

Cardston Junior High School

AERR/THREE YEAR EDUCATION PLAN

2019 - 2020



ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the 2019-20 school year and the Education Plan for the three years commencing September 1, 2019 for **Westwind School Division #74** was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Government Accountability Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has 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. The Board approved this combined Annual Education Results Report for the 2019-20 school year and the three-year Education Plan for 2019-21 on January 9, 2020.

This Education Plan was developed within the context of the provincial government's business and fiscal plans. *The staff, students and parents of Cardston Jr. High School have been given opportunities to contribute to the formation of this plan and are committed to achieving the goals contained herein.*

Mr. Jeremy Payne

Principal

Stacey Atwood

School Council Chair

COMMUNICATION OF THE PLAN

All members of the school staff and members of the school council were invited to participate in the development of this education plan. The plan is reviewed with the staff and school council when complete. Copies of this plan are available to all school stakeholders for discussion and feedback. Highlights will be made available to all stakeholders and will be posted on the school and/or divisional websites or a printed copy may be obtained from the school office. Cardston Jr. High School believes this Three-Year Education Plan is a living document designed to assist in the achievement of goals designed for continuous school improvement.

VISION STATEMENT

The Westwind School Division's vision is that we will be a collaborative community of engaged learners that inspires all students to realize their full and complete potential. *Cardston Jr. High School supports this vision and works to contribute to the attainment of this vision for all learners.*

CJHS Vision Statement

Our Vision is that at CJHS is will work together to ensure that everything we do, say, and think helps us in our journey together. This Vision will bring us to realize “We are One.”

MISSION STATEMENT

The mission of Westwind School Division is to foster engaging and student centered learning environments that will inspire each student to strive for personal excellence and allow all learners to thrive.

CJHS Mission Statement

The mission of Cardston Junior High is to support learners in their quest for personal growth.

Principles & Beliefs

Westwind School Division No. 74 and Cardston Jr. High School believe in principles that contribute to a quality learning system that is accessible, learner-centered, collaborative, accountable, responsive, innovative, fair, and equitable.

Westwind School Division No. 74 and Cardston Jr. High School believe:

- Students are the primary focus and consideration in all educational decisions.
- Learning occurs best in an environment that is safe and secure, motivating and encouraging, and responsive to the needs and concerns of all partners.
- All students have gifts and talents, which must be cultivated, and needs which must be addressed.
- Administrators are responsible for the development and administration of educational policies.
- Teachers are responsible to be knowledgeable and competent in regard to curriculum delivery and classroom management.
- Students, with their parents/guardians, will take responsibility for their education by: showing diligence in their studies, attending regularly and punctually, complying with the rules of their school and conducting themselves in a co-operative, respectful manner.
- Values of respect, integrity, trust, openness, and caring must be fostered.

CJHS Statement on Divisional Values

CJHS believes that a concerted effort must be made to instill moral and ethical values in students to enable them to be caring, compassionate, and empathetic adults. This is best accomplished as these attributes are modeled and reinforced by significant adult role models; school faculty and primary care-givers.

CJHS Motto

We are one.

CJHS Statement of Values

Cardston Junior High School is:

... a place of excellence where students and faculty have opportunities to achieve their full potential in academic, creative, personal, physical, social, moral, and character development;

... a caring place where children and adults feel they make a meaningful contribution and are valued as individuals;

... a place of high moral character where children learn respect for themselves and others, and take responsibility for their actions;

... a place where students are able to interact with caring adult mentors as they develop moral intelligence through understanding and practicing Character Education Virtues: Empathy, Conscience, Self-control, Respect, Kindness, Tolerance and Fairness;

... a place where cultural and religious diversity is celebrated;

... a partnership between children, parents, faculty, and the community as a whole.

PROFILE

Westwind School Division No. 74 came into existence on September 1, 1994 as a regionalization of the former Cardston School Division, the Stirling School District and the northwest portion of the County of Warner. The Division stretches 66 kilometers north from the U.S.A./Canada Border and 109 kilometers east to west; bounded on the west by the Waterton River and on the east by the line running parallel with eastern Cardston County boundary, the Towns of Cardston, Magrath, and Raymond and the Villages and Hamlets of Stirling, Glenwood, Hill Spring, Mountain View, Del Bonita, Spring Coulee and Welling serve as trading centers to a largely rural population. The Division serves approximately 4,000 students, including 19 colony schools and approximately 500 First Nations students from the Blood Reserve. Effective September 1, 1998 Westwind Regional Division No. 9 officially became Westwind School Division No. 74.

CJHS PROFILE

Cardston Junior High School serves about 280 students from the town of Cardston and the surrounding area that are registered in grades 6, 7 and 8. Approximately 1/3 of the students are identified as belonging to the First Nations' community, primarily from the Blood Reserve. Currently, one FNMI teacher and one FNMI educational assistant as well as a .8 FTE Family Liaison Counselor are assigned to the CJHS staff. CJHS is housed in the old Eastridge Elementary School (circa 1986), which continues to pose challenges for the students, staff and the administration of learning programs due to limitations posed by the building design and utilization of existing space.

CJHS Staff – 2019-20

Jeremy Payne, M.Ed.	Principal	Jenn Scout, M.Ed.	Vice-Principal & Social
Jamie Atwood	<i>PE</i>	Candace Atwood, M. Ed.	Vice Principal & Math
Erica Burt	<i>PE</i>	Linda Quinton	<i>Secretary</i>
Barrett Swendsen	<i>Band</i>	Jolene Strang	<i>Secretary</i>
Moses Spear Chief	<i>Native Culture/Blackfoot</i>	Jody Nish	<i>Librarian</i>
Kendall Hardy	<i>Science</i>	Laura Adamson	<i>Educational Assistant</i>
Clark Payne	<i>Science</i>	Jeff Anderson	<i>Educational Assistant</i>
Mark Olsen	<i>Science</i>	Luana Payne	<i>Educational Assistant</i>
Kent Wynder	<i>Social</i>	Juliann Sommerfeldt	<i>Educational Assistant</i>
Troy Stewart	<i>Social Studies</i>	Susan Stewart	<i>Educational Assistant</i>
Kent Wynder	<i>Social</i>	Wendy Merrill	<i>Educational Assistant</i>
Char Berry	<i>Language Arts</i>	Denise Bascom	<i>Educational Assistant</i>
Holly Steed	<i>Lanugage Arts</i>	Misty Hallock	<i>Educational Assistant</i>
Ann Jirousek	<i>Language Arts</i>	Shane Haynes	<i>Head Custodian</i>
Carley Taylor	<i>Math</i>	Marlene Cahoon	<i>Custodian</i>
Tyler Bevans	<i>Math</i>	Melanie Cahoon	<i>Custodian</i>
		Tarence Kemp	<i>Custodian</i>

School Council – 2019-20

(Meetings will be held monthly as determined by the new council)

Chair: Stacey Atwood			
Jeremy Payne, Principal	Jennifer Scout, Vice Principal	Candace Atwood, Vice Principal	

SPECIAL PROGRAMS

FIRST NATION METIS & INUIT EDUCATION

Westwind School Division No. 74 receives funding from Alberta Education to assist in the education of off-reserve FNMI students. These funds help defray the costs of hiring staff to work with FNMI students, as well as providing assistance to School Councils funding for FNMI cultural events and involvement in other school activities.

An agreement is in place with the Blood Tribe and Indian & Northern Affairs Canada to educate FNMI students from the Blood Reserve at a cost equivalent to the average per pupil cost of all students.

STUDENT HEALTH PARTNERSHIP

The Westwind School Division No. 74 is a founding member of the Student Health Partnership. The majority of the funds allocated in the School Division are used to provide speech/language and behavioral/emotional services to students by employing speech-language assistants, behavioral assistants and family school liaison counselors. This partnership has also taken on the responsibility for the Case Management for Children with Complex Needs Initiative initiated by Alberta Education, Health and Child and Family Services Ministries.

CJHS TECHNOLOGY PLAN

Successful integration of technology into the teaching, learning and school management processes requires a coherent vision shared by education stakeholders. The development of the Westwind Learning Council committee, comprised of representatives from district administration and technology leads, board trustees, school principals and ATA representatives, guides the development of a comprehensive and collaborative vision for student learning. A foundational goal of this council will be to oversee the complete revision of our technology plan in order to assist in the implementation of that vision. This plan addresses ongoing, job-embedded professional development strategies, a hardware and software evergreening cycle for schools, long-range planning of technical support and maintenance and sustainability strategies.

Supporting all learners in acquiring the 21st Century skills of digital literacy, critical thinking, effective communication, collaboration, and high productivity in becoming self-directed learners is a priority in Westwind. Within Westwind School Division #74 learning community we are striving to embed our professional development by creating a delivery network that will bring all of our resources to bear on the goal of bringing professional development opportunities to the teacher in the classroom. In order to accomplish this goal we will continue to support the 'Learning Support Network'. A major foundational element of this network is the use of technology to deliver and enrich the professional development activities to our staff. Key partnerships with the Alberta Assessment Consortium, Alberta Education, Southern Alberta Professional Development Consortia (SAPDC), Apple, coupled with district and school-based initiatives form the foundation for professional development activities in Westwind necessary to bring about these essential changes in building capacity through a mentorship model.

Much effort is also being done to address the accessibility needs of all Westwind learners. Staff development in the use of technology devices and software will continue to be a key area of in-service focus this year. Within our evergreening cycle Westwind continues in its commitment to high ratios for student access to digital learning, as well as providing digital teaching stations that include a laptop, and a projector for each teacher. It is our desire to continue to enrich the hardware and software that is available for teacher and student use. A major focus in our Technology Plan will be to provide enriched, embedded professional development to staff in using technology as a tool to developing digital experiences that introduce our students to 21st Century learning and communicating skills.

Present and future needs for the evergreening and technical support of technology resources require an increasing amount of the district budget to provide adequate and equitable access to technology resources for staff and students.

A major focus in our technology planning will be to determine the road we will travel into the future for providing digital access to our students. Serious planning must be concentrated on how we will create a digital environment that will provide students with optimal opportunities to use digital web-tools to enrich their learning.

Westwind School Division will continue in its efforts to modernize-improve the new facility that was purchased to house the Westwind technology department. We will also continue in our efforts to incorporate Video-conferencing as a professional development, curricular support, and course delivery tool as our professional development plan will include on site training and support for teachers and administrators. Part of this initiative will be to evaluate our SuperNet use and determine how we can optimize our use of this valuable resource.

CJHS Technology Plan Action Plan

Teachers continue to receive in service on how to best utilize new teaching stations for optimal student learning. CJHS makes every effort to be in line with the Provincial Technology Framework as legislated by Alberta Education. New technologies continue to be promoted for use in all subject areas. CJHS has also secured one mobile iPad cart for student use.

WESTWIND SCHOOL COUNCILS

In compliance with the School Act, School Council's Regulations 113/2015, Westwind School Division No. 74 works closely with its school administrators to ensure that school councils function properly, and that each school council is provided the opportunity to provide advice on the development of the school's mission, vision, and philosophy, policies, AERR, annual Education Plan and budget. Each school council has the opportunity to provide the board with information regarding the council's activities on an annual basis. The divisional school council also meets annually.

School Councils also receive the results of provincial testing program results as well as accountability pillar survey information. This information is sent to school administrators to share with their school council's, and is also available in electronic format on the website. In order to provide transparency, the Westwind website contains all board information that is publicly available, including board policies and minutes of the Board Meeting.

CJHS School Council Action Plan

CJHS will continue to ensure the CJHS School Council functions as Alberta Education and the Board expect—opportunities will be provided for the school council to have input into the 3-year education plan, school mission/vision statements, policies, AERR and budget. Through regularly scheduled monthly meetings, parent representatives will be advised and be solicited for advice on issues related to the efficient operation of the school as they occur throughout the year. These meetings take place monthly as scheduled by the School Council Chair in consultation with school administration.

COUNSELING

The four high schools within the jurisdiction have guidance counselors who provide academic, career and personal counseling. As well, the Cardston Elementary School, Cardston Junior High School the Cardston High School, Glenwood School and Hill Spring School have native student counselors who focus on removing barriers that impede school success for First Nation students and improving communication with First Nation Communities. A partnership with the Provincial Student Health Initiative and the Family and Community Support Services allows the employment of four family school liaison counselors who serve all elementary, junior high and high school students within Westwind School Division No. 74. These counselors provide supports to children who might be experiencing difficulties, either at home or at school, in an effort to prevent the breakdown of family, child and school relationships and to reduce the number of psychological, social and emotional problems in school-aged students.

CJHS Counseling Action Plan

Cardston Jr. High School has access to two (2) family liaison counselors, who provide counseling support as needed for a growing number of students/families who face personal and family related issues deemed to be detrimental to their psychological and emotional well-being. It is our continued intent to work with other FLC's to ensure the needs of all students in our school are being met. Our school-based plan includes a weekly "first-response" meetings (school admin, special needs coordinator, family liaison counselor and native counselor) to identify students with the most urgent need and to develop intervention strategies to best help them cope with the challenges that face them and their families.

STUDENT INCLUSION

The Westwind School Division No. 74 recognizes the uniqueness of all students, and that specific talents or handicaps may require that the student receive individualized educational programming, which can provide a sense of belonging and acceptance in school community and make for personal growth, development and success. The Board is committed to providing programs and services which make it possible for unique students to receive an education appropriate to their abilities and needs. In partnership, parents, students and school staff make decisions, which address student needs.

The Director of Inclusive Learning supervises a student services team. The team consists of a full time psychologist, a behavior specialist, a student services coordinator and an early learning consultant. Together they work with individual teachers and educational assistants in providing services to students. The preferred mode of program delivery is integration in the regular classroom within the student's local school. Other program delivery options include pull-out classes, one-to-one instruction with an educational assistant, programs within the Alternate School, and program delivery within the student's home. Each school has a

designated teacher who assists the principal to coordinate the Special Education programs within the school. Family School Liaison Counselors assist parents and schools in meeting the needs of students who have academic, behavioral, economic, and/or emotional needs. A chartered psychologist provides assessment for students throughout the division.

Students who have been identified as needing individualized programming are provided with an Individualized Program Plan (IPP) that identifies how their unique learning needs are to be met. Parents, students, and school staff, as well as other agencies, when appropriate, are involved in the development of programs.

CJHS Inclusive Education Action Plan

CJHS provides staff support for students in the classroom. When deemed appropriate, option classes will be used for remediation and core academic support. In 2019-20, CJHS has an increased focus on literacy and numeracy. This includes improved diagnostic measures to assist in identifying specific challenges.

As part of the Inclusive Education Action Plan, CJHS has developed a systematic intervention program that allows students remedial assistance in all subjects taught. Complimenting this remedial emphasis are exploratory interventions that serve to extend learning for those that are at or above grade level.

To facilitate the proper coding of special needs students, time has been allocated for certificated staff to conduct educational assessments of students, coordinate programming (equine assisted therapy and recreational equine therapy sessions) with community and divisional agencies.

Trends and Issues for CJHS

1. Variety of Cultures (We are primarily a Bi-cultural School)

There are distinct cultures represented within Westwind School Division. Schools and staffs must be sensitive to the needs of each group while remaining focused on the primary objective of the best education for each student. ***CJHS recognizes a significant First Nations' population and attempts to reflect this in staffing considerations, school activities, student recognition and special needs programming.***

2. Level of Service to Special Needs Students

Parental expectations, coupled with increased awareness and identification of special needs students, have created increased demands. ***CJHS has a significant number of students who require special needs testing – this requires time and staff to accomplish. Teachers will be directed/encouraged/assisted to differentiate instruction in regular classes for all students who require it. Our goal is to provide an inclusionary program, wherever possible.***

3. Program Choices

Parent choice of the schooling options for students has created challenges including staffing and enrollment concerns. ***CJHS remains committed to working with home school students; allowing them to access courses and programs (in consultation with Westwind Alternate School). New elective classes have been developed to meet the changing interests of students (ie. Pop & Rock, Native Art, Science Explorations, Small Engine Repair, Cultural Foods, etc.).***

4. Social Environment

Youth and families are facing the following issues: Poverty, violence, drugs, alcohol, lack of direction, search for identity and purpose, and related toxic social factors. *CJHS works closely with RCMP Resource Officers, health professionals, liaison counselors, and other community agencies to educate students and parents to make responsible social choices. The challenges faced by CJHS students, justify an increased support for counseling services in the school.*

5. Sustainability of Technology

Technology, which includes evergreening, maintenance, curricular integration, and professional development, is consuming an increasing share of the educational dollar. ***CJHS recognizes the need to model appropriate technology use for students and to provide opportunities for students to gain a high level of expertise using this 21st century communication tool. Concerted efforts are continuing in order to expand the use of technology as both as teaching and learning tool.***

6. School Funding

Adequacy of funding for stand-alone option programs at CJHS is a special challenge, as this is the only Jr. High School in Westwind, offering band, drama, home economics and industrial arts without access to high school facilities and resources. The cost of implementation for new curriculum is also a concern, as the price of required resources place a severe strain on limited school funds. We appreciate and acknowledge the efforts of Senior Administration in addressing these concerns and special needs (staffing and budget allocation).

CJHS Priority Areas for Improvement

1. Improving student achievement & PAT Results.

- **Teachers report regularly to students on their academic progress using PowerTeacher (PowerSchool). Grading and reporting procedures have been reviewed and a move to outcome-based reporting is now in effect for all classes.**
- **Students are all assigned a specific Literacy and Numeracy instructor and time is given for intervention in these two vital areas.**
- **Teachers will collaboratively evaluate student performance on provincial achievement tests in order to identify curricular topics that suggest a need for an increase in emphasis or a change in instruction.**
- **Teachers will work collaboratively to improve teaching methodology and student assessment. This work will include collaborative work completed in our own school, CRM and with Divisional Learning Teams.**

2. Create a school climate where students demonstrate caring, respect and responsibility.

- **Further develop and emphasize a character education program for all students by integrating character education themes and virtues throughout the regular curriculum and continued use of Dare to Care principles for staff and students.**
- **Provide a variety of activities and instruction to instill positive and responsible attitudes and attributes (assemblies, guest speakers, community service, etc).**
- **Character education themes will be integrated into all subject areas. Teachers will plan for regular, meaningful character education discussions. The school theme for the 2019/20 school year is:**

We are One

- **During the Year of 2017 – 2018 we are focusing on improving vulnerability resiliency and developing an environment and culture where we can each "catch" each other. Students will again receive instruction and support through the Dare to Care program. Additional programing that assists students navigate peer conflict and develop personal character are also scheduled throughout the year.**

3. Improve PAT participation rates.

- **Through the IPP process, ensure that students qualify for all accommodations they need to be successful in their course work and on achievement tests—through appropriate documentation by teachers and support staff.**
- **Encourage parents to have their children participate in the writing provincial achievement tests and other standardized assessments.**
- **Accommodations, particularly in writing, will continue to be provided for students with academic needs.**

4. Improve the quality of teaching and resultant student learning.

- **School administrators will be diligent in the supervision and evaluation of teachers and support staff – with a goal of being in every classroom every month.**
- **Administrators will also be involved in coaching through in depth coaching and observation.**
- **Participation in subject specific divisional PLC's will be expected and facilitated by school administration.**
- **As a school we are focused generally on improving literacy and numeracy levels in students through *instructional strategies* and *assessment practices*. These two general areas of focus will be addressed in specific terms as needs and professional development opportunities arise.**

5. Beautification of School Grounds.

- **Provide regular opportunities for garbage cleanup of the school property and neighboring town properties.**

6. Increase the use of technology for teaching and learning.

- Provide training for improved use of computers, online resources, and projectors in classrooms for instruction and learning.
- Student Laptop carts in all Language Arts classroom.
- Class management software (Edmodo, Google Classroom, Google Suite, etc.) used by grade teams allow students to access work at home.

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
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

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. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and 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 these events.
3. 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

Combined 2019 Accountability Pillar Overall Summary

Measure Category	Measure	Cardston Junior High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	92.6	92.1	90.0	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	90.8	90.6	86.0	82.2	81.8	81.9	Very High	Improved	Excellent
	Education Quality	86.2	92.0	91.9	90.2	90.0	90.1	Intermediate	Declined	Issue
	Drop Out Rate	12.6	*	0.0	2.6	2.3	2.9	Very Low	Maintained	Concern
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	71.4	78.3	74.1	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	15.6	14.0	16.4	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	75.6	79.1	80.4	83.0	82.4	82.6	Intermediate	Maintained	Acceptable
	Citizenship	86.4	88.4	84.0	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	82.1	85.4	86.7	81.3	81.2	81.1	High	Maintained	Good
Continuous Improvement	School Improvement	83.0	81.9	84.6	81.0	80.3	81.0	Very High	Maintained	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- 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.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 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.
- 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.
- Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
- 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 that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

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

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

Notes:

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

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 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	67.6	63.5	80.6	78.3	71.4		Intermediate	Maintained	Acceptable			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	17.0	14.8	20.5	14.0	15.6		Intermediate	Maintained	Acceptable			

Comment on Results

(an assessment of progress toward achieving the target)

We have many students who experience significant struggles and have difficulties attending regularly. We plan and support these students in our weekly Collaborative Response Meetings (CRM). We recognize that about half of our students are below or significantly below grade level in literacy and numeracy and this is our main focus at CJHS is to help all students experience success and be at grade level. We work together to try to plan, and test best practices and work together as a staff to address these challenges. We continue to work to increase functional literacy and numeracy so that all students have the best chance to demonstrate their learning. We are focusing this year on our 1 to 1 students and planning for their programs and using assistive technology to help our students who have learning challenges. We are using universal and targeted supports to assist in these areas. We also have subject team collaboration to support each other and to help address the challenges our students experience.

Strategies

Extra literacy and numeracy blocks each day, creative groupings, common planning times, Collaborative Response Meetings (CRM), and all of our work is focused on helping all students experience success.

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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of 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	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.0	*	*	12.6		Very Low	Maintained	Concern			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

<p>Comment on Results <i>(an assessment of progress toward achieving the target)</i></p> <p>We would like to explore this data more with CHS. We are working together to try to improve transitions, and assistive tech so that students can access the same supports and have success in High School.</p>
<p>Strategies</p> <p>Frequent meetings and discussions with administrators, learning support and year end supports for struggling and at risk students.</p>

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
8. 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.
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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	84.7	85.4	78.1	88.4	86.4		Very High	Maintained	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

We are excited about the work that happens in our Character Ed as a staff and with our students each month and all of the amazing work in classes and assemblies to catch the vision that We are One.

Strategies

Each month we learn about strategies to keep our minds and bodies healthy. We are also learning from our district wellness committee and our hope squad and other leadership groups. Our staff are reading Brain Rules by John Medina to help lead this work and learn with our kids about healthy ways to grow and improve.

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: First Nations, Métis, and Inuit students in Alberta are successful

(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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	31.7	37.1	62.5	59.8	47.2		Very Low	Maintained	Concern			
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).	0.8	1.5	3.4	4.5	3.5		Very Low	Maintained	Concern			
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)

We work to help students increase their connection and knowledge of traditional Blackfoot ways in many ways. We seek to improve language, culture and history so that all students can respect and learn about our history. We respect and appreciate our Elders, knowledge keepers and First Nations staff who work so hard with our staff. Each year we learn more and improve. We feel this will help our students feel connected to their culture and then we can help every child find success as we also work on our academic goals to have every child at grade level.

Strategies

We work together in subject teams to increase practice in literacy and numeracy. We also work hard to improve on 6 vital actions that support a balanced literacy approach at CJHS. Our admin team has made changes to our timetable to increase the amount of instruction to have more literacy and numeracy to improve foundational knowledge and understanding

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 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.
- 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.
- Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time. Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	87.1	84.9	82.4	90.6	90.8		Very High	Improved	Excellent			

<p>Comment on Results <i>(an assessment of progress toward achieving the target)</i></p> <p>We are excited by our staff's willingness to share talents, and build skills with our students with our fine arts, athletic, and option rich classes. We are so grateful for their experience passion and willingness to teach our students the type of classes we wish we had access to as kids! Examples: Cosmotology, Yoga, Knife building, foods, sewing, second languages, games, lifetime sports etc.</p>
<p>Strategies</p> <p>We are going to keep seeking input, and using planners to build strong, engaging, meaningful option classes and work hard to continue to build healthy and active kids. Our PE and option teachers are very committed and passionate about building great opportunities like Triathlon, Dance classes, and fun classic sports and new games. They are passionate about learning about new games and are learning traditional Blackfoot games as teachers to share in their classes.</p>

- 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’s education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
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.	90.0	90.2	87.9	92.1	92.6		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.0	92.0	91.8	92.0	86.2		Intermediate	Declined	Issue			
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.	95.5	95.5	66.7	79.1	75.6		Intermediate	Maintained	Acceptable			
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	69.7	84.8	58.3	66.5	62.0		n/a	n/a	n/a			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	82.9	90.9	83.9	85.4	82.1		High	Maintained	Good			
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.	90.9	84.6	87.4	81.9	83.0		Very High	Maintained	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

We work very hard to create a positive culture of learning at our school. We offer many opportunities for students to explore their talents, interests and passions. We are excited to offer great character education and supporting the whole learner through assemblies, leadership (hope squad, student council, business, etc), FSLC’s, and great education. We work hard with stake holders, parents, bus drivers, coaches etc to plan proactively, and resolve concerns as they arise.

Strategies

Use parent councils, surveys, and discussions to help identify areas of we can improve on. One example is limiting the wifi, and group chats so that students can strengthen relationships and positive socialization. We recognize technology is an incredible tool when used in well designed learning activities. We want to use it in positive ways and model appropriate use as adults.

We are using bulletin boards, announcements, posters, TV’s, social media etc to get out our monthly character ed challenges and use the students as a forum for increased discussions and work to solve challenges, set goals and live healthier lives.

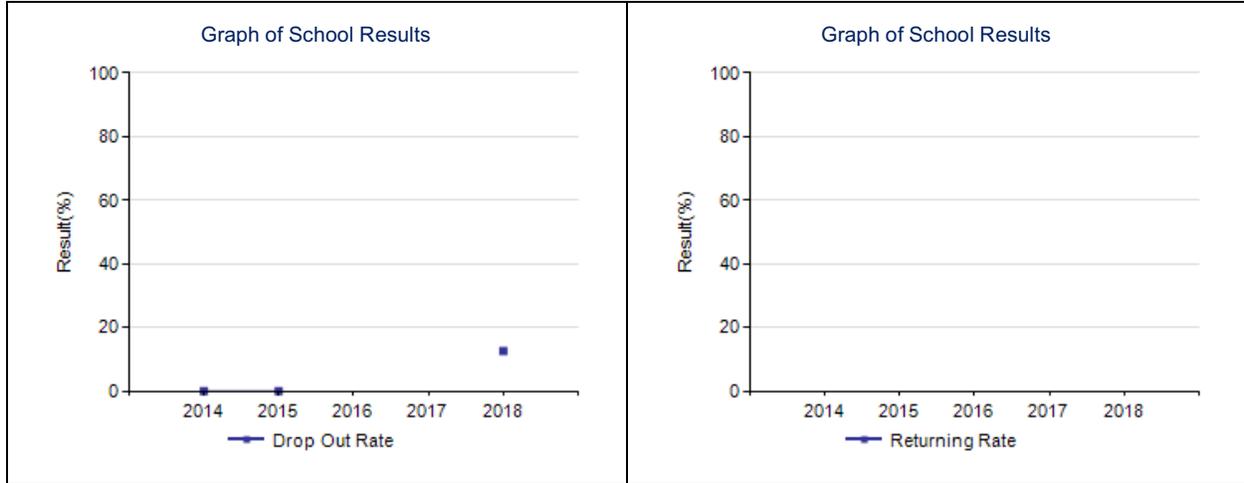
Notes:

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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.

Drop Out Rate – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Drop Out Rate	0.0	0.0	*	*	12.6	3.3	2.4	3.0	2.9	2.4	3.5	3.2	3.0	2.3	2.6
Returning Rate	*	n/a	n/a	*	n/a	9.9	18.7	14.1	12.7	18.5	20.9	18.2	18.9	19.9	22.7

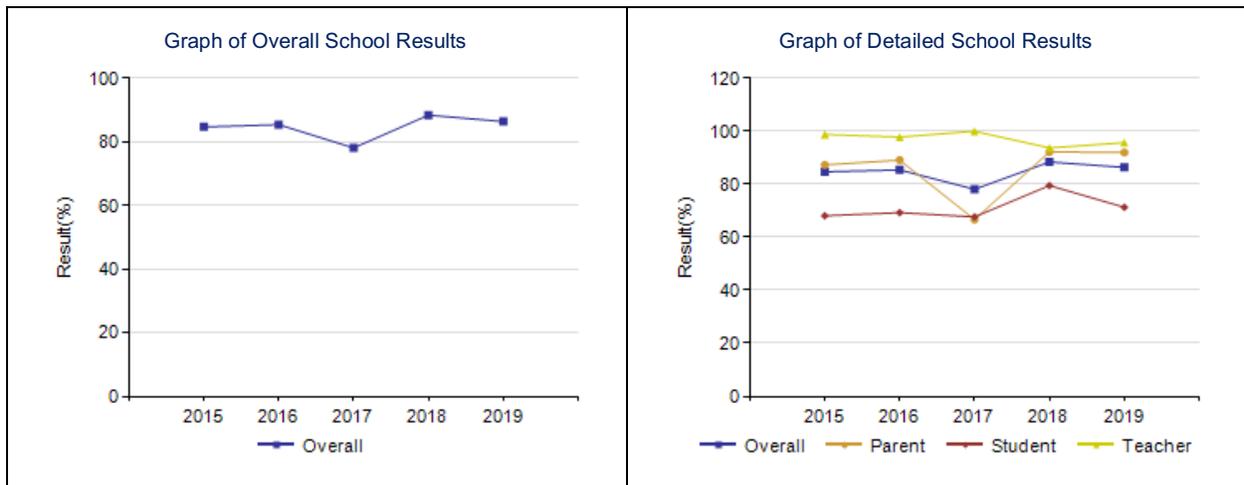


Notes:
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Citizenship – Measure Details

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	84.7	85.4	78.1	88.4	86.4	84.2	84.5	82.8	83.7	84.3	83.5	83.9	83.7	83.0	82.9
Teacher	98.8	97.8	100.0	93.7	95.7	96.4	97.1	96.1	94.8	96.2	94.2	94.5	94.0	93.4	93.2
Parent	87.3	89.1	66.7	92.2	92.0	81.8	82.6	80.7	83.6	82.3	82.1	82.9	82.7	81.7	81.9
Student	68.1	69.3	67.7	79.5	71.3	74.5	73.9	71.5	72.8	74.5	74.2	74.5	74.4	73.9	73.5

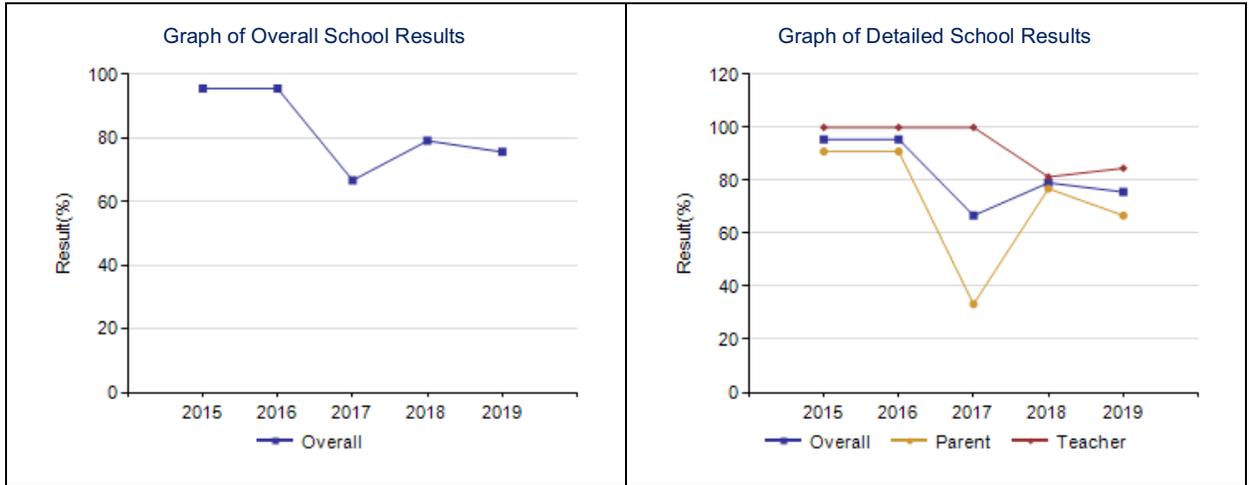


Notes:
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From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

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	95.5	95.5	66.7	79.1	75.6	83.7	85.9	83.5	83.6	84.6	82.0	82.6	82.7	82.4	83.0
Teacher	100.0	100.0	100.0	81.3	84.6	94.3	96.9	93.5	94.4	95.0	89.7	90.5	90.4	90.3	90.8
Parent	90.9	90.9	33.3	76.9	66.7	73.2	74.8	73.4	72.8	74.1	74.2	74.8	75.1	74.6	75.2



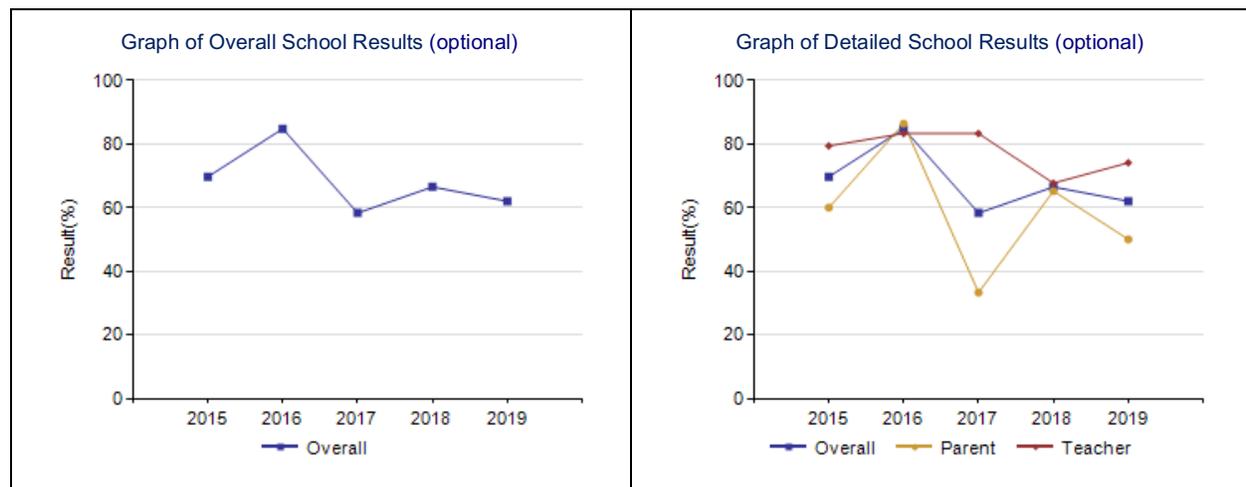
Notes:

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

Lifelong Learning – Measure Details (OPTIONAL)

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	69.7	84.8	58.3	66.5	62.0	73.7	77.0	72.8	74.2	69.8	70.0	70.7	71.0	70.9	71.4
Teacher	79.4	83.3	83.3	67.7	74.1	78.8	81.5	78.9	80.2	77.2	76.0	77.3	77.3	77.8	78.8
Parent	60.0	86.4	33.3	65.2	50.0	68.6	72.6	66.7	68.1	62.4	64.0	64.2	64.8	64.0	64.0



Notes:

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

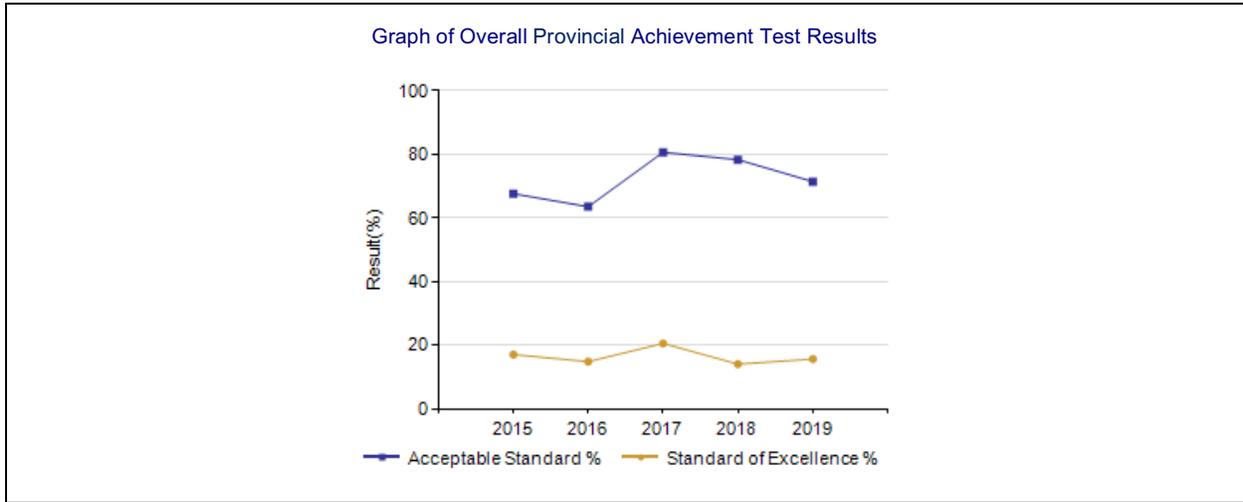
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	82.4	20.9	76.9	18.7	92.9	21.2	91.7	23.8	85.6	23.1		
	Authority	85.5	20.7	85.4	21.6	92.1	24.4	87.9	18.2	88.9	19.6		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
French Language Arts 6 année	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	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7		
Français 6 année	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	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6		
Mathematics 6	School	65.9	12.1	62.6	13.2	80.8	20.2	77.4	9.5	62.5	9.6		
	Authority	77.7	18.7	73.2	15.9	79.8	16.5	76.7	13.0	75.1	14.1		
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0		
Science 6	School	67.0	18.7	65.9	20.9	76.8	30.3	75.0	16.7	73.1	21.2		
	Authority	76.8	24.3	76.2	25.9	82.1	34.5	79.7	29.4	82.4	27.0		
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6		
Social Studies 6	School	54.9	16.5	48.4	6.6	71.7	10.1	69.0	6.0	64.4	8.7		
	Authority	69.8	17.0	63.7	14.0	75.8	21.8	75.5	20.6	75.3	18.6		
	Province	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4		
English 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	81.4	16.2	80.7	20.0	76.1	16.3	82.8	17.2	79.7	17.5		
	Province	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7		
K&E English 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	62.5	0.0	84.2	0.0	*	*	38.5	0.0	62.5	4.2		

	Province	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4		
French Language Arts 9 année	School	n/a											
	Authority	n/a											
	Province	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3		
Français 9 année	School	n/a											
	Authority	n/a											
	Province	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0		
Mathematics 9	School	n/a											
	Authority	74.3	29.5	72.6	18.3	70.8	24.4	69.3	22.3	60.2	17.0		
	Province	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0		
K&E Mathematics 9	School	n/a											
	Authority	66.7	5.6	76.9	23.1	35.0	10.0	40.0	15.0	46.7	6.7		
	Province	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2		
Science 9	School	n/a											
	Authority	79.0	31.7	74.9	24.7	73.4	22.0	76.5	25.5	78.4	26.7		
	Province	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4		
K&E Science 9	School	n/a											
	Authority	43.8	12.5	66.7	11.1	36.4	0.0	40.0	10.0	61.1	5.6		
	Province	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7		
Social Studies 9	School	n/a											
	Authority	74.4	26.6	65.9	20.1	65.3	20.5	72.5	22.5	69.8	17.2		
	Province	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6		
K&E Social Studies 9	School	n/a											
	Authority	56.3	12.5	70.6	5.9	*	*	42.9	0.0	60.0	10.0		
	Province	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0		

Notes:

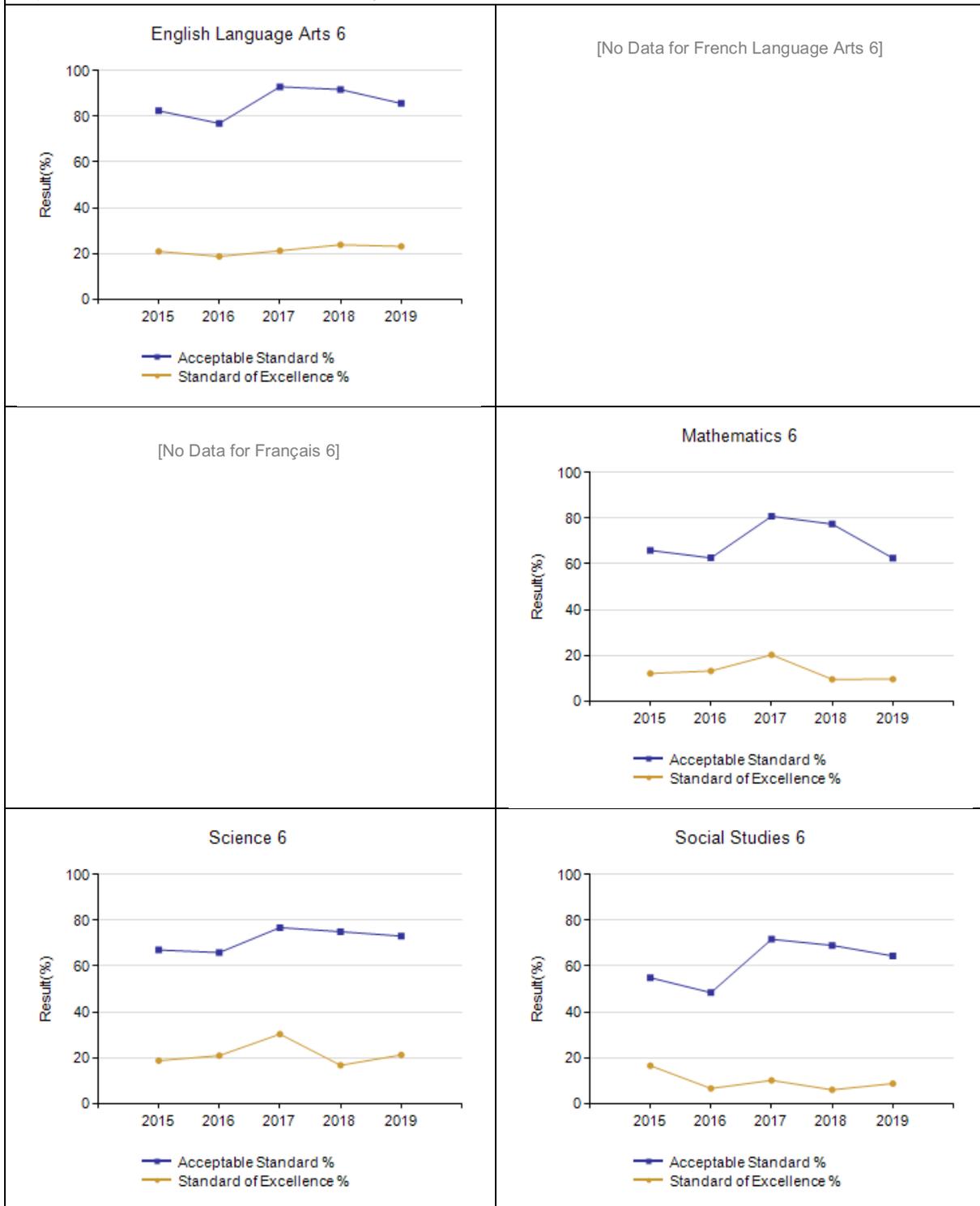
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.



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 Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Graph of Provincial Achievement Test Results by Course



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 Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Cardston Junior High School								Alberta			
		Achievement		Improvement		Overall		2019		Prev 3 Year Average		2019	
Course	Measure				N	%	N	%	N	%	N	%	
English Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	104	85.6	91	87.2	54,820	83.2	49,573	82.9	
	Standard of Excellence	Very High	Maintained	Excellent	104	23.1	91	21.2	54,820	17.8	49,573	19.1	
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	87.7	3,122	86.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	15.7	3,122	13.3	
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	90.3	574	92.2	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	24.6	574	20.6	
Mathematics 6	Acceptable Standard	Very Low	Declined	Concern	104	62.5	91	73.6	54,778	72.5	49,502	71.5	
	Standard of Excellence	Low	Declined	Issue	104	9.6	91	14.3	54,778	15.0	49,502	13.5	
Science 6	Acceptable Standard	Low	Maintained	Issue	104	73.1	91	72.6	54,879	77.6	49,520	77.9	
	Standard of Excellence	Intermediate	Maintained	Acceptable	104	21.2	91	22.6	54,879	28.6	49,520	28.9	
Social Studies 6	Acceptable Standard	Low	Maintained	Issue	104	64.4	91	63.0	54,802	76.2	49,511	73.1	
	Standard of Excellence	Low	Maintained	Issue	104	8.7	91	7.5	54,802	24.4	49,511	22.3	

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

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 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 année	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
K&E English Language Arts 9	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 année	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
K&E Mathematics 9	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
K&E Science 9	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
K&E Social Studies 9	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:

- 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.

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

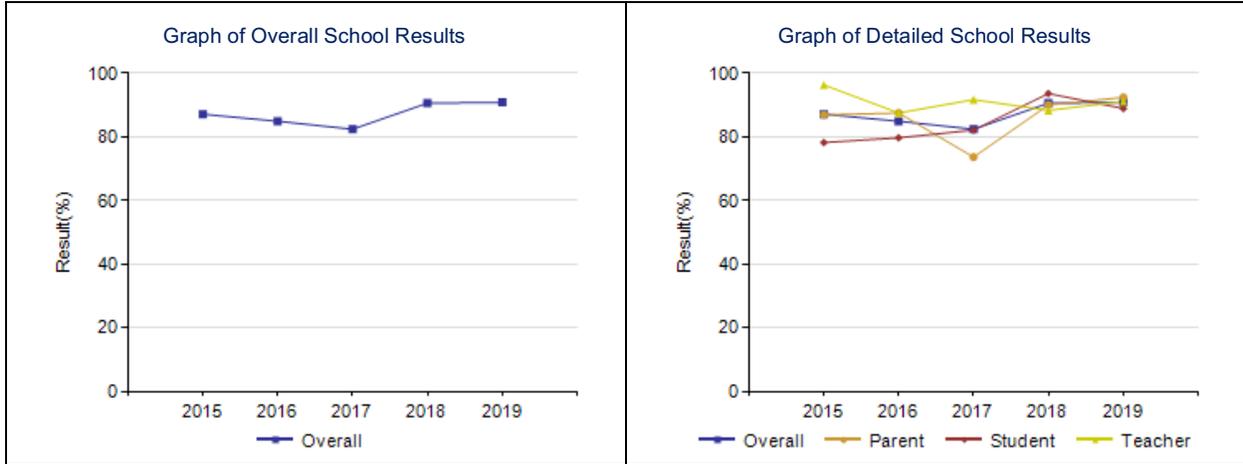
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	87.1	84.9	82.4	90.6	90.8	79.2	79.1	77.5	78.2	79.7	81.3	81.9	81.9	81.8	82.2
Teacher	96.3	87.5	91.7	88.3	91.1	84.7	87.8	86.1	85.6	86.6	87.2	88.1	88.0	88.4	89.1
Parent	86.9	87.5	73.6	90.0	92.4	79.4	78.5	74.4	75.7	77.7	79.9	80.1	80.1	79.9	80.1
Student	78.2	79.7	82.1	93.6	88.9	73.5	71.2	72.2	73.3	74.8	76.9	77.5	77.7	77.2	77.4

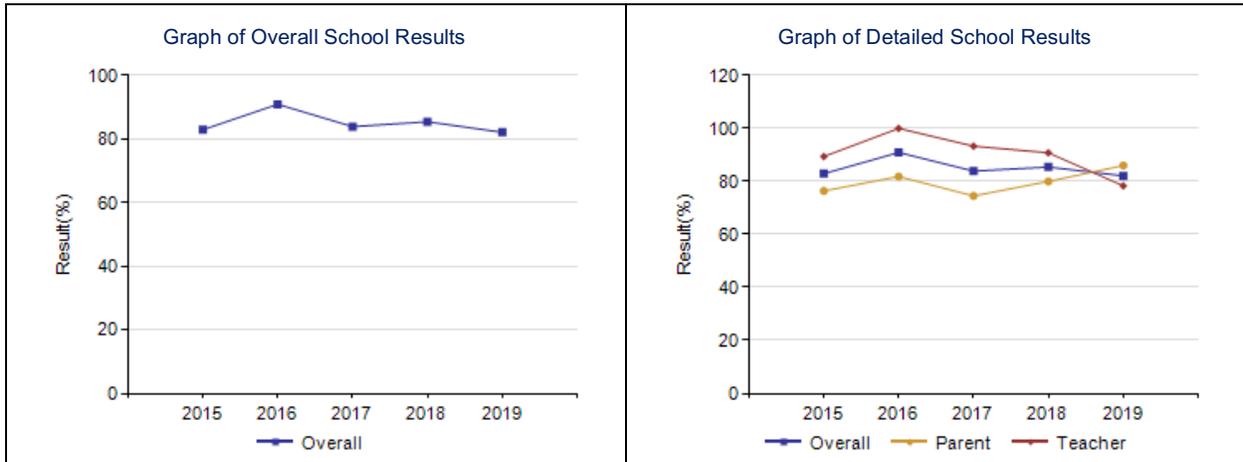


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them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

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	82.9	90.9	83.9	85.4	82.1	82.5	82.1	81.0	83.1	82.3	80.7	80.9	81.2	81.2	81.3
Teacher	89.4	100.0	93.3	90.8	78.3	93.5	94.4	94.0	93.4	89.0	88.1	88.4	88.5	88.9	89.0
Parent	76.4	81.8	74.5	80.0	86.0	71.5	69.7	68.0	72.9	75.6	73.4	73.5	73.9	73.4	73.6

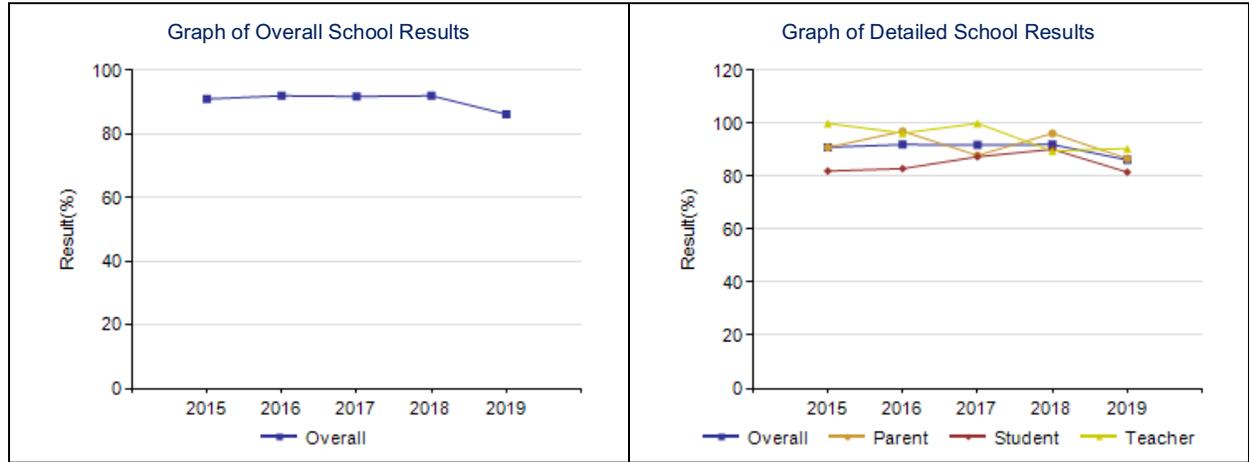


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	91.0	92.0	91.8	92.0	86.2	91.1	91.8	91.7	91.7	91.2	89.5	90.1	90.1	90.0	90.2
Teacher	100.0	96.3	100.0	89.6	90.5	98.3	97.8	98.4	97.5	96.7	95.9	96.0	95.9	95.8	96.1
Parent	90.9	97.0	87.9	96.2	86.7	86.0	88.8	88.0	88.7	87.3	85.4	86.1	86.4	86.0	86.4
Student	82.0	82.9	87.4	90.2	81.6	89.2	88.7	88.6	89.0	89.7	87.4	88.0	88.1	88.2	88.1

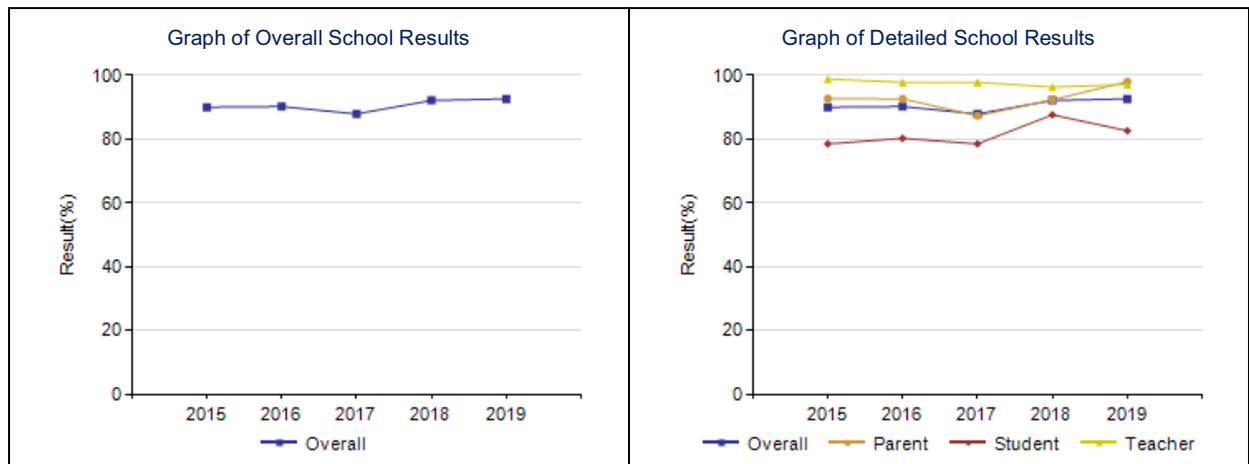


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them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

Safe and Caring – Measure Details

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	90.0	90.2	87.9	92.1	92.6	91.2	90.1	90.5	90.3	91.2	89.2	89.5	89.5	89.0	89.0
Teacher	98.8	97.8	97.8	96.3	97.1	98.1	97.0	97.3	96.9	98.0	95.4	95.4	95.3	95.0	95.1
Parent	92.7	92.6	87.3	92.3	98.0	91.2	89.6	92.2	91.8	91.8	89.3	89.8	89.9	89.4	89.7
Student	78.5	80.2	78.5	87.6	82.6	84.1	83.7	82.0	82.2	83.9	83.0	83.4	83.3	82.5	82.3

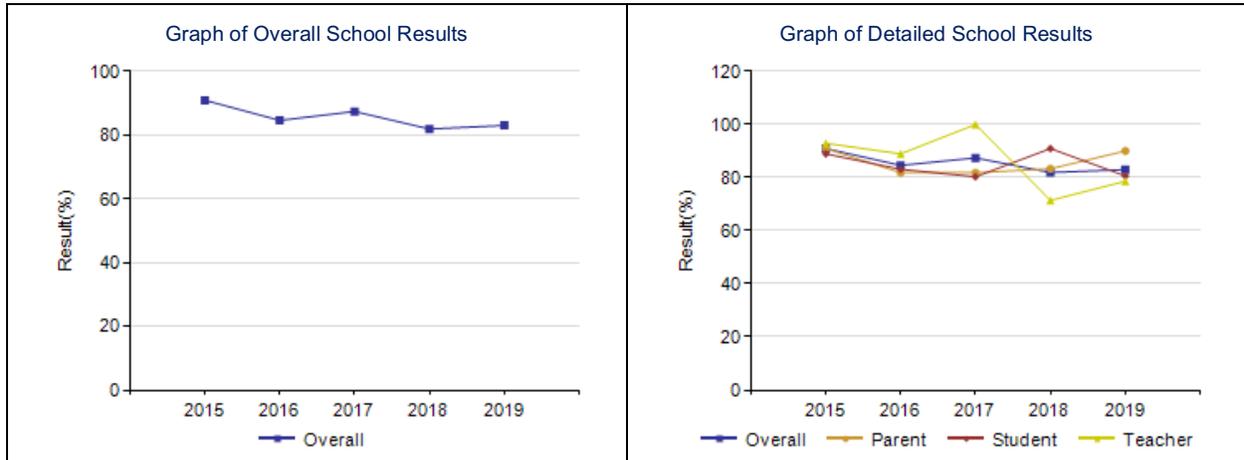


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them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

School Improvement – Measure Details

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	90.9	84.6	87.4	81.9	83.0	85.8	84.3	85.1	85.2	83.5	79.6	81.2	81.4	80.3	81.0
Teacher	92.9	88.9	100.0	71.4	78.6	91.1	92.1	92.1	89.2	89.5	79.8	82.3	82.2	81.5	83.4
Parent	90.9	81.8	81.8	83.3	90.0	85.4	80.3	84.3	85.4	78.4	78.5	79.7	80.8	79.3	80.3
Student	88.9	83.1	80.3	90.9	80.6	80.8	80.5	78.8	81.1	82.6	80.7	81.5	81.1	80.2	79.4



Notes:

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