
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	Thorhild Central 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	86.1	87.2	87.4	89.5	89.5	89.3	High	Maintained	Good
Student Learning Opportunities	Program of Studies	80.9	72.4	72.2	81.9	81.9	81.5	High	Improved	Good
	Education Quality	86.0	85.8	86.8	90.1	90.1	89.6	Intermediate	Maintained	Acceptable
	Drop Out Rate	2.9	3.8	2.7	3.0	3.2	3.3	High	Maintained	Good
	High School Completion Rate (3 yr)	70.5	72.8	84.4	77.9	76.5	76.1	Intermediate	Declined	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	73.9	79.3	70.5	73.4	73.6	73.2	Intermediate	Maintained	Acceptable
	PAT: Excellence	11.9	18.5	13.2	19.5	19.4	18.8	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	85.0	67.7	74.4	83.0	82.7	83.1	High	Improved	Good
	Diploma: Excellence	15.0	4.3	11.4	22.2	21.2	21.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	40.3	53.8	55.4	54.9	54.6	53.1	Low	Declined	Issue
	Rutherford Scholarship Eligibility Rate	44.4	70.0	70.0	62.3	60.8	60.8	n/a	Declined	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	62.5	57.3	55.5	57.9	59.4	59.3	High	Maintained	Good
	Work Preparation	66.7	70.9	78.3	82.7	82.6	81.9	Very Low	Declined	Concern
	Citizenship	79.2	78.8	78.1	83.7	83.9	83.6	High	Maintained	Good
Parental Involvement	Parental Involvement	85.7	79.2	80.1	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	81.1	79.0	73.7	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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		2017	Achievement	Improvement	Overall	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	67.0	69.5	62.7	79.3	73.9		Intermediate	Maintained	Acceptable			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	16.1	11.4	9.5	18.5	11.9		Low	Maintained	Issue			

Comment on Results

(an assessment of progress toward achieving the target)

- Excellent participation rate with both the Grade 6 and 9 PATs. Students with a modified program in grade 6, wrote the PAT.

Strategies

- Offer the K and E program at the Junior High.
- Attempt to have teachers with a major or a minor in specific courses teaching their area of training.
- Grade 6 – implement the Lucy Calkins writers and readers workshop model.
- Grade 7 and 8 math and science teacher developing journals for all units of study.
- Teachers implementing cross graded activities.

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
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	88.5	72.3	83.0	67.7	85.0		High	Improved	Good			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	12.8	8.5	21.4	4.3	15.0		Intermediate	Maintained	Acceptable			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		2017	Achievement	Improvement	Overall	2018	2019
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	65.7	87.3	93.1	72.8	70.5		Intermediate	Declined	Issue			
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.6	2.4	1.9	3.8	2.9		High	Maintained	Good			
High school to post-secondary transition rate of students within six years of entering Grade 10.	63.4	52.7	56.6	57.3	62.5		High	Maintained	Good			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	70.0	44.4		n/a	Declined	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	41.5	53.9	58.6	53.8	40.3		Low	Declined	Issue			

Comment on Results

(an assessment of progress toward achieving the target)

Strategies

- Offer the K and E program to students at the senior high level
- Expand Health Days to include senior high students. During these times, focus on the careers and various post-secondary opportunities.
- Offer the FNMI success coach to students in grades 4 – 12.
- Increasing sense of belonging – Encourage students to participate in Land Based Learning in Grade 10 and Camp War Wa in Grade 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. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

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

Performance Measure	Results (in percentages)					Target	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.	86.9	77.5	78.1	78.8	79.2		High	Maintained	Good			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	74.3	75.0	89.0	70.9	66.7		Very Low	Declined	Concern			

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

- Strategies**
- Distribute information to parents on the specific attitudes and behaviors that they believe schools could address to help their children be successful at work when they finish school.
 - Highlight specific things the school is doing to address this concern in the monthly Bulldog Bulletin and the local newspaper.
 - Highlight students completing community engagement activities and projects on all aspects of social media.
 - Increase cross graded activities and leadership opportunities and showcase in publications and social media platforms.

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

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	45.8	55.6	75.0	70.0	52.3		Very Low	Maintained	Concern			
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).	8.3	5.6	9.4	5.0	4.5		Very Low	Maintained	Concern			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	*	*	*	*	91.7		Very High	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	*	*	*	*	25.0		Very High	n/a	n/a			

Comment on Results

(an assessment of progress toward achieving the target)

- FNMI success coach was only available to students in Grade 7 – 12 last year
- Discrepancy between the diploma results and the PAT results

Strategies

- Expand the FNMI success coach to students in grade 4 – 12.
- Provide the K and E program to students at the high school level.
- Provide professional development for teachers to increase understanding the historical, social, economic and political implications of treaties and agreements, residential schools, and impacts of intergenerational trauma on learner development.
- Increase FNMI awareness through visuals in the classrooms.
- 2 High school teachers are implementing Learning Sprints into their teaching practice. Together they are developing strategies to enhance teaching practices to improve student learning.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).

4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

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

Performance Measure	Results (in percentages)					Target	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.	*	*	*	*	*		*	*	*			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	11.1	33.3	0.0	7.4	6.3		Intermediate	Maintained	Acceptable			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	*	*	*	*		*	*	*			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	*	*		*	*	*			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	*	*	*	*	*		*	*	*			

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

- Strategies**
- Provide the K and E program to students at the high school level.
 - Provide professional development for teachers to increase understanding the historical, social, economic and political implications of treaties and agreements, residential schools, and impacts of intergenerational trauma on learner development.
 - Increase FNMI awareness through visuals in the classrooms.

Notes:

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

Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	91.9	85.0	89.9	87.2	86.1		High	Maintained	Good			

Comment on Results

(an assessment of progress toward achieving the target)

- Drastically different perspective between stakeholders within the building and stakeholders outside of the building

Strategies

- Increase the number of positive parent phone calls
- Maintain promoting safe, caring, welcoming, and respectful learning environment through the media.
- Ensure health day topics include staying safe at school, caring for others, respect for others, and treating people fairly.

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	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.	72.6	69.2	75.0	72.4	80.9		High	Improved	Good			

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

- Strategies**
- Offer training opportunities for teachers to expand their knowledge and skills to offer various courses.
 - Explore options to have community groups to come into the school to showcase art, music, other languages, and drama.
 - Use social media platforms and newspaper to highlight curriculum based projects and events.

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		2017	Achievement	Improvement	Overall	2018	2019
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.	69.8	67.4	74.8	79.0	81.1		Very High	Improved	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	83.6	81.8	79.4	79.2	85.7		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	83.9	83.2	91.2	85.8	86.0		Intermediate	Maintained	Acceptable			

Comment on Results

(an assessment of progress toward achieving the target)

- Students at all levels reporting higher rating than parents. Overall students are proud of the school and would recommend it to their friends.
- Parents reporting a decline in the quality of education

Strategies

- Invite parents to the school council meetings, parent teacher interviews, Remembrance Day, Winter Festival, and other school events.
- Provide parents with opportunities to be involved in school Health Days.
- Invite a parent to be a liaison on special days. Example: Have a parent join the Winter Festival Committee.
- Use social media and school webpage to showcase school activities, events, and engagement in lessons.

Notes:

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

APPENDIX – Measure Details

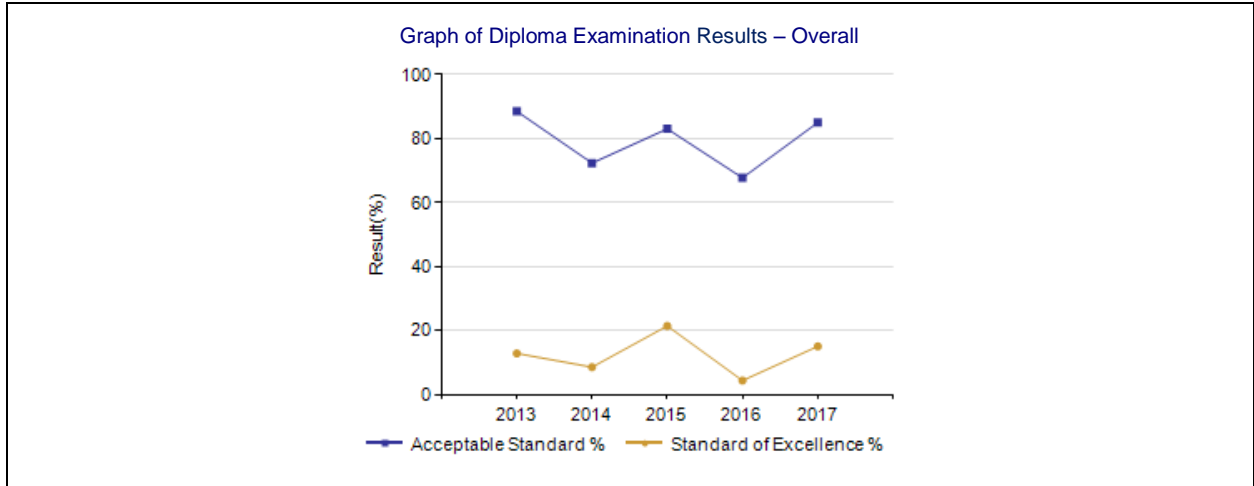
The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	94.4	5.6	100.0	12.5	81.8	18.2	80.0	0.0	*	*		
	Authority	84.7	6.5	83.5	8.7	88.8	11.2	81.6	3.1	74.8	6.1		
	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	100.0	5.6	100.0	0.0	92.9	21.4	100.0	0.0	100.0	0.0		
	Authority	84.5	7.3	93.1	11.9	85.6	6.3	88.4	12.8	89.5	1.2		
	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	83.3	20.8	n/a	n/a	71.4	7.1	*	*	60.0	30.0		
	Authority	71.8	21.8	48.1	10.1	64.4	16.9	45.8	9.7	49.3	13.4		
	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	87.5	12.5	61.5	0.0	37.5	0.0	45.5	0.0	*	*		
	Authority	82.8	6.9	63.2	5.3	50.0	16.7	42.1	2.6	56.8	11.4		
	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	89.5	0.0	88.9	11.1	100.0	25.0	72.7	0.0	100.0	16.7		
	Authority	84.2	11.6	77.4	2.2	86.4	10.6	68.6	6.9	71.4	3.6		
	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	82.4	5.9	76.9	0.0	92.9	7.1	66.7	8.3	87.5	0.0		
	Authority	80.7	8.8	72.9	7.1	64.5	1.9	65.7	4.8	71.7	3.3		
	Province	82.2	13.7	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6		
Biology 30	School	88.2	23.5	72.7	27.3	77.8	33.3	77.8	0.0	100.0	25.0		
	Authority	91.7	31.7	85.1	32.4	83.1	22.5	83.6	20.5	87.4	26.4		
	Province	84.4	32.2	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3		
Chemistry 30	School	87.5	25.0	35.3	11.8	84.6	53.8	54.2	12.5	n/a	n/a		
	Authority	77.6	25.9	75.2	17.4	77.5	22.5	69.1	24.5	78.9	23.9		
	Province	78.8	31.8	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6		
Physics 30	School	81.8	18.2	57.1	14.3	88.2	23.5	n/a	n/a	72.7	18.2		
	Authority	78.9	17.5	71.4	17.9	75.8	18.2	82.9	25.7	72.7	27.3		
	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	*	*	100.0	20.0	92.3	61.5	68.2	13.6	78.9	47.4		
	Province	84.1	25.8	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4		

Notes:

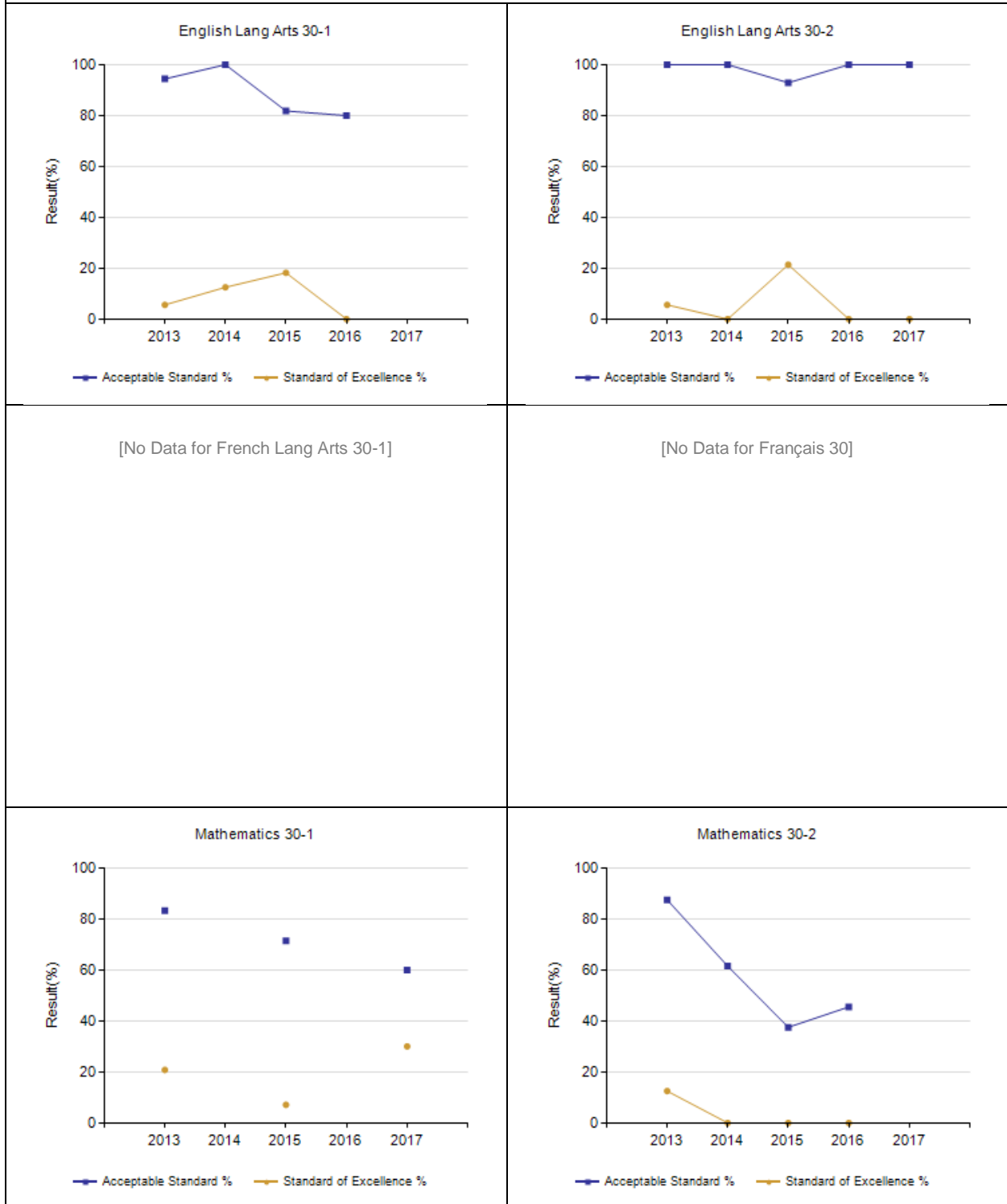
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution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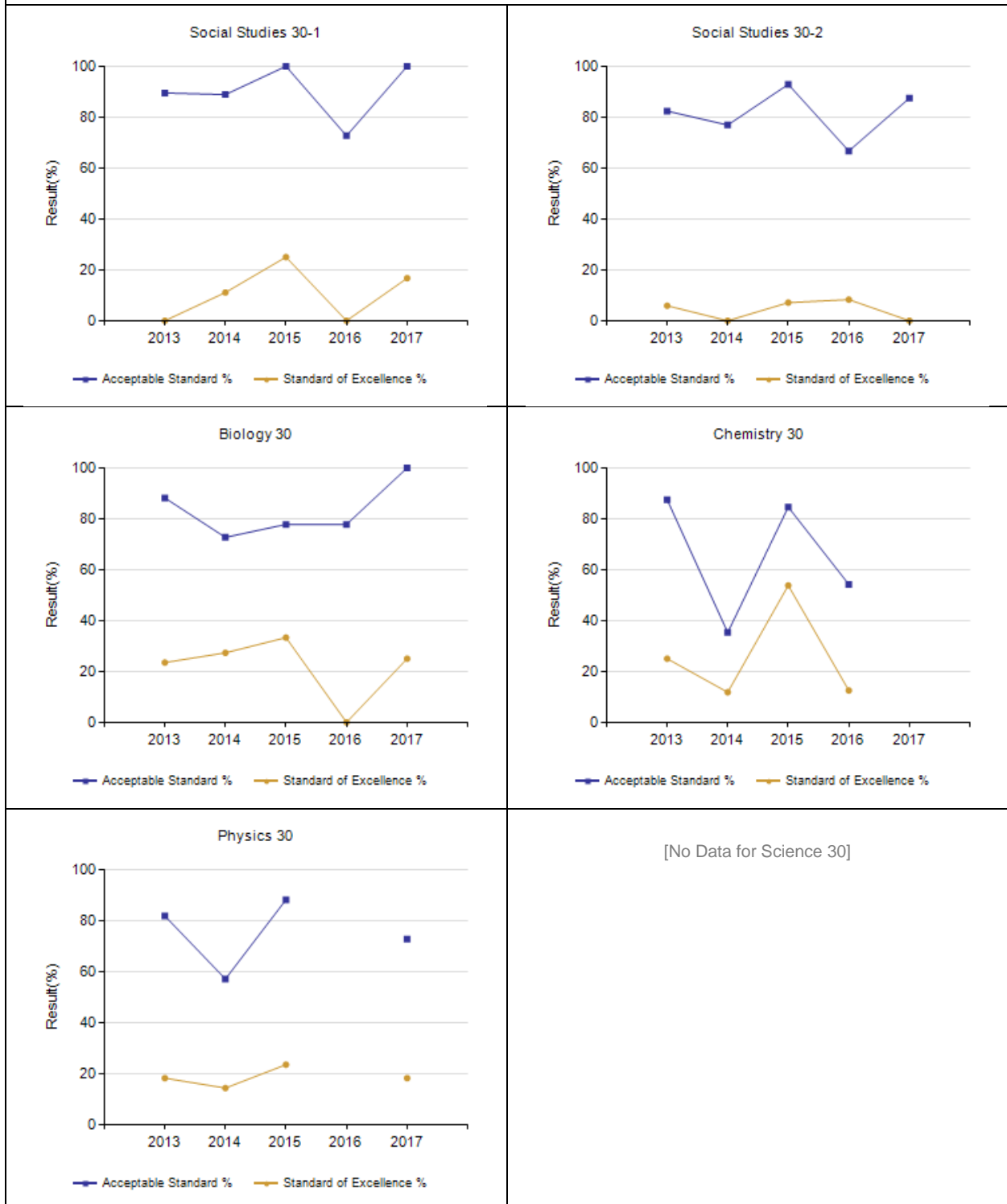
Diploma Examination Results by Course



Notes:

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

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course		Measure		Thorhild Central School						Alberta				
				Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	*	*	*	3	*	10	87.3	30,150	86.5	28,895	87.0		
	Standard of Excellence	*	*	*	3	*	10	10.2	30,150	11.7	28,895	11.3		
English Lang Arts 30-2	Acceptable Standard	Very High	Maintained	Excellent	10	100.0	14	97.6	16,797	89.5	16,361	89.2		
	Standard of Excellence	Very Low	Maintained	Concern	10	0.0	14	7.1	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	10	60.0	14	71.4	20,371	73.1	20,934	74.0		
	Standard of Excellence	n/a	n/a	n/a	10	30.0	14	7.1	20,371	30.7	20,934	28.5		
Mathematics 30-2	Acceptable Standard	*	*	*	4	*	11	48.2	14,327	74.7	12,738	73.6		
	Standard of Excellence	*	*	*	4	*	11	0.0	14,327	15.9	12,738	15.8		
Social Studies 30-1	Acceptable Standard	Very High	Maintained	Excellent	6	100.0	11	87.2	22,249	86.0	21,875	85.9		
	Standard of Excellence	High	Maintained	Good	6	16.7	11	12.0	22,249	14.8	21,875	14.9		
Social Studies 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	8	87.5	13	78.8	20,054	80.6	19,579	82.1		
	Standard of Excellence	Very Low	Maintained	Concern	8	0.0	13	5.2	20,054	12.6	19,579	13.5		
Biology 30	Acceptable Standard	Very High	Improved	Excellent	8	100.0	10	76.1	22,993	84.2	21,843	85.4		
	Standard of Excellence	Intermediate	Maintained	Acceptable	8	25.0	10	20.2	22,993	32.3	21,843	32.4		
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	18	58.0	18,751	83.1	19,161	81.7		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	18	26.0	18,751	38.6	19,161	34.6		
Physics 30	Acceptable Standard	Intermediate	Maintained	Acceptable	11	72.7	12	72.7	9,952	85.7	10,553	84.3		
	Standard of Excellence	Intermediate	Maintained	Acceptable	11	18.2	12	18.9	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		

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 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.

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

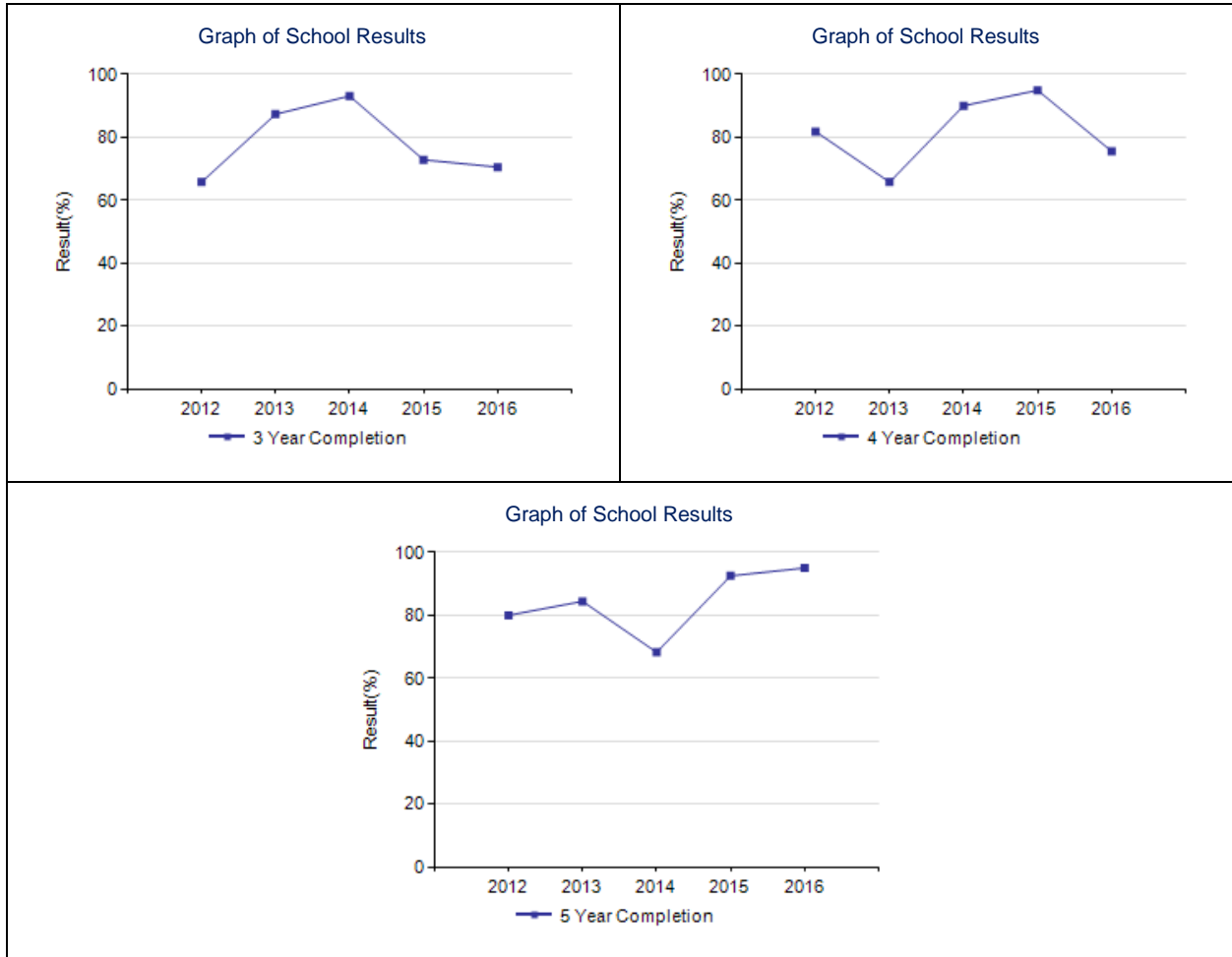
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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	65.7	87.3	93.1	72.8	70.5	68.6	74.7	73.5	69.5	72.9	74.8	75.3	76.5	76.5	77.9
4 Year Completion	81.8	65.7	90.0	94.9	75.5	76.6	74.9	78.2	77.2	73.9	79.2	79.6	79.9	81.0	81.2
5 Year Completion	80.0	84.4	68.2	92.5	95.0	77.7	78.6	75.5	80.5	78.1	80.6	81.5	82.0	82.1	83.2



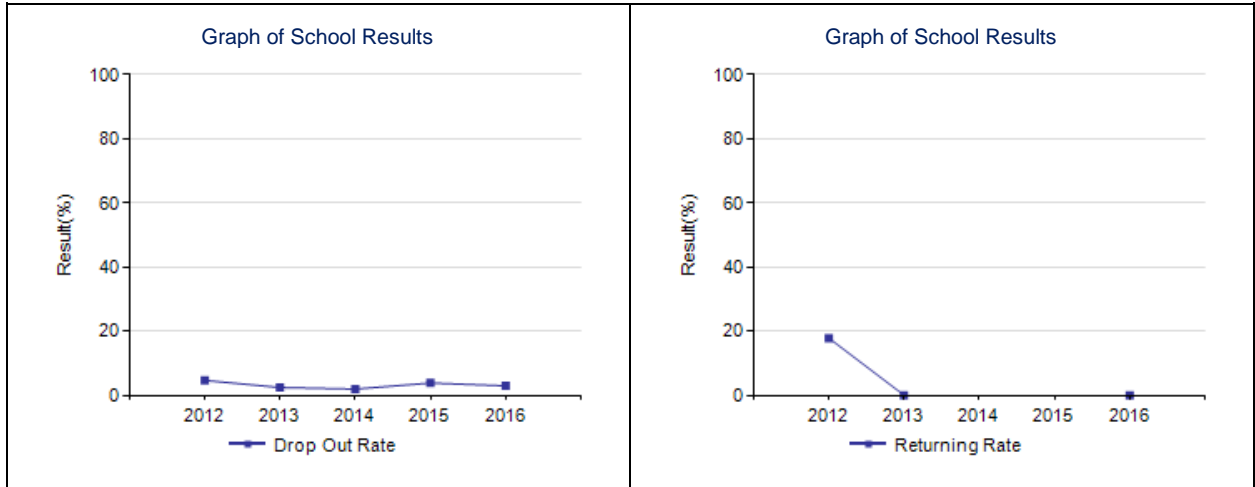
Notes:

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	4.6	2.4	1.9	3.8	2.9	4.2	3.2	4.0	4.8	3.9	3.6	3.3	3.5	3.2	3.0
Returning Rate	17.8	0.0	*	*	0.0	20.4	14.7	21.2	20.6	19.4	22.8	20.7	20.9	18.2	18.9



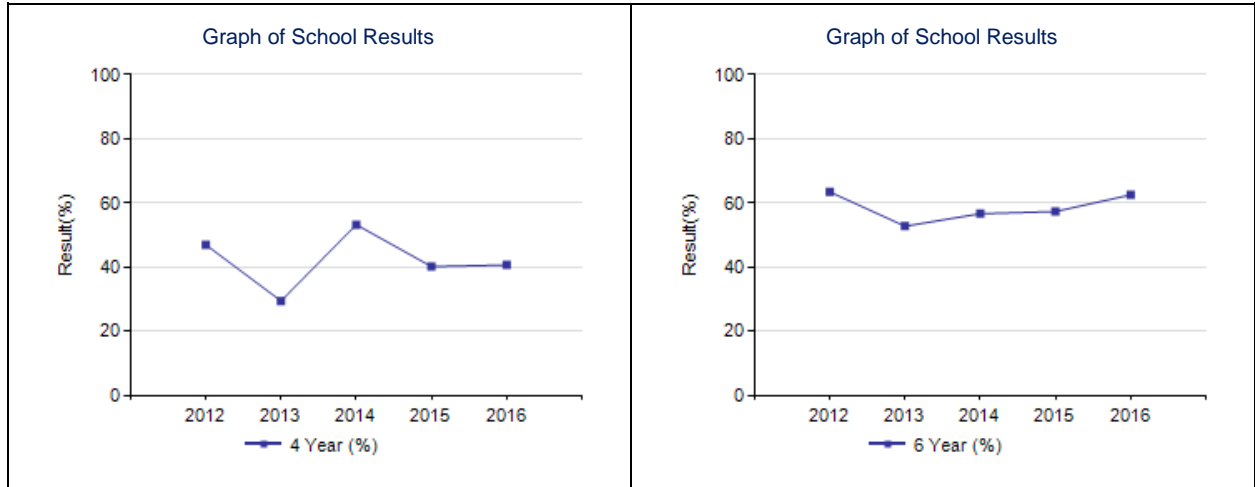
Notes:

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High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
4 Year Rate	46.9	29.4	53.2	40.1	40.6	39.2	36.9	43.6	31.7	36.9	39.4	39.7	38.3	37.0	37.0
6 Year Rate	63.4	52.7	56.6	57.3	62.5	58.1	59.9	54.8	58.3	58.8	59.3	59.0	59.7	59.4	57.9



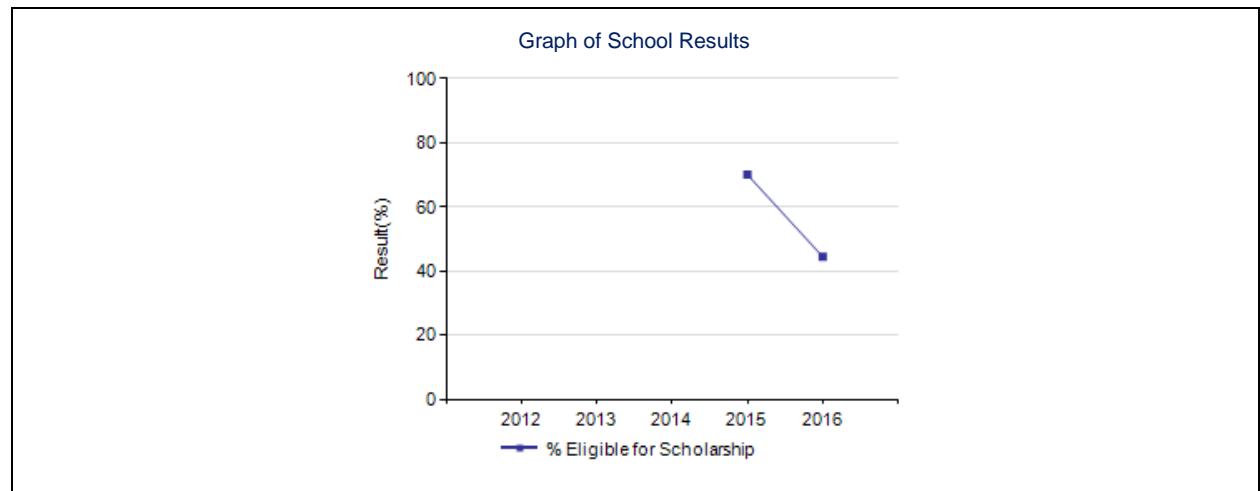
Notes:

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	70.0	44.4	n/a	n/a	n/a	48.4	52.5	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	30	18	60.0	20	66.7	11	36.7	21	70.0
2016	27	10	37.0	10	37.0	5	18.5	12	44.4



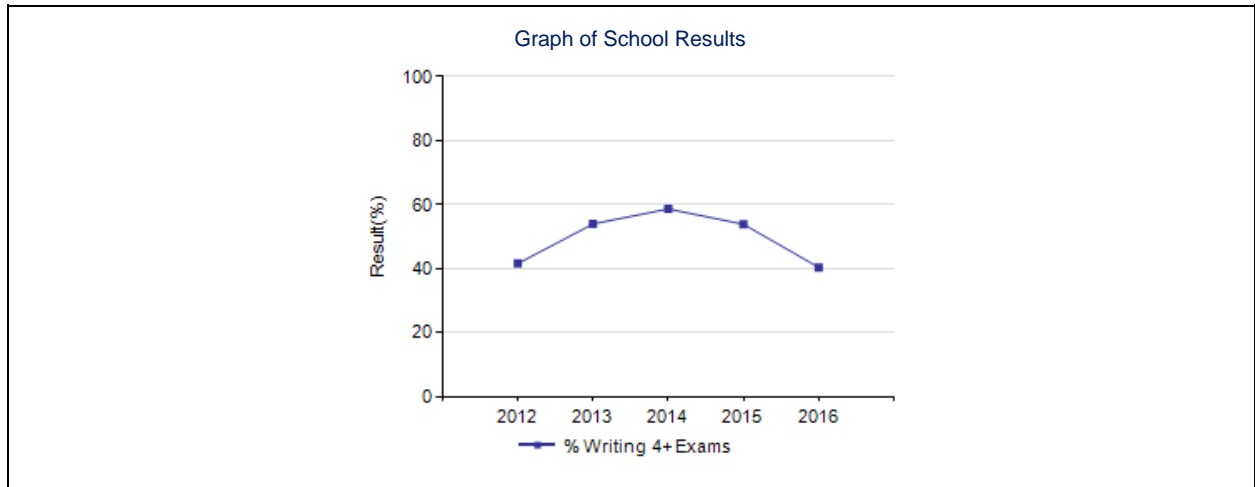
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
% Writing 0 Exams	20.5	7.5	3.4	20.9	22.8	25.1	17.1	22.0	21.7	21.9	16.5	16.6	15.7	15.7	15.0
% Writing 1+ Exams	79.5	92.5	96.6	79.1	77.2	74.9	82.9	78.0	78.3	78.1	83.5	83.4	84.3	84.3	85.0
% Writing 2+ Exams	72.6	89.9	96.6	79.1	73.8	69.0	78.1	74.9	75.7	74.6	80.5	80.3	81.4	81.2	81.9
% Writing 3+ Exams	62.3	61.6	69.0	63.3	50.3	50.6	52.9	49.6	47.7	50.2	66.8	63.3	65.0	64.7	65.2
% Writing 4+ Exams	41.5	53.9	58.6	53.8	40.3	39.2	44.7	40.9	33.2	36.7	55.9	50.1	54.4	54.6	54.9
% Writing 5+ Exams	34.6	41.1	31.0	34.8	30.2	29.8	37.2	28.4	23.2	24.9	37.5	31.5	36.3	37.1	37.5
% Writing 6+ Exams	17.3	20.5	10.3	12.7	6.7	12.9	12.4	11.1	11.4	11.8	14.3	11.4	13.1	13.8	13.6



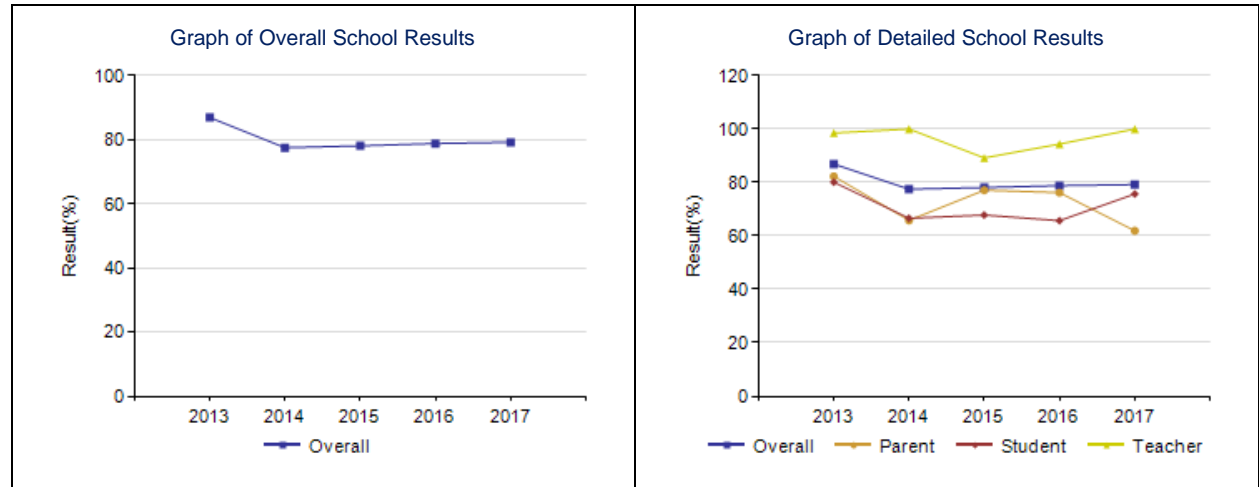
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
English Language Arts 30-1	36.7	46.2	31.0	34.4	36.7	36.9	43.5	38.6	32.6	39.7	54.7	53.9	54.0	53.2	53.9
English Language Arts 30-2	36.7	43.6	62.1	43.8	40.0	34.2	35.8	36.3	42.5	36.2	25.9	27.1	28.0	28.7	28.7
Total of 1 or more English Diploma Exams	73.3	89.7	93.1	78.1	76.7	70.4	79.0	74.6	75.1	75.4	78.6	78.7	79.7	79.5	80.0
Social Studies 30-1	50.0	51.3	34.5	34.4	30.0	32.7	38.4	30.2	28.8	34.5	47.6	45.8	45.1	43.5	45.1
Social Studies 30-2	30.0	41.0	58.6	43.8	43.3	37.3	40.6	43.4	46.8	40.9	31.9	33.7	35.2	36.7	35.8
Total of 1 or more Social Diploma Exams	70.0	92.3	93.1	78.1	73.3	68.8	79.0	73.6	75.5	74.6	78.7	78.8	79.6	79.5	80.2
Pure Mathematics 30	26.7	0.0	0.0	0.0	0.0	31.2	0.7	0.0	0.0	0.0	42.2	7.2	0.1	0.0	0.0
Applied Mathematics 30	33.3	0.0	0.0	0.0	0.0	15.4	0.0	0.0	0.0	0.0	19.5	0.2	0.0	0.0	0.0
Mathematics 30-1	n/a	46.2	24.1	37.5	20.0	n/a	37.6	31.2	21.0	25.0	n/a	29.7	37.3	37.1	36.4
Mathematics 30-2	n/a	12.8	51.7	25.0	30.0	n/a	9.2	13.2	21.0	17.7	n/a	16.7	21.4	22.4	23.6
Total of 1 or more Math Diploma Exams	60.0	59.0	69.0	62.5	50.0	46.2	46.1	43.4	40.8	40.9	61.1	52.1	57.0	57.6	58.3
Biology 30	36.7	43.6	34.5	31.3	23.3	31.2	37.6	29.2	27.9	28.9	42.8	42.2	41.4	40.6	40.7
Chemistry 30	33.3	43.6	51.7	34.4	36.7	33.1	40.2	36.6	27.0	29.7	36.5	31.5	34.7	35.7	35.5
Physics 30	23.3	30.8	20.7	34.4	13.3	20.8	19.9	16.9	15.0	14.7	20.2	17.3	20.0	19.9	19.3
Science 30	0.0	0.0	0.0	0.0	3.3	1.2	1.1	2.4	3.0	8.6	10.3	9.8	12.8	14.1	15.7
Total of 1 or more Science Diploma Exams	43.3	56.4	58.6	53.1	40.0	41.9	48.3	43.4	37.8	44.4	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

Notes:

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2. 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.
3. 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.

Citizenship – Measure Details

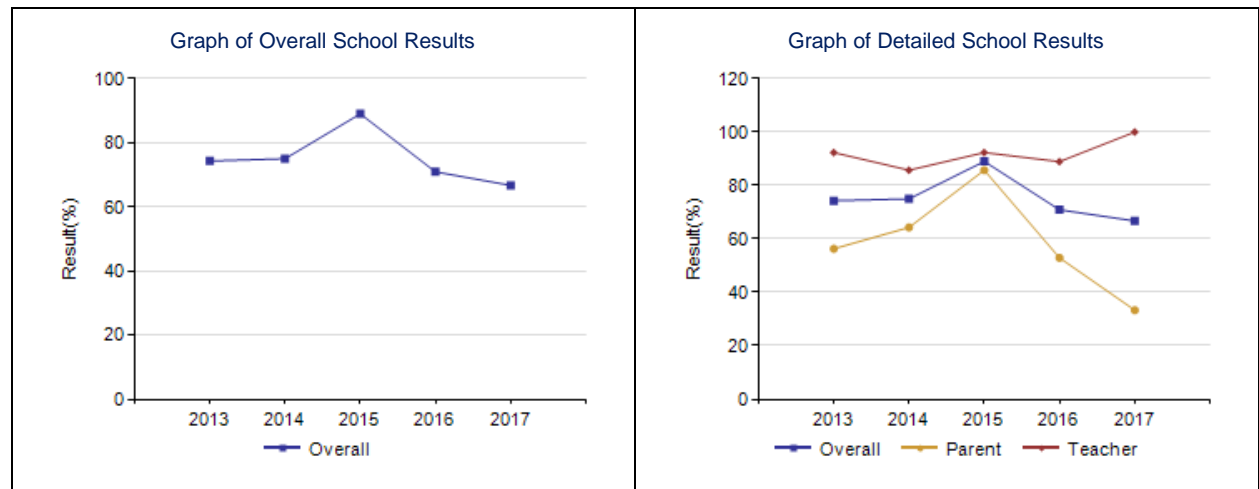
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	86.9	77.5	78.1	78.8	79.2	77.2	75.2	79.8	76.9	81.0	83.4	83.4	83.5	83.9	83.7
Teacher	98.5	100.0	89.2	94.4	100.0	92.1	92.7	93.6	92.4	95.2	93.6	93.8	94.2	94.5	94.0
Parent	82.3	65.8	77.1	76.2	61.9	69.5	68.4	80.2	71.5	75.3	80.3	81.9	82.1	82.9	82.7
Student	80.1	66.6	67.8	65.7	75.7	70.1	64.5	65.5	66.6	72.6	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/TFM (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	74.3	75.0	89.0	70.9	66.7	72.8	74.7	81.0	74.6	78.4	80.3	81.2	82.0	82.6	82.7
Teacher	92.3	85.7	92.3	88.9	100.0	86.1	84.9	87.8	88.7	92.8	89.4	89.3	89.7	90.5	90.4
Parent	56.3	64.3	85.7	52.9	33.3	59.5	64.4	74.2	60.4	63.9	71.1	73.1	74.2	74.8	75.1



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

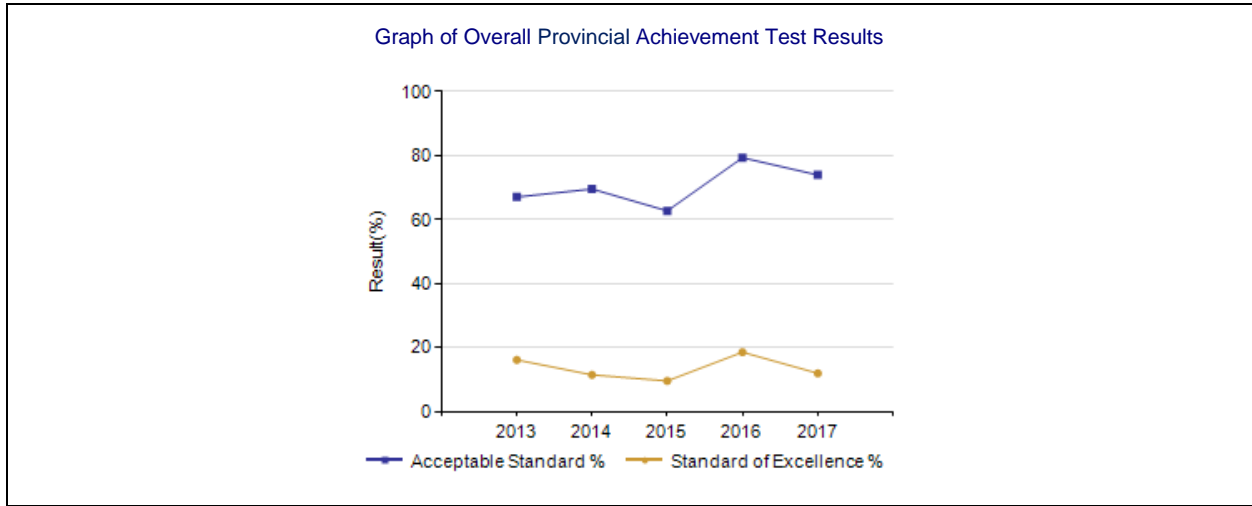
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	85.7	10.7	72.0	8.0	88.0	4.0	93.5	12.9	81.8	4.5		
	Authority	79.9	10.3	82.7	9.8	85.2	8.3	83.3	12.2	83.0	8.0		
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9		
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	82.4	17.6	76.2	28.6	70.0	30.0	80.0	4.0	96.4	14.3		
	Province	88.6	16.3	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5		
Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.0	21.6	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6		
Mathematics 6	School	67.9	17.9	80.0	8.0	64.0	4.0	80.6	19.4	63.6	4.5		
	Authority	62.6	11.8	67.0	7.1	61.9	7.0	69.2	10.0	63.2	4.7		
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6		
Science 6	School	78.6	32.1	80.0	32.0	88.0	16.0	83.9	22.6	72.7	27.3		
	Authority	73.4	21.2	77.2	21.4	77.2	19.1	77.8	24.9	76.9	22.2		
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0		
Social Studies 6	School	67.9	17.9	72.0	20.0	80.0	20.0	77.4	16.1	77.3	22.7		
	Authority	65.5	12.3	65.6	13.4	65.1	14.0	62.9	13.6	70.3	12.3		
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7		
English Language Arts 9	School	64.3	3.6	60.7	0.0	53.3	6.7	72.7	4.5	81.8	4.5		
	Authority	74.9	7.4	73.1	6.3	60.4	7.2	64.9	4.7	71.2	4.9		
	Province	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Authority	78.6	0.0	66.7	0.0	68.8	0.0	42.9	0.0	70.0	0.0		
	Province	62.4	4.3	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9		
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	92.9	14.3	95.2	4.8	*	*	83.3	8.3	58.8	0.0		
	Province	87.2	13.9	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2		
Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.0	14.5	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1		
Mathematics 9	School	50.0	10.7	59.3	3.7	36.7	3.3	85.0	15.0	60.0	5.0		
	Authority	60.6	16.0	63.5	6.8	53.6	11.2	61.7	12.0	53.4	8.8		
	Province	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*		
	Authority	81.3	6.3	46.7	6.7	75.0	10.0	40.6	6.3	66.7	9.5		
	Province	65.8	14.7	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3		
Science 9	School	67.9	17.9	78.6	7.1	60.0	13.3	76.2	33.3	84.2	10.5		
	Authority	69.0	15.0	72.9	14.5	58.1	9.3	66.3	15.7	68.1	10.3		
	Province	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*		
	Authority	83.3	27.8	53.8	15.4	62.5	6.3	60.0	10.0	66.7	0.0		
	Province	68.4	17.1	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3		
Social Studies 9	School	53.6	17.9	55.6	14.8	43.3	10.0	68.2	31.8	71.4	19.0		
	Authority	56.2	16.1	60.5	11.4	42.9	10.7	52.7	11.8	54.0	12.9		
	Province	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*		
	Authority	66.7	0.0	46.7	13.3	57.1	7.1	33.3	6.7	65.2	8.7		
	Province	64.6	13.0	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7		

Notes:

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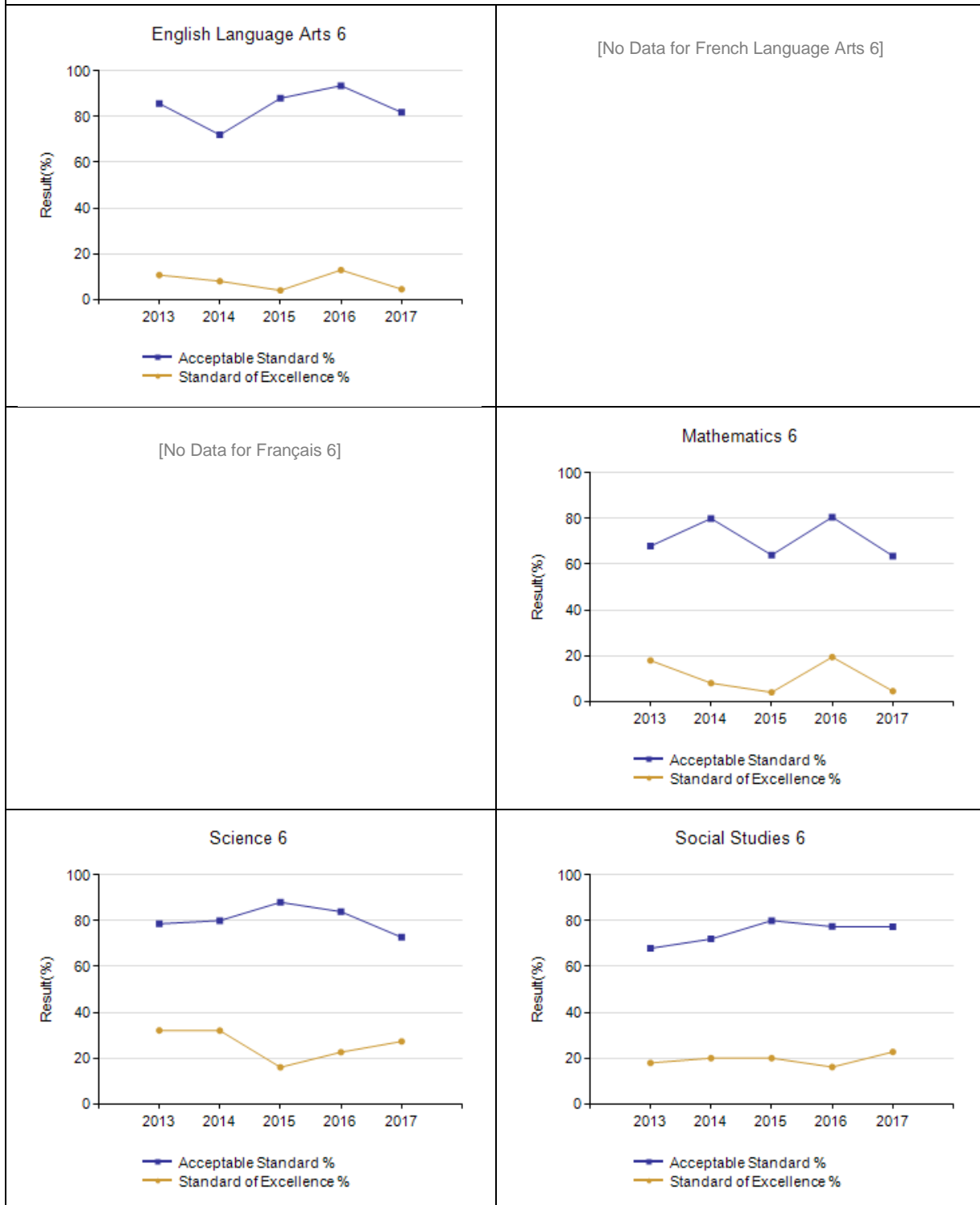
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



Notes:

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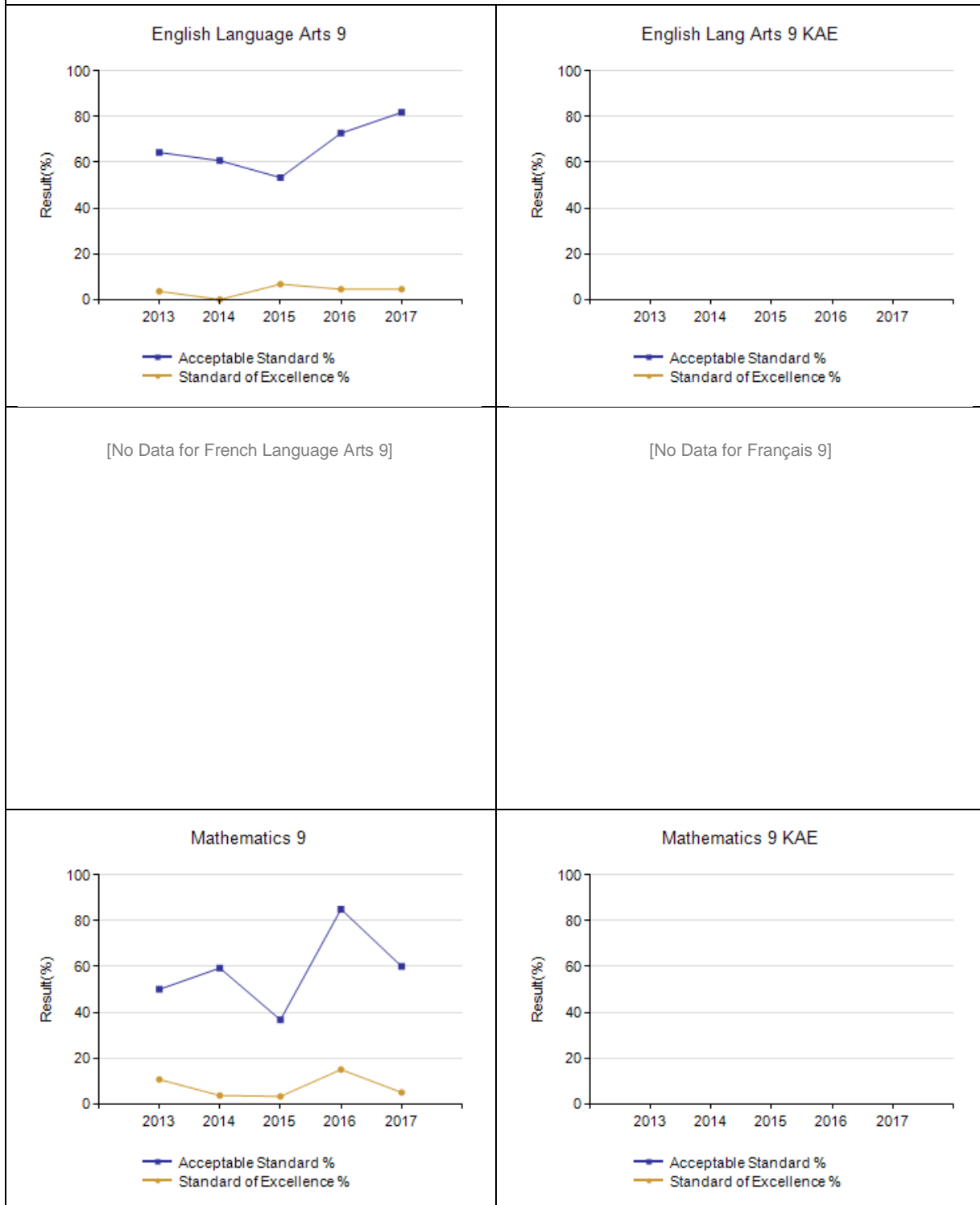
Graph of Provincial Achievement Test Results by Course



Notes:

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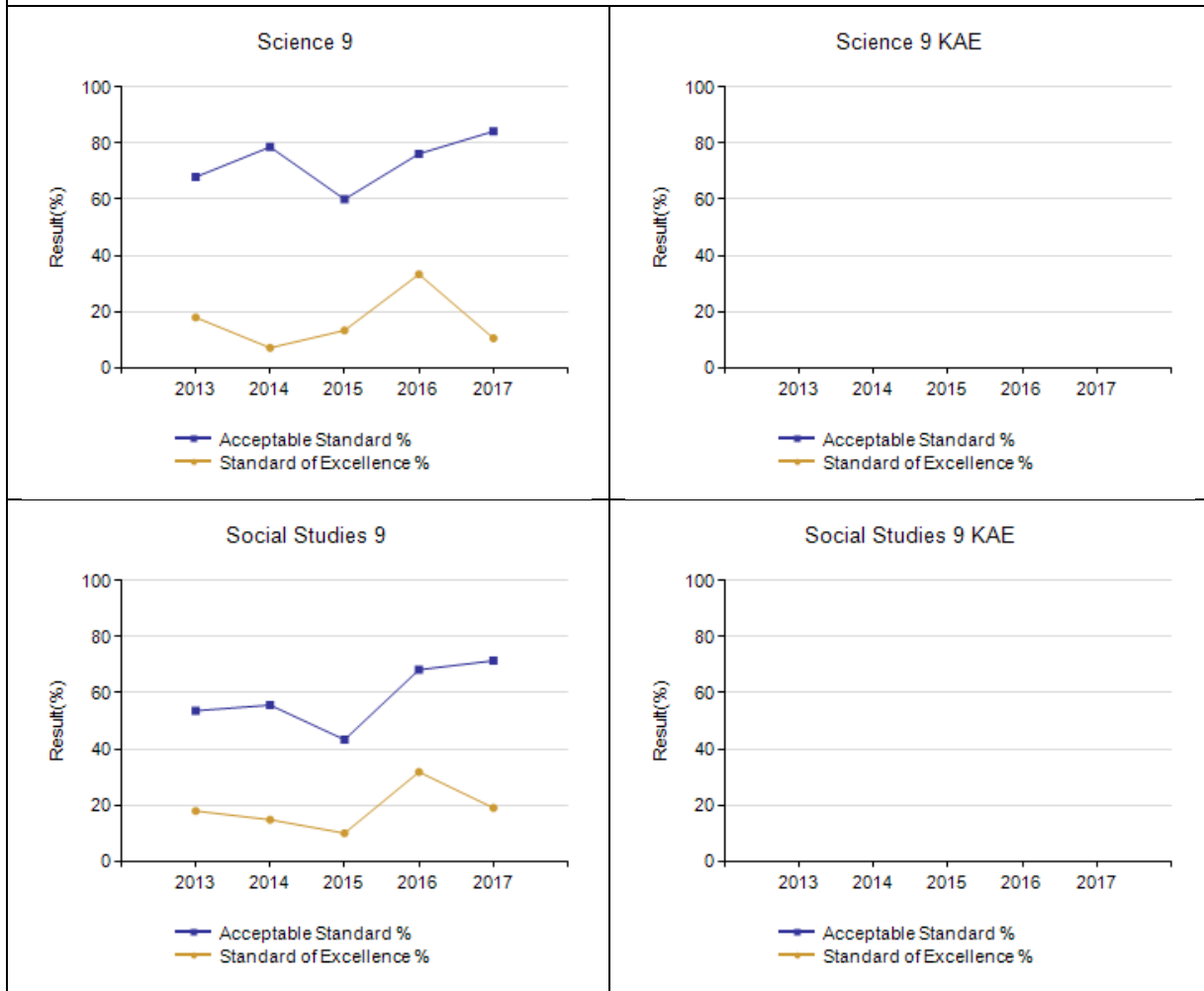
Graph of Provincial Achievement Test Results by Course



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Graph of Provincial Achievement Test Results by Course



Notes:

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PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Thorhild Central School							Alberta			
		Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	22	81.8	27	84.5	49,572	82.5	46,989	82.5
	Standard of Excellence	Very Low	Maintained	Concern	22	4.5	27	8.3	49,572	18.9	46,989	19.2
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,185	85.1	2,864	87.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,185	13.5	2,864	14.4
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	92.1	524	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	21.6	524	16.5
Mathematics 6	Acceptable Standard	Very Low	Maintained	Concern	22	63.6	27	74.9	49,507	69.4	46,906	73.0
	Standard of Excellence	Very Low	Maintained	Concern	22	4.5	27	10.5	49,507	12.6	46,906	14.5
Science 6	Acceptable Standard	Low	Maintained	Issue	22	72.7	27	84.0	49,501	76.9	46,914	76.7
	Standard of Excellence	High	Maintained	Good	22	27.3	27	23.5	49,501	29.0	46,914	25.8
Social Studies 6	Acceptable Standard	High	Maintained	Good	22	77.3	27	76.5	49,485	72.9	46,903	70.5
	Standard of Excellence	High	Maintained	Good	22	22.7	27	18.7	49,485	21.7	46,903	18.9
English Language Arts 9	Acceptable Standard	Intermediate	Improved	Good	22	81.8	27	62.3	45,487	76.8	43,746	76.3
	Standard of Excellence	Very Low	Maintained	Concern	22	4.5	27	3.7	45,487	14.9	43,746	14.9
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,428	58.8	1,576	61.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,428	5.9	1,576	4.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,763	83.1	2,625	85.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,763	11.2	2,625	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	88.9	392	87.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	26.1	392	21.6
Mathematics 9	Acceptable Standard	Low	Maintained	Issue	20	60.0	26	60.3	45,020	67.2	43,295	66.7
	Standard of Excellence	Very Low	Maintained	Concern	20	5.0	26	7.3	45,020	19.0	43,295	17.6
Mathematics 9 KAE	Acceptable Standard	*	*	*	2	*	n/a	n/a	1,848	57.5	2,026	61.8
	Standard of Excellence	*	*	*	2	*	n/a	n/a	1,848	13.3	2,026	14.0
Science 9	Acceptable Standard	Very High	Maintained	Excellent	19	84.2	26	71.6	45,445	74.0	43,808	73.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	19	10.5	26	17.9	45,445	21.4	43,808	22.4
Science 9 KAE	Acceptable Standard	*	*	*	3	*	n/a	n/a	1,440	63.9	1,547	64.1
	Standard of Excellence	*	*	*	3	*	n/a	n/a	1,440	13.3	1,547	14.8
Social Studies 9	Acceptable Standard	Intermediate	Improved	Good	21	71.4	26	55.7	45,484	67.0	43,722	65.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	21	19.0	26	18.9	45,484	20.2	43,722	19.2
Social Studies 9 KAE	Acceptable Standard	*	*	*	1	*	n/a	n/a	1,393	56.3	1,533	59.0
	Standard of Excellence	*	*	*	1	*	n/a	n/a	1,393	12.7	1,533	11.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

- 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%.
- 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.
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

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

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

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

Overall Evaluation Table

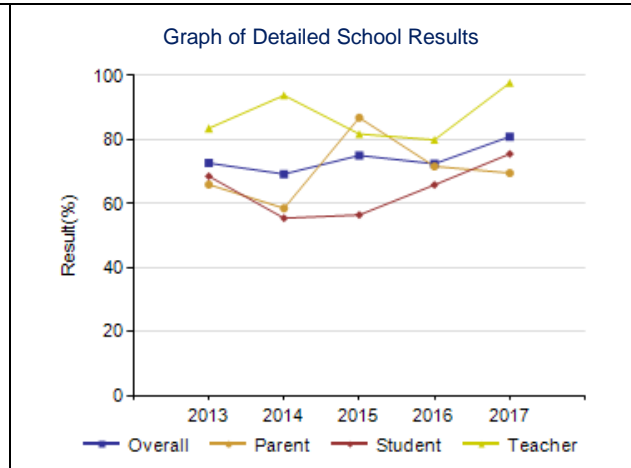
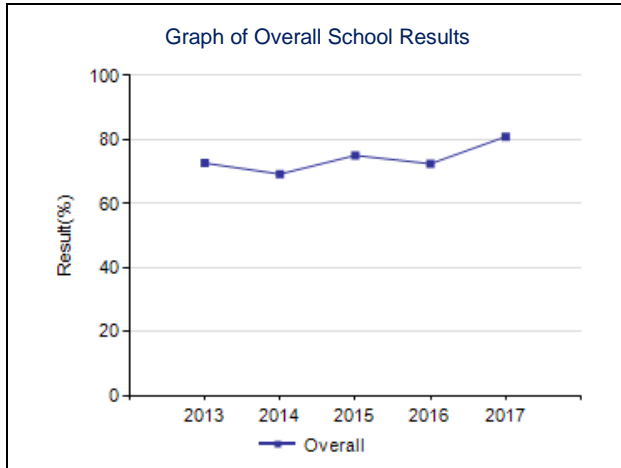
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

Program of Studies – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	72.6	69.2	75.0	72.4	80.9	73.3	69.7	73.3	73.0	76.6	81.5	81.3	81.3	81.9	81.9
Teacher	83.5	93.8	81.7	79.9	97.7	82.2	80.4	81.7	81.8	86.3	87.9	87.5	87.2	88.1	88.0
Parent	65.9	58.5	86.8	71.6	69.5	69.0	69.5	75.8	73.6	74.7	78.9	79.9	79.9	80.1	80.1
Student	68.5	55.4	56.4	65.8	75.5	68.8	59.1	62.3	63.6	68.8	77.8	76.6	76.9	77.5	77.7



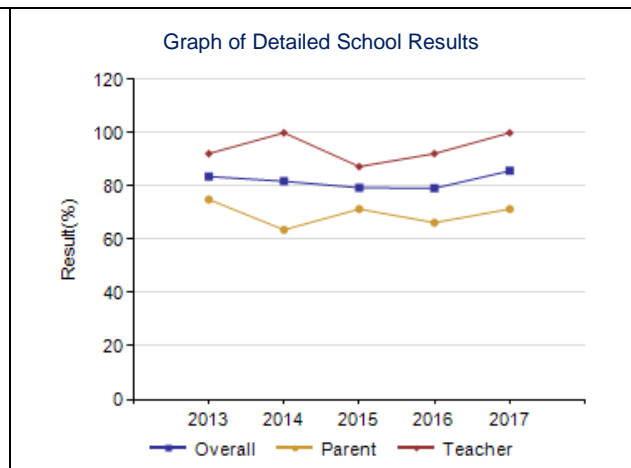
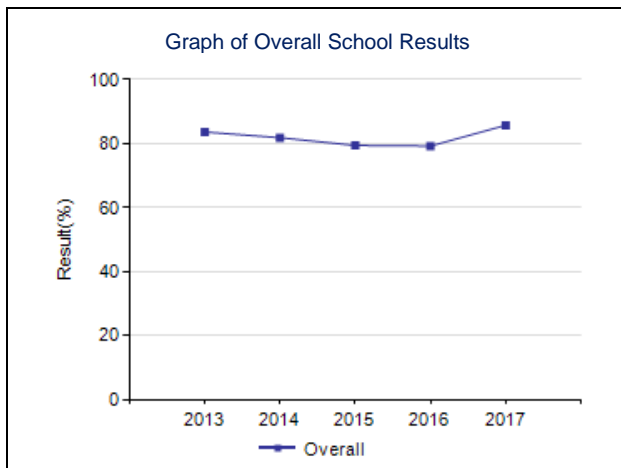
Notes:

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

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	83.6	81.8	79.4	79.2	85.7	78.0	77.1	76.9	77.0	81.3	80.3	80.6	80.7	80.9	81.2
Teacher	92.2	100.0	87.3	92.2	100.0	89.1	83.8	83.3	86.6	91.0	88.5	88.0	88.1	88.4	88.5
Parent	75.0	63.6	71.4	66.3	71.4	66.9	70.3	70.5	67.5	71.7	72.2	73.1	73.4	73.5	73.9



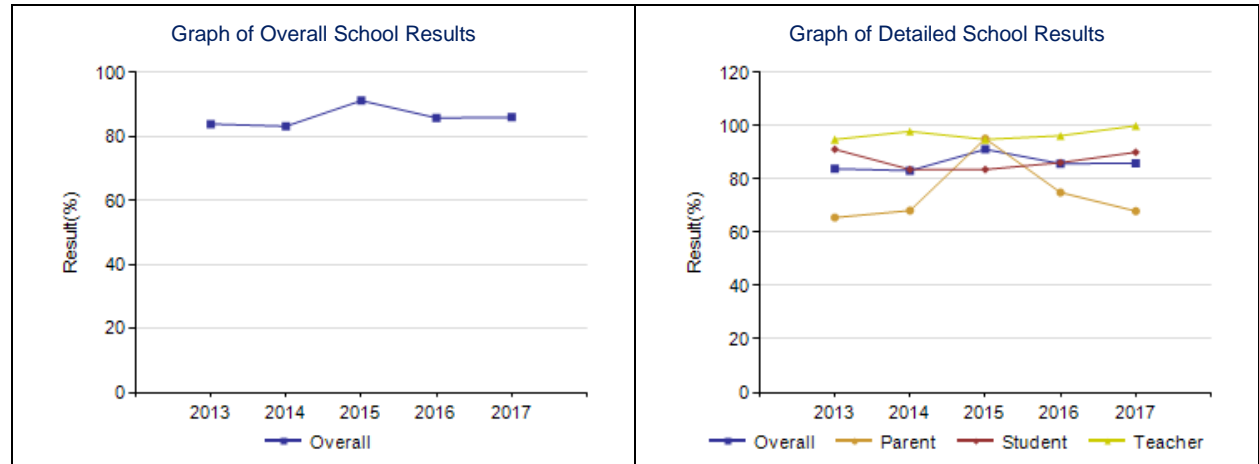
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Education Quality – Measure Details

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	83.9	83.2	91.2	85.8	86.0	85.5	83.3	86.0	84.4	87.0	89.8	89.2	89.5	90.1	90.1
Teacher	94.9	97.9	94.9	96.3	100.0	96.9	93.4	93.6	94.7	96.3	95.7	95.5	95.9	96.0	95.9
Parent	65.6	68.2	95.2	75.0	68.0	73.9	75.3	82.1	75.5	77.2	84.9	84.7	85.4	86.1	86.4
Student	91.2	83.6	83.6	86.2	90.1	85.6	81.3	82.2	83.0	87.4	88.7	87.3	87.4	88.0	88.1



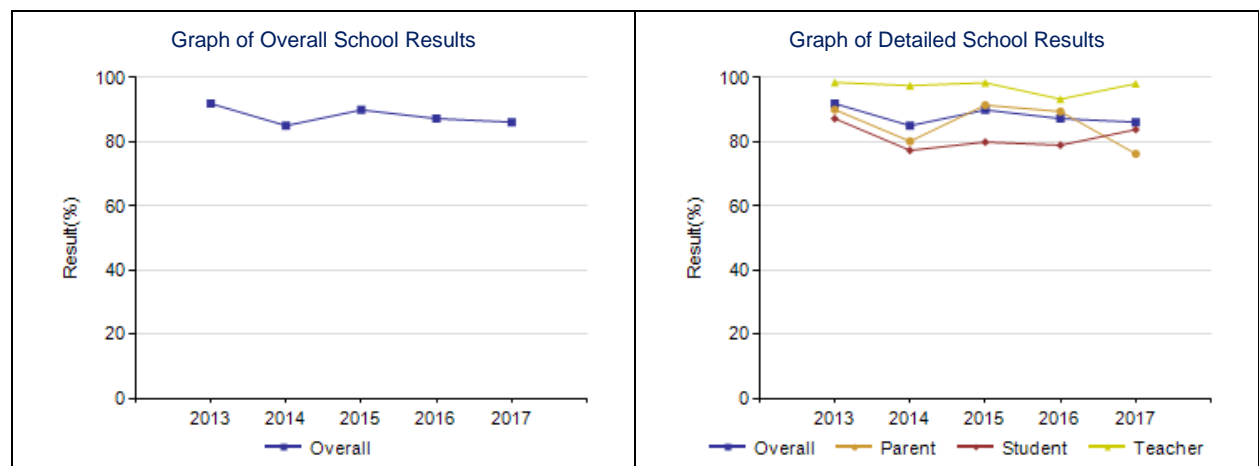
Notes:

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Safe and Caring – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	91.9	85.0	89.9	87.2	86.1	83.9	82.7	86.4	85.0	86.6	89.0	89.1	89.2	89.5	89.5
Teacher	98.5	97.5	98.4	93.3	98.1	94.3	93.7	96.4	94.6	96.2	95.0	95.3	95.4	95.4	95.3
Parent	90.0	80.1	91.4	89.4	76.2	79.4	80.3	87.4	83.3	83.1	87.8	88.9	89.3	89.8	89.9
Student	87.2	77.3	79.9	78.9	83.8	78.1	74.1	75.5	77.0	80.6	84.2	83.1	83.0	83.4	83.3



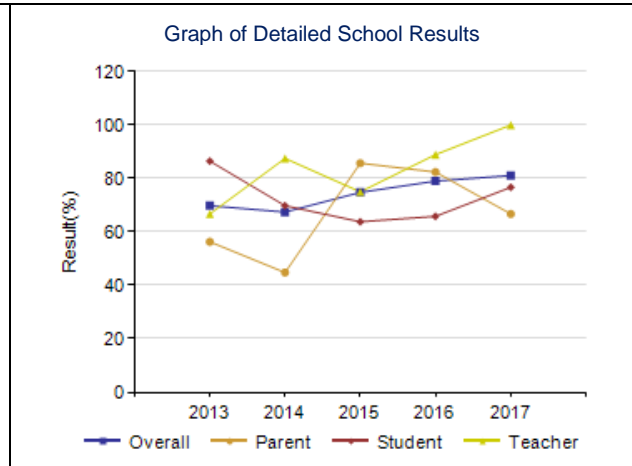
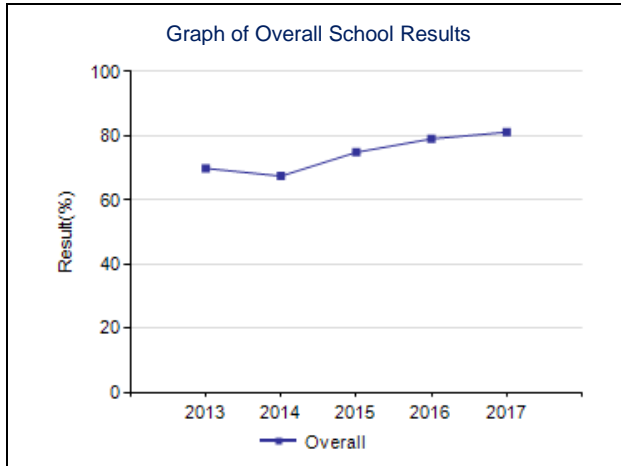
Notes:

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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	69.8	67.4	74.8	79.0	81.1	72.7	69.0	75.7	76.8	81.2	80.6	79.8	79.6	81.2	81.4
Teacher	66.7	87.5	75.0	88.9	100.0	75.5	77.5	80.2	82.6	91.5	80.9	81.3	79.8	82.3	82.2
Parent	56.3	44.8	85.7	82.4	66.7	68.0	62.1	78.4	77.9	75.4	77.9	77.0	78.5	79.7	80.8
Student	86.5	69.8	63.8	65.8	76.7	74.5	67.4	68.5	69.8	76.6	82.9	81.2	80.7	81.5	81.1



Notes:

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