

School Education Plan 2016 – 2019



"Preparing Young Minds for the Challenges of Tomorrow"

Ralston School



"Everyone Learning Together"

School Profile, Trends and Future Directions

Ralston School opened in 1948 with two teachers, two classrooms and 30 students. Today, there are approximately 165 students in 10 grades with 12 teachers and 7 support staff. The school was originally operated by DRES (Defence Research Establishment Suffield) which turned over the responsibility of operations to the Department of National Defence in 1972. The Cypress School Board assumed administrative control of the school in 1993. In 1994, Cypress became part of the Prairie Rose School Division. Ralston School provides education for students in Reception through Grade 9 which follows Canadian curriculum. High school students from Grades 10 - 12 attend schools in Medicine Hat and Dunmore. Ralston is located just 30 minutes west of Medicine Hat, Alberta and 2.5 hours East of Calgary, Alberta. Ralston is the married quarters for Canadian Forces Base Suffield. Medicine Hat is a modern Canadian city of 66,000.

Since our school serves mostly military families, we have unstable enrollment numbers. We may start the year with considerably more, or fewer, students than we anticipated. This creates issues with both staffing and timetabling since last minute changes are the norm rather than the exception.

The transient nature of our student population brings with it the expected challenges in settling students and developing a program for each individual. Additionally, since most of our students are not from Canada, student records may not arrive for a considerable length of time and students come with a different educational background due to curriculum differences. Interval assessments in reading in association with the implementation of leveled literacy and to some extent numeracy, has helped mitigate the issue.

U.K. students typically access music and modern language choices at eleven years of age; therefore, additional specialist teaching expertise has been added to provide teachers for these programs.

A continuing area of staff development is in the area of "Differentiated Learning" and time and effort is spent in this area by staff. Continued refinement in this area should yield positive results in the areas of more responsive student programming and in the area of Standard of Excellence in provincial achievement testing.

Communication and Public Relations are an even greater challenge here since most of our students are from another country. Staff in various positions in both the British and Canadian military also change often which presents a communications challenge. Key to success in this area is the development and maintenance of close ties with both militaries and key personnel with in them.

In summary, the transient nature of most of our students combined with the UK school background of most of our students presents unique challenges for parents and staff. Consequently, this often reflects as a concern on our Accountability Pillar results. This has been an issue at Ralston School for a number of years. The school has responded in a number of ways to address this by providing a guided tour of the school to new families using a checklist to discuss these expectations upon registration and by adding staff with specializations in the identified areas. Our website has also been updated to include a "Message to British Parents" that outlines some of these differences to help prepare parents for these differences in advance of their arrival.

Continuous Improvement data on the Accountability Pillar is generally difficult to truly evaluate as most of our parents are here from two to three years and really do not have a multi-year perspective of the school and school initiatives.

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 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 Private School Authorities.

Combined 2016 Accountability Pillar Overall Summary

| Measure Category | Measure Category Evaluation | Measure | Ralston 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 | Acceptable | Safe and Caring | 83.5 | 79.8 | 86.8 | 89.5 | 89.2 | 89.1 | Intermediate | Maintained | Acceptable |
| Student Learning Opportunities | n/a | Program of Studies | 91.0 | 87.9 | 84.2 | 81.9 | 81.3 | 81.4 | Very High | Maintained | Excellent |
| | | Education Quality | 82.9 | 83.0 | 85.3 | 90.1 | 89.5 | 89.5 | Low | Maintained | Issue |
| | | Drop Out Rate | * | 8.9 | 16.4 | 3.2 | 3.5 | 3.5 | * | * | * |
| | | High School Completion Rate (3 yr) | n/a | n/a | n/a | 76.5 | 76.5 | 75.5 | n/a | n/a | n/a |
| Student Learning Achievement (Grades K-9) | Acceptable | PAT: Acceptable | 71.4 | 76.7 | 70.6 | 73.6 | 72.9 | 73.4 | Intermediate | Maintained | Acceptable |
| | | PAT: Excellence | 17.1 | 21.7 | 12.2 | 19.4 | 18.8 | 18.6 | Intermediate | Maintained | Acceptable |
| Student Learning Achievement (Grades 10-12) | n/a | Diploma: Acceptable | n/a | n/a | n/a | 85.0 | 85.2 | 85.1 | n/a | n/a | n/a |
| | | Diploma: Excellence | n/a | n/a | n/a | 21.0 | 21.0 | 20.5 | n/a | n/a | n/a |
| | | Diploma Exam Participation Rate (4+ Exams) | n/a | n/a | n/a | 54.6 | 54.4 | 53.5 | n/a | n/a | n/a |
| | | Rutherford Scholarship Eligibility Rate | n/a | n/a | n/a | 60.8 | n/a | n/a | n/a | n/a | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | n/a | Transition Rate (6 yr) | n/a | n/a | n/a | 59.4 | 59.7 | 59.3 | n/a | n/a | n/a |
| | | Work Preparation | 70.8 | 84.4 | 83.8 | 82.6 | 82.0 | 81.1 | Low | Maintained | Issue |
| | | Citizenship | 79.7 | 74.9 | 80.2 | 83.9 | 83.5 | 83.4 | High | Maintained | Good |
| Parental Involvement | Excellent | Parental Involvement | 83.2 | 83.7 | 78.5 | 80.9 | 80.7 | 80.5 | Very High | Maintained | Excellent |
| Continuous Improvement | Good | School Improvement | 79.5 | 74.6 | 72.6 | 81.2 | 79.6 | 80.0 | High | Improved | Good |

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- 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.
- 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), Social Studies (Grades 6, 9, 9 KAE).
- 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- 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.
- 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.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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 - 73.77 | 73.77 - 80.97 | 80.97 - 86.66 | 86.66 - 90.29 | 90.29 - 100.00 |
| Diploma: Excellence | 0.00 - 7.14 | 7.14 - 13.15 | 13.15 - 19.74 | 19.74 - 24.05 | 24.05 - 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 | | |
|--|--------------------------|------|------|------|------|--------|--------------|-------------|------------|---------|------|------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2016 | Achievement | Improvement | Overall | 2017 | 2018 | 2019 |
| Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | 57.7 | 61.0 | 74.2 | 76.7 | 71.4 | 75 | 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). | 1.9 | 7.0 | 7.9 | 21.7 | 17.1 | 19 | Intermediate | Maintained | Acceptable | | | |

Comment on Results

(an assessment of progress toward achieving the target)

Given the transiency of our student population our results are often difficult to predict or plan for. One specific example is that we can and have students arriving in the spring that are expected to write achievement exams. We also tend to have small numbers in our junior high classes therefore one or two very high or low achieving students tend to reflect strongly on our scores.

Strategies

- increased emphasis on improving literacy skills
- focus emphasis on building vocabulary
- look for clues on how to improve results from exam analysis (SI Day)
- continue to monitor F and P benchmark results
- utilizing and improving usage of Scholastic classroom libraries
- implement the use of Early Years Evaluation Planning Tools
- add additional classroom support (EA time) to help all students reach their potential
- analyze data from the accountability pillar and TTFM
- hired a science/math specialist in junior high to help improve results in those areas

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. 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), Social Studies (Grades 6, 9, 9 KAE).
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.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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

[No Data for Diploma Exam Results]

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | Achievement | Improvement | Overall | 2017 | 2018 | 2019 |
| High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10. | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |
| Drop Out Rate - annual dropout rate of students aged 14 to 18 | 16.1 | 25.2 | 15.1 | 8.9 | * | | * | * | * | | | |
| High school to post-secondary transition rate of students within six years of entering Grade 10. | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship. | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |
| Percentage of students writing four or more diploma exams within three years of entering Grade 10. | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |

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

Nothing in this specific outcome pertains to our school.

Strategies

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. 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.
3. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
4. 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.
5. 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.
6. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2016 | Achievement | Improvement | Overall | 2017 | 2018 | 2019 |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | 77.3 | 82.6 | 83.3 | 74.9 | 79.7 | 82 | 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. | 73.2 | 83.7 | 83.3 | 84.4 | 70.8 | 85 | Low | Maintained | Issue | | | |

Comment on Results

(an assessment of progress toward achieving the target)

-First measure score demonstrates success with active citizenship while our second measure score in regards to “employment skills” came up low. We are thinking this could be a possible one-year aberration and while we have improvement measures in place we are hoping that our results return more to the 5-year normality it has been in the past.

Strategies

- encourage teacher collaboration across Division levels in order to coordinate messages to students with regards to characteristics of active citizenship. Use specific SI day time to plan out specific collaboration.
- continue and increase service projects completed by all classes throughout the school (food drives, creating beds for animals at the SPCA, Terry Fox, donations for SAFFA, community clean up, random acts of kindness not only on Nov 4 but helping with duties throughout the year)
- students in grades 6-9 volunteering to supervise younger students and help them out at lunch time
- increase the number of CTF options
- added Junior Achievement sessions in with grades 5 and 6 as well as Junior High in order to help teach about looking towards future financial planning and options

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool 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 achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone schools only)

[No Data for Overall FNMI Results]

Comment on Results

(an assessment of progress toward achieving the target)

We have no reliable data nor any identified Indigenous students in regards to our school at this time. We still address Indigenous issues within our classes and at the Junior High level discussions about reconciliation and residential schools is a topic that is emphasized. We also take an active role in making sure an Indigenous themed activity that our entire school takes part in, in conjunction with CFB Suffield.

Strategies

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. 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), Social Studies (Grades 6, 9, 9 KAE).
3. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
4. 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.
5. 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.
6. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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

[No Data for Overall FNMI Results]

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

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. 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.
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. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Three: Alberta's education system is inclusive

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|--------------|-------------|------------|---------|------|------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2016 | Achievement | Improvement | Overall | 2017 | 2018 | 2019 |
| 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. | 89.8 | 92.5 | 88.2 | 79.8 | 83.5 | 86 | Intermediate | Maintained | Acceptable | | | |

Comment on Results

(an assessment of progress toward achieving the target)

There are also many stark differences between UK and Canadian schools that make it hard for UK parents to trust our system. Sometimes it is hard to gain this trust to a high level within a short time frame when many of our families have only just arrived, so we are constantly working on adding and improving strategies to help make all of our families feel safe and cared for.

Strategies

- used our SI time before the school year started to focus on improving student/staff wellness this year (greeting students at the classroom door, beef and bouquet days, recognizing the obstacles many of our students have as military students)***
- using Andy and Ella with regards to Hour Zero to help students understand and feel safe during safety protocols***
- recognition committee established on staff to help organize methods of recognizing students who help create a positive school environment through their actions***
- continue and improve upon community events organized in hopes of fostering open communication and relationship building opportunities (tours of our school for new families, community events, school open house, both British and Canadian recognition of special days, coffee mornings with admin***

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool 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 Four: Alberta has excellent teachers, school and school authority leaders

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2016 | Achievement | Improvement | Overall | 2017 | 2018 | 2019 |
| Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. | 78.6 | 87.8 | 77.0 | 87.9 | 91.0 | 92 | Very High | Maintained | Excellent | | | |

Comment on Results

(an assessment of progress toward achieving the target)

The trend seems to be that teachers, parents and students are satisfied with the broad program of studies we provide, even though we are a smaller school.

Strategies

- increase CTF option course choices
- Junior achievement programs increased at the Junior High level as well as having added in the Grades 5 and 6's as well
- Grades 5/6 go to the large gym for enhanced Physical Education opportunities as well as space
- emphasized with staff to take part in fine arts opportunities such as School Art at the Esplanade as well as Kaleidoscope
- increasing efforts to attend fine arts experiences such as plays, musical acts, etc. (Infinitus at the Esplanade)
- continue to look for ways to liaise with the BATUS and CFB Suffield to utilize their expertise and hands on experience in various areas

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool 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 Five: The education system is well governed and managed

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2016 | Achievement | Improvement | Overall | 2017 | 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. | 80.6 | 75.6 | 67.6 | 74.6 | 79.5 | | High | Improved | Good | | | |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | 74.5 | 83.5 | 68.3 | 83.7 | 83.2 | | Very High | Maintained | Excellent | | | |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | 90.0 | 92.0 | 80.8 | 83.0 | 82.9 | | Low | Maintained | Issue | | | |

Comment on Results

(an assessment of progress toward achieving the target)

With regards to the first measure we are trending upwards in a solid fashion since the wholesale change of admin took place in 2014.

Have developed a strong relationship between school council, admin team and board members.

Our teacher and student satisfaction in these measures are both quite high. It is our parents that tend to bring down our numbers overall. We feel this relates back to the trust factor alluded to with regards to the Alberta Education system vs. the UK education system.

Strategies

- continue and improve upon community events organized in hopes of fostering open communication and relationship building opportunities (tours of our school for new families, community events, school open house, both British and Canadian recognition of special days, coffee mornings with admin**
- provided parents with all applicable information in regards to using School Messenger**
- parents asked for greater clarity with curriculum and in response teachers held an information session in September**
- many teachers have added in an informational monthly newsletter to keep parents better informed in regards to curriculum and activities happening within their classrooms**
- our Facebook and website messaging continues to increase and seems to be very effective in helping us share information with our parents and students**
- daily messages necessary between teachers and parents using agendas in grades 1-6**
- given the high percentage of parents at our school who are able to collect their children at the end of the day, teachers are encouraged to get outside and visit with parents during this time in order to improve relationships, trust and even communication**

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

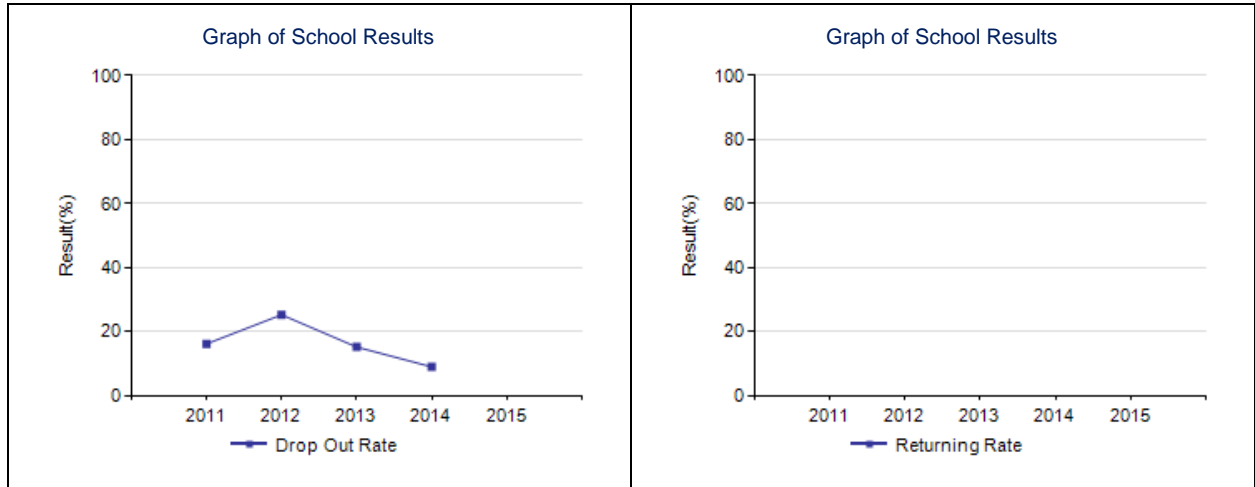
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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.

Drop Out Rate – Measure Details

| Drop Out Rate - annual dropout rate of students aged 14 to 18 | | | | | | | | | | | | | | | |
|---|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | School | | | | | Authority | | | | | Province | | | | |
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2011 | 2012 | 2013 | 2014 | 2015 | 2011 | 2012 | 2013 | 2014 | 2015 |
| Drop Out Rate | 16.1 | 25.2 | 15.1 | 8.9 | * | 4.5 | 2.9 | 3.3 | 2.5 | 2.0 | 3.8 | 3.6 | 3.3 | 3.5 | 3.2 |
| Returning Rate | * | * | * | * | * | 22.1 | 14.3 | 3.7 | 21.3 | 12.4 | 23.2 | 22.8 | 20.7 | 20.9 | 18.2 |



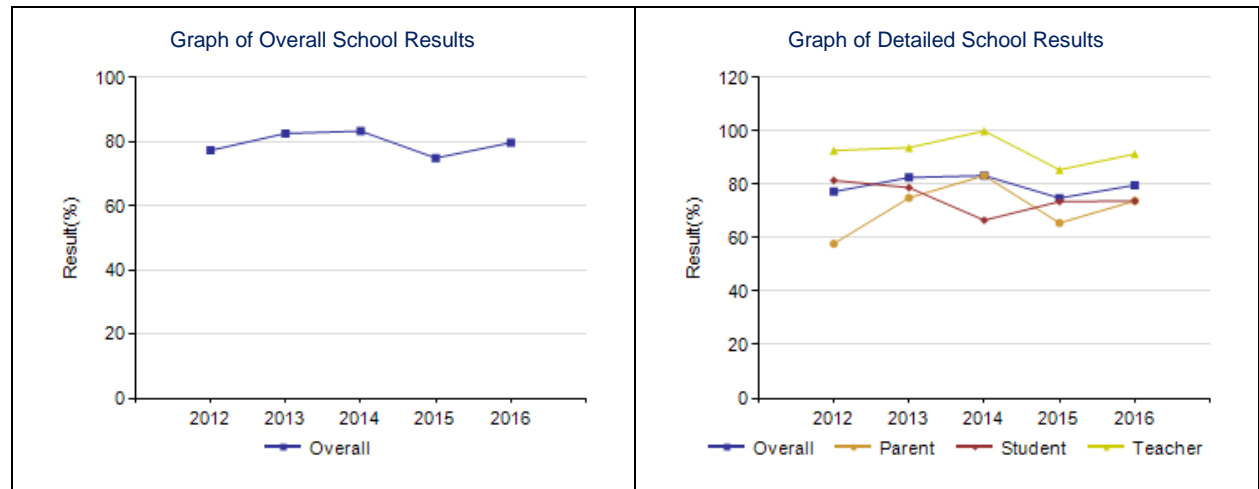
Notes:

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

Citizenship – Measure Details

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

| | School | | | | | Authority | | | | | Province | | | | |
|---------|--------|------|-------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2012 | 2013 | 2014 | 2015 | 2016 | 2012 | 2013 | 2014 | 2015 | 2016 |
| Overall | 77.3 | 82.6 | 83.3 | 74.9 | 79.7 | 83.5 | 84.6 | 82.9 | 82.6 | 86.8 | 82.5 | 83.4 | 83.4 | 83.5 | 83.9 |
| Teacher | 92.7 | 93.8 | 100.0 | 85.5 | 91.4 | 94.4 | 94.7 | 95.7 | 95.7 | 96.6 | 93.1 | 93.6 | 93.8 | 94.2 | 94.5 |
| Parent | 57.8 | 75.0 | 83.3 | 65.6 | 73.8 | 76.9 | 81.0 | 79.1 | 77.9 | 84.3 | 79.4 | 80.3 | 81.9 | 82.1 | 82.9 |
| Student | 81.5 | 78.8 | 66.6 | 73.6 | 73.8 | 79.3 | 78.1 | 74.0 | 74.3 | 79.4 | 75.0 | 76.2 | 74.5 | 74.2 | 74.5 |

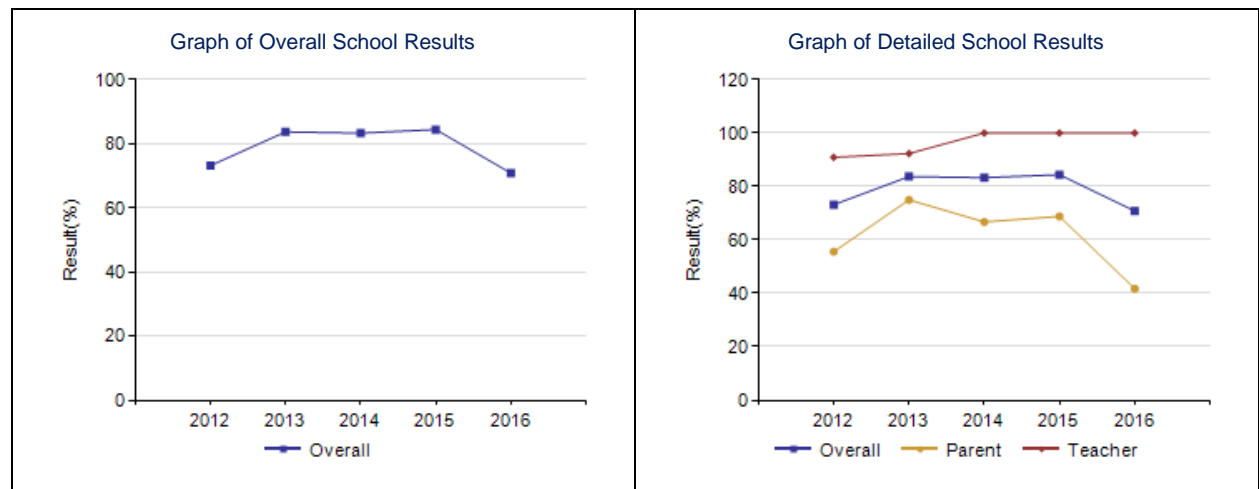


- Notes:
1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
 2. Data values have been suppressed where the number of respondents/students is fewer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

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 | | | | |
|---------|--------|------|-------|-------|-------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2012 | 2013 | 2014 | 2015 | 2016 | 2012 | 2013 | 2014 | 2015 | 2016 |
| Overall | 73.2 | 83.7 | 83.3 | 84.4 | 70.8 | 80.3 | 82.7 | 80.8 | 82.0 | 89.4 | 79.7 | 80.3 | 81.2 | 82.0 | 82.6 |
| Teacher | 90.9 | 92.3 | 100.0 | 100.0 | 100.0 | 93.8 | 90.5 | 93.0 | 92.1 | 97.8 | 89.5 | 89.4 | 89.3 | 89.7 | 90.5 |
| Parent | 55.6 | 75.0 | 66.7 | 68.8 | 41.7 | 66.9 | 74.8 | 68.6 | 71.9 | 81.1 | 69.9 | 71.1 | 73.1 | 74.2 | 74.8 |



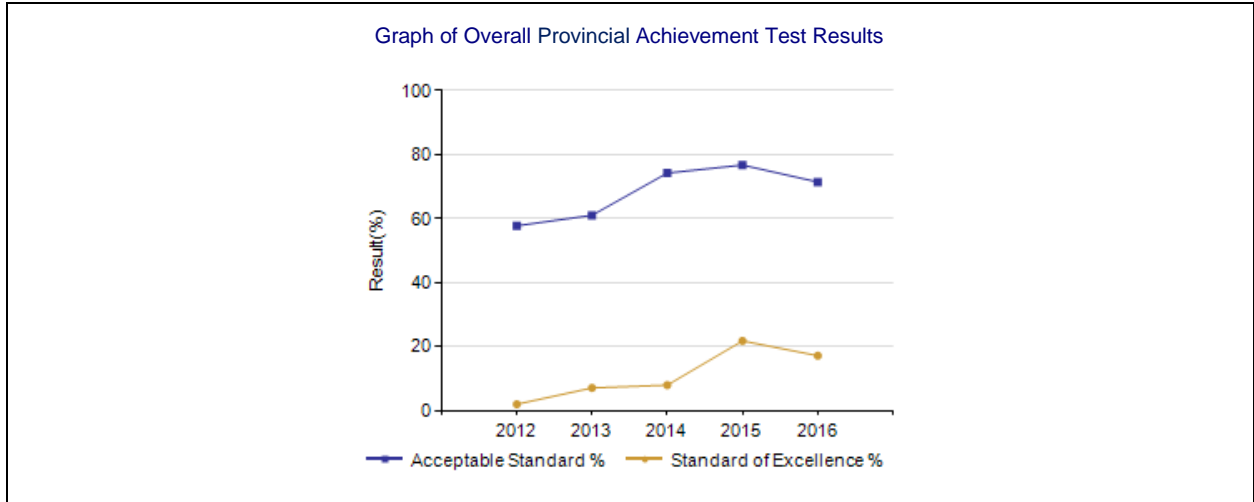
- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Provincial Achievement Test Results – Measure Details

| PAT Course by Course Results by Number Enrolled. | | | | | | | | | | | | | |
|--|-----------|--------------------------|------|------|------|------|------|-------|------|------|------|--------|---|
| | | Results (in percentages) | | | | | | | | | | Target | |
| | | 2012 | | 2013 | | 2014 | | 2015 | | 2016 | | 2016 | |
| | | A | E | A | E | A | E | A | E | A | E | A | E |
| English Language Arts 6 | School | 100.0 | 0.0 | 85.7 | 7.1 | 82.4 | 5.9 | 88.9 | 11.1 | 58.3 | 16.7 | | |
| | Authority | 86.1 | 12.8 | 86.6 | 12.6 | 82.5 | 15.2 | 86.8 | 16.0 | 88.9 | 20.2 | | |
| | Province | 82.7 | 17.8 | 82.5 | 16.3 | 81.9 | 17.6 | 82.8 | 19.5 | 82.9 | 20.4 | | |
| French Language Arts 6 | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 89.3 | 17.3 | 88.6 | 16.3 | 88.0 | 15.6 | 87.5 | 13.6 | 87.7 | 14.2 | | |
| 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 | 91.0 | 21.9 | 94.0 | 21.6 | 90.6 | 17.1 | 89.0 | 15.0 | 91.4 | 17.2 | | |
| Mathematics 6 | School | 66.7 | 0.0 | 78.6 | 0.0 | 70.6 | 11.8 | 77.8 | 22.2 | 72.7 | 0.0 | | |
| | Authority | 82.1 | 16.4 | 77.5 | 11.5 | 76.3 | 14.8 | 80.2 | 11.9 | 80.6 | 9.1 | | |
| | Province | 74.7 | 16.6 | 73.0 | 16.4 | 73.5 | 15.4 | 73.2 | 14.1 | 72.2 | 14.0 | | |
| Science 6 | School | * | * | 85.7 | 21.4 | 82.4 | 11.8 | 88.9 | 33.3 | 90.9 | 54.5 | | |
| | Authority | 82.5 | 27.7 | 82.8 | 22.1 | 77.8 | 23.7 | 79.8 | 25.9 | 85.3 | 31.0 | | |
| | Province | 77.8 | 28.2 | 77.5 | 25.9 | 75.9 | 24.9 | 76.3 | 25.3 | 78.0 | 27.1 | | |
| Social Studies 6 | School | 66.7 | 0.0 | 85.7 | 7.1 | 76.5 | 0.0 | 55.6 | 22.2 | 81.8 | 27.3 | | |
| | Authority | 71.5 | 16.8 | 75.6 | 13.4 | 69.3 | 14.0 | 71.6 | 18.5 | 71.4 | 16.3 | | |
| | Province | 73.2 | 19.5 | 72.7 | 19.0 | 70.4 | 16.6 | 69.8 | 18.1 | 71.4 | 22.0 | | |
| English Language Arts 9 | School | 71.4 | 0.0 | 63.6 | 9.1 | * | * | 66.7 | 0.0 | * | * | | |
| | Authority | 84.4 | 17.3 | 83.6 | 15.4 | 75.6 | 14.6 | 83.3 | 14.9 | 80.5 | 11.6 | | |
| | Province | 77.4 | 16.4 | 76.7 | 14.8 | 76.3 | 15.0 | 75.6 | 14.4 | 77.0 | 15.2 | | |
| English Lang Arts 9 KAE | 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 | 61.4 | 5.8 | 62.4 | 4.3 | 62.8 | 3.5 | 63.0 | 4.5 | 59.8 | 6.2 | | |
| French Language Arts 9 | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 87.5 | 12.2 | 87.2 | 13.9 | 86.5 | 11.1 | 85.8 | 10.1 | 83.0 | 10.8 | | |
| 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 | 84.6 | 16.1 | 84.0 | 14.5 | 86.1 | 17.8 | 88.5 | 20.2 | 86.4 | 26.8 | | |
| Mathematics 9 | School | 42.9 | 0.0 | * | * | * | * | 83.3 | 33.3 | 50.0 | 0.0 | | |
| | Authority | 70.0 | 16.9 | 68.0 | 26.8 | 68.9 | 14.6 | 72.7 | 20.9 | 69.9 | 13.1 | | |
| | Province | 66.4 | 17.8 | 66.8 | 18.3 | 67.1 | 17.3 | 65.3 | 17.9 | 67.8 | 17.5 | | |
| Mathematics 9 KAE | 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 | 100.0 | 28.6 | 75.0 | 0.0 | | |
| | Province | 62.5 | 15.3 | 65.8 | 14.7 | 63.4 | 14.5 | 60.9 | 14.4 | 61.2 | 13.0 | | |
| Science 9 | School | 28.6 | 0.0 | * | * | * | * | 83.3 | 16.7 | * | * | | |
| | Authority | 74.5 | 17.7 | 73.2 | 20.6 | 69.8 | 13.2 | 71.8 | 15.9 | 69.6 | 9.8 | | |
| | Province | 74.1 | 22.4 | 72.9 | 20.0 | 73.2 | 22.1 | 74.1 | 22.8 | 74.2 | 22.4 | | |
| Science 9 KAE | 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 | 67.9 | 17.3 | 68.4 | 17.1 | 64.1 | 14.9 | 64.5 | 15.1 | 63.8 | 14.3 | | |
| Social Studies 9 | School | 57.1 | 0.0 | 63.6 | 9.1 | * | * | 66.7 | 33.3 | 66.7 | 16.7 | | |
| | Authority | 69.7 | 14.7 | 68.9 | 16.0 | 64.2 | 12.7 | 66.1 | 17.2 | 58.4 | 14.0 | | |
| | Province | 68.9 | 19.1 | 65.5 | 18.8 | 65.5 | 19.9 | 65.1 | 19.8 | 64.7 | 18.0 | | |
| Social Studies 9 KAE | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 63.5 | 13.9 | 64.6 | 13.0 | 61.8 | 10.7 | 57.3 | 11.2 | 58.0 | 11.6 | | |

Notes:

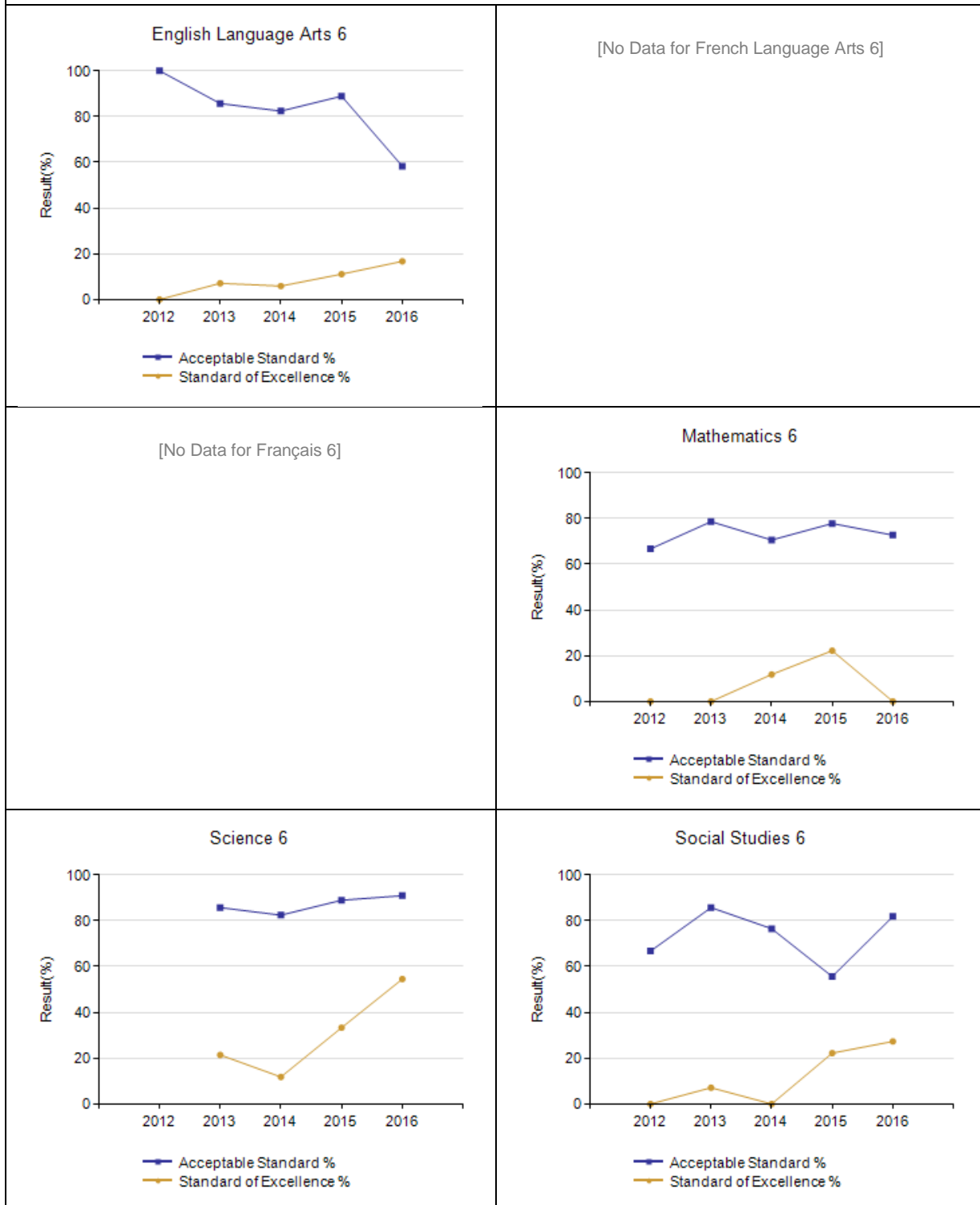
1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation 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.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



Notes:

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Graph of Provincial Achievement Test Results by Course



Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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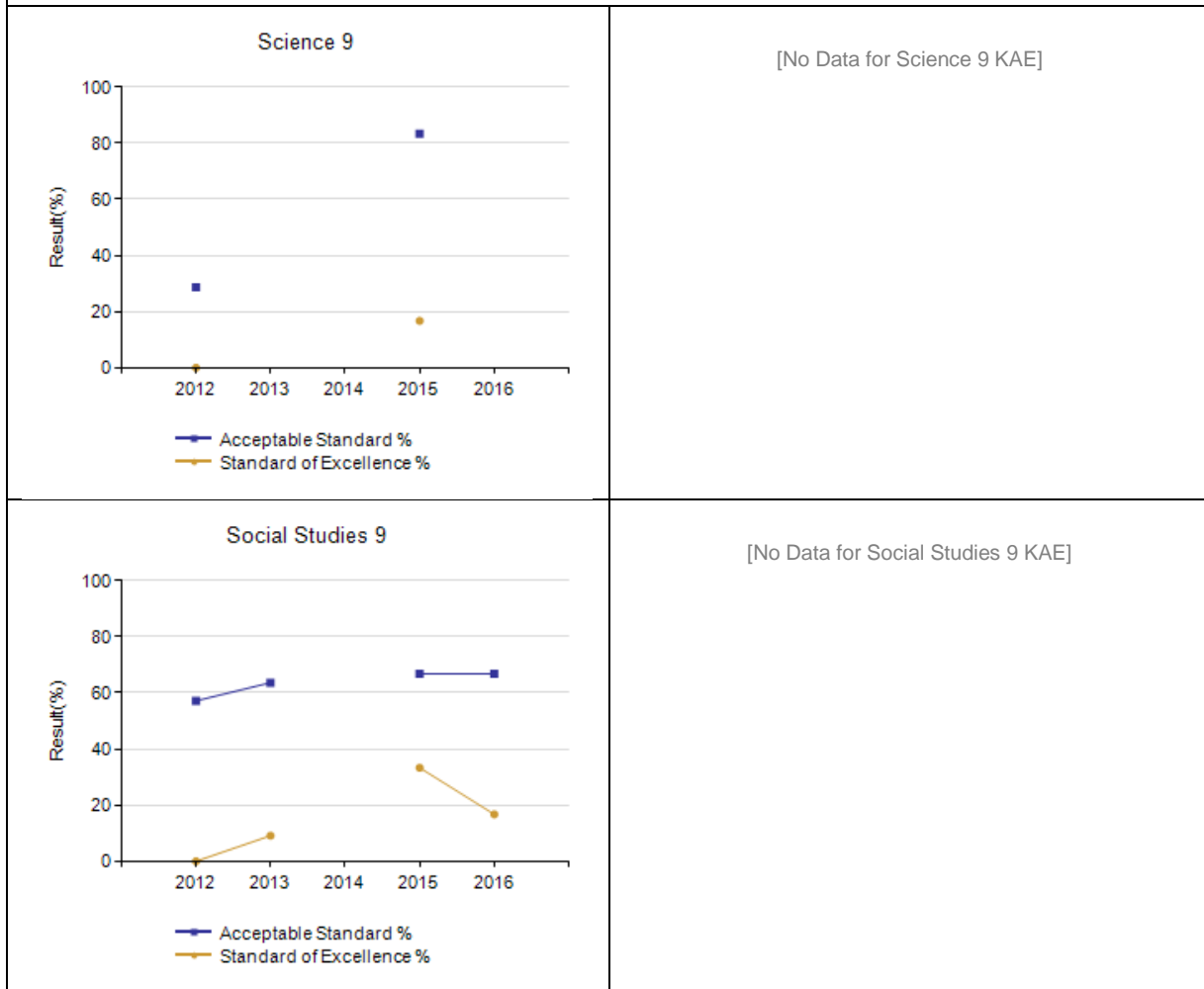
Graph of Provincial Achievement Test Results by Course

| <p style="text-align: center;">English Language Arts 9</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>70</td> <td>0</td> </tr> <tr> <td>2013</td> <td>63</td> <td>10</td> </tr> <tr> <td>2014</td> <td></td> <td></td> </tr> <tr> <td>2015</td> <td>67</td> <td>0</td> </tr> <tr> <td>2016</td> <td></td> <td></td> </tr> </tbody> </table> | Year | Acceptable Standard % | Standard of Excellence % | 2012 | 70 | 0 | 2013 | 63 | 10 | 2014 | | | 2015 | 67 | 0 | 2016 | | | <p>[No Data for English Lang Arts 9 KAE]</p> |
|--|---------------------------------|--------------------------|--------------------------|------|----|---|------|----|----|------|--|--|------|----|----|------|----|---|--|
| Year | Acceptable Standard % | Standard of Excellence % | | | | | | | | | | | | | | | | | |
| 2012 | 70 | 0 | | | | | | | | | | | | | | | | | |
| 2013 | 63 | 10 | | | | | | | | | | | | | | | | | |
| 2014 | | | | | | | | | | | | | | | | | | | |
| 2015 | 67 | 0 | | | | | | | | | | | | | | | | | |
| 2016 | | | | | | | | | | | | | | | | | | | |
| <p>[No Data for French Language Arts 9]</p> | <p>[No Data for Français 9]</p> | | | | | | | | | | | | | | | | | | |
| <p style="text-align: center;">Mathematics 9</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>43</td> <td>0</td> </tr> <tr> <td>2013</td> <td></td> <td></td> </tr> <tr> <td>2014</td> <td></td> <td></td> </tr> <tr> <td>2015</td> <td>83</td> <td>33</td> </tr> <tr> <td>2016</td> <td>50</td> <td>0</td> </tr> </tbody> </table> | Year | Acceptable Standard % | Standard of Excellence % | 2012 | 43 | 0 | 2013 | | | 2014 | | | 2015 | 83 | 33 | 2016 | 50 | 0 | <p>[No Data for Mathematics 9 KAE]</p> |
| Year | Acceptable Standard % | Standard of Excellence % | | | | | | | | | | | | | | | | | |
| 2012 | 43 | 0 | | | | | | | | | | | | | | | | | |
| 2013 | | | | | | | | | | | | | | | | | | | |
| 2014 | | | | | | | | | | | | | | | | | | | |
| 2015 | 83 | 33 | | | | | | | | | | | | | | | | | |
| 2016 | 50 | 0 | | | | | | | | | | | | | | | | | |

Notes:

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

Graph of Provincial Achievement Test Results by Course



Notes:

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

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

| Course | Measure | Ralston School | | | | | | | Alberta | | | |
|-------------------------|------------------------|----------------|-------------|------------|------|------|---------------------|------|---------|------|---------------------|------|
| | | Achievement | Improvement | Overall | 2016 | | Prev 3 Year Average | | 2016 | | Prev 3 Year Average | |
| | | | | | N | % | N | % | N | % | N | % |
| English Language Arts 6 | Acceptable Standard | Very Low | Declined | Concern | 12 | 58.3 | 13 | 85.7 | 47,606 | 82.9 | 45,843 | 82.4 |
| | Standard of Excellence | Intermediate | Maintained | Acceptable | 12 | 16.7 | 13 | 8.0 | 47,606 | 20.4 | 45,843 | 17.8 |
| French Language Arts 6 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 2,854 | 87.7 | 2,780 | 88.0 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 2,854 | 14.2 | 2,780 | 15.1 |
| Français 6 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 569 | 91.4 | 500 | 91.2 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 569 | 17.2 | 500 | 17.9 |
| Mathematics 6 | Acceptable Standard | Intermediate | Maintained | Acceptable | 11 | 72.7 | 13 | 75.6 | 47,512 | 72.2 | 45,774 | 73.2 |
| | Standard of Excellence | Very Low | Declined | Concern | 11 | 0.0 | 13 | 11.3 | 47,512 | 14.0 | 45,774 | 15.3 |
| Science 6 | Acceptable Standard | Very High | Maintained | Excellent | 11 | 90.9 | 13 | 85.7 | 47,543 | 78.0 | 45,788 | 76.6 |
| | Standard of Excellence | Very High | Improved | Excellent | 11 | 54.5 | 13 | 22.2 | 47,543 | 27.1 | 45,788 | 25.3 |
| Social Studies 6 | Acceptable Standard | High | Maintained | Good | 11 | 81.8 | 13 | 72.6 | 47,522 | 71.4 | 45,710 | 71.0 |
| | Standard of Excellence | High | Improved | Good | 11 | 27.3 | 13 | 9.8 | 47,522 | 22.0 | 45,710 | 17.9 |
| English Language Arts 9 | Acceptable Standard | * | * | * | 7 | * | 9 | 65.2 | 43,780 | 77.0 | 38,487 | 76.2 |
| | Standard of Excellence | * | * | * | 7 | * | 9 | 4.5 | 43,780 | 15.2 | 38,487 | 14.8 |
| English Lang Arts 9 KAE | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,638 | 59.8 | 1,514 | 62.7 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,638 | 6.2 | 1,514 | 4.1 |
| French Language Arts 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 2,611 | 83.0 | 2,584 | 86.5 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 2,611 | 10.8 | 2,584 | 11.7 |
| Français 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 403 | 86.4 | 372 | 86.2 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 403 | 26.8 | 372 | 17.5 |
| Mathematics 9 | Acceptable Standard | Very Low | Declined | Concern | 6 | 50.0 | 6 | 83.3 | 43,253 | 67.8 | 38,217 | 66.4 |
| | Standard of Excellence | Very Low | Declined | Concern | 6 | 0.0 | 6 | 33.3 | 43,253 | 17.5 | 38,217 | 17.8 |
| Mathematics 9 KAE | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 2,125 | 61.2 | 1,872 | 63.4 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 2,125 | 13.0 | 1,872 | 14.6 |
| Science 9 | Acceptable Standard | * | * | * | 6 | * | 6 | 83.3 | 43,834 | 74.2 | 38,760 | 73.4 |
| | Standard of Excellence | * | * | * | 6 | * | 6 | 16.7 | 43,834 | 22.4 | 38,760 | 21.6 |
| Science 9 KAE | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,591 | 63.8 | 1,492 | 65.7 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,591 | 14.3 | 1,492 | 15.7 |
| Social Studies 9 | Acceptable Standard | Intermediate | Maintained | Acceptable | 6 | 66.7 | 9 | 65.2 | 43,775 | 64.7 | 38,759 | 65.4 |
| | Standard of Excellence | Intermediate | Maintained | Acceptable | 6 | 16.7 | 9 | 21.2 | 43,775 | 18.0 | 38,759 | 19.5 |
| Social Studies 9 KAE | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,608 | 58.0 | 1,454 | 61.2 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,608 | 11.6 | 1,454 | 11.6 |

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
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.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

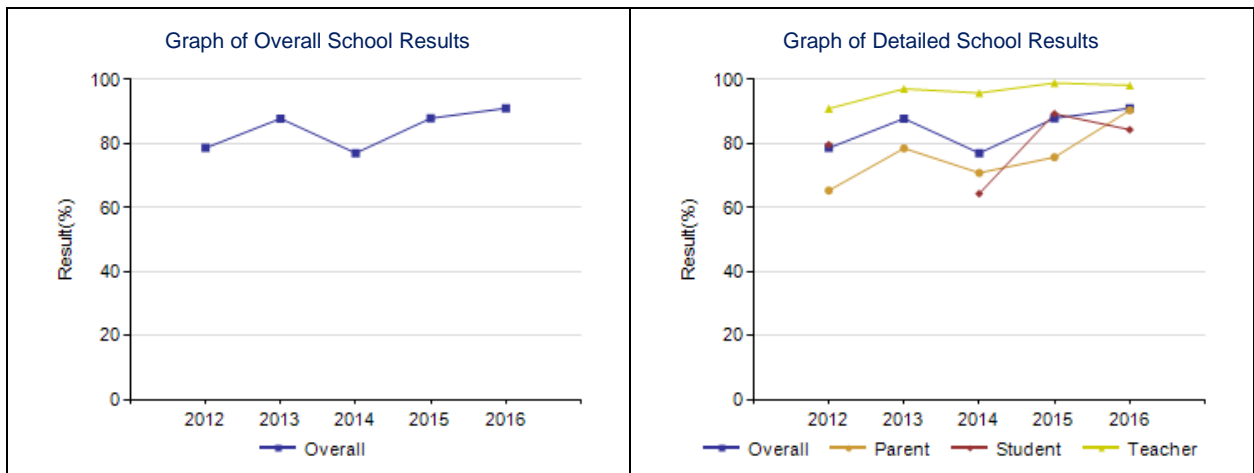
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

Program of Studies – Measure Details

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

| | School | | | | | Authority | | | | | Province | | | | |
|---------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2012 | 2013 | 2014 | 2015 | 2016 | 2012 | 2013 | 2014 | 2015 | 2016 |
| Overall | 78.6 | 87.8 | 77.0 | 87.9 | 91.0 | 78.7 | 78.3 | 75.5 | 76.9 | 82.5 | 80.7 | 81.5 | 81.3 | 81.3 | 81.9 |
| Teacher | 90.9 | 97.1 | 95.8 | 98.9 | 98.2 | 88.8 | 90.3 | 88.2 | 90.6 | 91.9 | 87.3 | 87.9 | 87.5 | 87.2 | 88.1 |
| Parent | 65.3 | 78.5 | 70.8 | 75.7 | 90.4 | 74.8 | 75.5 | 72.9 | 72.1 | 80.3 | 78.1 | 78.9 | 79.9 | 79.9 | 80.1 |
| Student | 79.6 | n/a | 64.3 | 89.3 | 84.3 | 72.7 | 69.1 | 65.5 | 68.2 | 75.2 | 76.9 | 77.8 | 76.6 | 76.9 | 77.5 |



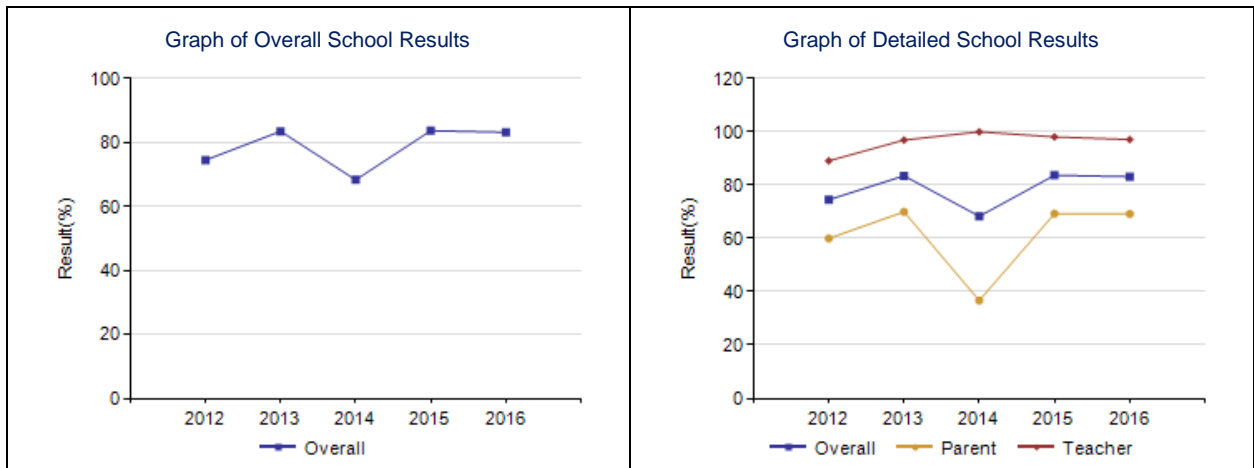
Notes:

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

Parental Involvement – Measure Details

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

| | School | | | | | Authority | | | | | Province | | | | |
|---------|--------|------|-------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2012 | 2013 | 2014 | 2015 | 2016 | 2012 | 2013 | 2014 | 2015 | 2016 |
| Overall | 74.5 | 83.5 | 68.3 | 83.7 | 83.2 | 79.4 | 82.7 | 79.9 | 82.5 | 85.6 | 79.7 | 80.3 | 80.6 | 80.7 | 80.9 |
| Teacher | 89.1 | 96.9 | 100.0 | 98.1 | 97.1 | 89.7 | 93.4 | 93.1 | 91.4 | 95.3 | 88.0 | 88.5 | 88.0 | 88.1 | 88.4 |
| Parent | 60.0 | 70.0 | 36.7 | 69.3 | 69.2 | 69.1 | 71.9 | 66.7 | 73.6 | 75.9 | 71.4 | 72.2 | 73.1 | 73.4 | 73.5 |



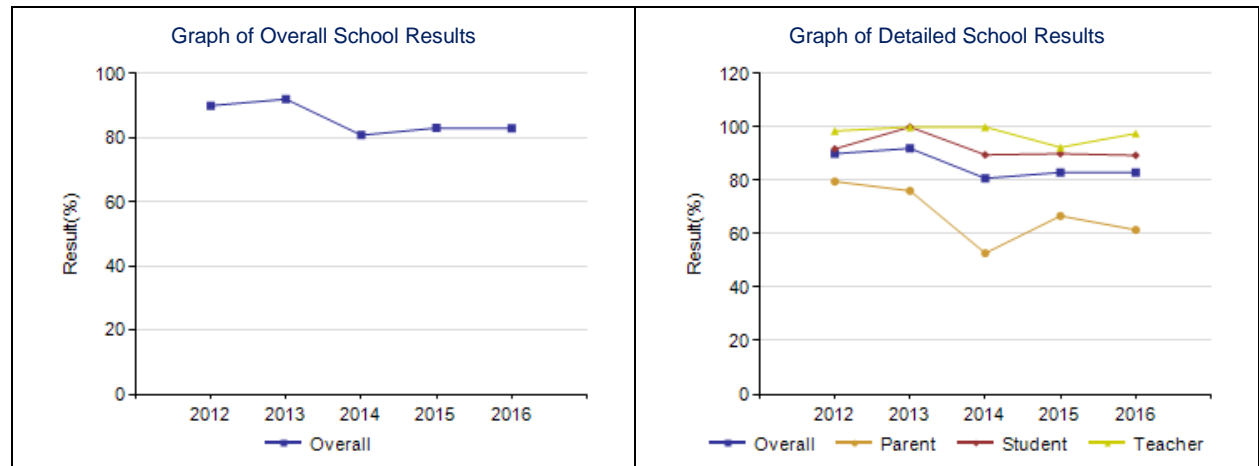
Notes:

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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 | | | | |
|---------|--------|-------|-------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2012 | 2013 | 2014 | 2015 | 2016 | 2012 | 2013 | 2014 | 2015 | 2016 |
| Overall | 90.0 | 92.0 | 80.8 | 83.0 | 82.9 | 89.6 | 90.1 | 88.2 | 88.0 | 91.4 | 89.4 | 89.8 | 89.2 | 89.5 | 90.1 |
| Teacher | 98.5 | 100.0 | 100.0 | 92.4 | 97.6 | 96.4 | 97.7 | 96.7 | 97.0 | 97.5 | 95.4 | 95.7 | 95.5 | 95.9 | 96.0 |
| Parent | 79.6 | 76.1 | 52.8 | 66.7 | 61.5 | 83.4 | 83.9 | 81.9 | 81.7 | 88.0 | 84.2 | 84.9 | 84.7 | 85.4 | 86.1 |
| Student | 91.8 | 100.0 | 89.6 | 90.0 | 89.4 | 89.0 | 88.7 | 86.1 | 85.4 | 88.5 | 88.6 | 88.7 | 87.3 | 87.4 | 88.0 |

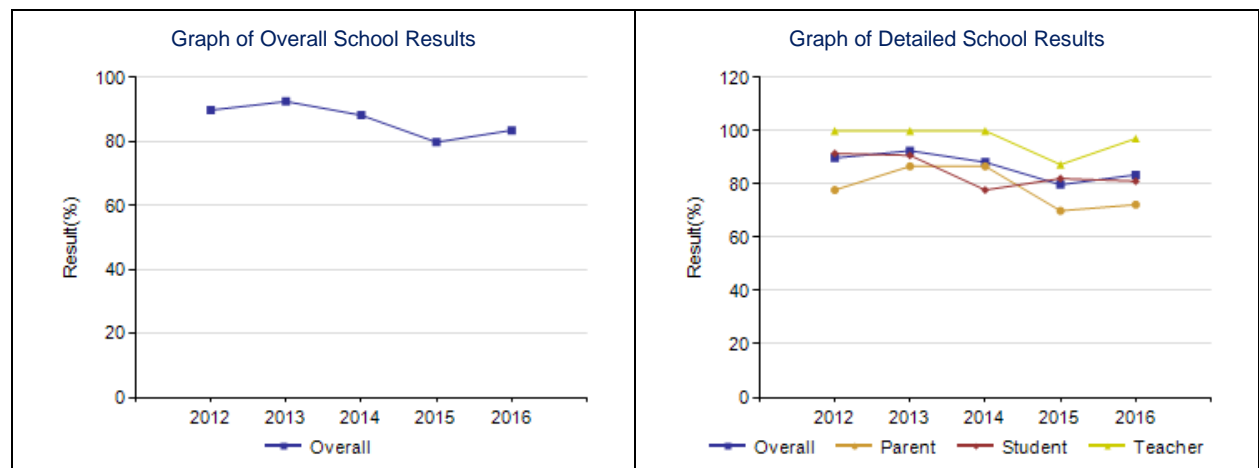


- Notes:
1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
 2. Data values have been suppressed where the number of respondents/students is fewer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

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 | | | | |
|---------|--------|-------|-------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2012 | 2013 | 2014 | 2015 | 2016 | 2012 | 2013 | 2014 | 2015 | 2016 |
| Overall | 89.8 | 92.5 | 88.2 | 79.8 | 83.5 | 90.7 | 90.3 | 89.7 | 88.6 | 92.1 | 88.6 | 89.0 | 89.1 | 89.2 | 89.5 |
| Teacher | 100.0 | 100.0 | 100.0 | 87.3 | 97.1 | 97.2 | 97.2 | 97.5 | 97.2 | 98.3 | 94.8 | 95.0 | 95.3 | 95.4 | 95.4 |
| Parent | 77.8 | 86.7 | 86.7 | 70.0 | 72.3 | 87.8 | 88.5 | 88.6 | 86.1 | 91.4 | 87.4 | 87.8 | 88.9 | 89.3 | 89.8 |
| Student | 91.5 | 90.8 | 77.8 | 82.1 | 81.1 | 87.0 | 85.4 | 83.0 | 82.5 | 86.5 | 83.7 | 84.2 | 83.1 | 83.0 | 83.4 |

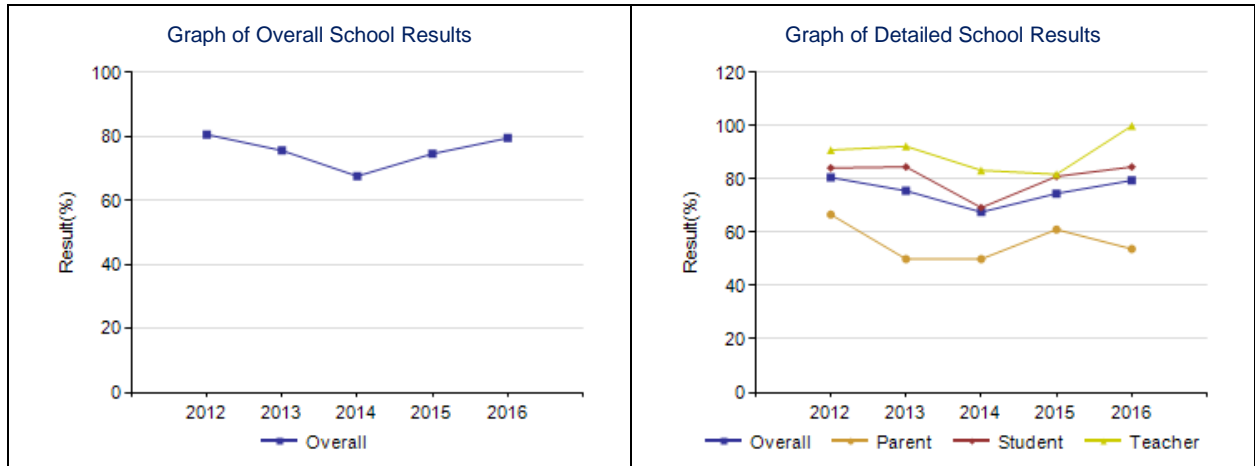


- Notes:
1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
 2. Data values have been suppressed where the number of respondents/students is fewer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

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 | | | | |
|---------|--------|------|------|------|-------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2012 | 2013 | 2014 | 2015 | 2016 | 2012 | 2013 | 2014 | 2015 | 2016 |
| Overall | 80.6 | 75.6 | 67.6 | 74.6 | 79.5 | 79.6 | 80.8 | 76.7 | 78.9 | 86.1 | 80.0 | 80.6 | 79.8 | 79.6 | 81.2 |
| Teacher | 90.9 | 92.3 | 83.3 | 81.8 | 100.0 | 85.9 | 87.7 | 84.0 | 89.4 | 95.1 | 81.1 | 80.9 | 81.3 | 79.8 | 82.3 |
| Parent | 66.7 | 50.0 | 50.0 | 61.1 | 53.8 | 69.0 | 70.8 | 69.8 | 70.7 | 81.7 | 76.2 | 77.9 | 77.0 | 78.5 | 79.7 |
| Student | 84.2 | 84.6 | 69.3 | 81.0 | 84.6 | 83.9 | 84.0 | 76.3 | 76.7 | 81.4 | 82.7 | 82.9 | 81.2 | 80.7 | 81.5 |



Notes:

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