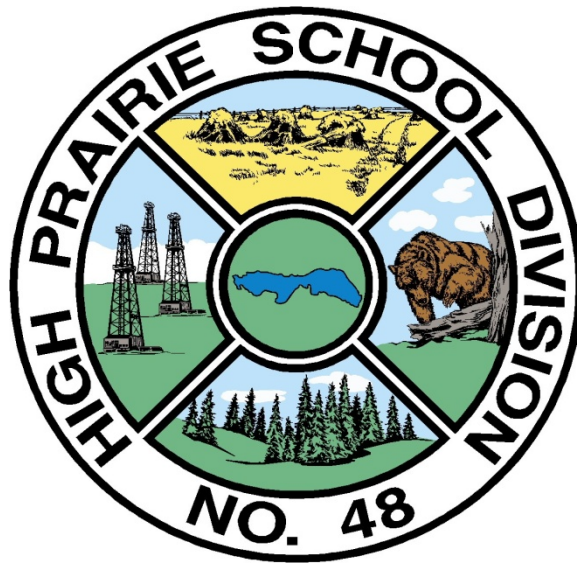


Combined 2014 Accountability

HIGH PRAIRIE SCHOOL DIVISION #48

November 19, 2014



Combined 3-Year Education Plan (2014-2015 through 2016-2017) and Annual Education Results Report (2013-2014)

MESSAGE FROM THE BOARD OF TRUSTEES

Chair, Joyce Dvornek



The Board of Trustees of High Prairie School Division No. 48 is responsible for ensuring that quality education programs are provided for all students in our school system. It is my pleasure to present the 2014-2017 Combined 3 Year Education Plan and the 2013- 2014 Annual Education Results Report.

High Prairie School Division continued to work on following priorities;

1. HPSD will ensure that students, parents and community are engaged in the education process;
2. HPSD will ensure a high quality of teaching;
3. HPSD will ensure effective counseling services.

The strategies outlined in this report have been put in place to facilitate that these priorities are supported.

We continue to use School/Community planning sessions, the APORI surveys in student participation in the planning sessions, *Speak Out* and *Tell Them From Me* survey data, and face-to-face interviews with members and students from our surrounding communities to give us some very good perspectives on what we are doing well and what we can do to improve. The results of this engagement are used to drive our three year plan, and along with the education results principals then can then incorporate strategies to facilitate our students' success and improve achievement.

On behalf of High Prairie School Division, I would like to extend my sincere appreciation to the students, staff, parents and community members for working together in a cooperative manner. We have faced many challenges and are ready to address the future. With this plan, we renew our commitment to enhance the quality of educational programs and services to meet the needs of all our students through the wise use of our resources.

MESSAGE FROM THE SUPERINTENDENT



Welcome to High Prairie School Division No. 48's combined Three Year Education Report for the 2014-2017 school years and the Annual Education Results Report for 2013-2014 school year. Our "report card" to the public is reflected in the many successes we have enjoyed during the 2013-2014 school year. It is reflected in our values, in our programs, in our schools, and in daily decisions throughout our jurisdiction. We are proud of the dedication of our skilled and caring staff, whose hard work continues to create opportunities for our students. The results of their efforts are reflected in this report, where we have met and surpassed our expectations in many areas. Each day, our students can count on the enthusiasm and commitment of our staff to guide them. We will continue to address opportunities for further growth

and hold our focus on improved student achievement.

STATEMENT OF ACCOUNTABILITY

The Annual Education Results Report for the 2013-2014 school year and the Education Plan for the three years commencing September 1, 2014 for High Prairie School Division #48 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 November 19, 2014.

Joyce Dvornek, Chair

Laura Poloz, Superintendent

ORIGINAL SIGNED COPY IS HELD AT CENTRAL OFFICE

VISION STATEMENT AND VALUES

Vision Statement:

We inspire, lead and achieve to the highest level.

Mission:

Through exemplary teaching, leadership, and collaborative partnerships, we prepare students to be socially responsible and to succeed locally and globally.

Values Statements:

Learning: We create dynamic learning environments which challenge and support individuals to reach their full potential.

Leadership: We believe that leadership empowers people to make extraordinary things happen for kids.

Integrity: We believe in employing the highest ethical standards in every action we take.

Efficacy: We believe we have the capacity to enable all students to achieve.

Diversity: We understand, appreciate, and respect everyone's differences.

Interdependence: We recognize and draw upon each other's individual and collective strengths to educate students.

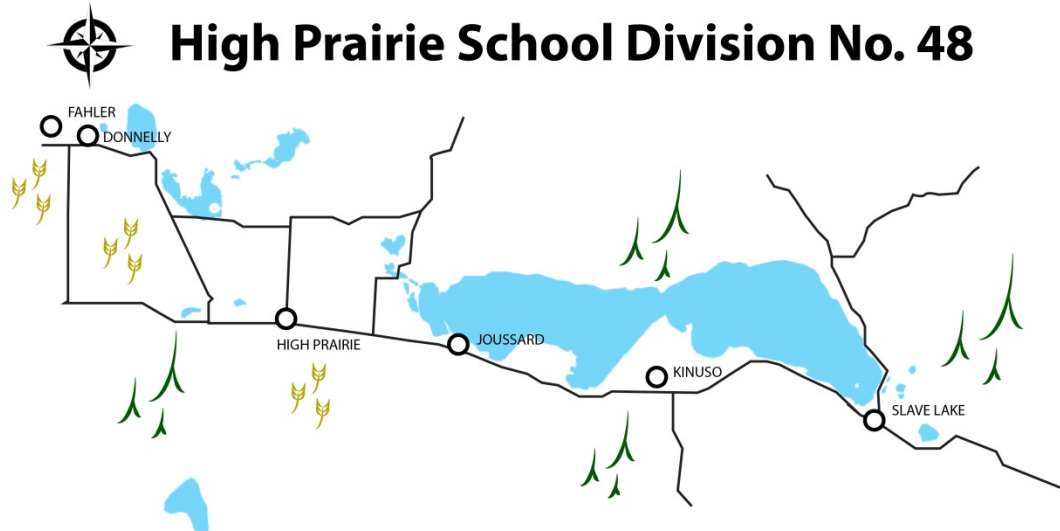
Courage: We have the tenacity, strength and conviction to do what is right for student learning.

HPSD'S SCHOOLS

2014-2015

School	Location	Grades	Principal	Students Enrolled <i>*includes Home Ed. students</i>	FTE Teachers	FTE Support Staff
Ecole Routhier	Falher	K-6	Nigel McCarthy	238	18.1	12.25
G. P. Vanier	Donnelly	7-12	Murray Marran	289	19.21	11
High Prairie Elementary	High Prairie	K-6	Mitch Hammond	356	23.4	18
Prairie River	High Prairie	7-9	Brennan McDonald	192	12.5	9.38
E.W. Pratt	High Prairie	10-12	Jamie Babcock	242	14.5	8
Prairie View Outreach	High Prairie	7-12	Wendy Moore	65	2.4	1
Kinuso Outreach	Kinuso	7-12	Wendy Moore	1	0.2	0.6
Joussard	Joussard	K-6	Heather Caudron	129	9.54	11
Kinuso	Kinuso	K-12	Kim Barker-Kay	292	22.56	19
C.J. Schurter	Slave Lake	K-3	Lisa Palko	433	27.06	19.8
E.G. Wahlstrom	Slave Lake	4-6	Jane Thomas	266	16.0	11.74
Roland Michener	Slave Lake	7-12	Linda Green	559	30.9	14
Lakeside Outreach	Slave Lake	7-12	Wendy Moore	59	2.4	1

CONTEXTUAL INFORMATION



High Prairie School Division, located in north-central Alberta, provides comprehensive educational programs and services to approximately 3100 students, Kindergarten through to Grade Twelve. Its educational enterprise is carried out in thirteen schools located in the communities of Falher, Donnelly, High Prairie, Joussard, Kinuso and Slave Lake. Approximately 550 full and part-time employees, including teacher aides, secretaries, librarians, janitors, maintenance personnel, bus drivers, mechanics, education specialists and central office administrators and personnel, directly supplement the endeavors of over 230 school-based teachers and administrators. Seven trustees elected by parents and taxpayers of the Division's four subdivisions provide governance and overall direction.

Combined 2014 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	High Prairie School Div No. 48			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	84.8	86.4	85.0	89.1	89.0	88.6	High	Maintained	Good
Student Learning Opportunities	Acceptable	Program of Studies	80.7	82.2	78.8	81.3	81.5	81.1	High	Improved	Good
		Education Quality	83.3	88.8	86.6	89.2	89.8	89.5	Low	Declined Significantly	Concern
		Drop Out Rate	3.4	4.2	5.8	3.3	3.5	3.6	High	Improved Significantly	Good
		High School Completion Rate (3 yr)	66.4	60.6	58.6	74.9	74.8	73.8	Intermediate	Improved	Good
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	68.3	67.6	66.1	74.0	75.3	75.5	Low	Maintained	Issue
		PAT: Excellence	10.7	8.4	11.0	19.0	19.1	19.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	77.5	80.7	77.3	85.4	84.2	83.4	Low	Maintained	Issue
		Diploma: Excellence	11.8	12.1	10.3	21.0	19.5	19.1	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	36.9	30.9	26.9	50.5	56.6	55.9	Low	Improved Significantly	Good
		Rutherford Scholarship Eligibility Rate (Revised)	47.9	46.7	49.1	60.9	61.3	60.8	Low	Maintained	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Transition Rate (6 yr)	41.3	44.9	48.4	59.2	59.5	59.1	Low	Declined	Issue
		Work Preparation	75.2	76.6	73.8	81.2	80.3	80.0	Intermediate	Maintained	Acceptable
		Citizenship	76.3	79.0	76.6	83.4	83.4	82.6	Intermediate	Maintained	Acceptable
Parental Involvement	Good	Parental Involvement	80.4	80.8	78.0	80.6	80.3	80.0	High	Maintained	Good
Continuous Improvement	Issue	School Improvement	76.0	84.6	81.2	79.8	80.6	80.2	Intermediate	Declined Significantly	Issue

Notes:

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

Measure Category	Measure Category Evaluation	Measure	High Prairie School Div No. 48			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	4.5	8.1	11.7	7.8	8.5	9.3	Intermediate	Improved Significantly	Good
		High School Completion Rate (3 yr)	49.5	35.6	31.4	43.6	43.9	40.8	Very Low	Improved Significantly	Acceptable
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	51.1	53.0	48.7	53.4	56.2	53.6	Very Low	Maintained	Concern
		PAT: Excellence	3.8	5.3	4.7	6.3	6.3	6.4	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Concern	Diploma: Acceptable	73.3	72.1	70.7	78.2	75.2	75.7	Low	Maintained	Issue
		Diploma: Excellence	4.0	4.8	8.1	10.4	8.4	8.0	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	11.3	15.5	11.2	18.9	21.2	20.0	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate (Revised)	24.7	28.6	30.0	33.0	35.1	33.9	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	28.1	28.4	26.8	32.1	32.2	31.2	Very Low	Maintained	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. 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

Through surveys and public consultation HPSPD heard the need to better prepare students for grade one. Early childhood workers, grade one teachers and parents of pre-school children felt that children were unprepared to attend school regularly, play effectively in social situations, and understand and practice the basic concepts of full time school. There were some developmental delays in children that needed to be addressed before grade one.

Strategies

Full Time Kindergarten

HPSPD advocated and supported full-time kindergarten programs in each elementary school to accommodate parents' desire for quality full day programming. In every school, parents are still offered the availability of a part-time program. Kindergarten instruction is carefully monitored so that programming is delivered in a play-based, developmentally appropriate manner. Grade 1 teachers have indicated anecdotally that full-time kindergarten is improving students' school readiness. Kindergarten and grade 1 teachers, school-based administrators and support personnel will be formally surveyed before the end of this year to determine program effectiveness and to make recommendations. Divisional budget realities will need to be considered in determining the level and nature of program continuation.

EDI results have been released and shared with community coalitions so areas of need can be addressed.

In recognition of the importance of the early years, the division continues to offer support to children and staff through our Student Services Team. Our ECS Inclusive Education Consultant is a Registered Psychologist. We also employ an Occupational Therapist and collaborate with our Northern Lakes Collaborative Services team to screen and provide support for children in the areas of mental health, occupational therapy and speech-language services. Children are screened in September and receive further assessment if warranted. Our team takes a capacity-building approach by supporting teachers and educational assistants to address children, as much as possible, within the context of the classroom



Goal Two: Success for every student

Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	77.2	73.4	77.8	80.7	77.5	81.0	Low	Maintained	Issue	78	79	80
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	8.3	9.1	9.7	12.1	11.8	16.5	Low	Maintained	Issue	12	12.5	13

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2015	2016	2017
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	54.7	53.7	61.4	60.6	66.4	61	Intermediate	Improved	Good	66.5	68	69
Drop Out Rate - annual dropout rate of students aged 14 to 18	9.0	6.5	6.7	4.2	3.4	3.5	High	Improved Significantly	Good	3.3	3.2	3.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	53.8	53.5	47.0	44.9	41.3	45	Low	Declined	Issue	45	46	47
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	39.3	49.4	51.1	46.7	47.9	47	Low	Maintained	Issue	48	49	50
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	35.8	31.7	18.1	30.9	36.9	31	Low	Improved Significantly	Good	37	38	39

Comment on Results

HPSD has put several strategies in place to support students achieving their learning outcomes. It is a priority of the Board that this outcome be given ongoing attention. Several of the strategies are the reasons these results have improved or maintained. Some strategies have not been in place long enough to see the effect.

HPSD understands the importance of good career counseling for students to encourage them to continue with their studies to the best of their abilities.

Several of our students need extra support in grade 10 to ready them for high school completion. A vast majority of our students enroll in trades training. As we offer dual credit programming and academic readiness courses, our students often take longer than three years to complete high school. We are thrilled that our completion rate has improved and that we have exceeded our target in this area. We maintain the belief that supporting our students to be successful may require a flexible pace. As well, we have improved significantly in the percentage of students writing four or more Diploma exams within three years of entering grade 10.

This may be due in part to more vigilant administrative school based leadership, reducing the number of student spares, and the divisional attention to career and wellness coaching. We remain aware that students may need more than three years to complete their diploma courses.

The Significantly Improved Drop Out Rate may be due in part to improved high school counselling through Career and Wellness coaching.

Strategies

Programming Choices

In the past few years, HPSD has expanded student programming options through ADLC for course material and team teaching in all high schools and outreach schools, and by maintaining a partnership with Peace Academy of Virtual Education (PAVE). ADLC and PAVE will continue to provide the ability for our rural high schools to offer programs of choice and asynchronous course delivery. As well, HPSD continues to provide inter-jurisdictional courses (such as Math 31 and French Language Arts 30) with Peace River School Division.

HPSD has provided students in the past few years with dual credit programming in several trades and other career pathways. HPSD will continue to seek to enhance dual credit possibilities for all high school students in the Division by solidifying current programs and by adding additional career pathways. HPSD has increased the number and variety of dual credit courses by successfully partnering with Lakeland College and is currently looking to partner with SAIT, particularly with its online Petroleum extraction related courses.

HPSD is also organizing a Northwest Alberta regional organization with other Zone 1 school jurisdictions to enhance dual credit programming.

Career Coaching

HPSD positively evaluated the effectiveness of jurisdictionally funded and supervised, Career Coaching as a viable and effective approach for continuation in all of its secondary and outreach schools. HPSD has increased the number of school-based career coaches and implemented plans to increase students' career awareness, aiming for every student to explore and identify personal career aspirations. Career Coaches are positioned to ensure high school completion plans and/or career transition plans are in place for each and every student in keeping with career aspirations. Every senior high student has a personal high school completion plan (developed on web-based "MyBlueprint" software) that is reviewed with and monitored by the Career Coaches in conjunction with each respective student. Career Coaches are intended to support the "academic" counseling needs of students. In doing so, they will help to provide a universal intervention which in turn will also support emotional counseling needs that many of our students present.

HPSD continues to support and coordinate an increased number of campus tours, including FNMI specific campus tours to the University of Alberta, Concordia College, Grant MacEwan, Grande Prairie Regional College (including Fairview), Kings College, and NAIT. As well, schools invited high school alumni and business people as role models to speak in schools at career fairs and post-secondary information fairs.

To promote careers awareness with junior high, all HPSD grade 9 students were provided with an opportunity to attend the provincial Skills Canada competition in Edmonton. Several HPSD high school students competed, some of whom were medalists.

Career Coaches will be focussing students, parents and teachers on Rutherford Scholarship opportunities as a strategy to promote higher levels of student achievement and post-secondary transition.

Diploma Exam Preparation courses

HPSD is committed to improving student success at all levels. To support secondary students in achieving greater success in their Diploma Examinations, HPSPD will continue to offer and to modify its popular Diploma Exam Preparation Program, which provides intensive course review with experienced and successful teachers for all Diploma Exam courses. HPSPD absorbs all costs. The program is available to non-resident students for a non-refundable fee. Some courses were reduced from two full days to one full day in order to improve student engagement.

Diploma Course PLCs

HPSPD will facilitate the implementation of secondary subject based PLCs to increase teachers' capacity to develop, implement and assess curricular and instructional improvement particularly in the Diploma Exam courses.

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		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).	69.1	69.2	61.6	67.6	68.3	74	Low	Maintained	Issue	69	70.5	72
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	12.4	13.3	11.3	8.4	10.7	9.5	Very Low	Maintained	Concern	11	11.5	12

Comment on Results

HPSD continues to pursue improvement in student performance. Student achievement in general, across all curricular areas, is a concern but has been seeing improvements.

HPSD understands the importance of including all children in the educational setting.

Ongoing, outcome based reporting of student progress is an important way to keep parents informed and proactive partners in their child's education.

We are pleased that we have exceeded our targets for students achieving at the standard of Excellence on the Grade 6 and 9 Provincial Achievement Tests.

Strategies

Inclusive Education

Our Division continued to develop understanding and capacity in regard to inclusion. Schools received support by accessing our coaches, resources and support through the Student Support Team comprised of our division Inclusive Education Coordinator, Occupational Therapist and Speech Language Pathologist. Administrators were also involved in a discussion about developing the capacity of our school-based Learning Support Teachers via professional development through CAP. This professional development will commence in the 2014 – 2015 school year. Our focus and challenge was supporting staff to accommodate students using the Program of Studies as the first step in planning Individual Program Plans. The Inclusive Education Coordinator assumed a lead role in assisting schools to use an Individual Program Plan template that was adapted from the Alberta Education templates. School-based Learning Support Teachers helped to assist teachers with the identification of specific supports based on the strengths and needs of students. The changing paradigm, from a deficit model to a strength-based model, required a re-thinking of assessment. An Occupational Therapist, Speech Language Pathologist and assessment specialist collaborated to provide programming support for teachers to address the needs of students.

Collaboration with community partners continued. HPSPD collaborated with FSCD to support children receiving Program Unit Funding and partnered with Child and Family Services with the Success in School protocol. Both partnerships yielded positive outcomes for students. A challenge remained in collaborating with our First Nations to develop Success in School plans for students from DFNAs.

An ongoing challenge involves disconnect with funding and support of our federally funded students. As the paradigm of supports for students evolves, we find we are resorting to former models of identification and funding for the students who are funded from AANDC (formerly INAC).

Assessment Practices and Reporting

Outcome-based reporting has been fully implemented in Kindergarten through grade 6 in all HPSD schools. Using an online sharing portal, secondary teachers are implementing real time sharing of their formative and summative assessment of student learning to students and parents. An increasing number of HPSD's secondary schools are using the Edline web based program to report student achievement in a continuous manner.

The New Teacher Mentorship program and the Division Coaches have, over the past few years, actively supported teachers in using effective student assessment strategies, including the use of Assessment for Learning and appropriate summative assessment strategies. Teachers will continue to be supported in their student assessment practices and quality reporting to parents on learning outcomes that have been covered. Support for improved teaching practices has begun this year to transition to the new CAP Framework (see above) and is expected to continue into the next three to five years.

Curriculum Alignment

Through the provincially initiated C2 process designed to enhance teacher efficacy, a joint Superintendency and teacher committee chose to suspend its use of the web-based Atlas Rubicon curriculum mapping program.

Through the HPSD CAP Framework, teachers will be provided school based professional development and administrative supervision to provide programming that is very closely aligned to the provincial programs of studies.

Curriculum Design Prototyping

HPSD is one of the only school jurisdictions in Northwest Alberta to participate in the provincial Curriculum prototyping Initiative and has been a very active participant in the Black Gold School Division led PACE3 Curriculum Design consortium. HPSD was involved primarily in designing new outcomes and competencies in Math, Science and The Arts at the junior high level.

Career Technologies Foundations Pilot

Roland Michener Secondary School represented HPSD by participating in the provincial Career Technologies Foundations Pilot (grades 8 and 9). Through this pilot, several RMSS teachers planned and implemented engaging units of study that involved students in project-based, and technology infused cross curricular competency focus learning.

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 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 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	75.0	75.8	75.0	79.0	76.3	80	Intermediate	Maintained	Acceptable	80	81	82
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	76.0	76.4	68.5	76.6	75.2	77	Intermediate	Maintained	Acceptable	77	78.5	80

Comment on Results

A perpetual demand on education to address societal concerns requires coordinated delivery of programs that undertake citizenship issues such as bullying, violence and drug avoidance. HPSP continues to work with Partnership Councils and other agencies to provide the integration of integral children's services to support the efforts of schools.

Strategies

Citizenship

Supporting citizenship has been a targeted focus for HPSP in the past three years with the Restitution Program in Ecole Routhier School in the West and the Equity Framework in our Outreach schools, and the Leader In Me Program in the past two years in all other elementary schools. HPSP will continue until 2014-15 to support the popular Leader In Me program in schools currently implementing this program as well as Dare to Care and TRIBES in select schools. In addition, our students in High Prairie (grades 6 - 9) benefit from the support of our Capacity Building Project - HOSTS. The focus on universal supports to address Mental Health needs and the enhanced community partnerships has been a benefit in promoting citizenship to our students. As we move to a competency-based curriculum in Alberta, citizenship will figure into several of the recent, provincially identified cross curricular competencies and will take on a renewed prominence in HPSP.

Transition into Post-Secondary

In the past few years, HPSP has been focusing on school-based counseling initiatives to promote student progress through partnerships with colleges such as: NLC, GPRC, SAIT, and NAIT. Schools will continue to expand opportunities for students to seek success in the Registered Apprenticeship Program, Dual Credit programming with Northern Lakes College, Lakeland College, Eveline Charles Academy and other post-secondary institutions. Our new focus on Career Coaching promises to increase opportunities in coming years for our students to transition successfully into post-secondary education.

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

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

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

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

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	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).	53.6	49.1	44.2	53.0	51.1	65	Very Low	Maintained	Concern	58	62	66
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).	6.2	6.0	2.6	5.3	3.8	7.5	Very Low	Maintained	Concern	5.5	8	11
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	79.5	71.7	68.3	72.1	73.3	71	Low	Maintained	Issue	75	77	79
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	2.3	13.0	6.3	4.8	4.0	7.0	Very Low	Maintained	Concern	6	7	8

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2015	2016	2017
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	26.1	28.3	30.3	35.6	49.5	42	Very Low	Improved Significantly	Acceptable	52	55	57
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	16.1	13.3	13.6	8.1	4.5	7.8	Intermediate	Improved Significantly	Good	4.3	4.2	4.1
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	31.8	31.9	20.2	28.4	28.1	32	Very Low	Maintained	Concern	30	35	40
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	16.2	23.8	37.5	28.6	24.7	35	Very Low	Maintained	Concern	30	38	44
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	6.8	12.3	5.8	15.5	11.3	20	Very Low	Maintained	Concern	15	25	31.5

Comment on Results

There continues to be a significant gap in FNMI student learning. Data collection has taken place through (1) the provincially supported “Tell Them From Me” survey, (2) the internationally inspired “HPSD FNMI Narrative Inquiry” and (3) the locally developed, off-site FNMI community engagement meetings. The purpose for each process was to discover what barriers exist for FNMI students’ education in HPSD. The information from these information gathering processes is being used to inform a positive learning environment for all students and one where each FNMI student thrives.

The Significant Improvement in High School Completion In Three Years and Dropout rates for FNMI students may be attributed in part to the Division’s CAP Framework and the Division’s support for academic and wellness coaching.

Strategies

As a result of the information gleaned through data collection, and as reflected upon through the HPSD strategic planning process, the Divisional approach to improving FNMI students’ learning has shifted from a focus on supporting “cultural awareness” and implementing supportive educational programming for FNMI students to a more holistic approach that sees relationship building as the cornerstone to improving educational outcomes for all students, and particularly for FNMI students. This notion has been researched widely internationally (John Hattie, Russell Bishop) and locally, such as in the parental engagement process in High Prairie Elementary School (Alberta Education) to be a critical starting point to implementing improvement initiatives involving First Nations children.

In that realization, HPSD has made a fundamental decision to channel efforts to improve FNMI students’ learning primarily into its new locally created CAP Framework. Through CAP, HPSD schools are developing a common conversation and deeper appreciation for implementing instructional strategies that support students. The initial focus is on helping teachers and all school personnel to reflect upon their relationships with students and the strategies needed to engage all students. A deeper, more reflective process is being initiated in all schools through CAP to address this most fundamental component of quality teaching. Through CAP, the establishment of healthy student-teacher relationships is viewed as a basic and universal support to be built into each school’s pyramid of interventions. As CAP unfolds in the next few years, focus on developing healthy learning relationships will continue to be supported by HPSD through CAP.

Significant gains in FNMI student learning in HPSD’s outreach schools in the past three years have been attributed in large part to the work of school administration and staff in developing healthy relationships with its predominantly FNMI student cohort. This work was done within the internationally acclaimed Equity Framework. Building on that success, the Equity Framework is extending into Kinuso School, serving HPSD as a pilot to potential implementation in other Divisional schools in the coming years. The teachings and learnings of the Equity Framework will in turn support the work of CAP as relationship building will continue to be one of its most fundamental components.

Healthy FNMI student-teacher relationship building is further supported through such non-CAP related initiatives as the Leader In Me and Restitution programs which are supported through targeted Divisional funding and support.

In addition, as one of only four school boards in Alberta to be selected to participate in the Provincial FNMI Professional Learning Strategy, Kinuso and Routhier schools will engage with GOA and the Alberta Regional Professional Development Consortia over the next three years to promote local school-based strategies in support of improved FNMI student achievement.

The implementation of career coaching in HPSPD is intended to ramp up the engagement of all HPSPD secondary students in successful completion of their high school programs and transitioning to postsecondary education and career development. All of our personnel in this department has had significant experience with Aboriginal students and is using their expertise to provide direct support for all students, including FNMI students. As well, career coaches are liaising with our local FNMI communities and agencies to support dual credit programming, career awareness initiatives, campus tours (with targeted FNMI components) and other postsecondary opportunities.



Further, HPSPD has partnered with Northland School Division to implement the "Transitions Project" which is intended to reduce barriers facing students transitioning from NSD to HPSPD schools in the High Prairie area. This is a two year project involving an independent consulting team working with students, parents and staff.

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.	79.9	79.3	74.8	82.2	80.7	85	High	Improved	Good	86	87	88

Comment on Results

Effective use of limited resources requires that emphasis be placed on review of all operations, modes of program delivery, and allocations of resources for priority areas for improvement.

As a small, northern Board we often have a significant number of new teachers each year. We have a comprehensive mentorship program in place to offer support and guidance to teachers in their first two years of service with our division.

HPSD understands the importance of ongoing leadership training especially for the school administrators.

The implementation of technology and provision for its required maintenance and continued expansion continues to be a challenge for the jurisdiction. HPSPD is concerned about the cost of maintaining and upgrading ever-expanding technologies. Many financial and human resources are required to meet demands from classrooms and offices in addition to maintaining security and integrity of networks in the face of external threats.

Strategies

Programming Choices

Current trends indicate an increase in alternate methods of delivery of education, including videoconferencing and online education (both at home and at school). Also, technology is increasingly being used to enhance and enrich learning activities for students.

In recent years, HPSPD has investigated ways and means of enhancing Fine Arts and language programs and has financially supported school projects that increase student access to Fine Arts. HPSPD will strive to enable schools to enhance their Fine Arts programs. For example, the division supports a full-time Band teacher in one of our communities to seed fine arts programming. An Art/Music teacher was supported in an elementary school. Locally Developed Dance 15, 25 and 35 courses have been acquired from Calgary Board of Education and are delivered in collaboration with our local communities dance studios. The Division will evaluate the effectiveness of the school projects that increase student access to these programs.

HPSPD will continue to strive to provide students with access to a broad range of programs to meet their needs through a variety of delivery methods. As well, some schools are exploring flexible ways of timetabling their courses to support student engagement and success through increased course completion. Other schools will be exploring opportunities to increase Fine Arts and CTS to provide students with a broad range of programs.

Curriculum, Assessment and Pyramid of Intervention (CAP)

HPSD successfully completed the first year of its unique CAP Framework to support the improvement of student learning.

CAP, derived from the terms Curriculum, Assessment, and Pyramid of Intervention, is a transitional move away from a Division-centered teacher coaching model to one that supports the development of school-based administrators as instructional leaders. By providing assistant principals with frequent and ongoing professional development that is facilitated and nurtured by two CAP Facilitators, who are themselves guided by school principals and system leadership, along with a mandate to facilitate instructional leadership in schools, teachers are in turn provided with accessible and accountable instructional supports. The ultimate client is the student who will receive enhanced instruction. The specific areas of focus in CAP interweave between curriculum, assessment, and Pyramid of Intervention and will help to provide HPSP with a forum for contextual decision making in support of the latest research in improving instruction. CAP is a framework to support transformative curriculum redesign. CAP is also the vehicle used in HPSP to pilot implementation of the Alberta Technology Policy Framework.

Leadership Development

We continued to provide professional development to our school leaders last year to develop a skill set in the area of teacher supervision. This year we will continue to develop the instructional leadership of our principal focusing on supervision and evaluation.

Staffing

High Prairie School Division strives to recruit and retain quality teaching staff. We continue to support the recruitment process by attending career fairs in Alberta and advertising nationally. We provide exceptional support to our new teachers from the moment they are offered a position and throughout the first two years of their employment with us. HPSP maintains a full time mentor/coach to facilitate the mentorship program. This program offers ongoing individual coaching, support with planning, and professional development. The feedback received by the program participants is overwhelmingly positive. We are pleased that our new teachers work diligently to ensure that the students in their classrooms are receiving quality instruction.

HPSP maintained the “Early Resignation Incentive” for the 2013 -14 school year. “Any teacher who was on a continuing contract and submitted an early notice of resignation effective at the end of the 2013 - 2014 school year will be paid \$2000 at the end of their employment. This early notice must be received by December 31, 2013.” This was a very successful recruitment strategy. We were able to begin our recruitment process very early in the new year allowing us secure teachers on temporary contracts as well as find quality candidates for the remaining positions.

HPSP is proud of the quality education that we offer to our students and pleased that so many of our students are pursuing a career in education. This year, we are thrilled that seven of our new teachers have roots from within our division. We continued to work with the universities to provide placements for practice teachers. Last year we were able to place 10 teachers in schools within our division. We will continue to develop this relationship with our pre-service institutions.

Technology

HPSD will continue with the ever greening of technology and providing technology professional development to staff to ensure technology is used by students. System leadership and the Technology Department will demonstrate and model appropriate and effective technology use in schools and will monitor the teaching of ICT outcomes using the Learning Technology Policy Framework (LTPF) as a guide. Revising and updating Admin Procedures to reflect the changing technology access and needs within the jurisdiction continues to be a focus for the 2014-2015 school year with digital citizenship is a primary focus. Bring Your Own Device documentation and the Self-Evaluation Guide from Alberta. Education will continue to be referenced as we move through such programs as our current one-to-one laptop program for all grades 1 – 6 students in Jousard School and the promotion of a bring-your-own-device approach to technology throughout the jurisdiction.



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 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	74.9	78.0	75.2	80.8	80.4	81	High	Maintained	Good	83	84	85
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	86.2	87.6	83.4	88.8	83.3	90	Low	Declined Significantly	Concern	90	90	90

Comment on Results

Alberta Education's mandate and local desire for increased public involvement, accountability, and decentralization of decision making require the continual development of new roles and ways of doing things. HPSPD continues to strive to make its achievement results, goals, and financial reviews open to the public.

High Prairie School Division's Board of Trustees and the administration seek to increase the level of advocacy on behalf of the system's students and programs and to improve communication about the accomplishments of HPSPD and its schools and programs.

HPSPD is committed to working collaboratively with its First Nations, Metis, and Inuit parents to help provide an engaging learning environment for their students.

HPSPD understands the importance of active School Councils at each of its schools, however, it has not always been possible to find the volunteers to operate under the regulation outlined by Alberta Education.

Strategies

Decision Making

HPSPD will continue to publish reports and documents on our website, including the combined 3-Year Education Plan and Annual Education Results Report, as opportunities to celebrate the accomplishments of HPSPD in the past year. HPSPD plans to hold School/Community planning sessions in each community this year. Each community has the opportunity, and in fact is encouraged, to provide valuable feedback to our schools and the jurisdiction through these mechanisms,

Communications

HPSPD has continued to work toward improved internal and external communications, hiring a Divisional Communications Officer, contracting a communications consultant, meeting with community stakeholders for school community planning (including in First Nations communities and Metis settlements), creating an internal research group to explore communications to support a Division led communications strategy, and developing communication plans in all schools. A significant amount of energy has been extended on multiple levels in recent years to implement a greater Division and school-based web presence with new and improved Division and school-based websites that incorporate sharing portals. HPSPD has endorsed and promoted legitimate social networking (Facebook and Twitter), school use of voice recordings (e.g., Synervoice), SMS. As well, HPSPD teachers have increasingly been using Moodle, Rubicon Alas, Google Docs, and a host of other web-based tools to improve teacher efficacy and to

support internal and external communications with students, parents, and colleagues within and external to HPSD. HPSD will continue to evaluate its communications program and to stress the importance of maintaining effective communications with all stakeholders.

Involvement of First Nations, Metis and Inuit Parents

Continuing from the FNMI Community Engagement work conducted in previous years in most of our First Nations and Metis communities, HPSD implemented an FNMI Narrative Inquiry. The purpose of the inquiry was to gather information to better understand the lived school experiences of the First Nations, Metis and Inuit students in HPSD schools with the aim of improving service to these students and making a positive difference to their overall achievement at school. The data collected was used to inform decisions made regarding counselling services, programming needs, career information and preparation for students, and school culture.

School Councils and Council of School Councils (COSC)

The jurisdiction continues to encourage and support School Councils that will engender meaningful involvement of parents in issues affecting their children's education. In addition HPSD implemented a Council of School Councils for the School Councils to have greater input into jurisdiction decision making.

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		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.	83.7	84.6	84.1	86.4	84.8	87	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.	79.9	84.2	75.0	84.6	76.0	86	Intermediate	Declined Significantly	Issue	86	87	88

Comment on Results

HPSD understands the need to address the whole child and to address the mental, physical, spiritual and emotional well-being of every student.

HPSD understands the importance of creating a welcoming environment for all students. In the past two years, HPSP has used the Alberta Education "Collaborative Frameworks" model to work with schools and communities to identify barriers to, and strategies that will improve Aboriginal student outcomes.

Strategies

HPSD continued with the implementation of our Healthy School Communities Administrative Procedure which reflects the Comprehensive School Health framework. The Division believes a comprehensive approach to healthy school communities encompasses these four pillars: mental well-being, physical activity, healthy eating and partnership and services. To enhance the implementation, each of our schools was supported by dedicated time from one of our Wellness Coaches. The Wellness Coaches are supervised by our Division Registered Psychologist, who is also available to consult and/or assess students who may need more targeted or specialized intervention. Wellness Coaches introduced universal strategies and liaised with community agencies in an effort to increase the ability of staff to support students. In addition, they were champions of the Tell Them From Me survey. The survey was administered to all junior and senior high students. Also, for the first time, we had three elementary schools participate in the survey.

High Prairie students from grades 6 - 9 also have the support of our Mental Health Capacity Building team - HOSTS (Helping Our Students To Succeed). Again, the focus is on developing universal supports and partnering with existing agencies and service providers to create a continuum of supports.

Following the Slave Lake disaster, HPSP was a key player in addressing the needs of Slave Lake students. A Slave Lake Wellness Project proposal to the Ministry of Education - Slave Lake Wild Fire Community Stabilization Funds, yielded a million dollar grant. The grant has been utilized to hire three Wellness Coaches and a Project Coordinator/Coach. This group has coined themselves team EPIC (Engaging Partnerships in the Community). They work within each of the eight schools in Slave Lake. Their focus is on universal programming, developing resiliency skills, developing a sense of community and partnership and partnering with community agencies for sustainability once the program ends (in approx. 2 years).

Our ultimate aim in these projects is to encourage healthy behaviours. As articulated through the Comprehensive School Health framework, “Health and education are interdependent: healthy students are better learners, and better-educated individuals are healthier...comprehensive school health is an effective way to tap into that linkage, improving both health and educational outcomes...”

School Culture

HPSD will continue to support schools in creating welcoming environments for all students within the CAP Framework (see above) particularly in relation to the framework’s strong focus on improving relationships in all of our schools. Further, as one of only three school jurisdictions in Alberta, HPSP has begun this year in a three-year partnership in the provincial FNMI Professional Learning Strategy pilot to support promotion of Aboriginal cultural awareness and sensitivity program in two of our schools. Ultimately, our goal is success for each and every student in our schools.



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

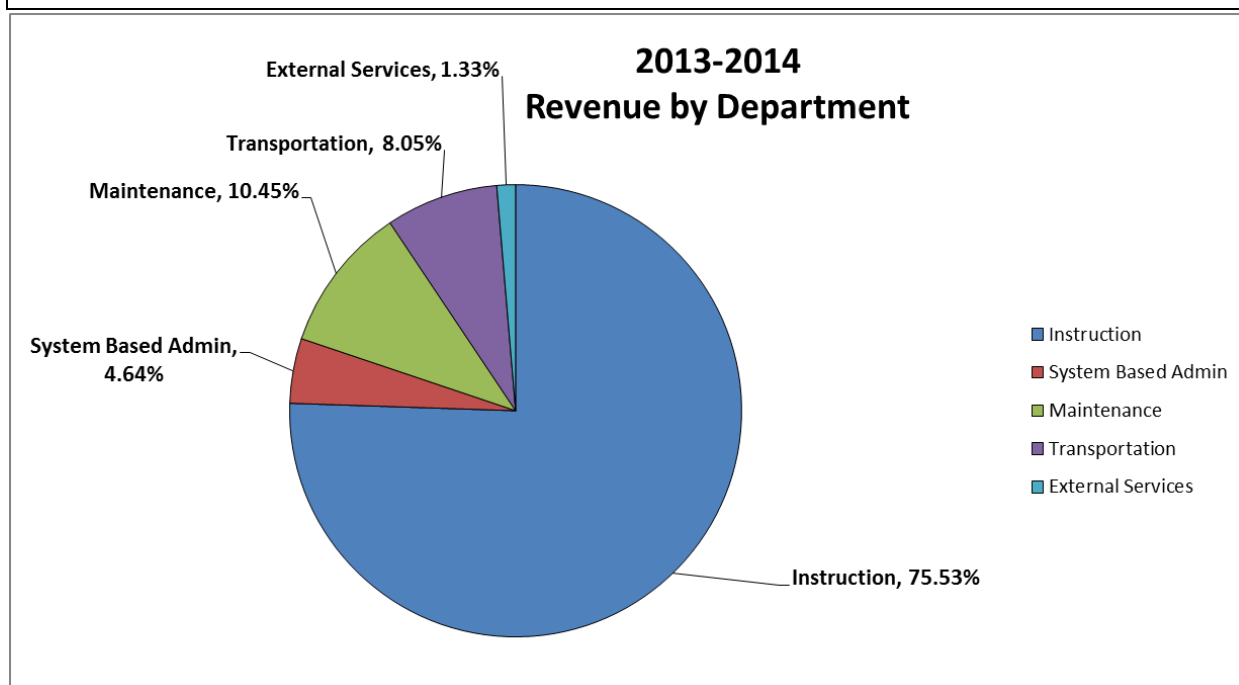
The financial results for the past year, 2013-14, show the division completed the year with an operating surplus of \$1,193,473. The surplus was created by the final year of increased funding provided due to the Slave lake fire and the ability of the Transportation Department to provide services to other school districts. Much of this surplus is committed to the ongoing programs in character education, counselling and full-time kindergarten.

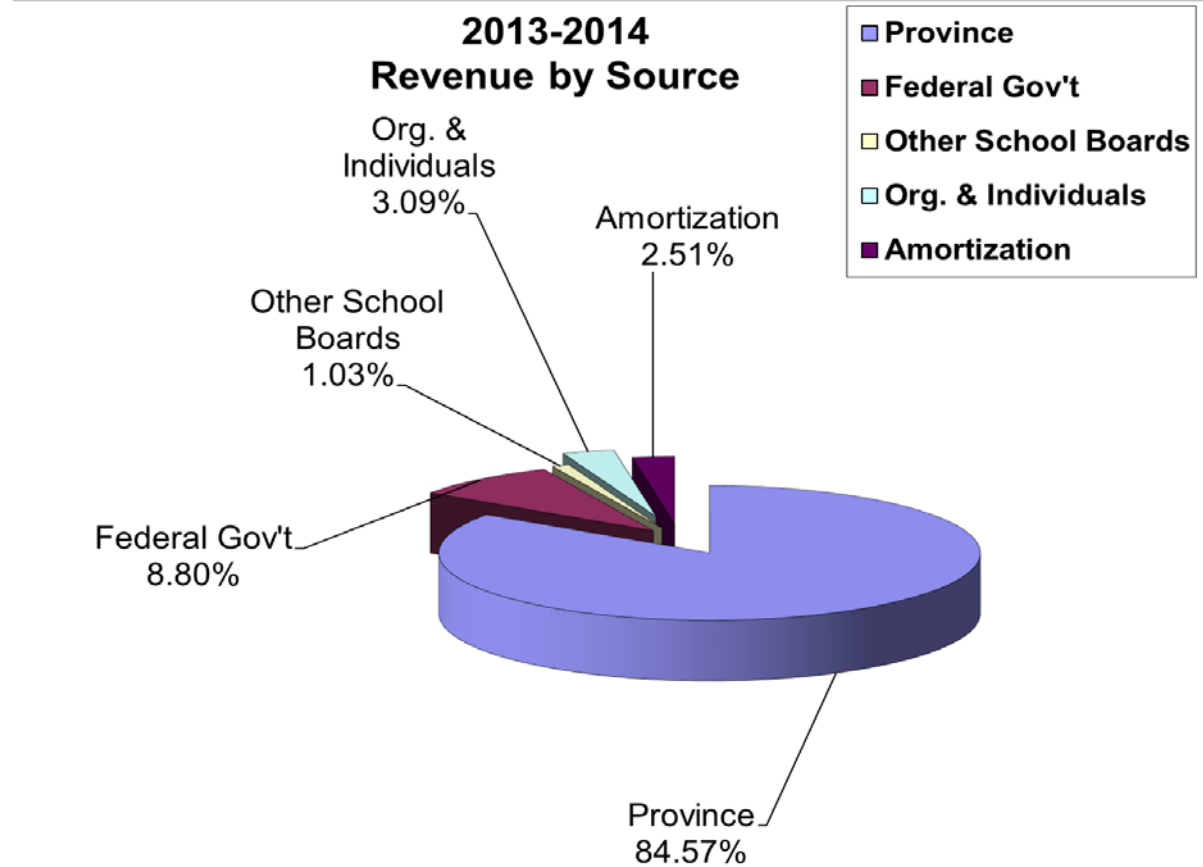
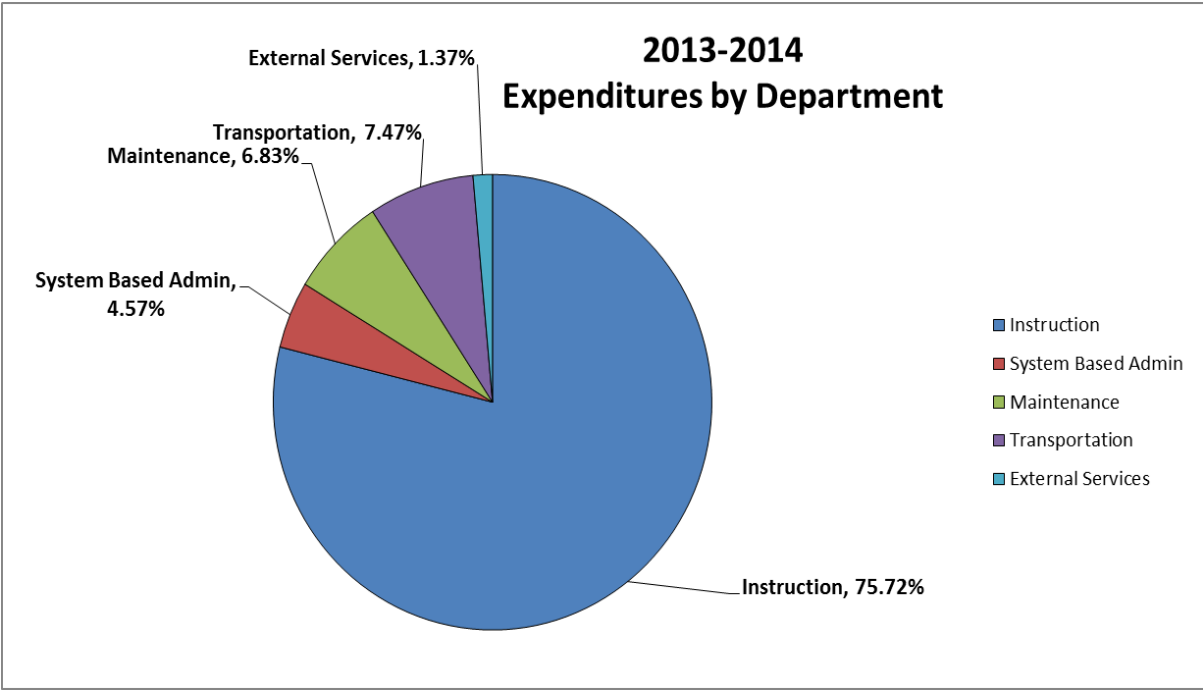
The division made a large commitment in time and funding to Leadership Training for its Administrators through the C.A.P. program and Vice Principal-in-training program. The early fruits of this was that 2 Vice Principals-in-Training were promoted to Vice Principal full time positions for the coming year.

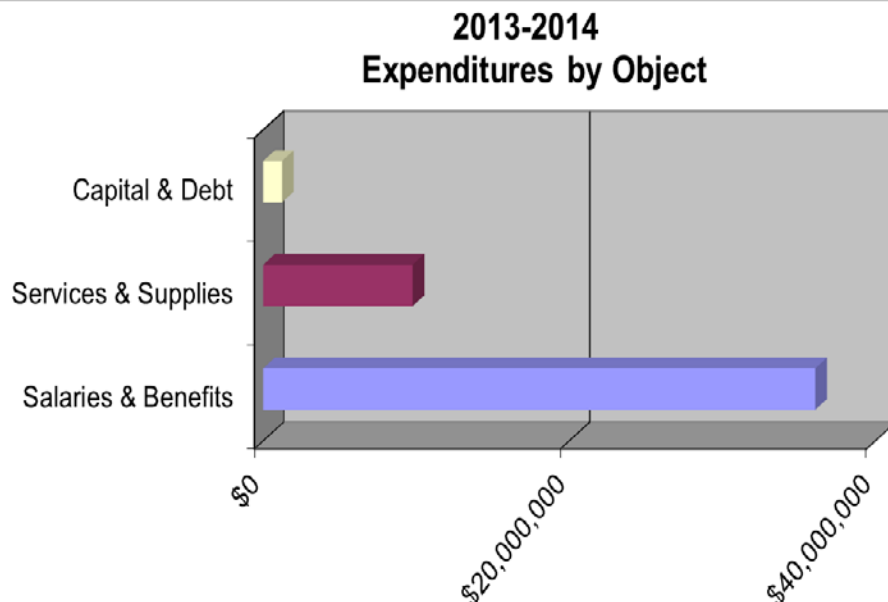
The jurisdiction's primary sources of revenue continue to be from the provincial government (85%) and the federal government (9%). Instructional block costs continue to represent 76% of the division's expenses with wage and wage costs being the primary cost of operations, representing 74% of all expenditures.

The division started construction of its new transportation/operations centre which is expected to be ready for use in the summer of 2015 at a total cost of \$7,200,000. This building will be paid for from reserves and no financing is anticipated. The division also invested a further \$637,000 in replacement buses and vehicles.

The school division had \$506,409 in School Generated Funds (SGF) reserves at year end. This was a reduction of \$180,375 from the previous year. (Please refer to Note 15 of Year End Financial Statements for the SGF breakdown.)







If more detailed financial information is required, please contact Mr. Paul Burrows, Assistant Superintendent of Finance at 780-523-3337, or call toll free at 1-877-523-3337. You can visit our website @ www.hpsd48.ab.ca for the [complete financial statement of the 2013-14 year](#). Financial information for all school jurisdictions can also be found on the Alberta Education website at www.education.gov.ab.ca/funding/afs

Budget Summary

The 2014-15 budget is projecting an overall surplus of \$317,499 primarily due to a projected gain on the disposal of capital assets (\$1,100,000) being the present Administration office and Transportation/Maintenance buildings.

After many years of planning and saving, the division will finish the construction of a new Transportation/Operations center and relocate the Maintenance shop at a total cost of \$7,600,000.

The division continues to support full-time kindergarten (8) classes and the second year of the divisional counselling plan, the Curriculum, Assessment & Pyramid of Intervention (CAP) program and administration capacity building through Vice Principal-in-Training positions. The division has also started a Transitions project to help with the integration of students into our schools from other school divisions, particularly at the Junior & Senior High level.

Expenditures

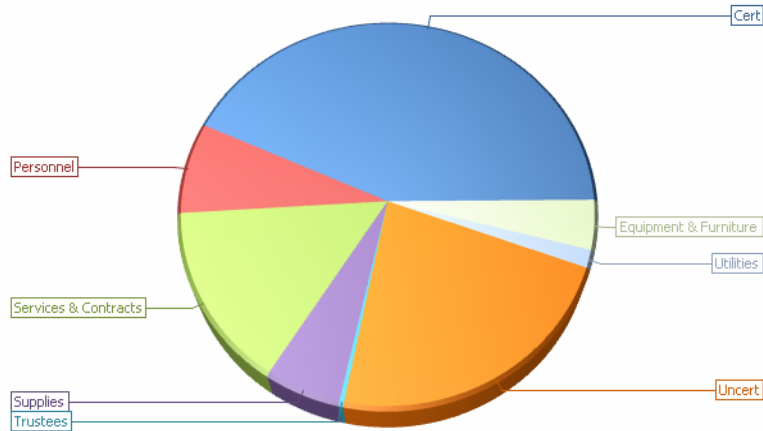
High Prairie School Division No. 48

2014-2015 Preliminary Budget

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High Prairie School Division No. 48



Category	Amount	Percentage
Cert	\$20,565,976	43%
Personnel	\$3,672,215	8%
Services & Contracts	\$7,152,898	15%
Supplies	\$2,648,278	6%
Trustees	\$170,596	0%
Uncert	\$10,750,697	23%
Utilities	\$704,000	1%
Equipment & Furniture	\$1,994,480	4%
Expenditures	\$47,659,140	

Revenue And Allocations To Budget Center

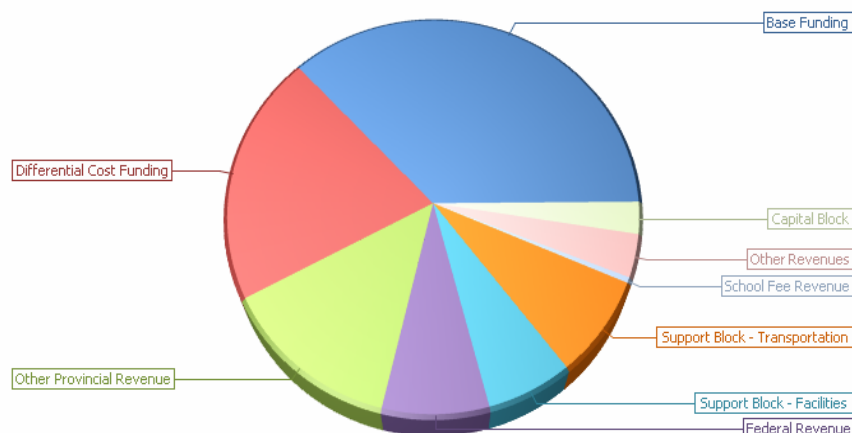
High Prairie School Division No. 48

2014-2015 Preliminary Budget

High Prairie School Division No. 48

2014-2015 Preliminary Budget

High Prairie School Division No. 48



Category	Amount	Percentage
Base Funding	\$17,318,764	37%
Differential Cost Funding	\$9,699,765	21%
Other Provincial Revenue	\$6,344,082	14%
Federal Revenue	\$3,682,305	8%
Support Block - Facilities	\$2,990,600	6%
Support Block - Transportation	\$3,753,000	8%
School Fee Revenue	\$213,093	0%
Other Revenues	\$1,648,500	4%
Capital Block	\$1,226,531	3%
Previous Surplus Deficit	\$0	0%
Revenue And Allocations To Budget Center	\$46,876,639	

If more detailed financial information is required, please contact Mr. Paul Burrows, Assistant Superintendent of Finance at 780-523-3337, or call toll free at 1-877-523-3337. You can visit our website @ www.hpsd48.ab.ca for the [complete financial statement of the 2013-14 year](#) and/or a copy of the [2014-15 budget](#). Financial information for all school jurisdictions can also be found on the Alberta Education website at www.education.gov.ab.ca/funding/afs.

Capital and Facilities Projects

Throughout the 2013-2014 school year the Maintenance Department contributed to the educational environments of High Prairie School Division's schools by reconfiguring space and improving schools to enhance programming.

- 1) Modernization of 3 Cosmetology Labs (E.W. Pratt, G.P. Vanier, and Roland Michener) for additional programming choices for our students.
- 2) Creation of a weight room at Roland Michener to relieve the stage area for drama productions.
- 3) Installation of a camera security system at G.P. Vanier School to give the students and staff an increased sense of safety in their school environment.
- 4) Reconfigured the office area at Roland Michener for easier access by visitors and increased visibility of incoming visitors.
- 5) Renovation of 4 classrooms and hallway for a brighter and cleaner learning environment for our students at Prairie River.
- 6) A continuation of millwork replacement in our schools and offices which improved storage and organizational space.
- 7) Another dozen smart board and projector replacements to keep up with the changing technology in our schools.
- 8) We continue to run our preventative maintenance program to assure quality lighting, heating and ventilation to each classroom throughout the Division.
- 9) Projects to better the health and safety of our students.
- 10) Replacement of exterior doors and plumbing fixtures at E.W. Pratt and Prairie River Schools, which lowers our consumption of water and natural gas.

The detailed 3 Year Capital Plan can be viewed at http://www.hpsd48.ab.ca/pages/High_Prairie_School_Division under "Board Related"

Summary of Facility and Capital Plans

The Maintenance Department is continually working to improve services to all sites and has succeeded in providing significant advancements in the achievement of their goals. To this end, several projects scheduled for 2014-2015 are as follows:

- 1) Several more millwork projects planned.
- 2) Installation of 15 more smart boards or projectors.
- 3) Slab lifting and several more classrooms will be renovated at Prairie River, which includes lighting, flooring, ceiling tiles, and painting.
- 4) Exterior doors and frames to be replaced at Ecole Routhier and High Prairie Elementary.
- 5) Replacement of sidewalks at C.J. Schurter, E.G. Wahlstrom, and Roland Michener.
- 6) Repairs to sprinkler systems at E.G. Wahlstrom.
- 7) Washroom renovations at Prairie River and H.P. Elementary.
- 8) P.A. system replacement at H.P. Elementary and E.G. Wahlstrom.
- 9) Lighting in gym at C.J. Schurter.
- 10) I.A. shop renovations at G.P. Vanier - take down walls to make a larger work area.
- 11) Manual transfer switch to be installed at Ecole Routhier in case of emergency (power loss).
- 12) Roofing at E.W. Pratt and at the Technology Centre.
- 13) Continuation of our preventative maintenance program.

Parental Involvement

High Prairie School Division continued to hold Council of School Councils meetings. The 3 YEP and the AERR were reviewed. In the spring, (should this be spring) school based administrators began putting their school plans in place and communicated the division's draft planning to their staff and school councils.

Schools and the Division engaged parents in several ways such as: volunteerism, school councils, community planning sessions, lobbying for the Jousard School, surveys, setting the division calendar and participation in school/community events.

Timelines and Communication

Throughout the spring, the strategies and actions identified in this plan were reviewed by the administrators of HPSD. School based administrators began putting their school plans in place and communicated the division's draft planning to their staff and school councils. The draft of the strategies came out of work completed in Strategic Planning sessions with administrators and the Board of Trustees.

The Combined 3YEP and AERR was presented to the Board of Trustees at the November 19, 2014 Board meeting. Its approval allowed the document to be placed on the website. The Zone Director was notified of this posting through email and the permalink from the email to the website was included.

Once High Prairie School Division posted this Strategic Education Plan on its website, copies were distributed to all schools in the jurisdiction. Information posted in local newspapers made reference to the fact that division and school three-year plans were available for viewing through our website at www.hpsd48.ab.ca. Plans. Copies were also available at each school and at the Division Office. It is the expectation that copies of the jurisdictional Three Year Education Plan be circulated to staff, School Council representatives and also presented to the Council of School Councils (COSC) representatives.

APPENDIX I – Measure Details

Diploma Examination Results – Measure Details

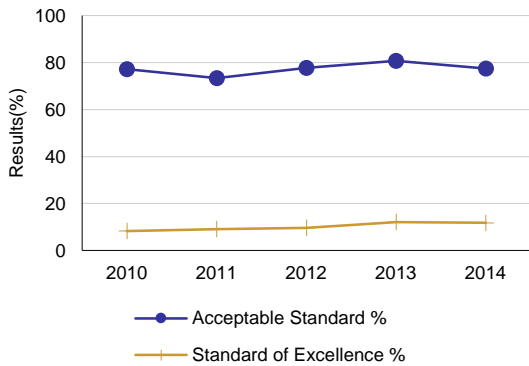
Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2010		2011		2012		2013		2014		2014	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	85.4	6.7	89.2	3.1	87.4	9.2	83.3	7.3	78.3	4.8		
	Province	85.1	10.1	84.4	10.1	86.0	11.3	85.7	10.4	87.1	11.7		
English Lang Arts 30-2	Authority	87.5	2.3	88.2	7.8	90.5	7.1	93.3	9.6	88.2	6.6		
	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	100.0	25.0	*	*		
	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	71.6	7.4	62.5	4.2	60.0	7.1	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	60.7	0.0	65.6	0.0	54.8	7.1	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	66.2	18.3	54.8	8.1		
	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	27.3	0.0	54.8	3.2		
	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	75.3	6.2	69.5	1.7	80.5	10.4	87.2	11.5	75.3	4.1		
	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	57.1	0.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	76.4	11.5	69.0	21.4	n/a	n/a	n/a	n/a	n/a	n/a		
Social Studies 30-2	Authority	77.0	4.6	77.0	13.0	75.6	4.9	80.8	4.8	77.2	7.9		
	Province	85.0	13.7	85.6	15.9	83.0	13.7	82.1	13.8	83.9	14.8		
Biology 30	Authority	75.7	19.1	78.3	25.0	86.2	21.5	80.8	28.3	83.6	26.0		
	Province	81.4	28.1	81.9	29.8	81.8	28.1	84.3	32.1	85.2	31.7		
Chemistry 30 Old	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	65.3	12.0	48.2	7.1	56.8	8.1	66.0	13.2	71.4	30.2		
	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	59.1	6.8	32.4	2.7	52.8	8.3	47.7	6.8	48.3	6.9		
	Province	73.9	20.3	76.7	27.7	81.0	30.3	81.1	30.3	83.0	34.1		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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.

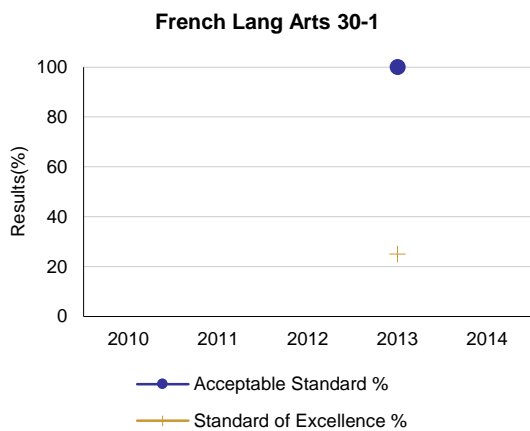
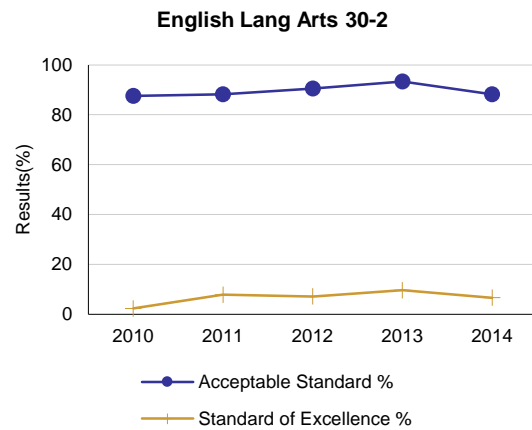
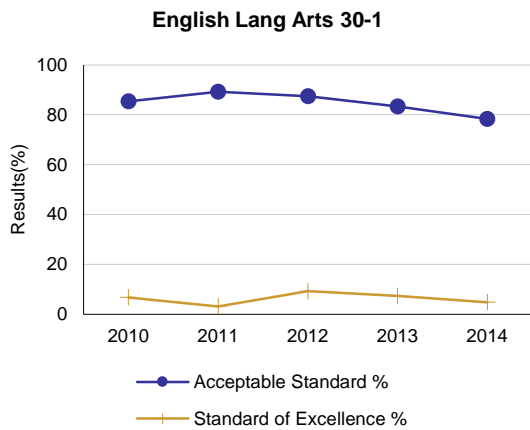
Graph of Diploma Examination Results – Overall



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.

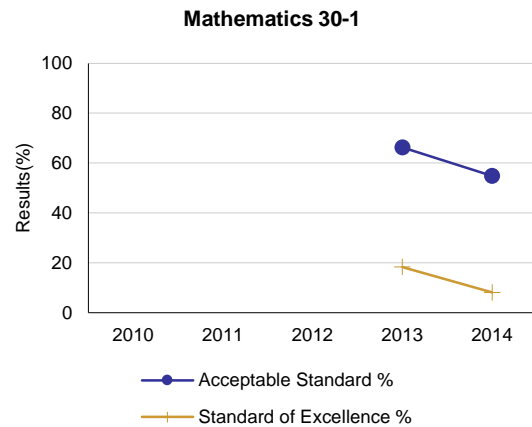


Diploma Examination Results by Course



[No Data for Français 30]

[No Data for Pure Mathematics 30]



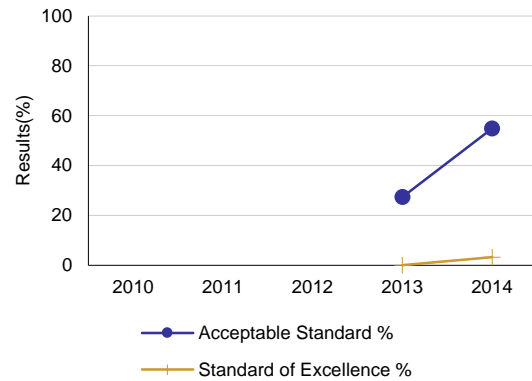
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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Diploma Examination Results by Course

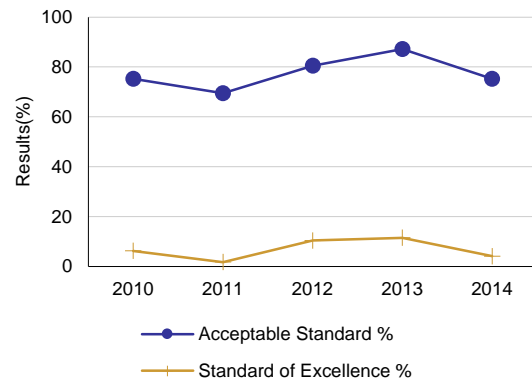
[No Data for Applied Mathematics 30]

Mathematics 30-2



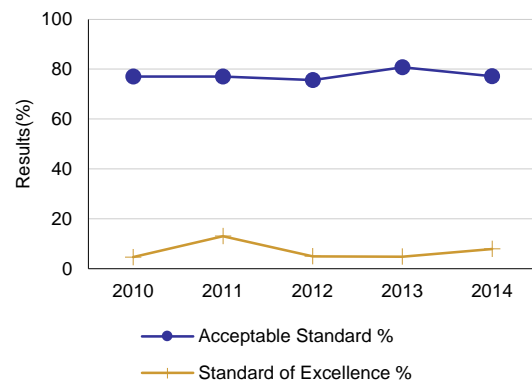
[No Data for Social Studies 30]

Social Studies 30-1



[No Data for Social Studies 33]

Social Studies 30-2



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

<div><p>Biology 30</p><table><tr><th>Year</th><th>Acceptable Standard %</th><th>Standard of Excellence %</th></tr><tr><td>2010</td><td>75</td><td>20</td></tr><tr><td>2011</td><td>78</td><td>25</td></tr><tr><td>2012</td><td>85</td><td>22</td></tr><tr><td>2013</td><td>80</td><td>28</td></tr><tr><td>2014</td><td>82</td><td>25</td></tr></table></div>	Year	Acceptable Standard %	Standard of Excellence %	2010	75	20	2011	78	25	2012	85	22	2013	80	28	2014	82	25	<div><p>[No Data for Chemistry 30 Old]</p></div>
Year	Acceptable Standard %	Standard of Excellence %																	
2010	75	20																	
2011	78	25																	
2012	85	22																	
2013	80	28																	
2014	82	25																	
<div><p>Chemistry 30</p><table><tr><th>Year</th><th>Acceptable Standard %</th><th>Standard of Excellence %</th></tr><tr><td>2010</td><td>65</td><td>12</td></tr><tr><td>2011</td><td>48</td><td>8</td></tr><tr><td>2012</td><td>58</td><td>10</td></tr><tr><td>2013</td><td>65</td><td>15</td></tr><tr><td>2014</td><td>70</td><td>30</td></tr></table></div>	Year	Acceptable Standard %	Standard of Excellence %	2010	65	12	2011	48	8	2012	58	10	2013	65	15	2014	70	30	<div><p>[No Data for Physics 30 Old]</p></div>
Year	Acceptable Standard %	Standard of Excellence %																	
2010	65	12																	
2011	48	8																	
2012	58	10																	
2013	65	15																	
2014	70	30																	
<div><p>Physics 30</p><table><tr><th>Year</th><th>Acceptable Standard %</th><th>Standard of Excellence %</th></tr><tr><td>2010</td><td>60</td><td>8</td></tr><tr><td>2011</td><td>32</td><td>5</td></tr><tr><td>2012</td><td>52</td><td>10</td></tr><tr><td>2013</td><td>48</td><td>8</td></tr><tr><td>2014</td><td>48</td><td>8</td></tr></table></div>	Year	Acceptable Standard %	Standard of Excellence %	2010	60	8	2011	32	5	2012	52	10	2013	48	8	2014	48	8	<div><p>[No Data for Science 30]</p></div>
Year	Acceptable Standard %	Standard of Excellence %																	
2010	60	8																	
2011	32	5																	
2012	52	10																	
2013	48	8																	
2014	48	8																	

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

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

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	High Prairie School Div No. 48							Alberta			
		Achievement	Improvement	Overall	2014		Prev 3 Yr Avg		2014		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	Declined	Concern	83	78.3	83	86.6	28,671	87.1	29,063	85.4
	Standard of Excellence	Very Low	Maintained	Concern	83	4.8	83	6.5	28,671	11.7	29,063	10.6
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	76	88.2	97	90.7	15,887	89.7	14,790	89.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	76	6.6	97	8.2	15,887	13.1	14,790	10.2
French Lang Arts 30-1	Acceptable Standard	*	*	*	5	*	8	100.0	1,210	96.5	1,243	95.4
	Standard of Excellence	*	*	*	5	*	8	25.0	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	59	61.3	n/a	n/a	14,941	74.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	59	5.7	n/a	n/a	14,941	22.6
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	37	60.2	n/a	n/a	6,941	74.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	37	3.6	n/a	n/a	6,941	13.4
Mathematics 30-1	Acceptable Standard	n/a	Declined	n/a	62	54.8	71	66.2	21,314	74.6	19,841	80.4
	Standard of Excellence	n/a	Declined	n/a	62	8.1	71	18.3	21,314	27.2	19,841	35.4
Mathematics 30-2	Acceptable Standard	n/a	Improved Significantly	n/a	31	54.8	55	27.3	11,934	71.3	9,646	68.9
	Standard of Excellence	n/a	Improved	n/a	31	3.2	55	0.0	11,934	15.0	9,646	9.6
Social Studies 30-1	Acceptable Standard	Low	Maintained	Issue	73	75.3	71	79.1	21,992	85.5	23,164	84.8
	Standard of Excellence	Low	Maintained	Issue	73	4.1	71	7.9	21,992	14.2	23,164	15.6
Social Studies 30-2	Acceptable Standard	Low	Maintained	Issue	114	77.2	95	77.8	19,173	83.9	17,286	83.6
	Standard of Excellence	Low	Maintained	Issue	114	7.9	95	7.6	19,173	14.8	17,286	14.5
Biology 30	Acceptable Standard	Intermediate	Maintained	Acceptable	73	83.6	75	81.8	21,656	85.2	22,802	82.7
	Standard of Excellence	High	Maintained	Good	73	26.0	75	24.9	21,656	31.7	22,802	30.0
Chemistry 30	Acceptable Standard	Intermediate	Improved	Good	63	71.4	61	57.0	19,118	81.3	18,261	76.8
	Standard of Excellence	High	Improved Significantly	Good	63	30.2	61	9.5	19,118	35.0	18,261	29.2
Physics 30	Acceptable Standard	Low	Maintained	Issue	29	48.3	39	44.3	10,758	83.0	10,060	79.6
	Standard of Excellence	Low	Maintained	Issue	29	6.9	39	6.0	10,758	34.1	10,060	29.4
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,103	85.1	5,477	81.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,103	25.5	5,477	22.9

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 examinations.

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

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 67.38	67.38 - 79.10	79.10 - 88.42	88.42 - 94.41	94.41 - 100.00
	Standard of Excellence	0.00 - 0.88	0.88 - 8.48	8.48 - 16.20	16.20 - 19.89	19.89 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 68.07	68.07 - 81.22	81.22 - 87.43	87.43 - 94.68	94.68 - 100.00
	Standard of Excellence	0.00 - 0.26	0.26 - 9.12	9.12 - 15.45	15.45 - 26.66	26.66 - 100.00
Biology 30	Acceptable Standard	0.00 - 67.51	67.51 - 78.03	78.03 - 85.82	85.82 - 89.41	89.41 - 100.00
	Standard of Excellence	0.00 - 12.33	12.33 - 19.00	19.00 - 25.60	25.60 - 30.05	30.05 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 37.40	37.40 - 64.26	64.26 - 77.96	77.96 - 85.58	85.58 - 100.00
	Standard of Excellence	0.00 - 6.52	6.52 - 16.78	16.78 - 27.40	27.40 - 34.23	34.23 - 100.00
Physics 30	Acceptable Standard	0.00 - 46.89	46.89 - 65.43	65.43 - 79.07	79.07 - 84.34	84.34 - 100.00
	Standard of Excellence	0.00 - 4.05	4.05 - 11.60	11.60 - 21.19	21.19 - 30.24	30.24 - 100.00
Science 30	Acceptable Standard	0.00 - 76.11	76.11 - 83.33	83.33 - 91.76	91.76 - 97.14	97.14 - 100.00
	Standard of Excellence	0.00 - 6.98	6.98 - 11.36	11.36 - 21.80	21.80 - 36.81	36.81 - 100.00

Notes:

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

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

Improvement Table

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

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

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

Overall Evaluation Table

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

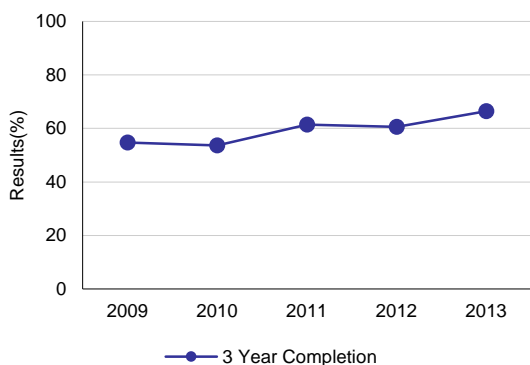
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue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

High School Completion Rate – Measure Details

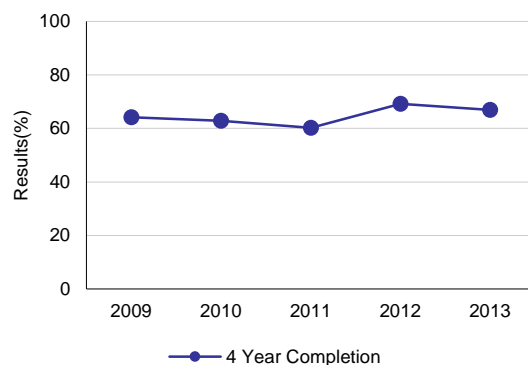
High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
3 Year Completion	54.7	53.7	61.4	60.6	66.4	71.5	72.6	74.1	74.8	74.9
4 Year Completion	64.2	62.9	60.2	69.2	66.9	76.1	76.9	78.1	79.4	79.6
5 Year Completion	74.4	67.7	66.7	64.9	71.8	79.0	79.0	79.6	80.8	81.7

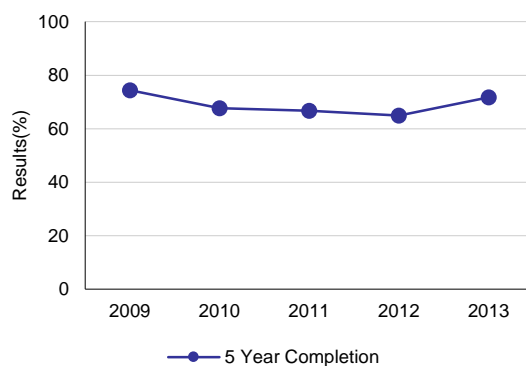
Graph of Authority Results



Graph of Authority Results



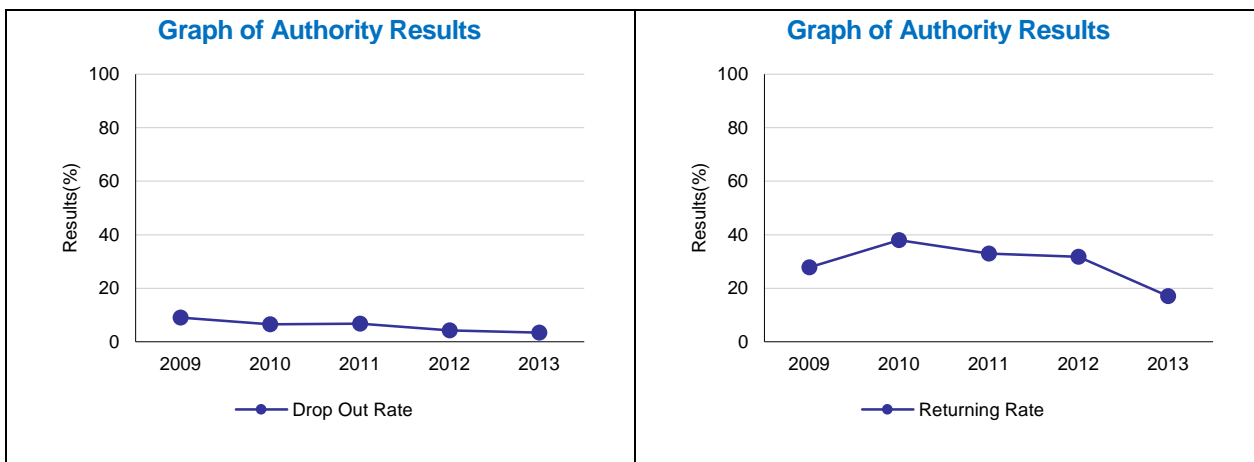
Graph of Authority Results



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

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Drop Out Rate	9.0	6.5	6.7	4.2	3.4	4.3	4.2	3.2	3.5	3.3
Returning Rate	27.8	38.0	33.0	31.7	17.1	23.5	27.9	23.4	23.0	21.1

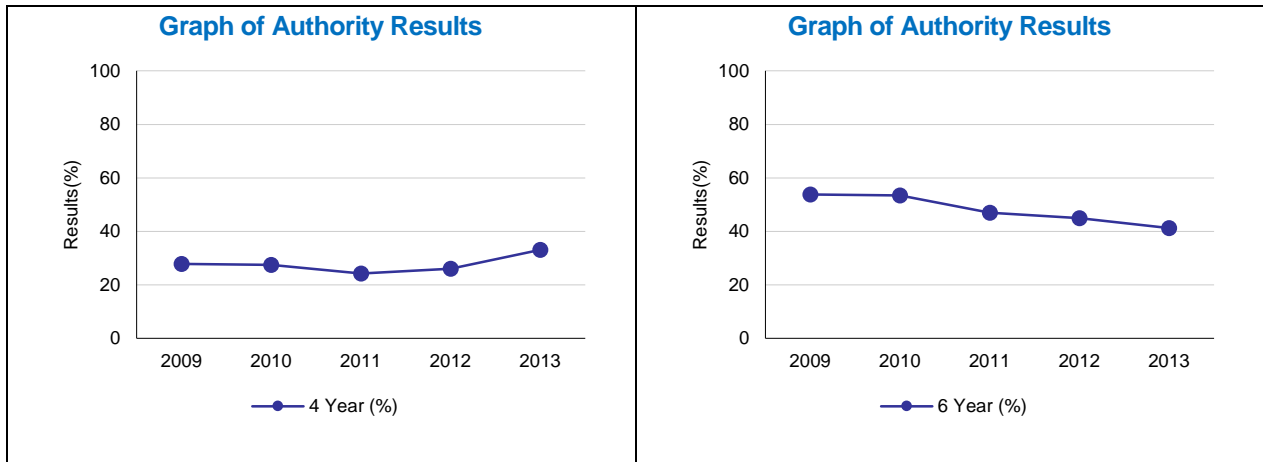


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).



High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
4 Year Rate	27.9	27.5	24.3	26.0	33.1	37.5	37.8	38.2	39.6	40.0
6 Year Rate	53.8	53.5	47.0	44.9	41.3	59.8	59.3	58.4	59.5	59.2



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

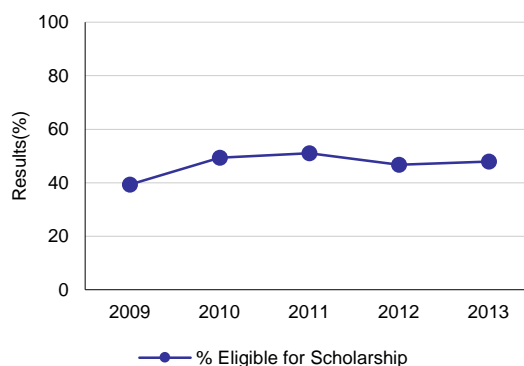


Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Rutherford Scholarship Eligibility Rate (Revised)	39.3	49.4	51.1	46.7	47.9	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	300	102	34.0	94	31.3	46	15.3	118	39.3
2010	322	136	42.2	116	36.0	43	13.4	159	49.4
2011	311	134	43.1	120	38.6	63	20.3	159	51.1
2012	291	121	41.6	105	36.1	54	18.6	136	46.7
2013	305	132	43.3	109	35.7	68	22.3	146	47.9

Graph of Authority Results



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

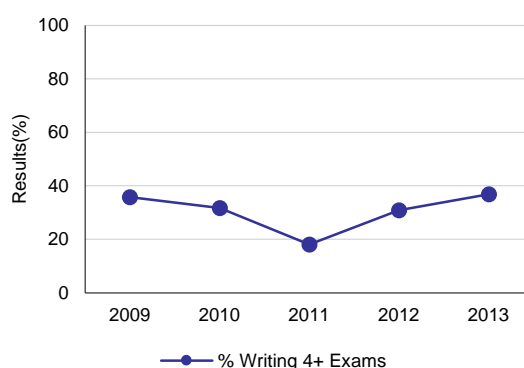


Diploma Examination Participation Rate – Measure Details

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

	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
% Writing 0 Exams	29.8	33.6	30.1	30.1	23.0	18.0	17.2	16.1	15.9	16.1
% Writing 1+ Exams	70.2	66.4	69.9	69.9	77.0	82.0	82.8	83.9	84.1	83.9
% Writing 2+ Exams	64.8	61.5	58.0	64.7	71.1	78.7	79.6	80.8	81.2	80.8
% Writing 3+ Exams	47.3	39.1	33.8	45.8	53.0	65.2	66.0	67.4	67.5	63.8
% Writing 4+ Exams	35.8	31.7	18.1	30.9	36.9	53.5	54.9	56.2	56.6	50.5
% Writing 5+ Exams	23.3	22.7	8.6	19.3	22.4	34.7	36.1	37.2	38.0	31.8
% Writing 6+ Exams	10.8	10.2	3.1	6.3	8.6	12.9	13.4	14.1	14.6	11.5

Graph of Authority Results



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	34.1	31.0	21.5	32.6	39.1	54.0	54.5	54.9	55.1	54.4
English Language Arts 30-2	30.2	31.9	35.2	31.9	33.7	24.5	25.1	26.1	26.1	27.2
Total of 1 or more English Diploma Exams	63.9	62.3	56.7	64.5	71.7	77.1	78.0	79.0	79.2	79.3
Social Studies 30	33.4	7.9	0.0	0.0	n/a	48.1	3.7	0.3	0.0	n/a
Social Studies 30-1	0.0	26.7	17.6	31.1	33.3	0.0	45.7	48.2	48.0	46.1
Social Studies 33	33.1	5.8	0.0	0.0	n/a	30.1	2.5	0.1	0.0	n/a
Social Studies 30-2	0.0	22.2	31.2	30.4	38.4	0.0	27.4	31.0	32.1	34.0
Total of 1 or more Social Diploma Exams	65.9	61.4	48.8	61.5	71.7	77.4	78.1	78.9	79.3	79.3
Pure Mathematics 30	22.3	21.0	18.2	24.9	0.4	40.8	41.4	42.6	42.5	7.3
Applied Mathematics 30	18.4	13.7	13.3	17.6	0.0	19.7	19.7	20.0	19.6	0.2
Mathematics 30-1	n/a	n/a	n/a	n/a	25.2	n/a	n/a	n/a	n/a	30.0
Mathematics 30-2	n/a	n/a	n/a	n/a	21.7	n/a	n/a	n/a	n/a	16.9
Total of 1 or more Math Diploma Exams	39.0	34.7	31.2	42.5	47.3	59.9	60.6	62.0	61.5	52.5
Biology 30	35.4	28.6	23.3	25.3	31.0	39.8	41.2	42.8	43.1	42.5
Chemistry 30	20.0	24.3	16.7	25.3	24.8	29.7	35.2	36.0	36.7	31.7
Physics 30	10.8	14.3	11.2	13.6	14.7	17.5	20.0	20.6	20.4	17.4
Science 30	0.0	0.3	0.6	0.7	1.6	8.2	9.0	9.1	10.5	9.8
Total of 1 or more Science Diploma Exams	41.0	34.0	33.0	35.2	41.9	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	2.6	1.2	0.6	0.4	2.7	2.7	2.9	2.8	2.7	2.7
Total of 1 or more French Diploma Exams	2.6	1.2	0.6	0.4	2.7	2.9	3.1	3.1	2.9	3.0

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

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

Provincial Achievement Test Results – Measure Details

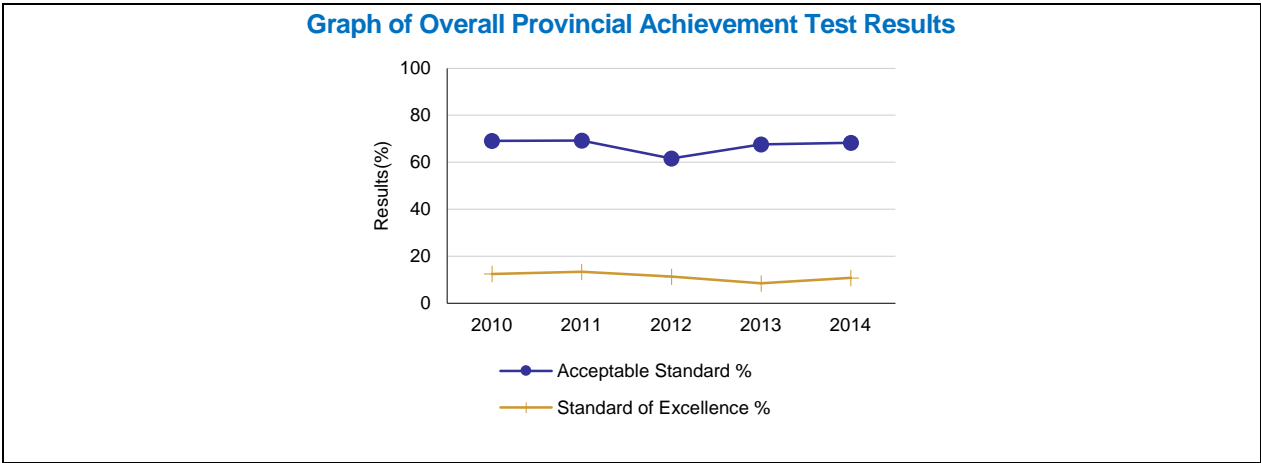
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2010		2011		2012		2013		2014		2014	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3*	Authority	79.4	13.9	73.7	7.6	81.1	12.0	75.7	10.4	76.5	2.9		
	Province	81.6	19.5	81.8	17.5	81.9	20.4	81.5	17.8	78.0	15.3		
French Language Arts 3*	Authority	100.0	13.3	84.6	7.7	94.1	23.5	91.7	33.3	83.3	11.1		
	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	60.2	10.2	70.0	16.6	66.2	17.9	61.8	8.8		
	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	81.6	10.6	78.2	13.4	75.8	8.4	75.8	3.1	79.3	10.4		
	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	100.0	10.0	100.0	16.7	92.3	15.4	78.6	7.1	100.0	12.5		
	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	62.2	14.3	59.1	7.0	56.1	4.0	63.2	6.2		
	Province	n/a	n/a	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4		
Science 6	Authority	70.6	17.6	72.3	14.3	69.0	20.2	65.9	9.9	69.4	14.5		
	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	63.5	12.9	55.5	6.7	60.5	14.0	61.0	5.4	61.7	9.3		
	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	70.2	5.2	68.3	7.7	63.4	8.5	74.2	7.7	71.1	5.8		
	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	n/a	n/a	n/a	n/a	23.5	0.0	53.3	0.0	51.9	3.7		
	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	88.9	7.4	93.3	6.7	85.7	21.4	87.5	6.3	87.5	6.3		
	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	55.8	11.6	46.0	6.2	66.7	14.3	68.9	15.8		
	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	n/a	n/a	*	*	31.6	10.5	43.8	0.0	33.3	0.0		
	Province	65.6	15.3	64.9	14.9	62.4	15.4	65.9	14.7	63.4	14.5		
Science 9	Authority	65.3	14.3	75.0	22.8	57.5	9.0	70.8	12.9	76.3	17.9		
	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	n/a	n/a	*	*	33.3	0.0	64.3	0.0	40.7	7.4		
	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	58.7	14.3	61.0	14.2	50.2	9.9	60.3	13.4	63.7	9.5		
	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	n/a	n/a	*	*	35.3	0.0	40.0	0.0	44.4	11.1		
	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.

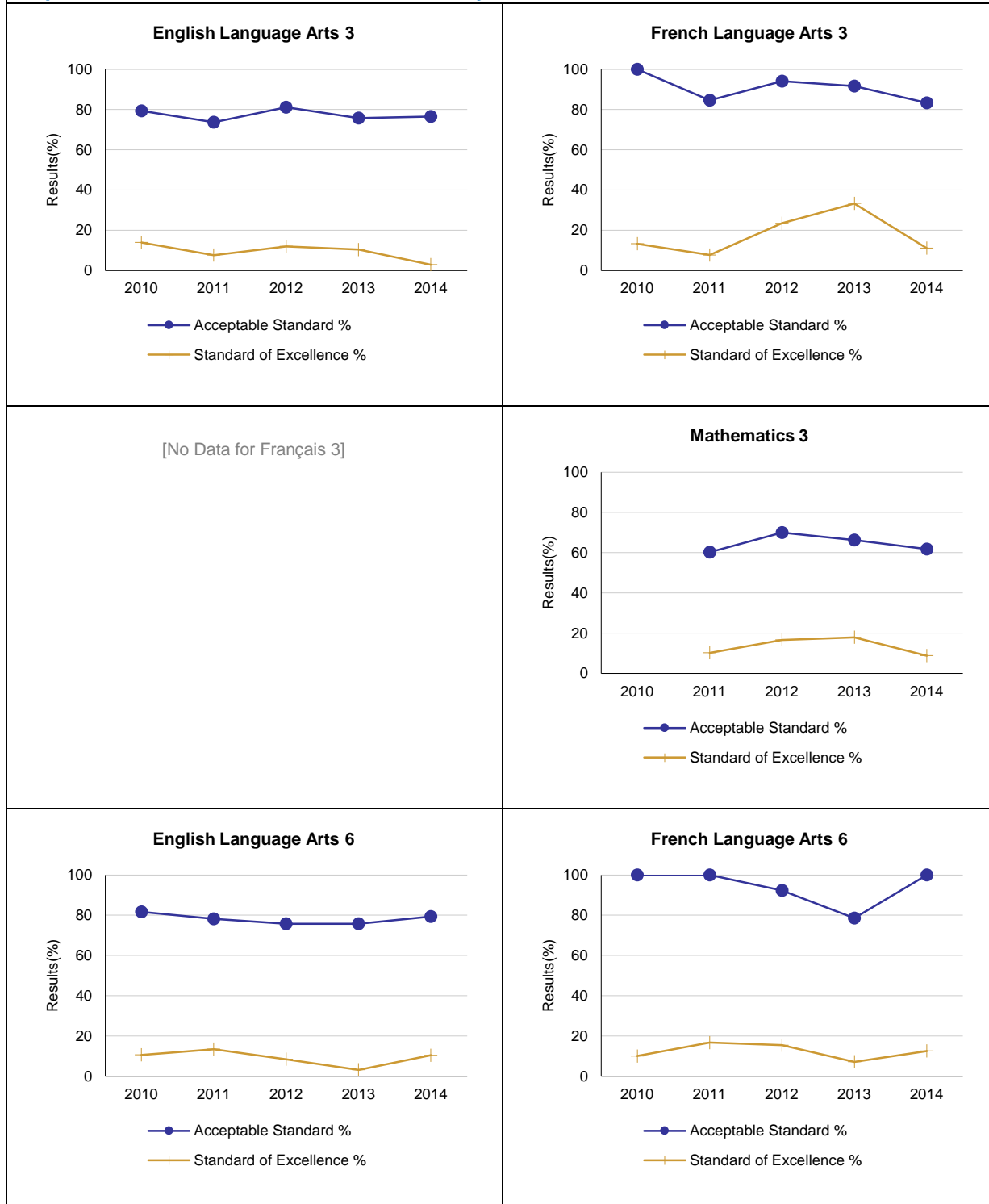
*School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.



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Graph of Provincial Achievement Test Results by Course

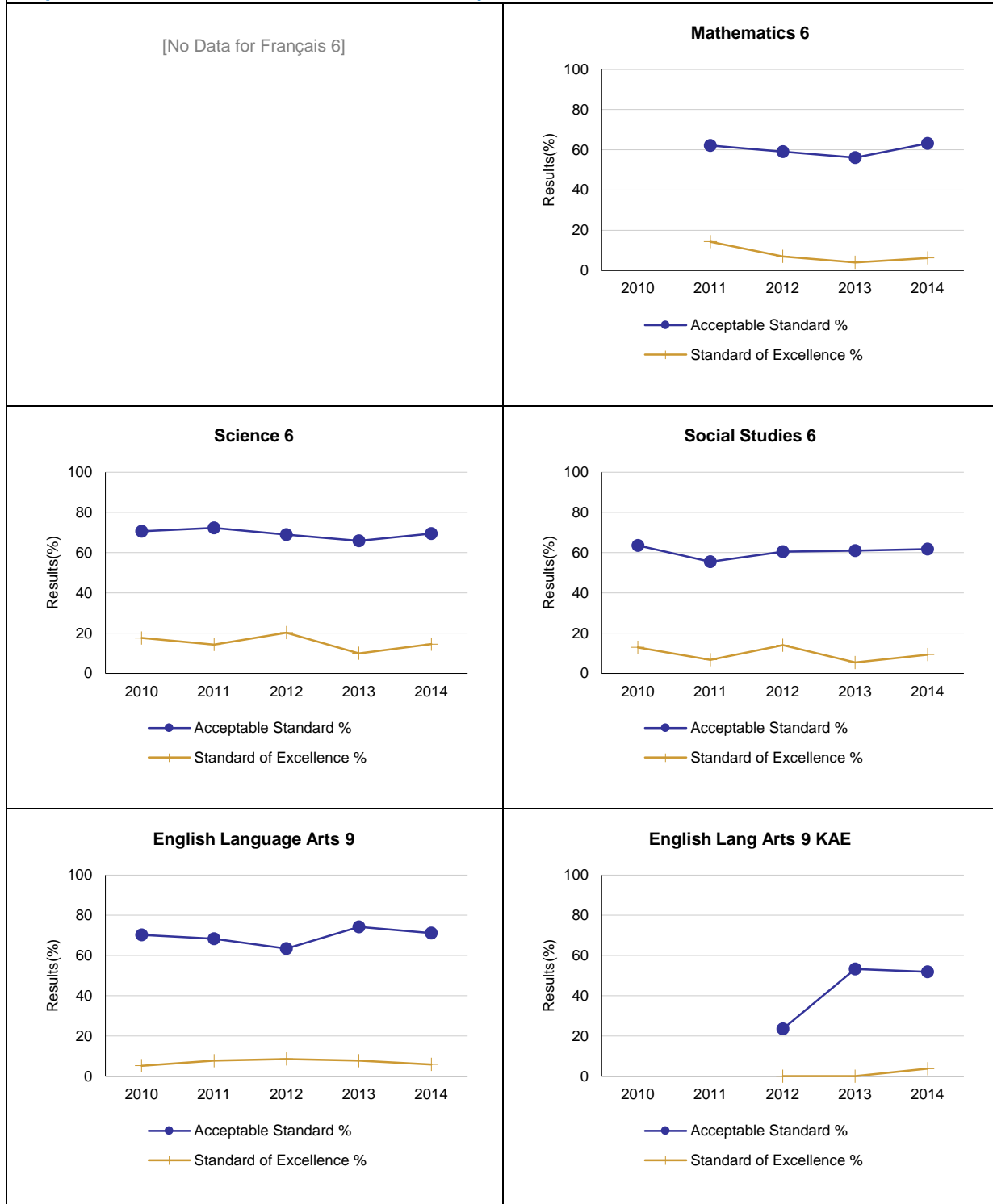


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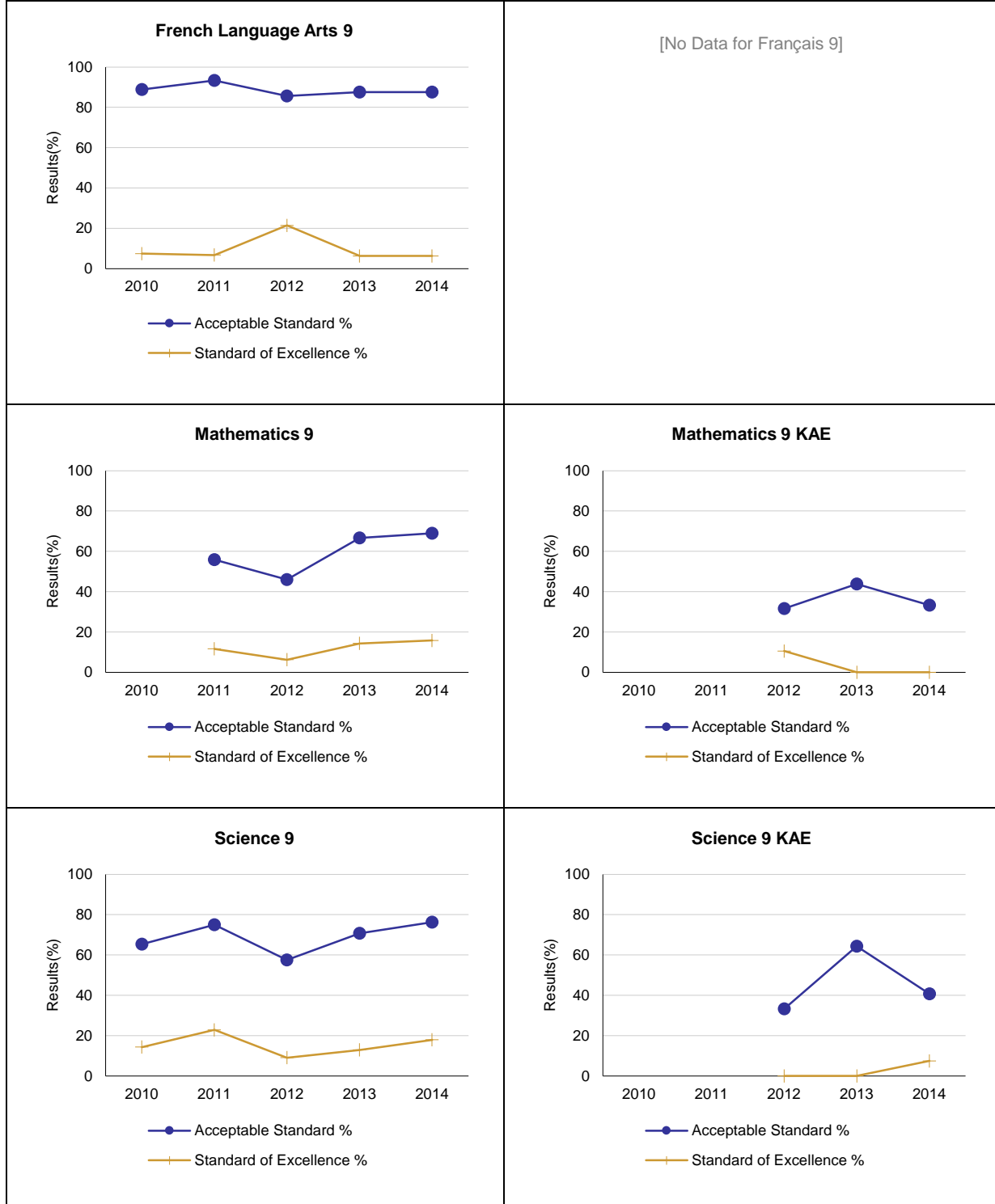
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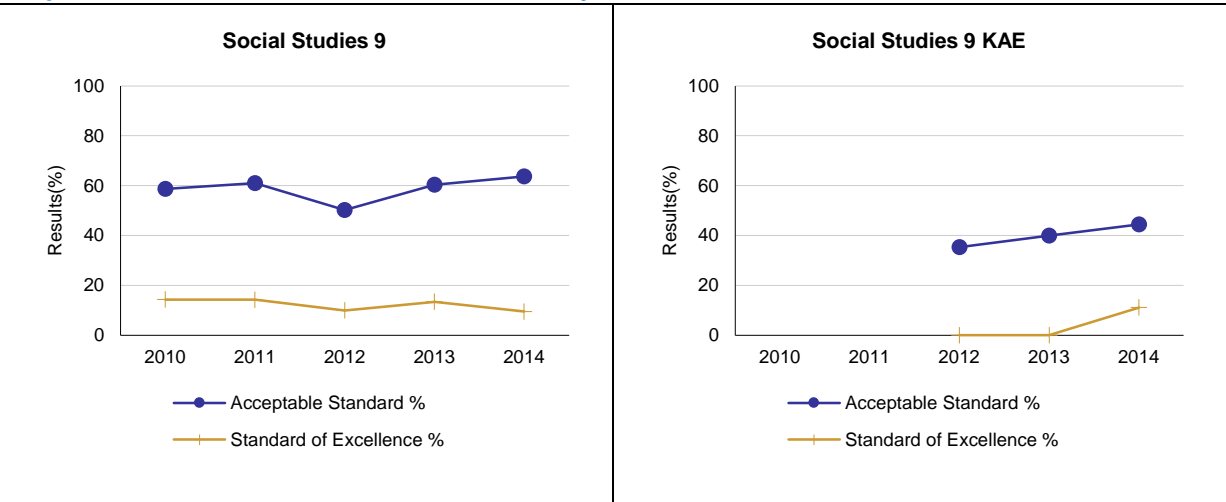
Graph of Provincial Achievement Test Results by Course



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Graph of Provincial Achievement Test Results by Course



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

Please note that participation in 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	High Prairie School Div No. 48							Alberta			
		Achievement	Improvement	Overall	2014		Prev 3 Yr Avg		2014		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3*	Acceptable Standard	Low	Maintained	Issue	34	76.5	179	76.9	16,235	78.0	44,576	81.7
	Standard of Excellence	Very Low	Declined	Concern	34	2.9	179	10.0	16,235	15.3	44,576	18.6
French Language Arts 3*	Acceptable Standard	Intermediate	Maintained	Acceptable	18	83.3	14	90.1	966	74.6	3,319	80.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	18	11.1	14	21.5	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	Very Low	Maintained	Concern	34	61.8	179	65.5	16,202	74.0	44,562	76.9
	Standard of Excellence	Very Low	Maintained	Concern	34	8.8	179	14.9	16,202	25.1	44,562	25.7
English Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	193	79.3	186	76.6	45,704	81.9	43,581	82.7
	Standard of Excellence	Low	Maintained	Issue	193	10.4	186	8.3	45,704	17.6	43,581	17.5
French Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	8	100.0	15	90.3	2,752	88.0	2,609	89.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	8	12.5	15	13.1	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	Very Low	Maintained	Concern	193	63.2	186	59.1	45,617	73.5	43,599	73.8
	Standard of Excellence	Very Low	Maintained	Concern	193	6.2	186	8.4	45,617	15.4	43,599	17.0
Science 6	Acceptable Standard	Low	Maintained	Issue	193	69.4	185	69.1	45,608	75.9	43,551	77.2
	Standard of Excellence	Low	Maintained	Issue	193	14.5	185	14.8	45,608	24.9	43,551	26.4
Social Studies 6	Acceptable Standard	Low	Maintained	Issue	193	61.7	186	59.0	45,593	70.4	43,540	72.3
	Standard of Excellence	Low	Maintained	Issue	193	9.3	186	8.7	45,593	16.6	43,540	19.0
English Language Arts 9	Acceptable Standard	Low	Maintained	Issue	190	71.1	196	68.6	43,760	76.3	37,776	77.8
	Standard of Excellence	Very Low	Maintained	Concern	190	5.8	196	8.0	43,760	15.1	37,776	15.8
English Lang Arts 9 KAE	Acceptable Standard	Low	Maintained	Issue	27	51.9	16	38.4	1,524	62.9	1,570	63.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	27	3.7	16	0.0	1,524	3.5	1,570	6.0
French Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	16	87.5	15	88.8	2,658	86.5	2,387	87.8
	Standard of Excellence	Low	Maintained	Issue	16	6.3	15	11.4	2,658	11.1	2,387	13.7

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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.



Course	Measure	High Prairie School Div No. 48							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	Improved Significantly	Good	190	68.9	193	56.1	43,279	67.1	37,487	66.5
	Standard of Excellence	Intermediate	Improved	Good	190	15.8	193	10.7	43,279	17.3	37,487	17.8
Mathematics 9 KAE	Acceptable Standard	Low	Maintained	Issue	27	33.3	18	37.7	1,971	63.4	1,846	64.4
	Standard of Excellence	Low	Declined	Issue	27	0.0	18	5.3	1,971	14.5	1,846	15.0
Science 9	Acceptable Standard	High	Improved	Good	190	76.3	194	67.8	43,769	73.2	37,974	74.0
	Standard of Excellence	Very High	Maintained	Excellent	190	17.9	194	14.9	43,769	22.1	37,974	21.1
Science 9 KAE	Acceptable Standard	Low	Maintained	Issue	27	40.7	16	48.8	1,513	64.1	1,528	68.6
	Standard of Excellence	Low	Improved	Acceptable	27	7.4	16	0.0	1,513	14.9	1,528	16.6
Social Studies 9	Acceptable Standard	Intermediate	Improved	Good	190	63.7	195	57.2	43,773	65.5	38,159	67.2
	Standard of Excellence	Very Low	Maintained	Concern	190	9.5	195	12.5	43,773	19.9	38,159	19.0
Social Studies 9 KAE	Acceptable Standard	Low	Maintained	Issue	27	44.4	16	37.6	1,510	61.8	1,510	63.3
	Standard of Excellence	Intermediate	Improved	Good	27	11.1	16	0.0	1,510	10.7	1,510	13.5

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 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)

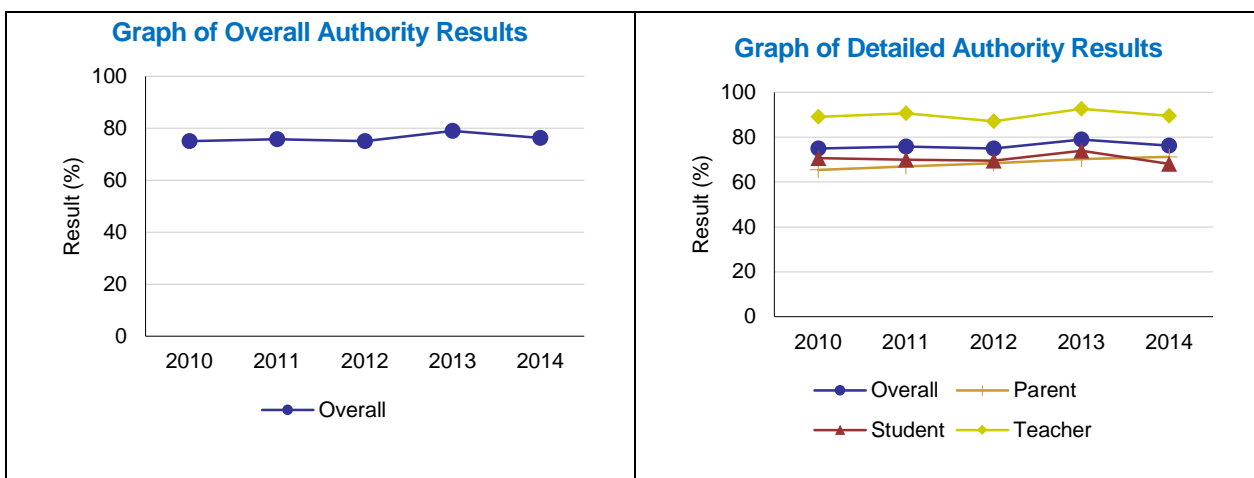
Overall Evaluation Table

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

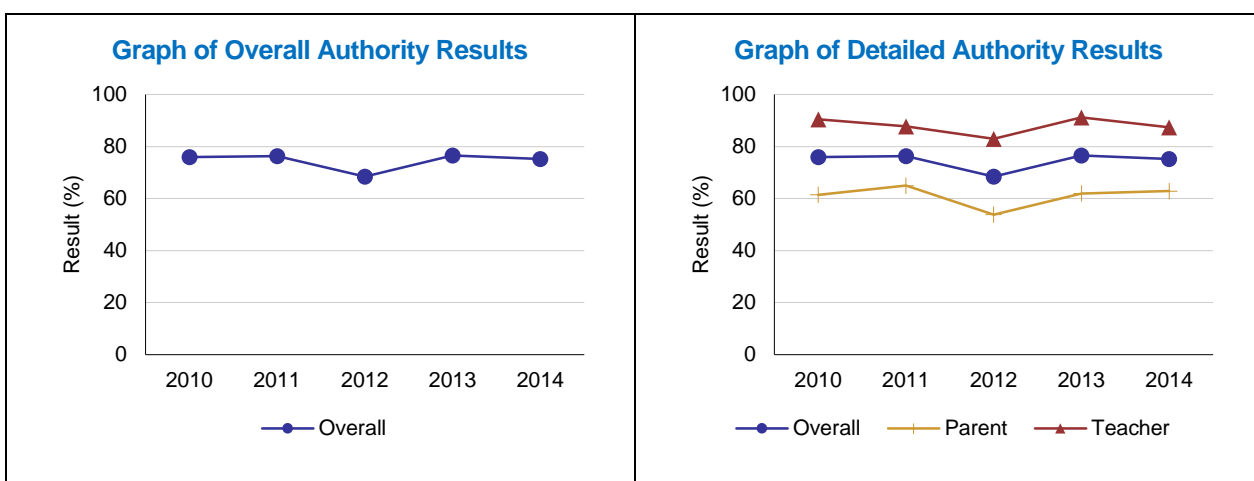
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	75.0	75.8	75.0	79.0	76.3	81.4	81.9	82.5	83.4	83.4
Teacher	89.0	90.7	87.1	92.7	89.5	93.0	92.7	93.1	93.6	93.8
Parent	65.4	67.0	68.4	70.3	71.2	78.5	78.6	79.4	80.3	81.9
Student	70.7	69.9	69.6	74.0	68.1	72.7	74.5	75.0	76.2	74.5



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

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	76.0	76.4	68.5	76.6	75.2	79.9	80.1	79.7	80.3	81.2
Teacher	90.5	87.8	83.0	91.2	87.5	90.0	89.6	89.5	89.4	89.3
Parent	61.5	65.0	53.9	62.0	62.9	69.8	70.6	69.9	71.1	73.1

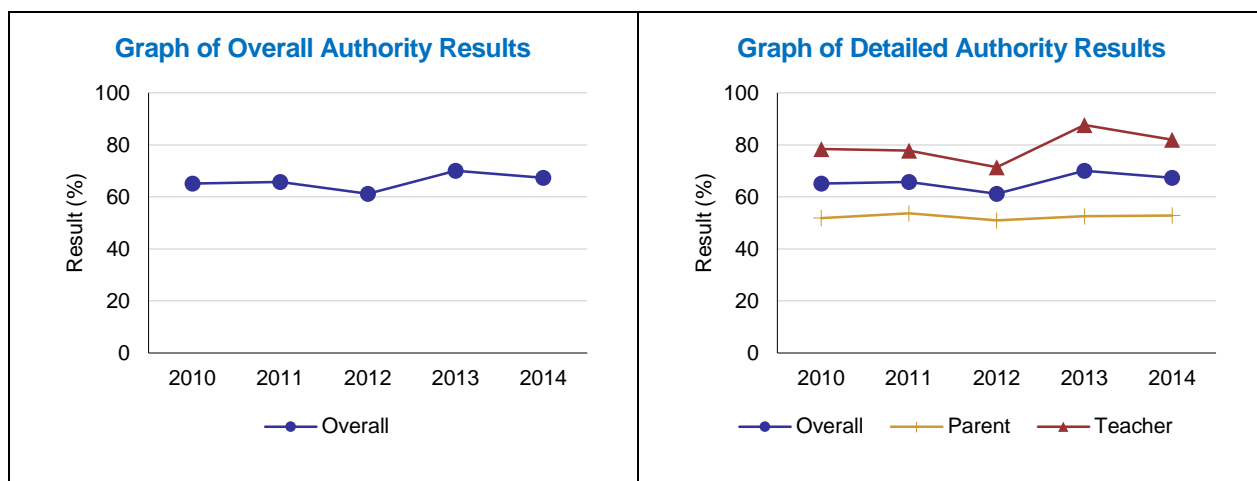


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Lifelong Learning – Measure Details

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	65.2	65.8	61.2	70.1	67.4	67.6	67.9	68.0	68.5	69.5
Teacher	78.5	77.8	71.4	87.7	82.0	75.4	75.3	75.8	75.7	76.0
Parent	51.9	53.7	51.0	52.6	52.9	59.8	60.6	60.2	61.2	63.0

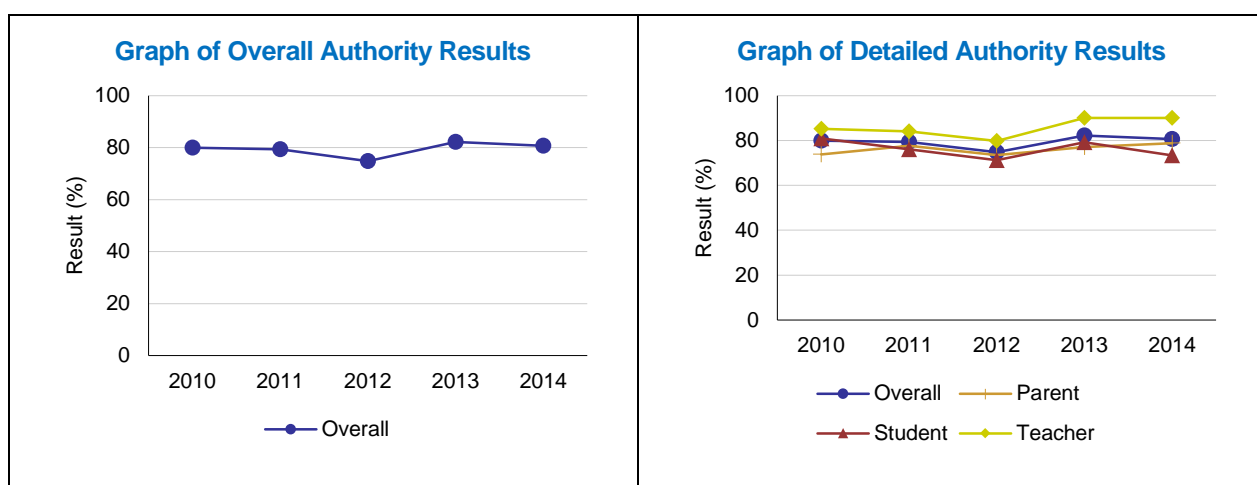


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Program of Studies – Measure Details

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

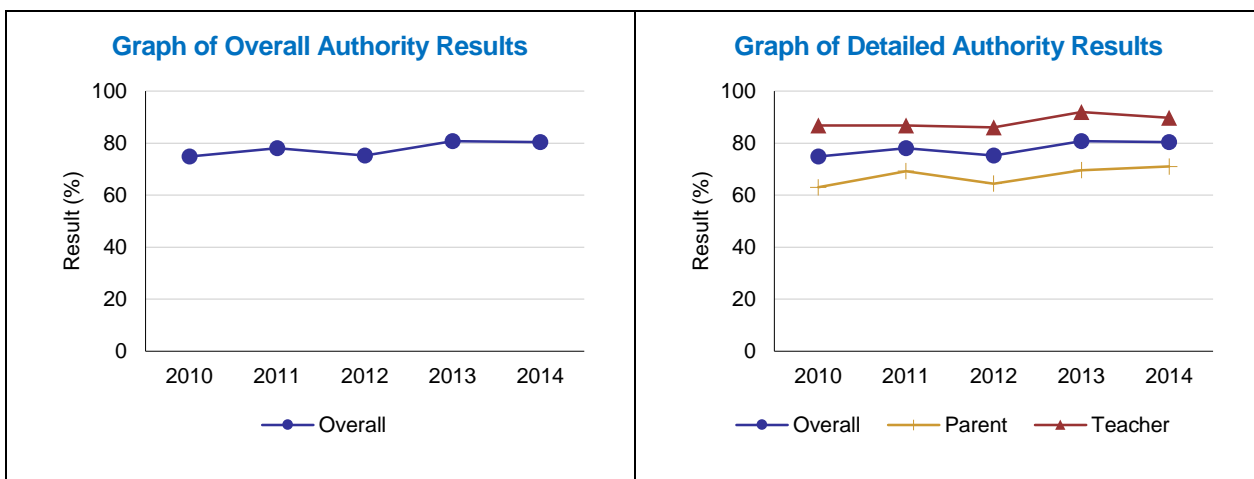
	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	79.9	79.3	74.8	82.2	80.7	80.5	80.9	80.7	81.5	81.3
Teacher	85.2	84.0	79.8	90.1	90.1	87.7	87.6	87.3	87.9	87.5
Parent	73.8	77.7	73.5	77.1	78.8	78.0	78.3	78.1	78.9	79.9
Student	80.9	76.1	71.2	79.2	73.3	75.9	76.9	76.9	77.8	76.6



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

Parental Involvement – Measure Details

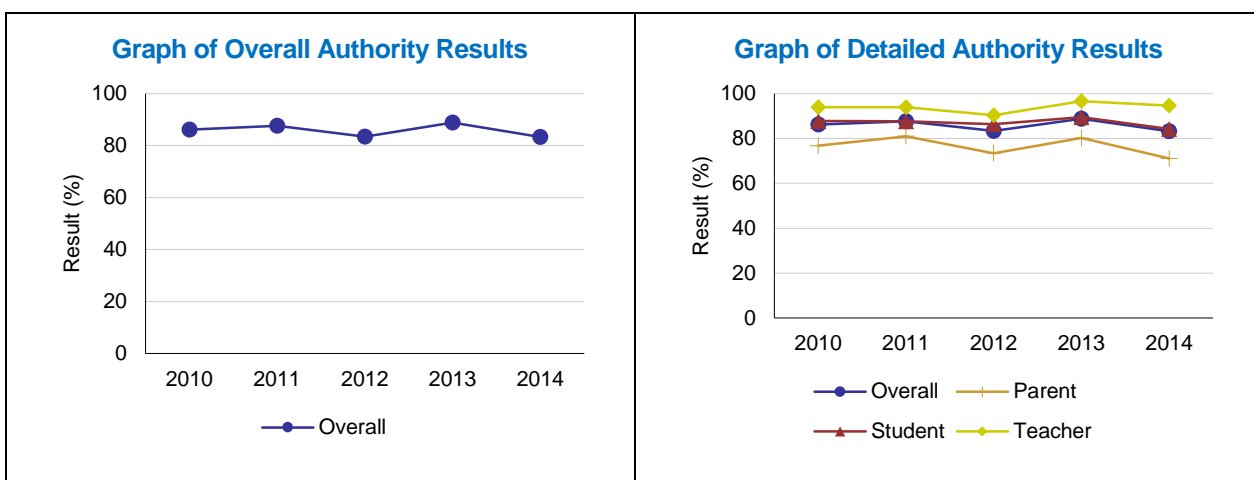
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	74.9	78.0	75.2	80.8	80.4	80.0	79.9	79.7	80.3	80.6
Teacher	86.8	86.8	86.1	92.0	89.7	88.6	88.1	88.0	88.5	88.0
Parent	63.0	69.2	64.4	69.6	71.0	71.3	71.7	71.4	72.2	73.1



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

Education Quality – Measure Details

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	86.2	87.6	83.4	88.8	83.3	89.2	89.4	89.4	89.8	89.2
Teacher	94.0	94.0	90.4	96.7	94.6	95.6	95.5	95.4	95.7	95.5
Parent	76.8	81.0	73.4	80.2	71.1	83.9	84.2	84.2	84.9	84.7
Student	87.8	87.7	86.3	89.5	84.2	88.2	88.5	88.6	88.7	87.3

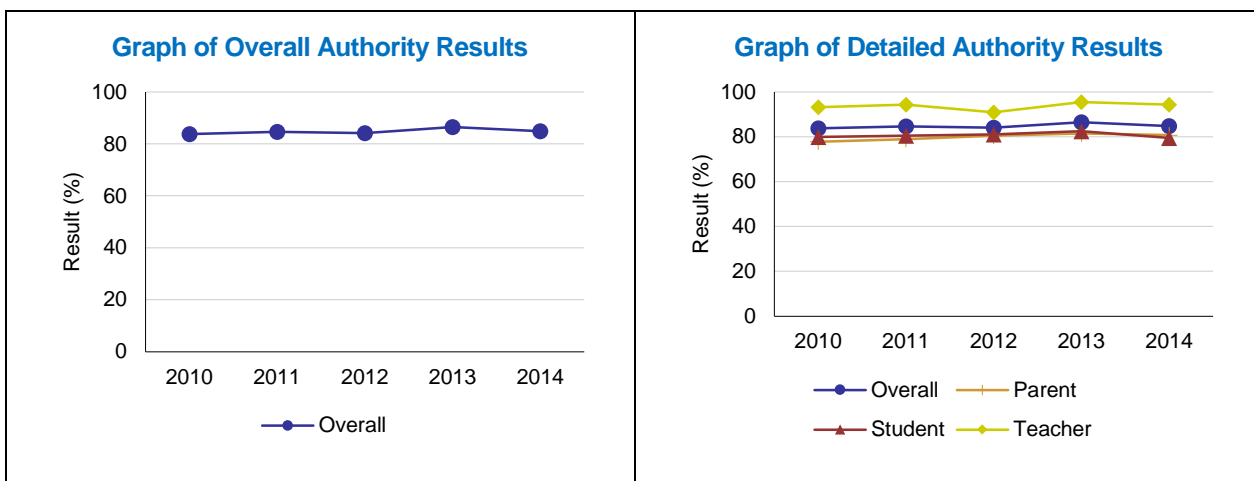


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
 Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction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

Safe and Caring – Measure Details

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

	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	83.7	84.6	84.1	86.4	84.8	87.6	88.1	88.6	89.0	89.1
Teacher	93.2	94.3	90.9	95.5	94.3	94.4	94.5	94.8	95.0	95.3
Parent	77.8	78.9	80.4	81.4	80.7	86.1	86.6	87.4	87.8	88.9
Student	79.9	80.5	81.0	82.4	79.4	82.2	83.3	83.7	84.2	83.1

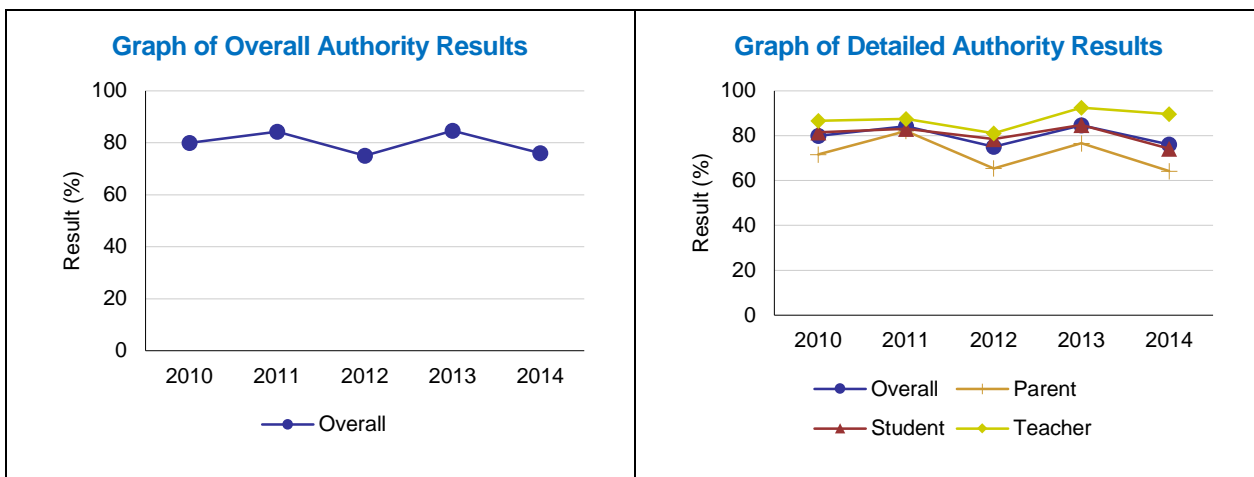


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction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

School Improvement – Measure Details

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

	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	79.9	84.2	75.0	84.6	76.0	79.9	80.1	80.0	80.6	79.8
Teacher	86.6	87.4	81.0	92.4	89.6	80.8	80.1	81.1	80.9	81.3
Parent	71.6	82.1	65.4	76.6	64.2	77.0	77.3	76.2	77.9	77.0
Student	81.5	83.1	78.5	84.8	74.2	81.8	82.9	82.7	82.9	81.2



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

APPENDIX II – Average Class Size

AVERAGE CLASS SIZE

School	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
C.J. Schurter	18.3	19.8	19.1									
E.G. Wahlstrom				25.7	23.6	23.9						
E.W. Pratt										10.5	14.0	14.4
G. P. Vanier							19.8	18.7	17.9	17.8	15.7	14.4
High Prairie Elementary	18.3	22.1	21.9	19.2	22.1	20.5						
Joussard	14.6	15.6	15.0	16.3	13.0	13.5						
Kinuso	19.5	18.0	15.4	18.9	18.4	22.1	21.3	22.6	18.7	14.5	11.2	7.4
Prairie River Junior High							20.7	20.0	23.0			
Roland Michener Secondary							23.5	20.7	25.8	18.4	23.1	21.2
Routhier	13.2	14.0	12.4	14.6	8.3	13.8						
Total for Jurisdiction	16.9	18.3	17.4	19.9	18.1	19.3	21.6	20.2	22.3	14.4	16.3	14.9