

Dixonville School

Annual Education Results Report/Three Year Education Plan 2019-2022



A proud member of Peace River School Division

Accountability Statement

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

This report is a summary of Dixonville School's achievements for the 2018-2019 school years and a Three-Year Education Plan for the 2019-2022 Three Year Education Plan, beginning in the 2014 school year. The school has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within it to improve students learning and results.

Foundation Statements

Vision Statement

To be the first choice in education for our community's students and families.

Mission Statement

We foster a safe, caring, and student-centred learning environment where students flourish and develop independence.

Principal Beliefs

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



School Profile

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

Dixonville School serves primarily an agricultural and forestry based community. The citizens of Dixonville play a major part in the life of the school. They volunteer their time in various ways. Community recreational facilities, such as the curling rink, provide students with opportunities to take part in the sport of curling. The community rink provides regular skating opportunities which enhance the Physical Education program at the school. The Agricultural Society (the Dixonville L.I.F.E Club), community businesses that periodically provides hot lunches to our students. Dixonville School supports and promotes community partnerships. The school is home to the Dixonville Playschool and the Dixonville Community Library. The Library is available to community members after school hours. Dixonville School has a dynamic School Council which meets the first Wednesday of every month at 4pm. Everyone is welcome to attend. We have a strong volunteer and corporate community and we rely on community volunteers and local industries for support. The town has a small grocery store, a post office, and Northern Lights County maintenance shop. These organizations are part of what makes Dixonville School a special, exciting, and safe place for lifelong learning.



Enrolment Trends

	Sept.- 10	Sept.- 11.	Sept.- 12	Sept.- 13.	Sept 14	Sept. 15	Sept. 16	Sept. 17	Sept. 18	Sept. 19
ECS	7	8	8	4	5	9	8	9	5	4
Grade 1	4	11	11	7	5	2	8	8	9	4
Grade 2	4	5	5	9	5	5	2	4	7	11
Grade 3	4	5	5	6	7	5	5	4	5	8
Grade 4	6	4	4	3	5	5	5	4	3	5
Grade 5	4	3	3	4	3	4	6	4	5	4
Grade 6	2	4	4	2	4	2	5	8	4	4
Grade 7	3	4	4	4	1	3	2	6	7	4
Grade 8	6	0	0	3	2	2	4	2	5	5
Grade 9	2	3	3	0	1	1	2	2	1	5
Totals	42	44	47	42	39	38	47	51	51	54



Combined 2019 Accountability Pillar Overall Summary

Measure Category	Measure	Dixonville School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	95.8	94.6	95.1	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	87.2	96.5	87.5	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	96.4	97.2	97.4	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	*	*	n/a	2.6	2.3	2.9	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	75.0	61.4	68.2	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	4.2	15.9	9.5	20.6	19.9	19.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	75.0	n/a	100.0	83.0	82.4	82.6	Intermediate	Declined	Issue
	Citizenship	95.1	95.7	96.4	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	87.5	100.0	100.0	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	96.6	95.3	97.3	81.0	80.3	81.0	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 fires in May to June 2016 and May to June 2019. 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 fires in May to June 2016 and May to June 2019. 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 2015/16 school year. Caution should be used when interpreting trends over time.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that 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
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 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	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	70.8	*	75.0	61.4	75.0	75	Intermediate	Maintained	Acceptable	76	78	80
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	4.2	*	3.1	15.9	4.2	25	Very Low	Maintained	Concern	5	10	15

Comment on Results

(an assessment of progress toward achieving the target)

- The low number of students we have writing PATs makes individual performance heavily weighted statistically
- Continuing to increase the overall percentage of students in Grade 6 and 9 who have achieved the acceptable standard on PATs.
- Standard of excellence declined by 11.7, continuing to work on the strategies listed below to increase in this area.

Strategies

- Continued focus in Grades 1-9 across all subjects on student acquisition of concept-specific vocabulary; and effective instruction strategies for student understanding and retention of vocabulary in all subjects
- Teach test-taking strategies
- Teacher collaboration periods scheduled on a weekly basis (PLC)
- Educational Assistants scheduled into classrooms to support student learning plans for PAT results analysis
- Increase scheduled time for partner and guided reading.
- Focus instruction based on Common Assessments in numeracy and literacy
- Strands, topics, themes arranged school-wide to better suit multi-grade instruction
- Daily intervention period scheduled for Tier 2 and Tier 3 supports (as per Response to Intervention)
- Students in Gr. 2-6 will use www.reflexmath.com at least twice times a week to build basic math fact fluency (so as to aid in performance throughout the math curriculum)
- Use blended learning models in core subjects, Gr. 3-9, to aid multi-grade instruction and increase student access to enrichment and extension learning opportunities/activities
- Ensure equitable student access to devices, other technologies, and to assistive technologies to support student learning.
- Keyboarding will continue to be taught as an essential skill in Grades 3-9, with Grades 6-9 receiving keyboarding lessons.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	93.5	100.0	93.4	95.7	95.1	100	Very High	Maintained	Excellent	96	97	98

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

- Although we didn't meet our target of 100%, we did a very high result of 95.1%

Strategies

- Staff explicitly explain to students how positive behaviours relate to citizenship
- Positive acknowledgements in ClassDojo refer directly to citizenship, work place preparedness
- Weekly assemblies to recognize/celebrate students' acts of citizenship
- Staff regularly use the term 'citizenship' and 'citizen' to describe how students' behaviour/actions affect the school environment as a whole
- Continue to educate, engage, and monitor students on the principles of responsible digital citizenship.
- Offer students leadership opportunities (i.e. student council, breakfast program, reading buddies).

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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	*	*	*		*	*	*			

Comment on Results

(an assessment of progress toward achieving the target)

Strategies

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
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.	84.8	75.8	90.2	96.5	87.2	98	Very High	Maintained	Excellent	88	90	92

Comment on Results

(an assessment of progress toward achieving the target)

- This will continue to be targeted area of growth for the school.
- 100% satisfied with Art, Music and Health opportunities at Dixonville School.
- Communication on drama opportunities is an area for growth.

Strategies

- A new rotation of options classes (Gr. 3-9) has been implemented to increase students' choices and opportunities, including: foods lab, CO2 dragster making/racing, hovercraft making, outdoor PE, art, second languages (French, Spanish, or German)
- The music (band) program continues (Gr.6-9)
- iPads continue to be used primarily for K-2 numeracy and literacy programming
- Archery program , Cross- country skiing, and curling will continue
- Continue to explore opportunities for DX students to join other larger schools' athletic teams(GPS)
- Student-centred learning is supported through a blended learning model that includes variations of time, place, path, or pace.
- Create and participate in learning events and competitions – i.e. robotics tournaments, options courses such as CO2 dragsters – to inspire students to pursue further studies and careers in the fields of science, technology, and engineering(Science in Motion).
- Focus on communication for drama at Dixonville School via Class Dojo and newsletters.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	96.7	98.3	92.5	94.6	95.8	98	Very High	Maintained	Excellent	96	97	98
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	100.0	99.3	95.8	97.2	96.4	100	Very High	Maintained	Excellent	97	98	99
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	n/a	n/a	100.0	n/a	75.0	100	Intermediate	Declined	Issue	76	78	80
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	90.0	n/a	100.0	100.0	87.5	100	Very High	Maintained	Excellent	89	90	92
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	100.0	100.0	96.7	95.3	96.6	100	Very High	Maintained	Excellent	97	98	99

Comment on Results

(an assessment of progress toward achieving the target)

- Didn't meet the goal of 98% of teachers, parents and students agreement that students are safe at school and learning the importance of caring for others, are learning respect for others and are treated fairly in school, but still maintained high.
- Didn't meet the goal of 100% of parental involvement in decisions about their child's education. Maintaining a high standards overall, still improving.
- Continuing to grow in the area of schools have improved or stayed the same the last three years. Didn't meet the goal of 100, still scored high with 96%.
- We are pleased with these results
- We will continue to focus on collaboration and parent/guardian involvement in the school

Strategies

- Decreases have been noted in outcomes three and four, communication plan and achievable targets have been set.
- Active and supportive PAC meets monthly
- Continue to foster a positive and enjoyable culture through engaging school-wide events (such as this year's Spelling Bee and Public Speaking).
- Communication through school newsletters, social media, the school website, and Class Dojo
- Recognition and celebration of parents, guardians, and volunteers through Parents Matter events (chili dinner).
- Enhance existing community partnerships and seek new partnerships (i.e. delivery of options courses). Continue to partner with business, industry, local governments, and community service programs to enhance student learning opportunities by sharing

information about career opportunities, education, training, and job preparation (i.e. fieldtrips to DMI, local airlines, etc.)

- Positive Acknowledgement in Class Dojo referring directly to Work Preparedness.

Local Outcome Six: Positive safety attitudes*Outcome: Communicate and Celebrate the Importance of Safety to all Stakeholders*

Performance Measures	Result		Targets			
	2017	2018	2019	2020	2021	2022
Dixonville School will successfully provide safety education/activities monthly between the months of August through June.	100	100	100	100	100	100
Dixonville School will successfully incorporate key safety messages into communication plan.	100	100	100	100	100	100
Dixonville School will show an increase in reported incidents and near misses on PSW	n/a	n/a	n/a	100	100	100

Comment on Results

Throughout the 2019-2020 school year, Dixonville School met the goals set out. Dixonville shared monthly key safety messages 10/10 months, education/safety activities were provided and reported for 10/10 months and meaningful on going safety activities were provided 10/10 as per the yearly safety plan. Activities included a range of topics and delivery modes. Health and safety of staff and students continues to be a priority of Dixonville School and is firmly embedded in the school culture.

Strategies

- A site-based Health and Safety Plan is developed annually, with the primary focus on safety education and activities for all stakeholders
- Public School Works will be utilized as a safety tool as per the Health and Safety Plan
- All safety education and activities will be reported monthly to the Division Health and Wellness Coordinator via Google forms
- Health and safety will be incorporated into the site based communication plan. The may take many forms and target both specific and general audiences.
- Site based safety meetings (including site inspections) will occur on a monthly basis.
- Centrally developed safety messages will be incorporated into monthly newsletters and the school website.
- Participate in community safety training events and partnerships.

Budget Report

Peace River School Division No. 10

2019-2020 Fall Update Budget

SCHOOL: Dixonville

Revenue And Allocations To Budget Center

AB ED: Base Funding	2019-2020 Fall Update Budget	2019-2020 May Preliminary Budget
Total AB ED: Base Funding	\$27,050	\$25,150
% of Revenue And Allocations To Budget Center	98%	97%
AB ED: Differential Cost Funding	2019-2020 Fall Update Budget	2019-2020 May Preliminary Budget
Total AB ED: Differential Cost Funding	\$1,230	\$1,230
% of Revenue And Allocations To Budget Center	4%	5%
Transfers	2019-2020 Fall Update Budget	2019-2020 May Preliminary Budget
Total Transfers	(\$540)	(\$500)
% of Revenue And Allocations To Budget Center	-2%	-2%

Total Revenue And Allocations To Budget Center	\$27,740	\$25,880
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Expenditures

Other Staffing Costs	2019-2020 Fall Update Budget	2019-2020 May Preliminary Budget
School Based Certificated Sub Cost	\$2,664	\$2,664
Certified: Substitute Teacher: Daily Rate	\$222.00	\$222.00
Days of School Certified Subs	12.00 Days	12.00 Days
School Based Certificated Sub Benefits	\$266	\$266
School Based Certificated Sub Cost	\$2,664	\$2,664
Sub Teacher Benefit Rates	0.1000 Factor	0.1000 Factor
Uncertified Subs and Additional Hours	\$500	\$500
Total Other Staffing Costs	\$3,430	\$3,430
% of Expenditures	12%	13%

Contracted Services	2019-2020 Fall Update Budget	2019-2020 May Preliminary Budget
Certificated Inservice/Reg Fees	\$4,000	\$4,000
Professional Fees	\$350	\$350
Postage & Phone	\$950	\$950
Advertising	\$100	\$100
Expense Reimbursement	\$2,000	\$2,000
Contracted Building Grounds Maintenance	\$2,000	\$2,000
Association Fees	\$250	\$250
Total Contracted Services	\$9,650	\$9,650
% of Expenditures	35%	37%

Supplies	2019-2020 Fall Update Budget	2019-2020 May Preliminary Budget
Supplies	\$11,008	\$9,200

SCHOOL: Dixonville - Budget Report

2019-2020 Fall Update Budget

Supplies	2019-2020 Fall Update Budget	2019-2020 May Preliminary Budget
Library Supplies (Minimum Standard)	\$702	\$650
ECS Enrolment	4 Students	4 Students
Library Enhancement Rate	\$13.00	\$13.00
Total Head Count w/o ECS	50.00 Students	46.00 Students
Library Supplies	\$350	\$350
Furniture & Equipment	\$2,600	\$2,600
Total Supplies	\$14,660	\$12,800
% of Expenditures	53%	49%

Total Expenditures	\$27,740	\$25,880
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Summary		
	2019-2020 Fall Update Budget	2019-2020 May Preliminary Budget
Total Revenues and Allocations To Budget	\$27,740	\$25,880
Total Expenditures	\$27,740	\$25,880
Variance	\$0	\$0

Notes

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	93.5	100.0	93.4	95.7	95.1	83.0	84.3	82.0	86.2	85.7	83.5	83.9	83.7	83.0	82.9
Teacher	*	*	*	*	*	96.1	96.0	95.1	95.5	96.8	94.2	94.5	94.0	93.4	93.2
Parent	93.3	100.0	94.3	96.7	95.0	80.3	82.8	78.3	80.4	77.9	82.1	82.9	82.7	81.7	81.9
Student	93.8	100.0	92.5	94.7	95.2	72.6	74.2	72.6	82.7	82.5	74.2	74.5	74.4	73.9	73.5

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	100.0	n/a	75.0	85.3	85.6	82.7	84.7	84.0	82.0	82.6	82.7	82.4	83.0
Teacher	*	*	*	*	*	93.5	96.0	94.3	95.0	96.6	89.7	90.5	90.4	90.3	90.8
Parent	*	*	100.0	*	75.0	77.1	75.2	71.1	74.5	71.3	74.2	74.8	75.1	74.6	75.2

Lifelong Learning – Measure Details (OPTIONAL)

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	70.0	n/a	42.9	74.7	77.2	75.5	77.5	76.2	70.0	70.7	71.0	70.9	71.4
Teacher	*	*	*	*	*	81.9	87.2	86.3	91.1	92.7	76.0	77.3	77.3	77.8	78.8
Parent	*	*	70.0	*	42.9	67.5	67.2	64.8	64.0	59.7	64.0	64.2	64.8	64.0	64.0

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.															
		Results (in percentages)												Target	
		2015		2016		2017		2018		2019		2019			
		A	E	A	E	A	E	A	E	A	E	A	E		
English Language Arts 6	School	*	*	*	*	*	*	75.0	0.0	*	*				
	Authority	88.1	14.6	85.2	11.3	79.0	11.2	88.7	10.1	82.2	6.9				
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8				
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a				
	Province	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6				
Mathematics 6	School	*	*	*	*	*	*	75.0	25.0	*	*				
	Authority	75.7	6.9	69.3	8.4	68.1	4.7	62.6	9.2	60.7	4.5				
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0				
Science 6	School	*	*	*	*	*	*	87.5	37.5	*	*				
	Authority	77.5	19.7	74.3	18.3	75.6	18.8	71.8	17.6	67.7	13.4				
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6				
Social Studies 6	School	*	*	*	*	*	*	75.0	25.0	*	*				
	Authority	66.5	6.4	66.3	10.9	68.1	17.4	64.7	8.8	66.2	8.5				
	Province	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4				
English Language Arts 9	School	*	*	*	*	*	*	*	*	*	*				
	Authority	70.4	9.1	68.6	6.3	74.3	6.9	69.3	8.0	64.4	5.4				
	Province	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7				
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a				
Mathematics 9	Province	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0				
	School	*	*	*	*	*	*	*	*	*	*				
	Authority	60.3	12.3	56.7	8.7	61.8	8.0	41.5	5.2	47.2	7.5				
	Province	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0				

	Authority	29.4	5.9	64.3	7.1	66.7	11.1	44.4	0.0	*	*		
	Province	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2		
Science 9	School	*	*	*	*	*	*	*	*	*	*		
	Authority	64.0	8.1	61.0	8.3	61.0	6.3	64.6	9.1	61.4	11.9		
	Province	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4		
	Authority	33.3	0.0	*	*	*	*	*	*	*	*		
	Province	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7		
Social Studies 9	School	*	*	*	*	*	*	*	*	*	*		
	Authority	56.5	7.6	48.8	12.2	56.8	11.6	53.6	9.2	55.0	8.5		
	Province	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6		
	Authority	41.7	0.0	76.5	11.8	44.4	11.1	*	*	25.0	12.5		
	Province	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0		

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 fires in May to June 2016 and May to June 2019. 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 that 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 année	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
K&E English Language Arts 9	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 année	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
K&E Mathematics 9	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
K&E Science 9	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
K&E Social Studies 9	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:

1. 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. 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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	84.8	75.8	90.2	96.5	87.2	77.9	80.4	78.6	82.5	81.1	81.3	81.9	81.9	81.8	82.2
Teacher	*	*	*	*	*	86.2	88.2	89.5	92.4	90.7	87.2	88.1	88.0	88.4	89.1
Parent	84.8	75.0	87.8	100.0	81.0	79.8	82.8	76.5	76.3	76.0	79.9	80.1	80.1	79.9	80.1
Student	n/a	76.6	92.7	93.0	93.4	67.7	70.1	69.7	78.9	76.6	76.9	77.5	77.7	77.2	77.4

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	90.0	n/a	100.0	100.0	87.5	84.7	86.0	83.6	84.2	83.3	80.7	80.9	81.2	81.2	81.3
Teacher	*	*	*	*	*	88.4	91.7	92.4	93.0	94.0	88.1	88.4	88.5	88.9	89.0
Parent	90.0	*	100.0	100.0	87.5	80.9	80.2	74.9	75.4	72.6	73.4	73.5	73.9	73.4	73.6

Education Quality – Measure Details

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	100.0	99.3	95.8	97.2	96.4	89.0	90.0	87.9	91.0	89.9	89.5	90.1	90.1	90.0	90.2
Teacher	*	*	*	*	*	97.5	97.2	96.5	97.3	97.7	95.9	96.0	95.9	95.8	96.1
Parent	100.0	100.0	95.2	100.0	95.8	82.5	86.9	82.2	84.7	81.0	85.4	86.1	86.4	86.0	86.4
Student	100.0	98.6	96.4	94.4	97.0	86.9	86.0	85.1	90.9	90.9	87.4	88.0	88.1	88.2	88.1

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	96.7	98.3	92.5	94.6	95.8	89.5	89.5	86.9	90.4	90.1	89.2	89.5	89.5	89.0	89.0
Teacher	*	*	*	*	*	97.0	95.7	95.6	95.6	97.1	95.4	95.4	95.3	95.0	95.1
Parent	96.7	100.0	97.1	93.3	97.5	89.1	89.8	84.9	87.6	85.6	89.3	89.8	89.9	89.4	89.7

Student	96.7	96.7	87.9	95.8	94.0	82.3	83.1	80.2	88.2	87.6	83.0	83.4	83.3	82.5	82.3
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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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	100.0	100.0	96.7	95.3	96.6	82.3	84.7	82.5	87.5	84.4	79.6	81.2	81.4	80.3	81.0
Teacher	*	*	*	*	*	85.8	90.3	86.5	93.8	93.8	79.8	82.3	82.2	81.5	83.4
Parent	100.0	*	*	100.0	100.0	80.7	82.5	80.9	81.4	74.3	78.5	79.7	80.8	79.3	80.3
Student	100.0	100.0	96.7	90.6	93.2	80.4	81.5	80.2	87.5	85.1	80.7	81.5	81.1	80.2	79.4