



Sturgeon Composite High School

THREE YEAR ACTION PLAN REPORT

2018-2021

GOAL 1: **High Quality Teaching and Learning for All Students**

Student achievement and success are foundational to Sturgeon Public School Division. We embrace the diversity of our learners and build engaging learning environments aimed to meet the learning needs of all of our students. Quality teaching practices align curricular outcomes with quality assessments and accurate reporting that result in excellent educational experiences for all of our students. Our learning environments are engaging, inclusive, supportive and focused on success for every student.

Correlating Alberta Education Outcomes:

- Alberta's students are successful.
- Alberta's education system supports First Nations, Métis and Inuit students' success.
- Alberta has excellent teachers, school leaders, and school authority leaders.
- Alberta's education system is well governed and managed.

Priority:

Continue a culture of inquiry and a targeted professional growth plan, focused on the Division's Three Year Education Plan priorities as it relates to instructional and assessment practices.



The Division will:

Strategies:

1. Facilitate and support for Beginning Teachers' Cohort, Reggio- Inspired Cohort, Call to Action Cohort, Music Cohort, and Fine Arts Cohort.
2. Facilitate and support workshops and sessions in Assessment For/Of Learning, Power Teacher Pro, Guided Reading, French Immersion, Differentiated Instruction, Inquiry/Project-based Learning.
3. Continue to communicate to teachers research informed practices to support teaching and learning.
4. Facilitate the introduction and examination of the new Teaching Quality Standard and the new Leadership Quality Standard (implementation September 2019).



The School will:

Strategies:

1. Provide professional development in the areas of Inquiry Based Instruction and Disciplinary Literacy
2. Ensure we have staff for all division cohorts, and provide time for our leads to help all staff benefit from their learning and experiences.
3. Continue to provide multi-modal avenues for staff professional development which includes school directed and staff directed funding for staff needs.
4. Allow for inter-school visitations for individual staff of departments looking to improve their professional practice. Inter-school visitations include teachers visiting teachers within the same school to view their practice or to go to other schools and collaborate with colleagues.
5. Continue understandings and exposure to the new TQS and LQS through targeted professional development and through discussion during division PD days.

GOAL 1:
**High Quality Teaching and Learning
for All Students**

Priority:

Continue to support, program and fund effective early learning programs and interventions for students enrolled in our Early Childhood Education (ECE) programs.



The Division will:

Strategies:

1. Facilitate summer and parent programs.
2. Fund and support Pre-school Enrichment Program (PEP), Kindergarten Enrichment Program (KEP), and Headstart programs.
3. Division-wide implementation of the Early Childhood Education Strategies for Teaching Based on Autism Research (ECE STAR) program to support students diagnosed with autism or social communication difficulties.



The School will:

Strategies:

1. Not applicable to Sturgeon Composite High School.

GOAL 1:
**High Quality Teaching and Learning
for All Students**

Priority:

Continue to research, support and monitor high quality instructional strategies that improve students' literacy and numeracy skills across the Division.



The Division will:

Strategies:

1. Review and align instructional minutes assigned to Math in Grades 1 – 9.
2. Develop and report a literacy and numeracy plan in each school.
3. The division will develop a two year numeracy and literacy plan to support professional learning.



The School will:

Strategies:

1. Staff has been moving towards Disciplinary Literacy where literacy and numeracy strategies are determined by the outcomes in each of the core subject areas. Staff have participated in a book study and are using PLC time throughout this year to develop and implement literacy and numeracy plans in the areas of the four core subject areas and CTS.
2. Teachers will use the MIPI tool early in each semester to identify lagging or missing skills in numeracy with our grade 10 students.
3. Extra supports and practice will be provided for all students in mathematics. This will range from materials, like “the Key” for diploma and test review, to scheduled teacher help sessions, such as our “Heinz” room at lunch.
4. Continued development of our Science and Math STEM room (previously CREST) with expected ongoing usage throughout the year.
5. Renewed focus on reading strategies in English Language arts classes, with a deliberate effort to encourage students to read long form excerpts on paper, with printed questions for reflection.
6. Increase student exposure to political cartoons and other visual media for discussion and critical dialogue.

GOAL 1:
**High Quality Teaching and Learning
for All Students**

Priority:

Continue to research, support and monitor the most effective use of technology to support students and staff with their learning.



The Division will:

Strategies:

1. Develop and plan for technology infrastructure for all schools through the Centralized Technology Services department.
2. Facilitate the Education Technology Teacher Advisory Cohort to explore and advise on teacher practice pertaining to technology in education.
3. Through Education Services, coordinate and collaborate with schools on the most appropriate assistive technologies for students who require supports.
4. Expand the role of a Coordinator of Instructional Technology and Innovation to assist teachers with applying technologies effectively for instruction and learning.

The School will:

Strategies:

1. Review current Chromebook carts, and seek to refresh or replace units that are no longer supported or viable for classroom use.
2. Increased access and understanding of assistive technology, such as Google Read and Write or Audio files for use during novel studies in English.
3. Encourage more consistent use of Classroom organization and communication tools such as Google Classroom for all core disciplines.
4. Provide professional development on the use of the FM system in each classroom.
5. Provide professional development in the area of PowerTeacher Pro
6. Provide professional development for all staff on display technology such as VIVI presentation units.
7. Provide time for the Educational Technology teacher to train and support teachers with evolving technology in our classrooms during PD days or other methods.
8. Continued support and encourage the development of a computer science department, including the promotion of our division's STEAM games.

GOAL 1:
**High Quality Teaching and Learning
for All Students**

Priority:

Continue to strive for improvement on provincial assessment measures; ie. Annual Education Results Report (AERR), Provincial Achievement Tests (PAT), and Diploma Exams (DIP).



The Division will:

Strategies:

1. Analysis of 5 year trends and implications of achievement.
2. Analysis and response to the Division's AERR, including student achievement on the PAT's and DIP's.
3. School will address areas of concern through collaborative meetings, follow up and professional development with administrators and teachers and report to the Associate Superintendent, Education Services.
4. Implementation of evidence based decision making in all schools to guide programming in key and critical areas.
5. Develop and implement Year One of professional learning for administrators concentrated on building school leadership and utilizing school based teams to ensure cohesion between division and school goals and priorities.



The School will:

Strategies:

1. Require all lead teachers to meet with teachers to discuss diploma results, and create a plan across the grade levels to build success in areas we are lagging behind provincial average.
2. Administration will meet with lead teachers to discuss their diploma exam review and department goals to seek ways to support with PD or resources to ensure they are successful.
3. Continue to enhance and develop our curriculum maps toward improving our pedagogical and assessment practices.
4. Coordinate with ERLC and Alberta Education on in-services for diploma exams
5. Encourage teachers to be involved in field testing, item writing and diploma marking.
6. Develop and offer a strategy where diploma exam preparation courses are held at Sturgeon Composite High School. Either by external groups, or hosted by our own teachers.
7. Each administrator will lead an area of professional development with our teaching staff during the year. Our three focus areas are; Inquiry Based Instruction, Disciplinary Literacy, and Technology supported Learning.

GOAL 1:
**High Quality Teaching and Learning
 for All Students**

Priority:

Communicate effectively with parents about their child's achievement.



The Division will:

Strategies:

1. Implement Power Teacher Pro.
2. Require scheduled Parent-Teacher conferences twice a year at all of our schools.
3. Monitor and support the use of the Power School Parent Portal as per Administrative Practice Education Services 21.

The School will:

Strategies:

1. Professional development in PowerTeacher Pro will be offered to staff to begin the year. Department leads are the resident expert for staff.
2. Enhanced use of Google Classroom through professional development
3. Continued use of scheduled teacher interviews. Last year's approval rating by parents was at 93%
4. Advertise the use of PowerSchool Parent Portal our school newsletter, on social media and through targeted mail outs or PowerAnnouncements.

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| <p><u>Division Measures:</u></p> <ul style="list-style-type: none"> • 'Our School Survey' (formerly <i>Tell Them From Me Survey</i>) • Provincial Achievement Test Results • Diploma Exam Results • Accountability Pillar Measures | <p><u>Highlighted Targets:</u> 2018/19 P.A.T Excellence: 19% Diploma Excellence: 12%</p> |
| <p><u>School Measures:</u></p> <ul style="list-style-type: none"> • 'Our School Survey' (formerly <i>Tell Them From Me Survey</i>) • Provincial Achievement Test Results • Diploma Exam Results • Accountability Pillar Measures | <p><u>Highlighted Targets:</u> 2018/19 Diploma Excellence: Above 12% Diploma Acceptable: Above 78% Work Preparation: Above 76% Citizenship: Above 72%</p> |

GOAL 1:
**High Quality Teaching and Learning
for All Students**

Priorities and Strategies specific to our First Nations, Métis and Inuit students' achievement:

Correlating Alberta Education Outcomes:

- Alberta's students are successful.
- Alberta's education system supports First Nations, Métis and Inuit students' success.
- Alberta has excellent teachers, school leaders, and school authority leaders.
- Alberta's education system is well governed and managed.

Priority:

Provide our staff with professional development opportunities that promote an awareness and understanding of First Nations, Métis and Inuit culture.



The Division will:

Strategies:

1. Facilitate teacher and principal professional development relative to the new Teaching Quality Standard and the new Leadership Quality Standard (Competency 5).
2. Develop and coordinate a division wide strategy to ensure all students experience blanket exercises at grades 2, 5, 7 and 10.
3. Work with Human Resources to develop a strategy to ensure all staff new to the division are provided with the opportunity to participate in a Blanket Exercise.

The School will:

Strategies:

1. Staff have participate in a blanket ceremony. Staff will have a formalized professional development in the spring on Foundational Knowledge of Indigenous Culture.
2. Professional development in the new Teacher Quality Standards and expectations of staff.
3. Ensure all grade 10 students participate in a blanket exercise.
4. Identify all staff who have not currently participated in a blanket exercise and work with CO to ensure they have the opportunity to complete one in the year.
5. Continued school participation in the Alexander Reserve Career Fair

GOAL 1:
**High Quality Teaching and Learning
for All Students**

Priorities and Strategies specific to our First Nations, Métis and Inuit students' achievement:

Priority:

Collaborate with our First Nations, Métis and Inuit families and community for the benefit of our students and staff.



The Division will:

Strategies:

1. Explore the formation of a consultative group of Elders and school leaders to twice yearly provide feedback on division and school initiatives.
2. Invite elders and other members of the First Nations, Métis and Inuit community to share cultural understandings with students and staff.



The School will:

Strategies:

1. Invite elders and Native drummers to honour the raising of our Treaty 6 Flag.
2. Display Treaty 6 flag prominently in the school. Our Treaty 6 Acknowledgement is at the front of the school.
3. Ensure our grade 10 Social Studies students participate in blanket ceremonies.
4. Offer Aboriginal Studies to our students, and through the program investigate how we can increase access to our Indigenous Community.
5. Promote community events or student conferences that celebrate First Nation, Metis and Inuit heritage.

GOAL 1:
**High Quality Teaching and Learning
 for All Students**

Priorities and Strategies specific to our First Nations, Métis and Inuit students' achievement:

Priority:

Have schools identify a “most responsible person” (MRP) to monitor First Nations, Métis and Inuit student academic achievement.



The Division will:

Strategies:

1. All schools use data to identify two practices to determine effectiveness relative to success for students.

The School will:

Strategies:

1. Review the data from the 2016-2017 school year which surveyed Indigenous students.
2. Use the same survey to see where we have improved and where we can enhance our programming.
3. Monitoring attendance of Indigenous students.
4. Ensure our Call to Action staff member attends all the division PD and has an opportunity to work directly with our First Nation, Metis and Inuit students.

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| <p><u>Division Measures specific to our First Nations, Métis and Inuit students:</u></p> <ul style="list-style-type: none"> • Provincial Achievement Test Results • Diploma Exam Results • High School Completion • Diploma Participation Rate | <p><u>Highlighted Targets:</u> 2018/19 P.A.T. Acceptable: 79% Diploma Acceptable: 80%</p> |
| <p><u>School Measures specific to our First Nations, Métis and Inuit students:</u></p> <ul style="list-style-type: none"> • Provincial Achievement Test Results • Diploma Exam Results • High School Completion • Diploma Participation Rate | <p><u>Highlighted Targets:</u> 2018/19 Diploma Acceptable: > 80% Diploma Excellence: > 12%</p> |

GOAL 2: **Safe, Caring, and Inclusive Learning Environments**

Sturgeon Public School Division is an inclusive organization where every person is valued, accepted and belongs. Every student has a valuable contribution to make to our schools. Our learning environments are collaborative and respectful, where the physical environment promotes a variety of learning styles and approaches. All students are treated equitably; they get the support needed when they need it, and for the intensity and duration of time for which they need it. Every student, no matter their ability, language, cultural background, gender, or sexual orientation makes a meaningful contribution to our communities.

Correlating Alberta Education Outcomes:

- Alberta's students are successful.
- Alberta's education system respects diversity and promotes inclusion.
- Alberta's education system is well governed and managed.
- Alberta has excellent teachers, school leaders, and school authority leaders.

Priority:

Continue to support all students as they build understanding and come to respect diversity and develop cultural knowledge so there is a strong sense of identity and belonging for all.



The Division will:

Strategies:

1. Encourage and support activities at each school, such as themed assemblies, and special events recognizing the diversity of cultures and groups.
2. Support the creation and promotion of clubs and groups, as identified by students and staff.
3. Support the development of Queer Straight Alliance/Gay Straight Alliance clubs in schools.
4. Schools will review materials and resources yearly to ensure that school, community and provincial diversity is represented.

The School will:

Strategies:

1. Continue to and enhance our school groups and clubs (i.e. GLOW, Games club, Debate)
2. Develop a Diversity Week to celebrate the diversity within our school.
3. Enhance our Leadership program and increase our enrollment in it and exposure to the school community.
4. Introduce football and flag football as new school sports to increase school spirit and provide a venue for more students to participate in athletics.
5. Encourage/Require the use of inclusive language by teachers
6. Continuing to ask students what their preferred names should be including reference to nouns/pronouns on the first day of class.

GOAL 2:
Safe, Caring, and Inclusive Learning Environments

Priority:

Explore, share and support best practices for the inclusion of all students.



The Division will:

Strategies:

1. Support instructional practices related to universal supports.
2. Continue with a Learning Support Lead (LSL) in each school who supports and coordinates individualized programming and collaboration focused on diverse student needs.
3. Through a multi-disciplinary team, ensure inclusive education is a collaborative and responsive process involving staff, parents/guardians and, where appropriate, students.



The School will:

Strategies:

1. Continue transitioning from LifeSkills program to GOALs which integrates, as much as possible, students into CTS and regular classroom programming.
2. Change LTI Classroom to a supportive inclusive model where a teacher joins students and teachers in classrooms and the LTI teacher assists teacher in differentiated instructional strategies.
3. Change the model of IPP and SLP document completion to complete signatures earlier in the semester.
4. Continue to develop and enhance our offerings of Dual Credit and continuing to offer RAP and Work Experience. Grant provided for Dual Credit will provide for time to examine new course offerings.
5. Promoting the use of inter-classroom visitations so that teachers can see what others are doing that are successful.
6. Provide professional development on the use of the FM system in each classroom.
7. Develop with students transition plans from K&E to regular programming where best suited.

GOAL 2:
Safe, Caring, and Inclusive Learning Environments

Priority:

Communicate and consistently reinforce clear expectations of conduct.



The Division will:

Strategies:

1. Research and communicate effective teaching and learning resources pertaining to digital citizenship.
2. School Board Policies and Administrative Practices clearly outline expectations of conduct.
3. Ensure each school has an aligned policy and practice for student conduct posted on school and division websites and communicated yearly with students, staff and parents.

The School will:

Strategies:

1. Continued use of COM1255 through InReach for all students taking an InReach course or Grade 10 students who are encouraged to complete it.
2. Twice yearly school assemblies which outline our school conduct policy and our expectations around student behaviors.
3. Use of Student Services, outside agencies and our School Resource Office to provide educational opportunities to students regarding choices or decisions they may be faced with.
4. Engage in regular communication with our parents and community regarding expectations of student conduct. This will occur in our newsletter, social media, and through direct email messages to ensure everyone is able to consider and discuss student conduct.

GOAL 2:
Safe, Caring, and Inclusive Learning Environments

Priority:

Collaborate with regional service providers to foster respect, inclusion, fairness and equity for the benefit of our students.



The Division will:

Strategies:

1. Continue to partner and provide leadership to the Regional Collaborative Service Delivery (RCSD) approach that coordinates services to improve access for families.
2. Continue with a common approach to Family Support for Children with Disabilities (FSCD) service provision which streamlines services for parents and ensures consistency of program support for families.

The School will:

Strategies:

1. Continued use of Transition Meetings re: PDD/AISH, employment training agencies, Inclusion Alberta for area families.
2. Continued coordination of area services with Sunflower Society
3. Continued support and partnership with Family School Liaisons.
4. Continued Partnerships with Alberta Health Services
5. Continued Partnership with Home On The Range.
6. Continuing our partnership with the Alexander Reserve and participation in the Alexander Career Fair.
7. Participation with Rotary regarding trips, opportunities and leadership.
8. Coordination on opportunities with Bold Eagle, RCMP and Sturgeon Fire Fighters.

GOAL 2:
Safe, Caring, and Inclusive Learning
Environments

Priority:
 Training and support of the Violent Threat Risk Assessment (VTRA) protocol.



The Division will:

Strategies:

1. At a minimum, all principals, vice principals and counsellors are trained in Level I VTRA.
2. Level 2 training for identified key staff who will be involved with stage two of the VTRA process.

The School will:

Strategies:

1. All administrators and counselors have VTRA Level I training
2. Principal and counselor will have VTRA II training in the fall. Other administrators will be trained in the spring.

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| <p><u>Division Measures:</u></p> <ul style="list-style-type: none"> • 'Our School Survey' • Accountability Pillar Measures | <p style="text-align: center;"><u>Highlighted Targets:</u></p> <p style="text-align: center;">2018/19</p> <p style="text-align: center;">Safe and Caring Schools: 87%</p> |
| <p><u>School Measures:</u></p> <ul style="list-style-type: none"> • 'Our School Survey' • Accountability Pillar Measures | <p style="text-align: center;"><u>Highlighted Targets:</u></p> <p style="text-align: center;">2018/19</p> <p style="text-align: center;">Safe and Caring Schools: 88%</p> |

GOAL 3: **A Culture of Mental, Emotional, Social and Physical Wellness**

Sturgeon Public School Division believes in the development of the whole child and is highly committed to our students' wellness. We recognize that a child's development depends on a community approach where there is opportunity for students to connect with peers, adults and community organizations that will promote their well-being and development as contributing citizens. We believe that student success is closely linked to student well-being and the development of mental, emotional, social and physical assets that build resiliency.

Correlating Alberta Education Outcomes:

- Alberta's students are successful.
- Alberta's education system respects diversity and promotes inclusion.
- Alberta's education system is well governed and managed.

Priority:

Implement teaching approaches that improve students' mental and emotional wellness within a 'Response to Intervention Model'.



The Division will:

Strategies:

1. Further develop a divisional training program for Educational Assistants relative to behaviour supports for students.
2. Organize and facilitate a Divisional Behaviour Cohort with lead teachers from each school who will support staff with the implementation of:
 - a. Neurosequential Model in Education (NME).
 - b. Positive Behavior Supports (PBS).
 - c. Collaborative Problem Solving (CPS).
 - d. Webs of Support: Creating Resilient Youth.



The School will:

Strategies:

1. Professional development opportunities for staff regarding language that pertains to student well-being and wellness.
2. Ensure EAs have the training and understanding they need to work with the learning needs of the students they support.
3. Ensure our Behaviour Cohort staff member has time during PD days to talk to staff about PBS and to outline a few key practices.

GOAL 3:
**A Culture of Mental, Emotional,
Social and Physical Wellness**

Priority:

Continue to improve and promote a Comprehensive School Health approach to supporting all students in each school.



The Division will:

Strategies:

1. Staff will participate in experiential professional development opportunities focused on understanding the powerful role of experiences on early brain development. (The Brain Architecture Game)
2. Maintain dedicated counselling time at each of our schools.
3. Update School Counselling and Wellness Plans (CWP) at each school.
4. Provide input into the review of the Administrative Practice for counselling.
5. Coordinate and facilitate monthly counsellor meetings that includes targeted professional learning.
6. Support and address family needs related to critical mental health issues with a Family Support Worker and Addictions Counselling.

The School will:

Strategies:

1. Continue to develop and enhance our CWP.
2. Regular Counselling meetings for student services, learning support liaisons and outreach within our school.
3. Continued use of our Addiction/Mental Health support from Alberta Health Services.
4. Provide professional development opportunity for one counselor to be trained in VTRA.
5. Continue to support counselors for their professional development through a self-directed PD fund.
6. Provide input as asked into the Administrative Practice for counselling.

GOAL 3:
A Culture of Mental, Emotional,
Social and Physical Wellness

Priority:

Promote a Comprehensive School Health (CSH) approach to supporting our staff and students' wellness.



The Division will:

Strategies:

1. Coordinate and facilitate a Health Champion in every school. Continue to support staff professional learning to develop their knowledge and skill in their role as a Health Champion.
2. Support schools with resources to promote healthy living and learning.
3. Through the Organizational Wellness Committee, support staff with resources for healthy living.
4. Encourage schools to include students as leaders in promoting healthy, active lifestyles.

The School will:

Strategies:

1. Increase awareness within our own staff on the role of the Health Champion.
2. Continue working with School Council on Healthy Eating at the school. Re-evaluate our cafeteria options.
3. Provide opportunities for staff and students to access our fitness center.
4. Provide wellness opportunities for students and staff during highly stressful times such as diploma exams.
5. Ensure our Wellness committee has conducted a health and wellness audit of our school with staff in the fall and again in the spring.

GOAL 3:
**A Culture of Mental, Emotional,
 Social and Physical Wellness**

Priority:
 Partner with community and provincial organizations to address resiliency, positive relationship building and physical wellness.



The Division will:

- Strategies:
1. Ensure an adequate level of leadership necessary to expand the outdoor classroom partnership with the Pioneer Trails North Foundation.
 2. Partnerships with organizations such as Be Fit for Life, Ever Active Schools, and Alberta Health Services.
 3. Supporting and celebrating Sturgeon's Interschool Sports Council (ISC) for Junior High.
 4. Continue our involvement with Alberta Schools' Athletic Association for High Schools.

The School will:

- Strategies:
1. Staff have been provided opportunities to utilize the school's Fitness Center with the possible addition of group classes.
 2. Promotion of initiatives in the school that promote diversity (Diversity Week), Mental Health Day, Anti-Bullying Day, Orange Shirt Day, Welcome Back, Community (School Potluck).
 3. Outdoor Field Trips are part of Physical Education 30.
 4. Continue with Blanket Exercise for all Grade 10 students.
 5. Introduction of class assemblies on Cyber Awareness through our SRO program.
 6. Host assemblies on vaping, tobacco, alcohol and cannabis use in youth and at our school.

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| <p><u>Division Measures:</u></p> <ul style="list-style-type: none"> • 'Our School Survey' • Accountability Pillar Measures | <p style="text-align: center;"><u>Highlighted Targets:</u> 2018/19</p> <p style="text-align: center;">Students are interested and motivated in their learning: Grades 4 – 6: 84% Grades 7 – 12: 55%</p> |
| <p><u>School Measures:</u></p> <ul style="list-style-type: none"> • 'Our School Survey' • Accountability Pillar Measures | <p style="text-align: center;"><u>Highlighted Targets:</u> 2018/19</p> <p style="text-align: center;">Students with moderate or high anxiety: Grades 10-12: Below 22% Students are interested and motivated in their learning: Grades 10-12: Above 43%</p> |

Combined 2018 Accountability Pillar Overall Summary

| Measure Category | Measure | Sturgeon Composite High School | | | Alberta | | | Measure Evaluation | | |
|---------------------------------------------------------------|--------------------------------------------|--------------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|------------------------|------------|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Safe and Caring Schools | Safe and Caring | 86.5 | 85.7 | 86.1 | 89.0 | 89.5 | 89.4 | High | Maintained | Good |
| Student Learning Opportunities | Program of Studies | 81.0 | 78.4 | 81.5 | 81.8 | 81.9 | 81.7 | High | Maintained | Good |
| | Education Quality | 85.6 | 88.0 | 85.5 | 90.0 | 90.1 | 89.9 | Intermediate | Maintained | Acceptable |
| | Drop Out Rate | 2.0 | 2.2 | 2.3 | 2.3 | 3.0 | 3.3 | Very High | Maintained | Excellent |
| | High School Completion Rate (3 yr) | 84.8 | 85.2 | 79.5 | 78.0 | 78.0 | 77.0 | Very High | Improved | Excellent |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | n/a | n/a | n/a | 73.6 | 73.4 | 73.3 | n/a | n/a | n/a |
| | PAT: Excellence | n/a | n/a | n/a | 19.9 | 19.5 | 19.2 | n/a | n/a | n/a |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | 76.9 | 78.2 | 82.1 | 83.7 | 83.0 | 83.0 | Low | Declined | Issue |
| | Diploma: Excellence | 10.4 | 13.9 | 14.1 | 24.2 | 22.2 | 21.7 | Low | Declined | Issue |
| | Diploma Exam Participation Rate (4+ Exams) | 49.3 | 38.5 | 38.5 | 55.7 | 54.9 | 54.7 | Intermediate | Improved Significantly | Good |
| | Rutherford Scholarship Eligibility Rate | 55.1 | 52.3 | 53.5 | 63.4 | 62.3 | 61.5 | n/a | Maintained | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr) | 51.8 | 53.4 | 53.0 | 58.7 | 57.9 | 59.0 | Intermediate | Maintained | Acceptable |
| | Work Preparation | 74.4 | 76.1 | 73.2 | 82.4 | 82.7 | 82.4 | Intermediate | Maintained | Acceptable |
| | Citizenship | 70.6 | 69.5 | 71.6 | 83.0 | 83.7 | 83.7 | Low | Maintained | Issue |
| Parental Involvement | Parental Involvement | 76.8 | 64.3 | 68.8 | 81.2 | 81.2 | 81.0 | Intermediate | Improved | Good |
| Continuous Improvement | School Improvement | 73.2 | 67.1 | 73.2 | 80.3 | 81.4 | 80.7 | Intermediate | Maintained | Acceptable |

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. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Outcome One: Alberta's students are successful

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|-------------------------------------------------------------------------------------------------------------------|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2018 | Achievement | Improvement | Overall | 2019 | 2020 | 2021 |
| Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results). | 84.4 | 81.6 | 86.5 | 78.2 | 76.9 | 80 | Low | Declined | Issue | 84 | 85 | 86 |
| Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results). | 17.5 | 16.0 | 12.5 | 13.9 | 10.4 | 12 | Low | Declined | Issue | 14 | 15 | 16 |

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|-------------------------------------------------------------------------------------------------------------------------|--------------------------|------|------|------|------|--------|--------------|------------------------|------------|---------|------|------|
| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | Achievement | Improvement | Overall | 2019 | 2020 | 2021 |
| High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10. | 77.0 | 74.0 | 79.4 | 85.2 | 84.8 | 85 | Very High | Improved | Excellent | 86 | 86 | 87 |
| Drop Out Rate - annual dropout rate of students aged 14 to 18 | 4.2 | 3.0 | 1.8 | 2.2 | 2.0 | 2.0 | Very High | Maintained | Excellent | 1.8 | 1.6 | 1.6 |
| High school to post-secondary transition rate of students within six years of entering Grade 10. | 54.0 | 52.3 | 53.4 | 53.4 | 51.8 | 54 | Intermediate | Maintained | Acceptable | 55 | 57 | 60 |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship. | n/a | n/a | 54.7 | 52.3 | 55.1 | 56 | n/a | Maintained | n/a | 56 | 57 | 58 |
| Percentage of students writing four or more diploma exams within three years of entering Grade 10. | 45.0 | 37.9 | 39.3 | 38.5 | 49.3 | 50 | Intermediate | Improved Significantly | Good | 50 | 51 | 51 |

Comment on Results

(an assessment of progress toward achieving the target)

We continue to have strong completions rates and low drop out rates. However, we are struggling to improve both the percentage of students who achieve an acceptable standard and those who achieve the standard of excellence on diploma examinations. The modernization project essentially finished before this year and should no longer be considered a factor in student performance. All teachers and department leads connected with diploma exam writing continue to meet, analyze, and strategize on how to improve student results.

Strategies

1. All diploma exams are analyzed by teachers within a month of receiving results. Department leads will discuss the exam performance with these teachers and create a clear set of goals and strategies for outcomes that are below provincial average. These will be shared with the administration team by the end of October.
2. Administration and department leads will find professional development sessions directly related to the identified goals and ensure a teacher or teachers attend and have time on subsequent PD days to meet and discuss how to effectively use the practices identified at the PD.
3. All teachers of 30 level courses will be strongly encouraged to participate in Field Testing.
4. We will invite Alberta Assessment Branch to meet with our teachers to discuss results and effective instruction.
5. Students will be provided with multiple opportunities to access study guides, review material, and additional teacher help sessions. This would include, but it not limited to "the Key", third party Diploma preparation like Diplomax, and teacher hosted review sessions.
6. Continue to provide students multiple ways to complete their high school studies and opportunities to access post secondary studies. This includes summer school, In Reach or ADLC courses.

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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------|------|------|------|--------|--------------|-------------|------------|---------|------|------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2018 | Achievement | Improvement | Overall | 2019 | 2020 | 2021 |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | 75.9 | 72.6 | 72.8 | 69.5 | 70.6 | 73 | Low | Maintained | Issue | 74 | 75 | 76 |
| 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. | 73.0 | 69.7 | 73.7 | 76.1 | 74.4 | 77 | Intermediate | Maintained | Acceptable | 78 | 80 | 80 |

Comment on Results

(an assessment of progress toward achieving the target)

Citizenship appears to be at a low point for our school. It will be imperative to have students, teachers, parents and our community engage in a discussion on what active citizenship looks like and then formula a clear set of goals and strategies to bring our community there. We have a very strong trades program and option program at Sturgeon Composite High school. These are directly connected to work after school, however, it appears that we have not aligned attitudes and behaviors with programming. This work will need to start with earnest in the following three years.

Strategies

1. Redevelop our leadership opportunities for students. There are many clubs and groups already present that could provide students with the opportunity to positively impact our school. Administration will meet with the leadership of these clubs and discuss how they can promote active citizenship.
2. Discuss with staff what active citizenship looks like during PD days and develop a plan on how to work with all students in our school to become more active citizens.
3. Engage our parents and community in discussing attitudes and behaviours that are necessary for success in and after school.
4. Continue to develop RAP, Work Experience, and Dual Credit courses for students.
5. Improve communication around active citizenship and attitudes and behaviours needed for success in the work place.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Two: Alberta’s education system supports First Nations, Métis, and Inuit students’ success

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------|------|------|------|--------|--------------|-------------|------------|---------|------|------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2018 | Achievement | Improvement | Overall | 2019 | 2020 | 2021 |
| Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results). | 92.3 | 77.8 | 90.6 | 86.4 | 80.6 | 82 | Intermediate | Maintained | Acceptable | 84 | 86 | 88 |
| Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results). | 30.8 | 13.9 | 12.5 | 21.2 | 13.4 | 15 | Intermediate | Maintained | Acceptable | 15 | 16 | 16 |

Comment on Results

(an assessment of progress toward achieving the target)

Our FNMI students are succeeding at the acceptable and excellent levels with similar percentage as our non-FNMI students. We will continue to monitor FNMI statistics and support all students in gaining skills and understanding they need to be more successful in diploma examinations.

Strategies

The school will continue to enhance areas of the school to include FNMI programming and cultural opportunities. This includes working with the Alexander Reserve (Career Fair) to promote opportunities for FNMI students. Additionally the school will participate in Project of Heart and all Grade 10 students and the staff of Sturgeon Composite High School will participate in Blanket Ceremonies.

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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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: Alberta's education system supports First Nations, Métis, and Inuit students' success (continued)

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------|------|------|------|--------|-------------|------------------------|-----------|---------|------|------|
| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | Achievement | Improvement | Overall | 2019 | 2020 | 2021 |
| High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10. | 47.2 | 57.3 | 50.8 | 80.9 | 93.8 | 94 | Very High | Improved Significantly | Excellent | 94 | 94 | 94 |
| Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18 | 8.9 | 0.0 | 1.3 | 2.8 | 2.1 | 2.1 | Very High | Maintained | Excellent | 2 | 2 | 2 |
| High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10. | 51.7 | 38.5 | 37.1 | 43.9 | 30.2 | 40 | Very Low | Maintained | Concern | 45 | 45 | 50 |
| Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship. | n/a | n/a | 30.8 | 52.4 | 64.3 | 64 | n/a | Improved | n/a | 64 | 65 | 65 |
| Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10. | 34.3 | 12.7 | 11.3 | 27.0 | 68.8 | 69 | Very High | Improved Significantly | Excellent | 69 | 70 | 70 |

Comment on Results

(an assessment of progress toward achieving the target)

We experienced some excellent growth in nearly all of these dimensions. However, we had a strong academic group of FNMI students. We will need to continue the individual counseling and the general promotion of First Nation, Metis, and Inuit culture to maintain this level of success.

Strategies

1. Our Call to Action liaison will assist in making FNMI students aware of the opportunities that are available to them. For example, the Alexander Reserve Career Fair and the First Nations, Métis and Rural HEADSTRONG Summit.
2. Our Call to Action liaison or a counselor within our student services will meet with each student who identifies as FNMI and create a career plan.
3. Bring in a First Nation speaker to address our student population about opportunities for FNMI students in post secondary.

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, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Outcome Three: Alberta’s education system respects diversity and promotes inclusion

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2018 | Achievement | Improvement | Overall | 2019 | 2020 | 2021 |
| Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. | 86.3 | 87.0 | 85.7 | 85.7 | 86.5 | 88 | High | Maintained | Good | 88 | 90 | 90 |

| |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Comment on Results <i>(an assessment of progress toward achieving the target)</i></p> <p>Sturgeon Composite High School continues to emphasize high expectations to their students when it comes to the necessary behaviors that are expected in the school environment. Administration treats all students fairly when working to correct unacceptable behavior and emphasizes the effect and consequence of actions while providing students opportunities to restore trust and relationship with peers and teachers.</p> |
| <p>Strategies</p> <ol style="list-style-type: none"> Administration continues to work towards a restorative model of justice where students are provided opportunities to change behaviors in a positive and pro-active manner. Students are positively rewarded for positive behaviors. Students are provided with opportunities for leadership in classes, clubs, teams, and a formal Leadership class. |

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

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

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2018 | Achievement | Improvement | Overall | 2019 | 2020 | 2021 |
| 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. | 86.6 | 82.5 | 83.5 | 78.4 | 81.0 | 84 | High | Maintained | Good | 84 | 86 | 87 |

Comment on Results

(an assessment of progress toward achieving the target)

Our school offers a very broad range of programs. Finishing the modernization has already created a positive impact on this measure.

Strategies

1. We will continue to work with teachers and community partners and staff to offer the very best in fine arts, career, technology, and health and physical education.
2. Grow and develop our Dual Credit offerings
3. Add Military Studies programming starting with Military Studies 15
4. Add Aboriginal Studies programming.
5. Add Computer Science programming that would meet the requirements of a group C option for university entrance.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

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

| Performance Measure | Results (in percentages) | | | | | Target 2018 | Evaluation | | | Targets | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------|------|------|------|----------------|--------------|-------------|------------|---------|------|------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | | Achievement | Improvement | Overall | 2019 | 2020 | 2021 |
| 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. | 77.2 | 72.5 | 79.8 | 67.1 | 73.2 | 75 | Intermediate | Maintained | Acceptable | 77 | 78 | 79 |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | 77.0 | 72.2 | 69.9 | 64.3 | 76.8 | 77 | Intermediate | Improved | Good | 77 | 78 | 79 |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | 87.1 | 84.1 | 84.3 | 88.0 | 85.6 | 87 | Intermediate | Maintained | Acceptable | 87 | 88 | 89 |

Comment on Results

(an assessment of progress toward achieving the target)

We improved or maintained in all measures indicated above. The trend will continue as we promote the improvements our school and jurisdiction continue to make.

Strategies

1. Promote involvement with our school council. When council meets, we will discuss matters of programming and student opportunities.
2. Parents will be engaged in a series of surveys that impact programming at Sturgeon Composite High School.
3. Parents will continue to be engaged in the registration process for Grade 9 students entering Grade 10 through an opportunity to meet with counsellors on a one on one basis.

Notes:

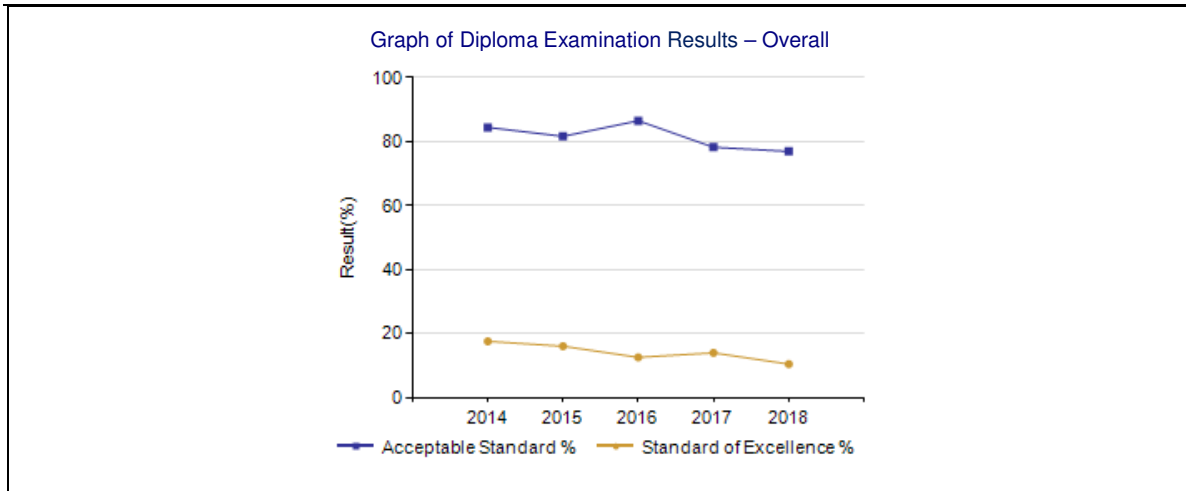
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Diploma Examination Results – Measure Details

| Diploma Exam Course by Course Results by Students Writing. | | | | | | | | | | | | | |
|------------------------------------------------------------|-----------|--------------------------|------|------|------|------|------|------|------|------|------|--------|----|
| | | Results (in percentages) | | | | | | | | | | Target | |
| | | 2014 | | 2015 | | 2016 | | 2017 | | 2018 | | 2018 | |
| | | A | E | A | E | A | E | A | E | A | E | A | E |
| English Lang Arts 30-1 | School | 96.0 | 16.2 | 88.0 | 13.0 | 94.9 | 11.1 | 91.2 | 8.8 | 85.4 | 6.8 | 88 | 12 |
| | Authority | 94.2 | 16.7 | 88.5 | 11.5 | 89.8 | 9.4 | 89.1 | 9.5 | 76.5 | 6.6 | | |
| | Province | 87.6 | 11.8 | 86.5 | 11.4 | 86.8 | 10.7 | 86.5 | 11.7 | 87.5 | 13.2 | | |
| English Lang Arts 30-2 | School | 93.9 | 18.3 | 92.2 | 17.8 | 95.9 | 11.4 | 91.2 | 18.7 | 94.3 | 11.4 | 94 | 14 |
| | Authority | 94.4 | 16.3 | 93.4 | 15.2 | 95.0 | 12.6 | 91.1 | 17.7 | 94.5 | 13.8 | | |
| | Province | 89.8 | 13.1 | 88.6 | 11.2 | 89.1 | 12.3 | 89.5 | 11.4 | 88.0 | 13.1 | | |
| French Lang Arts 30-1 | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 96.6 | 14.6 | 95.5 | 9.9 | 93.8 | 8.7 | 94.7 | 9.4 | 93.8 | 11.0 | | |
| Français 30-1 | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 99.3 | 29.2 | 95.3 | 17.1 | 99.3 | 20.3 | 98.1 | 18.6 | 97.4 | 23.0 | | |
| Mathematics 30-1 | School | 82.3 | 30.6 | 63.6 | 16.7 | 66.0 | 10.6 | 47.0 | 12.1 | 63.5 | 9.6 | 66 | 14 |
| | Authority | 82.1 | 29.5 | 64.9 | 15.6 | 61.6 | 8.2 | 46.3 | 13.4 | 61.8 | 13.2 | | |
| | Province | 75.1 | 27.9 | 76.1 | 31.6 | 70.7 | 25.9 | 73.1 | 30.7 | 77.8 | 35.3 | | |
| Mathematics 30-2 | School | 67.2 | 4.9 | 59.6 | 7.0 | 70.0 | 10.0 | 55.9 | 0.0 | 67.7 | 14.5 | 70 | 16 |
| | Authority | 70.7 | 5.3 | 62.1 | 7.6 | 72.4 | 10.2 | 55.6 | 0.0 | 62.0 | 16.5 | | |
| | Province | 71.3 | 15.0 | 73.9 | 15.5 | 75.4 | 16.8 | 74.7 | 15.9 | 74.2 | 16.4 | | |
| Social Studies 30-1 | School | 77.1 | 8.3 | 78.6 | 8.3 | 86.0 | 8.1 | 85.3 | 3.9 | 70.9 | 1.2 | 80 | 10 |
| | Authority | 77.8 | 10.3 | 80.6 | 7.5 | 85.7 | 8.6 | 83.3 | 5.0 | 70.9 | 2.9 | | |
| | Province | 85.6 | 14.2 | 87.1 | 16.2 | 84.9 | 14.3 | 86.0 | 14.8 | 86.2 | 17.7 | | |
| Social Studies 30-2 | School | 80.3 | 10.7 | 80.4 | 6.3 | 83.0 | 6.7 | 78.2 | 9.2 | 73.0 | 1.1 | 80 | 10 |
| | Authority | 81.2 | 10.7 | 81.0 | 8.0 | 83.1 | 6.4 | 75.4 | 7.9 | 76.6 | 2.4 | | |
| | Province | 83.9 | 14.8 | 81.3 | 12.5 | 81.1 | 13.1 | 80.6 | 12.6 | 78.8 | 12.2 | | |
| Biology 30 | School | 93.3 | 20.0 | 93.0 | 23.9 | 95.8 | 20.8 | 72.0 | 23.2 | 81.6 | 14.3 | 84 | 20 |
| | Authority | 90.0 | 21.3 | 89.0 | 22.0 | 83.7 | 19.8 | 74.5 | 19.6 | 84.0 | 17.3 | | |
| | Province | 85.2 | 31.8 | 85.8 | 33.0 | 85.1 | 32.4 | 84.2 | 32.3 | 86.6 | 36.6 | | |
| Chemistry 30 | School | 72.1 | 26.5 | 78.8 | 28.8 | 82.5 | 21.1 | 78.8 | 28.8 | 69.1 | 23.6 | 80 | 24 |
| | Authority | 72.7 | 23.9 | 75.3 | 26.0 | 76.3 | 17.5 | 78.8 | 27.5 | 72.9 | 27.1 | | |
| | Province | 81.5 | 35.2 | 82.1 | 34.2 | 81.5 | 34.5 | 83.1 | 38.6 | 83.6 | 38.3 | | |
| Physics 30 | School | 88.4 | 41.9 | 84.4 | 43.8 | 94.3 | 22.9 | 80.8 | 42.3 | 70.4 | 25.9 | 82 | 26 |
| | Authority | 90.9 | 36.4 | 86.0 | 32.6 | 93.5 | 28.3 | 83.9 | 35.5 | 64.1 | 23.1 | | |
| | Province | 83.2 | 34.3 | 83.9 | 35.8 | 85.8 | 39.8 | 85.7 | 41.8 | 86.2 | 43.6 | | |
| Science 30 | School | 90.9 | 18.2 | 84.8 | 15.2 | 92.5 | 20.8 | 90.9 | 15.2 | 79.4 | 20.6 | 84 | 22 |
| | Authority | 85.4 | 22.0 | 82.2 | 15.6 | 89.8 | 20.3 | 77.6 | 12.2 | 74.0 | 14.0 | | |
| | Province | 85.0 | 25.4 | 83.9 | 26.6 | 84.4 | 27.6 | 84.9 | 28.4 | 85.4 | 31.5 | | |

Notes:

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



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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Diploma Examination Results Course By Course Summary With Measure Evaluation

| | | Sturgeon Composite High School | | | | | | | Alberta | | | |
|------------------------|------------------------|--------------------------------|------------------------|------------|------|------|---------------------|------|---------|------|---------------------|------|
| | | Achievement | Improvement | Overall | 2018 | | Prev 3 Year Average | | 2018 | | Prev 3 Year Average | |
| Course | Measure | | | | N | % | N | % | N | % | N | % |
| English Lang Arts 30-1 | Acceptable Standard | Intermediate | Declined | Issue | 103 | 85.4 | 104 | 91.4 | 30,393 | 87.5 | 29,349 | 86.6 |
| | Standard of Excellence | Intermediate | Declined | Issue | 103 | 6.8 | 104 | 11.0 | 30,393 | 13.2 | 29,349 | 11.3 |
| English Lang Arts 30-2 | Acceptable Standard | Intermediate | Maintained | Acceptable | 88 | 94.3 | 114 | 93.1 | 16,184 | 88.0 | 16,632 | 89.1 |
| | Standard of Excellence | Intermediate | Maintained | Acceptable | 88 | 11.4 | 114 | 16.0 | 16,184 | 13.1 | 16,632 | 11.7 |
| French Lang Arts 30-1 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,230 | 93.8 | 1,312 | 94.6 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,230 | 11.0 | 1,312 | 9.3 |
| Français 30-1 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 152 | 97.4 | 146 | 97.6 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 152 | 23.0 | 146 | 18.6 |
| Mathematics 30-1 | Acceptable Standard | n/a | n/a | n/a | 52 | 63.5 | 60 | 58.9 | 20,148 | 77.8 | 20,605 | 73.3 |
| | Standard of Excellence | n/a | n/a | n/a | 52 | 9.6 | 60 | 13.1 | 20,148 | 35.3 | 20,605 | 29.4 |
| Mathematics 30-2 | Acceptable Standard | n/a | n/a | n/a | 62 | 67.7 | 65 | 61.9 | 14,362 | 74.2 | 13,516 | 74.7 |
| | Standard of Excellence | n/a | n/a | n/a | 62 | 14.5 | 65 | 5.7 | 14,362 | 16.4 | 13,516 | 16.1 |
| Social Studies 30-1 | Acceptable Standard | Low | Declined Significantly | Concern | 86 | 70.9 | 91 | 83.3 | 21,793 | 86.2 | 21,941 | 86.0 |
| | Standard of Excellence | Very Low | Declined | Concern | 86 | 1.2 | 91 | 6.8 | 21,793 | 17.7 | 21,941 | 15.1 |
| Social Studies 30-2 | Acceptable Standard | Low | Declined | Issue | 89 | 73.0 | 111 | 80.5 | 20,391 | 78.8 | 19,847 | 81.0 |
| | Standard of Excellence | Very Low | Declined Significantly | Concern | 89 | 1.1 | 111 | 7.4 | 20,391 | 12.2 | 19,847 | 12.7 |
| Biology 30 | Acceptable Standard | Intermediate | Maintained | Acceptable | 49 | 81.6 | 67 | 86.9 | 23,026 | 86.6 | 22,263 | 85.0 |
| | Standard of Excellence | Low | Declined | Issue | 49 | 14.3 | 67 | 22.6 | 23,026 | 36.6 | 22,263 | 32.6 |
| Chemistry 30 | Acceptable Standard | Low | Declined | Issue | 55 | 69.1 | 63 | 80.0 | 18,770 | 83.6 | 19,031 | 82.3 |
| | Standard of Excellence | Intermediate | Maintained | Acceptable | 55 | 23.6 | 63 | 26.2 | 18,770 | 38.3 | 19,031 | 35.8 |
| Physics 30 | Acceptable Standard | Low | Declined | Issue | 27 | 70.4 | 31 | 86.5 | 9,679 | 86.2 | 10,276 | 85.1 |
| | Standard of Excellence | Intermediate | Maintained | Acceptable | 27 | 25.9 | 31 | 36.3 | 9,679 | 43.6 | 10,276 | 39.1 |
| Science 30 | Acceptable Standard | Intermediate | Declined | Issue | 34 | 79.4 | 40 | 89.4 | 9,426 | 85.4 | 8,651 | 84.4 |
| | Standard of Excellence | Intermediate | Maintained | Acceptable | 34 | 20.6 | 40 | 17.0 | 9,426 | 31.5 | 8,651 | 27.6 |

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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

High School Completion Rate – Measure Details

| High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10. | | | | | | | | | | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | School | | | | | Authority | | | | | Province | | | | |
| | 2013 | 2014 | 2015 | 2016 | 2017 | 2013 | 2014 | 2015 | 2016 | 2017 | 2013 | 2014 | 2015 | 2016 | 2017 |
| 3 Year Completion | 77.0 | 74.0 | 79.4 | 85.2 | 84.8 | 76.0 | 75.0 | 76.1 | 82.5 | 81.7 | 75.3 | 76.5 | 76.5 | 78.0 | 78.0 |
| 4 Year Completion | 82.1 | 80.9 | 78.0 | 84.6 | 88.6 | 81.7 | 79.5 | 78.6 | 81.5 | 85.4 | 79.6 | 79.9 | 81.0 | 81.2 | 82.6 |
| 5 Year Completion | 79.8 | 82.7 | 83.4 | 79.3 | 86.5 | 78.5 | 82.5 | 81.5 | 79.7 | 84.1 | 81.5 | 82.0 | 82.1 | 83.2 | 83.4 |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort caused by one authority.

Drop Out Rate – Measure Details

| Drop Out Rate - annual dropout rate of students aged 14 to 18 | | | | | | | | | | | | | | | |
|---------------------------------------------------------------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | School | | | | | Authority | | | | | Province | | | | |
| | 2013 | 2014 | 2015 | 2016 | 2017 | 2013 | 2014 | 2015 | 2016 | 2017 | 2013 | 2014 | 2015 | 2016 | 2017 |
| Drop Out Rate | 4.2 | 3.0 | 1.8 | 2.2 | 2.0 | 3.9 | 3.0 | 3.4 | 3.3 | 2.4 | 3.3 | 3.5 | 3.2 | 3.0 | 2.3 |
| Returning Rate | 19.1 | 2.8 | 24.8 | 14.4 | 6.4 | 17.3 | 4.0 | 16.3 | 21.8 | 16.0 | 20.7 | 20.9 | 18.2 | 18.9 | 19.9 |

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

| High school to post-secondary transition rate of students within four and six years of entering Grade 10. | | | | | | | | | | | | | | | |
|-----------------------------------------------------------------------------------------------------------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | School | | | | | Authority | | | | | Province | | | | |
| | 2013 | 2014 | 2015 | 2016 | 2017 | 2013 | 2014 | 2015 | 2016 | 2017 | 2013 | 2014 | 2015 | 2016 | 2017 |
| 4 Year Rate | 35.3 | 32.9 | 35.1 | 30.0 | 29.3 | 34.2 | 32.9 | 35.5 | 31.2 | 29.3 | 39.7 | 38.3 | 37.0 | 37.0 | 39.3 |
| 6 Year Rate | 54.0 | 52.3 | 53.4 | 53.4 | 51.8 | 54.2 | 51.9 | 52.7 | 52.4 | 51.4 | 59.0 | 59.7 | 59.4 | 57.9 | 58.7 |

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

| Percentage of Grade 12 students eligible for a Rutherford Scholarship. | | | | | | | | | | | | | | | |
|------------------------------------------------------------------------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | School | | | | | Authority | | | | | Province | | | | |
| | 2013 | 2014 | 2015 | 2016 | 2017 | 2013 | 2014 | 2015 | 2016 | 2017 | 2013 | 2014 | 2015 | 2016 | 2017 |
| Rutherford Scholarship Eligibility Rate | n/a | n/a | 54.7 | 52.3 | 55.1 | n/a | n/a | 52.7 | 50.3 | 51.0 | n/a | n/a | 60.8 | 62.3 | 63.4 |

Rutherford eligibility rate details.

| Reporting School Year | Total Students | Grade 10 Rutherford | | Grade 11 Rutherford | | Grade 12 Rutherford | | Overall | |
|-----------------------|----------------|-----------------------------|------------------------------|-----------------------------|------------------------------|-----------------------------|------------------------------|-----------------------------|------------------------------|
| | | Number of Students Eligible | Percent of Students Eligible | Number of Students Eligible | Percent of Students Eligible | Number of Students Eligible | Percent of Students Eligible | Number of Students Eligible | Percent of Students Eligible |
| 2013 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| 2014 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| 2015 | 232 | 118 | 50.9 | 107 | 46.1 | 69 | 29.7 | 127 | 54.7 |
| 2016 | 256 | 117 | 45.7 | 110 | 43.0 | 85 | 33.2 | 134 | 52.3 |
| 2017 | 225 | 104 | 46.2 | 102 | 45.3 | 74 | 32.9 | 124 | 55.1 |

Notes:

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

Diploma Examination Participation Rate – Measure Details

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

| | School | | | | | Authority | | | | | Province | | | | |
|---------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | 2013 | 2014 | 2015 | 2016 | 2017 | 2013 | 2014 | 2015 | 2016 | 2017 | 2013 | 2014 | 2015 | 2016 | 2017 |
| % Writing 0 Exams | 16.2 | 18.0 | 13.4 | 11.8 | 13.6 | 16.7 | 17.8 | 16.5 | 13.3 | 16.0 | 16.6 | 15.7 | 15.7 | 15.0 | 14.8 |
| % Writing 1+ Exams | 83.8 | 82.0 | 86.6 | 88.2 | 86.4 | 83.3 | 82.2 | 83.5 | 86.7 | 84.0 | 83.4 | 84.3 | 84.3 | 85.0 | 85.2 |
| % Writing 2+ Exams | 80.4 | 78.5 | 83.0 | 86.7 | 81.8 | 79.2 | 78.5 | 79.3 | 84.8 | 80.2 | 80.3 | 81.4 | 81.2 | 82.0 | 82.3 |
| % Writing 3+ Exams | 53.0 | 47.6 | 52.5 | 51.7 | 58.8 | 55.1 | 48.9 | 51.1 | 50.7 | 56.3 | 63.3 | 65.0 | 64.7 | 65.2 | 66.1 |
| % Writing 4+ Exams | 45.0 | 37.9 | 39.3 | 38.5 | 49.3 | 45.8 | 38.6 | 39.1 | 38.8 | 45.8 | 50.1 | 54.4 | 54.6 | 54.9 | 55.7 |
| % Writing 5+ Exams | 25.5 | 22.9 | 20.8 | 21.1 | 30.7 | 27.2 | 24.6 | 22.2 | 22.8 | 28.9 | 31.5 | 36.3 | 37.1 | 37.5 | 37.8 |
| % Writing 6+ Exams | 8.0 | 5.6 | 5.2 | 4.9 | 5.6 | 9.6 | 6.9 | 7.0 | 5.8 | 6.0 | 11.4 | 13.1 | 13.8 | 13.6 | 13.9 |

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

| | School | | | | | Authority | | | | | Province | | | | |
|-------------------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | 2013 | 2014 | 2015 | 2016 | 2017 | 2013 | 2014 | 2015 | 2016 | 2017 | 2013 | 2014 | 2015 | 2016 | 2017 |
| English Language Arts 30-1 | 46.6 | 35.7 | 37.5 | 40.1 | 48.7 | 46.1 | 35.7 | 35.3 | 38.9 | 44.8 | 53.9 | 54.0 | 53.2 | 54.0 | 55.0 |
| English Language Arts 30-2 | 34.2 | 43.3 | 47.4 | 45.7 | 37.6 | 34.1 | 43.7 | 45.8 | 45.3 | 38.9 | 27.1 | 28.0 | 28.7 | 28.7 | 28.8 |
| Total of 1 or more English Diploma Exams | 80.1 | 78.0 | 84.1 | 85.5 | 83.8 | 79.2 | 78.5 | 80.4 | 83.9 | 81.6 | 78.7 | 79.7 | 79.5 | 80.1 | 80.9 |
| Social Studies 30-1 | 42.5 | 37.1 | 42.6 | 35.7 | 46.2 | 39.7 | 36.6 | 38.5 | 34.2 | 40.6 | 45.8 | 45.1 | 43.5 | 45.1 | 44.9 |
| Social Studies 30-2 | 39.8 | 43.3 | 41.4 | 50.6 | 38.5 | 41.0 | 43.4 | 42.3 | 50.3 | 41.3 | 33.7 | 35.2 | 36.7 | 35.8 | 36.4 |
| Total of 1 or more Social Diploma Exams | 80.8 | 80.1 | 84.1 | 85.5 | 81.6 | 79.5 | 79.7 | 80.8 | 83.9 | 79.5 | 78.8 | 79.6 | 79.5 | 80.3 | 80.7 |
| Pure Mathematics 30 | 0.8 | 0.0 | 0.0 | 0.0 | 0.0 | 0.6 | 0.0 | 0.0 | 0.0 | 0.0 | 7.2 | 0.1 | 0.0 | 0.0 | 0.0 |
| Applied Mathematics 30 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.2 | 0.0 | 0.0 | 0.0 | 0.0 |
| Mathematics 30-1 | 26.3 | 21.6 | 24.3 | 17.1 | 28.6 | 28.4 | 23.1 | 24.8 | 19.6 | 26.4 | 29.7 | 37.3 | 37.1 | 36.4 | 35.5 |
| Mathematics 30-2 | 23.3 | 19.9 | 20.7 | 29.0 | 23.9 | 23.7 | 20.0 | 19.6 | 27.2 | 21.9 | 16.7 | 21.4 | 22.4 | 23.7 | 25.1 |
| Total of 1 or more Math Diploma Exams | 48.9 | 41.6 | 44.6 | 45.7 | 52.1 | 51.4 | 43.1 | 44.1 | 45.3 | 47.9 | 52.1 | 57.0 | 57.6 | 58.3 | 58.6 |
| Biology 30 | 28.9 | 22.7 | 24.7 | 20.1 | 33.8 | 30.9 | 23.7 | 24.8 | 20.6 | 31.3 | 42.2 | 41.4 | 40.6 | 40.7 | 41.7 |
| Chemistry 30 | 25.2 | 23.7 | 23.5 | 19.0 | 29.1 | 27.1 | 25.2 | 24.8 | 21.2 | 27.1 | 31.5 | 34.7 | 35.7 | 35.6 | 35.1 |
| Physics 30 | 12.4 | 13.1 | 13.1 | 11.2 | 13.2 | 14.5 | 15.1 | 15.0 | 12.7 | 12.5 | 17.3 | 20.0 | 19.9 | 19.3 | 18.6 |
| Science 30 | 15.8 | 12.4 | 11.6 | 20.4 | 15.4 | 13.2 | 11.1 | 10.1 | 18.4 | 17.4 | 9.8 | 12.8 | 14.1 | 15.7 | 16.9 |
| Total of 1 or more Science Diploma Exams | 48.1 | 43.0 | 46.6 | 43.5 | 53.8 | 48.6 | 43.4 | 45.5 | 43.4 | 51.7 | 57.3 | 59.4 | 59.8 | 60.5 | 61.2 |
| Français 30-1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.3 | 0.3 | 0.2 | 0.3 | 0.3 |
| French Language Arts 30 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 2.7 | 2.7 | 2.8 | 2.8 | 3.0 |
| Total of 1 or more French Diploma Exams | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 3.0 | 2.9 | 3.0 | 3.1 | 3.3 |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Diploma Examinations was impacted 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 this event.
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.
4. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort caused by one authority.

Citizenship – Measure Details

| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | | | | | | | | | | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | School | | | | | Authority | | | | | Province | | | | |
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2014 | 2015 | 2016 | 2017 | 2018 | 2014 | 2015 | 2016 | 2017 | 2018 |
| Overall | 75.9 | 72.6 | 72.8 | 69.5 | 70.6 | 83.3 | 79.7 | 79.5 | 77.2 | 77.6 | 83.4 | 83.5 | 83.9 | 83.7 | 83.0 |
| Teacher | 91.8 | 87.7 | 92.3 | 91.2 | 89.1 | 94.2 | 92.8 | 92.2 | 91.2 | 93.6 | 93.8 | 94.2 | 94.5 | 94.0 | 93.4 |
| Parent | 62.9 | 59.4 | 58.5 | 54.0 | 56.1 | 79.1 | 71.9 | 75.7 | 73.3 | 68.8 | 81.9 | 82.1 | 82.9 | 82.7 | 81.7 |
| Student | 72.9 | 70.8 | 67.4 | 63.4 | 66.5 | 76.6 | 74.5 | 70.5 | 67.1 | 70.3 | 74.5 | 74.2 | 74.5 | 74.4 | 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 (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Work Preparation – Measure Details

| Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. | | | | | | | | | | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | School | | | | | Authority | | | | | Province | | | | |
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2014 | 2015 | 2016 | 2017 | 2018 | 2014 | 2015 | 2016 | 2017 | 2018 |
| Overall | 73.0 | 69.7 | 73.7 | 76.1 | 74.4 | 76.3 | 75.9 | 80.3 | 80.5 | 80.2 | 81.2 | 82.0 | 82.6 | 82.7 | 82.4 |
| Teacher | 89.2 | 84.8 | 89.3 | 84.4 | 82.9 | 91.0 | 91.5 | 92.5 | 90.2 | 94.1 | 89.3 | 89.7 | 90.5 | 90.4 | 90.3 |
| Parent | 56.8 | 54.5 | 58.1 | 67.9 | 65.9 | 61.6 | 60.4 | 68.1 | 70.7 | 66.3 | 73.1 | 74.2 | 74.8 | 75.1 | 74.6 |

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

Program of Studies – Measure Details

| Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. | | | | | | | | | | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | School | | | | | Authority | | | | | Province | | | | |
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2014 | 2015 | 2016 | 2017 | 2018 | 2014 | 2015 | 2016 | 2017 | 2018 |
| Overall | 86.6 | 82.5 | 83.5 | 78.4 | 81.0 | 82.7 | 81.4 | 81.0 | 79.4 | 81.3 | 81.3 | 81.3 | 81.9 | 81.9 | 81.8 |
| Teacher | 96.5 | 90.8 | 93.4 | 81.6 | 90.0 | 88.0 | 88.5 | 87.0 | 87.0 | 90.1 | 87.5 | 87.2 | 88.1 | 88.0 | 88.4 |
| Parent | 75.5 | 73.0 | 71.3 | 70.4 | 67.4 | 79.0 | 76.3 | 77.7 | 76.2 | 74.5 | 79.9 | 79.9 | 80.1 | 80.1 | 79.9 |
| Student | 87.9 | 83.6 | 85.7 | 83.2 | 85.7 | 81.1 | 79.3 | 78.5 | 75.0 | 79.3 | 76.6 | 76.9 | 77.5 | 77.7 | 77.2 |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Parental Involvement – Measure Details

| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | | | | | | | | | | | | | | | |
|--------------------------------------------------------------------------------------------------------------------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | School | | | | | Authority | | | | | Province | | | | |
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2014 | 2015 | 2016 | 2017 | 2018 | 2014 | 2015 | 2016 | 2017 | 2018 |
| Overall | 77.0 | 72.2 | 69.9 | 64.3 | 76.8 | 81.9 | 81.2 | 77.7 | 80.1 | 77.0 | 80.6 | 80.7 | 80.9 | 81.2 | 81.2 |
| Teacher | 89.7 | 75.9 | 86.4 | 79.2 | 86.7 | 92.5 | 90.8 | 92.3 | 90.9 | 94.2 | 88.0 | 88.1 | 88.4 | 88.5 | 88.9 |
| Parent | 64.3 | 68.5 | 53.4 | 49.3 | 67.0 | 71.2 | 71.6 | 63.0 | 69.3 | 59.7 | 73.1 | 73.4 | 73.5 | 73.9 | 73.4 |

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

| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | | | | | | | | | | | | | | | |
|-----------------------------------------------------------------------------------------------------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | School | | | | | Authority | | | | | Province | | | | |
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2014 | 2015 | 2016 | 2017 | 2018 | 2014 | 2015 | 2016 | 2017 | 2018 |
| Overall | 87.1 | 84.1 | 84.3 | 88.0 | 85.6 | 90.1 | 88.7 | 88.4 | 88.8 | 87.0 | 89.2 | 89.5 | 90.1 | 90.1 | 90.0 |
| Teacher | 93.2 | 94.9 | 94.7 | 95.3 | 92.8 | 97.2 | 97.2 | 95.9 | 96.6 | 97.0 | 95.5 | 95.9 | 96.0 | 95.9 | 95.8 |
| Parent | 80.8 | 73.1 | 74.6 | 85.7 | 78.2 | 83.2 | 80.6 | 82.8 | 84.5 | 77.0 | 84.7 | 85.4 | 86.1 | 86.4 | 86.0 |
| Student | 87.3 | 84.2 | 83.5 | 83.0 | 85.8 | 90.0 | 88.3 | 86.6 | 85.4 | 86.9 | 87.3 | 87.4 | 88.0 | 88.1 | 88.2 |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Safe and Caring – Measure Details

| Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. | | | | | | | | | | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | School | | | | | Authority | | | | | Province | | | | |
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2014 | 2015 | 2016 | 2017 | 2018 | 2014 | 2015 | 2016 | 2017 | 2018 |
| Overall | 86.3 | 87.0 | 85.7 | 85.7 | 86.5 | 89.3 | 88.1 | 88.1 | 86.3 | 86.1 | 89.1 | 89.2 | 89.5 | 89.5 | 89.0 |
| Teacher | 97.5 | 96.3 | 96.4 | 97.5 | 95.3 | 97.2 | 96.2 | 95.5 | 94.1 | 95.2 | 95.3 | 95.4 | 95.4 | 95.3 | 95.0 |
| Parent | 75.8 | 79.8 | 75.2 | 77.7 | 81.5 | 84.8 | 84.9 | 85.0 | 85.0 | 83.1 | 88.9 | 89.3 | 89.8 | 89.9 | 89.4 |
| Student | 85.8 | 84.8 | 85.6 | 81.9 | 82.5 | 86.1 | 83.3 | 83.8 | 79.9 | 79.9 | 83.1 | 83.0 | 83.4 | 83.3 | 82.5 |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

School Improvement – Measure Details

| Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. | | | | | | | | | | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | School | | | | | Authority | | | | | Province | | | | |
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2014 | 2015 | 2016 | 2017 | 2018 | 2014 | 2015 | 2016 | 2017 | 2018 |
| Overall | 77.2 | 72.5 | 79.8 | 67.1 | 73.2 | 80.7 | 81.1 | 82.3 | 77.5 | 79.2 | 79.8 | 79.6 | 81.2 | 81.4 | 80.3 |
| Teacher | 91.2 | 77.4 | 85.7 | 68.8 | 74.3 | 85.2 | 83.8 | 85.2 | 81.7 | 87.9 | 81.3 | 79.8 | 82.3 | 82.2 | 81.5 |
| Parent | 52.8 | 57.6 | 78.8 | 67.9 | 61.4 | 69.5 | 73.7 | 81.7 | 78.3 | 69.9 | 77.0 | 78.5 | 79.7 | 80.8 | 79.3 |
| Student | 87.7 | 82.6 | 74.9 | 64.8 | 84.1 | 87.3 | 85.7 | 79.9 | 72.5 | 79.9 | 81.2 | 80.7 | 81.5 | 81.1 | 80.2 |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.