



# ANNUAL EDUCATION RESULTS REPORT

Thorhild Central School 2018 - 2021



# Annual Education Results Report 2018 – 2021

## Thorhild Central School

Thorhild Central School is a Great Beginnings to Grade 12 school with a student population of 316 students. The current configuration of the student demographics includes:

- Great Beginnings – 19
- Grade ECS – 26
- Grade 1 – 20
- Grade 2 – 20
- Grade 3 – 31
- Grade 4 – 28
- Grade 5 – 23
- Grade 6 – 13
- Grade 7 – 17
- Grade 8 - 23
- Grade 9 – 24
- Grade 10 – 25
- Grade 11 – 23
- Grade 12 – 24

TCS offers singled graded classes for all elementary and junior high courses. At the high school level, all courses students require to meet the graduation requirements are offered with some of the courses being split classes. TCS has 19 teachers and 13 support staff members.

A majority of the students reside in the rural communities of Thorhild, Newbrook, and Radway and are transported to school each day by bus. A small percentage of the students reside within the hamlet of Thorhild.

TCS is located on the south western section of Aspen View Public School's division.

Within the last couple of years, TCS has worked collaboratively with parents, community, and outside agencies to expand opportunities for our students. With the support of the community, we are able to offer Work Experience, Green Certificate, and RAP placements. The School Council has been instrumental in seeking out presentations for parents and offering pancake breakfasts for our students. Outside agencies such as Family Community Support Services, Alberta Health Services, and Thorhild County work alongside our staff to offer programs and services to our families and students. Our fundraising society TEAM, Together Enhancing Academic Minds, has provided financial support for many of our curricular and co-curricular activities.

# 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 2018 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                            | 85.5                    | 86.1             | 87.7                | 89.0           | 89.5             | 89.4                | High               | Maintained  | Good       |
| Student Learning Opportunities                                | Program of Studies                         | 73.8                    | 80.9             | 76.1                | 81.8           | 81.9             | 81.7                | Intermediate       | Maintained  | Acceptable |
|   | Education Quality                          | 89.7                    | 86.0             | 87.7                | 90.0           | 90.1             | 89.9                | Very High          | Maintained  | Excellent  |
|   | Drop Out Rate                              | 2.4                     | 2.9              | 2.9                 | 2.3            | 3.0              | 3.3                 | Very High          | Maintained  | Excellent  |
|   | High School Completion Rate (3 yr)         | 69.8                    | 70.5             | 78.8                | 78.0           | 78.0             | 77.0                | Intermediate       | Maintained  | Acceptable |
| Student Learning Achievement (Grades K-9)                     | PAT: Acceptable                            | 65.2                    | 73.9             | 72.0                | 73.6           | 73.4             | 73.3                | Very Low           | Maintained  | Concern    |
|   | PAT: Excellence                            | 10.6                    | 11.9             | 13.3                | 19.9           | 19.5             | 19.2                | Low                | Maintained  | Issue      |
| Student Learning Achievement (Grades 10-12)                   | Diploma: Acceptable                        | 71.4                    | 85.0             | 78.6                | 83.7           | 83.0             | 83.0                | Very Low           | Maintained  | Concern    |
|   | Diploma: Excellence                        | 23.2                    | 15.0             | 13.6                | 24.2           | 22.2             | 21.7                | Very High          | Improved    | Excellent  |
|   | Diploma Exam Participation Rate (4+ Exams) | 48.9                    | 40.3             | 50.9                | 55.7           | 54.9             | 54.7                | Intermediate       | Maintained  | Acceptable |
|   | Rutherford Scholarship Eligibility Rate    | 63.3                    | 44.4             | 57.2                | 63.4           | 62.3             | 61.5                | n/a                | Maintained  | n/a        |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr)                     | 70.6                    | 62.5             | 58.8                | 58.7           | 57.9             | 59.0                | Very High          | Maintained  | Excellent  |
|   | Work Preparation                           | 75.0                    | 66.7             | 75.5                | 82.4           | 82.7             | 82.4                | Intermediate       | Maintained  | Acceptable |
|   | Citizenship                                | 80.9                    | 79.2             | 78.7                | 83.0           | 83.7             | 83.7                | High               | Maintained  | Good       |
| Parental Involvement  | Parental Involvement                       | 80.3                    | 85.7             | 81.4                | 81.2           | 81.2             | 81.0                | High               | Maintained  | Good       |
| Continuous Improvement  | School Improvement                         | 74.8                    | 81.1             | 78.3                | 80.3           | 81.4             | 80.7                | Intermediate       | Maintained  | Acceptable |

## 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 |      |      |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
|  | 2014                     | 2015 | 2016 | 2017 | 2018 | 2018   | Achievement | Improvement | Overall | 2019    | 2020 | 2021 |
| Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).    | 69.5                     | 62.7 | 79.3 | 73.9 | 65.2 | 80     | Very Low    | Maintained  | Concern | 81      | 82   | 83   |
| Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 11.4                     | 9.5  | 18.5 | 11.9 | 10.6 | 15     | Low         | Maintained  | Issue   | 15.5    | 15.6 | 15.7 |

### Comment on Results

(an assessment of progress toward achieving the target)

- Grade 6
  - ELA – TCS Acceptable Standard 94.1% and Provincial Average was 83.5%
  - Math - TCS Acceptable Standard 70.6% and Provincial Average was 72.9%
  - Science – TCS Acceptable Standard 82.4% and Provincial Average was 78.8%
  - Social – TCS Acceptable Standard 82.4% and Provincial Average was 75.1%
- Grade 9
  - ELA – TCS Acceptable Standard 81.0% and Provincial Average was 76.1%
  - Math - TCS Acceptable Standard 13.6% and Provincial Average was 59.2%
  - Science – TCS Acceptable Standard 76.2% and Provincial Average was 75.7%
  - Social – TCS Acceptable Standard 45.5% and Provincial Average was 66.7%
- Number of students writing – Grade 6 = 17 and Grade 9 = 22

### Strategies

- Additional instructional time for core subjects for the grade 6 - 9 students
- Adapting the schedule to increase collaboration time for teachers to review strategies, teaching techniques, best practices, and pedagogy
- Implement learning sprints into the joint elementary collaboration time
- Grade 9 students have additional time built in their timetable to supplement and enrich curriculum topics
- Offer a “PAT Prep” for grade 9 students
- Increase math instructional time for all Grade 1 – 9 classes
- Numeracy grade group meetings amongst schools
- Offering K & E program and PAT for students

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

| Performance Measure   | Results (in percentages) |      |      |      |      | Target<br>2018 | Evaluation  |             |           | Targets |      |      |
|---|--------------------------|------|------|------|------|----------------|-------------|-------------|-----------|---------|------|------|
|   | 2014                     | 2015 | 2016 | 2017 | 2018 |                | Achievement | Improvement | Overall   | 2019    | 2020 | 2021 |
| Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).    | 72.3                     | 83.0 | 67.7 | 85.0 | 71.4 | 85             | Very Low    | Maintained  | Concern   | 85.1    | 85.3 | 85.5 |
| Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results). | 8.5                      | 21.4 | 4.3  | 15.0 | 23.2 | 23.5           | Very High   | Improved    | Excellent | 23.6    | 23.7 | 23.8 |

| Performance Measure   | Results (in percentages) |      |      |      |      | Target<br>2018 | Evaluation   |             |            | Targets |      |      |
|---|--------------------------|------|------|------|------|----------------|--------------|-------------|------------|---------|------|------|
|   | 2013                     | 2014 | 2015 | 2016 | 2017 |                | Achievement  | Improvement | Overall    | 2019    | 2020 | 2021 |
| High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10. | 87.3                     | 93.1 | 72.8 | 70.5 | 69.8 | 73.9           | Intermediate | Maintained  | Acceptable | 73.9    | 74   | 74.1 |
| Drop Out Rate - annual dropout rate of students aged 14 to 18   | 2.4                      | 1.9  | 3.8  | 2.9  | 2.4  | 2.3            | Very High    | Maintained  | Excellent  | 2.2     | 2.2  | 2.1  |
| High school to post-secondary transition rate of students within six years of entering Grade 10.                        | 52.7                     | 56.6 | 57.3 | 62.5 | 70.6 | 70.7           | Very High    | Maintained  | Excellent  | 70.8    | 70.9 | 71.0 |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship.  | n/a                      | n/a  | 70.0 | 44.4 | 63.3 | 63.4           | n/a          | Maintained  | n/a        | 63.5    | 63.6 | 63.7 |
| Percentage of students writing four or more diploma exams within three years of entering Grade 10.                      | 53.9                     | 58.6 | 53.8 | 40.3 | 48.9 | 49.0           | Intermediate | Maintained  | Acceptable | 49.1    | 49.2 | 49.3 |

**Comment on Results**

*(an assessment of progress toward achieving the target)*

- ELA 30-2 – TCS Acceptable Standard 70.0% and Provincial Average was 88.0%
- Bio 30 – TCS Acceptable Standard 87.5% and Provincial Average was 86.6%
- Chem 30 – TCS Acceptable Standard 86.7% and Provincial Average was 83.6%
- Social 30-2 – TCS Acceptable Standard 42.9% and Provincial Average was 78.0%
  
- Data was not reported for Math 30, English 30-1 and Social 30-1 because each of these courses was less than the required number of students for government reporting.

**Strategies**

- Offer opportunities for students to participate in career / post-secondary fairs
- Offer and encourage students to take Diploma Prep Courses
- Continue to offer multiple methods of course delivery to ensure graduation requirements are met
- Monitor and evaluate student progress on an ongoing basis
- Offer Math 10-3 first semester and Math 10C the second semester to help students build confidence, skills, and knowledge
- Counsel and encourage students to choose the right courses for academic success based on post high school aspirations/goals
- Junior High teachers will work through My Blueprint with students
- Informing parents of the potential course selections available for students. Consider individual appointments if necessary.

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

| Performance Measure  | Results (in percentages) |      |      |      |      | Target | Evaluation   |             |             | Targets |      |      |
|--|--------------------------|------|------|------|------|--------|--------------|-------------|-------------|---------|------|------|
|  | 2014                     | 2015 | 2016 | 2017 | 2018 |        | 2018         | Achievement | Improvement | Overall | 2019 | 2020 |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.                                  | 77.5                     | 78.1 | 78.8 | 79.2 | 80.9 | 81     | High         | Maintained  | Good        | 81.1    | 81.2 | 81.3 |
| 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. | 75.0                     | 89.0 | 70.9 | 66.7 | 75.0 | 76.0   | Intermediate | Maintained  | Acceptable  | 76.5    | 77.0 | 77.5 |

**Comment on Results**

*(an assessment of progress toward achieving the target)*

- Parents perception of students modelling the characteristics of active citizenship has improved significantly
- Disconnect between parents and teachers regarding attitude and behaviours that will make students successful at work. This may be due to the fact that teachers are aware that the behaviours are being taught, but parents do not always witness students demonstrating these behaviours outside of the school.

**Strategies**

- Encourage students to be actively involved and participate in the student council activities
- Implementation of the late school procedure plan
- Health day topics related to attitude and behaviours that are important for work
- Continue to offer / encourage students to enter the work experience program, RAP program and Green Certificate Program.
- Offer CALM as a teacher taught class for all grade 10 students



## Outcome Two: Alberta’s education system supports First Nations, Métis, and Inuit students’ success

(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 |      |      |
|---|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
|   | 2014                     | 2015 | 2016 | 2017 | 2018 | 2018   | Achievement | Improvement | Overall | 2019    | 2020 | 2021 |
| Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).    | 55.6                     | 75.0 | 70.0 | 52.3 | 54.2 | 65     | Very Low    | Maintained  | Concern | 70      | 73   | 75   |
| 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). | 5.6                      | 9.4  | 5.0  | 4.5  | 4.2  | 10     | Very Low    | Maintained  | Concern | 11      | 12   | 13   |
| Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).                                     | *                        | *    | *    | 91.7 | *    |        | *           | *           | *       |         |      |      |
| Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).                                  | *                        | *    | *    | 25.0 | *    |        | *           | *           | *       |         |      |      |

### Comment on Results

(an assessment of progress toward achieving the target)

- The FNMI population at TCS is relatively low

### Strategies

- Offer counseling supports from an elder
- Elder visits to the classroom to build connection with students
- Build FNMI awareness throughout the school with FNMI cultural items, presenters
- Land Based Learning Program for all Grade 10 Students
- FNMI learning facilitator/success coach
- Explore ways to include a LBL day program for students in lower grades

*Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success (continued)*

| Performance Measure  | Results (in percentages) |      |      |      |      | Target | Evaluation  |             |           | Targets |      |      |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
|  | 2013                     | 2014 | 2015 | 2016 | 2017 | 2018   | Achievement | Improvement | Overall   | 2019    | 2020 | 2021 |
| 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   | 33.3                     | 0.0  | 7.4  | 6.3  | 0.0  | 0.0    | Very High   | Maintained  | Excellent | 0.0     | 0.0  | 0.0  |
| High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.                        | *                        | *    | *    | *    | *    |        | *           | *           | *         |         |      |      |
| Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.  | 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)*

- The FNMI population at TCS is relatively low

- Strategies**
- Build sense of belonging for all students through FNMI elder presence in the school
  - Raise FNMI cultural awareness and understanding with staff through professional development
  - Support and engage students in the Land Based Learning program for all grade 10 students
  - Explore ways to include a LBL day program for students in lower grades
  - FNMI learning facilitator/success coach

### Outcome Three: Alberta’s education system respects diversity and promotes inclusion

| Performance Measure  | Results (in percentages) |      |      |      |      | Target | Evaluation  |             |         | Targets |      |      |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
|  | 2014                     | 2015 | 2016 | 2017 | 2018 | 2018   | Achievement | Improvement | Overall | 2019    | 2020 | 2021 |
| 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. | 85.0                     | 89.9 | 87.2 | 86.1 | 85.5 | 86.0   | High        | Maintained  | Good    | 86.5    | 86.7 | 86.9 |

**Comment on Results**

*(an assessment of progress toward achieving the target)*

**Parent Perspective**

- Students safe at school increased to 100% from 83%
- Students treated fairly by teachers increased to 92% from 76%
- Teachers care about students increased to 83% from 81%
- Students are safe to and from school decreased to 83% from 90%
- Students treating other students well at school increased to 58% from 57%

**Student Perspective**

- Students treat students well increased at the grade 7-9 level to 69% from 67% and decreased to 67% from 84% at the grade 10 – 12 level
- Students feel safe to and from school
  - Grade 4-6 decreased to 31% from 79%
  - Grade 7 – 9 decreased to 76% from 86%
  - Grade 10 – 12 decreased to 89% from 96%

**Strategies**

- Health Days – Focus on positive relationships, school bus safety
- Explore alternative discipline strategies designed to build relationships
  - Restorative Justice
  - Group time during lunch breaks
- Increase supervision during unstructured times
- Build healthy supportive relationships with our bus drivers by inviting them to school events and checking in regularly to see how their routes are going
- Encourage school council to pursue workshops for parents to build healthy relationships
- Set up more designated “safe spaces” in our school for everyone
- Model appropriate relationships through our own behaviors and actions as teachers

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

| Performance Measure  | Results (in percentages) |      |      |      |      | Target | Evaluation   |             |            | Targets |      |      |
|--|--------------------------|------|------|------|------|--------|--------------|-------------|------------|---------|------|------|
|  | 2014                     | 2015 | 2016 | 2017 | 2018 | 2018   | Achievement  | Improvement | Overall    | 2019    | 2020 | 2021 |
| 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. | 69.2                     | 75.0 | 72.4 | 80.9 | 73.8 | 75     | Intermediate | Maintained  | Acceptable | 77      | 80   | 83   |

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

- There is disconnect between the parents perception of opportunity for students to participate in computers, health and a variety of subjects compared to teachers and students. Students and teachers rate these areas higher than parents.

**Strategies**

- Highlight opportunities for students to engage in one-to-one Chromebooks use
- Highlight the wide variety of options our school offers so the community is more aware of the breadth of opportunities available for students.
- Offer clubs students can join centered on these topics, such as sports teams, robotics club and arts club.
- CALM is a teacher taught course to all grade 10 students (health)

Notes:

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

| Performance Measure  | Results (in percentages) |      |      |      |      | Target<br>2018 | Evaluation   |             |            | Targets |      |      |
|--|--------------------------|------|------|------|------|----------------|--------------|-------------|------------|---------|------|------|
|  | 2014                     | 2015 | 2016 | 2017 | 2018 |                | Achievement  | Improvement | Overall    | 2019    | 2020 | 2021 |
| 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. | 67.4                     | 74.8 | 79.0 | 81.1 | 74.8 | 75.0           | Intermediate | Maintained  | Acceptable | 76.0    | 77.0 | 78.0 |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.   | 81.8                     | 79.4 | 79.2 | 85.7 | 80.3 | 83.0           | High         | Maintained  | Good       | 84.0    | 85.0 | 86.0 |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education.  | 83.2                     | 91.2 | 85.8 | 86.0 | 89.7 | 90.0           | Very High    | Maintained  | Excellent  | 90.3    | 90.5 | 90.7 |

### Comment on Results

(an assessment of progress toward achieving the target)

- Interesting to note that students have a higher perception of their school quality than parents do.
  - Parents 67%
  - Students
    - Grade 4 – 6 – 81%
    - Grade 7 – 9 – 77%
    - Grade 10 – 12 – 72%
- Large disconnect between teacher and parents regarding parental involvement in decision about their child's education. Teachers feel parents are involved, but parents do not feel the same.
  - “To what extent are you involved in decisions at your child's school?”
    - Parent 67%
  - “To what extent are parents or guardians involved in decisions at your school?”
    - Teacher – 93%
- Improvement in parent's perception of the overall quality of basic education.

### Strategies

- Publicize the work we do in the local newspaper, website and Facebook page
- Host school functions/events that give the community a chance to witness the opportunities we provide at Thorhild Central School
- Provide meaningful opportunities for parents to discuss their child's education such as orientation session for JH/SH students, meet the teacher night and parents teacher interviews.
- Support school council as a method to engage parents in the school
- Frequent communication through Remind, Google Classroom and PowerSchool
- Classroom representatives on TEAM and school council

Notes:

### **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 Course By Course Summary With Measure Evaluation

| Course                 |                        | Measure      |            | Thorhild Central School |             |         |      |      |                     | Alberta |        |      |                     |   |
|------------------------|------------------------|--------------|------------|-------------------------|-------------|---------|------|------|---------------------|---------|--------|------|---------------------|---|
|                        |                        |              |            | Achievement             | Improvement | Overall | 2018 |      | Prev 3 Year Average |         | 2018   |      | Prev 3 Year Average |   |
|                        |                        |              |            |                         |             |         | N    | %    | N                   | %       | N      | %    | N                   | % |
| English Lang Arts 30-1 | Acceptable Standard    | *            | *          | *                       | 3           | *       | 11   | 80.9 | 30,393              | 87.5    | 29,349 | 86.6 |                     |   |
|                        | Standard of Excellence | *            | *          | *                       | 3           | *       | 11   | 9.1  | 30,393              | 13.2    | 29,349 | 11.3 |                     |   |
| English Lang Arts 30-2 | Acceptable Standard    | Very Low     | Declined   | Concern                 | 10          | 70.0    | 12   | 97.6 | 16,184              | 88.0    | 16,632 | 89.1 |                     |   |
|                        | Standard of Excellence | Intermediate | Maintained | Acceptable              | 10          | 10.0    | 12   | 7.1  | 16,184              | 13.1    | 16,632 | 11.7 |                     |   |
| French Lang Arts 30-1  | Acceptable Standard    | n/a          | n/a        | n/a                     | n/a         | n/a     | n/a  | n/a  | 1,230               | 93.8    | 1,312  | 94.6 |                     |   |
|                        | Standard of Excellence | n/a          | n/a        | n/a                     | n/a         | n/a     | n/a  | n/a  | 1,230               | 11.0    | 1,312  | 9.3  |                     |   |
| Français 30-1          | Acceptable Standard    | n/a          | n/a        | n/a                     | n/a         | n/a     | n/a  | n/a  | 152                 | 97.4    | 146    | 97.6 |                     |   |
|                        | Standard of Excellence | n/a          | n/a        | n/a                     | n/a         | n/a     | n/a  | n/a  | 152                 | 23.0    | 146    | 18.6 |                     |   |
| Mathematics 30-1       | Acceptable Standard    | n/a          | n/a        | n/a                     | 6           | 50.0    | 12   | 65.7 | 20,148              | 77.8    | 20,605 | 73.3 |                     |   |
|                        | Standard of Excellence | n/a          | n/a        | n/a                     | 6           | 16.7    | 12   | 18.6 | 20,148              | 35.3    | 20,605 | 29.4 |                     |   |
| Mathematics 30-2       | Acceptable Standard    | *            | *          | *                       | 4           | *       | 10   | 41.5 | 14,362              | 74.2    | 13,516 | 74.7 |                     |   |
|                        | Standard of Excellence | *            | *          | *                       | 4           | *       | 10   | 0.0  | 14,362              | 16.4    | 13,516 | 16.1 |                     |   |
| Social Studies 30-1    | Acceptable Standard    | *            | *          | *                       | 3           | *       | 10   | 90.9 | 21,793              | 86.2    | 21,941 | 86.0 |                     |   |
|                        | Standard of Excellence | *            | *          | *                       | 3           | *       | 10   | 13.9 | 21,793              | 17.7    | 21,941 | 15.1 |                     |   |
| Social Studies 30-2    | Acceptable Standard    | Very Low     | Declined   | Concern                 | 7           | 42.9    | 11   | 82.3 | 20,391              | 78.8    | 19,847 | 81.0 |                     |   |
|                        | Standard of Excellence | Very Low     | Maintained | Concern                 | 7           | 0.0     | 11   | 5.2  | 20,391              | 12.2    | 19,847 | 12.7 |                     |   |
| Biology 30             | Acceptable Standard    | High         | Maintained | Good                    | 8           | 87.5    | 9    | 85.2 | 23,026              | 86.6    | 22,263 | 85.0 |                     |   |
|                        | Standard of Excellence | Very High    | Improved   | Excellent               | 8           | 62.5    | 9    | 19.4 | 23,026              | 36.6    | 22,263 | 32.6 |                     |   |
| Chemistry 30           | Acceptable Standard    | Very High    | Improved   | Excellent               | 15          | 86.7    | 19   | 69.4 | 18,770              | 83.6    | 19,031 | 82.3 |                     |   |
|                        | Standard of Excellence | High         | Maintained | Good                    | 15          | 33.3    | 19   | 33.2 | 18,770              | 38.3    | 19,031 | 35.8 |                     |   |
| Physics 30             | Acceptable Standard    | n/a          | n/a        | n/a                     | n/a         | n/a     | 14   | 80.5 | 9,679               | 86.2    | 10,276 | 85.1 |                     |   |
|                        | Standard of Excellence | n/a          | n/a        | n/a                     | n/a         | n/a     | 14   | 20.9 | 9,679               | 43.6    | 10,276 | 39.1 |                     |   |
| Science 30             | Acceptable Standard    | n/a          | n/a        | n/a                     | n/a         | n/a     | n/a  | n/a  | 9,426               | 85.4    | 8,651  | 84.4 |                     |   |
|                        | Standard of Excellence | n/a          | n/a        | n/a                     | n/a         | n/a     | n/a  | n/a  | 9,426               | 31.5    | 8,651  | 27.6 |                     |   |

Notes:

### 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:

### 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    |

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

|                         |                        | Thorhild Central School |                        |            |      |      |                     |      | Alberta |      |                     |      |
|-------------------------|------------------------|-------------------------|------------------------|------------|------|------|---------------------|------|---------|------|---------------------|------|
|                         |                        | Achievement             | Improvement            | Overall    | 2018 |      | Prev 3 Year Average |      | 2018    |      | Prev 3 Year Average |      |
| Course                  | Measure                |                         |                        |            | N    | %    | N                   | %    | N       | %    | N                   | %    |
| English Language Arts 6 | Acceptable Standard    | Very High               | Maintained             | Excellent  | 17   | 94.1 | 26                  | 87.8 | 51,540  | 83.5 | 48,248              | 82.7 |
|                         | Standard of Excellence | Intermediate            | Maintained             | Acceptable | 17   | 11.8 | 26                  | 7.1  | 51,540  | 17.9 | 48,248              | 19.6 |
| French Language Arts 6  | Acceptable Standard    | n/a                     | n/a                    | n/a        | n/a  | n/a  | n/a                 | n/a  | 3,326   | 85.2 | 3,007               | 86.8 |
|                         | Standard of Excellence | n/a                     | n/a                    | n/a        | n/a  | n/a  | n/a                 | n/a  | 3,326   | 12.3 | 3,007               | 13.7 |
| Français 6              | Acceptable Standard    | n/a                     | n/a                    | n/a        | n/a  | n/a  | n/a                 | n/a  | 611     | 93.3 | 528                 | 90.8 |
|                         | Standard of Excellence | n/a                     | n/a                    | n/a        | n/a  | n/a  | n/a                 | n/a  | 611     | 23.1 | 528                 | 18.0 |
| Mathematics 6           | Acceptable Standard    | Low                     | Maintained             | Issue      | 17   | 70.6 | 26                  | 69.4 | 51,486  | 72.9 | 48,172              | 71.6 |
|                         | Standard of Excellence | Intermediate            | Maintained             | Acceptable | 17   | 17.6 | 26                  | 9.3  | 51,486  | 14.0 | 48,172              | 13.6 |
| Science 6               | Acceptable Standard    | Intermediate            | Maintained             | Acceptable | 17   | 82.4 | 26                  | 81.5 | 51,517  | 78.8 | 48,180              | 77.1 |
|                         | Standard of Excellence | Intermediate            | Maintained             | Acceptable | 17   | 23.5 | 26                  | 22.0 | 51,517  | 30.5 | 48,180              | 27.1 |
| Social Studies 6        | Acceptable Standard    | High                    | Maintained             | Good       | 17   | 82.4 | 26                  | 78.2 | 51,525  | 75.1 | 48,170              | 71.4 |
|                         | Standard of Excellence | Intermediate            | Maintained             | Acceptable | 17   | 17.6 | 26                  | 19.6 | 51,525  | 23.2 | 48,170              | 20.6 |
| English Language Arts 9 | Acceptable Standard    | Intermediate            | Maintained             | Acceptable | 21   | 81.0 | 25                  | 69.3 | 46,822  | 76.1 | 44,296              | 76.5 |
|                         | Standard of Excellence | Intermediate            | Maintained             | Acceptable | 21   | 9.5  | 25                  | 5.3  | 46,822  | 14.7 | 44,296              | 14.9 |
| English Lang Arts 9 KAE | Acceptable Standard    | *                       | *                      | *          | 2    | *    | n/a                 | n/a  | 1,588   | 55.7 | 1,543               | 60.5 |
|                         | Standard of Excellence | *                       | *                      | *          | 2    | *    | n/a                 | n/a  | 1,588   | 5.9  | 1,543               | 5.6  |
| French Language Arts 9  | Acceptable Standard    | n/a                     | n/a                    | n/a        | n/a  | n/a  | n/a                 | n/a  | 2,899   | 81.4 | 2,660               | 84.0 |
|                         | Standard of Excellence | n/a                     | n/a                    | n/a        | n/a  | n/a  | n/a                 | n/a  | 2,899   | 9.8  | 2,660               | 10.7 |
| Français 9              | Acceptable Standard    | n/a                     | n/a                    | n/a        | n/a  | n/a  | n/a                 | n/a  | 358     | 82.7 | 391                 | 87.9 |
|                         | Standard of Excellence | n/a                     | n/a                    | n/a        | n/a  | n/a  | n/a                 | n/a  | 358     | 22.3 | 391                 | 24.4 |
| Mathematics 9           | Acceptable Standard    | Very Low                | Declined Significantly | Concern    | 22   | 13.6 | 23                  | 60.6 | 46,603  | 59.2 | 43,851              | 66.8 |
|                         | Standard of Excellence | Very Low                | Maintained             | Concern    | 22   | 4.5  | 23                  | 7.8  | 46,603  | 15.0 | 43,851              | 18.1 |
| Mathematics 9 KAE       | Acceptable Standard    | *                       | *                      | *          | 2    | *    | n/a                 | n/a  | 2,049   | 57.4 | 1,983               | 59.9 |
|                         | Standard of Excellence | *                       | *                      | *          | 2    | *    | n/a                 | n/a  | 2,049   | 13.6 | 1,983               | 13.6 |
| Science 9               | Acceptable Standard    | High                    | Maintained             | Good       | 21   | 76.2 | 23                  | 73.5 | 46,810  | 75.7 | 44,341              | 74.1 |
|                         | Standard of Excellence | Low                     | Declined               | Issue      | 21   | 4.8  | 23                  | 19.1 | 46,810  | 24.4 | 44,341              | 22.2 |
| Science 9 KAE           | Acceptable Standard    | *                       | *                      | *          | 2    | *    | n/a                 | n/a  | 1,528   | 64.6 | 1,522               | 64.1 |
|                         | Standard of Excellence | *                       | *                      | *          | 2    | *    | n/a                 | n/a  | 1,528   | 12.3 | 1,522               | 14.3 |
| Social Studies 9        | Acceptable Standard    | Very Low                | Declined               | Concern    | 22   | 45.5 | 24                  | 61.0 | 46,840  | 66.7 | 44,267              | 65.6 |
|                         | Standard of Excellence | Very Low                | Declined               | Concern    | 22   | 4.5  | 24                  | 20.3 | 46,840  | 21.5 | 44,267              | 19.4 |
| Social Studies 9 KAE    | Acceptable Standard    | *                       | *                      | *          | 1    | *    | n/a                 | n/a  | 1,501   | 55.2 | 1,493               | 57.2 |
|                         | Standard of Excellence | *                       | *                      | *          | 1    | *    | n/a                 | n/a  | 1,501   | 14.2 | 1,493               | 11.8 |

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. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

### Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. 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)      |

| Achievement Examination Results 2017/2018    |        |   |      |          |         |                     |      |          |        |
|--|--------|---|------|----------|---------|---------------------|------|----------|--------|
| TCS  |        |   |      |          |         |                     |      |          |        |
| Course                                       | Cohort | Acceptable Level  |      |          |         | Level of Excellence |      |          |        |
|  |        | 2018  | 3 YR | P - 2018 | P - 3YR | 2018                | 3 YR | P - 2018 | P -3YR |
| Grade 6                                      |        |   |      |          |         |                     |      |          |        |
| Language Arts                                | 17     | 94.1  | 87.8 | 83.5     | 82.7    | 11.8                | 7.1  | 17.9     | 19.6   |
| Mathematics                                  | 17     | 70.6  | 69.4 | 72.9     | 71.6    | 17.6                | 9.3  | 14       | 13.6   |
| Science                                      | 17     | 82.4  | 81.5 | 78.8     | 77.1    | 23.5                | 22   | 30.5     | 27.1   |
| Social Studies                               | 17     | 82.4  | 78.2 | 75.1     | 71.4    | 17.6                | 19.6 | 23.2     | 20.6   |
| Grade 9                                      |        |   |      |          |         |                     |      |          |        |
| Language Arts                                | 21     | 81  | 69.3 | 76.1     | 76.5    | 9.5                 | 5.3  | 14.7     | 14.9   |
| Mathematics                                  | 22     | 13.6  | 60.6 | 59.2     | 66.8    | 4.5                 | 7.8  | 15       | 18.1   |
| Science                                      | 21     | 76.2  | 73.5 | 75.7     | 74.1    | 4.8                 | 19.1 | 24.4     | 22.2   |
| Social Studies                               | 22     | 45.5  | 61   | 66.7     | 65.6    | 4.5                 | 20.3 | 21.5     | 19.4   |
| KE SS; LA; Science;Math less than 5 students |        |   |      |          |         |                     |      |          |        |
|  |        | Above provincial level of achievement   |      |          |         |                     |      |          |        |
|  |        | Improvement demonstrated over the 3 year average but not yet at provincial level of achievement |      |          |         |                     |      |          |        |

### TCS Diploma Examination Results 2017/2018

| Course       | Cohort # | Acceptable Level |          |          |          | Level of Excellence |         |          |          |
|--------------|----------|------------------|----------|----------|----------|---------------------|---------|----------|----------|
|              |          | TCS 2018         | TCS 3 YR | P - 2018 | P - 3 YR | TCS 2018            | TCS 3YR | P - 2018 | P - 3 YR |
| English 30-1 | 3        | *                |          |          |          | *                   |         |          |          |
| English 30-2 | 10       | 70.0             | 97.6     | 88.0     | 89.1     | 10.0                | 7.1     | 13.1     | 11.7     |
| Math 30 -1   | 6        | 50.0             | 65.7     | 77.8     | 73.3     | 16.7                | 18.6    | 35.3     | 29.4     |
| Math 30-2    | 4        | *                |          |          |          | *                   |         |          |          |
| Chemistry 30 | 15       | 86.7             | 69.4     | 83.6     | 82.3     | 33.3                | 33.2    | 38.3     | 35.8     |
| Biology 30   | 8        | 87.5             | 85.2     | 86.6     | 85.0     | 62.5                | 19.4    | 36.6     | 32.6     |
| Social 30-1  | 3        | *                |          |          |          |                     |         |          |          |
| Social 30-2  | 7        | 42.9             | 82.3     | 78.8     | 81.0     | 0.0                 | 5.2     | 12.2     | 12.7     |

\* Course offered with less than 6 students

Above provincial level of achievement  
 Improvement demonstrated but not yet at provincial average

| Achievement Examination Results 2017/2018 |        |   |      |          |         |                     |      |          |        |
|---|--------|---|------|----------|---------|---------------------|------|----------|--------|
| Aspen View                                |        |   |      |          |         |                     |      |          |        |
| Course                                    | Cohort | Acceptable Level  |      |          |         | Level of Excellence |      |          |        |
|   |        | 2018  | 3 YR | P - 2018 | P - 3YR | 2018                | 3 YR | P - 2018 | P -3YR |
| Grade 6                                   |        |   |      |          |         |                     |      |          |        |
| Language Arts                             | 212    | 87.7  | 83.8 | 83.5     | 82.7    | 19.3                | 9.5  | 17.9     | 19.6   |
| French Language Arts                      | 24     | 87.5  | 82.1 | 85.2     | 86.8    | 25                  | 16.1 | 12.3     | 13.7   |
| Mathematics                               | 212    | 66  | 64.8 | 72.9     | 71.6    | 9.9                 | 7.2  | 14       | 13.6   |
| Science                                   | 212    | 75.9  | 77.3 | 78.8     | 77.1    | 34.4                | 22   | 30.5     | 27.1   |
| Social Studies                            | 212    | 73.1  | 66.1 | 75.1     | 71.4    | 26.4                | 13.3 | 23.2     | 20.6   |
| Grade 9                                   |        |   |      |          |         |                     |      |          |        |
| Language Arts                             | 187    | 75.4  | 65.5 | 76.1     | 76.5    | 9.6                 | 5.6  | 14.7     | 14.9   |
| French Language Arts                      | 14     | 92.9  | 71.1 | 81.4     | 84      | 0                   | 4.2  | 9.8      | 10.7   |
| Mathematics                               | 191    | 33.5  | 56.2 | 59.2     | 66.8    | 5.8                 | 10.7 | 15       | 18.1   |
| Science                                   | 186    | 71  | 64.2 | 75.7     | 74.1    | 11.3                | 11.8 | 24.4     | 22.2   |
| Social Studies                            | 185    | 51.4  | 49.8 | 66.7     | 65.6    | 10.3                | 11.8 | 21.5     | 19.4   |
| Grade 9 Knowledge and Employability       |        |   |      |          |         |                     |      |          |        |
| Mathematics                               | 18     | 16.7  | 60.8 | 57.4     | 59.9    | 0                   | 8.6  | 13.6     | 13.6   |
| Science                                   | 17     | 41.2  | 63.1 | 64.6     | 64.1    | 5.9                 | 5.4  | 12.3     | 14.3   |
| Social Studies                            | 21     | 47.6  | 51.9 | 55.2     | 57.2    | 4.8                 | 7.5  | 14.2     | 11.8   |
| Language Arts                             | 20     | 41.2  | 60.5 | 55.7     | 60.5    | 5.9                 | 0    | 5.9      | 5.6    |
|   |        | Above provincial level of achievement   |      |          |         |                     |      |          |        |
|   |        | Improvement demonstrated over the 3 year average but not yet at provincial level of achievement |      |          |         |                     |      |          |        |

## AVPS Diploma Examination Results 2017/2018

| Course       |    | Acceptable Level   |          |          |          | Level of Excellence |        |         |         |
|--------------|----|--|----------|----------|----------|---------------------|--------|---------|---------|
|              |    | A - 2018   | A - 3 YR | P - 2018 | P - 3 YR | A - 2018            | A -3YR | P -2018 | P -3 YR |
| English 30-1 | 84 | 83.3   | 81.7     | 87.5     | 86.6     | 6.0                 | 6.8    | 13.2    | 11.3    |
| English 30-2 | 58 | 81.0   | 87.8     | 88.0     | 89.1     | 6.9                 | 6.8    | 13.1    | 11.7    |
| Math 30-1    | 55 | 54.5   | 53.2     | 77.8     | 73.3     | 14.5                | 13.4   | 35.3    | 29.4    |
| Math 30-2    | 52 | 53.8   | 49.6     | 74.2     | 74.7     | 3.8                 | 10.2   | 16.4    | 16.1    |
| Biology 30   | 64 | 87.5   | 84.7     | 86.6     | 85.0     | 35.9                | 23.2   | 36.6    | 32.6    |
| Chemistry 30 | 70 | 77.1   | 75.2     | 83.6     | 82.3     | 27.1                | 23.6   | 38.3    | 35.8    |
| Physics 30   | 16 | 93.8   | 77.1     | 86.2     | 85.1     | 31.3                | 23.7   | 43.6    | 39.1    |
| Science 30   | 33 | 81.8   | 79.8     | 85.4     | 84.4     | 24.2                | 40.8   | 31.5    | 27.6    |
| Social 30-1  | 76 | 73.7   | 75.5     | 86.2     | 86.0     | 14.5                | 7.0    | 17.7    | 15.1    |
| Social 30-2  | 55 | 55.8   | 67.3     | 78.8     | 81.0     | 1.3                 | 3.3    | 12.2    | 12.7    |
|              |    | Above provincial level of achievement                      |          |          |          |                     |        |         |         |
|              |    | Improvement demonstrated but not yet at provincial average |          |          |          |                     |        |         |         |