

**Combined 2017 Accountability Pillar: Overall Summary**  
**October 2017 Update**  
**Authority: 3030 Calgary School District No. 19**

Measure Category	Measure	Calgary School District No. 19			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	89.3	89.8	89.0	89.5	89.5	89.3	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	82.4	83.2	82.5	81.9	81.9	81.5	Very High	Maintained	Excellent
	Education Quality	89.0	89.4	88.3	90.1	90.1	89.6	High	Improved Significantly	Good
	Drop Out Rate	2.7	2.8	3.1	3.0	3.2	3.3	Very High	Improved Significantly	Excellent
	High School Completion Rate (3 yr)	76.4	75.2	75.4	77.9	76.5	76.1	High	Improved	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	75.3	75.5	74.9	73.4	73.6	73.2	Intermediate	Maintained	Acceptable
	PAT: Excellence	20.6	20.4	19.8	19.5	19.4	18.8	High	Improved	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	85.0	85.1	85.9	83.0	82.7	83.1	High	Declined Significantly	Issue
	Diploma: Excellence	28.6	27.6	28.6	22.2	21.2	21.5	Very High	Maintained	Excellent
	Diploma Exam Participation Rate (4+ Exams)	61.9	61.0	60.9	54.9	54.6	53.1	High	Improved	Good
	Rutherford Scholarship Eligibility Rate	61.6	61.1	61.1	62.3	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	60.0	60.9	60.9	57.9	59.4	59.3	High	Declined	Acceptable
	Work Preparation	78.9	79.3	78.6	82.7	82.6	81.9	High	Maintained	Good
	Citizenship	82.7	83.8	83.1	83.7	83.9	83.6	Very High	Declined	Good
Parental Involvement	Parental Involvement	78.3	78.4	77.8	81.2	80.9	80.7	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	80.1	80.4	78.1	81.4	81.2	80.2	High	Improved Significantly	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TFM (Tell Them From Me) survey in 2014.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

**Combined 2017 Accountability Pillar: First Nations, Métis and Inuit Summary**  
**October 2017 Update**  
**Authority: 3030 Calgary School District No. 19**

Measure Category	Measure	Calgary School District No. 19 (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	7.5	5.5	7.8	5.8	6.1	6.7	Low	Maintained	Issue
	High School Completion Rate (3 yr)	36.4	33.2	34.4	53.6	50.2	47.8	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	44.0	39.6	41.1	51.7	52.4	52.1	Very Low	Maintained	Concern
	PAT: Excellence	6.5	3.2	3.6	6.7	6.3	6.3	Very Low	Improved Significantly	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	79.6	81.1	83.0	77.1	76.1	76.3	Intermediate	Maintained	Acceptable
	Diploma: Excellence	14.3	17.0	16.3	10.7	10.2	10.2	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	16.7	14.2	15.3	21.8	20.7	20.3	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	16.5	20.3	20.3	34.2	31.9	31.9	n/a	Declined	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	33.8	25.6	25.4	31.8	33.5	33.3	Very Low	Improved Significantly	Acceptable
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
9. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
10. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.