



# School Combined School Annual Education Results Report & Three Year Plan 2018-2019



**“Every Student, Every Day, A Success!”**

Our “Everyday 4” Focus	Goals:	Strategies:	Data:	Evidence:	Budget Connection (amount and description):
<p><b>Welcoming and Caring</b></p>	<p><i>All students from ECS through grade 12 will report that they feel safe; fellow students treat them with respect and that there are positive teacher/student relationships for all students.</i></p> <p><b>Teachers will continue to develop foundational knowledge about First Nations, Metis and Inuit and begin to apply it for the benefits of all students.</b></p>	<ul style="list-style-type: none"> <li>• Build and implement a school wide behaviour matrix.</li> <li>• Continuing to host events that foster a positive school climate and healthy relationships (such as school wide pancake breakfast and picnic, orange and pink shirt day, hat day for mental health, reading buddies, students’ union theme days - incorporating all students and staff)</li> <li>• Continue to utilize a Collaborative Response Model (CRM) to ID Students that are struggling and implement strategies and interventions for support.</li> <li>• Continue to encourage students to feel welcomed and engaged in their learning by using appropriate interventions and scaffolding their learning.</li> <li>• Staff will provide opportunities for different grade levels to work together. (Reading Buddies)</li> <li>• Twin Flames Production</li> <li>• Devote time at Staff meetings and PD Days to help build foundational knowledge of all staff related to First Nation, Metis, and Inuit</li> <li>• Prepare staff for the TQS related to First Nation, Metis, and Inuit</li> <li>• Benchmark Aboriginal Students that have self-identified and begin conversations around how to best support them in their academics and sense of belonging.</li> <li>• Use of Live Binder</li> <li>• Look at ways to create more CRM time to allow weekly meeting and discussion for teams of teachers to occur.</li> </ul>	<p>Participation in school related events</p> <p>Accountability Surveys (See appendix A)</p> <p>Grade 6 character education data</p> <p>Number of behavior referrals</p> <p>PD Day agendas show work around building foundational knowledge of First Nation, Metis and Inuit topics</p>	<ul style="list-style-type: none"> <li>• Full school events are consistently occurring and participation/attendance at events is high</li> <li>• Behaviour matrix visible on walls throughout the school and teachers and students use those plans to help guide student behaviour.</li> <li>• Our accountability pillar survey data will maintain very high rating with respect to students demonstrating active citizenship, attitudes and behaviours that will make them successful when they are done school, that they are safe at school and that they understand the importance of caring for others (see Appendix A) .</li> <li>• Collaboration meetings by division will occur 3 times a year</li> <li>• Staff will feel confident in their foundational knowledge around First Nation, Metis and Inuit</li> <li>• Meetings will occur with Self-Identified First Nation students and their families</li> <li>• Teachers will use the collaborative response model and implement strategies around how to Indigenize the supports</li> </ul>	<ul style="list-style-type: none"> <li>• Access SGF and donations.</li> <li>• Students Union raises money to help support some of the activities.</li> </ul>

Success Stories:

- Students are beginning to develop self-regulation skills through work with superflex program. (Wellness Day Zentangles to enhance superflex)
- Students applying self-regulating skills they have learned to help other students and explaining deep breathing concepts to their parents.
- High participation rate in special school events
- Students have learned to take ownership over their learning
- Growth Mindset concept can be seen in all subject areas
- Fewer behavior issues during each recess.
- Students are excited to be at school and willing to learn
- Cross-graded activities (Reading Buddies)

<p><b>Literacy</b></p>	<p><b>Through quality programming, and with the support and implementation of the numerous literary tools and resources, all students will demonstrate one or more years of growth in literacy during the 2018-2019 school year.</b></p>	<ul style="list-style-type: none"> <li>● Intentional implementation of literacy cross curricular by utilizing staff collaboration and co planning.</li> <li>● Staff will provide positive modeling of reading/literacy and stress its importance in all courses.</li> <li>● Utilize BRSD literacy framework</li> <li>● Utilize intervention strategies such as JH literacy classes</li> <li>● Utilize early interventions and supportive technology where needed, including chromebooks, laptops, Ipads and the use of Google suite tools - classroom, Docs, Exten, Apps, We Video, and Pod Cast,s to enhance student learning.</li> <li>● Use of collaborative days and school PD days to discuss successes, challenges and next steps to enhance literacy.</li> <li>● Utilize Literacy kits to provide appropriate interventions/reading levels for students</li> <li>● Utilize a Balanced Literacy model at all levels to help build reading and writing skills.</li> <li>● Increase student and staff use of Read and Write for Google to enhance student learning and engagement. (Universal Supports)</li> </ul>	<p>EYE TA Data - ECS</p> <p>BAS Data - Grades 1 - 3</p> <p>DORA - Grades 4 - 9 (See Appendix F)</p> <p>Classroom assessments</p> <p>Teacher observation/assessment</p> <p>Achievement Test Data (See Appendix E)</p> <p>Diploma Exam Data (See Appendix D)</p> <p>See Appendix B</p>	<ul style="list-style-type: none"> <li>● Collaborative planning by division will occur at least 3 times per year to analyze results and plan interventions and transitions into next school year.</li> <li>● Baseline data will be collected on all students using EYE, BAS and DORA. Progress will be measured with the expectation of at least 1 year of growth/student.</li> <li>● DORA data will show improvement by indicated fewer students in levels A, B, C and D by the end of the school year (See Appendix C)</li> <li>● Diploma Exam and Provincial Achievement Test results will maintain high or very high levels of students achieving both acceptable standard and standard of excellence.</li> <li>● School collaborative response model guides conversations around support students.</li> <li>● Visuals with targeted kids and intervention will be created for use by staff.</li> <li>● IPP goals will be regularly be reevaluated throughout the school year.</li> </ul>	<ul style="list-style-type: none"> <li>● Release time allotted for staff testing/Sub time allocated to conduct assessments</li> <li>● Exploring timetable options for next school year that provides 30/day for students that require literacy intervention in grades 1 - 3.</li> <li>● Utilize Literacy Lead teachers as necessary.</li> <li>● Use of Tech Team to help with professional development as necessary.</li> </ul>
------------------------	--	--	--	---	---

Success Stories:

- Huge gain in some Div 1 students. For example, some students did not register on BAS in Grade 1 (frustrational level A), now in Grade 3 they are one level from being at grade level (level M)- literacy intervention win!
- ELI!!! When given daily and effectively
- Those that have received early intervention have gained significant progress
- Reluctant readers have shown more interest in reading.
- We have seen improvement with our challenged students when it comes to reading and writing.
- Cross-graded work between JH students and elementary students has been extremely positive experience for all.
- Greater Enjoyment for reading. We see students reading before school, during breaks, etc. and are enjoying reading

<p><b>Numeracy</b></p>	<p><b>Through quality programming, and with the support and implementation of numeracy tools and resources, all students will demonstrate one or more years of growth in numeracy during the 2018-2019 school year.</b></p>	<ul style="list-style-type: none"> <li>● Staff attendance at Math cohorts and implementation of ideas in meaningful, authentic lessons (variety, differentiated instruction)</li> <li>● Use MIPI data for early identification, intervention and support</li> <li>● Use of supportive technology where needed</li> <li>● Staff engaged in collaborative work on MIPI data and discussing strategies and interventions</li> <li>● Sharing of best practices from numeracy cohorts</li> <li>● Devoting staff meeting time for Numeracy Lead Teacher to provide support and training to all teachers.</li> </ul>	<p>MIPI data - Grades 2 to 9</p> <p>Achievement Test Data (See Appendix E)</p> <p>Diploma Exam Data (See Appendix D)</p> <p>See Appendix B</p>	<ul style="list-style-type: none"> <li>● MIPI baseline data on students will be collected. Progress will be measured with the expectation of decreasing the number of students that are scoring below the benchmark (60%) each year.</li> <li>● Collaborative planning by division will occur at least 3 times per year to analyze results and plan interventions and transitions into next school year.</li> <li>● Diploma Exam and Provincial Achievement Test results will maintain high or very high levels of students achieving both acceptable standard and standard of excellence.</li> <li>● School pyramid of intervention is created collaboratively by staff.</li> <li>● Visuals with targeted kids and intervention will be created for use by staff.</li> <li>● IPP goals will be regularly be reevaluated throughout the school year.</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize Mathematics Lead teachers as necessary.</li> <li>● Use of Tech Team to help with professional development as necessary.</li> </ul>
------------------------	---	---	--	---	---

Success Stories:

- Numeracy cohorts have been established to build and guide numeracy effectiveness.
- Math is looked at in a different scope, as part of everyday life
- Starting classes with “Math Talks” to encourage engagement and enjoyment for math.
- Intrinsic motivation of students to master outcomes.
- Cross curricular applications in other subjects.

<p><b>Teaching and Learning (21<sup>st</sup> Century)</b></p>	<p><b>All students will demonstrate digital literacy, regularly apply 21<sup>st</sup> century skills and recognize this as essential to support their learning.</b></p>	<ul style="list-style-type: none"> <li>• Optimize access/meaningful authentic use of chromebooks and assistive technology tools where required.</li> <li>• Utilize Tech leads in our division for on-going tech support with staff and students on implementing universal supports for students.</li> <li>• Students use technology effectively, creatively and wisely to support their learning.</li> <li>• Kids in the Know program is utilized to support digital citizenship.</li> <li>• Google platform (g suite) will become primary platform and staff and students will become comfortable with its use.</li> <li>• Access student voice through SAVY and Wellness Team to determine students' educational needs.</li> <li>• Staff will provide input into Three Year Plan by sharing best practices from professional learning series.</li> </ul>	<p>Accountability pillar survey data (see Appendix C)</p> <p>SAVY students' forum</p>	<ul style="list-style-type: none"> <li>• Evidence from student work will demonstrate increased skill level/confidence with devices</li> <li>• Our accountability pillar survey data will maintain very high rating with respect to students indicating they have access to a broad program of studies, that the school and jurisdiction has improved, that they involved in decision making and that they are satisfied with the overall quality of basic education.</li> <li>• SAVY forum will indicate that students feel they have input into decisions regarding their education.</li> </ul>	
---	---	--	---	--	--

Success Stories:

- Read and Write Google
- Tech support coming in to enhance our scope and effectiveness using different technologies in the classroom
- Using technology for meaningful learning
- Collaborative learning
- Learning new skills - google docs and google slides
- Grade 3 peer taught grade 2 wevideo

Appendices:

A. Welcome and Caring

<b>Outcome Three: Alberta's education system respects diversity and promotes inclusion</b>												
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	89.0	88.4	91.1	91.9	94.2		Very High	Improved	Excellent			

<i>Outcome One: Alberta's students are successful (continued)</i>												
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	82.3	79.8	87.5	86.5	88.6		Very High	Maintained	Excellent			
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.	71.9	76.9	95.0	83.7	94.4		Very High	Improved	Excellent			

## B. Literacy and Numeracy

### Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	82.3	89.6	74.5	89.1	84.7		Very High	Maintained	Excellent			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	28.6	31.6	17.6	23.4	17.1		Intermediate	Maintained	Acceptable			

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	84.0	90.0	87.6	91.6	76.6		Low	Declined	Issue			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	15.1	22.1	14.6	28.9	16.8		Intermediate	Maintained	Acceptable			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	93.3	96.2	100.0	88.9	88.5		Very High	Maintained	Excellent			
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	1.5	0.0	0.3	0.0		Very High	Maintained	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	63.7	84.3	60.0	82.2	84.0		Very High	Maintained	Excellent			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	84.8	58.3	60.0		n/a	Maintained	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	76.7	76.9	69.7	55.6	61.9		High	Maintained	Good			

### C. Teaching and Learning 21st Century

<b>Outcome Four: Alberta has excellent teachers, and school and school authority leaders</b>												
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	77.8	85.8	86.6	84.8	89.3		Very High	Maintained	Excellent			



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	68.6	70.7	86.2	85.7	86.2		Very High	Improved	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	82.5	70.6	90.0	85.5	88.0		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.3	88.5	93.2	94.4	96.1		Very High	Improved	Excellent			



## D: Diploma Examination Results

### Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.

		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	100.0	18.8	94.4	11.1	100.0	20.0	100.0	15.4	100.0	15.4		
	Authority	93.8	9.3	88.7	8.9	83.7	11.1	85.9	7.3	83.4	6.7		
	Province	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2		
English Lang Arts 30-2	School	100.0	22.2	100.0	33.3	92.9	0.0	*	*	78.6	14.3		
	Authority	97.1	15.0	92.9	14.3	89.7	9.8	89.8	8.4	91.0	13.2		
	Province	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1		
French Lang Arts 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	87.5	25.0	*	*	*	*		
	Province	96.6	14.6	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0		
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	99.3	29.2	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0		
Mathematics 30-1	School	100.0	12.5	100.0	33.3	62.5	12.5	66.7	22.2	75.0	25.0		
	Authority	72.7	19.5	65.4	17.3	55.4	11.5	56.8	19.7	60.7	21.3		
	Province	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3		
Mathematics 30-2	School	87.5	50.0	66.7	8.3	66.7	0.0	*	*	63.6	18.2		
	Authority	64.3	11.9	66.2	6.6	61.5	7.5	58.8	9.1	57.3	6.4		
	Province	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4		
Social Studies 30-1	School	76.5	11.8	100.0	10.5	88.9	22.2	100.0	9.1	91.7	8.3		
	Authority	82.5	8.8	83.2	10.0	78.0	9.6	80.3	4.8	75.3	4.9		
	Province	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7		
Social Studies 30-2	School	100.0	14.3	92.9	28.6	100.0	0.0	*	*	80.0	13.3		
	Authority	84.3	9.2	80.6	9.7	76.0	4.1	71.3	7.5	73.2	5.2		
	Province	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2		
Biology 30	School	73.7	5.3	90.0	25.0	87.5	31.3	100.0	72.7	69.2	15.4		
	Authority	84.7	25.8	83.3	24.2	81.4	25.5	86.1	25.1	83.8	24.9		
	Province	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6		
Chemistry 30	School	64.7	5.9	85.7	33.3	n/a	n/a	100.0	41.2	n/a	n/a		
	Authority	76.8	24.4	74.0	21.4	80.8	25.4	79.1	29.4	67.5	23.6		
	Province	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3		
Physics 30	School	*	*	66.7	11.1	88.9	33.3	n/a	n/a	41.7	16.7		
	Authority	77.0	24.0	71.6	18.6	72.0	22.0	74.4	28.0	67.3	20.8		
	Province	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6		
Science 30	School	n/a	n/a	n/a	n/a	n/a	n/a	85.7	28.6	88.9	33.3		
	Authority	83.3	25.0	74.2	24.2	83.1	21.8	81.9	23.6	78.7	12.1		
	Province	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5		

Notes:

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

### Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	Bawlf School						Alberta				
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very High	Maintained	Excellent	13	100.0	14	98.1	30,393	87.5	29,349	86.6
	Standard of Excellence	High	Maintained	Good	13	15.4	14	15.5	30,393	13.2	29,349	11.3
English Lang Arts 30-2	Acceptable Standard	Very Low	Declined	Concern	14	78.6	15	96.4	16,184	88.0	16,632	89.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	14	14.3	15	16.7	16,184	13.1	16,632	11.7
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,230	93.8	1,312	94.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,230	11.0	1,312	9.3
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	97.4	146	97.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	23.0	146	18.6
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	8	75.0	10	76.4	20,148	77.8	20,605	73.3
	Standard of Excellence	n/a	n/a	n/a	8	25.0	10	22.7	20,148	35.3	20,605	29.4
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	11	63.6	11	66.7	14,362	74.2	13,516	74.7
	Standard of Excellence	n/a	n/a	n/a	11	18.2	11	4.2	14,362	16.4	13,516	16.1
Social Studies 30-1	Acceptable Standard	High	Maintained	Good	12	91.7	13	96.3	21,793	86.2	21,941	86.0
	Standard of Excellence	Low	Maintained	Issue	12	8.3	13	13.9	21,793	17.7	21,941	15.1
Social Studies 30-2	Acceptable Standard	Intermediate	Declined	Issue	15	80.0	14	96.4	20,391	78.8	19,847	81.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	15	13.3	14	14.3	20,391	12.2	19,847	12.7
Biology 30	Acceptable Standard	Low	Declined	Issue	13	69.2	16	92.5	23,026	86.6	22,263	85.0
	Standard of Excellence	Low	Declined	Issue	13	15.4	16	43.0	23,026	36.6	22,263	32.6
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	19	92.9	18,770	83.6	19,031	82.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	19	37.3	18,770	38.3	19,031	35.8
Physics 30	Acceptable Standard	Very Low	Declined	Concern	12	41.7	9	77.8	9,679	86.2	10,276	85.1
	Standard of Excellence	Low	Maintained	Issue	12	16.7	9	22.2	9,679	43.6	10,276	39.1
Science 30	Acceptable Standard	High	Maintained	Good	9	88.9	7	85.7	9,426	85.4	8,651	84.4
	Standard of Excellence	High	Maintained	Good	9	33.3	7	28.6	9,426	31.5	8,651	27.6

Notes:

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

## E. Provincial Achievement Results

### Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	100.0	16.7	100.0	40.7	93.1	24.1	92.3	15.4	92.3	11.5		
	Authority	87.8	19.5	83.4	17.5	87.1	18.2	89.6	19.3	84.9	10.7		
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	77.8	5.6	70.6	35.3	84.6	7.7	75.9	3.4	100.0	5.6		
	Province	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3		
Français 6	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	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1		
Mathematics 6	School	100.0	29.2	100.0	29.6	82.1	13.8	92.3	15.4	84.8	11.5		
	Authority	82.3	15.6	73.2	11.2	75.4	10.8	75.4	11.1	88.4	7.7		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0		
Science 6	School	87.5	45.8	100.0	55.6	82.8	34.5	92.3	50.0	96.2	23.1		
	Authority	81.9	29.3	76.9	25.5	84.7	29.0	82.8	35.9	80.4	28.1		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5		
Social Studies 6	School	83.3	12.5	100.0	48.1	82.8	17.2	88.5	15.4	96.2	7.7		
	Authority	76.7	18.1	69.8	16.0	77.3	25.6	77.1	22.7	72.9	18.6		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2		
English Language Arts 9	School	75.0	16.7	84.6	11.5	81.8	9.1	85.0	10.0	67.9	14.3		
	Authority	76.0	10.8	72.2	9.1	74.3	13.1	82.4	12.8	71.4	7.5		
	Province	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	54.5	4.5	42.9	0.0	66.7	9.5	73.7	5.3	42.9	0.0		
	Province	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9		
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	87.5	12.5	85.7	0.0	88.9	11.1	85.7	14.3	76.9	0.0		
	Province	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8		
Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3		
Mathematics 9	School	66.7	33.3	80.8	23.1	63.6	13.6	85.0	35.0	89.3	17.9		
	Authority	69.4	13.5	58.0	11.7	60.5	9.2	67.5	13.2	53.5	8.2		
	Province	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	70.0	10.0	52.6	5.3	64.3	3.6	57.7	11.5	48.0	16.0		
	Province	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6		
Science 9	School	75.0	41.7	84.6	23.1	72.7	18.2	95.0	25.0	89.3	35.7		
	Authority	77.3	20.0	70.3	14.0	73.4	16.3	77.2	20.3	73.8	16.5		
	Province	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	84.2	26.3	40.0	0.0	75.0	30.0	66.7	23.8	54.5	18.2		
	Province	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3		
Social Studies 9	School	70.8	33.3	65.4	19.2	50.0	4.5	80.0	20.0	64.3	14.3		
	Authority	66.2	19.8	56.9	14.0	58.4	12.8	68.0	17.6	56.6	12.4		
	Province	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	73.9	4.3	28.6	7.1	78.9	21.1	57.9	36.8	35.0	10.0		
	Province	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2		

### PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Bawlf School						Alberta				
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
		N	%	N	%	N	%	N	%	N	%	
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	26	92.3	27	95.1	51,540	83.5	48,248	82.7
	Standard of Excellence	Low	Declined	Issue	26	11.5	27	26.8	51,540	17.9	48,248	19.6
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	85.2	3,007	86.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	12.3	3,007	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	93.3	528	90.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	23.1	528	18.0
Mathematics 6	Acceptable Standard	High	Maintained	Good	26	84.6	27	84.8	51,486	72.9	48,172	71.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	26	11.5	27	19.6	51,486	14.0	48,172	13.6
Science 6	Acceptable Standard	Very High	Maintained	Excellent	26	96.2	27	91.7	51,517	78.8	48,180	77.1
	Standard of Excellence	Intermediate	Declined	Issue	26	23.1	27	46.7	51,517	30.5	48,180	27.1
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	26	96.2	27	90.4	51,525	75.1	48,170	71.4
	Standard of Excellence	Low	Declined	Issue	26	7.7	27	26.9	51,525	23.2	48,170	20.6
English Language Arts 9	Acceptable Standard	Low	Declined	Issue	28	67.9	23	83.8	46,822	76.1	44,296	76.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	28	14.3	23	10.2	46,822	14.7	44,296	14.9
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	55.7	1,543	60.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	5.9	1,543	5.6
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	81.4	2,660	84.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	9.8	2,660	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	82.7	391	87.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	22.3	391	24.4
Mathematics 9	Acceptable Standard	Very High	Improved	Excellent	28	89.3	23	76.5	46,603	59.2	43,851	66.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	28	17.9	23	23.9	46,603	15.0	43,851	18.1
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	57.4	1,983	59.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	13.6	1,983	13.6
Science 9	Acceptable Standard	Very High	Maintained	Excellent	28	89.3	23	84.1	46,810	75.7	44,341	74.1
	Standard of Excellence	Very High	Improved	Excellent	28	35.7	23	22.1	46,810	24.4	44,341	22.2
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	64.6	1,522	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	12.3	1,522	14.3
Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	28	64.3	23	65.1	46,840	66.7	44,267	65.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	28	14.3	23	14.6	46,840	21.5	44,267	19.4
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	55.2	1,493	57.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	14.2	1,493	11.8

#### Notes:

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