
Fall 2022 School Results Summary for Planning and Reporting

The following pages contain the tables and graphs that provide data for the school for the required and supplemental Alberta Education Assurance Measures used for planning and results reporting. Schools may use these in their plan/report to meet requirements and/or to provide additional information to help in interpreting the results.

Overall and detailed results can also be found in a variety of formats through the Extranet and Stakeholder File Exchange (SFX) applications:

Standard Reports

There are three (3) standard PDF reports at the School Level:

- **School Report** – this report contains the most comprehensive information for each required and supplemental measure.
- **FNMI Report** – this report contains the school results for self-identified First Nations, Métis and Inuit students. Survey measures are not included in this report as survey responses are anonymous and self-identification cannot be applied to the data.
- **ESL Report** – this report contains the school results for English as Second Language. Survey measures are not included in this report as survey responses are anonymous.

Excel Reports

These reports present the school data in a format that allows maximum flexibility in how schools may want to present their data in Education Plans and Annual Education Results Reports:

- **Excel Data Summary.xls** – this report has the school Overall Summary and the 5-year histories for each measure. It also includes the breakdown of the survey results by respondent group, the PAT and Diploma Exam Results Course by Course Summary with Measure Evaluation tables, and the evaluation of the 3-, 4- and 5- year High School Completion Rates (**NEW**).
- **FNMI Excel Data Summary.xls** – similar to the report above, but for the school results for self-identified First Nations, Métis and Inuit students.
- **ESL Excel Data Summary.xls** – similar to the Excel Data Summary, but for the school results for English as Second Language students.

Fall 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Leduc Composite 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
Student Growth and Achievement	Student Learning Engagement	74.9	79.3	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	60.3	64.1	67.8	81.4	83.2	83.1	Very Low	Declined Significantly	Concern
	3-year High School Completion	80.2	79.7	80.3	83.2	83.4	81.1	Intermediate	Maintained	Acceptable
	5-year High School Completion	88.4	86.9	85.5	87.1	86.2	85.6	Intermediate	Improved	Good
	PAT: Acceptable	n/a	n/a	n/a	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	82.1	n/a	81.4	75.2	n/a	83.6	n/a	n/a	n/a
Diploma: Excellence	16.1	n/a	19.9	18.2	n/a	24.0	n/a	n/a	n/a	
Teaching & Leading	Education Quality	80.7	82.9	84.7	89.0	89.6	90.3	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	73.8	75.0	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	73.6	77.8	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	66.9	73.8	70.7	78.8	79.5	81.5	Very Low	Maintained	Concern

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
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), Social Studies (Grades 6, 9, 9 KAE).
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
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, Social Studies 30-2.

Measure Evaluation Reference (Required AEAMs)

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

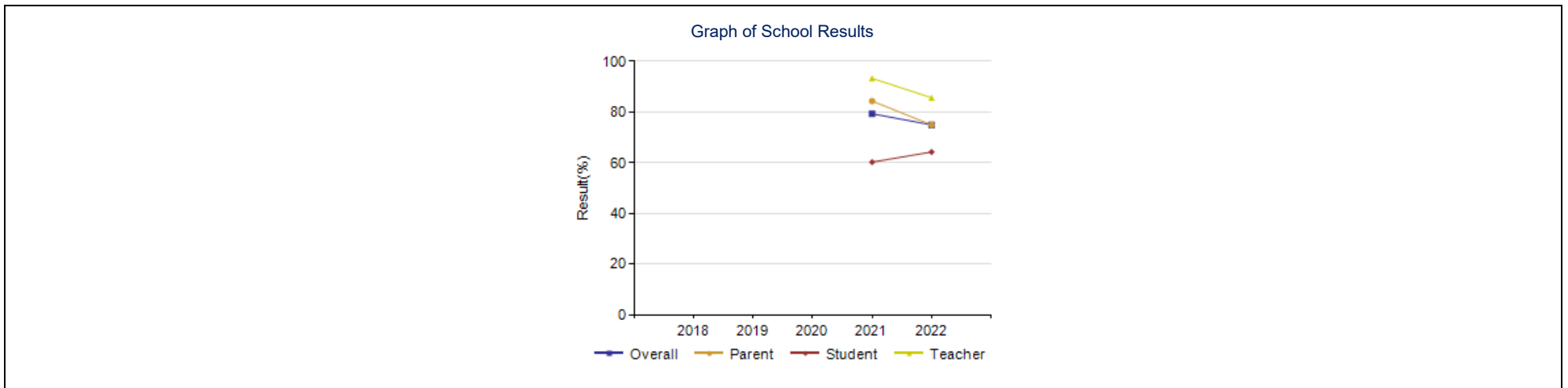
Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable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

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

Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	376	79.3	447	74.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,693	83.5	4,173	82.4	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	47	84.3	56	74.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	535	86.1	572	84.6	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	304	60.2	343	64.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,633	67.7	3,030	67.3	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	25	93.3	48	85.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	525	96.7	571	95.2	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5

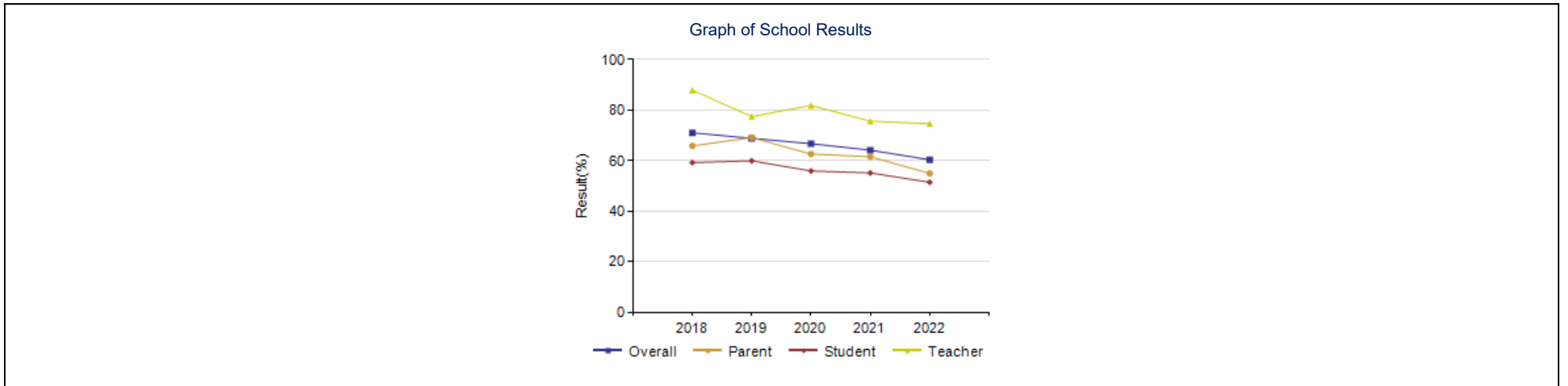


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Citizenship – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	401	71.0	418	68.8	389	66.7	375	64.1	448	60.3	Very Low	Declined Significantly	Concern	3,748	79.3	3,834	79.4	4,052	79.8	3,692	80.1	4,175	75.8	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	56	65.8	38	69.1	38	62.6	47	61.5	56	54.9	Very Low	Declined	Concern	536	74.1	490	75.7	549	76.2	533	75.6	572	70.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	312	59.2	342	59.9	340	55.9	303	55.1	343	51.4	Very Low	Declined	Concern	2,646	69.4	2,767	69.9	2,949	69.9	2,633	71.2	3,031	67.9	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	33	87.9	38	77.4	11	81.8	25	75.6	49	74.6	Very Low	Maintained	Concern	566	94.3	577	92.7	554	93.4	526	93.4	572	88.7	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7



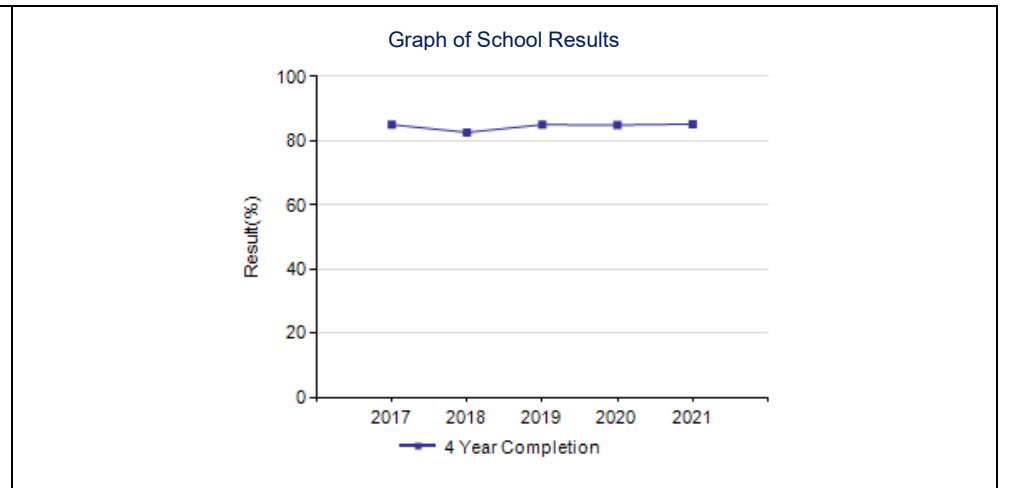
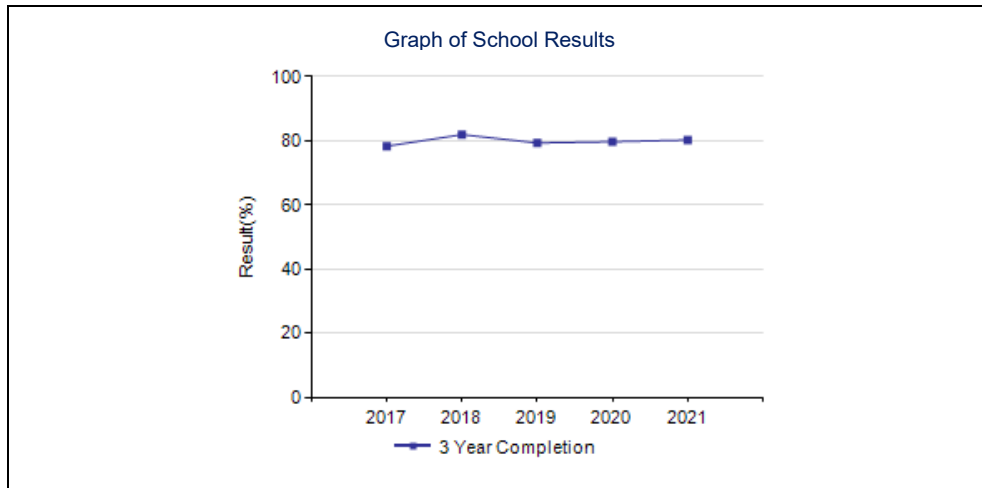
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.

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.

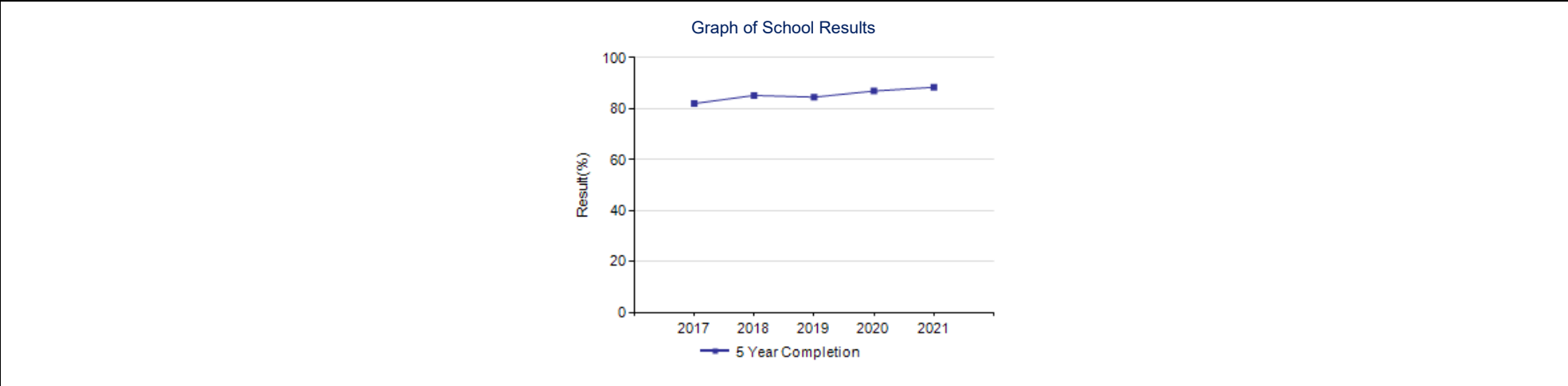
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	280	78.3	325	81.9	306	79.3	347	79.7	367	80.2	Intermediate	Maintained	Acceptable	770	79.5	775	82.2	859	81.2	823	81.9	948	79.5	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2
4 Year Completion	286	85.0	278	82.6	325	85.0	305	84.9	344	85.2	Intermediate	Maintained	Acceptable	749	84.8	767	84.1	776	85.6	859	86.1	825	86.4	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1
5 Year Completion	251	82.0	286	85.2	277	84.5	324	86.9	305	88.4	Intermediate	Improved	Good	667	84.3	749	86.1	768	86.2	775	87.0	859	88.7	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.

High School Completion Rate – Measure Details



- Notes:
- 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 the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.

Provincial Achievement Test Results – Measure Details

[No Data for PAT Results by Number Enrolled]

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 the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Graph of Overall Provincial Achievement Test Results

[No Data for PAT Results by Number Enrolled]

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 the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. Caution should be used when interpreting trends over time.
3. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Graph of Provincial Achievement Test Results by Course

<p>[No Data for English Language Arts 6]</p>	<p>[No Data for French Language Arts 6]</p>
<p>[No Data for Français 6]</p>	<p>[No Data for Mathematics 6]</p>
<p>[No Data for Science 6]</p>	<p>[No Data for Social Studies 6]</p>

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. Caution should be used when interpreting trends over time.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
4. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Graph of Provincial Achievement Test Results by Course

<p>[No Data for English Language Arts 9]</p>	<p>[No Data for English Lang Arts 9 KAE]</p>
<p>[No Data for French Language Arts 9]</p>	<p>[No Data for Français 9]</p>
<p>[No Data for Mathematics 9]</p>	<p>[No Data for Mathematics 9 KAE]</p>

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. Caution should be used when interpreting trends over time.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
4. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Graph of Provincial Achievement Test Results by Course

<p>[No Data for Science 9]</p>	<p>[No Data for Science 9 KAE]</p>
<p>[No Data for Social Studies 9]</p>	<p>[No Data for Social Studies 9 KAE]</p>

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. Caution should be used when interpreting trends over time.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
4. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

[No Data for PAT Results]

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 the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Measure Evaluation Reference - Achievement Evaluation

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

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

[No Data for PAT Achievement Evaluation Reference]

Notes:

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Improvement Table

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

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

[No Data for PAT Improvement Reference]

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.

[No Data for PAT Overall Evaluation Reference]

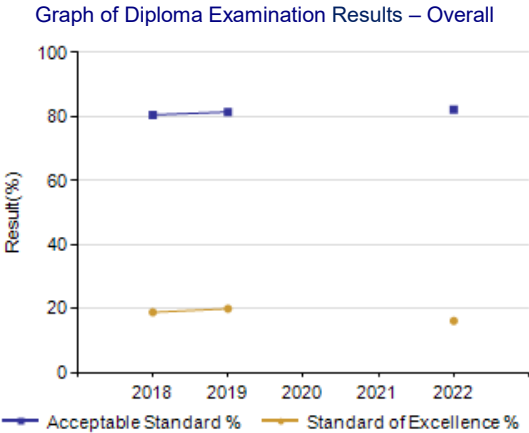
Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	87.6	8.9	87.1	9.0	n/a	n/a	n/a	n/a	92.3	10.8		
	Authority	90.0	11.4	89.8	11.1	n/a	n/a	n/a	n/a	85.9	7.6		
	Province	87.5	13.2	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4		
English Lang Arts 30-2	School	89.4	7.3	88.8	8.4	n/a	n/a	n/a	n/a	83.1	9.2		
	Authority	91.5	16.4	92.4	14.8	n/a	n/a	n/a	n/a	87.4	12.6		
	Province	88.0	13.1	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3		
French Language Arts 30-1	School	*	*	*	*	n/a	n/a	n/a	n/a	91.7	8.3		
	Authority	88.6	5.7	90.6	3.1	n/a	n/a	n/a	n/a	87.1	6.5		
	Province	93.8	11.0	91.5	10.1	n/a	n/a	n/a	n/a	91.9	6.8		
Français 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	97.4	23.0	98.6	29.5	n/a	n/a	n/a	n/a	98.8	44.2		
Mathematics 30-1	School	52.6	19.6	56.2	18.1	n/a	n/a	n/a	n/a	58.3	4.2		
	Authority	68.4	29.6	69.8	23.3	n/a	n/a	n/a	n/a	59.3	18.5		
	Province	77.8	35.3	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0		
Mathematics 30-2	School	53.2	3.7	51.0	9.0	n/a	n/a	n/a	n/a	51.0	9.8		
	Authority	68.5	10.9	69.5	16.1	n/a	n/a	n/a	n/a	58.3	13.7		
	Province	74.2	16.4	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8		
Social Studies 30-1	School	86.6	21.7	95.9	23.1	n/a	n/a	n/a	n/a	88.2	23.5		
	Authority	88.9	22.2	91.6	17.8	n/a	n/a	n/a	n/a	85.8	18.9		
	Province	86.2	17.7	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8		
Social Studies 30-2	School	83.1	8.1	85.6	15.9	n/a	n/a	n/a	n/a	80.6	12.5		
	Authority	83.6	12.4	83.5	11.4	n/a	n/a	n/a	n/a	75.1	13.3		
	Province	78.8	12.2	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2		
Biology 30	School	83.9	29.2	78.7	29.7	n/a	n/a	n/a	n/a	88.9	24.4		
	Authority	85.3	35.3	82.3	30.1	n/a	n/a	n/a	n/a	83.6	23.0		
	Province	86.6	36.6	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2		
Chemistry 30	School	85.5	43.4	86.8	40.7	n/a	n/a	n/a	n/a	94.4	16.7		
	Authority	85.0	35.5	89.2	38.8	n/a	n/a	n/a	n/a	81.8	21.8		
	Province	83.6	38.3	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1		
Physics 30	School	94.7	63.2	91.8	36.7	n/a	n/a	n/a	n/a	88.2	52.9		
	Authority	92.9	48.4	85.8	39.2	n/a	n/a	n/a	n/a	93.5	43.5		
	Province	86.2	43.6	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6		

Science 30	School	86.8	27.5	92.7	24.4	n/a	n/a	n/a	n/a	88.1	20.3		
	Authority	87.7	31.5	87.0	28.4	n/a	n/a	n/a	n/a	78.7	16.2		
	Province	85.4	31.5	85.7	31.2	n/a	n/a	n/a	n/a	75.7	17.2		

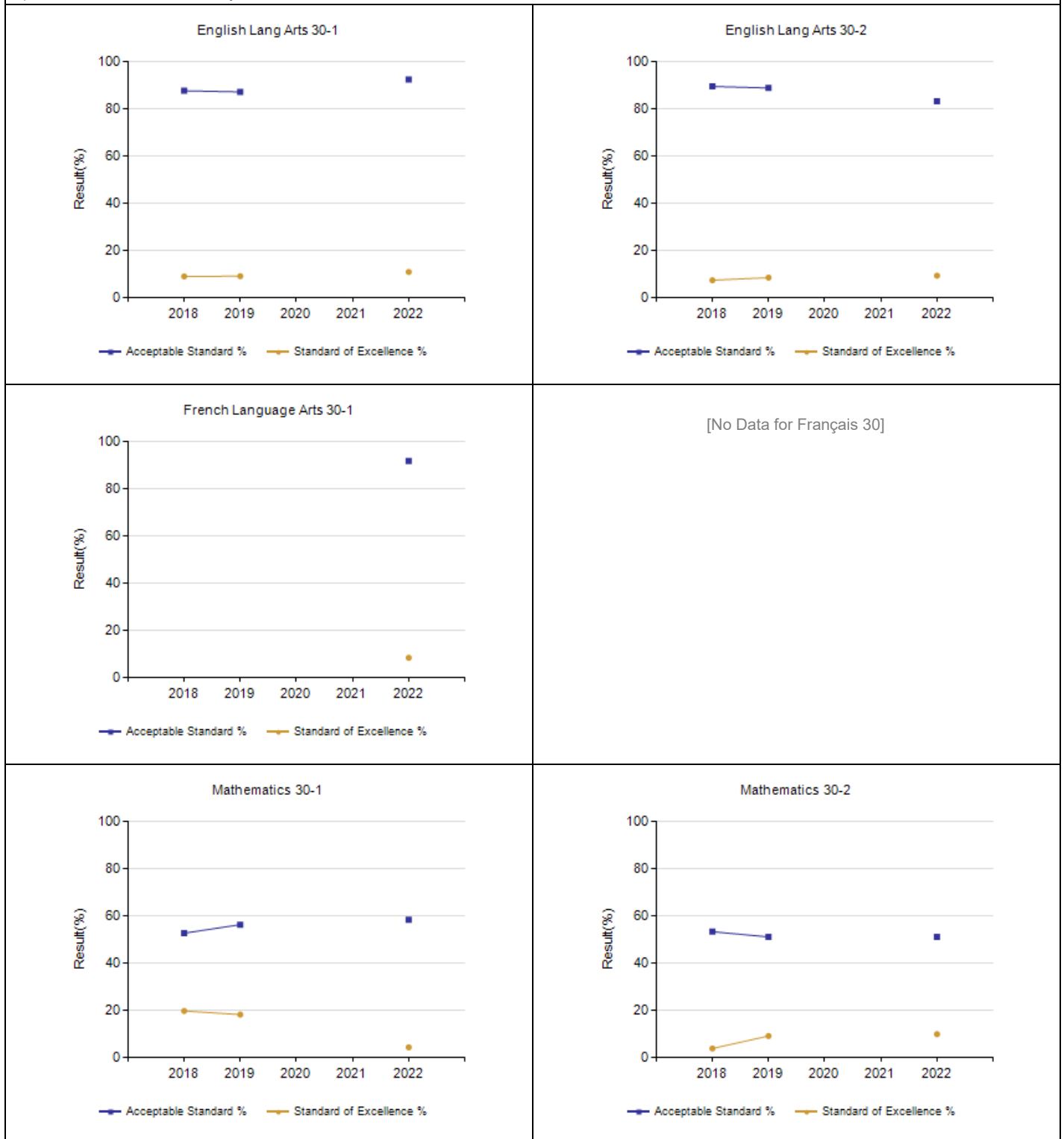
Notes:

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 the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. 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:
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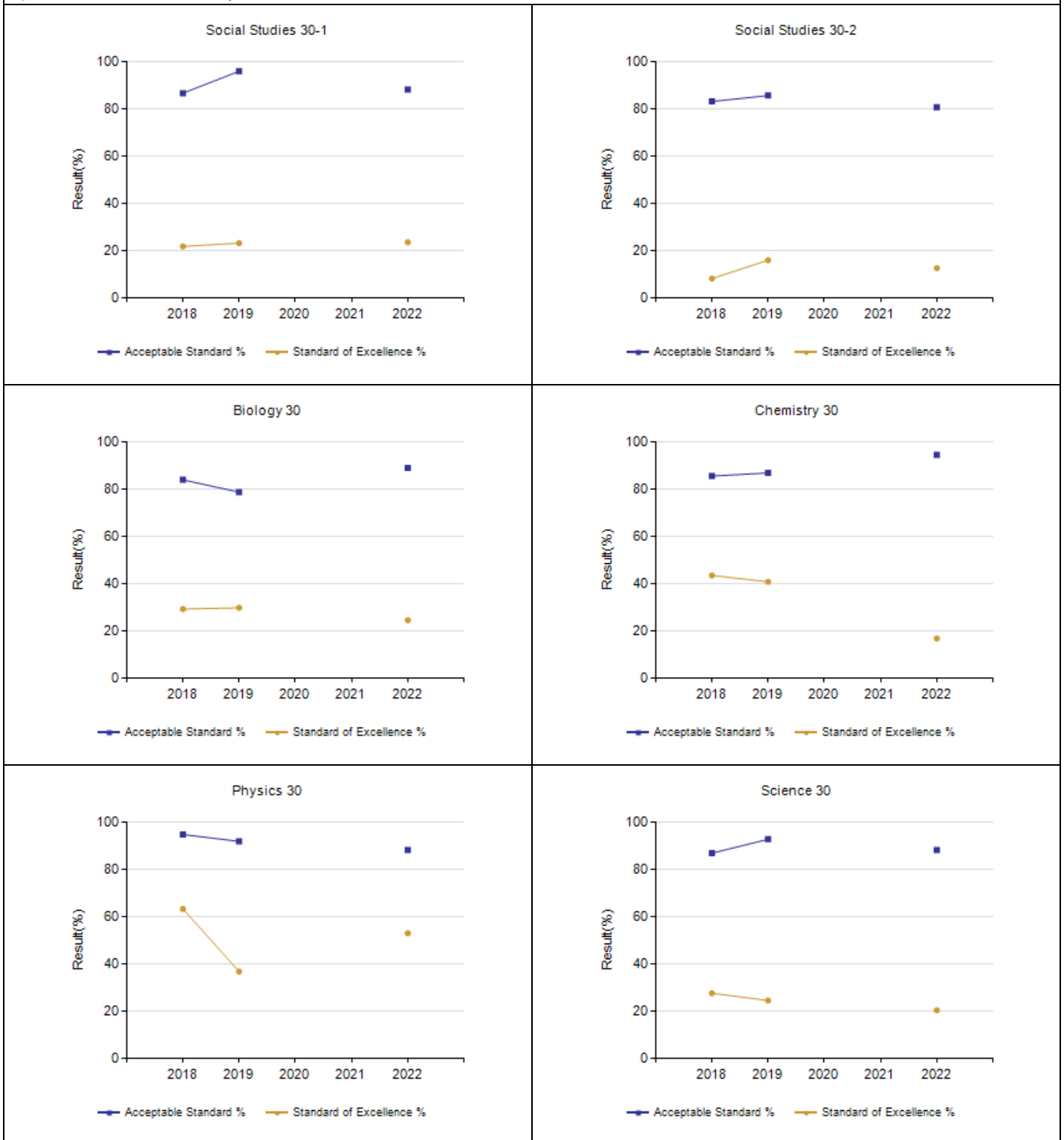
Diploma Examination Results by Course



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. Caution should be used when interpreting trends over time.
3. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Diploma Examination Results by Course



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 Course By Course Summary With Measure Evaluation

Course		Measure		Leduc Composite High School						Alberta				
				Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	65	92.3	178	87.1	17,372	78.8	29,832	86.8		
	Standard of Excellence	n/a	n/a	n/a	65	10.8	178	9.0	17,372	9.4	29,832	12.3		
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	65	83.1	107	88.8	8,903	80.8	16,640	87.1		
	Standard of Excellence	n/a	n/a	n/a	65	9.2	107	8.4	8,903	12.3	16,640	12.1		
French Language Arts 30-1	Acceptable Standard	n/a	n/a	n/a	12	91.7	n/a	n/a	666	91.9	1,215	91.5		
	Standard of Excellence	n/a	n/a	n/a	12	8.3	n/a	n/a	666	6.8	1,215	10.1		
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86	98.8	139	98.6		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86	44.2	139	29.5		
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	24	58.3	105	56.2	9,102	63.6	19,389	77.8		
	Standard of Excellence	n/a	n/a	n/a	24	4.2	105	18.1	9,102	23.0	19,389	35.1		
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	51	51.0	100	51.0	7,872	61.5	14,465	76.5		
	Standard of Excellence	n/a	n/a	n/a	51	9.8	100	9.0	7,872	11.8	14,465	16.8		
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	68	88.2	121	95.9	13,811	81.5	21,610	86.6		
	Standard of Excellence	n/a	n/a	n/a	68	23.5	121	23.1	13,811	15.8	21,610	17.0		
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	72	80.6	132	85.6	11,131	72.5	20,758	77.8		
	Standard of Excellence	n/a	n/a	n/a	72	12.5	132	15.9	11,131	13.2	20,758	12.2		
Biology 30	Acceptable Standard	n/a	n/a	n/a	45	88.9	155	78.7	13,449	74.3	22,442	83.9		
	Standard of Excellence	n/a	n/a	n/a	45	24.4	155	29.7	13,449	25.2	22,442	35.5		
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	18	94.4	91	86.8	10,196	77.1	18,525	85.7		
	Standard of Excellence	n/a	n/a	n/a	18	16.7	91	40.7	10,196	31.1	18,525	42.5		
Physics 30	Acceptable Standard	n/a	n/a	n/a	17	88.2	49	91.8	5,560	78.5	9,247	87.5		
	Standard of Excellence	n/a	n/a	n/a	17	52.9	49	36.7	5,560	34.6	9,247	43.5		
Science 30	Acceptable Standard	n/a	n/a	n/a	59	88.1	82	92.7	4,887	75.7	9,676	85.7		
	Standard of Excellence	n/a	n/a	n/a	59	20.3	82	24.4	4,887	17.2	9,676	31.2		

Notes:

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

Measure Evaluation Reference - Achievement Evaluation

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

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

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

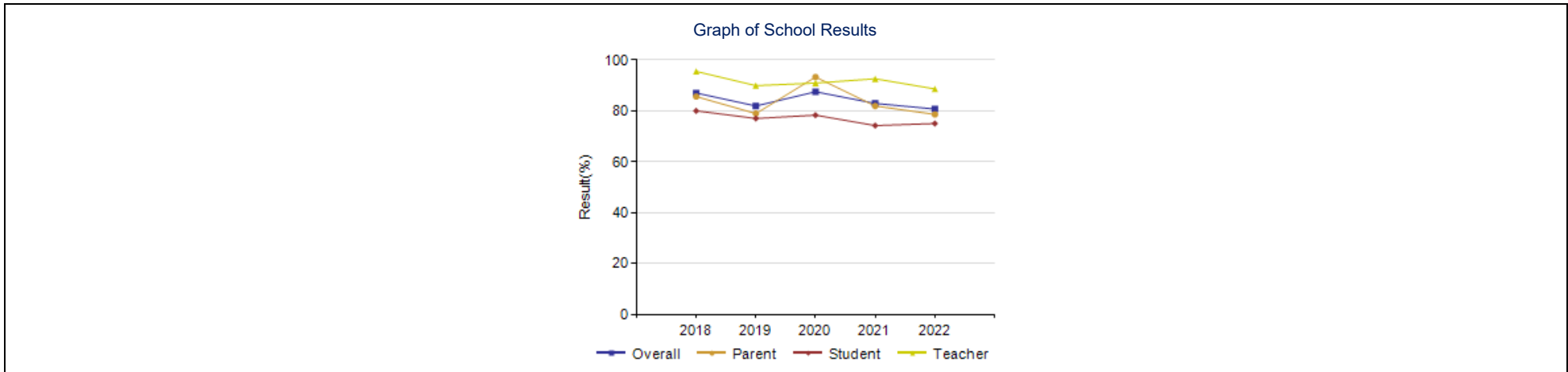
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

Education Quality – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	402	87.0	419	81.9	390	87.5	376	82.9	448	80.7	Very Low	Declined	Concern	3,755	88.8	3,836	88.6	4,055	89.1	3,695	88.4	4,174	86.9	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	56	85.6	38	78.9	38	93.3	47	81.9	56	78.6	Intermediate	Maintained	Acceptable	536	84.5	490	83.2	549	85.3	535	85.1	573	82.1	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	313	80.0	343	77.0	341	78.3	304	74.2	343	75.0	Very Low	Maintained	Concern	2,650	85.3	2,769	86.2	2,951	85.8	2,634	84.4	3,029	84.0	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	33	95.5	38	89.9	11	90.9	25	92.6	49	88.6	Very Low	Maintained	Concern	569	96.6	577	96.3	555	96.4	526	95.7	572	94.7	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0



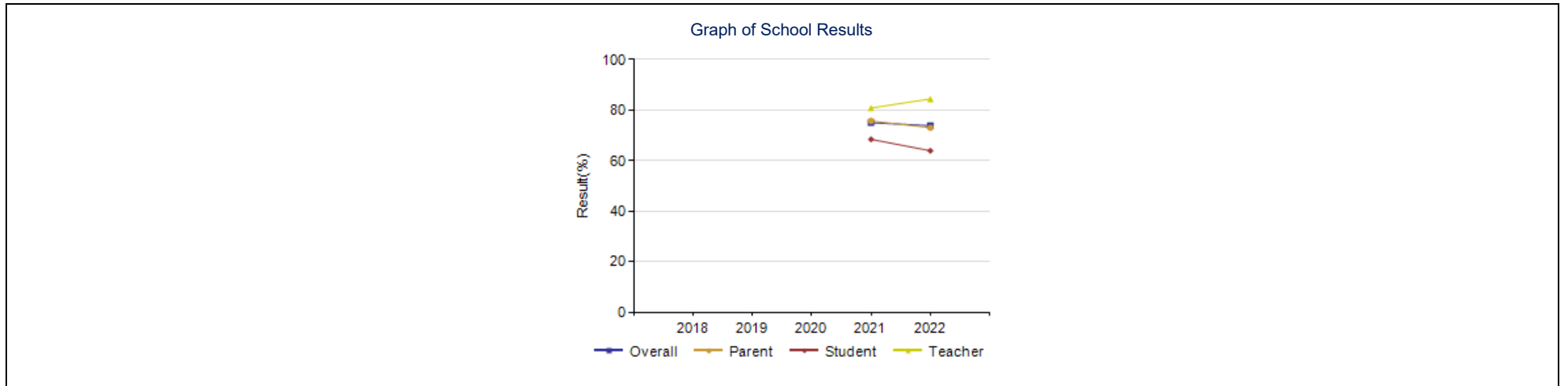
Notes:

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Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	School										Measure Evaluation			Authority										Province											
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022			
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	376	75.0	448	73.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,696	86.6	4,176	82.7	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	47	75.7	56	73.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	535	85.0	573	81.1	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	304	68.4	343	63.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,635	79.0	3,031	74.6	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	25	80.8	49	84.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	526	95.7	572	92.5	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6

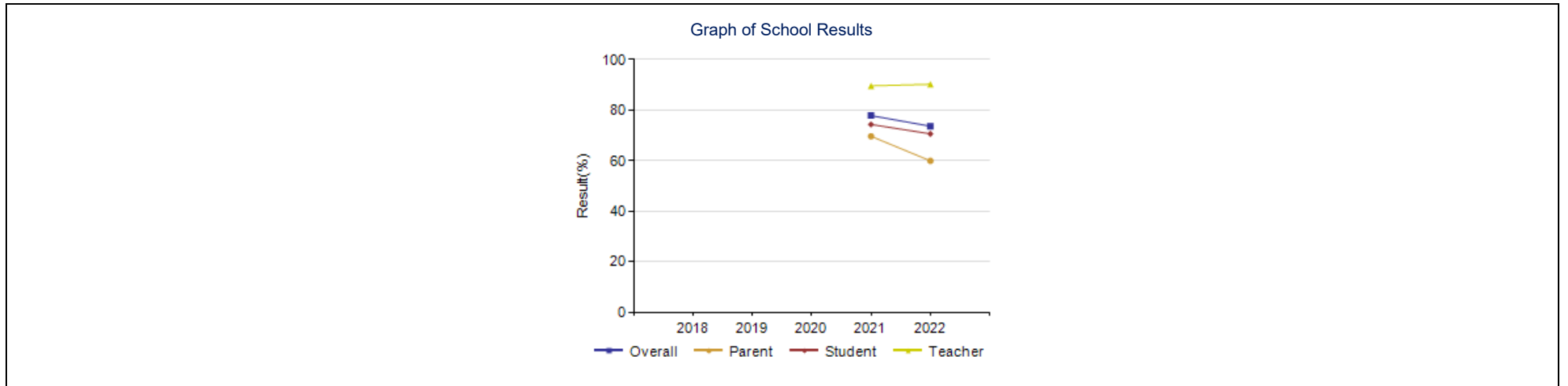


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Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	School										Measure Evaluation			Authority										Province										
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	376	77.8	448	73.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,694	81.9	4,173	79.4	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	47	69.6	56	59.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	535	74.7	571	69.2	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	304	74.3	343	70.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,633	81.4	3,030	80.7	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	25	89.6	49	90.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	526	89.5	572	88.2	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3

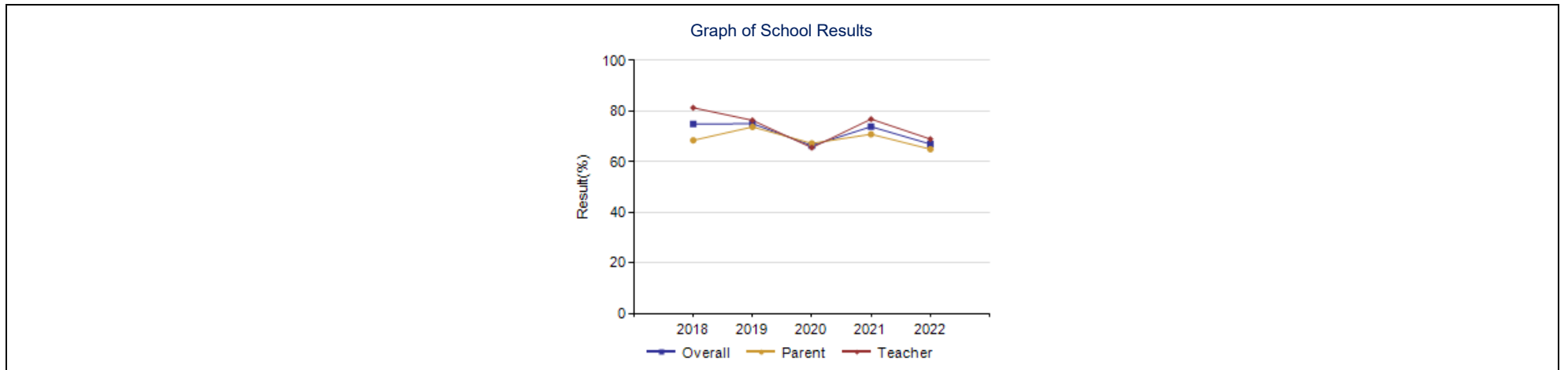


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Parental Involvement – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	88	74.8	76	75.0	49	66.3	72	73.8	105	66.9	Very Low	Maintained	Concern	1,096	80.0	1,064	78.7	1,099	78.5	1,056	76.3	1,140	73.4	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	56	68.4	38	73.7	38	67.2	47	70.8	56	64.9	Intermediate	Maintained	Acceptable	533	69.2	488	68.0	546	67.0	533	65.3	570	63.1	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	32	81.3	38	76.3	11	65.5	25	76.8	49	68.9	Very Low	Maintained	Concern	563	90.7	576	89.5	553	90.0	523	87.3	570	83.6	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2



Notes:

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Fall 2022 Supplemental Alberta Education Assurance Measures - Overall Summary

Measure	Leduc Composite 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
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	54.0	n/a	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	1.9	2.1	2.4	2.3	2.6	2.6	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	63.4	66.2	65.7	83.7	84.9	85.1	Very Low	Maintained	Concern
Lifelong Learning	72.8	80.6	74.0	81.0	82.1	72.0	Intermediate	Maintained	Acceptable
Program of Studies	84.5	85.0	83.9	82.9	81.9	82.3	Very High	Maintained	Excellent
Program of Studies - At Risk Students	72.9	76.6	81.2	81.9	82.7	84.8	Very Low	Declined Significantly	Concern
Rutherford Scholarship Eligibility Rate	54.2	60.1	60.6	70.2	68.0	66.4	Low	Declined	Issue
Safe and Caring	80.3	80.6	80.5	88.8	90.0	89.2	Low	Maintained	Issue
Satisfaction with Program Access	69.3	70.1	71.3	72.6	71.8	74.1	Low	Maintained	Issue
School Improvement	55.0	69.2	66.3	74.2	81.4	81.3	Very Low	Declined Significantly	Concern
Transition Rate (6 yr)	45.3	51.3	49.9	60.3	60.0	59.8	Low	Declined	Issue
Work Preparation	72.6	78.8	75.4	84.9	85.7	83.5	Low	Maintained	Issue

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

Measure Evaluation Reference (Supplemental AEAMs)

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
4-year High School Completion	0.00 - 71.57	71.57 - 78.63	78.63 - 87.93	87.93 - 91.45	91.45 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 36.23	36.23 - 41.92	41.92 - 58.66	58.66 - 71.19	71.19 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
In-Service Jurisdiction Needs	0.00 - 76.10	76.10 - 82.23	82.23 - 88.14	88.14 - 91.80	91.80 - 100.00
Lifelong Learning	0.00 - 62.64	62.64 - 67.96	67.96 - 75.71	75.71 - 82.44	82.44 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Program of Studies - At Risk Students	0.00 - 79.62	79.62 - 83.27	83.27 - 86.63	86.63 - 90.44	90.44 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Satisfaction with Program Access	0.00 - 63.98	63.98 - 72.31	72.31 - 77.46	77.46 - 82.95	82.95 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00
Transition Rate (4 yr)	0.00 - 21.98	21.98 - 30.52	30.52 - 44.34	44.34 - 61.50	61.50 - 100.00
Transition Rate (6 yr)	0.00 - 35.49	35.49 - 49.47	49.47 - 62.88	62.88 - 72.76	72.76 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

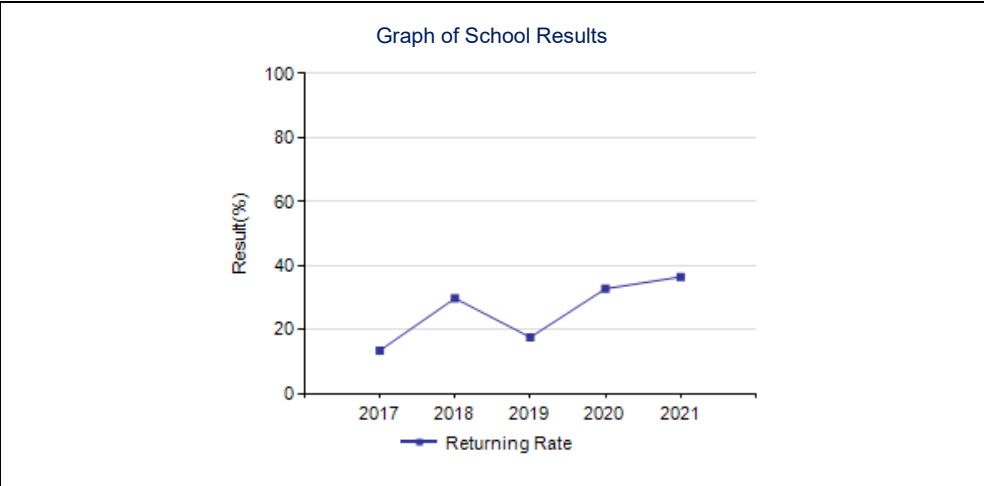
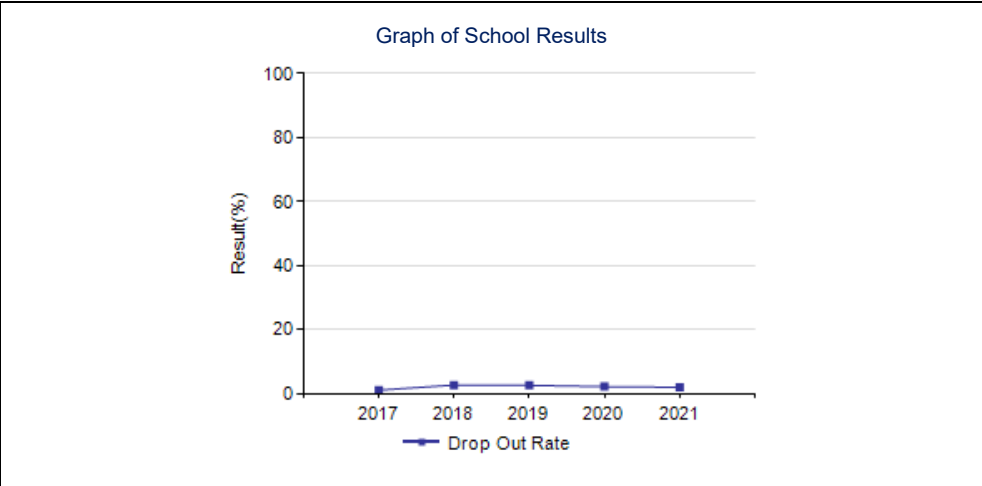
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

Drop Out Rate – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Drop Out Rate	927	1.0	948	2.6	989	2.5	1,043	2.1	1,092	1.9	Very High	Maintained	Excellent	2,981	1.4	3,128	2.3	3,212	2.2	3,304	2.0	3,450	2.1	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6	189,713	2.3
Returning Rate	38	13.4	28	29.7	40	17.5	32	32.7	31	36.4	n/a	n/a	n/a	113	17.7	83	19.6	115	24.1	103	23.2	101	24.1	7,626	19.9	6,800	22.7	6,750	18.2	6,720	18.1	6,408	17.3

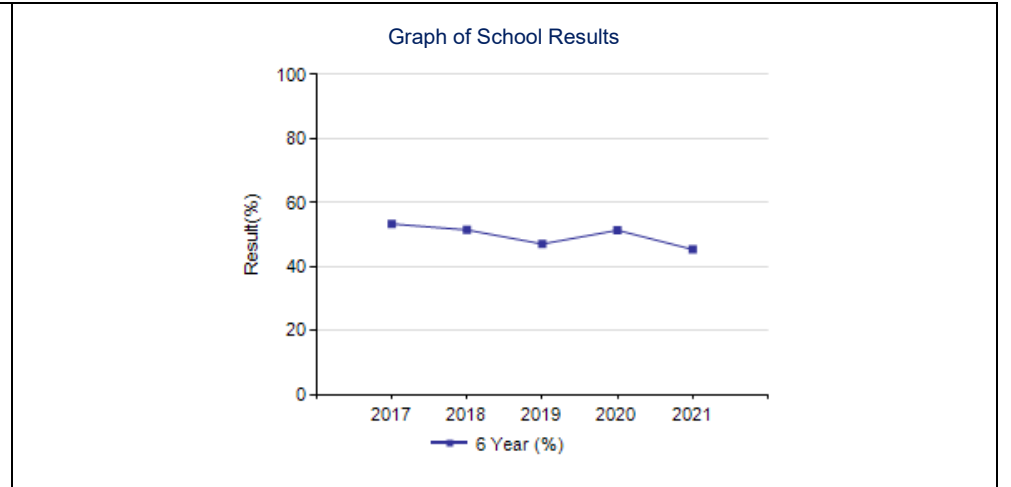
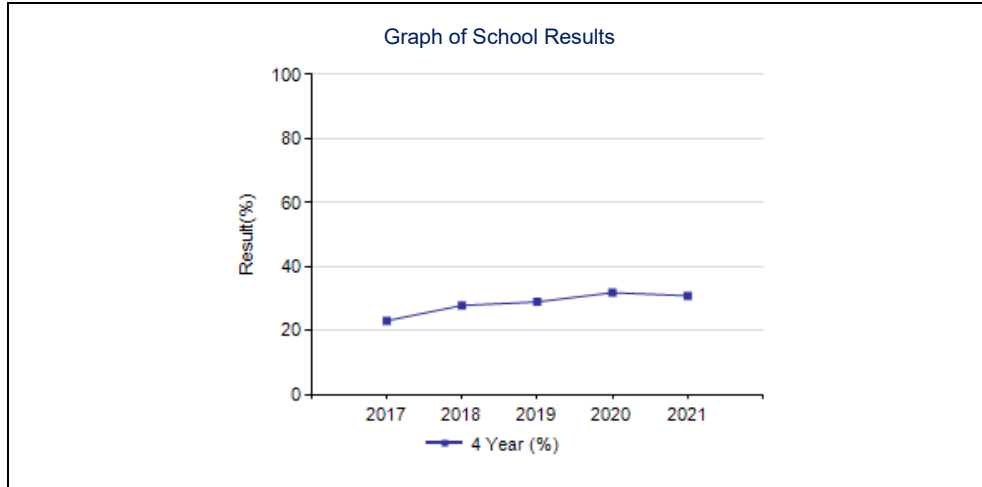


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Starting in 2018/19, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

High School to Post-secondary Transition Rate – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
4 Year Rate	286	23.0	278	27.8	325	28.9	305	31.8	344	30.8	Intermediate	Maintained	Acceptable	749	27.4	767	28.4	776	31.4	859	32.5	825	32.6	44,841	39.4	44,994	40.2	44,980	40.9	45,351	40.5	46,242	41.2
6 Year Rate	262	53.3	251	51.4	285	47.0	277	51.3	324	45.3	Low	Declined	Issue	681	52.1	667	54.5	749	50.8	767	53.0	775	51.0	44,182	59.0	43,728	59.1	44,832	60.3	44,983	60.0	44,966	60.3

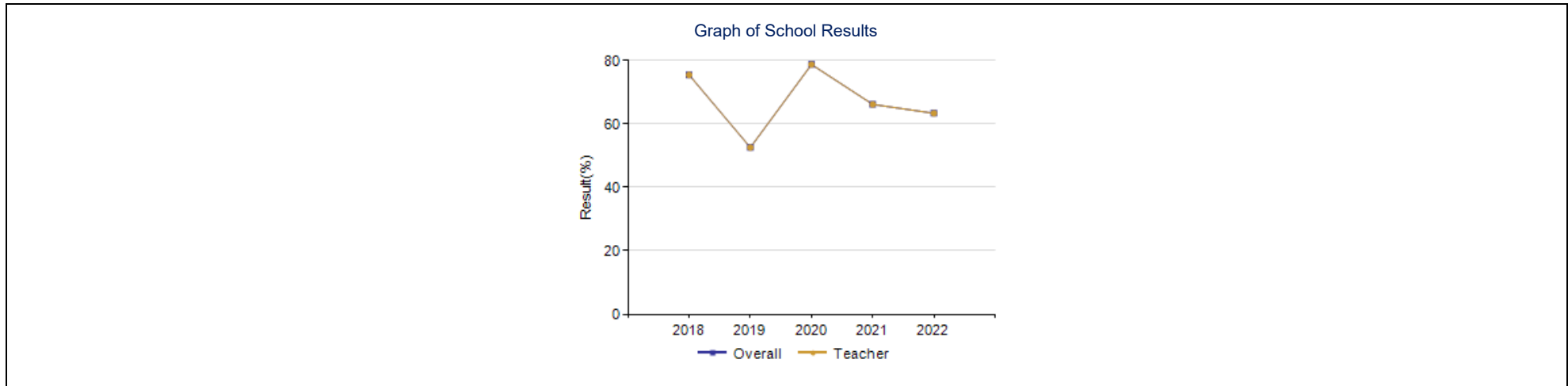


Notes:
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In-Service Jurisdiction Needs– Measure Details

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	33	75.5	38	52.6	11	78.8	25	66.2	48	63.4	Very Low	Maintained	Concern	562	84.5	576	84.0	551	84.1	515	84.9	555	82.7	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7
Teacher	33	75.5	38	52.6	11	78.8	25	66.2	48	63.4	Very Low	Maintained	Concern	562	84.5	576	84.0	551	84.1	515	84.9	555	82.7	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7



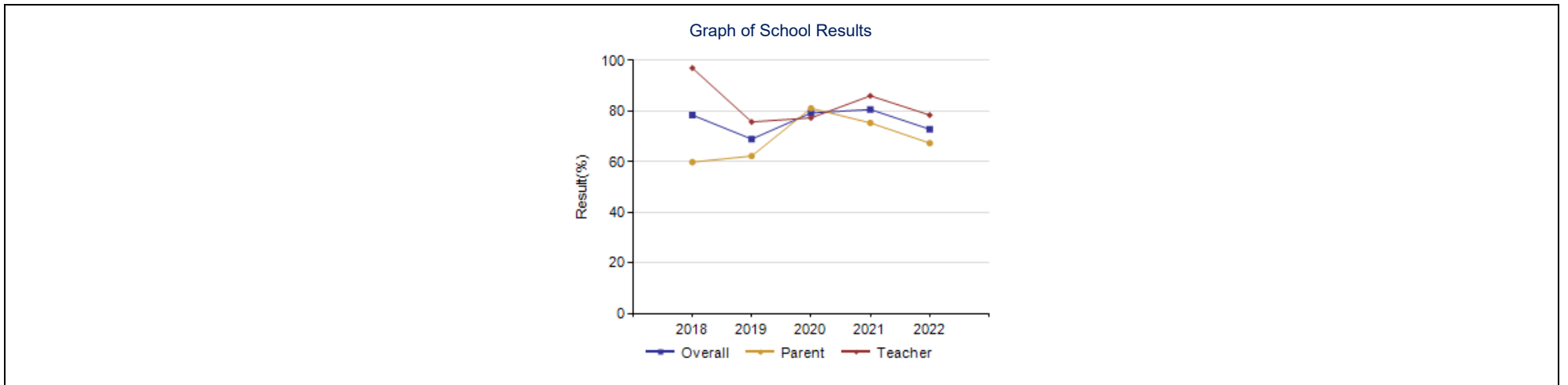
Notes:

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

Lifelong Learning – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	89	78.4	75	68.9	48	79.2	72	80.6	104	72.8	Intermediate	Maintained	Acceptable	1,079	65.2	1,049	62.4	1,077	64.1	1,029	76.8	1,112	75.0	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0
Parent	56	59.8	37	62.2	37	81.1	47	75.3	55	67.3	High	Maintained	Good	514	56.3	474	53.8	527	53.8	510	65.7	549	64.1	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6
Teacher	33	97.0	38	75.7	11	77.3	25	86.0	49	78.4	Intermediate	Maintained	Acceptable	565	74.1	575	71.0	550	74.4	519	87.8	563	86.0	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4



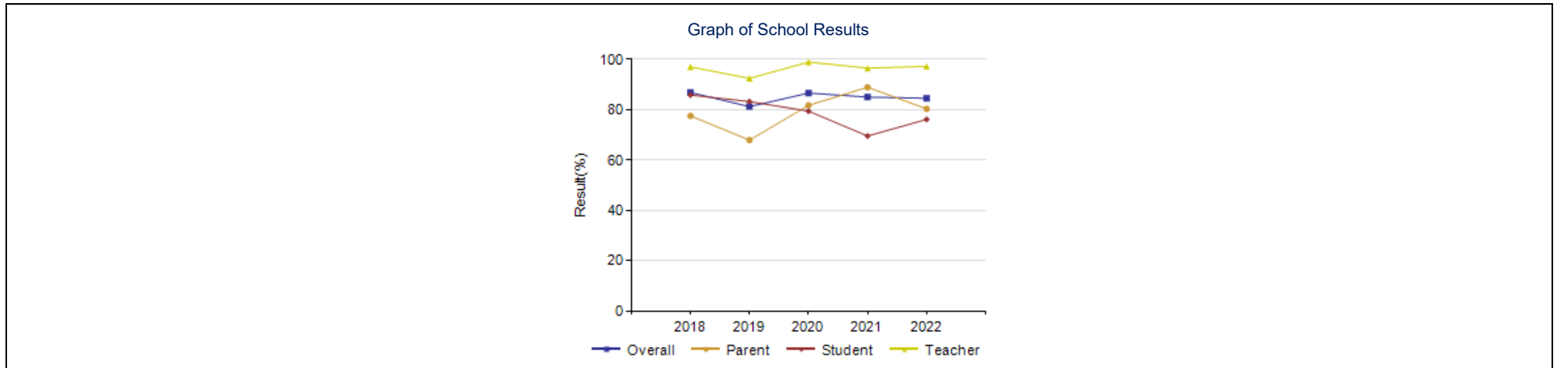
Notes:

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

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										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	402	86.8	418	81.2	390	86.6	376	85.0	446	84.5	Very High	Maintained	Excellent	2,612	82.3	2,660	81.7	2,856	82.1	2,550	81.4	2,924	81.2	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9
Parent	56	77.5	38	67.9	38	81.7	47	88.9	55	80.3	High	Maintained	Good	536	79.3	490	76.4	549	78.4	529	80.4	568	78.7	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4
Student	313	85.8	342	83.2	341	79.4	304	69.5	342	76.1	Very High	Declined	Good	1,507	77.4	1,593	79.4	1,752	78.0	1,495	72.4	1,784	73.9	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9
Teacher	33	97.0	38	92.4	11	98.9	25	96.5	49	97.2	Very High	Maintained	Excellent	569	90.2	577	89.3	555	89.8	526	91.5	572	91.0	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3



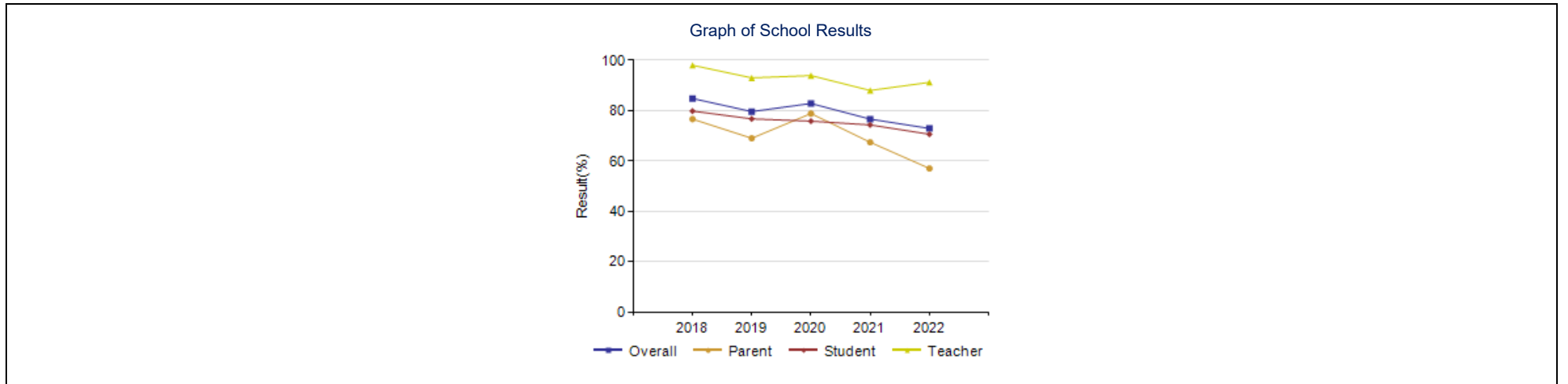
Notes:

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Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	401	84.8	418	79.6	389	82.8	376	76.6	448	72.9	Very Low	Declined Significantly	Concern	3,749	83.5	3,829	82.1	4,048	82.9	3,692	82.1	4,172	79.6	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9
Parent	56	76.6	38	69.0	38	78.8	47	67.4	56	57.0	Very Low	Declined	Concern	536	74.2	488	70.1	548	71.7	534	73.4	570	67.1	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3
Student	312	79.8	342	76.7	340	75.8	304	74.3	343	70.6	Very Low	Declined	Concern	2,646	80.2	2,765	81.9	2,946	82.0	2,633	81.4	3,030	80.7	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1
Teacher	33	98.0	38	93.0	11	93.9	25	88.0	49	91.2	Low	Maintained	Issue	567	96.0	576	94.4	554	95.0	525	91.6	572	91.0	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3



Notes:

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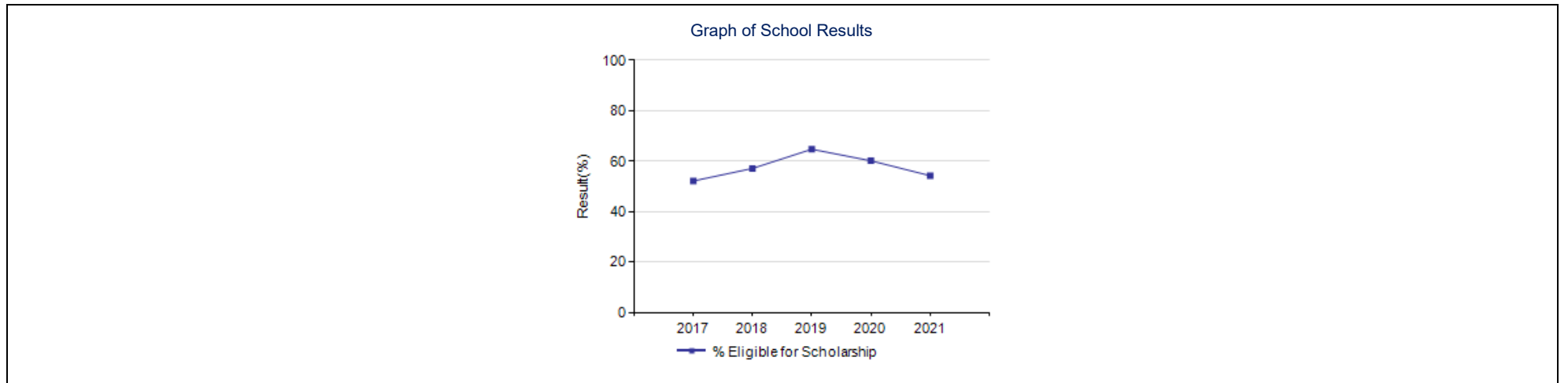
Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	309	52.1	350	57.1	331	64.7	366	60.1	402	54.2	Low	Declined	Issue	936	56.7	963	59.2	1,013	65.2	1,026	61.4	1,163	59.5	60,127	63.4	60,559	64.8	58,970	66.6	59,357	68.0	58,631	70.2

Rutherford eligibility rate details.

Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2017	309	131	42.4	136	44.0	106	34.3	161	52.1
2018	350	158	45.1	167	47.7	119	34.0	200	57.1
2019	331	191	57.7	178	53.8	122	36.9	214	64.7
2020	366	189	51.6	174	47.5	144	39.3	220	60.1
2021	402	176	43.8	190	47.3	147	36.6	218	54.2



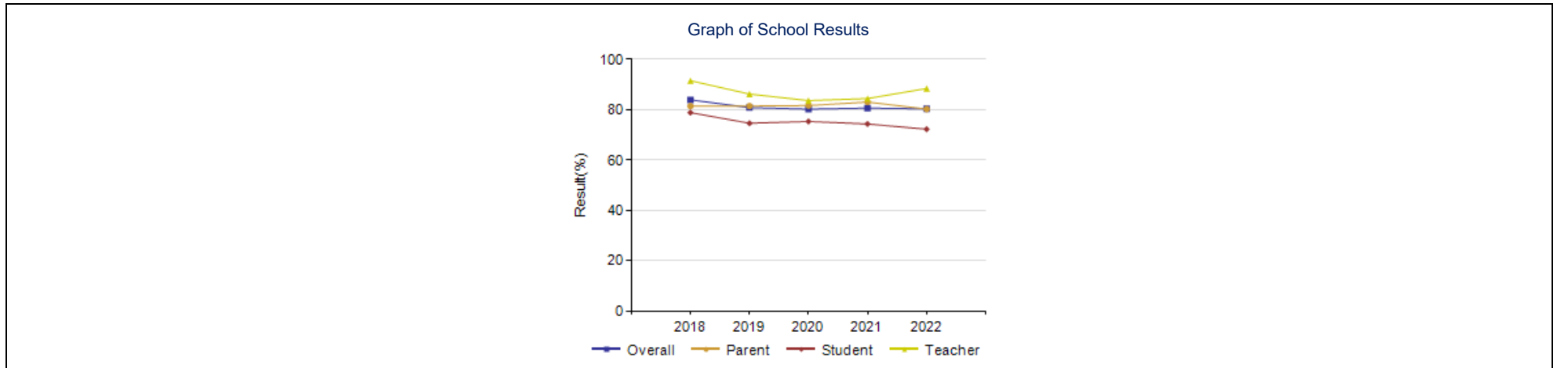
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3. Participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. Caution should be used when interpreting the trends over time.

Safe and Caring – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	401	83.9	418	80.8	389	80.2	376	80.6	448	80.3	Low	Maintained	Issue	3,747	87.4	3,829	87.5	4,048	87.5	3,695	89.4	4,176	86.8	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8
Parent	56	81.4	38	81.4	38	81.6	47	83.0	56	80.2	Intermediate	Maintained	Acceptable	536	86.1	490	86.7	548	87.0	535	88.3	573	85.6	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5
Student	312	78.8	342	74.6	340	75.3	304	74.3	343	72.2	Low	Maintained	Issue	2,644	80.5	2,762	80.9	2,946	80.2	2,634	83.8	3,031	80.9	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5
Teacher	33	91.5	38	86.2	11	83.6	25	84.4	49	88.4	Low	Maintained	Issue	567	95.5	577	94.8	554	95.4	526	96.1	572	93.9	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3



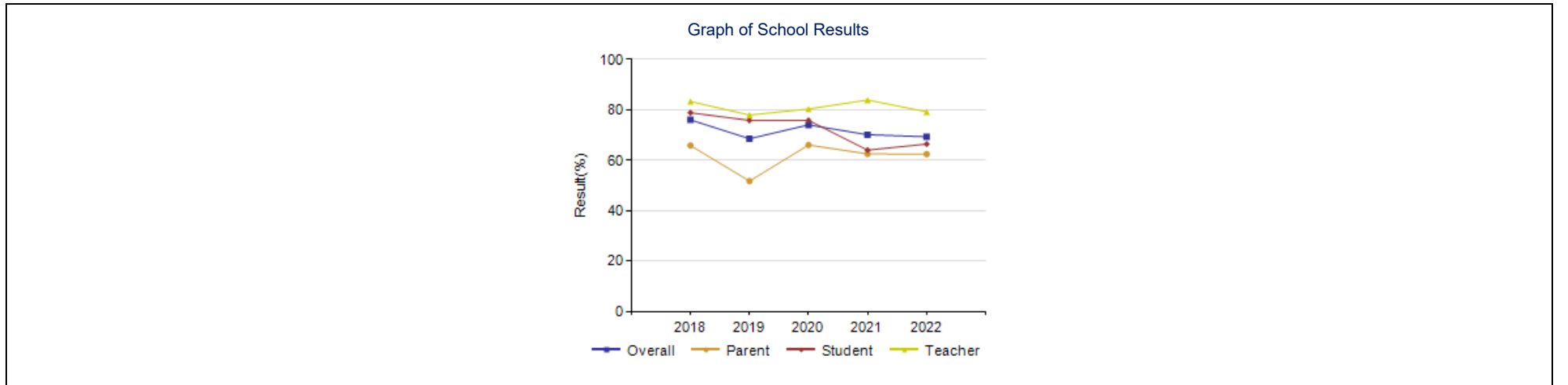
Notes:

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Satisfaction with Program Access – Measure Details

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	School										Measure Evaluation			Authority										Province											
	2018		2019		2020		2021		2022		2018			2019			2020			2021			2022			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Overall	400	76.0	416	68.5	388	74.0	374	70.1	443	69.3	Low	Maintained	Issue	3,726	71.7	3,813	70.1	4,037	74.0	3,652	70.7	4,150	72.2	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6		
Parent	55	65.8	36	51.7	38	66.0	47	62.5	53	62.4	Intermediate	Maintained	Acceptable	522	57.8	476	51.6	542	63.0	513	58.5	556	61.0	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4		
Student	312	78.8	342	75.8	339	75.8	302	64.0	341	66.4	Very Low	Declined Significantly	Concern	2,638	76.8	2,760	78.9	2,942	78.5	2,614	72.5	3,023	75.0	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5		
Teacher	33	83.3	38	77.9	11	80.3	25	83.9	49	79.2	Intermediate	Maintained	Acceptable	566	80.5	577	80.0	553	80.6	525	80.9	571	80.7	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0		

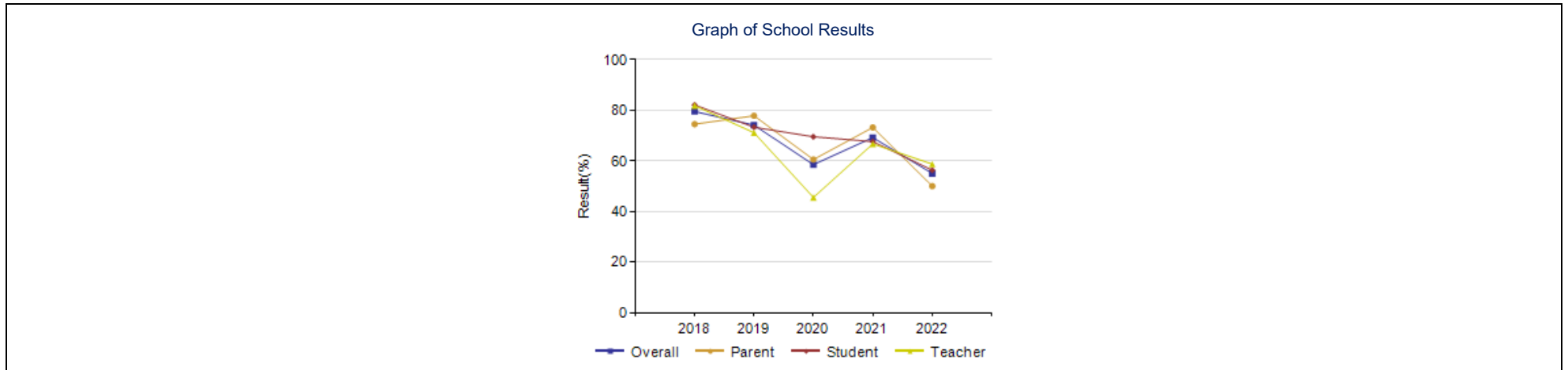


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

School Improvement – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	399	79.5	415	74.1	389	58.5	366	69.2	431	55.0	Very Low	Declined Significantly	Concern	3,716	79.9	3,814	78.9	4,026	79.5	3,584	78.7	4,103	68.7	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2
Parent	55	74.5	36	77.8	38	60.5	41	73.2	52	50.0	Very Low	Declined	Concern	517	79.3	478	76.6	537	75.8	482	73.4	558	56.5	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0
Student	311	82.1	341	73.3	340	69.5	301	67.6	333	56.3	Very Low	Declined Significantly	Concern	2,644	78.2	2,764	77.7	2,944	77.1	2,610	77.9	3,007	73.4	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3
Teacher	33	81.8	38	71.1	11	45.5	24	66.7	46	58.7	Very Low	Maintained	Concern	555	82.3	572	82.5	545	85.5	492	84.8	538	76.2	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3



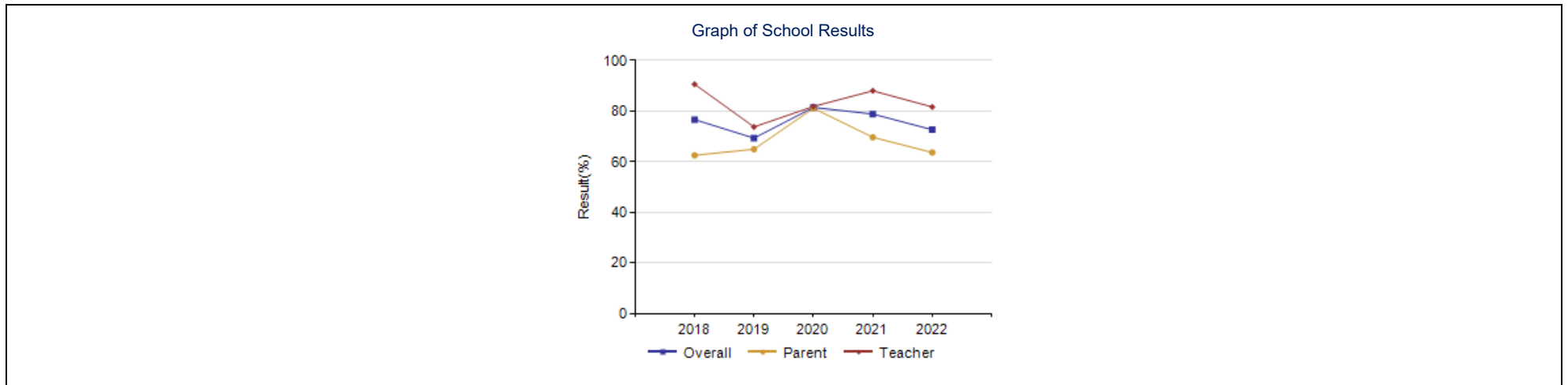
Notes:

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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												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	88	76.6	75	69.3	48	81.4	71	78.8	104	72.6	Low	Maintained	Issue	1,056	79.9	1,037	79.4	1,061	81.2	998	81.3	1,083	81.7	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9
Parent	56	62.5	37	64.9	37	81.1	46	69.6	55	63.6	Intermediate	Maintained	Acceptable	497	67.4	465	69.2	517	70.2	490	69.0	534	70.6	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3
Teacher	32	90.6	38	73.7	11	81.8	25	88.0	49	81.6	Very Low	Maintained	Concern	559	92.3	572	89.5	544	92.1	508	93.7	549	92.7	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5



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