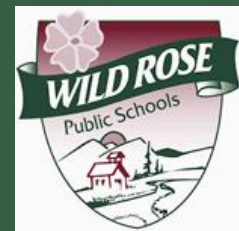
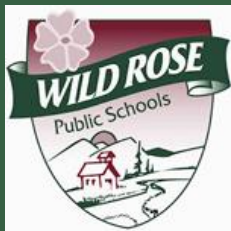


Annual Education Results Report & Three Year Education Plan 2013 – 2016

Lochearn Elementary School

Learning Together, We Excel!



Lochearn Elementary School

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Foundation Statements

Lochearn Elementary School

Lochearn Elementary School is a Kindergarten to Grade 5 school in Rocky Mountain House. We serve students living within the town limits as well as students living within the County of Clearwater.

Our Vision

- Students First: Tomorrow's Leaders

Our School Mission

- Shaping potential in a global environment.

Our School Motto

- Learning Together, We Excel!

Our Values

- Relationships
 - Integrity
- Perseverance
 - Creativity
 - Citizenship

Program Highlights

· Engaging All Learners

Smart Learning * Inquiry Based Learning * Differentiated Learning

· Developing Leadership and Citizenship Skills

7 Habits of Being Green * Crosswalk Leaders * Grade 5 Leadership Team * Recycling Club * Grade 4 Peacemakers * Gym Games * Healthy Active Team (H.A.T. Team) * Grade 4 students visit the Good Samaritans weekly * Roots of Empathy

· Developing Lifelong Learners

Genius Hour * Annual Innovation Day * Geography Challenge
* Grade4/5 Speeches * School Choir * Outdoor Education
Opportunities: Skating, Skiing, Snorkeling,
Snowshoeing, Swimming

Improvement Plan

Our Vision

Students First: Tomorrow's Leaders

Our School Mission

Shaping potential in a global environment.

Our Values

- Relationships
- Integrity
- Perseverance
- Creativity
- Citizenship

Goals

- › Increasing student engagement through Inquiry, Smart Learning and 7 Habits, students will increase achievement in learning.
- › Continuous improvement of literacy and numeracy
- › Continuous improvement of healthy practices

Strategies for increasing student engagement

Improve student engagement by improving teacher knowledge, improving distributed leadership capacity. Teachers meet weekly for an hour to improve their craft of teaching. We will also be collaborating with other schools three times this year to further our knowledge of inquiry based learning and smart learning. In December, our Kindergarten, Grade 1 and Grade 4 teachers will attend workshops with the Galileo Education Network. Our Grade 2 teachers will attend the Daily 5 in February. We also have a lead teacher for Inquiry Learning and a lead teacher for Smart learning. We will continue with improving our knowledge of the 7 Habits and will have two whole school literature projects to go deep with the habits and we celebrate these habits daily with "Caught Being Green" and at our monthly assemblies.

Strategies for continuous improvement of literacy and numeracy

The continuous improvement of literacy and numeracy will be achieved through increasing teacher knowledge and increasing student supports. During our embedded professional learning team time and our professional learning days, we will be engaging in learning about differentiation (including assistive technology), power of ten, inquiry based learning and Smart Learning. We will provide various activities at recess to enrich our programming. These activities include guitar club, gaming club, choir, peacemakers, recycling and running club. There is also math and reading intervention for grades kindergarten to grade 5.

Strategies for continuous improvement of healthy practices

For continuous improvement of healthy practices, we will increase teacher knowledge of healthy school communities and increase parent knowledge of what is happening in our school. 25% of our professional learning days will be devoted to learning about healthy practices including, nutrition, mental health, and active living. Staff will be attending professional learning on Neufeld training in March, May and June. We will continue with our Healthy Active Team (H.A.T.) which includes grade 5 students and three teachers and our weekly healthy active challenges. We will increase parent knowledge by sharing information about healthy practices at our school at School Council, in our weekly home notes and on Remind 101.

Revised by Lochearn's Staff, November 2013

Combined 2013 Accountability Pillar Overall Summary

| Measure Category | Measure Category Evaluation | Measure | Lochearn Elementary 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 | Excellent | Safe and Caring | 89.9 | 84.8 | 85.2 | 89.0 | 88.6 | 88.1 | Very High | Maintained | Excellent |
| Student Learning Opportunities | n/a | Program of Studies | 79.5 | 58.0 | 72.4 | 81.5 | 80.7 | 80.7 | High | Maintained | Good |
| | | Education Quality | 94.8 | 92.5 | 92.9 | 89.8 | 89.4 | 89.3 | Very High | Maintained | Excellent |
| | | Drop Out Rate | n/a | n/a | n/a | 3.5 | 3.2 | 3.9 | n/a | n/a | n/a |
| | | High School Completion Rate (3 yr) | n/a | n/a | n/a | 74.8 | 74.1 | 72.7 | n/a | n/a | n/a |
| Student Learning Achievement (Grades K-9) | Issue | PAT: Acceptable | 81.8 | 89.8 | 86.0 | 79.0 | 79.1 | 79.2 | Intermediate | Maintained | Acceptable |
| | | PAT: Excellence | 9.1 | 13.6 | 15.6 | 18.9 | 20.8 | 19.9 | Very Low | Declined | Concern |
| Student Learning Achievement (Grades 10-12) | n/a | Diploma: Acceptable | n/a | n/a | n/a | 84.6 | 83.1 | 82.5 | n/a | n/a | n/a |
| | | Diploma: Excellence | n/a | n/a | n/a | 21.7 | 20.7 | 20.1 | n/a | n/a | n/a |
| | | Diploma Exam Participation Rate (4+ Exams) | n/a | n/a | n/a | 56.6 | 56.2 | 54.9 | n/a | n/a | n/a |
| | | Rutherford Scholarship Eligibility Rate (Revised) | n/a | n/a | n/a | 61.3 | 61.5 | 59.4 | n/a | n/a | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | n/a | Transition Rate (6 yr) | n/a | n/a | n/a | 59.5 | 58.4 | 59.2 | n/a | n/a | n/a |
| | | Work Preparation | 83.9 | 67.9 | 71.8 | 80.3 | 79.7 | 79.9 | High | Improved | Good |
| | | Citizenship | 86.3 | 83.0 | 84.6 | 83.4 | 82.5 | 82.0 | Very High | Maintained | Excellent |
| Parental Involvement | Excellent | Parental Involvement | 84.1 | 67.9 | 73.0 | 80.3 | 79.7 | 79.8 | Very High | Improved | Excellent |
| Continuous Improvement | Excellent | School Improvement | 84.7 | 70.0 | 82.6 | 80.6 | 80.0 | 80.0 | Very High | Maintained | Excellent |

Notes:

- PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9).
- 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, Chemistry 30, Physics 30, Biology 30, and Science 30.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
- Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
- Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests 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.

Measure Evaluation Reference

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 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 - 71.50 | 71.50 - 77.76 | 77.76 - 84.91 | 84.91 - 88.69 | 88.69 - 100.00 |
| PAT: Excellence | 0.00 - 11.54 | 11.54 - 14.60 | 14.60 - 20.83 | 20.83 - 26.46 | 26.46 - 100.00 |
| Diploma: Acceptable | 0.00 - 71.28 | 71.28 - 77.34 | 77.34 - 84.16 | 84.16 - 88.87 | 88.87 - 100.00 |
| Diploma: Excellence | 0.00 - 8.77 | 8.77 - 12.71 | 12.71 - 19.16 | 19.16 - 23.03 | 23.03 - 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 (Revised) | 0.00 - 43.18 | 43.18 - 49.83 | 49.83 - 59.41 | 59.41 - 70.55 | 70.55 - 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)

Goal One: An excellent start to learning

Outcome: Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.

There are no required performance measures for this goal. Schools are encouraged to incorporate early development data available at the local level.

Comment on Results

The Brigance testing is one assessment we use in September to assess readiness in literacy and language and numeracy.

- 70% of students scored 50% or higher
- 20% scored between 25% - 50%
- 1% of students scored below 25%.

Strategies

We use a multi-sensory approach to teaching language including Fun Family phonics program, inquiry based learning and Smart Learning to develop oral language skills. We are continuing with our Pre-K mild/moderate speech program at Lochearn School. We work closely with Alberta Health Services to further screen and support language development. This year we are working in an inclusive way with six sessions currently scheduled for all three kindergarten classes with more in the future depending on the need. We also have a Pre-K program, mild/moderate speech program, which helps students develop readiness skills needed for kindergarten.

Goal Two: Success for Every Student

Outcome: Students achieve student learning outcomes.

[No Data for Diploma Exam Results]

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | Achievement | Improvement | Overall | 2014 | 2015 | 2016 |
| High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10. | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Drop Out Rate - annual dropout rate of students aged 14 to 18 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| High school to post-secondary transition rate of students within six years of entering Grade 10. | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship. | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Percentage of students writing four or more diploma exams within three years of entering Grade 10. | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

Comment on Results

(an assessment of progress toward achieving the target)

We focus on success for every student ensuring each child reaches their potential, while ensuring hope, dignity and a sense of purpose.

There are no results in this category for Lochearn School as this is based on high school results.

Strategies

N/A

Notes:

1. 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, Chemistry 30, Physics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. 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.
3. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations 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.

Outcome: Students demonstrate proficiency in literacy and numeracy.

| Performance Measure | Results (in percentages) | | | | | Target 2013 | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|----------------|--------------|-------------|------------|---------|------|------|
| | 2009 | 2010 | 2011 | 2012 | 2013 | | Achievement | Improvement | Overall | 2014 | 2015 | 2016 |
| Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | 84.9 | 86.3 | 82.0 | 89.8 | 81.8 | 82 | Intermediate | Maintained | Acceptable | 83 | 84 | 85 |
| Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 15.1 | 23.5 | 9.8 | 13.6 | 9.1 | 10 | Very Low | Declined | Concern | 11 | 12 | 13 |

Comment on Results

(an assessment of progress toward achieving the target)

The percentage of students meeting the Acceptable Standard on grade 3 PAT Exams is acceptable at 81.8%. We are concerned about the number of students who achieved the standard of excellence and we are focusing on ways to differentiate for all learners.

Strategies

We are focusing on going deep with learning and student ownership of learning through Smart Learning, Inquiry Based Learning and Genius Hour. We also have a whole school goal of focusing on literacy to ensure each students is at grade level in reading and we have a variety of supports for this including Reading Intervention at K-2, and Precision Reading in Grade 3-5.

We will be working in our Professional Learning Teams to implement strategies to improve the performance of students who we feel should be able to move from the Acceptable Standard into the Standard of Excellence.

Notes:

1. 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 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially 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.

Outcome: Students demonstrate citizenship and entrepreneurship.

| Performance Measure | Results (in percentages) | | | | | Target 2013 | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|----------------|-------------|-------------|-----------|---------|------|------|
| | 2009 | 2010 | 2011 | 2012 | 2013 | | Achievement | Improvement | Overall | 2014 | 2015 | 2016 |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | 85.9 | 82.9 | 87.9 | 83.0 | 86.3 | 87 | Very High | Maintained | Excellent | 88 | 89 | 90 |
| Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school. | 84.9 | 67.5 | 80.1 | 67.9 | 83.9 | 85 | High | Improved | Good | 86 | 87 | 88 |

Comment on Results

The percentage of teachers, parents and students who are satisfied that our students are modeling the characteristics of active citizenship are very high. However the percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school is lower.

Strategies

The percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school is lower, therefore we will work on increasing communication about how we are preparing students for work when they finish school. We are committed to the 7 Habits of Highly effective kids and we celebrate citizenship daily. We also have a variety of programs that students can be involved in, including Guitar Club, Recycling, Crosswalk Leaders, Leadership Team, Choir, Peacemakers, Running Club and Gaming Club. Our Grade 4 students go to the Good Samaritans for community service. Our Peacemakers develop projects for community service as well.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)

| Performance Measure | Results (in percentages) | | | | | Target 2013 | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|----------------|-------------|-------------|---------|---------|------|------|
| | 2009 | 2010 | 2011 | 2012 | 2013 | | Achievement | Improvement | Overall | 2014 | 2015 | 2016 |
| Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | 66.7 | * | 77.8 | 62.5 | 57.1 | 58 | Very Low | Maintained | Concern | 58 | 59 | 60 |
| Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 16.7 | * | 0.0 | 0.0 | 0.0 | 10 | Very Low | Maintained | Concern | 10 | 12 | 14 |
| Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results). | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results). | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

| Performance Measure | Results (in percentages) | | | | | Target 2013 | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|----------------|-------------|-------------|---------|---------|------|------|
| | 2008 | 2009 | 2010 | 2011 | 2012 | | Achievement | Improvement | Overall | 2014 | 2015 | 2016 |
| High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10. | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10. | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship. | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10. | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

Outcome: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated. . . . continued

Comment on Results

(an assessment of progress toward achieving the target)

Results are varied and are based a very small number of students.

Strategies

We are focusing on addressing the needs of this population and will continue to develop strategies to ensure their success. We will be accessing the Aboriginal Resource Center (ARC) to continue to build relationships and connections with the Aboriginal Community.

Notes:

1. 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 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. 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, Chemistry 30, Physics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
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. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
5. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Goal Three: Quality teaching and school leadership

Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2013 | Achievement | Improvement | Overall | 2014 | 2015 | 2016 |
| 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. | 78.2 | 78.1 | 81.3 | 58.0 | 79.5 | 80 | High | Maintained | Good | 81 | 82 | 83 |

Comment on Results

The 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 is 79.5%. There is a 21.5% improvement from last year.

Strategies

We currently have two music specialists and a gym specialist. We have an increase in access to computers, with computers at each grade level.

We work in our professional learning teams each week to improve our craft of teaching. We also have a lead team that meets weekly.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Goal Four: Engaged and effective governance

Outcome: The education system demonstrates collaboration and engagement.

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2013 | Achievement | Improvement | Overall | 2014 | 2015 | 2016 |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | 88.9 | 69.9 | 81.2 | 67.9 | 84.1 | 85 | Very High | Improved | Excellent | 86 | 87 | 88 |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | 90.9 | 90.9 | 95.4 | 92.5 | 94.8 | 95 | Very High | Maintained | Excellent | 95 | 96 | 97 |

Comment on Results

The percentage of teachers and parents satisfied with parental involvement in decisions about their child's education has increased by 16.2%.

The percentage of teachers, parents and students satisfied with the overall quality of basic education has been maintained at excellent over the past five years.

Strategies

We currently have two music specialists and a gym specialist. We have an increase in access to computers, with computers at each grade level. We have a variety of outdoor education programs including swimming, skating, and snorkeling and skiing. We also offer variety of extra-curricular programs that students can be involved in, including Guitar Club, Recycling, Crosswalk Leaders, Leadership Team, Choir, Peacemakers, Running Club and Gaming Club. Our Grade 4 students go to the Good Samaritans as community service. Our Peacemakers develop projects for community service as well.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: Students and communities have access to safe and healthy learning environments.

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2013 | Achievement | Improvement | Overall | 2014 | 2015 | 2016 |
| 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. | 86.1 | 82.9 | 88.0 | 84.8 | 89.9 | 91 | Very High | Maintained | Excellent | 92 | 93 | 94 |
| 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. | 82.6 | 85.8 | 91.8 | 70.0 | 84.7 | 86 | Very High | Maintained | Excellent | 87 | 88 | 89 |

Comment on Results

The 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 has been maintained at excellent. There is a significant improvement (14%) from last year with the 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.

Strategies

The 7 Habits is an integral part of our program at Lochearn School. To continue to build community in our school we have buddy reading programs, and we also have a variety of opportunities for students to be involved in activities throughout the year. Our Grade 2 students participate in Roots of Empathy and our Grade 4 students go to the Good Samaritans.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

APPENDIX – Measure Details

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

Diploma Examination Results – Measure Details

[No Data for Diploma Exam Results]

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

“A” = Acceptable; “E” = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Please note that participation in Diploma Examinations 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.

Provincial Achievement Test Results – Measure Details

| PAT Course by Course Results by Number Enrolled. | | | | | | | | | | | | | |
|--|-----------|--------------------------|------|------|------|------|------|------|------|------|------|--------|----|
| | | Results (in percentages) | | | | | | | | | | Target | |
| | | 2009 | | 2010 | | 2011 | | 2012 | | 2013 | | 2013 | |
| | | A | E | A | E | A | E | A | E | A | E | A | E |
| English Language Arts 3 | School | 84.9 | 15.1 | 86.3 | 23.5 | 82.0 | 9.8 | 89.8 | 13.6 | 81.8 | 9.1 | 83 | 11 |
| | Authority | 86.4 | 11.2 | 84.2 | 16.9 | 86.2 | 9.8 | 84.9 | 12.6 | 83.3 | 12.6 | | |
| | Province | 81.3 | 18.2 | 81.6 | 19.5 | 81.8 | 17.5 | 81.9 | 20.4 | 81.5 | 17.8 | | |
| French Language Arts 3 | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Authority | 92.3 | 7.7 | 72.4 | 3.4 | 92.3 | 11.5 | 85.7 | 17.9 | 65.4 | 3.8 | | |
| | Province | 83.8 | 15.8 | 84.1 | 16.3 | 80.6 | 15.8 | 82.1 | 14.5 | 79.7 | 12.4 | | |
| Français 3 | 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 | 82.5 | 16.3 | 86.4 | 16.3 | 84.2 | 18.6 | 82.3 | 12.5 | 82.8 | 14.1 | | |
| Mathematics 3 | School | n/a | n/a | n/a | n/a | 70.5 | 16.4 | 74.6 | 13.6 | 72.7 | 29.1 | 75 | 31 |
| | Authority | n/a | n/a | n/a | n/a | 80.3 | 21.1 | 80.3 | 18.6 | 78.3 | 24.5 | | |
| | Province | n/a | n/a | n/a | n/a | 77.4 | 26.0 | 76.8 | 25.5 | 76.5 | 25.5 | | |
| English Language Arts 6 | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Authority | 88.6 | 17.1 | 83.0 | 13.1 | 83.2 | 9.2 | 85.1 | 9.2 | 86.7 | 11.9 | | |
| | Province | 81.8 | 18.9 | 83.3 | 18.9 | 83.0 | 18.5 | 82.7 | 17.8 | 82.5 | 16.3 | | |
| French Language Arts 6 | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Authority | 91.3 | 13.0 | 72.2 | 5.6 | 73.9 | 8.7 | 94.7 | 15.8 | 77.8 | 0.0 | | |
| | Province | 91.5 | 15.9 | 88.3 | 15.9 | 89.4 | 17.1 | 89.3 | 17.2 | 88.6 | 16.3 | | |
| Français 6 | 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 | 92.6 | 18.7 | 91.3 | 18.3 | 92.2 | 17.6 | 91.0 | 21.9 | 94.0 | 21.6 | | |
| Mathematics 6 | 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 | 73.3 | 12.3 | 70.7 | 9.2 | 69.5 | 10.0 | | |
| | Province | n/a | n/a | n/a | n/a | 73.7 | 17.8 | 74.7 | 16.6 | 73.0 | 16.4 | | |
| Science 6 | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Authority | 80.4 | 25.9 | 79.4 | 22.5 | 77.4 | 23.4 | 79.9 | 21.3 | 77.0 | 17.7 | | |
| | Province | 76.5 | 24.8 | 76.8 | 26.4 | 76.2 | 25.0 | 77.8 | 28.2 | 77.5 | 25.9 | | |
| Social Studies 6 | 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 | 71.3 | 13.1 | 71.5 | 11.0 | 71.8 | 11.5 | 72.6 | 11.4 | | |
| | Province | n/a | n/a | 71.0 | 16.4 | 71.1 | 18.5 | 73.2 | 19.5 | 72.7 | 19.0 | | |
| | | | | | | | | | | | | | |

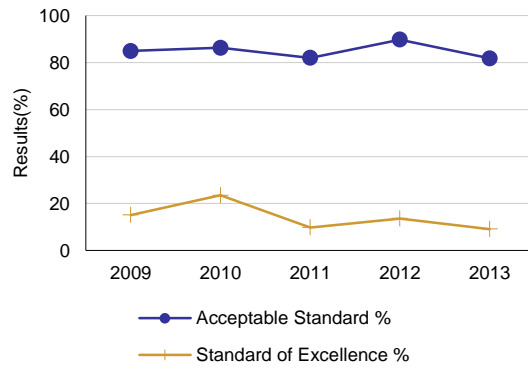
| | | | | | | | | | | | | | |
|-------------------------|-----------|------|------|------|------|------|------|------|------|------|------|--|--|
| English Language Arts 9 | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Authority | 72.5 | 5.8 | 76.0 | 9.3 | 81.6 | 12.4 | 76.6 | 12.4 | 76.8 | 11.7 | | |
| | Province | 78.7 | 14.7 | 79.3 | 15.0 | 79.1 | 16.3 | 77.4 | 16.4 | 76.4 | 14.7 | | |
| English Lang Arts 9 KAE | 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 | 73.3 | 3.3 | 56.0 | 8.0 | 76.9 | 15.4 | 28.0 | 0.0 | | |
| | Province | n/a | n/a | 66.8 | 7.8 | 67.2 | 7.9 | 61.4 | 5.8 | 62.4 | 4.3 | | |
| French Language Arts 9 | 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 | 60.0 | 20.0 | 62.5 | 0.0 | n/a | n/a | n/a | n/a | | |
| | Province | 81.8 | 10.3 | 86.1 | 12.4 | 88.8 | 15.0 | 87.5 | 12.2 | 87.2 | 13.9 | | |
| Français 9 | 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 | 85.6 | 12.9 | 84.3 | 12.7 | 90.2 | 15.8 | 84.6 | 16.1 | 84.0 | 14.5 | | |
| Mathematics 9 | 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 | 52.9 | 9.2 | 58.8 | 8.8 | 62.1 | 12.3 | | |
| | Province | n/a | n/a | n/a | n/a | 66.1 | 17.3 | 66.5 | 17.8 | 66.5 | 18.2 | | |
| Mathematics 9 KAE | 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 | 57.6 | 18.2 | 68.0 | 0.0 | 92.9 | 42.9 | 26.9 | 0.0 | | |
| | Province | n/a | n/a | 65.6 | 15.3 | 64.9 | 14.9 | 62.4 | 15.4 | 65.9 | 14.7 | | |
| Science 9 | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Authority | 69.3 | 10.8 | 71.0 | 17.5 | 77.4 | 15.0 | 74.8 | 25.2 | 70.1 | 16.7 | | |
| | Province | 72.2 | 15.8 | 73.6 | 17.7 | 74.9 | 20.8 | 74.2 | 22.4 | 72.6 | 19.9 | | |
| Science 9 KAE | 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 | 76.7 | 20.0 | 56.0 | 12.0 | 90.9 | 36.4 | 28.0 | 0.0 | | |
| | Province | n/a | n/a | 67.2 | 14.3 | 69.5 | 15.3 | 67.9 | 17.3 | 68.4 | 17.1 | | |
| Social Studies 9 | 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 | 65.9 | 14.7 | 61.6 | 13.2 | 61.5 | 11.2 | 56.5 | 14.1 | | |
| | Province | n/a | n/a | 68.9 | 18.8 | 67.2 | 19.0 | 68.9 | 19.1 | 65.3 | 18.7 | | |
| Social Studies 9 KAE | 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 | 70.0 | 26.7 | 44.0 | 8.0 | 83.3 | 16.7 | 26.9 | 3.8 | | |
| | Province | n/a | n/a | 64.6 | 15.7 | 61.9 | 13.6 | 63.5 | 13.9 | 64.6 | 13.0 | | |

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Please note that participation in Grade 9 Provincial Achievement Tests was substantially 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.

Graph of Overall Provincial Achievement Test Results



Note: Please note that participation in Grade 9 Provincial Achievement Tests was substantially 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.

Graph of Provincial Achievement Test Results by Course

| <p>English Language Arts 3</p> <table border="1"> <caption>English Language Arts 3 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>85</td> <td>15</td> </tr> <tr> <td>2010</td> <td>86</td> <td>23</td> </tr> <tr> <td>2011</td> <td>82</td> <td>10</td> </tr> <tr> <td>2012</td> <td>90</td> <td>15</td> </tr> <tr> <td>2013</td> <td>82</td> <td>10</td> </tr> </tbody> </table> | Year | Acceptable Standard % | Standard of Excellence % | 2009 | 85 | 15 | 2010 | 86 | 23 | 2011 | 82 | 10 | 2012 | 90 | 15 | 2013 | 82 | 10 | <p>[No Data for French Language Arts 3]</p> |
|--|--|--------------------------|--------------------------|--------------------------|------|----|------|------|----|------|------|----|------|------|----|------|------|----|---|
| Year | Acceptable Standard % | Standard of Excellence % | | | | | | | | | | | | | | | | | |
| 2009 | 85 | 15 | | | | | | | | | | | | | | | | | |
| 2010 | 86 | 23 | | | | | | | | | | | | | | | | | |
| 2011 | 82 | 10 | | | | | | | | | | | | | | | | | |
| 2012 | 90 | 15 | | | | | | | | | | | | | | | | | |
| 2013 | 82 | 10 | | | | | | | | | | | | | | | | | |
| <p>[No Data for Français 3]</p> | <p>Mathematics 3</p> <table border="1"> <caption>Mathematics 3 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td></td> <td></td> </tr> <tr> <td>2010</td> <td></td> <td></td> </tr> <tr> <td>2011</td> <td>70</td> <td>18</td> </tr> <tr> <td>2012</td> <td>75</td> <td>15</td> </tr> <tr> <td>2013</td> <td>72</td> <td>28</td> </tr> </tbody> </table> | Year | Acceptable Standard % | Standard of Excellence % | 2009 | | | 2010 | | | 2011 | 70 | 18 | 2012 | 75 | 15 | 2013 | 72 | 28 |
| Year | Acceptable Standard % | Standard of Excellence % | | | | | | | | | | | | | | | | | |
| 2009 | | | | | | | | | | | | | | | | | | | |
| 2010 | | | | | | | | | | | | | | | | | | | |
| 2011 | 70 | 18 | | | | | | | | | | | | | | | | | |
| 2012 | 75 | 15 | | | | | | | | | | | | | | | | | |
| 2013 | 72 | 28 | | | | | | | | | | | | | | | | | |
| <p>[No Data for English Language Arts 6]</p> | <p>[No Data for French Language Arts 6]</p> | | | | | | | | | | | | | | | | | | |

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Please note that participation in Grade 9 Provincial Achievement Tests was substantially 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.

PAT Results Course by Course Summary By Enrolled With Measure Evaluation

| Course | Measure | Lochearn Elementary School | | | | | | | Alberta | | | |
|-------------------------|------------------------|----------------------------|-------------|------------|------|------|---------------|------|---------|------|---------------|------|
| | | Achievement | Improvement | Overall | 2013 | | Prev 3 Yr Avg | | 2013 | | Prev 3 Yr Avg | |
| | | | | | N | % | N | % | N | % | N | % |
| English Language Arts 3 | Acceptable Standard | Intermediate | Maintained | Acceptable | 55 | 81.8 | 57 | 86.0 | 46,095 | 81.5 | 43,231 | 81.8 |
| | Standard of Excellence | Low | Declined | Issue | 55 | 9.1 | 57 | 15.6 | 46,095 | 17.8 | 43,231 | 19.2 |
| French Language Arts 3 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 3,399 | 79.7 | 3,192 | 82.3 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 3,399 | 12.4 | 3,192 | 15.6 |
| Français 3 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 587 | 82.8 | 516 | 84.3 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 587 | 14.1 | 516 | 15.8 |
| Mathematics 3 | Acceptable Standard | n/a | Maintained | n/a | 55 | 72.7 | 60 | 72.5 | 46,041 | 76.5 | 43,823 | 77.1 |
| | Standard of Excellence | n/a | Improved | n/a | 55 | 29.1 | 60 | 15.0 | 46,041 | 25.5 | 43,823 | 25.8 |
| English Language Arts 6 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 44,141 | 82.5 | 43,401 | 83.0 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 44,141 | 16.3 | 43,401 | 18.4 |
| French Language Arts 6 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 2,601 | 88.6 | 2,571 | 89.0 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 2,601 | 16.3 | 2,571 | 16.7 |
| Français 6 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 496 | 94.0 | 454 | 91.5 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 496 | 21.6 | 454 | 19.3 |
| Mathematics 6 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 44,089 | 73.0 | 43,355 | 74.2 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 44,089 | 16.4 | 43,355 | 17.2 |
| Science 6 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 44,138 | 77.5 | 43,341 | 76.9 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 44,138 | 25.9 | 43,341 | 26.5 |
| Social Studies 6 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 43,914 | 72.7 | 43,436 | 71.8 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 43,914 | 19.0 | 43,436 | 18.1 |
| English Language Arts 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 28,137 | 76.4 | 42,995 | 78.6 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 28,137 | 14.7 | 42,995 | 15.9 |
| English Lang Arts 9 KAE | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,450 | 62.4 | 1,616 | 65.2 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,450 | 4.3 | 1,616 | 7.2 |
| French Language Arts 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 2,485 | 87.2 | 2,359 | 87.5 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 2,485 | 13.9 | 2,359 | 13.2 |

| Course | Measure | Lochearn Elementary School | | | | | | | Alberta | | | |
|----------------------|------------------------|----------------------------|-------------|---------|------|-----|---------------|-----|---------|------|---------------|------|
| | | Achievement | Improvement | Overall | 2013 | | Prev 3 Yr Avg | | 2013 | | Prev 3 Yr Avg | |
| | | | | | N | % | N | % | N | % | N | % |
| Français 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 344 | 84.0 | 324 | 86.3 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 344 | 14.5 | 324 | 14.8 |
| Mathematics 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 28,155 | 66.5 | 42,224 | 66.3 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 28,155 | 18.2 | 42,224 | 17.6 |
| Mathematics 9 KAE | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,662 | 65.9 | 1,924 | 64.3 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,662 | 14.7 | 1,924 | 15.2 |
| Science 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 28,825 | 72.6 | 42,870 | 74.2 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 28,825 | 19.9 | 42,870 | 20.3 |
| Science 9 KAE | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,423 | 68.4 | 1,562 | 68.2 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,423 | 17.1 | 1,562 | 15.6 |
| Social Studies 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 29,021 | 65.3 | 43,109 | 68.4 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 29,021 | 18.7 | 43,109 | 19.0 |
| Social Studies 9 KAE | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,370 | 64.6 | 1,573 | 63.3 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,370 | 13.0 | 1,573 | 14.4 |

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Please note that participation in Grade 9 Provincial Achievement Tests was substantially 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.

Measure Evaluation Reference - 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 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

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

| Course | Measure | Very Low | Low | Intermediate | High | Very High |
|-------------------------|------------------------|--------------|---------------|---------------|---------------|----------------|
| English Language Arts 3 | Acceptable Standard | 0.00 - 72.53 | 72.53 - 80.49 | 80.49 - 89.12 | 89.12 - 93.04 | 93.04 - 100.00 |
| | Standard of Excellence | 0.00 - 6.06 | 6.06 - 11.35 | 11.35 - 16.93 | 16.93 - 20.27 | 20.27 - 100.00 |
| French Language Arts 3 | Acceptable Standard | 0.00 - 60.68 | 60.68 - 77.74 | 77.74 - 88.22 | 88.22 - 94.87 | 94.87 - 100.00 |
| | Standard of Excellence | 0.00 - 3.31 | 3.31 - 8.38 | 8.38 - 17.31 | 17.31 - 25.31 | 25.31 - 100.00 |
| English Language Arts 6 | Acceptable Standard | 0.00 - 67.95 | 67.95 - 78.40 | 78.40 - 86.09 | 86.09 - 91.37 | 91.37 - 100.00 |
| | Standard of Excellence | 0.00 - 6.83 | 6.83 - 11.65 | 11.65 - 17.36 | 17.36 - 22.46 | 22.46 - 100.00 |
| French Language Arts 6 | Acceptable Standard | 0.00 - 41.69 | 41.69 - 73.54 | 73.54 - 92.32 | 92.32 - 97.93 | 97.93 - 100.00 |
| | Standard of Excellence | 0.00 - 2.72 | 2.72 - 8.13 | 8.13 - 15.29 | 15.29 - 23.86 | 23.86 - 100.00 |
| Science 6 | Acceptable Standard | 0.00 - 60.36 | 60.36 - 78.51 | 78.51 - 86.46 | 86.46 - 90.64 | 90.64 - 100.00 |
| | Standard of Excellence | 0.00 - 11.74 | 11.74 - 17.42 | 17.42 - 25.34 | 25.34 - 34.31 | 34.31 - 100.00 |
| Social Studies 6 | Acceptable Standard | 0.00 - 58.97 | 58.97 - 68.15 | 68.15 - 76.62 | 76.62 - 83.55 | 83.55 - 100.00 |
| | Standard of Excellence | 0.00 - 7.30 | 7.30 - 12.45 | 12.45 - 19.08 | 19.08 - 30.09 | 30.09 - 100.00 |
| English Language Arts 9 | Acceptable Standard | 0.00 - 63.55 | 63.55 - 75.66 | 75.66 - 83.70 | 83.70 - 90.27 | 90.27 - 100.00 |
| | Standard of Excellence | 0.00 - 5.96 | 5.96 - 9.43 | 9.43 - 14.72 | 14.72 - 20.46 | 20.46 - 100.00 |
| English Lang Arts 9 KAE | Acceptable Standard | 0.00 - 29.97 | 29.97 - 53.86 | 53.86 - 76.19 | 76.19 - 91.85 | 91.85 - 100.00 |
| | Standard of Excellence | 0.00 - 0.00 | 0.00 - 0.30 | 0.30 - 10.00 | 10.00 - 20.31 | 20.31 - 100.00 |
| French Language Arts 9 | Acceptable Standard | 0.00 - 67.59 | 67.59 - 81.33 | 81.33 - 92.06 | 92.06 - 97.26 | 97.26 - 100.00 |
| | Standard of Excellence | 0.00 - 1.67 | 1.67 - 6.81 | 6.81 - 17.11 | 17.11 - 28.68 | 28.68 - 100.00 |
| Mathematics 9 KAE | Acceptable Standard | 0.00 - 28.14 | 28.14 - 53.85 | 53.85 - 75.83 | 75.83 - 94.44 | 94.44 - 100.00 |
| | Standard of Excellence | 0.00 - 0.00 | 0.00 - 6.07 | 6.07 - 20.43 | 20.43 - 31.67 | 31.67 - 100.00 |
| Science 9 | Acceptable Standard | 0.00 - 50.57 | 50.57 - 60.14 | 60.14 - 72.50 | 72.50 - 76.89 | 76.89 - 100.00 |
| | Standard of Excellence | 0.00 - 3.39 | 3.39 - 6.71 | 6.71 - 11.81 | 11.81 - 15.85 | 15.85 - 100.00 |
| Science 9 KAE | Acceptable Standard | 0.00 - 38.75 | 38.75 - 59.30 | 59.30 - 78.33 | 78.33 - 87.58 | 87.58 - 100.00 |
| | Standard of Excellence | 0.00 - 0.00 | 0.00 - 7.47 | 7.47 - 21.41 | 21.41 - 40.82 | 40.82 - 100.00 |
| Social Studies 9 | Acceptable Standard | 0.00 - 56.26 | 56.26 - 62.27 | 62.27 - 74.04 | 74.04 - 79.85 | 79.85 - 100.00 |
| | Standard of Excellence | 0.00 - 10.03 | 10.03 - 12.78 | 12.78 - 19.76 | 19.76 - 24.03 | 24.03 - 100.00 |
| Social Studies 9 KAE | Acceptable Standard | 0.00 - 38.79 | 38.79 - 53.82 | 53.82 - 72.42 | 72.42 - 84.88 | 84.88 - 100.00 |
| | Standard of Excellence | 0.00 - 0.00 | 0.00 - 5.71 | 5.71 - 17.19 | 17.19 - 36.26 | 36.26 - 100.00 |

Notes:

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%.

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

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

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

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

Overall Evaluation Table

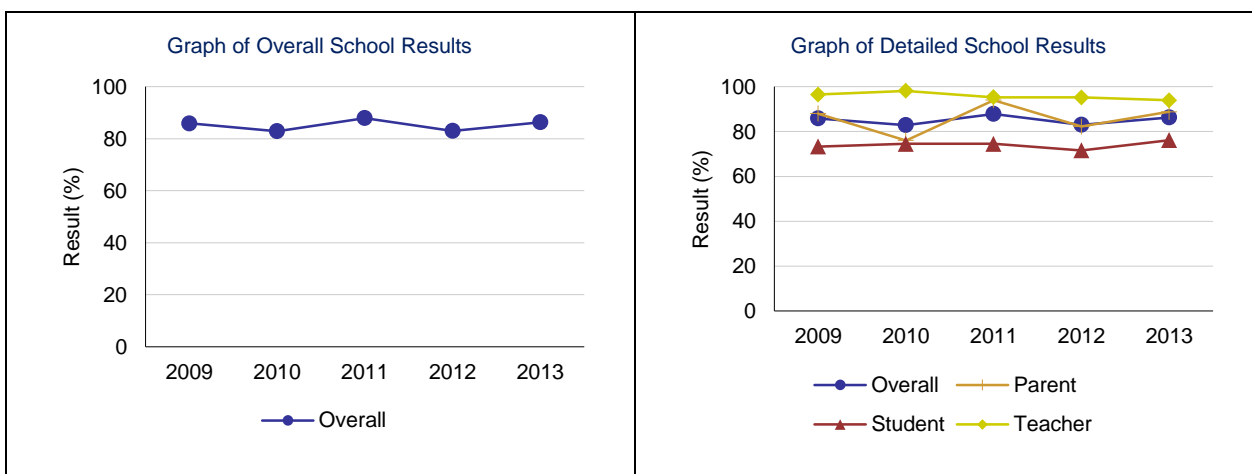
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

| | School | | | | | Authority | | | | | Province | | | | |
|---------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2009 | 2010 | 2011 | 2012 | 2013 | 2009 | 2010 | 2011 | 2012 | 2013 |
| Overall | 85.9 | 82.9 | 87.9 | 83.0 | 86.3 | 75.1 | 75.1 | 73.8 | 73.8 | 73.0 | 80.3 | 81.4 | 81.9 | 82.5 | 83.4 |
| Teacher | 96.5 | 98.1 | 95.3 | 95.2 | 93.9 | 88.6 | 91.4 | 87.2 | 86.6 | 83.3 | 91.8 | 93.0 | 92.7 | 93.1 | 93.6 |
| Parent | 88.0 | 76.0 | 94.0 | 82.2 | 88.8 | 66.6 | 68.4 | 69.0 | 69.2 | 70.1 | 77.4 | 78.5 | 78.6 | 79.4 | 80.3 |
| Student | 73.3 | 74.5 | 74.5 | 71.6 | 76.2 | 70.0 | 65.4 | 65.4 | 65.7 | 65.8 | 71.8 | 72.7 | 74.5 | 75.0 | 76.2 |

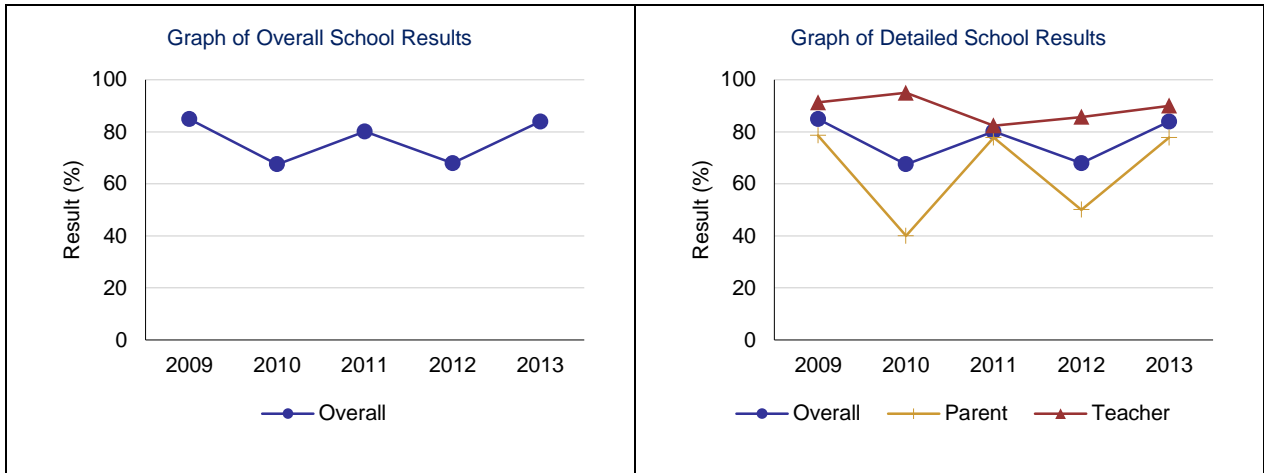


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Work Preparation – Measure Details

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.

| | School | | | | | Authority | | | | | Province | | | | |
|---------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2009 | 2010 | 2011 | 2012 | 2013 | 2009 | 2010 | 2011 | 2012 | 2013 |
| Overall | 84.9 | 67.5 | 80.1 | 67.9 | 83.9 | 76.2 | 72.9 | 73.8 | 69.3 | 69.7 | 79.6 | 79.9 | 80.1 | 79.7 | 80.3 |
| Teacher | 91.3 | 95.0 | 82.4 | 85.7 | 90.0 | 91.0 | 90.0 | 82.2 | 84.0 | 80.5 | 88.9 | 90.0 | 89.6 | 89.5 | 89.4 |
| Parent | 78.6 | 40.0 | 77.8 | 50.0 | 77.8 | 61.5 | 55.9 | 65.5 | 54.6 | 59.0 | 70.2 | 69.8 | 70.6 | 69.9 | 71.1 |

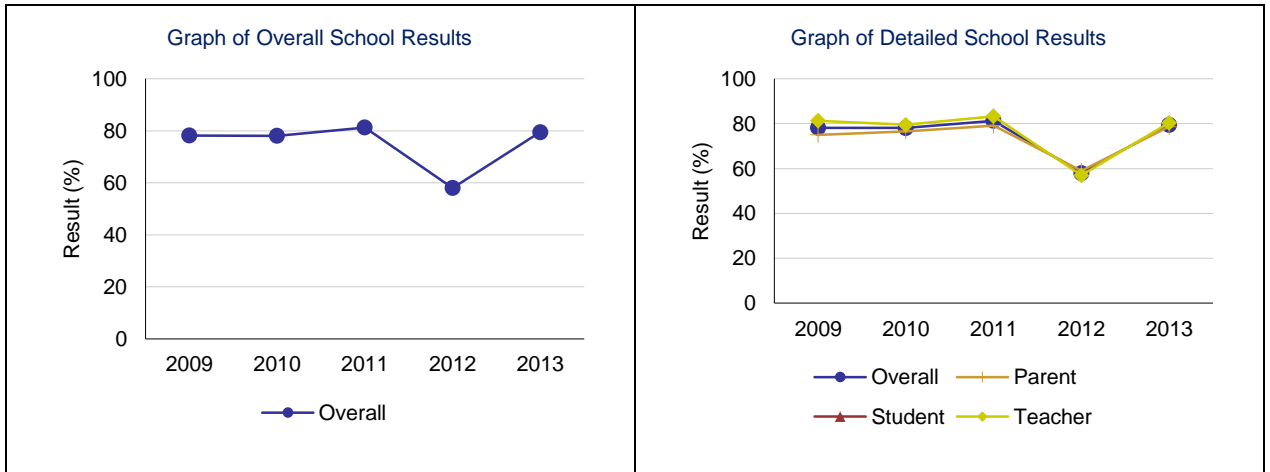


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Program of Studies – Measure Details

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.

| | School | | | | | Authority | | | | | Province | | | | |
|---------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2009 | 2010 | 2011 | 2012 | 2013 | 2009 | 2010 | 2011 | 2012 | 2013 |
| Overall | 78.2 | 78.1 | 81.3 | 58.0 | 79.5 | 74.5 | 71.9 | 75.2 | 71.9 | 72.9 | 80.3 | 80.5 | 80.9 | 80.7 | 81.5 |
| Teacher | 81.3 | 79.5 | 83.3 | 57.0 | 80.4 | 80.9 | 79.0 | 82.0 | 79.9 | 80.9 | 86.8 | 87.7 | 87.6 | 87.3 | 87.9 |
| Parent | 75.0 | 76.6 | 79.2 | 59.0 | 78.7 | 69.9 | 69.6 | 72.8 | 69.5 | 71.3 | 78.7 | 78.0 | 78.3 | 78.1 | 78.9 |
| Student | n/a | n/a | n/a | n/a | n/a | 72.8 | 67.1 | 70.8 | 66.1 | 66.4 | 75.3 | 75.9 | 76.9 | 76.9 | 77.8 |

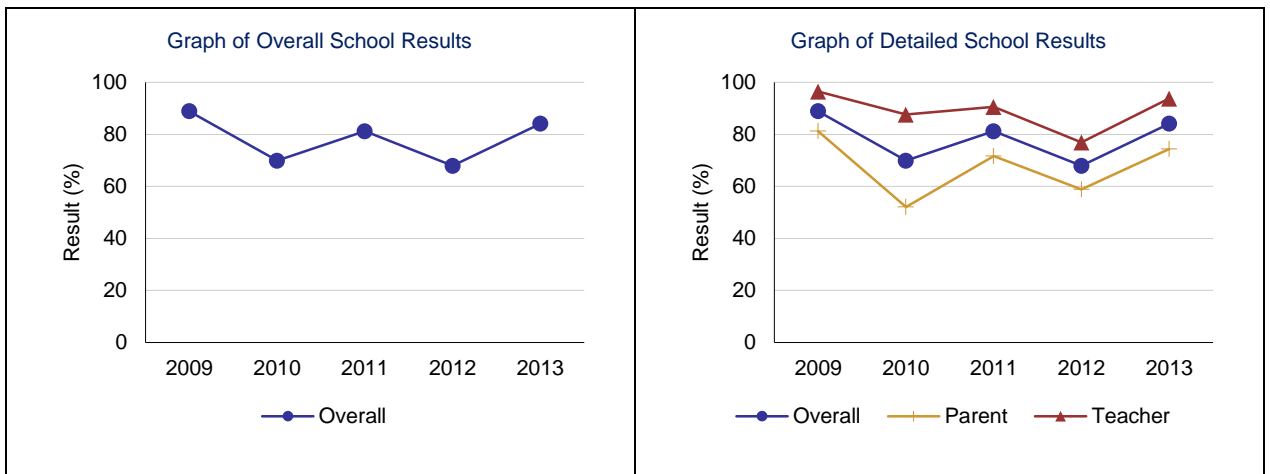


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Parental Involvement – Measure Details

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

| | School | | | | | Authority | | | | | Province | | | | |
|---------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2009 | 2010 | 2011 | 2012 | 2013 | 2009 | 2010 | 2011 | 2012 | 2013 |
| Overall | 88.9 | 69.9 | 81.2 | 67.9 | 84.1 | 79.4 | 76.8 | 74.8 | 73.9 | 76.0 | 80.1 | 80.0 | 79.9 | 79.7 | 80.3 |
| Teacher | 96.5 | 87.6 | 90.6 | 76.9 | 93.8 | 90.0 | 88.6 | 86.3 | 85.5 | 85.0 | 88.0 | 88.6 | 88.1 | 88.0 | 88.5 |
| Parent | 81.3 | 52.1 | 71.7 | 58.9 | 74.4 | 68.8 | 65.0 | 63.2 | 62.3 | 66.9 | 72.2 | 71.3 | 71.7 | 71.4 | 72.2 |

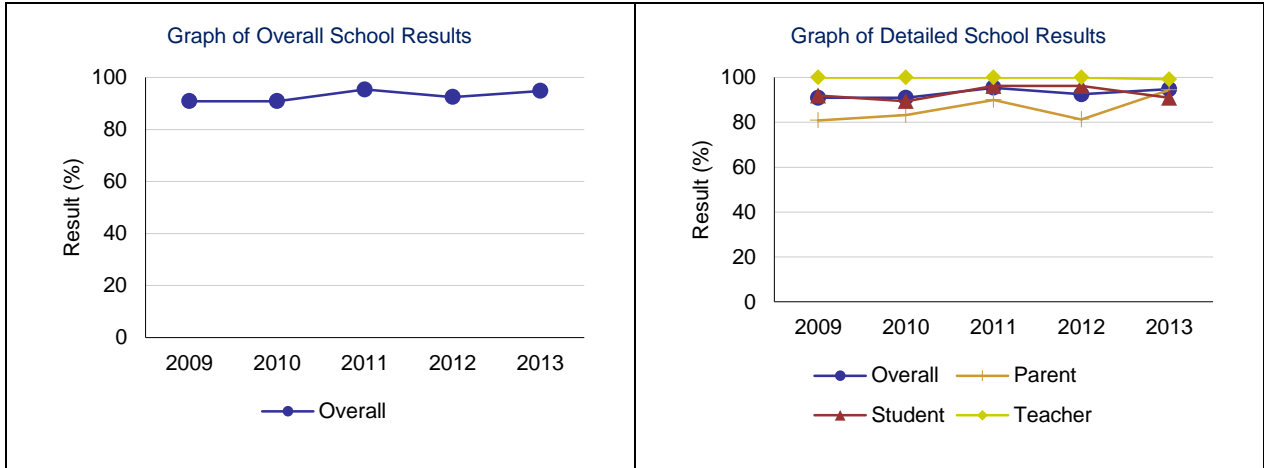


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

| | School | | | | | Authority | | | | | Province | | | | |
|---------|--------|-------|-------|-------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2009 | 2010 | 2011 | 2012 | 2013 | 2009 | 2010 | 2011 | 2012 | 2013 |
| Overall | 90.9 | 90.9 | 95.4 | 92.5 | 94.8 | 87.4 | 86.2 | 85.1 | 84.9 | 83.4 | 89.3 | 89.2 | 89.4 | 89.4 | 89.8 |
| Teacher | 100.0 | 100.0 | 100.0 | 100.0 | 99.2 | 94.8 | 95.1 | 93.7 | 93.2 | 90.9 | 95.3 | 95.6 | 95.5 | 95.4 | 95.7 |
| Parent | 80.9 | 83.3 | 90.0 | 81.3 | 94.4 | 78.7 | 78.9 | 78.5 | 77.7 | 77.5 | 84.4 | 83.9 | 84.2 | 84.2 | 84.9 |
| Student | 91.9 | 89.4 | 96.2 | 96.2 | 90.9 | 88.9 | 84.5 | 83.0 | 83.8 | 81.8 | 88.3 | 88.2 | 88.5 | 88.6 | 88.7 |

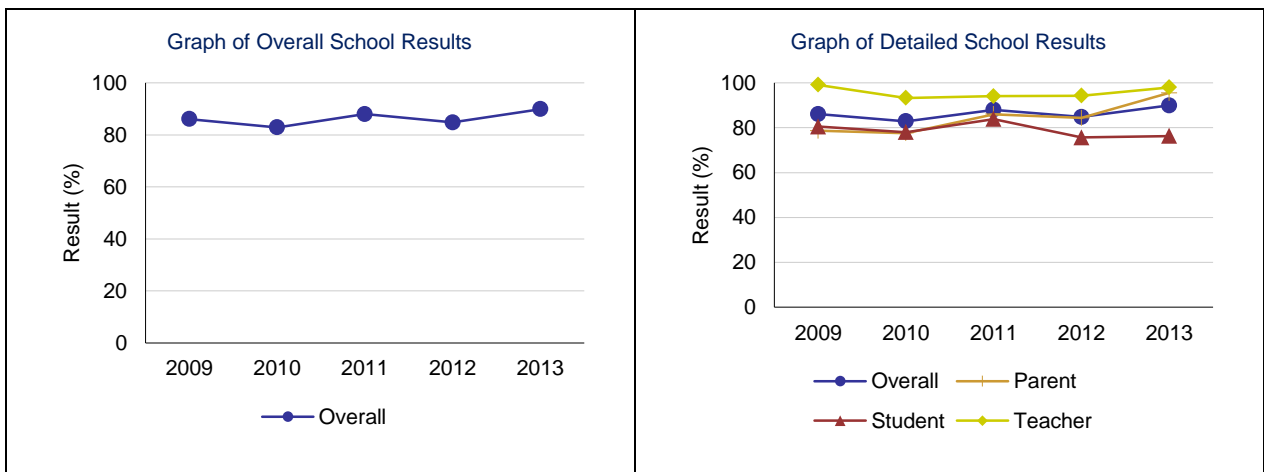


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Safe and Caring – Measure Details

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.

| | School | | | | | Authority | | | | | Province | | | | |
|---------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2009 | 2010 | 2011 | 2012 | 2013 | 2009 | 2010 | 2011 | 2012 | 2013 |
| Overall | 86.1 | 82.9 | 88.0 | 84.8 | 89.9 | 83.8 | 83.2 | 83.1 | 82.6 | 82.1 | 86.9 | 87.6 | 88.1 | 88.6 | 89.0 |
| Teacher | 99.1 | 93.3 | 94.1 | 94.3 | 98.0 | 92.9 | 92.1 | 91.5 | 90.4 | 90.0 | 93.8 | 94.4 | 94.5 | 94.8 | 95.0 |
| Parent | 78.7 | 77.6 | 86.0 | 84.4 | 95.5 | 78.2 | 80.6 | 80.2 | 80.4 | 79.8 | 85.3 | 86.1 | 86.6 | 87.4 | 87.8 |
| Student | 80.5 | 78.0 | 83.9 | 75.7 | 76.3 | 80.4 | 76.8 | 77.7 | 77.0 | 76.4 | 81.7 | 82.2 | 83.3 | 83.7 | 84.2 |

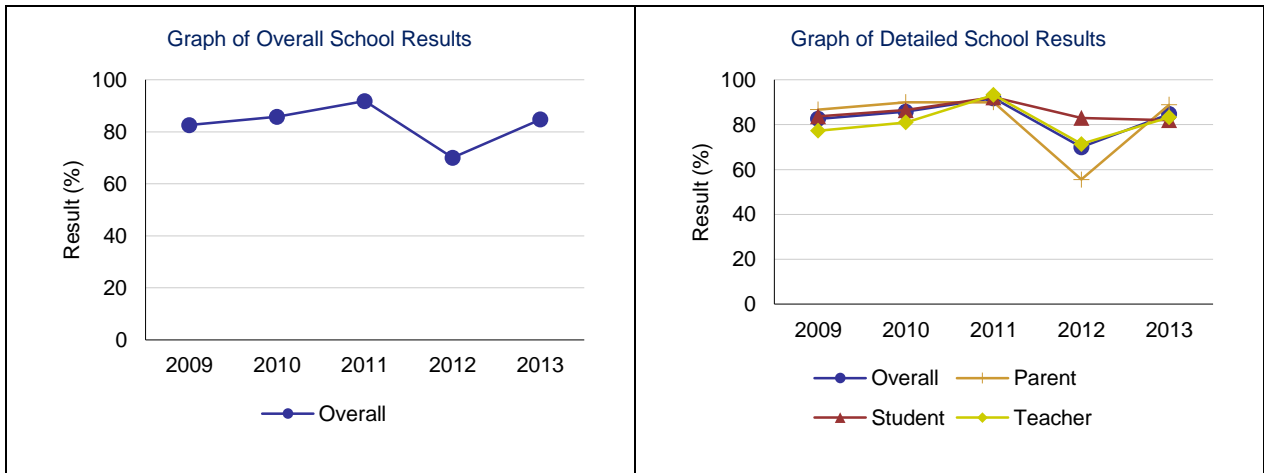


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

School Improvement – Measure Details

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.

| | School | | | | | Authority | | | | | Province | | | | |
|---------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2009 | 2010 | 2011 | 2012 | 2013 | 2009 | 2010 | 2011 | 2012 | 2013 |
| Overall | 82.6 | 85.8 | 91.8 | 70.0 | 84.7 | 79.0 | 76.5 | 75.9 | 73.1 | 68.8 | 79.4 | 79.9 | 80.1 | 80.0 | 80.6 |
| Teacher | 77.3 | 81.0 | 93.3 | 71.4 | 83.3 | 83.2 | 77.2 | 76.4 | 77.1 | 68.8 | 78.2 | 80.8 | 80.1 | 81.1 | 80.9 |
| Parent | 86.7 | 90.0 | 90.0 | 55.6 | 88.9 | 71.9 | 74.7 | 73.6 | 68.5 | 69.3 | 78.1 | 77.0 | 77.3 | 76.2 | 77.9 |
| Student | 83.7 | 86.5 | 92.2 | 83.0 | 82.0 | 81.7 | 77.6 | 77.5 | 73.8 | 68.4 | 81.8 | 81.8 | 82.9 | 82.7 | 82.9 |



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).