



SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

SCHOOL: Vegreville Composite High School

PRINCIPAL: Rod Leatherdale

ELK ISLAND PUBLIC SCHOOLS MISSION STATEMENT:

2019-2020 School Year

To teach students how to learn, to prepare each student to achieve his/her best and to assist students in becoming contributing members of society.

ELK ISLAND PUBLIC SCHOOLS' PRIORITIES:

1. Promote Growth and Success for All Learners
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

SCHOOL PROFILE AND CONTEXT

Principal: Rod Leatherdale

Assistant Principals: Holly Warawa

Counsellor: Elli Hansen

Motto:

Virtue Words: *Commitment, Empathy & Enthusiasm*

Mission: To prepare each student to contribute fully to the community by developing responsibility, respect, and a desire for lifelong learning.

Cougar Pride: Cougar Pride is the name we give the philosophy that guides us each day. It is based on the understanding that all students, staff and parents in our community accept responsibility for building and maintaining a positive school environment. We accomplish this by adhering to our virtue words: *Commitment, Empathy & Enthusiasm*. We encourage the continual striving for excellence.

Quick Facts:

Vegreville Composite High is located in the Town of Vegreville on the eastern fringe of the Elk Island Public Schools Division with an enrollment of 354 students in grades 7-12.

Vegreville Composite High students are served by 17 teachers (certificated staff) and 13 support staff.

Vegreville Composite High opened in 1966.



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Feeder schools include Andrew (ADW), Mundare (MUN) and A.L. Horton (ALH).

The total school budget: \$2,616,677 which includes 93% of total budget dedicated to staffing.

Programming:

- Vegreville Composite High School's programming follows the Alberta curriculum and offers a range of educational courses and extracurricular classes to enhance the growth and success of all students.
- VCHS supports an EIPS system LINKS program (Learning – Individual Needs, Knowledge and Skills).
- Off Campus Education (OCE) provides opportunities for students in agriculture Green Certificate, work experience, Registered Apprentice Program (RAP), and dual credit opportunities.
- We offer a range of Career and Technology courses designed to support student interest and career goals including cosmetology, digital design, construction, mechanics, fashion studies, personal fitness, commercial foods, and culinary arts.
- Popular options include drama, concert band, Jazz band, French, and art.
- VCHS provides opportunities for students to participate in golf, cross country running, football, volleyball, basketball, badminton, curling, team handball, archery and track and field.
- Additional extracurricular activities include: athletic leadership, student grad council, student "Cougar" council, Skills Alberta, Skills Canada, gamer club, yearbook, and Spectrum GSA .

EIPS PRIORITY:

Success for Every Student (Priority 1, Goal 2), A Culture of Excellence and Accountability (Priority 2, Goal 4)

SCHOOL GOAL:

More students are engaged in their learning and achieve excellence.

STRATEGIES/ACTIONS IMPLEMENTED:

1. Flexible learning environment offered, including independent study.
2. Formalized and consistent redo/rewrite opportunities for all students.
3. Increased dual credit, OCE, and alternate option opportunities.
4. Utilization of online platforms such as Google Classroom to allow students to engage in their learning in a variety of locations.
5. Math, Science, English and Social Studies diploma and PAT exam analysis with support from EIPS consultants.



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6. Regularly scheduled teacher, SFS consultant, counsellor, and administration collaborative work to identify student need, learning strategies and supports, and best instructional practices.
7. Assist students and parents in appropriate course selection using the High School Planner.

RESULTS ACHIEVED: (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)

1. Increase in the number of students achieving Standard of Excellence and Acceptable on PATs and diplomas by 2%: Our results indicate increases in both acceptable and excellence in all of our PAT scores: ELA 9 (+3.4% acceptable and +6.3% excellence), Math 9 (+27.7% acceptable and +14.9% excellence), Science (+12.2% acceptable and 24.2% excellence), and Social Studies (+20.3% acceptable and +15.3% excellence). We did not see these gains in our diploma results, and in some we saw decreases. We saw the following increases: Social Studies 30-2 (+8.9 acceptable and 2.9% excellence), Math 30-2 (+8.4 excellence). The most significant decreases occurred in Math 30-1 and Chemistry 30.
2. Improve 3 year high school completion rate: our results indicate a 2.7% decrease in the 3 year completion, but a 1.0% increase in the 4 year completion and a 8.2% increase in the 5 year completion.
3. 2% improvement in students who are interested and motivated on the Accountability Pillar survey results: Our results indicate growth in the Student grade 10 -12 "Student Learning Opportunities" segment of the Accountability Pillar Survey in the Top 2 Box Percent of the following areas: 'My School work is challenging" (+7%), "The core subjects I'm learning are useful to me" (+5%), and a decrease in "My school work is interesting" (-9%). Our results indicate decreases in the measures in the Student grade 7-9 "Student Learning Opportunities" segment of the Accountability Pillar Survey in the Top 2 Box Percent of the following areas: 'My School work is challenging" (-3%), "The core subjects I'm learning are useful to me" (-11%), and a decrease in "My school work is interesting" (-7%)

EIPS PRIORITY:

Success for Every Student (Priority 1, Goal 2)

SCHOOL GOAL:

More students will achieve a minimum of one year's growth in literacy.

STRATEGIES/ACTIONS IMPLEMENTED:



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1. EIPS secondary literacy consultant will provide staff in-servicing.
2. A commitment to providing collaborative professional learning opportunities for teachers including opportunities with feeder schools.
3. Standardized literacy strategies and benchmark assessments for students struggling at grade level reading.
4. Increase the number of staff who are proficient in the use of the STAR assessment tool.

RESULTS ACHIEVED: (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)

1. Improve acceptable standard on PAT and diploma results by 2%: Our results indicate an increase in ELA 9 (acceptable +3.4% from 75.3% to 78.7%), a decrease in ELA 30-1 (acceptable -0.2% from 96.9% to 96.7%) and ELA 30-2 (acceptable -0.2% from 96.8% to 96.6%).
2. Improve grade level reading for identified students via STAR reading assessment: Our results indicate consistent increases of students in the “at or above grade level” at all grades 7-12.
3. More students enrolled in, and successfully completing academic 10-1 /10-2, 20-1/20-2 and 30-1/30-2 high school courses: We have seen the following changes in enrollment percentages over the past two school years into the higher academic ELA courses: ELA 10-1 (+18%), 20-1(-1%) and 30-1 (-4%) courses.
4. In the Accountability Pillar data, “How satisfied are you that your child can access services (beyond regular instruction) that help students read and write: Overall increase +14%. Grade 7-9 (+39%) and grade 10-12 (-12%)

EIPS PRIORITY:

Parents as Partners (Priority 3 Goal 1), Supports and Services for Students and Families (Priority 3, Goal 2)

SCHOOL GOAL:

More students and families are connected and supported within their school community.

STRATEGIES/ACTIONS IMPLEMENTED:

1. Regular contact with home via email, positive phone calls, and through online platforms providing class progress, updates, and timelines.
2. Mental Health initiative, along with Family Community Social Services partners and community stakeholders such as Veg-Al Society, provide classroom, career, and student wellness and mentorship support programs.



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3. Promote and advance School Advisory Council along with increased parent communication via weekly parent email newsletter (Prowler).
4. Increased structure and activities to support the Vegreville Composite High School Gay Straight Alliance (GSA).
5. Lead teacher and school based educational assistant in place to support our First Nations, Metis and Inuit students and families and school initiatives.
6. Work closely with Parent Advisory Council to increase parent voice and input.

RESULTS ACHIEVED: (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)

1. Percentage of parents satisfied with parental involvement in decisions about their child's education: Our results indicate an increase of +0.4% and an increase in the number of parent responses (16 to 32).
2. Percentage of parents indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years: Our results indicate an overall increase in the top 2 box percent of +9%. In that measure, there was a +3% (improved) and +5% (stayed the same). There was an increase in parent responses from 14 to 29.
3. Percentage of students who agree that they are safe at school, learning the importance of caring for others, are learning respect for others and are treated fairly in school: Our data reports increases in 3 of the 5 areas, a decrease in one, and one measure remained the same. In the 10-12 data we saw decreases in all five measures.

Reflecting on your data, what was your greatest success?

PAT results: We have seen significant improvement in our PAT results. The results, we believe, are tied to the following initiatives: working with teachers on data results analysis; release time for regular teacher collaboration with district consultants in ELA and Math; collaborative teaching in Science and ELA; creating opportunities for junior high common core teachers to work together on vertical alignment of curriculum, scope and sequence, assessment, and practice through the 7-9 curriculum; and we scheduled days throughout the year to have grade level teachers, administration, counsellor and SFS district consultant to review student progress, challenges, successes and inform practice and ISP's.

Reflecting on your data, what was your greatest opportunity for growth?

Parent involvement: We believe that our data suggests that parent involvement is stronger than it is. We have run two years without a parent council, continue to get poor response rates on our surveys, including Accountability Pillar. As a school team we made a concerted effort to increase regular parent communication in each grade and each subject area. We continue to send regular school communication through the Prowler and social



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media platforms. We will continue with these, but are investigating other strategies. We recently have formed a parent council and are optimistic that, with their involvement, we will be able to see an increase in parental engagement and informing school decisions.

Combined May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Vegreville Composite High			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	81.8	86.8	86.6	89.4	89.0	89.2	Intermediate	Declined	Issue
Student Learning Opportunities	Program of Studies	80.3	89.3	84.3	82.4	82.2	82.0	High	Declined	Acceptable
	Education Quality	82.5	90.4	88.6	90.3	90.2	90.1	Low	Declined	Issue
	Drop Out Rate	2.3	0.2	1.4	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	84.2	86.9	83.5	79.7	79.1	78.4	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	76.7	69.7	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	21.9	15.9	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	81.7	87.2	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	13.3	19.6	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	58.5	53.8	47.1	56.4	56.3	55.6	High	Improved	Good
	Rutherford Scholarship Eligibility Rate	74.2	71.6	64.8	66.6	64.8	63.5	High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	58.2	64.6	61.9	60.1	59.0	58.5	High	Maintained	Good
	Work Preparation	82.2	88.8	84.6	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	69.7	77.4	77.3	83.3	82.9	83.2	Low	Declined	Issue
Parental Involvement	Parental Involvement	68.1	74.2	76.2	81.8	81.3	81.2	Very Low	Maintained	Concern
Continuous Improvement	School Improvement	67.7	74.9	75.1	81.5	81.0	80.9	Low	Declined	Issue

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 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.
- 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).
- 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.
- 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.
- 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.
- 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.
- 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.
- Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Ministry Performance Measures 2019-20

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2021	
		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		
	Authority	90.7	26.1	92.2	24.1	94.6	26.4	94.2	24.7	n/a	n/a		
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a		
French Language Arts 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	83.3	7.8	90.1	13.9	90.5	10.8	93.3	23.3	n/a	n/a		
	Province	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7	n/a	n/a		
Français 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6	n/a	n/a		
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	81.6	16.9	80.7	17.8	87.0	20.9	86.5	22.8	n/a	n/a		
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a		
Science 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	88.7	39.7	88.4	42.0	91.3	45.0	88.3	44.4	n/a	n/a		
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a		
Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	80.5	28.6	85.3	32.3	88.5	35.3	87.4	35.1	n/a	n/a		
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a		
English Language Arts 9	School	79.1	9.0	73.3	8.3	75.3	6.5	78.7	12.8	n/a	n/a		
	Authority	84.5	18.9	86.1	17.6	85.6	18.0	83.0	17.3	n/a	n/a		
	Province	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7	n/a	n/a		
K&E English Language Arts 9	School	85.7	14.3	*	*	*	*	57.1	0.0	n/a	n/a		
	Authority	71.1	13.2	62.5	9.4	65.1	4.7	73.9	0.0	n/a	n/a		
	Province	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4	n/a	n/a		
French Language Arts 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	77.2	10.5	83.8	5.4	87.7	11.1	91.0	9.0	n/a	n/a		
	Province	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3	n/a	n/a		
Français 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0	n/a	n/a		
Mathematics 9	School	64.7	8.8	62.9	12.9	36.7	5.1	64.4	20.0	n/a	n/a		
	Authority	75.0	18.1	77.5	19.4	69.3	19.4	69.9	24.4	n/a	n/a		
	Province	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0	n/a	n/a		
K&E Mathematics 9	School	100.0	0.0	*	*	*	*	57.1	0.0	n/a	n/a		
	Authority	82.5	7.0	80.0	15.6	59.7	13.4	82.1	15.4	n/a	n/a		
	Province	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2	n/a	n/a		
Science 9	School	79.1	20.9	79.7	23.7	78.9	15.8	91.1	40.0	n/a	n/a		
	Authority	82.1	28.0	82.4	26.0	83.8	26.8	84.7	33.1	n/a	n/a		
	Province	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4	n/a	n/a		
K&E Science 9	School	71.4	42.9	*	*	*	*	71.4	0.0	n/a	n/a		
	Authority	78.0	24.4	80.6	22.6	80.6	16.7	86.4	4.5	n/a	n/a		
	Province	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7	n/a	n/a		
Social Studies 9	School	79.4	13.2	59.0	16.4	62.3	13.0	82.6	28.3	n/a	n/a		
	Authority	72.7	21.8	76.4	24.7	76.5	25.9	77.5	26.9	n/a	n/a		
	Province	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6	n/a	n/a		
K&E Social Studies 9	School	*	*	*	*	*	*	*	*	n/a	n/a		
	Authority	73.9	26.1	64.5	16.1	75.0	21.9	61.5	11.5	n/a	n/a		

	Province	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0	n/a	n/a		
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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.

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2021	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	100.0	4.5	95.7	21.7	96.9	15.6	96.7	10.0	n/a	n/a		
	Authority	92.6	11.0	92.3	13.1	90.4	15.2	93.8	15.4	n/a	n/a		
	Province	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3	n/a	n/a		
English Lang Arts 30-2	School	100.0	31.3	97.5	32.5	96.8	25.8	96.6	20.7	n/a	n/a		
	Authority	95.1	18.9	94.6	14.8	94.3	14.0	91.2	12.1	n/a	n/a		
	Province	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1	n/a	n/a		
French Lang Arts 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	100.0	7.7	100.0	4.0	94.6	5.4	90.9	6.1	n/a	n/a		
	Province	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1	n/a	n/a		
Français 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5	n/a	n/a		
Mathematics 30-1	School	52.6	15.8	73.1	19.2	62.5	16.7	52.4	0.0	n/a	n/a		
	Authority	69.2	19.4	74.0	30.0	75.9	30.3	76.5	24.7	n/a	n/a		
	Province	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1	n/a	n/a		
Mathematics 30-2	School	40.9	9.1	100.0	0.0	82.4	5.9	71.4	14.3	n/a	n/a		
	Authority	76.9	16.2	78.0	17.7	77.7	17.0	78.3	17.6	n/a	n/a		
	Province	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8	n/a	n/a		
Social Studies 30-1	School	100.0	5.3	92.3	26.9	96.3	14.8	95.0	10.0	n/a	n/a		
	Authority	89.5	13.9	85.4	14.2	85.8	14.8	84.9	11.7	n/a	n/a		
	Province	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0	n/a	n/a		
Social Studies 30-2	School	100.0	20.0	100.0	5.4	88.2	20.6	97.1	23.5	n/a	n/a		
	Authority	83.8	8.4	86.5	8.4	81.6	8.4	78.8	8.3	n/a	n/a		
	Province	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2	n/a	n/a		
Biology 30	School	74.2	6.5	87.1	25.8	88.5	19.2	75.8	15.2	n/a	n/a		
	Authority	85.6	30.5	85.8	33.5	90.9	33.9	86.0	34.1	n/a	n/a		
	Province	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5	n/a	n/a		
Chemistry 30	School	82.6	17.4	96.3	48.1	76.2	14.3	53.8	3.8	n/a	n/a		
	Authority	82.2	29.6	82.9	41.0	81.9	32.0	82.3	31.3	n/a	n/a		
	Province	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5	n/a	n/a		
Physics 30	School	90.9	54.5	100.0	68.8	81.8	31.8	77.8	22.2	n/a	n/a		
	Authority	84.4	32.5	87.7	44.5	84.4	41.5	86.4	32.0	n/a	n/a		
	Province	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5	n/a	n/a		
Science 30	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Authority	84.6	25.7	83.4	26.1	87.1	31.3	93.1	40.4	n/a	n/a		
	Province	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2	n/a	n/a		

Notes:

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

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
3 Year Completion	83.7	78.5	85.0	86.9	84.2	82.1	81.2	84.6	83.3	84.4	76.5	78.0	78.0	79.1	79.7
4 Year Completion	78.5	92.9	82.9	88.6	89.6	84.8	86.8	86.5	88.9	87.6	81.0	81.2	82.6	82.7	83.5
5 Year Completion	91.6	80.8	94.0	83.5	91.7	87.8	86.8	88.5	88.1	90.4	82.1	83.2	83.4	84.8	84.9

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Drop Out Rate	3.0	2.6	1.4	0.2	2.3	2.2	1.9	1.1	1.7	1.7	3.2	3.0	2.3	2.6	2.7
Returning Rate	0.0	25.0	33.0	55.0	*	21.0	19.8	32.5	21.5	12.4	18.2	18.9	19.9	22.7	18.2

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
4 Year Rate	36.3	49.0	33.5	46.1	42.8	35.1	39.0	39.4	39.2	39.1	37.0	37.0	39.3	40.1	40.8
6 Year Rate	67.9	70.9	50.3	64.6	58.2	63.0	63.2	60.5	62.6	62.0	59.4	57.9	58.7	59.0	60.1

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Rutherford Scholarship Eligibility Rate	72.4	54.4	68.5	71.6	74.2	62.3	60.8	62.5	64.7	66.6	60.8	62.3	63.4	64.8	66.6

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
2015	76	51	67.1	46	60.5	36	47.4	55	72.4
2016	68	31	45.6	24	35.3	18	26.5	37	54.4
2017	73	43	58.9	45	61.6	34	46.6	50	68.5
2018	67	44	65.7	40	59.7	32	47.8	48	71.6
2019	62	41	66.1	41	66.1	30	48.4	46	74.2

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
% Writing 0 Exams	9.9	17.0	10.9	7.6	15.8	9.6	11.6	9.6	9.3	9.8	15.7	15.0	14.8	14.2	14.3
% Writing 1+ Exams	90.1	83.0	89.1	92.4	84.2	90.4	88.4	90.4	90.7	90.2	84.3	85.0	85.2	85.8	85.7
% Writing 2+ Exams	87.5	77.0	87.7	92.4	81.4	87.4	85.8	88.3	87.9	87.8	81.2	82.0	82.3	83.0	83.0
% Writing 3+ Exams	74.7	57.4	58.9	64.8	65.7	69.3	67.5	68.9	68.8	70.9	64.7	65.2	66.1	66.8	66.8
% Writing 4+ Exams	61.8	42.3	45.2	53.8	58.5	58.3	55.7	56.4	58.1	60.9	54.6	54.9	55.7	56.3	56.4
% Writing 5+ Exams	34.8	18.1	23.3	35.9	34.3	38.8	36.1	36.9	39.1	40.3	37.1	37.5	37.8	38.7	38.1
% Writing 6+ Exams	6.4	9.1	9.6	4.1	10.0	12.1	14.0	16.1	14.5	15.3	13.8	13.6	13.9	14.2	13.6

Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
English Language Arts 30-1	47.5	34.3	33.8	46.1	38.9	53.5	52.8	56.1	57.7	56.2	53.2	54.0	55.0	56.3	55.7
English Language Arts 30-2	38.8	47.8	52.7	43.4	43.1	34.1	32.5	33.0	30.0	31.0	28.7	28.7	28.8	27.8	28.8
Total of 1 or more English Diploma Exams	86.3	80.6	85.1	86.8	81.9	86.9	84.3	87.2	86.5	86.3	79.5	80.1	80.9	81.1	81.3
Social Studies 30-1	41.3	34.3	35.1	38.2	29.2	49.5	48.1	51.2	52.3	52.5	43.5	45.1	44.9	45.0	44.1
Social Studies 30-2	42.5	40.3	48.6	50.0	51.4	37.0	37.0	36.2	34.5	35.0	36.7	35.8	36.4	37.1	37.8
Total of 1 or more Social Diploma Exams	83.8	74.6	83.8	86.8	79.2	85.8	84.7	87.1	86.1	86.8	79.5	80.3	80.7	81.4	81.3
Pure 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
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	33.8	23.9	33.8	32.9	29.2	36.1	34.9	34.0	34.5	37.0	37.1	36.4	35.5	36.5	35.3
Mathematics 30-2	32.5	28.4	17.6	25.0	25.0	26.7	26.3	27.6	28.9	27.7	22.4	23.7	25.1	24.9	25.9
Total of 1 or more Math Diploma Exams	65.0	44.8	51.4	55.3	54.2	62.0	59.3	60.5	61.6	63.3	57.6	58.3	58.6	59.3	59.1
Biology 30	52.5	41.8	37.8	38.2	48.6	44.4	44.1	42.8	46.2	43.6	40.6	40.7	41.7	42.7	42.3
Chemistry 30	37.5	29.9	27.0	36.8	37.5	37.6	33.3	33.6	35.2	37.0	35.7	35.6	35.1	35.8	35.1
Physics 30	18.8	11.9	24.3	21.1	20.8	21.0	19.2	22.7	20.0	20.9	19.9	19.3	18.6	18.7	17.6
Science 30	1.3	0.0	0.0	2.6	2.8	10.7	15.6	16.8	14.9	18.9	14.1	15.7	16.9	17.0	18.1
Total of 1 or more Science Diploma Exams	70.0	55.2	54.1	59.2	61.1	63.4	62.0	63.4	63.3	64.9	59.8	60.5	61.2	61.8	61.8
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.2	0.3	0.3	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	1.6	1.9	2.0	3.0	2.7	2.8	2.8	3.0	2.7	2.6
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	1.7	1.9	2.0	3.0	2.7	3.0	3.1	3.3	3.0	2.9

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	56.9	79.2	75.4	77.4	69.7	79.8	80.1	80.5	80.0	80.3	83.9	83.7	83.0	82.9	83.3
Teacher	n/a	92.9	94.8	93.9	85.6	94.1	94.1	94.1	93.0	93.8	94.5	94.0	93.4	93.2	93.6
Parent	52.9	76.4	60.8	75.6	66.0	75.0	75.4	75.4	75.1	76.8	82.9	82.7	81.7	81.9	82.4
Student	60.8	68.3	70.8	62.7	57.6	70.3	70.6	72.0	71.7	70.2	74.5	74.4	73.9	73.5	73.8

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	42.9	81.9	83.2	88.8	82.2	77.8	79.0	77.8	80.7	81.2	82.6	82.7	82.4	83.0	84.1
Teacher	n/a	95.7	95.7	90.0	94.4	89.0	90.7	89.4	89.4	91.0	90.5	90.4	90.3	90.8	92.2
Parent	42.9	68.2	70.8	87.5	70.0	66.6	67.3	66.2	72.1	71.4	74.8	75.1	74.6	75.2	76.0

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	46.4	80.4	79.0	83.3	76.9	64.9	65.7	65.5	67.6	68.1	70.7	71.0	70.9	71.4	72.6
Teacher	n/a	95.7	93.3	92.5	91.7	72.7	75.0	74.1	75.4	78.1	77.3	77.3	77.8	78.8	80.6
Parent	46.4	65.1	64.6	74.2	62.1	57.0	56.3	56.9	59.8	58.1	64.2	64.8	64.0	64.0	64.6

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	74.5	82.6	81.0	89.3	80.3	83.4	83.3	82.7	82.9	83.2	81.9	81.9	81.8	82.2	82.4
Teacher	n/a	86.3	84.8	94.3	86.1	91.0	90.4	90.0	90.7	90.9	88.1	88.0	88.4	89.1	89.3
Parent	71.2	81.3	76.3	89.3	75.0	81.0	80.0	79.0	78.4	79.0	80.1	80.1	79.9	80.1	80.1
Student	77.8	80.0	81.8	84.3	79.7	78.3	79.5	79.2	79.6	79.8	77.5	77.7	77.2	77.4	77.8

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	58.6	74.4	79.8	74.2	68.1	78.1	78.1	78.4	77.7	78.9	80.9	81.2	81.2	81.3	81.8
Teacher	n/a	77.0	89.5	82.7	70.0	88.2	89.2	89.7	88.7	90.3	88.4	88.5	88.9	89.0	89.6
Parent	58.6	71.8	70.2	65.8	66.2	67.9	67.0	67.2	66.7	67.6	73.5	73.9	73.4	73.6	73.9

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	80.3	88.4	86.9	90.4	82.5	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2	90.3
Teacher	n/a	96.4	96.4	99.2	95.4	95.9	96.4	96.2	96.4	96.8	96.0	95.9	95.8	96.1	96.4
Parent	81.5	87.1	78.7	89.6	73.3	84.1	85.7	83.6	85.7	85.7	86.1	86.4	86.0	86.4	86.7
Student	79.1	81.8	85.6	82.4	78.7	85.4	85.8	86.8	87.6	86.1	88.0	88.1	88.2	88.1	87.8

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	75.0	87.7	85.3	86.8	81.8	87.7	88.1	88.1	88.2	88.6	89.5	89.5	89.0	89.0	89.4
Teacher	n/a	93.9	96.5	94.9	93.1	94.8	95.1	95.8	94.6	94.7	95.4	95.3	95.0	95.1	95.3
Parent	74.2	87.3	76.8	86.3	78.9	87.4	87.3	86.9	87.1	89.1	89.8	89.9	89.4	89.7	90.2
Student	75.7	82.0	82.5	79.3	73.4	81.0	81.8	81.6	82.9	82.0	83.4	83.3	82.5	82.3	82.6

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	67.8	72.2	78.2	74.9	67.7	80.0	80.2	79.5	81.0	80.2	81.2	81.4	80.3	81.0	81.5
Teacher	n/a	72.7	82.6	90.0	70.6	82.9	84.3	81.8	80.8	84.4	82.3	82.2	81.5	83.4	85.0
Parent	64.3	66.7	70.8	57.1	65.5	77.5	76.7	76.1	79.5	74.9	79.7	80.8	79.3	80.3	80.0
Student	71.4	77.1	81.1	77.5	66.9	79.5	79.5	80.7	82.7	81.3	81.5	81.1	80.2	79.4	79.6