

Red Earth Creek School

*Annual Education Results Report
Three Year Education Plan
2014-2016*



Accountability Statement:

Peace River School Division subscribes to a combined 3 Year Education Plan and Annual Education Results Report. This report is a summary of Red Earth Creek School's results for the 2013 – 2014 school year based on the 2013-2016 3 Year Education Plan. It serves as a tool to continue monitoring improvements in the school and provides accountability to stakeholders.

Foundation Statements:

Our Mission

Red Earth Creek Staff and Students:

1. Place a high value on academic and social success
2. Strive for a safe teaching and learning environment
3. Foster partnerships with all.

Vision Statement & Values

Red Earth Creek School staff and School Council will be embarking on a journey to establish our Vision and Value statements in the spring of 2015, which will replace the current vision statement "Reasonable effort = Considerable Success".

Red Earth Creek Community Profile

Red Earth Creek is a small, rural community with a population of approximately 400. We are part of the Municipal District of Opportunity No. 17. The primary economic industry in Red Earth Creek is oil and gas. Red Earth Creek has a high rate of transiency with families moving in and out dependent on the season and job market within the oil and gas industry. Local community members and businesses are very supportive of our school and it is often a hub of activity and communication for our community. One of the major challenges in Red Earth Creek continues to be the availability of housing.

Red Earth Creek Student Profile

Red Earth Creek School is home to students in grades ECS through Grade 12. There is a core population of approximately 55 students / families with the remaining students moving in and out of our community with their family. The social/economic situation in each family varies greatly although there is a high population of students whose families deal with social concerns.

Red Earth Creek School Profile

Red Earth Creek School is home to 73 students (September 30th count) which is lower than 84 enrolled last year. Red Earth Creek students participate in a variety of school programs and activities focused on improving their academic and social success. Some examples of this programming include:

- ☐ School & community events (Fall Fair, Winter Carnival, Family Dance, Christmas Concert etc.)
- ☐ Multi-grade activities and programming focusing on literacy and numeracy improvement
 - ☐ Accelerated Reader™ programing
 - ☐ Video-Conferencing opportunities
 - ☐ Spelling Bee
 - ☐ World Math Day competitions
 - ☐ Pennies for Patients
 - ☐ After-school sports activities
- ☐ Self-Esteem programing (S.W.A.T)
 - ☐ Cooking for community dinners
 - ☐ Work Experience / RAP program
 - ☐ Trades information / job fairs

Staff and students believe in recognising contributions and achievements. Students and staff receive “Awesome Awards” on a monthly basis for any recognition-worthy event. Students participate in monthly spirit days. **Combined 2014 Accountability Pillar Overall Summary**

Measure Category	Measure Category Evaluation	Measure	Red Earth Creek 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	Good	Safe and Caring	81.3	83.1	71.9	89.1	89.0	88.6	Intermediate	Improved	Good
Student Learning Opportunities	n/a	Program of Studies	59.3	50.2	45.9	81.3	81.5	81.1	Very Low	Maintained	Concern
		Education Quality	88.0	80.7	74.0	89.2	89.8	89.5	High	Improved	Good
		Drop Out Rate	3.7	4.5	10.2	3.3	3.5	3.6	High	Maintained	Good
		High School Completion Rate (3 yr)	*	*	n/a	74.9	74.8	73.8	*	*	*
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	52.0	57.8	57.8	74.0	75.3	75.5	Very Low	Maintained	Concern
		PAT: Excellence	0.0	4.4	4.4	19.0	19.1	19.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	*	*	n/a	85.4	84.2	83.4	*	*	*
		Diploma: Excellence	*	*	n/a	21.0	19.5	19.1	*	*	*
		Diploma Exam Participation Rate (4+ Exams)	*	*	n/a	50.5	56.6	55.9	*	*	*
		Rutherford Scholarship Eligibility Rate (Revised)	*	*	n/a	60.9	61.3	60.8	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	*	18.9	18.9	59.2	59.5	59.1	*	*	*
		Work Preparation	n/a	78.6	58.0	81.2	80.3	80.0	n/a	n/a	n/a
		Citizenship	66.5	77.8	63.2	83.4	83.4	82.6	Low	Maintained	Issue
Parental Involvement	n/a	Parental Involvement	n/a	83.6	81.8	80.6	80.3	80.0	n/a	n/a	n/a
Continuous Improvement	Good	School Improvement	78.1	74.0	62.3	79.8	80.6	80.2	High	Improved	Good

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
6. Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Measure Evaluation Reference

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.22	66.22 - 72.00	72.00 - 81.95	81.95 - 85.72	85.72 - 100.00
PAT: Excellence	0.00 - 10.93	10.93 - 14.38	14.38 - 20.26	20.26 - 26.17	26.17 - 100.00
Diploma: Acceptable	0.00 - 72.08	72.08 - 78.77	78.77 - 85.43	85.43 - 89.96	89.96 - 100.00
Diploma: Excellence	0.00 - 7.77	7.77 - 11.90	11.90 - 18.63	18.63 - 22.99	22.99 - 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 (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 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:

- 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%.
- 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)

Goal One: An excellent start to learning

Outcome: *Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.*

- There are no required performance measures for this goal. Schools are encouraged to incorporate early development data available at the local level.

Comment on Results
<i>(an assessment of progress toward achieving the target)</i>
N/A
Strategies
<ol style="list-style-type: none">1. Work in partnership with the Red Earth Creek Daycare to implement programming that will help students reach these emotional, social, intellectual milestones better preparing them for entrance to school.2. Promote the readiness guidelines within the community to raise awareness and educate parents in regards to these milestones.3. Offer annual workshops for ECS workers at Red Earth Creek Daycare promoting school readiness.

Goal Two: Success for Every Student

Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	*	n/a	*	*	*	75	*	*	*	78	81	83
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	*	n/a	*	*	*	6	*	*	*	7	8	10

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2014	Achievement	Improvement	Overall	2015	2016	2017
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	59.4	*	n/a	*	*	60	*	*	*	65	70	75
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.4	12.9	13.2	4.5	3.7	3.5	High	Maintained	Good	3.3	3.0	2.75
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	*	*	18.9	*	25	*	*	*	30	35	40
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	*	*	n/a	*	*	30	*	*	*	40	40	50
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	59.4	*	n/a	*	*	30	*	*	*	35	43	50

Comment on Results

(an assessment of progress toward achieving the target)

Red earth creek school has surpassed its target 4.3% with regards to the annual dropout rate of students aged 14-18 in 2013 by 0.6% and has increased its results by 0.8% from 2012. These results can be attributed to the wide range of course offerings and increased more personalized approach to student learning at the high school level.

Red Earth Creek has a history of very low Sr. High enrollments, resulting in the majority of our data being suppressed and unavailable for release.

Strategies:

It is Red Earth Creek Schools intention to increase its Sr. High enrolment and by doing so, we hope to see our results in these areas increase with data to represent this. Strategies we will imply to achieve this are:

1. The use of Alberta Distance Learning material, locally developed courses, and our Video Conference suite to increase the variety of courses available to our students.
2. Increasing student choice in course selection through goal setting and individual student led conferences.
3. Creation of student portfolios and high school planning charts for students in grades 8 and up.
4. Maintaining in-house certified teacher support for core course instruction.

Notes:

1. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
2. 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.
3. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
4. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	51.5	n/a	*	57.8	52.0	58	Very Low	Maintained	Concern	58	65	73
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	0.0	n/a	*	4.4	0.0	6	Very Low	Maintained	Concern	6	7	8

Comment on Results

(an assessment of progress toward achieving the target)

Red Earth Creek School had not achieved its target in 2014 with regards to the overall percentage of students in grades 6 and 9 who achieved the acceptable standard or standard of excellence on provincial achievement tests. Our data shows a decrease in the number of students who achieved the acceptable standard of 5.8% and 4.4% in regards to the standard of excellence. Due to our small enrollment this data is only representing our grade 9 class as data for all other classes has been suppressed.

Strategies

Red Earth Creek School will:

1. Encourage staff to attend professional development relating to literacy and numeracy and use the small school PLC time to identify and create instructional strategies to implement in their class.
2. Continued use of Learner Profiles to identify student needs, provide targeted intervention and regularly monitor student progress.
3. Further development of daily literacy and numeracy instruction for all students in grades 1 – 9 incorporating research based instructional strategies including literacy centers from Florida Reading Center.
4. Access the resources through the IMC materials center out of Peace River.
5. Investigate computer programs to accommodate their individual learning styles.
6. Continue to investigate the implementation of technology based blended learning.

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Outcome: Students demonstrate citizenship and entrepreneurship.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	71.2	55.9	55.8	77.8	66.5	78	Low	Maintained	Issue			
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.	50.0	37.5	n/a	78.6	n/a		n/a	n/a	n/a			

Comment on Results

(an assessment of progress toward achieving the target)

Red Earth Creek School had not reached its target in 2014 of 78% and has seen a decline of 11.3% in the number of teachers, parents, and students who are satisfied that students model the characteristics of active Citizenship at Red Earth Creek School. Due to the lack of responses from teachers and parents the data relating to the percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school has not been released.

Strategies:

Red Earth Creek Students have been involved in a variety of citizenship and leadership activities. It is the main strategy of Red Earth Creek School to better communicate the impact of our school's focus on citizenship and work-related transferable skills. Some examples of our citizenship and work-related activities include:

1. Multi-grade student-led school events (winter carnival, Family Dances, Fall Fair, etc.)
2. Fundraising activities for charitable causes (Pennies for Patients, Foster Child, 30-Hour famine, etc.)
3. Multi-grade Safety courses focusing on areas appropriate for each grade level – workplace safety courses (grades 9-12), First Aid (grades 9-12), Online Safety & Citizenship (Grades 1-12), Water Safety, Bike Safety, Wildlife Safety (grades 1-6).
4. Awards and incentives for students who exhibit positive citizenship

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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

Outcome: *The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.*

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	n/a	*	52.4	42.1	68	Very Low	Maintained	Concern	68	74	80
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	n/a	*	0.0	0.0	10	Very Low	Maintained	Concern	10	13	16
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	*	*	*	80	*	*	*	80	84	89
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	*	*	*	10	*	*	*	10	13	16

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2015	2016	2017
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	*	*	n/a	n/a	*	60	*	*	*	60	68	70
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	*	*	*	5.4	9	Intermediate	n/a	n/a	5	4	3
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	*	n/a	*	*	40	*	*	*	40	45	50
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	*	*	45	*	*	*	45	50	53
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	*	*	n/a	n/a	*	45	*	*	*	45	50	56

Comment on Results

(an assessment of progress toward achieving the target)

Red Earth Creek School has a history of very low junior and senior high school enrollment and as a result little data is available. However, the overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests has decreased by 10.3% and this is an area of concern for us.

Strategies

1. Staff will employ strategies for learning that build on FNMI student strengths as part of universal supports in a Learner centered classroom.
2. Staff will encourage FNMI students to improve their own literacy skills by offering supports within the school as well as compiling and offering take-home resources that will help our FNMI students to achieve these important skills.
3. Staff will work to invite successful, former FNMI students and community members to events within our school to serve as positive role models for our current FNMI student population.
4. Staff will work to make meaningful and relevant connections between the curriculum and the many customs and traditions of our FNMI student population.

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Goal Three: Quality teaching and school leadership

Outcome: *Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
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.	55.6	43.1	44.4	50.2	59.3	70	Very Low	Maintained	Concern	65	70	72

Comment on Results

(an assessment of progress toward achieving the target)

Although Red Earth Creek School had not reached its goal of 70% it did see a 9.3% increase in the 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. This can be attributed to the expansion of our Senior High CTS and junior high Exploratory classes.

Strategies:

1. Effectively communicate our new program of studies with parents, students, and community members, using positive and encouraging language.
2. Staff will give students and parents an opportunity to voice their opinions and suggestions for future areas of study.
3. We are currently making use of all ADLC material. This allows us to offer a large variety of courses, pinpointing specific interests within our high school population.
4. We have been and will continue to work on promoting our RAP / Work Experience program to students, parents and businesses within the community, stressing the benefits this program has had and will continue to have within our community.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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

Goal Four: Engaged and effective governance

Outcome: *The education system demonstrates collaboration and engagement.*

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	62.1	80.0	n/a	83.6	n/a	83	n/a	n/a	n/a	84	85	86
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	70.7	66.8	74.6	80.7	88.0	82	High	Improved	Good	83	84	85

Comment on Results

(an assessment of progress toward achieving the target)

Red Earth Creek School has seen an improvement of 7.3% in the percentage of teachers, parents and students satisfied with the overall quality of basic education offered at RECS. Due to the low number of responses we did not receive any data in relation to the percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

Strategies

1. Invite and encourage parents to take part in many classroom and school wide learning experiences (i.e. parent volunteers, reading groups, etc.).
2. Encourage parents to attend important meetings and events that allow an opportunity for parent voice in decisions about their child's education.
3. Effectively communicate student progress and achievements to parents by formulating monthly progress reports or letters that will demonstrate the high quality of basic education that is delivered at Red Earth Creek School.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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

Outcome: *Students and communities have access to safe and healthy learning environments.*

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
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.	77.9	66.8	65.8	83.1	81.3	86	Intermediate	Improved	Good	86	87	88
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	43.6	57.4	55.3	74.0	78.1	78	High	Improved	Good	80	82	83

Comment on Results

(an assessment of progress toward achieving the target)

Red Earth Creek School has seen a positive growth of 4.1% and has reached its target of 78% in relation to the percentage of teachers, parents, and students indicating that their school and schools in their jurisdiction have improved or stayed the same. Although we have seen a slight decrease of 2.2% in the 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 we are still at an overall good level with room to improve.

Strategies:

1. Communicate with students, parents and the community the current activities and programing that directly relate to a safe and caring school environment.
2. Promote our school conduct guidelines that lead to a safe and caring school environment to parents, students and community members.
3. Continue the development a school policy handbook in cooperation with the parent council and promote the school wide use of this resource, reiterating the high standards and expectations that are held for RECS students.
4. Investigate more strategic communication strategies to get information into the hands of parents and community.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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

APPENDIX – Measure Details

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

Diploma Examination Results – Measure Details

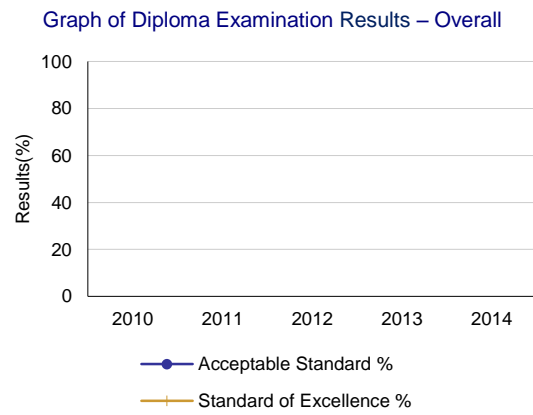
Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2010		2011		2012		2013		2014		2014	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	82.4	6.1	84.9	5.3	81.3	7.9	75.3	6.2	87.4	6.3		
	Province	85.1	10.1	84.4	10.1	86.0	11.3	85.7	10.4	87.1	11.7		
English Lang Arts 30-2	School	n/a	n/a	n/a	n/a	*	*	*	*	*	*		
	Authority	91.7	4.8	92.3	3.1	89.3	6.7	89.7	8.0	95.9	10.8		
	Province	88.8	9.8	88.6	9.1	89.5	10.7	89.3	11.0	89.7	13.1		
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		
	Authority	*	*	83.3	0.0	100.0	16.7	*	*	*	*		
	Province	93.7	16.3	95.3	14.3	95.5	13.4	95.3	12.5	96.5	14.5		
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	94.2	15.6	93.8	20.1	96.5	19.0	96.7	18.3	99.3	29.2		
Pure Mathematics 30	School	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	62.6	17.2	69.3	12.5	67.1	9.4	n/a	n/a	n/a	n/a		
	Province	82.9	29.7	81.0	28.7	81.8	27.1	61.6	12.1	n/a	n/a		
Applied Mathematics 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	60.5	5.3	53.5	4.7	44.7	5.3	n/a	n/a	n/a	n/a		
	Province	77.3	12.6	74.3	9.8	75.6	10.3	72.0	20.0	n/a	n/a		
Mathematics 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	75.6	26.7	68.2	12.1		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	80.4	35.4	74.6	27.2		
Mathematics 30-2	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	78.6	16.7	67.2	4.9		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	68.9	9.6	71.3	15.0		
Social Studies 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	50.0	0.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	67.8	10.4	69.7	12.1	n/a	n/a	n/a	n/a	n/a	n/a		
Social Studies 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Authority	71.4	7.1	76.6	6.5	68.0	6.2	73.3	7.0	78.5	11.8		
	Province	84.5	16.1	82.8	14.9	86.2	16.7	85.3	15.2	85.5	14.2		
Social Studies 33	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	71.4	0.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	76.4	11.5	69.0	21.4	n/a	n/a	n/a	n/a	n/a	n/a		
Social Studies 30-2	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*		
	Authority	84.1	13.4	85.0	8.8	86.3	6.8	84.2	2.1	89.5	9.3		
	Province	85.0	13.7	85.6	15.9	83.0	13.7	82.1	13.8	83.9	14.8		
Biology 30	School	n/a	n/a	n/a	n/a	*	*	*	*	n/a	n/a		
	Authority	75.9	26.9	70.3	21.1	56.0	10.4	71.9	19.1	77.1	18.1		
	Province	81.4	28.1	81.9	29.8	81.8	28.1	84.3	32.1	85.2	31.7		
Chemistry 30 Old	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.5	37.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Chemistry 30	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Authority	61.0	18.2	63.3	17.4	59.1	13.6	60.0	17.1	73.2	18.3		
	Province	79.0	29.9	75.1	27.7	76.7	28.4	78.6	31.6	81.3	35.0		
Physics 30 Old	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	75.0	25.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		

Physics 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	63.8	14.9	76.2	12.7	72.2	11.1	81.4	18.6	69.6	23.9		
	Province	73.9	20.3	76.7	27.7	81.0	30.3	81.1	30.3	83.0	34.1		
Science 30	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	*	*	*	*		
	Province	80.1	22.8	80.4	21.0	79.8	22.0	84.1	25.8	85.1	25.5		

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

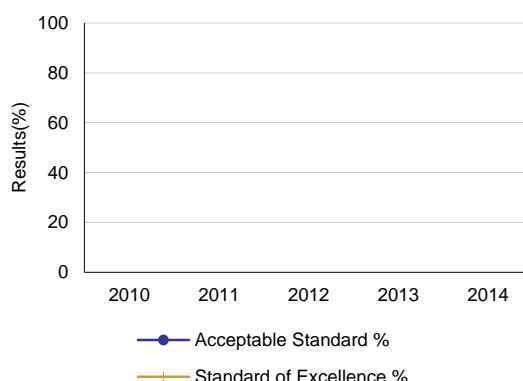
"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



Note: Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Diploma Examination Results by Course

<p>[No Data for English Lang Arts 30-1]</p>	<p>English Lang Arts 30-2</p>  <table><caption>English Lang Arts 30-2 Results</caption><thead><tr><th>Year</th><th>Acceptable Standard %</th><th>Standard of Excellence %</th></tr></thead><tbody><tr><td>2010</td><td>0</td><td>0</td></tr><tr><td>2011</td><td>0</td><td>0</td></tr><tr><td>2012</td><td>0</td><td>0</td></tr><tr><td>2013</td><td>0</td><td>0</td></tr><tr><td>2014</td><td>0</td><td>0</td></tr></tbody></table>	Year	Acceptable Standard %	Standard of Excellence %	2010	0	0	2011	0	0	2012	0	0	2013	0	0	2014	0	0
Year	Acceptable Standard %	Standard of Excellence %																	
2010	0	0																	
2011	0	0																	
2012	0	0																	
2013	0	0																	
2014	0	0																	
<p>[No Data for French Lang Arts 30-1]</p>	<p>[No Data for Français 30]</p>																		
<p>[No Data for Pure Mathematics 30]</p>	<p>[No Data for Mathematics 30-1]</p>																		

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Diploma Examination Results by Course																			
[No Data for Applied Mathematics 30]	[No Data for Mathematics 30-2]																		
[No Data for Social Studies 30]	<div><p>Social Studies 30-1</p><table><caption>Social Studies 30-1 Results (%)</caption><thead><tr><th>Year</th><th>Acceptable Standard %</th><th>Standard of Excellence %</th></tr></thead><tbody><tr><td>2010</td><td>0</td><td>0</td></tr><tr><td>2011</td><td>0</td><td>0</td></tr><tr><td>2012</td><td>0</td><td>0</td></tr><tr><td>2013</td><td>0</td><td>0</td></tr><tr><td>2014</td><td>0</td><td>0</td></tr></tbody></table></div>	Year	Acceptable Standard %	Standard of Excellence %	2010	0	0	2011	0	0	2012	0	0	2013	0	0	2014	0	0
Year	Acceptable Standard %	Standard of Excellence %																	
2010	0	0																	
2011	0	0																	
2012	0	0																	
2013	0	0																	
2014	0	0																	
[No Data for Social Studies 33]	<div><p>Social Studies 30-2</p><table><caption>Social Studies 30-2 Results (%)</caption><thead><tr><th>Year</th><th>Acceptable Standard %</th><th>Standard of Excellence %</th></tr></thead><tbody><tr><td>2010</td><td>0</td><td>0</td></tr><tr><td>2011</td><td>0</td><td>0</td></tr><tr><td>2012</td><td>0</td><td>0</td></tr><tr><td>2013</td><td>0</td><td>0</td></tr><tr><td>2014</td><td>0</td><td>0</td></tr></tbody></table></div>	Year	Acceptable Standard %	Standard of Excellence %	2010	0	0	2011	0	0	2012	0	0	2013	0	0	2014	0	0
Year	Acceptable Standard %	Standard of Excellence %																	
2010	0	0																	
2011	0	0																	
2012	0	0																	
2013	0	0																	
2014	0	0																	

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Diploma Examination Results by Course

<p style="text-align: center;">Biology 30</p> <p>Results(%)</p> <p>2010 2011 2012 2013 2014</p> <p>Acceptable Standard %</p> <p>Standard of Excellence %</p>	<p>[No Data for Chemistry 30 Old]</p>
<p style="text-align: center;">Chemistry 30</p> <p>Results(%)</p> <p>2010 2011 2012 2013 2014</p> <p>Acceptable Standard %</p> <p>Standard of Excellence %</p>	<p>[No Data for Physics 30 Old]</p>
<p>[No Data for Physics 30]</p>	<p>[No Data for Science 30]</p>

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	Red Earth Creek School							Alberta			
		Achievement	Improvement	Overall	2014		Prev 3 Yr Avg		2014		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28,671	87.1	29,063	85.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28,671	11.7	29,063	10.6
English Lang Arts 30-2	Acceptable Standard	*	*	*	4	*	n/a	n/a	15,887	89.7	14,790	89.1
	Standard of Excellence	*	*	*	4	*	n/a	n/a	15,887	13.1	14,790	10.2
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,210	96.5	1,243	95.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,210	14.5	1,243	13.4
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	99.3	146	95.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	29.2	146	19.2
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,941	74.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,941	22.6
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,941	74.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,941	13.4
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,314	74.6	19,841	80.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,314	27.2	19,841	35.4
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11,934	71.3	9,646	68.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11,934	15.0	9,646	9.6
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,992	85.5	23,164	84.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,992	14.2	23,164	15.6
Social Studies 30-2	Acceptable Standard	*	*	*	3	*	n/a	n/a	19,173	83.9	17,286	83.6
	Standard of Excellence	*	*	*	3	*	n/a	n/a	19,173	14.8	17,286	14.5
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,656	85.2	22,802	82.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,656	31.7	22,802	30.0
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,118	81.3	18,261	76.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,118	35.0	18,261	29.2
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,758	83.0	10,060	79.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,758	34.1	10,060	29.4
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,103	85.1	5,477	81.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,103	25.5	5,477	22.9

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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.

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 67.38	67.38 - 79.10	79.10 - 88.42	88.42 - 94.41	94.41 - 100.00
	Standard of Excellence	0.00 - 0.88	0.88 - 8.48	8.48 - 16.20	16.20 - 19.89	19.89 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 68.07	68.07 - 81.22	81.22 - 87.43	87.43 - 94.68	94.68 - 100.00
	Standard of Excellence	0.00 - 0.26	0.26 - 9.12	9.12 - 15.45	15.45 - 26.66	26.66 - 100.00
Biology 30	Acceptable Standard	0.00 - 67.51	67.51 - 78.03	78.03 - 85.82	85.82 - 89.41	89.41 - 100.00
	Standard of Excellence	0.00 - 12.33	12.33 - 19.00	19.00 - 25.60	25.60 - 30.05	30.05 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 37.40	37.40 - 64.26	64.26 - 77.96	77.96 - 85.58	85.58 - 100.00
	Standard of Excellence	0.00 - 6.52	6.52 - 16.78	16.78 - 27.40	27.40 - 34.23	34.23 - 100.00
Physics 30	Acceptable Standard	0.00 - 46.89	46.89 - 65.43	65.43 - 79.07	79.07 - 84.34	84.34 - 100.00
	Standard of Excellence	0.00 - 4.05	4.05 - 11.60	11.60 - 21.19	21.19 - 30.24	30.24 - 100.00
Science 30	Acceptable Standard	0.00 - 76.11	76.11 - 83.33	83.33 - 91.76	91.76 - 97.14	97.14 - 100.00
	Standard of Excellence	0.00 - 6.98	6.98 - 11.36	11.36 - 21.80	21.80 - 36.81	36.81 - 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

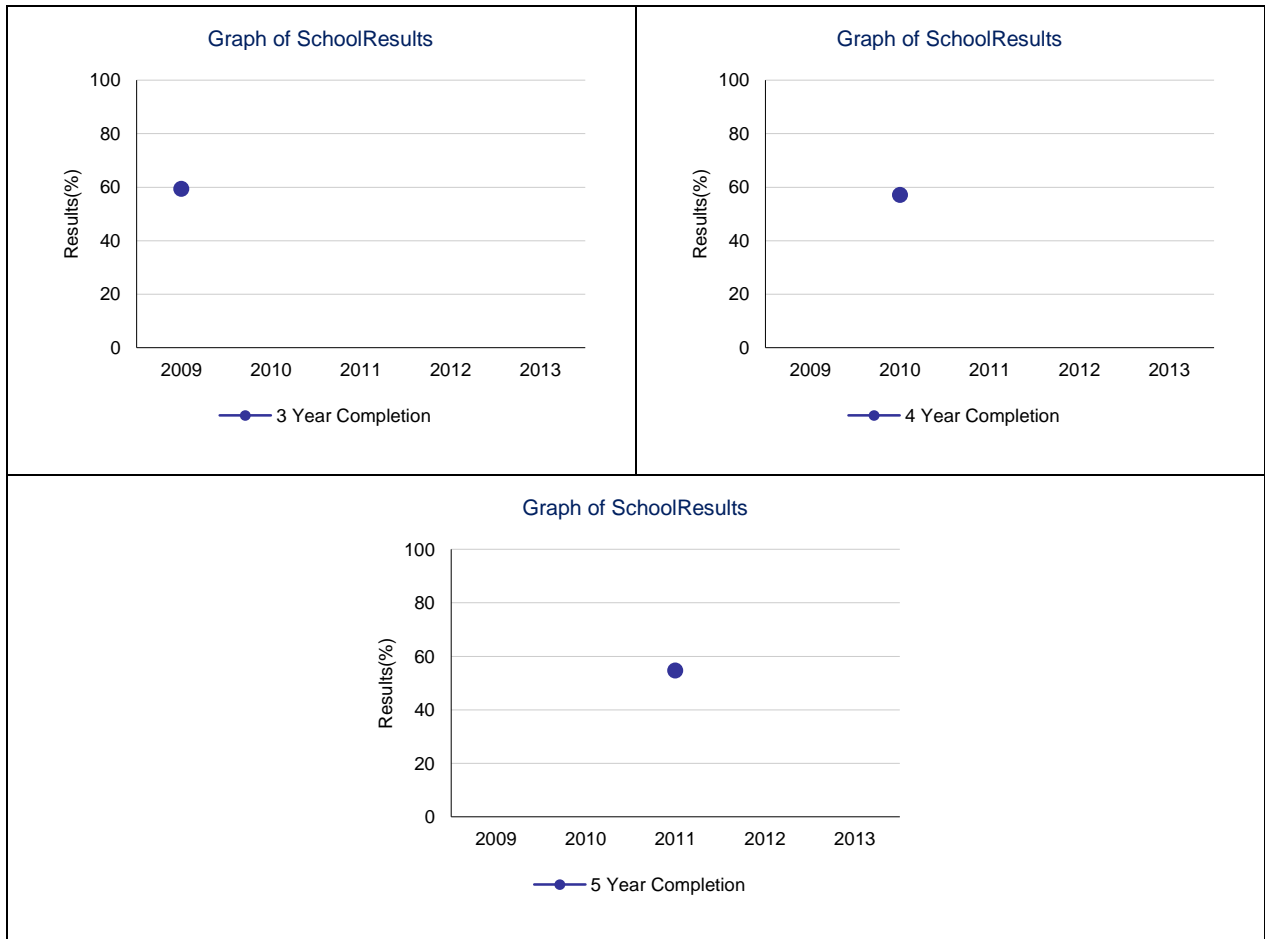
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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.

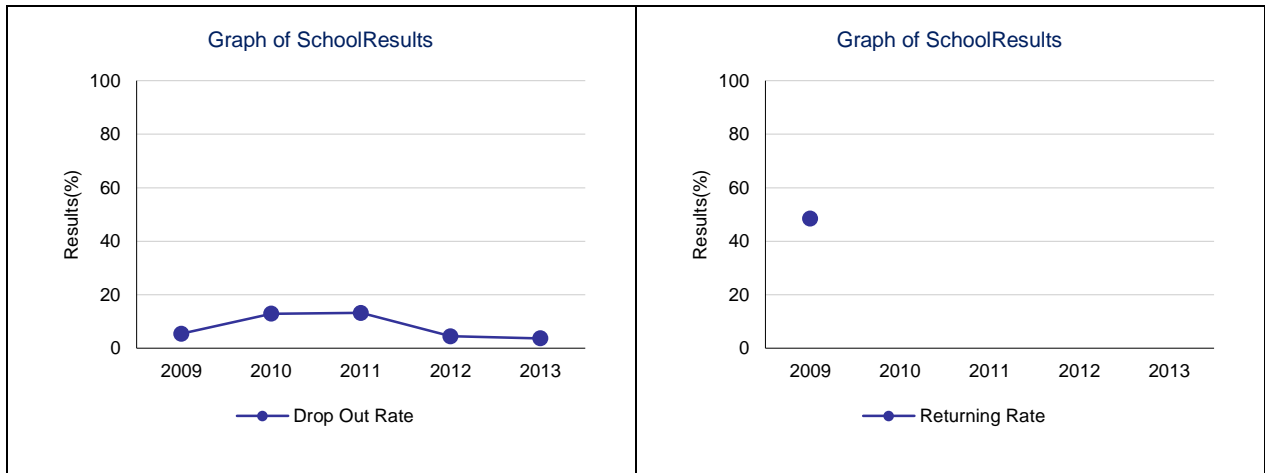
	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
3 Year Completion	59.4	*	n/a	*	*	67.3	71.5	69.0	70.8	68.6	71.5	72.6	74.1	74.8	74.9
4 Year Completion	*	57.1	*	*	*	73.9	74.3	78.0	74.0	75.6	76.1	76.9	78.1	79.4	79.6
5 Year Completion	*	*	54.7	*	*	73.0	78.3	76.9	80.8	75.3	79.0	79.0	79.6	80.8	81.7



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Drop Out Rate – Measure Details

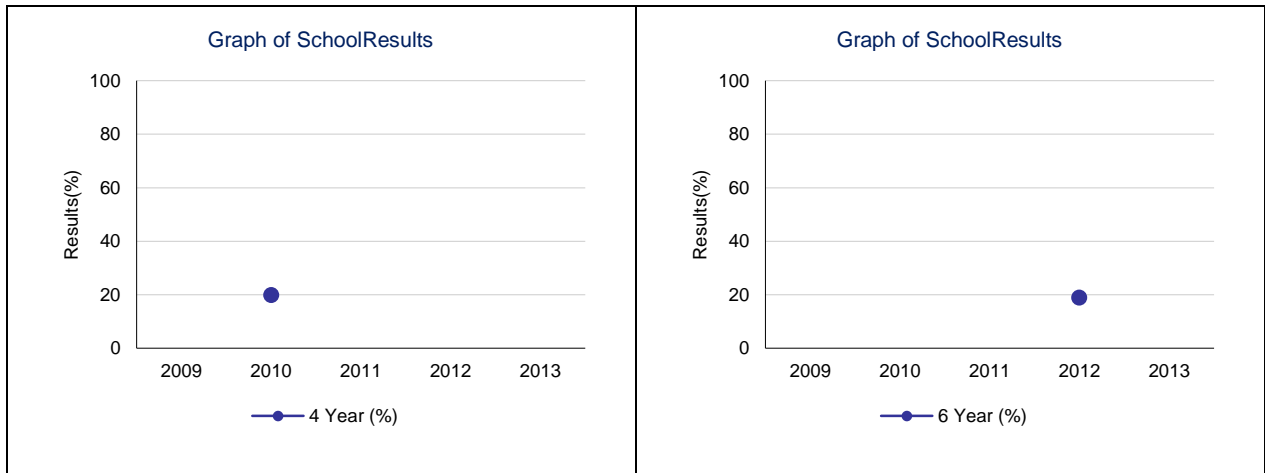
Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Drop Out Rate	5.4	12.9	13.2	4.5	3.7	7.2	5.1	5.4	3.2	4.3	4.3	4.2	3.2	3.5	3.3
Returning Rate	48.5	*	*	*	*	16.3	33.2	11.0	15.1	20.8	23.5	27.9	23.4	23.0	21.1



Note: Data values have been suppressed where the number of students or respondents is less 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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
4 Year Rate	*	19.9	*	*	*	42.3	40.8	51.1	48.9	40.5	37.5	37.8	38.2	39.6	40.0
6 Year Rate	*	*	*	18.9	*	56.4	56.2	60.5	58.2	65.6	59.8	59.3	58.4	59.5	59.2



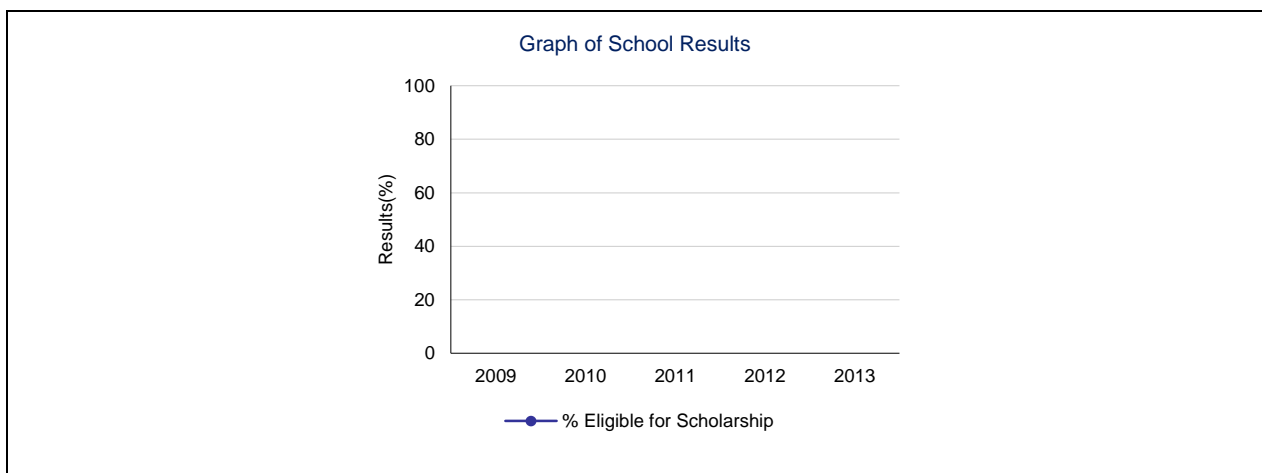
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Rutherford Scholarship Eligibility Rate (Revised)	*	*	n/a	*	*	60.2	52.6	52.5	55.5	53.2	56.9	59.6	61.5	61.3	60.9

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
2009	5	*	*	*	*	*	*	*	*
2010	1	*	*	*	*	*	*	*	*
2011		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012	1	*	*	*	*	*	*	*	*
2013	5	*	*	*	*	*	*	*	*



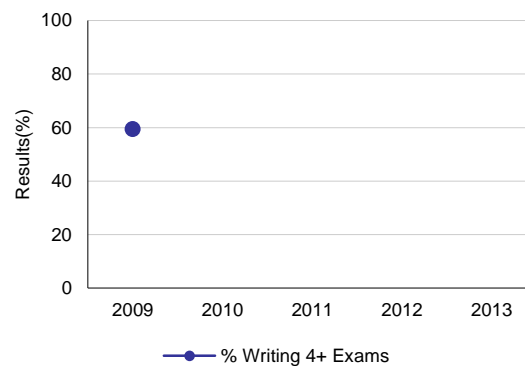
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
% Writing 0 Exams	20.8	*	n/a	*	*	22.1	22.4	24.9	21.2	21.9	18.0	17.2	16.1	15.9	16.1
% Writing 1+ Exams	79.2	*	n/a	*	*	77.9	77.6	75.1	78.8	78.1	82.0	82.8	83.9	84.1	83.9
% Writing 2+ Exams	79.2	*	n/a	*	*	74.1	73.8	69.4	76.9	73.8	78.7	79.6	80.8	81.2	80.8
% Writing 3+ Exams	79.2	*	n/a	*	*	56.3	53.3	53.3	53.4	49.1	65.2	66.0	67.4	67.5	63.8
% Writing 4+ Exams	59.4	*	n/a	*	*	42.3	38.0	43.6	39.0	33.9	53.5	54.9	56.2	56.6	50.5
% Writing 5+ Exams	59.4	*	n/a	*	*	22.9	27.4	33.3	24.2	23.0	34.7	36.1	37.2	38.0	31.8
% Writing 6+ Exams	19.8	*	n/a	*	*	10.2	11.8	14.7	12.9	11.7	12.9	13.4	14.1	14.6	11.5

Graph of School Results



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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
English Language Arts 30-1	66.7	*	n/a	*	*	51.7	45.9	48.8	47.6	40.5	54.0	54.5	54.9	55.1	54.4
English Language Arts 30-2	0.0	*	n/a	*	*	22.3	27.8	22.1	25.8	32.9	24.5	25.1	26.1	26.1	27.2
Total of 1 or more English Diploma Exams	66.7	*	n/a	*	*	73.3	73.0	70.5	73.4	73.0	77.1	78.0	79.0	79.2	79.3
Social Studies 30	66.7	*	n/a	*	n/a	44.7	7.4	1.8	0.0	n/a	48.1	3.7	0.3	0.0	n/a
Social Studies 30-1	0.0	*	n/a	*	*	0.0	34.1	42.1	40.6	38.0	0.0	45.7	48.2	48.0	46.1
Social Studies 33	0.0	*	n/a	*	n/a	28.7	5.6	0.0	0.0	n/a	30.1	2.5	0.1	0.0	n/a
Social Studies 30-2	0.0	*	n/a	*	*	0.0	27.8	26.3	33.2	37.1	0.0	27.4	31.0	32.1	34.0
Total of 1 or more Social Diploma Exams	66.7	*	n/a	*	*	73.0	73.3	69.8	73.8	73.8	77.4	78.1	78.9	79.3	79.3
Pure Mathematics 30	50.0	*	n/a	*	*	38.3	29.3	35.8	28.0	2.1	40.8	41.4	42.6	42.5	7.3
Applied Mathematics 30	0.0	*	n/a	*	*	11.7	15.2	11.6	17.3	0.0	19.7	19.7	20.0	19.6	0.2
Mathematics 30-1	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	18.1	n/a	n/a	n/a	n/a	30.0
Mathematics 30-2	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	18.1	n/a	n/a	n/a	n/a	16.9
Total of 1 or more Math Diploma Exams	50.0	*	n/a	*	*	49.3	44.1	46.3	44.3	36.7	59.9	60.6	62.0	61.5	52.5
Biology 30	66.7	*	n/a	*	*	32.3	35.6	41.8	41.0	37.6	39.8	41.2	42.8	43.1	42.5
Chemistry 30	50.0	*	n/a	*	*	29.3	29.3	33.3	26.6	22.8	29.7	35.2	36.0	36.7	31.7
Physics 30	0.0	*	n/a	*	*	18.3	17.8	20.4	17.0	14.8	17.5	20.0	20.6	20.4	17.4
Science 30	0.0	*	n/a	*	*	0.0	0.0	0.4	1.5	1.3	8.2	9.0	9.1	10.5	9.8
Total of 1 or more Science Diploma Exams	66.7	*	n/a	*	*	45.3	43.0	48.1	46.9	43.9	56.1	57.6	59.1	59.5	57.7
Français 30-1	0.0	*	n/a	*	*	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.3	0.3	0.3
French Language Arts 30	0.0	*	n/a	*	*	0.3	1.1	2.1	2.2	2.1	2.7	2.9	2.8	2.7	2.7
Total of 1 or more French Diploma Exams	0.0	*	n/a	*	*	0.3	1.1	2.1	2.2	2.1	2.9	3.1	3.1	2.9	3.0

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Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2010		2011		2012		2013		2014		2014	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3*	School	*	*	n/a	n/a	50.0	0.0	*	*	*	*		
	Authority	81.3	12.4	83.8	11.5	83.1	15.6	85.7	10.1	79.8	8.1		
	Province	81.6	19.5	81.8	17.5	81.9	20.4	81.5	17.8	78.0	15.3		
French Language Arts 3*	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	71.4	0.0	71.4	0.0	100.0	17.6	88.2	11.8	50.0	0.0		
	Province	84.1	16.3	80.6	15.8	82.1	14.5	79.7	12.4	74.6	10.4		
Français 3*	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	16.3	84.2	18.6	82.3	12.5	82.8	14.1	78.2	7.0		
Mathematics 3*	School	n/a	n/a	n/a	n/a	50.0	0.0	*	*	*	*		
	Authority	n/a	n/a	76.6	21.7	77.5	17.7	75.9	19.4	71.9	17.2		
	Province	n/a	n/a	77.4	26.0	76.8	25.5	76.5	25.5	74.0	25.1		
English Language Arts 6	School	66.7	0.0	n/a	n/a	*	*	90.0	0.0	*	*		
	Authority	76.4	9.9	84.2	8.6	79.6	10.2	73.7	5.6	80.6	11.0		
	Province	83.3	18.9	83.0	18.5	82.7	17.8	82.5	16.3	81.9	17.6		
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	65.0	0.0	53.3	0.0	85.7	0.0	77.8	0.0	69.2	15.4		
	Province	88.3	15.9	89.4	17.1	89.3	17.2	88.6	16.3	88.0	15.6		
Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.3	18.3	92.2	17.6	91.0	21.9	94.0	21.6	90.6	17.1		
Mathematics 6	School	n/a	n/a	n/a	n/a	*	*	70.0	0.0	*	*		
	Authority	n/a	n/a	63.6	9.1	71.3	11.1	61.6	8.0	72.9	13.8		
	Province	n/a	n/a	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4		
Science 6	School	33.3	0.0	n/a	n/a	*	*	80.0	0.0	*	*		
	Authority	66.1	15.9	68.9	15.3	72.1	17.2	66.0	14.0	72.9	16.4		
	Province	76.8	26.4	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9		
Social Studies 6	School	16.7	0.0	n/a	n/a	*	*	50.0	20.0	*	*		
	Authority	51.5	6.9	64.1	11.5	60.6	6.9	59.2	12.4	67.1	11.1		
	Province	71.0	16.4	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6		
English Language Arts 9	School	*	*	n/a	n/a	*	*	*	*	28.6	0.0		
	Authority	77.2	6.5	83.1	15.3	67.4	7.4	72.3	6.4	77.5	8.4		
	Province	79.3	15.0	79.1	16.3	77.4	16.4	76.7	14.8	76.3	15.1		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	66.7	0.0	*	*	66.7	0.0	56.3	0.0	53.8	0.0		
	Province	66.8	7.8	67.2	7.9	61.4	5.8	62.4	4.3	62.9	3.5		
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	90.0	0.0	*	*	92.3	7.7	77.8	11.1		
	Province	86.1	12.4	88.8	15.0	87.5	12.2	87.2	13.9	86.5	11.1		
Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.3	12.7	90.2	15.8	84.6	16.1	84.0	14.5	86.1	17.8		
Mathematics 9	School	n/a	n/a	n/a	n/a	*	*	*	*	*	*		
	Authority	n/a	n/a	65.2	9.3	45.4	4.6	59.3	10.6	64.1	7.1		
	Province	n/a	n/a	66.1	17.3	66.5	17.8	66.9	18.3	67.1	17.3		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	70.0	20.0	66.7	25.0	60.0	0.0	47.4	10.5	56.3	18.8		
	Province	65.6	15.3	64.9	14.9	62.4	15.4	65.9	14.7	63.4	14.5		

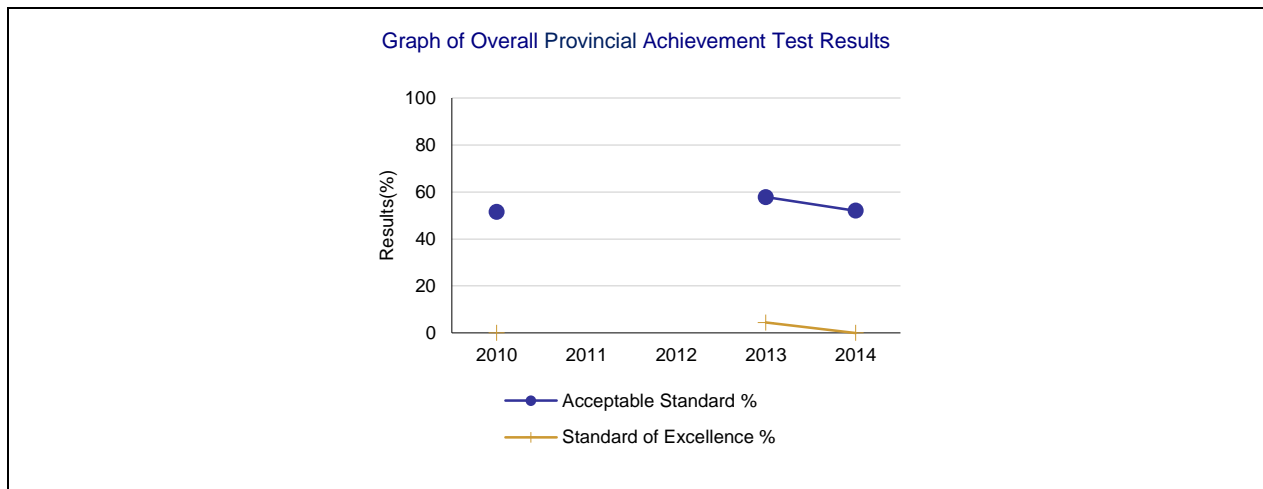
Science 9	School	*	*	n/a	n/a	*	*	*	*	*	*		
	Authority	65.4	8.9	72.2	13.2	63.7	8.5	66.0	9.9	69.6	8.9		
	Province	73.6	17.7	74.9	20.8	74.2	22.4	73.0	20.0	73.2	22.1		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	44.4	11.1	*	*	50.0	14.3	85.7	7.1	61.5	7.7		
	Province	67.2	14.3	69.5	15.3	67.9	17.3	68.4	17.1	64.1	14.9		
Social Studies 9	School	*	*	n/a	n/a	*	*	*	*	*	*		
	Authority	59.2	11.9	61.9	10.5	53.7	10.0	54.4	7.4	57.6	8.9		
	Province	68.9	18.8	67.2	19.0	68.9	19.1	65.6	18.8	65.5	19.9		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	44.4	0.0	*	*	61.1	5.6	71.4	0.0	45.5	0.0		
	Province	64.6	15.7	61.9	13.6	63.5	13.9	64.6	13.0	61.8	10.7		

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

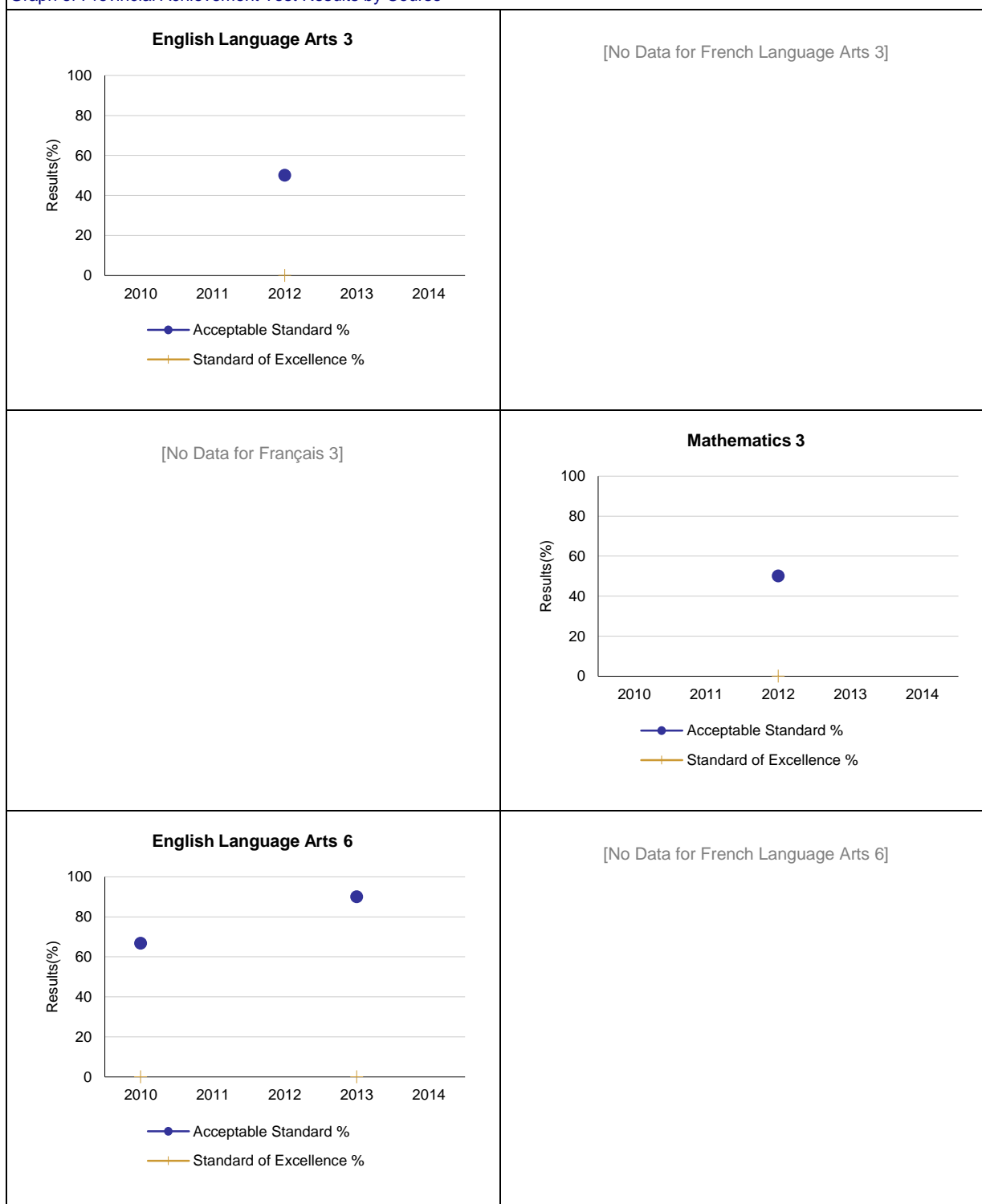
Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

*School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.



Note: Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Graph of Provincial Achievement Test Results by Course

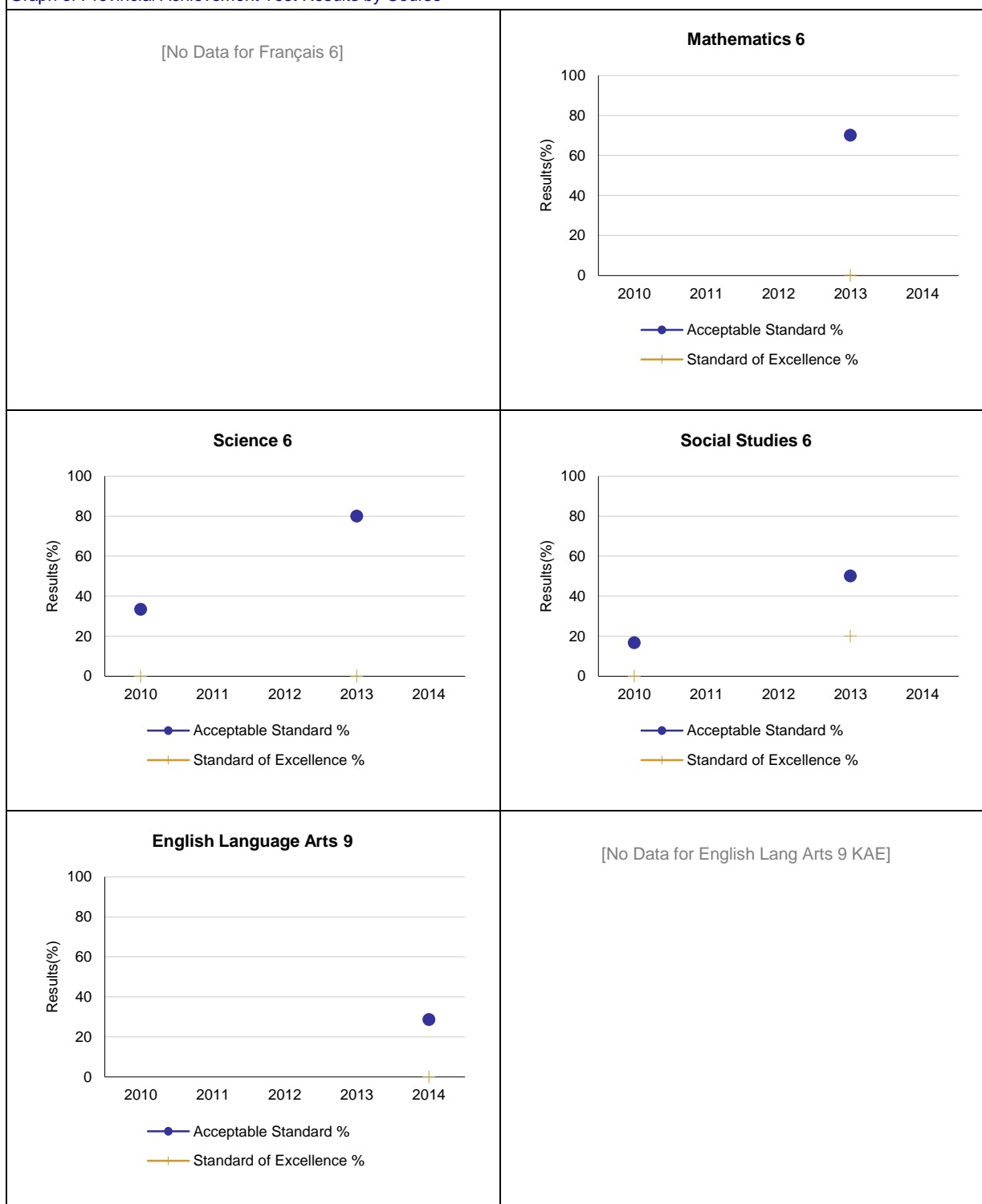


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Graph of Provincial Achievement Test Results by Course



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

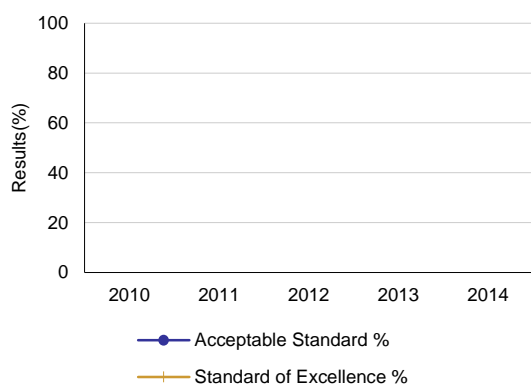
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Graph of Provincial Achievement Test Results by Course

[No Data for French Language Arts 9]

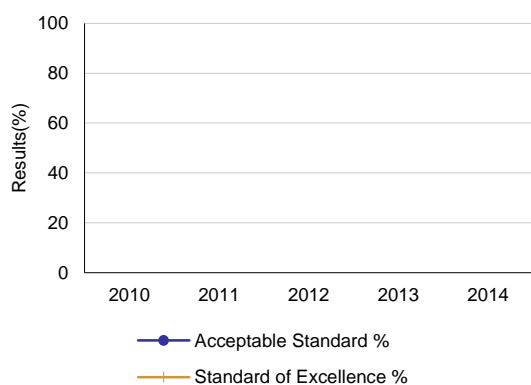
[No Data for Français 9]

Mathematics 9



[No Data for Mathematics 9 KAE]

Science 9

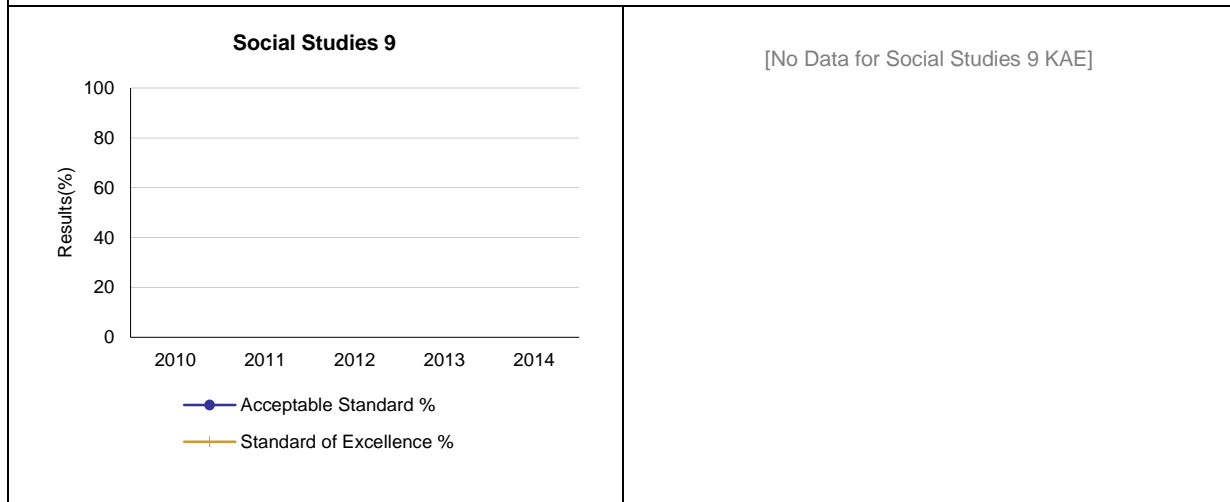


[No Data for Science 9 KAE]

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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Graph of Provincial Achievement Test Results by Course



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Red Earth Creek School							Alberta			
		Achievement	Improvement	Overall	2014		Prev 3 Yr Avg		2014		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3*	Acceptable Standard	*	*	*	5	*	6	50.0	16,235	78.0	44,576	81.7
	Standard of Excellence	*	*	*	5	*	6	0.0	16,235	15.3	44,576	18.6
French Language Arts 3*	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	966	74.6	3,319	80.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	966	10.4	3,319	14.3
Français 3*	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	78.2	540	83.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	7.0	540	15.1
Mathematics 3*	Acceptable Standard	*	*	*	5	*	6	50.0	16,202	74.0	44,562	76.9
	Standard of Excellence	*	*	*	5	*	6	0.0	16,202	25.1	44,562	25.7
English Language Arts 6	Acceptable Standard	*	*	*	2	*	10	90.0	45,704	81.9	43,581	82.7
	Standard of Excellence	*	*	*	2	*	10	0.0	45,704	17.6	43,581	17.5
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,752	88.0	2,609	89.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,752	15.6	2,609	16.9
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	531	90.6	474	92.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	531	17.1	474	20.4
Mathematics 6	Acceptable Standard	*	*	*	2	*	10	70.0	45,617	73.5	43,599	73.8
	Standard of Excellence	*	*	*	2	*	10	0.0	45,617	15.4	43,599	17.0
Science 6	Acceptable Standard	*	*	*	2	*	10	80.0	45,608	75.9	43,551	77.2
	Standard of Excellence	*	*	*	2	*	10	0.0	45,608	24.9	43,551	26.4
Social Studies 6	Acceptable Standard	*	*	*	2	*	10	50.0	45,593	70.4	43,540	72.3
	Standard of Excellence	*	*	*	2	*	10	20.0	45,593	16.6	43,540	19.0
English Language Arts 9	Acceptable Standard	Very Low	n/a	n/a	7	28.6	n/a	n/a	43,760	76.3	37,776	77.8
	Standard of Excellence	Very Low	n/a	n/a	7	0.0	n/a	n/a	43,760	15.1	37,776	15.8
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,524	62.9	1,570	63.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,524	3.5	1,570	6.0
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,658	86.5	2,387	87.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,658	11.1	2,387	13.7

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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.

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

*School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.

Course	Measure	Red Earth Creek School							Alberta			
		Achievement	Improvement	Overall	2014		Prev 3 Yr Avg		2014		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	381	86.1	330	86.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	381	17.8	330	15.5
Mathematics 9	Acceptable Standard	*	*	*	6	*	n/a	n/a	43,279	67.1	37,487	66.5
	Standard of Excellence	*	*	*	6	*	n/a	n/a	43,279	17.3	37,487	17.8
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,971	63.4	1,846	64.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,971	14.5	1,846	15.0
Science 9	Acceptable Standard	*	*	*	6	*	n/a	n/a	43,769	73.2	37,974	74.0
	Standard of Excellence	*	*	*	6	*	n/a	n/a	43,769	22.1	37,974	21.1
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,513	64.1	1,528	68.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,513	14.9	1,528	16.6
Social Studies 9	Acceptable Standard	*	*	*	6	*	n/a	n/a	43,773	65.5	38,159	67.2
	Standard of Excellence	*	*	*	6	*	n/a	n/a	43,773	19.9	38,159	19.0
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,510	61.8	1,510	63.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,510	10.7	1,510	13.5

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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.

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

*School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
French Language Arts 3	Acceptable Standard	0.00 - 60.68	60.68 - 77.74	77.74 - 88.22	88.22 - 94.87	94.87 - 100.00
	Standard of Excellence	0.00 - 3.31	3.31 - 8.38	8.38 - 17.31	17.31 - 25.31	25.31 - 100.00
Mathematics 3	Acceptable Standard	0.00 - 65.67	65.67 - 76.54	76.54 - 84.30	84.30 - 89.88	89.88 - 100.00
	Standard of Excellence	0.00 - 14.73	14.73 - 21.19	21.19 - 30.01	30.01 - 39.19	39.19 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

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%.

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

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)

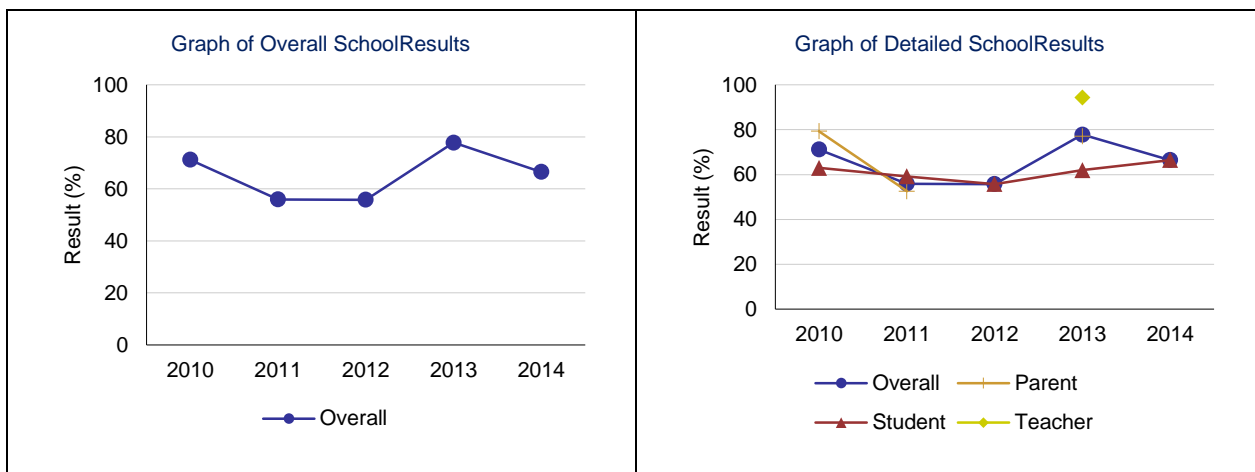
Overall Evaluation Table

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

Citizenship – Measure Details

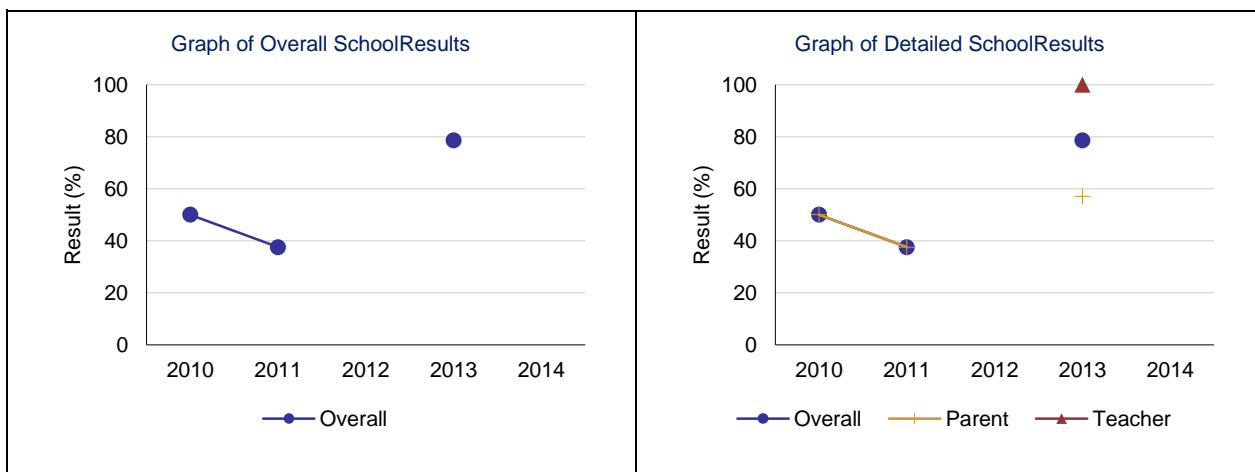
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	71.2	55.9	55.8	77.8	66.5	76.9	79.5	79.3	81.7	80.0	81.4	81.9	82.5	83.4	83.4
Teacher	*	*	*	94.3	*	92.4	93.0	93.5	95.3	94.2	93.0	92.7	93.1	93.6	93.8
Parent	79.3	52.6	*	77.1	*	69.9	74.2	73.4	73.8	77.4	78.5	78.6	79.4	80.3	81.9
Student	63.0	59.2	55.8	62.0	66.5	68.4	71.4	71.2	76.1	68.4	72.7	74.5	75.0	76.2	74.5



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

Work Preparation – Measure Details

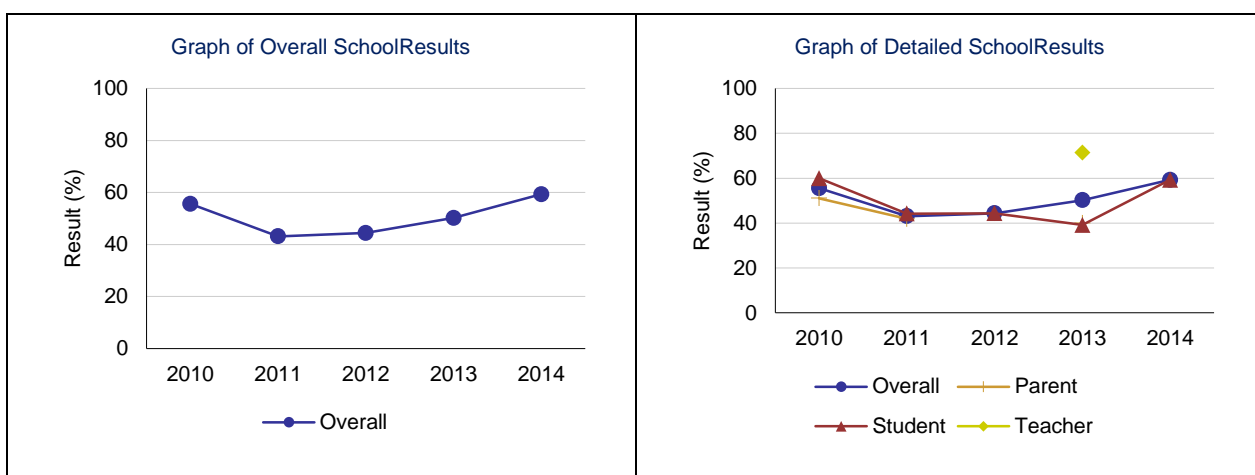
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	50.0	37.5	n/a	78.6	n/a	74.3	77.8	74.5	77.2	84.2	79.9	80.1	79.7	80.3	81.2
Teacher	*	*	*	100.0	*	90.3	92.3	92.2	93.1	95.0	90.0	89.6	89.5	89.4	89.3
Parent	50.0	37.5	*	57.1	*	58.2	63.2	56.8	61.3	73.4	69.8	70.6	69.9	71.1	73.1



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Program of Studies – Measure Details

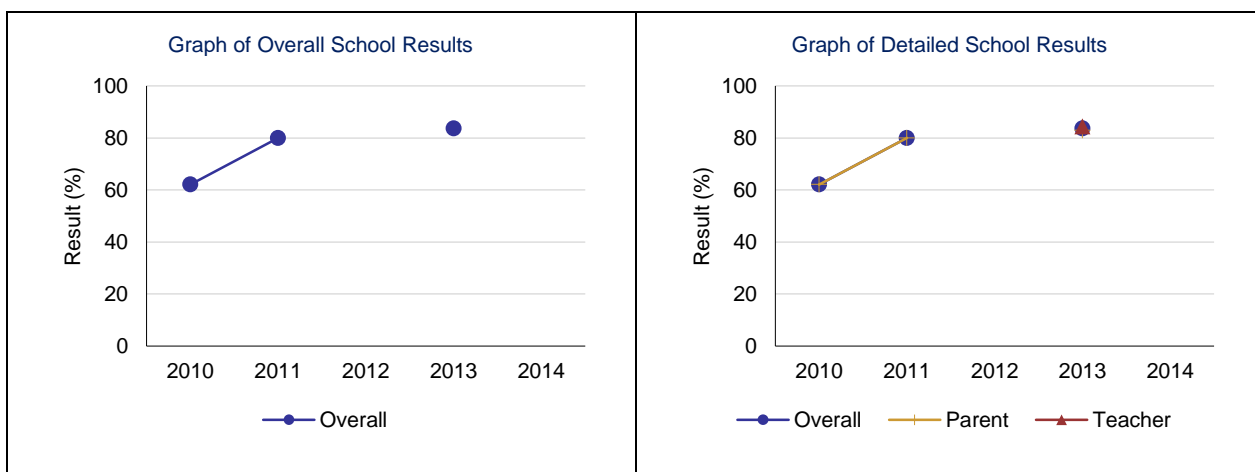
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.															
	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	55.6	43.1	44.4	50.2	59.3	71.5	75.5	74.2	75.2	76.7	80.5	80.9	80.7	81.5	81.3
Teacher	*	*	*	71.4	*	82.9	82.4	83.1	83.1	85.2	87.7	87.6	87.3	87.9	87.5
Parent	51.1	41.9	*	40.0	*	67.2	70.3	72.2	72.6	76.8	78.0	78.3	78.1	78.9	79.9
Student	60.0	44.2	44.4	39.2	59.3	64.5	73.8	67.2	69.9	68.0	75.9	76.9	76.9	77.8	76.6



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Parental Involvement – Measure Details

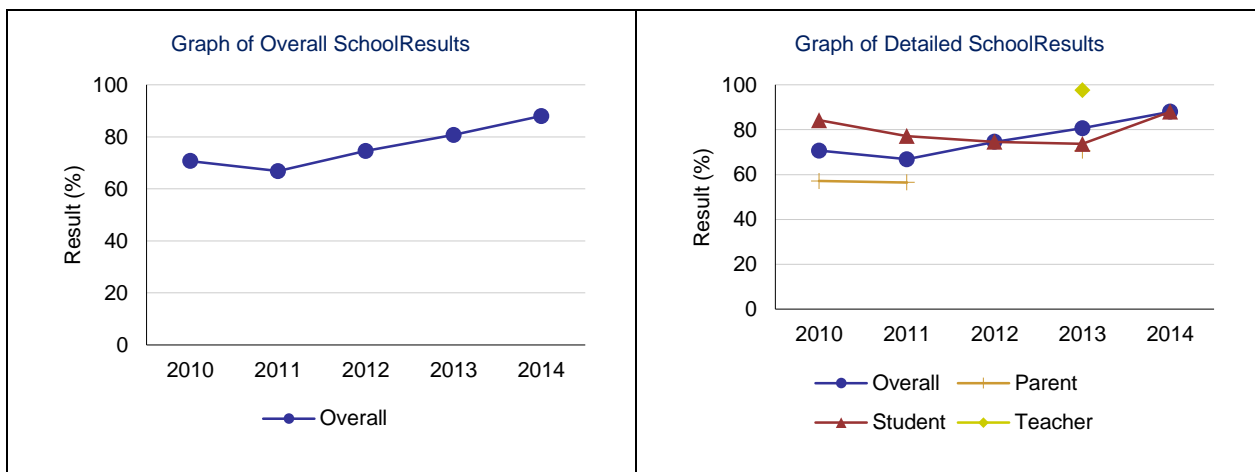
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	62.1	80.0	n/a	83.6	n/a	77.4	79.6	79.5	81.6	83.6	80.0	79.9	79.7	80.3	80.6
Teacher	*	*	*	84.4	*	87.9	87.9	84.5	89.1	91.4	88.6	88.1	88.0	88.5	88.0
Parent	62.1	80.0	*	82.9	*	66.8	71.2	74.6	74.1	75.9	71.3	71.7	71.4	72.2	73.1



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

Education Quality – Measure Details

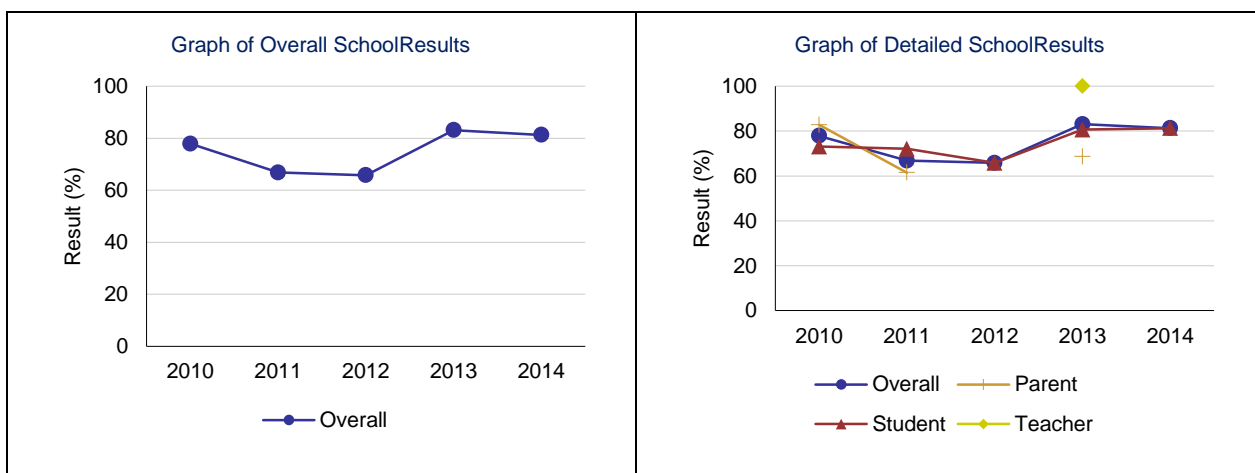
Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	70.7	66.8	74.6	80.7	88.0	85.8	86.7	87.4	88.1	88.1	89.2	89.4	89.4	89.8	89.2
Teacher	*	*	*	97.6	*	96.3	96.7	95.6	96.8	96.6	95.6	95.5	95.4	95.7	95.5
Parent	57.1	56.5	*	70.7	*	75.2	77.3	79.3	79.5	82.5	83.9	84.2	84.2	84.9	84.7
Student	84.2	77.2	74.6	73.7	88.0	86.0	86.1	87.3	88.0	85.1	88.2	88.5	88.6	88.7	87.3



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

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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	77.9	66.8	65.8	83.1	81.3	85.3	87.2	87.2	88.0	88.2	87.6	88.1	88.6	89.0	89.1
Teacher	*	*	*	100.0	*	94.8	95.6	95.5	97.0	96.1	94.4	94.5	94.8	95.0	95.3
Parent	82.8	61.5	*	68.6	*	80.5	84.3	84.3	83.2	87.5	86.1	86.6	87.4	87.8	88.9
Student	73.1	72.1	65.8	80.7	81.3	80.5	81.7	81.9	83.8	81.0	82.2	83.3	83.7	84.2	83.1

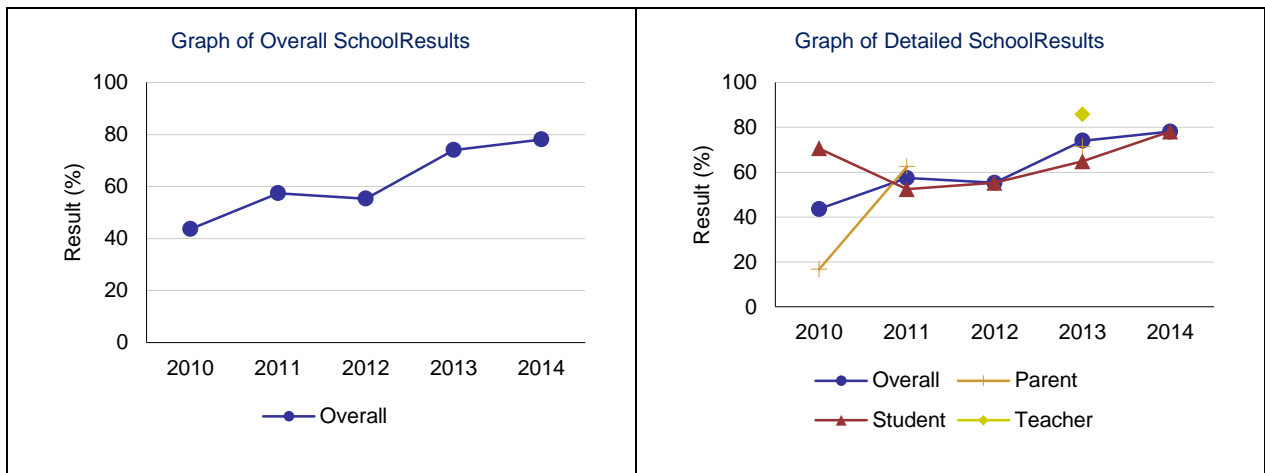


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction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

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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	43.6	57.4	55.3	74.0	78.1	77.1	78.3	79.8	81.0	78.0	79.9	80.1	80.0	80.6	79.8
Teacher	*	*	*	85.7	*	83.8	87.9	85.8	85.0	82.1	80.8	80.1	81.1	80.9	81.3
Parent	16.7	62.5	*	71.4	*	68.8	67.9	76.0	75.1	74.9	77.0	77.3	76.2	77.9	77.0
Student	70.6	52.4	55.3	64.8	78.1	78.8	79.2	77.7	82.8	77.1	81.8	82.9	82.7	82.9	81.2



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