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## JR Robson School 2018-19 Annual Education Results Report



Mantra: *Explore - Create - Achieve*

**Mission:** *At J.R. Robson, we are committed to a culture of embedding technology, literacy, engagement and wellness that produces continuous personal learning and development while becoming globally prepared citizens.*

### About Us

J.R. Robson School is a dynamic Alberta school offering diverse academic programming for students from Grade 7 to 12. Students are encouraged to access our wide range of academic offerings so that they may explore possible future options and develop areas of interest by the time they graduate. We pride ourselves on our academics, but also ensure strong extracurricular programs are in place to help our students develop into well rounded members of society.

The following Annual Education Results Report for JR Robson School is based on exam and survey data from students, parents and teachers of JR Robson School. The data is compiled into a report format called the Accountability Pillar. The Accountability Pillar consists of a common set of performance measures and consistent, fair evaluations of results. Through the Accountability Pillar increased emphasis is placed on achieving outcomes, reporting results and using results for informed decision making for the purpose of improving programs and student results in subsequent years. JR Robson School's performance is measured, evaluated and reported by comparing current school results against both past performance and provincial standards on a common set of measures.

**Combined 2019 Accountability Pillar Overall Summary**

Measure Category	Measure	J. R. Robson 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	84.6	84.1	86.8	89.0	89.0	89.3	High	Maintained	Good
Student Learning Opportunities	Program of Studies	67.2	73.6	76.0	82.2	81.8	81.9	Low	Declined	Issue
	Education Quality	87.7	87.9	89.4	90.2	90.0	90.1	High	Maintained	Good
	Drop Out Rate	1.4	0.7	0.6	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	92.0	84.0	92.1	79.1	78.0	77.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	72.2	73.9	77.9	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	20.8	11.7	12.6	20.6	19.9	19.6	High	Improved	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	81.8	89.8	87.7	83.6	83.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	21.2	18.8	19.5	24.0	24.2	22.5	High	Maintained	Good
	Diploma Exam Participation Rate (4+ Exams)	52.6	59.8	69.6	56.3	55.7	55.1	Intermediate	Declined	Issue
	Rutherford Scholarship Eligibility Rate	67.9	80.0	79.1	64.8	63.4	62.2	Intermediate	Declined	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	75.7	82.3	76.7	59.0	58.7	58.7	Very High	Maintained	Excellent
	Work Preparation	66.4	86.4	85.0	83.0	82.4	82.6	Very Low	Declined	Concern
	Citizenship	78.2	75.0	78.1	82.9	83.0	83.5	High	Maintained	Good
Parental Involvement	Parental Involvement	62.7	74.5	79.7	81.3	81.2	81.1	Very Low	Declined	Concern
Continuous Improvement	School Improvement	78.2	78.7	82.0	81.0	80.3	81.0	High	Maintained	Good

Notes:

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

**Measure Evaluation Reference**

**Achievement Evaluation**

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

**Improvement Table**

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

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

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

**Overall Evaluation Table**

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

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

**Category Evaluation**

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

## Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	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).	70.4	75.5	84.3	73.9	72.2		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).	10.5	14.8	11.3	11.7	20.8		High	Improved	Good			

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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.

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	84.7	92.2	81.0	89.8	81.8		Intermediate	Maintained	Acceptable			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	22.1	19.1	20.7	18.8	21.2		High	Maintained	Good			

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	87.0	95.8	96.5	84.0	92.0		Very High	Maintained	Excellent			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	61.9	73.5	75.4	59.8	52.6		Intermediate	Declined	Issue			
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.5	0.7	0.6	0.7	1.4		Very High	Maintained	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	74.9	82.3	65.5	82.3	75.7		Very High	Maintained	Excellent			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	75.7	81.6	80.0	67.9		Intermediate	Declined	Issue			

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.

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.	79.5	79.4	79.9	75.0	78.2		High	Maintained	Good			

**Comment on Results**

The learning culture of JR Robson School has established high expectations for students to participate in as many learning opportunities as possible. We work with community partners to create interest in post secondary opportunities for our students, allowing them to set realistic goals for their future.

**Strategies**

1. Continue diverse learning opportunities with our community partners like Lakeland College.
2. Provide academic counselling to our students that help them set and attain learning goals for their future career interests.

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)**

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).	*	*	*	n/a	84.4		High	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).	*	*	*	n/a	12.5		Low	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	*	75.0	*	n/a	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	*	10.0	*	n/a	*		*	*	*			

**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.	*	*	100.0	57.9	n/a		n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	*	*	33.3	72.3	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	0.0	0.0	0.0	4.5	10.8		Very Low	Maintained	Concern			
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	n/a	n/a			

**Comment on Results**

JR Robson School has a targeted intervention program, Response to The Individual (RTI), in place to support students who attend our school. While we are encouraged by the percentage of FNMI students who reach Acceptable Standard on the PAT exams, we will continue to analyze the data that suggests the Drop Out Rate is a **Concern**.

**Strategies**

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	75.0	75.8	78.7	73.6	67.2		Low	Declined	Issue			

**Comment on Results**

We currently offer all core course programming at our school from Grades 7-12. Students also access the Students On Line School for specialty courses of interest like Psychology and Sociology. We offer a broad spectrum of complimentary courses from Grades 7-12 including Art, CTS Foods, CTS IA, CTS Computer Technology and Hockey-Recreation Skill 8-9.

We cannot provide some of the courses that the survey asks about like Band and second languages due to low student demand and teacher expertise.

**Strategies**

1. Continue to provide all core course programming as required and requested by our students.
2. Maintain a high level of technology and materials support for our current complimentary courses and look to expand with additions like more complex 3D printing; digital music; soapstone art.

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.	86.5	88.3	87.9	84.1	84.6		High	Maintained	Good			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.7	90.4	90.0	87.9	87.7		High	Maintained	Good			
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.	81.2	87.8	81.0	86.4	66.4		Very Low	Declined	Concern			
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	84.1	86.9	80.0	78.1	70.0		n/a	n/a	n/a			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	78.3	81.0	83.7	74.5	62.7		Very Low	Declined	Concern			
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.	82.2	82.1	85.2	78.7	78.2		High	Maintained	Good			

### Comment on Results

The results continue to show that all stakeholders at our school feel safe and cared for. JR Robson School continues to be recognized that we provide a quality education that continues to develop and improve with time. This is important to meet that challenges of an ever changing world in which our students are living in.

Parental involvement has always been encouraged at our school. Parents for the most part do provide support to their student whether it be in curricular or extracurricular learning.

### Strategies

1. Work with Parent Advisory Counsel to explore ways to get parents involved at our school.
2. We will communicate clearly with all stakeholders in regards to our plans for school improvement and for providing a safe and caring environment.
3. Continued use of our SEC, VIBE worker and MHP worker to assist students and parents in providing a safe and caring environment.

### 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)**

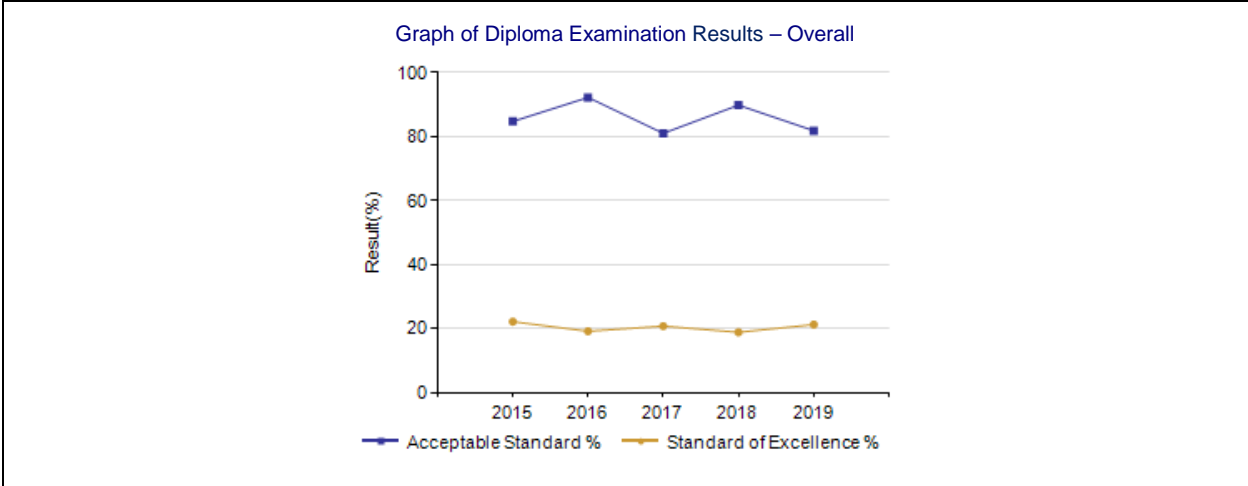
The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

**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	88.9	7.4	90.0	2.5	75.0	5.6	94.4	5.6	88.0	8.0		
	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	94.4	11.1	94.4	11.1	94.7	5.3	100.0	11.1	78.9	0.0		
	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	85.7	42.9	82.4	17.6	100.0	50.0	*	*	62.5	50.0		
	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	94.1	52.9	100.0	41.7	69.6	34.8	80.0	13.3	66.7	27.8		
	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	77.8	11.1	100.0	6.3	80.0	13.3	100.0	0.0	100.0	28.6		
	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	86.2	34.5	94.7	42.1	85.4	19.5	92.6	22.2	80.6	22.2		
	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	87.0	30.4	91.3	17.4	77.8	22.2	*	*	86.7	20.0		
	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	63.0	11.1	85.7	11.4	61.5	26.9	64.3	21.4	70.6	23.5		
	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	80.0	10.0	100.0	15.4	71.4	0.0	*	*	100.0	11.1		
	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	100.0	21.4	94.4	33.3	100.0	32.1	100.0	31.3	93.8	43.8		
	Authority	87.2	23.1	87.1	30.6	98.4	29.5	87.1	27.4	87.7	28.1		
	Province	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2		

Notes:

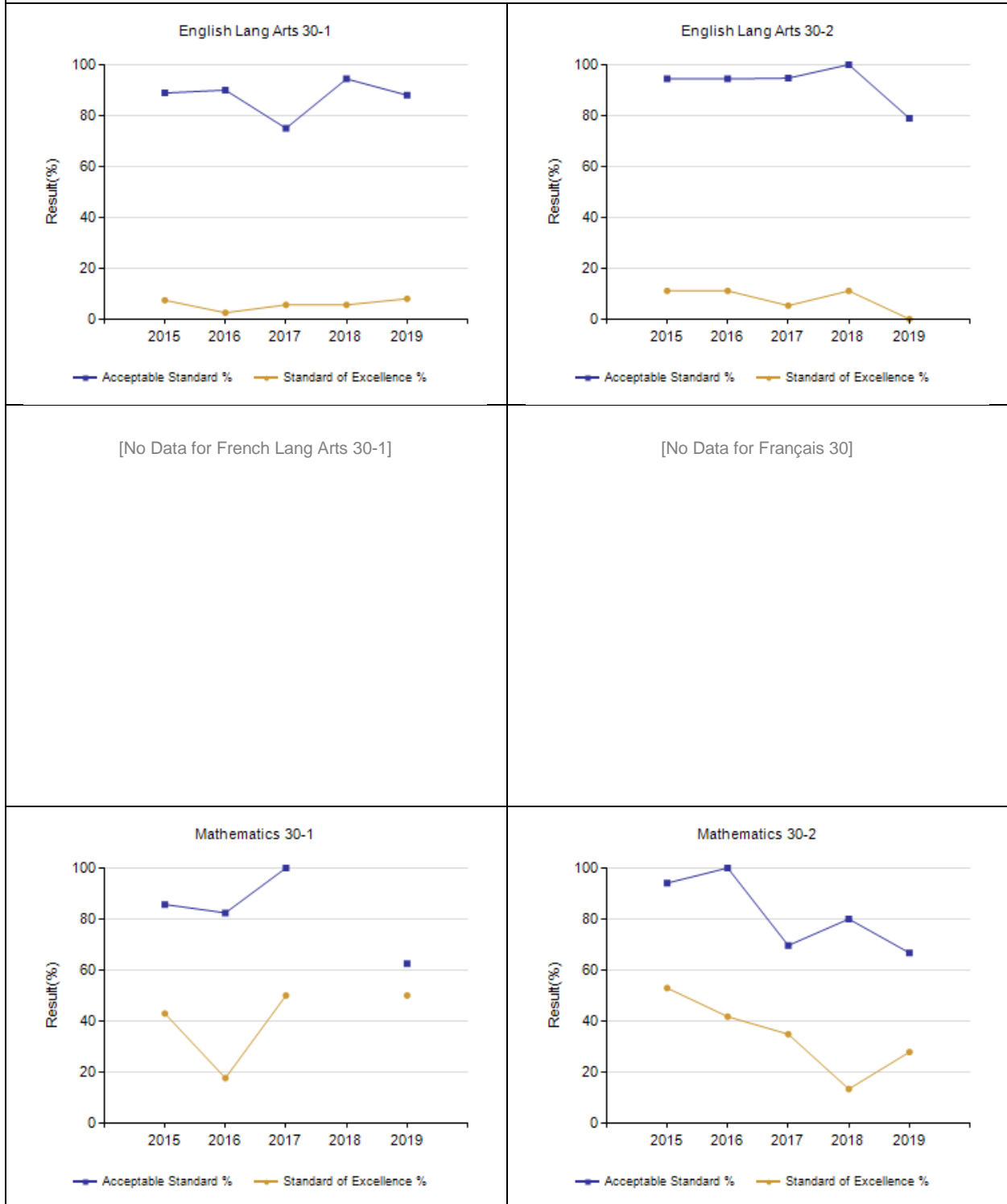
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution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



Notes:

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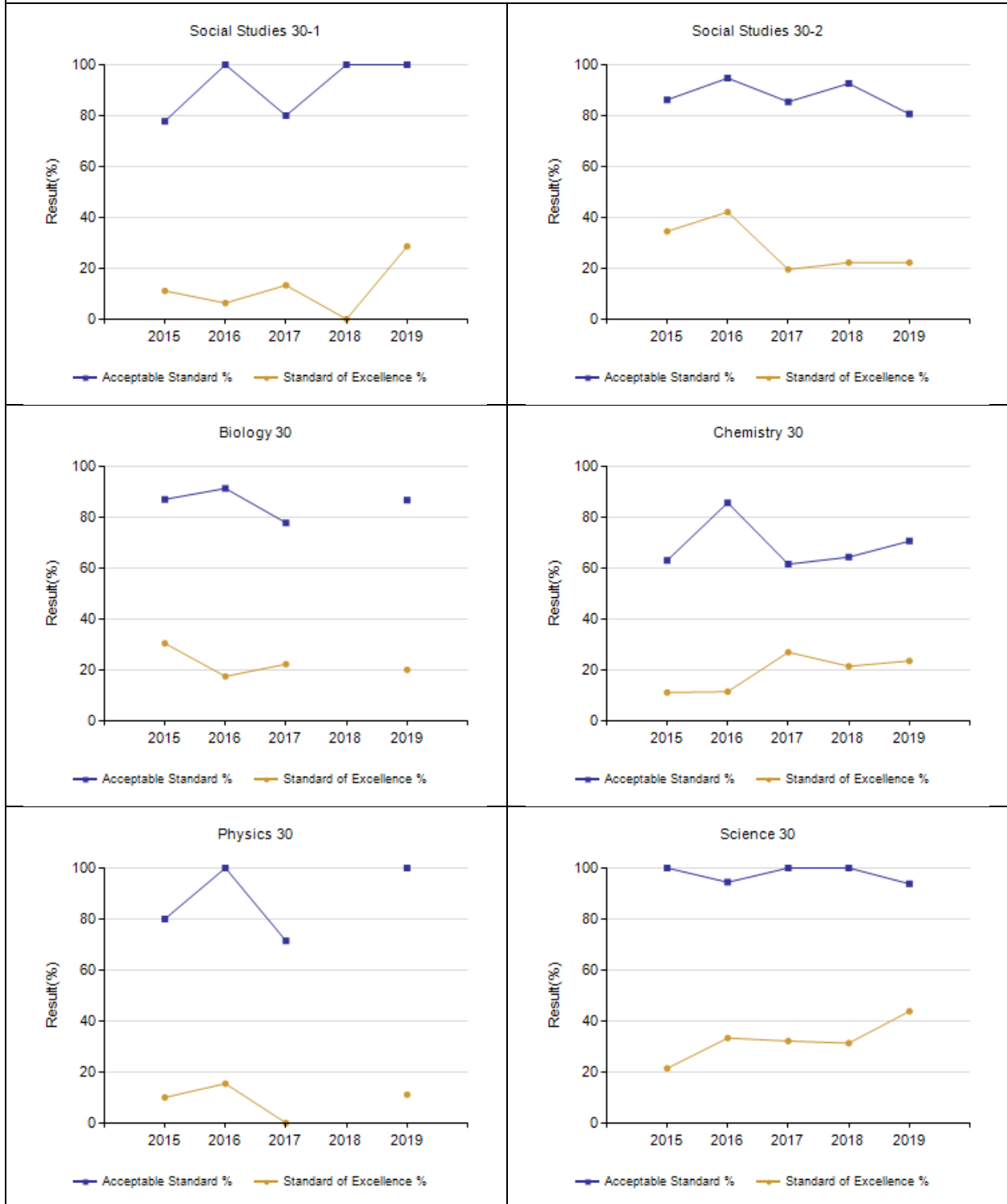
Diploma Examination Results by Course



Notes:

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Diploma Examination Results by Course



Notes:

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Diploma Examination Results Course By Course Summary With Measure Evaluation

Course		Measure		J. R. Robson School						Alberta				
				Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	25	88.0	31	86.5	29,832	86.8	30,091	86.9		
	Standard of Excellence	Intermediate	Maintained	Acceptable	25	8.0	31	4.5	29,832	12.3	30,091	11.9		
English Lang Arts 30-2	Acceptable Standard	Very Low	Declined	Concern	19	78.9	18	96.4	16,640	87.1	16,563	88.9		
	Standard of Excellence	Very Low	Declined	Concern	19	0.0	18	9.2	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	8	62.5	14	91.2	19,389	77.8	20,337	73.9		
	Standard of Excellence	n/a	n/a	n/a	8	50.0	14	33.8	19,389	35.1	20,337	30.6		
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	18	66.7	17	83.2	14,465	76.5	14,107	74.8		
	Standard of Excellence	n/a	n/a	n/a	18	27.8	17	29.9	14,465	16.8	14,107	16.4		
Social Studies 30-1	Acceptable Standard	Very High	Maintained	Excellent	7	100.0	13	93.3	21,610	86.6	22,179	85.7		
	Standard of Excellence	Very High	Improved	Excellent	7	28.6	13	6.5	21,610	17.0	22,179	15.6		
Social Studies 30-2	Acceptable Standard	Intermediate	Declined	Issue	36	80.6	35	90.9	20,758	77.8	20,078	80.2		
	Standard of Excellence	High	Maintained	Good	36	22.2	35	27.9	20,758	12.2	20,078	12.6		
Biology 30	Acceptable Standard	High	Maintained	Good	15	86.7	25	84.5	22,442	83.9	22,853	85.3		
	Standard of Excellence	Low	Maintained	Issue	15	20.0	25	19.8	22,442	35.5	22,853	33.8		
Chemistry 30	Acceptable Standard	Intermediate	Maintained	Acceptable	17	70.6	25	70.5	18,525	85.7	18,929	82.7		
	Standard of Excellence	Intermediate	Maintained	Acceptable	17	23.5	25	19.9	18,525	42.5	18,929	37.2		
Physics 30	Acceptable Standard	Very High	Improved	Excellent	9	100.0	10	85.7	9,247	87.5	9,974	85.9		
	Standard of Excellence	Low	Maintained	Issue	9	11.1	10	7.7	9,247	43.5	9,974	41.7		
Science 30	Acceptable Standard	High	Maintained	Good	16	93.8	21	98.1	9,676	85.7	9,180	84.9		
	Standard of Excellence	Very High	Maintained	Excellent	16	43.8	21	32.2	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:

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

### Improvement Table

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

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

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.

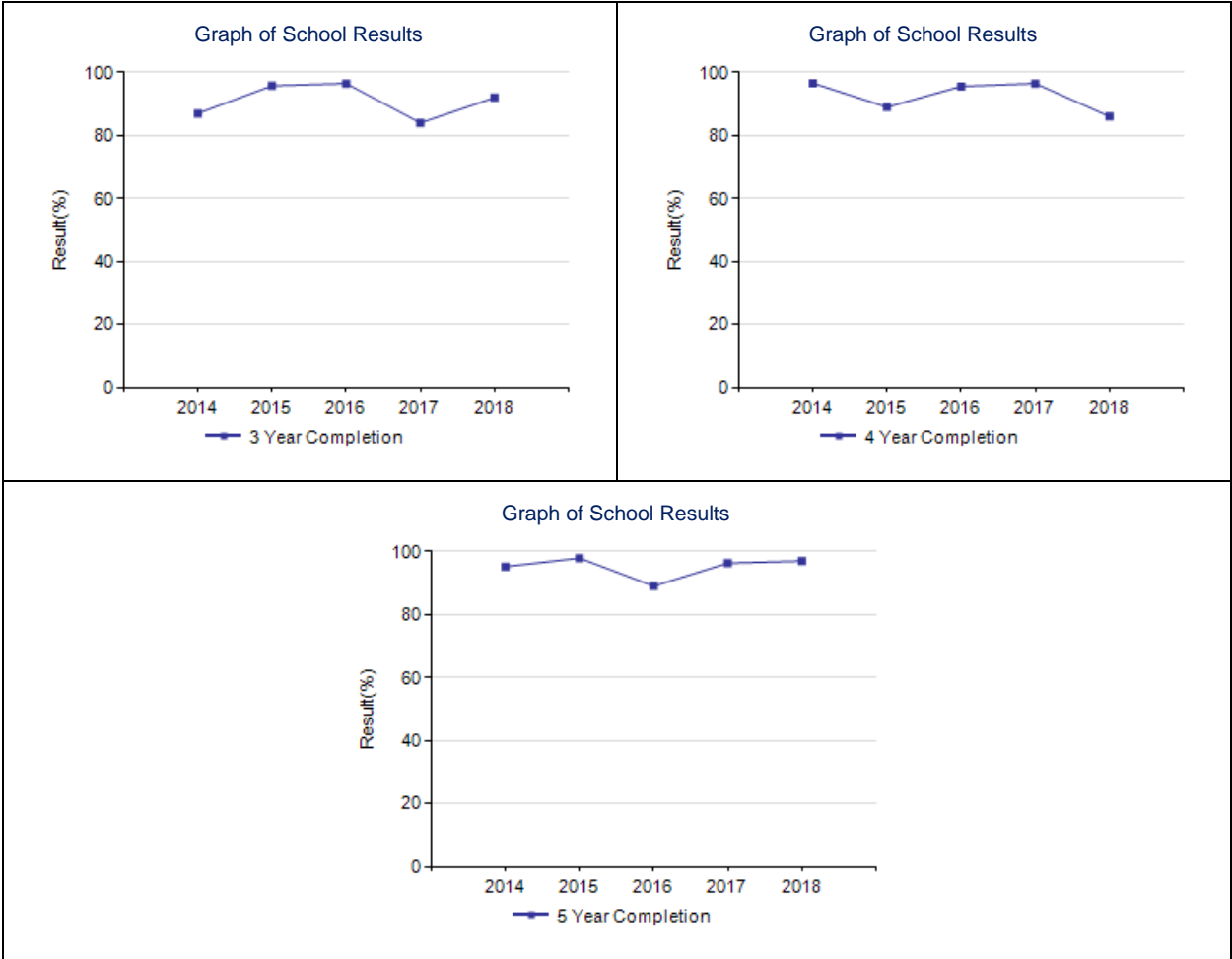
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	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	87.0	95.8	96.5	84.0	92.0	85.2	89.1	91.7	86.4	88.2	76.5	76.5	78.0	78.0	79.1
4 Year Completion	96.6	89.0	95.6	96.5	86.0	86.7	88.7	91.4	93.7	88.1	79.9	81.0	81.2	82.6	82.7
5 Year Completion	95.2	97.9	89.0	96.3	97.0	92.1	88.5	89.8	90.9	93.9	82.0	82.1	83.2	83.4	84.8

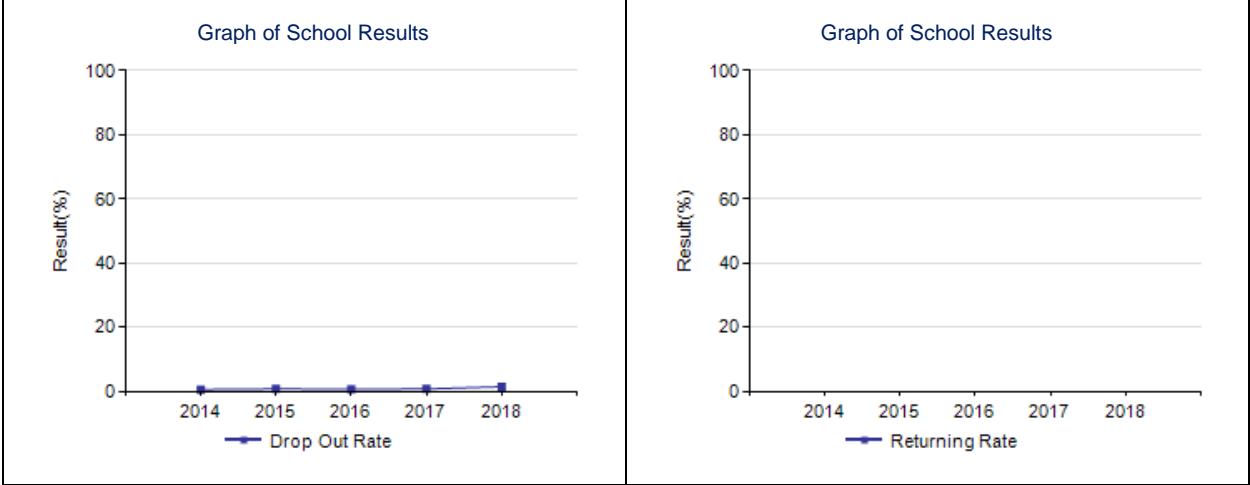


Notes:

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

**Drop Out Rate – Measure Details**

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Drop Out Rate	0.5	0.7	0.6	0.7	1.4	2.2	1.8	0.5	1.1	1.2	3.5	3.2	3.0	2.3	2.6
Returning Rate	n/a	*	*	*	*	13.0	14.1	13.2	44.3	27.5	20.9	18.2	18.9	19.9	22.7

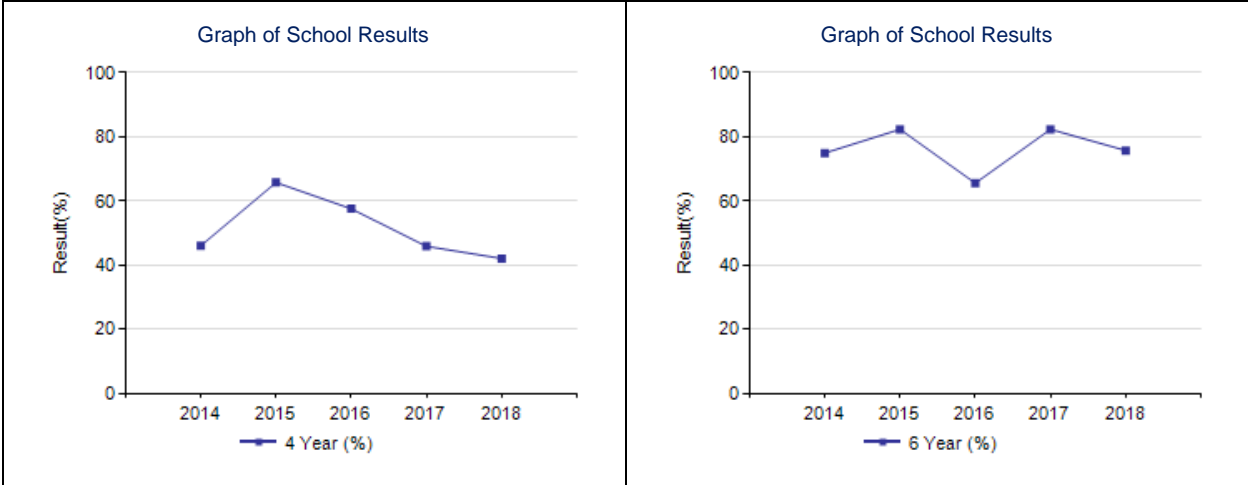


Notes:  
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**High School to Post-secondary Transition Rate – Measure Details**

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	46.0	65.7	57.5	45.8	42.0	42.8	48.9	47.8	47.7	48.7	38.3	37.0	37.0	39.3	40.1
6 Year Rate	74.9	82.3	65.5	82.3	75.7	65.7	67.6	59.4	63.5	64.0	59.7	59.4	57.9	58.7	59.0

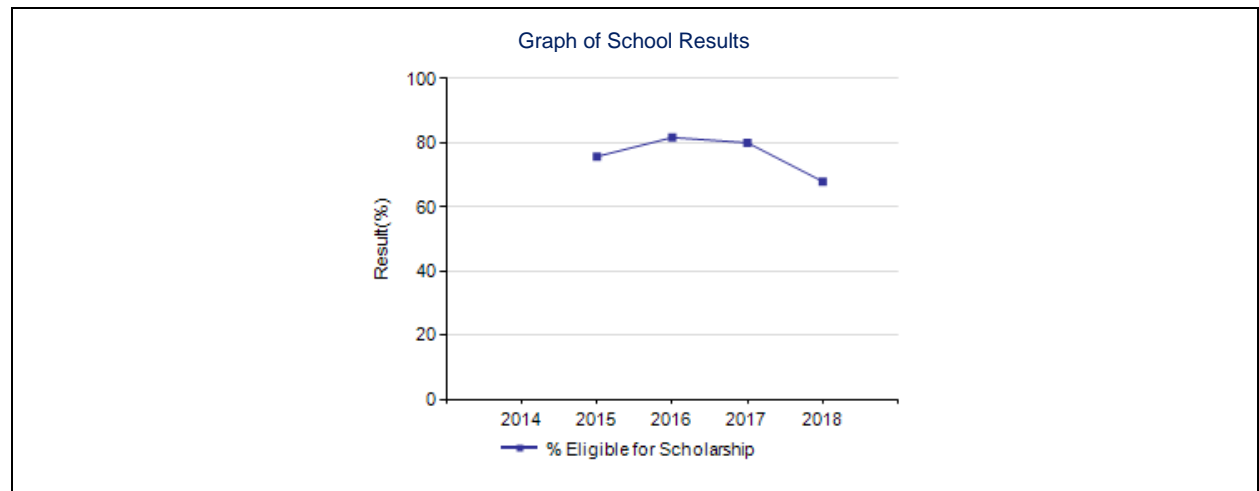


Notes:  
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**Rutherford Eligibility Rate – Measure Details**

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	75.7	81.6	80.0	67.9	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	37	24	64.9	24	64.9	19	51.4	28	75.7
2016	38	31	81.6	26	68.4	24	63.2	31	81.6
2017	45	34	75.6	30	66.7	22	48.9	36	80.0
2018	28	17	60.7	14	50.0	12	42.9	19	67.9

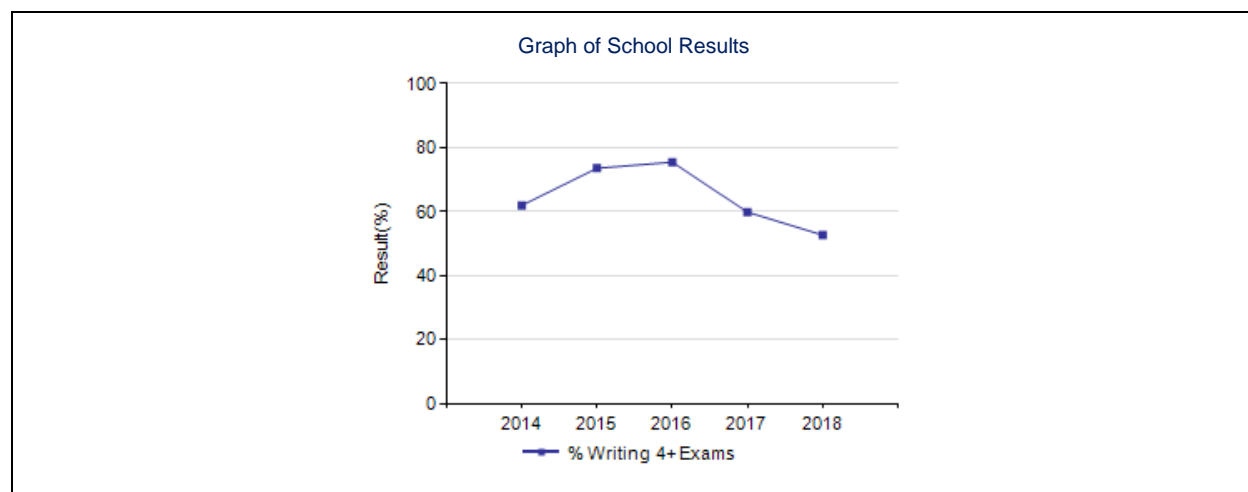


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting 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	9.1	4.3	5.3	11.2	8.0	10.9	7.8	9.3	12.3	9.4	15.7	15.7	15.0	14.8	14.2
% Writing 1+ Exams	90.9	95.7	94.7	88.8	92.0	89.1	92.2	90.7	87.7	90.6	84.3	84.3	85.0	85.2	85.8
% Writing 2+ Exams	90.9	93.6	94.7	88.8	92.0	86.4	90.7	90.4	85.8	89.6	81.4	81.2	82.0	82.3	83.0
% Writing 3+ Exams	69.6	73.5	78.9	69.5	65.7	67.8	64.0	63.9	62.0	66.3	65.0	64.7	65.2	66.1	66.8
<b>% Writing 4+ Exams</b>	<b>61.9</b>	<b>73.5</b>	<b>75.4</b>	<b>59.8</b>	<b>52.6</b>	<b>56.0</b>	<b>55.3</b>	<b>54.6</b>	<b>52.6</b>	<b>59.9</b>	<b>54.4</b>	<b>54.6</b>	<b>54.9</b>	<b>55.7</b>	<b>56.3</b>
% Writing 5+ Exams	52.2	60.1	57.9	45.2	36.8	38.6	39.6	40.4	35.7	45.1	36.3	37.1	37.5	37.8	38.7
% Writing 6+ Exams	7.7	29.0	15.8	21.0	2.6	14.0	16.7	10.9	13.3	13.5	13.1	13.8	13.6	13.9	14.2



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

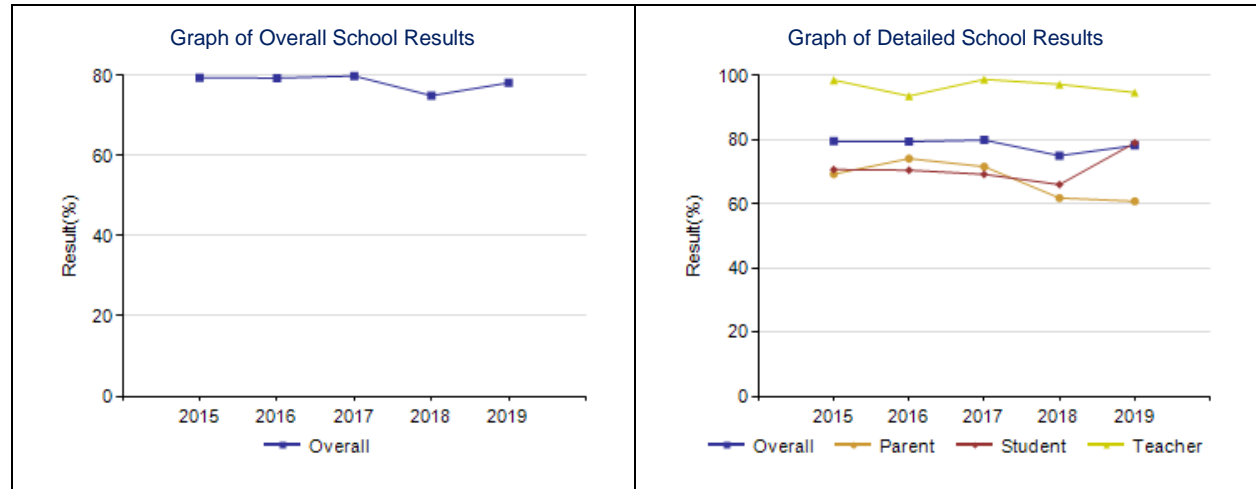
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
English Language Arts 30-1	50.9	60.0	68.4	57.1	43.6	44.7	45.9	47.1	46.5	49.8	54.0	53.2	54.0	55.0	56.3
English Language Arts 30-2	37.7	35.6	31.6	31.7	46.2	40.2	44.3	41.9	37.3	38.9	28.0	28.7	28.7	28.8	27.8
<b>Total of 1 or more English Diploma Exams</b>	<b>86.8</b>	<b>95.6</b>	<b>94.7</b>	<b>85.7</b>	<b>89.7</b>	<b>84.0</b>	<b>89.3</b>	<b>87.7</b>	<b>83.2</b>	<b>88.4</b>	<b>79.7</b>	<b>79.5</b>	<b>80.1</b>	<b>80.9</b>	<b>81.1</b>
Social Studies 30-1	13.2	40.0	29.8	22.2	20.5	29.9	28.3	34.1	29.7	36.2	45.1	43.5	45.1	44.9	45.0
Social Studies 30-2	75.5	53.3	64.9	65.1	69.2	55.0	60.4	53.9	55.1	52.8	35.2	36.7	35.8	36.4	37.1
<b>Total of 1 or more Social Diploma Exams</b>	<b>88.7</b>	<b>93.3</b>	<b>94.7</b>	<b>87.3</b>	<b>89.7</b>	<b>84.9</b>	<b>88.7</b>	<b>87.7</b>	<b>84.8</b>	<b>88.7</b>	<b>79.6</b>	<b>79.5</b>	<b>80.3</b>	<b>80.7</b>	<b>81.4</b>
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	20.8	24.4	31.6	17.5	12.8	30.8	23.0	23.7	19.6	26.6	37.3	37.1	36.4	35.5	36.5
Mathematics 30-2	41.5	44.4	38.6	41.3	41.0	29.6	34.6	36.0	35.4	34.9	21.4	22.4	23.7	25.1	24.9
<b>Total of 1 or more Math Diploma Exams</b>	<b>62.3</b>	<b>68.9</b>	<b>70.2</b>	<b>58.7</b>	<b>53.8</b>	<b>58.9</b>	<b>57.2</b>	<b>59.7</b>	<b>54.7</b>	<b>60.8</b>	<b>57.0</b>	<b>57.6</b>	<b>58.3</b>	<b>58.6</b>	<b>59.3</b>
Biology 30	39.6	53.3	40.4	42.9	17.9	45.3	44.7	39.3	39.6	46.2	41.4	40.6	40.7	41.7	42.7
Chemistry 30	62.3	64.4	61.4	39.7	35.9	38.4	40.6	39.6	34.8	44.5	34.7	35.7	35.6	35.1	35.8
Physics 30	24.5	20.0	22.8	9.5	7.7	18.7	19.2	12.3	13.3	15.6	20.0	19.9	19.3	18.6	18.7
Science 30	0.0	28.9	33.3	42.9	38.5	11.8	11.0	17.9	18.0	15.9	12.8	14.1	15.7	16.9	17.0
<b>Total of 1 or more Science Diploma Exams</b>	<b>64.2</b>	<b>73.3</b>	<b>78.9</b>	<b>66.7</b>	<b>61.5</b>	<b>61.3</b>	<b>58.8</b>	<b>57.5</b>	<b>56.6</b>	<b>63.5</b>	<b>59.4</b>	<b>59.8</b>	<b>60.5</b>	<b>61.2</b>	<b>61.8</b>
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

<b>Total of 1 or more French Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>2.9</b>	<b>3.0</b>	<b>3.1</b>	<b>3.3</b>	<b>3.0</b>
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- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
  3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
  4. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

**Citizenship – Measure Details**

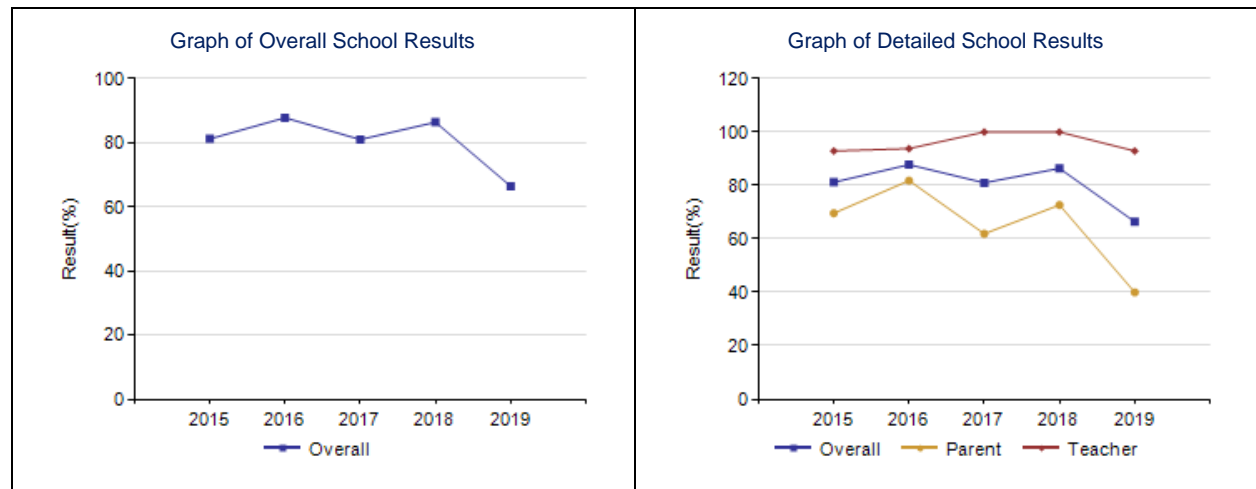
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	79.5	79.4	79.9	75.0	78.2	78.9	83.8	83.9	82.2	83.8	83.5	83.9	83.7	83.0	82.9
Teacher	98.6	93.6	98.8	97.3	94.7	93.3	97.3	97.0	95.3	96.1	94.2	94.5	94.0	93.4	93.2
Parent	69.3	74.1	71.6	61.8	60.8	74.3	81.0	79.9	79.1	80.7	82.1	82.9	82.7	81.7	81.9
Student	70.7	70.5	69.2	66.0	79.0	69.2	73.0	74.6	72.2	74.8	74.2	74.5	74.4	73.9	73.5



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

**Work Preparation – Measure Details**

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	81.2	87.8	81.0	86.4	66.4	76.8	82.8	81.5	80.7	83.5	82.0	82.6	82.7	82.4	83.0
Teacher	92.9	93.8	100.0	100.0	92.9	93.7	94.7	95.2	93.4	96.0	89.7	90.5	90.4	90.3	90.8
Parent	69.6	81.8	61.9	72.7	40.0	60.0	70.9	67.8	68.0	71.0	74.2	74.8	75.1	74.6	75.2

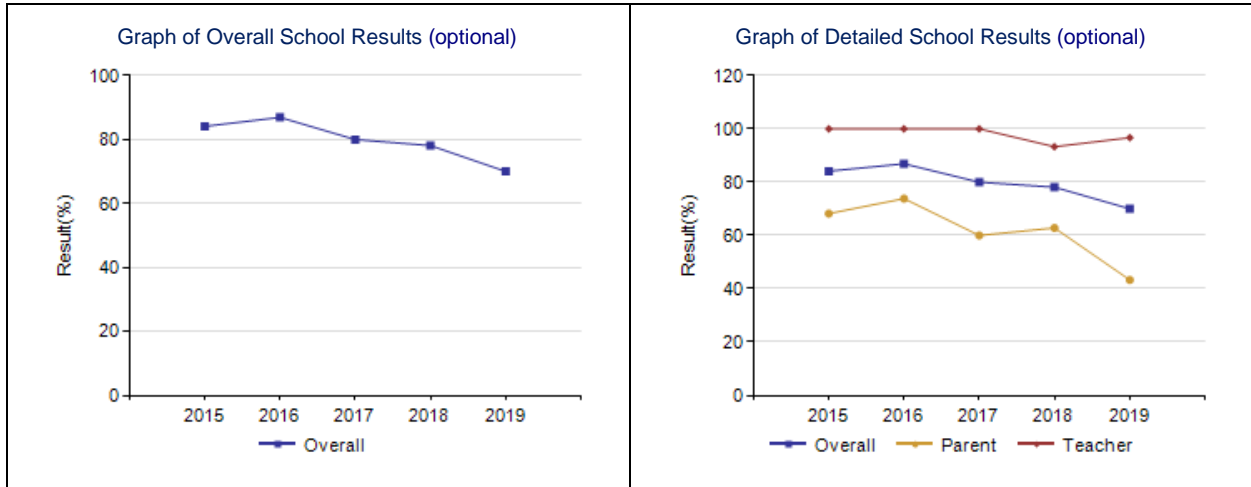


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Lifelong Learning – Measure Details (OPTIONAL)**

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	84.1	86.9	80.0	78.1	70.0	72.8	76.6	76.4	77.2	76.2	70.0	70.7	71.0	70.9	71.4
Teacher	100.0	100.0	100.0	93.3	96.7	87.7	87.2	87.6	90.3	89.1	76.0	77.3	77.3	77.8	78.8
Parent	68.2	73.8	60.0	62.8	43.3	58.0	66.0	65.2	64.1	63.3	64.0	64.2	64.8	64.0	64.0



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**

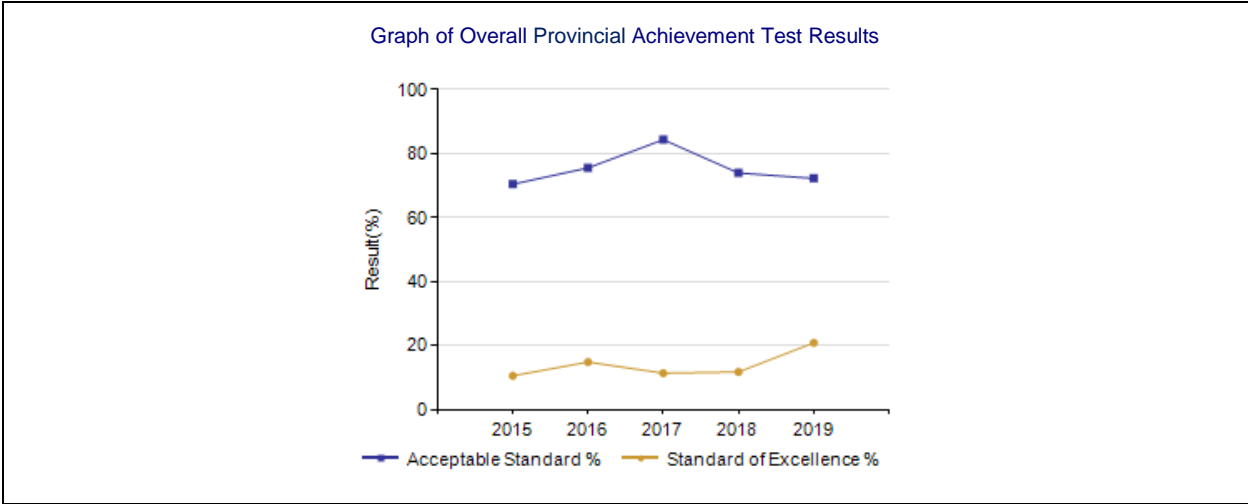
PAT Course by Course Results by Number Enrolled.		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	84.9	18.4	88.3	19.3	90.6	19.1	86.7	16.0	88.8	13.4		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
French Language Arts 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	72.0	10.5	76.2	12.6	74.2	13.8	75.0	11.3	74.8	14.0		
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0		
Science 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	82.6	27.0	85.5	26.8	85.3	33.1	81.1	26.9	82.0	28.8		
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6		
Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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	78.4	8.1	83.0	12.8	84.0	10.0	81.4	7.0	80.0	14.0		
	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	*	*	*	*	*	*	*	*	*	*		
	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	67.6	13.5	78.6	14.3	83.7	8.2	67.4	9.3	66.0	22.0		
	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	*	*	100.0	14.3	*	*	*	*	*	*		
	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	83.8	8.1	80.4	19.6	88.0	12.0	81.4	18.6	76.0	28.0		
	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	59.5	13.5	53.2	12.8	80.0	14.0	69.8	14.0	68.0	22.0		
	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	*	*	*	*	*	*	*	*	*	*		
	Authority	61.1	27.8	87.5	6.3	*	*	50.0	16.7	66.7	19.0		
	Province	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0		

Notes:

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



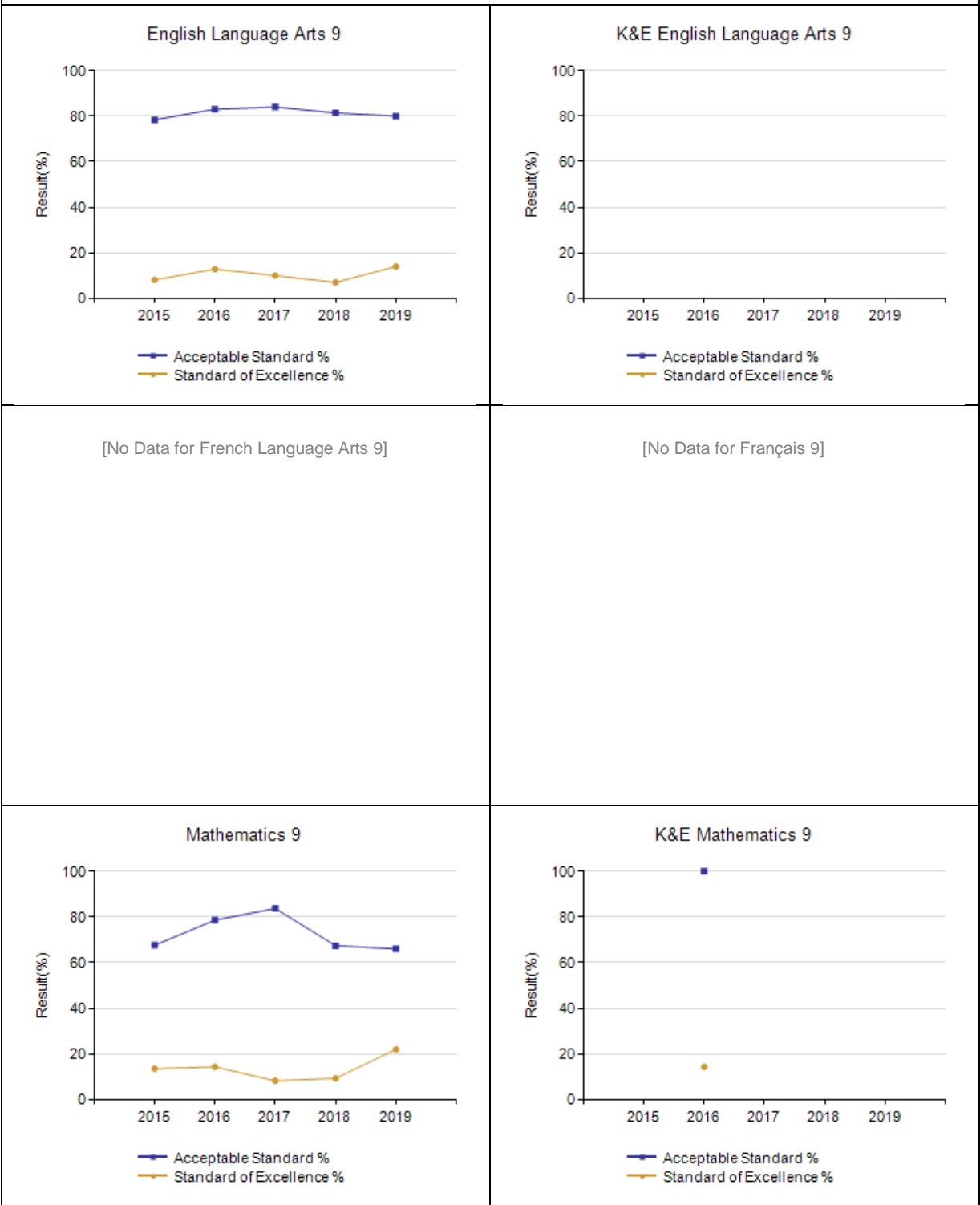
Notes:

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

Graph of Provincial Achievement Test Results by Course	
[No Data for English Language Arts 6]	[No Data for French Language Arts 6]
[No Data for Français 6]	[No Data for Mathematics 6]
[No Data for Science 6]	[No Data for Social Studies 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.

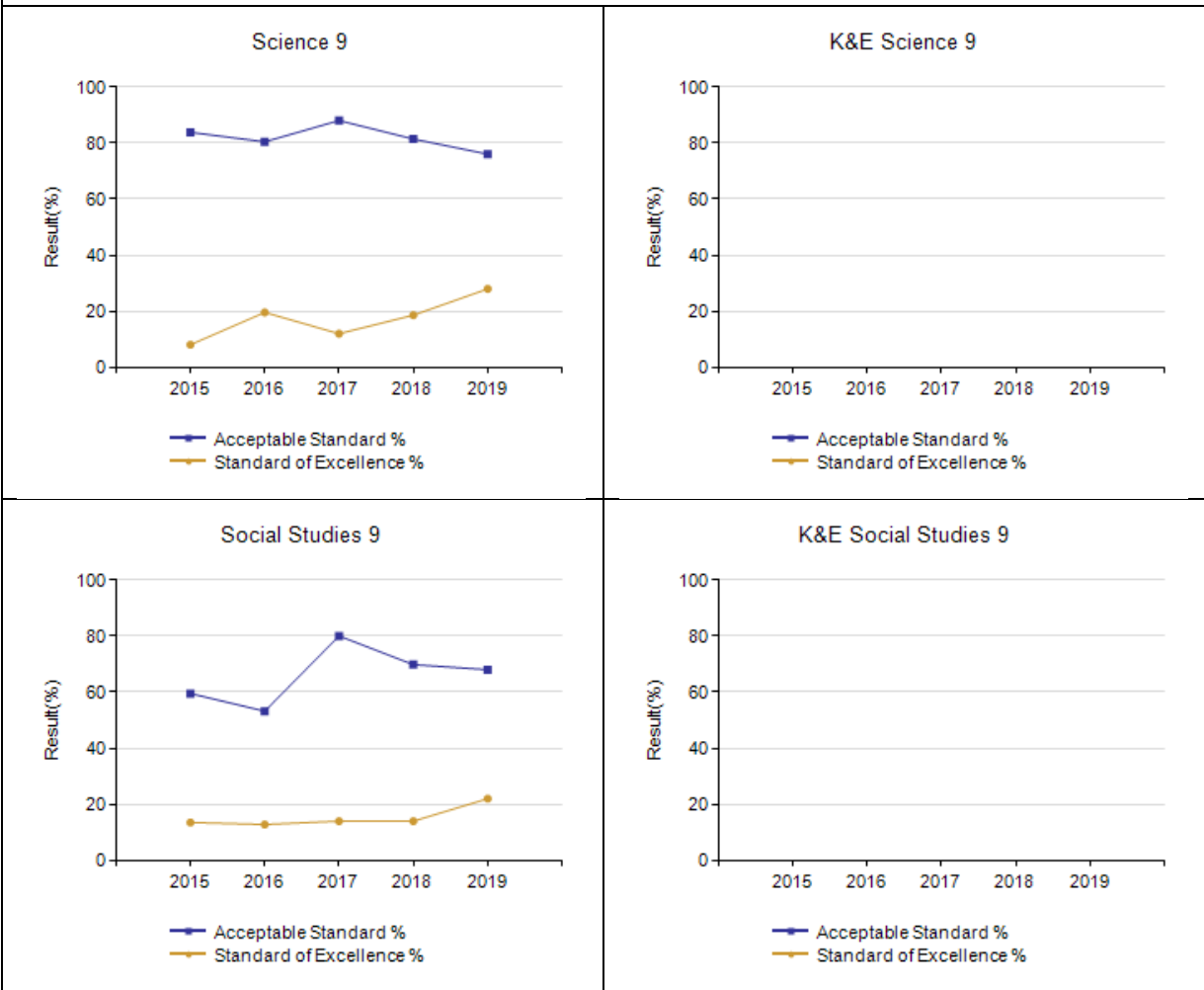
Graph of Provincial Achievement Test Results by Course



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



- 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

Course	Measure	J. R. Robson School							Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54,820	83.2	49,573	82.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54,820	17.8	49,573	19.1
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	87.7	3,122	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	15.7	3,122	13.3
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	90.3	574	92.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	24.6	574	20.6
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54,778	72.5	49,502	71.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54,778	15.0	49,502	13.5
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54,879	77.6	49,520	77.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54,879	28.6	49,520	28.9
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54,802	76.2	49,511	73.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54,802	24.4	49,511	22.3
English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	50	80.0	47	82.8	47,465	75.1	45,363	76.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	50	14.0	47	9.9	47,465	14.7	45,363	14.9
K&E English Language Arts 9	Acceptable Standard	*	*	*	4	*	n/a	n/a	1,569	57.4	1,551	58.1
	Standard of Excellence	*	*	*	4	*	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	Intermediate	Declined	Issue	50	66.0	45	76.6	46,764	60.0	44,959	64.7
	Standard of Excellence	High	Improved	Good	50	22.0	45	10.6	46,764	19.0	44,959	17.1
K&E Mathematics 9	Acceptable Standard	*	*	*	4	*	7	100.0	2,190	59.6	2,007	58.7
	Standard of Excellence	*	*	*	4	*	7	14.3	2,190	13.2	2,007	13.3
Science 9	Acceptable Standard	High	Maintained	Good	50	76.0	46	83.3	47,489	75.2	45,363	74.6
	Standard of Excellence	Very High	Improved	Excellent	50	28.0	46	16.7	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	Intermediate	Maintained	Acceptable	50	68.0	47	67.7	47,496	68.7	45,366	66.1
	Standard of Excellence	High	Improved	Good	50	22.0	47	13.6	47,496	20.6	45,366	19.9
K&E Social Studies 9	Acceptable Standard	*	*	*	4	*	n/a	n/a	1,466	55.9	1,501	56.5
	Standard of Excellence	*	*	*	4	*	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.

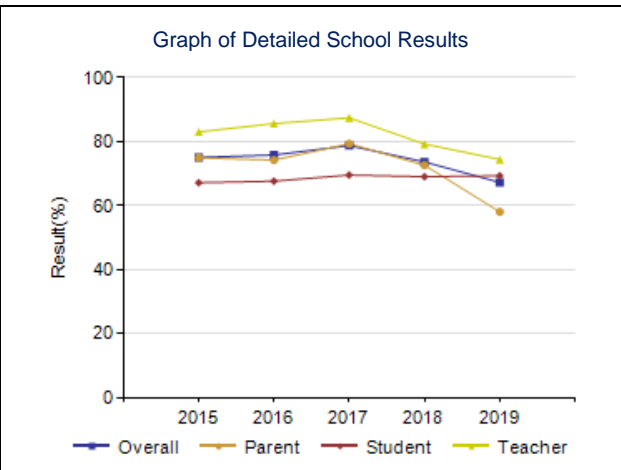
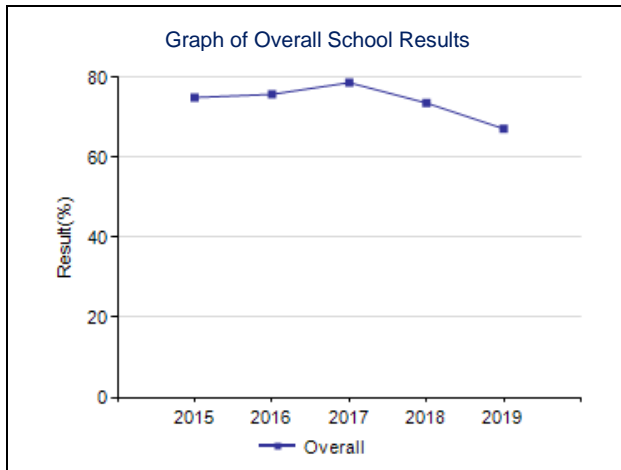
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	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	75.0	75.8	78.7	73.6	67.2	70.8	74.9	73.7	71.1	71.5	81.3	81.9	81.9	81.8	82.2
Teacher	83.0	85.6	87.4	79.2	74.4	81.9	84.7	83.0	79.9	80.3	87.2	88.1	88.0	88.4	89.1
Parent	74.9	74.2	79.3	72.6	58.0	68.0	74.5	73.1	70.1	71.9	79.9	80.1	80.1	79.9	80.1
Student	67.1	67.6	69.5	69.0	69.3	62.5	65.4	65.0	63.4	62.3	76.9	77.5	77.7	77.2	77.4



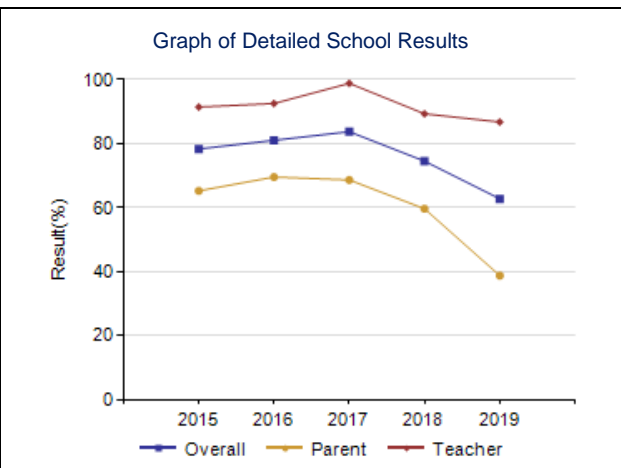
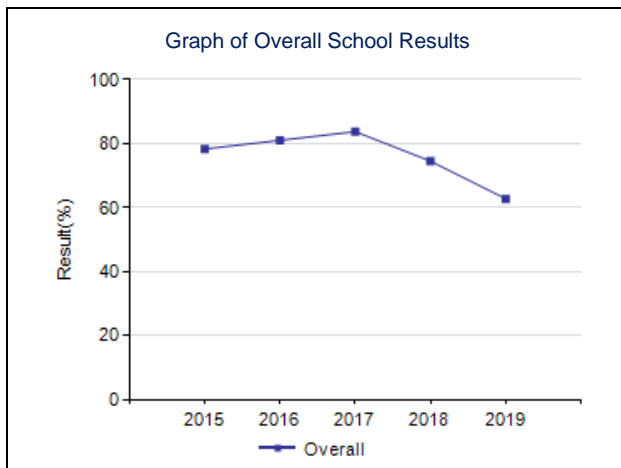
Notes:

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

**Parental Involvement – Measure Details**

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	78.3	81.0	83.7	74.5	62.7	78.3	80.1	78.9	78.7	79.4	80.7	80.9	81.2	81.2	81.3
Teacher	91.4	92.5	98.8	89.3	86.7	88.5	91.5	89.1	86.6	87.6	88.1	88.4	88.5	88.9	89.0
Parent	65.2	69.5	68.6	59.6	38.7	68.2	68.7	68.6	70.8	71.2	73.4	73.5	73.9	73.4	73.6



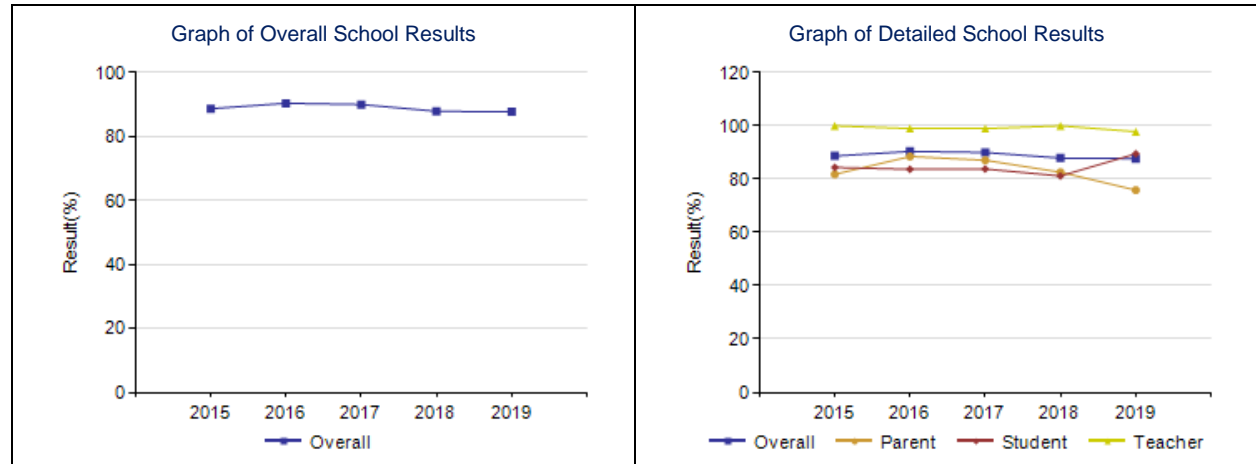
Notes:

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	88.7	90.4	90.0	87.9	87.7	85.9	89.8	89.6	89.6	90.8	89.5	90.1	90.1	90.0	90.2
Teacher	100.0	99.0	99.0	100.0	97.8	97.4	98.1	97.2	96.6	96.9	95.9	96.0	95.9	95.8	96.1
Parent	81.8	88.5	87.1	82.6	75.9	77.0	84.6	84.6	85.8	86.9	85.4	86.1	86.4	86.0	86.4
Student	84.4	83.7	83.8	81.2	89.5	83.4	86.8	86.9	86.4	88.4	87.4	88.0	88.1	88.2	88.1

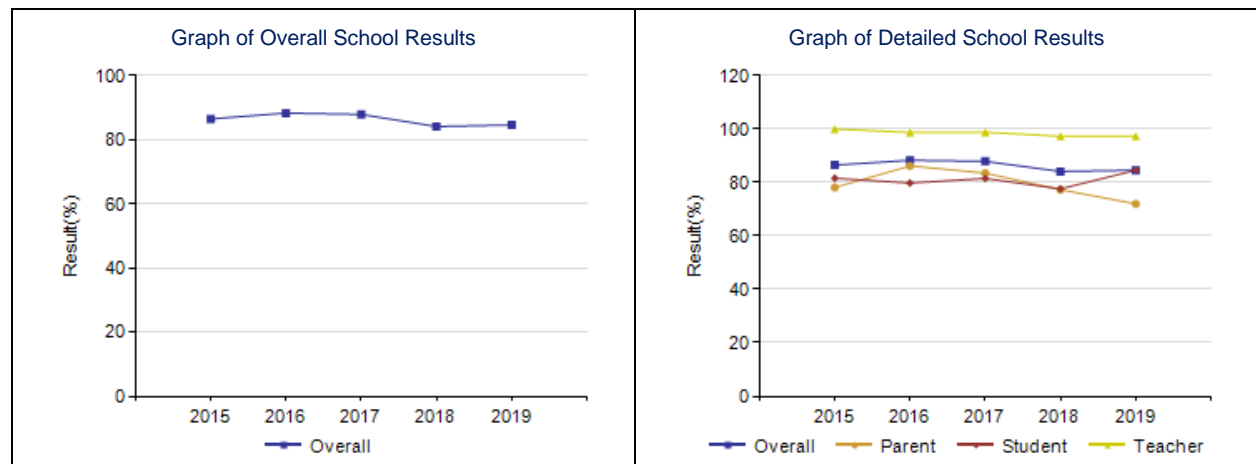


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them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

**Safe and Caring – Measure Details**

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	86.5	88.3	87.9	84.1	84.6	86.5	89.8	89.3	88.2	89.0	89.2	89.5	89.5	89.0	89.0
Teacher	100.0	98.7	98.8	97.3	97.3	96.3	98.2	96.7	96.1	97.2	95.4	95.4	95.3	95.0	95.1
Parent	78.1	86.2	83.5	77.3	72.0	84.0	88.7	88.0	87.6	87.8	89.3	89.8	89.9	89.4	89.7
Student	81.6	79.8	81.5	77.6	84.6	79.1	82.4	83.3	80.9	81.8	83.0	83.4	83.3	82.5	82.3

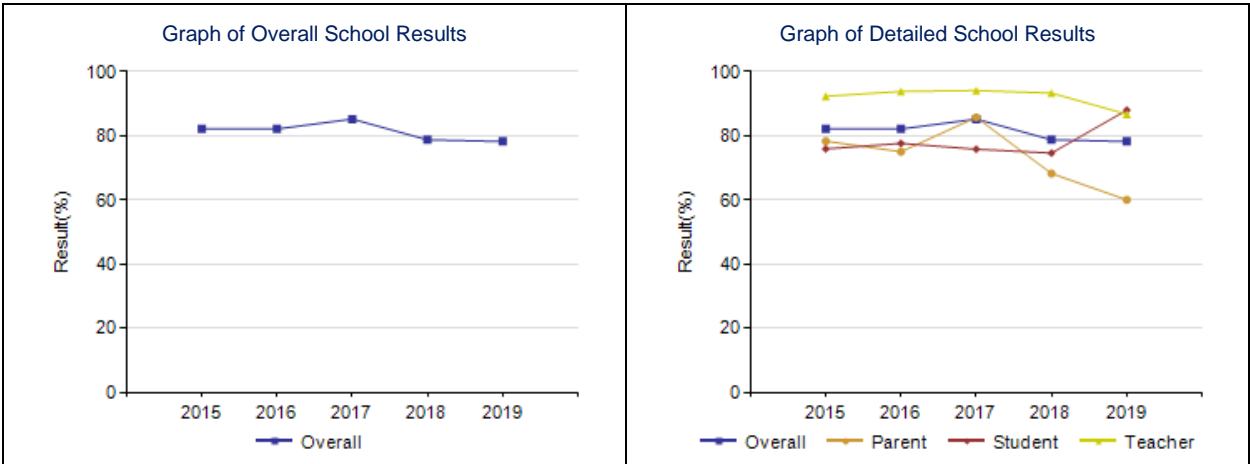


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them 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	82.2	82.1	85.2	78.7	78.2	76.7	80.6	81.7	81.8	81.6	79.6	81.2	81.4	80.3	81.0
Teacher	92.3	93.8	94.1	93.3	86.7	86.5	86.0	86.5	88.6	88.3	79.8	82.3	82.2	81.5	83.4
Parent	78.3	75.0	85.7	68.2	60.0	69.2	78.2	79.9	81.5	79.2	78.5	79.7	80.8	79.3	80.3
Student	75.9	77.6	75.8	74.6	88.0	74.3	77.7	78.7	75.2	77.3	80.7	81.5	81.1	80.2	79.4



Notes:

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