

# **Dixonville School**

## **Annual Education Results Report/Three Year Education Plan 2015-2018**



**A proud member of Peace River School Division**

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### ***Accountability Statement***

Peace River School Division #10 subscribes to a combined Annual Education Results Report (AERR) and Three Year Education Plan (3YEP).

This report is a summary of Dixonville School's achievements for the 2014-2015 school years and a Three-Year Education Plan for the 2014-2017 Three Year Education Plan, beginning in the 2014 school year. The school 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 it to improve students learning and results.

### ***Foundation Statements***

#### **Vision:**

Dixonville School is a warm, nurturing and empowering learning community in which all students' self-esteem can flourish as they become knowledgeable, creative individuals who strive to reach their full potential.

#### **Mission Statement**

Learning, Growing and Succeeding Together

#### **Principal Beliefs**

- All children have talents, skills, and unique abilities
- All children want to pursue their goals and dreams
- A love of learning should be fostered for all students and staff, both formally and informally.
- Our school should support the physical, emotional, intellectual, and social development of all students
- Curriculum and instruction should challenge students academically: foster intellectual curiosity, provide knowledge, develop effective communication, problem solving and critical thinking skills
- Inclusive education where all children reach their full learning potential and decisions are based on the individual needs of the student and founded on evidence



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## School Profile

Dixonville School is a K-9 school in the hamlet of Dixonville. Dixonville School offers educational programs for kindergarten to grade 9. It is located approximately 39 km north of Grimshaw, Alberta just off Highway 35 on Highway 689. The population of Dixonville is 104 (2011 stats) living in 39 dwellings.

Dixonville School serves primarily an agricultural and forestry based community. The citizens of Dixonville play a major part in the life of the school. They volunteer their time in various ways. Community recreational facilities, such as the curling rink, provide students with opportunities to take part in the sport of curling. The community rink provides regular skating opportunities which enhance the Physical Education program at the school. The Agricultural Society, community businesses and the Dixonville Seniors Club periodically provides hot lunches to our students.

Dixonville School supports and promotes community partnerships. The school is home to the Dixonville Playschool and the Dixonville Community Library. The Library is available to community members after school hours. Dixonville School has a dynamic School Council which meets every second Tuesday of the month starting at 7:00 .PM. Everyone is welcome to attend. We have a strong volunteer and corporate community and we rely on community volunteers and local industries for support. The town has a small grocery store, a post office, and Northern Lights County maintenance shop. These organizations are part of what makes Dixonville School a special, exciting, and safe place for lifelong learning.

## Inclusive Education

- Supporting all learners
- Identifying students' learning styles
- Adapting the classroom and teaching strategies to ensure high quality learning outcomes for all members of the class
- Recognizing that everyone is important, unique and valued for their contribution to the school
- Providing curriculum based instruction for all students which is based on data from Level A and B assessments
- Continuing to utilize the learning coach as capacity builder for supporting inclusive education



## Enrolment Trends

|              | Sept.-07  | Sept.-08  | Sept.-09  | Sept.-10  | Sept-11.  | Sept.-12  | Sept-13.  | Sept 14   | Sept. 15  |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| ECS          | 2         | 4         | 5         | 7         | 8         | 8         | 4         | 5         | 9         |
| Grade 1      | 4         | 2         | 3         | 4         | 11        | 11        | 7         | 5         | 2         |
| Grade 2      | 3         | 6         | 2         | 4         | 5         | 5         | 9         | 5         | 5         |
| Grade 3      | 3         | 2         | 5         | 4         | 5         | 5         | 6         | 7         | 5         |
| Grade 4      | 4         | 3         | 2         | 6         | 4         | 4         | 3         | 5         | 5         |
| Grade 5      | 8         | 4         | 3         | 4         | 3         | 3         | 4         | 3         | 4         |
| Grade 6      | 2         | 8         | 4         | 2         | 4         | 4         | 2         | 4         | 2         |
| Grade 7      | 3         | 2         | 6         | 3         | 4         | 4         | 4         | 1         | 3         |
| Grade 8      | 4         | 8         | 2         | 6         | 0         | 0         | 3         | 2         | 2         |
| Grade 9      | 2         | 1         | 2         | 2         | 3         | 3         | 0         | 1         | 1         |
| <b>Total</b> | <b>35</b> | <b>40</b> | <b>34</b> | <b>42</b> | <b>44</b> | <b>47</b> | <b>42</b> | <b>39</b> | <b>38</b> |

## Staff Directory

### Professional Staff

|           | Name           | FTE      | Teaching Assignment           |
|-----------|----------------|----------|-------------------------------|
| <b>1.</b> | Matt Clements  | 0.6, 0.4 | Teacher grades 6-9, Principal |
| <b>2</b>  | Lynette Stone  | 0.6      | Teacher grades 4-5            |
| <b>3</b>  | Mary Klein     | 0.3, 0.2 | Teacher grades K-2, I-Coach   |
| <b>4</b>  | Christina Pyke | 1.0      | Teacher grades 1-3            |

### Support Staff

|           | Name              | FTE           | Assignment                           |
|-----------|-------------------|---------------|--------------------------------------|
| <b>1.</b> | Cayley Russell    | 0.7           | Educational Assistant                |
| <b>2.</b> | Judy Woods        | 0.6           | Educational Assistant                |
| <b>3.</b> | Kathy Woods       | 0.5, 0.1, 0.1 | EA, LAN Tech, Information Specialist |
| <b>4.</b> | Linora Somerville | 1.00          | Office Manager                       |
| <b>5.</b> | Juanita Boily     |               | Custodian                            |
|           |                   |               |                                      |

## Combined 2015 Accountability Pillar Overall Summary

| Measure Category  | Measure Category Evaluation | Measure                                    | Dixonville School |                  |                     | Alberta        |                  |                     | Measure Evaluation |             |           |
|---|-----------------------------|--|-------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|-----------|
|   |                             |  | Current Result    | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement        | Improvement | Overall   |
| Safe and Caring Schools                                       | Excellent                   | Safe and Caring                            | 96.7              | 96.7             | 88.9                | 89.2           | 89.1             | 88.9                | Very High          | Maintained  | Excellent |
| Student Learning Opportunities                                | n/a                         | Program of Studies                         | 84.8              | 81.4             | 78.5                | 81.3           | 81.3             | 81.2                | Very High          | Maintained  | Excellent |
|   |                             | Education Quality                          | 100.0             | 96.5             | 89.5                | 89.5           | 89.2             | 89.5                | Very High          | Improved    | Excellent |
|   |                             | Drop Out Rate                              | *                 | 0.0              | 7.6                 | 3.4            | 3.3              | 3.3                 | *                  | *           | *         |
|   |                             | High School Completion Rate (3 yr)         | n/a               | n/a              | n/a                 | 76.4           | 74.9             | 74.6                | n/a                | n/a         | n/a       |
| Student Learning Achievement (Grades K-9)                     | n/a                         | PAT: Acceptable                            | n/a               | *                | 40.7                | n/a            | 74.0             | 75.0                | n/a                | n/a         | n/a       |
|   |                             | PAT: Excellence                            | n/a               | *                | 0.0                 | n/a            | 19.0             | 19.5                | n/a                | n/a         | n/a       |
| Student Learning Achievement (Grades 10-12)                   | n/a                         | Diploma: Acceptable                        | n/a               | n/a              | n/a                 | n/a            | 85.4             | 84.4                | n/a                | n/a         | n/a       |
|   |                             | Diploma: Excellence                        | n/a               | n/a              | n/a                 | n/a            | 21.0             | 19.9                | n/a                | n/a         | n/a       |
|   |                             | Diploma Exam Participation Rate (4+ Exams) | n/a               | n/a              | n/a                 | 54.9           | 50.5             | 54.4                | n/a                | n/a         | n/a       |
|   |                             | Rutherford Scholarship Eligibility Rate    | n/a               | n/a              | n/a                 | 61.2           | 60.9             | 61.3                | n/a                | n/a         | n/a       |
| Preparation for Lifelong Learning, World of Work, Citizenship | n/a                         | Transition Rate (6 yr)                     | n/a               | n/a              | n/a                 | 59.8           | 59.2             | 59.0                | n/a                | n/a         | n/a       |
|   |                             | Work Preparation                           | n/a               | 83.3             | 83.3                | 82.0           | 81.2             | 80.4                | n/a                | n/a         | n/a       |
|   |                             | Citizenship                                | 93.5              | 97.9             | 87.3                | 83.5           | 83.4             | 83.1                | Very High          | Maintained  | Excellent |
| Parental Involvement  | Excellent                   | Parental Involvement                       | 90.0              | 96.7             | 96.7                | 80.7           | 80.6             | 80.2                | Very High          | Maintained  | Excellent |
| Continuous Improvement  | Excellent                   | School Improvement                         | 100.0             | 100.0            | 90.3                | 79.6           | 79.8             | 80.1                | Very High          | Improved    | Excellent |

### Notes:

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



## Measure Evaluation Reference

### Achievement Evaluation

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

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

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

Notes:

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

### Improvement Table

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

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

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

### Overall Evaluation Table

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

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

### Category Evaluation

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

## Desired Outcome One: Every student is successful

*Specific Outcome: Students achieve student learning outcomes.*

| Performance Measure  | Results (in percentages) |      |      |      |      | Target | Evaluation  |             |           | Targets |      |      |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
|  | 2011                     | 2012 | 2013 | 2014 | 2015 | 2015   | Achievement | Improvement | Overall   | 2016    | 2017 | 2018 |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.                                  | 95.6                     | 82.9 | 81.1 | 97.9 | 93.5 | 98     | Very High   | Maintained  | Excellent | 96      | 98   | 100  |
| Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. | 77.8                     | n/a  | n/a  | 83.3 | n/a  | 85     | n/a         | n/a         | n/a       | 85      | 88   | 90   |

### Comment on Results

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

- We are very pleased with both results.
- We will work hard to maintain teacher, parent, and student satisfaction.

### Strategies

- A goal-oriented and active student government.
- Communication plan emphasizes focus on citizenship characteristics.
- Extracurricular activities which will include Art, Sports and Public Speaking Clubs.
- Community volunteers that help facilitate various skill sets amongst the students such as sewing, cooking, forestry, music, and art.
- Youth Education Support Worker available for individual student support.
- Selected students and teachers will attend an innovation symposium.
- Selected students will attend the Healthy Active Schools Symposium.

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

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

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

| Performance Measure  | Results (in percentages) |      |      |      |      | Target | Evaluation  |             |         | Targets |      |      |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
|  | 2011                     | 2012 | 2013 | 2014 | 2015 | 2015   | Achievement | Improvement | Overall | 2016    | 2017 | 2018 |
| Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).    | *                        | 14.8 | 66.7 | *    | n/a  | 68     | n/a         | n/a         | n/a     | 72      | 75   | 80   |
| Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | *                        | 0.0  | 0.0  | *    | n/a  | 25     | n/a         | n/a         | n/a     | 25      | 25   | 25   |

#### Comment on Results

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

- Students performed better than in the previous two years on record. One out of five students achieved excellence.
- We are pleased with results but aim to improve scores on the 2015-2016 school year.

#### Strategies

- A focus on literacy and numeracy through using technological instruments such as Raz-Kids, IXL Math, and SpellingCity.
- A focus on literacy and numeracy through research-based programs such as Words Their Way, Making Words, and a reward based reading program.
- Addressing students with special needs by creating and implementing behaviour plans, learning strategies, and targeted speech and language assistance.
- Continued focus on instructional quality through effective programming.
- Teacher collaboration periods scheduled on a weekly basis.
- Educational Assistants scheduled into classrooms to support student learning
- PAT results analysis
- Students will be taught structured problem solving strategies during math and science.
- Increase scheduled time for partner and guided reading.
- Focus instruction by identifying Essential Outcomes and Common Assessments in numeracy and literacy
- Schedule time for Tier 2 and Tier 3 supports (as per Response to Intervention)

#### Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



## Desired Outcome Two: Alberta has quality teaching and school leadership

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

| Performance Measure  | Results (in percentages) |      |      |      |      | Target | Evaluation  |             |           | Targets |      |      |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
|  | 2011                     | 2012 | 2013 | 2014 | 2015 | 2015   | Achievement | Improvement | Overall   | 2016    | 2017 | 2018 |
| Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. | 82.8                     | 75.0 | 79.2 | 81.4 | 84.8 | 82     | Very High   | Maintained  | Excellent | 86      | 88   | 90   |

### Comment on Results

(an assessment of progress toward achieving the target)

- We are pleased that the school has shown an improvement in the areas of quality instruction and school leadership.
- We aim to enhance teacher, parent, and student satisfaction in these areas.

### Strategies

- Continue to recruit volunteers from the community to share expertise with students in the area of music, drama, art, sewing, and cooking.
- We intend to continue expanding the options for students.
- Adopt educational technologies that enhance instruction and improve learning (i.e. video conferencing, blended learning)
- Support staff in identifying student needs and being proactive.
- Utilize professional development opportunities available for staff.
- Continue to have regular scheduled collaboration meetings for staff (PLCs) to identify Essential Outcomes, share best practices, and identify collaborative instructional/learning opportunities (as per Response to Intervention).

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

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

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

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

| Performance Measure  | Results (in percentages) |      |      |      |       | Target | Evaluation  |             |           | Targets |      |      |
|--|--------------------------|------|------|------|-------|--------|-------------|-------------|-----------|---------|------|------|
|  | 2011                     | 2012 | 2013 | 2014 | 2015  | 2015   | Achievement | Improvement | Overall   | 2016    | 2017 | 2018 |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | 88.9                     | n/a  | n/a  | 96.7 | 90.0  | 97     | Very High   | Maintained  | Excellent | 92      | 94   | 96   |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education.                | 92.5                     | 85.0 | 87.0 | 96.5 | 100.0 | 97     | Very High   | Improved    | Excellent | 100     | 100  | 100  |

### Comment on Results

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

- We are pleased with these results.
- We will continue to focus on collaboration and parent/guardian involvement in the school.

### Strategies

- Continue to welcome and incorporate parents' and students' input.
- Active and supportive School Council meets on the second Tuesday of each month where childcare is provided.
- Continue to foster a positive and enjoyable culture through engaging school-wide events.
- Effective communication through school newsletters, social media, and the school website.
- Actively promote school events by submitting coverage (i.e. articles and photos) celebrating school events and student achievement.
- Recognition and celebration of parents, guardians, and volunteers through Parents Matter events and the Volunteer Tea.

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

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

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

| Performance Measure  | Results (in percentages) |      |      |       |       | Target<br>2015 | Evaluation  |             |           | Targets |      |      |
|--|--------------------------|------|------|-------|-------|----------------|-------------|-------------|-----------|---------|------|------|
|  | 2011                     | 2012 | 2013 | 2014  | 2015  |                | Achievement | Improvement | Overall   | 2016    | 2017 | 2018 |
| Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. | 100.0                    | 88.8 | 81.1 | 96.7  | 96.7  | 97             | Very High   | Maintained  | Excellent | 98      | 99   | 100  |
| 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.   | 100.0                    | 87.5 | 83.3 | 100.0 | 100.0 | 100            | Very High   | Improved    | Excellent | 100     | 100  | 100  |

#### Comment on Results

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

- We are very satisfied with these results.
- We aim to continue to provide access to safe and healthy learning environments for our teachers, parents, and students.

#### Strategies

- A full-time office manager to receive and guide visitors into the school.
- Having regularly scheduled staff meetings to improve staff communication.
- Learning coaches help us in developing best practices.
- Weekly assemblies focus on and emphasize key messages about caring and safety.
- Utilizing social media (Facebook and Dixonville School Website), newspapers, newsletters, and Dixonville Happenings to communicate messages from the school.
- Provision of a nutritional breakfast on a daily basis and hot lunches provided periodically.
- Partnering with the community services to provide DARE, dental health, hygiene, and other healthy practices.
- Training students in emergency and evacuation protocols.
- Majority of staff members are trained in Emergency First Aid and CPR/AED.
- More members will be certified in Non Violent Crisis Intervention.

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

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

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

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

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

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

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

### Comment on Results

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

- A target cannot be evaluated due to low enrollment of self-identified FNMI

## Strategies

- The staff at Dixonville School considers the education of FNMI students to be very important. We closely monitor their progress and promote success.
- Improve FNMI Student Success by enhancing wrap-around supports (Youth Worker and Learning Coaches).
- Attendance supports for all students.
- Learning profiles to support all students.
- Inclusion and promotion of cultural activities (FNMI Hand Games tournament, guest speakers, partnership with Sagitawa Friendship Centre, Aboriginal Day Celebration).
- Celebrate and promote FNMI culture.

### 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 (\*).



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## Desired Outcome Five: Positive Safety Attitudes

*Specific Outcome: Communicate and Celebrate the Importance of Safety to All Stakeholders*

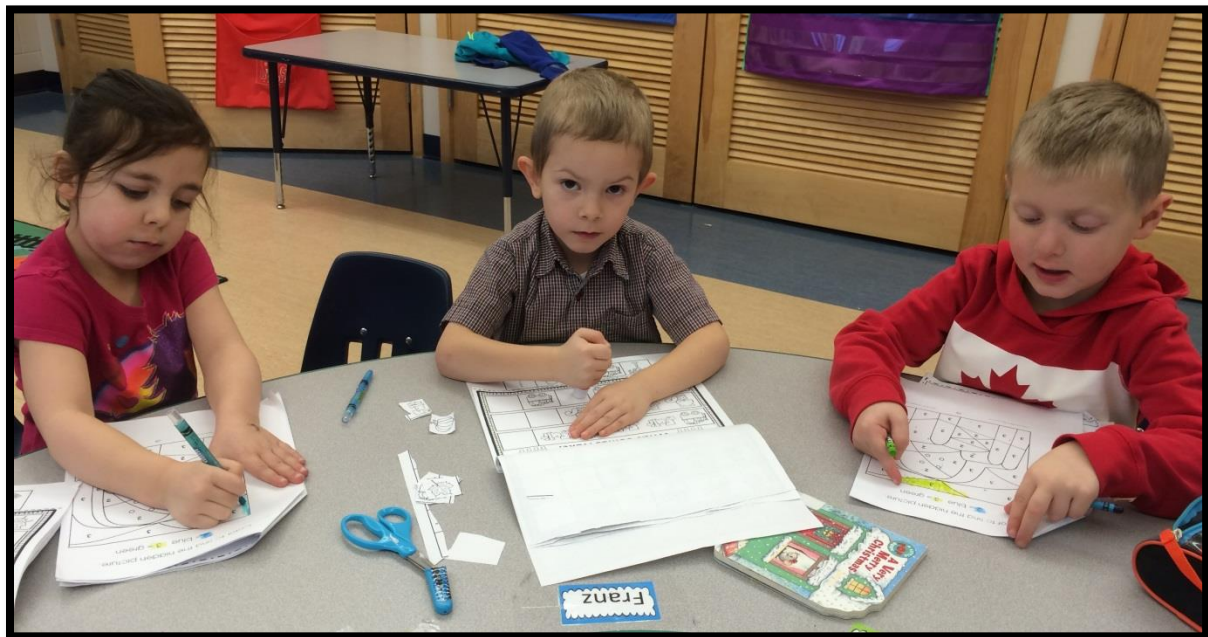
| Performance Measures  |
|---|
| Dixonville School will provide meaningful ongoing safety education/activities.  |
| Dixonville School will maintain or increase engagement with Public School Works.  |
| Dixonville School will track education/activities on the monthly Google tracking form for safety activities between the months August through June. |
| Dixonville School will incorporate key safety messages into communication plan.   |

### Comment on Results:

As the above performance measures were established during the 2014-2015 school year, we do not yet have data to report on our progress for Goal Five. Throughout the 2015-2016 school year, data will be collected on these indicators as a baseline for measuring our progress.

### Strategies

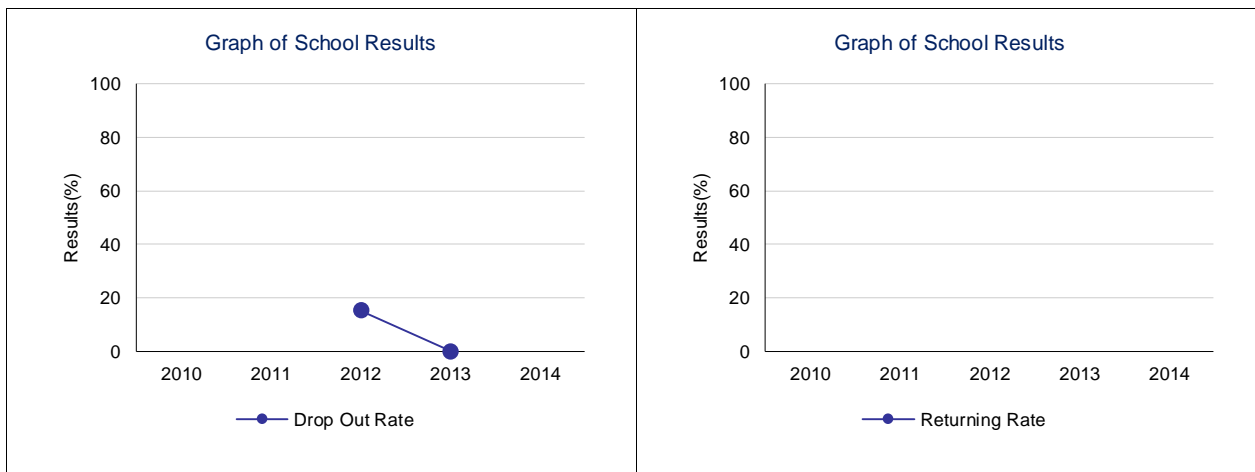
- Staff meetings will include topical/timely safety training and review (i.e. site walkthroughs; bus safety)
- Divisional monthly safety messages will be incorporated into school newsletters and web site updates.
- School will incorporate key safety messages into communications and activities.





## Drop Out Rate – Measure Details

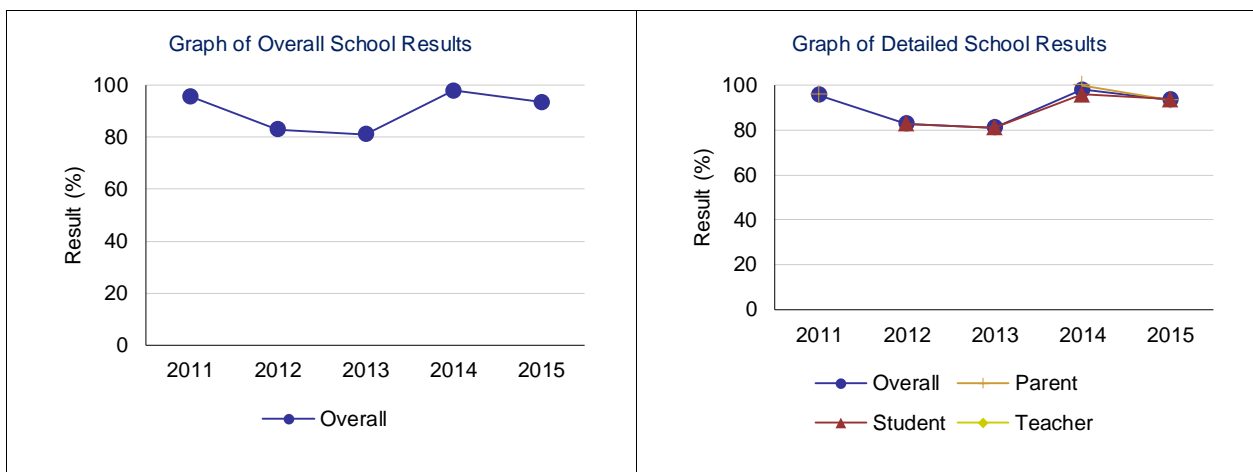
| Drop Out Rate - annual dropout rate of students aged 14 to 18 |        |      |      |      |      |           |      |      |      |      |          |      |      |      |      |
|---|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
|   | School |      |      |      |      | Authority |      |      |      |      | Province |      |      |      |      |
|   | 2010   | 2011 | 2012 | 2013 | 2014 | 2010      | 2011 | 2012 | 2013 | 2014 | 2010     | 2011 | 2012 | 2013 | 2014 |
| Drop Out Rate   | *      | *    | 15.3 | 0.0  | *    | 5.1       | 5.4  | 3.2  | 4.3  | 4.5  | 4.2      | 3.2  | 3.5  | 3.3  | 3.4  |
| Returning Rate  | n/a    | *    | *    | *    | n/a  | 33.2      | 11.0 | 15.1 | 20.8 | 29.3 | 27.9     | 23.4 | 23.0 | 21.1 | 20.3 |



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

## Citizenship – Measure Details

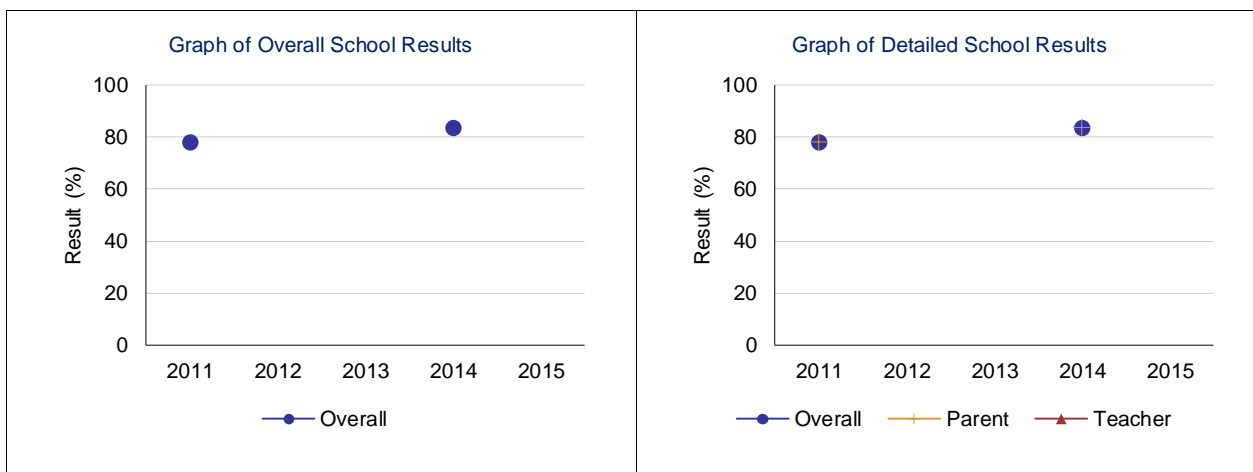
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. |        |      |      |       |      |           |      |      |      |      |          |      |      |      |      |
|---|--------|------|------|-------|------|-----------|------|------|------|------|----------|------|------|------|------|
|   | School |      |      |       |      | Authority |      |      |      |      | Province |      |      |      |      |
|   | 2011   | 2012 | 2013 | 2014  | 2015 | 2011      | 2012 | 2013 | 2014 | 2015 | 2011     | 2012 | 2013 | 2014 | 2015 |
| Overall   | 95.6   | 82.9 | 81.1 | 97.9  | 93.5 | 79.5      | 79.3 | 81.7 | 80.0 | 83.0 | 81.9     | 82.5 | 83.4 | 83.4 | 83.5 |
| Teacher   | n/a    | *    | *    | *     | *    | 93.0      | 93.5 | 95.3 | 94.2 | 96.1 | 92.7     | 93.1 | 93.6 | 93.8 | 94.2 |
| Parent  | 95.6   | *    | *    | 100.0 | 93.3 | 74.2      | 73.4 | 73.8 | 77.4 | 80.3 | 78.6     | 79.4 | 80.3 | 81.9 | 82.1 |
| Student   | n/a    | 82.9 | 81.1 | 95.8  | 93.8 | 71.4      | 71.2 | 76.1 | 68.4 | 72.6 | 74.5     | 75.0 | 76.2 | 74.5 | 74.2 |



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

## Work Preparation – Measure Details

| Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. |        |      |      |      |      |           |      |      |      |      |          |      |      |      |      |
|--|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
|  | School |      |      |      |      | Authority |      |      |      |      | Province |      |      |      |      |
|  | 2011   | 2012 | 2013 | 2014 | 2015 | 2011      | 2012 | 2013 | 2014 | 2015 | 2011     | 2012 | 2013 | 2014 | 2015 |
| Overall  | 77.8   | n/a  | n/a  | 83.3 | n/a  | 77.8      | 74.5 | 77.2 | 84.2 | 85.3 | 80.1     | 79.7 | 80.3 | 81.2 | 82.0 |
| Teacher  | n/a    | *    | *    | *    | *    | 92.3      | 92.2 | 93.1 | 95.0 | 93.5 | 89.6     | 89.5 | 89.4 | 89.3 | 89.7 |
| Parent   | 77.8   | *    | *    | 83.3 | *    | 63.2      | 56.8 | 61.3 | 73.4 | 77.1 | 70.6     | 69.9 | 71.1 | 73.1 | 74.2 |



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

## Provincial Achievement Test Results – Measure Details

| PAT Course by Course Results by Number Enrolled. |           |                          |      |       |      |      |      |      |      |      |     |        |   |
|--|-----------|--------------------------|------|-------|------|------|------|------|------|------|-----|--------|---|
|  |           | Results (in percentages) |      |       |      |      |      |      |      |      |     | Target |   |
|  |           | 2011                     |      | 2012  |      | 2013 |      | 2014 |      | 2015 |     | 2015   |   |
|  |           | A                        | E    | A     | E    | A    | E    | A    | E    | A    | E   | A      | E |
| English Language Arts 3*                         | School    | *                        | *    | *     | *    | *    | *    | *    | *    | n/a  | n/a |        |   |
|  | Authority | 83.8                     | 11.5 | 83.1  | 15.6 | 85.7 | 10.1 | 79.8 | 8.1  | n/a  | n/a |        |   |
|  | Province  | 81.8                     | 17.5 | 81.9  | 20.4 | 81.5 | 17.8 | 78.0 | 15.3 | n/a  | n/a |        |   |
| French Language Arts 3*                          | School    | n/a                      | n/a  | n/a   | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a |        |   |
|  | Authority | 71.4                     | 0.0  | 100.0 | 17.6 | 88.2 | 11.8 | 50.0 | 0.0  | n/a  | n/a |        |   |
|  | Province  | 80.6                     | 15.8 | 82.1  | 14.5 | 79.7 | 12.4 | 74.6 | 10.4 | n/a  | n/a |        |   |
| Français 3*                                      | School    | n/a                      | n/a  | n/a   | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a |        |   |
|  | Authority | n/a                      | n/a  | n/a   | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a |        |   |
|  | Province  | 84.2                     | 18.6 | 82.3  | 12.5 | 82.8 | 14.1 | 78.2 | 7.0  | n/a  | n/a |        |   |
| Mathematics 3*                                   | School    | *                        | *    | *     | *    | *    | *    | *    | *    | n/a  | n/a |        |   |
|  | Authority | 76.6                     | 21.7 | 77.5  | 17.7 | 75.9 | 19.4 | 71.9 | 17.2 | n/a  | n/a |        |   |
|  | Province  | 77.4                     | 26.0 | 76.8  | 25.5 | 76.5 | 25.5 | 74.0 | 25.1 | n/a  | n/a |        |   |
| English Language Arts 6                          | School    | *                        | *    | *     | *    | *    | *    | *    | *    | n/a  | n/a |        |   |
|  | Authority | 84.2                     | 8.6  | 79.6  | 10.2 | 73.7 | 5.6  | 80.6 | 11.0 | n/a  | n/a |        |   |
|  | Province  | 83.0                     | 18.5 | 82.7  | 17.8 | 82.5 | 16.3 | 81.9 | 17.6 | n/a  | n/a |        |   |
| French Language Arts 6                           | School    | n/a                      | n/a  | n/a   | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a |        |   |
|  | Authority | 53.3                     | 0.0  | 85.7  | 0.0  | 77.8 | 0.0  | 69.2 | 15.4 | n/a  | n/a |        |   |
|  | Province  | 89.4                     | 17.1 | 89.3  | 17.2 | 88.6 | 16.3 | 88.0 | 15.6 | n/a  | n/a |        |   |
| Français 6                                       | School    | n/a                      | n/a  | n/a   | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a |        |   |
|  | Authority | n/a                      | n/a  | n/a   | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a |        |   |
|  | Province  | 92.2                     | 17.6 | 91.0  | 21.9 | 94.0 | 21.6 | 90.6 | 17.1 | n/a  | n/a |        |   |
| Mathematics 6                                    | School    | *                        | *    | *     | *    | *    | *    | *    | *    | n/a  | n/a |        |   |
|  | Authority | 63.6                     | 9.1  | 71.3  | 11.1 | 61.6 | 8.0  | 72.9 | 13.8 | n/a  | n/a |        |   |
|  | Province  | 73.7                     | 17.8 | 74.7  | 16.6 | 73.0 | 16.4 | 73.5 | 15.4 | n/a  | n/a |        |   |
| Science 6  | School    | *                        | *    | *     | *    | *    | *    | *    | *    | n/a  | n/a |        |   |
|  | Authority | 68.9                     | 15.3 | 72.1  | 17.2 | 66.0 | 14.0 | 72.9 | 16.4 | n/a  | n/a |        |   |
|  | Province  | 76.2                     | 25.0 | 77.8  | 28.2 | 77.5 | 25.9 | 75.9 | 24.9 | n/a  | n/a |        |   |
| Social Studies 6                                 | School    | *                        | *    | *     | *    | *    | *    | *    | *    | n/a  | n/a |        |   |
|  | Authority | 64.1                     | 11.5 | 60.6  | 6.9  | 59.2 | 12.4 | 67.1 | 11.1 | n/a  | n/a |        |   |
|  | Province  | 71.1                     | 18.5 | 73.2  | 19.5 | 72.7 | 19.0 | 70.4 | 16.6 | n/a  | n/a |        |   |
| English Language Arts 9                          | School    | *                        | *    | 16.7  | 0.0  | *    | *    | n/a  | n/a  | n/a  | n/a |        |   |
|  | Authority | 83.1                     | 15.3 | 67.4  | 7.4  | 72.3 | 6.4  | 77.5 | 8.4  | n/a  | n/a |        |   |
|  | Province  | 79.1                     | 16.3 | 77.4  | 16.4 | 76.7 | 14.8 | 76.3 | 15.1 | n/a  | n/a |        |   |
| English Lang Arts 9 KAE                          | School    | n/a                      | n/a  | n/a   | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a |        |   |
|  | Authority | *                        | *    | 66.7  | 0.0  | 56.3 | 0.0  | 53.8 | 0.0  | n/a  | n/a |        |   |
|  | Province  | 67.2                     | 7.9  | 61.4  | 5.8  | 62.4 | 4.3  | 62.9 | 3.5  | n/a  | n/a |        |   |
| French Language Arts 9                           | School    | n/a                      | n/a  | n/a   | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a |        |   |
|  | Authority | 90.0                     | 0.0  | *     | *    | 92.3 | 7.7  | 77.8 | 11.1 | n/a  | n/a |        |   |
|  | Province  | 88.8                     | 15.0 | 87.5  | 12.2 | 87.2 | 13.9 | 86.5 | 11.1 | n/a  | n/a |        |   |
| Français 9                                       | School    | n/a                      | n/a  | n/a   | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a |        |   |
|  | Authority | n/a                      | n/a  | n/a   | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a |        |   |
|  | Province  | 90.2                     | 15.8 | 84.6  | 16.1 | 84.0 | 14.5 | 86.1 | 17.8 | n/a  | n/a |        |   |
| Mathematics 9                                    | School    | *                        | *    | 0.0   | 0.0  | *    | *    | n/a  | n/a  | n/a  | n/a |        |   |
|  | Authority | 65.2                     | 9.3  | 45.4  | 4.6  | 59.3 | 10.6 | 64.1 | 7.1  | n/a  | n/a |        |   |
|  | Province  | 66.1                     | 17.3 | 66.5  | 17.8 | 66.9 | 18.3 | 67.1 | 17.3 | n/a  | n/a |        |   |
| Mathematics 9 KAE                                | School    | n/a                      | n/a  | n/a   | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a |        |   |
|  | Authority | 66.7                     | 25.0 | 60.0  | 0.0  | 47.4 | 10.5 | 56.3 | 18.8 | n/a  | n/a |        |   |
|  | Province  | 64.9                     | 14.9 | 62.4  | 15.4 | 65.9 | 14.7 | 63.4 | 14.5 | n/a  | n/a |        |   |

|                      |           |      |      |      |      |      |      |      |      |     |     |  |  |
|----------------------|-----------|------|------|------|------|------|------|------|------|-----|-----|--|--|
| Science 9            | School    | *    | *    | 16.7 | 0.0  | *    | *    | n/a  | n/a  | n/a | n/a |  |  |
|                      | Authority | 72.2 | 13.2 | 63.7 | 8.5  | 66.0 | 9.9  | 69.6 | 8.9  | n/a | n/a |  |  |
|                      | Province  | 74.9 | 20.8 | 74.2 | 22.4 | 73.0 | 20.0 | 73.2 | 22.1 | n/a | n/a |  |  |
| Science 9 KAE        | School    | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a | n/a |  |  |
|                      | Authority | *    | *    | 50.0 | 14.3 | 85.7 | 7.1  | 61.5 | 7.7  | n/a | n/a |  |  |
|                      | Province  | 69.5 | 15.3 | 67.9 | 17.3 | 68.4 | 17.1 | 64.1 | 14.9 | n/a | n/a |  |  |
| Social Studies 9     | School    | *    | *    | 0.0  | 0.0  | *    | *    | n/a  | n/a  | n/a | n/a |  |  |
|                      | Authority | 61.9 | 10.5 | 53.7 | 10.0 | 54.4 | 7.4  | 57.6 | 8.9  | n/a | n/a |  |  |
|                      | Province  | 67.2 | 19.0 | 68.9 | 19.1 | 65.6 | 18.8 | 65.5 | 19.9 | n/a | n/a |  |  |
| Social Studies 9 KAE | School    | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a | n/a |  |  |
|                      | Authority | *    | *    | 61.1 | 5.6  | 71.4 | 0.0  | 45.5 | 0.0  | n/a | n/a |  |  |
|                      | Province  | 61.9 | 13.6 | 63.5 | 13.9 | 64.6 | 13.0 | 61.8 | 10.7 | n/a | n/a |  |  |

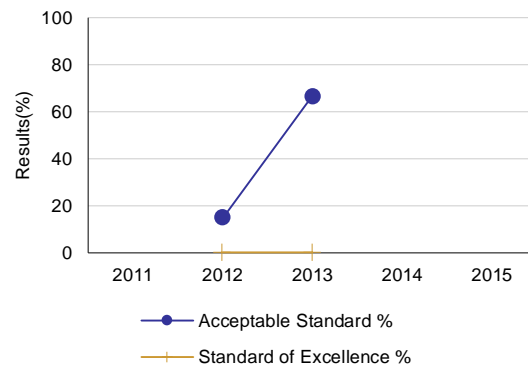
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

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

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

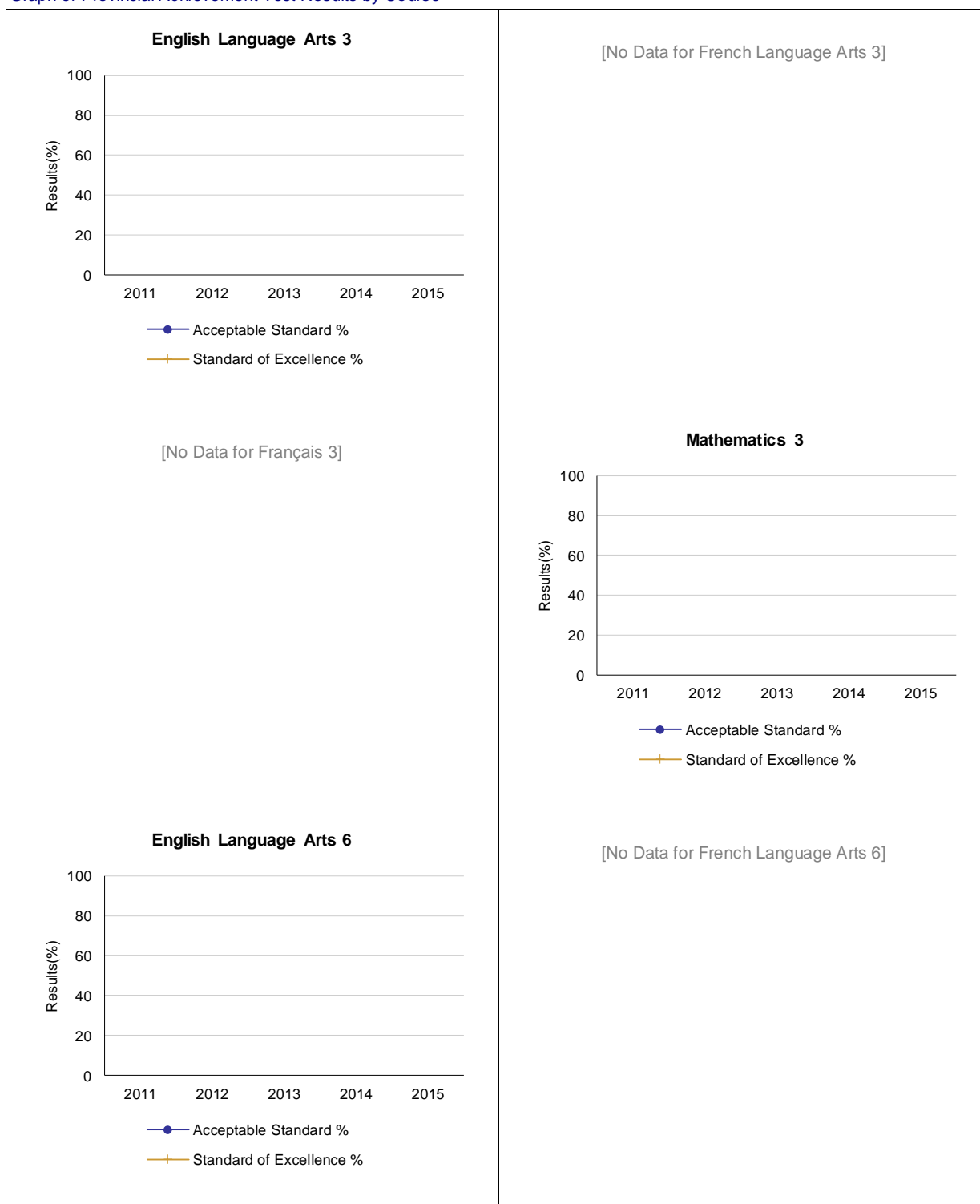
\*School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.

Graph of Overall Provincial Achievement Test Results



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

Graph of Provincial Achievement Test Results by Course



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

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

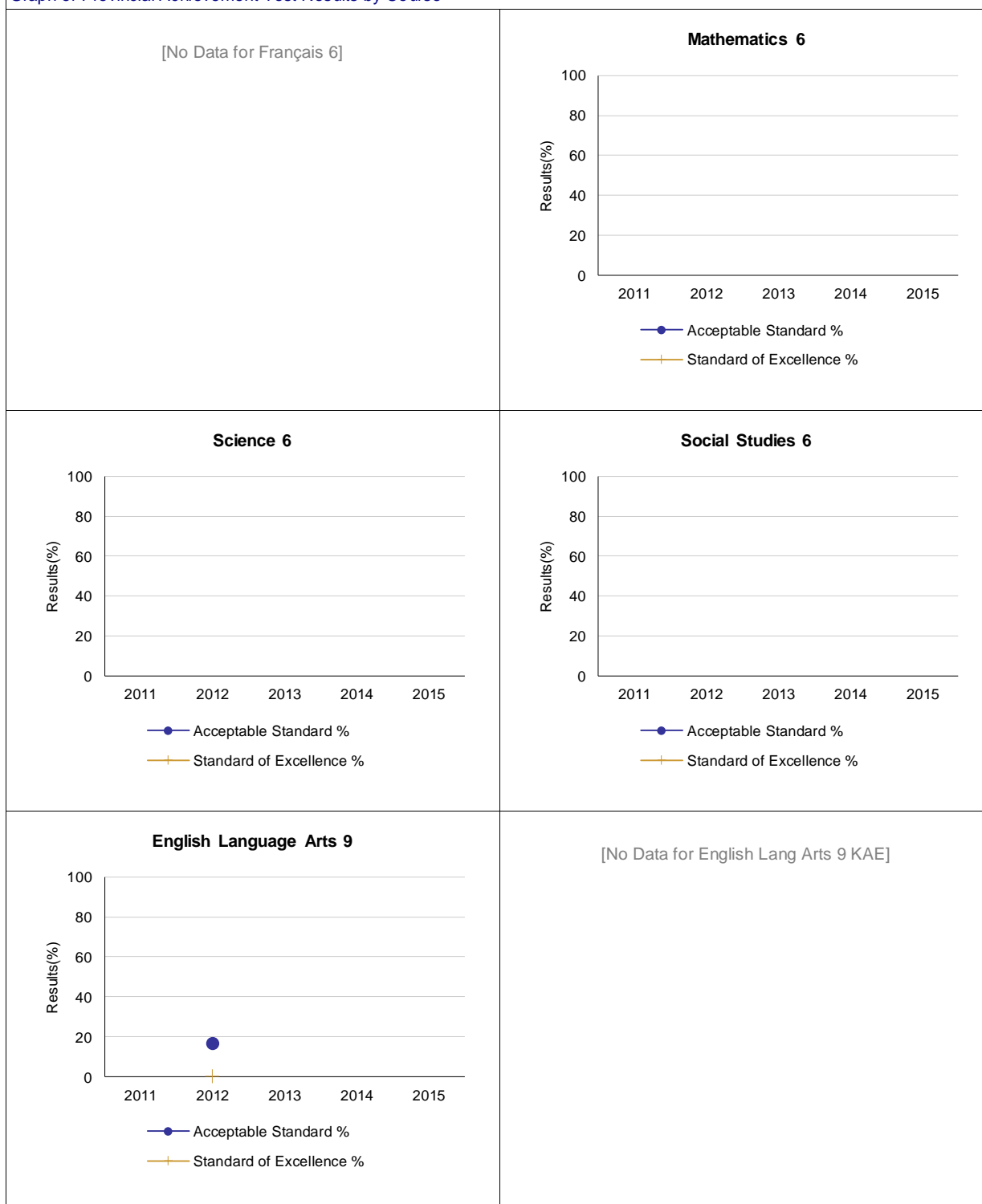
**School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.**



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ired to include Grade 3 Provincial Achievement Test results in their plans and reports.

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 (\*).

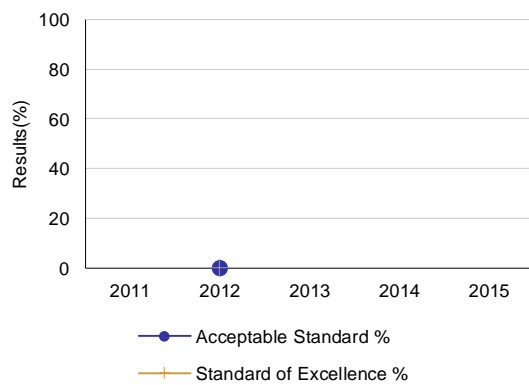
Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

# Graph of Provincial Achievement Test Results by Course

[No Data for French Language Arts 9]

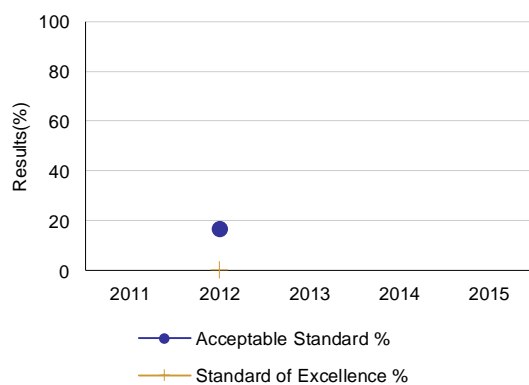
[No Data for Français 9]

## Mathematics 9



[No Data for Mathematics 9 KAE]

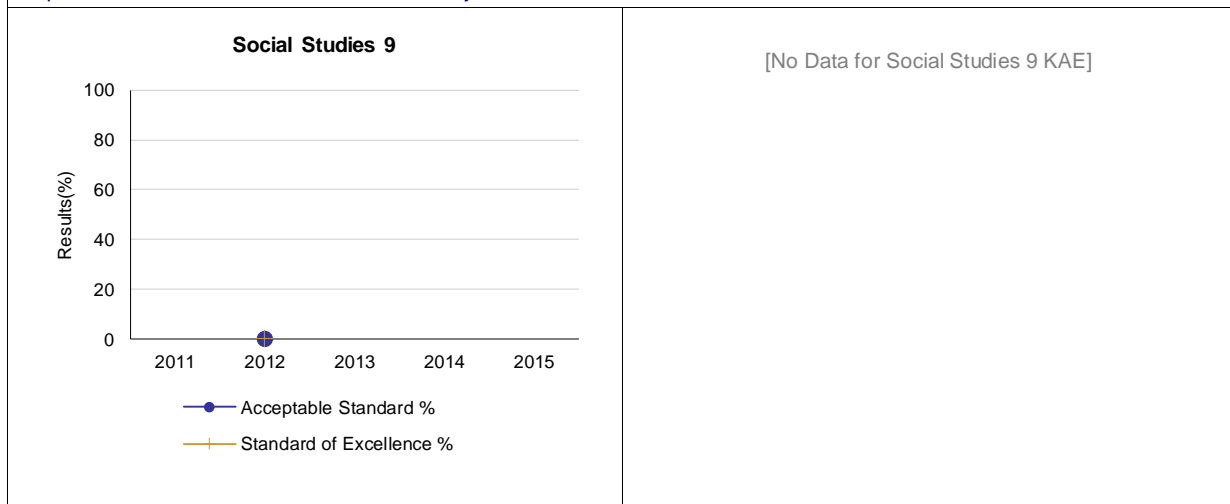
## Science 9



[No Data for Science 9 KAE]

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

Graph of Provincial Achievement Test Results by Course



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

|                          |                        | Dixonville School |             |         |      |     |               |      | Alberta |     |               |      |
|--------------------------|------------------------|-------------------|-------------|---------|------|-----|---------------|------|---------|-----|---------------|------|
|                          |                        | Achievement       | Improvement | Overall | 2015 |     | Prev 3 Yr Avg |      | 2015    |     | Prev 3 Yr Avg |      |
| Course                   | Measure                |                   |             |         | N    | %   | N             | %    | N       | %   | N             | %    |
| English Language Arts 3* | Acceptable Standard    | n/a               | n/a         | n/a     | n/a  | n/a | n/a           | n/a  | n/a     | n/a | 35,673        | 80.5 |
|                          | Standard of Excellence | n/a               | n/a         | n/a     | n/a  | n/a | n/a           | n/a  | n/a     | n/a | 35,673        | 17.8 |
| French Language Arts 3*  | Acceptable Standard    | n/a               | n/a         | n/a     | n/a  | n/a | n/a           | n/a  | n/a     | n/a | 2,581         | 78.8 |
|                          | Standard of Excellence | n/a               | n/a         | n/a     | n/a  | n/a | n/a           | n/a  | n/a     | n/a | 2,581         | 12.4 |
| Français 3*              | Acceptable Standard    | n/a               | n/a         | n/a     | n/a  | n/a | n/a           | n/a  | n/a     | n/a | 482           | 81.1 |
|                          | Standard of Excellence | n/a               | n/a         | n/a     | n/a  | n/a | n/a           | n/a  | n/a     | n/a | 482           | 11.2 |
| Mathematics 3*           | Acceptable Standard    | n/a               | n/a         | n/a     | n/a  | n/a | n/a           | n/a  | n/a     | n/a | 35,644        | 75.8 |
|                          | Standard of Excellence | n/a               | n/a         | n/a     | n/a  | n/a | n/a           | n/a  | n/a     | n/a | 35,644        | 25.4 |
| English Language Arts 6  | Acceptable Standard    | n/a               | n/a         | n/a     | n/a  | n/a | n/a           | n/a  | n/a     | n/a | 44,338        | 82.4 |
|                          | Standard of Excellence | n/a               | n/a         | n/a     | n/a  | n/a | n/a           | n/a  | n/a     | n/a | 44,338        | 17.2 |
| French Language Arts 6   | Acceptable Standard    | n/a               | n/a         | n/a     | n/a  | n/a | n/a           | n/a  | n/a     | n/a | 2,648         | 88.6 |
|                          | Standard of Excellence | n/a               | n/a         | n/a     | n/a  | n/a | n/a           | n/a  | n/a     | n/a | 2,648         | 16.4 |
| Français 6               | Acceptable Standard    | n/a               | n/a         | n/a     | n/a  | n/a | n/a           | n/a  | n/a     | n/a | 497           | 91.8 |
|                          | Standard of Excellence | n/a               | n/a         | n/a     | n/a  | n/a | n/a           | n/a  | n/a     | n/a | 497           | 20.2 |
| Mathematics 6            | Acceptable Standard    | n/a               | n/a         | n/a     | n/a  | n/a | n/a           | n/a  | n/a     | n/a | 44,292        | 73.8 |
|                          | Standard of Excellence | n/a               | n/a         | n/a     | n/a  | n/a | n/a           | n/a  | n/a     | n/a | 44,292        | 16.2 |
| Science 6                | Acceptable Standard    | n/a               | n/a         | n/a     | n/a  | n/a | n/a           | n/a  | n/a     | n/a | 44,273        | 77.1 |
|                          | Standard of Excellence | n/a               | n/a         | n/a     | n/a  | n/a | n/a           | n/a  | n/a     | n/a | 44,273        | 26.3 |
| Social Studies 6         | Acceptable Standard    | n/a               | n/a         | n/a     | n/a  | n/a | n/a           | n/a  | n/a     | n/a | 44,226        | 72.1 |
|                          | Standard of Excellence | n/a               | n/a         | n/a     | n/a  | n/a | n/a           | n/a  | n/a     | n/a | 44,226        | 18.4 |
| English Language Arts 9  | Acceptable Standard    | n/a               | n/a         | n/a     | n/a  | n/a | 6             | 16.7 | n/a     | n/a | 38,021        | 76.8 |
|                          | Standard of Excellence | n/a               | n/a         | n/a     | n/a  | n/a | 6             | 0.0  | n/a     | n/a | 38,021        | 15.4 |
| English Lang Arts 9 KAE  | Acceptable Standard    | n/a               | n/a         | n/a     | n/a  | n/a | n/a           | n/a  | n/a     | n/a | 1,543         | 62.3 |
|                          | Standard of Excellence | n/a               | n/a         | n/a     | n/a  | n/a | n/a           | n/a  | n/a     | n/a | 1,543         | 4.6  |
| French Language Arts 9   | Acceptable Standard    | n/a               | n/a         | n/a     | n/a  | n/a | n/a           | n/a  | n/a     | n/a | 2,496         | 87.1 |
|                          | Standard of Excellence | n/a               | n/a         | n/a     | n/a  | n/a | n/a           | n/a  | n/a     | n/a | 2,496         | 12.4 |

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

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

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

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

|                      |                        | Dixonville School |             |         |      |     |               |      | Alberta |     |               |      |
|----------------------|------------------------|-------------------|-------------|---------|------|-----|---------------|------|---------|-----|---------------|------|
|                      |                        | Achievement       | Improvement | Overall | 2015 |     | Prev 3 Yr Avg |      | 2015    |     | Prev 3 Yr Avg |      |
| Course               | Measure                |                   |             |         | N    | %   | N             | %    | N       | %   | N             | %    |
| Français 9           | Acceptable Standard    | n/a               | n/a         | n/a     | n/a  | n/a | n/a           | n/a  | n/a     | n/a | 345           | 84.9 |
|                      | Standard of Excellence | n/a               | n/a         | n/a     | n/a  | n/a | n/a           | n/a  | n/a     | n/a | 345           | 16.2 |
| Mathematics 9        | Acceptable Standard    | n/a               | n/a         | n/a     | n/a  | n/a | 6             | 0.0  | n/a     | n/a | 37,734        | 66.8 |
|                      | Standard of Excellence | n/a               | n/a         | n/a     | n/a  | n/a | 6             | 0.0  | n/a     | n/a | 37,734        | 17.8 |
| Mathematics 9 KAE    | Acceptable Standard    | n/a               | n/a         | n/a     | n/a  | n/a | n/a           | n/a  | n/a     | n/a | 1,858         | 63.9 |
|                      | Standard of Excellence | n/a               | n/a         | n/a     | n/a  | n/a | n/a           | n/a  | n/a     | n/a | 1,858         | 14.8 |
| Science 9            | Acceptable Standard    | n/a               | n/a         | n/a     | n/a  | n/a | 6             | 16.7 | n/a     | n/a | 38,253        | 73.4 |
|                      | Standard of Excellence | n/a               | n/a         | n/a     | n/a  | n/a | 6             | 0.0  | n/a     | n/a | 38,253        | 21.5 |
| Science 9 KAE        | Acceptable Standard    | n/a               | n/a         | n/a     | n/a  | n/a | n/a           | n/a  | n/a     | n/a | 1,503         | 66.8 |
|                      | Standard of Excellence | n/a               | n/a         | n/a     | n/a  | n/a | n/a           | n/a  | n/a     | n/a | 1,503         | 16.4 |
| Social Studies 9     | Acceptable Standard    | n/a               | n/a         | n/a     | n/a  | n/a | 6             | 0.0  | n/a     | n/a | 38,374        | 66.7 |
|                      | Standard of Excellence | n/a               | n/a         | n/a     | n/a  | n/a | 6             | 0.0  | n/a     | n/a | 38,374        | 19.3 |
| Social Studies 9 KAE | Acceptable Standard    | n/a               | n/a         | n/a     | n/a  | n/a | n/a           | n/a  | n/a     | n/a | 1,489         | 63.3 |
|                      | Standard of Excellence | n/a               | n/a         | n/a     | n/a  | n/a | n/a           | n/a  | n/a     | n/a | 1,489         | 12.5 |

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

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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 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.

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### Improvement Table

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

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

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

### Overall Evaluation Table

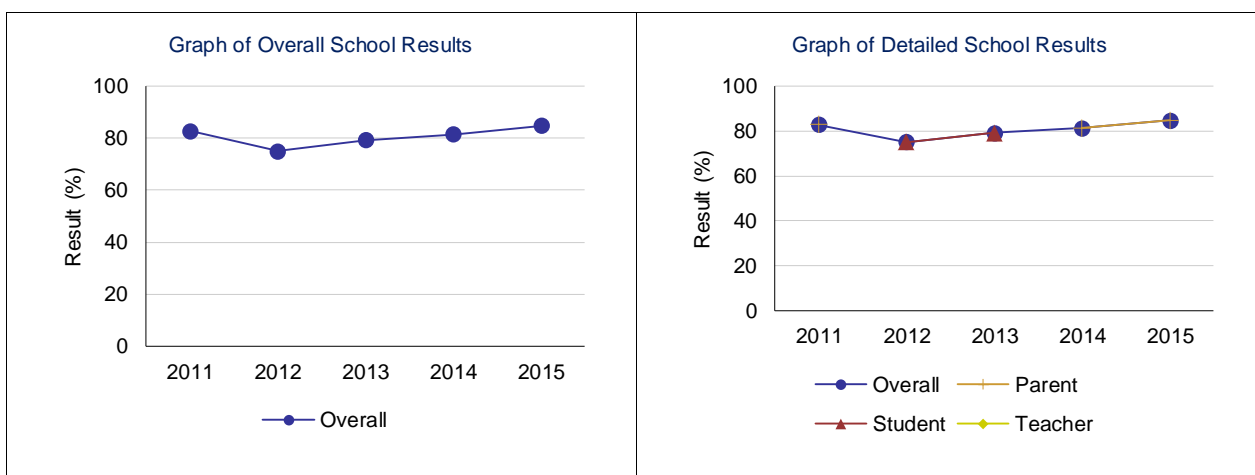
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

## Program of Studies – Measure Details

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

|         | School |      |      |      |      | Authority |      |      |      |      | Province |      |      |      |      |
|---------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
|         | 2011   | 2012 | 2013 | 2014 | 2015 | 2011      | 2012 | 2013 | 2014 | 2015 | 2011     | 2012 | 2013 | 2014 | 2015 |
| Overall | 82.8   | 75.0 | 79.2 | 81.4 | 84.8 | 75.5      | 74.2 | 75.2 | 76.7 | 77.9 | 80.9     | 80.7 | 81.5 | 81.3 | 81.3 |
| Teacher | n/a    | *    | *    | *    | *    | 82.4      | 83.1 | 83.1 | 85.2 | 86.2 | 87.6     | 87.3 | 87.9 | 87.5 | 87.2 |
| Parent  | 82.8   | *    | *    | 81.4 | 84.8 | 70.3      | 72.2 | 72.6 | 76.8 | 79.8 | 78.3     | 78.1 | 78.9 | 79.9 | 79.9 |
| Student | n/a    | 75.0 | 79.2 | n/a  | n/a  | 73.8      | 67.2 | 69.9 | 68.0 | 67.7 | 76.9     | 76.9 | 77.8 | 76.6 | 76.9 |

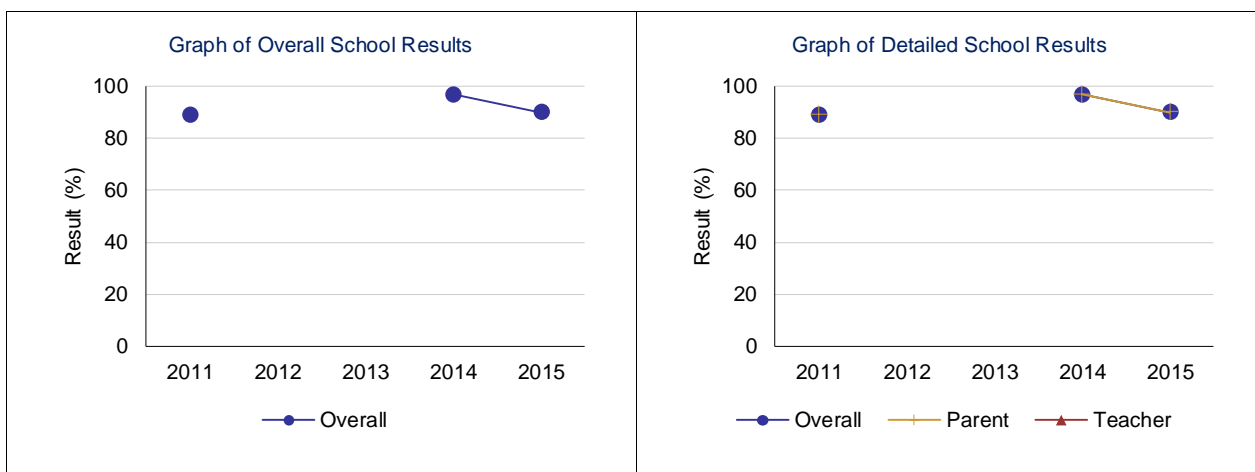


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction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

## Parental Involvement – Measure Details

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

|         | School |      |      |      |      | Authority |      |      |      |      | Province |      |      |      |      |
|---------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
|         | 2011   | 2012 | 2013 | 2014 | 2015 | 2011      | 2012 | 2013 | 2014 | 2015 | 2011     | 2012 | 2013 | 2014 | 2015 |
| Overall | 88.9   | n/a  | n/a  | 96.7 | 90.0 | 79.6      | 79.5 | 81.6 | 83.6 | 84.7 | 79.9     | 79.7 | 80.3 | 80.6 | 80.7 |
| Teacher | n/a    | *    | *    | *    | *    | 87.9      | 84.5 | 89.1 | 91.4 | 88.4 | 88.1     | 88.0 | 88.5 | 88.0 | 88.1 |
| Parent  | 88.9   | *    | *    | 96.7 | 90.0 | 71.2      | 74.6 | 74.1 | 75.9 | 80.9 | 71.7     | 71.4 | 72.2 | 73.1 | 73.4 |

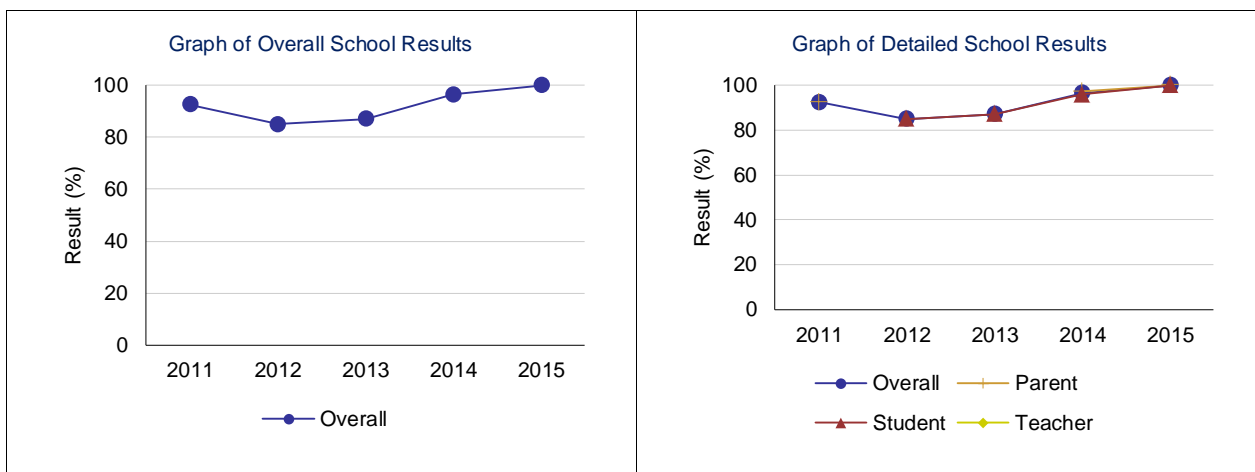


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction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

## Education Quality – Measure Details

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

|         | School |      |      |      |       | Authority |      |      |      |      | Province |      |      |      |      |
|---------|--------|------|------|------|-------|-----------|------|------|------|------|----------|------|------|------|------|
|         | 2011   | 2012 | 2013 | 2014 | 2015  | 2011      | 2012 | 2013 | 2014 | 2015 | 2011     | 2012 | 2013 | 2014 | 2015 |
| Overall | 92.5   | 85.0 | 87.0 | 96.5 | 100.0 | 86.7      | 87.4 | 88.1 | 88.1 | 89.0 | 89.4     | 89.4 | 89.8 | 89.2 | 89.5 |
| Teacher | n/a    | *    | *    | *    | *     | 96.7      | 95.6 | 96.8 | 96.6 | 97.5 | 95.5     | 95.4 | 95.7 | 95.5 | 95.9 |
| Parent  | 92.5   | *    | *    | 97.1 | 100.0 | 77.3      | 79.3 | 79.5 | 82.5 | 82.5 | 84.2     | 84.2 | 84.9 | 84.7 | 85.4 |
| Student | n/a    | 85.0 | 87.0 | 95.8 | 100.0 | 86.1      | 87.3 | 88.0 | 85.1 | 86.9 | 88.5     | 88.6 | 88.7 | 87.3 | 87.4 |

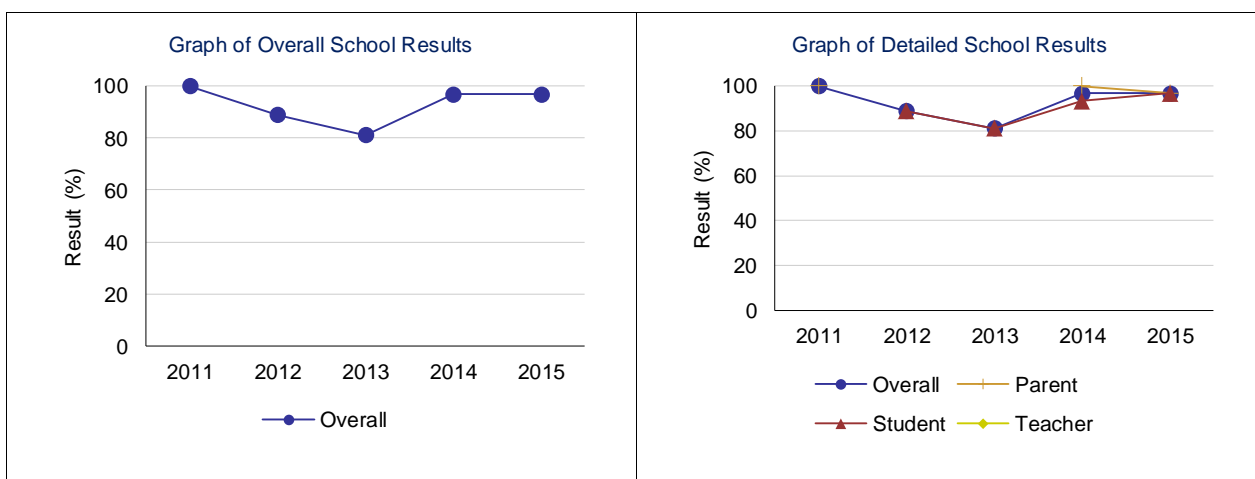


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction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

## Safe and Caring – Measure Details

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

|         | School |      |      |       |      | Authority |      |      |      |      | Province |      |      |      |      |
|---------|--------|------|------|-------|------|-----------|------|------|------|------|----------|------|------|------|------|
|         | 2011   | 2012 | 2013 | 2014  | 2015 | 2011      | 2012 | 2013 | 2014 | 2015 | 2011     | 2012 | 2013 | 2014 | 2015 |
| Overall | 100.0  | 88.8 | 81.1 | 96.7  | 96.7 | 87.2      | 87.2 | 88.0 | 88.2 | 89.5 | 88.1     | 88.6 | 89.0 | 89.1 | 89.2 |
| Teacher | n/a    | *    | *    | *     | *    | 95.6      | 95.5 | 97.0 | 96.1 | 97.0 | 94.5     | 94.8 | 95.0 | 95.3 | 95.4 |
| Parent  | 100.0  | *    | *    | 100.0 | 96.7 | 84.3      | 84.3 | 83.2 | 87.5 | 89.1 | 86.6     | 87.4 | 87.8 | 88.9 | 89.3 |
| Student | n/a    | 88.8 | 81.1 | 93.3  | 96.7 | 81.7      | 81.9 | 83.8 | 81.0 | 82.3 | 83.3     | 83.7 | 84.2 | 83.1 | 83.0 |

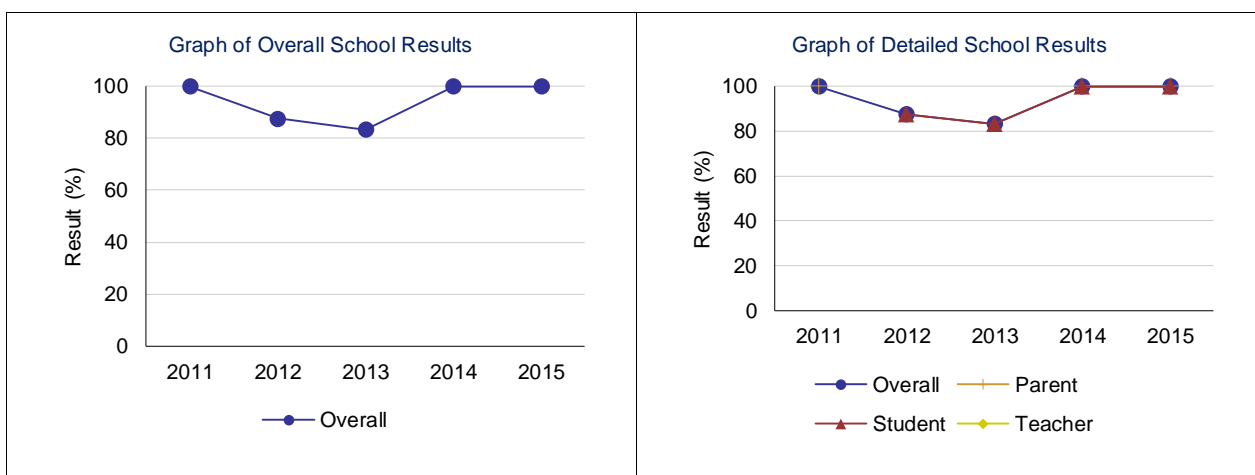


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction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

## School Improvement – Measure Details

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

|         | School |      |      |       |       | Authority |      |      |      |      | Province |      |      |      |      |
|---------|--------|------|------|-------|-------|-----------|------|------|------|------|----------|------|------|------|------|
|         | 2011   | 2012 | 2013 | 2014  | 2015  | 2011      | 2012 | 2013 | 2014 | 2015 | 2011     | 2012 | 2013 | 2014 | 2015 |
| Overall | 100.0  | 87.5 | 83.3 | 100.0 | 100.0 | 78.3      | 79.8 | 81.0 | 78.0 | 82.3 | 80.1     | 80.0 | 80.6 | 79.8 | 79.6 |
| Teacher | n/a    | *    | *    | *     | *     | 87.9      | 85.8 | 85.0 | 82.1 | 85.8 | 80.1     | 81.1 | 80.9 | 81.3 | 79.8 |
| Parent  | 100.0  | *    | *    | 100.0 | 100.0 | 67.9      | 76.0 | 75.1 | 74.9 | 80.7 | 77.3     | 76.2 | 77.9 | 77.0 | 78.5 |
| Student | n/a    | 87.5 | 83.3 | 100.0 | 100.0 | 79.2      | 77.7 | 82.8 | 77.1 | 80.4 | 82.9     | 82.7 | 82.9 | 81.2 | 80.7 |



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

# Budget Report

Peace River School Division No. 10

2015-16 November 30 Fall Update

## SCHOOL: Dixonville

### Revenue And Allocations To Budget Center

|  |                                 |                                  |
|--|---------------------------------|----------------------------------|
| AB ED: Base Funding                            | 2015-16 November 30 Fall Update | 2015 - 16 May Preliminary Budget |
| Total AB ED: Base Funding                      | \$227,083                       | \$214,313                        |
| % of Revenue And Allocations To Budget Center  | 52%                             | 48%                              |
| AB ED: Differential Cost Funding               | 2015-16 November 30 Fall Update | 2015 - 16 May Preliminary Budget |
| Total AB ED: Differential Cost Funding         | \$147,678                       | \$144,040                        |
| % of Revenue And Allocations To Budget Center  | 34%                             | 33%                              |
| AB ED: Other Support Funding                   | 2015-16 November 30 Fall Update | 2015 - 16 May Preliminary Budget |
| Total AB ED: Other Support Funding             | \$23,898                        | \$22,235                         |
| % of Revenue And Allocations To Budget Center  | 5%                              | 5%                               |
| Instruction Resource Fees                      | 2015-16 November 30 Fall Update | 2015 - 16 May Preliminary Budget |
| Textbook Rentals                               | \$2,430                         | \$2,430                          |
| Total Instruction Resource Fees                | \$2,430                         | \$2,430                          |
| % of Revenue And Allocations To Budget Center  | 1%                              | 1%                               |
| Investment Income                              | 2015-16 November 30 Fall Update | 2015 - 16 May Preliminary Budget |
| Total Investment Income                        | \$864                           | \$828                            |
| % of Revenue And Allocations To Budget Center  | 0%                              | 0%                               |
| Transfers                                      | 2015-16 November 30 Fall Update | 2015 - 16 May Preliminary Budget |
| Total Transfers                                | \$35,431                        | \$58,334                         |
| % of Revenue And Allocations To Budget Center  | 8%                              | 13%                              |
| Total Revenue And Allocations To Budget Center | \$437,385                       | \$442,180                        |

### Expenditures

|  |                                 |                                  |
|--|---------------------------------|----------------------------------|
| Certificated                             | 2015-16 November 30 Fall Update | 2015 - 16 May Preliminary Budget |
| Total Certificated                       | \$312,787                       | \$312,787                        |
| % of Expenditures                        | 68%                             | 70%                              |
| Uncertificated                           | 2015-16 November 30 Fall Update | 2015 - 16 May Preliminary Budget |
| Total Uncertificated                     | \$107,592                       | \$100,191                        |
| % of Expenditures                        | 24%                             | 22%                              |
| Other Staffing Costs                     | 2015-16 November 30 Fall Update | 2015 - 16 May Preliminary Budget |
| School Based Certificated Sub Cost       | \$3,330                         | \$3,330                          |
| Certified Substitute Teacher: Daily Rate | \$222.00                        | \$222.00                         |
| Days of School Certified Subs            | 15.00 Days                      | 15.00 Days                       |

\* - See the notes section for details about Line Item notes on this page



| Other Staffing Costs                   | 2015-16 November 30 Fall Update | 2015 - 16 May Preliminary Budget |
|--|---------------------------------|----------------------------------|
| School Based Certificated Sub Benefits | \$333                           | \$333                            |
| School Based Certificated Sub Cost     | \$3,330                         | \$3,330                          |
| Sub Teacher Benefit Rates              | 0.1000 Factor                   | 0.1000 Factor                    |
| Uncertified Subs and Additional Hours  | \$250                           | \$250                            |
| <b>Total Other Staffing Costs</b>      | <b>\$3,913</b>                  | <b>\$3,913</b>                   |
| <b>% of Expenditures</b>               | <b>1%</b>                       | <b>1%</b>                        |

| Contracted Services               | 2015-16 November 30 Fall Update | 2015 - 16 May Preliminary Budget |
|-----------------------------------|---------------------------------|----------------------------------|
| Certificated Inservice/Reg Fees   | \$1,250                         | \$1,250                          |
| Uncertificated Inservice/Reg Fees | \$1,000                         | \$1,000                          |
| Professional Fees                 | \$1,000                         | \$1,000                          |
| Postage & Phone                   | \$1,000                         | \$1,000                          |
| Advertising                       | \$100                           | \$100                            |
| Expense Reimbursement             | \$2,500                         | \$2,500                          |
| Field Trips                       | \$3,000                         | \$3,000                          |
| Association Fees                  | \$100                           | \$100                            |
| <b>Total Contracted Services</b>  | <b>\$9,950</b>                  | <b>\$9,950</b>                   |
| <b>% of Expenditures</b>          | <b>2%</b>                       | <b>2%</b>                        |

| Supplies                            | 2015-16 November 30 Fall Update | 2015 - 16 May Preliminary Budget |
|-------------------------------------|---------------------------------|----------------------------------|
| Supplies                            | \$13,150                        | \$13,150                         |
| Library Supplies (Minimum Standard) | \$533                           | \$494                            |
| ECS Enrolment                       | 10 Students                     | 7 Students                       |
| Library Enhancement Rate            | \$13.00                         | \$13.00                          |
| Total Head Count w/o ECS            | 31.00 Students                  | 31.00 Students                   |
| Library Supplies                    | \$3,500                         | \$3,500                          |
| Furniture & Equipment               | \$5,500                         | \$5,500                          |
| <b>Total Supplies</b>               | <b>\$22,683</b>                 | <b>\$22,644</b>                  |
| <b>% of Expenditures</b>            | <b>5%</b>                       | <b>5%</b>                        |

|                           |                  |                  |
|---------------------------|------------------|------------------|
| <b>Total Expenditures</b> | <b>\$456,925</b> | <b>\$449,485</b> |
|---------------------------|------------------|------------------|

### Summary

|  | 2015-16 November 30 Fall Update | 2015 - 16 May Preliminary Budget |
|--|---------------------------------|----------------------------------|
| Total Revenues and Allocations To Budget | \$437,385                       | \$442,180                        |
| Total Expenditures                       | \$456,925                       | \$449,485                        |
| Variance                                 | (\$19,540)                      | (\$7,305)                        |

### Notes

## Parental Involvement

The Dixonville School Council was presented with the draft version of the Three Year Plan/AERR at its November 10, 2015 meeting. It was shared that initial goals, targets and strategies were a result of staff analysis and collaboration over the previous months. The report was reviewed and Dixonville School Council members were asked to provide feedback and comments regarding results, goals, targets and strategies.

## Deadlines and Communications

This report will be made available for public viewing by November 30, 2015 on Dixonville School's website. For additional information regarding Peace River School Division please visit [www.prsd.ab.ca](http://www.prsd.ab.ca). Information regarding the Division's Three Year Education Plan 2014-17 can be found at: <http://docushare.prsd.ab.ca/docushare/dsweb/Get/Document-8327/2010-2013%20Three%20Year%20Education%20Plan.pdf> Information regarding class size can be found at: <http://www.prsd.ab.ca/docushare/dsweb/Get/Document-3877/Class%20Size%20Reports%202009.pdf>

