



*Learn ~ Create ~ Honour ~ Succeed*

**Annual Education Results Report  
And  
3 Year Education Plan 2015 – 2018**



**BLACK GOLD  
REGIONAL  
DIVISION NO. 18**

**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:** *Inspiring success for every student, every day*  
**Learn ~ Create ~ Honour ~ Succeed**

**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

The school advisory council's vision for the 2015 – 2016 school year, is to be in solidarity with the administration staff to enhance the school, in whatever aspects needed. The council will continue to build our relationship and support the administration, teachers, students and parent/guardians, as in the past. Working together on items such as the "Tell them for me" survey will ensure the optimum education for our youth.

The council is committed to continue to identify the needs of the school and advocate in whatever ways for a positive growth. With the economic downslide, the needs of the school is consistently changing, we will endeavour to assist in all areas of need.

The school advisory will continue to work with the Leduc Community Drug Action Committee and our empowerment group to advocate for recourses such as a designated Youth Mental Health worker. As a group we aspire to meet the needs of every single youth within the school, and will continue to work towards this ideology. As a group we appreciate the constant assistance from the Trustees with their guidance, knowledge and support.

We are committed to ensure the years to come will be the most achievable education for every student enrolled in the Leduc Composite High School.

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 growth (started September, 2014) of French Immersion programming at LCHS. It is our intent to grow this program to include all three grades of French Immersion programming (Grades 10 to 12). We will integrate grade 12 French Immersion programming for 2016/17 school year. 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, Shelley Hamilton, 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 where school core vision and 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/e-cigarettes 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.

- 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.
- Dedicated support of our First Nations, Métis, and Inuit students in achieving academic and personal success. Increased celebration and presence of our rich FNMI history and culture along with increased access to FNMI learning resources in our library and school.

## **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.
- Support and enhance the success, both secondary and post-secondary, of our First Nations, Métis, and Inuit students.
- Ongoing issues with internal wifi and networking capacities creates challenges in optimal netbook utilization and reliability.

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## TECHNOLOGY PLAN

LCCHS 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 LCCHS 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 have employed PowerAnnouncer to improve email/cell phone communication of school events and learning supports on a regular basis. We have installed a dedicated LCCHS 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 two stationary computer labs 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.

- Restructure courses to make them more tech friendly by having more online access using class online resources.
- 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 Googledocs 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 the 3 Es (Engaged, Ethical and Entrepreneurial) in all aspects of pedagogy and active citizenship 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 2015-2018

- 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 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, 2015 to analyze in detail our diploma exam results and collaborate to improve student achievement and participation rates over the next three years. We continue to enhance our use of data, evidence and research to inform our professional practice and ongoing systemic improvement dedicated to inspiring success for every student. Strategies will include increased learning supports and accountability throughout the school year by our teaching and learning team in collaboration with students, parents, teachers and community stakeholders.

#### 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 in 2015 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 2015 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	Good	Safe and Caring	86.6	83.3	83.9	89.2	89.1	88.9	High	Improved	Good
Student Learning Opportunities	Good	Program of Studies	84.2	86.3	83.5	81.3	81.3	81.2	Very High	Maintained	Excellent
		Education Quality	87.1	84.5	84.0	89.5	89.2	89.5	Intermediate	Improved	Good
		Drop Out Rate	3.9	2.7	4.2	3.4	3.3	3.3	High	Maintained	Good
		High School Completion Rate (3 yr)	72.1	69.2	74.7	76.4	74.9	74.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	73.0	73.1	73.9	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	18.8	18.4	18.9	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	90.0	92.3	88.2	85.2	85.5	84.6	High	Maintained	Good
		Diploma: Excellence	23.3	22.9	18.2	21.0	21.1	20.0	High	Improved	Good
		Diploma Exam Participation Rate (4+ Exams)	48.2	45.1	48.9	54.9	50.5	54.4	Intermediate	Maintained	Acceptable
		Rutherford Scholarship Eligibility Rate	47.1	50.2	50.3	61.2	60.9	61.3	Low	Maintained	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Transition Rate (6 yr)	56.8	52.6	51.4	59.8	59.2	59.0	High	Improved	Good
		Work Preparation	81.6	74.8	71.9	82.0	81.2	80.4	High	Improved	Good
		Citizenship	71.2	67.8	68.8	83.5	83.4	83.1	Low	Maintained	Issue
Parental Involvement	Excellent	Parental Involvement	82.6	71.5	73.5	80.7	80.6	80.2	Very High	Improved	Excellent
Continuous Improvement	Issue	School Improvement	71.2	73.5	75.0	79.6	79.8	80.1	Intermediate	Declined	Issue

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE)..
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
6. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

### Measure Evaluation Reference

#### Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.90	65.90 - 70.33	70.33 - 79.81	79.81 - 84.65	84.65 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.45	13.45 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.76	73.76 - 81.00	81.00 - 86.67	86.67 - 90.27	90.27 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.16	13.16 - 19.74	19.74 - 24.05	24.05 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

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

#### Improvement Table

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

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

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

#### Overall Evaluation Table

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

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 One: 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).	88.3	86.3	86.0	92.3	90.0	93	High	Maintained	Good	93.2	93.4	93.5
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	17.3	15.2	16.6	22.9	23.3	23	High	Improved	Good	23.2	23.4	23.6

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	68.0	79.4	75.6	69.2	72.1	75	Intermediate	Maintained	Acceptable	75.5	76	76.5
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.6	5.4	4.5	2.7	3.9	3	High	Maintained	Good	3	3	2.75
High school to post-secondary transition rate of students within six years of entering Grade 10.	60.9	52.4	49.1	52.6	56.8	55	High	Improved	Good	56	56.5	57
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	43.6	50.0	50.7	50.2	47.1	55	Low	Maintained	Issue	55.5	56	56.5
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	47.2	52.1	49.5	45.1	48.2	50	Intermediate	Maintained	Acceptable	51	51.5	52

### Comment on Results

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

- Our students' achievement in successfully passing their diploma exams is strong with 90.0% success rate. We will continue to challenge ourselves in inspiring success for every student in every subject.
- Students' achievement of excellence continues to improve with over 23% achieving excellence on diploma examinations last year.
- The high school completion rate for our students continues to improve with 75% completing high school within three years of entering grade 10
- The percentage of students (grade 12) eligible for Rutherford Scholarships is at 47% and we will continue to push our teaching and learning teams to improve these results.
- Although not reflected in these results, we have a very strong Pre-employment Program (PEP), Skills program and Knowledge and Employability program that allow students in special education and modified programs to experience success. These programs do not include the writing of diploma exams, and therefore may affect our percentage of students writing four or more diploma exams within three years of entering grade 10.
- At LCHS, we have a highly successful Registered Apprenticeship Program (RAP) as well as a highly utilized Work Experience Program that allows our students to further their career training in authentic work environments. These programs do not require the writing of four or more diploma exams within three years of entering grade 10, but do engage our students in valuable learning experiences that build their career and employability potentials.

**Strategies**

- Our teaching and learning team will continue to work collaboratively to increase our overall students' graduation rates within three years of starting grade 10. The process will include active monitoring and support of each student's progress and adherence to a course load that will optimize graduation success within three years. We have also implemented a highly vigilant student attendance verification protocol that verifies successful attendance for every student, for every subject on each school day. This protocol also includes parental contact for each and every class missed that is unexcused.
- Our school will continue the requirement for students to maintain a 40-40-30 minimum credit load (grades 10, 11, and 12 respectively to assure increased graduation rates along with increased monitoring and supports to ensure learning achievement and success.
- Our students will continue to utilize "My Blueprint" to optimize awareness of course and career choices as well as academic requirements to enter specific post-secondary learning institutions/programs.
- We will continue to develop and expand our LCHS Student Leadership program to engage either directly or indirectly with all students/stakeholders in our teaching and learning community. This process will optimize the building of positive relationships among our students and stakeholders as well as assist in leadership development within our learner cohort.
- Our staff professional development will continue to utilize important data, evidence and research to inform our professional practice. This includes our Accountability Pillar results, Diploma Exam results, Tell Them From Me student surveys, Formative and Summative program assessment protocols and results as well as enhancement our PLC (Professional Learning Community) opportunities for collaboration amongst our staff teaching and learning teams.
- Continue to support our Empowerment and In-reach learning programs to allow for customized and adaptive learning opportunities for students that require individualized teaching and learning sequences facilitated through online/modular approaches.

**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.*

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.	66.1	65.4	73.2	67.8	71.2	70	Low	Maintained	Issue	71.5	72	72.5
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.	77.5	72.4	68.5	74.8	81.6	75	High	Improved	Good	81.7	82	82.2

**Comment on Results**

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

- We continue to see an increase in the number of teachers, parents and students who are satisfied that students model the characteristics of active citizenship, but we need to continue to improve these results. Our leadership program and Community Attachment Purpose (CAP) staff will continue to work actively with our students to improve student engagement and activity in relation to all aspects of active

citizenship both within our school and community.

- Over the last year we had a significant increase in the 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.

#### Strategies

- Our staff in collaboration with community supports will continue to development and improve opportunities and supports that enhance and model active citizenship through active engagement with all our students. These protocols will include an active student leadership program that engages with all students on a regular basis coupled with multiple school activities directed toward improving citizenship and ongoing contributions to our school and community.
- Continue to improve the regular celebration of student successes and achievements on a regular basis. This process will include the regular communication and promotion of school and community events and activities that provide opportunities for active citizenship and volunteering.
- We will continue to enhance our Registered Apprenticeship Program (RAP) and Work Experience programs to optimize student achievement and success in post-secondary learning and employability.
- Our school and district is currently in dialogue with NorQuest and NAIT on the potential delivery of post-secondary learning opportunities that would be accessible to our students and community members locally via LCHS. This exciting opportunity has the potential to provide enhanced post-secondary and dual credit learning opportunities that will ultimately improve the learning and employability of our students and community members.
- We have recently enacted significant improvements in our school's online presence and website to enhance communication and interaction with our students, parents and community stakeholders.
- We will continue to actively engage our School Council and Parents' Association with all stakeholders to provide important and valuable input and advice into the teaching and learning success of our students and community. We recently ran a Car Show and Vendor Fair that engaged a large segment of our community along with post-secondary representation promoting career training and opportunities. We see this becoming an annual event that will provide positive interaction with our community and stakeholders dedicated to increasing awareness and support of all our teaching and learning programs available to our students and community.

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 Two: Alberta has quality teaching and school leadership

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	86.0	83.0	81.3	86.3	84.2	87	Very High	Maintained	Excellent	87	87.2	87.5

### Comment on Results

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

- Our LCHS teaching and learning team continue to achieve a high percentage of teachers, parents, and students satisfied with the opportunities to receive a broad program of studies from CTS to Fine Arts to Second Languages.
- Our highly successful inclusive education programs (Pre-Employment/Skills) continue to grow at a significant rate attracting students across our Black Gold Region. We have increased our teaching space, resources and staffing to meet the needs of our increased student enrollments and wide spectrum of differentiated/customized teaching and learning programs.

### Strategies

- The wide variety of courses (academics, CTS, Fine Arts, Languages, Registered Apprenticeship Program, Pre-Employment Program, Skills, Work Experience, French Immersion, Green Certificate) are strongly appreciated by our students, teachers, and parents.
- We are currently in dialogue with NorQuest College investigating the potential for future post-secondary training on location at LCHS for both students and community members.
- We will continue to communicate with our students, parents and community the wide diversity of programming available to our students via our newly updated school website. We are also developing a new brochure to highlight our wide diversity of programming at LCHS
- .We are currently planning the extension of our French Immersion program to include grade 12 for 2016/17 school year. We are current offering French Immersion to grades 10 and 11 (2015/16 school year).

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

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



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

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

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	74.1	75.4	73.6	71.5	82.6	80	Very High	Improved	Excellent	82.7	83	83.2
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	86.1	82.7	84.8	84.5	87.1	87	Intermediate	Improved	Good	87.2	87.4	87.6

### Comment on Results

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

- The percentage of teachers and parents satisfied with parental involvement in decisions about their child’s education surpassed our target and increased by 11.1% to 82.6%. We thank our staff, parents, school council and many community stakeholders for this high achievement in collaboration, engagement and governance.
- In 2015 we created a new school website to increase communication efficacy with all stakeholders.
- In November 2014, we created a new vision wall at LCHS to share our school’s vision, mission, Three Year Plan and operational policies with all stakeholders. This process appears to have been successful given the increase in positive feedback by parents, teachers and students.
- Our LCHS School Council and Parents’ Association are highly motivated and involved with our school administration, staff, parents, students and stakeholders. This partnership also contributes to our increased collaboration and engagement and resulting success.

### Strategies

- We will continue to enhance our school website and parent/stakeholder communication to optimize engagement and collaboration.
- Our LCHS Vision Wall will be updated on a yearly basis to accurately reflect our school’s Vision, Mission, Three Year Plan and operational policies to enhance communication.
- Our staff team will continue to structure our staff meetings to include updates from Alberta Education, BGRS, LCHS stakeholders, and community stakeholders to build and imbue the efficacy of professional development in alignment with division and provincial education policy and goals. We will continue to engage actively with all stakeholders to ensure that collaboration and engagement continue to be a high functioning integral aspect of our teaching and learning team.
- We will continue to enhance opportunities to inter-disciplinary and cross-disciplinary professional learning community collaboration with our staff and stakeholders. Our staff meetings are followed by PLC/Department dialogue and mutual support dedicated to our core vision of “inspiring success for every student, every day.”

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.	81.1	85.0	83.6	83.3	86.6	87	High	Improved	Good	87	87.2	87.5
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.	79.5	73.6	77.8	73.5	71.2	80	Intermediate	Declined	Issue	80	80.5	81

**Comment on Results**

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

- Our increased percentage of students, parents, and teachers that shared that our students are safe at school, learning the importance of caring for other, learning respect for other and are treated fairly in school is wonderful feedback and challenges us to maintain and continue this positive situation.
- We will continue to challenge our teaching and learning team, along with stakeholders to continue improvement in assuring a safe and healthy learning environment for all students and staff at all times.
- The percentage of teachers, parents and students indicating that our school and the schools in our jurisdiction have improved or stayed the same in the last three years is at 71.2 %. We have set a target of 80% to challenge us and our jurisdiction team to work diligently together to improve this result with all our stakeholders.

**Strategies**

- Our LCHS team will continue to stress the importance of building strong relationships between staff, students, parents, and community stakeholders.
- We will continue to improve communication and collaboration with our School Council and Parents' Association along with Leduc City and County stakeholders – working collaboratively to provide the very best in teaching and learning for our students and future.
- Our teaching and counselling team will optimize student involvement in the use of My Blueprint online supports to more actively engage students, parents and staff in providing up-to-date and relevant information on post-secondary training expectations along with career exploration.
- Our teaching and learning team will continue to enhance and analyze student/parent/staff survey results (Tell Them From Me, Accountability Pillar Results, Diploma Results, Summative Assessment Results, Ministerial Order on Student Learning along with BGRS professional development training and opportunities – improving the use of evidence and research to inform our ongoing systemic improvement dedicated to inspiring success for every student, every day.

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

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

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

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	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).	82.4	86.3	77.8	88.9	98.3	85	Very High	Improved	Excellent	98.4	98.6	98.8
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	8.8	7.8	13.3	16.7	11.7	23	Low	Maintained	Issue	23	23.2	23.4

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	49.1	80.5	56.9	72.9	44.7	75	Very Low	Declined	Concern	75	75.5	76
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	6.1	8.6	6.5	4.2	4.5	4	Intermediate	Maintained	Acceptable	4	3.8	3.6
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	8.4	54.1	40.7	30.6	55	Very Low	Maintained	Concern	55	56	57
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	20.0	44.4	31.6	60.0	22.2	60	Very Low	Declined	Concern	60	60.5	61
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	29.4	46.0	31.6	30.4	19.2	35	Very Low	Declined	Concern	36	36.5	37

### Comment on Results

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

- Although our FNMI students continue to achieve very good results in passing their diploma exams, the percentage achieving honours/excellence, 80 % or higher is at 11.7 %.
- The number of students completing their high school within three years of starting grade 10 is at 44.7%. We will continue to support students in improving completion rates within three years.
- The percentage of students entering post-secondary within six years of grade 10 is at 30.6%. Our

counselling, empowerment, administration and staff will enhance the post-secondary connections and learning opportunities with all our students with the goal of improving post-secondary success.

- We have implemented a 40-40-30 credit minimum (grades 10, 11, 12 respectively) to assure successful attainment of high school diploma/graduation with the three years of entering grade 10. We will continue to provide a high level of support for students by staff that will include a coordinated approach between teachers, counsellors and administration working closely with students and parents.

**Strategies**

- We will continue to work collaboratively to improve our FNMI teaching and learning supports in coordination with our Empowerment, Counselling, Administration, Teaching staff, students and parents to build a school culture that celebrates and acknowledges our cultural diversity and importance.
- We will work collaboratively with our staff, students, parents and community to assure inclusion and recognition of FNMI population in our school activities and student leadership activities.
- Celebrate and honour our FNMI heritage and contributions
- Improve student access to FNMI literature, resources and culture. Enhance FNMI authorship of reading resources in Library as well as online resources.
- Enhance student and parent knowledge and understanding of post-secondary learning opportunities for our students (and FNMI population). Continue dialogue with post-secondary learning (i.e. NorQuest, NAIT, University of Alberta, and other Alberta post-secondary programming to improve dissemination and support of post-secondary opportunities, supports, scholarships 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 (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*)

**APPENDIX – Measure Details**

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

**Diploma Examination Results – Measure Details**

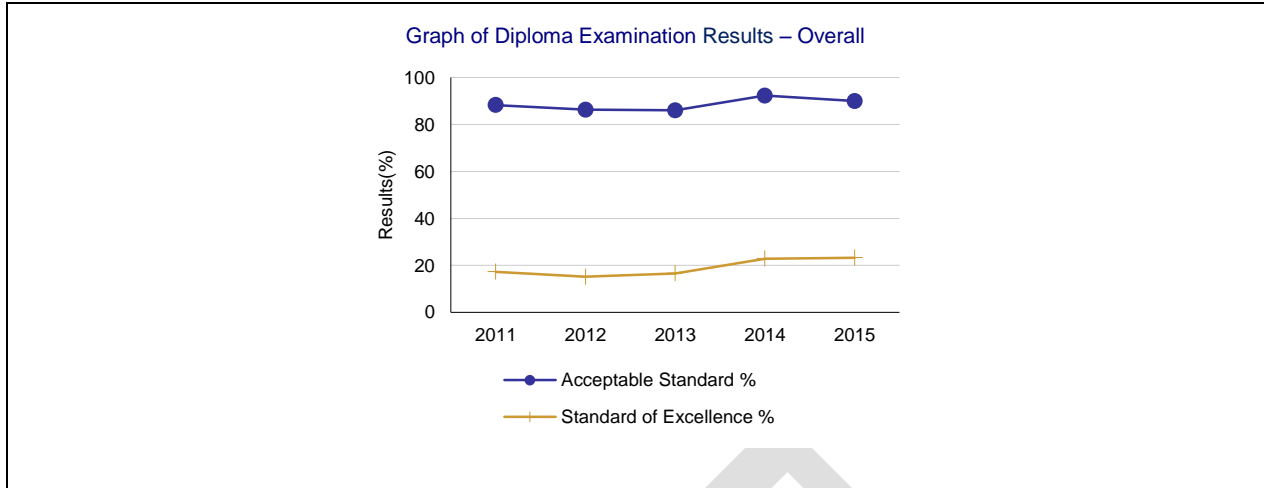
Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2011		2012		2013		2014		2015		2015	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	92.8	11.6	92.5	9.3	90.8	12.5	89.6	16.3	90.3	12.9	90	16.5
	Authority	89.8	10.2	93.3	11.2	93.6	14.0	93.0	14.5	93.5	13.9		
	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	School	94.8	9.7	97.2	12.0	96.9	12.2	97.5	10.7	90.9	9.1	98	19
	Authority	95.2	10.9	94.5	12.1	95.6	17.2	96.9	19.0	93.9	18.6		
	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	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	90.6	6.3	95.8	8.3	95.5	2.3	91.7	5.6	97.7	4.5		
	Province	95.3	14.5	95.6	13.5	95.4	12.4	96.6	14.6	95.5	9.9		
Français 30-1	School	n/a	n/a	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	93.8	19.9	96.5	18.9	96.8	18.2	99.3	29.2	95.3	17.1		
Pure Mathematics 30	School	81.3	33.9	89.5	37.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	83.7	29.2	83.0	28.8	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	School	77.3	8.0	66.7	7.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	74.7	9.1	72.2	5.7	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	School	n/a	n/a	n/a	n/a	75.0	22.0	69.4	23.5	70.9	22.1	71	24
	Authority	n/a	n/a	n/a	n/a	75.7	23.2	71.7	23.9	69.0	20.6		
	Province	n/a	n/a	n/a	n/a	80.9	35.9	75.1	27.9	76.2	31.7		
Mathematics 30-2	School	n/a	n/a	n/a	n/a	58.8	2.9	80.0	16.7	81.7	17.1	80	17
	Authority	n/a	n/a	n/a	n/a	64.0	4.2	69.9	12.4	71.1	12.8		
	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	School	84.6	7.4	85.8	13.5	87.9	20.2	93.9	23.5	92.6	26.2	94	24
	Authority	85.9	9.4	88.4	14.8	84.8	13.4	86.8	13.6	93.2	16.9		
	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	School	89.1	19.5	88.0	7.4	88.6	6.1	90.2	17.2	83.5	12.6	91	17
	Authority	93.2	20.8	90.4	11.2	87.1	9.1	89.9	17.6	88.1	14.3		
	Province	85.6	15.9	83.0	13.7	82.2	13.7	84.0	14.8	81.3	12.5		
Biology 30	School	83.5	26.6	73.3	17.1	69.7	19.3	86.4	29.5	94.0	39.0	87	30
	Authority	86.1	31.1	82.6	25.8	80.8	26.9	89.9	30.0	90.6	38.0		
	Province	82.0	30.0	81.9	28.2	84.4	32.2	85.2	31.9	85.9	33.0		
Chemistry 30	School	81.7	35.2	82.9	30.5	83.1	35.6	92.7	45.5	81.7	35.0	93	46
	Authority	75.4	26.5	80.4	28.8	80.3	28.0	79.6	31.0	84.9	25.7		
	Province	75.4	28.0	77.1	28.7	78.8	31.8	81.5	35.2	82.2	34.2		
Physics 30	School	86.0	40.4	94.3	60.0	74.4	35.9	100.0	50.0	98.2	39.3	100	50
	Authority	90.5	39.5	90.3	50.0	80.9	34.8	93.5	41.5	91.7	37.2		
	Province	77.0	27.8	81.1	30.5	81.5	30.5	83.2	34.3	83.9	35.8		
Science 30	School	87.0	11.7	70.5	4.9	84.0	12.0	89.9	27.3	87.7	27.7	90	28
	Authority	88.5	17.3	81.7	16.9	88.4	24.3	92.6	29.5	88.0	28.0		
	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.

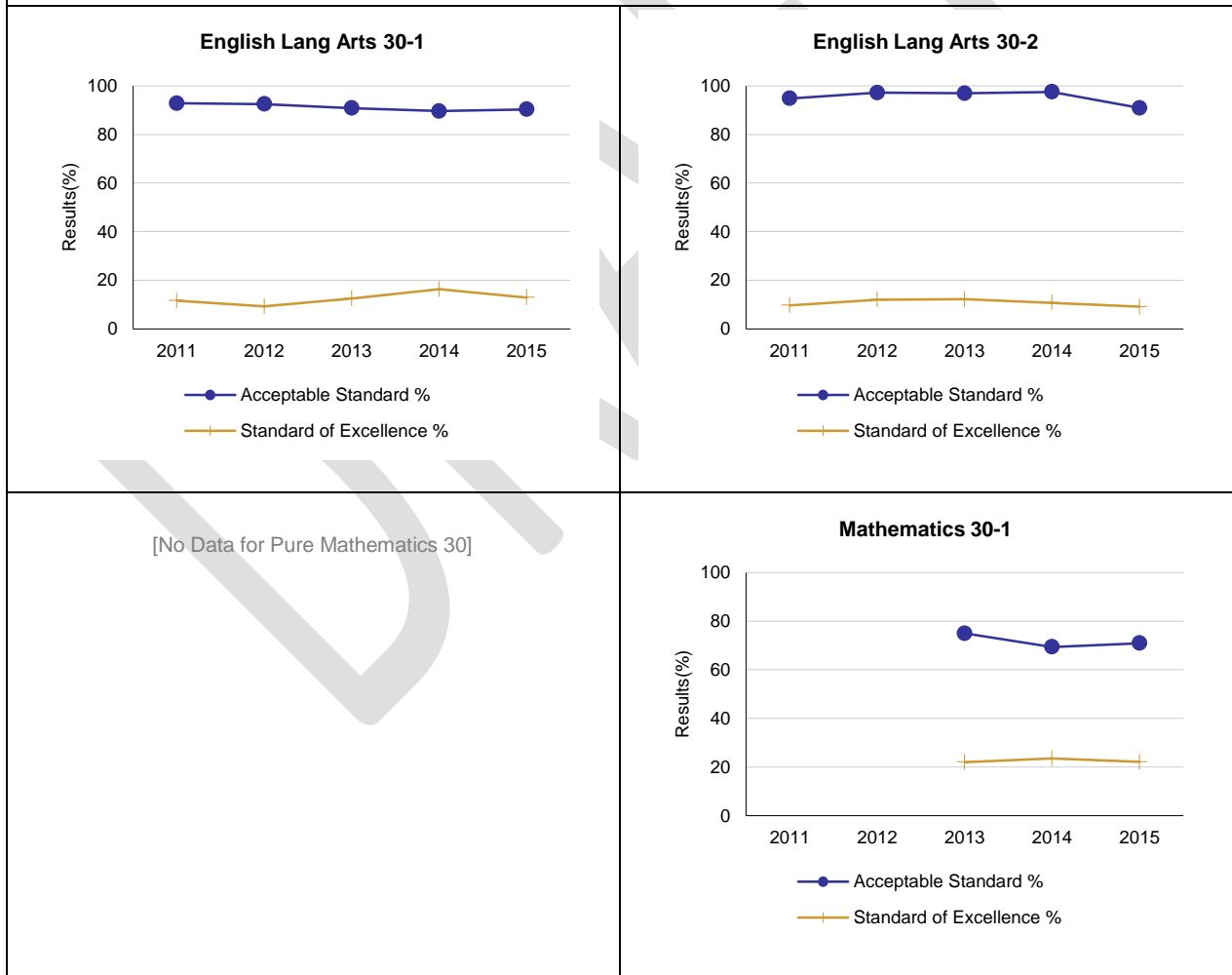
Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



Note: 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



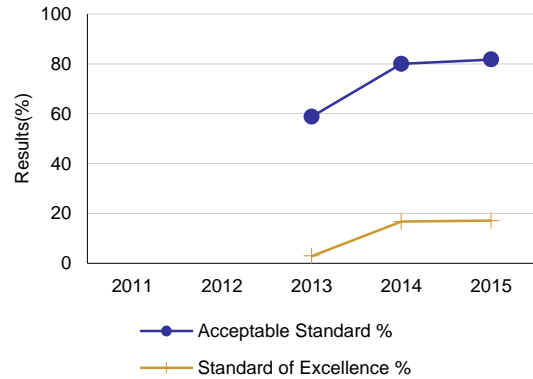
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

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

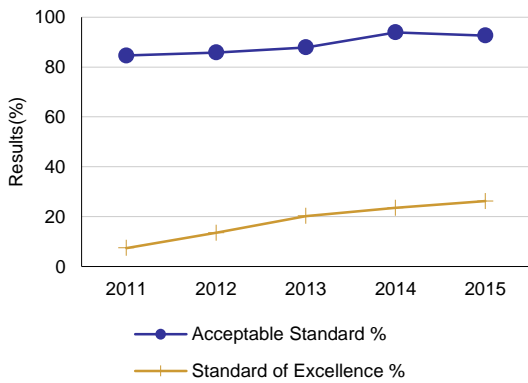
Diploma Examination Results by Course

[No Data for Applied Mathematics 30]

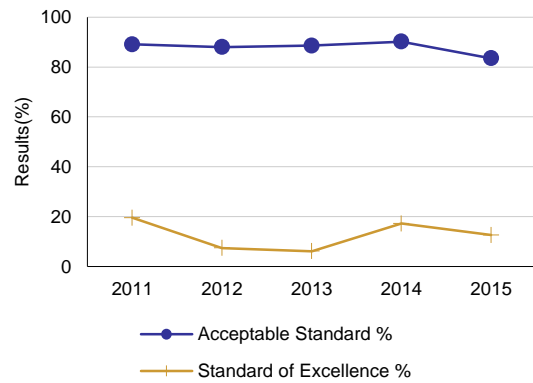
Mathematics 30-2



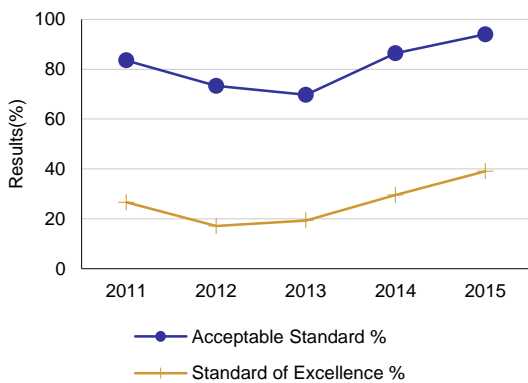
Social Studies 30-1



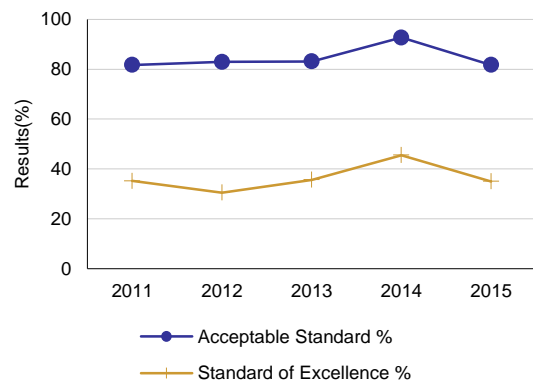
Social Studies 30-2



Biology 30



Chemistry 30

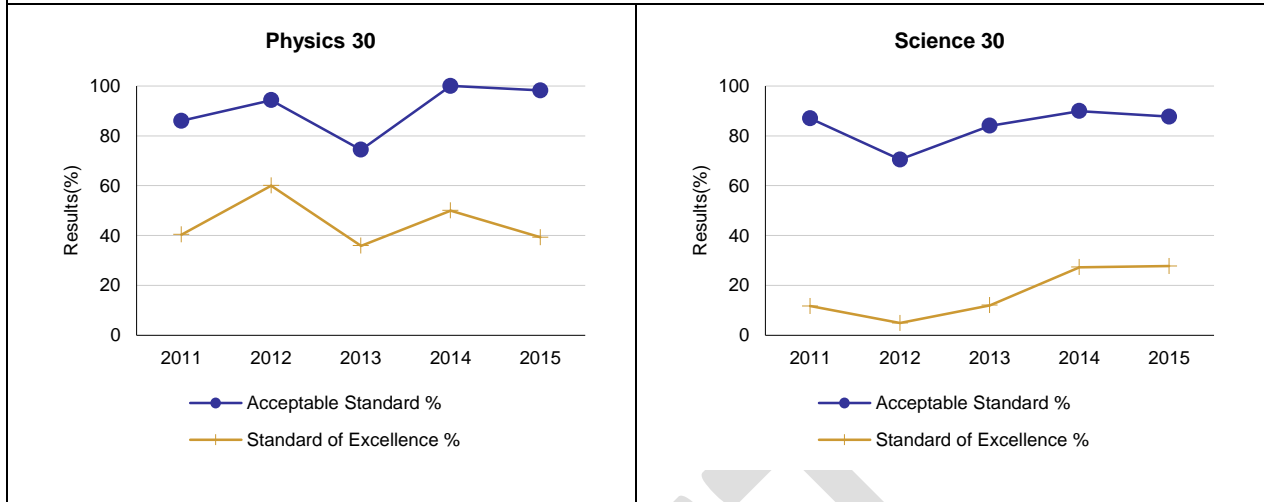


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

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



Note: 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.

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Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	Leduc Composite High School							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	High	Maintained	Good	124	90.3	139	91.0	28,104	86.5	29,085	86.6
	Standard of Excellence	High	Maintained	Good	124	12.9	139	12.7	28,104	11.5	29,085	11.2
English Lang Arts 30-2	Acceptable Standard	Intermediate	Declined Significantly	Issue	99	90.9	120	97.2	16,324	88.7	15,323	89.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	99	9.1	120	11.7	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	86	89.5	n/a	n/a	10,936	70.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	86	37.2	n/a	n/a	10,936	19.5
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	78	66.7	n/a	n/a	5,026	73.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	78	7.7	n/a	n/a	5,026	14.1
Mathematics 30-1	Acceptable Standard	n/a	Maintained	n/a	86	70.9	93	72.2	20,915	76.2	20,619	78.0
	Standard of Excellence	n/a	Maintained	n/a	86	22.1	93	22.8	20,915	31.7	20,619	31.9
Mathematics 30-2	Acceptable Standard	n/a	Improved	n/a	82	81.7	79	69.4	12,558	73.9	10,829	70.4
	Standard of Excellence	n/a	Improved	n/a	82	17.1	79	9.8	12,558	15.5	10,829	12.3
Social Studies 30-1	Acceptable Standard	High	Maintained	Good	122	92.6	129	89.2	21,038	87.1	22,680	85.8
	Standard of Excellence	Very High	Improved	Excellent	122	26.2	129	19.1	21,038	16.2	22,680	15.4
Social Studies 30-2	Acceptable Standard	Intermediate	Declined	Issue	103	83.5	115	88.9	19,617	81.3	18,230	83.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	103	12.6	115	10.3	19,617	12.5	18,230	14.1
Biology 30	Acceptable Standard	Very High	Improved Significantly	Excellent	100	94.0	86	76.5	21,219	85.9	22,506	83.9
	Standard of Excellence	Very High	Improved Significantly	Excellent	100	39.0	86	22.0	21,219	33.0	22,506	30.7
Chemistry 30	Acceptable Standard	High	Maintained	Good	60	81.7	65	86.2	19,050	82.2	18,412	79.1
	Standard of Excellence	High	Maintained	Good	60	35.0	65	37.2	19,050	34.2	18,412	31.9
Physics 30	Acceptable Standard	Very High	Improved	Excellent	56	98.2	37	89.5	10,573	83.9	10,127	81.9
	Standard of Excellence	High	Maintained	Good	56	39.3	37	48.6	10,573	35.8	10,127	31.8
Science 30	Acceptable Standard	High	Improved	Good	65	87.7	78	81.5	7,819	83.9	6,190	83.0
	Standard of Excellence	High	Improved	Good	65	27.7	78	14.7	7,819	26.7	6,190	24.4

Note: 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.

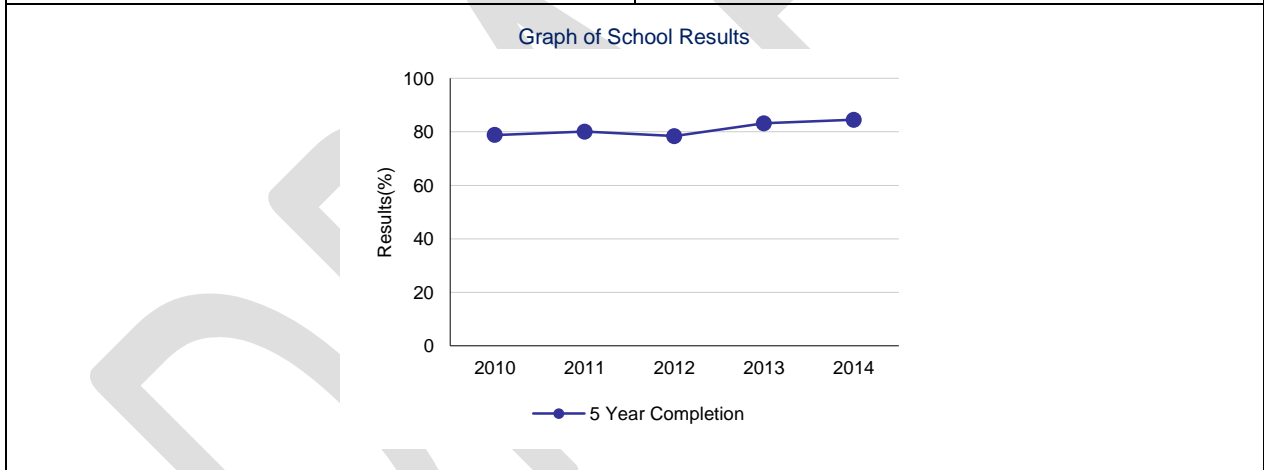
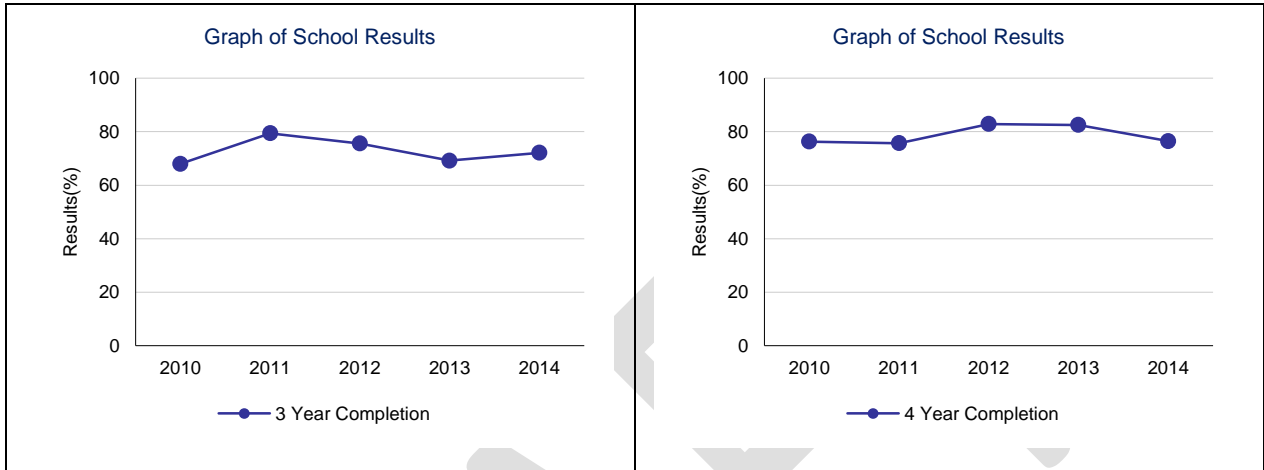
Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

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.

**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.

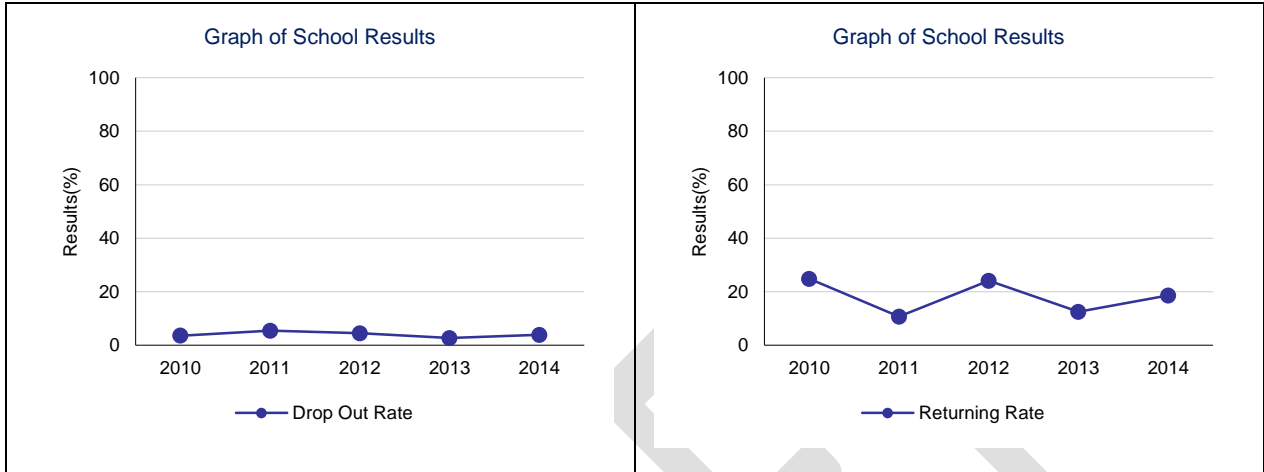
	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
3 Year Completion	68.0	79.4	75.6	69.2	72.1	77.9	79.5	76.4	76.1	75.7	72.6	74.1	74.8	74.9	76.4
4 Year Completion	76.3	75.7	82.9	82.5	76.5	81.1	83.6	83.4	81.9	81.1	76.9	78.1	79.4	79.6	80.0
5 Year Completion	78.8	80.1	78.4	83.2	84.5	82.6	83.9	85.7	84.7	84.2	79.0	79.6	80.8	81.7	82.1



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**

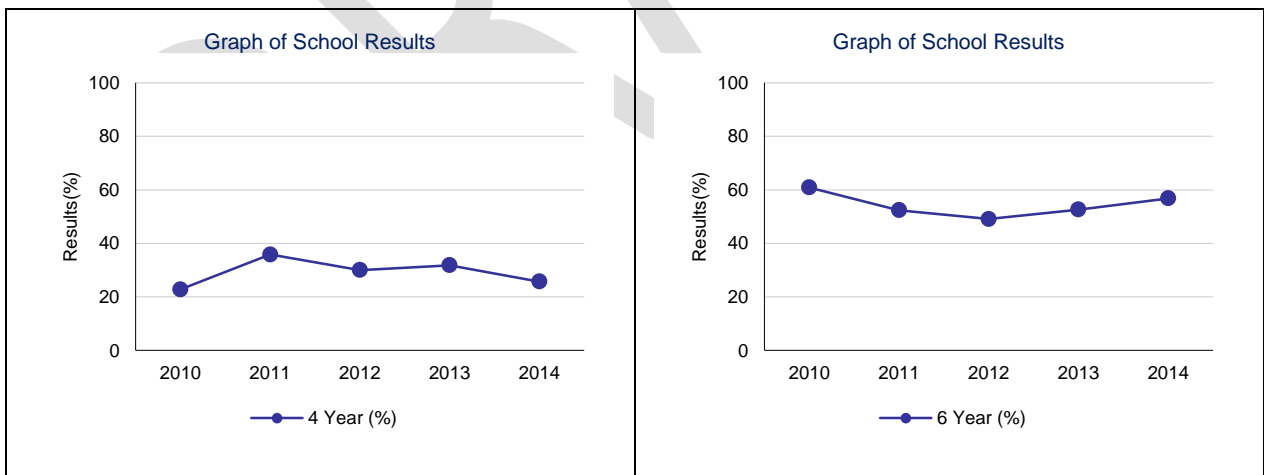
Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Drop Out Rate	3.6	5.4	4.5	2.7	3.9	3.5	3.3	3.5	2.5	3.4	4.2	3.2	3.5	3.3	3.4
Returning Rate	24.8	10.7	24.1	12.5	18.6	24.6	19.4	24.3	16.7	16.8	27.9	23.4	23.0	21.1	20.3



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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
4 Year Rate	22.8	35.8	30.0	31.8	25.7	28.4	36.0	32.3	34.6	32.2	37.8	38.2	39.6	40.0	38.4
6 Year Rate	60.9	52.4	49.1	52.6	56.8	62.2	55.4	52.8	61.5	58.6	59.3	58.4	59.5	59.2	59.8

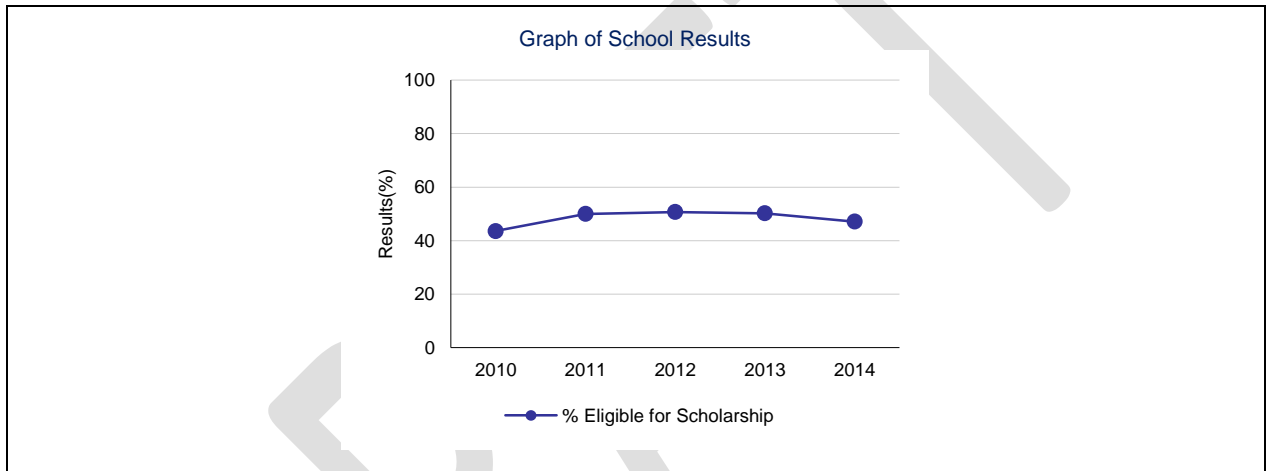


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**Rutherford Eligibility Rate – Measure Details**

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Rutherford Scholarship Eligibility Rate	43.6	50.0	50.7	50.2	47.1	56.9	56.7	53.8	53.3	51.9	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	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
2014	278	104	37.4	110	39.6	83	29.9	131	47.1

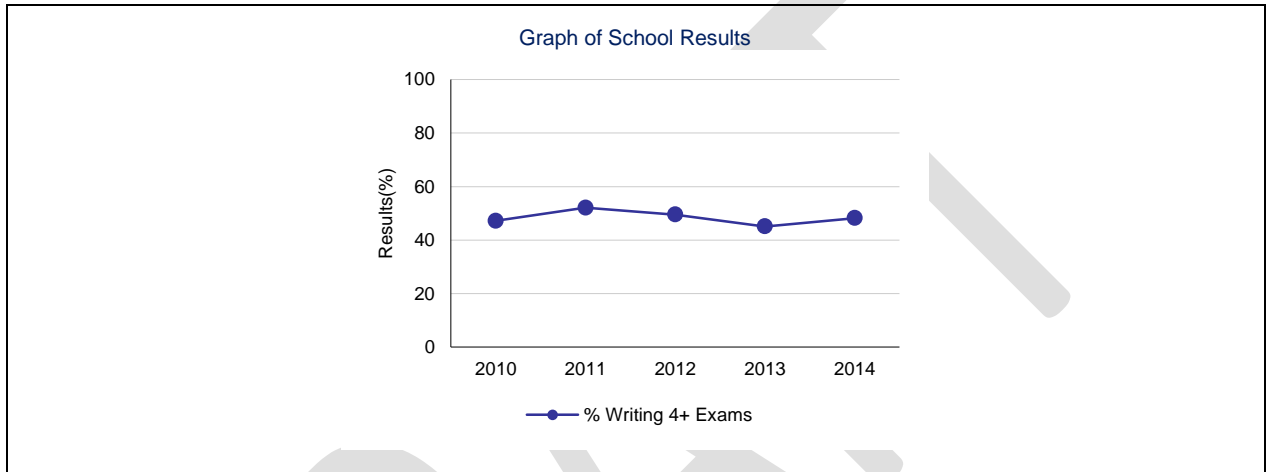


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
% Writing 0 Exams	18.3	13.2	17.1	20.1	15.0	12.3	11.5	13.6	15.4	14.2	17.2	16.1	15.9	16.1	15.2
% Writing 1+ Exams	81.7	86.8	82.9	79.9	85.0	87.7	88.5	86.4	84.6	85.8	82.8	83.9	84.1	83.9	84.8
% Writing 2+ Exams	78.0	84.9	80.9	76.3	80.1	85.7	85.8	84.0	82.0	81.9	79.6	80.8	81.2	80.8	82.0
% Writing 3+ Exams	56.1	62.4	62.1	56.8	59.2	69.2	68.4	65.7	63.8	61.7	66.0	67.4	67.5	63.8	65.6
<b>% Writing 4+ Exams</b>	<b>47.2</b>	<b>52.1</b>	<b>49.5</b>	<b>45.1</b>	<b>48.2</b>	<b>57.6</b>	<b>55.8</b>	<b>53.7</b>	<b>51.7</b>	<b>51.8</b>	<b>54.9</b>	<b>56.2</b>	<b>56.6</b>	<b>50.5</b>	<b>54.9</b>
% Writing 5+ Exams	29.2	29.5	26.9	21.3	22.4	41.2	37.0	33.6	31.9	30.6	36.1	37.2	38.0	31.8	36.7
% Writing 6+ Exams	6.5	9.6	6.9	5.3	7.2	15.0	14.6	10.9	13.3	12.6	13.4	14.1	14.6	11.5	13.3



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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
English Language Arts 30-1	45.8	43.3	49.1	39.4	40.4	52.2	49.4	48.4	44.4	41.5	54.5	54.9	55.1	54.4	54.4
English Language Arts 30-2	32.6	41.8	31.7	38.7	40.8	33.3	37.1	34.6	38.9	40.6	25.1	26.1	26.1	27.2	28.2
<b>Total of 1 or more English Diploma Exams</b>	<b>77.7</b>	<b>84.4</b>	<b>80.0</b>	<b>76.3</b>	<b>79.4</b>	<b>83.9</b>	<b>85.2</b>	<b>82.6</b>	<b>81.7</b>	<b>80.7</b>	<b>78.0</b>	<b>79.0</b>	<b>79.2</b>	<b>79.3</b>	<b>80.3</b>
Social Studies 30	3.4	0.0	0.0	n/a	n/a	2.2	1.4	0.0	n/a	n/a	3.7	0.3	0.0	n/a	n/a
Social Studies 30-1	40.5	45.8	45.7	40.4	40.4	46.6	44.3	43.8	43.0	39.9	45.7	48.2	48.0	46.1	45.5
Social Studies 33	6.4	0.0	0.0	n/a	n/a	3.1	0.1	0.0	n/a	n/a	2.5	0.1	0.0	n/a	n/a
Social Studies 30-2	29.2	38.9	35.1	36.6	41.6	34.5	40.8	39.5	38.9	43.2	27.4	31.0	32.1	34.0	35.6
<b>Total of 1 or more Social Diploma Exams</b>	<b>78.0</b>	<b>83.6</b>	<b>80.0</b>	<b>76.0</b>	<b>81.6</b>	<b>84.8</b>	<b>85.5</b>	<b>82.6</b>	<b>81.3</b>	<b>82.6</b>	<b>78.1</b>	<b>78.9</b>	<b>79.3</b>	<b>79.3</b>	<b>80.3</b>
Pure Mathematics 30	31.4	33.5	30.6	0.3	0.0	39.9	37.1	34.4	0.3	0.0	41.4	42.6	42.5	7.3	0.1
Applied Mathematics 30	21.2	23.6	25.7	0.0	0.0	25.7	26.0	26.5	0.0	0.0	19.7	20.0	19.6	0.2	0.0
Mathematics 30-1	n/a	n/a	n/a	27.5	25.5	n/a	n/a	n/a	32.1	29.5	n/a	n/a	n/a	30.0	37.6
Mathematics 30-2	n/a	n/a	n/a	18.5	26.6	n/a	n/a	n/a	21.7	25.5	n/a	n/a	n/a	16.9	21.6
<b>Total of 1 or more Math Diploma Exams</b>	<b>52.7</b>	<b>57.1</b>	<b>54.7</b>	<b>45.6</b>	<b>51.3</b>	<b>65.1</b>	<b>62.5</b>	<b>60.1</b>	<b>53.5</b>	<b>54.2</b>	<b>60.6</b>	<b>62.0</b>	<b>61.5</b>	<b>52.5</b>	<b>57.4</b>
Biology 30	25.4	24.0	32.8	28.2	24.0	38.6	36.9	35.7	36.2	32.6	41.2	42.8	43.1	42.5	41.7
Chemistry 30	22.0	25.1	24.2	16.0	15.4	34.6	32.2	31.4	26.9	26.2	35.2	36.0	36.7	31.7	35.0
Physics 30	12.5	20.4	12.8	11.8	13.9	20.0	19.9	16.0	15.4	16.0	20.0	20.6	20.4	17.4	20.2
Science 30	26.5	25.8	19.6	25.4	33.0	19.6	20.2	17.9	22.8	25.6	9.0	9.1	10.5	9.8	13.0
<b>Total of 1 or more Science Diploma Exams</b>	<b>50.4</b>	<b>55.6</b>	<b>54.7</b>	<b>51.9</b>	<b>55.8</b>	<b>60.0</b>	<b>59.8</b>	<b>57.3</b>	<b>58.0</b>	<b>58.1</b>	<b>57.6</b>	<b>59.1</b>	<b>59.5</b>	<b>57.7</b>	<b>59.8</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	0.3	0.3	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	6.0	4.4	3.1	6.1	4.6	2.9	2.8	2.7	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>6.0</b>	<b>4.4</b>	<b>3.1</b>	<b>6.1</b>	<b>4.6</b>	<b>3.1</b>	<b>3.1</b>	<b>2.9</b>	<b>3.0</b>	<b>3.0</b>

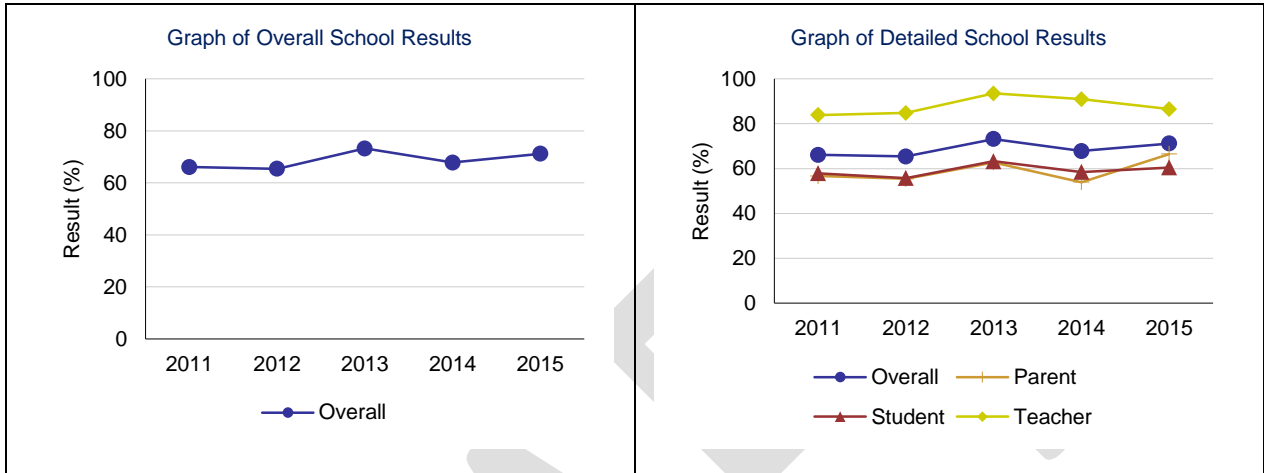
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**Citizenship – Measure Details**

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

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	66.1	65.4	73.2	67.8	71.2	80.0	80.1	82.5	78.9	78.6	81.9	82.5	83.4	83.4	83.5
Teacher	83.9	84.8	93.5	90.9	86.5	96.4	95.2	96.7	95.7	94.2	92.7	93.1	93.6	93.8	94.2
Parent	56.7	55.4	62.8	53.9	66.5	70.7	71.3	74.7	68.0	73.4	78.6	79.4	80.3	81.9	82.1
Student	57.9	55.8	63.3	58.5	60.5	72.8	73.9	76.1	73.0	68.1	74.5	75.0	76.2	74.5	74.2

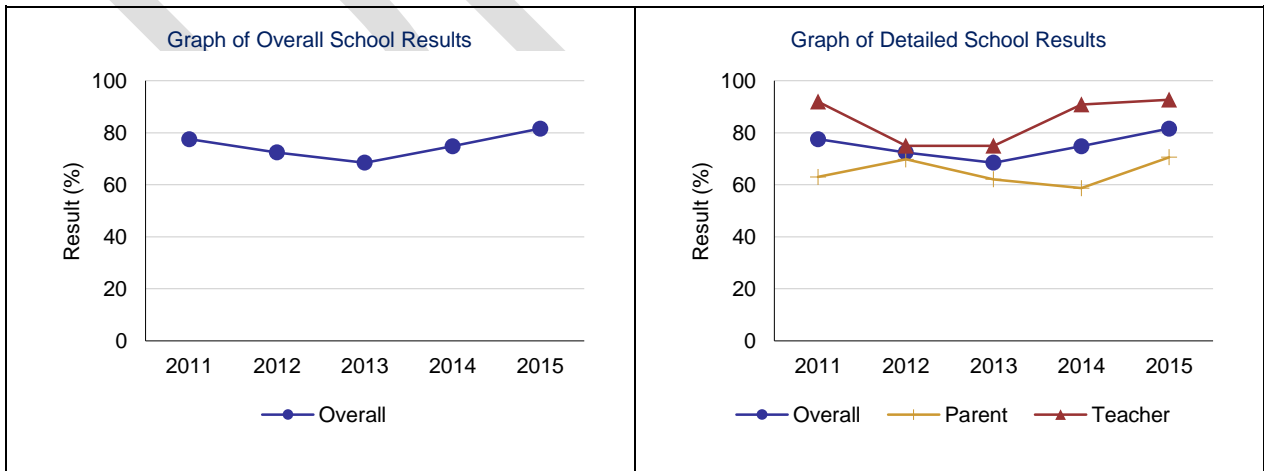


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction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

**Work Preparation – Measure Details**

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	77.5	72.4	68.5	74.8	81.6	79.6	77.6	77.3	74.5	78.0	80.1	79.7	80.3	81.2	82.0
Teacher	92.0	75.0	75.0	90.9	92.7	93.5	92.7	91.8	89.1	92.1	89.6	89.5	89.4	89.3	89.7
Parent	63.0	69.8	62.1	58.7	70.6	65.7	62.4	62.7	59.9	64.0	70.6	69.9	71.1	73.1	74.2

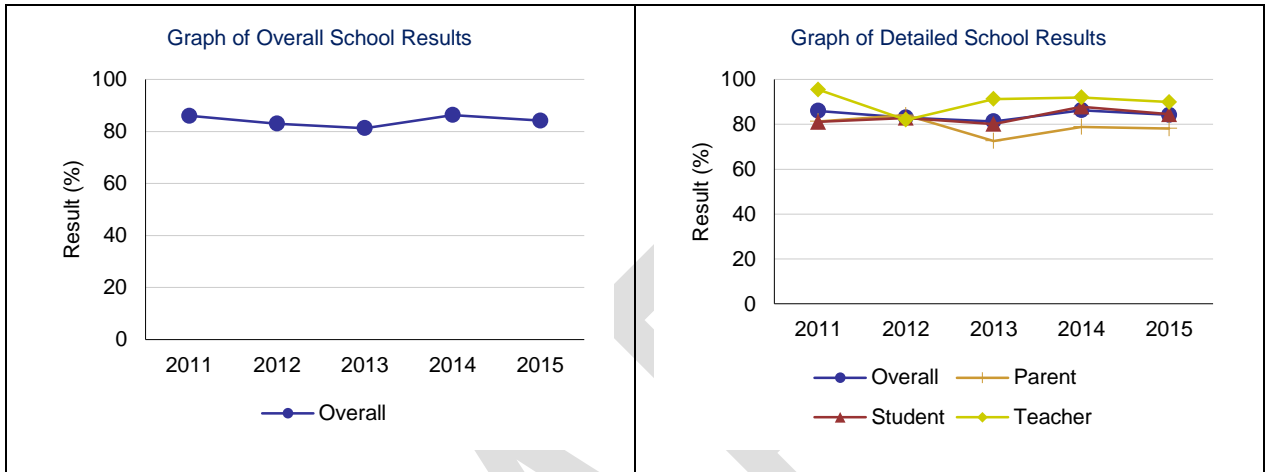


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**Program of Studies – Measure Details**

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

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	86.0	83.0	81.3	86.3	84.2	83.0	82.6	82.6	81.8	80.3	80.9	80.7	81.5	81.3	81.3
Teacher	95.5	82.0	91.3	92.0	89.9	91.8	90.2	90.0	90.1	89.0	87.6	87.3	87.9	87.5	87.2
Parent	81.3	84.1	72.6	78.9	78.2	75.5	77.0	75.4	75.7	78.2	78.3	78.1	78.9	79.9	79.9
Student	81.1	82.9	80.2	87.9	84.5	81.5	80.7	82.3	79.8	73.7	76.9	76.9	77.8	76.6	76.9

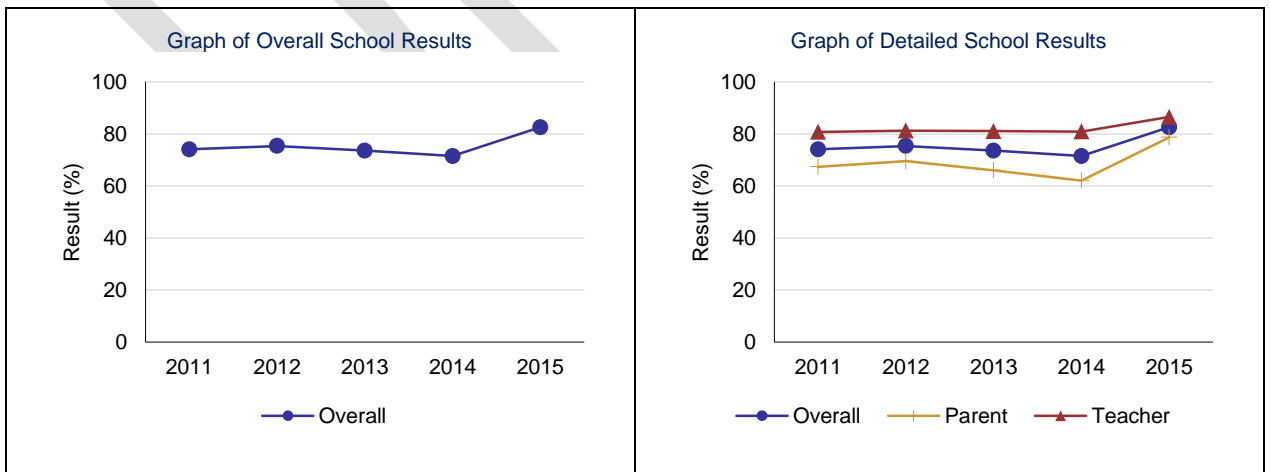


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**Parental Involvement – Measure Details**

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

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	74.1	75.4	73.6	71.5	82.6	81.2	79.8	82.0	77.0	78.9	79.9	79.7	80.3	80.6	80.7
Teacher	80.8	81.3	81.1	80.9	86.5	93.3	92.4	93.6	91.6	90.4	88.1	88.0	88.5	88.0	88.1
Parent	67.4	69.5	66.0	62.1	78.7	69.1	67.3	70.3	62.4	67.3	71.7	71.4	72.2	73.1	73.4



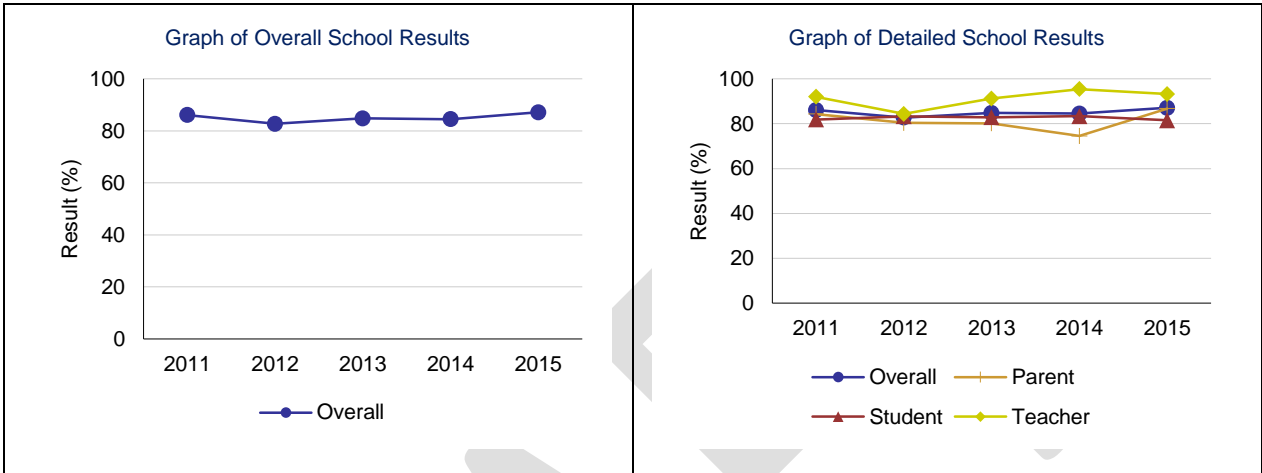
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction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



**Education Quality – Measure Details**

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

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	86.1	82.7	84.8	84.5	87.1	88.9	88.7	89.1	86.9	87.5	89.4	89.4	89.8	89.2	89.5
Teacher	92.0	84.4	91.2	95.4	93.2	98.5	96.8	97.4	97.2	96.6	95.5	95.4	95.7	95.5	95.9
Parent	84.3	80.4	80.2	74.5	86.7	81.2	81.4	82.4	76.7	82.0	84.2	84.2	84.9	84.7	85.4
Student	81.9	83.3	82.9	83.4	81.5	87.0	87.8	87.5	86.7	84.0	88.5	88.6	88.7	87.3	87.4

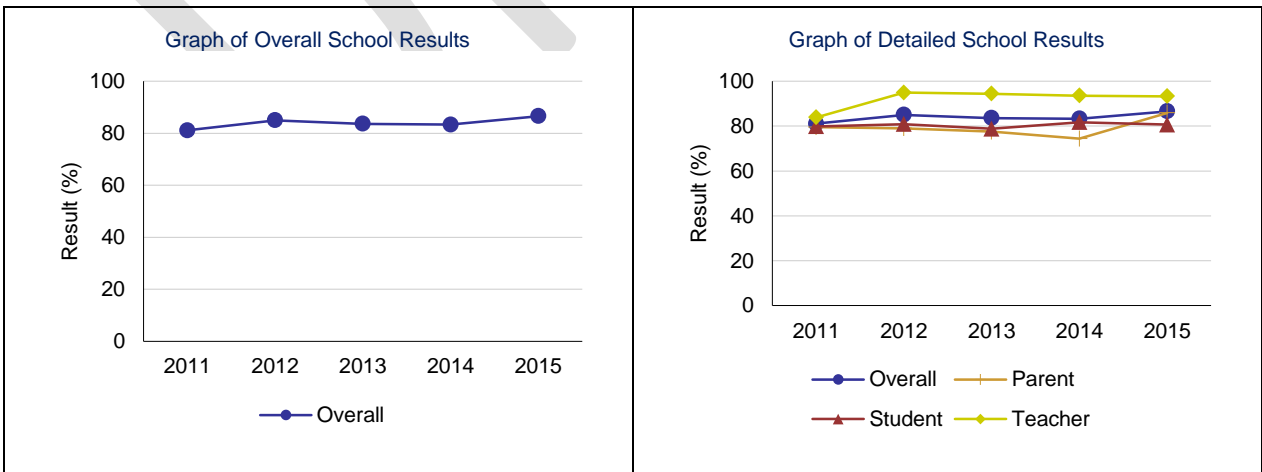


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction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

**Safe and Caring – Measure Details**

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

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	81.1	85.0	83.6	83.3	86.6	86.8	88.0	88.4	86.9	87.2	88.1	88.6	89.0	89.1	89.2
Teacher	83.9	94.9	94.4	93.6	93.3	96.3	96.8	96.6	96.9	96.3	94.5	94.8	95.0	95.3	95.4
Parent	79.5	79.0	77.5	74.4	85.9	82.0	83.1	85.3	81.3	84.9	86.6	87.4	87.8	88.9	89.3
Student	79.9	80.9	78.8	81.7	80.7	82.0	84.0	83.3	82.4	80.5	83.3	83.7	84.2	83.1	83.0

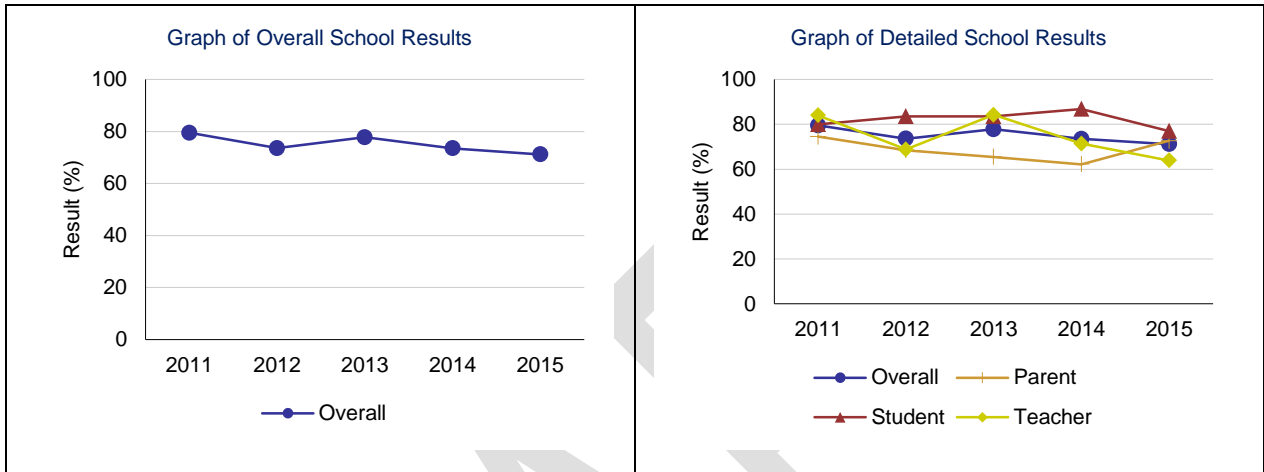


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction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

**School Improvement – Measure Details**

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

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	79.5	73.6	77.8	73.5	71.2	81.3	79.8	82.0	76.5	75.7	80.1	80.0	80.6	79.8	79.6
Teacher	84.0	68.8	84.2	71.4	63.9	86.3	87.2	86.5	82.3	78.3	80.1	81.1	80.9	81.3	79.8
Parent	74.5	68.5	65.5	62.2	72.7	74.4	70.9	76.2	67.0	73.9	77.3	76.2	77.9	77.0	78.5
Student	80.0	83.6	83.6	86.9	77.0	83.2	81.1	83.3	80.1	75.0	82.9	82.7	82.9	81.2	80.7



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.

