

Please join us on the link at 11:45 a.m. for a pre-meeting performance by the Hard Choral Vocal Jazz Ensemble from Lord Beaverbrook High School



public agenda

Regular Meeting of the Board of Trustees

November 7, 2017
12:00 p.m.

Multipurpose Room,
Education Centre
1221 8 Street SW,
Calgary, AB

R-1: Mission |

Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.

Conflict of Interest reminder: Trustees must disclose any potential pecuniary interest in any matter before the Board of Trustees, as set forth in the agenda as well as any pecuniary interest in any contract before the Board requiring the Board's approval and/or ratification.

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions			
	3.1 Legacy Award		GC-3	
	4 Results Focus			
60 mins	4.1 Board Development Session on Mathematics Strategy		R-2, OE-8, OE-10	
	5 Operational Expectations			
	6 Public Comment [PDF]		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Action	Board	GC-3	



Time	Topic	Who	Policy Ref	Attachment
	8 Consent Agenda	Board	GC-2.6	
	8.1 Approval of Minutes			Page 8-50
	<ul style="list-style-type: none"> ▪ Special Meeting held September 27, 2017 (<i>THAT the Board approves the minutes of the Special Meeting held September 27, 2017 as submitted</i>) 			
	8.2 Roster for Second Vice-Chair (<i>THAT the Board approves the roster for Second Vice-Chair for the period of November 2017 through August 2018</i>)		GC-4	Page 8-13
	8.3 Items Provided for Board Information		OE-8	
	8.3.1 EducationMatters – Financial Statements as at July 31, 2017		GC-3	Page 8-1
	8.3.2 Summary of the 2016-17 Provincial Achievement Test and Diploma Examination Results		R-2, OE-8	Page 8-14
	9 In-Camera Session			
3:00 p.m.	10 Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |

This public Board meeting will be recorded & posted online.
Media may also attend these meetings.
You may appear in media coverage.

Archives will be available for a period of two years.
Information is collected under the authority of the School Act and the Freedom of Information and Protection of Privacy Act section 33(c) for the purpose of informing the public.

For questions or concerns, please contact:
Office of the Corporate Secretary at corpsec@cbe.ab.ca.



Mathematics Strategy K-12

Board Development Session

November 7, 2017



Overview of Presentation



- Creation of the Strategy
- Content of the Strategy
- Implementation of the Strategy

Math Strategy and the 3YEP

Calgary Board of Education Three-Year Education Plan 2016-19 Strategies and Actions

Personalize Learning

Evolve, extend and integrate practices consistent with the elements of CBE's vision for high quality teaching and learning.

- extend the use of learning plans and profiles that help each student be known and develop as a learner
- extend the design of responsive, inclusive, rigorous and engaging learning tasks that ensure students participate, progress and achieve

Clarify and extend inclusive practices through responsive, enabling learning environments and instruction.

- identify and create the conditions for success for students as unique learners and as members of their school and home communities
- action Indigenous Education Strategy

Advance multiple literacies, numeracy and core competencies for each student across the subject areas.

- action Literacy Strategy
- improve clarity and coherence in mathematics teaching and learning practices through a unified mathematics strategy

Build Professional Capital

Build coherence and continuous improvement in program provision, service delivery, and professional learning through a collaborative and evidence-informed culture:

- action recommendations from previous review of High School Success Strategy
- build data literacy across CBE leadership teams

Accelerate collective impact on student learning through leadership practices and professional learning that addresses shared problems of practice:

- inclusive learning
- Indigenous cultures, languages and histories
- literacy, numeracy and core competencies
- task design and assessment

Introduce teacher induction program:

- engage stakeholders and develop program for teachers new to the CBE
- begin implementation of program to support new teachers in actioning personalized learning strategy

Engage our Stakeholders

Implement *dialogue* engagement framework to give students, staff, families and community members voice in decisions that affect them.

- create opportunities for meaningful dialogue that focus on concerns and aspirations of those impacted
- demonstrate and communicate how contributions influence decisions and connect to student success

Promote a workplace culture built on the values of voice, accountability, clarity of role and responsibility in which all employees find meaning and fulfilment.

- introduce an employee engagement survey (administered every two years)
- act on input and feedback to continuously improve processes and build stronger relationships

Engage local, provincial and global partners in collaborative ventures to support student learning.

- create opportunities for Indigenous Elders and community to contribute to student learning
- expand transition opportunities for young adult students
- engage partners in support of shared literacy and mathematics goals

Steward our Resources

Build, optimize, modernize and/or maintain schools and infrastructure to foster enriching learning environments

Improve access to and use of data

Develop and implement a new student information system

Enhance operational performance through increasingly effective, efficient and streamlined business processes and practices

Math Strategy and the 3YEP

Advance multiple literacies, numeracy and core competencies for each student across the subject areas.

- action Literacy Strategy
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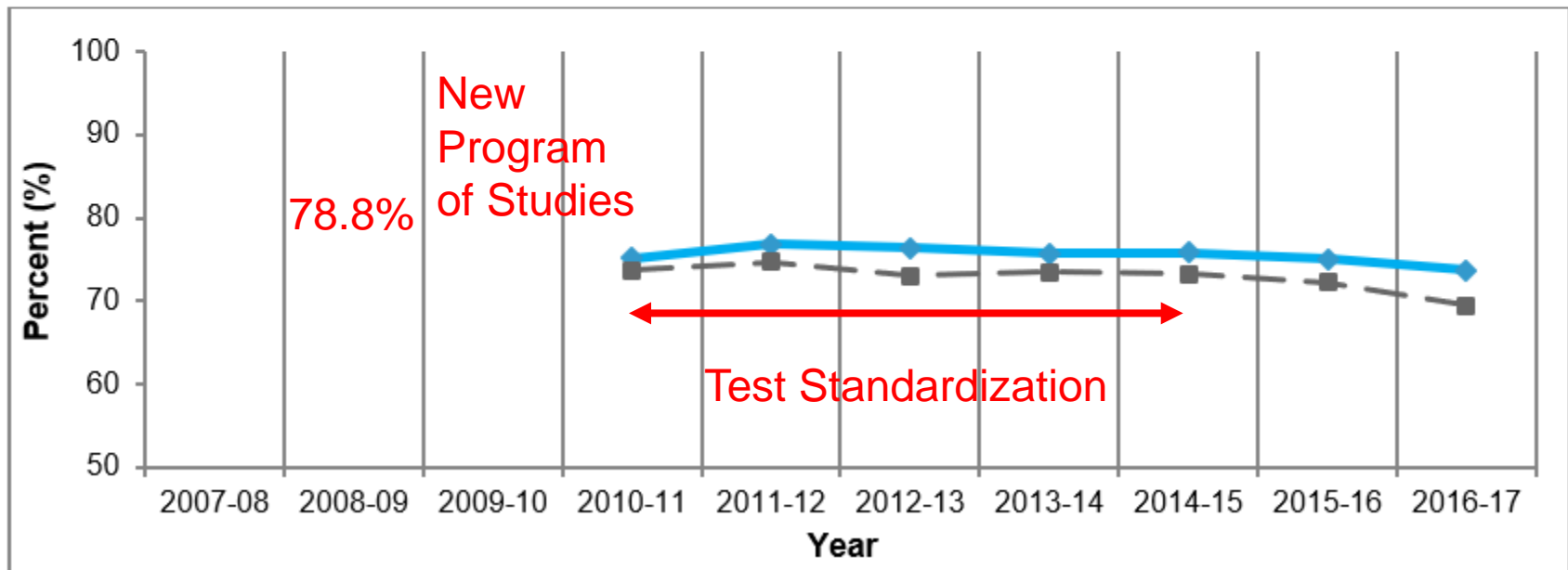
Starting Point: Data

Mathematics 6 Results

*All Students Enrolled (Cohort)

Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE				75.1	76.8	76.4	75.7	75.8	75.0	73.7
Province				73.7	74.7	73.0	73.5	73.2	72.2	69.4
Difference				1.4	2.1	3.4	2.2	2.6	2.8	4.3



Starting Point: Data

CBE report card data

- approximately 91% of CBE students successful with learning outcomes in Math
- success across K-9 report card stems is fairly consistent – slightly lower levels of achievement in “uses mathematical reasoning to analyze and solve problems” and in grades 7-9 compared to K-6

Percentage of students meeting learning expectations within Mathematics as measured by student report cards by grade: K-9

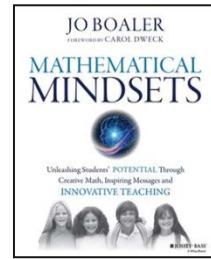
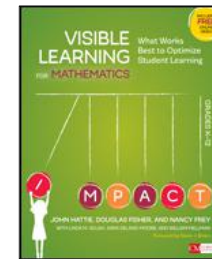
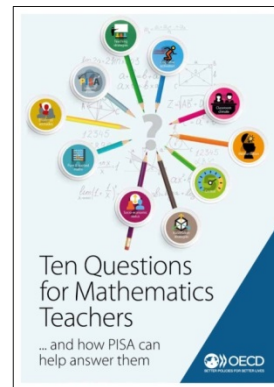
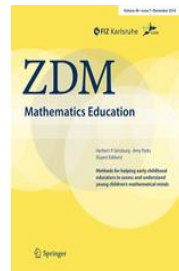
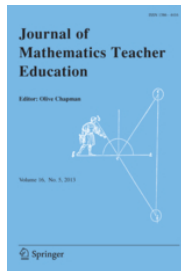
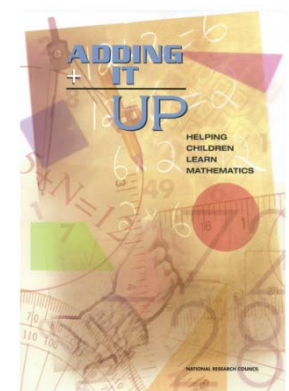
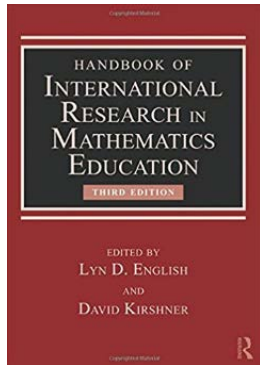
Year	K	1	2	3	4	5	6	7	8	9
2014-15	95.4	91.2	91.4	90.8	92.5	91.9	92.0	89.9	88.5	85.7
2015-16	96.0	92.1	91.8	91.4	92.3	92.3	92.2	89.2	89.0	85.3
2016-17	95.8	91.3	91.5	91.2	92.3	91.7	91.3	89.6	88.4	86.1

Starting Point: Research

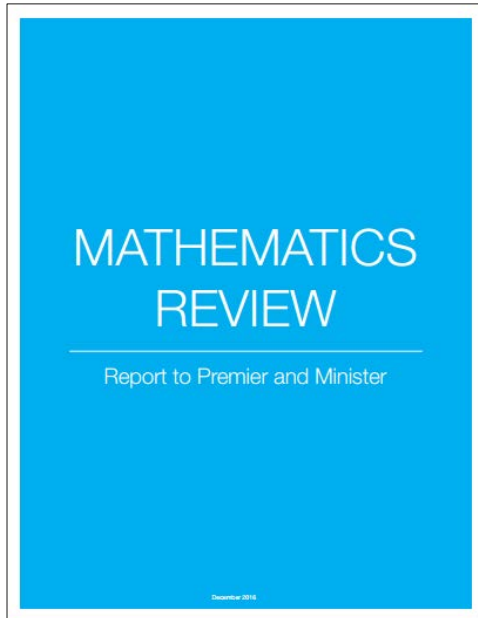
Academic Research

Government/OECD Publications

Practitioner Resources



Starting Point: Provincial Context



- Resources/training for teachers
- Designated mathematics specialist in K-6 schools
- Professional development to support use of big ideas from the programs of study
- Shifting the culture of mathematics
- Thoughtful and appropriate use of calculators & technology



Starting Point: Engagement

Engagement Summary

To help develop the strategy, input was gathered through online surveys and face-to-face sessions from October 2016 to March 2017. More than 5,500 parents, students, teachers, community members and post-secondary educators/ mathematicians participated.

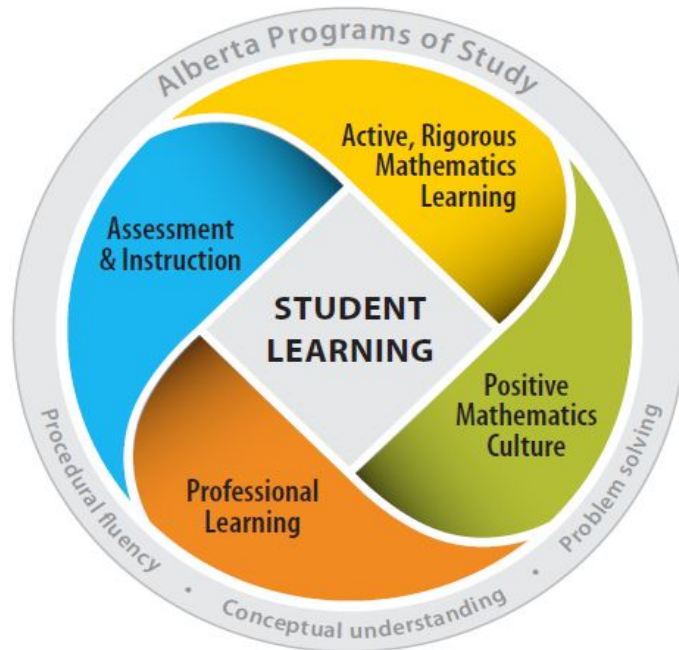
Participant Groups	Number of Participants
Teachers and non-classroom based educators	314
School administrators	182
Students	140
Parents/Guardians – face to face	218
Parents/Guardians – online	4852
Post-Secondary Educators/Mathematicians	14

Summary of what we were asked to consider when developing the Mathematics Strategy.



Students	Educators	Parents/Guardians	Post-Secondary
<ul style="list-style-type: none"> ▪ Instruction for individual learning needs ▪ Opportunities to be active problem solvers ▪ Practice for mastery ▪ Teacher support 	<ul style="list-style-type: none"> ▪ Build students' understanding of mathematical concepts and use of mathematical language ▪ Connections within and across programs of study ▪ Assessment practices ▪ Professional learning and resources 	<ul style="list-style-type: none"> ▪ Quality instruction ▪ Basic skills and strong foundations ▪ Learning by applying math to real-life situations ▪ Parent resources and communication 	<ul style="list-style-type: none"> ▪ Student understanding of the nature of mathematics ▪ Teacher comfort and competency ▪ Fluency and practice

Strategy Overview: June 2017



Active, Rigorous Mathematics Learning

- Build strong mathematical foundations so students can understand complex mathematical ideas
- Ensure students participate in learning activities that develop their mathematical reasoning and communication skills
- Create more opportunities for students to be active problem solvers

Positive Mathematics School Culture

- Know that every student can be successful and confident at learning mathematics
- Teachers and parents help build mathematical thinking by connecting math to other subjects and everyday life.

Assessment and Instruction

- Focus on the connections between conceptual understanding, problem solving and mental math
- Build opportunities for students to practice math skills over time
- Use mathematical discussion with/among students to build and solidify concepts
- Communicate clearly with families about student learning in math
- Strengthen the use of specific feedback and guidance to students during learning

Professional Learning

- Build teacher confidence and skill with mathematics content and teaching through:
 - Whole-school learning
 - Teacher collaboration within schools
 - Individual teacher learning

Strategy Overview: Fall 2017

Draft Mathematics Strategy 2017-20

Framework and Priorities

Positive Mathematics School Culture

- Know that every student can be successful and confident at learning mathematics
- Teachers and parents help build mathematical thinking by connecting math to other subjects and everyday life
- Recognize and support all teachers as teachers of numeracy

Active, Rigorous Mathematics Learning

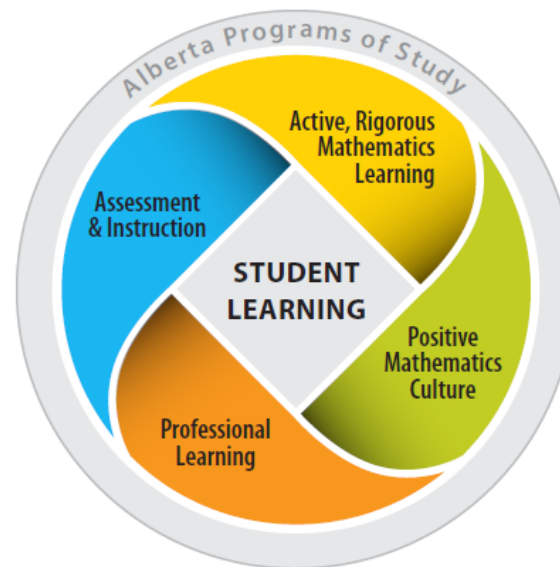
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Key Actions

Key Actions 2017-18

- Deploy Math learning coaches in classrooms
- Exceed Alberta Education's recommended instructional time in Math grades 1-9
- Build shared understandings of high-impact mathematics instructional and assessment practices
- Support mathematics professional learning through cohorts, school-based support, and individual teacher opportunities
- Identify and build assessment resources for procedural fluency and problem solving
- Build coherence in communicating with families about mathematics learning
- Build data sets to inform future years' actions

Key Actions 2018-19

- Support additional mathematics professional learning opportunities
- Identify and build assessment resources for additional learning outcomes for Mathematics
- Build coherence in communicating with families about mathematics learning

Key Actions 2019-20

Continue revision and extension of previous implementation strategies

Strategy Overview: Fall 2017

Draft Mathematics Strategy 2017-20

Outcome: Each CBE student will participate in active, rigorous mathematics learning to progress and achieve in their learning programs.

Participate

Each student will learn in an environment that fosters mathematical engagement and proficiency through:

- Meaningful mathematical discussion
- Productive struggle and challenge
- Active participation in reasoning and sense-making
- Intentional learning progressions and connections
- Procedural fluency developed from conceptual understanding
- A focus on mental math and automaticity

Indicators:

- Student reports of learning experiences in mathematics

Each student will learn in an environment that reflects high impact instructional strategies for math learning, including:

- Formative assessment and feedback
- Student self-assessment
- Microteaching to students' specific learning needs
- Intervention strategies for students not achieving grade level/IPPP expectations
- Classroom discussion
- Spaced versus mass practice

Indicators:

- Implementation mapping of high impact instructional strategies across CBE schools

Each student's learning program will include instruction in numeracy across all subject areas.

Indicators:

- Implementation mapping of numeracy instruction across CBE schools

Progress

Each student's progress in mathematics learning will be evident to them, their teachers and families.

Indicators:

- K-9 students' progress on key learning indicators will be documented and shared at least 4 times per year
- High school students' progress on key learning indicators will be documented/shared at least 2 times per course

Example Classroom Assessments

- Problem Solving and Reasoning
 - Benchmark problems with assessment criteria
 - Structured observations of students solving problems
- Computation and Fluency
 - Running records for basic facts
 - Student computation work samples
 - Student explanations of accuracy, efficiency and flexibility in procedures and strategies
 - Structured observations of students applying procedures and strategies
- Modeling and Representing Mathematical Ideas
 - Artifacts of models and representations
 - Student explanations about connections between mathematical representations
 - Structured observations of students representing mathematical ideas

Achieve

Each student will successfully achieve the learning outcomes of their Programs of Study.

Indicators:

- Mathematics report card data
- Provincial Achievement Test Results
- Diploma Exam results

Strategy Overview: Fall 2017

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Indicators:

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Meaningful Mathematics Discussion Example: Number Talks

$$18 \times 5$$

Use mental math to determine the answer to this question.

How did you determine the answer?

How did you confirm your thinking?

Strategy Overview: Fall 2017

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Classroom Assessment Example: Structured observations

As students solve mathematical problems, the teacher observes students working, asks probing questions, and notes the efficiency, effectiveness and sophistication of their strategies for reaching a solution.

Strategy Overview: Fall 2017

Structured Observation of Problem Solving			
1	2	3	4
Looks to others for directions on what the problem asks and/or how to begin.	Seeks relevant information.	Identifies and distinguishes between relevant and unnecessary information.	Identifies relevant information and defines assumptions.
Focuses on peripheral information more than essential aspects of the problem.	Develops a general approach to a solution.	Develops a plan and/or considers how chosen activities might contribute to the solution of a larger problem.	Develops a plan, modifies it as needed, and simplifies it if possible.
Misapplies a strategy or algorithm from previous experiences.	May become immersed in a sub-goal and lose sight of the larger problem.	Is systematic in working through and checking a solution.	Summarizes/organizes work in progress to develop more effective strategies.
	Stops when solution is reached	Looks for other and/or more efficient methods	Makes connections with other concepts and strategies.
		Looks for connections to other concepts or problems.	Reflects upon strategies and resolutions to form generalizations about mathematical properties and problems

Strategy Overview: Fall 2017

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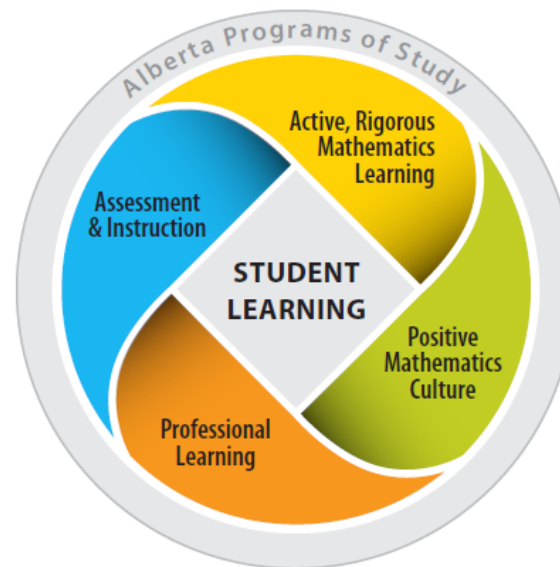
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Key Actions 2019-20

Continue revision and extension of previous implementation strategies

Moving Forward 2017-18



System-wide expectations and supports

- Deployment of Classroom Learning Coaches in Mathematics to selected K-9 schools.
- Exceeding Alberta Education's recommended instructional times for Mathematics in grades 1-9

Moving Forward 2017-18



School-based supports

- Classroom Learning Coaches in Mathematics
- Math Cohorts – sustained professional learning across the year related to School Development Plan goals
- Responsive support to short-term specific needs

Teacher-specific learning opportunities

- Elementary teacher professional learning and research series

Moving Forward 2017-18



Common assessment resources

- Math running records – automaticity, flexibility and efficiency in “basic facts”
- Observation protocols for problem-solving and reasoning connected to problem content
- Benchmark problems

Moving Forward 2017-18

Resources to guide learning and practice



- Running Records for Math
- Number Talks
- Visible Learning for Mathematics
Teaching student-centered mathematics
- Elementary and Middle School Mathematics: Teaching Developmentally
- Mathematics Formative Assessment: 75 Practical Strategies for linking assessment, instruction, and learning

Success school by school

Example of one school's improvement focus in Math

Students will improve their problem-solving skills

- Teachers will employ strategies to explicitly teach academic vocabulary in all classes and work to improve student understanding of mathematical language.
- Teachers will structure weekly problem-solving activities where specific strategies can be addressed
- **Improvement Target:** In 2017-18 90% of students will receive a 2, 3, or 4 on the report card stem “uses mathematical reasoning to analyze and solve problems”. This will be an improvement of 7 percentage points from the 2016-17 results.

Success school by school

Example of one school's improvement focus in Math

Students will demonstrate success in their ability to use mental math and computation skills at the grade 9 level

- Teachers will provide explicit instruction on mental math strategies when working with rational numbers, exponents and circle geometry.
- Teachers will regularly and explicitly assess and provide feedback on mental math and computation strategies in all areas of grade 9 Math.
- **Target:** 70% of grade 9 students will demonstrate success on the new calculator free section of the PAT

Success for each student



report to Board of Trustees

Roster for Second Vice-Chair

Date	November 7, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Kelly-Ann Fenney Corporate Secretary
Purpose	Decision
Governance Policy Reference	Governance Culture GC-4: Officers' Roles

1 | Recommendation

THAT the Board of Trustees approves the roster for Second Vice-Chair for the period of November 2017 through August 2018 as follows:

- November/December 2017 Richard Hehr
- January/February 2018 Lisa Davis
- March/April 2018 Julie Hrdlicka
- May/June 2018 Althea Adams
- July/August 2018 Mike Bradshaw

2 | Background

The Board of Trustees' Board Meeting Procedures require that a second Vice-Chair be appointed on a rotating roster basis, every two months. During the months of July and August Trustees will provide information to the Corporate Secretary and other trustees regarding their availability and whereabouts, in order that each trustee can be contacted in the event of the need to call a special meeting, an emergency, or if a trustee(s) is required to assist the Chair and/or Vice-Chair. The roster was not completed at the Organizational Meeting held October 27, 2017, and it needs to be updated following the Organizational Meeting, as it must exclude the Chair and Vice-Chair.



**report to
Board of Trustees**

EducationMatters Financial Statements as at July 31, 2017

Date	November 7, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Kelly Ann Fenney Office of the Corporate Secretary
Purpose	Information
Originator	Monica Bryan, Director, Finance and Administration, EducationMatters
Governance Policy Reference	Governance Culture GC-3: Board Job Description

1 | Recommendation

- The financial report for EducationMatters is provided for Board information.

2 | Background

The Board of Trustees has requested quarterly reporting from EducationMatters. The attached report is provided in response to this request.

Appendix I: Education Matters Financial Statements as at July 31, 2017



Oct 31, 2017

To the Calgary Board of Education Trustees

EducationMatters is pleased to share its July 31, 2017 unaudited internal financial report (the “Report”) with you.

During the report period, EducationMatters provided almost \$157,000 in enhancement grants to 21 different recipients including schools, departments and partners. Examples of the initiatives funded include:

- an English Language Learner Support enhancement program;
- the Entrepreneurial Trades program through Junior Achievement of Southern Alberta;
- programs to help enhance student “self-regulation” learning;
- arts presentations through the multi-school performances at the Pride in the Properties event;
- off-site outdoor school opportunities; and
- multiple student athletic team fees.

In addition to the distributed grants, EducationMatters distributed 117 student award payments totalling \$181,750, which help students experience success in their further educational pursuits.

EducationMatters’ management (“Management”) has prepared the Report to the Trustees based on its internal reports and accounting records. While Management has used its best estimates in preparing the Report, please be advised that the Report has not been audited or reviewed nor have notes to the statements been prepared. Other readers may require additional information in order to rely on the Report for their own purposes.

The Report contains the following special purpose financial statements and other information:

- Unaudited Statement of Financial Position as at July 31, 2017 and audited December 31, 2016
- Unaudited Statement of Operations for the period ended July 31, 2017 and audited comparative for the year ended December 31, 2016
- Unaudited Operating Budget Comparison to July 31, 2017
- Statement of EducationMatters Funds Established as at July 31, 2017
- Statement of Grants Awarded for the year to date July 31, 2017
- A discussion of some of the amounts and transactions summarized in the statements

Respectfully submitted,

Monica Bryan - Director, Finance & Administration, EducationMatters

Marilyn Field - Executive Director, EducationMatters

Mark Saar - Treasurer, Board of Governors, EducationMatters

EducationMatters
Statement of Financial Position

As at July 31, 2017

\$'000

(unaudited)

	As At July 31/17	As At Dec 31/16
ASSETS	<u>(unaudited)</u>	<u>(audited)</u>
Cash and cash equivalents	135	200
Investments	6,602	6,449
Accounts receivable	-	-
Prepaid expenses	-	-
Capital assets	23	29
Total assets	<u>6,760</u>	<u>6,678</u>
LIABILITIES		
Accounts payable	16	36
Deferred Contributions	-	441
Total liabilities	<u>16</u>	<u>477</u>
FUND BALANCES		
Endowment funds	5,083	4,833
Flow through funds	851	639
Operating funds	810	729
Total fund balances	<u>6,744</u>	<u>6,201</u>
Total liabilities and fund balances	<u>6,760</u>	<u>6,678</u>

EducationMatters
Statement of Operations

Year to Date to July 31, 2017

\$'000

(unaudited)

(audited)

	<u>Endowment</u>	<u>Flow-Thru</u>	<u>Operating</u>	<u>Total</u>	<u>Dec 31/16</u>
	\$	\$	\$	\$	\$
REVENUES					
Contributions	54	485	63	602	1,662
CBE grants			440	440	660
Gains/losses on investments	302		21	323	222
Interest & fees			41	41	67
Total revenue	356	485	565	1,406	2,611
 GRANTS					
Grants issued	65	274		339	2,001
 EXPENSES					
Salaries & benefits			317	317	504
Consulting & professional fees			20	20	40
Administrative expenses	41		141	182	241
Advertising & communications			5	5	4
Total expenses	41		483	524	789
 FUND BALANCES					
Change during the period	250	211	82	543	(179)
Beginning balance	4,834	638	729	6,201	6,380
Balance, end of period	5,084	849	811	6,744	6,201

Total contributions since inception (\$'000):

2017 YTD	602
2016	1,662
2015	1,266
2014	1,903
2013	1,244
2012	2,279
2011	1,288
2010	862
2009	733
2008	1,197
2007	641
2006	865
2005	786
2004	612
2003	356
	16,296

EducationMatters
Operating Budget Comparison
Year-to-Date July 31, 2017
\$'000

	2017 BUDGET	31 July Actual (unaudited)
	\$	\$
Operating Expenses by function:		
Salaries and Employee Benefits	562	297
Events	75	27
Fund Development & Communications	49	12
Organizational Administration	223	100
	<hr/>	<hr/>
Total Expenses	<u>909</u>	<u>436</u>

**EducationMatters
Funds Established
as at July 31, 2017**

	Fund Balance \$
Flow Thru Funds (Grants):	
Calgary Flames Ambassadors Supports for Kids with the Gift of Dyslexia Fund	10
Career Pathways Flow Thru Projects Fund	2,040
Civil Society & Citizenship Flow Thru Fund	142
Dr. Brendan Croskery Aboriginal Culture Fund	570
Family Literacy Program Flow Thru Fund	95
Fuel for School Program Flow Thru Fund	1,188
Louis Riel School Fund	43
Mawer Investment Management Literacy Flow Thru Fund	9,331
Public Education Enhancement Flow Thru Fund (Designated)	37,801
Public Education Enhancement Flow Thru Fund	43,526
Schools Helping Schools Fund	1,425
Willow Park School Program Enhancement Flow Thru Fund	33
Total Flow Through Funds (Grants)	\$96,204

**Fund
Balance
\$**

Endowment Funds (Grants):

Athletics Endowment Fund, Helping Students in Need	44,717
Bob Bannerman Memorial Fund	15,373
Beverly Hubert Global Citizenship Fund	22,466
Beyond Your Backyard Opportunities Fund	10,484
Career Pathways Field of Interest Endowment Fund	80,119
Christine M. Fielding Memorial Endowment Fund	43,547
Civil Society & Citizenship Education Endowment Fund	21,911
ConocoPhillips World Schools Debate Development Endowment Fund	50,000
Cornerstone Endowment Fund, Enhancing Education for Economically Disadvantaged	71,792
Creagh Family Fund	29,343
Dr. Brendan Croskery Aboriginal Culture Fund	39,282
EducationMatters Admin Endowment Fund	41,693
Enhancing Education for Students with Special Needs Endowment Fund	35,647
Enhancing ESL Education Endowment Fund	54,076
Future Leaders Endowment Fund	43,072
Georgie C Higgins Junior High Memorial School Fund	13,343
Georgie C Higgins Investment Fund for Lester B Pearson High School	13,689
Governors' Endowment Fund	8,938
Jason and Jane Louie Memorial Fund	8,146
Kaiti Perras Love of Dance Memorial Fund	108,727
Lehew-Wyman Family Endowment Fund	48,114
M.P. Hess Fund	10,116
Margaret and Bill Whelan Endowment Fund	71,710
Mary Nelson Memorial Fund	63,557
Mawer Investment Management Literacy Fund	47,798
McGill University Faculty of Agricultural and Environmental Sciences Fund	7,735
Public Education Enhancement Endowment Fund	314,736
Public Education Enhancement Endowment Fund (Designated)	44
Schools Helping Schools Fund	39,508
Southland Transportation Career Pathways Endowment Fund	7,613
Sunnyside School Endowment Fund	27,759
Supports for Students Born with Fetal Alcohol Spectrum Disorder Fund	38,636
TEAM Leadership Lord Beaverbrook HS Endowment Fund	7,534
Terry Wright Endowment Fund	7,734
Tiberious Publishing Program Fund	16,224
Tyler Zeer Endowment Fund	36,527
William Reid School Endowment Fund	20,770
Youth Mentorship Endowment Fund	9,811

Total Endowment Funds (grant availability capped @ 4.5% per annum) \$1,532,291

**EducationMatters
Funds Established
as at July 31, 2017**

	Fund Balance
	\$
Flow Thru Funds (Student Awards)	
Aberhart Alumni Scholarship Fund	1,000
Aboriginal Students Award Fund	3,986
Adrienne Goudie Memorial Bursary	456
Arrata Family Award for New Canadians	18
Calgary Bridge Foundation for Youth Student Awards Fund	5,955
Calgary Entrepreneur Organization (CEO)	625
City of Calgary Degree Granting Scholarship Fund	40,803
City of Calgary Post Secondary Scholarships	40,800
ConocoPhillips Canada Awards	12,195
David James Anderson Memorial Award Fund	331
EducationMatters Scholarship Flow Thru Fund	94,956
EllisDon Student Award Fund	6,634
ENMAX Scholarship Fund	50,469
Everett and Mitchell Code Scholarship	11,888
Fogolar Furlan di Calgary Italian Award	20,215
Future Leaders Flow Thru Scholarship Fund	958
Green & Gold Flow Thru Scholarship Fund	4,819
Haworth & Heritage Bus Interiors Architecture/Interior Design Scholarship Fund	5,198
Henry Wise Wood Warriors Legacy Flow Thru Fund	4,551
Henry Wise Wood Class of 1970 Scholarship Fund	2,095
Hopewell Scholarship Fund	18,159
Integro Legacy Scholarship Fund	28,422
Ivy & Len Freeston Student Award Flow Thru Fund	55
Jennifer Ellen Shepherd Memorial Award Fund	6,000
Jim Hoepfner Award	20
Kermet Archibald & Jacoba Van Den Brink Memorial Scholarship at the Cgy Found	21,614
Lauber Student Award	8,180
Laurie Sommerville Scholarship Award Fund	9,388
Louise Dean High School Awards	10,668
The Marguerite Patricia P. Bannister Scholarship Fund at the Calgary Foundation	273,893
Maureen Langston Memorial Fund	4,950
Nickolas Paswisty Memorial Bursary	3,406
Pay It Forward Fund	3,085
Queen Elizabeth Deaf and Hard of Hearing Scholarship and Program Enhancement Fund	21,244
R.M. (Mac) Dobson Creative Writing Scholarship	872
Richard Dunn Music Scholarship Fund	805
Southland Transportation Scholarship Flow Thru Fund	22,824
Tenaris Merit Awards	9,000
Thorner/Johnston/DiMarzo Family Bursary	3,000
Tom Inkster Memorial Scholarship Fund	3,424
Verna Hart Toole Legacy Award Fund	435
Total Flow Thru Funds (Student Awards)	\$757,396

	Fund Balance
	\$
Endowment Funds (Student Awards):	
Aaron, Harben Vocal Music Prize Fund	11,833
Aaron Family Scholarship Fund	14,127
Aberhart Alumni Scholarship Fund	80,626
Accomplished Angels Student Award Fund	938,718
Ann Strand Memorial Awards Fund	7,573
Anthony Ward Memorial Fund	3,789
Archie McKillop Student Award Endowment Fund	35,647
Arrata Family Award for New Canadians	49,884
Avis Hibbard Bursary	2,124
Benjamin (Ben) Albert Legacy Fund	274,112
Bennett Jones Scholarship Fund	9,695
Bob Clarke Memorial Scholarship	2,145
Bruce Leidl Composition Award Fund	13,980
Carolyn Baxter Memorial Award Fund	8,535
CNIB Memorial Scholarship Fund	3,974
Claire Poppit Award	7,549
Colonel Walker Community School 1950 to 1965 Alumni Award	13,631
David E. Mitchell Award	54,779
David James Anderson Memorial Award Fund	14,506
Doris Donald Memorial Bursary in Fine Arts	1,570
Douglas Norton Scholarship	2,240
Dr. Gordon Higgins Student Award Fund	24,916
Drs. Harry & Martha Cohen Prize Fund	10,187
Dustin Peers Memorial Visual Arts Award	213,590
Edith Berger Memorial Scholarship Fund	21,173
EducationMatters Endowed Scholarship Fund	2,537
EF Coste Scholarship	4,565
E George Brigden Memorial Scholarship	4,634
Ena Paul Memorial Award	3,829
Everett and Mitchell Code Scholarship	12,706
F Margaret Milligan Scholarship	667
Frank L Woodman Scholarship	1,987
Frank Whipple Memorial Bursary	6,663
Future Leaders Scholarship Endowment Fund	27,348
Gary Weimann Award for Community Service	24,421
George Morley Memorial Scholarship	11,532
Green & Gold Endowment Scholarship Fund	189,230
Hal Winlaw Health & Nutrition Legacy Award Fund	8,834
Haworth & Heritage Business Interiors Architecture/Interior Design Scholarship Fund	34,655
H.D. Cartwright Memorial Award	10,361
Henry Wise Wood Warriors Legacy Endowment Scholarship Fund	55,657
Hugh Robertson Science Award Fund	20,124
Ivy & Len Freeston Student Award Endowment Fund	19,640
James Fowler School Award Fund	15,669
Jennifer Ellen Shepherd Memorial Award Endowment Fund	78,559
Jennifer Eyton Memorial Trust Fund	2,677
Joan Ethier Women in Science Scholarship	414,319
Joanne Mugford Memorial Art Award	8,003
John Bancroft Memorial Award	12,528
Keith Carswell Memorial Scholarship	10,134
Keith Yu Memorial Scholarship Fund	30,705

	Fund Balance
	\$
Endowment Funds (Student Awards) cont'd:	
Laine McLeod Memorial Scholarship	7,590
Langevin School Bursary	26,796
Lawrence Parker Memorial Scholarship	7,805
Marjorie Taylor Memorial Scholarship Fund	68,802
Marnie Whitehead Memorial Scholarship	2,225
Marofke Family Aberhart Music Scholarship	53,821
Mary Belkin Memorial Scholarship Fund	28,832
Maurice A Spring (Vocational) Scholarship	4,610
MW & JR Tebo Memorial Journalism Fund	19,003
Pamela Jane Hardy Memorial Award Fund	57,475
Queen Elizabeth Deaf and Hard of Hearing Scholarship and Program Enhancement Fund	73,105
Richard D. Tingle Student Award Fund	32,869
Rick Theriault Outstanding Athletic Contribution Award Fund	20,426
Ross Glen Scholarship Fund	25,783
Ruth Ursula Leipziger Scholarship Fund	33,776
Shawn Whitney Memorial Award Fund	14,075
Sir Winston Churchill Enterprise & Innovation Scholarship	6,815
Southland Transportation Scholarship Endowment Fund	7,784
Steven Irving Memorial Music Scholarship	38,728
Susy Devlin Memorial Award Fund	32,466
Teens Against Drunk Drivers (TADD) Scholarship	6,797
Thomas Moore Memorial Bursary Fund	17,103
Thomas Walter Morrish Memorial Scholarship	9,279
Trades Related Career Pathways Student Award	82,694
Viscount Bennett Band Parents Association Award Fund	11,567
William Keir MacGougan Memorial Bursary	27,759
Total Endowment Funds (scholarship availability capped @ 4.5% per annum)	\$3,550,872

EducationMatters
Statement of Grants & Scholarships Awarded
Year-to-Date July 31, 2017

	\$
Belvedere Parkway School - Movement for Learning	10,000
CBE - Cinderella Project	475
CBE - Fuel for School Program	2,684
Connaught School - Connaught Community Learning Sanctuary (CCLS)	2,345
Douglas Harkness School - Outdoor School at Camp Chief Hector (YMCA)	5,455
Dr. Gordon Higgins School - Financial Literacy	594
Earl Grey School - Spark Bike	760
Ernest Manning High School - Alberta Skills Competition	300
Jack James High School - Alberta Skills Competition	1,650
James Fowler High School - Alberta Skills Competition	550
James Fowler High School - Athletics Program	450
Junior Achievement of Southern Alberta - Entrepreneurial Trades	47,500
Lester B. Pearson High School - Athletic Fees	130
Lester B. Pearson High School - English Language Learner Support	48,332
Lester B. Pearson High School - Finance Club	609
Lester B. Pearson High School - Pride in the Properties Event	10,000
Lord Beaverbrook High School - Alberta Skills Competition	450
Lord Beaverbrook High School - Athletics Program	93
Lord Beaverbrook High School - LBHS Sport Development	3,800
Louise Dean School - Baby Tales	950
Nelson Mandela High School – Alberta Skills Competition	300
Nelson Mandela High School - Athletics Program	280
Pineridge School - Grandparent Program	788
Queen Elizabeth High School - Athletics Program	70
Robert Thirsk High School - Athletics Program	650
Robert Thirsk High School - Maker Education	47
Rundle School - Water Coolers, Caves and Campfires	15,000
Western Canada High School - Athletics Program	600
Western Canada High School - Educational Technology	190
William Aberhart High School – Guest Clinicians for Band Program	2,000
Total 2017 YTD Program Grants	\$ 157,052
Total 2017 YTD Scholarships	\$ 181,754
Total 2017 YTD Grants & Scholarships	\$ 338,806
Total Grants since Inception	\$ 8,650,000
Total Scholarships since Inception	\$ 2,800,000

EducationMatters
Discussion of Financial Position and Results of Operations

Statement of Financial Position

As a result of CBE and EducationMatters having different fiscal years, a portion of our operating grant contributions are deferred each year end to reflect the fiscal year for which we have received operating funds.

In October, 2016 we deferred \$440,000 of CBE operating contributions received in 2016 that relate to our fiscal year 2017. This amount is reflected in the financial statements at July 31, 2017, as provided in this report.

Capital assets consist primarily of office equipment.

Statement of Operations

Fundraising initiatives for 2017 are proceeding as planned and anticipated.

In accordance with best practices for not-for-profit or charitable organizations, donations are recognized only when they are received and not accrued as promises receivable.

Operating Budget Comparison

Expenditures reported include only cash expenses for budget comparison purposes.

Funds Established and Grants Awarded

Our report on Funds Established and their balances to July 31, 2017 reflect both realized and unrealized gains on funds. For the long term EducationMatters expects steady growth of its investments.

Grants and scholarships at \$338,806 issued year-to-date, continue to provide a significant contribution supporting Calgary Board of Education students.

3 | Background

Provincial Achievement Tests (PATs) and Diploma Examinations are a standardized indicator of students' success in meeting the outcomes of the Programs of Study in core academic areas.

Provincial assessments are meant to complement, not replace, teachers' classroom-based assessments of student learning. Although provincial assessments are designed to assess student achievement of learning expectations from the provincial Programs of Study, some learning outcomes cannot be assessed by timed, paper-and-pencil tests.

The purpose of the Provincial Assessment Program is to determine whether students are learning what they are expected to learn, to report to Albertans how well students have achieved provincial standards at given points in their schooling and to assist schools, authorities and the province in monitoring student learning.

4 | Analysis

This report provides Provincial Assessment Program information within one of the Board-approved indicators for Results 2: Academic Success.

- The percentage of students meeting the Acceptable Standard and Standard of Excellence on Provincial Achievement Tests (PAT) and Diploma Examinations.

The representation of results within this report focuses on the achievement of Calgary Board of Education (CBE) students in comparison to the levels of achievement of students across the province as a whole and to CBE results across time.

Alberta Education evaluates student performance on PAT and Diploma Examinations at two standards of success: the Acceptable Standard and the Standard of Excellence. With respect to the Diploma Examination standards, the Acceptable Standard is a mark of 50% or higher and the Standard of Excellence is a mark of 80% or higher. For Provincial Achievement Tests, the exact scores for each standard vary from year to year, but are close to 50% and 80%.

Note | Students meeting the Standard of Excellence are also captured in the Acceptable Standard.

Provincial Achievement Tests (PATs)

The reported percentage of students achieving at the Acceptable Standard and the Standard of Excellence are based on the all students enrolled cohort as per Alberta Education's requirements. It is important to note that all students enrolled include students who were absent or excused from the PAT, whose results were withheld, or in the case of a two-part test, only wrote one part. Students in each of these categories are considered to have "not met the acceptable standard".

Participation rates for CBE students are above that of the province for all grade 6 and 9 PATs except for Knowledge and Employability (K&E) courses. A high participation rate reflects the CBE's inclusive practice and belief that each student should be encouraged to demonstrate their learning to the best of their abilities on the Provincial Achievement Tests.

Achievement of CBE students in 2016-17 on the grade 6 PATs are above the provincial results in all five subjects (English Language Arts, French Language Arts, Mathematics, Science and Social Studies) at the Acceptable Standard.

At the Standard of Excellence on grade 6 PATs CBE results is equal to or above the provincial results in all five subjects (English Language Arts, French Language Arts, Mathematics, Science and Social Studies).

Achievement of CBE students on the grade 9 PATs in 2016-17 is equal to or above provincial results in three of the five subjects (French Language Arts, Science and Social Studies) at the Acceptable Standard and in four of the five subjects (French Language Arts, Mathematics, Science and Social Studies) at the Standard of Excellence.

Year over year improvements in CBE student achievement are noted at the Acceptable Standard between in:

- French Language Arts 6;
- French Language 9;
- Science 9;
- Science 9 K&E;
- Social Studies 6; and
- Social Studies 9.

At the Standard of Excellence, year over year improvement was seen in the CBE results of:

- French Language Arts 9;
- Mathematics 9;
- Mathematics 9 K&E;
- Science 6;
- Science 9;
- Science 9 K&E;
- Social Studies 9; and
- Social Studies 9 K&E.

As compared to 2015-16, CBE student results in 2016-17 at the Acceptable Standard declined in English Language Arts 6 and 9, Mathematics 6 and 9, and Science 6. Year over year results at the Standard of Excellence for CBE students declined in English Language Arts 6 and 9, French Language Arts 6, Mathematics 6 and Social Studies 6.

In English Language Arts K&E, Mathematics K&E, and Social Studies K&E the percentage of students achieving the Acceptable Standard declined from 2015-16 to 2016-17. This was also true in English Language Arts K&E at the Standard of Excellence. Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year.

Provincial assessment results in Mathematics 6, 9, 9K&E and English Language Arts 6 and 9 were followed-up with a more specific and through item analysis. The CBE results for each assessment were analysed question by question.

This question by question analysis highlights a need to improve student understanding within the shape and space strand of the Mathematics Program of Study. For grade 6 students, division is an area of needed improvement.

In the item analysis of the grade 6 and 9 English Language Arts PATs, synthesizing ideas when reading emerges as a relative weakness.

In the analysis of the Knowledge and Employability data, the overall CBE results were impacted by a relatively high number of students who only wrote one part of the PAT. In the English Language Arts 9 K&E PAT, 140 students were enrolled but only 94 wrote the test; a difference of 46 students. In examining the 46 students, six only wrote Part A, 18 only wrote Part B, four were absent and 18 students were excused.

The analysis of the Provincial Achievement Test results indicates the need to further implement coherent system strategies with a focus on Mathematics.

Diploma Examinations

In ten of the eleven Diploma Examinations the percentage of CBE students achieving the Standard of Excellence was above the percentage of students achieving those standards in the province.

For the Acceptable Standard, the percentage of CBE students achieving the standard was above those in the province in eight out of the eleven Diploma Examinations.

Year over year improvements for CBE students achieving the Acceptable Standard are seen in:

- Chemistry 30;
- French Language Arts 30-1;
- Mathematics 30-1;
- Physics 30; and
- Social Studies 30-1.

At the Standard of Excellence improvement in CBE results over 2015-16 are seen in:

- Chemistry 30;
- English Language Arts 30-1;
- French Language Arts 30-1;
- Mathematics 30-1;
- Physics 30;

- Science 30; and
- Social Studies 30-1.

At both standards, overall fluctuations in results in the CBE mirror those of the province. As compared to 2015-16, CBE student results in 2016-17 at the Acceptable Standard declined – by less than a percentage point – in Biology 30, English Language Arts 30-1, and Science 30. Declines between 1.0 and 2.2 percentage points were seen at the Acceptable Standard for English Language Arts 30-2, Mathematics 30-2, and Social Studies 30-2. At the Standard of Excellence, year over year declines were seen in Biology 30, English Language Arts 30-2, Mathematics 30-2 and Social Studies 30-2.

Notable achievements include:

- Chemistry 30: Standard of Excellence highest result in 9 years.
- Physics 30: Acceptable Standard highest result in 9 years.
- Physics 30: Standard of Excellence highest result in 9 years.
- Science 6: Standard of Excellence highest result in 5 years.
- Science 9: Acceptable Standard highest result in 6 years.
- Science 9: Standard of Excellence highest result in 5 years.
- Science 30 Standard of Excellence highest result in 9 years.
- Social Studies 6: Acceptable Standard highest result in 5 years.

Provincial assessment results in Mathematics 30-1 and 30-2 were followed-up with a more specific and through item analysis. The CBE results for each assessment were analysed question by question.

The analysis of diploma examination data for Mathematics was situated in the fact that 2016-17 was the first year when equating was in place. Mathematics 30-1 Diploma Examination CBE results surfaced a need to develop foundational understanding of permutations, combinations and the binomial theorem. In Mathematics 30-2, a deeper development of students' understanding of relations and functions is required.

Other Information

Mathematics was identified as an area of concern by the Board of Trustees based on 2015-16 results. Improvement is noted in:

- Grade 9 Mathematics at the Standard of Excellence
- Grade 9 Mathematics K&E at the Standard of Excellence
- Mathematics 30-1 at both the Acceptable Standard and Standard of Excellence

A summary of CBE results and province-wide results for Provincial Achievement Tests is provided in Table 1 on page 7 of this report. A similar summary of CBE for Diploma Examination results is provided in Table 4 on page 10. Highlighted cells within the tables show areas where CBE results are higher than those achieved by students throughout the province.

In addition to the results for the full CBE cohort of students, summary information is provided in this report for two subsets of students: 1) students with identified special education needs with the exception of those identified as gifted and talented (Table 2 on page 8); and 2) students self-identified as English Language Learners (Table 3 on page 9). The subsets of information in Tables 2 and 3 are not directly comparable to general cohort results as they refer only to students who wrote the tests rather than to all identified students within the cohort.

The number of grade 6 and 9 students in the CBE with identified with special education needs is about 13.5% (varies across different tests) as compared to the approximately 9.5% provincially. The results of CBE students with identified special education needs are equal to or above the corresponding provincial cohort in nine of ten Provincial Achievement Tests at both the Acceptable Standard and the Standard of Excellence.

Over 28.5% of grade 6 students writing the English Language Arts, Mathematics, Science and Social Studies PATs are in the CBE are English Language Learners as compared to the 17.5% provincially. The achievement of CBE students self-identified as English Language Learners in Grade 6 and 9 was higher than the province on 10 out of 20 measures.

Detailed analysis of CBE results on the Provincial Achievement Tests and Diploma Exams is ongoing at both the overall organizational level and in each school.

Following the overview information more detailed tables and graphs depict results for individual assessments in each subject area. Provincial Achievement Test details begin on page 11 of this report and Diploma Examination details begin on page 25.

Provincial Achievement Tests Overview

Provincial Achievement Tests All Students Enrolled 2016-17 ¹

COURSE	NUMBER ENROLLED		PARTICIPATION RATE (%)			RESULTS BASED ON ALL STUDENTS ENROLLED IN THE GRADE					
						ACCEPTABLE STANDARD (%)			STANDARD of EXCELLENCE (%)		
	CBE	Prov.	CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.
English Language Arts 6	8 256	49 572	94.0	90.2	3.8	86.0	82.5	3.5	20.5	18.9	1.6
French Language Arts 6	480	3 185	97.7	96.1	1.6	91.3	85.1	6.2	13.5	13.5	0.0
Mathematics 6 ²	8 243	49 507	94.4	90.5	3.9	73.7	69.4	4.3	14.3	12.6	1.7
Science 6 ²	8 242	49 501	93.2	89.7	3.5	79.4	76.9	2.5	29.1	29.0	0.1
Social Studies 6 ²	8 242	49 485	93.6	90.0	3.6	76.6	72.9	3.7	23.3	21.7	1.6
English Language Arts 9	7 567	45 487	89.7	88.8	0.9	76.2	76.8	-0.6	14.8	14.9	-0.1
French Language Arts 9	630	2 763	96.7	96.1	0.6	86.2	83.1	3.1	13.5	11.2	2.3
Mathematics 9 ²	7 484	45 020	90.0	89.0	1.0	65.8	67.2	-1.4	19.8	19.0	0.8
Science 9 ²	7 561	45 445	91.5	89.3	2.2	76.2	74.0	2.2	24.4	21.4	3.0
Social Studies 9 ²	7 556	45 484	90.6	89.4	1.2	67.0	67.0	0.0	20.4	20.2	0.2
English Language Arts 9 K&E	140	1 428	67.1	79.7	-12.6	47.1	58.8	-11.7	3.6	5.9	-2.3
Mathematics 9 K&E	215	1 848	80.0	85.1	-5.1	49.3	57.5	-8.2	10.7	13.3	-2.6
Science 9 K&E	136	1 440	77.9	83.6	-5.7	58.1	63.9	-5.8	10.3	13.3	-3.0
Social Studies 9 K&E	141	1 393	74.5	83.3	-8.8	51.1	56.3	-5.2	12.8	12.7	0.1

¹ Jurisdiction results are presented with percentages based on all students enrolled in the grade.

Table 1

² Students writing French translations of the Provincial Achievement Test are included in the statistics.

**Provincial Achievement Tests
Students with Identified Special Education Needs
2016-17**

COURSE	STUDENTS WITH IDENTIFIED SPECIAL EDUCATION NEEDS (%)		RESULTS BASED ON NUMBER OF STUDENTS WITH IDENTIFIED SPECIAL EDUCATION NEEDS WRITERS					
	CBE	Prov.	ACCEPTABLE STANDARD (%)			STANDARD of EXCELLENCE (%)		
			CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.
English Language Arts 6	14.4	9.9	82.7	78.9	3.8	9.4	6.9	2.5
French Language Arts 6	10.9	6.8	84.3	76.6	7.7	7.8	3.8	4.0
Mathematics 6 *	14.1	9.6	59.5	53.1	6.4	6.3	4.9	1.4
Science 6 *	13.9	9.8	71.3	69.3	2.0	19.9	16.8	3.1
Social Studies 6 *	13.9	9.8	64.6	59.9	4.7	10.3	9.3	1.0
English Language Arts 9	14.0	9.5	65.8	66.7	-0.9	6.8	4.6	2.2
French Language Arts 9	10.7	6.2	87.7	70.3	17.4	4.6	6.1	-1.5
Mathematics 9 *	13.4	9.1	49.4	49.4	0.0	8.3	6.3	2.0
Science 9 *	14.4	9.5	65.4	62.5	2.9	14.0	10.3	3.7
Social Studies 9 *	14.2	9.6	52.9	51.7	1.2	11.3	8.9	2.4
English Language Arts 9 K&E	68.1	50.8	68.8	70.6	-1.8	3.1	6.4	-3.3
Mathematics 9 K&E	64.5	48.0	56.8	62.0	-5.2	9.9	13.4	-3.5
Science 9 K&E	64.2	49.9	79.4	77.2	2.2	13.2	15.6	-2.4
Social Studies 9 K&E	62.9	51.1	68.2	65.9	2.3	12.1	14.3	-2.2

* Students writing French translations of the Provincial Achievement Test are included in the statistics.

Table 2

**Provincial Achievement Tests
Students Self-Identified as English Language Learners
2016-17**

COURSE	STUDENTS SELF-IDENTIFIED AS ENGLISH LANGUAGE LEARNERS		RESULTS BASED ON NUMBER OF STUDENTS SELF-IDENTIFIED AS ENGLISH LANGUAGE LEARNERS WRITERS					
			ACCEPTABLE STANDARD (%)			STANDARD of EXCELLENCE (%)		
	CBE %	Prov. %	CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.
English Language Arts 6	29.7	17.5	83.2	80.2	3.0	14.1	13.4	0.7
French Language Arts 6	9.6	6.5	87.0	83.7	3.3	15.2	17.3	-2.1
Mathematics 6 *	29.7	17.6	70.6	68.0	2.6	13.2	11.6	1.6
Science 6 *	29.7	17.6	75.6	73.7	1.9	23.1	23.1	0.0
Social Studies 6 *	28.5	17.6	73.4	70.2	3.2	19.9	18.0	1.9
English Language Arts 9	13.4	12.3	59.4	65.0	-5.6	5.3	6.4	-1.1
French Language Arts 9	6.5	5.3	82.9	72.1	10.8	19.5	12.9	6.6
Mathematics 9 *	13.3	12.3	59.3	62.4	-3.1	20.5	16.9	3.6
Science 9 *	13.3	12.3	63.6	65.6	-2.0	18.7	14.6	4.1
Social Studies 9 *	13.3	12.3	54.7	58.1	-3.4	12.7	12.8	-0.1
English Language Arts 9 K&E	14.3	11.8	30.0	62.7	-32.7	10.0	7.7	2.3
Mathematics 9 K&E	14.9	11.2	43.8	64.3	-20.5	12.5	24.6	-12.1
Science 9 K&E	16.9	11.5	39.1	62.4	-23.3	0.0	10.9	-10.9
Social Studies 9 K&E	14.9	11.1	38.1	60.6	-22.5	14.3	18.1	-3.8

* Students writing French translations of the Provincial Achievement Test are included in the statistics.

Table 3

Diploma Examinations Overview

Diploma Examinations 2016-17¹

COURSE ⁴	NUMBER WRITING		RESULTS					
			ACCEPTABLE STANDARD (%) ²			STANDARD of EXCELLENCE (%) ³		
	CBE	Prov.	CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.
Biology 30	4 453	22 993	86.7	84.2	2.5	40.3	32.3	8.0
Chemistry 30	4 308	18 751	86.5	83.1	3.4	47.5	38.6	8.9
Eng. Lang. Arts 30-1	6 668	30 150	86.4	86.5	-0.1	14.6	11.7	2.9
Eng. Lang. Arts 30-2	2 463	16 797	88.1	89.5	-1.4	13.0	11.4	1.6
Fr. Lang. Arts 30-1	426	1 375	96.2	94.7	1.5	12.4	9.4	3.0
Mathematics 30-1 ⁴	4 998	20 371	77.7	73.1	4.6	38.4	30.7	7.7
Mathematics 30-2 ⁴	2 384	14 327	76.0	74.7	1.3	17.3	15.9	1.4
Physics 30	2 224	9 952	89.1	85.7	3.4	51.0	41.8	9.2
Science 30	1 403	9 323	83.6	84.9	-1.3	27.2	28.4	-1.2
Social Studies 30-1 ⁴	4 221	22 249	88.8	86.0	2.8	20.0	14.8	5.2
Social Studies 30-2 ⁴	3 564	20 054	84.7	80.6	4.1	20.3	12.6	7.7

¹ Entire school year results show the performance of all students in the school authority for all tests.

² Percent of Students obtaining Acceptable Standard i.e. a mark of 50% to 100%.

³ Percent of Students obtaining Standard of Excellence i.e. a mark of 80% to 100%.

⁴ Students writing French translations of the examinations are included in the statistics.

Table 4

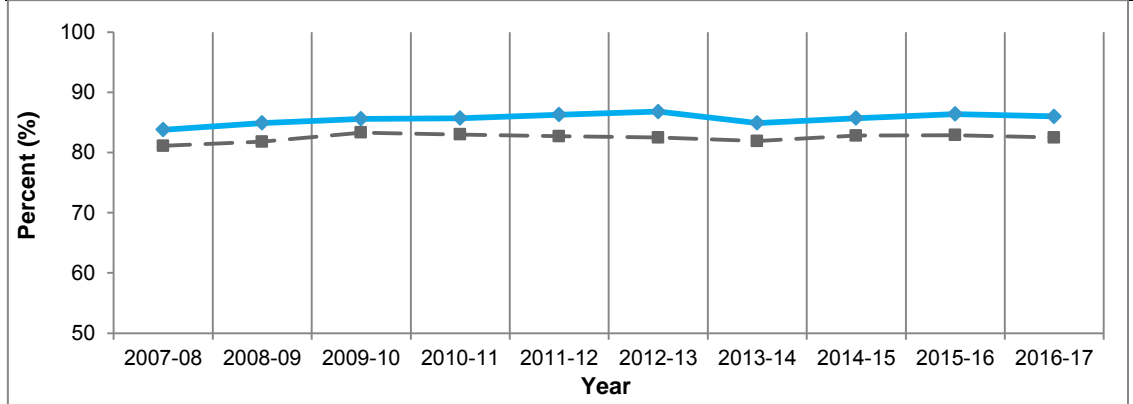
Provincial Achievement Test Details

English Language Arts 6 Results

*All Students Enrolled (Cohort)

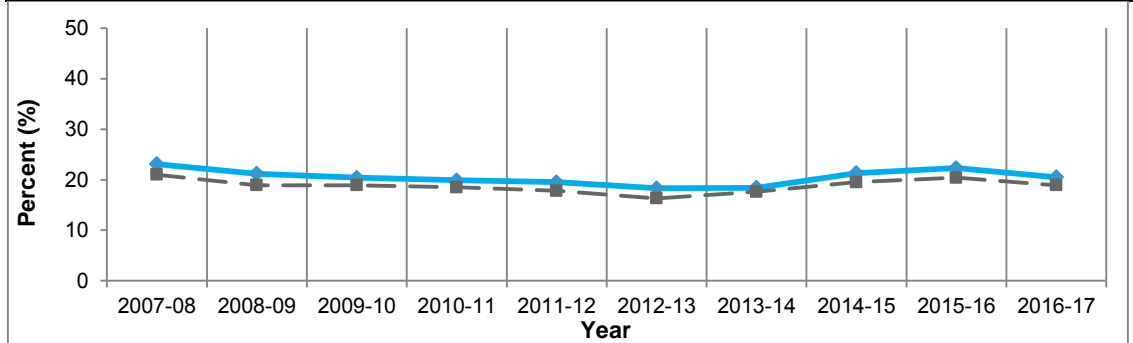
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	83.8	84.9	85.6	85.7	86.3	86.8	84.9	85.7	86.4	86.0
Province	81.1	81.8	83.3	83.0	82.7	82.5	81.9	82.8	82.9	82.5
Difference	2.7	3.1	2.3	2.7	3.6	4.3	3.0	2.9	3.5	3.5



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	23.1	21.2	20.4	19.9	19.5	18.3	18.4	21.3	22.3	20.5
Province	21.0	18.9	18.9	18.5	17.8	16.3	17.6	19.5	20.4	18.9
Difference	2.1	2.3	1.5	1.4	1.7	2.0	0.8	1.8	1.9	1.6



Participation

Year	CBE	Prov	Diff.
2007-08	91.4	89.5	1.9
2008-09	92.0	90.0	2.0
2009-10	92.6	90.7	1.9
2010-11	93.0	90.8	2.2
2011-12	93.5	90.8	2.7
2012-13	93.6	90.8	2.8
2013-14	93.2	90.4	2.8
2014-15	93.2	90.6	2.6
2015-16	93.6	90.6	3.0
2016-17	94.0	90.2	3.8

Writer Data 2016-17

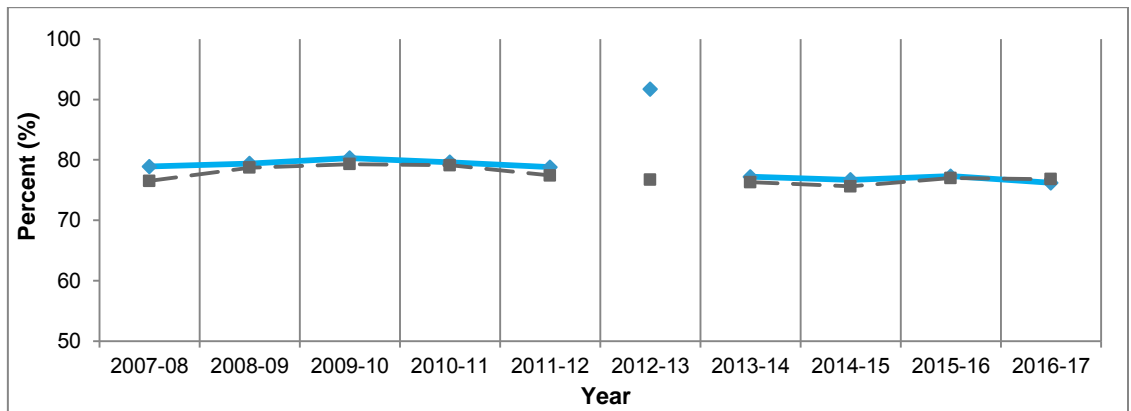
N = 7764
 Acceptable Standard: 91.5%
 Standard of Excellence: 21.8%

English Language Arts 9 Results

*All Students Enrolled (Cohort)

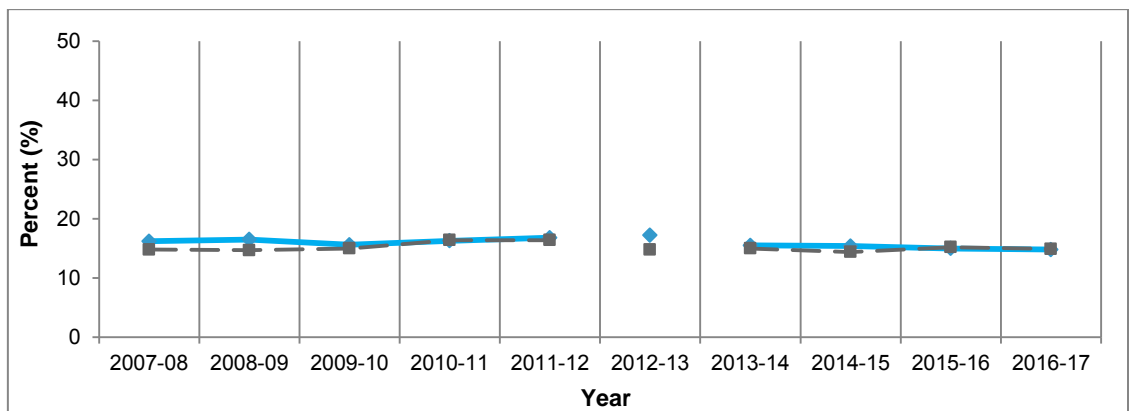
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	78.9	79.4	80.3	79.6	78.8	91.7	77.2	76.7	77.3	76.2
Province	76.5	78.7	79.3	79.1	77.4	76.7	76.3	75.6	77.0	76.8
Difference	2.4	0.7	1.0	0.5	1.4	15.0	0.9	1.1	0.3	-0.6



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	16.2	16.5	15.6	16.3	16.8	17.2	15.5	15.4	15.0	14.8
Province	14.8	14.7	15.0	16.4	16.4	14.8	15.0	14.4	15.2	14.9
Difference	1.4	1.8	0.6	-0.1	0.4	2.4	0.5	1.0	-0.2	-0.1



Participation

Year	CBE	Prov	Diff.
2007-08	90.8	87.7	3.1
2008-09	91.1	89.7	1.4
2009-10	91.3	89.8	1.5
2010-11	91.0	88.9	2.1
2011-12	91.3	88.9	2.4
2012-13	96.4	88.0	8.4
2013-14	90.0	88.3	1.7
2014-15	90.0	88.5	1.5
2015-16	90.5	88.8	1.7
2016-17	89.7	88.8	0.9

As a result of the flooding that substantially impacted Calgary and areas in southern Alberta in 2013, Alberta Education cancelled the June administration of the Part B of English Language Arts 9 PAT. Results reflect only a small cohort of students who wrote in the January administration. Caution must be used in interpreting these results.

Writer Data 2016-17

N = 6786

Acceptable Standard: 84.9%

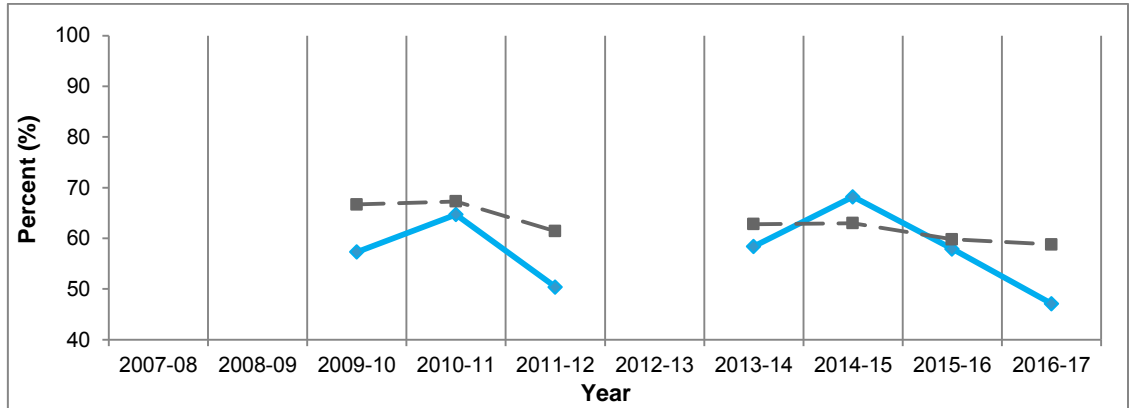
Standard of Excellence: 16.5%

English Language Arts 9 Knowledge and Employability Results

*All Students Enrolled (Cohort)

Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE			57.3	64.7	50.4		58.4	68.2	57.9	47.1
Province			66.7	67.3	61.4		62.8	63.0	59.8	58.8
Difference			-9.4	-2.6	-11.0		-4.4	5.2	-1.9	-11.7

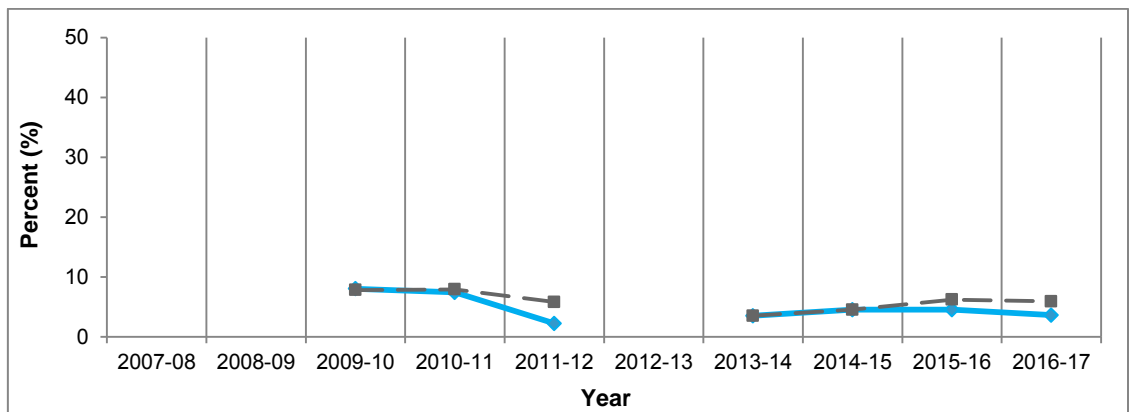


2016-17

Number Enrolled
140

Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE			8.0	7.4	2.2		3.5	4.5	4.5	3.6
Province			7.8	7.9	5.8		3.5	4.5	6.2	5.9
Difference			0.2	-0.5	-3.6		0.0	0.0	-1.7	-2.3



Participation

Year	CBE	Prov	Diff.
2007-08			
2008-09			
2009-10	76.6	82.2	-5.6
2010-11	83.8	81.8	2.0
2011-12	70.4	80.1	-9.7
2012-13			
2013-14	73.5	80.2	-6.7
2014-15	82.7	81.7	1.0
2015-16	81.2	80.0	1.2
2016-17	67.1	79.7	-12.6

The English Language Arts 9 K&E PAT was introduced in the 2008-09 school year.

As a result of the flooding that substantially impacted Calgary and areas in southern Alberta in 2013, Alberta Education cancelled the June administration of Part B of the English Language Arts 9 K&E PAT.

Writer Data 2016-17

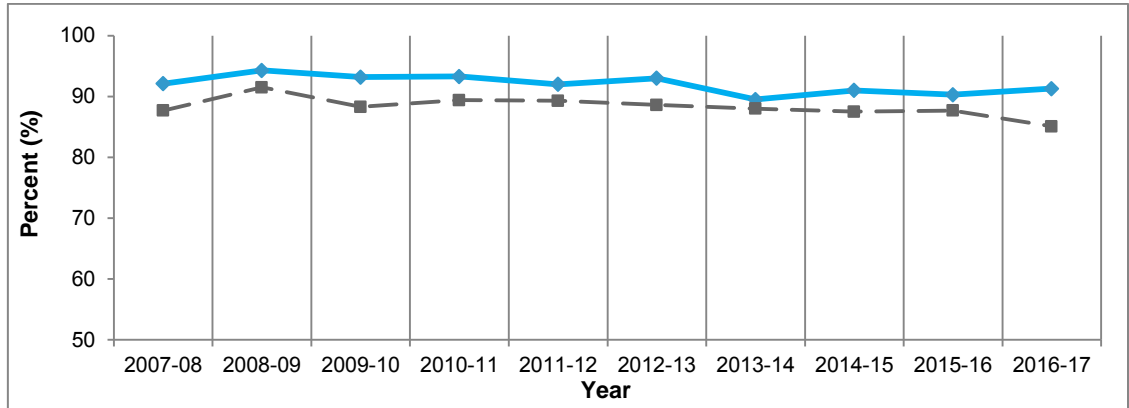
N = 94
Acceptable Standard: 70.2%
Standard of Excellence: 5.3%

French Language Arts 6 Results

*All Students Enrolled (Cohort)

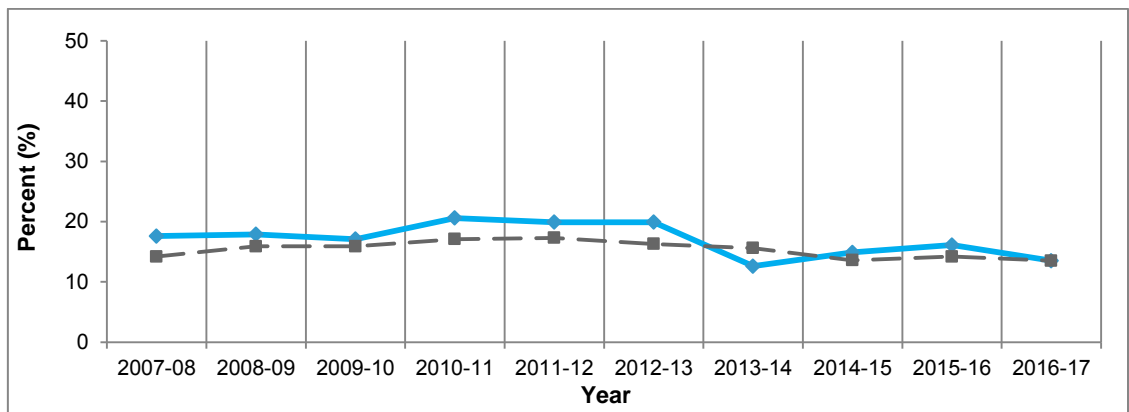
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	92.1	94.3	93.2	93.3	92.0	93.0	89.5	91.0	90.3	91.3
Province	87.7	91.5	88.3	89.4	89.3	88.6	88.0	87.5	87.7	85.1
Difference	4.4	2.8	4.9	3.9	2.7	4.4	1.5	3.5	2.6	6.2



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	17.6	17.9	17.1	20.6	19.9	19.9	12.6	14.9	16.1	13.5
Province	14.2	15.9	15.9	17.1	17.3	16.3	15.6	13.6	14.2	13.5
Difference	3.4	2.0	1.2	3.5	2.6	3.6	-3.0	1.3	1.9	0.0



Participation

Year	CBE	Prov	Diff.
2007-08	97.0	95.6	1.4
2008-09	97.8	97.6	0.2
2009-10	98.4	97.5	0.9
2010-11	97.6	97.3	0.3
2011-12	98.1	97.3	0.8
2012-13	98.3	98.0	0.3
2013-14	98.1	97.6	0.5
2014-15	97.1	97.6	-0.5
2015-16	98.1	97.9	0.2
2016-17	97.7	96.1	1.6

Writer Data 2016-17

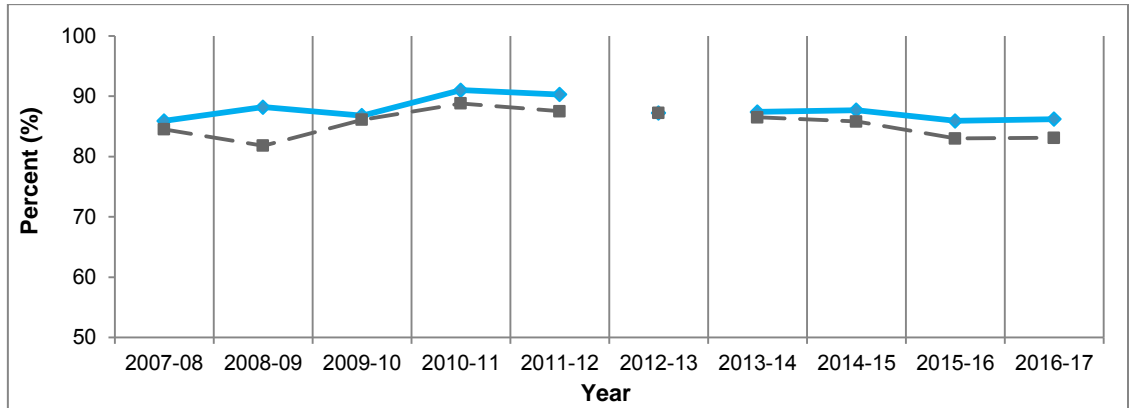
N = 469
 Acceptable Standard: 93.4%
 Standard of Excellence: 13.9%

French Language Arts 9 Results

*All Students Enrolled (Cohort)

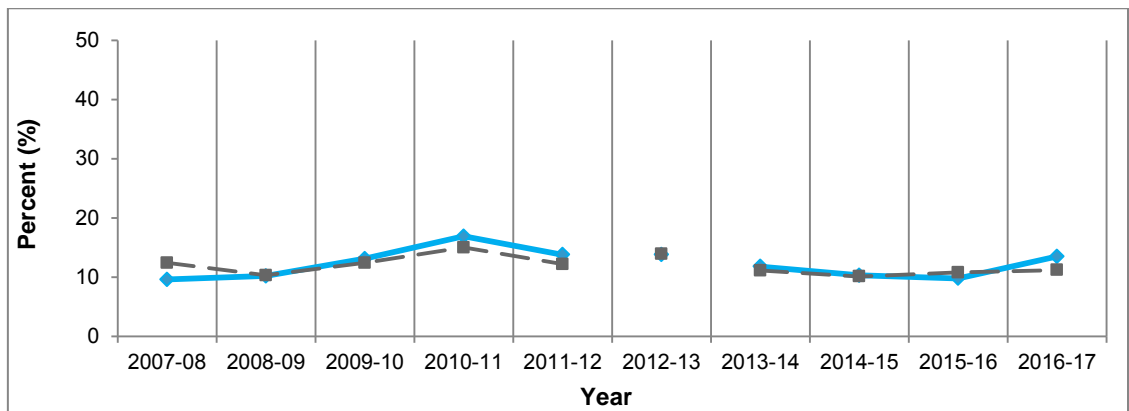
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	85.9	88.2	86.8	91.0	90.3	87.2	87.4	87.7	85.9	86.2
Province	84.5	81.8	86.1	88.8	87.5	87.2	86.5	85.8	83.0	83.1
Difference	1.4	6.4	0.7	2.2	2.8	0.0	0.9	1.9	2.9	3.1



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	9.6	10.2	13.1	16.9	13.8	13.8	11.8	10.3	9.8	13.5
Province	12.4	10.3	12.4	15.0	12.2	13.9	11.1	10.1	10.8	11.2
Difference	-2.8	-0.1	0.7	1.9	1.6	-0.1	0.7	0.2	-1.0	2.3



Participation

Year	CBE	Prov	Diff.
2007-08	97.4	96.8	0.6
2008-09	97.9	95.2	2.7
2009-10	98.2	98.0	0.2
2010-11	98.1	97.0	1.1
2011-12	98.8	97.4	1.4
2012-13	95.3	97.1	-1.8
2013-14	96.7	96.8	-0.1
2014-15	95.6	96.2	-0.6
2015-16	97.2	96.7	0.5
2016-17	96.7	96.1	0.6

Writer Data 2016-17

N = 609

Acceptable Standard: 89.2%

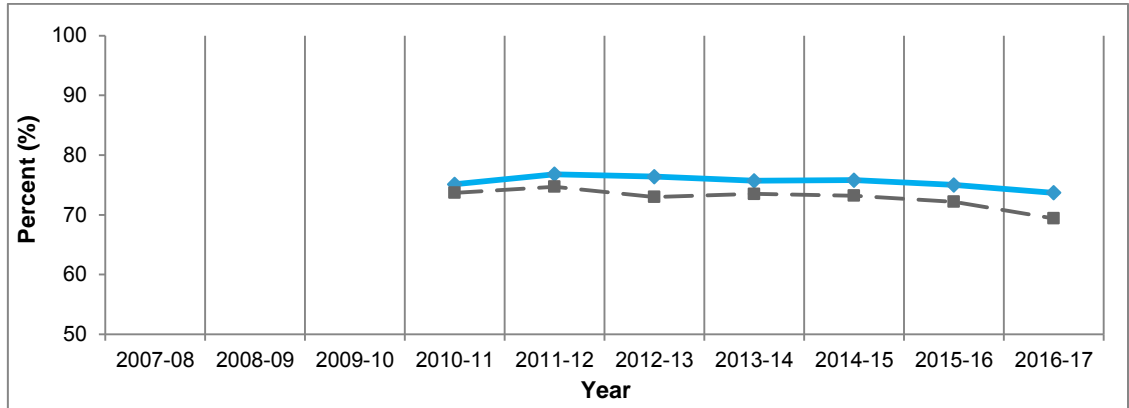
Standard of Excellence: 14.0%

Mathematics 6 Results

*All Students Enrolled (Cohort)

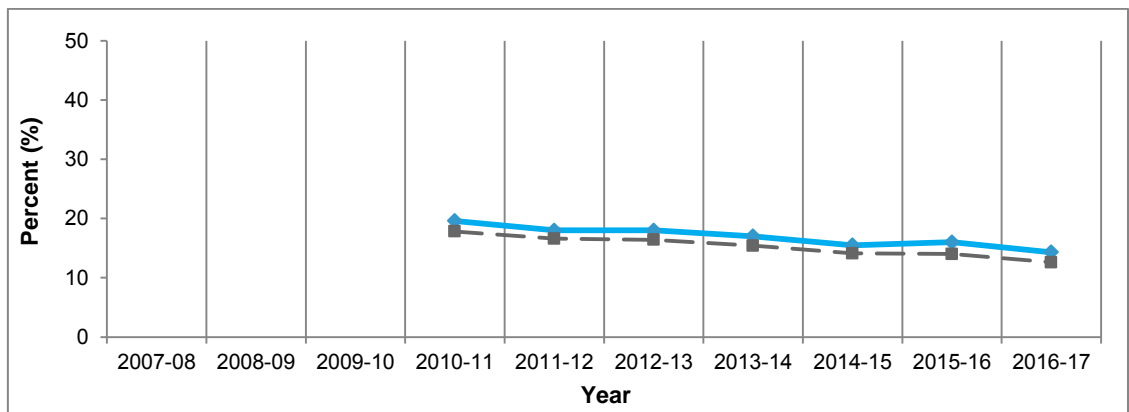
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE				75.1	76.8	76.4	75.7	75.8	75.0	73.7
Province				73.7	74.7	73.0	73.5	73.2	72.2	69.4
Difference				1.4	2.1	3.4	2.2	2.6	2.8	4.3



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE				19.6	18.0	18.0	17.0	15.5	16.0	14.3
Province				17.8	16.6	16.4	15.4	14.1	14.0	12.6
Difference				1.8	1.4	1.6	1.6	1.4	2.0	1.7



Participation

Year	CBE	Prov	Diff.
2007-08	91.4	89.5	1.9
2008-09	92.0	90.0	2.0
2009-10	92.6	90.7	1.9
2010-11	93.0	90.8	2.2
2011-12	93.5	90.8	2.7
2012-13	93.9	90.9	3.0
2013-14	93.6	90.6	3.0
2014-15	93.7	90.8	2.9
2015-16	93.9	90.9	3.0
2016-17	94.4	90.5	3.9

A new Program of Study for Mathematics in 2010-11 resulted in a new Grade 6 PAT for this subject.

Writer Data 2016-17

N = 7780

Acceptable Standard: 78.1%

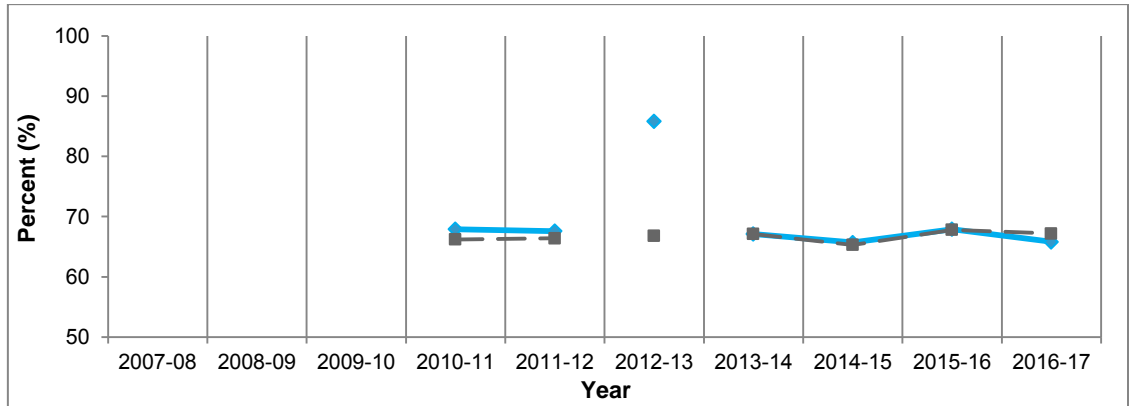
Standard of Excellence: 15.2%

Mathematics 9 Results

*All Students Enrolled (Cohort)

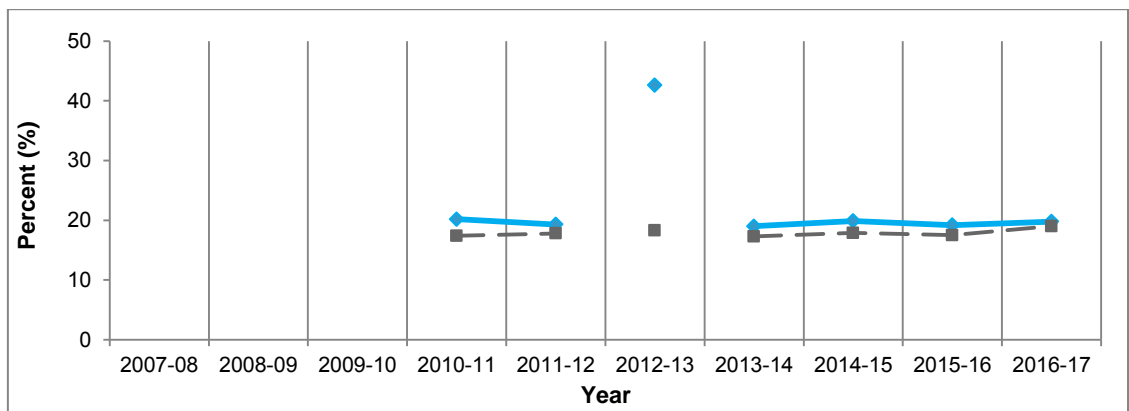
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE				67.9	67.6	85.8	67.1	65.7	67.9	65.8
Province				66.2	66.4	66.8	67.1	65.3	67.8	67.2
Difference				1.7	1.2	19.0	0.0	0.4	0.1	-1.4



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE				20.2	19.3	42.6	19.0	19.9	19.2	19.8
Province				17.4	17.8	18.3	17.3	17.9	17.5	19.0
Difference				2.8	1.5	24.3	1.7	2.0	1.7	0.8



Participation

Year	CBE	Prov	Diff.
2007-08			
2008-09			
2009-10			
2010-11	91.9	89.7	2.2
2011-12	92.6	89.7	2.9
2012-13	96.7	88.8	7.9
2013-14	91.2	89.1	2.1
2014-15	91.3	89.4	1.9
2015-16	92.0	89.5	2.5
2016-17	90.0	89.0	1.0

A new Program of Study for Mathematics in 2010-11 resulted in a new Grade 9 PAT for this subject.

As a result of the flooding that substantially impacted Calgary and areas in southern Alberta in 2013, Alberta Education cancelled the June administration of the Grade 9 PAT for this subject. Results reflect only a small cohort of students who wrote in the January administration. Caution must be used in interpreting these results.

Writer Data 2016-17

N = 6738

Acceptable Standard: 73.0%

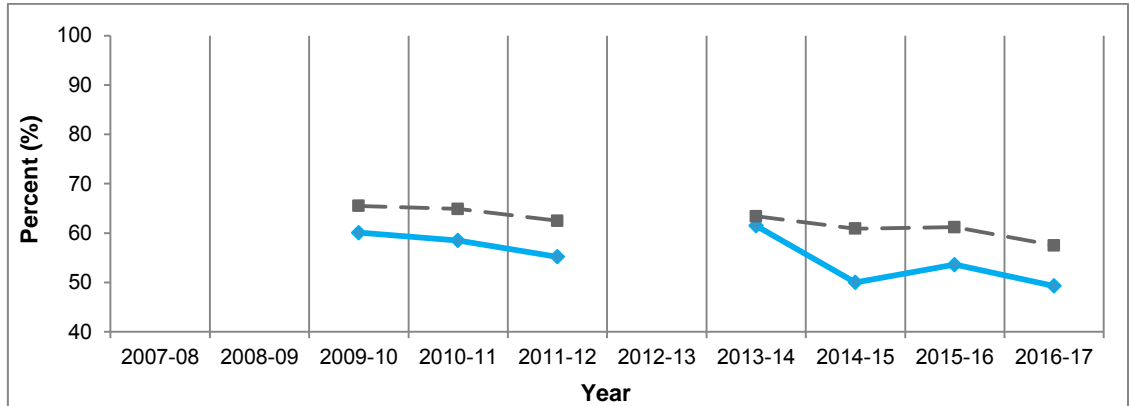
Standard of Excellence: 22.0%

Mathematics 9 Knowledge and Employability Results

*All Students Enrolled (Cohort)

Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE			60.1	58.5	55.2		61.5	50.0	53.6	49.3
Province			65.5	64.9	62.5		63.4	60.9	61.2	57.5
Difference			-5.4	-6.4	-7.3		-1.9	-10.9	-7.6	-8.2

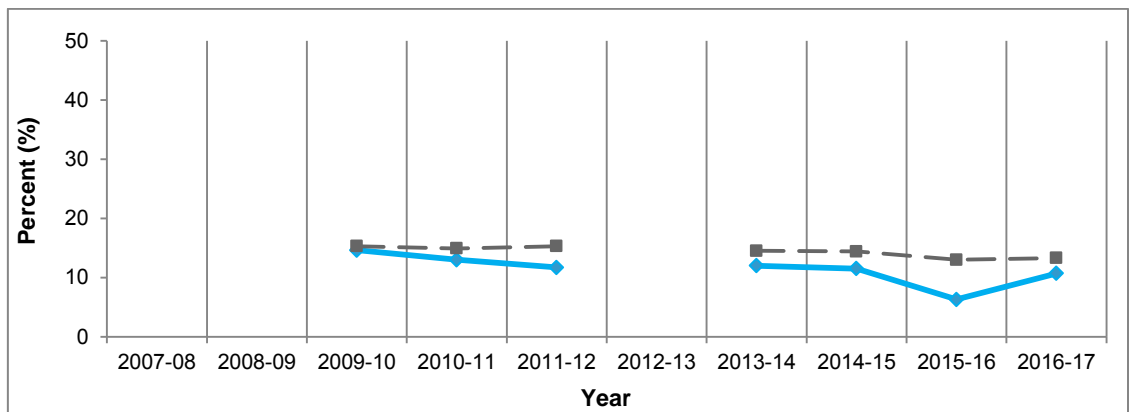


2016-17

Number Enrolled
215

Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE			14.6	13.0	11.7		12.0	11.5	6.3	10.7
Province			15.3	14.9	15.3		14.5	14.4	13.0	13.3
Difference			-0.7	-1.9	-3.6		-2.5	-2.9	-6.7	-2.6



Participation

Year	CBE	Prov	Diff.
2007-08			
2008-09			
2009-10	84.7	87.3	-2.6
2010-11	85.5	87.2	-1.7
2011-12	84.1	87.1	-3.0
2012-13			
2013-14	84.5	86.2	-1.7
2014-15	85.0	85.9	-0.9
2015-16	85.5	86.8	-1.3
2016-17	80.0	85.1	-5.1

The Mathematics 9 K&E PAT was introduced in the 2008-09 school year.

As a result of the flooding that substantially impacted Calgary and areas in southern Alberta in 2013, Alberta Education cancelled the June administration of the Grade 9 PAT for this subject.

Writer Data 2016-17

N = 172

Acceptable Standard: 61.6%

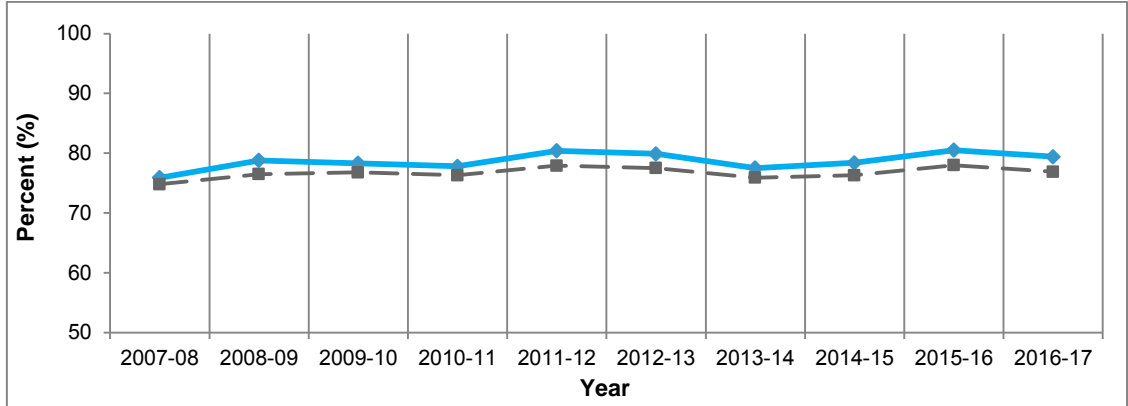
Standard of Excellence: 13.4%

Science 6 Results

*All Students Enrolled (Cohort)

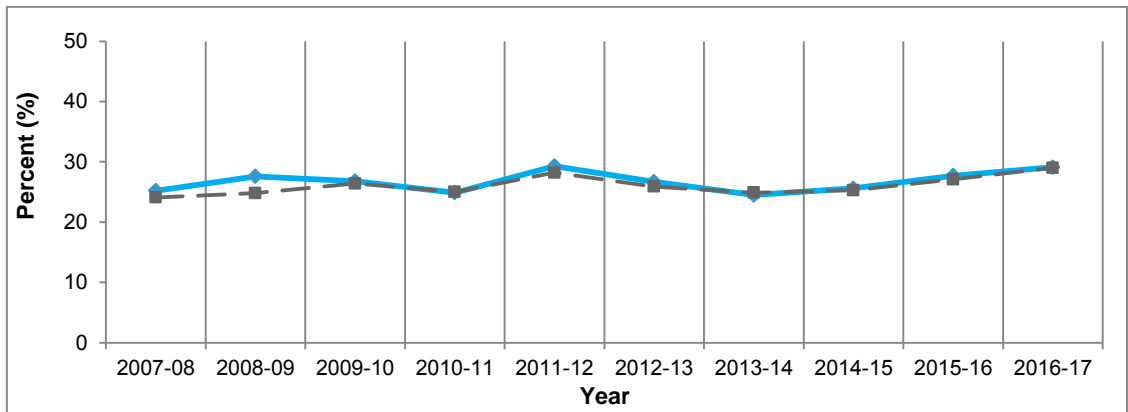
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	75.9	78.8	78.3	77.8	80.4	79.9	77.5	78.4	80.5	79.4
Province	74.8	76.5	76.8	76.3	77.9	77.5	75.9	76.3	78.0	76.9
Difference	1.1	2.3	1.5	1.5	2.5	2.4	1.6	2.1	2.5	2.5



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	25.2	27.6	26.8	24.9	29.3	26.7	24.5	25.6	27.7	29.1
Province	24.1	24.8	26.4	25.0	28.2	25.9	24.9	25.3	27.1	29.0
Difference	1.1	2.8	0.4	-0.1	1.1	0.8	-0.4	0.3	0.6	0.1



Participation

Year	CBE	Prov	Diff.
2007-08	90.8	89.0	1.8
2008-09	91.6	89.6	2.0
2009-10	92.3	90.5	1.8
2010-11	93.2	90.5	2.7
2011-12	94.2	90.8	3.4
2012-13	93.6	90.9	2.7
2013-14	93.2	90.2	3.0
2014-15	93.2	90.3	2.9
2015-16	93.8	90.6	3.2
2016-17	93.2	89.7	3.5

Writer Data 2016-17

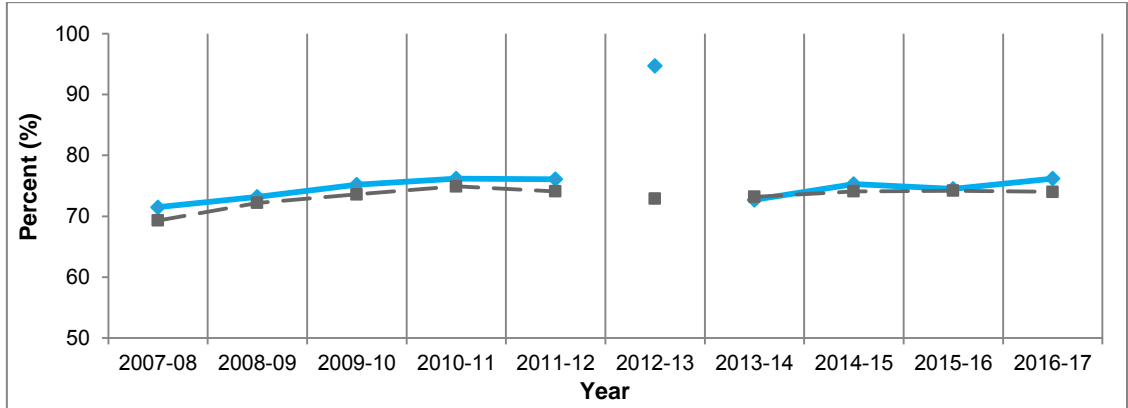
N = 7685
 Acceptable Standard: 85.2%
 Standard of Excellence: 31.2%

Science 9 Results

*All Students Enrolled (Cohort)

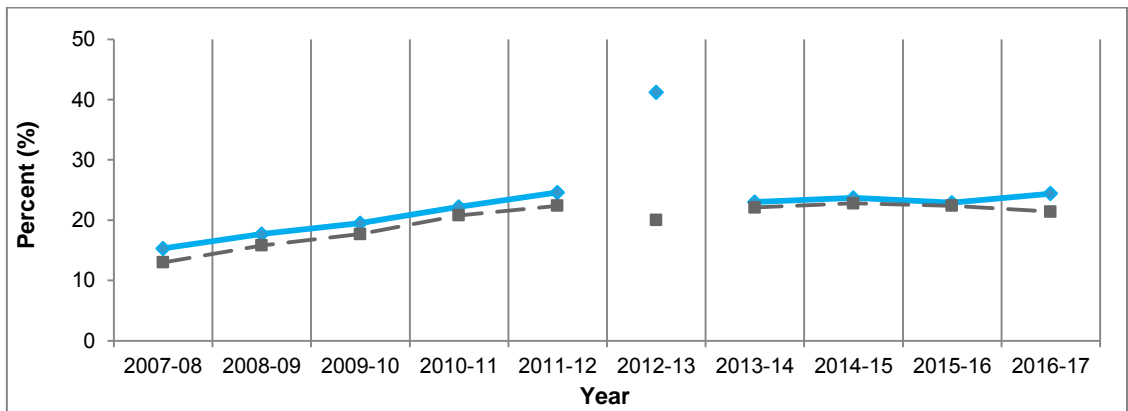
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	71.5	73.2	75.2	76.2	76.1	94.7	72.7	75.3	74.5	76.2
Province	69.3	72.2	73.6	74.9	74.1	72.9	73.2	74.1	74.2	74.0
Difference	2.2	1.0	1.6	1.3	2.0	21.8	-0.5	1.2	0.3	2.2



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	15.3	17.7	19.5	22.2	24.6	41.2	23.0	23.7	22.9	24.4
Province	13.0	15.8	17.7	20.8	22.4	20.0	22.1	22.8	22.4	21.4
Difference	2.3	1.9	1.8	1.4	2.2	21.2	0.9	0.9	0.5	3.0



Participation

Year	CBE	Prov	Diff.
2007-08	91.9	89.0	2.9
2008-09	92.2	90.4	1.8
2009-10	92.5	90.4	2.1
2010-11	92.7	90.0	2.7
2011-12	93.2	90.1	3.1
2012-13	97.7	89.3	8.4
2013-14	91.6	89.6	2.0
2014-15	91.8	89.9	1.9
2015-16	92.3	89.9	2.4
2016-17	91.5	89.3	2.2

As a result of the flooding that substantially impacted Calgary and areas in southern Alberta in 2013, Alberta Education cancelled the June administration of the Grade 9 PAT for this subject. Results reflect only a small cohort of students who wrote in the January administration. Caution must be used in interpreting these results.

Writer Data 2016-17

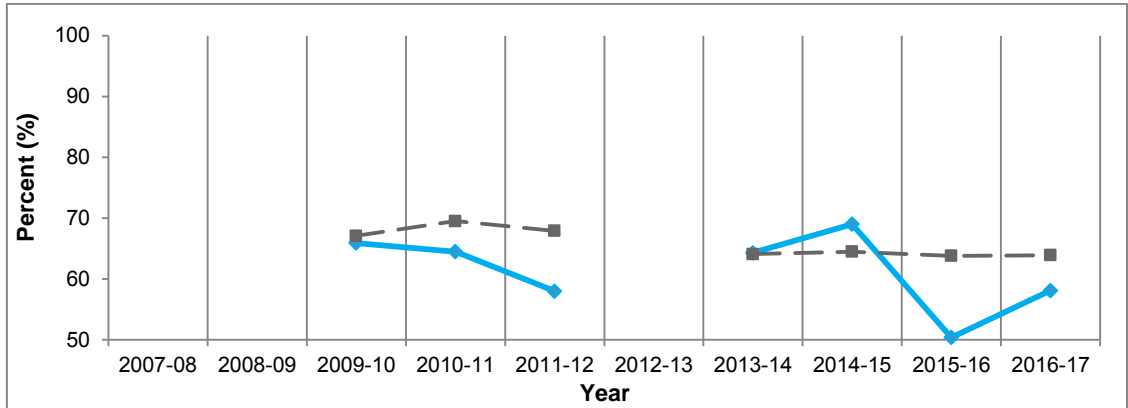
N = 6918
 Acceptable Standard: 83.2%
 Standard of Excellence: 26.7%

Science 9 Knowledge and Employability Results

*All Students Enrolled (Cohort)

Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE			65.9	64.5	58.0		64.3	69.0	50.4	58.1
Province			67.1	69.5	67.9		64.1	64.5	63.8	63.9
Difference			-1.2	-5.0	-9.9		0.2	4.5	-13.4	-5.8

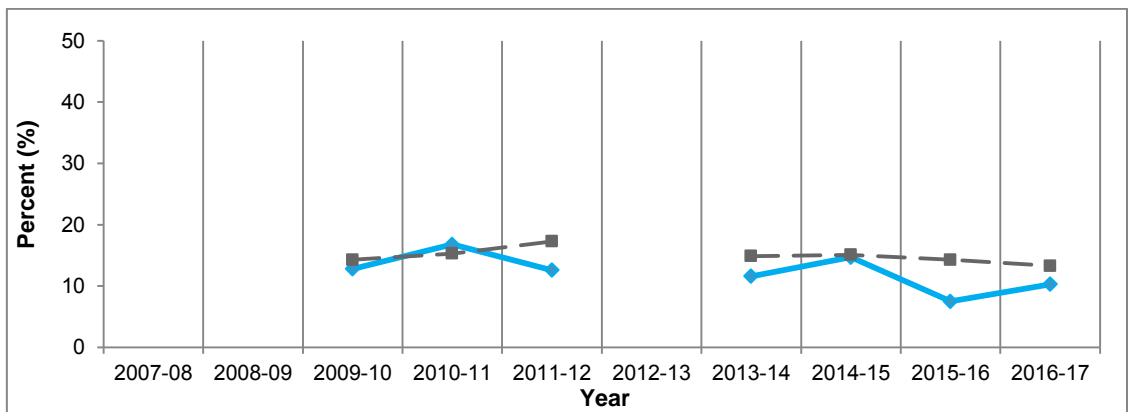


2016-17

Number Enrolled
136

Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE			12.8	16.8	12.6		11.6	14.7	7.5	10.3
Province			14.3	15.3	17.3		14.9	15.1	14.3	13.3
Difference			-1.5	1.5	-4.7		-3.3	-0.4	-6.8	-3.0



Participation

Year	CBE	Prov	Diff.
2007-08			
2008-09			
2009-10	83.2	86.7	-3.5
2010-11	87.7	87.1	0.6
2011-12	81.1	85.6	-4.5
2012-13			
2013-14	82.9	85.6	-2.7
2014-15	88.8	87.0	1.8
2015-16	78.9	85.4	-6.5
2016-17	77.9	83.6	-5.7

The Science9 K&E PAT was introduced in the 2008-09 school year.

As a result of the flooding that substantially impacted Calgary and areas in southern Alberta in 2013, Alberta Education cancelled the June administration of the Grade 9 PAT for this subject.

Writer Data 2016-17

N = 106

Acceptable Standard: 74.5%

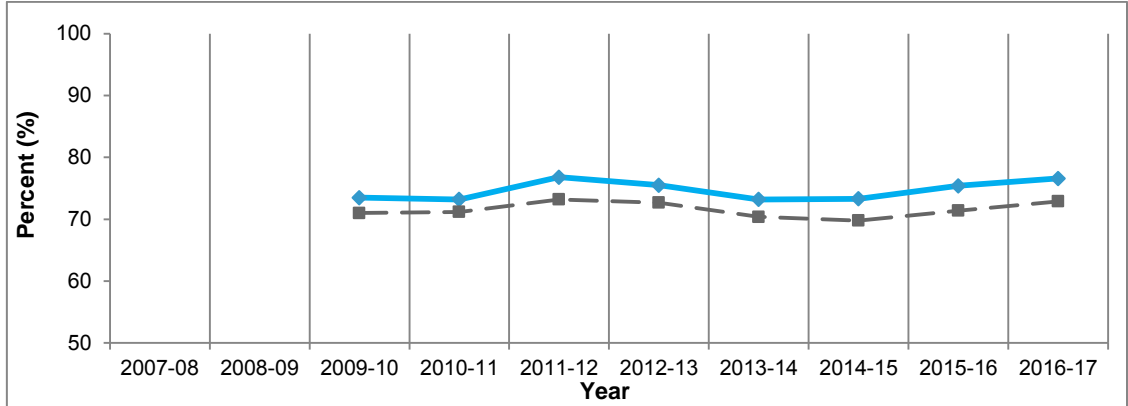
Standard of Excellence: 13.2%

Social Studies 6 Results

*All Students Enrolled (Cohort)

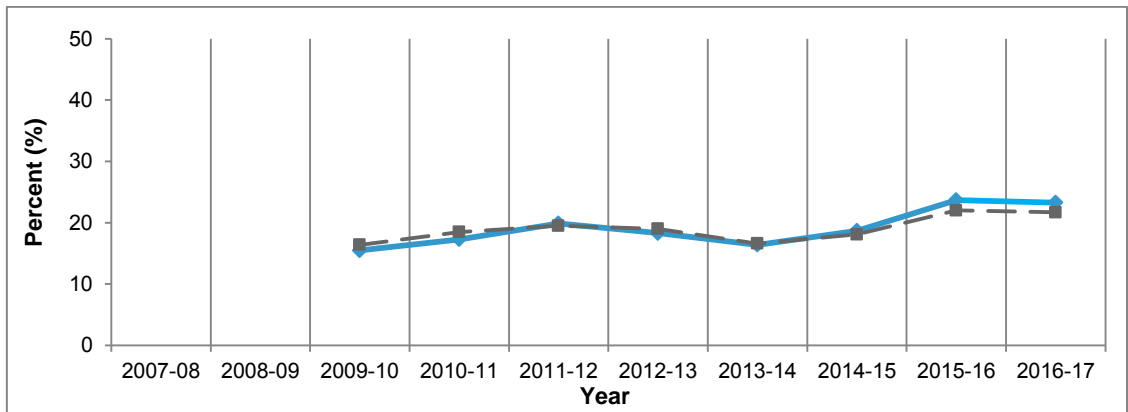
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE			73.5	73.2	76.8	75.5	73.2	73.3	75.4	76.6
Province			71.0	71.2	73.2	72.7	70.4	69.8	71.4	72.9
Difference			2.5	2.0	3.6	2.8	2.8	3.5	4.0	3.7



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE			15.5	17.3	19.9	18.3	16.4	18.7	23.7	23.3
Province			16.4	18.5	19.5	19.0	16.6	18.1	22.0	21.7
Difference			-0.9	-1.2	0.4	-0.7	-0.2	0.6	1.7	1.6



Participation

Year	CBE	Prov	Diff.
2007-08			
2008-09			
2009-10	92.6	90.3	2.3
2010-11	93.3	90.5	2.8
2011-12	94.0	90.7	3.3
2012-13	92.1	90.1	2.0
2013-14	92.6	89.5	3.1
2014-15	92.9	89.8	3.1
2015-16	93.5	90.2	3.3
2016-17	93.6	90.0	3.6

A new Program of Study for Social Studies in 2009-10 resulted in a new Social Studies 6 PAT.

Writer Data 2016-17

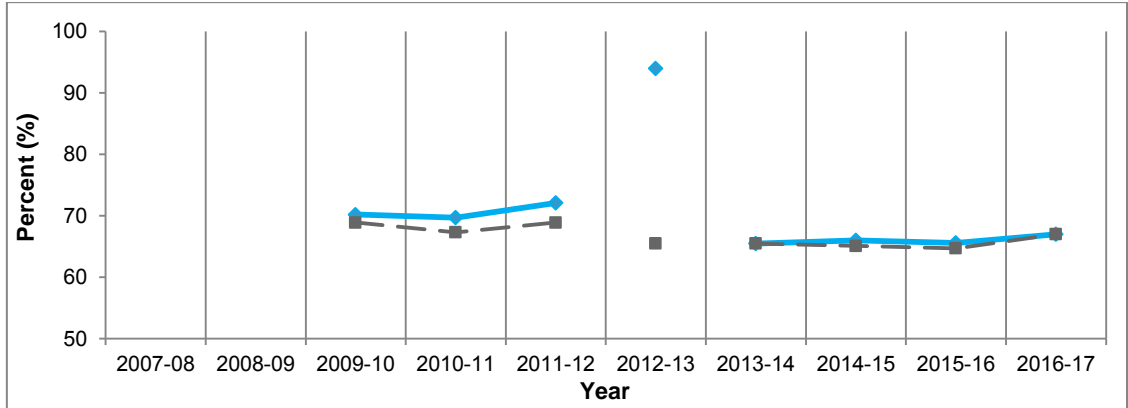
N = 7718
 Acceptable Standard: 81.8%
 Standard of Excellence: 24.9%

Social Studies 9 Results

*All Students Enrolled (Cohort)

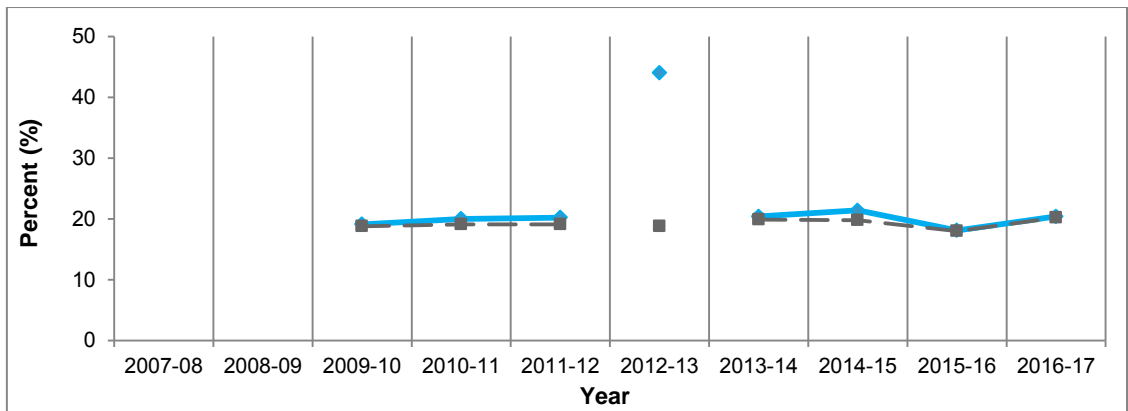
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE			70.2	69.7	72.1	94.0	65.5	66.0	65.6	67.0
Province			68.9	67.3	68.9	65.5	65.5	65.1	64.7	67.0
Difference			1.3	2.4	3.2	28.5	0.0	0.9	0.9	0.0



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE			19.1	20.0	20.2	44.0	20.4	21.4	18.1	20.4
Province			18.8	19.1	19.1	18.8	19.9	19.8	18.0	20.2
Difference			0.3	0.9	1.1	25.2	0.5	1.6	0.1	0.2



Participation

Year	CBE	Prov	Diff.
2007-08			
2008-09			
2009-10	92.2	90.2	2.0
2010-11	91.4	88.8	2.6
2011-12	91.9	89.1	2.8
2012-13	99.0	88.6	10.4
2013-14	90.6	88.7	1.9
2014-15	90.6	88.6	2.0
2015-16	90.9	89.1	1.8
2016-17	90.6	89.4	1.2

A new Program of Study for Social Studies in 2009-10 resulted in a new Social Studies 9 PAT.

As a result of the flooding that substantially impacted Calgary and areas in southern Alberta in 2013, Alberta Education cancelled the June administration of the Grade 9 PAT for this subject. Results reflect only a small cohort of students who wrote in the January administration. Caution must be used in interpreting these results.

Writer Data 2016-17

N = 6847

Acceptable Standard: 74.0%

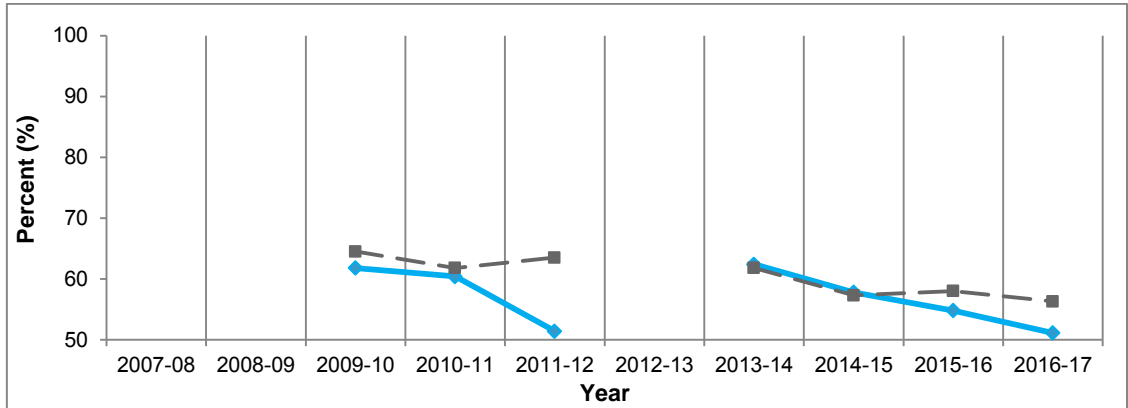
Standard of Excellence: 22.5%

Social Studies 9 Knowledge and Employability Results

*All Students Enrolled (Cohort)

Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE			61.8	60.4	51.4		62.4	57.8	54.8	51.1
Province			64.5	61.8	63.5		61.8	57.3	58.0	56.3
Difference			-2.7	-1.4	-12.1		0.6	0.5	-3.2	-5.2

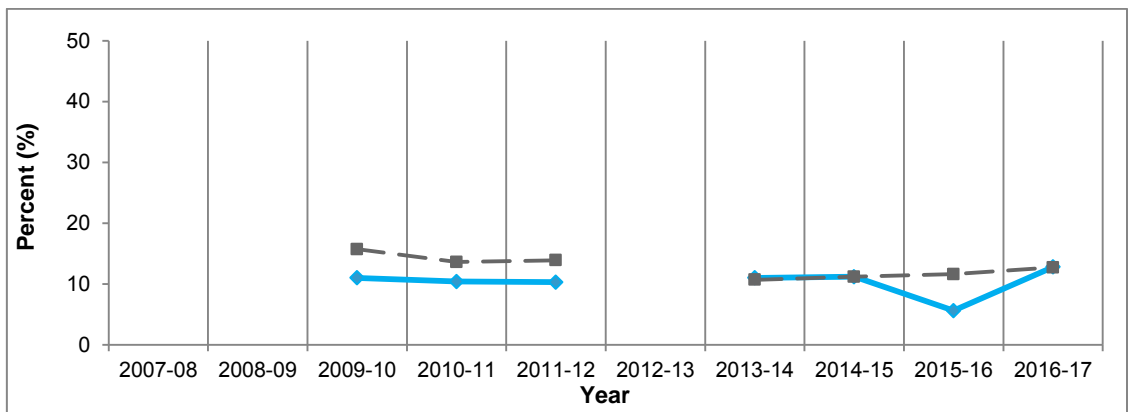


2016-17

Number Enrolled
141

Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE			11.0	10.4	10.3		11.0	11.2	5.6	12.8
Province			15.7	13.6	13.9		10.7	11.2	11.6	12.7
Difference			-4.7	-3.2	-3.6		0.3	0.0	-6.0	0.1



Participation

Year	CBE	Prov	Diff.
2007-08			
2008-09			
2009-10	82.2	85.1	-2.9
2010-11	86.8	84.0	2.8
2011-12	79.7	84.0	-4.3
2012-13			
2013-14	83.5	84.5	-1.0
2014-15	89.7	85.4	4.3
2015-16	81.5	83.5	-2.0
2016-17	74.5	83.3	-8.8

The Social Studies 9 K&E PAT was introduced in the 2009-10 school year when the new program of study was implemented.

As a result of the flooding that substantially impacted Calgary and areas in southern Alberta in 2013, Alberta Education cancelled the June administration of the Grade 9 PAT for this subject.

Writer Data 2016-17

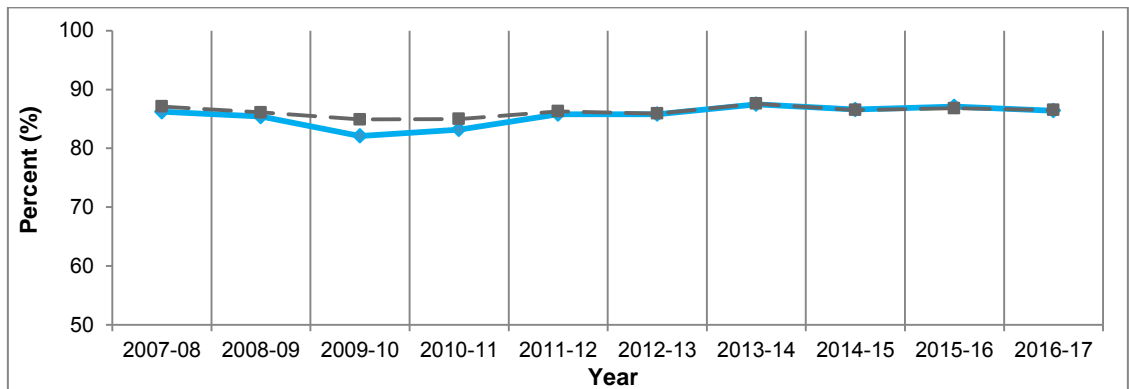
N = 105
Acceptable Standard: 68.6%
Standard of Excellence: 17.1%

Diploma Examination Details

English Language Arts 30-1

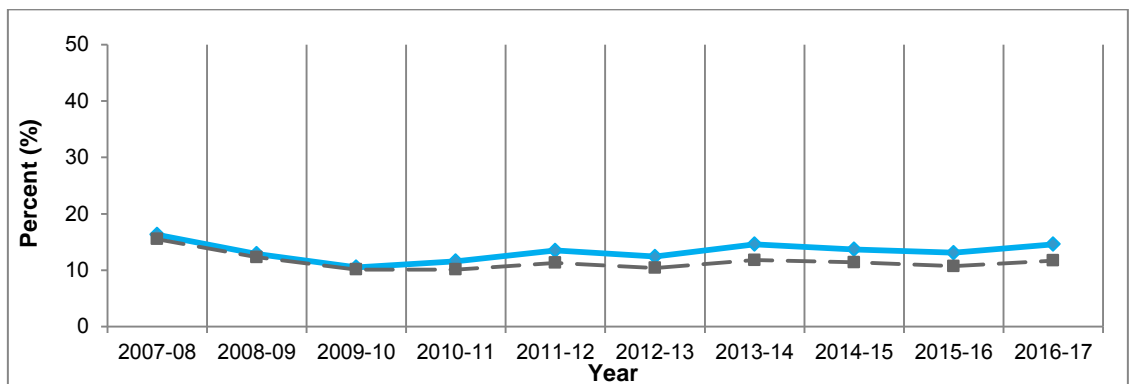
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	86.2	85.4	82.1	83.2	85.8	85.8	87.5	86.6	87.1	86.4
Province	87.1	86.1	84.9	85.0	86.3	85.9	87.6	86.5	86.8	86.5
Difference	-0.9	-0.7	-2.8	-1.8	-0.5	-0.1	-0.1	0.1	0.3	-0.1



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	16.3	12.9	10.5	11.6	13.5	12.4	14.6	13.7	13.1	14.6
Province	15.5	12.3	10.1	10.1	11.3	10.4	11.8	11.4	10.7	11.7
Difference	0.8	0.6	0.4	1.5	2.2	2.0	2.8	2.3	2.4	2.9



Participation

Year	CBE	Prov	Diff.
2007-08			
2008-09	64.0	59.8	4.2
2009-10	60.1	54.5	5.6
2010-11	60.5	54.5	6.0
2011-12	59.9	54.7	5.2
2012-13	59.3	54.0	5.3
2013-14	61.2	54.0	7.2
2014-15	60.3	53.2	7.1
2015-16	61.7	53.9	7.8
2016-17	61.8	55.0	6.8

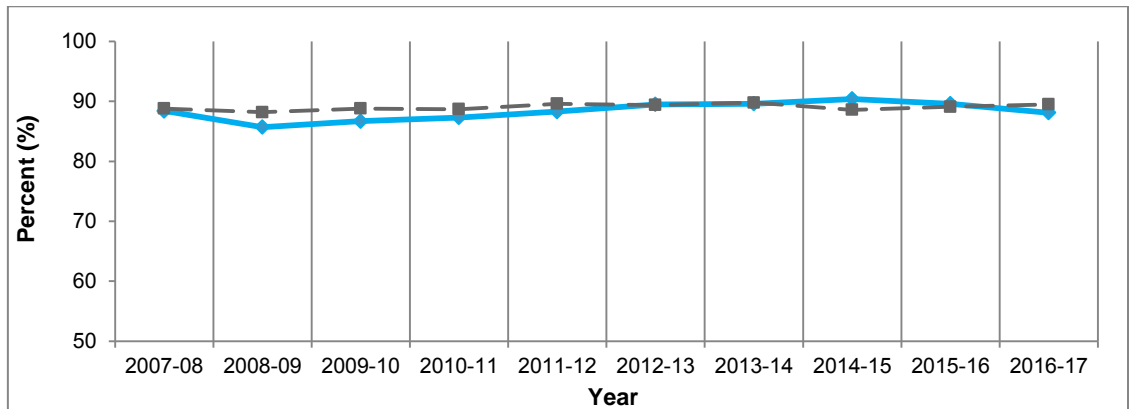
Effective September 2015, weighting on the diploma examination was reduced to 30% from 50%. Caution must be used in inferring trends with previous years.

For the 2012-13 school year, Alberta Education revised its method for calculating participation rates. Results are based upon a cohort of grade 10 students who are tracked over time. The results show the percentage of students in this cohort who complete the diploma examinations by the end of their third year of high school. Alberta Education recalculated the participation rate for the years to 2008-09 to 2011-12. Participation rates prior to 2008-09 have not been included because no comparison can be made.

English Language Arts 30-2

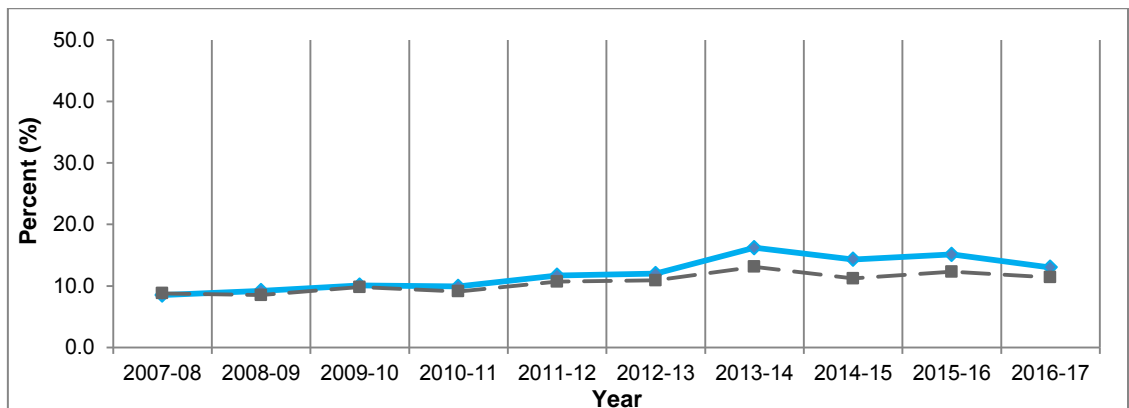
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	88.4	85.7	86.7	87.3	88.3	89.5	89.6	90.4	89.6	88.1
Province	88.8	88.2	88.8	88.7	89.6	89.4	89.8	88.6	89.1	89.5
Difference	-0.4	-2.5	-2.1	-1.4	-1.3	0.1	-0.2	1.8	0.5	-1.4



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	8.5	9.2	10.1	9.9	11.7	12.0	16.2	14.3	15.1	13.0
Province	8.8	8.5	9.8	9.1	10.7	10.9	13.1	11.2	12.3	11.4
Difference	-0.3	0.7	0.3	0.8	1.0	1.1	3.1	3.1	2.8	1.6



Participation

Year	CBE	Prov	Diff.
2007-08			
2008-09	18.7	24.5	-5.8
2009-10	20.0	25.1	-5.1
2010-11	20.4	26.1	-5.7
2011-12	21.0	25.9	-4.9
2012-13	23.4	27.1	-3.7
2013-14	22.3	28.0	-5.7
2014-15	22.4	28.7	-6.3
2015-16	21.7	28.7	-7.0
2016-17	22.0	28.8	-6.8

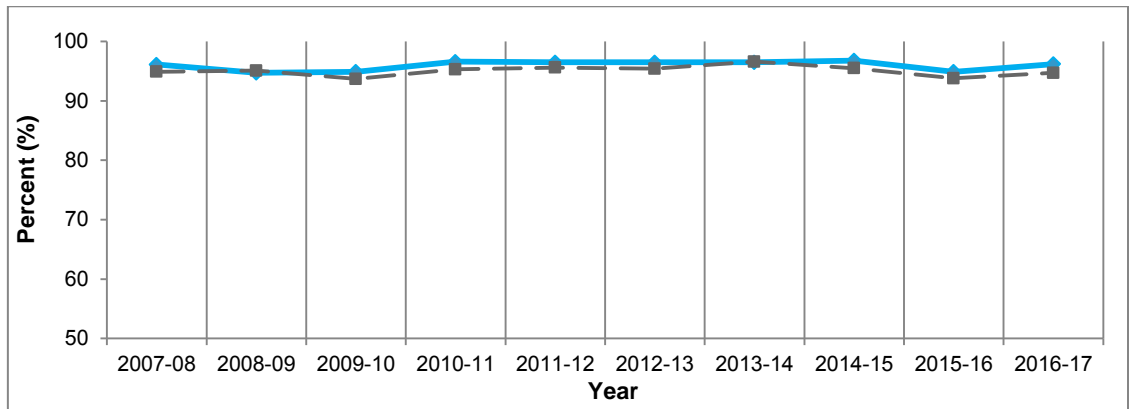
Effective September 2015, weighting on the diploma examination was reduced to 30% from 50%, impacting the interpretation of the results with previous years.

For the 2012-13 school year, Alberta Education revised its method for calculating participation rates. Results are based upon a cohort of grade 10 students who are tracked over time. The results show the percentage of students in this cohort who complete the diploma examinations by the end of their third year of high school. Alberta Education recalculated the participation rate for the years to 2008-09 to 2011-12. Participation rates prior to 2008-09 have not been included because no comparison can be made.

French Language Arts 30-1

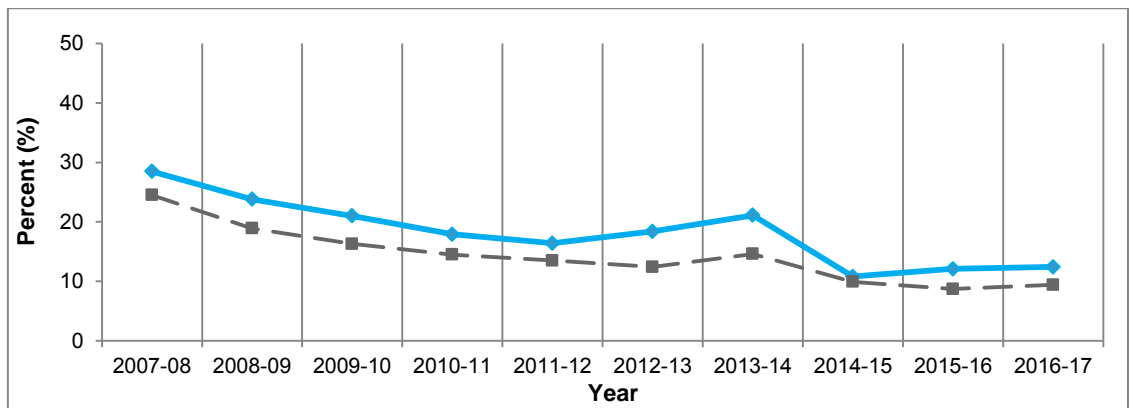
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	96.1	94.7	94.9	96.6	96.5	96.5	96.5	96.8	94.9	96.2
Province	94.9	95.1	93.7	95.3	95.6	95.4	96.6	95.5	93.8	94.7
Difference	1.2	-0.4	1.2	1.3	0.9	1.1	-0.1	1.3	1.1	1.5



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	28.5	23.8	21.0	17.9	16.4	18.4	21.1	10.8	12.1	12.4
Province	24.5	18.9	16.3	14.5	13.5	12.4	14.6	9.9	8.7	9.4
Difference	4.0	4.9	4.7	3.4	2.9	6.0	6.5	0.9	3.4	3.0



Participation

Year	CBE	Prov	Diff.
2007-08			
2008-09	5.5	2.7	2.8
2009-10	5.6	2.9	2.7
2010-11	5.2	2.8	2.4
2011-12	4.8	2.7	2.1
2012-13	4.8	2.7	2.1
2013-14	4.2	2.7	1.5
2014-15	5.1	2.8	2.3
2015-16	4.6	2.8	1.8
2016-17	5.1	3.0	2.1

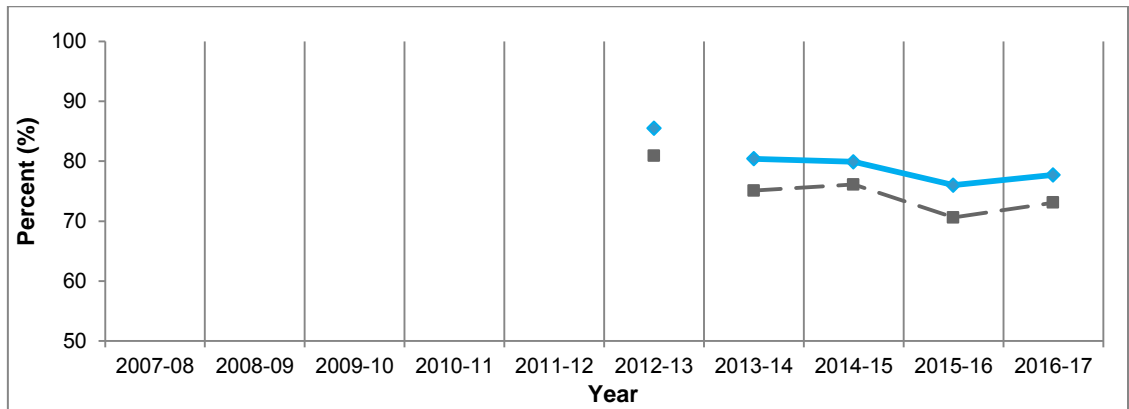
Effective September 2015, weighting on the diploma examination was reduced to 30% from 50%, impacting the interpretation of the results with previous years.

For the 2012-13 school year, Alberta Education revised its method for calculating participation rates. Results are based upon a cohort of grade 10 students who are tracked over time. The results show the percentage of students in this cohort who complete the diploma examinations by the end of their third year of high school. Alberta Education recalculated the participation rate for the years to 2008-09 to 2011-12. Participation rates prior to 2008-09 have not been included because no comparison can be made.

Mathematics 30-1

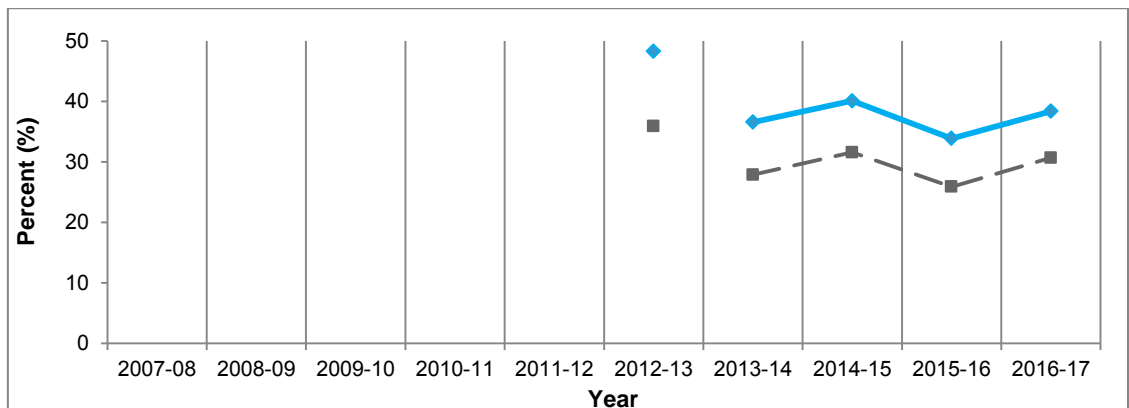
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17 ¹
CBE						85.5	80.4	79.9	76.0	77.7
Province						80.9	75.1	76.1	70.6	73.1
Difference						4.6	5.3	3.8	5.4	4.6



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17 ¹
CBE						48.3	36.6	40.1	33.9	38.4
Province						35.9	27.9	31.6	25.9	30.7
Difference						12.4	8.7	8.5	8.0	7.7



Participation

Year	CBE	Prov	Diff.
2007-08			
2008-09			
2009-10			
2010-11			
2011-12			
2012-13	31.6	29.7	1.9
2013-14	45.5	37.4	8.1
2014-15	47.2	37.1	10.1
2015-16	46.6	36.4	10.2
2016-17	46.1	35.5	10.6

A new Program of Study for Mathematics 30-1 in 2012-13 resulted in a new diploma examination.¹ Caution should be used when interpreting evaluations and results over time for Mathematics 30-1, 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.

Effective September 2015, weighting on the diploma examination was reduced to 30% from 50%, impacting the interpretation of the results with previous years.

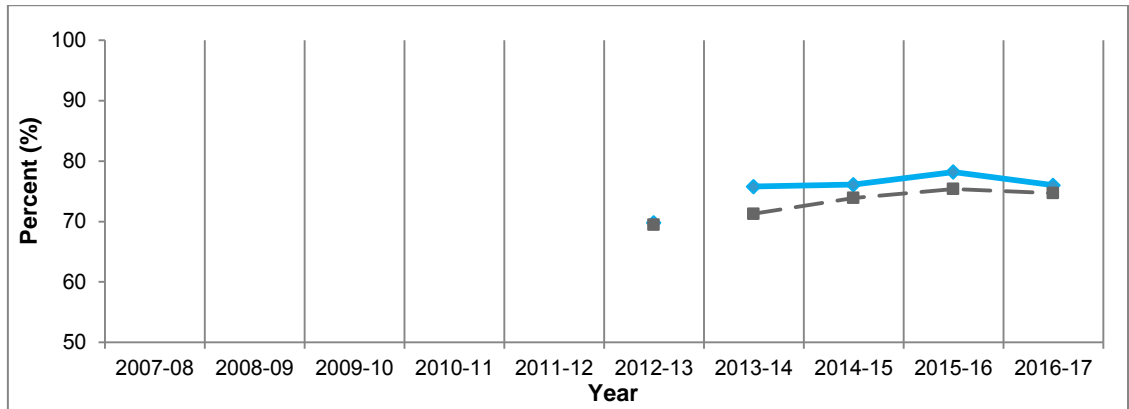
For the 2012-13 school year, Alberta Education revised its method for calculating participation rates. Results are based upon a cohort of grade 10 students who are tracked over time. The results show the percentage of students in this cohort who complete the diploma examinations by the end of their third year of high school.

Participation in diploma exams was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Mathematics 30-2

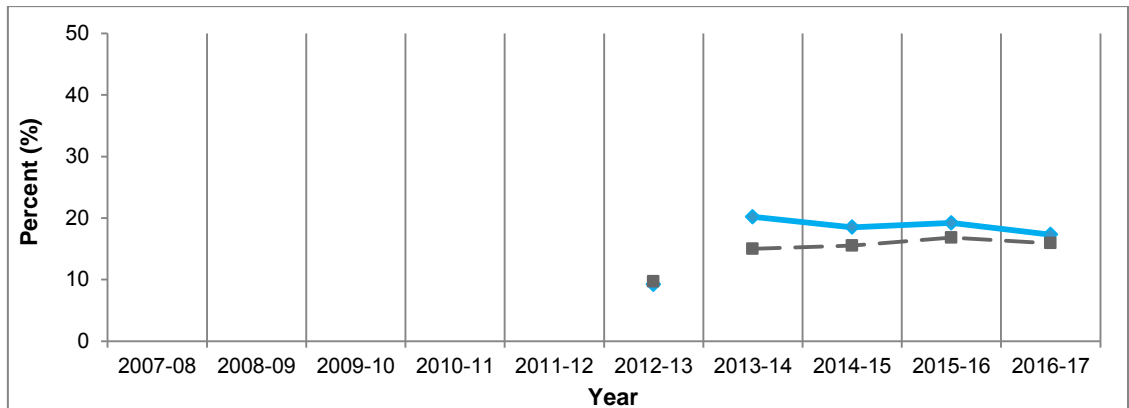
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17 ¹
CBE						69.8	75.8	76.1	78.2	76.0
Province						69.5	71.3	73.9	75.4	74.7
Difference						0.3	4.5	2.2	2.8	1.3



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17 ¹
CBE						9.2	20.2	18.5	19.2	17.3
Province						9.7	15.0	15.5	16.8	15.9
Difference						-0.5	5.2	3.0	2.4	1.4



Participation

Year	CBE	Prov	Diff.
2007-08			
2008-09			
2009-10			
2010-11			
2011-12			
2012-13	11.4	16.7	-5.3
2013-14	18.6	21.4	-2.8
2014-15	18.9	22.4	-3.5
2015-16	20.5	23.7	-3.2
2016-17	20.5	25.1	-4.6

A new Program of Study for Mathematics 30-2 in 2012-13 resulted in a new diploma examination.¹ Caution should be used when interpreting evaluations and results over time for Mathematics 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.

Effective September 2015, weighting on the diploma examination was reduced to 30% from 50%, impacting the interpretation of the results with previous years.

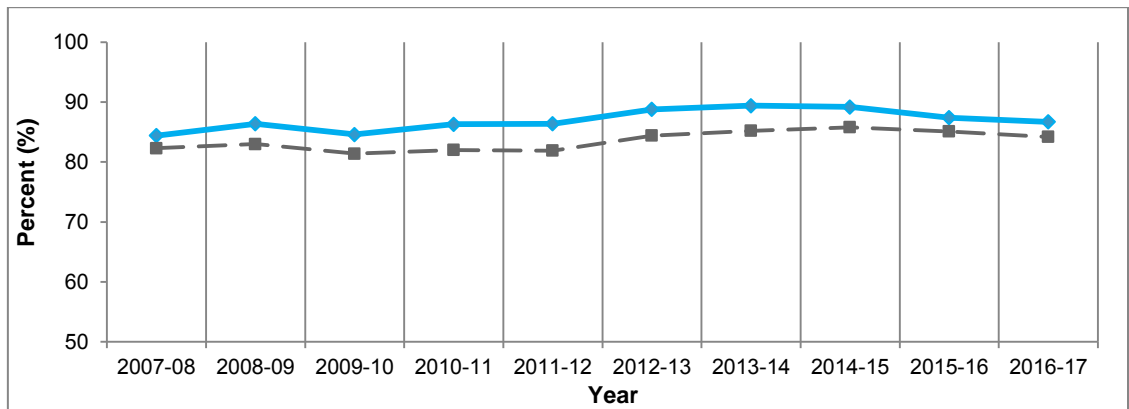
For the 2012-13 school year, Alberta Education revised its method for calculating participation rates. Results are based upon a cohort of grade 10 students who are tracked over time. The results show the percentage of students in this cohort who complete the diploma examinations by the end of their third year of high school.

Participation in diploma exams was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Biology 30

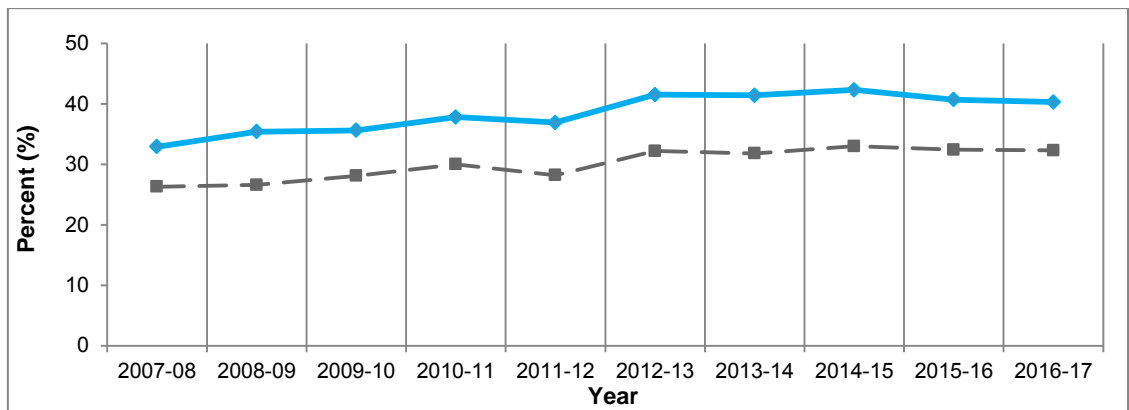
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	84.4	86.4	84.6	86.3	86.4	88.8	89.4	89.2	87.4	86.7
Province	82.3	83.0	81.4	82.0	81.9	84.4	85.2	85.8	85.1	84.2
Difference	2.1	3.4	3.2	4.3	4.5	4.4	4.2	3.4	2.3	2.5



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	32.9	35.4	35.6	37.8	36.9	41.5	41.4	42.3	40.7	40.3
Province	26.3	26.6	28.1	30.0	28.2	32.2	31.8	33.0	32.4	32.3
Difference	6.6	8.8	7.5	7.8	8.7	9.3	9.6	9.3	8.3	8.0



Participation

Year	CBE	Prov	Diff.
2007-08			
2008-09	41.0	44.3	-3.3
2009-10	39.0	41.2	-2.2
2010-11	41.6	42.5	-0.9
2011-12	42.2	42.8	-0.6
2012-13	41.8	42.2	-0.4
2013-14	42.6	41.4	1.2
2014-15	41.7	40.6	1.1
2015-16	42.3	40.7	1.6
2016-17	42.8	41.7	1.1

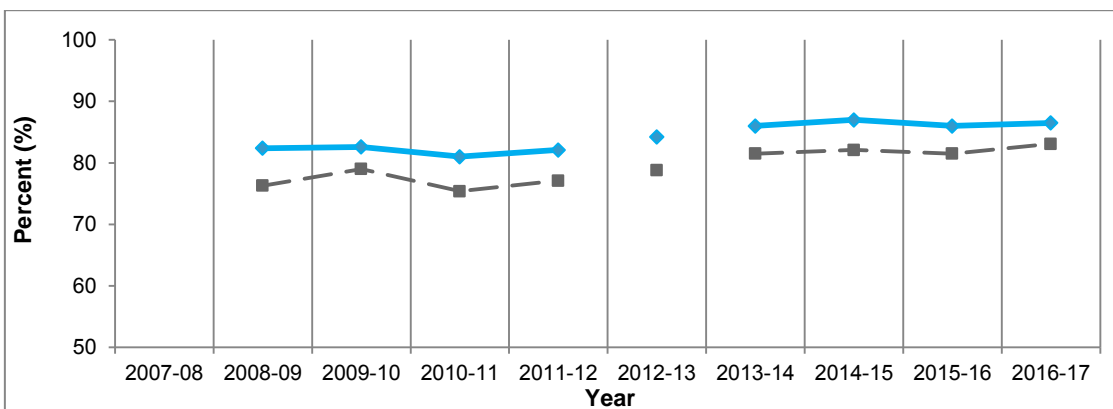
Effective September 2015, weighting on the diploma examination was reduced to 30% from 50%, impacting the interpretation of the results with previous years.

For the 2012-13 school year, Alberta Education revised its method for calculating participation rates. Results are based upon a cohort of grade 10 students who are tracked over time. The results show the percentage of students in this cohort who complete the diploma examinations by the end of their third year of high school. Alberta Education recalculated the participation rate for the years to 2008-09 to 2011-12. Participation rates prior to 2008-09 have not been included because no comparison can be made.

Chemistry 30

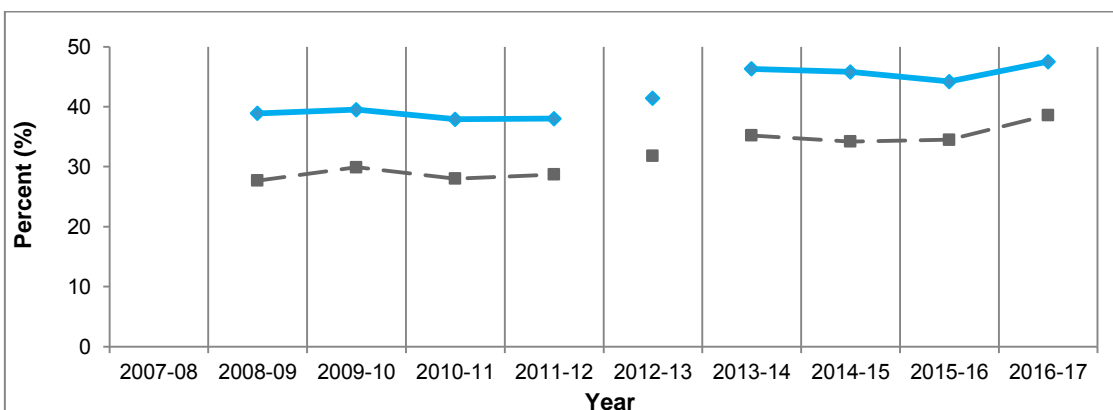
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11 ¹	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE		82.4	82.6	81.0	82.1	84.2	86.0	87.0	86.0	86.5
Province		76.3	79.0	75.4	77.1	78.8	81.5	82.1	81.5	83.1
Difference		6.1	3.6	5.6	5.0	5.4	4.5	4.9	4.5	3.4



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11 ¹	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE		38.9	39.5	37.9	38.0	41.4	46.3	45.8	44.2	47.5
Province		27.7	29.9	28.0	28.7	31.8	35.2	34.2	34.5	38.6
Difference		11.2	9.6	9.9	9.3	9.6	11.1	11.6	9.7	8.9



Participation

Year	CBE	Prov	Diff.
2007-08			
2008-09	36.6	33.3	3.3
2009-10	39.6	35.2	4.4
2010-11	41.2	35.9	5.3
2011-12	42.1	36.4	5.7
2012-13	28.2	31.5	-3.3
2013-14	41.5	34.7	6.8
2014-15	42.5	35.7	6.8
2015-16	43.0	35.5	7.5
2016-17	42.9	35.1	7.8

A new Program of Study for Chemistry 30 in 2008-09 resulted in a new diploma examination. ¹ Caution should be used when interpreting evaluations and results over time for Chemistry 30, as equating was not in place until the 2010-11 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

Effective September 2015, weighting on the diploma examination was reduced to 30% from 50%, impacting the interpretation of the results with previous years.

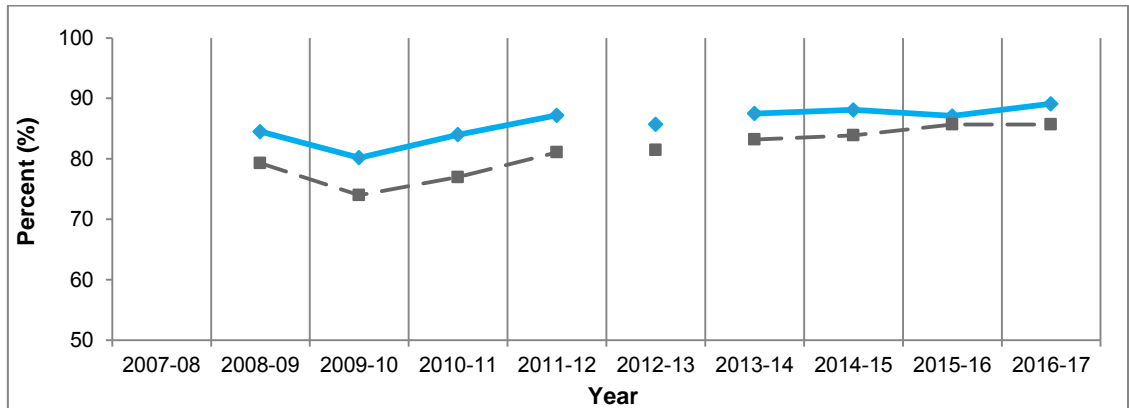
For the 2012-13 school year, Alberta Education revised its method for calculating participation rates. Results are based upon a cohort of grade 10 students who are tracked over time. The results show the percentage of students in this cohort who complete the diploma examinations by the end of their third year of high school. Alberta Education recalculated the participation rate for the years to 2008-09 to 2011-12. Participation rates prior to 2008-09 have not been included because no comparison can be made.

Participation in diploma exams was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Physics 30

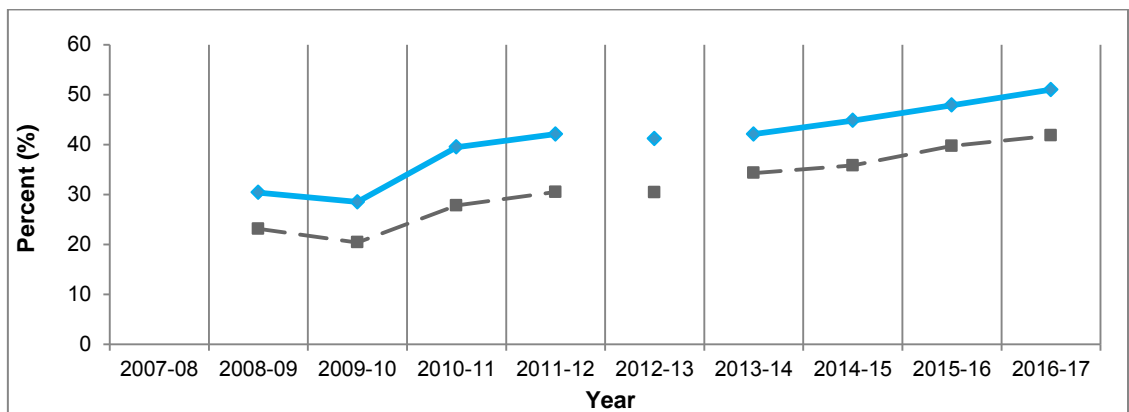
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13 ¹	2013-14	2014-15	2015-16	2016-17
CBE		84.5	80.2	84.0	87.2	85.7	87.5	88.1	87.1	89.1
Province		79.3	74.0	77.0	81.1	81.5	83.2	83.9	85.7	85.7
Difference		5.2	6.2	7.0	6.1	4.2	4.3	4.2	1.4	3.4



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14 ¹	2014-15	2015-16	2016-17
CBE		30.4	28.5	39.5	42.1	41.2	42.1	44.8	47.9	51.0
Province		23.1	20.4	27.8	30.5	30.4	34.3	35.8	39.7	41.8
Difference		7.3	8.1	11.7	11.6	10.8	7.8	9.0	8.2	9.2



Participation

Year	CBE	Prov	Diff.
2007-08			
2008-09	20.5	19.8	0.7
2009-10	21.7	20.0	1.7
2010-11	22.5	20.5	2.0
2011-12	22.0	20.2	1.8
2012-13	15.1	17.3	-2.2
2013-14	23.3	20.1	3.2
2014-15	23.8	19.9	3.9
2015-16	23.5	19.3	4.2
2016-17	21.6	18.6	3.0

A new Program of Study for Physics 30 in 2008-09 resulted in a new diploma examination. ¹ Caution should be used when interpreting evaluations and results over time for Physics 30, as equating was not in place until the 2013-14 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

For the 2012-13 school year, Alberta Education revised its method for calculating participation rates. Results are based upon a cohort of grade 10 students who are tracked over time. The results show the percentage of students in this cohort who complete the diploma examinations by the end of their third year of high school. Alberta Education recalculated the participation rate for the years to 2008-09 to 2011-12. Participation rates prior to 2008-09 have not been included because no comparison can be made.

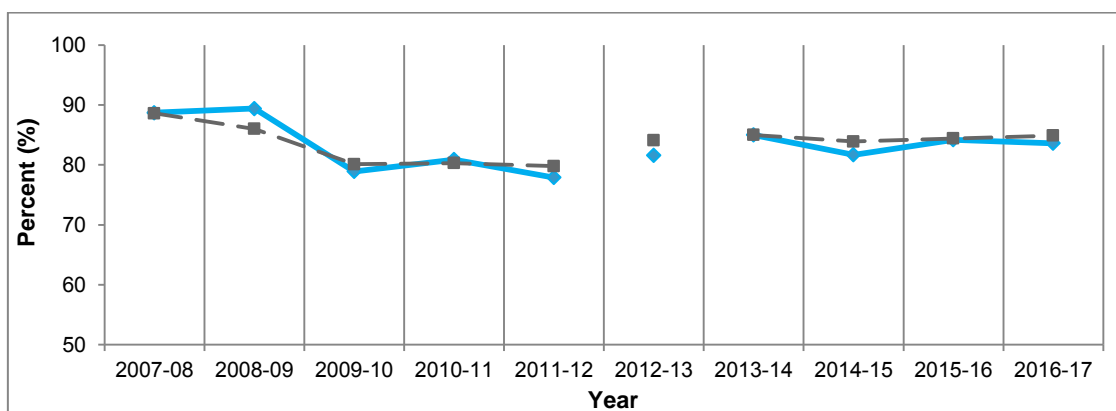
Participation in diploma exams was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Effective September 2015, weighting on the diploma examination was reduced to 30% from 50%, impacting the interpretation of the results with previous years.

Science 30

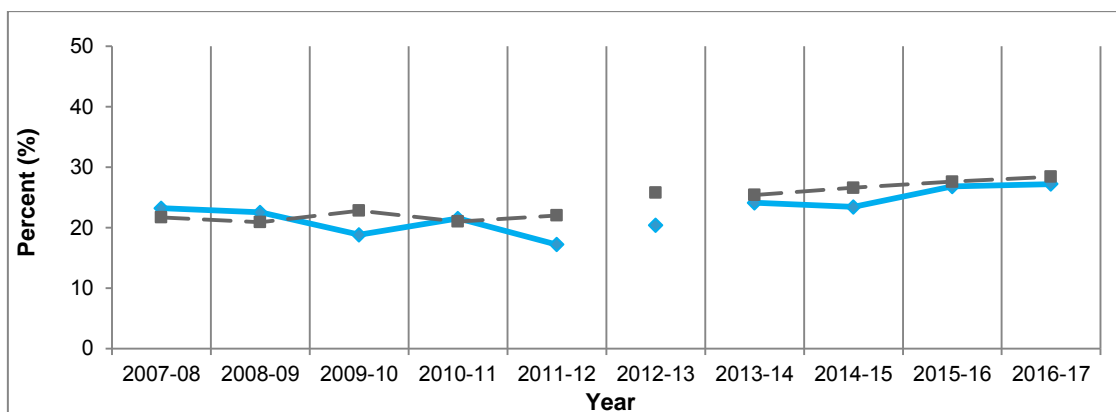
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11 ¹	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	88.7	89.4	78.9	80.9	77.9	81.6	85.0	81.7	84.2	83.6
Province	88.6	86.0	80.1	80.3	79.8	84.1	85.0	83.9	84.4	84.9
Difference	0.1	3.4	-1.2	0.6	-1.9	-2.5	0.0	-2.2	-0.2	-1.3



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11 ¹	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	23.2	22.5	18.8	21.5	17.2	20.4	24.1	23.4	26.8	27.2
Province	21.7	20.9	22.8	21.0	22.0	25.8	25.4	26.6	27.6	28.4
Difference	1.5	1.6	-4.0	0.5	-4.8	-5.4	-1.3	-3.2	-0.8	-1.2



Participation

Year	CBE	Prov	Diff.
2007-08			
2008-09	7.8	9.3	-1.5
2009-10	8.6	9.0	-0.4
2010-11	8.5	9.0	-0.5
2011-12	9.6	10.3	-0.7
2012-13	6.0	9.8	-3.8
2013-14	12.0	12.8	-0.8
2014-15	13.1	14.1	-1.0
2015-16	14.9	15.7	-0.8
2016-17	13.8	16.9	-3.1

A new Program of Study for Science 30 in 2007-08 resulted in a new diploma examination.¹ Caution should be used when interpreting evaluations and results over time for Science 30, as equating was not in place until the 2010-11 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

For the 2012-13 school year, Alberta Education revised its method for calculating participation rates. Results are based upon a cohort of grade 10 students who are tracked over time. The results show the percentage of students in this cohort who complete the diploma examinations by the end of their third year of high school. Alberta Education recalculated the participation rate for the years to 2008-09 to 2011-12. Participation rates prior to 2008-09 have not been included because no comparison can be made.

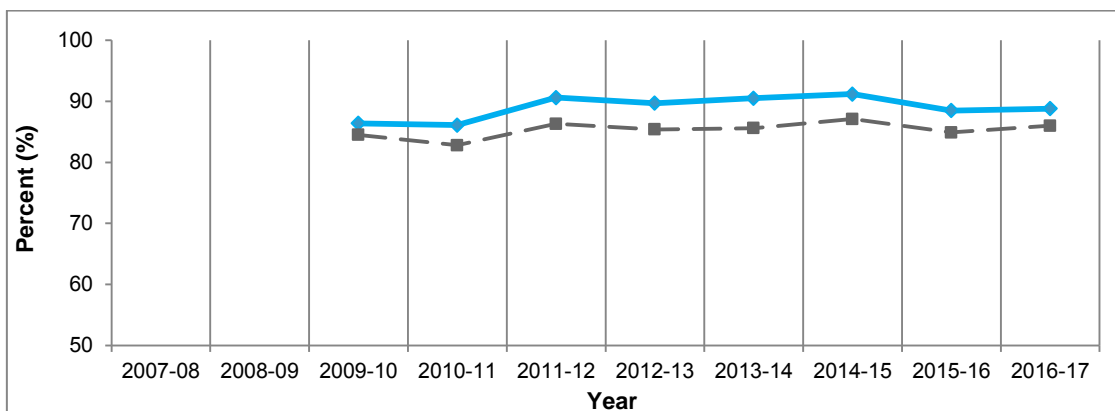
Participation in diploma exams was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Effective September 2015, weighting on the diploma examination was reduced to 30% from 50%, impacting the interpretation of the results with previous years.

Social Studies 30-1

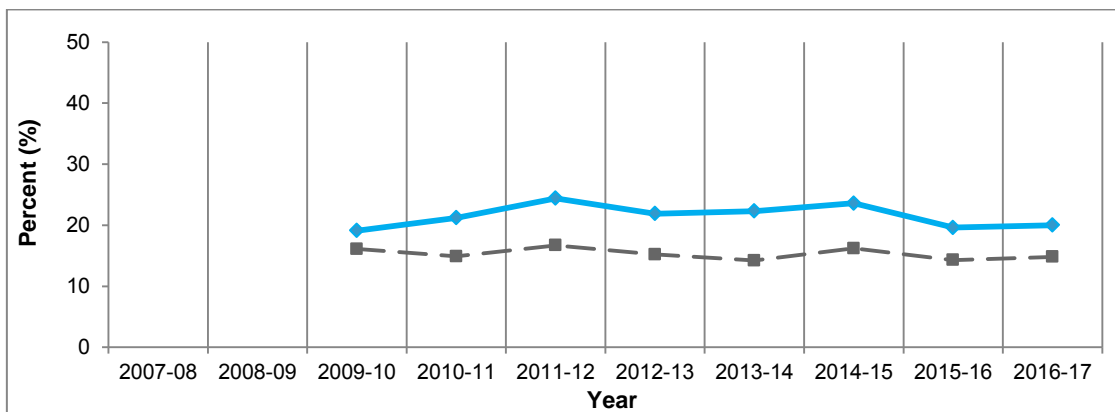
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13 ¹	2013-14	2014-15	2015-16	2016-17
CBE			86.4	86.1	90.6	89.7	90.5	91.2	88.5	88.8
Province			84.5	82.8	86.3	85.4	85.6	87.1	84.9	86.0
Difference			1.9	3.3	4.3	4.3	4.9	4.1	3.6	2.8



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13 ¹	2013-14	2014-15	2015-16	2016-17
CBE			19.1	21.2	24.4	21.9	22.3	23.6	19.6	20.0
Province			16.1	14.9	16.7	15.2	14.2	16.2	14.3	14.8
Difference			3.0	6.3	7.7	6.7	8.1	7.4	5.3	5.2



Participation

Year	CBE	Prov	Diff.
2007-08			
2008-09			
2009-10	49.7	45.7	4.0
2010-11	50.4	47.8	2.6
2011-12	48.0	47.6	0.4
2012-13	44.2	45.8	-1.6
2013-14	45.0	45.1	-0.1
2014-15	43.7	43.5	0.2
2015-16	46.9	45.1	1.8
2016-17	46.4	44.9	1.5

A new Program of Study for Social Studies 30-1 in 2009-10 resulted in a new diploma examination. ¹ Caution should be used when interpreting evaluations and results over time for Social Studies 30-1, as equating was not in place until the 2012-13 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

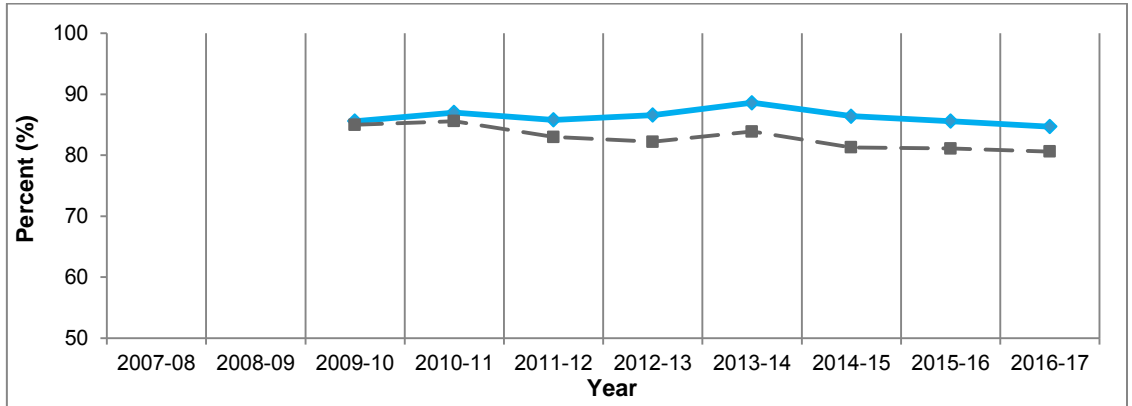
For the 2012-13 school year, Alberta Education revised its method for calculating participation rates. Results are based upon a cohort of grade 10 students who are tracked over time. The results show the percentage of students in this cohort who complete the diploma examinations by the end of their third year of high school. Alberta Education recalculated the participation rate for the years to 2008-09 to 2011-12.

Effective September 2015, weighting on the diploma examination was reduced to 30% from 50%, impacting the interpretation of the results with previous years.

Social Studies 30-2

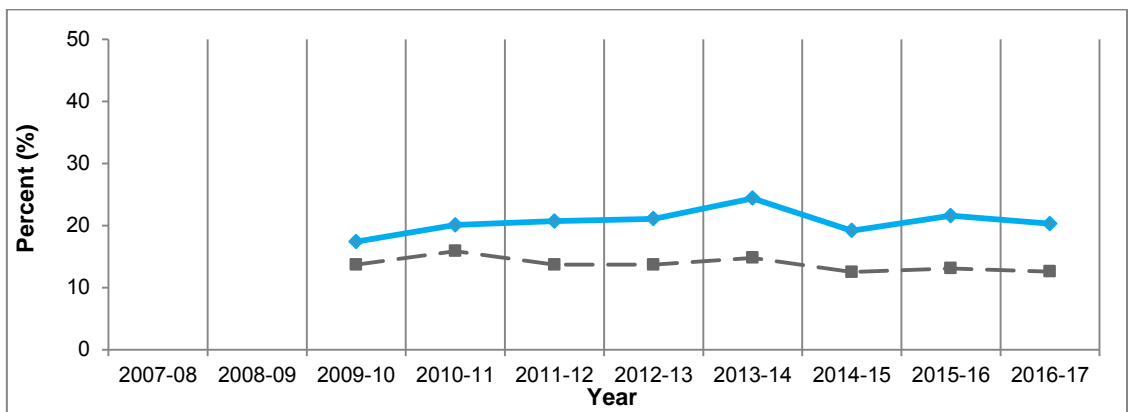
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12 ¹	2012-13	2013-14	2014-15	2015-16	2016-17
CBE			85.6	87.0	85.8	86.6	88.6	86.4	85.6	84.7
Province			85.0	85.6	83.0	82.2	83.9	81.3	81.1	80.6
Difference			0.6	1.4	2.8	4.4	4.7	5.1	4.5	4.1



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12 ¹	2012-13	2013-14	2014-15	2015-16	2016-17
CBE			17.4	20.1	20.7	21.1	24.4	19.2	21.6	20.3
Province			13.7	15.9	13.7	13.7	14.8	12.5	13.1	12.6
Difference			3.7	4.2	7.0	7.4	9.6	6.7	8.5	7.7



Participation

Year	CBE	Prov	Diff.
2007-08			
2008-09			
2009-10	27.5	27.4	0.1
2010-11	28.9	30.8	-1.9
2011-12	31.6	31.9	-0.3
2012-13	36.0	33.7	2.3
2013-14	36.1	35.2	0.9
2014-15	37.4	36.7	0.7
2015-16	33.7	35.8	-2.1
2016-17	34.5	36.4	-1.9

A new Program of Study for Social Studies 30-2 in 2009-10 resulted in a new diploma examination. ¹ Caution should be used when interpreting evaluations and results over time for Social Studies 30-2, as equating was not in place until the 2011-12 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

For the 2012-13 school year, Alberta Education revised its method for calculating participation rates. Results are based upon a cohort of grade 10 students who are tracked over time. The results show the percentage of students in this cohort who complete the diploma examinations by the end of their third year of high school. Alberta Education recalculated the participation rate for the years to 2008-09 to 2011-12.

Effective September 2015, weighting on the diploma examination was reduced to 30% from 50%, impacting the interpretation of the results with previous years.

5 | Conclusion

The achievement of CBE students on the 2016-17 Provincial Achievement Tests and Diploma Examinations is one of the ways in which the Calgary Board of Education demonstrates the quality of student learning experiences and student success within the programs of study.

Results from 2016-17 demonstrate excellence and improvement in many areas of student learning and call attention to areas where efforts for continuous improvement can be focused.

DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.

report to Board of Trustees

Summary of the 2016-17 Provincial Achievement Test and Diploma Examination Results

Date	November 7, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Originator	Jeannie Everett, Superintendent, Learning
Governance Policy Reference	OE-8: Communication With and Support for the Board
Resource Person(s)	Ronna Mosher, Director, Learning Elizabeth Wood, System Principal, Research & Strategy

1 | Recommendation

This report is being provided for information to the Board. No decision is required at this time.

2 | Issue

This report outlines the Calgary Board of Education student results in provincial assessment for the 2016-17 school year.



3 | Background

Provincial Achievement Tests (PATs) and Diploma Examinations are a standardized indicator of students' success in meeting the outcomes of the Programs of Study in core academic areas.

Provincial assessments are meant to complement, not replace, teachers' classroom-based assessments of student learning. Although provincial assessments are designed to assess student achievement of learning expectations from the provincial Programs of Study, some learning outcomes cannot be assessed by timed, paper-and-pencil tests.

The purpose of the Provincial Assessment Program is to determine whether students are learning what they are expected to learn, to report to Albertans how well students have achieved provincial standards at given points in their schooling and to assist schools, authorities and the province in monitoring student learning.

4 | Analysis

This report provides Provincial Assessment Program information within one of the Board-approved indicators for Results 2: Academic Success.

- The percentage of students meeting the Acceptable Standard and Standard of Excellence on Provincial Achievement Tests (PAT) and Diploma Examinations.

The representation of results within this report focuses on the achievement of Calgary Board of Education (CBE) students in comparison to the levels of achievement of students across the province as a whole and to CBE results across time.

Alberta Education evaluates student performance on PAT and Diploma Examinations at two standards of success: the Acceptable Standard and the Standard of Excellence. With respect to the Diploma Examination standards, the Acceptable Standard is a mark of 50% or higher and the Standard of Excellence is a mark of 80% or higher. For Provincial Achievement Tests, the exact scores for each standard vary from year to year, but are close to 50% and 80%.

Note | Students meeting the Standard of Excellence are also captured in the Acceptable Standard.

Provincial Achievement Tests (PATs)

The reported percentage of students achieving at the Acceptable Standard and the Standard of Excellence are based on the all students enrolled cohort as per Alberta Education's requirements. It is important to note that all students enrolled include students who were absent or excused from the PAT, whose results were withheld, or in the case of a two-part test, only wrote one part. Students in each of these categories are considered to have "not met the acceptable standard".

Participation rates for CBE students are above that of the province for all grade 6 and 9 PATs except for Knowledge and Employability (K&E) courses. A high participation rate reflects the CBE's inclusive practice and belief that each student should be encouraged to demonstrate their learning to the best of their abilities on the Provincial Achievement Tests.

Achievement of CBE students in 2016-17 on the grade 6 PATs are above the provincial results in all five subjects (English Language Arts, French Language Arts, Mathematics, Science and Social Studies) at the Acceptable Standard.

At the Standard of Excellence on grade 6 PATs CBE results is equal to or above the provincial results in all five subjects (English Language Arts, French Language Arts, Mathematics, Science and Social Studies).

Achievement of CBE students on the grade 9 PATs in 2016-17 is equal to or above provincial results in three of the five subjects (French Language Arts, Science and Social Studies) at the Acceptable Standard and in four of the five subjects (French Language Arts, Mathematics, Science and Social Studies) at the Standard of Excellence.

Year over year improvements in CBE student achievement are noted at the Acceptable Standard between in:

- French Language Arts 6;
- French Language 9;
- Science 9;
- Science 9 K&E;
- Social Studies 6; and
- Social Studies 9.

At the Standard of Excellence, year over year improvement was seen in the CBE results of:

- French Language Arts 9;
- Mathematics 9;
- Mathematics 9 K&E;
- Science 6;
- Science 9;
- Science 9 K&E;
- Social Studies 9; and
- Social Studies 9 K&E.

As compared to 2015-16, CBE student results in 2016-17 at the Acceptable Standard declined in English Language Arts 6 and 9, Mathematics 6 and 9, and Science 6. Year over year results at the Standard of Excellence for CBE students declined in English Language Arts 6 and 9, French Language Arts 6, Mathematics 6 and Social Studies 6.

In English Language Arts K&E, Mathematics K&E, and Social Studies K&E the percentage of students achieving the Acceptable Standard declined from 2015-16 to 2016-17. This was also true in English Language Arts K&E at the Standard of Excellence. Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year.

Provincial assessment results in Mathematics 6, 9, 9K&E and English Language Arts 6 and 9 were followed-up with a more specific and through item analysis. The CBE results for each assessment were analysed question by question.

This question by question analysis highlights a need to improve student understanding within the shape and space strand of the Mathematics Program of Study. For grade 6 students, division is an area of needed improvement.

In the item analysis of the grade 6 and 9 English Language Arts PATs, synthesizing ideas when reading emerges as a relative weakness.

In the analysis of the Knowledge and Employability data, the overall CBE results were impacted by a relatively high number of students who only wrote one part of the PAT. In the English Language Arts 9 K&E PAT, 140 students were enrolled but only 94 wrote the test; a difference of 46 students. In examining the 46 students, six only wrote Part A, 18 only wrote Part B, four were absent and 18 students were excused.

The analysis of the Provincial Achievement Test results indicates the need to further implement coherent system strategies with a focus on Mathematics.

Diploma Examinations

In ten of the eleven Diploma Examinations the percentage of CBE students achieving the Standard of Excellence was above the percentage of students achieving those standards in the province.

For the Acceptable Standard, the percentage of CBE students achieving the standard was above those in the province in eight out of the eleven Diploma Examinations.

Year over year improvements for CBE students achieving the Acceptable Standard are seen in:

- Chemistry 30;
- French Language Arts 30-1;
- Mathematics 30-1;
- Physics 30; and
- Social Studies 30-1.

At the Standard of Excellence improvement in CBE results over 2015-16 are seen in:

- Chemistry 30;
- English Language Arts 30-1;
- French Language Arts 30-1;
- Mathematics 30-1;
- Physics 30;

- Science 30; and
- Social Studies 30-1.

At both standards, overall fluctuations in results in the CBE mirror those of the province. As compared to 2015-16, CBE student results in 2016-17 at the Acceptable Standard declined – by less than a percentage point – in Biology 30, English Language Arts 30-1, and Science 30. Declines between 1.0 and 2.2 percentage points were seen at the Acceptable Standard for English Language Arts 30-2, Mathematics 30-2, and Social Studies 30-2. At the Standard of Excellence, year over year declines were seen in Biology 30, English Language Arts 30-2, Mathematics 30-2 and Social Studies 30-2.

Notable achievements include:

- Chemistry 30: Standard of Excellence highest result in 9 years.
- Physics 30: Acceptable Standard highest result in 9 years.
- Physics 30: Standard of Excellence highest result in 9 years.
- Science 6: Standard of Excellence highest result in 5 years.
- Science 9: Acceptable Standard highest result in 6 years.
- Science 9: Standard of Excellence highest result in 5 years.
- Science 30 Standard of Excellence highest result in 9 years.
- Social Studies 6: Acceptable Standard highest result in 5 years.

Provincial assessment results in Mathematics 30-1 and 30-2 were followed-up with a more specific and through item analysis. The CBE results for each assessment were analysed question by question.

The analysis of diploma examination data for Mathematics was situated in the fact that 2016-17 was the first year when equating was in place. Mathematics 30-1 Diploma Examination CBE results surfaced a need to develop foundational understanding of permutations, combinations and the binomial theorem. In Mathematics 30-2, a deeper development of students' understanding of relations and functions is required.

Other Information

Mathematics was identified as an area of concern by the Board of Trustees based on 2015-16 results. Improvement is noted in:

- Grade 9 Mathematics at the Standard of Excellence
- Grade 9 Mathematics K&E at the Standard of Excellence
- Mathematics 30-1 at both the Acceptable Standard and Standard of Excellence

A summary of CBE results and province-wide results for Provincial Achievement Tests is provided in Table 1 on page 7 of this report. A similar summary of CBE for Diploma Examination results is provided in Table 4 on page 10. Highlighted cells within the tables show areas where CBE results are higher than those achieved by students throughout the province.

In addition to the results for the full CBE cohort of students, summary information is provided in this report for two subsets of students: 1) students with identified special education needs with the exception of those identified as gifted and talented (Table 2 on page 8); and 2) students self-identified as English Language Learners (Table 3 on page 9). The subsets of information in Tables 2 and 3 are not directly comparable to general cohort results as they refer only to students who wrote the tests rather than to all identified students within the cohort.

The number of grade 6 and 9 students in the CBE with identified with special education needs is about 13.5% (varies across different tests) as compared to the approximately 9.5% provincially. The results of CBE students with identified special education needs are equal to or above the corresponding provincial cohort in nine of ten Provincial Achievement Tests at both the Acceptable Standard and the Standard of Excellence.

Over 28.5% of grade 6 students writing the English Language Arts, Mathematics, Science and Social Studies PATs are in the CBE are English Language Learners as compared to the 17.5% provincially. The achievement of CBE students self-identified as English Language Learners in Grade 6 and 9 was higher than the province on 10 out of 20 measures.

Detailed analysis of CBE results on the Provincial Achievement Tests and Diploma Exams is ongoing at both the overall organizational level and in each school.

Following the overview information more detailed tables and graphs depict results for individual assessments in each subject area. Provincial Achievement Test details begin on page 11 of this report and Diploma Examination details begin on page 25.

Provincial Achievement Tests Overview

Provincial Achievement Tests All Students Enrolled 2016-17 ¹

COURSE	NUMBER ENROLLED		PARTICIPATION RATE (%)			RESULTS BASED ON ALL STUDENTS ENROLLED IN THE GRADE					
						ACCEPTABLE STANDARD (%)			STANDARD of EXCELLENCE (%)		
	CBE	Prov.	CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.
English Language Arts 6	8 256	49 572	94.0	90.2	3.8	86.0	82.5	3.5	20.5	18.9	1.6
French Language Arts 6	480	3 185	97.7	96.1	1.6	91.3	85.1	6.2	13.5	13.5	0.0
Mathematics 6 ²	8 243	49 507	94.4	90.5	3.9	73.7	69.4	4.3	14.3	12.6	1.7
Science 6 ²	8 242	49 501	93.2	89.7	3.5	79.4	76.9	2.5	29.1	29.0	0.1
Social Studies 6 ²	8 242	49 485	93.6	90.0	3.6	76.6	72.9	3.7	23.3	21.7	1.6
English Language Arts 9	7 567	45 487	89.7	88.8	0.9	76.2	76.8	-0.6	14.8	14.9	-0.1
French Language Arts 9	630	2 763	96.7	96.1	0.6	86.2	83.1	3.1	13.5	11.2	2.3
Mathematics 9 ²	7 484	45 020	90.0	89.0	1.0	65.8	67.2	-1.4	19.8	19.0	0.8
Science 9 ²	7 561	45 445	91.5	89.3	2.2	76.2	74.0	2.2	24.4	21.4	3.0
Social Studies 9 ²	7 556	45 484	90.6	89.4	1.2	67.0	67.0	0.0	20.4	20.2	0.2
English Language Arts 9 K&E	140	1 428	67.1	79.7	-12.6	47.1	58.8	-11.7	3.6	5.9	-2.3
Mathematics 9 K&E	215	1 848	80.0	85.1	-5.1	49.3	57.5	-8.2	10.7	13.3	-2.6
Science 9 K&E	136	1 440	77.9	83.6	-5.7	58.1	63.9	-5.8	10.3	13.3	-3.0
Social Studies 9 K&E	141	1 393	74.5	83.3	-8.8	51.1	56.3	-5.2	12.8	12.7	0.1

¹ Jurisdiction results are presented with percentages based on all students enrolled in the grade.

Table 1

² Students writing French translations of the Provincial Achievement Test are included in the statistics.

**Provincial Achievement Tests
Students with Identified Special Education Needs
2016-17**

COURSE	STUDENTS WITH IDENTIFIED SPECIAL EDUCATION NEEDS (%)		RESULTS BASED ON NUMBER OF STUDENTS WITH IDENTIFIED SPECIAL EDUCATION NEEDS WRITERS					
			ACCEPTABLE STANDARD (%)			STANDARD of EXCELLENCE (%)		
	CBE	Prov.	CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.
English Language Arts 6	14.4	9.9	82.7	78.9	3.8	9.4	6.9	2.5
French Language Arts 6	10.9	6.8	84.3	76.6	7.7	7.8	3.8	4.0
Mathematics 6 *	14.1	9.6	59.5	53.1	6.4	6.3	4.9	1.4
Science 6 *	13.9	9.8	71.3	69.3	2.0	19.9	16.8	3.1
Social Studies 6 *	13.9	9.8	64.6	59.9	4.7	10.3	9.3	1.0
English Language Arts 9	14.0	9.5	65.8	66.7	-0.9	6.8	4.6	2.2
French Language Arts 9	10.7	6.2	87.7	70.3	17.4	4.6	6.1	-1.5
Mathematics 9 *	13.4	9.1	49.4	49.4	0.0	8.3	6.3	2.0
Science 9 *	14.4	9.5	65.4	62.5	2.9	14.0	10.3	3.7
Social Studies 9 *	14.2	9.6	52.9	51.7	1.2	11.3	8.9	2.4
English Language Arts 9 K&E	68.1	50.8	68.8	70.6	-1.8	3.1	6.4	-3.3
Mathematics 9 K&E	64.5	48.0	56.8	62.0	-5.2	9.9	13.4	-3.5
Science 9 K&E	64.2	49.9	79.4	77.2	2.2	13.2	15.6	-2.4
Social Studies 9 K&E	62.9	51.1	68.2	65.9	2.3	12.1	14.3	-2.2

* Students writing French translations of the Provincial Achievement Test are included in the statistics.

Table 2

**Provincial Achievement Tests
Students Self-Identified as English Language Learners
2016-17**

COURSE	STUDENTS SELF-IDENTIFIED AS ENGLISH LANGUAGE LEARNERS		RESULTS BASED ON NUMBER OF STUDENTS SELF-IDENTIFIED AS ENGLISH LANGUAGE LEARNERS WRITERS					
			ACCEPTABLE STANDARD (%)			STANDARD of EXCELLENCE (%)		
	CBE %	Prov. %	CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.
English Language Arts 6	29.7	17.5	83.2	80.2	3.0	14.1	13.4	0.7
French Language Arts 6	9.6	6.5	87.0	83.7	3.3	15.2	17.3	-2.1
Mathematics 6 *	29.7	17.6	70.6	68.0	2.6	13.2	11.6	1.6
Science 6 *	29.7	17.6	75.6	73.7	1.9	23.1	23.1	0.0
Social Studies 6 *	28.5	17.6	73.4	70.2	3.2	19.9	18.0	1.9
English Language Arts 9	13.4	12.3	59.4	65.0	-5.6	5.3	6.4	-1.1
French Language Arts 9	6.5	5.3	82.9	72.1	10.8	19.5	12.9	6.6
Mathematics 9 *	13.3	12.3	59.3	62.4	-3.1	20.5	16.9	3.6
Science 9 *	13.3	12.3	63.6	65.6	-2.0	18.7	14.6	4.1
Social Studies 9 *	13.3	12.3	54.7	58.1	-3.4	12.7	12.8	-0.1
English Language Arts 9 K&E	14.3	11.8	30.0	62.7	-32.7	10.0	7.7	2.3
Mathematics 9 K&E	14.9	11.2	43.8	64.3	-20.5	12.5	24.6	-12.1
Science 9 K&E	16.9	11.5	39.1	62.4	-23.3	0.0	10.9	-10.9
Social Studies 9 K&E	14.9	11.1	38.1	60.6	-22.5	14.3	18.1	-3.8

* Students writing French translations of the Provincial Achievement Test are included in the statistics.

Table 3

Diploma Examinations Overview

Diploma Examinations 2016-17¹

COURSE ⁴	NUMBER WRITING		RESULTS					
			ACCEPTABLE STANDARD (%) ²			STANDARD of EXCELLENCE (%) ³		
	CBE	Prov.	CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.
Biology 30	4 453	22 993	86.7	84.2	2.5	40.3	32.3	8.0
Chemistry 30	4 308	18 751	86.5	83.1	3.4	47.5	38.6	8.9
Eng. Lang. Arts 30-1	6 668	30 150	86.4	86.5	-0.1	14.6	11.7	2.9
Eng. Lang. Arts 30-2	2 463	16 797	88.1	89.5	-1.4	13.0	11.4	1.6
Fr. Lang. Arts 30-1	426	1 375	96.2	94.7	1.5	12.4	9.4	3.0
Mathematics 30-1 ⁴	4 998	20 371	77.7	73.1	4.6	38.4	30.7	7.7
Mathematics 30-2 ⁴	2 384	14 327	76.0	74.7	1.3	17.3	15.9	1.4
Physics 30	2 224	9 952	89.1	85.7	3.4	51.0	41.8	9.2
Science 30	1 403	9 323	83.6	84.9	-1.3	27.2	28.4	-1.2
Social Studies 30-1 ⁴	4 221	22 249	88.8	86.0	2.8	20.0	14.8	5.2
Social Studies 30-2 ⁴	3 564	20 054	84.7	80.6	4.1	20.3	12.6	7.7

¹ Entire school year results show the performance of all students in the school authority for all tests.

² Percent of Students obtaining Acceptable Standard i.e. a mark of 50% to 100%.

³ Percent of Students obtaining Standard of Excellence i.e. a mark of 80% to 100%.

⁴ Students writing French translations of the examinations are included in the statistics.

Table 4

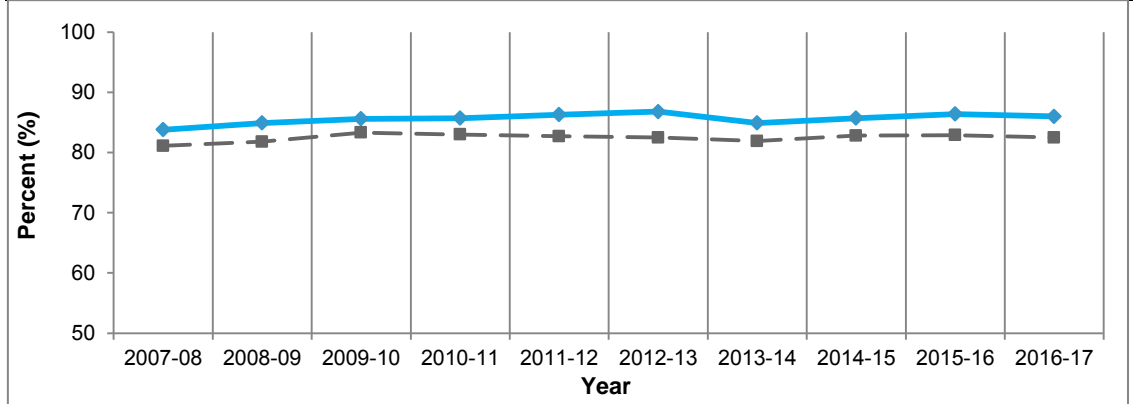
Provincial Achievement Test Details

English Language Arts 6 Results

*All Students Enrolled (Cohort)

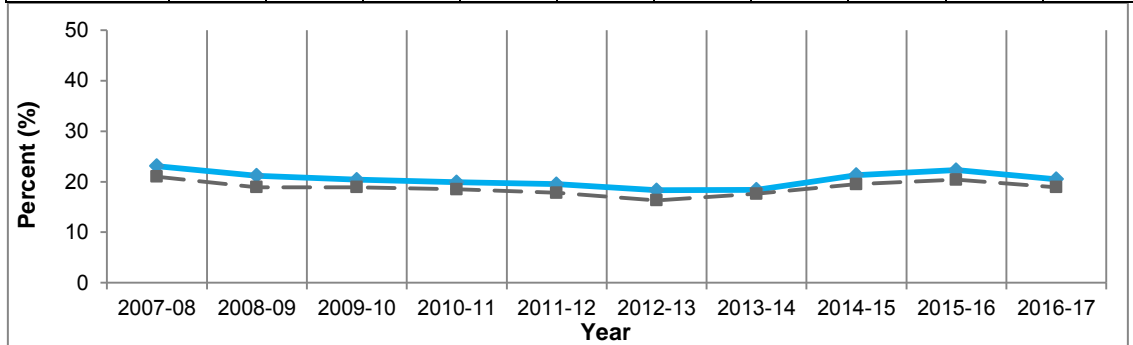
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	83.8	84.9	85.6	85.7	86.3	86.8	84.9	85.7	86.4	86.0
Province	81.1	81.8	83.3	83.0	82.7	82.5	81.9	82.8	82.9	82.5
Difference	2.7	3.1	2.3	2.7	3.6	4.3	3.0	2.9	3.5	3.5



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	23.1	21.2	20.4	19.9	19.5	18.3	18.4	21.3	22.3	20.5
Province	21.0	18.9	18.9	18.5	17.8	16.3	17.6	19.5	20.4	18.9
Difference	2.1	2.3	1.5	1.4	1.7	2.0	0.8	1.8	1.9	1.6



Participation

Year	CBE	Prov	Diff.
2007-08	91.4	89.5	1.9
2008-09	92.0	90.0	2.0
2009-10	92.6	90.7	1.9
2010-11	93.0	90.8	2.2
2011-12	93.5	90.8	2.7
2012-13	93.6	90.8	2.8
2013-14	93.2	90.4	2.8
2014-15	93.2	90.6	2.6
2015-16	93.6	90.6	3.0
2016-17	94.0	90.2	3.8

Writer Data 2016-17

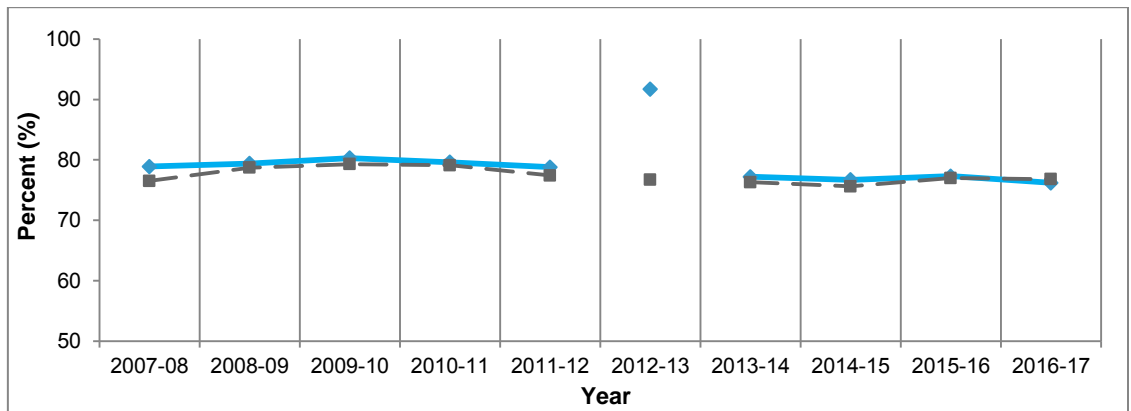
N = 7764
 Acceptable Standard: 91.5%
 Standard of Excellence: 21.8%

English Language Arts 9 Results

*All Students Enrolled (Cohort)

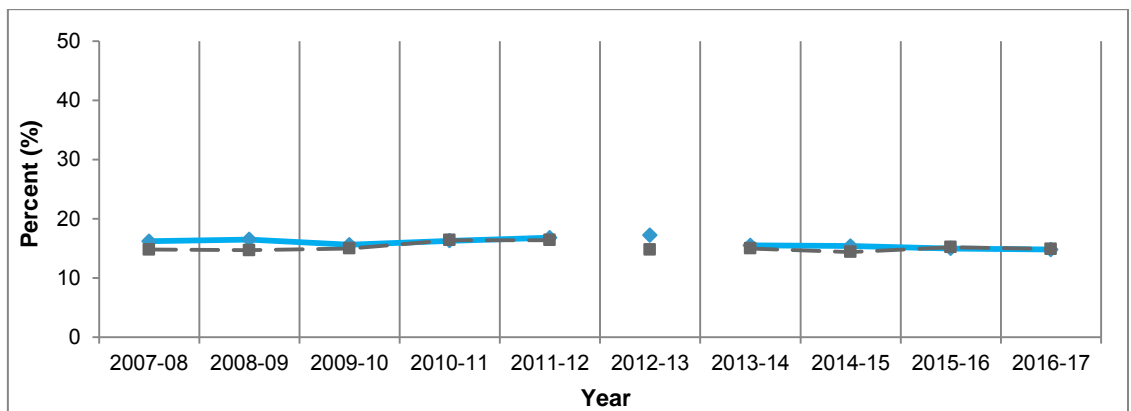
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	78.9	79.4	80.3	79.6	78.8	91.7	77.2	76.7	77.3	76.2
Province	76.5	78.7	79.3	79.1	77.4	76.7	76.3	75.6	77.0	76.8
Difference	2.4	0.7	1.0	0.5	1.4	15.0	0.9	1.1	0.3	-0.6



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	16.2	16.5	15.6	16.3	16.8	17.2	15.5	15.4	15.0	14.8
Province	14.8	14.7	15.0	16.4	16.4	14.8	15.0	14.4	15.2	14.9
Difference	1.4	1.8	0.6	-0.1	0.4	2.4	0.5	1.0	-0.2	-0.1



Participation

Year	CBE	Prov	Diff.
2007-08	90.8	87.7	3.1
2008-09	91.1	89.7	1.4
2009-10	91.3	89.8	1.5
2010-11	91.0	88.9	2.1
2011-12	91.3	88.9	2.4
2012-13	96.4	88.0	8.4
2013-14	90.0	88.3	1.7
2014-15	90.0	88.5	1.5
2015-16	90.5	88.8	1.7
2016-17	89.7	88.8	0.9

As a result of the flooding that substantially impacted Calgary and areas in southern Alberta in 2013, Alberta Education cancelled the June administration of the Part B of English Language Arts 9 PAT. Results reflect only a small cohort of students who wrote in the January administration. Caution must be used in interpreting these results.

Writer Data 2016-17

N = 6786

Acceptable Standard: 84.9%

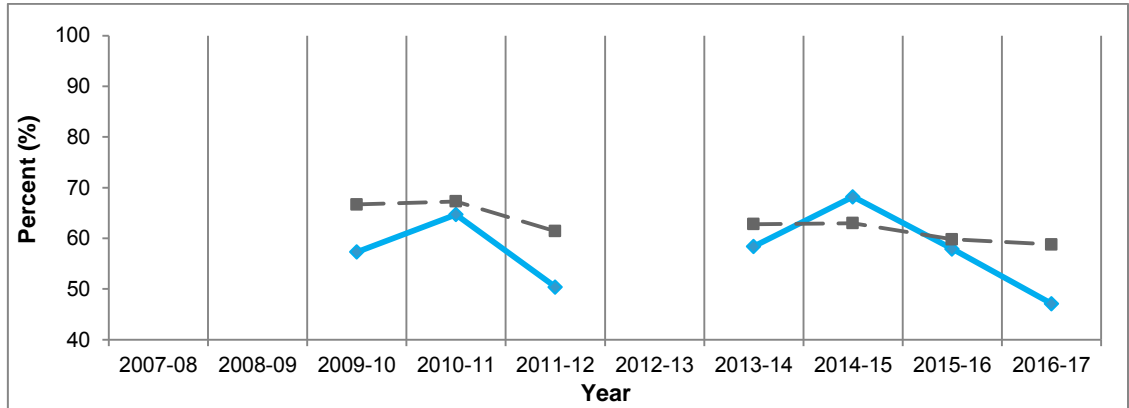
Standard of Excellence: 16.5%

English Language Arts 9 Knowledge and Employability Results

*All Students Enrolled (Cohort)

Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE			57.3	64.7	50.4		58.4	68.2	57.9	47.1
Province			66.7	67.3	61.4		62.8	63.0	59.8	58.8
Difference			-9.4	-2.6	-11.0		-4.4	5.2	-1.9	-11.7

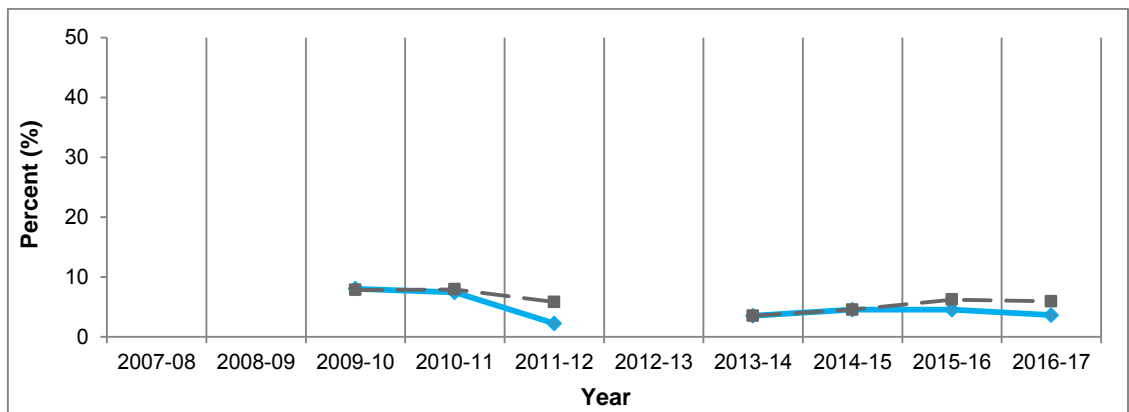


2016-17

Number Enrolled
140

Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE			8.0	7.4	2.2		3.5	4.5	4.5	3.6
Province			7.8	7.9	5.8		3.5	4.5	6.2	5.9
Difference			0.2	-0.5	-3.6		0.0	0.0	-1.7	-2.3



Participation

Year	CBE	Prov	Diff.
2007-08			
2008-09			
2009-10	76.6	82.2	-5.6
2010-11	83.8	81.8	2.0
2011-12	70.4	80.1	-9.7
2012-13			
2013-14	73.5	80.2	-6.7
2014-15	82.7	81.7	1.0
2015-16	81.2	80.0	1.2
2016-17	67.1	79.7	-12.6

The English Language Arts 9 K&E PAT was introduced in the 2008-09 school year.

As a result of the flooding that substantially impacted Calgary and areas in southern Alberta in 2013, Alberta Education cancelled the June administration of Part B of the English Language Arts 9 K&E PAT.

Writer Data 2016-17

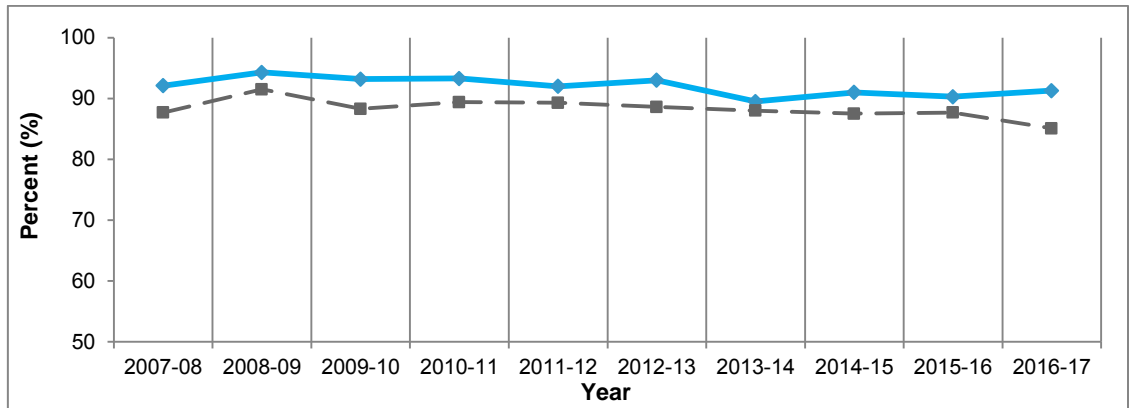
N = 94
Acceptable Standard: 70.2%
Standard of Excellence: 5.3%

French Language Arts 6 Results

*All Students Enrolled (Cohort)

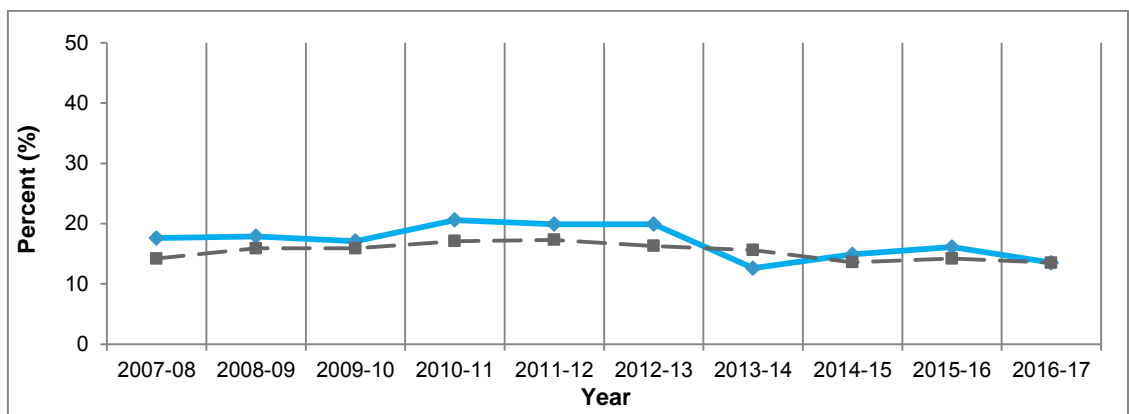
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	92.1	94.3	93.2	93.3	92.0	93.0	89.5	91.0	90.3	91.3
Province	87.7	91.5	88.3	89.4	89.3	88.6	88.0	87.5	87.7	85.1
Difference	4.4	2.8	4.9	3.9	2.7	4.4	1.5	3.5	2.6	6.2



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	17.6	17.9	17.1	20.6	19.9	19.9	12.6	14.9	16.1	13.5
Province	14.2	15.9	15.9	17.1	17.3	16.3	15.6	13.6	14.2	13.5
Difference	3.4	2.0	1.2	3.5	2.6	3.6	-3.0	1.3	1.9	0.0



Participation

Year	CBE	Prov	Diff.
2007-08	97.0	95.6	1.4
2008-09	97.8	97.6	0.2
2009-10	98.4	97.5	0.9
2010-11	97.6	97.3	0.3
2011-12	98.1	97.3	0.8
2012-13	98.3	98.0	0.3
2013-14	98.1	97.6	0.5
2014-15	97.1	97.6	-0.5
2015-16	98.1	97.9	0.2
2016-17	97.7	96.1	1.6

Writer Data 2016-17

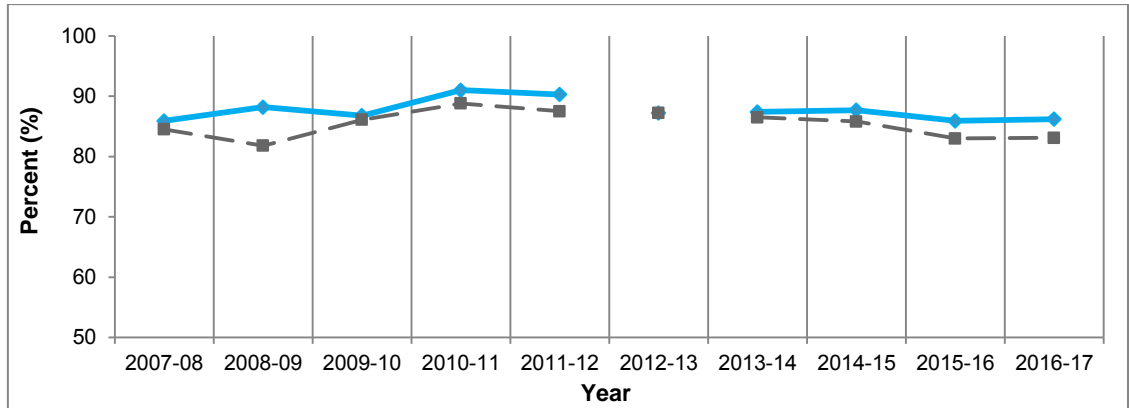
N = 469
 Acceptable Standard: 93.4%
 Standard of Excellence: 13.9%

French Language Arts 9 Results

*All Students Enrolled (Cohort)

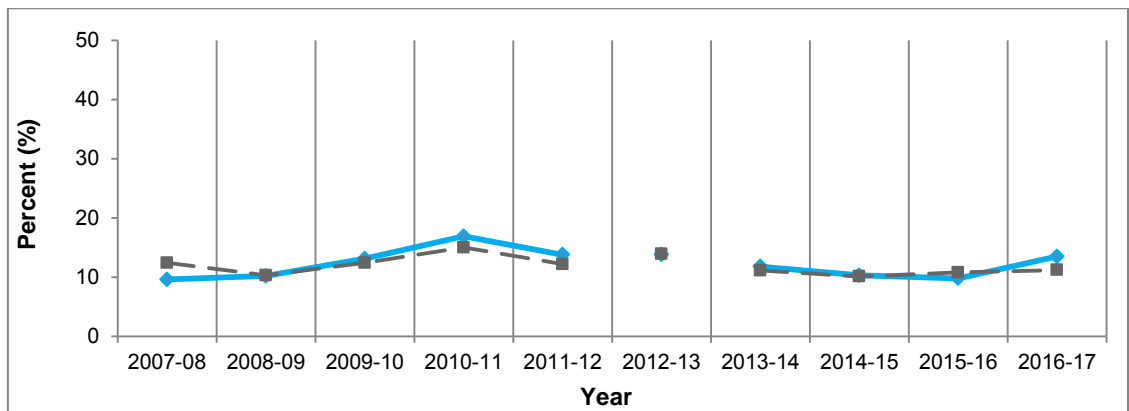
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	85.9	88.2	86.8	91.0	90.3	87.2	87.4	87.7	85.9	86.2
Province	84.5	81.8	86.1	88.8	87.5	87.2	86.5	85.8	83.0	83.1
Difference	1.4	6.4	0.7	2.2	2.8	0.0	0.9	1.9	2.9	3.1



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	9.6	10.2	13.1	16.9	13.8	13.8	11.8	10.3	9.8	13.5
Province	12.4	10.3	12.4	15.0	12.2	13.9	11.1	10.1	10.8	11.2
Difference	-2.8	-0.1	0.7	1.9	1.6	-0.1	0.7	0.2	-1.0	2.3



Participation

Year	CBE	Prov	Diff.
2007-08	97.4	96.8	0.6
2008-09	97.9	95.2	2.7
2009-10	98.2	98.0	0.2
2010-11	98.1	97.0	1.1
2011-12	98.8	97.4	1.4
2012-13	95.3	97.1	-1.8
2013-14	96.7	96.8	-0.1
2014-15	95.6	96.2	-0.6
2015-16	97.2	96.7	0.5
2016-17	96.7	96.1	0.6

Writer Data 2016-17

N = 609

Acceptable Standard: 89.2%

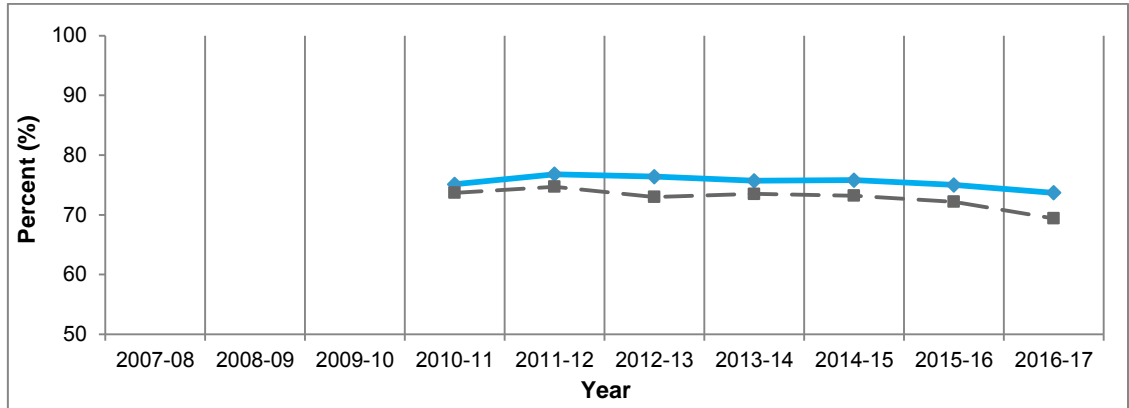
Standard of Excellence: 14.0%

Mathematics 6 Results

*All Students Enrolled (Cohort)

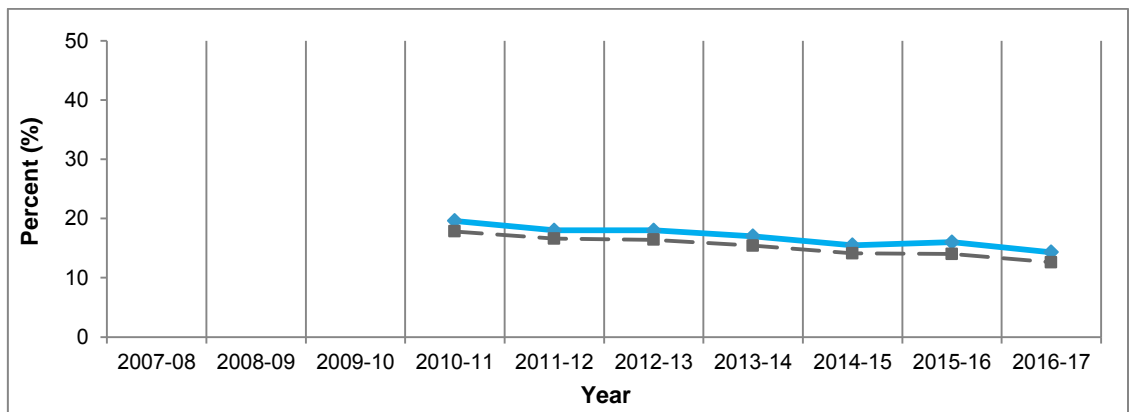
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE				75.1	76.8	76.4	75.7	75.8	75.0	73.7
Province				73.7	74.7	73.0	73.5	73.2	72.2	69.4
Difference				1.4	2.1	3.4	2.2	2.6	2.8	4.3



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE				19.6	18.0	18.0	17.0	15.5	16.0	14.3
Province				17.8	16.6	16.4	15.4	14.1	14.0	12.6
Difference				1.8	1.4	1.6	1.6	1.4	2.0	1.7



Participation

Year	CBE	Prov	Diff.
2007-08	91.4	89.5	1.9
2008-09	92.0	90.0	2.0
2009-10	92.6	90.7	1.9
2010-11	93.0	90.8	2.2
2011-12	93.5	90.8	2.7
2012-13	93.9	90.9	3.0
2013-14	93.6	90.6	3.0
2014-15	93.7	90.8	2.9
2015-16	93.9	90.9	3.0
2016-17	94.4	90.5	3.9

A new Program of Study for Mathematics in 2010-11 resulted in a new Grade 6 PAT for this subject.

Writer Data 2016-17

N = 7780

Acceptable Standard: 78.1%

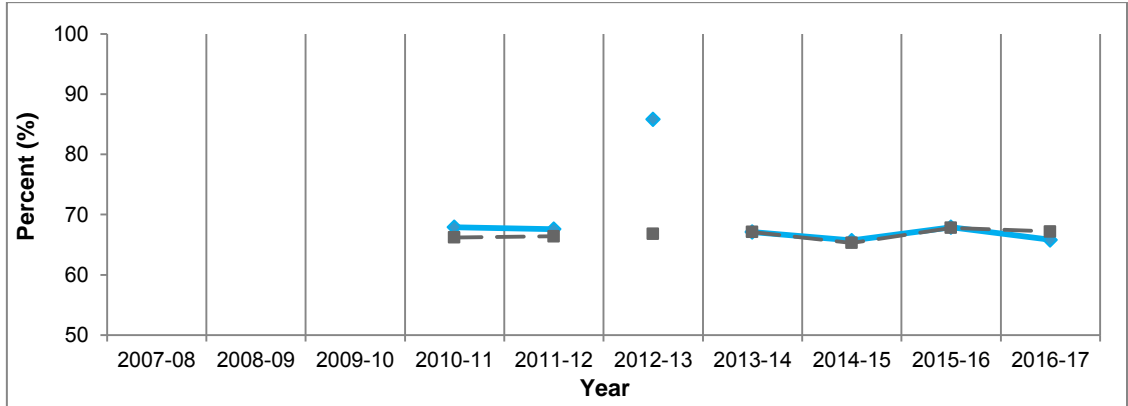
Standard of Excellence: 15.2%

Mathematics 9 Results

*All Students Enrolled (Cohort)

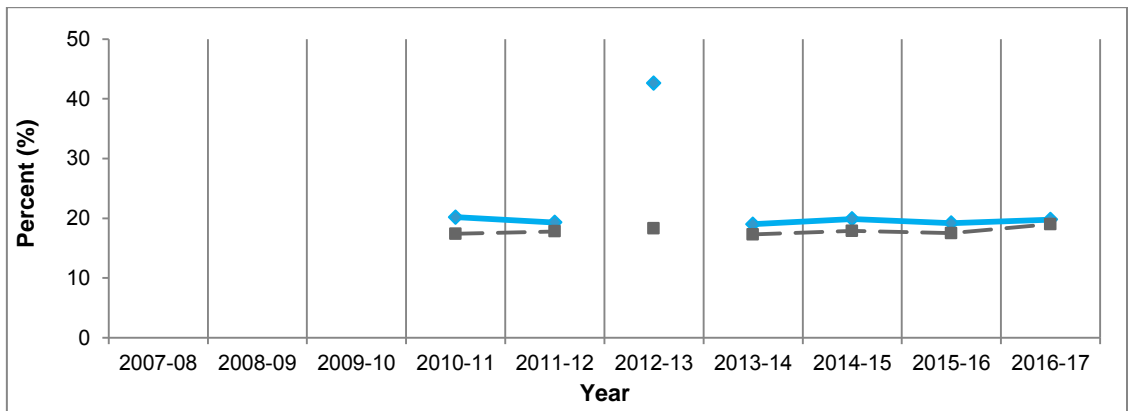
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE				67.9	67.6	85.8	67.1	65.7	67.9	65.8
Province				66.2	66.4	66.8	67.1	65.3	67.8	67.2
Difference				1.7	1.2	19.0	0.0	0.4	0.1	-1.4



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE				20.2	19.3	42.6	19.0	19.9	19.2	19.8
Province				17.4	17.8	18.3	17.3	17.9	17.5	19.0
Difference				2.8	1.5	24.3	1.7	2.0	1.7	0.8



Participation

Year	CBE	Prov	Diff.
2007-08			
2008-09			
2009-10			
2010-11	91.9	89.7	2.2
2011-12	92.6	89.7	2.9
2012-13	96.7	88.8	7.9
2013-14	91.2	89.1	2.1
2014-15	91.3	89.4	1.9
2015-16	92.0	89.5	2.5
2016-17	90.0	89.0	1.0

A new Program of Study for Mathematics in 2010-11 resulted in a new Grade 9 PAT for this subject.

As a result of the flooding that substantially impacted Calgary and areas in southern Alberta in 2013, Alberta Education cancelled the June administration of the Grade 9 PAT for this subject. Results reflect only a small cohort of students who wrote in the January administration. Caution must be used in interpreting these results.

Writer Data 2016-17

N = 6738

Acceptable Standard: 73.0%

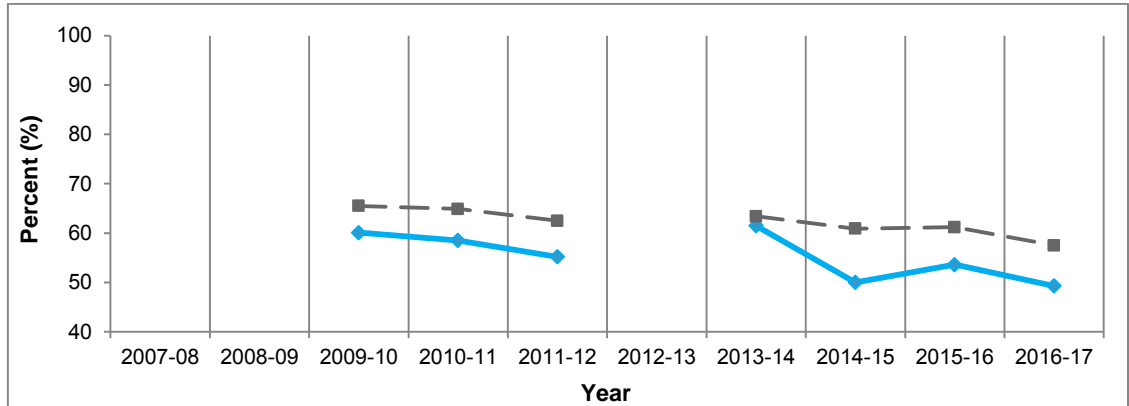
Standard of Excellence: 22.0%

Mathematics 9 Knowledge and Employability Results

*All Students Enrolled (Cohort)

Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE			60.1	58.5	55.2		61.5	50.0	53.6	49.3
Province			65.5	64.9	62.5		63.4	60.9	61.2	57.5
Difference			-5.4	-6.4	-7.3		-1.9	-10.9	-7.6	-8.2

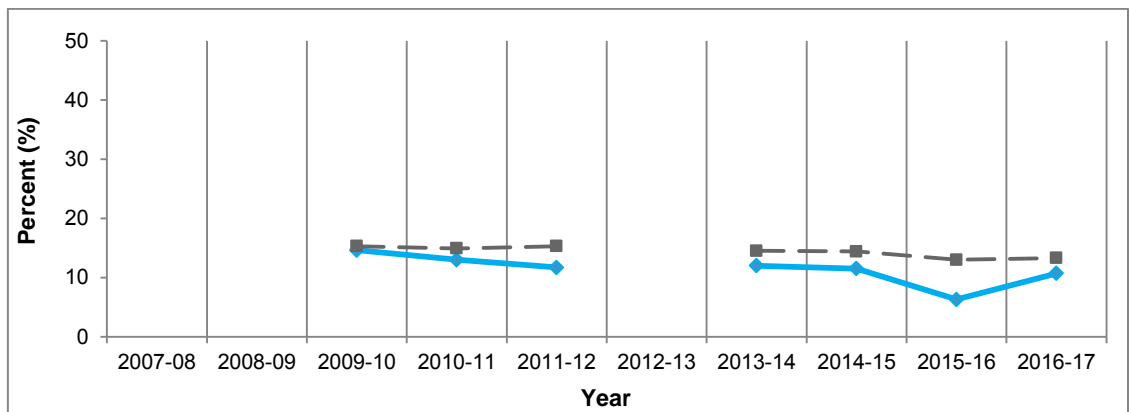


2016-17

Number Enrolled
215

Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE			14.6	13.0	11.7		12.0	11.5	6.3	10.7
Province			15.3	14.9	15.3		14.5	14.4	13.0	13.3
Difference			-0.7	-1.9	-3.6		-2.5	-2.9	-6.7	-2.6



Participation

Year	CBE	Prov	Diff.
2007-08			
2008-09			
2009-10	84.7	87.3	-2.6
2010-11	85.5	87.2	-1.7
2011-12	84.1	87.1	-3.0
2012-13			
2013-14	84.5	86.2	-1.7
2014-15	85.0	85.9	-0.9
2015-16	85.5	86.8	-1.3
2016-17	80.0	85.1	-5.1

The Mathematics 9 K&E PAT was introduced in the 2008-09 school year.

As a result of the flooding that substantially impacted Calgary and areas in southern Alberta in 2013, Alberta Education cancelled the June administration of the Grade 9 PAT for this subject.

Writer Data 2016-17

N = 172

Acceptable Standard: 61.6%

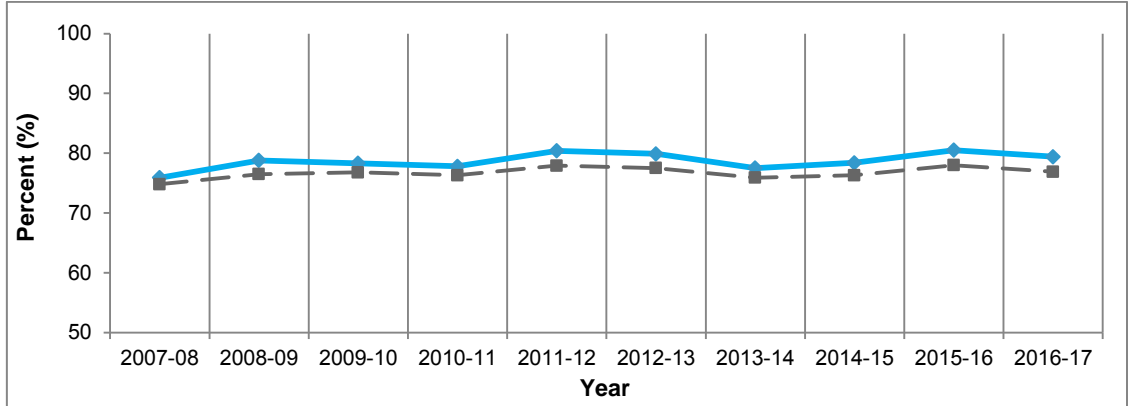
Standard of Excellence: 13.4%

Science 6 Results

*All Students Enrolled (Cohort)

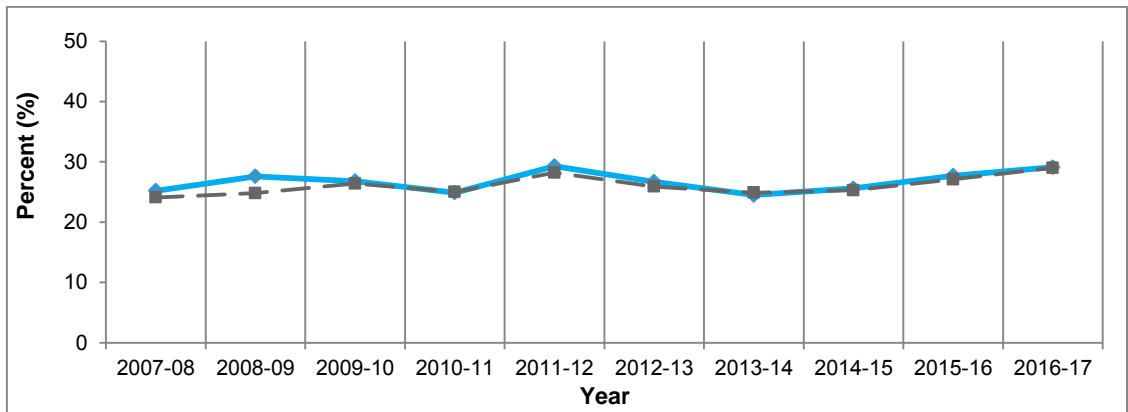
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	75.9	78.8	78.3	77.8	80.4	79.9	77.5	78.4	80.5	79.4
Province	74.8	76.5	76.8	76.3	77.9	77.5	75.9	76.3	78.0	76.9
Difference	1.1	2.3	1.5	1.5	2.5	2.4	1.6	2.1	2.5	2.5



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	25.2	27.6	26.8	24.9	29.3	26.7	24.5	25.6	27.7	29.1
Province	24.1	24.8	26.4	25.0	28.2	25.9	24.9	25.3	27.1	29.0
Difference	1.1	2.8	0.4	-0.1	1.1	0.8	-0.4	0.3	0.6	0.1



Participation

Year	CBE	Prov	Diff.
2007-08	90.8	89.0	1.8
2008-09	91.6	89.6	2.0
2009-10	92.3	90.5	1.8
2010-11	93.2	90.5	2.7
2011-12	94.2	90.8	3.4
2012-13	93.6	90.9	2.7
2013-14	93.2	90.2	3.0
2014-15	93.2	90.3	2.9
2015-16	93.8	90.6	3.2
2016-17	93.2	89.7	3.5

Writer Data 2016-17

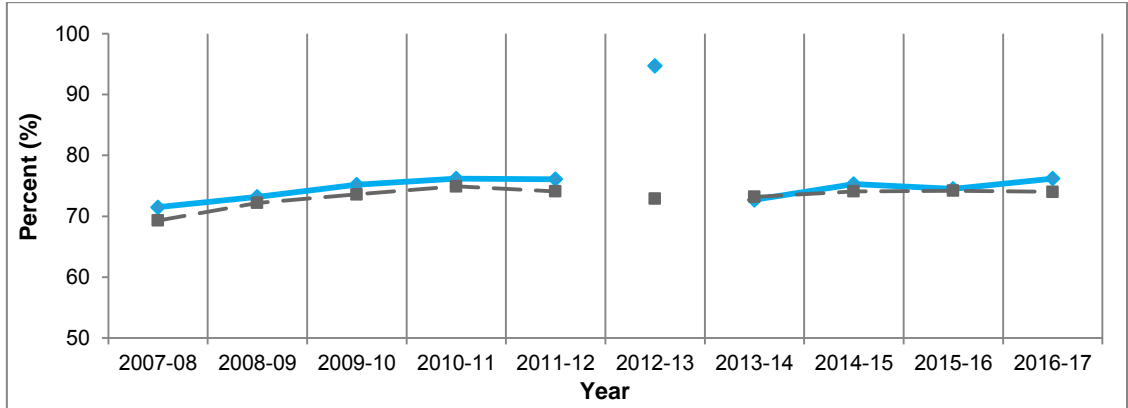
N = 7685
 Acceptable Standard: 85.2%
 Standard of Excellence: 31.2%

Science 9 Results

*All Students Enrolled (Cohort)

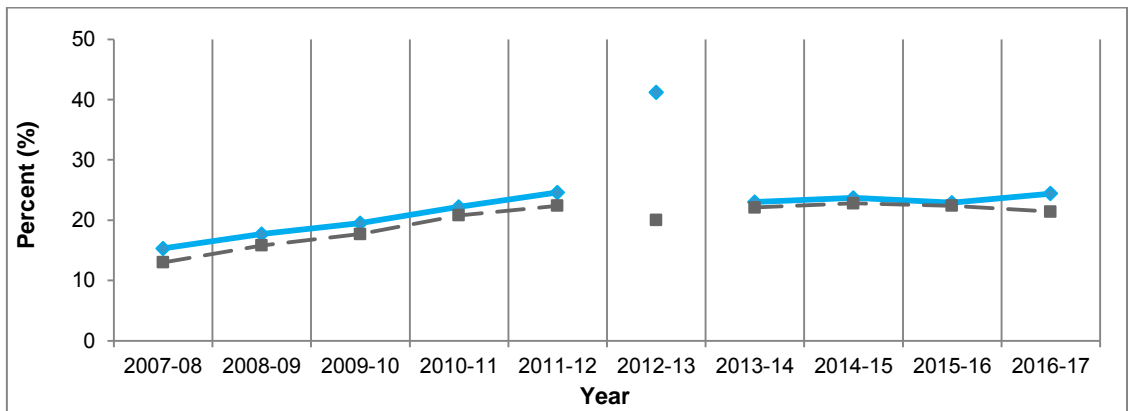
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	71.5	73.2	75.2	76.2	76.1	94.7	72.7	75.3	74.5	76.2
Province	69.3	72.2	73.6	74.9	74.1	72.9	73.2	74.1	74.2	74.0
Difference	2.2	1.0	1.6	1.3	2.0	21.8	-0.5	1.2	0.3	2.2



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	15.3	17.7	19.5	22.2	24.6	41.2	23.0	23.7	22.9	24.4
Province	13.0	15.8	17.7	20.8	22.4	20.0	22.1	22.8	22.4	21.4
Difference	2.3	1.9	1.8	1.4	2.2	21.2	0.9	0.9	0.5	3.0



Participation

Year	CBE	Prov	Diff.
2007-08	91.9	89.0	2.9
2008-09	92.2	90.4	1.8
2009-10	92.5	90.4	2.1
2010-11	92.7	90.0	2.7
2011-12	93.2	90.1	3.1
2012-13	97.7	89.3	8.4
2013-14	91.6	89.6	2.0
2014-15	91.8	89.9	1.9
2015-16	92.3	89.9	2.4
2016-17	91.5	89.3	2.2

As a result of the flooding that substantially impacted Calgary and areas in southern Alberta in 2013, Alberta Education cancelled the June administration of the Grade 9 PAT for this subject. Results reflect only a small cohort of students who wrote in the January administration. Caution must be used in interpreting these results.

Writer Data 2016-17

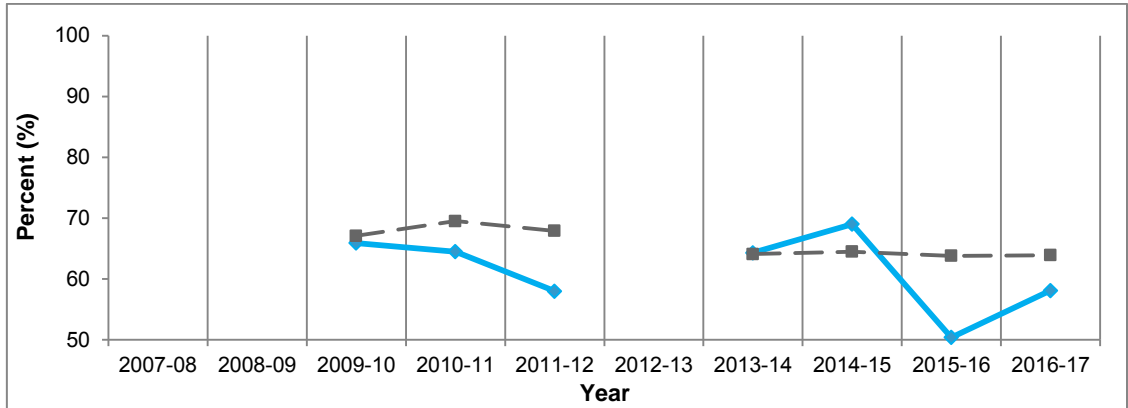
N = 6918
 Acceptable Standard: 83.2%
 Standard of Excellence: 26.7%

Science 9 Knowledge and Employability Results

*All Students Enrolled (Cohort)

Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE			65.9	64.5	58.0		64.3	69.0	50.4	58.1
Province			67.1	69.5	67.9		64.1	64.5	63.8	63.9
Difference			-1.2	-5.0	-9.9		0.2	4.5	-13.4	-5.8

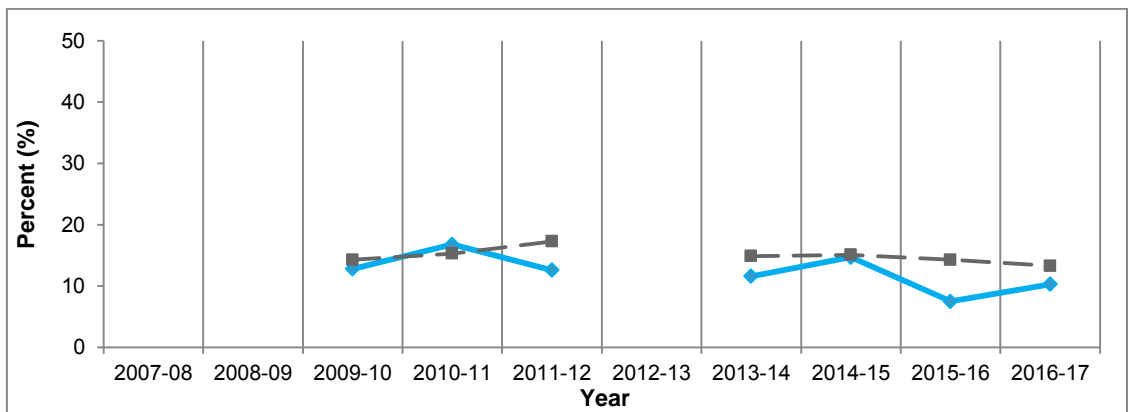


2016-17

Number Enrolled
136

Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE			12.8	16.8	12.6		11.6	14.7	7.5	10.3
Province			14.3	15.3	17.3		14.9	15.1	14.3	13.3
Difference			-1.5	1.5	-4.7		-3.3	-0.4	-6.8	-3.0



Participation

Year	CBE	Prov	Diff.
2007-08			
2008-09			
2009-10	83.2	86.7	-3.5
2010-11	87.7	87.1	0.6
2011-12	81.1	85.6	-4.5
2012-13			
2013-14	82.9	85.6	-2.7
2014-15	88.8	87.0	1.8
2015-16	78.9	85.4	-6.5
2016-17	77.9	83.6	-5.7

The Science9 K&E PAT was introduced in the 2008-09 school year.

As a result of the flooding that substantially impacted Calgary and areas in southern Alberta in 2013, Alberta Education cancelled the June administration of the Grade 9 PAT for this subject.

Writer Data 2016-17

N = 106

Acceptable Standard: 74.5%

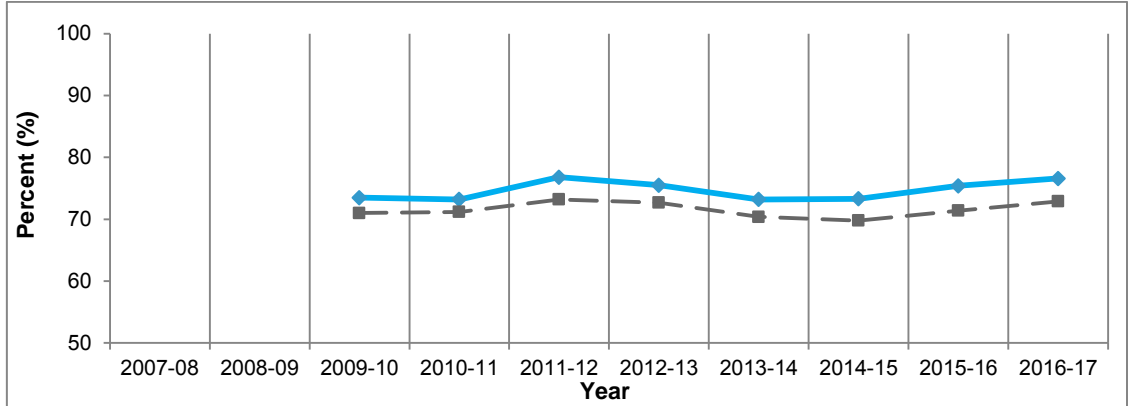
Standard of Excellence: 13.2%

Social Studies 6 Results

*All Students Enrolled (Cohort)

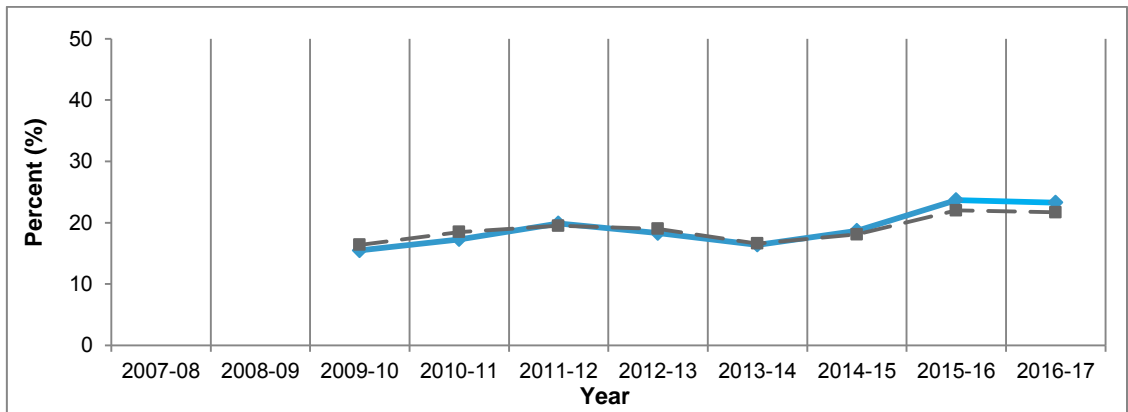
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE			73.5	73.2	76.8	75.5	73.2	73.3	75.4	76.6
Province			71.0	71.2	73.2	72.7	70.4	69.8	71.4	72.9
Difference			2.5	2.0	3.6	2.8	2.8	3.5	4.0	3.7



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE			15.5	17.3	19.9	18.3	16.4	18.7	23.7	23.3
Province			16.4	18.5	19.5	19.0	16.6	18.1	22.0	21.7
Difference			-0.9	-1.2	0.4	-0.7	-0.2	0.6	1.7	1.6



Participation

Year	CBE	Prov	Diff.
2007-08			
2008-09			
2009-10	92.6	90.3	2.3
2010-11	93.3	90.5	2.8
2011-12	94.0	90.7	3.3
2012-13	92.1	90.1	2.0
2013-14	92.6	89.5	3.1
2014-15	92.9	89.8	3.1
2015-16	93.5	90.2	3.3
2016-17	93.6	90.0	3.6

A new Program of Study for Social Studies in 2009-10 resulted in a new Social Studies 6 PAT.

Writer Data 2016-17

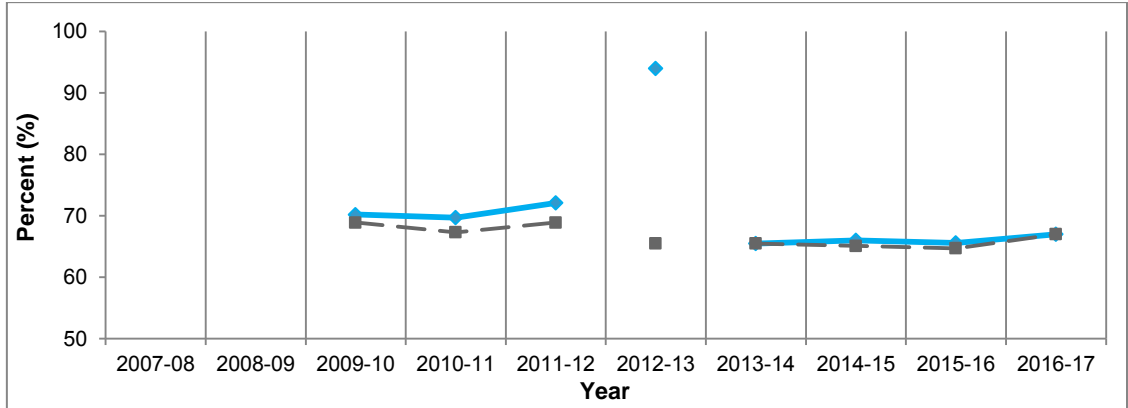
N = 7718
 Acceptable Standard: 81.8%
 Standard of Excellence: 24.9%

Social Studies 9 Results

*All Students Enrolled (Cohort)

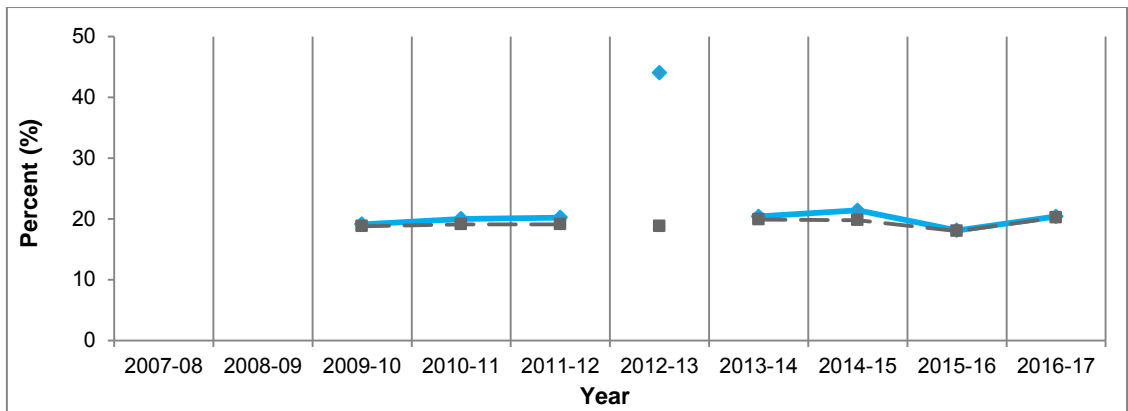
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE			70.2	69.7	72.1	94.0	65.5	66.0	65.6	67.0
Province			68.9	67.3	68.9	65.5	65.5	65.1	64.7	67.0
Difference			1.3	2.4	3.2	28.5	0.0	0.9	0.9	0.0



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE			19.1	20.0	20.2	44.0	20.4	21.4	18.1	20.4
Province			18.8	19.1	19.1	18.8	19.9	19.8	18.0	20.2
Difference			0.3	0.9	1.1	25.2	0.5	1.6	0.1	0.2



Participation

Year	CBE	Prov	Diff.
2007-08			
2008-09			
2009-10	92.2	90.2	2.0
2010-11	91.4	88.8	2.6
2011-12	91.9	89.1	2.8
2012-13	99.0	88.6	10.4
2013-14	90.6	88.7	1.9
2014-15	90.6	88.6	2.0
2015-16	90.9	89.1	1.8
2016-17	90.6	89.4	1.2

A new Program of Study for Social Studies in 2009-10 resulted in a new Social Studies 9 PAT.

As a result of the flooding that substantially impacted Calgary and areas in southern Alberta in 2013, Alberta Education cancelled the June administration of the Grade 9 PAT for this subject. Results reflect only a small cohort of students who wrote in the January administration. Caution must be used in interpreting these results.

Writer Data 2016-17

N = 6847

Acceptable Standard: 74.0%

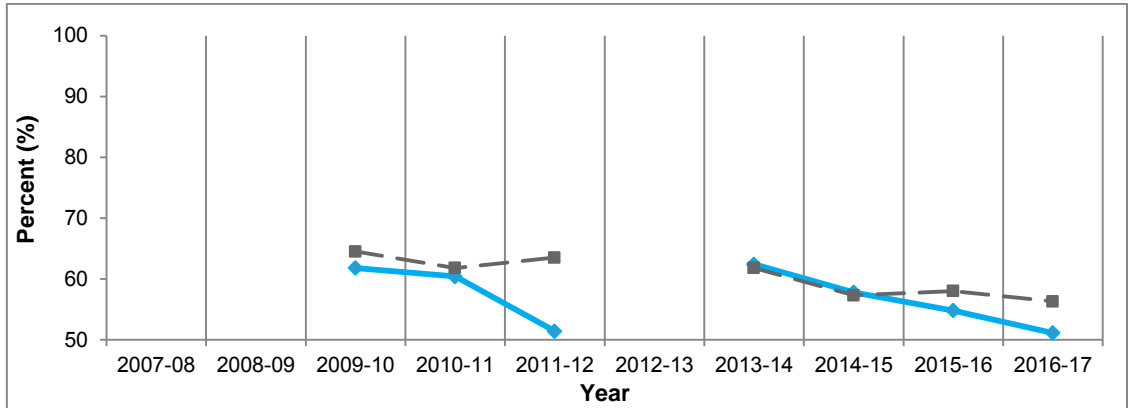
Standard of Excellence: 22.5%

Social Studies 9 Knowledge and Employability Results

*All Students Enrolled (Cohort)

Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE			61.8	60.4	51.4		62.4	57.8	54.8	51.1
Province			64.5	61.8	63.5		61.8	57.3	58.0	56.3
Difference			-2.7	-1.4	-12.1		0.6	0.5	-3.2	-5.2

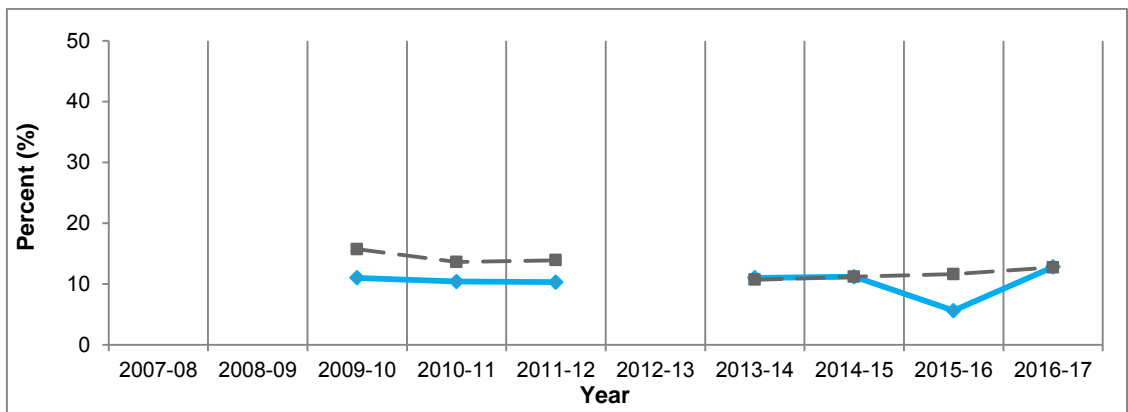


2016-17

Number Enrolled
141

Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE			11.0	10.4	10.3		11.0	11.2	5.6	12.8
Province			15.7	13.6	13.9		10.7	11.2	11.6	12.7
Difference			-4.7	-3.2	-3.6		0.3	0.0	-6.0	0.1



Participation

Year	CBE	Prov	Diff.
2007-08			
2008-09			
2009-10	82.2	85.1	-2.9
2010-11	86.8	84.0	2.8
2011-12	79.7	84.0	-4.3
2012-13			
2013-14	83.5	84.5	-1.0
2014-15	89.7	85.4	4.3
2015-16	81.5	83.5	-2.0
2016-17	74.5	83.3	-8.8

The Social Studies 9 K&E PAT was introduced in the 2009-10 school year when the new program of study was implemented.

As a result of the flooding that substantially impacted Calgary and areas in southern Alberta in 2013, Alberta Education cancelled the June administration of the Grade 9 PAT for this subject.

Writer Data 2016-17

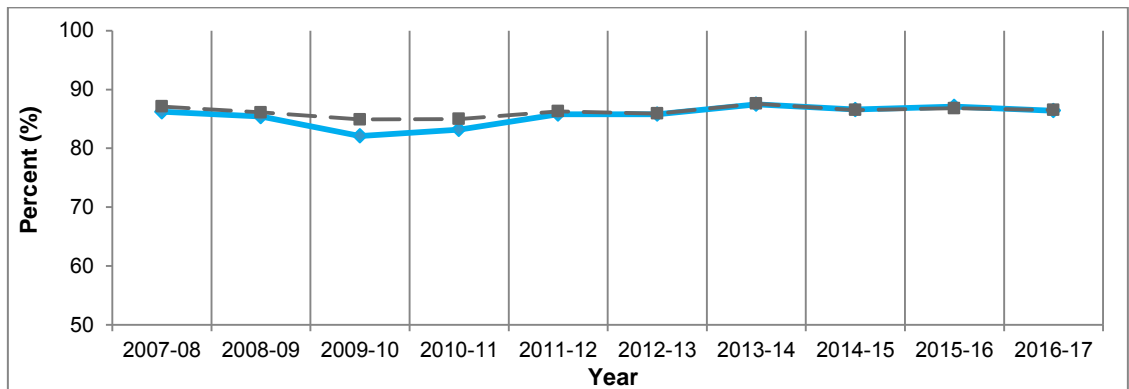
N = 105
Acceptable Standard: 68.6%
Standard of Excellence: 17.1%

Diploma Examination Details

English Language Arts 30-1

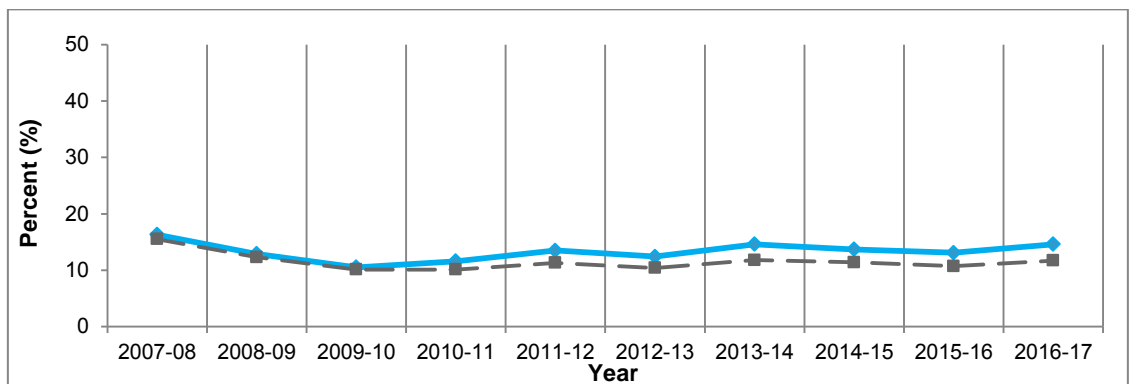
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	86.2	85.4	82.1	83.2	85.8	85.8	87.5	86.6	87.1	86.4
Province	87.1	86.1	84.9	85.0	86.3	85.9	87.6	86.5	86.8	86.5
Difference	-0.9	-0.7	-2.8	-1.8	-0.5	-0.1	-0.1	0.1	0.3	-0.1



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	16.3	12.9	10.5	11.6	13.5	12.4	14.6	13.7	13.1	14.6
Province	15.5	12.3	10.1	10.1	11.3	10.4	11.8	11.4	10.7	11.7
Difference	0.8	0.6	0.4	1.5	2.2	2.0	2.8	2.3	2.4	2.9



Participation

Year	CBE	Prov	Diff.
2007-08			
2008-09	64.0	59.8	4.2
2009-10	60.1	54.5	5.6
2010-11	60.5	54.5	6.0
2011-12	59.9	54.7	5.2
2012-13	59.3	54.0	5.3
2013-14	61.2	54.0	7.2
2014-15	60.3	53.2	7.1
2015-16	61.7	53.9	7.8
2016-17	61.8	55.0	6.8

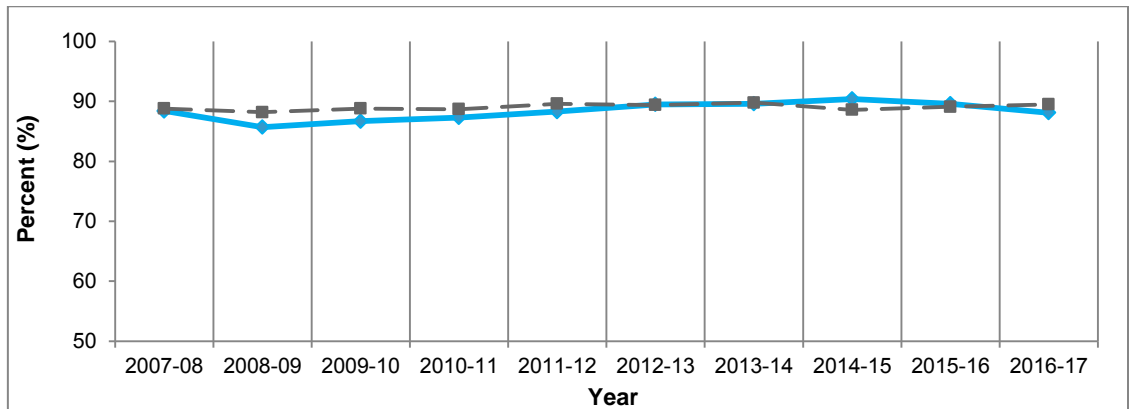
Effective September 2015, weighting on the diploma examination was reduced to 30% from 50%. Caution must be used in inferring trends with previous years.

For the 2012-13 school year, Alberta Education revised its method for calculating participation rates. Results are based upon a cohort of grade 10 students who are tracked over time. The results show the percentage of students in this cohort who complete the diploma examinations by the end of their third year of high school. Alberta Education recalculated the participation rate for the years to 2008-09 to 2011-12. Participation rates prior to 2008-09 have not been included because no comparison can be made.

English Language Arts 30-2

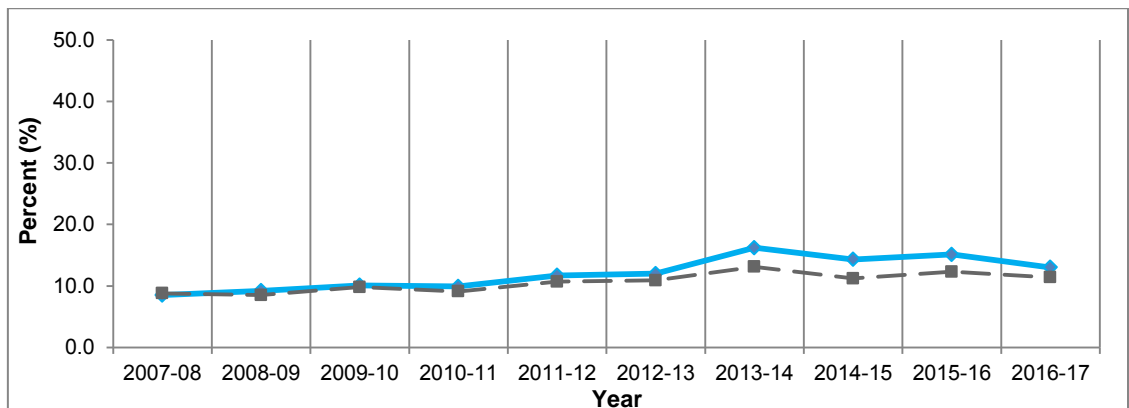
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	88.4	85.7	86.7	87.3	88.3	89.5	89.6	90.4	89.6	88.1
Province	88.8	88.2	88.8	88.7	89.6	89.4	89.8	88.6	89.1	89.5
Difference	-0.4	-2.5	-2.1	-1.4	-1.3	0.1	-0.2	1.8	0.5	-1.4



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	8.5	9.2	10.1	9.9	11.7	12.0	16.2	14.3	15.1	13.0
Province	8.8	8.5	9.8	9.1	10.7	10.9	13.1	11.2	12.3	11.4
Difference	-0.3	0.7	0.3	0.8	1.0	1.1	3.1	3.1	2.8	1.6



Participation

Year	CBE	Prov	Diff.
2007-08			
2008-09	18.7	24.5	-5.8
2009-10	20.0	25.1	-5.1
2010-11	20.4	26.1	-5.7
2011-12	21.0	25.9	-4.9
2012-13	23.4	27.1	-3.7
2013-14	22.3	28.0	-5.7
2014-15	22.4	28.7	-6.3
2015-16	21.7	28.7	-7.0
2016-17	22.0	28.8	-6.8

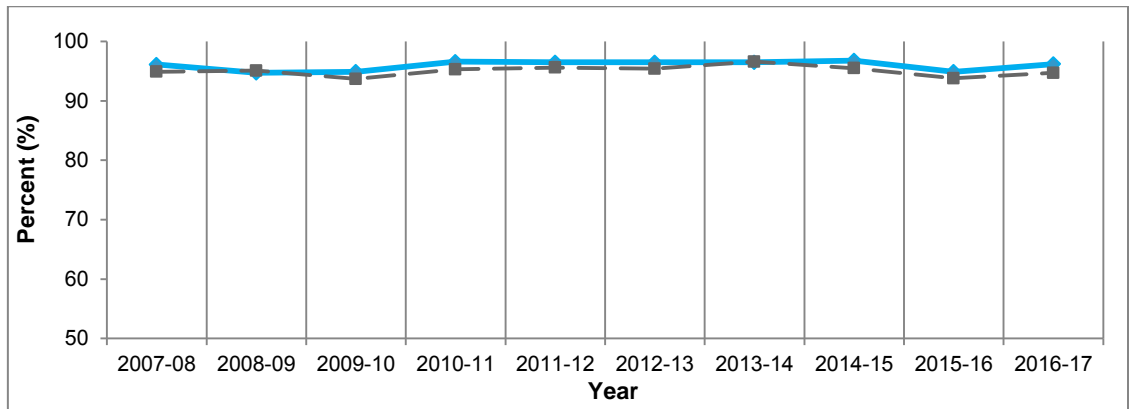
Effective September 2015, weighting on the diploma examination was reduced to 30% from 50%, impacting the interpretation of the results with previous years.

For the 2012-13 school year, Alberta Education revised its method for calculating participation rates. Results are based upon a cohort of grade 10 students who are tracked over time. The results show the percentage of students in this cohort who complete the diploma examinations by the end of their third year of high school. Alberta Education recalculated the participation rate for the years to 2008-09 to 2011-12. Participation rates prior to 2008-09 have not been included because no comparison can be made.

French Language Arts 30-1

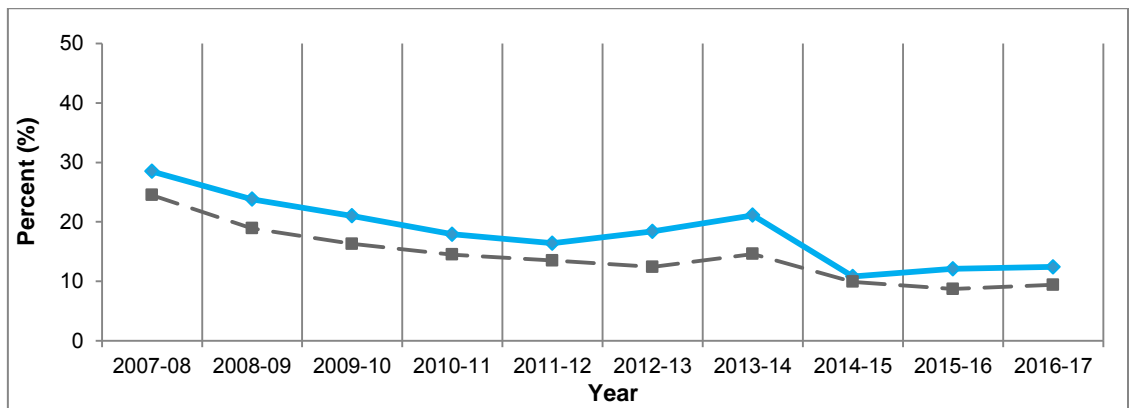
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	96.1	94.7	94.9	96.6	96.5	96.5	96.5	96.8	94.9	96.2
Province	94.9	95.1	93.7	95.3	95.6	95.4	96.6	95.5	93.8	94.7
Difference	1.2	-0.4	1.2	1.3	0.9	1.1	-0.1	1.3	1.1	1.5



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	28.5	23.8	21.0	17.9	16.4	18.4	21.1	10.8	12.1	12.4
Province	24.5	18.9	16.3	14.5	13.5	12.4	14.6	9.9	8.7	9.4
Difference	4.0	4.9	4.7	3.4	2.9	6.0	6.5	0.9	3.4	3.0



Participation

Year	CBE	Prov	Diff.
2007-08			
2008-09	5.5	2.7	2.8
2009-10	5.6	2.9	2.7
2010-11	5.2	2.8	2.4
2011-12	4.8	2.7	2.1
2012-13	4.8	2.7	2.1
2013-14	4.2	2.7	1.5
2014-15	5.1	2.8	2.3
2015-16	4.6	2.8	1.8
2016-17	5.1	3.0	2.1

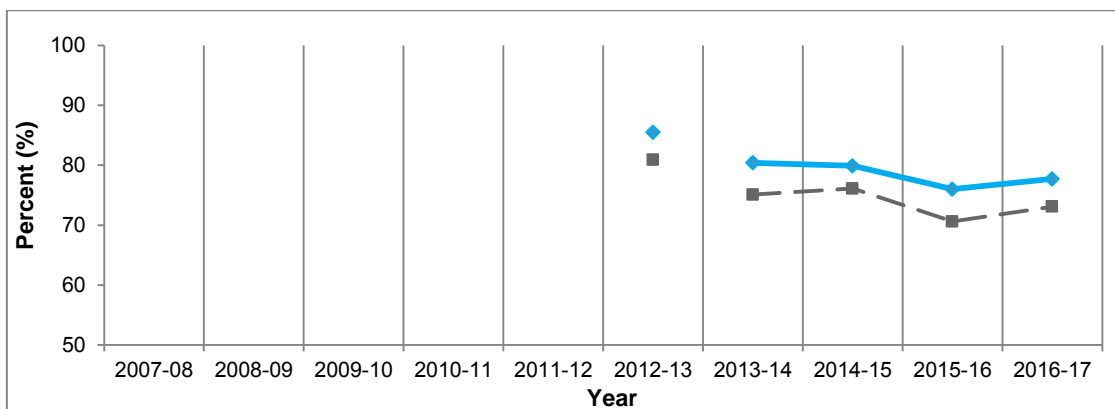
Effective September 2015, weighting on the diploma examination was reduced to 30% from 50%, impacting the interpretation of the results with previous years.

For the 2012-13 school year, Alberta Education revised its method for calculating participation rates. Results are based upon a cohort of grade 10 students who are tracked over time. The results show the percentage of students in this cohort who complete the diploma examinations by the end of their third year of high school. Alberta Education recalculated the participation rate for the years to 2008-09 to 2011-12. Participation rates prior to 2008-09 have not been included because no comparison can be made.

Mathematics 30-1

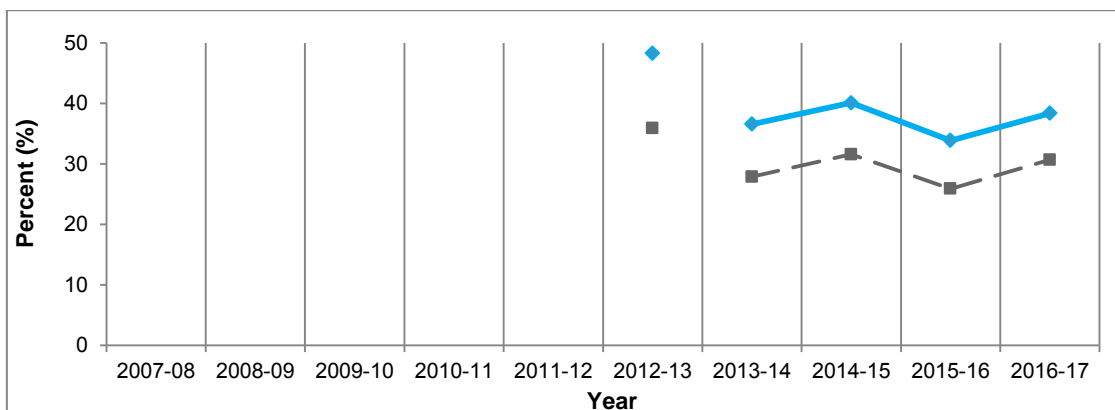
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17 ¹
CBE						85.5	80.4	79.9	76.0	77.7
Province						80.9	75.1	76.1	70.6	73.1
Difference						4.6	5.3	3.8	5.4	4.6



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17 ¹
CBE						48.3	36.6	40.1	33.9	38.4
Province						35.9	27.9	31.6	25.9	30.7
Difference						12.4	8.7	8.5	8.0	7.7



Participation

Year	CBE	Prov	Diff.
2007-08			
2008-09			
2009-10			
2010-11			
2011-12			
2012-13	31.6	29.7	1.9
2013-14	45.5	37.4	8.1
2014-15	47.2	37.1	10.1
2015-16	46.6	36.4	10.2
2016-17	46.1	35.5	10.6

A new Program of Study for Mathematics 30-1 in 2012-13 resulted in a new diploma examination.¹ Caution should be used when interpreting evaluations and results over time for Mathematics 30-1, 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.

Effective September 2015, weighting on the diploma examination was reduced to 30% from 50%, impacting the interpretation of the results with previous years.

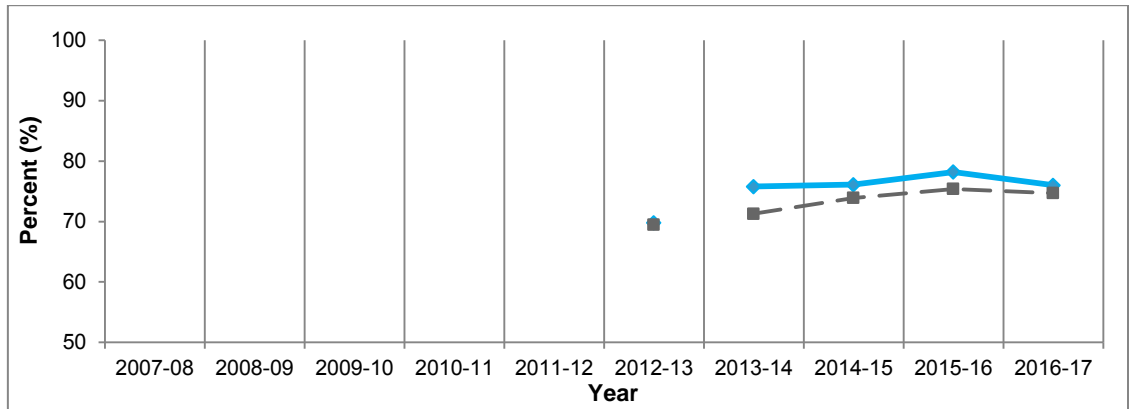
For the 2012-13 school year, Alberta Education revised its method for calculating participation rates. Results are based upon a cohort of grade 10 students who are tracked over time. The results show the percentage of students in this cohort who complete the diploma examinations by the end of their third year of high school.

Participation in diploma exams was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Mathematics 30-2

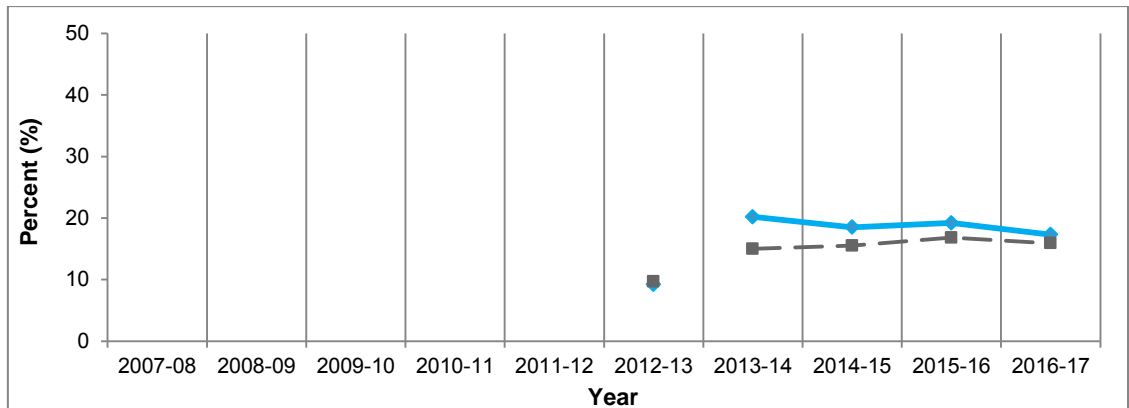
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17 ¹
CBE						69.8	75.8	76.1	78.2	76.0
Province						69.5	71.3	73.9	75.4	74.7
Difference						0.3	4.5	2.2	2.8	1.3



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17 ¹
CBE						9.2	20.2	18.5	19.2	17.3
Province						9.7	15.0	15.5	16.8	15.9
Difference						-0.5	5.2	3.0	2.4	1.4



Participation

Year	CBE	Prov	Diff.
2007-08			
2008-09			
2009-10			
2010-11			
2011-12			
2012-13	11.4	16.7	-5.3
2013-14	18.6	21.4	-2.8
2014-15	18.9	22.4	-3.5
2015-16	20.5	23.7	-3.2
2016-17	20.5	25.1	-4.6

A new Program of Study for Mathematics 30-2 in 2012-13 resulted in a new diploma examination.¹ Caution should be used when interpreting evaluations and results over time for Mathematics 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.

Effective September 2015, weighting on the diploma examination was reduced to 30% from 50%, impacting the interpretation of the results with previous years.

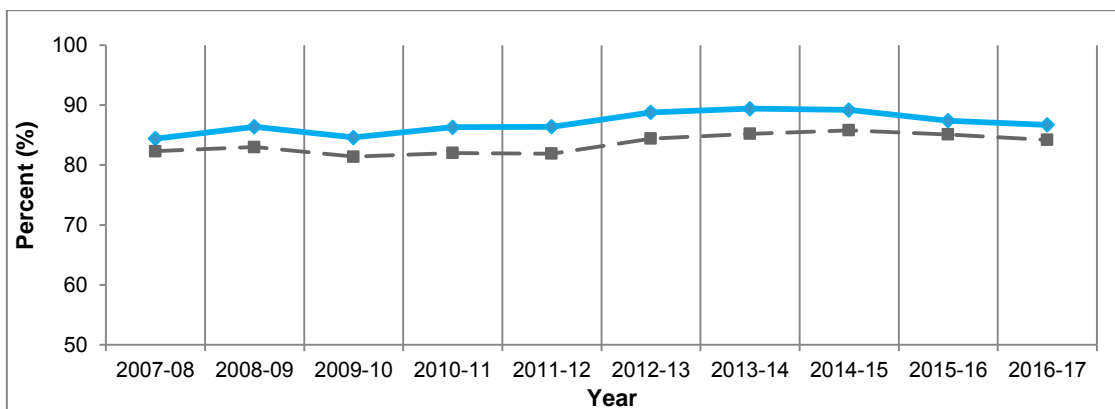
For the 2012-13 school year, Alberta Education revised its method for calculating participation rates. Results are based upon a cohort of grade 10 students who are tracked over time. The results show the percentage of students in this cohort who complete the diploma examinations by the end of their third year of high school.

Participation in diploma exams was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Biology 30

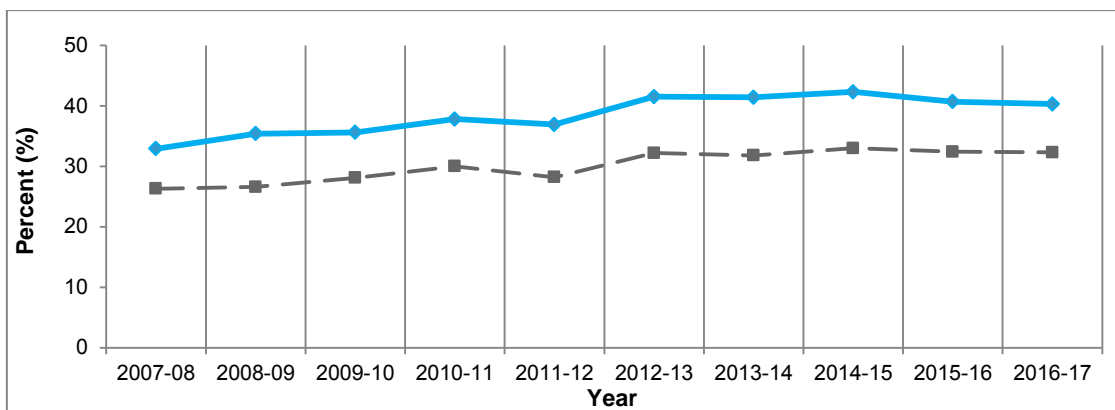
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	84.4	86.4	84.6	86.3	86.4	88.8	89.4	89.2	87.4	86.7
Province	82.3	83.0	81.4	82.0	81.9	84.4	85.2	85.8	85.1	84.2
Difference	2.1	3.4	3.2	4.3	4.5	4.4	4.2	3.4	2.3	2.5



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	32.9	35.4	35.6	37.8	36.9	41.5	41.4	42.3	40.7	40.3
Province	26.3	26.6	28.1	30.0	28.2	32.2	31.8	33.0	32.4	32.3
Difference	6.6	8.8	7.5	7.8	8.7	9.3	9.6	9.3	8.3	8.0



Participation

Year	CBE	Prov	Diff.
2007-08			
2008-09	41.0	44.3	-3.3
2009-10	39.0	41.2	-2.2
2010-11	41.6	42.5	-0.9
2011-12	42.2	42.8	-0.6
2012-13	41.8	42.2	-0.4
2013-14	42.6	41.4	1.2
2014-15	41.7	40.6	1.1
2015-16	42.3	40.7	1.6
2016-17	42.8	41.7	1.1

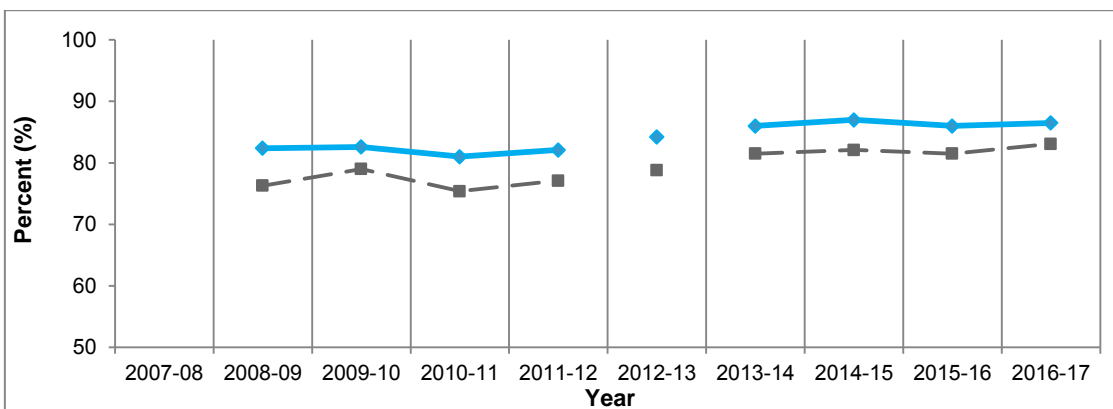
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For the 2012-13 school year, Alberta Education revised its method for calculating participation rates. Results are based upon a cohort of grade 10 students who are tracked over time. The results show the percentage of students in this cohort who complete the diploma examinations by the end of their third year of high school. Alberta Education recalculated the participation rate for the years to 2008-09 to 2011-12. Participation rates prior to 2008-09 have not been included because no comparison can be made.

Chemistry 30

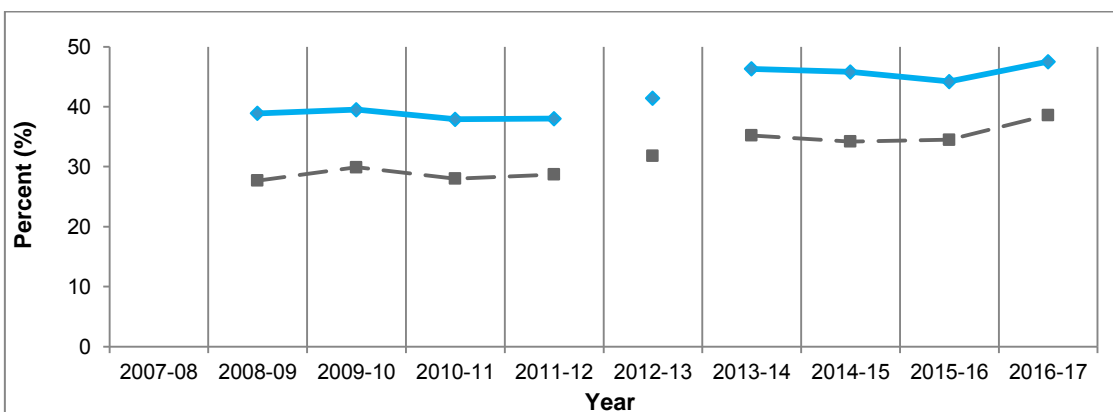
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11 ¹	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE		82.4	82.6	81.0	82.1	84.2	86.0	87.0	86.0	86.5
Province		76.3	79.0	75.4	77.1	78.8	81.5	82.1	81.5	83.1
Difference		6.1	3.6	5.6	5.0	5.4	4.5	4.9	4.5	3.4



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11 ¹	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE		38.9	39.5	37.9	38.0	41.4	46.3	45.8	44.2	47.5
Province		27.7	29.9	28.0	28.7	31.8	35.2	34.2	34.5	38.6
Difference		11.2	9.6	9.9	9.3	9.6	11.1	11.6	9.7	8.9



Participation

Year	CBE	Prov	Diff.
2007-08			
2008-09	36.6	33.3	3.3
2009-10	39.6	35.2	4.4
2010-11	41.2	35.9	5.3
2011-12	42.1	36.4	5.7
2012-13	28.2	31.5	-3.3
2013-14	41.5	34.7	6.8
2014-15	42.5	35.7	6.8
2015-16	43.0	35.5	7.5
2016-17	42.9	35.1	7.8

A new Program of Study for Chemistry 30 in 2008-09 resulted in a new diploma examination. ¹ Caution should be used when interpreting evaluations and results over time for Chemistry 30, as equating was not in place until the 2010-11 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

Effective September 2015, weighting on the diploma examination was reduced to 30% from 50%, impacting the interpretation of the results with previous years.

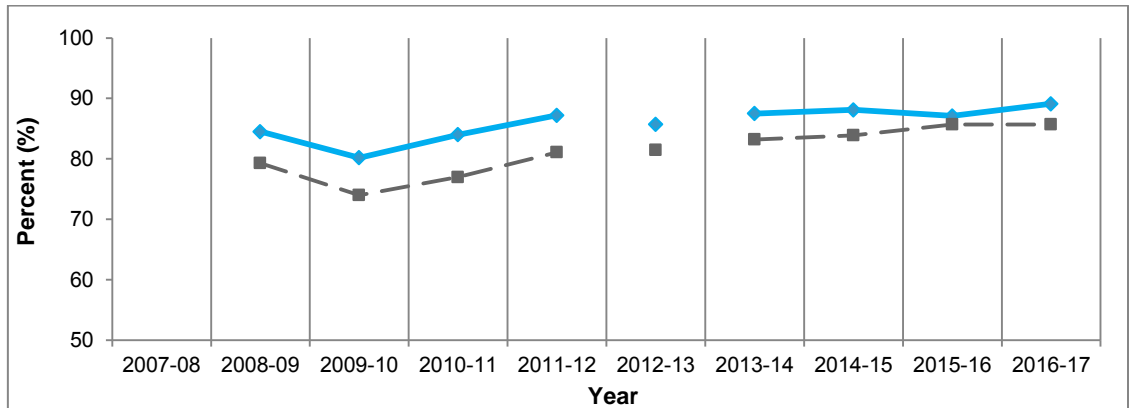
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Participation in diploma exams was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Physics 30

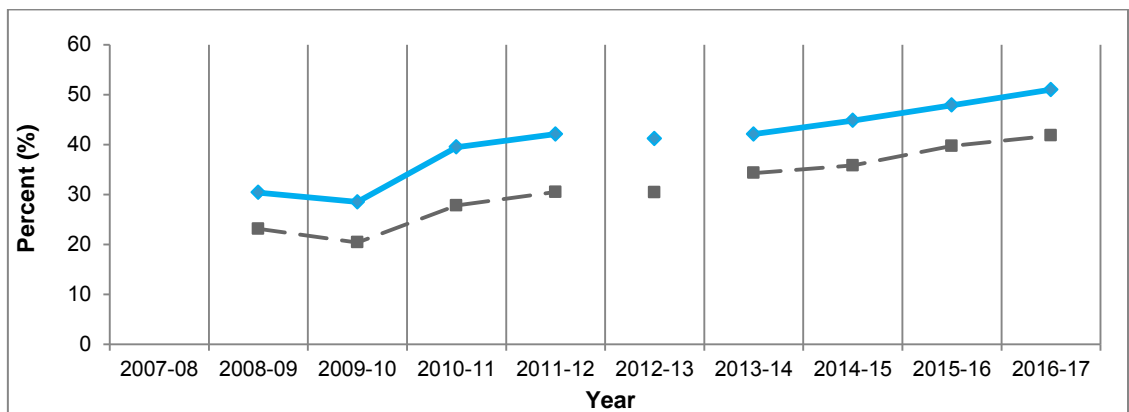
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13 ¹	2013-14	2014-15	2015-16	2016-17
CBE		84.5	80.2	84.0	87.2	85.7	87.5	88.1	87.1	89.1
Province		79.3	74.0	77.0	81.1	81.5	83.2	83.9	85.7	85.7
Difference		5.2	6.2	7.0	6.1	4.2	4.3	4.2	1.4	3.4



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14 ¹	2014-15	2015-16	2016-17
CBE		30.4	28.5	39.5	42.1	41.2	42.1	44.8	47.9	51.0
Province		23.1	20.4	27.8	30.5	30.4	34.3	35.8	39.7	41.8
Difference		7.3	8.1	11.7	11.6	10.8	7.8	9.0	8.2	9.2



Participation

Year	CBE	Prov	Diff.
2007-08			
2008-09	20.5	19.8	0.7
2009-10	21.7	20.0	1.7
2010-11	22.5	20.5	2.0
2011-12	22.0	20.2	1.8
2012-13	15.1	17.3	-2.2
2013-14	23.3	20.1	3.2
2014-15	23.8	19.9	3.9
2015-16	23.5	19.3	4.2
2016-17	21.6	18.6	3.0

A new Program of Study for Physics 30 in 2008-09 resulted in a new diploma examination. ¹ Caution should be used when interpreting evaluations and results over time for Physics 30, as equating was not in place until the 2013-14 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

For the 2012-13 school year, Alberta Education revised its method for calculating participation rates. Results are based upon a cohort of grade 10 students who are tracked over time. The results show the percentage of students in this cohort who complete the diploma examinations by the end of their third year of high school. Alberta Education recalculated the participation rate for the years to 2008-09 to 2011-12. Participation rates prior to 2008-09 have not been included because no comparison can be made.

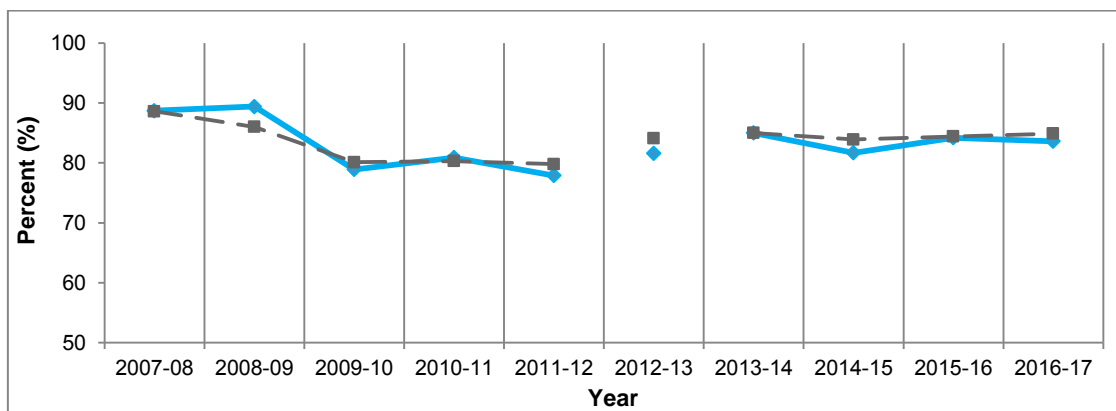
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Science 30

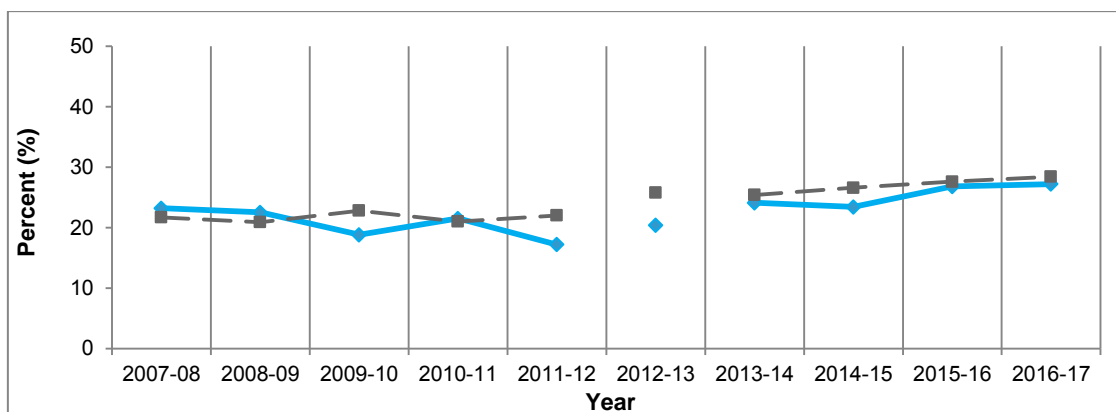
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11 ¹	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	88.7	89.4	78.9	80.9	77.9	81.6	85.0	81.7	84.2	83.6
Province	88.6	86.0	80.1	80.3	79.8	84.1	85.0	83.9	84.4	84.9
Difference	0.1	3.4	-1.2	0.6	-1.9	-2.5	0.0	-2.2	-0.2	-1.3



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11 ¹	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CBE	23.2	22.5	18.8	21.5	17.2	20.4	24.1	23.4	26.8	27.2
Province	21.7	20.9	22.8	21.0	22.0	25.8	25.4	26.6	27.6	28.4
Difference	1.5	1.6	-4.0	0.5	-4.8	-5.4	-1.3	-3.2	-0.8	-1.2



Participation

Year	CBE	Prov	Diff.
2007-08			
2008-09	7.8	9.3	-1.5
2009-10	8.6	9.0	-0.4
2010-11	8.5	9.0	-0.5
2011-12	9.6	10.3	-0.7
2012-13	6.0	9.8	-3.8
2013-14	12.0	12.8	-0.8
2014-15	13.1	14.1	-1.0
2015-16	14.9	15.7	-0.8
2016-17	13.8	16.9	-3.1

A new Program of Study for Science 30 in 2007-08 resulted in a new diploma examination.¹ Caution should be used when interpreting evaluations and results over time for Science 30, as equating was not in place until the 2010-11 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

For the 2012-13 school year, Alberta Education revised its method for calculating participation rates. Results are based upon a cohort of grade 10 students who are tracked over time. The results show the percentage of students in this cohort who complete the diploma examinations by the end of their third year of high school. Alberta Education recalculated the participation rate for the years to 2008-09 to 2011-12. Participation rates prior to 2008-09 have not been included because no comparison can be made.

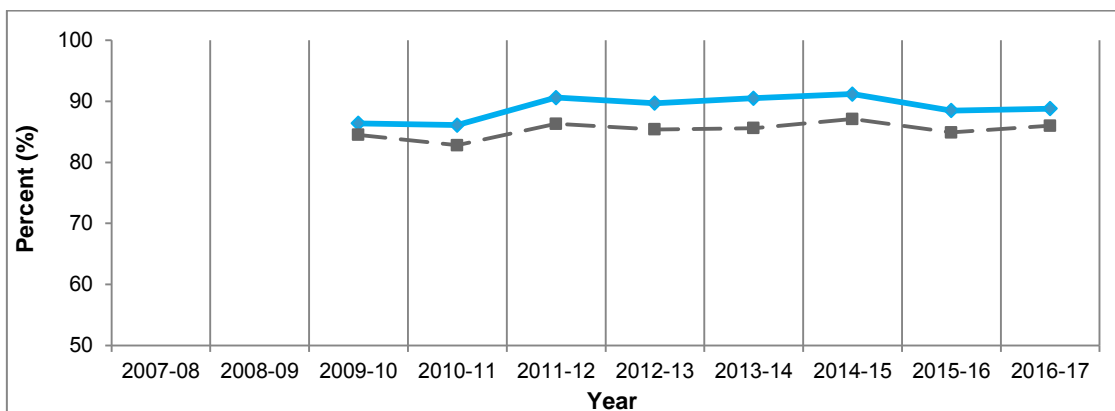
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Social Studies 30-1

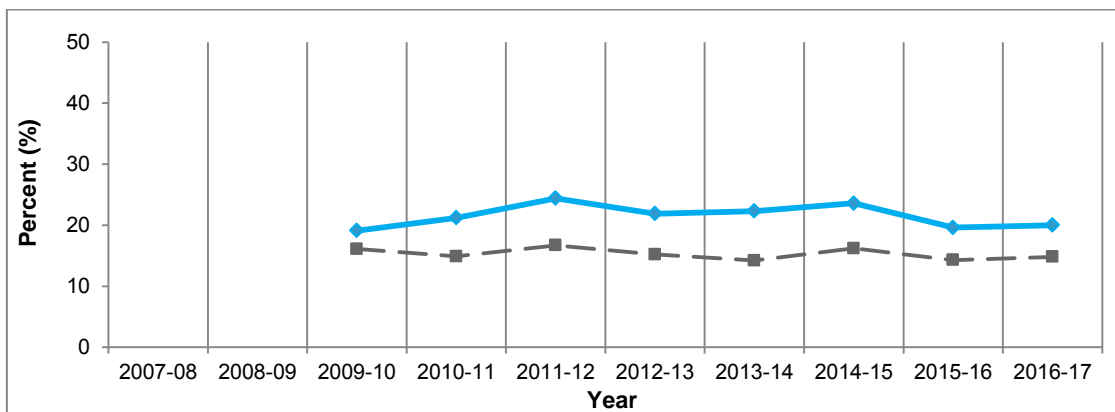
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13 ¹	2013-14	2014-15	2015-16	2016-17
CBE			86.4	86.1	90.6	89.7	90.5	91.2	88.5	88.8
Province			84.5	82.8	86.3	85.4	85.6	87.1	84.9	86.0
Difference			1.9	3.3	4.3	4.3	4.9	4.1	3.6	2.8



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13 ¹	2013-14	2014-15	2015-16	2016-17
CBE			19.1	21.2	24.4	21.9	22.3	23.6	19.6	20.0
Province			16.1	14.9	16.7	15.2	14.2	16.2	14.3	14.8
Difference			3.0	6.3	7.7	6.7	8.1	7.4	5.3	5.2



Participation

Year	CBE	Prov	Diff.
2007-08			
2008-09			
2009-10	49.7	45.7	4.0
2010-11	50.4	47.8	2.6
2011-12	48.0	47.6	0.4
2012-13	44.2	45.8	-1.6
2013-14	45.0	45.1	-0.1
2014-15	43.7	43.5	0.2
2015-16	46.9	45.1	1.8
2016-17	46.4	44.9	1.5

A new Program of Study for Social Studies 30-1 in 2009-10 resulted in a new diploma examination. ¹ Caution should be used when interpreting evaluations and results over time for Social Studies 30-1, as equating was not in place until the 2012-13 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

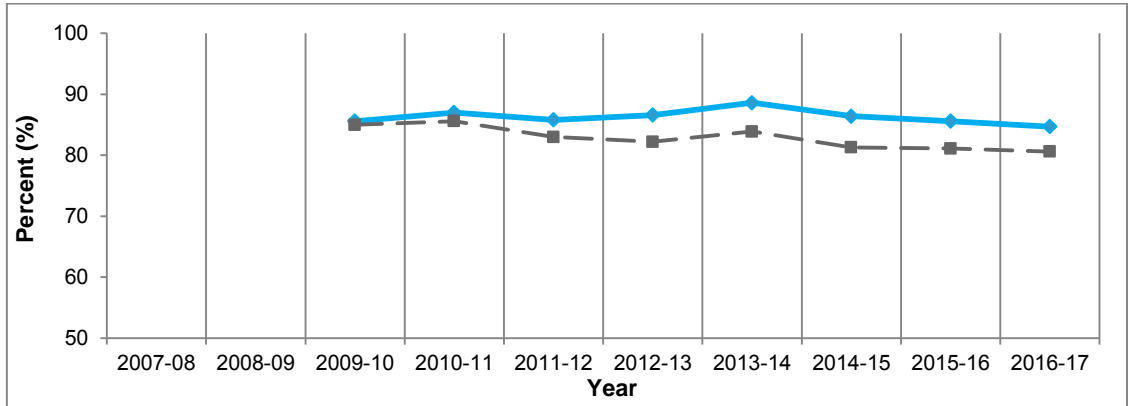
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Social Studies 30-2

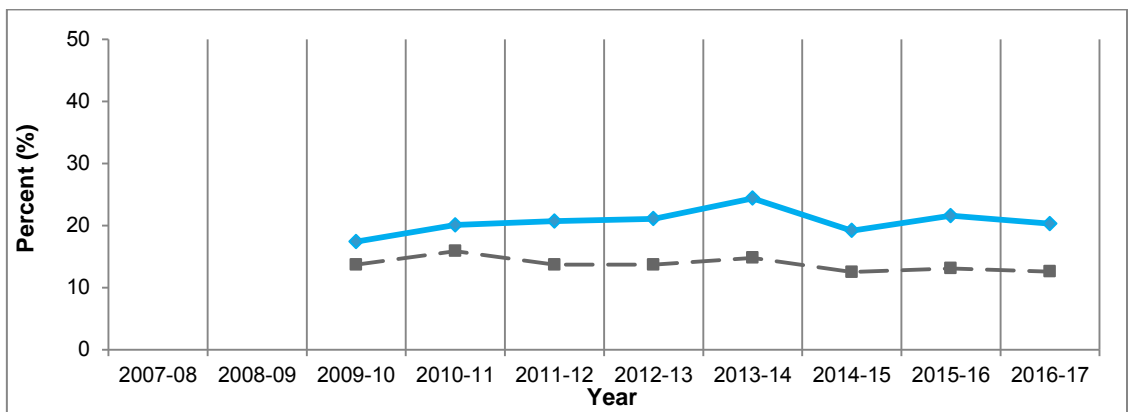
Acceptable Standard

Year	2007-08	2008-09	2009-10	2010-11	2011-12 ¹	2012-13	2013-14	2014-15	2015-16	2016-17
CBE			85.6	87.0	85.8	86.6	88.6	86.4	85.6	84.7
Province			85.0	85.6	83.0	82.2	83.9	81.3	81.1	80.6
Difference			0.6	1.4	2.8	4.4	4.7	5.1	4.5	4.1



Standard of Excellence

Year	2007-08	2008-09	2009-10	2010-11	2011-12 ¹	2012-13	2013-14	2014-15	2015-16	2016-17
CBE			17.4	20.1	20.7	21.1	24.4	19.2	21.6	20.3
Province			13.7	15.9	13.7	13.7	14.8	12.5	13.1	12.6
Difference			3.7	4.2	7.0	7.4	9.6	6.7	8.5	7.7



Participation

Year	CBE	Prov	Diff.
2007-08			
2008-09			
2009-10	27.5	27.4	0.1
2010-11	28.9	30.8	-1.9
2011-12	31.6	31.9	-0.3
2012-13	36.0	33.7	2.3
2013-14	36.1	35.2	0.9
2014-15	37.4	36.7	0.7
2015-16	33.7	35.8	-2.1
2016-17	34.5	36.4	-1.9

A new Program of Study for Social Studies 30-2 in 2009-10 resulted in a new diploma examination. ¹ Caution should be used when interpreting evaluations and results over time for Social Studies 30-2, as equating was not in place until the 2011-12 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

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The achievement of CBE students on the 2016-17 Provincial Achievement Tests and Diploma Examinations is one of the ways in which the Calgary Board of Education demonstrates the quality of student learning experiences and student success within the programs of study.

Results from 2016-17 demonstrate excellence and improvement in many areas of student learning and call attention to areas where efforts for continuous improvement can be focused.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.