
2018 Duchess School AERR



Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	Duchess School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	84.2	87.3	87.2	89.0	89.5	89.4	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	72.7	77.9	77.8	81.8	81.9	81.7	Intermediate	Maintained	Acceptable
	Education Quality	89.7	90.7	89.2	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	2.3	4.1	2.4	2.3	3.0	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	90.0	95.0	91.1	78.0	78.0	77.0	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	75.0	74.6	77.5	73.6	73.4	73.3	Intermediate	Maintained	Acceptable
	PAT: Excellence	19.5	21.4	20.4	19.9	19.5	19.2	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	65.9	65.4	70.9	83.7	83.0	83.0	Very Low	Maintained	Concern
	Diploma: Excellence	9.5	5.1	7.0	24.2	22.2	21.7	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	73.1	75.0	58.1	55.7	54.9	54.7	Very High	Improved	Excellent
	Rutherford Scholarship Eligibility Rate	78.3	61.9	66.4	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	57.3	72.3	56.3	58.7	57.9	59.0	High	Maintained	Good
	Work Preparation	84.2	81.1	67.9	82.4	82.7	82.4	High	Improved	Good
	Citizenship	72.9	80.2	77.8	83.0	83.7	83.7	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	79.5	76.9	75.2	81.2	81.2	81.0	High	Maintained	Good
Continuous Improvement	School Improvement	71.9	80.3	74.2	80.3	81.4	80.7	Intermediate	Maintained	Acceptable

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	76.5	75.4	82.7	74.6	75.0	78	Intermediate	Maintained	Acceptable	78	79	80
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	21.5	18.1	21.8	21.4	19.5	22	Intermediate	Maintained	Acceptable	22.0	23.0	24.0

Comment on Results

(an assessment of progress toward achieving the target)

Our results are showing improvement. As we work to implement high-yield strategies in Math/Science as well as to improve our student's written capabilities we anticipate this trend towards the positive will continue.

Strategies

This work is supported through our PLC's this school year as well as work through our division Math consultants and Literacy consultant.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	71.2	73.3	74.1	65.4	65.9	70.0	Very Low	Maintained	Concern	71	72	73
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	5.4	3.5	12.3	5.1	9.5	8	Very Low	Maintained	Concern	10.5	11.0	12.0

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	91.8	90.9	87.3	95.0	90.0	96.0	Very High	Maintained	Excellent	93	94	95
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	3.1	0.0	4.1	2.3	2.0	Very High	Maintained	Excellent	1.5	1	0.5
High school to post-secondary transition rate of students within six years of entering Grade 10.	51.6	56.8	39.7	72.3	57.3	73	High	Maintained	Good	62	64	66
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	70.8	61.9	78.3	70	n/a	Maintained	n/a	81	82	83
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	60.1	42.4	56.7	75.0	73.1	75.0	Very High	Improved	Excellent	76	77	78

<p>Comment on Results <i>(an assessment of progress toward achieving the target)</i></p> <p>Our diploma results continue to be an area requiring ongoing growth in our school. We are proud of the increased level of achievement shown by our students last year, and continue to work in several key areas to address the low level of achievement overall.</p> <p>Our overall level of success achieved by our students remains high or very high. We anticipate continued growth in the indicators surrounding Rutherford Scholarships as well as our transition rate.</p> <p>Strategies Strategies related to improved diploma exam achievement include:</p> <ul style="list-style-type: none"> - Teachers who are within the first 5 years of their career are now teaching the same subjects for the third time. This familiarity will make a positive difference. - Work with the division Literacy Coordinator as well as Division Math Coordinator for Jr/Sr teachers will continue - Movement of an experienced teacher into Social 30 will provide much-needed consistency that administration was not able to provide as the classroom teacher. - Ongoing PLC work on literacy as well as on high-yield teaching strategies and RTI is also anticipated to impact student learning positively.

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
 3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
 4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
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 6. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
 7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

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8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
 9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	70.1	73.1	79.9	80.2	72.9	81	Intermediate	Maintained	Acceptable	76	77	78
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.	63.4	67.5	55.1	81.1	84.2	82	High	Improved	Good	86	87	88

Comment on Results
(an assessment of progress toward achieving the target)
 We are glad to have maintained in this area. We will continue with our strategies to target areas identified in the OurSchool Survey.

Strategies
 The student council in our school is currently undergoing a revamp with new staff taking over and assisting a more senior staff member. We have an active WE Club and we are engaging students in multiple school spirit days, K-12 per month.
 We have also begun working with our Wellness Mentor on in-class programming target positive, lifelong behaviour.
 We are also looking to hire, if possible, a dedicated guidance counsellor and off-campus coordinator at our school. This position will remove the current duties from administration and provide students with greater access to career planning as well as RAP/Green Certificate/Work Experience.

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

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	*		*	*	*			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results

(an assessment of progress toward achieving the target)

Duchess School currently does not have any students registered as First Nations, Metis and Inuit though we are aware that we have students within our building who are proud of their Aboriginal ancestry.

Strategies

We will continue to provide an inclusive environment for all students. Teachers and support staff are also working in PLC's on webinar series dedicated to enhancing their foundational knowledge of First Nations, Metis and Inuit Canadians.

Notes:

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

Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	*	n/a	n/a	*	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	*	n/a	n/a	n/a		n/a	n/a	n/a			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	*	n/a		n/a	n/a	n/a			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	*	n/a	n/a	*	n/a		n/a	n/a	n/a			

Comment on Results

(an assessment of progress toward achieving the target)

Duchess School currently does not have any students registered as First Nations, Metis and Inuit though we are aware that we have students within our building who are proud of their Aboriginal ancestry.

Strategies

We will continue to provide an inclusive environment for all students. Teachers and support staff are also working in PLC's on webinar series dedicated to enhancing their foundational knowledge of First Nations, Metis and Inuit Canadians.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	85.8	84.7	89.7	87.3	84.2	89	Intermediate	Maintained	Acceptable	86	87	88

Comment on Results

(an assessment of progress toward achieving the target)

We slipped a bit in this indicator and are interested in learning more from the OurSchool Survey

Strategies

We have held several, and have several more planned, Spirit Days and weeks surrounding inclusion. These have included:

- Orange Shirt Day
- Purple Shirt Day
- Pink Shirt Day
- World Kindness Week events

In addition, we are now providing universal programming targeted towards embracing diversity and inclusion in our school.

We continue to respond to bullying and aggression as preventative and disciplinary measures. We continue to work with students to build empathy as well as self-advocacy and kindness.

Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	61.2	77.6	77.8	77.9	72.7	78	Intermediate	Maintained	Acceptable	74	75	76

Comment on Results
(an assessment of progress toward achieving the target)

We continue to develop this area of our school as well. We are proud of achievement on this measure and recognize there is growth to be achieved.

Strategies

We are continuing to offer French, Art, Music and Computers to grades 1-6, as well as Media, Foods, Art, Drama, General/Instrumental Music 10-20-30, Construction, PE 10-20-30 as well as Rec Leadership and Connections for our Jr/Sr.. We also provide many different CTS and core classes through ADLC. This year we are happy to be offering Math 31 as well as two separate Chem 20 classes.

We provide ongoing access to guidance and career counselling for students grades 9-12, as well as for our recent alumni who are hoping to continue their education. We attended the SAIT open house, the ELAA university fair at BCHS and continue to provide access to college recruiters.

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

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

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	70.4	68.0	74.3	80.3	71.9	81	Intermediate	Maintained	Acceptable	74	75	76
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	74.7	74.5	74.3	76.9	79.5	78	High	Maintained	Good	82	83	84
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	81.9	90.6	86.2	90.7	89.7	91	Very High	Maintained	Excellent	91	92	93

Comment on Results

(an assessment of progress toward achieving the target)

Duchess School is a proud member of Grasslands Public Schools and remains committed to the direction set by the Board of Education. As we work to implement our three divisional goals and to align those with our own school goals Duchess School hopes to improve upon our already improving results.

Strategies

Administration will maintain their open-door policy and continue to implement their instructional supervision plan to ensure quality education is in place for all students.

Staff will continue to work with division leads on improving instruction and to maintain open lines of communication with parents.

Administration will be implementing the OurSchool Survey in order to gather and analyze data from our many stakeholders. Administration, teachers, support staff and students will all have a chance to discuss the data gathered and form our next steps for implementation.

Notes:

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

APPENDIX – Measure Details

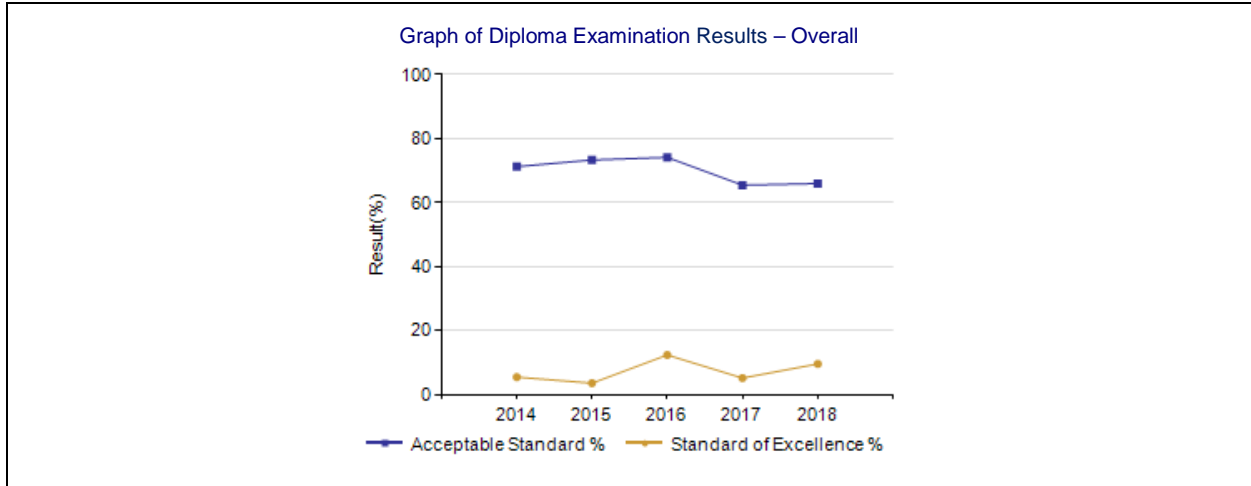
The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	81.3	0.0	100.0	0.0	91.7	0.0	81.8	0.0	82.1	0.0	83	1
	Authority	78.8	3.8	86.9	6.6	78.4	3.4	73.5	1.5	75.2	2.4		
	Province	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2		
English Lang Arts 30-2	School	100.0	0.0	71.4	0.0	83.3	0.0	*	*	*	*	100	1
	Authority	80.5	6.8	83.5	7.2	77.0	6.0	84.5	3.1	74.0	10.6		
	Province	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1		
French Lang Arts 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	96.6	14.6	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0		
Français 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	99.3	29.2	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0		
Mathematics 30-1	School	50.0	16.7	45.5	0.0	*	*	0.0	0.0	46.7	20.0	50	25
	Authority	66.3	15.7	68.3	19.5	48.5	16.2	48.9	15.2	42.2	10.1		
	Province	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3		
Mathematics 30-2	School	31.3	0.0	33.3	0.0	80.0	10.0	*	*	58.3	8.3	60	10
	Authority	62.7	6.8	61.4	1.8	57.1	4.8	54.1	4.9	34.3	2.9		
	Province	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4		
Social Studies 30-1	School	78.6	7.1	80.0	6.7	61.5	7.7	54.5	9.1	52.2	0.0	55	1
	Authority	74.3	4.6	75.7	7.0	70.1	9.3	76.7	5.0	68.5	4.9		
	Province	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7		
Social Studies 30-2	School	94.1	0.0	*	*	57.1	0.0	*	*	71.4	0.0	75	1
	Authority	70.8	4.4	73.3	4.0	66.4	2.8	71.4	5.1	56.6	2.5		
	Province	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2		
Biology 30	School	50.0	21.4	100.0	9.1	78.6	21.4	100.0	15.4	57.7	3.8	60	4
	Authority	86.7	27.6	88.9	29.6	77.7	19.6	82.1	17.9	73.5	12.9		
	Province	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6		
Chemistry 30	School	n/a	n/a	53.3	6.7	n/a	n/a	60.0	5.0	n/a	n/a	62	6
	Authority	73.6	20.8	71.9	18.2	66.7	18.5	71.2	22.7	56.7	13.3		
	Province	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3		
Physics 30	School	66.7	8.3	n/a	n/a	85.7	28.6	n/a	n/a	90.0	70.0	n/a	n/a
	Authority	78.3	26.7	91.7	58.3	87.5	37.5	88.6	37.1	71.3	31.3		
	Province	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6		
Science 30	School	n/a	n/a	n/a	n/a	57.1	0.0	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	n/a	n/a	n/a	n/a	57.1	0.0	n/a	n/a	n/a	n/a		
	Province	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5		

Notes:

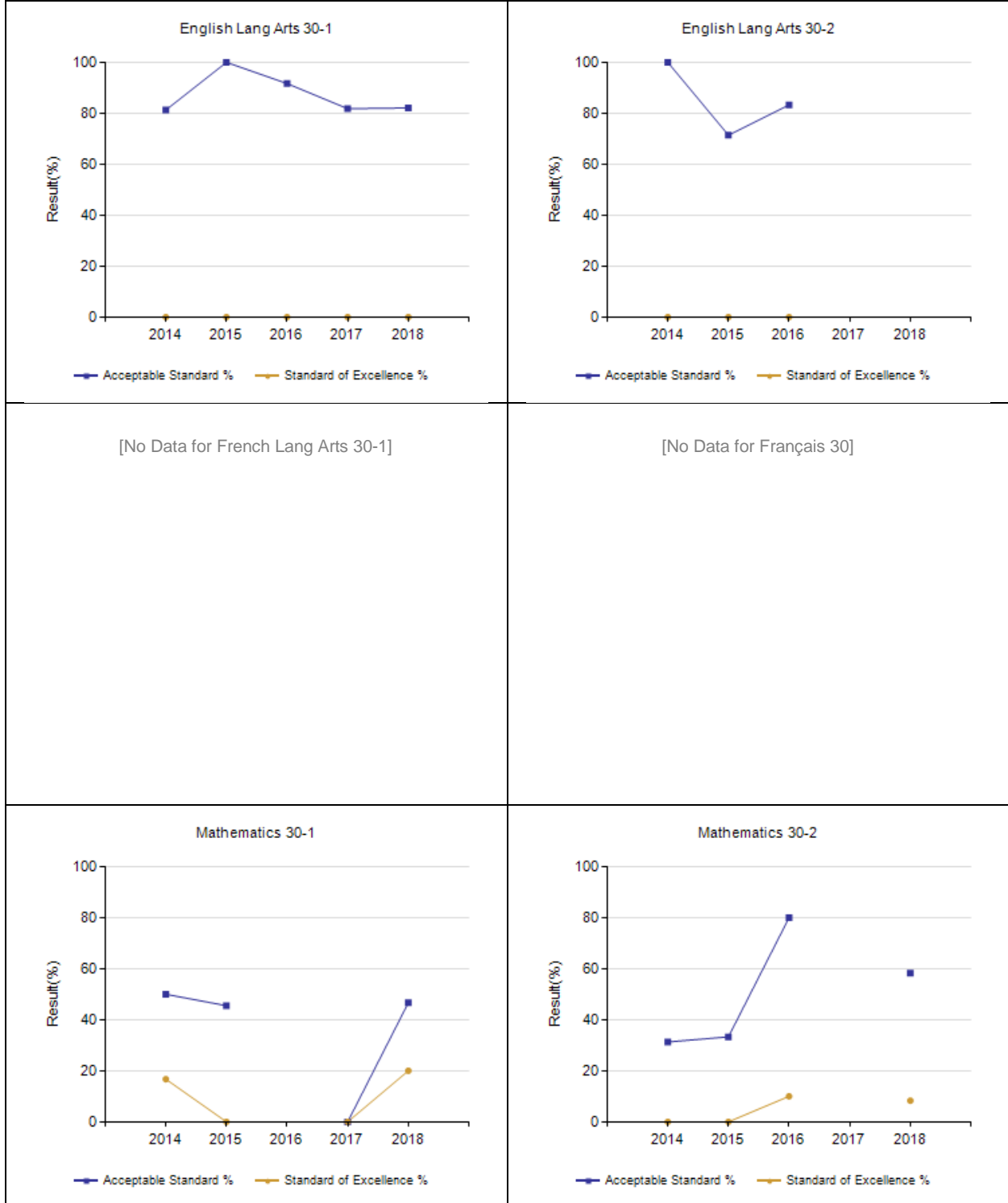
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution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



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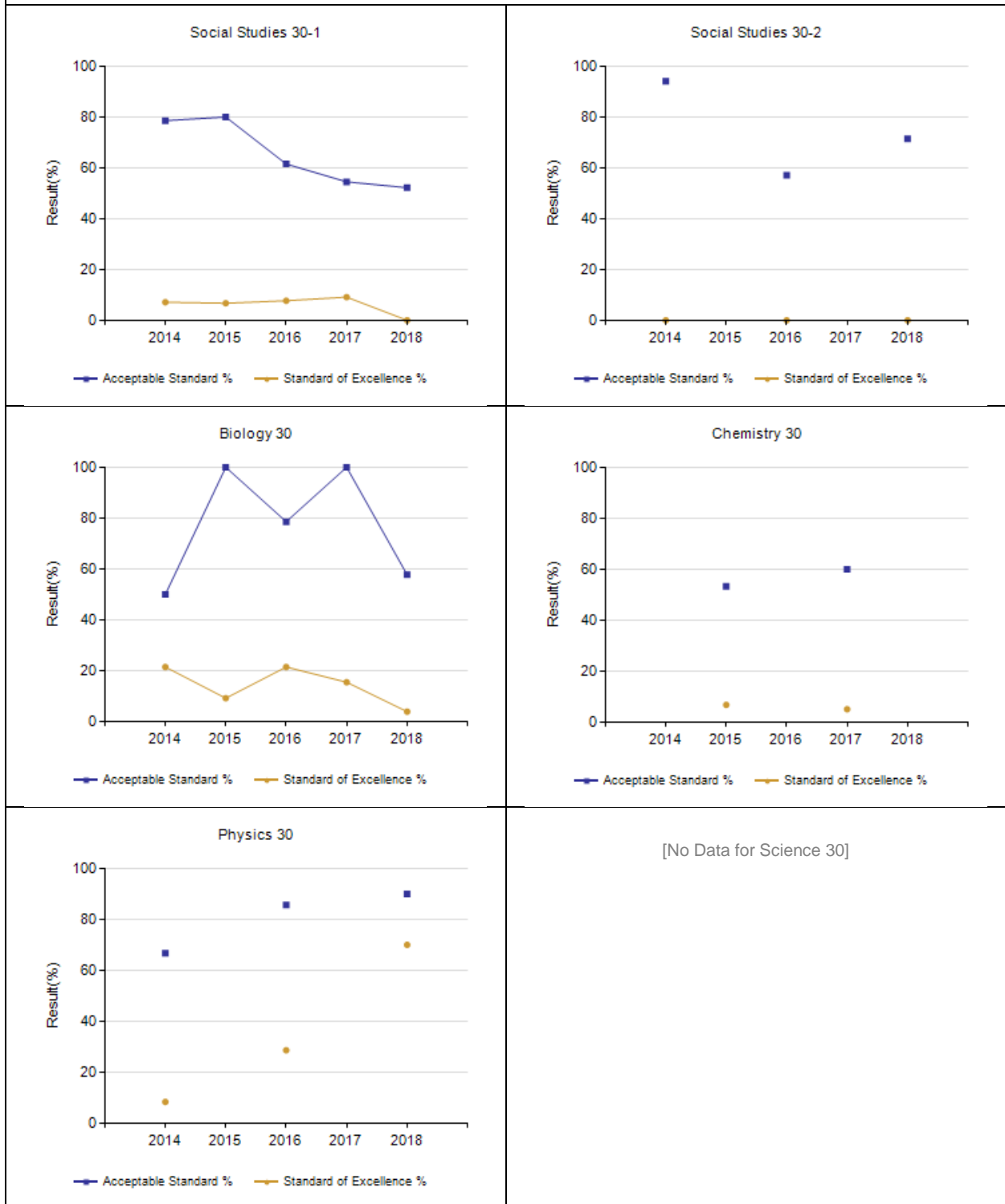
Diploma Examination Results by Course



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Diploma Examination Results by Course



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Diploma Examination Results Course By Course Summary With Measure Evaluation

Course		Measure		Duchess School						Alberta				
				Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Low	Maintained	Issue	28	82.1	13	91.2	30,393	87.5	29,349	86.6		
	Standard of Excellence	Very Low	Maintained	Concern	28	0.0	13	0.0	30,393	13.2	29,349	11.3		
English Lang Arts 30-2	Acceptable Standard	*	*	*	5	*	7	77.4	16,184	88.0	16,632	89.1		
	Standard of Excellence	*	*	*	5	*	7	0.0	16,184	13.1	16,632	11.7		
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,230	93.8	1,312	94.6		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,230	11.0	1,312	9.3		
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	97.4	146	97.6		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	23.0	146	18.6		
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	15	46.7	11	22.7	20,148	77.8	20,605	73.3		
	Standard of Excellence	n/a	n/a	n/a	15	20.0	11	0.0	20,148	35.3	20,605	29.4		
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	12	58.3	8	56.7	14,362	74.2	13,516	74.7		
	Standard of Excellence	n/a	n/a	n/a	12	8.3	8	5.0	14,362	16.4	13,516	16.1		
Social Studies 30-1	Acceptable Standard	Very Low	Maintained	Concern	23	52.2	13	65.4	21,793	86.2	21,941	86.0		
	Standard of Excellence	Very Low	Declined	Concern	23	0.0	13	7.8	21,793	17.7	21,941	15.1		
Social Studies 30-2	Acceptable Standard	Very Low	Maintained	Concern	7	71.4	7	57.1	20,391	78.8	19,847	81.0		
	Standard of Excellence	Very Low	Maintained	Concern	7	0.0	7	0.0	20,391	12.2	19,847	12.7		
Biology 30	Acceptable Standard	Very Low	Declined Significantly	Concern	26	57.7	13	92.9	23,026	86.6	22,263	85.0		
	Standard of Excellence	Very Low	Declined	Concern	26	3.8	13	15.3	23,026	36.6	22,263	32.6		
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	18	56.7	18,770	83.6	19,031	82.3		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	18	5.8	18,770	38.3	19,031	35.8		
Physics 30	Acceptable Standard	Very High	Maintained	Excellent	10	90.0	7	85.7	9,679	86.2	10,276	85.1		
	Standard of Excellence	Very High	Improved	Excellent	10	70.0	7	28.6	9,679	43.6	10,276	39.1		
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	7	57.1	9,426	85.4	8,651	84.4		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	7	0.0	9,426	31.5	8,651	27.6		

Notes:

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

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

Notes:

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Improvement Table

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

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

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

Overall Evaluation Table

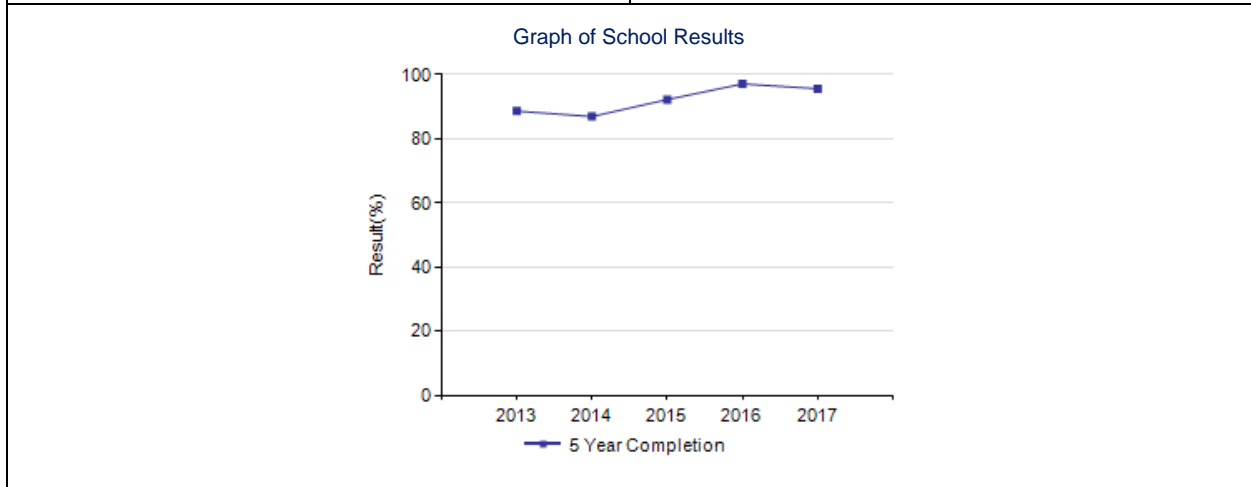
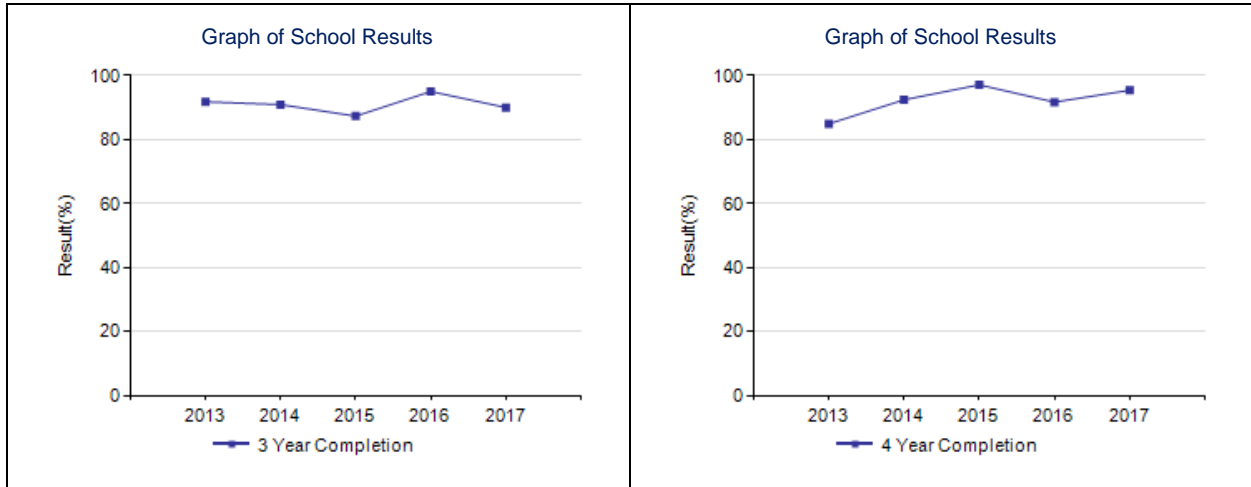
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
3 Year Completion	91.8	90.9	87.3	95.0	90.0	74.8	77.8	80.8	75.8	77.3	75.3	76.5	76.5	78.0	78.0
4 Year Completion	84.9	92.4	97.1	91.7	95.4	76.5	81.1	84.8	86.1	83.5	79.6	79.9	81.0	81.2	82.6
5 Year Completion	88.6	86.9	92.2	97.1	95.6	77.9	80.0	83.2	85.2	86.8	81.5	82.0	82.1	83.2	83.4



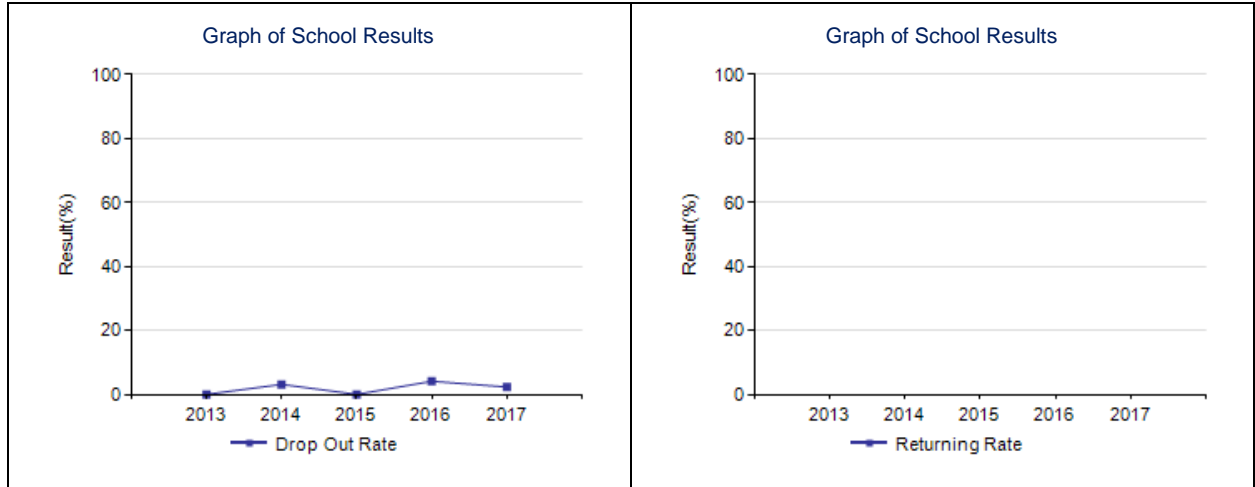
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
3. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort caused by one authority.

Drop Out Rate – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Drop Out Rate	0.0	3.1	0.0	4.1	2.3	3.6	3.2	2.4	3.3	3.1	3.3	3.5	3.2	3.0	2.3
Returning Rate	*	n/a	*	n/a	*	9.3	31.7	9.6	16.9	16.9	20.7	20.9	18.2	18.9	19.9



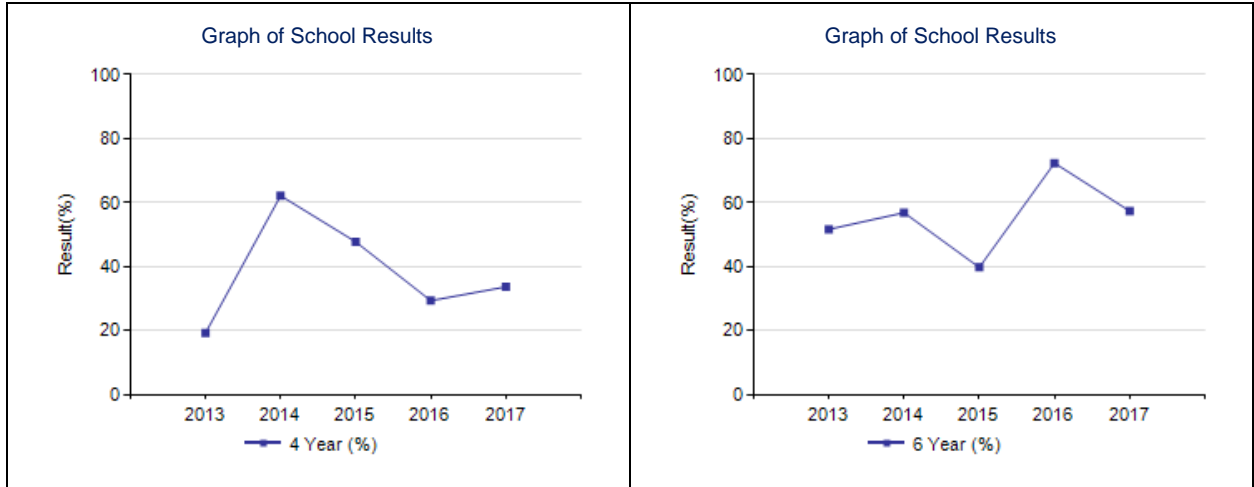
Notes:

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High School to Post-secondary Transition Rate – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
4 Year Rate	19.2	62.1	47.7	29.3	33.6	33.3	42.1	38.9	37.8	36.5	39.7	38.3	37.0	37.0	39.3
6 Year Rate	51.6	56.8	39.7	72.3	57.3	58.1	48.8	46.8	57.7	56.9	59.0	59.7	59.4	57.9	58.7



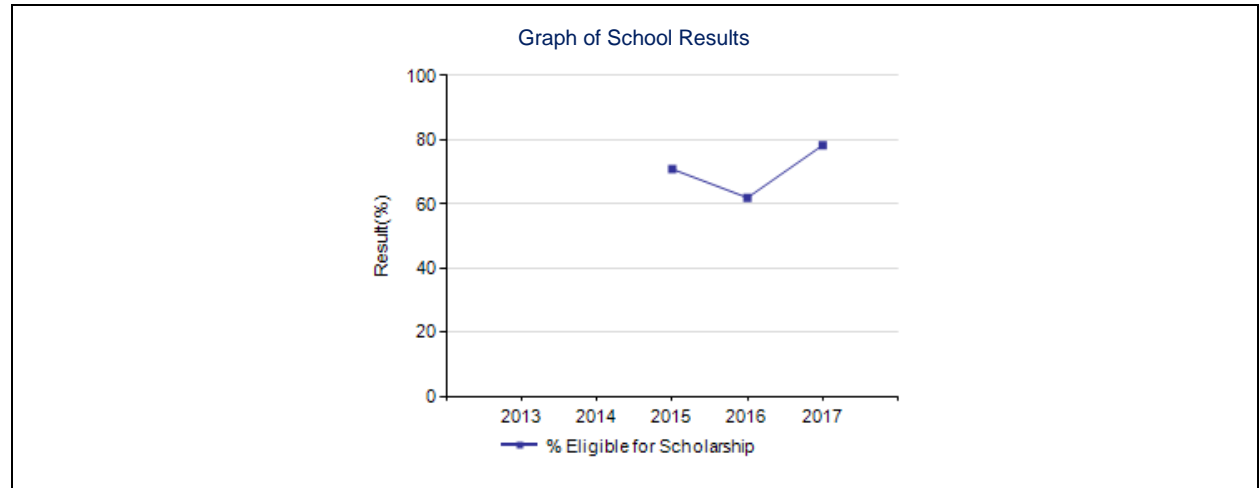
Notes:

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Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Rutherford Scholarship Eligibility Rate	n/a	n/a	70.8	61.9	78.3	n/a	n/a	50.0	43.7	55.9	n/a	n/a	60.8	62.3	63.4

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2013	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	24	16	66.7	13	54.2	9	37.5	17	70.8
2016	21	11	52.4	10	47.6	8	38.1	13	61.9
2017	23	15	65.2	14	60.9	11	47.8	18	78.3

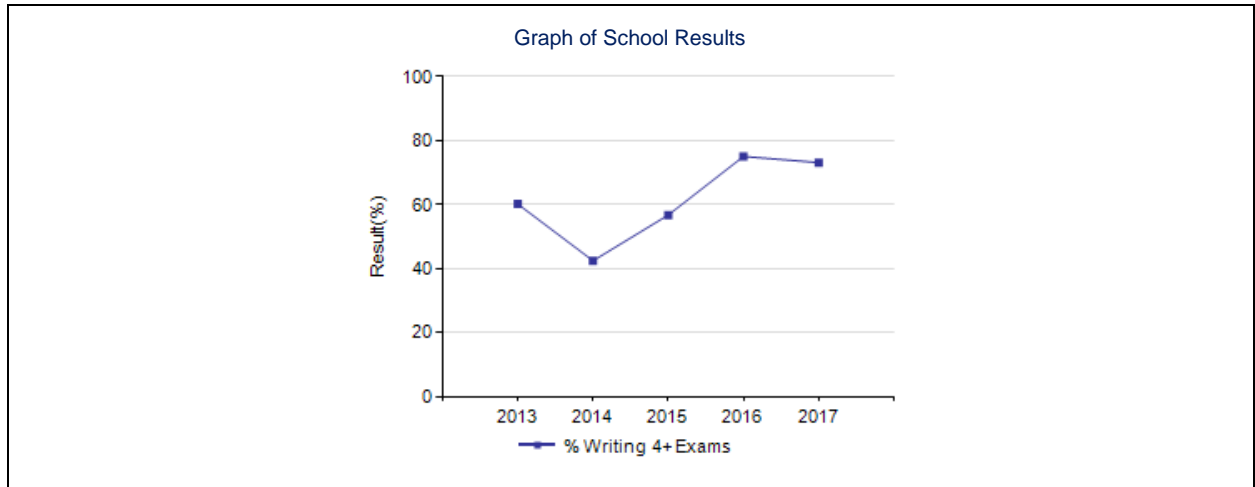


- Notes:
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 2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
 3. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.

Diploma Examination Participation Rate – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
% Writing 0 Exams	8.2	3.0	8.3	5.0	4.4	17.6	14.3	14.8	14.1	12.8	16.6	15.7	15.7	15.0	14.8
% Writing 1+ Exams	91.8	97.0	91.7	95.0	95.6	82.4	85.7	85.2	85.9	87.2	83.4	84.3	84.3	85.0	85.2
% Writing 2+ Exams	88.6	93.9	87.3	95.0	90.0	78.8	82.8	83.0	80.2	81.8	80.3	81.4	81.2	82.0	82.3
% Writing 3+ Exams	69.6	72.7	74.2	80.0	84.4	56.6	57.2	61.3	50.8	64.3	63.3	65.0	64.7	65.2	66.1
% Writing 4+ Exams	60.1	42.4	56.7	75.0	73.1	48.9	42.4	51.5	40.7	52.6	50.1	54.4	54.6	54.9	55.7
% Writing 5+ Exams	34.8	12.1	43.7	30.0	50.6	33.1	28.4	38.2	23.2	32.2	31.5	36.3	37.1	37.5	37.8
% Writing 6+ Exams	6.3	6.1	21.8	10.0	16.9	12.1	9.5	12.9	8.3	13.4	11.4	13.1	13.8	13.6	13.9



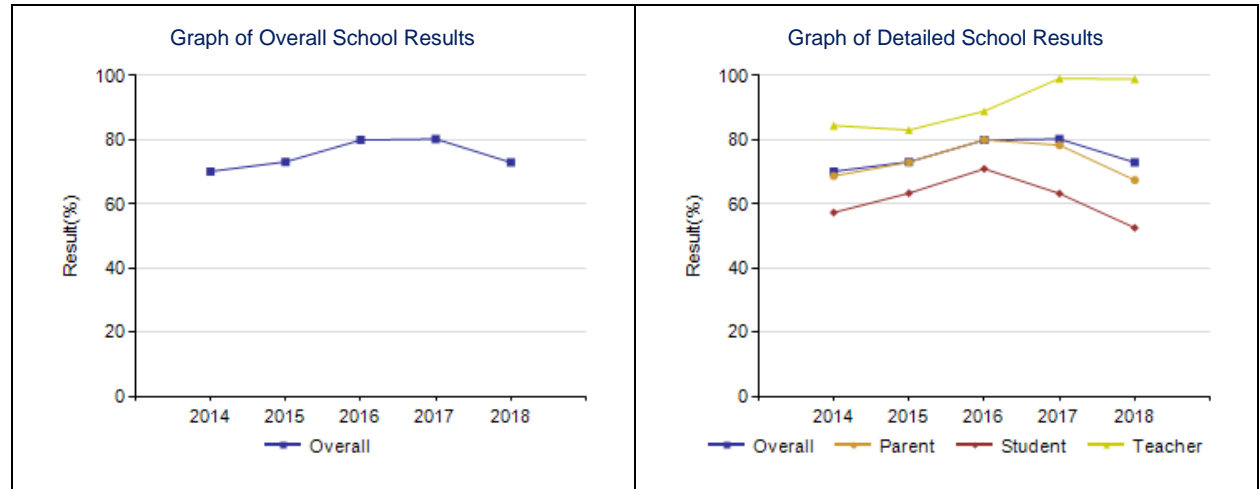
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
English Language Arts 30-1	59.4	45.5	60.9	65.0	55.6	51.2	46.0	51.3	45.2	51.9	53.9	54.0	53.2	54.0	55.0
English Language Arts 30-2	28.1	51.5	30.4	30.0	33.3	28.6	38.7	35.1	35.2	33.6	27.1	28.0	28.7	28.7	28.8
Total of 1 or more English Diploma Exams	87.5	93.9	91.3	95.0	88.9	77.8	82.3	83.3	80.0	83.0	78.7	79.7	79.5	80.1	80.9
Social Studies 30-1	56.3	39.4	60.9	65.0	61.1	48.4	43.1	49.6	43.0	51.5	45.8	45.1	43.5	45.1	44.9
Social Studies 30-2	31.3	51.5	21.7	30.0	27.8	33.3	38.7	33.3	40.0	33.6	33.7	35.2	36.7	35.8	36.4
Total of 1 or more Social Diploma Exams	87.5	90.9	82.6	95.0	88.9	79.8	80.6	82.0	82.6	83.4	78.8	79.6	79.5	80.3	80.7
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7.2	0.1	0.0	0.0	0.0
Applied Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.0
Mathematics 30-1	34.4	12.1	47.8	25.0	55.6	36.1	28.2	34.2	26.5	34.0	29.7	37.3	37.1	36.4	35.5
Mathematics 30-2	31.3	51.5	21.7	55.0	16.7	17.9	22.2	23.7	19.6	25.3	16.7	21.4	22.4	23.7	25.1
Total of 1 or more Math Diploma Exams	65.6	63.6	69.6	80.0	72.2	53.6	49.2	57.5	44.8	58.1	52.1	57.0	57.6	58.3	58.6
Biology 30	46.9	45.5	52.2	70.0	72.2	40.5	39.9	43.9	38.3	46.5	42.2	41.4	40.6	40.7	41.7
Chemistry 30	28.1	21.2	43.5	25.0	27.8	34.5	34.7	40.8	28.7	37.8	31.5	34.7	35.7	35.6	35.1
Physics 30	31.3	9.1	34.8	20.0	16.7	20.2	12.1	19.7	12.6	17.4	17.3	20.0	19.9	19.3	18.6
Science 30	0.0	0.0	0.0	0.0	38.9	0.0	0.0	0.9	0.0	3.3	9.8	12.8	14.1	15.7	16.9
Total of 1 or more Science Diploma Exams	65.6	54.5	60.9	75.0	88.9	50.8	48.8	53.9	45.7	58.1	57.3	59.4	59.8	60.5	61.2
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.0	0.8	0.0	0.0	0.4	0.3	0.3	0.2	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.7	2.7	2.8	2.8	3.0
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	0.0	0.8	0.0	0.0	0.4	3.0	2.9	3.0	3.1	3.3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
4. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort caused by one authority.

Citizenship – Measure Details

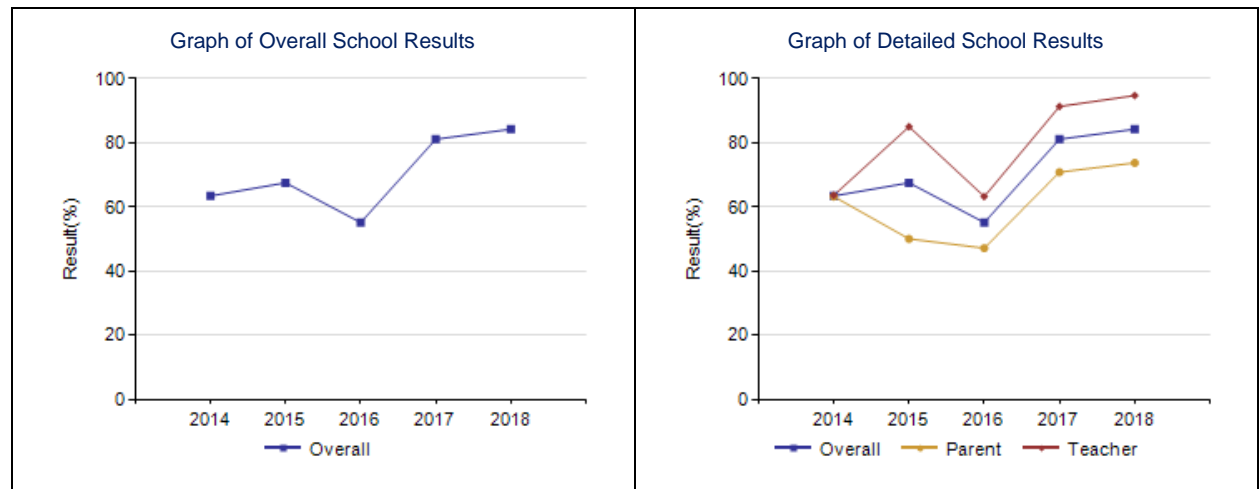
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	70.1	73.1	79.9	80.2	72.9	81.5	83.1	83.2	84.3	81.9	83.4	83.5	83.9	83.7	83.0
Teacher	84.4	83.0	88.9	99.1	98.9	93.5	91.7	94.3	93.0	92.6	93.8	94.2	94.5	94.0	93.4
Parent	68.7	73.0	80.0	78.3	67.4	79.2	83.3	80.1	84.0	79.9	81.9	82.1	82.9	82.7	81.7
Student	57.3	63.3	70.9	63.2	52.5	71.7	74.3	75.3	75.8	73.1	74.5	74.2	74.5	74.4	73.9



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

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	63.4	67.5	55.1	81.1	84.2	77.7	78.5	80.0	84.3	79.6	81.2	82.0	82.6	82.7	82.4
Teacher	63.6	85.0	63.2	91.3	94.7	86.4	84.6	89.4	89.9	85.8	89.3	89.7	90.5	90.4	90.3
Parent	63.2	50.0	47.1	70.8	73.7	68.9	72.4	70.6	78.8	73.3	73.1	74.2	74.8	75.1	74.6



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

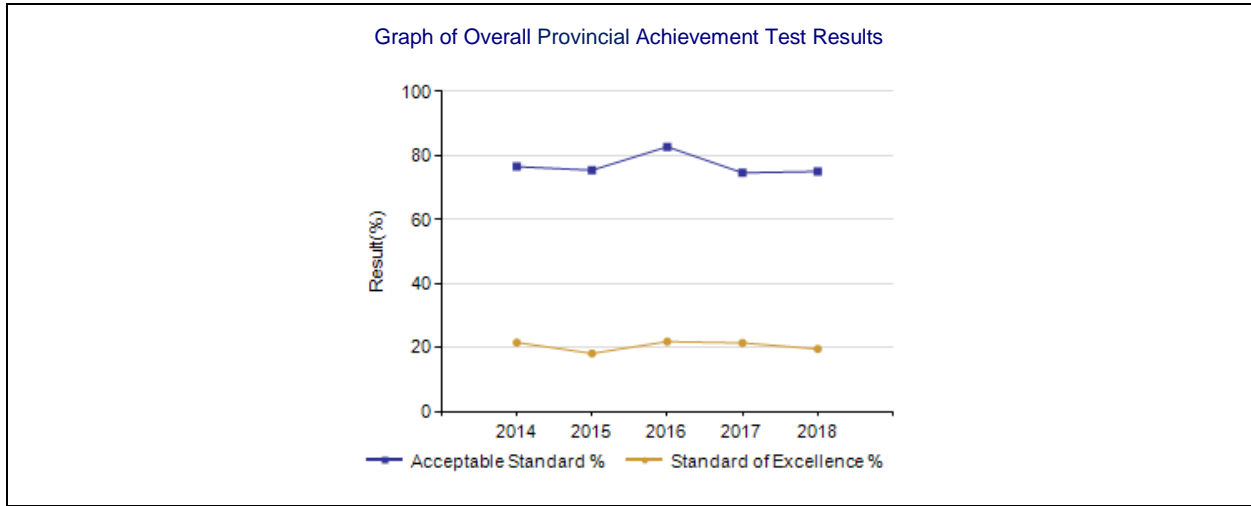
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	86.7	13.3	78.8	18.2	89.3	25.0	68.8	15.6	95.8	16.7	96	17
	Authority	86.8	17.3	81.5	13.4	78.4	10.6	79.0	12.2	84.9	12.6		
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3		
Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1		
Mathematics 6	School	93.3	16.7	78.8	15.2	82.1	10.7	56.3	6.3	91.7	16.7	92	17
	Authority	83.1	18.0	71.4	12.2	68.9	9.8	63.4	5.7	72.2	6.9		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0		
Science 6	School	90.0	50.0	72.7	39.4	82.1	42.9	75.0	28.1	83.3	37.5	85	38
	Authority	80.9	31.9	71.0	22.4	72.4	18.8	75.4	19.6	73.2	20.4		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5		
Social Studies 6	School	73.3	33.3	66.7	24.2	78.6	35.7	75.0	15.6	70.8	25.0	72	27
	Authority	72.5	16.7	60.4	14.7	60.2	12.3	70.3	13.0	68.3	15.5		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2		
English Language Arts 9	School	75.0	10.0	88.9	11.1	94.1	11.8	75.0	12.5	74.2	16.1	75	17
	Authority	78.0	9.3	77.7	11.9	80.7	13.5	77.9	13.0	71.7	9.9		
	Province	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	83.3	0.0	*	*	37.5	0.0	*	*		
	Province	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9		
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8		
Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3		
Mathematics 9	School	65.0	10.0	77.8	11.1	85.3	23.5	83.3	37.5	58.1	16.1	60	17
	Authority	63.4	14.0	61.2	15.4	67.5	15.9	66.7	25.5	50.4	8.1		
	Province	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	83.3	0.0	71.4	14.3	25.0	0.0	*	*		
	Province	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6	60	15
Science 9	School	65.0	20.0	75.0	16.7	88.2	17.6	91.7	37.5	77.4	19.4	78	20
	Authority	65.6	14.3	70.5	16.5	76.6	20.5	76.2	24.2	67.0	15.5		
	Province	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	*	*	*	*	50.0	12.5	*	*		
	Province	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3		
Social Studies 9	School	45.0	5.0	63.9	11.1	61.8	11.8	79.2	25.0	58.1	12.9	60	14
	Authority	61.1	12.3	65.8	16.9	64.1	18.3	68.8	22.9	53.8	12.0		
	Province	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	83.3	0.0	*	*	50.0	12.5	*	*		
	Province	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2		

Notes:

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

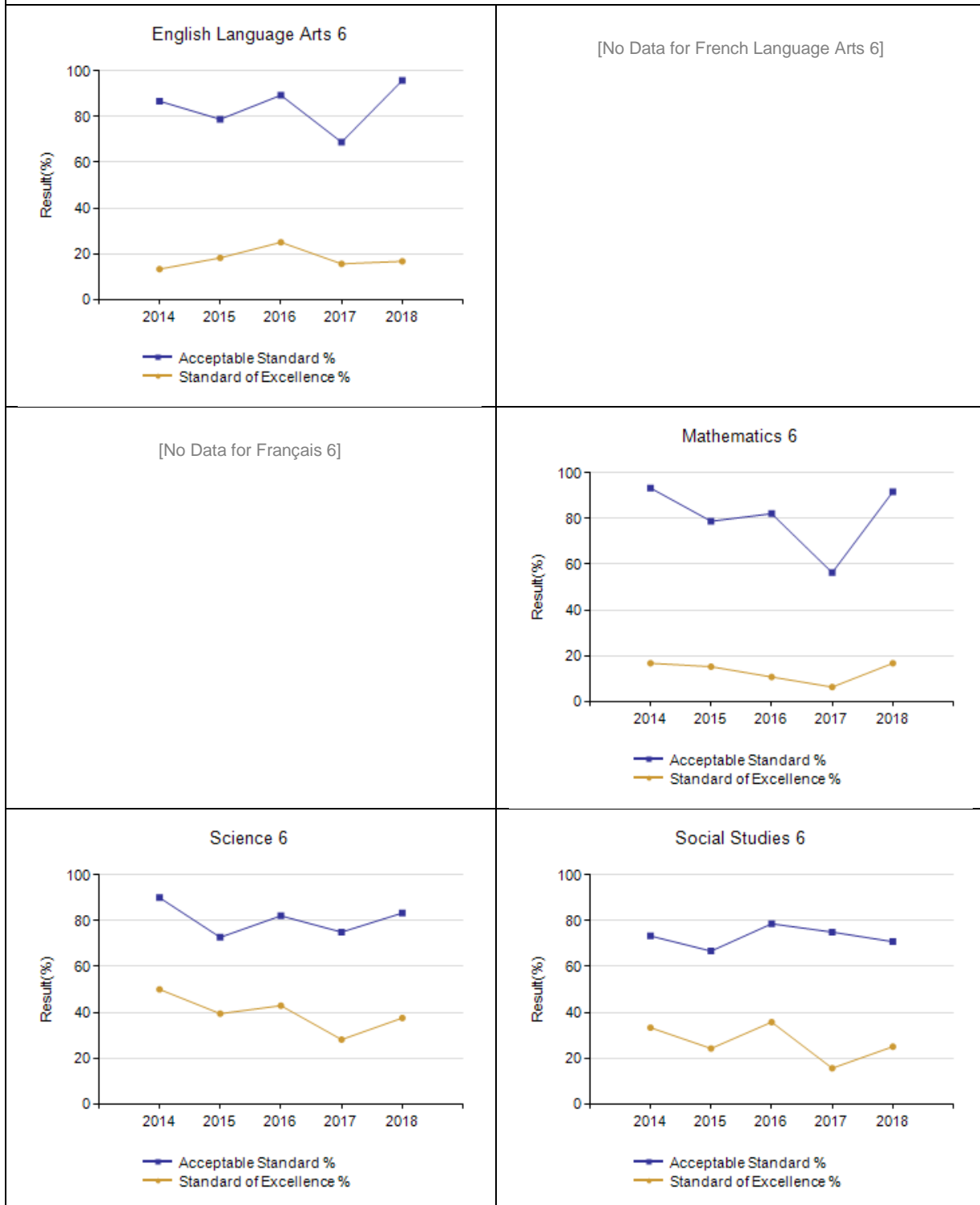
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.



Notes:

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Graph of Provincial Achievement Test Results by Course



Notes:

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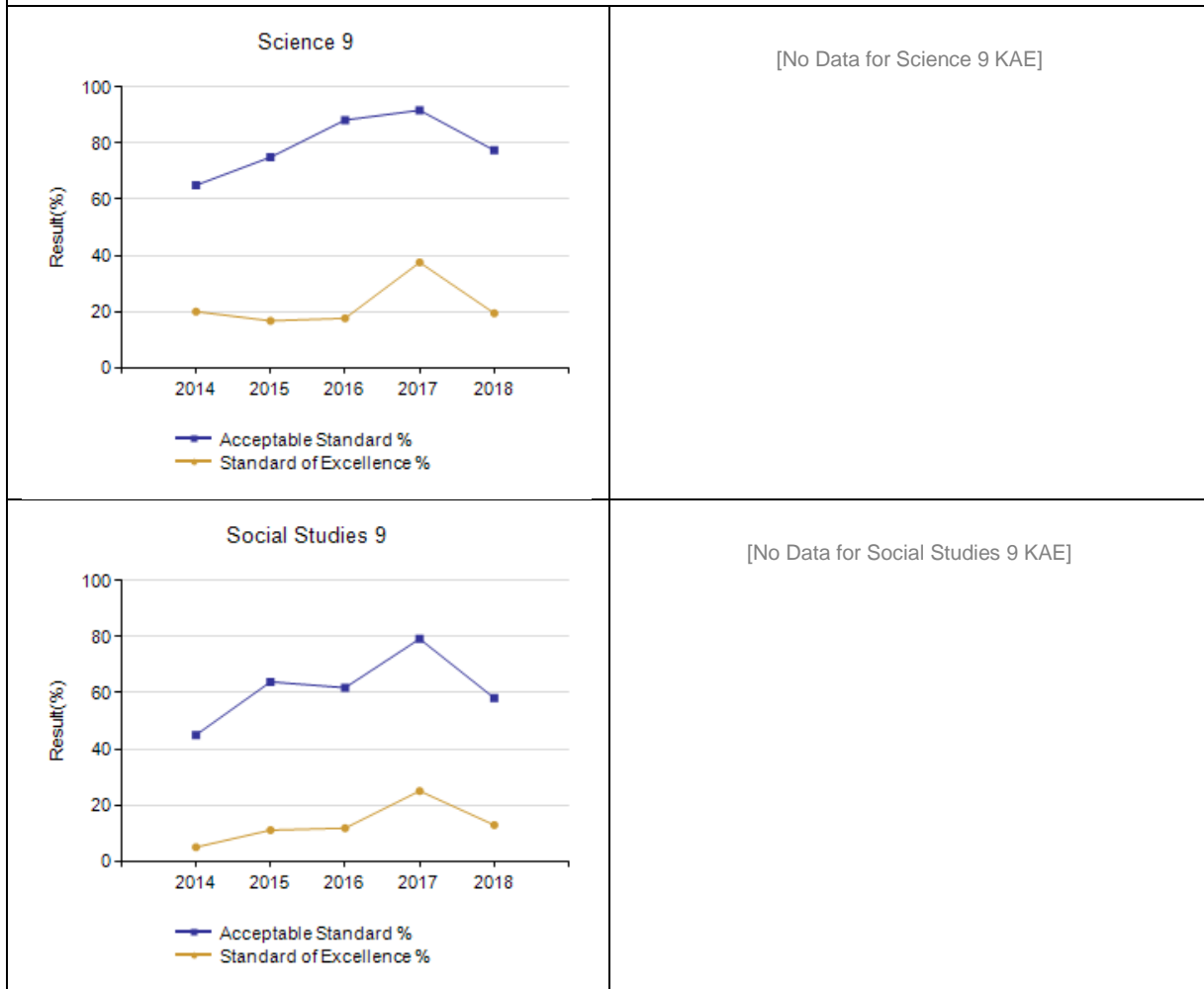
Graph of Provincial Achievement Test Results by Course

<p style="text-align: center;">English Language Arts 9</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>75</td> <td>10</td> </tr> <tr> <td>2015</td> <td>90</td> <td>12</td> </tr> <tr> <td>2016</td> <td>95</td> <td>13</td> </tr> <tr> <td>2017</td> <td>75</td> <td>14</td> </tr> <tr> <td>2018</td> <td>75</td> <td>18</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2014	75	10	2015	90	12	2016	95	13	2017	75	14	2018	75	18	<p>[No Data for English Lang Arts 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2014	75	10																	
2015	90	12																	
2016	95	13																	
2017	75	14																	
2018	75	18																	
<p>[No Data for French Language Arts 9]</p>	<p>[No Data for Français 9]</p>																		
<p style="text-align: center;">Mathematics 9</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>65</td> <td>10</td> </tr> <tr> <td>2015</td> <td>78</td> <td>12</td> </tr> <tr> <td>2016</td> <td>85</td> <td>25</td> </tr> <tr> <td>2017</td> <td>82</td> <td>38</td> </tr> <tr> <td>2018</td> <td>58</td> <td>18</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2014	65	10	2015	78	12	2016	85	25	2017	82	38	2018	58	18	<p>[No Data for Mathematics 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2014	65	10																	
2015	78	12																	
2016	85	25																	
2017	82	38																	
2018	58	18																	

Notes:

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2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

Graph of Provincial Achievement Test Results by Course



Notes:

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PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Duchess School								Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average		
					N	%	N	%	N	%	N	%	
English Language Arts 6	Acceptable Standard	Very High	Improved	Excellent	24	95.8	31	78.9	51,540	83.5	48,248	82.7	
	Standard of Excellence	Intermediate	Maintained	Acceptable	24	16.7	31	19.6	51,540	17.9	48,248	19.6	
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	85.2	3,007	86.8	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	12.3	3,007	13.7	
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	93.3	528	90.8	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	23.1	528	18.0	
Mathematics 6	Acceptable Standard	Very High	Improved	Excellent	24	91.7	31	72.4	51,486	72.9	48,172	71.6	
	Standard of Excellence	Intermediate	Maintained	Acceptable	24	16.7	31	10.7	51,486	14.0	48,172	13.6	
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	24	83.3	31	76.6	51,517	78.8	48,180	77.1	
	Standard of Excellence	Very High	Maintained	Excellent	24	37.5	31	36.8	51,517	30.5	48,180	27.1	
Social Studies 6	Acceptable Standard	Intermediate	Maintained	Acceptable	24	70.8	31	73.4	51,525	75.1	48,170	71.4	
	Standard of Excellence	High	Maintained	Good	24	25.0	31	25.2	51,525	23.2	48,170	20.6	
English Language Arts 9	Acceptable Standard	Low	Declined	Issue	31	74.2	31	86.0	46,822	76.1	44,296	76.5	
	Standard of Excellence	High	Maintained	Good	31	16.1	31	11.8	46,822	14.7	44,296	14.9	
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	55.7	1,543	60.5	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	5.9	1,543	5.6	
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	81.4	2,660	84.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	9.8	2,660	10.7	
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	82.7	391	87.9	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	22.3	391	24.4	
Mathematics 9	Acceptable Standard	Low	Declined Significantly	Concern	31	58.1	31	82.1	46,603	59.2	43,851	66.8	
	Standard of Excellence	Intermediate	Maintained	Acceptable	31	16.1	31	24.0	46,603	15.0	43,851	18.1	
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	57.4	1,983	59.9	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	13.6	1,983	13.6	
Science 9	Acceptable Standard	Very High	Maintained	Excellent	31	77.4	31	85.0	46,810	75.7	44,341	74.1	
	Standard of Excellence	Very High	Maintained	Excellent	31	19.4	31	23.9	46,810	24.4	44,341	22.2	
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	64.6	1,522	64.1	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	12.3	1,522	14.3	
Social Studies 9	Acceptable Standard	Low	Maintained	Issue	31	58.1	31	68.3	46,840	66.7	44,267	65.6	
	Standard of Excellence	Intermediate	Maintained	Acceptable	31	12.9	31	16.0	46,840	21.5	44,267	19.4	
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	55.2	1,493	57.2	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	14.2	1,493	11.8	

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

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

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

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

Overall Evaluation Table

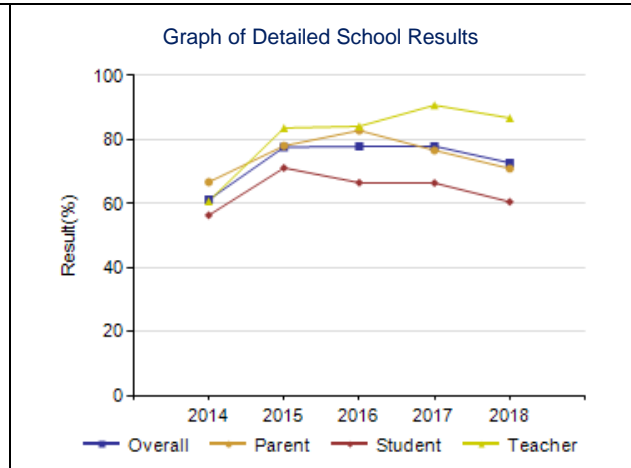
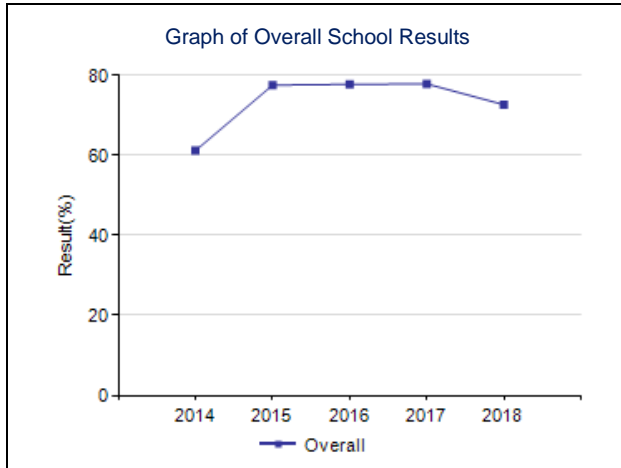
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	61.2	77.6	77.8	77.9	72.7	78.3	81.3	78.6	81.2	78.8	81.3	81.3	81.9	81.9	81.8
Teacher	60.7	83.6	84.1	90.7	86.7	84.3	87.8	85.0	86.8	84.3	87.5	87.2	88.1	88.0	88.4
Parent	66.7	78.0	82.8	76.6	70.9	76.9	79.3	76.0	80.8	78.8	79.9	79.9	80.1	80.1	79.9
Student	56.3	71.1	66.5	66.4	60.5	73.7	76.8	74.7	75.8	73.5	76.6	76.9	77.5	77.7	77.2



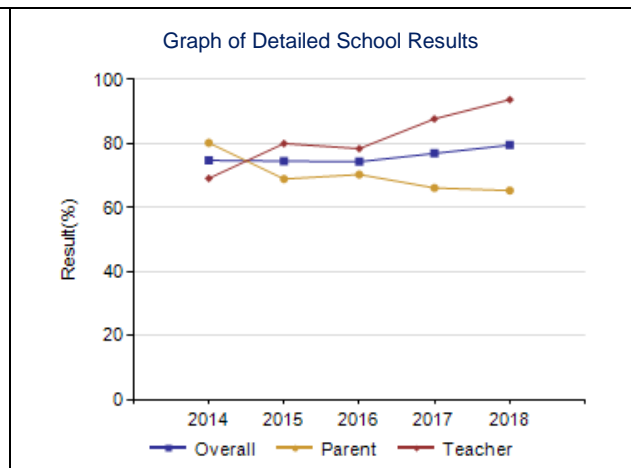
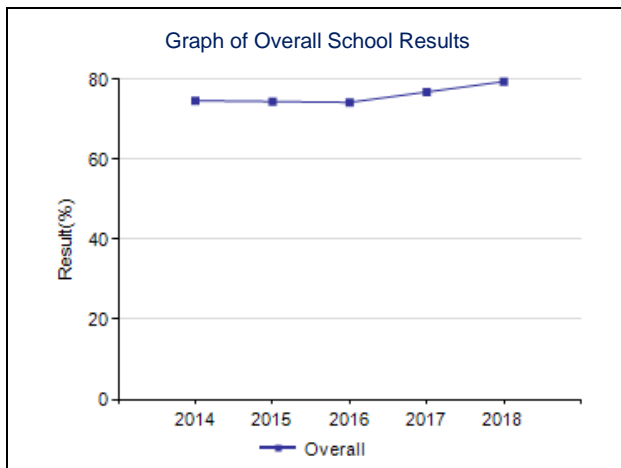
Notes:

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

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	74.7	74.5	74.3	76.9	79.5	81.6	81.2	81.0	81.0	80.8	80.6	80.7	80.9	81.2	81.2
Teacher	69.1	80.0	78.4	87.7	93.7	87.9	85.9	89.4	87.0	86.3	88.0	88.1	88.4	88.5	88.9
Parent	80.2	68.9	70.3	66.1	65.3	75.3	76.4	72.6	74.9	75.3	73.1	73.4	73.5	73.9	73.4



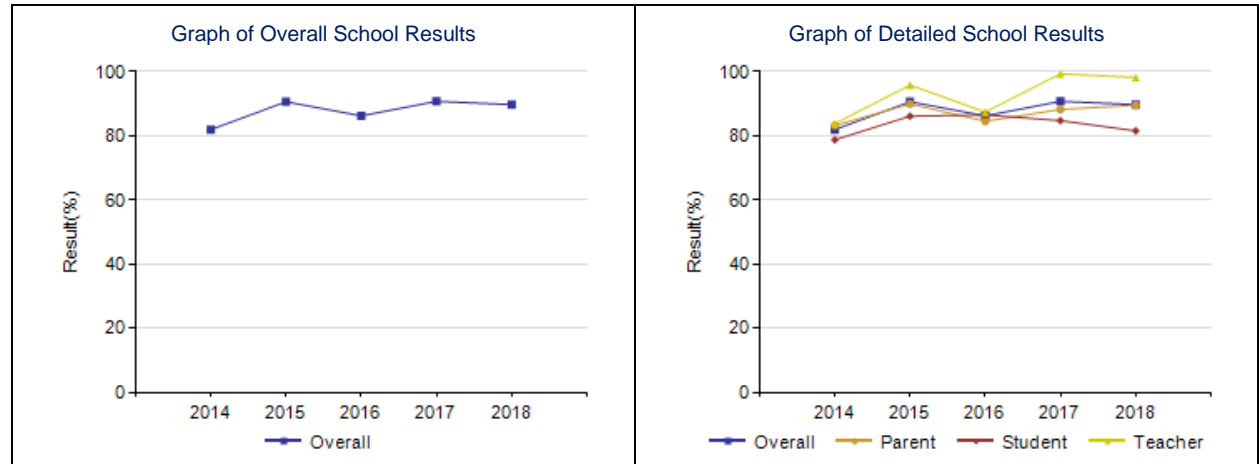
Notes:

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Education Quality – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	81.9	90.6	86.2	90.7	89.7	89.4	90.5	90.8	92.7	90.4	89.2	89.5	90.1	90.1	90.0
Teacher	83.8	95.8	87.4	99.3	98.2	94.9	94.7	96.7	97.6	96.8	95.5	95.9	96.0	95.9	95.8
Parent	83.2	89.9	84.5	88.2	89.5	86.0	86.8	84.6	90.1	85.8	84.7	85.4	86.1	86.4	86.0
Student	78.7	86.1	86.5	84.7	81.5	87.4	90.0	91.1	90.3	88.5	87.3	87.4	88.0	88.1	88.2



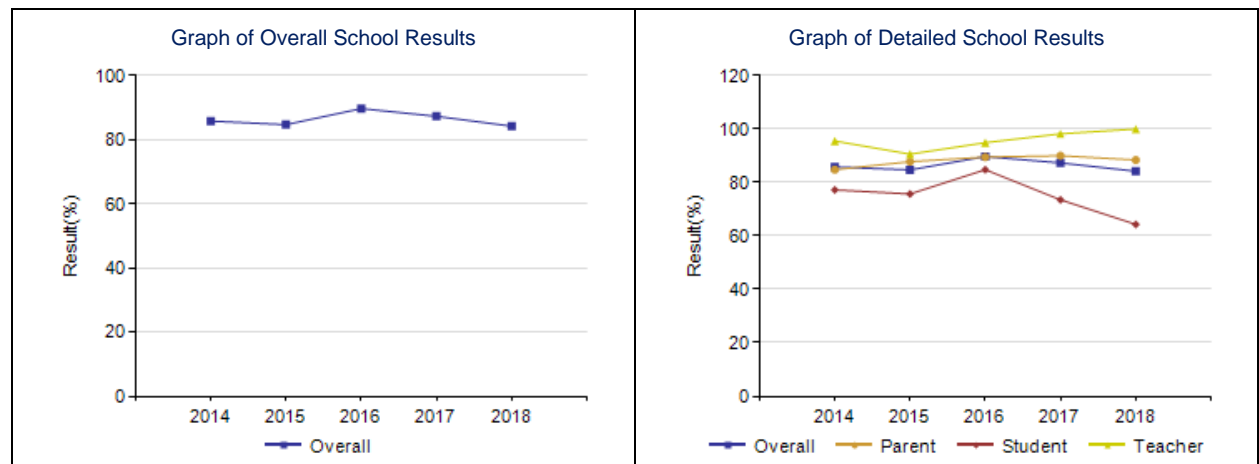
Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	85.8	84.7	89.7	87.3	84.2	89.3	90.2	90.0	90.8	89.9	89.1	89.2	89.5	89.5	89.0
Teacher	95.5	90.6	94.9	98.2	100.0	97.3	95.4	97.0	97.0	96.9	95.3	95.4	95.4	95.3	95.0
Parent	84.8	87.8	89.5	90.0	88.4	88.2	90.2	88.3	91.5	90.7	88.9	89.3	89.8	89.9	89.4
Student	77.2	75.7	84.8	73.5	64.3	82.3	84.9	84.6	83.8	82.1	83.1	83.0	83.4	83.3	82.5



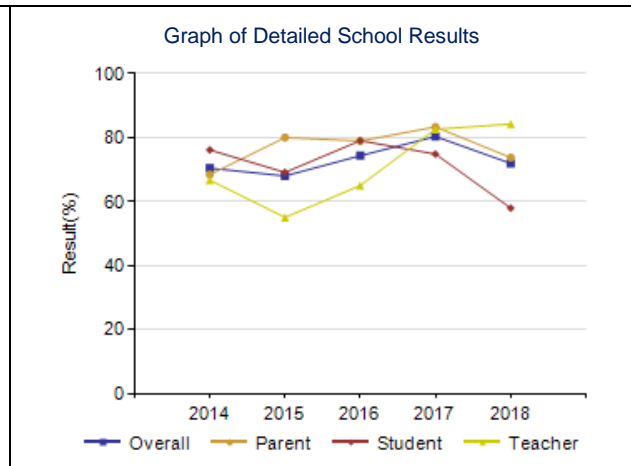
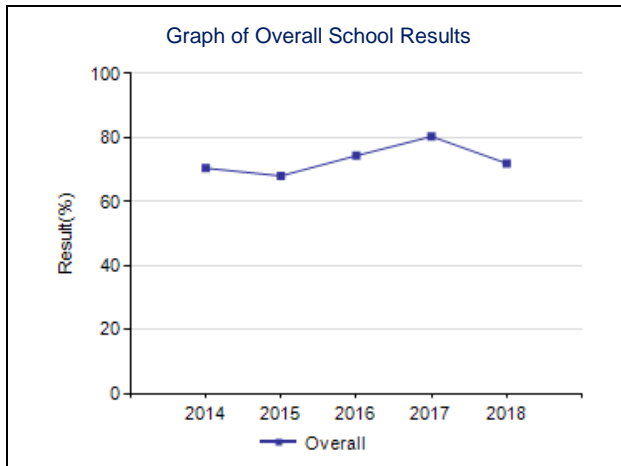
Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	70.4	68.0	74.3	80.3	71.9	79.7	76.8	82.5	83.7	79.4	79.8	79.6	81.2	81.4	80.3
Teacher	66.7	55.0	65.0	82.6	84.2	81.3	66.4	80.6	81.0	79.9	81.3	79.8	82.3	82.2	81.5
Parent	68.4	80.0	78.9	83.3	73.7	74.2	80.2	81.4	83.3	78.9	77.0	78.5	79.7	80.8	79.3
Student	76.1	69.1	79.0	74.8	57.9	83.7	83.9	85.6	86.7	79.4	81.2	80.7	81.5	81.1	80.2



Notes:

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

STATEMENT OF ACCOUNTABILITY

The Annual Education Results Report for the 2018-2019 school year and the Education Plan for the three years commencing September 1, 2018 for Duchess School were prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Fiscal Planning and Transparency Act. The School Council has been provided opportunities for input into the Education Plan and has been made aware of the AERR. The school staff have used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

Principal

School Council Chair/Co-Chair

Date