

# Glenmary Combined 3-Year Education Plan and Annual Education Results Report (AERR)-2019-2020



We work **collaboratively** to ensure that all students are inspired to achieve success and fulfillment as **engaged thinkers** and **ethical citizens** with an **entrepreneurial spirit** in a **Catholic community** guided by Christ.

**OVERRIDING GOAL:** Support Students and Staff on their Faith Formation Journey to build active Catholic citizens.

**OUTCOME:** Maintain and expand faith development opportunities for students.

Performance Measure	Results						
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Overall percentage of students who feel Religion class is helping them grow in their faith.	N/A	N/A	N/A	71	N/A		
Overall percentage of students who feel Faith Day experiences are helping them grow in their faith.	N/A	N/A	N/A	84	N/A		

- Glenmary Faith Coordinator
- Students are supported to attend Youth Archdiocese activities
- NET Canada Ministries connecting with students and facilitating Faith Retreats

**OUTCOME:** Maintain and expand faith development opportunities and evangelization of staff.

Performance Measure	Results						
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-2021	2021-22
Number of new hires who are Catholic	N/A	75	95	96	N/A		
Number of staff who participated in Division supported Faith Development activities.	N/A	91	94	95	N/A		
Number of staff entering RCIA	N/A	N/A	0	0	0		

- Glenmary Faith Formation Team
- Division Faith Day for all staff on an annual basis to provide formation and faith development.
- Faith 101 mandatory for all new staff in the Division. Exploring faith development opportunities for long term staff (Faith 201)
- Staff will be encouraged and supported to engage in actively participating in their faith journey

Combined 2019 Accountability Pillar Overall Summary

Measure Category	Measure	Glenmary 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	83.2	86.8	86.1	89.0	89.0	89.3	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	81.0	81.6	81.2	82.2	81.8	81.9	High	Maintained	Good
	Education Quality	76.9	83.6	82.3	90.2	90.0	90.1	Very Low	Declined	Concern
	Drop Out Rate	1.2	1.0	1.3	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	73.4	79.4	76.8	79.1	78.0	77.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	64.0	65.9	68.6	73.8	73.6	73.6	Very Low	Maintained	Concern
	PAT: Excellence	11.2	11.7	10.4	20.6	19.9	19.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	72.1	70.0	79.1	83.6	83.7	83.1	Low	Declined	Issue
	Diploma: Excellence	8.1	8.1	12.7	24.0	24.2	22.5	Very Low	Declined	Concern
	Diploma Exam Participation Rate (4+ Exams)	43.4	61.5	47.2	56.3	55.7	55.1	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	69.2	80.4	67.8	64.8	63.4	62.2	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	58.7	59.1	64.5	59.0	58.7	58.7	High	Maintained	Good
	Work Preparation	72.0	71.4	73.4	83.0	82.4	82.6	Low	Maintained	Issue
	Citizenship	76.2	77.9	79.6	82.9	83.0	83.5	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	77.0	81.6	79.7	81.3	81.2	81.1	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	72.7	74.9	75.5	81.0	80.3	81.0	Intermediate	Maintained	Acceptable

Notes:

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

## Measure Evaluation Reference

### Achievement Evaluation

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

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

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

#### Notes:

- 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%.
- 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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	70.2	73.6	66.2	65.9	64.0	67.4	Very Low	Maintained	Concern	68.9	70.4	71.5
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	11.5	11.1	8.6	11.7	11.2	12	Low	Maintained	Issue	12.5	13	13.7

### Strategies

- Effective supervision of teachers by administration
- Continued implementation of subject specific tutorial sessions after school
- Greatest Areas of Need and best practices will continue to be identified and implemented
- Improve our ability to interpret Dibels Data and create action plans from that interpretation
- PLC collaboration during professional development days
- Response to Intervention pd throughout the school year
- More teacher assignment consistency from year-to-year

### 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 include: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	81.1	82.8	84.5	70.0	72.1	71.5	Low	Declined	Issue	73.6	75.1	76.6
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	10.3	16.1	13.8	8.1	8.1	9.6	Very Low	Declined	Concern	9.6	9.6	10.1

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	76.7	79.2	71.8	79.4	73.4	80.9	Intermediate	Maintained	Acceptable	74.9	76.4	77.9
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	40.8	40.6	39.4	61.5	43.4	63	Low	Maintained	Issue	46.4	47.9	49.4
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.4	1.5	1.5	1.0	1.2		Very High	Maintained	Excellent	0.9	0.8	0.7
High school to post-secondary transition rate of students within six years of entering Grade 10.	67.8	69.2	65.1	59.1	58.7		High	Maintained	Good	60.5	60.8	61
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	62.3	60.8	80.4	69.2		High	Maintained	Good	71.2	71.7	72.2

<p>Strategies</p> <ul style="list-style-type: none"> <li>• Effective supervision of teachers by administration</li> <li>• Continued implementation of subject specific tutorial sessions after school</li> <li>• Greatest Areas of Need and best practices will continue to be identified and implemented</li> <li>• Improve our ability to interpret Dibels Data and create action plans from that interpretation</li> <li>• PLC collaboration during professional development days</li> <li>• Response to Intervention pd throughout the school year</li> <li>• More teacher assignment consistency from year-to-year</li> </ul>
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Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	82.8	81.0	79.8	77.9	76.2		Intermediate	Maintained	Acceptable	78.5	78.8	80.5

Strategies

- Include Financial Planning in our CALM courses (a representative from ATB presenting to classes)
- Collect parent feedback during PTIs regarding their perception of attitudes and behaviours necessary to succeed
- Focus on bringing in community employers to gain a better understanding of their needs in regards to the workforce
- Further advertise our RAP and Off-Campus programming
- Continued implementation of Career Showcase day on a 5 year rotation
- More teacher assignment consistency from year-to-year

Notes:

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



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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	50.0	57.4	39.5	47.5	45.9	49	Very Low	Maintained	Concern	50	51	52.5
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).	1.6	1.6	4.9	7.5	4.9	5.5	Very Low	Maintained	Concern	6	6.5	7
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	67.6	78.8	88.9	60.8	71.8	62.3	Low	Maintained	Issue	75	76.5	78
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	0.0	1.9	11.1	3.9	10.3	5.4	Low	Maintained	Issue	6.9	7.4	7.9

**Strategies**

- Increased collaboration with our Indigenous Coordinator to seek ways to help student attendance, such as bringing in Elders and regular home contact
- Effective supervision of teachers by administration.
- Continued implementation of subject specific tutorial sessions after school.
- Greatest Areas of Need and best practices will continue to be identified and implemented.
- Improve our ability to interpret Dibels Data and create action plans from that interpretation.
- PLC collaboration
- HFCRD Indigenous Education Learning Coach meeting with Glenmary teachers to support new TQS FNMI competency
- Response to Intervention pd throughout the school year

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 include: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

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

Strategies:

- Increased collaboration with our Indigenous Coordinator to seek ways to help student attendance, such as bringing in Elders and regular home contact
- Effective supervision of teachers by administration.
- Continued implementation of subject specific tutorial sessions after school.
- Greatest Areas of Need and best practices will continue to be identified and implemented.
- Improve our ability to interpret Dibels Data and create action plans from that interpretation.
- PLC collaboration
- HFCRD Indigenous Education Learning Coach meeting with Glenmary teachers to support new TQS FNMI competency
- Response to Intervention pd throughout the school year

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	82.1	82.0	79.9	81.6	81.0		High	Maintained	Good			

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	88.8	85.4	86.2	86.8	83.2		Intermediate	Maintained	Acceptable			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	84.3	83.1	80.1	83.6	76.9	85.1	Very Low	Declined	Concern	78.4	79.9	81.4
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.	75.5	68.3	80.4	71.4	72.0	72.5	Low	Maintained	Issue	73.5	75	76.5
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	79.9	76.8	72.7	78.3	72.4		n/a	n/a	n/a			
Percentage of teachers and parents satisfied with	80.9	82.6	75.0	81.6	77.0		Intermediate	Maintained	Acceptable			

parental involvement in decisions about their child's education.											
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.	77.8	80.9	70.8	74.9	72.7		Intermediate	Maintained	Acceptable		

Strategies:

- Continue to use Facebook, school website, PowerSchool, etc. so that parents can share their feedback.
- Improve our ability to interpret Dibels Data and create action plans from that interpretation.
- PLC collaboration
- Glenmary Instructional Leadership Team (GILT) will review data and determine effective learning strategies moving forward
  - Flex block organization for next year
  - Creative use of assignable time
- Continue planning effective agenda items for monthly School Council meetings.
- Continue transition meetings with Good Shepherd and Holy Family, increasing CASE conferences
- Response to Intervention pd throughout the school year

Notes:

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

**APPENDIX – Measure Details (OPTIONAL)**

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

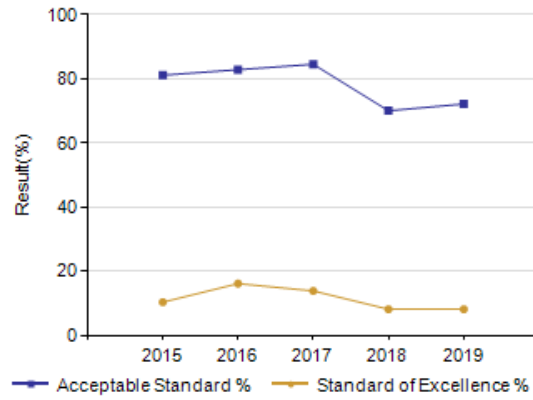
Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	80.0	5.5	88.1	9.5	88.7	5.6	78.2	5.5	81.0	3.4		
	Authority	80.8	4.1	85.2	8.2	84.3	4.8	75.4	4.6	81.4	2.9		
	Province	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3		
English Lang Arts 30-2	School	92.6	11.1	100.0	6.9	96.0	12.0	76.2	9.5	93.1	6.9		
	Authority	93.0	7.0	85.4	4.2	97.0	9.1	81.1	8.1	88.9	5.6		
	Province	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1		
French Lang Arts 30-1	School	100.0	0.0	87.5	0.0	100.0	7.1	83.3	0.0	*	*		
	Authority	100.0	0.0	87.5	0.0	100.0	7.1	83.3	0.0	*	*		
	Province	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1		
Français 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5		
Mathematics 30-1	School	65.0	10.0	61.9	28.6	68.4	15.8	38.1	14.3	45.8	12.5		
	Authority	67.7	19.4	59.3	25.9	65.9	14.6	42.3	15.4	50.0	11.5		
	Province	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1		
Mathematics 30-2	School	78.8	12.1	79.3	17.2	83.3	8.3	70.0	0.0	52.6	5.3		
	Authority	70.0	10.0	82.5	22.5	80.4	6.5	64.0	0.0	60.9	8.7		
	Province	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8		
Social Studies 30-1	School	76.7	2.3	87.9	15.2	93.2	6.8	73.0	5.4	51.5	6.1		
	Authority	71.9	1.8	85.4	12.2	90.6	7.5	70.0	5.0	56.4	5.1		
	Province	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0		
Social Studies 30-2	School	78.9	5.3	71.4	4.8	81.8	15.9	60.5	0.0	76.5	2.9		
	Authority	80.0	3.6	63.5	4.8	83.0	13.2	64.8	0.0	61.7	2.1		
	Province	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2		
Biology 30	School	91.2	20.6	93.9	36.4	88.5	26.9	75.0	10.7	75.0	14.3		
	Authority	89.6	18.8	85.1	25.5	80.0	23.3	68.6	11.4	75.0	12.5		
	Province	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5		
Chemistry 30	School	77.3	13.6	66.7	25.0	72.5	23.5	63.2	15.8	66.7	15.2		
	Authority	73.1	15.4	69.0	24.1	69.8	22.6	53.8	11.5	65.8	13.2		
	Province	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5		
Physics 30	School	62.5	25.0	76.9	23.1	75.0	0.0	72.2	16.7	90.9	18.2		
	Authority	75.0	33.3	81.3	31.3	77.8	0.0	72.2	16.7	90.9	18.2		
	Province	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5		
Science 30	School	93.3	26.7	100.0	9.1	93.8	18.8	90.0	30.0	92.3	7.7		
	Authority	94.1	29.4	100.0	9.1	93.8	18.8	90.0	30.0	92.3	7.7		
	Province	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2		

Notes:

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

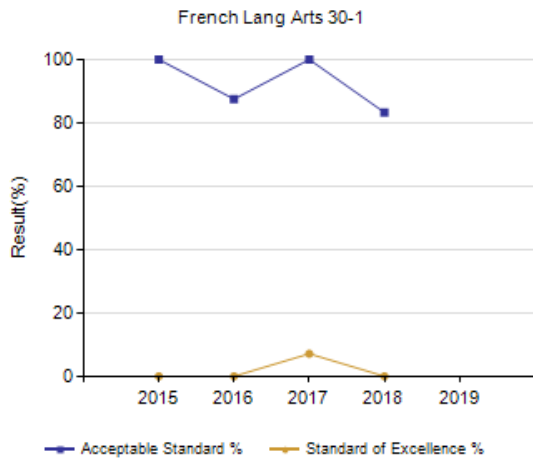
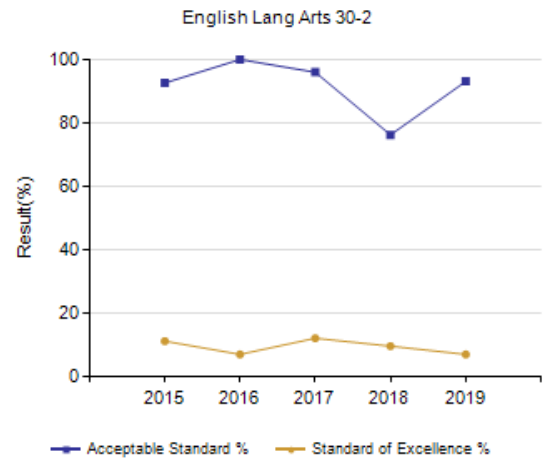
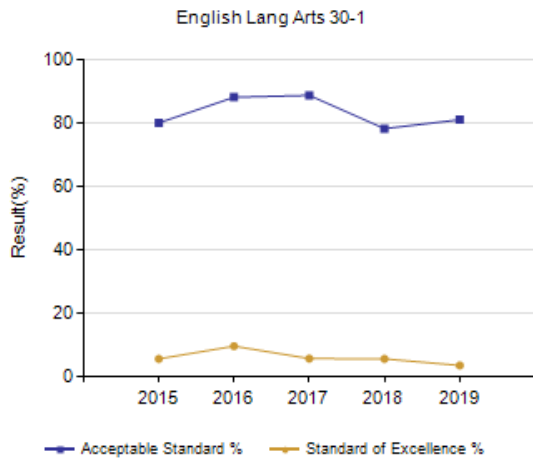
Graph of Diploma Examination Results – Overall



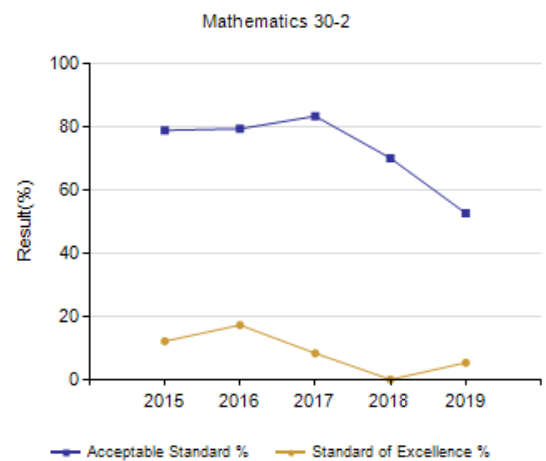
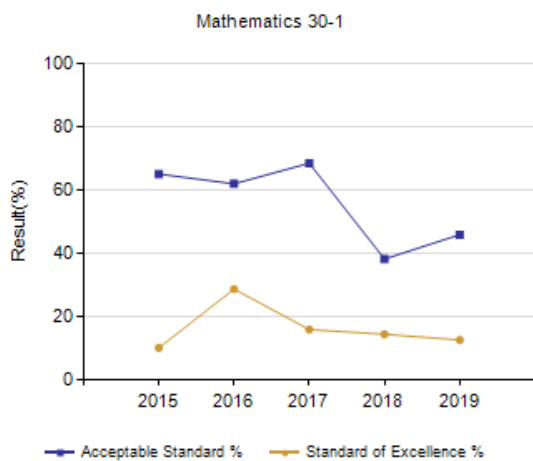
Notes:

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

Diploma Examination Results by Course



[No Data for Français 30]

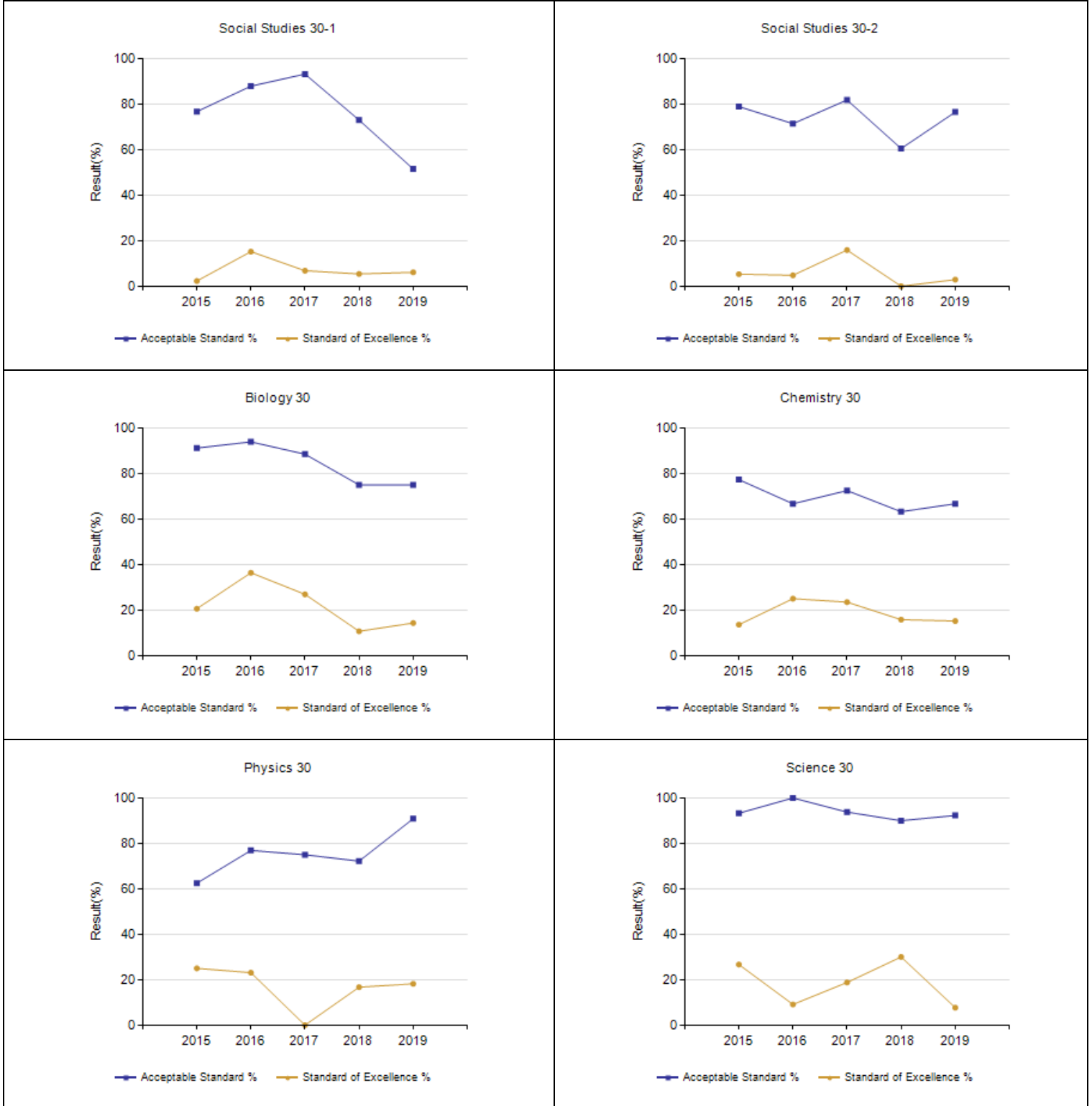


Notes:

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

4. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Diploma Examination Results by Course



Notes:

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



Diploma Examination Results Course By Course Summary With Measure Evaluation

		Glenmary School							Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	Maintained	Concern	58	81.0	56	85.0	29,832	86.8	30,091	86.9
	Standard of Excellence	Low	Maintained	Issue	58	3.4	56	6.9	29,832	12.3	30,091	11.9
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	29	93.1	25	90.7	16,640	87.1	16,563	88.9
	Standard of Excellence	Low	Maintained	Issue	29	6.9	25	9.5	16,640	12.1	16,563	12.3
French Lang Arts 30-1	Acceptable Standard	*	*	*	1	*	9	90.3	1,215	91.5	1,296	94.1
	Standard of Excellence	*	*	*	1	*	9	2.4	1,215	10.1	1,296	9.7
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	98.6	154	98.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	29.5	154	20.6
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	24	45.8	27	56.1	19,389	77.8	20,337	73.9
	Standard of Excellence	n/a	n/a	n/a	24	12.5	27	19.5	19,389	35.1	20,337	30.6
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	19	52.6	28	77.5	14,465	76.5	14,107	74.8
	Standard of Excellence	n/a	n/a	n/a	19	5.3	28	8.5	14,465	16.8	14,107	16.4
Social Studies 30-1	Acceptable Standard	Very Low	Declined Significantly	Concern	33	51.5	38	84.7	21,610	86.6	22,179	85.7
	Standard of Excellence	Low	Maintained	Issue	33	6.1	38	9.1	21,610	17.0	22,179	15.6
Social Studies 30-2	Acceptable Standard	Low	Maintained	Issue	34	76.5	41	71.3	20,758	77.8	20,078	80.2
	Standard of Excellence	Very Low	Maintained	Concern	34	2.9	41	6.9	20,758	12.2	20,078	12.6
Biology 30	Acceptable Standard	Low	Declined	Issue	28	75.0	38	85.8	22,442	83.9	22,853	85.3
	Standard of Excellence	Low	Declined	Issue	28	14.3	38	24.7	22,442	35.5	22,853	33.8
Chemistry 30	Acceptable Standard	Low	Maintained	Issue	33	66.7	31	67.5	18,525	85.7	18,929	82.7
	Standard of Excellence	Low	Maintained	Issue	33	15.2	31	21.4	18,525	42.5	18,929	37.2
Physics 30	Acceptable Standard	Very High	Improved	Excellent	11	90.9	16	74.7	9,247	87.5	9,974	85.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	11	18.2	16	13.2	9,247	43.5	9,974	41.7
Science 30	Acceptable Standard	High	Maintained	Good	13	92.3	12	94.6	9,676	85.7	9,180	84.9
	Standard of Excellence	Low	Maintained	Issue	13	7.7	12	19.3	9,676	31.2	9,180	29.2

Notes:

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

**Measure Evaluation Reference - Achievement Evaluation**

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

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

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

Notes:

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

**Improvement Table**

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

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

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

**Overall Evaluation Table**

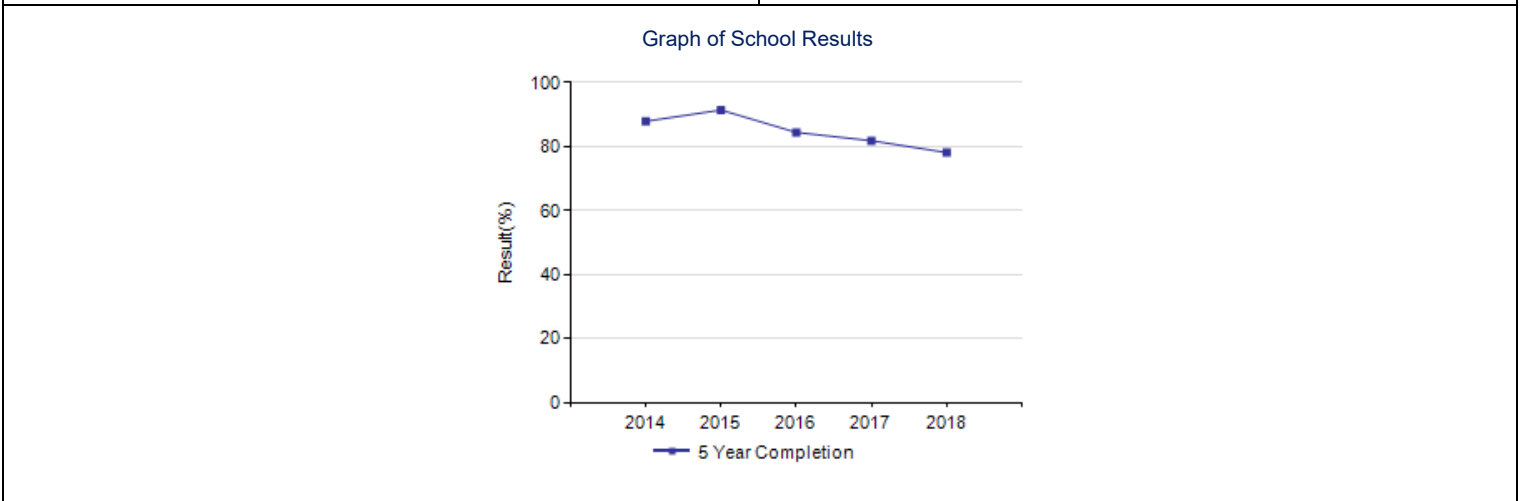
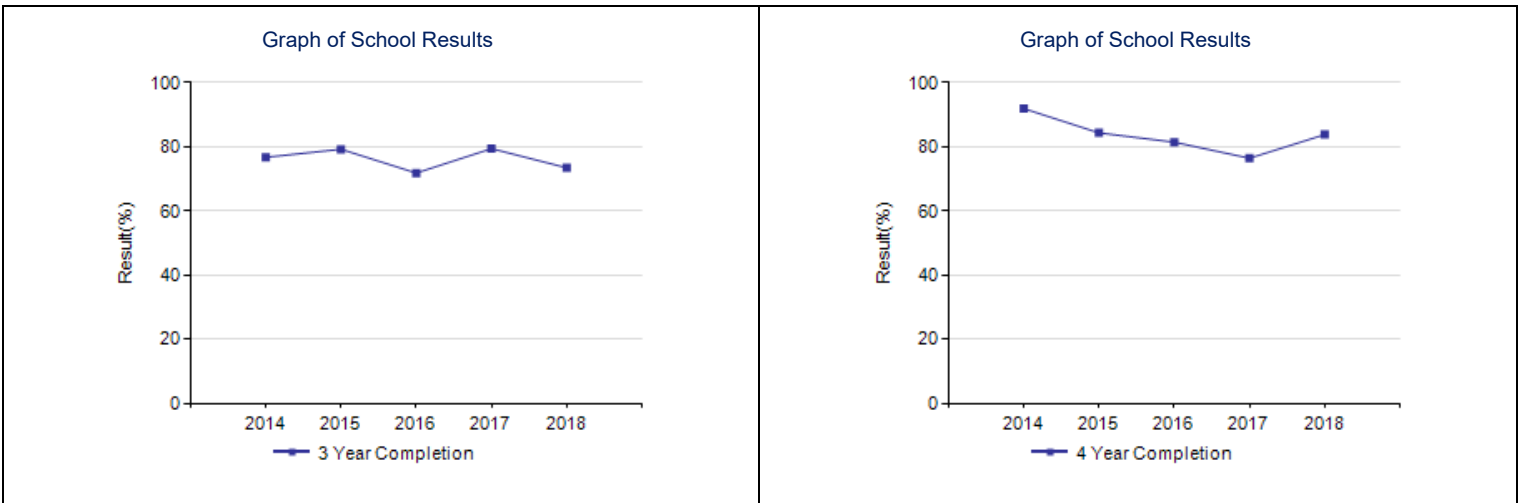
The overall evaluation combines the Achievement Evaluation and Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

**High School Completion Rate – Measure Details**

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
3 Year Completion	76.7	79.2	71.8	79.4	73.4	64.7	72.5	66.4	76.0	69.2	76.5	76.5	78.0	78.0	79.1
4 Year Completion	91.9	84.3	81.4	76.4	83.8	80.9	73.0	78.4	73.2	80.9	79.9	81.0	81.2	82.6	82.7
5 Year Completion	87.9	91.4	84.4	81.8	78.1	80.6	82.0	73.8	79.4	76.8	82.0	82.1	83.2	83.4	84.8

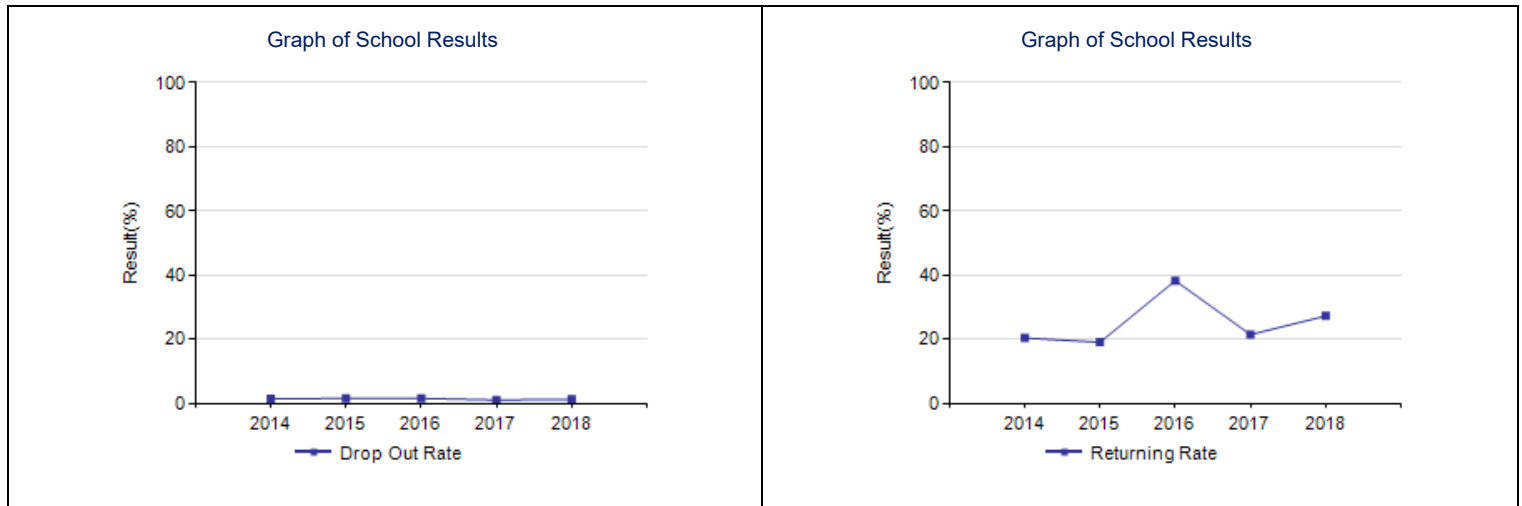


Notes:

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

**Drop Out Rate – Measure Details**

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Drop Out Rate	1.4	1.5	1.5	1.0	1.2	2.6	2.2	2.5	1.2	1.4	3.5	3.2	3.0	2.3	2.6
Returning Rate	20.3	19.0	38.2	21.4	27.2	18.1	17.4	22.9	26.6	43.1	20.9	18.2	18.9	19.9	22.7

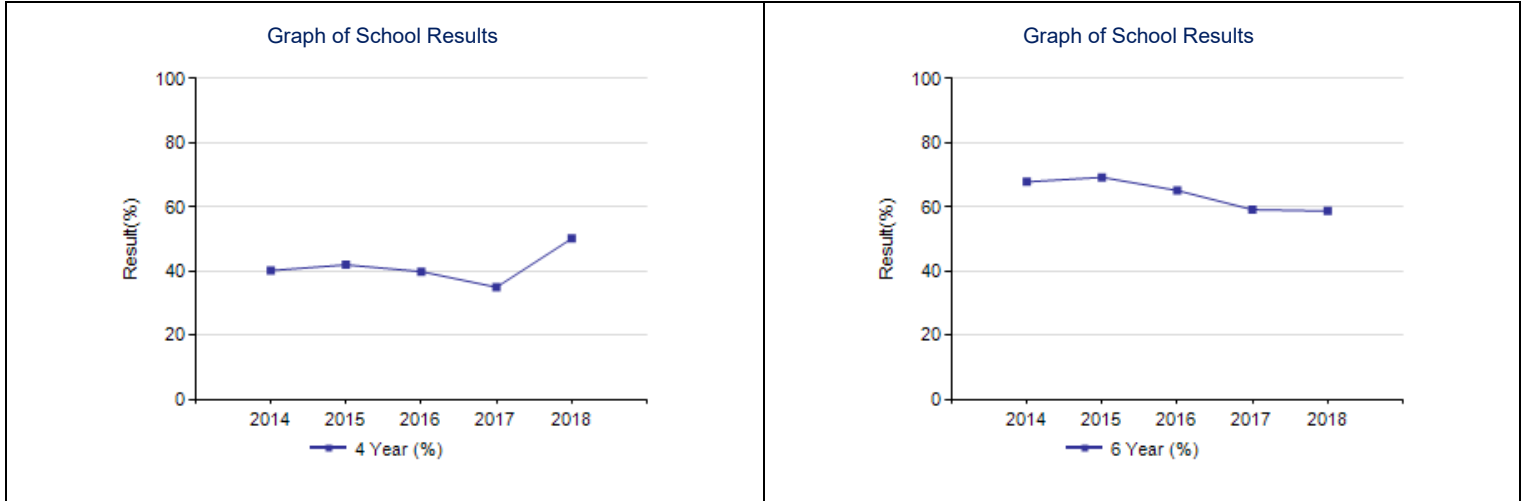


Notes:

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

High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
4 Year Rate	40.1	41.9	39.8	34.9	50.1	34.0	37.2	40.3	35.4	47.8	38.3	37.0	37.0	39.3	40.1
6 Year Rate	67.8	69.2	65.1	59.1	58.7	56.1	60.7	57.3	53.6	57.0	59.7	59.4	57.9	58.7	59.0



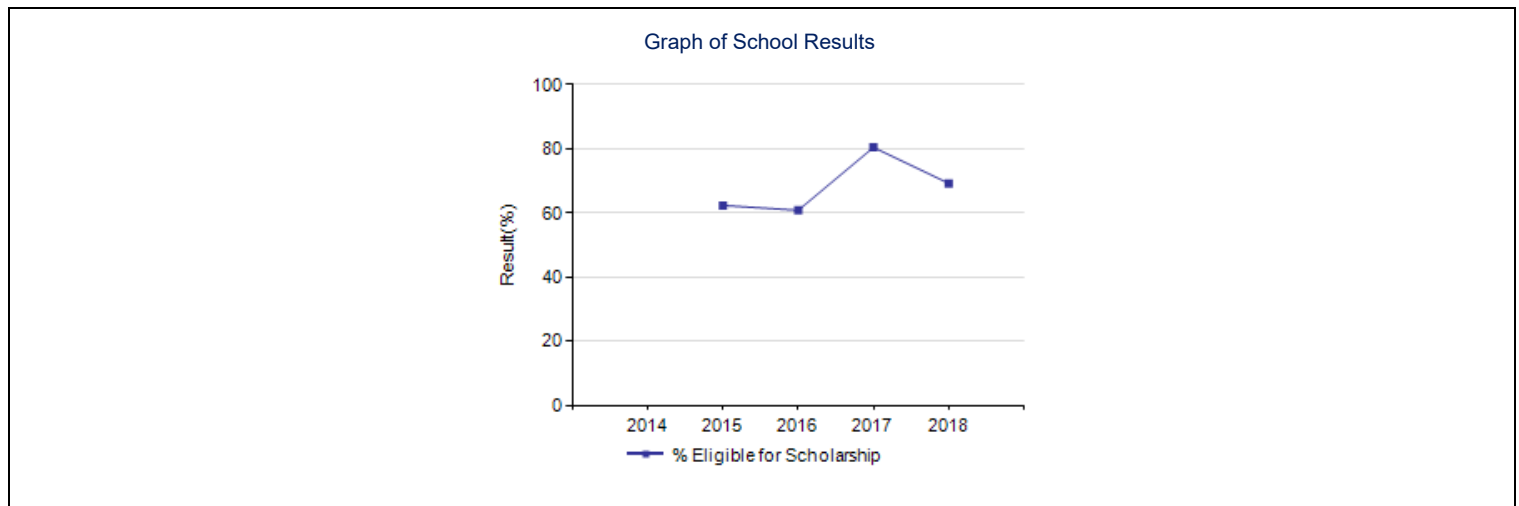
Notes:

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

**Rutherford Eligibility Rate – Measure Details**

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Rutherford Scholarship Eligibility Rate	n/a	62.3	60.8	80.4	69.2	n/a	62.0	59.1	77.5	60.9	n/a	60.8	62.3	63.4	64.8

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	77	42	54.5	41	53.2	31	40.3	48	62.3
2016	79	42	53.2	43	54.4	34	43.0	48	60.8
2017	92	70	76.1	62	67.4	43	46.7	74	80.4
2018	78	48	61.5	44	56.4	23	29.5	54	69.2



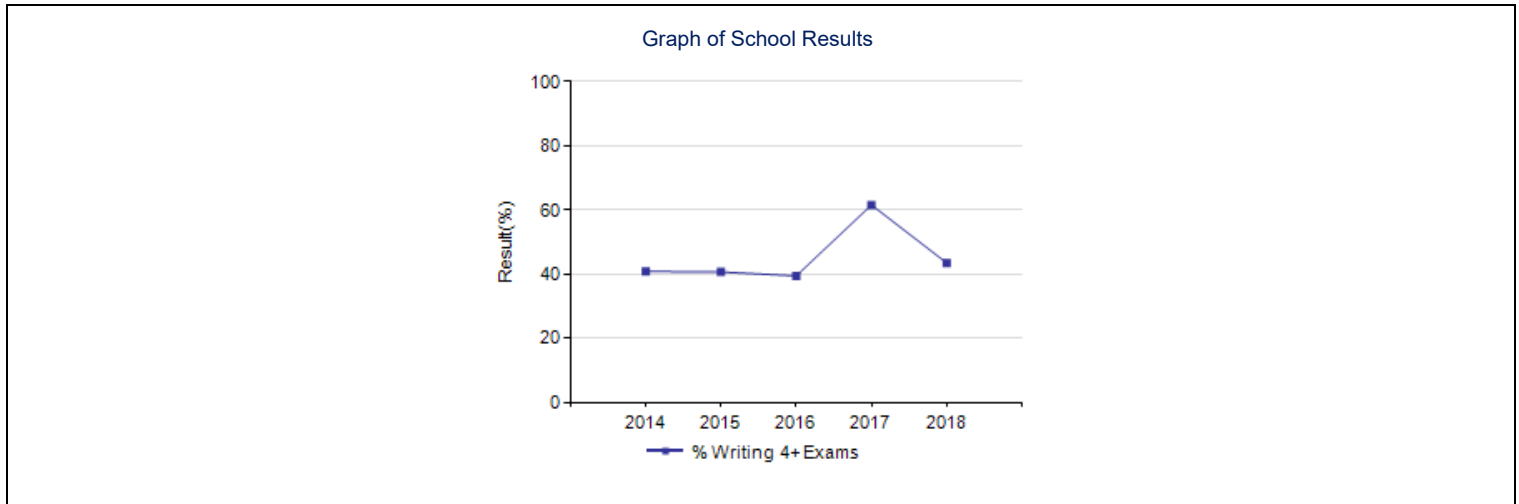
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.

Diploma Examination Participation Rate – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
% Writing 0 Exams	11.7	19.8	17.9	9.9	15.4	25.7	25.5	24.5	14.2	19.3	15.7	15.7	15.0	14.8	14.2
% Writing 1+ Exams	88.3	80.2	82.1	90.1	84.6	74.3	74.5	75.5	85.8	80.7	84.3	84.3	85.0	85.2	85.8
% Writing 2+ Exams	83.5	79.2	77.6	87.4	83.4	69.2	72.5	71.4	82.8	78.4	81.4	81.2	82.0	82.3	83.0
% Writing 3+ Exams	53.4	53.2	53.3	70.5	51.2	45.5	46.8	48.0	67.0	42.6	65.0	64.7	65.2	66.1	66.8
<b>% Writing 4+ Exams</b>	<b>40.8</b>	<b>40.6</b>	<b>39.4</b>	<b>61.5</b>	<b>43.4</b>	<b>34.6</b>	<b>33.6</b>	<b>33.2</b>	<b>57.2</b>	<b>34.2</b>	<b>54.4</b>	<b>54.6</b>	<b>54.9</b>	<b>55.7</b>	<b>56.3</b>
% Writing 5+ Exams	25.2	24.2	22.0	43.7	24.5	22.4	20.4	17.0	39.9	20.5	36.3	37.1	37.5	37.8	38.7
% Writing 6+ Exams	3.9	6.8	4.6	16.9	12.2	5.1	6.6	3.5	15.1	9.1	13.1	13.8	13.6	13.9	14.2



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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
English Language Arts 30-1	47.1	49.5	41.4	66.4	57.6	41.8	42.2	38.9	60.4	47.8	54.0	53.2	54.0	55.0	56.3
English Language Arts 30-2	38.5	28.6	37.9	20.4	26.1	30.4	29.9	34.0	22.4	31.3	28.0	28.7	28.7	28.8	27.8
<b>Total of 1 or more English Diploma Exams</b>	<b>85.6</b>	<b>78.1</b>	<b>78.2</b>	<b>86.7</b>	<b>82.6</b>	<b>71.5</b>	<b>71.4</b>	<b>72.2</b>	<b>82.8</b>	<b>78.4</b>	<b>79.7</b>	<b>79.5</b>	<b>80.1</b>	<b>80.9</b>	<b>81.1</b>
Social Studies 30-1	29.8	40.0	32.2	46.0	42.4	26.6	34.4	30.6	42.5	34.3	45.1	43.5	45.1	44.9	45.0
Social Studies 30-2	54.8	41.0	48.3	40.7	40.2	43.0	39.0	41.7	39.6	44.0	35.2	36.7	35.8	36.4	37.1
<b>Total of 1 or more Social Diploma Exams</b>	<b>84.6</b>	<b>79.0</b>	<b>80.5</b>	<b>86.7</b>	<b>81.5</b>	<b>69.6</b>	<b>72.1</b>	<b>72.2</b>	<b>82.1</b>	<b>76.9</b>	<b>79.6</b>	<b>79.5</b>	<b>80.3</b>	<b>80.7</b>	<b>81.4</b>
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Applied Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mathematics 30-1	26.9	20.0	17.2	30.1	22.8	23.4	18.2	16.0	26.9	18.7	37.3	37.1	36.4	35.5	36.5
Mathematics 30-2	25.0	26.7	27.6	31.0	21.7	19.6	22.7	23.6	32.1	18.7	21.4	22.4	23.7	25.1	24.9
<b>Total of 1 or more Math Diploma Exams</b>	<b>51.0</b>	<b>46.7</b>	<b>44.8</b>	<b>61.1</b>	<b>44.6</b>	<b>41.8</b>	<b>40.9</b>	<b>39.6</b>	<b>59.0</b>	<b>37.3</b>	<b>57.0</b>	<b>57.6</b>	<b>58.3</b>	<b>58.6</b>	<b>59.3</b>
Biology 30	32.7	30.5	24.1	52.2	29.3	30.4	27.3	23.6	48.5	25.4	41.4	40.6	40.7	41.7	42.7
Chemistry 30	25.0	19.0	20.7	44.2	21.7	21.5	18.2	16.7	39.6	19.4	34.7	35.7	35.6	35.1	35.8

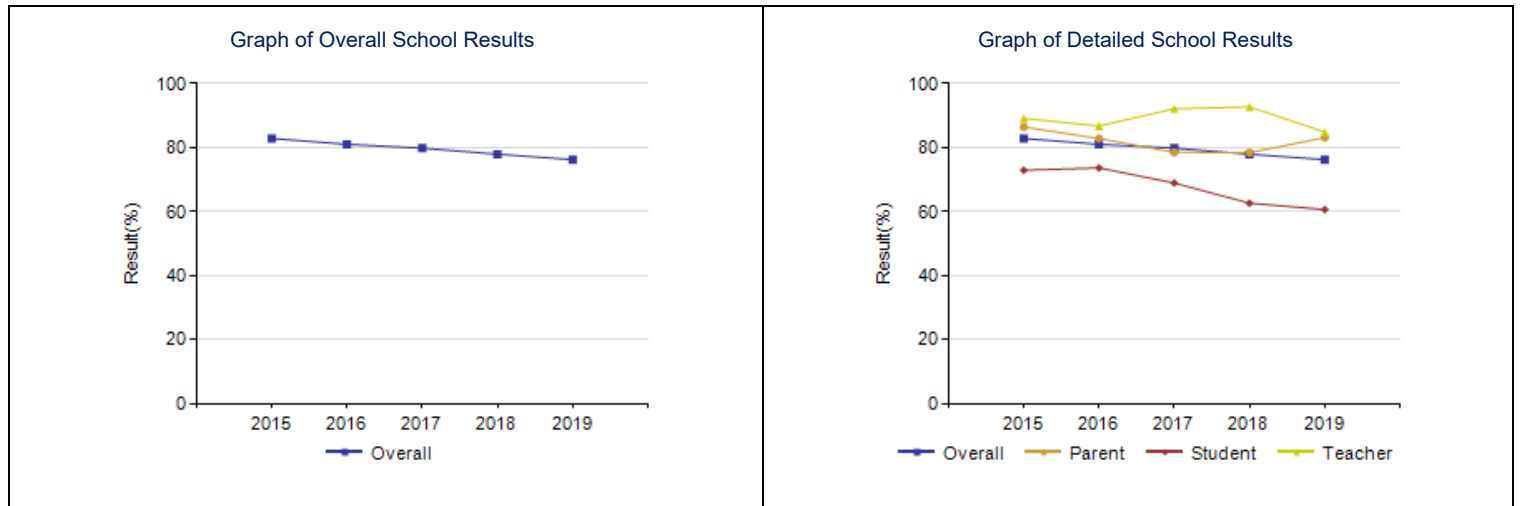
Physics 30	5.8	7.6	8.0	17.7	14.1	7.0	7.8	7.6	16.4	9.7	20.0	19.9	19.3	18.6	18.7
Science 30	4.8	15.2	12.6	11.5	13.0	4.4	10.4	7.6	10.4	9.7	12.8	14.1	15.7	16.9	17.0
<b>Total of 1 or more Science Diploma Exams</b>	<b>42.3</b>	<b>45.7</b>	<b>41.4</b>	<b>67.3</b>	<b>47.8</b>	<b>37.3</b>	<b>39.0</b>	<b>36.8</b>	<b>61.9</b>	<b>38.8</b>	<b>59.4</b>	<b>59.8</b>	<b>60.5</b>	<b>61.2</b>	<b>61.8</b>
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.2	0.3	0.3	0.3
French Language Arts 30	3.8	5.7	8.0	12.4	6.5	2.5	3.9	4.9	10.4	4.5	2.7	2.8	2.8	3.0	2.7
<b>Total of 1 or more French Diploma Exams</b>	<b>3.8</b>	<b>5.7</b>	<b>8.0</b>	<b>12.4</b>	<b>6.5</b>	<b>2.5</b>	<b>3.9</b>	<b>4.9</b>	<b>10.4</b>	<b>4.5</b>	<b>2.9</b>	<b>3.0</b>	<b>3.1</b>	<b>3.3</b>	<b>3.0</b>

Notes:

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

**Citizenship – Measure Details**

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																
	School					Authority					Province					
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	
Overall	82.8	81.0	79.8	77.9	76.2	82.7	83.4	81.9	80.9	83.8	83.5	83.9	83.7	83.0	82.9	
Teacher	89.1	86.7	92.1	92.7	84.8	92.9	92.2	91.8	93.5	93.7	94.2	94.5	94.0	93.4	93.2	
Parent	86.4	82.8	78.5	78.4	83.1	83.4	83.3	81.6	80.8	84.8	82.1	82.9	82.7	81.7	81.9	
Student	72.9	73.6	68.9	62.6	60.6	71.8	74.8	72.5	68.4	73.0	74.2	74.5	74.4	73.9	73.5	



Notes:

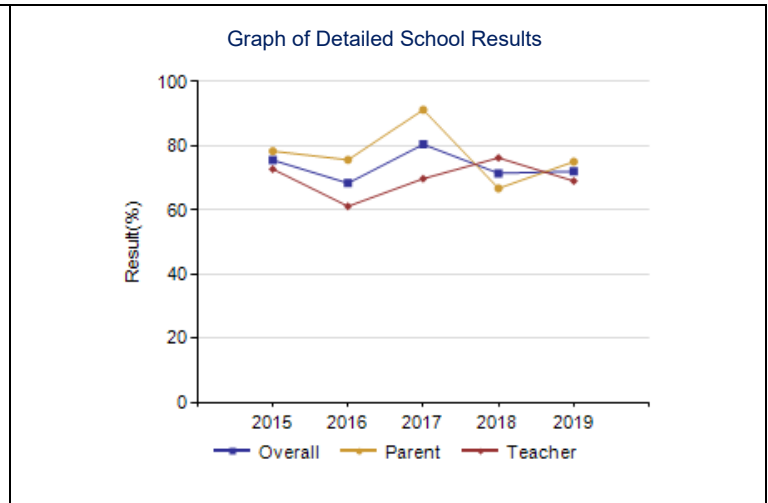
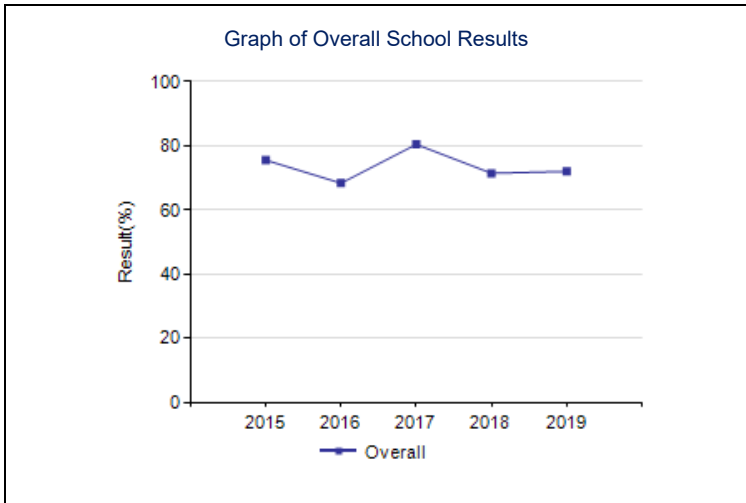
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey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



**Work Preparation – Measure Details**

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	75.5	68.3	80.4	71.4	72.0	81.1	77.3	82.3	78.6	82.2	82.0	82.6	82.7	82.4	83.0
Teacher	72.7	61.1	69.7	76.2	69.0	84.7	78.6	82.7	84.4	88.7	89.7	90.5	90.4	90.3	90.8
Parent	78.3	75.6	91.2	66.7	75.0	77.5	76.0	81.9	72.7	75.7	74.2	74.8	75.1	74.6	75.2



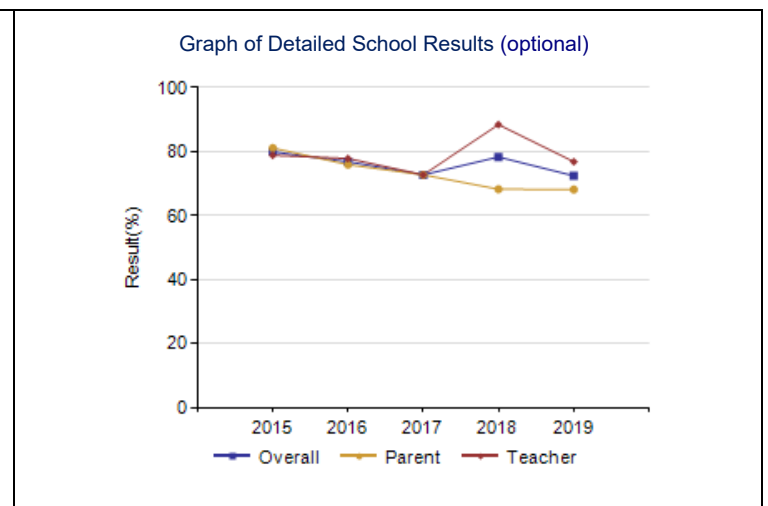
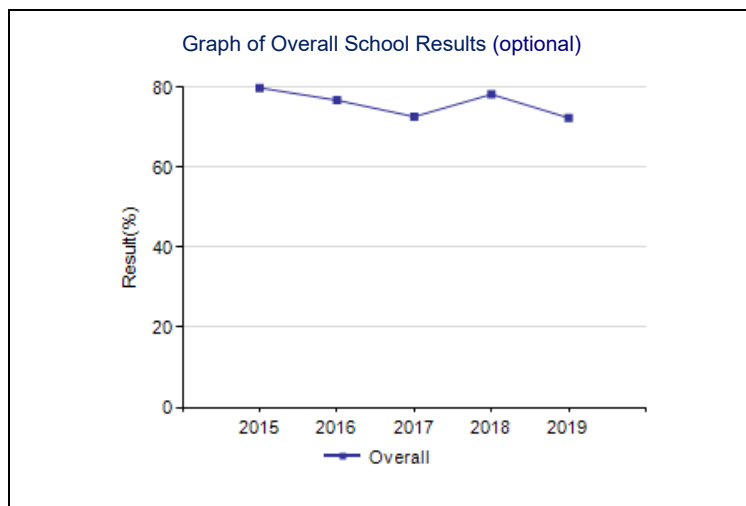
Notes:

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

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

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	79.9	76.8	72.7	78.3	72.4	68.7	70.2	68.8	69.5	73.9	70.0	70.7	71.0	70.9	71.4
Teacher	78.8	77.8	72.7	88.4	76.8	72.6	75.9	73.1	77.6	80.5	76.0	77.3	77.3	77.8	78.8
Parent	81.1	75.9	72.7	68.2	68.1	64.8	64.6	64.5	61.4	67.2	64.0	64.2	64.8	64.0	64.0



Notes:

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

**Provincial Achievement Test Results – Measure Details**

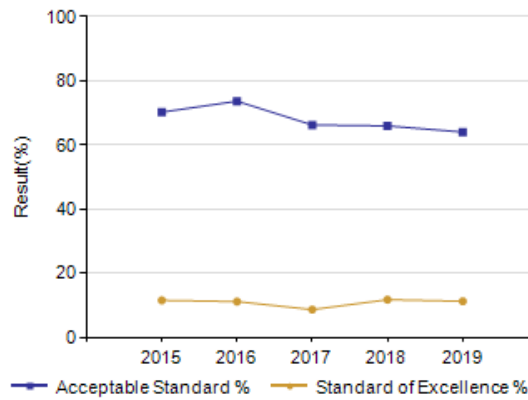
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	83.1	11.0	81.5	16.8	80.2	9.0	88.2	11.3	76.8	8.5		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
French Language Arts 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	70.6	0.0	100.0	15.4	91.7	0.0	73.3	6.7	63.6	9.1		
	Province	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7		
Français 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6		
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	66.3	6.4	61.3	13.3	55.7	5.7	65.1	8.6	56.5	4.0		
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0		
Science 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	69.8	18.6	73.4	19.1	68.2	18.2	78.5	22.6	68.9	17.5		
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6		
Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	59.9	15.1	62.4	12.7	64.2	11.4	74.6	14.6	63.3	9.0		
	Province	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4		
English Language Arts 9	School	78.4	5.4	82.7	6.7	76.2	9.9	77.0	9.5	72.2	11.4		
	Authority	61.7	3.7	71.6	7.1	68.6	6.7	68.4	7.5	63.6	7.1		
	Province	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7		
K&E English Language Arts 9	School	n/a	n/a	n/a	n/a	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	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4		
French Language Arts 9 année	School	80.0	0.0	85.7	14.3	87.5	0.0	66.7	0.0	80.0	0.0		
	Authority	80.0	0.0	85.7	14.3	87.5	0.0	66.7	0.0	80.0	0.0		
	Province	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3		
Français 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0		
Mathematics 9	School	61.1	8.3	70.7	9.3	58.4	5.0	55.4	9.5	53.2	5.1		
	Authority	44.6	5.4	59.2	9.5	54.8	3.2	46.6	6.3	40.6	5.0		
	Province	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0		
K&E Mathematics 9	School	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	*	*		
	Province	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2		
Science 9	School	79.2	23.6	78.7	13.3	67.3	7.9	67.6	13.5	72.2	17.7		
	Authority	58.1	12.4	65.7	14.2	61.1	7.3	58.0	13.8	63.4	13.7		
	Province	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4		
K&E Science 9	School	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	*	*		
	Province	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7		
Social Studies 9	School	59.7	11.1	61.3	14.7	59.4	12.9	63.5	16.2	55.7	12.7		
	Authority	46.2	5.9	51.5	13.0	51.8	8.3	50.0	12.6	48.1	10.9		
	Province	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6		

K&E Social Studies 9	School	n/a	n/a	n/a	n/a	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	*	*		
	Province	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0		

Notes:

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

Graph of Overall Provincial Achievement Test Results



Notes:

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

Graph of Provincial Achievement Test Results by Course

[No Data for English Language Arts 6]

[No Data for French Language Arts 6]

[No Data for Français 6]	[No Data for Mathematics 6]
[No Data for Science 6]	[No Data for Social Studies 6]

Notes:

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

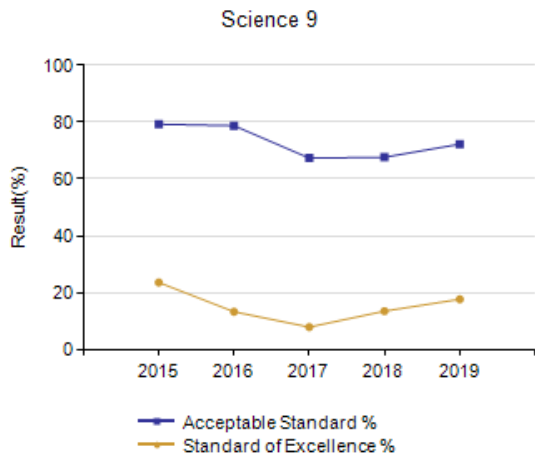
Graph of Provincial Achievement Test Results by Course

<p style="text-align: center;"><b>English Language Arts 9</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>78</td> <td>5</td> </tr> <tr> <td>2016</td> <td>83</td> <td>7</td> </tr> <tr> <td>2017</td> <td>76</td> <td>10</td> </tr> <tr> <td>2018</td> <td>77</td> <td>9</td> </tr> <tr> <td>2019</td> <td>72</td> <td>11</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2015	78	5	2016	83	7	2017	76	10	2018	77	9	2019	72	11	<p>[No Data for English Lang Arts 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2015	78	5																	
2016	83	7																	
2017	76	10																	
2018	77	9																	
2019	72	11																	
<p style="text-align: center;"><b>French Language Arts 9 année</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>80</td> <td>0</td> </tr> <tr> <td>2016</td> <td>86</td> <td>15</td> </tr> <tr> <td>2017</td> <td>88</td> <td>0</td> </tr> <tr> <td>2018</td> <td>67</td> <td>0</td> </tr> <tr> <td>2019</td> <td>80</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2015	80	0	2016	86	15	2017	88	0	2018	67	0	2019	80	0	<p>[No Data for Français 9]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2015	80	0																	
2016	86	15																	
2017	88	0																	
2018	67	0																	
2019	80	0																	
<p style="text-align: center;"><b>Mathematics 9</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>61</td> <td>8</td> </tr> <tr> <td>2016</td> <td>71</td> <td>9</td> </tr> <tr> <td>2017</td> <td>59</td> <td>5</td> </tr> <tr> <td>2018</td> <td>55</td> <td>9</td> </tr> <tr> <td>2019</td> <td>53</td> <td>5</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2015	61	8	2016	71	9	2017	59	5	2018	55	9	2019	53	5	<p>[No Data for Mathematics 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2015	61	8																	
2016	71	9																	
2017	59	5																	
2018	55	9																	
2019	53	5																	

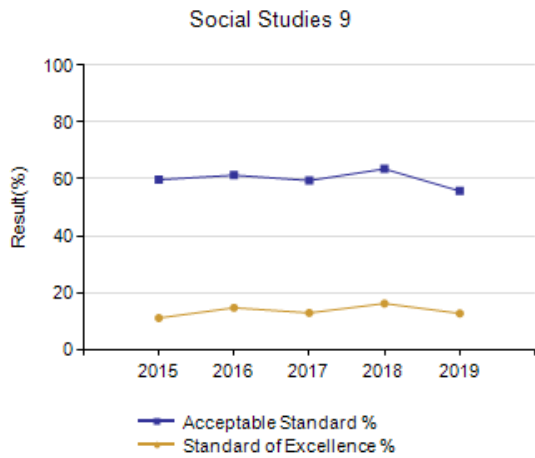
Notes:

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2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Graph of Provincial Achievement Test Results by Course



[No Data for Science 9 KAE]



[No Data for Social Studies 9 KAE]

Notes:

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

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Glenmary School							Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54,820	83.2	49,573	82.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54,820	17.8	49,573	19.1
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	87.7	3,122	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	15.7	3,122	13.3
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	90.3	574	92.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	24.6	574	20.6
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54,778	72.5	49,502	71.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54,778	15.0	49,502	13.5
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54,879	77.6	49,520	77.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54,879	28.6	49,520	28.9
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54,802	76.2	49,511	73.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54,802	24.4	49,511	22.3
English Language Arts 9	Acceptable Standard	Low	Maintained	Issue	79	72.2	83	78.6	47,465	75.1	45,363	76.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	79	11.4	83	8.7	47,465	14.7	45,363	14.9
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	57.4	1,551	58.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	5.4	1,551	6.0
French Language Arts 9 année	Acceptable Standard	Low	Maintained	Issue	15	80.0	12	80.0	2,811	82.9	2,758	82.5
	Standard of Excellence	Very Low	Maintained	Concern	15	0.0	12	4.8	2,811	12.3	2,758	10.6
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	88.6	380	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	26.0	380	25.1
Mathematics 9	Acceptable Standard	Low	Declined	Issue	79	53.2	83	61.5	46,764	60.0	44,959	64.7
	Standard of Excellence	Very Low	Maintained	Concern	79	5.1	83	7.9	46,764	19.0	44,959	17.1
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,190	59.6	2,007	58.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,190	13.2	2,007	13.3
Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	79	72.2	83	71.2	47,489	75.2	45,363	74.6
	Standard of Excellence	Very High	Improved	Excellent	79	17.7	83	11.6	47,489	26.4	45,363	22.7
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,536	61.7	1,520	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,536	10.7	1,520	13.3
Social Studies 9	Acceptable Standard	Very Low	Maintained	Concern	79	55.7	83	61.4	47,496	68.7	45,366	66.1
	Standard of Excellence	Low	Maintained	Issue	79	12.7	83	14.6	47,496	20.6	45,366	19.9
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	55.9	1,501	56.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	15.0	1,501	12.8

Notes:

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

3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

**Measure Evaluation Reference - Achievement Evaluation**

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

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

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



	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00
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Notes:

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

**Improvement Table**

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

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

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

**Overall Evaluation Table**

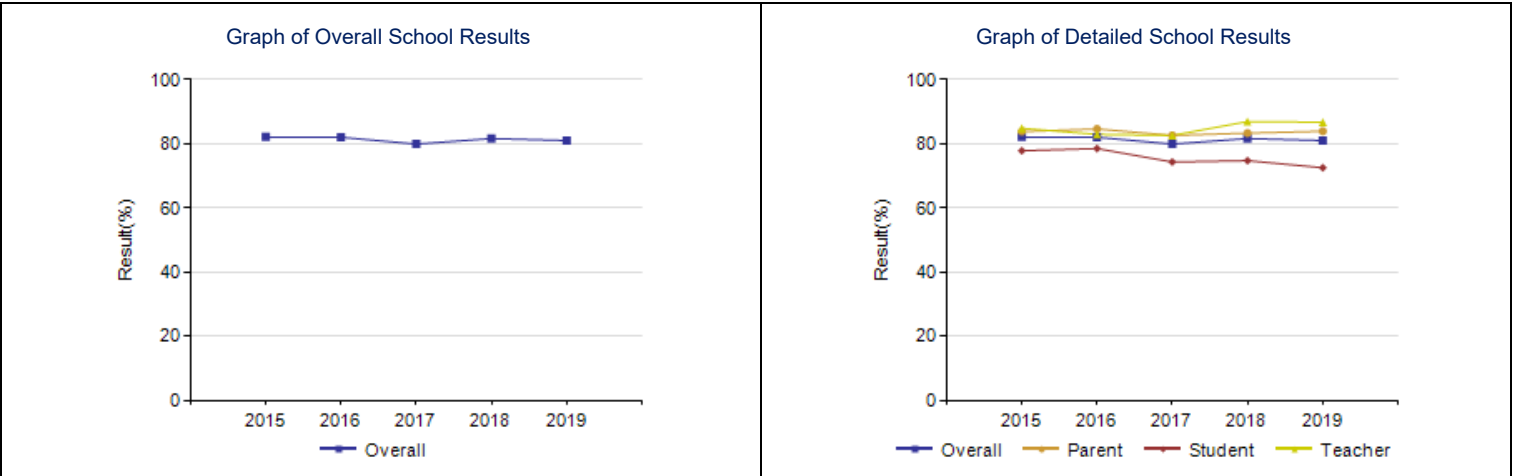
The overall evaluation combines the Achievement Evaluation and Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

**Program of Studies – Measure Details**

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	82.1	82.0	79.9	81.6	81.0	79.8	80.6	79.5	79.0	82.3	81.3	81.9	81.9	81.8	82.2
Teacher	84.8	82.9	82.6	86.9	86.7	84.1	85.8	84.2	85.6	89.7	87.2	88.1	88.0	88.4	89.1
Parent	83.8	84.6	82.6	83.3	83.9	81.1	79.8	79.6	76.5	80.4	79.9	80.1	80.1	79.9	80.1
Student	77.8	78.5	74.3	74.7	72.5	74.3	76.1	74.6	74.8	76.6	76.9	77.5	77.7	77.2	77.4



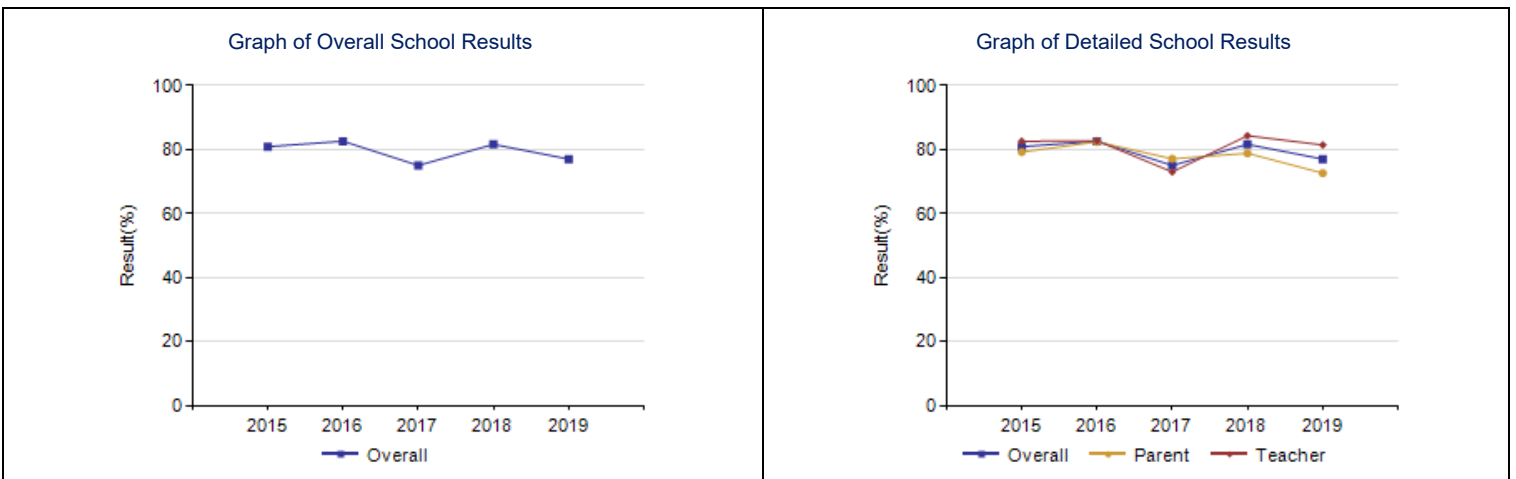
Notes:

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

**Parental Involvement – Measure Details**

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	80.9	82.6	75.0	81.6	77.0	79.8	79.6	79.0	84.2	84.1	80.7	80.9	81.2	81.2	81.3
Teacher	82.6	82.7	73.0	84.3	81.4	84.5	85.2	87.1	90.6	92.7	88.1	88.4	88.5	88.9	89.0
Parent	79.2	82.4	77.1	78.8	72.6	75.2	74.0	70.9	77.8	75.5	73.4	73.5	73.9	73.4	73.6

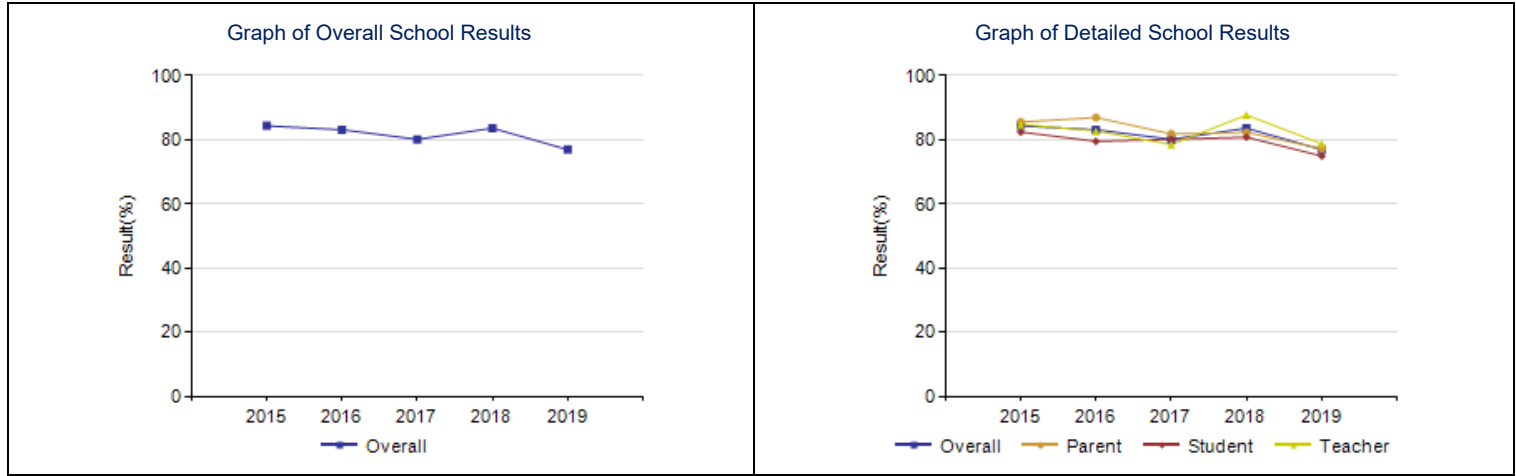


Notes:

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

### Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	84.3	83.1	80.1	83.6	76.9	88.7	88.1	87.0	88.4	88.7	89.5	90.1	90.1	90.0	90.2
Teacher	84.8	82.7	78.5	87.7	78.7	93.6	91.6	90.5	93.2	93.7	95.9	96.0	95.9	95.8	96.1
Parent	85.5	86.9	81.8	82.3	77.2	87.7	85.9	84.4	84.9	85.7	85.4	86.1	86.4	86.0	86.4
Student	82.4	79.5	80.1	80.8	74.9	84.8	86.9	86.0	87.0	86.6	87.4	88.0	88.1	88.2	88.1

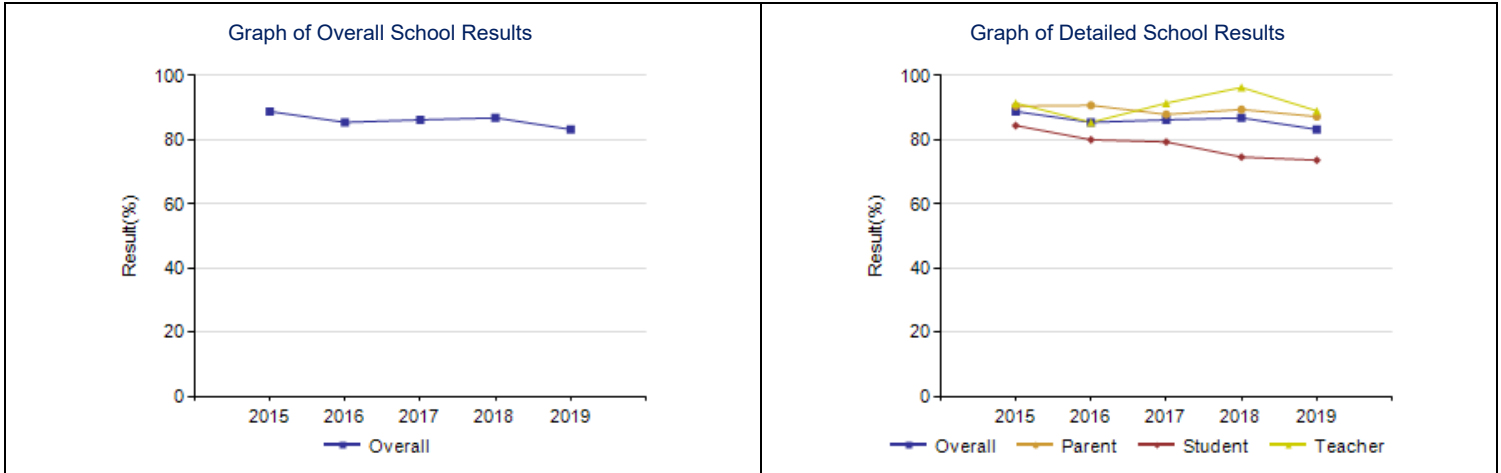


Notes:

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

### Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	88.8	85.4	86.2	86.8	83.2	88.3	88.2	88.6	87.8	88.5	89.2	89.5	89.5	89.0	89.0
Teacher	91.4	85.4	91.4	96.3	89.0	93.2	93.1	94.4	95.4	95.2	95.4	95.4	95.3	95.0	95.1
Parent	90.5	90.7	87.9	89.4	87.2	89.9	89.6	89.8	90.0	89.0	89.3	89.8	89.9	89.4	89.7
Student	84.4	80.0	79.3	74.6	73.6	81.9	81.9	81.6	78.0	81.3	83.0	83.4	83.3	82.5	82.3



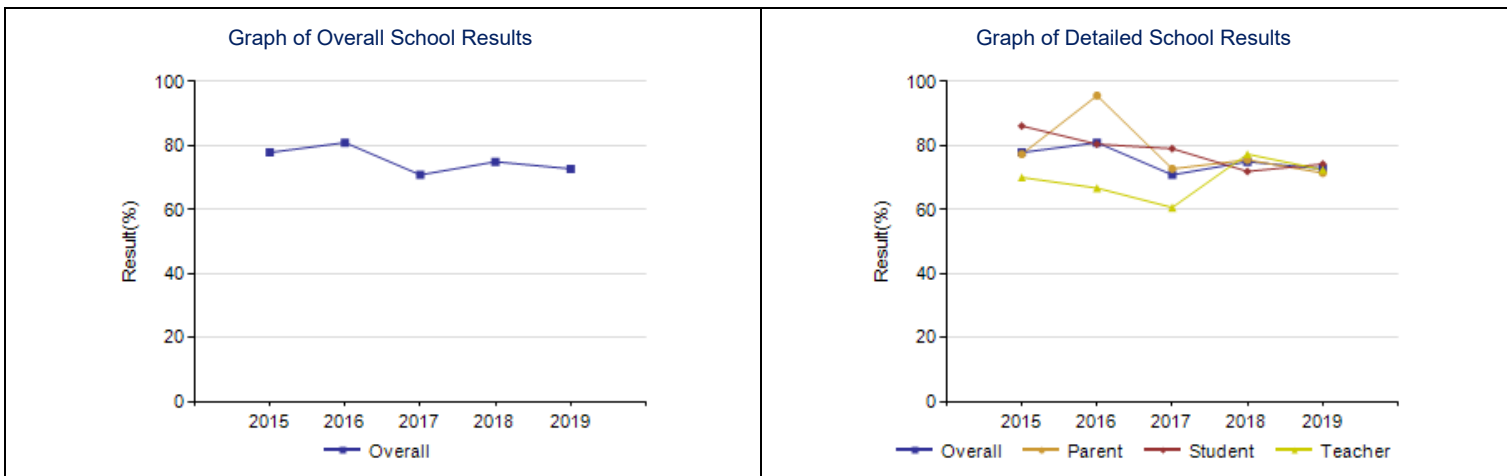
Notes:

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

### School Improvement – Measure Details

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	77.8	80.9	70.8	74.9	72.7	79.3	82.7	80.3	80.5	86.3	79.6	81.2	81.4	80.3	81.0
Teacher	70.0	66.7	60.6	77.3	72.4	76.4	78.5	78.7	83.1	91.0	79.8	82.3	82.2	81.5	83.4
Parent	77.3	95.6	72.7	75.5	71.4	81.1	88.4	81.8	79.2	87.0	78.5	79.7	80.8	79.3	80.3
Student	86.1	80.4	79.0	71.9	74.2	80.3	81.1	80.4	79.3	80.9	80.7	81.5	81.1	80.2	79.4



Notes:

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