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

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| **Each school authority establishes requirements for the content and process for school education plans and annual reports as part of its accountability system. Schools should prepare their education plans and annual reports based on specifications provided by their school authority. For details please refer to the *Policy and Requirements for Planning and Results Reporting*:** <https://open.alberta.ca/publications/1923-0257>**This template is provided to assist in the preparation of their plans and reports. Schools may use, modify or extract elements from this template as required.** |

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| **Please note that this template is not designed to address the requirements for Charter Schools and Accredited Funded Private Schools. These schools should refer to the Sample Format for Combined 3-Year Education Plan and Annual Education Results Report (AERR) for Charter School and Accredited Funded Private School Authorities.** |

Combined **2019** Accountability Pillar Overall Summary

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Measure Category** | **Measure** | **Marwayne Jubilee 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 | **85.7** | 85.7 | 84.6 | **89.0** | 89.0 | 89.3 | High | Maintained | Good |
| Student Learning Opportunities | Program of Studies | **66.7** | 74.2 | 73.5 | **82.2** | 81.8 | 81.9 | Low | Maintained | Issue |
| Education Quality | **76.3** | 87.2 | 85.4 | **90.2** | 90.0 | 90.1 | Very Low | Maintained | Concern |
| Drop Out Rate | **0.0** | 0.0 | 0.2 | **2.6** | 2.3 | 2.9 | Very High | Maintained | Excellent |
| High School Completion Rate (3 yr) | **94.7** | 85.8 | 93.1 | **79.1** | 78.0 | 77.5 | Very High | Maintained | Excellent |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | **78.8** | 89.6 | 85.9 | **73.8** | 73.6 | 73.6 | Intermediate | Maintained | Acceptable |
| PAT: Excellence | **13.3** | 24.5 | 19.6 | **20.6** | 19.9 | 19.6 | Low | Maintained | Issue |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | **75.4** | 74.0 | 77.5 | **83.6** | 83.7 | 83.1 | Low | Maintained | Issue |
| Diploma: Excellence | **1.8** | 12.0 | 11.8 | **24.0** | 24.2 | 22.5 | Very Low | Declined | Concern |
| Diploma Exam Participation Rate (4+ Exams) | **53.5** | 50.5 | 45.1 | **56.3** | 55.7 | 55.1 | Intermediate | Maintained | Acceptable |
| Rutherford Scholarship Eligibility Rate | **70.0** | 100.0 | 76.5 | **64.8** | 63.4 | 62.2 | High | Maintained | Good |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr) | **73.5** | 46.2 | 64.8 | **59.0** | 58.7 | 58.7 | Very High | Maintained | Excellent |
| Work Preparation | **50.0** | 87.5 | 80.5 | **83.0** | 82.4 | 82.6 | Very Low | Declined | Concern |
| Citizenship | **83.7** | 78.7 | 77.1 | **82.9** | 83.0 | 83.5 | Very High | Maintained | Excellent |
| Parental Involvement | Parental Involvement | **74.0** | 65.1 | 63.7 | **81.3** | 81.2 | 81.1 | Low | Maintained | Issue |
| Continuous Improvement | School Improvement | **60.0** | 80.4 | 78.1 | **81.0** | 80.3 | 81.0 | Very Low | Declined | Concern |

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.

|  |  |
| --- | --- |
|  | **Achievement** |
| **Improvement** | **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). | 75.0 | 84.5 | 83.5 | 89.6 | 78.8 |  | Intermediate | Maintained | Acceptable |  |  |  |
| Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 14.6 | 13.0 | 21.4 | 24.5 | 13.3 |  | Low | Maintained | Issue | 18.3 | 22.3 | 26.3 |

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| **Comment on Results***(an assessment of progress toward achieving the target)*Excellence in PAT results for Grade 6 and 9 has been a reoccurring goal at MJS for several years. One of our desired states this year is about resiliency and encouraging risk taking to achieve application of knowledge for academic understanding. Also, to increase the academic rigor in our core classes.  |
| **Strategies**-Continue our literacy programs focussing on comprehension strategies: self monitoring, predicting, making connections, inferencing, synthesizing, application and summarizing. – reading levels as evidence -Plan lessons with productive struggle involved so students can learn from errors and have a deeper understanding of concept when they succeed. - anecdotal and checklist and self reflections as evidence.-Encourage students to be risk takers and push the limits of academic rigor with our students. PAT and DIP results as evidence.  |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

## Outcome One: Alberta’s students are successful (continued)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Measure** | **Results (in percentages)**  | **Target** | **Evaluation** | **Targets** |
| **2015** | **2016** | **2017** | **2018** | **2019** | **2019** | **Achievement** | **Improvement** | **Overall** | **2020** | **2021** | **2022** |
| Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results). | 84.5 | 80.4 | 78.1 | 74.0 | 75.4 |  | Low | Maintained | Issue | 78 | 81 | 84 |
| Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results). | 12.7 | 10.9 | 12.5 | 12.0 | 1.8 |  | Very Low | Declined | Concern | 10 | 12 | 14 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 students who completed high school within three years of entering Grade 10. | 75.0 | 97.3 | 96.2 | 85.8 | 94.7 |  | Very High | Maintained | Excellent |  |  |  |
| Percentage of students writing four or more diploma exams within three years of entering Grade 10. | 50.0 | 42.6 | 42.3 | 50.5 | 53.5 |  | Intermediate | Maintained | Acceptable |  |  |  |
| Drop Out Rate - annual dropout rate of students aged 14 to 18 | 0.0 | 0.6 | 0.0 | 0.0 | 0.0 |  | Very High | Maintained | Excellent |  |  |  |
| High school to post-secondary transition rate of students within six years of entering Grade 10. | 66.4 | 78.1 | 70.2 | 46.2 | 73.5 |  | Very High | Maintained | Excellent |  |  |  |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship. | n/a | 54.5 | 75.0 | 100.0 | 70.0 |  | High | Maintained | Good |  |  |  |

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| **Comment on Results***(an assessment of progress toward achieving the target)*Excellence at the diploma level has been a focus for MJS staff for many years.  |
| **Strategies** Continue to teach our students to be critical thinkers and problem solvers. Shift the focus from knowledge-based info to deeper thinking concepts. Implement a vocabulary program for our 7-12’s to increase their reading comprehension when writing exams and working through course work. |

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. | 73.2 | 72.0 | 80.8 | 78.7 | 83.7 |  | Very High | Maintained | Excellent |  |  |  |

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

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| --- | --- | --- | --- | --- |
| **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). | \* | \* | \* | \* | 72.2 |  | Intermediate | 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 | 10 | 14 | 18 |
| Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results). | \* | \* | \* | \* | \* |  | \* | \* | \* |  |  |  |
| Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results). | \* | \* | \* | \* | \* |  | \* | \* | \* |  |  |  |

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| **Comment on Results***(an assessment of progress toward achieving the target)*Many of our First Nation, Metis and Inuit students at MJS are achieving at high levels. We want to maintain and exceed the level of achievement so far.  |
| **Strategies** Support all our students with our Mental Health programs, access our Mental Health professional and our Social Emotional Coach. Support the families in any way we can. Help our families access resources when the need arises.  |

Notes:

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. | \* | \* | \* | \* | \* |  | \* | \* | \* |  |  |  |
| Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10. | \* | \* | \* | \* | \* |  | \* | \* | \* |  |  |  |
| Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18 | \* | \* | 0.0 | \* | 0.0 |  | Very High | Maintained | Excellent |  |  |  |
| 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 | \* | n/a | n/a | \* |  | \* | \* | \* |  |  |  |

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| **Comment on Results***(an assessment of progress toward achieving the target)* |
| **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. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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

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| --- | --- | --- | --- | --- |
| **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. | 68.4 | 68.6 | 77.6 | 74.2 | 66.7 |  | Low | Maintained | Issue | 70 | 74 | 78 |

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| **Comment on Results***(an assessment of progress toward achieving the target)*Marwayne Jubilee offers Daily Physical Education, CTF through grades 5-9 and CTS opportunities in High School. We are infusing technology through content areas as well as focused robotics and technology classes in Junior high. We have 7 chrome book carts in the school that students can access throughout the day. We have a woods shop and a foods lab.We have worked hard to offer choice for our options classes in the Jr Sr High. We have also kept Phys Ed 20 and 30 apart from core classes which enables more students to access.  |
| **Strategies** School based student survey to know how students are responding to their available choices of option classes.Communicate to parents and the community about what the options we do offer so everyone is aware. Also, communicate to parents and the community about the Lakeland College courses.  |

Notes:

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

# Outcome Four: Alberta’s education system is well governed and managed

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Measure** | **Results (in percentages)**  | **Target** | **Evaluation** | **Targets** |
| **2015** | **2016** | **2017** | **2018** | **2019** | **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. | 83.0 | 82.1 | 86.0 | 85.7 | 85.7 |  | High | Maintained | Good |  |  |  |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | 83.9 | 84.9 | 84.1 | 87.2 | 76.3 |  | Very Low | Maintained | Concern | 79 | 82 | 85 |
| 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. | 81.8 | 76.2 | 77.8 | 87.5 | 50.0 |  | Very Low | Declined | Concern | 65 | 75 | 85 |
| Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.*(This measure is required for charter and private school authorities that do not have grades 10-12.)* | 81.9 | 74.4 | 77.4 | 81.1 | 57.9 |  | n/a | n/a | n/a |  |  |  |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | 71.9 | 57.9 | 68.2 | 65.1 | 74.0 |  | Low | Maintained | Issue | 80 | 82 | 84 |
| 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. | 72.4 | 76.0 | 77.9 | 80.4 | 60.0 |  | Very Low | Declined | Concern | 70 | 80 | 85 |

|  |
| --- |
| **Comment on Results***(an assessment of progress toward achieving the target)*Increased communication between school, our staff and our parents is essential moving forward. MJS could involve our parents more to play active role in our school. Access our community as experts in our lessons, experiments, and activities.  |
| **Strategies** Include course offering info in our Wildcat monthly newsletter home. Have students and parents involved in the grade 10 course selection meetings. Also, have the grade 10 meetings face to face.  |

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.

# 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 | 100.0 | 11.1 | 81.8 | 0.0 | 77.8 | 0.0 | 90.0 | 10.0 | 90.0 | 0.0 |  |  |
| 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 | \* | \* | 77.8 | 0.0 | \* | \* | 88.9 | 11.1 | \* | \* |  |  |
| 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 | n/a | n/a | n/a | n/a | 42.9 | 14.3 | 71.4 | 14.3 | 55.6 | 0.0 |  |  |
| 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 | 69.2 | 15.4 | 77.8 | 55.6 | n/a | n/a | n/a | n/a | n/a | n/a |  |  |
| 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 | 100.0 | 0.0 | 100.0 | 0.0 | 100.0 | 0.0 | 83.3 | 16.7 | 100.0 | 0.0 |  |  |
| 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 | 0.0 | 85.7 | 28.6 | 72.7 | 18.2 | 77.8 | 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 | 94.7 | 21.1 | n/a | n/a | 87.5 | 18.8 | n/a | n/a | 88.9 | 11.1 |  |  |
| 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 | 50.0 | 0.0 | n/a | n/a | 64.3 | 7.1 | n/a | n/a | 33.3 | 0.0 |  |  |
| 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 | n/a | n/a | n/a | n/a | n/a | n/a | 28.6 | 0.0 | n/a | n/a |  |  |
| 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 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |  |  |
| 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.

|  |
| --- |
| Graph of Diploma Examination Results – Overall |

Notes:

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

|  |
| --- |
| Diploma Examination Results by Course |
|  |  |
| [No Data for French Lang Arts 30-1] | [No Data for Français 30] |
|   | [No Data for Mathematics 30-2]  |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.
3. 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.
4. 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.

|  |
| --- |
| Diploma Examination Results by Course |
|  |  |
|  |  |
|  | [No Data for Science 30] |

Notes:

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

Diploma Examination Results Course By Course Summary With Measure Evaluation

|  |  |  |
| --- | --- | --- |
|  | Marwayne Jubilee School | Alberta |
| Achievement | Improvement | Overall | 2019 | Prev 3 Year Average | 2019 | Prev 3 Year Average |
| Course | Measure |  |  |  | N | % | N | % | N | % | N | % |
| English Lang Arts 30-1 | Acceptable Standard | Intermediate | Maintained | Acceptable | 10 | 90.0 | 10 | 83.2 | 29,832 | 86.8 | 30,091 | 86.9 |
| Standard of Excellence | Very Low | Maintained | Concern | 10 | 0.0 | 10 | 3.3 | 29,832 | 12.3 | 30,091 | 11.9 |
| English Lang Arts 30-2 | Acceptable Standard | \* | \* | \* | 5 | \* | 9 | 83.3 | 16,640 | 87.1 | 16,563 | 88.9 |
| Standard of Excellence | \* | \* | \* | 5 | \* | 9 | 5.6 | 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 | 9 | 55.6 | 7 | 57.1 | 19,389 | 77.8 | 20,337 | 73.9 |
| Standard of Excellence | n/a | n/a | n/a | 9 | 0.0 | 7 | 14.3 | 19,389 | 35.1 | 20,337 | 30.6 |
| Mathematics 30-2 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | 9 | 77.8 | 14,465 | 76.5 | 14,107 | 74.8 |
| Standard of Excellence | n/a | n/a | n/a | n/a | n/a | 9 | 55.6 | 14,465 | 16.8 | 14,107 | 16.4 |
| Social Studies 30-1 | Acceptable Standard | Very High | Maintained | Excellent | 6 | 100.0 | 6 | 94.4 | 21,610 | 86.6 | 22,179 | 85.7 |
| Standard of Excellence | Very Low | Maintained | Concern | 6 | 0.0 | 6 | 5.6 | 21,610 | 17.0 | 22,179 | 15.6 |
| Social Studies 30-2 | Acceptable Standard | Low | Maintained | Issue | 9 | 77.8 | 9 | 76.1 | 20,758 | 77.8 | 20,078 | 80.2 |
| Standard of Excellence | Very Low | Declined | Concern | 9 | 0.0 | 9 | 15.6 | 20,758 | 12.2 | 20,078 | 12.6 |
| Biology 30 | Acceptable Standard | High | Maintained | Good | 9 | 88.9 | 16 | 87.5 | 22,442 | 83.9 | 22,853 | 85.3 |
| Standard of Excellence | Low | Maintained | Issue | 9 | 11.1 | 16 | 18.8 | 22,442 | 35.5 | 22,853 | 33.8 |
| Chemistry 30 | Acceptable Standard | Very Low | Declined | Concern | 9 | 33.3 | 14 | 64.3 | 18,525 | 85.7 | 18,929 | 82.7 |
| Standard of Excellence | Very Low | Maintained | Concern | 9 | 0.0 | 14 | 7.1 | 18,525 | 42.5 | 18,929 | 37.2 |
| Physics 30 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | 7 | 28.6 | 9,247 | 87.5 | 9,974 | 85.9 |
| Standard of Excellence | n/a | n/a | n/a | n/a | n/a | 7 | 0.0 | 9,247 | 43.5 | 9,974 | 41.7 |
| Science 30 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 9,676 | 85.7 | 9,180 | 84.9 |
| Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 9,676 | 31.2 | 9,180 | 29.2 |

Notes:

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

**Measure Evaluation Reference - Achievement Evaluation**

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

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

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

Notes:

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

**Improvement Table**

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

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

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

**Overall Evaluation Table**

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

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

### High School Completion Rate – Measure Details

|  |
| --- |
| 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 | 75.0 | 97.3 | 96.2 | 85.8 | 94.7 | 85.2 | 89.1 | 91.7 | 86.4 | 88.2 | 76.5 | 76.5 | 78.0 | 78.0 | 79.1 |
| 4 Year Completion | 100.0 | 76.6 | 96.5 | 96.2 | 91.0 | 86.7 | 88.7 | 91.4 | 93.7 | 88.1 | 79.9 | 81.0 | 81.2 | 82.6 | 82.7 |
| 5 Year Completion | 80.7 | 100.0 | 83.3 | 97.3 | 100.0 | 92.1 | 88.5 | 89.8 | 90.9 | 93.9 | 82.0 | 82.1 | 83.2 | 83.4 | 84.8 |

|  |  |
| --- | --- |
| Graph of School Results | Graph of School Results |
| Graph of School Results |

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 | 0.0 | 0.6 | 0.0 | 0.0 | 0.0 | 2.2 | 1.8 | 0.5 | 1.1 | 1.2 | 3.5 | 3.2 | 3.0 | 2.3 | 2.6 |
| Returning Rate | \* | n/a | \* | n/a | \* | 13.0 | 14.1 | 13.2 | 44.3 | 27.5 | 20.9 | 18.2 | 18.9 | 19.9 | 22.7 |

|  |  |
| --- | --- |
| Graph of School Results | Graph of School Results |

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 | 67.9 | 37.9 | 71.3 | 53.0 | 37.9 | 42.8 | 48.9 | 47.8 | 47.7 | 48.7 | 38.3 | 37.0 | 37.0 | 39.3 | 40.1 |
| 6 Year Rate | 66.4 | 78.1 | 70.2 | 46.2 | 73.5 | 65.7 | 67.6 | 59.4 | 63.5 | 64.0 | 59.7 | 59.4 | 57.9 | 58.7 | 59.0 |

|  |  |
| --- | --- |
| Graph of School Results | Graph of School Results |

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 | 54.5 | 75.0 | 100.0 | 70.0 | 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 | 11 | 4 | 36.4 | 5 | 45.5 | 5 | 45.5 | 6 | 54.5 |
| 2016 | 12 | 9 | 75.0 | 8 | 66.7 | 6 | 50.0 | 9 | 75.0 |
| 2017 | 7 | 7 | 100.0 | 7 | 100.0 | 4 | 57.1 | 7 | 100.0 |
| 2018 | 10 | 7 | 70.0 | 7 | 70.0 | 6 | 60.0 | 7 | 70.0 |

|  |
| --- |
| Graph of School Results |

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 | 33.3 | 8.8 | 3.8 | 19.2 | 5.3 | 10.9 | 7.8 | 9.3 | 12.3 | 9.4 | 15.7 | 15.7 | 15.0 | 14.8 | 14.2 |
| % Writing 1+ Exams | 66.7 | 91.2 | 96.2 | 80.8 | 94.7 | 89.1 | 92.2 | 90.7 | 87.7 | 90.6 | 84.3 | 84.3 | 85.0 | 85.2 | 85.8 |
| % Writing 2+ Exams | 66.7 | 79.1 | 96.2 | 80.8 | 90.6 | 86.4 | 90.7 | 90.4 | 85.8 | 89.6 | 81.4 | 81.2 | 82.0 | 82.3 | 83.0 |
| % Writing 3+ Exams | 66.7 | 60.8 | 57.7 | 55.5 | 65.9 | 67.8 | 64.0 | 63.9 | 62.0 | 66.3 | 65.0 | 64.7 | 65.2 | 66.1 | 66.8 |
| **% Writing 4+ Exams** | **50.0** | **42.6** | **42.3** | **50.5** | **53.5** | **56.0** | **55.3** | **54.6** | **52.6** | **59.9** | **54.4** | **54.6** | **54.9** | **55.7** | **56.3** |
| % Writing 5+ Exams | 25.0 | 18.2 | 30.8 | 25.2 | 41.2 | 38.6 | 39.6 | 40.4 | 35.7 | 45.1 | 36.3 | 37.1 | 37.5 | 37.8 | 38.7 |
| % Writing 6+ Exams | 8.3 | 18.2 | 7.7 | 15.1 | 8.2 | 14.0 | 16.7 | 10.9 | 13.3 | 13.5 | 13.1 | 13.8 | 13.6 | 13.9 | 14.2 |

|  |
| --- |
| Graph of School Results |

|  |
| --- |
| 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 | 33.3 | 52.9 | 46.2 | 50.0 | 52.0 | 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 | 33.3 | 35.3 | 50.0 | 30.0 | 36.0 | 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** | **66.7** | **88.2** | **96.2** | **80.0** | **88.0** | **84.0** | **89.3** | **87.7** | **83.2** | **88.4** | **79.7** | **79.5** | **80.1** | **80.9** | **81.1** |
| Social Studies 30-1 | 41.7 | 47.1 | 34.6 | 35.0 | 36.0 | 29.9 | 28.3 | 34.1 | 29.7 | 36.2 | 45.1 | 43.5 | 45.1 | 44.9 | 45.0 |
| Social Studies 30-2 | 25.0 | 29.4 | 57.7 | 45.0 | 56.0 | 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** | **66.7** | **76.5** | **92.3** | **80.0** | **92.0** | **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 | 25.0 | 23.5 | 26.9 | 40.0 | 36.0 | 30.8 | 23.0 | 23.7 | 19.6 | 26.6 | 37.3 | 37.1 | 36.4 | 35.5 | 36.5 |
| Mathematics 30-2 | 41.7 | 29.4 | 23.1 | 15.0 | 20.0 | 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** | **66.7** | **52.9** | **50.0** | **55.0** | **56.0** | **58.9** | **57.2** | **59.7** | **54.7** | **60.8** | **57.0** | **57.6** | **58.3** | **58.6** | **59.3** |
| Biology 30 | 50.0 | 47.1 | 46.2 | 30.0 | 48.0 | 45.3 | 44.7 | 39.3 | 39.6 | 46.2 | 41.4 | 40.6 | 40.7 | 41.7 | 42.7 |
| Chemistry 30 | 16.7 | 17.6 | 38.5 | 35.0 | 40.0 | 38.4 | 40.6 | 39.6 | 34.8 | 44.5 | 34.7 | 35.7 | 35.6 | 35.1 | 35.8 |
| Physics 30 | 16.7 | 17.6 | 7.7 | 15.0 | 12.0 | 18.7 | 19.2 | 12.3 | 13.3 | 15.6 | 20.0 | 19.9 | 19.3 | 18.6 | 18.7 |
| Science 30 | 0.0 | 0.0 | 0.0 | 10.0 | 8.0 | 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** | **50.0** | **47.1** | **50.0** | **50.0** | **56.0** | **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** |

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 | 73.2 | 72.0 | 80.8 | 78.7 | 83.7 | 78.9 | 83.8 | 83.9 | 82.2 | 83.8 | 83.5 | 83.9 | 83.7 | 83.0 | 82.9 |
| Teacher | 91.8 | n/a | 94.4 | 94.1 | n/a | 93.3 | 97.3 | 97.0 | 95.3 | 96.1 | 94.2 | 94.5 | 94.0 | 93.4 | 93.2 |
| Parent | 61.8 | 74.1 | 72.2 | 65.1 | 83.7 | 74.3 | 81.0 | 79.9 | 79.1 | 80.7 | 82.1 | 82.9 | 82.7 | 81.7 | 81.9 |
| Student | 66.1 | 69.9 | 75.8 | 76.8 | n/a | 69.2 | 73.0 | 74.6 | 72.2 | 74.8 | 74.2 | 74.5 | 74.4 | 73.9 | 73.5 |

|  |  |
| --- | --- |
| Graph of Overall School Results | Graph of Detailed School Results |

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 | 81.8 | 76.2 | 77.8 | 87.5 | 50.0 | 76.8 | 82.8 | 81.5 | 80.7 | 83.5 | 82.0 | 82.6 | 82.7 | 82.4 | 83.0 |
| Teacher | 100.0 | n/a | 100.0 | 100.0 | n/a | 93.7 | 94.7 | 95.2 | 93.4 | 96.0 | 89.7 | 90.5 | 90.4 | 90.3 | 90.8 |
| Parent | 63.6 | 76.2 | 55.6 | 75.0 | 50.0 | 60.0 | 70.9 | 67.8 | 68.0 | 71.0 | 74.2 | 74.8 | 75.1 | 74.6 | 75.2 |

|  |  |
| --- | --- |
| Graph of Overall School Results | Graph of Detailed School Results |

Notes:

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

### Lifelong Learning – Measure Details (OPTIONAL)

|  |
| --- |
| Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. |
|  | **School** | **Authority** | **Province** |
|  | **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** |
| Overall | 81.9 | 74.4 | 77.4 | 81.1 | 57.9 | 72.8 | 76.6 | 76.4 | 77.2 | 76.2 | 70.0 | 70.7 | 71.0 | 70.9 | 71.4 |
| Teacher | 97.1 | n/a | 94.3 | 97.0 | n/a | 87.7 | 87.2 | 87.6 | 90.3 | 89.1 | 76.0 | 77.3 | 77.3 | 77.8 | 78.8 |
| Parent | 66.7 | 74.4 | 60.6 | 65.2 | 57.9 | 58.0 | 66.0 | 65.2 | 64.1 | 63.3 | 64.0 | 64.2 | 64.8 | 64.0 | 64.0 |

|  |  |
| --- | --- |
| Graph of Overall School Results (optional) | Graph of Detailed School Results (optional) |

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** |
| **2015** | **2016** | **2017** | **2018** | **2019** | **2019** |
| **A** | **E** | **A** | **E** | **A** | **E** | **A** | **E** | **A** | **E** | **A** | **E** |
| English Language Arts 6 | School | 84.0 | 24.0 | 88.9 | 11.1 | 92.6 | 18.5 | 96.2 | 26.9 | 96.7 | 13.3 |  |  |
| 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 |  |  |
| Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |  |  |
| Province | 87.5 | 13.6 | 87.7 | 14.2 | 85.1 | 13.5 | 85.2 | 12.3 | 87.7 | 15.7 |  |  |
| Français 6 année | 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 | 89.0 | 15.0 | 91.4 | 17.2 | 92.1 | 21.6 | 93.3 | 23.1 | 90.3 | 24.6 |  |  |
| Mathematics 6 | School | 84.0 | 12.0 | 81.5 | 14.8 | 92.6 | 25.9 | 96.2 | 23.1 | 90.0 | 20.0 |  |  |
| 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 | 80.0 | 20.0 | 88.9 | 22.2 | 100.0 | 51.9 | 88.5 | 34.6 | 86.7 | 26.7 |  |  |
| 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 | 68.0 | 8.0 | 88.9 | 18.5 | 88.9 | 29.6 | 96.2 | 30.8 | 83.3 | 23.3 |  |  |
| 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 | 77.8 | 7.4 | 78.9 | 0.0 | 88.9 | 3.7 | 95.5 | 18.2 | 73.3 | 3.3 |  |  |
| 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 | \* | \* | \* | \* | \* | \* | n/a | n/a | n/a | n/a |  |  |
| 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 | 46.2 | 11.5 | 80.0 | 0.0 | 66.7 | 12.5 | 81.0 | 9.5 | 56.0 | 4.0 |  |  |
| 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 | \* | \* | \* | \* | \* | \* | \* | \* | \* | \* |  |  |
| 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 | 88.9 | 18.5 | 84.2 | 15.8 | 82.6 | 21.7 | 100.0 | 35.0 | 84.6 | 11.5 |  |  |
| 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 | \* | \* | \* | \* | \* | \* | \* | \* | \* | \* |  |  |
| 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 | 66.7 | 14.8 | 78.9 | 10.5 | 70.4 | 14.8 | 68.2 | 18.2 | 56.7 | 6.7 |  |  |
| 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 | \* | \* | \* | \* | \* | \* | n/a | n/a | n/a | n/a |  |  |
| 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.

|  |
| --- |
| Graph of Overall Provincial Achievement Test Results |

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 |
|  | [No Data for French Language Arts 6] |
| [No Data for Français 6] |  |
|  |  |

Notes:

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

|  |
| --- |
| Graph of Provincial Achievement Test Results by Course |
|  | [No Data for English Lang Arts 9 KAE] |
| [No Data for French Language Arts 9] | [No Data for Français 9] |
|  |  |

Notes:

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

|  |
| --- |
| Graph of Provincial Achievement Test Results by Course |
|  |  |
|  | [No Data for Social Studies 9 KAE] |

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.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

|  |  |  |
| --- | --- | --- |
|  | Marwayne Jubilee School | Alberta |
| Achievement | Improvement | Overall | 2019 | Prev 3 Year Average | 2019 | Prev 3 Year Average |
| Course | Measure |  |  |  | N | % | N | % | N | % | N | % |
| English Language Arts 6 | Acceptable Standard | Very High | Maintained | Excellent | 30 | 96.7 | 27 | 92.5 | 54,820 | 83.2 | 49,573 | 82.9 |
| Standard of Excellence | Intermediate | Maintained | Acceptable | 30 | 13.3 | 27 | 18.9 | 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 | Very High | Maintained | Excellent | 30 | 90.0 | 27 | 90.1 | 54,778 | 72.5 | 49,502 | 71.5 |
| Standard of Excellence | High | Maintained | Good | 30 | 20.0 | 27 | 21.3 | 54,778 | 15.0 | 49,502 | 13.5 |
| Science 6 | Acceptable Standard | High | Maintained | Good | 30 | 86.7 | 27 | 92.5 | 54,879 | 77.6 | 49,520 | 77.9 |
| Standard of Excellence | High | Maintained | Good | 30 | 26.7 | 27 | 36.2 | 54,879 | 28.6 | 49,520 | 28.9 |
| Social Studies 6 | Acceptable Standard | High | Maintained | Good | 30 | 83.3 | 27 | 91.3 | 54,802 | 76.2 | 49,511 | 73.1 |
| Standard of Excellence | High | Maintained | Good | 30 | 23.3 | 27 | 26.3 | 54,802 | 24.4 | 49,511 | 22.3 |
| English Language Arts 9 | Acceptable Standard | Low | Declined | Issue | 30 | 73.3 | 23 | 87.8 | 47,465 | 75.1 | 45,363 | 76.6 |
| Standard of Excellence | Very Low | Maintained | Concern | 30 | 3.3 | 23 | 7.3 | 47,465 | 14.7 | 45,363 | 14.9 |
| K&E English Language Arts 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,569 | 57.4 | 1,551 | 58.1 |
| Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,569 | 5.4 | 1,551 | 6.0 |
| French Language Arts 9 année | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 2,811 | 82.9 | 2,758 | 82.5 |
| Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 2,811 | 12.3 | 2,758 | 10.6 |
| Français 9 année | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 396 | 88.6 | 380 | 86.0 |
| Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 396 | 26.0 | 380 | 25.1 |
| Mathematics 9 | Acceptable Standard | Low | Declined | Issue | 25 | 56.0 | 22 | 75.9 | 46,764 | 60.0 | 44,959 | 64.7 |
| Standard of Excellence | Very Low | Maintained | Concern | 25 | 4.0 | 22 | 7.3 | 46,764 | 19.0 | 44,959 | 17.1 |
| K&E Mathematics 9 | Acceptable Standard | \* | \* | \* | 5 | \* | n/a | n/a | 2,190 | 59.6 | 2,007 | 58.7 |
| Standard of Excellence | \* | \* | \* | 5 | \* | n/a | n/a | 2,190 | 13.2 | 2,007 | 13.3 |
| Science 9 | Acceptable Standard | Very High | Maintained | Excellent | 26 | 84.6 | 21 | 88.9 | 47,489 | 75.2 | 45,363 | 74.6 |
| Standard of Excellence | Intermediate | Declined | Issue | 26 | 11.5 | 21 | 24.2 | 47,489 | 26.4 | 45,363 | 22.7 |
| K&E Science 9 | Acceptable Standard | \* | \* | \* | 4 | \* | n/a | n/a | 1,536 | 61.7 | 1,520 | 64.1 |
| Standard of Excellence | \* | \* | \* | 4 | \* | n/a | n/a | 1,536 | 10.7 | 1,520 | 13.3 |
| Social Studies 9 | Acceptable Standard | Low | Declined | Issue | 30 | 56.7 | 23 | 72.5 | 47,496 | 68.7 | 45,366 | 66.1 |
| Standard of Excellence | Very Low | Maintained | Concern | 30 | 6.7 | 23 | 14.5 | 47,496 | 20.6 | 45,366 | 19.9 |
| K&E Social Studies 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,466 | 55.9 | 1,501 | 56.5 |
| Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,466 | 15.0 | 1,501 | 12.8 |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

**Measure Evaluation Reference - Achievement Evaluation**

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

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

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

Notes:

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 | 68.4 | 68.6 | 77.6 | 74.2 | 66.7 | 70.8 | 74.9 | 73.7 | 71.1 | 71.5 | 81.3 | 81.9 | 81.9 | 81.8 | 82.2 |
| Teacher | 83.7 | n/a | 87.1 | 82.8 | n/a | 81.9 | 84.7 | 83.0 | 79.9 | 80.3 | 87.2 | 88.1 | 88.0 | 88.4 | 89.1 |
| Parent | 60.2 | 71.0 | 79.9 | 63.6 | 66.7 | 68.0 | 74.5 | 73.1 | 70.1 | 71.9 | 79.9 | 80.1 | 80.1 | 79.9 | 80.1 |
| Student | 61.2 | 66.3 | 65.8 | 76.2 | n/a | 62.5 | 65.4 | 65.0 | 63.4 | 62.3 | 76.9 | 77.5 | 77.7 | 77.2 | 77.4 |

|  |  |
| --- | --- |
| Graph of Overall School Results | Graph of Detailed School Results |

Notes:

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

### Parental Involvement – Measure Details

|  |
| --- |
| 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 | 71.9 | 57.9 | 68.2 | 65.1 | 74.0 | 78.3 | 80.1 | 78.9 | 78.7 | 79.4 | 80.7 | 80.9 | 81.2 | 81.2 | 81.3 |
| Teacher | 84.5 | n/a | 70.8 | 78.6 | n/a | 88.5 | 91.5 | 89.1 | 86.6 | 87.6 | 88.1 | 88.4 | 88.5 | 88.9 | 89.0 |
| Parent | 59.3 | 57.9 | 65.6 | 51.6 | 74.0 | 68.2 | 68.7 | 68.6 | 70.8 | 71.2 | 73.4 | 73.5 | 73.9 | 73.4 | 73.6 |

|  |  |
| --- | --- |
| Graph of Overall School Results | Graph of Detailed School Results |

Notes:

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

### 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 | 83.9 | 84.9 | 84.1 | 87.2 | 76.3 | 85.9 | 89.8 | 89.6 | 89.6 | 90.8 | 89.5 | 90.1 | 90.1 | 90.0 | 90.2 |
| Teacher | 99.0 | n/a | 90.7 | 98.0 | n/a | 97.4 | 98.1 | 97.2 | 96.6 | 96.9 | 95.9 | 96.0 | 95.9 | 95.8 | 96.1 |
| Parent | 69.7 | 81.3 | 76.2 | 75.6 | 76.3 | 77.0 | 84.6 | 84.6 | 85.8 | 86.9 | 85.4 | 86.1 | 86.4 | 86.0 | 86.4 |
| Student | 82.9 | 88.5 | 85.5 | 87.9 | n/a | 83.4 | 86.8 | 86.9 | 86.4 | 88.4 | 87.4 | 88.0 | 88.1 | 88.2 | 88.1 |

|  |  |
| --- | --- |
| Graph of Overall School Results | Graph of Detailed School Results |

Notes:

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

### Safe and Caring – Measure Details

|  |
| --- |
| 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 | 83.0 | 82.1 | 86.0 | 85.7 | 85.7 | 86.5 | 89.8 | 89.3 | 88.2 | 89.0 | 89.2 | 89.5 | 89.5 | 89.0 | 89.0 |
| Teacher | 96.4 | n/a | 92.2 | 89.4 | n/a | 96.3 | 98.2 | 96.7 | 96.1 | 97.2 | 95.4 | 95.4 | 95.3 | 95.0 | 95.1 |
| Parent | 74.5 | 78.5 | 80.0 | 83.1 | 85.7 | 84.0 | 88.7 | 88.0 | 87.6 | 87.8 | 89.3 | 89.8 | 89.9 | 89.4 | 89.7 |
| Student | 78.0 | 85.6 | 85.9 | 84.5 | n/a | 79.1 | 82.4 | 83.3 | 80.9 | 81.8 | 83.0 | 83.4 | 83.3 | 82.5 | 82.3 |

|  |  |
| --- | --- |
| Graph of Overall School Results | Graph of Detailed School Results |

Notes:

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

### School Improvement – Measure Details

|  |
| --- |
| 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 | 72.4 | 76.0 | 77.9 | 80.4 | 60.0 | 76.7 | 80.6 | 81.7 | 81.8 | 81.6 | 79.6 | 81.2 | 81.4 | 80.3 | 81.0 |
| Teacher | 93.8 | n/a | 94.4 | 94.1 | n/a | 86.5 | 86.0 | 86.5 | 88.6 | 88.3 | 79.8 | 82.3 | 82.2 | 81.5 | 83.4 |
| Parent | 54.5 | 72.7 | 61.1 | 69.2 | 60.0 | 69.2 | 78.2 | 79.9 | 81.5 | 79.2 | 78.5 | 79.7 | 80.8 | 79.3 | 80.3 |
| Student | 69.0 | 79.2 | 78.3 | 77.8 | n/a | 74.3 | 77.7 | 78.7 | 75.2 | 77.3 | 80.7 | 81.5 | 81.1 | 80.2 | 79.4 |

|  |  |
| --- | --- |
| Graph of Overall School Results | Graph of Detailed School Results |

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.