

LLOYD GARRISON SCHOOL

“LEARNING, GROWING,
SUCCEEDING TOGETHER”



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



A proud member of Peace River School Division

Lloyd Garrison School

3 Year Education Plan 2017-20



Mrs. Estabrook

Principal: Laura Estabrook

School Council Representative: Jessica Rioux

Accountability Statement

Peace River School Division subscribes to a combined Annual Education Results Report (AERR) and Three Year Education Plan (3YEP). This report is a summary of Lloyd Garrison School's achievements for the 2016-17 school year and a Three Year Education Plan for 2017-20. 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.

Lloyd Garrison School is the best choice for education.

Mission Statement: Learning, Growing, Succeeding Together

Vision Statement: To provide opportunities for learning that foster growth and success for each individual learner.

Principal Vision Statement- To create a positive and mindful learning community in which all students can collaborate, learn and grow.

At Lloyd Garrison School we value:

Belonging: Creating mutually beneficial relationships amongst students, staff, parents and community members unites us with common goals.

Excellence in learning: Setting high expectations within a positive environment will lead to high levels of achievement.

Accountability: Ownership and accountability for one's learning and behaviour results in academic success

Respect: Treating others with kindness and dignity and caring for the learning.

Safety: We believe that a safe and caring environment creates emotional and physical safety for all.

Beliefs:

Learning: Setting high expectations within a positive environment will lead to high levels of achievement.

Safety: A safe and caring environment ensures emotional and physical safety for all.

Responsibility: Ownership and accountability for one's learning and behaviour results in continuous growth.

Respect: Treating others with kindness and dignity and caring for the learning environment fosters positive relations.

Success: Recognizing and celebrating success and achievement promotes self-confidence and self-efficacy.

Belonging: Creating mutually beneficial relationships amongst students, staff, parents and community members unites us with common goals.



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School Profile

Lloyd Garrison School is located in the northern community of Berwyn, Alberta. The population of Berwyn is approximately 200.

Enrollment (as of September 30, 2017)

Grade Level Student Population: 80

Kindergarten - 9

Grade One - 5

Grade Two – 15

Grade Three- 14

Grade Four - 7

Grade Five - 6

Grade Six – 16

Grade Seven - 4

Grade Eight - 7

Grade Nine - 7



LGS takes pride in its strong mission and vision statements and principle beliefs that guide instruction and school based decision making.

Lloyd Garrison School (LGS) offers progressive programming for kindergarten to grade nine students. Extended fine arts, options and French as Second Language (FSL) opportunities are offered in addition to basic programming. We also offer Religious Studies and German Language to our East side Mennonite students.

Lloyd Garrison School supports and promotes community partnerships. Presently utilizing space within the school facility we have the Berwyn Playschool for 3-5 year olds. The school promotes health and wellness and opens its doors to community use of the gym, as well as use of the PRSD meeting room which offers students and community members' access to state-of-art VC opportunities.

Lloyd Garrison students are leaders. Students are undertaking activities that are both rewarding and challenging and our school places a high priority on nurturing character development. Through various activities and programs our students are experiencing a character education, with a focus on values, leadership, respect and global awareness. Every effort is made in creating a culture where all students have options, support and dedication to succeed.

New initiatives for 2017:

- 1) *Growth Mindsets and 7 Habits*- This year we are focusing on 'Growth Mindsets' by demonstrating positive thinking. The book '7 Habits of Happy Kids' will be a large focus. The book lists seven habits that give students leadership qualities. They include perseverance, being proactive and working together. The principal, Mrs. Estabrook teaches a habit to classrooms each month and reviews them at monthly assemblies.
- 2) *Monthly Assemblies*- We will be having monthly assemblies to celebrate and highlight student achievement, birthdays and artist of the month.
- 3) *Jr. High Options*- We are implementing a JR. High option program that will include home ec and leadership.



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Combined 2017 Accountability Pillar Overall Summary

Measure Category	Measure	Lloyd Garrison 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	88.2	90.2	87.1	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	67.8	100.0	100.0	81.9	81.9	81.5	Low	Declined	Issue
	Education Quality	89.8	98.5	94.3	90.1	90.1	89.6	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	3.0	3.2	3.3	n/a	n/a	n/a
	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	20.0	*	n/a	73.4	73.6	73.2	Very Low	n/a	n/a
	PAT: Excellence	0.0	*	n/a	19.5	19.4	18.8	Very Low	n/a	n/a
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	95.7	50.0	50.0	82.7	82.6	81.9	Very High	Improved Significantly	Excellent
	Citizenship	83.9	85.1	82.6	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	82.6	91.2	91.2	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	80.3	88.9	94.4	81.4	81.2	80.2	High	Declined	Acceptable

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.



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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).	87.5	*	*	*	20.0	76.0	Very Low	n/a	n/a	30.0	40.0	50.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	37.5	*	*	*	0.0	5.5	Very Low	n/a	n/a	5.0	10.0	15.0

Comment on Results

- Lloyd Garrison School has a population of eighty percent ELL students.
- 2016-2017 is the first year in which a junior high (gr. 7-9) program has been offered since 2013

Strategies

- Focusing on divisional goals of Response to Intervention and Progress Monitoring. Teacher's and EA's use the RTI model
- Implementing Leveled Literacy Intervention in accordance with the Benchmark Assessment System to target reading levels and improve skills to be better prepared in test questions
- Continue 6 week evaluation check-in through utilizing grade 1 – 6 literacy and numeracy assessment tools to provide benchmarks for student programming. Working with the schools I-Coach to develop student programming.
- Facilitate grades 3 and 6 local marking sessions of written portion of SLA and ELA PAT to inform future teaching practice.
- Incorporate Instructional Coach to assist teachers in continuing with learner profiles to identify student needs as part of a continuum of supports through the Student Services Department.
- Continued development of a culture of learning within the school through collaborative learning opportunities and within the school community
- Utilizing ESL Benchmarks to guide instruction

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 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).
- 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)

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	63.4	n/a	80.0	85.1	83.9	88	Very High	Maintained	Excellent	85	88	90
Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	12.5	n/a	n/a	50.0	95.7	62	Very High	Improved Significantly	Excellent	96	97	98

Comment on Results

(an assessment of progress toward achieving the target)

Numbers reflect emphasis on having students involved in community, working with Seniors (Autumn Lodge) and promoting leadership within school activities.

Lloyd Garrison school implements 'Bear Paw' awards that credit students for achievement and being a LGS school community member.

Grade 3 students are currently included in 3 Year Student Learner Assessment that will provide achievement results in 2018.

Strategies

Teaching staff model lifelong learning skills through PD.

Students encouraged to identify career possibilities and to complete school.

Within mixed grade setting, students are learning how to engage and work alongside multi-age peers, building long-term relationships.

Students involved in various citizenship activities: working with Autumn Lodge and other local businesses, leadership skills developed through Healthy Active Schools and multi-age activities, identifying career interests with options (cooking, sewing, technology, music, art and drama).

Monthly Assemblies to highlight student achievement and community involvement.

Monthly Assemblies include a "Golden Sneaker" award which is an award given to a teacher from a teacher for their educational leadership.

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 (*).



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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 2017	Evaluation			Targets		
	2013	2014	2015	2016	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)

The school considers the success of FNMI students to be of great importance and we will make every effort to promote success for all students at Lloyd Garrison School, within achieving and promoting lifelong learning through attaining optimal academic and social skills.

Strategies

- Differentiating Instruction – Students are taught at their level, regardless of grade placement
- Response to Intervention (RTI) – frequent assessments and individualizing instruction based on the assessment results
- Work with Alberta Health Services to connect with community
- Implement culturally relevant literature and activities (Orange Shirt Day, Handgames, FNMI Day)
- Tie-in with Western Cree, Duncan First Nations Elders, YES Workers and FNMI Steering Committee

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 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.	70.0	n/a	84.0	90.2	88.2	84	Very High	Maintained	Excellent	88	90	92

Comment on Results

(an assessment of progress toward achieving the target)

Increase in student population at Lloyd Garrison School, implementation of junior high program (grades 7-9)
Many strategies were used to ensure high levels of success.

Strategies

- Monthly assemblies to highlight student achievement, community involvement, leadership. Promote positive school culture.
- Communicate key messages in the school newsletter
- Maintain safe and caring through utilizing Youth Education Support Workers and Positive Behavior Supports
- Focusing on Steven Covey's '7 Habits of Happy Kids' to promote problem solving skills
- School wide focus on growth mindsets and the power of positive thinking
- Junior High leadership class-in charge of planning many school wide events such as the winter carnival, track meet and bake sales.

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.



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.	60.3	n/a	n/a	100.0	67.8	80	Low	Declined	Issue	85	90	95

Comment on Results

(an assessment of progress toward achieving the target)

Increase in student population at Lloyd Garrison School, implementation of junior high program (grades 7-9) Increased enrollment in September 2016.

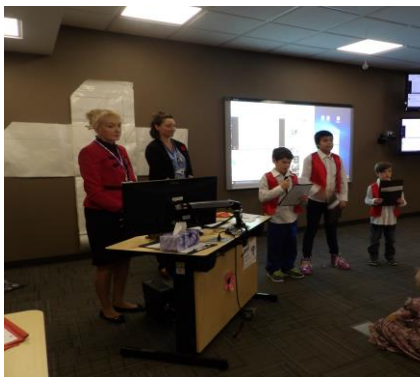
With the increase in population, the new students in the East wing of LGS do not have access technology due cultural parameters that have been expressed by the Mennonite community. There may be dissatisfaction within the community regarding access to technology.

Strategies

- The PAC is looking to purchase fiddles and band equipment for the students on the West side, to implement a band Program. They are currently using 'bells' as their instrument in band, and will be making tours at Christmas time to the Autumn Lodge to present.
- The Mennonite community approved the motion of installing smart boards for classroom use. Staff and students are looking forward to implementing this piece of technology.
- The junior high program has implemented an options program. Their key focus is Leadership which will include planning school events, organizing, and fundraising efforts. Their options will also include textiles, STEM and art. A continued effort to expand students' option opportunities will be explored.
- Continuing to access more community members and their expertise will enhance the broad program of studies.
- Increase parent communication through weekly e-mail, Facebook/Twitter, phone calls, newsletters, workshops and invitations for parents to be included in assemblies and classroom activities.
- Through increased technology activities (VC, Student Blogs, computer coding), art endeavors (tapping into local artists), utilizing local sports facilities, and continued focus on work preparation options (cooking, sewing, robotics, drama) students will be exposed to a broad program of studies.
- Use learning technology grant to install smartboards and purchase new I-Pads/cases.

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.



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

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	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.	43.8	n/a	100.0	88.9	80.3	79	High	Declined	Acceptable	80	82	85
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	48.7	n/a	n/a	91.2	82.6	70	Very High	Maintained	Excellent	83	85	87
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	65.0	n/a	90.0	98.5	89.8	85	Very High	Maintained	Excellent	90	92	94

Comment on Results

(an assessment of progress toward achieving the target)

Increase in student population at Lloyd Garrison School, implementation of junior high program (grades 7-9) Increased enrollment in September 2016.

Strategies

- Open door policy welcoming parents into school.
- Communication of academic achievement within the school in the newsletter on a regular basis and inviting parents to attend assemblies.
- Increased parent and community interaction through weekly e-mail updates, phone calls and increased communication through website/Facebook/newsletter.
- Playschool offered within school space.
- Continue utilizing learning coach as capacity builder for supporting inclusive education
- LGS Christmas Dinner and Silent Auction will bring in member from the community

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.



Outcome Six: Positive Safety Attitudes

Local Outcome Six: Positive safety attitudes

Outcome: Communicate and Celebrate the Importance of Safety to all Stakeholders

Performance Measures	Result		Targets			
	2016	2017	2017	2018	2019	2020
All Hazard Assessments for identified positions shall be completed by June 30, 2018						
Percentage of Sites that show an increase in reported incidents and near misses on PSW						
Target of 80% of sites that successfully provided safety education/activities monthly between the months of August through June.						
Target of 80% of sites that successfully incorporate key safety messages into communication plan.						

Comment on Results

Number of sites that successfully provided safety education activities throughout the school year exceeded targets and rests at 92.6%.
Number of sites that successfully incorporated key safety messages into communication plan exceeded targets and rests at 96.0%.

Strategies

- The divisional Health and Safety Manual which includes awareness and compliance of occupational Health and Safety Legislation will be reviewed by the Safety Advisory Committee and maintained annually.
- Provide resources to focus and guide reaching compliance with the Health and Safety Manual.
- Sites will provide meaningful, on-going education/activities for students and staff on a monthly basis with direction, support, and resources from the division that are incorporated into staff PD and align with student activities.
- Promote and communicate the value of Public School Works as a tool for Health and Safety.
- Monthly safety messages from September through June will be divisionally developed for sites.
- Sites will incorporate key safety messages into their communications and activities, as appropriate for their context and audience.
- Safety and Wellness Coordinator will meet with principals to provide support and direction on safety matters.



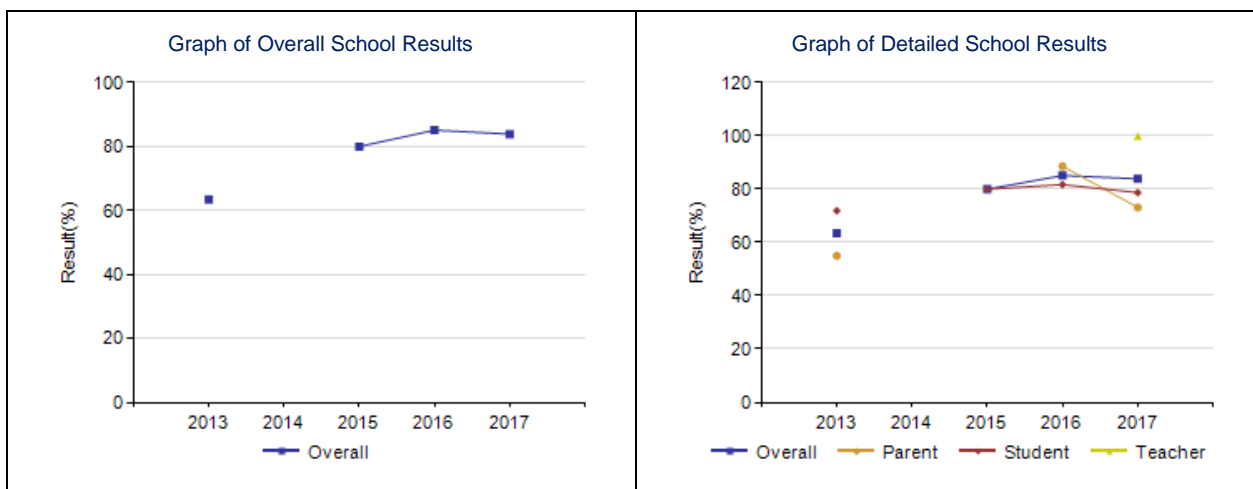
APPENDIX – Measure Details

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



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	63.4	n/a	80.0	85.1	83.9	81.7	80.0	83.0	84.3	82.0	83.4	83.4	83.5	83.9	83.7
Teacher	*	*	*	*	100.0	95.3	94.2	96.1	96.0	95.1	93.6	93.8	94.2	94.5	94.0
Parent	55.0	*	*	88.6	73.1	73.8	77.4	80.3	82.8	78.3	80.3	81.9	82.1	82.9	82.7
Student	71.9	n/a	80.0	81.7	78.7	76.1	68.4	72.6	74.2	72.6	76.2	74.5	74.2	74.5	74.4

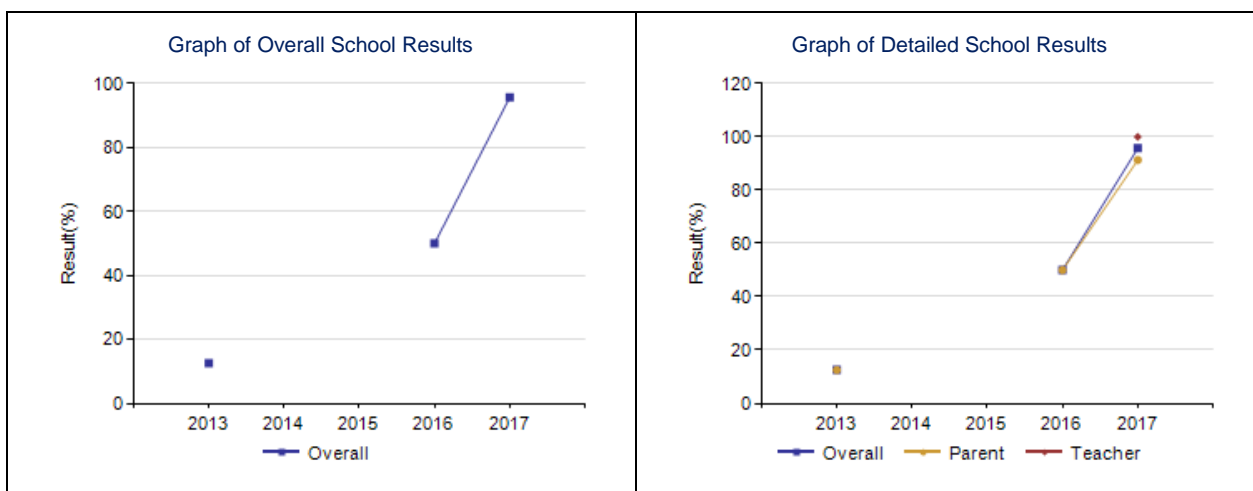


Notes:

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.

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	12.5	n/a	n/a	50.0	95.7	77.2	84.2	85.3	85.6	82.7	80.3	81.2	82.0	82.6	82.7
Teacher	*	*	*	*	100.0	93.1	95.0	93.5	96.0	94.3	89.4	89.3	89.7	90.5	90.4
Parent	12.5	*	n/a	50.0	91.3	61.3	73.4	77.1	75.2	71.1	71.1	73.1	74.2	74.8	75.1



Notes:

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

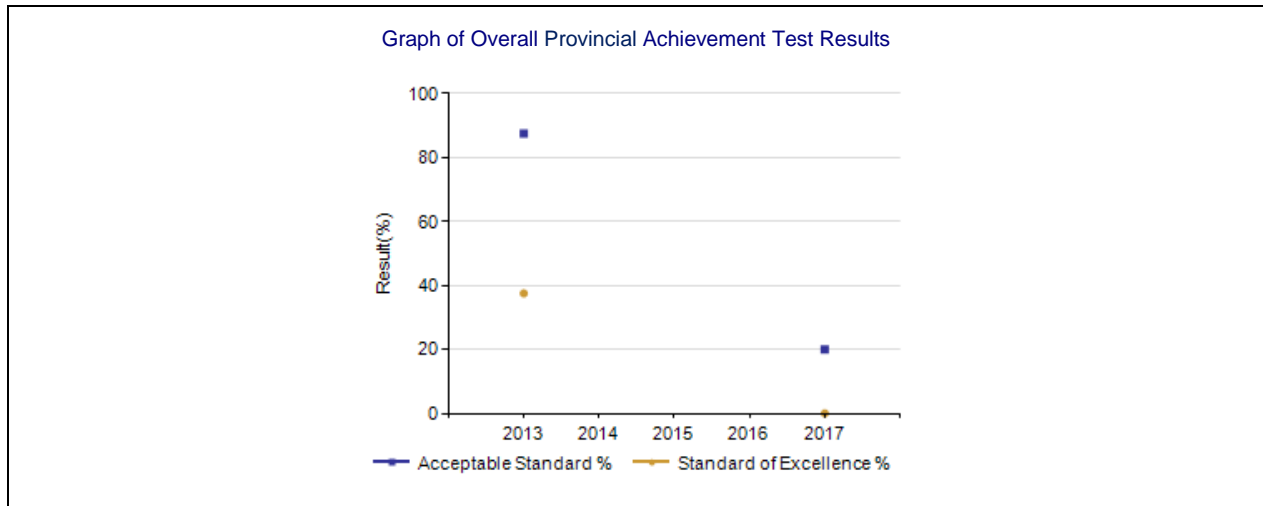
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	83.3	33.3	*	*	*	*	*	*	28.6	0.0		
	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	83.3	33.3	*	*	*	*	*	*	0.0	0.0		
	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	100.0	50.0	*	*	*	*	*	*	0.0	0.0		
	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	83.3	33.3	*	*	*	*	*	*	0.0	0.0		
	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	n/a	n/a	n/a	n/a	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	n/a	n/a	n/a	n/a	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	n/a	n/a	n/a	n/a	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	n/a	n/a	n/a	n/a	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 (*).

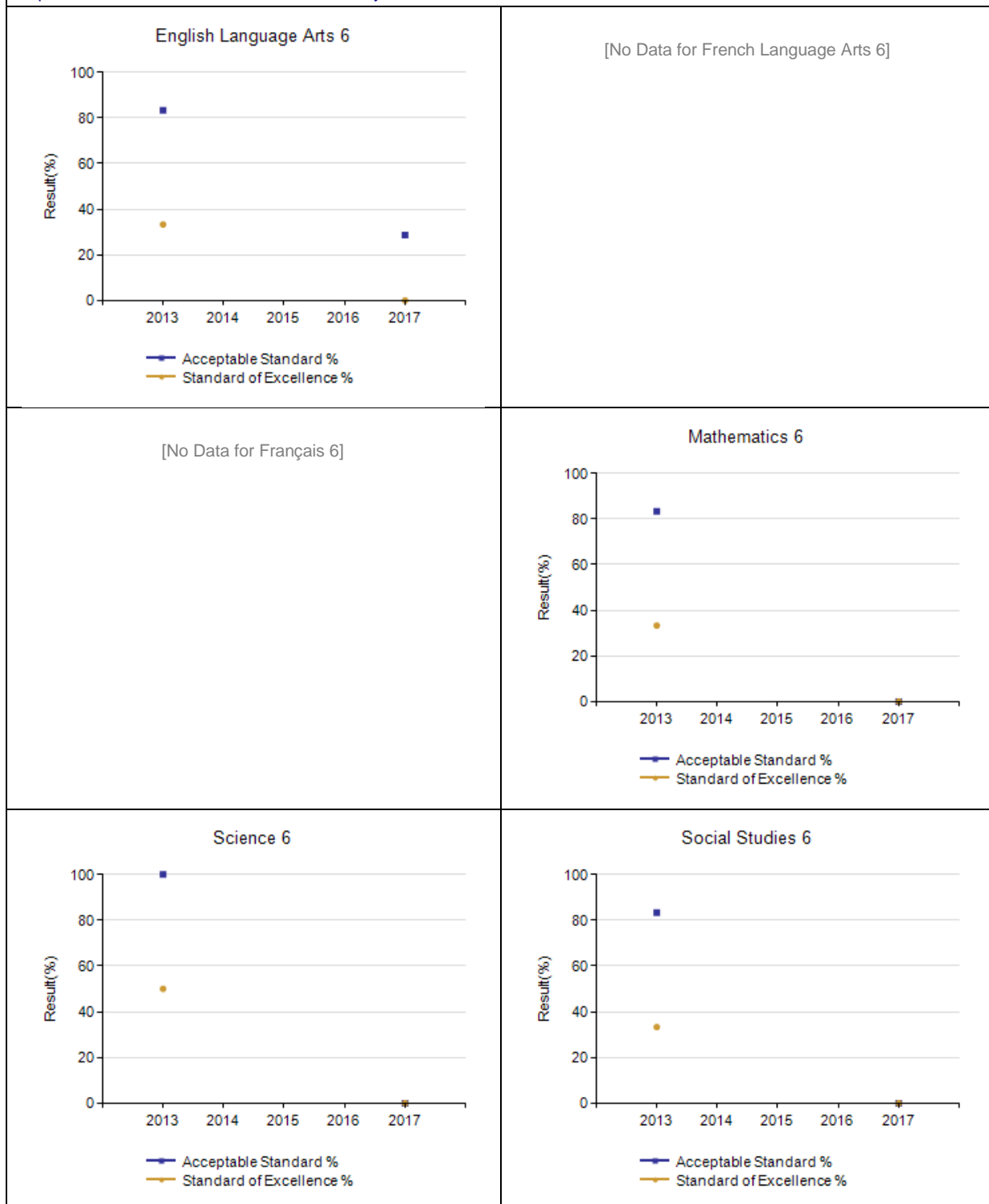
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution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



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.

Graph of Provincial Achievement Test Results by Course



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.

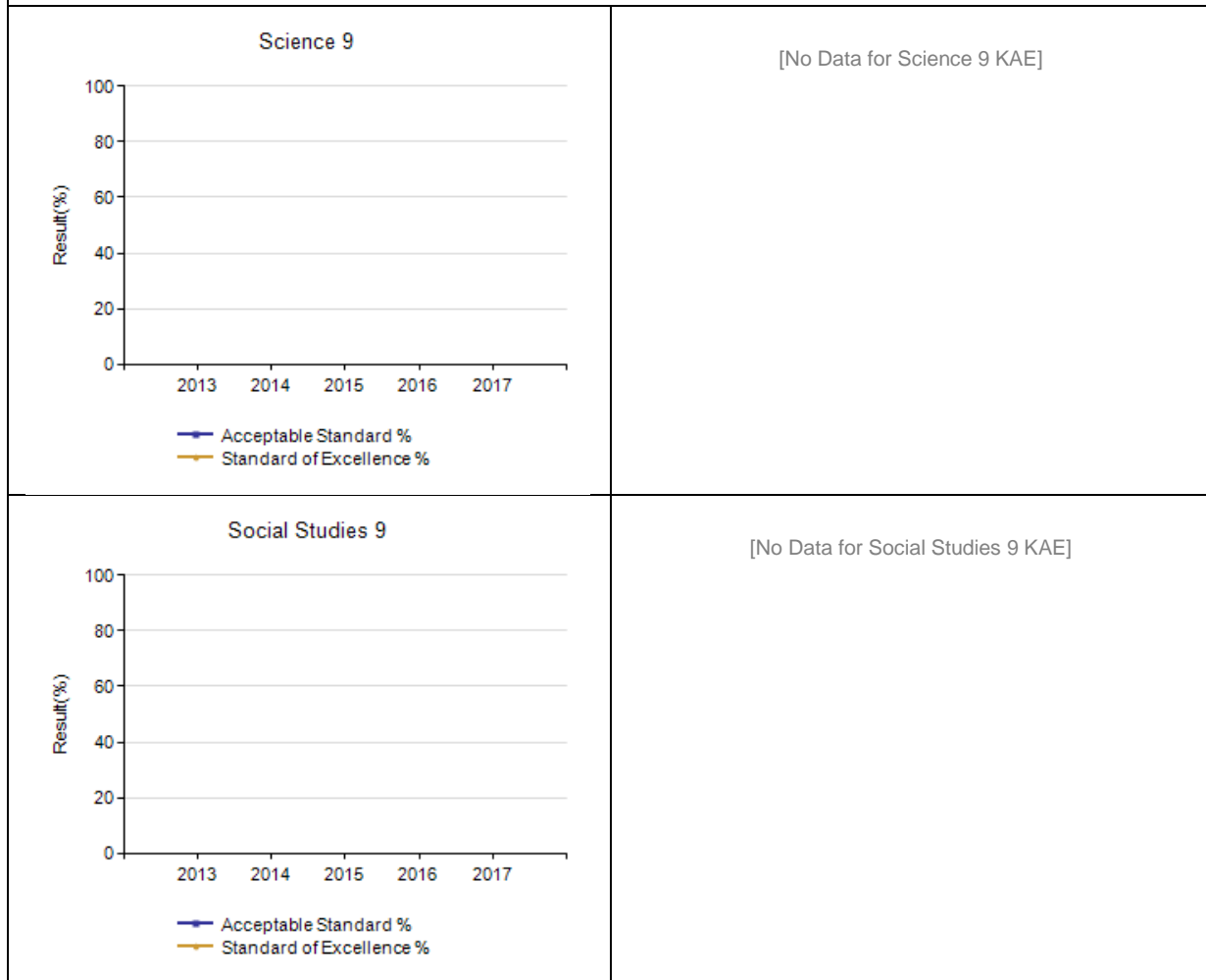
Graph of Provincial Achievement Test Results by Course

<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:

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.

Graph of Provincial Achievement Test Results by Course



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

		Lloyd Garrison 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	Very Low	n/a	n/a	7	28.6	n/a	n/a	49,572	82.5	46,989	82.5
	Standard of Excellence	Very Low	n/a	n/a	7	0.0	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	Very Low	n/a	n/a	6	0.0	n/a	n/a	49,507	69.4	46,906	73.0
	Standard of Excellence	Very Low	n/a	n/a	6	0.0	n/a	n/a	49,507	12.6	46,906	14.5
Science 6	Acceptable Standard	Very Low	n/a	n/a	6	0.0	n/a	n/a	49,501	76.9	46,914	76.7
	Standard of Excellence	Very Low	n/a	n/a	6	0.0	n/a	n/a	49,501	29.0	46,914	25.8
Social Studies 6	Acceptable Standard	Very Low	n/a	n/a	6	0.0	n/a	n/a	49,485	72.9	46,903	70.5
	Standard of Excellence	Very Low	n/a	n/a	6	0.0	n/a	n/a	49,485	21.7	46,903	18.9
English Language Arts 9	Acceptable Standard	*	*	*	5	*	n/a	n/a	45,487	76.8	43,746	76.3
	Standard of Excellence	*	*	*	5	*	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	*	*	*	5	*	n/a	n/a	45,020	67.2	43,295	66.7
	Standard of Excellence	*	*	*	5	*	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	*	*	*	5	*	n/a	n/a	45,445	74.0	43,808	73.8
	Standard of Excellence	*	*	*	5	*	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	*	*	*	5	*	n/a	n/a	45,484	67.0	43,722	65.1
	Standard of Excellence	*	*	*	5	*	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

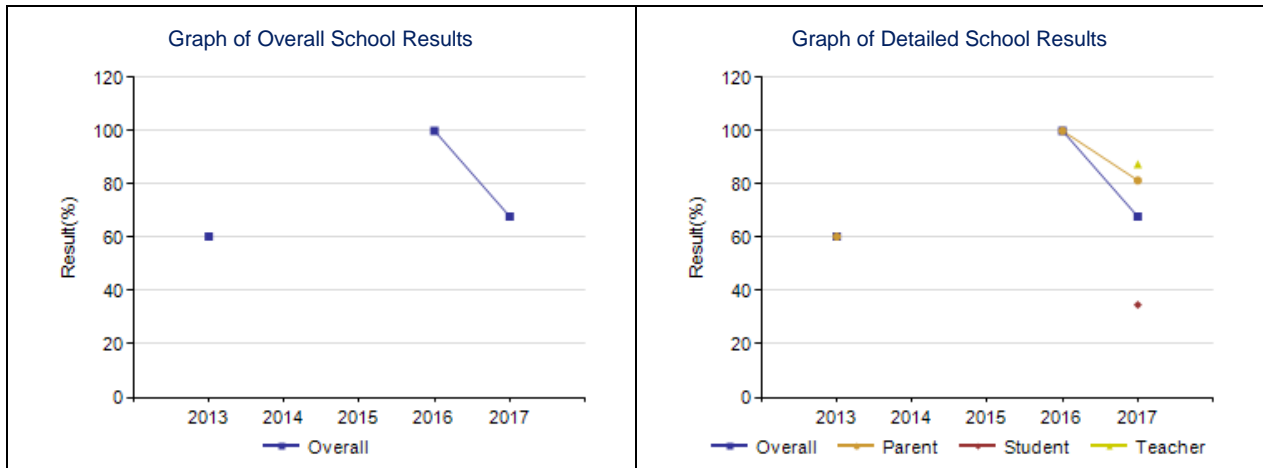
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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	60.3	n/a	n/a	100.0	67.8	75.2	76.7	77.9	80.4	78.6	81.5	81.3	81.3	81.9	81.9
Teacher	*	*	*	*	87.5	83.1	85.2	86.2	88.2	89.5	87.9	87.5	87.2	88.1	88.0
Parent	60.3	*	*	100.0	81.4	72.6	76.8	79.8	82.8	76.5	78.9	79.9	79.9	80.1	80.1
Student	n/a	n/a	n/a	n/a	34.7	69.9	68.0	67.7	70.1	69.7	77.8	76.6	76.9	77.5	77.7



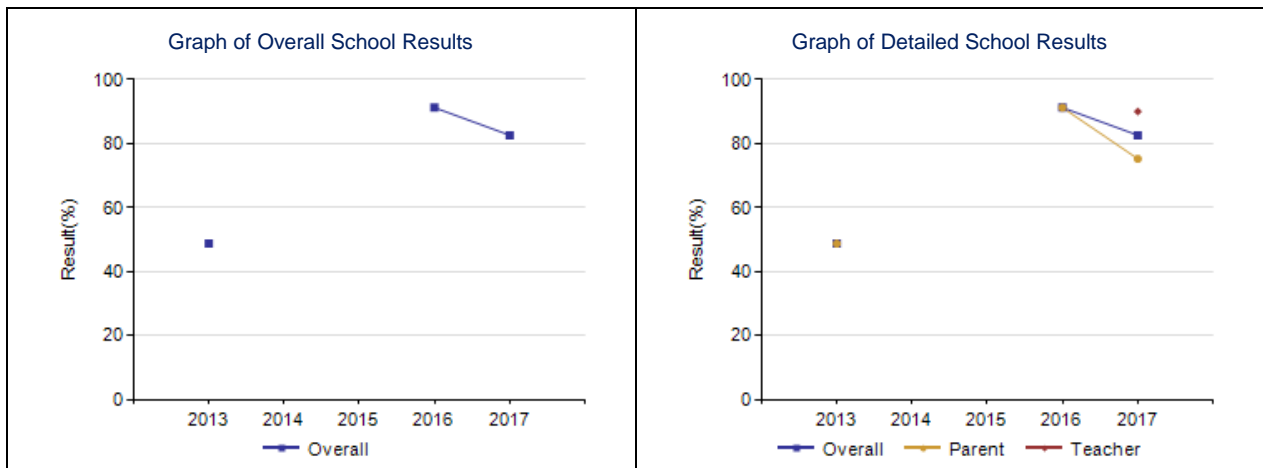
Notes:

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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	48.7	n/a	n/a	91.2	82.6	81.6	83.6	84.7	86.0	83.6	80.3	80.6	80.7	80.9	81.2
Teacher	*	*	*	*	90.0	89.1	91.4	88.4	91.7	92.4	88.5	88.0	88.1	88.4	88.5
Parent	48.7	*	n/a	91.2	75.2	74.1	75.9	80.9	80.2	74.9	72.2	73.1	73.4	73.5	73.9

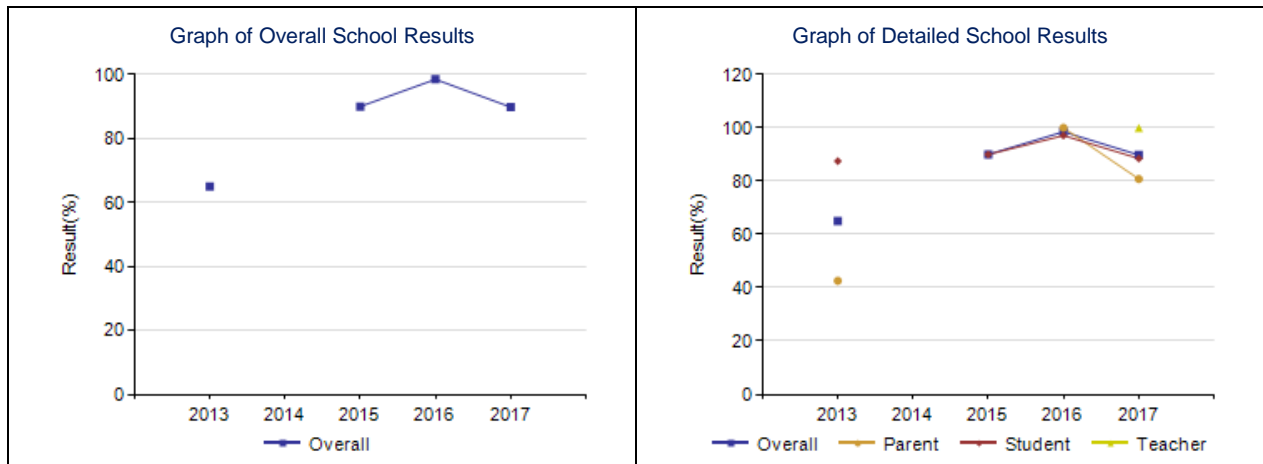


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Education Quality – Measure Details

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	65.0	n/a	90.0	98.5	89.8	88.1	88.1	89.0	90.0	87.9	89.8	89.2	89.5	90.1	90.1
Teacher	*	*	*	*	100.0	96.8	96.6	97.5	97.2	96.5	95.7	95.5	95.9	96.0	95.9
Parent	42.6	*	*	100.0	80.8	79.5	82.5	82.5	86.9	82.2	84.9	84.7	85.4	86.1	86.4
Student	87.5	n/a	90.0	97.1	88.5	88.0	85.1	86.9	86.0	85.1	88.7	87.3	87.4	88.0	88.1

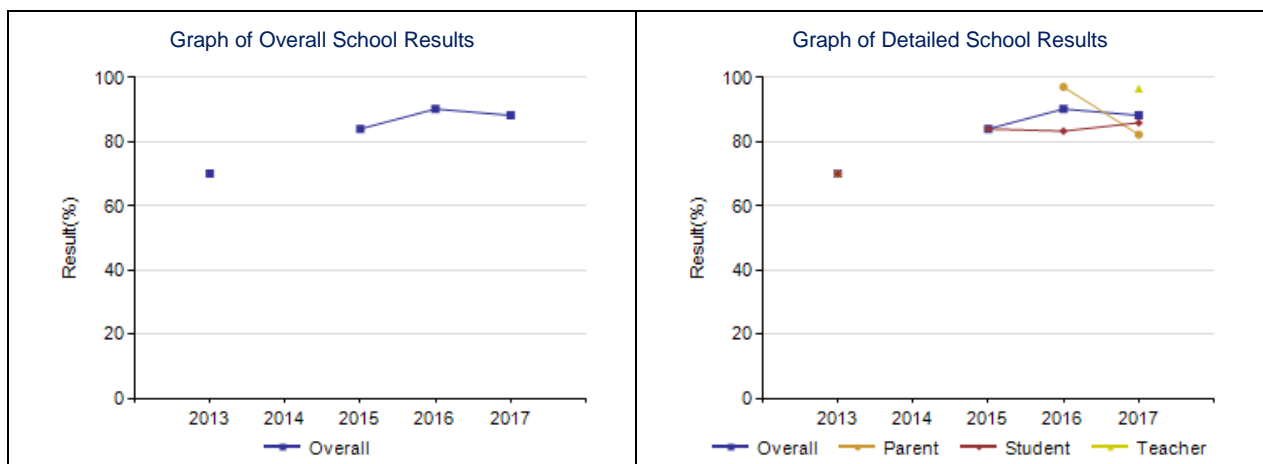


Notes:

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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	70.0	n/a	84.0	90.2	88.2	88.0	88.2	89.5	89.5	86.9	89.0	89.1	89.2	89.5	89.5
Teacher	*	*	*	*	96.6	97.0	96.1	97.0	95.7	95.6	95.0	95.3	95.4	95.4	95.3
Parent	70.0	*	*	97.1	82.2	83.2	87.5	89.1	89.8	84.9	87.8	88.9	89.3	89.8	89.9
Student	70.0	n/a	84.0	83.3	85.9	83.8	81.0	82.3	83.1	80.2	84.2	83.1	83.0	83.4	83.3



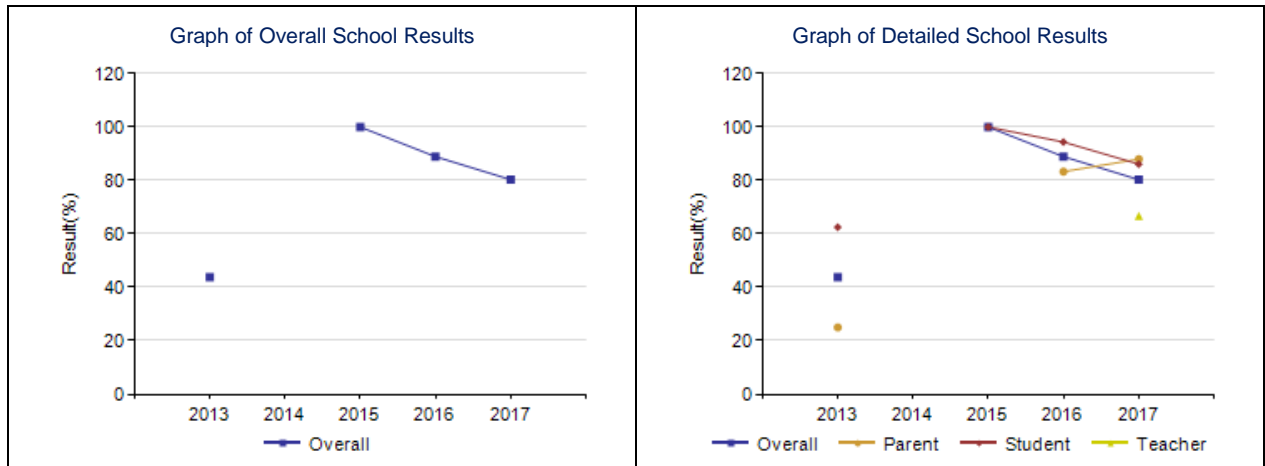
Notes:

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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	43.8	n/a	100.0	88.9	80.3	81.0	78.0	82.3	84.7	82.5	80.6	79.8	79.6	81.2	81.4
Teacher	*	*	*	*	66.7	85.0	82.1	85.8	90.3	86.5	80.9	81.3	79.8	82.3	82.2
Parent	25.0	*	n/a	83.3	88.0	75.1	74.9	80.7	82.5	80.9	77.9	77.0	78.5	79.7	80.8
Student	62.5	n/a	100.0	94.4	86.1	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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Budget Report

Peace River School Division No. 10
2017-2018 November 30 Fall Update

SCHOOL: Lloyd Garrison School

Revenue And Allocations To Budget Center

AB ED: Base Funding	2017-2018 November 30 Fall Update	2017-2018 May Preliminary Budget
Total AB ED: Base Funding	\$28,345	\$38,420
% of Revenue And Allocations To Budget Center	100%	100%

AB ED: Differential Cost Funding	2017-2018 November 30 Fall Update	2017-2018 May Preliminary Budget
Total AB ED: Differential Cost Funding	\$120	\$0
% of Revenue And Allocations To Budget Center	0%	0%

Total Revenue And Allocations To Budget Center	\$28,465	\$38,420
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Expenditures

Other Staffing Costs	2017-2018 November 30 Fall Update	2017-2018 May Preliminary Budget
School Based Certificated Sub Cost	\$5,550	\$5,550
Certified: Substitute Teacher: Daily Rate	\$222.00	\$222.00
Days of School Certified Subs	25.00 Days	25.00 Days
School Based Certificated Sub Benefits	\$555	\$555
School Based Certificated Sub Cost	\$5,550	\$5,550
Sub Teacher Benefit Rates	0.1000 Factor	0.1000 Factor
Uncertified Subs and Additional Hours	\$1,000	\$1,000
Total Other Staffing Costs	\$7,105	\$7,105
% of Expenditures	25%	18%

Contracted Services	2017-2018 November 30 Fall Update	2017-2018 May Preliminary Budget
Certificated Inservice/Reg Fees	\$2,500	\$3,000
Uncertificated Inservice/Reg Fees	\$700	\$1,200
Professional Fees	\$0	\$35
Postage & Phone	\$500	\$500
Advertising	\$100	\$100
Expense Reimbursement	\$1,000	\$3,000
Field Trips	\$1,000	\$1,000
Contracted Equipment & Vehicle Maintenance	\$1,000	\$1,000
Association Fees	\$0	\$35
Total Contracted Services	\$6,800	\$9,870
% of Expenditures	24%	26%

Supplies	2017-2018 November 30 Fall Update	2017-2018 May Preliminary Budget
Supplies	\$10,968	\$16,000
Library Supplies (Minimum Standard)	\$1,092	\$1,417
ECS Enrolment	8 Students	5 Students
Library Enhancement Rate	\$13.00	\$13.00
Total Head Count w/o ECS	76.00 Students	104.00 Students

Supplies	2017-2018 November 30 Fall Update	2017-2018 May Preliminary Budget
Library Supplies	\$1,500	\$2,000
Furniture & Equipment	\$1,000	\$2,028
Total Supplies	\$14,560	\$21,445
% of Expenditures	51%	56%

Total Expenditures	\$28,465	\$38,420
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Summary

	2017-2018 November 30 Fall Update	2017-2018 May Preliminary Budget
Total Revenues and Allocations To Budget	\$28,465	\$38,420
Total Expenditures	\$28,465	\$38,420