

# **Accountability Pillar Results for Annual Education Results Report (AERR)**

**October 2019**

**9969 Calgary Islamic School, Akram Jomaa Campus**

**Report Date: September 23, 2019**



**Accountability Pillar Overall Summary**  
**Annual Education Results Reports - Oct 2019**  
**School: 9969 Calgary Islamic School, Akram Jomaa Campus**



Measure Category	Measure	Calgary Islamic School, Akram			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	<a href="#">Safe and Caring</a>	82.9	78.7	81.5	89.0	89.0	89.3	Intermediate	Maintained	Acceptable
Student Learning Opportunities	<a href="#">Program of Studies</a>	69.4	64.4	61.3	82.2	81.8	81.9	Low	Improved	Acceptable
	<a href="#">Education Quality</a>	88.1	87.1	84.1	90.2	90.0	90.1	High	Improved	Good
	<a href="#">Drop Out Rate</a>	0.8	1.3	0.6	2.6	2.3	2.9	Very High	Maintained	Excellent
	<a href="#">High School Completion Rate (3 yr)</a>	81.1	88.8	74.7	79.1	78.0	77.5	High	Maintained	Good
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Acceptable</a>	81.2	74.5	77.5	73.8	73.6	73.6	High	Maintained	Good
	<a href="#">PAT: Excellence</a>	21.4	10.3	13.7	20.6	19.9	19.6	High	Improved	Good
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Acceptable</a>	74.1	68.1	76.0	83.6	83.7	83.1	Low	Maintained	Issue
	<a href="#">Diploma: Excellence</a>	20.4	22.9	29.1	24.0	24.2	22.5	High	Declined	Acceptable
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	78.2	88.8	74.7	56.3	55.7	55.1	Very High	Maintained	Excellent
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	87.5	92.9	91.2	64.8	63.4	62.2	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Transition Rate (6 yr)</a>	93.5	99.6	98.7	59.0	58.7	58.7	Very High	Maintained	Excellent
	<a href="#">Work Preparation</a>	83.6	71.9	72.8	83.0	82.4	82.6	High	Improved	Good
	<a href="#">Citizenship</a>	72.3	65.7	70.0	82.9	83.0	83.5	Intermediate	Maintained	Acceptable
Parental Involvement	<a href="#">Parental Involvement</a>	76.8	67.8	69.5	81.3	81.2	81.1	Intermediate	Improved	Good
Continuous Improvement	<a href="#">School Improvement</a>	74.4	73.7	72.1	81.0	80.3	81.0	Intermediate	Maintained	Acceptable

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

**Accountability Pillar Overall Summary**

**Source Data Reference**

**Annual Education Results Reports - Oct 2019**

**School: 9969 Calgary Islamic School, Akram Jomaa Campus**



Measure Category	Measure	Current Result	Previous Year Result	Previous 3 Year Average	Data Updated
Safe and Caring Schools	Safe and Caring	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Mar 29, 2019
Student Learning Opportunities	Program of Studies	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Mar 29, 2019
	Education Quality	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Mar 29, 2019
	Drop Out Rate	2017/2018	2016/2017	School Years 2014/2015, 2015/2016, 2016/2017	Mar 01, 2019
	High School Completion Rate (3 yr)	2017/2018	2016/2017	School Years 2014/2015, 2015/2016, 2016/2017	Mar 01, 2019
Student Learning Achievement (Grades K-9)	PAT: Acceptable	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Aug 23, 2019
	PAT: Excellence	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Aug 23, 2019
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Aug 23, 2019
	Diploma: Excellence	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Aug 23, 2019
	Diploma Exam Participation Rate (4+ Exams)	2017/2018	2016/2017	School Years 2014/2015, 2015/2016, 2016/2017	Mar 01, 2019
	Rutherford Scholarship Eligibility Rate	2017/2018	2016/2017	School Years 2014/2015, 2015/2016, 2016/2017	Mar 01, 2019
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	2017/2018	2016/2017	School Years 2014/2015, 2015/2016, 2016/2017	Mar 01, 2019
	Work Preparation	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Mar 29, 2019
	Citizenship	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Mar 29, 2019
Parental Involvement	Parental Involvement	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Mar 29, 2019
Continuous Improvement	School Improvement	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Mar 29, 2019
ACOL Measure	Satisfaction with Program Access	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Mar 29, 2019
	In-service jurisdiction Needs	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Mar 29, 2019

# Accountability Pillar Overall Summary



## Measure Evaluation Reference

### Annual Education Results Reports - Oct 2019

#### School: 9969 Calgary Islamic School, Akram Jomaa Campus

#### Achievement Evaluation

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

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

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

#### Notes:

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

## Accountability Pillar Overall Summary

### Measure Evaluation Reference

#### Annual Education Results Reports - Oct 2019

#### School: 9969 Calgary Islamic School, Akram Jomaa Campus

#### Improvement Table

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

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

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

#### Overall Evaluation Table

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

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