



Gibbons School

Three Year Plan and AERR

September 2015 to June 2018

Goal 1 – Academics: Critical Thinking and Problem Solving Skills

Indicators:

- Students meet outcomes identified within the Ministerial Order 001/2013
- Students develop grade/program appropriate language, numeracy, and communication skills on an ongoing basis
- Students use technology to support and demonstrate their learning

Division Expectations:

- Maintain focus, throughout the Division, to support K-1 transition
- Schools support the Division focus on Literacy
 - Guided reading strategies will be implemented in all classrooms at the grade K-6 level
 - Junior and senior high teachers will implement strategies which support reading across the content areas (subjects)
- Ongoing focus to understand and maintain instructional practice to meet outcomes identified within the Ministerial Order 001/2013
- Schools create action plans specific to the ongoing improvement of student achievement
- Teachers provide instruction with respect to digital citizenship to all students
- Teachers incorporate instructional strategies which require students to demonstrate creative and critical thinking skills
- Introduce Career and Technology Foundation (CTF) programs at the elementary and junior high level
- Schools will have short and long term strategies to align with targets for PAT and diploma exam results

Measures:

- Accountability Pillar results
- Principal end of year reports specifically addressing the monitoring of instructional practices, and the implementation of strategies which support the focus on literacy, creativity, and critical thinking skills
- Provincial Achievement Test, Diploma Examination, Student Learning Assessment and other assessment tools

Targets for 2015/2016

Provincial Achievement Test Results
Level of Excellence Target

20% for 2015/2016

Acceptable Level Target

80% for 2015/2016

82% for 2016/2017

-Literacy strategies implemented in all classrooms, in all subjects and at all grades

Target

100% for 2015/2016

Alberta Education Accountability Pillar Connections

Desired Outcome 1: Every student is successful:

- Students achieve learning outcomes
- Students demonstrate a strong foundation in literacy and numeracy

Goal 1 – Academics: Critical Thinking and Problem Solving Skills

Indicators:

- Students meet outcomes identified within the Ministerial Order 001/2013
- Students develop grade/program appropriate language, numeracy, and communication skills on an ongoing basis
- Students use technology to support and demonstrate their learning

School Strategies:

Our school continues with the “Bring Your Own Device” use of technology

Genius hour: project based day for students to express their ideas regarding their own “inquiry”

Literacy block/literacy school-wide focus as a cross curriculum

Elementary leadership group allows for student voice regarding activities in the school

PBL/ Critical thinking in classroom will continue on a daily basis and will be reflected on Powerschool website for each student

Measures:

- Accountability Pillar results
- Principal end of year reports specifically with addressing the monitoring of instructional practices, and the implementation of strategies which support the focus on literacy, creativity, and critical thinking skills
- Provincial Achievement Test, Diploma Examination, Student Learning Assessment and other assessment tools

Targets for 2015/2016

One genius hour this year

Literacy block 5X week, multi-subject focus

Digital citizenship online course

Restorative justice model used for conflict resolution within the school

Goal 2 – Embracing Uniqueness: Recognition of the Individual and Opportunities for Success

Indicators:

- Instructional practice reflects the Sturgeon School Division Values, Excellent in teaching and Learning Choices
- Students are engaged in their learning
 - Students are supported to set and achieve personal goals
 - Students work collaboratively
 - Students demonstrate their learning in a variety of ways
 - Students strive to achieve personal excellence
- Students have access to a diversity of program and instruction
- Teachers and administrators have opportunity to develop and demonstrate their instructional leadership skills
- Students complete their high school program

Division Expectations:

- School professional development plans support the development of teacher excellence with a focus on division and school priorities
- Teachers support all students by embedding differentiated instructional strategies into teaching practice
 - In particular, teachers support FNMI students to ensure they complete their academic programs successfully
- Teachers incorporate inquiry based learning within instructional practice
- Schools provide a wide range of complementary and optional programs
 - Introduce CTF programming at the elementary and junior high level
- The Division and its schools support a committed focus to foster instructional leadership capacity
 - Support administrators to develop evidence based strategies to monitor overall student academic performance
- Provide a diversity of pathways to academic success and graduation
- Program Review: Knowledge and Employability Program (K and E)
- All schools will have staff members who have a working knowledge of the Neurosequential Model in Education (NME)

Measures:

- Accountability Pillar results
- The provision of quality professional development opportunities focused on instructional excellence and leadership development
- Principal end of year reports specifically regarding the embedding of effective differentiated instruction into teaching practice

Targets for 2015/2016

-Increase High School Completion
3 Year Rate

Target

77% for 2015/2016

80% by 2016/2017

Desired Outcome 1: Every student is successful:

- Students achieve learning outcomes

Desired Outcome 2: Alberta has quality teaching and school leadership

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

Desired Outcome 4: First Nations, Metis and Inuit students are successful

- The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated

Goal 2 – Embracing Uniqueness: Recognition of the Individual and Opportunities for Success

Indicators:

- Instructional practice reflects the Sturgeon School Division Values, Excellence in teaching and Learning Choices
- Students are engaged in their learning
 - Students are supported to set and achieve personal goals
 - Students work collaboratively
 - Students demonstrate their learning in a variety of ways
 - Students strive to achieve personal excellence
- Students have access to a diversity of program and instruction
- Teachers and administrators have opportunity to develop and demonstrate their instructional leadership skills
- Students complete their high school program

School Strategies:

Grizzly of the Month recognizes student's contribution in regards to citizenship in our school community

House leagues help make our school a community through the celebration of participation in theme days, intramurals and activities

Academic awards that celebrate Principal list , Honours and Merit

PD days lead roles by teachers

Focus on differentiation in the classroom through the introduction of student's understanding their learning styles, as well as teachers

Reflection journals in literacy for students to reflect on their learning over th previous week

My blueprint will be used for Grades 7-9 health classes.

Learning Commons will be added to after consulting with student's as to what they would like to see.

Targets for 2015/2016

My blueprint implemented

CTF options implemented

Career fair

Measures:

- Accountability Pillar results
- The provision of quality professional development opportunities focused on instructional excellence and leadership development
- Principal end of year reports specifically regarding the embedding of differentiated instruction into teaching practice

**Goal 3 – Building Relationships Between:
Students and their peers
students and adults,
students and curriculum
school and home/community**

Indicators:

- Schools reflect the Sturgeon School Division Values, Shared Responsibility, Mutual Respect, Belonging, and Communication
- All members of the school community, students and adults, experience positive and respectful personal interactions
 - Students in particular, have a sense of being cared for and demonstrate caring for others
- Members of the school community, students and adults, contribute to their school and community
- Students are meaningfully engaged in their learning

Division Expectations:

- Schools undertake activities which support “student voice”
- Schools undertake activities which enhance the building of positive relationships between students, students and adults, and school and home/community
- The division and school professional development plans provide opportunities for teachers to collaborate
- All teachers meet or exceed division and school based requirements in their use of ‘PowerSchool’ to communicate with parents regarding student learning/achievement
- Schools ensure that all students are involved in projects which contribute to the school or community
- All schools provide ongoing support to facilitate their Comprehensive Counselling Plans
- Develop policy and practice to ensure all students have access to safe, caring, and inclusive learning environments
- All schools and departments will identify and implement practices which contribute to a safe and respectful learning and working environment
- All schools and departments will ensure that ‘Healthy Interaction’ principles provide the foundation for mutual respect and open communication

Measures

- Accountability Pillar Measures related to provincial goals 2,3,4
- Principal end of year reports particularly with respect to the implementation of activities which support student voice, building positive relationships, and contribution to community and school
- Division and school professional development plans
- Specific strategies schools develop to implement policy and practice relative to safe, caring and inclusive environments

Targets for 2015/2016

Supporting Student Voice

Each school will identify activities which support building positive relationships between students

Target (Safe and Caring)

91% for 2015/2016

Alberta Education Accountability Pillar Connections

Desired Outcome 1: Every student is successful

- Students achieve learning outcomes

Desired Outcome 3: Alberta’s education system is governed effectively

- The education system demonstrates collaboration and engagement
- Students and communities have access to safe and healthy learning environments

Goal 3 – Building Relationships Between:

**Students and their peers,
students and adults,
students and curriculum
school and home/community**

Indicators:

- Schools reflect the Sturgeon School Division Values, Shared Responsibility, Mutual Respect, Belonging, and Communication
- All members of the school community, students and adults, experience positive and respectful personal interactions
 - Students in particular, have a sense of being cared for and demonstrate caring for others
- Members of the school community, students and adults, contribute to their school and community
- Students are meaningfully engaged in their learning

School Strategies:

House leagues

Leadership (seniors centre)

Local Newspapers

Fundraising for local charities

Power announcement/ teacher email

School website / calendar

Concerts (Remembrance day, volunteer recognition)

Parent/teacher interviews Powerschool booth

PARTY/DARE

Career fair

Measures

- Accountability Pillar Measures related to provincial goals 2,3,4
- Principal end of year reports particularly with respect to the implementation of activities which support student voice, building positive relationships, and contribution to community and school
- Division and school professional development plans
- Specific strategies schools develop to implement policy and practice relative to safe, caring and inclusive environments

Targets for 2015/2016

- *Parent engagement on Power school*
- *DARE for Grade 6*
- *Leadership integration into the community*

Combined 2015 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Gibbons 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	Good	Safe and Caring	84.7	83.3	82.5	89.2	89.1	88.9	High	Maintained	Good
Student Learning Opportunities	n/a	Program of Studies	85.7	86.5	81.2	81.3	81.3	81.2	Very High	Maintained	Excellent
		Education Quality	85.9	88.6	88.1	89.5	89.2	89.5	Intermediate	Maintained	Acceptable
		Drop Out Rate	0.0	1.3	1.4	3.4	3.3	3.3	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.4	74.9	74.6	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	70.9	79.8	80.3	73.0	73.1	73.9	Intermediate	Declined	Issue
		PAT: Excellence	18.0	16.3	17.8	18.8	18.4	18.9	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.2	85.5	84.6	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.1	20.0	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	50.5	54.4	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	61.2	60.9	61.3	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.8	59.2	59.0	n/a	n/a	n/a
		Work Preparation	100.0	78.6	79.0	82.0	81.2	80.4	Very High	Improved	Excellent
		Citizenship	75.5	72.3	74.9	83.5	83.4	83.1	Intermediate	Maintained	Acceptable
Parental Involvement	Excellent	Parental Involvement	100.0	86.2	81.9	80.7	80.6	80.2	Very High	Improved	Excellent
Continuous Improvement	Excellent	School Improvement	85.2	80.9	80.8	79.6	79.8	80.1	Very High	Maintained	Excellent

Notes:

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

Desired Outcome One: Every student is successful

Specific Outcome: Students achieve student learning outcomes.

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.2	0.0	2.9	1.3	0.0		Very High	Maintained	Excellent	0	0	0

Comment on Results

(an assessment of progress toward achieving the target)

I would hope we have all students continue with their school completion

Strategies

Encourage reluctant attenders to be at school. Phone calls home, attendance letters

Notes:

1. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
4. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Specific Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.5	69.9	82.5	72.3	75.5		Intermediate	Maintained	Acceptable	76.5		
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.	75.0	66.7	91.7	78.6	100.0		Very High	Improved	Excellent	90		

Comment on Results

(an assessment of progress toward achieving the target)

I was very impressed with parental results, will continue the citizenship work

Strategies

Digital citizenship course, Take you kid to work day, Leadership volunteerism, Junior Achievement

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

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015		2015	Achievement	Improvement	Overall	2016	2017
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	75.1	79.3	81.9	79.8	70.9		Intermediate	Declined	Issue	75		
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	19.7	17.3	19.6	16.3	18.0		Intermediate	Maintained	Acceptable	19		

Comment on Results

(an assessment of progress toward achieving the target)

This is an area we have to focus on this year.

Strategies

Differentiation in the classroom, literacy focus in all subject areas, Daily Literacy block, Professional Development focus on Junior High literacy strategies
 Teacher practice PLC time regarding strategies
 Review of strategies used in the classroom pertaining to PAT results

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Desired Outcome Two: Alberta has quality teaching and school leadership

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	86.0	77.3	79.7	86.5	85.7		Very High	Maintained	Excellent	86.5		

Comment on Results

(an assessment of progress toward achieving the target)

We have offered a wide range of courses due to three semesters and skilled teachers. Our Hockey Academy allows for a health and Phys. Ed. focus for particular students.

Strategies

Communicate to parents about CTF courses
 Continue with Hockey academy
 Added Leadership to CTF courses
 Contemplating the introduction to 'Robotics'

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

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

Specific Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	81.3	87.1	72.5	86.2	100.0		Very High	Improved	Excellent	90		
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.2	84.9	91.0	88.6	85.9		Intermediate	Maintained	Acceptable	87		

Comment on Results

(an assessment of progress toward achieving the target)

Very pleased that parents and teachers are happy with parental involvement.

Strategies

Continue with an Active PAC

Communicate with parents through phone calls, and power announcement

Welcome volunteers

Volunteer celebration

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	88.7	79.3	85.0	83.3	84.7		High	Maintained	Good	86		
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.	89.6	83.1	78.3	80.9	85.2		Very High	Maintained	Excellent	87		

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

Strategies
Continue with Grizzly of the Month,

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

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

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	71.4	54.2	71.4	82.5	65.6		Very Low	Maintained	Concern	67.0		
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).	8.9	4.2	14.3	17.5	6.3		Very Low	Maintained	Concern	7.0		

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	0.0	0.0	0.0	*	*		*	*	*			

Comment on Results

(an assessment of progress toward achieving the target)

Strategies

Martin Brokenleg session for Counsellor and Administration
Relationship building through regular check-ins with identified FNMI students.

Notes:

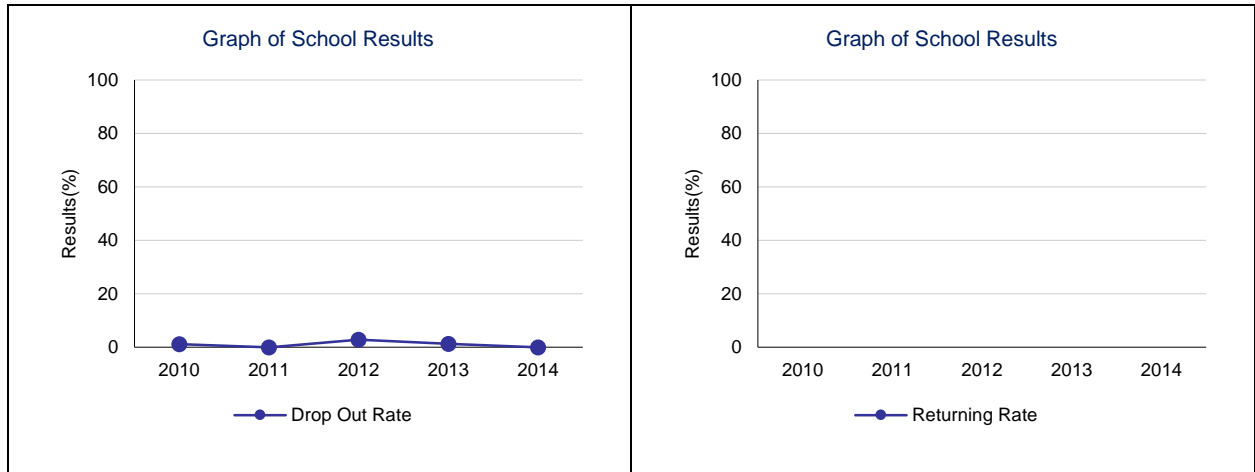
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4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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

Drop Out Rate – Measure Details

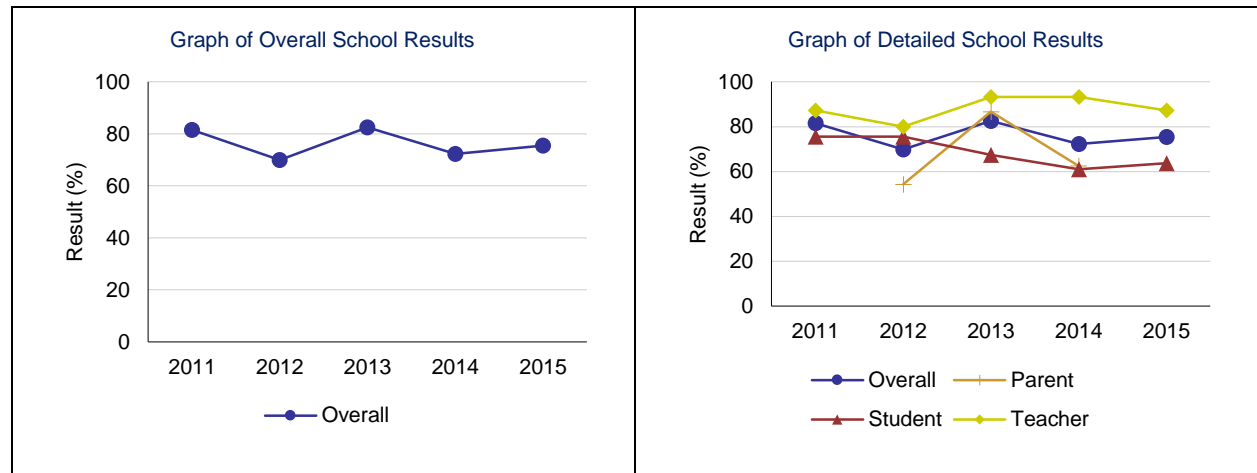
Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Drop Out Rate	1.2	0.0	2.9	1.3	0.0	5.6	5.0	4.4	4.1	2.9	4.2	3.2	3.5	3.3	3.4
Returning Rate	n/a	*	n/a	*	*	10.8	11.4	28.2	19.7	5.8	27.9	23.4	23.0	21.1	20.3



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Citizenship – Measure Details

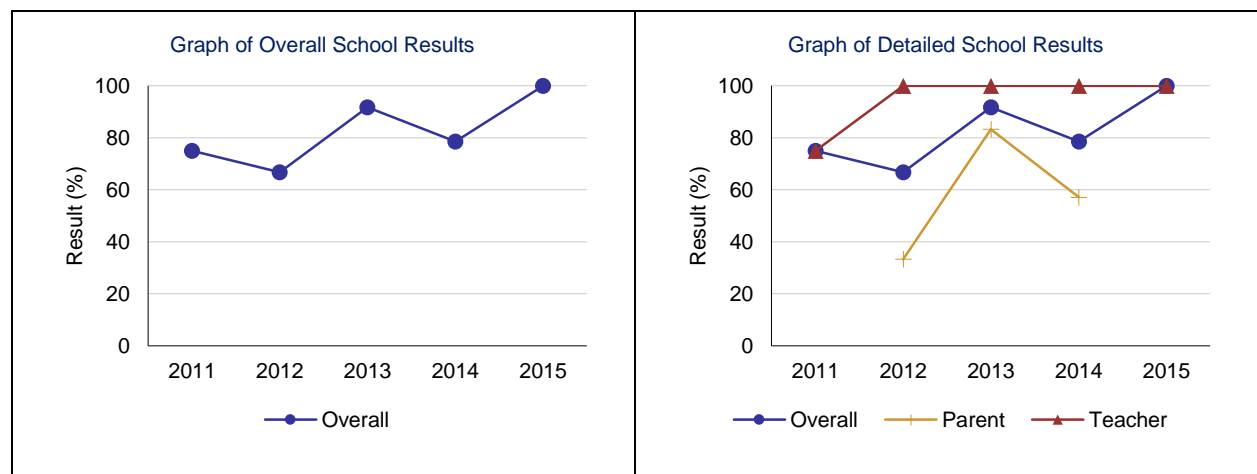
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	81.5	69.9	82.5	72.3	75.5	76.3	79.5	79.5	83.3	79.7	81.9	82.5	83.4	83.4	83.5
Teacher	87.3	80.0	93.3	93.3	87.3	89.2	91.2	92.7	94.2	92.8	92.7	93.1	93.6	93.8	94.2
Parent	*	54.3	86.7	62.5	*	71.2	73.4	75.0	79.1	71.9	78.6	79.4	80.3	81.9	82.1
Student	75.6	75.6	67.5	61.1	63.8	68.6	73.8	70.8	76.6	74.5	74.5	75.0	76.2	74.5	74.2



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

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	75.0	66.7	91.7	78.6	100.0	71.8	80.8	77.9	76.3	75.9	80.1	79.7	80.3	81.2	82.0
Teacher	75.0	100.0	100.0	100.0	100.0	85.7	91.9	92.5	91.0	91.5	89.6	89.5	89.4	89.3	89.7
Parent	*	33.3	83.3	57.1	*	58.0	69.6	63.4	61.6	60.4	70.6	69.9	71.1	73.1	74.2



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

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2011		2012		2013		2014		2015		2015	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	81.0	19.0	82.2	2.2	74.5	7.8	92.9	19.6	84.2	15.8		
	Authority	87.1	19.2	82.9	11.9	85.5	13.1	88.4	16.6	86.5	16.8		
	Province	83.0	18.5	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	92.2	17.6	91.0	21.9	94.0	21.6	90.6	17.1	89.0	15.0		
Mathematics 6	School	69.0	8.6	75.6	6.7	62.7	2.0	69.6	8.9	73.7	15.8		
	Authority	77.5	15.2	71.7	12.6	73.9	13.6	76.5	10.6	78.5	12.4		
	Province	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4	73.3	14.1		
Science 6	School	75.4	26.3	71.1	17.8	84.3	27.5	76.8	21.4	86.0	29.8		
	Authority	80.4	28.6	76.8	29.2	82.5	28.2	84.8	28.8	84.8	27.3		
	Province	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9	76.4	25.3		
Social Studies 6	School	77.6	29.3	68.9	24.4	76.5	25.5	82.1	17.9	64.9	29.8		
	Authority	78.1	19.2	71.3	18.2	76.8	24.6	78.1	16.2	76.4	19.7		
	Province	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1		
English Language Arts 9	School	85.5	16.4	85.7	12.5	91.7	8.3	86.3	9.8	75.7	2.7		
	Authority	85.0	19.2	84.6	15.4	87.6	14.2	84.4	12.7	80.2	10.7		
	Province	79.1	16.3	77.4	16.4	76.7	14.8	76.3	15.1	75.6	14.4		
English Lang Arts 9 KAE	School	85.7	21.4	87.5	12.5	100.0	23.1	75.0	12.5	77.8	11.1		
	Authority	83.3	16.7	86.0	14.0	91.4	14.3	72.4	3.4	68.6	11.4		
	Province	67.2	7.9	61.4	5.8	62.4	4.3	62.9	3.5	62.8	4.6		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	90.2	15.8	84.6	16.1	84.0	14.5	86.1	17.8	88.5	20.2		
Mathematics 9	School	58.3	10.4	71.4	8.9	68.8	10.4	69.4	12.2	51.2	17.1		
	Authority	69.1	13.8	72.7	16.3	73.9	15.8	74.0	14.5	69.8	18.5		
	Province	66.1	17.3	66.5	17.8	66.9	18.3	67.1	17.3	65.3	18.0		
Mathematics 9 KAE	School	76.2	33.3	87.5	37.5	92.3	46.2	90.0	10.0	*	*		
	Authority	82.9	31.4	84.3	27.5	86.1	27.8	74.3	8.6	72.5	25.0		
	Province	64.9	14.9	62.4	15.4	65.9	14.7	63.4	14.5	60.7	14.4		
Science 9	School	76.4	12.7	86.2	22.4	90.4	15.4	80.8	17.3	61.0	12.2		
	Authority	81.8	24.4	82.5	23.8	85.6	23.5	80.5	20.9	73.9	19.2		
	Province	74.9	20.8	74.2	22.4	73.0	20.0	73.2	22.1	74.1	22.9		
Science 9 KAE	School	78.6	50.0	85.7	35.7	100.0	66.7	85.7	28.6	*	*		
	Authority	78.9	47.4	93.2	47.7	96.8	51.6	85.2	25.9	66.7	25.9		
	Province	69.5	15.3	67.9	17.3	68.4	17.1	64.1	14.9	64.4	15.2		
Social Studies 9	School	70.7	15.5	82.5	22.8	91.7	37.5	76.9	23.1	59.0	15.4		
	Authority	76.6	21.0	78.2	23.0	82.8	30.0	77.7	25.6	68.1	18.3		
	Province	67.2	19.0	68.9	19.1	65.6	18.8	65.5	19.9	65.1	19.8		
Social Studies 9 KAE	School	81.8	45.5	80.0	46.7	100.0	46.2	85.7	14.3	57.1	0.0		
	Authority	78.9	42.1	85.4	37.5	97.1	34.3	87.1	12.9	64.5	12.9		
	Province	61.9	13.6	63.5	13.9	64.6	13.0	61.8	10.7	57.2	11.2		

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

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

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

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Gibbons School							Alberta			
Course	Measure	Achievement	Improvement	Overall	2015		Prev 3 Yr Avg		2015		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	57	84.2	51	83.2	47,446	82.8	44,338	82.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	57	15.8	51	9.9	47,446	19.5	44,338	17.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	472	15.0	497	20.2
Mathematics 6	Acceptable Standard	Intermediate	Maintained	Acceptable	57	73.7	51	69.3	47,377	73.3	44,292	73.8
	Standard of Excellence	Intermediate	Improved	Good	57	15.8	51	5.9	47,377	14.1	44,292	16.2
Science 6	Acceptable Standard	Intermediate	Improved	Good	57	86.0	51	77.4	47,379	76.4	44,273	77.1
	Standard of Excellence	High	Maintained	Good	57	29.8	51	22.2	47,379	25.3	44,273	26.3
Social Studies 6	Acceptable Standard	Low	Declined	Issue	57	64.9	51	75.8	47,385	69.8	44,226	72.1
	Standard of Excellence	High	Maintained	Good	57	29.8	51	22.6	47,385	18.1	44,226	18.4
English Language Arts 9	Acceptable Standard	Intermediate	Declined	Issue	37	75.7	52	87.9	43,532	75.6	38,021	76.8
	Standard of Excellence	Very Low	Declined	Concern	37	2.7	52	10.2	43,532	14.4	38,021	15.4
English Lang Arts 9 KAE	Acceptable Standard	High	Maintained	Good	9	77.8	12	87.5	1,553	62.8	1,543	62.3
	Standard of Excellence	High	Maintained	Good	9	11.1	12	16.0	1,553	4.6	1,543	4.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	391	20.2	345	16.2
Mathematics 9	Acceptable Standard	Very Low	Declined	Concern	41	51.2	51	69.9	43,190	65.3	37,734	66.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	41	17.1	51	10.5	43,190	18.0	37,734	17.8
Mathematics 9 KAE	Acceptable Standard	*	*	*	5	*	13	89.9	1,966	60.7	1,858	63.9
	Standard of Excellence	*	*	*	5	*	13	31.2	1,966	14.4	1,858	14.8
Science 9	Acceptable Standard	Intermediate	Declined Significantly	Issue	41	61.0	54	85.8	43,653	74.1	38,253	73.4
	Standard of Excellence	High	Maintained	Good	41	12.2	54	18.4	43,653	22.9	38,253	21.5
Science 9 KAE	Acceptable Standard	*	*	*	5	*	10	90.5	1,527	64.4	1,503	66.8
	Standard of Excellence	*	*	*	5	*	10	43.7	1,527	15.2	1,503	16.4
Social Studies 9	Acceptable Standard	Low	Declined Significantly	Concern	39	59.0	52	83.7	43,451	65.1	38,360	66.7
	Standard of Excellence	Intermediate	Declined	Issue	39	15.4	52	27.8	43,451	19.8	38,360	19.3
Social Studies 9 KAE	Acceptable Standard	Intermediate	Declined	Issue	7	57.1	12	88.6	1,469	57.2	1,489	63.3
	Standard of Excellence	Low	Declined	Issue	7	0.0	12	35.7	1,469	11.2	1,489	12.5

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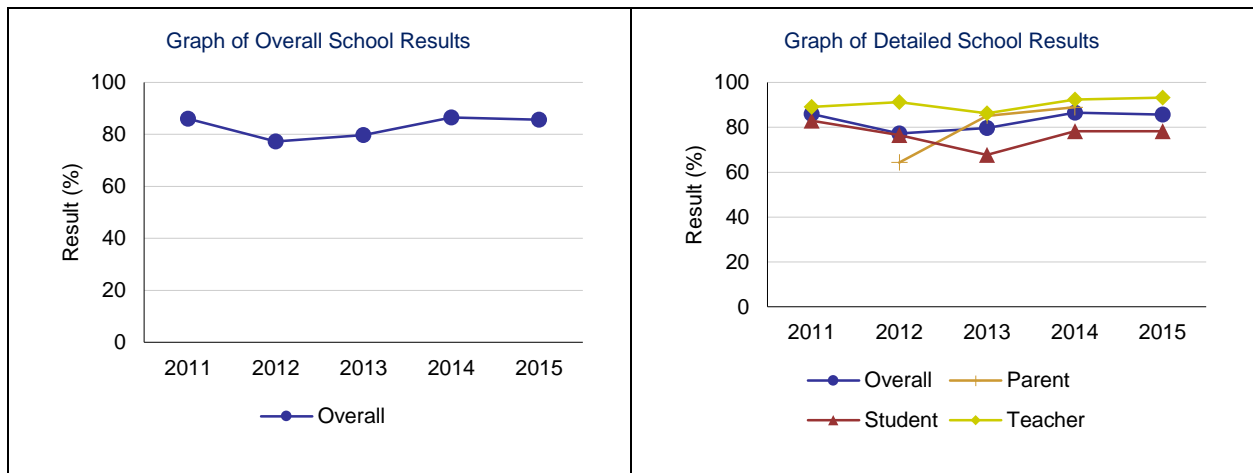
Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

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

Program of Studies – Measure Details

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

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	86.0	77.3	79.7	86.5	85.7	79.4	81.0	82.9	82.7	81.4	80.9	80.7	81.5	81.3	81.3
Teacher	89.1	91.3	86.3	92.4	93.2	86.7	87.2	88.1	88.0	88.5	87.6	87.3	87.9	87.5	87.2
Parent	*	64.3	85.1	88.9	*	75.9	75.9	78.6	79.0	76.3	78.3	78.1	78.9	79.9	79.9
Student	82.9	76.5	67.7	78.2	78.3	75.8	79.9	81.9	81.1	79.3	76.9	76.9	77.8	76.6	76.9

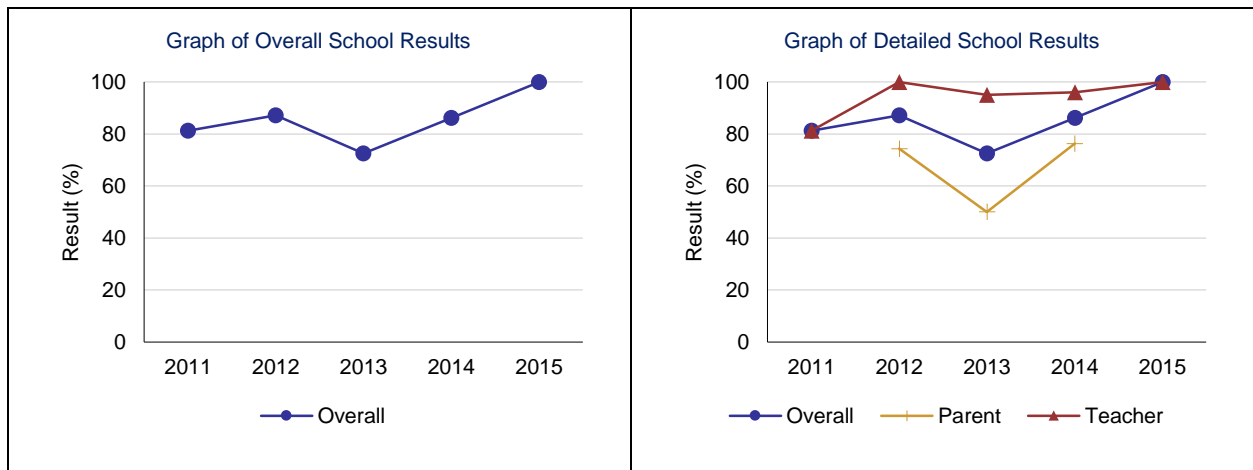


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction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

Parental Involvement – Measure Details

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

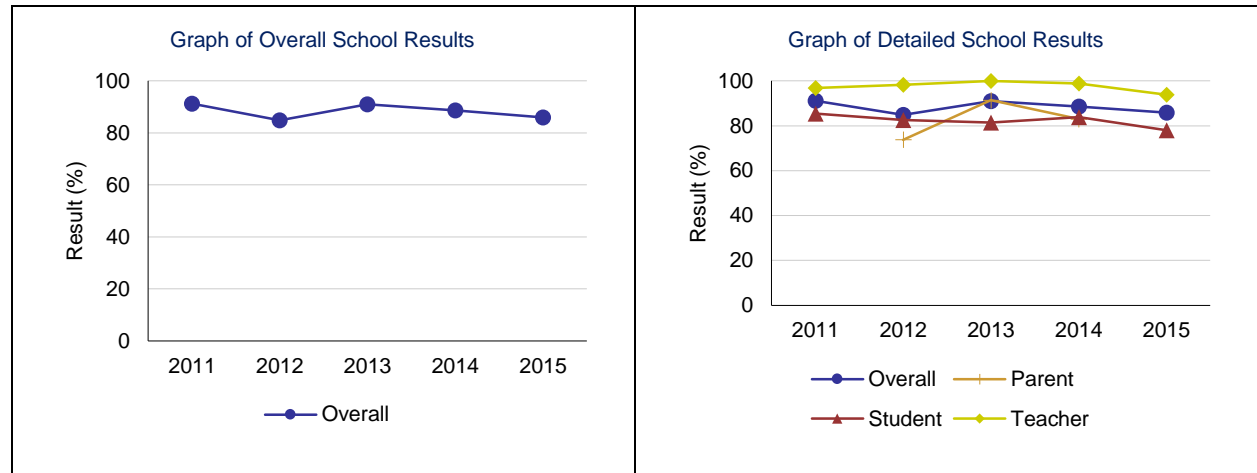
	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	81.3	87.1	72.5	86.2	100.0	78.5	80.0	77.5	81.9	81.2	79.9	79.7	80.3	80.6	80.7
Teacher	81.3	100.0	95.0	96.0	100.0	89.7	91.4	88.6	92.5	90.8	88.1	88.0	88.5	88.0	88.1
Parent	*	74.3	50.0	76.3	*	67.3	68.6	66.5	71.2	71.6	71.7	71.4	72.2	73.1	73.4



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

Education Quality – Measure Details

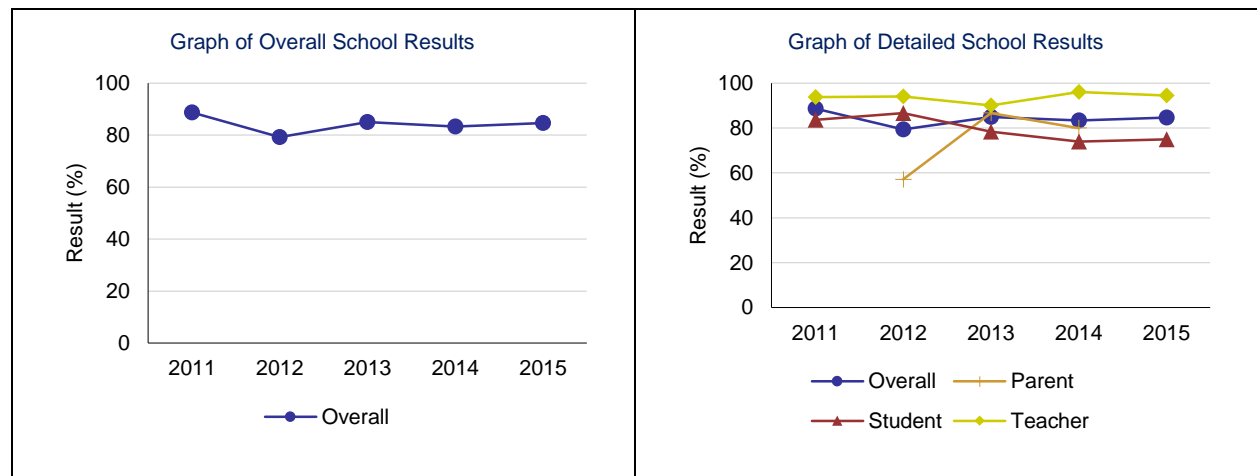
Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	91.2	84.9	91.0	88.6	85.9	88.4	87.7	88.8	90.1	88.7	89.4	89.4	89.8	89.2	89.5
Teacher	96.9	98.3	100.0	98.9	93.9	96.1	96.2	96.4	97.2	97.2	95.5	95.4	95.7	95.5	95.9
Parent	*	73.8	91.4	83.0	*	82.9	79.9	82.5	83.2	80.6	84.2	84.2	84.9	84.7	85.4
Student	85.5	82.6	81.4	83.8	78.0	86.1	87.0	87.4	90.0	88.3	88.5	88.6	88.7	87.3	87.4



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

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.															
	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	88.7	79.3	85.0	83.3	84.7	86.7	86.8	86.8	89.3	88.1	88.1	88.6	89.0	89.1	89.2
Teacher	93.8	94.0	90.0	96.0	94.5	94.3	94.5	95.7	97.2	96.2	94.5	94.8	95.0	95.3	95.4
Parent	*	57.1	86.7	80.0	*	82.6	83.6	83.2	84.8	84.9	86.6	87.4	87.8	88.9	89.3
Student	83.7	86.7	78.3	73.9	74.9	83.2	82.4	81.6	86.1	83.3	83.3	83.7	84.2	83.1	83.0

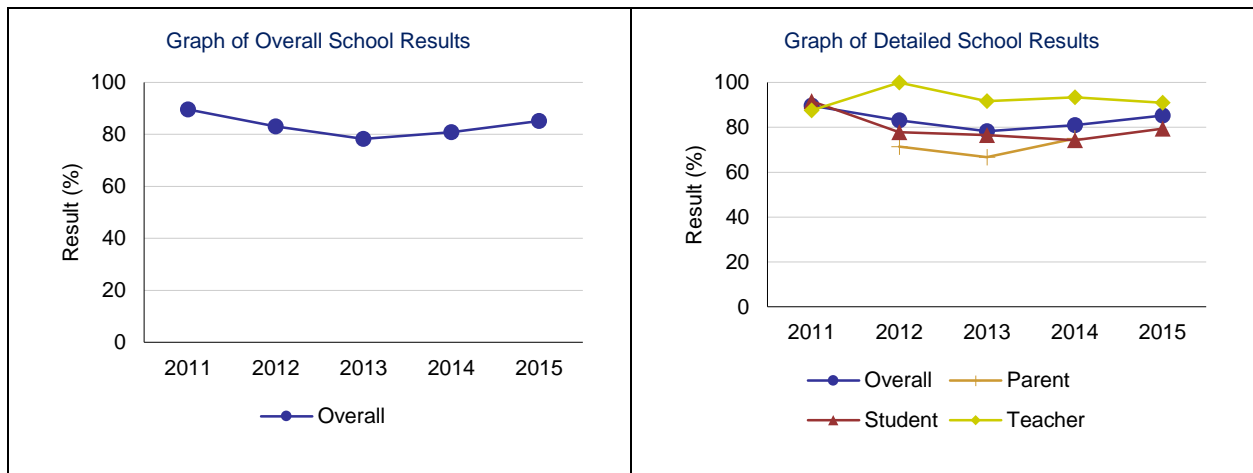


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction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

School Improvement – Measure Details

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

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	89.6	83.1	78.3	80.9	85.2	77.3	79.0	79.6	80.7	81.1	80.1	80.0	80.6	79.8	79.6
Teacher	87.5	100.0	91.7	93.3	90.9	75.2	81.7	83.0	85.2	83.8	80.1	81.1	80.9	81.3	79.8
Parent	*	71.4	66.7	75.0	*	75.0	74.9	72.4	69.5	73.7	77.3	76.2	77.9	77.0	78.5
Student	91.7	77.8	76.6	74.3	79.4	81.7	80.5	83.3	87.3	85.7	82.9	82.7	82.9	81.2	80.7



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