash
 Educational AssistantBev Hansen
 Educational Assistant..... Randy Janisko
 Educational Assistant..... Denise Bascom ASL
 Educational Assistant..... Kylis Bevans
 Educational Assistant..... Tammy Leavitt
 Educational AssistantTanis Hardy
 Educational Assistant.....Cristina Kinder ASL
 Chef Food Services.....Jamie Moore
 Head CustodianLarry Webster
 CustodianRocky Jensen
 CustodianKevin Bevans

Student Council 2017-2018

President – Ridge Slone

Vice President – Ava Hardy

**Secretary – Cameron Beazer,
Laurin Gregson**

Grade 12 Spirit Leaders/Senators
 Sarah Tailfeathers, Bekah Boehme,
 Savannah Hunter, Taylor Dillon,
 Savannah Conrad, Brianna Fox,
 Lindsey Henrie, Camerie McMurray,
 Lawson Duce. Morgan Gibb, Ben
 Atwood, Kyle Boehme.

Grade 11 Spirit Leaders/Senators
 Hanna Nunn, Maddie Leishman,
 Taylor Barfuss, Maddie Barfuss, Asia
 Hegedus.

Grade 10 Spirit Leaders/Senators
 Jordyn Wilde, Kate Nish, Adrienne
 Clark

CHS School Council 2016-2017

Parents spent time volunteering in the school at many events. Events that school council members helped with include basketball-Cougar Classic, as well as many other games, assemblies, several dances, providing lots of treats for dances, gate at dances as well as at many other events within the school. As well, parents have volunteered to help within the teacher's classrooms, assisted at parent-teacher conferences, offered to help in any way to promote parent involvement within the high school. This year it we want to move from informing and involving to engaging our school council. We want them to be engaged in the High School to help plan and carry out the goals of the school. As we have entered into High School Redesign we are encouraging and inviting input from the School Council as we move forward.

CHS School Council 2016-2017

Esther Leighton - President

Carrie Little – Vice President

Cathy Malin – Secretary

Ridge Slone - Student President

Austin Nunn – Principal

Geri Pottinger - staff

Randy Roe - staff

Patricia Beazer – Board Member

Other Council Members

Dave Johnson Deirdre Infanti

Lisa Boehme Juliann Sommerfeldt

Jennifer Shipley Kirstie Paulenchuk

Laura-Lynn Boehme Nancy West

Paul Conrad Natalie Conrad

Kirk Hinch Rick Williams

CHS School Council 3 year plan

CHS School Council Three-Year Plan 2016-2019

The CHS School Council consists of parents, staff and community members associated with the Cardston High School. As a school council we represent a diverse school population of customs and cultures including FMNI students and parents.

CHS School Council Goals / Strategies

Goal #1 To increase communication between the Cardston High School and parents.	2016-2017	2017-2018	2018-2019
<p>Strategies Train parents in using Power School and Power Announcement so that they may receive communication from the school in the form of their choosing ie. email, text, phone calls.</p> <p>Maintain a parent tab on the CHS website where parents can access information regarding school council initiatives, school activities and Alberta Education information.</p>	Ongoing	Ongoing	Ongoing
	Implement	Ongoing	Review
Goal #2 Strive to communicate effectively with education partners.	2016-2017	2017-2018	2018-2019
<p>Strategies Encourage trustees to attend School Council meetings.</p> <p>Advise principal on issues of concern within the school community.</p> <p>Staff representatives to provide a synopsis of School Council meetings at staff meetings.</p> <p>Promote attendance by CHS School Council representative at Alberta School Councils' Association's annual conference and general meeting.</p> <p>Participate in meetings of the Westwind School Division's Council of School Councils.</p>	Ongoing	Ongoing	Ongoing
	Ongoing	Ongoing	Ongoing
	Implement	Review	Review
	Implement	Ongoing	Ongoing

	Ongoing	Ongoing	Ongoing
Goal #3 Encourage more parent engagement in CHS activities	2016-2017	2017-2018	2018-2019
Strategies Inform parents of opportunities to become engaged in the Cardston High School such as volunteering to help with sporting events, banquets, dances etc.	Ongoing	Ongoing	Review
Assist the Cardston High School in providing parent help during school activities and with advisor groups if needed.	Ongoing	Ongoing	Review

Combined 2017 Accountability Pillar Overall Summary

Measure Category	Measure	Cardston 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	85.3	87.5	85.7	89.5	89.5	89.3	High	Maintained	Good
Student Learning Opportunities	Program of Studies	78.7	81.1	83.9	81.9	81.9	81.5	High	Declined	Acceptable
	Education Quality	87.7	89.5	89.3	90.1	90.1	89.6	High	Maintained	Good
	Drop Out Rate	2.6	2.9	3.5	3.0	3.2	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	77.1	75.5	75.5	77.9	76.5	76.1	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	70.1	75.6	77.1	73.4	73.6	73.2	Low	Declined	Issue
	PAT: Excellence	18.8	17.9	18.5	19.5	19.4	18.8	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	72.8	74.3	75.9	83.0	82.7	83.1	Low	Maintained	Issue
	Diploma: Excellence	14.3	11.6	12.6	22.2	21.2	21.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	56.7	59.4	57.7	54.9	54.6	53.1	High	Maintained	Good
	Rutherford Scholarship Eligibility Rate	68.1	76.3	76.3	62.3	60.8	60.8	n/a	Declined	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	45.8	47.5	47.2	57.9	59.4	59.3	Low	Maintained	Issue
	Work Preparation	91.7	76.6	77.5	82.7	82.6	81.9	Very High	Improved	Excellent
	Citizenship	76.2	81.1	76.5	83.7	83.9	83.6	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	85.2	77.5	79.4	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	84.7	79.7	82.6	81.4	81.2	80.2	Very High	Maintained	Excellent

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. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (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 flooding in June 2013 (Grade 9 only) and 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 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 flooding in June 2013 and 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 these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

Measure Evaluation Reference

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	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
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		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	57.7	75.3	80.3	75.6	70.1		Low	Declined	Issue			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	11.0	18.8	18.8	17.9	18.8		Intermediate	Maintained	Acceptable			

		Cardston High School						Alberta				
		Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	74	79.7	81	81.6	45,487	76.8	43,746	76.3
	Standard of Excellence	High	Maintained	Good	74	16.2	81	16.9	45,487	14.9	43,746	14.9
English Lang Arts 9 KAE	Acceptable Standard	*	*	*	4	*	16	74.7	1,428	58.8	1,576	61.9
	Standard of Excellence	*	*	*	4	*	16	2.2	1,428	5.9	1,576	4.8
Mathematics 9	Acceptable Standard	High	Maintained	Good	69	75.4	81	77.1	45,020	67.2	43,295	66.7
	Standard of Excellence	Very High	Maintained	Excellent	69	31.9	81	25.6	45,020	19.0	43,295	17.6
Mathematics 9 KAE	Acceptable Standard	*	*	*	9	*	16	77.1	1,848	57.5	2,026	61.8
	Standard of Excellence	*	*	*	9	*	16	8.3	1,848	13.3	2,026	14.0
Science 9	Acceptable Standard	High	Maintained	Good	72	75.0	82	77.8	45,445	74.0	43,808	73.8
	Standard of Excellence	Very High	Maintained	Excellent	72	23.6	82	21.9	45,445	21.4	43,808	22.4
Science 9 KAE	Acceptable Standard	*	*	*	6	*	15	65.6	1,440	63.9	1,547	64.1
	Standard of Excellence	*	*	*	6	*	15	13.7	1,440	13.3	1,547	14.8
Social Studies 9	Acceptable Standard	Intermediate	Declined	Issue	76	64.5	83	76.9	45,484	67.0	43,722	65.1
	Standard of Excellence	Low	Declined	Issue	76	10.5	83	18.0	45,484	20.2	43,722	19.2
Social Studies 9 KAE	Acceptable Standard	*	*	*	4	*	15	67.0	1,393	56.3	1,533	59.0
	Standard of Excellence	*	*	*	4	*	15	8.9	1,393	12.7	1,533	11.2

Comment on Results

We are please with results of our English, Math, Science results. Concerned about the lower results in social studies. We have work to do in this area.

Strategies

- Continue to focus on the development of Grade 9 curriculum.
- Strategically same teachers Grade 9 course.
- Continuing the development an improvement Grade 9 transition.
- Grade 9 Transition Coach
- Focus on intervention Grade 9 that are performing below level.
- The Development of school wide reading program.
- Worked to develop the skills for those who are under performing.
- EA's supports both in class and out of class.
- Focus on literacy skills.
- Literacy Training for staff
- Flex time design, and development of learning commons to provide intervention of at risk students.
- Learning support teacher is able to find resources and work with teachers.
- Parent communication and involvement, in transition and during the school year.
- Parent Night for all grade 9 students allow for transition meetings.
- Development of vertical collaborative groups in our school.

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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (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 flooding in June 2013 (Grade 9 only) and 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 these events.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	75.3	75.8	77.6	74.3	72.8	75	Low	Maintained	Issue			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	11.9	13.0	13.3	11.6	14.3	15	Intermediate	Maintained	Acceptable			

Course	Measure	Cardston High School						Alberta				
		Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Low	Declined	Issue	76	81.6	55	91.1	30,150	86.5	28,895	87.0
	Standard of Excellence	Very High	Improved	Excellent	76	15.8	55	8.8	30,150	11.7	28,895	11.3
English Lang Arts 30-2	Acceptable Standard	Low	Maintained	Issue	50	84.0	47	89.8	16,797	89.5	16,361	89.2
	Standard of Excellence	Low	Maintained	Issue	50	6.0	47	6.6	16,797	11.4	16,361	12.2
Social Studies 30-1	Acceptable Standard	Very Low	Maintained	Concern	78	64.1	54	69.5	22,249	86.0	21,875	85.9
	Standard of Excellence	Low	Maintained	Issue	78	3.8	54	4.4	22,249	14.8	21,875	14.9
Social Studies 30-2	Acceptable Standard	Very Low	Declined	Concern	49	69.4	51	78.5	20,054	80.6	19,579	82.1
	Standard of Excellence	Low	Maintained	Issue	49	8.2	51	4.0	20,054	12.6	19,579	13.5
Biology 30	Acceptable Standard	Very Low	Declined	Concern	68	67.6	79	78.0	22,993	84.2	21,843	85.4
	Standard of Excellence	Low	Maintained	Issue	68	13.2	79	17.4	22,993	32.3	21,843	32.4
Chemistry 30	Acceptable Standard	Intermediate	Maintained	Acceptable	60	73.3	51	67.5	18,751	83.1	19,161	81.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	60	25.0	51	20.0	18,751	38.6	19,161	34.6
Physics 30	Acceptable Standard	Low	Maintained	Issue	27	51.9	19	62.4	9,952	85.7	10,553	84.3
	Standard of Excellence	Intermediate	Maintained	Acceptable	27	22.2	19	17.8	9,952	41.8	10,553	36.6

Comment on Results

Very concerned about the levels of achievement of our students. Staff have had conversation around the outcomes we are covering and what we need to do to improve them. Note that we have worked to allowed and encouraged, a few student to take some -1 classes after they have taken the -2 and done well.

Strategies

1. Focus on a culture of relationship and high expectations.
2. Continued focus on the outcomes and ensuring that students are meeting the outcomes in the classroom.
3. Making use of the divisional PLC's and finding ways with in the school day to allow more teacher collaboration.
4. School administration to have focused conversation with teaching staff on areas of strength and areas that we can improve.
5. Continued focus on assessment for learning.
6. Focus on the skills around mastery learning.
7. We have looked at our time table and provided time at the end of the day, (Flex) for students to work with teachers.
8. Continue to work with parents and students on attendance issues.

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	77.4	74.0	77.1	75.5	77.1	78	High	Maintained	Good			
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.2	3.7	4.1	2.9	2.6	2.5	Very High	Maintained	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	42.3	45.7	48.5	47.5	45.8		Low	Maintained	Issue			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	76.3	68.1	70	n/a	Declined	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	54.5	59.4	54.3	59.4	56.7	58	High	Maintained	Good			

Comment on Results
We are very excited to see that we have improved in our rate of students who are completing high school. We would hope that as the rate of completion improves so does the transition rate.

Strategies

1. Continue to encourage students to take classes that increase eligibility for Rutherford Scholarship.
2. Review of the need for science 30 and is needed put back into our school schedule. Improve the number of students taking 4 or more diplomas.
3. Weekly conversations with school counselors. Provide opportunities to meet with counselors in relation to transitioning beyond high school.

- 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 flooding in June 2013 and 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 these events.
 7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 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), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	83.4	80.1	68.4	81.1	76.2		Intermediate	Maintained	Acceptable			
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.	97.6	70.7	85.1	76.6	91.7		Very High	Improved	Excellent			

Comment on Results

This is always a focus for Cardston High School. We would hope that all students are good role models and Active citizens in our Community.

Strategies

1. Continue to focus on what it means to be part of a community.
2. Service opportunities (shoe box project)
3. Breakfast of Champions (once a month breakfast with students)
4. Principals/student engagement group.
5. Student council activities that bring groups together.
6. Focused topics in our advisory groups
7. Post high school planning with administration and school counsellor.
8. We have added Rules for a Knight to our work this year. Monthly activities that build relationship and improve student relationships in the school.

Notes:

1. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated

(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		
	2013	2014	2015	2016	2017		2017	Achievement	Improvement	Overall	2018	2019
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	36.4	55.0	61.6	53.1	40.0	55	Very Low	Declined	Concern			
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).	0.8	3.8	2.3	3.1	1.5	3.5	Very Low	Maintained	Concern			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	46.2	59.5	73.8	66.1	61.3	65	Very Low	Maintained	Concern			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	0.0	2.5	8.3	1.6	4.8	5	Very Low	Maintained	Concern			

Comment on Results:

The results of our FNMI students are at the forefront of the work we are doing. We have deeply involved student voice. We continue to work to see that our students and parents are engaged in the plan of their school day. We have worked to see that transitions to CHS are smooth. We have contacted parents and hold FNMI parent meetings monthly for our grade 12 students and keep parents updated on student progress, toward graduation.

Strategies

- A focus on building relationships with family and students. We have staff working closely with students and monitor progress of students.
- FNMI councillors are available at the school for students to work with.
- Staff continues to undergo staff development in order to better understand appropriate teaching strategies that meet the needs of FNMI students
- Working on the development of learning commons and tutoring center to help students in areas on need.
- Elders, and other coming to visit classroom and provide training to teacher and other students.
- Staff developing curriculum that show understanding on the FNMI perspective.
- Development of a literacy plan that is school wide and with a focus on First Nation literature.
- Parent involvement taking parent meetings to community, in which parents live.
- Encourage students to stay with -1 programs.
- Review the need to science 30 to provide more diploma opportunities.
- Allow for cultural experience to happen during the school day.
- Student voice.
- Learning Support teacher providing support to teachers.
-

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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (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 flooding in June 2013 (Grade 9 only) and 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 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 flooding in June 2013 and 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 these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated (continued)

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	53.0	35.4	50.5	64.1	54.9	60.0	Very Low	Maintained	Concern			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	9.8	6.4	7.2	6.8	4.2	4.0	High	Maintained	Good			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	47.9	49.9	54.3	48.1	44.4	48.0	Low	Maintained	Issue			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	57.7	32.0	40.0	n/a	Declined	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	23.8	32.2	20.8	39.7	19.4	25.0	Very Low	Declined	Concern			

Comment on Results

We have focused our work on graduation and will continue in that effort. We also will continue to find ways

As a school we are working to find ways to meet the needs of our grade 10-12 students. Many of the Strategies for the 10-12 students we are also using for our grade 9 students. We have focused our work on the graduation rates. We need to focus on the number of Diplomas that students are taking. We need to review the accommodations, provided in class and see if that can increase students taking diploma classes.

Strategies

Strategies

- A focus on building relationships with family and students. We have staff working closely with students and monitoring progress of students.
- FNMI councillors are available at the school for students to work with.
- Staff continues to undergo staff development in order to better understand appropriate teaching strategies that meet the needs of FNMI students
- Working on the development of learning commons and tutoring center to help students in areas on need.
- Elders, and other coming to visit classroom and provide training to teacher and other students.
- Staff developing curriculum that show understanding on the FNMI perspective.
- Development of a literacy plan that is school wide and with a focus on First Nation literature.
- Parent involvement taking parent meetings to community, in which parents live.
- Encourage students to stay with -1 programs.
- Review the need to science 30 to provide more diploma opportunities.
- Allow for cultural experience to happen during the school day.
- Student voice.
- Learning Support teacher providing support to teachers.

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 2015/2016 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), Rutherford Scholarship Eligibility Rate results prior to 2015 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, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.

Outcome Three: Alberta’s education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	90.8	87.1	82.6	87.5	85.3	87	High	Maintained	Good			

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

We continue to focus on the caring of others. As a school we work to have a a school wide focus, that is related to safe and caring.

Strategies

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	82.8	84.2	86.5	81.1	78.7	82	High	Declined	Acceptable			

Comment on Results

(an assessment of progress toward achieving the target)

We continue to focus on the work in this area. We would hope to offer the classes that meet the needs of all students.

Strategies

1. **Student surveys on the need for classes.**
2. **Some classes for being taken during Flex time. To meet the needs of students**

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Measure Evaluation Reference - Achievement Evaluation

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

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

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)

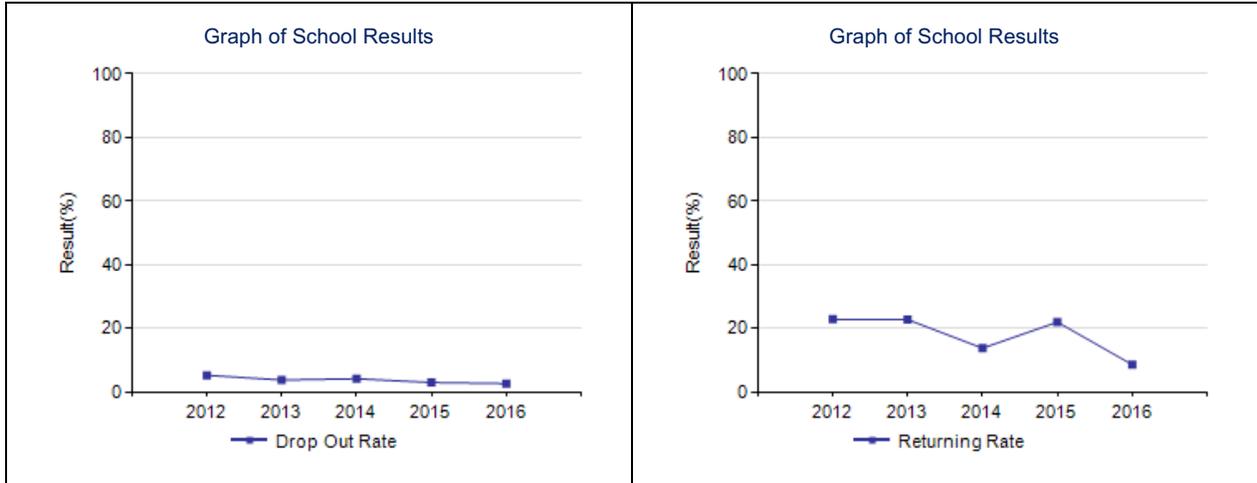
Overall Evaluation Table

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

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Drop Out Rate	5.2	3.7	4.1	2.9	2.6	3.0	3.6	3.3	2.4	3.0	3.6	3.3	3.5	3.2	3.0
Returning Rate	22.8	22.7	13.7	21.9	8.5	7.9	19.7	9.9	18.7	14.1	22.8	20.7	20.9	18.2	18.9



Notes:

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

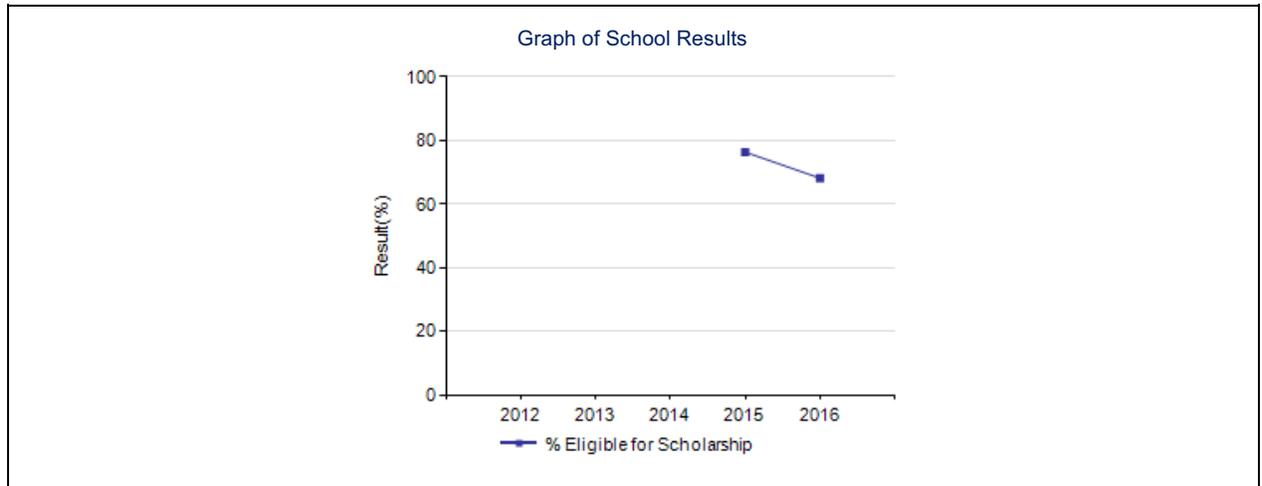
Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	76.3	68.1	n/a	n/a	n/a	79.1	76.8	n/a	n/a	n/a	60.8	62.3

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
2012	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	97	66	68.0	60	61.9	47	48.5	74	76.3
2016	94	57	60.6	56	59.6	44	46.8	64	68.1



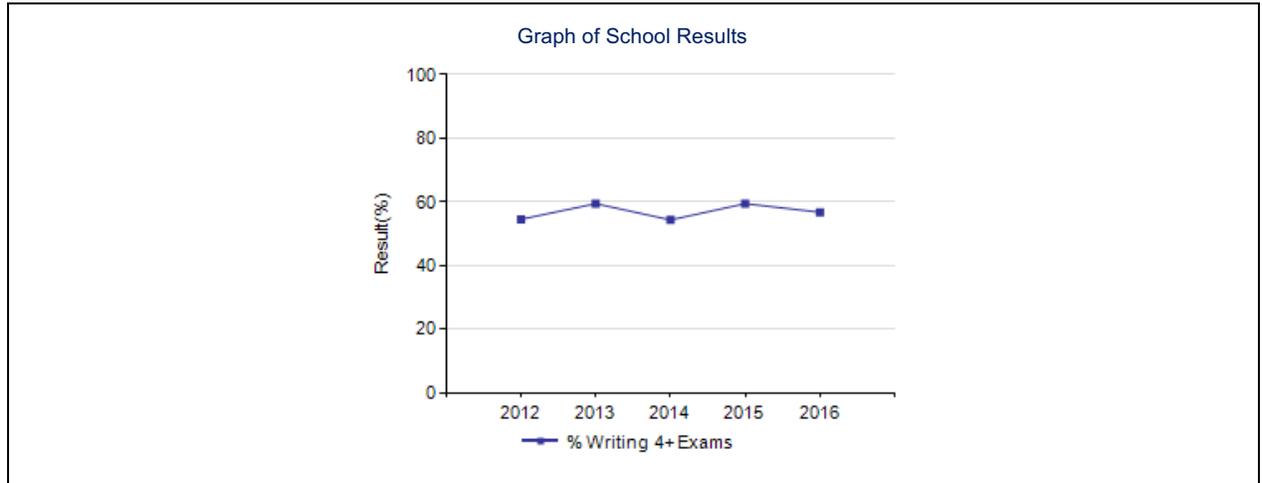
Notes:

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 2015/2016 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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
% Writing 0 Exams	13.3	15.7	13.4	11.7	18.5	12.8	12.9	10.4	11.5	16.6	16.5	16.6	15.7	15.7	15.0
% Writing 1+ Exams	86.7	84.3	86.6	88.3	81.5	87.2	87.1	89.6	88.5	83.4	83.5	83.4	84.3	84.3	85.0
% Writing 2+ Exams	82.5	84.3	85.2	85.9	80.6	84.4	85.6	87.4	87.4	82.3	80.5	80.3	81.4	81.2	81.9
% Writing 3+ Exams	68.1	68.9	64.6	70.7	68.2	71.9	69.8	69.5	73.7	65.9	66.8	63.3	65.0	64.7	65.2
% Writing 4+ Exams	54.5	59.4	54.3	59.4	56.7	57.3	58.9	58.8	62.2	54.8	55.9	50.1	54.4	54.6	54.9
% Writing 5+ Exams	32.3	41.8	38.2	35.3	38.1	36.3	39.4	40.3	37.8	37.0	37.5	31.5	36.3	37.1	37.5
% Writing 6+ Exams	11.5	16.1	6.6	8.0	13.3	13.5	15.5	12.7	8.4	13.3	14.3	11.4	13.1	13.8	13.6



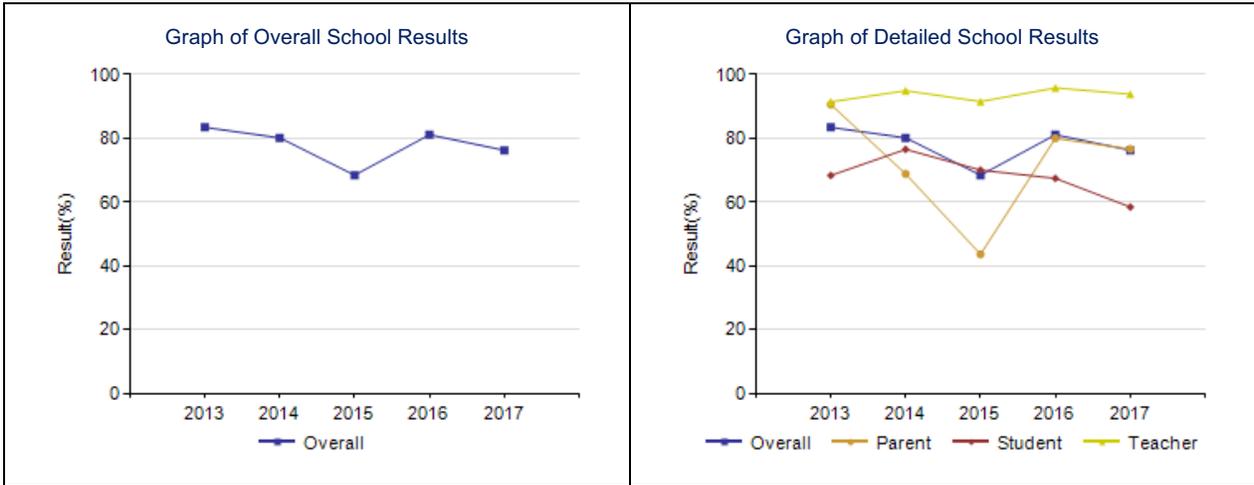
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
English Language Arts 30-1	43.6	53.6	44.5	47.2	46.9	50.7	55.6	50.3	51.9	46.2	54.7	53.9	54.0	53.2	53.9
English Language Arts 30-2	41.4	30.4	38.7	39.2	32.7	33.8	28.5	35.8	36.4	35.4	25.9	27.1	28.0	28.7	28.7
Total of 1 or more English Diploma Exams	81.4	79.0	82.5	85.6	79.6	82.7	81.6	85.5	86.7	81.3	78.6	78.7	79.7	79.5	80.0
Social Studies 30-1	25.0	47.8	36.5	45.6	46.9	41.9	50.5	41.6	43.9	39.9	47.6	45.8	45.1	43.5	45.1
Social Studies 30-2	60.7	34.8	47.4	42.4	35.4	44.0	32.1	44.5	43.9	42.7	31.9	33.7	35.2	36.7	35.8
Total of 1 or more Social Diploma Exams	85.0	81.9	83.9	87.2	81.4	85.2	82.3	86.1	87.5	81.9	78.7	78.8	79.6	79.5	80.2
Pure Mathematics 30	27.1	0.0	0.0	0.0	0.0	34.9	0.4	0.0	0.0	0.0	42.2	7.2	0.1	0.0	0.0
Applied Mathematics 30	37.9	1.4	0.0	0.0	0.0	31.3	1.1	0.0	0.0	0.0	19.5	0.2	0.0	0.0	0.0
Mathematics 30-1	n/a	38.4	27.7	31.2	31.9	n/a	40.1	35.2	26.9	29.2	n/a	29.7	37.3	37.1	36.4
Mathematics 30-2	n/a	20.3	27.7	32.8	29.2	n/a	20.2	26.8	37.1	31.6	n/a	16.7	21.4	22.4	23.6
Total of 1 or more Math Diploma Exams	65.0	60.1	55.5	64.0	61.1	66.2	61.4	61.0	63.6	57.6	61.1	52.1	57.0	57.6	58.3
Biology 30	57.1	63.0	59.9	58.4	58.4	60.2	61.7	63.9	61.4	53.5	42.8	42.2	41.4	40.6	40.7
Chemistry 30	31.4	44.9	39.4	36.8	39.8	36.3	41.9	41.3	37.9	37.8	36.5	31.5	34.7	35.7	35.5
Physics 30	14.3	21.7	12.4	13.6	17.7	15.8	20.6	16.8	14.4	16.3	20.2	17.3	20.0	19.9	19.3
Science 30	0.0	0.0	0.0	0.8	0.0	0.4	0.4	1.3	3.8	6.6	10.3	9.8	12.8	14.1	15.7
Total of 1 or more Science Diploma Exams	59.3	66.7	65.0	64.8	64.6	62.7	66.1	68.7	69.7	63.2	59.2	57.3	59.4	59.8	60.5
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	0.3	0.3	0.2	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	2.6	2.7	2.7	2.8	2.8
Total of 1 or more French Diploma Exams	0.0	2.9	3.0	2.9	3.0	3.1									

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Diploma Examinations was impacted by the flooding in June 2013 and 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 these events.
3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	83.4	80.1	68.4	81.1	76.2	84.8	82.5	84.2	84.5	82.8	83.4	83.4	83.5	83.9	83.7
Teacher	91.4	94.9	91.5	95.8	93.8	95.0	96.1	96.4	97.1	96.1	93.6	93.8	94.2	94.5	94.0
Parent	90.6	68.8	43.6	80.0	76.6	83.1	75.9	81.8	82.6	80.7	80.3	81.9	82.1	82.9	82.7
Student	68.3	76.5	70.0	67.4	58.4	76.2	75.5	74.5	73.9	71.5	76.2	74.5	74.2	74.5	74.4

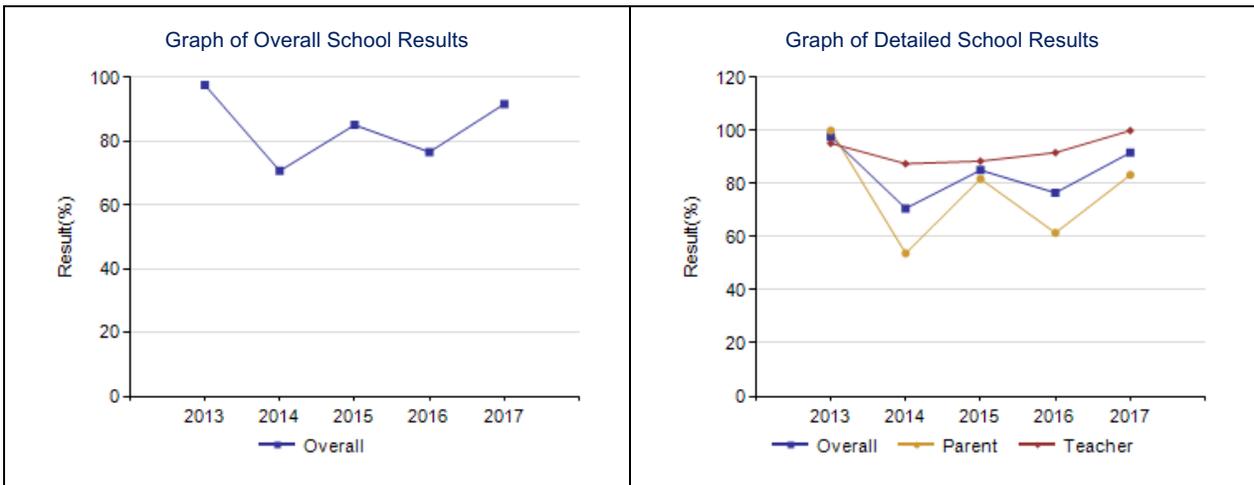


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	97.6	70.7	85.1	76.6	91.7	85.6	82.0	83.7	85.9	83.5	80.3	81.2	82.0	82.6	82.7
Teacher	95.2	87.5	88.5	91.7	100.0	92.4	93.3	94.3	96.9	93.5	89.4	89.3	89.7	90.5	90.4
Parent	100.0	53.8	81.8	61.5	83.3	78.7	70.8	73.2	74.8	73.4	71.1	73.1	74.2	74.8	75.1



Notes:

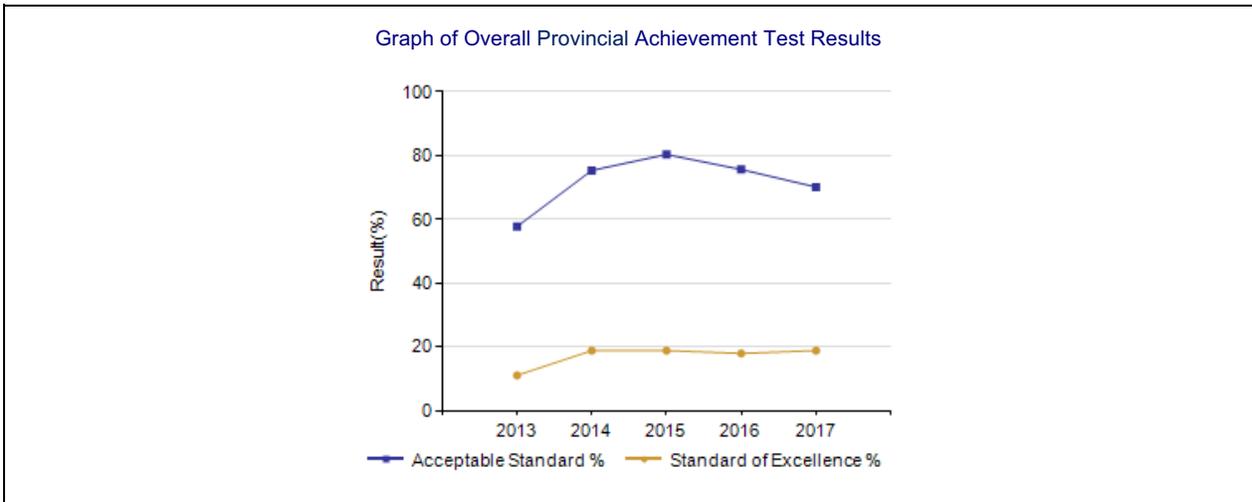
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	School	61.3	8.8	75.3	15.1	90.4	12.3	79.2	23.4	79.7	16.2		
	Authority	75.8	15.8	72.9	14.0	81.4	16.2	80.7	20.0	76.1	16.3		
	Province	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9		
English Lang Arts 9 KAE	School	*	*	73.3	6.7	66.7	0.0	84.2	0.0	*	*		
	Authority	57.1	0.0	73.3	6.7	62.5	0.0	84.2	0.0	*	*		
	Province	62.4	4.3	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9		
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.2	13.9	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2		
Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.0	14.5	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1		
Mathematics 9	School	61.0	22.1	76.9	27.5	80.6	30.6	73.8	18.8	75.4	31.9		
	Authority	66.2	21.2	68.3	23.5	74.3	29.5	72.6	18.3	70.8	24.4		
	Province	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0		
Mathematics 9 KAE	School	77.8	0.0	81.3	0.0	75.0	6.3	75.0	18.8	*	*		
	Authority	71.4	21.4	84.2	10.5	66.7	5.6	76.9	23.1	35.0	10.0		
	Province	65.8	14.7	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3		
Science 9	School	59.5	10.1	71.9	21.9	80.8	24.7	80.8	19.2	75.0	23.6		
	Authority	70.4	17.3	72.8	19.2	79.0	31.7	74.9	24.7	73.4	22.0		
	Province	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4		
Science 9 KAE	School	42.9	0.0	83.3	16.7	46.7	13.3	66.7	11.1	*	*		
	Authority	37.5	0.0	83.3	16.7	43.8	12.5	66.7	11.1	36.4	0.0		
	Province	68.4	17.1	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3		
Social Studies 9	School	48.3	6.9	76.1	18.5	84.6	16.7	70.0	18.8	64.5	10.5		
	Authority	62.4	16.9	69.4	21.1	74.4	26.6	65.9	20.1	65.3	20.5		
	Province	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2		
Social Studies 9 KAE	School	n/a	n/a	73.3	6.7	57.1	14.3	70.6	5.9	*	*		
	Authority	*	*	61.1	5.6	56.3	12.5	70.6	5.9	*	*		
	Province	64.6	13.0	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "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 flooding in June 2013 (Grade 9 only) and 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 these events.



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 flooding in June 2013 (Grade 9 only) and 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 these events.

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

- The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and 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 these events.
- 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

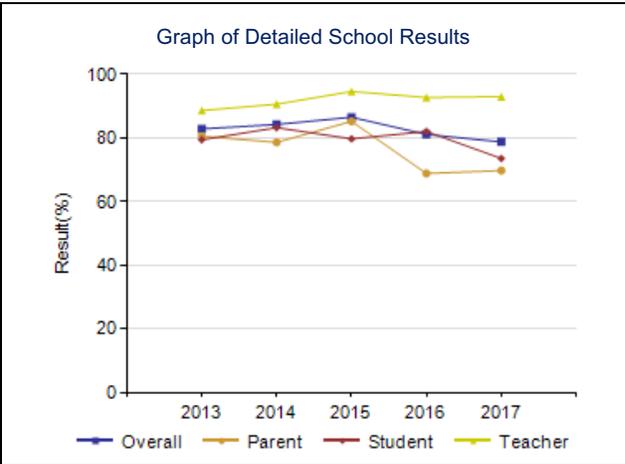
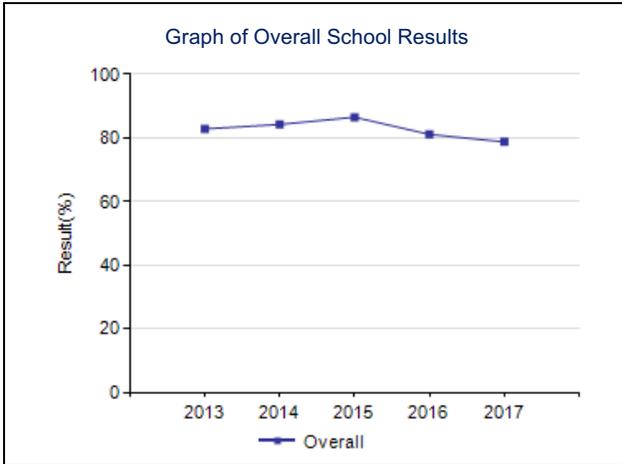
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	82.8	84.2	86.5	81.1	78.7	79.0	78.0	79.2	79.1	77.5	81.5	81.3	81.3	81.9	81.9
Teacher	88.6	90.6	94.6	92.7	93.0	84.4	85.8	84.7	87.8	86.1	87.9	87.5	87.2	88.1	88.0
Parent	80.5	78.6	85.2	68.8	69.7	75.7	75.9	79.4	78.5	74.4	78.9	79.9	79.9	80.1	80.1
Student	79.4	83.2	79.7	82.0	73.5	76.8	72.2	73.5	71.2	72.2	77.8	76.6	76.9	77.5	77.7

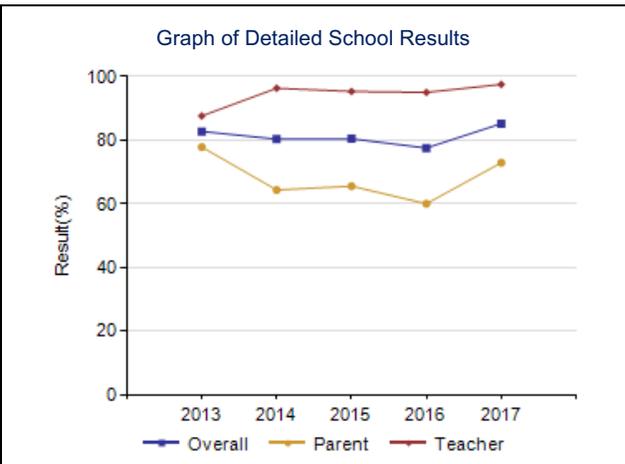
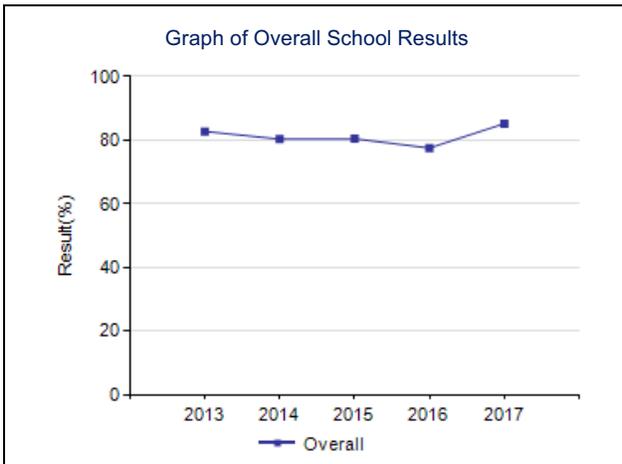


- Notes:
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 2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	82.7	80.3	80.4	77.5	85.2	80.9	77.7	82.5	82.1	81.0	80.3	80.6	80.7	80.9	81.2
Teacher	87.6	96.3	95.3	95.0	97.5	89.5	92.8	93.5	94.4	94.0	88.5	88.0	88.1	88.4	88.5
Parent	77.8	64.3	65.5	60.0	72.9	72.3	62.5	71.5	69.7	68.0	72.2	73.1	73.4	73.5	73.9

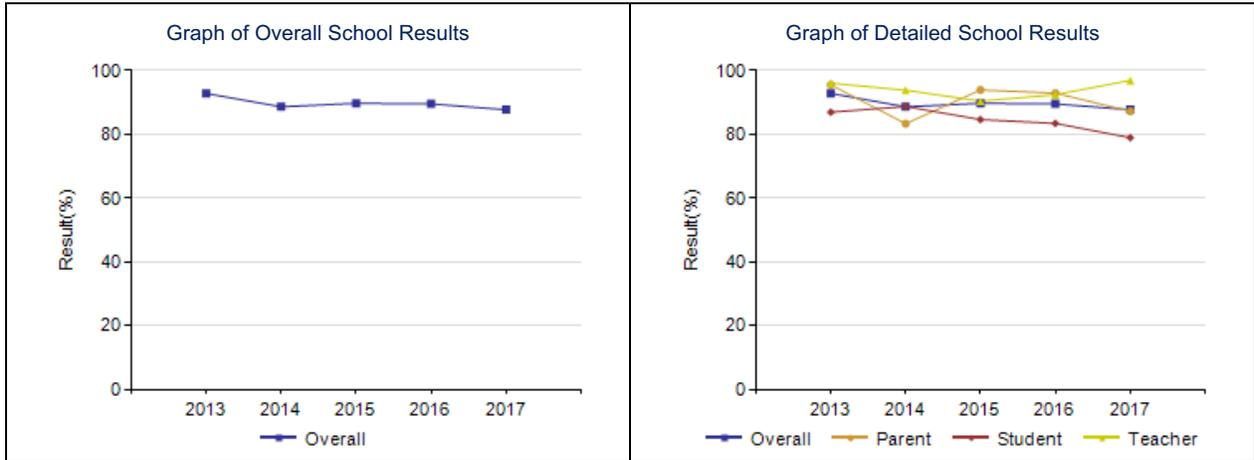


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 2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Education Quality – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	92.8	88.6	89.7	89.5	87.7	91.8	90.3	91.1	91.8	91.7	89.8	89.2	89.5	90.1	90.1
Teacher	96.0	93.8	90.4	92.4	96.9	97.9	97.2	98.3	97.8	98.4	95.7	95.5	95.9	96.0	95.9
Parent	95.5	83.3	93.9	92.9	87.2	87.9	84.5	86.0	88.8	88.0	84.9	84.7	85.4	86.1	86.4
Student	86.9	88.7	84.6	83.4	78.9	89.5	89.2	89.2	88.7	88.6	88.7	87.3	87.4	88.0	88.1

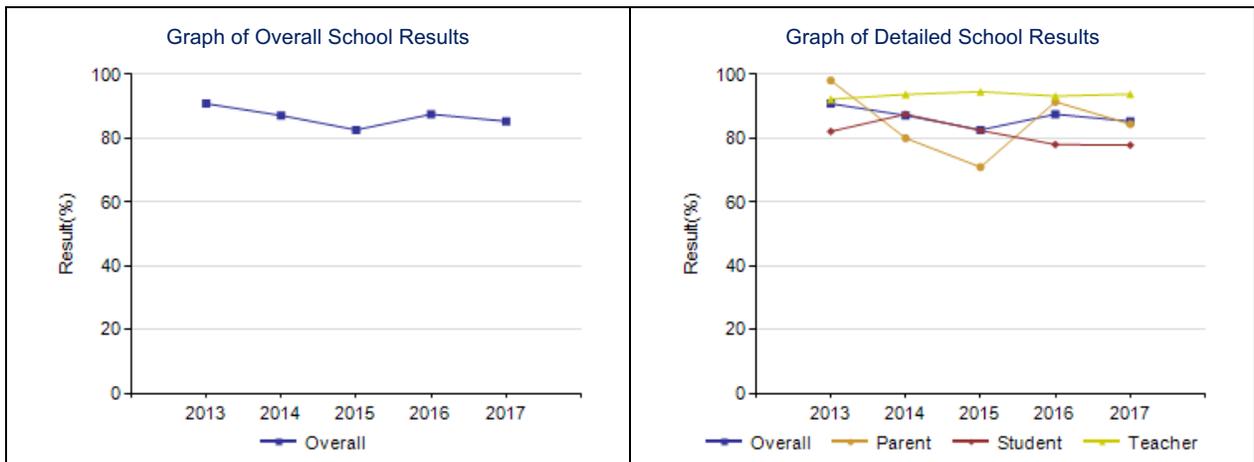


- Notes:
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 2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Safe and Caring – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	90.8	87.1	82.6	87.5	85.3	91.1	89.2	91.2	90.1	90.5	89.0	89.1	89.2	89.5	89.5
Teacher	92.2	93.7	94.6	93.2	93.8	97.5	97.8	98.1	97.0	97.3	95.0	95.3	95.4	95.4	95.3
Parent	98.1	80.0	70.9	91.4	84.4	91.2	86.7	91.2	89.6	92.2	87.8	88.9	89.3	89.8	89.9
Student	82.1	87.5	82.4	78.0	77.8	84.6	83.1	84.1	83.7	82.0	84.2	83.1	83.0	83.4	83.3

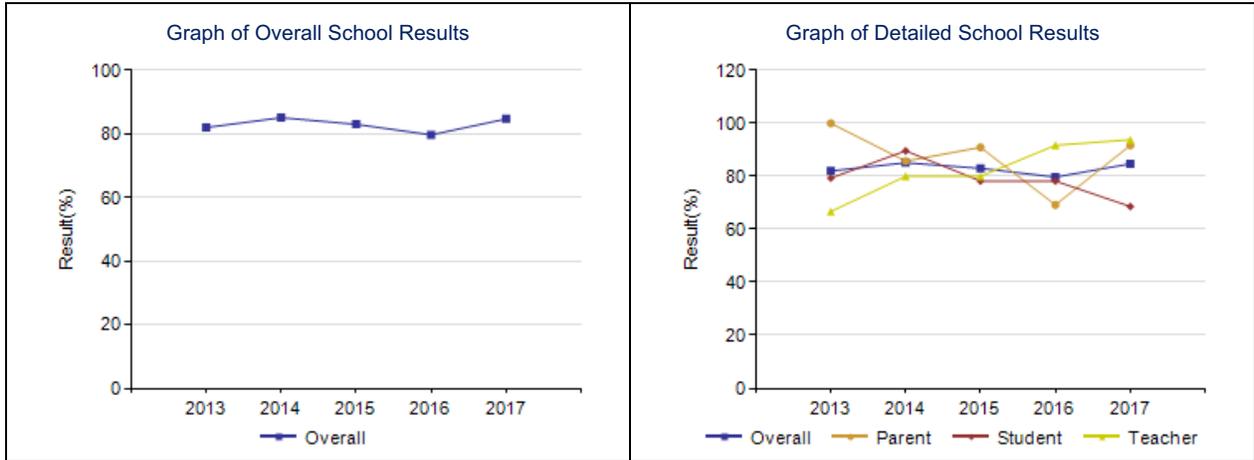


- Notes:
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School Improvement – Measure Details

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	82.0	85.1	83.0	79.7	84.7	86.1	85.9	85.8	84.3	85.1	80.6	79.8	79.6	81.2	81.4
Teacher	66.7	80.0	80.0	91.7	93.8	92.6	89.2	91.1	92.1	92.1	80.9	81.3	79.8	82.3	82.2
Parent	100.0	85.7	90.9	69.2	91.7	83.5	86.2	85.4	80.3	84.3	77.9	77.0	78.5	79.7	80.8
Student	79.3	89.6	78.2	78.2	68.6	82.3	82.2	80.8	80.5	78.8	82.9	81.2	80.7	81.5	81.1



Notes:

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2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.