

Combined 3-Year Education Plan and Annual Education Results Report (AERR)

2015 – 2016



Evergreen Catholic Outreach School

Submitted: October 21, 2016

Report on the 2015 – 2016 School Year

We experienced a staffing shift once again. Mr. Daniel Bado was added full-time to our staff. Mr. Bado came to us from Gerard Redmond School in Hinton where had taught for the past 10 years in the senior high classroom and also served as “the tech guy.” Mrs. Rufiange’s FTE was increased to 1.0 and we hired Mrs. Mary-Anne Kinahan at 0.65 to take some of the teaching load off Mrs. Wiens who had stepped up significantly to respond to the need for a school councillor.

Additionally, a half-time educational assistant was maintained to support the number of students with learning and/or behavioral deficits. The student and program growth at Outreach exploded between 2014 and 2016. We maintain that the trend of students with diverse needs will continue to climb and project that Outreach will be called upon even more so to accommodate ever greater numbers as we experience a constantly increasing need within Evergreen. An additional part-time secretary/EA was hired following spring break.

Other activities in which the staff were involved include SPICE, using the Attendance Board, a counselling program entitled Fighting Invisible Tigers (FIT), uLead16, and VTRA level 1 and 2 training.

Once all credits had been calculated including standard and dual-credit courses, non-funded adults, summer school, CTS, and off-campus, we achieved 4222 CEUs. This represents an increase of 1383.5 credits over 2014-2015, or approximately 48.7%. Not only did the school become busier in terms of courses achieved, but also in the areas of support for inclusive education and counselling, Moodle courses, and electives.

The discreet junior high program was implemented for a second year in a separate bay in the Hillside Centre in order to provide a separate, more controlled environment for this younger population. The teacher FTE was maintained at 0.83. A part-time educational assistant was hired to work the same 0.8 FTE in the new space. Mrs. Kristel left at spring break on maternity leave and was replaced by Mr. Joseph Paonessa.

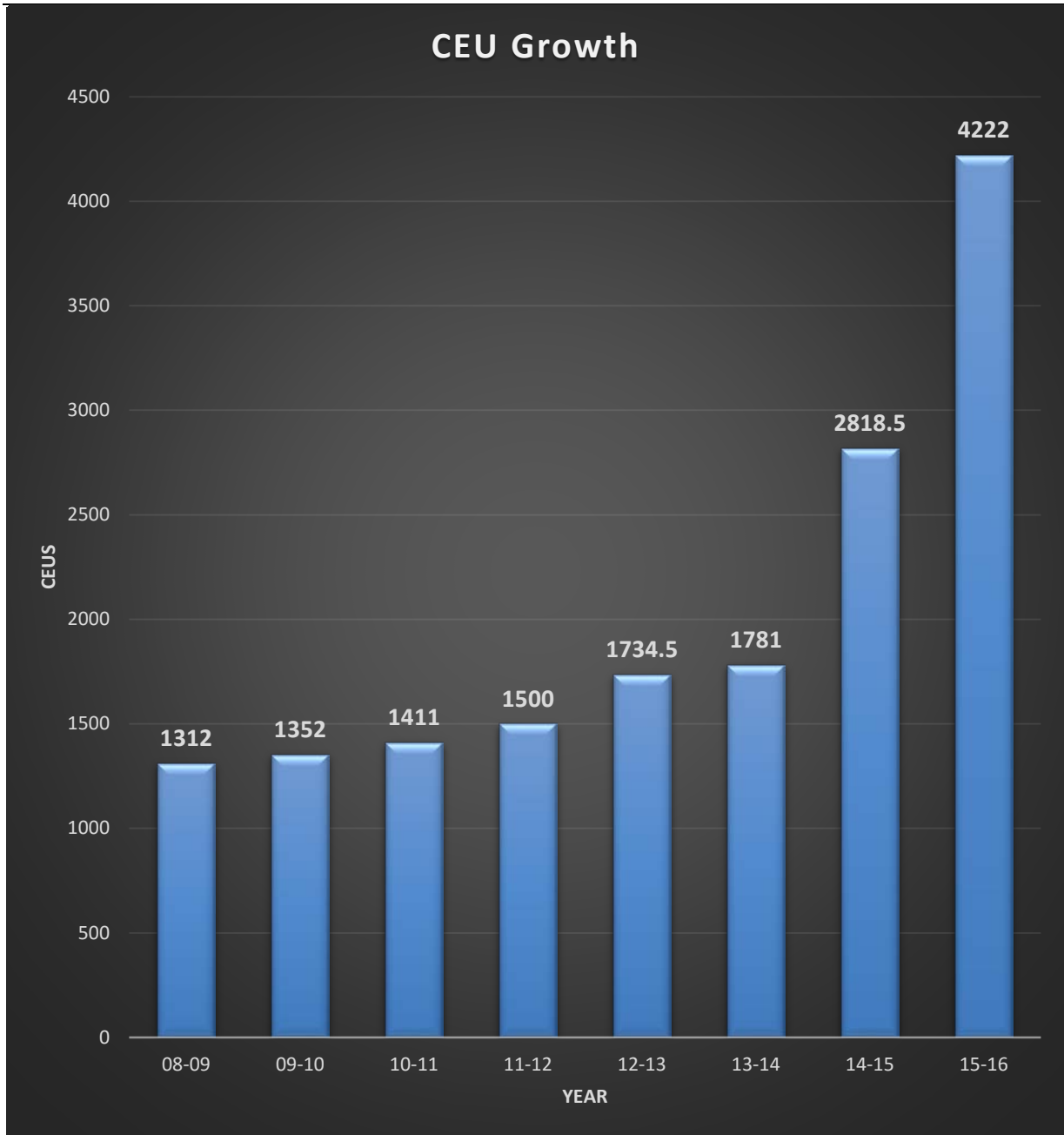
The demand for services such as IPPs, learning and success plans, exam accommodation requests, mental health referrals, and personal counselling continued to grow in part due to the growing student population which we serve but also in equal part as a testament to the character and dedication of the staff members at Outreach. It has become apparent by experience that we will need to continue to designate and protect the roles of an inclusive education coordinator and a school counsellor.

In collaboration with NorQuest College, we implemented a second cohort of the Health Care Aide program in September 2015. Twenty-one students convocated from the NorQuest Health Care Aide certificate program before they graduated from high school! We also added a second NorQuest dual-credit program – Administrative Professional from which 18 students successfully earned a college certification.

We successfully continued the partnership with Newman Theological College in order to offer the Youth Evangelization dual-credit courses to more students. Having a Memorandum of Understanding with Lakeland College and East Central Catholic in place, we continued to offer Oil & Gas, Play, and Exploring Exceptionalities post-secondary courses to our students.

We held a graduation ceremony for the first time. Seventeen students earned their high school diploma through Outreach. We gathered for a celebration at the Holiday Inn Express in Spruce Grove where 12 graduates attended draped in caps and gowns and where many other students were recognized with awards for their accomplishments during the school year. Approximately 125 people attended the evening. We formalized our most outstanding student of the year award by naming it the Mel Malowany Outstanding Student Award.

We continue to struggle to obtain survey feedback. The provincial Accountability Pillars survey was completed by four parent and 12 students. For the first time we had six teacher responses and so a statistically significant enough number to give us those responses as well. The small number of responses does support our sense of the areas in which improvement is needed. Fortunately, we are able to glean a broader range of feedback from the district's on-line Spring Satisfaction survey results. Many of the results are highly complimentary however our mandate is to continually question *what else can we do* for students, their families, and our sister schools in the division.



Combined 2016 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Evergreen Catholic Outreach Sc			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	Excellent	Safe and Caring	100.0	89.2	91.1	89.5	89.2	89.1	Very High	Improved	Excellent
Student Learning Opportunities	n/a	Program of Studies	65.7	51.9	60.9	81.9	81.3	81.4	Very Low	Maintained	Concern
		Education Quality	94.4	94.8	92.9	90.1	89.5	89.5	Very High	Maintained	Excellent
		Drop Out Rate	5.1	4.0	6.8	3.2	3.5	3.5	Intermediate	Maintained	Acceptable
		High School Completion Rate (3 yr)	*	*	34.1	76.5	76.5	75.5	*	*	*
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	28.6	16.1	73.6	72.9	73.4	n/a	n/a	n/a
		PAT: Excellence	n/a	0.0	0.0	19.4	18.8	18.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	74.4	72.3	76.6	85.0	85.2	85.1	Low	Maintained	Issue
		Diploma: Excellence	8.9	9.2	12.4	21.0	21.0	20.5	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	*	*	0.0	54.6	54.4	53.5	*	*	*
		Rutherford Scholarship Eligibility Rate	70.5	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	0.0	*	n/a	59.4	59.7	59.3	Very Low	n/a	n/a
		Work Preparation	100.0	n/a	92.9	82.6	82.0	81.1	Very High	Maintained	Excellent
		Citizenship	96.6	75.4	79.8	83.9	83.5	83.4	Very High	Improved	Excellent
Parental Involvement	Excellent	Parental Involvement	92.9	n/a	92.3	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	100.0	96.2	91.0	81.2	79.6	80.0	Very High	Improved	Excellent

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	3.6	*	28.6	n/a		n/a	n/a	n/a			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	0.0	*	0.0	n/a		n/a	n/a	n/a			

Comment on Results

(an assessment of progress toward achieving the target)

Nearly without exception, parents chose to have their children not attend on the test dates.

Strategies

In 2016-17, we are committed to working with the grade 9 students and their parents so that they do in fact attempt the PATs. Defining specific goals which are supported by the teachers and the EA will give us a better formative sense of whether or not students are emotionally prepared to write the provincial achievement tests.

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	90.0	84.6	72.9	72.3	74.4		Low	Maintained	Issue	75	75	75
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	15.0	15.4	12.5	9.2	8.9		Low	Maintained	Issue	10	12.5	15

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	*	34.1	*	*	*		*	*	*			
Drop Out Rate - annual dropout rate of students aged 14 to 18	8.8	8.8	7.7	4.0	5.1		Intermediate	Maintained	Acceptable			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	*	*	*	0.0		Very Low	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	70.5		n/a	n/a	n/a	71	73	75
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	0.0	*	*	*		*	*	*			

Comment on Results

(an assessment of progress toward achieving the target)

We are very pleased that nearly 3 out of 4 students are achieving the acceptable level on diploma exams. As the number and diversity of students continues to increase, the staff has to work increasing hard to ensure that we keep up this excellent ratio in our environment.

The supporting statistic that over 70% of our students earn Rutherford qualifying grades is extremely rewarding. A significant percentage of our students suffer from crippling test anxiety.

Our drop out rate may not reflect that we carry students over from year to year. Not everyone can finish their courses by the end of June.

Strategies

We are committed to implementing strategies which would help students raise their in-school test scores with the end goal being to increase performance and achievement on their diploma exams.

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- Aggregated 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.
- 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.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	83.3	79.8	84.1	75.4	96.6		Very High	Improved	Excellent			
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.	91.7	85.7	100.0	n/a	100.0		Very High	Maintained	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

These measures are such important aspects of the importance of Outreach in the lives of our young people.

Strategies

Continue implementation of off-campus activities such as the Learning Mentorship program with early years English language learners at St. Marguerite School, and the Support One Senior program with seniors in assisted living facilities.

On-going one-to-one sessions with students regarding the direction of their future and how and why schooling is an essential part of the equation toward achieving personal, educational, and career goals.

These initiatives actively involve our students with the community under the supervision of outstanding role models.

Notes:

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

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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	*	n/a	*	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	*	n/a	*	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	*	*	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	*	*	*		*	*	*			

Comment on Results

(an assessment of progress toward achieving the target)

The number of self-identified FNMI students is too low to reflect in the measures.

Strategies

All students are welcomed, supported, and treated with respect. Two of the greatest success stories from the Health Care Aide dual-credit program are FNMI students.

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
4. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
5. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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

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

Comment on Results

(an assessment of progress toward achieving the target)

Strategies

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	86.7	90.5	93.6	89.2	100.0		Very High	Improved	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

How rewarding for the staff to have created an environment where such a result could be achieved?

Strategies

Continue to respect the unique circumstances of every student who registers at Outreach. Whether registering for one course or for their complete high school program, students are treated with dignity and respect for where they are at in their personal/family and educational journeys.

Availability of empathetic staff and a qualified counsellor continue to be the main strategic priorities.

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	83.0	75.1	55.6	51.9	65.7		Very Low	Maintained	Concern			

Comment on Results

(an assessment of progress toward achieving the target)

Improving!

Strategies

The satisfaction rate has increased and will continue to do so in our new facility due to the availability of hands-on experiential learning options. We have moved beyond the traditional definition of a paper-based module completion environment. Implementation of Art and Foods programs as well as the Social Justice initiatives has created a stronger learning environment for most students; an environment in which they feel engaged and are willing to make a commitment.

We will continue to develop our own Moodle based courses which support, not replace, conventional core courses.

Notes:

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

Outcome Five: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	75.0	83.0	93.8	96.2	100.0		Very High	Improved	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	78.3	87.1	97.5	n/a	92.9		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.9	90.2	93.8	94.8	94.4		Very High	Maintained	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

These results speak directly to the welcoming and compassionate environment created by the staff at Outreach.

Strategies

In 2016-17, we will continue to work at ensuring that basic education is not so basic at Outreach. We will implement a Foods kitchen with instruction as well as a Science lab for hands-on learning. Song writing, social justice, and Agriculture are in the plans to get students involved.

Notes:

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

APPENDIX – Measure Details

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

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	91.7	0.0	83.3	0.0	66.7	0.0	69.2	7.7	72.7	0.0	75	10
	Authority	93.8	10.6	93.2	9.8	92.1	15.8	87.2	8.0	90.1	5.6		
	Province	86.3	11.3	85.9	10.4	87.6	11.8	86.5	11.4	86.8	10.7		
English Lang Arts 30-2	School	*	*	*	*	*	*	100.0	16.7	76.5	11.8	80	15
	Authority	97.5	17.7	95.1	27.5	97.7	23.3	96.1	19.6	94.1	12.9		
	Province	89.6	10.7	89.4	10.9	89.8	13.1	88.6	11.2	89.1	12.3		
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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.6	13.5	95.4	12.4	96.6	14.6	95.5	9.9	93.8	8.7		
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	96.5	18.9	96.8	18.2	99.3	29.2	95.3	17.1	99.3	20.3		
Pure Mathematics 30	School	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	83.5	17.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	82.0	27.5	59.0	11.4	*	*	n/a	n/a	n/a	n/a		
Applied Mathematics 30	School	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	75.7	8.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	75.8	10.3	71.4	17.9	n/a	n/a	n/a	n/a	n/a	n/a		
Mathematics 30-1	School	n/a	n/a	*	*	*	*	62.5	0.0	*	*	75	10
	Authority	n/a	n/a	71.6	25.3	81.3	25.0	64.5	11.8	62.0	15.2		
	Province	n/a	n/a	80.9	35.9	75.1	27.9	76.1	31.6	70.7	25.9		
Mathematics 30-2	School	n/a	n/a	n/a	n/a	75.0	8.3	45.5	0.0	50.0	5.6	75	10
	Authority	n/a	n/a	55.4	8.1	72.3	13.8	62.4	9.4	69.0	12.0		
	Province	n/a	n/a	69.5	9.7	71.3	15.0	73.9	15.5	75.4	16.8		
Social Studies 30-1	School	n/a	n/a	n/a	n/a	*	*	66.7	0.0	66.7	8.3	75	10
	Authority	90.0	16.0	92.1	16.7	94.2	20.4	89.8	14.3	87.9	7.9		
	Province	86.3	16.7	85.4	15.2	85.6	14.2	87.1	16.2	84.9	14.3		
Social Studies 30-2	School	n/a	n/a	*	*	*	*	100.0	0.0	81.8	0.0	82	10
	Authority	89.5	21.1	93.9	21.2	88.5	21.9	91.1	20.5	88.3	20.4		
	Province	83.0	13.7	82.2	13.7	83.9	14.8	81.3	12.5	81.1	13.1		
Biology 30	School	*	*	n/a	n/a	53.8	7.7	64.3	14.3	85.7	21.4	86	22
	Authority	81.9	31.9	84.4	35.9	81.5	22.8	79.0	25.9	84.7	21.8		
	Province	81.9	28.2	84.4	32.2	85.2	31.8	85.8	33.0	85.1	32.4		
Chemistry 30	School	n/a	n/a	n/a	n/a	83.3	16.7	100.0	0.0	*	*	80	10
	Authority	81.1	22.2	84.3	37.1	89.0	41.5	82.8	16.1	80.4	29.3		
	Province	77.1	28.7	78.8	31.8	81.5	35.2	82.1	34.2	81.5	34.5		
Physics 30	School	n/a	n/a	n/a	n/a	*	*	*	*	*	*	80	10
	Authority	76.1	21.7	88.5	30.8	88.0	16.0	84.0	22.0	71.7	18.9		
	Province	81.1	30.5	81.5	30.4	83.2	34.3	83.9	35.8	85.8	39.8		
Science 30	School	*	*	*	*	88.9	33.3	41.7	16.7	85.7	28.6	86	29
	Authority	93.3	25.0	91.3	37.0	90.1	33.0	86.6	30.9	88.9	32.3		
	Province	79.8	22.0	84.1	25.8	85.0	25.4	83.9	26.6	84.4	27.6		

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Diploma Examination Results Course By Course Summary With Measure Evaluation

		Evergreen Catholic Outreach Sc							Alberta			
		Achievement	Improvement	Overall	2016		Prev 3 Year Average		2016		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	Maintained	Concern	22	72.7	9	73.1	29,730	86.8	28,663	86.7
	Standard of Excellence	Very Low	Maintained	Concern	22	0.0	9	2.6	29,730	10.7	28,663	11.2
English Lang Arts 30-2	Acceptable Standard	Very Low	Declined	Concern	17	76.5	6	100.0	16,707	89.1	15,920	89.3
	Standard of Excellence	Intermediate	Maintained	Acceptable	17	11.8	6	16.7	16,707	12.3	15,920	11.7
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,282	93.8	1,247	95.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,282	8.7	1,247	12.3
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	99.3	140	97.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	20.3	140	21.5
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	105	59.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	105	11.4
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28	17.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28	71.4
Mathematics 30-1	Acceptable Standard	*	*	*	5	*	8	62.5	20,492	70.7	20,735	77.4
	Standard of Excellence	*	*	*	5	*	8	0.0	20,492	25.9	20,735	31.8
Mathematics 30-2	Acceptable Standard	Low	Maintained	Issue	18	50.0	12	60.2	13,631	75.4	11,425	71.6
	Standard of Excellence	Low	Maintained	Issue	18	5.6	12	4.2	13,631	16.8	11,425	13.4
Social Studies 30-1	Acceptable Standard	Very Low	Maintained	Concern	12	66.7	6	66.7	22,494	84.9	21,869	86.0
	Standard of Excellence	Low	Maintained	Issue	12	8.3	6	0.0	22,494	14.3	21,869	15.2
Social Studies 30-2	Acceptable Standard	Intermediate	Declined	Issue	11	81.8	6	100.0	19,790	81.1	19,060	82.5
	Standard of Excellence	Very Low	Maintained	Concern	11	0.0	6	0.0	19,790	13.1	19,060	13.7
Biology 30	Acceptable Standard	High	Improved	Good	14	85.7	14	59.1	22,539	85.1	21,806	85.2
	Standard of Excellence	Low	Maintained	Issue	14	21.4	14	11.0	22,539	32.4	21,806	32.3
Chemistry 30	Acceptable Standard	*	*	*	5	*	6	91.7	19,265	81.5	18,126	80.8
	Standard of Excellence	*	*	*	5	*	6	8.3	19,265	34.5	18,126	33.7
Physics 30	Acceptable Standard	*	*	*	2	*	n/a	n/a	10,291	85.8	10,126	82.9
	Standard of Excellence	*	*	*	2	*	n/a	n/a	10,291	39.8	10,126	33.5
Science 30	Acceptable Standard	Intermediate	Maintained	Acceptable	7	85.7	11	65.3	8,790	84.4	6,841	84.3
	Standard of Excellence	High	Maintained	Good	7	28.6	11	25.0	8,790	27.6	6,841	25.9

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
3 Year Completion	*	34.1	*	*	*	90.5	80.7	82.9	85.2	86.2	74.2	74.8	75.3	76.5	76.5
4 Year Completion	*	*	34.9	*	100.0	86.1	92.4	84.2	86.9	90.5	78.0	79.2	79.6	79.9	81.0
5 Year Completion	*	*	*	34.8	*	84.6	87.6	93.3	88.8	88.4	79.4	80.6	81.5	82.0	82.1

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Data values have been suppressed where the number of respondents/students is fewer 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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Drop Out Rate	8.8	8.8	7.7	4.0	5.1	2.3	2.0	2.1	2.5	1.5	3.8	3.6	3.3	3.5	3.2
Returning Rate	*	12.7	29.2	29.4	*	4.9	19.3	27.9	31.3	13.3	23.2	22.8	20.7	20.9	18.2

Notes:

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

High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.															
	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
4 Year Rate	*	*	0.0	*	86.4	39.5	34.5	36.5	39.2	40.3	38.4	39.4	39.7	38.3	37.0
6 Year Rate	n/a	*	*	*	0.0	63.5	59.4	64.2	61.9	66.0	58.4	59.3	59.0	59.7	59.4

Notes:

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

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	n/a	70.5	n/a	n/a	n/a	n/a	72.1	n/a	n/a	n/a	n/a	60.8

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2011	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	78	44	56.4	43	55.1	43	55.1	55	70.5

Notes:

1. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	83.3	79.8	84.1	75.4	96.6	82.9	81.6	83.7	84.2	81.6	82.5	83.4	83.4	83.5	83.9
Teacher	*	*	*	*	100.0	96.9	96.7	97.5	97.7	98.4	93.1	93.6	93.8	94.2	94.5
Parent	83.3	82.9	82.5	*	*	78.6	74.8	83.3	83.6	77.6	79.4	80.3	81.9	82.1	82.9
Student	n/a	76.7	85.7	75.4	93.2	73.3	73.3	70.4	71.5	68.8	75.0	76.2	74.5	74.2	74.5

Notes:

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

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	91.7	85.7	100.0	n/a	100.0	82.3	82.8	85.7	83.0	81.0	79.7	80.3	81.2	82.0	82.6
Teacher	*	*	*	*	100.0	94.7	94.6	93.3	91.0	96.1	89.5	89.4	89.3	89.7	90.5
Parent	91.7	85.7	100.0	*	*	69.8	71.1	78.1	75.0	66.0	69.9	71.1	73.1	74.2	74.8

Notes:

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

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	83.0	75.1	55.6	51.9	65.7	85.4	84.8	84.8	84.8	84.8	80.7	81.5	81.3	81.3	81.9
Teacher	*	*	*	*	60.5	93.2	91.5	91.5	94.0	94.1	87.3	87.9	87.5	87.2	88.1
Parent	83.0	86.6	55.9	*	*	80.9	81.6	83.0	79.9	80.3	78.1	78.9	79.9	79.9	80.1
Student	n/a	63.5	55.4	51.9	70.8	82.3	81.4	79.9	80.6	80.0	76.9	77.8	76.6	76.9	77.5

Notes:

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

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	78.3	87.1	97.5	n/a	92.9	82.3	79.9	82.6	83.0	75.4	79.7	80.3	80.6	80.7	80.9
Teacher	*	*	*	*	92.9	92.0	92.1	93.2	93.4	89.4	88.0	88.5	88.0	88.1	88.4
Parent	78.3	87.1	97.5	*	*	72.6	67.8	71.9	72.7	61.5	71.4	72.2	73.1	73.4	73.5

Notes:

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

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	88.9	90.2	93.8	94.8	94.4	91.6	89.1	90.2	91.3	88.7	89.4	89.8	89.2	89.5	90.1
Teacher	*	*	*	*	97.2	97.6	97.2	96.8	97.9	97.7	95.4	95.7	95.5	95.9	96.0
Parent	88.9	83.1	87.5	*	*	86.4	83.4	87.6	88.8	83.5	84.2	84.9	84.7	85.4	86.1
Student	n/a	97.2	100.0	94.8	91.7	90.8	86.8	86.1	87.1	85.0	88.6	88.7	87.3	87.4	88.0

Notes:

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

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	86.7	90.5	93.6	89.2	100.0	89.0	87.5	89.1	89.7	88.2	88.6	89.0	89.1	89.2	89.5
Teacher	*	*	*	*	100.0	96.8	95.5	97.2	96.1	97.6	94.8	95.0	95.3	95.4	95.4
Parent	86.7	91.2	90.0	*	*	86.7	85.1	88.1	90.1	86.9	87.4	87.8	88.9	89.3	89.8
Student	n/a	89.8	97.1	89.2	100.0	83.6	81.9	82.0	82.8	80.1	83.7	84.2	83.1	83.0	83.4

Notes:

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

School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	75.0	83.0	93.8	96.2	100.0	87.2	83.0	82.8	83.8	81.4	80.0	80.6	79.8	79.6	81.2
Teacher	*	*	*	*	100.0	93.8	89.3	87.6	88.4	91.2	81.1	80.9	81.3	79.8	82.3
Parent	75.0	78.6	87.5	*	*	82.9	79.4	81.5	80.1	73.6	76.2	77.9	77.0	78.5	79.7
Student	n/a	87.5	100.0	96.2	100.0	84.9	80.2	79.2	82.9	79.4	82.7	82.9	81.2	80.7	81.5

Notes:

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