



**ANNUAL EDUCATION
RESULTS REPORT
2023-2024**



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MESSAGE FROM THE PRINCIPAL

At Lloyd Garrison School we believe that all students can learn, grow, and be successful. Our priority is to provide a rich, cultural learning environment that reflects this belief. Through quality instruction based on strong connections with our community and families, we provide learning opportunities that prepare our graduates with the knowledge, skills, and attitudes necessary for life after school. I am proud to lead such a dynamic and dedicated team that truly embodies the divisional goal of learning together, success for all.

Keran Munch
Lloyd Garrison School Principal





ABOUT LLOYD GARRISON SCHOOL

Lloyd Garrison School is a K-12 public school that provides students opportunities to participate in German language instruction, religious studies, and Mennonite cultural activities. All of this is in addition to quality instruction based on the Alberta program of studies by our dedicated staff. Literacy and numeracy goals are given top priority and students with extra learning needs are provided with extra intervention time by trained and qualified staff. We provide a rich learning environment that focuses on inclusion and meeting the needs of all students.

We are located in the community of Berwyn, Alberta located 25 minutes west of Peace River, Alberta. We provide a variety of opportunities for students to engage in community activities strengthening our commitment to citizenship. Families are engaged in the learning process and we believe in fostering a family and community based education approach.

OUR MOTTO

Learning, Growing,
Succeeding (LGS)
Together

OUR MISSION

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

2023-2024 ANNUAL EDUCATION RESULTS REPORT

LLOYD GARRISON SCHOOL

This report provides an overall summary of the progress made with the three goals in our 3-Year Education Plan. It also identifies priority areas of emphasis for ongoing work. This report shares local, divisional, and Alberta Education data that align with the education plan's performance measures. These measures collectively serve as indicators of success for the three strategic goals centred on literacy development, numeracy development, and inclusionary practices.

The **local-level (LGS/PRSD) data** shared in this report include the following:

Literacy: Early Years Assessments to assess for students considered at risk, **Fountas & Pinnell (F&P Benchmark Data from Grades 1-8, Reading Comprehension Assessment Tool (RCAT) Data for Grades 4-12, Divisional Report Card Data, and Divisional Survey Results Regarding Literacy Achievement;**

Numeracy: Early Years Assessments to assess for students considered at risk, **Math Intervention/Programming Instrument (MIPI) Data for Grades 2-10, Numeracy Common Assessment Tool (NCAT) Data for Grades 1-9, Divisional Report Card Data, and Divisional Survey Results Regarding Numeracy Achievement;**

Inclusionary Practices: Divisional Data Regarding Programming for Special Needs students, Divisional Data Regarding Student Absenteeism, and Divisional Survey Results Regarding Inclusionary Practices.

The **Provincial-level Alberta Education data** in this report include the following:

Literacy: Provincial Achievement Tests (PATs) Results for Grades 6 & 9 and Diploma Exam (DIPs) Results;

Numeracy: Provincial Achievement Tests (PATs) Results for Grades 6 & 9 and Diploma Exam (DIPs) Results;

Inclusionary Practices: Alberta Education Assurance Measures.

SCHOOL GOAL ONE:

ALL STUDENTS ARE LITERATE

OUTCOME:

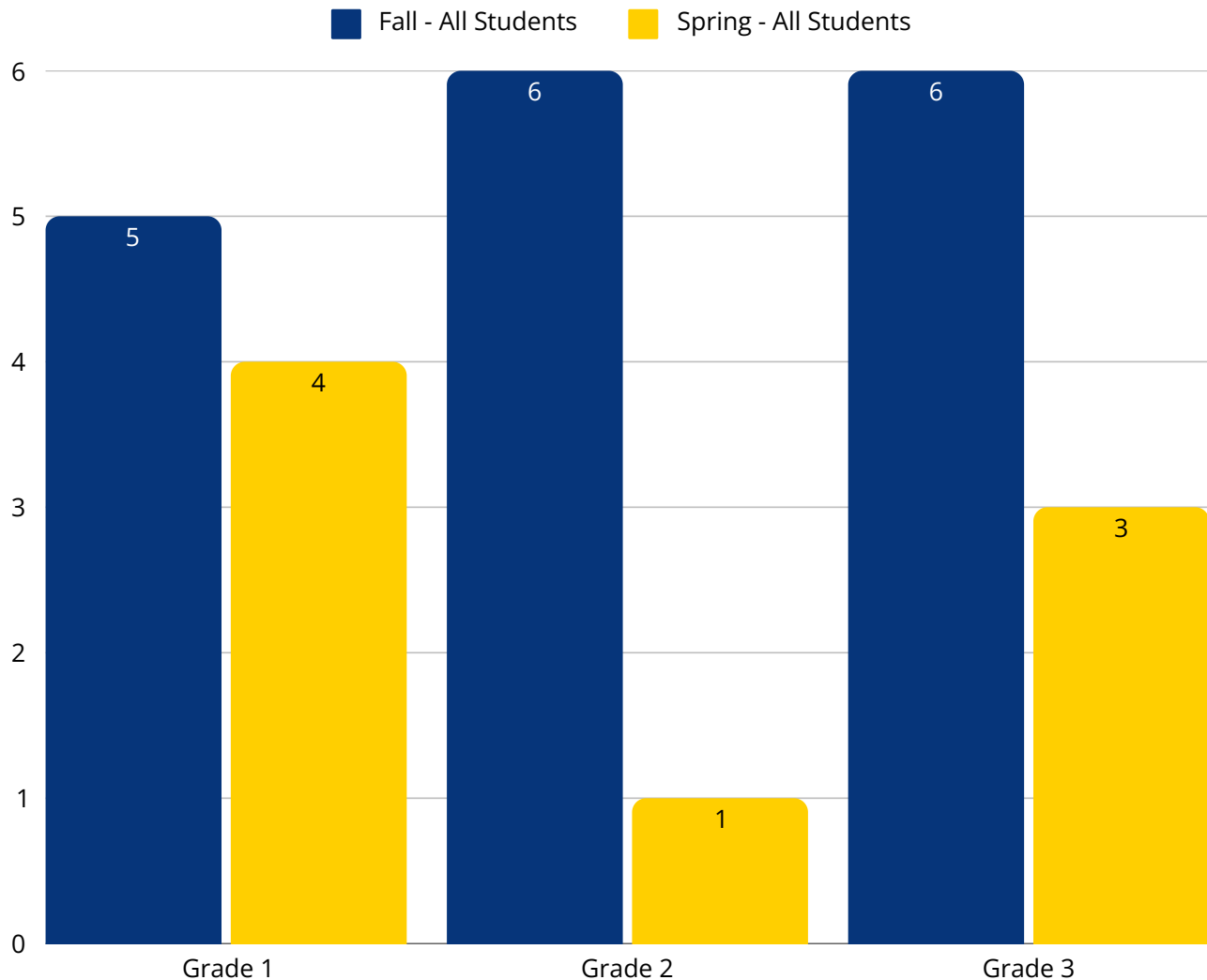
ALL STUDENTS ARE READING AND WRITING AT OR ABOVE GRADE LEVEL OR MEETING THEIR INDIVIDUALIZED PROGRAM GOALS.

Our school and our division have invested significantly in the acquisition of Fountas and Pinnell resources for Grades 1-8 to allow teachers to complete Running Records at key times throughout the year to measure students' overall progress in reading and make informed decisions regarding targeted instruction. We also use the Reading Comprehension Assessment Tool (RCAT) to measure growth over time, and these assessments complement other PRSD and Alberta Education literacy assessments in providing a more comprehensive picture of how well our students are learning to read and write.

Our staff includes highly trained and dedicated literacy instructors. Working in collaboration with the Program Coordinator for Literacy we provide extensive supports for literacy instruction. Furthermore, the Division's **Literacy Framework** provides excellent guidance, resources and overall supports to teachers in their work to effectively teach reading and writing so that all LGS students are meeting program expectations.

LITERACY ACHIEVEMENT RESULTS

Early Years Assessments - Number of Students Considered at Risk



Summary

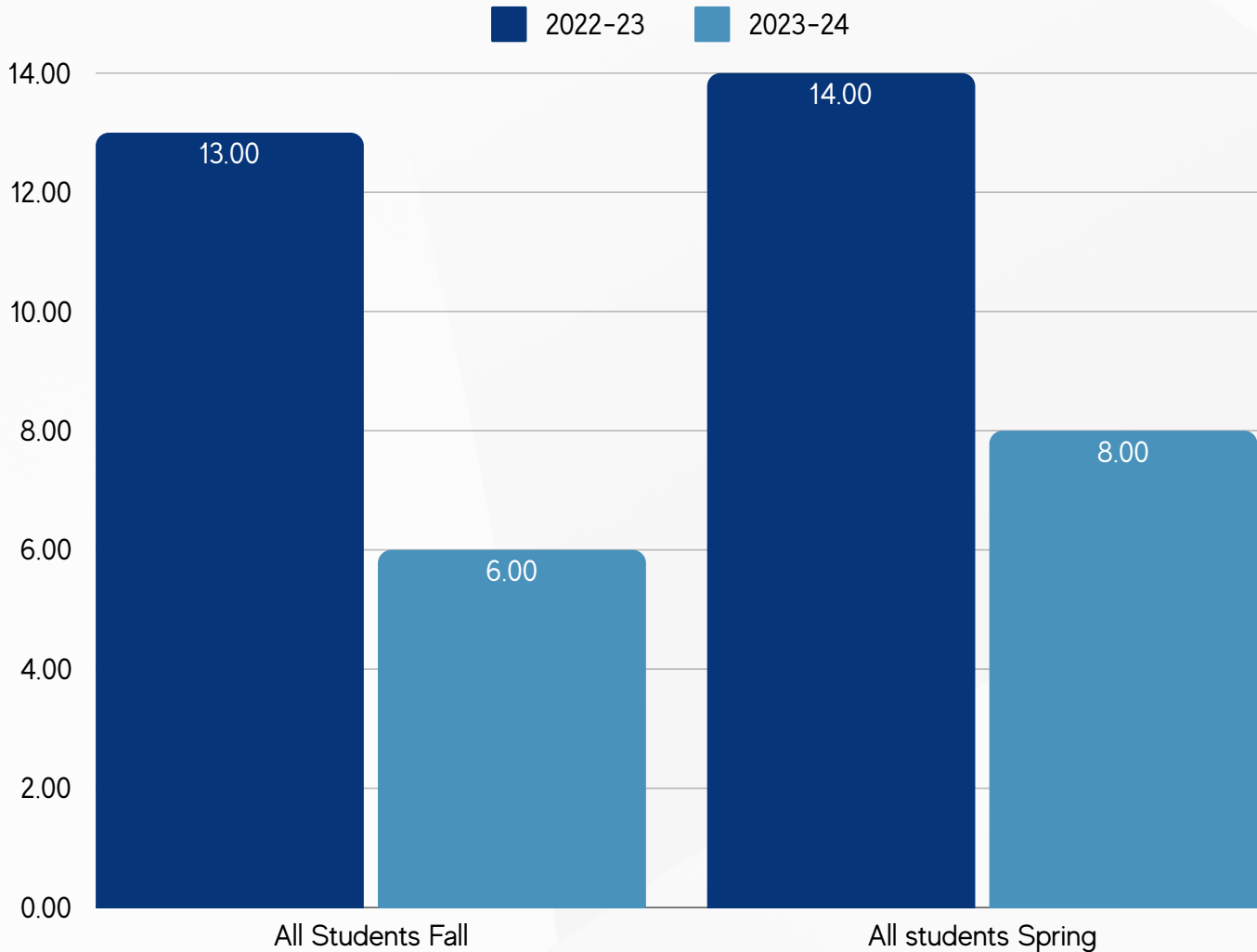
The Elk Island Catholic Schools Phonological Assessment (EICS PA) is a screening tool that assesses students' knowledge in various areas of phonological awareness and phonics. It was adapted from various assessments, including Heggerty's Phonemic Awareness Skills Screener Assessments, the Letter Name-Sound (LeNS) and Castles and Coltheart 3 (CC3) assessments, the Reading Readiness Screening Tool (RRST), and Kilpatrick's Phonological Awareness Screening Test (PAST).

All students in Grades 1, 2 and 3 identified as at-risk at the end of the 2022-23 school year, completed the EICS PA assessment. Results indicate a significant decrease in the number of students identified as at risk at the end of the 2023-24 school year.

LITERACY ACHIEVEMENT RESULTS

LGS Fountas & Pinnell BAS I and II Data

Meeting and Mastery (Number of Students)



Summary

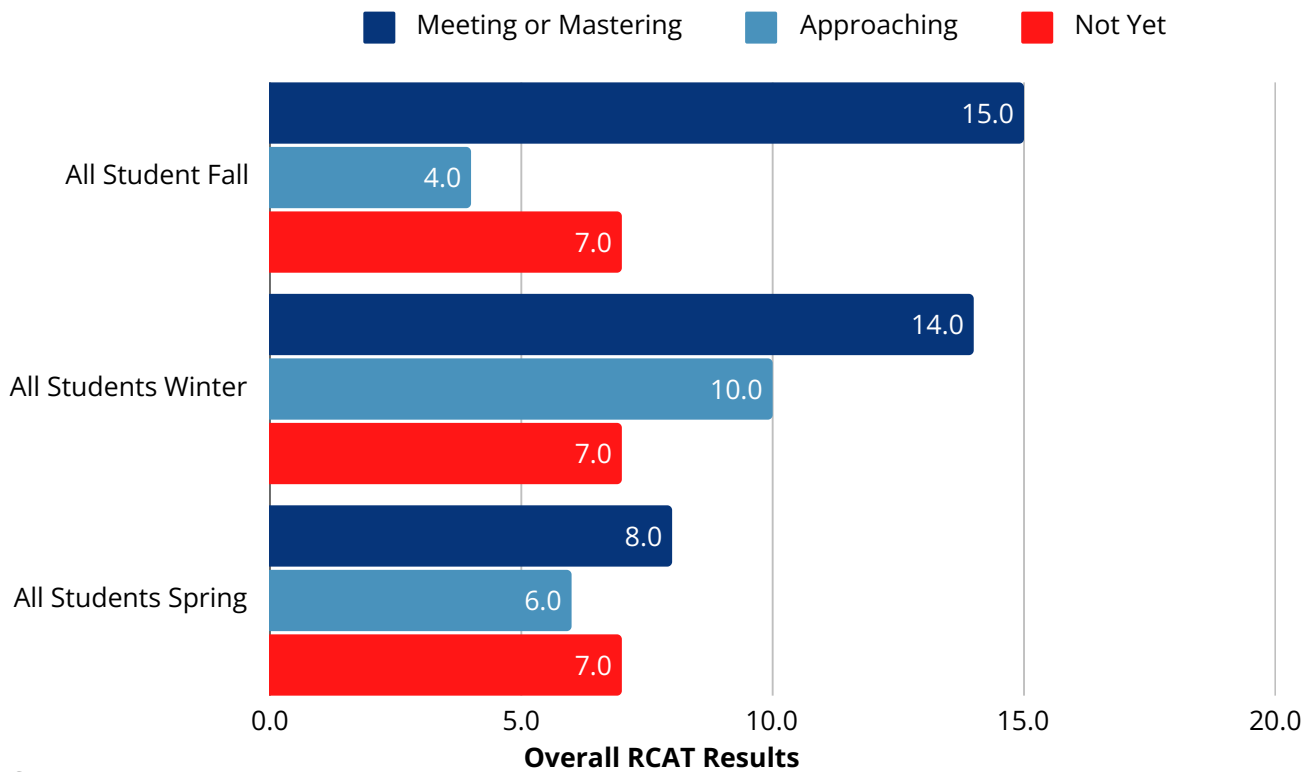
The F & P Benchmark Assessment System has established expected reading levels at each grade level that increase from the beginning of the school year to the end. As such, any increase in reading performance from the Fall to the Spring represents significant growth.

While our students continue to test below desirable levels, we continue to see growth from fall to spring. Much of our student population are ESL and we are committed to continuing our important work in this area.

About Fountas & Pinnell BAS I and II Data

LITERACY ACHIEVEMENT RESULTS

Reading Comprehension Assessment Tool (RCAT) 2023-2024 Overall Results (Number of Students)



Summary

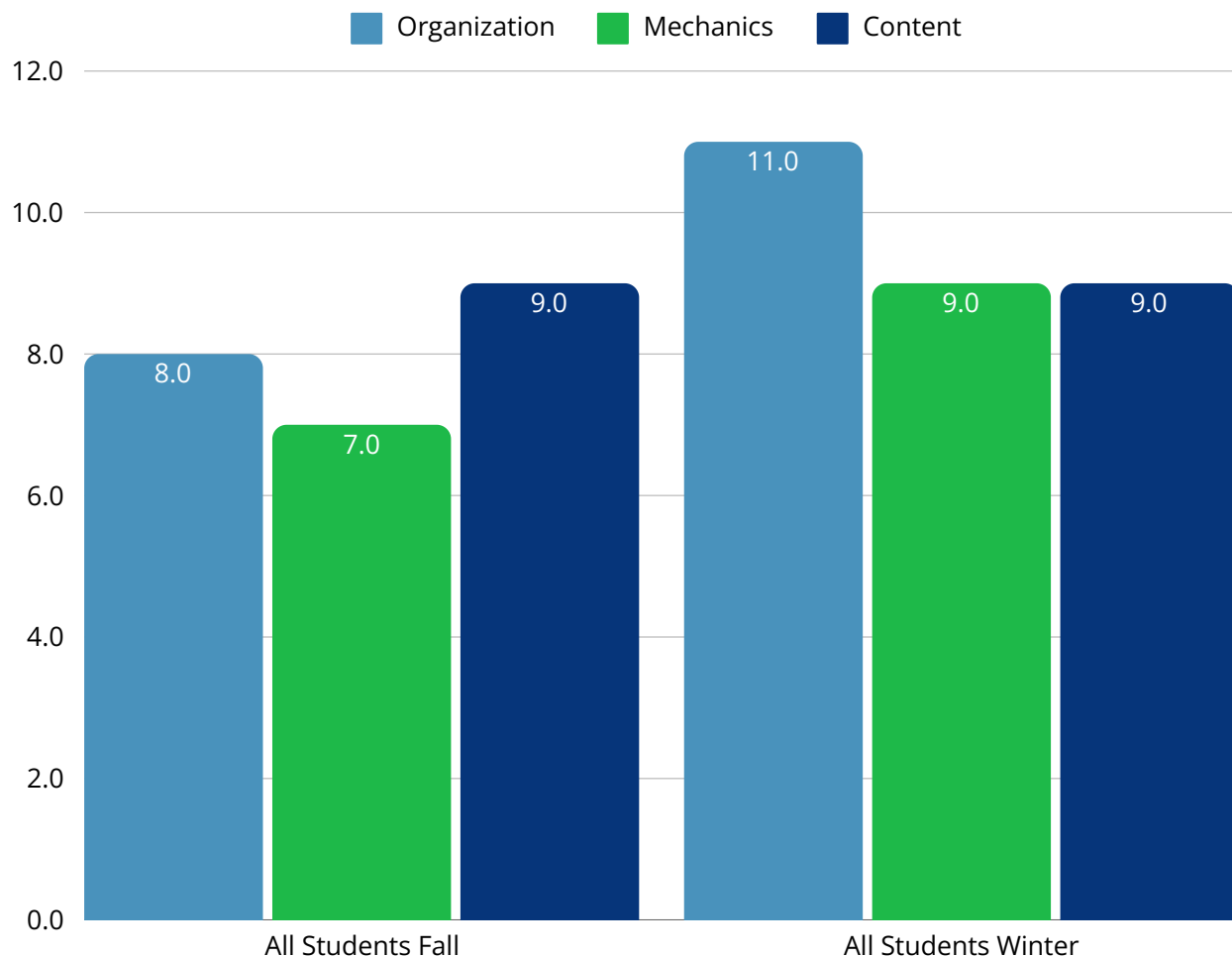
The RCAT is an on-line assessment tool that provides grade-level reading passages from narrative, informational, and poetic readings to assess students' comprehension abilities in the five major skills required for reading comprehension.

Our data indicates a decline in meeting or mastering from the Fall to Winter to Spring assessment periods while our not yet meeting remains stable. This information will drive planning, professional development, and instruction for the 2024/2025 school year in order to reverse this trend. Staff are currently focusing on more effective intervention strategies and overall instruction in order to meet our goals.

About Reading Comprehension Assessment Tool Data

LITERACY ACHIEVEMENT RESULTS

Writing Assessment Tool (WAT) Data 2023/24 (Number of Students)



Summary

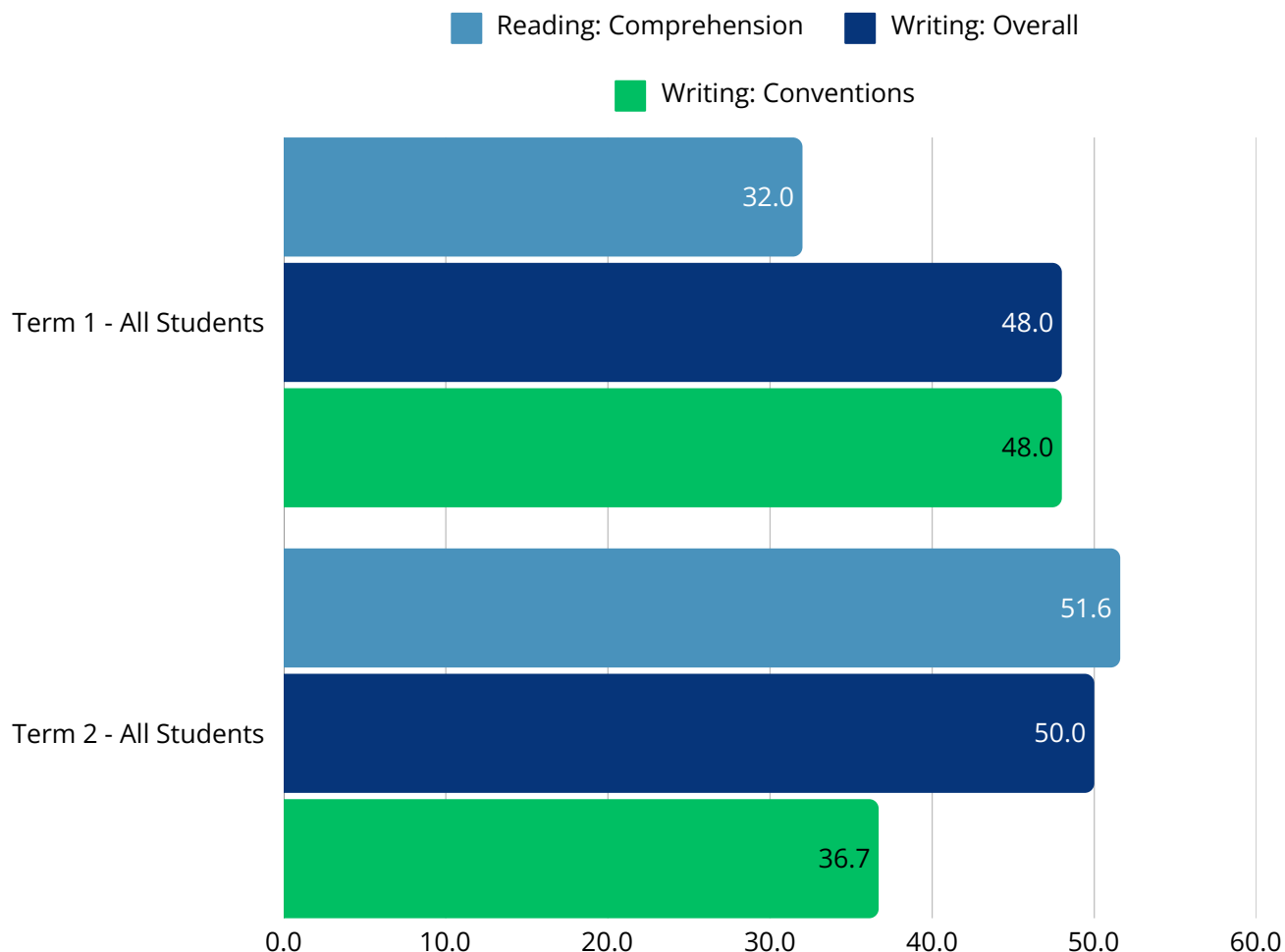
The Division Writing Assessment Tool (WAT) is an internally developed assessment that measures proficiency in organization, mechanics and content. WAT data are primarily used to inform instruction throughout the year. The Fall data is based on curricular outcomes from the previous grade level and the Winter data is based on current grade-level outcomes.

The Writing Assessment Tool (WAT) data for 2023-2024 show that less than 50% of LGS students were meeting or mastering grade-level expectations in writing during the Fall reporting period. While there were gains between the fall and winter reporting periods, there remains significant room for improvement. The Fall data exclude the Grade 1 students because they did not complete this assessment at that time. Moving forward, continued efforts will be made to ensure students become more proficient in writing.

LITERACY ACHIEVEMENT RESULTS

LGS Report Card Data for Literacy

Percentage of Grades 1-6 students meeting or mastering expectations in 2023-2024



Summary

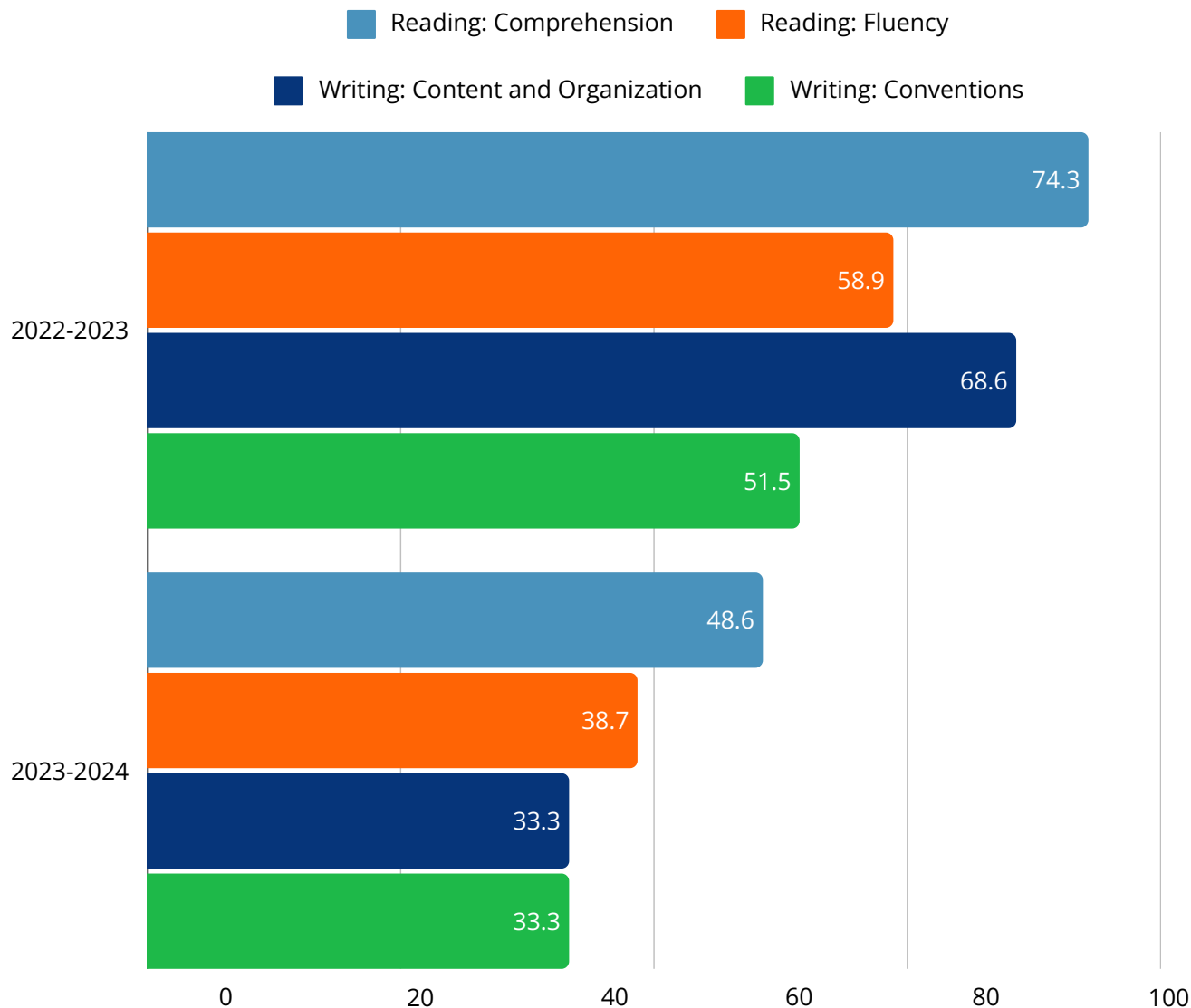
The report card data indicate that from the Term 1 report to the Term 2 report there was a significant increase in the percentage of LGS Grades 1-6 students meeting grade-level expectations in all areas of Reading and Writing. While this is very positive, the overall data suggest further important work is required to ensure our students are meeting program expectations.

LITERACY ACHIEVEMENT RESULTS

LGS Report Card Data for Literacy

Percentage of Grades 1-6 students meeting or mastering expectations: Year-end results

Year-over-year comparison - Term 3 Results



Summary

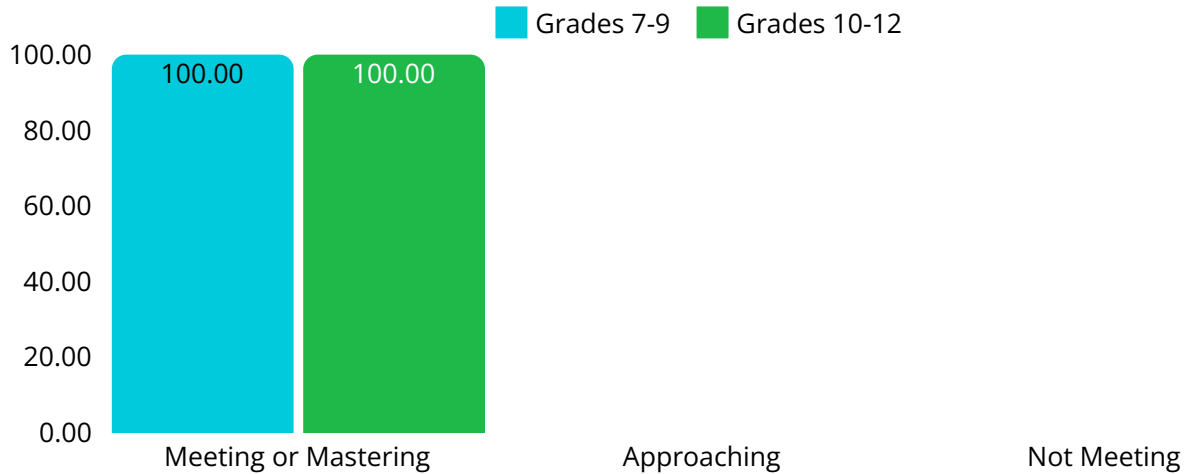
The year-over-year comparison of report card data indicate there was a significant decrease in the percentage of Grades 1 through 6 students meeting grade-level expectations in all areas of Reading and Writing. As a result, staff and administration are focusing on new intervention strategies while maintaining strategies we know are working. Classroom instruction and professional development will be examined to determine new ways to reverse this trend.

LITERACY ACHIEVEMENT RESULTS

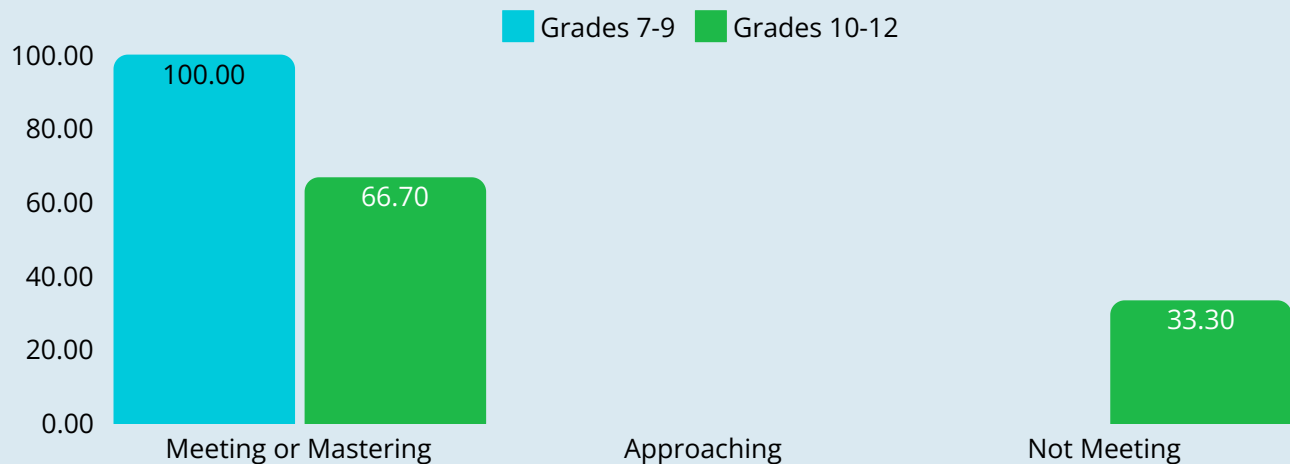
LGS Report Card Data for Literacy

Percentage of Grades 7-12 students meeting or mastering expectations: 2023-2024

Semester 1



Semester 2



Previous Year's Results

Percentage of students Meeting or Mastering grade-level expectations
End of Course Assessment

All Students



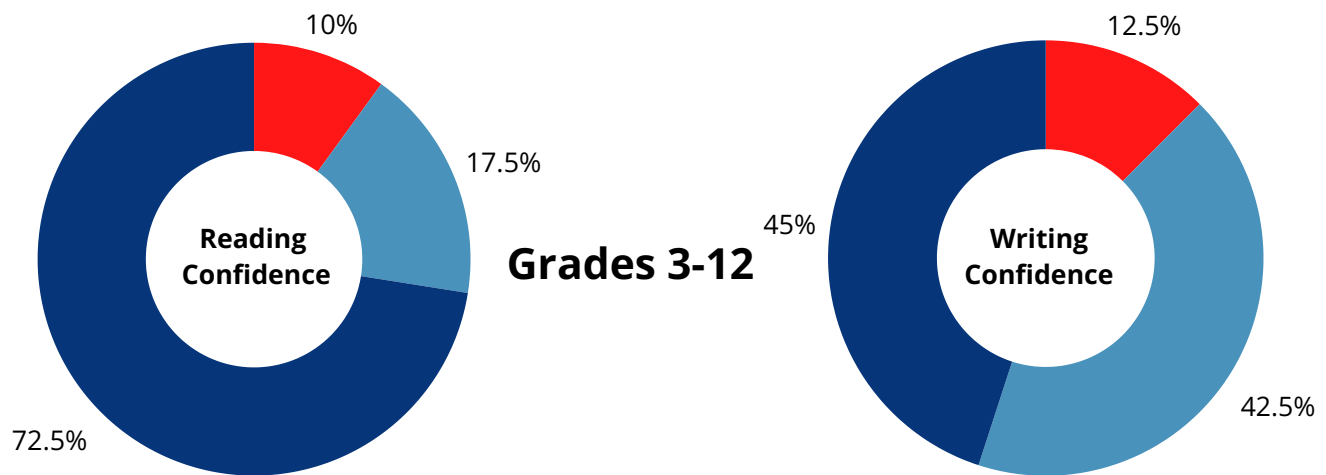
Summary

Our Grades 7-12 school report card data indicate that 100% of students met or mastered grade-level expectations at the end of semester 2 with the exception of 1 student. While we are pleased with this result, care must be exercised to ensure these results do not decline. An examination of what is working in the upper grades may provide valuable information for our grade 1-6 teachers.

LITERACY ACHIEVEMENT RESULTS

LGS Education Assurance Survey Results: Goal One - Literacy

- Confident to Very Confident
- Less Confident
- Not Confident



Summary

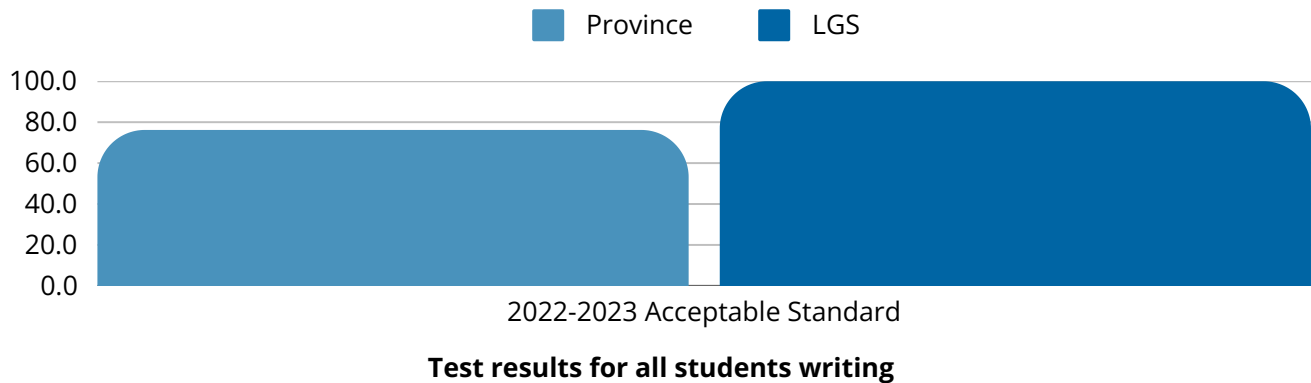
Students were asked to rate their level of confidence in their own reading and writing skills on a scale of 1 to 5, with one being “not confident” and five being “very confident”. Results include responses from 40 out of 44 students in Grades 3-12, which represents approximately 91 per cent of eligible students. The literacy results from the survey are very positive and show the majority of students are confident in their reading and writing abilities.

[Link to the PRSD Student Assurance Survey Qualitative Data](#)

LITERACY ACHIEVEMENT RESULTS

Grade 6 Provincial Achievement Test (PAT) Acceptable/Excellence

Year over Year Comparison of Grade 6 English Language Arts



Summary

Our PAT results are for 2 students.

Grade 6 English Language Arts A Comparison

Division Year-End Report Card Data All Students

Reading 82.8%

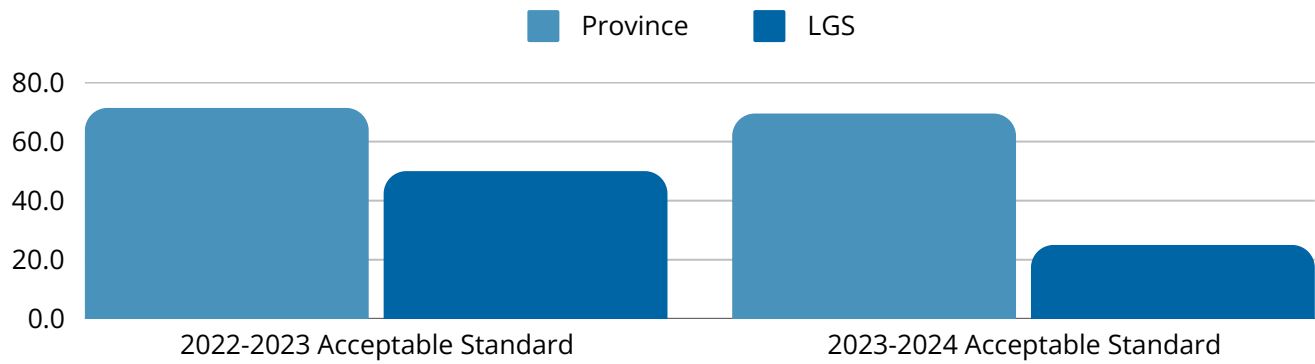
Writing 81%

The division's year-end report card data indicate 82.8% of our Grade 6 students were either meeting or mastering expectations in Reading Comprehension and Fluency and 81% were either meeting or mastering in Writing Content and Organization, and Conventions. While our students outperformed the division on their PAT, caution should be taken when responding to this data as we only had 2 students writing the Grade 6 ELA PAT. Further PAT data analysis and examination of trends will be required to ensure students continue to achieve these high results.

LITERACY ACHIEVEMENT RESULTS

Grade 9 Provincial Achievement Test (PAT) Acceptable/Excellence

Year over Year Comparison of Grade 9 English Language Arts



Summary

Test results for all students writing

In 2022/2023, we had 4 grade 9 students eligible to write the ELA PAT. Of those students, 2 achieved acceptable standards with one of the two achieving standard of excellence. Two only completed a portion of the test resulting in our 50% score.

In 2023/2024, we had 4 grade 9 students eligible to write the ELA PAT. Of those students, 1 achieved acceptable standards, 2 were below standard, and one only completed a portion of the test resulting in our 25% score.

Grade 9 English Language Arts

Division Year-End Report Card Data

All Students



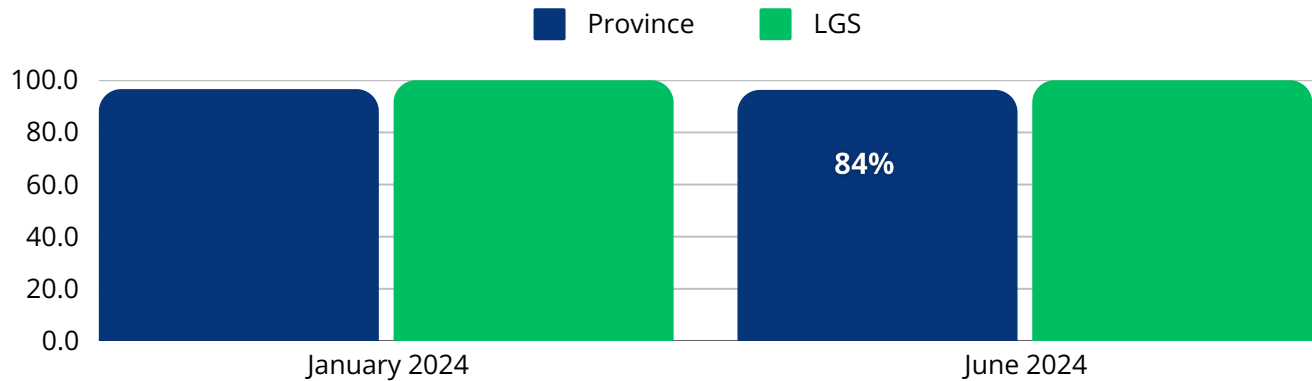
A Comparison

The Division's year-end report card data indicate 86.3% of the division's Grade 9 students were meeting or mastering the core outcomes in ELA. While our results are significantly below this, our low number of grade 9 students should be taken into account. As we are seeing a trend for students not completing the test, one goal that needs to be addressed is test completion.

LITERACY ACHIEVEMENT RESULTS

Provincial Diploma Exam Results

ELA 30-2 (January and June of 2024)



Summary

Results are for one student writing the January 2024 exam and one student writing the June 2024 exam.

Summary

Historically, very few if any students have completed grade 12 at LGS. While our results in ELA 30-2 are certainly promising, the number of students writing and completing the diploma exams make any sort of statistical analysis very difficult.

Currently, our goal with respect to students completing and achieving acceptable standards in grade 12 ELA is to increase our number of students entering and completing grade 12. Much work is being done to show both students and parents that completing grade 12 is not just desirable but a must in today's work environment. We are working diligently to show students the options open to them when they complete grade 12. Along with this, we are working to show students and parents that further education beyond grade 12 is not only open to them, but that the opportunities provided by this education are ones that our students can and should be striving to achieve.

Summary of Literacy Achievement Results

General Statement

Lloyd Garrison School assessment measures such as Fountas and Pinnell data, RCAT data, and year-end report card data, show modest growth in literacy development across most grade levels during the school year. This growth was further verified through our survey data where the majority of students surveyed reported they felt their reading and writing skills had improved throughout the year. Alberta Education achievement results for PATs and Diploma exams in English Language Arts generally revealed that students have made gains in their literacy development. The overall growth in literacy development, however, is not yet at the levels desired.

Factors That Affected Results

Of the 70 students in grades 1-12, 93% are coded ESL. This has considerable impact on their reading and writing levels when they enter school and with the pace of their acquiring new skills. LGS achievement data also indicates our students are turning a corner in terms of overcoming the learning loss created by the COVID-19 Pandemic. However, we continue to experience significant challenges in the area of regular attendance. Consequently, the ability of teachers to adequately cover course content and for students to adequately learn what was covered was compromised because of overall attendance levels.

Next Steps

Our focus on literacy development and improvement will likely remain a priority for the foreseeable future. We remain committed to Collaborative Response as the vehicle to continue our work to ensure differentiated assessment and instructional practices that foster inclusive classrooms are the norm. Efforts will continue to support teachers in using a variety of assessment tools to gather critical information about students' literacy development so that instructional activities can be more purposefully planned and delivered in the best interest of all students. We will continue to collaborate with division-level staff to develop common assessments of core learner outcomes in English Language Arts.



SCHOOL GOAL TWO

ALL STUDENTS ARE NUMERATE

OUTCOME:

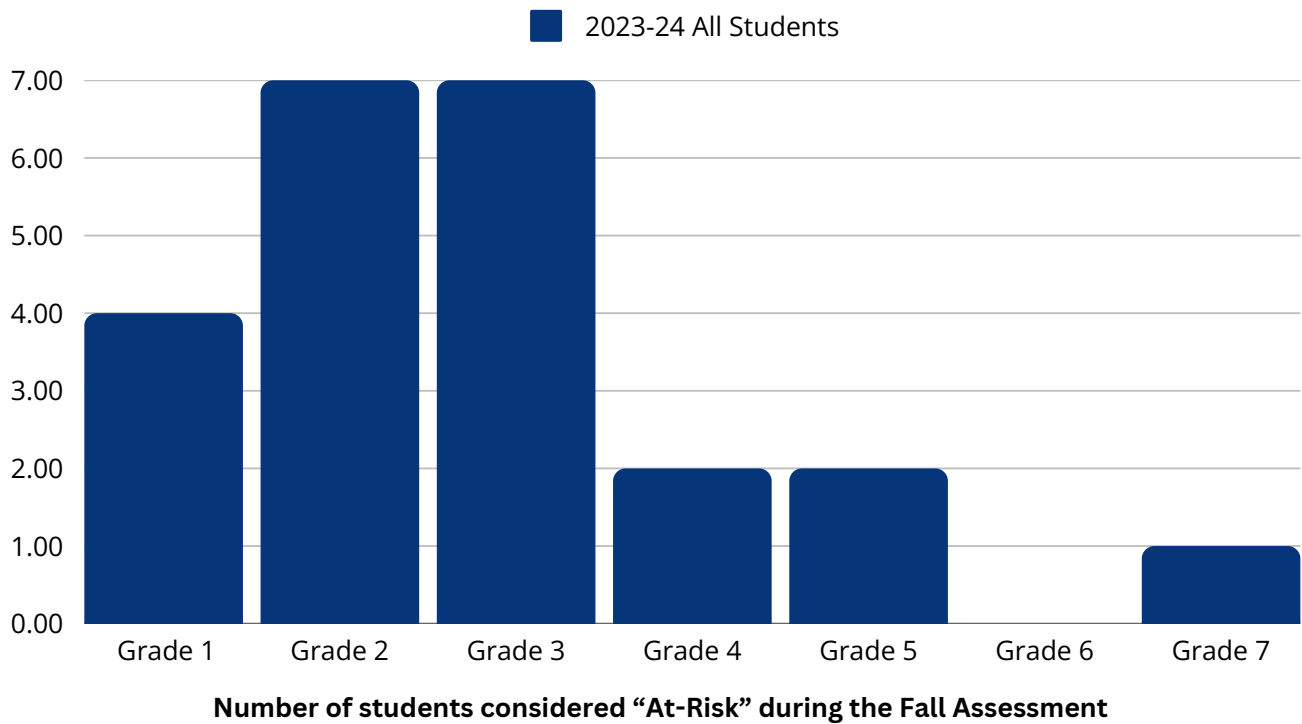
ALL STUDENTS ARE PERFORMING AT OR ABOVE GRADE LEVEL IN NUMERACY OR MEETING THEIR INDIVIDUALIZED PROGRAM GOALS.

Our school and division have invested significant resources to support numeracy instruction and have worked with Alberta Education to focus on learning loss intervention supports. LGS uses the Mathematics Intervention/Programming Instrument (MIPI) to benchmark student comprehension of core numeracy content at the beginning of the year and also uses the Numeracy Common Assessment Tool (NCAT) to assess proficiency in core areas of mathematics, and these assessments complement report card data as well as provincial assessment data.

Our staff includes highly trained and dedicated numeracy instructors. Working in collaboration with the Program Coordinator for Numeracy we provide extensive supports for numeracy instruction. Furthermore, the Division's [Numeracy Framework](#) provides excellent guidance, resources and overall supports to teachers in their work to achieve the Division's Numeracy goal.

NUMERACY ACHIEVEMENT RESULTS

Division Elk Island Catholic Schools Math Assessment Data (Grade 1-7)



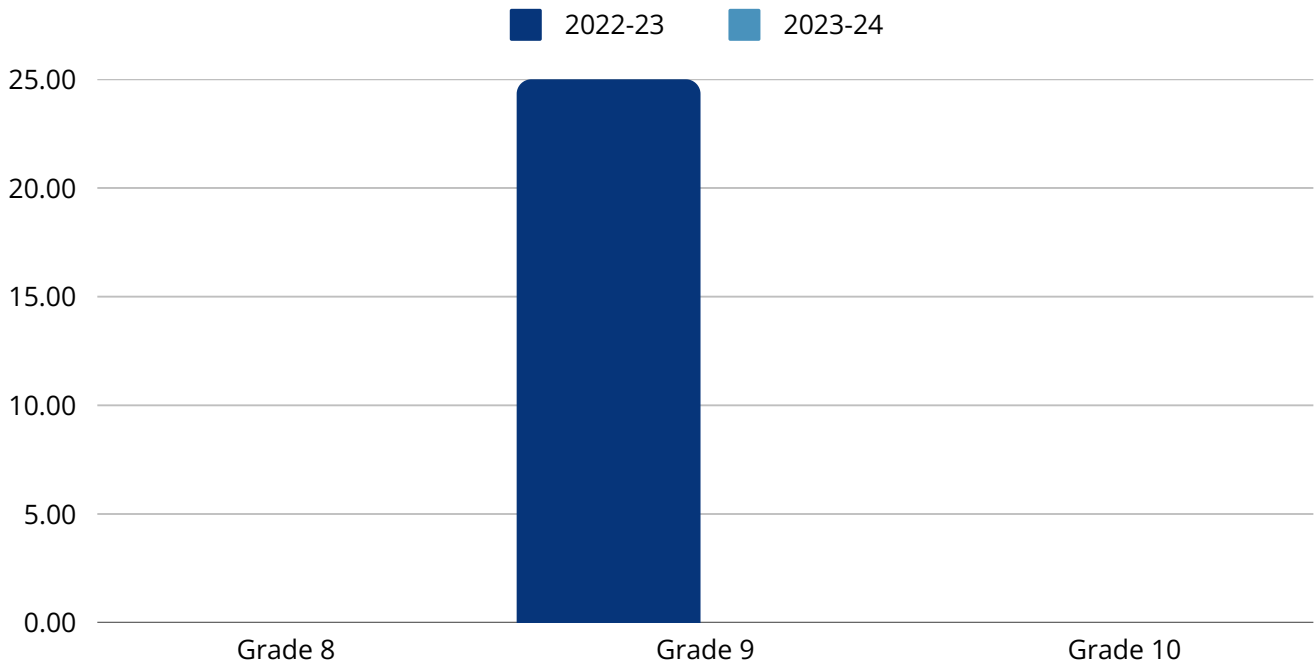
Summary

The EICS is administered at the beginning of the year to determine how well students understand key concepts from previous year's work, which provides a useful starting point for the current year's instruction.

[Overview of Divisional Literacy and Numeracy Assessments](#)

NUMERACY ACHIEVEMENT RESULTS

LGS Mathematics Intervention/Programming Instrument (MIPI) Data



Percentage of students meeting or mastering core concepts from the previous grade level

Summary

The MIPI is administered at the beginning of the year to determine how well students understand key concepts from previous year's work, which provides a useful starting point for the current year's instruction.

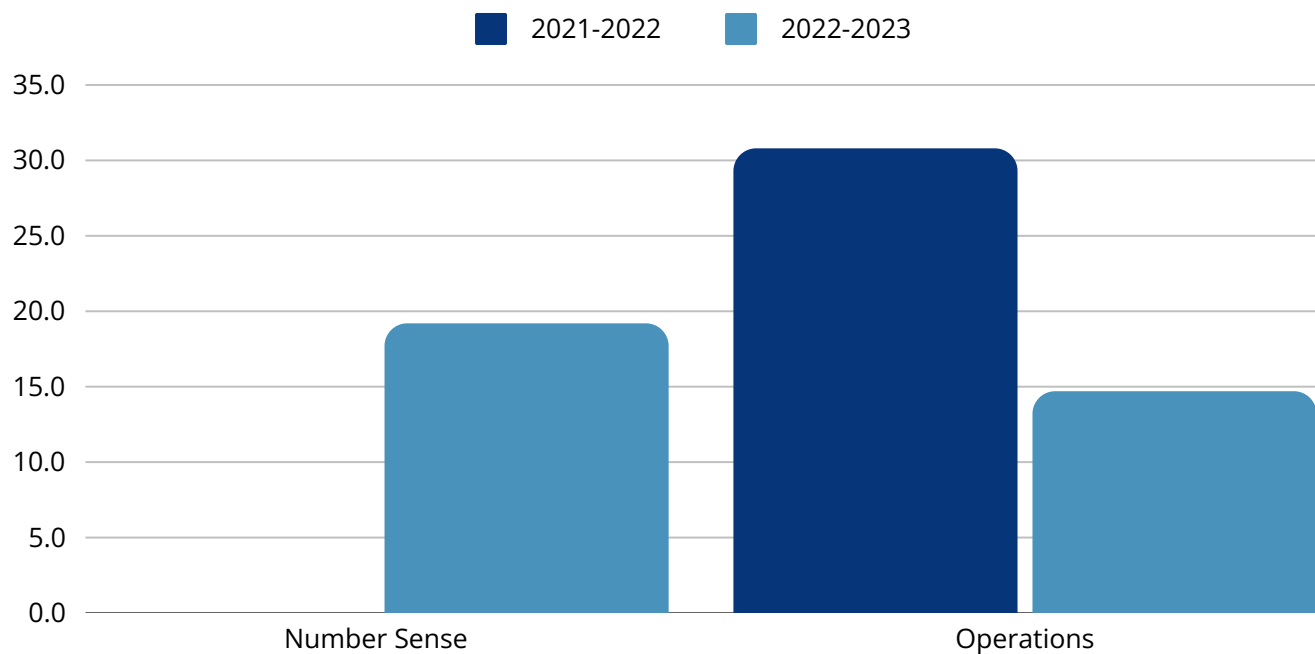
In 2022/2023 and 2023/2024, grade 10 data on MIPI completion is not available. This will need to be addressed in current and future years. LGS data clearly shows that there are a number of key areas that instructors will need to address to ensure that students in grades 8-10 not only learn but retain the grade level numeracy material. Our low results, or lack of results, indicate a serious issue that needs to be addressed.

[Overview of Divisional Literacy and Numeracy Assessments](#)

NUMERACY ACHIEVEMENT RESULTS

LGS Numeracy Common Assessment Tool (NCAT) Data

Grade 3-9 year-over-year comparison of student meeting or mastering expectations (percentage of students based on modified student counts, see below)



Summary

2021/2022: grades 1-6 have no data for number sense or operations. The percentage reported is based on grades 7-9 with a student count of 13.

2022/2023: grades 1 and 2 have no data for number sense and operations. In grades 4-6, there is no data for number sense. The number sense percentage is based on grades 3 and 7-9 with a student count of 26. The operations percentage is based on grades 3-9 with a student count of 34.

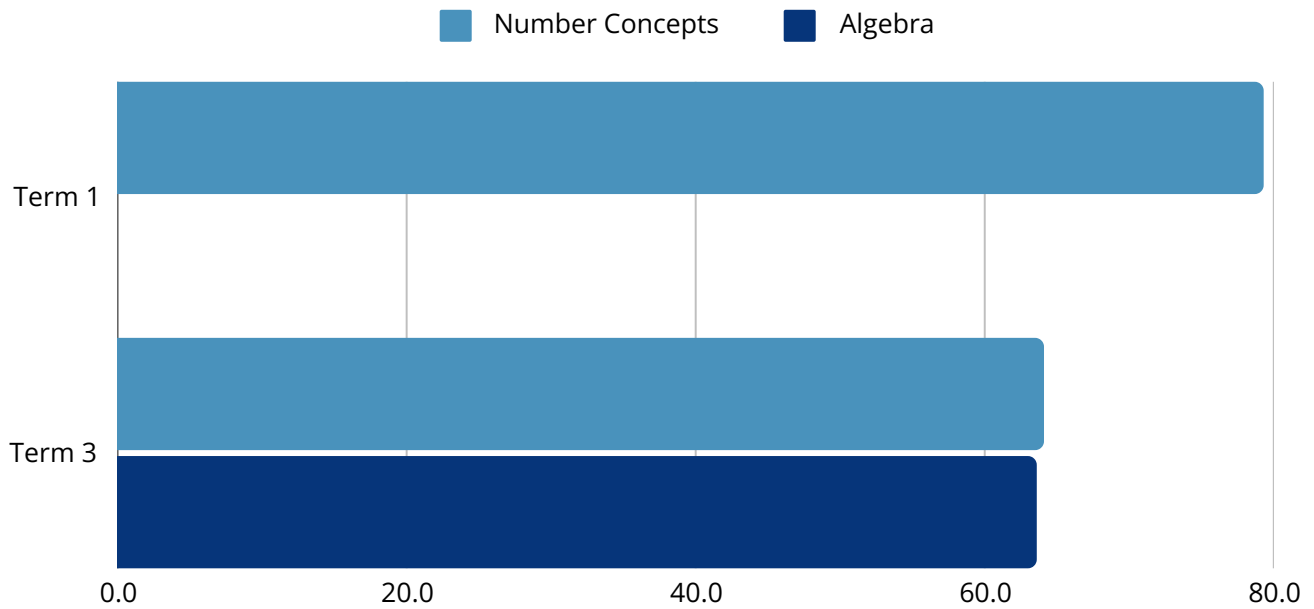
Our data in both reporting years indicate two areas of concern which will need to be addressed in the current and future years. First is test completion. All efforts must be made to ensure tests are completed by all required grades and all data must be entered. Second, low results for students that did complete the test. Our percentages are far below what they should be and administration and teachers must look to not only improve interventions for students that require them but also with overall class instruction. Even with a limited student pool, results should be higher than this.

[Overview of Divisional Numeracy Assessments](#)

NUMERACY ACHIEVEMENT RESULTS

LGS Year-End Report Card Data for Numeracy

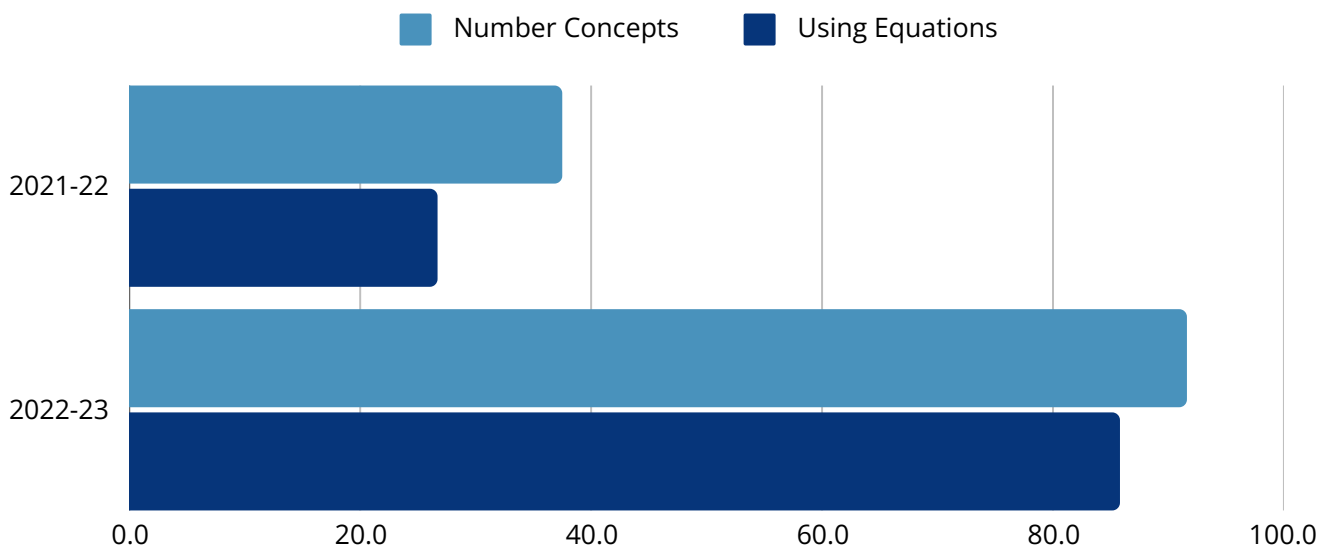
Percentage of Grades 1-6 students meeting or mastering expectations in 2023-24



Summary

Using Equations was replaced with Algebra as this outcome was in neither of the report cards for 2023/2024. For term 1, no data was reported for Algebra. While results are within acceptable standards, the downward trend shown in Number Sense is cause for concern especially when we compare our results to 2022/2023.

Year-over-year comparison of the percentage of Grades 1-6 students meeting or mastering expectations in Term 3

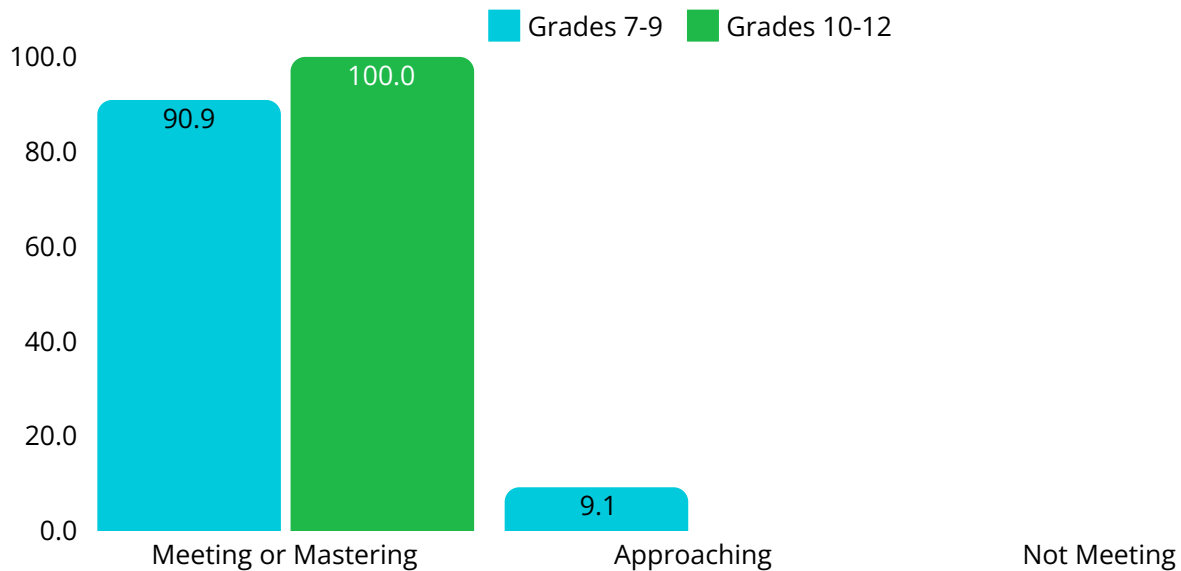


NUMERACY ACHIEVEMENT RESULTS

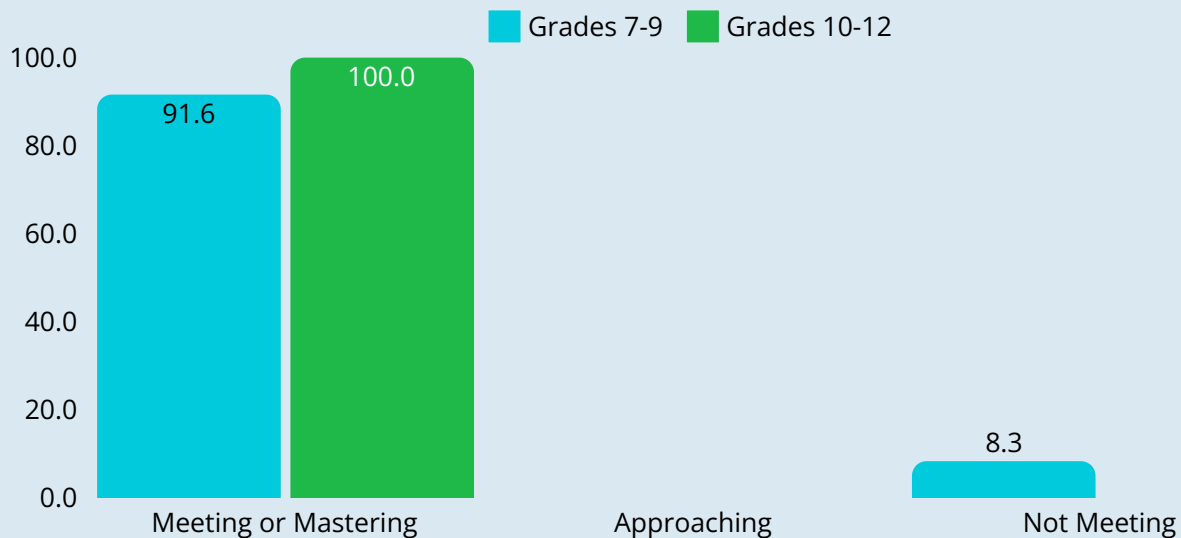
LGS Report Card Data for Numeracy:

Percentage of Grades 7-12 Students Meeting or Mastering Expectations

Semester 1



Semester 2



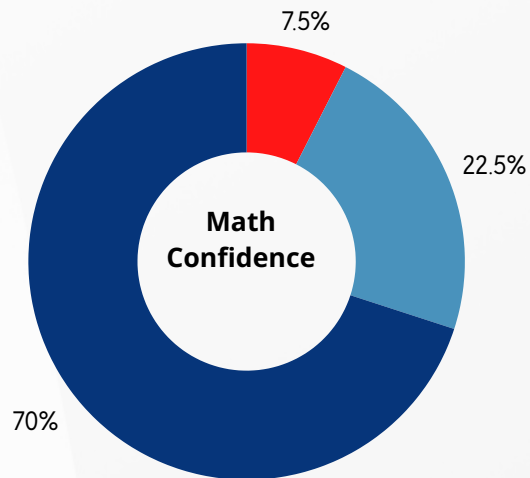
Summary

Our Grades 7-9 report card data indicate that from Semester 1 and Semester 2 the percentage of all students meeting or mastering grade-level expectations in numeracy remained relatively stable. As results were very positive efforts should be made to maintain this trend. The same is true for our grades 10-12.

NUMERACY ACHIEVEMENT RESULTS

LGS Education Assurance Survey Results: Goal Two - Numeracy

All Students (40)



- Confident to Very Confident
- Less Confident
- Not Confident

Summary

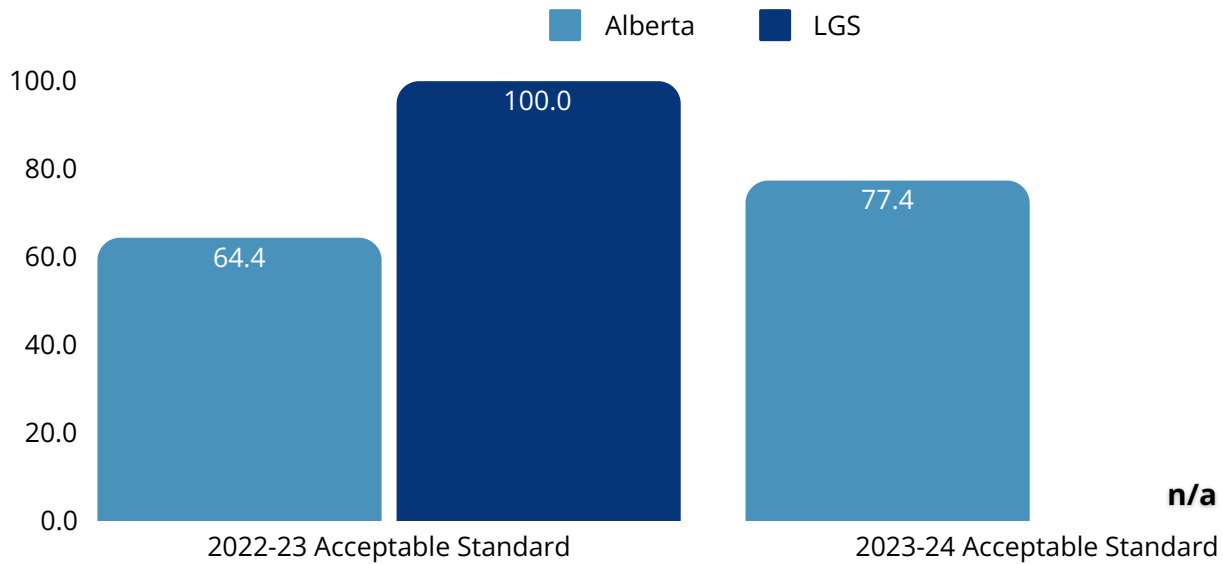
Students were asked to rate their level of confidence in their own math skills on a scale of 1 to 5, with 1 being not confident and 5 being very confident. As you can see in the above graph, the PRSD Education Assurance Survey data indicates that 70% (combined percentages from students who answered either three or greater on the survey) of our students felt confident in their numeracy skills.

[Link to the PRSD Student Assurance Survey Qualitative Data](#)

NUMERACY ACHIEVEMENT RESULTS

Provincial Achievement Test (PAT) - Grade 6

Year-over-Year Comparison of Grade 6 Mathematics



Test results for all students writing

Summary

Grade 6 Math PATs were suspended for 2023/2024 (no data available)

Grade 6 Mathematics

Division Year-End Report Card Data 2023-2024

Number Concepts 88.7%

Using Equations 93.3%

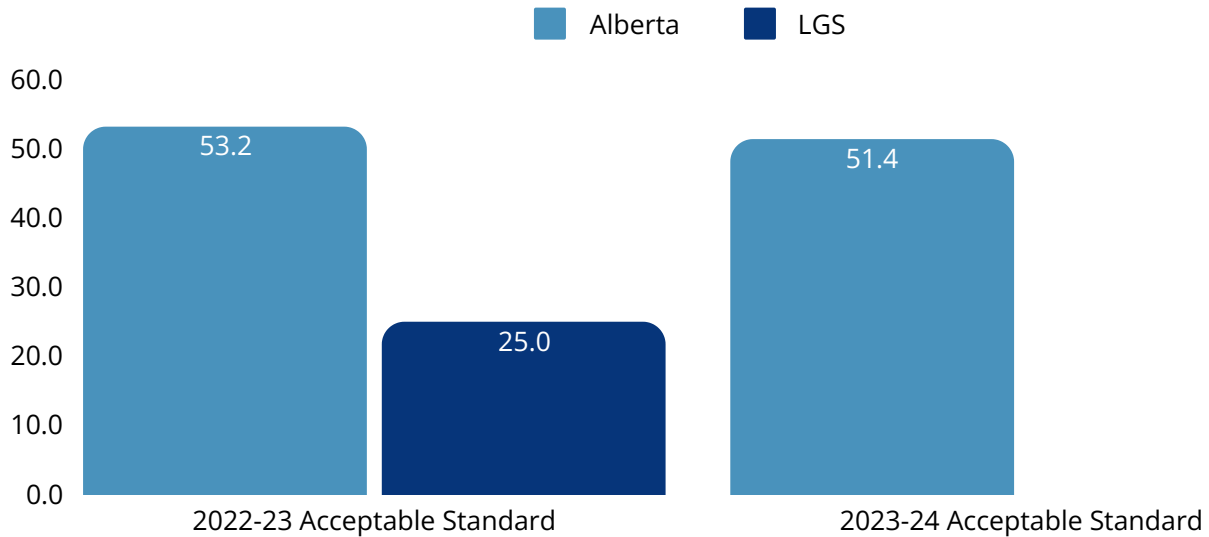
Summary

While our grade 6 data is indeed very promising and indicate excellent student achievement and teacher instructional practices, the student count is only 2 and therefore can only be considered as a trend indicator. Further data will be required.

NUMERACY ACHIEVEMENT RESULTS

Provincial Achievement Test (PAT) - Grade 9

Year over Year Comparison of Grade 9 Mathematics



Test results for all students writing

Summary

2022/2023: 3 students wrote the exam with 1 achieving acceptable standard, 2 below standard, and 1 did not write the test.

2023/2024: 3 students wrote the exam with 3 achieving below acceptable standard and 1 did not write the test.

Grade 9 Mathematics

Division Year-End Report Card Data

Meeting or Mastering
Grade-Level Expectations

2023-2024



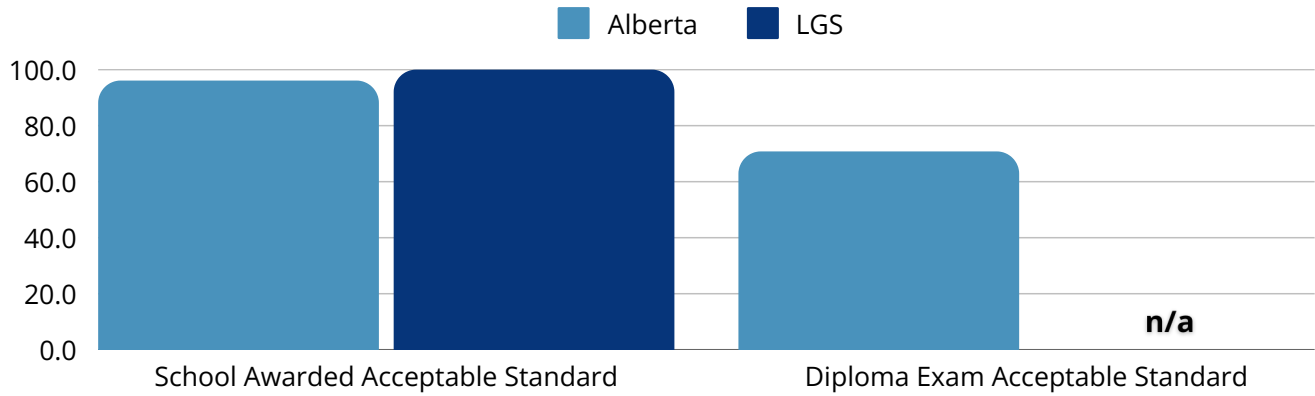
Summary

The grade 9 PAT results indicate 2 areas of concern: First, students are either not retaining their skills throughout junior high (or are not taking the assessment seriously) or are not receiving adequate numeracy instruction. Second, the lack of completion of the test by all students (data indicates we have a trend) is something that needs to be addressed. It should be noted that within the cultural context of our community, the majority students are not encouraged to complete beyond grade nine.

NUMERACY ACHIEVEMENT RESULTS

Provincial Diploma Exam Results - All Students

Math 30-2



Summary

We had only 1 student in Math 30-2 for 2023/2024. While this student passed the course overall, the diploma exam results are not available.

Summary

This is the first time LGS has had a student write the Math 30-2 diploma exam in the last 3 or more years. At this time, trends can not be established.

Summary of Numeracy Achievement Results

General Statement

Lloyd Garrison School measures such as the Mathematics Intervention/Programming Instrument (MIPI) data, NCAT data, and year-end report card data, revealed a number of areas of concern with respect to student performance in numeracy. While historically the primary focus has been literacy (and this is understandable), numeracy must now take on more of a priority. This is further evidenced through our survey data where less than 80% of students surveyed reported they felt confident with their numeracy skills. Alberta Education achievement results for PATs and Diploma exams in mathematics were generally less favourable than the growth experienced in literacy, and the gaps between the school and provincial performance are concerning.

Factors That Affected Results

Our achievement data indicate our students are turning a corner in terms of overcoming the learning loss created by the COVID-19 Pandemic. However, we continue to experience significant challenges in the area of regular attendance that have resulted in far less than desirable circumstances throughout the year. The ability of teachers to adequately cover course content and for students to adequately learn what was covered was compromised because of overall attendance levels.

Next Steps

Our focus on numeracy development will shift to a priority for the upcoming school year and beyond. We remain committed to Collaborative Response as the vehicle to ensure differentiated instructional and assessment practices that foster inclusive classrooms where all students have multiple opportunities to further develop their numeracy skills as the foundation for overall academic success. Efforts will continue to support teachers in using a variety of assessment tools to gather critical information about students' numeracy development so that instructional activities can be more purposefully planned and delivered through a common instructional sequence in the best interest of all students. We will continue to collaborate with Division-level staff to develop common assessments of core learner outcomes in mathematics.



SCHOOL GOAL THREE

ALL STUDENTS ARE SUCCESSFUL THROUGH INCLUSIONARY PRACTICES

OUTCOME:

ALL STUDENTS' ACADEMIC, PHYSICAL AND SOCIO-EMOTIONAL NEEDS ARE MET WITHIN A CULTURE OF INCLUSION.

Through the creation and implementation of educational program plans that are informed by Individual Program Plans (IPPs) and Behaviour Support Plans (BSPs), we ensure the needs of all students are met. Furthermore, by using collaborative response, differentiated instruction, and partnerships with multiple agencies, our staff and administration are able to effectively address this goal.

INCLUSIVE EDUCATION PRACTICES

Behavioural Support Plans and Individual Program Plans for Special Needs Students - LGS Data 2023/2024

Number of BSPs Implemented

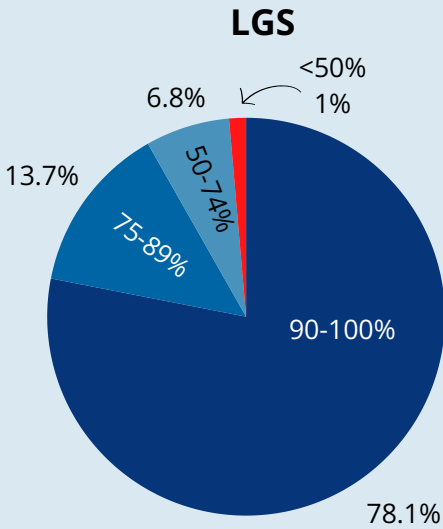


Number of IPPs Implemented

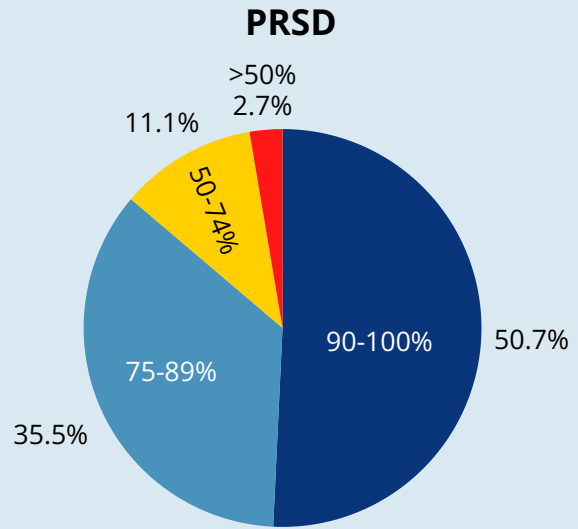
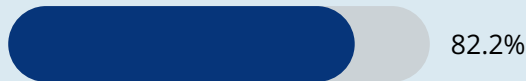


Regarding LGS data for Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs), there was 1 BSP and 12 IPPs implemented in the 2022-23 school year. The total population of students within the LGS in the same school year was 73. As such, **approximately 1 in every 16** students in LGS required specialized supports during the school year as part of their educational programming.

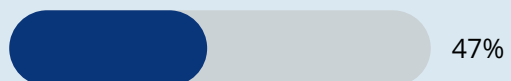
Attendance Data 2023/2024



Previous Year 90-100% Attendance



Previous Year 90-100% Attendance



Summary

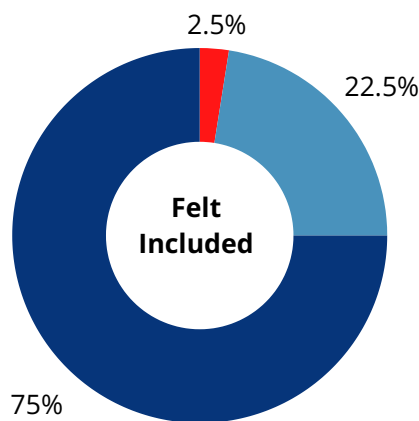
The 2023-2024 attendance data indicate that 78.1% of LGS students attended school over 90% of the time. This compared to 50.7% for PRSD students would indicate our students are meeting attendance targets.

The Division's targeted attendance rate is at least 90% as research suggests that an absenteeism rate of 10% or higher results in lower levels of academic achievement. While last year's attendance rates were acceptable, the previous year was higher and efforts to improve attendance will continue.

INCLUSIVE EDUCATION PRACTICES

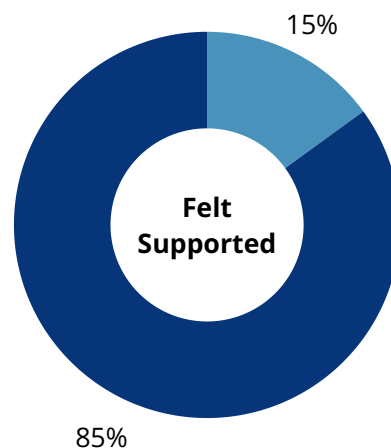
LGS Education Assurance Survey Results: Goal Three - Inclusion

All Students (40)



- Agree
- Somewhat Agree
- Disagree

[Link to the PRSD Student Assurance Survey Qualitative Data](#)



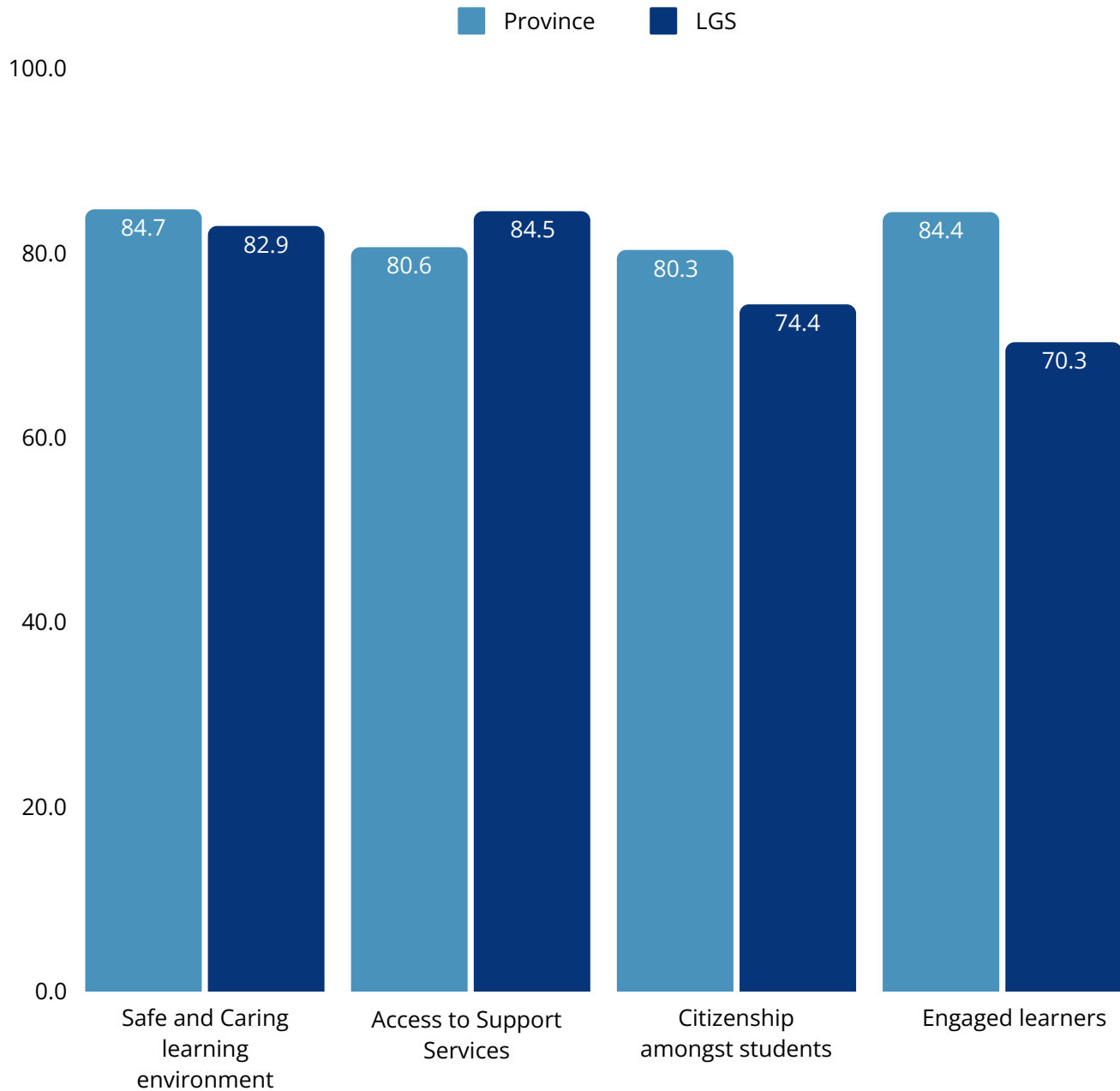
Summary

The 2023-2024 Assurance Survey Data would indicate the students surveyed have a positive experience at Lloyd Garrison School. Students feel included and supported in their education which, as research shows, leads to higher levels of attendance and engagement.

INCLUSIVE EDUCATION PRACTICES

Alberta Education Assurance Measures - Overall Summary Results 2023

Authority: 1501 Lloyd Garrison School



Percentage of students, parents and teachers who agree

Summary

Based on provincial data, LGS were slightly lower than the provincial percent averages in all categories except Access to Support Services. This would indicate that we have areas for improvement in the other three categories. It should be noted that numbers are still high with the exception of engaged learners. The data also shows that historically parents are not completing the survey. Strategies will need to be implemented to increase our parental involvement in future surveys.

[Link to Alberta Education Assurance Measures Results](#)

Summary of Inclusion Education Practices

General Statement

Overall, based on local, divisional (PRSD), and provincial (ABED) survey data, LGS students felt included, safe and well supported throughout the 2023-2024 school year. Divisional and Provincial data also showed that a majority of our students felt their learning needs were being met. Our data also showed that students with specialized academic and behavioural support needs were supported with Individual Program Plans and Behaviour Support Plans. While students and parents have generally expressed a high level of satisfaction with programming, literacy achievement, and the inclusionary and safe nature of our school, there continues to be challenges in numeracy achievement, particularly at the Grades 7-9 level. Our graduation rates in 2023-2024 while higher than previous years, will remain a priority for the foreseeable future. Attendance rates for 2023-2024, while good, slightly declined over the previous year. When student absenteeism is greater than 10%, there is an impact on their academic development, and this matter will need to remain a priority moving forward.

Factors That Affected Results

LGS continues to experience challenges in the area of regular attendance in addition to coping with serious substitute staff shortages that have resulted in less than desirable circumstances throughout the year. The ability of teachers to adequately cover course content and for students to adequately learn what was covered was impacted because of overall attendance levels. Student engagement and motivation to complete their education beyond grade 9 will remain a priority.

Next Steps

LGS will continue to focus its efforts to improve attendance rates during the 2024-2025 school year, and beyond, as it is recognized that regular attendance is a critical factor in determining the overall experience and success in school. We will continue with our commitment to provide meaningful and engaging services for all students in an inclusive environment that is welcoming, safe, and supportive.

SUMMARY OF FINANCIAL RESULTS

As per the spring 2023-2024 Financial Statements:

Instructional

- While we offer a varied and robust program for our students, being a small school means having a limited budget to invest in said programs. Administration and teachers need to be creative and focused in what we spend this limited funding on and prioritize what will have the greatest impact for students.
- Parent and community fundraising for certain programs allows us to offer opportunities to our students that our budget would otherwise not be able to provide.
- Difficulty in recruiting and retaining teachers and educational assistants continues to be a moderate challenge. So far, we have been lucky to recruit the staff we currently have. Administration will continue to explore all options to recruit and maintain qualified and dedicated staff to ensure the level of programming continues into the future.

Transportation

- Our current transportation model at LGS relies on the use of privately provided (Mennonite Community) transportation. The challenge we face with using this model is that some parents are unable to access this transportation due to significant costs which results in students seeking other avenues for their education (private schools or home schooling). While there are significant barriers in moving students to PRSD transportation, we will continue to explore options that will remove or reduce these barriers.

Additional Information:

For divisional financial information or questions, please contact Secretary Treasurer, Rhonda Freeman by phone at: 780-624-3601 or email at: FreemanRh@prsd.ab.ca

For LGS financial information or questions, please contact Principal, Kevin Munch by phone at 780-338-3971 or email at: munchk@prsd.ab.ca

SUMMARY OF SCHOOL FINANCIAL RESULTS

2023-2024

REVENUES **\$27,807**

	<u>Budget</u>
School Allocation Funding	\$18,720
Indigenous Education Funding	\$240
Nutrition Grant Funding	\$8,847

EXPENSES **\$27,807**

	<u>Budget</u>
Instructional (ECS)	\$250
Instructional - Grades 1 to 12	\$10,371
Nutrition	\$8,847
Furniture and Equipment	\$1,069
Library Supplies	\$900

BUDGET HIGHLIGHTS

Include a list here:

- Daily breakfast program for all students
- Swimming program which includes a full level of lessons
- Field trips to enhance classroom instruction
- One to one Chromebook allocation for students in grade 6-12



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