Prairie Christian Academy

Annual Education Results Report 2022/2023

Golden Hills School Division

Transforming Lives

Mr. Darryl Hern   Mr. Barry Sommer
Principal   Associate Principal

Box 68, 411 11th Avenue North
Three Hills, AB, T0M 2A0

Greetings in the Name of the Lord,

The staff at Prairie Christian Academy would like to thank you for your interest in our school. We believe that as an alternative public school in Golden Hills School Division, PCA offers a unique opportunity for parents and teachers to join together in the incredibly important task of educating your children in the context of a Christian worldview.

We are blessed to work and study in this great facility with 13 grades of children under the same roof. At PCA, we strive to provide a rich and supportive environment for students with a staff of dedicated Christian educators. At the elementary level, our music program includes an elementary choir/drama program and a gradually progressing band program. These students never fail to impress. We also offer athletic programs with our Sabre Tykes and Junior Sabres program.

At the secondary level, we offer a full range of academic courses as well as opportunities in Art, Drama, Visual and Industrial Arts as well as Junior and Senior High Band. We also offer an extensive array of classes through our Distance Learning partners at Northstar Academy and Golden Hills Learning Academy that provides flexibility in scheduling classes for those that need it. Our outstanding extra-curricular programs include international travel, and local and worldwide missions opportunities as well as a full slate of athletics teams with an enviable record at both the ASAA zone and provincial levels.

If you are looking for an environment in which your child will be challenged and nurtured to achieve their best academically, athletically, socially and emotionally while immersed in a culture that honours Christ as Lord, Prairie Christian Academy is that place.

Yours in Christ,

Darryl Hern
Principal

Mission Statement

Inspiring learners to discover, discern, and defend Truth.

Values Statement

We believe and value…

- ➤ Strong Partnerships with Parents
  - We are committed to PCA and parents working together to educate students to know Jesus Christ as Saviour and Lord, and to pursue Godly character and lifelong service.
- ➤ The Word of God
  - We believe the Bible as the authoritative Word of God, inerrant in all that it affirms, and is the standard for belief and practice.
- ➤ A Christian World View
  - We are committed to teaching our students a biblically grounded worldview within Alberta Learning's Program of Studies and selected Christian curricula.
- ➤ Life Long Learning
  - We endeavour to develop critical thinking skills in our students so that they may apply biblical knowledge and wisdom to life-long learning.
- ➤ High Expectations
  - We believe students and staff of PCA should honour God by striving to put their best efforts into academics, co-curricular activities, and Christian outreach ventures.

- ➤ Exemplary Staff
  - We are committed to attracting and developing highly qualified Christian teachers and support staff who are mature and devout in their faith, are biblically literate, and exemplify Christ-likeness.
  - We believe all our teachers should display and stimulate in their students' intellectual curiosity, a love of learning, and desire to integrate faith and learning.
- ➤ Strong Relationships
  - We foster God-honouring relationships among faculty, students, the home and the community.
- ➤ Character Development
  - We strive to develop godly character in both staff and students, and are committed to developing leadership potential in our students.
- ➤ Individual Worth
  - We believe all students have intrinsic worth being created by and in the image of God.
  - We believe all students can be inspired to discover and use their gifts and talents in service for Christ's Kingdom.
- ➤ Biblical Stewardship
  - We value biblical stewardship of time, talents and resources.
- ➤ Good Citizenship
  - We are committed to assisting students to become wise and exemplary citizens, characterized by participation and promotion of family, church, government, and community.

Profile

Prairie Christian Academy is an alternate status school, located in the growing community of Three Hills, operating as a part of the Golden Hills School Division. We are a fully funded public school offering a distinctive evangelical Christian program that begins in the classroom but extends throughout all aspects of our school community. We are a K–12 school with enrolment of approximately 330 students. We also operate a dormitory for grade 9 –12 students with a current population of approximately 35 students, many of which are International Students.

History

Prairie Christian Academy has been operating since 2003 as part of GHSD and continues the Christian School traditions of Prairie Bible Institute. Our origin stems from 1938 when Prairie General Education formed as an extension of Prairie Bible Institute. Back then, Prairie's founder, J. Fergus Kirk was concerned that his children and others in the community had a Christ centered education. Growing from the original class of 11, PCA now has over 300 students in its pre-Kindergarten to Grade 12 programs. Students have come from all over the world to study in these halls and graduate into hundreds of vocations and careers.

In September 2003 steps were made to form Prairie Christian Academy, an alternate public school under the Golden Hills School District. This decision not only increased resources for our educational system, but also gave the primary stakeholders – the parents – more of a governing position in their children's education. The distinctive of Biblically based teaching and discipleship is still at the cornerstone of Prairie Christian Academy. We embrace the godly heritage that is ours and look forward to the future of continuing to provide quality education that is fully integrated with God's word and Christian principles. In September 2016, we amalgamated into a modernized building with K-12 on the same site.

Staff

Teachers	Assignment
Rachel Sailer	Kindergarten
Julie Nickel	Grade 1
Daphne Isaak	Grade 1
Rebecca Pettifer	Grade 2
Kyla Catte	Grade 3
Clint Nigh	Grade 4
Kerstin DeLeeuw	Grade 5
Cam Rothfus	Grade 6
Barry Sommer	Administration; Music
Kevin Wiens	Math, Science, PE
Steven Zilinsky	ELA; Social Studies;
Steve Zabolotney	Industrial Arts; Social Studies; English
Stan Guedes	Math; Physics; Philosophy of Man
Peter Yeo	Science, Senior High Humanities, ESL
Krista Strom	Chemistry; Biology, Science; Foods
Evelyn Dextras	Math, PE
Darryl Hern	Administration; Academic Counseling, Athletic Director

Support Staff	Assignment
Irene Dobson	Administrative Assistant
Kayla Bergin	Administrative Assistant
Trisha Rector	Librarian
Donna Steffen	Educational Assistant
Liz Allert	Educational Assistant
Mackenzie Matthews	Educational Assistant
Cathy Green	Educational Assistant
Marilyn Burden	ESL Assistant
Yvonne Wilson	Family & Community Resource Worker

Custodial/Maintenance Staff

Bruce Janz	Maintenance Supervisor
Denis Pelland	Caretaker
Ivani Andries	Caretaker

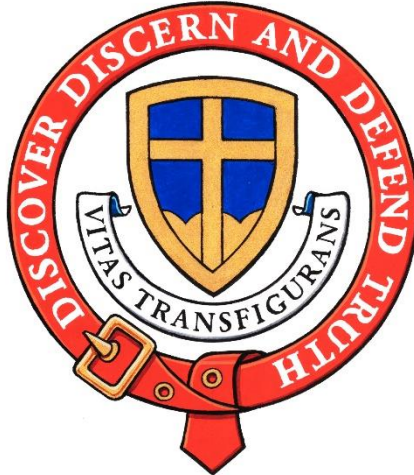| PCA Society Staff	Assignment
David Amendt	Executive Director
Sheila Adkins	Women's Residence Director
Floyd Cotton	Men's Residence Director
Christy Wideman	Administrative Assistant; Chapel Coordinator

Trends and Opportunities

Trends

The coming year, 2022-2023, looks to be the first relatively normal year since 2018-2019. We are looking forward to being able to offer and enjoy staple activities such as sports, concerts and field trips in a normal fashion again. PCA, with the support of our society, became debt free as we paid off the monies owing from our portion of the modernization five years ago. In addition, we recently were able to develop the field to the north of the school with a new playground, sport court, baseball diamond and 100 metre track. We have secondary classes that are spearheading learning opportunities with our elementary classes. We continue to see amazing relationships being developed between the different ages in our school. We look forward to many years of serving our community in this facility.

PCA teachers continue to focus on developing deep learning skills in our students that allow them to become critical thinkers who are increasingly able to apply their knowledge in novel situations. As well, teachers continue to work on Powerful Learning Strategies with their colleagues throughout Golden Hills during the division based collaborative days. Through these collaborative groups, we are also working on prioritizing the curricula in our core subject areas of Junior High.

Educating students for the 21st century is a complex task which will see the continued development of skills to use technology to gain a deeper understanding of God's world and our place in it. Outcomes based reporting system will be further refined for grades 1-6 which will give students and their parents more detailed information about their accomplishments of the learning objectives in each class. We, along with GHSD, have also expanded our Junior High report card to include learning outcomes as well as percentages.   Golden Hills uses PowerSchool as a student records system, which features an excellent portal that allows parents and students to monitor marks and attendance from home, school or on their mobile devices.

Opportunities

We are excited that our numbers this year have risen back to pre-pandemic levels, including two Grade 1 classes. However, we also have a very large graduating class this year, and so are unsure what that will do to our numbers in 2023-2024. It remains to be seen how this will affect staffing and budgeting.

We are also excited that we have been able to re-activate most of our local and far away missions, such as trips to Mustard Seed in Red Deer, work trips to Blue Bronna camp, and our senior high missions trips to Yukon and Colombia.

Looking at our Assurance Measures results, we see overall strong results in most areas, but there are a couple of areas for us to address. In particular, feedback shows a community concern with the quality of education and three year improvement. It is entirely possible that this is a reflection of community concerns with pandemic restrictions, however it is essential that we address these concerns to ensure we re-establish the strong results we saw in these areas in the past.

Fall 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Prairie Christian Academy			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	82.1	81.4	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	88.2	89.1	90.4	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	95.7	100.0	98.7	83.2	83.4	81.1	Very High	Maintained	Excellent
	5-year High School Completion	100.0	96.3	97.4	87.1	86.2	85.6	Very High	Maintained	Excellent
	PAT: Acceptable	71.4	n/a	74.4	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	13.6	n/a	28.5	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	75.4	n/a	80.0	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	13.8	n/a	25.7	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	85.6	88.3	92.1	89.0	89.6	90.3	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.2	91.5	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	75.1	77.8	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	81.6	77.5	89.3	78.8	79.5	81.5	High	Maintained	Good

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.

Supplemental Alberta Education Assurance Measures - Overall Summary

Measure	Prairie Christian Academy			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	60.7	n/a	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	0.7	1.0	0.3	2.3	2.6	2.6	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	95.8	92.9	98.1	83.7	84.9	85.1	Very High	Maintained	Excellent
Lifelong Learning	91.1	88.1	90.2	81.0	82.1	72.0	Very High	Maintained	Excellent
Program of Studies	82.4	80.5	85.4	82.9	81.9	82.3	Very High	Maintained	Excellent
Program of Studies - At Risk Students	77.9	80.8	88.5	81.9	82.7	84.8	Very Low	Declined Significantly	Concern
Rutherford Scholarship Eligibility Rate	87.5	88.9	85.2	70.2	68.0	66.4	Very High	Maintained	Excellent
Safe and Caring	93.3	92.9	95.7	88.8	90.0	89.2	Very High	Maintained	Excellent
Satisfaction with Program Access	75.2	73.8	78.7	72.6	71.8	74.1	Intermediate	Maintained	Acceptable
School Improvement	72.5	86.4	94.2	74.2	81.4	81.3	Intermediate	Declined Significantly	Issue
Transition Rate (6 yr)	62.8	60.5	50.3	60.3	60.0	59.8	Intermediate	Maintained	Acceptable
Work Preparation	86.7	87.5	92.3	84.9	85.7	83.5	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. 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.

Desired Outcome One: Every student is successful

Specific Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2018	2019	2020	2021	2022	2022	Achievement	Improvement	Overall	2023	2024	2025
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	84	80	n/a	n/a	76	n/a	n/a	n/a	n/a	80	85	85
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	21	25	n/a	n/a	14	n/a	n/a	n/a	n/a	20	20	20
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2017	2018	2019	2020	2021	2021	Achievement	Improvement	Overall	2022	2023	2024
High School Completion Rate - Percentage of students completing high school within 3 years of entering Grade 10.	90	96	100	100	96	100	Very High	Maintained	Excellent	100	100	100
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.4	0	0	1	0.7	0	Very High	Maintained	Excellent	0	0	0
High school to post-secondary transition rate of students within six years of entering Grade 10.	54	46	45	61	63	55	Intermediate	Maintained	Acceptable	60	62	64
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	82	88	80	89	88	87	Very High	Maintained	Excellent	87	88	89

Comment on Results

Diploma exams just resumed in June 2022 for the first time since January 2020, and as such we do not have sufficient results to make an effective analysis. However, our high school completion rates and university transitions continue to be strong, with nearly all our students completing high school in 3 years.

Strategies

Teachers continue to work on developing deep thinking that leads students to stronger critical analysis and with developing strategies to support our ESL students.

Specific Outcome: Students demonstrate a strong foundation in literacy and numeracy.

Comment on Results

June 2022 was the first time with PATs since June 2019, which again leads to lack of data. However, teachers continue to work to identify areas for improvement based on classroom results and to implement changes where needed.

Strategies

We continue to work with our teachers through learning coaches, mentorship, regular supervision by administration and encouraging them in their work with the collaboration groups. Since we do not have PAT data, teachers will use classroom data and collaboration to determine areas for growth.

Specific Outcome: Students are prepared for life after high school.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2018	2019	2020	2021	2022	2022	Achievement	Improvement	Overall	2023	2024	2025
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	90	90	91	89	88	91	Very High	Maintained	Excellent	91	91	91
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	85	100	88	87	91	Very High	Maintained	Excellent	91	92	93

Comment on Results
We continue to achieve strong results in these areas as we encourage our students and community to be actively involved locally, provincially and around the world. The lessons learned through these activities are applicable in all facets of life after school.
Strategies
We continue to develop students through Christian service hours and our local and faraway missions where we are able. We continue to see student-led initiatives in many areas and this year will continue with a leadership and discipleship option for our senior high students in semester 2.

Desired Outcome Two: Alberta has quality teaching and school leadership

Specific Outcome: *Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2018	2019	2020	2021	2022	2022	Achievement	Improvement	Overall	2023	2024	2025
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.	94	89	81	81	82	85	Very High	Maintained	Excellent	87	87	87

Comment on Results
The first half of the year in 2021-2022 was still a little turbulent with Covid restrictions, and while we were able to have sports seasons and fine arts, there was still some restrictions that may have restricted our return to the levels we saw prior to 2020.
Strategies
We continue to solicit input from students as to what areas they would like to see course and extracurricular choices, and to maintain our communication with parents to seek their input as well.

Desired Outcome Three: Alberta's education system is governed effectively

Specific Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2018	2019	2020	2021	2022	2022	Achievement	Improvement	Overall	2023	2024	2025
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	90	88	91	77	82	88	High	Improved	Good	88	88	88
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92	93	91	88	86	92	Intermediate	Declined	Issue	90	90	90
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	88	89	92	88	91	90	Very High	Maintained	Excellent	91	91	92

Comment on Results
This outcome is an interesting dichotomy with continued strong results in parent involvement and lifelong learning, but a slight decline in the views on basic education. However, this is not surprising given the restrictions of the pandemic and the strong viewpoints on either end of the spectrum that are held by our community. It will be interesting to see the 2023 results as we have emerged from the pandemic.
Strategies
Communication with parents continues to be a priority and we have made great strides in this area. We continue to work closely with parents to ensure they feel satisfied with their input into the school.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Specific Outcome: Students and communities have access to safe and healthy learning environments.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2018	2019	2020	2021	2022	2022	Achievement	Improvement	Overall	2023	2024	2025
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.	94	96	96	93	93	93	Very High	Maintained	Excellent	95	95	95
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.	87	95	94	87	73	92	Intermediate	Declined Significantly	Issue	85	87	89

Comment on Results
Our results continue to show that PCA is a safe and caring environment. This is an area of focus through our Bible curricula and through our chapel programs. We have also continued to bring in speakers that focus on health and wellness as well as addressing societal issues. However, the large decline in school improvement is a concern, which again may be attributed to community dissatisfaction with the Covid guidelines in place for the last 2.5 years. Regardless, we need to ensure we are addressing this concern. Again, it will be interesting to see how the 2023 results show.
Strategies
We continue to include the whole school community as much as possible to ensure that we are always pushing forward and to make sure that students feel that they are part of a safe and caring environment.

Goal Four: Spiritual Growth for PCA Students and Staff

Outcome: Students and staff deepening their walk with the Lord.

Strategies:
1. We continue to work on developing strong bonds between elementary and secondary students and staff. Our goal for the school continues to be building a culture that supports a community of believers based on a Biblical worldview. Our mission statement, "Inspiring learners to discover, discern, and defend Truth", is a focus of our staff development with an eye to how we can make this a reality for our students. We are also beginning the process of revisiting our school vision.
2. This year our staff devotions are led by our PCAS Executive Director and are focused on the book of Nehemiah. Our school theme is "Will *you* bow? from Revelation 7:10
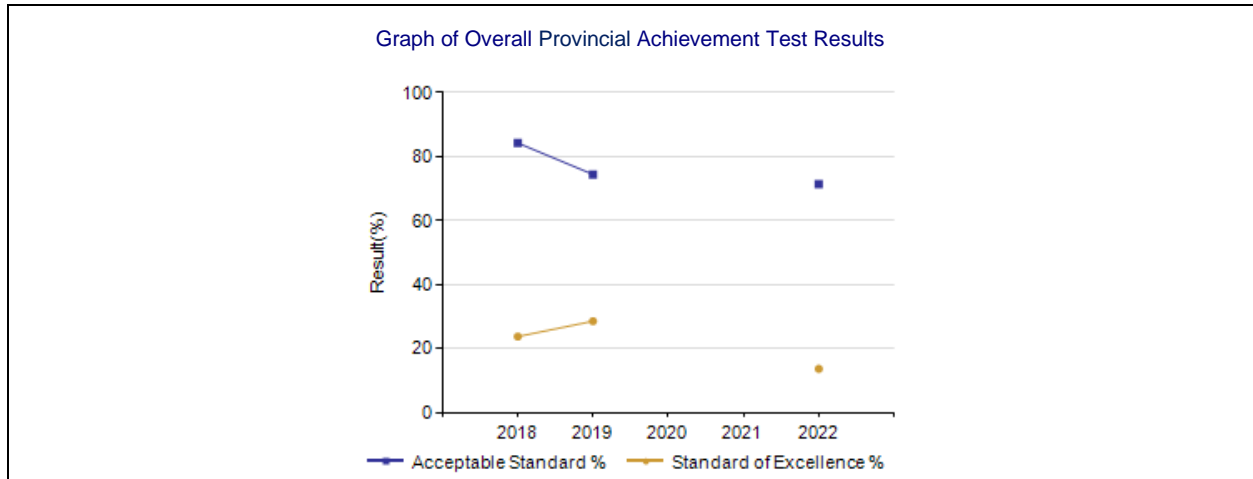
APPENDICES – Measure Details

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

Provincial Achievement Test Results – Measure Details

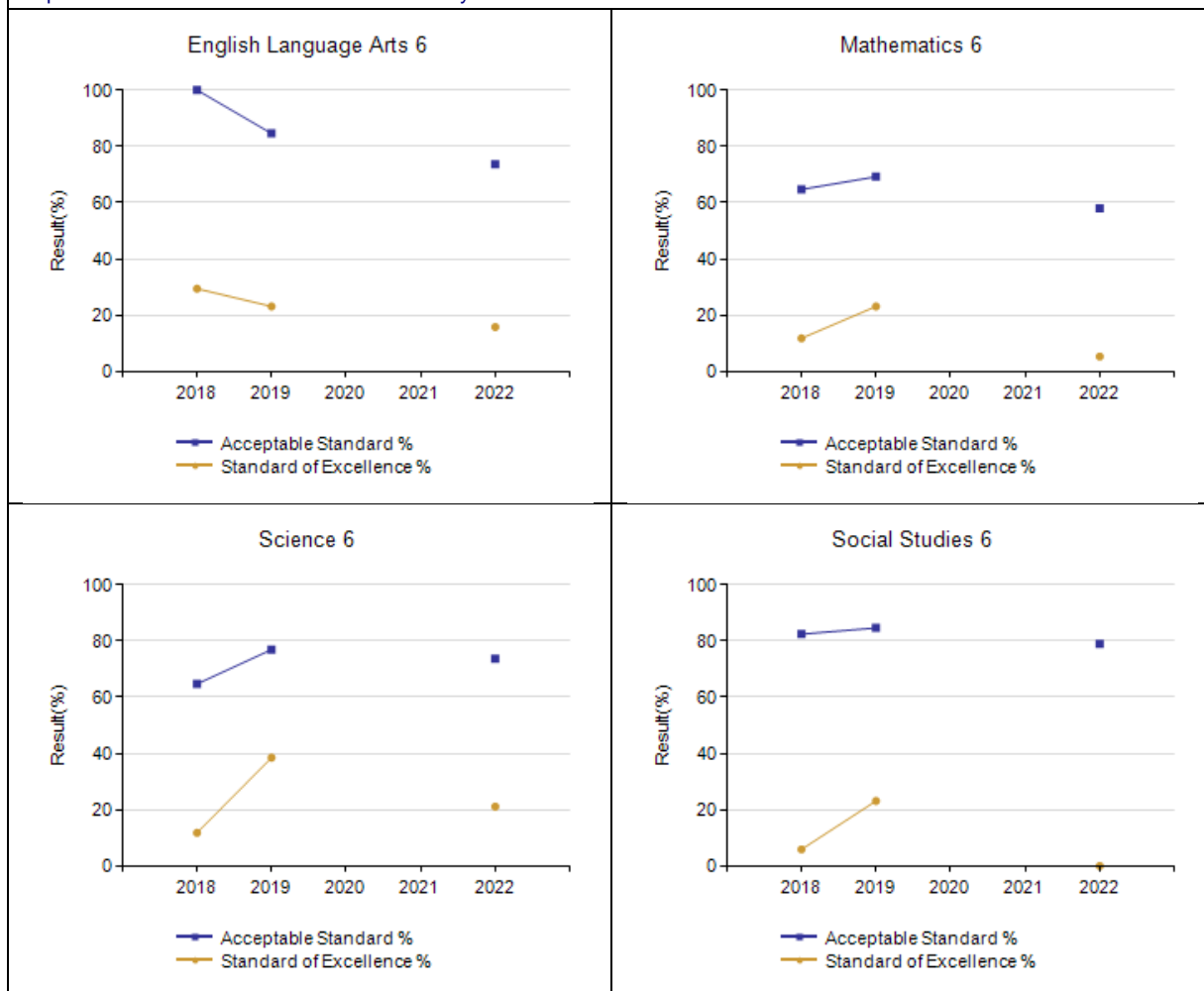| PAT Course by Course Results by Number Enrolled.														
		Results (in percentages)												Target
		2018		2019		2020		2021		2022		2022		
		A	E	A	E	A	E	A	E	A	E	A	E	
English Language Arts 6	School	100.0	29.4	84.6	23.1	n/a	n/a	n/a	n/a	73.7	15.8	80	20	
	Authority	82.0	10.6	83.3	13.6	n/a	n/a	n/a	n/a	74.4	13.4			
	Province	83.5	17.9	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9			
Mathematics 6	School	64.7	11.8	69.2	23.1	n/a	n/a	n/a	n/a	57.9	5.3	80	20	
	Authority	73.3	11.2	72.2	12.1	n/a	n/a	n/a	n/a	59.1	7.1			
	Province	72.9	14.0	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6			
Science 6	School	64.7	11.8	76.9	38.5	n/a	n/a	n/a	n/a	73.7	21.1	80	20	
	Authority	76.2	21.8	77.8	27.0	n/a	n/a	n/a	n/a	67.0	23.1			
	Province	78.8	30.5	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7			
Social Studies 6	School	82.4	5.9	84.6	23.1	n/a	n/a	n/a	n/a	78.9	0.0	80	20	
	Authority	68.1	13.4	70.4	16.3	n/a	n/a	n/a	n/a	62.9	14.5			
	Province	75.1	23.2	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1			
English Language Arts 9	School	90.5	9.5	73.3	23.3	n/a	n/a	n/a	n/a	75.0	6.3	80	20	
	Authority	75.7	10.3	73.1	9.2	n/a	n/a	n/a	n/a	58.8	4.8			
	Province	76.1	14.7	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9			
Mathematics 9	School	85.7	28.6	71.4	35.7	n/a	n/a	n/a	n/a	64.3	14.3	80	20	
	Authority	56.7	10.9	54.0	13.4	n/a	n/a	n/a	n/a	38.9	7.9			
	Province	59.2	15.0	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7			
Science 9	School	90.5	57.1	80.0	30.0	n/a	n/a	n/a	n/a	86.7	33.3	80	20	
	Authority	73.3	20.7	69.5	20.0	n/a	n/a	n/a	n/a	56.0	13.1			
	Province	75.7	24.4	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6			
Social Studies 9	School	90.5	28.6	66.7	26.7	n/a	n/a	n/a	n/a	62.5	12.5	80	20	
	Authority	64.8	15.9	61.0	14.2	n/a	n/a	n/a	n/a	44.9	8.2			
	Province	66.7	21.5	68.7	20.6	n/a	n/a	n/a	n/a	60.8	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 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

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

English Language Arts 6

Mathematics 6

Science 6

Social Studies 6

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
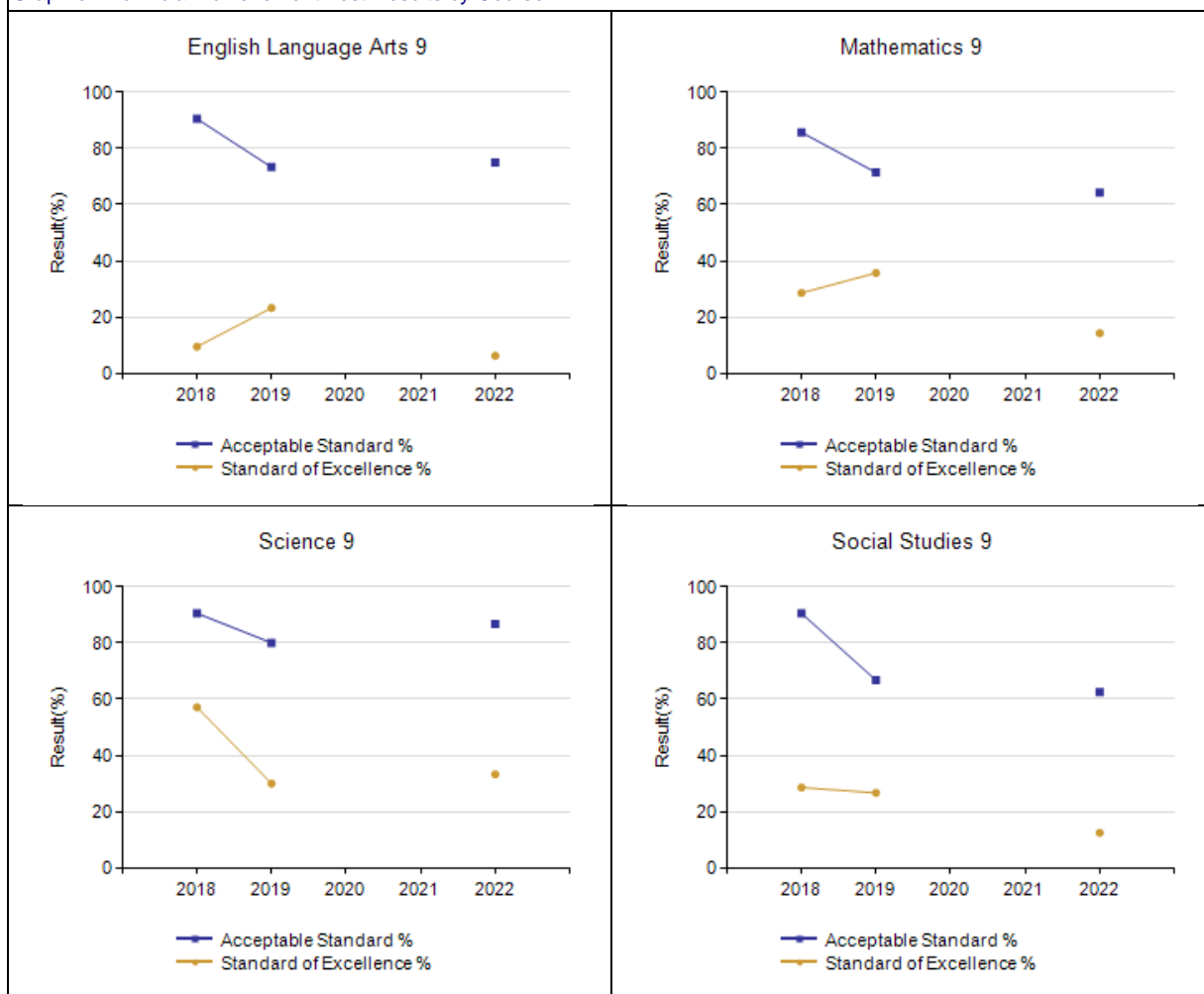
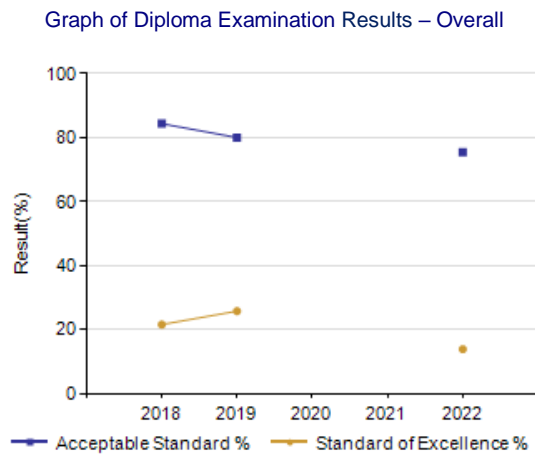## Graph of Provincial Achievement Test Results by Course

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.

Diploma Examination Results – Measure Details

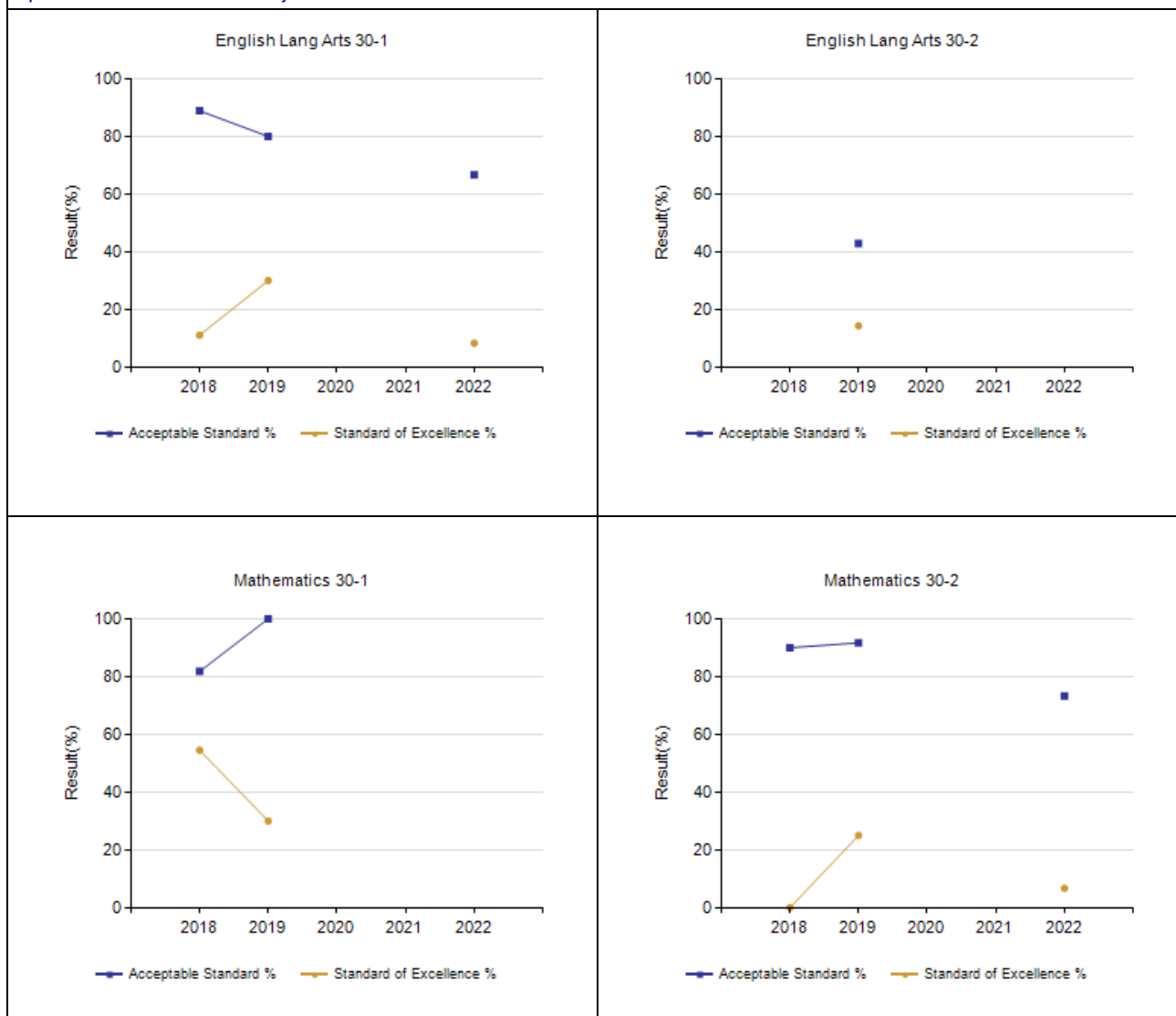| Diploma Exam Course by Course Results by Students Writing.		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	88.9	11.1	80.0	30.0	n/a	n/a	n/a	n/a	66.7	8.3	80	20
	Authority	79.6	8.4	79.8	9.2	n/a	n/a	n/a	n/a	71.7	3.5		
	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	*	*	42.9	14.3	n/a	n/a	n/a	n/a	*	*	80	20
	Authority	79.2	13.7	83.3	11.0	n/a	n/a	n/a	n/a	78.6	10.3		
	Province	88.0	13.1	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3		
Mathematics 30-1	School	81.8	54.5	100.0	30.0	n/a	n/a	n/a	n/a	*	*	80	20
	Authority	67.4	23.8	72.3	20.1	n/a	n/a	n/a	n/a	47.8	15.2		
	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	90.0	0.0	91.7	25.0	n/a	n/a	n/a	n/a	73.3	6.7	80	20
	Authority	73.4	10.7	73.0	16.3	n/a	n/a	n/a	n/a	49.7	10.4		
	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	77.3	22.7	77.8	11.1	n/a	n/a	n/a	n/a	n/a	n/a	80	20
	Authority	79.4	11.6	78.9	13.5	n/a	n/a	n/a	n/a	73.6	9.0		
	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	85.7	0.0	45.5	18.2	n/a	n/a	n/a	n/a	*	*	80	20
	Authority	69.3	3.5	73.1	5.5	n/a	n/a	n/a	n/a	71.3	6.6		
	Province	78.8	12.2	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2		
Biology 30	School	100.0	23.5	100.0	54.5	n/a	n/a	n/a	n/a	81.3	18.8	80	20
	Authority	78.1	22.9	78.7	31.8	n/a	n/a	n/a	n/a	65.3	12.4		
	Province	86.6	36.6	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2		
Chemistry 30	School	53.3	20.0	88.9	22.2	n/a	n/a	n/a	n/a	n/a	n/a	80	20
	Authority	70.5	24.7	83.5	27.4	n/a	n/a	n/a	n/a	58.3	15.4		
	Province	83.6	38.3	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1		
Physics 30	School	100.0	62.5	85.7	28.6	n/a	n/a	n/a	n/a	n/a	n/a	80	20
	Authority	88.7	43.7	93.9	37.8	n/a	n/a	n/a	n/a	60.0	36.0		
	Province	86.2	43.6	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6		

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

Graph of Diploma Examination Results – Overall

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 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.
3. 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.
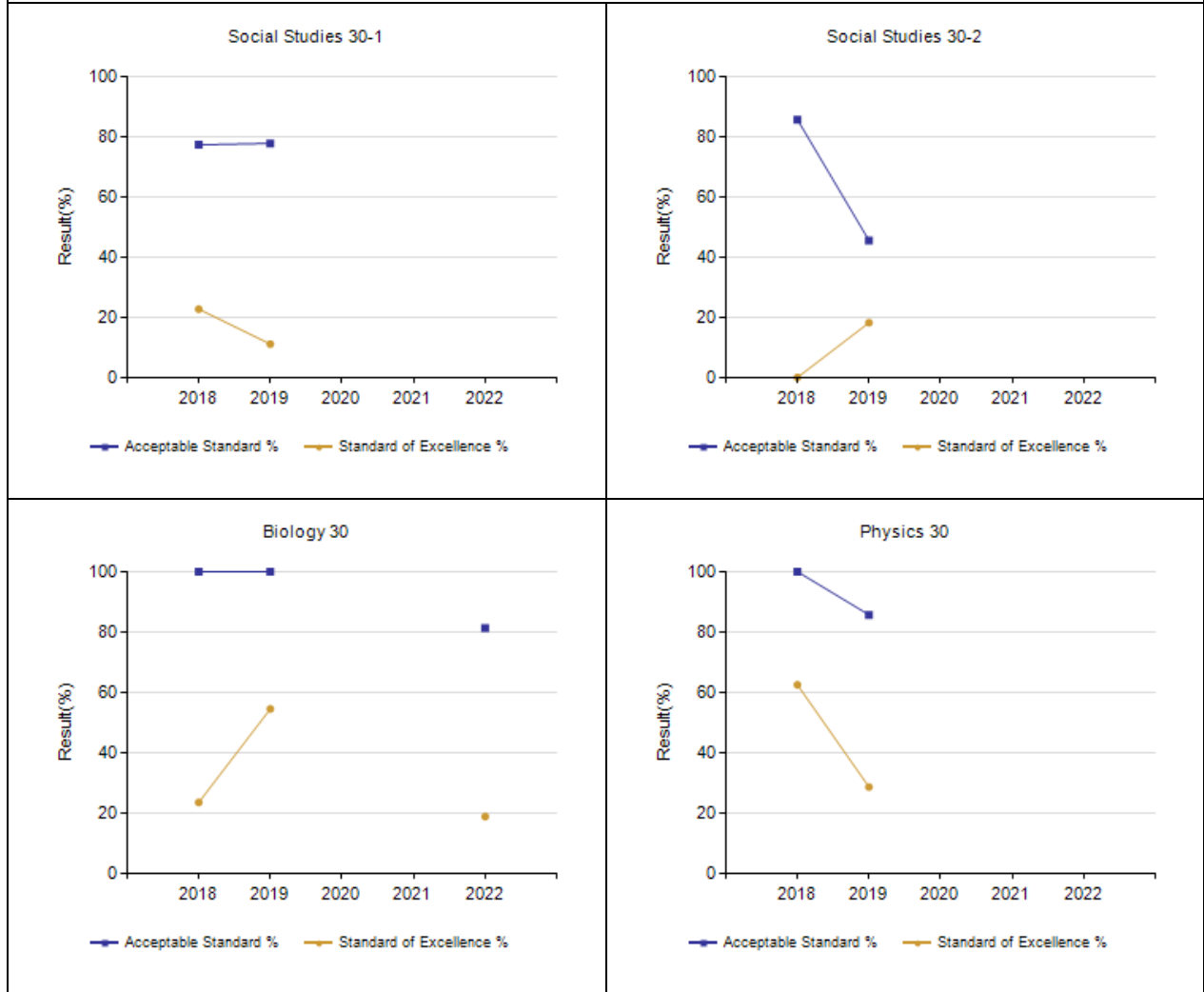
Diploma Examination Results by Course

English Lang Arts 30-1

English Lang Arts 30-2

Mathematics 30-1

Mathematics 30-2

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

Social Studies 30-1

Social Studies 30-2
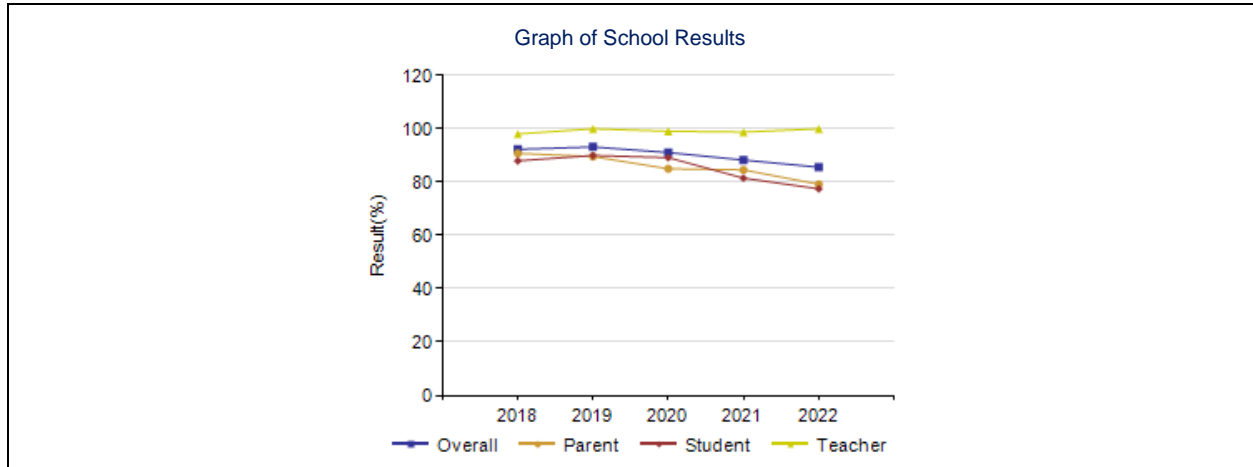

Biology 30

Physics 30

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.

Education Quality – Measure Details

| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | Measure Evaluation | | |
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	114	92	93	93	249	91	100	88	108	86	Intermediate	Declined	Issue
Parent	24	90.8	16	89.6	10	85.0	13	84.6	16	79.2	Intermediate	Maintained	Acceptable
Student	72	88.0	59	90.0	221	89.2	73	81.5	75	77.5	Very Low	Declined Significantly	Concern
Teacher	18	98.1	18	100.0	18	99.1	14	98.8	17	100.0	Very High	Maintained	Excellent

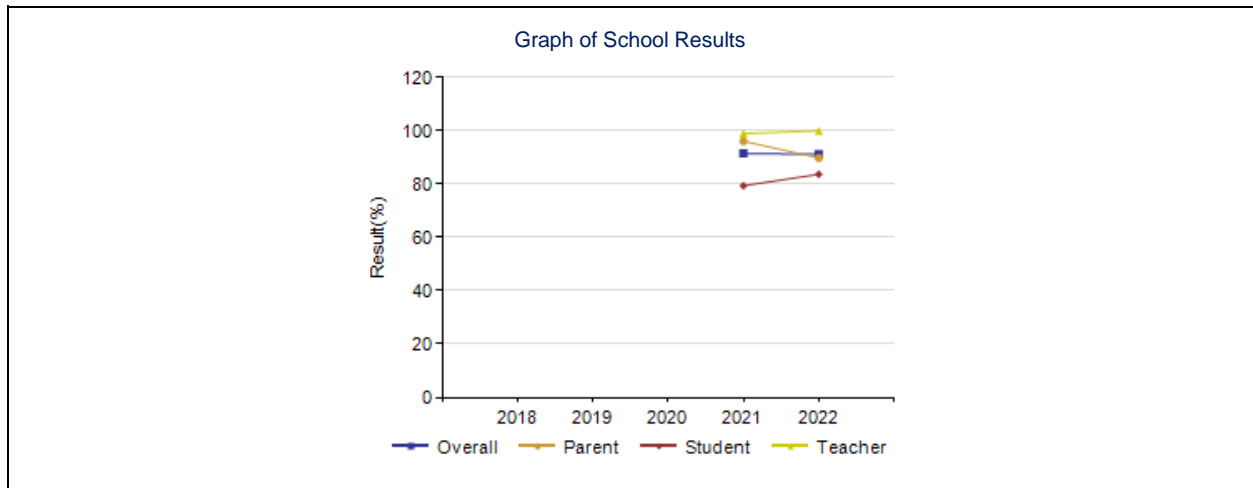The School column spans 2018–2022.

Graph of School 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. 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.
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Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

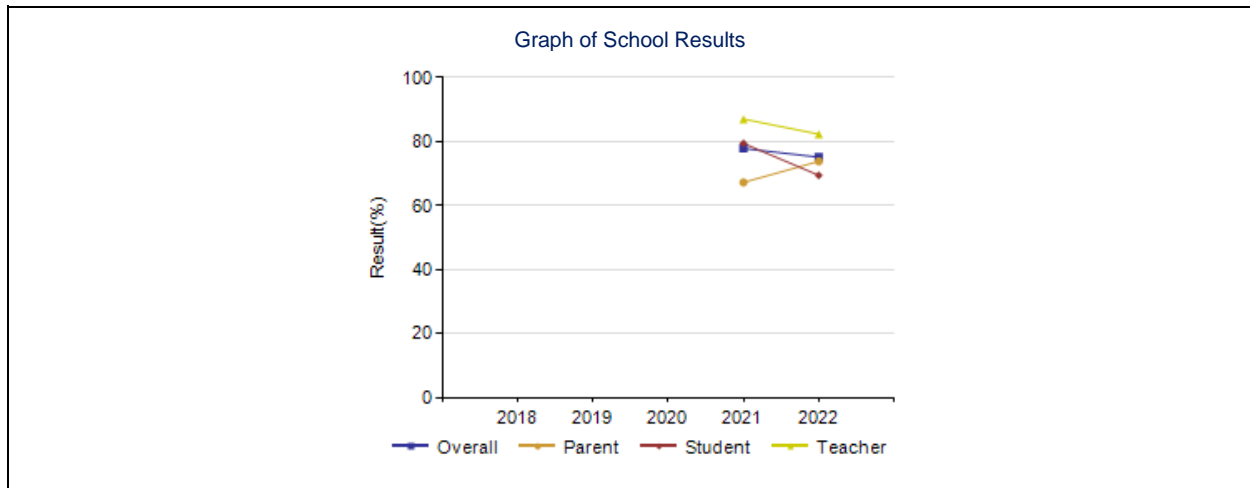|	School										Measure Evaluation		
	2018		2019		2020		2021		2022				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	n/a	n/a	100	91.5	108	91.2	n/a	n/a	n/a
Parent	n/a	n/a	n/a	n/a	n/a	n/a	13	96.1	16	89.8	n/a	n/a	n/a
Student	n/a	n/a	n/a	n/a	n/a	n/a	73	79.4	75	83.7	n/a	n/a	n/a
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	14	99.0	17	100.0	n/a	n/a	n/a

Graph of School 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. 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.
    .

Access to Supports & Services – Measure Details

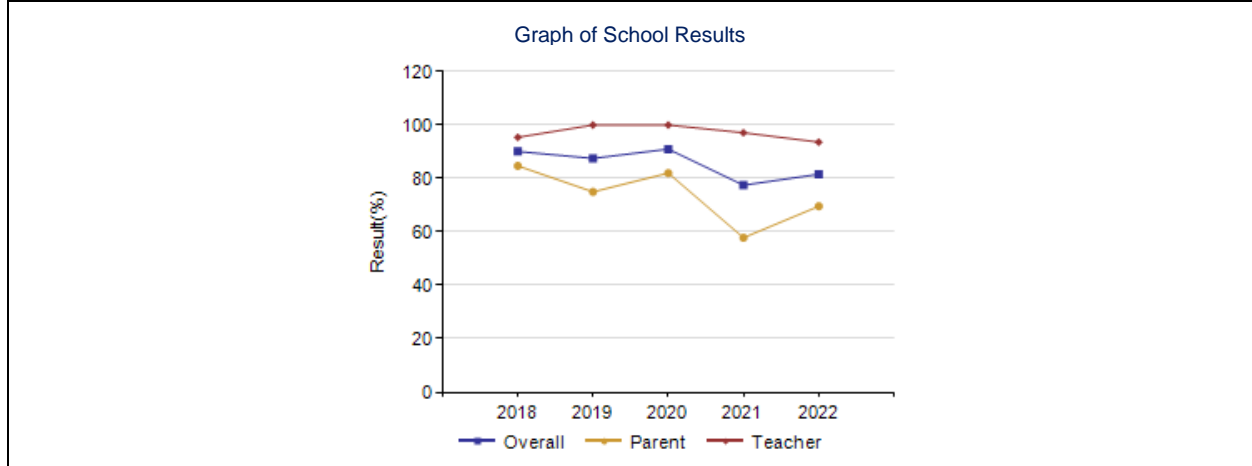|	School										Measure Evaluation		
	2018		2019		2020		2021		2022				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	n/a	n/a	100	77.8	108	75.1	n/a	n/a	n/a
Parent	n/a	n/a	n/a	n/a	n/a	n/a	13	67.2	16	73.8	n/a	n/a	n/a
Student	n/a	n/a	n/a	n/a	n/a	n/a	73	79.4	75	69.4	n/a	n/a	n/a
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	14	87.0	17	82.3	n/a	n/a	n/a

Graph of School 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. 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.

Parental Involvement – Measure Details

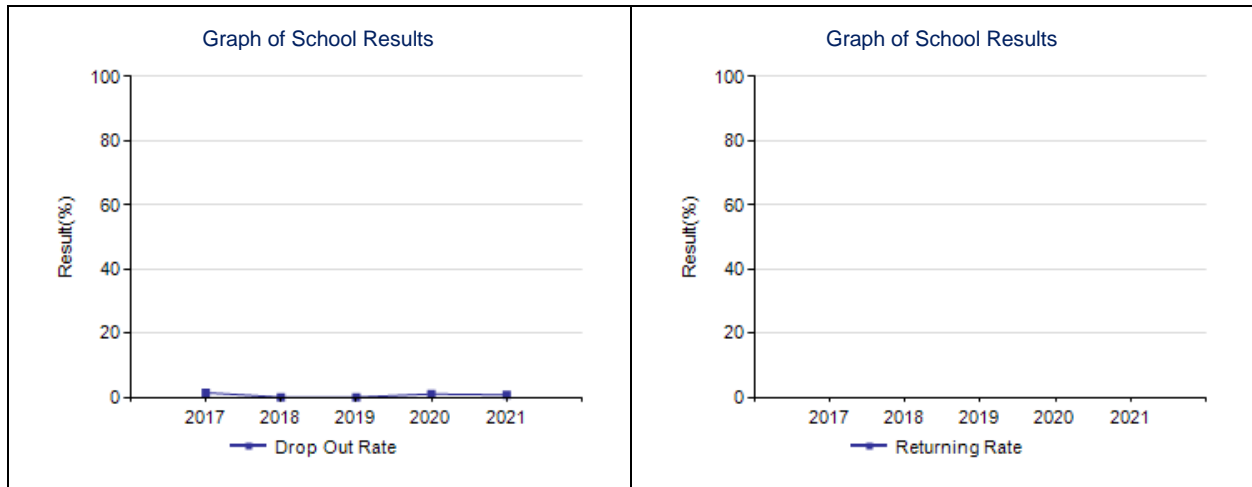|	School										Measure Evaluation		
	2018		2019		2020		2021		2022				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	42	90.1	33	87.5	28	91.0	27	77.5	33	81.6	High	Maintained	Good
Parent	24	84.7	16	75.0	10	82.0	13	57.8	16	69.6	High	Maintained	Good
Teacher	18	95.4	17	100.0	18	100.0	14	97.1	17	93.6	Very High	Declined	Good

Graph of School 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. 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.

Drop Out Rate – Measure Details

	School										Measure Evaluation		
	2017		2018		2019		2020		2021				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Drop Out Rate	59	1.4	89	0.0	95	0.0	89	1.0	100	0.7	Very High	Maintained	Excellent
Returning Rate	4	*	1	*	n/a	n/a	n/a	n/a	1	*	n/a	n/a	n/a

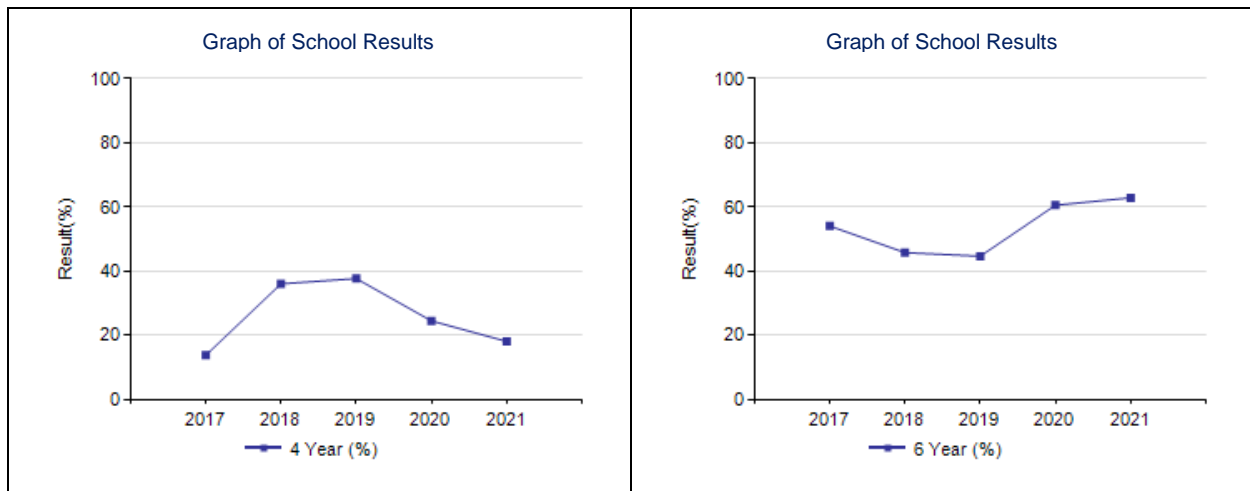

Graph of School Results

Graph of School 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. 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

	School										Measure Evaluation		
	2017		2018		2019		2020		2021				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
4 Year Rate	24	13.7	31	36.0	26	37.6	22	24.4	23	18.0	Very Low	Declined	Concern
6 Year Rate	22	54.0	31	45.7	25	44.6	31	60.5	26	62.8	Intermediate	Maintained	Acceptable

Graph of School Results — 4 Year (%)

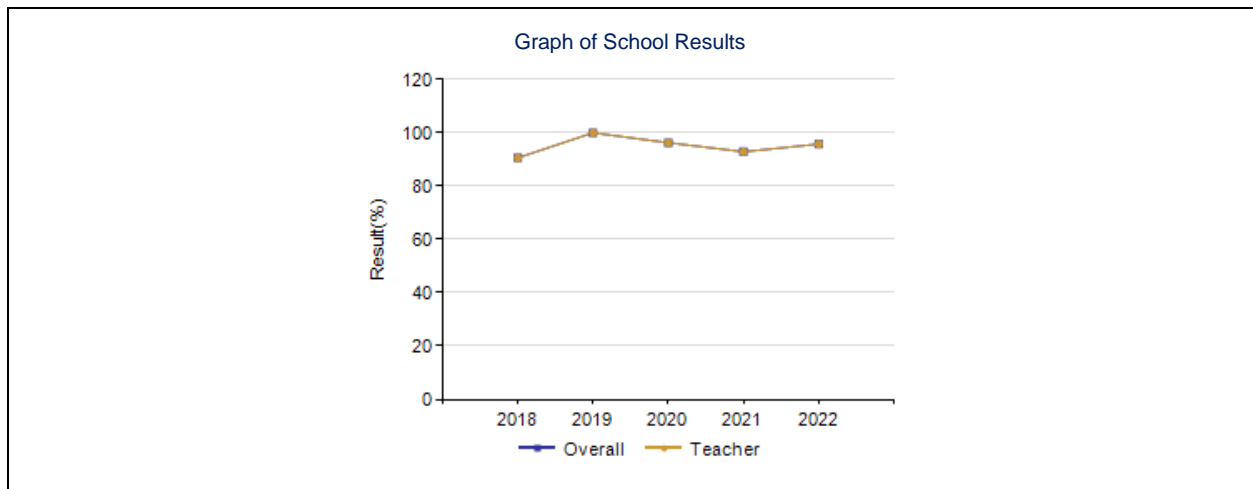

Graph of School Results — 6 Year (%)

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

In-Service Jurisdiction Needs– Measure Details

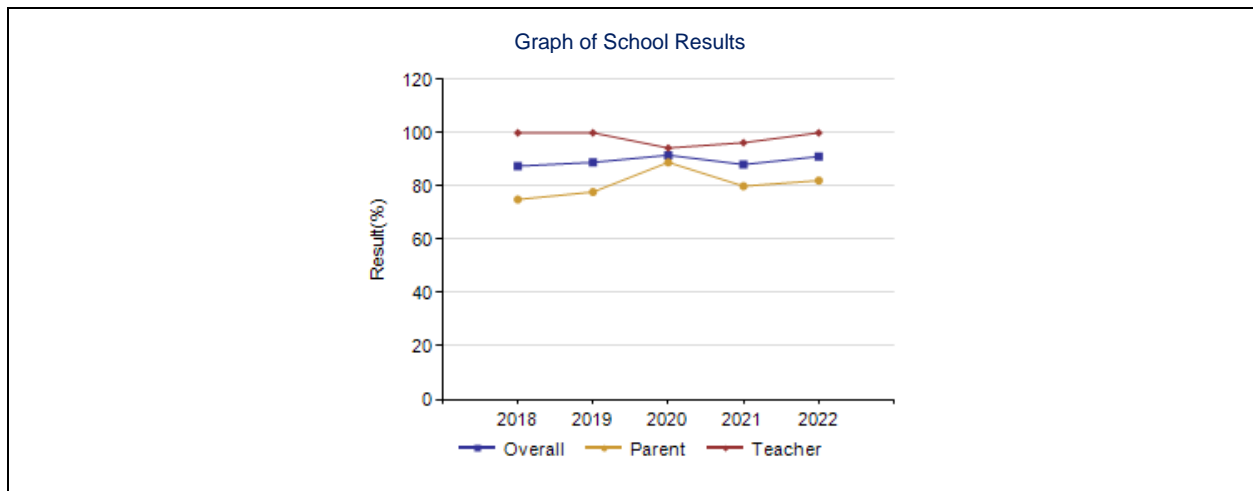|	School										Measure Evaluation		
	2018		2019		2020		2021		2022				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	18	90.6	18	100.0	18	96.3	14	92.9	16	95.8	Very High	Maintained	Excellent
Teacher	18	90.6	18	100.0	18	96.3	14	92.9	16	95.8	Very High	Maintained	Excellent

Graph of School 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. 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

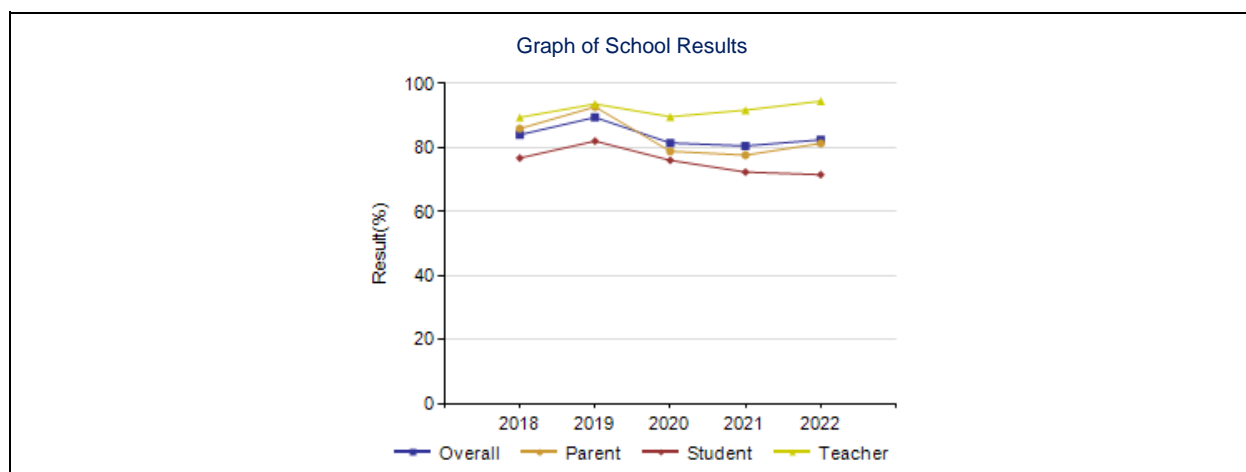|	School										Measure Evaluation		
	2018		2019		2020		2021		2022				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	42	87.5	34	88.9	28	91.6	27	88.1	31	91.1	Very High	Maintained	Excellent
Parent	24	75.0	16	77.8	10	88.9	13	80.0	15	82.1	Very High	Maintained	Excellent
Teacher	18	100.0	18	100.0	18	94.3	14	96.3	16	100.0	Very High	Maintained	Excellent

Graph of School 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. 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. 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

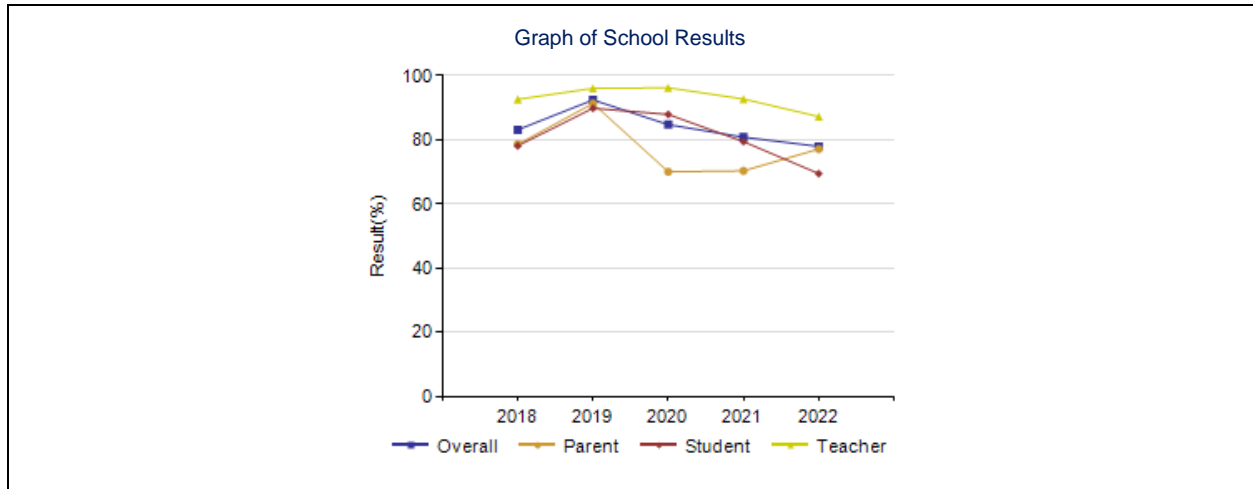| | School | | | | | | | | | | Measure Evaluation | | |
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | | | |
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	92	84.0	70	89.4	184	81.4	80	80.5	90	82.4	Very High	Maintained	Excellent
Parent	24	85.9	16	92.7	10	78.8	13	77.6	16	81.3	Very High	Maintained	Excellent
Student	50	76.7	36	82.0	156	76.0	53	72.3	57	71.5	Intermediate	Declined	Issue
Teacher	18	89.4	18	93.6	18	89.6	14	91.7	17	94.5	Very High	Maintained	Excellent

Graph of School 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. 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.

Program of Studies - At Risk Students – Measure Details

	School										Measure Evaluation		
	2018		2019		2020		2021		2022				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	114	83.1	93	92.4	249	84.7	100	80.8	108	77.9	Very Low	Declined Significantly	Concern
Parent	24	78.6	16	91.3	10	70.0	13	70.3	16	77.1	Intermediate	Maintained	Acceptable
Student	72	78.1	59	89.8	221	87.9	73	79.4	75	69.4	Very Low	Declined Significantly	Concern
Teacher	18	92.6	18	96.0	18	96.2	14	92.7	17	87.2	Very Low	Maintained	Concern

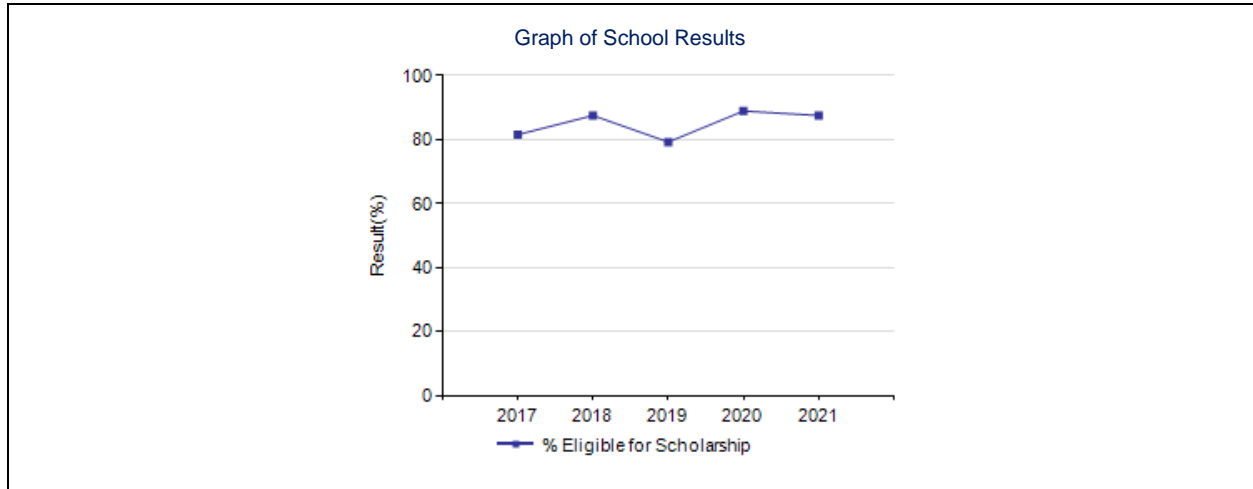

Graph of School Results

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

Rutherford Eligibility Rate – Measure Details

	School										Measure Evaluation		
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Rutherford Scholarship Eligibility Rate	27	81.5	24	87.5	24	79.2	27	88.9	24	87.5	Very High	Maintained	Excellent

Rutherford eligibility rate details.

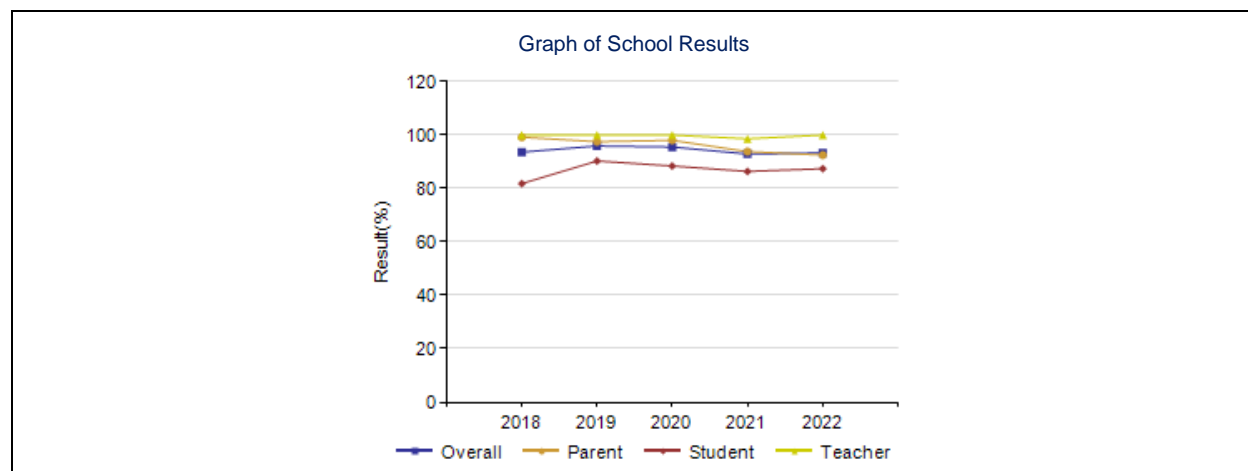| Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2017	27	18	66.7	20	74.1	6	22.2	22	81.5
2018	24	20	83.3	20	83.3	8	33.3	21	87.5
2019	24	16	66.7	17	70.8	13	54.2	19	79.2
2020	27	22	81.5	23	85.2	19	70.4	24	88.9
2021	24	16	66.7	20	83.3	15	62.5	21	87.5

Graph of School 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. 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.
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

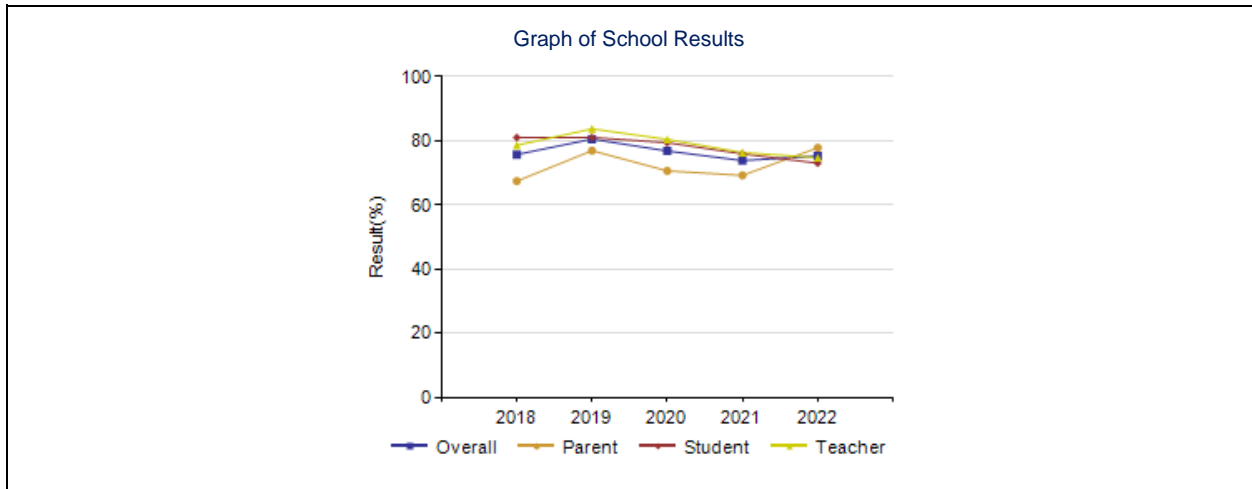|	School										Measure Evaluation		
	2018		2019		2020		2021		2022		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	114	93.6	93	95.9	249	95.5	100	92.9	108	93.3	Very High	Maintained	Excellent
Parent	24	99.2	16	97.5	10	98.0	13	93.8	16	92.5	Very High	Maintained	Excellent
Student	72	81.8	59	90.3	221	88.4	73	86.4	75	87.4	Very High	Maintained	Excellent
Teacher	18	100.0	18	100.0	18	100.0	14	98.6	17	100.0	Very High	Maintained	Excellent

Graph of School 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. 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.

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 c

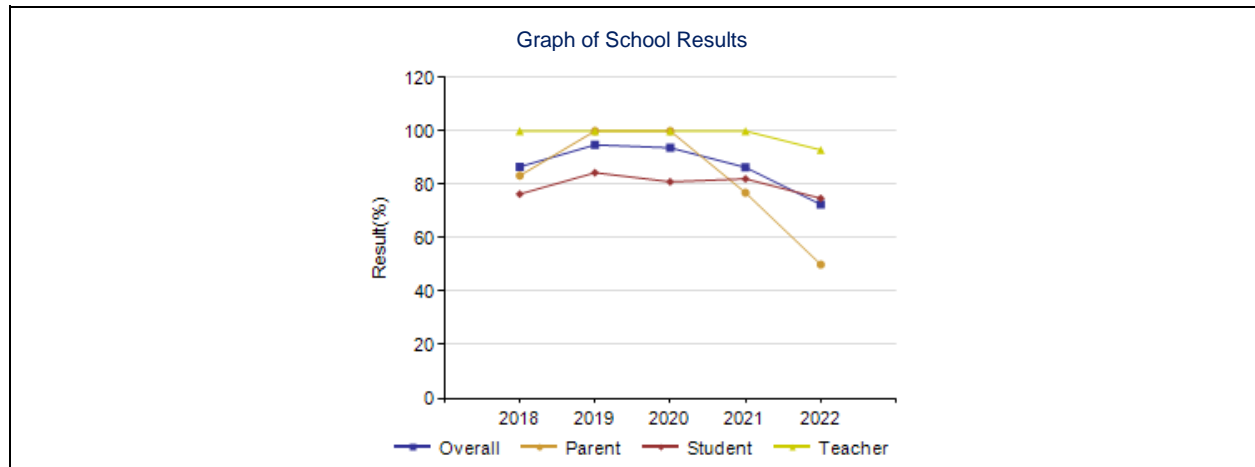|	School										Measure Evaluation			Authority											
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		201	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%
Overall	113	75.7	92	80.5	247	76.8	99	73.8	108	75.2	Intermediate	Maintained	Acceptable	2,090	73.7	2,054	75.7	2,211	77.5	1,668	73.2	2,116	72.8	251,836	72.8
Parent	23	67.4	16	76.9	10	70.6	13	69.2	16	77.8	Very High	Maintained	Excellent	304	61.9	307	62.6	263	69.2	267	63.8	297	63.8	34,350	61.2
Student	72	81.0	59	81.0	219	79.4	72	75.9	75	73.0	Low	Declined	Issue	1,454	78.4	1,417	81.9	1,642	80.9	1,119	74.6	1,486	73.0	184,949	78.5
Teacher	18	78.6	17	83.7	18	80.4	14	76.3	17	74.7	Low	Maintained	Issue	332	80.8	330	82.5	306	82.3	282	81.2	333	81.6	32,537	78.3

Graph of School 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. 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

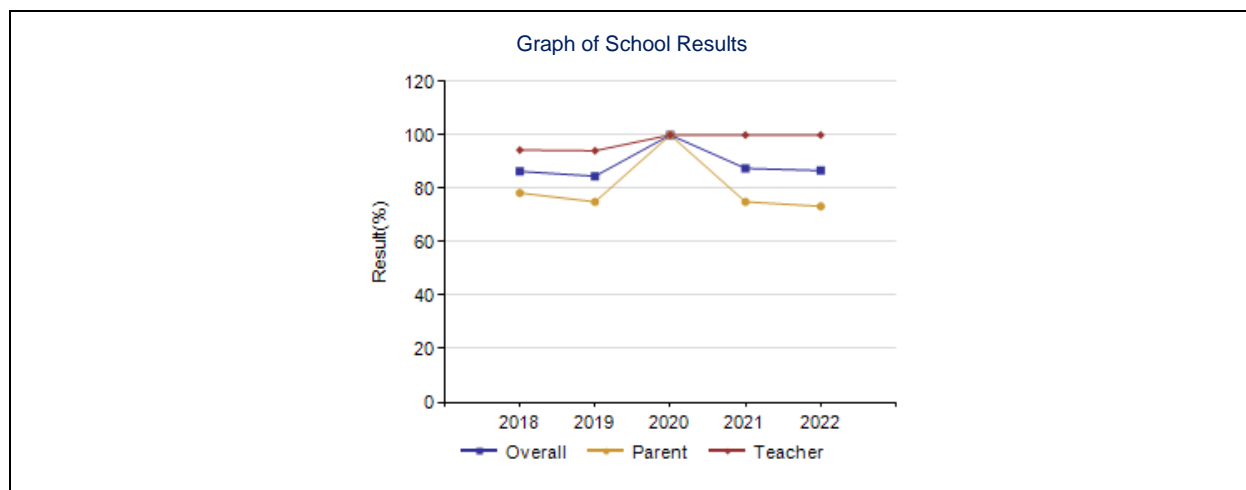|	School										Measure Evaluation		
	2018		2019		2020		2021		2022				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	112	86.6	91	94.8	247	93.7	100	86.4	103	72.5	Intermediate	Declined Significantly	Issue
Parent	24	83.3	15	100.0	10	100.0	13	76.9	16	50.0	Very Low	Declined Significantly	Concern
Student	72	76.4	58	84.4	220	81.0	73	82.1	73	74.8	Intermediate	Declined	Issue
Teacher	16	100.0	18	100.0	17	100.0	14	100.0	14	92.9	Very High	Declined	Good

Graph of School Results

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Work Preparation – Measure Details

	School										Measure Evaluation		
	2018		2019		2020		2021		2022				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	41	86.4	33	84.6	28	100.0	26	87.5	31	86.7	Very High	Maintained	Excellent
Parent	23	78.3	16	75.0	10	100.0	12	75.0	15	73.3	Very High	Maintained	Excellent
Teacher	18	94.4	17	94.1	18	100.0	14	100.0	16	100.0	Very High	Maintained	Excellent

Graph of School Results

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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