

STRATHMORE HIGH SCHOOL



Golden Hills School Division #75

ANNUAL EDUCATION RESULTS REPORT 2020-2021 - 2022-2023

**100 Brent Blvd.
Strathmore, Alberta T1P 1V2
Phone: 403-934-3135
Fax: 403-934-6694
www.strathmorehighschool.com**



**Mr. K. Larson
Principal**

**Mrs. A Barwacz Riou
Associate Principal**

**Mr. K. Mertz
Associate Principal**

TABLE OF CONTENTS

Statement of Accountability	Page 4
Principal’s Message	Page 4
Foundation Statements	
<i>Mission Statements</i>	Page 5
Contextual information	Page 6
<i>Profile</i>	Page 6
<i>History</i>	Page 7
<i>Programs</i>	Page 7
Projects	Page 8
Professional Development Plan	Page 9
School Council	Page 9
Financial Statement	Page 10
Annual Results.....	Page 11
<i>Accountability Pillar Overall Summary</i>	Page 11
<i>Outcome one</i>	Page 12
<i>Diploma Exam Results</i>	Page 14
<i>High School Completion Rate</i>	Page 19
<i>Drop out Rate</i>	Page 20
<i>High School to Post Secondary Transition Rate</i>	Page 21
<i>Rutherford Eligibility Rate</i>	Page 22
<i>Citizenship & Work Preparation</i>	Page 25
<i>Lifelong Learning</i>	Page 26
<i>Outcome Two</i>	Page 27
<i>Outcome Three</i>	Page 29
<i>Outcome Four</i>	Page 30
<i>Program of Studies & Parental Involvement</i>	Page 31
<i>Education Quality & Safe and Caring</i>	Page 32
<i>School Improvement</i>	Page 33

STATEMENT OF ACCOUNTABILITY

The AERR of Strathmore High School was prepared in accordance with Board policy and reflects the priorities of the province and Golden Hills School Division. These priorities for the school align with the priorities of the jurisdiction and the unique goals of Strathmore High School.

PRINCIPAL'S MESSAGE

The AERR for Strathmore High School was updated after a review of last year's goals, our annual report, the feedback from the Accountability Surveys and the Golden Hills Education Plan. We continue to work on our goals from last year especially those dealing with assessment, strategic instruction, academic improvement, attendance and an overall focus on the division wide plan of Powerful Learning. This past year has been particularly challenging as we have had to adapt and change practices to accommodate the At Home Learning that has occurred as a result of COVID 19. Some results have not been updated as data was not collected due to the pandemic.

We also have taken an approach of community focus and developing strong ties with the community that we continue to serve. We are focused on building relationships within our school and community. We continue with an ongoing effort to open the doors to the community and to create new opportunities for students. The efforts made by going on-line has enhanced communication with home and the ability for parents to interact more frequently with our teaching staff.

Our focus over the next three years will be to connect students to the school and the community with a focus on improving student involvement through our three pillars: Accomplished, Caring, Connected. This process will be evaluated through our student survey that has been developed in conjunction with our Circle of Support Team. The goal is to increase student/parent connection to the school and to work collaboratively with all stake holders in order to achieve increased student success. As we move forward and develop our plans for the post pandemic school environment it will be important for us to build on the successes that we have had over the past 8 months.

We are extremely proud of the citizenship component of our school, and will continue to look for ways that will allow students to provide real and meaningful ways to be active and contributing members in their school and local communities.

Mission Statement

*Empowering a Community of
Accomplished and Caring
Citizens*

BELIEFS

As a school we believe that:

- ❖ Learning is a lifelong experience.
- ❖ All students should be treated with dignity, and provided with a safe and respectful learning environment.
- ❖ High school students should assume increasing levels of personal responsibility for both their learning and their behavior.
- ❖ It is important to provide students with a diverse selection of courses, instructional techniques and co-curricular options so that they can explore and develop individual interests and talents.
- ❖ The school must maintain a high academic standard if students are to achieve their potential.
- ❖ Education should focus on the whole child not just the intellectual domain.
- ❖ Students are best served when there is a close working relationship between parents, students, and teachers. (Role of Circle of support)
- ❖ Parents have an important role to play in the school.
- ❖ A revamped Mission Statement has evolved to include the creation of the Three Pillars of Strathmore High School: Accomplished - Caring - Connected

CONTEXTUAL INFORMATION

PROFILE

The Community

There are over 14,000 people in Strathmore which continues to have sustainable growth but still reflects an agricultural community and influence. Many businesses are supportive of our activities, and service groups assist student in travel expenses for youth exchanges and forums. We are always anxious to develop community partnerships with businesses interested in supporting the education of our students.

The Students

Strathmore High School is the largest high school in Golden Hills School Division. Students come from Strathmore, Carseland, Siksika, and other surrounding communities such as Standard, Rockyford, Cluny, and Gleichen, Approximately 40% of our students are bussed, and our main feeder school is Crowther Memorial Junior High School, but we have also be incorporated George Freeman School and Trinity Christian into our catchment. In addition, we have had up to 115 International Students from countries such as Japan, Brazil, Germany, Taiwan, South Korea,

Hong Kong, Spain, Italy, Nigeria, Mexico, China, Ethiopia, Oman, United Arab Emirates and India. As well as approximately 45 students from Siksika.

HISTORY

The School

The original Strathmore High School opened in the fall of 1986 with 364 students. In 2001 a new high school was built as part of a school-community complex. This year our total enrollment is at 677 students. The school is a vibrant place to be and is open to students and the community on a regular basis, when we are not being limited by COVID and AHS restrictions.

PROGRAMS

In addition to our complete academic program, a wide selection of CTS courses including Cosmetology, Drama, and Food Studies are also available. Our Band course runs all year with our choir. We have Dance 15, 25, 35 and Glee, and Contemporary Dance 35 and advanced acting as part of our fine arts program. Our Advanced Placement Program offers Calculus, and English. The Honors Program includes Grade 10 and 11 and we have also offered an Honors Social 30-1. Other courses are Jazz Band, Sports Medicine, Wood Carving, Spanish, Sport Psychology, Fitness and Aboriginal Studies. New to our school course schedule this year is the Outdoor Education program. Our programming continues to develop creative technology courses such as Robotics, Media and Promotions. In addition, we offer the Registered Apprenticeship Program (RAP) for students, Green Certificate, College-level credits in the A+ Computer certificate program. Finally, we offer an incredible range of co-curricular programs that include athletics, fine arts, citizenship, volunteerism, leadership, governance and international travel.



- ❖ With the reduced international numbers this year we have not had to look for creative ways to address classroom space issues. Our projected numbers have not been for an increase but we have held at close to the 730 mark for the past three years, excluding this COVID year. The need for an addition to accommodate space for instruction will become an issue in the very near future as we are only in a projected lower cycle for the next two years. With a growing diversity in our student body we continue to look for ways to meet enrollment issues and to accommodate student choice and interests. There is a need for a diverse program beyond the school that will draw kids into careers in the non-academic pathways. We continue to look for these opportunities for students in the community and through partnerships with our business community.



Projects

Powerful Learning

- ❖ Teachers are provided with professional development opportunities to collaborate on assessment materials and strategies as well as to improve student instruction and student learning.
- ❖ Our curriculum leaders Mr. Laslo, Mr. Davidson, Mr. Hintz, Mrs. Ledene, Mrs. Greep and Mr. Sonstebly will work with their respective departments in Math, English, Science, Social Studies and CTS to develop a plan for improved results in these core and complimentary subject areas.
- ❖ The development of the expertise and skills of all teachers.
- ❖ Release time for individual teachers and teams of teachers to develop Curriculum and assessment materials and create strategies to address the needs of 21st century learners.

- ❖ Participation in GHSD Collaborative Days.
- ❖ Nurturing creative, critical and collaborative learners.
- ❖ Participation in conferences both nationally and internationally continues to benefit our knowledge and expertise in school improvement, this has been mostly through on-line conferences this year.
- ❖ Continue to provide opportunities to staff to be active members in developing creative programming and opportunities for students through the leadership sessions facilitated by CRC and GHSD.

Professional Development Plan

1. GHSD in-service sessions for staff on assessment and critical thinking.
2. Provincial, national and international conferences for staff development in assessment, critical thinking and 21st century learning.
3. Release time for individual teachers to build common assessments and instructional materials and to revise other key materials.
4. Release time for groups of teachers (PLC) to work together on assessment, curriculum, lesson materials and strategies, especially those designed to improve student engagement.
5. Other professional development support and resources to enable teachers to meet their personal /professional goals.
6. GHSD collaborative days.
7. SHS focus group in Chemistry 30, where teachers will develop new assessment and instructional materials.

School Council

Strathmore High School formed a School Council in 2016-2017. This year's council is comprised of 8 members plus the principal. The fall meeting was a review of last year's move to at Home Learning and a description of the impact this had on traditional events such as graduation, powwow, awards etc. It was also an opportunity for the Council to have input into the upcoming school year and to look at next year's calendar. We also discussed the partnership with School Council and the SHS Society for the upcoming casino next year, the only fundraising event that council will do.

Facility and Capital

While the decisions about facilities are centralized, as a school we have focused on improving our field, improving our storage capacity and raising funds to purchase a new bus. An on-going concern has been the lack of instructional space, we continue to offer diverse programming and space continues to be a concern to accommodate the programming needs. We are hopeful to add on to the North West wing of the school in order to accommodate the anticipated growth in the school over the next few years. The completion of the band portable has certainly created a better space for this program as well as improved the space in the gym area for the growth needs of our fitness program.

Budgeted Operating Expenses 2020 -2021			%
Allocation (includes prior year carry-over)		\$4 839 650.00	
Staffing	Certificated	\$3 924 050.00	81%
	Non- Certificated	\$363 577.00	8%
Supplies & Services		\$552 023.00	11%

Combined May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Strathmore High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	88.9	90.0	89.8	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	89.8	92.4	88.3	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	90.7	91.1	90.8	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	3.0	1.7	1.8	2.7	2.6	2.7	High	n/a	n/a
	High School Completion Rate (3 yr)	83.7	77.2	80.0	79.7	79.1	78.4	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	86.1	84.3	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	21.7	19.5	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	48.6	48.7	48.0	56.4	56.3	55.6	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	75.9	73.5	68.9	66.6	64.8	63.5	Very High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	53.7	55.1	53.2	60.1	59.0	58.5	Intermediate	Maintained	Acceptable
	Work Preparation	85.9	81.5	82.6	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	84.1	83.0	83.5	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	79.1	78.3	75.5	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	83.2	83.6	83.5	81.5	81.0	80.9	Very High	Maintained	Excellent

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	81.5	83.5	84.5	82.4	86.1	86.5	High	Maintained	Good	88	89	90
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	14.9	15.6	19.7	17.2	21.7	20	High	Improved	Good	23	24	25

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	78.2	80.4	82.4	77.2	83.7	82	High	Maintained	Good	83	84	85
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	49.1	46.3	49.1	48.7	48.6	50.1	Intermediate	Maintained	Acceptable	51	52	53
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.2	1.9	1.9	1.7	3.0	2.0	Very High	Maintained	Excellent	1.8	1.8	1.8
High school to post-secondary transition rate of students within six years of entering Grade 10.	54.6	51.4	53.1	55.1	53.7	55.0	Intermediate	Maintained	Acceptable	56	57	58
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	65.3	67.0	66.2	73.5	75.9	68	High	Improved	Good	74	75	75

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

The overall percentage of students who achieved the acceptable standard on diploma examinations was the highest that it has been in the last 5 years and was almost exactly the target that we had set for 2019. Students achieving the Standard of Excellence was also the highest it has been in the last 5 years and also was slightly higher than the target that was set for 2019. Also saw a sharp increase in the percent of students who are qualifying for Rutherford Scholarship. Will be interesting to see these numbers in a post pandemic world and where student's will be in the short term after.

Strategies

The release time for collaboration and department release time to work on common assessment and to analyze results to help direct instruction has paid off with improved results. Continue to support students through our career counsellors to ensure that every student is getting access to information in regards to all scholarship opportunities, not just Rutherford.

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
 3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
 4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathématiques 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
 5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
 6. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
 8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
 9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	82.1	85.4	82.0	83.0	84.1	86	Very High	Maintained	Excellent	86	87	88

Comment on Results

(an assessment of progress toward achieving the target)

Students continue to be involved in groups and activities both in classes and in projects that are school based such as leadership and student council. These opportunities provide students with real hands on opportunities to demonstrate the characteristics of citizenship in the school and in our local community. The results are reflective that the sample group feels that we are continuing to do a good job of connecting students as citizens in there community.

Strategies

As students continue to have opportunities to be involved in the programs that are designed to have a strong citizenship component then results in this will continue to grow. Sustainable Solutions for Schools and Spartan Council provide excellent avenues for students to show citizenship skills within the school and the community.

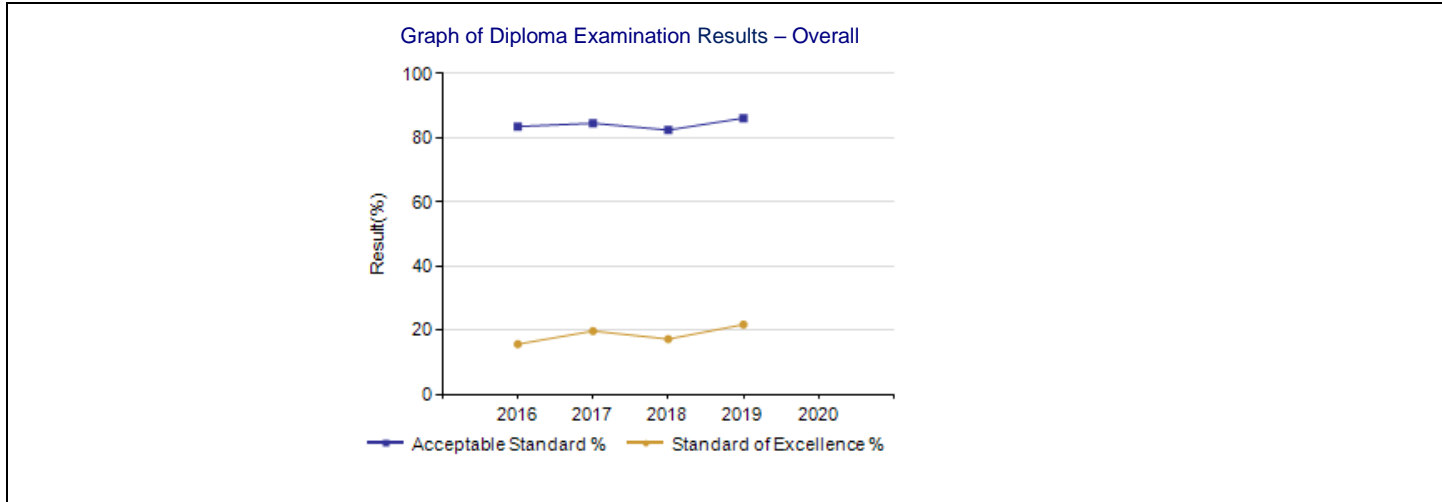
Notes:

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

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2021	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	84.4	8.1	88.9	13.9	82.4	5.4	79.1	7.8	n/a	n/a	87	10
	Authority	84.5	8.5	85.4	10.6	79.6	8.4	79.8	9.2	n/a	n/a		
	Province	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3	n/a	n/a		
English Lang Arts 30-2	School	91.3	10.0	91.0	7.9	85.5	14.5	85.7	11.9	n/a	n/a	87	12
	Authority	92.3	15.0	89.3	13.2	79.2	13.7	83.3	11.0	n/a	n/a		
	Province	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1	n/a	n/a		
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	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	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1	n/a	n/a		
Français 30-1	School	n/a	n/a	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	20.3	98.1	18.6	97.4	23.0	98.6	29.5	n/a	n/a		
Mathematics 30-1	School	58.5	11.7	64.3	20.4	74.4	22.0	85.3	24.0	n/a	n/a	86	25
	Authority	57.5	16.6	62.6	18.7	67.4	23.8	72.3	20.1	n/a	n/a		
	Province	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1	n/a	n/a		
Mathematics 30-2	School	82.7	3.8	71.9	8.8	77.6	17.1	88.0	25.0	n/a	n/a	88	25
	Authority	69.6	6.8	73.8	14.9	73.4	10.7	73.0	16.3	n/a	n/a		
	Province	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8	n/a	n/a		
Social Studies 30-1	School	90.5	8.6	88.3	15.0	87.0	11.4	87.9	19.4	n/a	n/a	88	20
	Authority	86.4	8.2	80.4	12.3	79.4	11.6	78.9	13.5	n/a	n/a		
	Province	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0	n/a	n/a		
Social Studies 30-2	School	87.5	9.4	84.1	8.0	80.5	5.2	82.4	5.5	n/a	n/a	83	10
	Authority	82.0	7.3	78.6	6.6	69.3	3.5	73.1	5.5	n/a	n/a		
	Province	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2	n/a	n/a		
Biology 30	School	95.4	39.8	91.0	36.1	89.9	35.3	93.8	43.8	n/a	n/a	95	45
	Authority	83.3	31.7	82.6	26.8	78.1	22.9	78.7	31.8	n/a	n/a		
	Province	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5	n/a	n/a		
Chemistry 30	School	80.8	28.3	86.0	27.1	74.2	22.5	85.3	30.5	n/a	n/a	86	35
	Authority	75.8	30.8	81.7	25.8	70.5	24.7	83.5	27.4	n/a	n/a		
	Province	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5	n/a	n/a		
Physics 30	School	71.1	15.6	86.8	52.6	88.9	33.3	94.6	45.9	n/a	n/a	95	45
	Authority	83.0	35.0	88.0	45.7	88.7	43.7	93.9	37.8	n/a	n/a		
	Province	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5	n/a	n/a		
Science 30	School	n/a	n/a	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		
	Province	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2	n/a	n/a		

Notes:

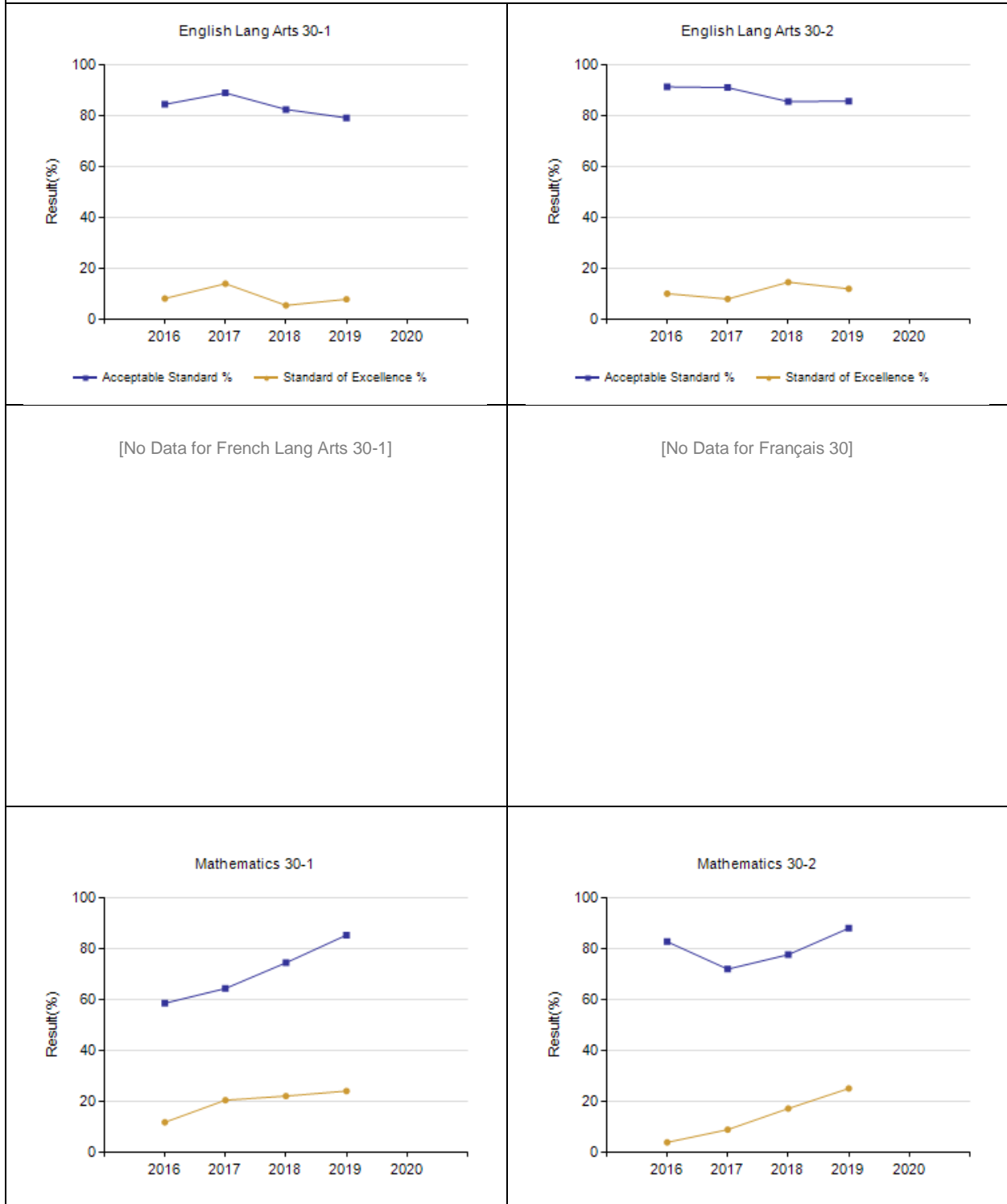
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

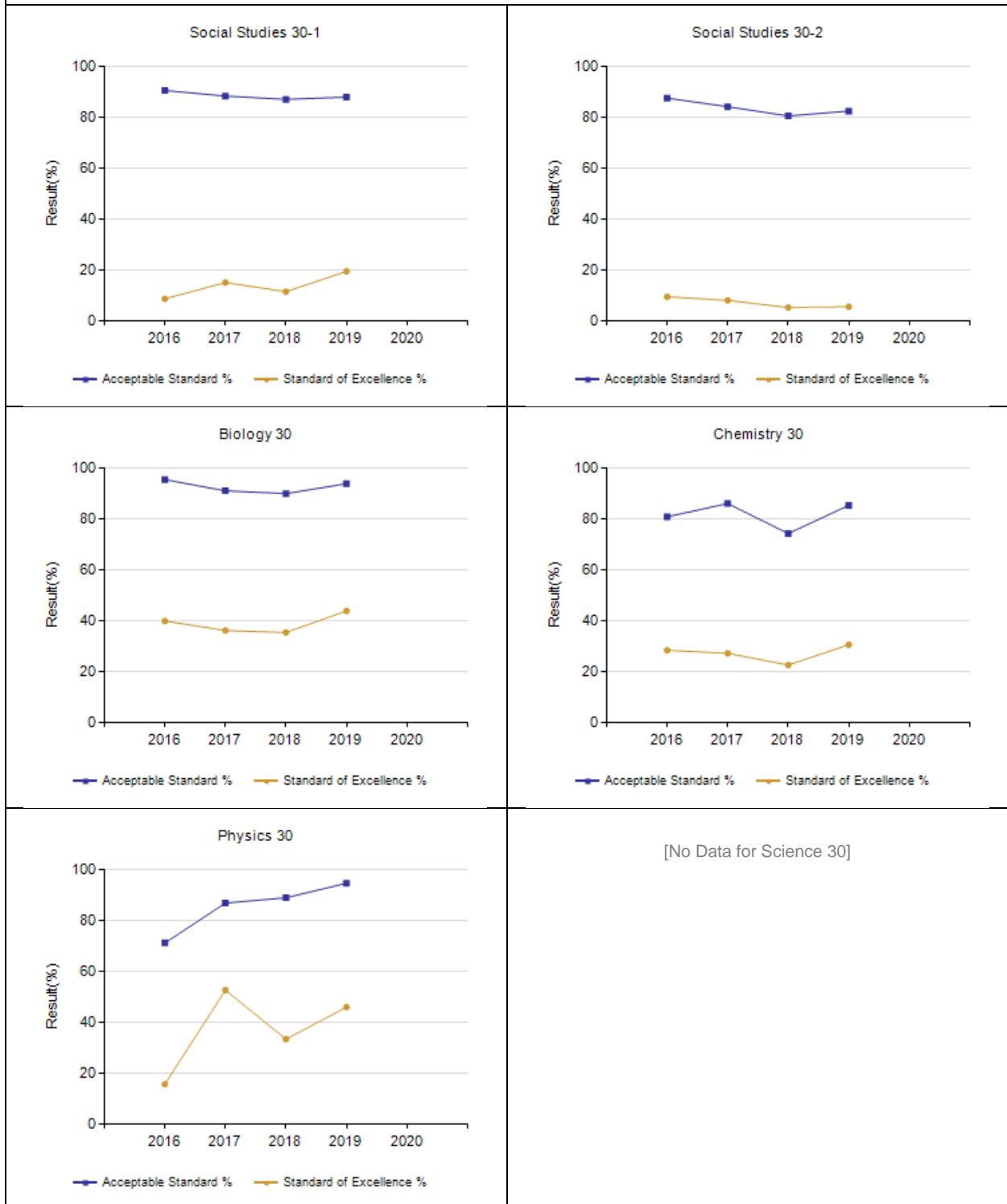
Diploma Examination Results by Course



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. 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 (*).
2. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	Strathmore High School							Alberta			
		Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	148	83.5	n/a	n/a	30,125	86.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	148	9.0	n/a	n/a	30,125	12.4
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	81	87.4	n/a	n/a	16,540	88.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	81	11.4	n/a	n/a	16,540	12.2
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,273	93.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,273	10.2
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	98.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	23.7
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	85	74.7	n/a	n/a	19,969	76.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	85	22.1	n/a	n/a	19,969	33.7
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	75	79.2	n/a	n/a	14,385	75.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	75	17.0	n/a	n/a	14,385	16.3
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	122	87.7	n/a	n/a	21,884	86.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	122	15.2	n/a	n/a	21,884	16.5
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	85	82.3	n/a	n/a	20,401	79.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	85	6.2	n/a	n/a	20,401	12.3
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	118	91.5	n/a	n/a	22,820	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	118	38.4	n/a	n/a	22,820	34.8
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	97	81.8	n/a	n/a	18,682	84.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	97	26.7	n/a	n/a	18,682	39.8
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	37	90.1	n/a	n/a	9,626	86.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	37	44.0	n/a	n/a	9,626	43.0
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,475	85.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,475	30.4

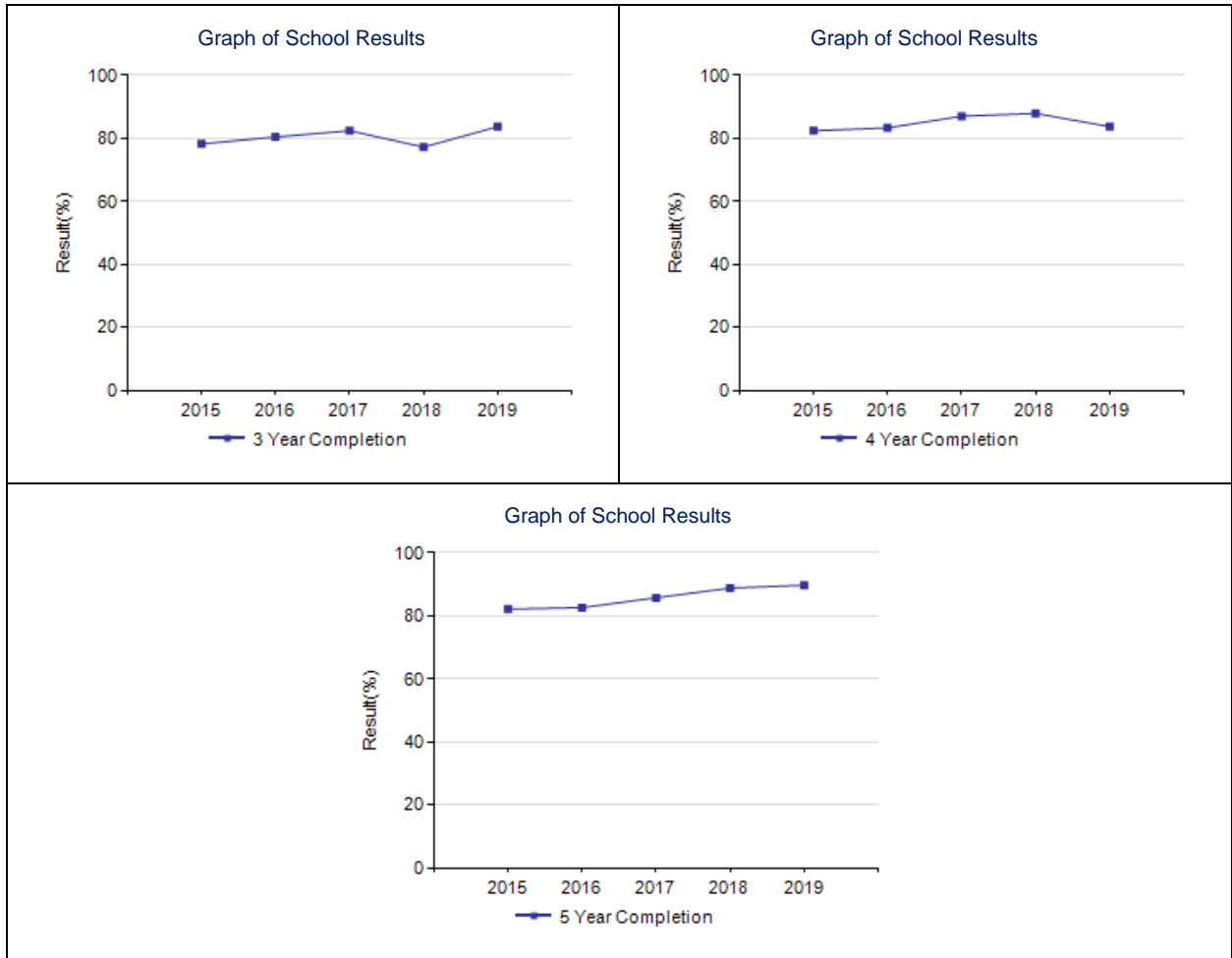
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

High School Completion Rate – Measure Details

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
3 Year Completion	78.2	80.4	82.4	77.2	83.7	72.1	74.4	74.1	74.1	76.5	76.5	78.0	78.0	79.1	79.7
4 Year Completion	82.4	83.3	87.0	87.9	83.7	79.6	79.4	79.3	80.5	82.0	81.0	81.2	82.6	82.7	83.5
5 Year Completion	82.1	82.6	85.7	88.8	89.7	76.3	80.2	82.4	81.5	82.9	82.1	83.2	83.4	84.8	84.9

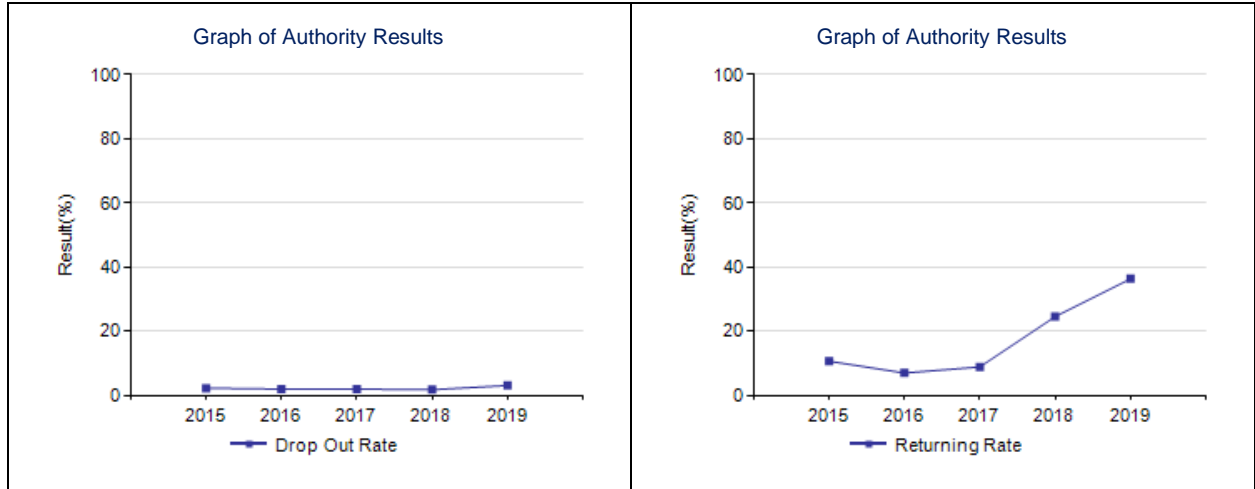


Notes:

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

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Drop Out Rate	2.2	1.9	1.9	1.7	3.0	3.1	3.4	3.0	2.5	3.8	3.2	3.0	2.3	2.6	2.7
Returning Rate	10.6	6.9	8.8	24.5	36.3	10.1	10.1	23.6	18.6	15.1	18.2	18.9	19.9	22.7	18.2



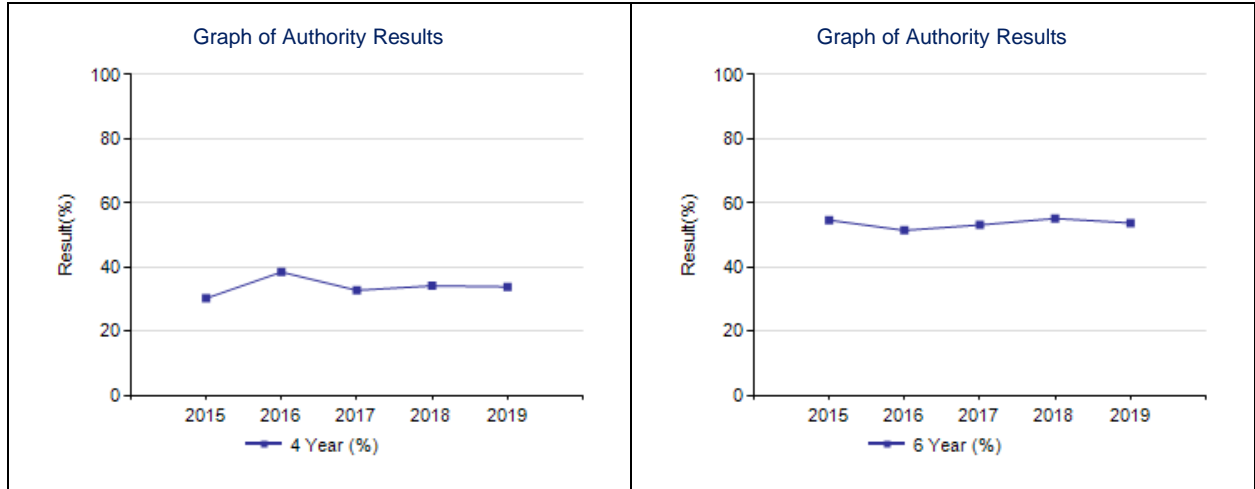
Notes:

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

High School to Post-secondary Transition Rate – Measure Details

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
4 Year Rate	30.2	38.4	32.7	34.1	33.8	33.8	35.3	33.7	34.2	34.5	37.0	37.0	39.3	40.1	40.8
6 Year Rate	54.6	51.4	53.1	55.1	53.7	50.9	48.4	50.7	53.7	50.5	59.4	57.9	58.7	59.0	60.1



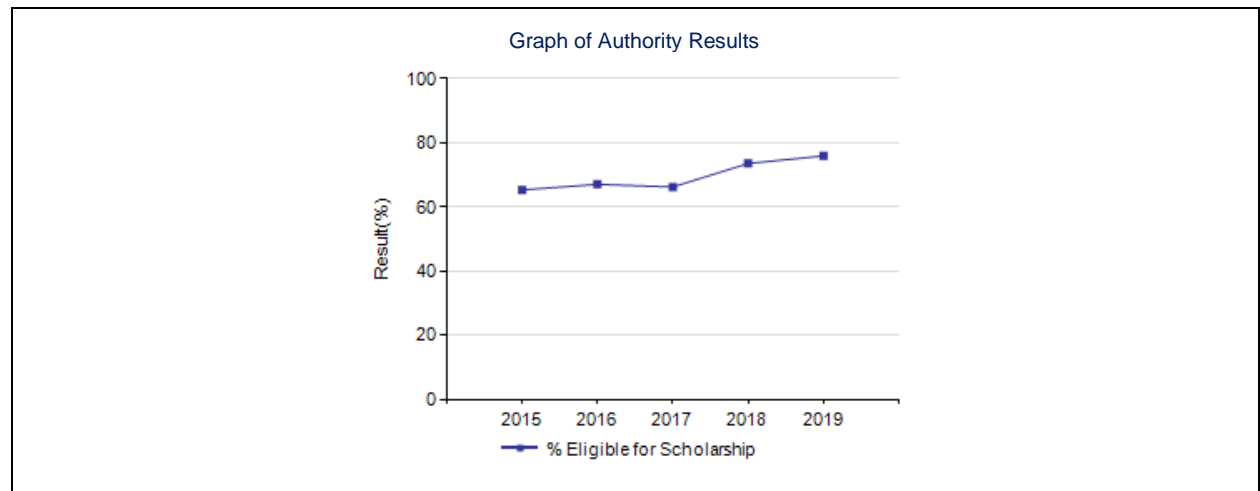
Notes:

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

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Rutherford Scholarship Eligibility Rate	65.3	67.0	66.2	73.5	75.9	59.0	64.2	68.2	70.1	71.3	60.8	62.3	63.4	64.8	66.6

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2015	222	129	58.1	115	51.8	75	33.8	145	65.3
2016	218	128	58.7	125	57.3	81	37.2	146	67.0
2017	228	141	61.8	139	61.0	100	43.9	151	66.2
2018	211	144	68.2	134	63.5	87	41.2	155	73.5
2019	224	162	72.3	134	59.8	113	50.4	170	75.9



Notes:

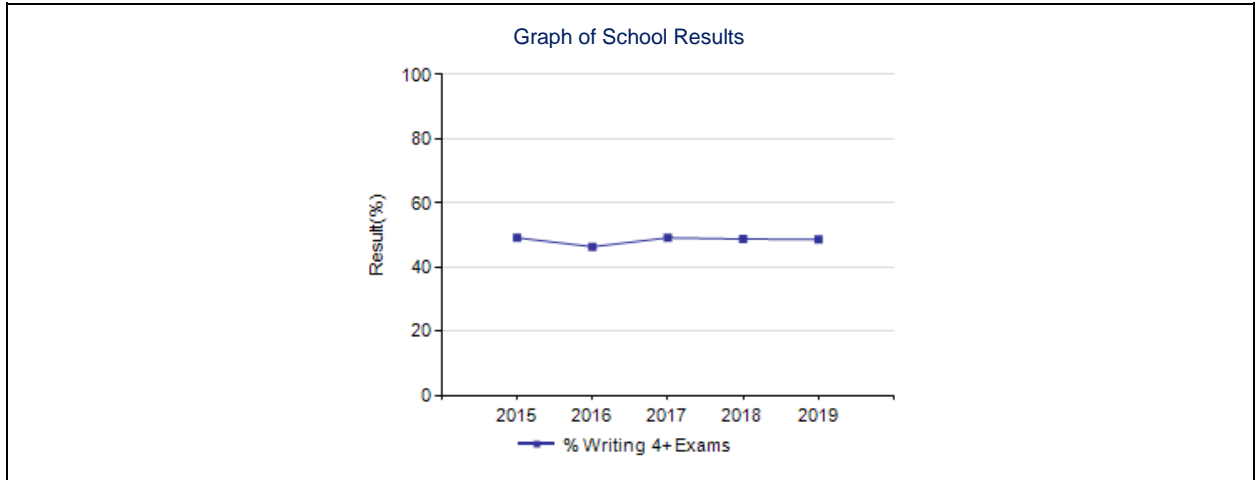
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over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

Diploma Examination Participation Rate – Measure Details

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
% Writing 0 Exams	13.5	16.0	15.4	16.9	14.0	20.0	20.3	22.4	18.1	19.0	15.7	15.0	14.8	14.2	14.3
% Writing 1+ Exams	86.5	84.0	84.6	83.1	86.0	80.0	79.7	77.6	81.9	81.0	84.3	85.0	85.2	85.8	85.7
% Writing 2+ Exams	81.8	82.2	82.4	79.5	84.6	76.0	77.3	74.3	77.4	78.8	81.2	82.0	82.3	83.0	83.0
% Writing 3+ Exams	60.4	54.9	59.9	61.5	63.0	56.2	52.4	54.8	58.5	57.1	64.7	65.2	66.1	66.8	66.8
% Writing 4+ Exams	49.1	46.3	49.1	48.7	48.6	42.8	40.8	44.4	45.0	43.8	54.6	54.9	55.7	56.3	56.4
% Writing 5+ Exams	30.9	30.0	32.9	27.1	30.6	26.4	25.1	27.9	24.1	23.7	37.1	37.5	37.8	38.7	38.1
% Writing 6+ Exams	7.3	8.6	8.6	7.3	8.1	7.8	7.2	7.9	6.0	5.8	13.8	13.6	13.9	14.2	13.6

1.



2.

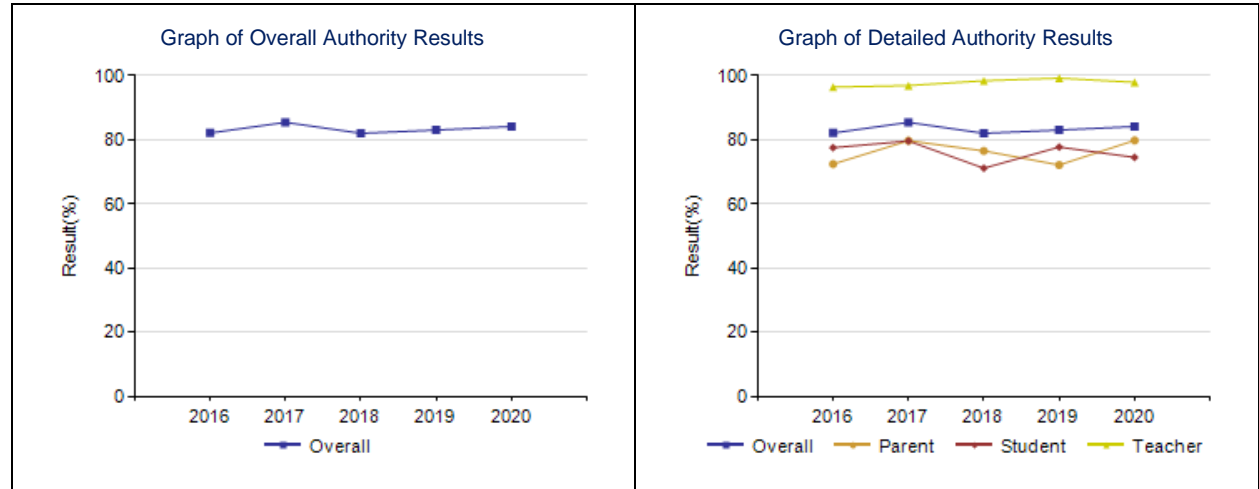
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
English Language Arts 30-1	54.3	51.3	49.8	56.6	54.7	47.9	45.1	48.4	54.5	48.7	53.2	54.0	55.0	56.3	55.7
English Language Arts 30-2	28.3	29.9	35.1	22.2	30.2	32.0	33.7	30.6	26.5	29.8	28.7	28.7	28.8	27.8	28.8
Total of 1 or more English Diploma Exams	82.1	80.8	81.8	76.0	84.0	75.9	76.4	74.4	77.0	77.9	79.5	80.1	80.9	81.1	81.3
Social Studies 30-1	45.7	46.0	47.1	53.4	49.8	37.7	38.7	43.5	48.3	42.4	43.5	45.1	44.9	45.0	44.1
Social Studies 30-2	36.8	35.7	36.0	26.7	31.6	37.3	37.1	30.2	28.3	33.3	36.7	35.8	36.4	37.1	37.8
Total of 1 or more Social Diploma Exams	82.5	81.3	82.2	79.2	81.3	75.1	75.6	73.3	76.0	75.7	79.5	80.3	80.7	81.4	81.3
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Applied Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mathematics 30-1	34.5	31.7	32.4	26.7	25.8	27.6	25.5	27.1	24.2	21.9	37.1	36.4	35.5	36.5	35.3
Mathematics 30-2	20.2	22.3	22.7	29.9	34.2	22.7	22.7	22.3	26.9	31.4	22.4	23.7	25.1	24.9	25.9
Total of 1 or more Math Diploma Exams	53.8	52.7	52.4	56.1	57.8	48.9	47.2	47.7	50.7	51.5	57.6	58.3	58.6	59.3	59.1
Biology 30	41.3	36.6	47.6	44.3	44.9	39.8	36.2	44.4	45.0	42.2	40.6	40.7	41.7	42.7	42.3
Chemistry 30	37.2	34.4	36.4	34.4	34.2	32.3	27.8	30.8	27.5	26.6	35.7	35.6	35.1	35.8	35.1
Physics 30	15.2	15.2	12.9	11.3	13.8	13.0	13.3	11.6	11.3	10.5	19.9	19.3	18.6	18.7	17.6
Science 30	0.0	0.0	0.0	1.4	0.9	0.2	0.6	0.2	1.2	0.4	14.1	15.7	16.9	17.0	18.1
Total of 1 or more Science Diploma Exams	54.7	48.2	55.1	54.3	53.8	49.5	45.5	51.0	53.3	49.1	59.8	60.5	61.2	61.8	61.8
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.3	0.3	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.8	2.8	3.0	2.7	2.6
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.0	3.1	3.3	3.0	2.9

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
4. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Citizenship – Measure Details

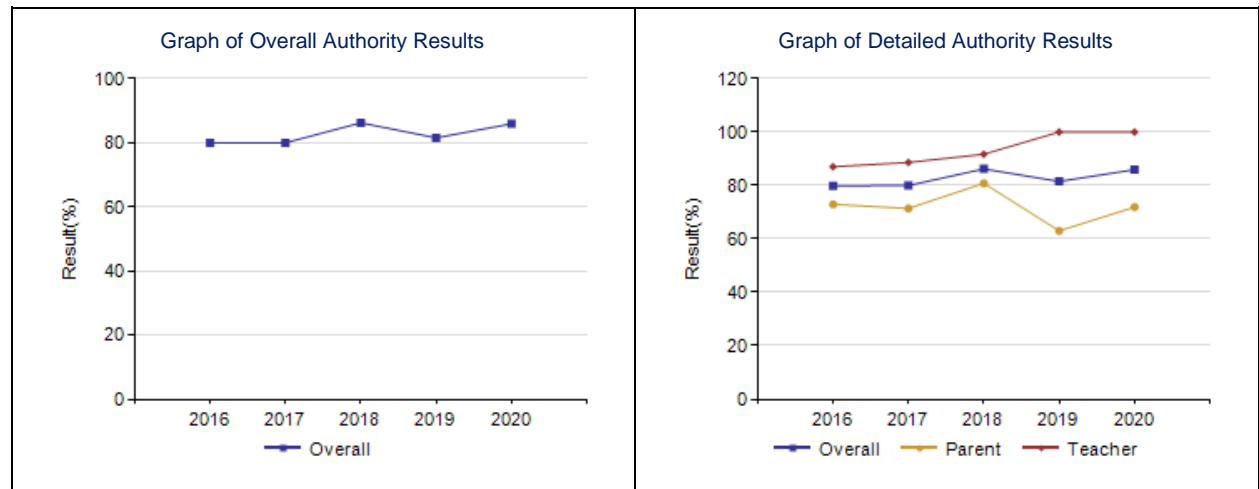
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	82.1	85.4	82.0	83.0	84.1	84.0	86.0	85.6	84.8	83.3	83.9	83.7	83.0	82.9	83.3
Teacher	96.4	96.9	98.4	99.2	97.9	94.5	96.3	96.7	95.6	94.9	94.5	94.0	93.4	93.2	93.6
Parent	72.4	79.7	76.5	72.1	79.8	80.1	82.8	82.1	82.9	79.0	82.9	82.7	81.7	81.9	82.4
Student	77.5	79.6	71.1	77.7	74.5	77.4	78.9	77.9	75.9	76.1	74.5	74.4	73.9	73.5	73.8



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

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	79.9	80.0	86.2	81.5	85.9	85.5	82.3	85.1	86.0	86.0	82.6	82.7	82.4	83.0	84.1
Teacher	87.0	88.6	91.7	100.0	100.0	94.4	92.2	94.0	95.7	99.3	90.5	90.4	90.3	90.8	92.2
Parent	72.9	71.4	80.8	63.0	71.9	76.6	72.5	76.3	76.4	72.6	74.8	75.1	74.6	75.2	76.0

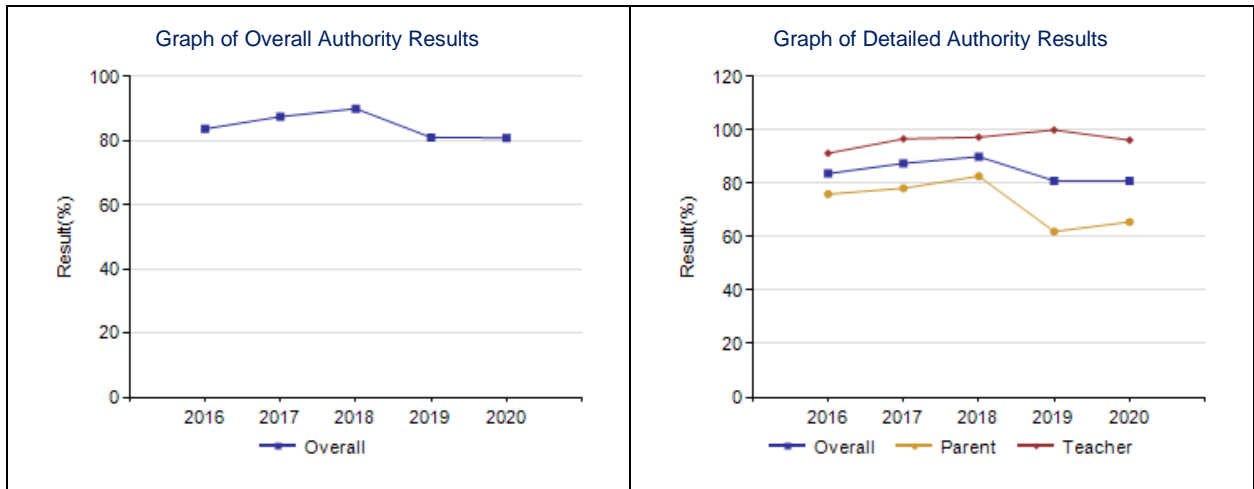


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Lifelong Learning – Measure Details

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

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	83.7	87.5	90.0	81.0	80.9	74.6	75.1	73.6	74.2	74.0	70.7	71.0	70.9	71.4	72.6
Teacher	91.3	96.7	97.3	100.0	96.2	82.2	81.6	83.2	84.1	84.5	77.3	77.3	77.8	78.8	80.6
Parent	76.0	78.2	82.7	62.0	65.6	67.1	68.5	64.1	64.3	63.5	64.2	64.8	64.0	64.0	64.6



Notes:

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

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	76.9	67.2	68.4	74.1	n/a	78	Low	Maintained	Issue	79	80	81
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	7.7	4.9	7.0	12.1	n/a	12	Low	Maintained	Issue	12	12.5	13

Comment on Results

(an assessment of progress toward achieving the target)

Our results for our FNMI students rebounded in 2019, and the standard of excellence was the highest that it has been in the last 5 year period. No results available for the 2020 school year.

Strategies

FNMI students continue to have the benefit from a very active school liaison and the extensive work that she has been doing with programming that helps to make our FNMI students feel connected and appreciated in our school community. Extensive efforts to include and enhance an awareness of our culture of the FNMI students that are in our school.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		2020	Achievement	Improvement	Overall	2021	2022
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	55.2	53.8	73.5	56.0	83.3	60	Very High	Improved	Excellent	61	62	62.5
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	46.0	30.8	37.8	30.3	34.8	n/a	Very Low	Maintained	Concern	46	47	48
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	0.0	2.5	3.0	2.4	3.0	0.0	Very High	Maintained	Excellent	0.0	0.0	0.0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	30.0	50.7	61.8	53.3	42.8	55	Intermediate	Maintained	Acceptable	55	57.5	60
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	41.7	42.9	54.5	40.9	57.1	60	Intermediate	Improved	Acceptable	60	60	60

Comment on Results

(an assessment of progress toward achieving the target)

High school to post-secondary rates were up considerably in 2018 and our high school completion rate dipped from the high of 2017 but is still in line with where results have been primarily over the last 5 years. Dropout rates are still very good and eligibility for Rutherford scholarships is the highest that it has been in the past 5 years. 2019 completion rates were at an all time high and yet our drop out rate was also the highest over the same time, it was also the most successful FNMI students have been at qualifying for Rutherford scholarships.

Strategies

The results here are also a direct result of the work and efforts being directed to the culture and programming for our FNMI students. Cultural events such as our annual PowWow, last year we had our first ever school Chief and Council and this year was the first ever Princess Pageant. The work that our Liaison has done with our FNMI students during the pandemic is amazing and has kept them connected to school.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	88.7	89.8	82.6	92.4	89.8	92	Very High	Improved Significantly	Excellent	90	90	90

Comment on Results

(an assessment of progress toward achieving the target)

A very strong response to the level of programming that we have been committed to ensuring for students at Strathmore High School and certainly more in line with where our results had been in the past with the exception of 2018.

Strategies

An effort to increase the diversity of courses available to students each year. Always looking for opportunities to add programming around student interests and requests. Staff continue to seek options to teach around personal interest and expertise. This continues to lead to positive opportunities for students.

Notes:

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

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

Performance Measure	Results (in percentages)					Target 2020	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
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.	89.4	90.2	89.1	90.0	89.8	91	Very High	Maintained	Excellent	91	91	91
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.0	90.9	90.3	91.1	90.7	94	Very High	Maintained	Excellent	95	95	95
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	79.9	80.0	86.2	81.5	85.9	85	High	Maintained	Good	86	87	87
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	83.7	87.5	90.0	81.0	80.9	85.0	n/a	n/a	n/a	85	86	87
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	73.0	76.8	71.3	78.3	79.1	79	Intermediate	Maintained	Acceptable	79	80	81
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.	85.2	86.9	80.0	83.6	83.2	88	Very High	Maintained	Excellent	87	87	87

Comment on Results

(an assessment of progress toward achieving the target)

The results in 2018 had seen a drop in a couple of these categories and in particular around the area of parental involvement and if the jurisdiction had improved or stayed the same the last three years. Both of these categories improved again and all areas of Outcome four were fairly high results still.

Strategies

The increased sharing of information and the social media consistency that we have had has increased the information to parents and has certainly had an impact on the amount that parents feel involved in the high school experience. On-line reporting of grades and student success through the use of PowerSchool has also enhanced parental involvement at the high school level.

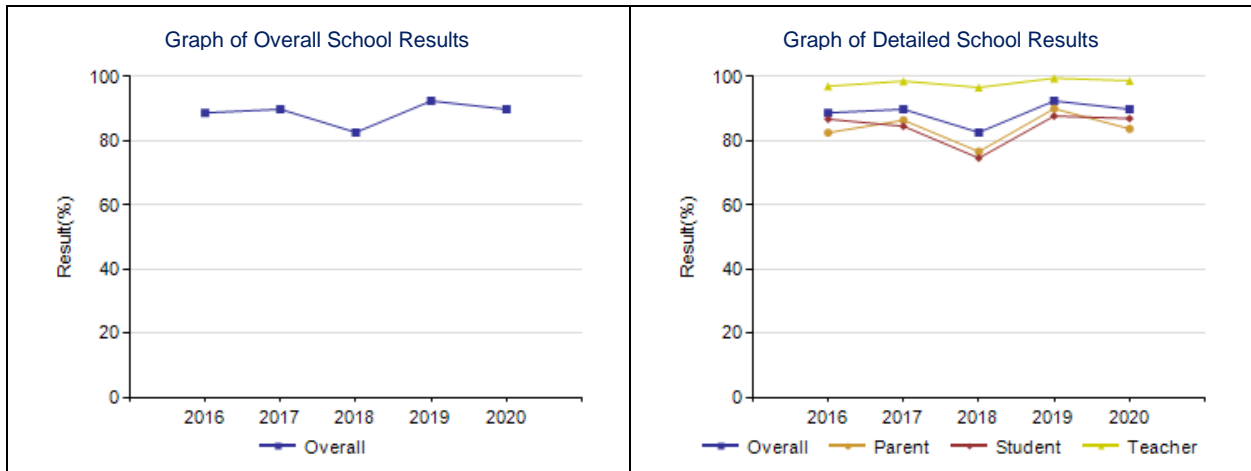
Notes:

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

Program of Studies – Measure Details

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

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	88.7	89.8	82.6	92.4	89.8	79.6	81.1	79.0	81.0	81.2	81.9	81.9	81.8	82.2	82.4
Teacher	97.0	98.6	96.6	99.5	98.7	84.5	87.8	88.0	85.7	89.7	88.1	88.0	88.4	89.1	89.3
Parent	82.5	86.4	76.6	90.0	83.7	77.3	77.7	76.0	79.2	75.4	80.1	80.1	79.9	80.1	80.1
Student	86.7	84.5	74.6	87.7	86.9	77.1	77.7	73.1	78.2	78.4	77.5	77.7	77.2	77.4	77.8



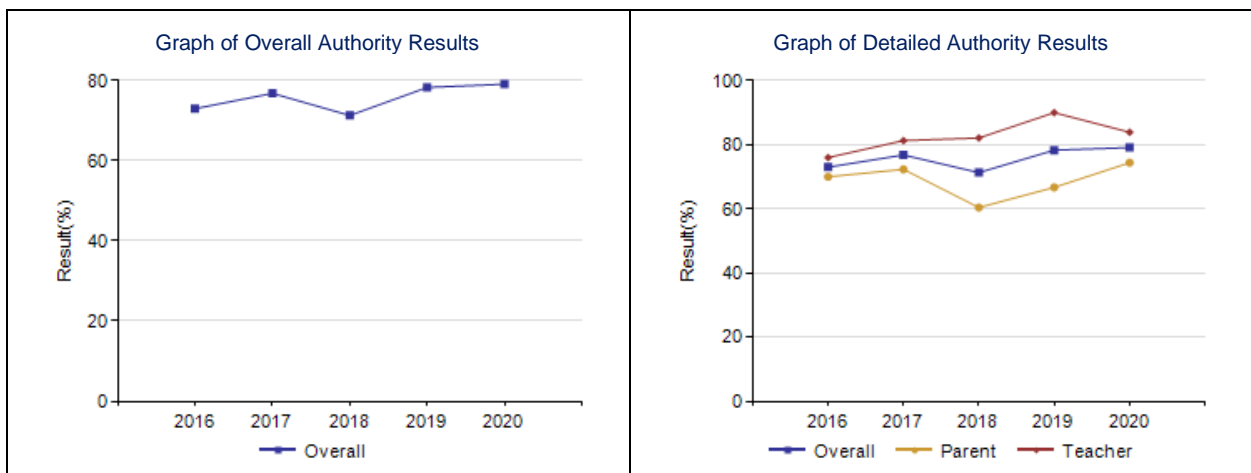
Notes:

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

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	73.0	76.8	71.3	78.3	79.1	80.3	84.4	81.6	82.5	80.5	80.9	81.2	81.2	81.3	81.8
Teacher	76.0	81.3	82.1	90.0	83.9	87.8	91.5	90.0	92.1	90.2	88.4	88.5	88.9	89.0	89.6
Parent	70.0	72.3	60.4	66.7	74.4	72.8	77.3	73.1	72.8	70.7	73.5	73.9	73.4	73.6	73.9



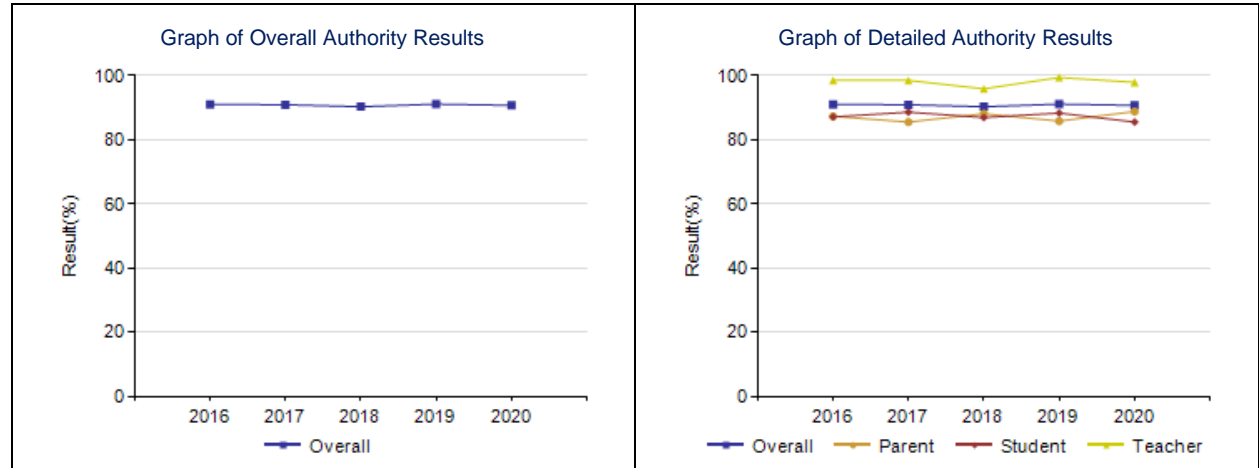
Notes:

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

Education Quality – Measure Details

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

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	91.0	90.9	90.3	91.1	90.7	92.1	92.4	92.0	92.1	91.4	90.1	90.1	90.0	90.2	90.3
Teacher	98.5	98.5	95.9	99.4	97.9	98.0	98.3	97.8	98.1	97.8	96.0	95.9	95.8	96.1	96.4
Parent	87.3	85.5	88.1	85.8	88.8	87.9	88.4	87.8	88.7	86.6	86.1	86.4	86.0	86.4	86.7
Student	87.1	88.6	86.9	88.3	85.5	90.5	90.5	90.3	89.6	89.8	88.0	88.1	88.2	88.1	87.8



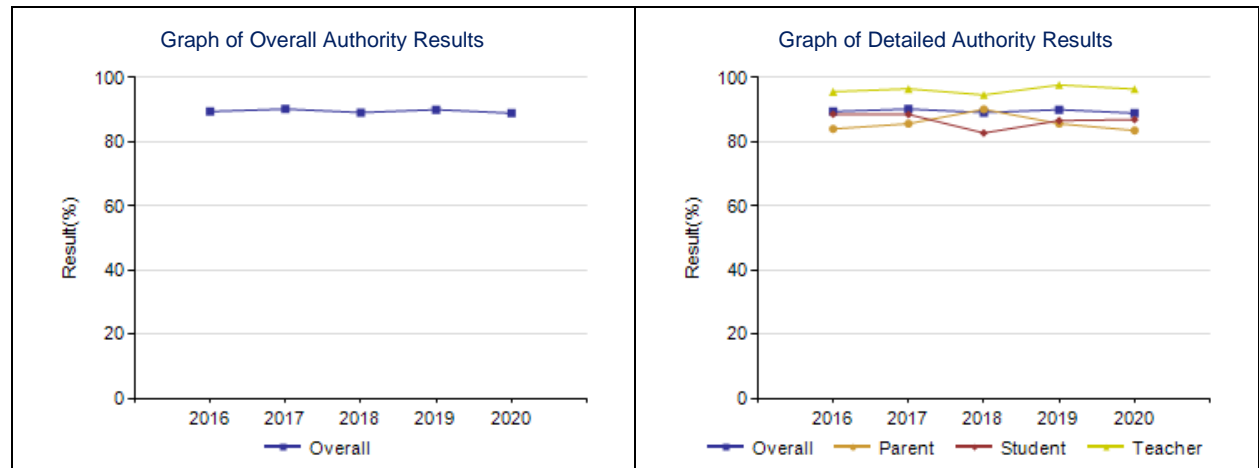
Notes:

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

Safe and Caring – Measure Details

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

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	89.4	90.2	89.1	90.0	88.9	90.9	91.2	90.6	90.6	90.0	89.5	89.5	89.0	89.0	89.4
Teacher	95.6	96.5	94.6	97.7	96.4	96.7	96.9	97.5	96.8	96.9	95.4	95.3	95.0	95.1	95.3
Parent	84.0	85.6	90.1	85.6	83.5	89.2	90.3	89.8	91.5	87.7	89.8	89.9	89.4	89.7	90.2
Student	88.6	88.5	82.7	86.6	86.9	86.8	86.5	84.6	83.6	85.5	83.4	83.3	82.5	82.3	82.6



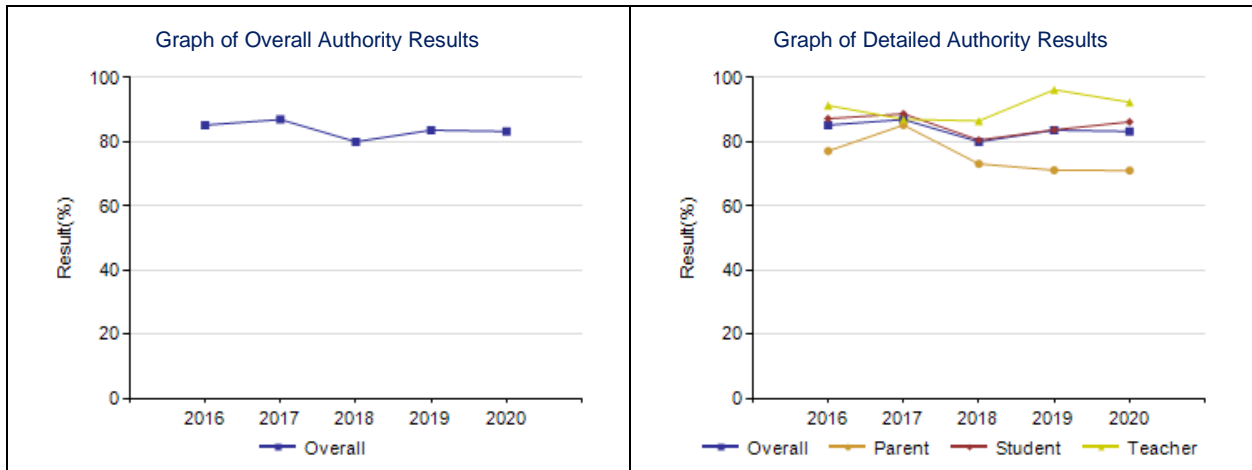
Notes:

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

School Improvement – Measure Details

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

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	85.2	86.9	80.0	83.6	83.2	86.3	88.0	83.0	84.7	84.3	81.2	81.4	80.3	81.0	81.5
Teacher	91.3	87.0	86.5	96.2	92.3	90.3	88.5	86.2	85.5	90.1	82.3	82.2	81.5	83.4	85.0
Parent	77.1	85.2	73.1	71.1	71.0	81.7	88.5	79.3	84.0	77.5	79.7	80.8	79.3	80.3	80.0
Student	87.2	88.7	80.5	83.7	86.2	86.8	86.9	83.4	84.4	85.4	81.5	81.1	80.2	79.4	79.6



Notes:

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