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# St. Paul Regional High School

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## Education Plan

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**2021-2022 to  
2024-2025**

May 30, 2021

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## **ACCOUNTABILITY STATEMENT:**

At St. Paul Regional High School we believe that:

- Learning is lifelong
- Parents are the primary educators with support from the school and community
- Individuals learn best in a safe, supportive and caring environment
- Education respects and reflects linguistic, cultural and religious diversity
- All individuals have the right and responsibility to maximize their potential
- All educational decisions are learner-centred
- Commitment by all the staff to all of the students all of the time

## **MISSION STATEMENT:**

We will help all students develop their own unique and personal potential by varying instruction, assessments and content to both support students in the use of their own resources and challenge them to acquire and understand the resources of others.

## **VISION:**

100% commitment by 100% of the staff to 100% of the students.

## **VALUES:**

At St. Paul Regional High School we value:

- Honesty, integrity, openness and fairness in all decisions and actions which affect the school system ➤ Respect for the uniqueness of all individuals
- Ownership by all in the education process
- The pursuit of excellence while endeavouring to maintain a high level of achievement consistent with abilities
- Cooperation in building and maintaining partnerships through a collaborative approach
- A sense of pride and ownership in the growth of our education system

## **Regional High School Goals:**

- 1) Improving student achievement
- 2) Building quality relationships



## **CONTEXTUAL INFORMATION and STAKEHOLDER ENGAGEMENT:**

### **ST. PAUL COMMUNITY PROFILE**

St. Paul is the central community within the County of St. Paul with a population of 5600, while the county has a population of about 6500. The town is 200 kilometres northeast of Edmonton, within Census Region 12. The area is primarily agrarian-based, with some oil activity. There are three First Nation reserves within close proximity. The cultural makeup of this area is primarily that of three cultures: French, Ukrainian, and First Nations. There are some culturally based organizations, but these are primarily centred on culture rather than specific issues.

### **ABOUT THE REGIONAL HIGH SCHOOL**

St. Paul Regional High School is the only high school in the Town of St. Paul and the largest of the high schools in this division. We offer academic, career, and technology programs to our approximately 360 grade 10, 11 and 12 students. Traditionally, we have drawn students from surrounding jurisdictions to our career and technology programs and to our larger choice of courses. The “Regional” as we are known, offers the Knowledge and Employability Program for those students who are encountering difficulties while working towards a standard high school diploma. We also have students actively utilizing our Student Support Program offering a combination of pullout and one-to-one help. We offer an extensive off-campus education program, in conjunction with the RAP (Registered Apprenticeship Program), and Green Certificate program. There are 21 certified teachers on staff. We currently have 9 instructional assistants on staff and two certified journeymen who are responsible for the delivery of two career and technology programs

#### **Facilities**

- 5 Science Labs
- Full-Service Cafeteria
- Art Room
- Modern Theatre and a Modern Library
- 4 Computer Labs
- Large Gymnasium
- Weight Room
- Breakout Room
- St. Paul Alternate Education Center
- Class sets of Chromebooks in a variety of classrooms

#### **CTS Labs:**

- Construction
- Cosmetology
- Mechanics
- Communication Technology
- Fabrication
- Food Studies
- Rock and Pop music room



**Programs offered at the St. Paul Regional High School**

- Alberta Core Curriculum, Career & Technologies Studies: Off Campus Education, Green Certificate Program, Registered Apprenticeship Program, Cosmetology Studies, Fabrication Studies, Food Studies, Financial Management, Communication Technology, Mechanics/ Automotive technology, Information Processing, Sports Performance, Legal Studies, Construction Technologies
- Multiple Track Programming - English, French & Cree
- Fine Arts: Music, Art, Rock and Pop and Drama
- Distance Education through Alberta Distance Learning Center
- Knowledge & Employability Program

**Communication and Parent Involvement**

The Regional School Council is an active and informed support for the school. We see parents as our partners in the education process. We feel home-school communication has a high priority at the school. The Powerschool Program has been utilized effectively to communicate with students and parents regarding attendance and progress in subjects. All parents can access it through the internet. Parent-teacher interviews are held each semester. Contact home with regard to attendance, progress and/or accomplishments is made on a regular basis in many different manners including e-mail, phone calls and texting.



## Goal One: St. Paul Regional students are successful

**Outcome: The growth and success of every student is supported from early learning to high school completion.**

### Strategies

- a. Regional will develop specific action plans to address the improvement of students' achievement as measured by the Provincial Diploma Examinations.
- b. Note expectations and targets in the 'Three Year Education Plan'.
- c. Continue the refinement and enhancement of best practices associated with assessment and reporting.
- d. Support teachers' professional learning.
- e. Continue to support the development of school climate and culture.
- f. Continue to review the continuum of supports (Pyramid of Interventions) to align with our mission and vision.
- g. Continue to look at areas of concern and try various ideas using High school Redesign to meet the needs of the students.
- h. Continue the refinement and enhancement of best practices associated with assessment and reporting.
- i. Support teachers' professional learning.
- j. Continue to support the development of school climate and culture.
- k. Continue to review the continuum of supports (Pyramid of Interventions) to align with our mission and vision.
- l. Interventions) to align with our mission and vision.
- m. Continue to look at areas of concern and try various ideas using High school Redesign to meet the needs of the students.

- 
- Provincial Measures
  - Diplomas (acceptable and standard of excellence)
  - Academic Engagement
  - Access to Supports and Services
  - Regional will develop specific action plans to address the improvement of students' achievement as measured by the Provincial Diploma Examinations.
  - Note expectations and targets in the 'Three Year Education Plan'.



## Goal Two: FNMI students attending St. Paul Regional High School are successful

**Outcome: The systemic gap between FNMI results and Division-wide results is narrowed.**

### Strategies

#### **Improve Division FNMI Drop-Out Rates and High School Completion Rates:**

By working individually with high school FNMI students and their families on fulfilling graduation requirements, academic counselling, and post-secondary and scholarship application.

#### **Focus on Division Goal 2 (Building Quality Relationships) for FNMI students through the following strategies:**

Build awareness and cultural sensitivity through activities such as the Blanket Exercise, traditional pipe ceremonies, visiting Blue Quills residential school, Orange Shirt Day, National Aboriginal Day, etc.

#### **Focus on Improving Student Achievement for FNMI students through the following strategies:**

Increase the knowledge and understanding of the Truth and Reconciliation Commission of Canada's final report.

- Continue to look at High School Redesign to meet the needs of our FNMI students
- Division Pow Wow
- School data analysis, follow-ups and individual school goal-setting
- Student Support Teams
- Attend FNMI Division meetings
- Investment in technology and Google implementation
- Welcoming elders into our schools
- Attend Division Pow Wow
- Division and school data analysis, follow-ups and individual school goal-setting
- Student Support Teams
- K & E Programming
- Investment in technology and Google implementations





**Goal Three: St. Paul Regional High School has excellent teachers, school leaders, and school authority leaders**

**Outcome: St. Paul Regional High School provides welcoming, high-quality working and learning environments**

**Strategies**

- Collaborative professional development opportunities
- Attend Local ATA PD day
- Review school education plans to support continuous improvement, collaboration, coordination of PD, etc.
- Promote and support the use of a variety of effective and balanced student assessment techniques
- Learning Commons redesign
- Implementation of the Learning and Technology Policy Framework
- Learning coach model with Coordinators of Student Supports
- Continue to change courses to meet the needs of student with High School Redesign
- Maintain new teacher mentorship
- Maintain and/or improve percentages of parents, students, and teachers who are satisfied that students receive a broad program of studies by expanding course offerings through dual-credit opportunities in partnership with Lakeland College and NAIT, locally-developed courses, special projects or courses.

**Provincial Measures**

- **Education Quality**

**Local Measures**

- **Division Satisfaction Survey**





**Goal Four: St. Paul Regional High School governance and management is based on continual improvement and responsive to diverse stakeholders**

**Outcome: St. Paul Regional High School uses evidence-informed practices, stakeholder engagement, and partnerships to support continual improvement.**

**Strategies**

Maintain and/or improve the Percentage of teacher, parent and student agreement that:

- students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

Maintain and/or improve percentages of teachers, parents, and students satisfied with the overall quality of basic education.

Supported by the following strategies:

- Recognize and respect cultural, linguistic, spiritual, and religious diversity in the Regional by building a culture which respects the rights and beliefs of others to make decisions about their own lives while treating everyone with the highest degree of dignity and fairness
- Ensure student access to cultural and linguistic programming
- Ensure that diversity continues to be supported through governance structure and leadership
- maintain transparency through continued engagements and communication strategies
- enable and promote ongoing communication through various media
- support the formation and maintenance of active school advisory
- attend regular meetings of the Occupational Health and Safety meeting
- continue to review and maintain staff health and safety training

**Provincial Measures**

- **Parental Involvement**

**Local Measures**

- **Division Satisfaction Survey**
- **School Advisory participation**



## Goal Five: Wellness

**Outcome: St. Paul Regional High School creates a culture that supports wellness for students and staff.**

### Strategies

- continue to develop and adjust a comprehensive school health model to be responsive to effects of the pandemic moving forward
- develop and share individualized school practices to support and promote well-being, satisfaction, and positive morale for all students and staff with involvement from all groups who support students (administrators, COSS, FSLWs, therapists, career counsellors, etc.)
- focus on relationships as an effective method to maintain system wellness
- maintain a safe school environment (e.g., Violent Threat Risk Assessment protocol, trauma-informed practices)

### Provincial Measures

- Citizenship
- Safe and Caring



### Spring 2021 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Ecole Regionale St. Paul			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	80.2	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	78.5	70.2	77.4	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	87.6	85.2	86.7	83.4	80.3	79.6	High	Maintained	Good
	5-year High School Completion	92.9	94.2	89.6	86.2	85.3	84.8	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	84.7	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	22.8	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.1	83.0	89.0	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.4	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	84.5	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	78.3	73.5	79.2	79.5	81.8	81.4	n/a	n/a	n/a

Notes:

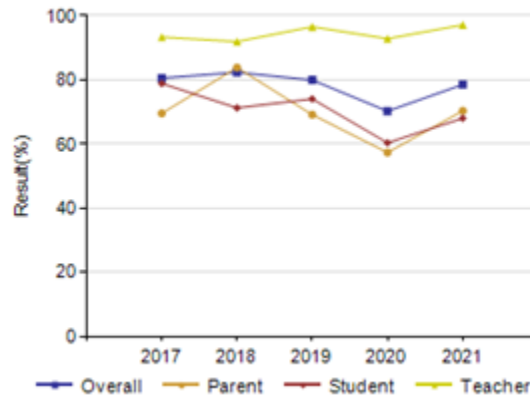
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
- Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
- The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
- 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 (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
- 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, Social Studies 30-2.



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

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	130	80.5	113	82.3	179	81.3	170	79.2	220	78.5	n/a	n/a	n/a	1,257	78.9	1,341	79.8	1,670	80.2	1,411	79.3	2,142	77.3	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	12	69.5	15	83.8	19	69.1	15	57.3	13	70.3	n/a	n/a	n/a	181	73.6	203	76.8	242	75.8	199	76.0	161	70.6	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	94	78.8	73	71.2	92	74.0	95	60.3	133	68.0	n/a	n/a	n/a	828	72.3	891	71.9	1,185	72.6	971	70.1	1,761	70.1	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	24	93.3	25	91.9	23	96.5	25	92.8	14	97.1	n/a	n/a	n/a	248	90.8	247	90.9	243	92.1	241	91.9	220	91.2	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1

Graph of School Results



Notes:

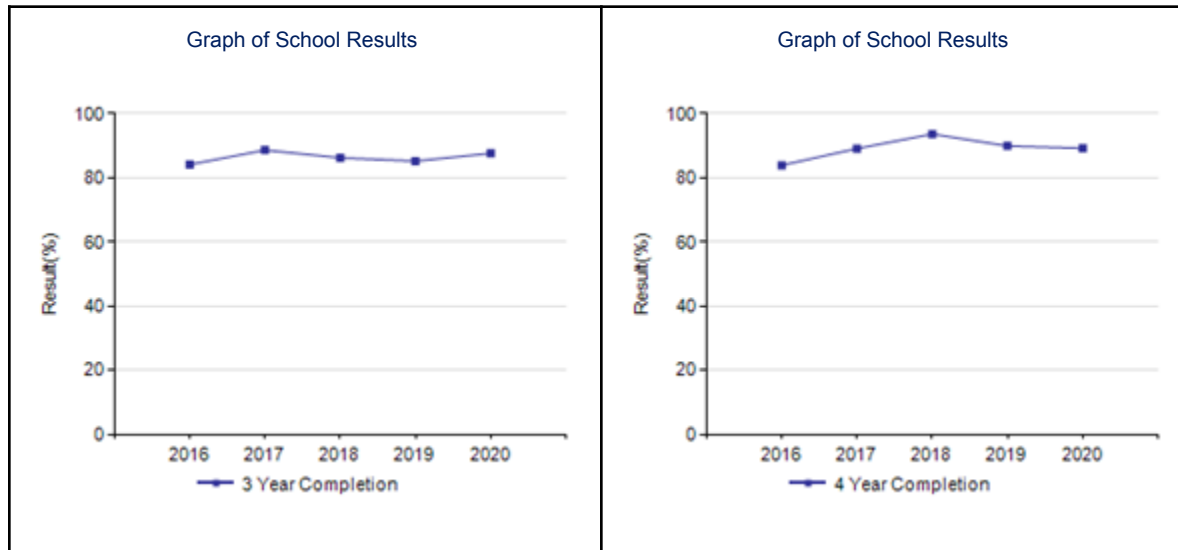
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.
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. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.



## 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.

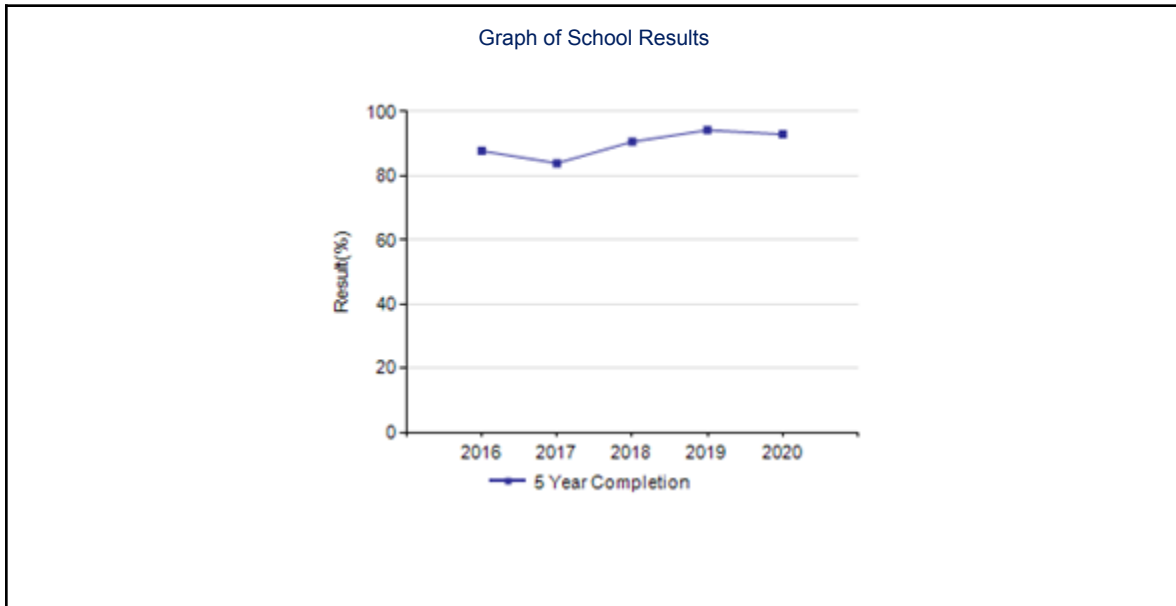
	School										Measure Evaluation			Authority										Province									
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall	2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	108	84.1	129	88.6	122	86.2	111	85.2	110	87.0	High	Maintained	Good	287	74.8	298	79.7	266	79.8	270	78.9	250	81.0	44,823	78.5	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4
4 Year Completion	102	83.9	108	89.1	127	93.6	122	89.2	109	89.2	High	Maintained	Good	291	75.7	287	81.9	297	85.7	266	84.7	268	82.9	43,739	81.6	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0
5 Year Completion	130	87.2	102	83.9	108	90.6	127	94.2	122	92.9	Very High	Maintained	Excellent	304	83.6	292	78.8	285	84.8	297	87.8	266	86.6	44,191	83.6	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2



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 2015/16 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.
4. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
5. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system

## High School Completion Rate – Measure Details



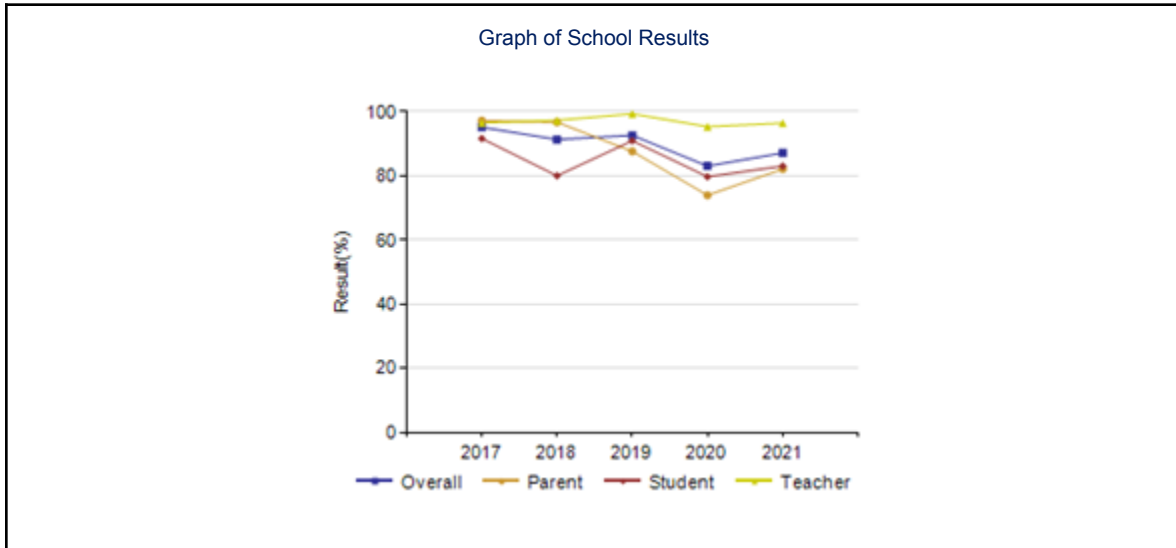
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3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

## Education Quality – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Ac hi eve me nt	Im pro ve ment	Ove rall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	130	95.1	113	91.3	135	92.6	135	83.0	222	87.1	n/a	n/a	1,259	89.5	1,340	90.0	1,669	89.7	1,410	88.5	2,143	85.9	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	
Parent	12	97.2	15	96.7	19	87.6	15	73.9	13	82.1	n/a	n/a	182	84.1	203	87.6	242	84.8	199	83.7	161	80.8	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	
Student	94	91.6	73	80.0	92	90.9	95	79.7	195	83.0	n/a	n/a	828	89.8	890	88.7	1,183	87.9	970	86.6	1,762	84.5	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	
Teacher	24	96.5	25	97.3	24	99.3	25	95.3	14	96.4	n/a	n/a	249	94.5	247	93.6	244	96.5	241	95.1	220	92.4	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	



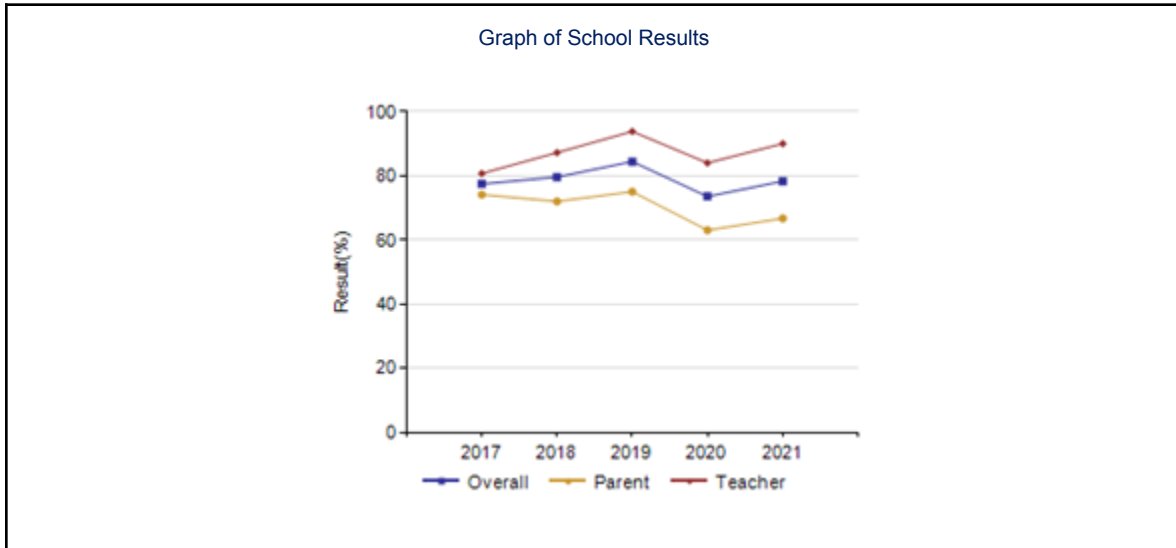
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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

### Parental Involvement – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	36	77.4	40	79.6	41	84.4	40	73.0	27	78.3	n/a	n/a	n/a	429	77.4	450	76.2	483	78.4	438	76.5	381	71.8	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	12	74.1	15	72.0	18	75.0	15	63.0	13	66.7	n/a	n/a	n/a	180	72.1	203	69.5	240	72.0	197	66.4	161	62.8	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	24	80.7	25	87.2	29	93.8	25	84.0	14	90.0	n/a	n/a	n/a	249	82.6	247	82.9	243	84.8	241	86.6	220	80.8	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8



Notes:

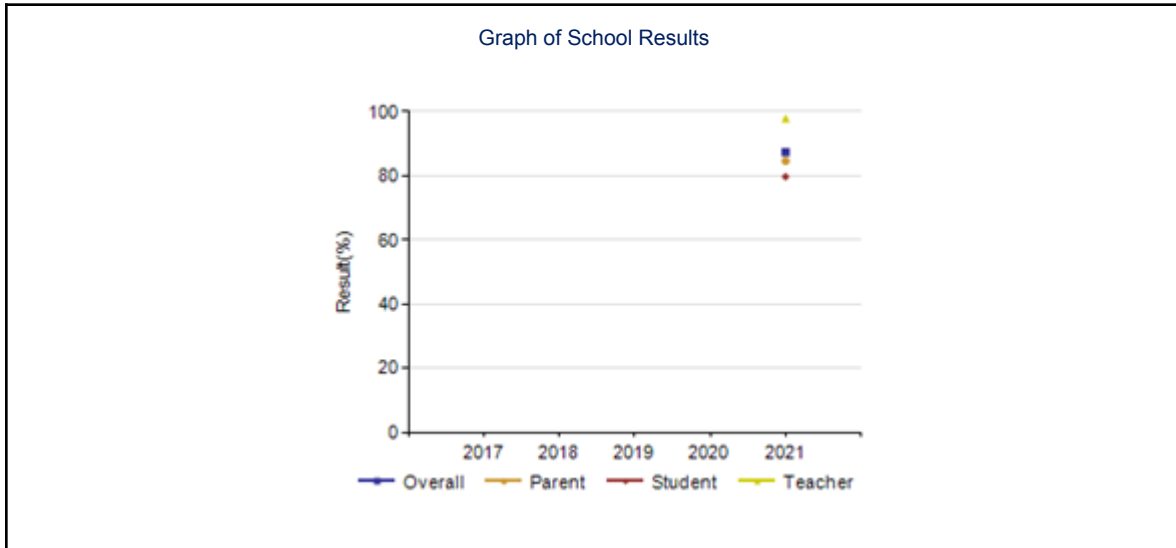
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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	School										Measure Evaluation			Authority										Province										
	2017		2018		2019		2020		2021		Achievem ent	Improveme nt	Over all	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22	87.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,147	84.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13	84.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	161	80.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19	79.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,766	76.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14	97.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	220	95.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3





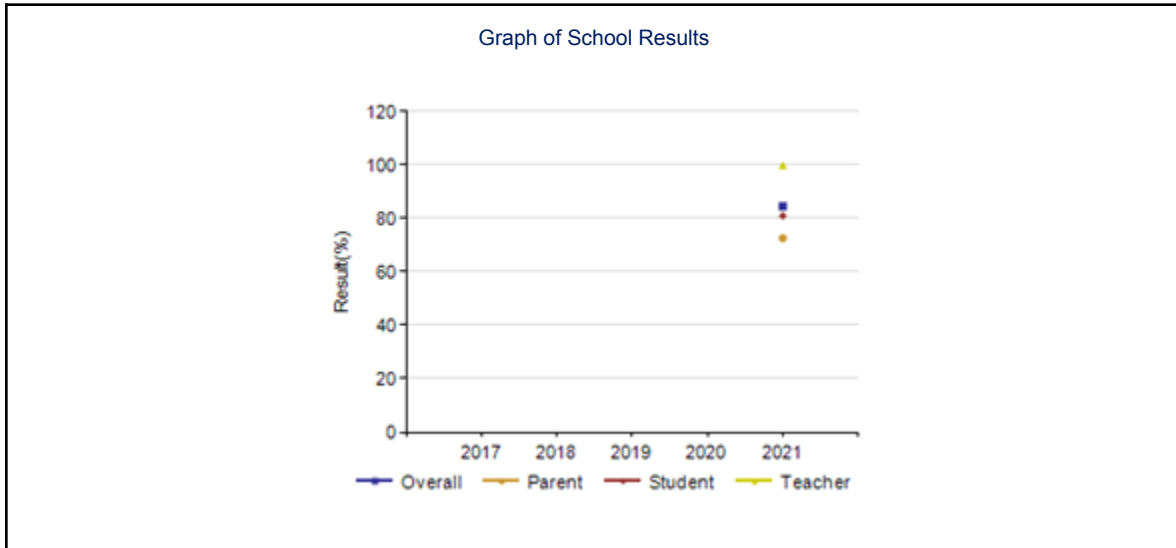
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. 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.

## Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	School										Measure Evaluation			Authority										Province												
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021				
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22	84.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,141	80.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13	72.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	161	71.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19	81.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,760	78.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	220	92.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. 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.

### Supplemental *Alberta Education Assurance Measures* - Overall Summary

Measure	Ecole Regionale St. Paul			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	50.4	49.6	n/a	56.6	56.4	n/a	n/a	n/a
Drop Out Rate	1.6	1.2	1.0	2.6	2.7	2.6	Very High	Maintained	Excellent
Program of Studies	78.5	71.9	78.3	81.9	82.4	82.1	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	66.1	67.5	65.9	68.0	66.6	64.9	Intermediate	Maintained	Acceptable
Safe and Caring	89.8	83.6	87.3	90.0	89.4	89.1	n/a	n/a	n/a
School Improvement	89.6	73.7	81.6	81.4	81.5	81.0	n/a	n/a	n/a
Transition Rate (6 yr)	62.1	57.0	57.4	60.0	60.3	59.5	Intermediate	Maintained	Acceptable
Work Preparation	83.3	77.3	88.9	85.7	84.1	83.2	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Only supplemental measures with Achievement standards are included in the Supplemental AEMs – Overall Summary.
3. Participation in the 2020/21 AEA survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
4. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.



## Measure Evaluation Reference (Supplemental AEAMs)

### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that 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
4-year High School Completion	0.00 - 71.57	71.57 - 78.63	78.63 - 87.93	87.93 - 91.45	91.45 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 36.23	36.23 - 41.92	41.92 - 58.66	58.66 - 71.19	71.19 - 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
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00
Transition Rate (4 yr)	0.00 - 21.98	21.98 - 30.52	30.52 - 44.34	44.34 - 61.50	61.50 - 100.00
Transition Rate (6 yr)	0.00 - 35.49	35.49 - 49.47	49.47 - 62.88	62.88 - 72.76	72.76 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00

Notes:

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

### Improvement Table

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

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

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

**Overall Evaluation Table**

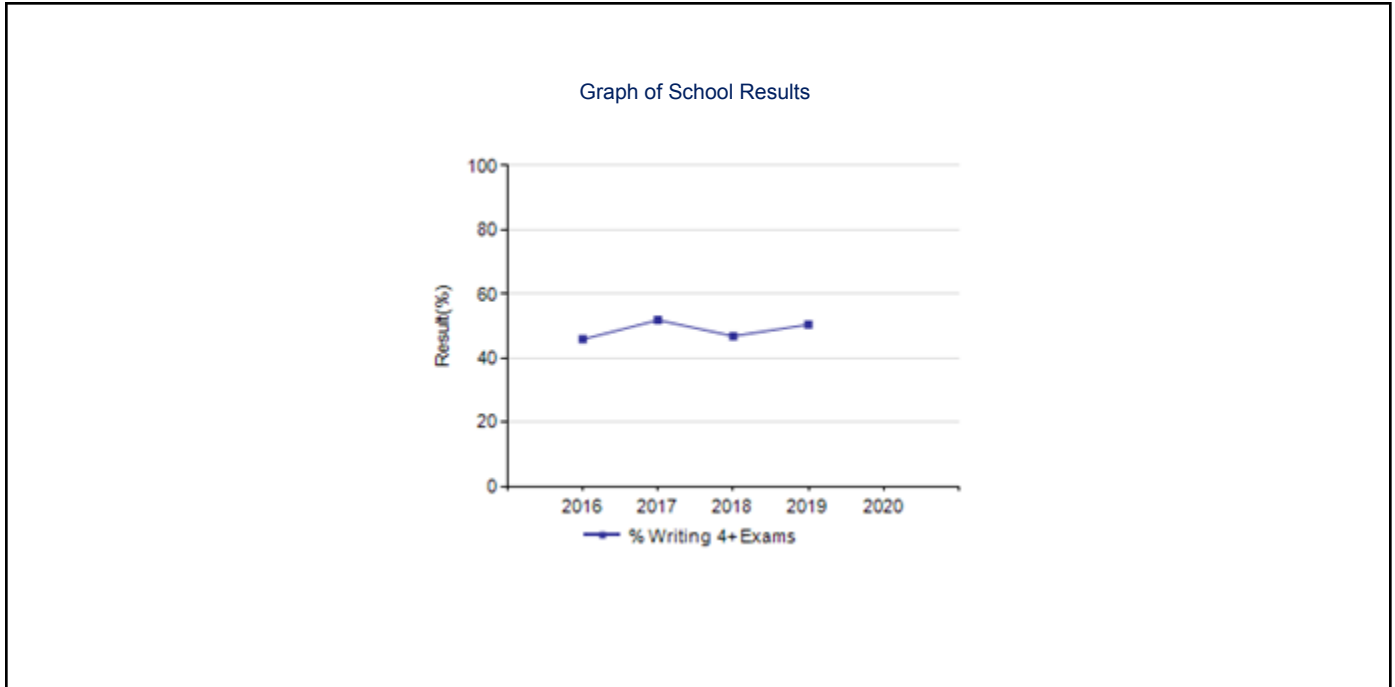
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

**Diploma Examination Participation Rate – Measure Details**

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

	School					Measure Evaluation			Authority					Province				
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
<b>N</b>	108	129	122	111	110	n/a	n/a	n/a	287	298	266	270	250	44,823	44,982	44,978	45,354	46,245
% Writing 0 Exams	16.9	11.4	14.6	14.8	n/a	n/a	n/a	n/a	25.0	18.6	20.2	19.7	n/a	14.6	14.4	13.9	13.9	n/a
% Writing 1+ Exams	83.1	88.6	85.4	85.2	n/a	n/a	n/a	n/a	75.0	81.4	79.8	80.3	n/a	85.4	85.6	86.1	86.1	n/a
% Writing 2+ Exams	81.3	87.9	82.9	84.3	n/a	n/a	n/a	n/a	72.0	77.6	77.5	77.8	n/a	82.3	82.7	83.3	83.3	n/a
% Writing 3+ Exams	60.7	62.0	57.5	57.7	n/a	n/a	n/a	n/a	47.3	52.0	52.1	51.4	n/a	65.5	66.5	67.1	67.1	n/a
% Writing 4+ Exams	45.8	51.8	46.8	50.4	n/a	n/a	n/a	n/a	36.9	44.4	39.9	42.7	n/a	55.2	56.0	56.6	56.6	n/a
% Writing 5+ Exams	29.0	33.7	32.0	41.2	n/a	n/a	n/a	n/a	25.4	28.7	26.8	31.0	n/a	37.7	38.0	38.8	38.3	n/a
% Writing 6+ Exams	5.6	10.2	14.8	13.7	n/a	n/a	n/a	n/a	6.4	11.6	11.1	11.7	n/a	13.7	14.0	14.3	13.7	n/a



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 the Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 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.
5. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.



## Diploma Examination Participation Rate – Measure Details

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
<b>N</b>	<b>108</b>	<b>129</b>	<b>122</b>	<b>111</b>	<b>110</b>	<b>287</b>	<b>298</b>	<b>266</b>	<b>270</b>	<b>250</b>	<b>44,823</b>	<b>44,982</b>	<b>44,978</b>	<b>45,354</b>	<b>46,245</b>
English Language Arts 30-1	28.7	47.3	45.9	51.4	n/a	28.9	39.6	36.5	43.0	n/a	54.2	55.3	56.6	55.9	n/a
English Language Arts 30-2	51.9	45.7	45.1	38.7	n/a	41.8	42.3	43.2	37.0	n/a	28.8	29.0	27.9	29.0	n/a
<b>Total of 1 or more English Diploma Exams</b>	<b>79.6</b>	<b>86.8</b>	<b>83.6</b>	<b>83.8</b>	<b>n/a</b>	<b>70.4</b>	<b>78.9</b>	<b>76.3</b>	<b>77.4</b>	<b>n/a</b>	<b>80.5</b>	<b>81.3</b>	<b>81.5</b>	<b>81.7</b>	<b>n/a</b>
Social Studies 30-1	16.7	34.1	28.7	45.9	n/a	22.3	29.2	25.6	32.2	n/a	45.4	45.2	45.2	44.3	n/a
Social Studies 30-2	64.8	55.8	55.7	39.6	n/a	48.8	48.7	50.4	46.3	n/a	36.0	36.6	37.3	38.0	n/a
<b>Total of 1 or more Social Diploma Exams</b>	<b>81.5</b>	<b>86.8</b>	<b>84.4</b>	<b>82.9</b>	<b>n/a</b>	<b>71.1</b>	<b>76.5</b>	<b>75.9</b>	<b>77.4</b>	<b>n/a</b>	<b>80.7</b>	<b>81.2</b>	<b>81.8</b>	<b>81.7</b>	<b>n/a</b>
Pure Mathematics 30	0.0	0.0	0.0	0.0	n/a	0.0	0.0	0.0	0.0	n/a	0.0	0.0	0.0	0.0	n/a
Applied Mathematics 30	0.0	0.0	0.0	0.0	n/a	0.0	0.0	0.0	0.0	n/a	0.0	0.0	0.0	0.0	n/a
Mathematics 30-1	23.1	33.3	30.3	34.2	n/a	17.1	22.5	22.6	24.1	n/a	36.6	35.7	36.7	35.4	n/a
Mathematics 30-2	29.6	17.8	19.7	16.2	n/a	23.0	23.5	21.1	18.1	n/a	23.8	25.2	25.0	26.1	n/a
<b>Total of 1 or more Math Diploma Exams</b>	<b>51.9</b>	<b>51.2</b>	<b>50.0</b>	<b>49.5</b>	<b>n/a</b>	<b>39.7</b>	<b>46.0</b>	<b>43.6</b>	<b>41.9</b>	<b>n/a</b>	<b>58.6</b>	<b>58.9</b>	<b>59.6</b>	<b>59.3</b>	<b>n/a</b>
Biology 30	38.0	45.7	39.3	45.0	n/a	26.8	35.2	33.5	35.6	n/a	40.9	42.0	42.9	42.4	n/a
Chemistry 30	22.2	28.7	26.2	32.4	n/a	22.6	24.5	22.2	25.6	n/a	35.7	35.3	36.0	35.2	n/a
Physics 30	5.6	10.9	16.4	13.5	n/a	8.4	11.4	12.4	10.7	n/a	19.4	18.8	18.8	17.7	n/a
Science 30	24.1	20.2	18.9	20.7	n/a	17.1	18.1	17.7	21.1	n/a	15.8	17.0	17.1	18.2	n/a
<b>Total of 1 or more Science Diploma Exams</b>	<b>52.8</b>	<b>60.5</b>	<b>52.5</b>	<b>55.0</b>	<b>n/a</b>	<b>41.8</b>	<b>48.3</b>	<b>46.6</b>	<b>47.4</b>	<b>n/a</b>	<b>60.8</b>	<b>61.6</b>	<b>62.1</b>	<b>62.1</b>	<b>n/a</b>
Français 30-1	0.0	0.0	0.0	0.0	n/a	0.0	0.0	0.0	0.0	n/a	0.3	0.3	0.3	0.3	n/a
French Language Arts 30	0.0	0.0	0.0	0.0	n/a	0.0	0.0	0.0	0.0	n/a	2.8	3.0	2.7	2.6	n/a
<b>Total of 1 or more French Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>n/a</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>n/a</b>	<b>3.1</b>	<b>3.3</b>	<b>3.0</b>	<b>2.9</b>	<b>n/a</b>

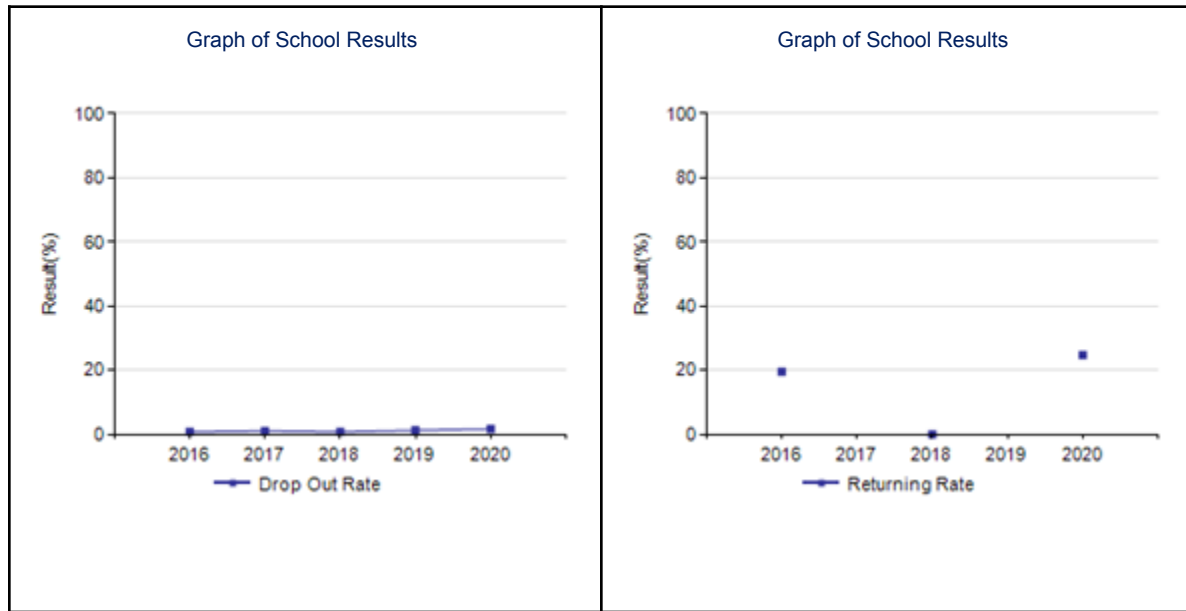


Notes:

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2. Participation in the Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 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.
5. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

## Drop Out Rate – Measure Details

	School										Measure Evaluation			Authority										Province									
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall	2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	Drop Out Rate	348	0.76	336	1.30	372	0.77	349	1.32	340	1.6	Very High	Maintained	Excellent	1,126	3.8	1,098	1.6	1,080	3.2	1,043	3.2	1,018	2.3	181,382	3.0	182,062	2.3	182,832	2.6	184,812	2.7	186,228
Returning Rate	719	5.8	5*8	0.0	5*5	6.24	n/a	n/a	n/a	66	13.8	49	22.5	39	36.1	46	32.6	47	25.5	7,614	18.9	7,626	19.9	6,800	22.7	6,750	18.2	6,720	18.1				



Notes:

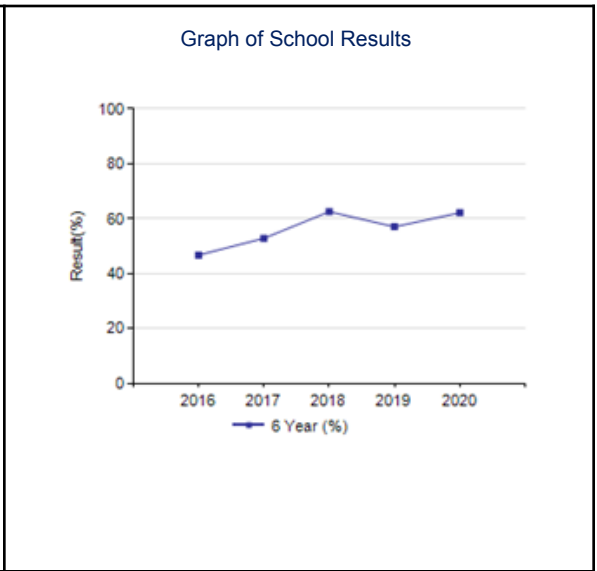
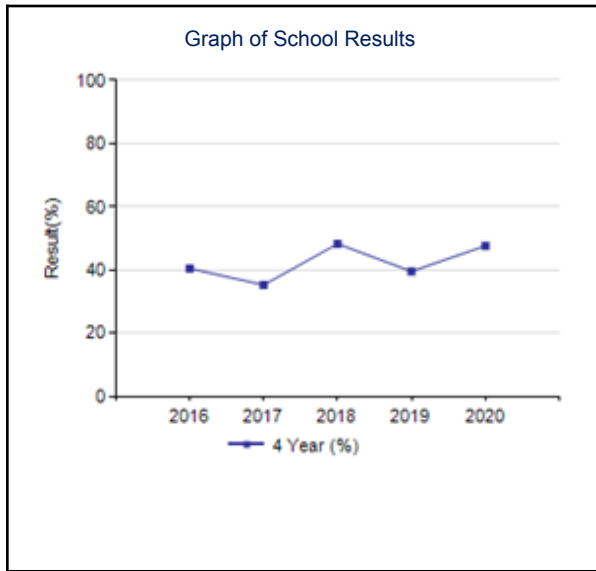
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.



## 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										Measure Evaluation			Authority										Province									
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall	2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
4 Year Rate	102	40.4	108	35.2	127	48.2	122	39.5	109	47.6	High	Improved	Good	291	29.5	287	31.8	297	40.0	266	33.6	268	40.0	43,739	37.1	44,841	39.4	44,994	40.2	44,980	40.9	45,351	40.5
6 Year Rate	111	46.7	130	52.8	102	62.5	108	57.0	127	62.1	Intermediate	Maintained	Acceptable	293	47.1	303	47.9	292	47.9	285	48.8	297	52.5	44,848	58.1	44,182	59.0	43,728	59.1	44,832	60.3	44,983	60.0



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

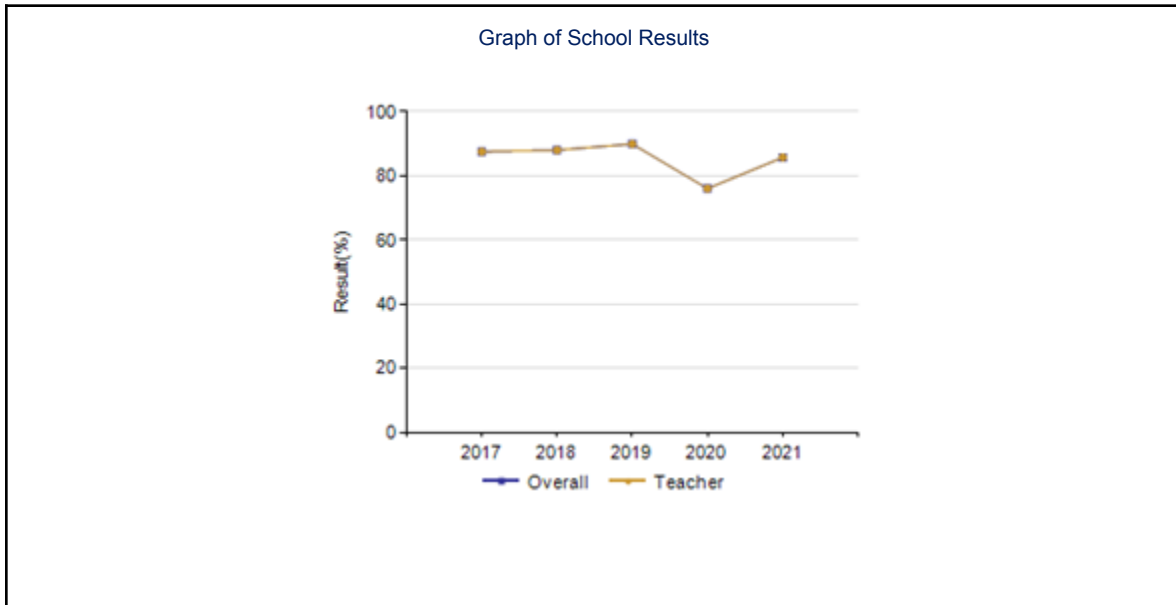




## In-service Jurisdiction Needs– Measure Details

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	24	87.5	25	88.0	23	89.9	25	76.0	14	85.7	n/a	n/a	n/a	24	86.7	24	86.5	24	83.2	23	82.9	21	84.4	31,2	84.8	32,4	84.3	33,0	85.7	33,7	85.6	29,6	84.9
Teacher	24	87.5	25	88.0	23	89.9	25	76.0	14	85.7	n/a	n/a	n/a	24	86.7	24	86.5	24	83.2	23	82.9	21	84.4	31,2	84.8	32,4	84.3	33,0	85.7	33,7	85.6	29,6	84.9



Notes:

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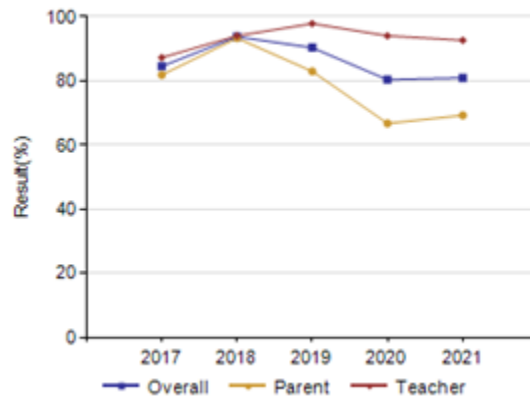


## Lifelong Learning – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achi evem ent	Improv ement	Over all	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	35	84.5	40	93.7	41	90.3	40	80.3	27	80.9	n/a	n/a	n/a	420	70.4	441	72.8	465	71.4	429	69.5	370	72.0	62,589	71.0	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1
Parent	11	81.8	15	93.3	18	82.9	15	66.7	13	69.2	n/a	n/a	n/a	174	62.1	195	68.7	223	65.2	189	60.8	152	65.2	31,326	64.8	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3
Teacher	24	87.2	25	94.0	23	97.8	25	94.0	14	92.6	n/a	n/a	n/a	246	78.7	246	76.9	242	77.6	240	78.2	218	79.7	31,263	77.3	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9

Graph of School Results



Notes:

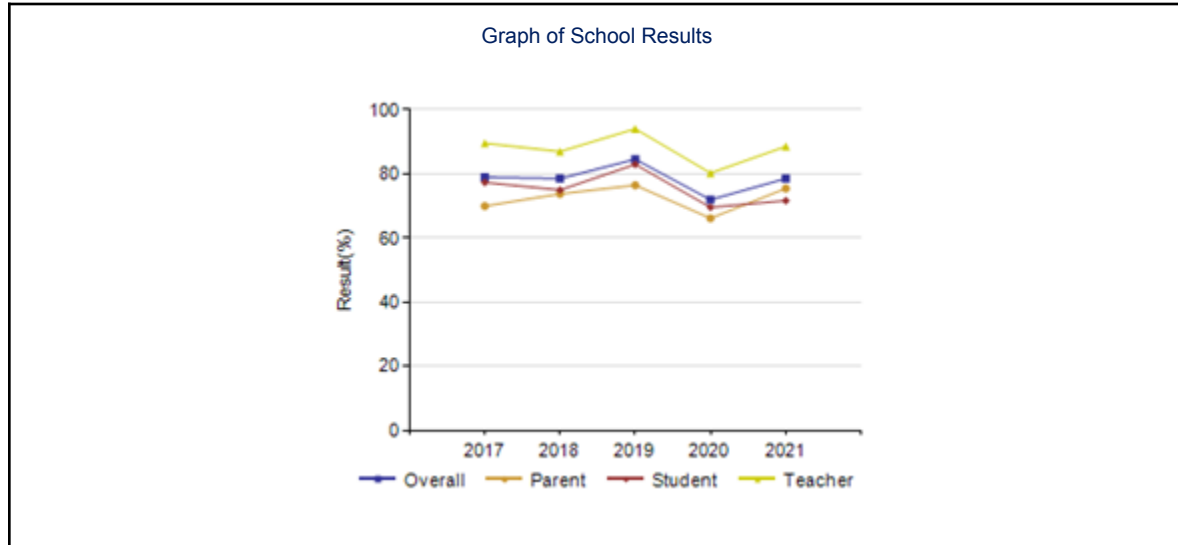
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## Program of Studies – Measure Details

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										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	130	78.9	113	78.5	184	84.5	171	71.9	220	78.5	n/a	n/a	n/a	96	78.6	103	76.9	111	77.6	100	74.6	147	75.6	207	81.9	175	81.9	181	82.2	184	82.4	157	81.9
Parent	12	69.9	15	73.7	19	76.4	15	66.1	13	75.4	n/a	n/a	n/a	18	79.3	20	75.5	24	79.4	19	76.0	16	74.2	32	80.1	35	79.9	52	80.1	36	80.1	30	81.7
Student	94	77.3	73	74.9	92	82.9	95	69.5	109	71.6	n/a	n/a	n/a	53	73.6	58	71.3	64	69.2	57	65.6	65	68.2	142	77.7	107	77.2	113	77.4	113	77.8	96	74.9
Teacher	24	89.5	25	86.9	24	94.0	25	80.2	14	88.5	n/a	n/a	n/a	29	82.9	24	84.7	24	84.1	24	82.2	21	87.3	31	88.7	32	88.4	33	89.1	33	89.3	30	89.2



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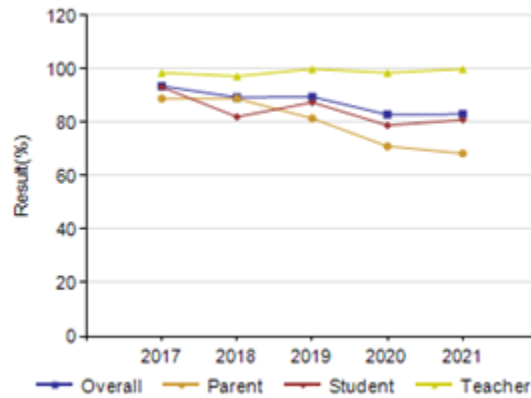


## Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	130	93.6	113	89.4	133	89.3	123	82.9	220	83.1	n/a	n/a	n/a	1257	84.3	1336	85.3	1668	85.7	1410	84.9	2140	80.8	160737	84.9	253515	84.2	265362	84.7	264165	84.9	230686	82.7
Parent	12	88.9	15	88.9	19	81.5	15	71.5	13	68.4	n/a	n/a	n/a	181	74.5	199	77.6	242	79.9	198	77.4	160	69.1	32800	77.2	35439	77.0	35184	77.8	36.846	78.1	30.874	76.7
Student	94	93.2	73	82.1	91	87.5	95	78.9	193	81.0	n/a	n/a	n/a	827	83.0	890	83.1	1184	82.0	971	80.6	1760	78.9	96489	83.4	185470	81.7	196933	81.9	193409	82.2	169631	80.2
Teacher	24	98.6	25	97.3	23	100.0	25	98.6	14	100.0	n/a	n/a	n/a	249	95.2	247	95.1	242	95.1	241	96.8	220	94.6	31448	94.1	32606	94.0	33245	94.5	33.910	94.4	30.181	91.2

Graph of School Results



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## Rutherford Eligibility Rate – Measure Details

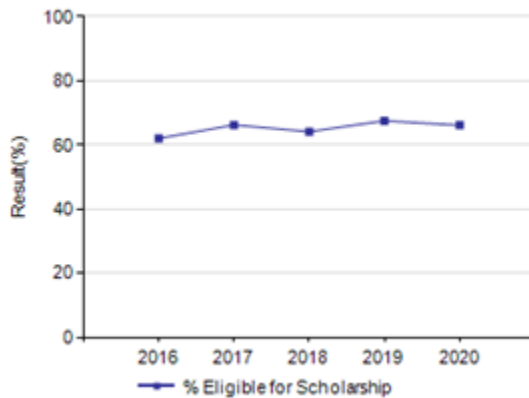
Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	School										Measure Evaluation			Authority										Province									
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall	2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	108	62.0	136	66.2	128	64.1	120	67.5	115	66.1	Intermediate	Maintained	Acceptable	260	53.5	302	61.3	280	57.9	281	61.9	259	60.2	590	63.3	601	63.4	605	64.8	589	66.7	593	68.0

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
2016	108	64	59.3	53	49.1	43	39.8	67	62.0
2017	136	76	55.9	81	59.6	62	45.6	90	66.2
2018	128	77	60.2	65	50.8	56	43.8	82	64.1
2019	120	73	60.8	66	55.0	58	48.3	81	67.5
2020	115	63	54.8	62	53.9	45	39.1	76	66.1

Graph of School Results

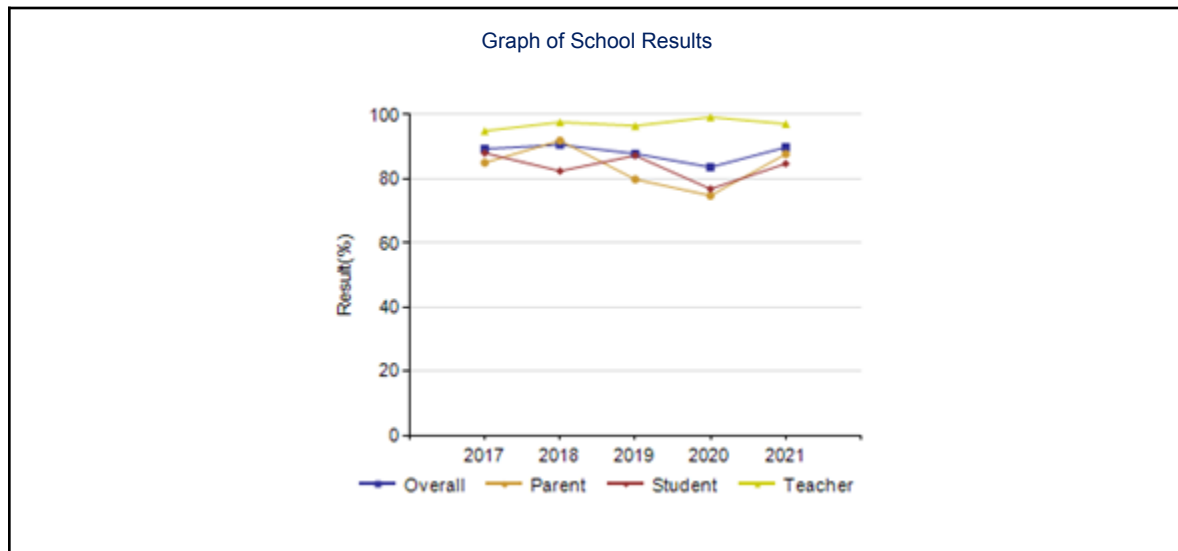




## Safe and Caring – Measure Details

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										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improve ment	Ove rall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Over all	130	89.3	113	90.6	133	87.3	135	83.6	222	89.2	n/a	n/a	n/a	1257	85.6	1340	86.9	1667	86.7	1410	86.1	2142	86.1	299627	89.5	253494	89.0	265382	89.0	264204	89.4	230987	90.0
Parent	12	85.0	15	91.9	19	79.8	15	74.7	13	87.3	n/a	n/a	n/a	182	82.4	203	84.4	242	85.4	199	84.4	161	82.4	32868	89.9	35486	89.4	35247	89.7	36899	90.2	30969	90.5
Student	94	88.0	73	82.4	91	87.1	95	76.8	195	84.7	n/a	n/a	n/a	827	80.2	890	81.7	1182	80.1	970	78.2	1761	81.0	235302	83.3	185384	82.5	196856	82.3	193364	82.6	169813	84.0
Teacher	24	94.9	25	97.6	23	96.5	25	99.2	14	97.4	n/a	n/a	n/a	248	94.1	247	94.5	243	94.6	241	95.7	220	94.9	31457	95.3	32624	95.0	33279	95.1	33941	95.3	30205	95.4



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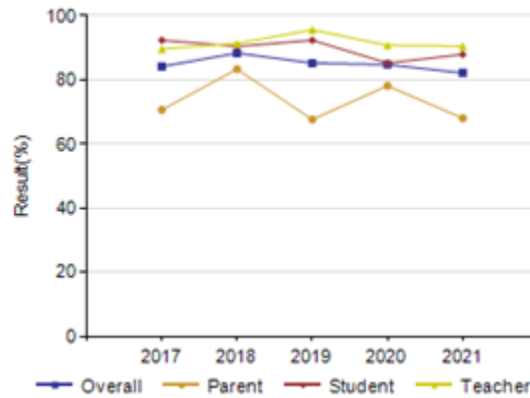


## Satisfaction with Program Access – Measure Details

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	130	84.1	113	88.3	132	85.2	135	84.7	120	82.1	n/a	n/a	n/a	1251	77.3	1336	76.2	1650	76.9	1399	78.9	2131	74.2	159543	73.2	251836	72.8	263978	73.1	262662	75.2	228281	71.8
Parent	12	70.6	15	83.3	18	67.6	15	78.1	13	68.0	n/a	n/a	n/a	176	62.9	202	65.6	230	65.2	193	70.6	154	63.3	31898	61.6	34350	61.2	34371	61.1	35963	68.4	29417	65.7
Student	94	92.3	73	90.4	91	92.3	95	85.2	119	87.9	n/a	n/a	n/a	826	83.4	889	81.3	1177	82.3	968	80.7	1758	75.4	96258	80.0	184949	78.9	196411	78.8	192861	79.0	168839	71.9
Teacher	24	89.6	25	91.3	23	95.6	25	90.7	14	90.5	n/a	n/a	n/a	249	85.5	245	81.6	243	83.1	238	85.2	219	83.9	31387	78.1	32537	78.3	33196	79.3	33838	78.1	30025	77.8

Graph of School Results



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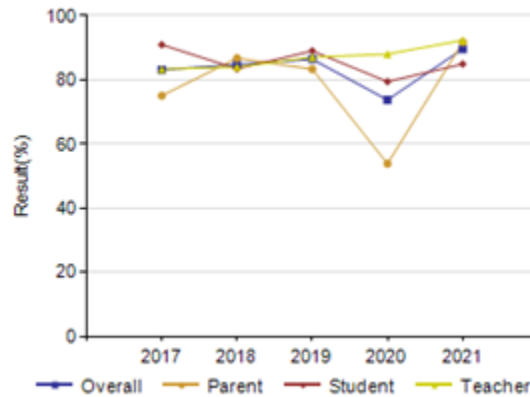


## School Improvement – Measure Details

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										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	130	83.1	113	84.7	132	86.4	133	73.7	216	89.1	n/a	n/a	n/a	1251	82.6	1334	84.3	1663	81.3	1398	83.5	2107	80.3	297632	81.4	251246	80.3	263364	81.0	262079	81.5	224041	81.4
Parent	12	75.0	15	86.7	18	83.3	33	53.8	92	91.7	n/a	n/a	n/a	176	77.8	201	85.6	237	81.0	190	82.1	153	77.8	31845	80.8	34237	79.3	34159	80.3	35896	80.0	28016	81.7
Student	94	90.9	73	83.4	91	89.0	95	79.4	191	84.9	n/a	n/a	n/a	828	85.2	890	83.9	1184	81.5	969	79.7	1748	77.6	234964	81.1	185106	80.2	196592	79.4	192917	79.6	167992	79.1
Teacher	24	83.3	25	84.0	23	87.0	25	88.0	13	92.3	n/a	n/a	n/a	247	84.6	243	83.5	242	81.4	239	88.7	206	85.4	30823	82.2	31903	81.5	32613	83.4	33266	85.0	28033	83.4

Graph of School Results



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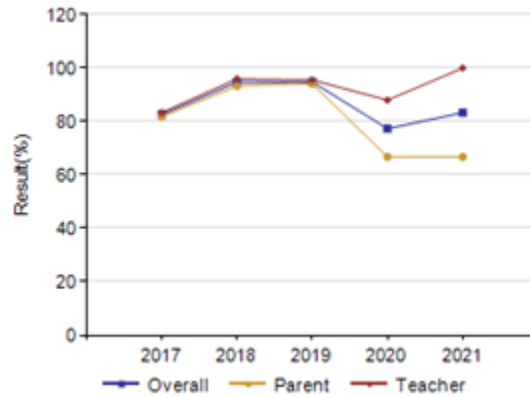


## Work Preparation – Measure Details

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										Measure Evaluation			Authority										Province																			
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021											
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%										
Overall	35	82.6	40	94.7	39	94.8	40	77.3	26	83.3	n/a	n/a	n/a	41	76.1	43	81.9	46	80.4	42	75.8	36	78.4	61	61.6	82	82.7	65	65.1	82	86.4	66	66.0	83	83.0	68	68.2	84	84.1	58	58.1	85	85.7
Parent	11	81.8	15	93.3	17	94.1	15	66.7	12	66.7	n/a	n/a	n/a	16	67.8	19	76.3	22	73.1	18	63.7	15	69.2	30	30.8	75	75.1	33	33.1	74	74.6	33	33.4	75	75.2	34	34.9	76	76.0	28	28.8	77	77.8
Teacher	24	83.3	25	96.0	22	95.5	25	88.0	14	100.0	n/a	n/a	n/a	24	84.3	24	87.3	23	87.9	23	88.5	21	87.6	87	87.4	90	90.4	32	32.0	90	90.3	32	32.6	90	90.8	33	33.2	92	92.2	29	29.2	93	93.7

Graph of School Results



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