



***Learn ~ Create ~ Honour ~ Succeed***

**Annual Education Results Report  
And  
3 Year Education Plan 2014 – 2017**



**Core Purpose:**

*To Inspire Success*

**Core Values:**

*Student-Focused Learning*

*Relationships*

*Supportive Environment*

*Passion*

*Managing Resources Responsibly*

**Core Goal:**

*By 2020 BGRD is the leading School Division in the province*

Administration Team: Dr. Paul Wozny, Mr. Chris Stiles,  
Mr. Vince May, and Mr. Dave Holbrow

## LEDUC COMPOSITE HIGH SCHOOL FOUNDATIONAL STATEMENTS

### Core Purpose:

***Learn ~ Create ~ Honour ~ Succeed***

***Inspiring success for every student, every day***

### Mission:

*To inspire success for all students through diversity in an inclusive learning community*

### We Believe:

- Every student can learn;
- Each student's needs should be the focus of teaching and learning;
- Maintain a wide variety of extra-curricular, intramural, and co-curricular programs;
- Promote and uphold acceptable standards of conduct that reflect the expectations of the Alberta School Act, Alberta Education, Black Gold Regional Schools policies, LCHS policies, and the greater school community to ensure an atmosphere conducive to learning;
- Ensure responsibility for individual achievement is shared by the student, the home, and the school;
- A student's ability to learn is impacted by their level of self esteem; therefore, students must be empowered to value their own strengths and abilities and strive to develop these to their highest potential;
- Public education values the whole child; enabling the academic learning, the physical and the mental/social health of students;
- Every student deserves positive adults in the school community advocating on their behalf;
- Every student deserves a safe and secure learning environment and is responsible for their actions and decisions;
- Every person involved in a school setting has a responsibility to be tolerant of others and treat others with respect and dignity;
- Public education in the 21<sup>st</sup> century has evolved from the dissemination of information to the facilitation of higher order, inquisitive, relevant, and engaging learning;
- School should foster a desire to learn and an understanding that learning is a lifelong process;

- It is essential to use resources wisely and efficiently to provide the highest quality education possible;
- A public school should be accountable and responsive to the greater community.

### **Message from School Council Chair**

We, as the school advisory council for the 2014 – 2015 school year, are looking ahead to re-establish a common direction with the new administration staff.

Our advisory council plans on working hard to develop a productive relationship that supports all stake holders. We are committed to continue to seek the needs of the school and advocate in whatever ways for a positive growth.

We will strive with the students, parents, teachers and trustees for another successful school year.

Sincerely,

LCHS School Council Chair,

Missy Chehayeb

## SIGNIFICANT ACCOMPLISHMENTS

Our LCHS teaching and learning team and stakeholders have collaborated to identify areas for growth and employ strategies to improve areas identified through a collaborative process inclusive of all stakeholders; students, parents and staff. Our accomplishments over the past two years include:

- Planning, staffing, and successful implementation (September, 2014) of French Immersion grade 10 programming at LCHS. It is our intent to grow this valuable program over the next three years to include all three grades of French Immersion programming (Grades 10 to 12). We are witnessing strong growth of our French Immersion programs in Leduc, particularly at the elementary levels, that will translate to a growing student base in our secondary French Immersion programs over the next decade and beyond.
- Strategic planning and organization of our LCHS “Inreach” courses where students can take multiple courses in-house in a flexible teaching and learning environment to optimize learning achievement and fill timetable gaps. Students are assisted by our counseling team in coordination with our Inreach Team Leader assuring support, tracking, and accountability.
- Our LCHS Admin team in collaboration with our entire staff team have pioneered a “Vision Wall” in our staff room (November, 2014) where school core goals are clearly identified, displayed and revisited on a frequent basis. This wall also includes 8 stakeholder displays allowing for multiple input and planning (i.e. School Council, Parents’ Association, ATA, Student Leadership Team, etc.)
- LCHS has successfully implemented a student programming initiative focused on a 40-40-30 minimum credit approach (Grades 10, 11, and 12 respectively) to optimize our students’ ability to complete high school in three years.
- Our Admin Team in collaboration with staff has successfully eliminated smoking on school property through the purposeful implementation of positive non-smoking messaging (including the installation of non-smoking signs in the parking lot) coupled with increased admin/staff supervision of school property during school hours. Many parents and community members have shared their strong appreciation of our strategic planning and supporting of a non-smoking and tobacco free school.
- Growth and support of our Student Leadership Program and ongoing development of ethical citizenship imbued in student activities and community contributions.
- Enhanced communication of our Powerschool Parent Portal and elimination of paper report cards. There has been a demonstrable and significant increase in Parent access to our online student reporting systems.
- Continued the use of an online booking system for Parent/Teacher Interviews resulting in increased parent involvement.
- Staff collaborative professional development focused on the core goals of LCHS and the implementation of the Ministerial Order for Education.
- Increased student enrollment in our LCHS Green Certificate Program.

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- Upgraded and enhanced our LCHS school website to improve ease of access and use by parents, students, staff and stakeholders.
  - Moved all staff to the Google (gshare) platform.

## **SIGNIFICANT CHALLENGES**

- Implement strategies and academic supports that will assist more students to graduate within three years of entering high school.
- Continue to Increase levels of student achievement in the percentage of students achieving the levels of acceptability and excellence.
- Engage students in active participation of their learning, better preparing them for post high school transitioning.
- Maintain student dedication and motivation to established course programming with an aim to reduce the number of course withdrawals.
- Improve student attendance throughout the school year.
- Challenges associated with Leduc being a transient demographic population. Projecting enrollment (and building a timetable) in May 4-5 months in advance of actual enrollment numbers is a challenging undertaking.
- Recognize student accomplishments on a regular basis academically, socially, athletically and through active and ethical citizenship.
- Continue to establish better two way communication with parents and the school.
- Develop proactive education instruction technology support systems focused on digital citizenship and improved access to learning resources.
- Balancing the integration of student owned devices with classroom management and school policies around BYOD integration.
- Ongoing issues with internal wifi and networking capacities creates challenges in optimal netbook utilization and reliability.

## **TECHNOLOGY PLAN**

LCHS is looking to enhance our leadership role in the integration of digital technologies and information and communication technology use in alignment with the Learning and Technology Policy Framework (LTPF). We will strive to make technology integration a

major focus with the greatest emphasis towards technology to increase student engagement and higher order thinking skills. We strive to have this focus integrated with our ongoing emphasis on digital citizenship and strategies for incorporating personally owned devices (BYOD). It is our intent to plan for expanded integration of student-owned devices through a collaborative model involving all stakeholders, particularly students.

- Long-term we are looking to move toward the integration of student owned devices for classroom use. This process will require improved technology infrastructure for students using technology. At this point, few students use their own devices in school, but we are hoping to increase the number of students who are comfortable with bringing a device to use as a learning tool.
- The move towards “Bring Your Own Device” will require significant policy and practice organization to properly embed Digital Citizenship at LCHS over the long term.
- Within the classrooms, we are going to continue promoting, encouraging, and supporting teachers to expand their technology use and comfort levels. Staff will be offered and encouraged to attend professional development opportunities to explore and improve technology usage in classrooms. We will also increase our access to district personnel dedicated to technology integration and student engagement.
- On an administrative level we are looking to expand our communication to parents using technology. We will move towards digital communication with parents maintaining current PowerSchool use and have eliminated paper report cards. We hope to employ PowerAnnouncement feature to replace Synervoice. We have installed a dedicated LCHS TV network throughout the school to provide student announcements and information in a easy to access format.
- Most computer labs have been eliminated as the machines were outdated, however we have recognized a need for at least one stationary computer lab and will work towards upgrading a class set. With the larger netbooks and increased student use, as well as focusing on integration of personally owned devices, the reduction of dedicated computer labs is a reality.

#### Examples of Proposed Netbook Usage:

- Restructure courses to make them more tech friendly by having more online access using class online Moodles. Have students complete quizzes using Moodle to reduce paper usage.
- Utilization of technology to focus student learning with an emphasis on project based, higher order thinking skills, and a problem-based inquiry approach.

- The students are actively engaged in online research, virtual labs and use of the netbooks to view online laboratory demo videos.
- Online Apps such as Google have increased the number of students working together on a variety of presentations, collaborations, research assignments, essay analysis, cartooning, etc...
- As we move to increased use of personally owned devices, upgraded netbooks would create greater efficacy and efficiency of use within the student population.

## School Goals

### 1. Pursuing Engaged, Ethical and Entrepreneurial Teaching and Learning

Our LCHS teaching and learning team is focused on imbuing the School Act Ministerial Order (#001/2013) Student Learning within and throughout all subjects and domains of pedagogy and student inquiry. We will continue to build leadership capacity throughout our staff team to optimize the integration of the 3 Es in all aspects of pedagogy at LCHS.

### 2. Focus on Thriving Inclusive Education Programs

The goal of an inclusive education system is to provide all students with the most appropriate learning environments and opportunities for them to best achieve their potentials. Inclusion is about ensuring that each student belongs no matter what their language, cultural background, ability, disability, gender or age; all students are valued. This helps all students be better prepared to value the diversity that is present in our communities (Government of Alberta, 2011). Our LCHS teaching and learning team is proud to offer all students opportunities for learning success as evidenced by our highly successful Skills, Pre-Employment, Registered Apprenticeship (RAP), Knowledge and Employability (K&E), Green Certificate, Academic, French Immersion (new to 2014/15 school year – piloting grade 10 level), Complementary, and Advanced Placement programs. We will continue to support the growth of our French Immersion program over the next three years starting with implementation of grade 10 (2014/15) to grade 11 (2015/16) and grade 12 (2016/17). We are currently in dialogue with a number of post-secondary education institutions that have expressed an interest in possibly offering post-secondary learning/dual credit opportunities in future years via our Leduc Composite High School Campus.

Indicators of Inclusive Schools are organized around five dimensions:

- a. Establishing Inclusive Values and Principles
- b. Building Inclusive Learning Environments
- c. Providing Supports for Success
- d. Organizing Learning and Instruction
- e. Engaging with Parents and the Community.

Reflective of the above stated dimensions are the following strategies:

For 2014-15

- We are working to improve Educational practices at our school so that they are flexible and responsive to the strengths and needs of individual students and create inclusive learning experiences that ensure all students are engaged and successful.
- We are embedding capacity building strategies across the school community; allowing for more seamless transitions for students between schools and grade levels.
- We have enhanced our capacities on supporting English as Second Language students, providing class time where needed and a cohort grouping of students for support.
- Continuing to focus on the most effective application of Educational Assistants and collaborating with E.A.'s to ensure their input is utilized in planning and learning supports.
- Continue the focus on inclusion practices during transition meetings with feeder schools.
- Continue efforts at integrating a developmental assets perspective to connect with all students.
- Develop and enhance strategies for supporting our First Nations, Métis and Inuit population.
- Continue whole school efforts towards enhancing student engagement through increased connectivity to the school.
- Ensure effective utilization of the network of supports for students identified as struggling for success and/or wellness.
- Training and continued efforts at positive mental health inclusive of our wrap-around services and other external resources and supports.

### 3. Optimizing Course Completion and Student Achievement

- Our LCHS teaching and learning team will collectively develop and implement strategies and academic supports that will assist more students to graduate within three years of entering high school. We will implement additional student learning supports through our Empowerment and Counseling Centre in coordination with our teaching and learning team, that will provide ongoing support and monitoring of academic performance for each student. We have implemented for 2014/15 a minimum credit load of 40 credits for grade 10 and 11 students and a minimum credit load of 30 credits for grade 12s.
- Increase levels of student participation in 4 or more diploma exams within three years of entering grade 10. Our teaching and learning team met in disciplinary



and inter-disciplinary teams in September 2014 to analyze in detail our diploma exam results and collaborate to improve student achievement and participation rates over the next three years. Strategies will include increased learning supports and accountability throughout the school year by our teaching and learning team in collaboration with students and parents.

#### 4. Enhancing Communication Through Digital Presence

- Our primary goal is to enhance our LCHS Digital Presence with all stakeholders and imbue the Learning and Technology Framework (LTPF) into the daily culture of our school and associated learning systems.
- Our LCHS website has been enhanced for 2014/15 to include a number of additional links to improve student/parent access and communication. We have added all professional development activities summaries to our website along with an enhanced school calendar featuring school/student activities, along with co-curricular and extra-curricular activities throughout the year.
- We are currently working with our staff to improve the online access to learning resources for our staff and students. This process includes building stronger collaborations between LCHS, Outreach and Inreach programs. We intend to build our capacity to ensure learning is accessible online anytime, any pace and any place.
- Our LCHS team is currently exploring how to optimize “bring your own device” (BYOD) for all students/staff. It is our intention to eventually infuse the seamless integration of personal owned and school owned digital devices optimized for student learning and achievement.
- We continue to in-service our teaching and learning team to increase awareness and competencies in Google Apps and Moodle pedagogical systems.
- We will continue to evergreen our netbooks and school servers to maintain a high functioning and reliable system for students, staff, and stakeholders.

### **Healthy Schools Plan**

- Our LCHS learning team promotes a school culture of Active Living for all staff and students empowered by an exemplary cardiovascular and strength training centre in our main gym accessible to all during the school day and after school.
- A staff member and counselor serve as Healthy Schools Champions at LCHS and work in collaboration with our BGRS team to develop and implement strategies and activities that optimize the health and wellness of our students and staff. An example of such activities includes our new adopted Yoga training and recently upgraded cardiovascular training centre.
- At LCHS, we have a school counselor and administrator dedicated to the students for each specific grade. This school counselor and administrator will follow the respective students for their three grades to optimize support and further enhance health, wellness, academic support and success for every student. Our dedicated Learning Support Counselor provides ongoing leadership

and support for each student's unique learning needs along with support for student mental and emotional wellness. Our Learning Support Counselor also directs an empowerment learning centre that is designed to meet the unique learning needs of students requiring additional academic assistance.

- At LCHS, we continue to forge strong partnerships within our community and public agencies. We continue to enhance our collaborations with Family and Children Social Services (FCSS) in Leduc. This active partnership involves collaboration to ensure the very best in support for our students in a wrap-around approach with multiple community agencies and stakeholders.
- Our strong and diverse LCHS co-curricular, extra-curricular sports and wellness programs promote and facilitate an active and healthy school community that includes multiple modes of wellness activities, healthy choices in our school concession, and ongoing programs to support mental and psychological wellness. We have a number of staff with specialized training in health and wellness that provides collegial support for all students as well as our entire teaching and learning team.
- LCHS continues to partner with BGRS in our regional Healthy Hearts research program in collaboration with the Faculty of Medicine at the University of Alberta and our community partners (City of Leduc, County of Leduc, Black Gold Regional Schools, Alberta Education, Alberta Health Services, Primary Care Network, Leduc, Beaumont, Devon, and the Leduc Recreation Centre) Our community website is accessible 24/7 at <http://www.healthyheartsleduc.ca/>). Our Healthy Hearts program continues to build health and wellness collaborations that optimize the use of school and community resources year round.
- Our LCHS wellness team includes the exemplary Student Attachment Purpose (CAP) initiative and facilitators that provide exemplary targeted assistance to our students through a collaborative multi-stakeholder approach. We have built a dedicated room for our CAP program partners in LCHS accessible on a daily basis by students and supported by our BGRS CAP team. This program continues to see positive growth in student wellness participation and supports at LCHS.

**Combined 2014 Accountability Pillar Overall Summary**

Measure Category	Measure Category Evaluation	Measure	Leduc Composite High School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Acceptable	Safe and Caring	83.3	83.6	83.2	89.1	89.0	88.6	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Good	Program of Studies	86.3	81.3	83.4	81.3	81.5	81.1	Very High	Maintained	Excellent
		Education Quality	84.5	84.8	84.5	89.2	89.8	89.5	Intermediate	Maintained	Acceptable
		Drop Out Rate	2.7	4.5	4.5	3.3	3.5	3.6	Very High	Improved	Excellent
		High School Completion Rate (3 yr)	69.2	75.6	74.3	74.9	74.8	73.8	Intermediate	Declined	Issue
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	74.0	75.3	75.5	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	19.0	19.1	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	92.3	86.0	86.8	85.4	84.2	83.4	Very High	Improved Significantly	Excellent
		Diploma: Excellence	22.8	16.6	16.4	21.0	19.5	19.1	High	Improved Significantly	Good
		Diploma Exam Participation Rate (4+ Exams)	45.1	49.5	49.6	50.5	56.6	55.9	Intermediate	Declined	Issue
		Rutherford Scholarship Eligibility Rate (Revised)	50.2	50.7	48.1	60.9	61.3	60.8	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Transition Rate (6 yr)	52.6	49.1	54.1	59.2	59.5	59.1	Intermediate	Maintained	Acceptable
		Work Preparation	74.8	68.5	72.8	81.2	80.3	80.0	Intermediate	Maintained	Acceptable
		Citizenship	67.8	73.2	68.2	83.4	83.4	82.6	Low	Maintained	Issue
Parental Involvement	Issue	Parental Involvement	71.5	73.6	74.4	80.6	80.3	80.0	Low	Maintained	Issue
Continuous Improvement	Acceptable	School Improvement	73.5	77.8	77.0	79.8	80.6	80.2	Intermediate	Maintained	Acceptable

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 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
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.
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 an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Measure Evaluation Reference

**Achievement Evaluation**

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.22	66.22 - 72.00	72.00 - 81.95	81.95 - 85.72	85.72 - 100.00
PAT: Excellence	0.00 - 10.93	10.93 - 14.38	14.38 - 20.26	20.26 - 26.17	26.17 - 100.00
Diploma: Acceptable	0.00 - 72.08	72.08 - 78.77	78.77 - 85.43	85.43 - 89.96	89.96 - 100.00
Diploma: Excellence	0.00 - 7.77	7.77 - 11.90	11.90 - 18.63	18.63 - 22.99	22.99 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

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

**Improvement Table**

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

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

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

**Overall Evaluation Table**

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

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

**Category Evaluation**

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

## Goal One: Success for Every Student

*Outcome: Students achieve student learning outcomes.*

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	86.7	88.3	86.3	86.0	92.3	90	Very High	Improved Significantly	Excellent	93	94	95
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	19.3	17.3	15.2	16.6	22.8	22	High	Improved Significantly	Good	23	24	25

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2015	2016	2017
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	72.3	68.0	79.4	75.6	69.2	82	Intermediate	Declined	Issue	75	80	85
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.3	3.6	5.4	4.5	2.7	4	Very High	Improved	Excellent	3	3	2.5
High school to post-secondary transition rate of students within six years of entering Grade 10.	51.5	60.9	52.4	49.1	52.6	55	Intermediate	Maintained	Acceptable	55	57	60
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	47.1	43.6	50.0	50.7	50.2	55	Intermediate	Maintained	Acceptable	55	57	60
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	41.8	47.2	52.1	49.5	45.1	57	Intermediate	Declined	Issue	50	55	60

### Comment on Results

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

- Our percentage of students that achieved acceptable standard on diploma exams significantly increased. Our staff continue to collaborate on optimizing teaching and learning supports for every student with the goal of learning success and achievement for all.
- We continue to see lower graduation rates for students within three years of entering grade 10. These stats may represent the number of course drops that occurred throughout the school year. An attempt to ensure students were in a minimum 40 credits in grade 10 and 11, and 30 credits in grade 12 seemed to work well with the 10's and 11's however a significant number of grade 12's were lacking in full time-tables and dropped more courses than anticipated.
- Our school's proximity to Nisku may have a role to play in students opting for part-time attendance in grade 12. Students have ready access to entry level low skill / high paying jobs. As a result, a portion of our students may focus on achieving minimum graduation requirements rather than pursuing higher academic level courses viewed as unnecessary to them in lieu of the ease of access to relatively high paying entry level employment proximal to Leduc region.
- At LCHS, we have a number of successful specialized learning programs such as Skills and the Pre-Employment Program, as well as a high number of students in Knowledge & Employability (K&E) programming who will not write diploma exams. This may affect the percentage of students writing four or more diploma exams with three years of entering grade 10.
- LCHS continues to offer our highly successful and well attended Registered Apprenticeship Program (RAP) and work experience program. Many students may be leaving school to pursue a trade through the apprenticeship route. In that case, they would not have the need to take four or more diploma exams to meet their career objectives.

**Strategies**

- Continue to focus on “40-40-30” for credit generation (Grades 10, 11, and 12 respectively). Counsel and support students not to drop courses. Greater attention and support to non-attendees. Actively monitor halls and ensure students are in class every day and on time.
- School wide implementation of “My Blueprint” to optimize student and parent awareness of course and career choices and optimizing of learning paths for each student.
- Continue to work toward enhancing student connectivity and engagement through student leadership. Foster an attitude where high school education is a priority.
- Maintain and expand Inreach to positively impact graduation and 3 year completion rates.
- Professional development for all staff to improve information and communication technology integration, “Best of Teaching & Learning Practices.”

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.
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.

**Outcome:** *Students demonstrate citizenship and entrepreneurship.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	71.2	66.1	65.4	73.2	67.8	84	Low	Maintained	Issue	70	72.5	75
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.	77.3	77.5	72.4	68.5	74.8	84	Intermediate	Maintained	Acceptable	75	77	78.5

**Comment on Results**

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

- A significant drop in the percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship in 2013/14 points to the importance of improving this important aspect of our schools teaching and learning culture. There are numerous activities occurring within LCHS that incorporate the goals represented by these performance measures. It would seem that the integration and communication of current active citizenship school-based activities needs to be improved and enhanced.

**Strategies**

- Improve and raise the opportunities, supports, and profiles of active and ethical citizenship along with community contributions by our entire student cohort.
- Engage students collaboratively as active participants in the school/community planning and activities.
- Continue to invite a wider contingent of students to be active participants in student leadership activities.
- Improve the celebration of student achievement in active and ethical citizenship. Build and imbue a culture of school and community contribution – improving students’ attitudes, knowledge, and skills as active and contributing citizens in an interconnected learning community.
- Enhance student connectivity to the school, their course successes, and enhance student motivation to think of how they can help others within the school and our community.
- Enhance communications to all stakeholders about high school relevance and the successes of our students.
- Communicate, advertise, and promote the ongoing partnerships with businesses in Leduc and Nisku
- Continue to research and collaborate on the Inspiring Education initiative and the Ministerial Order on

- Learning.
- Actively engage our School Council in meaningful ways that improve parental participation and input.

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 an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	68.8	81.5	87.0	77.3	87.5	78	High	Maintained	Good	85	86	88
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	6.3	11.1	8.7	13.6	15.6	23	Intermediate	Maintained	Acceptable	23	24	25

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2014	Achievement	Improvement	Overall	2015	2016	2017
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	70.6	49.1	80.5	56.9	72.9	75	Intermediate	Maintained	Acceptable	75	76	78
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	6.9	6.1	8.6	6.5	4.2	5	High	Maintained	Good	4	3.8	3.5
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	54.2	*	8.4	54.1	40.7	55	Low	Maintained	Issue	55	57	60
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	33.3	20.0	44.4	31.6	60.0	35	High	Improved	Good	60	62	65
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	23.5	29.4	46.0	31.6	30.4	35	Very Low	Maintained	Concern	35	40	45

**Comment on Results**

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

- Our LCHS teaching and learning team will continue to build supports for our FNMI students in collaboration with our Counseling and Empowerment Centre with the aim of building a highly inclusive learning environment that is sensitive and responsive to every child's learning needs and cultural background.
- Although our FNMI students continue to do well in achieving acceptable standards on diploma exams, we continue to see a lower percentage of students writing four or more diploma exams within three years of entering grade 10.

**Strategies**

- Improve LCHS teaching and learning organizational structure and supports facilitated by our Empowerment and Administrative staff in collaboration with all LCHS staff to improve FNMI teaching and learning supports coupled with a school culture that celebrates and acknowledges cultural diversity and importance.
- Ensure inclusion and recognition of FNMI population in Student Leadership and Student Activities. Continue to celebrate important dates in Canadian culture that acknowledge and honour our FNMI heritage and contributions.
- Improve access to FNMI literature and resources.

**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 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
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.
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 (\*).

**Goal Two: Quality teaching and school leadership**

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
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.	84.6	86.0	83.0	81.3	86.3	84	Very High	Maintained	Excellent	87	88	90

**Comment on Results**

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

- Our LCHS teaching and learning team is proud of the high percentage of teachers, parents and students that are satisfied with the opportunity to receive a broad program of studies including fine arts, career, technology, health, and physical education. We offer a very large and wide spectrum of courses, from core to complementary to advanced placement.
- As a highly successful inclusive learning centre, LCHS continues to attract students from a wide geographic range, largely due to the wide variety of specialized programs that we offer that allow every student opportunities for success.

**Strategies**

- We are currently in our first year of implementing French Immersion Programming at the grade 10 level for our students. This program will build over the next three years to eventually include French Immersion program access to all three grades at LCHS. We will continue to advertise and celebrate this important addition to our school's teaching and learning opportunities. The number of students currently enrolled in French Immersion programming in our Leduc elementary schools is booming, which should translate to a large French Immersion contingent of students in future at LCHS.
- Continue to the positive communication of our LCHS diversity of programming and successes with all stakeholders across multiple mediums from online to local and provincial media.



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 an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

### Goal Three: Engaged and effective governance

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	72.5	74.1	75.4	73.6	71.5	80	Low	Maintained	Issue	80	83	85
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	83.3	86.1	82.7	84.8	84.5	87	Intermediate	Maintained	Acceptable	87	88	90

#### Comment on Results

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

- The performance measure on the percentage of teachers and parents satisfied with parental involvement in decisions about their child's education lowered during the 2013/14 school year. This is an issue and will be addressed by our teaching and learning team. We will strategically improve communication with our parents and plan to grow parental involvement in our school council along with other school activities throughout the school year in 2014/15.
- Our current school council members are inquisitive, motivated and appreciate the opportunity for involvement in our school's operations and policies, beyond fundraising. An increased level of involvement by parent council in all areas of programming in an advisory capacity would raise their level of awareness on issues and challenges and enhance their level of input, support and understanding.

#### Strategies

- We have created a "vision wall" in our school that includes a section for school council/parental involvement. This process will nurture increased two-way communication between our parents, students, and staff.
- We will continue to structure school council to include students and increase parental participation. Our upgraded and improved school website will provide opportunity for stakeholders to learn about current educational practices and collaborate around specific items in shaping the direction of the school.
- We will continue to shape staff meetings around Alberta Education, BGRS and LCHS goals and policy. Collaboration with Team Leaders and all staff to imbue the efficacy of professional development for all staff will be a primary focus.
- Look for ways to extend the time staff can work together both inter-disciplinary and cross-disciplinary.
- Explore methods for increasing time allocated to cross-grade and inter-school (i.e. feeder schools) dialogue and professional input.

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 an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
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.	82.3	81.1	85.0	83.6	83.3	86	Intermediate	Maintained	Acceptable	87	88	90
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	79.4	79.5	73.6	77.8	73.5	80	Intermediate	Maintained	Acceptable	80	82	85

**Comment on Results**

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

- Although our results are acceptable in percentage of teachers, parents, and students with regard to feeling safe at school, caring for others and being treated fairly, we do have room to improve. This process will need the engagement of our entire teaching and learning team in a strategic and systemic approach.
- With respect to overall improvement of our school and schools in our jurisdiction, we have room to improve as a teaching and learning team in collaboration with our stakeholders. Our 2013/14 results dropped by over 4%, and although in the acceptable range, challenge us to improve.

**Strategies**

School Safety:

- A school-based approach focused more on positive student learning experiences; greater celebration of student's successes, enhancement of student leadership opportunities and student active citizenship that truly reflect the competencies associated with ethical citizenship.
- Continue to advertise and communicate opportunities for demonstrating positive citizenship for students with all stakeholders.
- Define and clearly communicate strategies and supports for truancy and lates, holding students accountable for their actions.

School Improvement:

- Enhance student leadership and active citizenship opportunities within the school and local community.
- Build strong relationships between staff, students, parents and stakeholders.
- Continue to communicate, educate and collaborate within school council inclusive of students.
- Create a greater focus on student goal setting with the use of My Blueprint along with support via our empowerment centre.
- Continue to explore and build opportunities within the Alberta Education Inspiring Education initiative and Ministerial Order on Student Learning.

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 an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool



## APPENDIX – Measure Details

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

### Diploma Examination Results – Measure Details

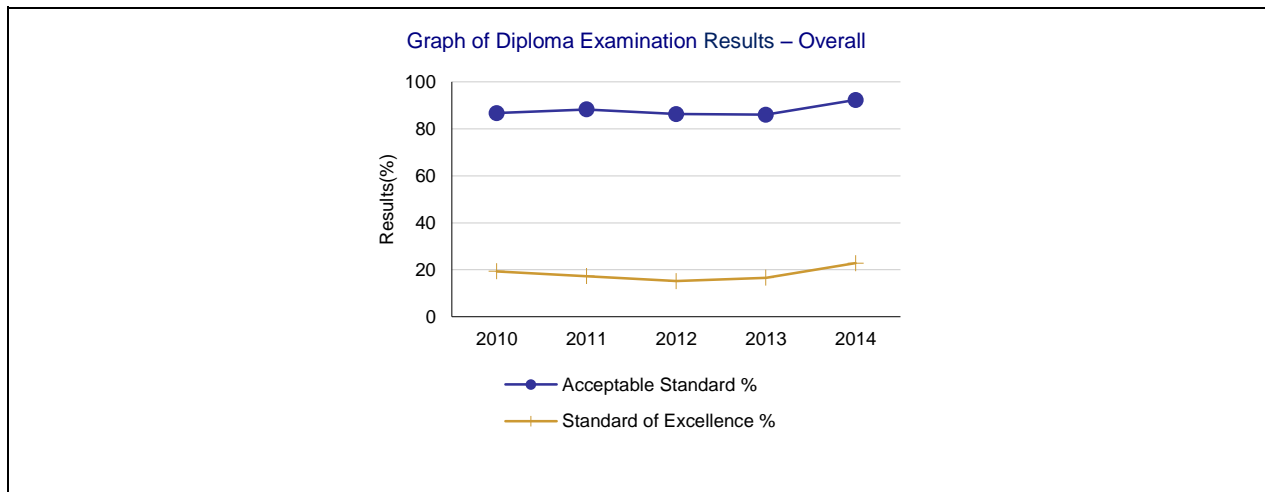
Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2010		2011		2012		2013		2014		2015	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	90.1	7.1	92.8	11.6	92.5	9.3	90.8	12.5	89.6	16.3	90	16.5
	Authority	91.7	11.5	89.1	10.2	92.6	11.1	93.6	13.7	93.0	14.5		
	Province	85.1	10.1	84.4	10.1	86.0	11.3	85.7	10.4	87.1	11.7		
English Lang Arts 30-2	School	90.4	13.5	94.7	9.8	97.2	12.0	96.9	12.2	97.5	10.7	98	19
	Authority	94.6	13.4	95.2	10.7	94.8	12.1	95.6	17.1	96.9	19.1		
	Province	88.8	9.8	88.6	9.1	89.5	10.7	89.3	11.0	89.7	13.1		
French Lang Arts 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	98.0	12.0	90.6	6.3	95.8	8.3	95.5	2.3	91.7	5.6		
	Province	93.7	16.3	95.3	14.3	95.5	13.4	95.3	12.5	96.5	14.5		
Français 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.2	15.6	93.8	20.1	96.5	19.0	96.7	18.3	99.3	29.2		
Pure Mathematics 30	School	85.6	34.0	81.3	33.9	88.4	37.2	n/a	n/a	n/a	n/a		
	Authority	87.6	32.9	83.7	28.8	82.5	28.5	n/a	n/a	n/a	n/a		
	Province	82.9	29.7	81.0	28.7	81.8	27.1	61.6	12.1	n/a	n/a		
Applied Mathematics 30	School	87.9	12.1	76.0	8.0	66.7	7.7	n/a	n/a	n/a	n/a		
	Authority	85.0	10.2	74.2	9.1	72.3	5.6	n/a	n/a	n/a	n/a		
	Province	77.3	12.6	74.3	9.8	75.6	10.3	72.0	20.0	n/a	n/a		
Mathematics 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	75.8	22.2	67.1	23.5	71	24
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	76.0	22.9	70.6	23.8		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	80.4	35.4	74.6	27.2		
Mathematics 30-2	School	n/a	n/a	n/a	n/a	n/a	n/a	57.4	2.9	80.0	16.7	80	17
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	63.5	4.2	69.9	12.4		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	68.9	9.6	71.3	15.0		
Social Studies 30	School	75.0	0.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	75.0	0.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	67.8	10.4	69.7	12.1	n/a	n/a	n/a	n/a	n/a	n/a		
Social Studies 30-1	School	87.5	21.9	84.6	7.4	85.8	13.5	87.9	20.2	93.9	23.5	94	24
	Authority	91.0	18.3	85.9	9.4	88.4	14.8	84.8	13.4	86.8	13.6		
	Province	84.5	16.1	82.8	14.9	86.2	16.7	85.3	15.2	85.5	14.2		
Social Studies 33	School	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	75.0	0.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	76.4	11.5	69.0	21.4	n/a	n/a	n/a	n/a	n/a	n/a		
Social Studies 30-2	School	84.8	16.3	89.1	19.5	88.0	7.4	88.6	6.1	90.3	16.9	91	17
	Authority	92.6	18.8	93.2	20.8	90.4	11.2	86.7	9.1	89.9	17.5		
	Province	85.0	13.7	85.6	15.9	83.0	13.7	82.1	13.8	83.9	14.8		
Biology 30	School	76.3	21.3	83.5	26.6	73.3	17.1	69.7	19.3	86.4	29.5	87	30
	Authority	85.8	28.0	86.1	31.1	82.6	25.8	80.8	26.9	89.9	30.0		
	Province	81.4	28.1	81.9	29.8	81.8	28.1	84.3	32.1	85.2	31.7		
Chemistry 30 Old	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.5	37.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Chemistry 30	School	89.5	42.1	81.7	35.2	82.9	30.5	82.8	36.2	92.7	45.5	93	46
	Authority	85.8	30.8	75.0	26.5	80.4	28.8	80.2	28.1	79.2	31.0		
	Province	79.0	29.9	75.1	27.7	76.7	28.4	78.6	31.6	81.3	35.0		

Physics 30 Old	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	75.0	25.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Physics 30	School	93.0	23.3	86.0	40.4	94.3	60.0	74.4	35.9	100.0	50.0	100	50
	Authority	82.5	25.6	90.5	39.5	90.3	49.2	80.9	34.8	92.7	41.5		
	Province	73.9	20.3	76.7	27.7	81.0	30.3	81.1	30.3	83.0	34.1		
Science 30	School	81.6	21.8	87.0	11.7	70.5	4.9	84.0	12.0	89.9	27.3	90	28
	Authority	84.2	27.3	88.5	17.3	81.7	16.9	88.4	24.7	92.6	29.5		
	Province	80.1	22.8	80.4	21.0	79.8	22.0	84.1	25.8	85.1	25.5		

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

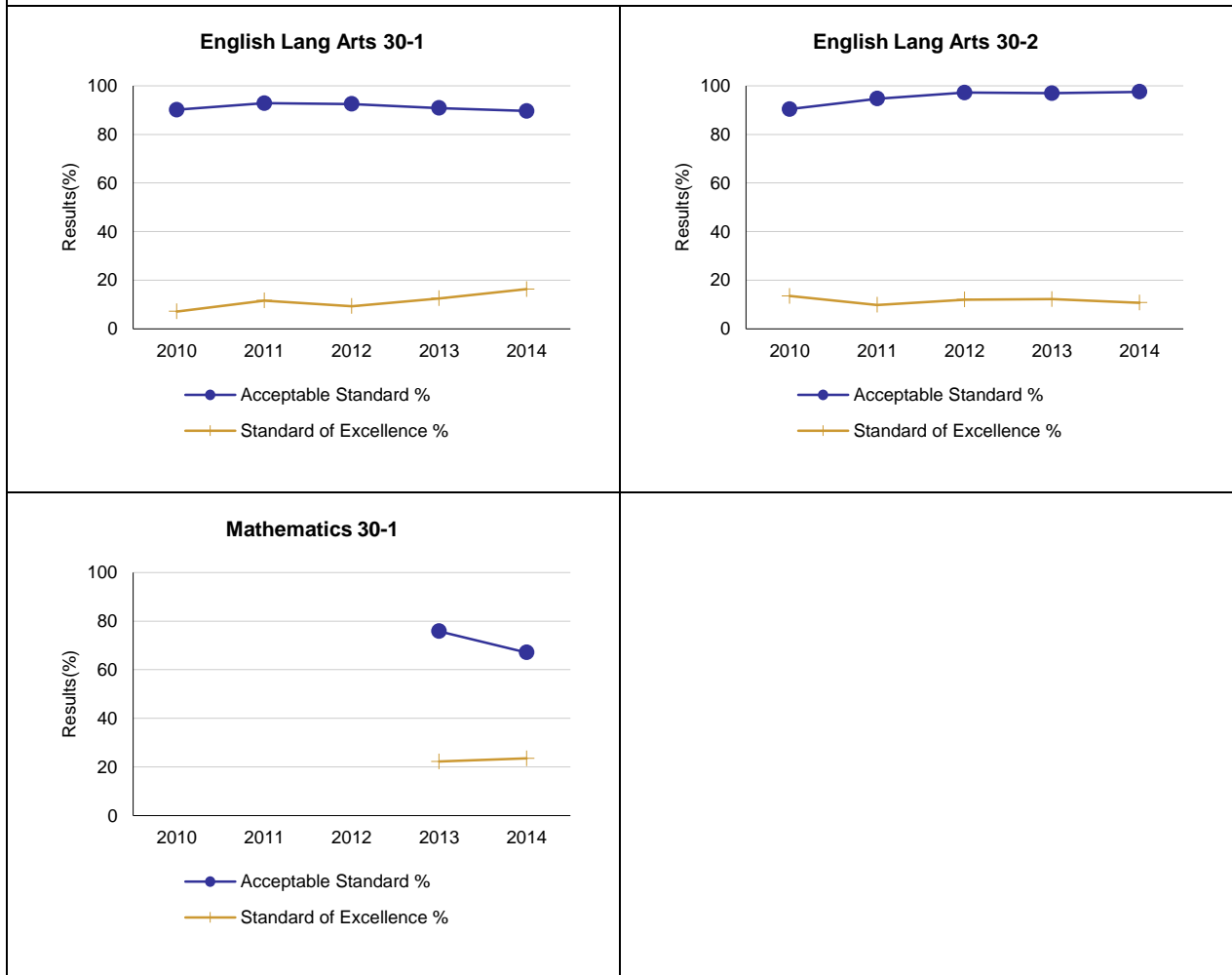
"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



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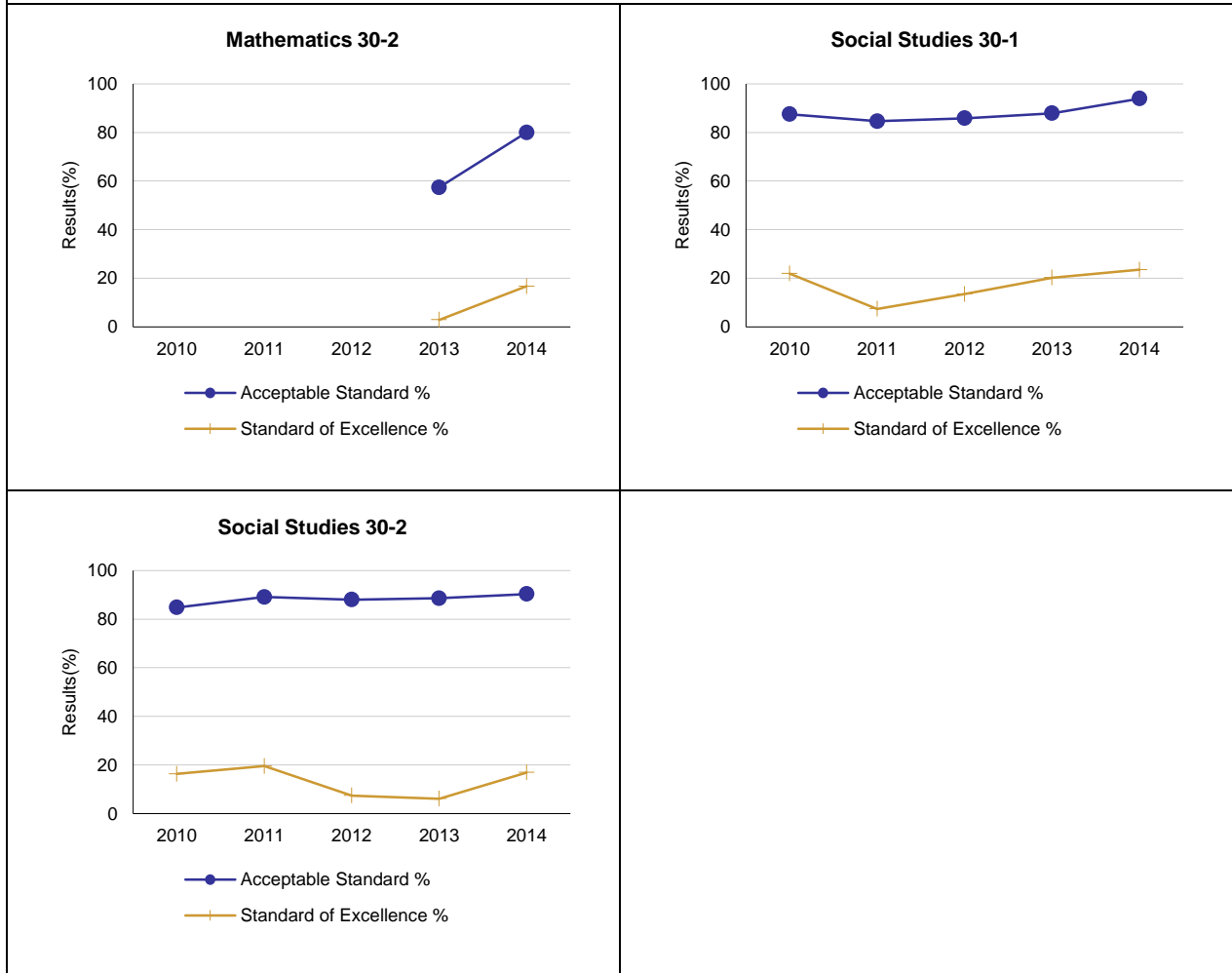
Diploma Examination Results by Course



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.

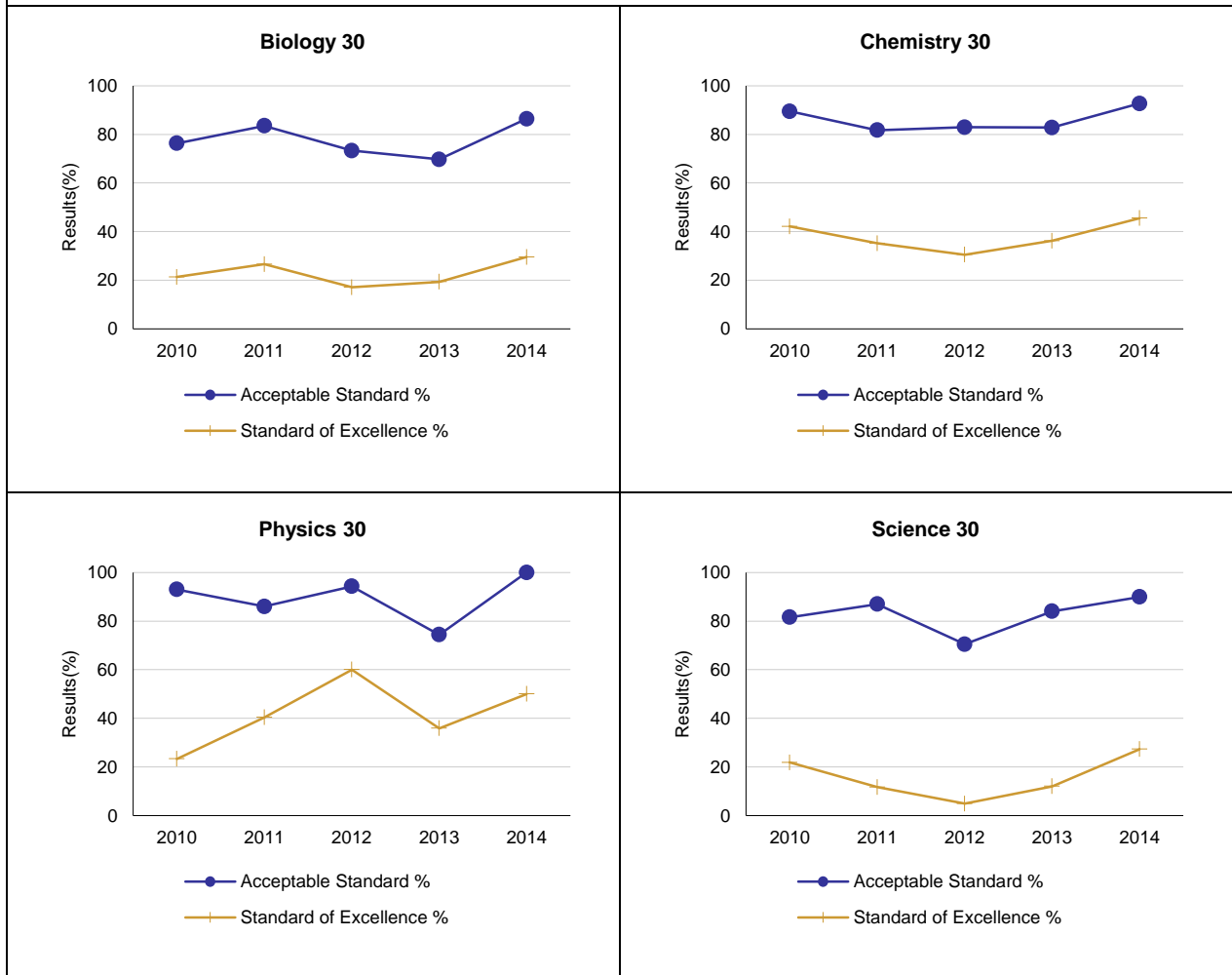
Diploma Examination Results by Course



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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



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.



Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	Leduc Composite High School							Alberta			
		Achievement	Improvement	Overall	2014		Prev 3 Yr Avg		2014		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Low	Maintained	Issue	135	89.6	140	92.0	28,671	87.1	29,063	85.4
	Standard of Excellence	Intermediate	Improved	Good	135	16.3	140	11.1	28,671	11.7	29,063	10.6
English Lang Arts 30-2	Acceptable Standard	Very High	Maintained	Excellent	121	97.5	124	96.3	15,887	89.7	14,790	89.1
	Standard of Excellence	High	Maintained	Good	121	10.7	124	11.3	15,887	13.1	14,790	10.2
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,210	96.5	1,243	95.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,210	14.5	1,243	13.4
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	99.3	146	95.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	29.2	146	19.2
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	99	84.8	n/a	n/a	14,941	74.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	99	35.6	n/a	n/a	14,941	22.6
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	77	71.3	n/a	n/a	6,941	74.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	77	7.8	n/a	n/a	6,941	13.4
Mathematics 30-1	Acceptable Standard	n/a	Declined	n/a	85	67.1	99	75.8	21,314	74.6	19,841	80.4
	Standard of Excellence	n/a	Maintained	n/a	85	23.5	99	22.2	21,314	27.2	19,841	35.4
Mathematics 30-2	Acceptable Standard	n/a	Improved Significantly	n/a	90	80.0	68	57.4	11,934	71.3	9,646	68.9
	Standard of Excellence	n/a	Improved Significantly	n/a	90	16.7	68	2.9	11,934	15.0	9,646	9.6
Social Studies 30-1	Acceptable Standard	High	Improved Significantly	Good	115	93.9	136	86.1	21,992	85.5	23,164	84.8
	Standard of Excellence	Very High	Improved Significantly	Excellent	115	23.5	136	13.7	21,992	14.2	23,164	15.6
Social Studies 30-2	Acceptable Standard	High	Maintained	Good	124	90.3	117	88.5	19,173	83.9	17,286	83.6
	Standard of Excellence	High	Improved	Good	124	16.9	117	11.0	19,173	14.8	17,286	14.5
Biology 30	Acceptable Standard	High	Improved	Good	44	86.4	98	75.5	21,656	85.2	22,802	82.7
	Standard of Excellence	High	Improved	Good	44	29.5	98	21.0	21,656	31.7	22,802	30.0
Chemistry 30	Acceptable Standard	Very High	Improved	Excellent	55	92.7	70	82.5	19,118	81.3	18,261	76.8
	Standard of Excellence	Very High	Improved	Excellent	55	45.5	70	34.0	19,118	35.0	18,261	29.2
Physics 30	Acceptable Standard	Very High	Improved Significantly	Excellent	38	100.0	44	84.9	10,758	83.0	10,060	79.6
	Standard of Excellence	Very High	Maintained	Excellent	38	50.0	44	45.4	10,758	34.1	10,060	29.4
Science 30	Acceptable Standard	Intermediate	Improved	Good	99	89.9	71	80.5	7,103	85.1	5,477	81.4
	Standard of Excellence	High	Improved Significantly	Good	99	27.3	71	9.5	7,103	25.5	5,477	22.9

Note: Data values have been suppressed where the number of students or respondents is 1 than 6. Suppression is marked with an asterisk (\*).

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in 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 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 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 - 67.38	67.38 - 79.10	79.10 - 88.42	88.42 - 94.41	94.41 - 100.00
	Standard of Excellence	0.00 - 0.88	0.88 - 8.48	8.48 - 16.20	16.20 - 19.89	19.89 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 68.07	68.07 - 81.22	81.22 - 87.43	87.43 - 94.68	94.68 - 100.00
	Standard of Excellence	0.00 - 0.26	0.26 - 9.12	9.12 - 15.45	15.45 - 26.66	26.66 - 100.00
Biology 30	Acceptable Standard	0.00 - 67.51	67.51 - 78.03	78.03 - 85.82	85.82 - 89.41	89.41 - 100.00
	Standard of Excellence	0.00 - 12.33	12.33 - 19.00	19.00 - 25.60	25.60 - 30.05	30.05 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 37.40	37.40 - 64.26	64.26 - 77.96	77.96 - 85.58	85.58 - 100.00
	Standard of Excellence	0.00 - 6.52	6.52 - 16.78	16.78 - 27.40	27.40 - 34.23	34.23 - 100.00
Physics 30	Acceptable Standard	0.00 - 46.89	46.89 - 65.43	65.43 - 79.07	79.07 - 84.34	84.34 - 100.00
	Standard of Excellence	0.00 - 4.05	4.05 - 11.60	11.60 - 21.19	21.19 - 30.24	30.24 - 100.00
Science 30	Acceptable Standard	0.00 - 76.11	76.11 - 83.33	83.33 - 91.76	91.76 - 97.14	97.14 - 100.00
	Standard of Excellence	0.00 - 6.98	6.98 - 11.36	11.36 - 21.80	21.80 - 36.81	36.81 - 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

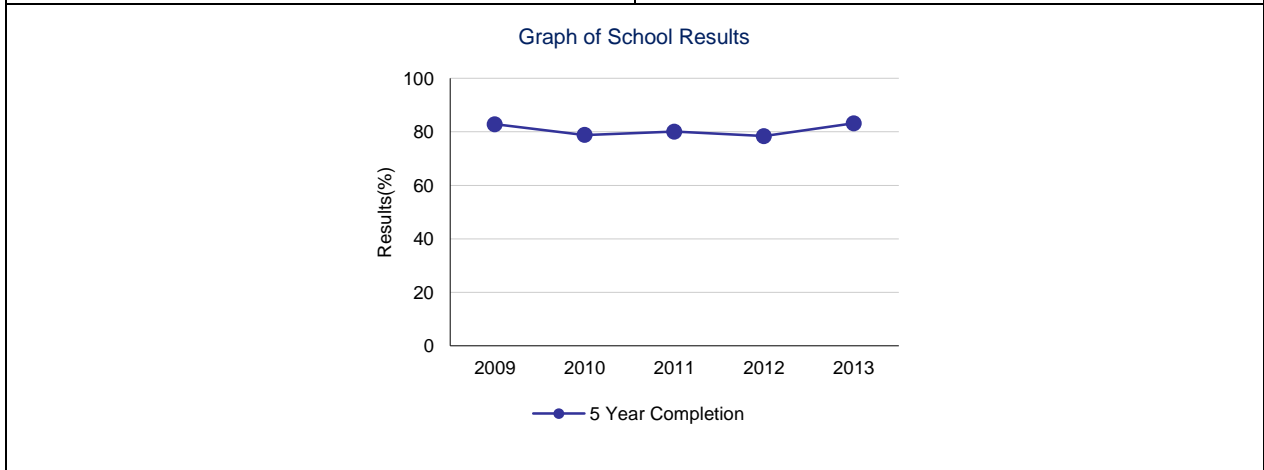
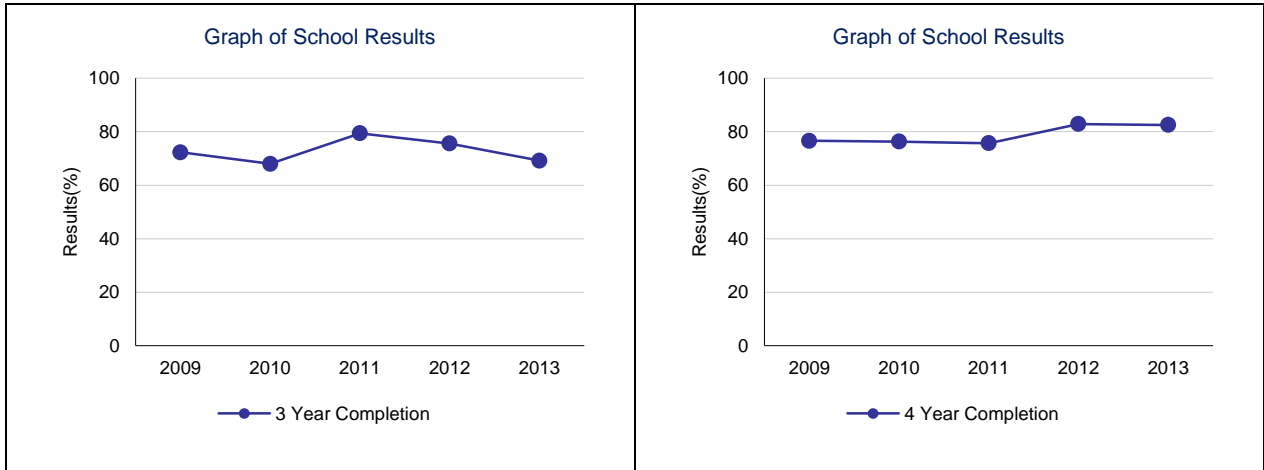
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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**

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

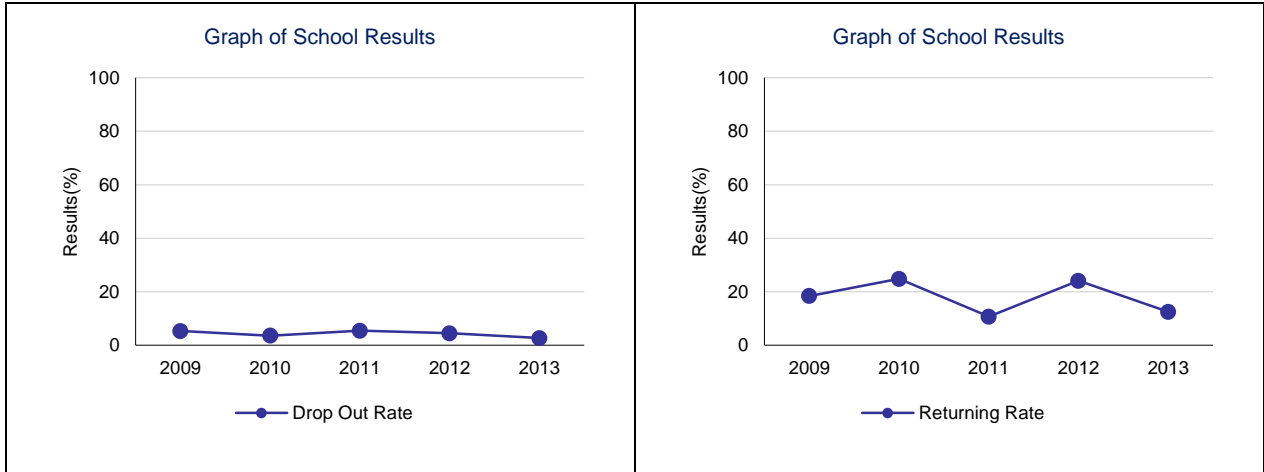
	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
3 Year Completion	72.3	68.0	79.4	75.6	69.2	76.4	77.9	79.5	76.4	76.1	71.5	72.6	74.1	74.8	74.9
4 Year Completion	76.6	76.3	75.7	82.9	82.5	80.7	81.1	83.6	83.4	81.9	76.1	76.9	78.1	79.4	79.6
5 Year Completion	82.8	78.8	80.1	78.4	83.2	84.9	82.6	83.9	85.7	84.7	79.0	79.0	79.6	80.8	81.7



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**

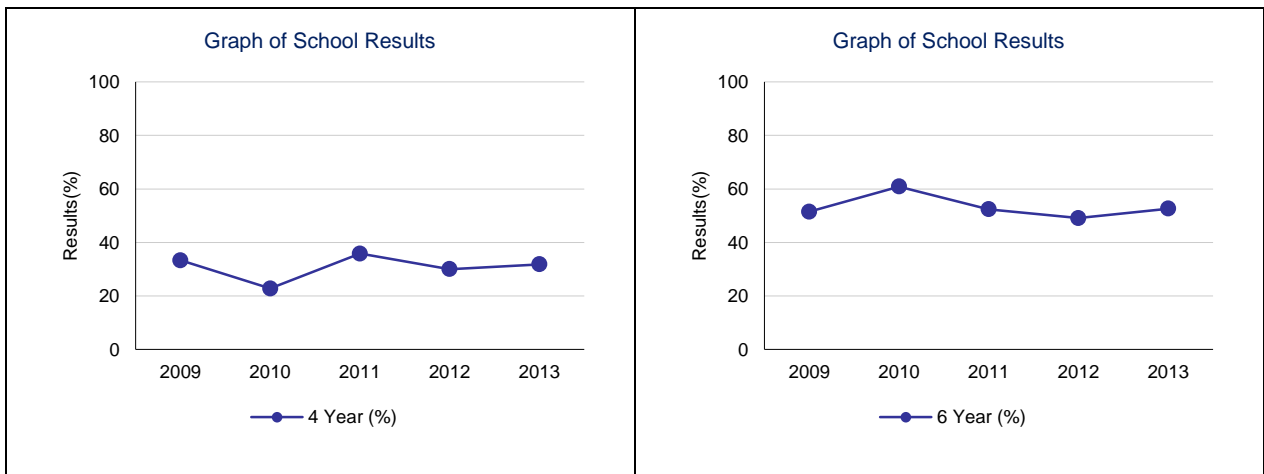
Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Drop Out Rate	5.3	3.6	5.4	4.5	2.7	4.7	3.5	3.3	3.5	2.5	4.3	4.2	3.2	3.5	3.3
Returning Rate	18.4	24.8	10.7	24.1	12.5	24.4	24.6	19.4	24.3	16.7	23.5	27.9	23.4	23.0	21.1



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**

High school to post-secondary transition rate of students within four and six years of entering Grade 10.															
	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
4 Year Rate	33.3	22.8	35.8	30.0	31.8	33.0	28.4	36.0	32.3	34.6	37.5	37.8	38.2	39.6	40.0
6 Year Rate	51.5	60.9	52.4	49.1	52.6	57.2	62.2	55.4	52.8	61.5	59.8	59.3	58.4	59.5	59.2

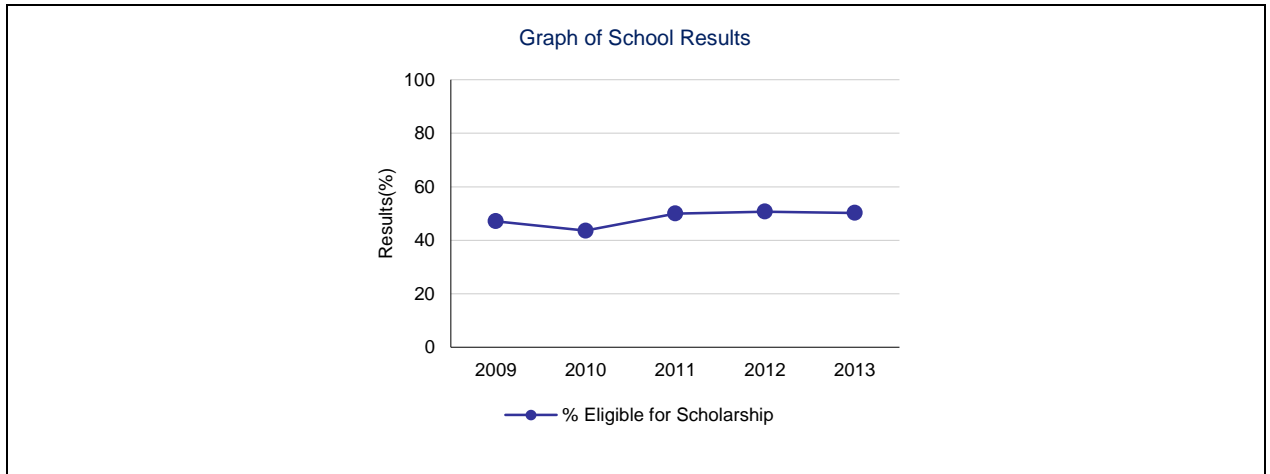


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**Rutherford Eligibility Rate – Measure Details**

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Rutherford Scholarship Eligibility Rate (Revised)	47.1	43.6	50.0	50.7	50.2	50.3	56.9	56.7	53.8	53.3	56.9	59.6	61.5	61.3	60.9

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
2009	276	114	41.3	92	33.3	69	25.0	130	47.1
2010	275	106	38.5	91	33.1	75	27.3	120	43.6
2011	306	129	42.2	117	38.2	77	25.2	153	50.0
2012	284	123	43.3	114	40.1	80	28.2	144	50.7
2013	299	131	43.8	117	39.1	73	24.4	150	50.2

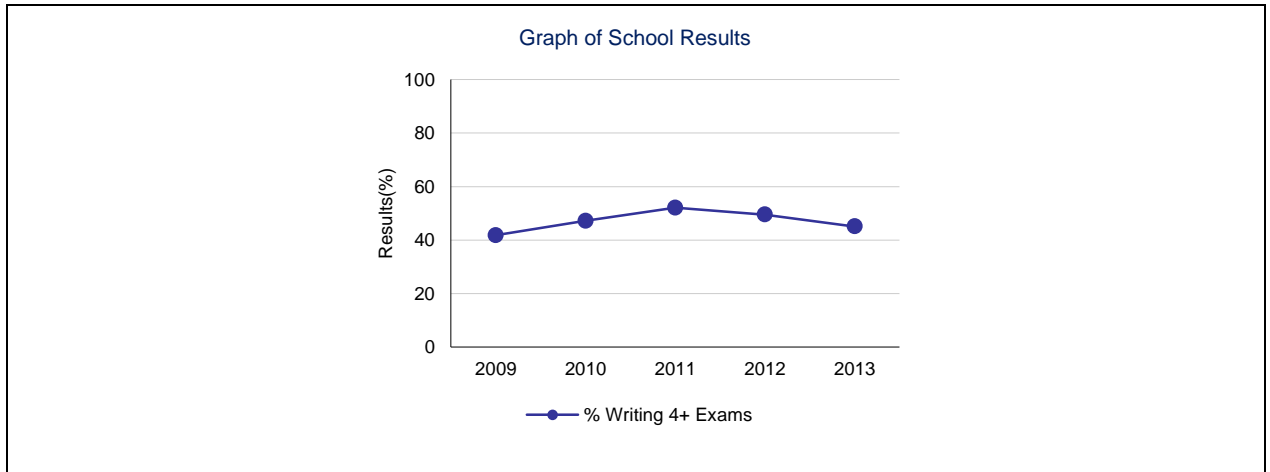


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**Diploma Examination Participation Rate – Measure Details**

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.

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
% Writing 0 Exams	18.3	18.3	13.2	17.1	20.1	13.7	12.3	11.5	13.6	15.4	18.0	17.2	16.1	15.9	16.1
% Writing 1+ Exams	81.7	81.7	86.8	82.9	79.9	86.3	87.7	88.5	86.4	84.6	82.0	82.8	83.9	84.1	83.9
% Writing 2+ Exams	79.2	78.0	84.9	80.9	76.3	83.8	85.7	85.8	84.0	82.0	78.7	79.6	80.8	81.2	80.8
% Writing 3+ Exams	56.5	56.1	62.4	62.1	56.8	65.7	69.2	68.4	65.7	63.8	65.2	66.0	67.4	67.5	63.8
<b>% Writing 4+ Exams</b>	<b>41.8</b>	<b>47.2</b>	<b>52.1</b>	<b>49.5</b>	<b>45.1</b>	<b>52.1</b>	<b>57.6</b>	<b>55.8</b>	<b>53.7</b>	<b>51.7</b>	<b>53.5</b>	<b>54.9</b>	<b>56.2</b>	<b>56.6</b>	<b>50.5</b>
% Writing 5+ Exams	22.7	29.2	29.5	26.9	21.3	33.4	41.2	37.0	33.6	31.9	34.7	36.1	37.2	38.0	31.8
% Writing 6+ Exams	4.4	6.5	9.6	6.9	5.3	13.1	15.0	14.6	10.9	13.3	12.9	13.4	14.1	14.6	11.5

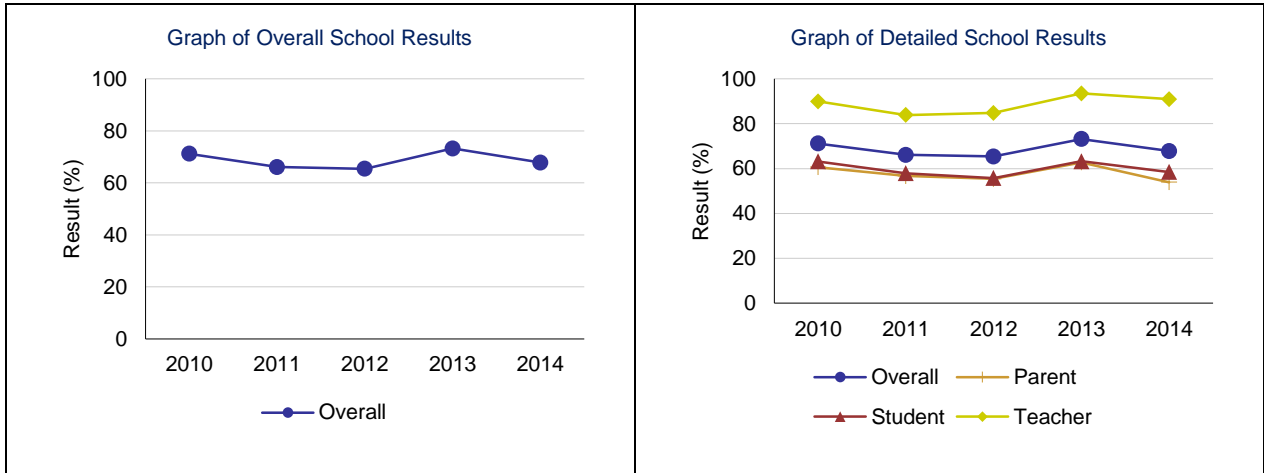


Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.															
	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
English Language Arts 30-1	42.9	45.8	43.3	49.1	39.4	48.5	52.2	49.4	48.4	44.4	54.0	54.5	54.9	55.1	54.4
English Language Arts 30-2	36.1	32.6	41.8	31.7	38.7	35.1	33.3	37.1	34.6	38.9	24.5	25.1	26.1	26.1	27.2
<b>Total of 1 or more English Diploma Exams</b>	<b>77.1</b>	<b>77.7</b>	<b>84.4</b>	<b>80.0</b>	<b>76.3</b>	<b>82.0</b>	<b>83.9</b>	<b>85.2</b>	<b>82.6</b>	<b>81.7</b>	<b>77.1</b>	<b>78.0</b>	<b>79.0</b>	<b>79.2</b>	<b>79.3</b>
Social Studies 30	40.4	3.4	0.0	0.0	n/a	43.5	2.2	1.4	0.0	n/a	48.1	3.7	0.3	0.0	n/a
Social Studies 30-1	0.0	40.5	45.8	45.7	40.4	0.0	46.6	44.3	43.8	43.0	0.0	45.7	48.2	48.0	46.1
Social Studies 33	38.9	6.4	0.0	0.0	n/a	40.1	3.1	0.1	0.0	n/a	30.1	2.5	0.1	0.0	n/a
Social Studies 30-2	0.0	29.2	38.9	35.1	36.6	0.0	34.5	40.8	39.5	38.9	0.0	27.4	31.0	32.1	34.0
<b>Total of 1 or more Social Diploma Exams</b>	<b>77.5</b>	<b>78.0</b>	<b>83.6</b>	<b>80.0</b>	<b>76.0</b>	<b>82.7</b>	<b>84.8</b>	<b>85.5</b>	<b>82.6</b>	<b>81.3</b>	<b>77.4</b>	<b>78.1</b>	<b>78.9</b>	<b>79.3</b>	<b>79.3</b>
Pure Mathematics 30	26.1	31.4	33.5	30.6	0.3	34.6	39.9	37.1	34.4	0.3	40.8	41.4	42.6	42.5	7.3
Applied Mathematics 30	23.2	21.2	23.6	25.7	0.0	26.8	25.7	26.0	26.5	0.0	19.7	19.7	20.0	19.6	0.2
Mathematics 30-1	n/a	n/a	n/a	n/a	27.5	n/a	n/a	n/a	n/a	32.1	n/a	n/a	n/a	n/a	30.0
Mathematics 30-2	n/a	n/a	n/a	n/a	18.5	n/a	n/a	n/a	n/a	21.7	n/a	n/a	n/a	n/a	16.9
<b>Total of 1 or more Math Diploma Exams</b>	<b>48.9</b>	<b>52.7</b>	<b>57.1</b>	<b>54.7</b>	<b>45.6</b>	<b>60.3</b>	<b>65.1</b>	<b>62.5</b>	<b>60.1</b>	<b>53.5</b>	<b>59.9</b>	<b>60.6</b>	<b>62.0</b>	<b>61.5</b>	<b>52.5</b>
Biology 30	21.4	25.4	24.0	32.8	28.2	32.4	38.6	36.9	35.7	36.2	39.8	41.2	42.8	43.1	42.5
Chemistry 30	13.2	22.0	25.1	24.2	16.0	24.9	34.6	32.2	31.4	26.9	29.7	35.2	36.0	36.7	31.7
Physics 30	12.5	12.5	20.4	12.8	11.8	17.5	20.0	19.9	16.0	15.4	17.5	20.0	20.6	20.4	17.4
Science 30	26.8	26.5	25.8	19.6	25.4	18.9	19.6	20.2	17.9	22.8	8.2	9.0	9.1	10.5	9.8
<b>Total of 1 or more Science Diploma Exams</b>	<b>47.9</b>	<b>50.4</b>	<b>55.6</b>	<b>54.7</b>	<b>51.9</b>	<b>55.1</b>	<b>60.0</b>	<b>59.8</b>	<b>57.3</b>	<b>58.0</b>	<b>56.1</b>	<b>57.6</b>	<b>59.1</b>	<b>59.5</b>	<b>57.7</b>
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.3	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	6.2	6.0	4.4	3.1	6.1	2.7	2.9	2.8	2.7	2.7
<b>Total of 1 or more French Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>6.2</b>	<b>6.0</b>	<b>4.4</b>	<b>3.1</b>	<b>6.1</b>	<b>2.9</b>	<b>3.1</b>	<b>3.1</b>	<b>2.9</b>	<b>3.0</b>

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.

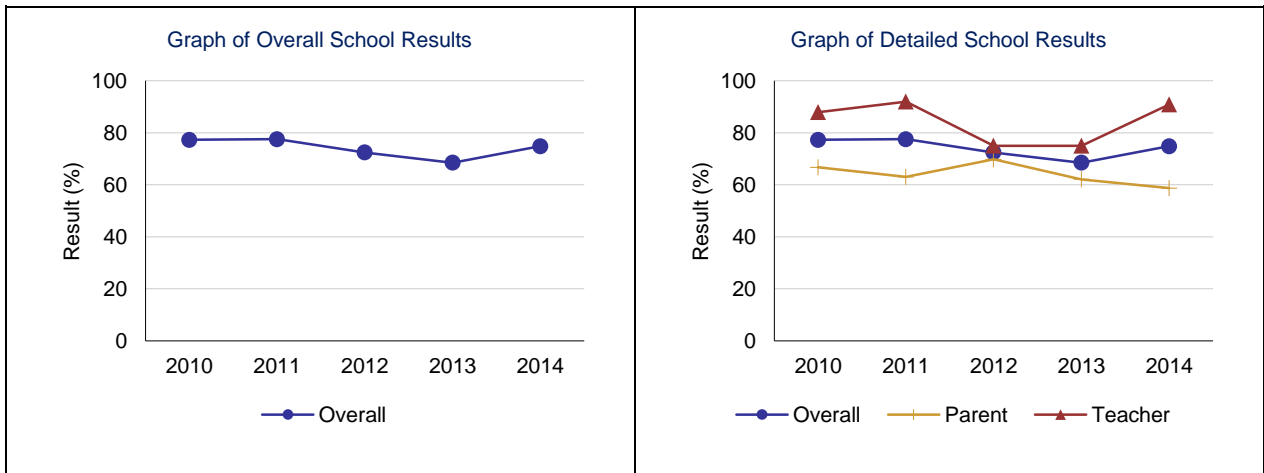
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	71.2	66.1	65.4	73.2	67.8	79.4	80.0	80.1	82.5	78.9	81.4	81.9	82.5	83.4	83.4
Teacher	89.9	83.9	84.8	93.5	90.9	94.7	96.4	95.2	96.7	95.7	93.0	92.7	93.1	93.6	93.8
Parent	60.6	56.7	55.4	62.8	53.9	70.1	70.7	71.3	74.7	68.0	78.5	78.6	79.4	80.3	81.9
Student	63.2	57.9	55.8	63.3	58.5	73.4	72.8	73.9	76.1	73.0	72.7	74.5	75.0	76.2	74.5



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 an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

**Work Preparation – Measure Details**

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	77.3	77.5	72.4	68.5	74.8	76.9	79.6	77.6	77.3	74.5	79.9	80.1	79.7	80.3	81.2
Teacher	87.9	92.0	75.0	75.0	90.9	91.5	93.5	92.7	91.8	89.1	90.0	89.6	89.5	89.4	89.3
Parent	66.7	63.0	69.8	62.1	58.7	62.3	65.7	62.4	62.7	59.9	69.8	70.6	69.9	71.1	73.1



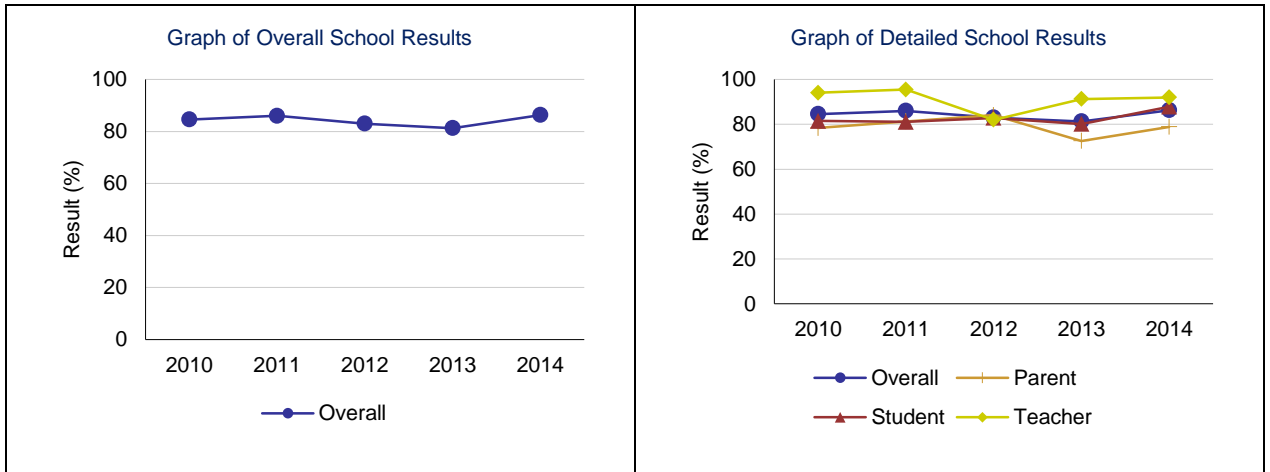
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).



**Program of Studies – Measure Details**

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	84.6	86.0	83.0	81.3	86.3	82.1	83.0	82.6	82.6	81.8	80.5	80.9	80.7	81.5	81.3
Teacher	94.1	95.5	82.0	91.3	92.0	90.4	91.8	90.2	90.0	90.1	87.7	87.6	87.3	87.9	87.5
Parent	78.4	81.3	84.1	72.6	78.9	75.4	75.5	77.0	75.4	75.7	78.0	78.3	78.1	78.9	79.9
Student	81.5	81.1	82.9	80.2	87.9	80.6	81.5	80.7	82.3	79.8	75.9	76.9	76.9	77.8	76.6

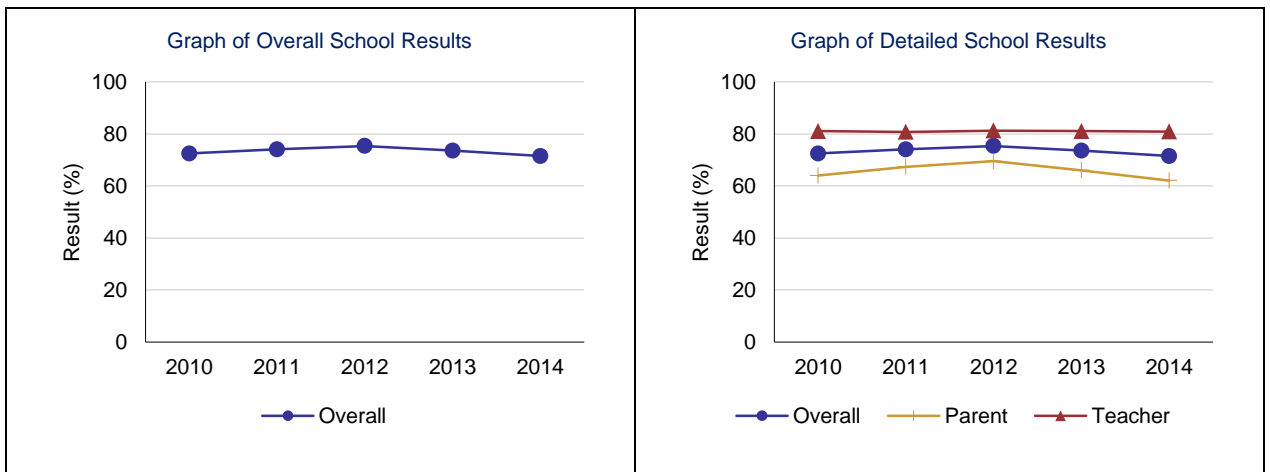


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction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

**Parental Involvement – Measure Details**

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

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	72.5	74.1	75.4	73.6	71.5	79.4	81.2	79.8	82.0	77.0	80.0	79.9	79.7	80.3	80.6
Teacher	81.1	80.8	81.3	81.1	80.9	93.1	93.3	92.4	93.6	91.6	88.6	88.1	88.0	88.5	88.0
Parent	64.0	67.4	69.5	66.0	62.1	65.6	69.1	67.3	70.3	62.4	71.3	71.7	71.4	72.2	73.1

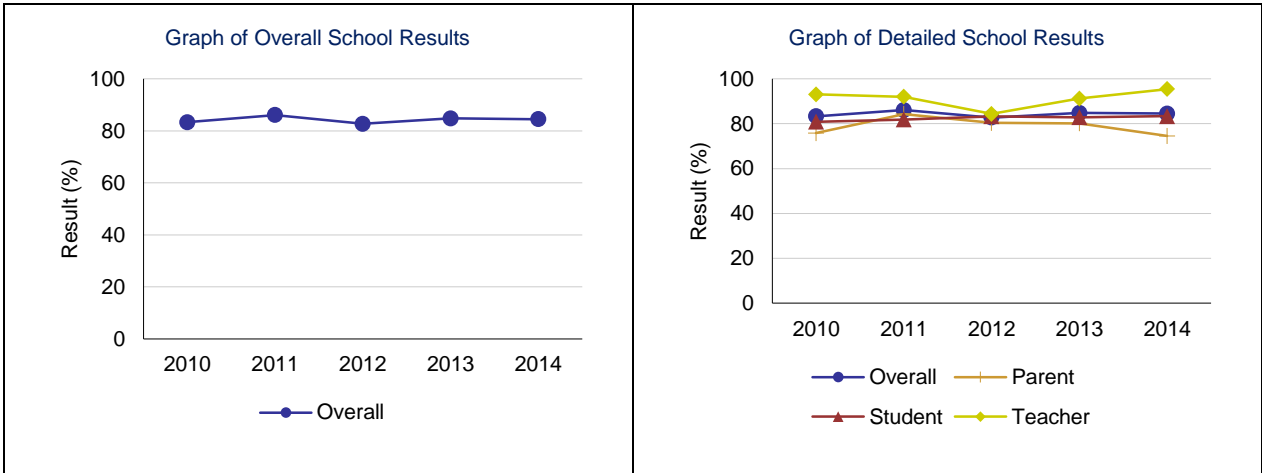


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction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

**Education Quality – Measure Details**

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

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	83.3	86.1	82.7	84.8	84.5	88.4	88.9	88.7	89.1	86.9	89.2	89.4	89.4	89.8	89.2
Teacher	93.1	92.0	84.4	91.2	95.4	96.8	98.5	96.8	97.4	97.2	95.6	95.5	95.4	95.7	95.5
Parent	75.8	84.3	80.4	80.2	74.5	80.3	81.2	81.4	82.4	76.7	83.9	84.2	84.2	84.9	84.7
Student	80.9	81.9	83.3	82.9	83.4	88.0	87.0	87.8	87.5	86.7	88.2	88.5	88.6	88.7	87.3

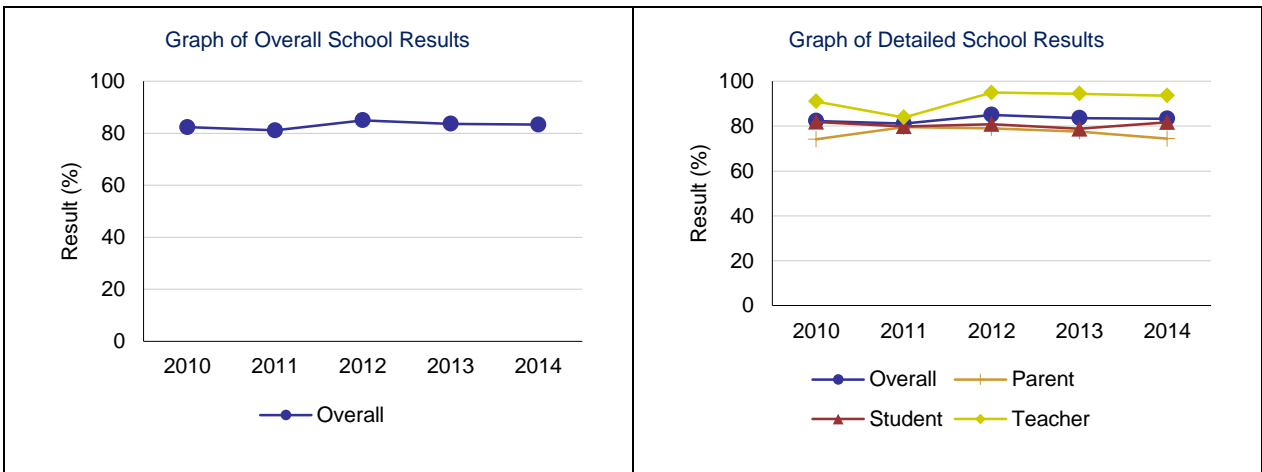


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction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

**Safe and Caring – Measure Details**

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	82.3	81.1	85.0	83.6	83.3	86.9	86.8	88.0	88.4	86.9	87.6	88.1	88.6	89.0	89.1
Teacher	91.0	83.9	94.9	94.4	93.6	96.3	96.3	96.8	96.6	96.9	94.4	94.5	94.8	95.0	95.3
Parent	74.1	79.5	79.0	77.5	74.4	81.2	82.0	83.1	85.3	81.3	86.1	86.6	87.4	87.8	88.9
Student	81.9	79.9	80.9	78.8	81.7	83.3	82.0	84.0	83.3	82.4	82.2	83.3	83.7	84.2	83.1

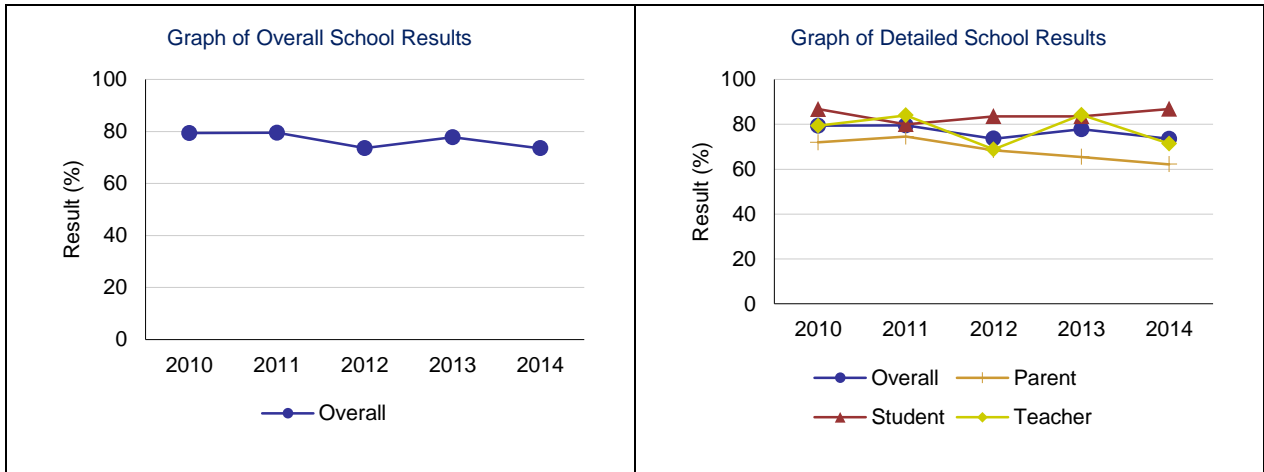


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction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

**School Improvement – Measure Details**

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	79.4	79.5	73.6	77.8	73.5	80.1	81.3	79.8	82.0	76.5	79.9	80.1	80.0	80.6	79.8
Teacher	79.4	84.0	68.8	84.2	71.4	81.7	86.3	87.2	86.5	82.3	80.8	80.1	81.1	80.9	81.3
Parent	72.0	74.5	68.5	65.5	62.2	75.1	74.4	70.9	76.2	67.0	77.0	77.3	76.2	77.9	77.0
Student	86.8	80.0	83.6	83.6	86.9	83.5	83.2	81.1	83.3	80.1	81.8	82.9	82.7	82.9	81.2



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