

**Combined 3-Year Education Plan  
&  
Annual Education Results Report (AERR)  
for  
Leslieville School  
November 20, 2015**



## INTRODUCTION

### **School Vision**

We, the staff of Leslieville Elementary, will strive to create a cooperative, caring, learning environment, which will offer the student an opportunity to reach their potential academically, physically, socially and emotionally while experiencing Dignity, Purpose and Hope.

### **School Values**

- Honesty & integrity
- Fairness & empathy
- Respect
- Responsibility & accountability
- Continuous improvement

### **School Beliefs**

- Education must be a hopeful activity
- All students can be passionate, successful learners
- Our primary purpose is facilitating student development in the academic, social and personal realms
- The teacher at the front of the class is a powerful model and the most influential variable in student learning
- Learning best occurs in a positive, safe and supportive environment that enhances well-being, resiliency and a respect for diversity
- Positive relationships are at the foundation of good learning

- Students will respond positively to quality programs and high expectations
- Student learning should be active, interactive, and appropriate to the individual
- Technology must be used appropriately and innovatively to enhance learning
- Students must be prepared for life in a rapidly changing civil democratic society
- The school must function seamlessly as part of the larger social fabric

## **School Profile**

Leslieville School is a small, rural school in the Hamlet of Leslieville, Alberta in the Clearwater County. The school serves as a central gathering location for the community that consists of people that farm, work in the oil and gas industry and commute to the larger areas such as Rocky Mountain House and Red Deer.

Located within Wild Rose Public School Division, the school provides education to 132 students, including students ranging from Kindergarten to grade 7.

We are have incredible community support for all events that happen throughout the year. Our school council works very closely with school staff to provide direction in a many areas. Technology is becoming more of a tool for learning in all classrooms. A variety of extracurricular activities and special events occur throughout the year. In addition, students participate in daily physical education and weekly music classes. Physical activity throughout each day is a high priority for all grade levels.

## **School Issues, Trends & Future Directions**

Being a small school will always be an issue in terms of budget as our student enrolment drives the budget. Over the last 6 years the student enrolment has dropped from 180 to as low of 130. This lower enrolment definitely makes budgeting for staffing a real challenge.

Students in Kindergarten and grade one are using IPADs as tools to increase engagement and learning. Chromebooks are provided to all other classes on a one-to-one basis and their use continues to improve throughout all grade levels. Professional development will be focused on the items in the new Ministerial Order.

## 2014-15 RESULTS REPORT

### **Summary of 2014-15 Major Accomplishments**

- Every teacher delivered at least one unit that address competencies in new Ministerial Order
- A focus on providing Leadership opportunities for more students was started and a highlight of this work would be the raising of over \$100 000 for new skating rink boards and the work that the grade 6 & 7 students accomplished through the We Club
- Overall excellence in most areas of the Accountability Summary

### **General comments regarding your 2014-15 Provincial Exam results**

The grade six class that wrote this year's test had 15 students that wrote the PAT's. This low number necessitates that percentage results are viewed with regards to this perspective (1 student = 6.25%). However, students in this school continue to achieve a high level at the acceptable level and slightly lower in the area of excellence. The results were slightly better this year in the area of excellence and we look forward to seeing this trend continue.

| Measure Category  | Measure Category Evaluation | Measure                                    | Leslieville 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                            | 93.2                          | 89.0             | 89.4                | 89.2           | 89.1             | 88.9                | Very High          | Maintained  | Excellent  |
| Student Learning Opportunities                                | n/a                         | Program of Studies                         | 72.9                          | 74.7             | 75.5                | 81.3           | 81.3             | 81.2                | Intermediate       | Maintained  | Acceptable |
|   |                             | Education Quality                          | 96.6                          | 91.5             | 93.3                | 89.5           | 89.2             | 89.5                | Very High          | Improved    | Excellent  |
|   |                             | Drop Out Rate                              | n/a                           | n/a              | n/a                 | 3.4            | 3.3              | 3.3                 | n/a                | n/a         | n/a        |
|   |                             | High School Completion Rate (3 yr)         | n/a                           | n/a              | n/a                 | 76.4           | 74.9             | 74.6                | n/a                | n/a         | n/a        |
| Student Learning Achievement (Grades K-9)                     | Excellent                   | PAT: Acceptable                            | 95.0                          | 85.0             | 79.1                | 73.0           | 73.1             | 73.9                | Very High          | Improved    | Excellent  |
|   |                             | PAT: Excellence                            | 21.7                          | 13.8             | 17.6                | 18.8           | 18.4             | 18.9                | High               | Maintained  | Good       |
| Student Learning Achievement (Grades 10-12)                   | n/a                         | Diploma: Acceptable                        | n/a                           | n/a              | n/a                 | 85.2           | 85.5             | 84.6                | n/a                | n/a         | n/a        |
|   |                             | Diploma: Excellence                        | n/a                           | n/a              | n/a                 | 21.0           | 21.1             | 20.0                | n/a                | n/a         | n/a        |
|   |                             | Diploma Exam Participation Rate (4+ Exams) | n/a                           | n/a              | n/a                 | 54.9           | 50.5             | 54.4                | n/a                | n/a         | n/a        |
|   |                             | Rutherford Scholarship Eligibility Rate    | n/a                           | n/a              | n/a                 | 61.2           | 60.9             | 61.3                | 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                 | 59.8           | 59.2             | 59.0                | n/a                | n/a         | n/a        |
|   |                             | Work Preparation                           | 90.5                          | 84.2             | 77.1                | 82.0           | 81.2             | 80.4                | Very High          | Improved    | Excellent  |
|   |                             | Citizenship                                | 90.7                          | 87.5             | 86.2                | 83.5           | 83.4             | 83.1                | Very High          | Maintained  | Excellent  |
| Parental Involvement  | Excellent                   | Parental Involvement                       | 83.5                          | 84.4             | 84.9                | 80.7           | 80.6             | 80.2                | Very High          | Maintained  | Excellent  |
| Continuous Improvement  | Excellent                   | School Improvement                         | 87.1                          | 74.7             | 82.1                | 79.6           | 79.8             | 80.1                | Very High          | Maintained  | Excellent  |

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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE)..
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, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. 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.
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 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.
6. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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 - 65.90  | 65.90 - 70.33 | 70.33 - 79.81 | 79.81 - 84.65 | 84.65 - 100.00 |
| PAT: Excellence                            | 0.00 - 9.97   | 9.97 - 13.45  | 13.45 - 19.56 | 19.56 - 25.83 | 25.83 - 100.00 |
| Diploma: Acceptable                        | 0.00 - 73.76  | 73.76 - 81.00 | 81.00 - 86.67 | 86.67 - 90.27 | 90.27 - 100.00 |
| Diploma: Excellence                        | 0.00 - 7.14   | 7.14 - 13.16  | 13.16 - 19.74 | 19.74 - 24.05 | 24.05 - 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 - 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.

|                        | Achievement |            |              |            |            |
|------------------------|-------------|------------|--------------|------------|------------|
| Improvement            | 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)

**Desired Outcome One: Every student is successful**

*Specific Outcome: Students achieve student learning outcomes.*

*Specific Outcome: Students achieve student learning outcomes.*

| Performance Measure  | Results (in percentages) |      |      |      |      | Target | Evaluation  |             |           | Targets |      |      |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
|  | 2011                     | 2012 | 2013 | 2014 | 2015 | 2015   | Achievement | Improvement | Overall   | 2016    | 2017 | 2018 |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.                                  | 83.5                     | 84.6 | 86.6 | 87.5 | 90.7 | 85     | Very High   | Maintained  | Excellent | 85      | 85   | 85   |
| 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. | 81.0                     | 69.4 | 77.8 | 84.2 | 90.5 | 85     | Very High   | Improved    | Excellent | 85      | 85   | 85   |

**Comment on Results**

This area continues to be a strength for Leslieville School and we want it to continue to be that way. The goal is to maintain these results over the next 3 years.

**Strategies**

All classes will be engaged in Leadership activities that give the students a real opportunity to learn real life skills. Some examples are Grade 6 and 7 students will be invited to apply for and carry out jobs around the school. Examples of these jobs are Kindergarten helpers, class helpers, technology leaders, ice rink cleaning crew, etc. Grade 6 class will work on a project that will see them rebuild the skating rink boards over a 2 year period of time. The grade 2 class will do the school recycling and composting program. Each class will organize the monthly spirit day and assembly. Other classes will take on volunteering opportunities with We Day projects.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).  
 Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.



*Specific Outcome: Students demonstrate a strong foundation in literacy and numeracy.*

| Performance Measure  | Results (in percentages) |      |      |      |      | Target | Evaluation  |             |           | Targets |      |      |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
|  | 2011                     | 2012 | 2013 | 2014 | 2015 | 2015   | Achievement | Improvement | Overall   | 2016    | 2017 | 2018 |
| Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).    | 98.1                     | 78.8 | 73.5 | 85.0 | 95.0 | 85     | Very High   | Improved    | Excellent | 85      | 85   | 85   |
| Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 34.6                     | 12.5 | 26.5 | 13.8 | 21.7 | 20     | High        | Maintained  | Good      | 20      | 25   | 25   |

**Comment on Results**

This was only the second year that the Grade 3 class did not write the Provincial Achievement Tests as just the Grade 6 class had to. This change has affected these overall results for our school. The standard of excellence continues to be an area that will be worked on.

**Strategies**

All staff are engaged in meeting the Ministerial Order that will enhance the instruction in their classrooms. All teachers are working at incorporating additional inquiry and project based learning into their plans. Technology is readily available in the form of Chrome books and ipads which helps with student engagement. The school is now equipped with a one to one ratio for Chromebooks to students and a lot of professional development time will continue to be dedicated to this new reality.

**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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
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.

## Desired Outcome Two: Alberta has quality teaching and school leadership

*Specific 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 |      |      |
|--|--------------------------|------|------|------|------|--------|--------------|-------------|------------|---------|------|------|
|  | 2011                     | 2012 | 2013 | 2014 | 2015 | 2015   | Achievement  | Improvement | Overall    | 2016    | 2017 | 2018 |
| 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. | 77.3                     | 73.3 | 78.7 | 74.7 | 72.9 | 80     | Intermediate | Maintained  | Acceptable | 80      | 80   | 80   |

### Comment on Results

*(an assessment of progress toward achieving the target)*

Leslieville offers as much as possible in all of these areas and the feeling is that the parents just do not understand all of the great things that do happen at this school. Our task will be to improve our communication in this area.

### Strategies

Continue to find ways to communicate the wonderful things that are happening in our school through the use of Remind, social media, website and all of the face to face opportunities. Find creative ways to use students and their ability to communicate for the school 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 (\*).

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

## Desired Outcome Three: Alberta’s education system is governed effectively

*Specific Outcome: The education system demonstrates collaboration and engagement.*

| Performance Measure  | Results (in percentages) |      |      |      |      | Target | Evaluation  |             |           | Targets |      |      |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
|  | 2011                     | 2012 | 2013 | 2014 | 2015 | 2015   | Achievement | Improvement | Overall   | 2016    | 2017 | 2018 |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | 75.4                     | 82.7 | 87.6 | 84.4 | 83.5 | 85     | Very High   | Maintained  | Excellent | 85      | 85   | 85   |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education.                | 91.2                     | 93.7 | 94.7 | 91.5 | 96.6 | 90     | Very High   | Improved    | Excellent | 90      | 90   | 90   |

### Comment on Results

*(an assessment of progress toward achieving the target)*

These results would be awesome to continue to achieve.

### Strategies

Continue to find ways to communicate the wonderful things that are happening in our school through the use of Remind, social media, website and all of the face to face opportunities. Find creative ways to use students and their ability to communicate for the school 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 (\*).

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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

| Performance Measure  | Results (in percentages) |      |      |      |      | Target | Evaluation  |             |           | Targets |      |      |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
|  | 2011                     | 2012 | 2013 | 2014 | 2015 | 2015   | Achievement | Improvement | Overall   | 2016    | 2017 | 2018 |
| 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. | 86.2                     | 89.5 | 89.8 | 89.0 | 93.2 | 90     | Very High   | Maintained  | Excellent | 90      | 90   | 90   |
| 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.   | 79.0                     | 88.0 | 83.5 | 74.7 | 87.1 | 85     | Very High   | Maintained  | Excellent | 85      | 85   | 85   |

**Comment on Results**

*(an assessment of progress toward achieving the target)*

These results are excellent and the goal will be to continue to reach these same levels.

**Strategies**

Continue to find ways to communicate the wonderful things that are happening in our school through the use of Remind, social media, website and all of the face to face opportunities. Find creative ways to use students and their ability to communicate for the school as well.

Deal quickly and effectively with all issues of bullying and inappropriate behavior. Spend at least 1 PD day on the area of student resiliency.

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

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

## Desired Outcome Four: First Nations, Métis and Inuit students are successful

*Specific 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 | Evaluation  |             |         | Targets |      |      |
|---|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
|   | 2011                     | 2012 | 2013 | 2014 | 2015 | 2015   | Achievement | Improvement | Overall | 2016    | 2017 | 2018 |
| Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).    | *                        | *    | n/a  | n/a  | *    |        | *           | *           | *       |         |      |      |
| 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). | *                        | *    | n/a  | n/a  | *    |        | *           | *           | *       |         |      |      |
| 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     |         |      |      |
| 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     |         |      |      |

| Performance Measure  | Results (in percentages) |      |      |      |      | Target | Evaluation  |             |         | Targets |      |      |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
|  | 2010                     | 2011 | 2012 | 2013 | 2014 | 2015   | Achievement | Improvement | Overall | 2016    | 2017 | 2018 |
| 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     |         |      |      |
| 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     |         |      |      |
| 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     |         |      |      |
| 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     |         |      |      |
| 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     |         |      |      |

**Strategies**

**Increase teacher knowledge of FNMI work that is going on in Alberta.**

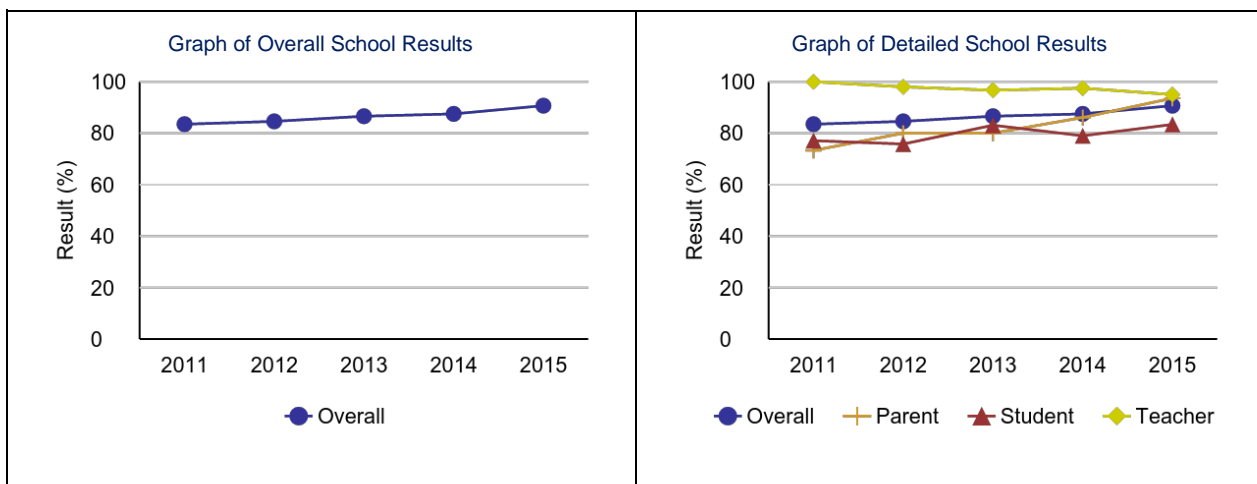
Notes:

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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
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, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
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. 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. *Citizenship – Measure Details*

| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. |        |      |      |      |      |           |      |      |      |      |          |      |      |      |      |
|---|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
|   | School |      |      |      |      | Authority |      |      |      |      | Province |      |      |      |      |
|   | 2011   | 2012 | 2013 | 2014 | 2015 | 2011      | 2012 | 2013 | 2014 | 2015 | 2011     | 2012 | 2013 | 2014 | 2015 |
| Overall   | 83.5   | 84.6 | 86.6 | 87.5 | 90.7 | 73.8      | 73.8 | 73.0 | 74.7 | 77.2 | 81.9     | 82.5 | 83.4 | 83.4 | 83.5 |
| Teacher   | 100.0  | 98.0 | 96.7 | 97.5 | 95.0 | 87.2      | 86.6 | 83.3 | 84.4 | 91.3 | 92.7     | 93.1 | 93.6 | 93.8 | 94.2 |
| Parent  | 73.3   | 80.0 | 80.0 | 86.1 | 93.6 | 69.0      | 69.2 | 70.1 | 75.4 | 75.8 | 78.6     | 79.4 | 80.3 | 81.9 | 82.1 |
| Student   | 77.1   | 75.8 | 83.1 | 79.0 | 83.4 | 65.4      | 65.7 | 65.8 | 64.3 | 64.6 | 74.5     | 75.0 | 76.2 | 74.5 | 74.2 |

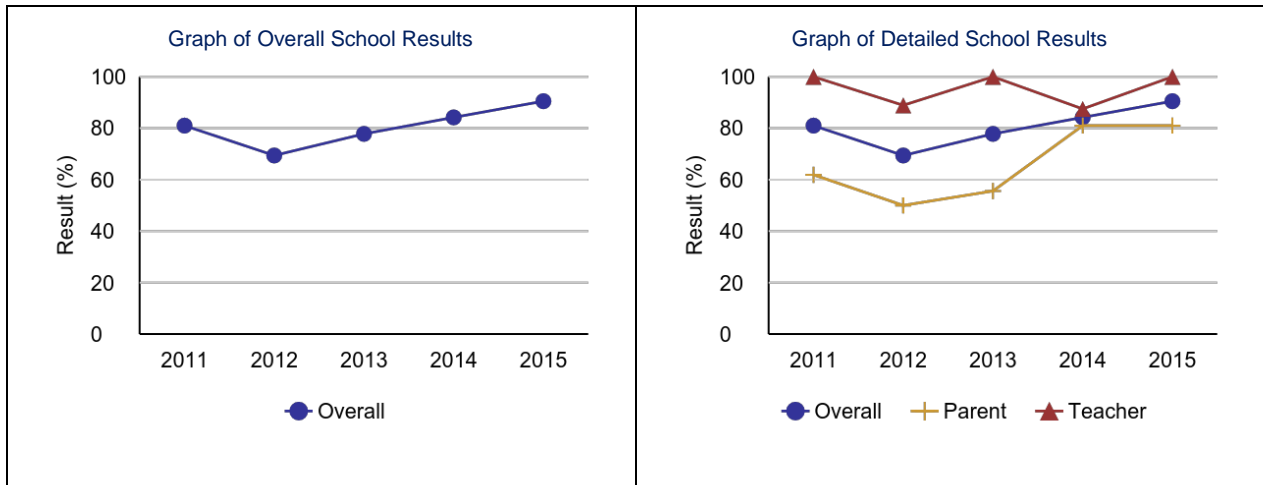


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).  
 Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

### 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 |      |      |      |      |
|  | 2011   | 2012 | 2013  | 2014 | 2015  | 2011      | 2012 | 2013 | 2014 | 2015 | 2011     | 2012 | 2013 | 2014 | 2015 |
| Overall  | 81.0   | 69.4 | 77.8  | 84.2 | 90.5  | 73.8      | 69.3 | 69.7 | 72.5 | 76.0 | 80.1     | 79.7 | 80.3 | 81.2 | 82.0 |
| Teacher  | 100.0  | 88.9 | 100.0 | 87.5 | 100.0 | 82.2      | 84.0 | 80.5 | 80.5 | 87.0 | 89.6     | 89.5 | 89.4 | 89.3 | 89.7 |
| Parent   | 61.9   | 50.0 | 55.6  | 81.0 | 81.0  | 65.5      | 54.6 | 59.0 | 64.5 | 64.9 | 70.6     | 69.9 | 71.1 | 73.1 | 74.2 |

School: 4104 Leslieville Elementary School



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

**Provincial Achievement Test Results – Measure Details**

| PAT Course by Course Results by Number Enrolled. |           |                          |      |      |      |      |      |      |      |       |      |        |    |
|--|-----------|--------------------------|------|------|------|------|------|------|------|-------|------|--------|----|
|  |           | Results (in percentages) |      |      |      |      |      |      |      |       |      | Target |    |
|  |           | 2011                     |      | 2012 |      | 2013 |      | 2014 |      | 2015  |      | 2015   |    |
|  |           | A                        | E    | A    | E    | A    | E    | A    | E    | A     | E    | A      | E  |
| English Language Arts 6                          | School    | 92.3                     | 38.5 | 90.0 | 10.0 | 76.5 | 23.5 | 95.0 | 10.0 | 93.3  | 26.7 | 85     | 15 |
|  | Authority | 83.2                     | 9.2  | 85.1 | 9.2  | 86.7 | 11.9 | 78.7 | 8.7  | 86.0  | 11.7 |        |    |
|  | Province  | 83.0                     | 18.5 | 82.7 | 17.8 | 82.5 | 16.3 | 81.9 | 17.6 | 82.8  | 19.5 |        |    |
| Mathematics 6                                    | School    | 100.0                    | 38.5 | 80.0 | 10.0 | 70.6 | 29.4 | 95.0 | 25.0 | 93.3  | 26.7 | 90     | 25 |
|  | Authority | 73.3                     | 12.3 | 70.7 | 9.2  | 69.5 | 10.0 | 69.4 | 8.5  | 73.7  | 7.3  |        |    |
|  | Province  | 73.7                     | 17.8 | 74.7 | 16.6 | 73.0 | 16.4 | 73.5 | 15.4 | 73.3  | 14.1 |        |    |
| Science 6  | School    | 100.0                    | 38.5 | 80.0 | 15.0 | 82.4 | 41.2 | 90.0 | 10.0 | 100.0 | 13.3 | 90     | 15 |
|  | Authority | 77.4                     | 23.4 | 79.9 | 21.3 | 77.0 | 17.7 | 73.2 | 15.8 | 78.1  | 15.2 |        |    |
|  | Province  | 76.2                     | 25.0 | 77.8 | 28.2 | 77.5 | 25.9 | 75.9 | 24.9 | 76.4  | 25.3 |        |    |
| Social Studies 6                                 | School    | 100.0                    | 23.1 | 65.0 | 15.0 | 64.7 | 11.8 | 60.0 | 10.0 | 93.3  | 20.0 | 90     | 20 |
|  | Authority | 71.5                     | 11.0 | 71.8 | 11.5 | 72.6 | 11.4 | 63.4 | 8.7  | 67.8  | 10.5 |        |    |
|  | Province  | 71.1                     | 18.5 | 73.2 | 19.5 | 72.7 | 19.0 | 70.4 | 16.6 | 69.8  | 18.1 |        |    |

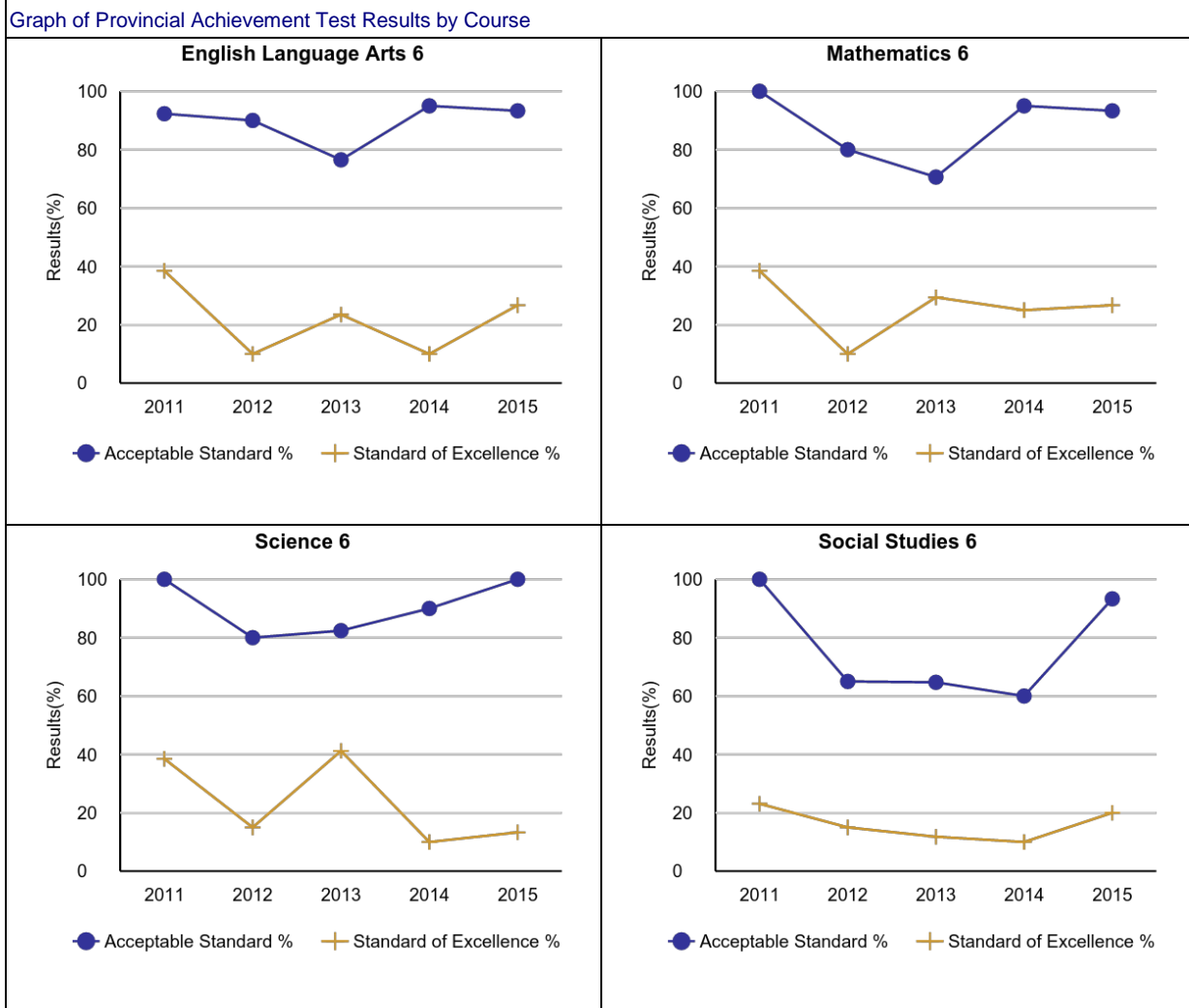
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

“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.

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.





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

|                         |                        | Leslieville Elementary School |                        |           |      |       |               | Alberta |        |      |               |      |
|-------------------------|------------------------|-------------------------------|------------------------|-----------|------|-------|---------------|---------|--------|------|---------------|------|
| Course                  | Measure                | Achievement                   | Improvement            | Overall   | 2015 |       | Prev 3 Yr Avg |         | 2015   |      | Prev 3 Yr Avg |      |
|                         |                        |                               |                        |           | N    | %     | N             | %       | N      | %    | N             | %    |
| English Language Arts 6 | Acceptable Standard    | Very High                     | Maintained             | Excellent | 15   | 93.3  | 19            | 87.2    | 47,446 | 82.8 | 44,338        | 82.4 |
|                         | Standard of Excellence | Very High                     | Maintained             | Excellent | 15   | 26.7  | 19            | 14.5    | 47,446 | 19.5 | 44,338        | 17.2 |
| Mathematics 6           | Acceptable Standard    | Very High                     | Maintained             | Excellent | 15   | 93.3  | 19            | 81.9    | 47,377 | 73.3 | 44,292        | 73.8 |
|                         | Standard of Excellence | Very High                     | Maintained             | Excellent | 15   | 26.7  | 19            | 21.5    | 47,377 | 14.1 | 44,292        | 16.2 |
| Science 6               | Acceptable Standard    | Very High                     | Improved               | Excellent | 15   | 100.0 | 19            | 84.1    | 47,379 | 76.4 | 44,273        | 77.1 |
|                         | Standard of Excellence | Low                           | Maintained             | Issue     | 15   | 13.3  | 19            | 22.1    | 47,379 | 25.3 | 44,273        | 26.3 |
| Social Studies 6        | Acceptable Standard    | Very High                     | Improved Significantly | Excellent | 15   | 93.3  | 19            | 63.2    | 47,385 | 69.8 | 44,226        | 72.1 |
|                         | Standard of Excellence | High                          | Maintained             | Good      | 15   | 20.0  | 19            | 12.3    | 47,385 | 18.1 | 44,226        | 18.4 |

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 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 |
| Mathematics 6           | Acceptable Standard    | 0.00 - 63.91 | 63.91 - 70.73 | 70.73 - 79.61 | 79.61 - 88.67 | 88.67 - 100.00 |
|                         | Standard of Excellence | 0.00 - 8.53  | 8.53 - 11.31  | 11.31 - 18.13 | 18.13 - 25.17 | 25.17 - 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           | Acceptable Standard    | 0.00 - 52.42 | 52.42 - 60.73 | 60.73 - 73.88 | 73.88 - 78.00 | 78.00 - 100.00 |

School: 4104 Leslieville Elementary School

|                      |                        |              |               |               |               |                |
|----------------------|------------------------|--------------|---------------|---------------|---------------|----------------|
|                      | Standard of Excellence | 0.00 - 8.18  | 8.18 - 12.49  | 12.49 - 18.10 | 18.10 - 24.07 | 24.07 - 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%.

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

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**

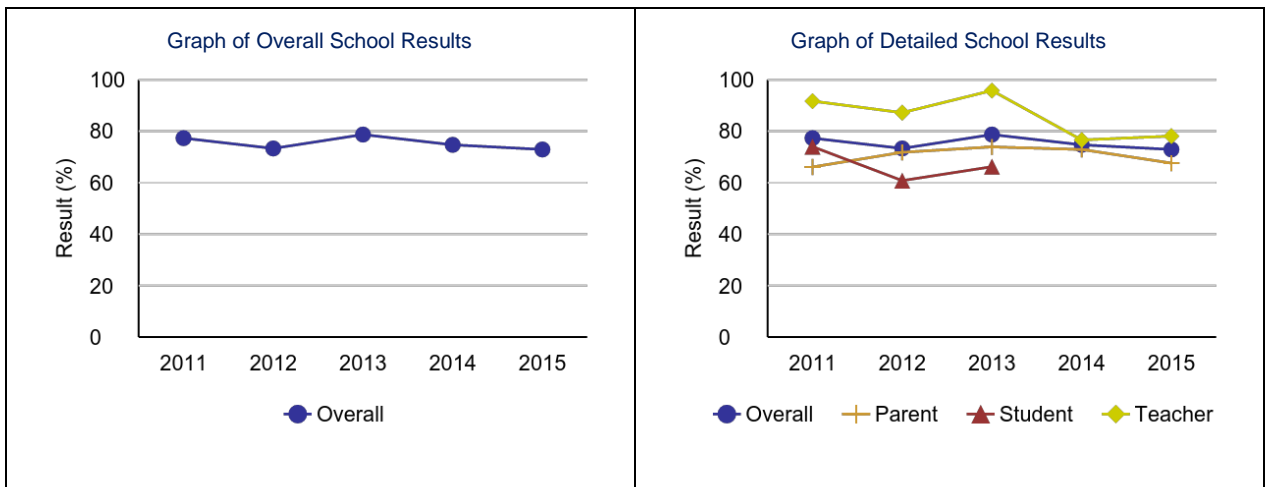
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

|                        | 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    |

**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 |      |      |      |      |
|---------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
|         | 2011   | 2012 | 2013 | 2014 | 2015 | 2011      | 2012 | 2013 | 2014 | 2015 | 2011     | 2012 | 2013 | 2014 | 2015 |
| Overall | 77.3   | 73.3 | 78.7 | 74.7 | 72.9 | 75.2      | 71.9 | 72.9 | 72.1 | 74.4 | 80.9     | 80.7 | 81.5 | 81.3 | 81.3 |
| Teacher | 91.7   | 87.2 | 95.8 | 76.6 | 78.1 | 82.0      | 79.9 | 80.9 | 78.4 | 80.4 | 87.6     | 87.3 | 87.9 | 87.5 | 87.2 |
| Parent  | 66.1   | 71.8 | 73.9 | 72.9 | 67.6 | 72.8      | 69.5 | 71.3 | 72.5 | 71.9 | 78.3     | 78.1 | 78.9 | 79.9 | 79.9 |
| Student | 74.0   | 60.8 | 66.2 | n/a  | n/a  | 70.8      | 66.1 | 66.4 | 65.4 | 71.0 | 76.9     | 76.9 | 77.8 | 76.6 | 76.9 |



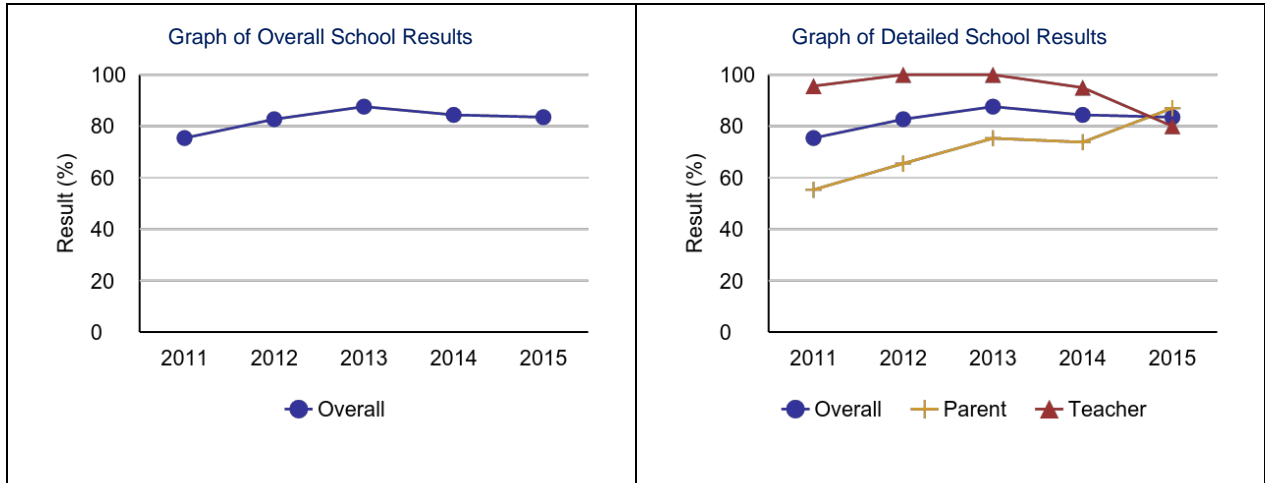
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

**Parental Involvement – Measure Details**

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

|         | School |       |       |      |      | Authority |      |      |      |      | Province |      |      |      |      |
|---------|--------|-------|-------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
|         | 2011   | 2012  | 2013  | 2014 | 2015 | 2011      | 2012 | 2013 | 2014 | 2015 | 2011     | 2012 | 2013 | 2014 | 2015 |
| Overall | 75.4   | 82.7  | 87.6  | 84.4 | 83.5 | 74.8      | 73.9 | 76.0 | 80.1 | 78.7 | 79.9     | 79.7 | 80.3 | 80.6 | 80.7 |
| Teacher | 95.6   | 100.0 | 100.0 | 95.0 | 80.0 | 86.3      | 85.5 | 85.0 | 87.2 | 87.7 | 88.1     | 88.0 | 88.5 | 88.0 | 88.1 |
| Parent  | 55.3   | 65.5  | 75.3  | 73.8 | 87.0 | 63.2      | 62.3 | 66.9 | 73.0 | 69.7 | 71.7     | 71.4 | 72.2 | 73.1 | 73.4 |

School: 4104 Leslieville Elementary School

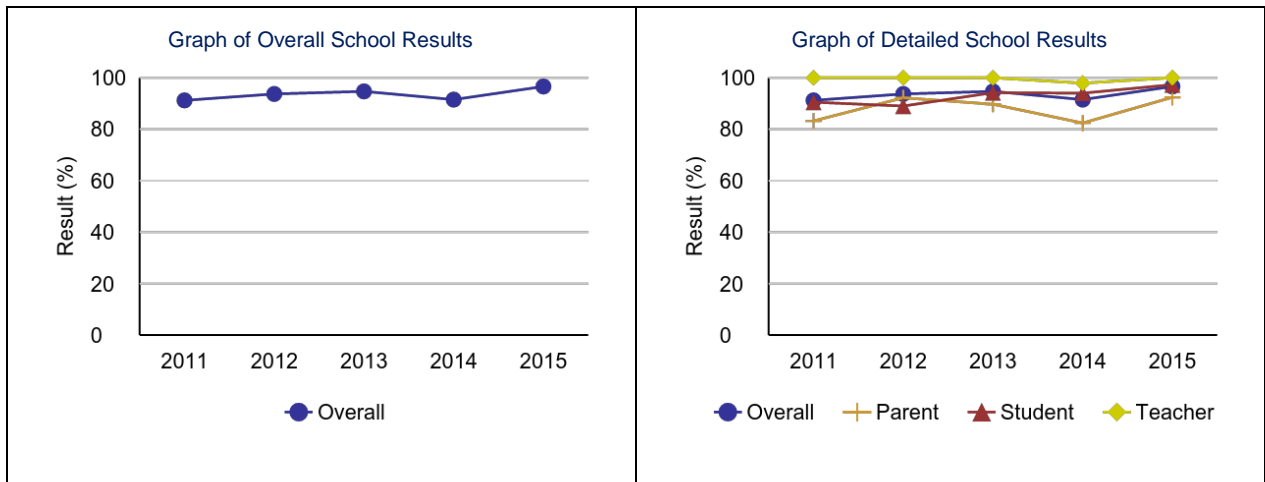


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Education Quality – Measure Details

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

|         | School |       |       |      |       | Authority |      |      |      |      | Province |      |      |      |      |
|---------|--------|-------|-------|------|-------|-----------|------|------|------|------|----------|------|------|------|------|
|         | 2011   | 2012  | 2013  | 2014 | 2015  | 2011      | 2012 | 2013 | 2014 | 2015 | 2011     | 2012 | 2013 | 2014 | 2015 |
| Overall | 91.2   | 93.7  | 94.7  | 91.5 | 96.6  | 85.1      | 84.9 | 83.4 | 85.2 | 85.9 | 89.4     | 89.4 | 89.8 | 89.2 | 89.5 |
| Teacher | 100.0  | 100.0 | 100.0 | 97.9 | 100.0 | 93.7      | 93.2 | 90.9 | 91.2 | 92.7 | 95.5     | 95.4 | 95.7 | 95.5 | 95.9 |
| Parent  | 83.2   | 92.2  | 89.7  | 82.4 | 92.4  | 78.5      | 77.7 | 77.5 | 82.8 | 82.4 | 84.2     | 84.2 | 84.9 | 84.7 | 85.4 |
| Student | 90.5   | 89.0  | 94.2  | 94.0 | 97.3  | 83.0      | 83.8 | 81.8 | 81.5 | 82.4 | 88.5     | 88.6 | 88.7 | 87.3 | 87.4 |

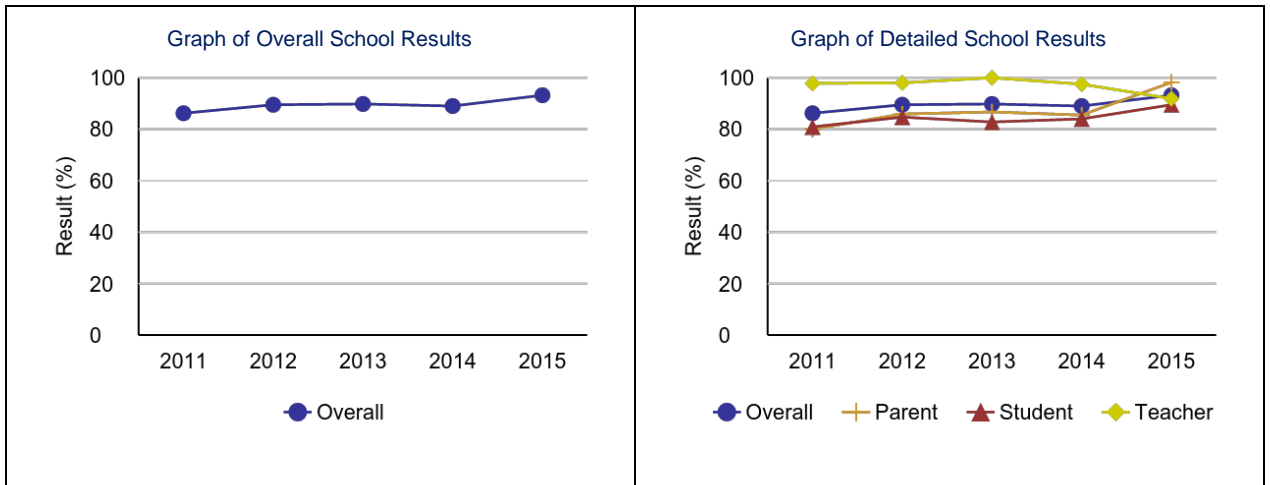


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

**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 |      |      |      |      |
|---------|--------|------|-------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
|         | 2011   | 2012 | 2013  | 2014 | 2015 | 2011      | 2012 | 2013 | 2014 | 2015 | 2011     | 2012 | 2013 | 2014 | 2015 |
| Overall | 86.2   | 89.5 | 89.8  | 89.0 | 93.2 | 83.1      | 82.6 | 82.1 | 84.7 | 85.6 | 88.1     | 88.6 | 89.0 | 89.1 | 89.2 |
| Teacher | 97.8   | 98.0 | 100.0 | 97.5 | 91.9 | 91.5      | 90.4 | 90.0 | 91.6 | 93.7 | 94.5     | 94.8 | 95.0 | 95.3 | 95.4 |
| Parent  | 80.0   | 85.9 | 86.7  | 85.5 | 98.2 | 80.2      | 80.4 | 79.8 | 86.0 | 86.0 | 86.6     | 87.4 | 87.8 | 88.9 | 89.3 |
| Student | 80.9   | 84.7 | 82.8  | 84.0 | 89.5 | 77.7      | 77.0 | 76.4 | 76.5 | 77.2 | 83.3     | 83.7 | 84.2 | 83.1 | 83.0 |



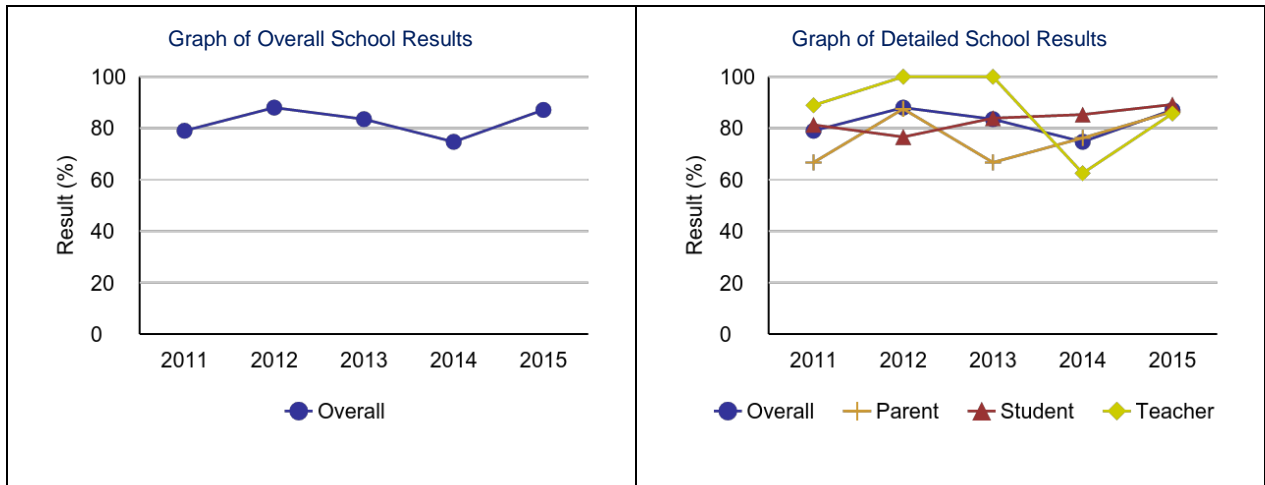
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

**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 |      |      |      |      |
|---------|--------|-------|-------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
|         | 2011   | 2012  | 2013  | 2014 | 2015 | 2011      | 2012 | 2013 | 2014 | 2015 | 2011     | 2012 | 2013 | 2014 | 2015 |
| Overall | 79.0   | 88.0  | 83.5  | 74.7 | 87.1 | 75.9      | 73.1 | 68.8 | 73.3 | 76.3 | 80.1     | 80.0 | 80.6 | 79.8 | 79.6 |
| Teacher | 88.9   | 100.0 | 100.0 | 62.5 | 85.7 | 76.4      | 77.1 | 68.8 | 74.8 | 81.3 | 80.1     | 81.1 | 80.9 | 81.3 | 79.8 |
| Parent  | 66.7   | 87.5  | 66.7  | 76.2 | 86.4 | 73.6      | 68.5 | 69.3 | 74.4 | 75.1 | 77.3     | 76.2 | 77.9 | 77.0 | 78.5 |
| Student | 81.3   | 76.6  | 83.9  | 85.3 | 89.2 | 77.5      | 73.8 | 68.4 | 70.7 | 72.5 | 82.9     | 82.7 | 82.9 | 81.2 | 80.7 |

School: 4104 Leslieville Elementary School



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

## 2015-16 Professional Development Plan - Leslieville School

- August 25-Teacher professional growth planning/submission to principal by September 30<sup>th</sup>  
August 26-Division Focus-Gradebooks in Power School  
August 27-Division Focus-Wellness/Health  
August 28-Collaborative Planning meetings  
August 31-Collaborative response review of students to identify students and develop strategies of intervention  
September 18-Inspiring Education/Power Teacher  
October 23-Power School  
November 20-Inspiring Education and Collaborative Planning-  
a.m. – Review and reflect on Ministerial Order and its impact on education. Assessment of the Cross-Curricular Competencies. Examine Inquiry-based units.  
p.m. Collaboration with focus on Ministerial Order/Develop units with competencies embedded in planning process.  
December 4 – Continue the work from November 20  
January 29-Teacher professional growth planning/review of goals with Principal  
Feb. 18/19-Teacher’s Convention  
March 7-Student Resiliency  
April 15-Project Based Learning/Competencies  
May 6- Technology/Web pages/Apps/free resources for student engagement  
June 29-Collaborative Transition Meetings

### Conclusion

This plan is the result of meetings with teachers, parents and School Council. Provincial achievement tests and the accountability pillar were analyzed and comments were gathered prior to completing the planning process.

Signatures

Teacher representative: \_\_\_\_\_

School Council Chair: \_\_\_\_\_

Principal: \_\_\_\_\_

Superintendent of Schools: \_\_\_\_\_