
Spring 2022 School Results Summary for Planning and Reporting

Drumheller Valley Secondary School



Golden Hills School Division No. 75



Accountability Statement

The Education Plan of the Drumheller Valley Secondary School for the three years commencing November 1, 2022, was prepared under the direction of the school staff and School Council in accordance with the responsibilities specified in the School Act and the Golden Hills School Division No. 75. The school is committed to achieving the results laid out in this plan.

Publication and Communication

Copies of this Plan and the Annual Education Results Report are distributed to staff, School Council, available at the office, and posted on the school's web site at www.drumvss.ca.

Key Priority for 2022 – 2024

Our key priority is improving student learning by focusing on the Golden Hills School Division Powerful Learning Project, the DVSS school-based PLC, Diploma & PAT Analysis and Reflection, Engaging and Connecting Students through Technology, re-culturing the school community through our Learning Strategies Initiative, strategic expansion of learning opportunities and programming for all learners to engage possibilities and embrace potential. We are working hard with students and staff to adapt to the post COVID-19 realities in student behaviour and apathy. We are leveraging technology to best meet the needs of students as absenteeism is higher and many students are experiencing issues with anxiety and mental health. We have three primary initiatives at the school level: Belonging, Resilience, and Memory & Recall.



Table of Contents

| | |
|--|-----------|
| ACCOUNTABILITY STATEMENT..... | 2 |
| PUBLICATION AND COMMUNICATION..... | 2 |
| KEY PRIORITY FOR 2022 – 2024..... | 2 |
| TABLE OF CONTENTS | 3 |
| FOUNDATION STATEMENTS..... | 6 |
| SCHOOL PROFILE | 7 |
| 59 YEARS OF SERVING THE COMMUNITY OF DRUMHELLER..... | 7 |
| MESSAGE FROM THE PRINCIPAL | 8 |
| TRENDS | 9 |
| SPECIAL NOTES | 11 |
| COMBINED 2017 ACCOUNTABILITY PILLAR OVERALL SUMMARY - HISTORICAL | 12 |
| COMBINED 2018 ACCOUNTABILITY PILLAR OVERALL SUMMARY - HISTORICAL | 13 |
| COMBINED 2019 ACCOUNTABILITY PILLAR OVERALL SUMMARY - HISTORICAL | 14 |
| COMBINED MAY 2020 ACCOUNTABILITY PILLAR OVERALL SUMMARY - HISTORICAL..... | 15 |
| SPRING 2021 REQUIRED ALBERTA EDUCATION ASSURANCE MEASURES - OVERALL SUMMARY | 16 |
| FALL 2022 REQUIRED ALBERTA EDUCATION ASSURANCE MEASURES - OVERALL SUMMARY | 17 |
| MEASURE EVALUATION REFERENCE (REQUIRED AEAMS) | 18 |
| STUDENT LEARNING ENGAGEMENT – MEASURE DETAILS..... | 19 |
| CITIZENSHIP – MEASURE DETAILS | 21 |
| HIGH SCHOOL COMPLETION RATE – MEASURE DETAILS | 23 |
| HIGH SCHOOL COMPLETION RATE – MEASURE DETAILS | 24 |
| EDUCATION QUALITY – MEASURE DETAILS..... | 25 |
| PARENTAL INVOLVEMENT – MEASURE DETAILS..... | 27 |
| WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS – MEASURE DETAILS..... | 29 |
| ACCESS TO SUPPORTS & SERVICES – MEASURE DETAILS | 31 |
| SUPPLEMENTAL ALBERTA EDUCATION ASSURANCE MEASURES - OVERALL SUMMARY..... | 32 |
| FALL 2022 SUPPLEMENTAL ALBERTA EDUCATION ASSURANCE MEASURES - OVERALL SUMMARY..... | 32 |
| MEASURE EVALUATION REFERENCE (SUPPLEMENTAL AEAMS) | 33 |
| PROVINCIAL ACHIEVEMENT TEST RESULTS – MEASURE DETAILS..... | 34 |
| DIPLOMA EXAMINATION RESULTS – MEASURE DETAILS..... | 39 |
| DROP OUT RATE – MEASURE DETAILS..... | 47 |
| HIGH SCHOOL TO POST-SECONDARY TRANSITION RATE – MEASURE DETAILS | 49 |

| | |
|---|---------------|
| IN-SERVICE JURISDICTION NEEDS– MEASURE DETAILS..... | 50 |
| LIFELONG LEARNING – MEASURE DETAILS..... | 52 |
| PROGRAM OF STUDIES – MEASURE DETAILS..... | 53 |
| PROGRAM OF STUDIES - AT RISK STUDENTS – MEASURE DETAILS | 55 |
| RUTHERFORD ELIGIBILITY RATE – MEASURE DETAILS | 56 |
| SAFE AND CARING – MEASURE DETAILS..... | 58 |
| SATISFACTION WITH PROGRAM ACCESS – MEASURE DETAILS | 60 |
| SCHOOL IMPROVEMENT – MEASURE DETAILS..... | 61 |
| WORK PREPARATION – MEASURE DETAILS | 63 |
| CONCLUSION | 65 |

Health Care Aide Participants – Red Deer College – Semester 1 – 2018



Health Care Aide Participants – Red Deer College – Semester 1 – 2019



As we noted in our previous reports, Alberta Health Services has recently changed the curriculum and added an additional 250 hours to the Health Care Aide program, therefore it no longer fits within a high school semester. We were proud to have adjusted our offerings and provided the Supportive Care Assistant program to 13 of our students.

Foundation Statements

Vision

To engage possibilities and embrace potential.

Learning for Life...

Mission Statement

Inspiring a caring and courageous community of lifelong learners;
empowering global citizens for generations.



School Profile

60 Years of Serving the Community of Drumheller

The Drumheller Valley Secondary School was first opened in 1963 and was a grade 9 to 12 school. In 1991 with the movement of grade levels, to better utilize facilities, DVSS became a grade 7 to 12 school. As of January 2011, we have moved back to the original campus after a \$19,000,000 renovation. The move was well coordinated and on January 4, 2011, we opened the doors to our new facility. The facility is stunning, modern, refreshed, with an emphasis on natural light and technology. We are all pleased with the contribution of Alberta Education, Alberta Infrastructure, Golden Hills School Division No. 75, and all that were involved in the project.

The school has five primary focuses:

1. Academics
2. Career and Technology Studies
3. Fine Arts
4. Sports
5. International Education



DVSS has a dormitory facility, which can house up to 85 students. International students have been a vital part of DVSS for the past seventeen years and have brought many rewards to the school and the community. We have hosted students from Mexico, Brazil, Germany, Korea, China, Hong Kong, Nigeria, Ghana, Ethiopia, Vietnam, United Arab Emirates, Benin, Burundi, Cameroon, Tunisia, Czech Republic, Germany, Belgium, India, Oman, Turkey, Colombia, Taiwan, Jordan, Spain, Italy, Zimbabwe, Syria, and the Ivory Coast.

Curtis LaPierre, Principal, Brad Teske and Dana Yemen, Associate Principals are the administrative team.

The students, parents, staff, and community are pleased with the new facility and the educational opportunities it is providing for the students of Drumheller and the world. We have continued to improve on the site during the past twelve years:

- 7-meter screen with rear high-definition projection in the Kaleidoscope Theatre
- Flood lights on the football field
- Two regulation sized tennis courts and basketball courts on the NW corner of the 11 acres
- Upgraded computer labs, two iPad carts, and five Chrome Book carts
- Upgrade of the Building Construction, Automotive, and Welding Shops to meet OH&S standards
- 154 new desks and 230 new chairs
- \$38,000 of new textbooks
- New exterior digital signage
- 31 new ViewSonic classroom boards

Improvements are valued at approximately \$1,000,000.



Message from the Principal

It has now been 12 years since we have moved back into our refurbished facility, and we are pleased to report that the facility has provided tremendous opportunities coupled with a gifted staff and a highly motivated and participatory community.

We have several new initiatives this year. Restrictions have been lifted in regard to COVID 19 measures, and the school is back to connecting with our community, hosting several events throughout the year; drama productions, fine arts nights, awards celebrations, sporting events.

Second languages are up and running at DVSS this year and we are continuing our offering of a multi-language lab. Students can select the language they wish to study, and it appears to be a huge success with over 30 students taking advantage of the opportunity from grades 7 to 12. We are shifted from the Health Care Aide program to provide an opportunity for Supportive Care Assistant, a new program funded by the Federal Government, and a total of 14 students take advantage of this opportunity.

Sports programs at DVSS had been significantly altered, once again because of COVID. However, we were able to bring back all competitive sports, with spectators, and the gym is now available before school, LS, and at lunch.

The school facility continues to see upgrades. The Drumheller Titans Football Association fundraised and installed new bleachers for the spectators on the football field. The Friends of DVSS continue to improve the facility and have provided literacy resources, technology funding for assistive technology headphones, and upgrades to our powered presentation screen in the Kaleidoscope Theatre. They are continuing to pursue upgrades in partnership with our community to our Tennis Courts which include new Pickleball courts on the existing surface. We are in the process, after eight years of usage, of having the courts resurfaced to the tune of \$56,000. Friends of DVSS Society received a donation from the Royal Tyrell Museum of 12 concrete picnic tables, which have been refurbished by our building construction program. Our robotics and coding programs continue to grow and expand their resources, including the use of 3D printers. The Chartered Professional Accountants have donated an additional \$10,000 towards new equipment for the computer labs.

We have continued with our three initiatives introduced last year. A school wide focus on belonging, conversations around resiliency, and instruction around memory & recall.



The Friends of DVSS and School Council are always looking for new participants so please keep them in mind. I would also like to thank all the DVSS volunteers and grad sponsors for their support. We are excited to share DVSS events with our community and we invite volunteers and grad sponsors to join us once again for our hosted events throughout the school year.

We are looking forward to a tremendous 2022/2023 school year,

Sincerely,

Curtis LaPierre, B.Ed., M.A.L.
Principal

Trends – needs updating

Globalization

Students today are involved in a global society. They will be faced with four primary trends:

1. Global Economics
2. Science and Technology
3. Health and Security
4. Changing Demographics
5. Climate

Our graduates will need to manage and compete on a global scale and their education will have a significant impact on their ability to do this. DVSS involvement as an international school will help significantly in this role.

Demographic Changes

For the past 10 years rural Alberta has been experiencing declining student enrolment. We used to have 90 students transition from grade 6 into grade 7 and this year we received 54 students. The previous decline in student enrolment had created challenges in the maintenance of diversity in programming. We are now challenged with growing the staff and programs for students. Significant reduction in government funding to education has also added to the challenge. We are also becoming the school of choice for Drumheller and hope to continue with this trend. This school year startup was successful despite logistical challenges. We currently have 461 grade 7 to 12 students with an increase in international to 76 students. This is a student decline of 52 students from June 2020.

Alberta's Economy

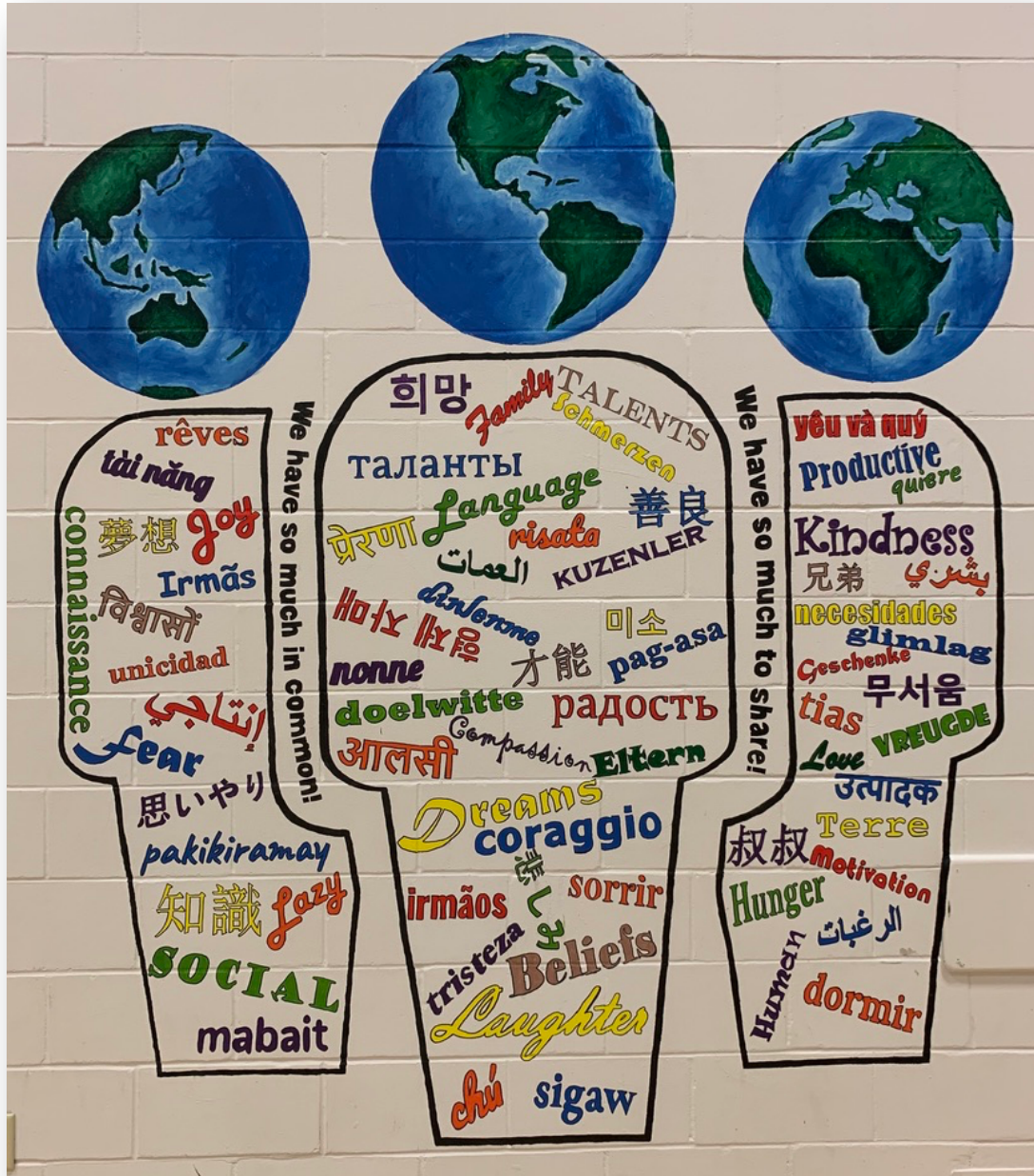
Alberta used to have the highest employment participation rate in the country and had the second highest youth employment rate. However, the increase in oil and gas prices has significantly changed the landscape. The increase in job competition has had a positive impact on high school completion rates as fewer youth are leaving school to enter the job market. There is now a new understanding for youth in realizing the importance of a high school diploma and post-secondary education. One area of focus is to encourage more students to enter the trades and begin their training at 16 years of age by participating in the RAP program. We have also introduced Enterprise and Innovation this year so students are introduced to the skills of entrepreneurs.

Information Technology

Technology has advanced quickly; personal use technologies have outpaced desktop computers. The number of students attending school with cell phones in hand is very high. The challenges are in teaching the respectful and responsible use of this technology and yet allow the classroom teacher to leverage this in obtaining curriculum outcomes. We currently have five Chrome Book carts – 150 computers, three dedicated computer labs – 84 computers, and two iPad carts with 60 iPads, as we move forward on our Engaging and Connecting Students through Technology. We are now at a point of BYOD – Bring Your Own Device as systems are in place to support connectivity for any device. For the past ten years all classrooms have been equipped with Active Boards and the school has wireless access for all students. We are also encouraging students and parents to equip students with their own device – the biggest bang for the buck and familiar to all students is a Chromebook. They almost all have phones, but a phone is a very poor device for educational purposes.

All teachers are taking full advantage of Google Classroom and having students use it as their primary place for documents and the submitting of assignments. The rationale for this is for students to keep current in the classroom when ill.

We have restructured our entire technology offerings in the school and no longer teach Word, Excel, and PowerPoint at the senior high level. We have now transitioned into digital animation with Adobe Photoshop, full video production including storyboards utilizing Adobe Premier and We Video, Digital Photography a Computer Science program - students learn how to code and engage with robotics.



Special Notes

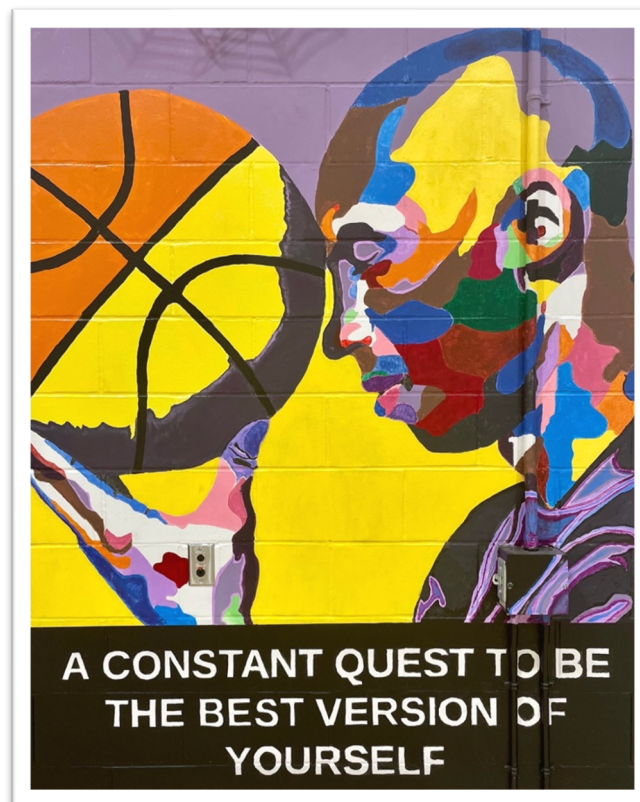
Assurance Measures

It is important to note that Alberta Education has changed from the Accountability Pillar Results Report to the School Results Summary for Planning and Reporting. As such, there is no historical data for many measures because of the change in the report. There are some measures that were a carryover from previous years and as such there is historical data.

We always include historical data for the previous five years so that one can better engage improvement or decline. And as such, you will notice areas in which we flourish and areas in which we are experiencing challenge and growth.

Many indicators, such as Provincial Achievement Tests and Diploma Exams are lacking data because of the COVID Pandemic but we are slowly recovering with diplomas last year rated at 10% and this year at 20%. Also, results can be impacted because of school philosophy and opportunity provided for students and to allow maturation to play its role in academic success.

This painting sums up our goal as a school community:



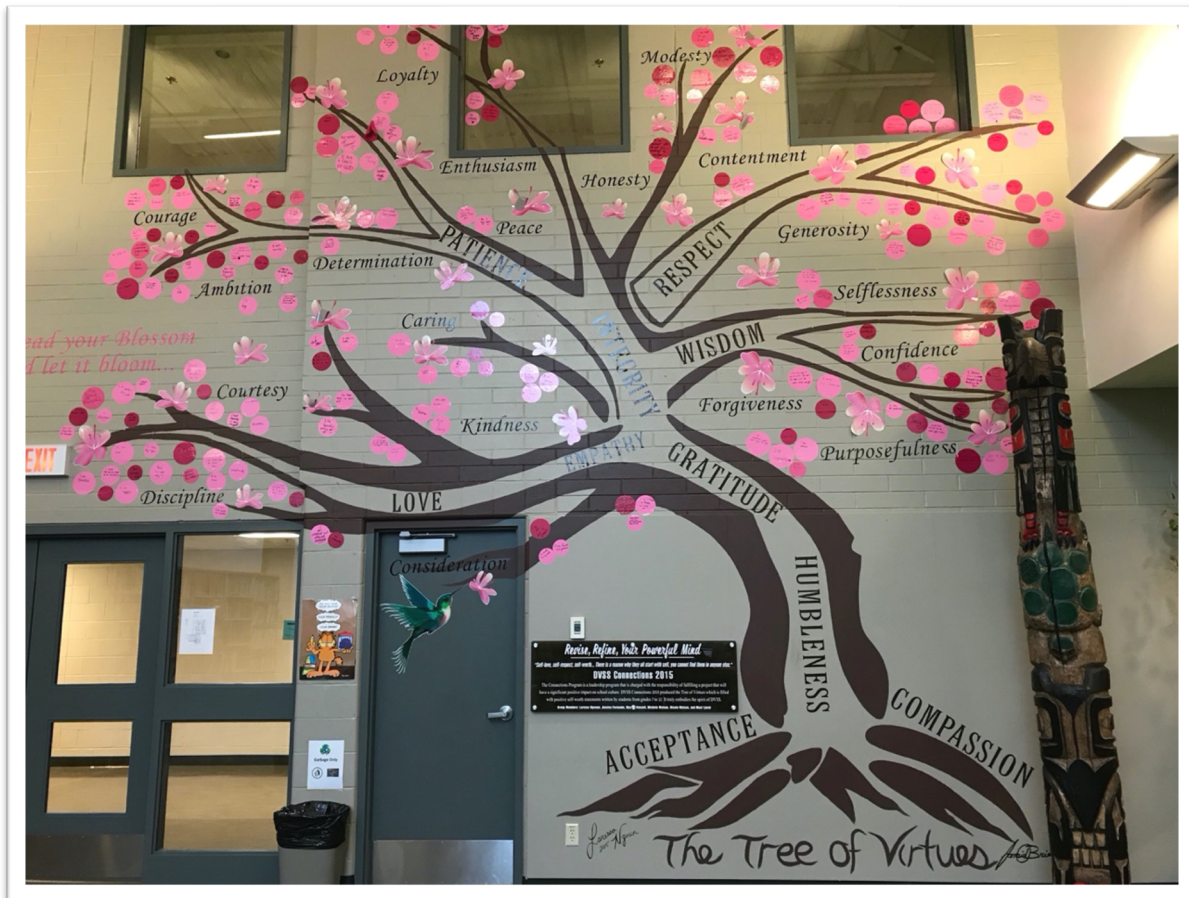
Combined 2017 Accountability Pillar Overall Summary - Historical

| Measure Category | Measure | Drumheller Valley Secondary Sc | | | 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 | 90.2 | 85.7 | 85.6 | 89.5 | 89.5 | 89.3 | Very High | Improved | Excellent |
| Student Learning Opportunities | Program of Studies | 88.9 | 86.1 | 83.8 | 81.9 | 81.9 | 81.5 | Very High | Improved | Excellent |
| | Education Quality | 90.0 | 89.9 | 87.6 | 90.1 | 90.1 | 89.6 | Very High | Maintained | Excellent |
| | Drop Out Rate | 2.5 | 2.5 | 3.2 | 3.0 | 3.2 | 3.3 | Very High | Maintained | Excellent |
| | High School Completion Rate (3 yr) | 61.9 | 75.2 | 74.7 | 77.9 | 76.5 | 76.1 | Low | Declined | Issue |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | 70.1 | 71.7 | 68.7 | 73.4 | 73.6 | 73.2 | Low | Maintained | Issue |
| | PAT: Excellence | 14.8 | 5.4 | 9.0 | 19.5 | 19.4 | 18.8 | Intermediate | Improved | Good |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | 71.0 | 70.5 | 70.0 | 83.0 | 82.7 | 83.1 | Very Low | Maintained | Concern |
| | Diploma: Excellence | 16.6 | 14.7 | 12.1 | 22.2 | 21.2 | 21.5 | Intermediate | Maintained | Acceptable |
| | Diploma Exam Participation Rate (4+ Exams) | 30.3 | 36.6 | 37.9 | 54.9 | 54.6 | 53.1 | Very Low | Maintained | Concern |
| | Rutherford Scholarship Eligibility Rate | 60.3 | 54.8 | 54.8 | 62.3 | 60.8 | 60.8 | n/a | Maintained | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr) | 41.9 | 46.9 | 48.6 | 57.9 | 59.4 | 59.3 | Low | Maintained | Issue |
| | Work Preparation | 84.5 | 82.8 | 80.9 | 82.7 | 82.6 | 81.9 | High | Maintained | Good |
| | Citizenship | 80.3 | 76.5 | 78.6 | 83.7 | 83.9 | 83.6 | High | Maintained | Good |
| Parental Involvement | Parental Involvement | 79.9 | 77.7 | 78.1 | 81.2 | 80.9 | 80.7 | High | Maintained | Good |
| Continuous Improvement | School Improvement | 87.3 | 85.2 | 86.7 | 81.4 | 81.2 | 80.2 | Very High | Maintained | Excellent |



Combined 2018 Accountability Pillar Overall Summary - Historical

| Measure Category | Measure | Drumheller Valley Secondary Sc | | | 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 | 89.3 | 90.2 | 87.6 | 89.0 | 89.5 | 89.4 | Very High | Maintained | Excellent |
| #Student Learning Opportunities | Program of Studies | 88.0 | 88.9 | 86.2 | 81.8 | 81.9 | 81.7 | Very High | Maintained | Excellent |
| | Education Quality | 90.5 | 90.0 | 89.6 | 90.0 | 90.1 | 89.9 | Very High | Maintained | Excellent |
| | Drop Out Rate | 3.3 | 2.5 | 2.9 | 2.3 | 3.0 | 3.3 | High | Maintained | Good |
| | High School Completion Rate (3 yr) | 74.8 | 61.9 | 73.2 | 78.0 | 78.0 | 77.0 | High | Maintained | Good |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | 67.0 | 70.1 | 66.8 | 73.6 | 73.4 | 73.3 | Low | Maintained | Issue |
| | PAT: Excellence | 10.3 | 14.8 | 9.5 | 19.9 | 19.5 | 19.2 | Low | Maintained | Issue |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | 60.6 | 71.0 | 69.8 | 83.7 | 83.0 | 83.0 | Very Low | Declined | Concern |
| | Diploma: Excellence | 13.6 | 16.6 | 13.8 | 24.2 | 22.2 | 21.7 | Intermediate | Maintained | Acceptable |
| | Diploma Exam Participation Rate (4+ Exams) | 49.0 | 30.3 | 35.4 | 55.7 | 54.9 | 54.7 | Intermediate | Improved | Good |
| | Rutherford Scholarship Eligibility Rate | 75.5 | 60.3 | 57.6 | 63.4 | 62.3 | 61.5 | n/a | Improved Significantly | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr) | 50.8 | 41.9 | 43.6 | 58.7 | 57.9 | 59.0 | Intermediate | Maintained | Acceptable |
| | Work Preparation | 89.9 | 84.5 | 83.8 | 82.4 | 82.7 | 82.4 | Very High | Maintained | Excellent |
| | Citizenship | 83.7 | 80.3 | 79.3 | 83.0 | 83.7 | 83.7 | Very High | Improved | Excellent |
| Parental Involvement | Parental Involvement | 85.7 | 79.9 | 78.6 | 81.2 | 81.2 | 81.0 | Very High | Maintained | Excellent |
| Continuous Improvement | School Improvement | 80.1 | 87.3 | 86.1 | 80.3 | 81.4 | 80.7 | High | Declined | Acceptable |



Combined 2019 Accountability Pillar Overall Summary - Historical

| Measure Category | Measure | Drumheller Valley Secondary Sc | | | 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 | 85.5 | 89.3 | 88.4 | 89.0 | 89.0 | 89.3 | High | Maintained | Good |
| Student Learning Opportunities | Program of Studies | 81.1 | 88.0 | 87.7 | 82.2 | 81.8 | 81.9 | High | Declined | Acceptable |
| | Education Quality | 86.9 | 90.5 | 90.1 | 90.2 | 90.0 | 90.1 | Intermediate | Maintained | Acceptable |
| | Drop Out Rate | 0.8 | 3.3 | 2.8 | 2.6 | 2.3 | 2.9 | Very High | Improved | Excellent |
| | High School Completion Rate (3 yr) | 76.9 | 74.8 | 70.6 | 79.1 | 78.0 | 77.5 | High | Maintained | Good |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | 69.3 | 67.0 | 69.6 | 73.8 | 73.6 | 73.6 | Low | Maintained | Issue |
| | PAT: Excellence | 11.6 | 10.3 | 10.2 | 20.6 | 19.9 | 19.6 | Low | Maintained | Issue |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | 63.3 | 60.6 | 67.4 | 83.6 | 83.7 | 83.1 | Very Low | Maintained | Concern |
| | Diploma: Excellence | 8.7 | 13.6 | 15.0 | 24.0 | 24.2 | 22.5 | Very Low | Declined | Concern |
| | Diploma Exam Participation Rate (4+ Exams) | 42.6 | 49.0 | 38.6 | 56.3 | 55.7 | 55.1 | Low | Maintained | Issue |
| | Rutherford Scholarship Eligibility Rate | 67.3 | 75.5 | 63.5 | 64.8 | 63.4 | 62.2 | Intermediate | Maintained | Acceptable |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr) | 51.5 | 50.8 | 46.6 | 59.0 | 58.7 | 58.7 | Intermediate | Maintained | Acceptable |
| | Work Preparation | 78.5 | 89.9 | 85.7 | 83.0 | 82.4 | 82.6 | High | Maintained | Good |
| | Citizenship | 77.1 | 83.7 | 80.2 | 82.9 | 83.0 | 83.5 | Intermediate | Maintained | Acceptable |
| Parental Involvement | Parental Involvement | 73.4 | 85.7 | 81.1 | 81.3 | 81.2 | 81.1 | Low | Maintained | Issue |
| Continuous Improvement | School Improvement | 77.4 | 80.1 | 84.2 | 81.0 | 80.3 | 81.0 | High | Declined | Acceptable |



Combined May 2020 Accountability Pillar Overall Summary - Historical

| Measure Category | Measure | Drumheller Valley Secondary Sc | | | 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 | 90.5 | 85.5 | 88.4 | 89.4 | 89.0 | 89.2 | Very High | Maintained | Excellent |
| Student Learning Opportunities | Program of Studies | 90.5 | 81.1 | 86.0 | 82.4 | 82.2 | 82.0 | Very High | Improved | Excellent |
| | Education Quality | 90.3 | 86.9 | 89.1 | 90.3 | 90.2 | 90.1 | Very High | Maintained | Excellent |
| | Drop Out Rate | 2.4 | 0.8 | 2.2 | 2.7 | 2.6 | 2.7 | Very High | n/a | n/a |
| | High School Completion Rate (3 yr) | 76.9 | 76.9 | 71.2 | 79.7 | 79.1 | 78.4 | High | Maintained | Good |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | n/a | 69.3 | 68.8 | n/a | 73.8 | 73.6 | n/a | n/a | n/a |
| | PAT: Excellence | n/a | 11.6 | 12.2 | n/a | 20.6 | 20.0 | n/a | n/a | n/a |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | n/a | 63.3 | 65.0 | n/a | 83.6 | 83.4 | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | 8.7 | 13.0 | n/a | 24.0 | 23.5 | n/a | n/a | n/a |
| | Diploma Exam Participation Rate (4+ Exams) | 57.0 | 42.6 | 40.6 | 56.4 | 56.3 | 55.6 | High | Improved | Good |
| | Rutherford Scholarship Eligibility Rate | 73.1 | 67.3 | 67.7 | 66.6 | 64.8 | 63.5 | High | n/a | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr) | 45.2 | 51.5 | 48.1 | 60.1 | 59.0 | 58.5 | Low | Maintained | Issue |
| | Work Preparation | 89.5 | 78.5 | 84.3 | 84.1 | 83.0 | 82.7 | Very High | Maintained | Excellent |
| | Citizenship | 82.3 | 77.1 | 80.4 | 83.3 | 82.9 | 83.2 | Very High | Maintained | Excellent |
| Parental Involvement | Parental Involvement | 78.2 | 73.4 | 79.7 | 81.8 | 81.3 | 81.2 | Intermediate | Maintained | Acceptable |
| Continuous Improvement | School Improvement | 88.8 | 77.4 | 81.6 | 81.5 | 81.0 | 80.9 | Very High | Improved | Excellent |



Spring 2021 Required Alberta Education Assurance Measures - Overall Summary

| Assurance Domain | Measure | Drumheller Valley Secondary Sc | | | 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 | 83.8 | n/a | n/a | 85.6 | n/a | n/a | n/a | n/a | n/a |
| | Citizenship | 85.7 | 82.3 | 81.0 | 83.2 | 83.3 | 83.0 | n/a | n/a | n/a |
| | 3-year High School Completion | 86.9 | 80.4 | 84.0 | 83.4 | 80.3 | 79.6 | High | Maintained | Good |
| | 5-year High School Completion | 88.1 | 94.0 | 87.8 | 86.2 | 85.3 | 84.8 | Intermediate | Maintained | Acceptable |
| | PAT: Acceptable | n/a | n/a | 68.2 | n/a | n/a | 73.7 | n/a | n/a | n/a |
| | PAT: Excellence | n/a | n/a | 10.9 | n/a | n/a | 20.3 | n/a | n/a | n/a |
| | Diploma: Acceptable | n/a | n/a | 62.0 | n/a | n/a | 83.6 | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | 11.2 | n/a | n/a | 24.1 | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | 86.6 | 90.3 | 89.2 | 89.6 | 90.3 | 90.2 | n/a | n/a | n/a |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 88.3 | n/a | n/a | 87.8 | n/a | n/a | n/a | n/a | n/a |
| | Access to Supports and Services | 85.1 | n/a | n/a | 82.6 | n/a | n/a | n/a | n/a | n/a |
| Governance | Parental Involvement | 72.5 | 78.2 | 79.1 | 79.5 | 81.8 | 81.4 | n/a | n/a | n/a |



Fall 2022 Required Alberta Education Assurance Measures - Overall Summary

| Assurance Domain | Measure | Drumheller Valley Secondary Sc | | | 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 | 83.4 | 83.8 | n/a | 85.1 | 85.6 | n/a | n/a | n/a | n/a |
| | Citizenship | 76.6 | 85.7 | 79.7 | 81.4 | 83.2 | 83.1 | Intermediate | Maintained | Acceptable |
| | 3-year High School Completion | 89.5 | 86.9 | 83.2 | 83.2 | 83.4 | 81.1 | Very High | Improved | Excellent |
| | 5-year High School Completion | 88.2 | 88.1 | 87.5 | 87.1 | 86.2 | 85.6 | Intermediate | Maintained | Acceptable |
| | PAT: Acceptable | 52.6 | n/a | 69.3 | 67.3 | n/a | 73.8 | n/a | n/a | n/a |
| | PAT: Excellence | 7.9 | n/a | 11.6 | 18.0 | n/a | 20.6 | n/a | n/a | n/a |
| | Diploma: Acceptable | 60.8 | n/a | 63.3 | 75.2 | n/a | 83.6 | n/a | n/a | n/a |
| | Diploma: Excellence | 13.3 | n/a | 8.7 | 18.2 | n/a | 24.0 | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | 86.2 | 86.6 | 88.6 | 89.0 | 89.6 | 90.3 | Intermediate | Maintained | Acceptable |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 80.6 | 88.3 | n/a | 86.1 | 87.8 | n/a | n/a | n/a | n/a |
| | Access to Supports and Services | 79.6 | 85.1 | n/a | 81.6 | 82.6 | n/a | n/a | n/a | n/a |
| Governance | Parental Involvement | 82.1 | 72.5 | 75.8 | 78.8 | 79.5 | 81.5 | High | Maintained | Good |

Notes:

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

Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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.

Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

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).

Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

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.

Measure Evaluation Reference (Required 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 |
|-------------------------------|--------------|---------------|---------------|---------------|----------------|
| Citizenship | 0.00 - 66.30 | 66.30 - 71.63 | 71.63 - 77.50 | 77.50 - 81.08 | 81.08 - 100.00 |
| 3-year High School Completion | 0.00 - 65.95 | 65.95 - 74.10 | 74.10 - 84.79 | 84.79 - 89.00 | 89.00 - 100.00 |
| 5-year High School Completion | 0.00 - 72.59 | 72.59 - 80.82 | 80.82 - 89.18 | 89.18 - 91.96 | 91.96 - 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 |
| Education Quality | 0.00 - 80.94 | 80.94 - 84.23 | 84.23 - 87.23 | 87.23 - 89.60 | 89.60 - 100.00 |
| Parental Involvement | 0.00 - 70.76 | 70.76 - 74.58 | 74.58 - 78.50 | 78.50 - 82.30 | 82.30 - 100.00 |

Notes:

For all measures: 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%.

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

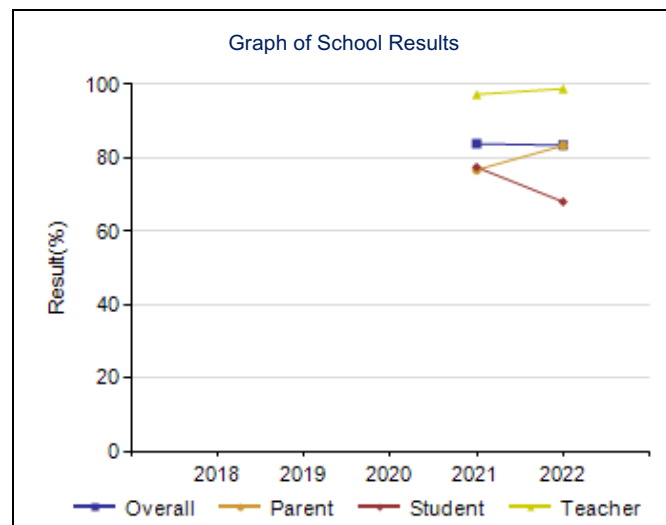
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

| 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 |

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.

Student Learning Engagement – Measure Details

| The percentage of teachers, parents and students who agree that students are engaged in their learning at school. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--------|-----|------|-----|------|-----|------|------|------|------|--------------------|-------------|---------|-----------|-----|------|-----|------|-----|-------|------|-------|------|----------|-----|------|-----|------|-----|---------|------|---------|------|
| | School | | | | | | | | | | | | | Authority | | | | | | | | | | Province | | | | | | | | | |
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | Measure Evaluation | | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Overall | n/a | n/a | n/a | n/a | n/a | n/a | 142 | 83.8 | 164 | 83.4 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,684 | 85.1 | 2,137 | 83.8 | n/a | n/a | n/a | n/a | n/a | n/a | 230,956 | 85.6 | 249,740 | 85.1 |
| Parent | n/a | n/a | n/a | n/a | n/a | n/a | 20 | 76.7 | 26 | 83.3 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 278 | 87.6 | 304 | 85.4 | n/a | n/a | n/a | n/a | n/a | n/a | 30,994 | 89.0 | 31,694 | 88.7 |
| Student | n/a | n/a | n/a | n/a | n/a | n/a | 97 | 77.4 | 111 | 68.0 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,122 | 70.4 | 1,495 | 69.4 | n/a | n/a | n/a | n/a | n/a | n/a | 169,789 | 71.8 | 187,102 | 71.3 |
| Teacher | n/a | n/a | n/a | n/a | n/a | n/a | 25 | 97.3 | 27 | 98.8 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 284 | 97.2 | 338 | 96.7 | n/a | n/a | n/a | n/a | n/a | n/a | 30,173 | 96.0 | 30,944 | 95.5 |



Notes:

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

Comment on Results – Student Learning Engagement

It's important to note that the survey of parents and students is for grade 7s and 10s only. It does not include all grade levels or students. If you look at the measure overall, we are within 2% of Golden Hills School Division and the Province. Last year, only 20 of 130 parents chose to complete the survey. This year, we have continued to struggle with parents completing our surveys. An improvement is noted in parent response of 2.8%, but still only 26 out of 111 student's parents.

Teachers strongly agreed that students are engaged in their learning at DVSS, with a result of 98.8%, up just over 3% from the province's teachers and slightly above our district. Our teachers are noticing students' engagement, and are working hard to create positive learning experiences, despite the recent challenges with instructional routines. It's also important to note that student responses to Learning Engagement are down significantly from previous years at the school, division, and provincial measures.

Strategies – Student Learning Engagement

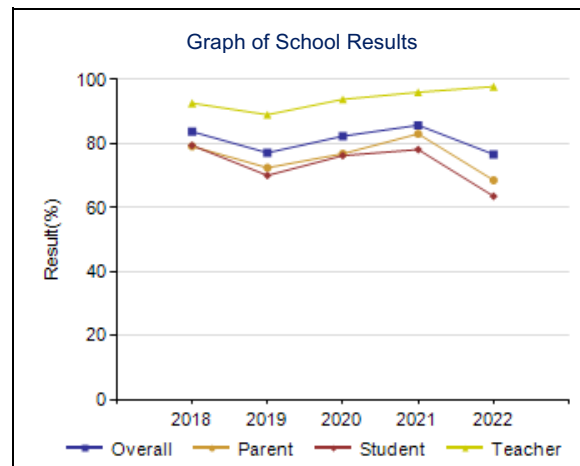
Although we are moving forward from COVID-19 and easing back to regular instruction, it is important to recognize that more than ever before students, parents, and the broader community are struggling. We are facing many hurdles from mental health challenges, to increased anxiety levels in regards to larger social functions and attendance for some in large group scenarios. Most recently, homes are facing challenges in regards to inflation and the negative impacts financially on home life. We have increased parental communication particularly social media and a platform geared towards the parent population with Facebook, and have begun full population assemblies and presentations that invite the community to join us. We have maintained the following initiatives, but as reflected in our survey numbers, parent engagement is still low.

- Provide opportunities for parents to become involved:
 - School Council
 - Parent Teacher Interviews
 - Awards evenings
 - Increase communication and awareness on Assurance Measures
 - Facebook and web page updates
 - Digital Sign advertising
- Increase the frequency with which we discuss programs within the school.
- Post monthly on the school website, drumvss.ca, and have teachers focus on various subject areas.
- Continue with diversity of options and programs provided, including robotics, coding, fine arts and music programming.
- Discuss with the School Council for suggestions and recommendations on new approaches.
- Increase the number of parents responding to the accountability surveys – parent call out and email fan out.
- Increase student awareness of program diversity at DVSS.
- Increase opportunities to bring together the entire school population to connect and celebrate.
- Increase social media recognition of unique opportunities at DVSS and accolades.

Citizenship – Measure Details

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

| | School | | | | | | | | | | | | | Authority | | | | | | | | | | Province | | | | | | | | | |
|---------|--------|------|------|------|------|------|------|------|------|------|--------------------|-------------|------------|-----------|------|-------|------|-------|------|-------|------|-------|------|----------|------|---------|------|---------|------|---------|------|---------|------|
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | Measure Evaluation | | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Overall | 180 | 83.7 | 179 | 77.1 | 189 | 82.3 | 142 | 85.7 | 163 | 76.6 | Intermediate | Maintained | Acceptable | 2,102 | 85.6 | 2,068 | 84.8 | 2,227 | 83.3 | 1,679 | 83.0 | 2,136 | 80.4 | 253,727 | 83.0 | 265,614 | 82.9 | 264,413 | 83.3 | 230,843 | 83.2 | 249,770 | 81.4 |
| Parent | 22 | 79.1 | 18 | 72.4 | 20 | 76.8 | 20 | 83.0 | 26 | 68.5 | Intermediate | Maintained | Acceptable | 312 | 82.1 | 314 | 82.9 | 268 | 79.0 | 275 | 80.2 | 302 | 75.1 | 35,482 | 81.7 | 35,247 | 81.9 | 36,891 | 82.4 | 30,905 | 81.4 | 31,689 | 80.4 |
| Student | 131 | 79.4 | 128 | 70.0 | 140 | 76.2 | 97 | 78.1 | 110 | 63.5 | Intermediate | Declined | Issue | 1,457 | 77.9 | 1,423 | 75.9 | 1,653 | 76.1 | 1,120 | 74.0 | 1,496 | 71.7 | 185,623 | 73.9 | 197,090 | 73.5 | 193,577 | 73.8 | 169,741 | 74.1 | 187,120 | 72.1 |
| Teacher | 27 | 92.6 | 33 | 89.0 | 29 | 93.8 | 25 | 96.0 | 27 | 97.8 | Very High | Improved | Excellent | 333 | 96.7 | 331 | 95.6 | 306 | 94.9 | 284 | 94.9 | 338 | 94.5 | 32,622 | 93.4 | 33,277 | 93.2 | 33,945 | 93.6 | 30,197 | 94.1 | 30,961 | 91.7 |



Notes:

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

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.

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.

Comment on Results - Citizenship

Citizenship pursuits from our teacher's has increased significantly, as the data reflects. It is likely that students have indicated this as an issue due to the increased instructional promotion of citizenship and student reflection on their own previous limited knowledge and awareness. We did not make gains in the Citizenship measure this year. If you look at and compare all respondents – students, parents, and staff, all scores from 2021 to 2022 have fallen across the district as well as the Province just like DVSS. We participated in a Global Competence Aptitude Assessment from the University of Calgary and received data collection results. Our school was also recognized as the top fundraising school for the Terry Fox Foundation last year. We also incorporated the following into our calendar year:

- Oh Canada at the beginning of each week
- Terry Fox Run

- International Education Celebration
- Remembrance Day
- Town and Grounds Cleanup regularly, Earth Day recognition
- Outreach programs for families in need – Christmas hampers and gift cards
- Guest speakers - Ryan Straschnitzki Guest Speaker – National Accessibility Week
- Acts of kindness
- Leadership focus in the school – Christmas Shoe Box – Food Drive – Clubs – Sports – Grad Committee
- FOR Club – Friends of Rachel
- Students' Council
- Community Volunteerism
- Grad Awards & Sponsorship for Leaders of Tomorrow

Strategies – Citizenship

Increase parental communication through the web site, Facebook, open houses, and presentation of what it is that we do. Continued display on external digital sign of the number of volunteer hours DVSS students invest in the community as we track, monitor, and then share. Engage with community partners, touring them through DVSS to promote the building and its opportunities and connections.

Actively promote citizenship concepts in all assemblies and gatherings with students. Encourage students to become involved in school activities. Provide opportunities for students to help one another – Connections, School Council, Student Council, Friends of Rachel Club, etc.

Promote DVSS Mission Statement:

Inspiring a caring and courageous community of lifelong learners; empowering global citizens for generations.

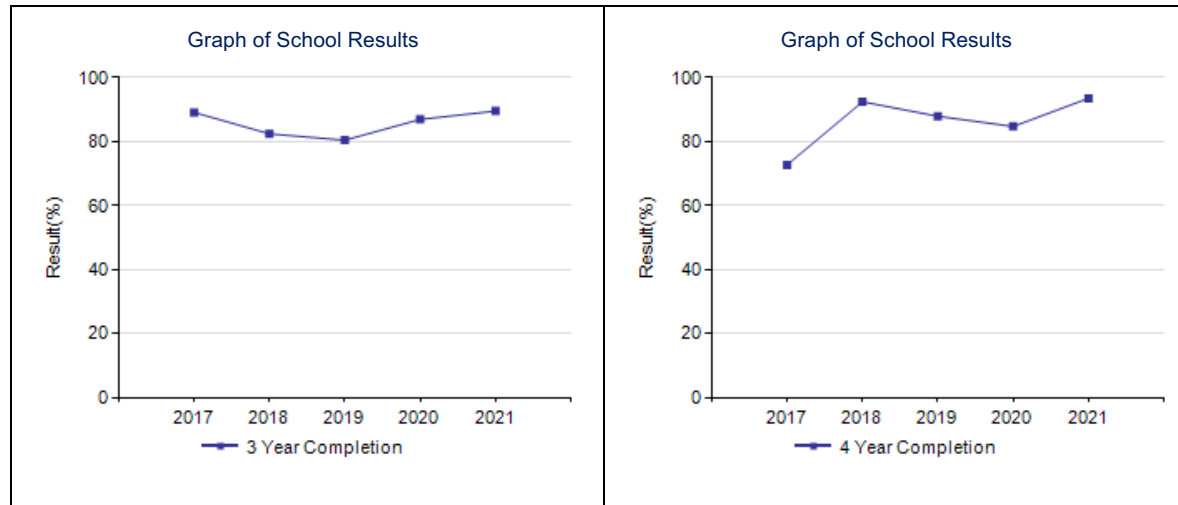
School Initiatives:

Belonging, Resilience, and Memory & Learning

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 | | | | | | | | | | | | |
|-------------------|--------|------|------|------|------|------|------|------|------|------|--------------------|-------------|------------|------|------|------|------|------|------|------|----------|------|------|--------|------|--------|------|--------|------|--------|------|--------|------|
| | 2017 | | 2018 | | 2019 | | 2020 | | 2021 | | Measure Evaluation | | | 2017 | | 2018 | | 2019 | | 2020 | | 2021 | | 2017 | | 2018 | | 2019 | | 2020 | | 2021 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| 3 Year Completion | 62 | 89.1 | 68 | 82.4 | 58 | 80.4 | 81 | 86.9 | 68 | 89.5 | Very High | Improved | Excellent | 520 | 77.2 | 490 | 76.9 | 490 | 78.9 | 511 | 84.1 | 490 | 82.5 | 44,982 | 78.7 | 44,978 | 79.7 | 45,354 | 80.3 | 46,245 | 83.4 | 47,675 | 83.2 |
| 4 Year Completion | 64 | 72.7 | 62 | 92.4 | 68 | 87.9 | 58 | 84.7 | 81 | 93.5 | Very High | Improved | Excellent | 503 | 81.6 | 520 | 83.8 | 489 | 84.8 | 493 | 83.3 | 511 | 88.9 | 44,841 | 83.0 | 44,994 | 83.3 | 44,980 | 84.0 | 45,351 | 85.0 | 46,242 | 87.1 |
| 5 Year Completion | 50 | 89.0 | 64 | 80.3 | 61 | 94.0 | 69 | 88.1 | 58 | 88.2 | Intermediate | Maintained | Acceptable | 472 | 84.6 | 504 | 84.1 | 519 | 86.6 | 489 | 86.0 | 494 | 85.6 | 43,736 | 83.8 | 44,842 | 85.2 | 44,988 | 85.3 | 44,972 | 86.2 | 45,344 | 87.1 |



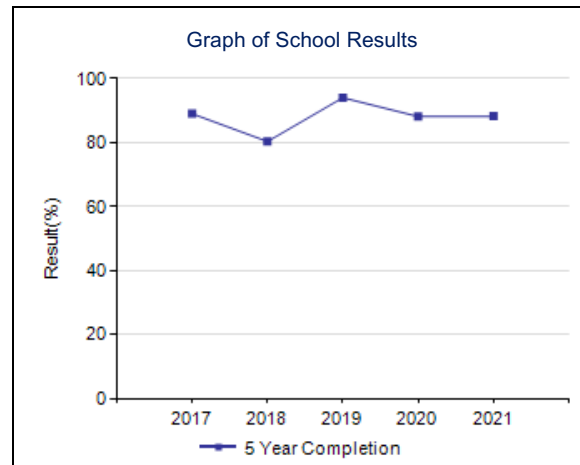
Notes:

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

Participation in the 2019/20 and 2020/21 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.

High School Completion Rate – Measure Details



Notes:

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

Participation in the 2019/20 and 2020/21 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.

Comment on Results – High School Completion Rate

We continue to celebrate our high school completion rate and its continued upward trend and maintained levels. These are above the District and Province in the 3-year, 4-year, and 5-year completion rate percentages. We have great success with grade 12 students completing successfully but have no control over students that leave in grade 10 or 11. As we have noted in the past, a student that begins with us in grade 10 and moves away prior to graduation still counts as part of our score associated with successful graduation. COVID-19 also played a role in family movement and relocation across the province and beyond, as people sought affordability, job opportunities, and re-evaluated their lifestyles. We continue to do our best in reaching out to students that have fallen short of a high school diploma and provide opportunity to complete and fix issues, that are sometimes very small and easy to address. We have also provided many opportunities for prior students in their 30s, 40s, and even 60's to complete their high school diploma. DVSS offers several levels of course streaming that is live taught to help support students where they will be successful.

NOTE: there is no 2022 data provided here.

Strategies – High School Completion Rate

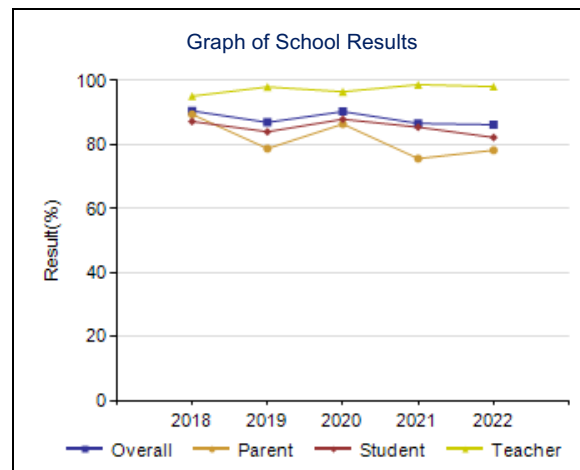
- Annual item analysis of all PAT and Diploma Exam results.
- Ongoing Professional learning communities for subject teachers to come together in Language Arts, Social Studies, Math, and Science. We have also embarked on a classroom improvement initiative for Mathematics and the Powerful Learning initiative with Golden Hills.
- Division wide professional development related to subject area improvement and Division Instructional Coach on-site supporting staff.
- Continuation of the division Powerful Learning model for subject area achievement.

- Learning Strategies Initiative – focus on Memory & Recall this year
- We have introduced a school wide initiative with myBluepint.ca which assists students in planning for a successful high school graduation and transitioning to post-secondary.
- Each year we host ELAA – Educational Liaison Association of Alberta and had 22 post-secondary institutions in the school, which was attended by all grade 10, 11, and 12 students.
- Career spotlighting – Professionals attend DVSS and speak to the Grade 10, 11, and 12s to inspire future goals and career paths beyond high school
- We encourage students that are planning a year off to find an apprenticeship program they are interested in to keep advancing their education. As well as providing access to return and upgrade as well as participate in Support Care Programs, Bow Valley College, Olds College, and Mount Royal University dual credit programs.
- Graduation tracking from Admin and support for post secondary program information, admission and scholarship application supports via our Career Counsellor.

Education Quality – Measure Details

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

| | School | | | | | | | | | | Measure Evaluation | | | Authority | | | | | | | | | | Province | | | | | | | | | |
|---------|--------|------|------|------|------|------|------|------|------|------|--------------------|-------------|------------|-----------|------|-------|------|-------|------|-------|------|-------|------|----------|------|---------|------|---------|------|---------|------|---------|------|
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | | | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | | |
| Overall | 180 | 90.5 | 179 | 86.9 | 189 | 90.3 | 142 | 86.6 | 164 | 86.2 | Intermediate | Maintained | Acceptable | 2,104 | 92.0 | 2,066 | 92.1 | 2,228 | 91.4 | 1,684 | 89.9 | 2,137 | 88.0 | 254,026 | 90.0 | 265,841 | 90.2 | 264,623 | 90.3 | 230,814 | 89.6 | 249,532 | 89.0 |
| Parent | 22 | 89.4 | 18 | 78.7 | 20 | 86.4 | 20 | 75.6 | 26 | 78.2 | Intermediate | Maintained | Acceptable | 312 | 87.8 | 314 | 88.7 | 268 | 86.6 | 278 | 86.2 | 305 | 82.4 | 35,499 | 86.0 | 35,262 | 86.4 | 36,907 | 86.7 | 31,024 | 86.7 | 31,728 | 86.1 |
| Student | 131 | 87.2 | 128 | 84.0 | 140 | 87.9 | 97 | 85.4 | 111 | 82.2 | Low | Maintained | Issue | 1,459 | 90.3 | 1,421 | 89.6 | 1,654 | 89.8 | 1,122 | 86.3 | 1,494 | 84.3 | 185,888 | 88.2 | 197,282 | 88.1 | 193,763 | 87.8 | 169,589 | 86.3 | 186,834 | 85.9 |
| Teacher | 27 | 95.1 | 33 | 98.0 | 29 | 96.5 | 25 | 98.7 | 27 | 98.1 | Very High | Maintained | Excellent | 333 | 97.8 | 331 | 98.1 | 306 | 97.8 | 284 | 97.3 | 338 | 97.2 | 32,639 | 95.8 | 33,297 | 96.1 | 33,953 | 96.4 | 30,201 | 95.7 | 30,970 | 95.0 |



Notes:

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

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.

Comment on Results – Education Quality

Parent results continue to be lower than the division and province measures. However, our data collected is lacking with the small sample size that responded as noted above. That being said, the numbers did rise in comparison to last year's results by 2.6%. Whereas the District and Province parent results dropped slightly.

Strategies – Education Quality

- Increase parental communication through the web site, Facebook, open houses, and presentation of what it is that we do.
- Provide opportunities for parents to become involved:
 - School Council – email sent monthly with an invitation to participate.
 - Announcements of events displayed daily in common area for all in the building to see and broadcasted through email fan out and social media.
 - Parent Teacher Interviews – back to in person
 - Open houses
 - Awards evenings – return to community participation.
 - Increase parental response rate on Assurance Measures
 - Facebook
- Increase the frequency with which we discuss programs within the school.
- Post monthly on the school website, drumvss.ca, and have teachers focus on various subject areas.
- Discuss with School Council for suggestions and recommendations on new approaches.
- Increase the number of parents responding to the Assurance surveys – parent call out.
- Increase student awareness of program diversity at DVSS.

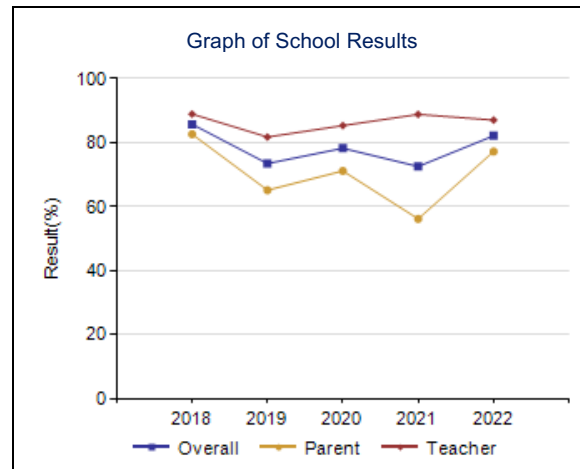
With respect to continuous improvement and implementation of the division initiative associated with Powerful Learning:

- Teachers meet regularly as a Professional Learning Community based on subject domains
- Review of assessment parameters for strengths and weaknesses
- Finding an appropriate balance between formative and summative assessments
- Implementation of Powerful Learning associated with long-range planning, unit planning, and daily implementation in the classroom
- Four division wide collaboration days to bring staff together associated with subject domains
- Regularly scheduled Division Instructional Coach support of Staff
- Learning Lab Opportunities for teachers as available within the District.
- Visible Learning resources provided to Teachers
- Attendance at District Speaker Series and support of District initiatives to enhance teacher practices.

Parental Involvement – Measure Details

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

| | School | | | | | | | | | | | | | Authority | | | | | | | | | | Province | | | | | | | | | |
|---------|--------|------|------|------|------|------|------|------|------|------|--------------------|-------------|------------|-----------|------|------|------|------|------|------|------|------|------|----------|------|--------|------|--------|------|--------|------|--------|------|
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | Measure Evaluation | | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Overall | 49 | 85.7 | 51 | 73.4 | 49 | 78.2 | 45 | 72.5 | 53 | 82.1 | High | Maintained | Good | 643 | 81.6 | 642 | 82.5 | 572 | 80.5 | 562 | 75.9 | 641 | 75.6 | 67,509 | 81.2 | 68,116 | 81.3 | 70,377 | 81.8 | 60,919 | 79.5 | 62,412 | 78.8 |
| Parent | 22 | 82.6 | 18 | 65.1 | 20 | 71.1 | 20 | 56.1 | 26 | 77.2 | Very High | Maintained | Excellent | 310 | 73.1 | 312 | 72.8 | 266 | 70.7 | 278 | 63.8 | 305 | 67.1 | 34,998 | 73.4 | 34,944 | 73.6 | 36,556 | 73.9 | 30,886 | 72.2 | 31,598 | 72.3 |
| Teacher | 27 | 88.9 | 33 | 81.7 | 29 | 85.3 | 25 | 88.8 | 27 | 87.0 | Intermediate | Maintained | Acceptable | 333 | 90.0 | 330 | 92.1 | 306 | 90.2 | 284 | 88.1 | 336 | 84.2 | 32,511 | 88.9 | 33,172 | 89.0 | 33,821 | 89.6 | 30,033 | 86.8 | 30,814 | 85.2 |



Notes:

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

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.

Comment on Results – Parental Involvement

These results are encouraging as there is a significant increase in parents and our overall results regarding parent involvement in decisions in their child's education. Again, we recognize that these results are limited in the data sample with only 26 respondents. Parents have once again been able to participate in school events including Awards Nights, face to face Parent/Teacher Interviews, Sports, etc. and in several cases we have also provided virtual content if possible so attendance can be two-fold; in person and online streaming.

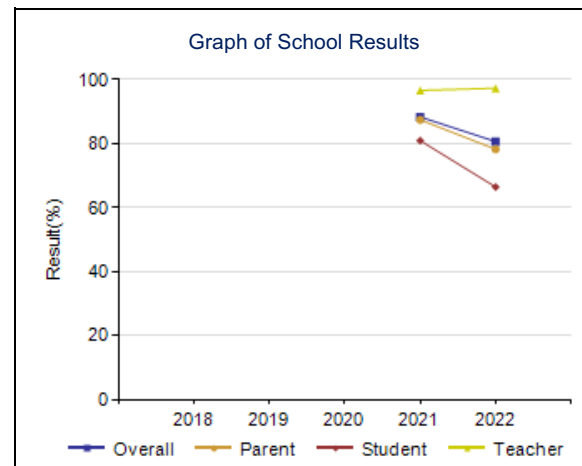
Strategies – Parental Involvement

- Increase parental communication through the web site, Facebook, open houses, and presentation of what it is that we do.
- Provide opportunities for parents to become involved:
 - School Council – email sent monthly with an invitation to participate.
 - Announcements of events displayed daily in common area for all in the building to see and broadcasted through email fan out and social media.
 - Parent Teacher Interviews – back to in person
 - Open houses
 - Awards evenings – return to community participation.
 - Increase parental response rate on Assurance Measures
 - Facebook
- Increase the frequency with which we discuss programs within the school.
- Post monthly on the school website, drumvss.ca, and have teachers focus on various subject areas.
- Discuss with School Council for suggestions and recommendations on new approaches.
- Increase the number of parents responding to the Assurance surveys – parent call out.
- Increase student awareness of program diversity at DVSS.

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 | | | | | | | | | |
|---------|--------|-----|------|-----|------|-----|------|------|------|------|--------------------|-------------|---------|-----------|-----|------|-----|------|-------|------|-------|------|-----|----------|-----|------|-----|------|---------|------|---------|------|--|
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | | | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | | |
| Overall | n/a | n/a | n/a | n/a | n/a | n/a | 142 | 88.3 | 164 | 80.6 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,682 | 87.7 | 2,140 | 85.9 | n/a | n/a | n/a | n/a | n/a | n/a | 231,091 | 87.8 | 249,941 | 86.1 | |
| Parent | n/a | n/a | n/a | n/a | n/a | n/a | 20 | 87.4 | 26 | 78.2 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 278 | 88.2 | 305 | 84.5 | n/a | n/a | n/a | n/a | n/a | n/a | 30,980 | 88.2 | 31,715 | 86.9 | |
| Student | n/a | n/a | n/a | n/a | n/a | n/a | 97 | 80.9 | 111 | 66.4 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,120 | 78.8 | 1,497 | 76.7 | n/a | n/a | n/a | n/a | n/a | n/a | 169,900 | 79.8 | 187,258 | 77.7 | |
| Teacher | n/a | n/a | n/a | n/a | n/a | n/a | 25 | 96.6 | 27 | 97.3 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 284 | 96.1 | 338 | 96.3 | n/a | n/a | n/a | n/a | n/a | n/a | 30,211 | 95.3 | 30,968 | 93.6 | |



Notes:

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

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.

Comment on Results – Welcoming, Caring, Respectful, and Safe Learning Environments

In alignment with the District and the Province our parent, student, and overall results have decreased in this area slightly. We continue to promote and support schoolwide initiatives to address these results, including Friends of Rachel Club (FOR Club) and our Connections projects. We are moving forward with a Mental Health initiative with Alberta Health Services Addictions Counselors and Public Health Nurses. We have continued with our resource, The Third Path, and working on school belonging, resiliency, and memory & recall.

Although community inclusive events began again this school year, COVID-19 and the current Alberta climate has continued to have a significant impact on students and their connectedness and engagement with schooling. We have made steps to return to what was previously deemed “normal”, but we acknowledge that these are in some cases long-term impacts that will take time to change. Overall, individuals in our greater community are struggling with the changes from COVID-19 and a return to routines and demands. We are grateful to have our District support and a school-based ability to provide socio-emotional support to our student population. We have a Family School Community Resource Worker (FSCRC) on site 3 days/week as well as designated teachers who have timetabled periods to provide support. It is important to consider the high volume of services they are providing and the short amount of time during the day to connect with those seeking and needing services.

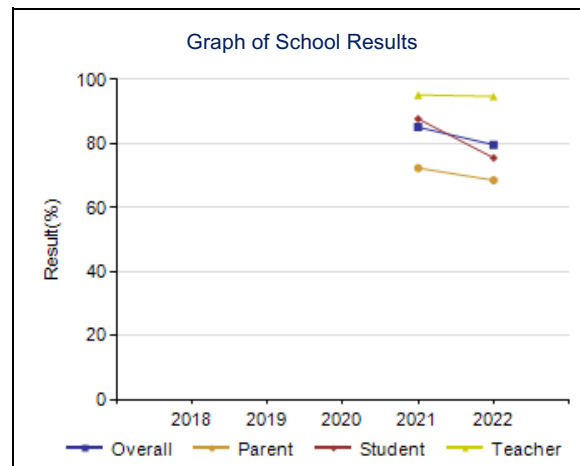
Strategies - Welcoming, Caring, Respectful, and Safe Learning Environments

- Welcome each student as they enter the school and teachers as students enter the classroom.
- Address student concerns over bullying and harassment in a timely and efficient way
- Have presentations and conversation with students around resiliency and belonging.
- Provide opportunity for students struggling with our Differentiated Learning Classroom
- Provide Educational Assistant support in addition to classroom teachers as available.
- Communicate efficiently and effectively with parents when students are struggling.
- Provide timely access to counselling both academic and social emotional.
- Consult with District leads and Psychologists as a team-based approach.
- Provide an enhanced Strive Program

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 | | | | | | | | | | | | | Authority | | | | | | | | | | Province | | | | | | | | | | |
|---------|--------|-----|------|-----|------|-----|------|------|------|------|--------------------|-------------|---------|-----------|-----|------|-----|------|-----|-------|------|-------|------|----------|-----|------|-----|------|-----|------|---------|------|---------|------|
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | Measure Evaluation | | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | |
| Overall | n/a | n/a | n/a | n/a | n/a | n/a | 141 | 85.1 | 163 | 79.6 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,683 | 81.8 | 2,137 | 79.3 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 230,761 | 82.6 | 249,570 | 81.6 |
| Parent | n/a | n/a | n/a | n/a | n/a | n/a | 20 | 72.3 | 26 | 68.5 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 278 | 76.3 | 305 | 71.0 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 30,936 | 78.9 | 31,684 | 77.4 |
| Student | n/a | n/a | n/a | n/a | n/a | n/a | 96 | 87.7 | 110 | 75.5 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,121 | 78.8 | 1,495 | 77.5 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 169,631 | 80.2 | 186,935 | 80.1 |
| Teacher | n/a | n/a | n/a | n/a | n/a | n/a | 25 | 95.2 | 27 | 94.7 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 284 | 90.2 | 337 | 89.3 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 30,194 | 88.7 | 30,951 | 87.3 |



Notes:

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

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.

Comment on Results – Access to Supports & Services

The school, district, and province have seen a slight decrease in this measure across the board. Unfortunately, mental health challenges escalated during the pandemic, and we are still addressing those heightened numbers post COVID-19 restrictions. Anxiety, economic concerns, uncertainty about the future, family and relationships were all impacted and have faced considerable challenges in the past few years. Increased supports and services have been required in all areas, especially in rural Alberta (alberta.cmha.ca/covidreport) and our community and school have been no exception.

Strategies – Access to Supports & Services

- Welcome each student as they enter the school and teachers as students enter the classroom.
- Address student concerns over bullying and harassment in a timely and efficient way
- Have presentations and conversation with students around resiliency and belonging.
- Provide opportunity for students struggling with our Differentiated Learning Classroom
- Provide Educational Assistant support in addition to classroom teachers as available.
- Communicate efficiently and effectively with parents when students are struggling.
- Provide timely access to counselling both academic and social emotional.
- Consult with District leads and Psychologists as a team-based approach.
- Provide an enhanced Strive Program

Supplemental Alberta Education Assurance Measures - Overall Summary

Fall 2022 Supplemental Alberta Education Assurance Measures - Overall Summary

| Measure | Drumheller Valley Secondary Sc | | | 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 | n/a | 53.2 | n/a | n/a | 56.6 | n/a | n/a | n/a |
| Drop Out Rate | 0.7 | 1.8 | 1.7 | 2.3 | 2.6 | 2.6 | Very High | Improved | Excellent |
| In-Service Jurisdiction Needs | 90.0 | 88.0 | 79.9 | 83.7 | 84.9 | 85.1 | High | Improved | Good |
| Lifelong Learning | 79.0 | 84.8 | 76.3 | 81.0 | 82.1 | 72.0 | High | Maintained | Good |
| Program of Studies | 89.8 | 89.0 | 85.8 | 82.9 | 81.9 | 82.3 | Very High | Improved | Excellent |
| Program of Studies - At Risk Students | 79.5 | 85.0 | 81.1 | 81.9 | 82.7 | 84.8 | Very Low | Maintained | Concern |
| Rutherford Scholarship Eligibility Rate | 75.6 | 76.3 | 72.3 | 70.2 | 68.0 | 66.4 | Very High | Maintained | Excellent |
| Safe and Caring | 83.8 | 92.2 | 88.0 | 88.8 | 90.0 | 89.2 | Intermediate | Declined | Issue |
| Satisfaction with Program Access | 76.0 | 83.6 | 76.6 | 72.6 | 71.8 | 74.1 | Intermediate | Maintained | Acceptable |
| School Improvement | 80.8 | 82.5 | 83.1 | 74.2 | 81.4 | 81.3 | Very High | Maintained | Excellent |
| Transition Rate (6 yr) | 61.7 | 54.2 | 52.6 | 60.3 | 60.0 | 59.8 | Intermediate | Improved | Good |
| Work Preparation | 80.3 | 83.5 | 84.0 | 84.9 | 85.7 | 83.5 | High | Maintained | Good |

Notes:

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

Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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 |
| In-Service Jurisdiction Needs | 0.00 - 76.10 | 76.10 - 82.23 | 82.23 - 88.14 | 88.14 - 91.80 | 91.80 - 100.00 |
| Lifelong Learning | 0.00 - 62.64 | 62.64 - 67.96 | 67.96 - 75.71 | 75.71 - 82.44 | 82.44 - 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 |
| Program of Studies - At Risk Students | 0.00 - 79.62 | 79.62 - 83.27 | 83.27 - 86.63 | 86.63 - 90.44 | 90.44 - 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 |
| Satisfaction with Program Access | 0.00 - 63.98 | 63.98 - 72.31 | 72.31 - 77.46 | 77.46 - 82.95 | 82.95 - 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.

| | Achievement | | | | |
|------------------------|-------------|------------|--------------|------------|------------|
| Improvement | 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 |

Provincial Achievement Test Results – Measure Details

| PAT Course by Course Results by Number Enrolled. | | | | | | | | | | | | | |
|--|-----------|--------------------------|------|------|------|------|-----|------|-----|------|------|--------|----|
| | | Results (in percentages) | | | | | | | | | | Target | |
| | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | 2022 | |
| | | A | E | A | E | A | E | A | E | A | E | A | E |
| English Language Arts 9 | School | 76.6 | 3.9 | 76.5 | 4.7 | n/a | n/a | n/a | n/a | 64.5 | 5.3 | 68 | 7 |
| | Authority | 75.7 | 10.3 | 73.1 | 9.2 | n/a | n/a | n/a | n/a | 58.8 | 4.8 | | |
| | Province | 76.1 | 14.7 | 75.1 | 14.7 | n/a | n/a | n/a | n/a | 69.6 | 12.9 | | |
| Mathematics 9 | School | 50.0 | 5.1 | 56.6 | 6.0 | n/a | n/a | n/a | n/a | 37.3 | 9.3 | 45 | 10 |
| | Authority | 56.7 | 10.9 | 54.0 | 13.4 | n/a | n/a | n/a | n/a | 38.9 | 7.9 | | |
| | Province | 59.2 | 15.0 | 60.0 | 19.0 | n/a | n/a | n/a | n/a | 53.0 | 16.7 | | |
| Science 9 | School | 78.9 | 17.1 | 76.5 | 21.2 | n/a | n/a | n/a | n/a | 60.5 | 11.8 | 65 | 13 |
| | Authority | 73.3 | 20.7 | 69.5 | 20.0 | n/a | n/a | n/a | n/a | 56.0 | 13.1 | | |
| | Province | 75.7 | 24.4 | 75.2 | 26.4 | n/a | n/a | n/a | n/a | 68.0 | 22.6 | | |
| Social Studies 9 | School | 66.2 | 15.6 | 67.5 | 14.5 | n/a | n/a | n/a | n/a | 48.0 | 5.3 | 50 | 7 |
| | Authority | 64.8 | 15.9 | 61.0 | 14.2 | n/a | n/a | n/a | n/a | 44.9 | 8.2 | | |
| | Province | 66.7 | 21.5 | 68.7 | 20.6 | n/a | n/a | n/a | n/a | 60.8 | 17.2 | | |

Notes:

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

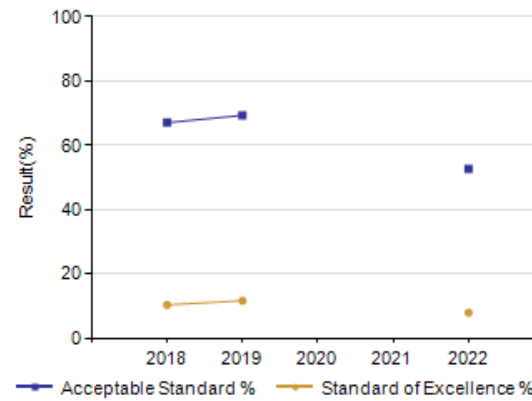
"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.

Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Graph of Overall Provincial Achievement Test Results



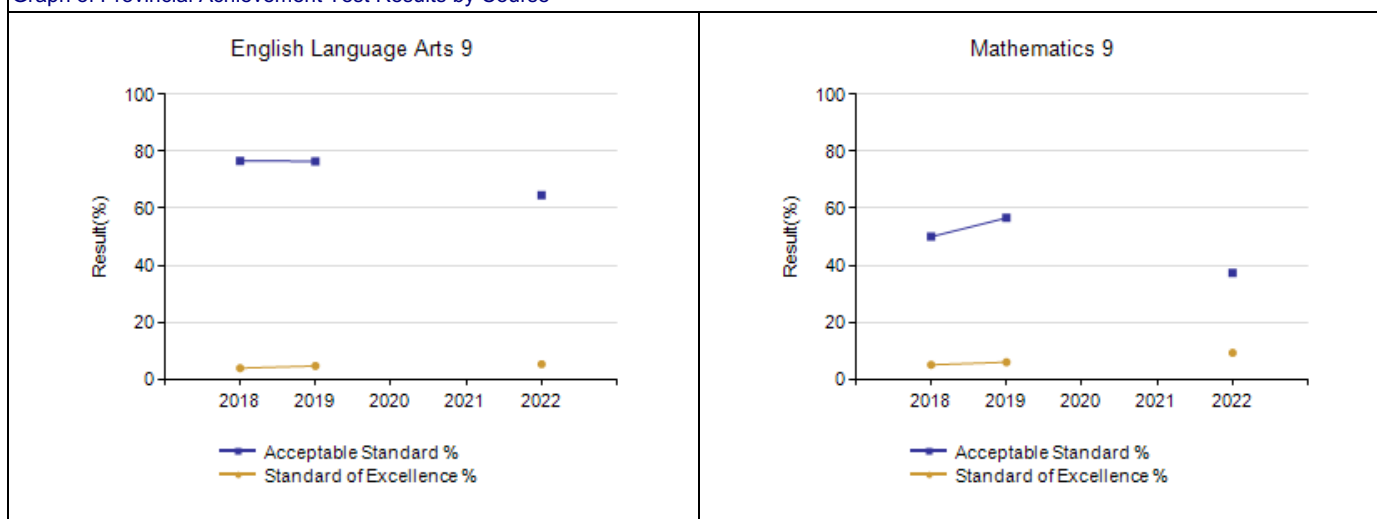
Notes:

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

Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. Caution should be used when interpreting trends over time.

Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Graph of Provincial Achievement Test Results by Course



Notes:

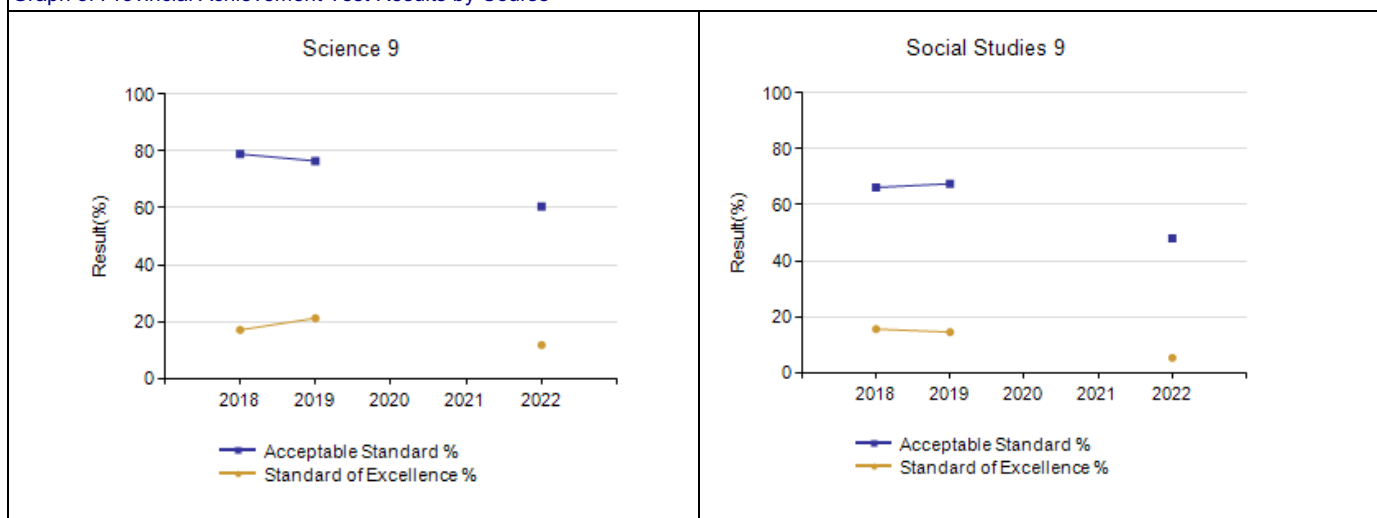
Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. Caution should be used when interpreting trends over time.

Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.

Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Graph of Provincial Achievement Test Results by Course



Notes:

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

Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. Caution should be used when interpreting trends over time.

Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.

Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

| | | Drumheller Valley Secondary Sc | | | | | | | Alberta | | | |
|-------------------------|------------------------|--------------------------------|-------------|---------|------|------|---------------------|------|---------|------|---------------------|------|
| | | Achievement | Improvement | Overall | 2022 | | Prev 3 Year Average | | 2022 | | Prev 3 Year Average | |
| Course | Measure | | | | N | % | N | % | N | % | N | % |
| English Language Arts 9 | Acceptable Standard | n/a | n/a | n/a | 76 | 64.5 | 85 | 76.5 | 35,521 | 69.6 | 47,465 | 75.1 |
| | Standard of Excellence | n/a | n/a | n/a | 76 | 5.3 | 85 | 4.7 | 35,521 | 12.9 | 47,465 | 14.7 |
| Mathematics 9 | Acceptable Standard | n/a | n/a | n/a | 75 | 37.3 | 83 | 56.6 | 32,890 | 53.0 | 46,764 | 60.0 |
| | Standard of Excellence | n/a | n/a | n/a | 75 | 9.3 | 83 | 6.0 | 32,890 | 16.7 | 46,764 | 19.0 |
| Science 9 | Acceptable Standard | n/a | n/a | n/a | 76 | 60.5 | 85 | 76.5 | 31,215 | 68.0 | 47,489 | 75.2 |
| | Standard of Excellence | n/a | n/a | n/a | 76 | 11.8 | 85 | 21.2 | 31,215 | 22.6 | 47,489 | 26.4 |
| Social Studies 9 | Acceptable Standard | n/a | n/a | n/a | 75 | 48.0 | 83 | 67.5 | 30,108 | 60.8 | 47,496 | 68.7 |
| | Standard of Excellence | n/a | n/a | n/a | 75 | 5.3 | 83 | 14.5 | 30,108 | 17.2 | 47,496 | 20.6 |

Notes:

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

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.

Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

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.

| Course | Measure | Very Low | Low | Intermediate | High | Very High |
|-------------------------|------------------------|--------------|---------------|---------------|---------------|----------------|
| English Language Arts 9 | Acceptable Standard | 0.00 - 63.55 | 63.55 - 75.66 | 75.66 - 83.70 | 83.70 - 90.27 | 90.27 - 100.00 |
| | Standard of Excellence | 0.00 - 5.96 | 5.96 - 9.43 | 9.43 - 14.72 | 14.72 - 20.46 | 20.46 - 100.00 |
| Mathematics 9 | Acceptable Standard | 0.00 - 52.42 | 52.42 - 60.73 | 60.73 - 73.88 | 73.88 - 78.00 | 78.00 - 100.00 |
| | Standard of Excellence | 0.00 - 8.18 | 8.18 - 12.49 | 12.49 - 18.10 | 18.10 - 24.07 | 24.07 - 100.00 |
| Science 9 | Acceptable Standard | 0.00 - 50.57 | 50.57 - 60.14 | 60.14 - 72.50 | 72.50 - 76.89 | 76.89 - 100.00 |
| | Standard of Excellence | 0.00 - 3.39 | 3.39 - 6.71 | 6.71 - 11.81 | 11.81 - 15.85 | 15.85 - 100.00 |
| Social Studies 9 | Acceptable Standard | 0.00 - 56.26 | 56.26 - 62.27 | 62.27 - 74.04 | 74.04 - 79.85 | 79.85 - 100.00 |
| | Standard of Excellence | 0.00 - 10.03 | 10.03 - 12.78 | 12.78 - 19.76 | 19.76 - 24.03 | 24.03 - 100.00 |

Notes:

The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Diploma Examination Results – Measure Details

• Participation Rate???

| Diploma Exam Course by Course Results by Students Writing. | | | | | | | | | | | | | |
|--|-----------|--------------------------|------|------|------|------|-----|------|-----|------|------|--------|----|
| | | Results (in percentages) | | | | | | | | | | Target | |
| | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | 2022 | |
| | | A | E | A | E | A | E | A | E | A | E | A | E |
| English Lang Arts 30-1 | School | 66.2 | 8.8 | 66.1 | 3.4 | n/a | n/a | n/a | n/a | 45.2 | 0.0 | 48 | 4 |
| | Authority | 79.6 | 8.4 | 79.8 | 9.2 | n/a | n/a | n/a | n/a | 71.7 | 3.5 | | |
| | Province | 87.5 | 13.2 | 86.8 | 12.3 | n/a | n/a | n/a | n/a | 78.8 | 9.4 | | |
| English Lang Arts 30-2 | School | 40.9 | 0.0 | 76.9 | 11.5 | n/a | n/a | n/a | n/a | 60.0 | 0.0 | 63 | 4 |
| | Authority | 79.2 | 13.7 | 83.3 | 11.0 | n/a | n/a | n/a | n/a | 78.6 | 10.3 | | |
| | Province | 88.0 | 13.1 | 87.1 | 12.1 | n/a | n/a | n/a | n/a | 80.8 | 12.3 | | |
| Mathematics 30-1 | School | 59.4 | 21.9 | 48.6 | 8.6 | n/a | n/a | n/a | n/a | 58.3 | 41.7 | 60 | 45 |
| | Authority | 67.4 | 23.8 | 72.3 | 20.1 | n/a | n/a | n/a | n/a | 47.8 | 15.2 | | |
| | Province | 77.8 | 35.3 | 77.8 | 35.1 | n/a | n/a | n/a | n/a | 63.6 | 23.0 | | |
| Mathematics 30-2 | School | 54.3 | 5.7 | 55.9 | 0.0 | n/a | n/a | n/a | n/a | 45.0 | 10.0 | 49 | 13 |
| | Authority | 73.4 | 10.7 | 73.0 | 16.3 | n/a | n/a | n/a | n/a | 49.7 | 10.4 | | |
| | Province | 74.2 | 16.4 | 76.5 | 16.8 | n/a | n/a | n/a | n/a | 61.5 | 11.8 | | |
| Social Studies 30-1 | School | 64.6 | 10.4 | 57.8 | 6.7 | n/a | n/a | n/a | n/a | 51.4 | 8.1 | 55 | 11 |
| | Authority | 79.4 | 11.6 | 78.9 | 13.5 | n/a | n/a | n/a | n/a | 73.6 | 9.0 | | |
| | Province | 86.2 | 17.7 | 86.6 | 17.0 | n/a | n/a | n/a | n/a | 81.5 | 15.8 | | |
| Social Studies 30-2 | School | 40.5 | 2.4 | 61.9 | 0.0 | n/a | n/a | n/a | n/a | * | * | 44 | 5 |
| | Authority | 69.3 | 3.5 | 73.1 | 5.5 | n/a | n/a | n/a | n/a | 71.3 | 6.6 | | |
| | Province | 78.8 | 12.2 | 77.8 | 12.2 | n/a | n/a | n/a | n/a | 72.5 | 13.2 | | |
| Biology 30 | School | 61.8 | 9.1 | 58.3 | 16.7 | n/a | n/a | n/a | n/a | 75.0 | 22.5 | 78 | 25 |
| | Authority | 78.1 | 22.9 | 78.7 | 31.8 | n/a | n/a | n/a | n/a | 65.3 | 12.4 | | |
| | Province | 86.6 | 36.6 | 83.9 | 35.5 | n/a | n/a | n/a | n/a | 74.3 | 25.2 | | |
| Chemistry 30 | School | 84.0 | 44.0 | 85.7 | 25.0 | n/a | n/a | n/a | n/a | 87.5 | 20.8 | 89 | 24 |
| | Authority | 70.5 | 24.7 | 83.5 | 27.4 | n/a | n/a | n/a | n/a | 58.3 | 15.4 | | |
| | Province | 83.6 | 38.3 | 85.7 | 42.5 | n/a | n/a | n/a | n/a | 77.1 | 31.1 | | |
| Physics 30 | School | 77.8 | 55.6 | 83.3 | 50.0 | n/a | n/a | n/a | n/a | n/a | n/a | 80 | 53 |
| | Authority | 88.7 | 43.7 | 93.9 | 37.8 | n/a | n/a | n/a | n/a | 60.0 | 36.0 | | |
| | Province | 86.2 | 43.6 | 87.5 | 43.5 | n/a | n/a | n/a | n/a | 78.5 | 34.6 | | |

Notes:

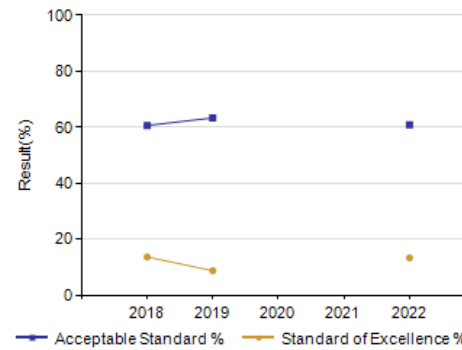
Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Graph of Diploma Examination Results – Overall

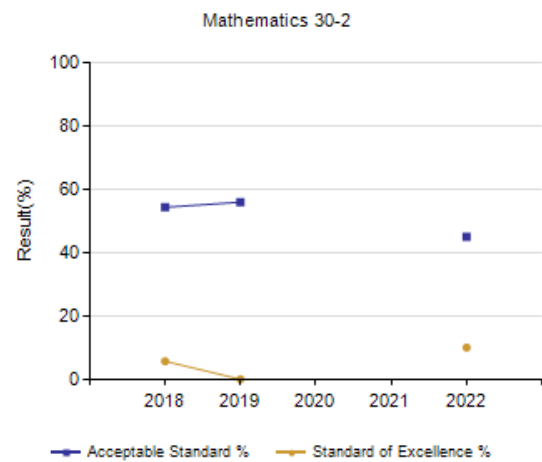
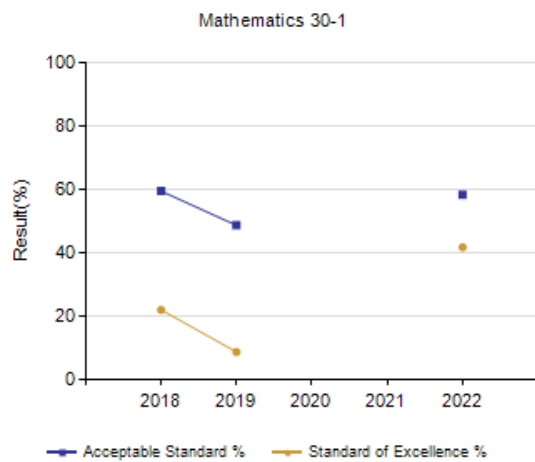
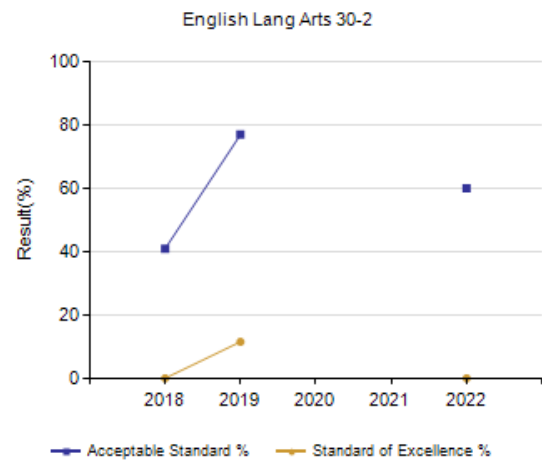
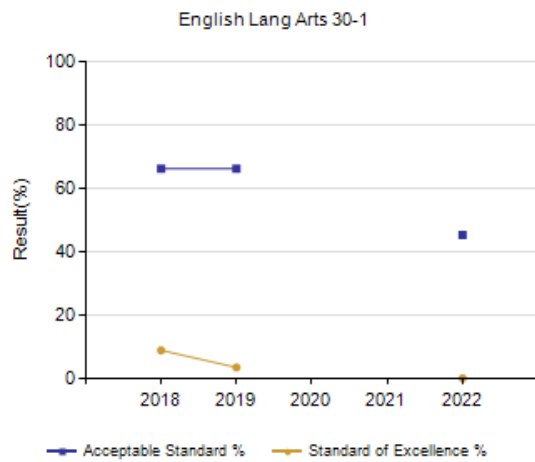


Notes:

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

Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. Caution should be used when interpreting trends over time.

Diploma Examination Results by Course



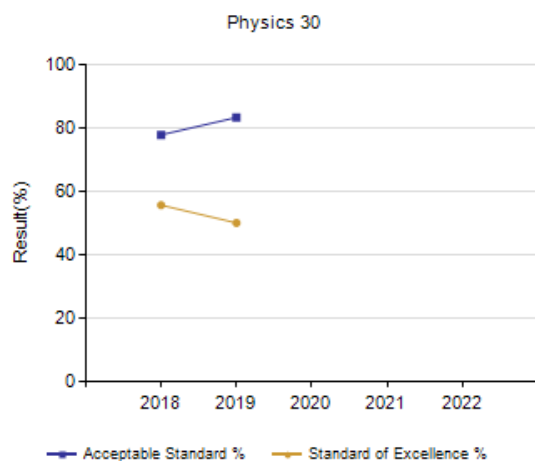
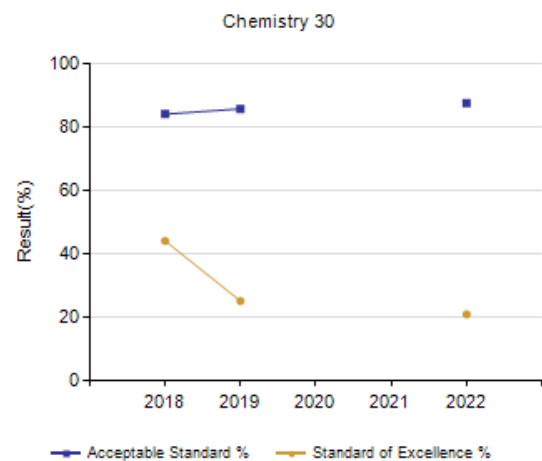
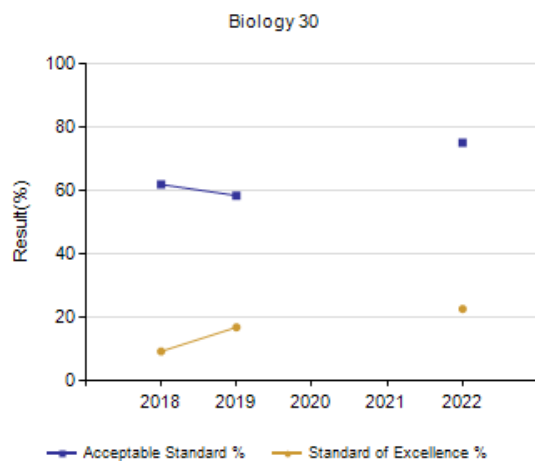
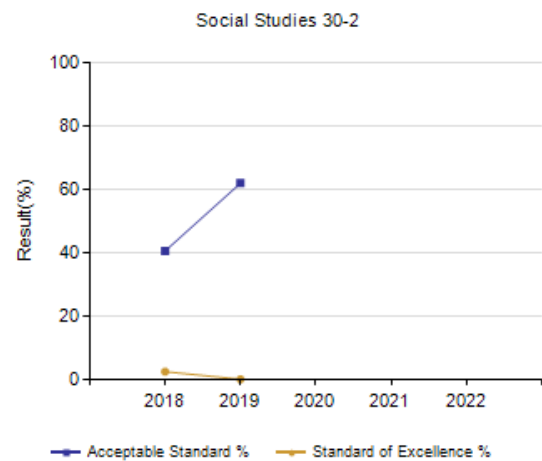
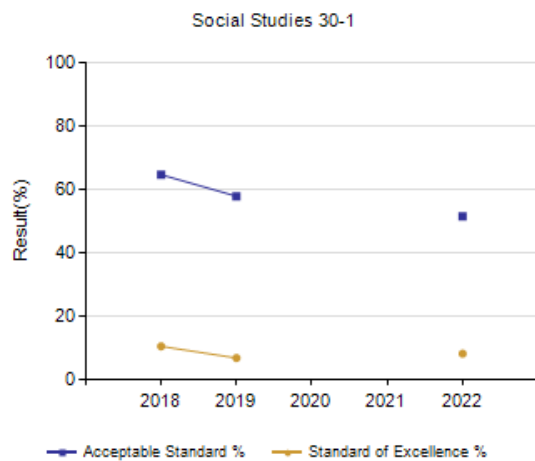
Notes:

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

Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. Caution should be used when interpreting trends over time.

A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Diploma Examination Results by Course



[No Data for Science 30]

Notes:

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

Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. Caution should be used when interpreting trends over time.

Diploma Examination Results Course By Course Summary With Measure Evaluation

| | | Drumheller Valley Secondary Sc | | | | | | | Alberta | | | |
|------------------------|------------------------|--------------------------------|-------------|---------|------|------|---------------------|------|---------|------|---------------------|------|
| | | Achievement | Improvement | Overall | 2022 | | Prev 3 Year Average | | 2022 | | Prev 3 Year Average | |
| Course | Measure | | | | N | % | N | % | N | % | N | % |
| English Lang Arts 30-1 | Acceptable Standard | n/a | n/a | n/a | 31 | 45.2 | 59 | 66.1 | 17,372 | 78.8 | 29,832 | 86.8 |
| | Standard of Excellence | n/a | n/a | n/a | 31 | 0.0 | 59 | 3.4 | 17,372 | 9.4 | 29,832 | 12.3 |
| English Lang Arts 30-2 | Acceptable Standard | n/a | n/a | n/a | 15 | 60.0 | 26 | 76.9 | 8,903 | 80.8 | 16,640 | 87.1 |
| | Standard of Excellence | n/a | n/a | n/a | 15 | 0.0 | 26 | 11.5 | 8,903 | 12.3 | 16,640 | 12.1 |
| Mathematics 30-1 | Acceptable Standard | n/a | n/a | n/a | 12 | 58.3 | 35 | 48.6 | 9,102 | 63.6 | 19,389 | 77.8 |
| | Standard of Excellence | n/a | n/a | n/a | 12 | 41.7 | 35 | 8.6 | 9,102 | 23.0 | 19,389 | 35.1 |
| Mathematics 30-2 | Acceptable Standard | n/a | n/a | n/a | 20 | 45.0 | 34 | 55.9 | 7,872 | 61.5 | 14,465 | 76.5 |
| | Standard of Excellence | n/a | n/a | n/a | 20 | 10.0 | 34 | 0.0 | 7,872 | 11.8 | 14,465 | 16.8 |
| Social Studies 30-1 | Acceptable Standard | n/a | n/a | n/a | 37 | 51.4 | 45 | 57.8 | 13,811 | 81.5 | 21,610 | 86.6 |
| | Standard of Excellence | n/a | n/a | n/a | 37 | 8.1 | 45 | 6.7 | 13,811 | 15.8 | 21,610 | 17.0 |
| Social Studies 30-2 | Acceptable Standard | n/a | n/a | n/a | 2 | * | 42 | 61.9 | 11,131 | 72.5 | 20,758 | 77.8 |
| | Standard of Excellence | n/a | n/a | n/a | 2 | * | 42 | 0.0 | 11,131 | 13.2 | 20,758 | 12.2 |
| Biology 30 | Acceptable Standard | n/a | n/a | n/a | 40 | 75.0 | 36 | 58.3 | 13,449 | 74.3 | 22,442 | 83.9 |
| | Standard of Excellence | n/a | n/a | n/a | 40 | 22.5 | 36 | 16.7 | 13,449 | 25.2 | 22,442 | 35.5 |
| Chemistry 30 | Acceptable Standard | n/a | n/a | n/a | 24 | 87.5 | 28 | 85.7 | 10,196 | 77.1 | 18,525 | 85.7 |
| | Standard of Excellence | n/a | n/a | n/a | 24 | 20.8 | 28 | 25.0 | 10,196 | 31.1 | 18,525 | 42.5 |
| Physics 30 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | 6 | 83.3 | 5,560 | 78.5 | 9,247 | 87.5 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | 6 | 50.0 | 5,560 | 34.6 | 9,247 | 43.5 |

Notes:

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

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time. A written response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

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.

| Course | Measure | Very Low | Low | Intermediate | High | Very High |
|---------------------------|------------------------|--------------|---------------|----------------|-----------------|-----------------|
| English Lang Arts 30-1 | Acceptable Standard | 0.00 - 81.51 | 81.51 - 85.05 | 85.05 - 90.15 | 90.15 - 94.10 | 94.10 - 100.00 |
| | Standard of Excellence | 0.00 - 2.28 | 2.28 - 6.43 | 6.43 - 11.18 | 11.18 - 15.71 | 15.71 - 100.00 |
| English Lang Arts 30-2 | Acceptable Standard | 0.00 - 81.90 | 81.90 - 88.81 | 88.81 - 94.35 | 94.35 - 97.10 | 97.10 - 100.00 |
| | Standard of Excellence | 0.00 - 3.70 | 3.70 - 8.52 | 8.52 - 14.55 | 14.55 - 18.92 | 18.92 - 100.00 |
| French Language Arts 30-1 | Acceptable Standard | 0.00 - 78.73 | 78.73 - 92.86 | 92.86 - 100.00 | 100.00 - 100.00 | 100.00 - 100.00 |
| | Standard of Excellence | 0.00 - 0.00 | 0.00 - 5.21 | 5.21 - 16.67 | 16.67 - 23.04 | 23.04 - 100.00 |
| Social Studies 30-1 | Acceptable Standard | 0.00 - 69.65 | 69.65 - 80.38 | 80.38 - 87.98 | 87.98 - 95.79 | 95.79 - 100.00 |
| | Standard of Excellence | 0.00 - 2.27 | 2.27 - 8.63 | 8.63 - 14.51 | 14.51 - 19.76 | 19.76 - 100.00 |
| Social Studies 30-2 | Acceptable Standard | 0.00 - 71.97 | 71.97 - 79.85 | 79.85 - 87.56 | 87.56 - 91.42 | 91.42 - 100.00 |
| | Standard of Excellence | 0.00 - 3.94 | 3.94 - 8.65 | 8.65 - 14.07 | 14.07 - 23.34 | 23.34 - 100.00 |
| Biology 30 | Acceptable Standard | 0.00 - 68.26 | 68.26 - 79.41 | 79.41 - 85.59 | 85.59 - 92.33 | 92.33 - 100.00 |
| | Standard of Excellence | 0.00 - 10.75 | 10.75 - 21.84 | 21.84 - 29.26 | 29.26 - 33.42 | 33.42 - 100.00 |
| Chemistry 30 | Acceptable Standard | 0.00 - 58.10 | 58.10 - 69.51 | 69.51 - 80.34 | 80.34 - 84.74 | 84.74 - 100.00 |
| | Standard of Excellence | 0.00 - 11.22 | 11.22 - 20.47 | 20.47 - 30.47 | 30.47 - 35.07 | 35.07 - 100.00 |
| Physics 30 | Acceptable Standard | 0.00 - 50.06 | 50.06 - 71.77 | 71.77 - 83.00 | 83.00 - 88.67 | 88.67 - 100.00 |
| | Standard of Excellence | 0.00 - 5.61 | 5.61 - 18.10 | 18.10 - 31.88 | 31.88 - 41.10 | 41.10 - 100.00 |

Notes:

The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Comment on Results – PATs and Diplomas

Along with our focus of belonging and resiliency, we have been working on improving memory and recall for our students. Students currently writing formalized Alberta Education exams have not written these exams for the last several years. The pressure students place upon themselves to excel, and the rigor needed for these examinations needs to be considered especially after several years of non-routine schooling. Our teachers are working on filling the gaps that COVID-19 has left in student's educational toolkit at all levels, not just at the Grade 9 PAT and Grade 12 Diploma exams. We are proud of our Diploma Participation rates, although no data was available for this year, we strongly encourage students to complete Math and Science examinations, even though they are not required for an Alberta High School Diploma. We continue to have a high international student population and therefore, many students are ESL learners completing our Humanities exams as well. These are directly impacting our Standard of Excellence and Acceptable Standard results, but we wish to provide as many educational opportunities as possible for our students. We fully believe in our school vision statement; "To Engage Possibilities and Embrace Potential". Highlights as follows:

English Language Arts 9 Standard of Excellence is above our previous 3-year average and higher than the Division Acceptable level result.

Math 9 Standard of Excellence is above our previous 3 year average and higher than the Division Excellence level result.

Science 9 result is higher than the Division Acceptable level result.

Social 9 result is higher than the Division Acceptable level result. Math 30-1 Standard of Excellence is above provincial result and higher than our 3 year average.

Social Studies 30-1 Standard of Excellence is above our 3 year average.

Bio 30 Standard of Excellence and Acceptable Standard results are above our 3 year average.

Chemistry 30 Acceptable Standard results are above our 3 year average and higher than the Division and Province.

Strategies – PATs and Diplomas

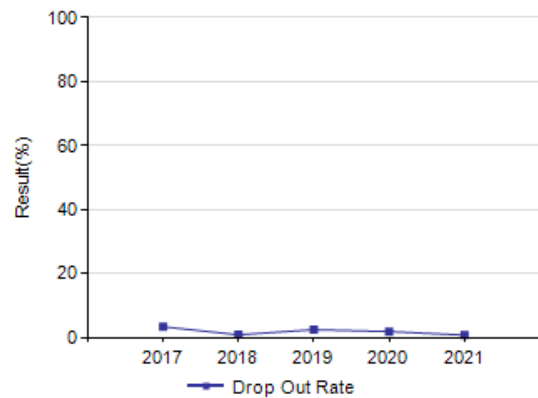
- Student access to teachers beyond regular classroom instructional time – Learning Strategies Block
- Diploma and PAT analysis as a Professional Learning Community (PLCs)
- District Initiated Powerful Learning
- Division Instructional Coach Support for Classroom teachers
- Division Collaboration Professional Development Days
- Teacher mentorships where available
- Memory and Recall focus
- Socio-Emotional supports and strategies for students in crisis

- Parent-Teacher communication and support to increase attendance.
- Reading instructional block within Timetable for Literacy Support
- ESL based Learning Strategies Blocks – Jr and Sr High

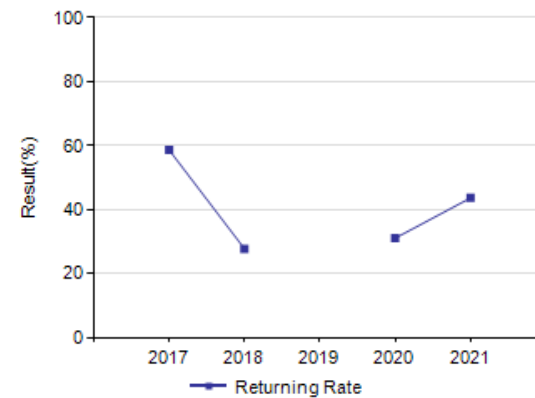
Drop Out Rate – Measure Details

| Drop Out Rate - annual dropout rate of students aged 14 to 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--------|------|------|------|------|-----|------|------|------|------|--------------------|-------------|-----------|-----------|------|-------|------|-------|------|-------|------|-------|------|----------|------|--------|------|--------|------|--------|------|--------|------|
| | School | | | | | | | | | | Measure Evaluation | | | Authority | | | | | | | | | | Province | | | | | | | | | |
| | 2017 | | 2018 | | 2019 | | 2020 | | 2021 | | | | | 2017 | | 2018 | | 2019 | | 2020 | | 2021 | | 2017 | | 2018 | | 2019 | | 2020 | | 2021 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | | |
| Drop Out Rate | 231 | 3.3 | 231 | 0.8 | 274 | 2.4 | 267 | 1.8 | 282 | 0.7 | Very High | Improved | Excellent | 1,981 | 3.0 | 1,952 | 2.5 | 1,942 | 3.8 | 1,981 | 3.3 | 1,996 | 2.7 | 18,206 | 2.3 | 18,283 | 2.6 | 18,481 | 2.7 | 18,628 | 2.6 | 18,971 | 2.3 |
| Returning Rate | 6 | 58.6 | 8 | 27.7 | 4 | * | 8 | 31.0 | 6 | 43.6 | n/a | n/a | n/a | 85 | 23.6 | 88 | 18.6 | 67 | 15.1 | 86 | 13.9 | 84 | 12.2 | 7,626 | 19.9 | 6,800 | 22.7 | 6,750 | 18.2 | 6,720 | 18.1 | 6,408 | 17.3 |

Graph of School Results



Graph of School Results



Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). Starting in 2018/19, 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.

Comment on Results – Drop Out Rate

Note: No 2022 results

DVSS dropout rate continues to be lower than the division and province at 1.7. We can contribute this to the work of all staff in established relationships with students and parents to keep students moving forward. As well as our welcoming and belonging culture.

Strategies – Drop Out Rate

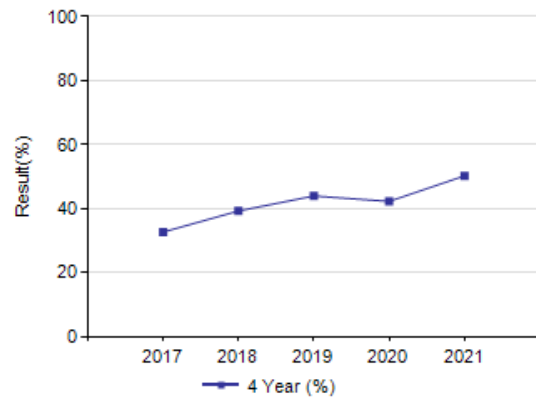
- Annual item analysis of all PAT and Diploma Exam results.
- Professional learning communities for subject teachers to come together in Language Arts, Social Studies, Math, and Science. We have also embarked on a classroom improvement initiative for Mathematics and the Powerful Learning initiative with Golden Hills.
- Division wide professional development related to subject area improvement.
- Continuation of the division Powerful Learning model for subject area achievement.
- Learning Strategies Initiative
- We have introduced a school wide initiative with myBlueprint.ca which assists students in planning for a successful high school graduation and transitioning to post-secondary.
- Each year we host ELAA – Educational Liaison Association of Alberta and had 22 post-secondary institutions in the school, which was attended by all grade 10, 11, and 12 students.
- We encourage students that are planning a year off to find an apprenticeship program they are interested in to keep advancing their education. As well as providing access to return and upgrade as well as participate in Health Care Aide, Bow Valley College, Olds College, and Mount Royal University dual credit programs.
- Our focus on providing opportunity to students to earn post-secondary credit while in high school.

High School to Post-secondary Transition Rate – Measure Details

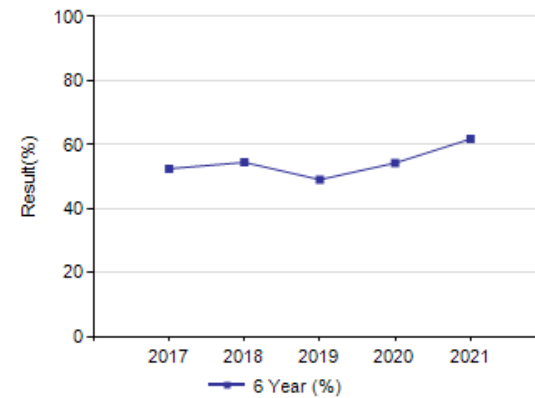
High school to post-secondary transition rate of students within four and six years of entering Grade 10.

| | School | | | | | | | | | | Measure Evaluation | | | Authority | | | | | | | | | | Province | | | | | | | | | |
|-------------|--------|------|------|------|------|------|------|------|------|------|--------------------|-------------|---------|-----------|------|------|------|------|------|------|------|------|------|----------|------|--------|------|--------|------|--------|------|--------|------|
| | 2017 | | 2018 | | 2019 | | 2020 | | 2021 | | | | | 2017 | | 2018 | | 2019 | | 2020 | | 2021 | | 2017 | | 2018 | | 2019 | | 2020 | | 2021 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | | |
| 4 Year Rate | 64 | 32.6 | 62 | 39.2 | 68 | 43.9 | 58 | 42.2 | 81 | 50.2 | High | Improved | Good | 503 | 34.0 | 520 | 35.6 | 489 | 35.4 | 493 | 30.8 | 511 | 33.8 | 44,841 | 39.4 | 44,994 | 40.2 | 44,980 | 40.9 | 45,351 | 40.5 | 46,242 | 41.2 |
| 6 Year Rate | 73 | 52.4 | 50 | 54.4 | 64 | 49.0 | 61 | 54.2 | 69 | 61.7 | Intermediate | Improved | Good | 485 | 51.4 | 472 | 56.1 | 504 | 51.8 | 518 | 50.2 | 489 | 53.8 | 44,182 | 59.0 | 43,728 | 59.1 | 44,832 | 60.3 | 44,983 | 60.0 | 44,966 | 60.3 |

Graph of School Results



Graph of School Results



Notes:

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

Comment on Results – High School to Post-Secondary Transition Rate

Note: No 2022 results

The post-secondary transition rate continues to improve and has significant uptake over the division and province. We have an excellent system in place in assisting students and parents with direction and application to assist in transitioning.

We have a dedicated counsellor, Mrs. Teske, that specializes in scholarships and assists with application for post-secondary programs. We provide this service to all students.

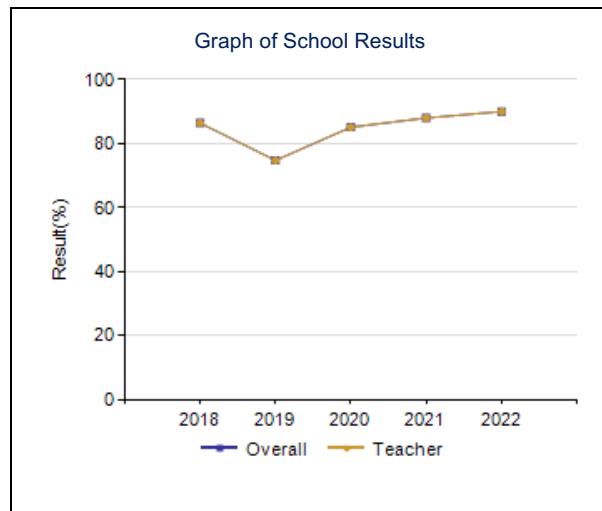
Strategies – High School to Post-Secondary Transition Rate

- Annual item analysis of all PAT and Diploma Exam results.
- Professional learning communities for subject teachers to come together in Language Arts, Social Studies, Math, and Science. We have also embarked on a classroom improvement initiative for Mathematics and the Powerful Learning initiative with Golden Hills.
- Division wide professional development related to subject area improvement.
- Continuation of the division Powerful Learning model for subject area achievement.
- Learning Strategies Initiative that teach the skills of how to be a student
- We have introduced a school wide initiative with myBlueprint.ca which assists students in planning for a successful high school graduation and transitioning to post-secondary.
- Each year we host ELAA – Educational Liaison Association of Alberta and had 22 post-secondary institutions in the school, which was attended by all grade 10, 11, and 12 students.
- We encourage students that are planning a year off to find an apprenticeship program they are interested in to keep advancing their education. As well as providing access to return and upgrade as well as participate in Health Care Aide, Bow Valley College, Olds College, and Mount Royal University dual credit programs.

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 | | | | | | | | | | | | | Authority | | | | | | | | | | Province | | | | | | | | | |
|---------|--------|------|------|------|------|------|------|------|------|------|--------------------|-------------|---------|-----------|------|------|------|------|------|------|------|------|------|----------|------|--------|------|--------|------|--------|------|--------|------|
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | Measure Evaluation | | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Overall | 27 | 86.4 | 33 | 74.7 | 29 | 85.1 | 25 | 88.0 | 27 | 90.0 | High | Improved | Good | 330 | 89.0 | 328 | 89.2 | 305 | 91.8 | 274 | 89.0 | 325 | 90.4 | 32,428 | 84.3 | 33,074 | 85.2 | 33,766 | 85.0 | 29,619 | 84.9 | 30,280 | 83.7 |
| Teacher | 27 | 86.4 | 33 | 74.7 | 29 | 85.1 | 25 | 88.0 | 27 | 90.0 | High | Improved | Good | 330 | 89.0 | 328 | 89.2 | 305 | 91.8 | 274 | 89.0 | 325 | 90.4 | 32,428 | 84.3 | 33,074 | 85.2 | 33,766 | 85.0 | 29,619 | 84.9 | 30,280 | 83.7 |



Notes:

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

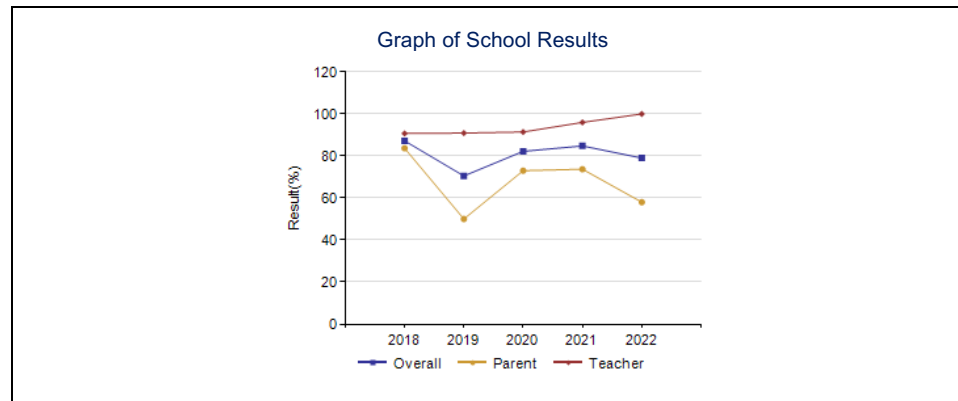
The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment of Results – In-service Jurisdiction Needs

- DVSS staff are very satisfied at the opportunity for professional growth at both the school and division level.

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 | | | | | | | | | |
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | | | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | | |
| Overall | 49 | 87.2 | 51 | 70.5 | 49 | 82.2 | 45 | 84.8 | 53 | 79.0 | High | Maintained | Good | 631 | 73.6 | 629 | 74.2 | 558 | 74.0 | 551 | 82.9 | 628 | 81.2 | 66,144 | 70.9 | 66,943 | 71.4 | 69,182 | 72.6 | 59,478 | 82.1 | 60,822 | 81.0 |
| Parent | 22 | 83.7 | 18 | 50.0 | 20 | 73.0 | 20 | 73.7 | 26 | 58.0 | Low | Maintained | Issue | 298 | 64.1 | 302 | 64.3 | 253 | 63.5 | 271 | 73.1 | 296 | 70.3 | 33,714 | 64.0 | 33,876 | 64.0 | 35,454 | 64.6 | 29,693 | 75.3 | 30,314 | 74.6 |
| Teacher | 27 | 90.7 | 33 | 90.9 | 29 | 91.4 | 25 | 96.0 | 27 | 100.0 | Very High | Improved | Excellent | 333 | 83.2 | 327 | 84.1 | 305 | 84.5 | 280 | 92.7 | 332 | 92.1 | 32,430 | 77.8 | 33,067 | 78.8 | 33,728 | 80.6 | 29,785 | 88.9 | 30,508 | 87.4 |



Notes:

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

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.

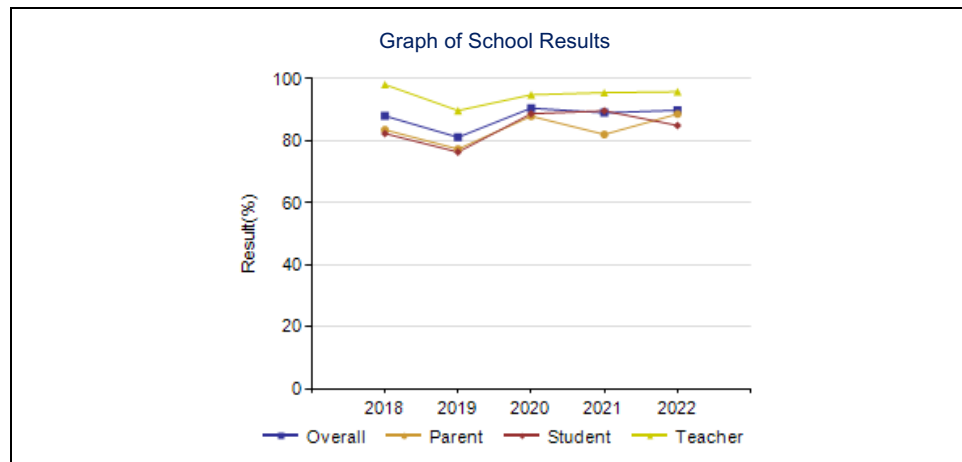
A "N/A" response was added to the AEA survey in 2020/21, allowing respondents to clearly indicate when a question was not applicable. Unlike "Don't Know", a response of "N/A" does not count towards the total number of responses in the survey result. Caution should be used when interpreting trends over time.

Comment of Results – Lifelong Learning

- At DVSS we have this as our tag line, but we call it Learning for Life. We impress upon our students and in our staff culture ongoing learning. We can never remain static as things change and in today's world have several career changes over one's work life is the norm. Our teacher results continue to climb, but we have seen a decrease with our parent and overall results. Again, we have a very small sample of parent responses to our survey that cannot be ignored.

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 | | | | | | | | | |
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | Measure Evaluation | | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Overall | 180 | 88.0 | 179 | 81.1 | 189 | 90.5 | 141 | 89.0 | 163 | 89.8 | Very High | Improved | Excellent | 1,581 | 79.0 | 1,525 | 81.0 | 1,589 | 81.2 | 1,339 | 82.1 | 1,607 | 81.2 | 17,590 | 81.8 | 18,184 | 82.2 | 18,493 | 82.4 | 15,768 | 81.9 | 17,239 | 82.9 |
| Parent | 22 | 83.5 | 18 | 77.3 | 20 | 87.9 | 20 | 82.0 | 26 | 88.6 | Very High | Maintained | Excellent | 312 | 76.0 | 314 | 79.2 | 268 | 75.4 | 274 | 78.4 | 303 | 78.6 | 35,489 | 79.9 | 35,252 | 80.1 | 36,901 | 80.1 | 30,817 | 81.7 | 31,625 | 82.4 |
| Student | 131 | 82.3 | 128 | 76.3 | 140 | 88.7 | 96 | 89.6 | 110 | 84.9 | Very High | Maintained | Excellent | 936 | 73.1 | 880 | 78.2 | 1,015 | 78.4 | 781 | 79.1 | 966 | 76.3 | 10,778 | 77.2 | 11,330 | 77.4 | 11,354 | 77.8 | 9,676 | 74.9 | 10,976 | 76.9 |
| Teacher | 27 | 98.1 | 33 | 89.7 | 29 | 94.8 | 25 | 95.5 | 27 | 95.8 | Very High | Maintained | Excellent | 333 | 88.0 | 331 | 85.7 | 306 | 89.7 | 284 | 88.7 | 338 | 88.7 | 32,638 | 88.4 | 33,290 | 89.1 | 33,951 | 89.3 | 30,187 | 89.2 | 30,938 | 89.3 |



Notes:

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

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.

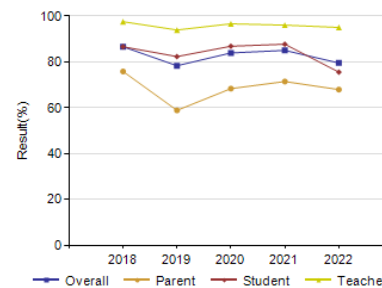
Comment of Results – Program of Studies

- At DVSS we have a full scope and sequence of all core subject areas that are all teacher taught. We also have diversified set of options for students and can easily compete with urban schools. We are always looking for opportunity for students to experience and grow in new areas. This year we have continued a fashion studies class that we began last year for grades 7 to 12 along with the Strings LS Class which provides instruction for the violin, viola, cello, and double base that was new last year. We have also brought back Enterprise & Innovation. We have continued to exceed at this measure in comparison to the division and provincial levels in this area.

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 | | | | | | | | | |
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | | | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | | |
| Overall | 180 | 86.6 | 178 | 78.3 | 189 | 83.9 | 141 | 85.0 | 163 | 79.5 | Very Low | Maintained | Concern | 2,102 | 84.5 | 2,065 | 85.6 | 2,225 | 85.2 | 1,682 | 81.9 | 2,137 | 79.0 | 253,515 | 84.2 | 265,362 | 84.7 | 264,165 | 84.9 | 230,686 | 82.7 | 249,524 | 81.9 |
| Parent | 22 | 75.8 | 17 | 58.8 | 20 | 68.3 | 20 | 71.4 | 26 | 67.9 | Very Low | Maintained | Concern | 312 | 77.0 | 312 | 77.9 | 268 | 75.9 | 277 | 74.7 | 305 | 67.8 | 35,439 | 77.0 | 35,184 | 77.8 | 36,846 | 78.1 | 30,874 | 76.7 | 31,643 | 75.3 |
| Student | 131 | 86.6 | 128 | 82.3 | 140 | 86.8 | 96 | 87.7 | 110 | 75.5 | Very Low | Declined | Concern | 1,457 | 81.9 | 1,422 | 83.7 | 1,652 | 83.5 | 1,121 | 78.8 | 1,495 | 77.5 | 185,470 | 81.7 | 196,933 | 81.9 | 193,409 | 82.2 | 169,631 | 80.2 | 186,935 | 80.1 |
| Teacher | 27 | 97.5 | 33 | 93.9 | 29 | 96.6 | 25 | 96.0 | 27 | 95.0 | Intermediate | Maintained | Acceptable | 333 | 94.6 | 331 | 95.2 | 305 | 96.2 | 284 | 92.1 | 337 | 91.7 | 32,606 | 94.0 | 33,245 | 94.5 | 33,910 | 94.4 | 30,181 | 91.2 | 30,946 | 90.3 |

Graph of School Results



Notes:

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

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.

Comment on Results – At Risk Students

Although these results are low and at a level of concern, it is important to recognize we are in line with our district and very close to the province. Again, Alberta as a province in general has faced an alarming rate of significant challenges regarding a heightened level of need for resources. This volume directly reflects at risk student rates.

We do have a series of supports for students that are at risk and the work begins in grade 7 and follows through to grade 12.

- Differentiated Learning Centre – for students that need additional supports with core subject areas
- Learning Strategies – flex time during the day for students to organize, do homework, study, or seek support from the teacher. Students also receive a weekly lesson on how to become a stronger student.
- Strive Program – for students needing a smaller classroom environment with specialized learning needs.
- Three counsellors, one full time and two half time – social emotional supports
- Detailed annual review of mapping student progress to ensure all areas are covered and move students toward an Alberta High School Diploma
- Review of all students at the end of grade 12. If they have fallen short on their diploma engage the student and parent and have the student back to complete necessary work.

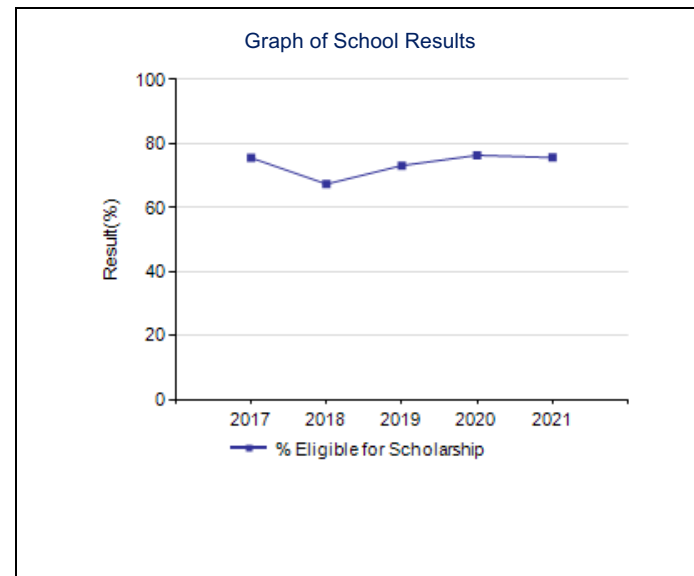
Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

| | School | | | | | | | | | | | Authority | | | | | | | | | | Province | | | | | | | | | | | |
|---|--------|------|------|------|------|------|------|------|------|------|--------------------|-------------|-----------|------|------|------|------|------|------|------|------|----------|------|--------|------|--------|------|--------|------|--------|------|--------|------|
| | 2017 | | 2018 | | 2019 | | 2020 | | 2021 | | Measure Evaluation | | | 2017 | | 2018 | | 2019 | | 2020 | | 2021 | | 2017 | | 2018 | | 2019 | | 2020 | | 2021 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | | |
| Rutherford Scholarship Eligibility Rate | 53 | 75.5 | 55 | 67.3 | 67 | 73.1 | 93 | 76.3 | 86 | 75.6 | Very High | Maintained | Excellent | 548 | 68.2 | 541 | 70.1 | 557 | 71.3 | 569 | 73.3 | 586 | 75.6 | 60,127 | 63.4 | 60,559 | 64.8 | 58,970 | 66.6 | 59,357 | 68.0 | 58,631 | 70.2 |

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 |
| 2017 | 53 | 37 | 69.8 | 37 | 69.8 | 25 | 47.2 | 40 | 75.5 |
| 2018 | 55 | 36 | 65.5 | 30 | 54.5 | 14 | 25.5 | 37 | 67.3 |
| 2019 | 67 | 36 | 53.7 | 46 | 68.7 | 21 | 31.3 | 49 | 73.1 |
| 2020 | 93 | 61 | 65.6 | 64 | 68.8 | 54 | 58.1 | 71 | 76.3 |
| 2021 | 86 | 60 | 69.8 | 60 | 69.8 | 40 | 46.5 | 65 | 75.6 |



Notes:

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

Comment on Results – Rutherford Scholarship

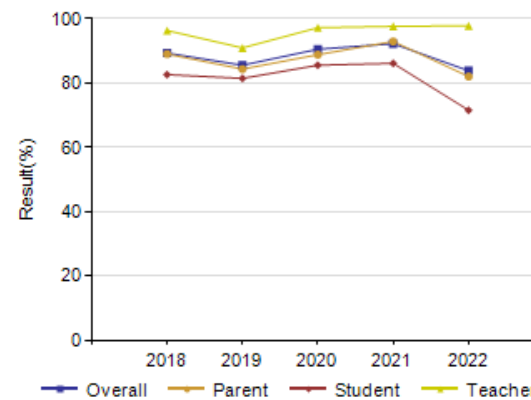
Note: No results for 2022

Once again, we are very pleased with the results associated with the number of students eligible for Rutherford Scholarships. There was a slight dip in the results for this current data result. As part of this we use a tool called MyBlueprint. Student marks for grades 10, 11, & 12 are imported into this tool and students are aware of how much Rutherford Scholarship they have earned each year.

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 | | | | | | | | | |
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | | | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | |
| | N | % | N | % | N | % | N | % | N | % | Ac hie ve ment | Im prove ment | Overa ll | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | | |
| Overa ll | 180 | 89.3 | 179 | 85.5 | 189 | 90.5 | 142 | 92.2 | 164 | 83.8 | Intermediate | Declined | Issue | 2,102 | 90.6 | 2,067 | 90.6 | 2,226 | 90.0 | 1,682 | 90.0 | 2,139 | 88.8 | 253,494 | 89.0 | 265,382 | 89.0 | 264,204 | 89.4 | 230,987 | 90.0 | 249,835 | 88.8 |
| Parent | 22 | 89.0 | 18 | 84.3 | 20 | 88.8 | 20 | 92.9 | 26 | 82.0 | Intermediate | Maintained | Acceptable | 312 | 89.8 | 314 | 91.5 | 268 | 87.7 | 278 | 90.5 | 305 | 88.1 | 35,486 | 89.4 | 35,247 | 89.7 | 36,899 | 90.2 | 30,969 | 90.5 | 31,707 | 89.5 |
| Student | 131 | 82.6 | 128 | 81.4 | 140 | 85.5 | 97 | 86.1 | 111 | 71.5 | Very Low | Declined Significantly | Concern | 1,457 | 84.6 | 1,422 | 83.6 | 1,652 | 85.5 | 1,120 | 83.1 | 1,497 | 81.1 | 185,384 | 82.5 | 196,856 | 82.3 | 193,364 | 82.6 | 169,813 | 84.0 | 187,165 | 82.5 |
| Teacher | 27 | 96.3 | 33 | 90.9 | 29 | 97.2 | 25 | 97.6 | 27 | 97.8 | Very High | Maintained | Excellent | 333 | 97.5 | 331 | 96.8 | 306 | 96.9 | 284 | 96.5 | 337 | 97.1 | 32,624 | 95.0 | 33,279 | 95.1 | 33,941 | 95.3 | 30,205 | 95.4 | 30,963 | 94.3 |

Graph of School Results



Notes:

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

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.

Comment on Results – Safe & Caring

In alignment with the District and the Province our parent, student, and overall results have decreased in this area slightly. We continue to promote and support schoolwide initiatives to address these results, including Friends of Rachel Club (FOR Club) and our Connections projects. We are moving forward with a Mental Health initiative with Alberta Health Services Addictions Counselors and Public Health Nurses. We have continued with our resource, The Third Path, and working on school belonging, resiliency, and memory & recall.

Although community inclusive events began again this school year, COVID-19 and the current Alberta climate has continued to have a significant impact on students and their connectedness and engagement with schooling. We have made steps to return to what was previously deemed “normal”, but we acknowledge that these are in some cases long-term impacts that will take time to change. Overall, individuals in our greater community are struggling with the changes from COVID-19 and a return to routines and demands. We are grateful to have our District support and a school-based ability to provide socio-emotional support to our student population. We have a Family School Community Resource Worker (FSCRC) on site 3 days/week as well as designated teachers who have timetabled periods to provide support. It is important to consider the high volume of services they are providing and the short amount of time during the day to connect with those seeking and needing services.

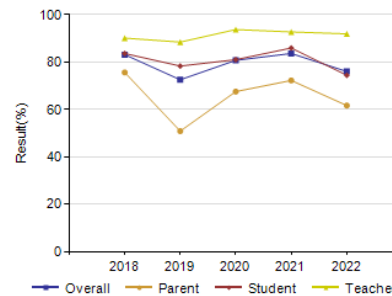
Strategies – Safe & Caring

- Welcome each student as they enter the school and teachers as students enter the classroom.
- Address student concerns over bullying and harassment in a timely and efficient way
- Have presentations and conversation with students around resiliency and belonging.
- Provide opportunity for students struggling with our Differentiated Learning Classroom
- Provide Educational Assistant support in addition to classroom teachers as available.
- Communicate efficiently and effectively with parents when students are struggling.
- Provide timely access to counselling both academic and social emotional.
- Consult with District leads and Psychologists as a team-based approach.
- Provide an enhanced Strive Program

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 | | | | | | | | | |
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | | | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | |
| | N | % | N | % | N | % | N | % | N | % | Ac hie ve ment | Im pro ve ment | Over all | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | | |
| Over all | 180 | 83.1 | 178 | 72.5 | 187 | 80.7 | 141 | 83.6 | 164 | 76.0 | Intermediate | Maintained | Acceptable | 2,090 | 73.7 | 2,054 | 75.7 | 2,211 | 77.5 | 1,668 | 73.2 | 2,116 | 72.8 | 25,183 | 72.8 | 26,397 | 73.1 | 26,262 | 75.2 | 22,828 | 71.8 | 24,774 | 72.6 |
| Parent | 22 | 75.6 | 17 | 50.8 | 20 | 67.5 | 20 | 72.2 | 26 | 61.6 | Intermediate | Maintained | Acceptable | 304 | 61.9 | 307 | 62.6 | 263 | 69.2 | 267 | 63.8 | 297 | 63.8 | 34,350 | 61.2 | 34,371 | 61.1 | 35,963 | 68.4 | 29,417 | 65.7 | 30,664 | 67.4 |
| Student | 131 | 83.6 | 128 | 78.3 | 138 | 81.0 | 96 | 85.9 | 111 | 74.4 | Low | Maintained | Issue | 1,454 | 78.4 | 1,417 | 81.9 | 1,642 | 80.9 | 1,119 | 74.6 | 1,486 | 73.0 | 18,494 | 78.9 | 19,641 | 78.8 | 19,286 | 79.0 | 16,883 | 71.9 | 18,623 | 73.5 |
| Teacher | 27 | 90.1 | 33 | 88.4 | 29 | 93.7 | 25 | 92.7 | 27 | 91.9 | Very High | Maintained | Excellent | 332 | 80.8 | 330 | 82.5 | 306 | 82.3 | 282 | 81.2 | 333 | 81.6 | 32,537 | 78.3 | 33,196 | 79.3 | 33,838 | 78.1 | 30,025 | 77.8 | 30,843 | 77.0 |

Graph of School Results



Notes:

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

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.

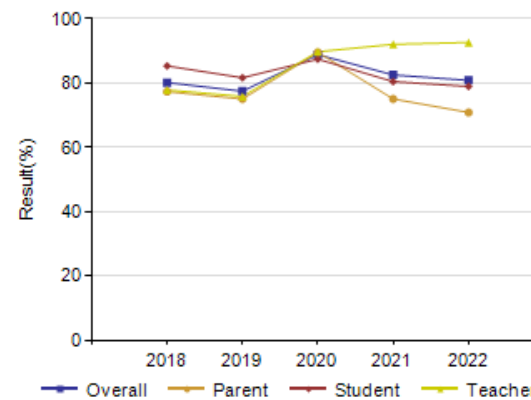
Comment on Results

Although this has dropped from previous years, we are above our District and the Province in all areas of this measure, except the Parent result. Again, this is a very small sample size at only 26/111 responses.

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 | | | | | | | | | |
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | | | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | | |
| Overall | 180 | 80.1 | 177 | 77.4 | 188 | 88.8 | 139 | 82.5 | 160 | 80.8 | Very High | Maintained | Excellent | 2,085 | 83.0 | 2,051 | 84.7 | 2,213 | 84.3 | 1,644 | 82.6 | 2,077 | 73.5 | 25,124 | 80.3 | 26,336 | 81.0 | 26,207 | 81.5 | 22,404 | 81.4 | 24,398 | 74.2 |
| Parent | 22 | 77.3 | 16 | 75.0 | 19 | 89.5 | 20 | 75.0 | 24 | 70.8 | Intermediate | Maintained | Acceptable | 304 | 79.3 | 307 | 84.0 | 262 | 77.5 | 264 | 80.7 | 287 | 61.0 | 34,237 | 79.3 | 34,159 | 80.3 | 35,896 | 80.0 | 28,016 | 81.7 | 30,147 | 70.0 |
| Student | 131 | 85.3 | 128 | 81.6 | 140 | 87.4 | 94 | 80.4 | 109 | 78.9 | High | Declined | Acceptable | 1,456 | 83.4 | 1,420 | 84.4 | 1,649 | 85.4 | 1,115 | 81.8 | 1,478 | 79.3 | 18,510 | 80.2 | 19,659 | 79.4 | 19,291 | 79.6 | 16,792 | 79.1 | 18,510 | 76.3 |
| Teacher | 27 | 77.8 | 33 | 75.8 | 29 | 89.7 | 25 | 92.0 | 27 | 92.6 | Very High | Improved | Excellent | 325 | 86.2 | 324 | 85.5 | 302 | 90.1 | 265 | 85.3 | 312 | 80.1 | 31,903 | 81.5 | 32,613 | 83.4 | 33,266 | 85.0 | 28,033 | 83.4 | 28,726 | 76.3 |

Graph of School Results



Notes:

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

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.

Comment on Results - School Improvement

We continue to be above the province and district in this measure as well. Our students are the only category that is slightly below the district, but still above the province. Likely, this is reflective of our Grade 7 data. These students have just joined DVSS from Greentree Elementary and would not know any history of our place and what improvements have been made on their first year of attendance. An example of significant gains back in 2011 paralleled with the move back into the renovated facility.

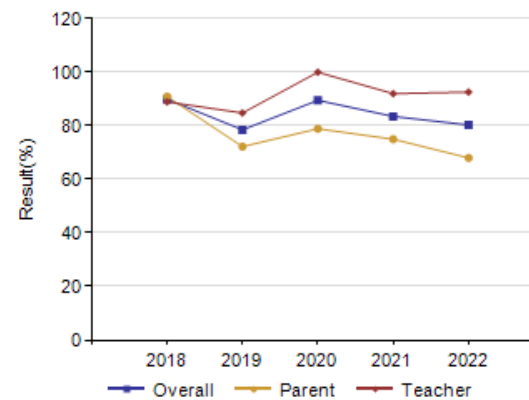
Strategies

- Increase parental communication through the web site, Facebook, Twitter, open houses, and presentation of what it is that we do.
 - Provide opportunities for parents to become involved:
 - School Council
 - Parent Teacher Interviews
 - Awards evenings
 - Increase parental response on Accountability Pillar Results Survey
 - Facebook updates
 - Increase the frequency with which we discuss programs within the school.
 - Post monthly on the school website, drumvss.ca, and have teachers focus on various subject areas.
 - Continue with second language education and a push on our fine arts program.
 - Continue to develop staff willing to take on and build a computer science and information processing program.
 - Discuss with School Council for suggestions and recommendations on new approaches.
 - Increase the number of parents responding to the accountability surveys – parent call out.
- Increase student awareness of program diversity at DVSS.

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 | | | | | | | | | |
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | | | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | |
| | N | % | N | % | N | % | N | % | N | % | Ac hie ve ment | Im pro ve ment | Overa ll | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | | |
| Overa ll | 49 | 89.9 | 51 | 78.5 | 48 | 89.5 | 45 | 83.5 | 52 | 80.3 | High | Maintained | Good | 626 | 85.1 | 623 | 86.0 | 551 | 86.0 | 539 | 84.0 | 616 | 83.6 | 65,186 | 82.4 | 66,088 | 83.0 | 68,221 | 84.1 | 58,109 | 85.7 | 59,488 | 84.9 |
| Parent | 22 | 90.9 | 18 | 72.2 | 19 | 78.9 | 20 | 75.0 | 25 | 68.0 | High | Maintained | Good | 295 | 76.3 | 301 | 76.4 | 248 | 72.6 | 265 | 72.1 | 287 | 71.4 | 33,176 | 74.6 | 33,423 | 75.2 | 34,944 | 76.0 | 28,862 | 77.8 | 29,553 | 77.3 |
| Teacher | 27 | 88.9 | 33 | 84.8 | 29 | 100.0 | 25 | 92.0 | 27 | 92.6 | High | Maintained | Good | 331 | 94.0 | 322 | 95.7 | 303 | 99.3 | 274 | 96.0 | 329 | 95.7 | 32,010 | 90.3 | 32,665 | 90.8 | 33,277 | 92.2 | 29,247 | 93.7 | 29,935 | 92.5 |

Graph of School Results



Notes:

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

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.

Comment on Results - Work Preparation

Work Experience and Registered Apprenticeship Programs have been on the mend with more off campus Work Experience and Registered Apprenticeship Programs. An area of growth has been in Green Certificate, under Mrs. Yemen's guidance. We continue to focus on this area and look for opportunities for our students to be prepared for the job force and the world of work outside of DVSS.

Strategies

- Increase parental communication through the web site, Facebook, Twitter, and presentation of what it is that we do.
- Provide opportunities for employers to post jobs and query students with respect to opportunities.
- Bring in various career sectors to present to students about the opportunities for apprenticeship programs, diploma programs, and degree based programs.
-
- Increase student awareness of program diversity at DVSS.

Budget Report

| | | |
|---|----------------|-------|
| Allocation (includes prior year carry-over) | \$2,632,389.00 | |
| Staffing | | |
| Certificated (Substitutes & Certificated Staffing) | \$2,238,000.00 | 85.0% |
| Non-Certificated (Support & Other Staffing) | \$198,520.00 | 7.5% |
| Supplies & Services | \$195,869.00 | 7.4% |

Conclusion

As a grade 7 to 12 school, it is obvious that we need to be highly adaptable and comfortable with change. There have been many growth areas over the past few years: social media, courses in technology, a shifting student population in terms of academics, social emotional health, and behaviours. A shift to online learning and a re-culturing of school culture because of COVID. The good news is, we are finding our way. Is there still work to be done? Absolutely, the spirit of the day must be a willingness to adapt so that we can continue to provide the best educational opportunities for students. To fill students with possibilities, opportunity, and dispel fear, in the knowledge and attitude that they can and will thrive.