

Authority: 9072 Strathcona-Tweedsmuir School



STRATHCONA-TWEEDSMUIR SCHOOL

Combined Three-Year Education Plan 2020 – 2023
and
Annual Education Results Report (AERR) 2019 - 2020

NOVEMBER 2020

strathconatweedsmuir.com

Message from the Head of School, Mrs. Carol Grant-Watt

The 2019-2020 school year was filled with unexpected twists and turns and I don't think any one of us could have imagined what the future looked like in September 2019 as we set out on the annual Terry Fox Run. Twenty-twenty vision refers to the clarity or sharpness of vision. While the year started out with focus and close to 20-20 clarity, we quickly learned that our need to be resilient and flexible was paramount to confront the challenges ahead of us.

Our School's purpose and mission does not waiver. During a time of unprecedented change, we stayed on track, adjusting and re-focusing on 'how' but not 'why' we exist: to develop well-balanced students for a life of purpose by inspiring excellence in scholarship, leadership, and character.

We reflect the pride of shared purpose and a love of learning. Our vision, to be a leading educator, recognized nationally and internationally for delivering exceptional programs in a unique setting, with an enduring sense of community, certainly stood the test of this pandemic. We relied on our principles and values. We led each other well – and found our way through.

As I reflect on this incredible year, I am overcome with pride, awe, admiration, and humility. I am reminded on a daily basis that, above all else, the core of our story is people. All of us at STS feel abundant gratitude. We are thankful to our students for their dedication to their studies despite being at home for the final months of school, and their constant leadership, engagement, care for one another, and smiles. We are thankful to our families for their patience, flexibility, and unwavering support of their children's education and of our school. We are thankful to our teachers and staff for their tireless dedication to learning, stewardship of our students, and hard work. We are thankful to our alumni for living a life of purpose and making us so proud – supporting their families, communities around the world, and their alma mater.

Beyond our school community, we are thankful to our fellow global citizens for inspiring us each and every day – and for providing teachable moments for our students. And we are thankful for the front-line workers who have kept us healthy, fed, and safe, and for providing beacons of hope and togetherness.

We are also proud that we met our commitment to our families to finish the school year, cover the required outcomes and beyond, provide enrichment and community, and ensure our students are ready for the next grade level or transition to post-secondary studies.

Despite a global crisis, we came together and powered through, as is the Alberta and the STS way. We are inspired by the many examples of kindness, creative problem-solving, leadership, and innovation we see all around us. Because of this, we are confident that this too will pass, that we will get through it together, and that we may even seize some new amazing opportunities along the way.

Accountability Statement

The Annual Education Results Report for the 2019-2020 school year and the Three-Year Education Plan commencing September 1, 2020 for Strathcona-Tweedsmuir School were prepared under the direction of the Board in accordance with its responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. 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 plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2019-2020 school year and the Three-Year Education Plan for 2020-2023 on November 24, 2020.

Foundation Statements

School Mission

- To develop well-balanced students for a life of purpose by inspiring excellence in scholarship, leadership and character.

School Vision

- A leading educator recognized nationally and internationally for delivering exceptional programs in a unique setting, with an enduring sense of community.

Core Values

- Integrity
- Kindness
- Respect
- Responsibility
- Safety
- Service

Our Guiding Principles

- We believe in developing well-balanced individuals in an environment that emphasizes academic rigour, leadership, character development, self-expression, physical fitness, service and a global perspective;
- We value and uphold the basic principles of integrity and truthfulness, kindness, consideration, compassion, responsibility, respect and service – to oneself and to others;
- We stimulate a collaborative learning environment while empowering our students through the development of critical and independent thinking by means of a challenging and balanced curriculum built on a foundation of core knowledge and subjects and an appropriate use of technology;
- We provide opportunities to explore and develop an appreciation of outdoor pursuits, the arts and speech and debate;
- We promote physical fitness, health and well-being;
- We appreciate and foster diversity;
- We foster strong inter-personal relationships between parents, students, faculty/staff and alumni in a safe and nurturing community;
- We treasure our strong sense of family and community, and;
- We believe the safety of our students is paramount.

A Profile of the School Authority

Strathcona-Tweedsmuir School (STS) is more than a great school – STS inspires journeys that lead our students beyond anything they could have imagined.

Our school has a storied history of more than 100 years in southern Alberta. Over time, STS has developed a set of rich traditions and shared values that strengthen our sense of community and provide an enriched learning environment for all our students in Kindergarten through Grade 12. Students benefit from highly-qualified, dedicated faculty, and a learning environment with a small student-teacher ratio, allowing them to build supportive relationships, while maximizing their full potential.

Our school motto, Nil Nisi Optimum, compels all members of the STS community to do “nothing but our best”. The school’s mission is “to develop well-balanced students for a life of purpose by inspiring excellence in scholarship, leadership and character”. We strive to achieve this mission and live up our motto through our rigorous academic and diverse co-curricular programs, preparing our students to succeed in a rapidly changing world and increasingly global economy.

A cornerstone of an STS education is integrated programming – meaning that students benefit from a holistic, balanced education. Students gain a deeper understanding of the connections around us, which enhances their understanding of concepts. We celebrate diversity and inspire students to seek opportunities to connect their learning to a broader global perspective. It’s a big picture approach to learning that encourages critical thinking and prepares students for a life of purpose.

Unique to STS, we offer enriched learning opportunities on our 220-acre country campus, where students enjoy hands-on learning, physical activity, fresh air, and natural beauty. Outdoor activities develop curiosity, independence, and an appreciation for our environment, while building lasting friendships and memories.

STS students of all ages love coming to school. Our campus houses three school divisions: Elementary School, Middle School and Senior School. All students benefit from continuity, a strong sense of community, and mentorship opportunities amongst different age groups. Academic offerings in all Grade levels include Alberta Education curriculum supplemented by the International Baccalaureate (IB) Programme.

Being both an IB World School and a Round Square School, STS embraces the philosophy, values and ideals we share with these organizations such as internationalism, service and intercultural understanding. Together they enable us to instill in our students the knowledge, values and qualities of character that will enable them to live purposeful lives and be the leaders of tomorrow.

Students graduate from STS driven to be their best and inspired to make a difference. Our School community and the opportunities we provide ensure they are prepared to do so.

A Message Regarding the COVID-19 Global Pandemic

Once schools were asked to stop in-person classes in March 2020, Strathcona-Tweedsmuir School pivoted to providing online instruction through its Remote Alternative Program Instruction Delivery (RAPID) program till June 2020. Students continued their education online in all subject areas using a modified timetable that included both synchronous and asynchronous learning for K-12 students.

For the 2020-2021 school year, Strathcona-Tweedsmuir School has invested heavily in personal protective equipment including hand-sanitizer stations in every classroom, mandated use of masks for Grades 4 and above as well as the use of additional plexiglass partitions to separate students in classrooms in addition to physical distancing measures. HVAC facilities have been modified to improve fresh-air intake and filters replaced more often to improve air quality in the building. In addition, students have been cohorted wherever possible and zones created to separate elementary and secondary students with additional enhanced cleaning protocols in place in shared areas.

Students and parents are partners in keeping the school community safe and hybrid learning options using the school's Learning Management System (ManageBac) allows students to stay at home and continue learning remotely if they are unable to pass the daily screening checklist from AHS. Consistent and repeated communication from school encourages families to keep symptomatic or close-contact students at home to keep the school safe. By offering a viable online learning option for temporary leaves of absence, STS is encouraging continuity of learning for all students.

In addition to investments in equipment and software, Strathcona-Tweedsmuir School has also invested in training and human resources including the hiring of a school nurse to support teachers and staff in implementing AHS guidelines and keeping our community safe and focused on learning during this pandemic.

In-person activities such as the annual "Meet the Teacher" evenings and Student-Led Conferences and Parent/Teacher/Student Interviews have moved online so that parents can continue to engage with the school in a safe manner. International trips have been cancelled for the 2019-2020 academic year and co-curricular activities are taking place within the parameters established by Alberta Health Services. Athletic programs follow the protocols established by Alberta Health Services and the Alberta School's Athletic Association.

Strathcona-Tweedsmuir School's website has a dedicated COVID-19 page that is regularly updated to reflect timely and pertinent guidance provided by Alberta Health Services and Alberta Education. The link can be found at: <https://www.strathconatweedsmuir.com/covid19-updates/>. The webpage also includes a link to the *STS Campus Re-entry Plan*, Daily Screening Checklists for Children and Adults, and the Government of Alberta's *COVID-19 In School (K-12) Settings* resource guide.

2020 NIL NISI OPTIMUM NOTABLE ALUMNI

Nil Nisi Optimum (NNO) Alumni are selected from a multitude of decades and professions, and have brought great honour and pride to their alma mater. This year, two more alumni who have demonstrated notable accomplishments in leadership, service and dedication to their profession and community joined this prestigious group.



Like so many of our graduates, Dr. Alex Aspinall's years at STS were a springboard to the rest of his life: chasing dreams, achieving career goals, and being a leader in his field. When looking back at his journey, the foundational building blocks have STS written all over them - from his first backcountry experience that bred a 35-year love of the outdoors; to the determination needed to 'run the three fields twice'; to the dedication required to complete his first doctoral degree, a Ph.D. in Immunology. Subsequently completing his medical school training at the University of Calgary with an Internal Medicine Residency and Gastroenterology Fellowship, he continued with a subspecialty in Hepatology and Liver Transplantation at the University of Birmingham, UK.

Alex is a Clinical Assistant Professor of Medicine at the University of Calgary and has co-authored more than 30 research papers with particular interest in viral hepatitis, autoimmune liver diseases, and quality assurance in clinical outcomes. Recently, his medical expertise and training brought him into the front lines of the COVID-19 wards in Calgary. He was proud to be a part of the courageous team navigating unknown waters. He cites the bravery of the patients as an inspiration to him. "Some are fighting for their very lives," he recalls. "I will never forget their eyes – the simple non-verbal communication conveys equal parts fear and gratitude."

Beyond grateful to his parents for the sacrifices made to send him and sister to STS, Alex knows he has been afforded extraordinary opportunities. Hard work, leadership training, quality mentorship, guided risk-taking and understanding the importance of perspective are some of the key pieces of STS infrastructure. They set up Alex for success and in turn, will also prepare the next generation of Aspinalls that attend our School.



A hard worker doesn't begin to describe Jaspreet Khangura '03. She completed her undergraduate and medical school education at the University of British Columbia, then studied as a Rhodes Scholar at the University of Oxford, completing a Master of Science in Evidence- Based Health Care and a Master of Science in Neuroscience.

After an opportunity to travel to India as a child, Jaspreet quickly realized the social inequalities of the world. This awareness led to a career of fervency to advocate for the marginalized and vulnerable. As a medical student, she volunteered in Vancouver's Downtown Eastside, and witnessed the complex challenges faced by the low-income and homeless community. Subsequently as a member of UBC's Global Health Initiative, she spent time volunteering in Nicaragua and Spiti Valley in the Indian Himalayas.

As a fellow with the Jeanne Sauvé Scholars Foundation, she led workshops and lectures, and in addition, she researched immigration and refugee policy from the perspective of a healthcare professional. She has served on a task force appointed by the Mayor of Edmonton on poverty elimination and currently participates with the National Expert Committee on Countering Radicalization to Violence as a non-government voice in advising the Canada Centre on policy, programming and research priorities.

Jaspreet is an emergency physician at the Royal Alexandra Hospital and the Northeast Community Health Centre in Edmonton. Determined to be a voice for the vulnerable, she uses her position to speak up for those who are not being heard, most recently, the voice of the homeless population facing the COVID-19 pandemic without being able to isolate. Jaspreet is a compassionate and tireless advocate, a woman of integrity, and STS is proud to call her an alumna.

DR. SARAH (SHAIKH) HALL
'95



Sarah Hall '95 has never been one to shy away from a challenge. During her time as an STS student she learned to push herself, establish self-discipline, and embrace adventure – always with a warm smile and a caring word.

Academically, Sarah completed her undergraduate degree at the University of British Columbia, then continued on to medical school at the University of Toronto, and completed her pediatric residency at McMaster University.

Her medical career began in Nepal, volunteering for the Himalayan Rescue Association practicing high-altitude medicine. Eventually returning to Calgary after time working in a number of locations including Peru and the Canadian Arctic, Sarah opened her pediatric practice caring for a variety of populations across Calgary including supporting inner-city children. Sarah has also delivered medical expertise on camera, providing TV segments on pediatric health and wellness.

Cumulating experiences led her to become a Clinical Associate Professor at the University of Calgary and part of the leadership team within the Department of Pediatrics in the Faculty of Medicine. An award-winning education leader, Sarah is also an attending physician at the Alberta Children's Hospital, sitting as Deputy Head, Professional Affairs, of the Department of Pediatrics. Sitting on various committees of the Alberta Medical Association, she was elected in 2018 to the Executive Committee, Board of Directors for a three-year term.

Sarah and her husband, Dr. Chris Hall, desire to instill those same fundamental values in their three children, Jonathan '27, Matthew '29, and Clara '31, who will also be STS graduates one day, and have a world of dreams to experience.

Highlights from 2018-2019

ELF – THE MUSICAL



The annual Senior School production, Elf – the Musical, highlighted the incredible talents of our students and Fine Arts department in time for the holiday season! Musicians, vocalists and artists performed the tale of Buddy the Elf in a musical rendition, reminding us of the importance of putting family first and embracing our inner youth.

MARTI MCKAY WEEK 2019

STS celebrated the 35th anniversary of Marti McKay Week, a special literary artist-in-residence program, with an incredible line-up of authors. This year included Janet Tashjian, author of the bestselling My Life as a Book series; Bob Joseph, Gwawaenuk Nation member and author of 21 Things You May Not Know About the Indian Act, an essential guide to understanding reconciliation and its repercussions on generations of Indigenous Peoples; Vicki Grant, teen thriller author and award-winning television scriptwriter for children's television; and local author and teacher, Leanne Shirtliffe, whose engaging and humorous demeanor inspired students and made them laugh.

HONOUR DAY



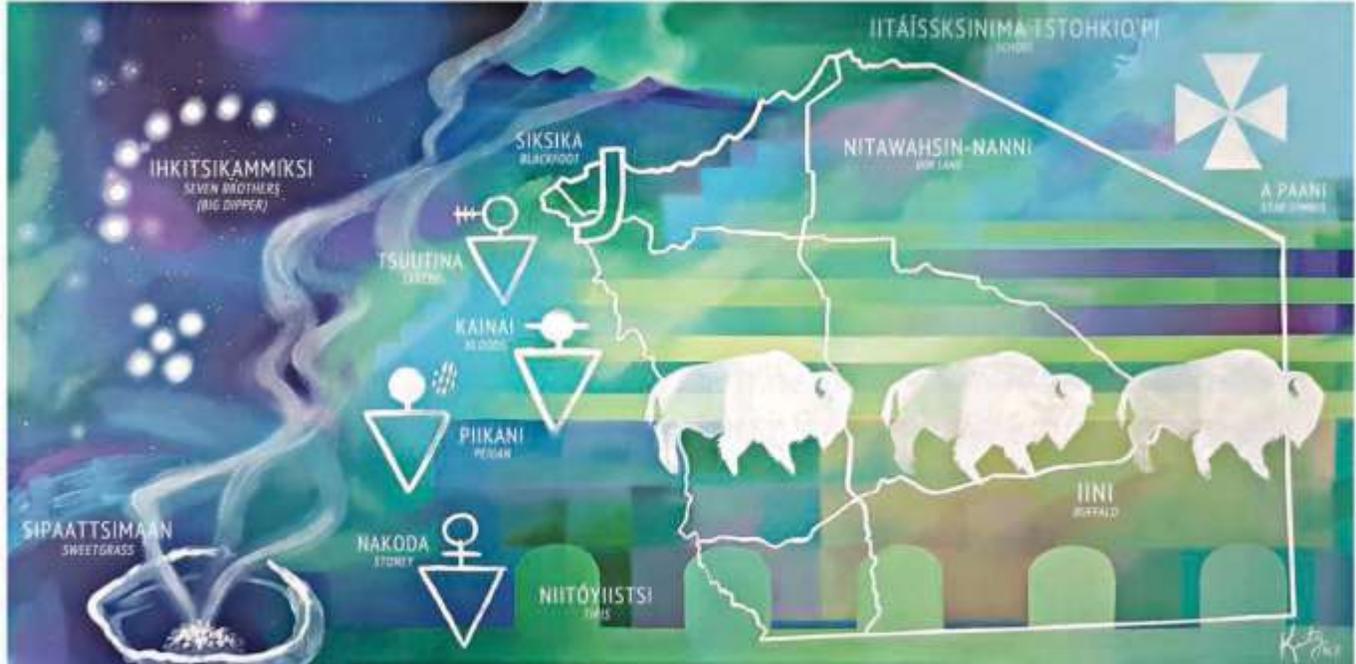
Our community came together for our annual Honour Day assembly in recognition of the seven students lost in a tragic avalanche on February 1, 2003. This year, STS had the pleasure of welcoming Mark Tewksbury, Olympic gold medalist, who delivered a timely message of connection and belonging. His powerful words about being authentic to yourself, leaving no stone unturned, and never giving up, inspired those who attended.

ROUND SQUARE INTERNATIONAL CONFERENCE 2019



Senior School students attended the 2019 Round Square International Conference hosted by Emerald Heights International School in India, inspiring students with diverse perspectives from students and leaders from around the globe.

RECONCILIATION THROUGH ART



STS collaborated with local artist, Kristy North Peigan, to create an art piece that communicates her interpretation of truth and reconciliation as an Indigenous woman. Inspired by the Aurora Borealis, the painting includes buffalo, constellations in the night sky, a smudge bowl, and pictographs representing the nations of Treaty 7 on which our campus sits. The painting highlights cultural and communal elements of Alberta's history from an indigenous perspective and is displayed in the Peter B. Ditchburn Library, highlighting our truth and reconciliation collection.

“The painting highlights cultural and communal elements of Alberta's history from an indigenous perspective.”

– Kristy North Peigan

SENIOR SCHOOL CROSS COUNTRY TEAM



The Senior School cross-country running team won bronze at the Provincial Championships in the fall. Fifteen Spartans impressed the coaches with gutsy and strong performances and many of the runners improved their placings from prior years



STS EXCELS AT PROVINCIAL SPEECH TOURNAMENT

Thirty Middle and Senior School students participated in the Provincial Speech Tournament. Fourteen won medals in their categories, and nine of sixteen students who qualified for the national tournament were from STS!

May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Strathcona Tweedsmuir Sch			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	93.6	93.8	93.7	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	88.3	88.4	89.4	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	94.0	94.2	95.3	90.3	90.2	90.1	Very High	Declined	Good
	Drop Out Rate	0.5	2.0	1.2	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	94.4	94.0	93.9	79.7	79.1	78.4	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	97.6	97.3	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	50.6	52.2	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	93.8	93.7	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	44.2	42.8	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	87.1	88.9	89.9	56.4	56.3	55.6	Very High	Maintained	Excellent
	Rutherford Scholarship Eligibility Rate	100.0	98.7	97.5	66.6	64.8	63.5	Very High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	38.4	36.4	31.4	60.1	59.0	58.5	Very Low	Maintained	Concern
	Work Preparation	95.1	95.3	96.1	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	90.8	91.7	92.2	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	89.1	90.3	89.8	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	85.7	85.8	86.4	81.5	81.0	80.9	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Measure Evaluation Reference

Achievement Evaluation

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

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

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

Notes:

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

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 (last available PAT Results are from 2019*)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	95.7	98.7	96.6	97.7	97.6	100	Very High	Maintained	Excellent	100	100	100
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	49.2	61.3	51.3	54.7	50.6	50	Very High	Maintained	Excellent	50	50	50

Strategies

1. Data Analysis

- Teachers review PAT data from the most recent year in which they were written and they have set targets for improving results in 2020-2021, specifically in English Language Arts and Mathematics. More attention and time in class will be given to the outcomes with which students struggled in June 2019. Specifically, there will be a focus on:
 - Text analysis to help students recognize main ideas and authorial intent
 - Vocabulary development in order enhance comprehension
 - Establishing clear benchmarks and developing writing samples to help students improve narrative writing skills
 - Ensuring students have the opportunity to write functional and narrative pieces throughout the year
 - Increased opportunity for students to write independently and frequently
 - Providing students with the opportunity to practice analysis of issues and purposefully integrating synthesis opportunities when reviewing key concepts
 - Further development of mental math skills for students in both the Elementary and Middle Schools
 - Continuing the spiral method of introducing and reinforcing math concepts
 - Allowing students to work digitally on math tests to prepare them for the PATs
 - Developing and utilizing formative classroom exercises/assignments that model PAT skill-based questions
 - Utilizing and reviewing test-taking / exam-writing strategies
 - Reinforcing appropriate conventions in all subject areas
- Teachers are documenting objectives from the Programs of Study in unit plans to ensure all content is covered.

2. Goal Setting

- All learning communities in the Elementary and academic departments in the Middle and Senior Schools have set goals to increase academic achievement in their subject areas. Goals for this year were revised based on progress from last year. Professional development time is provided for faculty to plan and implement the goals and the goals are frequently aligned with Teacher Professional Growth Plans.

3. Faculty Support for Teaching and Learning

- The Elementary Learning Strategist is active in every classroom; Similarly, the Primary Years Programme Coordinator helps homeroom teachers to promote inquiry and enhance transdisciplinary skill development in their units through monthly meetings.

- The Elementary Learning Strategist also oversees trimesterly benchmarking in literacy; faculty participate in internal standardization exercises to ensure consistency in assessment and reporting of student progress.
 - Regular meetings occur between Division Principals and their respective Curriculum Leaders and IB Programme Coordinators to review academic issues including progress against school-wide academic achievement goals.
 - In addition to funding teachers to attend subject-specific workshops, STS continues to invest in teacher professional development through the provision of specialized grants for various PD initiatives.
 - At least one Professional Development day per school year is used by academic departments to work on yearly goals that are focused on improving academic achievement.
 - Faculty participate on provincial committees focused on assessment, including item-writing for Provincial Achievement Tests. Faculty also participate in the marking of PATs. Faculty share their learning with fellow department members to ensure that there is a consistency of approach to the teaching and learning that takes place in the classroom.
 - The Director of Library and Information Services, with the support of the Elementary Librarian, regularly updates the professional collection in the library. The Director welcomes requests for new publications and organizes the resources according to themes and/or departments for ease of access.
4. **Learning Support for Student Success**
- Student Services specialists, including learning strategists and counsellors, provide universal, targeted and specialized strategies to support student success. They work collaboratively with all stakeholders to implement resources and strategies to support students in reaching their personal potential. Learning strategists support the implementation of universal supports in accordance with changes to Alberta Education exam procedures.
 - Weekly progress meetings in the Elementary, Middle and Senior Schools bring teachers together in the mornings to discuss students who need additional support. At these meetings, teachers share strategies on how to best support these students. These strategies are then implemented, often with the support of parents and the learning strategist. STS's Model of Learning Support is used to guide decision making in this process.
 - Many Middle School students access the "Brain Cave," where the learning strategist supports individual students. A Peer Tutoring program in the Middle and Senior Schools is another way that students' academic achievement is supported.
 - Students in the Middle and Senior School volunteer their time as tutors for each other as well as Elementary School students. Elementary School students in need of peer tutoring are identified by homeroom teachers or may ask for help themselves. Students requiring assistance are matched with tutors in their specific areas of need.
 - Teacher/Librarians instruct students on research skills and academic honesty as well as provide literature and literacy support. Students and teachers have greater access to resources including online research databases as well as film and video libraries.

5. Parent Engagement

- Frequent presentations during the school year engage parents and focus on how they can support their children. Presentations range from supporting mental health, promoting healthy relationships, course planning and course selection, university planning, to study skills and approaches to homework workshops.
- The Student Services department organizes virtual “Coffee Talks” (morning presentations and discussions for parents and faculty) focused on issues of mental health, rigour, perfectionism, anxiety, and difficult conversations to educate and inform parents.

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.



POSTS TREAT WEEK

POSTS (Parents Organization of Strathcona-Tweedsmuir School) members gathered baked goods for the annual Treat Week, gifting generous boxes packed with delicious goodies to all STS employees before the holiday break.

Outcome One: Alberta's students are successful (continued)
(last available Diploma Examination Results are from 2019*)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	95.3	95.8	90.3	96.9	93.8	100	Very High	Maintained	Excellent	100	100	100
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	51.5	41.3	34.6	49.7	44.2	50	Very High	Maintained	Excellent	50	50	50

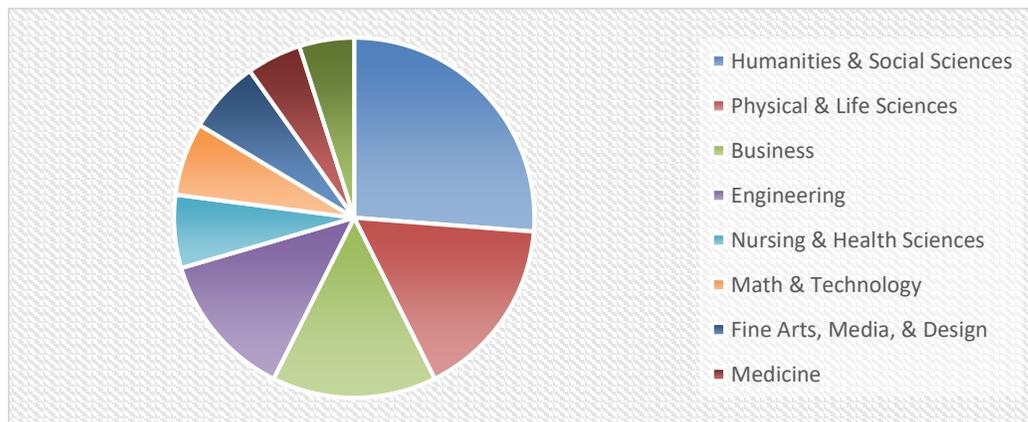
The following table has been updated to reflect May 2020 data.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	96.9	93.3	94.4	94.0	94.4	100	Very High	Maintained	Excellent	100	100	100
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	89.6	89.0	91.8	88.9	n/a	90	n/a	n/a	n/a	90	90	90
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.0	1.0	0.5	2.0	0.5	0.0	Very High	n/a	n/a	0.0	0.0	0.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	30.9	29.9	27.8	36.4	38.4	n/a	Very Low	Maintained	Concern	n/a	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	98.7	93.8	100.0	98.7	100	100	Very High	n/a	n/a	100	100	100

Comment on Results

- For the Class of 2020, STS is pleased to report the following university destinations and programs of study:

Class of 2020 Post-Secondary Decisions							
Canadian Institutions							
British Columbia	11	OCAD	1	Ryerson	1	Victoria	3
Calgary	6	McGill	1	SAIT	1	Waterloo	1
Carleton	1	McMaster	2	Saskatchewan	1	Western	6
Dalhousie	3	Ottawa	3	StFX	2	Winnipeg	1
Kwantlen	1	Queen's	3	Toronto	2	Gap Year	3
American Institutions							
Harvard	1						
Other International Institutions							
Aberdeen, Scotland	1	Manchester, England	1	St. Andrew's, Scotland	1	UC Dublin, Ireland	1
Goldsmiths, England	1						
Other Offers Received By Students							
CANADA - Alberta, Humber, Bishop's, Old's, Brock, Trent, York, Lakehead, Mt. Allison, UNBC, Saint Mary's, Laurier AUArts, Ryerson, Guelph, Waterloo, Lethbridge, Mount Royal UNITED KINGDOM - Sussex, Bristol, UCLAN, Stirling, Robert Gordon, King's							
Programs of Study							



1. Data Analysis

- Curriculum departments complete an annual review of the most recent Diploma Exam results. Findings are used to inform instruction and assessment strategies with a focus on increasing achievement on Diploma exams, including, but not limited to, the use of formative classroom exercises and/or assignments that model Diploma exam skill-based assessment items and detailed item analysis to determine specific question types and skills that require further attention.

2. Goal Setting

- All academic departments in the Middle and Senior Schools have set goals to increase academic achievement in their subject areas. Goals for this year were revised based on progress from last year. Professional development time is provided for faculty to plan and implement the goals and the goals are frequently aligned with Teacher Professional Growth Plans.

3. Faculty Support for Teaching and Learning

- STS teachers participate in field-testing of questions for Diploma Exams and work as Diploma Exam markers and IB Examiners to enhance their own understandings of the requirements for these examinations.
- Faculty participate in internal standardization practices to ensure consistency of assessment against both IB and provincial assessment criteria.
- Weekly progress meetings in both the Middle and Senior School bring teachers together in the mornings to discuss students who require additional support. At these meetings, teachers share strategies on how best to support these students. These strategies are then implemented, often with the support of parents and the Middle School Learning Strategist and the Senior School Learning Strategist.
- Regular meetings occur between Division Principals and their respective Curriculum Leaders and IB Programme Coordinators to review academic issues, including progress against school-wide academic achievement goals.
- Middle/Senior School Departments continue to utilize technology to promote effective teaching and learning. Examples include, developing of blended learning opportunities to meet the needs of all students and to assist students with absences due to co-curricular activities and incorporating IXL use to provide student with opportunities to develop curriculum-specific skills.
- Faculty participate on provincial committees focused on assessment, including item-writing for diploma examinations. Faculty share their learning with fellow department members to ensure that there is a consistency of approach to the teaching and learning that takes place in the classroom.
- At least one Professional Development day per school year is used by academic departments to work on yearly goals that are focused on improving academic achievement.
- The Director of Library and Information Services, with the support of the Elementary School Librarian, regularly updates the professional collection in the library. The Director welcomes requests for new publications and organizes the resources according to themes and/or departments for ease of access.

4. Learning Support for Student Success

- Following a successful implementation in 2018-2019, structured review days in June 2021 for students across the Senior School, and specifically for 30-level courses with Diploma Exams, will be offered to ensure that students have more review time with their teachers. Students in Grade 10 continue to have a weekly, dedicated advisory block to support them to achieve success as they complete the requirements of their first year in the Senior School.
- Student Services specialists, including learning strategists and counsellors, provide universal, targeted and specialized strategies to support student success. They work collaboratively with all stakeholders to implement resources and strategies to support students in reaching their personal potential. Learning strategists support the implementation of universal supports in accordance with changes to Alberta Education exam procedures.
- Students are encouraged and empowered to access the Student Success Centre where the learning strategist supports individual students. The Student Success Centre offers eight carrels where students can write tests in an alternate setting with the goal of increasing achievement. A Peer Tutoring program in the Middle and Senior School is another way that students' academic achievement is supported.
- Students in the Middle and Senior School volunteer their time as peer tutors. Peer tutors identify their subject specialities and are matched with students who require assistance in those areas. Students in need of peer tutoring are identified by subject teachers or may ask for help themselves.
- Grades 11 and 12 students participate in a bi-weekly University Planning Class. During this time, students have the opportunity to learn about entrance requirements for various undergraduate programs and receive support with their applications to post-secondary institutions. A university fair is held each year at STS and students are given time during the day to attend the fair and speak with representatives from many different universities.
- Teacher/Librarians instruct students on research skills and academic honesty as well as provide literature and literacy support. Students and teachers have greater access to resources including online research databases as well as film and video libraries.

5. Parent Engagement

- Frequent presentations during the school year engage parents and focus on how they can support their children. Presentations range from supporting mental health, promoting healthy relationships, course planning and course selection, university planning, to study skills and approaches to homework workshops.
- The Student Services department organizes virtual "Coffee Talks" (morning presentations and discussions for parents and faculty) focused on issues of mental health, rigour, perfectionism, anxiety, and difficult conversations to educate and inform parents.

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.

STS LIFERS GRADUATING THIS YEAR

On March 10, 2020, we celebrated our 'lifers' and their parents at a special dinner. These amazing students have attended STS since Grade 1!



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

The following table has been updated to reflect May 2020 data.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	95.5	93.2	91.8	91.7	90.8	90	Very High	Maintained	Excellent	90	90	90

Comment on Results

- The School’s values of respect, responsibility, integrity, kindness, service, and safety are the foundation of decisions at the school and help support students’ growth. These are reinforced at weekly assemblies, in classes, and in all interactions between members of the STS community.
- Strathcona-Tweedsmuir School places a strong emphasis on the development of character and leadership in its students and this is emphasized in our mission and vision. Many curricular and co-curricular programs develop these characteristics.
- The School continues to place emphasis on active citizenship. Many students are actively involved through the school in local and international service activities.
- STS strives to instill the IB Learner Profile attributes in both its curricular and co-curricular programming.
- As a World IB School, the IB Learner Profile underpins the mission of Strathcona-Tweedsmuir School. The IB calls upon learners to strive to be:
 - inquirers
 - knowledgeable
 - thinkers
 - communicators
 - principled
 - open-minded
 - caring
 - courageous
 - balanced
 - reflective
- As a Round Square School, STS is committed to promoting the IDEALS of Round Square International. These include a focus on Internationalism, Democracy, Environmentalism, Adventure, Leadership, and Service. Round Square provides opportunities for students and faculty to collaborate, share learning resources and participate together in joint activities such as conferences, exchanges and service projects with other Round Square schools around the world.

Strategies

1. Character Development

- The Elementary School has implemented the Friendology Program as part of a more robust approach to promoting health and physical education.
- This year, Elementary School co-curricular activities are scheduled during the Encore Block within the weekly timetable. This move presents students with greater choice to pursue activities of interest and to engage in a variety of activities that promote active citizenship

throughout the academic year. Examples include the Humanitarian Outreach Program (HOP), Maker Market and the Nature Club.

- Many strategies are used to develop character and these include Round Square programming which provides many opportunities for students to develop character, often through leading or participating in service activities; students in the Middle and Senior School can participate in student exchanges where they have the opportunity to develop character and intercultural understanding.
 - The Mutual Respect Policy and Student Code of Conduct provide guidance on appropriate behavior; weekly student assemblies support high expectations for student conduct and the Division Principal's message at the end of each assembly often reinforces the theme of good citizenship.
 - Events such as interactions with the Kerby Centre in the Elementary School give younger students the opportunity to interact with senior citizens; the Agencies Program in the Senior School gives Grade 11 students the opportunity to interact with people in need; services requirements are in place for students in Grades 7-12.
 - Through its Three-Year Technology Plan and the implementation of the BYOD Program in Grades 8-12, STS has highlighted the importance of promoting the values of good digital citizenship.
 - There is a weekly advisory block for students in Grades 7-10 where students meet with their advisors. During this block, students participate in discussions and activities to help them develop attributes of the IB Learner Profile such as being caring and reflective.
 - Students in Grade 8 participate in an annual language trip to either Ottawa or Mexico City. During this trip, students develop their second language skills, participate in intercultural activities and engage with other students who reside in those cities.
 - A biannual European History Trip provides students with an opportunity to learn, first-hand, about Canada's history, sacrifices and accomplishments in the pursuit of peace. Students who participate in this trip, share their experiences with the STS community, thereby reinforcing the Core Values of the School, including: Respect, Responsibility, Caring and Service.
- 2. Leadership Development**
- Students are given many opportunities to develop leadership skills. Grade 12 students serve as Prefects; Grade 6 students have the opportunity to develop leadership skills by leading bi-weekly assemblies; and the Grade 9 trip leader program allows Grade 9 students to lead younger students on outdoor education trips.
 - Round Square give students opportunities to lead service initiatives; the Global Scholar Diploma program encourages students to develop their own initiatives, take part in service, undertake environmental conservation activities and consider the consequences of their actions in a local and global context while modeling global citizenship traits.
 - The Head's Advisory Panel is comprised of students from across the Middle and Senior School. Through regular meetings with the Head of School, students are given voice and the opportunity to provide input and feedback on a variety of topics including, administrative policies, program offerings, discipline, and other topics of interest.

- The STS Student Council is a student-led initiative and provides students with another means to develop citizenship skills. Student representatives come from across the Middle and Senior Schools and receive support from a faculty advisor and Division Principals.

3. Service Initiatives

- The School's DiversiTEAM provides opportunities for students to engage in service both within and outside of the School, promote diversity, acceptance and belonging through special initiatives, and support student mental health and wellness. Student-led and student-run initiatives such as support for the Calgary Drop-In Centre and Diversity Week or the STS Model United Nations promote character development and provide students with the opportunity to serve their community.
- STS offers annual service trips for Senior School students to Guatemala and Costa Rica for Senior School students where students work on conservation projects in rural communities.

4. Real-World Simulations

- In each Unit of Inquiry in the Primary Years Programme, faculty incorporate an "Action" component where possible. Often, these "Actions" emerge from student inquiry and learning and provide students with an opportunity to apply or further their learning through engagement within the School or in their own communities.
- During provincial and federal elections, students from Grades 6-12 participate in the Student Vote initiative. Students use a secret ballot and there are voting stations set up in the Black Watch Bistro where they can participate in the democratic process.
- IB capstone projects such as the PYP Exhibition and the MYP Personal Project allow students to share their learning, practice their skills, reflect on their experiences and take part in principled action. Students extend learning beyond knowledge and understanding. The PYP and MYP Exhibitions allow many students a venue in which to share their new ideas and insights with the greater community. The PYP Exhibition focuses on providing students with opportunities to learn about and advocate for vulnerable groups and the agencies that support them.
- Elementary School students participate in Student-Led Conferences twice a year. Students share their learning with their parents and review the progress they have made in their learning. Using artifacts such as projects, written work and digital platforms, students provide evidence of the progression of their learning and set goals for further achievement.
- Students in Grade 9 participate in an annual Model United Nations conference at the School; organized by Social Studies teachers, students work in various committees to address issues of global import.
- Students in Grades 7-9 take a MYP Design Course. This course helps students to understand the design cycle and to develop solutions for real-world problems. Students in Grade 10 have the option of taking Design 10 to further their learning and skill development. Students also have the option to take Design as part of the International Baccalaureate Diploma Programme. Further, an elective course available to Grades 11 and 12 students is Computer Science and Entrepreneurship.
- Students in the Grade 10 CALM class participate in mock interviews for their job applications. In addition to completing the job applications, students write cover letters and create a resume.
- Through the Model United Nations club, students in the Senior School work collaboratively with students from other schools to develop authentic solutions to a host of global issues; many of our

programs encourage personal responsibility and initiative from students; IB Economics students learn about business concepts.

- Through Speech and Debate, as well as the annual Speech Days, students have the opportunity to develop their research, organization and public speaking skills. Students present speeches in a variety of formats including Persuasive, After Dinner, and Impromptu. Various debate formats, including cross-examination and parliamentary provide opportunities to engage in critical thinking and help students understand arguments and ideas contrary to their own.
- Students in the Theory of Knowledge course develop an understanding of the relationships between Ways of Knowing and Areas of Knowledge. For their final paper, students draw on personal experiences and local and global events to demonstrate the understandings they have gained throughout the two-year course.

5. Alumni Engagement

- Events with our Alumni Association give our current students opportunities to be mentored in and discuss different careers. For example, an annual Alumni Speed Networking session allows Senior School students to interact with STS graduates. Current students learn from alumni about their experiences in undergraduate/post-graduate programs and in their chosen careers.

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.



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

Strategies

1. New Activities for 2020-2021

- The Elementary School Librarian has created a Google site with resources and links focused on Orange Shirt Day. This site was made available to all Elementary School teachers to support learning about Orange Shirt Day as well as the Calls to Action. The Elementary School Librarian has also curated a collection of Indigenous stories for integration into Kindergarten to Grade 2 unit plans.
- Grades 5 and 6 teachers are currently working with an Indigenous Elder to organize an on-demand presentation on the Iroquois Confederacy.
- Indigenous Knowledge Keeper and Acting Resource Officer for Parks Canada, Teresa Westhaven, shared her personal story of her search for her history with Grade 7 students through three separate Zoom sessions. She focused on the Residential School experience and indigenous ways of being and knowing. Following a smudging ceremony, Teresa engaged STS students in a discussion of their families and heritages. She shared how she is learning about her own traditions, values, and language, and that she is also learning how to drum.
- Beyond the Norm – Senior School students will partner with a BIPOC performing arts mentor and build a performance piece that allows them to express themselves with a focus on their personal experience of diversity and existing outside the norm. This project will culminate with a festival presentation late in the year. Students will perform at various venues inside and outside the school, based on Alberta Health Services guidelines.
- Currently, two students are pursuing Aboriginal Studies courses through the Alberta Distance Learning Centre.

2. Ongoing Activities

- Formal ceremonies, assemblies and events at STS begin with a statement of land recognition of the traditional territories on which STS is located.
- STS commemorated Orange Shirt Day for the second year on Wednesday, September 30, 2020. To mark the occasion, STS proudly flew a commemorative “Every Child Matters” orange flag on its flagpole just outside of the front entrance to the School. In addition to students and faculty wearing orange shirts, an information email push page was sent to parents. Faculty and students in each of the divisions discussed the significance of Orange Shirt Day.
- With a grant provided by AISCA, the Director of Library and Information Services is adding First Nations, Métis and Inuit resources to the library collection and has created a Truth and Reconciliation Library Collection showcasing Indigenous authors. A specially-commissioned work of art was unveiled in the Peter B. Ditchburn Library to mark the location of the collection.
- Units of Inquiry in Grades 4 and 5 focus on relationships to the land and identity. As part of these units, students focus on First Nations communities in Alberta and Canada, considering stories, storytelling and legends.

- In Grade 7 Drama, students study First Nations traditions of storytelling. Similarly, in their Social Studies classes, Grade 7 students focus on First Nations, Métis and Inuit history. This interdisciplinary unit provides students with the opportunity to both broaden and deepen their understandings.
- As part of an interdisciplinary unit in English Language Arts and Social Studies, Grade 7 students studied *Fatty Legs* and the poetry of Rita Joe. Students created a display board on Residential Schools and discussed racism as it applies to Indigenous communities.
- The Grade 9 Science Space Exploration study provides students with the opportunity to study Indigenous Ways of Knowing.
- Grade 10 students who are part of the Outdoor Education 15 course are introduced to the language of the Stoney Nakoda by accessing online resources such as websites and apps during the backpacking unit.
- For the novel study in English 30, students study *Ceremony* by Leslie Marmon Silko or *Medicine Walk* by Richard Wagamese; other First Nations, Metis, Inuit novels studied in Senior School include: *Three Day Road* by Joseph Boyden and *Green Grass, Running Water* by Thomas King.
- In the IB Theory of Knowledge course, students examine Indigenous Ways of Knowing.
- STS's *Model of Teaching Excellence* was updated to include all of the competencies articulated in the *Teaching Quality Standard*, including those specifically related to applying foundational knowledge about First Nations, Métis and Inuit. The Model was specifically reviewed with new faculty and their mentors.

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.
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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

EVERY CHILD MATTERS

In the spirit of reconciliation, STS students wore orange on 'Orange Shirt Day' to learn about the legacy of residential schools and Indigenous values.



INDIGENOUS KNOWLEDGE KEEPER, TERESA WESTHAVEN

Teresa Westhaven greets each Grade 7 student, welcoming them into a sacred sharing circle, prior to her presentation. The students created a 'Thank You' book for Teresa, in appreciation for her presentations. In turn, she sent a video back to the students in which she sang them a song of gratitude.



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

The following table has been updated to reflect May 2020 data.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020		2020	Achievement	Improvement	Overall	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.	90.7	89.9	90.0	88.4	88.3	90	Very High	Maintained	Excellent	90	90	90

Comment on Results

- The School continues to value and provide a broad-based educational program that allows students to participate in physical education across grade levels.
- The School provides excellent opportunities to students to pursue the fine arts through its Art, Band, Drama and Choir programs, as well as through the presentation of an annual musical at the high school level and a biennial musical at the Elementary level.
- Students are able to utilize the extensive grounds of the School for activities such as the Annual Terry Fox Run, canoeing, hiking and cross-country skiing. The creation of overnight campsites on campus and the maintenance of extensive hiking trails provides the STS community with many ways to enjoy the rural campus and expanded opportunities related to the School’s Outdoor Education Program.
- In addition to their homeroom instruction in the Elementary School, students receive instruction from specialist teachers in Art, French, Music and Physical Education. In addition, students are encouraged to participate in the Calgary Science Fair and STEAM Olympics. Through Encore, Elementary School students have the opportunity to pursue activities of interest and to engage in a variety of activities that promote active citizenship throughout the academic year.
- Outside of core courses, Middle School students attend daily Physical Education classes, are enrolled in a Design class in Grades 7 through 9 and have choice amongst several fine arts course options.
- Students have a variety of course options to choose from in Grade 10, including Outdoor Education, Design, two modern languages, Band, Art, Drama, International Politics and Sports Medicine.
- The Senior Concert Band undertakes a biennial trip that provides opportunities for students to perform in various venues, learn from musicians and clinicians, and participate in national and international festivals.
- Students in Grade 8 participate in an annual language trip to either Ottawa or Mexico City. During this trip, students develop their second language skills, participate in intercultural activities and engage with other students who reside in those cities.
- A biannual European History Trip provides students with an opportunity to learn, firsthand, about Canada’s history, sacrifices and accomplishments in the pursuit of peace. Students who participate in this trip, share their experiences with the STS community, thereby reinforcing the Core Values of the School, including: Respect, Responsibility, Caring and Service.
- All students in Grades 11 and 12 pursue coursework that will earn them an Alberta High School Diploma. Additionally, students in Grades 11 and 12 have the option of enrolling in individual

International Baccalaureate Diploma Programme courses to earn course certificates or completing the requirements to receive an International Baccalaureate Diploma.

Strategies

1. Meeting Student Needs

- New courses such as Computer Science and Entrepreneurship increase course choices for students in the Senior School.
- During the Summer of 2020, STS offered Summer School courses in the following subjects: CALM, Computer Science, Biology 20, Physics 20, Social Studies 20 and Social Studies 30. STS plans to continue to offer Summer School to provide students with greater choice and flexibility as they complete their high school requirements.
- Students continue to have the opportunity to select Outdoor Education and Sports Medicine courses within the timetable. Course selection options will continue to be communicated to parents and students to inform their decision-making.
- The School offers exit interviews to all families in order to determine levels of satisfaction with and quality of programs offered to students.
- STS offers a range of afterschool enrichment programs for students focusing on computer programming as well as robotics and coding. As students gain expertise, they have the opportunity to become mentors to new students.

2. Faculty Support for Teaching and Learning

- Faculty have access to high quality professional development opportunities through the IB and CAIS professional development networks.
- STS's Mentorship Program supports the induction and professional development of new faculty and provides learning opportunities for faculty serving as mentors.
- Regularly scheduled PLC meetings in the Elementary, Middle and Senior Schools support collaborative planning and program delivery in the IB Primary Years Programme, IB Middle Years Programme, and the IB Diploma Programme.

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 Four: Alberta’s K-12 education system is well governed and managed

The following table has been updated to reflect May 2020 data.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020		2020	Achievement	Improvement	Overall	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.	96.3	93.7	93.5	93.8	93.6	95	Very High	Maintained	Excellent	95	95	95
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	97.6	96.1	95.6	94.2	94.0	95	Very High	Declined	Good	95	95	95
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.	98.1	95.4	97.5	95.3	95.1	90	Very High	Maintained	Excellent	90	90	90
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	91.2	90.6	88.4	90.3	89.1	90	Very High	Maintained	Excellent	90	90	90
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.	91.7	85.4	88.0	85.8	85.7	95	Very High	Maintained	Excellent	95	95	95

Comment on Results

- The goal of striving for Program Innovation and Excellence in the Strategic Bridge Plan is informed by STS’s vision, mission, and values. There are a several examples of progress that have been made towards this goal and they include:
 - Creating and implementing a new timetable for all three divisions (Elementary, Middle and Senior) in the 2019-2020 academic year;
 - New course offerings in the Senior School in the past two years (IB DP Mathematics HL, IB DP Design SL, Computer Science and Entrepreneurship, Sports Medicine 20, and MYP Music 10).
 - The expansion of MYP Design in the Middle School and the development of a computational thinking scope and sequence for the Elementary School (in progress);
 - Sustaining our commitment to Academic Excellence by renewing our focus on achieving excellent results on external assessments such as Provincial Achievement Tests, Alberta Education Diploma Exams, and IB Diploma Exams.

- The strategic goal of supporting student and faculty health and wellness aligns with our core values of respect, responsibility, kindness, and safety. Some things have been implemented which are designed to support student health and wellness and these include:
 - Changes to final exams in Grades 7-12 in June 2019 so that students write only one exam per day and use the remainder of the time for review sessions or course study.
 - Increased programming such as Bully-Awareness Week, Open Arms Week, and Pink Shirt Day. The School’s DiversiTEAM, comprised of students from across the Middle and Senior School is overseeing the planning for these activities, including suggesting guest speakers and taking a lead on running specific events.
 - Changes to the year calendar to provide breaks to support student, staff and employee wellness.
 - The submission of recommendations to improve health and wellness by faculty and employee subcommittees in the areas of: Employee Health and Wellness; Student Capacity for Managing Health and Wellness; Advisory and Classroom Community

Building; the Development of Physical Spaces; and Personalization and Individualization for Students. These recommendations will inform the current strategic planning process that STS is undertaking to develop a new Strategic Plan.

- The School includes parents in decisions surrounding their child's education. There are many examples of this including Meet the Teacher, Parent/Teacher Interviews, parent information nights, course selection meetings, trip briefings for curricular and co-curricular activities, round table discussions, and the involvement of parent volunteers in many school programs.
- The high quality of STS's educational program is evident by the many different high-quality universities that graduates gain admittance to and the strong results that students achieve on external exams such as the International Baccalaureate and Alberta Diploma Examinations.

Strategies

1. Parent Engagement

- The School strives to ensure effective communication, collaboration, and engagement with parents and this is accomplished in many different ways on an ongoing basis. Parents are invited to presentations for events such as course selection, trip briefings, curricular information evenings, and student presentations.
- The Student Services department organizes virtual "Coffee Talks" (morning presentations and discussions for parents and faculty) focused on issues of mental health, rigour, perfectionism, anxiety, and difficult conversations to educate and inform parents.
- POSTS (Parents Organization of Strathcona-Tweedsmuir School Students), is a parent volunteer organization which engages many parents during the year in volunteering in classrooms, organizing events, and running the school uniform store and the lost and found.
- The Advancement Office publishes several publications each year which keep our parents informed about the strategic direction of the school. They also frequently use social media platforms like Facebook and Twitter to share information.

2. Strategic Planning

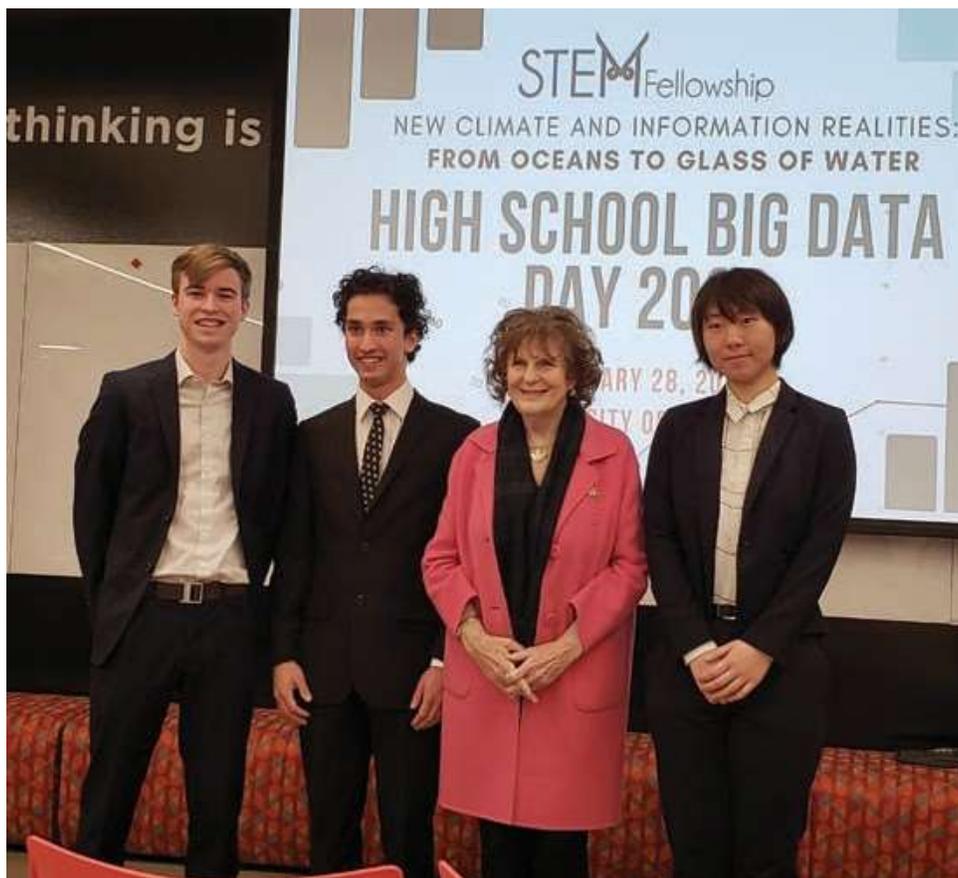
- The development of a new strategic plan will provide a roadmap for school improvement over the next few years. This plan will be shared broadly with the school community and will underscore STS's focus on continuous improvement. Most recently, STS conducted a detailed survey of its parent community, employees and students in Grades 5-12. The results of the survey are informing and will continue to inform school improvement as STS moves from a Strategic Bridge Plan into a new strategic planning process.
- Learning spaces for the Elementary School and the Fine Arts are fostering innovative and effective teaching practices. These spaces include a Da Vinci Studio, Makerspaces, small breakout spaces for group work, practice rooms, and a variety of seating and furniture choices to support student needs.
- Elementary School co-curricular activities are scheduled during the Encore Block within the weekly timetable. The embedding of co-curricular programming not only promotes student agency, as students select a new activity every six weeks, but also ensures that they engage in a variety of activities throughout the academic year. This has freed up time for students to enjoy

our outdoor learning and play spaces during recess blocks each day, thus promoting student health and wellness.

- The creation of the position of Director of Student Life to help promote student engagement in the STS's co-curricular programs and to support student-led co-curricular initiatives.

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.



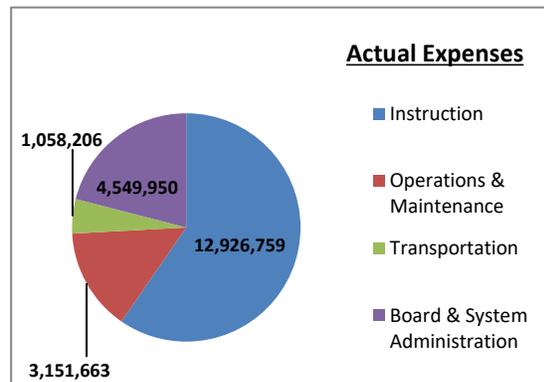
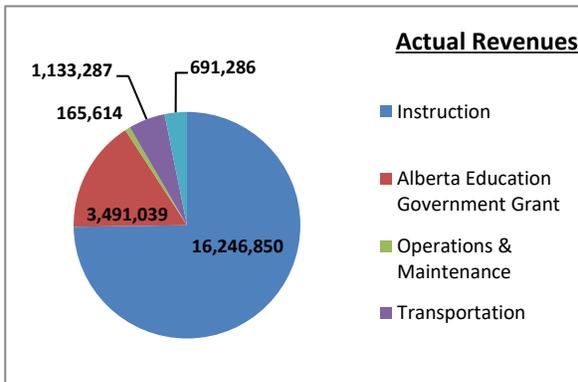
STS WINS BIG ON BIG DATA DAY

A team of STS students won the Analytics Talent Award at this year's Big Data Challenge at the University of Calgary. Bishneet Singh '20, Lindy Zhai '20 and Brennan Cowley Adam '20 presented their project on the correlation between industry air pollutant emissions and the pH precipitation in the U.S. to a panel of judges and the Lieutenant Governor of Alberta, Lois Mitchell.

Summary of Financial Results

**Allocation of Actual Revenues and Expenses to Programs
For the Year Ending August 31, 2020**

	<u>Actual</u>	<u>Budget</u>
Revenues:		
Instruction	16,246,850	15,239,625
Alberta Education Government Grant	3,491,039	3,499,000
Operations & Maintenance	165,614	419,800
Transportation	1,133,287	1,362,500
Board & System Administration	691,286	847,575
	<u>21,728,076</u>	<u>21,368,500</u>
Expenses:		
Instruction	12,926,759	13,279,118
Operations & Maintenance	3,151,663	3,168,291
Transportation	1,058,206	1,491,700
Board & System Administration	4,549,950	3,407,691
	<u>21,686,578</u>	<u>21,346,800</u>
Surplus(deficit) of revenues over expenses	<u>41,497</u>	<u>21,700</u>



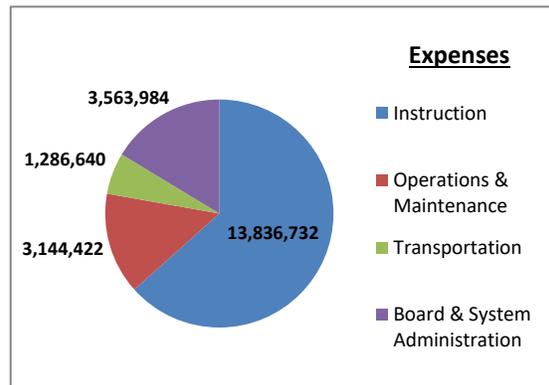
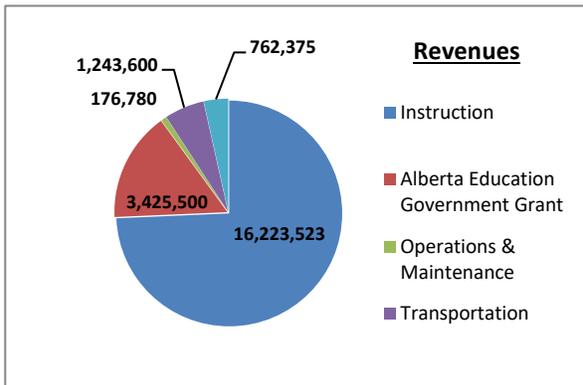
For further information please contact:

Coral Tupkal
Controller of Finance
Telephone: 403-938-8339
Email: tupkalc@sts.ab.ca

Budget Summary

**Allocation of Budget Revenues and Expenses to Programs
For the Year Ending August 31, 2021**

	<u>Budget</u>
Revenues:	
Instruction	16,223,523
Alberta Education Government Grant	3,425,500
Operations & Maintenance	176,780
Transportation	1,243,600
Board & System Administration	762,375
	<hr/>
	21,831,778
Expenses:	
Instruction	13,836,732
Operations & Maintenance	3,144,422
Transportation	1,286,640
Board & System Administration	3,563,984
	<hr/>
	21,831,778
	<hr/>
Surplus(deficit) of revenues over expenses	<u><u>0</u></u>



For further information please contact:
Coral Tupkal
Controller of Finance
Telephone: 403-938-8339
Email: tupkalc@sts.ab.ca

Parental Involvement

- We strive to ensure effective communication, collaboration, and engagement with our parents and faculty and this is accomplished in many different ways on an ongoing basis.
- POSTS is our parent volunteer organization which engages many parents during the year in volunteering in classrooms, organizing events, and running the school uniform store and the lost and found.
- Parents are invited for presentations for things such as workshops on study skills and homework, course selection, trip briefings, curricular information evenings, and student presentations.
- Grade-Level Socials provide opportunities for parents to meet each other as well as Division Principals and the Head of School.
- The Advancement Office publishes several publications each year which keeps our parents informed about the strategic direction of the school. They also frequently use social media platforms like Facebook and Twitter to share information.
- Parents and teachers are periodically surveyed or asked for feedback on issues that will impact the school. The most recent survey was completed in April of 2019.
- Almost all Governors from the Board and Board sub-committee members are either current or former parents.

Timelines and Communication

- The Annual Education Results Report (AERR) for Strathcona-Tweedsmuir School was compiled by the Director of Curriculum and Instruction, in collaboration with the Deputy Head of School, the Head of School, the Academic Leadership Team, Curriculum Leaders, various Directors, the Student Services Team and the Controller - Finance.
- Articles and photographs were collected under the auspices of the Director of Strategic Enrollment Management and Communications for the Fall 2020 edition of *Optimum* – a Strathcona-Tweedsmuir School publication.
- The report was submitted for review by the Board of Governors on November 20, 2020.
- The report was approved by the Board of Governors on November 24, 2020.
- The report was submitted to Alberta Education by November 30, 2020 and was also posted to the school's website at: <https://www.strathconatweedsmuir.com/academics/alberta-education-reports/>.

Whistleblower Protection

Strathcona-Tweedsmuir School is committed to establishing and maintaining a work environment that encourages employees to report wrongdoing without fear of reprisal.

Strathcona-Tweedsmuir School is also committed to providing students the best possible, quality learning opportunities in a safe and caring environment, characterized by behavior consistent with the School's stated moral and ethical beliefs.

Strathcona-Tweedsmuir School commits that any disclosure of Wrongdoing or alleged Wrongdoing reported to the Designated Officer will be properly reviewed and investigated and then acted upon by the School, as appropriate.

All STS employees have the right and obligation to report Wrongdoing. An employee making a report of Wrongdoing in good faith will be protected against Reprisal or other detrimental impacts within the power of the School.

Teachers and other employees may report Wrongdoing to the Designated Officer so that the matter may be addressed in keeping with the principles of due process and of fundamental justice. If the report pertains to the Designated Officer, then the individual should report the matter directly to the Commissioner.

Should a report of Wrongdoing be made directly to the Commissioner, as named under Alberta's *Public Interest Disclosure (Whistleblower Protection) Act*, the Designated Officer and STS will make every effort to assist the Commissioner's office with its review of the report of Wrongdoing, to bring the matter to a reasonable and just conclusion.

Employees considering making a disclosure may seek advice from their Supervisor, the Designated Officer, or from the Public Interest Commissioner. Employees are protected from any adverse employment action as a result of seeking advice.

For Fiscal 2019-2020, the School confirms there have been no Protected Disclosures received by the Designated Officer or the Public Interest Commissioner.

APPENDIX – Measure Details

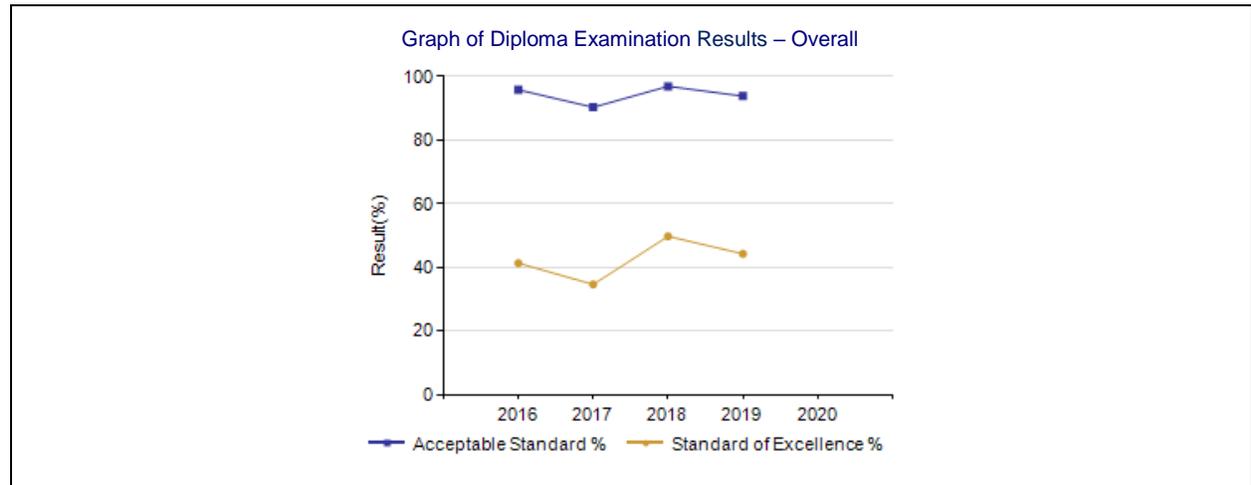
The following pages include tables and graphs that provide detailed data for the performance measures.

Diploma Examination Results – Measure Details

		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	100.0	29.9	100.0	32.5	100.0	36.0	98.4	41.3	n/a	n/a	50	100
	Province	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3	n/a	n/a		
Mathematics 30-1	Authority	92.2	50.0	87.7	45.2	95.7	58.6	92.1	57.1	n/a	n/a	50	100
	Province	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1	n/a	n/a		
Mathematics 30-2	Authority	100.0	33.3	*	*	100.0	66.7	*	*	n/a	n/a	50	100
	Province	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8	n/a	n/a		
Social Studies 30-1	Authority	96.7	26.7	94.6	23.0	96.9	32.8	96.8	38.1	n/a	n/a	50	100
	Province	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0	n/a	n/a		
Biology 30	Authority	100.0	53.1	92.1	44.7	100.0	59.5	85.4	36.6	n/a	n/a	50	100
	Province	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5	n/a	n/a		
Chemistry 30	Authority	90.0	50.0	82.1	41.8	92.6	61.8	92.7	41.8	n/a	n/a	50	100
	Province	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5	n/a	n/a		
Physics 30	Authority	100.0	52.2	77.8	14.8	96.0	56.0	95.2	52.4	n/a	n/a	50	100
	Province	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5	n/a	n/a		

Notes:

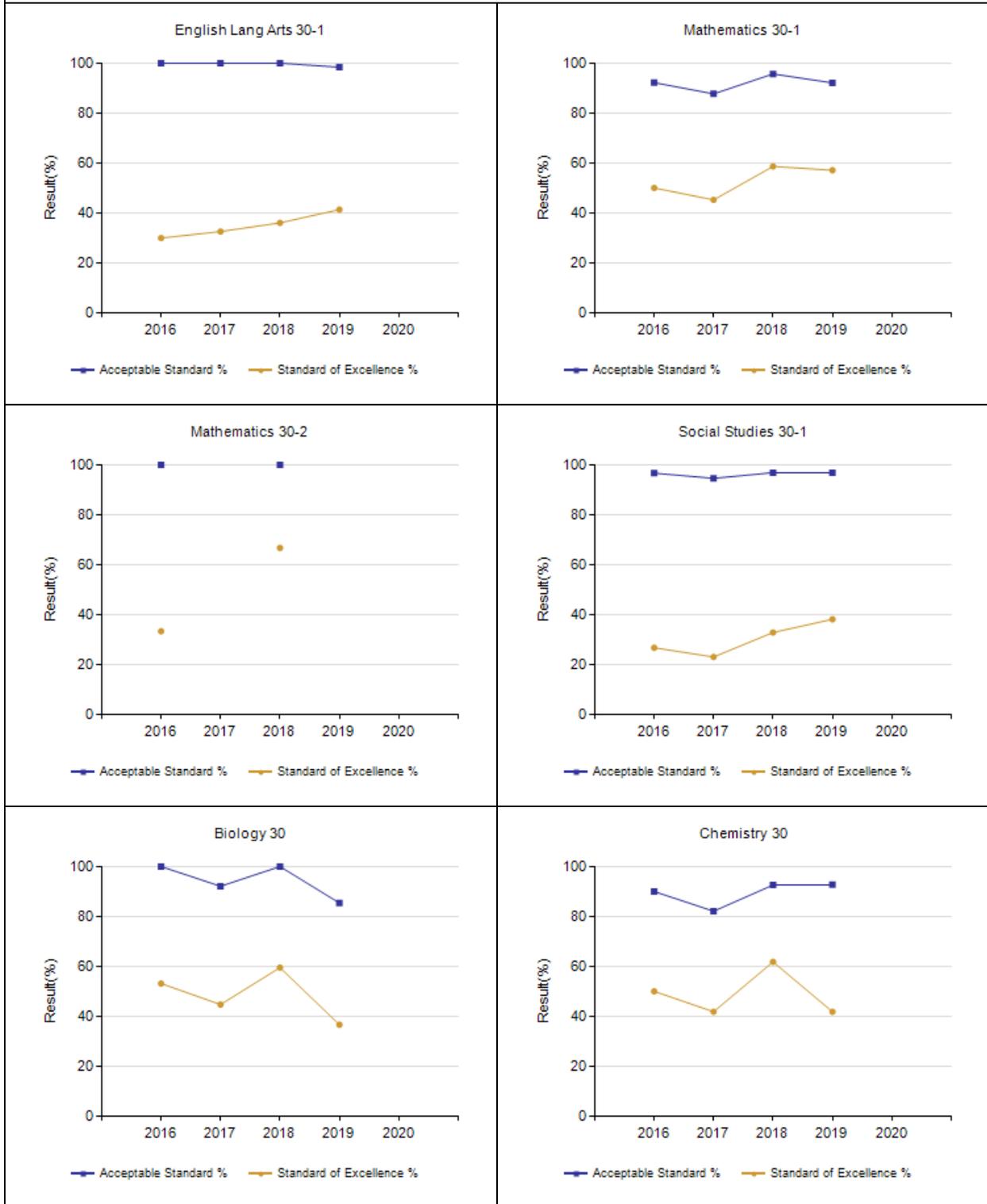
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution 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 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.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.



Notes:

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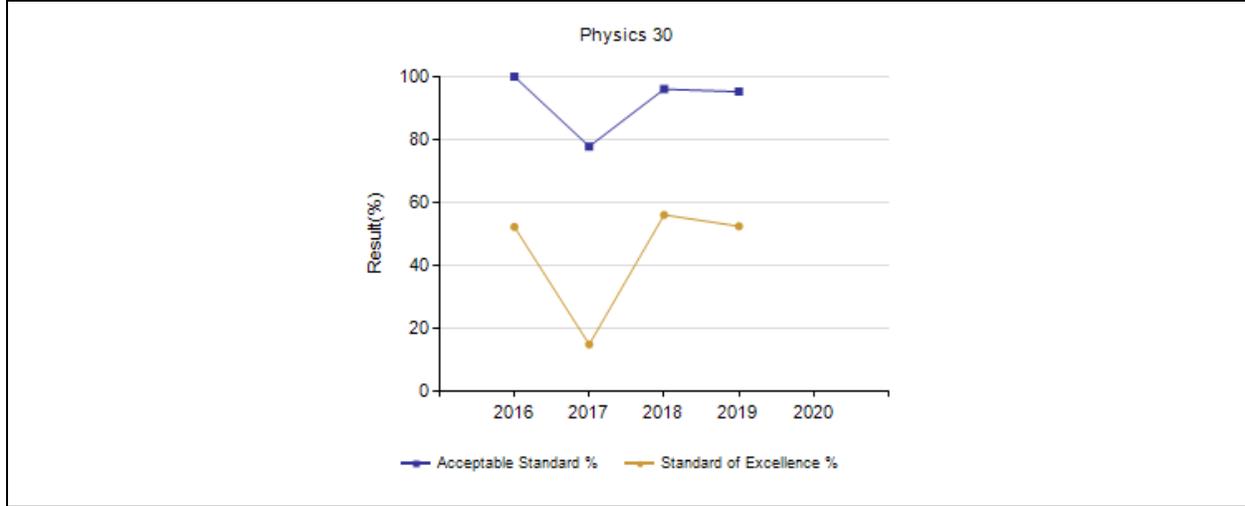
Diploma Examination Results by Course



Notes:

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



Notes:

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2. 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.

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	Strathcona Tweedsmuir Sch							Alberta			
		Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	72	99.5	n/a	n/a	30,125	86.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	72	36.6	n/a	n/a	30,125	12.4
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	69	91.8	n/a	n/a	19,969	76.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	69	53.6	n/a	n/a	19,969	33.7
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	6	100.0	n/a	n/a	14,385	75.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	6	66.7	n/a	n/a	14,385	16.3
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	67	96.1	n/a	n/a	21,884	86.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	67	31.3	n/a	n/a	21,884	16.5
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	40	92.5	n/a	n/a	22,820	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	40	46.9	n/a	n/a	22,820	34.8
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	63	89.2	n/a	n/a	18,682	84.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	63	48.5	n/a	n/a	18,682	39.8
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	24	89.7	n/a	n/a	9,626	86.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	24	41.1	n/a	n/a	9,626	43.0

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 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.
5. A written response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French 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:

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

Improvement Table

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

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

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

Overall Evaluation Table

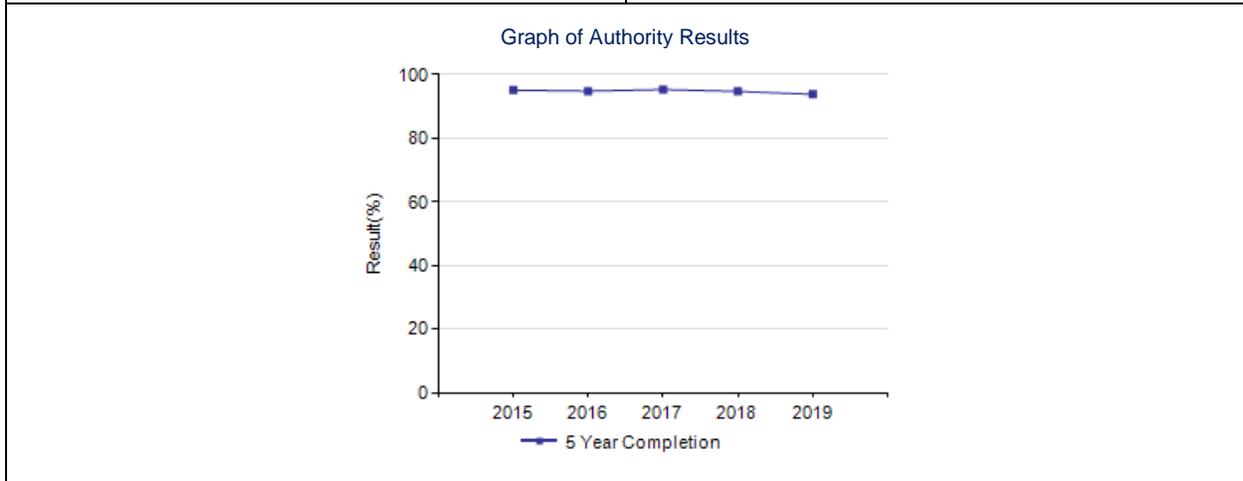
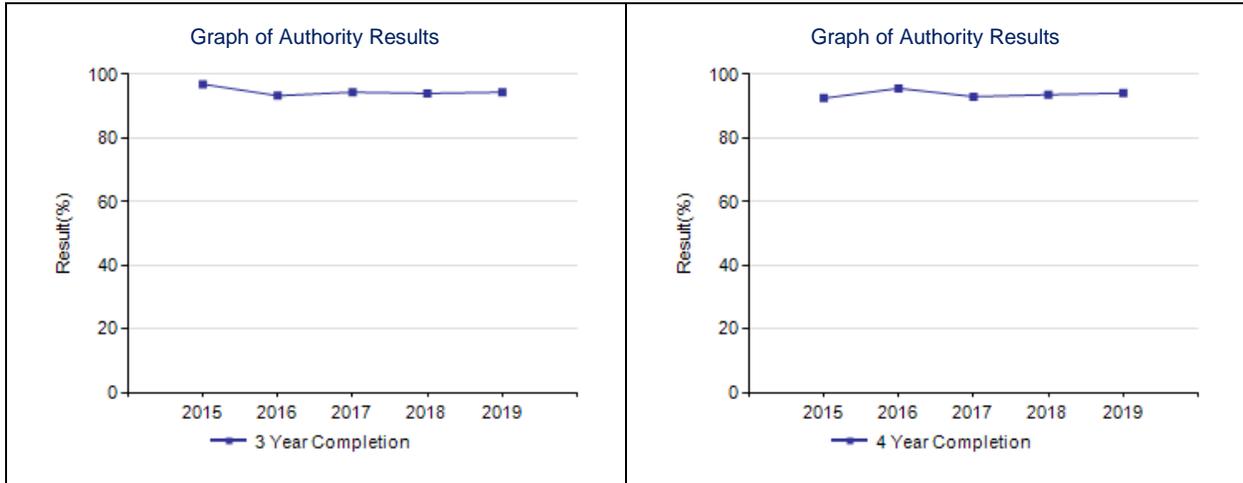
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

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.

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
3 Year Completion	96.9	93.3	94.4	94.0	94.4	76.5	78.0	78.0	79.1	79.7
4 Year Completion	92.5	95.6	93.0	93.6	94.1	81.0	81.2	82.6	82.7	83.5
5 Year Completion	95.1	94.8	95.3	94.7	93.8	82.1	83.2	83.4	84.8	84.9

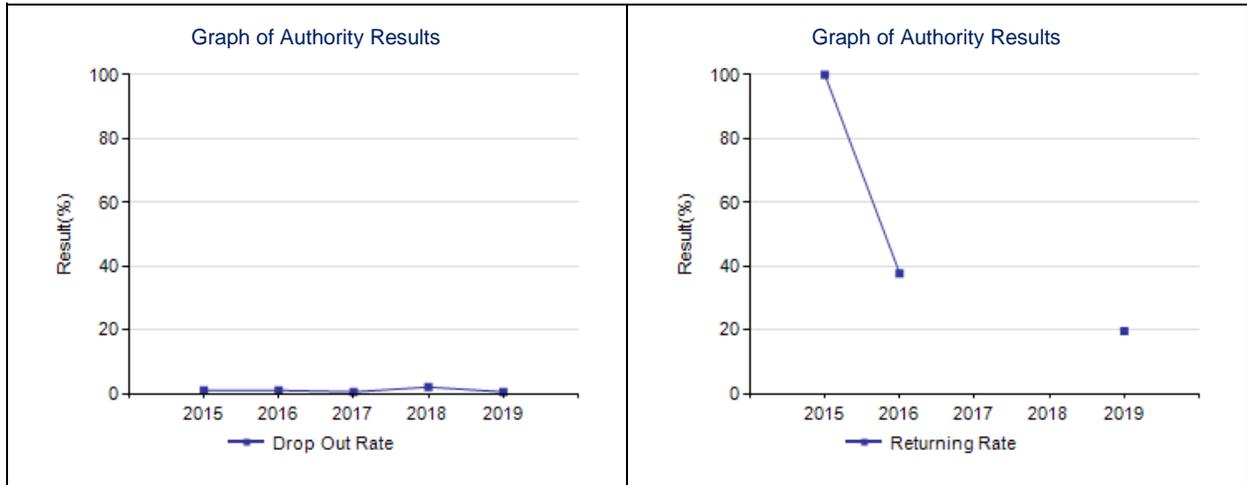


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Drop Out Rate	1.0	1.0	0.5	2.0	0.5	3.2	3.0	2.3	2.6	2.7
Returning Rate	100.0	37.7	*	*	19.6	18.2	18.9	19.9	22.7	18.2

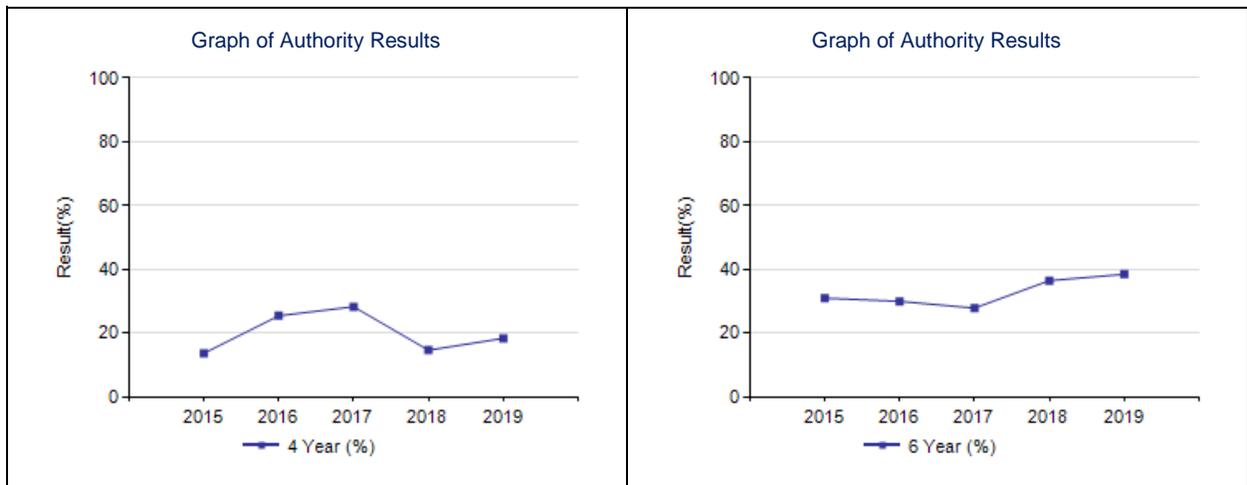


Notes:

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

High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
4 Year Rate	13.6	25.4	28.2	14.6	18.3	37.0	37.0	39.3	40.1	40.8
6 Year Rate	30.9	29.9	27.8	36.4	38.4	59.4	57.9	58.7	59.0	60.1



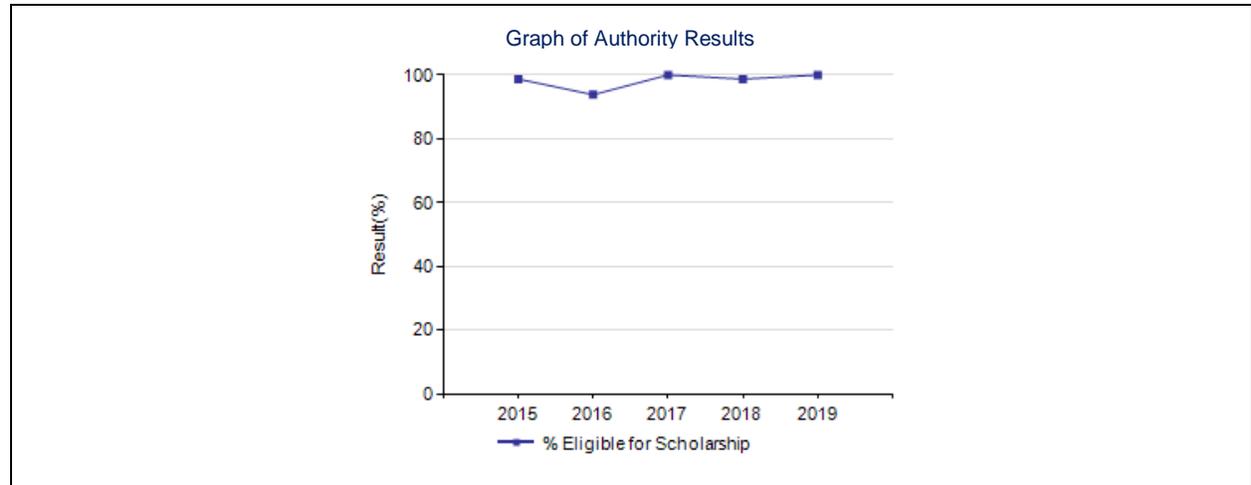
Notes:

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

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Rutherford Scholarship Eligibility Rate	98.7	93.8	100.0	98.7	100.0	60.8	62.3	63.4	64.8	66.6

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2015	79	77	97.5	72	91.1	67	84.8	78	98.7
2016	65	58	89.2	55	84.6	59	90.8	61	93.8
2017	71	65	91.5	66	93.0	65	91.5	71	100.0
2018	75	69	92.0	73	97.3	70	93.3	74	98.7
2019	69	65	94.2	65	94.2	66	95.7	69	100.0



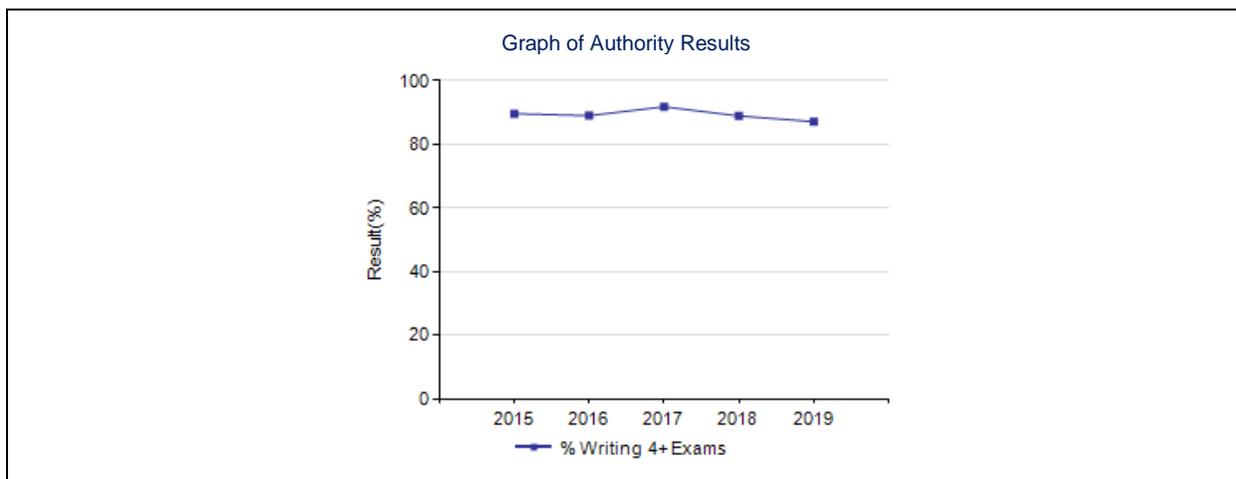
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Diploma Examination Participation Rate – Measure Details

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

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
% Writing 0 Exams	5.5	9.6	5.6	5.2	5.6	15.7	15.0	14.8	14.2	14.3
% Writing 1+ Exams	94.5	90.4	94.4	94.8	94.4	84.3	85.0	85.2	85.8	85.7
% Writing 2+ Exams	94.5	90.4	94.4	94.0	92.9	81.2	82.0	82.3	83.0	83.0
% Writing 3+ Exams	94.5	90.4	94.4	94.0	92.9	64.7	65.2	66.1	66.8	66.8
% Writing 4+ Exams	89.6	89.0	91.8	88.9	87.1	54.6	54.9	55.7	56.3	56.4
% Writing 5+ Exams	63.0	61.3	68.5	58.4	59.5	37.1	37.5	37.8	38.7	38.1
% Writing 6+ Exams	6.1	16.0	11.6	14.0	10.2	13.8	13.6	13.9	14.2	13.6



Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

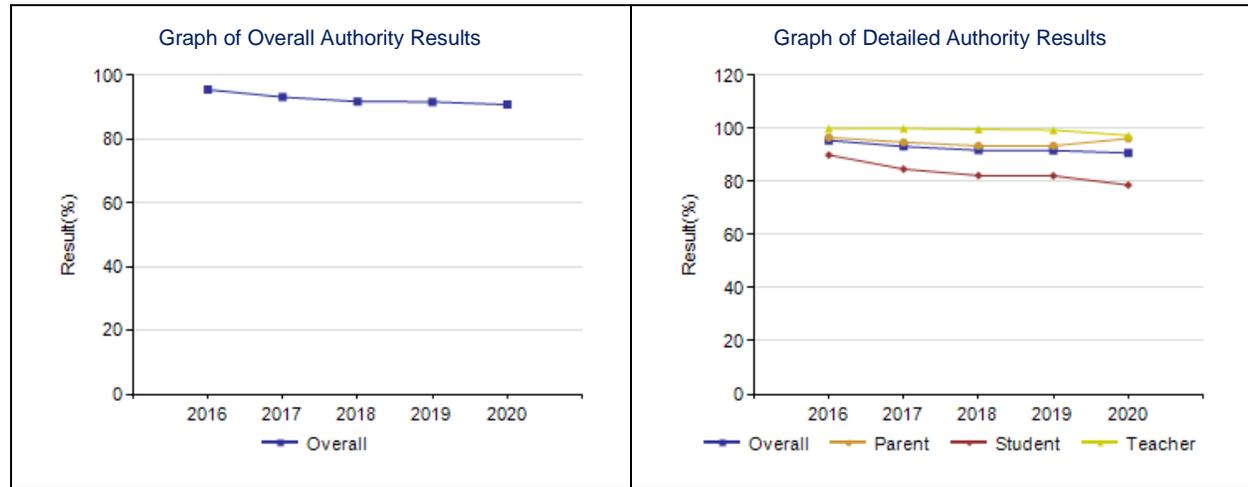
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
English Language Arts 30-1	82.4	88.4	92.4	88.9	91.4	53.2	54.0	55.0	56.3	55.7
Total of 1 or more English Diploma Exams	82.4	88.4	92.4	88.9	91.4	79.5	80.1	80.9	81.1	81.3
Social Studies 30-1	91.8	88.4	92.4	88.9	91.4	43.5	45.1	44.9	45.0	44.1
Total of 1 or more Social Diploma Exams	91.8	88.4	92.4	90.1	91.4	79.5	80.3	80.7	81.4	81.3
Mathematics 30-1	89.4	82.6	86.1	81.5	85.7	37.1	36.4	35.5	36.5	35.3
Mathematics 30-2	1.2	7.2	6.3	9.9	4.3	22.4	23.7	25.1	24.9	25.9
Total of 1 or more Math Diploma Exams	90.6	89.9	92.4	91.4	90.0	57.6	58.3	58.6	59.3	59.1
Biology 30	47.1	47.8	50.6	50.6	58.6	40.6	40.7	41.7	42.7	42.3
Chemistry 30	76.5	78.3	81.0	76.5	72.9	35.7	35.6	35.1	35.8	35.1
Physics 30	41.2	42.0	36.7	33.3	25.7	19.9	19.3	18.6	18.7	17.6
Total of 1 or more Science Diploma Exams	89.4	88.4	89.9	87.7	85.7	59.8	60.5	61.2	61.8	61.8

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 this event.
3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
4. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Citizenship – Measure Details

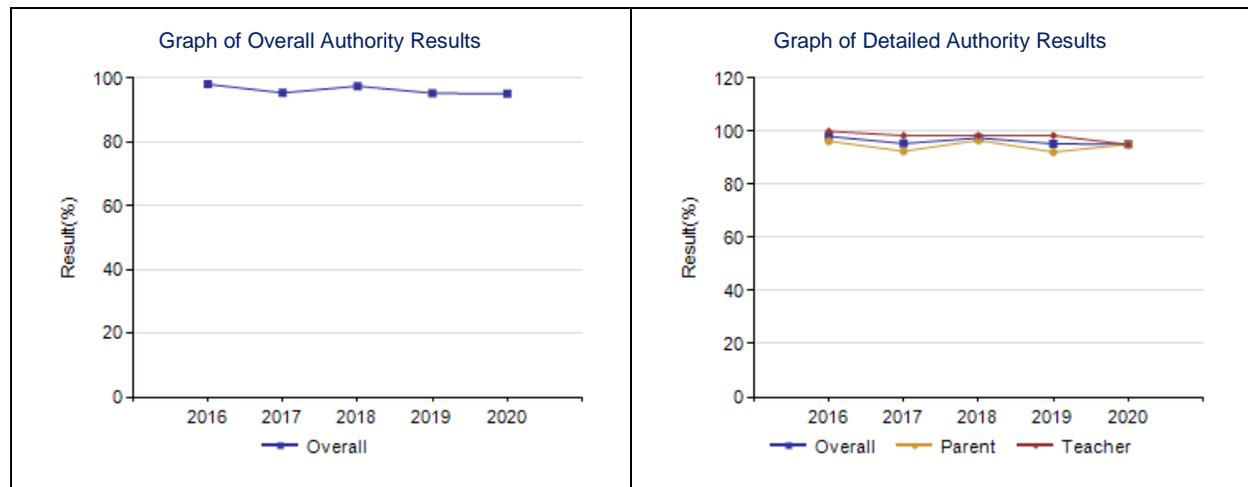
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	95.5	93.2	91.8	91.7	90.8	83.9	83.7	83.0	82.9	83.3
Teacher	100.0	100.0	99.7	99.4	97.4	94.5	94.0	93.4	93.2	93.6
Parent	96.6	94.8	93.5	93.5	96.2	82.9	82.7	81.7	81.9	82.4
Student	90.0	84.7	82.3	82.2	78.7	74.5	74.4	73.9	73.5	73.8



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. 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.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	98.1	95.4	97.5	95.3	95.1	82.6	82.7	82.4	83.0	84.1
Teacher	100.0	98.4	98.4	98.4	95.0	90.5	90.4	90.3	90.8	92.2
Parent	96.3	92.5	96.6	92.2	95.1	74.8	75.1	74.6	75.2	76.0

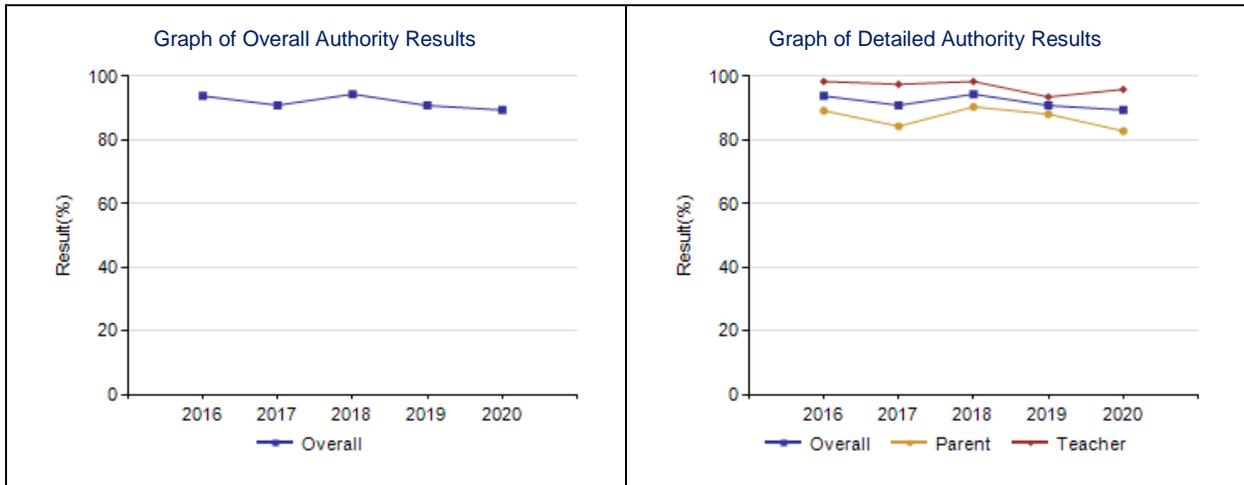


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Lifelong Learning – Measure Details

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

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	93.8	90.9	94.4	90.8	89.4	70.7	71.0	70.9	71.4	72.6
Teacher	98.4	97.5	98.4	93.5	95.9	77.3	77.3	77.8	78.8	80.6
Parent	89.2	84.3	90.4	88.1	82.8	64.2	64.8	64.0	64.0	64.6



Notes:

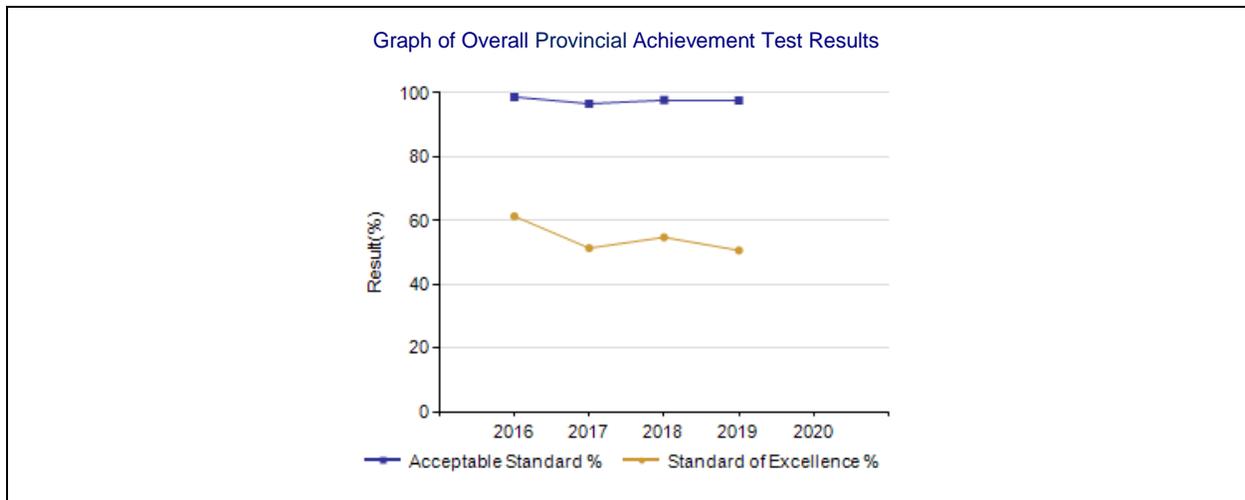
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	100.0	56.3	100.0	50.0	100.0	47.9	100.0	52.8	n/a	n/a	100	50
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a		
Mathematics 6	Authority	98.4	42.2	98.0	46.0	97.9	62.5	100.0	43.4	n/a	n/a	100	50
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a		
Science 6	Authority	100.0	75.0	100.0	56.0	97.9	72.9	98.1	62.3	n/a	n/a	100	50
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a		
Social Studies 6	Authority	98.4	75.0	98.0	60.0	97.9	66.7	100.0	58.5	n/a	n/a	100	50
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a		
English Language Arts 9	Authority	98.5	71.6	95.7	49.3	97.3	47.3	97.1	51.4	n/a	n/a	100	50
	Province	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7	n/a	n/a		
Mathematics 9	Authority	98.5	58.2	94.2	56.5	97.3	51.4	95.7	60.0	n/a	n/a	100	50
	Province	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0	n/a	n/a		
Science 9	Authority	98.5	52.2	97.1	44.9	98.6	54.1	95.7	40.0	n/a	n/a	100	50
	Province	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4	n/a	n/a		
Social Studies 9	Authority	97.0	59.7	92.8	49.3	95.9	45.9	95.7	40.0	n/a	n/a	100	50
	Province	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6	n/a	n/a		

Notes:

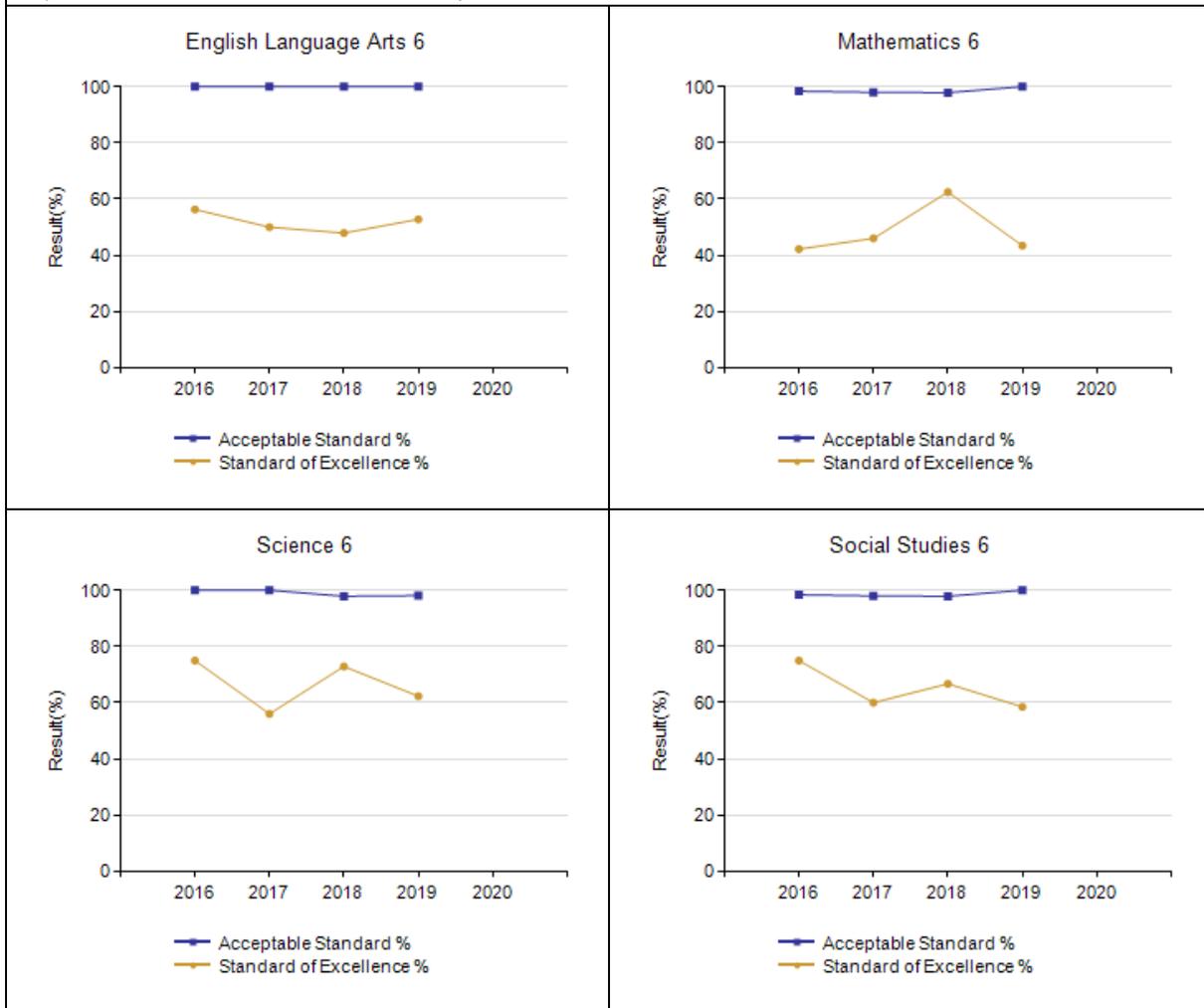
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation 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 (*).
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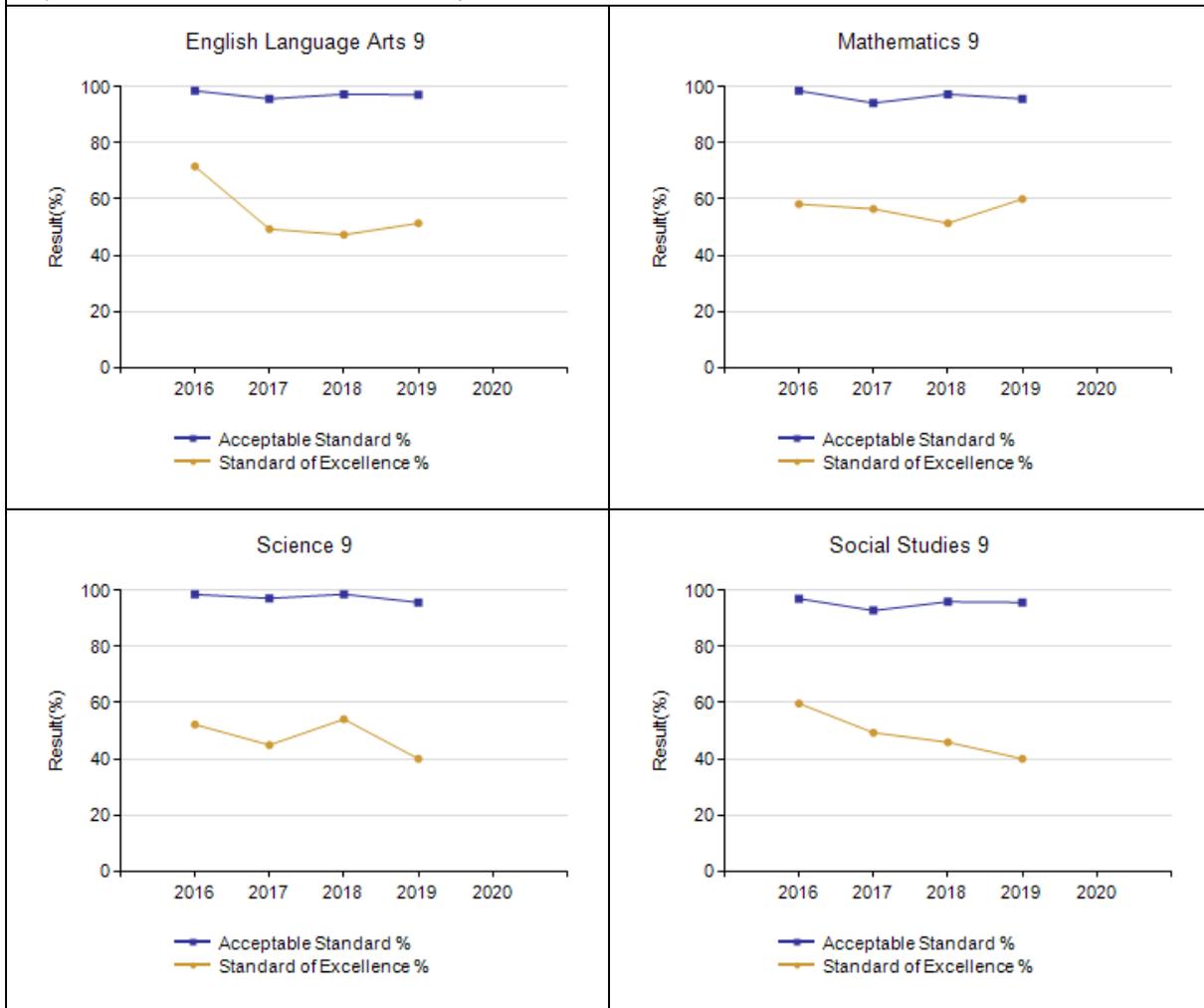
Graph of Provincial Achievement Test Results by Course



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.

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

		Strathcona Tweedsmuir Sch							Alberta			
		Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	50	100.0	n/a	n/a	51,977	83.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	50	50.2	n/a	n/a	51,977	18.2
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	50	98.6	n/a	n/a	51,924	71.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	50	50.6	n/a	n/a	51,924	13.9
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	50	98.7	n/a	n/a	51,966	77.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	50	63.7	n/a	n/a	51,966	29.4
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	50	98.6	n/a	n/a	51,937	74.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	50	61.7	n/a	n/a	51,937	23.1
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	71	96.7	n/a	n/a	46,591	76.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	71	49.3	n/a	n/a	46,591	14.8
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	71	95.7	n/a	n/a	46,129	62.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	71	56.0	n/a	n/a	46,129	17.6
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	71	97.2	n/a	n/a	46,581	75.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	71	46.3	n/a	n/a	46,581	24.1
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	71	94.8	n/a	n/a	46,607	67.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	71	45.1	n/a	n/a	46,607	20.8

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 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

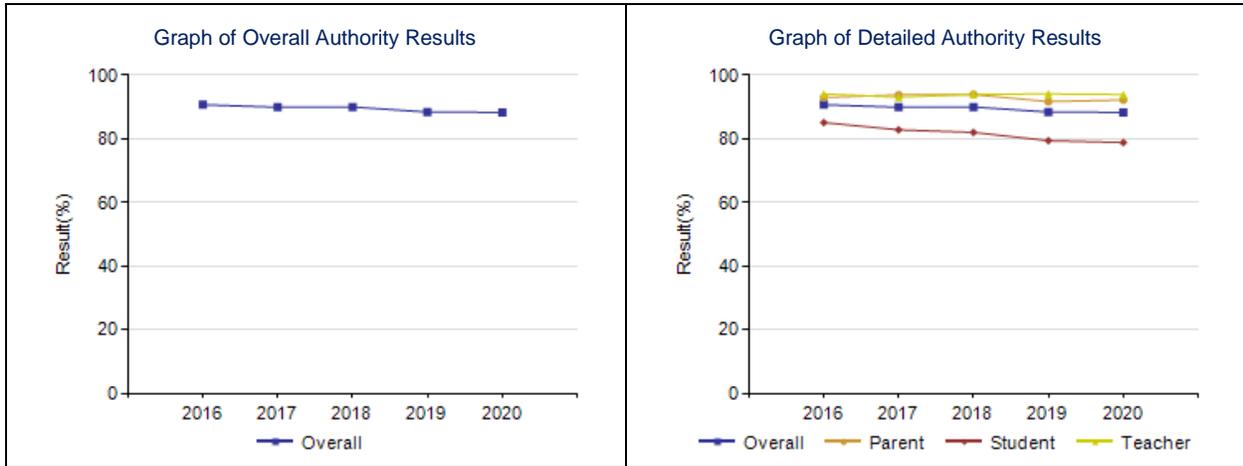
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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.

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	90.7	89.9	90.0	88.4	88.3	81.9	81.9	81.8	82.2	82.4
Teacher	94.1	93.1	94.0	94.1	93.9	88.1	88.0	88.4	89.1	89.3
Parent	93.0	93.8	93.9	91.7	92.2	80.1	80.1	79.9	80.1	80.1
Student	85.1	82.8	82.0	79.4	78.8	77.5	77.7	77.2	77.4	77.8

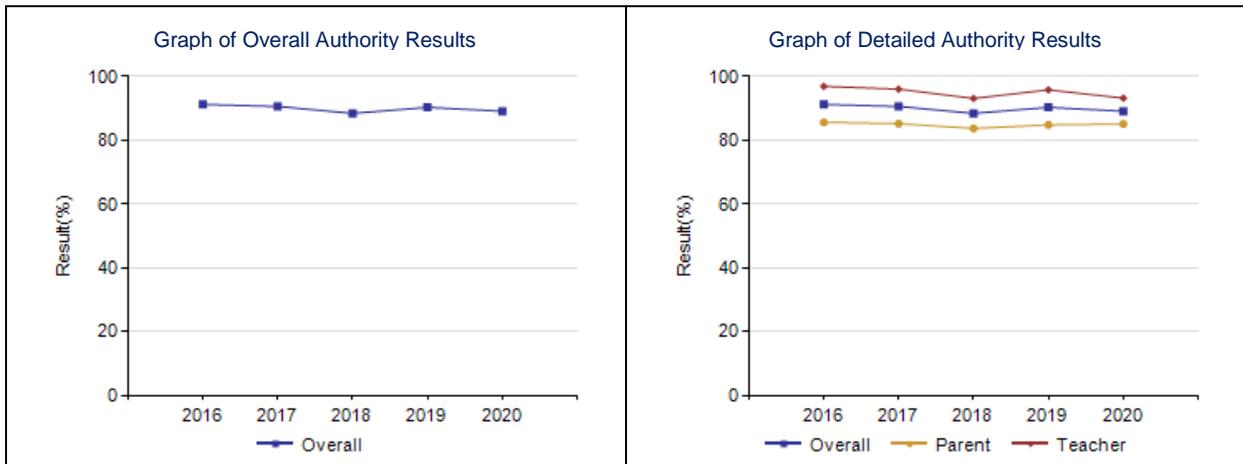


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them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

Parental Involvement – Measure Details

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

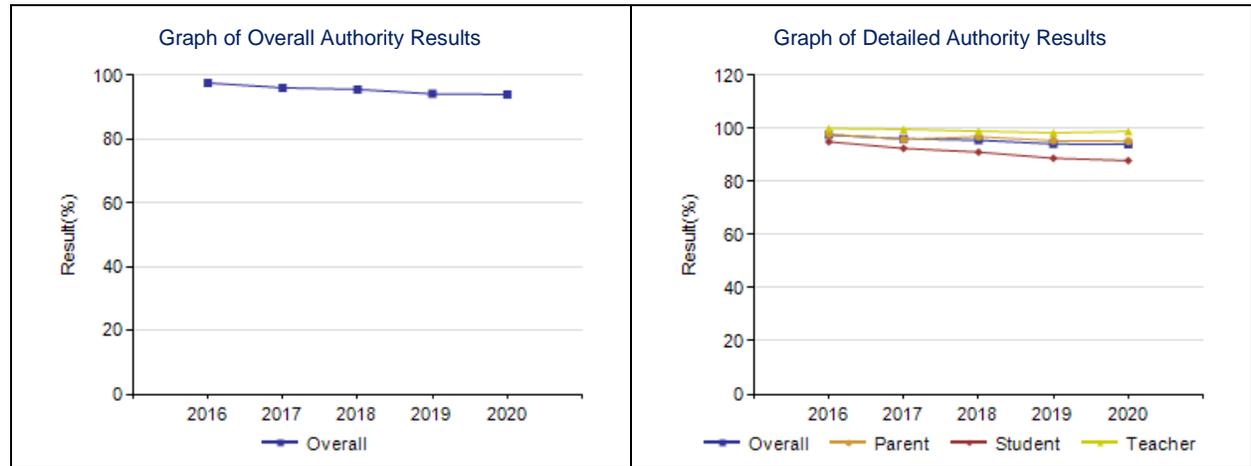
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	91.2	90.6	88.4	90.3	89.1	80.9	81.2	81.2	81.3	81.8
Teacher	96.9	96.0	93.1	95.8	93.2	88.4	88.5	88.9	89.0	89.6
Parent	85.6	85.2	83.7	84.8	85.1	73.5	73.9	73.4	73.6	73.9



- Notes:
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Education Quality – Measure Details

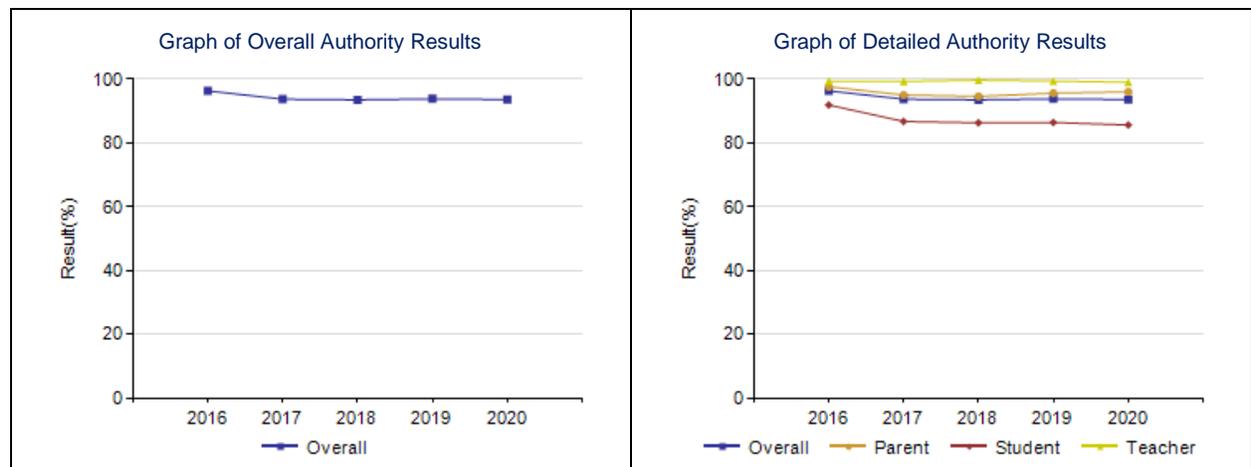
Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	97.6	96.1	95.6	94.2	94.0	90.1	90.1	90.0	90.2	90.3
Teacher	100.0	99.7	99.0	98.4	98.9	96.0	95.9	95.8	96.1	96.4
Parent	97.8	95.9	96.9	95.4	95.2	86.1	86.4	86.0	86.4	86.7
Student	95.0	92.5	91.1	88.8	87.9	88.0	88.1	88.2	88.1	87.8



- Notes:
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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.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	96.3	93.7	93.5	93.8	93.6	89.5	89.5	89.0	89.0	89.4
Teacher	99.4	99.3	99.7	99.4	99.0	95.4	95.3	95.0	95.1	95.3
Parent	97.6	95.0	94.6	95.6	96.0	89.8	89.9	89.4	89.7	90.2
Student	91.9	86.7	86.3	86.4	85.6	83.4	83.3	82.5	82.3	82.6

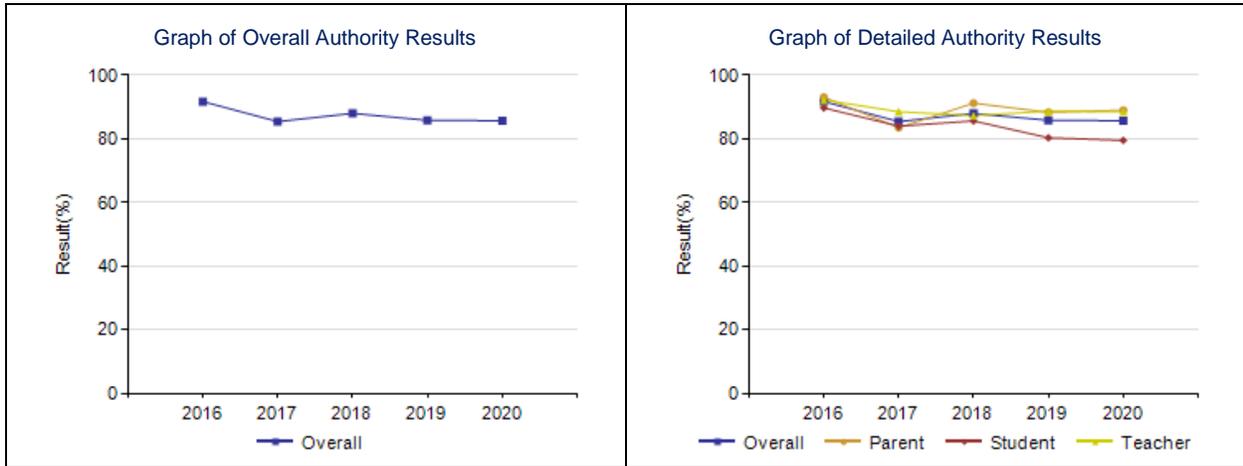


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them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

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	91.7	85.4	88.0	85.8	85.7	81.2	81.4	80.3	81.0	81.5
Teacher	92.2	88.5	87.3	88.7	88.5	82.3	82.2	81.5	83.4	85.0
Parent	93.1	83.5	91.2	88.3	89.0	79.7	80.8	79.3	80.3	80.0
Student	89.7	84.0	85.6	80.3	79.5	81.5	81.1	80.2	79.4	79.6



Notes:

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