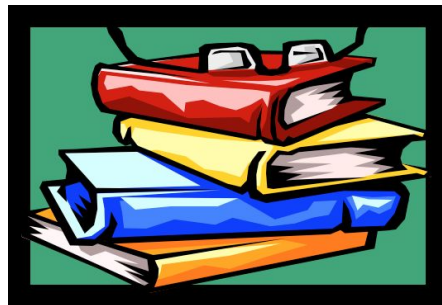


**RAYMOND JUNIOR HIGH
SCHOOL
STRATEGIC PLANNING**

**COMBINED AERR &
THREE-YEAR
EDUCATION PLAN**

2017 – 2020



ACCOUNTABILITY STATEMENT

The Annual Education Results Report for 2017 & the Education Plan for the three years commencing August 29, 2017 prepared under the direction of the Raymond Jr. High in accordance with the School Act, The Government Accountability Act, the Policy on School Authority Education Plans and the provincial government's accounting policies.

The priorities outlined in the Education Plan were developed in the context of the Provincial Government's business and fiscal plans. The School is committed to achieving the planned results laid out in this Plan.

Cory Bevans
Principal
Raymond Jr. High

Julie Heggie
President
School Council

VISION STATEMENT

“Empowering Potential” Working together to achieve the potential in each learner”

MISSION STATEMENT

Raymond Junior High School enables partners to build a world class, lifelong learning community; one that ensures learners become responsible, caring, creative, self-reliant and contributing members of a democratic, knowledge-based and productive society.

PRINCIPLES AND BELIEFS

Raymond Jr. High School believes:

In principles for a quality learning system that is accessible, learner-centered, collaborative, accountable, responsive, innovative, fair, and equitable.

Students are the primary focus and consideration in all educational decisions.

Learning occurs best in an environment that is safe and secure, motivating and encouraging, and responsive to the needs and concerns of all partners.

All students have gifts, talents, and needs that must be addressed.

Administrators are responsible for the development and administration of educational policies.

Teachers are responsible to be knowledgeable and competent in regard to curriculum delivery and classroom management.

Students, with their parents/guardians, will take responsibility for their education by: showing diligence in their studies, attending regularly and punctually, complying with the rules of their school and conducting themselves in a co-operative, respectful manner.

Values of respect, integrity, trust, openness, and caring must be fostered.

PROFILE

The community of Raymond is a rural, agriculturally based community, 20 miles south of Lethbridge. It is often referred to as a “bedroom community”, consisting mostly of single dwelling homes. The population is approximately 4000, mostly Caucasian and European background which is reflected in the school population.

Raymond Jr. High was created in 1978 consisting of grades six, seven and eight. It was housed adjacent to the Raymond High School and they shared a number of facilities, namely: the library, band room and parts of the home economics and industrial education areas. The schools, however, operate independently of each other. In 1986 the Jr. High facility was renovated

extensively. At this time grades seven and eight moved in with the Raymond Elementary School, while grade six moved in with the Northside Elementary School. In 1988, with renovations completed, the Raymond Jr. High consisted of grades seven through nine.

In June of 2007 the RJHS moved to the NES (which had been consolidated with RES). The Jr. & Sr. High were renovated over the next two years, at which time the Sr. High moved to the new portion of the building and the Jr. High took the former Sr. High end which had been spruced up.

Raymond Jr. High has an enrollment of @ 262 students, not counting those in home-based schooling. There is a very low staff turnover, there is also very little student turn over, year to year.

Raymond Jr. High offers strong academic and athletic programs in which the staff are heavily involved. In addition to the mandatory core courses the following are/may offered: home economics, industrial education, business education, computer studies, art, drama, Seminary, band, one-on-one reading, and others. Students may also be involved in some or all of the following sports, which include: football, x-country, volleyball, basketball, badminton, and track & field. A very active students' union sponsors and organizes a number of events during the year that appeal to a wide variety of students. A yearbook committee works throughout the year to produce a much waited for annual yearbook.

Raymond Jr. High's special education program is designed to assist a variety of students with a vast spectrum of needs. Where possible students are involved in inclusive education to integrate the students as fully as possible into the school culture and programs. When deemed advisable students may be pulled out if that will work for the best for their education plan.

Raymond Jr. High is lucky to have at its disposal a school liaison officer. This individual is Mr. Darwin Skretting. Darwin has proven to be an invaluable resource in our school.

The division also has in place a staff of computer technicians. These individuals are also a great resource in our school and help with the installation and servicing of our school's computers and network.

ENROLMENTS

2017-2018 School Year	
Grade 7	90
Grade 8	97
Grade 9	70

Teaching Staff	
Teaching Staff	13.5
Non-teaching staff	8.5
Total	22

SPECIAL PROGRAMS

ALTERNATE SCHOOL

Raymond Jr. High believes that not all students learn in the same manner and fashion and that an alternate form of education may greatly benefit some students. These educational opportunities have met with success in the alternate school.

INDUSTRIAL EDUCATION

Raymond Jr. High provides a comprehensive industrial education program to students in grades seven through nine. Students are taught safety with the power tools and are given a number of projects to complete. These differ in the various grades.

HOME ECONOMICS

Raymond Jr. High believes that students can benefit greatly with an opportunity to develop domestic and home-related skills. As such home economics classes are offered to students in grades seven through nine.

COUNSELING

Raymond Jr. High believes that the counseling that is available is among the finest to be had. We find an ever-increasing number of students for whom this service is essential. Our family liaison officer is called upon to provide academic, career and personal counseling.

SPECIAL EDUCATION

Our special education program plays a vital role in our school. We find an ever increasing number of students who come to us already coded and needing supervision. Our special education teacher goes to great lengths to match educational assistants to those who are coded and in need of extra help.

EXTRA-CURRICULAR PROGRAMS

Raymond Jr. High runs a full complement of extra-curricular programs. The school is involved in a full range of sporting events, the Students' Union also organizes and sponsors a wide variety of activities. All of these activities are designed to give the students a broader education and a wider variety of experiences than what they might otherwise find offered to them.

TECHNOLOGY PLAN

The effective and efficient use of technology to assist learners in acquiring communication, collaboration, problem-solving, and information literacy skills is a high priority in Raymond Jr. High School.

The successful integration of technology requires it be infused into the teaching, learning and school management processes. Successful infusion requires vision and planning from central and school-based administrative teams, recognizing the need for changes in pedagogy, curriculum delivery, and assessment. Professional development for administrators and teachers is a key component for successful integration.

ISSUES

ENROLLMENT

This year we have seen a slight increase to our enrollment, but next year it will jump by about 22 students. We will continue to see increases to our enrollment. We have asked for two portables to allow for the influx. Each of the following grades is also much larger in number than we currently have.

VARIETY IN CULTURES

There are distinct cultures represented within Raymond Jr. High School. Staff must be sensitive to the needs of each group, as well as remain focused on the primary objective of the best education for each student.

LEVEL OF SERVICE TO SPECIAL NEEDS STUDENTS

Parental expectations, coupled with awareness and identification of special needs students, have created increased demands.

PROLIFERATION OF PROGRAM CHOICES

Parent choice of schooling options, while positive in some aspects, has created transportation difficulties as well as staffing and enrollment concerns.

STUDENT AND PARENTAL RESPONSIBILITY

Failure by students and parents to comply with their responsibilities outlined in the School Act, has created an added demand on the system.

SUSTAINABILITY AND TECHNOLOGY

Technology ever-greening and maintenance are demanding an increasing share of the educational dollar.

FUNDING

The inadequacy of funding is compounded by a historic declining enrollment.

ENROLMENT CONCERNS

Programming and staffing is affected by the past declining enrollments. This trend is beginning to reverse and we are seeing gradual, steady increases in student population.

TRENDS

Increasing emphasis on achievement tests makes test results the main method of ranking schools, and/or defining success or failure.

Our facilities are becoming older and are in need of modernization beyond the ongoing upgrades permitted through the Infrastructure Maintenance Program (I.M.P.).

An increasing number of students require special needs and alternate programming.

Technology ever-greening and maintenance are demanding an increasing share of the educational dollar.

PRIORITY AREAS FOR IMPROVEMENT

In addition to the seven provincial priority areas for improvement, Raymond Jr. High School will be focusing on the following priorities:

- Reading and reading intervention, looking at programs to assist our students.
- Provide resources, support and professional development for the formation and development of Professional Learning Communities (PLC).
- We are focusing our time and resources to set up a character education program (Love and Logic) for our Jr. High.
- Study skills, note giving and taking, the structure of notes.
- Continuing development and implementation of the School Division Facilities

Combined 2017 Accountability Pillar Overall Summary

Measure Category	Measure	Raymond Junior High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	93.7	94.0	91.9	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	75.0	82.8	79.0	81.9	81.9	81.5	Intermediate	Maintained	Acceptable
	Education Quality	89.9	94.5	92.6	90.1	90.1	89.6	Very High	Maintained	Excellent
	Drop Out Rate	0.0	0.0	0.0	3.0	3.2	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9	76.5	76.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	78.7	75.0	73.8	73.4	73.6	73.2	Intermediate	Maintained	Acceptable
	PAT: Excellence	21.6	23.1	23.2	19.5	19.4	18.8	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.0	82.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.2	21.2	21.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	54.6	53.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
	Work Preparation	76.7	95.5	87.4	82.7	82.6	81.9	Intermediate	Declined	Issue
	Citizenship	85.3	86.4	83.4	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	66.0	90.2	81.2	81.2	80.9	80.7	Very Low	Declined	Concern
Continuous Improvement	School Improvement	88.0	90.1	90.1	81.4	81.2	80.2	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

Measure Evaluation Reference

Achievement Evaluation

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

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

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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		2017	Achievement	Improvement	Overall	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	65.5	72.0	74.3	75.0	78.7		Intermediate	Maintained	Acceptable			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	14.0	20.8	25.7	23.1	21.6		High	Maintained	Good			

Comment on Results

(an assessment of progress toward achieving the target)

Strategies

- Divisional subject/grade cohorts will receive a disaggregated item analysis and will develop an improvement plan to address curricular deficits reflected in their individual school results.
- A deep analysis of Provincial Achievement Test results will be completed and shared with teachers in the respective divisional subject/grade level cohort (all teachers teaching common subjects) for analysis and sharing so they can learn from divisional best practice.
- Ensure that PLC structures are provided with embedded time for collaboration and the framework for a school personnel to work collaboratively to better instruct, provide needed intervention, and otherwise assist students continues to be refined.
- Improved student assessment strategies and school intervention plans.
- Teachers will be invited to participate in the marking of Provincial Achievement Tests.
- Administrators will report achievement results and improvement plans to the Board and public annually. All school results, regardless of grade level, are shared with all school principals.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.0	0.0	0.0	0.0		Very High	Maintained	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results <i>(an assessment of progress toward achieving the target)</i>
Strategies

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

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

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	84.4	75.9	87.7	86.4	85.3		Very High	Maintained	Excellent			
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.	92.7	85.7	81.0	95.5	76.7		Intermediate	Declined	Issue			

<p>Comment on Results (an assessment of progress toward achieving the target)</p>
<p>Strategies</p> <ul style="list-style-type: none"> Will continue help teachers learn and implement character education, using Love and Logic Program.

Notes:

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

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	n/a	*	*		*	*	*			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	n/a	*	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

<p>Comment on Results <i>(an assessment of progress toward achieving the target)</i></p>
<p>Strategies</p>

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

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

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	*	*	*	n/a		n/a	n/a	n/a			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

<p>Comment on Results <i>(an assessment of progress toward achieving the target)</i></p>
<p>Strategies</p>

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.

Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	90.3	86.5	95.3	94.0	93.7		Very High	Maintained	Excellent			

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

Strategies

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		2017	Achievement	Improvement	Overall	2018	2019
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.	79.2	76.0	78.1	82.8	75.0		Intermediate	Maintained	Acceptable			

<p>Comment on Results <i>(an assessment of progress toward achieving the target)</i></p>
<p>Strategies</p>

Notes:

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

Outcome Five: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
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.	87.9	86.4	93.7	90.1	88.0		Very High	Maintained	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	81.6	78.4	75.0	90.2	66.0		Very Low	Declined	Concern			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.7	89.2	94.1	94.5	89.9		Very High	Maintained	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

Strategies

- Schools will develop a communications plan to improve parental and community involvement (engagement). Schools will create a website that is current and relevant for parents and community members.
- Schools will sponsor events to bring parents and community members into the school, such as: backtoschool nights, drama/music productions, parent/teacher conferences, volunteer opportunities, mentorship programs, cultural celebrations, etc.
- Meet quarterly with education partners to strengthen relationships and improve services for students, such as: Student Health Initiative, Alberta Health Services, Southern Alberta Child & Family Services, and REACH.
- Schools engage parents and community members to elicit feedback on initiatives through personal focus group meetings, surveys, and social media.
- Principals will work collaboratively with staff and school council to develop annual School Improvement Plans.
- School Councils will take an active role in the planning of select school activities, and some will attend the annual ASCA meeting.
- Electives courses will be available for students band, choral, drama, and music programs.
- Students will have access to a variety of learning opportunities not available in their school, such as: online learning, ADLC, use of Alberta Education online curricular resources, and video conferencing.
- Provide education and resources to deliver special learning initiatives such as: English as a Second Language (ESL), and Students Improvement Projects.
- Schools will support their library so students will have access to a variety of print and digital literature.
- Schools will provide safe and caring initiatives to students, such as: Roots of Empathy, Why Try, Seven Habits of Highly Effective Teens, The Heart of the Matter, Love & Logic (Character & Citizen Education), Drug Awareness presentations, Child Identification & Child Safety Program (Child Find), FNMI initiatives to promote tolerance and diversity, and locally developed courses.

Notes:

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

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

APPENDIX – Measure Details

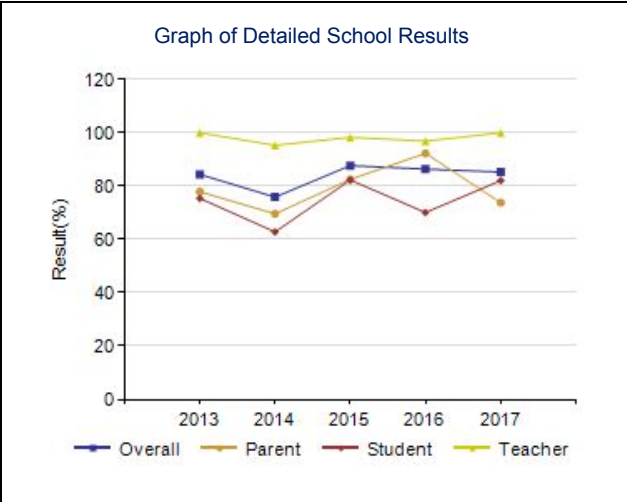
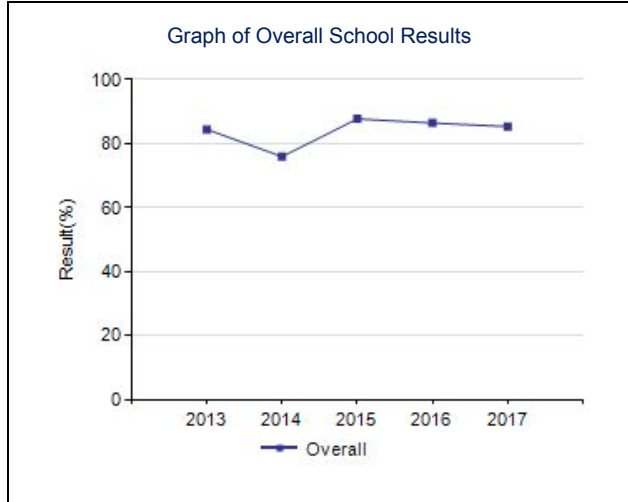
The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

[No Data for Diploma Improvement Reference]

Citizenship – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	84.4	75.9	87.7	86.4	85.3	84.8	82.5	84.2	84.5	82.8	83.4	83.4	83.5	83.9	83.7
Teacher	100.0	95.3	98.3	96.9	100.0	95.0	96.1	96.4	97.1	96.1	93.6	93.8	94.2	94.5	94.0
Parent	77.9	69.6	82.5	92.3	73.8	83.1	75.9	81.8	82.6	80.7	80.3	81.9	82.1	82.9	82.7
Student	75.4	62.8	82.3	70.1	82.1	76.2	75.5	74.5	73.9	71.5	76.2	74.5	74.2	74.5	74.4



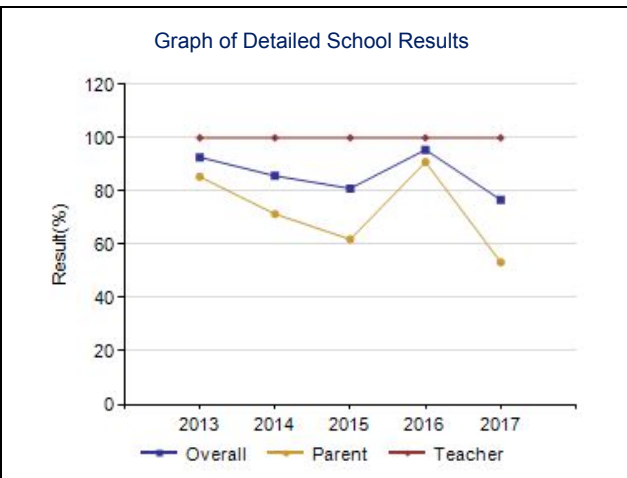
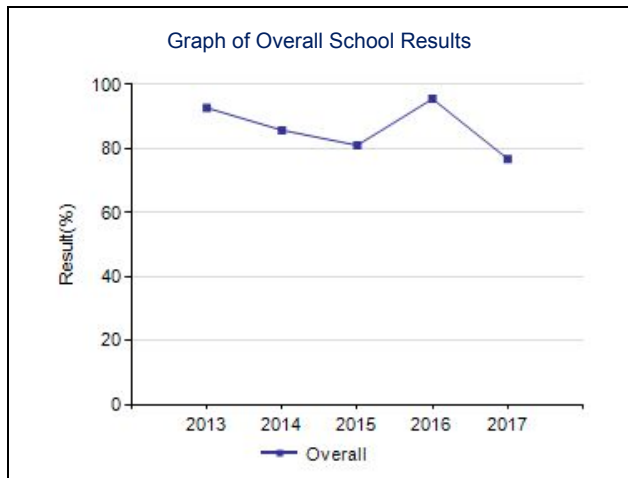
Notes:

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

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	92.7	85.7	81.0	95.5	76.7	85.6	82.0	83.7	85.9	83.5	80.3	81.2	82.0	82.6	82.7
Teacher	100.0	100.0	100.0	100.0	100.0	92.4	93.3	94.3	96.9	93.5	89.4	89.3	89.7	90.5	90.4
Parent	85.4	71.4	61.9	90.9	53.3	78.7	70.8	73.2	74.8	73.4	71.1	73.1	74.2	74.8	75.1



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Notes:

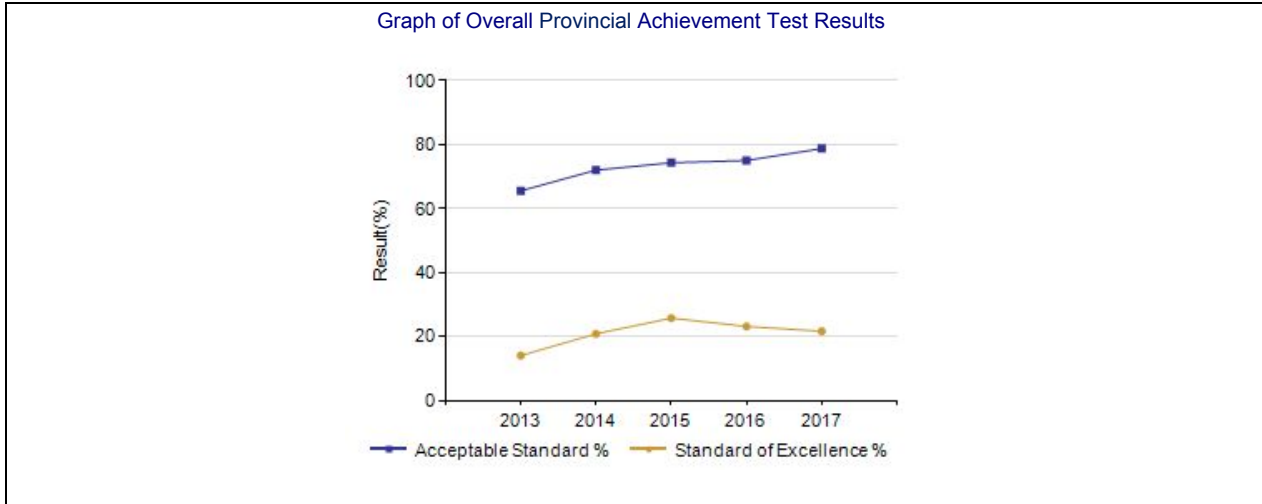
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	84.6	20.2	84.3	18.7	85.5	20.7	85.4	21.6	92.1	24.4		
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9		
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.6	16.3	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5		
Français 6	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	94.0	21.6	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6		
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	81.4	19.3	78.8	19.8	77.7	18.7	73.2	15.9	79.8	16.5		
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6		
Science 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	80.0	28.7	79.9	26.5	76.8	24.3	76.2	25.9	82.1	34.5		
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0		
Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	73.2	20.6	69.6	15.9	69.8	17.0	63.7	14.0	75.8	21.8		
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7		
English Language Arts 9	School	75.8	16.7	76.2	14.3	80.3	19.7	84.8	16.7	86.9	19.0		
	Authority	75.8	15.8	72.9	14.0	81.4	16.2	80.7	20.0	76.1	16.3		
	Province	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Authority	57.1	0.0	73.3	6.7	62.5	0.0	84.2	0.0	*	*		
	Province	62.4	4.3	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9		
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.2	13.9	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2		
Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.0	14.5	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1		
Mathematics 9	School	57.6	10.6	64.3	21.4	66.2	23.9	68.2	12.1	78.3	22.9		
	Authority	66.2	21.2	68.3	23.5	74.3	29.5	72.6	18.3	70.8	24.4		
	Province	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Authority	71.4	21.4	84.2	10.5	66.7	5.6	76.9	23.1	35.0	10.0		
	Province	65.8	14.7	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3		
Science 9	School	66.7	12.1	78.6	21.4	81.7	32.4	78.8	34.8	88.1	21.4		
	Authority	70.4	17.3	72.8	19.2	79.0	31.7	74.9	24.7	73.4	22.0		
	Province	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Authority	37.5	0.0	83.3	16.7	43.8	12.5	66.7	11.1	36.4	0.0		
	Province	68.4	17.1	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3		
Social Studies 9	School	62.1	16.7	69.0	26.2	69.0	26.8	68.2	28.8	73.8	27.4		
	Authority	62.4	16.9	69.4	21.1	74.4	26.6	65.9	20.1	65.3	20.5		
	Province	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Authority	*	*	61.1	5.6	56.3	12.5	70.6	5.9	*	*		
	Province	64.6	13.0	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7		

Notes:

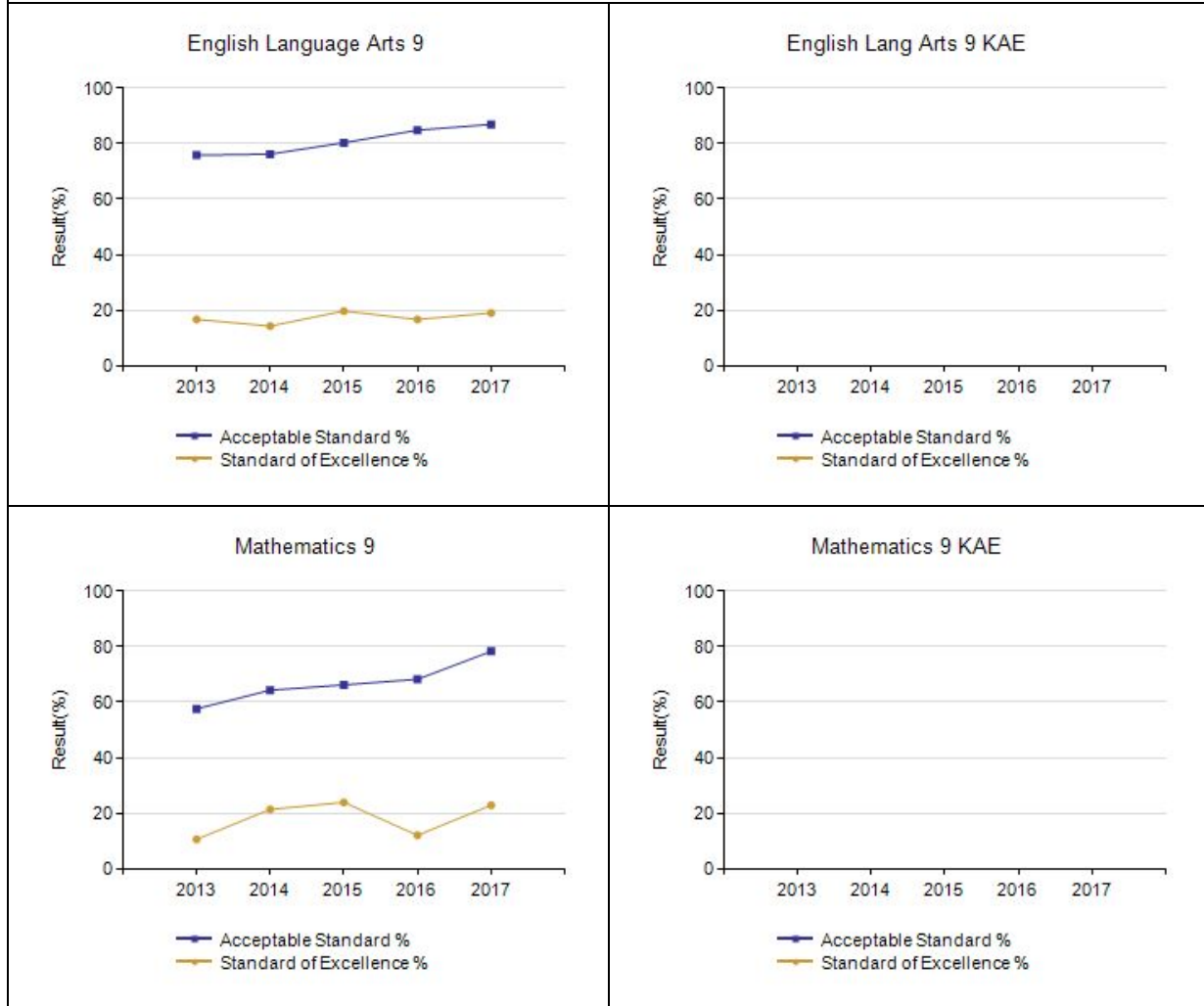
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

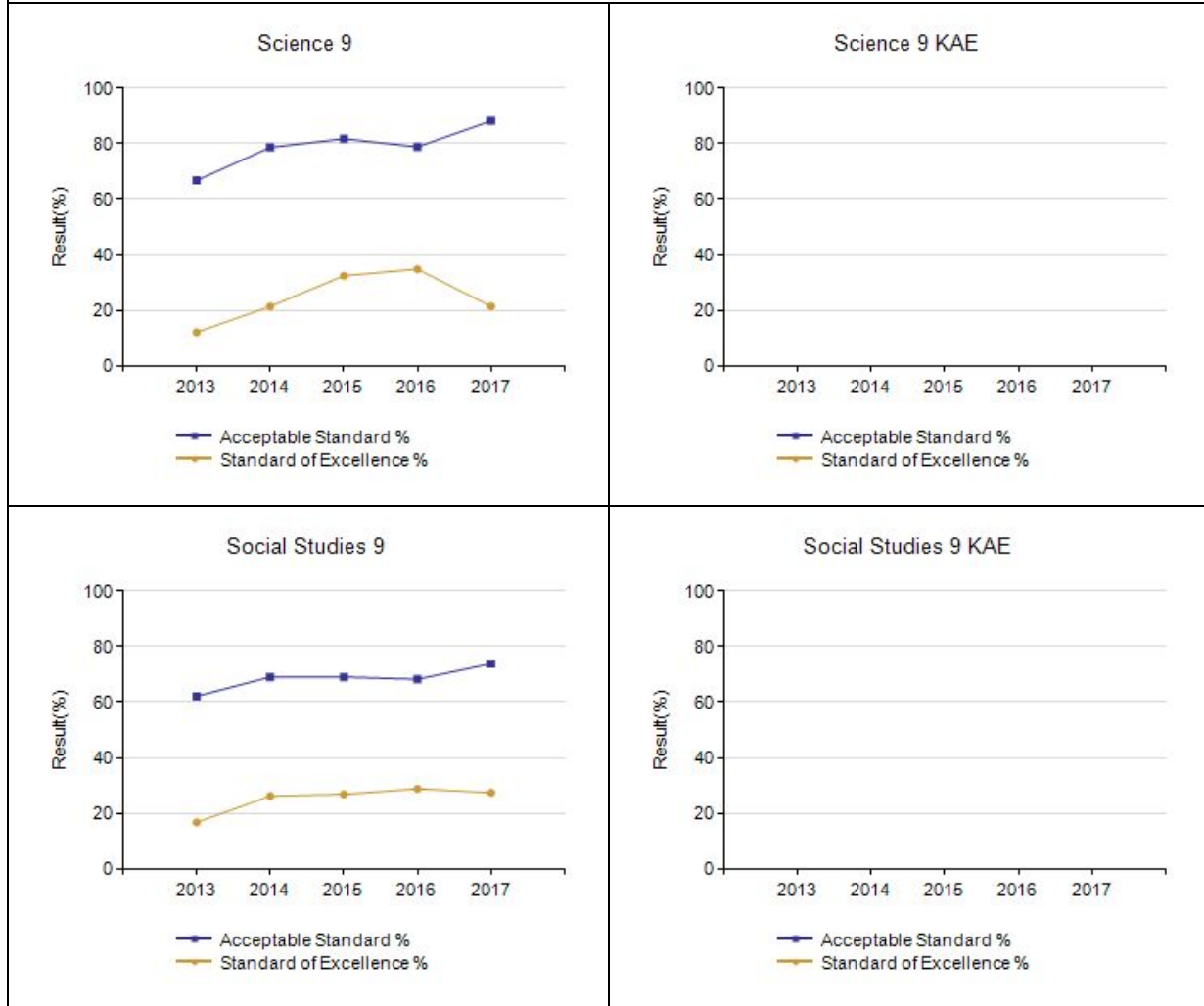
Graph of Provincial Achievement Test Results by Course



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Graph of Provincial Achievement Test Results by Course



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Raymond Junior High School							Alberta			
		Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	49,572	82.5	46,989	82.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	49,572	18.9	46,989	19.2
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,185	85.1	2,864	87.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,185	13.5	2,864	14.4
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	92.1	524	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	21.6	524	16.5
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	49,507	69.4	46,906	73.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	49,507	12.6	46,906	14.5
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	49,501	76.9	46,914	76.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	49,501	29.0	46,914	25.8
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	49,485	72.9	46,903	70.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	49,485	21.7	46,903	18.9
English Language Arts 9	Acceptable Standard	High	Improved	Good	84	86.9	74	80.4	45,487	76.8	43,746	76.3
	Standard of Excellence	High	Maintained	Good	84	19.0	74	16.9	45,487	14.9	43,746	14.9
English Lang Arts 9 KAE	Acceptable Standard	*	*	*	5	*	n/a	n/a	1,428	58.8	1,576	61.9
	Standard of Excellence	*	*	*	5	*	n/a	n/a	1,428	5.9	1,576	4.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,763	83.1	2,625	85.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,763	11.2	2,625	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	88.9	392	87.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	26.1	392	21.6
Mathematics 9	Acceptable Standard	Very High	Improved	Excellent	83	78.3	74	66.2	45,020	67.2	43,295	66.7
	Standard of Excellence	High	Maintained	Good	83	22.9	74	19.2	45,020	19.0	43,295	17.6
Mathematics 9 KAE	Acceptable Standard	*	*	*	6	*	n/a	n/a	1,848	57.5	2,026	61.8
	Standard of Excellence	*	*	*	6	*	n/a	n/a	1,848	13.3	2,026	14.0
Science 9	Acceptable Standard	Very High	Improved	Excellent	84	88.1	74	79.7	45,445	74.0	43,808	73.8
	Standard of Excellence	Very High	Declined	Good	84	21.4	74	29.6	45,445	21.4	43,808	22.4
Science 9 KAE	Acceptable Standard	*	*	*	5	*	n/a	n/a	1,440	63.9	1,547	64.1
	Standard of Excellence	*	*	*	5	*	n/a	n/a	1,440	13.3	1,547	14.8
Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	84	73.8	74	68.7	45,484	67.0	43,722	65.1
	Standard of Excellence	Very High	Maintained	Excellent	84	27.4	74	27.2	45,484	20.2	43,722	19.2
Social Studies 9 KAE	Acceptable Standard	*	*	*	5	*	n/a	n/a	1,393	56.3	1,533	59.0
	Standard of Excellence	*	*	*	5	*	n/a	n/a	1,393	12.7	1,533	11.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

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

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

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

Overall Evaluation Table

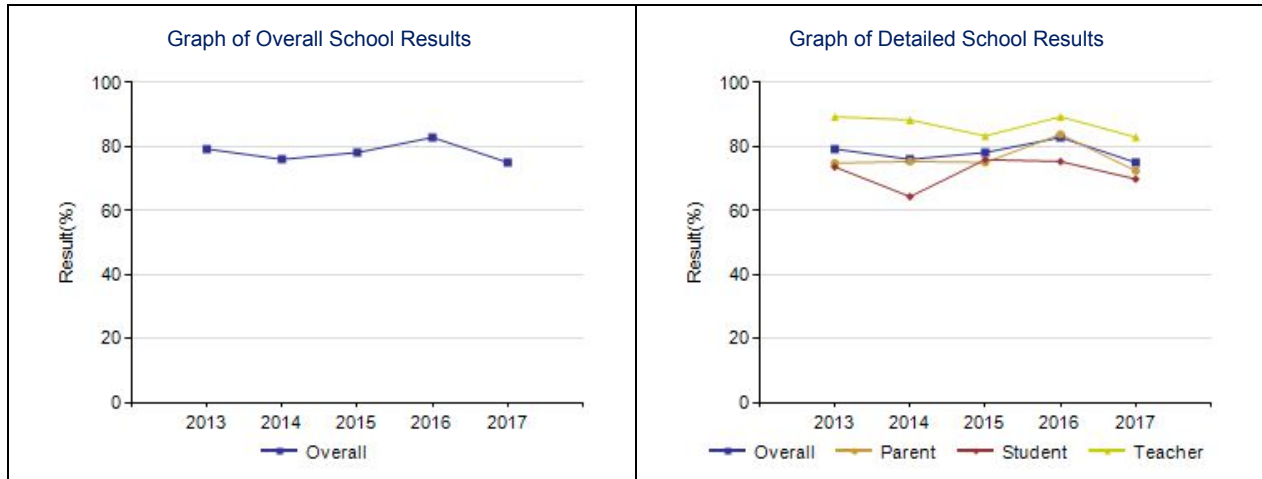
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	79.2	76.0	78.1	82.8	75.0	79.0	78.0	79.2	79.1	77.5	81.5	81.3	81.3	81.9	81.9
Teacher	89.3	88.3	83.3	89.3	82.9	84.4	85.8	84.7	87.8	86.1	87.9	87.5	87.2	88.1	88.0
Parent	74.8	75.3	75.0	83.8	72.4	75.7	75.9	79.4	78.5	74.4	78.9	79.9	79.9	80.1	80.1
Student	73.6	64.3	75.9	75.3	69.8	76.8	72.2	73.5	71.2	72.2	77.8	76.6	76.9	77.5	77.7



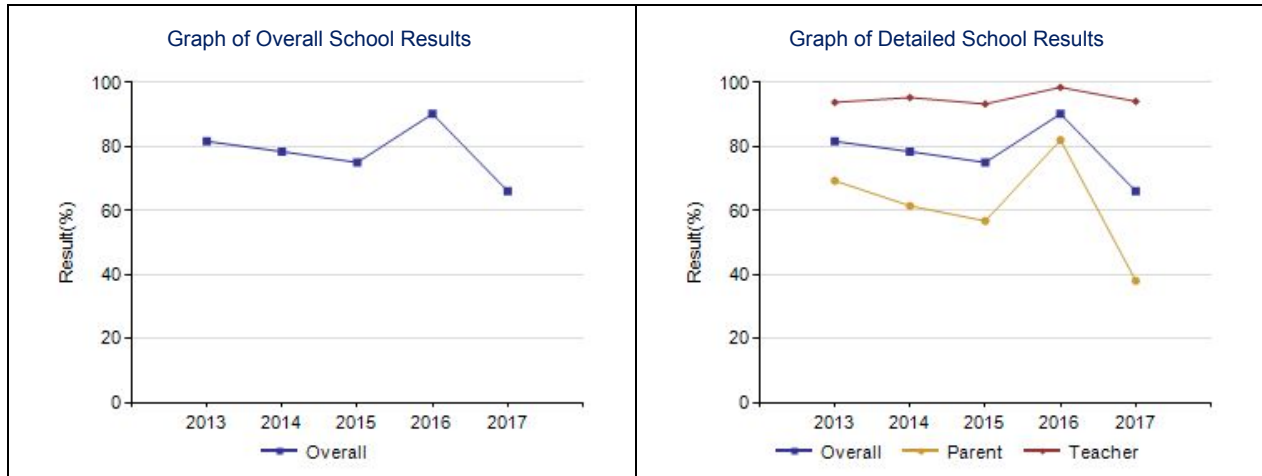
Notes:

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

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	81.6	78.4	75.0	90.2	66.0	80.9	77.7	82.5	82.1	81.0	80.3	80.6	80.7	80.9	81.2
Teacher	93.8	95.3	93.3	98.5	94.1	89.5	92.8	93.5	94.4	94.0	88.5	88.0	88.1	88.4	88.5
Parent	69.3	61.4	56.7	82.0	38.0	72.3	62.5	71.5	69.7	68.0	72.2	73.1	73.4	73.5	73.9



Notes:

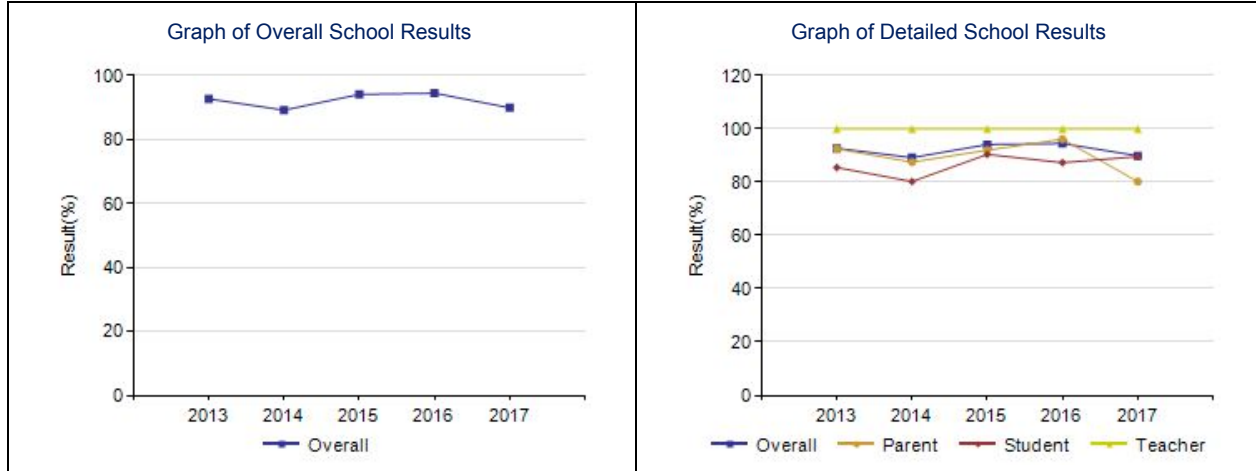
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2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Education Quality – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	92.7	89.2	94.1	94.5	89.9	91.8	90.3	91.1	91.8	91.7	89.8	89.2	89.5	90.1	90.1
Teacher	100.0	100.0	100.0	100.0	100.0	97.9	97.2	98.3	97.8	98.4	95.7	95.5	95.9	96.0	95.9
Parent	92.5	87.5	92.0	96.1	80.2	87.9	84.5	86.0	88.8	88.0	84.9	84.7	85.4	86.1	86.4
Student	85.5	80.2	90.4	87.3	89.6	89.5	89.2	89.2	88.7	88.6	88.7	87.3	87.4	88.0	88.1

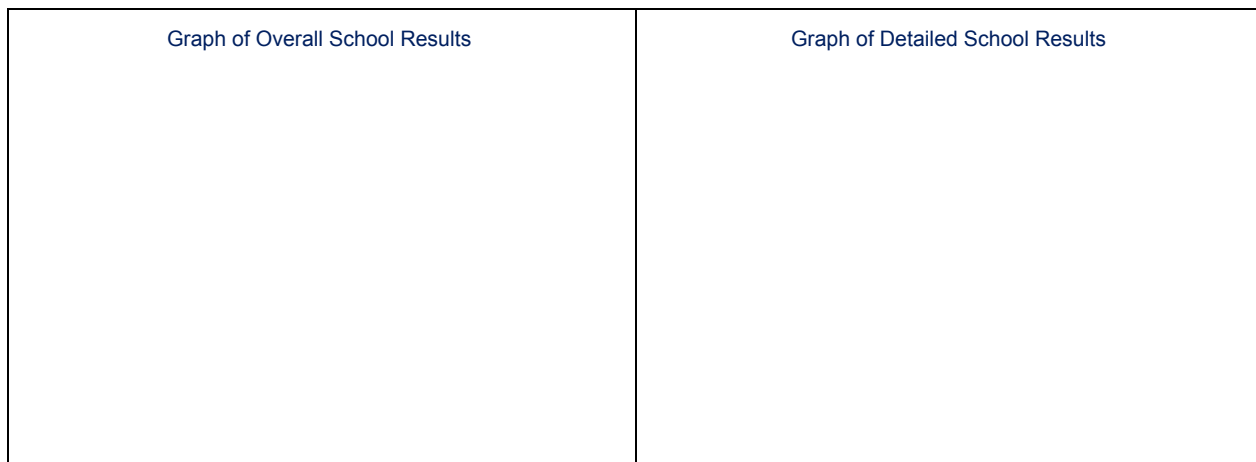


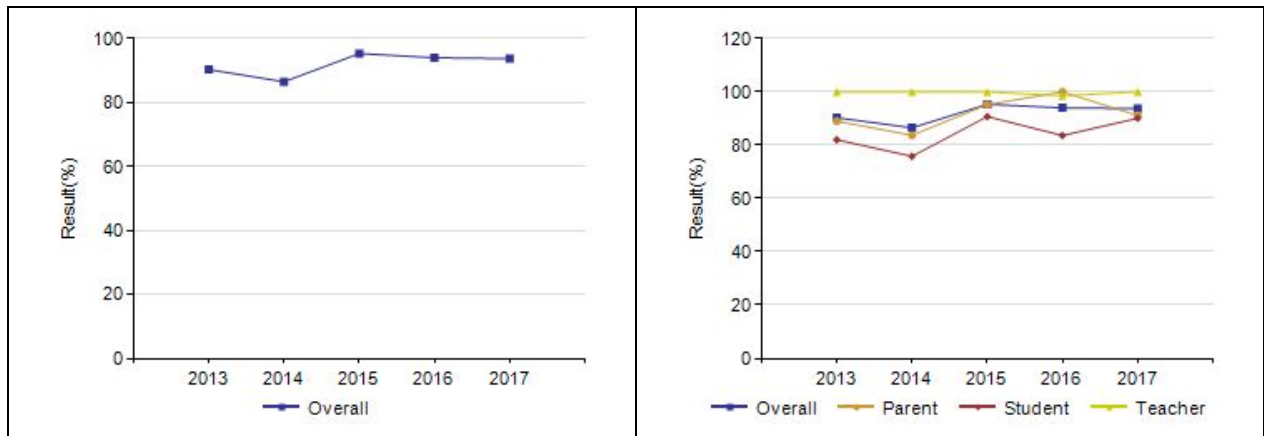
- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction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

Safe and Caring – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	90.3	86.5	95.3	94.0	93.7	91.1	89.2	91.2	90.1	90.5	89.0	89.1	89.2	89.5	89.5
Teacher	100.0	100.0	100.0	98.5	100.0	97.5	97.8	98.1	97.0	97.3	95.0	95.3	95.4	95.4	95.3
Parent	89.0	83.7	95.2	100.0	91.1	91.2	86.7	91.2	89.6	92.2	87.8	88.9	89.3	89.8	89.9
Student	82.0	75.8	90.7	83.6	90.1	84.6	83.1	84.1	83.7	82.0	84.2	83.1	83.0	83.4	83.3





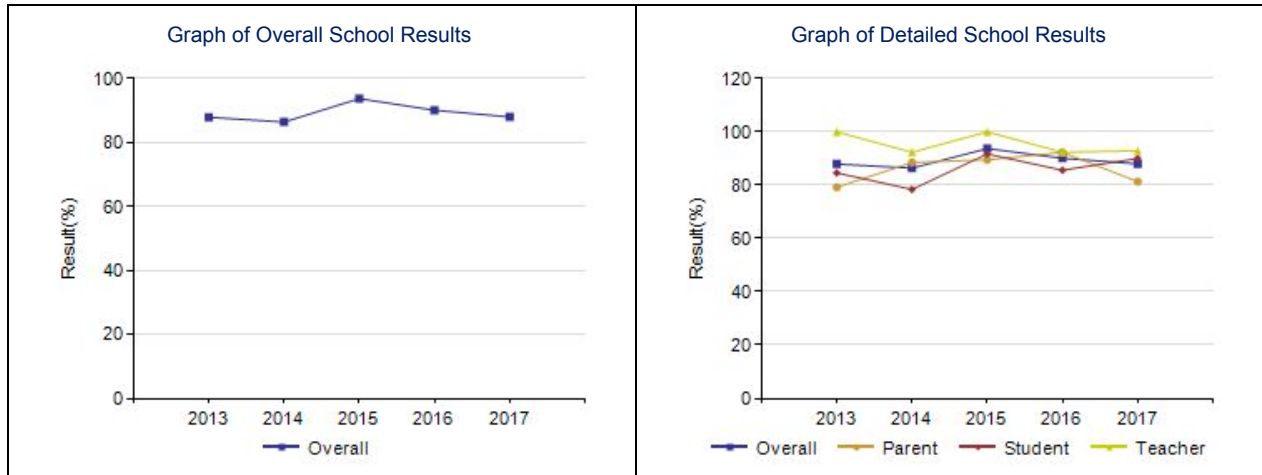
Notes:

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

School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	87.9	86.4	93.7	90.1	88.0	86.1	85.9	85.8	84.3	85.1	80.6	79.8	79.6	81.2	81.4
Teacher	100.0	92.3	100.0	92.3	92.9	92.6	89.2	91.1	92.1	92.1	80.9	81.3	79.8	82.3	82.2
Parent	79.2	88.5	89.5	92.3	81.3	83.5	86.2	85.4	80.3	84.3	77.9	77.0	78.5	79.7	80.8
Student	84.6	78.4	91.7	85.6	90.0	82.3	82.2	80.8	80.5	78.8	82.9	81.2	80.7	81.5	81.1



Notes:

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