

# Fairview High School

## **Annual Education Results Report/Three Year Education Plan 2019-2022**

***“Experience Success by Challenging Potential”***





### **Fairview High School Mission Statement**

The purpose of the school is to provide educational opportunities for students to maximize their potential in academics, physical fitness, and cultural and practical arts. The practices of the school help students develop habits, attitudes, ideas and skills, which prepare them to be good citizens who contribute to society in a positive and useful manner.

### **Fairview High School Vision Statement**

FHS is a learning community that experiences success by challenging the potential of all who come through its doors.

### **Fairview High School Values**

At FHS we value:

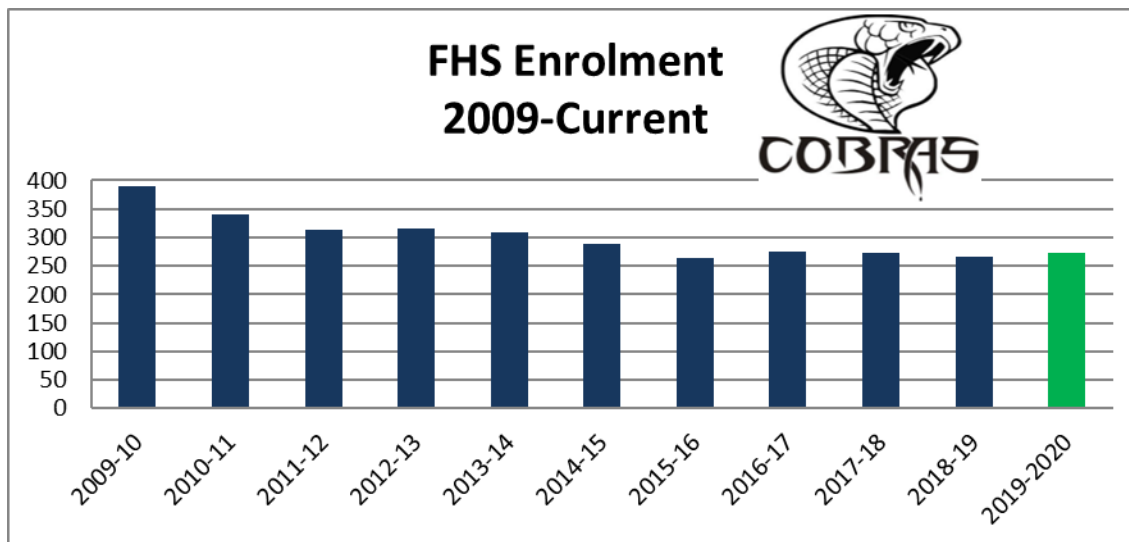
- Success in Learning
- Collaborative Teamwork for Students and Staff
- Responsible Citizenship

### **FHS Accountability Statement**

Peace River School Division subscribes to a combined Annual Education Results Report (AERR) and the Three Year Education Plan (3YEP). This report is a summary of Fairview High School's achievements for the 2017-2018 school year and a Three Year Education Plan for 2018-2021 beginning in the 2018 school year. The school has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within it to improve student learning and results.

## Fairview High School Profile

Fairview High School is a Junior / Senior High school with a total of 283 students, as of September 30<sup>th</sup>, 2019; 153 students in Grades 7-9 and 130 students in Grades 10-12, including 7 home-school students. The enrollment was 266 at the end of September 2018, which means we have increased significantly since then.



At FHS, there are two streams in each of the Junior High grades. In addition to the core curriculum (Mathematics, Language, Science and Social Studies), Junior High students receive instruction in Art, French, Computers, Home Economics, Industrial Arts, and additional option courses. We also offer a Knowledge and Employability Program to a small number of students. In High School, we offer a diverse program of studies that addresses the needs of all learners including several streams of Mathematics, English, Social Studies, Science, Physics, Biology and Chemistry as well as 9 – 10 optional areas including French, Forensics, Outdoor Education, Fitness, Cosmetology, Archery, Industrial Arts, Foods, Yoga and CALM.



### Fairview High School Council

The Fairview High School Council meets regularly throughout the school year and provides an important advisory role linking the Board, school and school community. The School Council is an important link in the school improvement process and is a collective association of parents, teachers, secondary students, principal, staff and community representative(s) who work together to effectively support and enhance student learning. It provides one means for members of the school community to provide advice and consult with the principal and to advise the Board of Trustees. All FHS parents are encouraged to take an active role in the School Council. Meeting dates are posted on the web site at [www.fairviewhigh.ca](http://www.fairviewhigh.ca). Matters directly affecting the education of FHS students are discussed regularly and also include presentation of the school budget, 3-Year Educational Plan and Annual Education Results Report. The executive for 2019-20 consists of:

School Council Chair: Mrs. Leanne Stucklschwaiger  
School Council Vice Chair: Mrs. Kerry Trowbridge  
Secretary: Mrs. Coralee Ingram-Coghill  
Student Representatives: Brooke Przybylski and Piper Przybylski  
Staff Representative: Mrs. Mary Reynolds  
Board Trustee: Mrs. Robyn Robertson  
Principal: Mr. Clyde Green

The School Council fulfils an important role in the school community and the active involvement of parents and guardians is valued.

### High School Redesign (HSR)

Fairview High is currently in the fifth year of involvement with the High School Redesign (HSR) initiative. This provincial initiative is focused on preparing students and enabling them to be “lifelong learners”. High School Redesign is centered around nine core principles (see diagram to the right). While all of these principles are important and are key areas for schools on a daily basis, schools involved in High School Redesign focus on a couple of principles. Fairview High School has identified *Mastery Learning*, *Assessment*, and *Welcoming, Caring, Respectful and Safe* to be the principles of focus which will enable students to experience increased achievement and a more relevant and engaging learning experience.





## Fine Arts

Our students in High School can also choose Art 10 / 20 as part of their optional credits. Depending on student interest, we have also offered music and drama as co-curricular activities. Many of our students have created artwork for the annual Remembrance Day contest and assembly.



## Breakfast Program

This year, we have revived the breakfast program and are offering nutritious snacks to our students a couple of days a week. Thanks to generous donations from TC Energy and Presidents' Choice Children's Charity, we are able to offer fruit, juice, nutrigrain bars, yogourt, yogourt bars, fruit cups, cheese strings, and toast. The plan is to extend the program to five days a week if we can find funding to support. To date, we get about 60 students each time that enjoy a nutritious snack before heading off to class.



## Daily Schedule

The Junior and Senior High students operate on the same bell schedule. Junior High classes are typically 36 minutes. PULSE (People Using Learning Supports Everywhere) time is 45 minutes looks different for Junior and Senior High. For Senior High, there is more flexibility during PULSE time for them to meet with teacher, work with partners, or complete assignments. Students choose the option that will best meet their learning needs. This year, for our Junior High students, we have one Flexible Pulse time on Fridays. During this time, they complete work, attend small group tutorials, develop study skills, or enjoy independent reading.

2019-2020

FAIRVIEW HIGH SCHOOL

Bell Schedule

|                | MONDAY             | TUESDAY            | WEDNESDAY          | THURSDAY           | FRIDAY            |
|----------------|--------------------|--------------------|--------------------|--------------------|-------------------|
| 8:55<br>9:31   | A1                 | A1                 | A1                 | A1                 | A1                |
| 9:31<br>10:07  | A2                 | A2                 | A2                 | A2                 | A2                |
|                | BREAK              | BREAK              | BREAK              | BREAK              | BREAK             |
| 10:12<br>10:59 | Mandatory<br>PULSE | Mandatory<br>PULSE | Mandatory<br>PULSE | Mandatory<br>PULSE | Flexible<br>PULSE |
|                | BREAK              | BREAK              | BREAK              | BREAK              | BREAK             |
| 11:04<br>11:40 | B1                 | B1                 | B1                 | B1                 | B1                |
| 11:40<br>12:16 | B2                 | B2                 | B2                 | B2                 | B2                |
|                | LUNCH              | LUNCH              | LUNCH              | LUNCH              | LUNCH             |
| 1:01<br>1:37   | C1                 | C1                 | C1                 | C1                 | C1                |
| 1:37<br>2:13   | C2                 | C2                 | C2                 | C2                 | C2                |
|                | BREAK              | BREAK              | BREAK              | BREAK              | BREAK             |
| 2:18<br>2:54   | D1                 | D1                 | D1                 | D1                 | D1                |
| 2:54<br>3:30   | D2                 | D2                 | D2                 | D2                 | D2                |

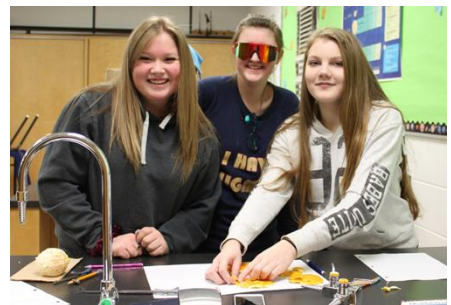
## Career Planning

Students again have access to the high school, post-secondary, and career-planning software called [MyBlueprint](#). Both parents and students can access this program and are encouraged to use it as they plan for the next steps with their education and careers. Students are shown how to write a resumé, how to conduct themselves in an interview, and how to choose a suitable program to match up with their career goals. Students get the opportunity to attend post-secondary fairs, science career fairs, and skills competitions.

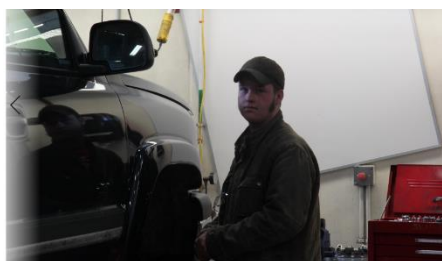


## Diverse Programming

Senior high students at FHS have access to many diversified options through Career and Technology (CTS) courses. These include various modules in Industrial Arts, Home Economics, Cosmetology, Outdoor Education, Yoga, and Physical Education. Archery has been offered to our senior students for six years now and it is well received by students. At FHS we recognize the importance of these 'hands-on' courses and the positive impact this programming has on high school completion. French as a second language is also offered as an option at the Junior and Senior levels.



A number of our FHS students took part in the annual Skills Canada competition. This competition was hosted by Grande Prairie Regional College (GPRC) during April 2019. Our students competed in Carpentry, Welding, Hairstyling, Fashion Technology, IT Networks Systems, Automobile Technology, and Outdoor Power and Recreation.



Consistent with the expectations of the Peace River School Division and Alberta Education, FHS is committed to the full implementation of Inclusive Education. Much work has been done in this area and efforts to promote that further are well underway. I-Coaches (formerly known as Special Education teachers) coordinate the services of Educational Assistants in working alongside classroom teachers to ensure all students at FHS are offered a caring and quality program.

FHS has two 0.25 academic counselors; Mrs. Annette Laue and Mrs. Kerry Wiebe, who are integral in timetabling students, ensuring effective senior high student programming and in distributing scholarship information. These counselors are also responsible for the placement in, and supervision of, students in Work Experience and RAP. FHS also offers the Green Certificate program and Special Projects.

FHS also has the services of a full-time Youth Education Support Worker, Mrs. Pamela MacKay. The mandate of these workers has changed to provide a greater focus on educational topics. Personal counseling for individual students, as well as small group work will still occur but on a reduced scale. Youth Education Support services are part of the Inclusive Education program and work as effective student advocates in a highly collaborative manner.



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## Students' Union

In addition to mentoring, FHS staff works with our Students' Union to nurture high levels of citizenship for students. This group helps support events such as: Terry Fox Run, dances, Halloween activities, Christmas breakfast, charitable donations to shelters and food banks, and theme days. They also look after our vending machines and put money back into the school to help support students.



## Awards

FHS has an extensive Awards program that enables the school to acknowledge students for their accomplishments in the classroom, on the sports field, and in the community. Currently, through the kind and generous support of individuals, businesses, and organizations from Fairview and area we are able to present awards that exceed \$6000. We are certainly appreciative of the support we receive from individuals, businesses, and organizations that enables us to recognize students. This is certainly a program that we hope to maintain and grow and we are confident that working with all stakeholders we will ensure that the Awards Program at FHS is one that reflects the positive qualities of schooling. As the African proverb states, “It takes a community to raise a child” and the Awards Program at FHS is a great example of that.



We also hold student awards three times annually to recognize student achievement in wide variety of areas including citizenship, academics, volunteering and athletics. Teachers nominate student to receive COBRA and VIC (Very Important Cobra) awards. They get certificates and “FHS swag” to celebrate their achievements.



## Varsity Athletics at FHS

FHS has a very active extra-curricular program with numerous clubs and athletic teams. Volleyball and basketball seasons are quite busy with Senior and Junior teams in both men's and ladies' divisions. At the Junior level, due to high level of interest, there is often a second team to accommodate the demand for student participation. FHS also fields teams in golf, badminton, cross-country running and curling and has a large number of students compete in track and field during May and June. FHS depends on teachers and community members volunteering their time to coach athletic teams and we are very thankful to these dedicated individuals. The week of September 21-29, 2019 was National Coaches Week in Canada. Fairview High appreciates the contributions our coaches make to the culture of our school.



## Community Partnerships

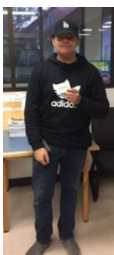
FHS takes pride in the many educational partnerships formed with the community business sector and support agencies including Ignite (North Peace Youth Support Association), Youth Centre, Family and Community Support Services, Fairview Chamber of Commerce, Fairview Community Resource Center (FCRC), Child and Family Services of Alberta (CFSA), Grande Prairie Regional College, Fairview Campus (GPRC), Public Library, Harvest Lodge, Fairview Fairplex, Fairview Curling Rink, Crossroads, Service Clubs (Lions Club, Rotary Club and Youth Interact Rotary Club) and the RCMP. The community of Fairview is supportive of FHS and community partnerships are a vital part of FHS programming. Community businesses eagerly participate in off-campus opportunities for students for Work Experience and RAP placements. We also invite elders and presenters to our school to support and promote reconciliation with First Nations, Metis and Inuit members in our community and our students attend events that promote their heritage and culture.



## Safe and Caring Schools:

### Positive Behaviour Intervention and Support (PBIS)

During 2016-17, FHS began implementing a Positive Behaviour Intervention and Support (PBIS) model to address behaviour challenges as well as to provide a model through which to teach, support, model and encourage appropriate behaviours at school. PBIS is a nationally and internationally approved process of intervention and support that works to proactively impact student behaviour in a positive manner by teaching appropriate conduct in various school settings, providing a structure through which to respond to behaviour challenges and to recognize students for actions that reflect desired school conduct.





When students are observed by school staff exhibiting kindness, helping and supporting others, working diligently, demonstrating rigor, experiencing success, helping make FHS a better place etc. they are given a KUDO which is placed in a container in the office for weekly draws. The overall philosophy is that we want to focus on the many positive actions of students, which vastly outnumber the negative actions that occur at school. It is very much a response to intervention (RTI) approach that is in keeping with district and provincial initiatives. It is a systems approach of enhancing the capacity of schools to adopt effective practices and establish both the overall social culture and intensive behaviour supports needed to achieve academic and social success for all students.

Our students also take part in events such as Orange Shirt Day, Terry Fox Walk and Pink Shirt Day to show support for friends, family, and community members that are touched by these experiences.



**Budget Highlights – October 2019****Budget Report**

Peace River School Division No. 10

2019-2020 Fall Update Budget

**SCHOOL: Fairview High****Revenue And Allocations To Budget Center**

| AB ED: Base Funding                                  | 2019-2020 Fall Update Budget | 2019-2020 May Preliminary Budget |
|--|------------------------------|----------------------------------|
| School Allocation                                    | \$99,000                     | \$99,000                         |
| School Fee Allocation                                | \$14,387                     | \$14,387                         |
| <b>Total AB ED: Base Funding</b>                     | <b>\$113,387</b>             | <b>\$113,387</b>                 |
| <b>% of Revenue And Allocations To Budget Center</b> | <b>99%</b>                   | <b>100%</b>                      |

| AB ED: Differential Cost Funding                     | 2019-2020 Fall Update Budget | 2019-2020 May Preliminary Budget |
|--|------------------------------|----------------------------------|
| FNMI Allocation: School: Current Year                | \$3,300                      | \$2,400                          |
| FNMI Allocation Per Student: Current Year            | \$60                         | \$60                             |
| FNMI and Aboriginal Enrolment: Grade 1-12            | 55 Student                   | 40 Student                       |
| <b>Total AB ED: Differential Cost Funding</b>        | <b>\$3,300</b>               | <b>\$2,400</b>                   |
| <b>% of Revenue And Allocations To Budget Center</b> | <b>3%</b>                    | <b>2%</b>                        |

| Transfers  | 2019-2020 Fall Update Budget | 2019-2020 May Preliminary Budget |
|--|------------------------------|----------------------------------|
| Transfer: Un-certificated PD                         | (\$2,640)                    | (\$2,640)                        |
| <b>Total Transfers</b>                               | <b>(\$2,640)</b>             | <b>(\$2,640)</b>                 |
| <b>% of Revenue And Allocations To Budget Center</b> | <b>-2%</b>                   | <b>-2%</b>                       |

|   |                  |                  |
|---|------------------|------------------|
| <b>Total Revenue And Allocations To Budget Center</b> | <b>\$114,047</b> | <b>\$113,147</b> |
|---|------------------|------------------|

**Expenditures**

| Other Staffing Costs                      | 2019-2020 Fall Update Budget | 2019-2020 May Preliminary Budget |
|---|------------------------------|----------------------------------|
| School Based Certificated Sub Cost        | \$13,320                     | \$13,320                         |
| Certified: Substitute Teacher: Daily Rate | \$222.00                     | \$222.00                         |
| Days of School Certified Subs             | 60.00 Days                   | 60.00 Days                       |
| School Based Certificated Sub Benefits    | \$1,332                      | \$1,332                          |
| School Based Certificated Sub Cost        | \$13,320                     | \$13,320                         |
| Sub Teacher Benefit Rates                 | 0.1000 Factor                | 0.1000 Factor                    |
| Uncertified Subs and Additional Hours     | \$700                        | \$700                            |
| <b>Total Other Staffing Costs</b>         | <b>\$15,352</b>              | <b>\$15,352</b>                  |
| <b>% of Expenditures</b>                  | <b>14%</b>                   | <b>14%</b>                       |

| Contracted Services                        | 2019-2020 Fall Update Budget | 2019-2020 May Preliminary Budget |
|--|------------------------------|----------------------------------|
| Certificated Inservice/Reg Fees            | \$3,500                      | \$3,500                          |
| Student Awards                             | \$3,400                      | \$3,400                          |
| Postage & Phone                            | \$1,775                      | \$1,775                          |
| Advertising                                | \$500                        | \$500                            |
| Expense Reimbursement                      | \$2,000                      | \$2,000                          |
| Field Trips                                | \$4,000                      | \$4,000                          |
| Contracted Building Grounds Maintenance    | \$3,627                      | \$3,627                          |
| Contracted Equipment & Vehicle Maintenance | \$1,000                      | \$1,000                          |

| Contracted Services              | 2019-2020 Fall Update Budget | 2019-2020 May Preliminary Budget |
|----------------------------------|------------------------------|----------------------------------|
| Association Fees                 | \$300                        | \$300                            |
| <b>Total Contracted Services</b> | <b>\$20,102</b>              | <b>\$20,102</b>                  |
| <b>% of Expenditures</b>         | <b>18%</b>                   | <b>18%</b>                       |

| Supplies                            | 2019-2020 Fall Update Budget | 2019-2020 May Preliminary Budget |
|-------------------------------------|------------------------------|----------------------------------|
| Supplies                            | \$52,630                     | \$52,630                         |
| Library Supplies (Minimum Standard) | \$3,549                      | \$3,432                          |
| Library Enhancement Rate            | \$13.00                      | \$13.00                          |
| Total Head Count w/o ECS            | 273.00 Students              | 264.00 Students                  |
| Library Supplies                    | \$500                        | \$500                            |
| Furniture & Equipment               | \$21,011                     | \$21,011                         |
| <b>Total Supplies</b>               | <b>\$77,690</b>              | <b>\$77,573</b>                  |
| <b>% of Expenditures</b>            | <b>69%</b>                   | <b>69%</b>                       |

|                           |                  |                  |
|---------------------------|------------------|------------------|
| <b>Total Expenditures</b> | <b>\$113,144</b> | <b>\$113,027</b> |
|---------------------------|------------------|------------------|

#### Summary

|  | 2019-2020 Fall Update Budget | 2019-2020 May Preliminary Budget |
|--|------------------------------|----------------------------------|
| Total Revenues and Allocations To Budget | \$114,047                    | \$113,147                        |
| Total Expenditures                       | \$113,144                    | \$113,027                        |
| <b>Variance</b>                          | <b>\$903</b>                 | <b>\$120</b>                     |

# Combined 2019 Accountability Pillar Overall Summary

| Measure Category  | Measure                                    | Fairview High 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                            | 88.4                 | 77.2             | 80.1                | 89.0           | 89.0             | 89.3                | Very High          | Improved    | Excellent  |
| Student Learning Opportunities                                | Program of Studies                         | 83.9                 | 82.2             | 78.3                | 82.2           | 81.8             | 81.9                | Very High          | Improved    | Excellent  |
|   | Education Quality                          | 91.5                 | 87.6             | 84.9                | 90.2           | 90.0             | 90.1                | Very High          | Improved    | Excellent  |
|   | Drop Out Rate                              | 0.0                  | 0.3              | 1.0                 | 2.6            | 2.3              | 2.9                 | Very High          | Improved    | Excellent  |
|   | High School Completion Rate (3 yr)         | 80.3                 | 86.4             | 83.7                | 79.1           | 78.0             | 77.5                | High               | Maintained  | Good       |
| Student Learning Achievement (Grades K-9)                     | PAT: Acceptable                            | 63.8                 | 64.5             | 71.0                | 73.8           | 73.6             | 73.6                | Very Low           | Maintained  | Concern    |
|   | PAT: Excellence                            | 10.1                 | 4.7              | 10.6                | 20.6           | 19.9             | 19.6                | Low                | Maintained  | Issue      |
| Student Learning Achievement (Grades 10-12)                   | Diploma: Acceptable                        | 82.3                 | 86.5             | 82.1                | 83.6           | 83.7             | 83.1                | Intermediate       | Maintained  | Acceptable |
|   | Diploma: Excellence                        | 17.2                 | 22.7             | 15.7                | 24.0           | 24.2             | 22.5                | Intermediate       | Maintained  | Acceptable |
|   | Diploma Exam Participation Rate (4+ Exams) | 55.8                 | 64.1             | 67.4                | 56.3           | 55.7             | 55.1                | High               | Declined    | Acceptable |
|   | Rutherford Scholarship Eligibility Rate    | 87.1                 | 82.8             | 77.3                | 64.8           | 63.4             | 62.2                | Very High          | Improved    | Excellent  |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr)                     | 53.1                 | 49.3             | 56.0                | 59.0           | 58.7             | 58.7                | Intermediate       | Maintained  | Acceptable |
|   | Work Preparation                           | 85.3                 | 77.5             | 81.5                | 83.0           | 82.4             | 82.6                | High               | Maintained  | Good       |
|   | Citizenship                                | 73.6                 | 75.5             | 72.8                | 82.9           | 83.0             | 83.5                | Intermediate       | Maintained  | Acceptable |
| Parental Involvement  | Parental Involvement                       | 83.8                 | 83.3             | 78.5                | 81.3           | 81.2             | 81.1                | Very High          | Maintained  | Excellent  |
| Continuous Improvement  | School Improvement                         | 86.6                 | 86.7             | 79.0                | 81.0           | 80.3             | 81.0                | Very High          | Improved    | Excellent  |

## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. 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<br>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).    | 71.9                     | 80.5 | 68.0 | 64.5 | 63.8 | 65             | Very Low    | Maintained  | Concern | 66      | 67   | 68   |
| Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 19.7                     | 14.5 | 12.5 | 4.7  | 10.1 | 10             | Low         | Maintained  | Issue   | 11      | 12   | 13   |

### Comment on Results

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

- We did not attain our target for acceptable or excellence standard with our grade nine students.
- Math 9 was much lower than previous years – provincial cut score was 42%.
- These results were more in line with some previous year results, we will continue to work towards our new goal.

### Strategies

- Principal met with teachers of PATs to discuss results, interpret data, and develop strategies to ensure success for their students. Using the specific data to differentiate your instruction and increase the emphasis on these lagging skills.
- Use PULSE time to review for PAT exams as we approach exam season.
- Staff are working to meet the needs of individual learners. We have weekly staff meetings to discuss student needs and required supports.
- Professional development time will be allotted for teachers to work collaboratively in identifying essential outcomes for core subjects in each grade level.
- Ensure equitable student access to devices, other technologies, and to assistive technologies to support student learning.
- Discuss high school planning with our grade nine students so they have a further understanding of the importance of a high level of achievement in grade 9.
  - Review essential outcomes in each department and look to align these ideas so they are developed at specific grade levels.
  - Maintaining high expectations of excellence.

#### 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 |        | Achievement  | Improvement | Overall    | 2020    | 2021 | 2022 |
| Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).    | 82.1                     | 84.2 | 75.6 | 86.5 | 82.3 | 85     | Intermediate | Maintained  | Acceptable | 85      | 85   | 85   |
| Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results). | 4.6                      | 14.8 | 9.8  | 22.7 | 17.2 | 20     | Intermediate | Maintained  | Acceptable | 20      | 20   | 20   |

| Performance Measure   | Results (in percentages) |      |      |      |      | Target | Evaluation   |             |            | Targets |      |      |
|---|--------------------------|------|------|------|------|--------|--------------|-------------|------------|---------|------|------|
|   | 2014                     | 2015 | 2016 | 2017 | 2018 |        | Achievement  | Improvement | Overall    | 2020    | 2021 | 2022 |
| High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10. | 71.5                     | 73.9 | 90.7 | 86.4 | 80.3 | 85     | High         | Maintained  | Good       | 85      | 85   | 85   |
| Percentage of students writing four or more diploma exams within three years of entering Grade 10.                      | 50.0                     | 52.2 | 85.8 | 64.1 | 55.8 | 60     | High         | Declined    | Acceptable | 65      | 65   | 65   |
| Drop Out Rate - annual dropout rate of students aged 14 to 18   | 1.4                      | 2.3  | 0.5  | 0.3  | 0.0  | 0      | Very High    | Improved    | Excellent  | 0       | 0    | 0    |
| High school to post-secondary transition rate of students within six years of entering Grade 10.                        | 73.6                     | 65.7 | 53.0 | 49.3 | 53.1 | 55     | Intermediate | Maintained  | Acceptable | 55      | 55   | 55   |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship.  | n/a                      | 65.2 | 83.8 | 82.8 | 87.1 | 85     | Very High    | Improved    | Excellent  | 85      | 85   | 85   |

**Comment on Results**

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

- Eight out of ten diploma exam results matched or surpassed the provincial average for achieving the acceptable standard on diploma exams. Two out of ten diploma exam results surpassed the provincial average for achieving the excellence standard on diploma exams.
- Our drop-out rate is exceptionally low. This is an indicator that we are constantly working to meet the needs of all learners.
- We are happy to see strong results in the areas of high school completion, drop-out rate, Rutherford Scholarship, and diploma exam writing.

**Strategies**

- Principal met with teachers of Diploma Exams to discuss results, interpret data, and develop strategies to ensure success for their students.
- Work with diploma teachers at our PD day(s) to discuss diploma exam results and to share practices to ensure continued success with these measures. Part of Collaborative Response Model process.
- Encourage teachers to apply for writing and marking panels for the diploma exams.
- Continue to fund the academic counseling positions, which directly support students planning for their high school and post-secondary careers. They also support students in accessing scholarship opportunities.
- Provide students with the opportunity to engage in post-secondary and career fairs.
- Support students in transitioning to the working world by encouraging their involvement in the work experience program.

- Continue using My Blueprint to allow students to better plan for post-secondary requirements and set high school goals that will allow them to get there. Students can also see their progress towards earning the Rutherford Scholarship.
- High School Redesign continues to allow students to access supports that help them meet their individual learning needs.
- Continue to educate, engage, and monitor students on the principles of responsible digital citizenship.
- Continue community and post-secondary partnerships to assist with global digital responsibilities - GPRC
- Utilize the Youth Education Support Worker to meet individual, small group, whole-class needs in areas that may impact academic achievement.
- Continue to communicate with parents, students, and staff using a variety of modes of communication such as School Messenger, school website ([www.fairviewhigh.ca](http://www.fairviewhigh.ca)), Facebook, Newsletter, PowerSchool, foyer television and Remind.
- Encourage students to take advantage of diploma prep courses.

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 |        | Achievement  | Improvement | Overall    | 2020    | 2021 | 2022 |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | 77.1                     | 71.4 | 71.7 | 75.5 | 73.6 | 75     | Intermediate | Maintained  | Acceptable | 80      | 80   | 80   |

**Comment on Results**

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

- Would like to see higher results in both of these.
- Better communication needed around what constitutes “citizenship” and “work preparation”.

**Strategies**

- Continue to promote the Positive Behaviour Intervention Support (PBIS) system, the Cobra Kudos program, which highlights characteristics of a successful student and recognizes student contributions in doing so.
- Continue to encourage all students to participate in Work Experience, Summer Work Experience, Registered Apprenticeship, Green Certificate, SHAD, SKILLS, Science Olympics, Mighty Peace Day, etc. These programs encourage attitudes and behaviours that will make students successful at work related endeavors when they finish their high school career.
- Host Student Vote 2019. Encourage students to participate in the democratic process as a lead up to the federal election.
- Investigate the opportunity to grow a First Responder program.
- Have all classes engage in a citizenship project to be completed prior to the end of the year. Start a citizenship committee that creates opportunities for students to demonstrate active citizenship.
- Visit post-secondary open house sessions, GPRC Science open house session. Groups come into the school to present to students.
- Continue communication to students, parents and staff in relation to the active citizenship activities that are occurring at our school.
- Students will take part in presentations that encourage respecting themselves and their peers. They have access to programs that promote the attitudes behind being a good citizen. (Encounters with Canada, boys/girls groups, second step program, etc.)
- Continue to clearly communicate and reinforce school expectations for learners with a clear emphasis on the importance of providing a safe and caring learning environment for all.
- Recognize student accomplishments in these areas through various scholastic achievement awards (VIC and Cobra).
- Class presentations by the Youth Education Support (YES) worker.
- Have the 7 Sacred Teachings be taught and emphasized in school.

**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<br>2019 | Evaluation   |             |            | Targets |      |      |
|---|--------------------------|------|------|------|------|----------------|--------------|-------------|------------|---------|------|------|
|   | 2015                     | 2016 | 2017 | 2018 | 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).    | 48.6                     | 75.0 | 57.1 | 46.4 | 33.3 | 50             | Very Low     | Maintained  | Concern    | 55      | 55   | 55   |
| 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). | 20.0                     | 4.5  | 17.9 | 3.6  | 4.2  | 10             | Very Low     | Maintained  | Concern    | 15      | 15   | 15   |
| Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).                                     | 83.3                     | *    | 92.0 | *    | 80.0 | 80             | Intermediate | Maintained  | Acceptable | 85      | 85   | 85   |
| Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).                                  | 3.3                      | *    | 20.0 | *    | 6.7  | 10             | Very Low     | Maintained  | Concern    | 15      | 15   | 15   |

### Comment on Results

(an assessment of progress toward achieving the target)

- PAT results were lower overall this year. We want all measures to regularly improve and have strategies in place to support that process.

### Strategies

- The school will continue to explore opportunities to interact with the FNMI community with the overall goal of improving learning opportunities for students and academic success. Continue adding to the resource / contact list.
- Continue to work with our senior high FNMI students to gain feedback on their educational experiences and to provide ideas for improving educational opportunities for the future.
- Introduce FNMI students to the academic opportunities that are available to them in post-secondary. This could include academic counsellors and student services with a focus on FNMI. (consider GPRC FNMI Circle department, they may be able to support this)
- Have presenters speak to the students about past experiences and future opportunities.
- Develop awareness about the FNMI culture by having student and staff involvement in various school and district activities such as: Sisters in Spirit walk, Every Child Matters (Orange Shirt) Day, Sweat Lodge, Indigenous People's Day, Eagle Feather Graduation Ceremony, and Hand Games. Try to implement on a more regular basis in classroom activities. Incorporate resources into various curricula.
- PD for teachers as part of Teaching Quality Standard.
- Use the RTI (Response to Intervention) model to support the needs of these learners.
- The FNMI academic counsellor role will continue to support learners by:
  - Liaising with students and parents on an on-going basis.
  - Monitoring attendance and access appropriate services and resources as they are required by the student.

- Co-ordinate with academic counsellors to provide high school planning, post-secondary and scholarship information. MyPass and MyBlueprint is available to all students to support in this planning.
  - Co-ordinate with the YES worker to provide appropriate services as required.
  - Infusing FNMI culture into several aspects of the school.
    - Collaborate with Metis 6 to assist in accomplishing this goal.
  - Seek opportunities to have an elder presence at FHS.
  - Provide all FNMI students with wrap-around supports, with emphasis on our grade 12 students that will allow them to successfully complete high school.
  - We will utilize resources from the Rupertsland Institute, which provides Metis students with bursaries, career and education advice.
- Could have a success wall in the school with profiles of all people who have experienced success after high school. Could have an intentional focus on people with FNMI backgrounds.

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. | 77.8                     | 82.1 | *    | *    | *    |        | *           | *           | *         |         |      |      |
| Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.                      | 22.2                     | 45.6 | *    | *    | *    |        | *           | *           | *         |         |      |      |
| Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18   | 0.0                      | 0.0  | 0.0  | 1.7  | 0.0  | 0      | Very High   | Maintained  | Excellent | 0       | 0    | 0    |
| High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.                        | 71.9                     | 50.6 | 5.9  | 48.8 | 34.1 | 40     | Very Low    | Maintained  | Concern   | 45      | 45   | 45   |
| Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.  | n/a                      | 50.0 | *    | *    | *    |        | *           | *           | *         |         |      |      |

### Comment on Results

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

- We are still pleased with the low drop-out rate.
- Due to small numbers, data for several measures was suppressed.
- Overall, we are seeing several encouraging indicators in these measures.

### Strategies

- The school will continue to explore opportunities to interact with the FNMI community with the overall goal of improving learning opportunities for students and academic success.
- Continue to work with our senior high FNMI students to gain feedback on their educational experiences and to provide ideas for improving educational opportunities for the future.
- Have presenters speak to the students about past experiences and future opportunities.
- Develop awareness about the FNMI culture by having student involvement in various school and district activities such as: Sisters in Spirit walk, Every Child Matters (Orange Shirt) Day, Sweat Lodge, and Indigenous People's day.
- Use the RTI (Response to Intervention) model to support the needs of these learners.
- The FNMI academic counsellor role will continue to support learners by:
  - Liaising with students and parents on an on-going basis.
  - Monitoring attendance and access appropriate services and resources as they are required by the student.
  - Co-ordinate with academic counsellors to provide high school planning, post-secondary and scholarship information. MyPass and MyBlueprint is available to all students to support in this planning.
  - Co-ordinate with the YES worker to provide appropriate services as required.
  - Infusing FNMI culture into several aspects of the school.
- Collaborate with Metis 6 in order to accomplish this goal.

### 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.



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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 |        | 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. | 70.1                     | 74.0 | 78.8 | 82.2 | 83.9 | 85     | Very High   | Improved    | Excellent | 85      | 85   | 85   |

#### Comment on Results

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

- FHS offers a broad range of studies to meet the needs and interests of students.

#### Strategies

- Yoga, archery, outdoor education program options will continue.
- French is available to all students in the school and will continue to be available for both Junior and Senior High students.
- Students will continue to have access to health, physical education, art, and computer courses in both Junior and Senior High.
- All students will continue to meet with our academic counsellors to determine what programs they are interested in taking for the subsequent year. This will continue to help guide programming decisions so they are reflective of the needs of our student population.
- Continue to communicate with stakeholders about the broad number of programs available to all students.
- Enhance course options and PD opportunities provided through innovative approaches and technologies to support learning.
- Create learning events and competitions to inspire students to pursue further studies and careers in the fields of science, technology and engineering.

#### 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 | Evaluation  |             |           | Targets |      |      |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
|  | 2015                     | 2016 | 2017 | 2018 | 2019 | 2019   | Achievement | Improvement | Overall   | 2020    | 2021 | 2022 |
| Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.   | 84.4                     | 82.8 | 80.5 | 77.2 | 88.4 | 85     | Very High   | Improved    | Excellent | 85      | 85   | 85   |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education.  | 87.5                     | 85.6 | 81.5 | 87.6 | 91.5 | 90     | Very High   | Improved    | Excellent | 90      | 90   | 90   |
| 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.   | 85.5                     | 81.4 | 85.7 | 77.5 | 85.3 | 85     | High        | Maintained  | Good      | 85      | 85   | 85   |
| 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> | 80.8                     | 76.7 | 81.3 | 78.9 | 83.8 | 85     | n/a         | n/a         | n/a       | 85      | 85   | 85   |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.   | 81.4                     | 78.1 | 74.0 | 83.3 | 83.8 | 80     | Very High   | Maintained  | Excellent | 80      | 80   | 80   |
| 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.   | 83.8                     | 75.3 | 75.1 | 86.7 | 86.6 | 85     | Very High   | Improved    | Excellent | 85      | 85   | 85   |

### Comment on Results

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

- The quality of education at FHS continues to remain strong as is represented by the survey results from students, parents and teachers.

### Strategies

- School Council is active and parents are involved in supporting decision making for students at FHS. We will continue to promote parent involvement in our School Council, as well as Student's Union representation. Student's Union currently attends School Council meetings.
- Parents can support their child with high school, post-secondary, and career planning by using myBlueprint.
- Opportunities to engage parents are being planned throughout the year including Parents Matter Week, Parent-Teacher Interviews, Orientation sessions and School Council.
- The High School Redesign program still focusses on core instruction. High School Students use this time to complete course work, study for upcoming assessments, and work together on work. It requires students to develop a sense of independence in their learning and a sense of time management, both key components for life after High School.
- Promote school activities and important events that offer opportunities for parents to provide feedback on decisions regarding their children's education via Facebook, Remind, the school

newsletter, electronic sign, television monitors around building, telephone call-out messages, parent emails, PA announcements and the local media.

- Provide students, teachers, administrators and other education professionals with access to well-designed, safe, high-speed, reliable and sustainable networks and technology infrastructures.

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.



## Local Outcome Five: Positive Safety Attitudes

| Performance Measures  | Result |      | Targets |      |      |      |
|---|--------|------|---------|------|------|------|
|   | 2018   | 2019 | 2019    | 2020 | 2021 | 2022 |
| Percentage of sites that show reported incidents and near misses on PSW.  | n/a    | 85%  | 80%     | 90%  | 95%  | 95%  |
| Percentage of sites that successfully provided safety education / activities on a monthly basis.  | n/a    | 63%  | 80%     | 90%  | 95%  | 95%  |
| Percentage of sites that successfully complete six fire alarm drills and two lockdown drills on an annual basis.  | n/a    | 67%  | 80%     | 90%  | 95%  | 95%  |
| <b>Comment on Results</b>   |        |      |         |      |      |      |
| Peace River School Division communicates and celebrates the importance of safety to all stakeholders.   |        |      |         |      |      |      |
| <b>Strategies</b>   |        |      |         |      |      |      |
| <ul style="list-style-type: none"> <li>The divisional Health and Safety Manual that includes awareness and compliance of Occupational Health and Safety Legislation will be reviewed by the Safety Advisory Committee and maintained annually.</li> <li>Provide resources to focus and guide compliance with Occupational Health and Safety.</li> <li>Sites will provide meaningful, monthly education/activities for students and staff with direction, support, and resources from the division.</li> <li>Promote and communicate the use of Public School Works (PSW) as a tool for Health and Safety.</li> <li>Monthly safety messages from September through June will be divisionally developed for sites.</li> <li>Safety and Wellness Coordinator will be available to meet and will provide support and resources on safety matters in meeting OH&amp;S compliance.</li> </ul> |        |      |         |      |      |      |

## FHS Results

|  |
|--|
| <b>Comment on Results</b>  |
| <ul style="list-style-type: none"> <li>At the school level, FHS completed all six fire drills and two lockdown drills. We incorporated safety messages into each newsletter and provided meaningful, on-going education/activities for students and staff on a monthly basis with direction, support, and resources from the division.</li> </ul>  |
| <b>Strategies</b>  |
| <ul style="list-style-type: none"> <li>Provide resources to focus and guide reaching compliance with the Health and Safety Manual.</li> <li>FHS will continue to provide meaningful, on-going education/activities for students and staff on a monthly basis with direction, support, and resources from the division that are incorporated into staff PD and align with student activities.</li> <li>Promote and communicate the value of Public School Works as a tool for Health and Safety.</li> <li>Monthly safety messages from September through June will be divisionally developed for FHS.</li> <li>FHS will incorporate key safety messages into their communications and activities, as appropriate for their context and audience.</li> <li>Conduct a minimum of 6 fire drills and 2 lockdown drills during the school year.</li> </ul> |

## **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.

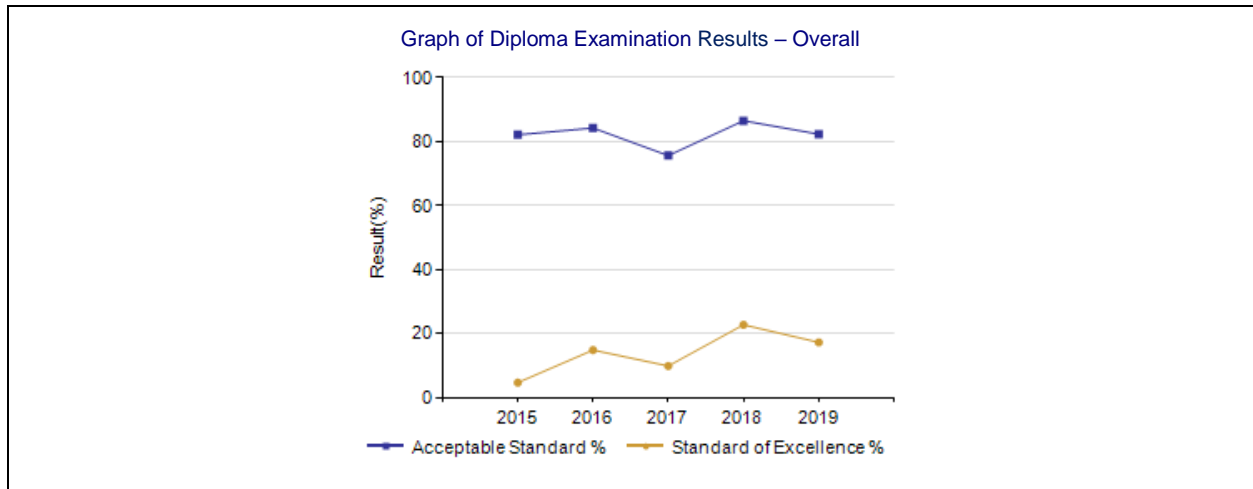
# Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.

|                        |           | Results (in percentages) |      |       |      |       |      |       |      |      |      | Target |     |
|------------------------|-----------|--------------------------|------|-------|------|-------|------|-------|------|------|------|--------|-----|
|                        |           | 2015                     |      | 2016  |      | 2017  |      | 2018  |      | 2019 |      | 2020   |     |
|                        |           | A                        | E    | A     | E    | A     | E    | A     | E    | A    | E    | A      | E   |
| English Lang Arts 30-1 | School    | 96.8                     | 6.5  | 91.4  | 2.9  | 87.0  | 8.7  | 100.0 | 26.3 | 95.7 | 17.4 | 95     | 20  |
|                        | Authority | 90.9                     | 5.1  | 85.7  | 3.6  | 88.6  | 4.8  | 93.6  | 8.5  | 81.1 | 10.4 |        |     |
|                        | 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    | 80.0                     | 0.0  | *     | *    | 87.5  | 0.0  | 88.2  | 5.9  | 90.0 | 16.7 | 90     | 20  |
|                        | Authority | 84.9                     | 6.6  | 87.5  | 11.1 | 95.1  | 7.3  | 81.2  | 12.9 | 90.3 | 12.6 |        |     |
|                        | Province  | 88.6                     | 11.2 | 89.1  | 12.3 | 89.5  | 11.4 | 88.0  | 13.1 | 87.1 | 12.1 |        |     |
| French Lang Arts 30-1  | School    | 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  | 100.0 | 0.0  | 83.3  | 0.0  | *     | *    | *    | *    |        |     |
|                        | Province  | 95.5                     | 9.9  | 93.8  | 8.7  | 94.7  | 9.4  | 93.8  | 11.0 | 91.5 | 10.1 |        |     |
| Français 30-1          | School    | n/a                      | n/a  | n/a   | n/a  | n/a   | n/a  | n/a   | n/a  | n/a  | n/a  | 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    | 56.3                     | 6.3  | 56.0  | 8.0  | 33.3  | 0.0  | 83.3  | 33.3 | 71.4 | 28.6 | 75     | 30  |
|                        | Authority | 64.2                     | 13.2 | 48.5  | 6.1  | 43.2  | 4.5  | 71.7  | 22.6 | 69.2 | 23.1 |        |     |
|                        | 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    | 71.4                     | 7.1  | 75.0  | 0.0  | 60.0  | 0.0  | 90.9  | 36.4 | 88.2 | 11.8 | 90     | 15  |
|                        | Authority | 56.8                     | 4.5  | 65.3  | 6.1  | 57.1  | 2.0  | 67.8  | 15.3 | 63.6 | 10.6 |        |     |
|                        | 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    | 77.4                     | 0.0  | 96.4  | 3.6  | 77.3  | 9.1  | 90.9  | 18.2 | 84.6 | 19.2 | 85     | 20  |
|                        | Authority | 81.3                     | 7.7  | 86.6  | 4.9  | 79.3  | 8.0  | 84.0  | 9.3  | 77.8 | 11.1 |        |     |
|                        | Province  | 87.1                     | 16.2 | 84.9  | 14.3 | 86.0  | 14.8 | 86.2  | 17.7 | 86.6 | 17.0 |        |     |
| Social Studies 30-2    | School    | 88.9                     | 0.0  | *     | *    | 55.6  | 11.1 | 68.8  | 6.3  | 69.2 | 0.0  | 75     | 15  |
|                        | Authority | 83.8                     | 3.8  | 72.1  | 7.0  | 78.3  | 7.6  | 75.5  | 7.1  | 67.9 | 6.4  |        |     |
|                        | Province  | 81.3                     | 12.5 | 81.1  | 13.1 | 80.6  | 12.6 | 78.8  | 12.2 | 77.8 | 12.2 |        |     |
| Biology 30             | School    | 82.4                     | 8.8  | 94.3  | 34.3 | 83.3  | 16.7 | 84.6  | 34.6 | 80.0 | 20.0 | 80     | 20  |
|                        | Authority | 76.9                     | 14.4 | 81.1  | 22.6 | 73.1  | 12.0 | 78.7  | 22.3 | 71.3 | 23.1 |        |     |
|                        | Province  | 85.8                     | 33.0 | 85.1  | 32.4 | 84.2  | 32.3 | 86.6  | 36.6 | 83.9 | 35.5 |        |     |
| Chemistry 30           | School    | 69.2                     | 7.7  | 68.2  | 22.7 | 90.0  | 20.0 | 87.5  | 25.0 | 64.7 | 17.6 | 70     | 25  |
|                        | Authority | 65.0                     | 13.3 | 57.3  | 12.4 | 68.3  | 12.7 | 66.7  | 14.3 | 63.4 | 19.7 |        |     |
|                        | Province  | 82.1                     | 34.2 | 81.5  | 34.5 | 83.1  | 38.6 | 83.6  | 38.3 | 85.7 | 42.5 |        |     |
| Physics 30             | School    | 100.0                    | 5.6  | 91.3  | 21.7 | 90.9  | 18.2 | 83.3  | 16.7 | 94.1 | 35.3 | 95     | 35  |
|                        | Authority | 95.0                     | 20.0 | 76.0  | 16.0 | 73.3  | 20.0 | 80.0  | 17.1 | 81.8 | 30.3 |        |     |
|                        | 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  | 80.0 | 13.3 | 80     | 15  |
|                        | Authority | *                        | *    | *     | *    | 100.0 | 0.0  | 100.0 | 33.3 | 78.3 | 17.4 |        |     |
|                        | 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.

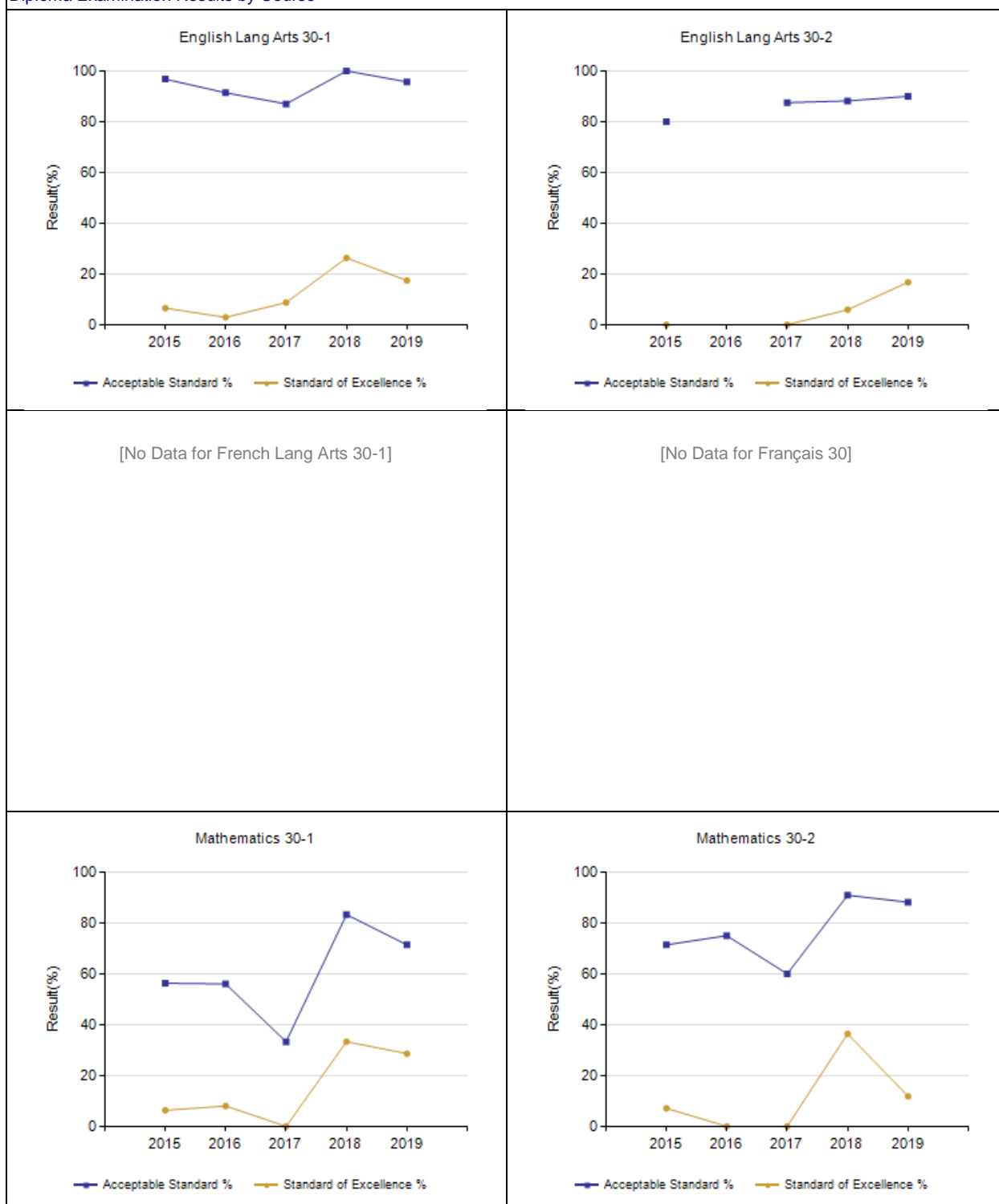


Notes:

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



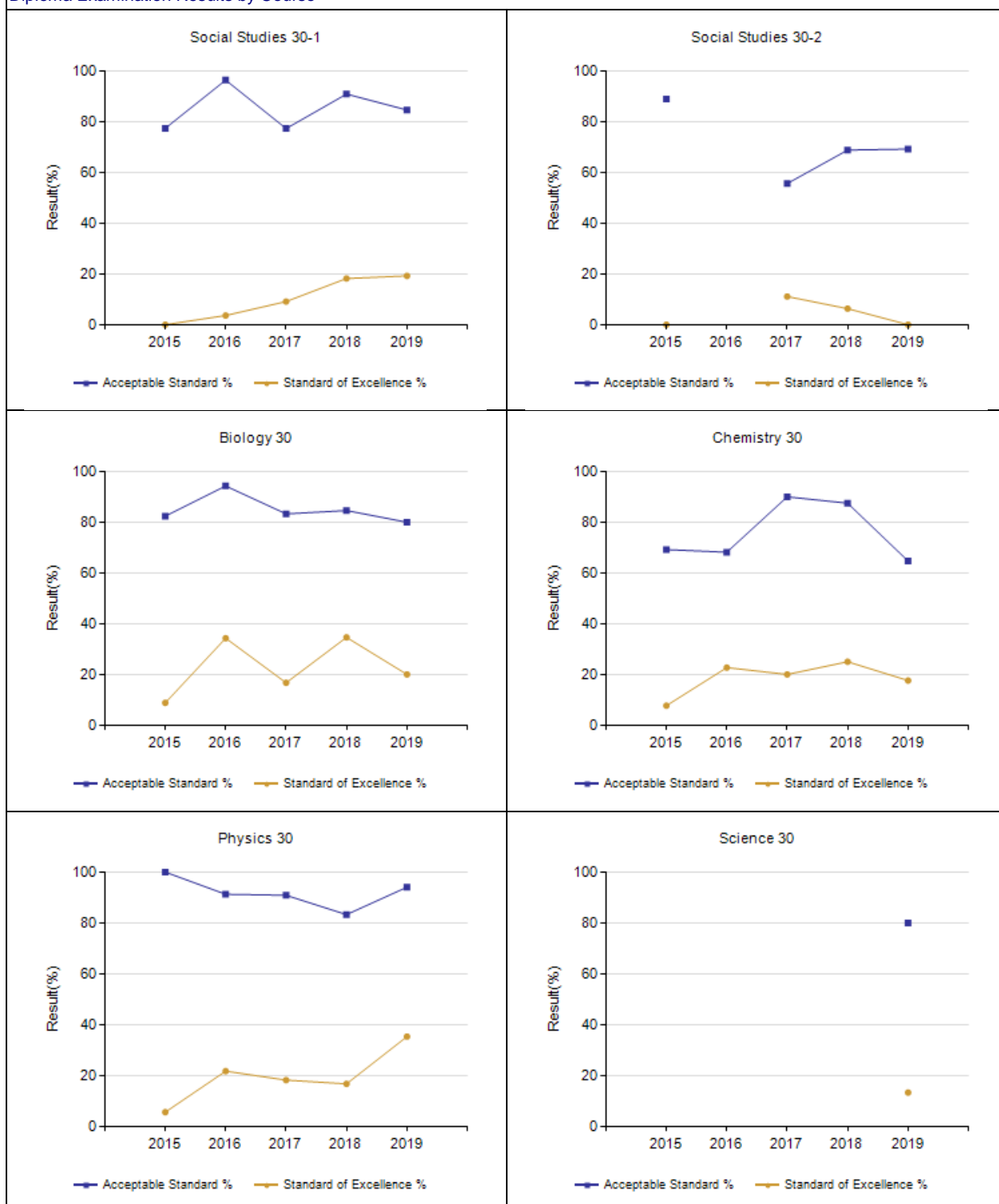
# Diploma Examination Results by Course



## Notes:

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

# Diploma Examination Results by Course



## Notes:

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

Diploma Examination Results Course By Course Summary With Measure Evaluation

|                        |                        | Fairview High 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            | Maintained  | Excellent  | 23   | 95.7 | 26                  | 92.8 | 29,832  | 86.8 | 30,091              | 86.9 |
|                        | Standard of Excellence | Very High            | Maintained  | Excellent  | 23   | 17.4 | 26                  | 12.6 | 29,832  | 12.3 | 30,091              | 11.9 |
| English Lang Arts 30-2 | Acceptable Standard    | Intermediate         | Maintained  | Acceptable | 30   | 90.0 | 13                  | 87.9 | 16,640  | 87.1 | 16,563              | 88.9 |
|                        | Standard of Excellence | High                 | Improved    | Good       | 30   | 16.7 | 13                  | 2.9  | 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        | 14   | 71.4 | 18                  | 57.6 | 19,389  | 77.8 | 20,337              | 73.9 |
|                        | Standard of Excellence | n/a                  | n/a         | n/a        | 14   | 28.6 | 18                  | 13.8 | 19,389  | 35.1 | 20,337              | 30.6 |
| Mathematics 30-2       | Acceptable Standard    | n/a                  | n/a         | n/a        | 17   | 88.2 | 10                  | 75.3 | 14,465  | 76.5 | 14,107              | 74.8 |
|                        | Standard of Excellence | n/a                  | n/a         | n/a        | 17   | 11.8 | 10                  | 12.1 | 14,465  | 16.8 | 14,107              | 16.4 |
| Social Studies 30-1    | Acceptable Standard    | Intermediate         | Maintained  | Acceptable | 26   | 84.6 | 24                  | 88.2 | 21,610  | 86.6 | 22,179              | 85.7 |
|                        | Standard of Excellence | High                 | Maintained  | Good       | 26   | 19.2 | 24                  | 10.3 | 21,610  | 17.0 | 22,179              | 15.6 |
| Social Studies 30-2    | Acceptable Standard    | Very Low             | Maintained  | Concern    | 26   | 69.2 | 13                  | 62.2 | 20,758  | 77.8 | 20,078              | 80.2 |
|                        | Standard of Excellence | Very Low             | Declined    | Concern    | 26   | 0.0  | 13                  | 8.7  | 20,758  | 12.2 | 20,078              | 12.6 |
| Biology 30             | Acceptable Standard    | Intermediate         | Maintained  | Acceptable | 30   | 80.0 | 26                  | 87.4 | 22,442  | 83.9 | 22,853              | 85.3 |
|                        | Standard of Excellence | Low                  | Maintained  | Issue      | 30   | 20.0 | 26                  | 28.5 | 22,442  | 35.5 | 22,853              | 33.8 |
| Chemistry 30           | Acceptable Standard    | Low                  | Declined    | Issue      | 17   | 64.7 | 16                  | 81.9 | 18,525  | 85.7 | 18,929              | 82.7 |
|                        | Standard of Excellence | Low                  | Maintained  | Issue      | 17   | 17.6 | 16                  | 22.6 | 18,525  | 42.5 | 18,929              | 37.2 |
| Physics 30             | Acceptable Standard    | Very High            | Maintained  | Excellent  | 17   | 94.1 | 17                  | 88.5 | 9,247   | 87.5 | 9,974               | 85.9 |
|                        | Standard of Excellence | High                 | Improved    | Good       | 17   | 35.3 | 17                  | 18.9 | 9,247   | 43.5 | 9,974               | 41.7 |
| Science 30             | Acceptable Standard    | Intermediate         | n/a         | n/a        | 15   | 80.0 | n/a                 | n/a  | 9,676   | 85.7 | 9,180               | 84.9 |
|                        | Standard of Excellence | Low                  | n/a         | n/a        | 15   | 13.3 | 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.

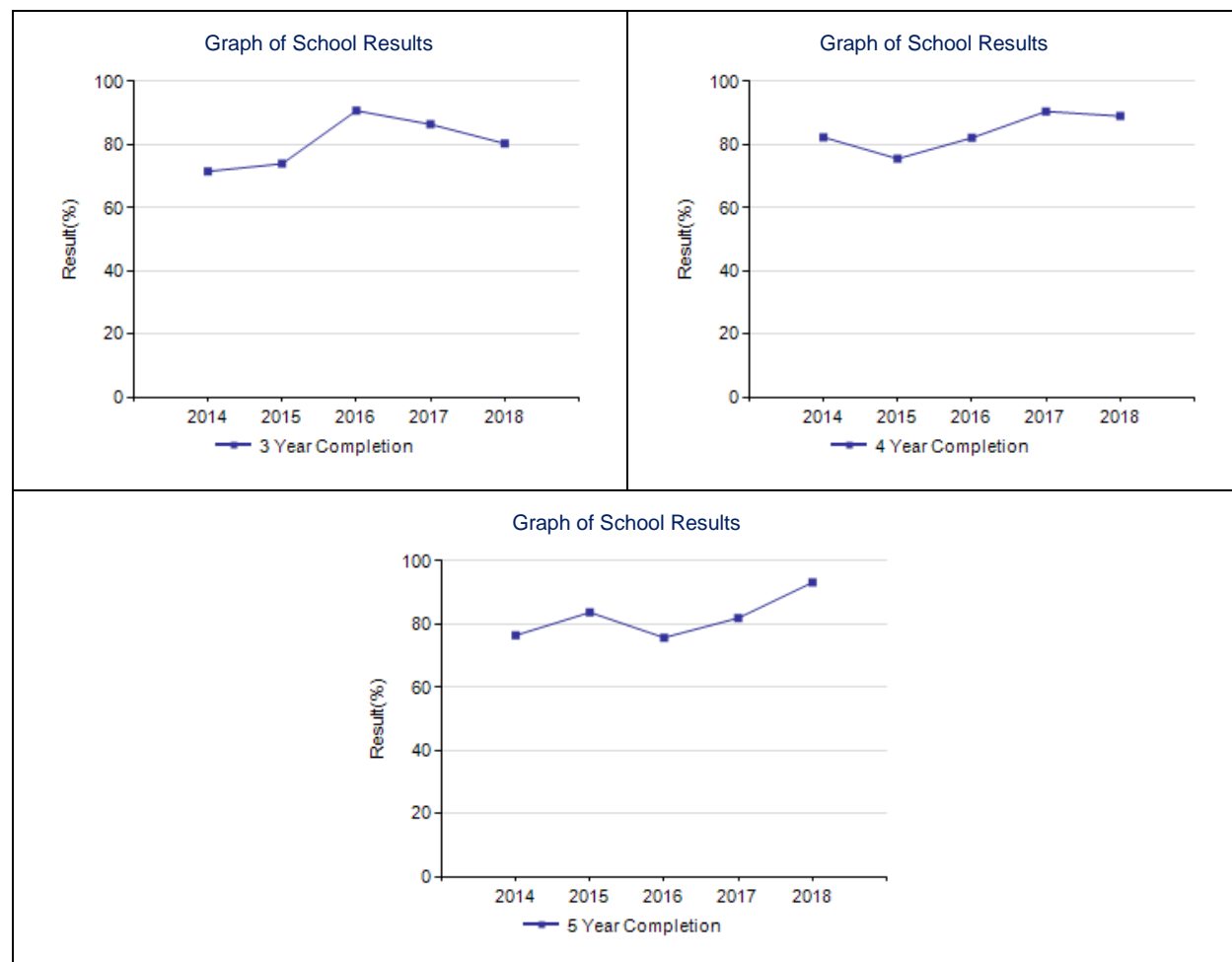
|                        | Achievement |            |              |            |            |
|------------------------|-------------|------------|--------------|------------|------------|
|                        | Very High   | High       | Intermediate | Low        | Very Low   |
| Improved Significantly | 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 | 71.5   | 73.9 | 90.7 | 86.4 | 80.3 | 67.1      | 69.7 | 71.1 | 68.2 | 70.7 | 76.5     | 76.5 | 78.0 | 78.0 | 79.1 |
| 4 Year Completion | 82.3   | 75.5 | 82.1 | 90.5 | 89.0 | 74.4      | 71.7 | 74.4 | 74.8 | 76.1 | 79.9     | 81.0 | 81.2 | 82.6 | 82.7 |
| 5 Year Completion | 76.4   | 83.7 | 75.7 | 81.9 | 93.2 | 78.6      | 76.2 | 73.9 | 75.7 | 77.2 | 82.0     | 82.1 | 83.2 | 83.4 | 84.8 |



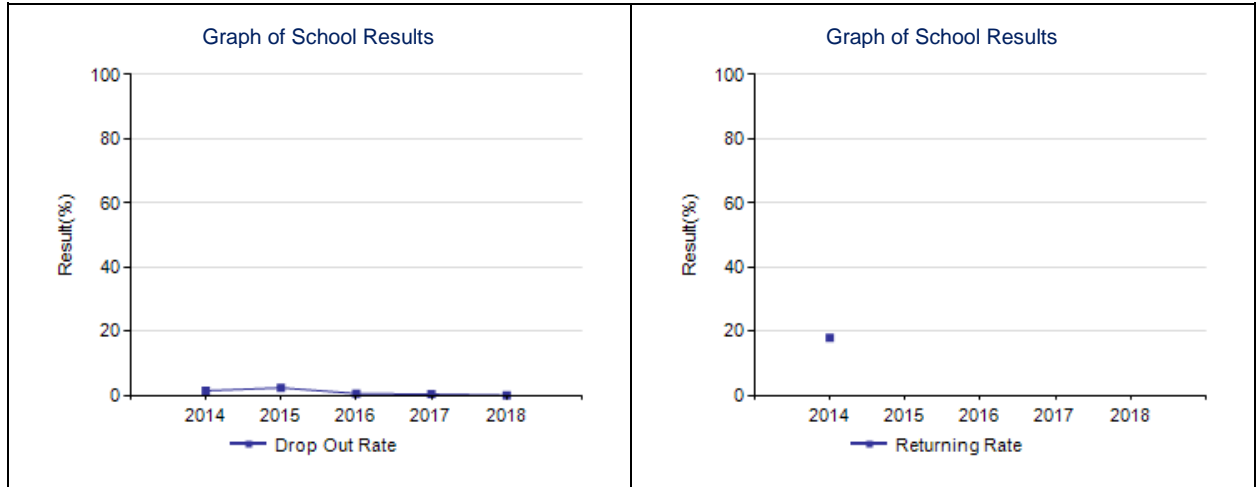
## Notes:

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

### Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18

|                | School |      |      |      |      | Authority |      |      |      |      | Province |      |      |      |      |
|----------------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
|                | 2014   | 2015 | 2016 | 2017 | 2018 | 2014      | 2015 | 2016 | 2017 | 2018 | 2014     | 2015 | 2016 | 2017 | 2018 |
| Drop Out Rate  | 1.4    | 2.3  | 0.5  | 0.3  | 0.0  | 4.5       | 4.4  | 3.3  | 2.9  | 4.0  | 3.5      | 3.2  | 3.0  | 2.3  | 2.6  |
| Returning Rate | 17.9   | *    | *    | *    | *    | 32.0      | 9.1  | 17.3 | 26.9 | 15.3 | 20.9     | 18.2 | 18.9 | 19.9 | 22.7 |



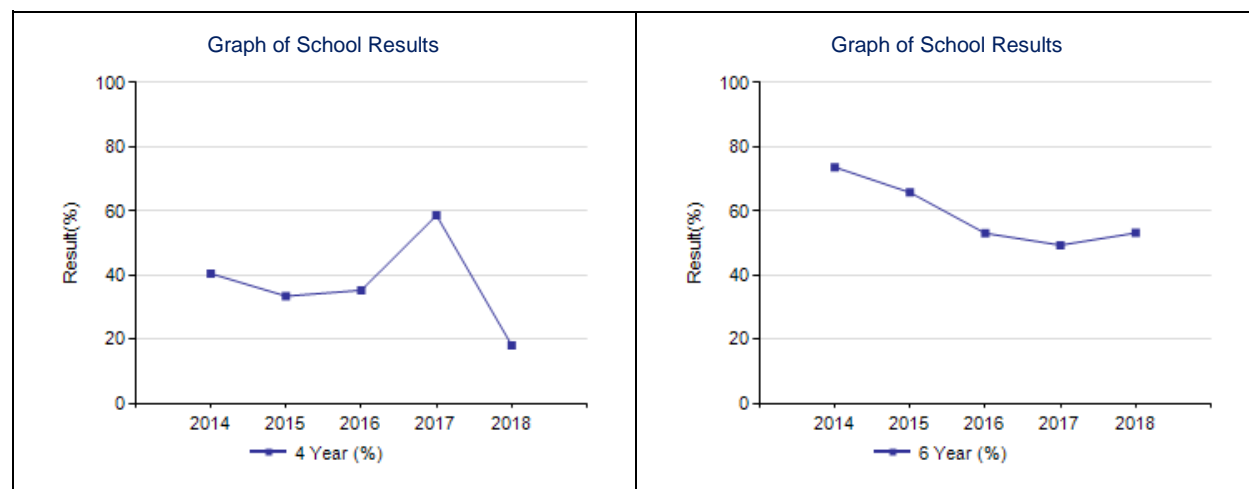
Notes:

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

**High School to Post-secondary Transition Rate – Measure Details**

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

|             | School |      |      |      |      | Authority |      |      |      |      | Province |      |      |      |      |
|-------------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
|             | 2014   | 2015 | 2016 | 2017 | 2018 | 2014      | 2015 | 2016 | 2017 | 2018 | 2014     | 2015 | 2016 | 2017 | 2018 |
| 4 Year Rate | 40.4   | 33.4 | 35.2 | 58.6 | 18.0 | 31.8      | 31.8 | 29.0 | 33.5 | 26.4 | 38.3     | 37.0 | 37.0 | 39.3 | 40.1 |
| 6 Year Rate | 73.6   | 65.7 | 53.0 | 49.3 | 53.1 | 63.3      | 55.0 | 46.5 | 47.8 | 43.7 | 59.7     | 59.4 | 57.9 | 58.7 | 59.0 |



Notes:

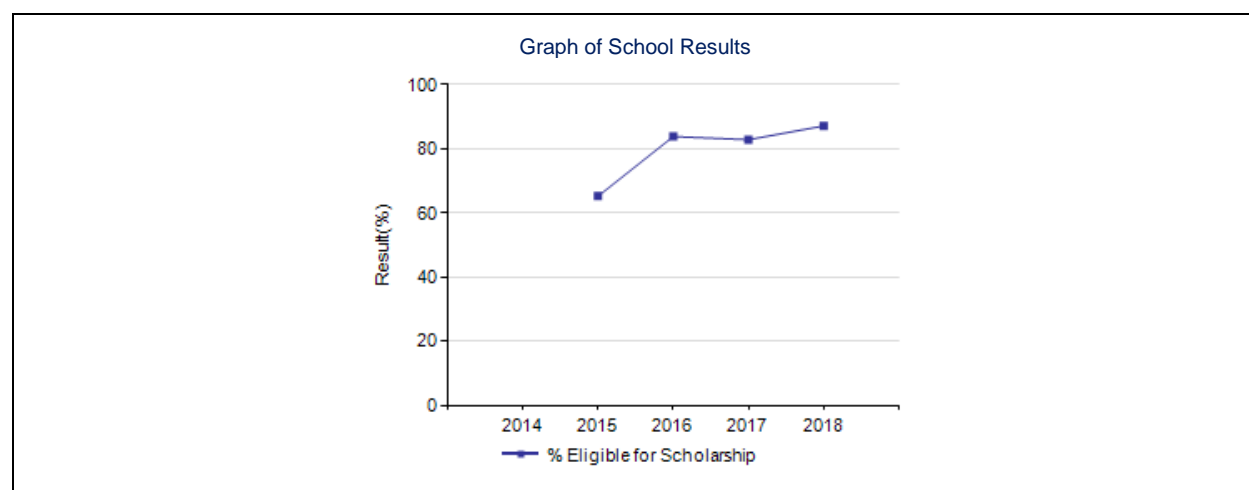
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Rutherford Eligibility Rate – Measure Details**

| Percentage of Grade 12 students eligible for a Rutherford Scholarship. |        |      |      |      |      |           |      |      |      |      |          |      |      |      |      |
|--|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
|  | School |      |      |      |      | Authority |      |      |      |      | Province |      |      |      |      |
|  | 2014   | 2015 | 2016 | 2017 | 2018 | 2014      | 2015 | 2016 | 2017 | 2018 | 2014     | 2015 | 2016 | 2017 | 2018 |
| Rutherford Scholarship Eligibility Rate                                | n/a    | 65.2 | 83.8 | 82.8 | 87.1 | n/a       | 41.0 | 50.0 | 53.4 | 54.2 | 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                  | 46             | 30                          | 65.2                         | 27                          | 58.7                         | 12                          | 26.1                         | 30                          | 65.2                         |
| 2016                  | 37             | 30                          | 81.1                         | 26                          | 70.3                         | 19                          | 51.4                         | 31                          | 83.8                         |
| 2017                  | 29             | 21                          | 72.4                         | 20                          | 69.0                         | 9                           | 31.0                         | 24                          | 82.8                         |
| 2018                  | 31             | 27                          | 87.1                         | 21                          | 67.7                         | 17                          | 54.8                         | 27                          | 87.1                         |



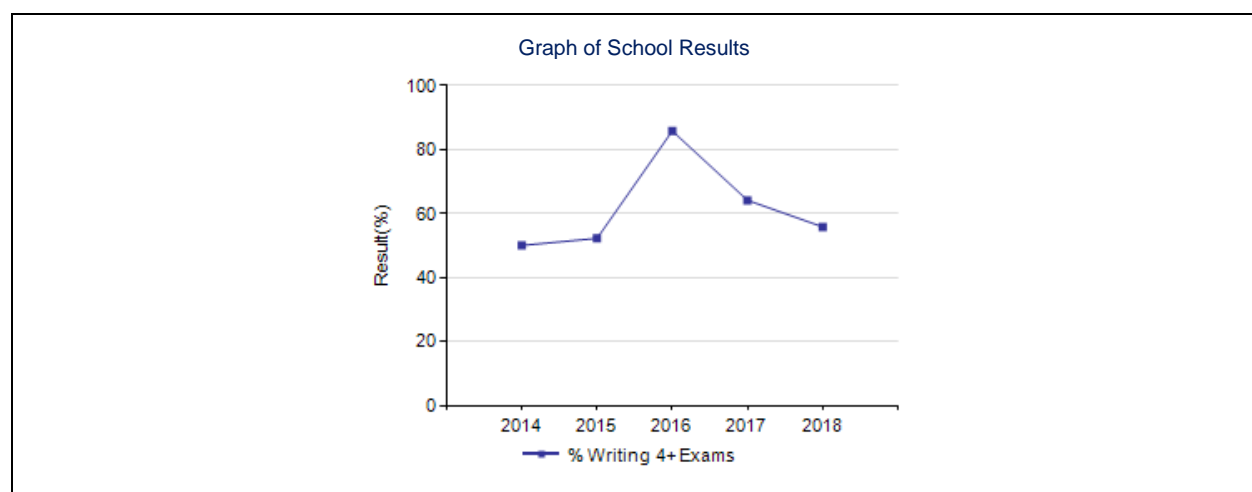
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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         | 19.6        | 20.3        | 9.3         | 8.0         | 8.5         | 23.9        | 24.8        | 22.0        | 21.1        | 21.9        | 15.7        | 15.7        | 15.0        | 14.8        | 14.2        |
| % Writing 1+ Exams        | 80.4        | 79.7        | 90.7        | 92.0        | 91.5        | 76.1        | 75.2        | 78.0        | 78.9        | 78.1        | 84.3        | 84.3        | 85.0        | 85.2        | 85.8        |
| % Writing 2+ Exams        | 75.0        | 78.3        | 90.7        | 89.2        | 82.6        | 72.0        | 71.3        | 73.7        | 74.3        | 75.6        | 81.4        | 81.2        | 82.0        | 82.3        | 83.0        |
| % Writing 3+ Exams        | 55.4        | 55.1        | 88.2        | 75.3        | 58.0        | 52.0        | 44.8        | 53.5        | 50.0        | 51.2        | 65.0        | 64.7        | 65.2        | 66.1        | 66.8        |
| <b>% Writing 4+ Exams</b> | <b>50.0</b> | <b>52.2</b> | <b>85.8</b> | <b>64.1</b> | <b>55.8</b> | <b>40.5</b> | <b>35.4</b> | <b>45.2</b> | <b>37.8</b> | <b>43.4</b> | <b>54.4</b> | <b>54.6</b> | <b>54.9</b> | <b>55.7</b> | <b>56.3</b> |
| % Writing 5+ Exams        | 37.5        | 26.1        | 66.2        | 44.6        | 46.9        | 29.5        | 20.6        | 32.5        | 22.4        | 29.8        | 36.3        | 37.1        | 37.5        | 37.8        | 38.7        |
| % Writing 6+ Exams        | 25.0        | 8.7         | 46.6        | 16.7        | 29.0        | 11.9        | 6.6         | 14.5        | 9.3         | 12.7        | 13.1        | 13.8        | 13.6        | 13.9        | 14.2        |



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

|   | School      |             |             |             |             | Authority   |             |             |             |             | Province    |             |             |             |             |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|   | 2014        | 2015        | 2016        | 2017        | 2018        | 2014        | 2015        | 2016        | 2017        | 2018        | 2014        | 2015        | 2016        | 2017        | 2018        |
| English Language Arts 30-1                      | 47.4        | 44.3        | 85.4        | 63.9        | 44.4        | 45.6        | 34.7        | 48.5        | 41.2        | 42.3        | 54.0        | 53.2        | 54.0        | 55.0        | 56.3        |
| English Language Arts 30-2                      | 29.8        | 34.3        | 4.9         | 22.2        | 42.2        | 26.6        | 38.9        | 26.4        | 35.6        | 33.2        | 28.0        | 28.7        | 28.7        | 28.8        | 27.8        |
| <b>Total of 1 or more English Diploma Exams</b> | <b>77.2</b> | <b>75.7</b> | <b>90.2</b> | <b>86.1</b> | <b>86.7</b> | <b>71.8</b> | <b>72.5</b> | <b>74.9</b> | <b>75.9</b> | <b>75.5</b> | <b>79.7</b> | <b>79.5</b> | <b>80.1</b> | <b>80.9</b> | <b>81.1</b> |
| Social Studies 30-1                             | 47.4        | 47.1        | 78.0        | 61.1        | 44.4        | 37.7        | 30.9        | 39.0        | 35.6        | 34.6        | 45.1        | 43.5        | 45.1        | 44.9        | 45.0        |
| Social Studies 30-2                             | 26.3        | 31.4        | 12.2        | 27.8        | 40.0        | 32.1        | 39.7        | 34.6        | 38.9        | 39.9        | 35.2        | 36.7        | 35.8        | 36.4        | 37.1        |
| <b>Total of 1 or more Social Diploma Exams</b>  | <b>73.7</b> | <b>78.6</b> | <b>90.2</b> | <b>88.9</b> | <b>84.4</b> | <b>69.8</b> | <b>70.2</b> | <b>72.7</b> | <b>74.1</b> | <b>74.5</b> | <b>79.6</b> | <b>79.5</b> | <b>80.3</b> | <b>80.7</b> | <b>81.4</b> |
| Pure Mathematics 30                             | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 0.1         | 0.0         | 0.0         | 0.0         | 0.0         |
| Applied Mathematics 30                          | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         |
| Mathematics 30-1                                | 38.6        | 25.7        | 56.1        | 33.3        | 40.0        | 25.4        | 18.3        | 26.8        | 18.1        | 23.6        | 37.3        | 37.1        | 36.4        | 35.5        | 36.5        |
| Mathematics 30-2                                | 14.0        | 30.0        | 31.7        | 41.7        | 24.4        | 19.4        | 18.3        | 19.9        | 22.2        | 22.6        | 21.4        | 22.4        | 23.7        | 25.1        | 24.9        |
| <b>Total of 1 or more Math Diploma Exams</b>    | <b>50.9</b> | <b>52.9</b> | <b>87.8</b> | <b>72.2</b> | <b>57.8</b> | <b>44.0</b> | <b>35.5</b> | <b>46.3</b> | <b>39.4</b> | <b>44.7</b> | <b>57.0</b> | <b>57.6</b> | <b>58.3</b> | <b>58.6</b> | <b>59.3</b> |
| Biology 30                                      | 45.6        | 44.3        | 80.5        | 55.6        | 51.1        | 37.7        | 34.7        | 41.6        | 37.5        | 42.3        | 41.4        | 40.6        | 40.7        | 41.7        | 42.7        |
| Chemistry 30                                    | 31.6        | 17.1        | 58.5        | 30.6        | 35.6        | 29.4        | 20.2        | 35.1        | 23.1        | 28.4        | 34.7        | 35.7        | 35.6        | 35.1        | 35.8        |
| Physics 30                                      | 38.6        | 25.7        | 56.1        | 30.6        | 40.0        | 18.3        | 14.9        | 18.6        | 14.4        | 15.9        | 20.0        | 19.9        | 19.3        | 18.6        | 18.7        |
| Science 30                                      | 0.0         | 1.4         | 2.4         | 16.7        | 6.7         | 0.8         | 0.8         | 1.3         | 3.2         | 4.3         | 12.8        | 14.1        | 15.7        | 16.9        | 17.0        |
| <b>Total of 1 or more Science Diploma Exams</b> | <b>52.6</b> | <b>52.9</b> | <b>85.4</b> | <b>72.2</b> | <b>57.8</b> | <b>45.6</b> | <b>42.4</b> | <b>51.1</b> | <b>44.9</b> | <b>47.6</b> | <b>59.4</b> | <b>59.8</b> | <b>60.5</b> | <b>61.2</b> | <b>61.8</b> |
| Français 30-1                                   | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 0.3         | 0.2         | 0.3         | 0.3         | 0.3         |
| French Language Arts 30                         | 0.0         | 0.0         | 0.0         | 0.0         | 0.0         | 1.6         | 0.0         | 4.3         | 2.8         | 1.4         | 2.7         | 2.8         | 2.8         | 3.0         | 2.7         |



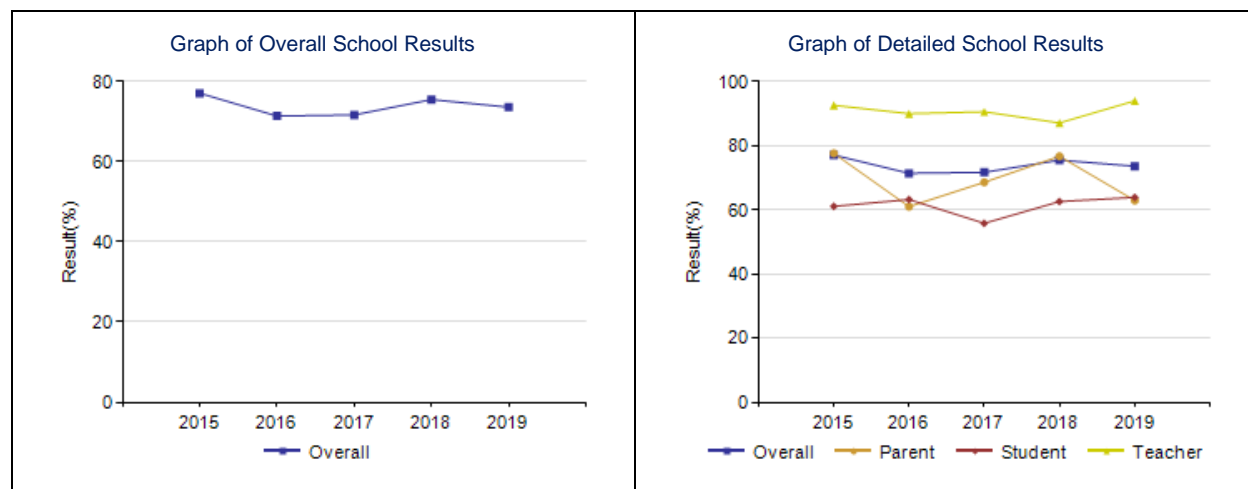
|  |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
|--|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| <b>Total of 1 or more French Diploma Exams</b> | <b>0.0</b> | <b>0.0</b> | <b>0.0</b> | <b>0.0</b> | <b>0.0</b> | <b>1.6</b> | <b>0.0</b> | <b>4.3</b> | <b>2.8</b> | <b>1.4</b> | <b>2.9</b> | <b>3.0</b> | <b>3.1</b> | <b>3.3</b> | <b>3.0</b> |
|--|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|

Notes:

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

### Citizenship – Measure Details

| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. |        |      |      |      |      |           |      |      |      |      |          |      |      |      |      |
|---|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
|   | School |      |      |      |      | Authority |      |      |      |      | Province |      |      |      |      |
|   | 2015   | 2016 | 2017 | 2018 | 2019 | 2015      | 2016 | 2017 | 2018 | 2019 | 2015     | 2016 | 2017 | 2018 | 2019 |
| Overall   | 77.1   | 71.4 | 71.7 | 75.5 | 73.6 | 83.0      | 84.3 | 82.0 | 86.2 | 85.7 | 83.5     | 83.9 | 83.7 | 83.0 | 82.9 |
| Teacher   | 92.6   | 90.0 | 90.6 | 87.1 | 94.0 | 96.1      | 96.0 | 95.1 | 95.5 | 96.8 | 94.2     | 94.5 | 94.0 | 93.4 | 93.2 |
| Parent  | 77.6   | 61.0 | 68.6 | 76.7 | 62.9 | 80.3      | 82.8 | 78.3 | 80.4 | 77.9 | 82.1     | 82.9 | 82.7 | 81.7 | 81.9 |
| Student   | 61.1   | 63.2 | 55.8 | 62.6 | 63.9 | 72.6      | 74.2 | 72.6 | 82.7 | 82.5 | 74.2     | 74.5 | 74.4 | 73.9 | 73.5 |

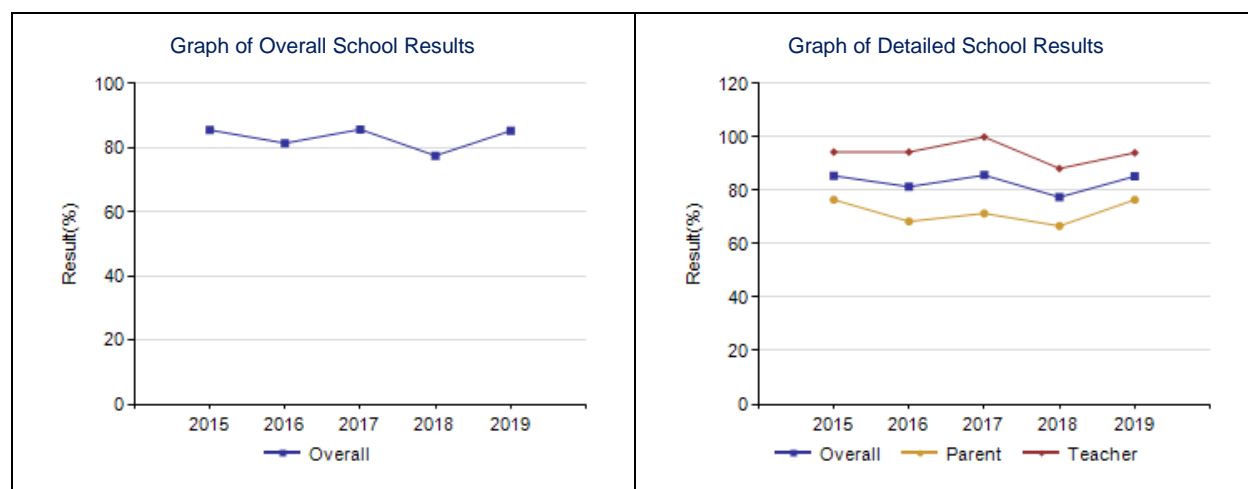


Notes:

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  | 85.5   | 81.4 | 85.7  | 77.5 | 85.3 | 85.3      | 85.6 | 82.7 | 84.7 | 84.0 | 82.0     | 82.6 | 82.7 | 82.4 | 83.0 |
| Teacher  | 94.4   | 94.4 | 100.0 | 88.2 | 94.1 | 93.5      | 96.0 | 94.3 | 95.0 | 96.6 | 89.7     | 90.5 | 90.4 | 90.3 | 90.8 |
| Parent   | 76.5   | 68.4 | 71.4  | 66.7 | 76.5 | 77.1      | 75.2 | 71.1 | 74.5 | 71.3 | 74.2     | 74.8 | 75.1 | 74.6 | 75.2 |



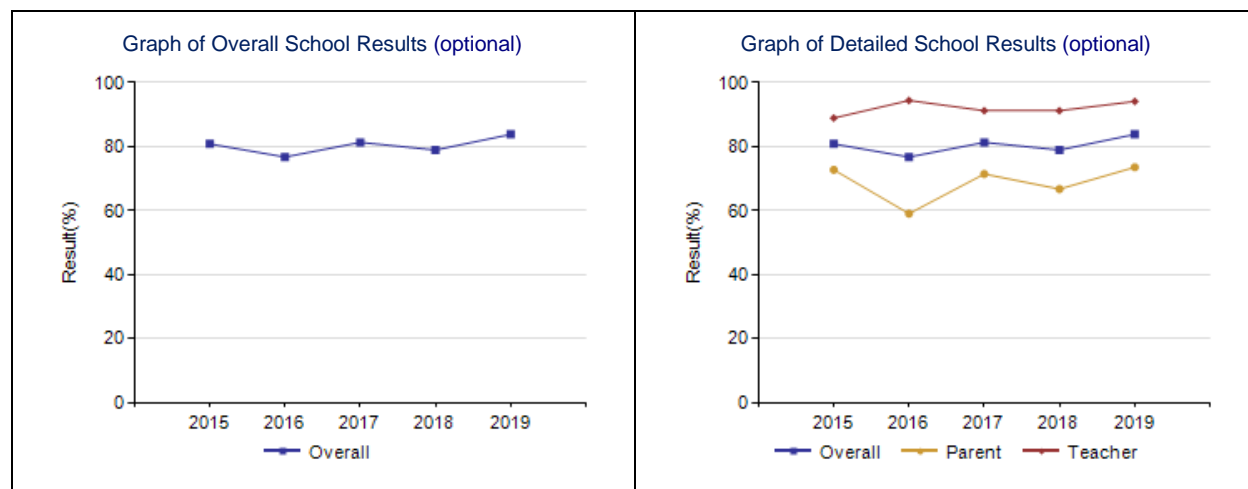
Notes:

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 | 80.8   | 76.7 | 81.3 | 78.9 | 83.8 | 74.7      | 77.2 | 75.5 | 77.5 | 76.2 | 70.0     | 70.7 | 71.0 | 70.9 | 71.4 |
| Teacher | 88.9   | 94.4 | 91.2 | 91.2 | 94.1 | 81.9      | 87.2 | 86.3 | 91.1 | 92.7 | 76.0     | 77.3 | 77.3 | 77.8 | 78.8 |
| Parent  | 72.7   | 59.0 | 71.4 | 66.7 | 73.5 | 67.5      | 67.2 | 64.8 | 64.0 | 59.7 | 64.0     | 64.2 | 64.8 | 64.0 | 64.0 |



Notes:

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

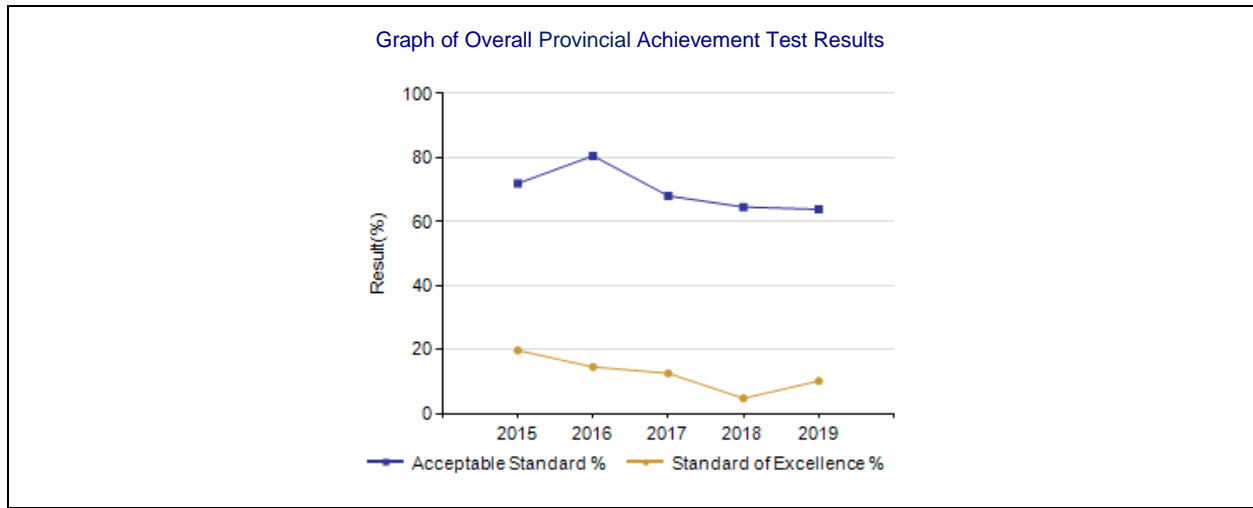
## **Provincial Achievement Test Results – Measure Details**

| PAT Course by Course Results by Number Enrolled. |           |                          |      |      |      |      |      |      |      |      |      |        |     |
|--|-----------|--------------------------|------|------|------|------|------|------|------|------|------|--------|-----|
|  |           | Results (in percentages) |      |      |      |      |      |      |      |      |      | Target |     |
|  |           | 2015                     |      | 2016 |      | 2017 |      | 2018 |      | 2019 |      | 2019   |     |
|  |           | A                        | E    | A    | E    | A    | E    | A    | E    | A    | E    | A      | E   |
| English Language Arts 6                          | School    | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a    | n/a |
|  | Authority | 88.1                     | 14.6 | 85.2 | 11.3 | 79.0 | 11.2 | 88.7 | 10.1 | 82.2 | 6.9  |        |     |
|  | 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  | n/a    | n/a |
|  | Authority | 87.5                     | 0.0  | 83.3 | 8.3  | 70.6 | 5.9  | 55.6 | 0.0  | 92.9 | 14.3 |        |     |
|  | 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  | n/a    | n/a |
|  | Authority | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  |        |     |
|  | Province  | 89.0                     | 15.0 | 91.4 | 17.2 | 92.1 | 21.6 | 93.3 | 23.1 | 90.3 | 24.6 |        |     |
| Mathematics 6                                    | School    | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a    | n/a |
|  | Authority | 75.7                     | 6.9  | 69.3 | 8.4  | 68.1 | 4.7  | 62.6 | 9.2  | 60.7 | 4.5  |        |     |
|  | Province  | 73.2                     | 14.1 | 72.2 | 14.0 | 69.4 | 12.6 | 72.9 | 14.0 | 72.5 | 15.0 |        |     |
| n/aScience 6                                     | 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 | 77.5                     | 19.7 | 74.3 | 18.3 | 75.6 | 18.8 | 71.8 | 17.6 | 67.7 | 13.4 |        |     |
|  | Province  | 76.3                     | 25.3 | 78.0 | 27.1 | 76.9 | 29.0 | 78.8 | 30.5 | 77.6 | 28.6 |        |     |
| Social Studies 6                                 | School    | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a    | n/a |
|  | Authority | 66.5                     | 6.4  | 66.3 | 10.9 | 68.1 | 17.4 | 64.7 | 8.8  | 66.2 | 8.5  |        |     |
|  | Province  | 69.8                     | 18.1 | 71.4 | 22.0 | 72.9 | 21.7 | 75.1 | 23.2 | 76.2 | 24.4 |        |     |
| English Language Arts 9                          | School    | 78.7                     | 19.1 | 94.7 | 10.5 | 82.6 | 15.2 | 83.3 | 4.8  | 79.5 | 13.6 | 80     | 15  |
|  | Authority | 70.4                     | 9.1  | 68.6 | 6.3  | 74.3 | 6.9  | 69.3 | 8.0  | 64.4 | 5.4  |        |     |
|  | 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    | *                        | *    | 91.7 | 25.0 | *    | *    | *    | *    | *    | *    | *      | *   |
|  | Authority | 30.0                     | 0.0  | 70.6 | 17.6 | 66.7 | 11.1 | *    | *    | *    | *    |        |     |

|                              |           |      |      |      |      |      |      |      |      |      |      |     |     |
|------------------------------|-----------|------|------|------|------|------|------|------|------|------|------|-----|-----|
|                              | 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  | n/a | n/a |
|                              | Authority | *    | *    | 50.0 | 10.0 | 83.3 | 0.0  | 37.5 | 0.0  | 85.7 | 0.0  |     |     |
|                              | Province  | 85.8 | 10.1 | 83.0 | 10.8 | 83.1 | 11.2 | 81.4 | 9.8  | 82.9 | 12.3 |     |     |
| Français 9 année             | School    | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | 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    | 68.8 | 33.3 | 75.0 | 9.1  | 63.8 | 14.9 | 40.0 | 5.0  | 56.8 | 9.1  | 60  | 15  |
|                              | Authority | 60.3 | 12.3 | 56.7 | 8.7  | 61.8 | 8.0  | 41.5 | 5.2  | 47.2 | 7.5  |     |     |
|                              | 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    | *    | *    | 83.3 | 0.0  | *    | *    | *    | *    | *    | *    | *   | *   |
|                              | Authority | 29.4 | 5.9  | 64.3 | 7.1  | 66.7 | 11.1 | 44.4 | 0.0  | *    | *    |     |     |
|                              | Province  | 60.9 | 14.4 | 61.2 | 13.0 | 57.5 | 13.3 | 57.4 | 13.6 | 59.6 | 13.2 |     |     |
| Science 9                    | School    | 83.0 | 19.1 | 76.0 | 12.0 | 62.0 | 6.0  | 69.8 | 0.0  | 70.5 | 9.1  | 75  | 15  |
|                              | Authority | 64.0 | 8.1  | 61.0 | 8.3  | 61.0 | 6.3  | 64.6 | 9.1  | 61.4 | 11.9 |     |     |
|                              | 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  | *    | *    | *   | *   |
|                              | Authority | 33.3 | 0.0  | *    | *    | *    | *    | *    | *    | *    | *    |     |     |
|                              | 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    | 68.1 | 12.8 | 73.7 | 26.3 | 65.2 | 13.0 | 67.5 | 7.5  | 61.4 | 11.4 | 65  | 15  |
|                              | Authority | 56.5 | 7.6  | 48.8 | 12.2 | 56.8 | 11.6 | 53.6 | 9.2  | 55.0 | 8.5  |     |     |
|                              | 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    | *    | *    | 83.3 | 16.7 | *    | *    | *    | *    | *    | *    | *   | *   |
|                              | Authority | 41.7 | 0.0  | 76.5 | 11.8 | 44.4 | 11.1 | *    | *    | 25.0 | 12.5 |     |     |
|                              | 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.

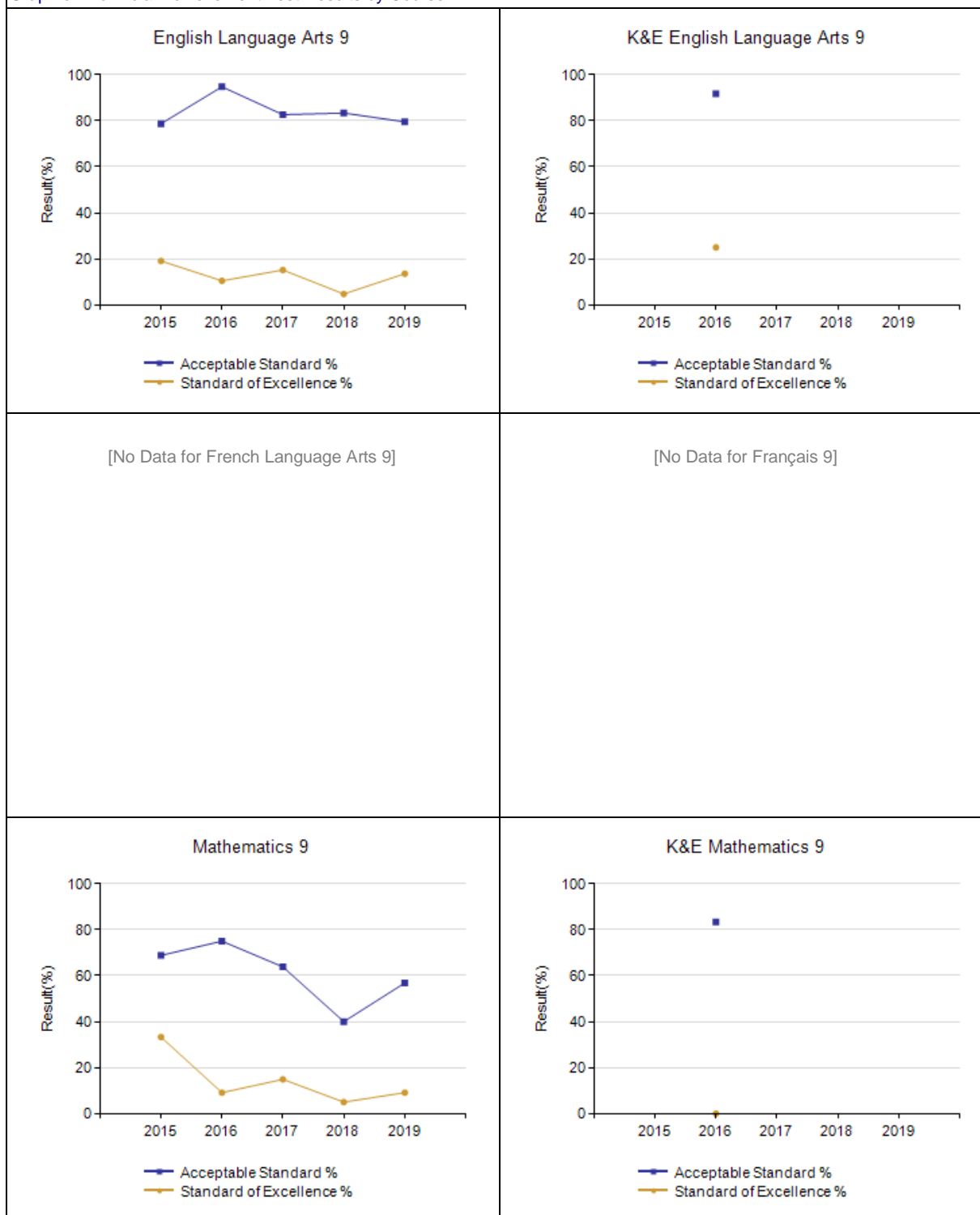


Notes:

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



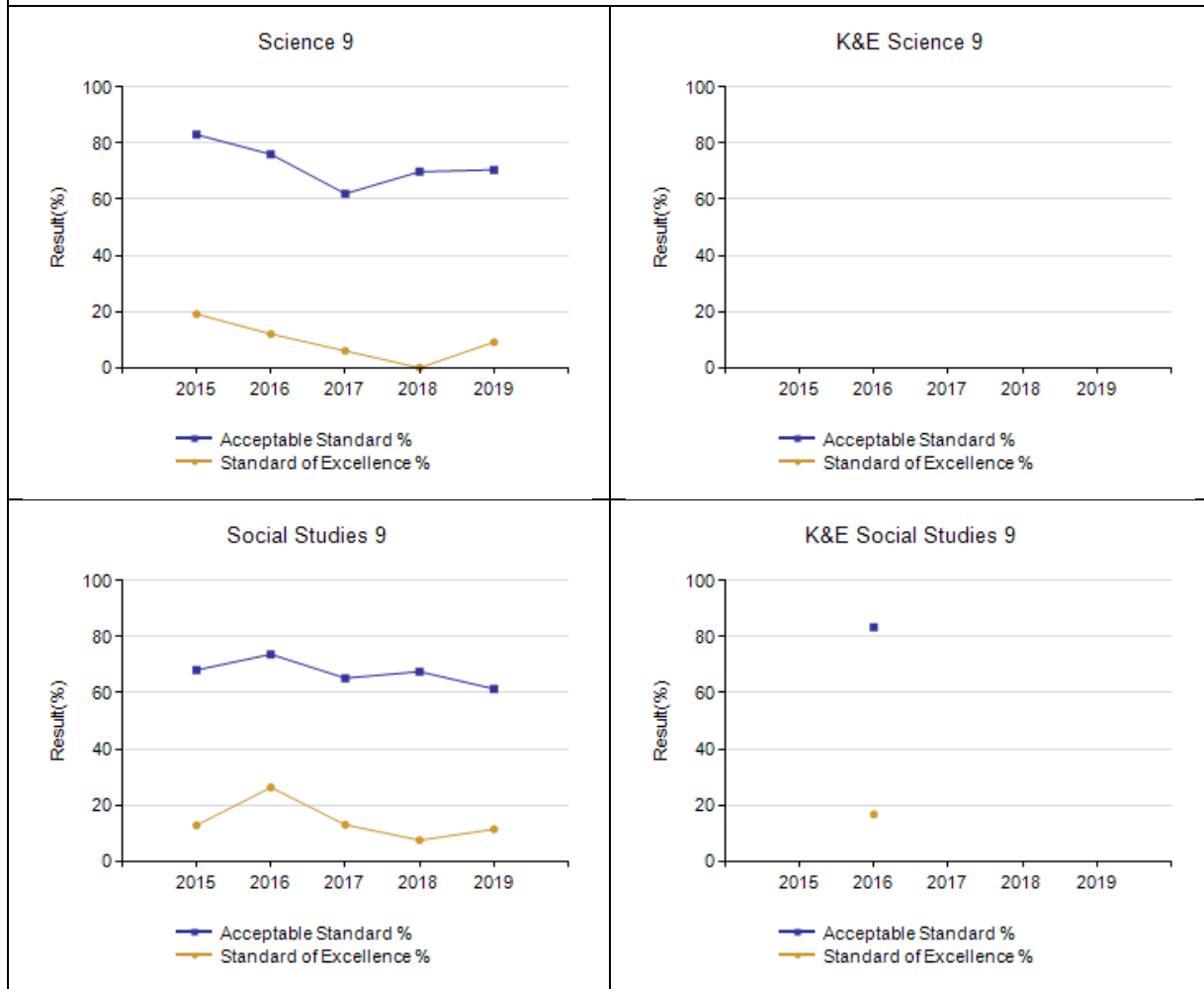
Graph of Provincial Achievement Test Results by Course



Notes:

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

Graph of Provincial Achievement Test Results by Course



Notes:

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

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

| Course                       | Measure                | Fairview High 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    | n/a                  | n/a         | n/a        | n/a  | n/a  | n/a                 | n/a  | 54,820  | 83.2 | 49,573              | 82.9 |
|                              | Standard of Excellence | n/a                  | n/a         | n/a        | n/a  | n/a  | n/a                 | n/a  | 54,820  | 17.8 | 49,573              | 19.1 |
| French Language Arts 6 année | Acceptable Standard    | n/a                  | n/a         | n/a        | n/a  | n/a  | n/a                 | n/a  | 3,559   | 87.7 | 3,122               | 86.0 |
|                              | Standard of Excellence | n/a                  | n/a         | n/a        | n/a  | n/a  | n/a                 | n/a  | 3,559   | 15.7 | 3,122               | 13.3 |
| Français 6 année             | Acceptable Standard    | n/a                  | n/a         | n/a        | n/a  | n/a  | n/a                 | n/a  | 663     | 90.3 | 574                 | 92.2 |
|                              | Standard of Excellence | n/a                  | n/a         | n/a        | n/a  | n/a  | n/a                 | n/a  | 663     | 24.6 | 574                 | 20.6 |
| Mathematics 6                | Acceptable Standard    | n/a                  | n/a         | n/a        | n/a  | n/a  | n/a                 | n/a  | 54,778  | 72.5 | 49,502              | 71.5 |
|                              | Standard of Excellence | n/a                  | n/a         | n/a        | n/a  | n/a  | n/a                 | n/a  | 54,778  | 15.0 | 49,502              | 13.5 |
| Science 6                    | Acceptable Standard    | n/a                  | n/a         | n/a        | n/a  | n/a  | n/a                 | n/a  | 54,879  | 77.6 | 49,520              | 77.9 |
|                              | Standard of Excellence | n/a                  | n/a         | n/a        | n/a  | n/a  | n/a                 | n/a  | 54,879  | 28.6 | 49,520              | 28.9 |
| Social Studies 6             | Acceptable Standard    | n/a                  | n/a         | n/a        | n/a  | n/a  | n/a                 | n/a  | 54,802  | 76.2 | 49,511              | 73.1 |
|                              | Standard of Excellence | n/a                  | n/a         | n/a        | n/a  | n/a  | n/a                 | n/a  | 54,802  | 24.4 | 49,511              | 22.3 |
| English Language Arts 9      | Acceptable Standard    | Intermediate         | Maintained  | Acceptable | 44   | 79.5 | 42                  | 86.9 | 47,465  | 75.1 | 45,363              | 76.6 |
|                              | Standard of Excellence | Intermediate         | Maintained  | Acceptable | 44   | 13.6 | 42                  | 10.2 | 47,465  | 14.7 | 45,363              | 14.9 |
| K&E English Language Arts 9  | Acceptable Standard    | *                    | *           | *          | 3    | *    | 12                  | 91.7 | 1,569   | 57.4 | 1,551               | 58.1 |
|                              | Standard of Excellence | *                    | *           | *          | 3    | *    | 12                  | 25.0 | 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    | Low                  | Maintained  | Issue      | 44   | 56.8 | 44                  | 59.6 | 46,764  | 60.0 | 44,959              | 64.7 |
|                              | Standard of Excellence | Low                  | Maintained  | Issue      | 44   | 9.1  | 44                  | 9.7  | 46,764  | 19.0 | 44,959              | 17.1 |
| K&E Mathematics 9            | Acceptable Standard    | *                    | *           | *          | 3    | *    | 6                   | 83.3 | 2,190   | 59.6 | 2,007               | 58.7 |
|                              | Standard of Excellence | *                    | *           | *          | 3    | *    | 6                   | 0.0  | 2,190   | 13.2 | 2,007               | 13.3 |
| Science 9                    | Acceptable Standard    | Intermediate         | Maintained  | Acceptable | 44   | 70.5 | 48                  | 69.3 | 47,489  | 75.2 | 45,363              | 74.6 |
|                              | Standard of Excellence | Intermediate         | Maintained  | Acceptable | 44   | 9.1  | 48                  | 6.0  | 47,489  | 26.4 | 45,363              | 22.7 |
| K&E Science 9                | Acceptable Standard    | *                    | *           | *          | 3    | *    | n/a                 | n/a  | 1,536   | 61.7 | 1,520               | 64.1 |
|                              | Standard of Excellence | *                    | *           | *          | 3    | *    | n/a                 | n/a  | 1,536   | 10.7 | 1,520               | 13.3 |
| Social Studies 9             | Acceptable Standard    | Low                  | Maintained  | Issue      | 44   | 61.4 | 41                  | 68.8 | 47,496  | 68.7 | 45,366              | 66.1 |
|                              | Standard of Excellence | Low                  | Maintained  | Issue      | 44   | 11.4 | 41                  | 15.6 | 47,496  | 20.6 | 45,366              | 19.9 |
| K&E Social Studies 9         | Acceptable Standard    | *                    | *           | *          | 3    | *    | 12                  | 83.3 | 1,466   | 55.9 | 1,501               | 56.5 |
|                              | Standard of Excellence | *                    | *           | *          | 3    | *    | 12                  | 16.7 | 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:

- 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 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

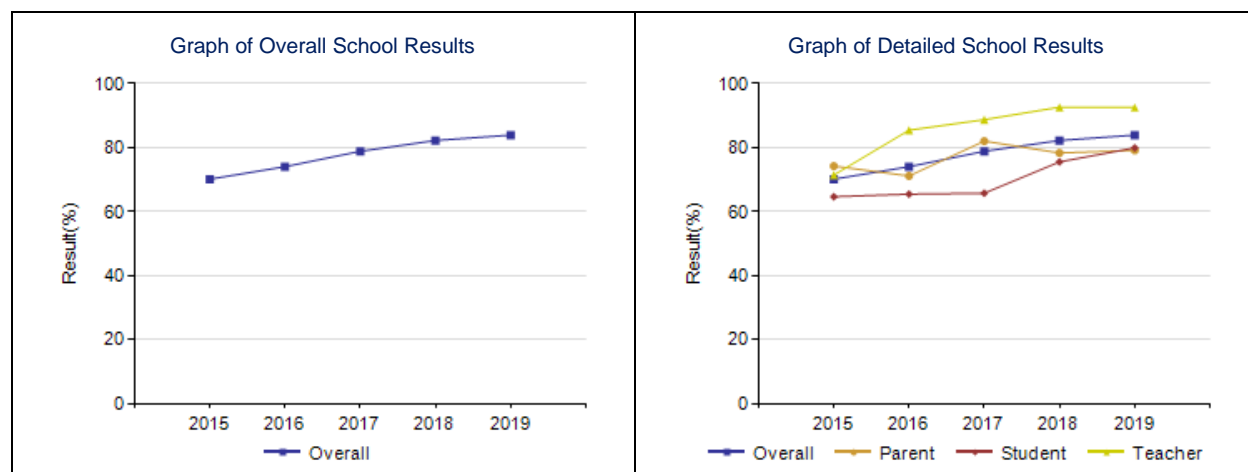
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

|                        | 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 | 70.1   | 74.0 | 78.8 | 82.2 | 83.9 | 77.9      | 80.4 | 78.6 | 82.5 | 81.1 | 81.3     | 81.9 | 81.9 | 81.8 | 82.2 |
| Teacher | 71.4   | 85.4 | 88.7 | 92.6 | 92.5 | 86.2      | 88.2 | 89.5 | 92.4 | 90.7 | 87.2     | 88.1 | 88.0 | 88.4 | 89.1 |
| Parent  | 74.2   | 71.1 | 82.0 | 78.3 | 79.1 | 79.8      | 82.8 | 76.5 | 76.3 | 76.0 | 79.9     | 80.1 | 80.1 | 79.9 | 80.1 |
| Student | 64.6   | 65.4 | 65.7 | 75.5 | 79.9 | 67.7      | 70.1 | 69.7 | 78.9 | 76.6 | 76.9     | 77.5 | 77.7 | 77.2 | 77.4 |



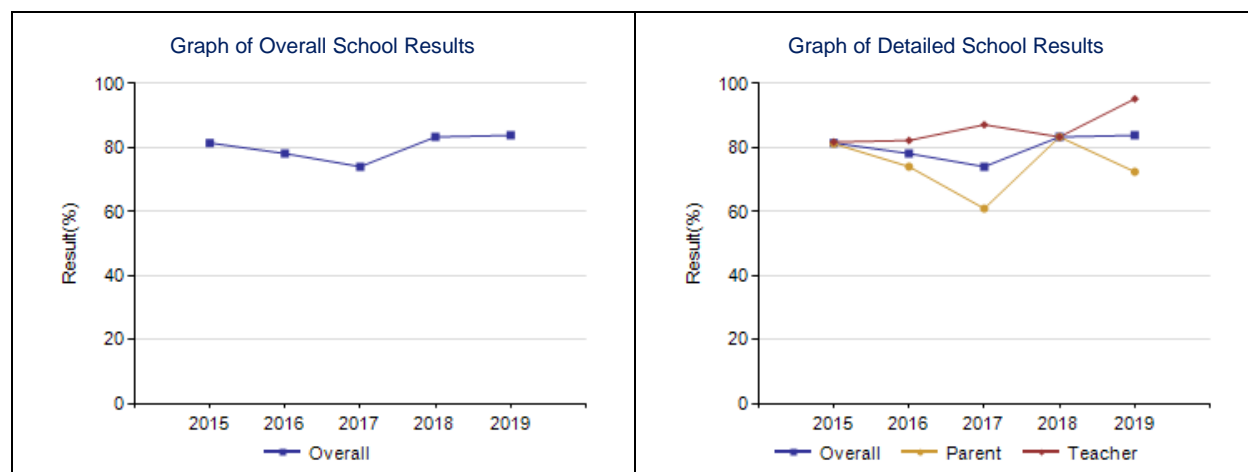
Notes:

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

### Parental Involvement – Measure Details

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

|         | School |      |      |      |      | Authority |      |      |      |      | Province |      |      |      |      |
|---------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
|         | 2015   | 2016 | 2017 | 2018 | 2019 | 2015      | 2016 | 2017 | 2018 | 2019 | 2015     | 2016 | 2017 | 2018 | 2019 |
| Overall | 81.4   | 78.1 | 74.0 | 83.3 | 83.8 | 84.7      | 86.0 | 83.6 | 84.2 | 83.3 | 80.7     | 80.9 | 81.2 | 81.2 | 81.3 |
| Teacher | 81.7   | 82.2 | 87.1 | 83.3 | 95.2 | 88.4      | 91.7 | 92.4 | 93.0 | 94.0 | 88.1     | 88.4 | 88.5 | 88.9 | 89.0 |
| Parent  | 81.2   | 74.0 | 60.9 | 83.3 | 72.4 | 80.9      | 80.2 | 74.9 | 75.4 | 72.6 | 73.4     | 73.5 | 73.9 | 73.4 | 73.6 |



Notes:

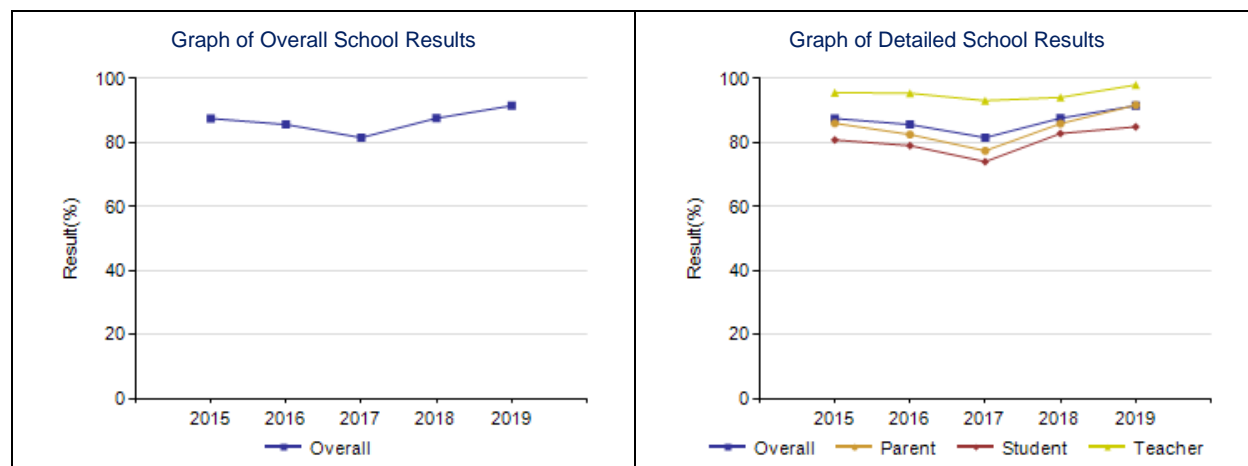
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).



**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 | 87.5   | 85.6 | 81.5 | 87.6 | 91.5 | 89.0      | 90.0 | 87.9 | 91.0 | 89.9 | 89.5     | 90.1 | 90.1 | 90.0 | 90.2 |
| Teacher | 95.6   | 95.4 | 93.1 | 94.1 | 98.0 | 97.5      | 97.2 | 96.5 | 97.3 | 97.7 | 95.9     | 96.0 | 95.9 | 95.8 | 96.1 |
| Parent  | 86.0   | 82.5 | 77.4 | 85.9 | 91.7 | 82.5      | 86.9 | 82.2 | 84.7 | 81.0 | 85.4     | 86.1 | 86.4 | 86.0 | 86.4 |
| Student | 80.8   | 79.0 | 74.0 | 82.8 | 84.9 | 86.9      | 86.0 | 85.1 | 90.9 | 90.9 | 87.4     | 88.0 | 88.1 | 88.2 | 88.1 |



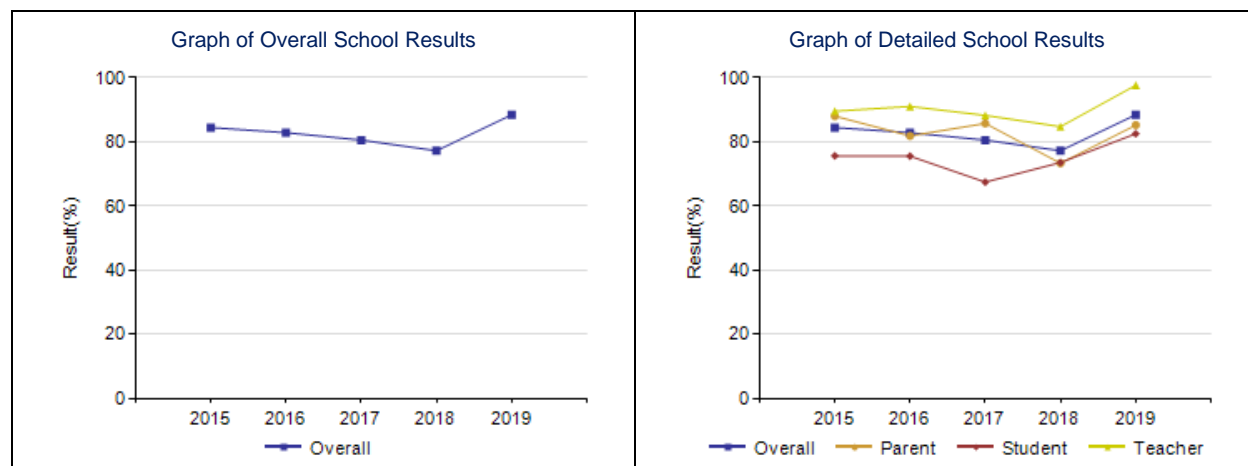
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/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 | 84.4   | 82.8 | 80.5 | 77.2 | 88.4 | 89.5      | 89.5 | 86.9 | 90.4 | 90.1 | 89.2     | 89.5 | 89.5 | 89.0 | 89.0 |
| Teacher | 89.5   | 91.0 | 88.2 | 84.7 | 97.6 | 97.0      | 95.7 | 95.6 | 95.6 | 97.1 | 95.4     | 95.4 | 95.3 | 95.0 | 95.1 |
| Parent  | 88.0   | 81.8 | 85.7 | 73.3 | 85.2 | 89.1      | 89.8 | 84.9 | 87.6 | 85.6 | 89.3     | 89.8 | 89.9 | 89.4 | 89.7 |
| Student | 75.6   | 75.5 | 67.4 | 73.5 | 82.5 | 82.3      | 83.1 | 80.2 | 88.2 | 87.6 | 83.0     | 83.4 | 83.3 | 82.5 | 82.3 |



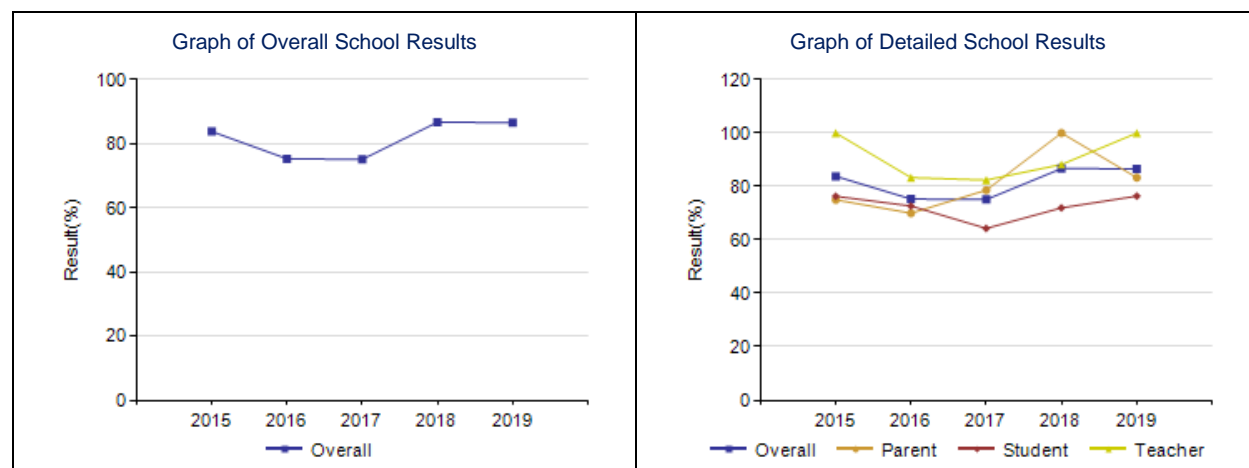
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/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 | 83.8   | 75.3 | 75.1 | 86.7  | 86.6  | 82.3      | 84.7 | 82.5 | 87.5 | 84.4 | 79.6     | 81.2 | 81.4 | 80.3 | 81.0 |
| Teacher | 100.0  | 83.3 | 82.4 | 88.2  | 100.0 | 85.8      | 90.3 | 86.5 | 93.8 | 93.8 | 79.8     | 82.3 | 82.2 | 81.5 | 83.4 |
| Parent  | 75.0   | 70.0 | 78.6 | 100.0 | 83.3  | 80.7      | 82.5 | 80.9 | 81.4 | 74.3 | 78.5     | 79.7 | 80.8 | 79.3 | 80.3 |
| Student | 76.3   | 72.7 | 64.3 | 72.0  | 76.4  | 80.4      | 81.5 | 80.2 | 87.5 | 85.1 | 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.