



Annual Education Result Report for 2016-17
Three-Year Education Plan for 2017-2202

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 eleventh 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 Michelle Northam as Vice-principal, adding a second talented educator and Master's in Educational Administration, to the administrative team. Rabbi Sass and Ms. Northam bring a combined force of a strong academic background in secular and professional learning experiences, producing effective instructional and organizational leadership.

Over the four years of the previous administration at Menorah, the school has 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 focused on moving from being reactive to proactive, pushing teachers towards greater professional goals as well as raising the bar in academic studies. Last year focused on stabilizing wifi and increasing the use of technology throughout the building. ELL and Early Literacy programming was put in place and teachers explored, designed and implemented stronger assessment practices in all grades.

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

Document available at: <http://menorahacademy.org/wp-content/uploads/2017/12/3YEAP2017.pdf>

Accountability Statement

The Annual Education Results Report for the 2016/17 school year and the Education Plan for the three years commencing September 1, 2017 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 2016/17 school year and the three-year Education Plan for 2017/18 to 2019/2020 on October 31, 2017.

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 promoting a culture where staff look to build each other & students
- **Academics:** Monthly Literacy PLC, Supports for ESL, Early Literacy and Special Needs, inter-department collaboration and project-based learning. **2017/18:** HLATs administered, 21st Century Learning Competencies reflected in planning and lesson delivery and reflective opportunities built into every lesson.
- **Community Openness:** Creating community awareness of welcoming, regardless of religious affiliation
- **Parent Communication:** Professional and detailed weekly classroom emails, monthly newsletters and bi-annual conferences. **2017/18:** SLA-based report cards and comprehensive parent/student handbook is in development
- **Teacher Observation:** Administration conducts regular classroom visits, formative and summative annual reviews based on TQS, comprehensive yearly and unit plans, weekly lesson plan submissions, weekly staff meetings, Teacher Professional Growth Plans reviewed three times annually. **2017/18:** peer classroom observations and mentor teachers implemented for new staff
- **Administrative Structure:** Head of School oversees whole school operations and Jewish staff/curriculum. Vice-principal oversees Alberta Education requirements, reporting and grants, acts as High School Registrar, General Studies staff/curriculum and Early Literacy, ESL and Special Needs. Office Manager focuses on payroll, monetary and building issues. Communications Director focuses on signs/forms, website, parent communications and media.
- **Building Upgrades:** Classrooms were recently furnished with new desks/chairs, repainted and fitted with speaker/intercom systems, a new Shul was built, wifi strengthened throughout the building, new nursery and art room, girls' bathroom repaired and storage areas are cleaned out and organized.
- **Technology:** Teachers and students have access to iPads (35) and SmartBoards throughout classrooms and staff room and are used on a regular basis. Teachers used a variety of online programs such as Kahoot, Prodigy, Learning.com and Google Classroom. Administration, Staff and Students are on separate and secure networks. **2017/18:** Computer Lab was closed, and new iPads were ordered to bring technology into

the classrooms. Teachers are incorporating more technology into their classes now that wifi is consistently available.

- Behavior: School-wide standards and expectations, positive reinforcements, structured schedules and classroom environments, policies and procedures written out and given to staff and enforced and consistent accountability with regular parent communication and class reinforcement. **2017/2018:** student handbook for elementary and high school is being developed
- Professional Development and Support: Literacy PLC meets monthly, PD Days held at school for all staff, teachers given time to observe other schools and attend off-site PD. **2017/2018:** Comprehensive staff handbook is being developed, PD is moved offsite, and teachers are given monies to attend PD sessions that are applicable to them personally, three staff meetings a month are dedicated to PD (Competencies, Literacy and Teacher Presented.)

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 (optional)

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 the 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. Remediation for ESL, Early Literacy and Special Needs
 - a. Providing remedial support for students while working closely with agencies such as a Regional Collaborative Service Delivery and GRIT, and accessing Alberta Education funding for Early Literacy and ESL
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.

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

Space limitations: Using cart-based technology, instead of a permanent lab, allowed us to add an Art Room, as well as a comfortable Nursery. Storage areas throughout the school have been cleaned and organized, allowing for other items to be moved from view. We are also in the midst of buying our building from Catholic School Board which will allow for upgrades and more extensive renovations.

Summary of Accomplishments

PHYSICAL BUILDING & RESOURCES

Accomplishment: Installing working technology throughout the school was one of the top priorities. Teachers were not able to use their Smart Boards, or iPads, consistently because the internet was often not working. Our computer lab was dated, and the space was not used to its fullest potential. We hired the same consultant who stabilized our administrative network the year previous, and to date the internet is steadily available throughout the entire school. We also bought 20 new iPads to add to our previous 15 and moved the desktops from the computer lab into the Staff Room.

Impact: The use of technology in the classroom has increased and the time previously used to travel to/from the computer lab is now used for instructional time. Teachers are including Smart Board lessons in their planning because they can rely on the internet to work.

Accomplishment: A new Shul was built in the old computer lab, and a new Art Room and Nursery replaced the old Shul.

Impact: The new Shul has solidified the school as a place of religious study and prayer within the Jewish Community. It has helped foster pride in student and parents, and support our Judaic program of studies. The new Art Room has helped with clearing out storage rooms, keeping classrooms neat and has provided a permanent place where Art is seen as a valuable part of the General Studies program of studies. The teacher is able to set up before students arrive, instead of pushing a cart into each individual classroom. We were also able to make a proper Nursery with carpeted floors, smaller in size and outfitted with age appropriate furniture and toys. This allows us to continue offering Nursery services for our Morahs with babies.

POLICIES

Accomplishment: Developing and publishing policies is a priority for administration. Staff and Student Handbooks (High School and Elementary) have been reformatted and are now in the editing phase.

Impact: A review of the existing policies ensured that those required by Alberta Education are included (i.e. appeal process for expulsion, safe and caring schools, and designate for classroom observations.) In addition, some policy wording was clarified, while other "known" policy was put into writing. This allows for administration to more effectively enforce policy among students, parents and staff.

CURRICULUM & INSTRUCTIONAL IMPROVEMENTS

Accomplishment: The lesson plan template includes 21st Century Learner Competencies, Student Reflection and Assessment Strategies. Teachers are exploring each competency on a monthly basis, and how it relates to the TQS.

Impact: Teachers are more intentional and comprehensive in the inclusion of competencies, reflection and assessment in lesson planning. This results in better teaching practices, which impacts student learning.

Accomplishment: The Literacy PLC is exploring literacy in K-12. Teachers have received an in-service on the HLAT and have administered it to establish baselines for assessment. A complete Scope and Sequence for Literacy K-12 has been developed.

Impact: All the Literacy SLAs will be taught, and students will be assessed using a reliable measure. We will see stronger writing/reading skill in our students.

ORGANIZATIONAL IMPROVEMENTS

Accomplishment: Emphasis has been placed on meeting Alberta Education's requirements for an annual AGM, naming an Alberta Education Certified individual as Vice-principal and providing minutes for Board Meetings.

Impact: We are in compliance with Alberta Education requirements.

Combined 2017 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	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	Safe and Caring	96.9	100.0	100.0	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	60.0	88.0	85.2	81.9	81.9	81.5	Very Low	Declined	Concern
	Education Quality	96.6	100.0	98.4	90.1	90.1	89.6	Very High	Maintained	Excellent
	Drop Out Rate	0.0	*	27.7	3.0	3.2	3.3	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	n/a	*	n/a	77.9	76.5	76.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	42.5	70.0	67.3	73.4	73.6	73.2	Very Low	Declined	Concern
	PAT: Excellence	17.5	51.7	30.6	19.5	19.4	18.8	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	*	*	n/a	83.0	82.7	83.1	*	*	*
	Diploma: Excellence	*	*	n/a	22.2	21.2	21.5	*	*	*
	Diploma Exam Participation Rate (4+ Exams)	n/a	*	n/a	54.9	54.6	53.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	*	52.6	57.9	59.4	59.3	n/a	n/a	n/a
	Work Preparation	100.0	100.0	95.2	82.7	82.6	81.9	Very High	Maintained	Excellent
	Citizenship	89.9	100.0	100.0	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	96.2	100.0	88.6	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	91.4	100.0	95.2	81.4	81.2	80.2	Very High	Maintained	Excellent

Comment on Overall Summary

It is important to note that all of our results are based on a very small parent, teacher and student population. The results can be widely affected by a single response. This can make it difficult to predict, or achieve, a certain target in a given year.

Program of Studies: Parents reported as being very satisfied or satisfied on all measures except for P.E. Some teachers reported being dissatisfied with Health, P.E. and variety of subjects offered. Student satisfaction was low in all categories, with Health, P.E. and variety of subjects being the lowest. Our shortened General Studies time, due to a dual track curriculum, makes it challenging to offer a variety of subjects. Administration will explore ways to include more P.E. and Health into the General Studies curriculum.

PAT: 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. Our results are often based on a very small number (1-8 students). Last year we had one student write for Grade 9.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. 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/TFM (Tell Them From Me) survey in 2014.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the 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. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.

8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the 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.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

**Combined 2017 Accountability Pillar First Nations, Métis and Inuit Summary
(Required for Public/Separate/Francophone School Authorities)**

[No Data for Overall Summary - FNMI]

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the 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.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the 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. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
9. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
10. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.

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 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
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		
	2013	2014	2015	2016	2017		2017	Achievement	Improvement	Overall	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	61.1	70.8	70.0	42.5		Very Low	Declined	Concern	65.0	75.0	70.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	11.1	29.2	51.7	17.5		Intermediate	Maintained	Acceptable			

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 Vice-principal to understand where improvements can be made, and a plan put in place to implement the improvements.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the 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.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	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	*	*		*	*	*			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	*	n/a	n/a	*	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	27.7	*	*	0.0		Very High	Improved	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	*	52.6	*	n/a		n/a	n/a	n/a			
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.	*	n/a	n/a	*	n/a		n/a	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. At times, this affects the measurable outcomes in "High School Completion", "Drop out Rates", and "High School to Post Secondary." Recently, we have had an increase in number of students who finish their high school at Edmonton Menorah Academy.

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. Opportunities to explore post secondary options are being implemented into the curriculum.
- 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. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the 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. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	85.8	100.0	100.0	100.0	89.9		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.	93.8	85.7	100.0	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. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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>	77.5	76.9	100.0	92.9	87.5		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.
- Teachers are receiving in-service on the 21st Century Learning Competencies, and required to document their usage in lesson delivery.

Notes:

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

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

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone School Authorities only)

[No Data for Overall FNMI Results]

Comment on Results

Edmonton Menorah Academy does not have any students registered as self identified First Nations, Métis and Inuit. At Menorah we do, however, incorporate First Nations, Métis and Inuit content as required in the Alberta Education Curricular outcomes.

Strategies

- Students explore First Nations, Métis and Inuit perspectives throughout the curriculum through stories, classroom displays and presentations.
- Students explore First Nations, Métis and Inuit perspectives throughout our school-wide Fine Arts program by learning about FNMI culture and producing works of art that illustrates what they have learned.
- Vice-principal, and several teachers have received "Sensitivity Training in First Nations, Métis and Inuit Perspectives" and act as a consultant for staff.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the 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.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the 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. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Outcome Two: The systemic education 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
Edmonton Menorah Academy does not have any students registered as self identified First Nations, Métis and Inuit.
Strategies

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.

Outcome Three: Alberta’s education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	92.0	100.0	100.0	100.0	96.9		Very High	Maintained	Excellent			

<p>Comment on Results</p> <p>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.</p>
<p>Strategies</p> <ul style="list-style-type: none"> • 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. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	63.4	74.1	93.6	88.0	60.0		Very Low	Declined	Concern	75.0	75.0	75.0

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.

All of our parents marked "Very Satisfied" or "Satisfied" in each category (with the exception of P.E.). Parents chose this school because half of the day is spent in Judaic studies and are willing to accept that some extra-curricular may not be possible. Students, on the other hand, of course would like the "fun" classes, and may not feel the same way their parents do on this matter.

Strategies

- Certified, knowledgeable staff are hired for technology, fine arts and physical education.
- Post secondary resources are being sought out and presented to students.
- Number of iPads was doubled, and internet stabilized throughout the building for increased use of technology.
- Learning.com is the program used for our technology classes.

Notes:

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

Outcome Five: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	75.0	85.7	100.0	100.0	91.4		Very High	Maintained	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	94.9	65.7	100.0	100.0	96.2		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.5	95.2	100.0	100.0	96.6		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 Council 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. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

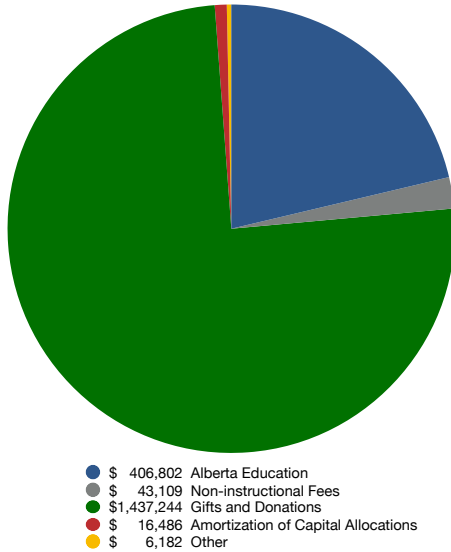
Note:

Future Challenges

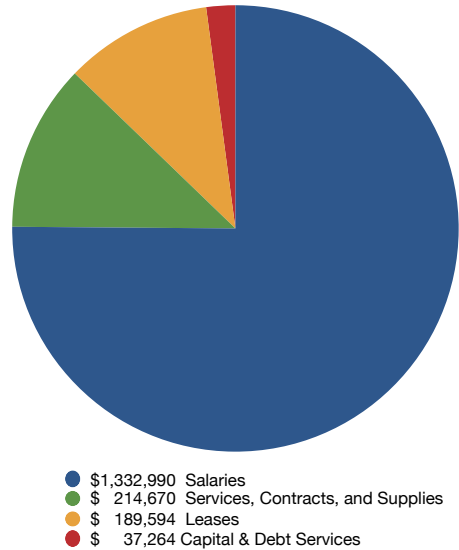
1. Space limitations – as our school continues to grow we will be facing challenges in finding the space to house everyone. We are currently in talks with Catholic School Board to purchase our campus and our Board will be reviewing our needs and making decisions concerning expansion.
2. We will be unable to offer high school for the 2018-19 School Year, as our enrollment is not high enough. We will be reinstating it for 2019-2020 school year for our current grade 9 class of girls.

Summary of Financial Results

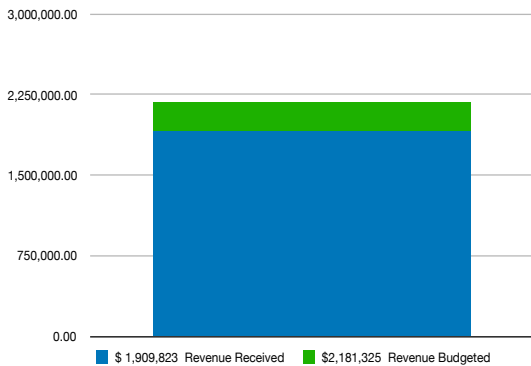
Revenue Summary 2016/2017



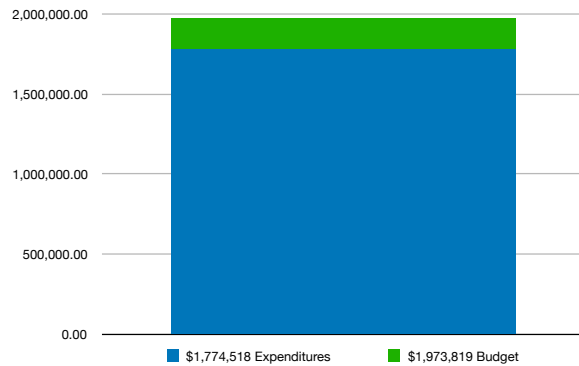
Expenditures Summary 2016/2017



Revenue 2016/2017



Expenditures 2016/2017



Budget Summary

2017-2018 Budget Summary

	<u>2017-2018 Budget</u>	<u>% of Budget</u>
Revenues		
Alberta Education	385,756.00	17.52%
Non-Instructional Fees	50,000.00	2.27%
Gifts & Donations	1,752,852.00	79.61%
Amortization of Capital Allocations	13,188.00	0.60%
Total Revenues	<u><u>2,201,796.00</u></u>	<u><u>100.00%</u></u>
Expenditures		
Salaries	1,525,732.00	76.01%
Services, Contracts, and Supplies	249,518.00	12.43%
Early Literacy	-	0.00%
Leases	178,819.00	8.91%
Capital & Debt Services	53,171.00	2.65%
Total Expenditures	<u><u>2,007,240.00</u></u>	<u><u>100.00%</u></u>

Budget Highlights

	<u>2016-2017 Budget</u>	<u>% of Budget</u>	<u>2016-2017 Actual (Audited)</u>
Revenues			
Alberta Education	419,401.00	19.23%	406,802.00
Non-Instructional Fees	37,500.00	1.72%	43,109.00
Gifts & Donations	1,712,599.00	78.51%	1,437,244.00
Amortization of Capital Allocations	11,825.00	0.54%	16,486.00
Other	-	0.00%	6,182.00
Total Revenues	<u><u>2,181,325.00</u></u>	<u><u>100%</u></u>	<u><u>1,909,823.00</u></u>
Expenditures			
Salaries	1,525,123.00	77.27%	1,332,990.00
Services, Contracts, and Supplies	392,379.00	19.88%	214,670.00
Early Literacy	5,168.00	0.26%	-
Leases	-	0.00%	189,594.00
Capital & Debt Services	51,149.00	2.59%	37,264.00
Total Expenditures	<u><u>1,973,819.00</u></u>	<u><u>100.00%</u></u>	<u><u>1,774,518.00</u></u>

Capital and Facilities Projects

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

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 2016-17 school year.

APPENDIX – Measure Details (OPTIONAL)

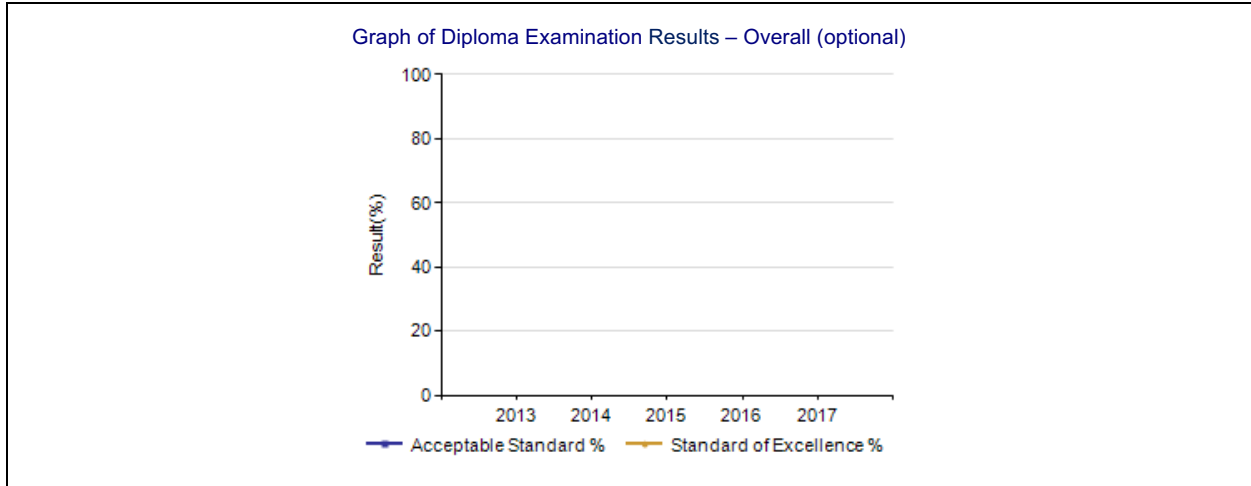
The following pages include tables and graphs that provide detailed data for the performance measures. Authorities may include these under each measure/outcome to provide context and help in interpreting the results.

Diploma Examination Results – Measure Details (OPTIONAL)

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		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	*	*	*	*		
	Province	85.9	10.4	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7		
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	89.4	10.9	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4		
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	95.4	12.4	96.6	14.6	95.5	9.9	93.8	8.7	94.7	9.4		
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	96.8	18.2	99.3	29.2	95.3	17.1	99.3	20.3	98.1	18.6		
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	59.0	11.4	*	*	n/a	n/a	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	71.4	17.9	n/a	n/a	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	80.9	35.9	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7		
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	69.5	9.7	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9		
Social Studies 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*		
	Province	85.4	15.2	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8		
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	82.2	13.7	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6		
Biology 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Province	84.4	32.2	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3		
Chemistry 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Province	78.8	31.8	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6		
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.5	30.4	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.1	25.8	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the 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.



Notes:

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

Diploma Examination Results by Course (optional)

<p style="text-align: center;">English Lang Arts 30-1</p> <p style="text-align: center;">Result (%)</p> <p style="text-align: center;">2013 2014 2015 2016 2017</p> <p style="text-align: center;">Acceptable Standard % Standard of Excellence %</p>	<p style="text-align: center;">[No Data for English Lang Arts 30-2]</p>
<p style="text-align: center;">[No Data for French Lang Arts 30-1]</p>	<p style="text-align: center;">[No Data for Français 30]</p>
<p style="text-align: center;">Mathematics 30-1</p> <p style="text-align: center;">Result (%)</p> <p style="text-align: center;">2013 2014 2015 2016 2017</p> <p style="text-align: center;">Acceptable Standard % Standard of Excellence %</p>	<p style="text-align: center;">[No Data for Mathematics 30-2]</p>

Notes:

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

Diploma Examination Results by Course (optional)

<p style="text-align: center;">Social Studies 30-1</p> <p style="text-align: center;">Result (%)</p> <p style="text-align: center;">2013 2014 2015 2016 2017</p> <p style="text-align: center;">Acceptable Standard % Standard of Excellence %</p>	<p style="text-align: center;">[No Data for Social Studies 30-2]</p>
<p style="text-align: center;">Biology 30</p> <p style="text-align: center;">Result (%)</p> <p style="text-align: center;">2013 2014 2015 2016 2017</p> <p style="text-align: center;">Acceptable Standard % Standard of Excellence %</p>	<p style="text-align: center;">Chemistry 30</p> <p style="text-align: center;">Result (%)</p> <p style="text-align: center;">2013 2014 2015 2016 2017</p> <p style="text-align: center;">Acceptable Standard % Standard of Excellence %</p>
<p style="text-align: center;">[No Data for Physics 30]</p>	<p style="text-align: center;">[No Data for Science 30]</p>

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Diploma Examinations was impacted by the 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.

Diploma Examination Results Course By Course Summary With Measure Evaluation (optional)

		Universal Educational Inst.							Alberta			
		Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	*	*	*	3	*	n/a	n/a	30,150	86.5	28,895	87.0
	Standard of Excellence	*	*	*	3	*	n/a	n/a	30,150	11.7	28,895	11.3
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16,797	89.5	16,361	89.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16,797	11.4	16,361	12.2
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,375	94.7	1,256	95.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,375	9.4	1,256	11.0
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	98.1	140	98.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	18.6	140	22.2
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20,371	73.1	20,934	74.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20,371	30.7	20,934	28.5
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,327	74.7	12,738	73.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,327	15.9	12,738	15.8
Social Studies 30-1	Acceptable Standard	*	*	*	3	*	n/a	n/a	22,249	86.0	21,875	85.9
	Standard of Excellence	*	*	*	3	*	n/a	n/a	22,249	14.8	21,875	14.9
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20,054	80.6	19,579	82.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20,054	12.6	19,579	13.5
Biology 30	Acceptable Standard	*	*	*	3	*	n/a	n/a	22,993	84.2	21,843	85.4
	Standard of Excellence	*	*	*	3	*	n/a	n/a	22,993	32.3	21,843	32.4
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,751	83.1	19,161	81.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,751	38.6	19,161	34.6
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,952	85.7	10,553	84.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,952	41.8	10,553	36.6
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,323	84.9	7,914	84.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,323	28.4	7,914	26.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the 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.

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
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

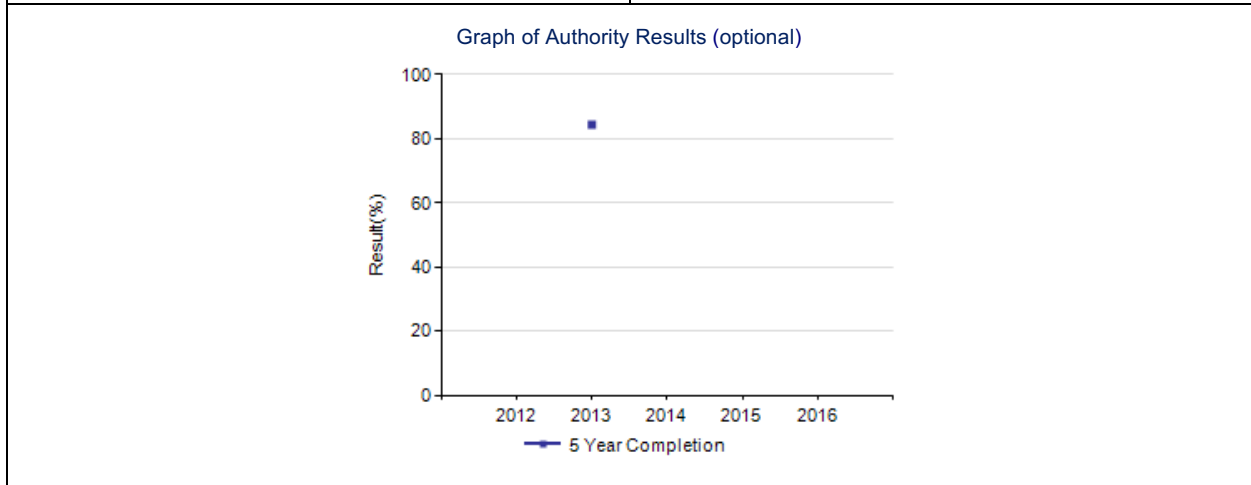
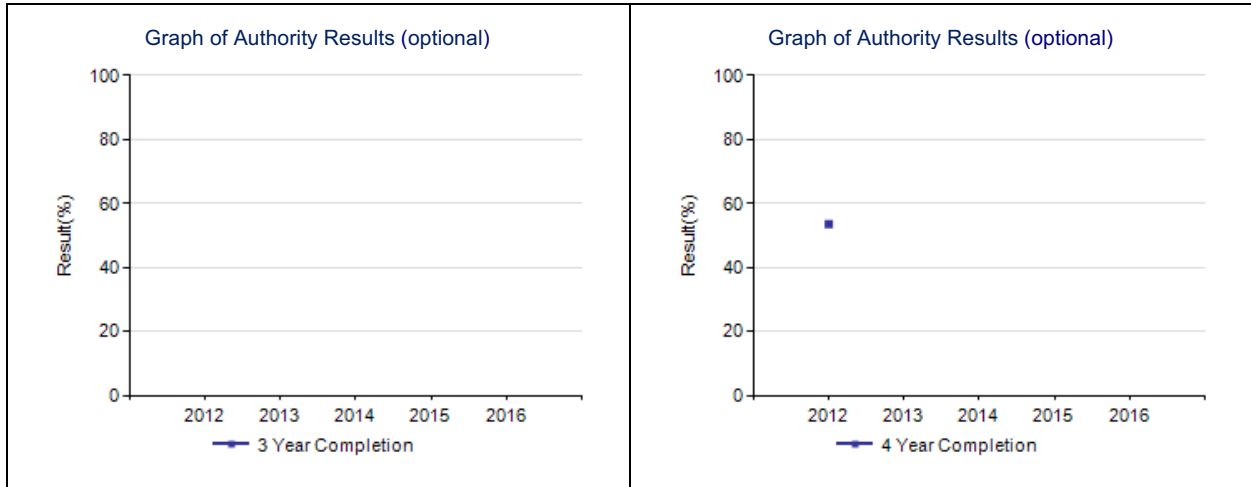
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
3 Year Completion	*	n/a	n/a	*	n/a	74.8	75.3	76.5	76.5	77.9
4 Year Completion	53.5	*	n/a	n/a	*	79.2	79.6	79.9	81.0	81.2
5 Year Completion	*	84.4	*	n/a	n/a	80.6	81.5	82.0	82.1	83.2

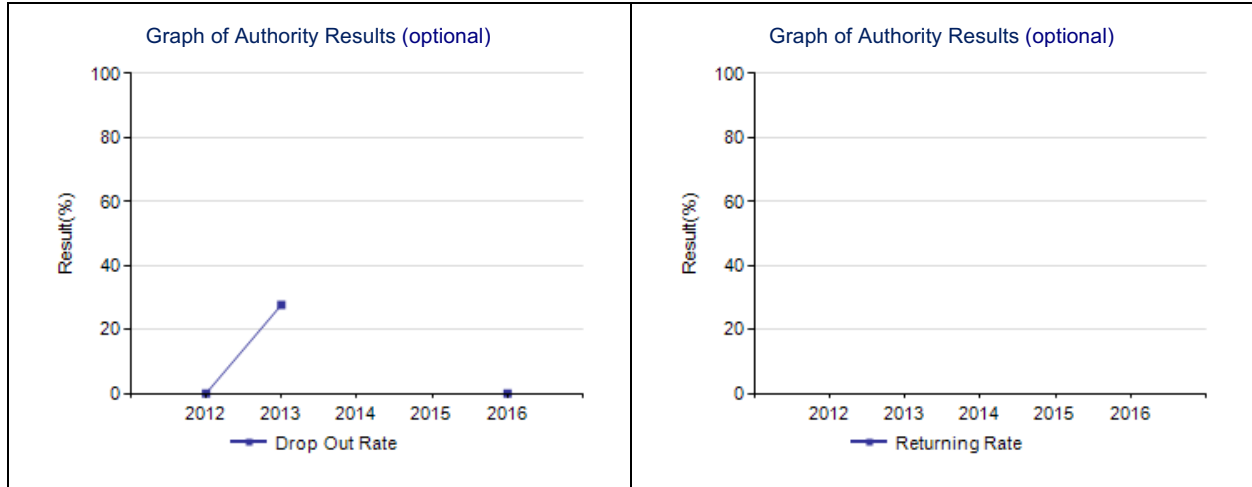


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Drop Out Rate – Measure Details (OPTIONAL)

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Drop Out Rate	0.0	27.7	*	*	0.0	3.6	3.3	3.5	3.2	3.0
Returning Rate	*	n/a	*	*	n/a	22.8	20.7	20.9	18.2	18.9

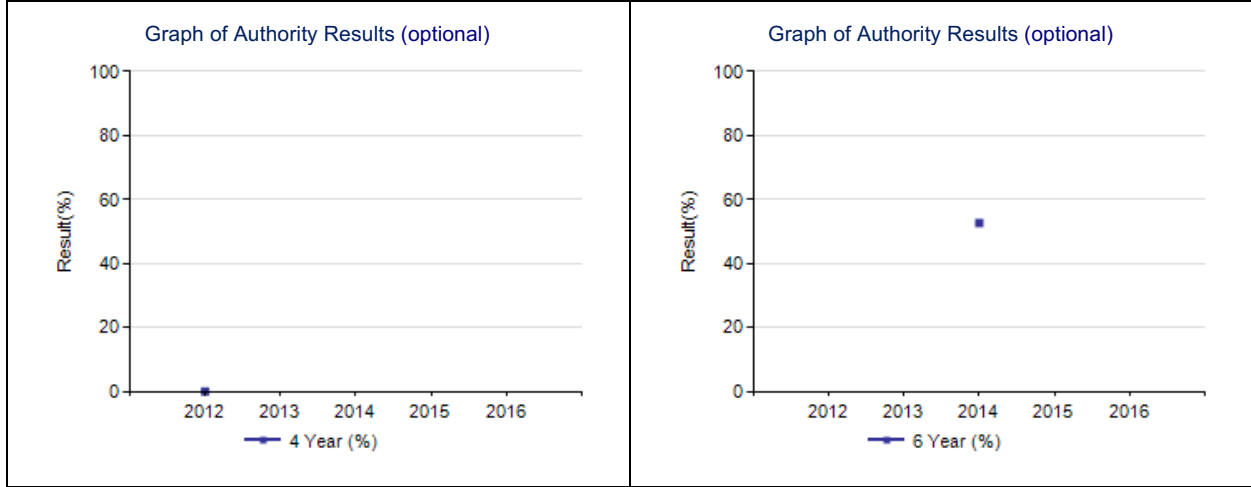


Notes:

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

High School to Post-secondary Transition Rate – Measure Details (OPTIONAL)

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
4 Year Rate	0.0	*	n/a	n/a	*	39.4	39.7	38.3	37.0	37.0
6 Year Rate	*	*	52.6	*	n/a	59.3	59.0	59.7	59.4	57.9



Notes:

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

Rutherford Eligibility Rate – Measure Details (OPTIONAL)

[No Data for Rutherford Eligibility Rate]

[No Data for Rutherford Eligibility Rate]

Graph of Authority Results (optional)

[No Data for Rutherford Eligibility Rate]

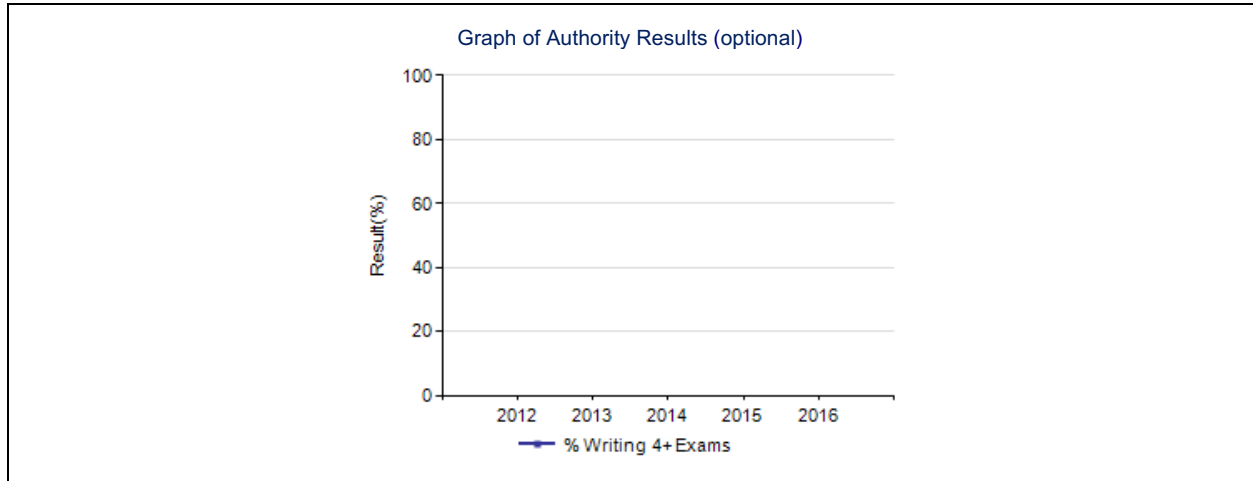
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
3. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.

Diploma Examination Participation Rate – Measure Details (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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
% Writing 0 Exams	*	n/a	n/a	*	n/a	16.5	16.6	15.7	15.7	15.0
% Writing 1+ Exams	*	n/a	n/a	*	n/a	83.5	83.4	84.3	84.3	85.0
% Writing 2+ Exams	*	n/a	n/a	*	n/a	80.5	80.3	81.4	81.2	81.9
% Writing 3+ Exams	*	n/a	n/a	*	n/a	66.8	63.3	65.0	64.7	65.2
% Writing 4+ Exams	*	n/a	n/a	*	n/a	55.9	50.1	54.4	54.6	54.9
% Writing 5+ Exams	*	n/a	n/a	*	n/a	37.5	31.5	36.3	37.1	37.5
% Writing 6+ Exams	*	n/a	n/a	*	n/a	14.3	11.4	13.1	13.8	13.6



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

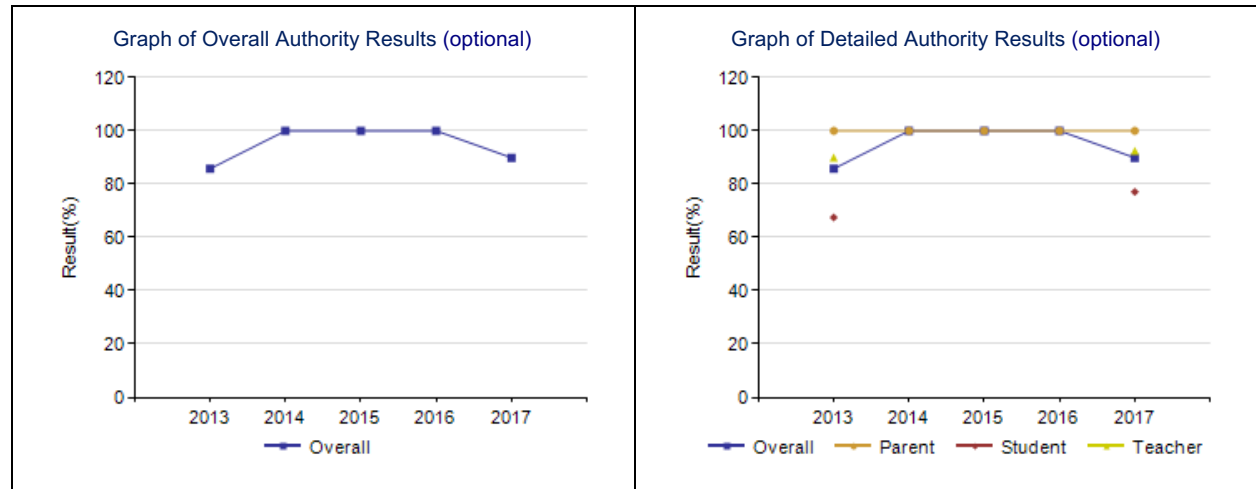
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
English Language Arts 30-1	*	n/a	n/a	*	n/a	54.7	53.9	54.0	53.2	53.9
English Language Arts 30-2	*	n/a	n/a	*	n/a	25.9	27.1	28.0	28.7	28.7
Total of 1 or more English Diploma Exams	*	n/a	n/a	*	n/a	78.6	78.7	79.7	79.5	80.0
Social Studies 30-1	*	n/a	n/a	*	n/a	47.6	45.8	45.1	43.5	45.1
Social Studies 30-2	*	n/a	n/a	*	n/a	31.9	33.7	35.2	36.7	35.8
Total of 1 or more Social Diploma Exams	*	n/a	n/a	*	n/a	78.7	78.8	79.6	79.5	80.2
Pure Mathematics 30	*	n/a	n/a	*	n/a	42.2	7.2	0.1	0.0	0.0
Applied Mathematics 30	*	n/a	n/a	*	n/a	19.5	0.2	0.0	0.0	0.0
Mathematics 30-1	*	n/a	n/a	*	n/a	n/a	29.7	37.3	37.1	36.4
Mathematics 30-2	*	n/a	n/a	*	n/a	n/a	16.7	21.4	22.4	23.6
Total of 1 or more Math Diploma Exams	*	n/a	n/a	*	n/a	61.1	52.1	57.0	57.6	58.3
Biology 30	*	n/a	n/a	*	n/a	42.8	42.2	41.4	40.6	40.7
Chemistry 30	*	n/a	n/a	*	n/a	36.5	31.5	34.7	35.7	35.5
Physics 30	*	n/a	n/a	*	n/a	20.2	17.3	20.0	19.9	19.3
Science 30	*	n/a	n/a	*	n/a	10.3	9.8	12.8	14.1	15.7
Total of 1 or more Science Diploma Exams	*	n/a	n/a	*	n/a	59.2	57.3	59.4	59.8	60.5
Français 30-1	*	n/a	n/a	*	n/a	0.3	0.3	0.3	0.2	0.3
French Language Arts 30	*	n/a	n/a	*	n/a	2.6	2.7	2.7	2.8	2.8
Total of 1 or more French Diploma Exams	*	n/a	n/a	*	n/a	2.9	3.0	2.9	3.0	3.1

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Citizenship – Measure Details (OPTIONAL)

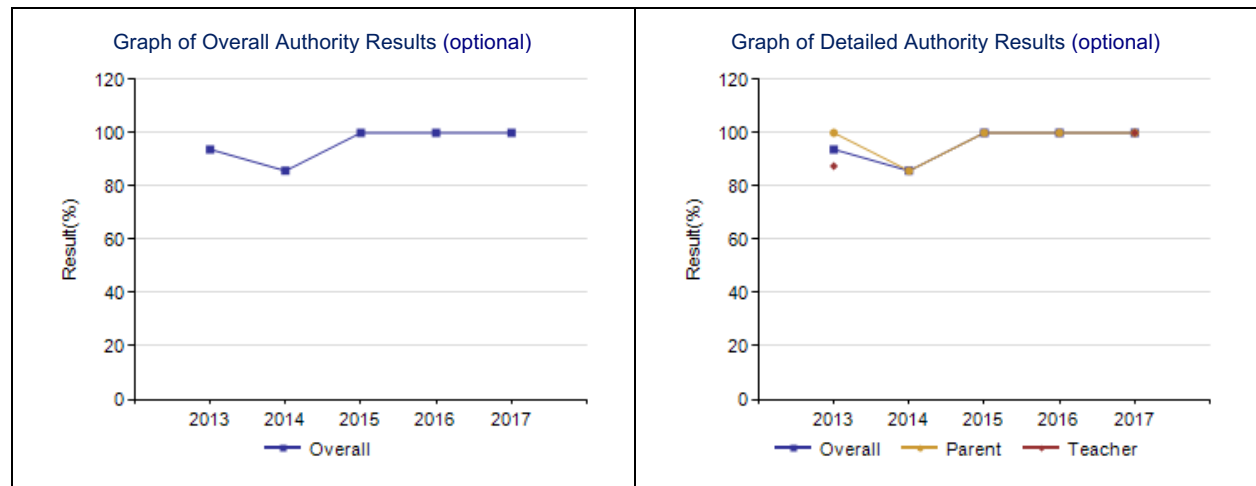
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	85.8	100.0	100.0	100.0	89.9	83.4	83.4	83.5	83.9	83.7
Teacher	90.0	n/a	n/a	n/a	92.5	93.6	93.8	94.2	94.5	94.0
Parent	100.0	100.0	100.0	100.0	100.0	80.3	81.9	82.1	82.9	82.7
Student	67.5	n/a	n/a	n/a	77.1	76.2	74.5	74.2	74.5	74.4



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. 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/TFM (Tell Them From Me) survey in 2014.

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	93.8	85.7	100.0	100.0	100.0	80.3	81.2	82.0	82.6	82.7
Teacher	87.5	n/a	n/a	n/a	100.0	89.4	89.3	89.7	90.5	90.4
Parent	100.0	85.7	100.0	100.0	100.0	71.1	73.1	74.2	74.8	75.1

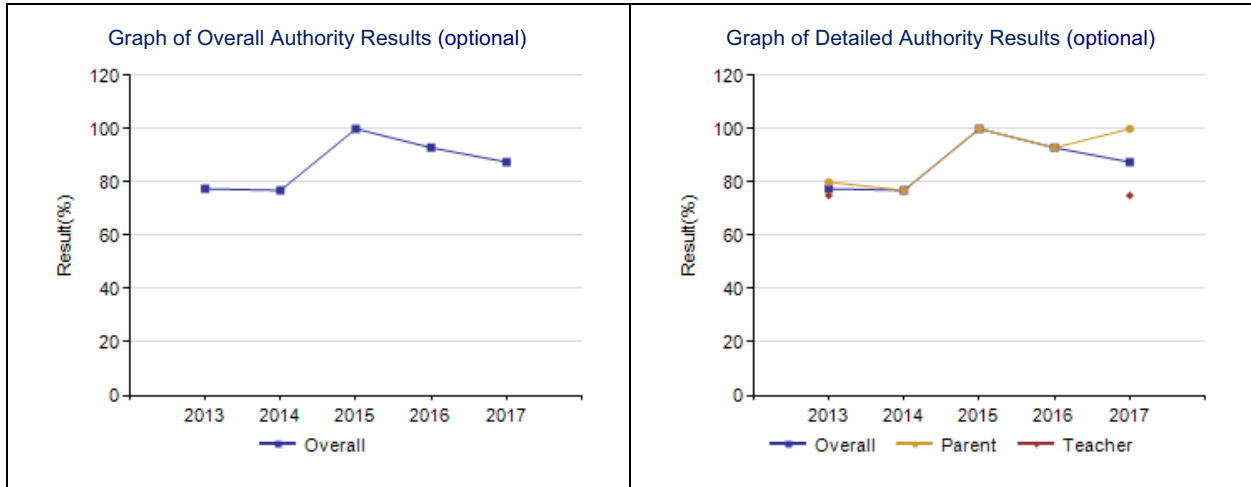


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	77.5	76.9	100.0	92.9	87.5	68.5	69.5	70.0	70.7	71.0
Teacher	75.0	n/a	n/a	n/a	75.0	75.7	76.0	76.0	77.3	77.3
Parent	80.0	76.9	100.0	92.9	100.0	61.2	63.0	64.0	64.2	64.8



Notes:

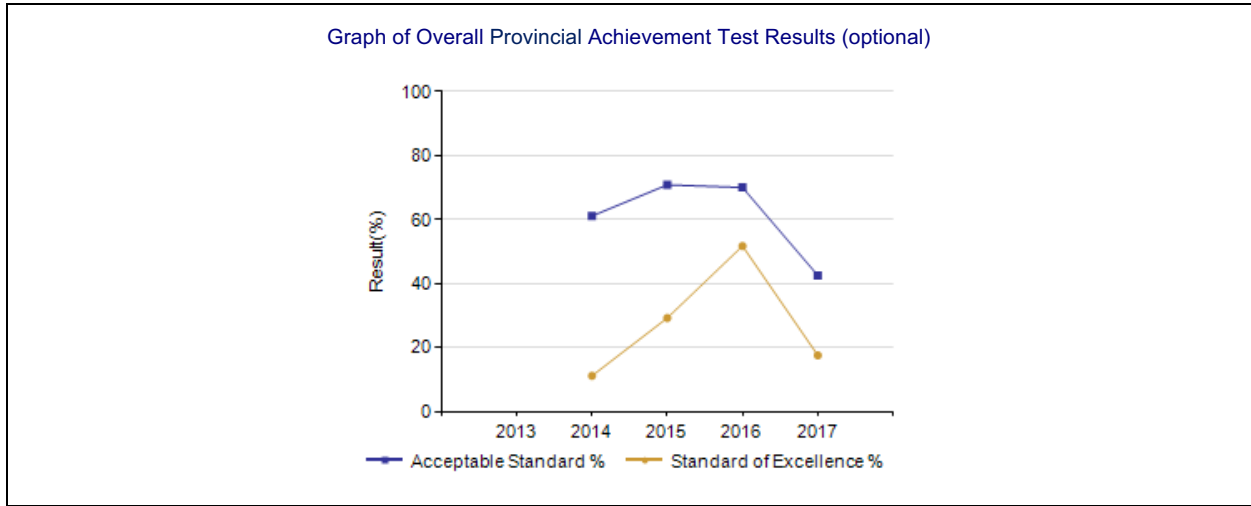
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Provincial Achievement Test Results – Measure Details (OPTIONAL)

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	*	*	90.0	30.0	n/a	n/a	46.7	40.0	*	*		
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9		
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	88.6	16.3	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.0	21.6	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6		
Mathematics 6	Authority	*	*	70.0	0.0	n/a	n/a	53.3	46.7	*	*		
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6		
Science 6	Authority	*	*	*	*	n/a	n/a	93.3	80.0	*	*		
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0		
Social Studies 6	Authority	*	*	*	*	n/a	n/a	86.7	40.0	*	*		
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7		
English Language Arts 9	Authority	n/a	n/a	*	*	*	*	n/a	n/a	*	*		
	Province	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9		
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	62.4	4.3	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9		
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	87.2	13.9	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.0	14.5	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1		
Mathematics 9	Authority	n/a	n/a	*	*	*	*	n/a	n/a	*	*		
	Province	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0		
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	65.8	14.7	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3		
Science 9	Authority	n/a	n/a	*	*	75.0	12.5	n/a	n/a	*	*		
	Province	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4		
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	68.4	17.1	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3		
Social Studies 9	Authority	n/a	n/a	*	*	75.0	37.5	n/a	n/a	*	*		
	Province	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2		
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	64.6	13.0	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7		

Notes:

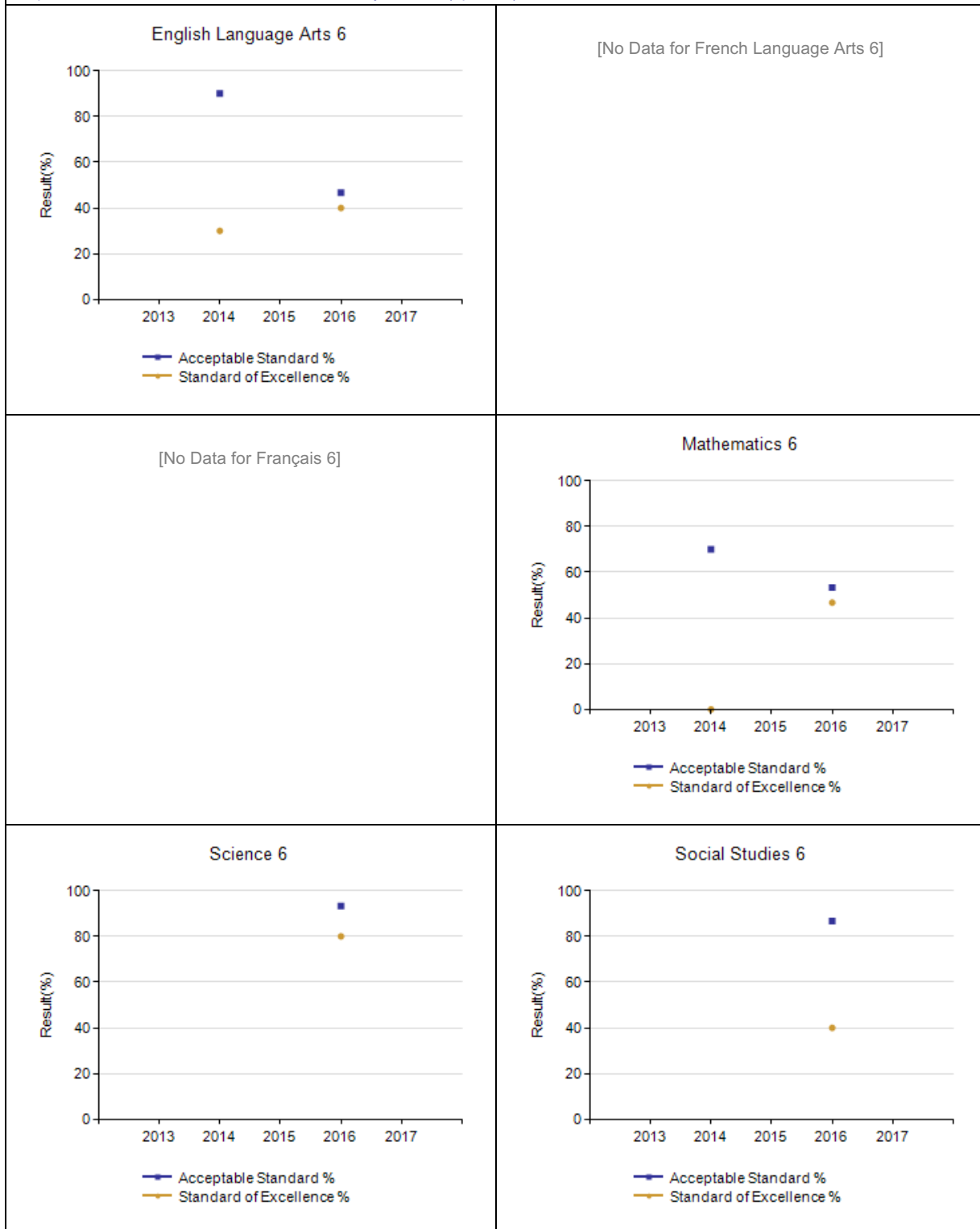
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the 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.



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the 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.

Graph of Provincial Achievement Test Results by Course (optional)



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the 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.

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. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the 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.

Graph of Provincial Achievement Test Results by Course (optional)



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the 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.

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

Course	Measure	Universal Educational Inst.							Alberta			
		Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	*	*	*	6	*	13	68.3	49,572	82.5	46,989	82.5
	Standard of Excellence	*	*	*	6	*	13	35.0	49,572	18.9	46,989	19.2
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,185	85.1	2,864	87.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,185	13.5	2,864	14.4
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	92.1	524	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	21.6	524	16.5
Mathematics 6	Acceptable Standard	*	*	*	6	*	13	61.7	49,507	69.4	46,906	73.0
	Standard of Excellence	*	*	*	6	*	13	23.3	49,507	12.6	46,906	14.5
Science 6	Acceptable Standard	*	*	*	6	*	15	93.3	49,501	76.9	46,914	76.7
	Standard of Excellence	*	*	*	6	*	15	80.0	49,501	29.0	46,914	25.8
Social Studies 6	Acceptable Standard	*	*	*	6	*	15	86.7	49,485	72.9	46,903	70.5
	Standard of Excellence	*	*	*	6	*	15	40.0	49,485	21.7	46,903	18.9
English Language Arts 9	Acceptable Standard	*	*	*	4	*	n/a	n/a	45,487	76.8	43,746	76.3
	Standard of Excellence	*	*	*	4	*	n/a	n/a	45,487	14.9	43,746	14.9
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,428	58.8	1,576	61.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,428	5.9	1,576	4.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,763	83.1	2,625	85.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,763	11.2	2,625	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	88.9	392	87.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	26.1	392	21.6
Mathematics 9	Acceptable Standard	*	*	*	4	*	n/a	n/a	45,020	67.2	43,295	66.7
	Standard of Excellence	*	*	*	4	*	n/a	n/a	45,020	19.0	43,295	17.6
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,848	57.5	2,026	61.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,848	13.3	2,026	14.0
Science 9	Acceptable Standard	*	*	*	4	*	8	75.0	45,445	74.0	43,808	73.8
	Standard of Excellence	*	*	*	4	*	8	12.5	45,445	21.4	43,808	22.4
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,440	63.9	1,547	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,440	13.3	1,547	14.8
Social Studies 9	Acceptable Standard	*	*	*	4	*	8	75.0	45,484	67.0	43,722	65.1
	Standard of Excellence	*	*	*	4	*	8	37.5	45,484	20.2	43,722	19.2
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,393	56.3	1,533	59.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,393	12.7	1,533	11.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in 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.

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:

- 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%.
- 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.
- 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

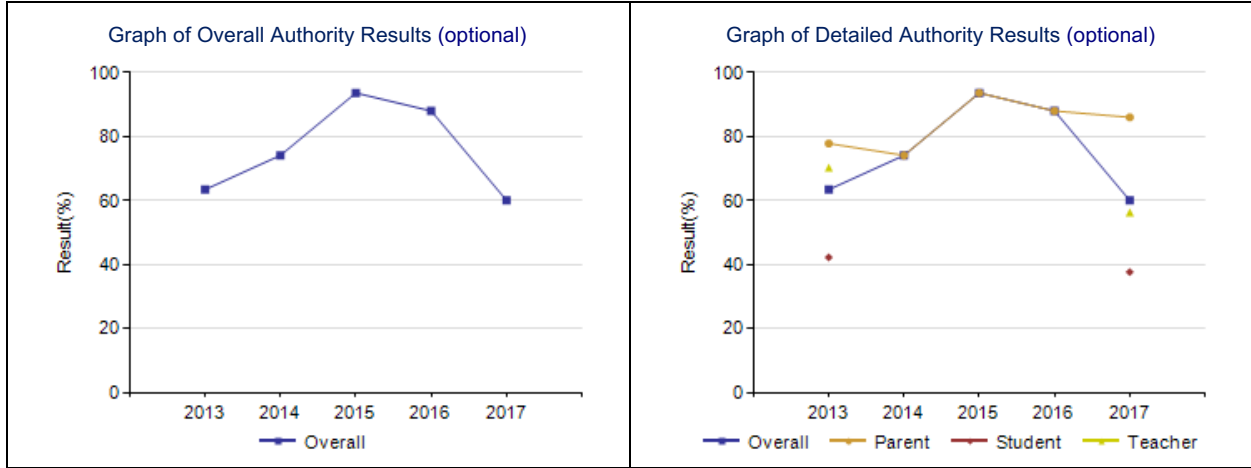
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	63.4	74.1	93.6	88.0	60.0	81.5	81.3	81.3	81.9	81.9
Teacher	70.3	n/a	n/a	n/a	56.3	87.9	87.5	87.2	88.1	88.0
Parent	77.8	74.1	93.6	88.0	86.0	78.9	79.9	79.9	80.1	80.1
Student	42.2	n/a	n/a	n/a	37.6	77.8	76.6	76.9	77.5	77.7

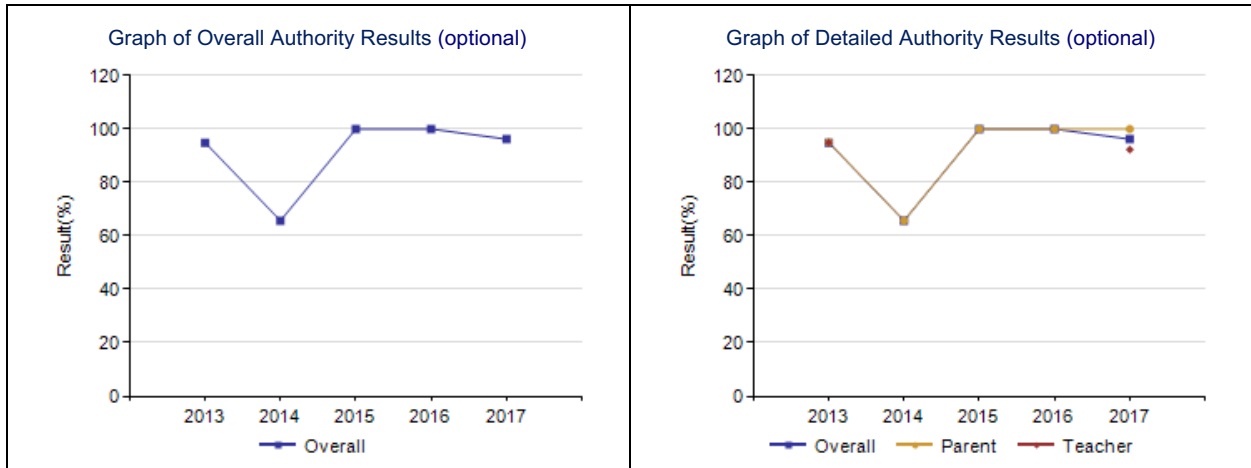


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction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

Parental Involvement – Measure Details (OPTIONAL)

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

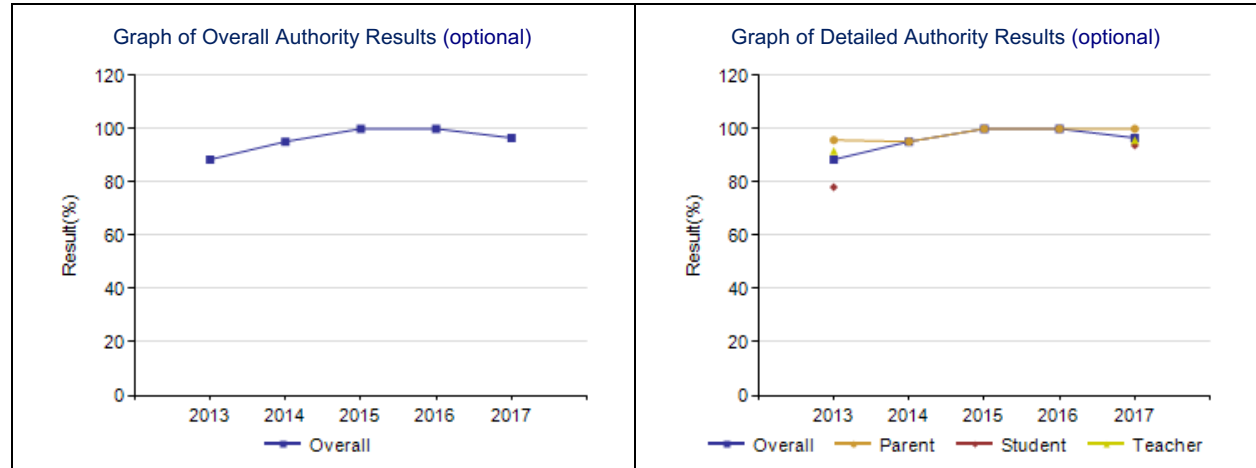
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	94.9	65.7	100.0	100.0	96.2	80.3	80.6	80.7	80.9	81.2
Teacher	94.9	n/a	n/a	n/a	92.3	88.5	88.0	88.1	88.4	88.5
Parent	95.0	65.7	100.0	100.0	100.0	72.2	73.1	73.4	73.5	73.9



- 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)

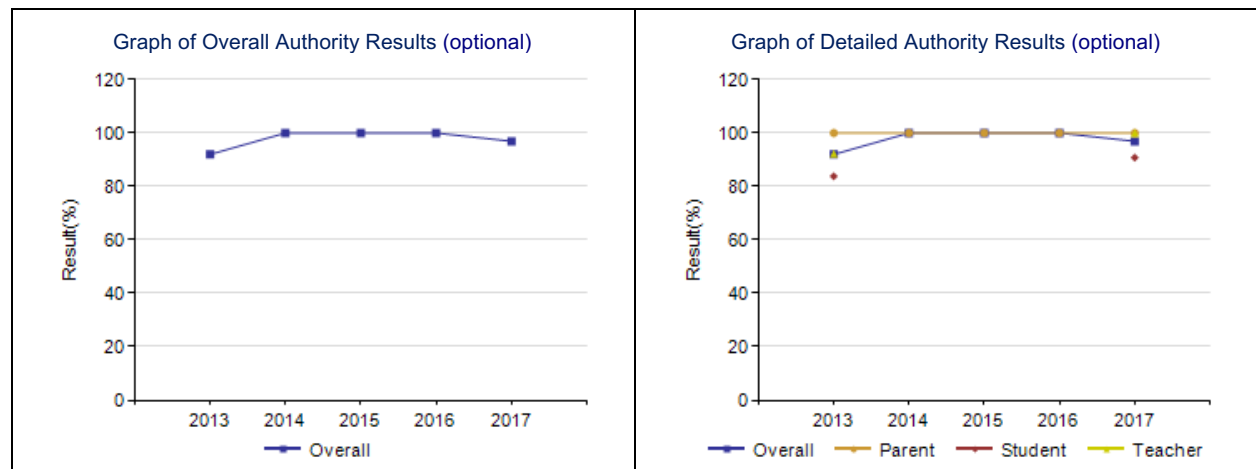
Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	88.5	95.2	100.0	100.0	96.6	89.8	89.2	89.5	90.1	90.1
Teacher	91.7	n/a	n/a	n/a	95.8	95.7	95.5	95.9	96.0	95.9
Parent	95.8	95.2	100.0	100.0	100.0	84.9	84.7	85.4	86.1	86.4
Student	78.1	n/a	n/a	n/a	93.8	88.7	87.3	87.4	88.0	88.1



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

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	92.0	100.0	100.0	100.0	96.9	89.0	89.1	89.2	89.5	89.5
Teacher	92.3	n/a	n/a	n/a	100.0	95.0	95.3	95.4	95.4	95.3
Parent	100.0	100.0	100.0	100.0	100.0	87.8	88.9	89.3	89.8	89.9
Student	83.8	n/a	n/a	n/a	90.8	84.2	83.1	83.0	83.4	83.3

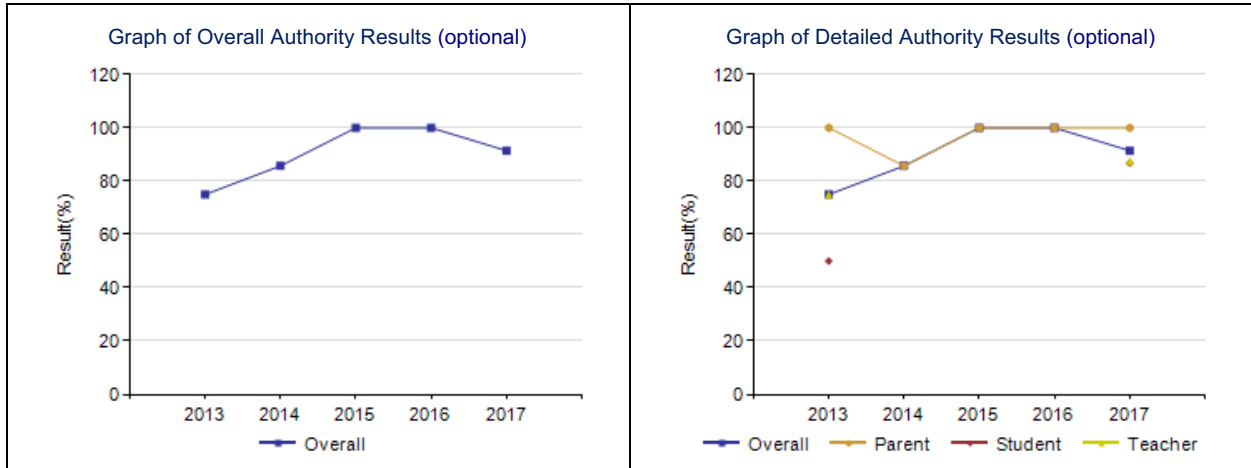


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction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

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	75.0	85.7	100.0	100.0	91.4	80.6	79.8	79.6	81.2	81.4
Teacher	75.0	n/a	n/a	n/a	87.5	80.9	81.3	79.8	82.3	82.2
Parent	100.0	85.7	100.0	100.0	100.0	77.9	77.0	78.5	79.7	80.8
Student	50.0	n/a	n/a	n/a	86.8	82.9	81.2	80.7	81.5	81.1



Notes:

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