

STRATHMORE HIGH SCHOOL



ANNUAL EDUCATION RESULTS REPORT 2017-2018 - 2020-2021

Golden Hills School Division #75

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STATEMENT OF ACCOUNTABILITY

The AERR of Strathmore High School was prepared in accordance with Board policy and reflects the priorities of the province and Golden Hills School Division. These priorities for the school align with the priorities of the jurisdiction and the unique goals of Strathmore High School.

PRINCIPAL'S MESSAGE

The AERR for Strathmore High School was updated after a review of last year's goals, our annual report, the feedback from the Accountability Surveys and the Golden Hills Education Plan. We continue to work on our goals from last year especially those dealing with assessment, critical thinking, strategic instruction, academic improvement and an overall focus on the division wide plan of Powerful Learning.

We also have taken an approach of community focus and developing strong ties with the community that we continue to serve. We are focused on building relationships within our school and community. We continue with an ongoing effort to open the doors to the community and to create new opportunities for students.

We are extremely proud of the citizenship component of our school and will continue to look for ways that will allow students to provide real and meaningful ways to be active and contributing members in their school and local communities.



Mission Statement

Citizens

BELIEFS

As a school we believe that:

- ❖ Learning is a lifelong experience.
- ❖ All students should be treated with dignity, and provided with a safe and respectful learning environment.
- ❖ High school students should assume increasing levels of personal responsibility for both their learning and their behavior.
- ❖ It is important to provide students with a diverse selection of courses, instructional techniques and co-curricular options so that they can explore and develop individual interests and talents.
- ❖ The school must maintain a high academic standard if students are to achieve their potential.
- ❖ Education should focus on the whole child not just the intellectual domain.
- ❖ Students are best served when there is a close working relationship between parents, students, and teachers.
- ❖ Parents have an important role to play in the school.

CONTEXTUAL INFORMATION

PROFILE

The Community

There are over 15,000 people in Strathmore which continues to grow rapidly but still reflects a predominant agriculture influence. Many businesses are supportive of our activities, and service groups assist student in travel expenses for youth exchanges and forums. We are always anxious to develop community partnerships with businesses interested in supporting the education of our students.

The Students

Strathmore High School is the largest high school in Golden Hills School Division. Students come from Strathmore, Carseland, Siksika, and other surrounding communities such as Standard, Rockyford, Cluny, and Gleichen, Approximately 40% of our students are bussed, and our main feeder school is Crowther Memorial Junior High School. In addition, we have 115 International Students from countries such as Japan, Brazil, Germany, Taiwan, South Korea, Hong Kong, Spain, Italy, Nigeria, Mexico, China, Ethiopia, Oman, United Arab Emirates and India. As well as over 45 students from Siksika.

HISTORY

The School

The original Strathmore High School opened in the fall of 1986 with 364 students. In 2001 a new high school was built as part of a school-community complex. This year our total enrollment is at 729 students.

PROGRAMS

In addition to our complete academic program, a wide selection of CTS courses including cosmetology, drama, and food studies are also available. Our band course runs all year with our choir. We have Dance 15, 25, and 35, and Contemporary Dance 35 as part of our fine arts program. Our Advanced Placement Program offers Calculus and English. The Honors Program includes Grade 10 and 11 and we have also offered an Honors Social 30-1. Other courses are Jazz Band, Sports Medicine, Wood Carving, Spanish, Sport Psychology and Aboriginal Studies. Our programming continues to develop creative technology courses such as Robotics and Media and Promotions. In addition, we offer the Registered Apprenticeship Program (RAP) for students, Green Certificate, College-level credits in the A+ Computer certificate program. Finally, we offer an incredible range of co-curricular programs that include athletics, fine arts, citizenship, volunteerism, leadership, governance and international travel.



CHALLENGES

- ❖ We continue to look for creative ways to address our classroom space issues. Our projected numbers have not been for increase but we have held at close to the 730 mark for the past three years. The need for an addition to accommodate space for instruction will become an issue in the very near future as we are only in a projected lower cycle for the next two years. With a growing diversity in our student body we continue to look for ways to meet enrollment issues and to accommodate student choice and interests. There is a need for a diverse program beyond the school that will draw kids into careers in the non-academic pathways. We continue to look for these opportunities for students in the community and through partnerships with our business community.



Projects

Powerful Learning

- ❖ Teachers are provided with professional development opportunities to help them finish assessment work to improve their instruction to students and to improve student learning.
- ❖ Our lead teacher Mrs. Schnieder, Mr. Davidson, Mr. Hintz, Mrs. Ledene, and Ms Trump will work with their respective departments in Math, English, Science and Social Studies to develop a plan for improved results in these core subject areas.
- ❖ The development of the expertise and skills of all teachers.
- ❖ Release time for individual teachers and teams of teachers to develop Curriculum and assessment materials and create strategies to address the needs of 21st century learners.
- ❖ Participation in GHSD Collaborative Days.
- ❖ Nurturing creative, critical and collaborative learners.
- ❖ Participation in conferences both national and internationally continues to benefit our knowledge and expertise in school improvement.

Professional Development Plan

1. GHSD in-service sessions for staff on assessment and critical thinking.
2. Provincial, national and international conferences for staff development in assessment, critical thinking and 21st century learning.
3. Release time for individual teachers to build common assessments and instructional materials and to revise other key materials.
4. Release time for groups of teachers (PLC) to work together on assessment, curriculum, lesson materials and strategies, especially those designed to improve student engagement.
5. Other professional development support and resources to enable teachers to meet their personal /professional goals.
6. GHSD collaborative days.

School Council

Strathmore High School formed a School Council last year. Council was comprised of 7 members plus the principal. The first meeting was set with an agenda to create a structure and purpose for the council and to plan the year ahead for the council. A plan was devised to invite members from any of the other functioning councils at Strathmore High so that all groups would have a voice on the council.

Facility and Capital

While the decisions about facilities are centralized, as a school we have focused on improving our field, improving our storage capacity and raising funds to purchase a new bus. An on-going concern has been the lack of instructional space as our population grows. We are hopeful to add on to the North West wing of the school in order to accommodate the anticipated growth in the school over the next few years. We were successful in completing the addition of our band portable.

Budgeted Operating Expenses 2016 -2017			%
Allocation (includes prior year carry-over)		\$5 342 730	
Staffing	Certificated	\$4 154 800	80%
	Non- Certificated	\$281 601	5%
Supplies & Services		\$802 329	15%

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

Each school authority establishes requirements for the content and process for school education plans and annual reports as part of its accountability system. Schools should prepare their education plans and annual reports based on specifications provided by their school authority. For details please refer to the *Policy and Requirements for Planning and Results Reporting*: <https://education.alberta.ca/school-authority-planning-resources/current-requirements/>.

This template is provided to assist in the preparation of their plans and reports. Schools may use, modify or extract elements from this template as required.

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

Combined 2017 Accountability Pillar Overall Summary

Measure Category	Measure	Strathmore 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	90.2	89.4	86.2	89.5	89.5	89.3	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	89.8	88.7	87.9	81.9	81.9	81.5	Very High	Maintained	Excellent
	Education Quality	90.9	91.0	87.2	90.1	90.1	89.6	Very High	Improved	Excellent
	Drop Out Rate	1.9	2.2	2.4	3.0	3.2	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	80.4	78.2	77.3	77.9	76.5	76.1	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.4	73.6	73.2	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	19.5	19.4	18.8	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	84.5	83.5	81.7	83.0	82.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	19.7	15.6	15.0	22.2	21.2	21.5	High	Improved	Good
	Diploma Exam Participation Rate (4+ Exams)	46.3	49.1	46.7	54.9	54.6	53.1	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	67.0	65.3	65.3	62.3	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	51.4	54.6	54.0	57.9	59.4	59.3	Intermediate	Maintained	Acceptable
	Work Preparation	80.0	79.9	79.6	82.7	82.6	81.9	High	Maintained	Good
	Citizenship	85.4	82.1	79.5	83.7	83.9	83.6	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	76.8	73.0	70.7	81.2	80.9	80.7	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	86.9	85.2	81.7	81.4	81.2	80.2	Very High	Improved	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

[No Data for PAT Results]

Comment on Results

(an assessment of progress toward achieving the target)

Strategies

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	82.1	80.0	81.5	83.5	84.5	89	Intermediate	Maintained	Acceptable	86.5	87.5	89.5
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	17.2	14.4	14.9	15.6	19.7	19	High	Improved	Good	20	21	22

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.	78.0	73.2	80.4	78.2	80.4	80	High	Maintained	Good	82	83	84
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.5	1.9	3.0	2.2	1.9	2.0	Very High	Maintained	Excellent	2.0	2.0	2.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	45.7	51.3	56.0	54.6	51.4	56.0	Intermediate	Maintained	Acceptable	55.0	56.0	57.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	65.3	67.0	67.3	n/a	Maintained	n/a	68.3	69.3	70.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	50.3	46.8	44.2	49.1	46.3	51.1	Intermediate	Maintained	Acceptable	50.1	51.1	52.1

Comment on Results

The overall results of the students on diploma exams has been trending upwards each year over the past 5 years. The standard of excellence has also been trending upwards since 2013.

Strategies

The continued improvement as a result of the GHSD collaborative days continues to have significant impact on the teaching and approaches with students.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	76.9	79.8	76.6	82.1	85.4	84.1	Very High	Improved	Excellent	85.1	86.1	87.1
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.	77.3	86.7	72.0	79.9	80.0	81.9	High	Maintained	Good	81.0	82.0	83.0

Comment on Results

The overall improvement of students who have achieved the acceptable standard on diploma exams continues to increase, as well as this past year saw a significant increase in the standard of excellence on diploma exams.

The drop out rate continues to be very low and High School completion rate is very steady, both numbers continue to point towards strong support for students.

Last year was the highest number of students that we have had writing 4 or more diploma exams.

Citizenship and behavior and attitudes continue to be areas of recognized strength in Outcome one.

Strategies

The work that is being done across the division with the Collaborative groups has had a significant impact on classroom teaching practices and has certainly resulted in higher scores on diploma exams as well as on an increase in the standard of excellence in many of our classes.

A continuous focus on our assessment practices has also resulted in positive academic growth for our students. Introduction of the critical thinking pieces will continue to push students towards improved scores on their final exams.

School culture is one of inclusiveness and acceptance both qualities that are recognized as serving students well both while in school and in preparing students for the future.

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	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	76.2	78.9	75.9	76.9	67.2	88.7	Very Low	Maintained	Concern	79.0	80.0	81.0
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	9.5	10.5	0.0	7.7	4.9	10.5	Very Low	Maintained	Concern	11.5	12.5	13.5

Comment on Results

(an assessment of progress toward achieving the target)

Significantly lower scores in 2017 for our FNMI students in the areas of both acceptable standards and standards of excellence.

Strategies

To continue to focus on improving attendance for many of our FNMI students is the biggest priority. Work to improve the connections for FNMI students with futures in post-secondary education. Continue to focus on positive connections with the school and teachers and to reward students for their efforts and positive choices.

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	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	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.	91.4	62.3	50.0	55.2	53.8	57.2	Very Low	Maintained	Concern	58.2	59.2	60.2
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	7.6	0.0	0.5	0.0	2.5	0.0	Very High	Maintained	Excellent	0.0	0.0	0.0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	29.4	49.3	30.0	50.7	32.0	Intermediate	Maintained	Acceptable	40	42	44
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	41.7	42.9	43.7	n/a	Maintained	n/a	44.7	45.7	46.7
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	54.8	31.2	0.0	46.0	30.8	48.0	Very Low	Maintained	Concern	49.0	50.0	51.0

Comment on Results

Our drop-out rates for FNMI continue to be a positive reflection for our school and the transition rates to post-secondary has improved significantly. Numbers of FNMI students that write 4 or more diploma exams continues to be low.

Strategies

Continue to make connectios to the school to keep kids coming and engaged in learning. Good programming for our FNMI students continues to do this for us and as such the drop out rate is very low. Many of our FNMI students are taking programs that lead toward graduation but are not geared towards post-secondary entrance, resulting in many students graduating with only taking 3 or less diploma exam courses. Need to continue to work towards challenging students and the possibility of a 4th year for upgrading.

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)						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.	86.1	86.5	82.7	89.4	90.2	91.4	Very High	Improved	Excellent	92.0	93.0	94.0

Comment on Results

This number continues to rise and is such a positive reflection on the school and the culture that has been instilled. A genuine reflection of the culture, variety of programming and the extensive opportunities that are presented to students beyond the traditional classroom.

Strategies

Continue to work on our communication piece with parents and continue to offer as divers of programming as possible so as to meet the needs and interests of students.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	85.4	90.5	84.4	88.7	89.8	90.7	Very High	Maintained	Excellent	90.8	91.5	92.8

Comment on Results

Almost back to our 2014 standard of 90%, the wide array of programming at our school is meeting the needs and interests of virtually every student. We continue to add new programming and to stay current with trends and interests. Having the extensive fine arts program that we have and such quality instruction in these areas makes our programs tough to match.

Strategies

Continue to listen to student input and match our programming with their interests. First time we have offered an Outdoor ed club and a Media class this year. Programming continues to grow in order to match student interest.

Working as an entire staff to maximize communication with parents.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	77.6	79.9	79.9	85.2	86.9	87.2	Very High	Improved	Excellent	88.0	89.0	90.0
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	73.3	69.7	69.4	73.0	76.8	75.0	Intermediate	Maintained	Acceptable	78	79	80
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	87.9	87.6	83.1	91.0	90.9	93.0	Very High	Improved	Excellent	93.0	94.0	95.0

Comment on Results

Have scored very high in 2 of e3 categories and gained ground again in the third.

Strategies

Developed a parent council this year and have been using technology extensively to get messages out to parents in regards to upcoming events and programs that they can become involved in. AS well the improved communication has opened doors for parents to feel the school is more accessible to them.

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.

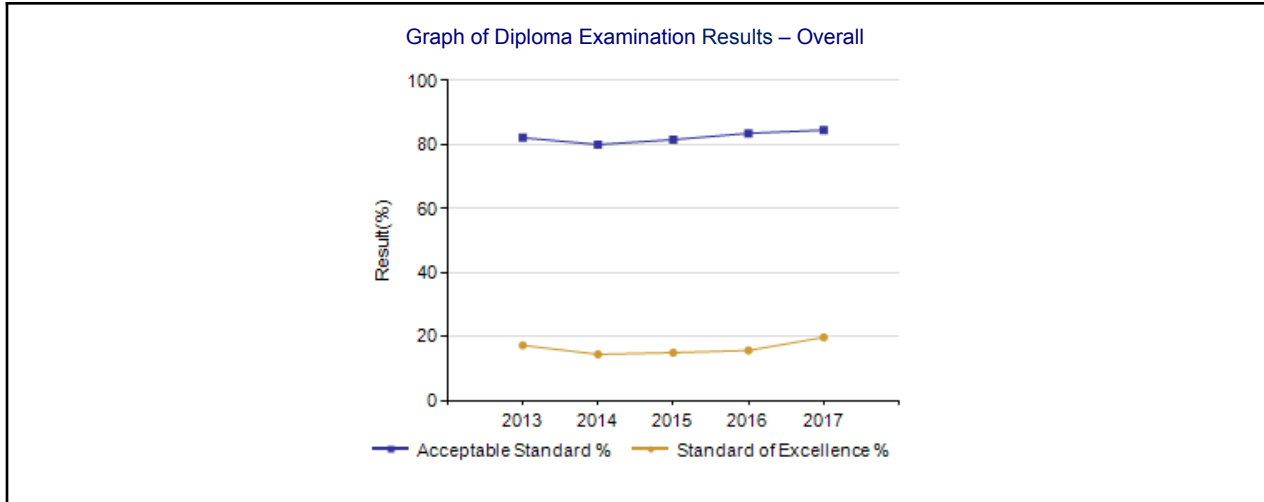
Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.

		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	83.0	6.7	88.9	9.7	82.7	7.2	84.4	8.1	88.9	13.9	90.0	15
	Authority	80.6	7.3	87.7	9.6	81.9	7.6	84.5	8.5	85.4	10.6		
	Province	85.9	10.4	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7		
English Lang Arts 30-2	School	93.3	10.7	86.7	7.2	92.0	12.0	91.3	10.0	91.0	7.9	92.0	9.9
	Authority	85.9	9.2	92.9	14.3	86.7	14.2	92.3	15.0	89.3	13.2		
	Province	89.4	10.9	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4		
French Lang Arts 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.4	12.4	96.6	14.6	95.5	9.9	93.8	8.7	94.7	9.4		
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	96.8	18.2	99.3	29.2	95.3	17.1	99.3	20.3	98.1	18.6		
Pure Mathematics 30	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	59.0	11.4	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
Applied Mathematics 30	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	71.4	17.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Mathematics 30-1	School	75.6	35.4	66.3	15.4	63.4	23.8	58.5	11.7	64.3	20.4	67	22.0
	Authority	79.6	37.7	65.2	17.4	65.7	22.4	57.5	16.6	62.6	18.7		
	Province	80.9	35.9	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7		
Mathematics 30-2	School	69.4	6.1	60.5	9.3	78.0	10.0	82.7	3.8	71.9	8.8	78.0	10.0
	Authority	60.0	2.9	55.6	7.4	66.4	7.5	69.6	6.8	73.8	14.9		
	Province	69.5	9.7	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9		
Social Studies 30-1	School	78.6	9.8	82.4	9.2	88.6	11.4	90.5	8.6	88.3	15.0	90.0	15.0
	Authority	77.0	11.7	75.4	8.2	83.3	9.6	86.4	8.2	80.4	12.3		
	Province	85.4	15.2	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8		
Social Studies 30-2	School	83.9	11.8	85.0	7.0	87.5	9.6	87.5	9.4	84.1	8.0	88.0	10.0
	Authority	75.0	7.6	80.4	8.8	80.7	7.4	82.0	7.3	78.6	6.6		
	Province	82.2	13.7	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6		
Biology 30	School	90.7	32.0	94.1	32.4	92.5	29.0	95.4	39.8	91.0	36.1	93.0	38.0
	Authority	79.1	30.0	79.4	28.0	81.0	23.9	83.3	31.7	82.6	26.8		
	Province	84.4	32.2	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3		
Chemistry 30	School	76.8	24.4	72.6	21.7	71.4	15.3	80.8	28.3	86.0	27.1	86.0	28.0
	Authority	76.4	27.7	71.6	25.4	70.5	18.9	75.8	30.8	81.7	25.8		
	Province	78.8	31.8	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6		
Physics 30	School	85.0	30.0	60.4	17.0	69.4	16.3	71.1	15.6	86.8	52.6	87.0	33.0
	Authority	84.4	32.5	71.6	21.1	75.5	23.4	83.0	35.0	88.0	45.7		
	Province	81.5	30.4	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8		
Science 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	*	*	*	*	*	*	*	*		
	Province	84.1	25.8	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4		

Notes:

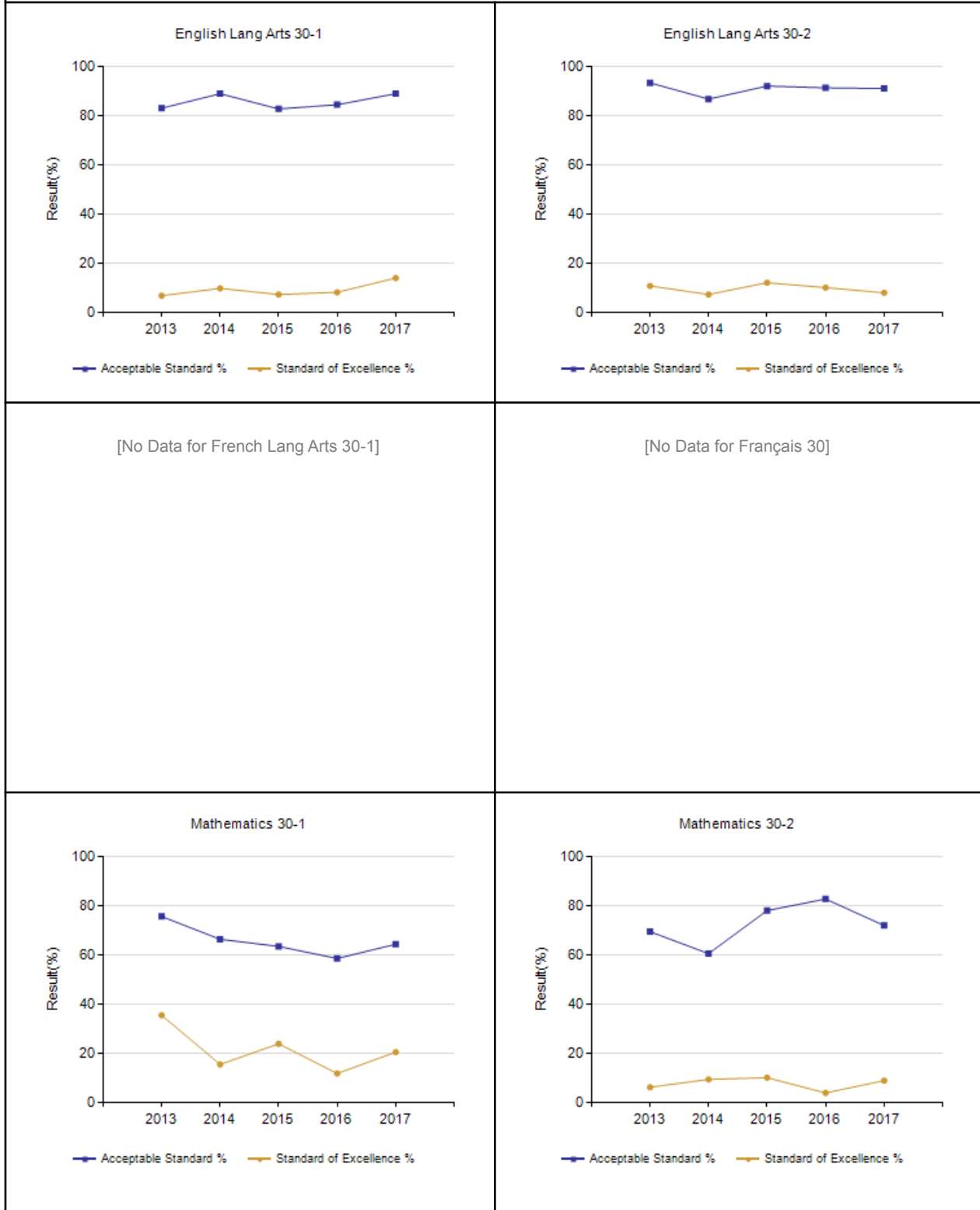
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution 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 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.



Notes:

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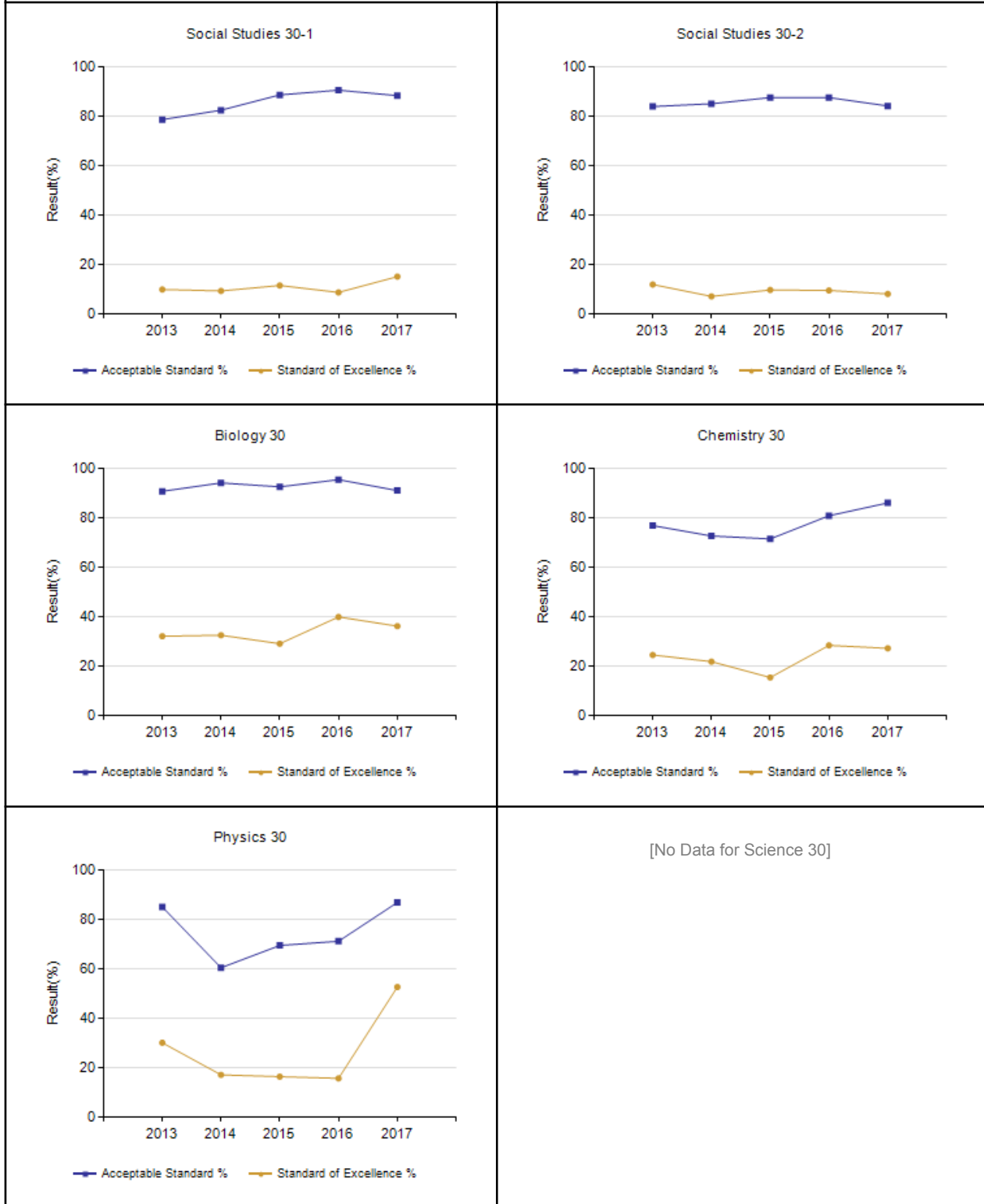
Diploma Examination Results by Course



Notes:

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Diploma Examination Results by Course



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Diploma Examination Results Course By Course Summary With Measure Evaluation

		Strathmore High School							Alberta			
		Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	144	88.9	139	85.4	30,150	86.5	28,895	87.0
	Standard of Excellence	High	Improved	Good	144	13.9	139	8.4	30,150	11.7	28,895	11.3
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	89	91.0	79	90.0	16,797	89.5	16,361	89.2
	Standard of Excellence	Low	Maintained	Issue	89	7.9	79	9.7	16,797	11.4	16,361	12.2
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,375	94.7	1,256	95.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,375	9.4	1,256	11.0
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	98.1	140	98.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	18.6	140	22.2
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	98	64.3	100	62.7	20,371	73.1	20,934	74.0
	Standard of Excellence	n/a	n/a	n/a	98	20.4	100	16.9	20,371	30.7	20,934	28.5
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	57	71.9	48	73.7	14,327	74.7	12,738	73.6
	Standard of Excellence	n/a	n/a	n/a	57	8.8	48	7.7	14,327	15.9	12,738	15.8
Social Studies 30-1	Acceptable Standard	High	Maintained	Good	120	88.3	116	87.2	22,249	86.0	21,875	85.9
	Standard of Excellence	High	Improved	Good	120	15.0	116	9.8	22,249	14.8	21,875	14.9
Social Studies 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	88	84.1	100	86.7	20,054	80.6	19,579	82.1
	Standard of Excellence	Low	Maintained	Issue	88	8.0	100	8.7	20,054	12.6	19,579	13.5
Biology 30	Acceptable Standard	High	Maintained	Good	122	91.0	106	94.0	22,993	84.2	21,843	85.4
	Standard of Excellence	Very High	Maintained	Excellent	122	36.1	106	33.7	22,993	32.3	21,843	32.4
Chemistry 30	Acceptable Standard	Very High	Improved Significantly	Excellent	107	86.0	101	75.0	18,751	83.1	19,161	81.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	107	27.1	101	21.8	18,751	38.6	19,161	34.6
Physics 30	Acceptable Standard	High	Improved Significantly	Good	38	86.8	49	67.0	9,952	85.7	10,553	84.3
	Standard of Excellence	Very High	Improved Significantly	Excellent	38	52.6	49	16.3	9,952	41.8	10,553	36.6
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,323	84.9	7,914	84.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,323	28.4	7,914	26.6

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

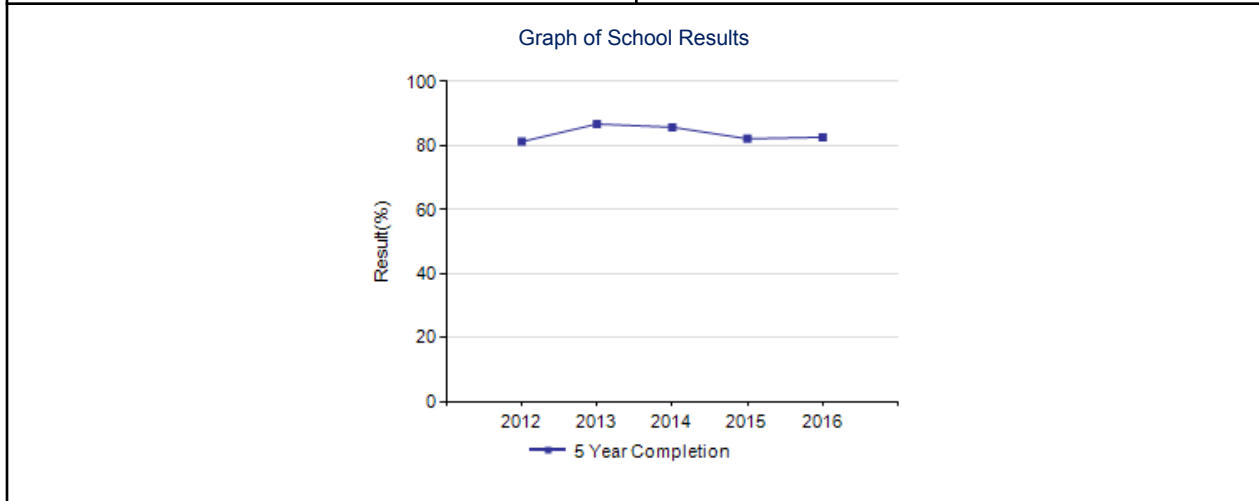
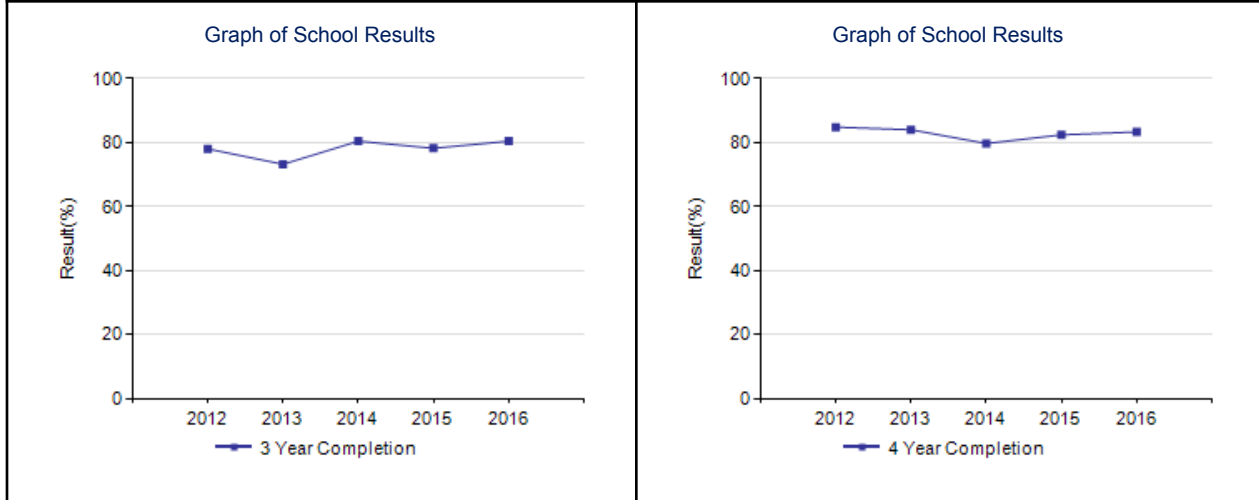
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
3 Year Completion	78.0	73.2	80.4	78.2	80.4	72.4	67.6	77.6	72.1	74.4	74.8	75.3	76.5	76.5	77.9
4 Year Completion	84.8	84.0	79.7	82.4	83.3	74.2	78.2	73.7	79.6	79.4	79.2	79.6	79.9	81.0	81.2
5 Year Completion	81.2	86.7	85.7	82.1	82.6	78.9	75.9	80.3	76.3	80.2	80.6	81.5	82.0	82.1	83.2

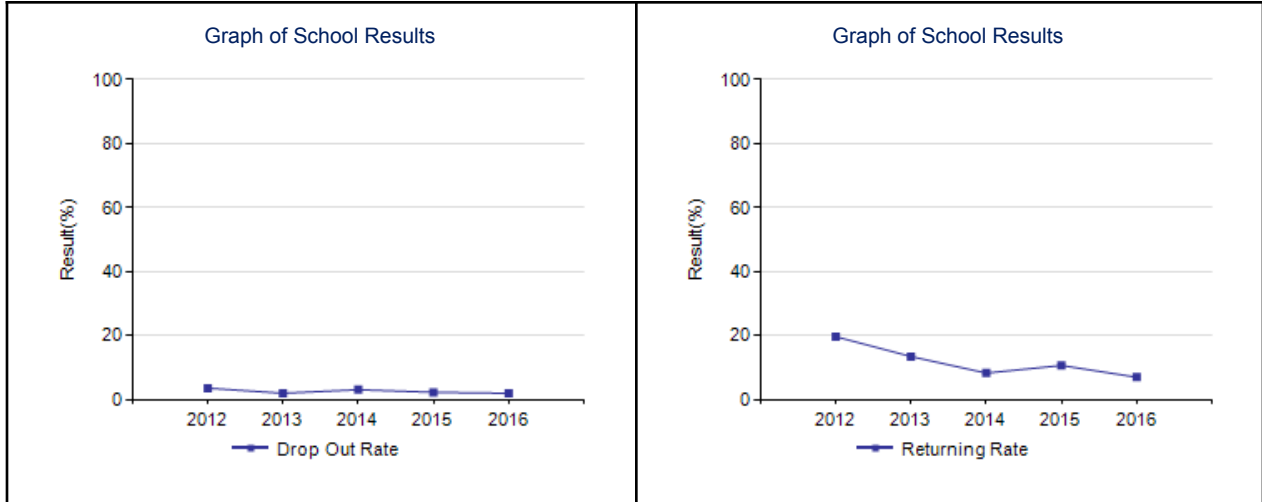


Notes:

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 2015/2016 school year. Caution should be used when interpreting trends over time.

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Drop Out Rate	3.5	1.9	3.0	2.2	1.9	5.1	3.4	3.8	3.1	3.4	3.6	3.3	3.5	3.2	3.0
Returning Rate	19.6	13.4	8.2	10.6	6.9	23.7	17.1	13.3	10.1	10.1	22.8	20.7	20.9	18.2	18.9

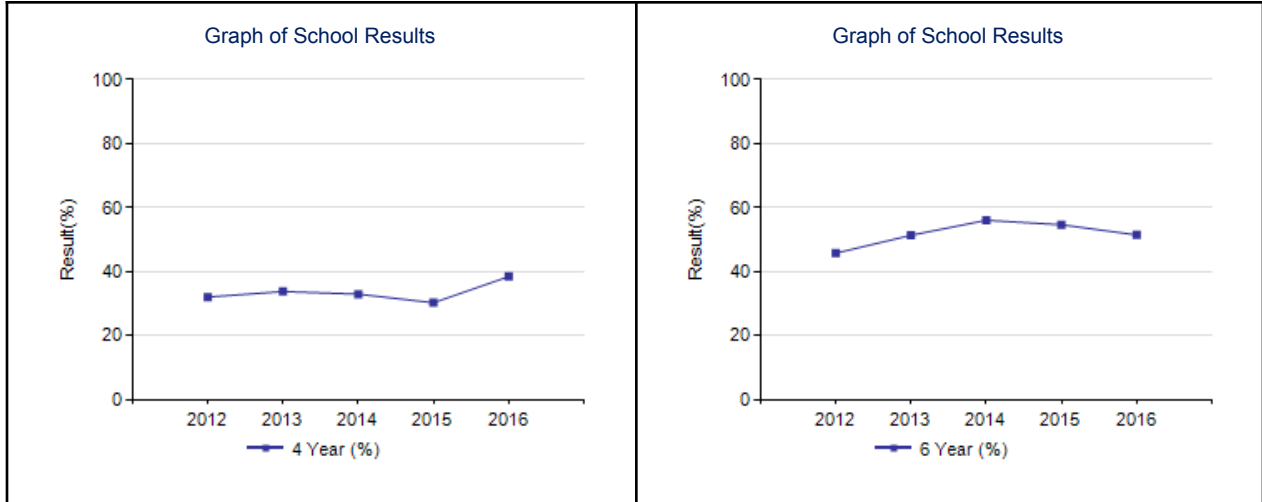


Notes:

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

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
4 Year Rate	32.0	33.7	32.9	30.2	38.4	29.2	33.4	30.5	33.8	35.3	39.4	39.7	38.3	37.0	37.0
6 Year Rate	45.7	51.3	56.0	54.6	51.4	48.3	52.7	48.5	50.9	48.4	59.3	59.0	59.7	59.4	57.9



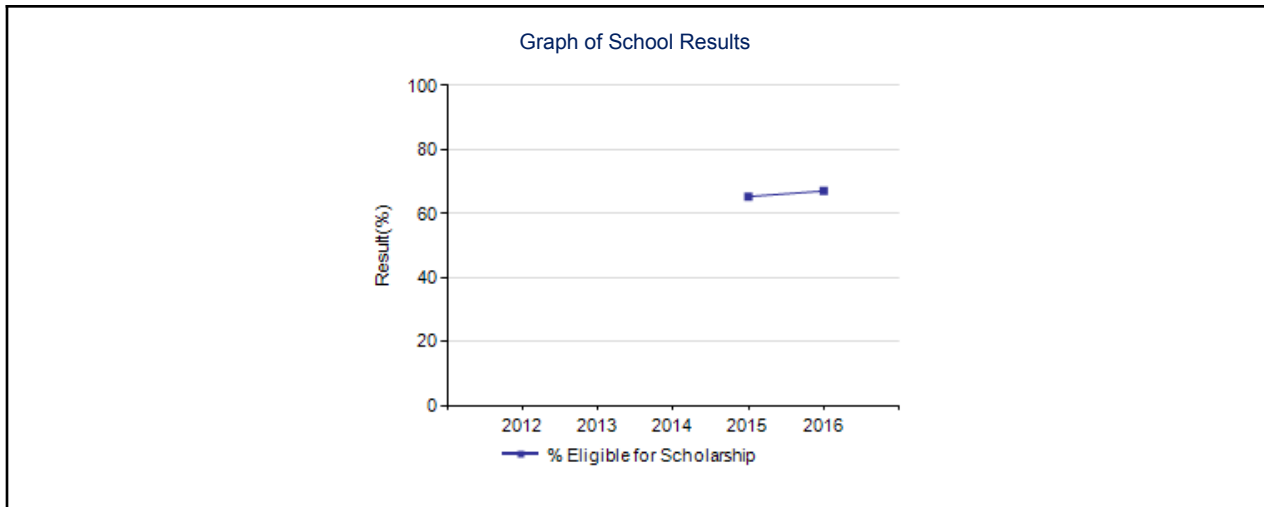
Notes:

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

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	65.3	67.0	n/a	n/a	n/a	59.0	64.2	n/a	n/a	n/a	60.8	62.3

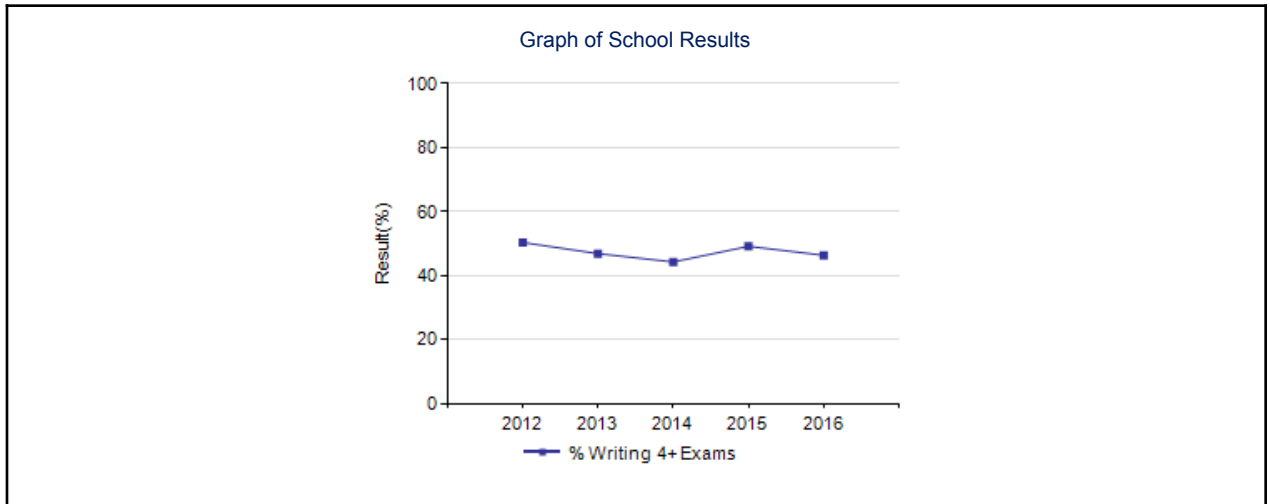
Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2012	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	222	129	58.1	115	51.8	75	33.8	145	65.3
2016	218	128	58.7	125	57.3	81	37.2	146	67.0



Diploma Examination Participation Rate – Measure Details

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
% Writing 0 Exams	15.5	16.3	15.4	13.5	16.0	20.4	22.4	18.9	20.0	20.3	16.5	16.6	15.7	15.7	15.0
% Writing 1+ Exams	84.5	83.7	84.6	86.5	84.0	79.6	77.6	81.1	80.0	79.7	83.5	83.4	84.3	84.3	85.0
% Writing 2+ Exams	83.1	80.9	81.8	81.8	82.2	76.9	74.1	78.4	76.0	77.3	80.5	80.3	81.4	81.2	81.9
% Writing 3+ Exams	65.1	55.9	55.5	60.4	54.9	63.6	55.2	56.4	56.2	52.4	66.8	63.3	65.0	64.7	65.2
% Writing 4+ Exams	50.3	46.8	44.2	49.1	46.3	49.8	45.6	42.9	42.8	40.8	55.9	50.1	54.4	54.6	54.9
% Writing 5+ Exams	26.3	26.4	32.4	30.9	30.0	30.8	28.5	26.3	26.4	25.1	37.5	31.5	36.3	37.1	37.5
% Writing 6+ Exams	7.4	5.5	6.6	7.3	8.6	9.5	8.6	7.5	7.8	7.2	14.3	11.4	13.1	13.8	13.6

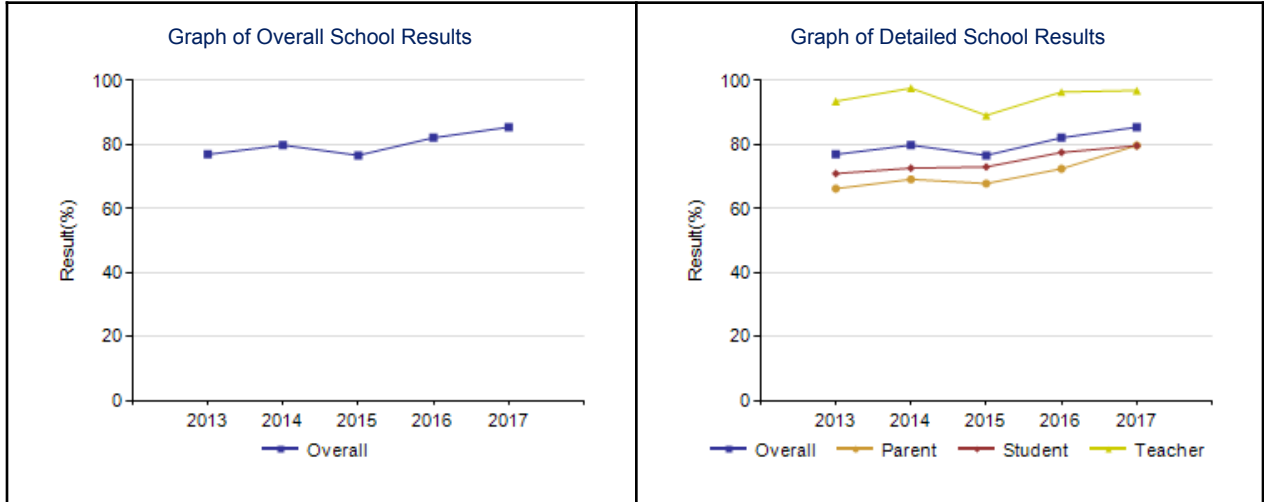


Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
English Language Arts 30-1	52.0	52.9	51.4	54.3	51.3	52.5	49.6	44.9	47.9	45.1	54.7	53.9	54.0	53.2	53.9
English Language Arts 30-2	30.8	28.7	31.0	28.3	29.9	23.3	25.4	37.5	32.0	33.7	25.9	27.1	28.0	28.7	28.7
Total of 1 or more English Diploma Exams	81.9	81.2	81.9	82.1	80.8	75.5	74.2	78.3	75.9	76.4	78.6	78.7	79.7	79.5	80.0
Social Studies 30-1	45.7	48.0	44.0	45.7	46.0	44.5	42.5	41.6	37.7	38.7	47.6	45.8	45.1	43.5	45.1
Social Studies 30-2	36.7	33.2	37.5	36.8	35.7	31.6	31.0	37.5	37.3	37.1	31.9	33.7	35.2	36.7	35.8
Total of 1 or more Social Diploma Exams	81.9	80.7	81.0	82.5	81.3	75.8	73.2	77.3	75.1	75.6	78.7	78.8	79.6	79.5	80.2
Pure Mathematics 30	32.1	0.4	0.0	0.0	0.0	33.1	1.0	0.0	0.0	0.0	42.2	7.2	0.1	0.0	0.0
Applied Mathematics 30	29.4	0.0	0.0	0.0	0.0	26.5	0.0	0.0	0.0	0.0	19.5	0.2	0.0	0.0	0.0
Mathematics 30-1	n/a	30.5	35.2	34.5	31.7	n/a	29.0	29.1	27.6	25.5	n/a	29.7	37.3	37.1	36.4
Mathematics 30-2	n/a	17.9	16.7	20.2	22.3	n/a	19.4	21.9	22.7	22.7	n/a	16.7	21.4	22.4	23.6
Total of 1 or more Math Diploma Exams	59.7	48.9	49.5	53.8	52.7	58.0	48.0	49.6	48.9	47.2	61.1	52.1	57.0	57.6	58.3
Biology 30	43.0	42.6	37.0	41.3	36.6	44.9	45.8	38.3	39.8	36.2	42.8	42.2	41.4	40.6	40.7
Chemistry 30	32.1	32.7	35.6	37.2	34.4	32.7	31.5	28.7	32.3	27.8	36.5	31.5	34.7	35.7	35.5
Physics 30	11.8	9.0	14.8	15.2	15.2	14.9	11.7	14.1	13.0	13.3	20.2	17.3	20.0	19.9	19.3
Science 30	0.0	0.0	0.5	0.0	0.0	0.5	0.2	0.6	0.2	0.6	10.3	9.8	12.8	14.1	15.7
Total of 1 or more Science Diploma Exams	52.5	51.1	48.6	54.7	48.2	52.9	51.6	47.7	49.5	45.5	59.2	57.3	59.4	59.8	60.5
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.3	0.3	0.2	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.6	2.7	2.7	2.8	2.8
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.9	3.0	2.9	3.0	3.1

1.

Citizenship – Measure Details

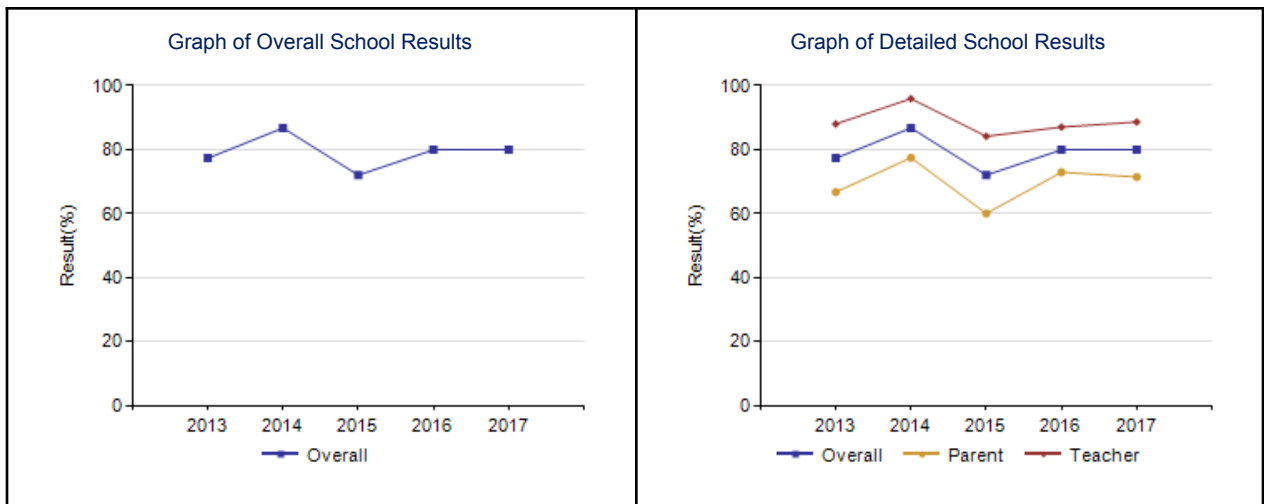
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	76.9	79.8	76.6	82.1	85.4	83.6	84.3	84.7	84.0	86.0	83.4	83.4	83.5	83.9	83.7
Teacher	93.5	97.6	89.1	96.4	96.9	94.5	93.5	94.0	94.5	96.3	93.6	93.8	94.2	94.5	94.0
Parent	66.2	69.1	67.8	72.4	79.7	79.2	81.9	81.4	80.1	82.8	80.3	81.9	82.1	82.9	82.7
Student	70.9	72.6	73.0	77.5	79.6	77.2	77.5	78.6	77.4	78.9	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

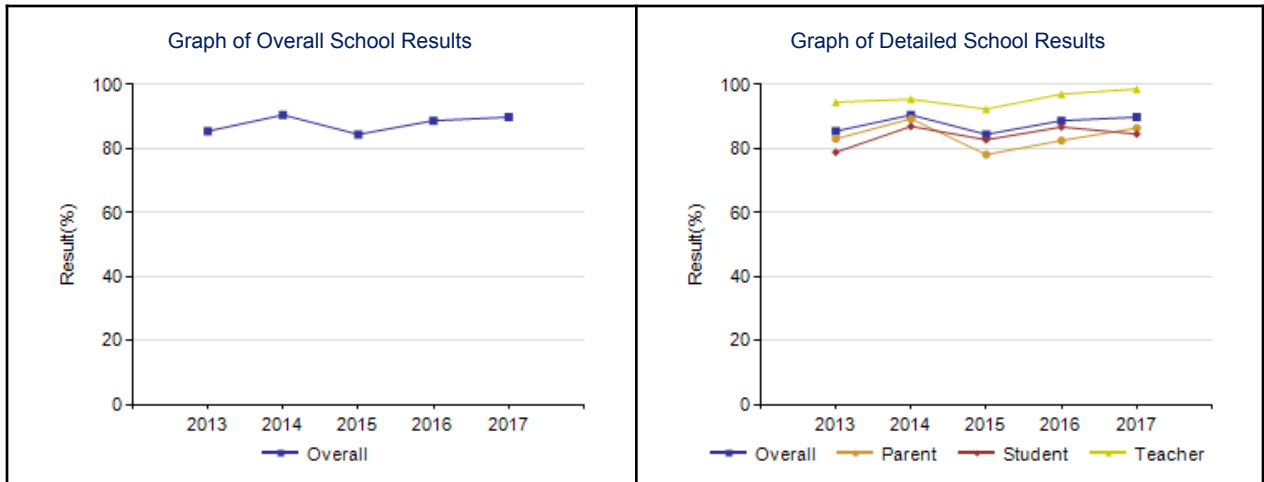
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	77.3	86.7	72.0	79.9	80.0	84.2	82.4	82.5	85.5	82.3	80.3	81.2	82.0	82.6	82.7
Teacher	88.0	95.9	84.1	87.0	88.6	93.7	89.7	92.4	94.4	92.2	89.4	89.3	89.7	90.5	90.4
Parent	66.7	77.4	60.0	72.9	71.4	74.6	75.0	72.7	76.6	72.5	71.1	73.1	74.2	74.8	75.1



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.

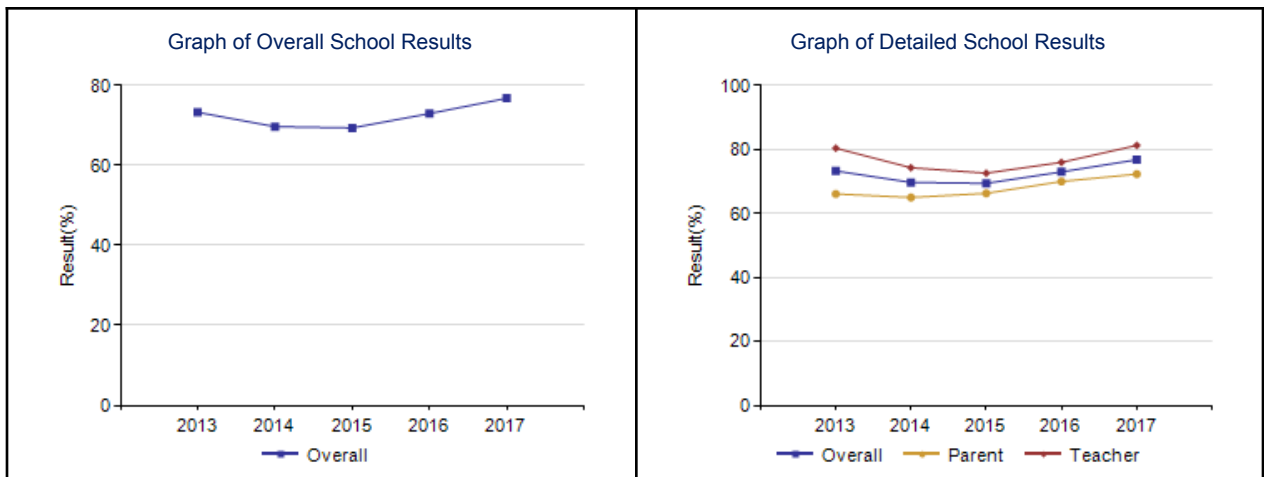
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	85.4	90.5	84.4	88.7	89.8	80.1	81.2	77.9	79.6	81.1	81.5	81.3	81.3	81.9	81.9
Teacher	94.5	95.4	92.3	97.0	98.6	87.0	85.8	83.5	84.5	87.8	87.9	87.5	87.2	88.1	88.0
Parent	83.0	89.3	78.1	82.5	86.4	78.1	80.6	75.0	77.3	77.7	78.9	79.9	79.9	80.1	80.1
Student	78.8	86.9	82.7	86.7	84.5	75.2	77.3	75.2	77.1	77.7	77.8	76.6	76.9	77.5	77.7



Parental Involvement – Measure Details

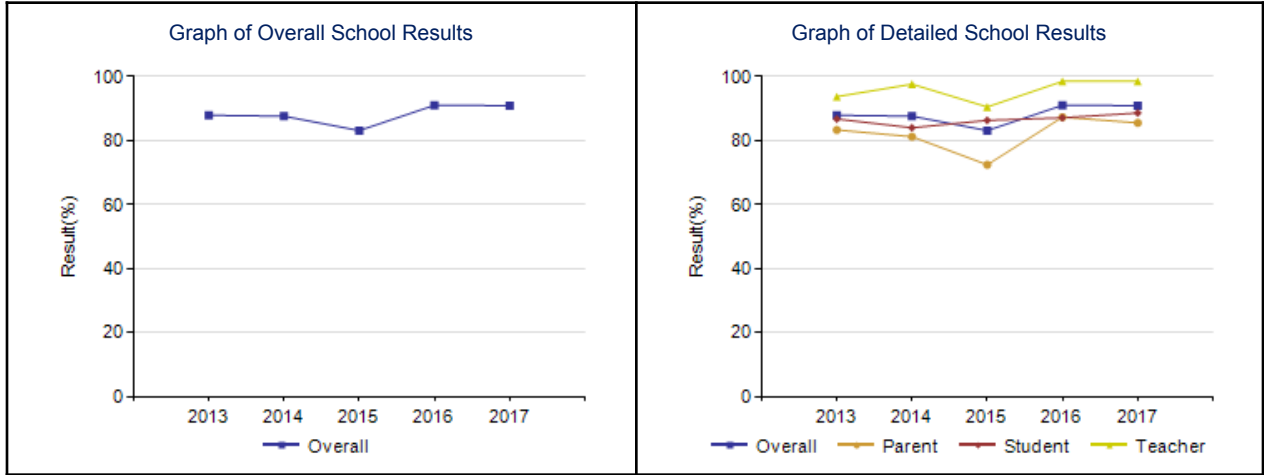
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	73.3	69.7	69.4	73.0	76.8	80.8	80.2	79.4	80.3	84.4	80.3	80.6	80.7	80.9	81.2
Teacher	80.4	74.3	72.6	76.0	81.3	88.8	86.1	87.9	87.8	91.5	88.5	88.0	88.1	88.4	88.5
Parent	66.1	65.0	66.3	70.0	72.3	72.8	74.3	70.9	72.8	77.3	72.2	73.1	73.4	73.5	73.9



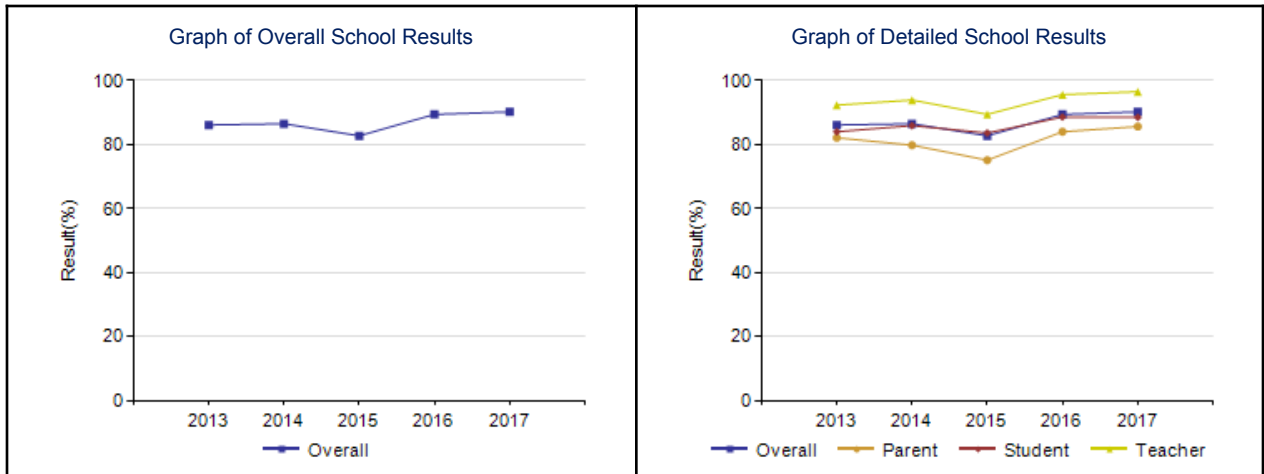
Education Quality – Measure Details

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	87.9	87.6	83.1	91.0	90.9	91.0	91.3	90.7	92.1	92.4	89.8	89.2	89.5	90.1	90.1
Teacher	93.7	97.6	90.5	98.5	98.5	96.7	98.1	95.7	98.0	98.3	95.7	95.5	95.9	96.0	95.9
Parent	83.3	81.2	72.4	87.3	85.5	86.7	86.6	86.4	87.9	88.4	84.9	84.7	85.4	86.1	86.4
Student	86.7	84.0	86.3	87.1	88.6	89.5	89.2	89.9	90.5	90.5	88.7	87.3	87.4	88.0	88.1



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	86.1	86.5	82.7	89.4	90.2	89.4	90.3	90.2	90.9	91.2	89.0	89.1	89.2	89.5	89.5
Teacher	92.3	93.9	89.4	95.6	96.5	95.7	95.7	95.3	96.7	96.9	95.0	95.3	95.4	95.4	95.3
Parent	82.1	79.8	75.1	84.0	85.6	87.5	89.1	89.6	89.2	90.3	87.8	88.9	89.3	89.8	89.9
Student	84.0	85.9	83.6	88.6	88.5	85.1	86.0	85.8	86.8	86.5	84.2	83.1	83.0	83.4	83.3



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	77.6	79.9	79.9	85.2	86.9	83.3	83.5	82.8	86.3	88.0	80.6	79.8	79.6	81.2	81.4
Teacher	81.6	81.8	80.0	91.3	87.0	86.8	84.2	84.5	90.3	88.5	80.9	81.3	79.8	82.3	82.2
Parent	66.7	72.7	75.8	77.1	85.2	77.2	80.9	78.0	81.7	88.5	77.9	77.0	78.5	79.7	80.8
Student	84.5	85.2	84.0	87.2	88.7	85.8	85.6	85.9	86.8	86.9	82.9	81.2	80.7	81.5	81.1

