



# Peace River High School

## Annual Education Results/Report Three Year Education Plan 2018-2019

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## Accountability Statement

Peace River School Division #10 subscribes to a combined Annual Education Results Report (AERR) and the Three Year Education Plan (3YEP). This report is a summary of Peace River High School's achievements for the 2017-2018 school year based on the 2017-2018 Three Year Plan. It serves as a tool to continue monitoring improvement in the school and provide accountability to stakeholders.

*Mission: Peace River High School, experience the success!*

*Vision: Preparing individual citizens for tomorrow.*

**At Peace High we are:**

**Proud  
Respectful  
Honourable  
Successful**





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## Peace River High School Profile

Peace River High School includes about 255 students in grades 9 through 12 with 17 teachers (16 Full Time Equivalent), 11 support staff and a staff member who works in a supportive program called Project Peace. We are located in Peace River, a town of about 7000 people with a surrounding population of about 20 000. The town is the major retail centre for the area. Farming, health, forestry and oil plants/servicing are major employers. Our school is a modern facility with Smartboards and digital projectors in all regular classrooms and multimedia hardware to meet the needs of the 21<sup>st</sup> Century learner. We also have a student work centre (learning common) with access to over 30 computers (laptop, Chromebook and desktop), group and single work stations, a bank of over 30 student accessible computers in our library learning common, a media studies lab, a Blended Learning classroom (video, audio and digital classroom to offer to remote locations) and four class sets of wireless laptops, 5 sets of Chromebooks and iPads available for sign out at the library. Our facility has a two station gym and fitness centre, an outside basketball court and an irrigated sports field with a multifunctional scoreboard.

Peace High became involved with the Alberta Education project of High School Redesign (<http://abhsredesign.ca/>) in the 2014-2015 school year. This project has enabled a scheduling change where the students have an extra block each day to work with small groups, individually and with teachers to complete schoolwork, academic and extra-curricular activities and get extra help or access to additional programs. This block of time is called Success Block.

Instruction is provided in all levels of English LA, Social Studies, Sciences and Mathematics, Physical Education, French Immersion, Fine Arts (Art, General Music and Drama), Practical CTS (Industrial Arts, Cosmetology, Foods, Fashion Studies, Natural Resources, Sports Performance, Information Processing and Visual Communications). There is an integrated Knowledge and Employability (K & E) program available to students. We will continue to explore new exploratory courses and Blended Learning courses to be available to our students and other students in the division.

We engage in shared programming with Holy Family RCSD for our Band program, and Blended Learning classes within and outside of our school division for a variety of courses.

Grade 9 Mathematics, Science, Social Studies, and English Language Arts are offered as semestered courses. Students write their provincial exams in January and June. Grades 9s are able to select up to four Core Support Courses that include Drama, Woods, Science Fair and Creative Writing, Cosmetology, Officiating, Metals, Yearbook, Sewing, Spanish, Archery, Outdoor Pursuits and Project-Based Learning.

Extracurricular activities include teams that routinely reach the provincial level of competition in volleyball, basketball, badminton, golf, cross-country, rugby, track and field, and football. Football is a combined program between Peace River School Division and Holy Family School Division, called the Peace River Pioneers. In addition to sports, we have a variety of other groups that students participate in from year to year including an Interact Rotary Youth Group, Gener8, Women in Science, Engineering and Technology (WISEST), League of Leadership (school-based leadership group), Gay/Straight Alliance (GSA), Northwest Regional Skills Canada Competitions, and others.

Peace River HS has a half-time career guidance counsellor who helps students and parents with the planning of student timetables and accessing post-secondary information. The counsellor also updates students with scholarship information through the newsletter, posters and website. All students are also assigned to a Teacher Advisor (Success Teacher) who assists with help and resources from grade 9 to graduation and teaches the Learning Strategies locally developed course. This is part of the High School Redesign initiative.

Project Peace is a mental health capacity program that allows Peace River HS and other Peace River area schools to access a youth support worker and other Project Peace supports through universal programming such as Be your Own Boss, Rainbows and sharing circles with our students and staff. Universal programming in classes such as CALM and Health dealing with social, emotional and mental health concerns and are a tremendous asset to our programs.

We are currently engaged in a partnership with Careers: The Next Generation, in conjunction with Northern Lakes College and local industry to offer a Fourth Class Power Engineering program and to assist in placements for our Work Experience, Registered Apprenticeship Program (RAP) and Green Certificate Program.

Peace High students regularly qualify for Rutherford scholarships and a variety of post-secondary bursaries and scholarships. We have an active leadership group running in the school called the LOL (League of Leadership) with approximately 30 students and 2 staff members who are participating in the Ever Active Symposium this year and attending the Youth Leadership Conference, as well as hosting many active events throughout the year at the school.

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# Sample Format for Combined 3-Year Education Plan and Annual Education Results Report (AERR) for Public/Separate/Francophone Schools

Each school authority establishes requirements for the content and process for school education plans and annual reports as part of its accountability system. Schools should prepare their education plans and annual reports based on specifications provided by their school authority. For details please refer to the *Policy and Requirements for Planning and Results Reporting*: <https://education.alberta.ca/school-authority-planning-resources/current-requirements/>.

This template is provided to assist in the preparation of their plans and reports. Schools may use, modify or extract elements from this template as required.

Please note that this template is not designed to address the requirements for Charter Schools and Accredited Funded Private Schools. These schools should refer to the Sample Format for Combined 3-Year Education Plan and Annual Education Results Report (AERR) for Charter School and Accredited Funded Private School Authorities.



### Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	Peace River High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	80.3	84.5	83.8	89.0	89.5	89.4	Low	Maintained	Issue
Student Learning Opportunities	Program of Studies	68.7	72.9	73.4	81.8	81.9	81.7	Low	Maintained	Issue
	Education Quality	77.6	85.3	82.8	90.0	90.1	89.9	Very Low	Maintained	Concern
	Drop Out Rate	1.1	2.1	2.0	2.3	3.0	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	64.8	73.2	72.1	78.0	78.0	77.0	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	66.8	58.9	n/a	73.4	73.3	n/a	n/a	n/a
	PAT: Excellence	n/a	6.8	7.6	n/a	19.5	19.2	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	75.5	74.9	n/a	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	5.3	8.9	n/a	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	34.0	43.9	36.2	55.7	54.9	54.7	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	43.5	48.1	42.2	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	52.0	48.1	57.3	58.7	57.9	59.0	Intermediate	Maintained	Acceptable
	Work Preparation	81.7	92.3	80.2	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	73.1	77.9	75.9	83.0	83.7	83.7	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	70.1	81.0	77.7	81.2	81.2	81.0	Very Low	Maintained	Concern
Continuous Improvement	School Improvement	81.5	88.6	85.4	80.3	81.4	80.7	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. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

## Measure Evaluation Reference

### Achievement Evaluation

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

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

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

Notes:

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

### Improvement Table

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

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

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

### Overall Evaluation Table

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

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

### Category Evaluation

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

## Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	54.7	57.3	52.5	66.8	45.7	71	Very Low	Declined	Concern	75	80	82
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	5.5	6.8	9.2	6.8	4.1	14	Very Low	Maintained	Concern	17	20	23

### Comment on Results

(an assessment of progress toward achieving the target)

- Significant increase in Acceptable standard for 2017
- Decrease in results for 2018
  - Comparable results in Grade 6 PAT
  - Tier 2 and 3 supports are needed for many students in this grade

### Strategies

- School-based Professional Development days focussed on identifying needs and supports for individual learners through a Collaborative Response Model
- Continued focus on increased effectiveness of Formative Assessment in all classes.
- Scheduling of Success Block time to enable extra scheduled instruction and support time for academic subjects
- Tier 2 and 3 support time scheduled through Success time
- Focus on communication with parents and students surrounding attendance concerns
- Working with administration and Success Teachers to develop a four year education plan, starting in Grade 9 through the use of Learning Strategies course and "My Blueprint" in Success blocks and Health.
- Increased information provided to teachers, students and parents on PAT exams.
- Increased Inclusion Coach time to mild/moderate and individual needs of students.
- More effective communication through the CLEVR software allows a consolidation of information for students.

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.





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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	81.0	81.9	67.3	75.5	77.9	80	Low	Maintained	Issue	83	85	86
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	13.7	13.0	8.3	5.3	8.6	11	Very Low	Maintained	Concern	13	17	20

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	68.1	70.6	72.5	73.2	64.8	74	Intermediate	Maintained	Acceptable	76	79	82
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.4	3.0	0.9	2.1	1.1	1	Very High	Maintained	Excellent	1	1	1
High school to post-secondary transition rate of students within six years of entering Grade 10.	65.7	63.2	60.7	48.1	52.0	57	Intermediate	Maintained	Acceptable	60	64	68
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	36.3	48.1	43.5	52	n/a	Maintained	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	37.8	39.7	25.1	43.9	34.0	45	Low	Maintained	Issue	48	50	52

## Comment on Results

(an assessment of progress toward achieving the target)

- Steady improvement of Diploma acceptable and excellence in the last 3 years.
- Improvement in Dropout rate and high school to post-secondary transition rate.
- Several students looking at a 4 year plan from grade 10 to reduce the workload and stress

## Strategies

- School-based Professional Development days focussed on identifying needs and supports for individual learners through a Collaborative Response Model
- Continued focus on increased effectiveness of Formative Assessment in all classes.
- Scheduling of Success Block time to enable extra scheduled instruction and support time for academic subjects
- Tier 2 and 3 support time scheduled through Success time
- Continue to Raise awareness of Rutherford application requirements through the use of internal and external communication sources including bulletin boards, messaging screens , social media and public acknowledgment at Graduation ceremony.
- Continued attendance and hosting of career fairs and programs (WISEST and Gener8 and Skills Canada) to promote involvement in post-secondary programs and skills competitions.
- High School Redesign and our Success blocks have enabled teachers more one on one and small group time with students and allows students time to focus on assignments and courses that they are in need of extra help or time.
  - Teacher advisory groups working through Learning Strategies course where students explore their educational goals and plans.
  - Diploma Prep time throughout the division in the month prior to exams
  - Grade 12 students in their own Success Group working through graduation preparation, scholarship applications and study time.
- Participation in Alberta Assessment Consortium in Formative/Summative Assessment with High Prairie School Division
- School-based committee focused on knowledge and implementation of a Formative Assessment model for our school.

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 flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
- 10.



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	79.4	71.9	78.0	77.9	73.1	78	Intermediate	Maintained	Acceptable	80	81	82
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.	86.1	62.5	85.7	92.3	81.7	87	High	Maintained	Good	88	89	90

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

- Communication of opportunities for students in citizenship and work preparation is crucial to the success of the programs.

**Strategies**

- We will utilize strategies from our School Communication Plan, local media and Division Communications Coordinator to raise the awareness of the active citizenship components of our programs.
  - Interact club
  - League of Leadership
  - Hosting Sports Tournaments
  - FNMI cultural events (Sister's in Spirit, Hand Games, Sweat Lodge, Blanket Exercise, Aboriginal Studies program)
  - Peace Pals program with Springfield School and TA Norris School
  - Toys-for-tots coin drive
  - Orange Shirt Day
  - Art student for a day (GPRC)
  - Adventures in Citizenship (Rotary program)
  - Rotary International Student Exchange Program
  - Terry Fox fundraiser activities
  - Food Bank challenge
  - Volunteering in the Soup Kitchen
  - Nomads in the news bulletin board
  - Remembrance Day ceremony inclusive of local families with relatives involved in Armed Forces
  - Social Media advertisement of programs, activities and events in the school
- Continue to maintain and expand our relations with the community with respect to apprenticeship programs, work experience, Green Certificate program, etc. with dedicated teacher time for these programs.
- Continue to host and be involved in Career fairs throughout the school year.
  - Career, FNMI, Forestry and Post-secondary fairs in this current year
- Engage students (LOL group) to be involved in the messaging about the importance of citizenship and filling out the surveys.
- Schedule instructional time for work in RAP, Work Experience and Green certificate to promote and ensure success in these programs

**Notes:**

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

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

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

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	42.3	37.7	28.0	51.2	25.9	50	Very Low	Maintained	Concern	56	62	67
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	7.0	0.0	6.1	7.0	2.4	9	Very Low	Maintained	Concern	11	13	14
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	67.4	76.0	66.7	72.3	67.4	72	Very Low	Maintained	Concern	74	77	79
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	10.9	4.0	5.6	4.3	2.2	10	Very Low	Maintained	Concern	11	12	13

### Comment on Results

(an assessment of progress toward achieving the target)

- Significant decrease in PAT results similar to the results of all Grade 9 students
- Results show an increased need for Tier 2 and 3 support

### Strategies

- Continued attendance and hosting of career fairs, programs to promote involvement in post-secondary programs and skills competitions.
- Continued focus on cultural and spiritual activities for FNMI to promote engagement in our school community.
- Aboriginal Studies 10,20 and 30 classes engaging more students
- High School Redesign and our Success blocks have enabled teachers more one on one and small group time with students and allows students time to focus on assignments and courses that they are needing extra help or time.
  - Teacher Advisory group focused on Grade 12 students and what they need to graduate.
  - Learning Strategies Course for Grades 10-11 to help students obtain basic skills and knowledge of their own learning.
  - Grade 9 Health class to help develop positive relationships as they transition into Peace High
- Having an experienced FNMI liaison with dedicated time to work with students on their educational programming.
- Continued communication with families on attendance and achievement through Administration and FNMI liaisons.
- Partnership with Sagitawa Friendship Centre and Ground Level Youth Centre for programs (sharing circles, sweat lodges) and support for students.
- Attendance and promotion of annual Powwow graduation celebration.
- Increased Professional development on Indigenous Student culture and Education practices to meet the Teacher and Leadership Quality Standards from Alberta Education.

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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 flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.





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

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	49.7	54.8	59.5	52.0	66.7	70	Intermediate	Maintained	Acceptable	72	73	74
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	4.0	4.3	0.3	6.2	4.8	4	Intermediate	Maintained	Acceptable	3	2	1
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	35.4	45.2	38.8	29.2	54.3	57	Intermediate	Maintained	Acceptable	59	61	63
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	15.6	35.3	33.3	40	n/a	Maintained	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	18.1	19.9	10.5	28.9	33.3	40	Low	Maintained	Issue	41	42	44

**Comment on Results**

(an assessment of progress toward achieving the target)

- **Dropout rate decreased by 1.5%**
- **Increase of 25% for High School to Post-Secondary**
- **Increase of 14% for High School Completion**

**Strategies**

- **Continued attendance and hosting of career fairs, programs to promote involvement in post-secondary programs and skills competitions.**
- **High School Redesign and our Success blocks have enabled teachers more one on one and small group time with students and allows students time to focus on assignments and courses that they are needing extra help or time. (Tier 2 and 3 Supports)**
- **Continued dedicated time for FNMI liaison position to allow for more work with groups of students.**
- **Continued communication with families on attendance and achievement through Administration and FNMI liaisons.**
- **Partnership with Sagitawa Friendship Centre and Ground Level Youth Centre for programs (sharing circles, sweat lodges) and support for students.**
- **Attendance and promotion of annual Powwow Eagle Feather graduation ceremony.**
- **Presentation of Metis Sashes for graduating students**
- **Collaboration and programming with local Aboriginal Elders and events organizers.**

**Notes:**

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	90.0	83.7	83.3	84.5	80.3	85	Low	Maintained	Issue	89	90	92

#### Comment on Results

(an assessment of progress toward achieving the target)

- Alberta Education and Peace River School Division focus for the past 5 years has been on Inclusive Education and Response to Intervention.
- Drop of 4% shows a need for increased communication of strategies and opportunities

#### Strategies

- High School Redesign
  - Teacher Advisory groups (Success Teachers)
  - Success blocks for individual learning
- Extra-curricular clubs and teams
- Participation in community events (Sisters in Spirit, Pride Parade, Terry Fox, Toys for Tots)
- Consistent and multiple forms of communication within school community
  - Social media, website, voice calls, email and special event nights using School Messenger
- Consistent messages with PRHS acronym (Proud, Respectful, Honourable and Successful)
- Increased time in inclusion coach work with assisting teachers and students with programming and individual needs inside and outside of the classroom.
- Project Peace initiatives working in universal programming in classrooms focusing on social, emotional and mental health for all students
- Use of Learning Common and Library Learning Common for tier 2 and 3 programming together with regular class work to promote inclusive education for all students.
- Inclusion of Restorative Justice practices within the school community to increase communication and accountability with all stakeholders in education.

#### 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 has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	75.0	73.3	73.9	72.9	68.7	74	Low	Maintained	Issue	76	78	79

### Comment on Results

(an assessment of progress toward achieving the target)

- Drop of 5% shows a need for increase in communication on opportunities that students have in a broad program of studies such as partnerships, dual credit, field trips and Success Block offerings.

### Strategies

- Group of 7 admin and teachers involved in a Formative Assessment group learning and planning for a model for Peace High. Alberta Assessment Cohort for 2018-2019 school year with High Prairie School Division
- Continued focus through site-based professional development days on programs offered through Success time and regular scheduled classes.
- Individual teacher growth plans will align with school and divisional goals
  - Sharing of growth plans amongst teaching staff to promote collaboration with common goals
- The utilization of learning coach time throughout the school will focus on assisting PLC groups and High School Redesign initiatives.
- The inclusion coaches will work with teachers developing specialized learning plans and the imbedding of IPP recommendations into practice.
- Offering of CTS modules in small sections through the High School Redesign schedule.
- High School Redesign as an evolving program where continuous modifications can happen with input from data and stakeholders.
  - Survey results (Google Form), Focus groups, School Council

### Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	81.8	82.8	84.9	88.6	81.5	84	Very High	Maintained	Excellent	86	88	90
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	81.7	80.0	72.0	81.0	70.1	75	Very Low	Maintained	Concern	79	81	83
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	86.9	79.7	83.3	85.3	77.6	85	Very Low	Maintained	Concern	86	87	88

### Comment on Results

(an assessment of progress toward achieving the target)

- Decrease in satisfaction on parental involvement, improvement and overall quality shows a need for increased input, feedback and communication.

### Strategies

- School council meetings are held at 7:00 pm to accommodate parental need.
  - Hosting of school events in conjunction with school council to increase participation
  - Communication of "hot" topics in education and at the school prior to the meetings
- Consistent communication within the school community
  - Maintenance and updates of a Facebook page for the school has helped to disseminate information to the public.
  - The continued use of School Messenger automated calling system to alert parents of attendance, upcoming events including parent teacher interviews, open house and school council meetings.
  - Personal calls made to parents to set up Parent Teacher conferences.
  - Parent meetings are held to aid in the consultation process around significant issues including, but not limited to, Grad, Assessment and High School Redesign.
- Focus groups for all stakeholders to help obtain feedback on High School Redesign and the Success blocks and teachers.
- Case conferences (Learning support team meetings) set up to keep all stakeholders involved in programming for students with complex needs.
- Individual Program meetings with parents to review and sign programs.
- Inclusion of Restorative Justice practices within the school community to increase communication and accountability with all stakeholders.

### Notes:

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

## Local Outcome Six: Positive safety attitudes

*Outcome: Communicate and Celebrate the Importance of Safety to all Stakeholders*

Performance Measures	Result		Targets			
	2017	2018	2018	2019	2020	2021
All Hazard Assessments for identified positions shall be completed by June 30, 2018	n/a	n/a	n/a	100%	100%	100%
Percentage of Sites that show an increase in reported incidents and near misses on PSW	n/a	n/a	n/a	80%	80%	80%
Target of 80% of sites that successfully provided safety education/activities monthly between the months of August through June.	92.6%	47.0%	93.0%	95.0%	95.0%	95.0%
Target of 80% of sites that successfully incorporate key safety messages into communication plan.	96.0%	50.0%	96.0%	96.0%	96.0%	96.0%

### Comment on Results

Number of sites that successfully provided safety education activities throughout the school year exceeded targets and rests at 92.6%.  
Number of sites that successfully incorporated key safety messages into communication plan exceeded targets and rests at 96.0%.

### Strategies

- The divisional Health and Safety Manual that includes awareness and compliance of Occupational Health and Safety Legislation will be reviewed by the Safety Advisory Committee and maintained annually.
- Provide resources to focus and guide compliance with Occupational Health and Safety.
- Sites will provide meaningful, monthly education/activities for students and staff with direction, support, and resources from the division.
- Promote and communicate the use of Public School Works (PSW) as a tool for Health and Safety.
- Monthly safety messages from September through June will be divisionally developed for sites.
- Sites will incorporate divisional safety messages into their communications and activities, as appropriate for their context and audience.
- Safety and Wellness Coordinator will be available to meet and will provide support and resources on safety matters in meeting OH&S compliance.





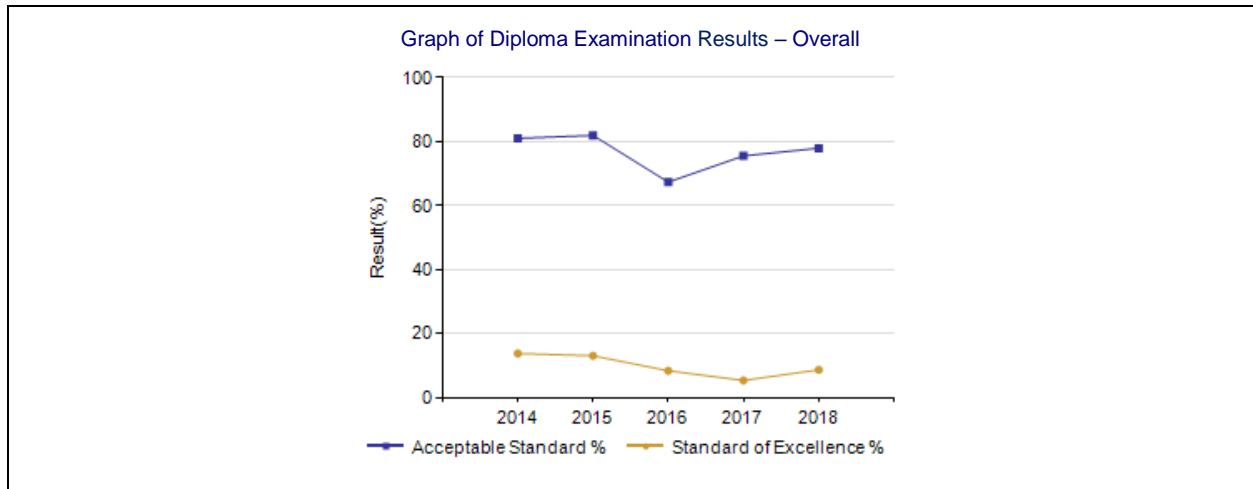
## APPENDIX – Measure Details

### Diploma Examination Results – Measure Details

Notes:

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

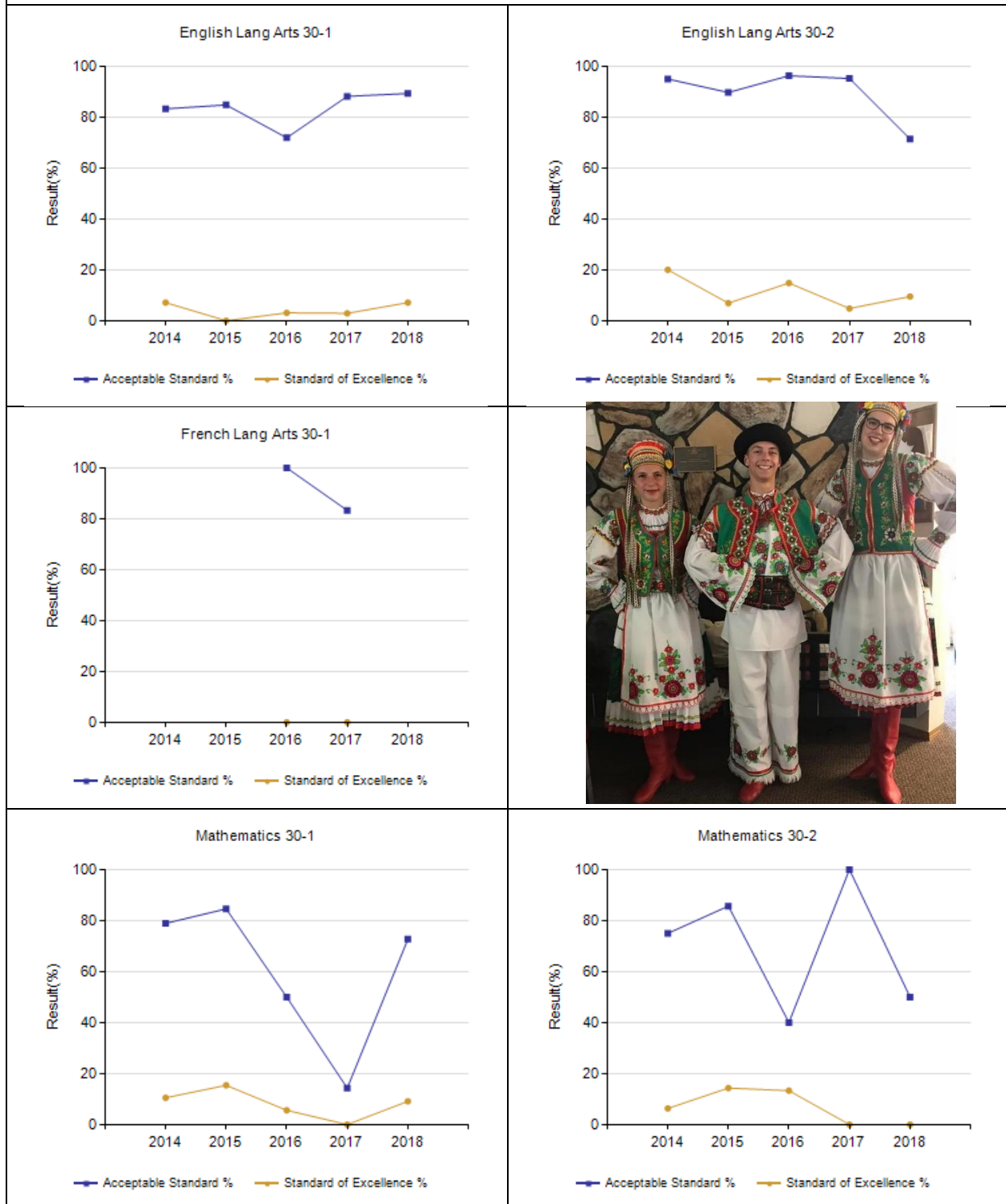




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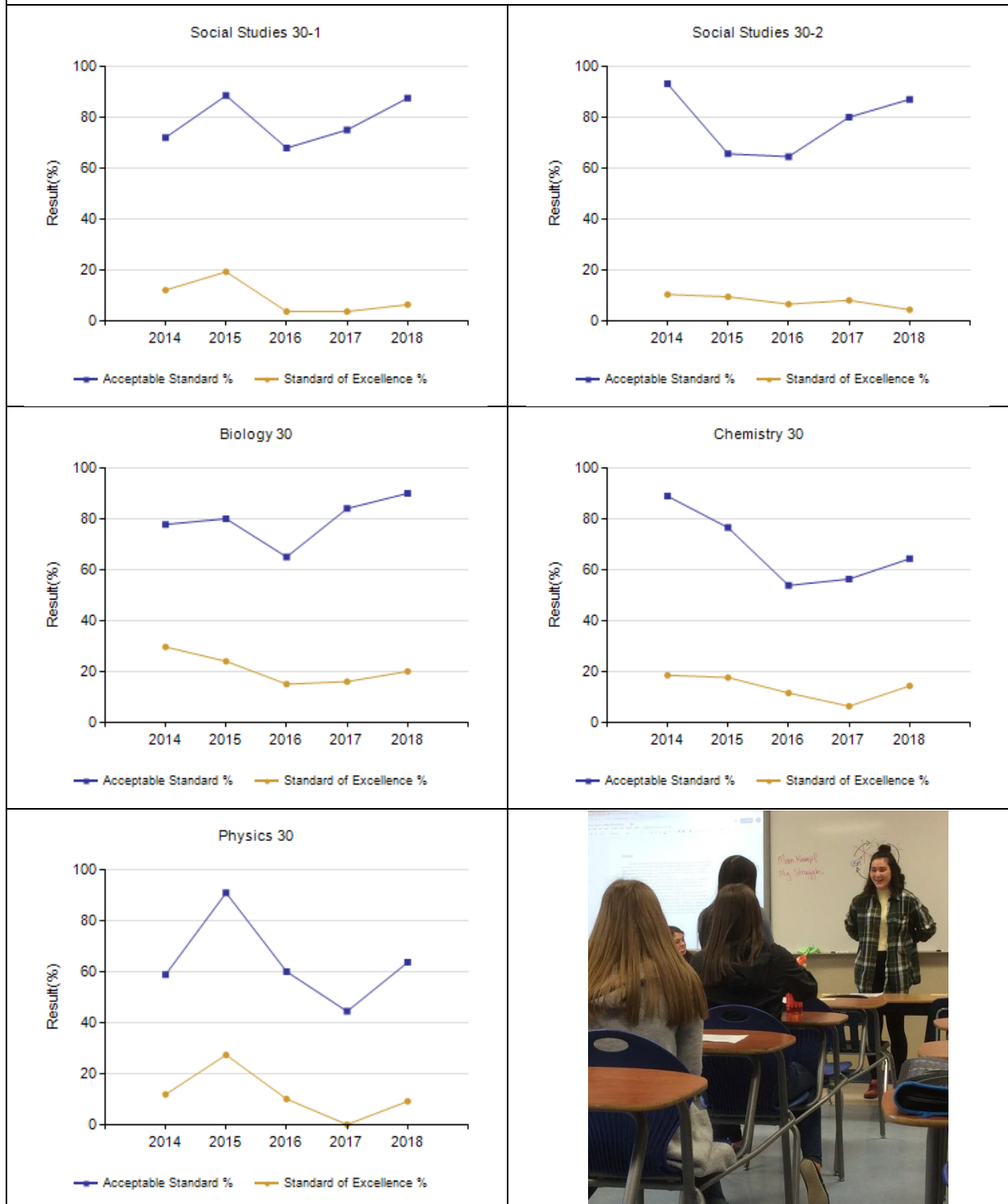
Diploma Examination Results by Course



Notes:

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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. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

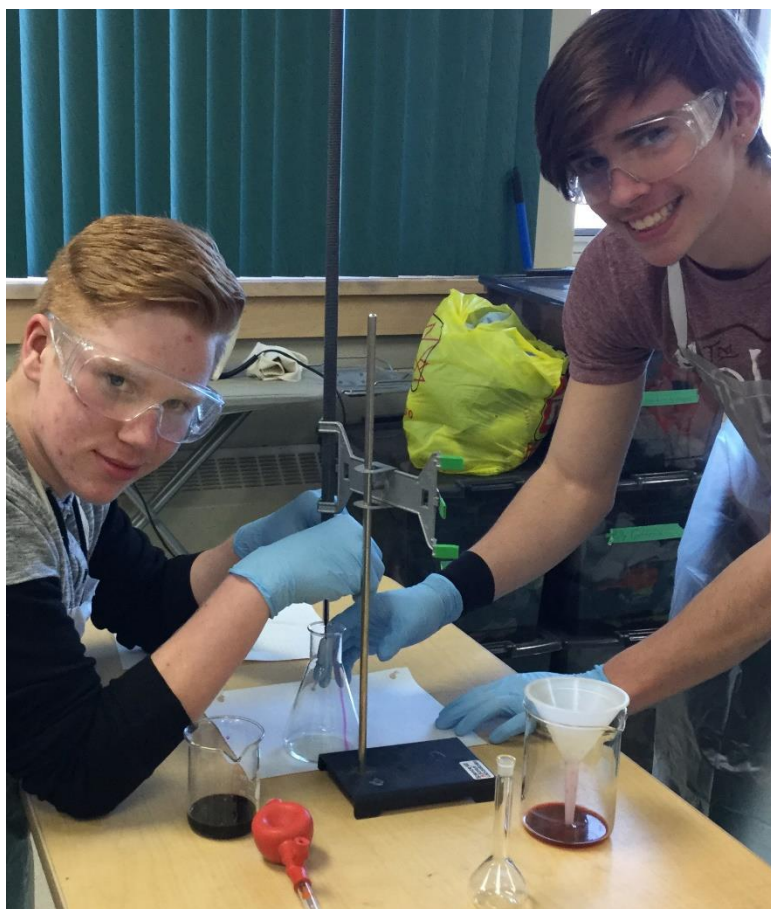


Diploma Examination Results Course By Course Summary With Measure Evaluation

		Peace River High School								Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average		
Course	Measure				N	%	N	%	N	%	N	%	
English Lang Arts 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	28	89.3	33	81.7	30,393	87.5	29,349	86.6	
	Standard of Excellence	Intermediate	Maintained	Acceptable	28	7.1	33	2.0	30,393	13.2	29,349	11.3	
English Lang Arts 30-2	Acceptable Standard	Very Low	Declined Significantly	Concern	21	71.4	26	93.7	16,184	88.0	16,632	89.1	
	Standard of Excellence	Intermediate	Maintained	Acceptable	21	9.5	26	8.8	16,184	13.1	16,632	11.7	
French Lang Arts 30-1	Acceptable Standard	*	*	*	3	*	8	91.7	1,230	93.8	1,312	94.6	
	Standard of Excellence	*	*	*	3	*	8	0.0	1,230	11.0	1,312	9.3	
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	11	72.7	15	49.6	20,148	77.8	20,605	73.3	
	Standard of Excellence	n/a	n/a	n/a	11	9.1	15	7.0	20,148	35.3	20,605	29.4	
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	16	50.0	11	75.2	14,362	74.2	13,516	74.7	
	Standard of Excellence	n/a	n/a	n/a	16	0.0	11	9.2	14,362	16.4	13,516	16.1	
Social Studies 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	16	87.5	27	77.1	21,793	86.2	21,941	86.0	
	Standard of Excellence	Low	Maintained	Issue	16	6.3	27	8.8	21,793	17.7	21,941	15.1	
Social Studies 30-2	Acceptable Standard	Intermediate	Improved	Good	23	87.0	29	70.0	20,391	78.8	19,847	81.0	
	Standard of Excellence	Low	Maintained	Issue	23	4.3	29	7.9	20,391	12.2	19,847	12.7	
Biology 30	Acceptable Standard	High	Improved	Good	20	90.0	23	76.3	23,026	86.6	22,263	85.0	
	Standard of Excellence	Low	Maintained	Issue	20	20.0	23	18.3	23,026	36.6	22,263	32.6	
Chemistry 30	Acceptable Standard	Low	Maintained	Issue	14	64.3	20	62.2	18,770	83.6	19,031	82.3	
	Standard of Excellence	Low	Maintained	Issue	14	14.3	20	11.8	18,770	38.3	19,031	35.8	
Physics 30	Acceptable Standard	Low	Maintained	Issue	11	63.6	10	65.1	9,679	86.2	10,276	85.1	
	Standard of Excellence	Low	Maintained	Issue	11	9.1	10	12.4	9,679	43.6	10,276	39.1	

Notes:

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





### Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

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

### Improvement Table

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

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

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

Overall Evaluation Table

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

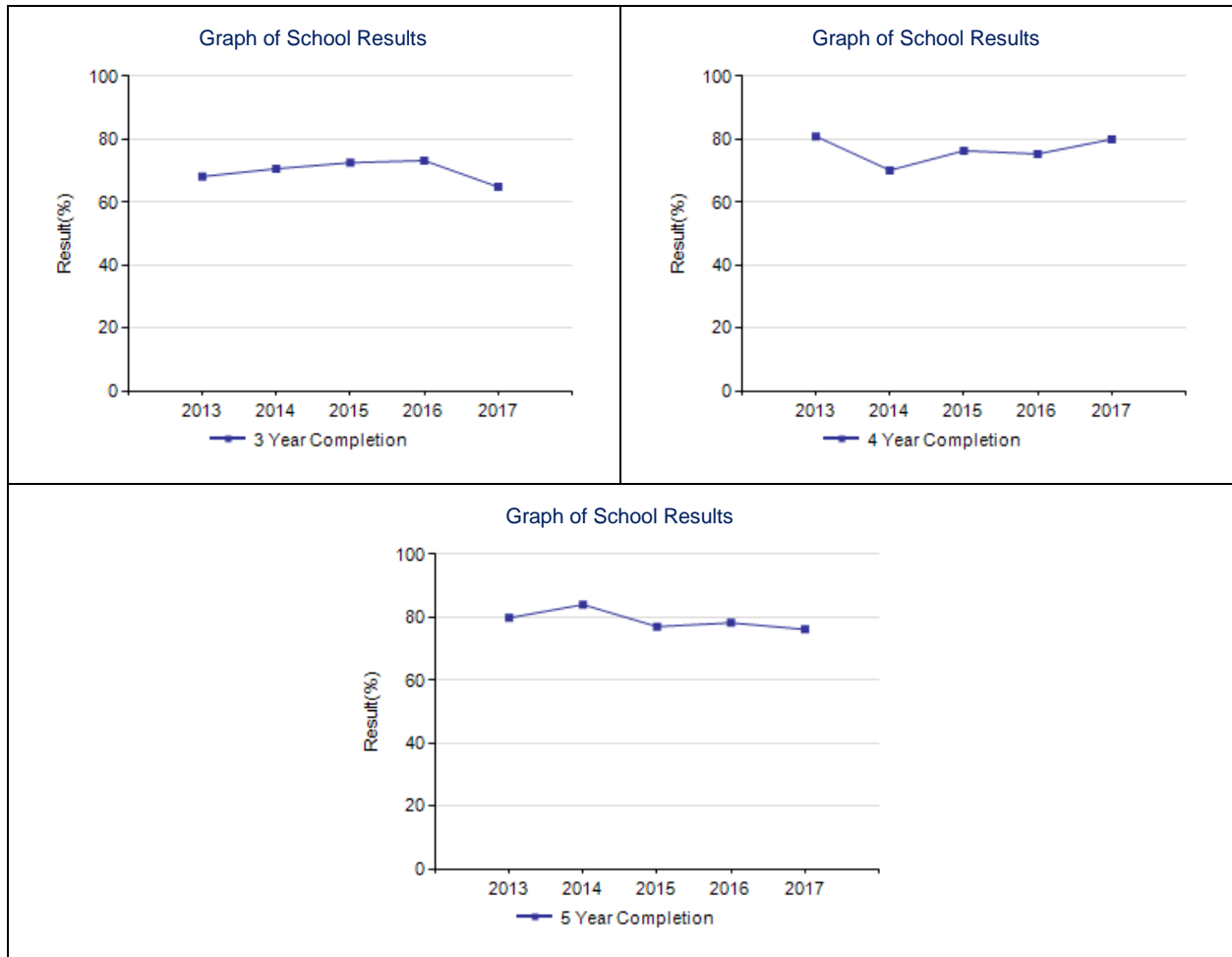
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue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



### High School Completion Rate – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
3 Year Completion	68.1	70.6	72.5	73.2	64.8	69.5	67.1	69.7	71.1	68.2	75.3	76.5	76.5	78.0	78.0
4 Year Completion	80.9	70.1	76.3	75.3	80.0	76.0	74.4	71.7	74.4	74.8	79.6	79.9	81.0	81.2	82.6
5 Year Completion	79.8	84.0	77.0	78.2	76.1	76.5	78.6	76.2	73.9	75.7	81.5	82.0	82.1	83.2	83.4



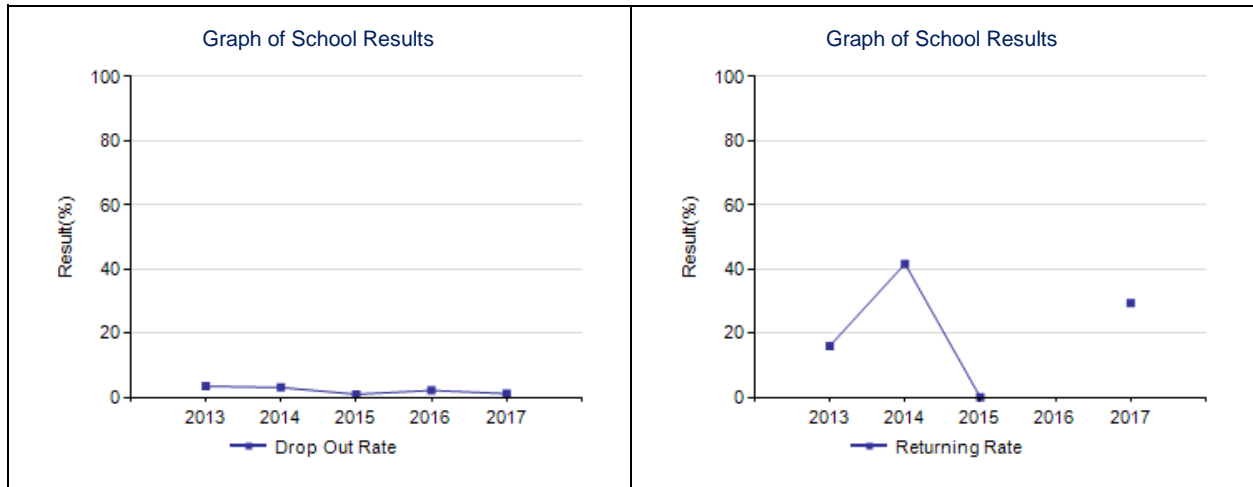
**Notes:**

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

### Drop Out Rate – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Drop Out Rate	3.4	3.0	0.9	2.1	1.1	4.9	4.5	4.4	3.3	2.9	3.3	3.5	3.2	3.0	2.3
Returning Rate	16.0	41.6	0.0	*	29.4	15.9	32.0	9.1	17.3	26.9	20.7	20.9	18.2	18.9	19.9



Notes:

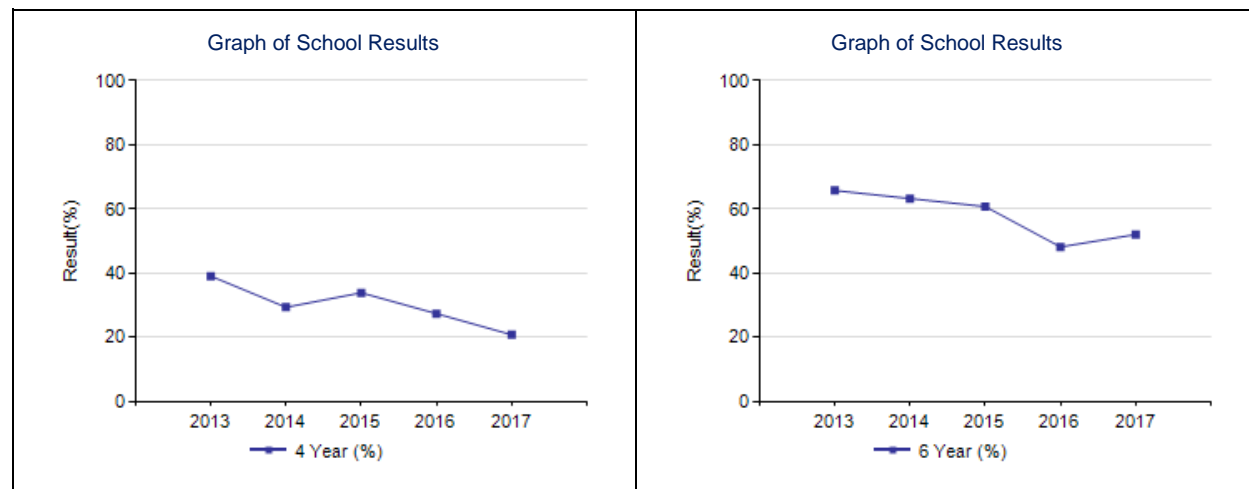
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).



### High School to Post-secondary Transition Rate – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
4 Year Rate	39.0	29.3	33.8	27.3	20.7	40.5	31.8	31.8	29.0	33.5	39.7	38.3	37.0	37.0	39.3
6 Year Rate	65.7	63.2	60.7	48.1	52.0	66.5	63.3	55.0	46.5	47.8	59.0	59.7	59.4	57.9	58.7



Notes:

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



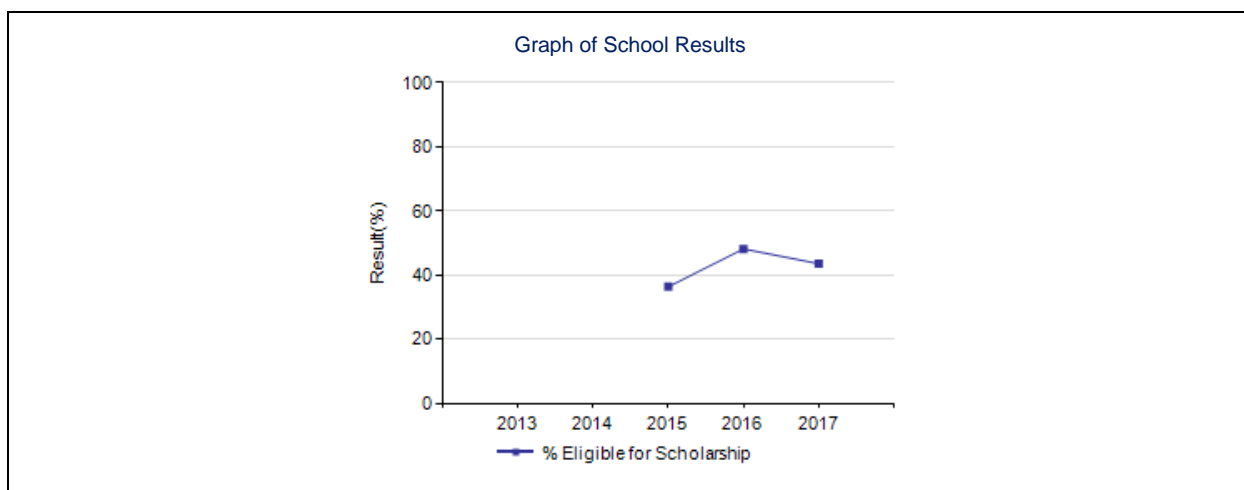
**Rutherford Eligibility Rate – Measure Details**

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Rutherford Scholarship Eligibility Rate	n/a	n/a	36.3	48.1	43.5	n/a	n/a	41.0	50.0	53.4	n/a	n/a	60.8	62.3	63.4

Rutherford eligibility rate details.

Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2013	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	80	27	33.8	18	22.5	8	10.0	29	36.3
2016	79	31	39.2	31	39.2	13	16.5	38	48.1
2017	69	28	40.6	18	26.1	5	7.2	30	43.5



## Notes:

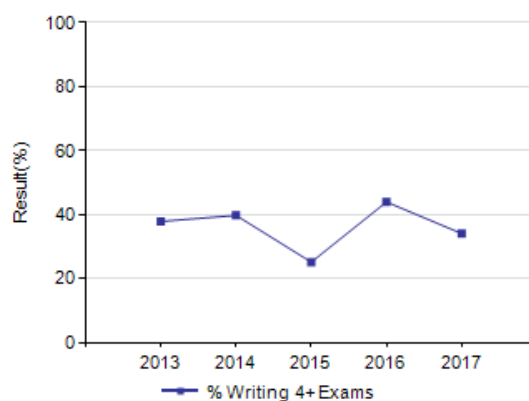
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
3. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.

### Diploma Examination Participation Rate – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
% Writing 0 Exams	21.3	18.1	23.3	12.1	17.4	21.4	23.9	24.8	22.0	21.1	16.6	15.7	15.7	15.0	14.8
% Writing 1+ Exams	78.7	81.9	76.7	87.9	82.6	78.6	76.1	75.2	78.0	78.9	83.4	84.3	84.3	85.0	85.2
% Writing 2+ Exams	75.6	79.4	71.1	83.5	76.1	74.3	72.0	71.3	73.7	74.3	80.3	81.4	81.2	82.0	82.3
% Writing 3+ Exams	45.4	57.3	39.0	52.7	48.6	49.4	52.0	44.8	53.5	50.0	63.3	65.0	64.7	65.2	66.1
<b>% Writing 4+ Exams</b>	<b>37.8</b>	<b>39.7</b>	<b>25.1</b>	<b>43.9</b>	<b>34.0</b>	<b>34.1</b>	<b>40.5</b>	<b>35.4</b>	<b>45.2</b>	<b>37.8</b>	<b>50.1</b>	<b>54.4</b>	<b>54.6</b>	<b>54.9</b>	<b>55.7</b>
% Writing 5+ Exams	28.7	32.3	18.1	29.3	22.7	22.7	29.5	20.6	32.5	22.4	31.5	36.3	37.1	37.5	37.8
% Writing 6+ Exams	16.6	16.2	5.6	8.8	9.7	11.8	11.9	6.6	14.5	9.3	11.4	13.1	13.8	13.6	13.9

Graph of School Results



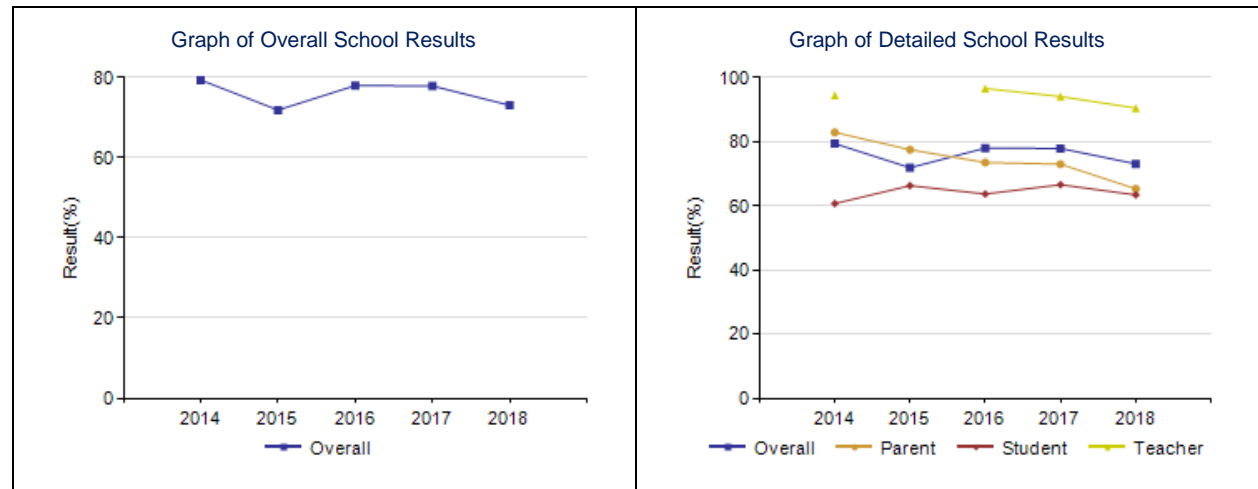
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
English Language Arts 30-1	42.6	51.4	37.8	50.7	46.8	40.7	45.6	34.7	48.5	41.2	53.9	54.0	53.2	54.0	55.0
English Language Arts 30-2	32.4	25.0	36.5	33.3	35.5	33.1	26.6	38.9	26.4	35.6	27.1	28.0	28.7	28.7	28.8
<b>Total of 1 or more English Diploma Exams</b>	<b>75.0</b>	<b>76.4</b>	<b>73.0</b>	<b>84.1</b>	<b>80.6</b>	<b>73.3</b>	<b>71.8</b>	<b>72.5</b>	<b>74.9</b>	<b>75.9</b>	<b>78.7</b>	<b>79.7</b>	<b>79.5</b>	<b>80.1</b>	<b>80.9</b>
Social Studies 30-1	36.8	34.7	28.4	39.1	38.7	38.1	37.7	30.9	39.0	35.6	45.8	45.1	43.5	45.1	44.9
Social Studies 30-2	41.2	40.3	41.9	44.9	38.7	37.3	32.1	39.7	34.6	38.9	33.7	35.2	36.7	35.8	36.4
<b>Total of 1 or more Social Diploma Exams</b>	<b>75.0</b>	<b>75.0</b>	<b>68.9</b>	<b>81.2</b>	<b>75.8</b>	<b>74.2</b>	<b>69.8</b>	<b>70.2</b>	<b>72.7</b>	<b>74.1</b>	<b>78.8</b>	<b>79.6</b>	<b>79.5</b>	<b>80.3</b>	<b>80.7</b>
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	2.1	0.0	0.0	0.0	0.0	7.2	0.1	0.0	0.0	0.0
Applied Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.0
Mathematics 30-1	22.1	26.4	14.9	24.6	21.0	18.2	25.4	18.3	26.8	18.1	29.7	37.3	37.1	36.4	35.5
Mathematics 30-2	16.2	19.4	9.5	20.3	19.4	17.8	19.4	18.3	19.9	22.2	16.7	21.4	22.4	23.7	25.1
<b>Total of 1 or more Math Diploma Exams</b>	<b>38.2</b>	<b>45.8</b>	<b>23.0</b>	<b>44.9</b>	<b>38.7</b>	<b>36.4</b>	<b>44.0</b>	<b>35.5</b>	<b>46.3</b>	<b>39.4</b>	<b>52.1</b>	<b>57.0</b>	<b>57.6</b>	<b>58.3</b>	<b>58.6</b>
Biology 30	30.9	34.7	29.7	34.8	33.9	37.7	37.7	34.7	41.6	37.5	42.2	41.4	40.6	40.7	41.7
Chemistry 30	27.9	33.3	18.9	34.8	21.0	22.9	29.4	20.2	35.1	23.1	31.5	34.7	35.7	35.6	35.1
Physics 30	16.2	20.8	13.5	13.0	12.9	14.8	18.3	14.9	18.6	14.4	17.3	20.0	19.9	19.3	18.6
Science 30	4.4	0.0	1.4	0.0	0.0	1.3	0.8	0.8	1.3	3.2	9.8	12.8	14.1	15.7	16.9
<b>Total of 1 or more Science Diploma Exams</b>	<b>39.7</b>	<b>45.8</b>	<b>39.2</b>	<b>47.8</b>	<b>38.7</b>	<b>44.1</b>	<b>45.6</b>	<b>42.4</b>	<b>51.1</b>	<b>44.9</b>	<b>57.3</b>	<b>59.4</b>	<b>59.8</b>	<b>60.5</b>	<b>61.2</b>
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.3	0.2	0.3	0.3
French Language Arts 30	7.4	4.2	0.0	14.5	9.7	2.1	1.6	0.0	4.3	2.8	2.7	2.7	2.8	2.8	3.0
<b>Total of 1 or more French Diploma Exams</b>	<b>7.4</b>	<b>4.2</b>	<b>0.0</b>	<b>14.5</b>	<b>9.7</b>	<b>2.1</b>	<b>1.6</b>	<b>0.0</b>	<b>4.3</b>	<b>2.8</b>	<b>3.0</b>	<b>2.9</b>	<b>3.0</b>	<b>3.1</b>	<b>3.3</b>

Notes:

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

### Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	79.4	71.9	78.0	77.9	73.1	80.0	83.0	84.3	82.0	86.2	83.4	83.5	83.9	83.7	83.0
Teacher	94.5	n/a	96.6	94.1	90.5	94.2	96.1	96.0	95.1	95.5	93.8	94.2	94.5	94.0	93.4
Parent	82.9	77.5	73.5	73.0	65.3	77.4	80.3	82.8	78.3	80.4	81.9	82.1	82.9	82.7	81.7
Student	60.7	66.3	63.7	66.6	63.4	68.4	72.6	74.2	72.6	82.7	74.5	74.2	74.5	74.4	73.9



Notes:

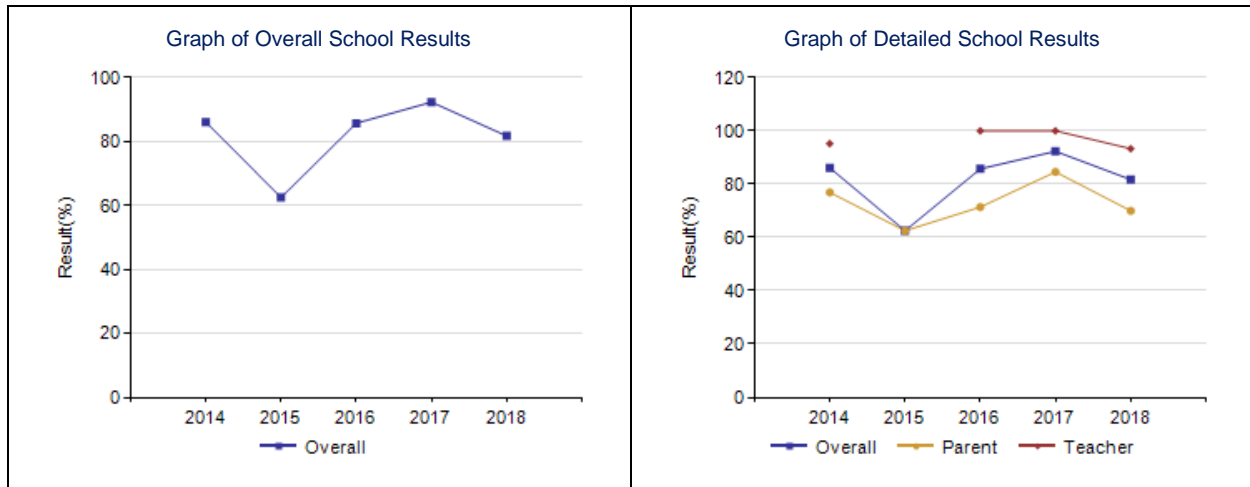
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me)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



### Work Preparation – Measure Details

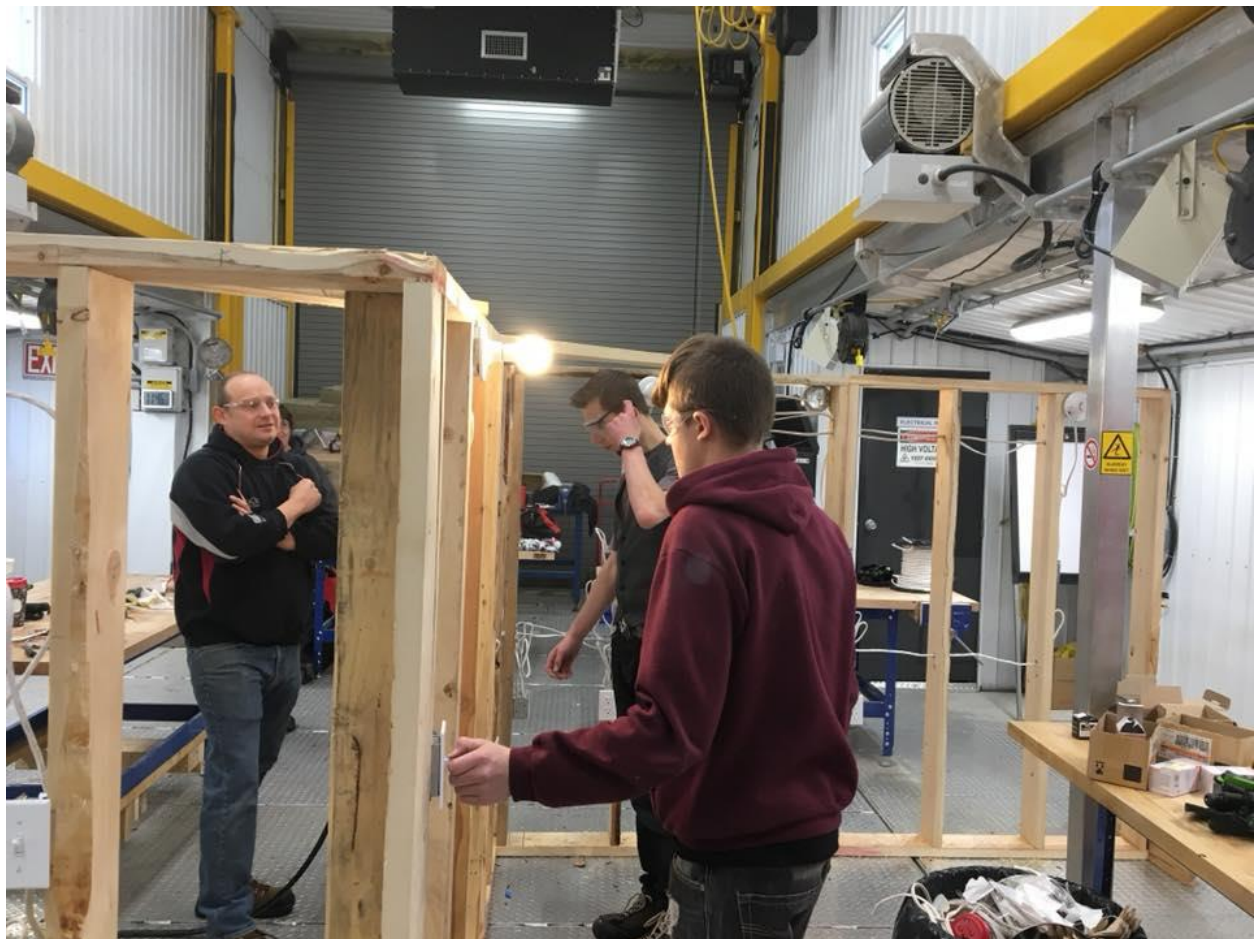
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	86.1	62.5	85.7	92.3	81.7	84.2	85.3	85.6	82.7	84.7	81.2	82.0	82.6	82.7	82.4
Teacher	95.2	n/a	100.0	100.0	93.3	95.0	93.5	96.0	94.3	95.0	89.3	89.7	90.5	90.4	90.3
Parent	76.9	62.5	71.4	84.6	70.0	73.4	77.1	75.2	71.1	74.5	73.1	74.2	74.8	75.1	74.6



Notes:

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



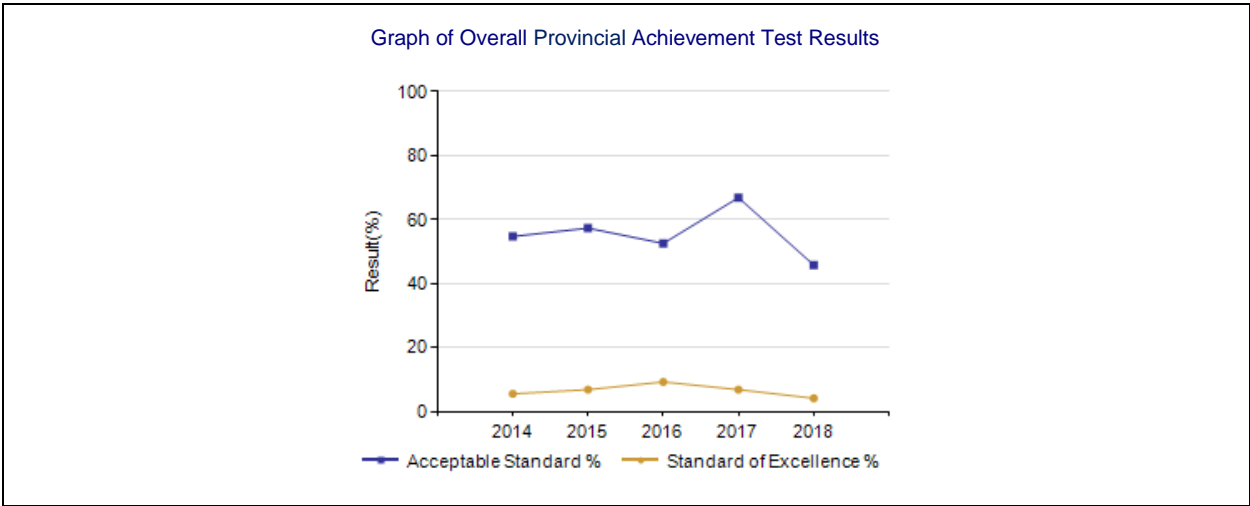


# Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	School	70.6	8.8	70.8	10.4	62.3	10.1	76.9	3.8	60.7	3.6		
	Authority	77.5	8.4	70.4	9.1	68.6	6.3	74.3	6.9	69.3	8.0		
	Province	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7		
English Lang Arts 9 KAE	School	*	*	*	*	*	*	*	*	*	*		
	Authority	53.8	0.0	30.0	0.0	70.6	17.6	66.7	11.1	*	*		
	Province	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9		
French Language Arts 9	School	77.8	11.1	*	*	50.0	10.0	83.3	0.0	37.5	0.0		
	Authority	77.8	11.1	*	*	50.0	10.0	83.3	0.0	37.5	0.0		
	Province	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8		
Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3		
Mathematics 9	School	42.4	0.0	57.8	2.2	53.0	12.1	65.3	6.1	29.8	0.0		
	Authority	64.1	7.1	60.3	12.3	56.7	8.7	61.8	8.0	41.5	5.2		
	Province	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0		
Mathematics 9 KAE	School	*	*	33.3	11.1	42.9	14.3	*	*	*	*		
	Authority	56.3	18.8	29.4	5.9	64.3	7.1	66.7	11.1	44.4	0.0		
	Province	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6		
Science 9	School	58.8	8.8	60.0	10.0	58.0	8.7	68.0	6.0	57.1	7.1		
	Authority	69.6	8.9	64.0	8.1	61.0	8.3	61.0	6.3	64.6	9.1		
	Province	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4		
Science 9 KAE	School	*	*	*	*	*	*	*	*	*	*		
	Authority	61.5	7.7	33.3	0.0	*	*	*	*	*	*		
	Province	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3		
Social Studies 9	School	47.1	4.4	56.0	6.0	39.7	5.9	56.0	10.0	41.4	6.9		
	Authority	57.6	8.9	56.5	7.6	48.8	12.2	56.8	11.6	53.6	9.2		
	Province	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5		
Social Studies 9 KAE	School	*	*	*	*	*	*	*	*	*	*		
	Authority	45.5	0.0	41.7	0.0	76.5	11.8	44.4	11.1	*	*		
	Province	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2		

## Notes:

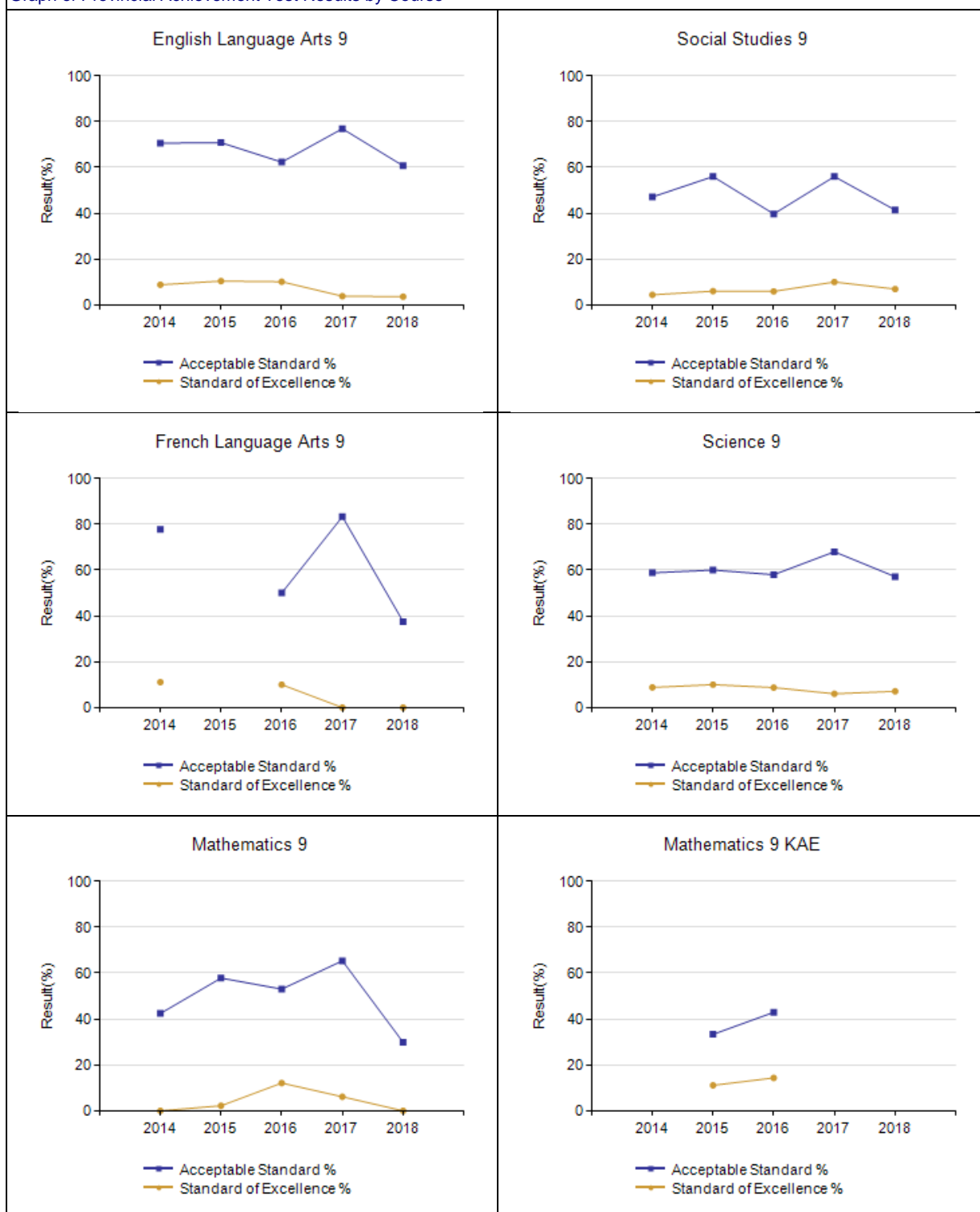
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.



- Notes:
- 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. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.



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





PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Peace River High School								Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average			2018		Prev 3 Year Average	
Course	Measure				N	%	N	%		N	%	N	%
English Language Arts 9	Acceptable Standard	Very Low	Declined	Concern	56	60.7	56	70.0	46,822	76.1	44,296	76.5	
	Standard of Excellence	Very Low	Declined	Concern	56	3.6	56	8.1	46,822	14.7	44,296	14.9	
English Lang Arts 9 KAE	Acceptable Standard	*	*	*	2	*	n/a	n/a	1,588	55.7	1,543	60.5	
	Standard of Excellence	*	*	*	2	*	n/a	n/a	1,588	5.9	1,543	5.6	
French Language Arts 9	Acceptable Standard	Very Low	Declined	Concern	8	37.5	8	66.7	2,899	81.4	2,660	84.0	
	Standard of Excellence	Very Low	Maintained	Concern	8	0.0	8	5.0	2,899	9.8	2,660	10.7	
Mathematics 9	Acceptable Standard	Very Low	Declined Significantly	Concern	57	29.8	53	58.7	46,603	59.2	43,851	66.8	
	Standard of Excellence	Very Low	Declined Significantly	Concern	57	0.0	53	6.8	46,603	15.0	43,851	18.1	
Mathematics 9 KAE	Acceptable Standard	*	*	*	2	*	8	38.1	2,049	57.4	1,983	59.9	
	Standard of Excellence	*	*	*	2	*	8	12.7	2,049	13.6	1,983	13.6	
Science 9	Acceptable Standard	Low	Maintained	Issue	56	57.1	56	62.0	46,810	75.7	44,341	74.1	
	Standard of Excellence	Intermediate	Maintained	Acceptable	56	7.1	56	8.2	46,810	24.4	44,341	22.2	
Science 9 KAE	Acceptable Standard	*	*	*	4	*	n/a	n/a	1,528	64.6	1,522	64.1	
	Standard of Excellence	*	*	*	4	*	n/a	n/a	1,528	12.3	1,522	14.3	
Social Studies 9	Acceptable Standard	Very Low	Maintained	Concern	58	41.4	56	50.6	46,840	66.7	44,267	65.6	
	Standard of Excellence	Very Low	Maintained	Concern	58	6.9	56	7.3	46,840	21.5	44,267	19.4	
Social Studies 9 KAE	Acceptable Standard	*	*	*	2	*	n/a	n/a	1,501	55.2	1,493	57.2	
	Standard of Excellence	*	*	*	2	*	n/a	n/a	1,501	14.2	1,493	11.8	

Notes:

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

### Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

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

### Improvement Table

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

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

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

### Overall Evaluation Table

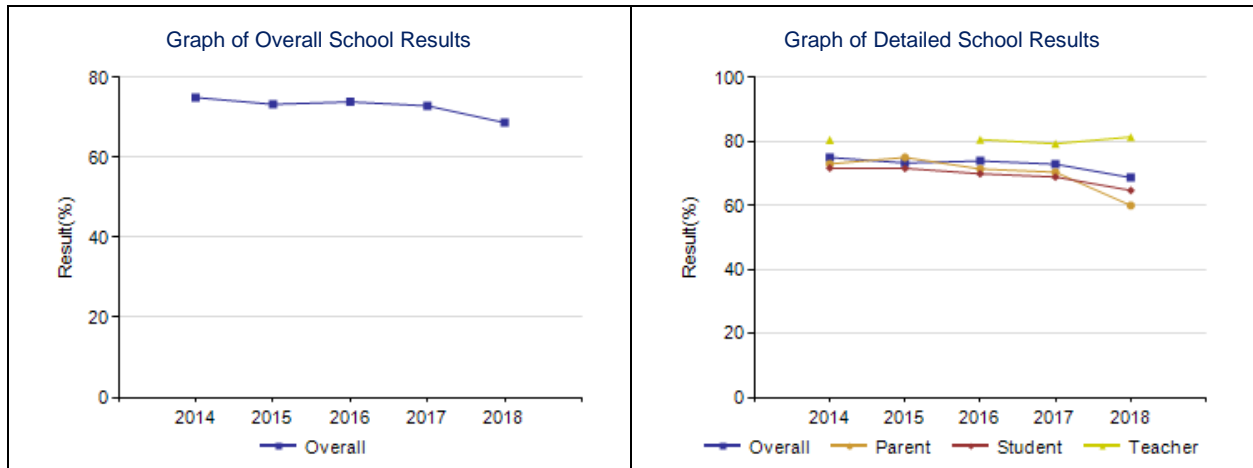
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

### Program of Studies – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	75.0	73.3	73.9	72.9	68.7	76.7	77.9	80.4	78.6	82.5	81.3	81.3	81.9	81.9	81.8
Teacher	80.5	n/a	80.6	79.3	81.4	85.2	86.2	88.2	89.5	92.4	87.5	87.2	88.1	88.0	88.4
Parent	73.0	75.0	71.4	70.4	60.0	76.8	79.8	82.8	76.5	76.3	79.9	79.9	80.1	80.1	79.9
Student	71.7	71.6	69.9	68.9	64.7	68.0	67.7	70.1	69.7	78.9	76.6	76.9	77.5	77.7	77.2



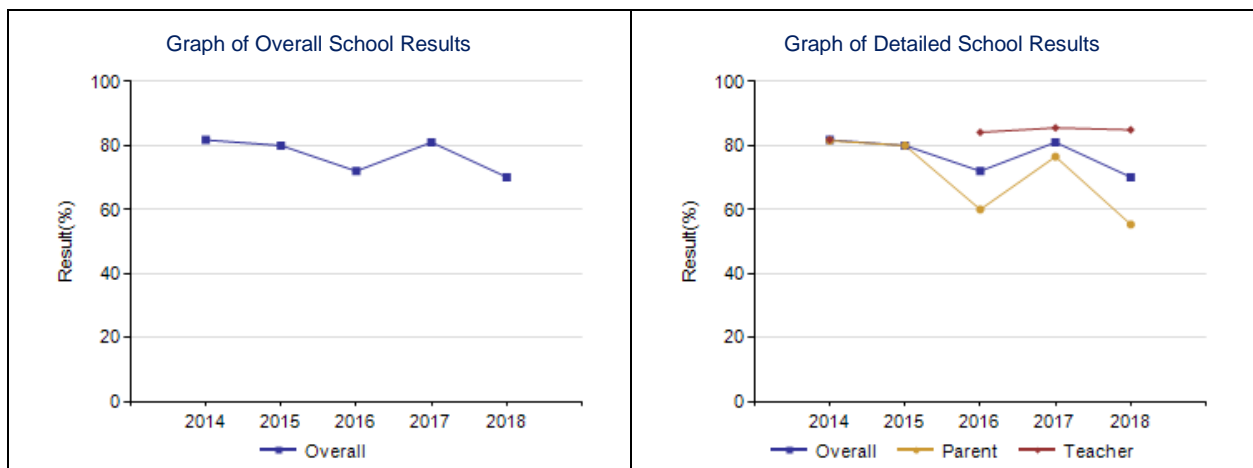
Notes:

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

### Parental Involvement – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	81.7	80.0	72.0	81.0	70.1	83.6	84.7	86.0	83.6	84.2	80.6	80.7	80.9	81.2	81.2
Teacher	81.8	n/a	84.1	85.5	84.9	91.4	88.4	91.7	92.4	93.0	88.0	88.1	88.4	88.5	88.9
Parent	81.5	80.0	60.0	76.5	55.3	75.9	80.9	80.2	74.9	75.4	73.1	73.4	73.5	73.9	73.4

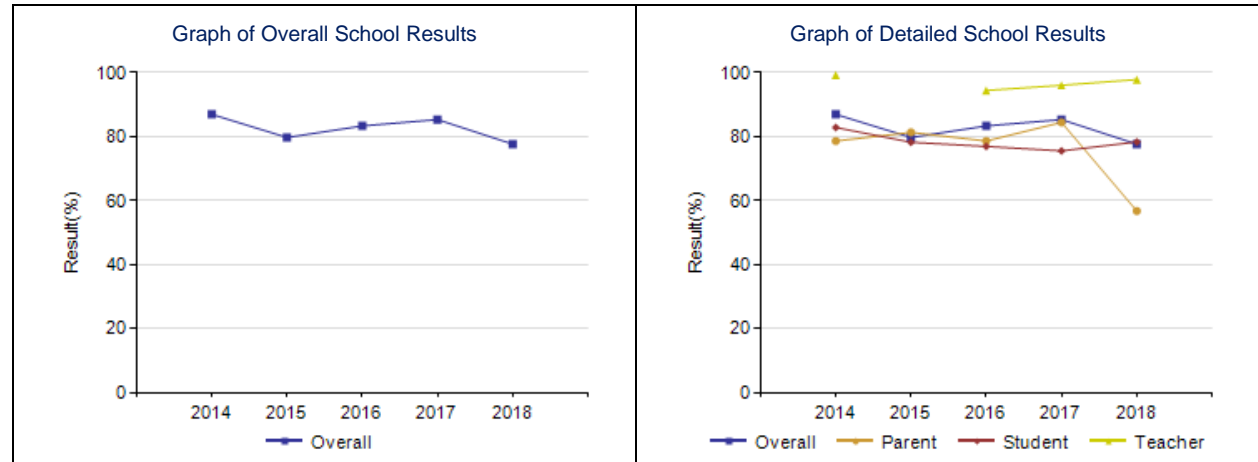


Notes:

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

### Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	86.9	79.7	83.3	85.3	77.6	88.1	89.0	90.0	87.9	91.0	89.2	89.5	90.1	90.1	90.0
Teacher	99.2	n/a	94.4	96.0	97.8	96.6	97.5	97.2	96.5	97.3	95.5	95.9	96.0	95.9	95.8
Parent	78.6	81.3	78.6	84.4	56.7	82.5	82.5	86.9	82.2	84.7	84.7	85.4	86.1	86.4	86.0
Student	82.8	78.2	76.9	75.5	78.3	85.1	86.9	86.0	85.1	90.9	87.3	87.4	88.0	88.1	88.2

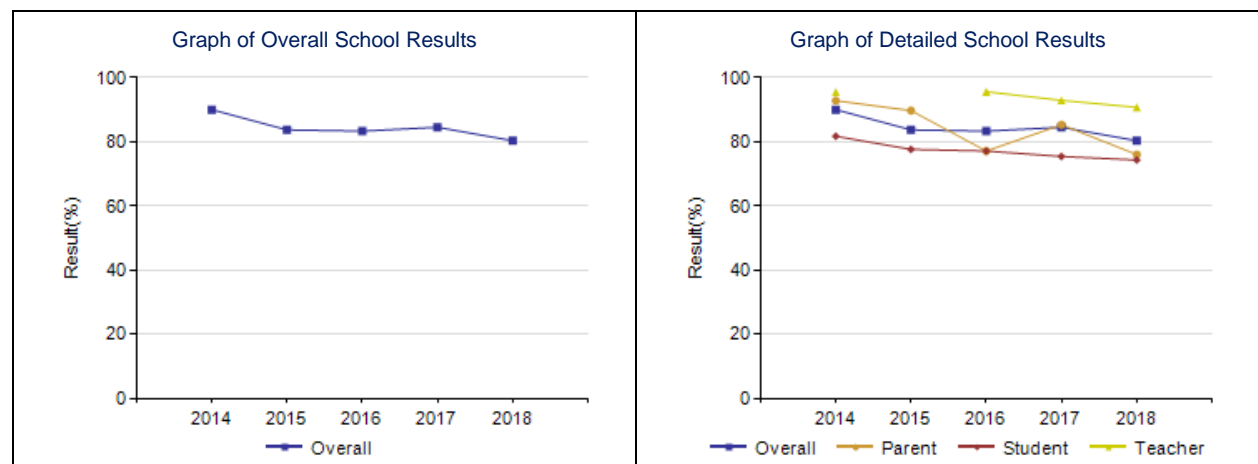


Notes:

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

### Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	90.0	83.7	83.3	84.5	80.3	88.2	89.5	89.5	86.9	90.4	89.1	89.2	89.5	89.5	89.0
Teacher	95.5	n/a	95.6	92.9	90.7	96.1	97.0	95.7	95.6	95.6	95.3	95.4	95.4	95.3	95.0
Parent	92.8	89.7	77.1	85.3	76.0	87.5	89.1	89.8	84.9	87.6	88.9	89.3	89.8	89.9	89.4
Student	81.7	77.6	77.1	75.4	74.3	81.0	82.3	83.1	80.2	88.2	83.1	83.0	83.4	83.3	82.5



Notes:

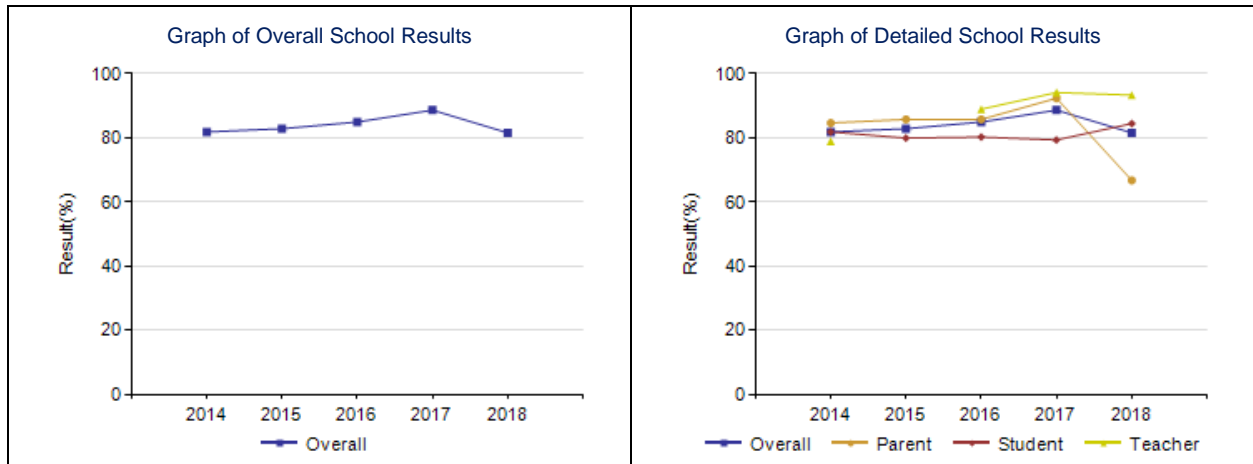
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey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



### School Improvement – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	81.8	82.8	84.9	88.6	81.5	78.0	82.3	84.7	82.5	87.5	79.8	79.6	81.2	81.4	80.3
Teacher	78.9	n/a	88.9	94.1	93.3	82.1	85.8	90.3	86.5	93.8	81.3	79.8	82.3	82.2	81.5
Parent	84.6	85.7	85.7	92.3	66.7	74.9	80.7	82.5	80.9	81.4	77.0	78.5	79.7	80.8	79.3
Student	81.8	79.9	80.2	79.3	84.4	77.1	80.4	81.5	80.2	87.5	81.2	80.7	81.5	81.1	80.2



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
- 3.



## Budget Report

Peace River School Division No. 10

2018-2019 Fall Update Budget

### SCHOOL: Peace River High

#### Revenue And Allocations To Budget Center

AB ED: Base Funding	2018-2019 Fall Update Budget	2018-2019 May Preliminary Budget
Total AB ED: Base Funding	\$117,320	\$126,245
% of Revenue And Allocations To Budget Center	96%	98%

AB ED: Differential Cost Funding	2018-2019 Fall Update Budget	2018-2019 May Preliminary Budget
Total AB ED: Differential Cost Funding	\$4,440	\$3,040
% of Revenue And Allocations To Budget Center	4%	2%

Total Revenue And Allocations To Budget Center	\$121,760	\$129,285
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#### Expenditures

Other Staffing Costs	2018-2019 Fall Update Budget	2018-2019 May Preliminary Budget
School Based Certificated Sub Cost	\$16,650	\$16,650
Certified: Substitute Teacher: Daily Rate	\$222.00	\$222.00
Days of School Certified Subs	75.00 Days	75.00 Days
School Based Certificated Sub Benefits	\$1,665	\$1,665
School Based Certificated Sub Cost	\$16,650	\$16,650
Sub Teacher Benefit Rates	0.1000 Factor	0.1000 Factor
Uncertified Subs and Additional Hours	\$1,000	\$1,000
Total Other Staffing Costs	\$19,315	\$19,315
% of Expenditures	16%	15%

Contracted Services	2018-2019 Fall Update Budget	2018-2019 May Preliminary Budget
Certificated Inservice/Reg Fees	\$6,000	\$6,000
Uncertificated Inservice/Reg Fees	\$700	\$700
Professional Fees	\$600	\$600
Postage & Phone	\$5,000	\$5,000
Advertising	\$6,000	\$6,000
Expense Reimbursement	\$6,600	\$6,600
Field Trips	\$8,000	\$10,000
Contracted Equipment & Vehicle Maintenance	\$3,566	\$6,566
Total Contracted Services	\$36,466	\$41,466
% of Expenditures	30%	32%

Supplies	2018-2019 Fall Update Budget	2018-2019 May Preliminary Budget
Supplies	\$37,000	\$33,500
Library Supplies (Minimum Standard)	\$3,185	\$3,458
Library Enhancement Rate	\$13.00	\$13.00
Total Head Count w/o ECS	245.00 Students	266.00 Students
Furniture & Equipment	\$24,314	\$31,546
Total Supplies	\$64,499	\$68,504

\* - See the notes section for details about Line Item notes on this page

SCHOOL: Peace River High - Budget Report

2018-2019 Fall Update Budget

<b>Supplies</b>	<b>2018-2019 Fall Update Budget</b>	<b>2018-2019 May Preliminary Budget</b>
% of Expenditures	54%	53%
<b>Total Expenditures</b>	<b>\$120,280</b>	<b>\$129,285</b>
<b>Summary</b>		
	<b>2018-2019 Fall Update Budget</b>	<b>2018-2019 May Preliminary Budget</b>
Total Revenues and Allocations To Budget	\$121,760	\$129,285
Total Expenditures	\$120,280	\$129,285
<b>Variance</b>	<b>\$1,480</b>	<b>\$0</b>
<b>Notes</b>		

## Parental Involvement

The Peace River High School council was formed at the November meeting. We are working to increase our attendance in the School council meetings this year. One strategy is the Joint Council meetings with TA Norris Middle School and Springfield Elementary. The joint council has had up to 35 people attending in last year's meetings. Other strategies have been communication of agenda items, reminders through email, phone and social media, and organizing meals for the meetings for those who volunteer to come.

The data from the 3 year Educational Plan for Peace High is presented to the School Council in the November meeting, where goals and strategies are discussed with members. The council has been actively involved in participating with sponsorship and promotion of school awards, as well promoting the development of new initiatives in our school community.

Peace High parents and Peace River Community are actively involved in our sports programs and extra-curricular clubs. We have many parent and community volunteers and drivers that make it possible for us to run the programs here at the school.

## Deadlines and Communication

This report is available to parents and the public on the Peace River High website at [www.peaceriverhigh.ca](http://www.peaceriverhigh.ca) by the end of November each school year. Copies are available upon request.

Many of the events, programs and activities that Peace High has to offer are communicated through our monthly newsletter. This is available on our website at: <http://www.peaceriverhigh.ca/Newsletter.php>. Copies are also available upon request in paper or via email. On our website is also a link to our Facebook page, which we try to keep updated with current events happening at the school. We use a communication program called School Messenger, which we send out messages through email, voice and text on attendance, events and reminders.