

STRATHMORE HIGH SCHOOL



Golden Hills School Division #75

ANNUAL EDUCATION RESULTS REPORT 2019-2020 - 2021-2022

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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, critical thinking, strategic instruction, academic improvement, attendance and an overall focus on the division wide plan of Powerful Learning.

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. In an effort to improve parental support, attendance and academic achievement a Circle of Support program has been initiated to tie all these areas together.

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.

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 15,000 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 will also be incorporating George Freeman School into our school development over the next two years. In addition, we have 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 over 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 721 students. The school is a vibrant place to be and is open to students and the community on a regular basis.

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.



- ❖ We continue to look for creative ways to address our classroom space issues. Our projected numbers have not been for increase but we have held at close to the 730 mark for the past three years. 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 Ms Trump 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.
- ❖ 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 2016-2018. This year's council is comprised of 7 members plus the principal. The fall meeting was an introduction to our Circle of Support plan and a description of the scope of this initiative as well as an opportunity for the Council to have input into the upcoming school year. Also discussed the partnership with School Council and the SHS Society for the upcoming casino next year.

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 2018 -2019 | | | % |
|--|-------------------|----------------|-----|
| Allocation (includes prior year carry-over) | | \$5,447,981.00 | |
| Staffing | Certificated | \$4,455,625.00 | 82% |
| | Non- Certificated | \$373,558.00 | 7% |
| Supplies & Services | | \$607,798.00 | 11% |

Combined 2019 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 | 90.0 | 89.1 | 89.6 | 89.0 | 89.0 | 89.3 | Very High | Maintained | Excellent |
| Student Learning Opportunities | Program of Studies | 92.4 | 82.6 | 87.0 | 82.2 | 81.8 | 81.9 | Very High | Improved Significantly | Excellent |
| | Education Quality | 91.1 | 90.3 | 90.7 | 90.2 | 90.0 | 90.1 | Very High | Maintained | Excellent |
| | Drop Out Rate | 1.7 | 1.9 | 2.0 | 2.6 | 2.3 | 2.9 | Very High | Maintained | Excellent |
| | High School Completion Rate (3 yr) | 77.2 | 82.4 | 80.3 | 79.1 | 78.0 | 77.5 | High | Maintained | Good |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | n/a | n/a | n/a | 73.8 | 73.6 | 73.6 | n/a | n/a | n/a |
| | PAT: Excellence | n/a | n/a | n/a | 20.6 | 19.9 | 19.6 | n/a | n/a | n/a |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | 86.1 | 82.4 | 83.5 | 83.6 | 83.7 | 83.1 | High | Maintained | Good |
| | Diploma: Excellence | 21.7 | 17.2 | 17.5 | 24.0 | 24.2 | 22.5 | High | Improved | Good |
| | Diploma Exam Participation Rate (4+ Exams) | 48.7 | 49.1 | 48.2 | 56.3 | 55.7 | 55.1 | Intermediate | Maintained | Acceptable |
| | Rutherford Scholarship Eligibility Rate | 73.5 | 66.2 | 66.2 | 64.8 | 63.4 | 62.2 | High | Improved | Good |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr) | 55.1 | 53.1 | 53.0 | 59.0 | 58.7 | 58.7 | Intermediate | Maintained | Acceptable |
| | Work Preparation | 81.5 | 86.2 | 82.1 | 83.0 | 82.4 | 82.6 | High | Maintained | Good |
| | Citizenship | 83.0 | 82.0 | 83.2 | 82.9 | 83.0 | 83.5 | Very High | Maintained | Excellent |
| Parental Involvement | Parental Involvement | 78.3 | 71.3 | 73.7 | 81.3 | 81.2 | 81.1 | Intermediate | Maintained | Acceptable |
| Continuous Improvement | School Improvement | 83.6 | 80.0 | 84.1 | 81.0 | 80.3 | 81.0 | Very High | Maintained | Excellent |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (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).
6. 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.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the 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.
10. 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.
11. 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 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 | | |
|---|--------------------------|------|------|------|------|--------|--------------|-------------|------------|---------|------|------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 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. | 80.4 | 78.2 | 80.4 | 82.4 | 77.2 | 82 | High | Maintained | Good | 83 | 84 | 85 |
| Percentage of students writing four or more diploma exams within three years of entering Grade 10. | 44.2 | 49.1 | 46.3 | 49.1 | 48.7 | 50.1 | Intermediate | Maintained | Acceptable | 51 | 52 | 53 |
| Drop Out Rate - annual dropout rate of students aged 14 to 18 | 3.0 | 2.2 | 1.9 | 1.9 | 1.7 | 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. | 56.0 | 54.6 | 51.4 | 53.1 | 55.1 | 55.0 | Intermediate | Maintained | Acceptable | 56 | 57 | 58 |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship. | n/a | 65.3 | 67.0 | 66.2 | 73.5 | 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.

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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the 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.

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 |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | 76.6 | 82.1 | 85.4 | 82.0 | 83.0 | 85.5 | 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:

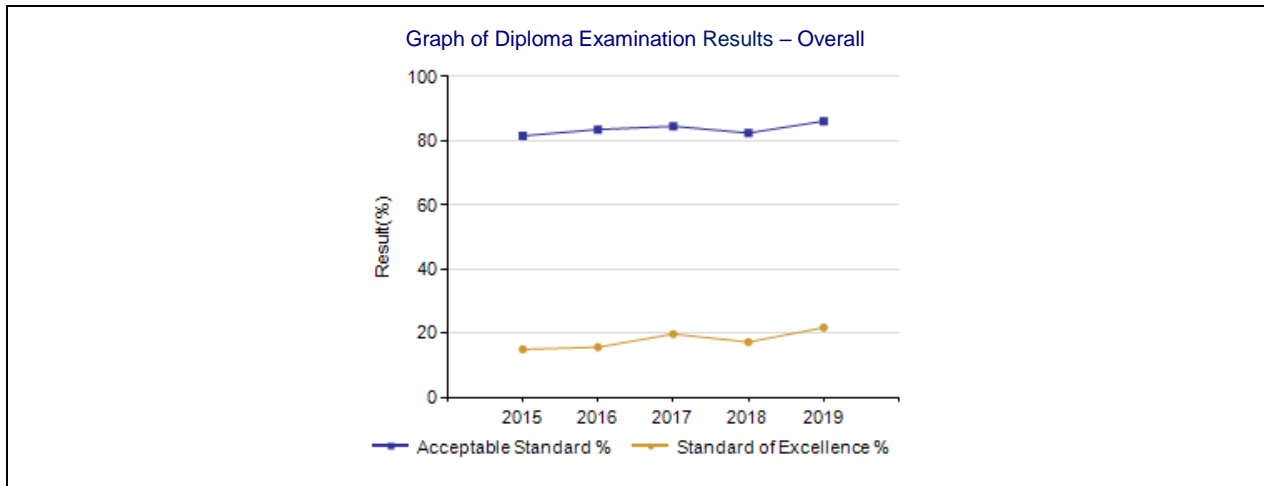
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey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

Diploma Examination Results – Measure Details

| Diploma Exam Course by Course Results by Students Writing. | | | | | | | | | | | | | |
|--|-----------|--------------------------|------|------|------|------|------|------|------|------|------|--------|-----|
| | | Results (in percentages) | | | | | | | | | | Target | |
| | | 2015 | | 2016 | | 2017 | | 2018 | | 2019 | | 2019 | |
| | | A | E | A | E | A | E | A | E | A | E | A | E |
| English Lang Arts 30-1 | School | 82.7 | 7.2 | 84.4 | 8.1 | 88.9 | 13.9 | 82.4 | 5.4 | 79.1 | 7.8 | 87 | 10 |
| | Authority | 81.9 | 7.6 | 84.5 | 8.5 | 85.4 | 10.6 | 79.6 | 8.4 | 79.8 | 9.2 | | |
| | Province | 86.5 | 11.4 | 86.8 | 10.7 | 86.5 | 11.7 | 87.5 | 13.2 | 86.8 | 12.3 | | |
| English Lang Arts 30-2 | School | 92.0 | 12.0 | 91.3 | 10.0 | 91.0 | 7.9 | 85.5 | 14.5 | 85.7 | 11.9 | 87 | 12 |
| | Authority | 86.7 | 14.2 | 92.3 | 15.0 | 89.3 | 13.2 | 79.2 | 13.7 | 83.3 | 11.0 | | |
| | Province | 88.6 | 11.2 | 89.1 | 12.3 | 89.5 | 11.4 | 88.0 | 13.1 | 87.1 | 12.1 | | |
| 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 | 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 | 95.5 | 9.9 | 93.8 | 8.7 | 94.7 | 9.4 | 93.8 | 11.0 | 91.5 | 10.1 | | |
| 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 | 95.3 | 17.1 | 99.3 | 20.3 | 98.1 | 18.6 | 97.4 | 23.0 | 98.6 | 29.5 | | |
| Mathematics 30-1 | School | 63.4 | 23.8 | 58.5 | 11.7 | 64.3 | 20.4 | 74.4 | 22.0 | 85.3 | 24.0 | 86 | 25 |
| | Authority | 65.7 | 22.4 | 57.5 | 16.6 | 62.6 | 18.7 | 67.4 | 23.8 | 72.3 | 20.1 | | |
| | Province | 76.1 | 31.6 | 70.7 | 25.9 | 73.1 | 30.7 | 77.8 | 35.3 | 77.8 | 35.1 | | |
| Mathematics 30-2 | School | 78.0 | 10.0 | 82.7 | 3.8 | 71.9 | 8.8 | 77.6 | 17.1 | 88.0 | 25.0 | 88 | 25 |
| | Authority | 66.4 | 7.5 | 69.6 | 6.8 | 73.8 | 14.9 | 73.4 | 10.7 | 73.0 | 16.3 | | |
| | Province | 73.9 | 15.5 | 75.4 | 16.8 | 74.7 | 15.9 | 74.2 | 16.4 | 76.5 | 16.8 | | |
| Social Studies 30-1 | School | 88.6 | 11.4 | 90.5 | 8.6 | 88.3 | 15.0 | 87.0 | 11.4 | 87.9 | 19.4 | 88 | 20 |
| | Authority | 83.3 | 9.6 | 86.4 | 8.2 | 80.4 | 12.3 | 79.4 | 11.6 | 78.9 | 13.5 | | |
| | Province | 87.1 | 16.2 | 84.9 | 14.3 | 86.0 | 14.8 | 86.2 | 17.7 | 86.6 | 17.0 | | |
| Social Studies 30-2 | School | 87.5 | 9.6 | 87.5 | 9.4 | 84.1 | 8.0 | 80.5 | 5.2 | 82.4 | 5.5 | 83 | 10 |
| | Authority | 80.7 | 7.4 | 82.0 | 7.3 | 78.6 | 6.6 | 69.3 | 3.5 | 73.1 | 5.5 | | |
| | Province | 81.3 | 12.5 | 81.1 | 13.1 | 80.6 | 12.6 | 78.8 | 12.2 | 77.8 | 12.2 | | |
| Biology 30 | School | 92.5 | 29.0 | 95.4 | 39.8 | 91.0 | 36.1 | 89.9 | 35.3 | 93.8 | 43.8 | 95 | 45 |
| | Authority | 81.0 | 23.9 | 83.3 | 31.7 | 82.6 | 26.8 | 78.1 | 22.9 | 78.7 | 31.8 | | |
| | Province | 85.8 | 33.0 | 85.1 | 32.4 | 84.2 | 32.3 | 86.6 | 36.6 | 83.9 | 35.5 | | |
| Chemistry 30 | School | 71.4 | 15.3 | 80.8 | 28.3 | 86.0 | 27.1 | 74.2 | 22.5 | 85.3 | 30.5 | 86 | 35 |
| | Authority | 70.5 | 18.9 | 75.8 | 30.8 | 81.7 | 25.8 | 70.5 | 24.7 | 83.5 | 27.4 | | |
| | Province | 82.1 | 34.2 | 81.5 | 34.5 | 83.1 | 38.6 | 83.6 | 38.3 | 85.7 | 42.5 | | |
| Physics 30 | School | 69.4 | 16.3 | 71.1 | 15.6 | 86.8 | 52.6 | 88.9 | 33.3 | 94.6 | 45.9 | 95 | 46 |
| | Authority | 75.5 | 23.4 | 83.0 | 35.0 | 88.0 | 45.7 | 88.7 | 43.7 | 93.9 | 37.8 | | |
| | Province | 83.9 | 35.8 | 85.8 | 39.8 | 85.7 | 41.8 | 86.2 | 43.6 | 87.5 | 43.5 | | |
| 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 | * | * | * | * | * | * | * | * | * | * | | |
| | Province | 83.9 | 26.6 | 84.4 | 27.6 | 84.9 | 28.4 | 85.4 | 31.5 | 85.7 | 31.2 | | |

Notes:

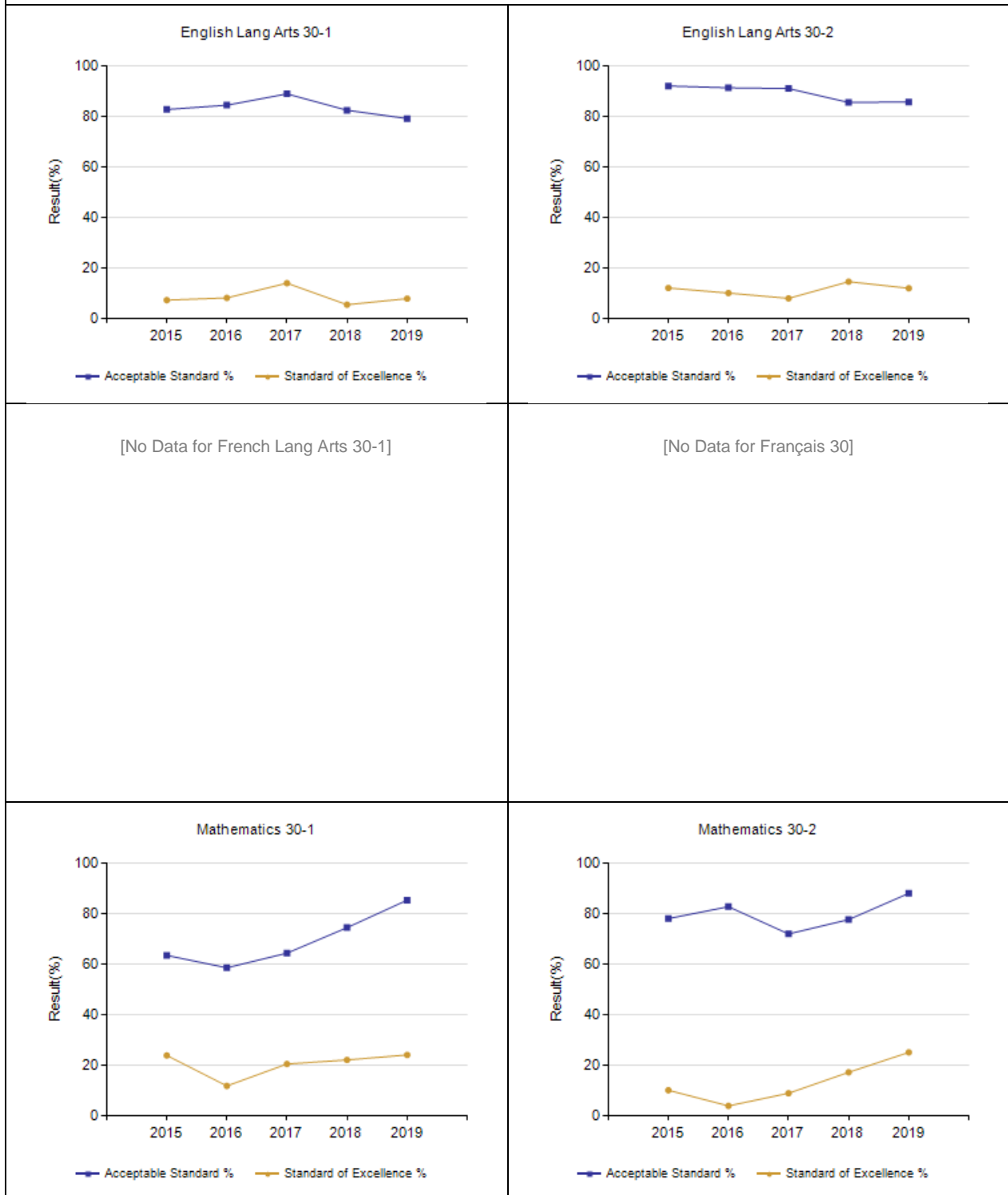
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution 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:

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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.
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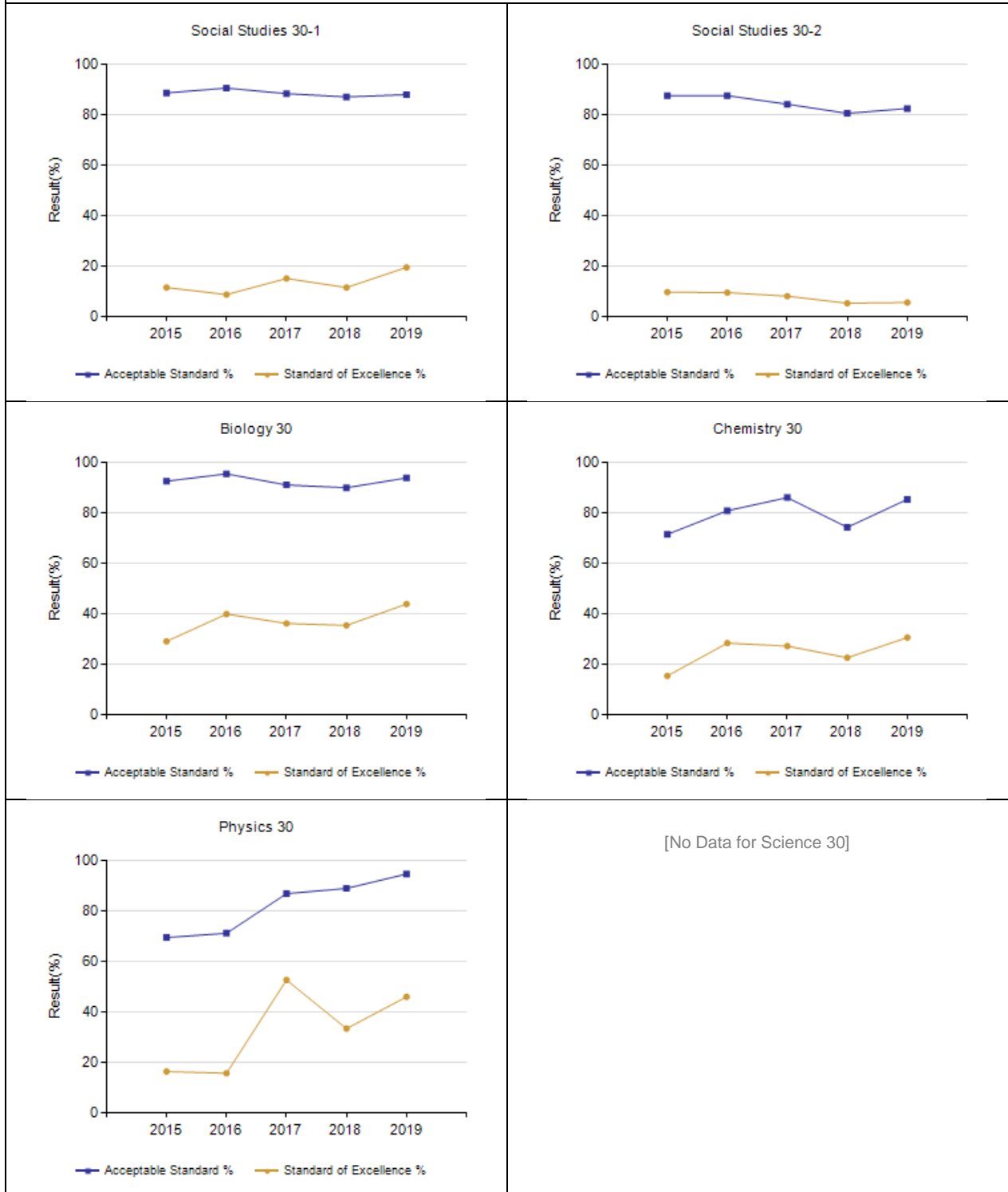
Diploma Examination Results by Course



Notes:

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

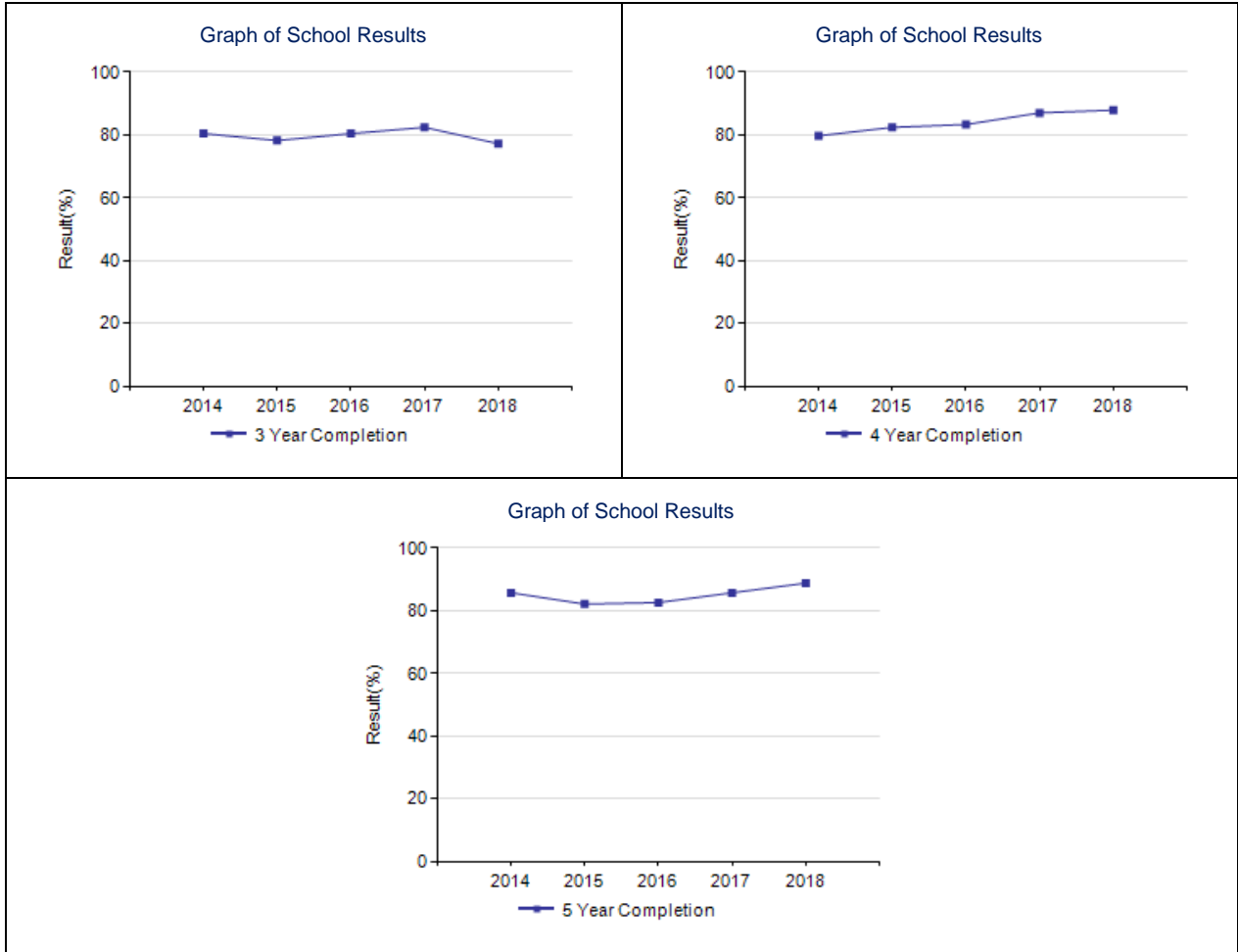
| Course | | Measure | | Strathmore High School | | | | | | Alberta | | | | |
|------------------------|------------------------|--------------|------------|------------------------|-------------|---------|------|------|---------------------|---------|--------|------|---------------------|---|
| | | | | Achievement | Improvement | Overall | 2019 | | Prev 3 Year Average | | 2019 | | Prev 3 Year Average | |
| | | | | | | | N | % | N | % | N | % | N | % |
| English Lang Arts 30-1 | Acceptable Standard | Very Low | Declined | Concern | 153 | 79.1 | 142 | 85.3 | 29,832 | 86.8 | 30,091 | 86.9 | | |
| | Standard of Excellence | Intermediate | Maintained | Acceptable | 153 | 7.8 | 142 | 9.1 | 29,832 | 12.3 | 30,091 | 11.9 | | |
| English Lang Arts 30-2 | Acceptable Standard | Low | Maintained | Issue | 84 | 85.7 | 79 | 89.3 | 16,640 | 87.1 | 16,563 | 88.9 | | |
| | Standard of Excellence | Intermediate | Maintained | Acceptable | 84 | 11.9 | 79 | 10.8 | 16,640 | 12.1 | 16,563 | 12.3 | | |
| French Lang Arts 30-1 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,215 | 91.5 | 1,296 | 94.1 | | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,215 | 10.1 | 1,296 | 9.7 | | |
| Français 30-1 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 139 | 98.6 | 154 | 98.3 | | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 139 | 29.5 | 154 | 20.6 | | |
| Mathematics 30-1 | Acceptable Standard | n/a | n/a | n/a | 75 | 85.3 | 91 | 65.7 | 19,389 | 77.8 | 20,337 | 73.9 | | |
| | Standard of Excellence | n/a | n/a | n/a | 75 | 24.0 | 91 | 18.0 | 19,389 | 35.1 | 20,337 | 30.6 | | |
| Mathematics 30-2 | Acceptable Standard | n/a | n/a | n/a | 92 | 88.0 | 62 | 77.4 | 14,465 | 76.5 | 14,107 | 74.8 | | |
| | Standard of Excellence | n/a | n/a | n/a | 92 | 25.0 | 62 | 9.9 | 14,465 | 16.8 | 14,107 | 16.4 | | |
| Social Studies 30-1 | Acceptable Standard | Intermediate | Maintained | Acceptable | 124 | 87.9 | 120 | 88.6 | 21,610 | 86.6 | 22,179 | 85.7 | | |
| | Standard of Excellence | High | Improved | Good | 124 | 19.4 | 120 | 11.7 | 21,610 | 17.0 | 22,179 | 15.6 | | |
| Social Studies 30-2 | Acceptable Standard | Intermediate | Maintained | Acceptable | 91 | 82.4 | 87 | 84.0 | 20,758 | 77.8 | 20,078 | 80.2 | | |
| | Standard of Excellence | Low | Maintained | Issue | 91 | 5.5 | 87 | 7.5 | 20,758 | 12.2 | 20,078 | 12.6 | | |
| Biology 30 | Acceptable Standard | Very High | Maintained | Excellent | 112 | 93.8 | 116 | 92.1 | 22,442 | 83.9 | 22,853 | 85.3 | | |
| | Standard of Excellence | Very High | Improved | Excellent | 112 | 43.8 | 116 | 37.1 | 22,442 | 35.5 | 22,853 | 33.8 | | |
| Chemistry 30 | Acceptable Standard | Very High | Maintained | Excellent | 95 | 85.3 | 98 | 80.3 | 18,525 | 85.7 | 18,929 | 82.7 | | |
| | Standard of Excellence | High | Maintained | Good | 95 | 30.5 | 98 | 26.0 | 18,525 | 42.5 | 18,929 | 37.2 | | |
| Physics 30 | Acceptable Standard | Very High | Improved | Excellent | 37 | 94.6 | 40 | 82.3 | 9,247 | 87.5 | 9,974 | 85.9 | | |
| | Standard of Excellence | Very High | Improved | Excellent | 37 | 45.9 | 40 | 33.8 | 9,247 | 43.5 | 9,974 | 41.7 | | |
| Science 30 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 9,676 | 85.7 | 9,180 | 84.9 | | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 9,676 | 31.2 | 9,180 | 29.2 | | |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 | | | | |
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2014 | 2015 | 2016 | 2017 | 2018 | 2014 | 2015 | 2016 | 2017 | 2018 |
| 3 Year Completion | 80.4 | 78.2 | 80.4 | 82.4 | 77.2 | 77.6 | 72.1 | 74.4 | 74.1 | 74.1 | 76.5 | 76.5 | 78.0 | 78.0 | 79.1 |
| 4 Year Completion | 79.7 | 82.4 | 83.3 | 87.0 | 87.9 | 73.7 | 79.6 | 79.4 | 79.3 | 80.5 | 79.9 | 81.0 | 81.2 | 82.6 | 82.7 |
| 5 Year Completion | 85.7 | 82.1 | 82.6 | 85.7 | 88.8 | 80.3 | 76.3 | 80.2 | 82.4 | 81.5 | 82.0 | 82.1 | 83.2 | 83.4 | 84.8 |

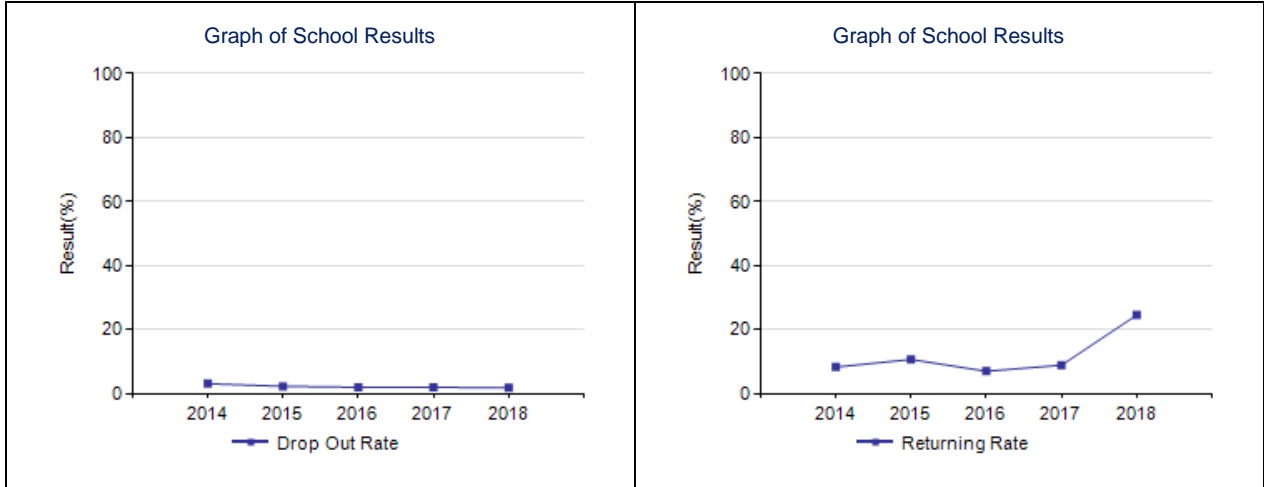


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 | | | | |
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2014 | 2015 | 2016 | 2017 | 2018 | 2014 | 2015 | 2016 | 2017 | 2018 |
| Drop Out Rate | 3.0 | 2.2 | 1.9 | 1.9 | 1.7 | 3.8 | 3.1 | 3.4 | 3.0 | 2.5 | 3.5 | 3.2 | 3.0 | 2.3 | 2.6 |
| Returning Rate | 8.2 | 10.6 | 6.9 | 8.8 | 24.5 | 13.3 | 10.1 | 10.1 | 23.6 | 18.6 | 20.9 | 18.2 | 18.9 | 19.9 | 22.7 |



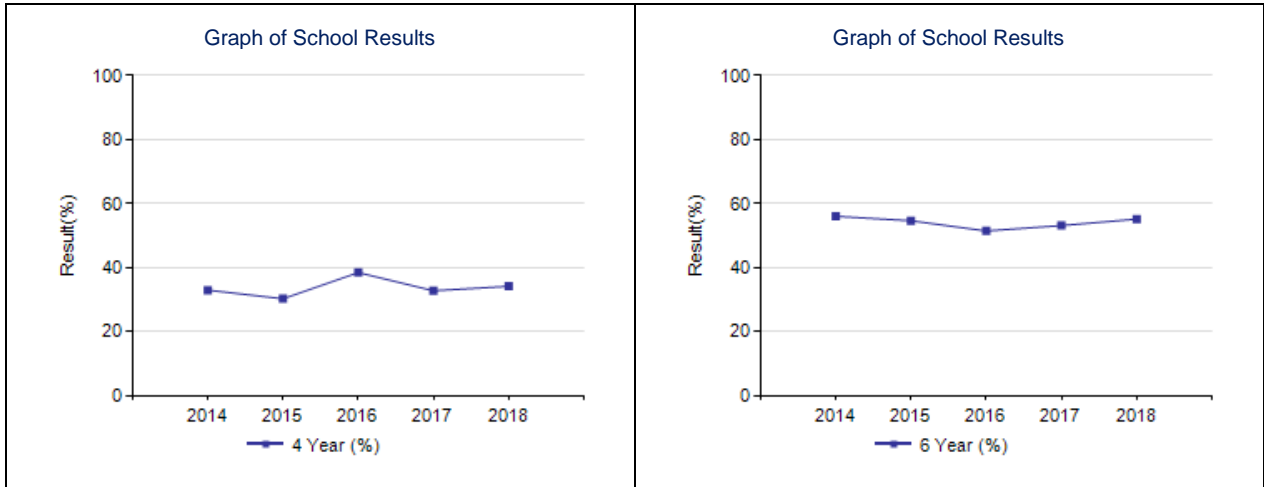
Notes:

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

High School to Post-secondary Transition Rate – Measure Details

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

| | School | | | | | Authority | | | | | Province | | | | |
|-------------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2014 | 2015 | 2016 | 2017 | 2018 | 2014 | 2015 | 2016 | 2017 | 2018 |
| 4 Year Rate | 32.9 | 30.2 | 38.4 | 32.7 | 34.1 | 30.5 | 33.8 | 35.3 | 33.7 | 34.2 | 38.3 | 37.0 | 37.0 | 39.3 | 40.1 |
| 6 Year Rate | 56.0 | 54.6 | 51.4 | 53.1 | 55.1 | 48.5 | 50.9 | 48.4 | 50.7 | 53.7 | 59.7 | 59.4 | 57.9 | 58.7 | 59.0 |



Notes:

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

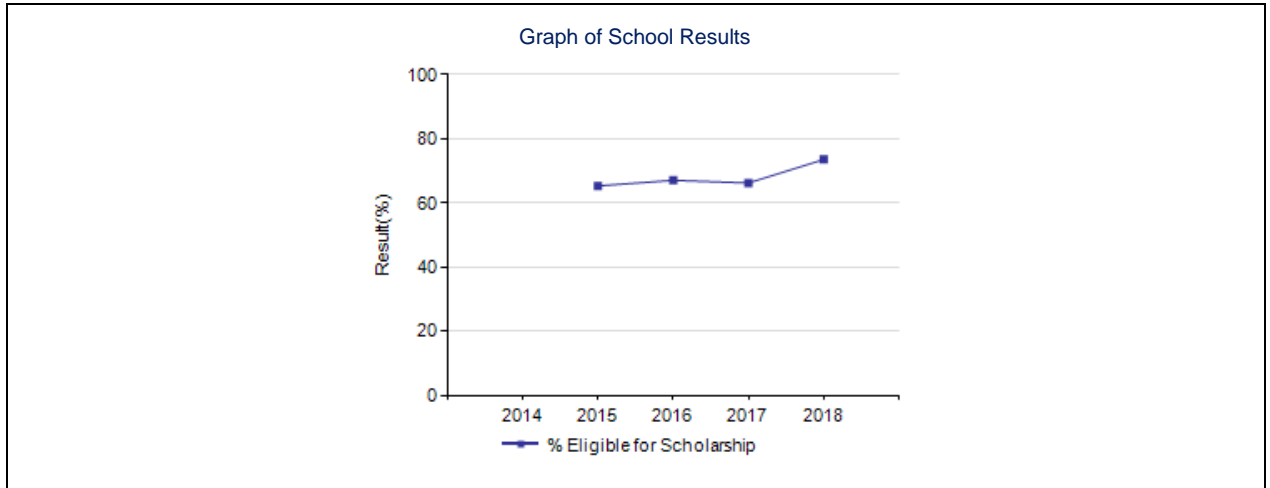
Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

| | School | | | | | Authority | | | | | Province | | | | |
|---|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2014 | 2015 | 2016 | 2017 | 2018 | 2014 | 2015 | 2016 | 2017 | 2018 |
| Rutherford Scholarship Eligibility Rate | n/a | 65.3 | 67.0 | 66.2 | 73.5 | n/a | 59.0 | 64.2 | 68.2 | 70.1 | n/a | 60.8 | 62.3 | 63.4 | 64.8 |

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 |
| 2014 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| 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 |



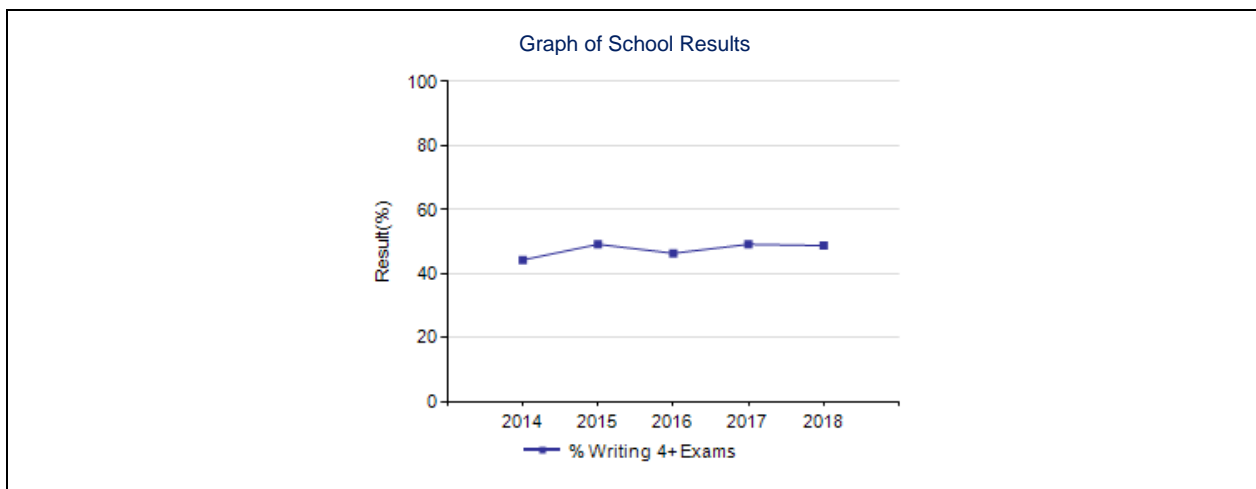
Notes:

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. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.

Diploma Examination Participation Rate – Measure Details

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

| | School | | | | | Authority | | | | | Province | | | | |
|---------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2014 | 2015 | 2016 | 2017 | 2018 | 2014 | 2015 | 2016 | 2017 | 2018 |
| % Writing 0 Exams | 15.4 | 13.5 | 16.0 | 15.4 | 16.9 | 18.9 | 20.0 | 20.3 | 22.4 | 18.1 | 15.7 | 15.7 | 15.0 | 14.8 | 14.2 |
| % Writing 1+ Exams | 84.6 | 86.5 | 84.0 | 84.6 | 83.1 | 81.1 | 80.0 | 79.7 | 77.6 | 81.9 | 84.3 | 84.3 | 85.0 | 85.2 | 85.8 |
| % Writing 2+ Exams | 81.8 | 81.8 | 82.2 | 82.4 | 79.5 | 78.4 | 76.0 | 77.3 | 74.3 | 77.4 | 81.4 | 81.2 | 82.0 | 82.3 | 83.0 |
| % Writing 3+ Exams | 55.5 | 60.4 | 54.9 | 59.9 | 61.5 | 56.4 | 56.2 | 52.4 | 54.8 | 58.5 | 65.0 | 64.7 | 65.2 | 66.1 | 66.8 |
| % Writing 4+ Exams | 44.2 | 49.1 | 46.3 | 49.1 | 48.7 | 42.9 | 42.8 | 40.8 | 44.4 | 45.0 | 54.4 | 54.6 | 54.9 | 55.7 | 56.3 |
| % Writing 5+ Exams | 32.4 | 30.9 | 30.0 | 32.9 | 27.1 | 26.3 | 26.4 | 25.1 | 27.9 | 24.1 | 36.3 | 37.1 | 37.5 | 37.8 | 38.7 |
| % Writing 6+ Exams | 6.6 | 7.3 | 8.6 | 8.6 | 7.3 | 7.5 | 7.8 | 7.2 | 7.9 | 6.0 | 13.1 | 13.8 | 13.6 | 13.9 | 14.2 |



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 | | | | |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2014 | 2015 | 2016 | 2017 | 2018 | 2014 | 2015 | 2016 | 2017 | 2018 |
| English Language Arts 30-1 | 51.4 | 54.3 | 51.3 | 49.8 | 56.6 | 44.9 | 47.9 | 45.1 | 48.4 | 54.5 | 54.0 | 53.2 | 54.0 | 55.0 | 56.3 |
| English Language Arts 30-2 | 31.0 | 28.3 | 29.9 | 35.1 | 22.2 | 37.5 | 32.0 | 33.7 | 30.6 | 26.5 | 28.0 | 28.7 | 28.7 | 28.8 | 27.8 |
| Total of 1 or more English Diploma Exams | 81.9 | 82.1 | 80.8 | 81.8 | 76.0 | 78.3 | 75.9 | 76.4 | 74.4 | 77.0 | 79.7 | 79.5 | 80.1 | 80.9 | 81.1 |
| Social Studies 30-1 | 44.0 | 45.7 | 46.0 | 47.1 | 53.4 | 41.6 | 37.7 | 38.7 | 43.5 | 48.3 | 45.1 | 43.5 | 45.1 | 44.9 | 45.0 |
| Social Studies 30-2 | 37.5 | 36.8 | 35.7 | 36.0 | 26.7 | 37.5 | 37.3 | 37.1 | 30.2 | 28.3 | 35.2 | 36.7 | 35.8 | 36.4 | 37.1 |
| Total of 1 or more Social Diploma Exams | 81.0 | 82.5 | 81.3 | 82.2 | 79.2 | 77.3 | 75.1 | 75.6 | 73.3 | 76.0 | 79.6 | 79.5 | 80.3 | 80.7 | 81.4 |
| Pure Mathematics 30 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 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 | 35.2 | 34.5 | 31.7 | 32.4 | 26.7 | 29.1 | 27.6 | 25.5 | 27.1 | 24.2 | 37.3 | 37.1 | 36.4 | 35.5 | 36.5 |
| Mathematics 30-2 | 16.7 | 20.2 | 22.3 | 22.7 | 29.9 | 21.9 | 22.7 | 22.7 | 22.3 | 26.9 | 21.4 | 22.4 | 23.7 | 25.1 | 24.9 |
| Total of 1 or more Math Diploma Exams | 49.5 | 53.8 | 52.7 | 52.4 | 56.1 | 49.6 | 48.9 | 47.2 | 47.7 | 50.7 | 57.0 | 57.6 | 58.3 | 58.6 | 59.3 |
| Biology 30 | 37.0 | 41.3 | 36.6 | 47.6 | 44.3 | 38.3 | 39.8 | 36.2 | 44.4 | 45.0 | 41.4 | 40.6 | 40.7 | 41.7 | 42.7 |
| Chemistry 30 | 35.6 | 37.2 | 34.4 | 36.4 | 34.4 | 28.7 | 32.3 | 27.8 | 30.8 | 27.5 | 34.7 | 35.7 | 35.6 | 35.1 | 35.8 |
| Physics 30 | 14.8 | 15.2 | 15.2 | 12.9 | 11.3 | 14.1 | 13.0 | 13.3 | 11.6 | 11.3 | 20.0 | 19.9 | 19.3 | 18.6 | 18.7 |
| Science 30 | 0.5 | 0.0 | 0.0 | 0.0 | 1.4 | 0.6 | 0.2 | 0.6 | 0.2 | 1.2 | 12.8 | 14.1 | 15.7 | 16.9 | 17.0 |
| Total of 1 or more Science Diploma Exams | 48.6 | 54.7 | 48.2 | 55.1 | 54.3 | 47.7 | 49.5 | 45.5 | 51.0 | 53.3 | 59.4 | 59.8 | 60.5 | 61.2 | 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 | 0.3 | 0.2 | 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 | 2.7 | 2.8 | 2.8 | 3.0 | 2.7 |

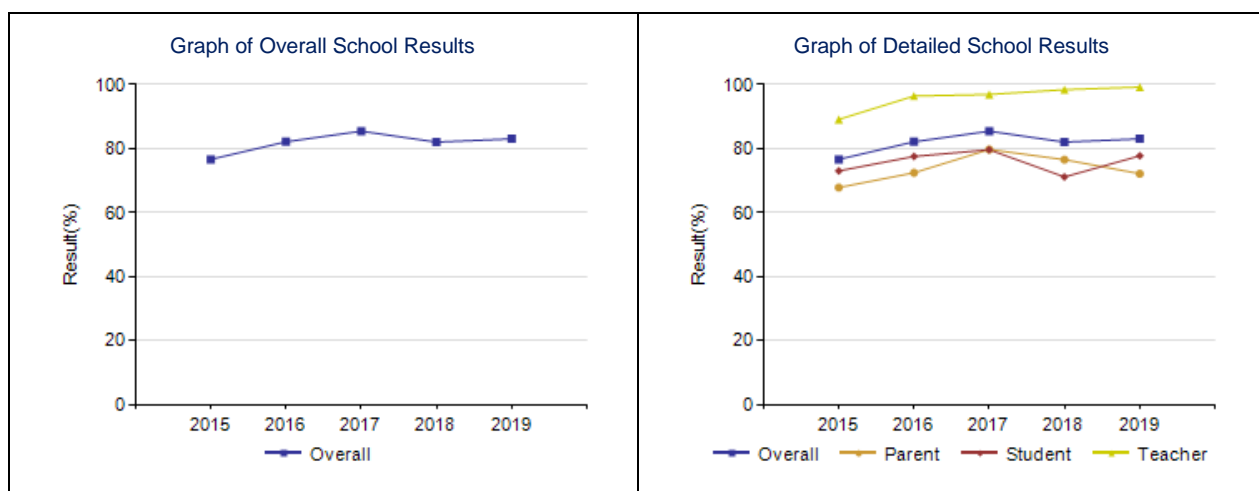
| | | | | | | | | | | | | | | | | |
|--|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Total of 1 or more French Diploma Exams | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 2.9 | 3.0 | 3.1 | 3.3 | 3.0 |
|--|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
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 | | | | |
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2015 | 2016 | 2017 | 2018 | 2019 | 2015 | 2016 | 2017 | 2018 | 2019 |
| Overall | 76.6 | 82.1 | 85.4 | 82.0 | 83.0 | 84.7 | 84.0 | 86.0 | 85.6 | 84.8 | 83.5 | 83.9 | 83.7 | 83.0 | 82.9 |
| Teacher | 89.1 | 96.4 | 96.9 | 98.4 | 99.2 | 94.0 | 94.5 | 96.3 | 96.7 | 95.6 | 94.2 | 94.5 | 94.0 | 93.4 | 93.2 |
| Parent | 67.8 | 72.4 | 79.7 | 76.5 | 72.1 | 81.4 | 80.1 | 82.8 | 82.1 | 82.9 | 82.1 | 82.9 | 82.7 | 81.7 | 81.9 |
| Student | 73.0 | 77.5 | 79.6 | 71.1 | 77.7 | 78.6 | 77.4 | 78.9 | 77.9 | 75.9 | 74.2 | 74.5 | 74.4 | 73.9 | 73.5 |

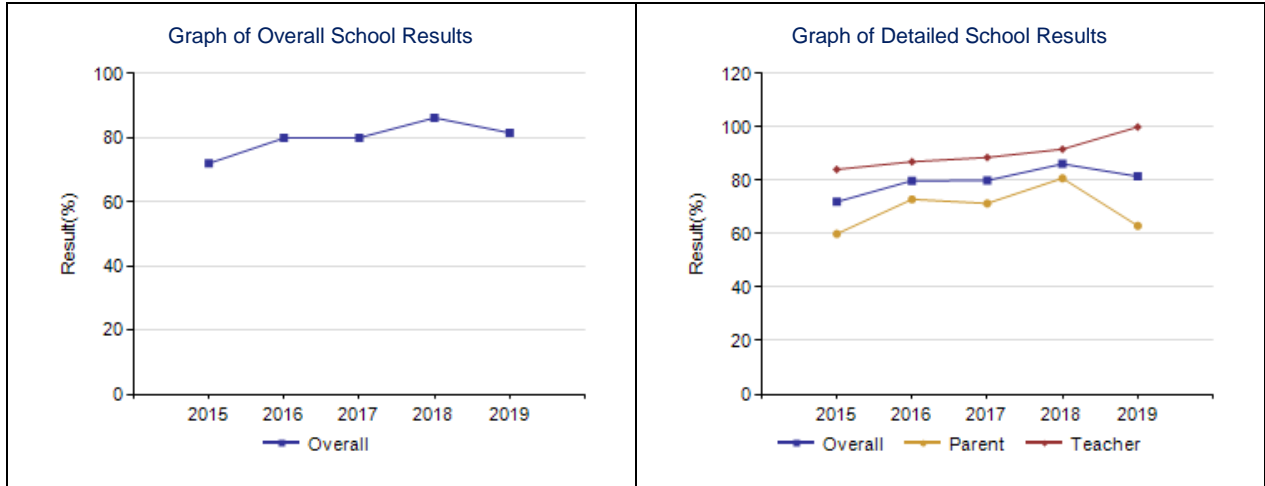


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/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 | | | | |
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2015 | 2016 | 2017 | 2018 | 2019 | 2015 | 2016 | 2017 | 2018 | 2019 |
| Overall | 72.0 | 79.9 | 80.0 | 86.2 | 81.5 | 82.5 | 85.5 | 82.3 | 85.1 | 86.0 | 82.0 | 82.6 | 82.7 | 82.4 | 83.0 |
| Teacher | 84.1 | 87.0 | 88.6 | 91.7 | 100.0 | 92.4 | 94.4 | 92.2 | 94.0 | 95.7 | 89.7 | 90.5 | 90.4 | 90.3 | 90.8 |
| Parent | 60.0 | 72.9 | 71.4 | 80.8 | 63.0 | 72.7 | 76.6 | 72.5 | 76.3 | 76.4 | 74.2 | 74.8 | 75.1 | 74.6 | 75.2 |

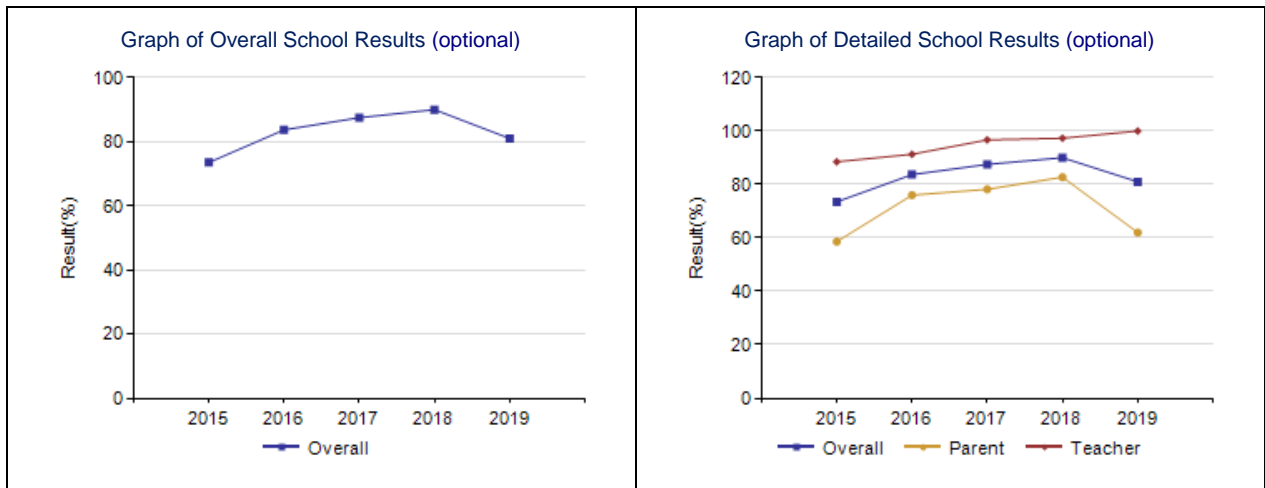


Notes:
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Lifelong Learning – Measure Details (OPTIONAL)

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

| | School | | | | | Authority | | | | | Province | | | | |
|---------|--------|------|------|------|-------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2015 | 2016 | 2017 | 2018 | 2019 | 2015 | 2016 | 2017 | 2018 | 2019 |
| Overall | 73.5 | 83.7 | 87.5 | 90.0 | 81.0 | 71.1 | 74.6 | 75.1 | 73.6 | 74.2 | 70.0 | 70.7 | 71.0 | 70.9 | 71.4 |
| Teacher | 88.5 | 91.3 | 96.7 | 97.3 | 100.0 | 80.0 | 82.2 | 81.6 | 83.2 | 84.1 | 76.0 | 77.3 | 77.3 | 77.8 | 78.8 |
| Parent | 58.6 | 76.0 | 78.2 | 82.7 | 62.0 | 62.3 | 67.1 | 68.5 | 64.1 | 64.3 | 64.0 | 64.2 | 64.8 | 64.0 | 64.0 |



Notes:

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 | | |
|---|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2019 | Achievement | Improvement | Overall | 2020 | 2021 | 2022 |
| 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). | 75.9 | 76.9 | 67.2 | 68.4 | 74.1 | 79 | Low | Maintained | Issue | 79 | 80 | 81 |
| Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results). | 0.0 | 7.7 | 4.9 | 7.0 | 12.1 | 11 | 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.

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 2019 | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|----------------|--------------|-------------|------------|---------|------|------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | | Achievement | Improvement | Overall | 2020 | 2021 | 2022 |
| High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10. | 50.0 | 55.2 | 53.8 | 73.5 | 56.0 | 60 | Very Low | Maintained | Concern | 61 | 62 | 62.5 |
| Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10. | 0.0 | 46.0 | 30.8 | 36.7 | 23.4 | 49 | Very Low | Maintained | Concern | 46 | 47 | 48 |
| Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18 | 0.5 | 0.0 | 2.5 | 3.0 | 2.4 | 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. | 49.3 | 30.0 | 50.7 | 61.8 | 53.3 | 55 | Intermediate | Maintained | Acceptable | 55 | 57.5 | 60 |
| Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship. | n/a | 41.7 | 42.9 | 54.5 | 40.9 | 55 | Very Low | Maintained | Concern | 55 | 56 | 57 |

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.

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.

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 | | |
|--|--------------------------|------|------|------|------|--------|-------------|------------------------|-----------|---------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2019 | Achievement | Improvement | Overall | 2020 | 2021 | 2022 |
| 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. | 84.4 | 88.7 | 89.8 | 82.6 | 92.4 | 91 | Very High | Improved Significantly | Excellent | 92 | 93 | 94 |

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 | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|--------------|-------------|------------|---------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2019 | Achievement | Improvement | Overall | 2020 | 2021 | 2022 |
| 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. | 82.7 | 89.4 | 90.2 | 89.1 | 90.0 | 91 | Very High | Maintained | Excellent | 91 | 92 | 93 |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | 83.1 | 91.0 | 90.9 | 90.3 | 91.1 | 93 | Very High | Maintained | Excellent | 94 | 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. | 72.0 | 79.9 | 80.0 | 86.2 | 81.5 | 85 | High | Maintained | Good | 85 | 86 | 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> | 73.5 | 83.7 | 87.5 | 90.0 | 81.0 | 90 | 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. | 69.4 | 73.0 | 76.8 | 71.3 | 78.3 | 78 | 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. | 79.9 | 85.2 | 86.9 | 80.0 | 83.6 | 87 | Very High | Maintained | Excellent | 88 | 89 | 90 |

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.

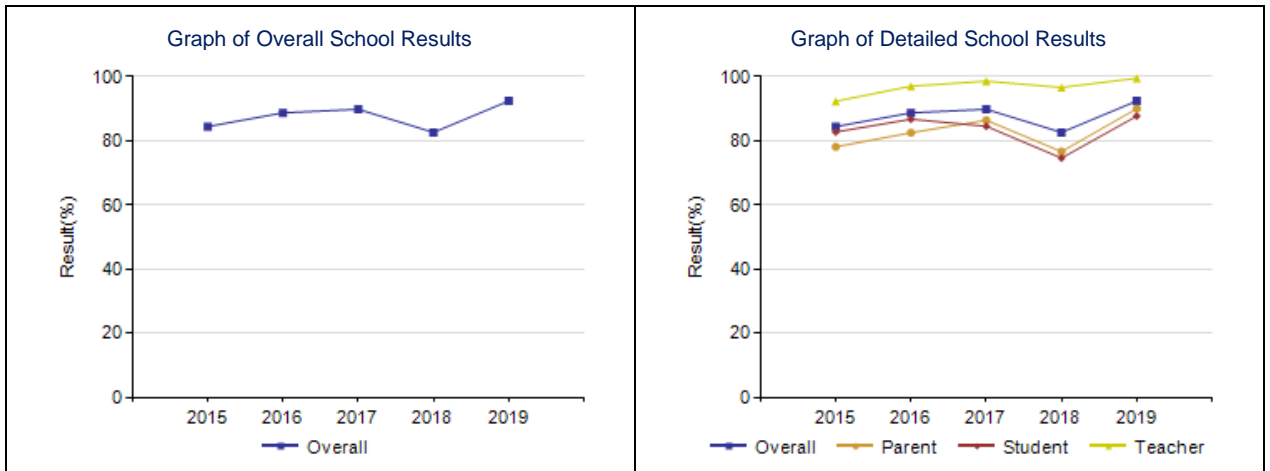
Notes:

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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 | | | | |
|---------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2015 | 2016 | 2017 | 2018 | 2019 | 2015 | 2016 | 2017 | 2018 | 2019 |
| Overall | 84.4 | 88.7 | 89.8 | 82.6 | 92.4 | 77.9 | 79.6 | 81.1 | 79.0 | 81.0 | 81.3 | 81.9 | 81.9 | 81.8 | 82.2 |
| Teacher | 92.3 | 97.0 | 98.6 | 96.6 | 99.5 | 83.5 | 84.5 | 87.8 | 88.0 | 85.7 | 87.2 | 88.1 | 88.0 | 88.4 | 89.1 |
| Parent | 78.1 | 82.5 | 86.4 | 76.6 | 90.0 | 75.0 | 77.3 | 77.7 | 76.0 | 79.2 | 79.9 | 80.1 | 80.1 | 79.9 | 80.1 |
| Student | 82.7 | 86.7 | 84.5 | 74.6 | 87.7 | 75.2 | 77.1 | 77.7 | 73.1 | 78.2 | 76.9 | 77.5 | 77.7 | 77.2 | 77.4 |

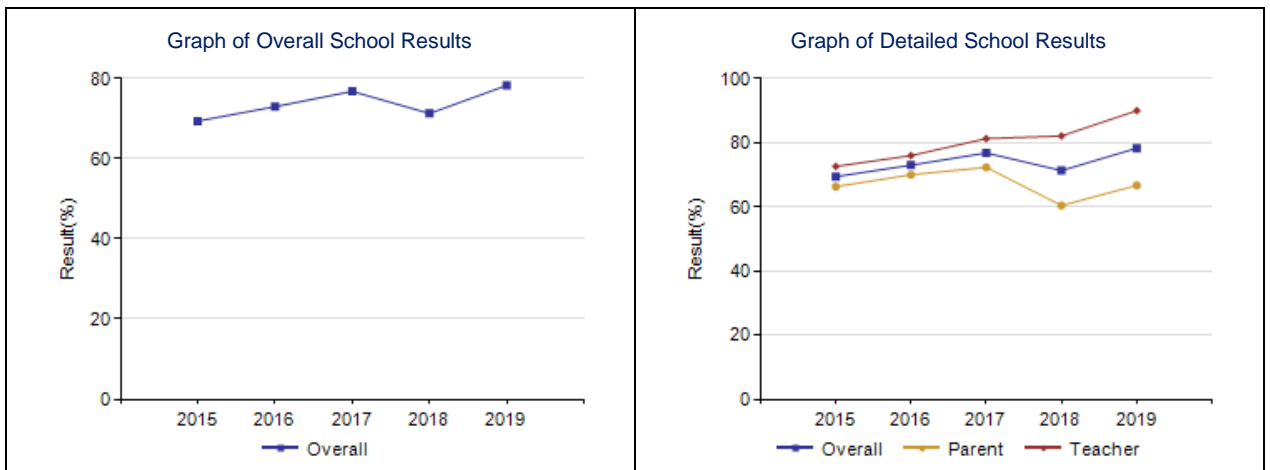


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 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Parental Involvement – Measure Details

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

| | School | | | | | Authority | | | | | Province | | | | |
|---------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2015 | 2016 | 2017 | 2018 | 2019 | 2015 | 2016 | 2017 | 2018 | 2019 |
| Overall | 69.4 | 73.0 | 76.8 | 71.3 | 78.3 | 79.4 | 80.3 | 84.4 | 81.6 | 82.5 | 80.7 | 80.9 | 81.2 | 81.2 | 81.3 |
| Teacher | 72.6 | 76.0 | 81.3 | 82.1 | 90.0 | 87.9 | 87.8 | 91.5 | 90.0 | 92.1 | 88.1 | 88.4 | 88.5 | 88.9 | 89.0 |
| Parent | 66.3 | 70.0 | 72.3 | 60.4 | 66.7 | 70.9 | 72.8 | 77.3 | 73.1 | 72.8 | 73.4 | 73.5 | 73.9 | 73.4 | 73.6 |

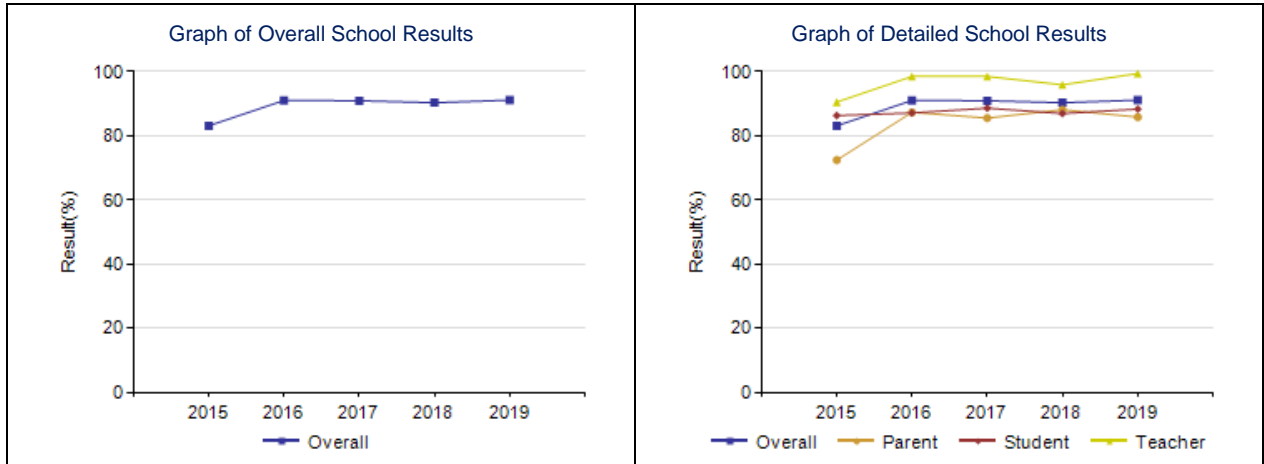


- Notes:
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Education Quality – Measure Details

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

| | School | | | | | Authority | | | | | Province | | | | |
|---------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2015 | 2016 | 2017 | 2018 | 2019 | 2015 | 2016 | 2017 | 2018 | 2019 |
| Overall | 83.1 | 91.0 | 90.9 | 90.3 | 91.1 | 90.7 | 92.1 | 92.4 | 92.0 | 92.1 | 89.5 | 90.1 | 90.1 | 90.0 | 90.2 |
| Teacher | 90.5 | 98.5 | 98.5 | 95.9 | 99.4 | 95.7 | 98.0 | 98.3 | 97.8 | 98.1 | 95.9 | 96.0 | 95.9 | 95.8 | 96.1 |
| Parent | 72.4 | 87.3 | 85.5 | 88.1 | 85.8 | 86.4 | 87.9 | 88.4 | 87.8 | 88.7 | 85.4 | 86.1 | 86.4 | 86.0 | 86.4 |
| Student | 86.3 | 87.1 | 88.6 | 86.9 | 88.3 | 89.9 | 90.5 | 90.5 | 90.3 | 89.6 | 87.4 | 88.0 | 88.1 | 88.2 | 88.1 |



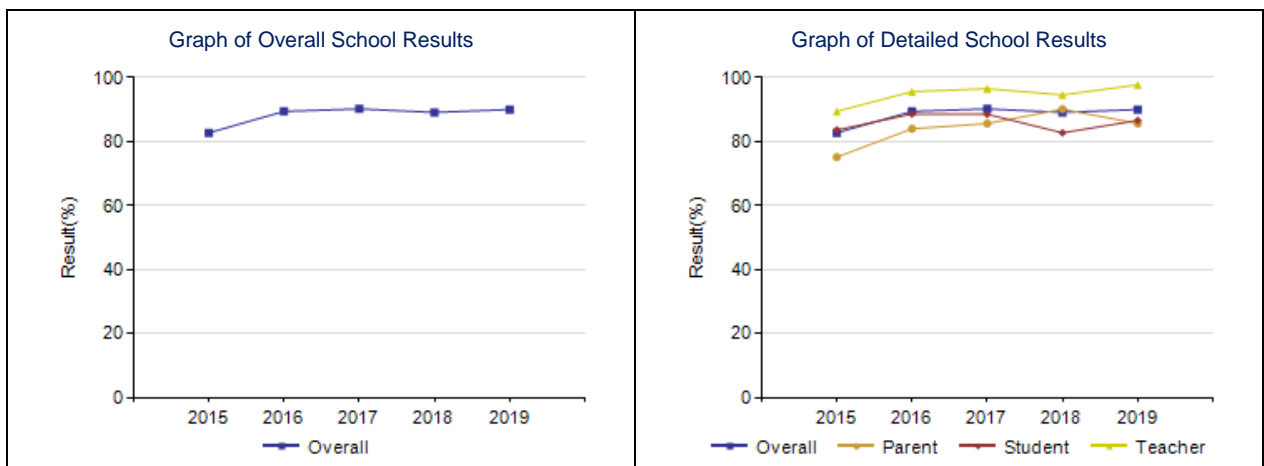
Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Safe and Caring – Measure Details

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

| | School | | | | | Authority | | | | | Province | | | | |
|---------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2015 | 2016 | 2017 | 2018 | 2019 | 2015 | 2016 | 2017 | 2018 | 2019 |
| Overall | 82.7 | 89.4 | 90.2 | 89.1 | 90.0 | 90.2 | 90.9 | 91.2 | 90.6 | 90.6 | 89.2 | 89.5 | 89.5 | 89.0 | 89.0 |
| Teacher | 89.4 | 95.6 | 96.5 | 94.6 | 97.7 | 95.3 | 96.7 | 96.9 | 97.5 | 96.8 | 95.4 | 95.4 | 95.3 | 95.0 | 95.1 |
| Parent | 75.1 | 84.0 | 85.6 | 90.1 | 85.6 | 89.6 | 89.2 | 90.3 | 89.8 | 91.5 | 89.3 | 89.8 | 89.9 | 89.4 | 89.7 |
| Student | 83.6 | 88.6 | 88.5 | 82.7 | 86.6 | 85.8 | 86.8 | 86.5 | 84.6 | 83.6 | 83.0 | 83.4 | 83.3 | 82.5 | 82.3 |



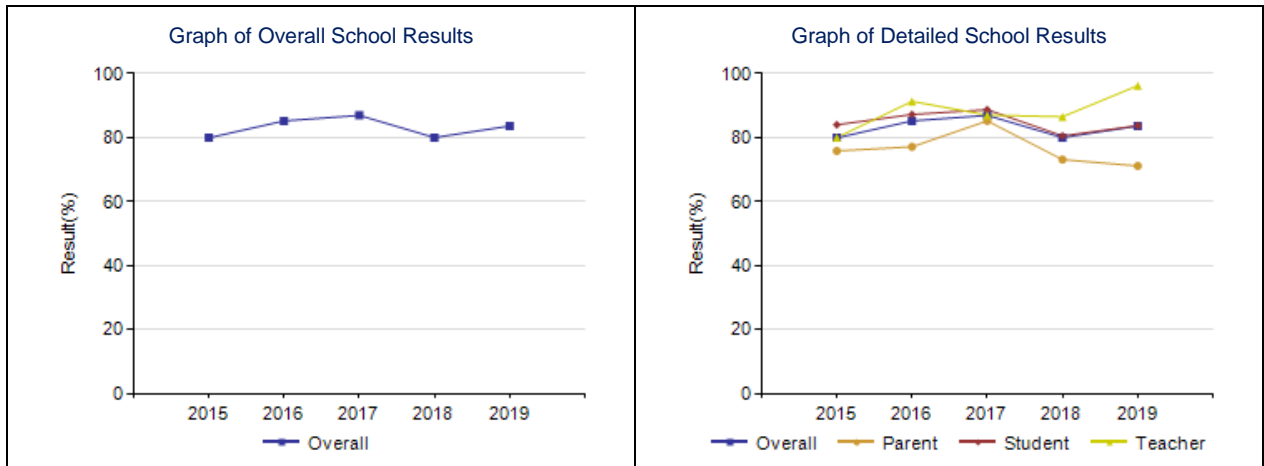
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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

School Improvement – Measure Details

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

| | School | | | | | Authority | | | | | Province | | | | |
|---------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2015 | 2016 | 2017 | 2018 | 2019 | 2015 | 2016 | 2017 | 2018 | 2019 |
| Overall | 79.9 | 85.2 | 86.9 | 80.0 | 83.6 | 82.8 | 86.3 | 88.0 | 83.0 | 84.7 | 79.6 | 81.2 | 81.4 | 80.3 | 81.0 |
| Teacher | 80.0 | 91.3 | 87.0 | 86.5 | 96.2 | 84.5 | 90.3 | 88.5 | 86.2 | 85.5 | 79.8 | 82.3 | 82.2 | 81.5 | 83.4 |
| Parent | 75.8 | 77.1 | 85.2 | 73.1 | 71.1 | 78.0 | 81.7 | 88.5 | 79.3 | 84.0 | 78.5 | 79.7 | 80.8 | 79.3 | 80.3 |
| Student | 84.0 | 87.2 | 88.7 | 80.5 | 83.7 | 85.9 | 86.8 | 86.9 | 83.4 | 84.4 | 80.7 | 81.5 | 81.1 | 80.2 | 79.4 |



Notes:

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