



SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

SCHOOL _____ *Next Step Outreach* _____ *PRINCIPAL:* ___Joseph Clark_____

ELK ISLAND PUBLIC SCHOOLS MISSION STATEMENT:

2019-2020 School Year

To teach students how to learn, to prepare each student to achieve his/her best and to assist students in becoming contributing members of society.

Certificated Staff: 16 members at these sites SPO, FSO, VGO, CED

Classified staff: 11 members at these sites SPO, FSO, VGO, CED

Surplus: Including the CEUs from Summer School is \$ 218,274.50 for all Next Step Programming, SPO, VGO, FSO, Continuing Education Summer School and OCE Sherwood Park Summer School, this is returned to the district as the outreach is block funded by the district.

Of the total \$218,274.50 surplus earned at NXT OUT, \$58,252.80 will be transferred out to the other high schools that were part of the OCE summer program. This leaves a surplus of \$160,021.70 that is part of the overall district surplus/deficit. The outreach retains none of the surplus.

	Home educaion	Outreach	CED - credit	
Salaries	79,916.00	1,908,780.00	474,005.00	2,462,701.00
SES	39,484.00	348,471.00	32,931.00	420,886.00
YTD Actuals	119,400.00	2,257,251.00	506,936.00	2,883,587.00
Budget	145,357.00	2,277,028.00	500,265.00	2,922,650.00
Surplus (deficit)	25,957.00	19,777.00	(6,671.00)	39,063.00



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CED external						
2019-20 monthly	Administration	Non- Credit Programs	Total	Facility Rental	Total CED	
REVENUE						
Grants - Non AB ed	7,599		7,599	-	7,599	
Investment income	4,804		4,804	-	4,804	
Registration fees		133,326	132,232	-	132,232	
Material fees		14,995	14,995	-	14,995	
School building - after hours			-	133,158	133,158	
Total Revenue	12,403	148,321	159,630	133,158	292,788	
EXPENSES						
Salaries	103,297	35,988	139,285	31,255	170,540	
SES	35,900	36,805	72,705	52,383	125,088	
Total expenses	139,197	72,793	211,990	83,638	295,628	
Surplus /(Deficit)	(126,794)	75,528	(52,360)	49,520	(2,840)	August
					14,900.00	Reserve
					12,060.00	Surplus



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ELK ISLAND PUBLIC SCHOOLS' PRIORITIES:

1. Promote Growth and Success for All Learners
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

SCHOOL PROFILE AND CONTEXT

Budget implications for the end of the 2019-20 year, for the start of the 2020-21 school year

This School Education Plan reflects a reduction in the school budget

Home Education Closed

Center for Educational Alternatives closed

Continuing Education External Closed

Continuing Education Night School Closed

Next Step Junior High Moved to Clover Bar Junior High



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The Outreach budget was reduced by \$167,962.00

The closure of the Home Ed reduced the budget by another \$145,357.00

The closure of the Continuing Education External Programs reduced the budget by another \$422,227.00

1 teacher was transferred for the Junior High Program

There was a reduction in 2 certificated staff for the Outreach

There was a reduction in hours for the classified staff at VGO

One Assistant Principal position and 2 classified staff were cut from the Continuing Education External/For Credit Programs.

Next Step Quick Facts:

- Next Step (NXT) opened in 1997 with the purpose of supporting students of Elk Island Public Schools (EIPS) with alternative program delivery options.
- Next Step is comprised of 3 stand-alone outreach schools, an online school which runs via the EIPS Moodle/BrightSpace platform and the 2 EIPS summer schools which are run out of Continuing Education [Core Classes] and at the Outreach [OCE].
- Next Step rents buildings in Vegreville, Fort Saskatchewan and Sherwood Park while also operating Continuing Education programs out of Salisbury Composite High School.



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- An important note is that \$320,000 of the existing budget is allocated to rent; Next Step has seen an increase in rent at our Sherwood Park and Fort Saskatchewan Outreach locations for the 2018-19 school year. We expect to see rent increases every year in all locations and must budget accordingly. *Sherwood Park and the Vegreville Outreach will be negotiating the new lease this school year for those buildings.*

Characteristics of the EIPS Outreach Programs

All students in Alberta have the right to an education, and school jurisdictions have the responsibility to provide an appropriate education to their resident students (see Section 45 of the School Act). Some students, for a variety of reasons, find that regular school programs and services do not meet their needs. To encourage these students to continue and complete their education, Alberta Education provides funding for outreach programs for junior or senior high school aged students. In the early years of outreach programs, the focus was on students who were considered at-risk of dropping out of school. That focus remains, but in recent years has broadened considerably to include, but not exclusively, the following students:

- students who want to take their full high school program at the outreach program
- students who need only a few more courses for graduation
- students who are working and cannot fit a regular high school program into their schedules
- students who have failed, been otherwise unsuccessful in high school or have dropped out
- pregnant and parenting teens
- students who have been or are involved with drugs, criminal activity and/or sexual abuse
- students who have been bullied or who, for other reasons, find learning difficult because of large classes and crowded schools
- students who have been directed by the board to an outreach program
- students coping with mental or physical health issues such as anxiety, depression or other medical problems
- students who are so heavily involved in sports or fine arts that they are unable to attend classes full time
- students who, because of their religious and cultural norms, find that regular schools do not meet their needs.

Alberta Education provides funding for outreach programs to help boards support the success of students who have difficulty with regular education programs. A condition of that funding support is that the outreach programs must operate in stand-alone facilities. A variety of approaches are used to meet the individual needs of students and help students complete their high school diploma. All outreach programs must provide students with



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educational supports and services that are in addition to the Programs of Study. Some examples of educational support include personal and career counselling, conflict resolution and anger management techniques, time management and study skills, parenting skills, learning strategies and addictions counselling. These services may be provided onsite or in coordination with community agencies. Each outreach program in EIPS is unique and is designed to meet the individual needs of its students and community.

Programming Highlights:

Next Step is seen as an extension of all schools across the district, *providing support and innovative programming for students from grades 10 to 12, as well as adults who pay the fee for adult programming. As per the Administrative Procedure 221; All secondary principals shall share responsibility for the implementation of the philosophy and operations of the Outreach program. For some students we are their first-choice school as they find themselves out of place at a 'standard school'. We give students a unique alternative to a standard school that allows them to work with the teachers to create their own schedule and program to complete high school. The programs we offer include senior high outreach, adult [upgraders] education through the outreach, online education, and summer school. We create and provide flexible programming for students during the regular school day, during the weekends and in the summer months. The bulk of our students are accessing blended programs with other schools. This contiguous registration allows students to take courses they cannot fit into their time table at the standard school or gives them space for an option at their parent high school or allows them to finish high school faster or allows the student to upgrade their grades for entrance into university. These students are called shared students and as of September 2020 we at the outreach level are no longer funded for them. This is due to the fact the funding model has changed and funding flows only to the parent school on a student by student basis not a course by course [CEU] basis.*

Our main mode of curricular delivery is a combination of one to one instruction, print materials often combined with an online learning platform called Moodle now BrightSpace. This provides targeted individualized supports for all types of learners, with a focus on creating safe and caring relationships with our students. The use of the Moodle/BrightSpace prepares students for many post-secondary courses as it is an online platform like that of many Alberta Post-Secondary Schools.



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We are very proud that our community rates our school very high in the Accountability Pillar measures of 'safe and caring', 'citizenship', 'educational quality', and 'school improvement'. We will continue to work on these measures as this is a cornerstone for being a good outreach and continuing education school.

EIPS PRIORITY: Promote Growth and Success for All Learners

SCHOOL GOAL: All students engage in their learning.

STRATEGIES/ACTIONS IMPLEMENTED:

1. Differentiate learning experiences in multi-modal formats including individual support, on-line Moodle [now BrightSpace], flipped classroom, blended learning, project-based learning, peer collaboration and school activities.
2. Create new courses and enhance existing courses.
3. Implement focus on work completion not attendance focus so students can be in a flexible school environment based on their own needs.
4. Ask for student feedback via student voice groups
5. Meet with all students to plan out transition after high school.

RESULTS ACHIEVED: (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)

Even with the COVID year many of our fulltime outreach students covered their complete Alberta Education curriculum content for each of their courses for the second semester. The outreach school is uniquely set up to work 'at distance' with students and we were still able to keep most of our student engaged in the programming. We still did our meetings with our students, using Google meet and Zoom. Our team is becoming quite proficient at using the online meeting tools for both planning and teaching the students programming.



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Our summer school program went completely online and was also very successful, 876 students, down from previous years but still a respectable year. Students completed their entire core course during the summer with us. The summer programming included Math, Science, Social, ELA, Calm and PE and courses at the diploma level as well. We were able to run our Summer Diplomas in person and were very successful in doing that. Only 3 students missed diploma exams due to COVID related absences.

EIPS PRIORITY: Enhance High-Quality Learning and Working Environments

SCHOOL GOAL: All students build trusting and healthy relationships in their school and community.

STRATEGIES/ACTIONS IMPLEMENTED:

1. Support and develop the student advisor program to ensure a welcoming environment and strengthen communication between school and home.
2. Continue in our attempt to build School Councils at each site while continuing to invite community partners and parents to be involved in a wide array of support, celebration, learning and information events.
3. Provide formal and informal opportunities for students to develop healthy peer relationships (e.g. field trips, physical education, and clubs).
4. Meet and work with the United Way program to make more community-based programming accessible to our students, both in and out of the school arena.

RESULTS ACHIEVED: (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)

We have developed and are running a very strong student advisor program that is done by the Assistant Principals, the Success coaches and the Principal. Students are met with and their entire year is individually programmed for them based on what they want to do after high school. We look at workforce entry, RAP, college and university entry, and even small business startups. This level of customization has given us a good relationship with all of our students and our parents, and a higher student completion rate for outreach students for the entire year.



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Our United Way Program was incredibly valuable this year as it was used to feed and provide necessities to students at all of our outreaches. Money was donated to the food bank, necessity bags were made and delivered, gas cards handed out, and Walmart cards for clothing and food. Families were very grateful for the help provided to them by this partnership.

EIPS PRIORITY: Promote Growth and Success for All Learners

SCHOOL GOAL: All students will demonstrate an improvement in their literacy and numeracy

STRATEGIES/ACTIONS IMPLEMENTED:

1. Identify students who are below grade level in literacy using the STAR reading assessment tool and Math Intervention Programming Instrument (MIPI) numeracy assessment tool. For students who we know will test low on the MIPI we are implementing the use of the MATHLETICS test. We are finding this is less intimidating to our students and gives teachers a better baseline of the students' actual numeracy level than the MIPI testing.
2. Develop and improve courses and curricular materials that support literacy in all subject areas. For example, we will expand our Content Literacy 15, 25 and 35 courses to provide enhanced support to students who are struggling with the terminology and specialized language in different subjects.
3. Engage with system supports and community organizations that support the development of literacy.
4. Implement the use of Mathletics with struggling numeracy students.
5. Maintain our educational assistant that has a numeracy and literacy background to support students' learning in google meets and in online programming.

RESULTS ACHIEVED: (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)



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We were able to assess all of our own students and have worked with our partner schools to confirm the assessment for all of our shared students as well. We worked with each partner school to give students the best access possible to courses and extra help especially during the COVID 19 semester. Our EA's and teachers stayed online and worked to have as many students finish their courses as possible.

Reflecting on your data, what was your greatest success?

We are a community-based school and when COVID hit we had to pivot to help our students even more in the area of self-care, and the basics, like food and personal necessities. In partnership with the United way, we built 80+ food and necessity bags which were in turn delivered by teachers, APs, Principals and volunteers to students all over the EIPS division. We made the paper in June for this partnership. We kept our school community going, scholastically, socially and with the basic necessities. We were also able to have a large number of our students complete their Alberta Education curriculum/programming even during the Covid semester. Summer school was able to continue in an online format and we were also able to delivery full programming online, including Physical Education for our students.

Reflecting on your data, what was your greatest opportunity for growth?

The outreach has gone from a four-person administrative team 3 years ago to a two-person team for the year. While we lost the above programs [see budget area], we still retained all three sites and the summer school. We added a .5 counsellor to our administrator team so our solo AP can shift their focus from mental health support to more administrator support to staff and students. This loss of the Con Ed AP position will also impact the assistant principal and the principal position as both will now



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share responsibility for summer school. March to June is already a very busy time, as students often come to the outreach as shared students because they failed a course in Semester 1 and need to retake the course so they do not lose their spot in the following year. We also deal with a high number of grade 12 students who do not have the required number of credits or miss a course they require for graduation. This coupled with the summer school preparation will put an addition burden on the AP and Principal positions. We will alleviate some of this pressure by creating a new 90 day AP position that will have this person help plan and then execute the summer school until the end of July and also do the diplomas in August. We hope this novel approach will allow us to have a successful summer school next year.

NEW: Central was able to convert our .5 counsellor to a 1.0 FTE AP. This change has helped as we are now able to do intakes more quickly at each site. NXT will take this AP position into account when we do the set up for the summer school.

Night Classes for students will not be running as there is not enough dedicated funding for them to continue, even at the hourly teaching rate. This create an opportunity for possibly more outreach students through the day, as long as they register before Sept 30.

We still take in many of our students after the September 30 student count due date for Alberta Education. There are many reasons for this, one being that students who appear to late in the semester for a regular



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school are referred to Next Step, secondly students that have been asked to leave their home base school due to attendance or other behavior issues and lastly students who want to come to Next Step as they prefer our style of learning.

This does create a bit of a complication for funding as the September 30 student count does not accurately reflect the number of students that Next Step serves on our community. The new Out of School Learners also fit into this category as those students are registered at their home schools for funding but at Next Step Online [NSO] for their coursework. If a student does stay with NSO for 2 or more quarters they would have taken more instructional minutes with NSO, which should change the funding model. We look forward to devising a district solution for this. We see many students wanting to continue with the online version of school and we hope to grow the NSO even more to accommodate this need.

We are unsure how **SHARED** students will work for the upcoming year. If a student is nearly full time ie sharing with the outreach for one or two courses or has an even number of courses shared between a standard high school and the outreach as of September 30; all of the student funding flows to that standard school, not to, or shared with the outreach. For any student that has one or two courses at Next Step, and the rest at a standard school; no funding follows this student to the outreach. There are also many cases where students are part way through the year [after Sept 30] and end up at the outreach taking all of their core courses, or even all of their courses at the outreach for the end of S1 and all of S2. With the new funding rules the funding would still be at the parent school, none would come to the outreach. This also works in the reverse; if the outreach has a fulltime student on September 30, and that student in semester



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2 wants to take an option at one of our partner high schools, no funding will follow this student to the partner school.

The current government rules do not reflect the reality of the education our students are requiring. We have schools that will have reduced timetables that will require the outreach to 'fill the gap' creating more and more shared students, but with the funding only being allowed to stay at the parent school this creates a real disparity for the district.

The change in the outreach funding from 65,000 per school to a flat 150,000 for the district will also mean we have less money for the rent in our storefront schools. This targeted funding is to ensure we can keep an outreach open. Outreaches are unique and valuable as to their service to the district and the students and it would be unfortunate if we had to close them due to funding reasons. there are more than 320 full time students at the outreaches who do not, will not go to a standard school, we as a district and as a society will lose them.

This change in funding will create a huge change in how we approach our work. With students and other schools no longer concerned about getting the maximum number of Credits and CEUs for a student, NXT will be concentrating more on high school completions for our own students, and then filling in timetable gaps for students at other schools. This brings up the SHARED student question and how much will we as Next Step will be able to do for other schools.



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We will have our own set of students, hopefully somewhere around 328 full time students, but we will be really looking at the kinds of services we will now be providing our shared schools. For example, the Sk8trepreneur Class we have at SAL will now move into the outreach into the old Junior High and will be accessible by more students at the outreach rather than students at SAL. This will also allow students from BFH or SCA to attend as well. We will have to figure out a new cost recovery for some of the materials used, and we will search for and apply for material grants, so student do not have to pay fees. This cost is again due to the fact with the new funding model from the government does not take into account shared students. It is to the detriment of the outreaches. The government has publicly stated in their press releases that Alberta Education supports home ed and the outreaches, but do not fund it in a manner that will allow them to work with the shared students.

Special needs students are also a concern, Next Step has always had Special Needs students shared with our partner schools. The Outreach provides the students with courses they cannot accomplish at the standard school; or Next Step helps with the student with behavioural issues by providing and alternate place to go to school. Next Step also gives hope to the student who cannot follow the standard timetable for the entire day. Funding for these students, again, stays at the parent school and does not get shared with the outreach. Sharing Special needs or coded students may not be something the outreach can do in the upcoming year.

In addition, our Night School credit program cannot run if the student must be registered by September 30. While this would work for Semester 1 students, most of our Semester 2 students do not register until January or February. Approximately 97% the Night Students are NOT adult students and have been fully funded by Alberta Education, including the SPED grants when applicable. For Semester 2, there are more



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EIPS days students (approx. 15/100) and so the system will have funding for them but, again, approx. 85% are from outside EIPS or recent EIPS graduates.

Next Step Online has become a fully functional school for NXT for grades 10-12 and for Central Office, who does the 1-9 programming. This is due to COVID ; the online school uses Brightspace and offers of number of new opportunities to our EIPS students who want to be educated while at home, while traveling or while working full time jobs. It is an exciting time, and we are working to grow this part of our outreach experience.

Combined 2019 Accountability Pillar Overall Summary Sample (cut and pasted from Alberta Education Accountability Pillar -School Three Year Plan)

Measure Category	Measure	A. L. Horton Elementary 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	88.8	95.3	89.9	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	84.2	83.6	86.2	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	92.8	96.2	95.7	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a



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Student Learning Achievement (Grades K-9)	PAT: Acceptable	76.9	80.2	79.5	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	11.3	11.7	14.6	20.6	19.9	19.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	80.6	90.0	83.6	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	81.0	90.1	86.4	82.9	83.0	83.5	High	Maintained	Good
Parental Involvement	Parental Involvement	75.4	85.0	83.1	81.3	81.2	81.1	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	77.3	78.7	84.2	81.0	80.3	81.0	High	Declined	Acceptable

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- 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.
- 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).
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

Ministry Performance Measures 2019-20

EIPS Priority: Promote Growth and Success for All Students

Measures below are cut and pasted from Alberta Education Accountability Pillar - School Three Year Plan

Performance Measure	Results (in percentages)				
	2015	2016	2017	2018	2019
Overall percentage of students in Grades 6 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	65.3	76.4	81.9	80.2	76.9
Overall percentage of students in Grades 6 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	11.7	15.0	17.0	11.7	11.3
Performance Measure	Results (in percentages)				
	2015	2016	2017	2018	2019
Overall percentage of self-identified FNMI students in Grades 6 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	*	67.9	75.0
Overall percentage of self-identified FNMI students in Grades 6 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	*	3.6	0.0

		Results (in percentages)									
		2015		2016		2017		2018		2019	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	71.4	10.2	80.0	11.4	89.4	8.5	88.7	6.5	92.5	2.5
	Authority	90.9	25.1	90.7	26.1	92.2	24.1	94.6	26.4	94.2	24.7
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8
Mathematics 6	School	69.4	14.3	65.7	5.7	68.1	17.0	71.0	9.7	65.0	10.0
	Authority	83.3	19.0	81.6	16.9	80.7	17.8	87.0	20.9	86.5	22.8
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0
Science 6	School	63.3	12.2	82.9	20.0	85.1	17.0	80.6	16.1	72.5	20.0
	Authority	87.0	34.3	88.7	39.7	88.4	42.0	91.3	45.0	88.3	44.4
	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	57.1	10.2	77.1	22.9	85.1	25.5	80.6	14.5	77.5	12.5
	Authority	80.1	24.6	80.5	28.6	85.3	32.3	88.5	35.3	87.4	35.1
	Province	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4

Performance Measure	Results (in percentages)				
	2015	2016	2017	2018	2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	88.3	85.5	83.4	90.1	81.0
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.	91.0	90.0	84.3	95.3	88.8
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	93.1	92.6	98.4	96.2	92.8
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.	78.7	76.9	84.0	90.0	80.6
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	62.8	64.4	63.8	77.5	79.2
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	81.2	77.2	87.2	85.0	75.4
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.	89.9	89.3	84.6	78.7	77.3

Results for the Outreach Schools

SPO – Sherwood Park Outreach

Combined May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Sherwood Park Next Step I			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	93.6	95.7	96.1	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	65.3	78.2	88.2	82.4	82.2	82.0	Very Low	Declined Significantly	Concern
	Education Quality	92.4	92.4	94.7	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	3.9	10.3	8.4	2.7	2.6	2.7	High	n/a	n/a
	High School Completion Rate (3 yr)	23.2	47.8	40.7	79.7	79.1	78.4	Very Low	Declined	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	47.2	65.2	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	11.1	12.6	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	86.4	81.7	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	21.8	18.0	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	11.6	21.7	15.4	56.4	56.3	55.6	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	45.5	45.9	48.7	66.6	64.8	63.5	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	15.8	31.6	20.2	60.1	59.0	58.5	Very Low	Maintained	Concern
	Work Preparation	63.6	91.7	97.2	84.1	83.0	82.7	Very Low	Declined	Concern
	Citizenship	80.0	96.2	95.5	83.3	82.9	83.2	High	Declined Significantly	Issue
Parental Involvement	Parental Involvement	81.8	71.2	90.4	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	84.1	82.1	91.4	81.5	81.0	80.9	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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.
4. 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).
5. 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.
6. 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.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	89.1	1.8	89.3	3.6	84.0	8.0	90.0	5.0	n/a	n/a		
	Authority	92.6	11.0	92.3	13.1	90.4	15.2	93.8	15.4	n/a	n/a		
	Province	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3	n/a	n/a		
English Lang Arts 30-2	School	90.0	25.0	88.4	7.0	92.3	26.9	100.0	33.3	n/a	n/a		
	Authority	95.1	18.9	94.6	14.8	94.3	14.0	91.2	12.1	n/a	n/a		
	Province	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1	n/a	n/a		
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	100.0	7.7	100.0	4.0	94.6	5.4	90.9	6.1	n/a	n/a		
	Province	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1	n/a	n/a		
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	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5	n/a	n/a		
Mathematics 30-1	School	56.7	6.7	42.1	15.8	60.0	10.0	55.6	0.0	n/a	n/a		
	Authority	69.2	19.4	74.0	30.0	75.9	30.3	76.5	24.7	n/a	n/a		
	Province	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1	n/a	n/a		
Mathematics 30-2	School	78.3	8.7	90.0	45.0	80.0	20.0	92.3	61.5	n/a	n/a		
	Authority	76.9	16.2	78.0	17.7	77.7	17.0	78.3	17.6	n/a	n/a		
	Province	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8	n/a	n/a		
Social Studies 30-1	School	82.8	6.9	76.7	6.7	78.6	7.1	90.0	10.0	n/a	n/a		
	Authority	89.5	13.9	85.4	14.2	85.8	14.8	84.9	11.7	n/a	n/a		
	Province	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0	n/a	n/a		
Social Studies 30-2	School	83.3	5.6	76.9	3.8	70.8	16.7	87.9	12.1	n/a	n/a		
	Authority	83.8	8.4	86.5	8.4	81.6	8.4	78.8	8.3	n/a	n/a		
	Province	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2	n/a	n/a		
Biology 30	School	64.0	12.0	61.1	19.4	75.0	12.5	68.8	12.5	n/a	n/a		
	Authority	85.6	30.5	85.8	33.5	90.9	33.9	86.0	34.1	n/a	n/a		
	Province	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5	n/a	n/a		
Chemistry 30	School	78.3	21.7	79.2	29.2	100.0	0.0	100.0	37.5	n/a	n/a		
	Authority	82.2	29.6	82.9	41.0	81.9	32.0	82.3	31.3	n/a	n/a		
	Province	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5	n/a	n/a		
Physics 30	School	73.7	21.1	81.3	31.3	100.0	33.3	66.7	16.7	n/a	n/a		
	Authority	84.4	32.5	87.7	44.5	84.4	41.5	86.4	32.0	n/a	n/a		
	Province	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5	n/a	n/a		
Science 30	School	90.9	27.3	78.9	21.1	66.7	44.4	87.5	50.0	n/a	n/a		
	Authority	84.6	25.7	83.4	26.1	87.1	31.3	93.1	40.4	n/a	n/a		
	Province	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2	n/a	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. "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.

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
3 Year Completion	34.5	29.3	44.9	47.8	23.2	82.1	81.2	84.6	83.3	84.4	76.5	78.0	78.0	79.1	79.7
4 Year Completion	44.0	53.4	45.6	54.7	55.5	84.8	86.8	86.5	88.9	87.6	81.0	81.2	82.6	82.7	83.5
5 Year Completion	38.6	54.4	61.1	49.9	67.6	87.8	86.8	88.5	88.1	90.4	82.1	83.2	83.4	84.8	84.9

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. 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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Drop Out Rate	6.6	8.0	6.7	10.3	3.9	2.2	1.9	1.1	1.7	1.7	3.2	3.0	2.3	2.6	2.7
Returning Rate	19.5	15.2	29.1	7.0	14.0	21.0	19.8	32.5	21.5	12.4	18.2	18.9	19.9	22.7	18.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
4 Year Rate	10.2	19.1	3.3	11.3	9.5	35.1	39.0	39.4	39.2	39.1	37.0	37.0	39.3	40.1	40.8
6 Year Rate	20.4	12.0	17.1	31.6	15.8	63.0	63.2	60.5	62.6	62.0	59.4	57.9	58.7	59.0	60.1

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Rutherford Scholarship Eligibility Rate	59.0	48.6	51.5	45.9	45.5	62.3	60.8	62.5	64.7	66.6	60.8	62.3	63.4	64.8	66.6

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
2015	173	84	48.6	79	45.7	59	34.1	102	59.0
2016	216	89	41.2	81	37.5	60	27.8	105	48.6
2017	194	75	38.7	74	38.1	67	34.5	100	51.5
2018	85	30	35.3	28	32.9	18	21.2	39	45.9
2019	121	49	40.5	35	28.9	19	15.7	55	45.5

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
% Writing 0 Exams	46.4	60.9	38.7	47.8	53.6	9.6	11.6	9.6	9.3	9.8	15.7	15.0	14.8	14.2	14.3
% Writing 1+ Exams	53.6	39.1	61.3	52.2	46.4	90.4	88.4	90.4	90.7	90.2	84.3	85.0	85.2	85.8	85.7
% Writing 2+ Exams	42.1	26.1	49.0	47.8	34.8	87.4	85.8	88.3	87.9	87.8	81.2	82.0	82.3	83.0	83.0
% Writing 3+ Exams	23.0	19.5	16.3	26.1	27.1	69.3	67.5	68.9	68.8	70.9	64.7	65.2	66.1	66.8	66.8
% Writing 4+ Exams	11.5	16.3	8.2	21.7	11.6	58.3	55.7	56.4	58.1	60.9	54.6	54.9	55.7	56.3	56.4
% Writing 5+ Exams	11.5	6.5	0.0	8.7	3.9	38.8	36.1	36.9	39.1	40.3	37.1	37.5	37.8	38.7	38.1
% Writing 6+ Exams	3.8	0.0	0.0	4.3	0.0	12.1	14.0	16.1	14.5	15.3	13.8	13.6	13.9	14.2	13.6

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
English Language Arts 30-1	21.4	12.1	16.0	30.4	10.7	53.5	52.8	56.1	57.7	56.2	53.2	54.0	55.0	56.3	55.7
English Language Arts 30-2	28.6	12.1	32.0	21.7	21.4	34.1	32.5	33.0	30.0	31.0	28.7	28.7	28.8	27.8	28.8
Total of 1 or more English Diploma Exams	50.0	24.2	48.0	52.2	32.1	86.9	84.3	87.2	86.5	86.3	79.5	80.1	80.9	81.1	81.3
Social Studies 30-1	14.3	15.2	24.0	30.4	3.6	49.5	48.1	51.2	52.3	52.5	43.5	45.1	44.9	45.0	44.1
Social Studies 30-2	21.4	18.2	32.0	17.4	32.1	37.0	37.0	36.2	34.5	35.0	36.7	35.8	36.4	37.1	37.8
Total of 1 or more Social Diploma Exams	35.7	33.3	56.0	47.8	35.7	85.8	84.7	87.1	86.1	86.8	79.5	80.3	80.7	81.4	81.3
Pure 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
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	7.1	6.1	4.0	13.0	7.1	36.1	34.9	34.0	34.5	37.0	37.1	36.4	35.5	36.5	35.3
Mathematics 30-2	10.7	9.1	8.0	13.0	14.3	26.7	26.3	27.6	28.9	27.7	22.4	23.7	25.1	24.9	25.9
Total of 1 or more Math Diploma Exams	17.9	15.2	12.0	26.1	21.4	62.0	59.3	60.5	61.6	63.3	57.6	58.3	58.6	59.3	59.1
Biology 30	7.1	18.2	12.0	21.7	10.7	44.4	44.1	42.8	46.2	43.6	40.6	40.7	41.7	42.7	42.3
Chemistry 30	14.3	3.0	0.0	4.3	7.1	37.6	33.3	33.6	35.2	37.0	35.7	35.6	35.1	35.8	35.1
Physics 30	3.6	6.1	0.0	4.3	3.6	21.0	19.2	22.7	20.0	20.9	19.9	19.3	18.6	18.7	17.6
Science 30	3.6	0.0	4.0	4.3	3.6	10.7	15.6	16.8	14.9	18.9	14.1	15.7	16.9	17.0	18.1
Total of 1 or more Science Diploma Exams	17.9	18.2	16.0	21.7	21.4	63.4	62.0	63.4	63.3	64.9	59.8	60.5	61.2	61.8	61.8
Français 30-1	3.6	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.2	0.3	0.3	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	1.6	1.9	2.0	3.0	2.7	2.8	2.8	3.0	2.7	2.6
Total of 1 or more French Diploma Exams	3.6	0.0	0.0	0.0	0.0	1.7	1.9	2.0	3.0	2.7	3.0	3.1	3.3	3.0	2.9

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 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 this event.
3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
4. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	87.3	94.3	96.0	96.2	80.0	79.8	80.1	80.5	80.0	80.3	83.9	83.7	83.0	82.9	83.3
Teacher	100.0	100.0	98.2	98.3	94.5	94.1	94.1	94.1	93.0	93.8	94.5	94.0	93.4	93.2	93.6
Parent	*	*	*	*	*	75.0	75.4	75.4	75.1	76.8	82.9	82.7	81.7	81.9	82.4

Student	74.7	88.7	93.8	94.0	65.5	70.3	70.6	72.0	71.7	70.2	74.5	74.4	73.9	73.5	73.8
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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. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Work Preparation – Measure Details

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	100.0	100.0	100.0	91.7	63.6	77.8	79.0	77.8	80.7	81.2	82.6	82.7	82.4	83.0	84.1
Teacher	100.0	100.0	100.0	91.7	63.6	89.0	90.7	89.4	89.4	91.0	90.5	90.4	90.3	90.8	92.2
Parent	*	*	*	*	*	66.6	67.3	66.2	72.1	71.4	74.8	75.1	74.6	75.2	76.0

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

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

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	95.0	100.0	95.2	83.3	81.8	64.9	65.7	65.5	67.6	68.1	70.7	71.0	70.9	71.4	72.6
Teacher	95.0	100.0	95.2	83.3	81.8	72.7	75.0	74.1	75.4	78.1	77.3	77.3	77.8	78.8	80.6
Parent	*	*	*	*	*	57.0	56.3	56.9	59.8	58.1	64.2	64.8	64.0	64.0	64.6

Notes:

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

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	88.6	91.6	94.9	78.2	65.3	83.4	83.3	82.7	82.9	83.2	81.9	81.9	81.8	82.2	82.4
Teacher	100.0	91.4	93.0	80.2	78.4	91.0	90.4	90.0	90.7	90.9	88.1	88.0	88.4	89.1	89.3
Parent	*	*	*	*	*	81.0	80.0	79.0	78.4	79.0	80.1	80.1	79.9	80.1	80.1
Student	77.2	91.8	96.9	76.1	52.3	78.3	79.5	79.2	79.6	79.8	77.5	77.7	77.2	77.4	77.8

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	100.0	100.0	100.0	71.2	81.8	78.1	78.1	78.4	77.7	78.9	80.9	81.2	81.2	81.3	81.8
Teacher	100.0	100.0	100.0	71.2	81.8	88.2	89.2	89.7	88.7	90.3	88.4	88.5	88.9	89.0	89.6
Parent	*	*	*	*	*	67.9	67.0	67.2	66.7	67.6	73.5	73.9	73.4	73.6	73.9

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	93.2	96.6	95.1	92.4	92.4	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2	90.3
Teacher	100.0	100.0	95.5	93.2	92.3	95.9	96.4	96.2	96.4	96.8	96.0	95.9	95.8	96.1	96.4
Parent	*	*	*	*	*	84.1	85.7	83.6	85.7	85.7	86.1	86.4	86.0	86.4	86.7

Student	86.3	93.1	94.7	91.7	92.4	85.4	85.8	86.8	87.6	86.1	88.0	88.1	88.2	88.1	87.8
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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. 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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	92.9	95.1	97.5	95.7	93.6	87.7	88.1	88.1	88.2	88.6	89.5	89.5	89.0	89.0	89.4
Teacher	100.0	95.0	96.3	93.3	94.5	94.8	95.1	95.8	94.6	94.7	95.4	95.3	95.0	95.1	95.3
Parent	*	*	*	*	*	87.4	87.3	86.9	87.1	89.1	89.8	89.9	89.4	89.7	90.2
Student	85.7	95.3	98.8	98.0	92.6	81.0	81.8	81.6	82.9	82.0	83.4	83.3	82.5	82.3	82.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	87.7	98.2	93.9	82.1	84.1	80.0	80.2	79.5	81.0	80.2	81.2	81.4	80.3	81.0	81.5
Teacher	100.0	100.0	90.9	66.7	81.8	82.9	84.3	81.8	80.8	84.4	82.3	82.2	81.5	83.4	85.0
Parent	*	*	*	*	*	77.5	76.7	76.1	79.5	74.9	79.7	80.8	79.3	80.3	80.0
Student	75.3	96.5	96.9	97.5	86.4	79.5	79.5	80.7	82.7	81.3	81.5	81.1	80.2	79.4	79.6

Notes:

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

FSO – Fort Saskatchewan Outreach

Combined May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Ft. Sask. Next Step II			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	92.5	100.0	97.8	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	57.1	89.6	81.6	82.4	82.2	82.0	Very Low	Declined	Concern
	Education Quality	87.2	97.2	93.4	90.3	90.2	90.1	High	Maintained	Good
	Drop Out Rate	7.8	8.0	9.0	2.7	2.6	2.7	Low	n/a	n/a
	High School Completion Rate (3 yr)	21.6	32.5	31.0	79.7	79.1	78.4	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	72.4	80.1	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	8.6	9.7	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	0.0	0.0	2.3	56.4	56.3	55.6	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	38.1	39.6	42.2	66.6	64.8	63.5	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	7.2	5.1	8.6	60.1	59.0	58.5	Very Low	Maintained	Concern
	Work Preparation	75.0	100.0	100.0	84.1	83.0	82.7	Intermediate	Declined	Issue
	Citizenship	55.6	96.7	90.9	83.3	82.9	83.2	Very Low	Declined Significantly	Concern
Parental Involvement	Parental Involvement	86.5	96.7	98.3	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	75.0	100.0	95.5	81.5	81.0	80.9	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. 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.
4. 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).
5. 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.
6. 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.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	66.7	12.5	76.5	0.0	77.8	0.0	87.5	0.0	n/a	n/a		
	Authority	92.6	11.0	92.3	13.1	90.4	15.2	93.8	15.4	n/a	n/a		
	Province	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3	n/a	n/a		
English Lang Arts 30-2	School	90.5	14.3	88.9	0.0	95.0	0.0	84.2	5.3	n/a	n/a		
	Authority	95.1	18.9	94.6	14.8	94.3	14.0	91.2	12.1	n/a	n/a		
	Province	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1	n/a	n/a		
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	100.0	7.7	100.0	4.0	94.6	5.4	90.9	6.1	n/a	n/a		
	Province	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1	n/a	n/a		
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	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5	n/a	n/a		
Mathematics 30-1	School	42.9	0.0	*	*	*	*	*	*	n/a	n/a		
	Authority	69.2	19.4	74.0	30.0	75.9	30.3	76.5	24.7	n/a	n/a		
	Province	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1	n/a	n/a		
Mathematics 30-2	School	88.9	22.2	55.6	22.2	100.0	0.0	66.7	16.7	n/a	n/a		
	Authority	76.9	16.2	78.0	17.7	77.7	17.0	78.3	17.6	n/a	n/a		
	Province	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8	n/a	n/a		
Social Studies 30-1	School	*	*	50.0	0.0	*	*	78.6	0.0	n/a	n/a		
	Authority	89.5	13.9	85.4	14.2	85.8	14.8	84.9	11.7	n/a	n/a		
	Province	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0	n/a	n/a		
Social Studies 30-2	School	77.3	4.5	81.8	0.0	83.3	0.0	56.5	0.0	n/a	n/a		
	Authority	83.8	8.4	86.5	8.4	81.6	8.4	78.8	8.3	n/a	n/a		
	Province	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2	n/a	n/a		
Biology 30	School	73.3	13.3	83.3	0.0	100.0	33.3	69.2	23.1	n/a	n/a		
	Authority	85.6	30.5	85.8	33.5	90.9	33.9	86.0	34.1	n/a	n/a		
	Province	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5	n/a	n/a		
Chemistry 30	School	70.0	20.0	*	*	*	*	62.5	12.5	n/a	n/a		
	Authority	82.2	29.6	82.9	41.0	81.9	32.0	82.3	31.3	n/a	n/a		
	Province	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5	n/a	n/a		
Physics 30	School	*	*	*	*	*	*	n/a	n/a	n/a	n/a		
	Authority	84.4	32.5	87.7	44.5	84.4	41.5	86.4	32.0	n/a	n/a		
	Province	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5	n/a	n/a		
Science 30	School	100.0	28.6	90.9	36.4	*	*	83.3	25.0	n/a	n/a		
	Authority	84.6	25.7	83.4	26.1	87.1	31.3	93.1	40.4	n/a	n/a		
	Province	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2	n/a	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. "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.

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
3 Year Completion	42.4	34.5	26.0	32.5	21.6	82.1	81.2	84.6	83.3	84.4	76.5	78.0	78.0	79.1	79.7
4 Year Completion	31.9	48.9	38.9	32.7	35.6	84.8	86.8	86.5	88.9	87.6	81.0	81.2	82.6	82.7	83.5
5 Year Completion	38.1	56.2	55.4	46.3	41.3	87.8	86.8	88.5	88.1	90.4	82.1	83.2	83.4	84.8	84.9

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. 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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Drop Out Rate	11.5	8.4	10.6	8.0	7.8	2.2	1.9	1.1	1.7	1.7	3.2	3.0	2.3	2.6	2.7
Returning Rate	8.1	0.0	19.9	28.3	29.6	21.0	19.8	32.5	21.5	12.4	18.2	18.9	19.9	22.7	18.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
4 Year Rate	0.0	0.0	0.0	0.0	0.0	35.1	39.0	39.4	39.2	39.1	37.0	37.0	39.3	40.1	40.8
6 Year Rate	12.1	11.2	9.3	5.1	7.2	63.0	63.2	60.5	62.6	62.0	59.4	57.9	58.7	59.0	60.1

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Rutherford Scholarship Eligibility Rate	32.6	40.0	47.0	39.6	38.1	62.3	60.8	62.5	64.7	66.6	60.8	62.3	63.4	64.8	66.6

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
2015	46	12	26.1	10	21.7	6	13.0	15	32.6
2016	80	23	28.8	24	30.0	16	20.0	32	40.0
2017	100	40	40.0	31	31.0	22	22.0	47	47.0
2018	106	37	34.9	30	28.3	15	14.2	42	39.6
2019	63	17	27.0	18	28.6	10	15.9	24	38.1

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
% Writing 0 Exams	45.4	51.7	54.4	51.3	78.4	9.6	11.6	9.6	9.3	9.8	15.7	15.0	14.8	14.2	14.3
% Writing 1+ Exams	54.6	48.3	45.6	48.7	21.6	90.4	88.4	90.4	90.7	90.2	84.3	85.0	85.2	85.8	85.7
% Writing 2+ Exams	48.5	34.5	32.6	32.5	21.6	87.4	85.8	88.3	87.9	87.8	81.2	82.0	82.3	83.0	83.0
% Writing 3+ Exams	12.1	13.8	0.0	0.0	0.0	69.3	67.5	68.9	68.8	70.9	64.7	65.2	66.1	66.8	66.8
% Writing 4+ Exams	12.1	6.9	0.0	0.0	0.0	58.3	55.7	56.4	58.1	60.9	54.6	54.9	55.7	56.3	56.4
% Writing 5+ Exams	6.1	6.9	0.0	0.0	0.0	38.8	36.1	36.9	39.1	40.3	37.1	37.5	37.8	38.7	38.1
% Writing 6+ Exams	0.0	0.0	0.0	0.0	0.0	12.1	14.0	16.1	14.5	15.3	13.8	13.6	13.9	14.2	13.6

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
English Language Arts 30-1	17.6	13.3	17.6	7.7	0.0	53.5	52.8	56.1	57.7	56.2	53.2	54.0	55.0	56.3	55.7
English Language Arts 30-2	35.3	26.7	17.6	30.8	20.0	34.1	32.5	33.0	30.0	31.0	28.7	28.7	28.8	27.8	28.8
Total of 1 or more English Diploma Exams	52.9	40.0	35.3	38.5	20.0	86.9	84.3	87.2	86.5	86.3	79.5	80.1	80.9	81.1	81.3
Social Studies 30-1	11.8	6.7	5.9	0.0	0.0	49.5	48.1	51.2	52.3	52.5	43.5	45.1	44.9	45.0	44.1
Social Studies 30-2	35.3	33.3	29.4	38.5	20.0	37.0	37.0	36.2	34.5	35.0	36.7	35.8	36.4	37.1	37.8
Total of 1 or more Social Diploma Exams	47.1	40.0	35.3	38.5	20.0	85.8	84.7	87.1	86.1	86.8	79.5	80.3	80.7	81.4	81.3
Pure 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
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	0.0	6.7	0.0	0.0	0.0	36.1	34.9	34.0	34.5	37.0	37.1	36.4	35.5	36.5	35.3
Mathematics 30-2	11.8	0.0	0.0	0.0	0.0	26.7	26.3	27.6	28.9	27.7	22.4	23.7	25.1	24.9	25.9
Total of 1 or more Math Diploma Exams	11.8	6.7	0.0	0.0	0.0	62.0	59.3	60.5	61.6	63.3	57.6	58.3	58.6	59.3	59.1
Biology 30	11.8	13.3	0.0	0.0	0.0	44.4	44.1	42.8	46.2	43.6	40.6	40.7	41.7	42.7	42.3
Chemistry 30	0.0	6.7	0.0	0.0	0.0	37.6	33.3	33.6	35.2	37.0	35.7	35.6	35.1	35.8	35.1
Physics 30	0.0	0.0	0.0	0.0	0.0	21.0	19.2	22.7	20.0	20.9	19.9	19.3	18.6	18.7	17.6
Science 30	5.9	0.0	0.0	0.0	0.0	10.7	15.6	16.8	14.9	18.9	14.1	15.7	16.9	17.0	18.1
Total of 1 or more Science Diploma Exams	11.8	13.3	0.0	0.0	0.0	63.4	62.0	63.4	63.3	64.9	59.8	60.5	61.2	61.8	61.8
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.2	0.3	0.3	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	1.6	1.9	2.0	3.0	2.7	2.8	2.8	3.0	2.7	2.6
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	1.7	1.9	2.0	3.0	2.7	3.0	3.1	3.3	3.0	2.9

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 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 this event.
3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
4. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	85.3	82.6	93.3	96.7	55.6	79.8	80.1	80.5	80.0	80.3	83.9	83.7	83.0	82.9	83.3
Teacher	*	*	93.3	96.7	*	94.1	94.1	94.1	93.0	93.8	94.5	94.0	93.4	93.2	93.6
Parent	*	n/a	*	n/a	55.6	75.0	75.4	75.4	75.1	76.8	82.9	82.7	81.7	81.9	82.4
Student	85.3	82.6	n/a	n/a	n/a	70.3	70.6	72.0	71.7	70.2	74.5	74.4	73.9	73.5	73.8

Notes:

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

Work Preparation – Measure Details

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	n/a	100.0	100.0	75.0	77.8	79.0	77.8	80.7	81.2	82.6	82.7	82.4	83.0	84.1
Teacher	*	*	100.0	100.0	*	89.0	90.7	89.4	89.4	91.0	90.5	90.4	90.3	90.8	92.2
Parent	*	n/a	*	n/a	75.0	66.6	67.3	66.2	72.1	71.4	74.8	75.1	74.6	75.2	76.0

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

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

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	n/a	100.0	100.0	87.5	64.9	65.7	65.5	67.6	68.1	70.7	71.0	70.9	71.4	72.6
Teacher	*	*	100.0	100.0	*	72.7	75.0	74.1	75.4	78.1	77.3	77.3	77.8	78.8	80.6
Parent	*	n/a	*	n/a	87.5	57.0	56.3	56.9	59.8	58.1	64.2	64.8	64.0	64.0	64.6

Notes:

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

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	68.9	59.3	95.8	89.6	57.1	83.4	83.3	82.7	82.9	83.2	81.9	81.9	81.8	82.2	82.4
Teacher	*	*	95.8	89.6	*	91.0	90.4	90.0	90.7	90.9	88.1	88.0	88.4	89.1	89.3
Parent	*	n/a	*	n/a	57.1	81.0	80.0	79.0	78.4	79.0	80.1	80.1	79.9	80.1	80.1
Student	68.9	59.3	n/a	n/a	n/a	78.3	79.5	79.2	79.6	79.8	77.5	77.7	77.2	77.4	77.8

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	n/a	100.0	96.7	86.5	78.1	78.1	78.4	77.7	78.9	80.9	81.2	81.2	81.3	81.8
Teacher	*	*	100.0	96.7	*	88.2	89.2	89.7	88.7	90.3	88.4	88.5	88.9	89.0	89.6
Parent	*	n/a	*	n/a	86.5	67.9	67.0	67.2	66.7	67.6	73.5	73.9	73.4	73.6	73.9

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	91.6	82.9	100.0	97.2	87.2	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2	90.3
Teacher	*	*	100.0	97.2	*	95.9	96.4	96.2	96.4	96.8	96.0	95.9	95.8	96.1	96.4
Parent	*	n/a	*	n/a	87.2	84.1	85.7	83.6	85.7	85.7	86.1	86.4	86.0	86.4	86.7
Student	91.6	82.9	n/a	n/a	n/a	85.4	85.8	86.8	87.6	86.1	88.0	88.1	88.2	88.1	87.8

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	94.7	93.5	100.0	100.0	92.5	87.7	88.1	88.1	88.2	88.6	89.5	89.5	89.0	89.0	89.4
Teacher	*	*	100.0	100.0	*	94.8	95.1	95.8	94.6	94.7	95.4	95.3	95.0	95.1	95.3
Parent	*	n/a	*	n/a	92.5	87.4	87.3	86.9	87.1	89.1	89.8	89.9	89.4	89.7	90.2
Student	94.7	93.5	n/a	n/a	n/a	81.0	81.8	81.6	82.9	82.0	83.4	83.3	82.5	82.3	82.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	92.6	86.5	100.0	100.0	75.0	80.0	80.2	79.5	81.0	80.2	81.2	81.4	80.3	81.0	81.5
Teacher	*	*	100.0	100.0	*	82.9	84.3	81.8	80.8	84.4	82.3	82.2	81.5	83.4	85.0
Parent	*	n/a	*	n/a	75.0	77.5	76.7	76.1	79.5	74.9	79.7	80.8	79.3	80.3	80.0
Student	92.6	86.5	n/a	n/a	n/a	79.5	79.5	80.7	82.7	81.3	81.5	81.1	80.2	79.4	79.6

Notes:

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

VJO – Vegreville Outreach

Combined May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Vegreville Next Step III			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	n/a	83.3	84.4	89.4	89.0	89.2	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	56.5	62.4	82.4	82.2	82.0	n/a	n/a	n/a
	Education Quality	n/a	75.0	79.0	90.3	90.2	90.1	n/a	n/a	n/a
	Drop Out Rate	20.2	21.6	19.2	2.7	2.6	2.7	Very Low	n/a	n/a
	High School Completion Rate (3 yr)	*	16.7	22.2	79.7	79.1	78.4	*	*	*
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	*	81.3	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	*	12.5	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	*	0.0	5.6	56.4	56.3	55.6	*	*	*
	Rutherford Scholarship Eligibility Rate	41.2	43.8	33.8	66.6	64.8	63.5	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	0.0	13.4	6.7	60.1	59.0	58.5	Very Low	Maintained	Concern
	Work Preparation	n/a	n/a	n/a	84.1	83.0	82.7	n/a	n/a	n/a
	Citizenship	n/a	86.7	87.0	83.3	82.9	83.2	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	81.8	81.3	81.2	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	100.0	95.5	81.5	81.0	80.9	n/a	n/a	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. 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.
4. 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).
5. 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.
6. 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.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	*	*	*	*	100.0	0.0	*	*	n/a	n/a		
	Authority	92.6	11.0	92.3	13.1	90.4	15.2	93.8	15.4	n/a	n/a		
	Province	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3	n/a	n/a		
English Lang Arts 30-2	School	*	*	*	*	*	*	*	*	n/a	n/a		
	Authority	95.1	18.9	94.6	14.8	94.3	14.0	91.2	12.1	n/a	n/a		
	Province	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1	n/a	n/a		
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	100.0	7.7	100.0	4.0	94.6	5.4	90.9	6.1	n/a	n/a		
	Province	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1	n/a	n/a		
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	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5	n/a	n/a		
Mathematics 30-1	School	n/a	n/a	*	*	*	*	n/a	n/a	n/a	n/a		
	Authority	69.2	19.4	74.0	30.0	75.9	30.3	76.5	24.7	n/a	n/a		
	Province	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1	n/a	n/a		
Mathematics 30-2	School	n/a	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a		
	Authority	76.9	16.2	78.0	17.7	77.7	17.0	78.3	17.6	n/a	n/a		
	Province	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8	n/a	n/a		
Social Studies 30-1	School	*	*	*	*	*	*	n/a	n/a	n/a	n/a		
	Authority	89.5	13.9	85.4	14.2	85.8	14.8	84.9	11.7	n/a	n/a		
	Province	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0	n/a	n/a		
Social Studies 30-2	School	*	*	*	*	*	*	*	*	n/a	n/a		
	Authority	83.8	8.4	86.5	8.4	81.6	8.4	78.8	8.3	n/a	n/a		
	Province	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2	n/a	n/a		
Biology 30	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Authority	85.6	30.5	85.8	33.5	90.9	33.9	86.0	34.1	n/a	n/a		
	Province	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5	n/a	n/a		
Chemistry 30	School	n/a	n/a	*	*	n/a	n/a	*	*	n/a	n/a		
	Authority	82.2	29.6	82.9	41.0	81.9	32.0	82.3	31.3	n/a	n/a		
	Province	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5	n/a	n/a		
Physics 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	84.4	32.5	87.7	44.5	84.4	41.5	86.4	32.0	n/a	n/a		
	Province	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5	n/a	n/a		
Science 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	84.6	25.7	83.4	26.1	87.1	31.3	93.1	40.4	n/a	n/a		
	Province	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2	n/a	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. "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.

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
3 Year Completion	11.8	0.0	50.0	16.7	*	82.1	81.2	84.6	83.3	84.4	76.5	78.0	78.0	79.1	79.7
4 Year Completion	15.0	14.1	0.0	58.6	19.2	84.8	86.8	86.5	88.9	87.6	81.0	81.2	82.6	82.7	83.5
5 Year Completion	*	14.8	29.0	14.8	55.9	87.8	86.8	88.5	88.1	90.4	82.1	83.2	83.4	84.8	84.9

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. 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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Drop Out Rate	21.8	24.9	11.3	21.6	20.2	2.2	1.9	1.1	1.7	1.7	3.2	3.0	2.3	2.6	2.7
Returning Rate	*	30.0	10.1	*	0.0	21.0	19.8	32.5	21.5	12.4	18.2	18.9	19.9	22.7	18.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
4 Year Rate	0.0	0.0	0.0	22.4	0.0	35.1	39.0	39.4	39.2	39.1	37.0	37.0	39.3	40.1	40.8
6 Year Rate	13.4	*	0.0	13.4	0.0	63.0	63.2	60.5	62.6	62.0	59.4	57.9	58.7	59.0	60.1

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Rutherford Scholarship Eligibility Rate	22.2	28.6	29.2	43.8	41.2	62.3	60.8	62.5	64.7	66.6	60.8	62.3	63.4	64.8	66.6

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
2015	18	3	16.7	1	5.6	1	5.6	4	22.2
2016	21	4	19.0	3	14.3	3	14.3	6	28.6
2017	24	6	25.0	4	16.7	3	12.5	7	29.2
2018	16	6	37.5	5	31.3	2	12.5	7	43.8
2019	17	6	35.3	4	23.5	2	11.8	7	41.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
% Writing 0 Exams	88.2	88.9	66.7	83.3	*	9.6	11.6	9.6	9.3	9.8	15.7	15.0	14.8	14.2	14.3
% Writing 1+ Exams	11.8	11.1	33.3	16.7	*	90.4	88.4	90.4	90.7	90.2	84.3	85.0	85.2	85.8	85.7
% Writing 2+ Exams	11.8	11.1	33.3	16.7	*	87.4	85.8	88.3	87.9	87.8	81.2	82.0	82.3	83.0	83.0
% Writing 3+ Exams	0.0	0.0	16.7	0.0	*	69.3	67.5	68.9	68.8	70.9	64.7	65.2	66.1	66.8	66.8
% Writing 4+ Exams	0.0	0.0	16.7	0.0	*	58.3	55.7	56.4	58.1	60.9	54.6	54.9	55.7	56.3	56.4
% Writing 5+ Exams	0.0	0.0	16.7	0.0	*	38.8	36.1	36.9	39.1	40.3	37.1	37.5	37.8	38.7	38.1
% Writing 6+ Exams	0.0	0.0	0.0	0.0	*	12.1	14.0	16.1	14.5	15.3	13.8	13.6	13.9	14.2	13.6

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
English Language Arts 30-1	0.0	12.5	16.7	16.7	*	53.5	52.8	56.1	57.7	56.2	53.2	54.0	55.0	56.3	55.7
English Language Arts 30-2	11.1	0.0	16.7	0.0	*	34.1	32.5	33.0	30.0	31.0	28.7	28.7	28.8	27.8	28.8
Total of 1 or more English Diploma Exams	11.1	12.5	33.3	16.7	*	86.9	84.3	87.2	86.5	86.3	79.5	80.1	80.9	81.1	81.3
Social Studies 30-1	0.0	0.0	16.7	16.7	*	49.5	48.1	51.2	52.3	52.5	43.5	45.1	44.9	45.0	44.1
Social Studies 30-2	11.1	12.5	16.7	0.0	*	37.0	37.0	36.2	34.5	35.0	36.7	35.8	36.4	37.1	37.8
Total of 1 or more Social Diploma Exams	11.1	12.5	33.3	16.7	*	85.8	84.7	87.1	86.1	86.8	79.5	80.3	80.7	81.4	81.3
Pure 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
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
Mathematics 30-1	0.0	0.0	16.7	0.0	*	36.1	34.9	34.0	34.5	37.0	37.1	36.4	35.5	36.5	35.3
Mathematics 30-2	0.0	0.0	0.0	0.0	*	26.7	26.3	27.6	28.9	27.7	22.4	23.7	25.1	24.9	25.9
Total of 1 or more Math Diploma Exams	0.0	0.0	16.7	0.0	*	62.0	59.3	60.5	61.6	63.3	57.6	58.3	58.6	59.3	59.1
Biology 30	0.0	0.0	16.7	0.0	*	44.4	44.1	42.8	46.2	43.6	40.6	40.7	41.7	42.7	42.3
Chemistry 30	0.0	0.0	16.7	0.0	*	37.6	33.3	33.6	35.2	37.0	35.7	35.6	35.1	35.8	35.1
Physics 30	0.0	0.0	0.0	0.0	*	21.0	19.2	22.7	20.0	20.9	19.9	19.3	18.6	18.7	17.6
Science 30	0.0	0.0	0.0	0.0	*	10.7	15.6	16.8	14.9	18.9	14.1	15.7	16.9	17.0	18.1
Total of 1 or more Science Diploma Exams	0.0	0.0	16.7	0.0	*	63.4	62.0	63.4	63.3	64.9	59.8	60.5	61.2	61.8	61.8
Français 30-1	0.0	0.0	0.0	0.0	*	0.1	0.0	0.0	0.0	0.0	0.2	0.3	0.3	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	*	1.6	1.9	2.0	3.0	2.7	2.8	2.8	3.0	2.7	2.6
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	*	1.7	1.9	2.0	3.0	2.7	3.0	3.1	3.3	3.0	2.9

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 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 this event.
3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
4. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	92.0	87.3	n/a	86.7	n/a	79.8	80.1	80.5	80.0	80.3	83.9	83.7	83.0	82.9	83.3
Teacher	*	*	*	*	n/a	94.1	94.1	94.1	93.0	93.8	94.5	94.0	93.4	93.2	93.6
Parent	n/a	*	n/a	n/a	*	75.0	75.4	75.4	75.1	76.8	82.9	82.7	81.7	81.9	82.4
Student	92.0	87.3	n/a	86.7	n/a	70.3	70.6	72.0	71.7	70.2	74.5	74.4	73.9	73.5	73.8

Notes:

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

[No Data for Work Preparation]

Lifelong Learning – Measure Details

[No Data for Lifelong Learning]

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	82.4	68.2	n/a	56.5	n/a	83.4	83.3	82.7	82.9	83.2	81.9	81.9	81.8	82.2	82.4
Teacher	*	*	*	*	n/a	91.0	90.4	90.0	90.7	90.9	88.1	88.0	88.4	89.1	89.3
Parent	n/a	*	n/a	n/a	*	81.0	80.0	79.0	78.4	79.0	80.1	80.1	79.9	80.1	80.1
Student	82.4	68.2	n/a	56.5	n/a	78.3	79.5	79.2	79.6	79.8	77.5	77.7	77.2	77.4	77.8

Notes:

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

[No Data for Parental Involvement]

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	88.8	83.1	n/a	75.0	n/a	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2	90.3
Teacher	*	*	*	*	n/a	95.9	96.4	96.2	96.4	96.8	96.0	95.9	95.8	96.1	96.4
Parent	n/a	*	n/a	n/a	*	84.1	85.7	83.6	85.7	85.7	86.1	86.4	86.0	86.4	86.7
Student	88.8	83.1	n/a	75.0	n/a	85.4	85.8	86.8	87.6	86.1	88.0	88.1	88.2	88.1	87.8

Notes:

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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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	97.3	85.5	n/a	83.3	n/a	87.7	88.1	88.1	88.2	88.6	89.5	89.5	89.0	89.0	89.4
Teacher	*	*	*	*	n/a	94.8	95.1	95.8	94.6	94.7	95.4	95.3	95.0	95.1	95.3
Parent	n/a	*	n/a	n/a	*	87.4	87.3	86.9	87.1	89.1	89.8	89.9	89.4	89.7	90.2
Student	97.3	85.5	n/a	83.3	n/a	81.0	81.8	81.6	82.9	82.0	83.4	83.3	82.5	82.3	82.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	96.7	90.9	n/a	100.0	n/a	80.0	80.2	79.5	81.0	80.2	81.2	81.4	80.3	81.0	81.5
Teacher	*	*	*	*	n/a	82.9	84.3	81.8	80.8	84.4	82.3	82.2	81.5	83.4	85.0
Parent	n/a	*	n/a	n/a	*	77.5	76.7	76.1	79.5	74.9	79.7	80.8	79.3	80.3	80.0
Student	96.7	90.9	n/a	100.0	n/a	79.5	79.5	80.7	82.7	81.3	81.5	81.1	80.2	79.4	79.6

Notes:

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