



Peace River High School

Annual Education Results/Report

Three Year Education Plan 2019-2021



Accountability Statement

Peace River School Division #10 subscribes to a combined Annual Education Results Report (AERR) and the Three Year Education Plan (3YEP). This report is a summary of Peace River High School's achievements for the 2018-2019 school year based on the 2019-2021 Three Year Plan. It serves as a tool to continue monitoring improvement in the school and provide accountability to stakeholders.

Mission: Peace River High School, experience the success!

Vision: Preparing individual citizens for tomorrow.

At Peace High we are:

Proud

Respectful

Honourable

Successful

Peace River High School Profile

Peace River High School includes about 275 students in grades 9 through 12 with 17 teachers (16 Full Time Equivalent), 11 support staff and a staff member who works in a supportive program called Project Peace. We are located in Peace River, a town of about 7000 people with a surrounding population of about 20 000. The town is the major retail centre for the area. Farming, health, forestry and oil plants/servicing are major employers. Our school is a modern facility with Smartboards and digital projectors in all regular classrooms and multimedia hardware to meet the needs of the 21st Century learner. We also have a student work centre (learning common) with access to over 30 computers (laptop, Chromebook and desktop), group and single work stations, a bank of over 30 student accessible computers in our library learning common, a media studies lab, a Blended Learning classroom (video, audio and digital classroom to offer to remote locations) and four class sets of wireless laptops, 5 sets of Chromebooks and iPads available for sign out at the library Our facility has a two station gym and fitness centre, an outside basketball court and an irrigated sports field with a multifunctional scoreboard.

Peace High became involved with the Alberta Education project of High School Redesign (<http://abhsredesign.ca>) in the 2014-2015 school year. This project has enabled a scheduling change where the students have an extra block each day to work with small groups, individually and with teachers to complete schoolwork, academic and extra-curricular activities and get extra help or access to additional programs. This block of time is called Success Block.

Instruction is provided in all levels of English LA, Social Studies, Sciences and Mathematics, Physical Education, French Immersion, Fine Arts (Art and Drama), Practical CTS (Industrial Arts, Cosmetology, Foods, Fashion Studies, Natural Resources, Sports Performance, Information Processing and Visual Communications). There is an integrated Knowledge and Employability (K & E) program available to students. We will continue to explore new exploratory courses and Blended Learning courses to be available to our students and other students in the division.

We engage in shared programming Blended Learning classes within our school division for a variety of courses.

Grade 9 Mathematics, Science, Social Studies, and English Language Arts are offered as semestered courses. Students write their provincial exams in January and June. Grades 9s are able to select up to four Core Support Courses that include Drama, Woods, Cosmetology, Metals, Yearbook, Fashion, Archery, Outdoor Pursuits and Project-Based Learning.

Extra-curricular activities include teams that routinely reach the provincial level of competition in volleyball, basketball, badminton, golf, cross-country, rugby, track and field, and football. Football is a combined program between Peace River School Division and Holy Family School Division, called the Peace River Pioneers. In addition to sports, we have a variety of other groups that students participate in from year to year including an Interact Rotary Youth Group, Gener8, Women in Science, Engineering and Technology (WISEST), League of Leadership (school-based leadership group), Gay/Straight Alliance (GSA), Northwest Regional Skills Canada Competitions, and others.

Peace River HS has Teacher Advisors for Grade 12 who help students and parents with the planning of student timetables and accessing post-secondary information. The Advisors also update students with scholarship information through the newsletter, posters and website. All students are also assigned to a Teacher Advisor (Success Teacher) who assist with help and resources from grade 9 to 11 and teach the Health 9 and Learning Strategies 10/11 locally developed courses. This is part of the High School Redesign initiative.

Project Peace is a mental health capacity program that allows Peace River HS and other Peace River area schools to access a youth support worker and other Project Peace supports through universal programming such as Be your Own Boss, Rainbows and Restorative Practices with our students and staff. Universal programming in classes such as CALM and Health dealing with social, emotional and mental health concerns and are a tremendous asset to our programs.

We are currently engaged in a partnership with Careers: The Next Generation, in conjunction with Northern Lakes College and local industry to offer Dual Credit programming and to assist in placements for our Work Experience, Registered Apprenticeship Program (RAP) and Green Certificate Program.

Peace High students regularly qualify for Rutherford scholarships and a variety of post-secondary bursaries and scholarships. We have an active leadership group running in the school called the LOL (League of Leadership) with approximately 30 students and 2 staff members who are participating in the Ever Active Symposium this year and attending the Youth Leadership Conference, as well as hosting many active events throughout the year at the school.

Combined 2019 Accountability Pillar Overall Summary

Measure Category	Measure	Peace River High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	83.6	80.3	82.7	89.0	89.0	89.3	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	68.6	68.7	71.8	82.2	81.8	81.9	Low	Maintained	Issue
	Education Quality	83.6	77.6	82.1	90.2	90.0	90.1	Low	Maintained	Issue
	Drop Out Rate	3.1	1.1	1.4	2.6	2.3	2.9	High	Declined	Acceptable
	High School Completion Rate (3 yr)	80.4	64.8	70.2	79.1	78.0	77.5	High	Improved	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	59.5	45.7	55.0	73.8	73.6	73.6	Very Low	Maintained	Concern
	PAT: Excellence	10.0	4.1	6.7	20.6	19.9	19.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	71.6	77.9	73.6	83.6	83.7	83.1	Low	Maintained	Issue
	Diploma: Excellence	14.4	8.6	7.4	24.0	24.2	22.5	Intermediate	Improved	Good
	Diploma Exam Participation Rate (4+ Exams)	45.6	34.0	34.4	56.3	55.7	55.1	Intermediate	Improved	Good
	Rutherford Scholarship Eligibility Rate	56.7	43.5	42.6	64.8	63.4	62.2	Intermediate	Improved	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	40.6	52.0	53.6	59.0	58.7	58.7	Low	Declined	Issue
	Work Preparation	69.4	81.7	86.6	83.0	82.4	82.6	Low	Declined	Issue
	Citizenship	74.4	73.1	76.3	82.9	83.0	83.5	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	83.1	70.1	74.4	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	73.6	81.5	85.0	81.0	80.3	81.0	Intermediate	Declined Significantly	Issue

Notes:

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

Measure Evaluation Reference

Achievement Evaluation

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

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

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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	57.3	52.5	66.8	45.7	59.5	75	Very Low	Maintained	Concern	67	71	80
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	6.8	9.2	6.8	4.1	10.0	17	Low	Maintained	Issue	14	17	20

Comment on Results

(an assessment of progress toward achieving the target)

- Increase of 14% for acceptable standard on PAT
- Increase of 6% on standard of excellence on PAT
 - Still below the provincial average but the increases are in the right direction

Strategies

- School-based Professional Development days focussed on identifying needs and supports for individual learners through a Collaborative Response Model
- Placement of students in classes for levels of support needed
- Having students write appropriate exams for their academic level
- Continued focus on increased effectiveness of Formative Assessment in all classes.
- Scheduling of Success Block time to enable extra scheduled instruction and support time for academic subjects
- Tier 2 and 3 support time scheduled through Success time
- Focus on communication with parents and students surrounding attendance concerns
- Working with administration and Success Teachers to develop a four year education plan, starting in Grade 9 through the use of Learning Strategies course and "My Blueprint" in Success blocks and Health.
- Increased information provided to teachers, students and parents on PAT exams.
- Increased Inclusion Coach time to mild/moderate and individual needs of students.
- More effective communication through the CLEVR software allows a consolidation of information for students

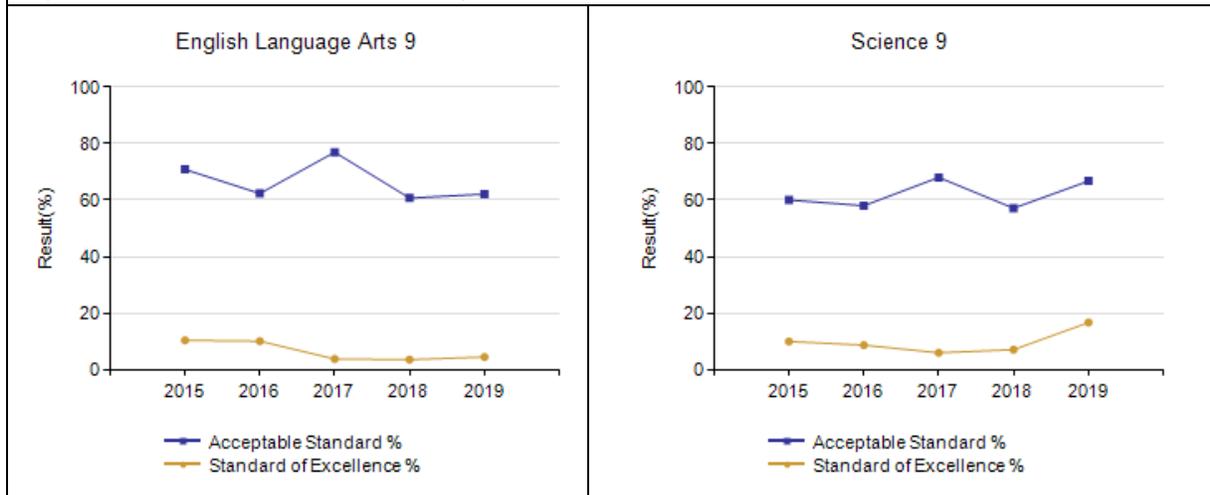
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	School	70.8	10.4	62.3	10.1	76.9	3.8	60.7	3.6	62.1	4.5		
	Authority	70.4	9.1	68.6	6.3	74.3	6.9	69.3	8.0	64.4	5.4		
	Province	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7		
K&E English Language Arts 9	School	*	*	*	*	*	*	*	*	*	*		
	Authority	30.0	0.0	70.6	17.6	66.7	11.1	*	*	*	*		
	Province	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4		
French Language Arts 9 année	School	*	*	50.0	10.0	83.3	0.0	37.5	0.0	85.7	0.0		
	Authority	*	*	50.0	10.0	83.3	0.0	37.5	0.0	85.7	0.0		
	Province	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3		
Français 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0		
Mathematics 9	School	57.8	2.2	53.0	12.1	65.3	6.1	29.8	0.0	50.8	10.8		
	Authority	60.3	12.3	56.7	8.7	61.8	8.0	41.5	5.2	47.2	7.5		
	Province	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0		
K&E Mathematics 9	School	33.3	11.1	42.9	14.3	*	*	*	*	*	*		
	Authority	29.4	5.9	64.3	7.1	66.7	11.1	44.4	0.0	*	*		
	Province	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2		
Science 9	School	60.0	10.0	58.0	8.7	68.0	6.0	57.1	7.1	66.7	16.7		
	Authority	64.0	8.1	61.0	8.3	61.0	6.3	64.6	9.1	61.4	11.9		
	Province	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4		
K&E Science 9	School	*	*	*	*	*	*	*	*	*	*		
	Authority	33.3	0.0	*	*	*	*	*	*	*	*		
	Province	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7		
Social Studies 9	School	56.0	6.0	39.7	5.9	56.0	10.0	41.4	6.9	62.5	9.4		
	Authority	56.5	7.6	48.8	12.2	56.8	11.6	53.6	9.2	55.0	8.5		
	Province	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6		
K&E Social Studies 9	School	*	*	*	*	*	*	*	*	*	*		
	Authority	41.7	0.0	76.5	11.8	44.4	11.1	*	*	25.0	12.5		
	Province	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0		

Graph of Provincial Achievement Test Results by Course





Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	81.9	67.3	75.5	77.9	71.6	83	Low	Maintained	Issue	78	80	82
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	13.0	8.3	5.3	8.6	14.4	13	Intermediate	Improved	Good	16	18	20

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	70.6	72.5	73.2	64.8	80.4	76	High	Improved	Good	78	80	82
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	39.7	25.1	43.9	34.0	45.6	48	Intermediate	Improved	Good	50	53	56
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.0	0.9	2.1	1.1	3.1	1	High	Declined	Acceptable	1	1	1
High school to post-secondary transition rate of students within six years of entering Grade 10.	63.2	60.7	48.1	52.0	40.6	60	Low	Declined	Issue	47	49	52
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	36.3	48.1	43.5	56.7	N/A	Intermediate	Improved	Good	57	59	61

Comment on Results

(an assessment of progress toward achieving the target)

- **6 % improvement and Good overall in Diploma excellence**
- **Significant improvements in High School Completion, Diploma participation, and Rutherford Scholarship eligibility.**

Strategies

- **School-based Professional Development days focussed on identifying needs and supports for individual learners through a Collaborative Response Model**
- **Continued focus on increased effectiveness of Formative Assessment in all classes.**
- **Scheduling of Success Block time to enable extra scheduled instruction and support time for academic subjects**
- **Tier 2 and 3 support time scheduled through Success time**

- Continue to Raise awareness of Rutherford application requirements through the use of internal and external communication sources including bulletin boards, messaging screens , social media and public acknowledgment at Graduation ceremony.
- Continued attendance and hosting of career fairs and programs (WISEST and Gener8 and Skills Canada) to promote involvement in post-secondary programs and skills competitions.
- High School Redesign and our Success blocks have enabled teachers more one on one and small group time with students and allows students time to focus on assignments and courses that they are in need of extra help or time.
 - Teacher advisory groups working through Learning Strategies course where students explore their educational goals and plans.
 - Diploma Prep time throughout the division in the month prior to exams
 - Grade 12 students in their own Success Group working through graduation preparation, scholarship applications and study time.
- School-based committee focused on knowledge and implementation of a Formative Assessment model for our school.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Diploma Examination Results – Measure Details

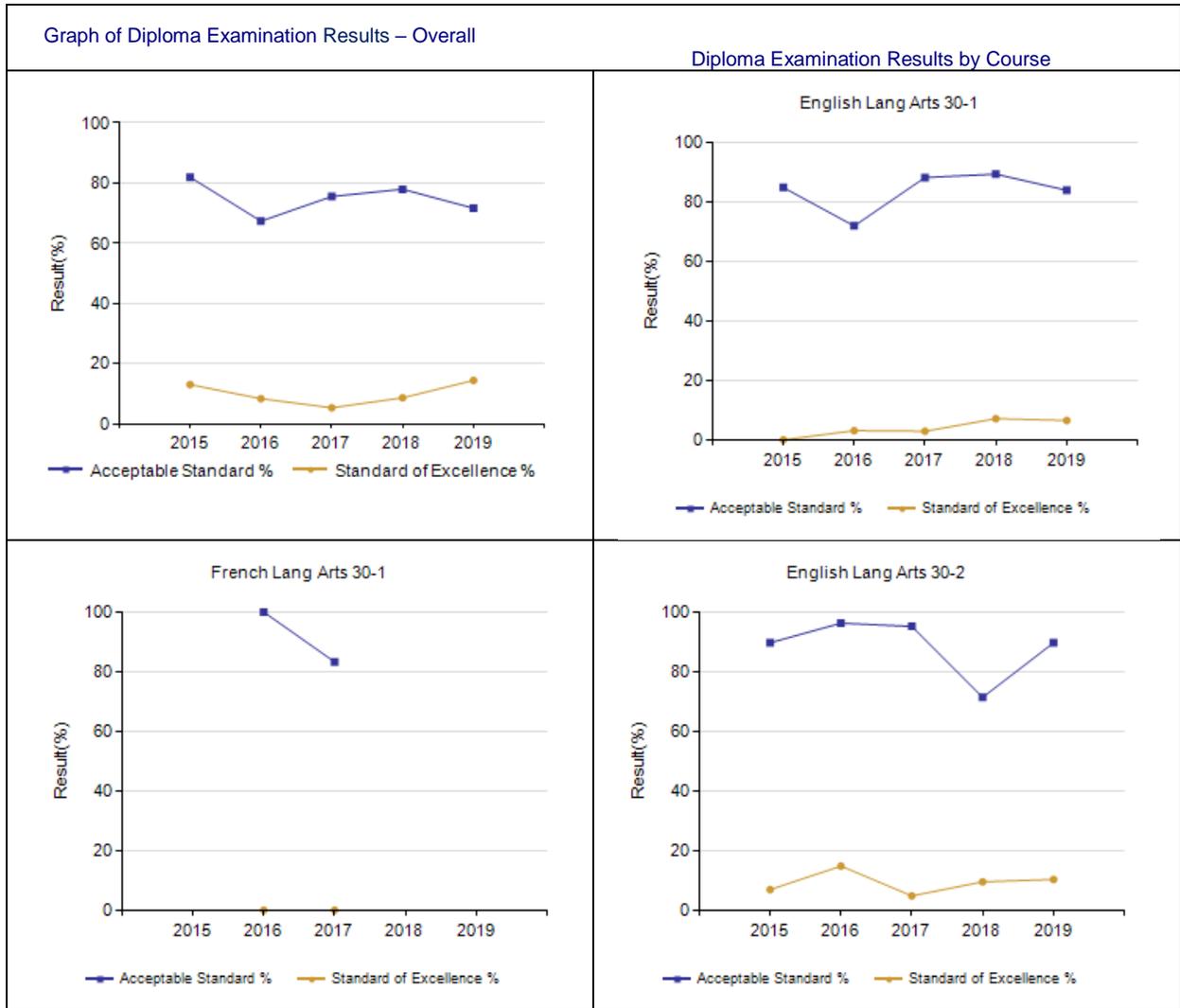
Diploma Exam Course by Course Results by Students Writing.

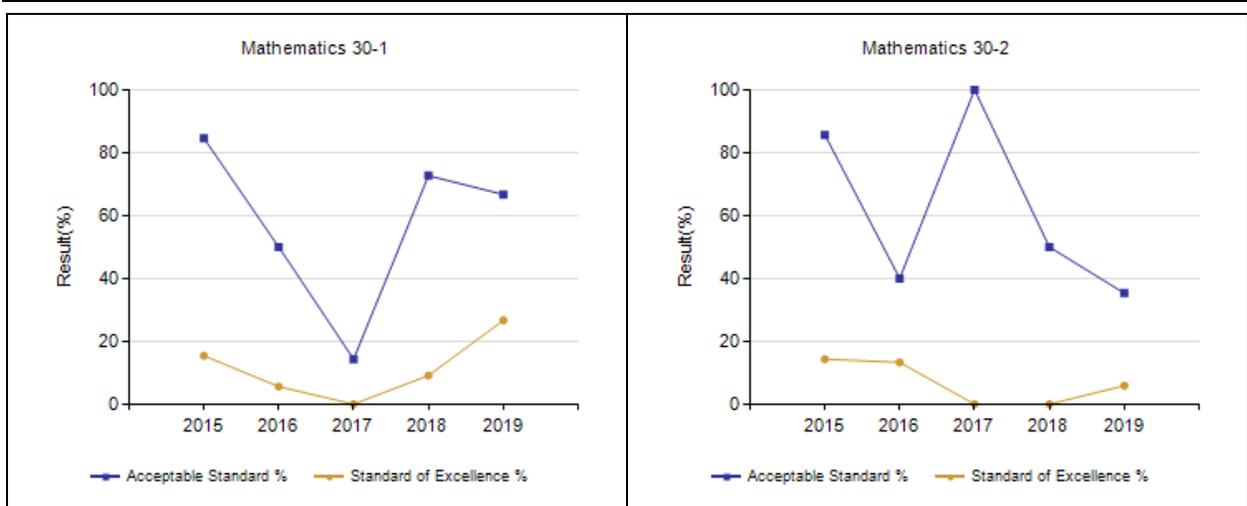
		Results (in percentages)									
		2015		2016		2017		2018		2019	
		A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	84.8	0.0	71.9	3.1	88.2	2.9	89.3	7.1	83.9	6.5
	Authority	90.9	5.1	85.7	3.6	88.6	4.8	93.6	8.5	81.1	10.4
	Province	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3
English Lang Arts 30-2	School	89.7	6.9	96.3	14.8	95.2	4.8	71.4	9.5	89.7	10.3
	Authority	84.9	6.6	87.5	11.1	95.1	7.3	81.2	12.9	90.3	12.6
	Province	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1
French Lang Arts 30-1	School	n/a	n/a	100.0	0.0	83.3	0.0	*	*	*	*
	Authority	n/a	n/a	100.0	0.0	83.3	0.0	*	*	*	*
	Province	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1
Français 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5
Mathematics 30-1	School	84.6	15.4	50.0	5.6	14.3	0.0	72.7	9.1	66.7	26.7
	Authority	64.2	13.2	48.5	6.1	43.2	4.5	71.7	22.6	69.2	23.1
	Province	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1
Mathematics 30-2	School	85.7	14.3	40.0	13.3	100.0	0.0	50.0	0.0	35.3	5.9
	Authority	56.8	4.5	65.3	6.1	57.1	2.0	67.8	15.3	63.6	10.6
	Province	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8
Social Studies 30-1	School	88.5	19.2	67.9	3.6	75.0	3.6	87.5	6.3	76.9	7.7
	Authority	81.3	7.7	86.6	4.9	79.3	8.0	84.0	9.3	77.8	11.1
	Province	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0
Social Studies 30-2	School	65.6	9.4	64.5	6.5	80.0	8.0	87.0	4.3	58.8	0.0
	Authority	83.8	3.8	72.1	7.0	78.3	7.6	75.5	7.1	67.9	6.4
	Province	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2

Biology 30	School	80.0	24.0	65.0	15.0	84.0	16.0	90.0	20.0	81.8	50.0
	Authority	76.9	14.4	81.1	22.6	73.1	12.0	78.7	22.3	71.3	23.1
	Province	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5
Chemistry 30	School	76.5	17.6	53.8	11.5	56.3	6.3	64.3	14.3	71.4	28.6
	Authority	65.0	13.3	57.3	12.4	68.3	12.7	66.7	14.3	63.4	19.7
	Province	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5
Physics 30	School	90.9	27.3	60.0	10.0	44.4	0.0	63.6	9.1	54.5	18.2
	Authority	95.0	20.0	76.0	16.0	73.3	20.0	80.0	17.1	81.8	30.3
	Province	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5

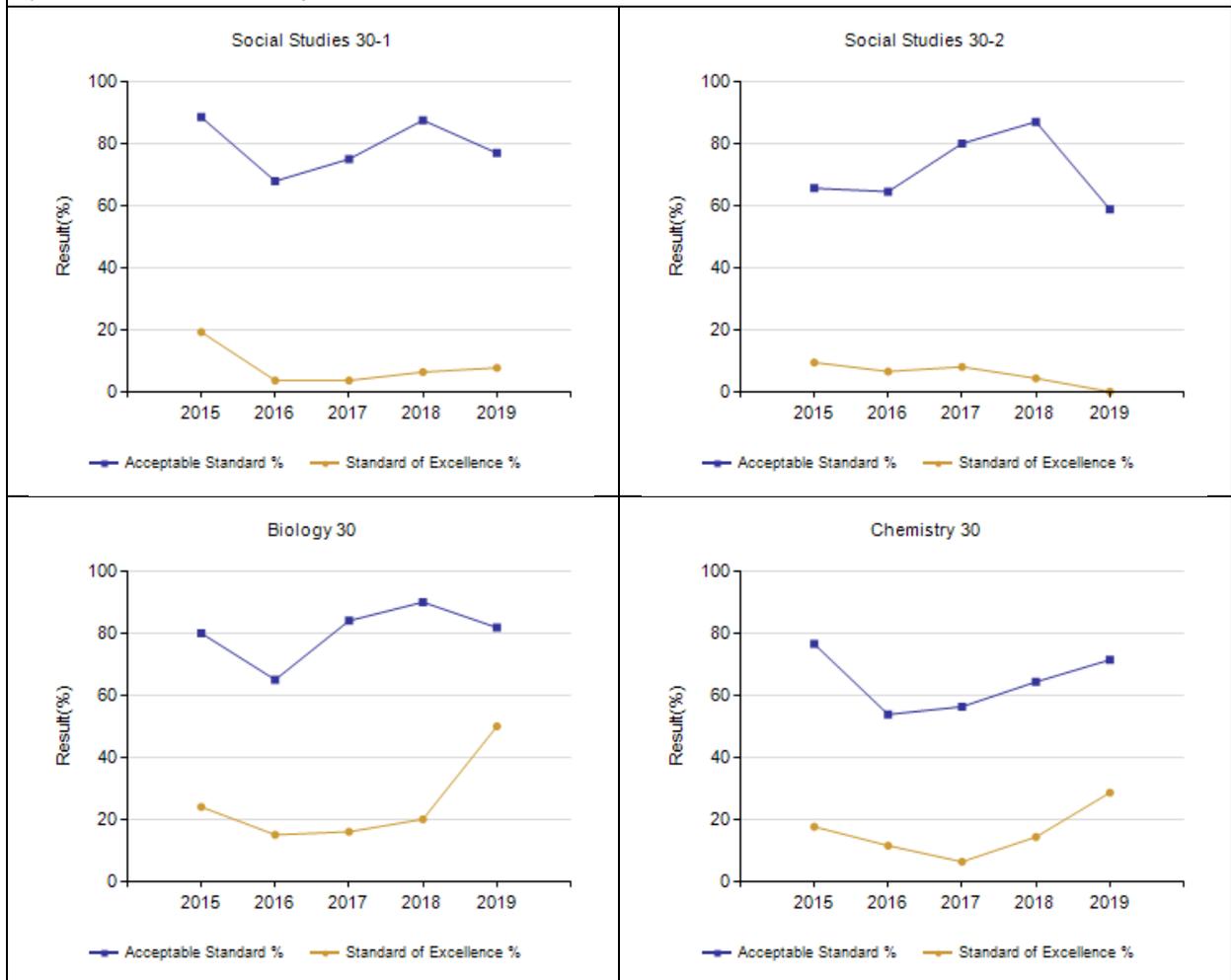
Notes:

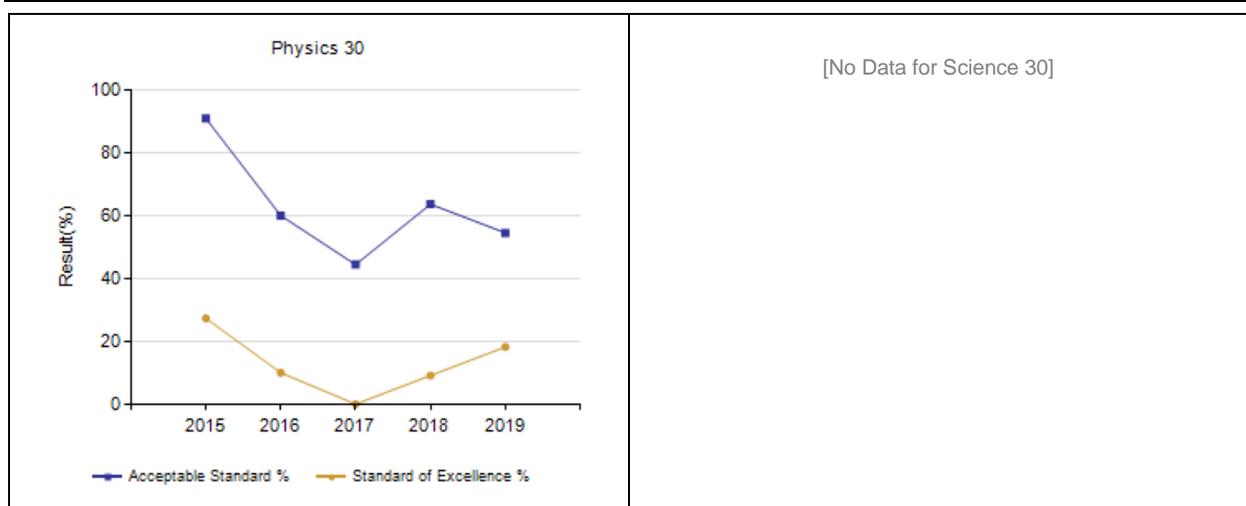
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.
- 6.





Diploma Examination Results by Course





[No Data for Science 30]

Course	Measure	Peace River High School						Alberta				
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Low	Maintained	Issue	31	83.9	31	83.1	29,832	86.8	30,091	86.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	31	6.5	31	4.4	29,832	12.3	30,091	11.9
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	29	89.7	23	87.7	16,640	87.1	16,563	88.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	29	10.3	23	9.7	16,640	12.1	16,563	12.3
French Lang Arts 30-1	Acceptable Standard	*	*	*	2	*	8	91.7	1,215	91.5	1,296	94.1
	Standard of Excellence	*	*	*	2	*	8	0.0	1,215	10.1	1,296	9.7
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	98.6	154	98.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	29.5	154	20.6
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	15	66.7	14	45.7	19,389	77.8	20,337	73.9
	Standard of Excellence	n/a	n/a	n/a	15	26.7	14	4.9	19,389	35.1	20,337	30.6
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	17	35.3	14	63.3	14,465	76.5	14,107	74.8
	Standard of Excellence	n/a	n/a	n/a	17	5.9	14	4.4	14,465	16.8	14,107	16.4
Social Studies 30-1	Acceptable Standard	Low	Maintained	Issue	26	76.9	24	76.8	21,610	86.6	22,179	85.7
	Standard of Excellence	Low	Maintained	Issue	26	7.7	24	4.5	21,610	17.0	22,179	15.6
Social Studies 30-2	Acceptable Standard	Very Low	Declined	Concern	34	58.8	26	77.2	20,758	77.8	20,078	80.2
	Standard of Excellence	Very Low	Declined	Concern	34	0.0	26	6.3	20,758	12.2	20,078	12.6
Biology 30	Acceptable Standard	Intermediate	Maintained	Acceptable	22	81.8	22	79.7	22,442	83.9	22,853	85.3
	Standard of Excellence	Very High	Improved Significantly	Excellent	22	50.0	22	17.0	22,442	35.5	22,853	33.8
Chemistry 30	Acceptable Standard	Intermediate	Maintained	Acceptable	14	71.4	19	58.1	18,525	85.7	18,929	82.7
	Standard of Excellence	Intermediate	Improved	Good	14	28.6	19	10.7	18,525	42.5	18,929	37.2
Physics 30	Acceptable Standard	Low	Maintained	Issue	11	54.5	10	56.0	9,247	87.5	9,974	85.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	11	18.2	10	6.4	9,247	43.5	9,974	41.7

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.



Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	71.9	78.0	77.9	73.1	74.4	80	Intermediate	Maintained	Acceptable	78	80	81

Comment on Results

(an assessment of progress toward achieving the target)

- Communication of opportunities for students in citizenship and work preparation is crucial to the success of the programs.

Strategies

- We will utilize strategies from our School Communication Plan, local media and Division Communications Coordinator to raise the awareness of the active citizenship components of our programs.
 - Interact club
 - League of Leadership
 - Hosting Sports Tournaments
 - FNMI cultural events (Sister's in Spirit, Hand Games, Sweat Lodge, Blanket Exercise, Aboriginal Studies program)
 - Mentoring program with Springfield Elementary School
 - Toys-for-tots coin drive
 - Orange Shirt Day
 - Art student for a day (GPRC)
 - Adventures in Citizenship (Rotary program)
 - Rotary International Student Exchange Program
 - Terry Fox fundraiser activities
 - Food Bank challenge
 - Volunteering in the Soup Kitchen
 - Nomads in the news bulletin board
 - Remembrance Day ceremony inclusive of local families with relatives involved in Armed Forces
 - Social Media advertisement of programs, activities and events in the school
- Continue to maintain and expand our relations with the community with respect to apprenticeship programs, work experience, Green Certificate program, etc. with dedicated teacher time for these programs.
- Continue to host and be involved in Career fairs throughout the school year.
 - Career, FNMI, Forestry and Post-secondary fairs in this current year
- Engage students (LOL group) to be involved in the messaging about the importance of citizenship and filling out the surveys.
- Schedule instructional time for work in RAP, Work Experience and Green certificate to promote and ensure success in these programs

Notes:

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



Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone schools only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	37.7	28.0	51.2	25.9	42.7	56	Very Low	Maintained	Concern	61	71	80
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	0.0	6.1	7.0	2.4	5.2	11	Very Low	Maintained	Concern	14	17	20
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	76.0	66.7	72.3	67.4	62.2	74	Very Low	Maintained	Concern	78	80	82
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	4.0	5.6	4.3	2.2	4.4	11	Very Low	Maintained	Concern	14	17	20

Comment on Results

(an assessment of progress toward achieving the target)

- Significant increase in PAT results similar to the results of all Grade 9 students
- Results show an continued need for Tier 2 and 3 supports
- Set goals to match the achievement of all students at Peace High

Strategies

- Continued attendance and hosting of career fairs, programs to promote involvement in post-secondary programs and skills competitions.
- Continued focus on cultural and spiritual activities for FNMI to promote engagement in our school community.
- Aboriginal Studies classes attempting to engage more students in Experiential Learning
- High School Redesign and our Success blocks have enabled teachers more one on one and small group time with students and allows students time to focus on assignments and courses that they are needing extra help or time.
 - Teacher Advisory group focused on Grade 12 students and what they need to graduate.
 - Learning Strategies Course for Grades 10-11 to help students obtain basic skills and knowledge of their own learning.
 - Grade 9 Health class to help develop positive relationships as they transition into Peace High
- Having an experienced FNMI liaison with dedicated time to work with students on their educational programming.
- Continued communication with families on attendance and achievement through Administration and FNMI liaisons.
- Partnership with Sagitawa Friendship Centre and Ground Level Youth Centre for programs (sharing circles, sweat lodges) and support for students.
- Attendance and promotion of annual Powwow graduation celebration.
- Increased Professional development on Indigenous Student culture and Education practices to meet the Teacher and Leadership Quality Standards from Alberta Education.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English

Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.

6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.



9.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	54.8	59.5	52.0	66.7	79.5	72	High	Improved	Good	80	81	82
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	19.9	10.5	28.9	33.3	33.1	41	Low	Maintained	Issue	50	53	56
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	4.3	0.3	6.2	4.8	2.5	3	Very High	Maintained	Excellent	1	1	1
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	45.2	38.8	29.2	54.3	34.8	59	Very Low	Maintained	Concern	47	49	52
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	15.6	35.3	33.3	30.0	N/A	Very Low	Maintained	Concern	57	59	61

Comment on Results
(an assessment of progress toward achieving the target)

- **Dropout rate decreased by 2%**
- **Consistent and steady Increase for High School Completion over the past 2 years**
- **Increases show consistency between our FNMI students and all students**

Strategies

- **Continued attendance and hosting of career fairs, programs to promote involvement in post-secondary programs and skills competitions.**
- **High School Redesign and our Success blocks have enabled teachers more one on one and small group time with students and allows students time to focus on assignments and courses that they are needing extra help or time. (Tier 2 and 3 Supports)**
- **Continued and increase of dedicated time for FNMI liaison position to allow for more work with groups of students.**
- **Continued communication with families on attendance and achievement through Administration and FNMI liaisons.**
- **Partnership with Sagitawa Friendship Centre and Ground Level Youth Centre for programs (sharing circles, sweat lodges) and support for students.**
- **Attendance and promotion of annual Powwow Eagle Feather graduation ceremony.**
- **Presentation of Metis Sashes for graduating students**
- **Collaboration and programming with local Aboriginal Elders and events organizers.**

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	73.3	73.9	72.9	68.7	68.6	74	Low	Maintained	Issue	73	76	79

Comment on Results

(an assessment of progress toward achieving the target)

- **Low results show a need for increase in communication on opportunities that students have in a broad program of studies such as partnerships with ADLC/Outreach/Glenmary, dual credit, field trips and Success Block offerings.**

Strategies

- Continued focus through site-based professional development days on programs offered through Success time and regular scheduled classes.
- Continued development of partnerships with ADLC, Outreach and Glenmary School to increase the opportunities for students to access a full range of programs and courses.
- The utilization of learning coach time throughout the school will focus on assisting PLC groups and High School Redesign initiatives.
- The inclusion coaches will work with teachers developing specialized learning plans and the imbedding of IPP recommendations into practice.
- Offering of CTS modules in small sections through the High School Redesign schedule.
- High School Redesign as an evolving program where continuous modifications can happen with input from data and stakeholders.
 - Survey results (Google Form), Focus groups, School Council

Notes:

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



Outcome Four: Alberta’s education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	83.7	83.3	84.5	80.3	83.6	89	Intermediate	Maintained	Acceptable	85	87	89
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	79.7	83.3	85.3	77.6	83.6	86	Low	Maintained	Issue	85	87	89
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	62.5	85.7	92.3	81.7	69.4	88	Low	Declined	Issue	82	85	88
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	75.0	85.7	85.9	73.3	70.5		n/a	n/a	n/a			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	80.0	72.0	81.0	70.1	83.1	75	Very High	Maintained	Excellent	85	85	85
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	82.8	84.9	88.6	81.5	73.6	86	Intermediate	Declined Significantly	Issue	80	81	82

Comment on Results

(an assessment of progress toward achieving the target)

- Increase in Quality of Education only 1% off of moving to acceptable standard.
- Significant improvement back up to excellent in Parental Involvement
- Decrease in School Improvement shows that communication is needed to show school improvement initiatives over the past three years to parents and school community.

Strategies

- **School council meetings are held at 6:30 pm to accommodate parental need.**
 - Hosting of school events in conjunction with school council to increase participation
 - Communication of “hot” topics in education and at the school prior to the meetings
- **Consistent communication within the school community**
 - Maintenance and updates of a Facebook page for the school has helped to disseminate information to the public.
 - The continued use of School Messenger automated calling system to alert parents of attendance, upcoming events including parent teacher interviews, open house and school council meetings.
 - Personal calls made to parents to set up Parent Teacher conferences.
 - Parent meetings are held to aid in the consultation process around significant issues including, but not limited to, Grad, Assessment and High School Redesign.
- **Focus groups for all stakeholders to help obtain feedback on High School Redesign and the Success blocks and teachers.**
- **Case conferences (Learning support team meetings) set up to keep all stakeholders involved in programming for students with complex needs.**
- **Individual Program meetings with parents to review and sign programs.**
- **High School Redesign**
 - **Teacher Advisory groups (Success Teachers)**

- Success blocks for individual learning
 - Extra-curricular clubs and teams
 - Participation in community events (Sisters in Spirit, Pride Parade, Terry Fox, Toys for Tots)
 - Consistent and multiple forms of communication within school community
 - Social media, website, voice calls, email and special event nights using School Messenger
 - Consistent messages with PRHS acronym (Proud, Respectful, Honourable and Successful)
 - Increased time in inclusion coach work with assisting teachers and students with programming and individual needs inside and outside of the classroom.
 - Project Peace initiatives working in universal programming in classrooms focusing on social, emotional and mental health for all students
 - Use of Learning Common and Library Learning Common for tier 2 and 3 programming together with regular class work to promote inclusive education for all students.
 - Inclusion of Restorative practices within the school community to increase communication and accountability with all stakeholders in education.

Notes:

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



Parental Involvement

The Peace River High School council was formed at the November meeting. We are working to increase our attendance in the School council meetings this year. One strategy is the Joint Council meetings with TA Norris Middle School and Springfield Elementary. The joint council has had up to 25 people attending in last year's meetings. Other strategies have been communication of agenda items, reminders through email, phone and social media, and organizing meals for the meetings for those who volunteer to come.

The data from the 3 year Educational Plan for Peace High is presented to the School Council in the January meeting, where goals and strategies are discussed with members. The council has been actively involved in participating with sponsorship and promotion of school awards, as well promoting the development of new initiatives in our school community.

Peace High parents and Peace River Community are actively involved in our sports programs and extra-curricular clubs. We have many parent and community volunteers and drivers that make it possible for us to run the programs here at the school.

Deadlines and Communication

This report is available to parents and the public on the Peace River High website at www.peaceriverhigh.ca by the end January this school year. Copies are available upon request.

Many of the events, programs and activities that Peace High has to offer are communicated through our weekly newsletter email.

On our website is also a link to our Facebook page, which we try to keep updated with current events happening at the school. We use a communication program called School Messenger, which we send out messages through email, voice and text on attendance, events and reminders.

Communication of student's attendance, profile and grades is done through a student information system called PowerSchool. Once fully live for parents and students, they will be able to access daily attendance and assignment information on the site.