Annual Education Results Report and Three Year Plan
2014 — 2017

Aspen View Public Schools
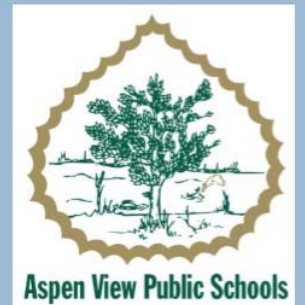
Message from the Board Chair

Welcome, and thank you for reading the 2014 Combined Three-Year Education Plan and Annual Education Results Report for Aspen View Public Schools Division #78 (AVPS). I believe the contents of this report will reflect our organization's commitment and level of dedication to our stakeholders; a group that includes students, families, and communities within our division.

It is an exciting time to be involved in the world of education in the Province of Alberta. Just like our children grow and change, our educational system is experiencing a time of tremendous growth and change. Advances in technology and educational methodology will ensure the children of today will grow to become the leaders of tomorrow. This fits incredibly well with the mission statement for AVPS as we strive to *"prepare today's students for tomorrow's world."*

The Board of Trustees for AVPS is committed to strategic planning for success, and to advancing our organization in ways that are fiscally responsible. With change and growth comes challenges and a need to evolve. While we are committed to creating inclusive learning environments and promoting healthy growth and development for our stakeholders, we are also equally committed to developing and growing our division administratively and organizationally. At the forefront of our commitment to change and growth is our desire to be leaders, not only within our region, but also within Alberta's educational community.

As the information in this report demonstrates, our work continues to evolve and improve. It is perhaps to our benefit that challenges do exist, because at the heart of each challenge is opportunity. Included in this report is information on our accomplishments, priority areas, issues and trends, and the results of our Provincial Achievement Tests and Diploma Examinations. It is our hope that this report will be viewed as an invitation to be part of an on-going process designed to create the best schools and educational opportunities for our students.

Thank you for your interest in our school division, in our stakeholders, and in our communities.

Sincerely,

Dennis MacNeil
Board Chair
Aspen View Public Schools Division #78

Accountability Statement

The Annual Education Results Report for the 2013-2014 school year and the Education Plan for the three years commencing September 1, 2013 for Aspen View Public Schools was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Government Accountability Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2013/2014 school year and the Three-Year Education Plan for 2014/2017 on December 4, 2014.

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Dennis MacNeil, Board Chair

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Mark Francis, Superintendent of Schools

Foundation Statements – Aspen View Mission and Vision

Our Mission…
Preparing today's students for tomorrow's world.

Our Vision…
To provide opportunities for students to obtain knowledge, and develop the skills and character required to lead productive, meaningful lives.

Our Commitments…
- STUDENT LEARNING - Students will focus on relevant learning experiences in an inclusive environment that leads to high quality student achievement.

- STAFF LEARNING - Staff will continue to be reflective, life-long learners, continually striving to improve their practice.

- COMMUNICATION - Continue to improve open, active, on-going and honest communication with students, staff, parents and the Aspen View community.

- CULTURE & CLIMATE - Promote and model safe, caring and inclusive schools that demonstrate respect for diversity.

- SOCIAL EMOTIONAL NEEDS - Help all students develop self-awareness and decision making skills to achieve school and life success.

- PHYSICAL NEEDS – Promote and model active and healthy lifestyle choices.

- INNOVATION - Increase technological literacy and 21st Century Learning through innovative practices, by expanding the practical application of technology, and increasing global awareness and interaction in order to enhance student learning.

A Profile of the School Authority

Students

ECS	242
Grade 1-3	619
Grade 4-6	636
Grade 7-9	652
Grades 10-12	757
Total	**2,906**

September 30, 2014

Staff 2014/2015

Teachers and Administrators	162.24 FTE
Support Staff	154.57 FTE

Board of Trustees

Dennis MacNeil, Chairman	Trevor Yeaman
Donna Cherniwchan	Patricia Pederson
Lewis Semashkewich	Elohne Chizawsky
Candyce Nikipelo	

Schools 2014/2015

|	
Athabasca Colony School	Boyle School
Smith School	Rochester School
Edwin Parr Composite School	Smoky Lake Colony School
Grassland School	Thorhild Central School
H.A. Kostash School	Landing Trail Intermediate School
Vilna School	Whispering Hills Primary School
Center for Alternative and Virtual Education	

Aspen View Public School Division

Board of Trustees (left to right)

Trevor Yeaman
Dennis MacNeil
Donna Cherniwchan
Candyce Nikipelo
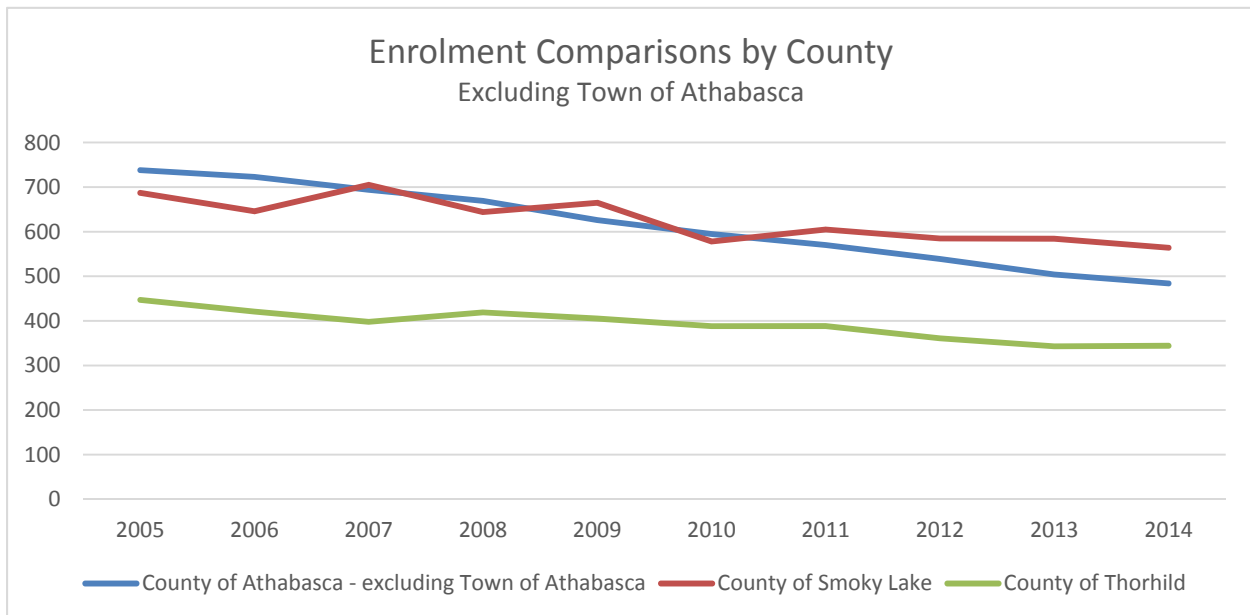Elohne Chizawsky
Patricia Peterson
Lewis Semashkewich

Aspen View Public School Division

6 Ward

Aspen View NW

Aspen View NC

Aspen View NE

Aspen View SW

Aspen View SC

Aspen View SE
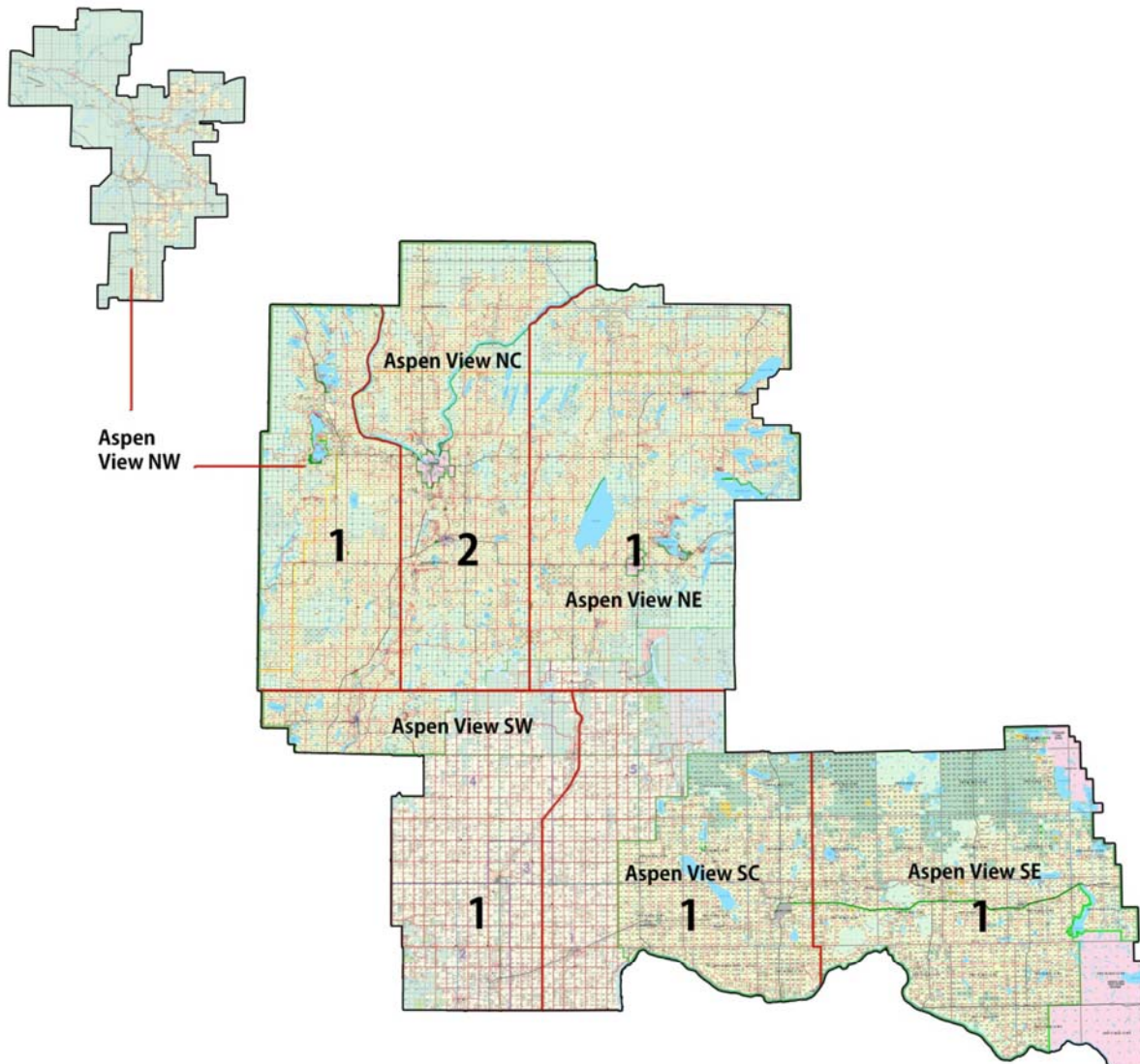
Trends and Issues

- Continue to face declining enrolments in many schools. This drop has been more pronounced in the rural communities. The following charts show the decline in population in rural communities as compared to the Town of Athabasca.

Enrolment Comparisons
Town of Athabasca and all Counties combined

Enrolment Comparisons by County
Excluding Town of Athabasca
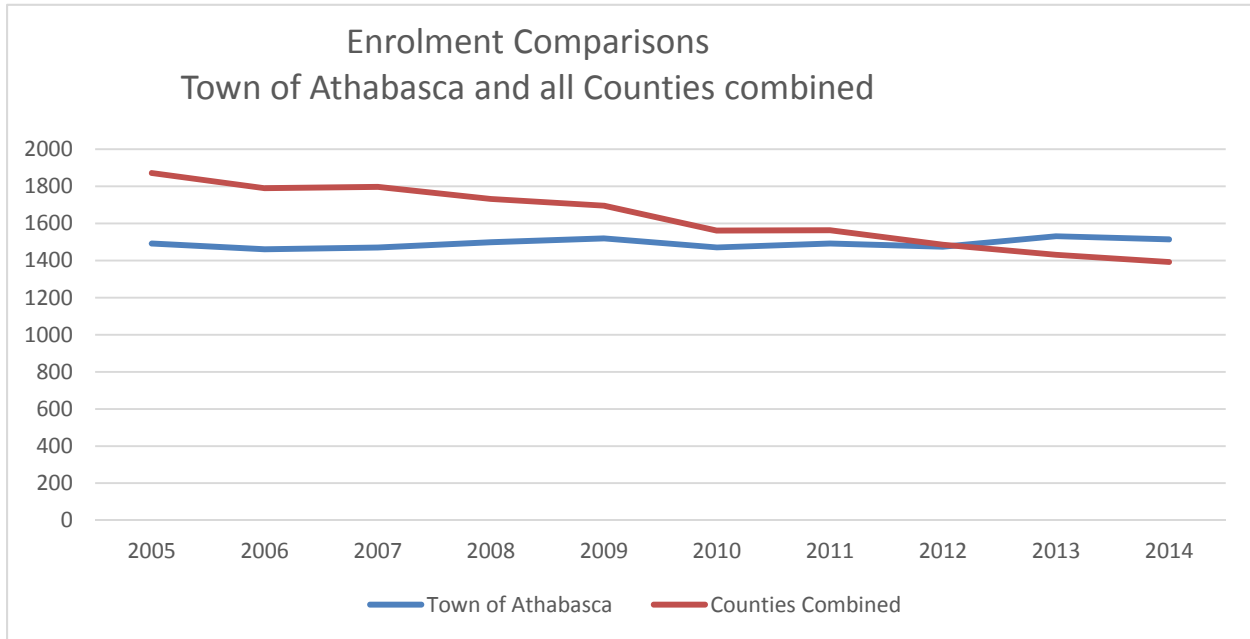
- Challenge to continue to offer programs for students in small schools. The demand for CTS and career transition programs for students is growing and the current funding

model based on per student makes it difficult to offer programs.

- Limited access to qualified support services in the rural areas, such as emotional, behavioral supports and rehabilitation services (speech, OT).

- Increase in the number of Special Education students in relation to the Special Education Profile. Aspen View continues to support the direction of inclusive education partially described by Alberta Education as "a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all students."

- Increase in ESL students in some communities.

- Aging infrastructure across the division.

- Bus driver recruitment and retention continues to be an issue. There is a critical shortage of drivers resulting in vacant routes and no spare drivers. Many bus runs have been cancelled and parents are asked to transport their children to and from school.

- Shortage of some subject area specialists (CTS, Physics, Math).

- Shortage of FNMI staff.

- Aspen View recognizes the need to close the achievement gap for FNMI students and the board of trustees has made this a priority. Centrally funded positions to focus on solutions and provide family support continue to exist in Aspen View. Consistent and ongoing support will continue throughout the 2014-2015 school year to provide school based administrators the support for school level initiatives as well as to examine best practices across the province.

- The number of FNMI students continues to grow. The following graph shows the increase in the number of FNMI students in comparison to the overall Aspen View population.

FNMI Enrolment Comparison
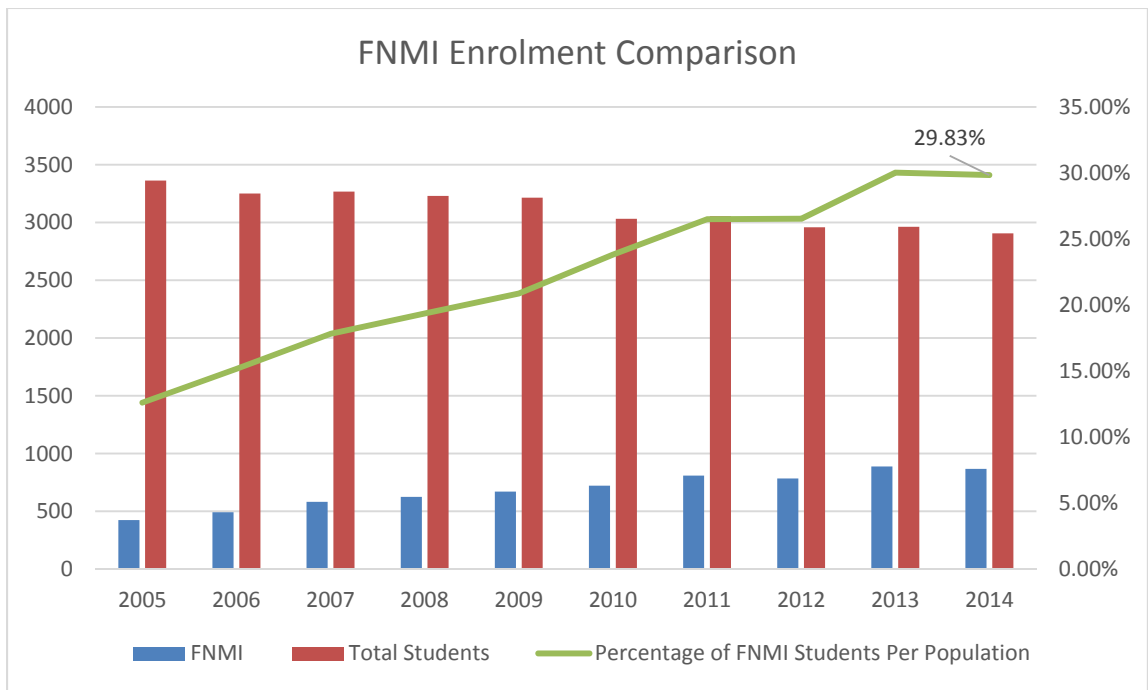
- Aspen View Public Schools has a priority for high quality of teaching that recognizes the need for strong literacy skills. A cohort group of 3 lead teachers in literacy are researching effective teaching practice and methodology and will be make recommendations to senior administration on next steps in literacy.

- Aspen View has participated in the EC Mapping Initiative. The full report and additional information on the EC Mapping Project can be found at https://www.ecmap.ca/Pages/default.aspx

Summary of Accomplishments

- Across Aspen View, locally developed and innovative programs are being offered.
  - Of particular note is the increasing opportunity for students to take dual credit university level courses with partnership with:

    - Athabasca University – 21st century learning: Anthropology 275, Education 201, Art History 201.

    - There are an additional 19 proposed courses for Athabasca University that are currently awaiting approval.

    - Northern Lakes College and Athabasca Hospital - Health Care Aide Program (a blended model of online and practicum)

    - Estelle Academy - Cosmetology (a blended model of Moodle and face-to-face)

    - Portage College - We have a bridging student who is a journeyman carpenter bridging to be a teacher. He will be joining our staff in the fall at which time we will partner again with Portage to offer dual credits in carpentry.

  - The Marine Biology program continues to offer hands on opportunity for students to learn about the marine environment and then experience it underwater while SCUBA Diving.

- Aspen View is continuing its partnership with Black Gold School Division in a Moodle Collaboration project. The purpose of this project is to create a functional Moodle format that can be replicated in other Moodle courses throughout the province so that courses that are stored in the Moodle Hub by other divisions follow a similar format.

- Aspen View Public Schools has partnered with Black Gold Regional Division in the Curriculum Redesign project "Curriculum Development Prototyping". We have been developing Learning Outcomes to support authentic learning opportunities for students in Arts Education, Language Arts, Mathematics, Sciences, Social Studies and Wellness Education for Grades 7, 8 and 9. Teachers in our division are piloting the prototyped curriculum and will be providing feedback to the team and then the team will use this info to provide a report to Alberta Education on the process.

- Aspen View Public Schools is involved in the planning of the Alberta Rural Education Symposium. The purpose of the symposium is to highlight and share best practices of rural divisions throughout the province. The result of this symposium brings to light new opportunities for students in rural Alberta.

- Aspen View Public Schools is partnering with the University of Alberta, CASS and AB ED to develop a sustainable model of building capacity from within where teachers take advanced education courses that focus on how to teach CTS Try-a-Trade courses.

- Aspen View Public Schools is partnering with Alberta Works and many Northern Alberta communities to develop a Trades Fair which brings together Post Secondary, Trades, and Industry to showcase trades occupations and education to students. The Trades Fair will be offered every second year in Aspen View.

- Aspen View has successfully piloted Google Apps for Education (GAFE) in one of its schools and is moving forward in implementing GAFE in all of its schools. This initiative will allow for greater collaboration for teachers and students and will enable students to collaborate on projects and assignments in real time online. They will also be able to access their files in Google Apps anywhere they have internet access at anytime on just about any type of device. The rollout of GAFE supports the *Ministerial Order on Student Learning* in which a greater emphasis will be placed on using technology to support the creation and sharing of knowledge and on using technology to learn, innovate, collaborate, communicate and discover.

- Aspen View has successfully piloted an early intervention program called "Great Beginnings" in one of its schools and is expanding this program to more of its schools.

- Aspen View recognizes the importance of clear and timely communication and has responded to this need by hiring a communications officer.

- Aspen View continues to be a partner with the Apple Schools initiative which has funded up to 0.6 FTE in 3 different school sites. In addition Aspen View Public Schools has been awarded a $50,000.00 grant through the Wellness Fund Grant to continue to promote a Comprehensive School Health strategy.

- Despite decline in enrolment, Aspen View has continued to invest money in classrooms. The following chart shows an increase in the overall number of teachers since 2005, despite a reduction of approximately 700 students.

		2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
TOTAL	Enrolment	2811	2884	2848	3225	3110	3270	3301	3369	3340	3490
	FTE	162.24	154.1	159.13	156.87	166.79	167.69	165.28	164.35	165.64	156.39
	Ratio	17.33	18.72	17.90	20.56	18.65	19.50	19.97	20.50	20.16	22.32

Class Size Survey

Aspen View Public Schools has seen a slight increase in class size in each grade for the 2013-2015 school year. In most of the smaller, rural schools, classes are double or triple graded.

Aspen View has been undergoing declining enrolment as indicated in the attached class size survey report. This continues to be a challenge for Aspen View Public Schools.
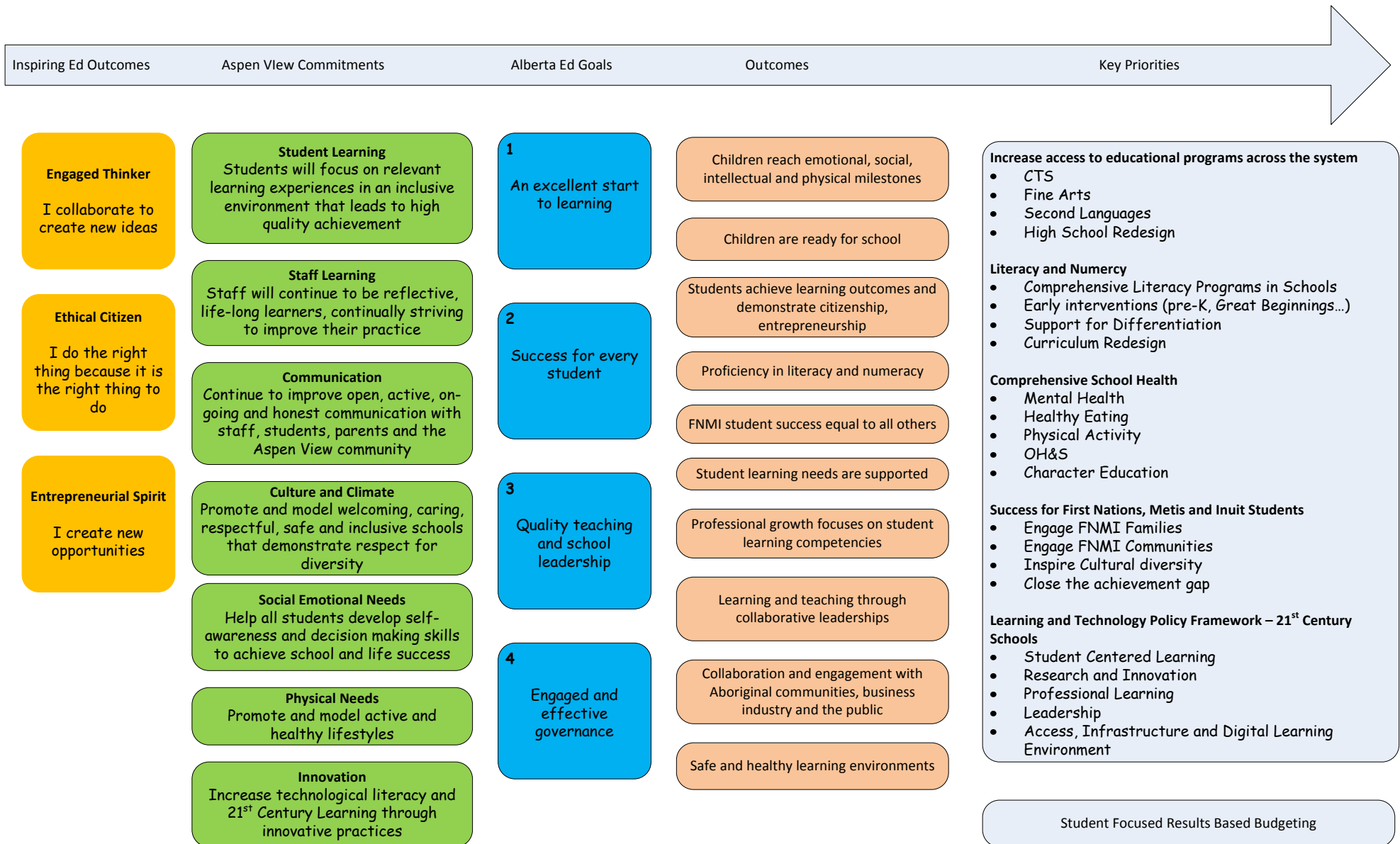
Jurisdiction Report - to be included with AERR
ALL SUBJECTS

Jurisdiction: 2125 - Aspen View Public School Division No. 78

Number of Schools Reported: 10
Total Number of Schools: 10

	K to 3			4 to 6			7 to 9			10 to 12		
	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
Boyle School	17.8	19.1	19.7	17.7	17.7	16.0	23.1	23.5	18.3	16.0	18.7	11.7
Edwin Parr Composite Community School							24.3	23.6	20.4	23.0	21.0	17.9
Grassland Community School	15.9	13.1	13.1	18.9	17.7	17.7	17.3	13.8	11.1	12.3	11.8	10.9
H. A. Kostash School	19.9	22.7	19.3	21.8	23.7	24.3	22.4	26.0	24.4	10.3	13.0	11.7
Landing Trail Intermediate School				23.3	24.6	23.8	21.7	26.0	24.8			
Rochester School	7.7	15.5	19.1	5.3	15.0	10.3	9.7	16.0	8.0			
Smith School	13.6	11.6	12.8	14.9	15.9	16.4	9.9	9.9	13.9			
Thorhild Central School	18.6	17.9	20.0	24.0	26.0	20.2	23.6	25.5	26.4	12.8	17.7	15.1
Vilna School	10.6	18.0	18.2	15.4	19.2	16.3	20.7	17.4	24.0	15.9	17.5	15.7
Whispering Hills Primary School	20.6	21.0	20.4									
Total for Jurisdiction 2125	17.7	19.5	19.5	19.8	22.3	20.6	20.9	22.4	20.8	16.6	17.9	15.0

Aspen View Public Schools – Educating Today's Students for Tomorrow's World
Inspiring Education – Division Priority Setting

Inspiring Ed Outcomes	Aspen VIew Commitments	Alberta Ed Goals	Outcomes	Key Priorities

Engaged Thinker

I collaborate to create new ideas

Ethical Citizen

I do the right thing because it is the right thing to do

Entrepreneurial Spirit

I create new opportunities

Student Learning
Students will focus on relevant learning experiences in an inclusive environment that leads to high quality achievement

Staff Learning
Staff will continue to be reflective, life-long learners, continually striving to improve their practice

Communication
Continue to improve open, active, on-going and honest communication with staff, students, parents and the Aspen View community

Culture and Climate
Promote and model welcoming, caring, respectful, safe and inclusive schools that demonstrate respect for diversity

Social Emotional Needs
Help all students develop self-awareness and decision making skills to achieve school and life success

Physical Needs
Promote and model active and healthy lifestyles

Innovation
Increase technological literacy and 21st Century Learning through innovative practices

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1 An excellent start to learning

2 Success for every student

3 Quality teaching and school leadership

4 Engaged and effective governance

Children reach emotional, social, intellectual and physical milestones

Children are ready for school

Students achieve learning outcomes and demonstrate citizenship, entrepreneurship

Proficiency in literacy and numeracy

FNMI student success equal to all others

Student learning needs are supported

Professional growth focuses on student learning competencies

Learning and teaching through collaborative leaderships

Collaboration and engagement with Aboriginal communities, business industry and the public

Safe and healthy learning environments

Increase access to educational programs across the system
- CTS
- Fine Arts
- Second Languages
- High School Redesign

Literacy and Numeracy
- Comprehensive Literacy Programs in Schools
- Early interventions (pre-K, Great Beginnings...)
- Support for Differentiation
- Curriculum Redesign

Comprehensive School Health
- Mental Health
- Healthy Eating
- Physical Activity
- OH&S
- Character Education

Success for First Nations, Metis and Inuit Students
- Engage FNMI Families
- Engage FNMI Communities
- Inspire Cultural diversity
- Close the achievement gap

Learning and Technology Policy Framework – 21st Century Schools
- Student Centered Learning
- Research and Innovation
- Professional Learning
- Leadership
- Access, Infrastructure and Digital Learning Environment

Student Focused Results Based Budgeting

Increase access to educational programs across the system

Summary of Strategies

CTS
- Partner with Northern Lakes College to offer a dual credit "Health Care Aide" Program for 8 students across Aspen View
- Participate in Provincial "Bridging" program to allow a Journeyman Carpenter to be an Alberta Certified teacher
- Working with CASS, UofA and AB ED to determine a strategy to offer a Secondary Education Diploma to Aspen View teacher(s) to build CTS capacity in construction, design studies, mechanics and fabrication within our school system to offer "try-a-trade" CTS programs in our schools.
- Partner with ADLC to introduce a welding simulator for the year which will be shared throughout the division.
- Partner with Parkland School Division to provide Professional Development to administrators to help begin the process of implementing CTF to grades 5-9 students.
- Offer Cosmetology in all Aspen View High Schools

Fine Arts
- Aspen View has partnered with the Big River Arts Society to increase access to fine arts including integration into all subjects

Second Language
- A formal review of the Second Languages program by an external consultant
- A .5 FTE French as a Second Language Teacher provides support via distributed learning (Video-conference, Moodle, Online)

High School Redesign
- All Aspen View High Schools are participating in the High School Redesign Project
- Schools work as a cohort and share implementation ideas and successes
- Re-evaluate Division Wide Calendar to incorporate "preparation" time and teacher work days

Dual Credit Strategy
- Offer Dual Credit courses through Athabasca University and Northern Lakes College

Summary of Strategies

Comprehensive Literacy Programs in Schools
- 1.0 FTE of teaching time has been seconded to evaluate and research current Early Literacy strategies and resources used in our K-3 schools
- In January, 2015 a division wide benchmark student assessment will be implemented
- Partnering with Parkland School Division literacy coordinator to share early literacy ideas and the use of technology to support early literacy and literacy supports for non-readers, word callers and the turned-off reader.
- Professional Development has been put in place to support the literacy programs in the division.

Early Intervention (Pre-K, Great Beginnings, Etc.)
- Following a successful pilot program in 2013-2014, the Great Beginnings (Pre-Kindergarten) at Thorhild Central School will be expanding to Grassland, Rochester, HA Kostash School and Vilna School during the 2014-2015 school year for full implementation in September, 2015

Support for Differentiation
- Develop a comprehensive Policy and Administrative Procedures to define and clarify Inclusive Education for Aspen View Public Schools
- Add additional FTE for the Aspen View School Therapists for a total of 4.5 FTE
- Two WRAP workers to work with FASD students in Athabasca and Vilna
- Devices provided for students to help with differentiation and inclusion, such as iPads and Samsung tablets with programs loaded as per the needs of individual students

Curriculum Redesign
- Aspen View is participating in a Curriculum Redesign project in collaboration with Black Gold School Division focusing on cross curricular competencies for students

Numeracy
- Aspen View has partnered with a math consultant to provide professional development opportunities for K-6 teachers to improve their math pedagogy and personal math confidence with number sense.

Comprehensive School Health

Summary of Strategies

Mental Health
- Partnership with Apple Schools and the School and Community Wellness Fund which allows each school site to have a health champion
- Apple Schools, Wellness Fund and the Health Promotion Coordinator from Alberta Health Services are committed to offering professional development to teachers and parents to increase the understanding of anxiety in students

Healthy Eating
- Four Aspen View Schools are participating in the APPLE Schools project focusing on Healthy Eating
- Division wide development of procedures and best practices on healthy eating
- Health Champions at each school site to work on site specific healthy eating initiatives that answer the question "What makes sense for this community?"

Physical Activity
- School based projects and plans for Daily Physical Activity for K-9 students
- Partnership with EverActive Schools to provide professional develop for teachers on student physical activity

OH&S
- Full implementation of OH&S Administrative Procedures by June, 2015
- Designation of an Aspen View Safety Officer in September 2015
- Chemical inventory of all school science labs and a disposal initiative for unwanted chemicals
- Installation of AED's at all Aspen View work sites
- Continued focus on appropriate safety training for maintenance, caretaking staff and senior administrators

Character Education
- Begin policy work and consultations on Section 33 of the Education Act to address bullying in Aspen View Schools
- School based projects on anti-bullying/character education programs to be implemented in all Aspen View Schools by September, 2015

Success for First Nation, Metis and Inuit Students

Summary of Strategies

Engage FNMI Families
- Develop and expand Native Liaison programs in Boyle, Athabasca, and Vilna

Engage FNMI Communities
- Meet with all First Nations Communities' Councils and Leadership
- Develop partnership with Calling Lake School and local education committee to share resources, share facilities, and develop strategies to support students and families
- Engage in a Professional Development Program system wide on the impact of Residential Schools

Inspire Cultural Diversity
- Schools will celebrate all of the diverse cultures in their communities which would include celebrations of First Nations cultures through cultural awareness days, presentations, and school activities

Close the Achievement Gap
- Develop Aspen View Policy and Procedures on First Nations, Metis, and Inuit students to define and clarify the role and responsibility of Aspen View Public Schools to close the Achievement gap and support Aboriginal students and families
- All Aspen View Schools will develop and implement "Action Research" projects to address local situations and needs. Development of Best Practices for all Aspen View Schools
- Consistent professional development for administrators on best practices from other areas of the province that are successful.

Summary of Strategies

General – To Support the Five Policies as Indicated Below
- Use the Learning and Technologies Policy Framework (LTPF) Toolkit to put plans in place to support the five policies of the LTPF
- Create Strategies, action plans and time lines to implement the required changes to support the the guidelines in the LTPF Toolkit

Student Centered Learning
- Providing Professional Development for staff in regards to understanding how to shift thinking from using technology to support teaching, toward innovative uses of technology that provide opportunities to engage students in deep, authentic, personalized learning focused upon competencies
- Review current use of technologies and implement required changes to support student-centered, personalized, authentic learning for all students. Use the Learning and Technologies Policy Framework (LTPF) Toolkit to put plans in place to support the five policies of the LTPF

Research and Innovation
- Provide opportunities for teachers, administrators and other education professionals to read, review, participate, share and apply research and evidence-based practices to achieve innovation in education

Professional Learning
- Provide support for teachers that will enable them to use technology effectively in support of learning and teaching

Leadership
- Review all policies and procedures to support the leverage of technology and its use in student-centered learning. to align with Learning and Technologies Policy Framework

Access Infrastructure and Digital Learning Environment
- The Google Apps for Education initiative will be expanded to all schools for full implementation for September 2015
- Ensure students and staff have access to devices, assistive technologies and reliability infrastructures and networks to provide a high quality, reliable digital learning environment

Combined 2014 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure Category Evaluation	Measure	Aspen View Sch Div No. 78			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	82.7	83.9	83.6	89.1	89.0	88.6	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Acceptable	Program of Studies	69.7	73.3	74.8	81.3	81.5	81.1	Low	Declined Significantly	Concern
		Education Quality	83.3	85.5	85.1	89.2	89.8	89.5	Low	Declined	Issue
		Drop Out Rate	3.1	3.8	4.6	3.3	3.5	3.6	High	Improved	Good
		High School Completion Rate (3 yr)	75.1	69.3	70.4	74.9	74.8	73.8	High	Improved	Good
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	71.8	70.5	71.1	74.0	75.3	75.5	Low	Maintained	Issue
		PAT: Excellence	12.8	13.6	13.2	19.0	19.1	19.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	79.4	83.7	78.7	85.4	84.2	83.4	Intermediate	Maintained	Acceptable
		Diploma: Excellence	12.8	15.6	12.0	21.0	19.5	19.1	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	44.9	40.5	41.2	50.5	56.6	55.9	Intermediate	Maintained	Acceptable
		Rutherford Scholarship Eligibility Rate (Revised)	56.8	54.8	55.9	60.9	61.3	60.8	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Transition Rate (6 yr)	60.3	56.7	58.7	59.2	59.5	59.1	High	Maintained	Good
		Work Preparation	74.7	72.8	74.7	81.2	80.3	80.0	Intermediate	Maintained	Acceptable
		Citizenship	75.2	77.2	75.8	83.4	83.4	82.6	Intermediate	Maintained	Acceptable
Parental Involvement	Acceptable	Parental Involvement	77.1	78.0	77.8	80.6	80.3	80.0	Intermediate	Maintained	Acceptable
Continuous Improvement	Concern	School Improvement	69.0	72.7	73.1	79.8	80.6	80.2	Low	Declined Significantly	Concern

Notes:
1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 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.

Combined 2014 Accountability Pillar FNMI Summary (Required for Public/Separate/Francophone School Authorities)

Measure Category	Measure Category Evaluation	Measure	Aspen View Sch Div No. 78			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	7.9	6.3	7.0	7.8	8.5	9.3	Low	Maintained	Issue
		High School Completion Rate (3 yr)	44.1	34.6	44.2	43.6	43.9	40.8	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	60.6	45.5	50.2	53.4	56.2	53.6	Very Low	Improved	Issue
		PAT: Excellence	7.1	4.2	3.9	6.3	6.3	6.4	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Concern	Diploma: Acceptable	66.7	76.9	76.1	78.2	75.2	75.7	Very Low	Maintained	Concern
		Diploma: Excellence	11.7	16.9	7.5	10.4	8.4	8.0	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	19.3	21.7	25.9	18.9	21.2	20.0	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate (Revised)	40.6	38.9	40.2	33.0	35.1	33.9	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	54.7	38.9	41.5	32.1	32.2	31.2	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. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

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: An excellent start to learning

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

Comment on Results

Aspen View Public Schools has participated in the EC Mapping Initiative.

ECMap is contracted by Alberta Education to:
- gather and analyze information related to child development,

- produce local, regional and province wide maps and reports,

- assist communities in interpreting results and forming early childhood development coalitions, and

- make recommendations to government on policies and programs.

Research

ECMap gathers and analyzes research information and creates maps and information packages and reports on early childhood development findings for communities, regions and the province as a whole. The research incorporates the following information:

- Early Development Instrument (EDI) assessments of kindergarten children collected by school authorities across Alberta,

- socio-economic status based on Statistics Canada census data, and

- information on community resources and characteristics.

This combined information provides insight into how young children are developing in different geographic areas in Alberta and across the province, and into the factors and circumstances that may affect development.

Community Building

ECMap works with communities across Alberta to map their boundaries and gather and analyze research information within their boundary areas. Assistance is also provided to communities in interpreting their research results, building early childhood development coalitions, applying for seed grants and developing local action response plans.

Further Information and detailed results for the communities of Athabasca, Thorhild, Smoky Lake and Lesser Slave Lake (Smith) can be found at https://www.ecmap.ca/Findings-Maps/Community-Results/Pages/default.aspx.

Strategies

1. Playschools within Aspen View Public School buildings are provided with access to Smart Boards and educational software, including literacy programs such as ABRACADBRA and Raz Kids.

2. Continue to partner and participate in the EC Mapping Project and local coalitions in Athabasca, Thorhild and Smoky Lake.

3. Expand "Great Beginnings" pre-Kindergarten programs to all Aspen View Public Schools and communities. Currently, two successful pilot programs are running in Thorhild.

4. Expand pretesting programs for ECS/pre-school aged children across all Aspen View Communities. Partner with local health authorities and service providers to offer testing in the early years.

5. The Apple Schools program and a recently acquired Wellness grant enables each school in Aspen View to have an onsite Health champion that works collaboratively with Alberta Health Services and Everactive schools to promote a wide range of healthy living initiatives. Mental Health and anxiety in children is a focus this school year.

6. Support school-based administrators and health champions in their work to enhance the resiliency and mental health of students.

7. Continue to support full day kindergarten in the highest communities of need.

8. Assessments and intervention (universal, targeted, intensive / individualized) plans enables students to meet social, emotional, intellectual and physical development milestones.

9. A Literacy Needs Assessment Cohort (LNAC) has been established in Aspen View

Goal Two: Success for every student

Outcome: Students achieve learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	80.3	73.8	78.5	83.7	79.4	83	Intermediate	Maintained	Acceptable	84	85	85
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	11.2	9.9	10.4	15.6	12.8	15	Intermediate	Maintained	Acceptable	16	18	20

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 students who completed high school within three years of entering Grade 10.	73.2	71.4	70.6	69.3	75.1	77	High	Improved	Good	78	79	80
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.0	6.2	3.8	3.8	3.1	3	High	Improved	Good	2.5	2.5	2.5
High school to post-secondary transition rate of students within six years of entering Grade 10.	62.6	58.3	61.1	56.7	60.3	63	High	Maintained	Good	64	65	66
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	48.9	58.9	54.0	54.8	56.8	59	Intermediate	Maintained	Acceptable	60	60	60
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	44.2	48.1	35.1	40.5	44.9	48	Intermediate	Maintained	Acceptable	50	50	50

Comment on Results

Aspen View has promoted and continues to partner with Post-secondary schools to provide meaningful options for students which has a positive impact on high school completion and drop-out rates.

Strategies

1. All High Schools in Aspen View are participating in the "High School Redesign" Initiative

2. Ensure accessibility for all students to diploma prep courses in their community.

3. The Center for Alternative and Virtual Education offers a full range of programs to support and/or augment junior and high school programs across the division

4. Promote instructional practices that offer greater alignment between individual student needs and flexible learning structures to provide students with increased choice through the High School Redesign Project.

5. Explore how current Division programs can provide increased choices and opportunities for personalized learning for students (e.g. language programs, Fine Arts, Leadership programs)

6. Further implementation of MyBlueprint (an online post-secondary planning tool for students)

7. Junior high teachers are involved in the Curriculum Redesign project, in which they have had access to new digital, prototyping resources and where students have had the opportunity to engage in learning in a more student-centric classroom. The teachers involved in this project have stated that the students have been very engaged and are finding success. The teachers involved in the project are being encouraged to continue using the project resources after the completion of the project if the resources support the current curriculum, and they are being encouraged to continue to have students engaged in student-centric classes.

8. Aspen View Schools have partnered with post-secondary and industry to offer dual credit opportunities for students. These opportunities include apprenticeship level courses in Cosmetology, Health Care Aide, and Carpentry as well as university level courses offered through Athabasca University.

9. Aspen View Schools has put teachers in place in junior/senior high schools for term two to offer hands on options in CTS to students.

10. Partnering with neighboring school jurisdictions to build capacity for offering more options in Career and Technology Studies (CTS)

11. Partnering with neighboring school jurisdictions to build Career and Technology Foundations (CTF) capacity.

12. Partnering with University of Alberta, CASS and AB ED to build CTS/CTF capacity from within our schools where teachers feel confident in teaching a try-a-trade model of CTS. Teachers will be given an opportunity to take courses in Construction, Design Studies, Mechanics and Fabrication and will receive a Secondary Education Diploma in CTS.

13. Continue to work in partnership with Alberta Works and other northern school divisions to offer a Trades Fair that showcases post-secondary and industry to our students every second year.

14. Continue to offer Professional Development opportunities for staff in which they can collaborate and share best practices.

15. Continue to offer Professional Development opportunities to staff in regards to inclusive education and project-based learning for students.

16. Administrator and trustee retreat to focus on FNMI issues.

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 proficiency in literacy and numeracy.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	72.2	75.1	67.7	70.5	71.8	75	Low	Maintained	Issue	76	77	78
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	15.1	14.7	11.3	13.6	12.8	15	Low	Maintained	Issue	16	17	28

Comment on Results

Aspen View has identified early literacy as one of its 2014-2015 division priorities. A budget of $300,000 has been set aside to address early literacy,

Strategies

1. Foundational literacy strategies to be examined through a literacy cohort group that will make recommendations regarding the future direction of literacy in Aspen View.

2. System-wide Literacy program/strategies to be implemented starting in January 2015.

3. System-wide Professional Development on Math Instruction began in the 2013-2104 school year. Continue our partnership with the ERLC and our Grade K-2 Math Cohort and Grade 3-6 Math Cohort to help our teachers build stronger Math teaching skills with the result being to build a strong math foundation for all students.

4. *System PD Days designed to bring subject area teachers together to collaborate and share best practices*

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

Outcome: Students demonstrate citizenship and entrepreneurship.

Performance Measure	Results (in percentages)					Target	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.	72.7	74.5	75.7	77.2	75.2	78	Intermediate	Maintained	Acceptable	80	82	85
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	71.5	78.4	72.7	72.8	74.7	78	Intermediate	Maintained	Acceptable	80	82	85

Comment on Results

At this point, initiatives in this area have been at the school level. Aspen View will be establishing division goals on the implementation of local and international service projects across all division schools in 2015.

Strategies

1. Ensure a sustained focus on ethical, digital citizenship through the implementation of Responsible Use Agreements with students and staff.

2. Implementation of "Digital Citizenship" Curriculum resources and PD for staff.

3. Continue to build local partnerships that provide hands on learning experiences for students through work experience, RAP and Green Certificate.

4. Work collaboratively with Alberta Education in the development of CTF courses.

5. Implementation of school based projects focusing on local and international service projects.

6. Development and implementation in January 2015 of Entrepreneurship Pilot Program.

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 demonstrate citizenship and entrepreneurship. (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. *(This measure is required for charter and private school authorities with only K-9 schools)*	65.0	69.9	66.3	65.5	64.6	70	n/a	n/a	n/a	71	72	73

Comment on Results

This result has stayed relatively consistent over the last 5 years. Service learning projects, both globally and locally, that schools are involved in need to be communicated more effectively to parents and the broader community. A couple of examples include participation in We Day which is a part of the Me to We Youth movement, a week long innovation and project based learning initiative and an Aboriginal leadership camp with what already exists in Aspen View both need further promotion. We continue to examine social justice and leadership initiatives that are co-curricular in nature, but essential to developing the whole child into the 21st century.

Strategies

1. Foster school cultures that encourage and support social responsibility, cultural awareness, collaboration, communication, digital literacy, and life-long learning.

2. Support schools which are currently exploring the Leader in Me or Olweus programs.

3. Aspen View is promoting a local and national social awareness aide project for every class across the system.

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

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

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

Performance Measure	Results (in percentages)					Target	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).	61.0	58.7	46.4	45.5	60.6	65	Very Low	Improved	Issue	66	67	68
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).	10.8	4.5	3.1	4.2	7.1	11	Very Low	Maintained	Concern	12	14	15
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	80.0	76.3	75.0	76.9	66.7	77	Very Low	Maintained	Concern	80	85	85
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	10.0	0.0	5.6	16.9	11.7	17	Low	Maintained	Issue	20	21	22

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.	40.6	47.0	50.9	34.6	44.1	51	Very Low	Maintained	Concern	55	60	65
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	11.6	9.2	5.5	6.3	7.9	5	Low	Maintained	Issue	5	5	5
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	28.9	45.1	40.5	38.9	54.7	58	Intermediate	Maintained	Acceptable	60	62	65
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	31.3	41.7	40.0	38.9	40.6	45	Very Low	Maintained	Concern	46	47	48
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	18.1	28.2	27.8	21.7	19.3	28	Very Low	Maintained	Concern	30	35	40

Comment on Results

Performance Measures:

1. Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).

2. 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).

3. Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).

4. Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).

5. High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.

6. Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18.

7. High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.

8. Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.

9. Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.

Strategies

Authorities with no or very few self-identified FNMI students should refer to strategies related to infusing Aboriginal perspectives, meeting the diverse needs of students or involving their parents.

FNMI Current Best Practices

School/Community Partnerships:

- Each school, with the assistance of student services, will identify and establish FNMI and community resources, and liaise with these resources to create an integrated service delivery model between families and school. The list of resources and partners will be updated in September of each school year to ensure continuity of purpose, and to accommodate the need to change practice. *(5,6,7,8,9)*

- Every school with large or emerging FNMI populations will identify and provide ongoing professional learning for all staff, to ensure success for both students and educators, and to accommodate the needs of the changing demographic. Individual school PD plans will

be revised before the beginning of the following school year. *(1,2,3,4)*

Moving Forward – Future Action – Eliminating the Achievement Gap

- All schools with identified FNMI student populations will establish regular contact with all FNMI families through a process of social engagement, at the beginning of the year, and at regular intervals throughout the year, to meet with staff and to outline services available to students and families.*(1,2,3,4,5,6,7,8,9)*

- Schools will track attendance to identify students who are missing school; identify the reasons why the students are absent, and work with the FNMI liaison to develop measurable strategies to correct the problem. *(1,2,3,4,5,6,7,8,9)*

- Schools will track FNMI student achievement to identify low achievers; create an IEP for all students who are achieving below acceptable levels, with the goal of answering two questions: why is the student achieving below acceptable standards, and what supports can be put in place to improve individual student results. *(1,2,3,4,)*

- Schools, in consultation with division office, will identify the percentage of aboriginal and non-aboriginal students achieving below acceptable levels. These rates will be used as benchmarks for schools from which annual targets for improvement will be set, based on the previous year's results. Successful practices will be continued, those deemed unsuccessful will be reconsidered. *(5,6,7,8,9)*

- Each school will include an FNMI awareness component in its staff professional development plan; one that focuses on the best practices for FNMI student success. *(1,2,3,4,5,6,7,8,9)*

- Each FNMI student in junior and senior high will participate in a mentorship program to ensure regular contact with a school staff member. *(5,6,7,8,9)*

- During the grade nine year, each student will initiate a student portfolio which will act as a living document and program plan for successful high school completion. This will include the creation and annual review of a high school plan, and the creation of a post-secondary transition plan. *(5,6,7,8,9)*

- Each school will designate a transition/and or graduation coach for aboriginal students, beginning in grade 9. *(5,6,7,8,9)*

- All schools will review current practices with FNMI students and families and update/review these practices using identifiable and measurable outcomes; (attendance figures, SLA's, Report cards, PM benchmarks and CTOPP results). *(1,2,3,4)*

Transitioning proven best practices into promising practices for Aspen View (2015/2016)

   1. Aspen View is reviewing the Edmonton Catholic Schools' FNMI High School Graduation Coach Program for possible implementation in 2015. The program has

resulted in an increase in graduation rates for FNMI students, from 14.9% in 2008-2009, to 43.8% in 2012/2013. The program has six areas of focus:

- ✓ Relationships and mentoring – building close, supportive relationships with students
- ✓ Transitions – addressing the high dropout rate between grades 9 and 10, and supporting transitions between high school and post-secondary
- ✓ Culture – developing a sense of belonging through cultural activities
- ✓ Career Planning – exposing students to career possibilities and supporting their pursuit
- ✓ Academics – tutoring, course planning, peer mentoring and role modelling
- ✓ Parental engagement – encouraging dialogue between parents, school and student. (3,4,5,6,7,8,9)

2. Aspen View is reviewing the Royal Conservatory's 'Learning Through the Arts Program', currently in place in the Fort MacMurray Catholic School jurisdiction and in the Calgary Catholic School system. Aboriginal and non-aboriginal students alike have experienced significant increases in academic achievement in provincial achievement tests in all subject areas at the grade nine level. Success for aboriginal and non-aboriginal students alike, at the grade nine level is a strong endorsement for the program and for Inclusive practice. (5,6,7,8,9)

3. Continuation and expansion of projects such as the 'High School Redesign Project' to accommodate the degree of flexibility required to implement changes within the system. (3,4,5,6,7,8,9)

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 (*).
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.

Goal Three: Quality teaching and school leadership

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	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.	70.7	75.8	75.3	73.3	69.7	76	Low	Declined Significantly	Concern	80	82	85

Comment on Results

This outcome and the results continue to be a challenge for Aspen View Public Schools. In the 2013-2014 School Year a number of new programs were added across the system including Cosmetology, Mechanics, Photography, Drama, Robotics, Carpentry, and Culinary Arts. Every school offers daily Physical Education K-9 and high school physical education. Around 150 programs are offered through our Virtual School Program.

Strategies

1. Creation of a communication officer position designed to raise community awareness of educational opportunities and of the diversity of programing.

2. Promote the recruitment, retention, and development of staff to teach elective courses.

3. Develop teacher and school leadership competencies that are current and relevant.

4. Audit current recruitment strategies for effectiveness.

5. Continue to support school based administrators as they further develop skills in the area of teacher growth, supervision and evaluation.

6. Support the professional development needs of teachers, support staff and administrative staff.

7. Align school based administrator evaluation with Government of Alberta's (GOA) Principal Quality Practice Guidelines (PQPG) 7 Dimensions

8. Learning outcomes and competencies for students are addressed through a deeper, wider, and more equitable application of technology within all classrooms;

9. Introduction of additional teaching staff in three rural schools to address CTS needs.

10. Engage in a Pilot Project with AB Ed, CASS and the UofA to certify current teaching staff with a Secondary Education Diploma in CTS.

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 Four: 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.	72.8	78.7	76.8	78.0	77.1	80	Intermediate	Maintained	Acceptable	82	85	88
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	83.7	86.2	83.7	85.5	83.3	86	Low	Declined	Issue	88	90	90

Comment on Results

This measurement is largely about informing parents and stakeholders of their stake in education.

Aspen View Public Schools needs to work with parents to promote and encourage parents to use communication strategies in place when they have concerns.

Social media as a tool for communicating with parents needs to be further developed.

Strategies

1. Support effective and ongoing communication with parents regarding student progress through the regular practice of phone calls, parent/teacher interviews, progress reports and report cards, as well as through electronic tools such as email, texts and Powerschool.

2. Ensure that the needs associated with the district's culturally and ethnically diverse student population are met.

3. Administrative Procedures are written in collaboration with school administrators and departments.

4. The division and school professional development plans provide opportunities for teachers to collaborate.

5. Monitor the use of parent portal in Powerschool and work collaboratively with schools to increase parent usage.

6. Introduction of a new website and social media strategy to engage parents and communities.

7. Engage staff in the C2 committee conversations with the superintendent.

8. Work with the Board of Trustees' Communications Committee to engage in division wide community engagement activities including consultations, surveys and School Council discussions on important matters.

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.	81.7	83.8	83.1	83.9	82.7	84	Intermediate	Maintained	Acceptable	85	86	87
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.	72.8	74.7	71.9	72.7	69.0		Low	Declined Significantly	Concern	74	75	76

Comment on Results

Both measures took a slight dip last year but have remained consistent over the last 5 year period. An examination of the results indicates that the parent, student and teacher results all took a dip. Aspen View Public Schools again needs a communication strategy to properly message the great work that is happening in each of the communities that we serve.

Strategies

1. Continue partnership with Safety Design Innovations (SDI) to establish well developed OH&S policies and procedures.

2. Effective implementation of Section 33 of the Education Act including extensive school, parent and community consultations

3. Continue with the building of the new school plan.

4. Begin evaluation of Aspen View departments and programs including the French as a Second Language Program, the Technology Department and Transportation Department.

5. Support the implementation of Character and/or Anti-Bullying Programs across the division.

6. Participate in the "Tell Them From Me" Survey and use the results to implement changes.

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.

Note:

Summary of Financial Results

Financial results for the fiscal year 2013 – 2014 are posted on the division website. The year ended with a surplus of $444,000 as compared to a forecasted deficit of $1.2 million. The surplus was a result of higher than anticipated revenues from Alberta Education and the Federal Government and First Nations. Expenditures for Instruction were also higher than anticipated however the expenditures in all other areas were less than anticipated not including External Services which consist of the school generated funds for items that are not covered under the provincial funding. The graph below outlines how expenses have utilized in the 2013-14 year.
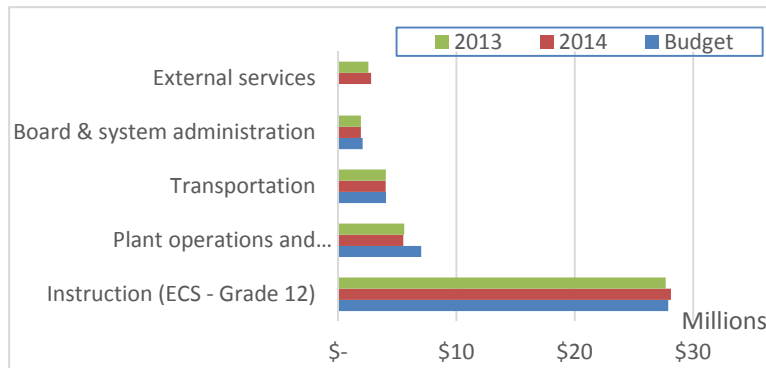
Aspen View Public Schools at the end of the year has an accumulated surplus of $8.9 million. This consists of $2.9 million invested in capital assets and the remaining $6 million is available for use in future years. Detailed schedules can be found attached to the audited financial statements with all the details.

STATEMENT OF OPERATIONS
For the Year Ended August 31, 2014 (in dollars)

	Budget 2014 (Unaudited)	Actual 2014	Actual 2013 (Restated)
REVENUES			
Alberta Education	$ 35,765,527	$ 37,562,578	$ 37,386,762
Other - Government of Alberta	$ -	$ 15,782	$ 82,827
Federal Government and First Nations	$ 444,626	$ 1,394,034	$ 2,145,713
Other Alberta school authorities	$ -	$ -	$ -
Out of province authorities	$ -	$ -	$ -
Alberta municipalities-special tax levies	$ -	$ -	$ -
Property taxes	$ -	$ -	$ -
Fees (Note 15)	$ 184,000	$ 183,118	$ 190,406
Other sales and services	$ 164,090	$ 902,696	$ 908,025
Investment income	$ 200,000	$ 133,760	$ 162,229
Gifts and donations	$ -	$ 8,300	$ -
Rental of facilities	$ 54,400	$ 35,170	$ 35,530
Fundraising	$ 2,000,000	$ 2,500,461	$ 2,379,549
Gains on disposal of capital assets	$ -	$ 78,497	$ -
Other revenue	$ 1,011,531	$ -	$ -
Total revenues	$ 39,824,174	$ 42,814,396	$ 43,291,041
EXPENSES			
Instruction (ECS - Grade 12)	$ 27,892,092	$ 28,122,979	$ 27,669,227
Plant operations and maintenance	$ 7,019,037	$ 5,506,287	$ 5,580,557
Transportation	$ 4,044,080	$ 4,020,456	$ 4,031,322
Board & system administration	$ 2,074,974	$ 1,927,994	$ 1,917,599
External services	$ -	$ 2,792,435	$ 2,560,188
Total expenses	$ 41,030,183	$ 42,370,151	$ 41,758,893
Operating surplus (deficit)	$ (1,206,009)	$ 444,245	$ 1,532,148

The complete Audited Financial Statements can be found at:
http://newweb.aspenview.org/pages/Aspen_View_School_Division/News___Publications/Aspen_View_Documents/Aspen_View_Documents

School Generated Funds

School Generated Funds consist of the fundraising efforts and fees that are generated to offset expenditures that are not covered by the provincial budget. A breakdown of the revenue and expenditures is shown in the chart below. The funds in the chart below are also included in the Audited Financial Statements provided to the province.

	2014	2013
School Generated Revenue, Beginning of Year	$ 829,677	$ 673,883
Gross Receipts:		
Fees	220,405	163,416
Fundraising	2,170,743	2,152,615
Gifts and donations	48,718	63,519
Other sales and services	421,417	399,953
Total gross receipts	2,861,283	2,779,503
Total Related Expenses and Uses of Funds	297,520	419,435
Total Direct Costs Including Cost of Goods Sold to Raise Funds	2,494,915	2,204,274
School Generated Revenues, End of Year	$ 898,525	$ 829,677
Balance included in Accumulated Surplus (Operating Reserves)	$ 898,525	$ 829,677

Budget Summary

The budget for 2014-15 was prepared based on student needs instead of a formula based allocation as it has been done in prior years. The process allowed for administrators to make a request for the necessary funding to run the programs in their schools. This new process allows for the division to put money where the needs are highest, and removes some of the artificial financial barriers that have been seen in the past. The Board of Trustees has approved the attached update to the spring budget originally adopted in May 2014. The budget has over $16 million dollars going towards teacher salaries with 179 teaching staff in the 10 schools throughout the division and over $7 million for support staff. Overall $30.9 million will be spent on instruction of students in the 2014-15 year with an additional $11.8 million to provide transportation, facilities and board administration as shown in the attached graph.
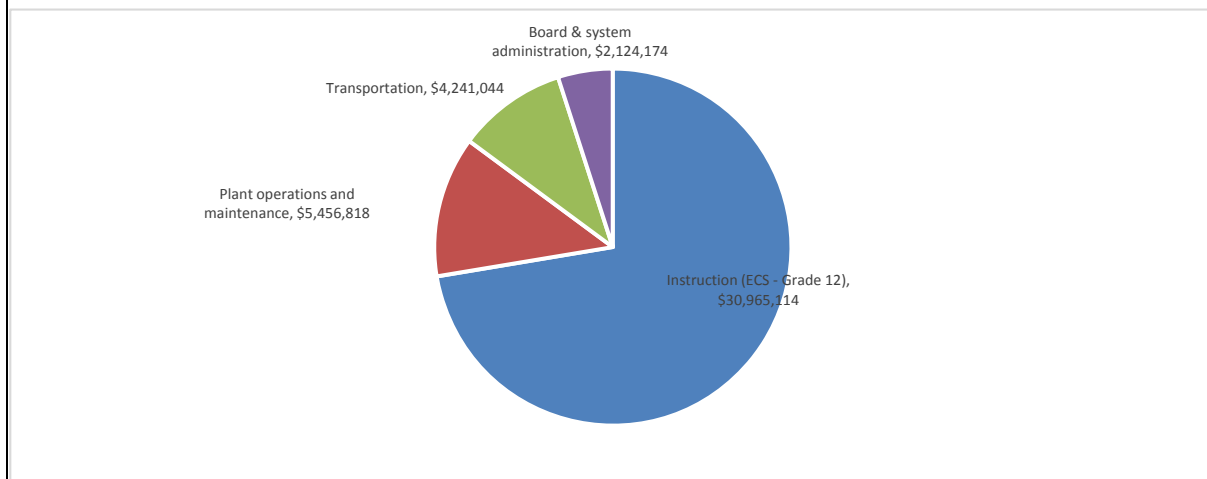
There is a planned deficit of $1.6 million. The deficit is a result of the provincial grants not adequately covering the required expenditures of the division. This deficit will reduce the accumulated surplus that has been generated in prior years. The surplus balance available for these purposes is only at $6 million, therefore additional funds will be required in future years as the level of expenditures in this budget are not sustainable over the long term.

Budget information on the Aspen View website can be found here:
http://newweb.aspenview.org/pages/Aspen_View_School_Division/News___Publications/Aspen_View_Documents/Aspen_View_Documents

FALL 2014 UPDATE TO THE 2014/2015 BUDGET

	Fall 2014 Update to the Budget 2014/2015	Spring 2014 Budget Report 2014/2015	Variance
OPERATIONS (SUMMARY)			
Revenues			
Alberta Education	$36,833,162	$36,833,162	$0
Other - Government of Alberta	$0	$0	$0
Federal Government and First Nations	$2,257,824	$1,697,971	$559,853
Other Alberta school authorities	$0	$0	$0
Out of province authorities	$0	$0	$0
Alberta Municipalities - special tax levies	$0	$0	$0
Property taxes	$0	$0	$0
Fees	$284,835	$284,835	$0
Other sales and services	$200	$200	$0
Investment income	$200,000	$200,000	$0
Gifts and donation	$5,000	$5,000	$0
Rental of facilities	$40,000	$40,000	$0
Fundraising	$0	$0	$0
Gain on disposal of capital assets	$0	$0	$0
Other revenue	$1,539,838	$1,539,838	$0
Total revenues	$41,160,859	$40,601,006	$559,853
Expenses By Program			
Instruction (ECS - Grade 12)	$30,965,114	$30,490,261	$474,853
Plant operations and maintenance	$5,456,818	$5,456,818	$0
Transportation	$4,241,044	$4,241,044	$0
Board & system administration	$2,124,174	$2,039,174	$85,000
External services	$0	$0	$0
Total expenses	$42,787,150	$42,227,297	$559,853
Operating Surplus (Deficit)	($1,626,291)	($1,626,291)	($0)
Accumulated Surplus from Operations (Projected)			
Accumulated Surplus from Operations - Aug.31, 2014	$5,187,080	$4,679,106	$507,974
Accumulated Surplus from Operations - Aug.31, 2015	$3,560,789	$3,098,949	$461,840
Expenses by Object			
Certificated salaries & wages	$16,736,908	$16,676,908	$60,000
Certificated benefits	$3,936,014	$3,936,014	$0
Non-certificated salaries & wages	$7,217,482	$7,172,482	$45,000
Non-certificated benefits	$1,852,680	$1,852,680	$0
Services, contracts and supplies	$11,614,168	$11,159,315	$454,853
Amortization expense	$1,107,275	$1,107,275	$0
Interest on capital debt	$286,203	$286,203	$0
Other interest and finance charges	$36,420	$36,420	$0
Losses on disposal of tangible capital assets	$0	$0	$0
Other expenses	$0	$0	$0
Total Expenses	$42,787,150	$42,227,297	$559,853
Certificated Staff FTE's			
School based	179.0	178.0	1.0
Non-school based	3.0	3.0	-
Total Certificated Staff FTE's	182.0	181.0	1.0
Non-Certificated Staff FTE's			
Instructional	117.1	116.1	1.0
Non-instructional	47.9	47.9	-
Total Non-Certificated Staff FTE's	165.0	164.0	1.0
Eligible Funded Students			
Early childhood services (ECS headcount)	252.0	169.0	83.0
Grades 1 to 9 (headcount)	1,907.0	1,907.0	-
Grade 10 to 12 (FTE)	757.0	805.0	(48.0)
Total Eligible Funded Students	2,916.0	2,881.0	35.0

Capital and Facilities Projects

New School in Athabasca, Grades 7-12 at the Multiplex site.

Design work has begun for a new 1,000 student school to be located in Athabasca. At this time, four proposals for architectural bridging have been received. This project will be delivered via design build.

A Site Services Investigation was completed by Clifton Associates showing a positive result. Request for proposal for a Bridging Consulting service for the Edwin Parr Replacement School Project and the Athabasca Indoor Swimming Pool was completed.

Summary of Facility and Capital Plans
Overview 2013 - 2014

Aspen View Public School Division # 78 facilities and maintenance staff provides services to 10 school sites, two outreach buildings and two Hutterite colonies.

The school jurisdiction continues to face significant challenges in providing for the "right sizing" of facilities in the face of declining enrollments. Our last Area Capacity & Utilization Report as prepared by Alberta Infrastructure shows our average utilization rate at 56 per cent. Further, the need to address maintenance deficiencies in buildings and rising operational and maintenance costs continue to exert pressure on Division budgets.

Accomplishments

Whispering Hills Primary School – 2 Modular Classrooms were added to Whispering Primary School to add space to accommodate enrollment increases at the school and support an after school care program

Infrastructure Maintenance and Renewal Program (IMR)

$477,813 was allocated to the following schools in 2013 – 2014:

Boyle School – New roofing was completed over elementary classrooms, two modular classrooms were removed and site upgrades completed.

Edwin Parr Composite School - Mechanical upgrades and emergency lighting upgrades were completed

Outreach School Athabasca – New signage and flooring was completed

Grassland School – Site upgrades and hallway flooring was completed

H.A. Kostash School – Cosmetology room was completed, gym hardwood flooring was redone

Landing Trail Intermediate School – Site upgrades**,** hallway flooring and classroom flooring was replaced, security and mechanical upgrades were also completed.

Rochester School – Roofing and bathroom repairs were completed.

Thorhild Central School – Site upgrades, phone system upgrade and divider curtain in the gymnasium was completed.

Vilna School – Site development was completed.

Whispering Hills Primary School - Site upgrade and the addition of two modular classrooms were completed.

In addition some energy efficiencies upgrades were done at the schools, replacement of flooring at all schools as

required and roofing repairs, and a new playground at Landing Trail Intermediate School was completed

Three Year Capital Plan 2013 – 2016

2014 – 2015 New School Project:

New School in Athabasca, Grades 7 – 12 at the Multiplex Site

Change in Capacity = 170

Priority Rationale: The cost to modernize Edwin Parr Composite School, lack of gymnasium space. Maximizing use of community facilities and expanding shared use of the school for extended learning opportunities would not only reduce area requirements, but also provide efficiencies in shared custodial and maintenance costs and reduced busing costs.

Summary: a 1,000 capacity Grade 7- 12 configuration at the Multiplex site

The Province's recent commitment to build new schools and revitalize existing schools, with particular emphasis on partnerships with community and other stakeholders, has encouraged the Division to explore opportunities to establish partnerships within the community that would advance educational opportunities for both youth and adults. The site at the relatively new Athabasca Regional Multiplex was identified as having the ideal proximity to both the Multiplex and Athabasca University to open the door to these and other community partners in both post-secondary and physical education areas.

Transition to post-secondary education is a major emphasis locally, especially for trades programs. With AU directly adjacent to the site, new opportunities for dual credit courses and further sharing of facilities would be possible. The business community will be approached to support trades- based programs and facilities to build a stronger local workforce. Innovative management and maintenance through cooperative programs would be pursued. Continuation and expansion of opportunities for college-level adult training is contemplated. In addition, the Division identified a number of foreign student education opportunities in conjunction with AU, the County and provincial Rotarians.

Currently, the Multiplex houses an NHL-size arena, 4-sheet curling rink, field house, volleyball, basketball, badminton, indoor soccer and tennis, indoor running track and a small fitness center. A new pool facility is planned at the Multiplex, incorporating a 25m pool, likely with a basin for diving, a lazy river, hot tub, barrier-free entry. In the future, the Town plan encompasses a new Library, which could be incorporated into the site to further expand the sharing opportunities for this project. It is anticipated that additional land can be negotiated within the lease with AU to accommodate requirements for a new school.

2015 – 2016   Modernization

H.A. Kostash Smoky Lake

Estimated Cost $8,479,438

2016 – 2017   Modernization and Rightsizing

Landing Trail Intermediate School Athabasca

Estimated Cost $10,952,960.57

Parental Involvement

All Schools present their School AERR at their October staff meeting and the School Council meeting and begin collecting feedback. Division AERR is shared with school councils in Nov/Dec for feedback and discussion.

Beginning in January 2015, senior administration from Aspen View Public Schools, with involvement from Trustees, will begin a community consultation process. All communities within the region will be involved in discussions and focus groups designed to explore current and emerging educational needs within the division, and how the division can create enhanced programs, courses, and services.

Division Office Staff and Aspen View Trustees attend School Council meetings to share information and receive feedback on budgets and long range planning for Aspen View Public Schools

The Division AERR is distributed to schools to be shared at school Council meetings and is presented to the Council of School Councils.

Timelines and Communication

To view a copy of the 2012/2013 to 2014/2015 Combined AERR and Three Year Plan for Aspen View Public Schools, please visit:

https://docushare.aspenview.org/docushare/dsweb/View/Collection-11335

The 2014/2015 to 2016/2017 AERR and Three Year Plan was approved by the Board of Trustees Meeting on December 4, 2014.

APPENDIX – Measure Details (OPTIONAL)

The following pages include tables and graphs that provide detailed data for the performance measures. Authorities may include these under each measure/outcome to provide context and help in interpreting the results.
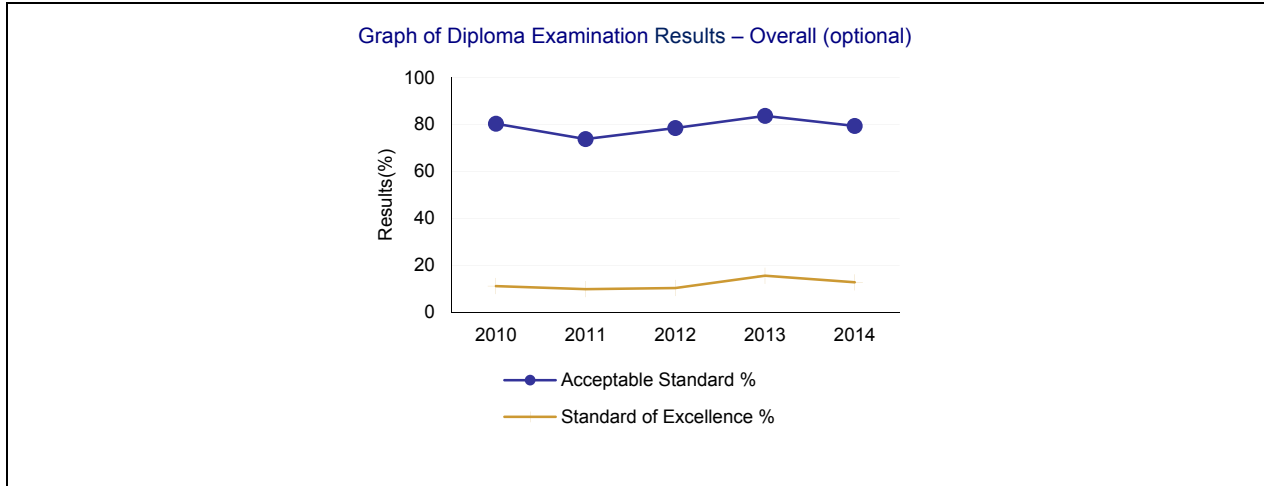
Diploma Examination Results – Measure Details (OPTIONAL)

Diploma Exam Course by Course Results by Students Writing.													Target	
		Results (in percentages)											Target	
		2010		2011		2012		2013		2014			2014	
		A	E	A	E	A	E	A	E	A	E		A	E
English Lang Arts 30-1	Authority	86.6	10.1	83.3	5.2	87.1	4.3	85.4	6.5	79.6	8.7			
	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	Authority	89.2	4.9	83.7	5.1	89.2	7.8	85.3	7.3	93.1	11.9			
	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	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
	Province	93.7	16.3	95.3	14.3	95.5	13.4	95.3	12.5	96.5	14.5			
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
	Province	94.2	15.6	93.8	20.1	96.5	19.0	96.7	18.3	99.3	29.2			
Pure Mathematics 30	Authority	69.6	11.6	65.4	15.4	68.1	15.3	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	Authority	65.6	6.6	37.8	5.4	63.4	4.9	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	Authority	n/a	n/a	n/a	n/a	n/a	n/a	71.0	21.8	48.1	10.1			
	Province	n/a	n/a	n/a	n/a	n/a	n/a	80.4	35.4	74.6	27.2			
Mathematics 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	82.8	6.9	63.2	5.3			
	Province	n/a	n/a	n/a	n/a	n/a	n/a	68.9	9.6	71.3	15.0			
Social Studies 30	Authority	*	*	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	Authority	82.7	6.8	75.9	5.1	78.9	9.5	84.2	11.6	77.4	2.2			
	Province	84.5	16.1	82.8	14.9	86.2	16.7	85.3	15.2	85.5	14.2			
Social Studies 33	Authority	66.7	6.7	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	Authority	81.0	3.8	73.0	4.0	72.4	5.2	80.5	8.8	72.9	7.1			
	Province	85.0	13.7	85.6	15.9	83.0	13.7	82.1	13.8	83.9	14.8			
Biology 30	Authority	76.6	17.8	81.3	23.1	80.5	20.8	91.7	31.7	85.1	32.4			
	Province	81.4	28.1	81.9	29.8	81.8	28.1	84.3	32.1	85.2	31.7			
Chemistry 30 Old	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	Authority	72.5	22.0	63.9	19.3	71.6	15.8	77.6	25.9	75.2	17.4			
	Province	79.0	29.9	75.1	27.7	76.7	28.4	78.6	31.6	81.3	35.0			
Physics 30 Old	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	Authority	68.5	16.7	34.0	8.5	64.2	15.1	78.9	17.5	71.4	17.9			
	Province	73.9	20.3	76.7	27.7	81.0	30.3	81.1	30.3	83.0	34.1			
Science 30	Authority	*	*	*	*	*	*	*	*	100.0	20.0			
	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.

Graph of Diploma Examination Results – Overall (optional)

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

Diploma Examination Results by Course (optional)

English Lang Arts 30-1

Acceptable Standard %
Standard of Excellence %

English Lang Arts 30-2

Acceptable Standard %
Standard of Excellence %

[No Data for French Lang Arts 30-1]

[No Data for Français 30]

[No Data for Pure Mathematics 30]

Mathematics 30-1

Acceptable Standard %
Standard of Excellence %

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

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

Diploma Examination Results by Course (optional)

[No Data for Applied Mathematics 30]

Mathematics 30-2

Results(%)

100
80
60
40
20
0

2010 | 2011 | 2012 | 2013 | 2014

Acceptable Standard %
Standard of Excellence %

[No Data for Social Studies 30]

Social Studies 30-1

Results(%)

100
80
60
40
20
0

2010 | 2011 | 2012 | 2013 | 2014

Acceptable Standard %
Standard of Excellence %

[No Data for Social Studies 33]

Social Studies 30-2

Results(%)

100
80
60
40
20
0

2010 | 2011 | 2012 | 2013 | 2014

Acceptable Standard %
Standard of Excellence %

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

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

Diploma Examination Results by Course (optional)

Biology 30

[No Data for Chemistry 30 Old]

Chemistry 30

[No Data for Physics 30 Old]

Physics 30

Science 30

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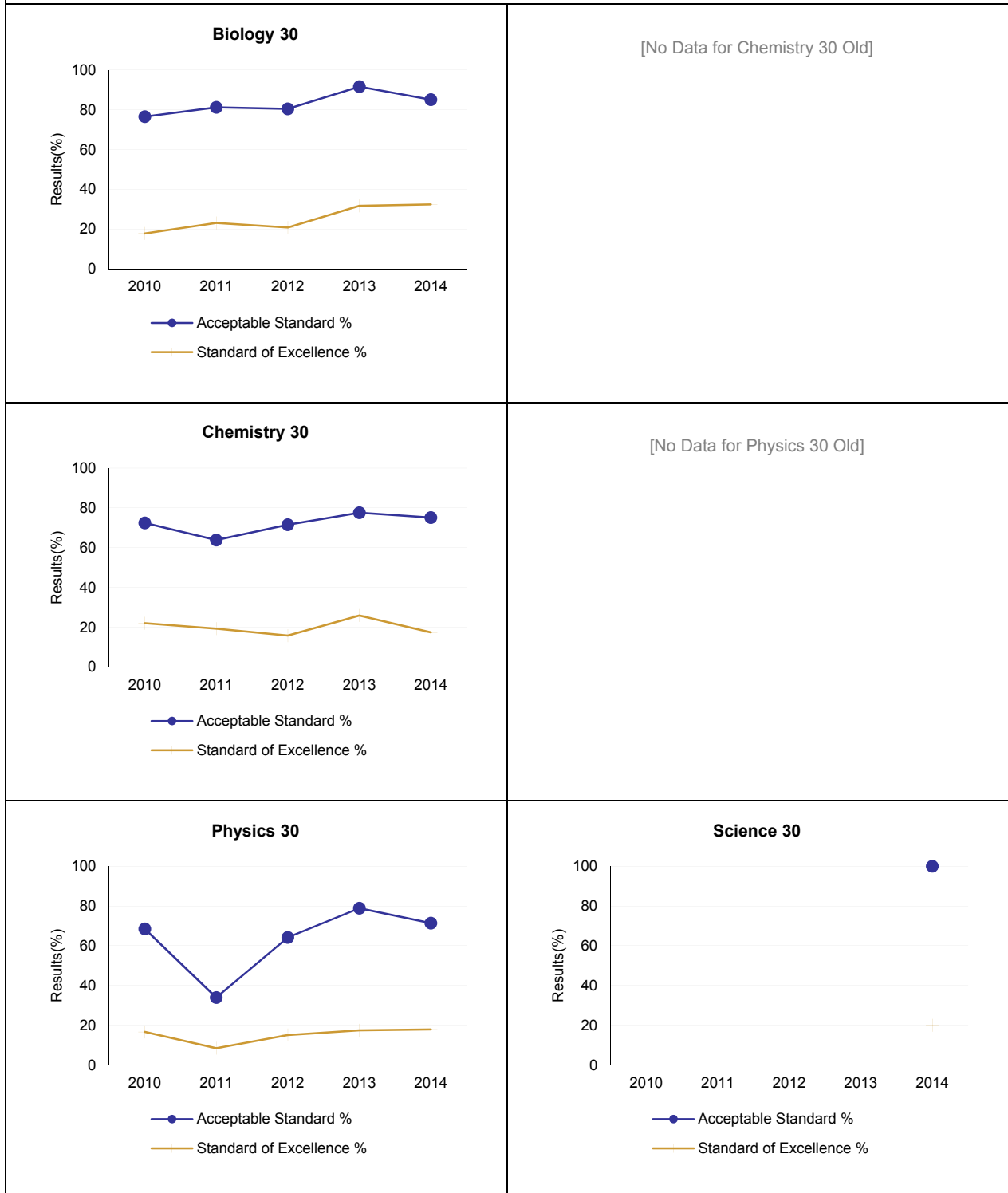
Diploma Examination Results Course By Course Summary With Measure Evaluation (optional)

Course	Measure	Achievement	Improvement	Overall	2014 N	2014 %	Prev 3 Yr Avg N	Prev 3 Yr Avg %	2014 N	2014 %	Prev 3 Yr Avg N	Prev 3 Yr Avg %
									Aspen View Sch Div No. 78 →		Alberta →	
English Lang Arts 30-1	Acceptable Standard	Very Low	Declined	Concern	103	79.6	104	85.3	28,671	87.1	29,063	85.4
	Standard of Excellence	Low	Maintained	Issue	103	8.7	104	5.3	28,671	11.7	29,063	10.6
English Lang Arts 30-2	Acceptable Standard	High	Improved	Good	101	93.1	103	86.1	15,887	89.7	14,790	89.1
	Standard of Excellence	Very High	Improved	Excellent	101	11.9	103	6.8	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	75	66.7	n/a	n/a	14,941	74.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	75	15.3	n/a	n/a	14,941	22.6
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	39	50.6	n/a	n/a	6,941	74.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	39	5.1	n/a	n/a	6,941	13.4
Mathematics 30-1	Acceptable Standard	n/a	Declined Significantly	n/a	79	48.1	124	71.0	21,314	74.6	19,841	80.4
	Standard of Excellence	n/a	Declined Significantly	n/a	79	10.1	124	21.8	21,314	27.2	19,841	35.4
Mathematics 30-2	Acceptable Standard	n/a	Declined	n/a	38	63.2	29	82.8	11,934	71.3	9,646	68.9
	Standard of Excellence	n/a	Maintained	n/a	38	5.3	29	6.9	11,934	15.0	9,646	9.6
Social Studies 30-1	Acceptable Standard	Low	Maintained	Issue	93	77.4	90	79.7	21,992	85.5	23,164	84.8
	Standard of Excellence	Low	Declined Significantly	Concern	93	2.2	90	8.7	21,992	14.2	23,164	15.6
Social Studies 30-2	Acceptable Standard	Low	Maintained	Issue	140	72.9	110	75.3	19,173	83.9	17,286	83.6
	Standard of Excellence	Low	Maintained	Issue	140	7.1	110	6.0	19,173	14.8	17,286	14.5
Biology 30	Acceptable Standard	Intermediate	Maintained	Acceptable	74	85.1	96	84.5	21,656	85.2	22,802	82.7
	Standard of Excellence	Very High	Improved	Excellent	74	32.4	96	25.2	21,656	31.7	22,802	30.0
Chemistry 30	Acceptable Standard	Intermediate	Maintained	Acceptable	109	75.2	98	71.0	19,118	81.3	18,261	76.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	109	17.4	98	20.3	19,118	35.0	18,261	29.2
Physics 30	Acceptable Standard	Intermediate	Improved	Good	56	71.4	52	59.0	10,758	83.0	10,060	79.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	56	17.9	52	13.7	10,758	34.1	10,060	29.4
Science 30	Acceptable Standard	Very High	n/a	n/a	10	100.0	n/a	n/a	7,103	85.1	5,477	81.4
	Standard of Excellence	Intermediate	n/a	n/a	10	20.0	n/a	n/a	7,103	25.5	5,477	22.9

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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
English Lang Arts 30-1	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
English Lang Arts 30-2	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
French Lang Arts 30-1	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
Pure Mathematics 30	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
Applied Mathematics 30	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
Social Studies 30-1	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
Social Studies 30-2	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
Biology 30	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
Chemistry 30	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
Physics 30	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
Science 30	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 (OPTIONAL)

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.										
	Authority					**Province**				
	2009	**2010**	**2011**	**2012**	**2013**	**2009**	**2010**	**2011**	**2012**	**2013**
3 Year Completion	73.2	71.4	70.6	69.3	75.1	71.5	72.6	74.1	74.8	74.9
4 Year Completion	73.1	76.5	75.7	77.4	75.7	76.1	76.9	78.1	79.4	79.6
5 Year Completion	77.5	76.5	78.5	78.5	79.9	79.0	79.0	79.6	80.8	81.7
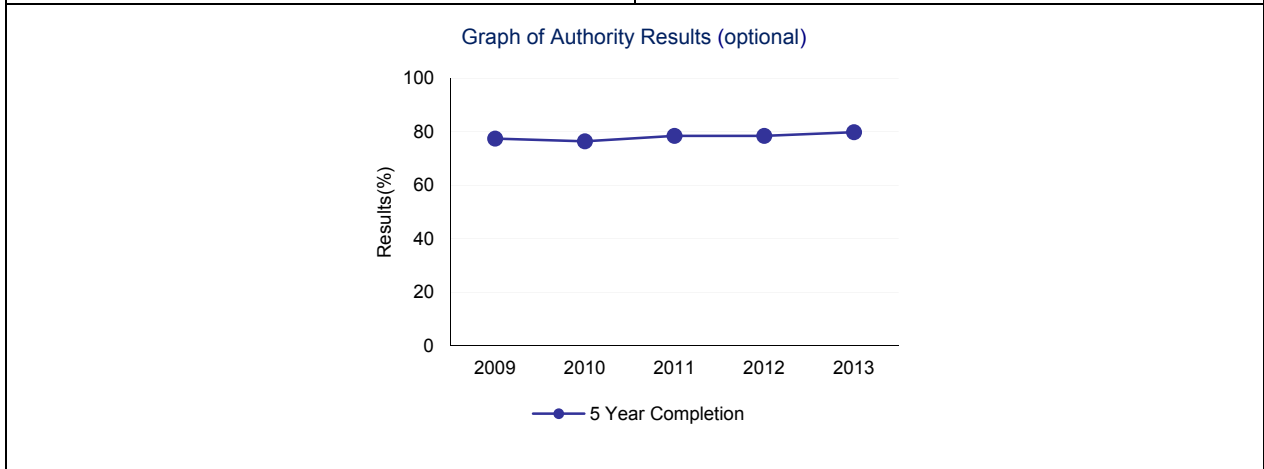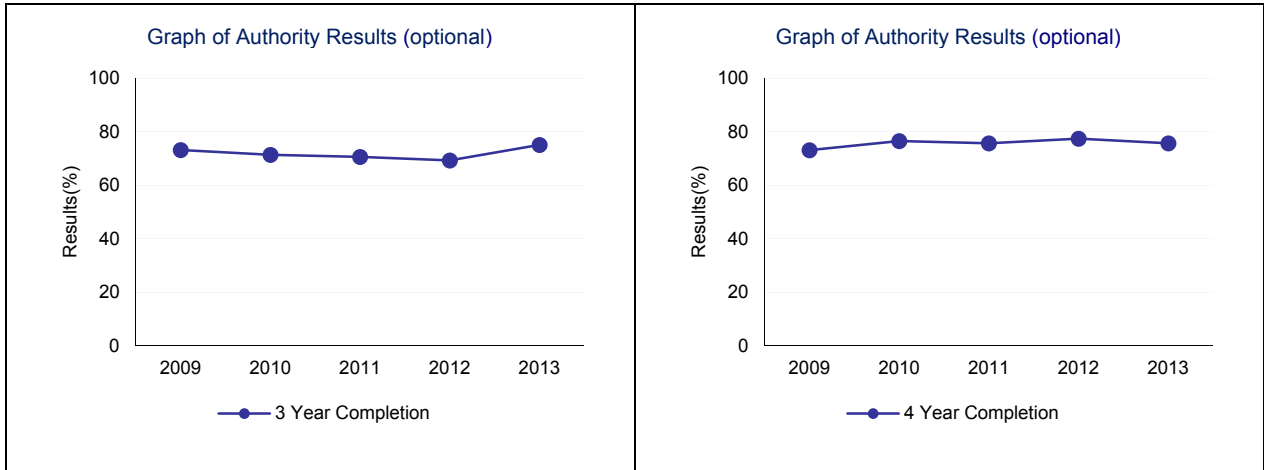
Graph of Authority Results (optional)

Graph of Authority Results (optional)

Graph of Authority Results (optional)

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

Drop Out Rate – Measure Details (OPTIONAL)

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					**Province**				
	2009	**2010**	**2011**	**2012**	**2013**	**2009**	**2010**	**2011**	**2012**	**2013**
Drop Out Rate	5.0	6.2	3.8	3.8	3.1	4.3	4.2	3.2	3.5	3.3
Returning Rate	22.2	24.3	22.8	24.5	18.4	23.5	27.9	23.4	23.0	21.1
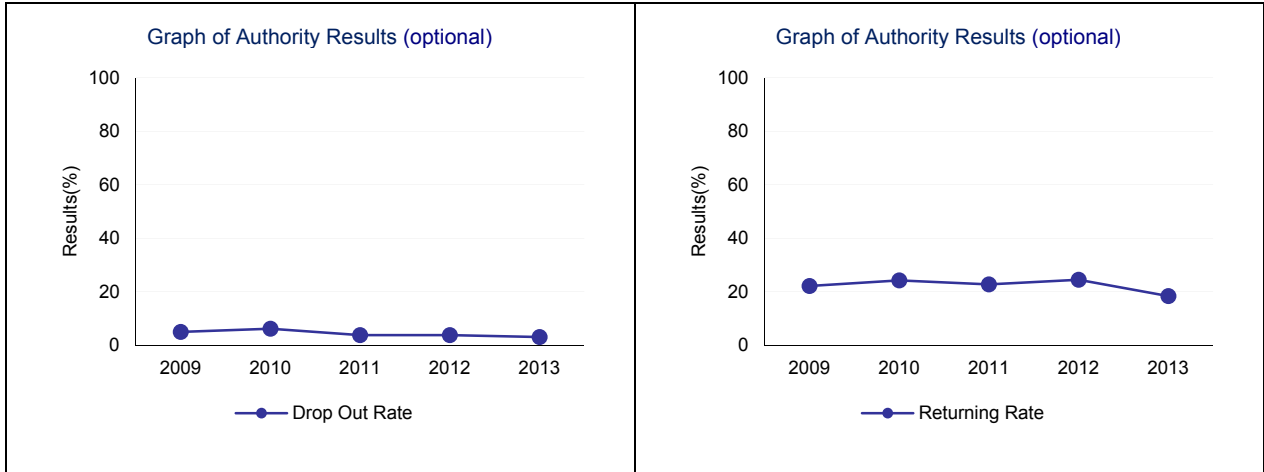
Graph of Authority Results (optional)

Graph of Authority Results (optional)

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

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					**Province**				
	2009	**2010**	**2011**	**2012**	**2013**	**2009**	**2010**	**2011**	**2012**	**2013**
4 Year Rate	40.3	37.9	43.2	38.7	37.3	37.5	37.8	38.2	39.6	40.0
6 Year Rate	62.6	58.3	61.1	56.7	60.3	59.8	59.3	58.4	59.5	59.2

Graph of Authority Results (optional)

4 Year (%)

Graph of Authority Results (optional)

6 Year (%)

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

Rutherford Eligibility Rate – Measure Details (OPTIONAL)

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					**Province**				
	2009	**2010**	**2011**	**2012**	**2013**	**2009**	**2010**	**2011**	**2012**	**2013**
Rutherford Scholarship Eligibility Rate (Revised)	48.9	58.9	54.0	54.8	56.8	56.9	59.6	61.5	61.3	60.9

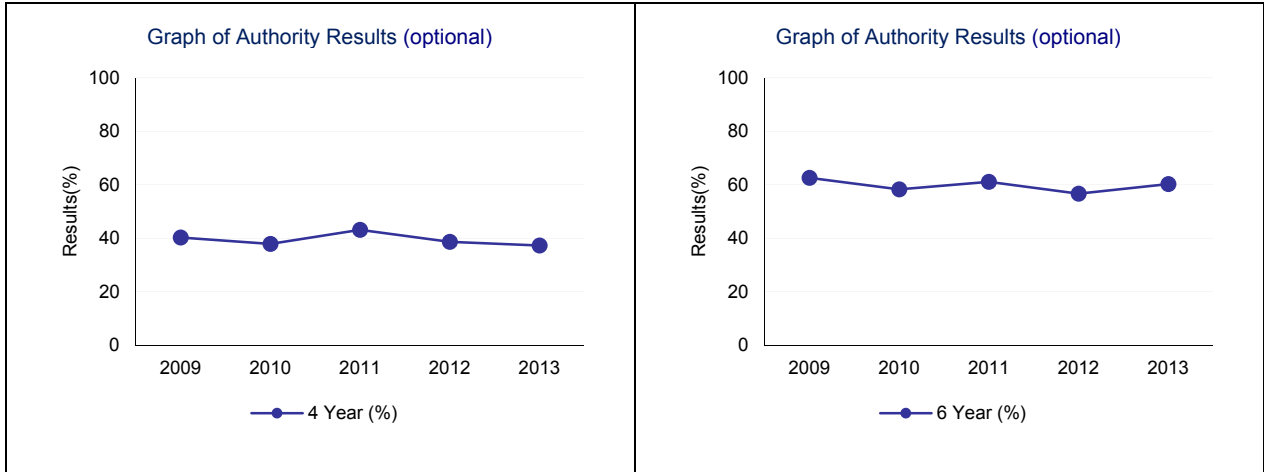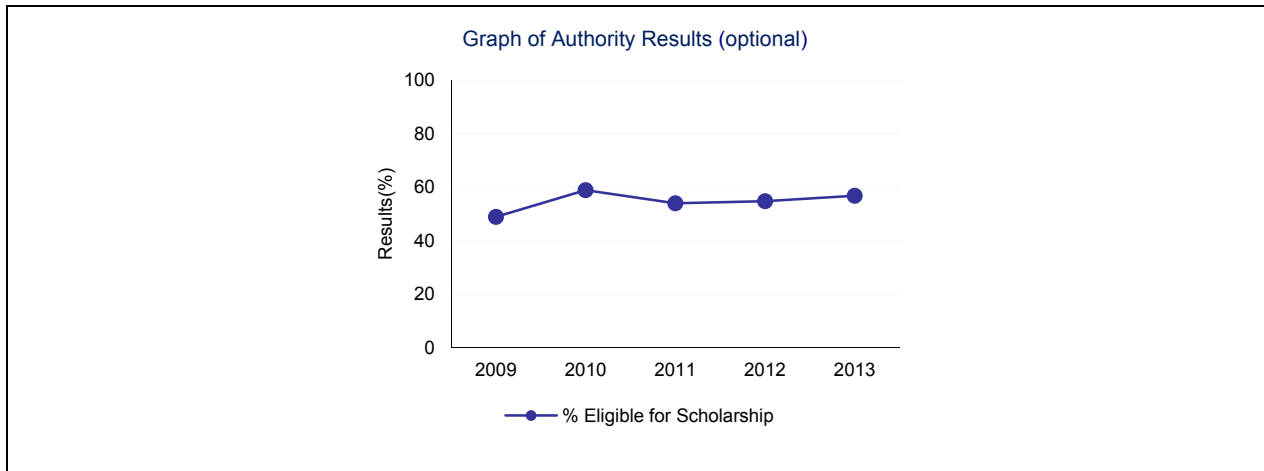| Rutherford eligibility rate details.									
Reporting School Year	**Total Students**	**Grade 10 Rutherford**		**Grade 11 Rutherford**		**Grade 12 Rutherford**		**Overall**	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2009	274	126	46.0	106	38.7	51	18.6	134	48.9
2010	282	152	53.9	121	42.9	69	24.5	166	58.9
2011	248	123	49.6	100	40.3	47	19.0	134	54.0
2012	239	111	46.4	109	45.6	53	22.2	131	54.8
2013	280	147	52.5	134	47.9	88	31.4	159	56.8

Graph of Authority Results (optional)

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Diploma Examination Participation Rate – Measure Details (OPTIONAL)

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

	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
% Writing 0 Exams	20.4	22.6	19.3	22.7	17.1	18.0	17.2	16.1	15.9	16.1
% Writing 1+ Exams	79.6	77.4	80.7	77.3	82.9	82.0	82.8	83.9	84.1	83.9
% Writing 2+ Exams	76.6	74.7	76.5	71.3	77.8	78.7	79.6	80.8	81.2	80.8
% Writing 3+ Exams	57.5	59.2	51.1	51.7	53.1	65.2	66.0	67.4	67.5	63.8
% Writing 4+ Exams	**44.2**	**48.1**	**35.1**	**40.5**	**44.9**	**53.5**	**54.9**	**56.2**	**56.6**	**50.5**
% Writing 5+ Exams	28.6	32.0	23.8	30.4	37.4	34.7	36.1	37.2	38.0	31.8
% Writing 6+ Exams	11.9	13.5	12.1	13.2	12.7	12.9	13.4	14.1	14.6	11.5

Graph of Authority Results (optional)

Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

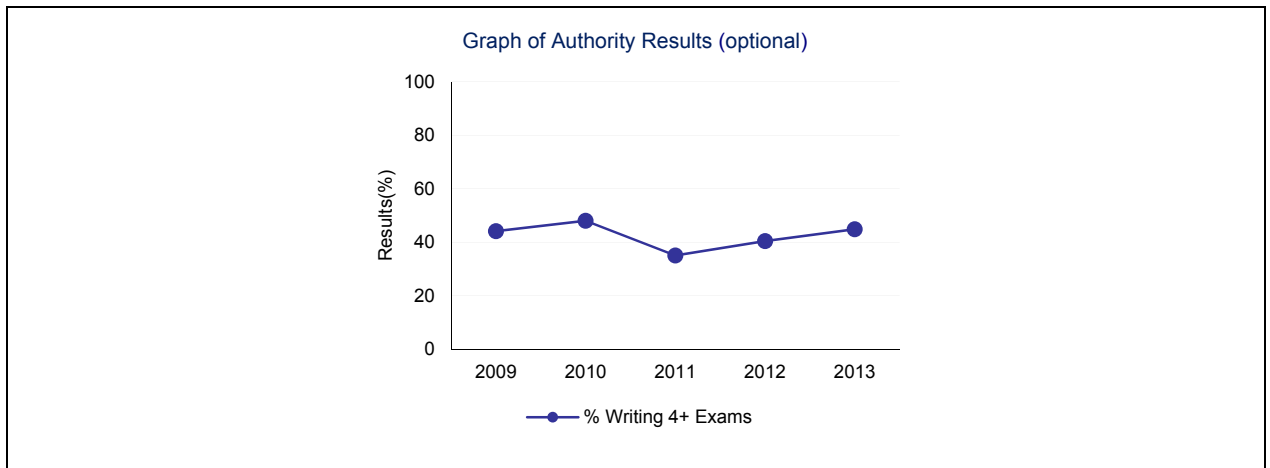|	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
English Language Arts 30-1	40.1	43.3	37.6	37.5	43.6	54.0	54.5	54.9	55.1	54.4
English Language Arts 30-2	37.8	30.5	39.2	35.5	35.5	24.5	25.1	26.1	26.1	27.2
Total of 1 or more English Diploma Exams	**77.3**	**73.1**	**75.7**	**72.3**	**78.8**	**77.1**	**78.0**	**79.0**	**79.2**	**79.3**
Social Studies 30	39.1	3.6	0.0	0.0	n/a	48.1	3.7	0.3	0.0	n/a
Social Studies 30-1	0.0	38.0	34.2	33.2	38.5	0.0	45.7	48.2	48.0	46.1
Social Studies 33	37.8	6.2	1.1	0.0	n/a	30.1	2.5	0.1	0.0	n/a
Social Studies 30-2	0.0	27.9	41.1	39.1	39.9	0.0	27.4	31.0	32.1	34.0
Total of 1 or more Social Diploma Exams	**76.3**	**74.1**	**76.4**	**71.1**	**78.4**	**77.4**	**78.1**	**78.9**	**79.3**	**79.3**
Pure Mathematics 30	32.4	36.1	28.9	31.6	0.7	40.8	41.4	42.6	42.5	7.3
Applied Mathematics 30	18.1	20.7	16.0	15.6	0.0	19.7	19.7	20.0	19.6	0.2
Mathematics 30-1	n/a	n/a	n/a	n/a	37.7	n/a	n/a	n/a	n/a	30.0
Mathematics 30-2	n/a	n/a	n/a	n/a	9.2	n/a	n/a	n/a	n/a	16.9
Total of 1 or more Math Diploma Exams	**50.5**	**56.1**	**44.5**	**46.9**	**46.2**	**59.9**	**60.6**	**62.0**	**61.5**	**52.5**
Biology 30	35.5	35.7	30.8	31.6	37.7	39.8	41.2	42.8	43.1	42.5
Chemistry 30	30.8	36.4	27.8	33.6	40.3	29.7	35.2	36.0	36.7	31.7
Physics 30	16.1	19.0	16.7	21.1	20.1	17.5	20.0	20.6	20.4	17.4
Science 30	0.3	1.0	0.4	1.2	1.1	8.2	9.0	9.1	10.5	9.8
Total of 1 or more Science Diploma Exams	**46.2**	**48.9**	**39.2**	**42.6**	**48.4**	**56.1**	**57.6**	**59.1**	**59.5**	**57.7**
Français 30-1	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	2.7	2.9	2.8	2.7	2.7
Total of 1 or more French Diploma Exams	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**2.9**	**3.1**	**3.1**	**2.9**	**3.0**

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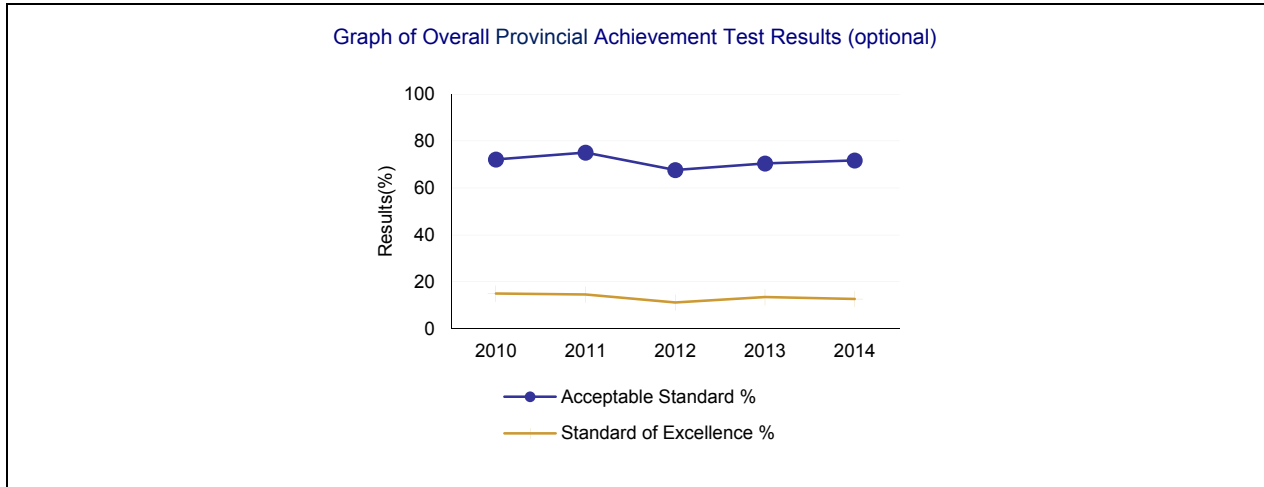**Provincial Achievement Test Results – Measure Details (OPTIONAL)**

PAT Course by Course Results by Number Enrolled.		Results (in percentages)										Target	
		2010		2011		2012		2013		2014		2014	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3*	Authority	86.0	11.4	82.7	12.9	86.1	14.9	84.9	11.1	n/a	n/a		
	Province	81.6	19.5	81.8	17.5	81.9	20.4	81.5	17.8	78.0	15.3		
French Language Arts 3*	Authority	50.0	5.0	53.6	7.1	43.3	6.7	51.9	0.0	n/a	n/a		
	Province	84.1	16.3	80.6	15.8	82.1	14.5	79.7	12.4	74.6	10.4		
Français 3*	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.4	16.3	84.2	18.6	82.3	12.5	82.8	14.1	78.2	7.0		
Mathematics 3*	Authority	n/a	n/a	77.8	24.4	75.0	16.3	78.5	20.0	n/a	n/a		
	Province	n/a	n/a	77.4	26.0	76.8	25.5	76.5	25.5	74.0	25.1		
English Language Arts 6	Authority	84.7	14.5	86.5	14.0	78.8	11.3	79.9	10.3	82.7	9.8		
	Province	83.3	18.9	83.0	18.5	82.7	17.8	82.5	16.3	81.9	17.6		
French Language Arts 6	Authority	88.9	16.7	96.6	31.0	73.9	8.7	82.4	17.6	76.2	28.6		
	Province	88.3	15.9	89.4	17.1	89.3	17.2	88.6	16.3	88.0	15.6		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.3	18.3	92.2	17.6	91.0	21.9	94.0	21.6	90.6	17.1		
Mathematics 6	Authority	n/a	n/a	68.6	12.7	66.5	10.3	62.6	11.8	67.0	7.1		
	Province	n/a	n/a	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4		
Science 6	Authority	75.3	24.7	79.0	25.3	76.8	17.2	73.4	21.2	77.2	21.4		
	Province	76.8	26.4	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9		
Social Studies 6	Authority	68.9	16.6	71.2	14.8	72.4	11.3	65.5	12.3	65.6	13.4		
	Province	71.0	16.4	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6		
English Language Arts 9	Authority	78.4	12.1	77.8	7.4	68.8	6.3	74.9	7.4	73.4	6.3		
	Province	79.3	15.0	79.1	16.3	77.4	16.4	76.7	14.8	76.3	15.1		
English Lang Arts 9 KAE	Authority	55.0	5.0	66.7	0.0	19.0	0.0	78.6	0.0	66.7	0.0		
	Province	66.8	7.8	67.2	7.9	61.4	5.8	62.4	4.3	62.9	3.5		
French Language Arts 9	Authority	92.3	7.7	86.7	0.0	62.5	12.5	92.9	14.3	95.2	4.8		
	Province	86.1	12.4	88.8	15.0	87.5	12.2	87.2	13.9	86.5	11.1		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.3	12.7	90.2	15.8	84.6	16.1	84.0	14.5	86.1	17.8		
Mathematics 9	Authority	n/a	n/a	57.7	13.5	60.0	11.7	60.6	16.0	63.3	6.9		
	Province	n/a	n/a	66.1	17.3	66.5	17.8	66.9	18.3	67.1	17.3		
Mathematics 9 KAE	Authority	36.4	9.1	66.7	12.1	45.5	18.2	81.3	6.3	46.7	6.7		
	Province	65.6	15.3	64.9	14.9	62.4	15.4	65.9	14.7	63.4	14.5		
Science 9	Authority	68.7	13.2	72.7	15.4	71.0	16.2	69.0	15.0	72.7	14.5		
	Province	73.6	17.7	74.9	20.8	74.2	22.4	73.0	20.0	73.2	22.1		
Science 9 KAE	Authority	42.1	15.8	76.9	11.5	54.5	0.0	83.3	27.8	53.8	15.4		
	Province	67.2	14.3	69.5	15.3	67.9	17.3	68.4	17.1	64.1	14.9		
Social Studies 9	Authority	64.5	12.5	63.9	14.1	52.6	8.6	56.2	16.1	60.7	11.4		
	Province	68.9	18.8	67.2	19.0	68.9	19.1	65.6	18.8	65.5	19.9		
Social Studies 9 KAE	Authority	52.6	10.5	76.0	8.0	25.0	0.0	66.7	0.0	46.7	13.3		
	Province	64.6	15.7	61.9	13.6	63.5	13.9	64.6	13.0	61.8	10.7		

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.

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

*School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.

Graph of Overall Provincial Achievement Test Results (optional)

Note: Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods

Graph of Provincial Achievement Test Results by Course (optional)

English Language Arts 3

- Acceptable Standard %
- Standard of Excellence %

French Language Arts 3

- Acceptable Standard %
- Standard of Excellence %

[No Data for Français 3]

Mathematics 3

- Acceptable Standard %
- Standard of Excellence %

English Language Arts 6

- Acceptable Standard %
- Standard of Excellence %

French Language Arts 6

- Acceptable Standard %
- Standard of Excellence %

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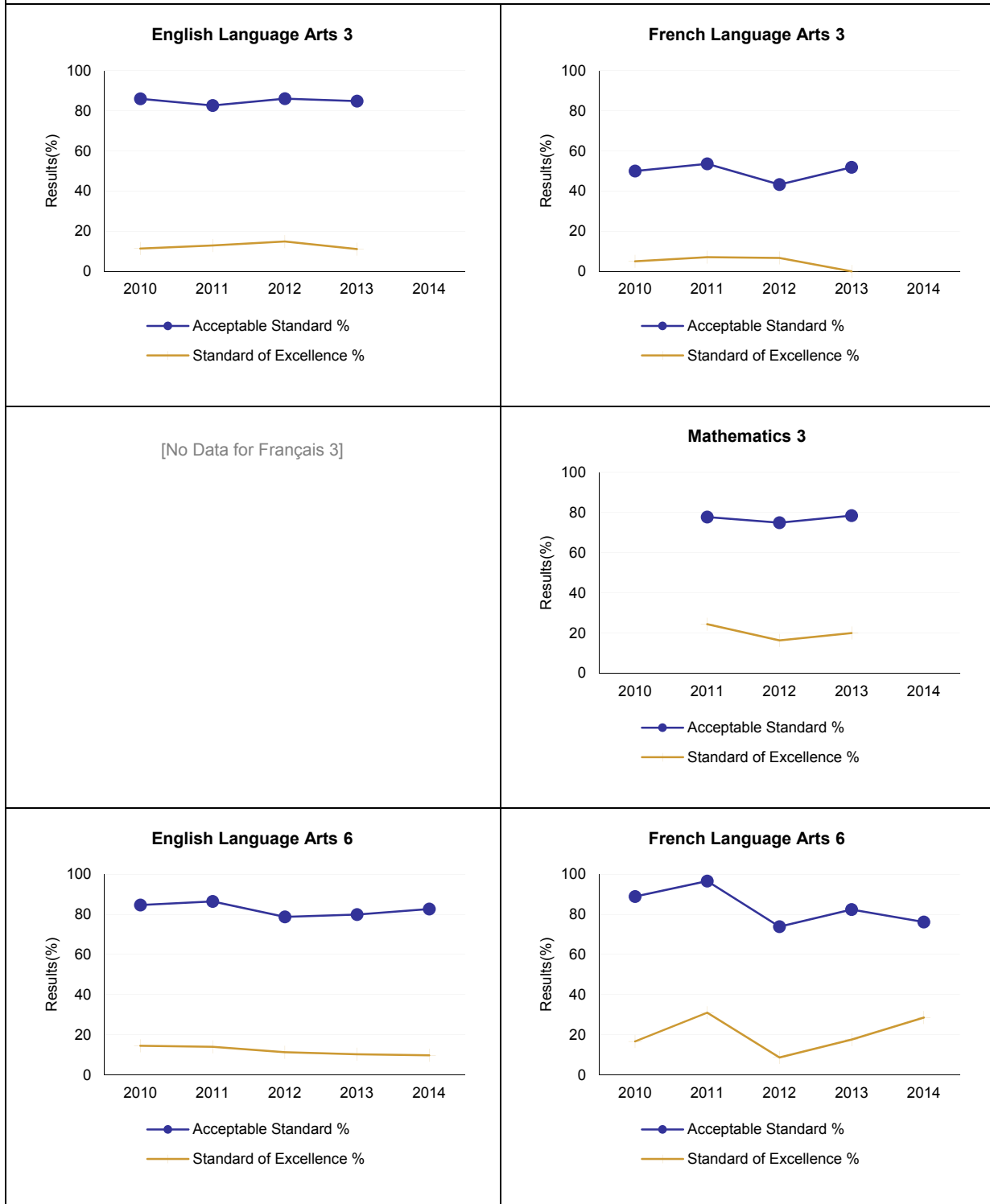
Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.

Graph of Provincial Achievement Test Results by Course (optional)

[No Data for Français 6]

Mathematics 6

Science 6

Social Studies 6

English Language Arts 9

English Lang Arts 9 KAE

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

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Graph of Provincial Achievement Test Results by Course (optional)

French Language Arts 9

[No Data for Français 9]

Mathematics 9

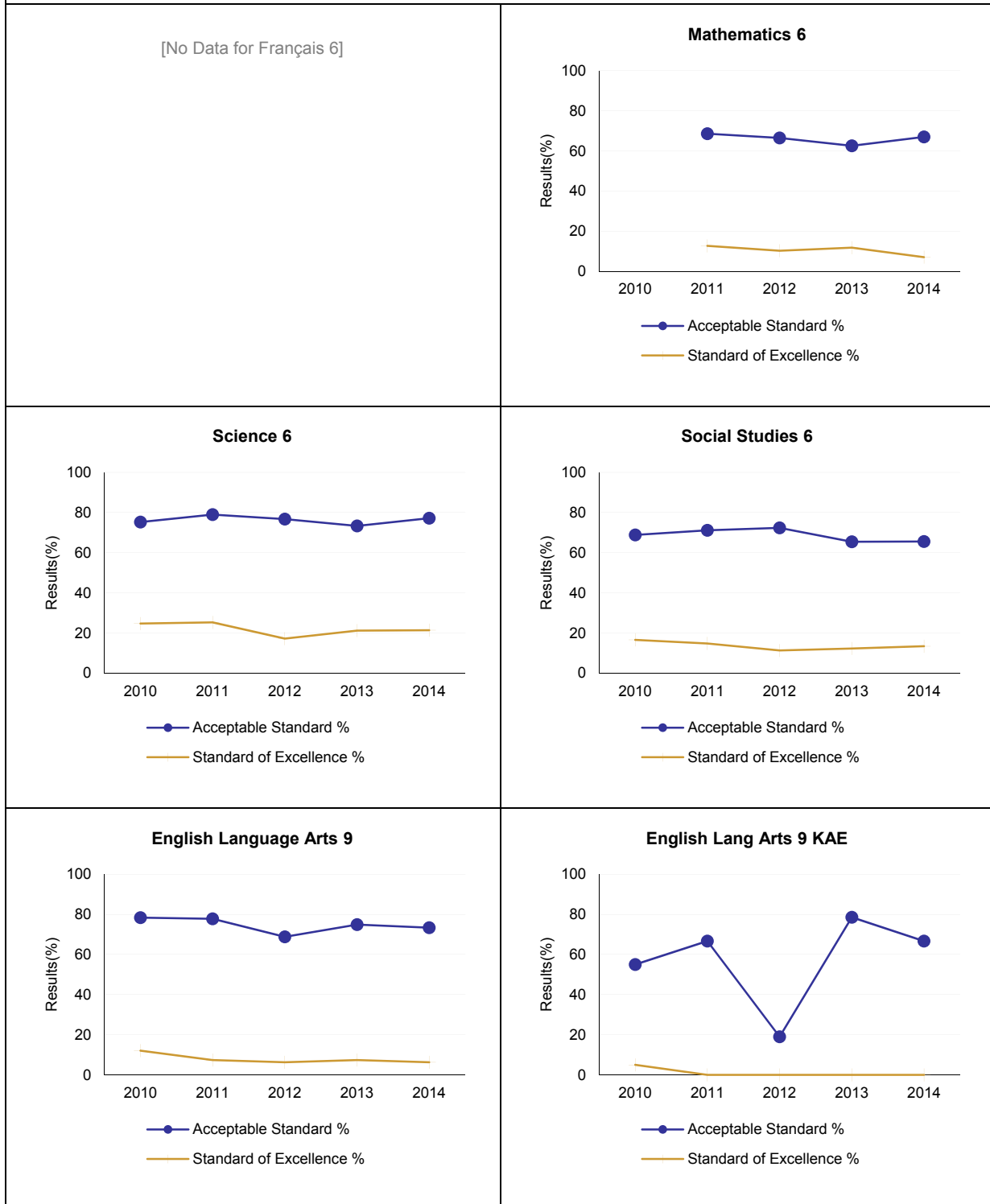### Mathematics 9 KAE

Science 9

Science 9 KAE

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

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Graph of Provincial Achievement Test Results by Course (optional)

Social Studies 9

Social Studies 9 KAE

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

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

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

Course	Measure	Achievement	Improvement	Overall	2014 N	2014 %	Prev 3 Yr Avg N	Prev 3 Yr Avg %	2014 N	2014 %	Prev 3 Yr Avg N	Prev 3 Yr Avg %
		Aspen View Sch Div No. 78							Alberta			
English Language Arts 3*	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	211	84.5	16,235	78.0	44,576	81.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	211	12.9	16,235	15.3	44,576	18.6
French Language Arts 3*	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	28	49.6	966	74.6	3,319	80.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	28	4.6	966	10.4	3,319	14.3
Français 3*	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	78.2	540	83.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	7.0	540	15.1
Mathematics 3*	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	211	77.1	16,202	74.0	44,562	76.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	211	20.3	16,202	25.1	44,562	25.7
English Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	225	82.7	212	81.7	45,704	81.9	43,581	82.7
	Standard of Excellence	Low	Maintained	Issue	225	9.8	212	11.9	45,704	17.6	43,581	17.5
French Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	21	76.2	23	84.3	2,752	88.0	2,609	89.1
	Standard of Excellence	Very High	Maintained	Excellent	21	28.6	23	19.1	2,752	15.6	2,609	16.9
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	531	90.6	474	92.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	531	17.1	474	20.4
Mathematics 6	Acceptable Standard	Low	Maintained	Issue	224	67.0	212	65.9	45,617	73.5	43,599	73.8
	Standard of Excellence	Very Low	Declined	Concern	224	7.1	212	11.6	45,617	15.4	43,599	17.0
Science 6	Acceptable Standard	Low	Maintained	Issue	224	77.2	212	76.4	45,608	75.9	43,551	77.2
	Standard of Excellence	Intermediate	Maintained	Acceptable	224	21.4	212	21.3	45,608	24.9	43,551	26.4
Social Studies 6	Acceptable Standard	Low	Maintained	Issue	224	65.6	212	69.7	45,593	70.4	43,540	72.3
	Standard of Excellence	Intermediate	Maintained	Acceptable	224	13.4	212	12.8	45,593	16.6	43,540	19.0
English Language Arts 9	Acceptable Standard	Low	Maintained	Issue	222	73.4	231	73.8	43,760	76.3	37,776	77.8
	Standard of Excellence	Low	Maintained	Issue	222	6.3	231	7.0	43,760	15.1	37,776	15.8
English Lang Arts 9 KAE	Acceptable Standard	Intermediate	Maintained	Acceptable	12	66.7	20	54.8	1,524	62.9	1,570	63.7
	Standard of Excellence	Low	Maintained	Issue	12	0.0	20	0.0	1,524	3.5	1,570	6.0
French Language Arts 9	Acceptable Standard	High	Improved	Good	21	95.2	15	80.7	2,658	86.5	2,387	87.8
	Standard of Excellence	Low	Maintained	Issue	21	4.8	15	8.9	2,658	11.1	2,387	13.7

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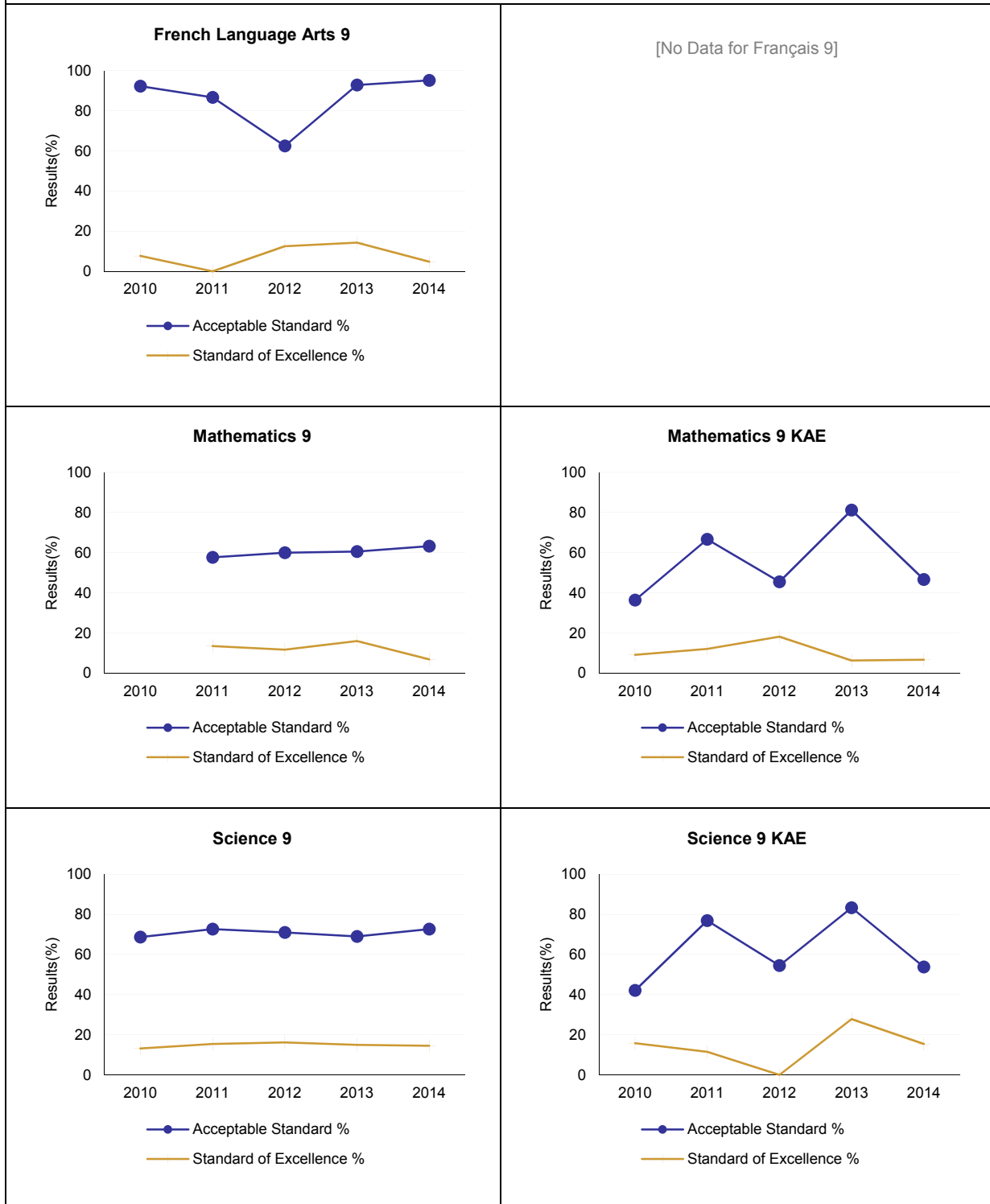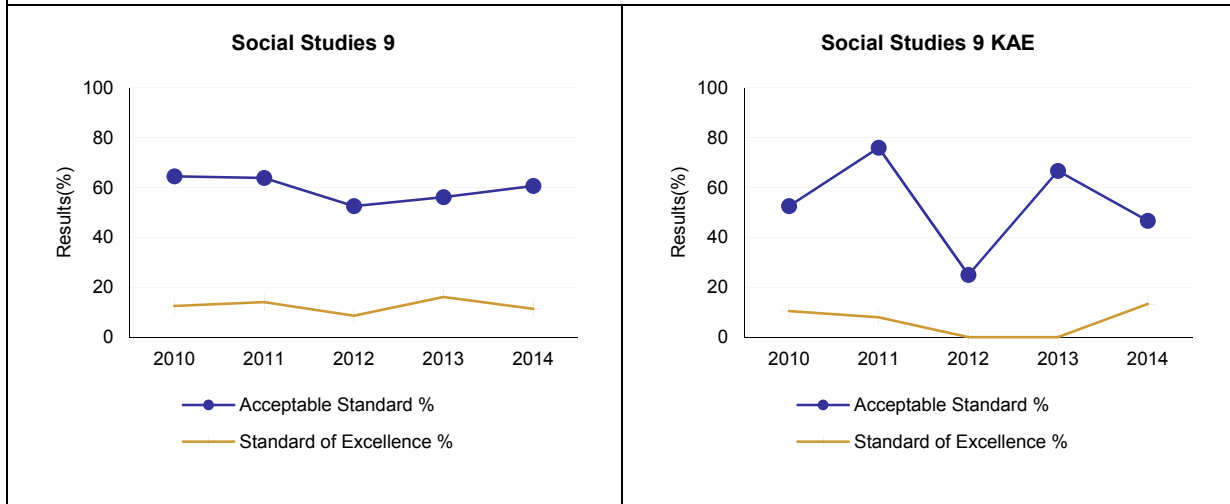
Course	Measure		Aspen View Sch Div No. 78						Alberta			
		Achievement	Improvement	Overall	2014		Prev 3 Yr Avg		2014		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	381	86.1	330	86.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	381	17.8	330	15.5
Mathematics 9	Acceptable Standard	Intermediate	Maintained	Acceptable	218	63.3	226	59.4	43,279	67.1	37,487	66.5
	Standard of Excellence	Very Low	Declined Significantly	Concern	218	6.9	226	13.7	43,279	17.3	37,487	17.8
Mathematics 9 KAE	Acceptable Standard	Low	Declined	Issue	15	46.7	24	64.5	1,971	63.4	1,846	64.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	15	6.7	24	12.2	1,971	14.5	1,846	15.0
Science 9	Acceptable Standard	High	Maintained	Good	220	72.7	230	70.9	43,769	73.2	37,974	74.0
	Standard of Excellence	High	Maintained	Good	220	14.5	230	15.5	43,769	22.1	37,974	21.1
Science 9 KAE	Acceptable Standard	Low	Declined	Issue	13	53.8	22	71.6	1,513	64.1	1,528	68.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	13	15.4	22	13.1	1,513	14.9	1,528	16.6
Social Studies 9	Acceptable Standard	Low	Maintained	Issue	219	60.7	232	57.6	43,773	65.5	38,159	67.2
	Standard of Excellence	Low	Maintained	Issue	219	11.4	232	13.0	43,773	19.9	38,159	19.0
Social Studies 9 KAE	Acceptable Standard	Low	Maintained	Issue	15	46.7	20	55.9	1,510	61.8	1,510	63.3
	Standard of Excellence	Intermediate	Improved	Good	15	13.3	20	2.7	1,510	10.7	1,510	13.5

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

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

*School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
French Language Arts 3	Acceptable Standard	0.00 - 60.68	60.68 - 77.74	77.74 - 88.22	88.22 - 94.87	94.87 - 100.00
	Standard of Excellence	0.00 - 3.31	3.31 - 8.38	8.38 - 17.31	17.31 - 25.31	25.31 - 100.00
Mathematics 3	Acceptable Standard	0.00 - 65.67	65.67 - 76.54	76.54 - 84.30	84.30 - 89.88	89.88 - 100.00
	Standard of Excellence	0.00 - 14.73	14.73 - 21.19	21.19 - 30.01	30.01 - 39.19	39.19 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Citizenship – Measure Details (OPTIONAL)

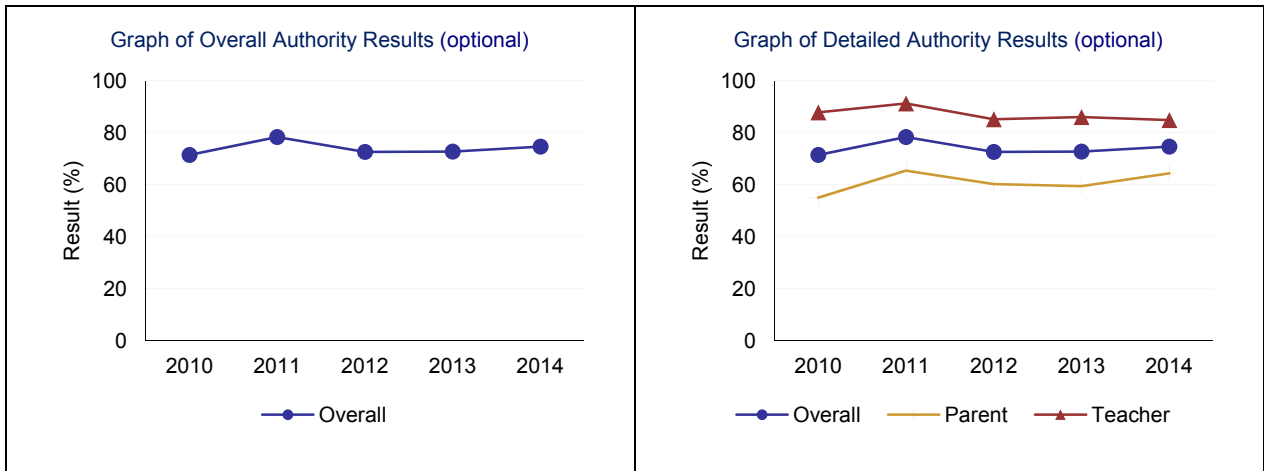| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					**Province**				
	2010	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
Overall	72.7	74.5	75.7	77.2	75.2	81.4	81.9	82.5	83.4	83.4
Teacher	88.9	93.3	87.6	92.1	92.7	93.0	92.7	93.1	93.6	93.8
Parent	65.5	68.5	72.6	69.5	68.4	78.5	78.6	79.4	80.3	81.9
Student	63.6	61.6	66.9	70.1	64.5	72.7	74.5	75.0	76.2	74.5
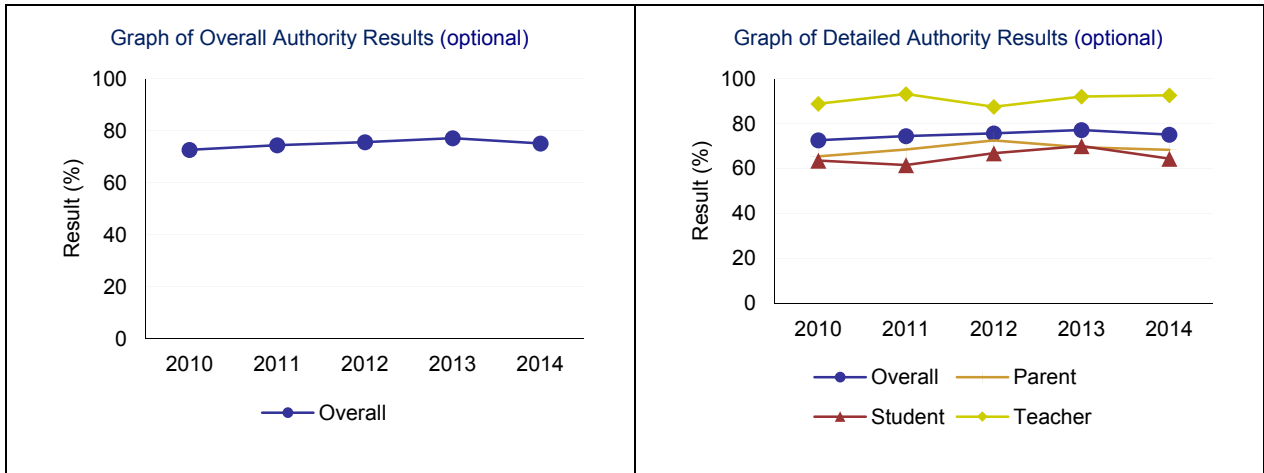
Graph of Overall Authority Results (optional)

Graph of Detailed Authority Results (optional)

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
Survey results for the province and some school authorities were impacted by 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 (OPTIONAL)

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.										
	Authority					**Province**				
	2010	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
Overall	71.5	78.4	72.7	72.8	74.7	79.9	80.1	79.7	80.3	81.2
Teacher	87.9	91.3	85.2	86.1	84.9	90.0	89.6	89.5	89.4	89.3
Parent	55.1	65.5	60.3	59.5	64.4	69.8	70.6	69.9	71.1	73.1

Graph of Overall Authority Results (optional)

Graph of Detailed Authority Results (optional)

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

Lifelong Learning – Measure Details (OPTIONAL)

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.										
	Authority					**Province**				
	2010	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
Overall	65.0	69.9	66.3	65.5	64.6	67.6	67.9	68.0	68.5	69.5
Teacher	80.8	82.9	74.6	79.1	75.7	75.4	75.3	75.8	75.7	76.0
Parent	49.2	56.8	58.1	51.8	53.4	59.8	60.6	60.2	61.2	63.0

Graph of Overall Authority Results (optional)
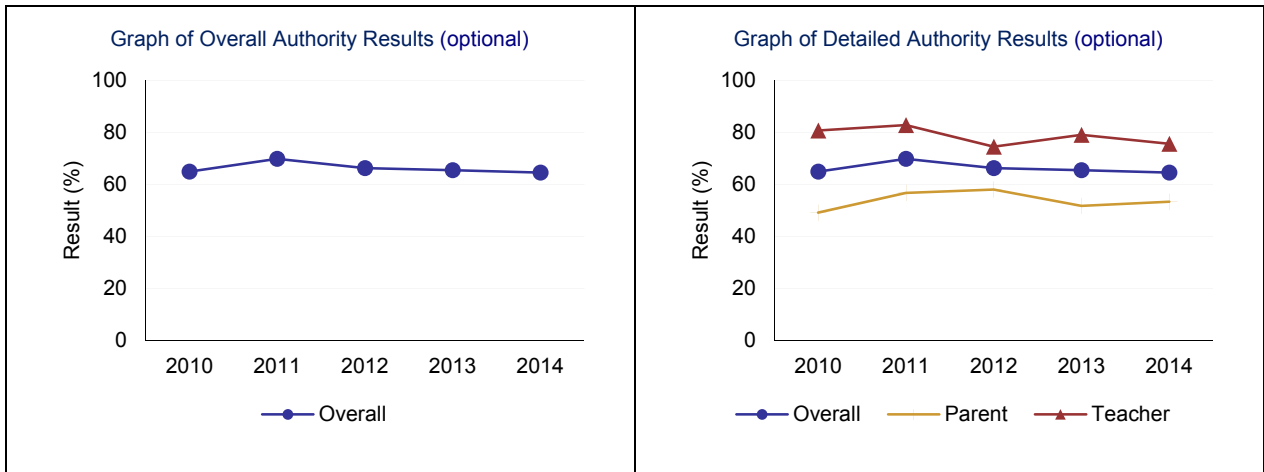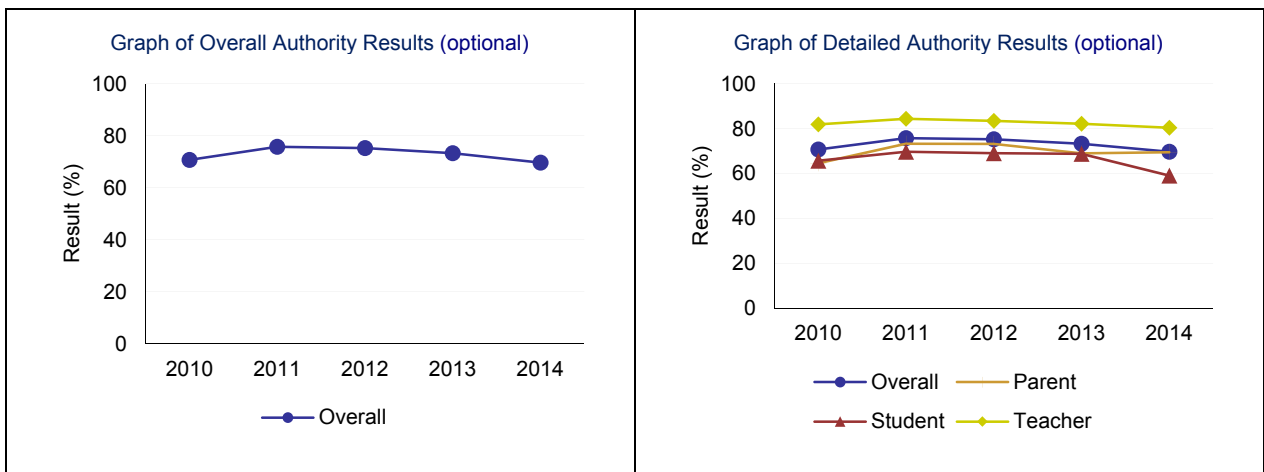

Graph of Detailed Authority Results (optional)

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

Program of Studies – Measure Details (OPTIONAL)

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.										
	Authority					**Province**				
	2010	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
Overall	70.7	75.8	75.3	73.3	69.7	80.5	80.9	80.7	81.5	81.3
Teacher	81.9	84.4	83.5	82.2	80.4	87.7	87.6	87.3	87.9	87.5
Parent	64.6	73.3	73.2	69.0	69.5	78.0	78.3	78.1	78.9	79.9
Student	65.7	69.7	69.1	68.8	59.1	75.9	76.9	76.9	77.8	76.6

Graph of Overall Authority Results (optional)
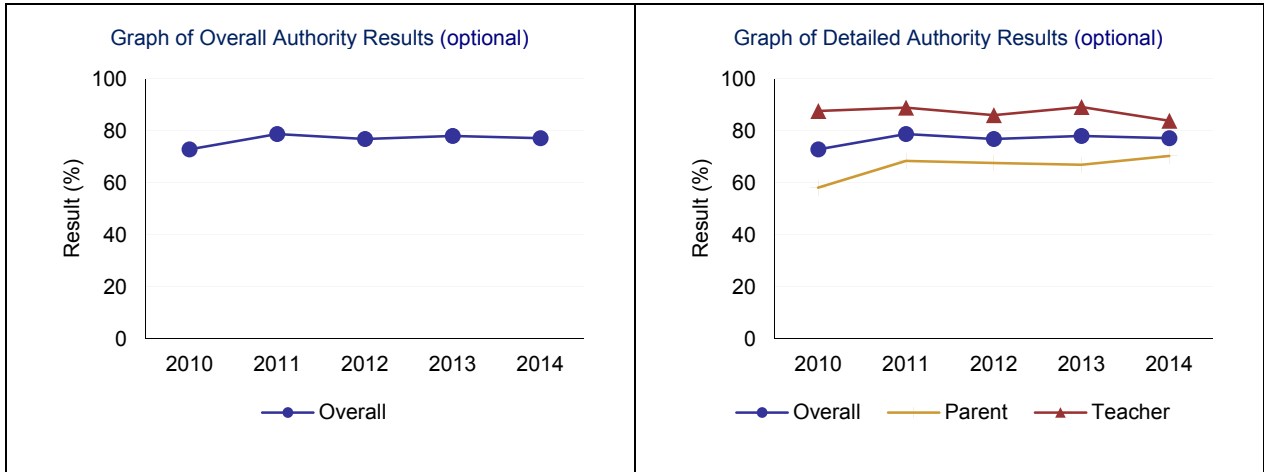

Graph of Detailed Authority Results (optional)

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
    Survey results for the province and some school authorities were impacted by 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 (OPTIONAL)

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.									
	Authority					**Province**			
	2010	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
Overall	72.8	78.7	76.8	78.0	77.1	80.0	79.9	79.7	80.3	80.6
Teacher	87.6	88.9	86.0	89.1	83.8	88.6	88.1	88.0	88.5	88.0
Parent	58.1	68.4	67.6	66.9	70.3	71.3	71.7	71.4	72.2	73.1

Graph of Overall Authority Results (optional)

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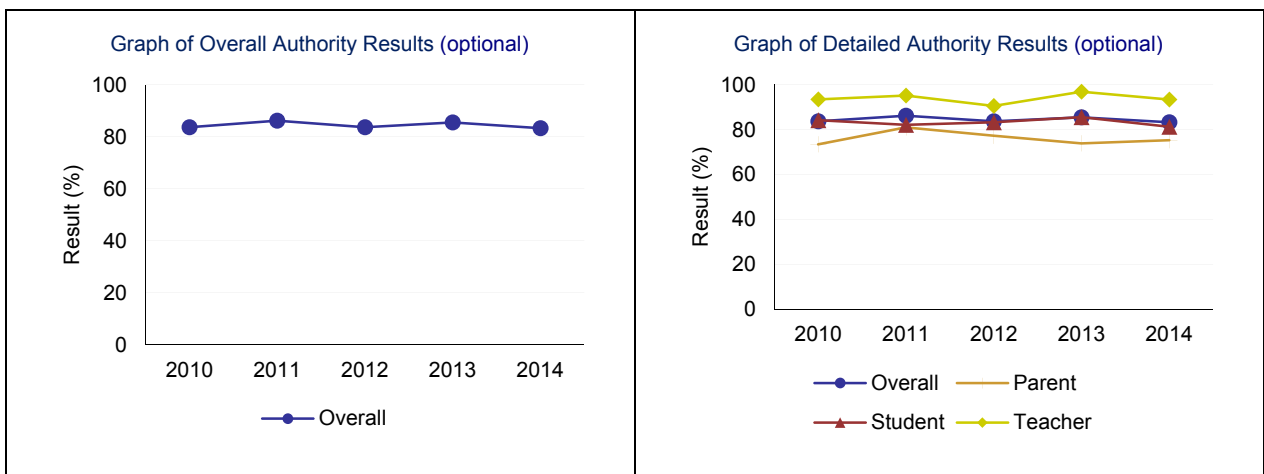
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details (OPTIONAL)

Percentage of teachers, parents and students satisfied with the overall quality of basic education.									
	Authority					**Province**			
	2010	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
Overall	83.7	86.2	83.7	85.5	83.3	89.2	89.4	89.4	89.8	89.2
Teacher	93.5	95.2	90.6	96.9	93.4	95.6	95.5	95.4	95.7	95.5
Parent	73.5	81.0	77.3	73.9	75.3	83.9	84.2	84.2	84.9	84.7
Student	84.2	82.2	83.3	85.6	81.3	88.2	88.5	88.6	88.7	87.3

Graph of Overall Authority Results (optional)
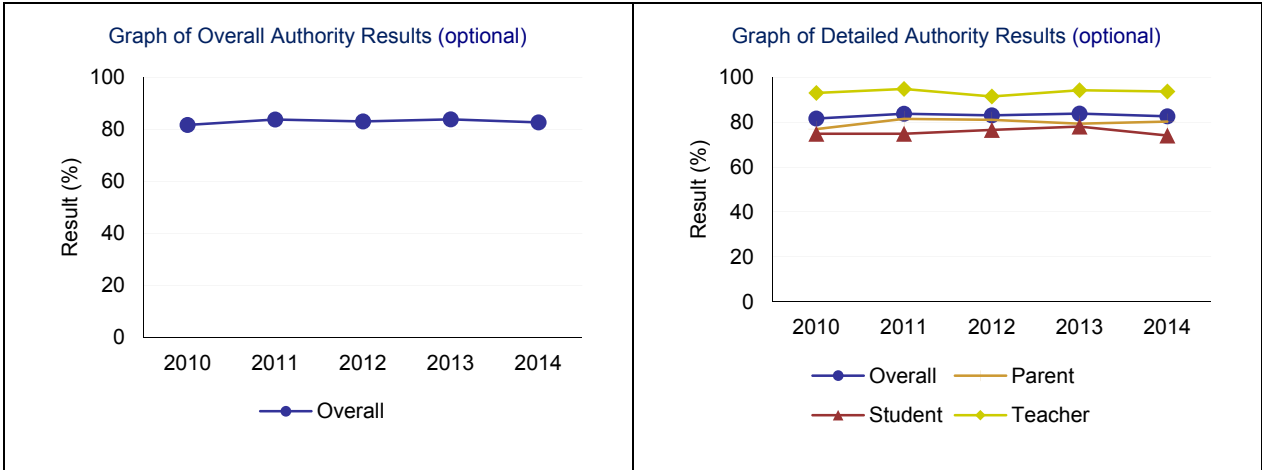

Graph of Detailed Authority Results (optional)

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
Survey results for the province and some school authorities were impacted by 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 (OPTIONAL)

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

	Authority					Province				
	2010	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
Overall	81.7	83.8	83.1	83.9	82.7	87.6	88.1	88.6	89.0	89.1
Teacher	93.1	94.9	91.5	94.3	93.7	94.4	94.5	94.8	95.0	95.3
Parent	77.0	81.5	81.1	79.4	80.3	86.1	86.6	87.4	87.8	88.9
Student	74.9	74.9	76.6	78.1	74.1	82.2	83.3	83.7	84.2	83.1

Graph of Overall Authority Results (optional)
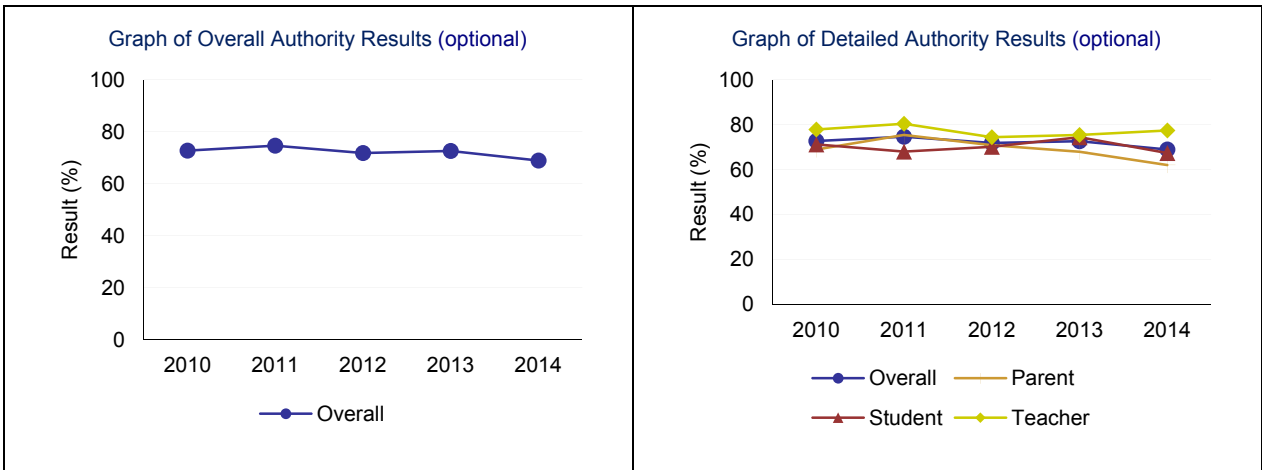

Graph of Detailed Authority Results (optional)

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
Survey results for the province and some school authorities were impacted by 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 (OPTIONAL)

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.

	Authority					Province				
	2010	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
Overall	72.8	74.7	71.9	72.7	69.0	79.9	80.1	80.0	80.6	79.8
Teacher	77.9	80.5	74.5	75.5	77.5	80.8	80.1	81.1	80.9	81.3
Parent	69.0	75.5	70.9	68.0	62.1	77.0	77.3	76.2	77.9	77.0
Student	71.3	68.1	70.2	74.5	67.4	81.8	82.9	82.7	82.9	81.2

Graph of Overall Authority Results (optional)

Graph of Detailed Authority Results (optional)

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