



RUNDLE COLLEGE SOCIETY
Attention to Excellence

**Combined Annual Education Results Report (2018-2019)
and Three-Year Education Plan (2019-2022)**

RUNDLE COLLEGE SOCIETY

7379 17 Avenue SW
Calgary, Alberta
T3H 3W5

ADMINISTRATION

Mrs. Carrie Ferguson, Board Chair

Mr. Dave Hauk, Superintendent

Mr. Jason Rogers, Headmaster

Mr. Gary Sylven, Assistant Headmaster

Mr. Doug Hodgins, Director of Finance

Mr. Jamie Burla, Principal, Rundle Academy

Mrs. Lisa Danis, Principal, Rundle College Primary School

Mr. Ron Clark, Principal, Rundle College Elementary School

Mrs. Claire Allen, Principal, Rundle College Junior High School

Mrs. Allison Belt, Principal, Rundle College Senior High School

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Message from the Board Chair

The conclusion of the 2018-19 school year was a period of deep reflection by many in our community, with the passing of our last founder, Dr. Rod Conklin. Many stories and sentiments were shared, and much reminiscing and contemplation was undertaken, around Rundle's humble beginnings, its magnificent growth through to today, and the aspirations for the future. Ultimately, one element holds steadfast as the key contributor to how Rundle evolved through time and holds clear to this day as the crucial element to guide us to tomorrow: Rundle's mission. Accordingly, I begin this year's message with a recitation of the mission statement of Rundle College:

To create a nurturing, engaging environment that provides an enriched, personalized education, preparing students for an ever-changing world. Rundle College will: help students discover their potential; challenge students to attain their best; and celebrate with them when they do.

This mission encapsulates the essence of what makes Rundle College unique. It is what establishes how we educate our students, how we interact amongst each other, what we value. The guidance of these words over all that we do at Rundle is the magic to the many successes that we are honored to celebrate year after year.

We have two gentlemen, in particular, to thank for this mission and the remarkable institution of education that evolved from it, for all that Rundle is and for the positive ways in which it has touched lives of so many: Dr. Jack Collett and Dr. Rod Conklin. With the passing of our last founder, it is important in moving forward to understand the people, the meaning and the history behind the mission that I reference above. In understanding, we will continue to honour and adhere to the foundational values of Rundle, and thereby preserve what our two founders sought to establish 33 years ago. To this end, we share with you, in this year's Annual Report, the words of celebration in honour of Dr. Rod Conklin from his Celebration of Life held at the commencement of this school year. We profoundly thank you, Dr. Collett and Dr. Conklin, for your remarkable legacy - the gift of Rundle College.

Continuing the ceremonial theme, students in all programs again celebrated many achievements in character development, academic accomplishments and co-curricular pursuits in the 2018-19 school year. In addition to the academic accomplishments outlined therein, it was another year enriched with entertaining drama productions, band performances, championships, numerous travels, many initiatives undertaken by students to give back to the community, and much, much more. Particular congratulations to the graduates of 2018-19! We look forward to connecting with you all in the years to come.

In 2018-19, the Board of Directors focused on its initiatives around governance, financial stewardship, strategy, risk management, and, of course, the protection of the mission and values of Rundle. We are pleased to report that Rundle continues to be

in a sound fiscal position, as we strive to maintain financial sustainability and affordability of Rundle's programs. In relation, the Board continued its work around advocacy for support of school choice and preservation of provincial funding. The Board remains strategic in determining what we can do today to ensure Rundle is a vibrant institution long into the future.

The successes that we are privileged to celebrate do not happen without the support of the Rundle community through many different avenues. In addition to the donors, thank you to the exceptional staff, administration and educators for your hard work and dedication to excellence and the values of Rundle; thank you to the parents and caregivers for your support, time and talents; thank you to the members of the Rundle College Education Foundation and the Rundle College Mortgage Fund for your time and commitment; thank you to my fellow Board members for your tireless efforts, vision and passion; and thank you to the students for your hard work, perseverance, mentorship to fellow students and being fine characters and citizens, of which we are all so proud.

Congratulations to everyone for a successful 2018-19 school year! We look forward to 2019-20 – another year of promise as, together, we continue to help Rundle's students discover their potential, challenge them to achieve their best and celebrate joyfully with them when they do.

Thank you for choosing to be a part of Rundle and for contributing to the legacy of our founders. I have no doubt they are looking down from above with pride.

Sincerely,

CARRIE L. FERGUSON
Chair, Rundle College Society

Accountability Statement for the Combined Annual Education Results Report and Three-Year Education Plan

The Annual Education Results Report for the 2018/2019 school year and the Three Year Education Plan commencing September 1, 2019 for Rundle College Society were prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan for 2019/2022 on November 27, 2019.

Foundation Statements

VISION

Inspired Minds; Unparalleled Character

MISSION

The Mission of Rundle College is to create a nurturing, engaging environment that provides an enriched, personalized education, preparing students for an ever-changing world. Rundle College will:

- help students to discover their potential
- challenge them to attain their best
- and celebrate with them when they do

VALUES

Together: Be Kind, Be Curious, Be Well

A Profile of the School Authority

Rundle College Society is a private, coeducational, day school that was founded in 1985 by Dr. W. J. Collett and Dr. Rodney Conklin and provides an outstanding educational experience for over 1000 students in Kindergarten through Grade 12. In addition to high academic achievement, Rundle's programs emphasize character development, leadership training and good citizenship. Small class sizes, dedicated teachers who are committed to making a difference in the lives of individual children, and reasonable tuition fees are attributes that uniquely define Rundle College Society.

Rundle reports to and is thoroughly inspected by Alberta Education and is a Registered Private School under Alberta's Education Act and accountable to Alberta Education in delivering provincial curriculum. All Rundle teachers are certified by Alberta Education, have earned their degrees and some, their graduate degrees. Rundle is proud of its faculty and staff professional development program and are confident that it employs some of the finest teachers across Canada.

The Rundle College campus is located at 7379 17 Avenue SW. The campus houses a Child Care program; the Collett School which includes Kindergarten to Grade 6; the Conklin School which includes Grades 7-12; and the Rundle College Society business office.

The Rundle Academy campus is located at 4330 16 Street SW. Rundle Academy is a Designated Special Education Private (DSEP) school and welcomes students in grades 4-12 with diagnosed learning disabilities.

Trends and Issues

The 2018-2019 school year was marked by three significant changes: two new principals, legislative changes and personalized learning.

Rundle has five principals across its programs and each has a pivotal role in leadership. To close the previous year, the principal of Rundle Academy moved to Lethbridge with his family and the Interim Principal of Rundle College Junior High completed his contract and transitioned back to his former role of Head of Student Life. At Rundle Academy, a veteran teacher and administrator of the program, Mr. James Burla, took on the role of principal. At Rundle College Junior High, Mrs. Claire Allen joined the program after working for decades in a leadership role in a comparable private school. Both new principals demonstrated an outstanding commitment to the culture, mission, values and vision of Rundle and we are fortunate to have their steadfast influence after several consecutive years of leadership changes.

A high volume of legislative changes took effect in 2018-2019. Rundle worked through a pilot year in which we aligned our practices with the Teacher Quality Standard and the Leadership Quality Standard. Significant changes in the Occupational Health and Safety Act required substantial training of staff and an overhaul of our Health and Safety Program. Updates in privacy legislation, the Whistleblower Act, and several high level legal precedents across the country led to revisions in multiple practices. Fortunately, Rundle has an improvement mindset that allows updates in our practices to be implemented with positive collaboration.

A third trend involved a substantial refinement in the area of personalized learning. Rundle Academy engaged with the Future Design School for professional development and the Conklin School opened a Learning Studio to have rotating teachers experiment with flexible classroom furniture to enhance their instructional pedagogy. Rundle piloted a successful online learning program with Global Online Academy that opened doors to countless opportunities in the future. Developments like these will allow for continued program improvement, including a proposed revisit of the Honours programs and what those experiences will be like for future students who wish to elevate their learning in academic, co-curricular and character pursuits.

Rundle's trajectory for the coming years is full of promise and potential. We are inspired to see more and more graduates walking across the stage in June, knowing that they will shine in their future post-secondary institutions, careers, and personal lives in a way that showcases character, service, leadership and contribution to society.

Summary of Accomplishments

Summary of Accomplishments

September 2018

Character

Academy Orientation Camps; WEB greetings; dementia awareness training; Spirit Day; Beetroot rugby character presentation; Ascent leadership program; Junior Ascent Leaders in assembly; Mountains of Character program launched.

Academics

Global Online Academy; Base Camp goal setting.

Co-Curricular

Alumni rugby; football; volleyball; cross country; golf; intramural programs; zumba; Reach for the Top; Co-Curricular Fair.

Special Events

CAIS Leadership Program; Global Online Learning PD; John Hattie PD; staff first aid training; new staff orientation; Society Day PD (Quinn Simpson, Judy Riege, Len Perry) and CAIS Recommendations; Meet the Teachers; Staff Appreciation Dinner; Speaker Series & PD Day: Peg Dawson (*Smart but Scattered* author); Ice Cream Social.

October 2018

Character

Grade 4 & 12 Buddies connect; Terry Fox Run; Jr Ascent *Community Builders* Leadership Group; ROPES camp; Grade 4 & 7 recycling buddies; field trips to Wentworth Manor seniors' centre; Calgary Food Bank field trips; Kids Helping Kids volunteer program; CAUSE volunteer groups; Sacred Heart School field trip; Roots of Empathy program; *Community Helpers* mental health training; We Care Club packing school supplies.

Academics

Outdoor Ed trips cancelled due to weather; Reading Buddies; Glenbow Museum field trip; construction of Learning Studio, FAC, JH Lunchroom; Fine Arts Days in multiple schools; Calgary Landfill field trip; computer coding for elementary students; meteorologist guest speaker; field trip to Bennett Centre, Edmonton; Teachers' Pet guest speakers; *Making Treaty 7* movie field trip; launch of digital library at Conklin School; Dwayne Peace program in CALM; Telus Spark field trip; science field trip to Weaselhead; Band field trip to Moose Jaw; Global Online Academy project underway; Discovery Days field trip for science students; Corn maze field trip; immigrant services student presentation; zoo field trip.

Co-Curricular

Friday Night Lights; Cobra Cup Volleyball Tournament; huge selection of fall clubs underway; gold medals and other success in volleyball tournaments in Airdrie, Victoria, Picture Butte; medals in cross country races and qualification for Provincial championships; football battles for a young and growing team; Eco Club field trip; Prefect and Peer Support activities underway; girls' golf provincial champions; Jr Cobras basketball program; Collett running club 5K race; Haskayne Business Competition; SheBiz field trip; international trip and Bamfield marine station parent sessions; student presents at Google Education summit.

Special Events

Meet the Teacher; Collett School Parent Social; Rundle Day; Healthy Hunger program; fall post-secondary presentations; Speaker Series parent presentation by Danelle Spence; New parent dinner and wine & cheese social events; Primary's Goal Planning event; Open Houses across Rundle; Tech Free Tuesdays begin; World Teacher Day; out-of-province post-secondary fair hosted at Rundle; student and staff development work with Quinn Simpson, Len Perry and Judy Riege; Danelle Spence on expert panel at PowerHour; CAIS Heads and Chairs Conference.

November 2018

Character

EQ workshop with Ascent student leaders; veterans food bank drive; Buddies Bowling; Junior Ascent club; 'Be Innovative' wellness grants; Kids Helping Kids poinsettia sale; community kitchen volunteering; Wentworth Manor Oma artwork project; c.Lab volunteering; Socktober event for Drop In Centre; Family Food Bank volunteering.

Academics

Opening of Conklin School learning studio; field trip to Telus Spark; Teacher's Pet guests; Director's Cut stop-motion animation; military museum field trip; Bamfield Marine Station field trip; Bennett Centre fields trips; Spheros programming; Bow Habitat Station field trip; STEAM challenge.

Co-Curricular

Outdoor Education Club outing; gardening club work; College senior girls volleyball league title; speech and debate competitions (gold medals in original oratory and impromptu); football team makes it to provincial quarterfinals; elementary volleyball challenge.

Special Events

University recruiting sessions; Halloween festivities; alumni at @UCalgaryEduc interdisciplinary unit design display; Bow Ties & Ball Caps memorial day; @thekindnessrocks project; Scholastic Book Fair; Remembrance Day ceremonies; Society Day - Winter Sprint; Open Houses.

January 2019

Character

Sam Patton awarded provincial *David Gudwer Memorial Award* for determination, leadership, work ethic & passion in wrestling; MOvember fundraising; Grade 5, 6, 7 and Collett School's *We Care Club* visits Wentworth Manor; Kids Helping Kids with *Brown Bagging* volunteering, *Inn from the Cold*, Drop In Centre, *CUPS*; College Grade 11 Volunteer Day; Christmas volunteering for Conklin Jr High families; Adopt-A-Family initiative; Academy Buddies Christmas activities; College Grade 12 girls at RBC *Ladies Who Lunch* finance career event; CAUSE makes Christmas cards for Mustard Seed; *Socktober* donations delivered to Drop-In Centre; Academy Veterans Food Drive; Academy's *Families and Schools Together (F&ST)* at Sacred Heart School; CAUSE at Stephen's Backpack Society; Conklin Grade 10s with *MakeltMerry* writing Christmas Cards for the homeless; Primary Bake Sale for Foothills Hospital; Conklin Peer Support *Stress Buster Week*; Grade 9 Book Drive for Banting & Best School.

Academics

Grade 6 Telus Spark field trip; grade 7 Heritage Park field trip; grade 12 Martha Cohen Theatre field trip; Dwayne Peace CALM presentation - student health & wellness; Grade 3 STEM field trip; grade 9 Vertigo Theatre field trip; weekend ELA 30-1 practice diploma exams; grade 6 to Calgary Zoo; exam skills parent presentation; diploma exam field tests; ELA and Social Studies diploma exams, final exams, and midterm exams; Academy Scholastic Book Fair; STARTers Club and Salvation Army toy drive; Conklin JH work with Primary students in coding, design thinking activities; Project 2091; Greek Day; visiting author to SH ELA classes; Calgary Police visit Grade 1s; Collett School Food Festival.

Co-Curricular

Outdoor Education climbing at U of C, snowshoeing, cross country skiing; southern Alberta cardboard boat race; volleyball league championships (3 bronze); volleyball provincial championships (College SH Girls - silver); Junior Cobras basketball and volleyball; Peru, Cambodia, San Francisco travel presentations and meetings; debate, cheerleading, volleyball and wrestling games and tournaments; Conklin hosts league wrestling championships (Rundle wins banner); Conklin JH Drama Production (*Jungle Book*) including Primary matinee; speech regional championships; Collett Elementary hosts volleyball tournament; robotics in *Curiosity Camps* at Collett School; Conklin SH Robotics season gets underway; 5 students selected for southern Alberta Honours Band.

Special Events

Report Card & Parent Teacher Interviews; visits from university representatives; staff vs student volleyball teams games; Rundle staff hockey team games; individual school staff socials; Rundle annual general meeting; College SH Taste of Diversity; Rundle Staff Christmas Dinner; Academy Alma Mater Day; College JH Jeopardy contest; Sylven's Risk Management presentations to each school's PAC; College

Grade 6 to 7 Transition Event; Christmas Events: Rundle Staff Children's Christmas Party; College SH Christmas Gala; College Primary, Elementary, Conklin, and Academy Christmas Concerts (4); Alumni Homecoming Event; Collett School Great Teacher Swap; Collett Parent Social; Academy grades 7 & 10 orientation; student exchange program with Castellón de la Plana; Conklin SH Prefect Christmas Spirit Week; Primary Christmas Dance Party; Calgary Police visit grade 1 students; Academy Redesign Project; student leaders and uniform review; orientation events for students transitioning to new divisions in 2019-2020.

February 2019

Character

Wentworth Manor visit; Friendship Fires Workshop; Banting & Best School book drive; dementia training; Calgary Herald interview of Ms. Spence re: digital citizenship; Jr. Ascent leadership program.

Academics

Midterm and final exam season; and Sky Science field trip; Medieval Feast; Project 2091; Lights and Shadows in-school field trip; ongoing PE class excursions; Global Online Academy; Science Fair; band trip to San Francisco; 4 star award for Quality Daily Physical Education; digital library checkouts at 1000 / month.

Co-Curricular

Jr. Cobras Volleyball; Curiosity Camps - Robotics; Outdoor Ed Cross Country Ski Trip; basketball, cheer and wrestling seasons ongoing; speech & debate ongoing (two gold in provincial tournament); robotics competitions; STEM and Maker clubs; Haskayne business competition; Reach for the Top tournaments; Art Club sale.

Special Events

Coffee and Conversation PAC Event; SoundKreation Performance; Rundle's Got Talent; visit by Deputy Minister Dr. Clarke; Sweet 16 Basketball Tournament; Valentine Dance and Lip Sync; school skating event; Speaker Series: Navigating Girl Friendships; alumni presentations; Pancake Breakfast; winter sports activities (x-country ski, snowshoe); parent volunteering; 100 Days of School celebration; Society Day PD.

April 2019

Character

Pink Shirt Day - Bullying Awareness; Mugs for a CAUSE fundraiser; Grades 4 & 12 Buddy Days; Kindness Rally; Ms. Adolph wins Shooting Star Hall of Fame award; 'We Care' Street Fair; Grade 6 Ascent - ambassadors; Opening Minds Through Art (OMA); Egg Babies project; video conference with Syrian refugee; DigiGirlz Conference; Counsellor's Corner; Wentworth Manor seniors home; Day of Silence; Kids helping Kids brown bagging.

Academics

Increased digital library downloads; rhythmic gymnastics unit; cross country skiing; Band trip to San Francisco; Women in Engineering Day; Teacher's Pet in-class field trip; guest poetry workshops; Grade 8 Japan Day; Scarlet Letter drama field trip; Telus Spark field trip; Trilobite Challenge; Spaceport field trip; FUSE33 maker club field trip; Pi Day; Cheakamus Outdoor Ed Trip; Heritage Park field trip; city hall field trip; YYC beach volleyball field trip; College and Academy combine to review elementary curriculum; Greekfest event; STEAM competition; River Watch field trip

Co-Curricular

Ongoing c.Lab events: art, technology, lego design; Jr. Cobras volleyball, wrestling, football / rugby, cross country; SAIT case business competition; speech and debate competitions; basketball season: 12 teams, 2 qualified for provincials, 1 bronze medal, rookie of the year, grade 6 basketball and badminton championships; Newsies musical performance; wrestling: high school team champions, 3 gold, 2 silver, 1 bronze at provincials; 2 bronze at nationals; First Robotics Competition; Cheer Team; Academy Reading Club; Reach for the Top competitions; international excursions to Peru and Cambodia; Calgary Youth Science Fair gold and silver; badminton season: 3 gold, 4 silver, 1 bronze medals; soccer season underway; track & field season underway; Mindfulness Club; Law Day; Westmount Business Case competition; rugby season underway, training in Vancouver Island; TED Ed field trip

Special Events

Rundle's Got Talent; Coffee and Conversation parent events; Celebration of Learning; Staff Student Hockey Game; Academic Fair; PAC pub night; Family Skate at Olympic Oval; Spring Fling raised \$28 000; Future Design School with Academy students; students win climate and environment grant competition; grade 9 book drive; Osaka Toin school visit; Robb Nash Project Supershow; 'Navigating Girl Relationships' and 'Just Relax' speaker series; St. Patrick's Day activities; Spelling Bee; summer camps registration underway; Project 2091 Exhibition; Provincial Election polling station; cafeteria menu review project; Rundle hosts Calgary STEAM competition; guests from Calgary Philharmonic Orchestra

May 2019

Character

Coffee Talk: The Overscheduled Child; Buddy days; Where Everyone Belongs (WEB) new student Orientation Day; Volunteer Days (Mustard Seed, Community Kitchen, Calgary Interfaith Food Bank, Camp Kindle; Wentworth Manor); Childhood Cancer Fundraiser; Healthy Hunger fundraiser; Jr Ascent Leadership; Kindness Bench; Digital Citizenship

Academics

Ottawa field trip; Camp Chief Hector; Provincial Achievement Tests (Part A - ELA); Drumheller field trip; Fish Creek biology trip; zoo field trips; Portable Planetarium; Fort

Calgary field trip; Art Celebration; Math and Art blended project; Moose Jaw Band Trip; Indigenous Learning

Co-Curricular

cLab Maker Madness & Junior Scientist programs; Jr Cobras wrestling, football / rugby, cross country; Ivey Business Case Competition; badminton city championships (one provincial qualifier); Outsiders spring production; Ted Ed performance; Track & Field meets; The Outsiders drama production; Art Club; Double Feature: 15 Reasons Not To Be in a Play and A Company of Players; Rugby Homecoming; Tower Garden project; national finalist in debate and speech tournament; soccer; Outdoor Ed fishing; Grade 6 badminton tournament; Science Olympics

Special Events

Primary Privilege Day; Music Monday; United Nations Parade; Food Festival; Spring Showcase/ Parent Appreciation Tea; Society Day - Wellness; Parent Scrapbooking; Sr high Peru students teach Grade 3s Social Studies; Song and Dance Performance; Spelling Bee

June 2019

Character

Where Everyone Belongs (WEB) Retreat; Orientation Day; Colour for a CAUSE; Buddies Day; WITS Bullying Prevention Program; Awareness Street Fair; Head's List; Jr Ascent Leadership; Friendship Sandwiches; Stress Busters

Academics

Fine Arts Day; Moose Jaw Band Camp; Market Day; The Outsiders; launch of the Travers pilot program; Calgary Zoo; Drumheller Trip; Fine Arts Show; Spelling Bee first place; math contest champions; Chicken Little; Heritage Park field trip; Spanish cooking

Co-Curricular

Rugby, soccer, track & field, ultimate frisbee seasons with games, meets, and championships; rugby provincial champions; two gold and a silver at track & field provincial championships; soccer league championship banner; Outdoor Education trips; Jr Cobras football, rugby, running, wrestling; cLab Jr Scientists; Horseback Riding

Special Events

Carnival; eight graduation / celebrations; eight awards events; food truck events; Kindergarten Talent Show; Spring Fling; Alumni Reality Check; Hawk Celebration Breakfast; Band Concert; Principal for the Day; Living Wax Museum; Raptor Spirit; PAC AGM and Social; Post-Celebration Breakfasts; Farewell to Trout

Combined 2019 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure	Rundle College			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	95.1	94.5	95.2	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	87.6	87.2	87.6	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	96.4	96.2	96.6	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.0	0.0	0.1	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	96.0	94.8	97.4	79.1	78.0	77.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	96.6	95.3	95.7	73.8	73.6	73.6	Very High	Maintained	Excellent
	PAT: Excellence	60.3	60.7	58.9	20.6	19.9	19.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	98.2	96.8	96.4	83.6	83.7	83.1	Very High	Improved	Excellent
	Diploma: Excellence	54.5	55.8	55.4	24.0	24.2	22.5	Very High	Maintained	Excellent
	Diploma Exam Participation Rate (4+ Exams)	90.6	85.7	87.4	56.3	55.7	55.1	Very High	Maintained	Excellent
	Rutherford Scholarship Eligibility Rate	95.0	99.0	99.0	64.8	63.4	62.2	Very High	Declined	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	52.1	48.5	58.0	59.0	58.7	58.7	Intermediate	Maintained	Acceptable
	Work Preparation	95.6	95.0	94.2	83.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	93.6	93.0	93.7	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	89.6	90.6	90.0	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	88.0	86.7	89.4	81.0	80.3	81.0	Very High	Declined	Good

Notes:

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

Combined 2019 Accountability Pillar First Nations, Métis and Inuit Summary (Required for Public/Separate/Francophone School Authorities)

Measure Category	Measure	Rundle College (FNMI)			Alberta (FNMI)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	*	n/a	n/a	5.4	4.8	5.6	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	n/a	56.6	53.3	52.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	54.0	51.7	51.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	7.4	6.6	6.5	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	77.2	77.1	76.7	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.4	11.0	10.6	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	24.6	24.4	22.3	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	37.1	35.9	34.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	34.2	33.0	32.8	n/a	n/a	n/a
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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. 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.
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.

Measure Evaluation Reference (Optional)

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g., 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Outcome One: Alberta’s students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	94.6	95.4	96.4	95.3	96.6	95	Very High	Maintained	Excellent	95	95	95
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	55.8	58.6	57.4	60.7	60.3	60	Very High	Maintained	Excellent	60	60	60

Comment on Results

Academy: The combined result for the Grade 6 and 9 PATs is an 89.2% acceptable standard and a 15.2% standard of excellence.

College Elementary: 100% of Elementary students received acceptable standard on the Grade 6 PATs and 77% achieved the standard of excellence.

College Junior High: 98.8% of Junior High students achieved the acceptable standard on the Grade 9 PATs. To be more accurate, 100% of the students who wrote PATs achieved the acceptable standard. 72.9% of Junior High students achieved the standard of excellence.

Strategies

Academy: To create a scope and sequence of strategies to co-ordinate the growth of PAT results. An analysis of results by not only the Grade 6 and 9 teachers will be done, but also the grades that lead up to those to analyze the supports that can be had in preparing students for those grade levels and resulting tests.

College Elementary: Math - Continue to explicitly teach operations throughout the year; use entrance slips daily and Flex Friday Math time to conference with students; review questions from previous units on unit tests; make sure to have moderate-high level of complexity style questions during class time and on tests; focus more heavily on Part B questioning as it is weighted at 90% of the overall math PAT grade, versus 10% weight for Part A. ELA - Expose students to newspapers and articles weekly starting earlier in the year; students will be introduced to newspaper in grade 4 and 5 so that they are learning functional writing earlier; students will be taught mini-grammar and sentence structure lessons which will then be practiced in D3 time; utilize librarian to interpret a variety of literature and its meaning; continue “daily 3” model of literacy into our program, 3 days every week; conferencing with students to work on their individual reading needs; tell the students what synthesizing is, and practice it, while being aware of the skill they are using. Social Studies - Include maps in more units (in addition to Athens and Iroquois); continue new projects (e.g., Wampum belt, Iroquois simulation, provincial gov’t simulation); do class simulations of direct democracy and remind students of the comparisons to representative democracy; spend more time evaluating news articles. Science - Bennett Centre field trip for Sky Science; explicitly teach observation vs. inference, within the context of each unit - including adding an animal crime scene, and having students develop

their own crime scene; spend more time developing students' understanding of how trees are used in human activity both from positive and negative impacts; develop additional lessons to supplement the Youthlink Crime Scene developed unit; continue to explicitly connect the parachute STEAM lab to its fundamental purpose.

College Junior High: Achievement of the standard of excellence is significantly lower (67.9%) in ELA 9 as compared to other courses. Teachers will be asked to examine the results and report on areas for growth to improve this result.

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.

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).	97.0	94.9	97.5	96.8	98.2	100	Very High	Improved	Excellent	100	100	100
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	52.1	53.6	56.6	55.8	54.5	50	Very High	Maintained	Excellent	50	50	50

Comment on Results

Academy: 94% of the students writing the diploma exams achieved the acceptable standard and 29.4% achieved the standard of excellence.

College Senior High: 99.8 % achieved acceptable standard on diploma exams. 64.3% achieved standard of excellence, slightly down from 68.3% previously.

Strategies

Academy: Teachers are goal setting and analyzing the results to make improvements in their own classes. Strategies to continue focusing on the math written component will be a focus in that class. As part of the teacher reflection process, a specific analysis of the writing components and preparation will be done as this is an area of continued growth for learning disabilities.

College Senior High: Students will be provided ongoing guidance as to which courses are best for their post-secondary pursuits. Standards will be put into place for continuing in the course if the prerequisite course has poor results. Math 30-2 will be included as an alternative course for students who cannot meet the prerequisite standard for Math 30-1. The standard of excellence was 24.0%. ELA 30-1 continues to be the most difficult exam in which to attain a standard of excellence both provincially and at the school level. All teachers will be asked to report on results and create strategies for learning outcomes where reports are indicating poor results.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.

3. 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.
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.

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.	98.3	97.8	99.5	94.8	96.0	95	Very High	Maintained	Excellent	95	95	95
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	88.1	82.8	93.7	85.7	90.6	90	Very High	Maintained	Excellent	90	90	90
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.2	0.0	0.0	0.0	0	Very High	Maintained	Excellent	0	0	0
High school to post-secondary transition rate of students within six years of entering Grade 10.	48.5	64.7	60.8	48.5	52.1	50	Intermediate	Maintained	Acceptable	50	50	50
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	100.0	98.1	99.0	95.0	90	Very High	Declined	Good	90	90	90

Comment on Results

Academy: The high school completion rate within 3 years of entering Grade 10 is 90.0% (up from 88.7%). There was a 0.0% drop out rate in the Academy program. 81.9% is the reported post-secondary transition rate, but this value only reflects the percentage of students attending post-secondary institutions in the Province of Alberta. 83.3% of students were eligible for Rutherford Scholarship compared to 64.8% provincially. 79.1% of students wrote 4 diploma exams or more compared to 56.3% provincially.

College Senior High: 98.1% completed high school within 3 years (up from 97.1%) and there was a 0.0% drop out rate. 36.9% is the reported post-secondary transition rate, but this value only reflects the percentage of students attending post-secondary institutions in the Province of Alberta. 100% of students were eligible for Rutherford Scholarship compared to 64.8% provincially. 94.5% of students wrote 4 diploma exams or more.

Strategies

Academy: Some students who left Rundle Academy before Grade 12 may impact the high school completion rate as all students in grade 12 students finished with their diplomas. Students who leave are provided guidance to other programs. The Student Services department will analyze the results of the Rutherford scholarship eligibility. The relatively high number of students writing 4 or more diploma exams indicates strategies for appropriate academic guidance are in place.

College Senior High: Students enrolled in our grade 12 program all successfully receive high school diplomas. Students who left school prior to the start of their grade 12 year may not have completed high school in three years. Students who leave are provided guidance to other programs. The value of the Rutherford scholarship eligibility is reflective of students

seeing success in the courses they are enrolled in with diversity in these courses. The relatively high number of students writing 4 or more diploma exams indicates strategies for appropriate academic guidance are in place.

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.

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.	94.6	94.1	94.0	93.0	93.6	95	Very High	Maintained	Excellent	95	95	95

Comment on Results

Academy: 92.2% of the community are satisfied that students model active citizenship. Separately, parents are 95.5% satisfied, teachers 97.8% and students 83.4%

College Elementary: 96.4% of the stakeholders are satisfied that students model the characteristics of active citizenship.

College Junior High: 95.4% of parents are satisfied compared to 99.3% of teachers. The lowest satisfaction rate is students at 82.7%

College Senior High: 93.5% of teachers and parents are satisfied whereas only 88.4% of students are satisfied.

Strategies

Academy: Students reported a lower satisfied rating and this is a focus for the upcoming year. Specifically in the junior high, lessons and speakers in the CORE (character program) homeroom will be part of the strategies that will focus on peer relationships.

College Elementary: The school will continue its ongoing work with the Mountains of Character values.

College Junior High: Students reported lower levels of satisfaction in the areas of following the rules (25% disagree) and respect for one another (19% disagree). Although the perception of Junior High aged students is most likely a contributing factor, Homeroom

teachers will be asked to place a renewed emphasis on citizenship, including the R+ character program, to address this result.

College Senior High: Students may see more actions that display poor citizenship. Continued growth of the R+ character program and initiatives that are led by students will aim to increase the satisfaction rate.

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.

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 School Authorities 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	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	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).	n/a	n/a	n/a	n/a	n/a	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 standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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. 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		
	2014	2015	2016	2017	2018	2019	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.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	n/a	n/a	n/a	n/a	*	n/a	*	*	*	n/a	n/a	n/a
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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. 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.

Strategies

In their document published in March 2014, “[Expression of Reconciliation for the Legacy of the Indian Residential School System](#),” Alberta Education seeks to ensure all schools provide students with opportunities to develop a knowledge and understanding of the history of the FNMI peoples of Canada and the legacy of residential schools. Specifically, the document indicates that, “curriculum must include diverse perspectives of First Nations, Metis and Inuit peoples living in Alberta in relation to historical and contemporary contexts.”

Rundle College Society maintains a commitment to the principle of *Applying Foundational Knowledge about First Nations, Métis and Inuit* as described in Alberta Education’s standards that came into effect in the 2019-2020 school year:

- Teaching Quality Standard (TQS): A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.
- Leadership Quality Standard (LQS): A leader supports the school community in acquiring and applying foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.
- Superintendent Leadership Quality Standard (SLQS): The Superintendent and Headmaster establishes the structures and provides the resources necessary

for the school community to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

Rundle has formed an Indigenous Peoples committee comprised of volunteers representing each of the schools. Their mission is “*To bring authentic Indigenous Peoples awareness and resources to staff for the benefit of all students.*” The committee meets regularly and supplies resources for all staff. Professional Development days and special events across Rundle all year long also have components of Indigenous learning.

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.	89.3	87.3	88.3	87.2	87.6	90	Very High	Maintained	Excellent	90	90	90

Comment on Results

Academy: 87.7% of the community is satisfied with program of studies. Specifically, 83.7% of parents, 84.6% of students and 94.9% of teachers.

College Elementary: 89% of our community is satisfied with the program of studies.

College Junior High: 90.1% are satisfied which is an increase from 87.7% in 2018.

College Senior High: Satisfaction has increased to 85.6% from 83.9%.

Strategies

Academy: The lower levels of satisfaction comes in drama and music. Looking at opportunities for junior high students to be involved in drama and music more will be analyzed as it is offered as an option class.

College Elementary: This is our lowest in the outcomes. This is due to the fine arts with Art being offered at the school. Over the course of the last two years, our school has increase the amount of visual art time to 90 minutes a week. We also added an art club too. In addition, a variety of drama mediums have been added to our program.

College Junior High: The lowest level of satisfaction is evident among students at 82.7%. This is often due to Grade 9 students who are looking for more varied option courses as they look towards High School. Students also may not understand the limitations of a smaller school environment on the ability to offer a more robust selection of courses. The

addition of Financial Literacy for the Grade 9 Homerooms and the exploration of GOA offerings in Grade 9 is working to address this issue.

College Senior High: Growth in enrollment in tech innovation classes and GOA will offset perceptions that students have little opportunities for a broad program. At times, the limitations due to AB Ed requirements are not well understood by parents. All students are given options they have chosen in their course selections.

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 K-12 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
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.	95.3	95.5	95.8	94.5	95.1	95	Very High	Maintained	Excellent	95	95	95
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	97.4	96.7	96.9	96.2	96.4	95	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.	94.9	93.1	94.4	95.0	95.6	95	Very High	Maintained	95	95	95	95
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>	85.9	88.0	87.9	89.6	89.8	90	n/a	n/a	n/a	90	90	90
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	90.4	89.2	90.1	90.6	89.6	90	Very High	Maintained	Excellent	90	90	90
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	87.7	90.1	91.5	86.7	88.0	90	Very High	Declined	Good	90	90	90

Comment on Results

Academy: 90.2% of students agree; 97.7% of parents agree and 97.0% of teachers agree that the school is safe and caring. The overall percentage of agreement is 95.0%. Overall satisfaction with the quality of basic education is 97.4%. Regarding attitudes and behaviors that will make students successful at work when they finish school, 97.1% of teachers, students and parents agree students are taught these attitudes. 94.6% of parents are satisfied with their involvement in the education process. Regarding the percentage of

those who think the school has improved or stayed the same the last three years, 88.1% say there has been improvement or that the schools are staying the same. This number did increase slightly from 87% and is higher than the provincial average of 81%.

College Elementary: 97.2% of our community feels that we have a safe and caring school. 97.6% of our community is satisfied with our quality of education. 88% of parents and 100% of teachers (94% average) agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. Regarding the percentage of those who think the school has improved or stayed the same the last three years, 93.2% of our community believes that we have stayed the same or improved over the last three years. This is a very challenging outcome because of the number of students in our community that enter the school in grades 5 and 6 so are not at our school for all three years of grades 4-6.

College Junior High: 94.9% satisfaction with the safe and caring school with the lowest being students who reported 90.5%. Overall results of quality of education are good with 95.8% of teachers, parents and students satisfied. This is an increase over the 3-year average of 90.1%. The lowest group reporting is students with an average of 90.4% being satisfied with the education. Regarding attitudes and behaviors that will make students successful at work when they finish school, 97.4% agree. Overall, 89.9% of parents and teachers are satisfied with the level of parental involvement in decisions about their child's education (83.3% for parents and 96.5% for teachers). This is down slightly from an overall satisfaction of 92.5% last year. Regarding the percentage of those who think the school has improved or stayed the same the last three years, 84.6% overall indicated improvement or maintaining. Of this, 92.7% of parents and 85.4% of students believed this to be true while only 75.7% of teachers agreed. However, 24% of teachers indicated that they did not know.

College Senior High: 90.3% of students agree, 96.7% of parents agree and 94.2% of teachers agree it is a safe and caring school. The overall percentage of agreement is 93.7%. Students who disagree with statement "treated fairly by adults" has improved 4%. Students who disagree with statement "teachers care about me" has improved from 5%. Consistency on quality of overall education between parents (95.7%), teachers (95.2%) and students (92.2%) is lower than historical average of 97%. Responding to "I find school work interesting," students report 79% positively. When responding to "how satisfied or dissatisfied are you that your child can access the following services in a timely manner at school when needed: Services (beyond regular instruction) that help students to read and write," parents reported 43% satisfaction. In terms of library services, parents reported 52% satisfaction. Access to library was also low for both teachers (50%) and students (24%). Regarding attitudes and behaviors that will make students successful at work when they finish school, 93.7% agree. Overall, 85.9% of teachers and parents are satisfied with level of parental involvement (83.6% parents and 88.3% teachers). This has decreased from 89.4% in the previous year. In answering "to what extent are you involved in decisions at your child's school", only 71% of parents reported a lot and some (in contrast, teachers reported 90%). Regarding the percentage of those who think the school has improved or stayed the same the last three years, students report 80.7%, parents report 92.4% and overall satisfaction is 86.7% compare to 81.0% provincially. 33% overall reported improvement while 59% reported the school staying the same.

Strategies

Academy: The school will continue its relationship-focused approach across stakeholders to maintain these statistics regarding safe and caring schools. Our faculty will engage in a focus on personalized learning professional development to maintain its high quality of overall education. There continues to be a focus on self-advocacy in the upper high school grades and this will continue to be a focus as seen in the Traverse (post-secondary transition) program. There has been an increase in volunteer asks and recently, the PAC has been more active in involving the population in interactions and volunteer lists. Regarding the percentage of those who think the school has improved or stayed the same the last three years, this would be a more accurate number if we had all students start and end in a same division for their three years.

College Elementary: We will continue to engage with both inside and outside support to maintain this high percentage of satisfaction with safe and caring schools. We will continue to innovate and challenge ourselves to continually develop ways to keep this high percentage rate of overall education. We believe that our Mountains of Character program reflects values that are crucial to the workplace environment including perseverance, curiosity and integrity.

College Junior High: The main area of concern for students regarding safe and caring schools is the perception of being treated fairly by adults at school with 8% of students disagreeing and 3% who do not know. Continued work by the Junior High departments to increase consistency and clarity in assessment and communication will work towards the improvement of this perception. Strong PAT results which prepare students for success in High School continue to keep this statistic of overall education satisfaction high. Amongst the lowest reporting group, students (8%) reported not finding school work challenging. Additional training with teachers on differentiation for gifted students and the elevation of the Grade 9 curriculum will work to ensure all students are challenged. The result regarding attitudes and behaviors that will make students successful at work when they finish school has increased from 94% in 2018. This may be due to the addition of support for executive functioning and study skills in the Junior High. These strategies are helping students to feel more supported, successful and prepared for the rigour of Senior High school. In connection to the parent involvement, participation in the school's PAC has not increased in the last year. Parents who want to discuss their child's education have input with teachers, administration and student services on an ongoing basis. It will be important to also ensure that communication between families and the school continues to be productive and timely. Regarding the percentage of those who think the school has improved or stayed the same the last three years, it is a difficult category for students to measure as they are not always able to evaluate the level they have just competed. One quarter of teachers reported not knowing, so it is important to do a better job of communicating and analyzing results with the Junior High teachers. Hopefully, this communication will be improved with the introduction of the JH Coordinators this year.

College Senior High: This safe and caring statistic remains higher than Provincial average of 89%. The infusion of the Teacher Advisor program and a new athletic ethos program may help to facilitate further growth in this area. An emphasis on strong diploma results may continue to support the quality education. Helping parents and students foster new ideas about libraries and access to books through non-traditional means will help to

improve understanding. Students who are finding high school programs challenging may be helped through the Mindprint program, which may serve as a stepping stone to a psychoeducational assessment where unique learning abilities and challenges can be identified. The result regarding attitudes and behaviors that will make students successful at work when they finish school is reflective of skills primarily focused on university preparation but are also linked to skills used in workplace scenarios. Students have opportunities to explore such skills through Junior Cobras, Ascent and other leadership opportunities. Parents have the opportunity to be involved in the school through PAC. The numbers of parents attending the PAC have not grown. Parents who want to discuss the specifics of their child's education journey with administration, teachers or student services are given access in a timely manner. Most parents are involved in decisions about their individual child's education journey and not the school as a whole. There is a disconnect between the involvement that parents feel and the involvement that teachers feel. It will be important going forward to make parents aware of choices students have and to maximize the concept of the individualized journey. Regarding the percentage of those who think the school has improved or stayed the same the last three years, it is difficult for students to see improvements in the grade they just completed. Inclusion of our new online learning program and robotics should be seen as improvements to those involved in them. Opportunities for volunteering involvement at Wentworth Seniors Home and the Junior Cobras children's athletics program should also be seen as opportunities for students that were not available three years ago. The improvements in classrooms through the Learning Studio experimental design classroom are only observable by those students enrolled in courses held in those classrooms.

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.

Future Challenges

Rundle is proud to have maintained its high level of enrolment since the downturn in the economy a few years ago. In fact, there is a demand for growth that has enable Rundle to add another grade 3 class in the College and a grade 7 class at the Academy in 2019-2020. Throughout this time, Rundle has done extensive work on fiscal responsibility; efficiencies are being considered from the smallest classroom detail right up to macro decisions considered by the Board of Directors.

Areas for improvement include the continued facilities review of the Rundle Academy campus over the next few years. Rundle will need to further improve the Academy's facilities to maximize its design and learning spaces. The Honours program at the Conklin School has the potential to be expended in a way that is more inclusive and allows students to pursue specific elevations in their learning in multiple area as opposed to an all-or-nothing course approach.

The rate of change in technology has an ongoing impact on schools today. Rundle will continue its implementation of changes based on a recent cybersecurity audit; a new website will need to be launched; a review of its Learning Management System (current Moodle and Google Classroom) will be conducted; Rundle's one-to-one program will need to evolve along with educational tools being developed across society;

Transportation is always one of the greatest risks that a school can assume. There will need to be ongoing improvements as to how students are transported to and from activities and events; how Rundle staff are trained as Class 4 drivers; and how traffic circulates for student drop off and pick up at both campuses.

A final possible challenge may reside in the impact of the new TQS/LQS expectations; the delivery of the new *Teacher Evaluation, Growth and Supervision Policy*; and the upcoming release of new curriculum design that teachers have been anticipating for many years.

Summary of Financial Results

Summary of Capital and Facilities Plans (2019-2020 Budget)

The 2019-2020 budget provides for capital expenditures for technology, furniture & fixtures, and vehicles of \$500,000, as reported in the 2019-2020 Budget Report to Alberta Education.

Rundle College Society Financial Summary	2018 / 19 Financial Results	2018 / 19 Financial Percentage	2018 / 19 Financial Budget	2018 / 19 Budget Percentage
Revenue Summary				
Grants				
Alberta Education	\$ 7,358,083	26.64%	\$ 7,250,578	26.67%
Federal Government	0	0.00%	0	0.00%
Other Revenue				
Instructional fees / Tuition fees	10,849,375	39.28%	11,105,000	40.84%
Non-Instructional / Transportation fees	6,339,080	22.95%	6,018,400	22.13%
Other sales and services	953,686	3.45%	683,000	2.51%
Interest on investments	196,483	0.71%	120,000	0.44%
Gifts and donations	235,947	0.85%	225,000	0.83%
Net school generated funds	1,687,307	6.11%	1,789,100	6.58%
Other	0	0.00%	0	0.00%
Total revenues	27,619,307	100.00%	27,191,078	100.00%
Expenditures Summary				
Instructional (ECS plus Grade 1 to 12)				
Certified salaries and benefits	15,547,002	55.34%	15,417,788	56.24%
Non-certified salaries and benefits	2,892,305	10.30%	2,431,269	8.87%
Services, contracts and supplies	1,896,756	6.75%	1,840,632	6.71%
Net school generated funds	1,687,307	6.01%	1,789,100	6.53%
Operations and maintenance	3,918,374	13.95%	3,212,907	11.72%
Board and system administration	1,873,010	6.67%	1,706,148	6.22%
Transportation	277,037	0.99%	288,400	1.05%
Other	0	0.00%	730,000	2.66%
Total expenses	28,091,791	100.00%	27,416,244	100.00%
Surplus (deficit) of revenues over expenses	\$ (471,830)		\$ (225,166)	

Budget Summary

Rundle College Society Budget Summary	2019 / 20 Budget Amount (1)	2019 / 20 Budget Percentage
Revenue Summary		
Grants		
Alberta Education	\$ 7,288,348	25.92%
Federal Government	0	0.00%
Other Revenue		
Instructional fees / Tuition fees	11,732,250	41.72%
Non-Instructional / Transportation fees	6,269,800	22.30%
Other sales and services	645,620	2.30%
Interest on investments	142,932	0.51%
Gifts and donations	250,000	0.89%
Net school generated funds	1,789,100	6.36%
Other – Fundraising	0	0.00%
Total revenues	28,118,050	100.00%
Expenditures Summary		
Instructional (ECS plus Grade 1 to 12)		
Certified salaries and benefits	16,003,325	55.67%
Non-certified salaries and benefits	2,569,102	8.94%
Services, contracts and supplies	2,044,211	7.11%
Net school generated funds	1,789,100	6.22%
Operations and maintenance	3,514,864	12.23%
Board and system administration	1,795,157	6.24%
Transportation	292,500	1.02%
Other	740,000	2.57%
Total expenses	28,748,259	100.00%
Surplus (deficit) of revenues over expenses	\$ (630,209)	

(1) Budget information summarized from the 2019-2020 Budget Report submitted to Alberta Education June 2019.

Parental Involvement

Rundle is a school community that prides itself in communication with its parents. There are countless meetings and events, formal and informal, that serve to build and strengthen relationships and the exchange of ideas between staff and parents. Traditional events include Parent Teacher Interviews, Meet the Teacher events, and at Rundle Academy, IPP meetings. The Collett School also offers goal setting events early in the year and celebrations of learning in the spring. Relationships are developed to such an extent that the vast majority of parents feel comfortable in approaching the school with concerns.

Examples of functional parent meetings across Rundle include information sessions on sports teams, on major field trips, and on the parent traffic committee. Parents also join staff and students in events like the Terry Fox run, Literacy Week and other social events.

Furthermore, all of the schools have Parent Advisory Councils (PAC) that serve as a conduit to the voices of the parents. Through the PAC, parents are involved in volunteering for special events, organizing celebrations and appreciation of teachers, and running regular Used Uniform Store events.

Timelines and Communication

Rundle finalizes its AERR/3YEP in the fall, considering the Provincial Achievement Test and Diploma Examination results and evaluations provided in October 2019. Rundle's Board of Directors will approve the AERR/3YEP and post it in a publicly accessible format on the Rundle website by January 6, 2020.

Rundle will notify the Field Services Branch Director of the posting at <http://rundle.ab.ca/alberta-education-policies-and-reports>.

Accredited funded private school authorities must post their board approved AERR for 2018/2019 on their website in a publicly accessible format by January 6, 2020 and notify the appropriate Field Services Branch Director by email of the posting. They must also include a web link to the school authority AERR in both the print and posted versions.

Whistleblower Protection

Section 32 of the *Public Interest Disclosure Act* (2013) requires that Rundle include their annual report of disclosures in their AERR/3YEP. There were no disclosures made to Rundle in 2018-2019.

APPENDIX – Measure Details (OPTIONAL)

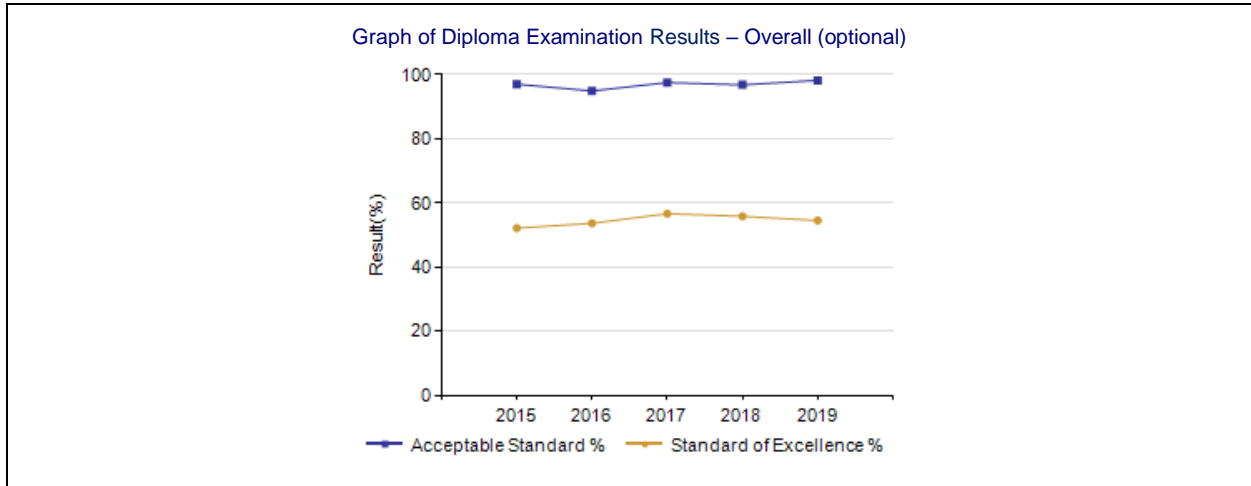
The following pages include tables and graphs that provide detailed data for the performance measures. Authorities may include these under each measure/outcome to provide context and help in interpreting the results.

Diploma Examination Results – Measure Details (OPTIONAL)

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	Authority	97.6	26.2	97.2	36.8	100.0	31.7	98.1	33.0	98.1	24.1		
	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	Authority	*	*	100.0	22.2	*	*	100.0	0.0	*	*		
	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	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	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	Authority	94.7	59.6	91.7	56.3	94.4	68.5	95.2	62.7	95.7	63.0		
	Province	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1		
Mathematics 30-2	Authority	73.3	0.0	68.8	12.5	81.3	12.5	72.2	5.6	90.9	36.4		
	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	Authority	100.0	43.8	100.0	46.9	98.0	49.5	100.0	60.9	100.0	52.9		
	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	Authority	100.0	33.3	100.0	18.2	100.0	57.1	100.0	6.7	100.0	20.0		
	Province	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2		
Biology 30	Authority	100.0	75.3	97.0	70.7	98.9	67.7	98.1	74.1	100.0	75.0		
	Province	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5		
Chemistry 30	Authority	95.7	51.1	89.4	52.9	96.6	62.5	95.0	60.0	97.9	63.5		
	Province	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5		
Physics 30	Authority	98.1	77.8	100.0	88.9	100.0	85.5	98.2	76.4	100.0	72.9		
	Province	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2		

Notes:

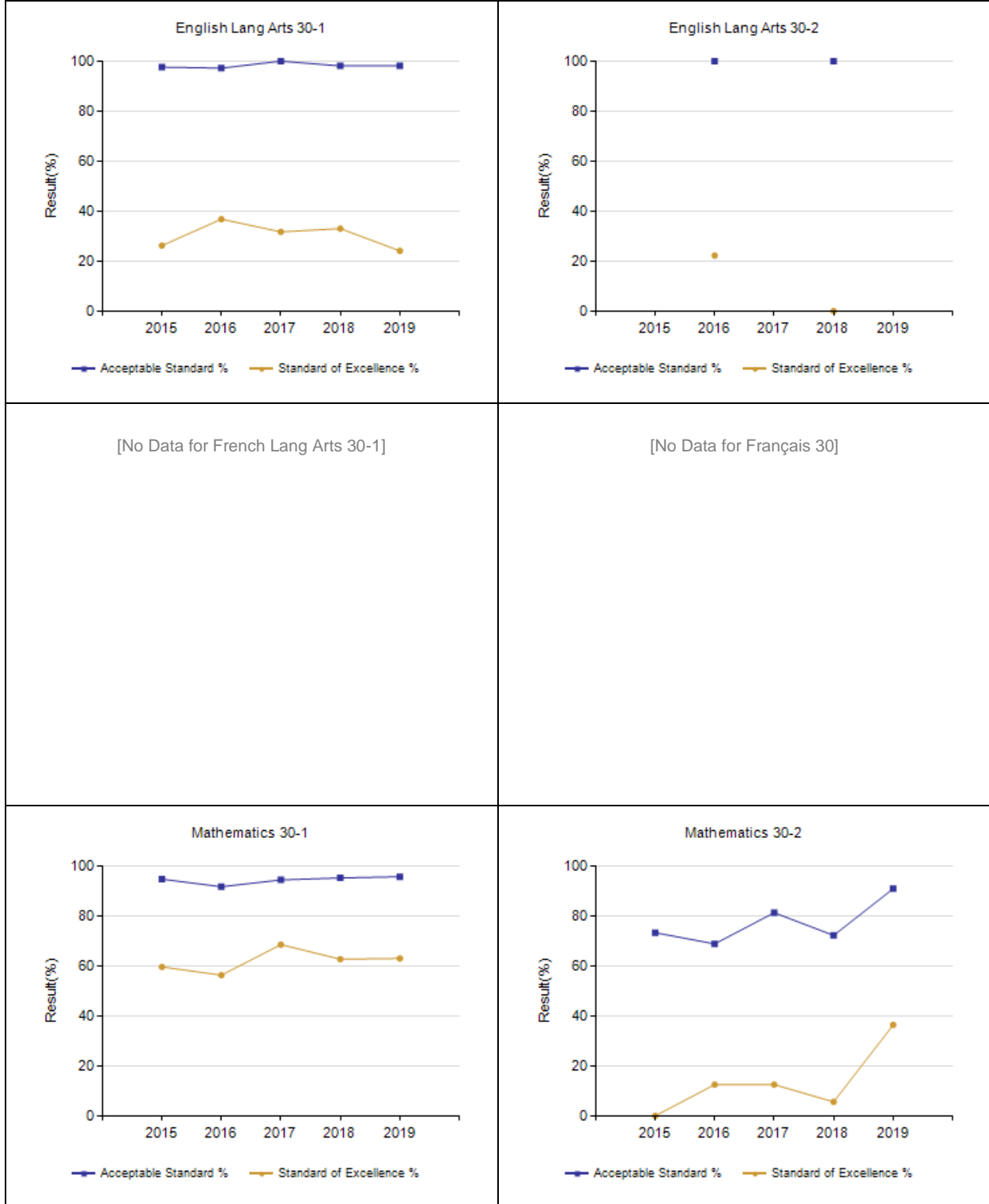
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution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

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.
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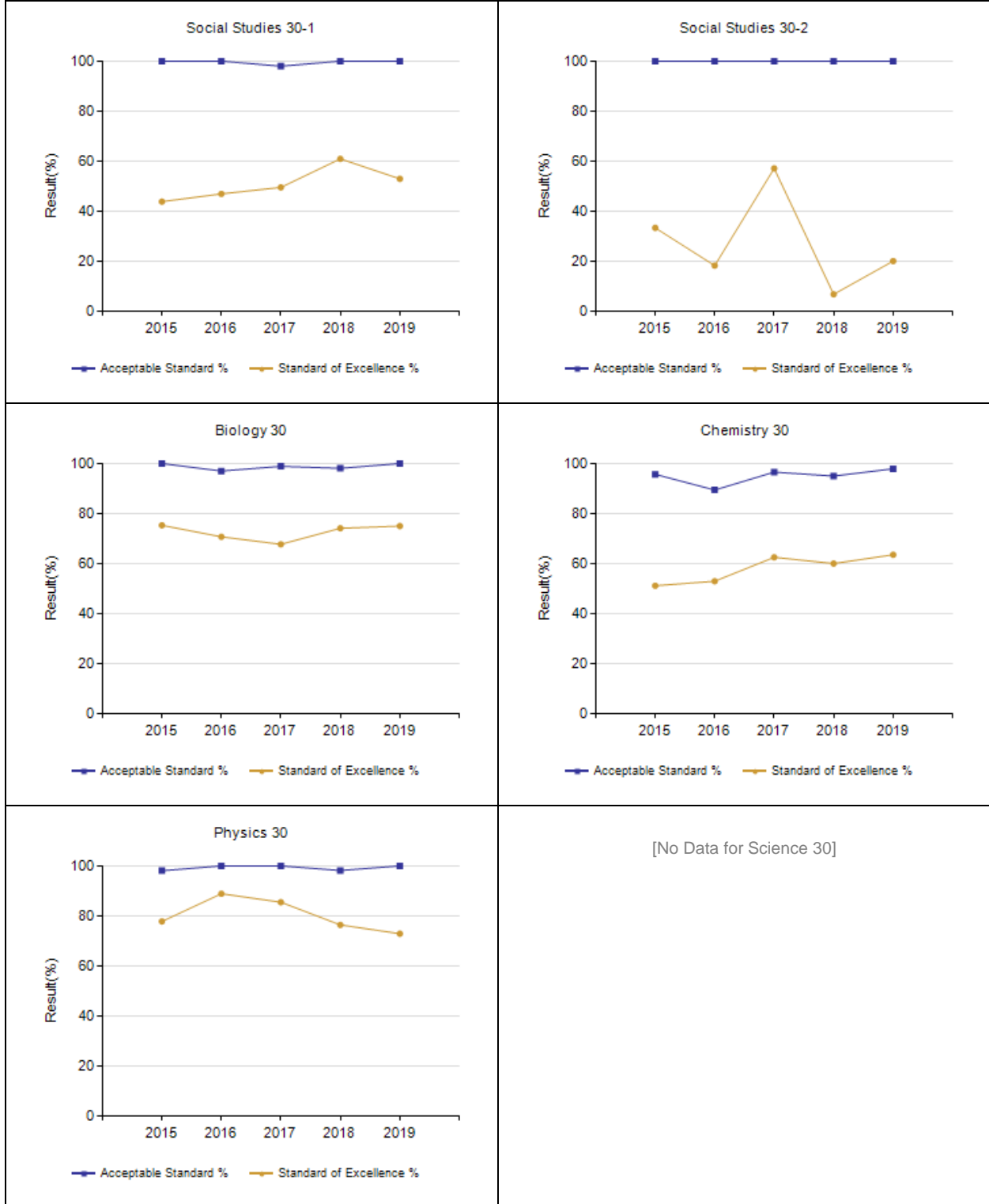
Diploma Examination Results by Course (optional)



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.
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Diploma Examination Results by Course (optional)



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 (optional)

Course		Measure		Rundle College						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 High	Maintained	Excellent	108	98.1	103	98.4	29,832	86.8	30,091	86.9		
	Standard of Excellence	Very High	Declined	Good	108	24.1	103	33.8	29,832	12.3	30,091	11.9		
English Lang Arts 30-2	Acceptable Standard	*	*	*	5	*	9	100.0	16,640	87.1	16,563	88.9		
	Standard of Excellence	*	*	*	5	*	9	11.1	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	92	95.7	89	93.7	19,389	77.8	20,337	73.9		
	Standard of Excellence	n/a	n/a	n/a	92	63.0	89	62.5	19,389	35.1	20,337	30.6		
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	22	90.9	17	74.1	14,465	76.5	14,107	74.8		
	Standard of Excellence	n/a	n/a	n/a	22	36.4	17	10.2	14,465	16.8	14,107	16.4		
Social Studies 30-1	Acceptable Standard	Very High	Maintained	Excellent	104	100.0	95	99.3	21,610	86.6	22,179	85.7		
	Standard of Excellence	Very High	Maintained	Excellent	104	52.9	95	52.5	21,610	17.0	22,179	15.6		
Social Studies 30-2	Acceptable Standard	Very High	Maintained	Excellent	10	100.0	11	100.0	20,758	77.8	20,078	80.2		
	Standard of Excellence	High	Maintained	Good	10	20.0	11	27.3	20,758	12.2	20,078	12.6		
Biology 30	Acceptable Standard	Very High	Improved	Excellent	84	100.0	100	98.0	22,442	83.9	22,853	85.3		
	Standard of Excellence	Very High	Maintained	Excellent	84	75.0	100	70.8	22,442	35.5	22,853	33.8		
Chemistry 30	Acceptable Standard	Very High	Improved	Excellent	96	97.9	91	93.7	18,525	85.7	18,929	82.7		
	Standard of Excellence	Very High	Maintained	Excellent	96	63.5	91	58.5	18,525	42.5	18,929	37.2		
Physics 30	Acceptable Standard	Very High	Maintained	Excellent	48	100.0	55	99.4	9,247	87.5	9,974	85.9		
	Standard of Excellence	Very High	Declined	Good	48	72.9	55	83.6	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.

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

Notes:

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Improvement Table

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

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

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

Overall Evaluation Table

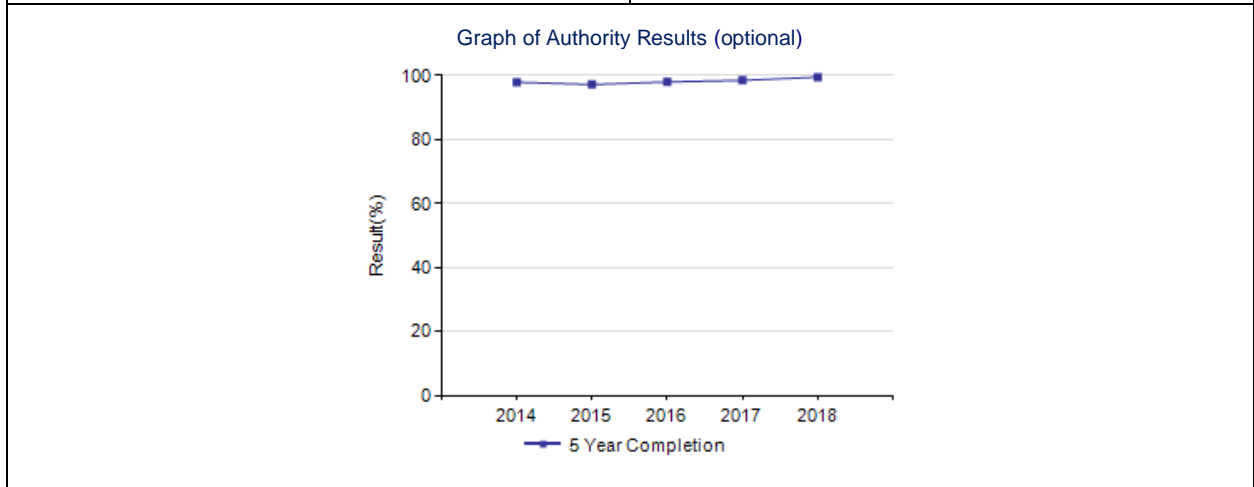
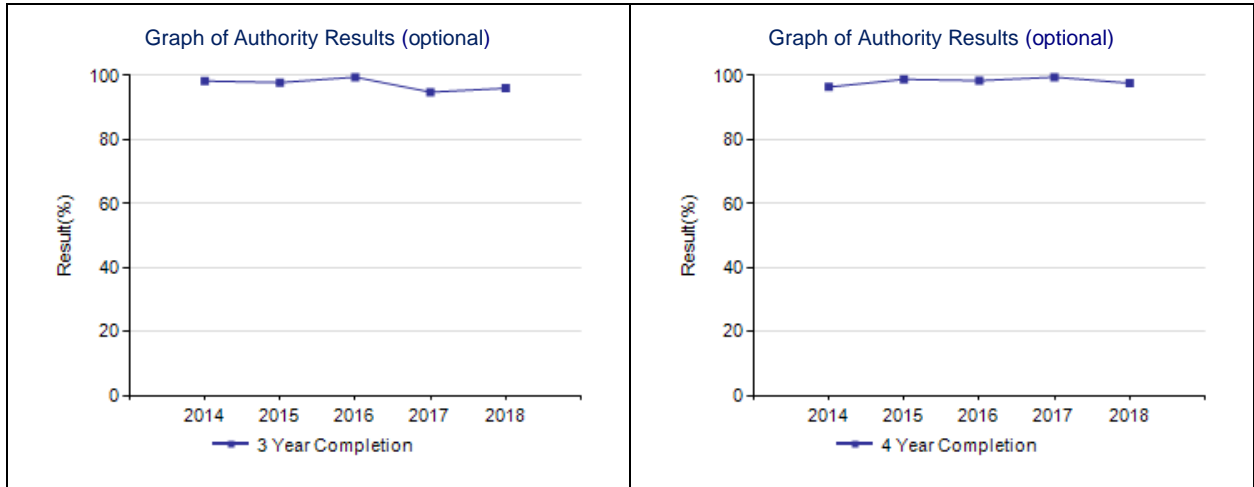
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

High School Completion Rate – Measure Details (OPTIONAL)

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

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
3 Year Completion	98.3	97.8	99.5	94.8	96.0	76.5	76.5	78.0	78.0	79.1
4 Year Completion	96.4	98.8	98.4	99.5	97.6	79.9	81.0	81.2	82.6	82.7
5 Year Completion	97.9	97.2	98.0	98.5	99.5	82.0	82.1	83.2	83.4	84.8

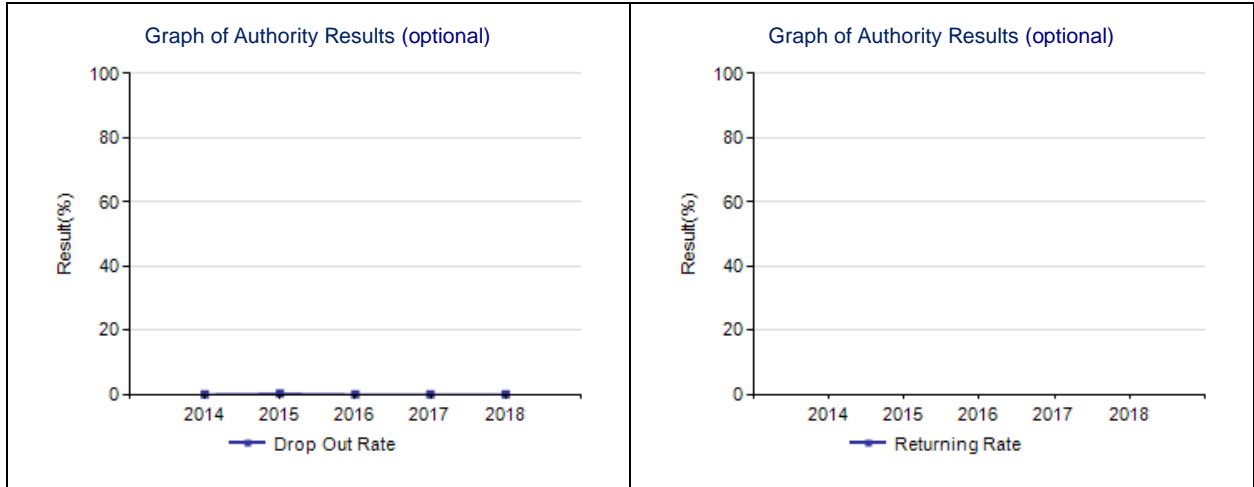


Notes:

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 (OPTIONAL)

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Drop Out Rate	0.0	0.2	0.0	0.0	0.0	3.5	3.2	3.0	2.3	2.6
Returning Rate	*	*	*	*	*	20.9	18.2	18.9	19.9	22.7

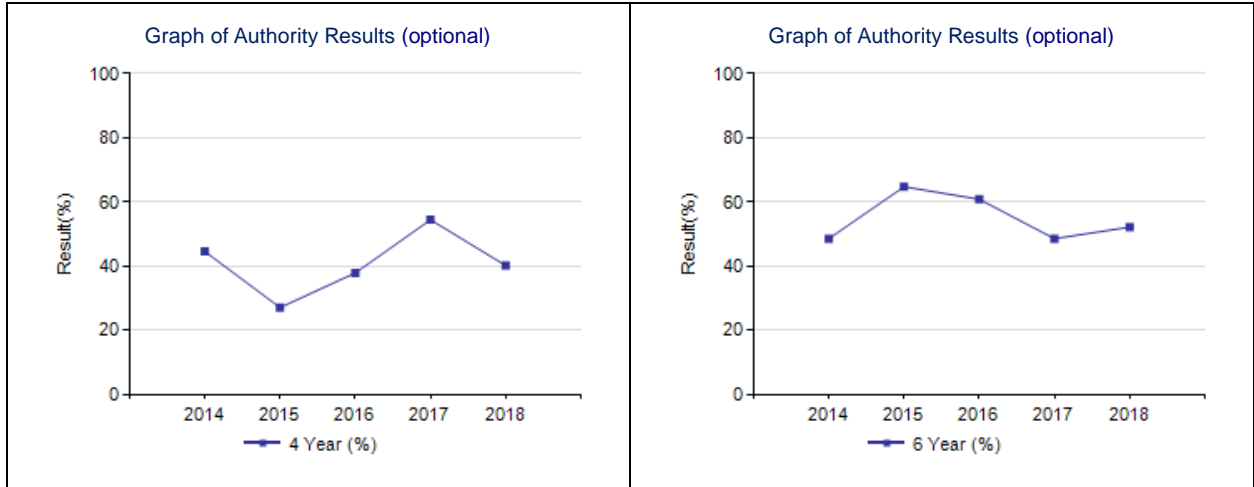


Notes:

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 (OPTIONAL)

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
4 Year Rate	44.5	27.0	37.8	54.4	40.1	38.3	37.0	37.0	39.3	40.1
6 Year Rate	48.5	64.7	60.8	48.5	52.1	59.7	59.4	57.9	58.7	59.0



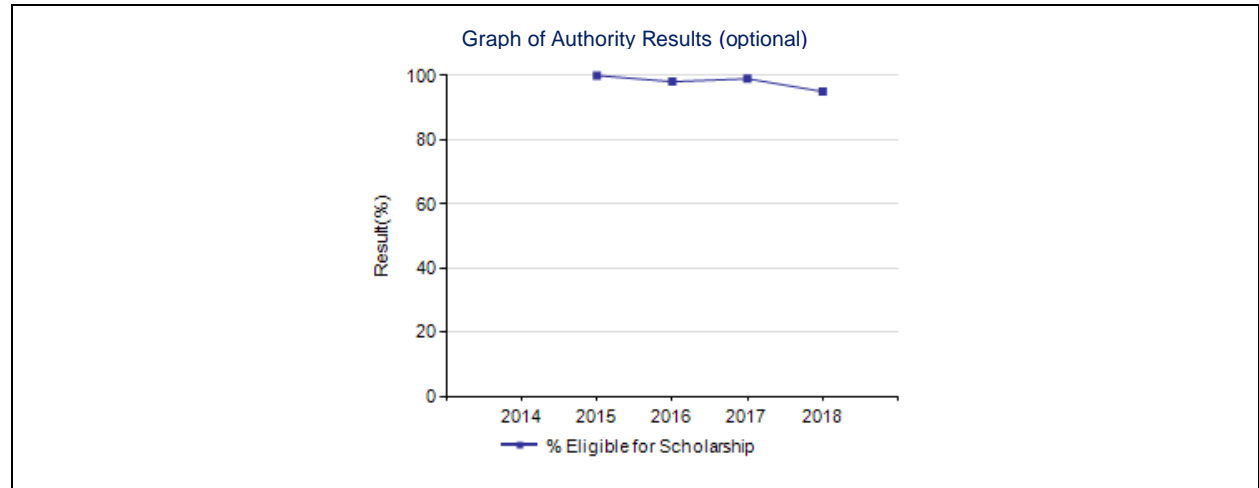
Notes:

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 (OPTIONAL)

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Rutherford Scholarship Eligibility Rate	n/a	100.0	98.1	99.0	95.0	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	104	101	97.1	104	100.0	74	71.2	104	100.0
2016	107	101	94.4	99	92.5	97	90.7	105	98.1
2017	98	93	94.9	95	96.9	92	93.9	97	99.0
2018	101	92	91.1	91	90.1	86	85.1	96	95.0



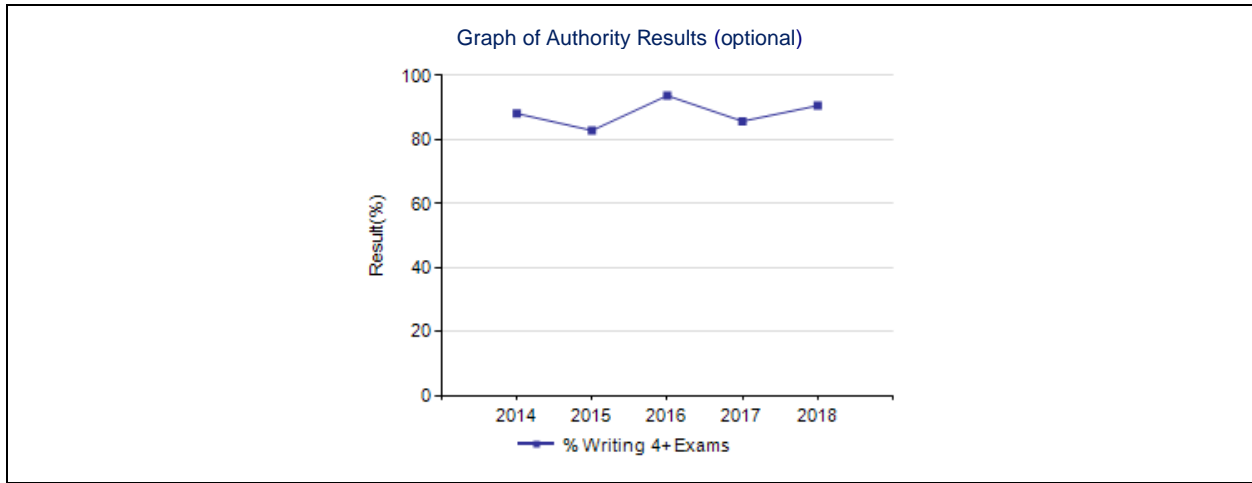
Notes:

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

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.

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
% Writing 0 Exams	0.9	1.5	0.5	2.9	3.2	15.7	15.7	15.0	14.8	14.2
% Writing 1+ Exams	99.1	98.5	99.5	97.1	96.8	84.3	84.3	85.0	85.2	85.8
% Writing 2+ Exams	99.1	97.8	98.5	95.7	96.0	81.4	81.2	82.0	82.3	83.0
% Writing 3+ Exams	95.7	95.1	95.6	93.0	96.0	65.0	64.7	65.2	66.1	66.8
% Writing 4+ Exams	88.1	82.8	93.7	85.7	90.6	54.4	54.6	54.9	55.7	56.3
% Writing 5+ Exams	61.9	63.4	80.2	72.2	70.4	36.3	37.1	37.5	37.8	38.7
% Writing 6+ Exams	22.9	24.7	35.7	35.2	32.0	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.

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
English Language Arts 30-1	85.7	74.6	92.3	85.7	89.1	54.0	53.2	54.0	55.0	56.3
English Language Arts 30-2	6.7	6.1	7.7	6.3	9.1	28.0	28.7	28.7	28.8	27.8
Total of 1 or more English Diploma Exams	89.9	76.3	95.2	88.4	92.7	79.7	79.5	80.1	80.9	81.1
Social Studies 30-1	83.2	75.4	88.5	84.8	81.8	45.1	43.5	45.1	44.9	45.0
Social Studies 30-2	10.9	11.4	8.7	7.1	11.8	35.2	36.7	35.8	36.4	37.1
Total of 1 or more Social Diploma Exams	93.3	84.2	97.1	92.0	93.6	79.6	79.5	80.3	80.7	81.4
Pure Mathematics 30	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
Mathematics 30-1	78.2	81.6	83.7	75.0	73.6	37.3	37.1	36.4	35.5	36.5
Mathematics 30-2	10.1	13.2	13.5	15.2	19.1	21.4	22.4	23.7	25.1	24.9
Total of 1 or more Math Diploma Exams	88.2	93.9	96.2	87.5	92.7	57.0	57.6	58.3	58.6	59.3
Biology 30	83.2	81.6	78.8	82.1	80.0	41.4	40.6	40.7	41.7	42.7
Chemistry 30	67.2	79.8	84.6	75.9	71.8	34.7	35.7	35.6	35.1	35.8
Physics 30	41.2	44.7	49.0	46.4	47.3	20.0	19.9	19.3	18.6	18.7
Science 30	0.0	0.0	0.0	1.8	0.9	12.8	14.1	15.7	16.9	17.0
Total of 1 or more Science Diploma Exams	96.6	96.5	95.2	93.8	93.6	59.4	59.8	60.5	61.2	61.8
Français 30-1	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	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	2.9	3.0	3.1	3.3	3.0

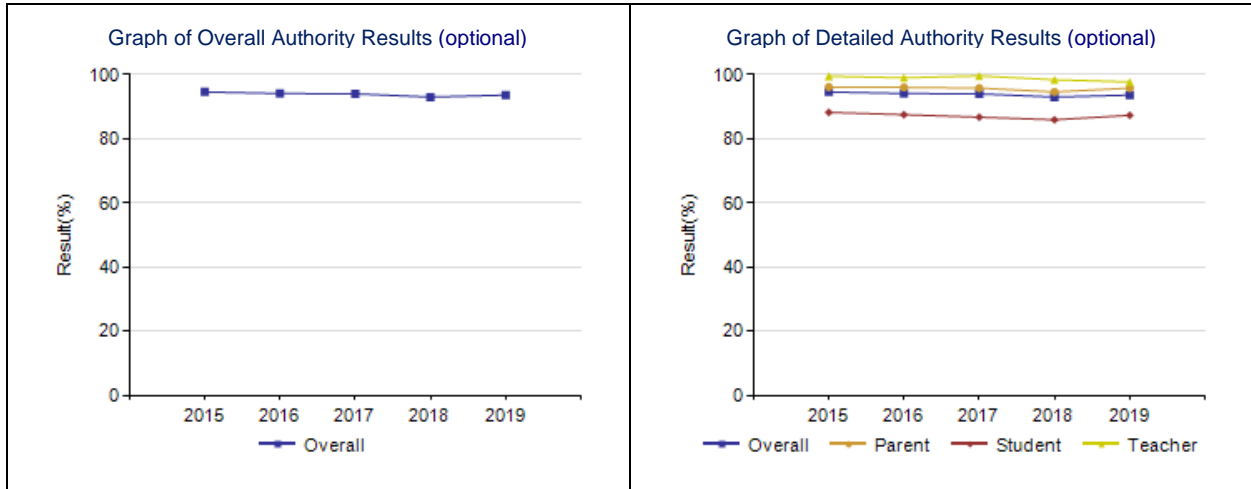
Notes:

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. 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 (OPTIONAL)

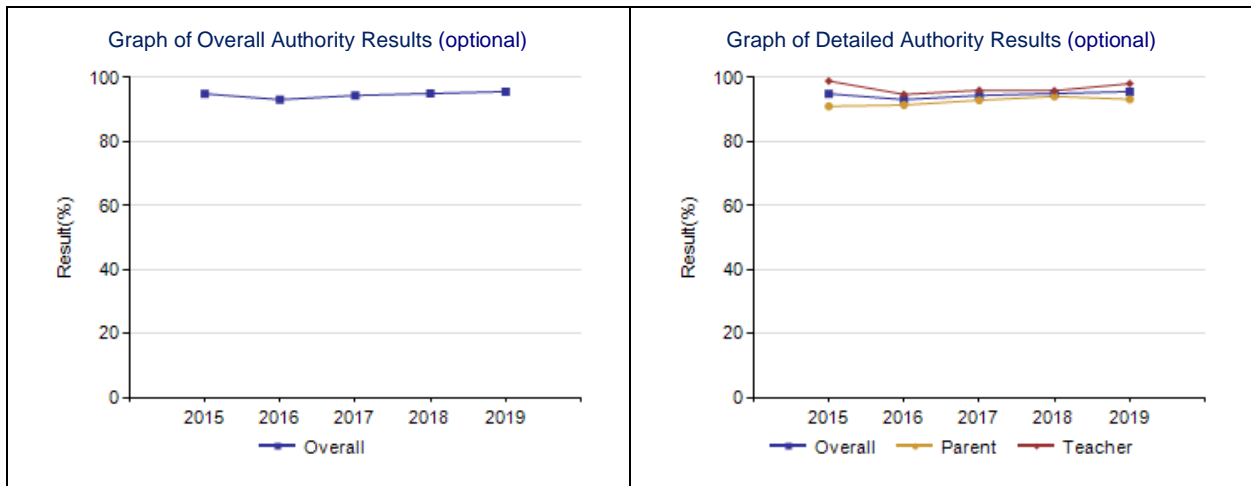
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	94.6	94.1	94.0	93.0	93.6	83.5	83.9	83.7	83.0	82.9
Teacher	99.5	99.0	99.6	98.4	97.7	94.2	94.5	94.0	93.4	93.2
Parent	96.1	96.0	95.8	94.6	95.8	82.1	82.9	82.7	81.7	81.9
Student	88.2	87.5	86.7	85.9	87.3	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 (OPTIONAL)

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.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	94.9	93.1	94.4	95.0	95.6	82.0	82.6	82.7	82.4	83.0
Teacher	98.9	94.7	96.0	95.9	98.1	89.7	90.5	90.4	90.3	90.8
Parent	91.0	91.4	92.9	94.1	93.2	74.2	74.8	75.1	74.6	75.2

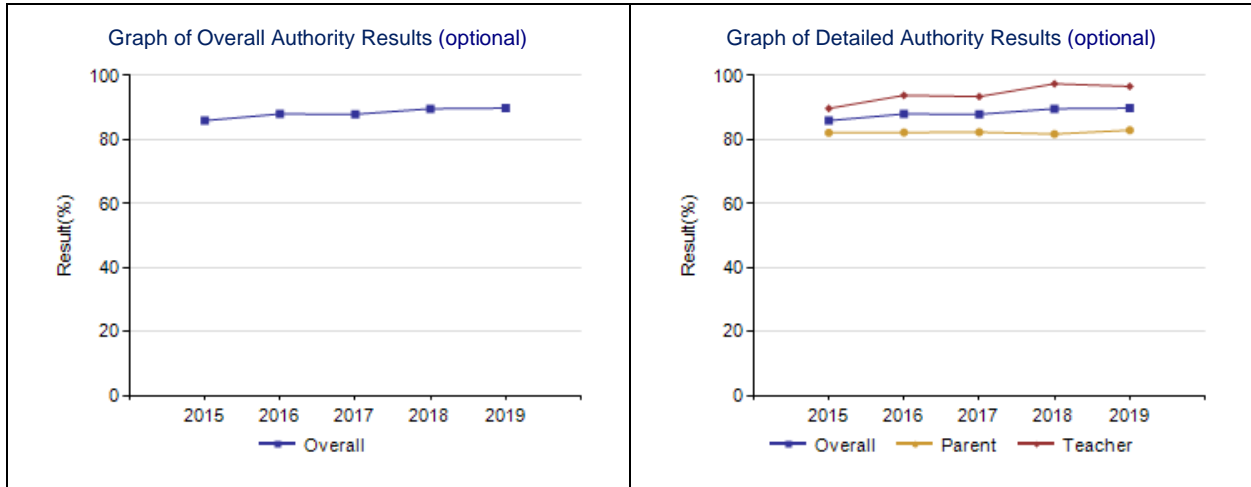


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Lifelong Learning – Measure Details (OPTIONAL)

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

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	85.9	88.0	87.9	89.6	89.8	70.0	70.7	71.0	70.9	71.4
Teacher	89.7	93.8	93.4	97.4	96.6	76.0	77.3	77.3	77.8	78.8
Parent	82.1	82.2	82.3	81.7	82.9	64.0	64.2	64.8	64.0	64.0



Notes:

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

Provincial Achievement Test Results – Measure Details (OPTIONAL)

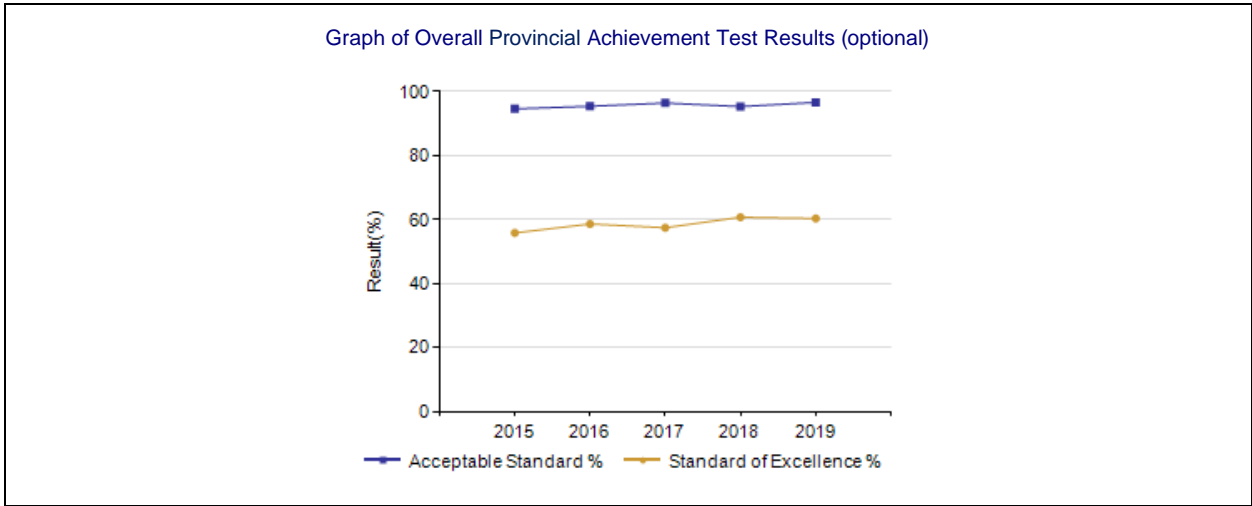
PAT Course by Course Results by Number Enrolled.

		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	92.3	59.0	100.0	58.2	100.0	50.5	98.9	48.9	97.9	51.1		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
French Language Arts 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7		
Français 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6		
Mathematics 6	Authority	93.6	33.3	93.7	34.2	94.5	40.7	93.5	48.9	92.6	48.9		
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0		
Science 6	Authority	97.4	66.7	98.7	63.3	98.9	74.7	100.0	68.5	95.7	73.4		
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6		
Social Studies 6	Authority	93.6	64.1	93.7	60.8	98.9	61.5	97.8	75.0	95.7	71.3		
	Province	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4		
English Language Arts 9	Authority	93.7	52.3	94.7	51.3	95.5	47.7	91.9	51.4	99.1	54.1		
	Province	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7		
K&E English Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4		
French Language Arts 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3		
Français 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0		
Mathematics 9	Authority	95.5	55.9	93.8	60.2	95.5	56.8	91.0	56.8	95.4	56.0		

	Province	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0		
K&E Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2		
Science 9	Authority	97.3	65.8	96.5	78.8	93.7	66.7	94.6	73.0	98.2	67.9		
	Province	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4		
K&E Science 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7		
Social Studies 9	Authority	92.8	49.5	93.8	56.6	95.5	60.4	96.4	63.1	97.2	60.6		
	Province	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6		
K&E Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0		

Notes:

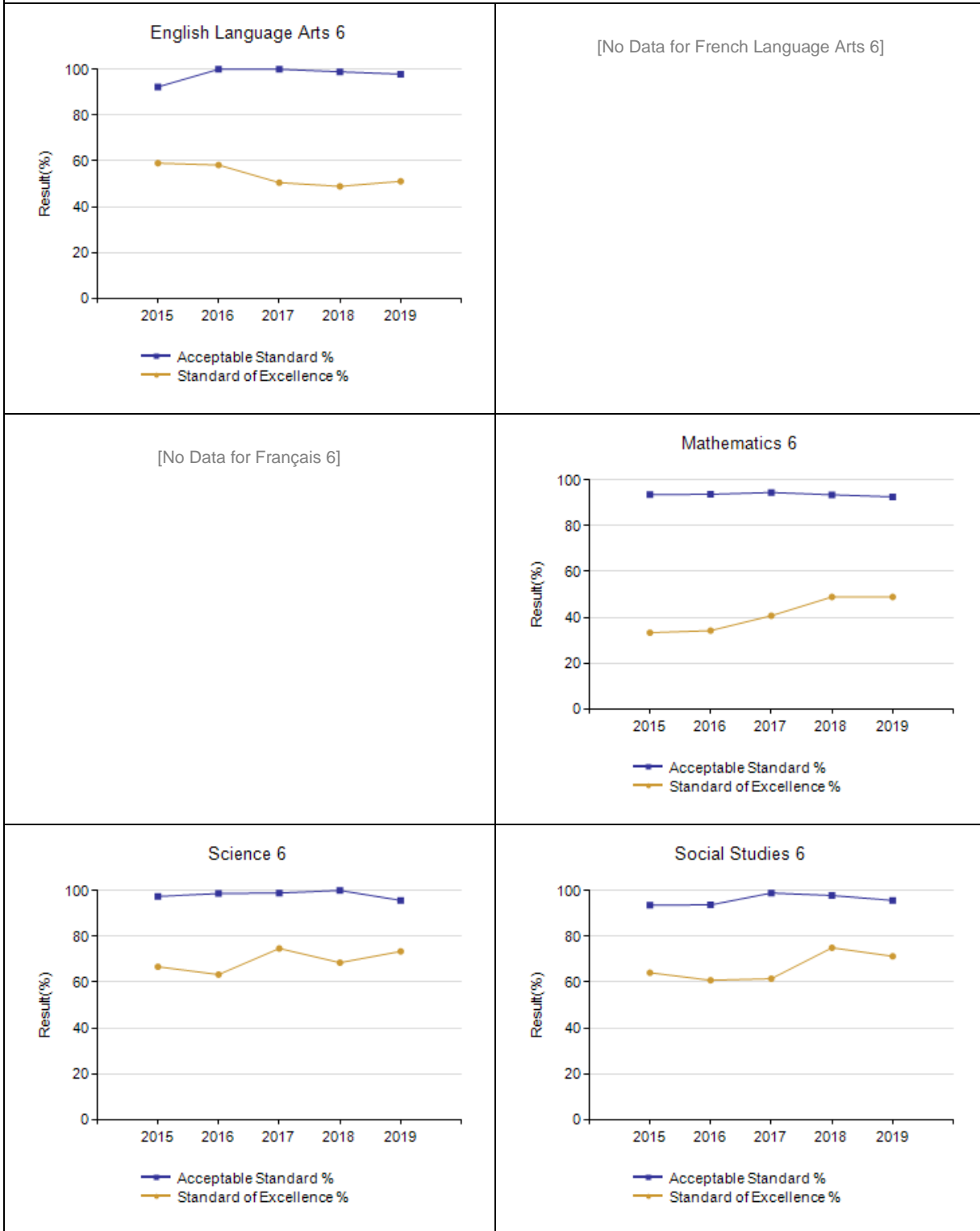
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation 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.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.



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 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.

Graph of Provincial Achievement Test Results by Course (optional)



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 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.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Graph of Provincial Achievement Test Results by Course (optional)

<p style="text-align: center;">English Language Arts 9</p> <table border="1"> <caption>English Language Arts 9 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>95</td> <td>52</td> </tr> <tr> <td>2016</td> <td>95</td> <td>51</td> </tr> <tr> <td>2017</td> <td>96</td> <td>48</td> </tr> <tr> <td>2018</td> <td>92</td> <td>51</td> </tr> <tr> <td>2019</td> <td>99</td> <td>54</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2015	95	52	2016	95	51	2017	96	48	2018	92	51	2019	99	54	<p>[No Data for English Lang Arts 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2015	95	52																	
2016	95	51																	
2017	96	48																	
2018	92	51																	
2019	99	54																	
<p>[No Data for French Language Arts 9]</p>	<p>[No Data for Français 9]</p>																		
<p style="text-align: center;">Mathematics 9</p> <table border="1"> <caption>Mathematics 9 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>95</td> <td>56</td> </tr> <tr> <td>2016</td> <td>93</td> <td>60</td> </tr> <tr> <td>2017</td> <td>95</td> <td>57</td> </tr> <tr> <td>2018</td> <td>91</td> <td>57</td> </tr> <tr> <td>2019</td> <td>95</td> <td>56</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2015	95	56	2016	93	60	2017	95	57	2018	91	57	2019	95	56	<p>[No Data for Mathematics 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2015	95	56																	
2016	93	60																	
2017	95	57																	
2018	91	57																	
2019	95	56																	

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 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.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Graph of Provincial Achievement Test Results by Course (optional)



Notes:

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PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)

Course	Measure	Rundle College								Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average		
					N	%	N	%	N	%	N	%	
English Language Arts 6	Acceptable Standard	Very High	Declined	Good	94	97.9	87	99.6	54,820	83.2	49,573	82.9	
	Standard of Excellence	Very High	Maintained	Excellent	94	51.1	87	52.6	54,820	17.8	49,573	19.1	
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	87.7	3,122	86.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	15.7	3,122	13.3	
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	90.3	574	92.2	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	24.6	574	20.6	
Mathematics 6	Acceptable Standard	Very High	Maintained	Excellent	94	92.6	87	93.9	54,778	72.5	49,502	71.5	
	Standard of Excellence	Very High	Improved	Excellent	94	48.9	87	41.2	54,778	15.0	49,502	13.5	
Science 6	Acceptable Standard	Very High	Declined	Good	94	95.7	87	99.2	54,879	77.6	49,520	77.9	
	Standard of Excellence	Very High	Maintained	Excellent	94	73.4	87	68.8	54,879	28.6	49,520	28.9	
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	94	95.7	87	96.8	54,802	76.2	49,511	73.1	
	Standard of Excellence	Very High	Maintained	Excellent	94	71.3	87	65.8	54,802	24.4	49,511	22.3	
English Language Arts 9	Acceptable Standard	Very High	Improved Significantly	Excellent	109	99.1	112	94.0	47,465	75.1	45,363	76.6	
	Standard of Excellence	Very High	Maintained	Excellent	109	54.1	112	50.1	47,465	14.7	45,363	14.9	
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	57.4	1,551	58.1	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	5.4	1,551	6.0	
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	82.9	2,758	82.5	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	12.3	2,758	10.6	
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	88.6	380	86.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	26.0	380	25.1	
Mathematics 9	Acceptable Standard	Very High	Maintained	Excellent	109	95.4	112	93.4	46,764	60.0	44,959	64.7	
	Standard of Excellence	Very High	Maintained	Excellent	109	56.0	112	57.9	46,764	19.0	44,959	17.1	
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,190	59.6	2,007	58.7	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,190	13.2	2,007	13.3	
Science 9	Acceptable Standard	Very High	Improved	Excellent	109	98.2	112	94.9	47,489	75.2	45,363	74.6	
	Standard of Excellence	Very High	Maintained	Excellent	109	67.9	112	72.8	47,489	26.4	45,363	22.7	
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,536	61.7	1,520	64.1	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,536	10.7	1,520	13.3	
Social Studies 9	Acceptable Standard	Very High	Maintained	Excellent	109	97.2	112	95.2	47,496	68.7	45,366	66.1	
	Standard of Excellence	Very High	Maintained	Excellent	109	60.6	112	60.0	47,496	20.6	45,366	19.9	
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	55.9	1,501	56.5	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	15.0	1,501	12.8	

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 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. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6 année	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
K&E English Language Arts 9	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9 année	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
K&E Mathematics 9	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
K&E Science 9	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
K&E Social Studies 9	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

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

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

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

Overall Evaluation Table

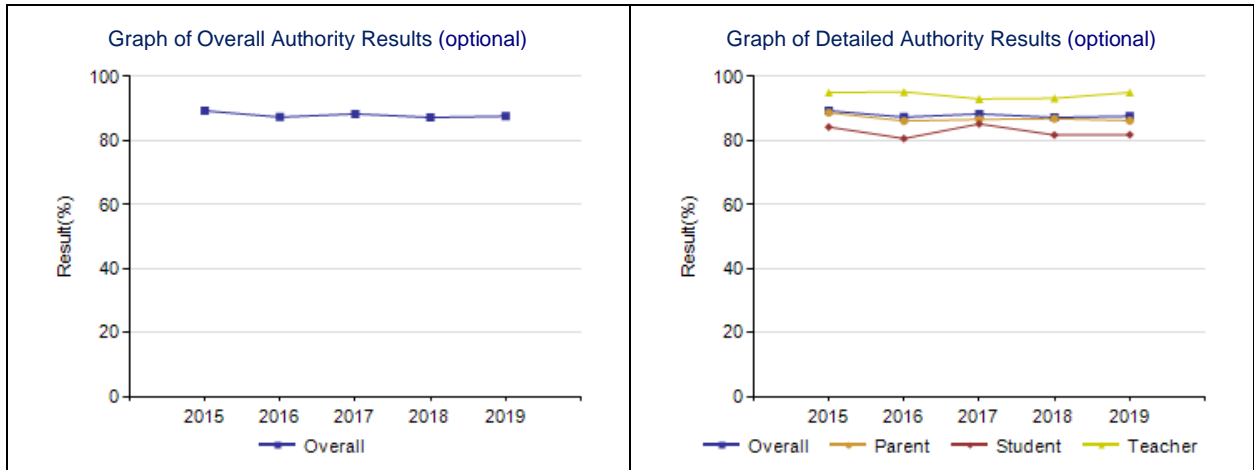
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

Program of Studies – Measure Details (OPTIONAL)

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.

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	89.3	87.3	88.3	87.2	87.6	81.3	81.9	81.9	81.8	82.2
Teacher	95.0	95.2	93.0	93.2	95.0	87.2	88.1	88.0	88.4	89.1
Parent	88.7	86.1	86.6	86.8	86.2	79.9	80.1	80.1	79.9	80.1
Student	84.2	80.6	85.2	81.7	81.8	76.9	77.5	77.7	77.2	77.4

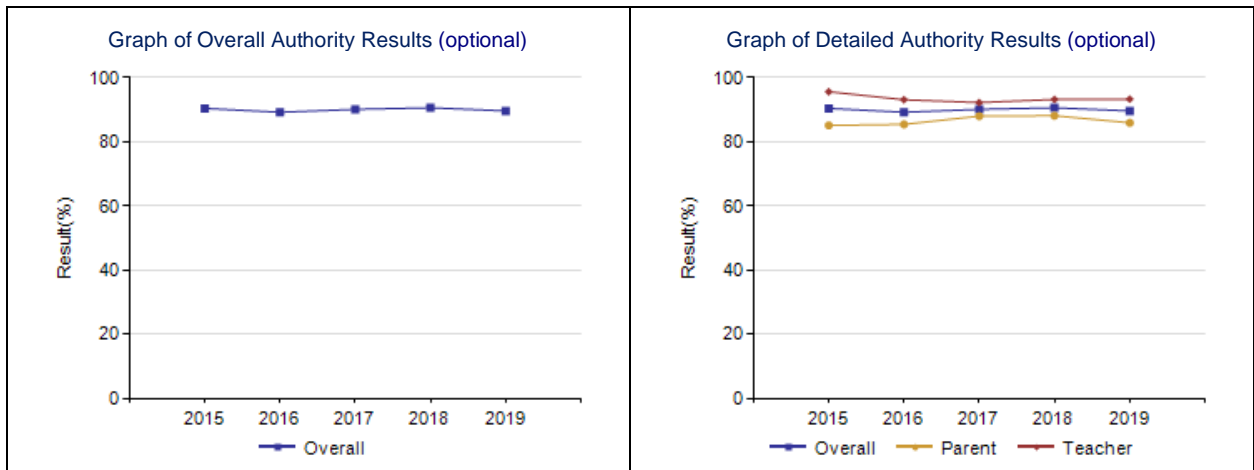


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From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

Parental Involvement – Measure Details (OPTIONAL)

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

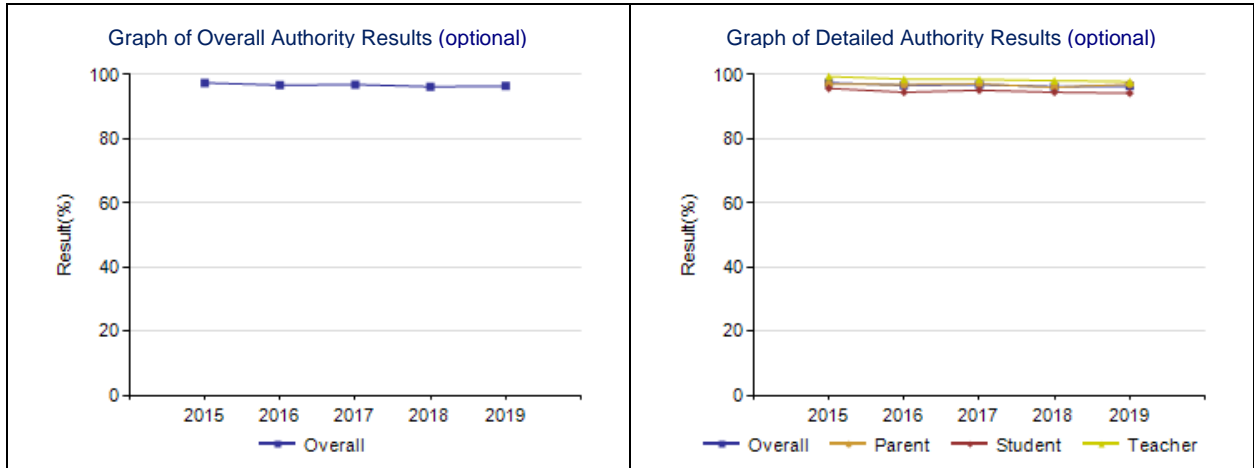
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	90.4	89.2	90.1	90.6	89.6	80.7	80.9	81.2	81.2	81.3
Teacher	95.6	93.1	92.2	93.2	93.3	88.1	88.4	88.5	88.9	89.0
Parent	85.1	85.4	88.0	88.1	85.9	73.4	73.5	73.9	73.4	73.6



- 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 (OPTIONAL)

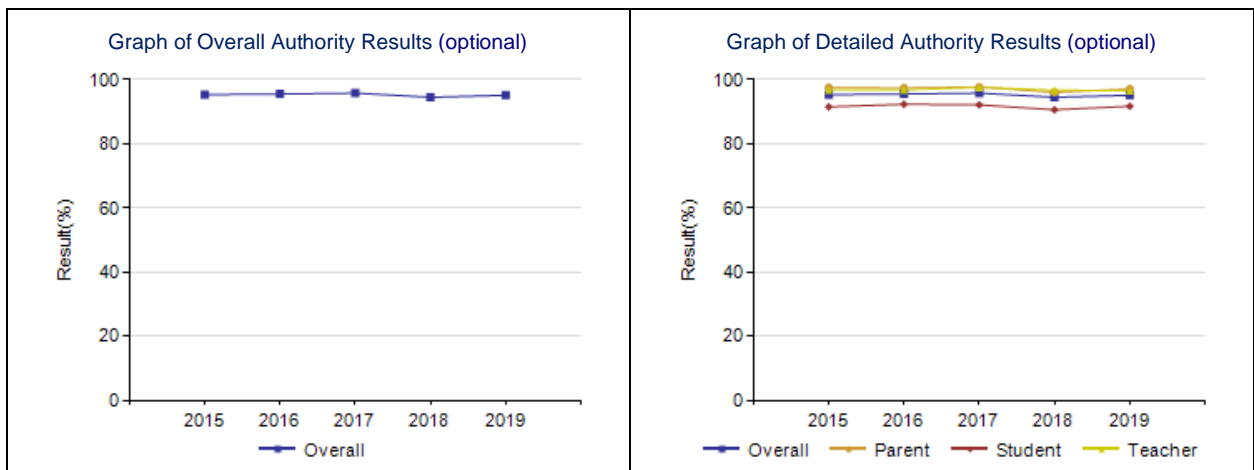
Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	97.4	96.7	96.9	96.2	96.4	89.5	90.1	90.1	90.0	90.2
Teacher	99.4	98.6	98.5	98.1	97.8	95.9	96.0	95.9	95.8	96.1
Parent	97.0	96.9	97.1	96.0	97.0	85.4	86.1	86.4	86.0	86.4
Student	95.7	94.5	95.1	94.5	94.2	87.4	88.0	88.1	88.2	88.1



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

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.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	95.3	95.5	95.8	94.5	95.1	89.2	89.5	89.5	89.0	89.0
Teacher	96.8	96.8	97.6	96.7	96.6	95.4	95.4	95.3	95.0	95.1
Parent	97.5	97.4	97.7	96.0	97.1	89.3	89.8	89.9	89.4	89.7
Student	91.5	92.3	92.1	90.6	91.7	83.0	83.4	83.3	82.5	82.3

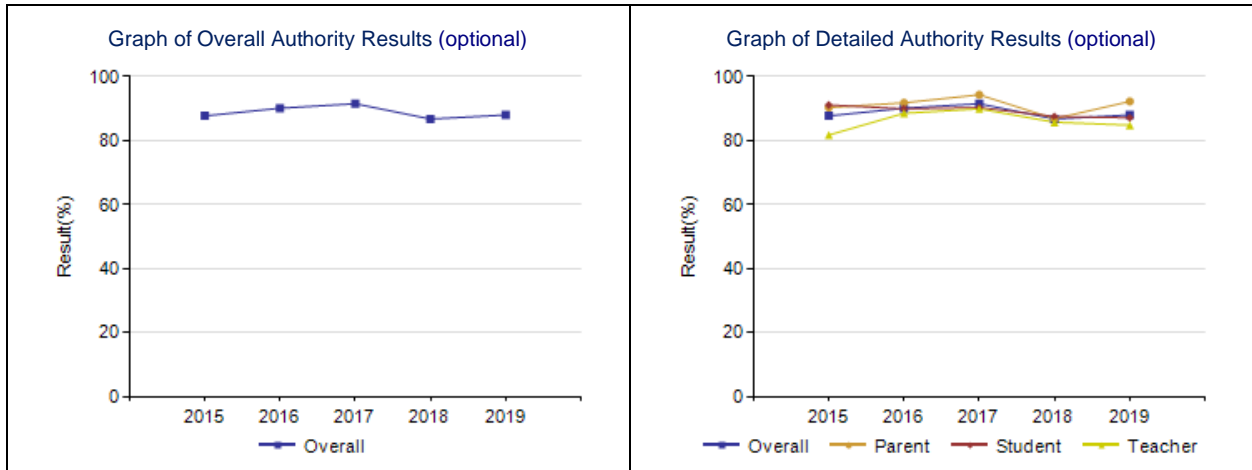


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From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

School Improvement – Measure Details (OPTIONAL)

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.

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	87.7	90.1	91.5	86.7	88.0	79.6	81.2	81.4	80.3	81.0
Teacher	81.7	88.5	89.9	85.7	84.8	79.8	82.3	82.2	81.5	83.4
Parent	90.3	91.8	94.3	86.8	92.2	78.5	79.7	80.8	79.3	80.3
Student	91.1	89.9	90.3	87.5	87.1	80.7	81.5	81.1	80.2	79.4



Notes:

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