2015-2018
Three Year Education Plan and
Annual Education Results Report for 2014-15

Approved by the Board of Trustees November 24, 2015

Message from the Board

The 2014-2015 school year was one of great successes and challenges for the Livingstone Range School Division. Celebrations included the setting of new divisional goals, continued work with our First Nation partners, Fort Macleod modernizations and the development of the Student Leadership Committee. Some of the challenges faced were in regards to planning for new initiatives, FNMI student success, a provincial election, and division office staff shortages, all of which placed pressure on the system.

In early October of 2014 the Board, Central Office and School Administrators met to review all the divisional data and to plan for new divisional goals. Through this process, the Board developed and approved three key student centered goals which will drive teaching and learning for all students now and into the future. The Board strongly believes that the goals will have a great impact on the students and teachers resulting in growth across the outcomes of the AERR. The Board is looking forward to receiving feedback how each school is implementing these goals as part of their site based AERR and Three Year Plans.

The Board is also very pleased with the progress of the Fort Macleod school modernizations. Thanks to the hard work and commitment of our staff the projects continue to be on time and on budget with a scheduled opening of both schools for September 2016. The Board would also like to thank the amazing staff at W.A. Day and F.P. Walshe Schools. Their dedication to ensuring student learning and success has continued despite all challenges they have faced with the modernizations. It is truly inspiring to us all.

While the Board is very pleased with the direction the school division is heading, there were numerous challenges that did cause setbacks. The provincial election put on hold numerous provincial initiatives and left many wondering if what they had worked on would still come to fruition. Work with our FNMI partners continued and a successful student summit was held. While we did see a boost in graduation of our First Nations students, more work is required to close the achievement gap.

In reviewing the Accountability Pillar results for 2014-2015, Livingstone Range School Division has areas of great celebration but areas that require attention as well. High school completion rates and diploma exam participation rates are still a concern and need to be addressed. Diploma examination standards demonstrate a high achievement and growth in the standard of excellence.

The Board looks forward to seeing the impact that the Divisional Goals will have on student learning over the next year.

Brad Toone, Board Chair

Accountability

The Annual Education Results Report for the 2014-2015 school year and the Education Plan for the three years commencing September 1, 2015 for Livingstone Range School Division No. 68 was prepared under the direction of the Board in accordance with their responsibilities under Board Policy 2, *Assurance Framework*, the School Act and the Government Accountability Act. This document was developed in the context of the Provincial Government's Business and Fiscal Plans. The Board has used the results reported in the document, to the best of their abilities, to develop the Three Year Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results. The Board approved this combined Annual Education Results Report for the 2014-2015 school year and the Three-Year Education Plan for 2015-2018 on November 24, 2015.

Stakeholder/Community Involvement

The Board of Trustees of Livingstone Range School Division believes strongly in involving all stakeholders in the planning and reporting process; most importantly parents, students, staff, and communities. The Board has an *Assurance Framework Policy* that clearly articulates the need for transparency, collaboration and full parental, student and staff involvement throughout this process. Schools within our jurisdiction are expected to:

⇨ Review Data in September and October with their School Councils and School Staff;
⇨ Review and Revise the Annual Education Plan.

Publication

Information included in the Results Report and Three Year Plan will be communicated to parents and the public on the Livingstone Range School Division #68 website (www.lrsd.ca), and at School Council Meetings.

Information to determine the progress in the Livingstone Range School Division was primarily gathered through the use of:

⇨ Data obtained from our 14 community schools and 12 Hutterite Colony Schools from the 2014-2015 school year. .
⇨ Data obtained from the Provincial Achievement Tests and Diploma Examinations administered during the 2014-2015 school year.
⇨ Provincial Surveys administered to grades 4, 7 and 10.
⇨ LRSD Schools' Three-Year Plan, and
⇨ Schools' Annual Education Results Report (2014-2015).
⇨ School based Tell Them From Me survey data

Progress towards achieving provincial and local goals in the Education Plan was measured using designated performance measures and educational indicators developed by the school board, central office personnel, and school administrators.

Foundation Statements

Vision

To be leaders in providing quality education to rural students in a dynamic learning environment.

Mission

To develop critical thinkers and lifelong learners who become contributing citizens. This will be accomplished through consistent delivery of high quality programming and teaching that is responsive to diverse student needs and interests in an inclusive environment.

Core Values

Livingstone Range School Division models and promotes a safe and caring environment of mutual respect within the education community. Accountability for excellence in student achievement is supported by the following behaviours:

⇨ transparent and effective communication;
⇨ collaborative decision making;
⇨ commitment to success and achievement;
⇨ recognition and celebration of accomplishments.

Guiding Principles

1) Decisions must be student centred.
2) Decisions must take into account our geography and ruralness.
3) Schools and communities must work collaboratively to provide the best quality educational opportunities for students.
4) Decisions are best made closest to the child through site-based decision making.
5) Decisions reached must be affordable now and sustainable in the future.
6) Equitable access to programming opportunities for students within their communities.
7) Program delivery must be flexible and responsive to student needs.
8) Accountability must be built into every decision.
9) Decisions must reflect board policies.

Profile of Livingstone Range School Division

Livingstone Range School Division No. 68 is located in Southwestern Alberta. It is comprised of 14 schools and 12 Hutterite Colonies located in 8 distinct communities. The Division serves a population of approximately 25,000 and spans a distance of over 100 kilometers from Fort Macleod in the East, to the Crowsnest Pass in the West, and a distance of over 300 kilometers from Nanton in the North, to Waterton in the South. There were 3,446 students in 14 schools and 12 Hutterite Colony schools during the 2013-2014 school year, with an operating budget of approximately $48.7 million.

The School Division is bordered by two First Nation communities, Kainai (Standoff) and Piikani (Brocket). While both of these communities have their own education systems that are federally funded some students do choose to attend schools in Livingstone Range School Division. In addition to those students that attend school from the reserve, Livingstone Range School Division also has numerous self-identified First Nation students that live in the local communities.

The economy of the area is predominately agriculture / ranching based with mining, wind energy and the oil and gas industry also providing employment. Some agricultural processing, service industry, and light manufacturing is present in the area. Many of the rural communities have experienced population decline in past years, and this trend is forecasted to continue into the foreseeable future. This makes it a challenge to offer comprehensive programs and services in some communities. In many of our rural schools the number of students per grade is small which has necessitated some double and even triple grading. Furthermore, school subjects are often cycled in multi-graded classrooms, which results in students writing exams a full year after completing the course. Given this interval, it is understandable that achievement data may fluctuate from year to year depending on the cycle. High schools with low enrolment often have to combine classes in order to offer courses. Other courses are offered through distance learning or videoconferencing.

Livingstone Range School Division is dedicated to provide the same learning opportunities in small schools as in our larger sites. To accommodate this desire the Livingstone Range School Division has implemented strategies that will allow all students to have equitable access to a variety programs. These strategies include video-conferencing, CTS programs that allow for the movement of equipment and teacher from location to location, utilization of teacher expertize in a variety of locations, and a partnership with other rural boards (Alberta Open Learning Consortium) to offer programs that will meet the needs of all schools and students.

Livingstone Range School Division has a close working relationship with the two First Nation school boards located in the area. These strong foundations have allowed the division to develop positive First Nation, Metis and Inuit Students cultural awareness in its schools. This process has led to a positive approach to dealing with issues surrounding the educational needs of the FNMI population in LRSD schools. Indications of success in this area are highlighted by the increase in the number of students completing high school. Yet challenges still exist in this area and more effort will need to be put in by LRSD schools to close the achievement gap.

Trends and Issues

Challenges
- ⇨ The number of children and students who are presenting with extreme, diverse learning needs is increasing significantly.
- ⇨ Although to some advantage, the diversity in student population in a wide-spread, rural school division presents some challenges.
- ⇨ Results for our First Nations Students are not meeting the targets and as such further efforts will need to be made in this area.

Opportunities
- ⇨ Continued partnership with the SouthWest Regional Collaborative Service Delivery (SWRCSD) and Bow River RCSD (BRCSD).
- ⇨ For our students who are presenting with more complex scenarios, we are served by the Regional Integrated Case Management (SWRCSD) and the Tri-Regional Complex Needs (BRCSD).
- ⇨ Partnerships with neighbouring school jurisdictions to expand learning opportunities (i.e. CASSIX).
- ⇨ Preschool screening in major centers throughout the division.

Upcoming Opportunities
1) LRSD has created the Clinical Team Leader position to coordinate Family School Liaison Counselling supports for all students in the division.
2) All FSLCs, some school-based and central office staff to attend Dr. Stu Shanker's *Student Self-Regulation* Session offered through SAPDC.
3) FSLC Case Consultations will be division-wide with partnering support from Addiction & Mental Health along with Healthy Minds Healthy Children and Child and Family Services.
4) Division staff to be trained in Supporting Individuals through Valued Attachments (SIVA).
5) All Administrators and key point people at each school will be trained in Violence Threat Risk Assessment (VTRA – Level 1).
6) EYE (Early Years Evaluation) Tool to be used with all Kindergarten children in 2015-16. The tool is used to assess the developmental progress in five separate domains.
7) EDI (Early Development Instrument) for all preschool and Kindergarten children in the Spring of 2016
8) Continued implementation of the Regional Collaborative Service Delivery model.
9) Increased targeted analysis and support of Student Learning Assessments, Provincial Achievement Tests and Diploma Exam results by subject area and school.
10) Enhance Assistive Technology Supports for all learners in need.
11) Continued collaboration with community support services to provide appropriate services for students.

High School Redesign   High School Redesign gives students more opportunities to make the most of their high school careers. The High School Redesign initiative focuses on creating flexible, student-centered approaches to 21st century learning. Currently we have 5 schools participating in the pilot with varying degrees of innovative strategies that facilitate the principles of High School Redesign.

Curriculum Redesign   This opportunity to refresh Alberta's provincial curriculum to ensure it is engaging, relevant and enables students to reach their full potential was an initiative that LRSD staff participated in through the CBE prototyping consortia.

Learning Commons   A learning commons is an inclusive, flexible, learner-centered, physical and/or virtual space for collaboration, inquiry, imagination and play to expand and deepen learning. The transition from Library to Learning Commons began in 2014 and continues today.

Learning Technology Policy Framework   The Learning and Technology Policy Framework is the guide towards ensuring students can use technology to support the creation and sharing of knowledge. LRSD began the frameworks implementation in 2014-2015.

Summary of Accomplishments / Celebrations

Development of new **Divisional Goals** occurred over the 2014-15 school year. Process involved all board members, school administrators and central office administration.

A **Teacher, Growth, Supervision and Evaluation** workshop was held for all administrators. The ATA presenter was effective in helping our administrators realize more fully their responsibilities as principals and assistant principals to properly supervise teachers and classrooms to ensure quality teaching is occurring in every classroom in LRSD. As a result of this two day workshop, school administrators are more active in ensuring that their schools have safe and caring staff and classrooms where quality instruction is taking place every day.

Good **Human Resource Practices** were highlighted and discussed at every Administrative Council Meeting. A case study approach was utilized to review the entire process from supervision through to evaluation and remediation. An emphasis on awareness, support and growth in teacher practice occurred. School administrators became more equipped to deal with Human Resource issues arising in their schools and more effective in ensuring quality teaching is happening in division schools.
- ⇨ Reviewed teacher evaluation procedures and expectations
- ⇨ Reference checks training
- ⇨ Interviews processes highlighted
- ⇨ Hiring practices were discussed and protocols reviewed
- ⇨ Attendance at 2 Career Fairs U of S and U of C. Seeking quality teachers for LRSD openings
- ⇨ Broader advertising of competitions led to an increased pool of teachers which enabled principals to hire better qualified teachers.

Learning Commons were implemented in each school at varying levels. Many philosophical discussions took place with each staff in schools in our division. By the end of the year, many schools made changes to their libraries embracing the concepts of a learning commons approach instead of traditional libraries. More work will occur going forward into the 2015-16 school year.

A review was completed which led to revisions in several **Administrative Procedures**. In the area of Personnel and Employee Relations, eight procedures were updated along with others like Extra-Curricular and Co-curricular activities.

Subject Advisory Committee funds set aside divisionally to support interschool collaboration in content areas and in innovative practices were fully expended. Several teachers across the division participated in these collaborative working groups.

Strategy going forward to improve on our "**Preparation for Work**" results, we've instituted a Career Practitioner as a pilot in Willow Creek Composite High School and F.P. Walshe School. Career advising will be a priority from Grades 7-12 in preparing students for life after high school whether that is post-secondary or work opportunities in the trades, etc. The Career Practitioner is working closely with our FNMI population at F.P. Walshe and Walshe Crossroads schools.

In the area of **continuous improvement**, Dr. Del Litke presented to Administrators on a three year plan process and format for essentials to be included. The Superintendent has made it clear to administrators that this new model of reporting will include expectations for administrators to present their plan to the Board, local School Councils and staff and that this plan should be a real and living document rather than a compliance document.

Five of the six high schools are now participating in **High School Redesign** creating more flexible ways for students to complete their required courses and graduate from high school. The 6th school is set to come on board next year.

FNMI success discussion going forward in the 2015-16 school year with Principals and FNMI staff to understand what is working and what is not as we move toward greater FNMI academic success. Study of best practices will occur with a review of if these will work in LRSD and how to implement.

First Nations Education Council continued its work to bring the three partners together and to share ways to improve education and learning for our First Nations students. Education Council planned a successful student symposium that consisted of students from LRSD, BPOE, and KBOE.

Using **Technology to Facilitate Learning**, LRSD continues to utilize technology and innovative approaches to improve learning for students. These include:
- ⇨ ADLC Facilitator of the Year Award – Using asynchronous learning environments to provide students flexible opportunities to learn.
- ⇨ Successfully initiated transition from library to learning commons in all schools.
- ⇨ Successfully implemented a collaborative learning environment for staff and students across the division. (GAFE)
- ⇨ Successfully implemented a new web interface to better communicate to staff, students and parents.
- ⇨ All staff and students have access to a jurisdiction assistive technology anytime, anywhere.
- ⇨ A number of educational technology pilots were successfully completed across the division including innovations that specifically address complex solving skills. (3D printing, robotics).
- ⇨ LRSD published a paper on Digital Citizenship in the November edition Alberta Education Tech News.
- ⇨ Personally Owned Devices were successfully leveraged in all high schools and two elementary.
- ⇨ Five Educational Technology pilots were initiated to identify strategies and technology which are effective for student learning.

In regards to our youngest learners and **Early Learning,** hiring of a Speech & Language Pathologist to support children in Early Learning with diverse learning needs (PUF) from Ft. Macleod to Nanton. This has provided consistent and quicker access for our students and schools to the help they need. In addition, contracted services (Private Occupational Therapist / Physiotherapist / Speech & Language Therapist) for PUF children in the Southwest Corridor – Pincher Creek to Crowsnest Pass.

Support for Students included:
- ⇨ Contracted services with Children's Allied Health to support children and students in Occupational Therapy, Physical Therapy and Speech & Language Therapy (Pre K to Grade 12).
- ⇨ Students are using assistive technology in Math and Literacy to support learning needs.
- ⇨ Use of iPad apps for students with diverse learning needs.

Teachers are effectively using the **ESL** benchmarks to support their English Language Learners.

The **Learning Support Handbook** as well as the **Educational Assistant Handbook** were reviewed by all stakeholders and revised so as to best support all students.

The **Complex Needs Application** and process was revised to clearly identify the needs and supports of this population of students.

Students received effective school-based supports in **Literacy and Numeracy** as well as a clearly defined **Response to Intervention** structure at each school.

In supporting all learners, **Family School Liaison Counsellors** focused on student and staff wellness along with strength-based programming and assessment.

Junior and Senior High **Learning Support Teachers**, through the SWRCSD, participated in a Community of Practice to enhance learning supports for all students.

A monograph was developed in collaboration with the learning support teachers, family school liaison counsellors and administrators, entitled **Success for All** to articulate and examine current inclusive, strength-based practices across the division.

FSLC Integrated Role within Learning Support in all schools.

Schools have developed **Sensory Rooms** that allow students to de-escalate and self-regulate their behaviour.

All schools and central office are leveraging **Social Media** to better communicate to parents.

Schools are effectively implementing and using the **Success in School Plans**.

In regards to preparing for the new Divisional Goals and in response to continued concerns, a **Literacy Committee** was formed to address the concerns and go forward steps. Teachers are using teacher-designed assessments to determine appropriate literacy and numeracy intervention / supports for students.

The Regional Student Council changed its name to *Regional Council of Student Leaders*. This Board committee is led by the students and seeks for ways to include student voice in division decision making.

The *Regional School Council* met and reviewed policy and procedure changes as well as other topics that guide their work at schools. This important committee is led by the Board and ensures parental voice is heard in all of our schools.

Community Engagement Session held in Nanton to discuss educational programing needs now and into the future

Fort Macleod *School Modernizations* are on target and on time!

As approved by the Board of Trustees April 14, 2014

GOAL 1 - Literacy and Numeracy

All students will create, acquire, connect and communicate meaning through literacy and numeracy in a wide variety of contexts.

Outcomes

⇨ Students will access and engage in literacy and numeracy as a vital component of learning K-12.
⇨ Students will be proficient readers and writers across the curriculum.
⇨ Students will be proficient in numeracy across the curriculum.
⇨ Students will be proficient in integrating competencies across the curriculum.
⇨ Schools will recognize and implement literacy and numeracy development for K-12 as a core component of learning.
⇨ Schools will provide PD opportunities that support the focus of literacy/ numeracy in K-12.
⇨ Community partnerships will promote literacy and numeracy development.

Strategies

Key Strategy 1: Increase Literacy

Promote literacy as an integral component of learning in the K-12 education system.
⇨ Identify, define and validate literacy skills.
⇨ Integrate explicit literacy skills and strategies in curriculum for all grades and subject areas.

Key Strategy 2: Build Awareness

Promote literacy learning by communicating the importance of literacy development for student success.
⇨ Communicate the definition of literacy to all education stakeholders to build a common understanding.
⇨ Develop a literacy page on the website.
⇨ Identify and share promising literacy practices and universal and targeted instructional strategies.
⇨ Develop teacher resources to support diverse learners.

Key Strategy 3: Enhance Opportunities

Support professional learning opportunities that focus on literacy in all subject areas and grade levels.
⇨ Complete a comprehensive professional learning plan for use by teachers to develop skills in teaching literacy.
⇨ Support professional learning by examining and sharing promising literacy practices and processes at the school and jurisdiction levels.
⇨ Develop professional resources for teachers that demonstrate the integration of literacy instruction into all subject areas and grade levels.

Key Strategy 4: Facilitate Partnerships

Design and support partnerships and collaborative working models with education stakeholders.
⇨ Collaborate with partners and stakeholders to support literacy in the learning system.

Performance Measures

⇨ Overall satisfaction with the quality of basic education (AE).
⇨ Overall percentage of stakeholders indicating that their school have improved or stayed the same the last three years (AE).

⇨ Percentage of students who achieved the acceptable stand and the standard of excellence on Student Learner Assessments, Provincial Achievement tests and Diploma Examinations (AE).
⇨ Percentage of students in grades 1-9 who are reading within 1 year of grade level (LRSD as determined by school wide benchmark measures).

GOAL 2 - Success for All Learners

All students are engaged in meaningful learning that is appropriate, enhances his or her abilities, and takes place in positive learning environments.

Outcomes

⇨ Students will be supported by evidence strength based values and principles.
⇨ Students will have access to enabling, flexible and rigorous learning and instructional environments.
⇨ All schools will establish and implement supports for success for all students.
⇨ All schools will enhance partnerships with parents and community to benefit and support all students.

Strategies

⇨ Use of the monograph in schools "Success for All" to articulate and examine current practice to ensure alignment across the division.
⇨ Collaborate with community support services to provide appropriate services for students and staff.
⇨ Enhance the process of "Complex Needs" to ensure alignment of needs with supports provided.
⇨ Continue implementation of Regional Collaborative Service Delivery Model.
⇨ Increase targeted analysis and support of student learning assessments, provincial achievement tests and diploma exam results by subject areas and schools.
⇨ Enhancement assistive technology supports.
⇨ Monitor the use of IPPs and ISPs to improve the purpose and quality of the plans.
⇨ Monitor Success in Schools plans to ensure all children in care are supported through interagencies.

Performance Measures

⇨ Overall satisfaction with the quality of basic education (AE).
⇨ Overall percentage of stakeholders indicating that their school have improved or stayed the same the last three years (AE).
⇨ Overall agreement that students are safe at school, learning the importance of caring (AE).
⇨ The number of students supported by the Divisional Complex Needs Support (LRSD).

GOAL 3 - Transitions

The unique learning skills of individual students will be supported in K-12 transition plans and in preparing students for success after high school.

Outcomes

⇨ Students acquire the competencies needed for a changing and dynamic future.
⇨ Students complete high school making successful transitions to lifelong learning, careers and active citizenship.
⇨ All students from K-12 are supported with the goal of high school completion and successful transitions.

Strategies

⇨ Support instructional design in schools to develop capacity with teachers to implement cross curricular competencies.
⇨ Implement interventions to increase attendance across all grades.
⇨ Examine and implement career exploration and development activities across all grades.
⇨ Expand partnerships with post-secondary institutions.
⇨ Schools will implement procedures to ensure smooth transition of students between grades and schools.

Performance Measures

⇨ High School Completion rate of students within three years of entering grade 10 (AE).
⇨ High School to Post-Secondary transition rate of students within six years of entering grade 10 (AE).
⇨ Students identified with attendance issues (LRSD).
⇨ Students model the characteristics of active citizenship (AE).
⇨ Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education (AE).
⇨ Number of schools implementing grade to grade transition programs.
⇨ Number of schools implementing transition programs between schools.
⇨ Number of students who are in RAP (LRSD).

Measure Category	Measure Category Evaluation	Measure	Livingstone Range School Division 68			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	Good	Safe and Caring	86.7	86.8	85.0	89.2	89.1	88.9	High	Improved	Good
Student Learning Opportunities	Acceptable	Program of Studies	71.7	70.5	70.1	81.3	81.3	81.2	Low	Maintained	Issue
		Education Quality	87.1	85.5	85.9	89.5	89.2	89.5	Intermediate	Improved	Good
		Drop Out Rate	3.2	3.1	2.9	3.4	3.3	3.3	High	Maintained	Good
		High School Completion Rate (3 yr)	72.7	74.2	76.7	76.4	74.9	74.6	Intermediate	Declined	Issue
Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	71.1	67.3	71.4	73.0	73.1	73.9	Intermediate	Maintained	Acceptable
		PAT: Excellence	17.2	15.6	16.5	18.8	18.4	18.9	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	87.5	88.5	85.7	85.2	85.5	84.6	High	Maintained	Good
		Diploma: Excellence	20.2	17.3	15.3	21.0	21.1	20.0	High	Improved	Good
		Diploma Exam Participation Rate (4+ Exams)	40.8	43.8	46.2	54.9	50.5	54.4	Low	Declined	Issue
		Rutherford Scholarship Eligibility Rate	53.0	62.3	58.9	61.2	60.9	61.3	Intermediate	Declined	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	57.0	54.8	55.3	59.8	59.2	59.0	High	Maintained	Good
		Work Preparation	77.2	73.9	72.8	82.0	81.2	80.4	Intermediate	Improved	Good
		Citizenship	78.5	78.8	76.1	83.5	83.4	83.1	High	Improved	Good
Parental Involvement	Acceptable	Parental Involvement	76.1	76.6	75.3	80.7	80.6	80.2	Intermediate	Maintained	Acceptable
Continuous Improvement	Good	School Improvement	77.5	77.6	75.3	79.6	79.8	80.1	High	Improved	Good

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.

Combined 2015 Accountability Pillar FNMI Summary

Measure Category	Measure Category Evaluation	Measure	Livingstone Range School Division 68			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	15.4	6.2	6.2	8.0	7.8	8.4	Very Low	Declined	Concern
		High School Completion Rate (3 yr)	32.8	33.9	53.3	46.0	43.6	42.6	Very Low	Declined	Concern
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	36.0	39.9	41.5	52.1	51.4	52.2	Very Low	Maintained	Concern
		PAT: Excellence	3.9	2.7	2.0	6.5	5.8	5.9	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Concern	Diploma: Acceptable	67.2	73.3	68.1	78.3	78.4	76.6	Very Low	Maintained	Concern
		Diploma: Excellence	4.7	2.2	4.2	9.4	10.1	9.1	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	8.2	3.1	7.7	20.2	18.9	19.9	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate	22.2	7.4	23.7	31.5	33.0	34.2	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	17.6	39.9	36.5	30.3	32.1	31.5	Very Low	Declined	Concern

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. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
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.

Achievement Evaluation Basis

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.

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)

Desired Outcome 1: Every Student is Successful

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
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	84.8	83.1	85.4	88.5	87.5	89.0	High	Maintained	Good	89.0	90.0	90.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	15.5	11.8	16.8	17.3	20.2	18.0	High	Improved	Good	18.0	18.5	19.0

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	72.2	75.0	81.0	74.2	72.7	79.0	Intermediate	Declined	Issue	79.0	80.0	80.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.5	3.3	2.2	3.1	3.2	2.5	High	Maintained	Good	2.5	2.0	2.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	56.2	55.4	55.6	54.8	57.0	57.0	High	Maintained	Good	57.0	57.5	57.5
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	52.9	55.5	58.7	62.3	53.0	60.0	Intermediate	Declined	Issue	60.0	60.0	60.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	46.3	47.0	47.8	43.8	40.8	51.0	Low	Declined	Issue	51.0	51.5	51.5

Comments on Results

1) The Performance Measures for Diploma Examinations (overall % receiving the Acceptable Standard and overall % receiving the Standard of Excellence) remain commendable. Goals for this area show modest improvement.
2) English Language Arts 30-1 and 30-2 both showed an increase and were above provincial average in the acceptable and Excellence standards. Both Math streams also demonstrated the same trend of increases and being above provincial standards.
3) Performance Measures showing more problematic areas have more aggressive targets, spread over three years.
4) Data trends indicate that LRSD students have a higher success rate of high school completion in 4 and 5 years than in 3.

Strategies

1. Quality Teaching - Focus on quality teaching and Teaching Quality Standards by:
    - Providing interschool collaboration time for teachers.
    - Focus goals and PD on Division priorities of Literacy, Learning for all and successful transitions.
    - Division PD committee to strengthen Divisional Day to highlight divisional goals.
    - Support teacher implementation of best practices that reflect Inclusion.
2. Have students complete and maintain Graduation Plans with Career Practitioners. These Graduation Plans are to be annually reviewed.
3. Examine CTS course completion rates, Green Certificate completion rates, and Work Experience completion rates to see if trends can be determined. Work with HS Principals in the examination of this data.
4. Each student is registered on My Pass during their Grade 10 year.
5. Data on Diploma Examination courses will be gathered and analyzed to see if patterns or trends can be identified, and if explanations for any patterns or trends can be found. Work with HS Principals in the examination of this data.
6. Continue the partnership with the Alberta Open Learning Consortium which is a multi-divisional approach to offer courses through synchronous and asynchronous learning environments. This strategy allows students to access a variety of in a rural school environment.
7. Continue to facilitate the use of ADLC material to provide students a flexible, alternative method of course delivery. We will continue to explore the creation of a LRSD Virtual School to better meet the needs of our students
8. Online access to a students' academic data through a portal will be provided, maintained and communicated to increase awareness of individual progress.
9. Project based, experiential and differentiated learning professional learning are being provided to increase student engagement.
10. Director of Learning and Innovation will work with LRSD staff in using assistive technology in an inclusive environment.
11. Through the Director of Learning and Innovation, the division will provide PD sessions to build capacity in the area of assistive technology to enhance student learning.

12. Implement a systematic strategy and provide support to transition our libraries to Learning Commons.
13. Work with School Administrators to develop successful transitions for students between grades, between schools and upon leaving High School.
14. School Annual Plans must include definitive actions to improve areas of concern and accountability to Divisional goals.

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, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
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. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
4. 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.

Specific Outcome: Students achieve student learning outcomes.   (Continued)

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.	77.0	74.2	75.4	78.8	78.5	78.0	High	Improved	Good	79.0	80.0	80.0
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.	76.6	72.6	71.9	73.9	77.2	76.0	Intermediate	Improved	Good	77.5	78.0	79.0

Strategies

1) Prior to completion of the Accountability Pillar, ensure students and parents have common understanding of the intent of this performance measure.

2) Ensure that report card comments are available that reflect the commonly understood language.

3) Examine Work Experience and Green Certificate completion data with Off Campus Education Coordinators, work on plan to promote and communicate successes of the programs.

4) LRSD has adopted a three pillar approach to delivering Digital Citizenship content, a focus on educating the parent, staff and student. Parent presentations are delivered throughout the year; an asynchronous learning environment for parents has been created, maintained and communicated. The staff was provided substantial professional learning through PD day presentation, workshops and guest speakers. A subject advisory committee continued working towards the creation and facilitation of easily assessable, grade specific Digital Citizenship content.

5) In 2015-16 LRSD will work in collaboration with Everfi to deliver Digital Citizenship education in an engaging, meaningful experience for students.

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).	68.3	74.9	71.9	67.3	71.1	80.0	Intermediate	Maintained	Acceptable	79.0	80.0	80.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	14.2	17.6	16.4	15.6	17.2	18.5	Intermediate	Maintained	Acceptable	18.5	19.0	19.0

Comment on Results

Based on trend data analysis it is evident that divisionally, the Grade 6 PAT scores improved in all subject areas and were at or above the provincial average in all areas. Standards of Excellence also demonstrated growth for the Grade 6 students. The Grade 9 PAT data indicates that there have been some improvements in Social Studies and Science; but overall results are still below provincial average. Efforts will need to be made to address the results for middle school students.

In October 2014 the administrators, central office and board of trustees identified and clarified the goals and priorities of the division. In small groups the administrators and central office examined the accountability pillar data, PAT results, Diploma results and survey data. Administrators then examined their own data in relation to the learning of the divisional data. School Based Administrators are required to develop Three Year Plans that address the data.

Strategies

1) Track student interjurisdictional transfers to see if student transience has an effect on Performance Measures.

2) Encourage schools to develop an expectation of participation in Field Testing and Exam marking.

3) Gather and examine data to determine if specific demographic populations have specific instructional needs that are not being met.

4) A divisional Literacy and Numeracy goal was created.
    Goal 1 - Literacy and Numeracy
      All students will create, acquire, connect and communicate meaning through literacy and numeracy in a wide variety of contexts. (Pg 10 of report for full strategy and outcomes)

5) Four key strategies were identified to achieve this goal
      a) Increase literacy and numeracy skill
      b) Build awareness
      c) Enhance opportunities
      d) Facilitate partnerships

6) The implementation of this plan will be supported by a lead team consisting of representation from elementary, junior/senior high, administrators and learning support teachers as well as members across the district representing north, south and west ends.   The lead team will work collaboratively with all schools and administrators to design and implement the plan.

7) Students received effective school-based supports in Literacy and Numeracy.

8) Specific response to intervention programs are in place at each school in order to support all students in their learning.

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.

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.	71.2	71.4	68.3	70.5	71.7	73.0	Low	Maintained	Issue	73.0	73.5	74.0

Comments on Results (OPTIONAL)

While this outcome has shown a steady improvement over the last three years it is still below the targets that LRSD has set. .The data indicates that parent and teacher satisfaction in this area is strong, student satisfaction is still low. Conversations will need to occur with students to determine what they feel is lacking and if it is division wide or with in specific sites.

Strategies

1) Examine CTS data to determine if there are "pockets" where students have reduced access compared to other schools.

2) Survey students to see which area of studies is lacking and what students would like to see.

3) Communication plan through the Board and Principals to communicate successes and strategies employed at the schools.

4) Examine CTF implementations within the Jurisdiction to share best practices.

5) Alternative approaches to synchronous classes will continue to be offered throughout the division to broaden the courses available to students.

6) The partnership with the Alberta Open Learning Consortium will continue to broaden the courses available to students. The group will continue to address the need for fine arts and CTS course content.

7) Alternate learning opportunities to address CTS course delivery will be explored and implemented. A virtual welder has been purchased to deliver welding instruction to students who do not have access to a welder. Other virtual instruction aids will be explored upon successful adoption of the virtual welder.

8) LRSD will establish a CTS/CTF focus in one of the schools in our division. The purpose will be to focus on the mastery learning of student digital literacy skills in a flexible personalized learning environment while celebrating the learning that takes place across the division. The project will encompasses multiple Career and Technology Studies courses at the high school level, along with a focus on the new Career and Technology Foundations curriculum at the junior high level. Students will create and operate the Media Center with the mission to represent and celebrate local and divisional stories while creating additional connections to the community. The centre will produce radio, video blogs, animation projects, robotics and video newscasts. All students enrolled in the course will also complete a video portfolio. The staff and students in LRSD will have access to the content produced, and students throughout the division will have the opportunity to enroll and become a part of the project through video conference and alternative asynchronous learning environments.

9) LRSD Student Leadership council will be engaged to discuss this topic and seek their input into how to help achieve our targets.

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 3: Alberta's Education System is Governed Effectively

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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.	77.3	73.4	75.9	76.6	76.1	77.0	Intermediate	Maintained	Acceptable	78.0	79.0	79.5
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	85.9	85.7	86.4	85.5	87.1	87.0	Intermediate	Improved	Good	88.0	89.0	89.0

Strategies

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1) Communication plan with schools and parents regarding "effective involvement" with their child's education.

2) Examine course registration practices to gauge parent involvement in the process.

3) Expand the use of social media to allow easy and immediate information sharing.

4) Continue to develop and encourage parent involvement in School Councils and in the Regional School Council.

5) Continue to develop website strategies that inform parents of upcoming events and celebration.

6) Encourage higher usage rates of the parent portal on Power School to aid in keeping parents informed about their child's academic progress.

7) Increase activities for parents via the Career Counseling programs.

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.	85.5	83.9	84.3	86.8	86.7	86.0	High	Improved	Good	87.0	88.0	88.5
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.	78.0	75.4	72.8	77.6	77.5	77.0	High	Improved	Good	78.0	79.0	80.0

Strategies

1) To continue to provide a safe and caring environment for students, LRSD will implement a program that tracks incidents, injuries, threats assessments, fire, and lockdown procedures. The purpose of this pilot is to maintain a more efficient and effective process of collecting data, which will allow staff to make informed decisions in their schools.

2) Continue Digital Citizenship conversations with parents, staff and students.

3) Provide parent, students and staff workshops on digital safety.

4) Ensure staff are aware of and following OHS requirements in schools.

5) Utilization of Health Champions at each school to encourage and support healthy initiatives via the Comprehensive School Health and Wellness Grant.

6) Continue to review all policies and procedures to ensure they meet regulations and the specific acts they tie to as well as support strong learning.

7) Redesign of the Family School Liaison team under the direction of the Clinical Team Leader to support division wide initiatives and student mental health.

8) Supporting Positive Behaviors training for Learning Support teachers.

9) Review and standardization of VTRA procedures across the division. All administrators and Family School Liaison Counselors will have a minimum of level one training.

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 4: First Nations, Metis & Inuit Students are Successful

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

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).	35.2	35.8	48.8	39.9	36.0	60.0	Very Low	Maintained	Concern	50.0	55.0	60.0
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).	1.6	0.0	3.5	2.7	3.9	4.0	Very Low	Maintained	Concern	5.0	7.0	8.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	81.6	63.0	68.0	73.3	67.2	78.0	Very Low	Maintained	Concern	75.0	76.0	77.0
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	0.0	6.5	4.0	2.2	4.7	18.0	Very Low	Maintained	Concern	6.0	7.0	8.0

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	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.	49.7	46.1	80.0	33.9	32.8	40.0	Very Low	Declined	Concern	40.0	41.0	42.0
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	11.7	10.0	2.5	6.2	15.4	2.0	Very Low	Declined	Concern	2.0	2.0	2.0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	33.4	43.1	26.6	39.9	17.6	38.0	Very Low	Declined	Concern	25.0	30.0	35.0
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	20.0	23.1	40.6	7.4	22.2	25.0	Very Low	Maintained	Concern	30.0	30.0	35.0
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	11.5	0.0	20.0	3.1	8.2	25.0	Very Low	Maintained	Concern	15.0	18.0	20.0

Comments on Results

Overall results continue to be low and are not demonstrating growth or improvement as planned. Further analysis of the data indicates that there are areas of growth and others that are not improving. These include:
1) High school to post-secondary transition rates over 4 years are above provincial FNMI average but below over 6 years
2) High School Completion Rate data indicates a greater success in the 5 year completion rates than in 3 years.
3) English Language Arts at both levels demonstrate improvement and are above the FNMI provincial average for acceptable standards.
4) Numbers of Students taking 30-1 courses are lower than 30-2 classes. This trend mirrors the division as a whole.
5) Social Studies 30-2 numbers are up compared to the three year average.

Strategies

1) Increase level of student engagement:
   - Students will have access to technology that will enhance their learning and provide supports where required (i.e. assistive technology)
   - Support schools by providing school level funding that assists in working with students and their families to aid in removing barriers to academic achievement

- Use of Power School to track school attendance and mobility of students. Look for trends that can be addressed.
- Increase the number of cultural activities at the school level and the divisional level. Data will be based on baseline as set at the end of the 2014-15 school year.
- Provide student leadership opportunities for First Nation students by targeted approaches within the Divisional Student Leadership Committee. Each school involved in leadership will ensure that there is a least one First Nation student representative on divisional student leadership initiatives.
- Provide opportunities for school staff and leaders to learn about the impact of residential schools and the long term effects on student learning. Baseline data will be set at the end of the 2015-16 and come from opportunities from Divisional Day, divisional; PD or SAPDC events.

2) To increase High School Completion Rates:
- Career Practitioner will meet with First Nation students to develop awareness of program and engage students in discussions on what their goals are.
- Career Practitioner will arrange meetings with students and post-secondary institutions.
- Work experience teachers will meet with First Nation students and aid in finding work experience placements, RAP or Green Certificate opportunities.
- Committee of school administrators, division office senior leader and Career Practitioners will initiate development of a career pathways project for al student and include a specific plan for First Nation Students (Completion by end of school year).
- Outreach programs made available to those that will be more successful with a more flexible learning environment.
- Baseline data will be developed by using yearly course completion statistics and comparing five year trends analysis.

3) Data will be collected to identify grades or areas of deficiency that can be targeted.
- Director of Learning will review data specific to student learning and develop an action plan for improvement in at least two targeted subject areas. These areas will be targeted during School Inter-collaboration days to build teacher capacity. Target areas will be identified in September and plan developed.
- Schools will include specific plans to address learning outcome deficiencies within their Annual reports and share with the Board.

4) Review with Administration and First Nation Staff what is working, what areas need to be improved and how we move forward.
- Meeting with First Nation staff to determine strengths and weaknesses of present model. Seek recommendations on what is needed to close the achievement gap.
- Data from First Nations staff meeting shared with school administrators and action plan developed to move forward.
- Considerations will be at school level and the divisional level and action plans to be developed for implementation in the following year.

5) Data collected on what FNMI resources are presently being used by teachers, their effectiveness and appropriateness. Over the school year division office will research available First Nation teaching material.

6) Schools will implement LRSD Divisional Goals (pg. 10) for all students and highlight specific plans or approaches that are targeted for First Nation students. (i.e. Specific Literacy material, communication with parents to assist in transitions, teacher PD to gain cultural competencies.)

7) Student Voice- Seek input from First Nation Students.
- Intake process to determine what the students' goals are and how we can help them achieve the goals.
- Exit interviews to determine why student is leaving and address issues if possible
- First Nation student survey asking their opinions on what works in the system and how we can improve.

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 (*).
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.

Summary of Financial Results

The Audited Financial Statements for Livingstone Range School Division No. 68, for the period ended August 31, 2015 reflect operating revenues of $49,095,246 and operating expenditures of $49,565,270 resulting in an operating deficit of $470,024. (See accompanying tables.)

For this same period, unrestricted net assets decreased by $698,410 to $575,986 and restricted net assets (operating and capital reserves) decreased by $176,382 to $7,806,459 leaving the Board with an Accumulated Operating Surplus of $12,379,413 as of August 31, 2015.

Gross revenue from School Generated Funds totaled $1,043,401 with related expenses of $605,876 to generate those funds resulting in a net amount of $437,525. The net sources of these funds were fundraising ($477,538), non-instructional student fees ($365,356), donations and grants ($103,288), and miscellaneous ($97,219).

Uses of these Net School Generated Funds totaled $508,571 resulting in a net decrease in Unexpended School Generated Funds of $71,046 to a closing balance on August 31, 2015 of $1,722,046. The uses of School Generated Funds in 2014 – 2015 were related to extra-curricular activities ($292,098), field trips ($105,348), and other ($111,125). The other category included expenditures related to school beautification, equipment, and family literacy.

The following table reflects the historical comparison of spending on a per-student basis for Livingstone Range School Division:

Year	Instructional Spending Per ECS – Grade 12 Year / Student	Support Services Per ECS – Grade 12 Year / Student
2014-2015	$ 11,227.36	$3,430.41
2013-2014	$10,519.50	$3,467.73
2012-2013	$10,087.27	$3,595.55
2011-2012	$ 10,241.36	$ 3,501.32
2010-2011	$ 9,638.99	$ 3,827.13
2009-2010	$ 9,712.56	$ 3,268.88
2008-2009	$ 8,847.96	$ 3,056.80
2007-2008	$ 8,574.98	$ 3,071.15
2006-2007	$ 7,513.96	$ 2,813.68
2005-2006	$ 7,292.00	$ 2,591.22
2004-2005	$ 6,954.48	$ 2,355.58
2003-2004	$ 6,368.74	$ 2,302.12
2002-2003	$ 6,436.49	$ 2,161.08

Copies of the 2014- 2015 Audited Financial Statements for Livingstone Range School Division No. 68 are available on the Livingstone Range School Division No. 68 website at *www.lrsd.ab.ca*. Additional information on school generated funds and their uses can be found in the Audited Financial Statements as well. The web link to the provincial roll-up of jurisdiction AFS information is http://education.alberta.ca/admin/funding/audited.aspx.

Final Expenditure Summary by Program

For the Period September 1, 2014 - August 31, 2015

Expenditure	Total Category Expenditures	% of Total Expenditures
Classroom Instruction - (ECS - Grade 12)	$37,965,331	76.60%
Board and System Administration	$1,933,942	3.90%
Operations & Maintenance of Schools	$6,264,136	12.64%
Transportation	$3,401,861	6.86%
Total Expenditures	**$49,565,270**	**100.00%**
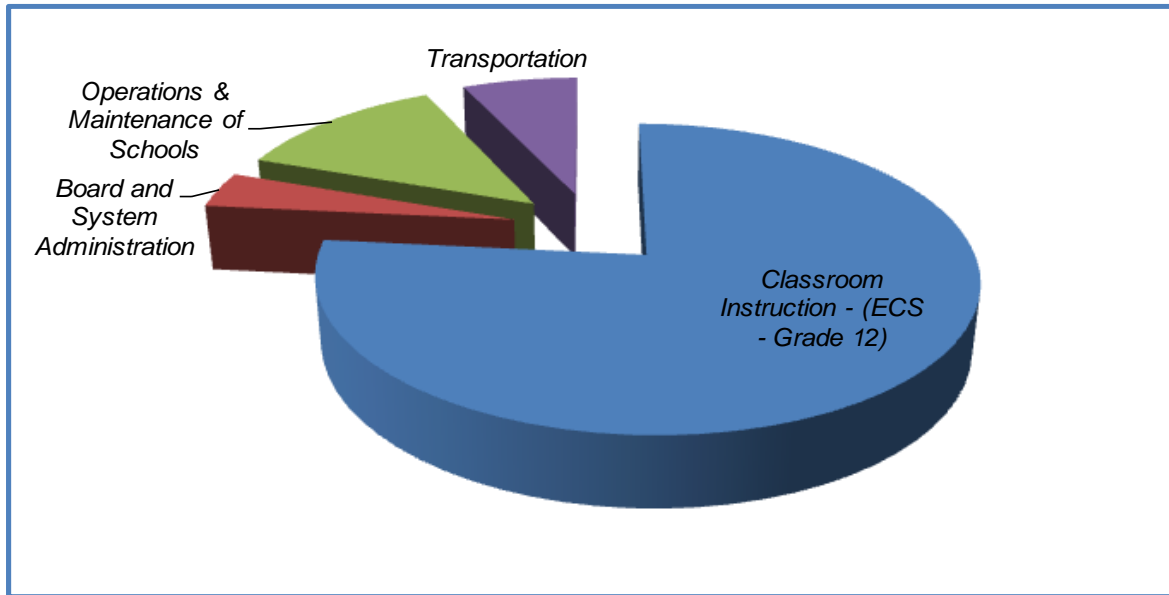
Final Expenditure Summary by Program

For the Period September 1, 2014 - August 31, 2015

Expenditure	Total Category Expenditures	% of Total Expenditures
Certificated Salaries	$ 20,873,489	42.11%
Uncertificated Salaries & Wages	$ 8,344,380	16.84%
Certificiated Benefits	$ 4,711,112	9.50%
Uncertificated Benefits	$ 1,745,400	3.52%
Services, Contracts, & Supplies	$ 11,283,089	22.76%
Losses on Disposal of Capital Assets	$ 150,162	0.30%
Amortization of Capital Assets	$ 2,432,668	4.91%
Interest & Bank Charges	$ 24,970	0.05%
Total Expenditures	$ 49,565,270	100.00%

Summary of Capital and Facilities Projects
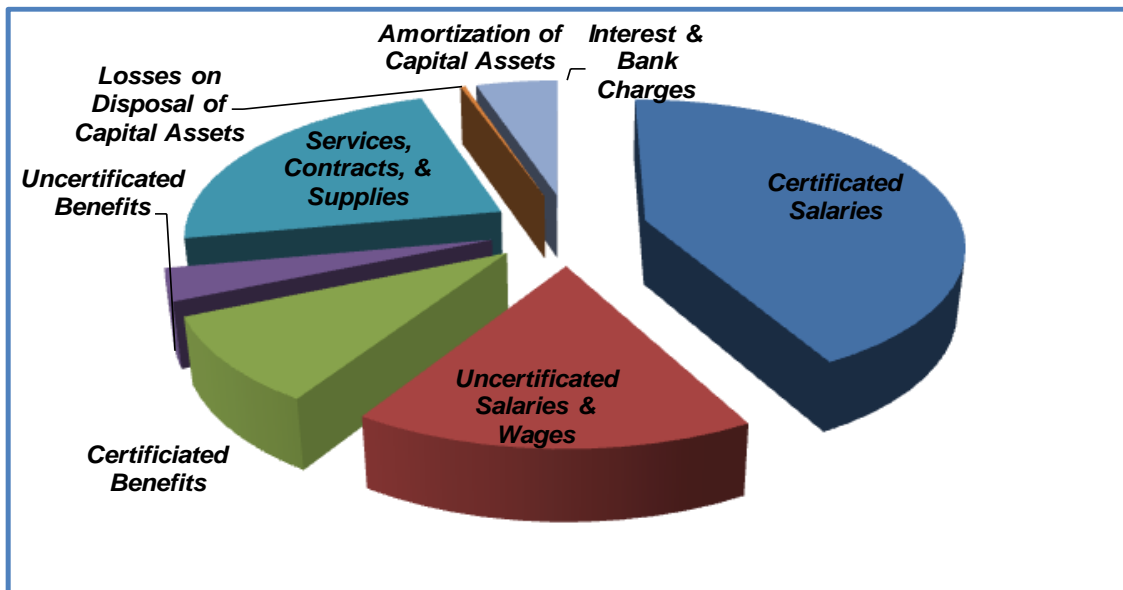
Fort Macleod Solution Project - Modernizations

This year included the continuation of work on the Fort Macleod Solution project. The Fort Macleod project entails moving from three schools to two. The two schools being modernized simultaneously are W.A. Day (Elementary) and F.P. Walshe (Junior / Senior High). The third school (G.R. Davis) which will no longer be used at the end of the project is currently being used to house students during the modernization. Another offsite location owned by the Town of Fort Macleod is being used to house students during the modernizations.

The majority of hazardous material abatement was completed while the division prepared for tendering the modernizations. Tenders were received in December of 2014 and Ward Bros. Construction Ltd. was named Contractor. Transition to-site and demolition commenced at the end of January, 2015. The remainder of the year saw significant progress in continued hazard abatement, demolition and construction of the two sites.

Upon approval of the Fort Macleod Solution project a mandate was given to have the project completed to allow students back in the schools as of September 2016. This continues to be the goal and as of the writing of this report the project is on schedule to accomplish this goal. Being on schedule is the result of significant work and cooperation between many parties, our appreciation goes out to Alberta Education, Alberta Infrastructure, Ferrari Westwood Babits Architects, all Consultants, Ward Bros. Construction Ltd., Town of Fort Macleod, Sub-contractors, partners (Fort Macleod Community Initiative Association and Fort Macleod Kids First Family Centre) and the divisional personnel.

Significant funds have been received from the Town of Fort Macleod (Gymnasium Enhancement) and the Fort Macleod Kids First Family Centre (Construction of the FM Kids First Center).

Summary of Capital and Facilities Projects

2014-2015 School Year

The Board continues to operate under their long-term facilities plan which follows a community solution approach versus a school by school approach.

The table below identifies the priority and projects, as well as the action required and timeline.

Priority ONE Projects	*Action Required*
Community of Nanton Right size and modernize J.T. Foster School. Modernize A.B. Daley School	Community Round Table Management (Program); June, 2015 *(Completed)* Community Discussion (Facilities); November, 2015 Value Management Session (VMS) (Alberta Education, Spring, 2016
Priority TWO Projects	*Action Required*
Community of Pincher Creek Modernize and right size.	Community Round Table Management (Program); Spring, 2016 Community Discussion (Facilities); Prior to VMS Value Management Session; (Dependent on Alberta Education)
Priority THREE Project	*Action Required*
Community of Lundbreck Modernize School	Community Round Table Management (Program); Spring, 2016 Community Discussion (Facilities); Prior to VMS Value Management Session; (Dependent on Alberta Education)
Other:	*Community Round Tables:*
Crowsnest Pass	Community Round Table Meeting – 2015-2016
Stavely	Community Round Table Meeting – 2016-2017
Granum	Community Round Table Meeting – 2016-2017
Claresholm	Community Round Table Meeting – TBD
Fort Macleod	Community Round Table Meeting – TBD

Budget Summary

2015-2016 School Year

In accordance with Livingstone Range School Division No. 68 Administrative Procedures 500 and 511, the School Division budget addresses the vision, mission, priorities, key results, and strategies to be achieved in a manner that provides the best quality education, and meets the needs of all children in the system, at the most reasonable cost to the taxpayer. Strategic priorities are reviewed periodically and confirmed annually in the School Division's Three Year Education Plan.

MAY 2015 SPRING BUDGET REPORT

The following tables and charts reflect a summary of budgeted expenditures for the 2015-2016 school year based on the May budget forecasted enrolment for September 30, 2015. Projected revenues of $47,924,315 are offset by projected expenditures of $48,946,655, resulting in a budgeted operating deficit of $1,022,340. This budgeted deficit is all in the Instruction Block and is projected to be recovered from operating reserves within the Instruction Block, which totaled $3,321,775.40 as at August 31, 2015.

More detailed information on the May Spring Budget Report can be obtained from our jurisdiction website, www.lrsd.ab.ca or by contacting the Livingstone Range School Division office in Claresholm at (403) 625-3356.

All School Division accounts, including school-generated funds, are maintained in accordance with Canadian generally accepted accounting standards. The budgeted figures as well as the results are reported using the format provided by Alberta Education.

FALL 2015 BUDGET UPDATE:

Enrolment figures for September 30, 2015 reflect a slight increase in enrolment with an increase of .5 FTE students to a figure of 3,395.5 FTE. Staffing figures for 2015-2016 show an increase to accommodate the new enrolment numbers.

More detailed information on the fall update can be obtained from our jurisdiction website, www.lrsd.ab.ca or by contacting the Livingstone Range School Division office in Claresholm at (403) 625-3356.

Budgeted Expenditure Summary by Object

For the Period September 1, 2015 – August 31, 2016

Expenditure	Total Category Expenditures		% of Total Expenditures
Classroom Instruction - (ECS - Grade 12)	$	36,646,177	74.87%
Board and System Administration	$	2,090,148	4.27%
Operations & Maintenance of Schools	$	6,963,287	14.23%
Transportation	$	3,247,043	6.63%
Total Expenditures	$	48,946,655	100.00%
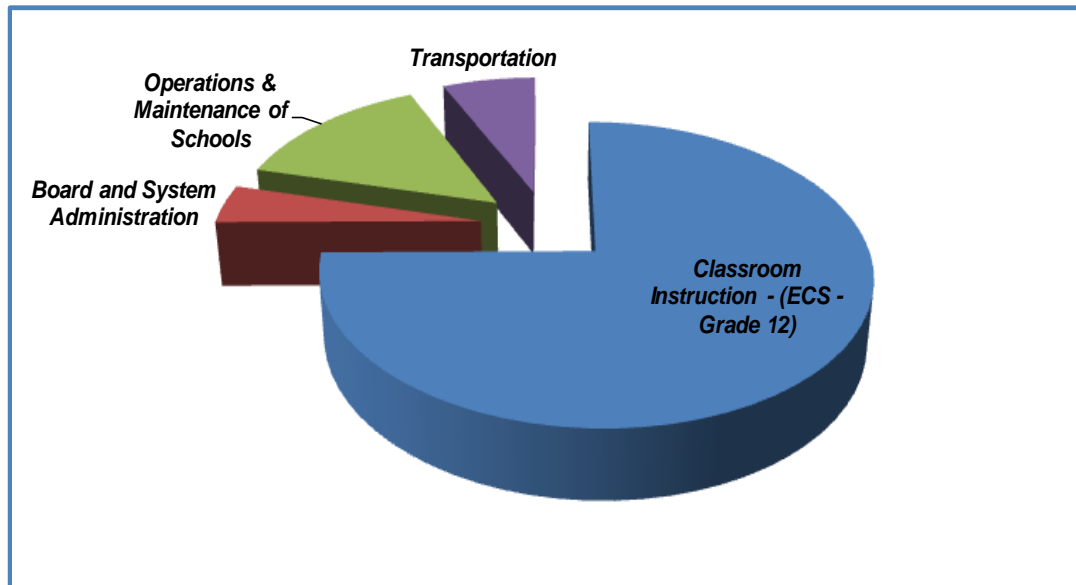
Budgeted Expenditure Summary by Object

For the Period September 1, 2015 – August 31, 2016

Expenditure	Total Category Expenditures	% of Total Expenditures
Certificated Salaries	$ 21,158,997	43.23%
Uncertificated Salaries & Wages	$ 7,536,914	15.40%
Certificiated Benefits	$ 4,865,212	9.94%
Uncertificated Benefits	$ 1,509,692	3.08%
Services, Contracts, & Supplies	$ 11,249,170	22.98%
Losses on Disposal of Capital Assets	$ -	0.00%
Amortization of Capital Assets	$ 2,607,950	5.33%
Interest & Bank Charges	$ 18,720	0.04%
Total Expenditures	$ 48,946,655	100.00%
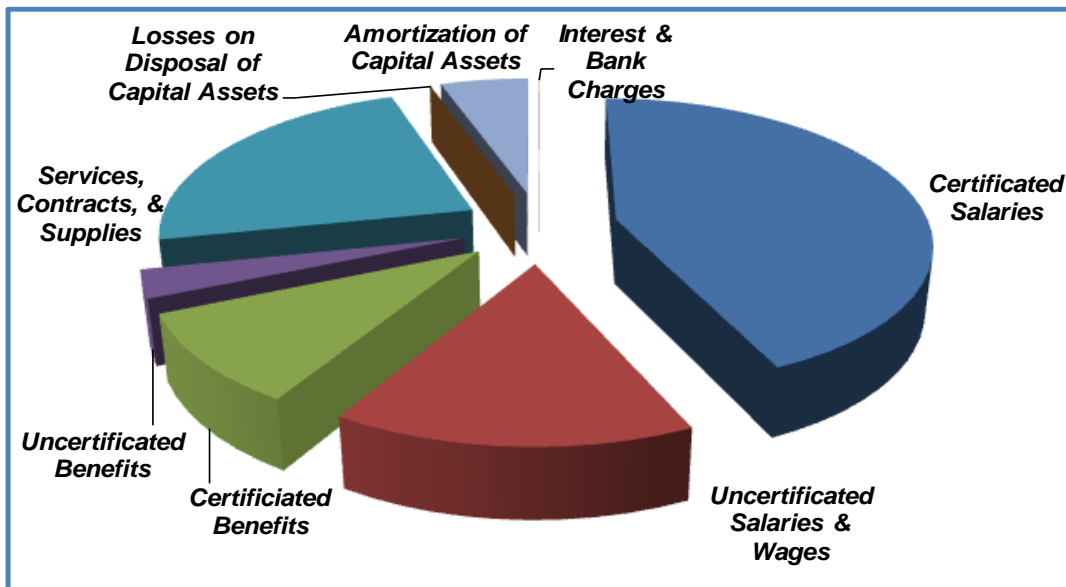
Parental Involvement

Parents play a key role in their child's educational progress and LRSD believes that input from the parents is key to ensuring a strong system. Livingstone Range School Division works with parents via School Councils, Regional School Council and through public engagement sessions. School Board Trustees attend School Council Meetings on regular bases and provide updates on Divisional and Board activities. In addition they bring information back to the board from the parents and report these at Board meetings. Regional School Council provides the parents the opportunity to gain further information in regards to new policies, procedures, trends and updates from the division and province. Community engagement sessions allow parents the opportunity to discuss current trends, issues and concerns with the school administrators and the board.

Parents also sit on the Divisional Calendar Committee which offers them the opportunity to be part of the process in setting the school division calendar every two years. Parents have access to viewing their child's academic progress via Power School, this allows for immediate feedback and information.

Timelines & Communication

Information included in the Results Report and Three Year Plan will be communicated to parents and the public on the Livingstone Range School Division #68 website (www.lrsd.ca), and at School Council Meetings.

An Executive Summary will also be posted to the LRSD website as well as highlights in the local newspapers.

Information to determine the progress in the Livingstone Range School Division was primarily gathered through the use of:

⇨ Data obtained from our 14 community schools and 12 Hutterite Colony Schools from the 2014-2015 school year.
⇨ Data obtained from the Provincial Achievement Tests and Diploma Examinations administered during the 2014-2015 school year.
⇨ Provincial Surveys administered to grades 4, 7 and 10.
⇨ LRSD Schools' Three-Year Plan, and
⇨ Schools' Annual Education Results Report (2014-2015).

Progress towards achieving provincial and local goals in the Education Plan was measured using designated performance measures and educational indicators developed by the school board, central office personnel, and school administrators.

Whistleblower Protection

As per Board Policy 20, no disclosures or information under the Public Disclosure Act have been reported to the Superintendent or designate during the 2014-2015 school year.

Appendix - Measure Details

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

**Diploma Examination Results – Measure Details (OPTIONAL)**

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2011		2012		2013		2014		2015		2015	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	88.7	10.6	91.9	4.7	90.8	9.2	90.1	11.7	96.9	15.5		
	Province	85.0	10.1	86.3	11.3	86.0	10.4	87.6	11.8	86.5	11.5		
English Lang Arts 30-2	Authority	89.0	6.4	85.7	6.8	90.4	12.0	90.5	15.1	94.5	19.3		
	Province	88.7	9.1	89.6	10.7	89.4	10.9	89.8	13.1	88.7	11.3		
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.3	14.5	95.6	13.5	95.4	12.4	96.6	14.6	95.5	9.9		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	93.8	19.9	96.5	18.9	96.8	18.2	99.3	29.2	95.3	17.1		
Pure Mathematics 30	Authority	84.2	21.1	83.3	10.7	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.3	29.2	82.0	27.5	59.0	11.4	*	*	n/a	n/a		
Applied Mathematics 30	Authority	81.1	9.0	78.6	13.3	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	74.5	9.8	75.8	10.3	71.4	17.9	n/a	n/a	n/a	n/a		
Mathematics 30-1	Authority	n/a	n/a	n/a	n/a	85.7	37.4	75.0	16.7	85.5	29.0		
	Province	n/a	n/a	n/a	n/a	80.9	35.9	75.1	27.9	76.2	31.7		
Mathematics 30-2	Authority	n/a	n/a	n/a	n/a	71.1	7.2	70.0	13.8	73.2	15.5		
	Province	n/a	n/a	n/a	n/a	69.5	9.6	71.3	15.0	73.9	15.5		
Social Studies 30-1	Authority	86.9	13.8	93.3	10.4	87.7	14.6	89.3	13.6	89.7	15.0		
	Province	83.0	14.9	86.3	16.7	85.4	15.2	85.6	14.3	87.1	16.2		
Social Studies 30-2	Authority	86.9	10.0	75.5	8.6	80.5	11.4	84.9	15.1	79.8	13.7		
	Province	85.6	15.9	83.0	13.7	82.2	13.7	84.0	14.8	81.3	12.5		
Biology 30	Authority	89.1	31.1	87.0	24.6	86.1	30.4	92.1	25.7	85.8	28.3		
	Province	82.0	30.0	81.9	28.2	84.4	32.2	85.2	31.9	85.9	33.0		
Chemistry 30	Authority	69.0	16.0	59.1	15.9	78.8	24.2	85.9	21.2	85.9	34.1		
	Province	75.4	28.0	77.1	28.7	78.8	31.8	81.5	35.2	82.2	34.2		
Physics 30	Authority	78.2	25.5	75.6	20.0	75.6	19.5	91.7	45.8	77.8	20.0		
	Province	77.0	27.8	81.1	30.5	81.5	30.5	83.2	34.3	83.9	35.8		
Science 30	Authority	70.0	30.0	n/a	n/a	n/a	n/a	75.0	0.0	53.8	7.7		
	Province	80.4	21.0	79.8	22.0	84.1	25.8	85.0	25.4	83.9	26.7		

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.

Current and historical Diploma results have been adjusted to reflect change in data source system.

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.

Graph of Diploma Examination Results – Overall (optional)
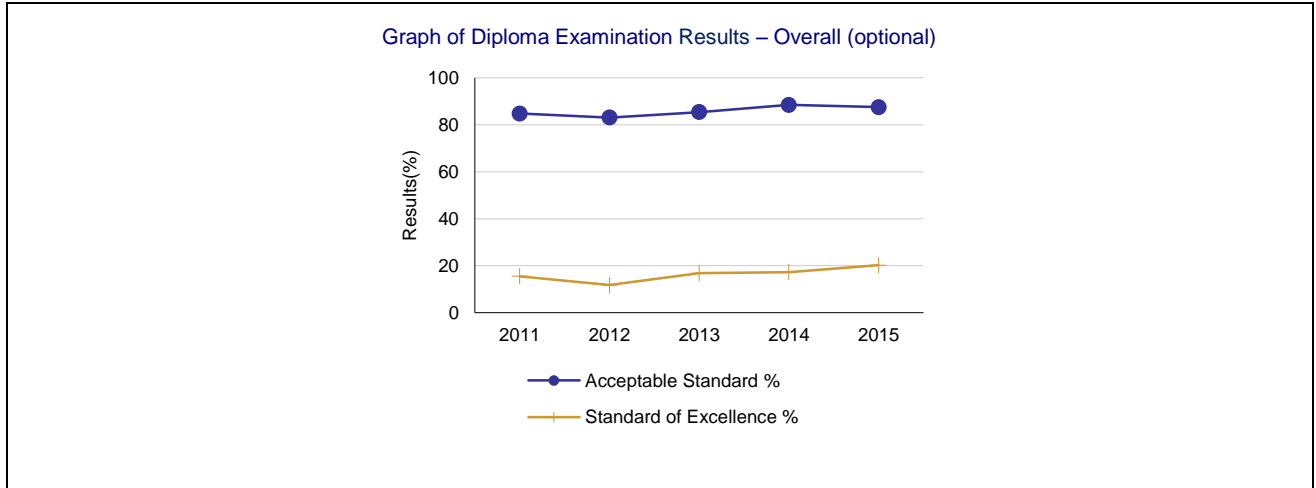
Notes: Current and historical Diploma results have been adjusted to reflect change in data source system.

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.

Diploma Examination Results by Course (optional)

English Lang Arts 30-1

Results(%): 2011, 2012, 2013, 2014, 2015

- Acceptable Standard %
- Standard of Excellence %

English Lang Arts 30-2

Results(%): 2011, 2012, 2013, 2014, 2015

- Acceptable Standard %
- Standard of Excellence %

[No Data for French Lang Arts 30-1]

[No Data for Français 30]

[No Data for Pure Mathematics 30]

Mathematics 30-1

Results(%): 2011, 2012, 2013, 2014, 2015

- Acceptable Standard %
- Standard of Excellence %

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

Current and historical Diploma results have been adjusted to reflect change in data source system.

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.

Diploma Examination Results by Course (optional)

[No Data for Applied Mathematics 30]

Mathematics 30-2

Social Studies 30-1

Social Studies 30-2

Biology 30

Chemistry 30

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

Current and historical Diploma results have been adjusted to reflect change in data source system.

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.

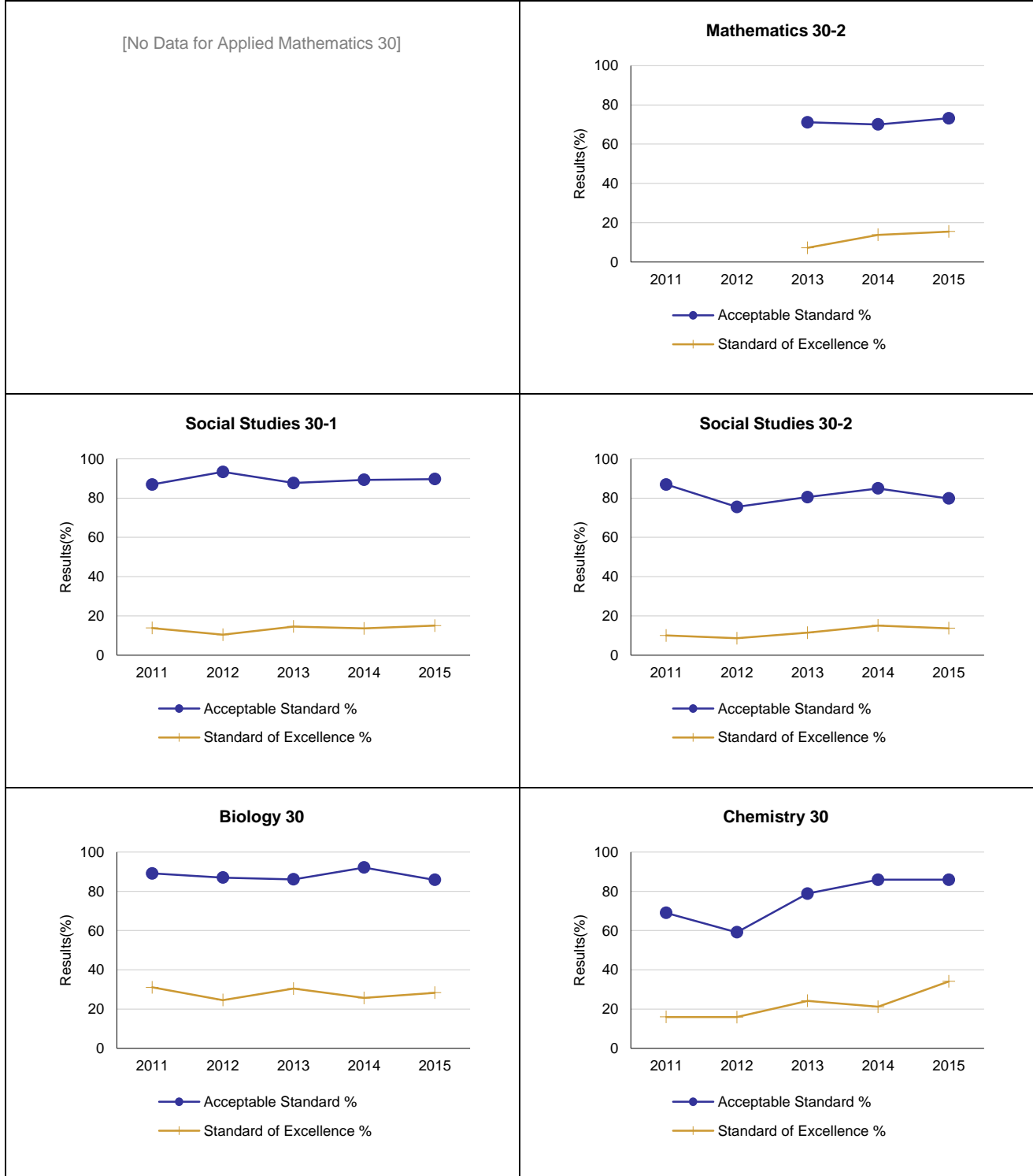Diploma Examination Results by Course (optional)

Physics 30

Science 30

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

Current and historical Diploma results have been adjusted to reflect change in data source system.

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.

Diploma Examination Results Course By Course Summary With Measure Evaluation (optional)

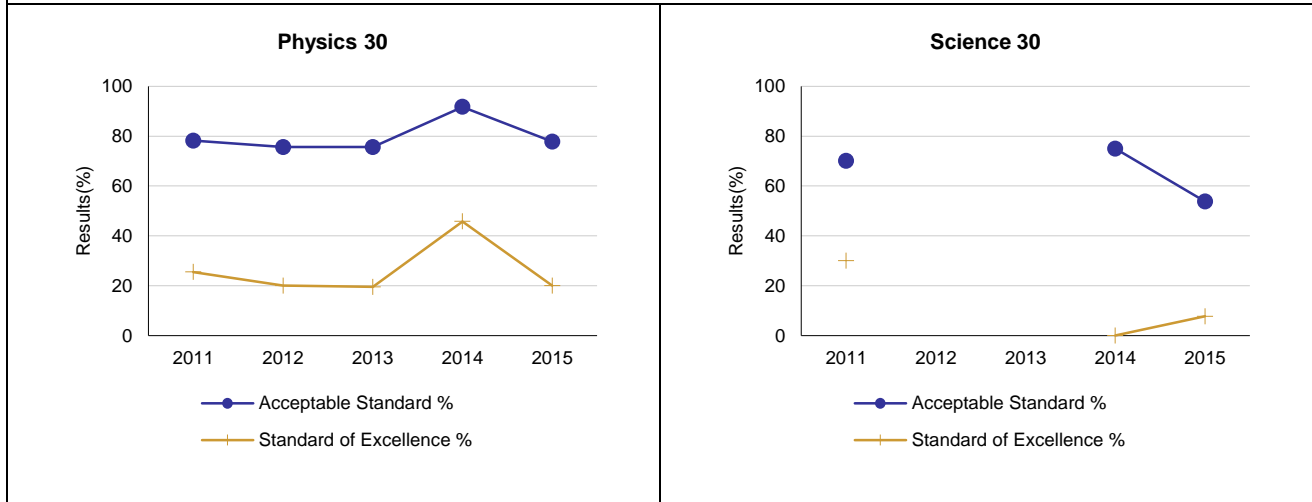| Course	Measure	Livingstone Range Sch Div 68							Alberta			
		Achievement	Improvement	Overall	2015		Prev 3 Yr Avg		2015		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very High	Improved	Excellent	97	96.9	126	90.9	28,104	86.5	29,085	86.6
	Standard of Excellence	High	Improved	Good	97	15.5	126	8.6	28,104	11.5	29,085	11.2
English Lang Arts 30-2	Acceptable Standard	High	Improved	Good	145	94.5	133	88.9	16,324	88.7	15,323	89.6
	Standard of Excellence	Very High	Improved	Excellent	145	19.3	133	11.3	16,324	11.3	15,323	11.6
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,278	95.5	1,224	95.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,278	9.9	1,224	13.5
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	129	95.3	145	97.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	129	17.1	145	22.1
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	84	83.3	n/a	n/a	10,936	70.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	84	10.7	n/a	n/a	10,936	19.5
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	98	78.6	n/a	n/a	5,026	73.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	98	13.3	n/a	n/a	5,026	14.1
Mathematics 30-1	Acceptable Standard	n/a	Maintained	n/a	69	85.5	82	80.4	20,915	76.2	20,619	78.0
	Standard of Excellence	n/a	Maintained	n/a	69	29.0	82	27.0	20,915	31.7	20,619	31.9
Mathematics 30-2	Acceptable Standard	n/a	Maintained	n/a	71	73.2	89	70.6	12,558	73.9	10,829	70.4
	Standard of Excellence	n/a	Maintained	n/a	71	15.5	89	10.5	12,558	15.5	10,829	12.3
Social Studies 30-1	Acceptable Standard	High	Maintained	Good	107	89.7	123	90.1	21,038	87.1	22,680	85.8
	Standard of Excellence	High	Maintained	Good	107	15.0	123	12.9	21,038	16.2	22,680	15.4
Social Studies 30-2	Acceptable Standard	Low	Maintained	Issue	124	79.8	138	80.3	19,617	81.3	18,230	83.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	124	13.7	138	11.7	19,617	12.5	18,230	14.1
Biology 30	Acceptable Standard	High	Maintained	Good	120	85.8	118	88.4	21,219	85.9	22,506	83.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	120	28.3	118	26.9	21,219	33.0	22,506	30.7
Chemistry 30	Acceptable Standard	Very High	Improved	Excellent	85	85.9	91	74.6	19,050	82.2	18,412	79.1
	Standard of Excellence	High	Improved Significantly	Good	85	34.1	91	20.4	19,050	34.2	18,412	31.9
Physics 30	Acceptable Standard	Intermediate	Maintained	Acceptable	45	77.8	37	80.9	10,573	83.9	10,127	81.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	45	20.0	37	28.4	10,573	35.8	10,127	31.8
Science 30	Acceptable Standard	Very Low	Declined	Concern	13	53.8	16	75.0	7,819	83.9	6,190	83.0
	Standard of Excellence	Low	Improved	Acceptable	13	7.7	16	0.0	7,819	26.7	6,190	24.4

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

Current and historical Diploma results have been adjusted to reflect change in data source system.

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

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.

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 Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 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 examinations.

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

High School Completion Rate – Measure Details (OPTIONAL)

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	Authority					Province				
	2010	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
3 Year Completion	72.2	75.0	81.0	74.2	72.7	72.6	74.1	74.8	74.9	76.4
4 Year Completion	75.7	78.9	81.2	85.5	78.9	76.9	78.1	79.4	79.6	80.0
5 Year Completion	80.4	78.0	82.6	83.1	86.9	79.0	79.6	80.8	81.7	82.1
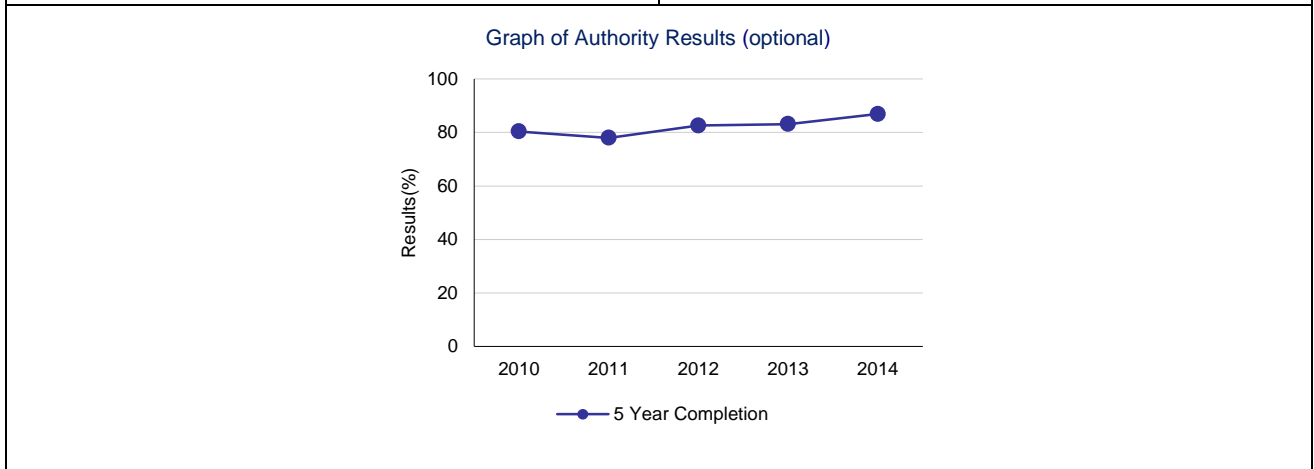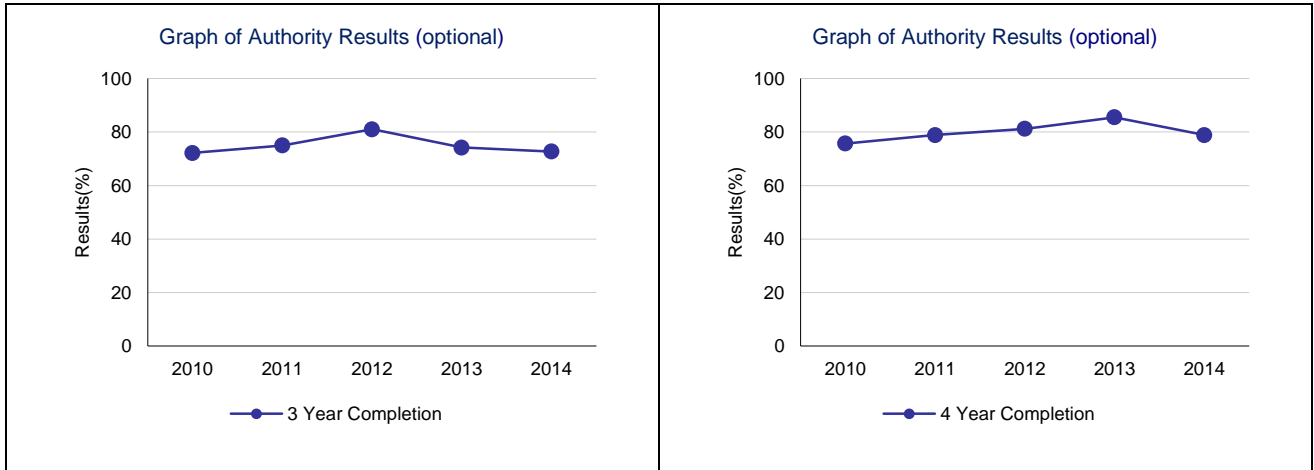
Graph of Authority Results (optional)

3 Year Completion

Graph of Authority Results (optional)

4 Year Completion

Graph of Authority Results (optional)

5 Year Completion

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

Drop Out Rate – Measure Details (OPTIONAL)

Drop Out Rate - annual dropout rate of students aged 14 to 18	Authority					Province				
	2010	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
Drop Out Rate	3.5	3.3	2.2	3.1	3.2	4.2	3.2	3.5	3.3	3.4
Returning Rate	12.1	28.7	21.5	18.0	26.2	27.9	23.4	23.0	21.1	20.3
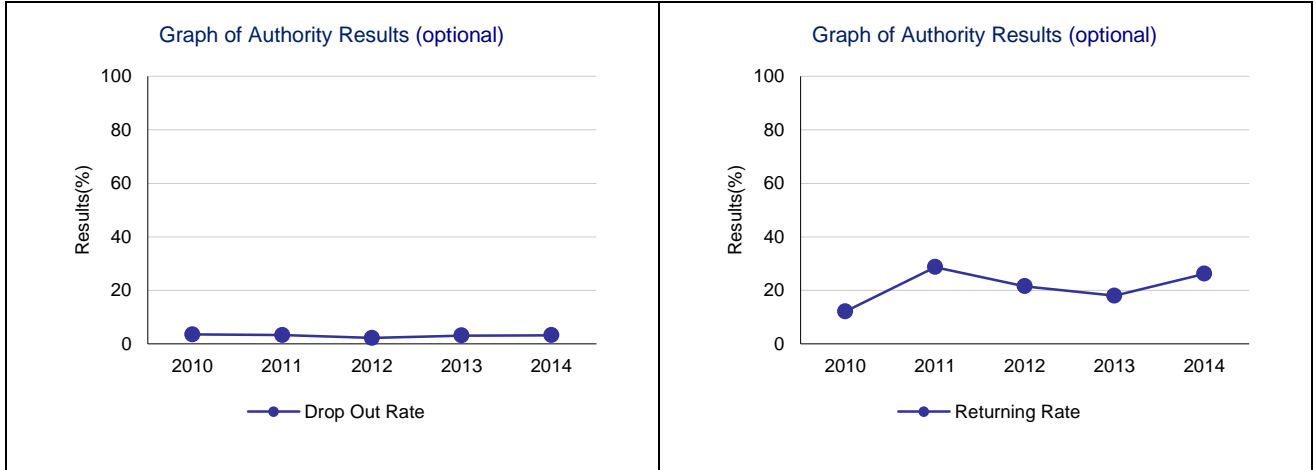
Graph of Authority Results (optional) — Drop Out Rate

Graph of Authority Results (optional) — Returning Rate

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

High School to Post-secondary Transition Rate – Measure Details (OPTIONAL)

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					**Province**				
	2010	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
4 Year Rate	34.8	33.7	36.9	39.4	39.2	37.8	38.2	39.6	40.0	38.4
6 Year Rate	56.2	55.4	55.6	54.8	57.0	59.3	58.4	59.5	59.2	59.8
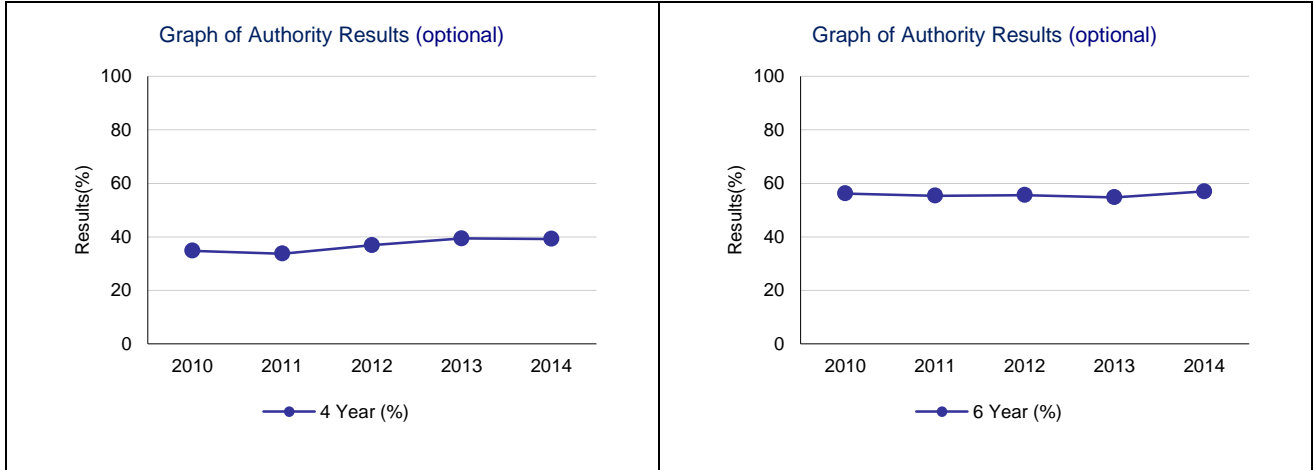
Graph of Authority Results (optional)

Graph of Authority Results (optional)

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

Rutherford Eligibility Rate – Measure Details (OPTIONAL)

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					**Province**				
	2010	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
Rutherford Scholarship Eligibility Rate	52.9	55.5	58.7	62.3	53.0	59.6	61.5	61.3	60.9	61.2

Rutherford eligibility rate details.									
Reporting School Year	**Total Students**	**Grade 10 Rutherford**		**Grade 11 Rutherford**		**Grade 12 Rutherford**		**Overall**	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2010	333	151	45.3	142	42.6	85	25.5	176	52.9
2011	310	151	48.7	142	45.8	75	24.2	172	55.5
2012	366	187	51.1	175	47.8	96	26.2	215	58.7
2013	308	172	55.8	154	50.0	94	30.5	192	62.3
2014	317	153	48.3	131	41.3	82	25.9	168	53.0

Graph of Authority Results (optional)

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
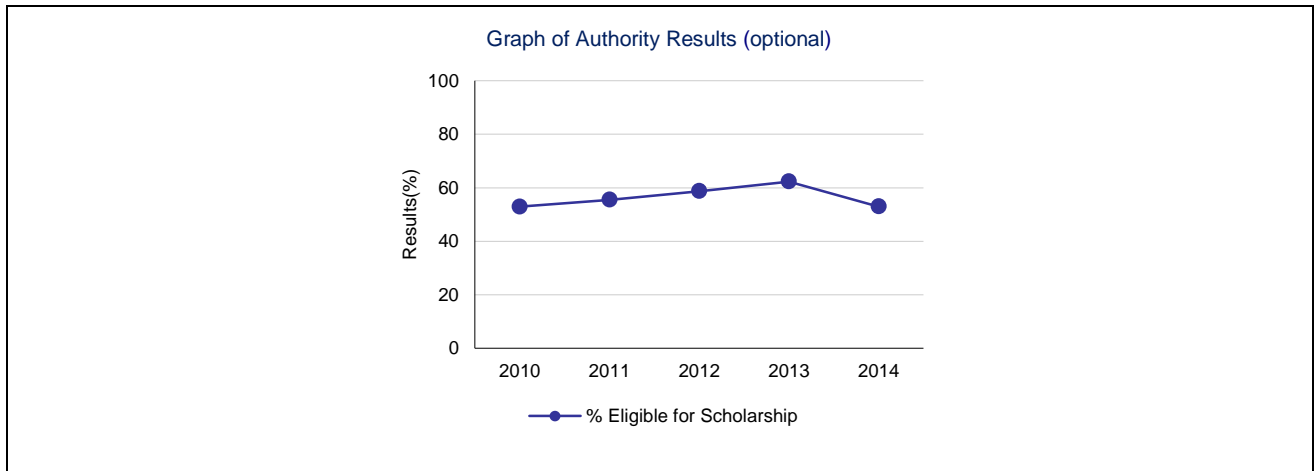
Diploma Examination Participation Rate – Measure Details (OPTIONAL)

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
% Writing 0 Exams	18.6	18.9	12.1	16.9	21.8	17.2	16.1	15.9	16.1	15.2
% Writing 1+ Exams	81.4	81.1	87.9	83.1	78.2	82.8	83.9	84.1	83.9	84.8
% Writing 2+ Exams	76.6	78.2	86.5	80.1	75.0	79.6	80.8	81.2	80.8	82.0
% Writing 3+ Exams	58.9	60.8	62.7	58.2	50.0	66.0	67.4	67.5	63.8	65.6
% Writing 4+ Exams	**46.3**	**47.0**	**47.8**	**43.8**	**40.8**	**54.9**	**56.2**	**56.6**	**50.5**	**54.9**
% Writing 5+ Exams	22.9	26.1	26.8	29.8	26.0	36.1	37.2	38.0	31.8	36.7
% Writing 6+ Exams	8.4	10.9	10.0	9.8	8.2	13.4	14.1	14.6	11.5	13.3

Graph of Authority Results (optional)

— % Writing 4+ Exams

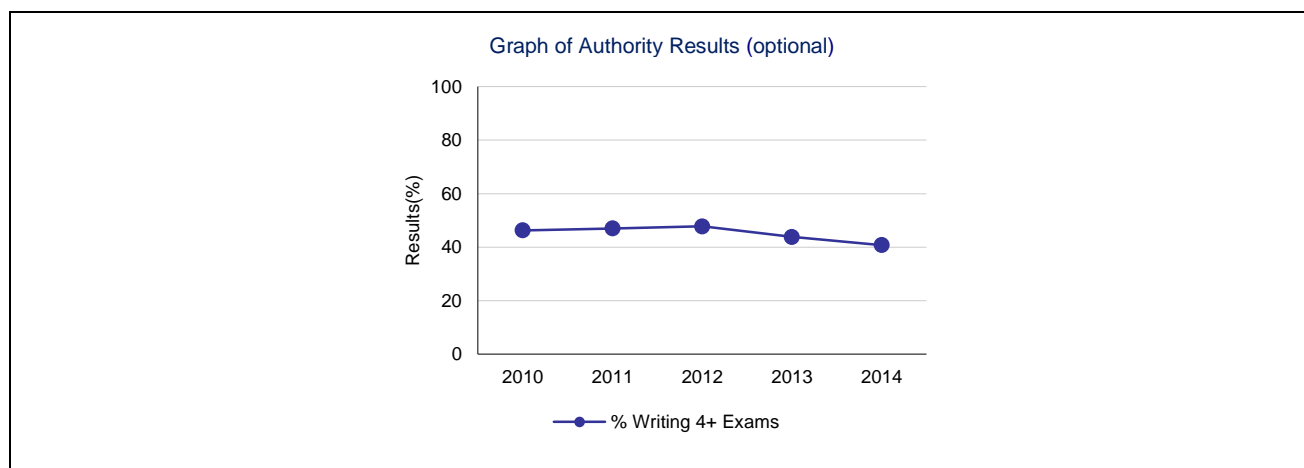| Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.										
	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
English Language Arts 30-1	38.7	42.7	45.2	42.1	36.9	54.5	54.9	55.1	54.4	54.4
English Language Arts 30-2	39.9	35.1	41.0	38.2	38.2	25.1	26.1	26.1	27.2	28.2
Total of 1 or more English Diploma Exams	**78.3**	**77.5**	**85.0**	**80.3**	**74.1**	**78.0**	**79.0**	**79.2**	**79.3**	**80.3**
Social Studies 30	1.5	0.0	0.0	n/a	n/a	3.7	0.3	0.0	n/a	n/a
Social Studies 30-1	34.6	40.2	41.6	43.0	36.2	45.7	48.2	48.0	46.1	45.5
Social Studies 33	1.5	0.0	0.0	n/a	n/a	2.5	0.1	0.0	n/a	n/a
Social Studies 30-2	38.4	37.3	43.7	35.9	39.8	27.4	31.0	32.1	34.0	35.6
Total of 1 or more Social Diploma Exams	**75.1**	**76.9**	**85.0**	**79.0**	**75.7**	**78.1**	**78.9**	**79.3**	**79.3**	**80.3**
Pure Mathematics 30	24.3	25.9	26.9	0.3	0.0	41.4	42.6	42.5	7.3	0.1
Applied Mathematics 30	31.1	30.7	32.3	0.0	0.0	19.7	20.0	19.6	0.2	0.0
Mathematics 30-1	n/a	n/a	n/a	27.2	23.0	n/a	n/a	n/a	30.0	37.6
Mathematics 30-2	n/a	n/a	n/a	25.9	24.9	n/a	n/a	n/a	16.9	21.6
Total of 1 or more Math Diploma Exams	**54.3**	**56.0**	**58.7**	**52.8**	**46.0**	**60.6**	**62.0**	**61.5**	**52.5**	**57.4**
Biology 30	37.5	44.3	40.7	39.2	34.0	41.2	42.8	43.1	42.5	41.7
Chemistry 30	22.0	27.2	29.0	33.3	28.2	35.2	36.0	36.7	31.7	35.0
Physics 30	11.4	12.7	13.2	15.5	12.3	20.0	20.6	20.4	17.4	20.2
Science 30	8.8	4.4	4.8	1.6	3.6	9.0	9.1	10.5	9.8	13.0
Total of 1 or more Science Diploma Exams	**49.3**	**51.9**	**50.0**	**48.9**	**43.4**	**57.6**	**59.1**	**59.5**	**57.7**	**59.8**
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.2	0.3	0.3	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.9	2.8	2.7	2.7	2.7
Total of 1 or more French Diploma Exams	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**3.1**	**3.1**	**2.9**	**3.0**	**3.0**

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 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.

Citizenship – Measure Details (OPTIONAL)

	Authority					Province				
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	2011	**2012**	**2013**	**2014**	**2015**	**2011**	**2012**	**2013**	**2014**	**2015**
Overall	77.0	74.2	75.4	78.8	78.5	81.9	82.5	83.4	83.4	83.5
Teacher	93.1	89.0	89.2	94.9	93.7	92.7	93.1	93.6	93.8	94.2
Parent	68.9	66.0	72.6	73.4	74.4	78.6	79.4	80.3	81.9	82.1
Student	69.0	67.6	64.3	68.0	67.6	74.5	75.0	76.2	74.5	74.2
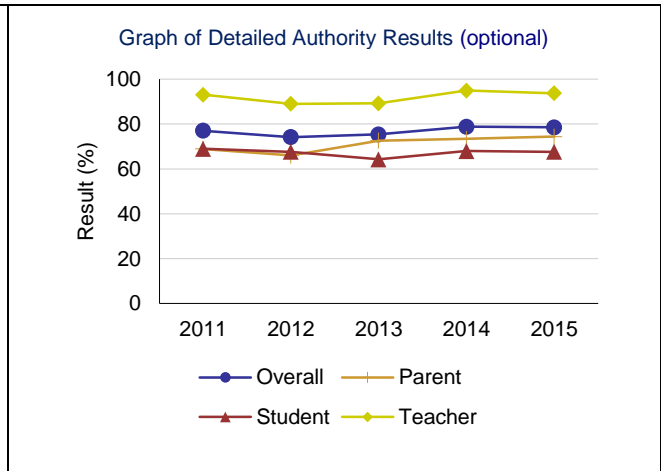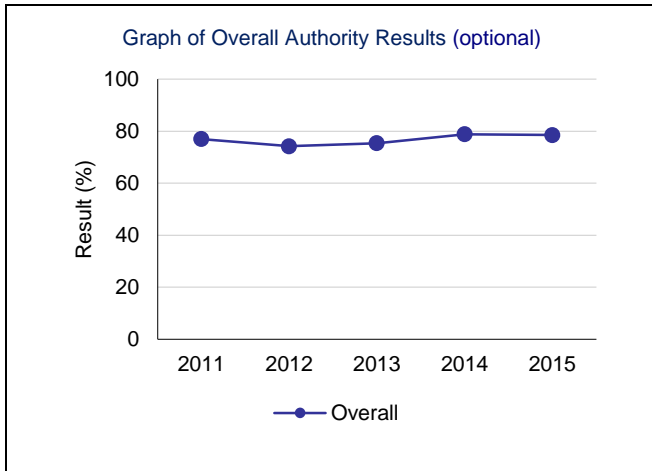
Graph of Overall Authority Results (optional)

Graph of Detailed Authority Results (optional)

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 (OPTIONAL)

	Authority					Province				
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.										
	2011	**2012**	**2013**	**2014**	**2015**	**2011**	**2012**	**2013**	**2014**	**2015**
Overall	76.6	72.6	71.9	73.9	77.2	80.1	79.7	80.3	81.2	82.0
Teacher	90.9	87.1	79.2	91.0	90.3	89.6	89.5	89.4	89.3	89.7
Parent	62.4	58.1	64.7	56.8	64.0	70.6	69.9	71.1	73.1	74.2
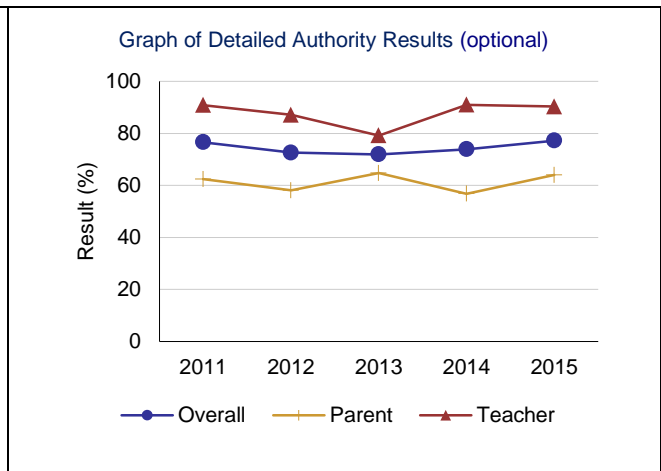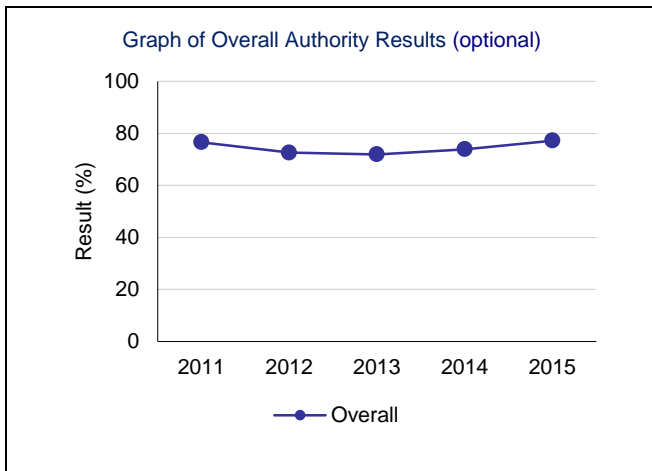
Graph of Overall Authority Results (optional)

Graph of Detailed Authority Results (optional)

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

Lifelong Learning – Measure Details (OPTIONAL)

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.										
	Authority					**Province**				
	2011	**2012**	**2013**	**2014**	**2015**	**2011**	**2012**	**2013**	**2014**	**2015**
Overall	62.5	62.7	63.7	60.8	62.7	67.9	68.0	68.5	69.5	70.0
Teacher	73.6	73.8	71.7	72.9	71.4	75.3	75.8	75.7	76.0	76.0
Parent	51.5	51.6	55.8	48.7	53.9	60.6	60.2	61.2	63.0	64.0
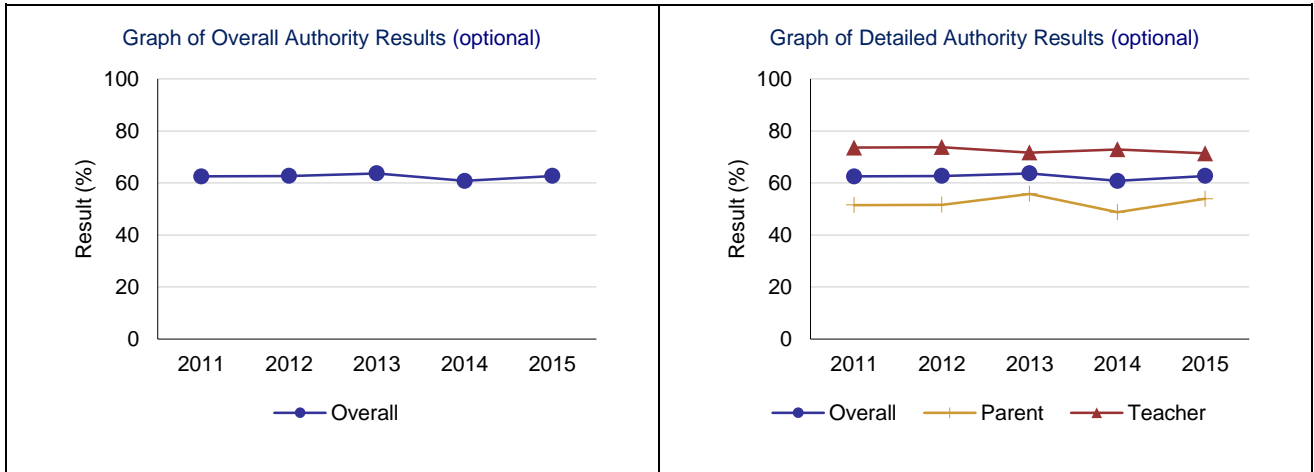
Graph of Overall Authority Results (optional)

Graph of Detailed Authority Results (optional)

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 (OPTIONAL)

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	Authority	85.4	14.6	84.5	16.3	81.2	14.5	80.0	15.4	85.1	18.1		
	Province	83.0	18.5	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5		
French Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.4	17.1	89.3	17.2	88.6	16.3	88.0	15.6	87.5	13.6		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	92.2	17.6	91.0	21.9	94.0	21.6	90.6	17.1	89.0	15.0		
Mathematics 6	Authority	69.3	13.9	72.4	13.1	69.2	13.4	70.8	13.8	72.2	14.6		
	Province	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4	73.3	14.1		
Science 6	Authority	78.1	20.8	78.4	30.0	77.9	24.3	74.0	26.5	79.0	28.5		
	Province	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9	76.4	25.3		
Social Studies 6	Authority	69.7	17.2	75.6	21.9	70.3	18.1	60.3	15.7	72.2	17.4		
	Province	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1		
English Language Arts 9	Authority	72.5	13.0	76.2	11.9	78.6	12.1	72.4	11.4	71.3	10.5		
	Province	79.1	16.3	77.4	16.4	76.7	14.8	76.3	15.1	75.6	14.4		
English Lang Arts 9 KAE	Authority	54.5	0.0	85.7	0.0	80.0	30.0	*	*	63.6	0.0		
	Province	67.2	7.9	61.4	5.8	62.4	4.3	62.9	3.5	62.8	4.6		
French Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.8	15.0	87.5	12.2	87.2	13.9	86.5	11.1	85.9	10.1		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	90.2	15.8	84.6	16.1	84.0	14.5	86.1	17.8	88.5	20.2		
Mathematics 9	Authority	56.8	10.4	69.2	16.3	64.1	15.6	59.1	14.6	59.8	14.5		
	Province	66.1	17.3	66.5	17.8	66.9	18.3	67.1	17.3	65.3	18.0		
Mathematics 9 KAE	Authority	27.3	0.0	14.3	0.0	73.3	13.3	*	*	71.4	7.1		
	Province	64.9	14.9	62.4	15.4	65.9	14.7	63.4	14.5	60.7	14.4		
Science 9	Authority	66.0	12.8	74.0	17.3	72.8	16.4	66.7	17.1	67.8	18.0		
	Province	74.9	20.8	74.2	22.4	73.0	20.0	73.2	22.1	74.1	22.9		
Science 9 KAE	Authority	66.7	11.1	50.0	0.0	*	*	*	*	62.5	12.5		
	Province	69.5	15.3	67.9	17.3	68.4	17.1	64.1	14.9	64.4	15.2		
Social Studies 9	Authority	51.7	12.5	70.8	15.2	62.2	17.1	58.6	13.3	61.2	16.5		
	Province	67.2	19.0	68.9	19.1	65.6	18.8	65.5	19.9	65.1	19.8		
Social Studies 9 KAE	Authority	*	*	62.5	0.0	*	*	*	*	45.5	9.1		
	Province	61.9	13.6	63.5	13.9	64.6	13.0	61.8	10.7	57.2	11.2		

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
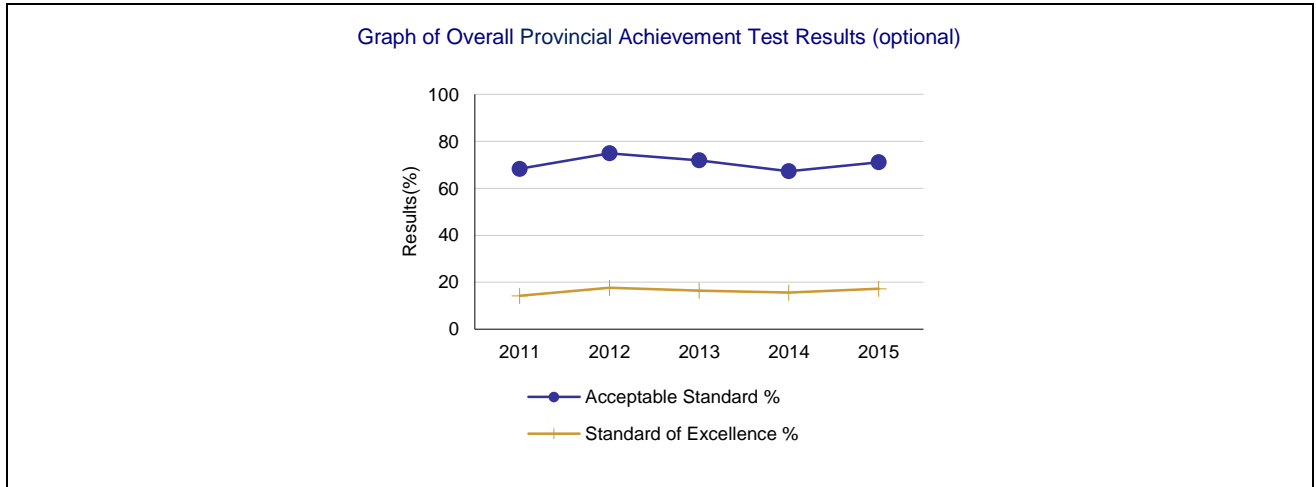
"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

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 (optional)

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 (optional)

English Language Arts 6

- Acceptable Standard %
- Standard of Excellence %

[No Data for French Language Arts 6]

[No Data for Français 6]

Mathematics 6

- Acceptable Standard %
- Standard of Excellence %

Science 6

- Acceptable Standard %
- Standard of Excellence %

Social Studies 6

- Acceptable Standard %
- Standard of Excellence %

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
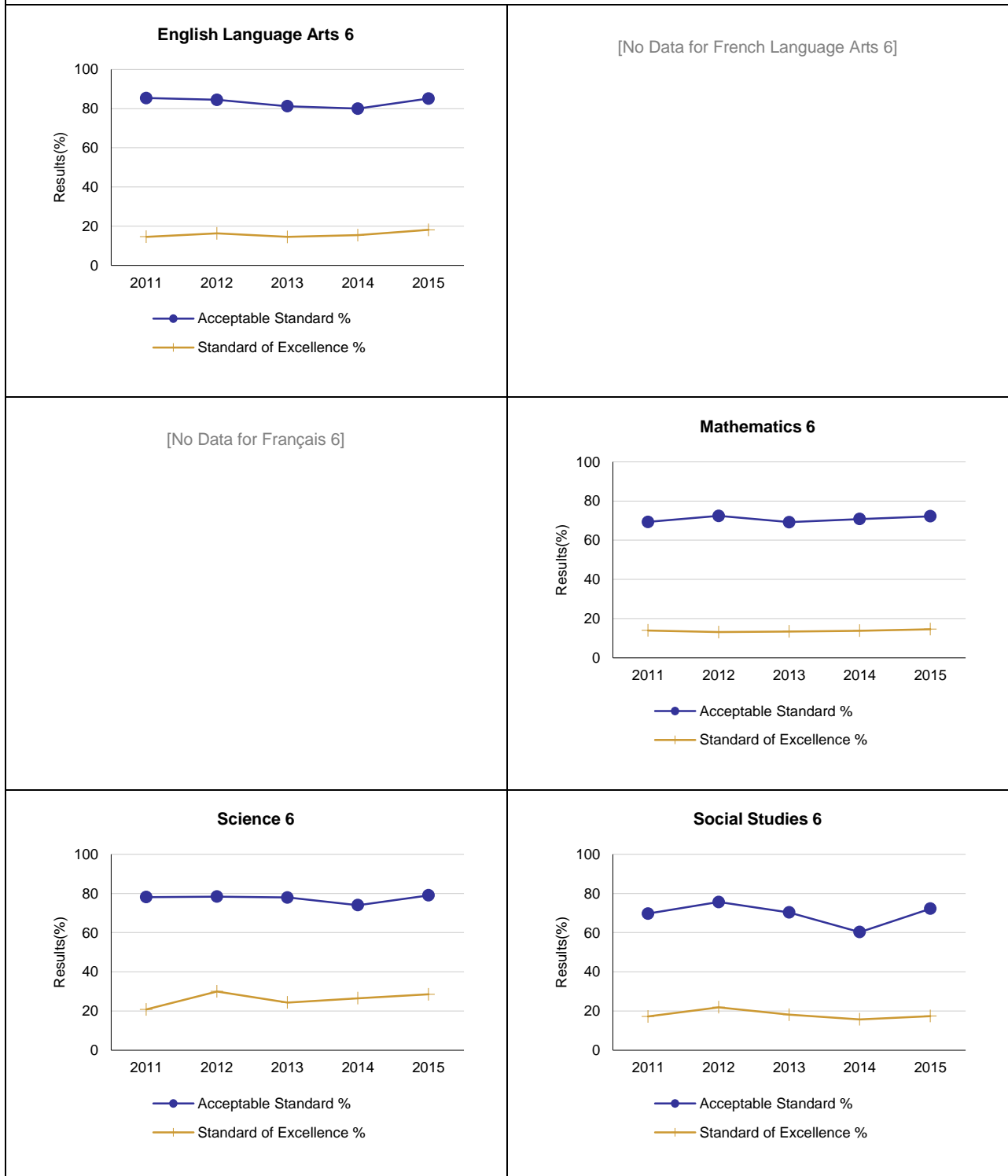
Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Graph of Provincial Achievement Test Results by Course (optional)

English Language Arts 9

- Acceptable Standard %
- Standard of Excellence %

English Lang Arts 9 KAE

- Acceptable Standard %
- Standard of Excellence %

[No Data for French Language Arts 9]

[No Data for Français 9]

Mathematics 9

- Acceptable Standard %
- Standard of Excellence %

Mathematics 9 KAE

- Acceptable Standard %
- Standard of Excellence %

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.
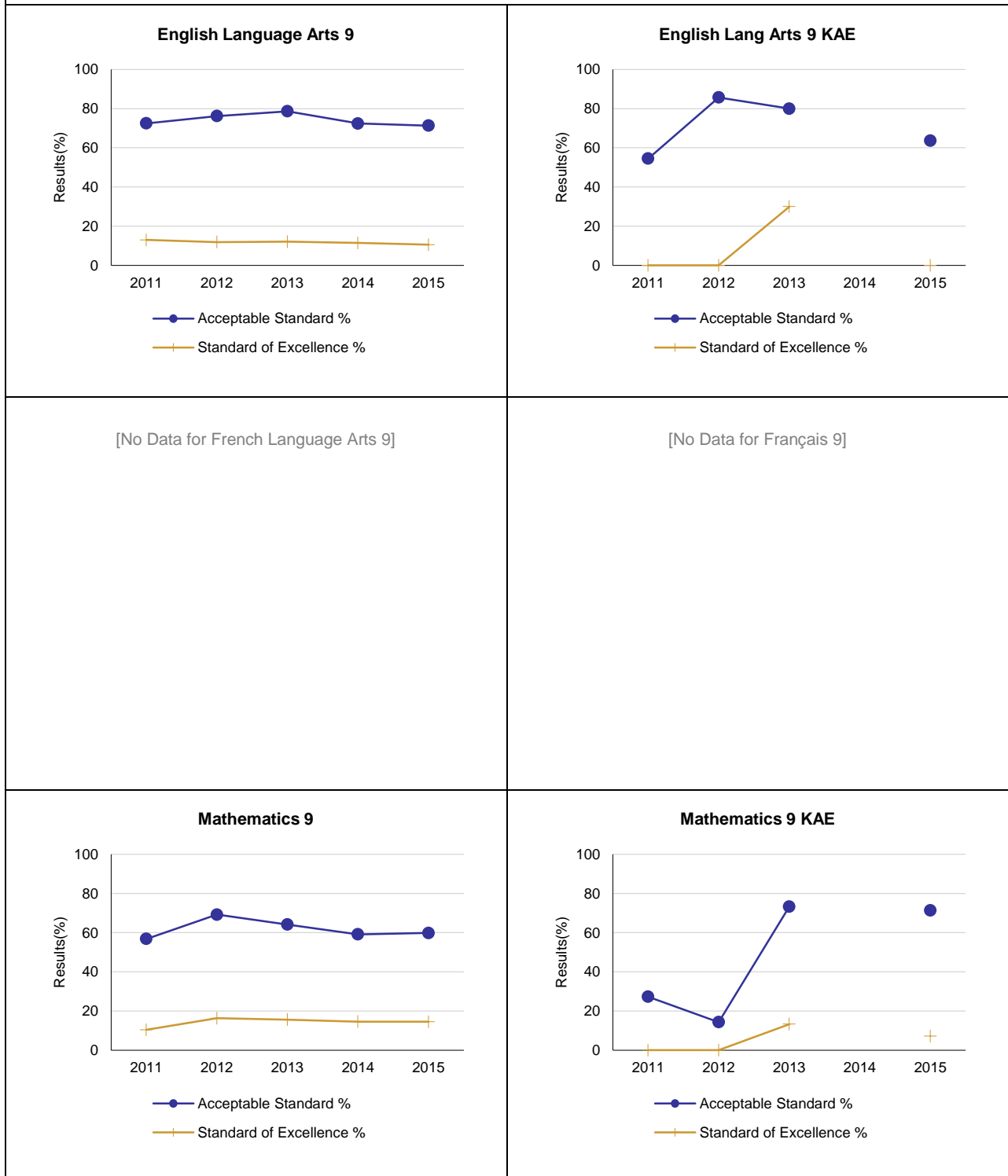
Graph of Provincial Achievement Test Results by Course (optional)

Science 9

Acceptable Standard %
Standard of Excellence %

Science 9 KAE

Acceptable Standard %
Standard of Excellence %

Social Studies 9

Acceptable Standard %
Standard of Excellence %

Social Studies 9 KAE

Acceptable Standard %
Standard of Excellence %

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

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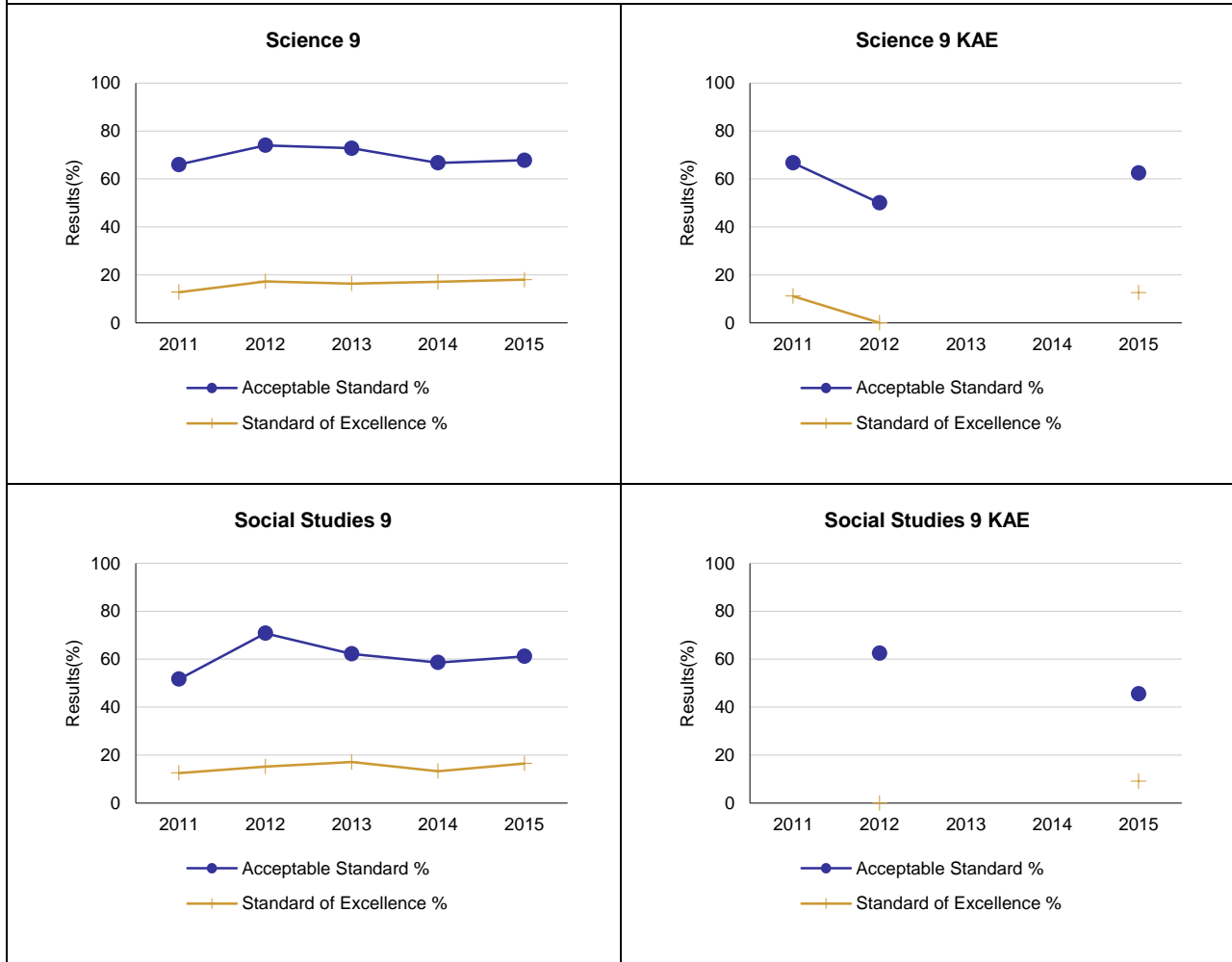
PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)

Course	Measure	Livingstone Range Sch Div 68							Alberta			
		Achievement	Improvement	Overall	2015		Prev 3 Yr Avg		2015		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Intermediate	Improved	Good	281	85.1	266	81.9	47,446	82.8	44,338	82.4
	Standard of Excellence	High	Maintained	Good	281	18.1	266	15.4	47,446	19.5	44,338	17.2
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,972	87.5	2,648	88.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,972	13.6	2,648	16.4
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	472	89.0	497	91.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	472	15.0	497	20.2
Mathematics 6	Acceptable Standard	Intermediate	Maintained	Acceptable	281	72.2	266	70.8	47,377	73.3	44,292	73.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	281	14.6	266	13.4	47,377	14.1	44,292	16.2
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	281	79.0	254	76.8	47,379	76.4	44,273	77.1
	Standard of Excellence	High	Maintained	Good	281	28.5	254	26.9	47,379	25.3	44,273	26.3
Social Studies 6	Acceptable Standard	Intermediate	Maintained	Acceptable	281	72.2	254	68.7	47,385	69.8	44,226	72.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	281	17.4	254	18.6	47,385	18.1	44,226	18.4
English Language Arts 9	Acceptable Standard	Low	Declined	Issue	258	71.3	268	75.7	43,532	75.6	38,021	76.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	258	10.5	268	11.8	43,532	14.4	38,021	15.4
English Lang Arts 9 KAE	Acceptable Standard	Intermediate	Maintained	Acceptable	11	63.6	9	82.9	1,553	62.8	1,543	62.3
	Standard of Excellence	Low	Declined	Issue	11	0.0	9	15.0	1,553	4.6	1,543	4.6
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,601	85.9	2,496	87.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,601	10.1	2,496	12.4
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	391	88.5	345	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	391	20.2	345	16.2
Mathematics 9	Acceptable Standard	Low	Declined	Issue	256	59.8	266	64.1	43,190	65.3	37,734	66.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	256	14.5	266	15.5	43,190	18.0	37,734	17.8
Mathematics 9 KAE	Acceptable Standard	Intermediate	Improved	Good	14	71.4	11	43.8	1,966	60.7	1,858	63.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	14	7.1	11	6.7	1,966	14.4	1,858	14.8
Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	261	67.8	270	71.2	43,653	74.1	38,253	73.4
	Standard of Excellence	Very High	Maintained	Excellent	261	18.0	270	16.9	43,653	22.9	38,253	21.5
Science 9 KAE	Acceptable Standard	Intermediate	Maintained	Acceptable	8	62.5	6	50.0	1,527	64.4	1,503	66.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	8	12.5	6	0.0	1,527	15.2	1,503	16.4
Social Studies 9	Acceptable Standard	Low	Maintained	Issue	260	61.2	271	63.9	43,451	65.1	38,360	66.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	260	16.5	271	15.2	43,451	19.8	38,360	19.3
Social Studies 9 KAE	Acceptable Standard	Low	Maintained	Issue	11	45.5	8	62.5	1,469	57.2	1,489	63.3
	Standard of Excellence	Intermediate	Maintained	Acceptable	11	9.1	8	0.0	1,469	11.2	1,489	12.5

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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
	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%.

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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 (OPTIONAL)

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.									
	Authority					**Province**			
	2011	**2012**	**2013**	**2014**	**2015**	**2011**	**2012**	**2013**	**2014**	**2015**
Overall	71.2	71.4	68.3	70.5	71.7	80.9	80.7	81.5	81.3	81.3
Teacher	80.4	77.4	76.7	79.7	77.9	87.6	87.3	87.9	87.5	87.2
Parent	64.8	71.1	66.8	69.4	72.7	78.3	78.1	78.9	79.9	79.9
Student	68.4	65.6	61.5	62.4	64.4	76.9	76.9	77.8	76.6	76.9
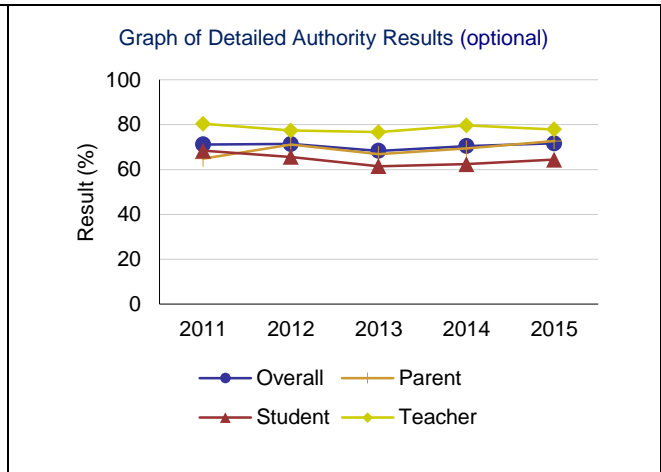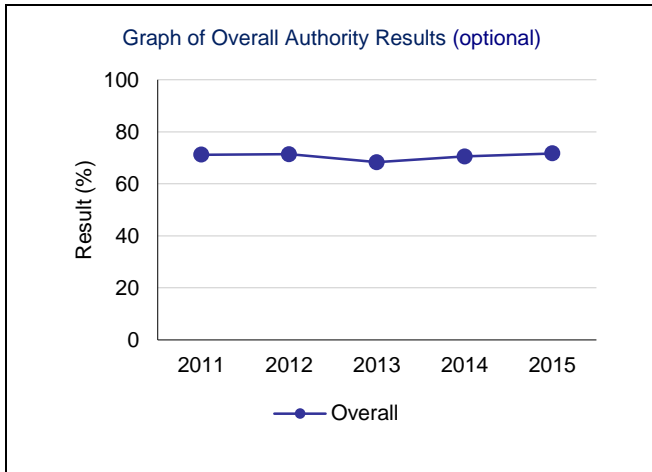
Graph of Overall Authority Results (optional)

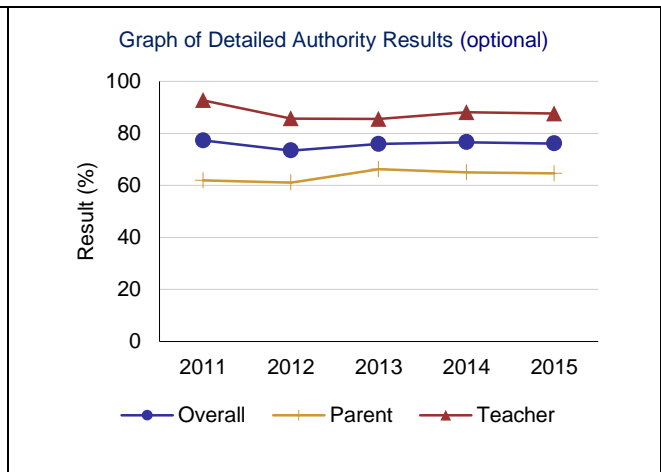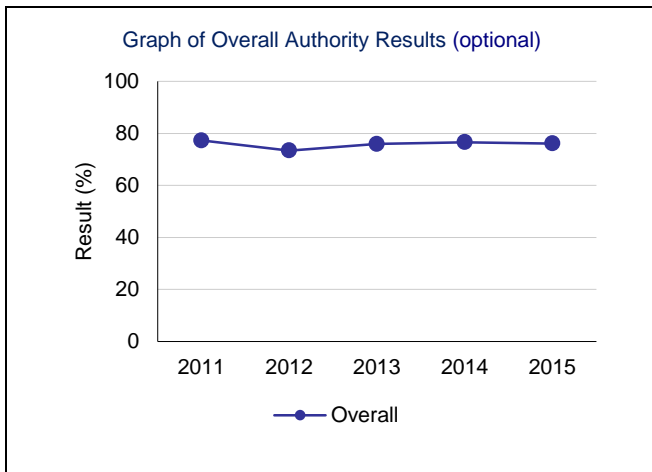
Graph of Detailed Authority Results (optional)

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Parental Involvement – Measure Details (OPTIONAL)

| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.									
	Authority					**Province**			
	2011	**2012**	**2013**	**2014**	**2015**	**2011**	**2012**	**2013**	**2014**	**2015**
Overall	77.3	73.4	75.9	76.6	76.1	79.9	79.7	80.3	80.6	80.7
Teacher	92.7	85.7	85.5	88.1	87.6	88.1	88.0	88.5	88.0	88.1
Parent	61.9	61.1	66.2	65.0	64.6	71.7	71.4	72.2	73.1	73.4

Graph of Overall Authority Results (optional)

Graph of Detailed Authority Results (optional)

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Education Quality – Measure Details (OPTIONAL)

Percentage of teachers, parents and students satisfied with the overall quality of basic education.									
	Authority					**Province**				
	2011	**2012**	**2013**	**2014**	**2015**	**2011**	**2012**	**2013**	**2014**	**2015**
Overall	85.9	85.7	86.4	85.5	87.1	89.4	89.4	89.8	89.2	89.5
Teacher	96.2	93.2	94.8	95.2	95.0	95.5	95.4	95.7	95.5	95.9
Parent	74.8	77.6	79.1	77.0	80.9	84.2	84.2	84.9	84.7	85.4
Student	86.8	86.5	85.4	84.4	85.6	88.5	88.6	88.7	87.3	87.4
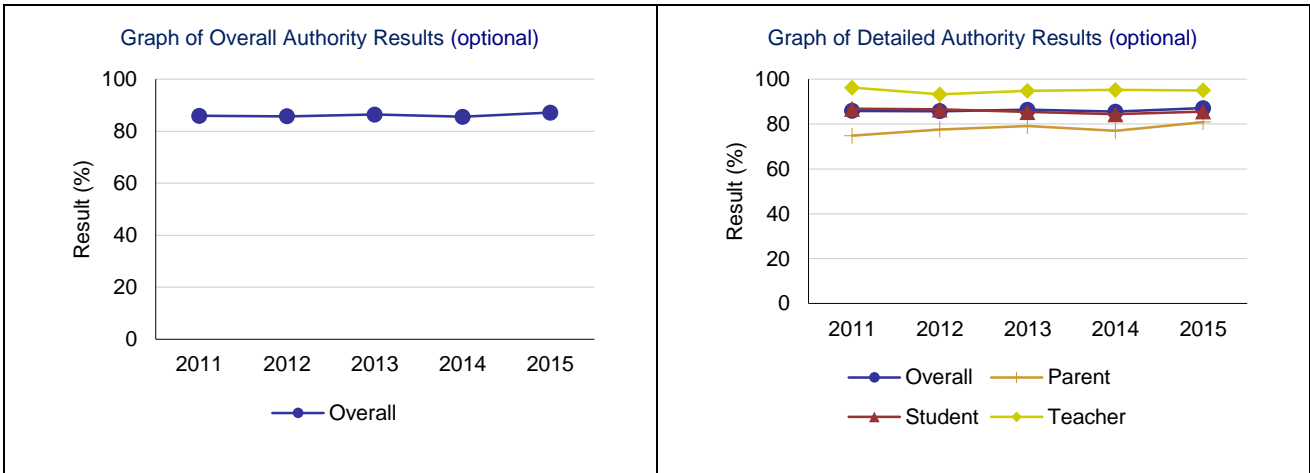
Graph of Overall Authority Results (optional)

Graph of Detailed Authority Results (optional)

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Safe and Caring – Measure Details (OPTIONAL)

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.									
	Authority					**Province**				
	2011	**2012**	**2013**	**2014**	**2015**	**2011**	**2012**	**2013**	**2014**	**2015**
Overall	85.5	83.9	84.3	86.8	86.7	88.1	88.6	89.0	89.1	89.2
Teacher	96.0	92.2	92.3	95.8	96.2	94.5	94.8	95.0	95.3	95.4
Parent	80.0	78.3	83.5	85.3	84.1	86.6	87.4	87.8	88.9	89.3
Student	80.6	81.2	77.1	79.5	79.9	83.3	83.7	84.2	83.1	83.0
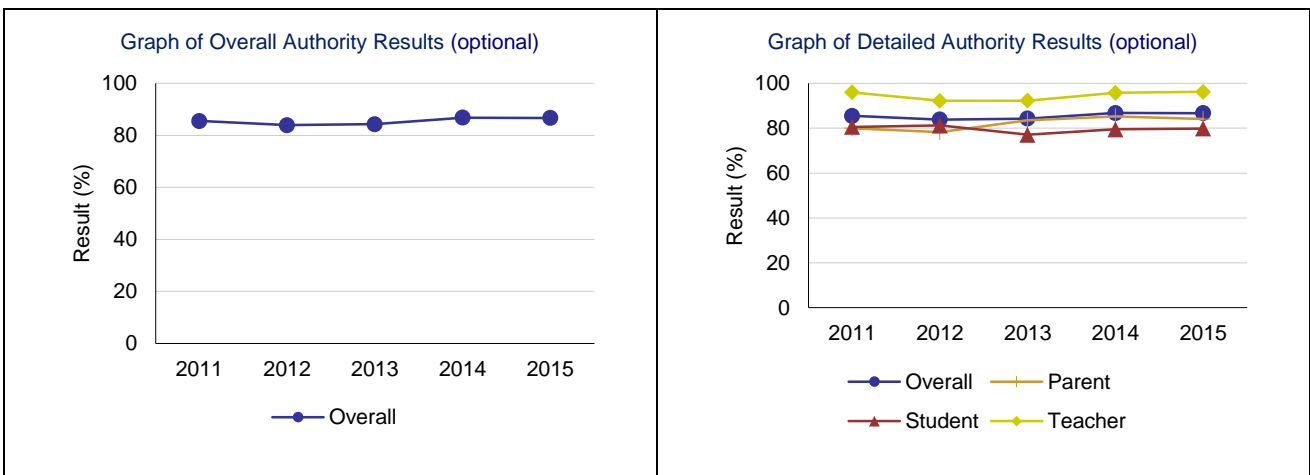
Graph of Overall Authority Results (optional)

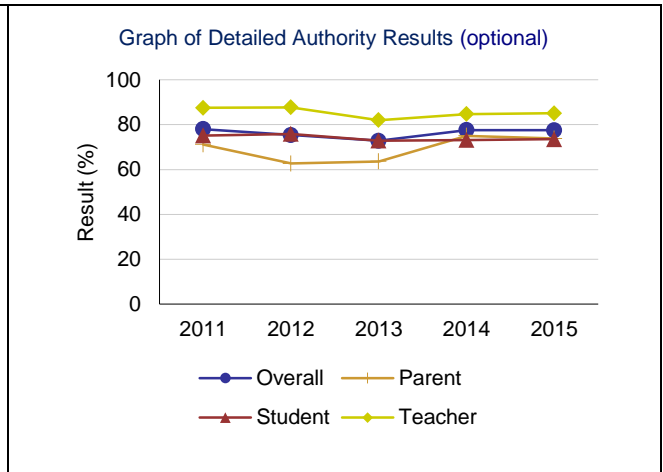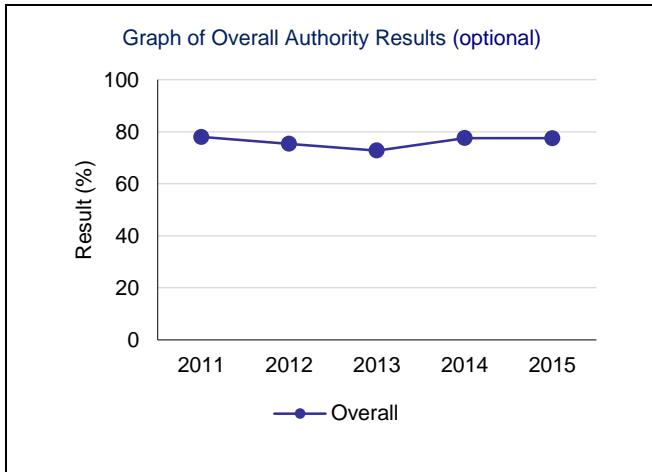Graph of Detailed Authority Results (optional)

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School Improvement – Measure Details (OPTIONAL)

	Authority					Province				
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.										
	2011	**2012**	**2013**	**2014**	**2015**	**2011**	**2012**	**2013**	**2014**	**2015**
Overall	78.0	75.4	72.8	77.6	77.5	80.1	80.0	80.6	79.8	79.6
Teacher	87.5	87.7	82.0	84.7	85.1	80.1	81.1	80.9	81.3	79.8
Parent	71.2	62.7	63.6	75.0	73.8	77.3	76.2	77.9	77.0	78.5
Student	75.2	75.9	72.9	73.2	73.5	82.9	82.7	82.9	81.2	80.7

Graph of Overall Authority Results (optional)

Graph of Detailed Authority Results (optional)

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