

Message from the Board Chair

As the only Orthodox Jewish school in Edmonton, it is vital that Menorah Academy provides students with a well-rounded, meaningful and outstanding Judaic and academic program. Under the direction of Head of School, Rabbi Sass, in his tenth year at Menorah, it is clear that this goal is being attained.

While the challenges have been many, Rabbi Sass has effectively maintained and enhanced a thriving team of professional educators, creating a professional learning community of positive-minded team members working together with families, focused on student improvement and school-wide successful performance.

To further support these administrative efforts, Rabbi Sass has found strong support in his hiring of Charlene Miller as Curriculum Coordinator, adding a second talented educator and Master's in Educational Administration to the administrative team. Rabbi Sass and Ms. Miller bring a combined force of a strong academic background in secular and professional learning experiences, producing effective instructional and organizational leadership.

Over the three years of the previous administration at Menorah, the school had followed an impressive growth plan. Year one focused on infrastructure, consistency, culture and team building. Year two emphasized increased collaboration between staff toward ensuring no students were falling through the cracks, bringing students and programs up to par, and increasing parent involvement. Year three's goals had been to move from being reactive to proactive, pushing teachers towards greater professional goals as well as raising the bar in academic studies. Rabbi Sass continues to build on the previous success and has introduced the safety initiative, organization of resources and enhanced communication as this year's focus in addition to creating an environment where staff visit classrooms to promote further professional development.

From academics to professionalism, from character to cutting-edge education, Menorah Academy continues on the fast track to great things ahead!

Sincerely,

Tony Ghermezian

Board Chair, Edmonton Menorah Academy

Accountability Statement

The Annual Education Results Report for the 2014/2015 school year and the Education Plan for the three years commencing September 1, 2016 for Edmonton Menorah Academy were prepared under the direction of the Board in accordance with its responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results. The Board approved this combined Annual Education Results Report for the 2014/2015 school year and the three-year Education Plan for 2015/ 2018 on November 23, 2015.

As a whole, Menorah Academy continues to produce strong results for the Jewish community of Edmonton. Rabbi Sass will continue to strengthen these initiatives. These areas, in brief, include:

- **Safe and Caring:** The school maintains ongoing procedures to ensure safety and security of students, from building security to monitoring student interactions and a culture where staff look to build each other & students
- **Academics:** Curriculum fidelity, systemized student learning and improved assessment results, joint staff student goal-setting and review meetings several times a year PLC's are exploring literacy and numeracy (2016/17), MAPs and IEPs created for students (2016/17), Alberta Education funding sought for ESL, Special Needs and Early Literacy (2016/17)
- **Community Openness:** Creating community awareness of welcoming regardless of religious affiliation
- **Parent Communication:** Professional and detailed, meaningful report cards, semester calls, bi-weekly emails, and bi-annual conferences, newsletters, Report card reformat to be SLA based (2016/17)
- **Teacher Observation:** Administration conducts regular classroom visits, unit calendar planning, weekly lesson plan submissions, bi-weekly group and bi-annual individual meetings, as well as teacher personal growth plans, New format for Yearly/Unit plans (2016/17)
- **Administrative Structure:** The Executive Assistant focuses on computer work, signs, and programs, enabling Office Manager increased focus on monetary, building, and staffing issues.
- **Building Upgrades:** Classrooms are equipped with new desks and chairs, storage units with locks on gym stage to increase storage space, installation of brand new gym floor and basketball units, upgraded kitchen, adjusted open room structures, furniture upgrades, speaker and intercom systems, furniture for assemblies, decorating and appointing preschool classrooms in child-friendly ways.
- **Technology:** Ipad carts which holds 15 Ipads, SmartBoards installed in every classroom, 5 Macs in staff rooms, wifi building-wide, networking entire school with logins and security levels, IXL math programs, and increased SmartBoard use. Prodigy replaces IXL (2016/17), Administration on upgraded, separate and secure network (2016/17), Computer Consultant hired for two year upgrading of all technology (2016/17)
- **Behavior:** School-wide standards and expectations, positive reinforcements, structured schedules and classroom environments, a school-wide positive character program reinforced starting at morning assembly, and consistent accountability with regular parent

communication and class reinforcement. Comprehensive student handbook is being developed (2016/17)

- Professional Development and Support: Create Professional Learning Communities to support academic staff. PLC's in place and active (2016/17), Comprehensive staff handbook is being developed (2016/17),

SOCCA: Safety, Organization, Communication, Character, Academics. SOCCA we have focused on the "Organization" aspect: This includes focus on student organization.

Foundation Statements

Vision

Our vision is that Menorah Academy will impact the landscape of the Edmonton Jewish community, helping to produce vibrant, productive, and knowledgeable community members, and inspiring a lifetime of commitment to Torah values and learning.

Mission

"Preparing and Inspiring our Children for Life"

Edmonton Menorah Academy's mission is to build and service the Edmonton Jewish community, helping students appreciate what defines our Jewish heritage, while preparing our students for the future in academics, character, skills, values, and beyond. Students will be well equipped to excel in any profession they seek, whether it be neurosurgery or the rabbinate. Moreover, the professional learning community at Menorah Academy will produce students who are committed to lifetime learning, with the skills to learn independently and think critically. They will serve their communities, make good life choices, and become leaders of tomorrow, with Torah inspiring and guiding them through it all.

Principles

Dignity and positive self-image for our students in a supportive, warm environment is paramount

- Honesty and integrity
- Dedication to constant self-improvement and growth
- Commitment to Torah values and learning
- Importance of learning and knowledge
- Devotion to community
- The essential need to "learn how to learn" - gaining independent skills
- The significance of personal character and proper conduct
- The imperative to recognize the value others hold, and treat them with respect
- "Kidush Hashem" - The need to embody the principles we represent, to enable others to see G—d's greatness through us

Beliefs

- Our goal in life is to serve G-d to the best of our ability
- The Torah is our guide in life, given to us by G-d
- Students are our future and we must invest in them
- The role of schools and education is to imbue students with these principles and beliefs, along with the knowledge and skills to succeed in life in every facet.
- We must educate and take responsibility for the whole child, not merely assessed knowledge.
- We must provide an outstanding education in every respect.

A Profile of the School Authority

Edmonton Menorah Academy was founded in 1994 to service the growing demands of an observant Jewish population in Edmonton under the umbrella of Orthodox Judaism. Its goal was to provide a balance of excellent general studies curriculum per Alberta Education, along with a strong Judaic program incorporating skills and values in an environment that welcomes and is comfortable for Jews across the spectrum of religious observance. The school runs from Toddlers through Grade 12 (or "19 months to 19 years"), and currently number about 110 students including preschool, with seven high school students.

While Menorah Academy is an Orthodox Jewish school, it requires no personal adoption of doctrine or belief, observances or commitment to any specific "church" or religious association other than a commitment to grow as members of the Jewish nation. Jewish students of all backgrounds, homes, and religious practices are welcome regardless of their family's social status or religious practices, and scholarships are made available for families whose financial limitations might otherwise prevent them from attending.

The majority of the population is in Grade 4 or below, which bodes well for the future, with over 15 additional students anticipated next year. Aside from Alberta, primary financial support for the school comes from the Ghermezian family, well known local philanthropists in Edmonton and owners of the West Edmonton Mall, whose members compose the school's private "board of education." Additional financial support also comes from tuition fees paid by families whose children attend. Heavy scholarships are often offered to families due to the school's philosophy that Jewish education should be made available regardless of financial means, although currently a greater emphasis is being placed on encouraging families to shoulder the financial responsibility of educating their children through increased tuition scales and fewer/smaller scholarships awarded.

A parent council, composed of a representative spectrum of families in the school, has also been developed to serve in an advisory capacity to the head of school on various policies and programs. This council has also been engaged in helping generate funds for the school through activities, fundraisers, and special projects.

Trends and Issues

In addition to items mentioned in Accountability Statement, the most pressing and concerning items at Menorah Academy are:

1. Minimal enrollment
 - a. Increasing collaboration with Jewish outreach efforts in the community to raise interest and awareness of the value of proper Jewish education and bring more families “into the fold”
 - b. Focusing on younger grades and new families, website, PR campaigns, internal strengthening
2. Student Academic Performance
 - a. Build on great success in this area as we continue to arrange remedial support for students, and raise the level of educational and curriculum expectations from teachers.
3. Student Social Interactions
 - a. Continue to maintain strides in student social interactions by further developing our school “Fair Play” program, emphasizing student positive behavior and character building in and out of the classroom, including hands-on teacher supervision, with school-wide teacher and student-developed uniform standards, and monthly areas of focus.

Considerations unique to our School:

Student families who are also teachers in school - this is a fundamental part of our school's nature; we work to maintain professional boundaries and expectations, addressing staff or parents in the "hat" they are wearing, and enforcing discretion and sensitivity regarding discussion of other students

Small class sizes - preschool classes are showing strong growth, looking to further strengthen with community programs and new enrolment financial incentives, working toward better blended solutions & daycare accreditation

Increasing availability of substitutes - competent Jewish men and women have been added to staff with substituting needs included in their contract and job description. General Studies substitute list created to avoid overworking existing staff with coverage, continuing to add prospective candidates for each new position to sub roster with prospects for future

Administrative Support for preschool - Ms. Miller has played an integral role with her background as a Kindergarten teacher, in providing our staff with sound advice.

Space limitations - opened bathroom into preschool classroom, built new inventive grinder-style bathroom into nursery wall space, re-tasked special needs rooms and reorganized storage areas to temporarily provide more space. We will definitely be reviewing spatial needs as we are adding a class next year. We are also in the midst of buying our building from Catholic School Board.

Staff - several staff members were let go, excellent new staff hired. This year we have hired a computer teacher for all classes, who in addition also serves as the boy's gym teacher, and a female gym teacher for the girl's classes.

Summary of Accomplishments

PHYSICAL BUILDING & RESOURCES

- *WHITEBOARDS* are equipped and accessible in every classroom. School has a portable whiteboard for use in staff professional days and in the gym for school assemblies.
- *PA SYSTEM*: Speakers and fixed PA system for school-wide and classroom-specific announcements
- *MUSIC*: The school has a music playback system with customized albums for arrival/dismissal and special school functions
- *INTERCOMS*: Each classroom is equipped with intercoms for teachers or supervisors to contact office or ask for help from any classroom
- *PC LAB*: Fully functioning computer lab that has Jewish software-compatible PC's for student and staff use, as well as 5 iMacs for staff use in the staffroom.
- *ASSEMBLY CHAIRS* and *STORAGE CARTS*: School has 180 quality fabric steel folding chairs for school assemblies and functions that are stored on rolling carts under stage for easy transporting and storage.
- *TABLES*: School continues to utilize folding tables donated by local family for school events including barbecues, Pyjama Reading Night, etc..
- *STAGE CURTAINS*: painted stage doors, installed locks,
- *STORAGE*: Gym stage was reorganized and now contains storage lockers w/locks, and the gym room contains sports equipment and paper supplies.
- *CLASSROOMS/WALLS*: Staff room, numbered all classrooms
- *SHUL*: Functional and has adequate space
- *KINDERGARDEN*: Classroom has been equipped with quality child age-appropriate furniture, toys, and books.
- *FURNITURE* including new coat/bag hooks; cubbies have been installed or added in various classrooms to accommodate the student class sizes.
- *OFFICE* redesigned and created staff space
- *STAFF ROOM* added networked Mac computers and worktables, lockers, shelving, classroom tools.
- *LOCKS*: Replaced individualized keys for each door in school (over 40!) with master key system, including local keys for teachers for security purposes
- *SECURITY*: Following school-wide review with police and security organizations, introduced additional entry buzzer, playground lock, added and improved video camera systems with recording, dual office video monitors for entry, classroom windows in all doors and blinds for lock down drills.
- *ELECTRIC*: Added necessary outlets in classrooms, split/moved light switches, increased room lighting to meet Alberta standards
- *SNOW MANAGEMENT*: hired new company to service school, written contract detailing timing and requirements at all entryways, fixed mats in recessed entryways, purchased proper commercial hallway mats.
- *PLAYGROUND* – Functional and safe equipment for the use of our younger students. For the older grades an arrangement has been made for use of track and field and basketball courts with Catholic School Board.
- *GARBAGE* – The school has a garbage enclosure to avoid neighbourhood dumping and facilitate smooth regular truck pickup

- *LIBRARY – Functional library system, that is equipped with a variety of books suitable for every grade which students have access to sign out books.*
- *PROFESSIONAL RESOURCES – The school purchased a vast variety of professional development resource and has created a Professional Development Library for all staff to access.*
- *PARKING/WALKWAYS – Arranged with city to install official loading zone signs for spots immediately in front of school and extend parking hours by bus stop.*

MAJOR IMPROVEMENTS IN THE FOLLOWING AREAS:

- POLICIES – New policy in regard to staff and social media (New staff and student handbooks are being developed 2016/17).
- CURRICULUM – Curriculum Coordinator oversees and ensures the Alberta Outcomes are being achieved by offering ongoing support to General Studies Teachers.
- INSTRUCTIONAL IMPROVEMENTS – Increased Professional Resources within the school (IEPs, MAPS and Alberta Education funding for ESL, Special Needs and Early Literacy).
- ORGANIZATIONAL IMPROVEMENTS

Combined 2016 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure Category Evaluation	Measure	Universal Educational Inst.			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	100.0	97.3	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	88.0	93.6	77.0	81.9	81.3	81.4	Very High	Maintained	Excellent
		Education Quality	100.0	100.0	94.6	90.1	89.5	89.5	Very High	Maintained	Excellent
		Drop Out Rate	*	*	13.8	3.2	3.5	3.5	*	*	*
		High School Completion Rate (3 yr)	*	n/a	n/a	76.5	76.5	75.5	*	*	*
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	70.0	70.8	66.0	73.6	72.9	73.4	Low	Maintained	Issue
		PAT: Excellence	51.7	29.2	20.1	19.4	18.8	18.6	Very High	Improved	Excellent
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	*	n/a	n/a	85.0	85.2	85.1	*	*	*
		Diploma: Excellence	*	n/a	n/a	21.0	21.0	20.5	*	*	*
		Diploma Exam Participation Rate (4+ Exams)	*	n/a	n/a	54.6	54.4	53.5	*	*	*
		Rutherford Scholarship Eligibility Rate	n/a	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)	*	52.6	52.6	59.4	59.7	59.3	*	*	*
		Work Preparation	100.0	100.0	93.2	82.6	82.0	81.1	Very High	Maintained	Excellent
		Citizenship	100.0	100.0	95.3	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	100.0	100.0	86.9	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	100.0	100.0	86.9	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 (*).

Combined 2016 Accountability Pillar FNMI Summary (Required for Public/Separate/Francophone School Authorities)

[No Data for Overall Summary - FNMI]

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. 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).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
6. 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.
7. 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.
8. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Measure Evaluation Reference (Optional)

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 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.77	73.77 - 80.97	80.97 - 86.66	86.66 - 90.29	90.29 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.15	13.15 - 19.74	19.74 - 24.05	24.05 - 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
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	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).	80.4	*	61.1	70.8	70.0		Low	Maintained	Issue			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	25.0	*	11.1	29.2	51.7		Very High	Improved	Excellent			

Comment on Results

Edmonton Menorah Academy has a small student population, so we currently have several multi-grade classrooms. We teach Socials and Science for each grade on a rotating yearly basis

PAT results are always calculated based on the number of students enrolled, and when our students do not write the Social Studies 6 and Science 6 PATs, they are still reflected in the results.

Strategies

- Emphasis on study skills throughout all the grades.
- Encourage teachers to spend time preparing students for the format used in PAT exams, and giving students more opportunities to experience multiple choice exams.
- Professional Learning Communities explore ways to strengthen literacy and numeracy competencies within their classrooms.
- Open communication between teachers regarding curriculum gaps between grades.
- Review of PAT results with Curriculum Coordinator to understand where improvements can be made, and a plan put in place to implement the improvements.

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	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	*		*	*	*			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	*		*	*	*			

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 students who completed high school within three years of entering Grade 10.	36.8	*	n/a	n/a	*		*	*	*			
Drop Out Rate - annual dropout rate of students aged 14 to 18	18.0	0.0	27.7	*	*		*	*	*			
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	*	*	52.6	*		*	*	*			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	36.8	*	n/a	n/a	*		*	*	*			

Comment on Results

While we do have a high school program at Menorah Academy, many parents opt to send their children to more established Yeshiva high school programs located outside of Edmonton. This affects the measurable outcomes in "High School Completion", "Drop out Rates", and "High School to Post Secondary."

Strategies

- Continuous advertisement of the school's program in local Jewish paper – school offers educational programming from 19 months to 19 years.
- As our students enter High School the requirements for high school graduation are shared with them. Meetings to further discuss requirements and post secondary requirements are at the request of the parents.
- Continued utilization of alternative ways for students to access courses, giving them the best opportunity for success. (i.e. ADLC, web learning opportunities).
- Share, inform and involve the students and parents in the planning of requirements for graduation.

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. 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 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.
6. 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	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	88.6	85.8	100.0	100.0	100.0		Very High	Maintained	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.	71.4	93.8	85.7	100.0	100.0		Very High	Maintained	Excellent			

Comment on Results

We offer a dual curriculum in both Judaic studies and the Program of Studies from Alberta Education, and common throughout both programs is the responsibility to be good citizens and be productive members of the wider Alberta community. As a staff we continuously work together to ensure our students are successful, global citizens.

Strategies

- We are continuing with our SOCCA program (Safety, Organization, Character, Communication and Academics) This program has proven to be successful in providing a framework for students to become contributing members to society.
- Professional Learning Communities design activities for their respective grade levels that teach, promote and practice active citizenship and healthy attitudes and behaviours in our students.

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 One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	71.4	77.5	76.9	100.0	92.9		n/a	n/a	n/a			

Comment on Results

The teachers at Edmonton Menorah Academy are collaborating with each other in both subject area and grade levels to make sure that the program offered is highly effective in giving the students knowledge, skills and a love for lifelong learning.

Strategies

- Teachers are expected to collaborate through Professional Learning Communities, and seek professional development opportunities outside those offered by the school.
- Teachers are observed regularly and supported in meeting the Teacher Quality Standards, as well as Best Teaching Practices.
- Professional Learning Communities use data to assess student knowledge and skills, and then prescribe measurements to address deficiencies.

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 School Authorities only)

[No Data for Overall FNMI Results]

<p>Comment on Results</p> <p>Edmonton Menorah Academy does not have any students registered as self identified FMNI. At Menorah we do however incorporate FNMI content as required in the Alberta Education Curricular outcomes.</p>
<p>Strategies</p> <p><i>Authorities with no or very few self-identified FNMI students should refer to strategies related to infusing Aboriginal perspectives, meeting the diverse needs of students or involving their parents.</i></p> <ul style="list-style-type: none"> • Students explore FNMI perspectives throughout the curriculum through stories, classroom displays and presentations. • Students explore FNMI perspectives throughout our school-wide Fine Arts program by learning about FNMI culture and producing works of Art that illustrates what they have learned. • Curriculum Coordinator has received "Sensitivity Training in FNMI Perspectives" and acts as a consultant for staff.

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. 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.
7. 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)

[No Data for Overall FNMI Results]

Comment on Results
Strategies
See above.

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.	94.1	92.0	100.0	100.0	100.0		Very High	Maintained	Excellent			

Comment on Results

Regular fire, tornado and lock down drills are conducted. The school is monitored with nine security cameras, as well as outside doors being locked at all times. Kindness, respect and caring are integrated throughout both the Judaic and General Studies curriculum.

Strategies

- Will continue with regular safety procedures so students and staff are prepared in event of emergency.
- Continued focus and promotion on SOCCA values for all in our school community.

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.	58.9	63.4	74.1	93.6	88.0		Very High	Maintained	Excellent			

Comment on Results

Students are provided weekly classes in Fine Arts, Technology and Physical education, as well as opportunities to explore different careers and healthy living in various subjects. Edmonton Menorah Academy is continuously exploring the best programs and resources available to help deliver these opportunities.

Strategies

- Learning.com provides a comprehensive technology curriculum for K-12 students.
- Certificated, knowledgeable staff are hired for technology, fine arts and physical education.

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.	100.0	75.0	85.7	100.0	100.0		Very High	Improved	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	82.9	94.9	65.7	100.0	100.0		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	85.7	88.5	95.2	100.0	100.0		Very High	Maintained	Excellent			

Comment on Results

One of our focuses has been strengthening the communication with all stakeholders, especially parents and staff. We have a strong track record in the area of communication, however it remains a focus because we believe that strong communication is the foundation of a good school. The Parent Advisory Counsel plays an important role within our school. They are involved in planning school and staff appreciation events to conferring with administration on a variety of issues.

Strategies

- Staff will communicate weekly to parents what curriculum has been covered, upcoming assignments and tests, and overall classroom expectations.
- Include parents in the creation of IEPs, MAPs and Behavioral Plans.
- Seek ways and encourage parents and staff to be involved in their child's school experience (socially, academically, classroom and school management or discipline)
- We will continue to encourage involvement from our parents to assist in our vision is to impact the landscape of the Jewish community by helping to produce vibrant, productive and knowledgeable community members.

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 (*).

Note:

Future Challenges (Optional)

1. Space limitations – as our school continues to grow we will be facing challenges in finding the space to house everyone. We are currently in talks with Catholic School Board to purchase our campus and our Board will be reviewing our needs and making decisions concerning expansion.
2. Please refer to “Trends and Issues” for more information.

Summary of Financial Results

For further information – please contact the office at 780-451-1848.

Budget Summary

For further information – please contact the office at 780-451-1848.

Capital and Facilities Projects

Summary of Facility and Capital Plans

Please refer to "Summary of Accomplishments" in the report.

Parental Involvement

Our school is built on open communication and the results of this report are communicated and discussed at one of our monthly parent council meetings. It is then further reviewed at our staff meetings to help plan for future improvements. Additionally parent ideas and suggestions are encouraged through weekly correspondence via email both with teachers and administration.

Timelines and Communication

Please view our web page at www.menorahacademy.org

Whistleblower Protection

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2014-15 school year.

APPENDIX – Measure Details (OPTIONAL)

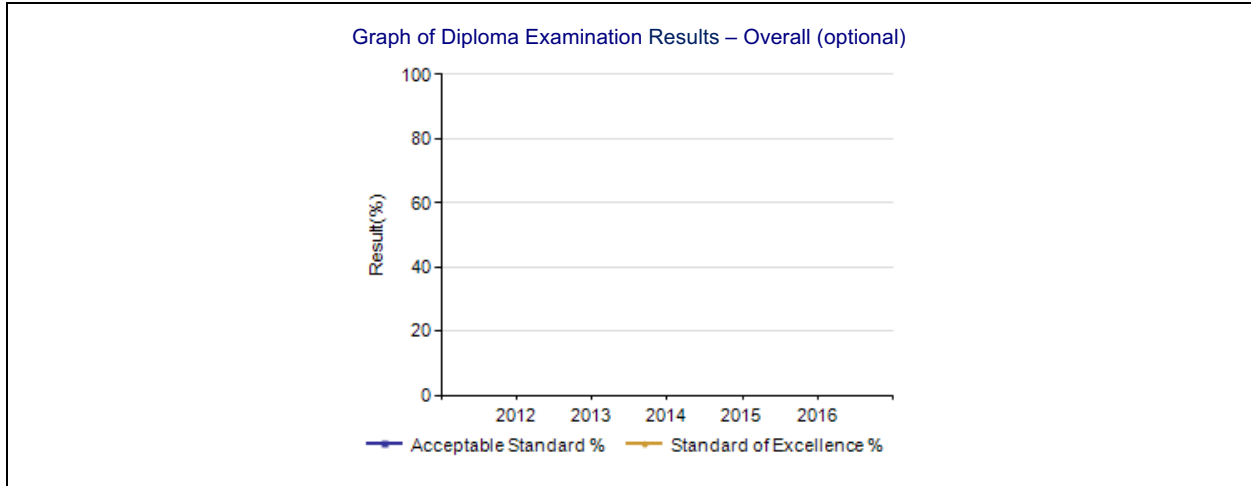
The following pages include tables and graphs that provide detailed data for the performance measures. Authorities may include these under each measure/outcome to provide context and help in interpreting the results.

Diploma Examination Results – Measure Details (OPTIONAL)

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	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	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	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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	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	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	Authority	n/a	n/a	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	Authority	n/a	n/a	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	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Province	n/a	n/a	80.9	35.9	75.1	27.9	76.1	31.6	70.7	25.9		
Mathematics 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	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	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	83.0	13.7	82.2	13.7	83.9	14.8	81.3	12.5	81.1	13.1		
Biology 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.9	28.2	84.4	32.2	85.2	31.8	85.8	33.0	85.1	32.4		
Chemistry 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Province	77.1	28.7	78.8	31.8	81.5	35.2	82.1	34.2	81.5	34.5		
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.1	30.5	81.5	30.4	83.2	34.3	83.9	35.8	85.8	39.8		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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 (*).



Notes:

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

Diploma Examination Results by Course (optional)

<p>English Lang Arts 30-1</p> <p>Result(%)</p> <p>Acceptable Standard % Standard of Excellence %</p>	<p>[No Data for English Lang Arts 30-2]</p>
<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>Mathematics 30-1</p> <p>Result(%)</p> <p>Acceptable Standard % Standard of Excellence %</p>

Notes:

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

Diploma Examination Results by Course (optional)

<p>[No Data for Applied Mathematics 30]</p>	<p>[No Data for Mathematics 30-2]</p>
<p>Social Studies 30-1</p> <p>Result (%)</p> <p>2012 2013 2014 2015 2016</p> <p>Acceptable Standard % Standard of Excellence %</p>	<p>[No Data for Social Studies 30-2]</p>
<p>[No Data for Biology 30]</p>	<p>Chemistry 30</p> <p>Result (%)</p> <p>2012 2013 2014 2015 2016</p> <p>Acceptable Standard % Standard of Excellence %</p>

Notes:

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

Diploma Examination Results by Course (optional)

[No Data for Physics 30]	[No Data for Science 30]
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Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. 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.
3. 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 (optional)

		Universal Educational Inst.							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	*	*	*	1	*	n/a	n/a	29,730	86.8	28,663	86.7
	Standard of Excellence	*	*	*	1	*	n/a	n/a	29,730	10.7	28,663	11.2
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16,707	89.1	15,920	89.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	71.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28	17.9
Mathematics 30-1	Acceptable Standard	*	*	*	1	*	n/a	n/a	20,492	70.7	20,735	77.4
	Standard of Excellence	*	*	*	1	*	n/a	n/a	20,492	25.9	20,735	31.8
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13,631	75.4	11,425	71.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13,631	16.8	11,425	13.4
Social Studies 30-1	Acceptable Standard	*	*	*	1	*	n/a	n/a	22,494	84.9	21,869	86.0
	Standard of Excellence	*	*	*	1	*	n/a	n/a	22,494	14.3	21,869	15.2
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,790	81.1	19,060	82.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,790	13.1	19,060	13.7
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22,539	85.1	21,806	85.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22,539	32.4	21,806	32.3
Chemistry 30	Acceptable Standard	*	*	*	1	*	n/a	n/a	19,265	81.5	18,126	80.8
	Standard of Excellence	*	*	*	1	*	n/a	n/a	19,265	34.5	18,126	33.7
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,291	85.8	10,126	82.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,291	39.8	10,126	33.5
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,790	84.4	6,841	84.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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 (*).

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 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
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
Mathematics 30-1	Acceptable Standard	0.00 - 57.63	57.63 - 68.32	68.32 - 78.44	78.44 - 84.84	84.84 - 100.00
	Standard of Excellence	0.00 - 14.01	14.01 - 18.70	18.70 - 29.21	29.21 - 35.39	35.39 - 100.00
Mathematics 30-2	Acceptable Standard	0.00 - 44.98	44.98 - 61.19	61.19 - 73.82	73.82 - 82.40	82.40 - 100.00
	Standard of Excellence	0.00 - 1.59	1.59 - 6.06	6.06 - 13.68	13.68 - 17.02	17.02 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

Notes:

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

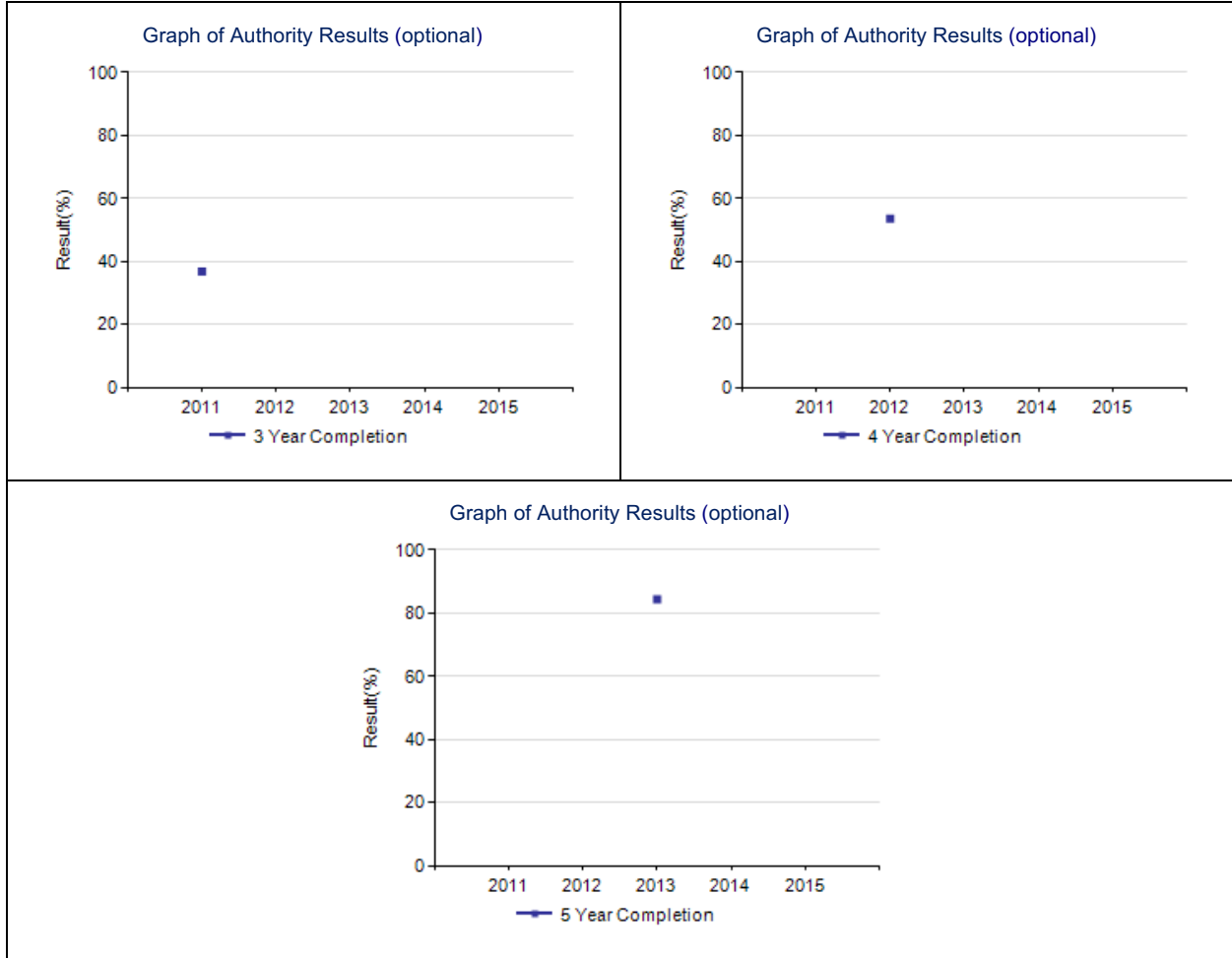
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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 (OPTIONAL)

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

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
3 Year Completion	36.8	*	n/a	n/a	*	74.2	74.8	75.3	76.5	76.5
4 Year Completion	*	53.5	*	n/a	n/a	78.0	79.2	79.6	79.9	81.0
5 Year Completion	*	*	84.4	*	n/a	79.4	80.6	81.5	82.0	82.1

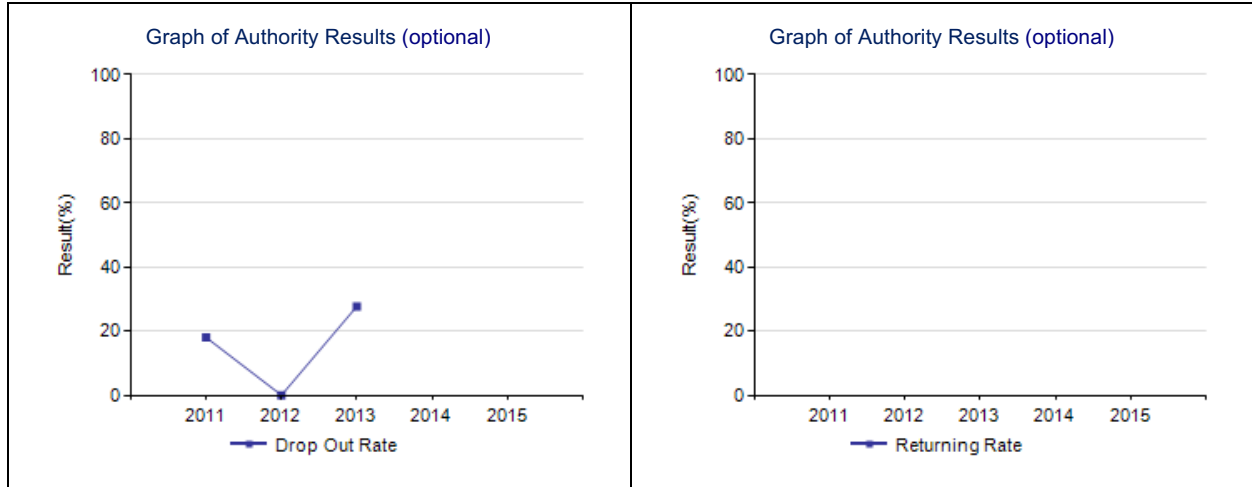


Notes:

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 (OPTIONAL)

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Drop Out Rate	18.0	0.0	27.7	*	*	3.8	3.6	3.3	3.5	3.2
Returning Rate	*	*	n/a	*	*	23.2	22.8	20.7	20.9	18.2



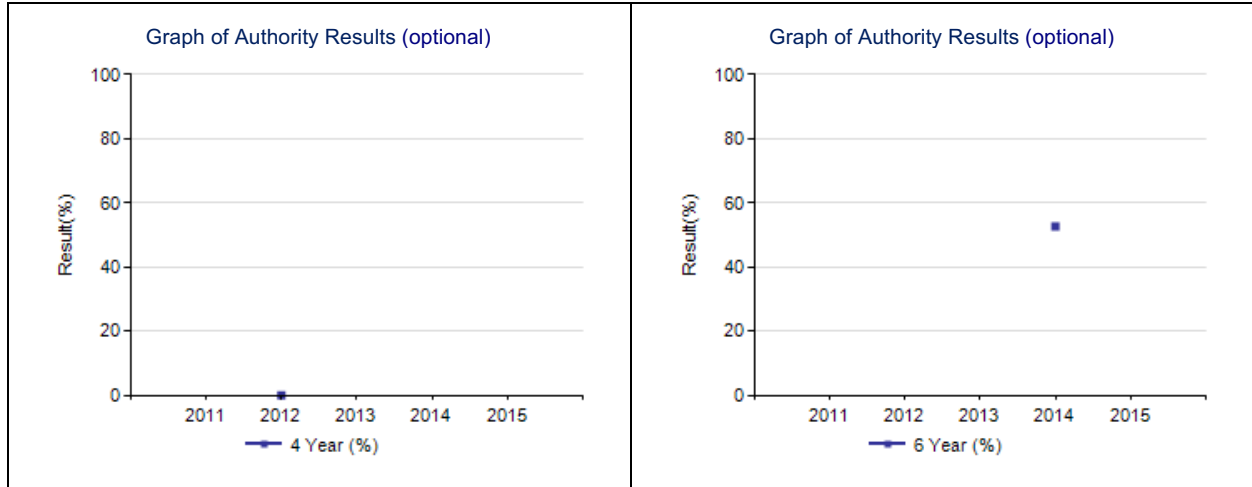
Notes:

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 (OPTIONAL)

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

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
4 Year Rate	*	0.0	*	n/a	n/a	38.4	39.4	39.7	38.3	37.0
6 Year Rate	*	*	*	52.6	*	58.4	59.3	59.0	59.7	59.4



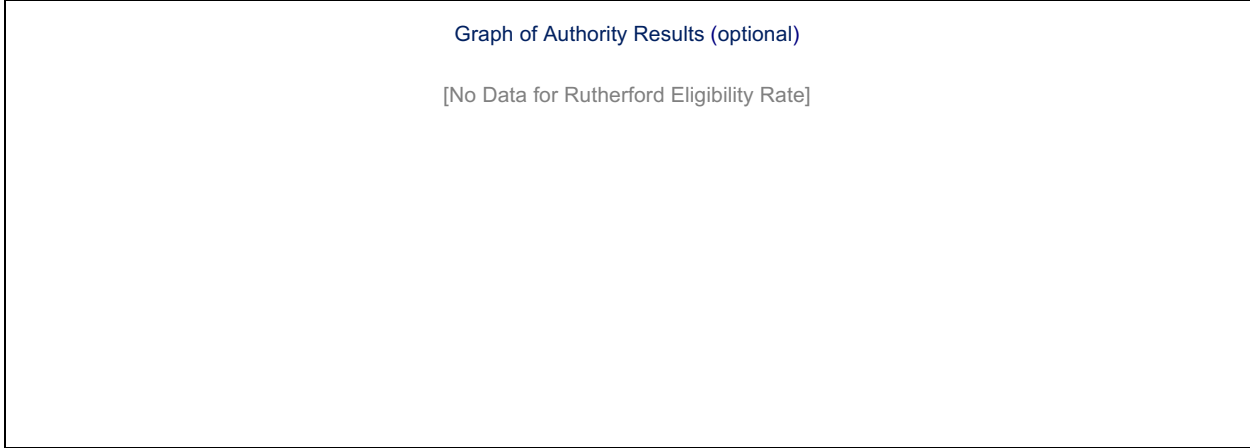
Notes:

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 (OPTIONAL)

[No Data for Rutherford Eligibility Rate]

[No Data for Rutherford Eligibility Rate]



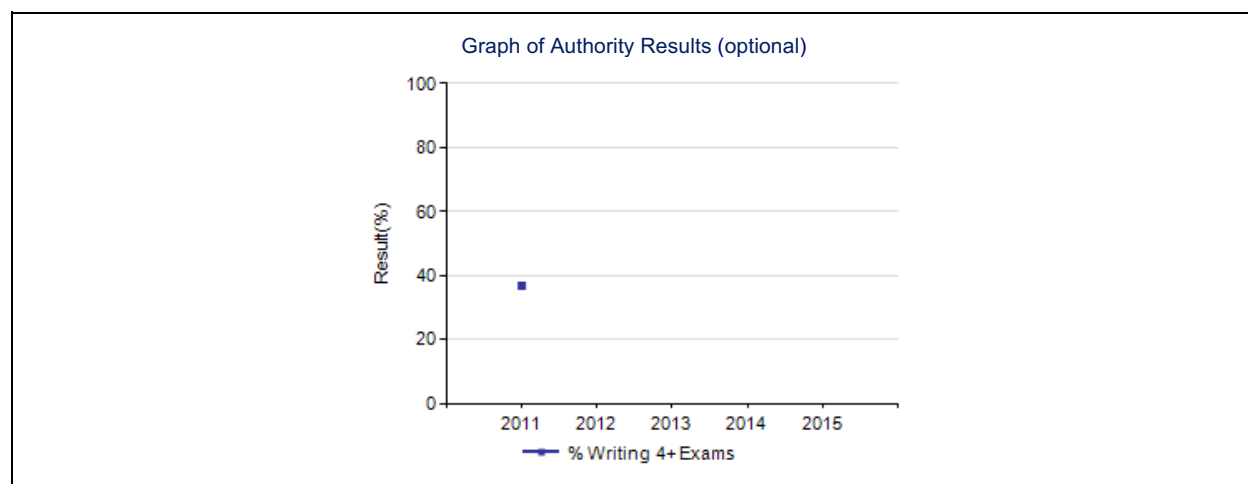
Notes:

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 (*).

Diploma Examination Participation Rate – Measure Details (OPTIONAL)

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.

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
% Writing 0 Exams	29.8	*	n/a	n/a	*	16.8	16.5	16.6	15.7	15.7
% Writing 1+ Exams	70.2	*	n/a	n/a	*	83.2	83.5	83.4	84.3	84.3
% Writing 2+ Exams	36.8	*	n/a	n/a	*	80.1	80.5	80.3	81.4	81.2
% Writing 3+ Exams	36.8	*	n/a	n/a	*	66.7	66.8	63.3	65.0	64.7
% Writing 4+ Exams	36.8	*	n/a	n/a	*	55.6	55.9	50.1	54.4	54.6
% Writing 5+ Exams	36.8	*	n/a	n/a	*	36.7	37.5	31.5	36.3	37.1
% Writing 6+ Exams	0.0	*	n/a	n/a	*	13.9	14.3	11.4	13.1	13.8



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

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
English Language Arts 30-1	50.0	*	n/a	n/a	*	54.5	54.7	53.9	54.0	53.2
English Language Arts 30-2	0.0	*	n/a	n/a	*	25.8	25.9	27.1	28.0	28.7
Total of 1 or more English Diploma Exams	50.0	*	n/a	n/a	*	78.4	78.6	78.7	79.7	79.5
Social Studies 30	0.0	*	n/a	n/a	*	0.3	0.0	n/a	n/a	0.0
Social Studies 30-1	33.3	*	n/a	n/a	*	47.8	47.6	45.8	45.1	43.5
Social Studies 33	0.0	*	n/a	n/a	*	0.1	0.0	n/a	n/a	0.0
Social Studies 30-2	0.0	*	n/a	n/a	*	30.8	31.9	33.7	35.2	36.7
Total of 1 or more Social Diploma Exams	33.3	*	n/a	n/a	*	78.2	78.7	78.8	79.6	79.5
Pure Mathematics 30	33.3	*	n/a	n/a	*	42.3	42.2	7.2	0.1	0.0
Applied Mathematics 30	0.0	*	n/a	n/a	*	19.9	19.5	0.2	0.0	0.0
Mathematics 30-1	n/a	*	n/a	n/a	*	n/a	n/a	29.7	37.3	37.1
Mathematics 30-2	n/a	*	n/a	n/a	*	n/a	n/a	16.7	21.4	22.4
Total of 1 or more Math Diploma Exams	33.3	*	n/a	n/a	*	61.6	61.1	52.1	57.0	57.6
Biology 30	50.0	*	n/a	n/a	*	42.5	42.8	42.2	41.4	40.6
Chemistry 30	33.3	*	n/a	n/a	*	35.8	36.5	31.5	34.7	35.7
Physics 30	0.0	*	n/a	n/a	*	20.5	20.2	17.3	20.0	19.9
Science 30	0.0	*	n/a	n/a	*	9.0	10.3	9.8	12.8	14.1
Total of 1 or more Science Diploma Exams	50.0	*	n/a	n/a	*	58.8	59.2	57.3	59.4	59.8
Français 30-1	0.0	*	n/a	n/a	*	0.3	0.3	0.3	0.3	0.2
French Language Arts 30	0.0	*	n/a	n/a	*	2.7	2.6	2.7	2.7	2.8
Total of 1 or more French Diploma Exams	0.0	*	n/a	n/a	*	3.0	2.9	3.0	2.9	3.0

Notes:

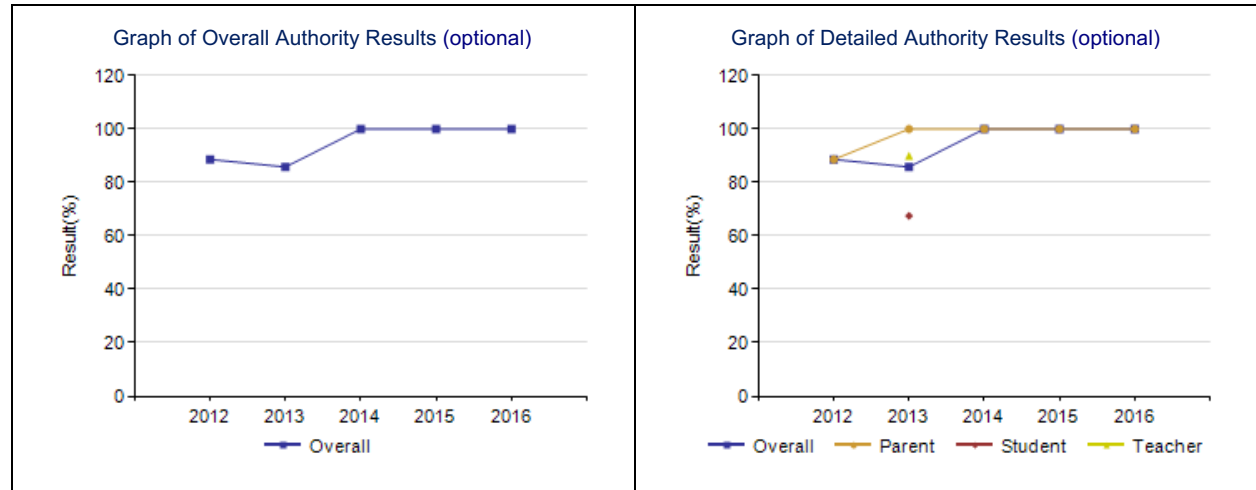
- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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

Citizenship – Measure Details (OPTIONAL)

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

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	88.6	85.8	100.0	100.0	100.0	82.5	83.4	83.4	83.5	83.9
Teacher	n/a	90.0	n/a	n/a	n/a	93.1	93.6	93.8	94.2	94.5
Parent	88.6	100.0	100.0	100.0	100.0	79.4	80.3	81.9	82.1	82.9
Student	n/a	67.5	n/a	n/a	n/a	75.0	76.2	74.5	74.2	74.5



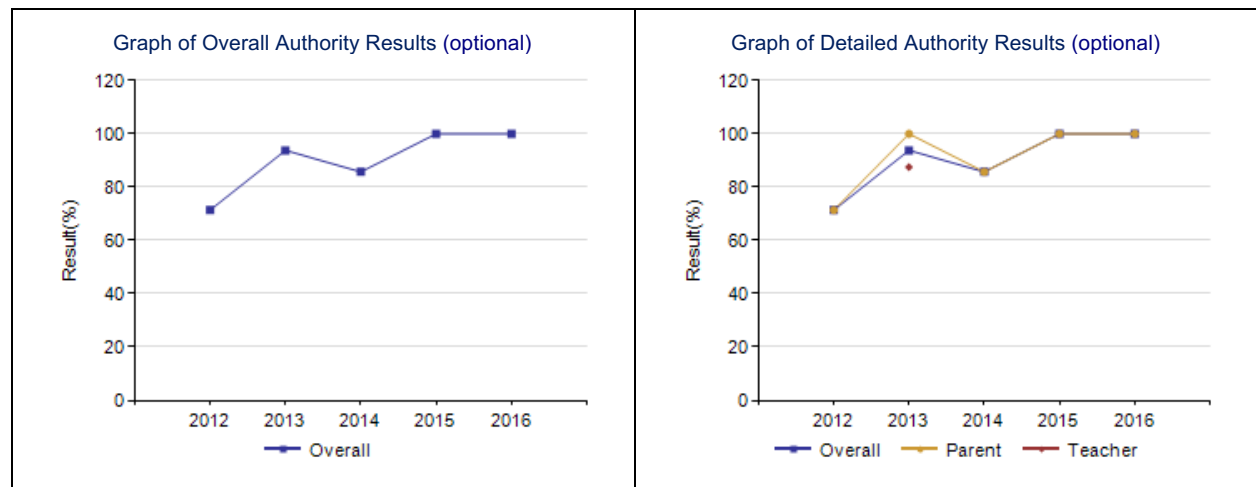
Notes:

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 (OPTIONAL)

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.

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	71.4	93.8	85.7	100.0	100.0	79.7	80.3	81.2	82.0	82.6
Teacher	n/a	87.5	n/a	n/a	n/a	89.5	89.4	89.3	89.7	90.5
Parent	71.4	100.0	85.7	100.0	100.0	69.9	71.1	73.1	74.2	74.8



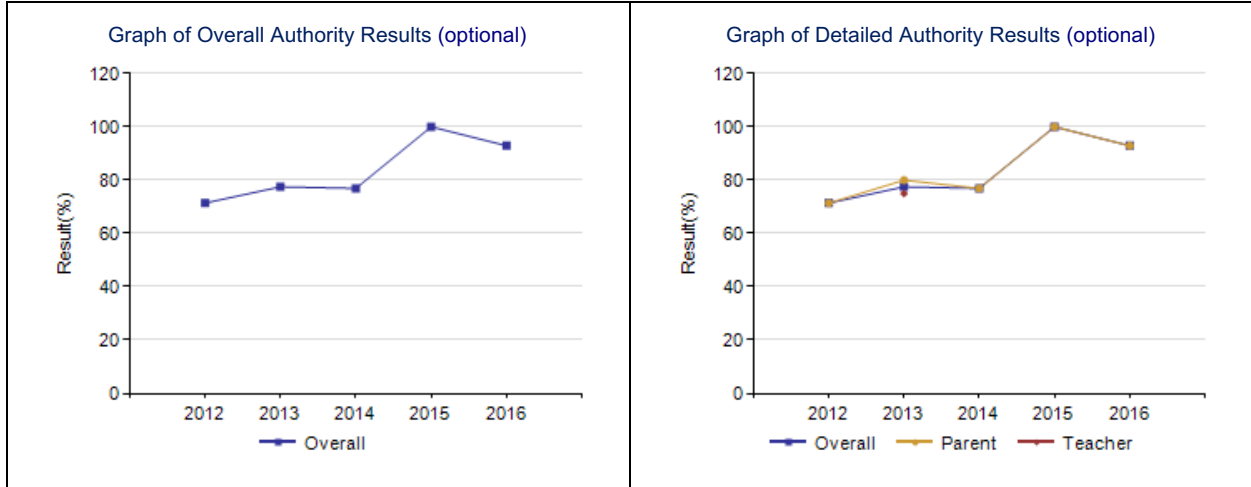
Notes:

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

Lifelong Learning – Measure Details (OPTIONAL)

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

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	71.4	77.5	76.9	100.0	92.9	68.0	68.5	69.5	70.0	70.7
Teacher	n/a	75.0	n/a	n/a	n/a	75.8	75.7	76.0	76.0	77.3
Parent	71.4	80.0	76.9	100.0	92.9	60.2	61.2	63.0	64.0	64.2



Notes:

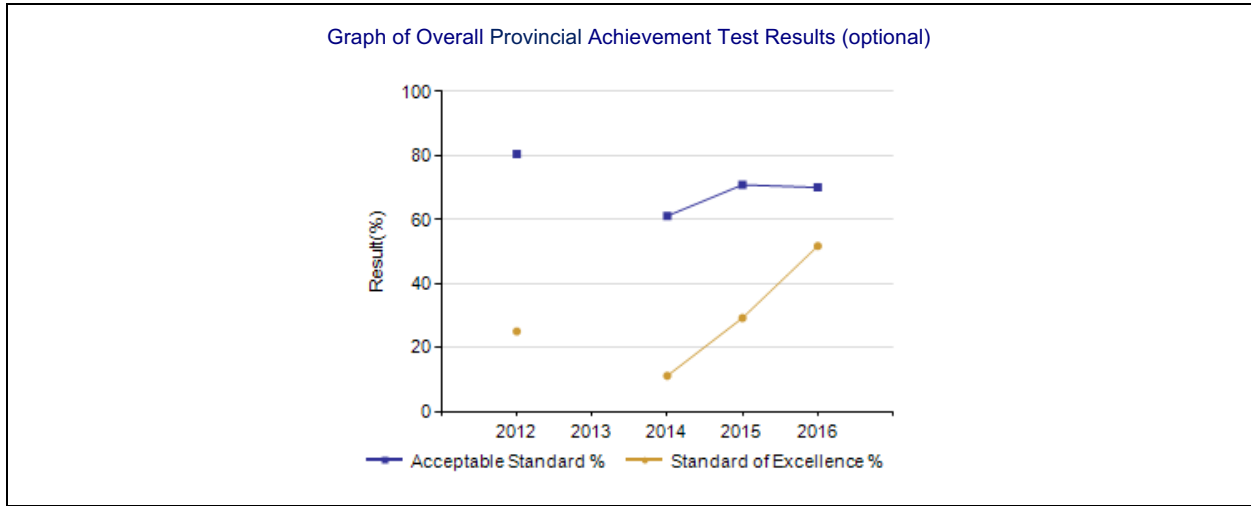
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Provincial Achievement Test Results – Measure Details (OPTIONAL)

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	90.0	40.0	*	*	90.0	30.0	n/a	n/a	46.7	40.0		
	Province	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4		
French Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.3	17.3	88.6	16.3	88.0	15.6	87.5	13.6	87.7	14.2		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.0	21.9	94.0	21.6	90.6	17.1	89.0	15.0	91.4	17.2		
Mathematics 6	Authority	80.0	30.0	*	*	70.0	0.0	n/a	n/a	53.3	46.7		
	Province	74.7	16.6	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0		
Science 6	Authority	90.0	40.0	*	*	*	*	n/a	n/a	93.3	80.0		
	Province	77.8	28.2	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1		
Social Studies 6	Authority	60.0	10.0	*	*	*	*	n/a	n/a	86.7	40.0		
	Province	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0		
English Language Arts 9	Authority	*	*	n/a	n/a	*	*	*	*	n/a	n/a		
	Province	77.4	16.4	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2		
English Lang Arts 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	61.4	5.8	62.4	4.3	62.8	3.5	63.0	4.5	59.8	6.2		
French Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.5	12.2	87.2	13.9	86.5	11.1	85.8	10.1	83.0	10.8		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.6	16.1	84.0	14.5	86.1	17.8	88.5	20.2	86.4	26.8		
Mathematics 9	Authority	*	*	n/a	n/a	*	*	*	*	n/a	n/a		
	Province	66.4	17.8	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5		
Mathematics 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	62.5	15.3	65.8	14.7	63.4	14.5	60.9	14.4	61.2	13.0		
Science 9	Authority	*	*	n/a	n/a	*	*	75.0	12.5	n/a	n/a		
	Province	74.1	22.4	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4		
Science 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	67.9	17.3	68.4	17.1	64.1	14.9	64.5	15.1	63.8	14.3		
Social Studies 9	Authority	*	*	n/a	n/a	*	*	75.0	37.5	n/a	n/a		
	Province	68.9	19.1	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0		
Social Studies 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	63.5	13.9	64.6	13.0	61.8	10.7	57.3	11.2	58.0	11.6		

Notes:

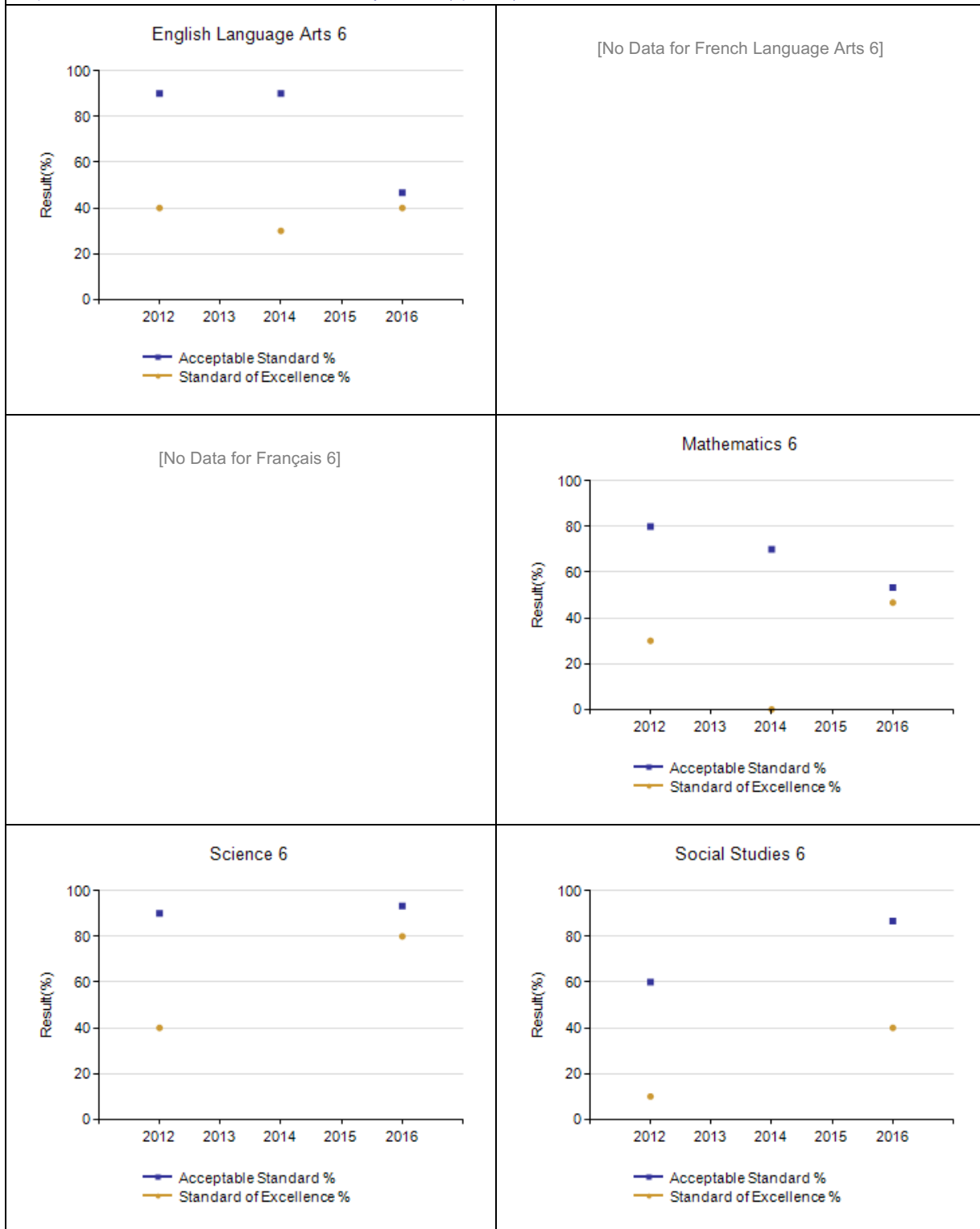
- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
- Participation 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.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



Notes:

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

Graph of Provincial Achievement Test Results by Course (optional)



Notes:

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

Graph of Provincial Achievement Test Results by Course (optional)

<p style="text-align: center;">English Language Arts 9</p> <p style="text-align: center;">[No Data for English Lang Arts 9 KAE]</p>	<p style="text-align: center;">[No Data for English Lang Arts 9 KAE]</p>
<p style="text-align: center;">[No Data for French Language Arts 9]</p>	<p style="text-align: center;">[No Data for Français 9]</p>
<p style="text-align: center;">Mathematics 9</p> <p style="text-align: center;">[No Data for Mathematics 9 KAE]</p>	<p style="text-align: center;">[No Data for Mathematics 9 KAE]</p>

Notes:

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

Graph of Provincial Achievement Test Results by Course (optional)



Notes:

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

PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)

Course	Measure	Universal Educational Inst.							Alberta			
		Achievement	Improvement	Overall	2016		Prev 3 Year Average		2016		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very Low	Declined Significantly	Concern	15	46.7	10	90.0	47,606	82.9	45,843	82.4
	Standard of Excellence	Very High	Maintained	Excellent	15	40.0	10	30.0	47,606	20.4	45,843	17.8
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,854	87.7	2,780	88.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,854	14.2	2,780	15.1
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	569	91.4	500	91.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	569	17.2	500	17.9
Mathematics 6	Acceptable Standard	Very Low	Maintained	Concern	15	53.3	10	70.0	47,512	72.2	45,774	73.2
	Standard of Excellence	Very High	Improved Significantly	Excellent	15	46.7	10	0.0	47,512	14.0	45,774	15.3
Science 6	Acceptable Standard	Very High	n/a	n/a	15	93.3	n/a	n/a	47,543	78.0	45,788	76.6
	Standard of Excellence	Very High	n/a	n/a	15	80.0	n/a	n/a	47,543	27.1	45,788	25.3
Social Studies 6	Acceptable Standard	Very High	n/a	n/a	15	86.7	n/a	n/a	47,522	71.4	45,710	71.0
	Standard of Excellence	Very High	n/a	n/a	15	40.0	n/a	n/a	47,522	22.0	45,710	17.9
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,780	77.0	38,487	76.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,780	15.2	38,487	14.8
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,638	59.8	1,514	62.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,638	6.2	1,514	4.1
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,611	83.0	2,584	86.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,611	10.8	2,584	11.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	403	86.4	372	86.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	403	26.8	372	17.5
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,253	67.8	38,217	66.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,253	17.5	38,217	17.8
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,125	61.2	1,872	63.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,125	13.0	1,872	14.6
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	8	75.0	43,834	74.2	38,760	73.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	8	12.5	43,834	22.4	38,760	21.6
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,591	63.8	1,492	65.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,591	14.3	1,492	15.7
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	8	75.0	43,775	64.7	38,759	65.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	8	37.5	43,775	18.0	38,759	19.5
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,608	58.0	1,454	61.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,608	11.6	1,454	11.6

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 tests.
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 (*).

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 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:

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

Improvement Table

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

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

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

Overall Evaluation Table

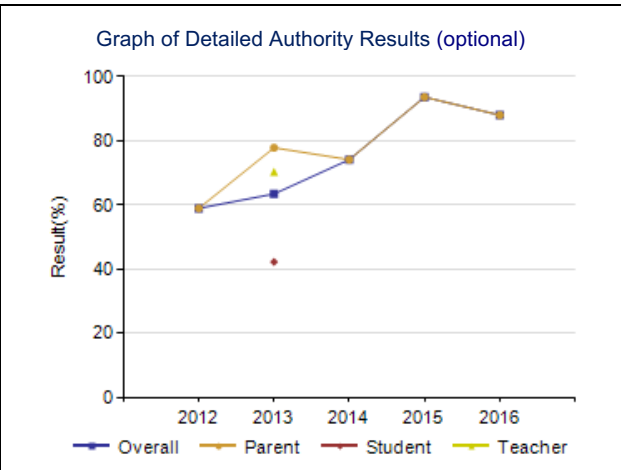
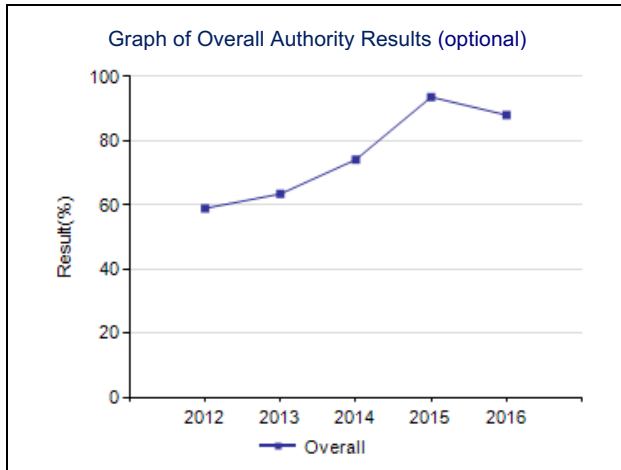
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

Program of Studies – Measure Details (OPTIONAL)

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.

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	58.9	63.4	74.1	93.6	88.0	80.7	81.5	81.3	81.3	81.9
Teacher	n/a	70.3	n/a	n/a	n/a	87.3	87.9	87.5	87.2	88.1
Parent	58.9	77.8	74.1	93.6	88.0	78.1	78.9	79.9	79.9	80.1
Student	n/a	42.2	n/a	n/a	n/a	76.9	77.8	76.6	76.9	77.5



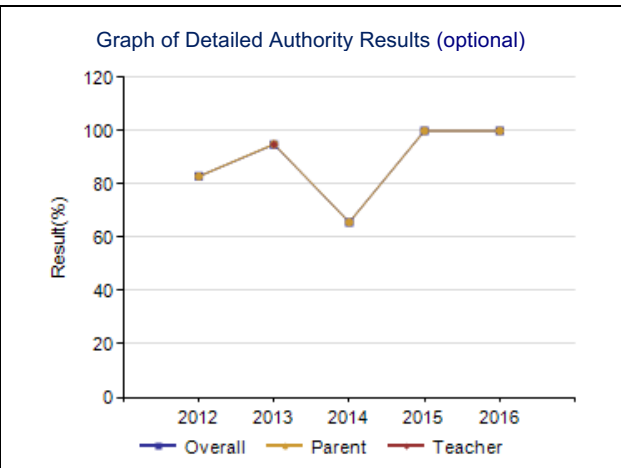
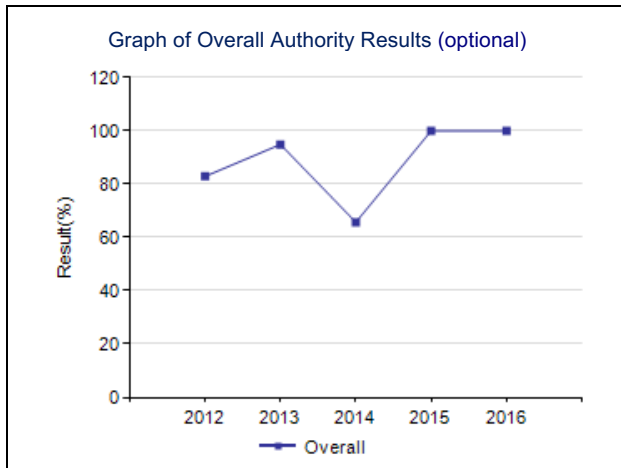
Notes:

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 (OPTIONAL)

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

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	82.9	94.9	65.7	100.0	100.0	79.7	80.3	80.6	80.7	80.9
Teacher	n/a	94.9	n/a	n/a	n/a	88.0	88.5	88.0	88.1	88.4
Parent	82.9	95.0	65.7	100.0	100.0	71.4	72.2	73.1	73.4	73.5



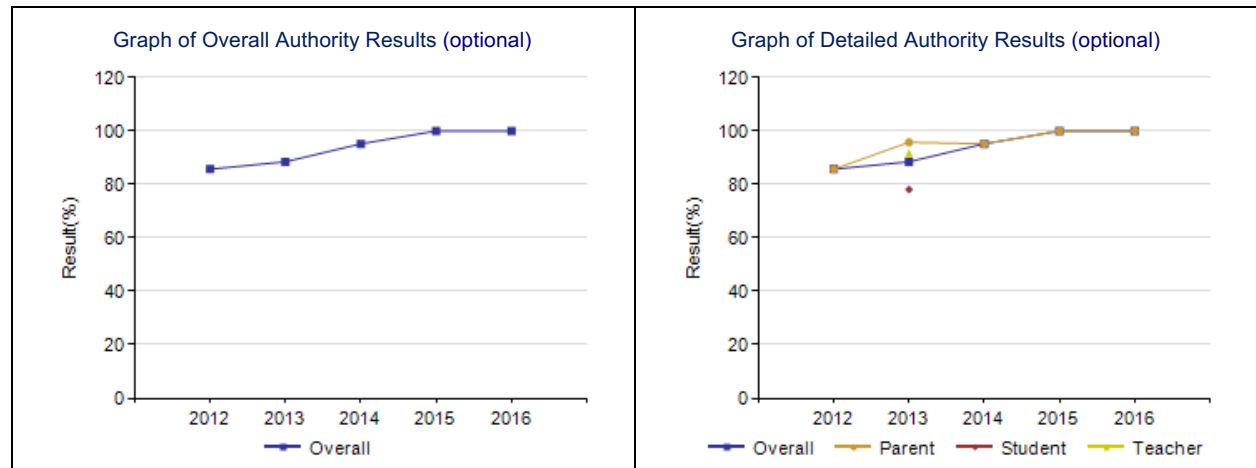
Notes:

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

Education Quality – Measure Details (OPTIONAL)

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

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	85.7	88.5	95.2	100.0	100.0	89.4	89.8	89.2	89.5	90.1
Teacher	n/a	91.7	n/a	n/a	n/a	95.4	95.7	95.5	95.9	96.0
Parent	85.7	95.8	95.2	100.0	100.0	84.2	84.9	84.7	85.4	86.1
Student	n/a	78.1	n/a	n/a	n/a	88.6	88.7	87.3	87.4	88.0

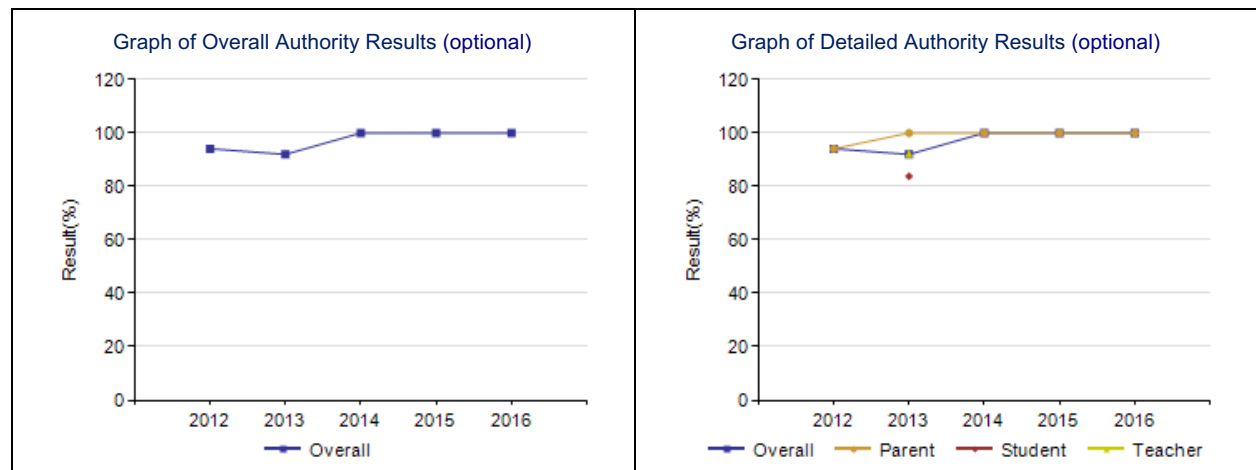


- Notes:
1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
 2. Data values have been suppressed where the number of respondents/students is fewer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

Safe and Caring – Measure Details (OPTIONAL)

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.

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	94.1	92.0	100.0	100.0	100.0	88.6	89.0	89.1	89.2	89.5
Teacher	n/a	92.3	n/a	n/a	n/a	94.8	95.0	95.3	95.4	95.4
Parent	94.1	100.0	100.0	100.0	100.0	87.4	87.8	88.9	89.3	89.8
Student	n/a	83.8	n/a	n/a	n/a	83.7	84.2	83.1	83.0	83.4

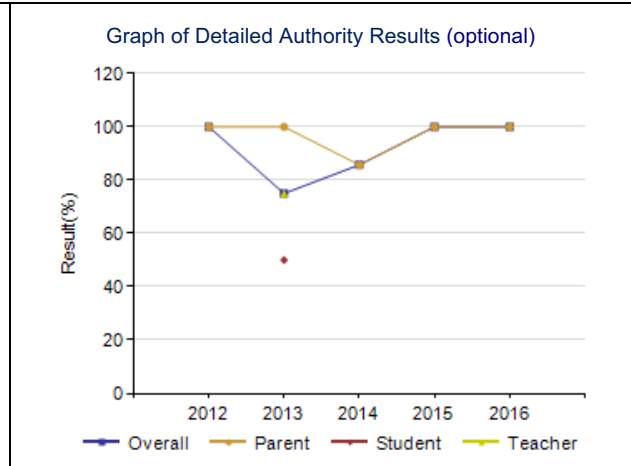
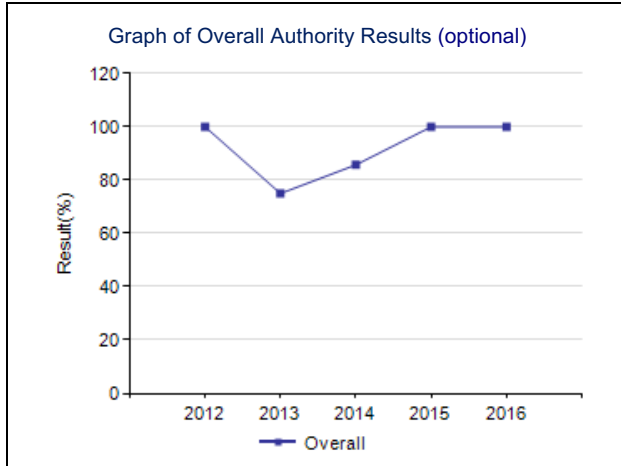


- Notes:
1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
 2. Data values have been suppressed where the number of respondents/students is fewer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

School Improvement – Measure Details (OPTIONAL)

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.

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	100.0	75.0	85.7	100.0	100.0	80.0	80.6	79.8	79.6	81.2
Teacher	n/a	75.0	n/a	n/a	n/a	81.1	80.9	81.3	79.8	82.3
Parent	100.0	100.0	85.7	100.0	100.0	76.2	77.9	77.0	78.5	79.7
Student	n/a	50.0	n/a	n/a	n/a	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 (*).