

COMBINED ANNUAL EDUCATION PLAN & ANNUAL EDUCATIONAL RESULTS REPORT 2020/2021



Transforming Lives

Box 68, 411 11th Avenue North
Three Hills, AB, T0M 2A0



Greetings in the Name of the Lord,

The staff at Prairie Christian Academy would like to thank you for your interest in our school. We believe that as an alternative public school in Golden Hills School Division, PCA offers a unique opportunity for parents and teachers to join together in the incredibly important task of educating your children in the context of a Christian worldview.

We are blessed to work and study in this great facility with 13 grades of children under the same roof. At PCA, we strive to provide a rich and supportive environment for students with a staff of dedicated Christian educators. At the elementary level, our music program includes an elementary choir/drama program and a gradually progressing band program. These students never fail to impress. We also offer athletic programs starting with our Sabre Tykes through upper elementary in volleyball, basketball and badminton and our Junior Sabres program that introduces Division 2 students to various athletics.

At the secondary level, we offer a full range of academic courses as well as opportunities in Art, Drama, Choral Music, Visual and Industrial Arts as well as Junior and Senior High Band. We also offer an extensive array of classes through our Distance Learning partners at Northstar Academy and Golden Hills Learning Academy that provides flexibility in scheduling classes for those that need it. Our outstanding extra-curricular programs include international travel, and local and worldwide missions opportunities as well as a full slate of athletics teams with an enviable record at both the ASAA zone and provincial levels.

If you are looking for an environment in which your child will be challenged and nurtured to achieve their best academically, athletically, socially and emotionally while immersed in a culture that honours Christ as Lord, Prairie Christian Academy is that place.

Yours in Christ,

Darryl Hern
Principal

Mission Statement

Inspiring learners to discover, discern, and defend Truth.



Values Statement

We believe and value...

- Strong Partnerships with Parents
 - We are committed to PCA and parents working together to educate students to know Jesus Christ as Saviour and Lord, and to pursue Godly character and lifelong service.
- The Word of God
 - We believe the Bible as the authoritative Word of God, inerrant in all that it affirms, and is the standard for belief and practice.
- A Christian World View
 - We are committed to teaching our students a biblically grounded worldview within Alberta Learning's Program of Studies and selected Christian curricula.
- Life Long Learning
 - We endeavour to develop critical thinking skills in our students so that they may apply biblical knowledge and wisdom to life-long learning.
- High Expectations
 - We believe students and staff of PCA should honour God by striving to put their best efforts into academics, co-curricular activities, and Christian outreach ventures.

- Exemplary Staff
 - We are committed to attracting and developing highly qualified Christian teachers and support staff who are mature and devout in their faith, are biblically literate, and exemplify Christ-likeness.
 - We believe all our teachers should display and stimulate in their students' intellectual curiosity, a love of learning, and desire to integrate faith and learning.
- Strong Relationships
 - We foster God-honouring relationships among faculty, students, the home and the community.
- Character Development
 - We strive to develop godly character in both staff and students, and are committed to developing leadership potential in our students.
- Individual Worth
 - We believe all students have intrinsic worth being created by and in the image of God.
 - We believe all students can be inspired to discover and use their gifts and talents in service for Christ's Kingdom.
- Biblical Stewardship
 - We value biblical stewardship of time, talents and resources.
- Good Citizenship
 - We are committed to assisting students to become wise and exemplary citizens, characterized by participation and promotion of family, church, government, and community.



Profile

Prairie Christian Academy is an alternate status school, located in the growing community of Three Hills, operating as a part of the Golden Hills School Division. We are a fully funded public school offering a distinctive evangelical Christian program that begins in the classroom but extends throughout all aspects of our school community. We are a K–12 school with enrolment of approximately 300 students. We also operate a dormitory for grade 9 –12 students with a current population of approximately 30 students, many of which are International Students.

History

Prairie Christian Academy has been operating since 2003 as part of GHSD and continues the Christian School traditions of Prairie Bible Institute. Our origin stems from 1938 when Prairie General Education formed as an extension of Prairie Bible Institute. Back then, Prairie's founder, J. Fergus Kirk was concerned that his children and others in the community had a Christ centered education. Growing from the original class of 11, PCA now has over 300 students in its pre-Kindergarten to Grade 12 programs. Students have come from all over the world to study in these halls and graduate into hundreds of vocations and careers.

In September 2003 steps were made to form Prairie Christian Academy, an alternate public school under the Golden Hills School District. This decision not only increased resources for our educational system, but also gave the primary stakeholders – the parents – more of a governing position in their children's education. The distinctive of Biblically based teaching and discipleship is still at the cornerstone of Prairie Christian Academy. We embrace the godly heritage that is ours, and look forward to the future of continuing to provide quality education that is fully integrated with God's word and Christian principles. In September 2016, we amalgamated into a modernized building with K-12 on the same site.



Staff	
<u>Teachers</u>	<u>Assignment</u>
Rachel Sailer	Kindergarten
Daphne Isaak	Grade 1
Diana Friesen	Grade 2
Kyla Catte	Grade 3
Dan Kim	Grade 4
Barry Sommer	Grade 5 (AM) and Music
Julie Nickel	Grade 5 (PM)
Cam Rothfus	Grade 6
Denise Lockhart	Administration; Special Education; Early Literacy
Kevin Wiens	Grade 7; Math, Science, PE
Patty Brown	Grade 8; ELA; Social Studies; Bible
Steve Zabolotney	Grade 9; Industrial Arts; Social Studies; English
Stan Guedes	Math; Physics; Philosophy of Man
Peter Yeo	Science, Senior High Humanities, ESL
Krista Strom	Chemistry; Biology, Science; Foods
Mike Robertson	SH Humanities and Drama; CALM
Darryl Hern	Administration; Academic Counseling, JH Options
<u>Support Staff</u>	<u>Assignment</u>
Irene Dobson	Administrative Assistant
Joelle Sept	Administrative Assistant
Trisha Rector	Librarian
Donna Steffen	Educational Assistant
Paula Pelland	Educational Assistant
Cathy Cromwell	Educational Assistant
Marilyn Burden	ESL Assistant
Yvonne Wilson	Family & Community Resource Worker
<u>Custodial/Maintenance Staff</u>	
Bruce Janz	Maintenance Supervisor
Kelly Arra	Caretaker Supervisor
Denis Pelland	Caretaker
Ivani Andries	Caretaker
<u>PCA Society Staff</u>	<u>Assignment</u>
David Amendt	Executive Director
Sheila Adkins	Women's Residence Director
Floyd Cotton	Men's Residence Director
Christy Wideman	Administrative Assistant; Chapel Coordinator

Trends and Opportunities

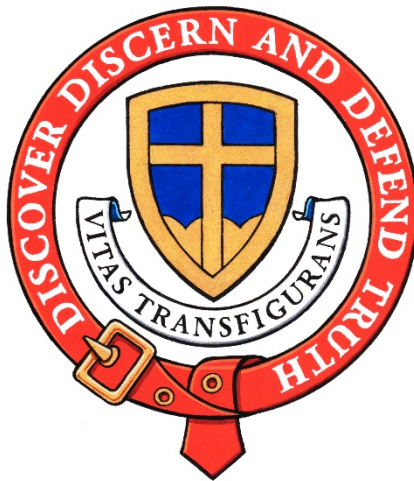
Trends

This past year, as with most schools, was a very challenging one with the onset of the COVID pandemic and the resultant move to online learning for the last 3 months. PCA, with the support of our society, became debt free as we paid off the monies owing from our portion of the modernization three years ago. In addition, we recently were able to develop the field to the north of the school with a new playground, sport court, baseball diamond and 100 metre track. We have secondary classes that are spearheading learning opportunities with our elementary classes. We continue to see amazing relationships being developed between the different ages in our school. We look forward to many years of serving our community in this facility.

PCA teachers continue to focus on developing deep learning skills in our students that allow them to become critical thinkers who are increasingly able to apply their knowledge in novel situations. As well, teachers continue to work on Powerful Learning Strategies with their colleagues throughout Golden Hills during the division based collaborative days. Through these collaborative groups, we are also working on prioritizing the curricula in our core subject areas of Junior High.

Educating students for the 21st century is a complex task which will see the continued development of skills to use technology to gain a deeper understanding of God's world and our place in it. Outcomes based reporting system will be further refined for grades 1-6 which will give students and their parents more detailed information about their accomplishments of the learning objectives in each class. We, along with GHSD, have also expanded our Junior High report card to include learning outcomes as well as percentages. Golden Hills uses PowerSchool as a student records system, which features an excellent portal that allows parents and students to monitor marks and attendance from home, school or on their mobile devices.





Opportunities

This year has presented some challenges primarily due to the COVID situation in Alberta. A larger graduating class combined with a smaller Kindergarten class has been compounded by lower International Student enrollment and parents deciding to home school for this year to result in a decrease in enrollment of approximately 35 students overall. This has obvious impacts on class structuring, budgeting, staffing and so on. However, the majority of these families that have chosen to home school have indicated that they plan to return when things return to "normal", and we would expect the International enrollment to rebound at that time as well. With this lower enrollment, though, there is also the opportunity for better teacher:pupil ratios in many classes.

We have been very pleased to see how awesome the attitudes of our students has been with respect to the safety protocols required by the pandemic. We have had very few issues with students in these areas. As we are unable to carry out our foreign missions trip this year, we are focusing on local emphasis to address areas where we can help our community even more than in the past. We know that this pandemic will not last forever and we look forward to the day when we can again pick up some of the areas we have had to drop this year.

Combined May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Prairie Christian Academy			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	95.5	95.9	94.4	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	81.4	89.4	85.4	82.4	82.2	82.0	High	Maintained	Good
	Education Quality	91.1	93.2	92.7	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.0	0.0	1.9	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	92.6	100.0	89.1	79.7	79.1	78.4	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	74.4	80.7	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	28.5	23.3	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	80.0	83.6	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	25.7	21.4	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	58.9	60.0	48.8	56.4	56.3	55.6	High	Maintained	Good
	Rutherford Scholarship Eligibility Rate	79.2	87.5	84.9	66.6	64.8	63.5	Very High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	44.9	45.0	49.4	60.1	59.0	58.5	Low	Maintained	Issue
	Work Preparation	100.0	84.6	86.3	84.1	83.0	82.7	Very High	Improved Significantly	Excellent
	Citizenship	91.2	89.6	88.6	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	91.0	87.5	88.2	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	93.7	94.8	88.5	81.5	81.0	80.9	Very High	Improved	Excellent

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. 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.
4. 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); and Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 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.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
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.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. 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.

Measure Evaluation Reference

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
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

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

Overall Evaluation Table

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

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

Category Evaluation

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

Desired Outcome One: Every student is successful

Specific Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Targets			
	2015	2016	2017	2018	2019	2020	2021	2022	2023
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	76.5	85.3	82.1	100.0	92.6	86	86	86	87
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	38.3	40.8	45.6	60.8	58.9	55	60	62	64
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	4.3	1.4	0.0	0.0	0	0	0	0
High school to post-secondary transition rate of students within six years of entering Grade 10.	47.1	56.2	45.0	42.3	44.9	55	50	53	55
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	75.0	85.7	81.5	87.5	79.2	85	85	85	85

Comment on Results

Due to the COVID situation, diploma exams were not written in June 2020, which has made it difficult to analyze our situation for this year. We continue to focus on identifying areas for improvement and always working on methods to improve our results. We did see fairly steady results in these areas again this year.

Strategies

We are continuing with the split in our humanities courses, and although we saw a bit of a dip this year, we believe this is the best course of action going forward. Teachers continue to work on developing deep thinking that leads students to stronger critical analysis and with developing strategies to support our ESL students.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
8. 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.

Specific Outcome: Students demonstrate a strong foundation in literacy and numeracy.

Comment on Results

We do not have any results for PAT writing this year due to COVID, and this will be the same in June 2021. However, teachers continue to work to identify areas for improvement based on classroom results and to implement changes where needed.

Strategies

We continue to work with our teachers through learning coaches, mentorship, regular supervision by administration and encouraging them in their work with the collaboration groups. Since we do not have PAT data, teachers will use classroom data and collaboration to determine areas for growth.

Specific Outcome: Students are prepared for life after high school.

Performance Measure	Results (in percentages)					Targets			
	2016	2017	2018	2019	2020	2020	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	86.8	86.3	89.9	89.6	91.2	90	91	92	93
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.	73.6	88.0	86.4	84.6	100	85	90	92	94

Comment on Results

These results continue to be a source of strength for our school as we encourage our students and community to be actively involved locally, provincially and around the world. Last year we our 13th annual grade 12 mission trip to Colombia, and while we weren't able to hold our annual Yukon mission trip and likely will not be able to carry out either trip this year due to COVID, we are able to encourage local activity where it is safe.

Strategies

We continue to develop students through Christian service hours and our local and faraway missions where we are able. We continue to see student-led initiatives in many areas and this year are beginning a leadership and discipleship option for our senior high students in semester 2.

Desired Outcome Two: Alberta has quality teaching and school leadership

Specific Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Performance Measure	Results (in percentages)					Targets			
	2016	2017	2018	2019	2020	2020	2021	2022	2023
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.	73.0	82.8	84.0	89.4	81.4	87	87	89	91

Comment on Results

We did see a slight drop this year, but continue to strive to offer new options and to adapt current ones to reflect student interests.

Strategies

We continue to solicit input from students as to what areas they would like to see course and extracurricular choices, and to maintain our communication with parents to seek their input as well.

Desired Outcome Three: Alberta's education system is governed effectively

Goal Five: Spiritual Growth for PCA Students and Staff

Outcome: Students and staff deepening their walk with the Lord.

Strategies:

1. We continue to work on developing strong bonds between elementary and secondary students and staff. Our goal for the school continues to be building a culture that supports a community of believers based on a Biblical worldview. Our mission statement, "Inspiring learners to discover, discern, and defend Truth", is a focus of our staff development with an eye to how we can make this a reality for our students.
2. This year our staff devotions are led by our PCAS Executive Director and are focused on the book of John. Our school theme is "They'll know we are Christians by our love" from John 13:35.



Budgeted Operating Expensed – 2020 - 2021			%
Allocation (included prior year carry-over)		\$1,991,893	
Staffing	Certificated	\$1,770,980	89%
	Non-certificated	\$148, 778	7%
Supplies and Services		\$72,135	4%

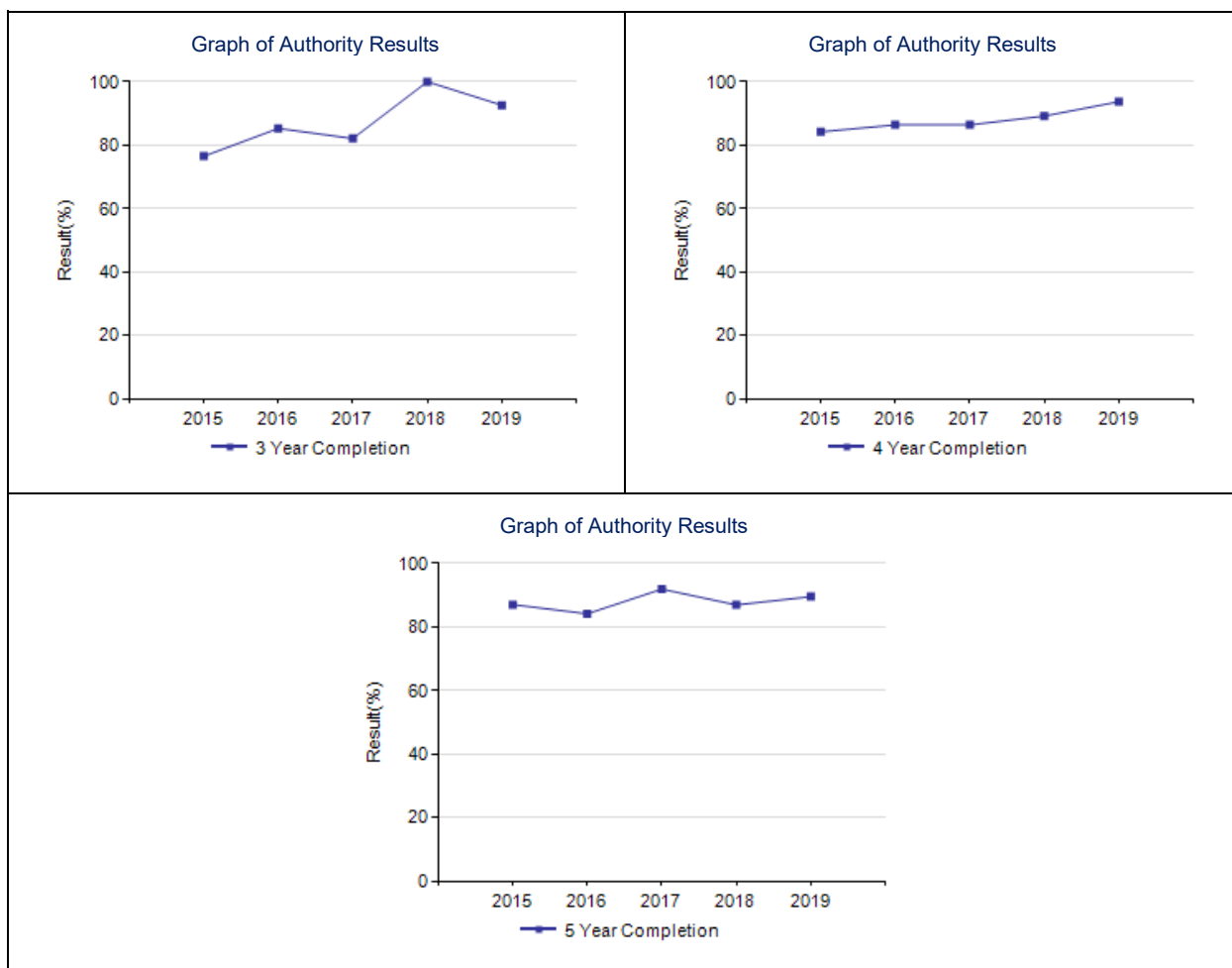
APPENDIX – Measure Details

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

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
3 Year Completion	76.5	85.3	82.1	100.0	92.6	72.1	74.4	74.1	74.1	76.5	76.5	78.0	78.0	79.1	79.7
4 Year Completion	84.2	86.4	86.4	89.2	93.7	79.6	79.4	79.3	80.5	82.0	81.0	81.2	82.6	82.7	83.5
5 Year Completion	87.0	84.1	91.9	86.9	89.5	76.3	80.2	82.4	81.5	82.9	82.1	83.2	83.4	84.8	84.9



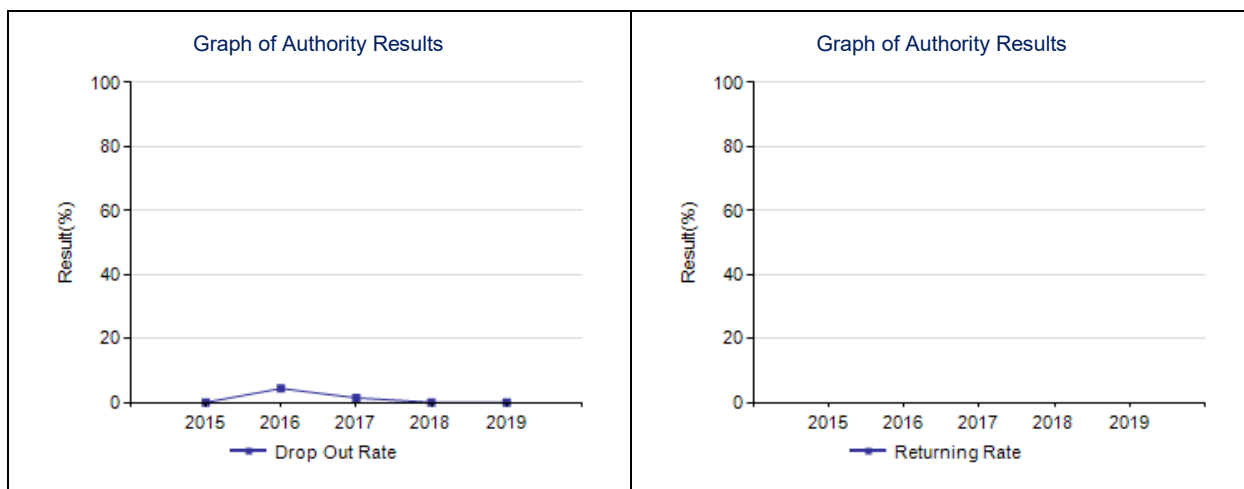
Notes:

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

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Drop Out Rate	0.0	4.3	1.4	0.0	0.0	3.1	3.4	3.0	2.5	3.8	3.2	3.0	2.3	2.6	2.7
Returning Rate	*	n/a	*	*	n/a	10.1	10.1	23.6	18.6	15.1	18.2	18.9	19.9	22.7	18.2



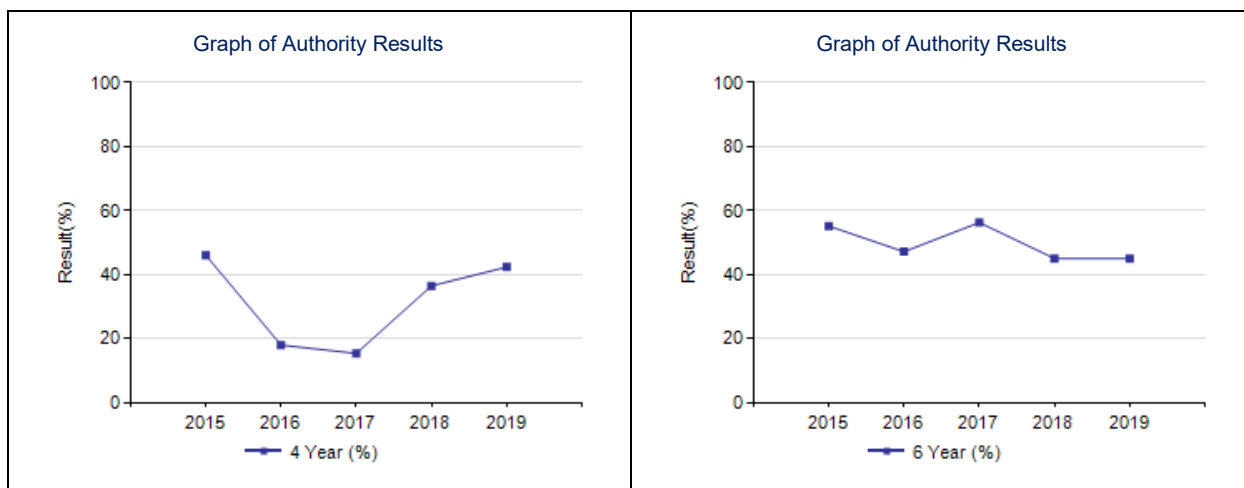
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
4 Year Rate	46.0	17.9	15.3	36.4	42.3	33.8	35.3	33.7	34.2	34.5	37.0	37.0	39.3	40.1	40.8
6 Year Rate	55.1	47.1	56.2	45.0	44.9	50.9	48.4	50.7	53.7	50.5	59.4	57.9	58.7	59.0	60.1



Notes:

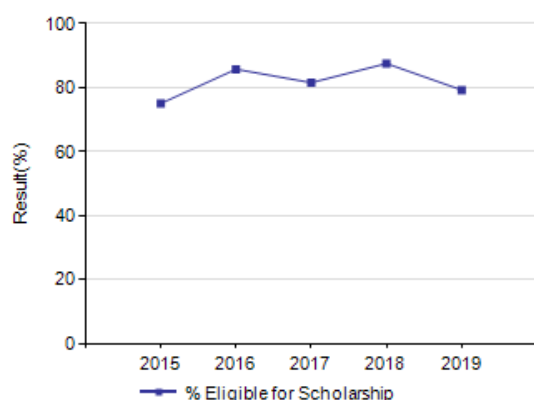
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Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.																
	School					Authority					Province					
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	
Rutherford Scholarship Eligibility Rate	75.0	85.7	81.5	87.5	79.2	59.0	64.2	68.2	70.1	71.3	60.8	62.3	63.4	64.8	66.6	

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
2015	24	12	50.0	14	58.3	7	29.2	18	75.0
2016	21	16	76.2	15	71.4	11	52.4	18	85.7
2017	27	18	66.7	20	74.1	6	22.2	22	81.5
2018	24	20	83.3	20	83.3	8	33.3	21	87.5
2019	24	16	66.7	17	70.8	13	54.2	19	79.2

Graph of Authority Results



Notes:

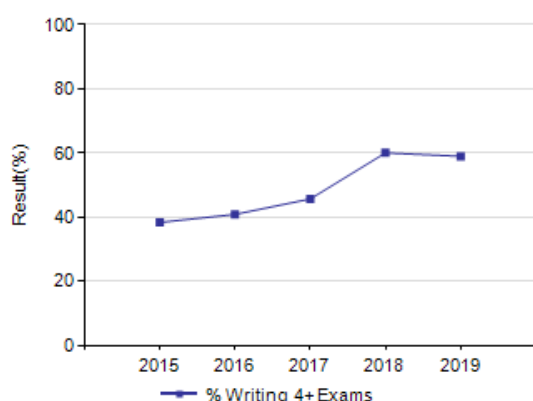
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. 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.

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
% Writing 0 Exams	11.7	14.7	14.8	0.0	7.4	20.0	20.3	22.4	18.1	19.0	15.7	15.0	14.8	14.2	14.3
% Writing 1+ Exams	88.3	85.3	85.2	100.0	92.6	80.0	79.7	77.6	81.9	81.0	84.3	85.0	85.2	85.8	85.7
% Writing 2+ Exams	88.3	81.6	82.1	100.0	92.6	76.0	77.3	74.3	77.4	78.8	81.2	82.0	82.3	83.0	83.0
% Writing 3+ Exams	61.8	51.9	60.8	84.0	75.8	56.2	52.4	54.8	58.5	57.1	64.7	65.2	66.1	66.8	66.8
% Writing 4+ Exams	38.3	40.8	45.6	60.0	58.9	42.8	40.8	44.4	45.0	43.8	54.6	54.9	55.7	56.3	56.4
% Writing 5+ Exams	17.7	33.4	27.4	20.0	21.0	26.4	25.1	27.9	24.1	23.7	37.1	37.5	37.8	38.7	38.1
% Writing 6+ Exams	5.9	7.4	9.1	4.0	4.2	7.8	7.2	7.9	6.0	5.8	13.8	13.6	13.9	14.2	13.6

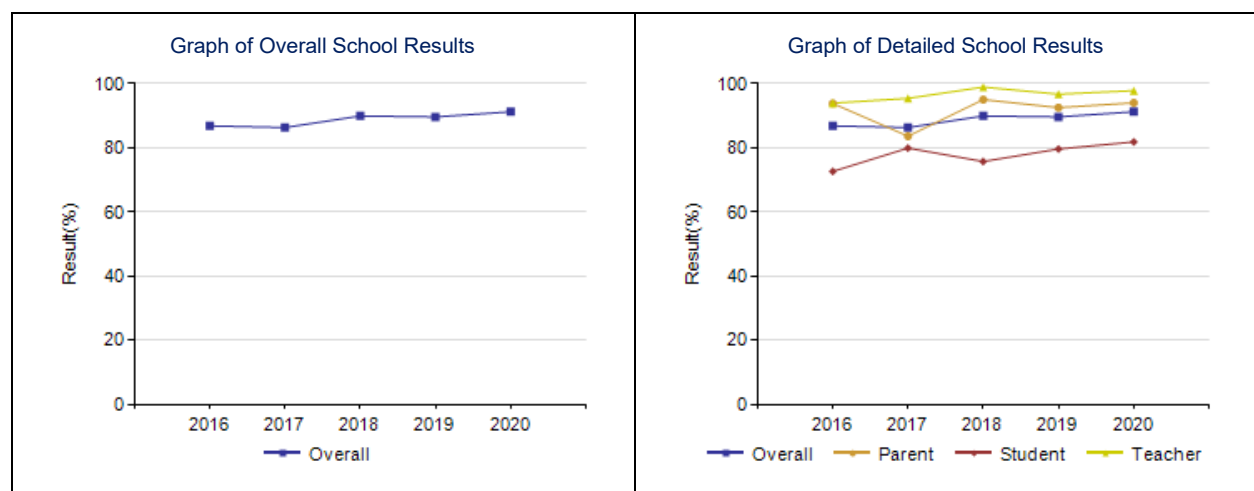
Graph of Authority Results



Citizenship – Measure Details

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

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	86.8	86.3	89.9	89.6	91.2	84.0	86.0	85.6	84.8	83.3	83.9	83.7	83.0	82.9	83.3
Teacher	93.9	95.4	98.9	96.7	97.8	94.5	96.3	96.7	95.6	94.9	94.5	94.0	93.4	93.2	93.6
Parent	93.8	83.6	95.0	92.5	94.0	80.1	82.8	82.1	82.9	79.0	82.9	82.7	81.7	81.9	82.4
Student	72.6	79.9	75.7	79.6	81.8	77.4	78.9	77.9	75.9	76.1	74.5	74.4	73.9	73.5	73.8



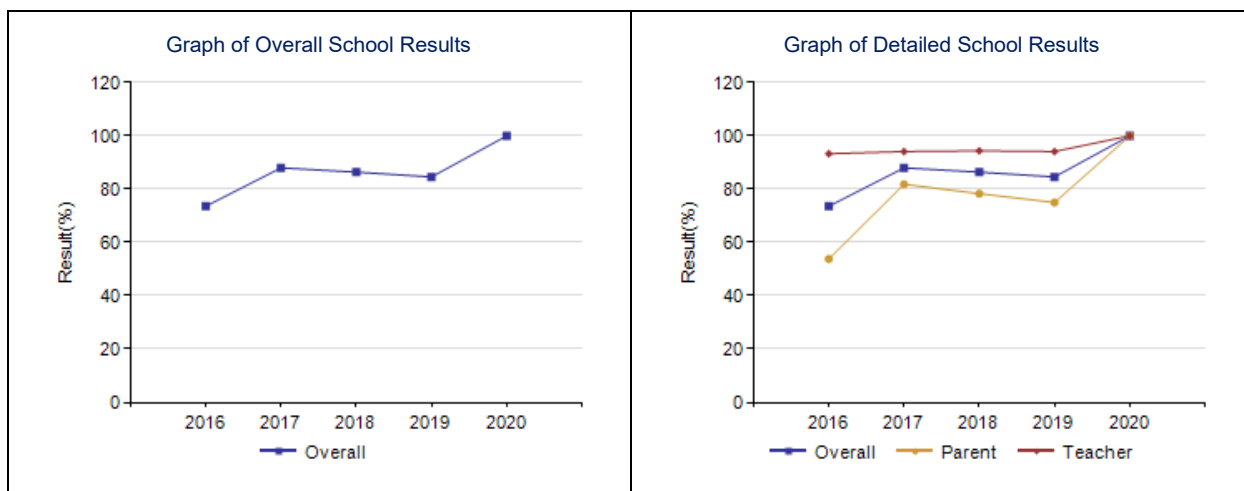
Notes:

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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					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	73.6	88.0	86.4	84.6	100.0	85.5	82.3	85.1	86.0	86.0	82.6	82.7	82.4	83.0	84.1
Teacher	93.3	94.1	94.4	94.1	100.0	94.4	92.2	94.0	95.7	99.3	90.5	90.4	90.3	90.8	92.2
Parent	53.8	81.8	78.3	75.0	100.0	76.6	72.5	76.3	76.4	72.6	74.8	75.1	74.6	75.2	76.0



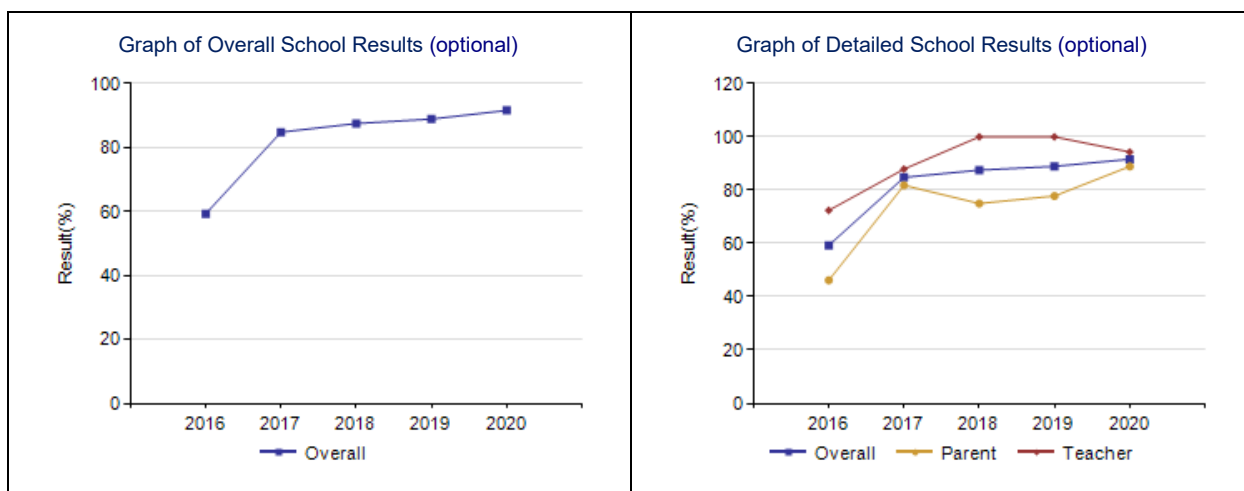
Notes:

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Lifelong Learning – Measure Details (OPTIONAL)

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

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	59.3	84.8	87.5	88.9	91.6	74.6	75.1	73.6	74.2	74.0	70.7	71.0	70.9	71.4	72.6
Teacher	72.4	87.9	100.0	100.0	94.3	82.2	81.6	83.2	84.1	84.5	77.3	77.3	77.8	78.8	80.6
Parent	46.2	81.8	75.0	77.8	88.9	67.1	68.5	64.1	64.3	63.5	64.2	64.8	64.0	64.0	64.6



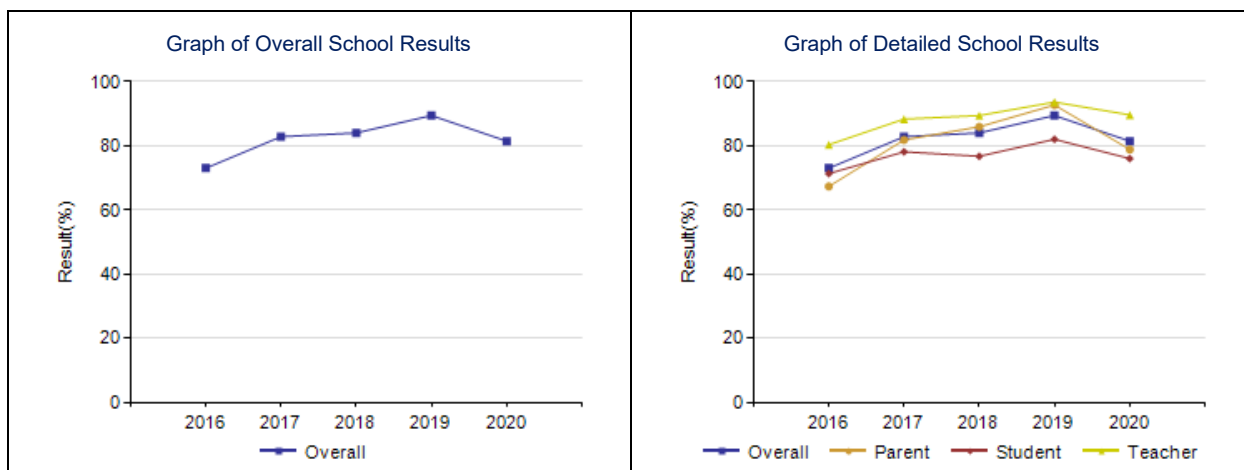
Notes:

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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					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	73.0	82.8	84.0	89.4	81.4	79.6	81.1	79.0	81.0	81.2	81.9	81.9	81.8	82.2	82.4
Teacher	80.3	88.3	89.4	93.6	89.6	84.5	87.8	88.0	85.7	89.7	88.1	88.0	88.4	89.1	89.3
Parent	67.3	81.8	85.9	92.7	78.8	77.3	77.7	76.0	79.2	75.4	80.1	80.1	79.9	80.1	80.1
Student	71.3	78.1	76.7	82.0	76.0	77.1	77.7	73.1	78.2	78.4	77.5	77.7	77.2	77.4	77.8



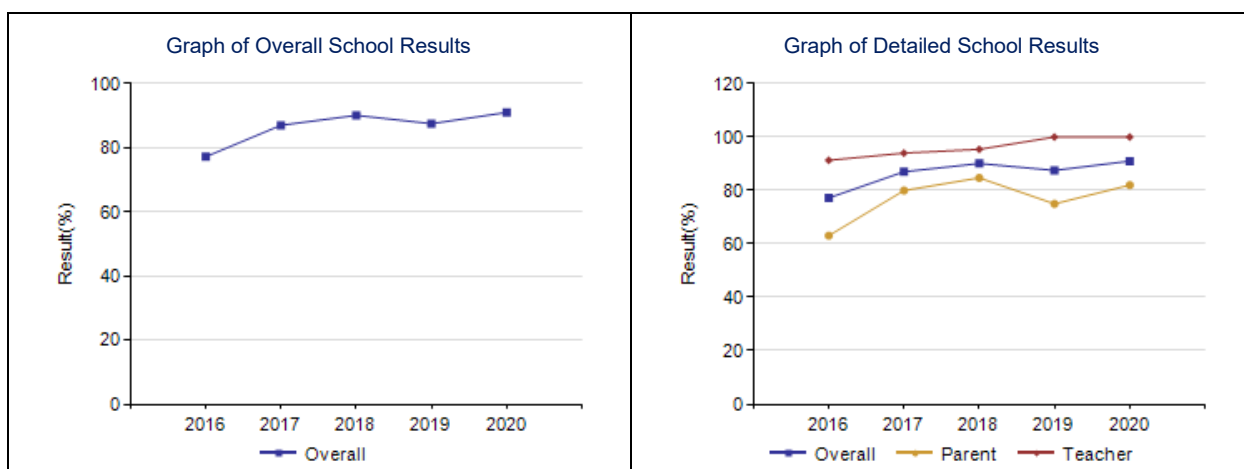
Notes:

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Parental Involvement – Measure Details

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

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	77.2	87.0	90.1	87.5	91.0	80.3	84.4	81.6	82.5	80.5	80.9	81.2	81.2	81.3	81.8
Teacher	91.3	94.0	95.4	100.0	100.0	87.8	91.5	90.0	92.1	90.2	88.4	88.5	88.9	89.0	89.6
Parent	63.1	80.0	84.7	75.0	82.0	72.8	77.3	73.1	72.8	70.7	73.5	73.9	73.4	73.6	73.9



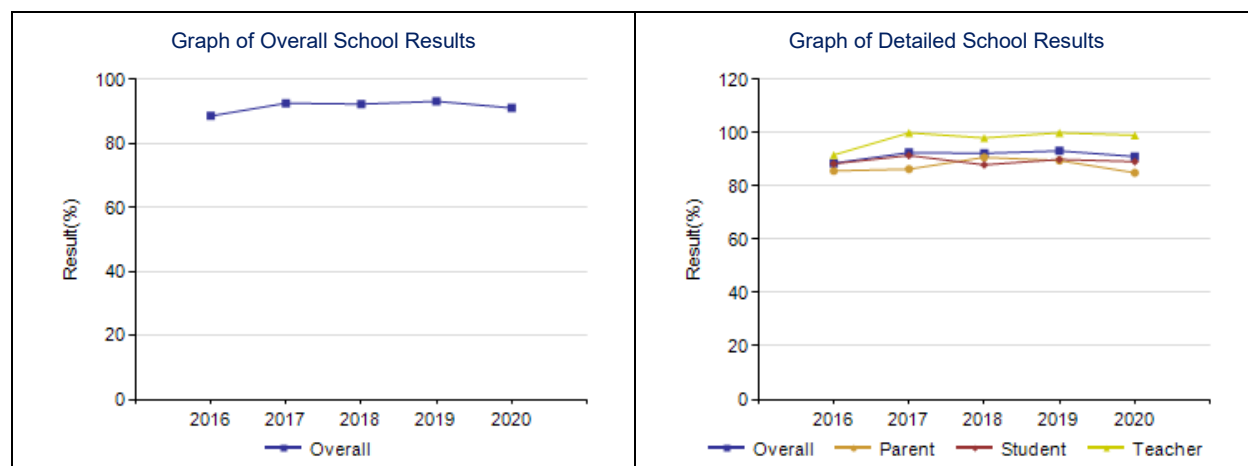
Notes:

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Education Quality – Measure Details

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

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	88.6	92.6	92.3	93.2	91.1	92.1	92.4	92.0	92.1	91.4	90.1	90.1	90.0	90.2	90.3
Teacher	91.7	100.0	98.1	100.0	99.1	98.0	98.3	97.8	98.1	97.8	96.0	95.9	95.8	96.1	96.4
Parent	85.7	86.4	90.8	89.6	85.0	87.9	88.4	87.8	88.7	86.6	86.1	86.4	86.0	86.4	86.7
Student	88.4	91.5	88.0	90.0	89.2	90.5	90.5	90.3	89.6	89.8	88.0	88.1	88.2	88.1	87.8



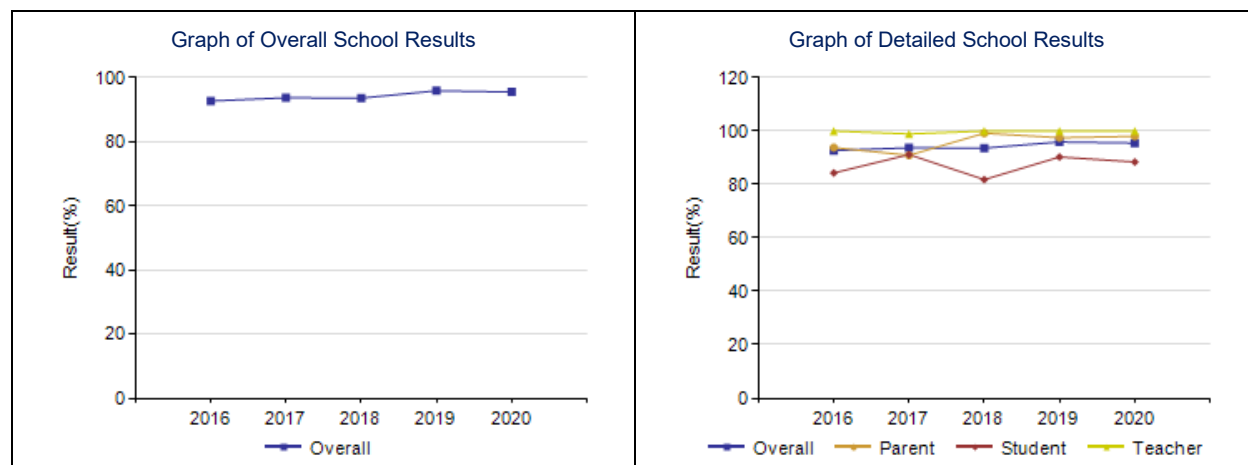
Notes:

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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.

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	92.7	93.7	93.6	95.9	95.5	90.9	91.2	90.6	90.6	90.0	89.5	89.5	89.0	89.0	89.4
Teacher	100.0	98.9	100.0	100.0	100.0	96.7	96.9	97.5	96.8	96.9	95.4	95.3	95.0	95.1	95.3
Parent	93.8	90.9	99.2	97.5	98.0	89.2	90.3	89.8	91.5	87.7	89.8	89.9	89.4	89.7	90.2
Student	84.3	91.2	81.8	90.3	88.4	86.8	86.5	84.6	83.6	85.5	83.4	83.3	82.5	82.3	82.6



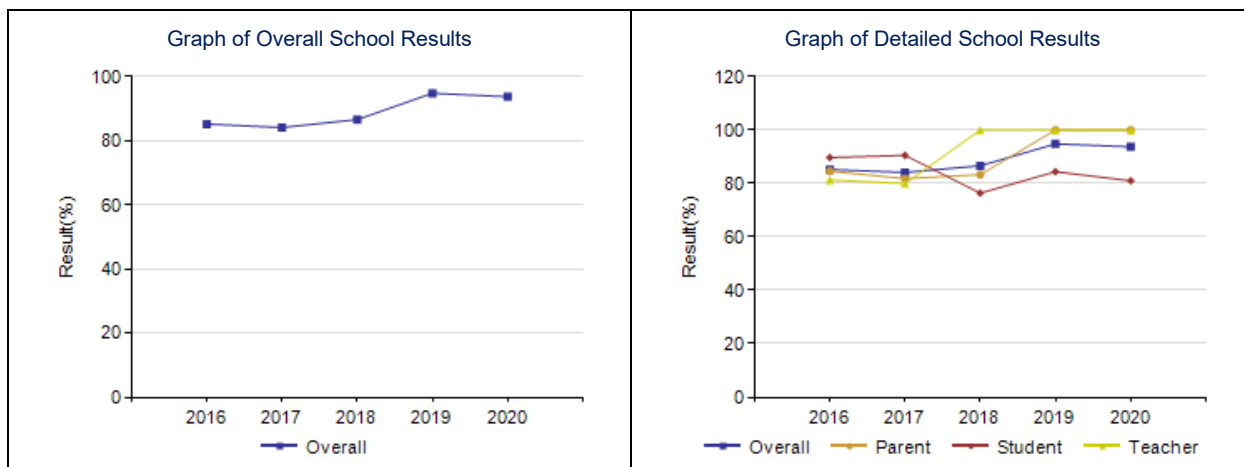
Notes:

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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.

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	85.2	84.1	86.6	94.8	93.7	86.3	88.0	83.0	84.7	84.3	81.2	81.4	80.3	81.0	81.5
Teacher	81.3	80.0	100.0	100.0	100.0	90.3	88.5	86.2	85.5	90.1	82.3	82.2	81.5	83.4	85.0
Parent	84.6	81.8	83.3	100.0	100.0	81.7	88.5	79.3	84.0	77.5	79.7	80.8	79.3	80.3	80.0
Student	89.7	90.5	76.4	84.4	81.0	86.8	86.9	83.4	84.4	85.4	81.5	81.1	80.2	79.4	79.6



Notes:

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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