

HUGHENDEN PUBLIC SCHOOL
2018-19 Education Plan and AERR



“HOME OF THE WILDCATS”

Combined 2019 Accountability Pillar Overall Summary

Measure Category	Measure	Hughenden Public 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	88.8	87.3	87.2	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	69.8	57.3	56.5	82.2	81.8	81.9	Low	Improved Significantly	Good
	Education Quality	91.2	88.7	84.9	90.2	90.0	90.1	Very High	Improved	Excellent
	Drop Out Rate	0.0	0.0	0.0	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	100.0	95.0	95.2	79.1	78.0	77.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	83.9	79.2	82.9	73.8	73.6	73.6	High	Maintained	Good
	PAT: Excellence	20.2	18.8	23.5	20.6	19.9	19.6	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	94.4	89.2	89.4	83.6	83.7	83.1	Very High	Maintained	Excellent
	Diploma: Excellence	27.8	18.5	13.3	24.0	24.2	22.5	Very High	Improved	Excellent
	Diploma Exam Participation Rate (4+ Exams)	70.6	55.0	61.2	56.3	55.7	55.1	Very High	Maintained	Excellent
	Rutherford Scholarship Eligibility Rate	100.0	83.3	79.4	64.8	63.4	62.2	Very High	Improved	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	83.4	89.1	73.0	59.0	58.7	58.7	Very High	Maintained	Excellent
	Work Preparation	84.8	73.1	67.1	83.0	82.4	82.6	High	Improved	Good
	Citizenship	85.3	81.0	79.7	82.9	83.0	83.5	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	83.1	82.2	72.6	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	80.9	84.5	66.8	81.0	80.3	81.0	Very High	Improved Significantly	Excellent

Notes:

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

Measure Evaluation Reference

Achievement Evaluation

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

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

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

Notes:

- 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 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	84.6	88.8	80.7	79.2	83.9	80	High	Maintained	Good	80	82	80
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	28.7	21.1	30.7	18.8	20.2	20	High	Maintained	Good	22.5	20	20

Comment on Results

(an assessment of progress toward achieving the target)

- **Students at HPS have shown high achievement rates throughout the last 5 years, and was culminated by our results in 2019.**
- **Teachers at HPS place an emphasis on basic math facts (guided math, non-calculator math) during the class time they are given. Additionally, our staff place an emphasis on not only reading sight words, but reading comprehension as well.**
 - **Our grade 6 PAT results indicate the focus on fundamental skills in all subject areas, especially in Science.**
 - **Our grade 9 PAT results indicate that we have maintained our level of acceptable standard and we would like to focus our growth on the ELA 9 PAT and the Math PAT**
- **We would like to maintain our acceptable standard at 80-82% and our Standard of Excellence at 20-22.5%**

Strategies

- 1- **We have increased our instructional time in Math and ELA**
- 2- **Focus on basic math skills through guided math groups in grade 6 and dedicated 40 minutes a week to non-calculator, mental math in grade 9**
- 3- **Use of IXL computer program for math**
- 4- **Incorporated guided reading into our grade 4-6 classes and emphasized reading comprehension and writing throughout all grade levels.**

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	89.9	84.7	94.2	89.2	94.4	92	Very High	Maintained	Excellent	85	90	90
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	17.7	8.5	13.0	18.5	27.8	30	Very High	Improved	Excellent	18	20	22

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	93.1	100.0	90.5	95.0	100.0	100	Very High	Maintained	Excellent	100	100	100
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	69.0	61.9	66.7	55.0	70.6	65	Very High	Maintained	Excellent	70	70	70
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.9	0.0	0.0	0.0	0.0	0	Very High	Maintained	Excellent	0	0	0
High school to post-secondary transition rate of students within six years of entering Grade 10.	79.7	62.9	67.0	89.1	83.4	78	Very High	Maintained	Excellent	80	82	80
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	80.0	75.0	83.3	100.0	80	Very High	Improved	Excellent	80	80	80

<p>Comment on Results <i>(an assessment of progress toward achieving the target)</i></p> <ul style="list-style-type: none"> - At HPS, we pride ourselves on having incredible staff members at the senior high level. The teachers in each of these classes have been consistent, which allows our staff to help students show improvement and perform at high levels of success on their diplomas - Our students enjoy attending school and most have a goal of gaining their diploma before transitioning into the workforce. We continue to focus on maintaining our dropout rate of 0%.
<p>Strategies</p> <ul style="list-style-type: none"> - Focus on growth in English 30-2 and Social Studies 30-2 – improve both reading comprehension and writing strategies. - Stream students for success in relation to their goals beyond high school. - Incorporate Math -3 and Science 14/24 into classroom learning instead of students online (as was in the past).

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	66.5	75.2	82.9	81.0	85.3	82	Very High	Improved	Excellent	80	82	85

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

- **At HPS, we stream our students more accurately so that they are fully prepared for their career path.**
- **Focusing on skills such as work preparation through work experience placements, allow students/parents to visualize our citizenship model.**
- **Model a culture of lifelong learning through perseverance and resilience.**

Strategies

- **Stream students more accurately - (-1, -2 or -3 programming)**
- **Sign up our video conference classes with veteran teachers.**
- **Offer -3 Math and Science 14/24 in house.**
- **Offer Workplace Safety, First Aid and Work Experience for students who are interested in the trades workforce.**
- **Set up and/or offer opportunities, such as U of A Discovery Days, RhPap Rural Skills Day and Try-a-Trade.**

Notes:

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

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	*	*	*	*		*	*	*			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	*	*	*	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	*	n/a	n/a	*	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	*	n/a	n/a	*	*		*	*	*			

Comment on Results

(an assessment of progress toward achieving the target)

- N/A

Strategies

- N/A

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	*	*	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	*	*	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	0.0	*	*	*	*		*	*	*			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	*	*	*	*		*	*	*			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	*	n/a	n/a	n/a		n/a	n/a	n/a			

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

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	53.2	54.7	57.5	57.3	69.8	65	Low	Improved Significantly	Good	65	68	70

<p>Comment on Results <i>(an assessment of progress toward achieving the target)</i></p> <ul style="list-style-type: none"> - We showed considerable growth in this statistic. This is attributed to... - Over the past three years, we have incorporated an improvement/increase in our program of studies. <ul style="list-style-type: none"> - Incorporated coding, and silk screening into CTF Construction - Introduced Drama to our junior high programming - Health and PE options are daily (whether in class or during lunch hour) - Allow senior high students to enroll in Work Experience.
<p>Strategies</p> <ul style="list-style-type: none"> - We continue to find ways to incorporate more options into our junior high programs (ie. Soldering in CTF Construction). These opportunities are targeted towards our male population who generally move into the trades. - We plan on elaborating our drama classes in the sense that we would like to put on productions for our community. - Using staff who are skilled in specific areas (ie. Industrial arts, art and foods classes).

Notes:

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

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

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	78.3	86.1	88.1	87.3	88.8	88	Very High	Maintained	Excellent	90	90	92
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	73.2	83.3	82.7	88.7	91.2	90	Very High	Improved	Excellent	90	91	92
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.	62.5	69.4	58.8	73.1	84.8	85	High	Improved	Good	85	87	90
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	60.6	66.1	61.7	78.8	82.6		n/a	n/a	n/a			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	65.6	60.8	74.9	82.2	83.1	85	Very High	Maintained	Excellent	85	87	88
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.	66.0	48.5	67.4	84.5	80.9	82	Very High	Improved Significantly	Excellent	82	85	85

Comment on Results

(an assessment of progress toward achieving the target)

- We continue to focus on relationships with all stakeholders (students, staff and parents) so that students feel safe in our school and parents feel safe sending their students to school.
- Without trustworthy relationships, we find that students struggle to learn, which is reason for the focus on a safe and caring school.
- Put on welcome back pancake breakfasts and community Christmas dinner so that students can welcome members of our community into our school.
- Maintain our leadership through classes and students union, and look to improve our extra-curricular activities (ie. Athletics and Drama).

Strategies

- Continue focusing on relationships with students, not only in our school, but also taking an interest in their after-school life as well.
- Communicate with parents early and often through Parent Portal, as well as e-mail and preferably phone communication with parents.
- Attempt to modernize our building without changing the structure of our building (ie. Digital signage tvs, classroom furniture)

Notes:

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

APPENDIX – Measure Details (OPTIONAL)

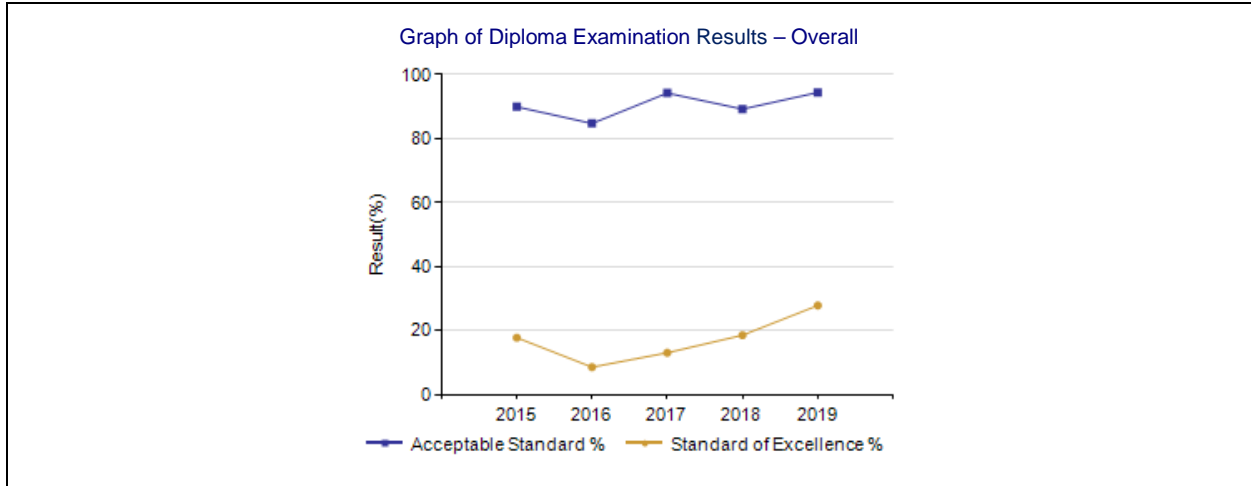
The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	84.6	15.4	83.3	0.0	87.5	12.5	91.7	8.3	100.0	9.1	100	20
	Authority	87.6	7.8	82.7	4.0	84.6	4.0	88.4	5.2	87.8	6.8		
	Province	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3		
English Lang Arts 30-2	School	88.9	0.0	*	*	100.0	8.3	*	*	85.7	42.9	90	25
	Authority	89.2	7.0	92.9	10.6	90.5	10.3	93.5	13.0	88.7	13.2		
	Province	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1		
French Lang Arts 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1		
Français 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5		
Mathematics 30-1	School	80.0	20.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	76.2	22.6	68.5	17.8	64.6	24.6	77.9	22.1	71.2	26.0		
	Province	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1		
Mathematics 30-2	School	87.5	0.0	80.0	10.0	80.0	20.0	*	*	100.0	33.3	100	25
	Authority	70.4	20.9	75.2	18.1	68.7	19.1	73.7	19.3	76.1	14.7		
	Province	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8		
Social Studies 30-1	School	100.0	16.7	66.7	0.0	*	*	*	*	100.0	33.3	100	25
	Authority	84.8	10.9	79.0	3.8	84.6	4.8	91.9	14.1	89.8	12.5		
	Province	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0		
Social Studies 30-2	School	100.0	12.5	100.0	10.0	100.0	5.3	85.7	14.3	80.0	10.0	90	20
	Authority	87.3	17.1	92.0	17.2	86.3	13.7	79.3	11.6	81.6	17.1		
	Province	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2		
Biology 30	School	90.9	54.5	81.8	18.2	*	*	100.0	45.5	92.9	42.9	100	35
	Authority	84.7	26.0	86.0	17.4	79.3	18.5	87.3	24.7	74.8	21.3		
	Province	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5		
Chemistry 30	School	83.3	16.7	*	*	93.3	26.7	71.4	7.1	100.0	22.2	100	20
	Authority	69.1	11.7	77.4	15.5	75.5	23.9	65.7	20.2	73.1	26.1		
	Province	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5		
Physics 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	72.3	10.8	77.3	15.9	86.8	18.4	73.2	14.3	73.9	26.1		
	Province	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5		
Science 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	87.2	23.1	87.1	30.6	98.4	29.5	87.1	27.4	87.7	28.1		
	Province	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2		

Notes:

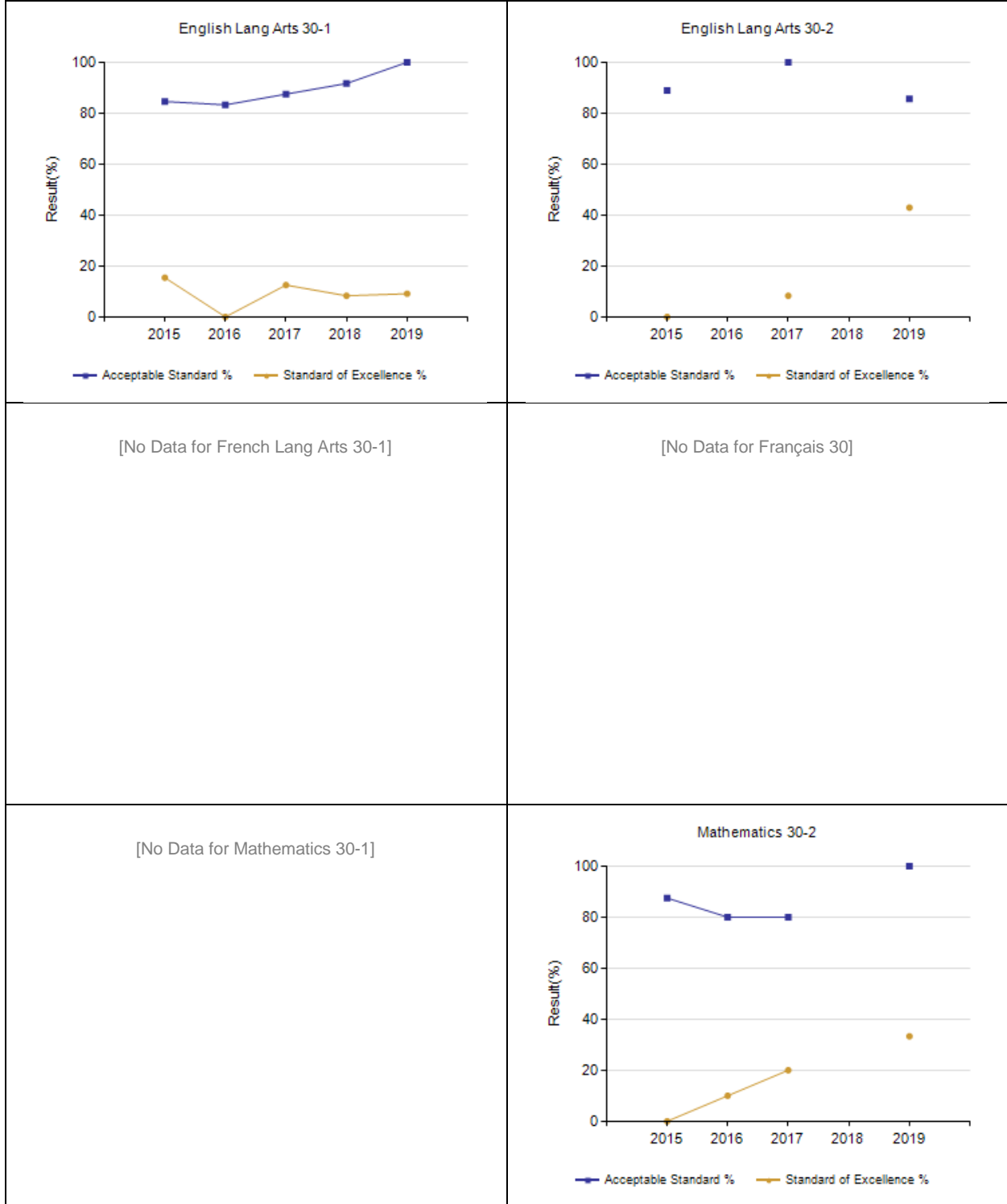
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution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



Notes:

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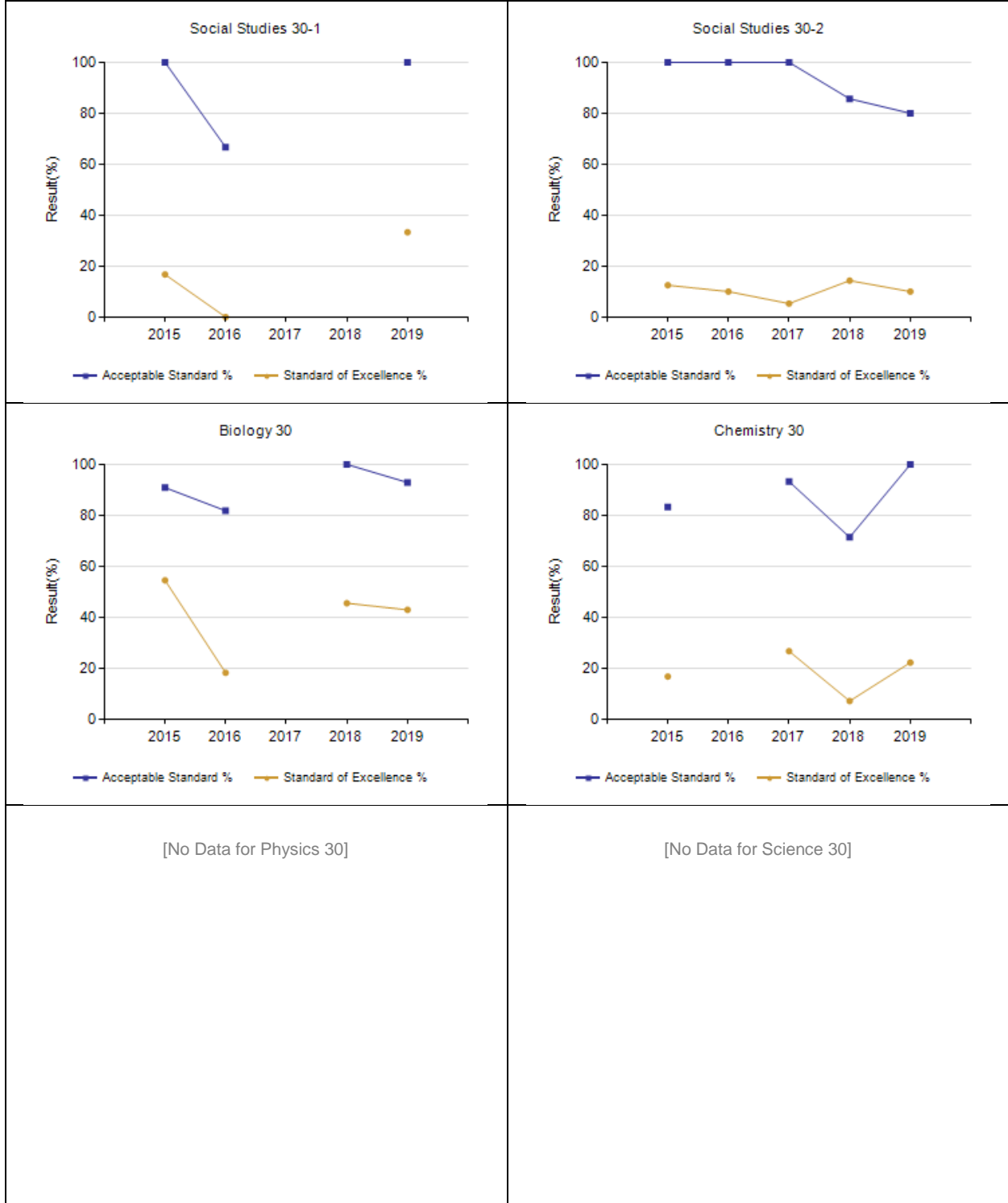
Diploma Examination Results by Course



Notes:

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Diploma Examination Results by Course



Notes:

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Diploma Examination Results Course By Course Summary With Measure Evaluation

		Hughenden Public School							Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very High	Improved	Excellent	11	100.0	11	87.5	29,832	86.8	30,091	86.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	11	9.1	11	6.9	29,832	12.3	30,091	11.9
English Lang Arts 30-2	Acceptable Standard	Low	Declined	Issue	7	85.7	12	100.0	16,640	87.1	16,563	88.9
	Standard of Excellence	Very High	Improved	Excellent	7	42.9	12	8.3	16,640	12.1	16,563	12.3
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,215	91.5	1,296	94.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,215	10.1	1,296	9.7
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	98.6	154	98.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	29.5	154	20.6
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,389	77.8	20,337	73.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,389	35.1	20,337	30.6
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	12	100.0	10	80.0	14,465	76.5	14,107	74.8
	Standard of Excellence	n/a	n/a	n/a	12	33.3	10	15.0	14,465	16.8	14,107	16.4
Social Studies 30-1	Acceptable Standard	Very High	Improved	Excellent	9	100.0	6	66.7	21,610	86.6	22,179	85.7
	Standard of Excellence	Very High	Improved	Excellent	9	33.3	6	0.0	21,610	17.0	22,179	15.6
Social Studies 30-2	Acceptable Standard	Intermediate	Declined	Issue	10	80.0	14	95.2	20,758	77.8	20,078	80.2
	Standard of Excellence	Intermediate	Maintained	Acceptable	10	10.0	14	9.8	20,758	12.2	20,078	12.6
Biology 30	Acceptable Standard	Very High	Maintained	Excellent	14	92.9	11	90.9	22,442	83.9	22,853	85.3
	Standard of Excellence	Very High	Maintained	Excellent	14	42.9	11	31.8	22,442	35.5	22,853	33.8
Chemistry 30	Acceptable Standard	Very High	Improved	Excellent	9	100.0	15	82.4	18,525	85.7	18,929	82.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	9	22.2	15	16.9	18,525	42.5	18,929	37.2
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,247	87.5	9,974	85.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,247	43.5	9,974	41.7
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,676	85.7	9,180	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,676	31.2	9,180	29.2

Notes:

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

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

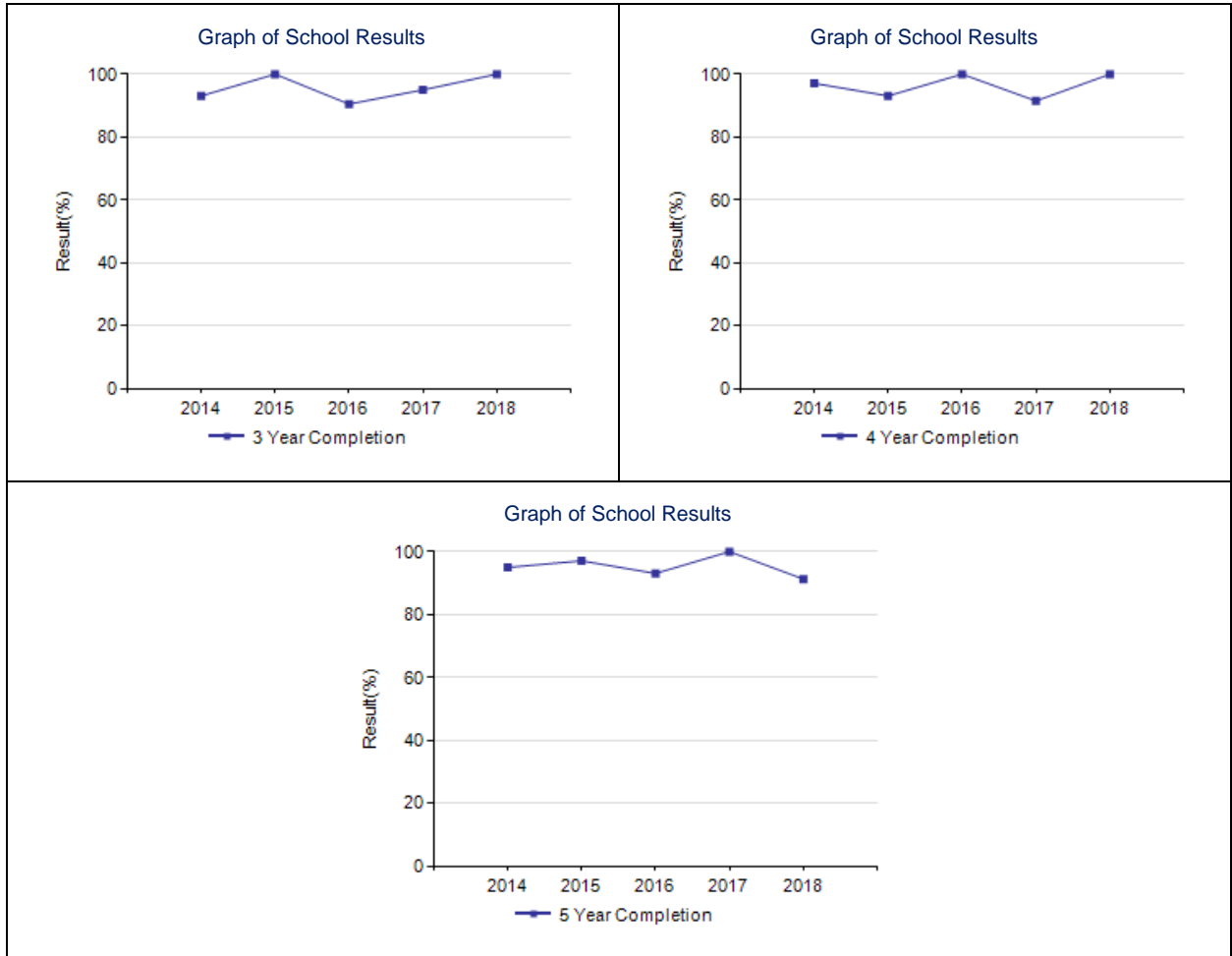
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

High School Completion Rate – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
3 Year Completion	93.1	100.0	90.5	95.0	100.0	85.2	89.1	91.7	86.4	88.2	76.5	76.5	78.0	78.0	79.1
4 Year Completion	97.1	93.1	100.0	91.5	100.0	86.7	88.7	91.4	93.7	88.1	79.9	81.0	81.2	82.6	82.7
5 Year Completion	95.0	97.1	93.1	100.0	91.3	92.1	88.5	89.8	90.9	93.9	82.0	82.1	83.2	83.4	84.8

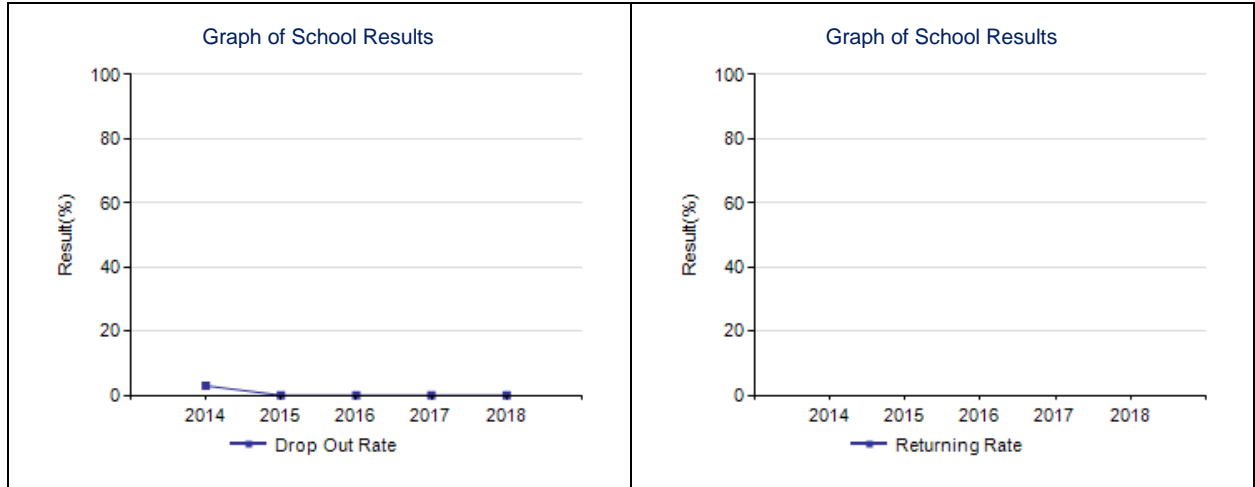


Notes:

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

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Drop Out Rate	2.9	0.0	0.0	0.0	0.0	2.2	1.8	0.5	1.1	1.2	3.5	3.2	3.0	2.3	2.6
Returning Rate	n/a	*	n/a	n/a	n/a	13.0	14.1	13.2	44.3	27.5	20.9	18.2	18.9	19.9	22.7



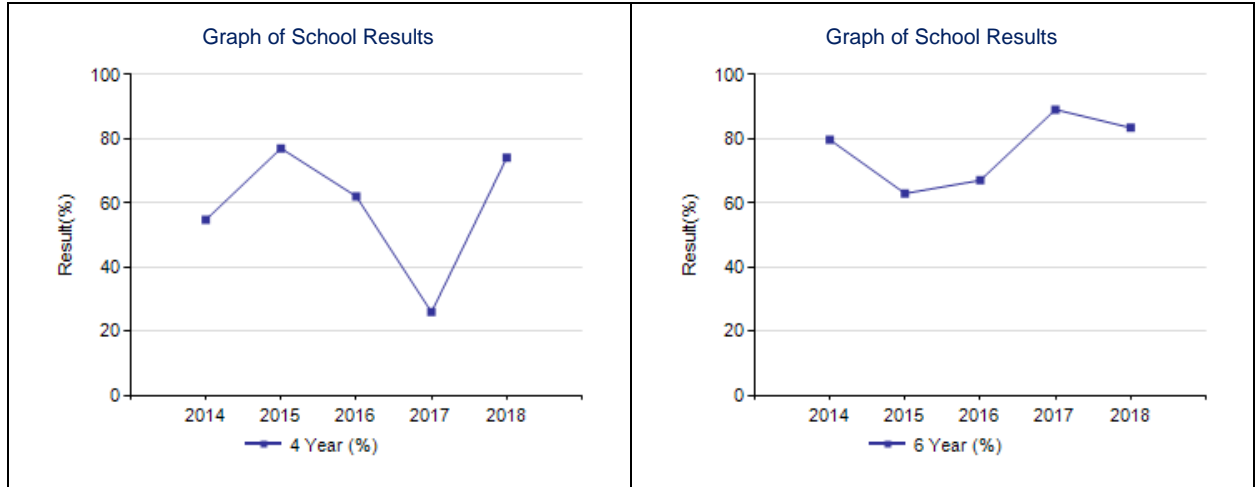
Notes:

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High School to Post-secondary Transition Rate – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
4 Year Rate	54.7	77.0	62.0	25.9	74.1	42.8	48.9	47.8	47.7	48.7	38.3	37.0	37.0	39.3	40.1
6 Year Rate	79.7	62.9	67.0	89.1	83.4	65.7	67.6	59.4	63.5	64.0	59.7	59.4	57.9	58.7	59.0



Notes:

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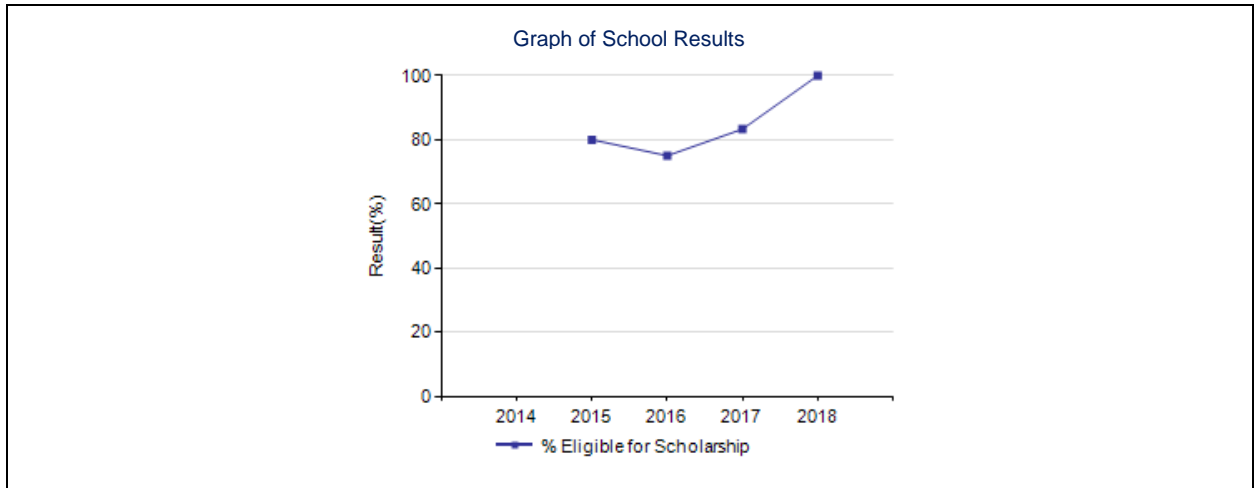
Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Rutherford Scholarship Eligibility Rate	n/a	80.0	75.0	83.3	100.0	n/a	62.6	66.5	70.8	71.6	n/a	60.8	62.3	63.4	64.8

Rutherford eligibility rate details.

Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	15	11	73.3	12	80.0	10	66.7	12	80.0
2016	12	9	75.0	6	50.0	3	25.0	9	75.0
2017	18	8	44.4	13	72.2	6	33.3	15	83.3
2018	6	6	100.0	5	83.3	2	33.3	6	100.0



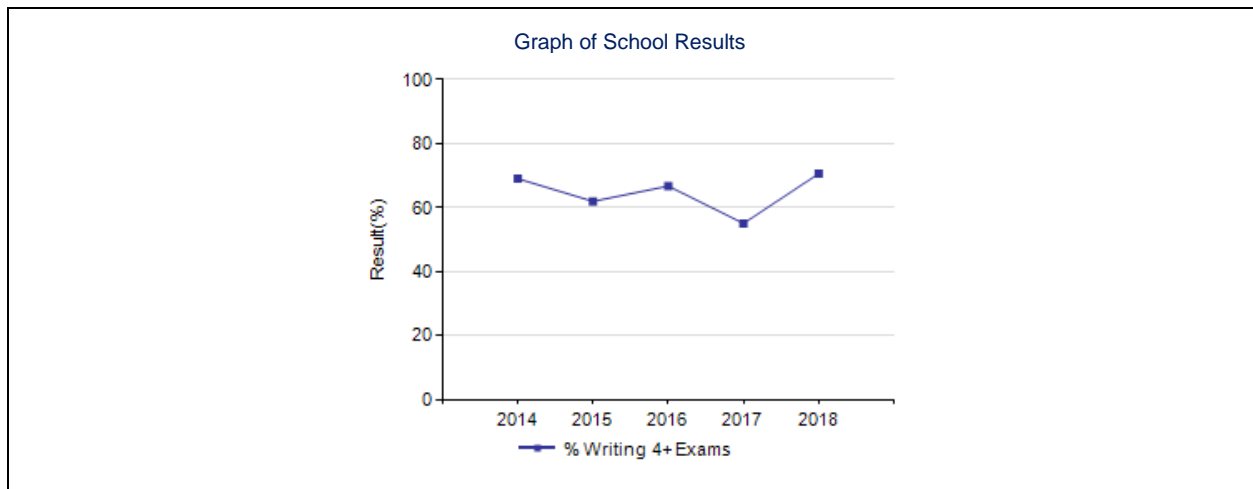
Notes:

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

Diploma Examination Participation Rate – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
% Writing 0 Exams	10.3	0.0	9.5	0.0	0.0	10.9	7.8	9.3	12.3	9.4	15.7	15.7	15.0	14.8	14.2
% Writing 1+ Exams	89.7	100.0	90.5	100.0	100.0	89.1	92.2	90.7	87.7	90.6	84.3	84.3	85.0	85.2	85.8
% Writing 2+ Exams	89.7	100.0	85.7	100.0	100.0	86.4	90.7	90.4	85.8	89.6	81.4	81.2	82.0	82.3	83.0
% Writing 3+ Exams	72.4	76.2	71.4	70.0	76.5	67.8	64.0	63.9	62.0	66.3	65.0	64.7	65.2	66.1	66.8
% Writing 4+ Exams	69.0	61.9	66.7	55.0	70.6	56.0	55.3	54.6	52.6	59.9	54.4	54.6	54.9	55.7	56.3
% Writing 5+ Exams	44.8	52.4	38.1	15.0	58.8	38.6	39.6	40.4	35.7	45.1	36.3	37.1	37.5	37.8	38.7
% Writing 6+ Exams	13.8	23.8	4.8	0.0	23.5	14.0	16.7	10.9	13.3	13.5	13.1	13.8	13.6	13.9	14.2



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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
English Language Arts 30-1	51.7	61.9	61.9	40.0	70.6	44.7	45.9	47.1	46.5	49.8	54.0	53.2	54.0	55.0	56.3
English Language Arts 30-2	41.4	47.6	23.8	60.0	29.4	40.2	44.3	41.9	37.3	38.9	28.0	28.7	28.7	28.8	27.8
Total of 1 or more English Diploma Exams	89.7	100.0	85.7	100.0	100.0	84.0	89.3	87.7	83.2	88.4	79.7	79.5	80.1	80.9	81.1
Social Studies 30-1	48.3	28.6	38.1	5.0	23.5	29.9	28.3	34.1	29.7	36.2	45.1	43.5	45.1	44.9	45.0
Social Studies 30-2	41.4	71.4	52.4	95.0	76.5	55.0	60.4	53.9	55.1	52.8	35.2	36.7	35.8	36.4	37.1
Total of 1 or more Social Diploma Exams	89.7	100.0	90.5	100.0	100.0	84.9	88.7	87.7	84.8	88.7	79.6	79.5	80.3	80.7	81.4
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Applied Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mathematics 30-1	51.7	33.3	19.0	5.0	41.2	30.8	23.0	23.7	19.6	26.6	37.3	37.1	36.4	35.5	36.5
Mathematics 30-2	27.6	38.1	52.4	55.0	29.4	29.6	34.6	36.0	35.4	34.9	21.4	22.4	23.7	25.1	24.9
Total of 1 or more Math Diploma Exams	72.4	71.4	71.4	60.0	70.6	58.9	57.2	59.7	54.7	60.8	57.0	57.6	58.3	58.6	59.3
Biology 30	62.1	57.1	57.1	20.0	64.7	45.3	44.7	39.3	39.6	46.2	41.4	40.6	40.7	41.7	42.7
Chemistry 30	51.7	52.4	28.6	50.0	58.8	38.4	40.6	39.6	34.8	44.5	34.7	35.7	35.6	35.1	35.8
Physics 30	13.8	28.6	4.8	10.0	29.4	18.7	19.2	12.3	13.3	15.6	20.0	19.9	19.3	18.6	18.7
Science 30	0.0	4.8	19.0	0.0	5.9	11.8	11.0	17.9	18.0	15.9	12.8	14.1	15.7	16.9	17.0

Total of 1 or more Science Diploma Exams	69.0	66.7	66.7	60.0	76.5	61.3	58.8	57.5	56.6	63.5	59.4	59.8	60.5	61.2	61.8
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.2	0.3	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.7	2.8	2.8	3.0	2.7
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.9	3.0	3.1	3.3	3.0

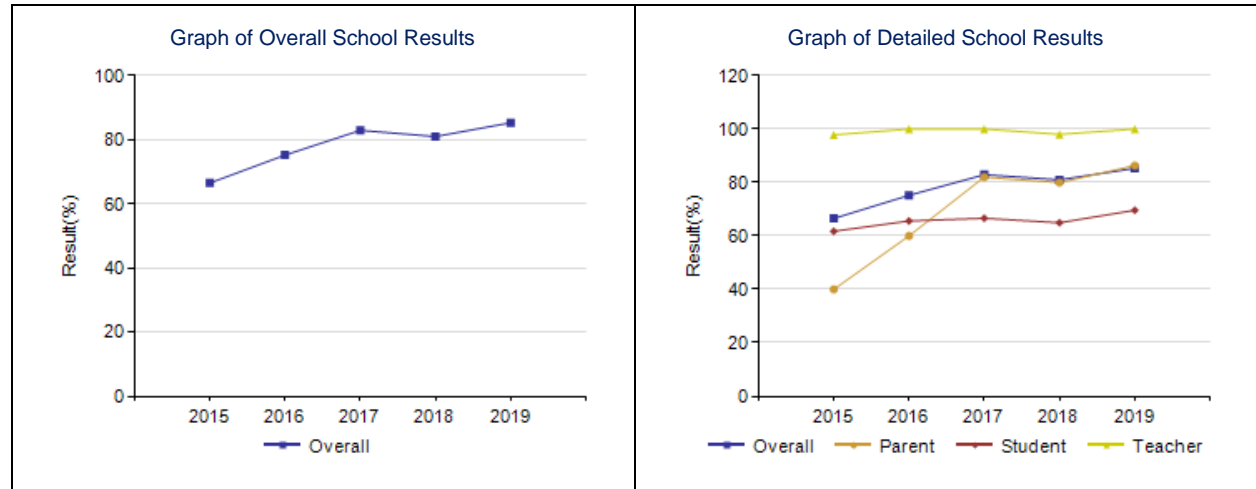
Notes:

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

Citizenship – Measure Details

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	66.5	75.2	82.9	81.0	85.3	78.9	83.8	83.9	82.2	83.8	83.5	83.9	83.7	83.0	82.9
Teacher	97.8	100.0	100.0	98.0	100.0	93.3	97.3	97.0	95.3	96.1	94.2	94.5	94.0	93.4	93.2
Parent	40.0	60.0	82.0	80.0	86.3	74.3	81.0	79.9	79.1	80.7	82.1	82.9	82.7	81.7	81.9
Student	61.7	65.6	66.6	64.9	69.6	69.2	73.0	74.6	72.2	74.8	74.2	74.5	74.4	73.9	73.5

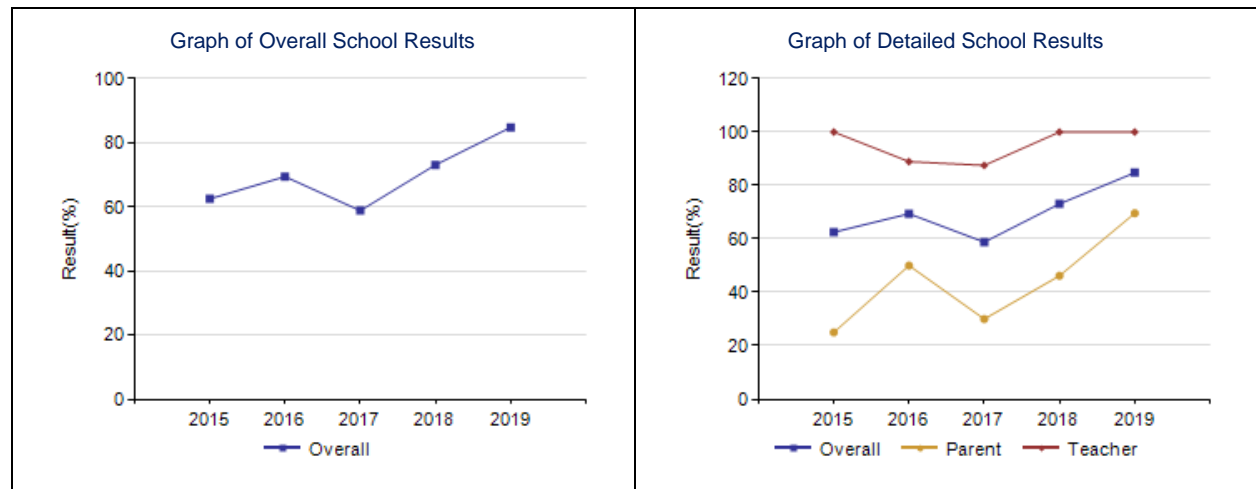


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them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

Work Preparation – Measure Details

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	62.5	69.4	58.8	73.1	84.8	76.8	82.8	81.5	80.7	83.5	82.0	82.6	82.7	82.4	83.0
Teacher	100.0	88.9	87.5	100.0	100.0	93.7	94.7	95.2	93.4	96.0	89.7	90.5	90.4	90.3	90.8
Parent	25.0	50.0	30.0	46.2	69.6	60.0	70.9	67.8	68.0	71.0	74.2	74.8	75.1	74.6	75.2

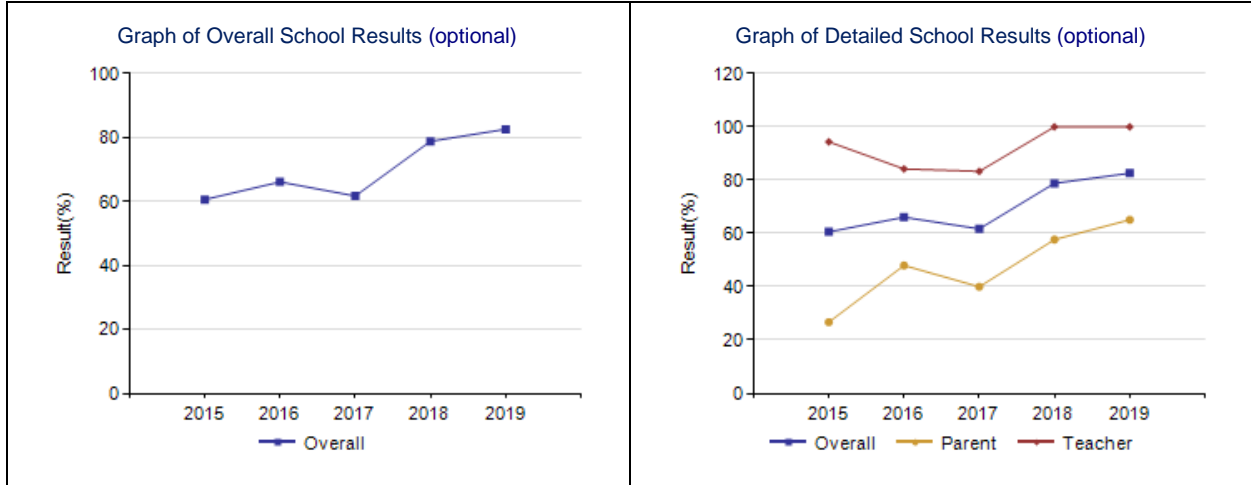


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Lifelong Learning – Measure Details (OPTIONAL)

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	60.6	66.1	61.7	78.8	82.6	72.8	76.6	76.4	77.2	76.2	70.0	70.7	71.0	70.9	71.4
Teacher	94.4	84.2	83.3	100.0	100.0	87.7	87.2	87.6	90.3	89.1	76.0	77.3	77.3	77.8	78.8
Parent	26.7	48.0	40.0	57.7	65.1	58.0	66.0	65.2	64.1	63.3	64.0	64.2	64.8	64.0	64.0



Notes:

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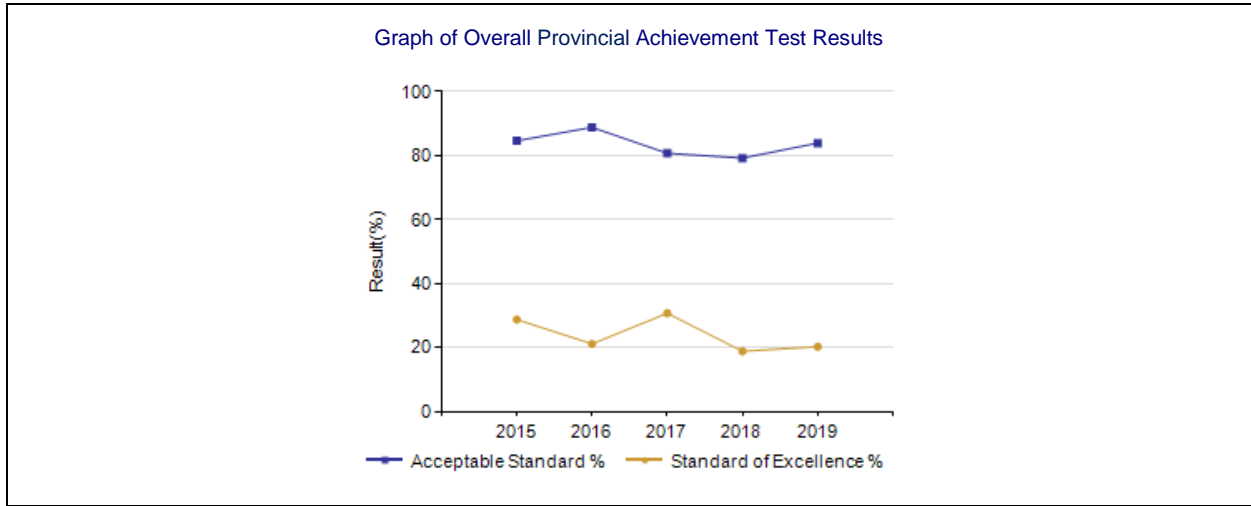
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	83.3	22.2	100.0	22.2	100.0	25.0	87.5	6.3	92.3	15.4		
	Authority	84.9	18.4	88.3	19.3	90.6	19.1	86.7	16.0	88.8	13.4		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
French Language Arts 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7		
Français 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6		
Mathematics 6	School	66.7	22.2	88.9	16.7	100.0	37.5	93.8	12.5	100.0	23.1		
	Authority	72.0	10.5	76.2	12.6	74.2	13.8	75.0	11.3	74.8	14.0		
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0		
Science 6	School	94.4	33.3	100.0	16.7	87.5	75.0	87.5	31.3	92.3	38.5		
	Authority	82.6	27.0	85.5	26.8	85.3	33.1	81.1	26.9	82.0	28.8		
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6		
Social Studies 6	School	77.8	27.8	100.0	33.3	87.5	50.0	87.5	18.8	92.3	15.4		
	Authority	71.4	15.8	79.5	23.2	80.6	24.9	80.4	22.9	79.0	22.7		
	Province	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4		
English Language Arts 9	School	87.5	12.5	85.0	15.0	78.6	21.4	75.0	15.0	77.8	0.0		
	Authority	75.7	10.9	77.7	12.4	77.5	12.1	78.3	13.0	77.9	10.9		
	Province	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7		
K&E English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	88.2	17.6	94.1	11.8	27.3	9.1	71.4	0.0	59.1	4.5		

	Province	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4		
French Language Arts 9 année	School	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	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3		
Français 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0		
Mathematics 9	School	87.5	31.3	65.0	10.0	71.4	7.1	50.0	15.0	72.2	16.7		
	Authority	70.1	14.6	73.7	12.6	73.8	15.9	66.1	10.6	59.3	12.7		
	Province	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0		
K&E Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	68.4	15.8	90.9	22.7	82.4	29.4	33.3	0.0	65.5	10.3		
	Province	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2		
Science 9	School	93.8	56.3	100.0	35.0	78.6	35.7	85.0	25.0	88.9	27.8		
	Authority	83.0	23.6	80.1	20.6	80.1	16.9	82.6	23.2	80.4	23.0		
	Province	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4		
K&E Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	87.5	43.8	83.3	22.2	38.5	7.7	50.0	12.5	80.8	7.7		
	Province	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7		
Social Studies 9	School	87.5	25.0	75.0	20.0	64.3	21.4	75.0	25.0	66.7	27.8		
	Authority	66.2	19.5	64.1	17.6	70.3	18.0	66.4	21.7	68.8	14.5		
	Province	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6		
K&E Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	61.1	27.8	87.5	6.3	*	*	50.0	16.7	66.7	19.0		
	Province	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0		

Notes:

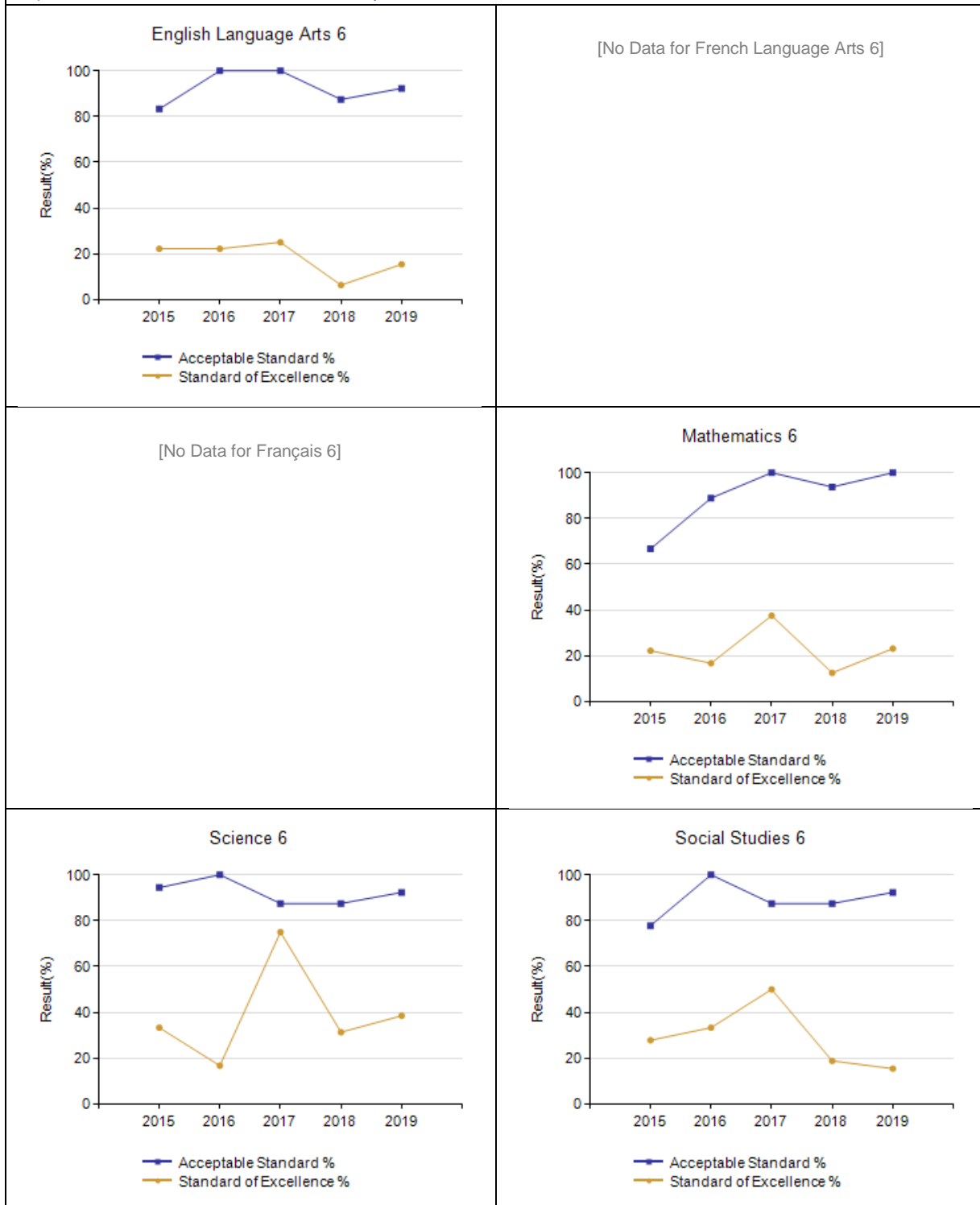
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation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



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Graph of Provincial Achievement Test Results by Course



Notes:

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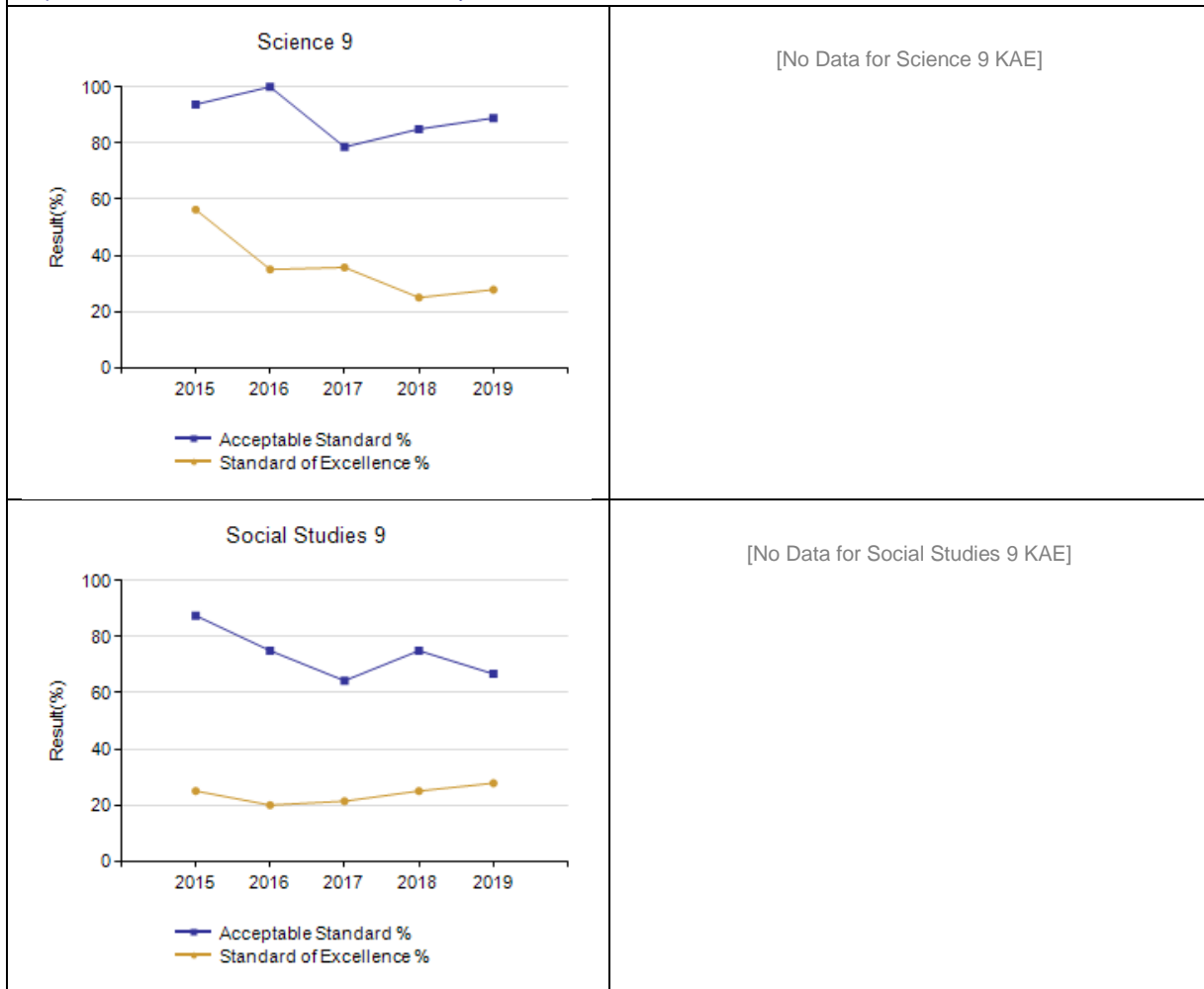
Graph of Provincial Achievement Test Results by Course

<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>2015</td> <td>88</td> <td>12</td> </tr> <tr> <td>2016</td> <td>85</td> <td>15</td> </tr> <tr> <td>2017</td> <td>78</td> <td>22</td> </tr> <tr> <td>2018</td> <td>75</td> <td>15</td> </tr> <tr> <td>2019</td> <td>78</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2015	88	12	2016	85	15	2017	78	22	2018	75	15	2019	78	0	<p>[No Data for English Lang Arts 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2015	88	12																	
2016	85	15																	
2017	78	22																	
2018	75	15																	
2019	78	0																	
<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>2015</td> <td>88</td> <td>32</td> </tr> <tr> <td>2016</td> <td>65</td> <td>10</td> </tr> <tr> <td>2017</td> <td>72</td> <td>8</td> </tr> <tr> <td>2018</td> <td>50</td> <td>15</td> </tr> <tr> <td>2019</td> <td>72</td> <td>18</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2015	88	32	2016	65	10	2017	72	8	2018	50	15	2019	72	18	<p>[No Data for Mathematics 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2015	88	32																	
2016	65	10																	
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2018	50	15																	
2019	72	18																	

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Graph of Provincial Achievement Test Results by Course



Notes:

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PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course		Measure		Hughenden Public School						Alberta				
				Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	13	92.3	14	95.8	54,820	83.2	49,573	82.9		
	Standard of Excellence	Intermediate	Maintained	Acceptable	13	15.4	14	17.8	54,820	17.8	49,573	19.1		
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	87.7	3,122	86.0		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	15.7	3,122	13.3		
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	90.3	574	92.2		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	24.6	574	20.6		
Mathematics 6	Acceptable Standard	Very High	Maintained	Excellent	13	100.0	14	94.2	54,778	72.5	49,502	71.5		
	Standard of Excellence	High	Maintained	Good	13	23.1	14	22.2	54,778	15.0	49,502	13.5		
Science 6	Acceptable Standard	Very High	Maintained	Excellent	13	92.3	14	91.7	54,879	77.6	49,520	77.9		
	Standard of Excellence	Very High	Maintained	Excellent	13	38.5	14	41.0	54,879	28.6	49,520	28.9		
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	13	92.3	14	91.7	54,802	76.2	49,511	73.1		
	Standard of Excellence	Intermediate	Declined	Issue	13	15.4	14	34.0	54,802	24.4	49,511	22.3		
English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	18	77.8	18	79.5	47,465	75.1	45,363	76.6		
	Standard of Excellence	Very Low	Declined	Concern	18	0.0	18	17.1	47,465	14.7	45,363	14.9		
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	57.4	1,551	58.1		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	5.4	1,551	6.0		
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	82.9	2,758	82.5		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	12.3	2,758	10.6		
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	88.6	380	86.0		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	26.0	380	25.1		
Mathematics 9	Acceptable Standard	Intermediate	Maintained	Acceptable	18	72.2	18	62.1	46,764	60.0	44,959	64.7		
	Standard of Excellence	Intermediate	Maintained	Acceptable	18	16.7	18	10.7	46,764	19.0	44,959	17.1		
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,190	59.6	2,007	58.7		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,190	13.2	2,007	13.3		
Science 9	Acceptable Standard	Very High	Maintained	Excellent	18	88.9	18	87.9	47,489	75.2	45,363	74.6		
	Standard of Excellence	Very High	Maintained	Excellent	18	27.8	18	31.9	47,489	26.4	45,363	22.7		
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,536	61.7	1,520	64.1		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,536	10.7	1,520	13.3		
Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	18	66.7	18	71.4	47,496	68.7	45,366	66.1		
	Standard of Excellence	Very High	Maintained	Excellent	18	27.8	18	22.1	47,496	20.6	45,366	19.9		
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	55.9	1,501	56.5		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	15.0	1,501	12.8		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

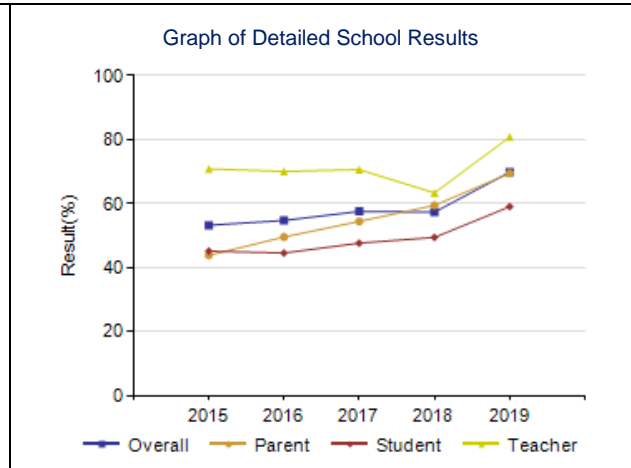
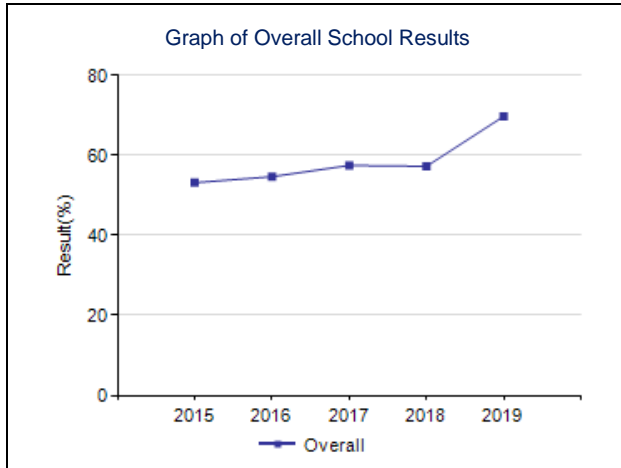
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	53.2	54.7	57.5	57.3	69.8	70.8	74.9	73.7	71.1	71.5	81.3	81.9	81.9	81.8	82.2
Teacher	70.8	70.0	70.6	63.3	80.8	81.9	84.7	83.0	79.9	80.3	87.2	88.1	88.0	88.4	89.1
Parent	43.8	49.5	54.4	59.4	69.4	68.0	74.5	73.1	70.1	71.9	79.9	80.1	80.1	79.9	80.1
Student	45.1	44.5	47.6	49.4	59.0	62.5	65.4	65.0	63.4	62.3	76.9	77.5	77.7	77.2	77.4



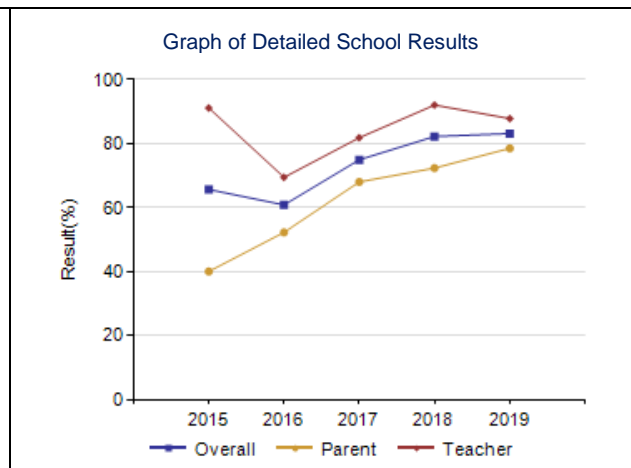
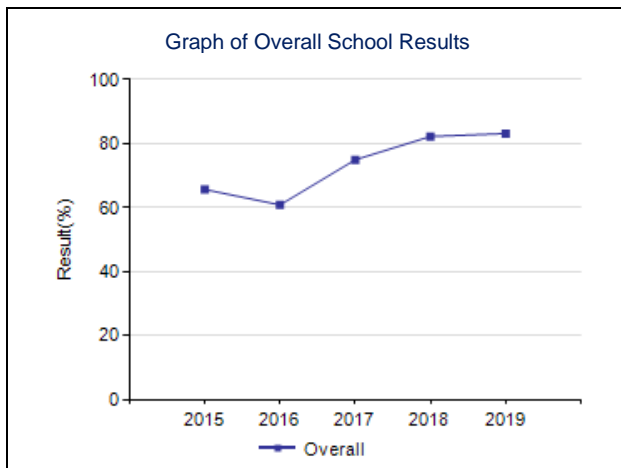
Notes:

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

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	65.6	60.8	74.9	82.2	83.1	78.3	80.1	78.9	78.7	79.4	80.7	80.9	81.2	81.2	81.3
Teacher	91.1	69.4	81.8	92.0	87.8	88.5	91.5	89.1	86.6	87.6	88.1	88.4	88.5	88.9	89.0
Parent	40.0	52.2	68.0	72.3	78.5	68.2	68.7	68.6	70.8	71.2	73.4	73.5	73.9	73.4	73.6



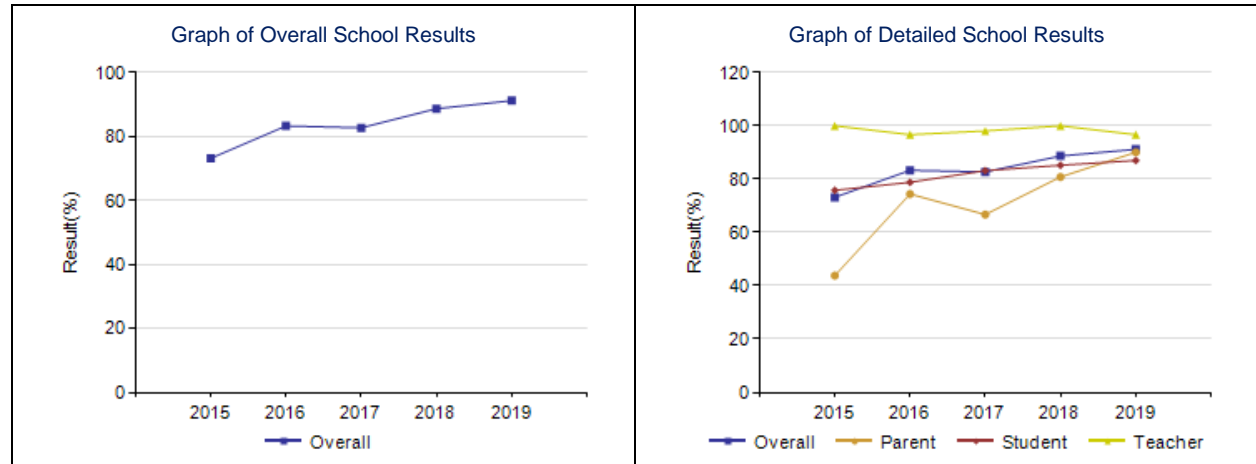
Notes:

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

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	73.2	83.3	82.7	88.7	91.2	85.9	89.8	89.6	89.6	90.8	89.5	90.1	90.1	90.0	90.2
Teacher	100.0	96.7	98.1	100.0	96.7	97.4	98.1	97.2	96.6	96.9	95.9	96.0	95.9	95.8	96.1
Parent	43.8	74.4	66.7	80.8	90.1	77.0	84.6	84.6	85.8	86.9	85.4	86.1	86.4	86.0	86.4
Student	75.8	78.8	83.2	85.2	87.0	83.4	86.8	86.9	86.4	88.4	87.4	88.0	88.1	88.2	88.1



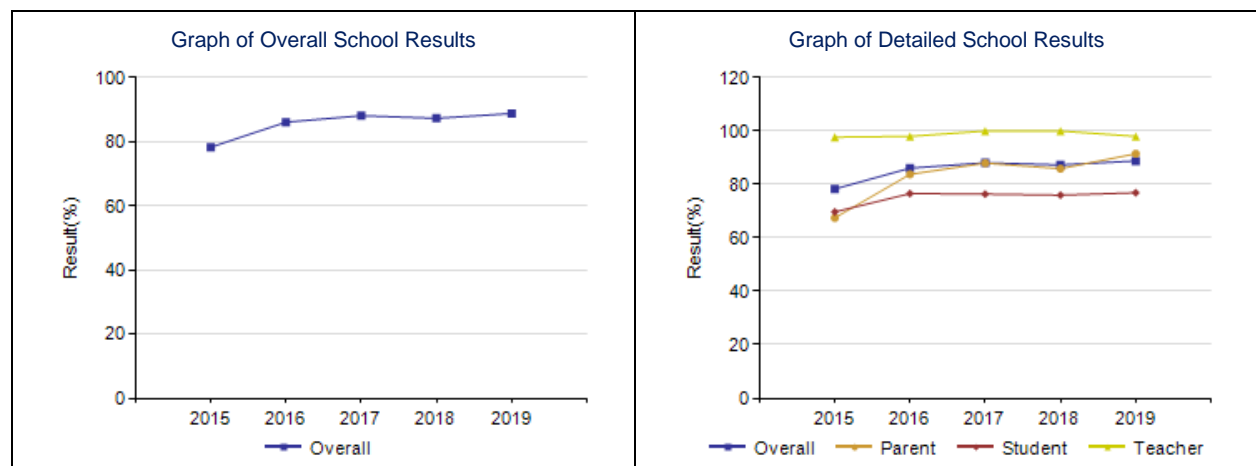
Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Safe and Caring – Measure Details

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	78.3	86.1	88.1	87.3	88.8	86.5	89.8	89.3	88.2	89.0	89.2	89.5	89.5	89.0	89.0
Teacher	97.7	98.0	100.0	100.0	98.0	96.3	98.2	96.7	96.1	97.2	95.4	95.4	95.3	95.0	95.1
Parent	67.5	83.8	88.0	85.9	91.5	84.0	88.7	88.0	87.6	87.8	89.3	89.8	89.9	89.4	89.7
Student	69.7	76.6	76.4	76.0	76.9	79.1	82.4	83.3	80.9	81.8	83.0	83.4	83.3	82.5	82.3



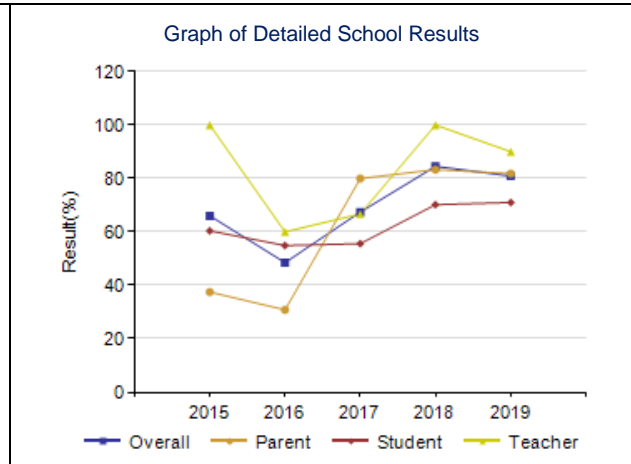
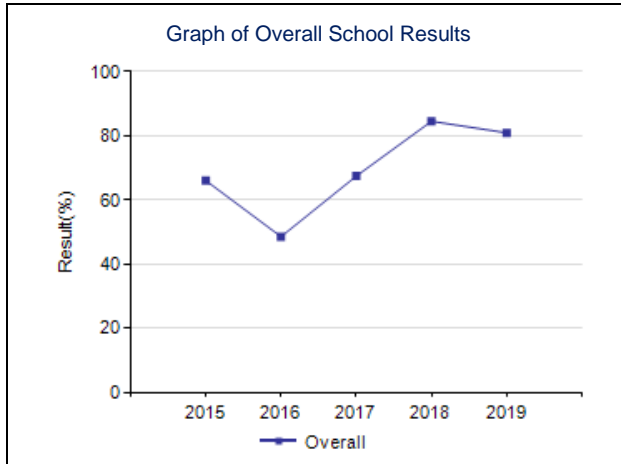
Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

School Improvement – Measure Details

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	66.0	48.5	67.4	84.5	80.9	76.7	80.6	81.7	81.8	81.6	79.6	81.2	81.4	80.3	81.0
Teacher	100.0	60.0	66.7	100.0	90.0	86.5	86.0	86.5	88.6	88.3	79.8	82.3	82.2	81.5	83.4
Parent	37.5	30.8	80.0	83.3	81.8	69.2	78.2	79.9	81.5	79.2	78.5	79.7	80.8	79.3	80.3
Student	60.4	54.9	55.6	70.2	71.0	74.3	77.7	78.7	75.2	77.3	80.7	81.5	81.1	80.2	79.4



Notes:

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