

**Annual Education Results Report
and
Three Year Education Plan
2015 – 2018**

Lochearn Elementary School

Wild Rose School Division No. 66



Learning Together, We Excel!

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Lochearn Elementary School

Lochearn Elementary School is a Kindergarten to grade 5 school in Rocky Mountain House. We serve students living in town as well as rural students living on farms and acreages.

Our Vision

- Students First: Today's Leaders

Our School Mission

- Shaping potential in a global environment.

Our School Motto

- Learning Together, We Excel!

Our Values

- Relationships • Integrity • Perseverance • Creativity • Citizenship

Program Highlights

Engaging All Learners

· Inquiry Based Learning · Smart Learning · Differentiated Learning · Learning Commons · Lochearn Junior ATB Program · Genius Hour · Identity Day · Geography Challenge · FINs Program · Classroom Champions · School Choir · Outdoor Education Opportunities: skating, snorkeling, snowshoeing, swimming

Overall Wellness and School Connectedness

· Leader in Me: 7 Habits · Crosswalk Leaders · Grade 5 Leadership Team · Recycling Club · Grade 4 Peacemakers · Gym Games · Healthy Active Team (H.A.T. Team) · Grade 4 students visit the Good Samaritans weekly
· Roots of Empathy

Building Relationships

· Mentorship Program · Clubs and Committees · Volunteer Reading Program

School Issues, Trends and Future Directions

We are continuing with a focus on overall wellness and school connectedness. Students who need extra support will continue to be identified through our “Response to Intervention” model and our “Program Planning Team Process.” We will be continuing with the Seven Habits of Leadership, developing leadership in everyone, and implementing Zones of Regulation, schoolwide, which helps students to understand their emotions and their ability to relate to the world in ways that make others feel comfortable relating to them.

We will continue to develop a deeper understanding and a common language around the competencies and effectively communicate learning to parents. We will focus on inquiry based learning and competencies throughout our

professional learning this year. As a way of involving parents in understanding the value of 21st century learning versus traditional learning, our School Council will visit classrooms monthly and we will be implementing student led conferences school wide. We will also continue to showcase learning on Facebook and Twitter, as well as Remind 101 and newsletters.

Each classroom is a literacy and numeracy classroom. Literacy and numeracy benchmarks are an integral part of curriculum and enables teachers to better determine individual student needs and help support more personalized learning. This year we are beginning to collect school wide data in math so we can identify trends as a whole school and implement appropriate supports. We will continue with reading support from K-5 with levelled literacy and reading intervention.

Finally, we will continue in supporting new staff with the professional learning that we have been doing. We differentiate staff learning in our professional learning teams that meet weekly for an hour, during the school day. We also ensure that the new staff member has a mentor in the school.

Summary of Major Accomplishments for 2014-2015

As we further embraced 21st Century learning, we focussed on innovation and community building. We designed meaningful, deep learning experiences where students were engaged, ethical and entrepreneurial citizens. We implemented a Junior ATB program and a Learning Commons. We had our first spring fling, our first student vote, our first Tunisian Sook, and our first Invention Convention. As we moved forward with Inspiring Education, students were engaged in amazing projects that moved us ahead in project based learning.

We also focussed on wellness and relationships. We began a mentorship program, where each staff member mentored one child, outside their classroom. We challenged our school community weekly to make healthy choices with our “Weekly Healthy Challenges.” Students were encouraged to have lunch in other classrooms to make new friends. We also continued with a buddy reading program where each class had a buddy class to read with

each week. We continued with our volunteer reading program, where every classroom had a minimum of one volunteer reader.

Improvement Plan-Culture of Engagement

Goal 1:

Culture of engagement to improve learning

Improvement Question:

Will facilitating a culture of engaged learning at Lochearn result in greater success for all students in the 2015-2016 school year?

Rationale:

By increasing student engagement through Inquiry, Smart and 7 Habits/Zones, students will increase achievement in learning.

Objectives:

- 80% of parents and community members agree that Lochearn School is effective & improving
- 85% of students agree that their school experience is engaging and valuable
- 85% of students report positive engagement in school
- Student attendance rates exceed 85%
- Student referrals to the office decrease by 10%
- 0% suspensions

Improve teacher knowledge

-embedded PLT time, 30 minutes a week

-Daily 5, Project Based Learning, and Early Childhood Conference

- learning rounds twice a year

Improve support staff knowledge

-embedded para-professional learning once a month

-cross training Educational Assistants

Improve distributed leadership capacity

-continue to develop leadership capacity at each grade level

Continue with 7 Habits/Zones knowledge and awareness

-7 habits for healthy kids resources in the classroom

-Zones of regulation in each class

-embedded in our assembly and incentive programs

Action Plan:

- Grade 2 and 3 teachers implementing Daily 5.
- 3 teachers to attend Daily Cafe in 2016.
- 5 teachers attend Project Based Learning workshop in October.
- Professional Learning Days- focus on Inquiry, Math and Zones of Regulation

Assessment:

- whole school data
- attendance
- behavior reports
- accountability survey
- PAT Data

Improvement Plan-Overall Wellness

Goal 2: Inspiring overall wellness and school connectedness

Rationale:

A focus on overall wellness and school connectedness is about creating a school community where everyone feels safe, seen, heard, supported, significant and cared for.

Objectives:

- 100% of our teachers effectively implementing DPA
- k-5 students are using a common language
- A minimum of 65% of items are choose most often for celebration days and hot lunch
- A minimum of 65% of items are choose most often for lunches
- mentorship program
- every teacher calls home by the end of September
- bully free school
- 7 Habits/Zones

Strategies:

Increase teacher knowledge of healthy school communities

- Healthy Active Team includes student leadership team and two teachers
- Weekly Healthy Active Challenges
- 25% of our PD days are on Healthy, Active Schools, including Zones of Regulation, Response to Intervention and Wellness

Improve support staff knowledge

- embedded para-professional learning once a month
- cross training Educational Assistants

Increase parent knowledge of what is happening in our school

- Share at School Council through presentations by students and staff
- communicate how we are teaching nutrition/wellness in weekly home notes
- communicate Healthy Active Team challenges in our newsletter, webpage and Remind 101
- HAT team communicates in our morning announcements

Action Plan:

- Zones of Regulation workshop and Resources
- Mentorship Program
- Dean Milford our health champion

- DPA during PD Days led by Dean Milford
- Healthy Active Team
- Clubs and Committees
- Home School Connection, School Council
- Newsletters
- Annual Health Fair
- Children and Youth Nutrition Guidelines
- Communicate in the newsletter and the webpage and Remind 101

Assessment:

- Random Sampling (observations)
- Feedback from students on DPA
- Accountability Survey
- Teacher Reflections
- Response to Intervention Data

Improvement Plan-Literacy and Numeracy

Goal 3: Focus on Literacy and Numeracy

Improvement Question:

How will a focus on literacy and numeracy increase student achievement?

Strategies:

- Math focus in professional learning
- Develop a benchmark in Math for all grades
- Develop common assessments
- Inquiry Based Learning
- Smart Learning
- 1-1 support including reading intervention
- technology
- various clubs including library groups

Rationale:

For continued academic success, this goal must remain a high priority of the school.

Objectives:

- 90% of students at grade level in reading
- 80% of students understanding strategies for basic facts

Improve teacher knowledge

-embedded PLT time, 30 minutes a week focussed on assessments

-Webinars, ECE Conference

- learning rounds twice a year

Improve parent knowledge

-outcomes and strategies reported in weekly home notes

-communicate numeracy and literacy learning in our classrooms on Facebook and in newsletters

Action Plan:

- Grade 2 and 3 teachers have implemented Daily 5.
- Grade 2, 3 and 4 teachers attend Daily Cafe in 2016.
- Grade 4 and 5 teachers attend Project Based Learning workshop in Red Deer in October.
- Professional Learning Days- focus on Inquiry, Math and Zones

Assessment:

- whole school data
- Fountas and Pinnell
- Math Benchmark
- Common Math Assessments in each grade

December 4 (school focussed)	Zones of Regulation-am Technology-pm
January	<p>Professional Learning Teams (meet weekly): Zones of Regulation Numeracy-assessments Invention Convention Planning Visit Classroom Feedback Loop from Classroom Visit</p> <p>Support Staff Professional Learning (meet monthly): Sensory Regulation</p>
January 29 (division day)	Professional Growth Planning and Reflecting
February	<p>Professional Learning Teams (meet weekly): Technology Invention Convention Planning Zones</p> <p>Support Staff Professional Learning (meet monthly): Behavior Strategies</p>
March	<p>Professional Learning Teams (meet weekly): Numeracy Assessments Response to Intervention Inquiry Based Learning Feedback Loop Professional Learning Reflections</p> <p>Support Staff Professional Learning (meet monthly): Strategy Sharing</p>
March 7 (school focussed)	Sandi Berg Numeracy
April	Professional Learning Teams (meet weekly):

Visit Classrooms
Feedback Loop from Classroom Visit
Inquiry Based Learning Feedback Loop

Support Staff Professional Learning (meet monthly):
Zones of Regulation Feedback Loop
Wellness Strategies

April 15
(division focussed) Sharing of PBL Insights

May **Professional Learning Teams (meet weekly):**
Technology
Numeracy

Support Staff Professional Learning (meet monthly):
Conflict Resolution

May 6
(school focussed) Numeracy Focus

June **Professional Learning Teams (meet weekly):**
Response to Intervention
Portfolios-commons assessments
Professional Learning Reflections

Support Staff Professional Learning (meet monthly):
Reflection on Professional Growth Plans

June 29
(division focussed) Organizational Day

Revised by Lochearn School Community, November 2015

Combined 2015 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Lochearn Elementary School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	87.5	88.4	87.7	89.2	89.1	88.9	High	Maintained	Good
Student Learning Opportunities	n/a	Program of Studies	75.8	80.9	72.8	81.3	81.3	81.2	Intermediate	Maintained	Acceptable
		Education Quality	94.0	92.9	93.4	89.5	89.2	89.5	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.4	3.3	3.3	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.4	74.9	74.6	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	n/a	74.0	75.0	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	n/a	19.0	19.5	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	n/a	85.4	84.4	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	n/a	21.0	19.9	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	50.5	54.4	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	61.2	60.9	61.3	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.8	59.2	59.0	n/a	n/a	n/a
		Work Preparation	84.6	82.8	78.2	82.0	81.2	80.4	High	Maintained	Good
		Citizenship	86.9	82.1	83.8	83.5	83.4	83.1	Very High	Maintained	Excellent
Parental Involvement	Acceptable	Parental Involvement	76.2	81.2	77.7	80.7	80.6	80.2	Intermediate	Maintained	Acceptable
Continuous Improvement	Excellent	School Improvement	84.9	83.1	79.3	79.6	79.8	80.1	Very High	Improved	Excellent

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 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 changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Measure Evaluation Reference

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 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	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Desired Outcome One: Every student is successful

Specific Outcome: Students achieve student learning outcomes.

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results

(an assessment of progress toward achieving the target)

N/A

Strategies

N/A

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.

Specific Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.9	83.0	86.3	82.1	86.9	86.9	Very High	Maintained	Excellent	87	88	89
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.	80.1	67.9	83.9	82.8	84.6	84.6	High	Maintained	Good	85	86	87

Comment on Results

(an assessment of progress toward achieving the target)

The percentage of teachers, parents and students who are satisfied that our students are modeling the characteristics of active citizenship are excellent. The percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school is high.

Strategies

The percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school is lower, therefore we will work on increasing communication about how we are preparing students for work when they finish school. We are committed to the 7 Habits of Highly Effective Kids and we celebrate citizenship daily. We also have a variety of programs that students can be involved in, including Guitar Club, Recycling, Crosswalk Leaders, Leadership Team, Choir, Peacemakers, Milk Club, Running Club and Gaming Club. Our grade 4 students go to the Good Samaritans for community service and our Peacemakers develop projects for the local and global community. Our grade 1 students have started the Classroom Champions program where they focus on goals with an Olympian. We also have a school wide inquiry project, “Invention Convention”, which engages students in a number of competencies.

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

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

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

[No Data for PAT Results]

Comment on Results

(an assessment of progress toward achieving the target)

N/A

Strategies

We are focusing on deep learning including student voice and choice through Smart Learning, Inquiry Based Learning and Genius Hours. We also focus on each classroom being a literacy and numeracy classroom. We are beginning to implement the Daily 5 in our primary grades, and have implemented Smart Learning. To ensure each students is at grade level in reading, we have a variety of supports for this including Reading Intervention at K-2, and Precision Reading in grade 3-5. We are developing a whole school assessment and benchmarks for each grade in Mathematics. We also have a pre-kindergarten program which supports students with speech and language.

We will be working in our Professional Learning Teams to implement strategies to improve the performance of students who we feel should be able to move from the Acceptable Standard into the Standard of Excellence.

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.

Desired Outcome Two: Alberta has quality teaching and school leadership

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	81.3	58.0	79.5	80.9	75.8	75.8	Intermediate	Maintained	Acceptable	80	81	82

Comment on Results

(an assessment of progress toward achieving the target)

The 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 is 80.9%. There is a 1.4% improvement from last year.

Strategies

We currently have two music specialists and a gym specialist. We have an increase in access to computers, with computers at each grade level. We have a variety of outdoor education programs including swimming, skating, and snorkeling and skiing. We also offer variety of extracurricular programs that students can be involved in, including Guitar Club, Crosswalk Leaders, Leadership Team, Choir, Peacemakers, Running Club and Gaming Club. Our grade 4 students go to the Good Samaritans as community service. Our Peacemakers develop projects for community service as well. We will be communicating more effectively about our Fine Arts programming, including drama. We will be implementing the FINS program and Classroom Champions.

We work in our professional learning each week to improve learning. We also have a lead team that meets weekly.

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

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

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

Specific Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	81.2	67.9	84.1	81.2	76.2	76.2	Intermediate	Maintained	Acceptable	80	81	82
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	95.4	92.5	94.8	92.9	94.0	94.0	Very High	Maintained	Excellent	95	96	97

Comment on Results

(an assessment of progress toward achieving the target)

The percentage of teachers and parents satisfied with parental involvement in decisions about their child's education is 81.2% The achievement is high.
 The percentage of teachers, parents and students satisfied with the overall quality of basic education has been maintained at excellent over the past five years.

Strategies

We hold our school councils at noon. To increase communication we have implemented Synervoice, remind101, Facebook, newsletter and our webpage. We invite volunteers into our classrooms and have a volunteer reading program where there is a minimum of one volunteer per classroom. Our school council, “Friends of Lochearn Society” has organized a variety of activities for our school community including family dances.

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	88.0	84.8	89.9	88.4	87.5	87.5	High	Maintained	Good	88	89	90
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	91.8	70.0	84.7	83.1	84.9	84.9	Very High	Improved	Excellent	85	86	87

Comment on Results

(an assessment of progress toward achieving the target)

The 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 has been maintained at excellent. There is a significant improvement over the last two years with the 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.

Strategies

The 7 Habits is an integral part of our program at Lochearn School. To continue to build community in our school we have buddy reading programs, and we also have a variety of opportunities for students to be involved in activities throughout the year. Our grade 2 students participate in Roots of Empathy and our grade 4 students go to the Good Samaritans. We are also implementing Zones of Regulation schoolwide. We will be communicating various strategies for conflict resolution through assemblies, morning announcements, newsletters and home notes.

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

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

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

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results

(an assessment of progress toward achieving the target)

Results are varied and are based a very small number of students.

Strategies

We are focusing on addressing the needs of this population and will continue to develop strategies to ensure their success. We will be accessing the Aboriginal Resource Center (ARC) and the Native Friendship Center to continue to build relationships and connections.

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 (*).

Planning Process

This Education Plan has been developed collaboratively with the school community. We met in our professional learning teams and analyzed data, commented on results and discussed strategies and received feedback from our school council.

APPENDIX – Measure Details

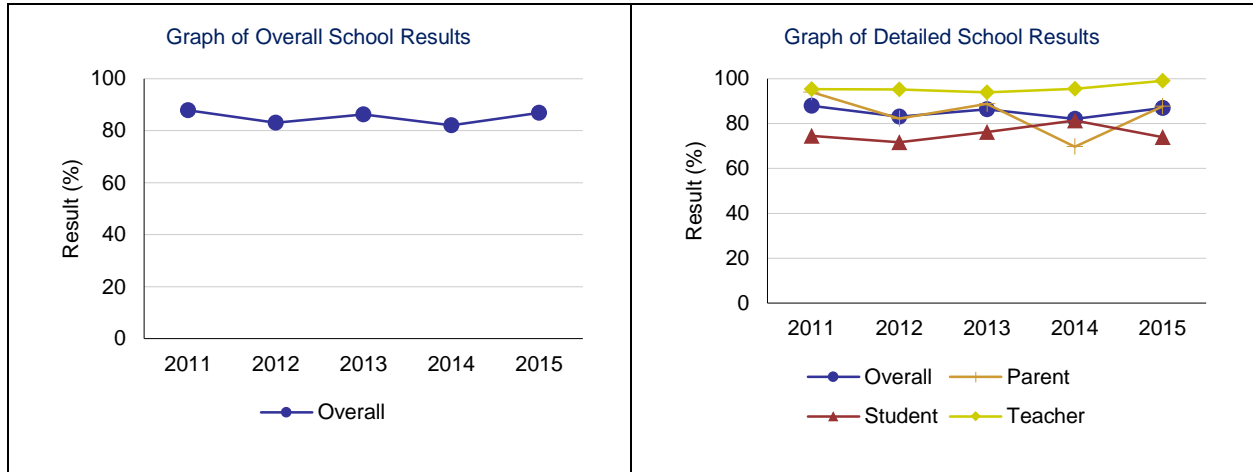
The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

Diploma Examination Results – Measure Details

[No Data for Diploma Exam Results]

Citizenship – Measure Details

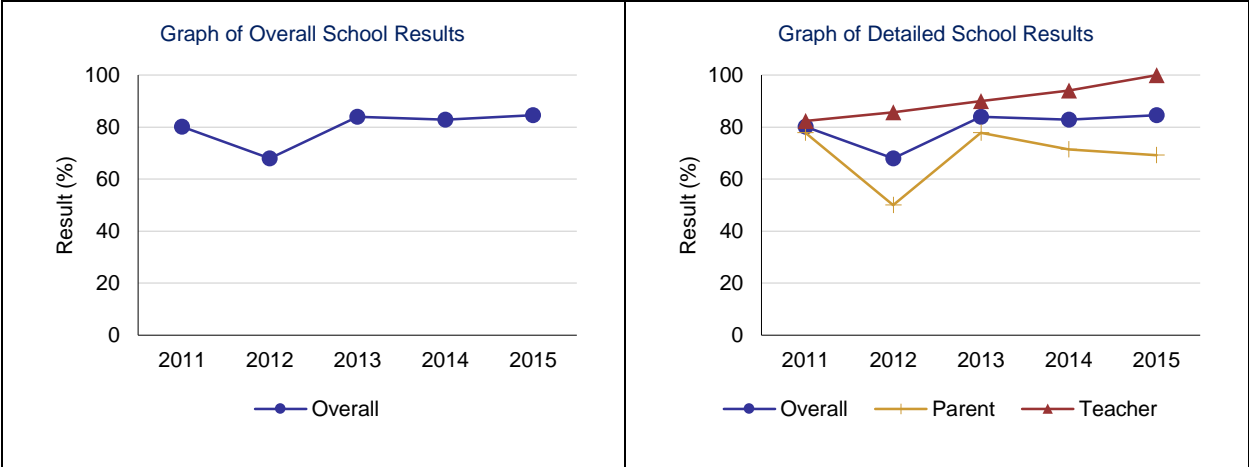
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	87.9	83.0	86.3	82.1	86.9	73.8	73.8	73.0	74.7	77.2	81.9	82.5	83.4	83.4	83.5
Teacher	95.3	95.2	93.9	95.5	99.0	87.2	86.6	83.3	84.4	91.3	92.7	93.1	93.6	93.8	94.2
Parent	94.0	82.2	88.8	69.7	87.7	69.0	69.2	70.1	75.4	75.8	78.6	79.4	80.3	81.9	82.1
Student	74.5	71.6	76.2	81.3	74.0	65.4	65.7	65.8	64.3	64.6	74.5	75.0	76.2	74.5	74.2



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

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	80.1	67.9	83.9	82.8	84.6	73.8	69.3	69.7	72.5	76.0	80.1	79.7	80.3	81.2	82.0
Teacher	82.4	85.7	90.0	94.1	100.0	82.2	84.0	80.5	80.5	87.0	89.6	89.5	89.4	89.3	89.7
Parent	77.8	50.0	77.8	71.4	69.2	65.5	54.6	59.0	64.5	64.9	70.6	69.9	71.1	73.1	74.2



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

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2011		2012		2013		2014		2015		2015	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3*	School	82.0	9.8	89.8	13.6	81.8	9.1	n/a	n/a	n/a	n/a		
	Authority	86.2	9.8	84.9	12.6	83.3	12.6	85.7	23.8	n/a	n/a		
	Province	81.8	17.5	81.9	20.4	81.5	17.8	78.0	15.3	n/a	n/a		
French Language Arts 3*	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	92.3	11.5	85.7	17.9	65.4	3.8	n/a	n/a	n/a	n/a		
	Province	80.6	15.8	82.1	14.5	79.7	12.4	74.6	10.4	n/a	n/a		
Français 3*	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.2	18.6	82.3	12.5	82.8	14.1	78.2	7.0	n/a	n/a		
Mathematics 3*	School	70.5	16.4	74.6	13.6	72.7	29.1	n/a	n/a	n/a	n/a		
	Authority	80.3	21.1	80.3	18.6	78.3	24.5	90.5	52.4	n/a	n/a		
	Province	77.4	26.0	76.8	25.5	76.5	25.5	74.0	25.1	n/a	n/a		
English Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	83.2	9.2	85.1	9.2	86.7	11.9	78.7	8.7	n/a	n/a		
	Province	83.0	18.5	82.7	17.8	82.5	16.3	81.9	17.6	n/a	n/a		
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	73.9	8.7	94.7	15.8	77.8	0.0	85.7	4.8	n/a	n/a		
	Province	89.4	17.1	89.3	17.2	88.6	16.3	88.0	15.6	n/a	n/a		
Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	92.2	17.6	91.0	21.9	94.0	21.6	90.6	17.1	n/a	n/a		
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	73.3	12.3	70.7	9.2	69.5	10.0	69.4	8.5	n/a	n/a		
	Province	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4	n/a	n/a		
Science 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	77.4	23.4	79.9	21.3	77.0	17.7	73.2	15.8	n/a	n/a		
	Province	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9	n/a	n/a		
Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	71.5	11.0	71.8	11.5	72.6	11.4	63.4	8.7	n/a	n/a		
	Province	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6	n/a	n/a		
English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	81.6	12.4	76.6	12.4	76.8	11.7	76.5	7.3	n/a	n/a		
	Province	79.1	16.3	77.4	16.4	76.7	14.8	76.3	15.1	n/a	n/a		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	56.0	8.0	76.9	15.4	28.0	0.0	75.0	0.0	n/a	n/a		
	Province	67.2	7.9	61.4	5.8	62.4	4.3	62.9	3.5	n/a	n/a		
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	62.5	0.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.8	15.0	87.5	12.2	87.2	13.9	86.5	11.1	n/a	n/a		
Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	90.2	15.8	84.6	16.1	84.0	14.5	86.1	17.8	n/a	n/a		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	52.9	9.2	58.8	8.8	62.1	12.3	63.4	14.4	n/a	n/a		
	Province	66.1	17.3	66.5	17.8	66.9	18.3	67.1	17.3	n/a	n/a		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	68.0	0.0	92.9	42.9	26.9	0.0	77.8	22.2	n/a	n/a		
	Province	64.9	14.9	62.4	15.4	65.9	14.7	63.4	14.5	n/a	n/a		

Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	77.4	15.0	74.8	25.2	70.1	16.7	75.2	25.4	n/a	n/a		
	Province	74.9	20.8	74.2	22.4	73.0	20.0	73.2	22.1	n/a	n/a		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	56.0	12.0	90.9	36.4	28.0	0.0	77.8	11.1	n/a	n/a		
	Province	69.5	15.3	67.9	17.3	68.4	17.1	64.1	14.9	n/a	n/a		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	61.6	13.2	61.5	11.2	56.5	14.1	63.5	13.2	n/a	n/a		
	Province	67.2	19.0	68.9	19.1	65.6	18.8	65.5	19.9	n/a	n/a		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	44.0	8.0	83.3	16.7	26.9	3.8	50.0	12.5	n/a	n/a		
	Province	61.9	13.6	63.5	13.9	64.6	13.0	61.8	10.7	n/a	n/a		

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 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.

Graph of Overall Provincial Achievement Test Results

[No Data for PAT Results by Number Enrolled]

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

<p style="text-align: center;">English Language Arts 3</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>82</td> <td>10</td> </tr> <tr> <td>2012</td> <td>90</td> <td>15</td> </tr> <tr> <td>2013</td> <td>82</td> <td>10</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2011	82	10	2012	90	15	2013	82	10	<p>[No Data for French Language Arts 3]</p>
Year	Acceptable Standard %	Standard of Excellence %											
2011	82	10											
2012	90	15											
2013	82	10											
<p>[No Data for Français 3]</p>	<p style="text-align: center;">Mathematics 3</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>70</td> <td>15</td> </tr> <tr> <td>2012</td> <td>75</td> <td>12</td> </tr> <tr> <td>2013</td> <td>72</td> <td>30</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2011	70	15	2012	75	12	2013	72	30
Year	Acceptable Standard %	Standard of Excellence %											
2011	70	15											
2012	75	12											
2013	72	30											
<p>[No Data for English Language Arts 6]</p>	<p>[No Data for French Language Arts 6]</p>												

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 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.

Graph of Provincial Achievement Test Results by Course

[No Data for Français 6]	[No Data for Mathematics 6]
[No Data for Science 6]	[No Data for Social Studies 6]
[No Data for English Language Arts 9]	[No Data for 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

[No Data for French Language Arts 9]	[No Data for Français 9]
[No Data for Mathematics 9]	[No Data for Mathematics 9 KAE]
[No Data for Science 9]	[No Data for 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

[No Data for Social Studies 9]	[No Data for Social Studies 9 KAE]
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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

Course	Measure	Lochearn Elementary School						Alberta				
		Achievement	Improvement	Overall	2015		Prev 3 Yr Avg		2015		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3*	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	57	85.8	n/a	n/a	35,673	80.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	57	11.3	n/a	n/a	35,673	17.8
French Language Arts 3*	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,581	78.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,581	12.4
Français 3*	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	482	81.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	482	11.2
Mathematics 3*	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	57	73.7	n/a	n/a	35,644	75.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	57	21.3	n/a	n/a	35,644	25.4
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44,338	82.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44,338	17.2
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,648	88.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,648	16.4
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	497	91.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	497	20.2
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44,292	73.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44,292	16.2
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44,273	77.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44,273	26.3
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44,226	72.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44,226	18.4
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	38,021	76.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	38,021	15.4
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,543	62.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,543	4.6
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,496	87.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,496	12.4

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

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

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

*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 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.

Course	Measure	Lochearn Elementary School							Alberta			
		Achievement	Improvement	Overall	2015		Prev 3 Yr Avg		2015		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	n/a	n/a	345	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	345	16.2
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	37,734	66.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	37,734	17.8
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,858	63.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,858	14.8
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	38,253	73.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	38,253	21.5
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,503	66.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,503	16.4
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	38,374	66.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	38,374	19.3
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,489	63.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,489	12.5

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

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

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

*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 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

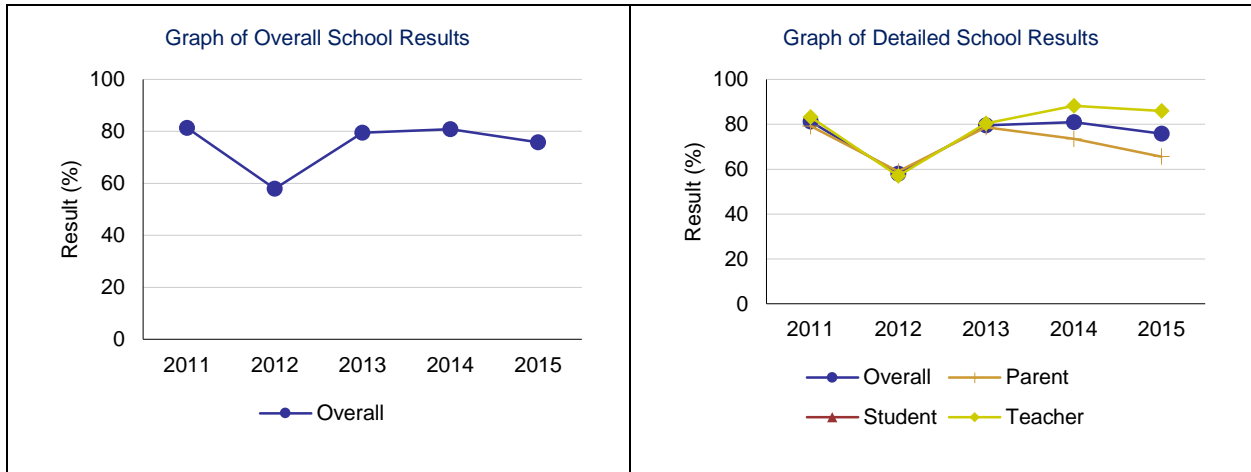
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

Program of Studies – Measure Details

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

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	81.3	58.0	79.5	80.9	75.8	75.2	71.9	72.9	72.1	74.4	80.9	80.7	81.5	81.3	81.3
Teacher	83.3	57.0	80.4	88.2	86.0	82.0	79.9	80.9	78.4	80.4	87.6	87.3	87.9	87.5	87.2
Parent	79.2	59.0	78.7	73.5	65.6	72.8	69.5	71.3	72.5	71.9	78.3	78.1	78.9	79.9	79.9
Student	n/a	n/a	n/a	n/a	n/a	70.8	66.1	66.4	65.4	71.0	76.9	76.9	77.8	76.6	76.9

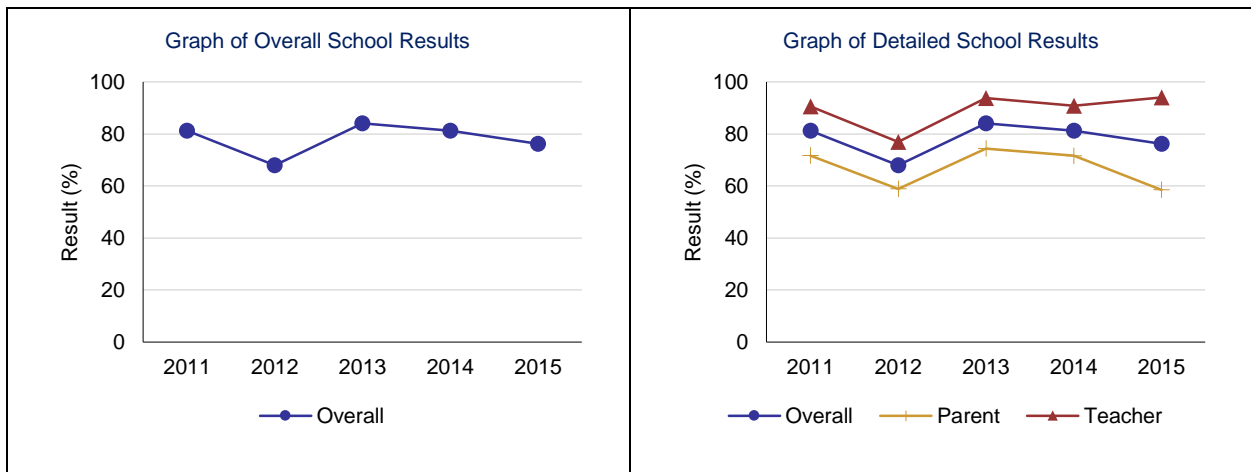


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction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

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	81.2	67.9	84.1	81.2	76.2	74.8	73.9	76.0	80.1	78.7	79.9	79.7	80.3	80.6	80.7
Teacher	90.6	76.9	93.8	90.8	94.0	86.3	85.5	85.0	87.2	87.7	88.1	88.0	88.5	88.0	88.1
Parent	71.7	58.9	74.4	71.6	58.5	63.2	62.3	66.9	73.0	69.7	71.7	71.4	72.2	73.1	73.4

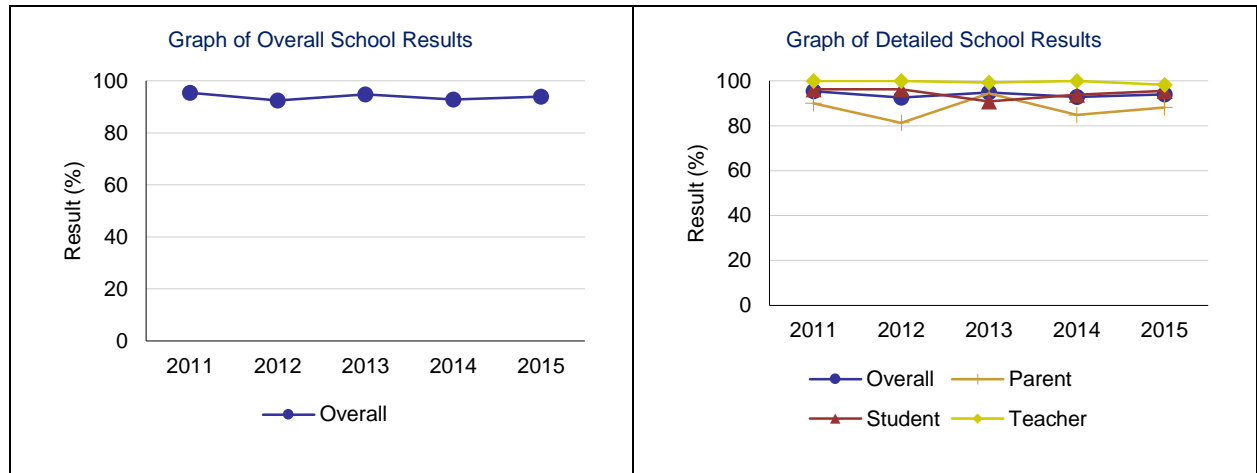


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction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

Education Quality – Measure Details

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

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	95.4	92.5	94.8	92.9	94.0	85.1	84.9	83.4	85.2	85.9	89.4	89.4	89.8	89.2	89.5
Teacher	100.0	100.0	99.2	100.0	98.3	93.7	93.2	90.9	91.2	92.7	95.5	95.4	95.7	95.5	95.9
Parent	90.0	81.3	94.4	84.8	88.2	78.5	77.7	77.5	82.8	82.4	84.2	84.2	84.9	84.7	85.4
Student	96.2	96.2	90.9	93.9	95.5	83.0	83.8	81.8	81.5	82.4	88.5	88.6	88.7	87.3	87.4

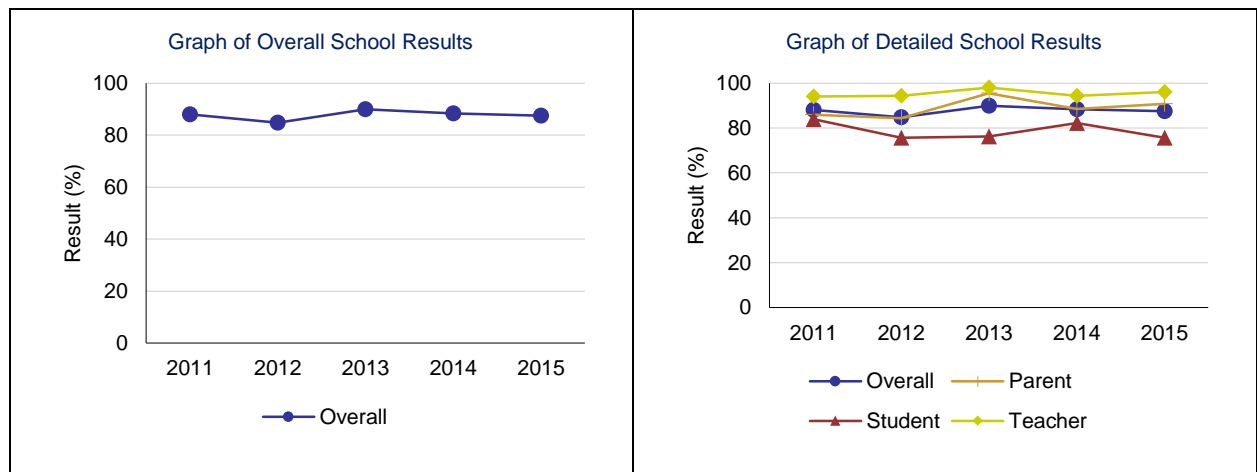


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction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

Safe and Caring – Measure Details

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

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	88.0	84.8	89.9	88.4	87.5	83.1	82.6	82.1	84.7	85.6	88.1	88.6	89.0	89.1	89.2
Teacher	94.1	94.3	98.0	94.4	96.0	91.5	90.4	90.0	91.6	93.7	94.5	94.8	95.0	95.3	95.4
Parent	86.0	84.4	95.5	88.5	90.8	80.2	80.4	79.8	86.0	86.0	86.6	87.4	87.8	88.9	89.3
Student	83.9	75.7	76.3	82.2	75.6	77.7	77.0	76.4	76.5	77.2	83.3	83.7	84.2	83.1	83.0

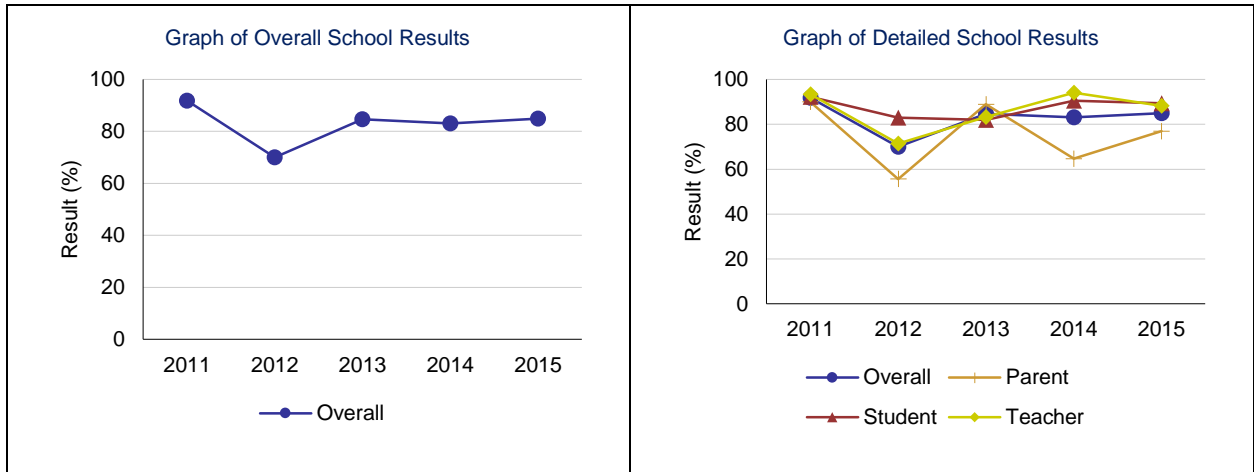


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction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

School Improvement – Measure Details

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

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	91.8	70.0	84.7	83.1	84.9	75.9	73.1	68.8	73.3	76.3	80.1	80.0	80.6	79.8	79.6
Teacher	93.3	71.4	83.3	94.1	88.2	76.4	77.1	68.8	74.8	81.3	80.1	81.1	80.9	81.3	79.8
Parent	90.0	55.6	88.9	64.7	76.9	73.6	68.5	69.3	74.4	75.1	77.3	76.2	77.9	77.0	78.5
Student	92.2	83.0	82.0	90.5	89.4	77.5	73.8	68.4	70.7	72.5	82.9	82.7	82.9	81.2	80.7



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