

Dixonville School

Annual Education Results Report/Three Year Education Plan 2017-2020



A proud member of Peace River School Division

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 Statement

We all contribute to a safe and successful learning community, all the time.

Mission Statement

We aim for all to achieve at the highest level.

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, and develop effective communication, problem solving and critical thinking skills.
- We foster 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.



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 Thursday 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.- 09	Sept.- 10	Sept.- 11.	Sept.- 12	Sept.- 13.	Sept 14	Sept. 15	Sept. 16	Sept. 17
ECS	5	7	8	8	4	5	9	8	9
Grade 1	3	4	11	11	7	5	2	8	8
Grade 2	2	4	5	5	9	5	5	2	4
Grade 3	5	4	5	5	6	7	5	5	4
Grade 4	2	6	4	4	3	5	5	5	4
Grade 5	3	4	3	3	4	3	4	6	4
Grade 6	4	2	4	4	2	4	2	5	8
Grade 7	6	3	4	4	4	1	3	2	6
Grade 8	2	6	0	0	3	2	2	4	2
Grade 9	2	2	3	3	0	1	1	2	2
Total	34	42	44	47	42	39	38	47	51

Staff Directory

Professional Staff

	Name	FTE	Teaching Assignment
1.	Matt Clements	0.7, 0.3	Teacher grades 4-9, Principal
2	Christina Bullen	0.95	Teacher grades 1-3
3	Elaine Leer	0.5	Teacher grades 4-5, I-Coach
4	Judy Miller	0.95	Teacher grades 4-9

Support Staff

	Name	FTE	Assignment
1.	Cayley Russell	0.22	Educational Assistant (PUF)
2.	Judy Woods	0.6	Educational Assistant
3.	Kathy Woods	0.5, 0.1, 0.1	EA, LAN Tech, Information Specialist
4.	Linora Somerville	1.00	Office Manager
5.	Juanita Boily		Custodian

Combined 2017 Accountability Pillar Overall Summary

Measure Category	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	Safe and Caring	92.5	98.3	97.2	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	90.2	75.8	80.7	81.9	81.9	81.5	Very High	Maintained	Excellent
	Education Quality	95.8	99.3	98.6	90.1	90.1	89.6	Very High	Maintained	Excellent
	Drop Out Rate	*	*	0.0	3.0	3.2	3.3	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9	76.5	76.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	75.0	*	70.8	73.4	73.6	73.2	Intermediate	Maintained	Acceptable
	PAT: Excellence	3.1	*	4.2	19.5	19.4	18.8	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.0	82.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.2	21.2	21.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	54.6	53.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
	Work Preparation	100.0	n/a	83.3	82.7	82.6	81.9	Very High	Improved	Excellent
	Citizenship	93.4	100.0	97.2	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	100.0	n/a	93.3	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	96.7	100.0	100.0	81.4	81.2	80.2	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

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 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 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
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)

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	64.3	*	70.8	*	75.0	75	Intermediate	Maintained	Acceptable	80	85	90
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	3.6	*	4.2	*	3.1	25	Very Low	Maintained	Concern	25	30	35

Comment on Results

(an assessment of progress toward achieving the target)

- We met our target for students achieving the Acceptable PAT standard; we fell short of our target for Excellence
- The low number of students we have writing PATs makes individual performance heavily weighted statistically.

Strategies

- Language arts in all grades follows the PRSD Reading Assessment Framework
- New focus in Grades 1-9 across all subjects on student acquisition of concept-specific vocabulary; the focus includes a year-long teacher PD focus on effective instruction strategies for student understanding and retention of vocabulary in all subjects
- Address students with special needs by creating and implementing behaviour plans, learning strategies, and targeted speech and language assistance
- Teacher collaboration periods scheduled on a weekly basis
- Educational Assistants scheduled into classrooms to support student learning
- PAT and SLA 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
- Strands, topics, themes arranged school-wide to better suit multi-grade instruction
- Daily intervention period scheduled for Tier 2 and Tier 3 supports (as per Response to Intervention)
- Students in Gr. 2-6 will use www.reflexmath.com at least three times a week to build basic math fact fluency (so as to aid in performance throughout the math curriculum)
- Gr. 6 LA removed from Gr. 6-9 class, added to Gr. 4-5 class, to better distribute instructional load
- Use blended learning models in core subjects, Gr. 4-9, to aid multi-grade instruction and increase student access to enrichment and extension learning opportunities/activities
- Ensure equitable student access to devices, other technologies, and to assistive technologies to support student learning.
- Keyboarding will continue to be taught as an essential skill in Grades 1-8, with Grades 6-9 receiving keyboarding lessons.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Outcome One: Alberta's students are successful (continued)

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	15.9	0.0	*	*	*		*	*	*			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results

(an assessment of progress toward achieving the target)

- We do not have a high school program

Strategies

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
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. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.1	97.9	93.5	100.0	93.4	100	Very High	Maintained	Excellent	100	100	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.	n/a	83.3	n/a	n/a	100.0	92	Very High	Improved	Excellent	100	100	100

Comment on Results*(an assessment of progress toward achieving the target)*

- We are very pleased with the results and will continue strategies from previous years.

Strategies

- Staff explicitly explain to students how positive behaviours relate to citizenship
- Positive acknowledgements in ClassDojo refer directly to citizenship, work place preparedness
- Weekly assemblies to recognize/celebrate students' acts of citizenship
- Staff regularly use the term 'citizenship' and 'citizen' to describe how students' behaviour/actions affect the school environment as a whole
- Posts on social media celebrating students' acts of citizenship
- Continue to educate, engage, and monitor students on the principles of responsible digital citizenship.
- Establish community and post-secondary partnerships to assist with global digital responsibilities.

Notes:

1. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone schools only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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	*		*	*	*			
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	*		*	*	*			
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			

Comment on Results

(an assessment of progress toward achieving the target)

- We do not have a high school program.

Strategies

- Continue to provide daily intervention blocks for Tier 2 and 3 supports
- Participate in FNMI student writing competitions/celebrations
- Inclusion and promotion of cultural activities (FNMI Hand Games, Aboriginal Day Celebration).
- Include FNMI literature in learning activities/units of study

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Outcome Two: *The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	*	*	*	n/a		n/a	n/a	n/a			
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)

Strategies

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
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. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.

Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	81.1	96.7	96.7	98.3	92.5	99	Very High	Maintained	Excellent	100	100	100

Comment on Results

(an assessment of progress toward achieving the target)

- We did not meet our target last year, primarily due to student/parent impressions on student safety **to and from** school. The addition of the first strategy below seeks to address this.

Strategies

- Principal regularly checks in with bus drivers about student conduct on busses; principal responds accordingly
- Our full-time office manager receives and guides visitors into the school
- Health and safety topics (as per the school's Safety Plan) are incorporated into all site-based PD days
- Weekly assemblies emphasize and celebrate key messages about caring and safety.
- Utilize social media (Facebook, Class Dojo, and Dixonville School Website), and newsletters to communicate messages from the school
- Provide a nutritional breakfast on a daily basis; hot lunches provided periodically
- Partnering with community and provincial services to provide DARE, dental health, hygiene, and other healthy practices
- Train students in emergency and evacuation protocols
- Majority of staff members are trained in Emergency First Aid and CPR/AED.
- Some members are certified in Non Violent Crisis Intervention.
- Some staff are trained in VTRA – Violence Threat Risk Assessment

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	79.2	81.4	84.8	75.8	90.2	86	Very High	Maintained	Excellent	92	94	96

Comment on Results

(an assessment of progress toward achieving the target)

- This was a targeted area of growth for the school last year, and we are pleased with the significant growth; as such, we will continue with last year's strategies

Strategies

- A new rotation of options classes (Gr. 4-9) has been implemented to increase students' choices and opportunities, including: foods lab, CO2 dragster making/racing, hovercraft making, second languages (French, Spanish, or German)
- The music (band) program continues
- iPads continue to be used primarily for K-3 numeracy and literacy programming
- Robotics option will continue
- Archery program will continue
- Continue to explore opportunities for DX students to join other larger schools' athletic teams
- A music (recorder) extracurricular program will be started for Gr. 2-3 students
- Student-centred learning is supported through a blended learning model that includes variations of time, place, path, or pace.
- Create and participate in learning events and competitions – i.e. robotics tournaments, options courses such as CO2 dragsters – to inspire students to pursue further studies and careers in the fields of science, technology, and engineering.

Notes:

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2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Outcome Five: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	83.3	100.0	100.0	100.0	96.7	100	Very High	Maintained	Excellent	100	100	100
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	96.7	90.0	n/a	100.0	92	Very High	Maintained	Excellent	100	100	100
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	87.0	96.5	100.0	99.3	95.8	100	Very High	Maintained	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
- Continue to foster a positive and enjoyable culture through engaging school-wide events (such as this year's Spelling Bee).
- Effective communication through school newsletters, social media, the school website, and Class Dojo
- Recognize the school's achievements in the Accountability Surveys with a bulletin board celebrating the results
- 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 (chili dinner) and the Volunteer Tea (April)
- Enhance existing community partnerships and seek new partnerships (i.e. delivery of options courses)
- Continue to partner with business, industry, local governments, and community service programs to enhance student learning opportunities by sharing information about career opportunities, education, training, and job preparation (i.e. fieldtrips to DMI, local airlines, etc.)

Notes:

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Desired Outcome Six: 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. (90%)
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. (90%)
Dixonville School will incorporate key safety messages into communication plan. (90%)

Comment on Results:

- We met school and division goals for all measures listed above

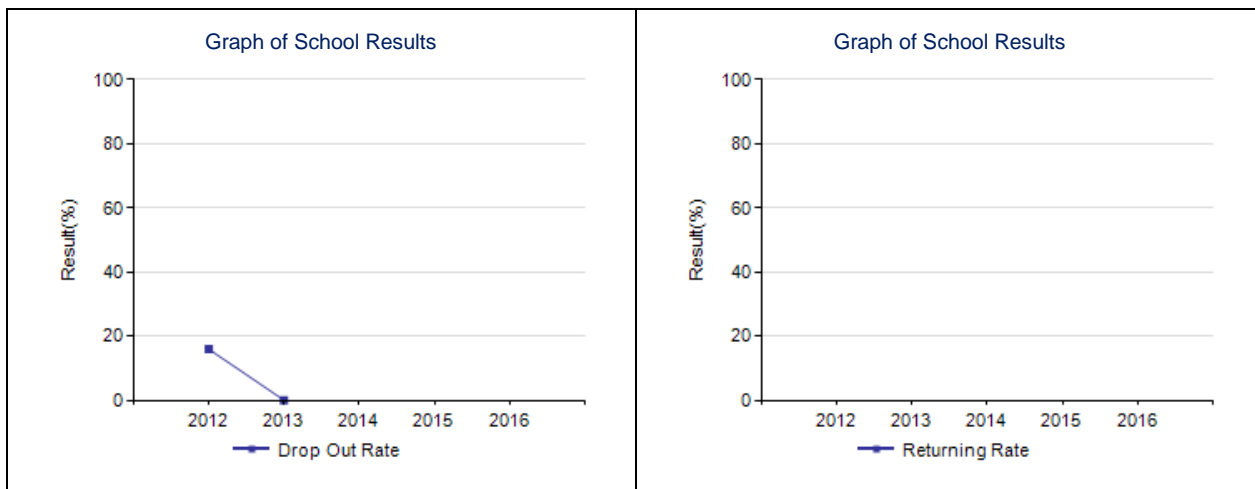
Strategies

- 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.
- Principal and office manager will coordinate to ensure the school's safety activities (i.e. evacuation drills) are accurately recorded in the division's Google tracking forms.

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18

	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Drop Out Rate	15.9	0.0	*	*	*	3.1	4.9	4.5	4.4	3.3	3.6	3.3	3.5	3.2	3.0
Returning Rate	*	*	n/a	n/a	n/a	15.8	15.9	32.0	9.1	17.3	22.8	20.7	20.9	18.2	18.9

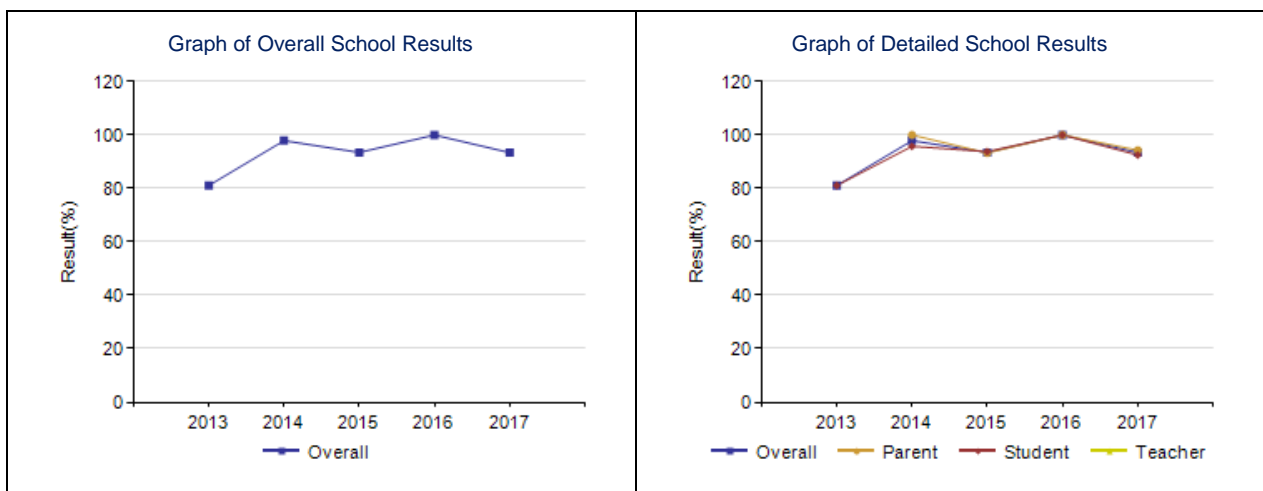


Notes:

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Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	81.1	97.9	93.5	100.0	93.4	81.7	80.0	83.0	84.3	82.0	83.4	83.4	83.5	83.9	83.7
Teacher	*	*	*	*	*	95.3	94.2	96.1	96.0	95.1	93.6	93.8	94.2	94.5	94.0
Parent	*	100.0	93.3	100.0	94.3	73.8	77.4	80.3	82.8	78.3	80.3	81.9	82.1	82.9	82.7
Student	81.1	95.8	93.8	100.0	92.5	76.1	68.4	72.6	74.2	72.6	76.2	74.5	74.2	74.5	74.4

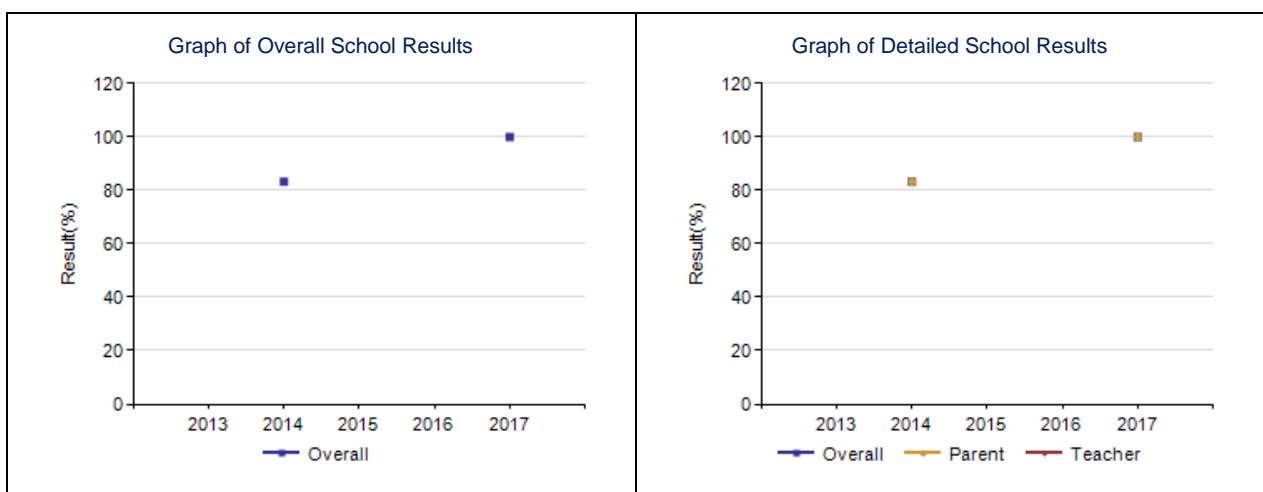


Notes:

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2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TFM (Tell Them From Me) survey 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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	n/a	83.3	n/a	n/a	100.0	77.2	84.2	85.3	85.6	82.7	80.3	81.2	82.0	82.6	82.7
Teacher	*	*	*	*	*	93.1	95.0	93.5	96.0	94.3	89.4	89.3	89.7	90.5	90.4
Parent	*	83.3	*	*	100.0	61.3	73.4	77.1	75.2	71.1	71.1	73.1	74.2	74.8	75.1



Notes:

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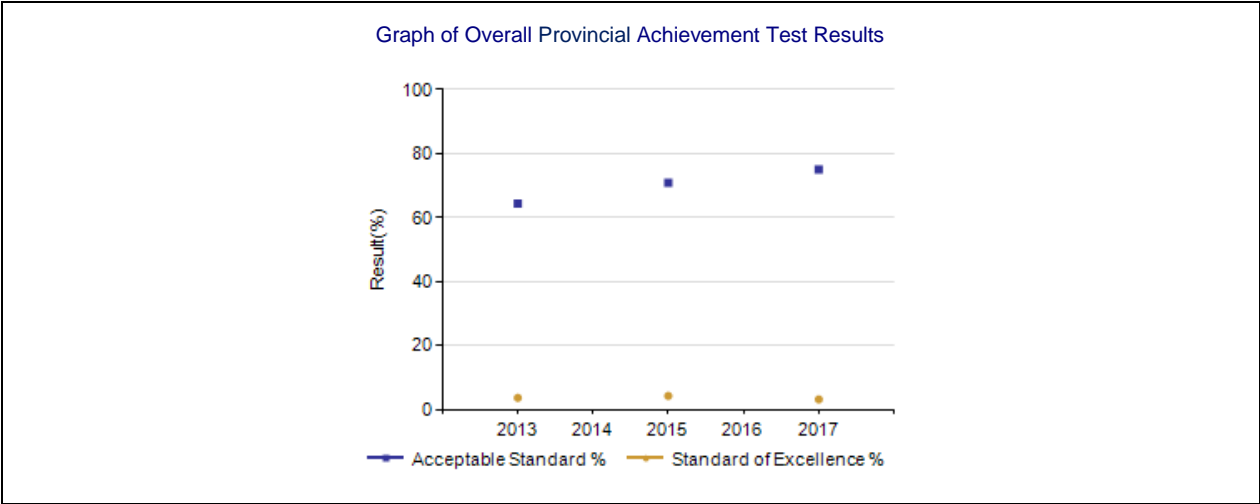
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	*	*	*	*	*	*	*	*	*	*		
	Authority	73.7	5.6	80.6	11.0	88.1	14.6	85.2	11.3	79.0	11.2		
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9		
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	77.8	0.0	90.0	20.0	87.5	0.0	83.3	8.3	70.6	5.9		
	Province	88.6	16.3	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5		
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	94.0	21.6	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6		
Mathematics 6	School	*	*	*	*	*	*	*	*	*	*		
	Authority	61.6	8.0	72.9	13.8	75.7	6.9	69.3	8.4	68.1	4.7		
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6		
Science 6	School	*	*	*	*	*	*	*	*	*	*		
	Authority	66.0	14.0	72.9	16.4	77.5	19.7	74.3	18.3	75.6	18.8		
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0		
Social Studies 6	School	*	*	*	*	*	*	*	*	*	*		
	Authority	59.2	12.4	67.1	11.1	66.5	6.4	66.3	10.9	68.1	17.4		
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7		
English Language Arts 9	School	*	*	n/a	n/a	*	*	*	*	*	*		
	Authority	72.3	6.4	77.5	8.4	70.4	9.1	68.6	6.3	74.3	6.9		
	Province	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9		
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	58.8	0.0	53.8	0.0	30.0	0.0	70.6	17.6	66.7	11.1		
	Province	62.4	4.3	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9		
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	92.3	7.7	77.8	11.1	*	*	50.0	10.0	83.3	0.0		
	Province	87.2	13.9	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2		
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	84.0	14.5	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1		
Mathematics 9	School	*	*	n/a	n/a	*	*	*	*	*	*		
	Authority	59.3	10.6	64.1	7.1	60.3	12.3	56.7	8.7	61.8	8.0		
	Province	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0		
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	45.0	10.0	56.3	18.8	29.4	5.9	64.3	7.1	66.7	11.1		
	Province	65.8	14.7	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3		
Science 9	School	*	*	n/a	n/a	*	*	*	*	*	*		
	Authority	65.7	9.8	69.6	8.9	64.0	8.1	61.0	8.3	61.0	6.3		
	Province	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4		
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	85.7	7.1	61.5	7.7	33.3	0.0	*	*	*	*		
	Province	68.4	17.1	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3		
Social Studies 9	School	*	*	n/a	n/a	*	*	*	*	*	*		
	Authority	54.1	7.3	57.6	8.9	56.5	7.6	48.8	12.2	56.8	11.6		
	Province	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2		
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	71.4	0.0	45.5	0.0	41.7	0.0	76.5	11.8	44.4	11.1		
	Province	64.6	13.0	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7		

Notes:

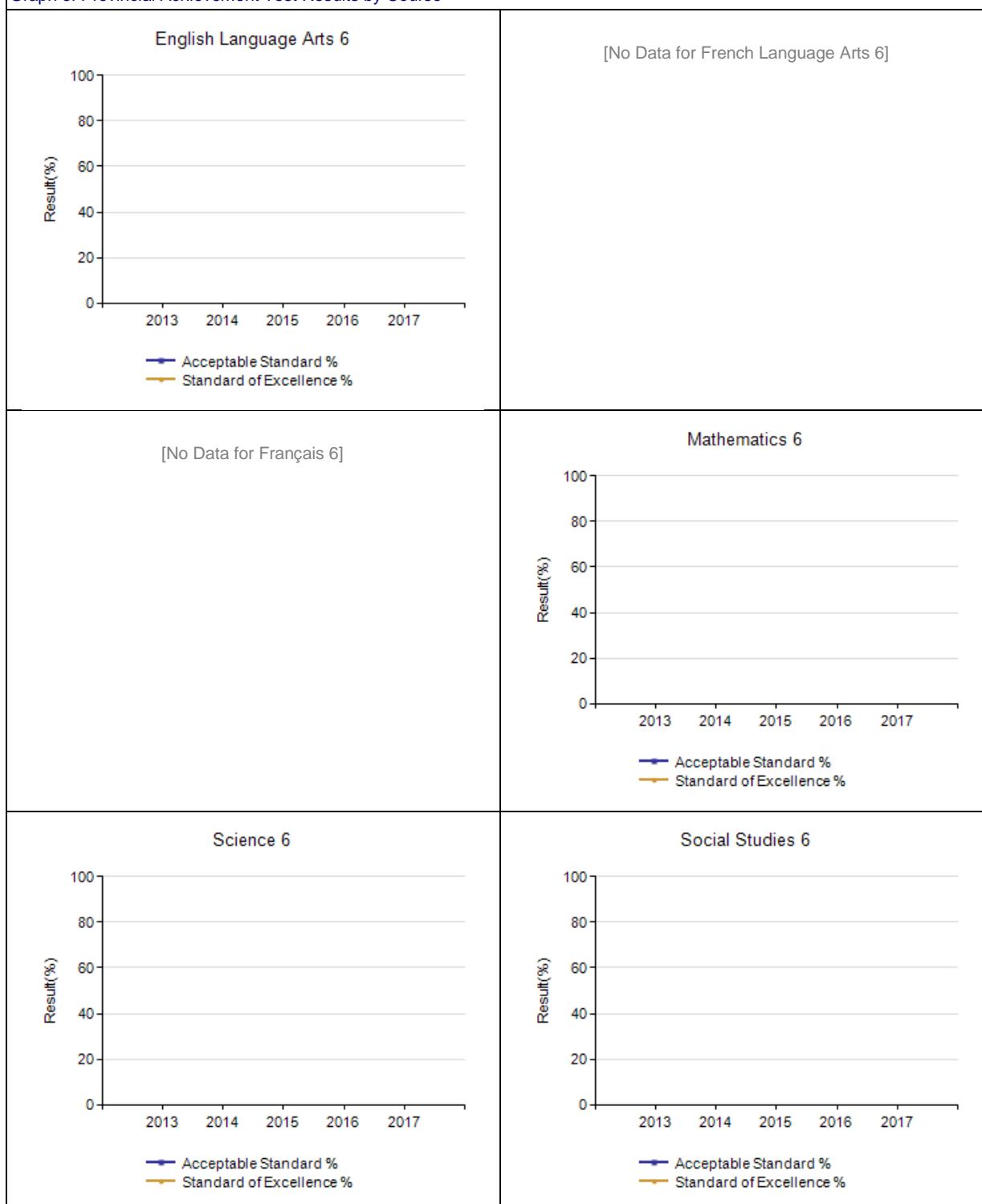
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



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Graph of Provincial Achievement Test Results by Course



Notes:

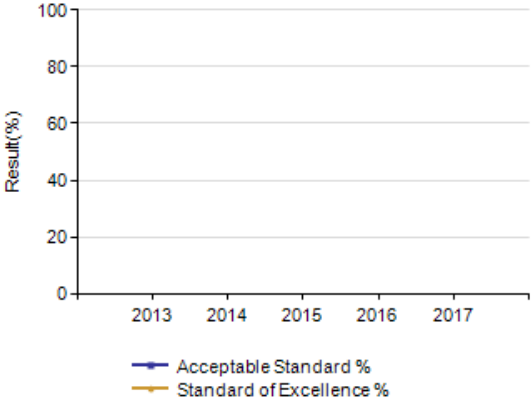
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Graph of Provincial Achievement Test Results by Course

<p>English Language Arts 9</p> <p>Result(%)</p> <p>2013 2014 2015 2016 2017</p> <p>Acceptable Standard % Standard of Excellence %</p>	<p>[No Data for English Lang Arts 9 KAE]</p>
<p>[No Data for French Language Arts 9]</p>	<p>[No Data for Français 9]</p>
<p>Mathematics 9</p> <p>Result(%)</p> <p>2013 2014 2015 2016 2017</p> <p>Acceptable Standard % Standard of Excellence %</p>	<p>[No Data for Mathematics 9 KAE]</p>

Notes:

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2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Graph of Provincial Achievement Test Results by Course	
<div>Science 9</div>  <p>[No Data for Science 9 KAE]</p>	
<div>Social Studies 9</div>  <p>[No Data for Social Studies 9 KAE]</p>	

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Dixonville School							Alberta			
		Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	*	*	*	5	*	n/a	n/a	49,572	82.5	46,989	82.5
	Standard of Excellence	*	*	*	5	*	n/a	n/a	49,572	18.9	46,989	19.2
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,185	85.1	2,864	87.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,185	13.5	2,864	14.4
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	92.1	524	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	21.6	524	16.5
Mathematics 6	Acceptable Standard	*	*	*	5	*	n/a	n/a	49,507	69.4	46,906	73.0
	Standard of Excellence	*	*	*	5	*	n/a	n/a	49,507	12.6	46,906	14.5
Science 6	Acceptable Standard	*	*	*	5	*	n/a	n/a	49,501	76.9	46,914	76.7
	Standard of Excellence	*	*	*	5	*	n/a	n/a	49,501	29.0	46,914	25.8
Social Studies 6	Acceptable Standard	*	*	*	5	*	n/a	n/a	49,485	72.9	46,903	70.5
	Standard of Excellence	*	*	*	5	*	n/a	n/a	49,485	21.7	46,903	18.9
English Language Arts 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	45,487	76.8	43,746	76.3
	Standard of Excellence	*	*	*	3	*	n/a	n/a	45,487	14.9	43,746	14.9
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,428	58.8	1,576	61.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,428	5.9	1,576	4.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,763	83.1	2,625	85.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,763	11.2	2,625	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	88.9	392	87.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	26.1	392	21.6
Mathematics 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	45,020	67.2	43,295	66.7
	Standard of Excellence	*	*	*	3	*	n/a	n/a	45,020	19.0	43,295	17.6
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,848	57.5	2,026	61.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,848	13.3	2,026	14.0
Science 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	45,445	74.0	43,808	73.8
	Standard of Excellence	*	*	*	3	*	n/a	n/a	45,445	21.4	43,808	22.4
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,440	63.9	1,547	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,440	13.3	1,547	14.8
Social Studies 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	45,484	67.0	43,722	65.1
	Standard of Excellence	*	*	*	3	*	n/a	n/a	45,484	20.2	43,722	19.2
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,393	56.3	1,533	59.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,393	12.7	1,533	11.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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 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%.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

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

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

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

Overall Evaluation Table

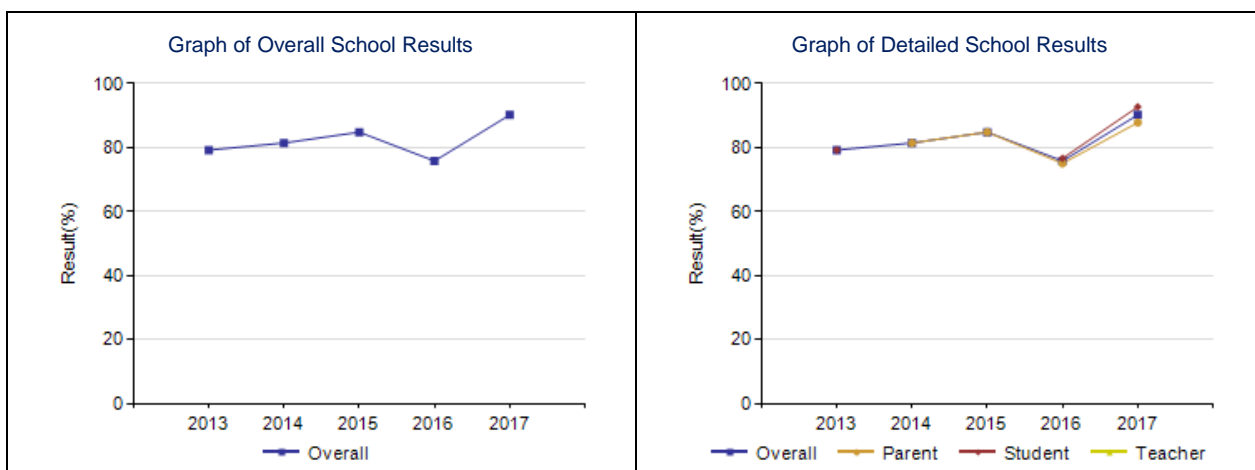
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

Program of Studies – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	79.2	81.4	84.8	75.8	90.2	75.2	76.7	77.9	80.4	78.6	81.5	81.3	81.3	81.9	81.9
Teacher	*	*	*	*	*	83.1	85.2	86.2	88.2	89.5	87.9	87.5	87.2	88.1	88.0
Parent	*	81.4	84.8	75.0	87.8	72.6	76.8	79.8	82.8	76.5	78.9	79.9	79.9	80.1	80.1
Student	79.2	n/a	n/a	76.6	92.7	69.9	68.0	67.7	70.1	69.7	77.8	76.6	76.9	77.5	77.7



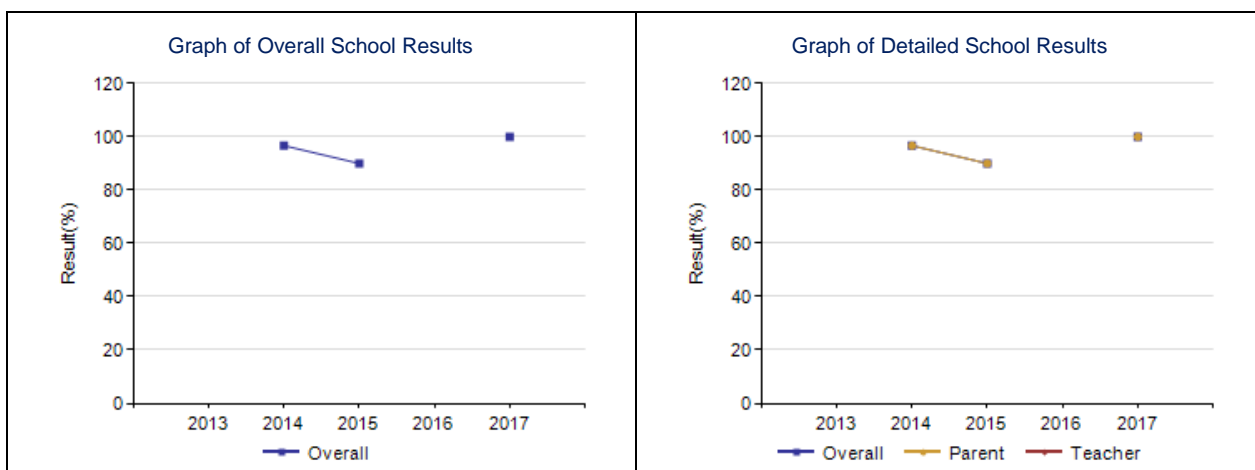
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey 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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	n/a	96.7	90.0	n/a	100.0	81.6	83.6	84.7	86.0	83.6	80.3	80.6	80.7	80.9	81.2
Teacher	*	*	*	*	*	89.1	91.4	88.4	91.7	92.4	88.5	88.0	88.1	88.4	88.5
Parent	*	96.7	90.0	*	100.0	74.1	75.9	80.9	80.2	74.9	72.2	73.1	73.4	73.5	73.9

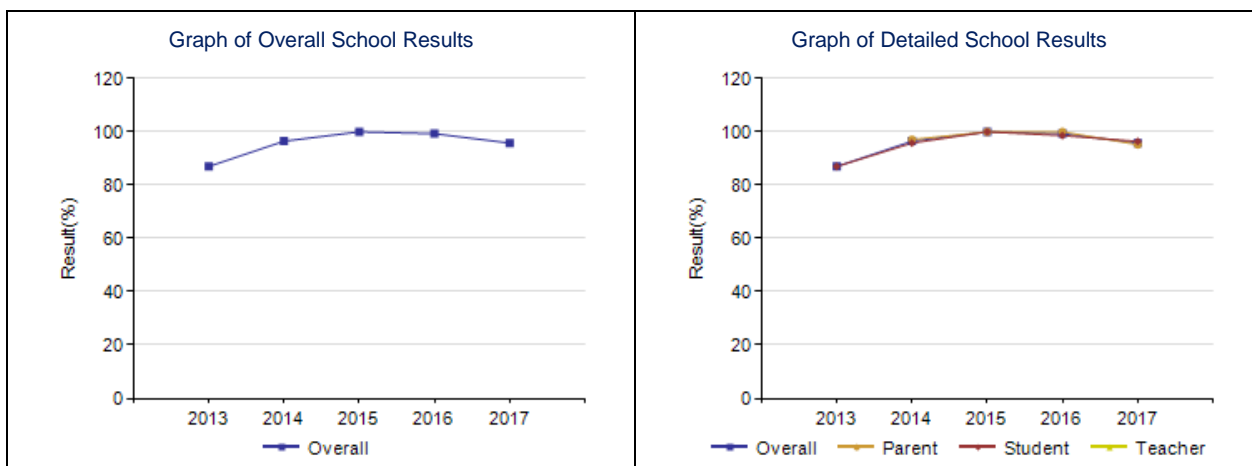


Notes:

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Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	87.0	96.5	100.0	99.3	95.8	88.1	88.1	89.0	90.0	87.9	89.8	89.2	89.5	90.1	90.1
Teacher	*	*	*	*	*	96.8	96.6	97.5	97.2	96.5	95.7	95.5	95.9	96.0	95.9
Parent	*	97.1	100.0	100.0	95.2	79.5	82.5	82.5	86.9	82.2	84.9	84.7	85.4	86.1	86.4
Student	87.0	95.8	100.0	98.6	96.4	88.0	85.1	86.9	86.0	85.1	88.7	87.3	87.4	88.0	88.1

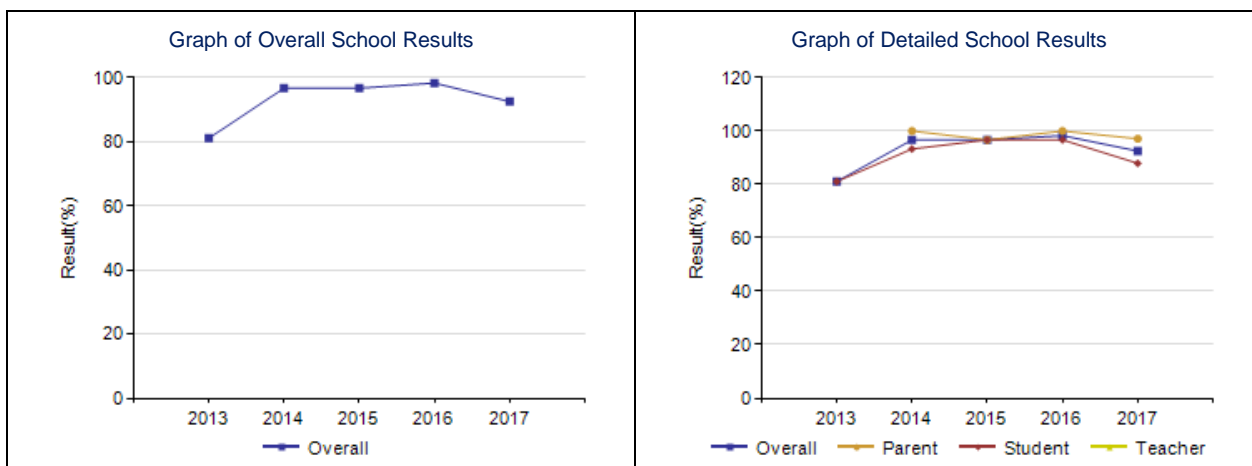


Notes:

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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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	81.1	96.7	96.7	98.3	92.5	88.0	88.2	89.5	89.5	86.9	89.0	89.1	89.2	89.5	89.5
Teacher	*	*	*	*	*	97.0	96.1	97.0	95.7	95.6	95.0	95.3	95.4	95.4	95.3
Parent	*	100.0	96.7	100.0	97.1	83.2	87.5	89.1	89.8	84.9	87.8	88.9	89.3	89.8	89.9
Student	81.1	93.3	96.7	96.7	87.9	83.8	81.0	82.3	83.1	80.2	84.2	83.1	83.0	83.4	83.3



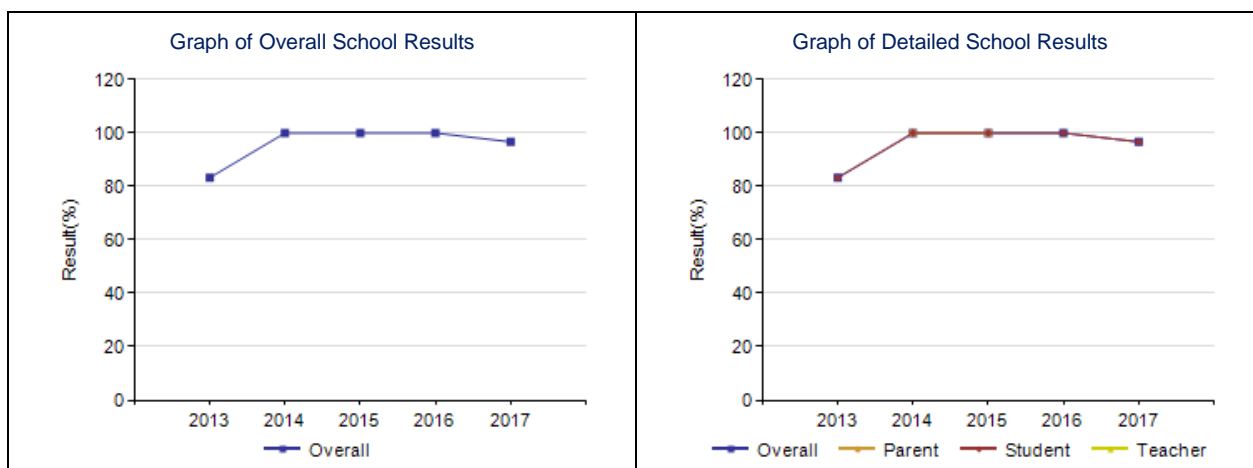
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey 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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	83.3	100.0	100.0	100.0	96.7	81.0	78.0	82.3	84.7	82.5	80.6	79.8	79.6	81.2	81.4
Teacher	*	*	*	*	*	85.0	82.1	85.8	90.3	86.5	80.9	81.3	79.8	82.3	82.2
Parent	*	100.0	100.0	*	*	75.1	74.9	80.7	82.5	80.9	77.9	77.0	78.5	79.7	80.8
Student	83.3	100.0	100.0	100.0	96.7	82.8	77.1	80.4	81.5	80.2	82.9	81.2	80.7	81.5	81.1



Notes:

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2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Budget Report

Peace River School Division No. 10

2017-2018 November 30 Fall Update

SCHOOL: Dixonville

Revenue And Allocations To Budget Center

AB ED: Base Funding	2017-2018 November 30 Fall Update	2017-2018 May Preliminary Budget
School Allocation	\$22,325	\$23,750
School Fee Allocation	\$1,400	\$1,400
Total AB ED: Base Funding	\$23,725	\$25,150
% of Revenue And Allocations To Budget Center	97%	97%

AB ED: Differential Cost Funding	2017-2018 November 30 Fall Update	2017-2018 May Preliminary Budget
FNMI Allocation: School: Current Year	\$640	\$700
FNMI Allocation Per Student: Current Year	\$40	\$40
FNMI and Aboriginal Enrolment: ECS	0 Students	3 Students
FNMI and Aboriginal Enrolment: Grade 1-12	16 Student	16 Student
Total AB ED: Differential Cost Funding	\$640	\$700
% of Revenue And Allocations To Budget Center	3%	3%

Total Revenue And Allocations To Budget Center	\$24,365	\$25,850
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Expenditures

Other Staffing Costs	2017-2018 November 30 Fall Update	2017-2018 May Preliminary Budget
School Based Certificated Sub Cost	\$2,664	\$2,664
Certified: Substitute Teacher: Daily Rate	\$222.00	\$222.00
Days of School Certified Subs	12.00 Days	12.00 Days
School Based Certificated Sub Benefits	\$266	\$266
School Based Certificated Sub Cost	\$2,664	\$2,664
Sub Teacher Benefit Rates	0.1000 Factor	0.1000 Factor
Uncertified Subs and Additional Hours	\$500	\$500
Total Other Staffing Costs	\$3,430	\$3,430
% of Expenditures	14%	13%

Contracted Services	2017-2018 November 30 Fall Update	2017-2018 May Preliminary Budget
Certificated Inservice/Reg Fees	\$2,091	\$3,536
Uncertificated Inservice/Reg Fees	\$2,044	\$2,044
Professional Fees	\$250	\$250
Postage & Phone	\$600	\$600
Advertising	\$100	\$100
Expense Reimbursement	\$2,000	\$2,000
Contracted Building Grounds Maintenance	\$500	\$500
Association Fees	\$250	\$250
Total Contracted Services	\$7,835	\$9,280
% of Expenditures	32%	36%

Supplies	2017-2018 November 30 Fall Update	2017-2018 May Preliminary Budget
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Supplies	2017-2018 November 30 Fall Update	2017-2018 May Preliminary Budget
Supplies	\$11,489	\$11,489
Library Supplies (Minimum Standard)	\$611	\$650
ECS Enrolment	9 Students	8 Students
Library Enhancement Rate	\$13.00	\$13.00
Total Head Count w/o ECS	38.00 Students	42.00 Students
Library Supplies	\$1,000	\$1,000
Total Supplies	\$13,100	\$13,139
% of Expenditures	54%	51%

Total Expenditures	\$24,365	\$25,849
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Summary

	2017-2018 November 30 Fall Update	2017-2018 May Preliminary Budget
Total Revenues and Allocations To Budget	\$24,365	\$25,850
Total Expenditures	\$24,365	\$25,849
Variance	\$0	\$1

Notes