

Horizon School Division No. 67

Combined 2013-14 to 2015-16 Education Plan and
2012-2013 Annual Education Results Report



*An inclusive learning community that engages
and empowers all learners for success.*

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Introduction

School division plans focus on student learning over three years. The education plans prepared annually by school jurisdictions and schools encompass a three-year cycle, and are aligned with Alberta Education's business plan. As one year is completed, the plan is reviewed and the subsequent year added. Annual planning within the three-year cycle allows for continuity from year to year. Strategies and priorities are adjusted to respond to the past year's performance results, the accountability pillar, and changes in the operating environment. This approach fosters responsiveness to student and community needs and a parallel focus on continuous improvement.

The School Board is accountable for the plan. This three-year plan for education is for the entire Horizon School Division and includes jurisdiction priorities in the context of provincial directions for education. Annual uptakes take into account jurisdiction results, Accountability Pillar measures, input from stakeholders, available resources, Alberta Education business plans and feedback from Alberta Education.

Guided by provincial goals, the plan reflects the core goals and key actions identified through multi stakeholder input as part of Horizon's transformation process. As well, the plan recognizes the broader outcomes, strategies, and performance measures included in individual school three-year plans developed in each of the jurisdiction's sixteen regular schools, three outreach schools, and the eighteen schools of the Hutterian Brethren community. School plans are developed in collaboration with many stakeholder groups, which ensures that the jurisdiction plan is a product of the input of school councils, school staffs, parents, and the public.

This Education Plan includes the Annual Education Results Report requirement of the planning and reporting cycle. The results inform the current Education Plan and illustrate progress made toward achieving the goals identified in the previous Education Plan. Copies of this plan and results report are available at all schools in Horizon School Division. It has also been provided to all School Councils and shared with the Horizon Council of School Councils.

For more details contact Barb McDonald, Secretary to the Board (403) 223-3547 Ext. 10030 or by email barb.mcdonald@horizon.ab.ca

Copies of the Education Plan are also available at:
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Horizon Website:

<http://horizon.ab.ca/documents/general/2013-2016EdPlanAERR.pdf>

A one page summary is available at

<http://horizon.ab.ca/documents/general/2013-2014AERRsummary.pdf>

Message from the Board Chair

The Board of Horizon School Division believes in accountability. As a learning system, we receive substantial resources from Alberta Education that must be used effectively and efficiently. Our stakeholders, including students, parents, and community members expect the school division to provide quality learning opportunities including supports and services to children. The Three-Year-Plan outlines the priorities of Horizon School Division within the context of the goals of Alberta Education.

The Board of Trustees is very pleased with the accomplishments of our school jurisdiction and the achievement of our students. The support of parents, teachers and other stakeholders is essential to our continued success. The results in this report illustrate a passion for learning, commitment to excellence and belief in caring, supportive environments. As Trustees we have every confidence that over the next three years we will build on our achievements and continue to provide quality learning for the students we serve. Our Learning Model for Student Success is based on our core values and beliefs with the learner at the center of all we do. We are committed to two core goals that will serve as a filter for resource allocation, staff development, and policy:

- All learners will finish school possessing 21st century learning competencies
- All learners will demonstrate the personal attributes of contributing global citizens.

We recognize that schools can't do it alone and we further commit to building capacity with parents as the primary educators. We value our partnerships and together we can support all our children in preparing for a successful future.

Marie Logan
Board Chair

Statement of Accountability

The Annual Education Results Report for the 2012-13 school year and the Education Plan for the three years commencing September 1, 2013 for Horizon School Division was prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Government Accountability Act. This document was developed in the context of the provincial government's business and fiscal plans. The Board 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 the Education Plan to improve student learning and results. The Board approved this combined Annual Education Results Report for the 2012/2013 school year and the three-year Education Plan for 2013– 2016 on November 26, 2013.

Marie Logan, Board Chair

Wilco Tymensen, Superintendent

Foundation Statements

Vision

Passionately engaged learners who confidently pursue continual improvement now and in the future as contributing global citizens.

Mission Statement

Horizon is a 21st century inclusive learning community that engages and empowers all learners for success.

Beliefs

We believe in and support...

- Foundations of learning:
 - Parent and Community Engagement
 - Governance
 - Leadership
 - Professional Learning
 - Research and Evidence
- Essential Learning Conditions
 - Effective Teaching
 - Effective Learning Environments
 - Effective Supports and Services
- Inclusive Education
- Passionately Engaged Learners

Statement of Values

- Safe, caring and inclusive learning environments
- Student centered decision making
- Purposeful collaboration and partnerships
- Quality staff and programs throughout our rural schools
- Commitment
- Accountability, sustainability, and fiscal responsibility
- Ethical, transparent practices

Jurisdiction Profile

The Horizon School Division is a rural jurisdiction running south-north from Coutts on the Canada/US border to Lomond in the County of Vulcan. The Division provides education services to approximately 3500 students and consists of 15 schools of various grade configurations, one Christian Alternative School, and three Outreach schools. Additionally, there are 18 Hutterian Brethren schools scattered throughout the Division. Most of the communities within the Horizon School Division are small, with the Town of Taber, population 9,000, the largest. Schools, excluding one-room Colony schools, range in size from 50 to 500 students.

The economy of the area is primarily dependent upon agriculture and the oil and gas industry. Some agricultural processing, service industry, and light manufacturing is present in the area. Many of the smaller rural communities have experienced population decline in past years, but some appear to have now stabilized. Others continue to decline, which makes it difficult to offer comprehensive programs and services. The Town of Taber has experienced slow, steady growth and this has been reflected in gradual increases in school enrolments. The population of the Taber/Vauxhall area appears to be more transient than elsewhere in the Division. People come and go consistent with activity in the resource-based industries.

In many of our rural schools the number of students per grade is small which has necessitated some double and even triple grading. Furthermore, school subjects are often cycled in multi-graded classrooms, which results in students writing exams a full year after completing the course. Given this interval, it is understandable that it would be more difficult for students to be as successful as they might otherwise be. High schools with low enrolment often have to combine classes in order to offer courses. Other courses are offered through distance learning or videoconferencing.

Horizon is anxious to provide the same learning opportunities to students in small schools as is offered in larger ones. To this end, the division has developed science boxes, CTS kits and Fine Arts kits that are available to small schools that may lack the resources to otherwise provide these programs. Additionally, Horizon has video-conference delivery of some junior high and specialized high school courses (Art, Physics, Chemistry, and Mathematics) to broaden delivery options in small schools.

Although our smaller schools face some unique challenges, a small school environment also provides advantages for the students. Smaller class sizes mean more individual attention. These schools are characterized by open and welcoming climates that are safe, secure and strongly connected to the community. Our communities are very supportive of their local school and are actively involved in promoting quality educational experiences for the young people who attend there. Some schools and communities have been very proactive in developing Alternative Programs to attract students. Warner Hockey School and Vauxhall Academy of Baseball are two programs that have brought students from across the province and country to participate in elite level athletics. Horizon School Division is also very fortunate to have a superior staff who endeavor to do whatever it takes to meet the learning needs of the students we serve.

Over the past ten to fifteen years, a substantial population of Low German-speaking Mennonite families from Mexico and other Central American countries has moved into the area. Almost all of these families have settled in the area around Taber, Vauxhall, Enchant, Barnwell, Lomond, Hays, and Grassy Lake. The Division endeavors to accommodate children from these families and encourages their enrolment in our schools. A variety of Mennonite Learning Programs provide an education setting that respects culture and integrates cultural components that the parents have identified as an important part of their children's educational program. At the secondary level, Outreach programs targeting this population are operating in Vauxhall, Taber, and Grassy Lake. All students from this unique population are ELL students and they generally do not proceed beyond the upper elementary or early junior high grades. Many of these students return with their families to Mexico during the winter months, although there has been a trend of permanent settlement in the region with families buying homes and agricultural land.

Most Low German-speaking Mennonite and Hutterite students are English Language Learners (ELL). As such, Horizon has a significant percentage of ELL students. At the grade three level, approximately 42% of the students writing provincial achievement tests are ELL. Even with this high number of ELL students, grade 3 results on provincial achievement tests have generally been above provincial average.

The Jurisdiction Profile Report for Horizon School Division notes that the average income for individuals and families is significantly lower than the provincial averages. Furthermore, the level of schooling of individuals in the jurisdiction is also lower than the provincial average. Both of these findings have implications for schooling in Horizon School Division. The jurisdiction recognizes that students do better in school when they come prepared to learn. As such, the jurisdiction attempts to provide or link supports and services to students to help them succeed.

Student achievement in Horizon School Division, as measured by Provincial Achievement Tests and Diploma Exams, generally meets or exceeds provincial standards and is above provincial averages. The Board, parents, and students have come to expect high levels of achievement compared to the remainder of the province. These high expectations work in a positive way to promote student achievement.

Family/school counseling needs are high in the jurisdiction. With the provincial focus on collaborative practices and wrap-around services under the umbrella of inclusive education, Horizon looks forward to even greater opportunities to work with our agency partners in the delivery of services. Teachers, administrators, and parents express strong support for these services. In addition, Horizon has had the benefit of having a Mental Health project, Family Connections, extended past the initial three-year project funding. The project has had a tremendous impact on the services to students and families in four Horizon schools with at-risk populations. After seeing the difference such programming makes with respect to removing barriers and ensuring kids come to school ready to learn, it will be a difficult transition when provincial funding support for the project comes to an end.

Inclusive Learning

Horizon School Division continues to offer exemplary educational programming for students with special needs as part of the overall vision of Inclusive Learning in Horizon School Division. The Horizon Transformation Committee articulated a vision for inclusive learning: "In Horizon School Division we embrace diversity, value belonging and ensure success for all students". A "Continuum of Supports and Services" was developed to provide a range of support from Universal to Targeted to Specialized. Proportionately, Horizon School Division continues to have higher numbers of students with special needs than the provincial average. The complexities of the students' disabilities, along with limited access to specialized services, have led to increasing challenges. Horizon remains committed to providing quality educational programs and services to all of our students.

Summary of Accomplishments

Student Learning

Horizon School Division achieved evaluations of “Good” in both student learning opportunities and student learning achievement (Grades 10-12) with excellent in educational quality and diploma acceptable standard and standard of excellence. The percentage of English Language Learners at the grade 3 level writing provincial achievement tests is above 42%, far above the provincial average, yet the overall grade 3 results are 5.5% above provincial average meeting the acceptable level in Language Arts and 0.8% below the province meeting the standard of excellence. This points to high quality teachers and schools having the professional capacity to meet the needs of diverse learners with an extensive focus on literacy. Overall, high school students performed 10% above provincial average in meeting the acceptable standard on diploma examinations, and 5% above the province in meeting the standard of excellence. Schools work hard to establish high expectations and continue to focus on student engagement. Schools have also worked hard to establish a breadth of quality programming in rural schools.

Effective Learning Environments

The level at which students can learn is highly dependent on the school learning environment. Students need to feel safe and cared for if optimal learning is to occur. As well, schools need to continually reflect on current practice and establish school improvement goals. Horizon had a very high level of satisfaction (91.9%) that schools are safe and caring. Schools also had a very high level of satisfaction with education quality (91.9%) and perception of school improvement (86.8%).

Contributing Global Citizens

The development of contributing global citizens is a priority for Horizon School Division. Satisfaction results indicated that 86.6% of those surveyed felt students exhibited the characteristics of good citizens. Citizenship is inherent in schools’ safe and caring schools initiatives and there are a variety of programs implemented that focus on character development and attributes of good citizens. Schools have active volunteer programs and try to connect students with the local community as well as the broader global community through volunteerism.

School and Community Partners

Parents have a very high level of satisfaction (84.8%) that they have the opportunity for input into decision making and involvement in the school community. Schools are very proactive in involving parents and the broader community in both program delivery and other school-sponsored events.

Horizon Transformation Agenda: New on the Horizon

Collaborative work by the Horizon Transformation Committee over the 2012-13 school year came to fruition with Board affirmation of a new Horizon School Division vision, mission, value and belief statements. The committee was comprised of the different stakeholders (Board, administration, teachers, support staff, parents, and students). Subsequent to the foundation statements, a Learning Model for Student Success, core goals and actions were reviewed and approved. A model of a Continuum of Supports and Services was developed to guide inclusive learning. The committee examined provincial directions stemming from “Inspiring Education”. The Core Goals and Key Actions serve as the foundation for this Education Plan and will guide policy development, determination of priorities, resource allocation, and Board decision-making.

Umbrella Outcome for System Planning

Horizon School Division is an aligned system with professional capital to support learner success within Horizon's Continuum of Supports and Services.

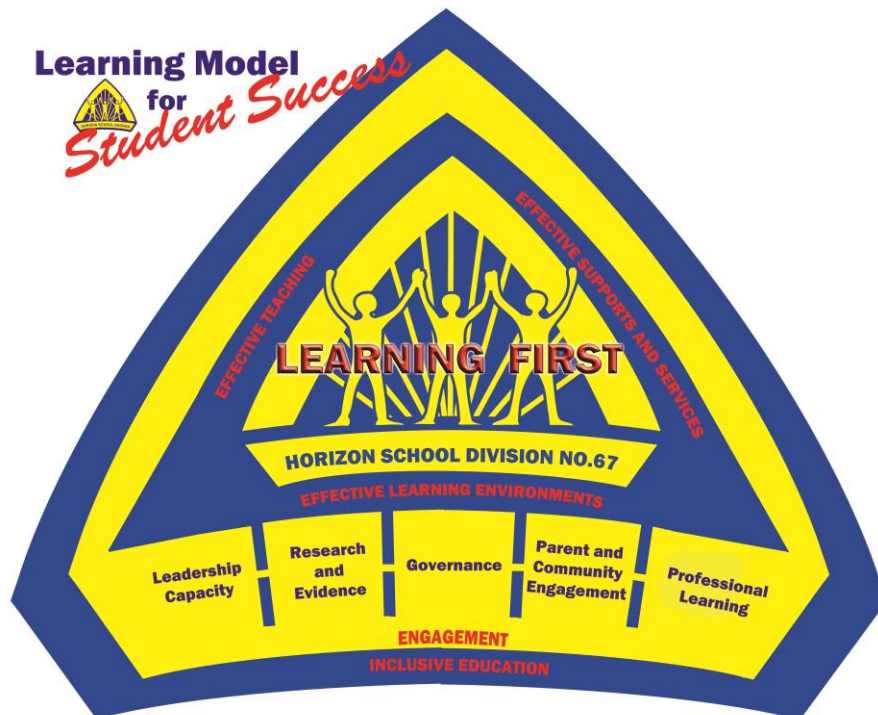
The umbrella outcome will guide the jurisdiction education plan for the next three year planning cycle. The umbrella outcome and subsequent jurisdiction core goals, key action areas, and strategies reflect the culmination of planning work by the Horizon Transformation Committee comprised of trustees, staff, parents, students, and community members.

Professional Capital

Human Capital: The qualifications and skills of Horizon staff.

Social Capital: The quantity and quality of interactions and relationships that further the ability to access human capital.

Decisional Capital: The ability to make decisions that are grounded in knowledge and best practice in a manner that is both flexible and precise.



Accountability Pillar Overall Summary

Combined 2013 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure Category Evaluation	Measure	Horizon Sch Div No. 67			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	Excellent	Safe and Caring	91.9	90.6	90.5	89.0	88.6	88.1	Very High	Improved	Excellent
Student Learning Opportunities	Good	Program of Studies	80.9	80.0	78.5	81.5	80.7	80.7	High	Improved	Good
		Education Quality	91.9	92.0	91.0	89.8	89.4	89.3	Very High	Maintained	Excellent
		Drop Out Rate	4.8	1.9	3.3	3.5	3.2	3.9	Intermediate	Declined	Issue
		High School Completion Rate (3 yr)	78.3	75.5	78.6	74.8	74.1	72.7	High	Maintained	Good
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	81.9	83.5	84.3	79.0	79.1	79.2	Intermediate	Declined	Issue
		PAT: Excellence	17.5	18.9	17.9	18.9	20.8	19.9	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	93.6	91.1	90.4	84.6	83.1	82.5	Very High	Improved	Excellent
		Diploma: Excellence	26.8	23.4	21.4	21.7	20.7	20.1	Very High	Improved	Excellent
		Diploma Exam Participation Rate (4+ Exams)	43.0	50.8	51.0	56.6	56.2	54.9	Low	Declined	Issue
		Rutherford Scholarship Eligibility Rate (Revised)	62.9	71.0	68.6	61.3	61.5	59.4	High	Declined	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	Transition Rate (6 yr)	65.9	56.9	56.2	59.5	58.4	59.2	High	Improved Significantly	Good
		Work Preparation	86.5	86.7	84.9	80.3	79.7	79.9	Very High	Maintained	Excellent
		Citizenship	86.6	84.3	83.6	83.4	82.5	82.0	Very High	Improved Significantly	Excellent
Parental Involvement	Excellent	Parental Involvement	84.8	86.3	85.0	80.3	79.7	79.8	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	86.8	85.2	84.7	80.6	80.0	80.0	Very High	Improved	Excellent

Notes:

- PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9).
- 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.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 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.
- Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
- 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.

Accountability Pillar FNMI Summary

Combined 2013 Accountability Pillar FNMI Summary (Required for Public/Separate/Francophone School Authorities)

Measure Category	Measure Category Evaluation	Measure	Horizon Sch Div No. 67			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	6.9	6.0	3.0	8.5	9.0	10.2	Intermediate	Maintained	Acceptable
		High School Completion Rate (3 yr)	70.7	78.0	68.6	43.9	40.2	37.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	82.9	70.5	66.9	61.8	58.4	58.6	Intermediate	Improved	Good
		PAT: Excellence	14.3	9.1	6.4	6.1	6.6	6.3	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	90.9	76.9	88.5	77.1	75.8	76.0	Very High	Maintained	Excellent
		Diploma: Excellence	0.0	15.4	17.7	9.5	9.2	8.5	Very Low	Declined	Concern
		Diploma Exam Participation Rate (4+ Exams)	20.2	46.8	48.9	21.2	19.6	18.5	Very Low	Declined	Concern
		Rutherford Scholarship Eligibility Rate (Revised)	22.2	50.0	63.9	35.1	34.4	31.4	Very Low	Declined	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	45.8	*	n/a	32.2	30.2	31.8	Low	n/a	n/a

Notes:

- PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9).
- 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.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
- 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.

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 71.50	71.50 - 77.76	77.76 - 84.91	84.91 - 88.69	88.69 - 100.00
PAT: Excellence	0.00 - 11.54	11.54 - 14.60	14.60 - 20.83	20.83 - 26.46	26.46 - 100.00
Diploma: Acceptable	0.00 - 71.28	71.28 - 77.34	77.34 - 84.16	84.16 - 88.87	88.87 - 100.00
Diploma: Excellence	0.00 - 8.77	8.77 - 12.71	12.71 - 19.16	19.16 - 23.03	23.03 - 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 (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 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)

Horizon School Division Core Goal One: Learner Success

Jurisdiction Outcome: All learners will finish school possessing 21st century learning competencies:

- *Ways of thinking (critical thinking, problem solving, creative thinking)*
- *Expression of thinking (literacy, numeracy, communication)*
- *Tools for thinking (technologically fluent, bank of knowledge)*

Aligns with:

Provincial Goal One: An excellent start to learning

Provincial Goal Two: Success for Every Student

Provincial Goal Three: Quality teaching and school leadership

Provincial Goal One: An excellent start to learning

Outcome: Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.

LINKED JURISDICTION KEY ACTION AREA 2:
<ul style="list-style-type: none">• Improve literacy and numeracy proficiency across grade levels. <p>Strategies:</p> <ul style="list-style-type: none">• All elementary schools implement early literacy strategies learned from professional learning• Continue with Early Literacy Advisory Committee (purpose to advise on ongoing professional learning opportunities including time for collaboration and sharing of strategies across the district)• All elementary schools implement literacy intervention programs based on Intervention Needs Assessment, Effective Intervention Checklists, and Intervention Models.• All elementary schools use a literacy assessment evaluated as appropriate for measuring the effectiveness of targeted intervention (based on Evaluation of Assessment Tools)• An accountability system for early intervention be implemented and monitored from central office.• Develop an action plan for early intervention for numeracy (Advisory Committee, common understanding of numeracy, intervention needs assessment, effective intervention checklist, intervention models, universal and targeted assessment recommendations, plan for professional learning) in the 2014-2015 school year

Goal Two: Success for every student

Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	92.6	88.6	91.6	91.1	93.6	93.0	Very High	Improved	Excellent	93.0	94.0	94.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	21.7	20.4	20.2	23.4	26.8	22.0	Very High	Improved	Excellent	24.0	25.0	25.0

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2014	2015	2016
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	81.5	77.8	82.4	75.5	78.3	76.0	High	Maintained	Good	79.0	79.0	79.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.9	3.9	4.1	1.9	4.8	2.0	Intermediate	Declined	Issue	4.0	3.5	3.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	60.4	58.2	53.3	56.9	65.9	57.0	High	Improved Significantly	Good	59.0	60.0	60.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	60.8	65.6	69.2	71.0	62.9	71.0	High	Declined	Acceptable	65.0	67.0	68.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	56.2	47.8	54.5	50.8	43.0	51.0	Low	Declined	Issue	50.0	50.0	50.0

Comment on Results

The percentage of students who achieved the acceptable standard as well as the standard of excellence on diploma examinations was very high and an indicator of continued success in this category measuring achievement of learning outcomes. Horizon has a diverse population and challenging contexts with very small high schools. Teachers work hard at meeting student needs and differentiating instruction so that students can be successful.

High school completion rate and dropout rate fluctuate from year to year due to the demographics. With a high number of Low German-speaking Mennonite students who do not traditionally go to school at a secondary level we have a number of strategies targeting continued attendance in school. This includes a Health Care Aide Dual Credit Pilot with Lethbridge College where female Mennonite students are able to work towards a College Credential and high school diploma simultaneously. As we experience success with maintaining students in school, we anticipate that high school drop our rate will decline. Many students from this population see the K-12 system as the end of their formal schooling and do not see College and University as an option. As such they do not see the need for registering in or writing four or more diploma exams. Although the measures will decline, our actual success in keeping students in school will increase. Last year a large number of our at-risk students from our outreach also did not complete high school.

Our larger high schools (Vauxhall and W.R. Myers) also had a reduction in the number of students who wrote 4 diploma exams. In many cases this is because the schools have been actively working with students to create post secondary plans. Many students have opted to achieve high marks in the courses required for entry rather than spreading efforts over a larger number of grade 12 courses, some of which are not required for entry into their program. The long term goal with ALL students registering in high school is to have high levels of completion rates and successful transitions to work or school with opportunities for choice.

LINKED JURISDICTION KEY ACTION AREA 1:

- Develop a common language and understanding of the competencies needed to help students learn
- Support the professional capacity to integrate 21st century learning competencies across grades and subjects.

Strategies:

- Develop a deeper understanding of the philosophy embraced by “Curriculum Redesign” through regular communication updated to all stakeholders regarding AB ED’s transformation which is grounded in the work of “Inspiring Education”
- Ground professional learning in “Inspiring Education” language, and align curriculum based professional learning with “Curriculum Redesign” with particular focus on the work being done around competencies
- Support the provincial work regarding the development of competency indicators
- Build staff capacity by facilitating professional learning in the competency areas

LINKED JURISDICTION KEY ACTION AREA 2:

- Improve literacy and numeracy proficiency across grade levels.

Strategies:

- All elementary schools implement early literacy strategies learned from professional learning
- Continue with Early Literacy Advisory Committee (purpose to advise on ongoing professional learning opportunities including time for collaboration and sharing of strategies across the district)
- All elementary schools implement literacy intervention programs based on Intervention Needs Assessment, Effective Intervention Checklists, and Intervention Models.
- All elementary schools use a literacy assessment evaluated as appropriate for measuring the effectiveness of targeted intervention (based on Evaluation of Assessment Tools)
- An accountability system for early intervention be implemented and monitored from central office.
- Develop an action plan for early intervention for numeracy (Advisory Committee, common understanding of numeracy, intervention needs assessment, effective intervention checklist, intervention models, universal and targeted assessment recommendations, plan for professional learning) in the 2014-2015 school year

LINKED JURISDICTION KEY ACTION AREA 6:

- Align structures and practices with Horizon’s model of the Continuum of Supports and Services.

Strategies:

- Work towards a common understanding of what it means to support all students
- Build staff capacity regarding
 - Expectations for teacher practice
 - Expectations for teacher supervision (principal role)
 - Expectations regarding Learning Support Teacher role
 - Universal strategies to meet needs of all learners (eg. Differentiated instruction)
- Share models of best practice within the division and province.
- Build capacity of support staff via professional learning
- Examine and review current funding allocation within the district for diverse learners for the purpose of aligning funding with the model of Continuum of Supports and Services.
- Examine and review current funding accountability model within the district for diverse learners for the purpose of aligning accountability to ensure alignment with the model of Continuum of Supports and Services.

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. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
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. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
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 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.

Outcome: *Students demonstrate proficiency in literacy and numeracy.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	82.0	84.7	84.7	83.5	81.9	84.0	Intermediate	Declined	Issue	84.0	85.0	85.0
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	15.9	17.8	17.1	18.9	17.5	19.0	Intermediate	Maintained	Acceptable	18.0	19.0	19.0

Comment on Results

The percentage who achieved acceptable standard is 2% above the provincial achievement level. The percentage of students who achieved the standard of excellence is 1% below the provincial average. Achievement in the standard of excellence is a challenge when almost half of the students are English Language Learners, but teachers remain committed to implementing strategies that support student success.

LINKED JURISDICTION KEY ACTION AREA 2:

- Improve literacy and numeracy proficiency across grade levels.

Strategies:

- All elementary schools implement early literacy strategies learned from professional learning
- Continue with Early Literacy Advisory Committee (purpose to advise on ongoing professional learning opportunities including time for collaboration and sharing of strategies across the district)
- All elementary schools implement literacy intervention programs based on Intervention Needs Assessment, Effective Intervention Checklists, and Intervention Models.
- All elementary schools use a literacy assessment evaluated as appropriate for measuring the effectiveness of targeted intervention (based on Evaluation of Assessment Tools)
- An accountability system for early intervention be implemented and monitored from central office.
- Develop an action plan for early intervention for numeracy (Advisory Committee, common understanding of numeracy, intervention needs assessment, effective intervention checklist, intervention models, universal and targeted assessment recommendations, plan for professional learning) in the 2014-2015 school year.

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 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
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.

Outcome: *Students demonstrate citizenship and entrepreneurship.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	82.3	82.6	84.0	84.3	86.6	85.0	Very High	Improved Significantly	Excellent	86.0	86.0	86.0
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.	82.4	83.0	85.1	86.7	86.5	87.0	Very High	Maintained	Excellent	87.0	87.0	87.0

Comment on Results

There is a high level of agreement that schools are addressing the attitudes and behaviors that contribute to success in the world of work. Horizon schools are very proactive in the development of character and citizenship programs, and staff are conscious about infusing age appropriate accountability and responsibility.

LINKED JURISDICTION KEY ACTION AREA 5:

- Learners will set and accomplish goals through ownership of personal learning in an inclusive culture.

Strategies:

- Build staff capacity regarding high school redesign strategies and best practices
- Continued implementation of High School Completion project with strategies for transitions and tracking implemented by school transition teams.

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

Outcome: *Students demonstrate citizenship and entrepreneurship. (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	74.8	72.6	76.3	77.3	78.3	78.0	n/a	n/a	n/a	79.0	79.0	79.0

Comment on Results

Horizon has been committed to building staff capacity in the area of student engagement for the past three year AISI cycle. Horizon believes that student engagement and ultimately student success are foundations for instilling attitudes necessary for lifelong learning and continue to make this a focus even though AISI is no longer a government strategy.

LINKED JURISDICTION KEY ACTION AREA 3:

- Enhance the professional capacity for responsible, effective, and purposeful use of technology by all jurisdiction learners.

Strategies:

- Build staff capacity and a common understanding regarding responsible, effective, and purposeful use of technology through professional learning opportunities through Horizon's "Citizenship in a Digital Age" policy
 - Respect and protect oneself: Digital well-being
 - Respect and protect others: Digital interactions
 - Respect and protect intellectual property and other Property: Digital preparedness

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

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		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	79.6	69.2	61.0	70.5	82.9	70.0	Intermediate	Improved	Good	80.0	80.0	80.0
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	13.0	7.7	2.4	9.1	14.3	10.0	Low	Maintained	Issue	14.0	14.0	14.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	*	100.0	*	76.9	90.9	88.0	Very High	Maintained	Excellent	88.0	89.0	89.0
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	*	20.0	*	15.4	0.0	12.5	Very Low	Declined	Concern	12.5	13.0	13.0

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2013	Achievement	Improvement	Overall	2014	2015	2016
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	*	50.0	77.8	78.0	70.7	78.0	Intermediate	Maintained	Acceptable	78.0	79.0	80.0
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	16.9	0.0	3.0	6.0	6.9	5.0	Intermediate	Maintained	Acceptable	5.0	4.5	4.0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	*	*	*	45.8		Low	n/a	n/a			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	*	*	77.8	50.0	22.2	60.0	Very Low	Declined	Concern	30.0	35.0	40.0
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	*	33.3	66.7	46.8	20.2	50.0	Very Low	Declined	Concern	30.0	35.0	40.0

Comment on Results

The percentage of students who achieved the acceptable standard on diploma examinations were very high and an indicator of continued success in this category measuring achievement of learning outcomes. Horizon has a diverse population and challenging contexts with very small high schools. Teachers work hard at meeting student needs and differentiating instruction so that students can be successful.

The number of FNMI students in Horizon is extremely low (e.g less than 10 per grade) meaning that the small numbers writing provincial examinations at the grade 3, 6, 9, and 12 level). Each student accounts for approximately 10% to variability of results from year to year. With the small number of students, and in increase in allocation to our FNMI liaison counselor our schools are able to target strategies for FNMI students in a very precise way.

LINKED JURISDICTION KEY ACTION AREA 1:

- Develop a common language and understanding of the competencies needed to help students learn
- Support the professional capacity to integrate 21st century learning competencies across grades and subjects.

Strategies:

- Develop a deeper understanding of the philosophy embraced by “Curriculum Redesign” through regular communication updated to all stakeholders regarding AB ED’s transformation which is grounded in the work of “Inspiring Education”
- Ground professional learning in “Inspiring Education” language, and align curriculum based professional learning with “Curriculum Redesign” with particular focus on the work being done around competencies
- Support the provincial work regarding the development of competency indicators
- Build staff capacity by facilitating professional learning in the competency areas

LINKED JURISDICTION KEY ACTION AREA 2:

- Improve literacy and numeracy proficiency across grade levels.

Strategies:

- All elementary schools implement early literacy strategies learned from professional learning
- Continue with Early Literacy Advisory Committee (purpose to advise on ongoing professional learning opportunities including time for collaboration and sharing of strategies across the district)
- All elementary schools implement literacy intervention programs based on Intervention Needs Assessment, Effective Intervention Checklists, and Intervention Models.
- All elementary schools use a literacy assessment evaluated as appropriate for measuring the effectiveness of targeted intervention (based on Evaluation of Assessment Tools)
- An accountability system for early intervention be implemented and monitored from central office.
- Develop an action plan for early intervention for numeracy (Advisory Committee, common understanding of numeracy, intervention needs assessment, effective intervention checklist, intervention models, universal and targeted assessment recommendations, plan for professional learning) in the 2014-2015 school year.

LINKED JURISDICTION KEY ACTION AREA 6:

- Align structures and practices with Horizon’s model of the Continuum of Supports and Services.

Strategies:

- Schools are expected to focus on building relationships with FNMI students and their parents/guardians
- Increase collaboration with Alberta Education regarding ways to purposefully share promising practices and strategies.
- Work towards a common understanding of what it means to support all students
- Build staff capacity regarding
 - Expectations for teacher practice
 - Expectations for teacher supervision (principal role)
 - Expectations regarding Learning Support Teacher role
 - Universal strategies to meet needs of all learners (eg. Differentiated instruction)
- Share models of best practice within the division and province.
- Build capacity of support staff via professional learning
- Examine and review current funding allocation within the district for diverse learners for the purpose of aligning funding with the model of Continuum of Supports and Services.
- Examine and review current funding accountability model within the district for diverse learners for the purpose of aligning accountability to ensure alignment with the model of Continuum of Supports and Services.

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 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
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. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
5. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
6. 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.

Goal Three: Quality teaching and school leadership

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		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	79.0	77.8	77.9	80.0	80.9	80.0	High	Improved	Good	81.0	82.0	82.0

Comment on Results

A number of initiatives have focused on providing breadth of opportunity over the past number of years. We try to facilitate hands-on CTS courses by providing CTS boxes to schools. The boxes include all of the equipment and consumable supplies a teacher and student need to complete a range of module choices (e.g. carpentry, sewing, printmaking, CO2 cars, rockets, lamps, etc.). There are also music boxes at the elementary level, science boxes, and an increasing variety of courses delivered through video-conferencing at the secondary level.

LINKED JURISDICTION KEY ACTION AREA 1:

- Develop a common language and understanding of the competencies needed to help students learn
- Support the professional capacity to integrate 21st century learning competencies across grades and subjects.

Strategies:

- Develop a deeper understanding of the philosophy embraced by “Curriculum Redesign” through regular communication updated to all stakeholders regarding AB ED’s transformation which is grounded in the work of “Inspiring Education”
- Ground professional learning in “Inspiring Education” language, and align curriculum based professional learning with “Curriculum Redesign” with particular focus on the work being done around competencies
- Support the provincial work regarding the development of competency indicators
- Build staff capacity by facilitating professional learning in the competency areas

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

Horizon School Division Core Goal Two: Contributing Global Citizens

Jurisdiction Outcome: All learners will demonstrate the personal attributes of contributing global citizens.

Aligns with:

Provincial Goal Four: Engaged and effective governance

Goal Four: Engaged and effective governance

Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	81.8	84.9	83.9	86.3	84.8	86.5	Very High	Maintained	Excellent	85.0	86.0	87.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.6	90.0	91.1	92.0	91.9	92.0	Very High	Maintained	Excellent	92.0	92.0	92.5

Comment on Results

Very high satisfaction reflects the focus schools put on parental involvement. Satisfaction with the quality of basic education reflects ongoing attention to school improvement as part of Education Plans as well as schools' efforts to celebrate and communicate success of students across a breadth of curriculum and school sponsored activities.

LINKED JURISDICTION KEY ACTION AREA 4:

- Increase parent and community engagement through reciprocal and collaborative relationships.

Strategies:

- Develop and implement a division-wide community engagement and communication plan.
- Celebrate and recognize parent and community involvement in our schools (websites, local media, social media).
- Provide opportunities for parent learning (e.g. bullying/conflict resolution, literacy development in the home, changing assessment practices, curriculum redesign, and citizenship in a digital age).
- Timely communication with parents regarding student success through a variety of forms such as personal communication, Power School program, etc.
- Collaborative projects between the school and community with active student participation.

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
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.	90.2	90.0	90.9	90.6	91.9	91.0	Very High	Improved	Excellent	92.0	92.5	92.5
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	83.3	84.1	84.7	85.2	86.8	85.5	Very High	Improved	Excellent	87.0	87.0	87.5

Comment on Results

Very high satisfaction reflects the focus schools put on their Safe and Caring School goals.

Strategies:

- Communication and celebration of student success part of overall jurisdiction engagement and communication plan as well as school education plans.
- School improvement goals in the School Education Plans are based on data, are precise, targeted and sustained.
- Strategies for Safe and Caring Schools continue to be part of schools' Safety Plans
- Family School Liaison counselors have an active role in targeted service to children who need support as well as universal preventative programs (e.g. Student Mentorship Program, programs that develop peer relationships, teach conflict resolution, and help children cope with variable family structures).
- Schools provide a breadth of opportunities for students and parents to get connected and engaged with the social context of the school.

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

Note:

Future Challenges

- **Rural School Sustainability, Program Delivery and Services for Children**

As a rural jurisdiction, Horizon faces the challenge of declining population in some areas. Accessing services for children in rural areas can be challenging and expensive. Small schools lack the economy of scale for specialized programs and expertise in some areas of curriculum necessary for quality delivery. Sustainability for small rural schools will require flexibility and innovative approaches to program delivery. The goal is to maintain quality programming using alternate program delivery options. Videoconferencing and best practice in instruction using the medium for delivery will continue to be an area of development and professional learning. Lateral capacity building is important and opportunities for collaboration among the staff will need to be enhanced.

Horizon is hopeful that the province will assume some leadership in developing a vision for rural education. A province-wide collaborative structure under provincial leadership will facilitate broader access to video conference opportunities, professional communities of practice, and effective use of resources. Recognition of the challenges of service delivery to students with special needs and the costs associated with rural access also needs to be part of a vision if all students are to benefit from a quality education.

- **Lack of Student Engagement in Learning**

A substantial challenge in our jurisdiction for a number of years is the significant number of children within the region not receiving an education. A coalition of health, justice, education, social service and local government representatives have identified the youth of the conservative Low German-speaking Mennonite population as a group in crisis with growing personal and community issues. Education has been identified as key for the development of literacy and employability skills necessary for engaging the upcoming youth as positive, contributing citizens. Although written in good faith and with good intent, the Home Education Regulation allows for this population of youth to fall through the cracks. Horizon School Division is not opposed to Home Education and support parental choice. The Board does, however, advocate for accountability in all funded delivery systems of education, and are alarmed at the increasing number of youth who move from childhood to adulthood without basic literacy skills.

- **Facility Plant Operation and Maintenance Funding**

A funding formula for PO&M that relies significantly on student enrollment/utilization rates does not reflect the reality of maintaining and operating a facility that does not vary year to year in floor space. Costs remain relative to the floor space, yet funding can vary significantly based on enrollment.

The current formula for funding is primarily based on student enrollment, not floor area. There is a factor built in for small schools by necessity and sparsity/distance, but it does not have a stabilizing impact on the overall formula driven by per pupil funding. It would seem reasonable to acknowledge that the cost of utilities, repairs, insurance, preventative maintenance, ground maintenance, snow removal, fire alarm systems and caretaking services do not diminish because there are lower numbers of students in a building.

Jurisdiction experience shows that 97% of PO&M expenditure is dependent on the amount of floor area, with only a 3% differential related to high enrollment and high utilization. The ASBA report, The Funding and Costs of Plant Operations and Maintenance in Alberta's Schools 2005, clearly demonstrates that expenditures in PO&M is primarily related to floor area. The report recognized that although some variance could be defended for reasons such as wear and tear on building, cleaning costs, and utility consumption, an emphasis on variance in enrollment is difficult to justify based on the reality of operating and maintenance costs.

- **Funding**

Rural Schools do not have the economy of scale that underlies a funding model that is primarily based on per pupil funding. There are a number of challenges associated with program delivery, operation of facilities, travel, and the ability to deliver professional learning across schools without incurring significant costs associated with distance.

Although Horizon appreciates the efforts of the province in moving forward with an Inclusive Learning model for funding purposes (one that recognizes the needs and challenges of diverse student populations), the formula factors in the new "Inclusive Education Funding" differential factor do not recognize that there are some unique populations that do not fill out Canada Census information.

The combination of the Action on Inclusion initiative, curriculum redesign, and the impending changes in the Education Act combine for a large number of changes. Successful change requires a systematic and progressive implementation that is supported structurally and with appropriate funding. Long-term sustainable funding will allow jurisdictions to formulate plans that build capacity for change so that it moves beyond a trend and is actualized in classrooms.

Class Size Report

**Jurisdiction Report - to be included with AERR
ALL SUBJECTS**

Jurisdiction: 1045 - Horizon School Division No. 67
 Number of Schools Reported: 14
 Total Number of Schools: 16

	K to 3			4 to 6			7 to 9			10 to 12		
	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14
Barnwell School	16.7	21.1	17.5	25.3	17.7	18.2	23.7	22.6	21.8			
Chamberlain School	22.2	17.6	17.2	19.0	17.6	14.2	9.0	15.1	18.2			
D. A. Ferguson Middle School				24.6	23.4	25.8	23.2	23.7	23.1			
Dr. Hamman School	19.3	20.6	21.0	19.5	22.5	24.3						
Enchant School	22.0	15.4	17.7	20.6	22.3	22.1	23.0	19.8	18.0			
Erle Rivers High School				18.0	19.0	9.0	21.3	17.7	15.4	17.5	18.0	19.5
Hays School	11.1	11.8	11.6	17.6	16.9	20.3	16.4	15.4	12.5			
L.T. Westlake School	15.0	16.0	15.6	19.0	20.0	14.5						
Lomond Community School	24.7	28.2	20.6	16.8	17.5	19.1	12.7	14.2	8.3	8.6	9.3	11.4
Milk River Elementary School	17.9	19.1	18.0	17.4	19.5	19.1						
Taber Central School	18.6	22.0	19.8	21.0	19.0	25.5	20.8			17.1		
Taber Christian School Alternative Program	15.9	19.3	19.6	15.0	14.3	19.3	11.7	16.4	17.7			
Vauxhall Elementary School	19.8	19.6	21.8	19.7	25.8	29.4						
Vauxhall Junior Senior High School							24.4	25.6	22.9	17.1	14.3	11.4
W. R. Myers High School							22.8	21.0	22.3	19.4	19.1	20.2
Warner School	12.5	14.1	11.6	16.7	16.8	18.6	11.9	11.5	15.3	12.4	10.9	12.8
Total for Jurisdiction 1045	18.3	19.0	18.6	19.7	19.9	21.6	20.0	20.2	19.9	17.5	16.3	16.3

Summary of Financial Results

Copies of the 2012 – 2013 Audited Financial Statements (AFS) and Notes to the AFS, Sources of School-generated Funds and their uses, as well as the 2013-2014 budget may be obtained from:

Associate Superintendent – Finance & Operations
 Horizon School Division No. 67
 6302 – 56 Street
 Taber, Alberta T1G 1Z9
 (403) 223-3547 ext. 10043, or toll free at 1-800-215-2398 ext 10043.

or at

www.horizon.ab.ca – under “Board”, “Financial Reports”

weblink: [Audited Financial Statements](#)

The SGF information has been fully consolidated in the AFS. For provincial school jurisdiction comparative data of the Audited Financial Statement please see the Alberta Education Website: <http://www.education.alberta.ca/admin/funding.aspx>

The audited financial statements continue to demonstrate that Horizon School Division has a strong financial position. The statement of operations indicates a surplus of \$1,118,459 for the year ended August 31, 2013. The majority of this surplus is due to a variance in the budgeted average teacher salary and the actual teacher salary for the year. Total certificated salaries and benefits was \$23,264,024 and was budgeted for \$24,116,781. This is a variance of 3%. The average budgeted FTE was \$112,532 including benefits. The actual average cost was \$110,570 including benefits. There was a high degree of uncertainty in budgeting for the year because labour agreements had not been reached with the various collective bargaining groups. Non-certificated salary and benefits were budgeted for \$8,686,130 and actual costs were \$8,693,237, a variance of 0.08%.

Other contributing factors to the surplus include \$300,966 received as donations at schools including the 2 sport academies and \$167,428 of capital purchases.

Horizon School Division has continued to invest in facilities and equipment to meet the needs of the students in our jurisdiction. The Vauxhall Junior/High School and Vauxhall Elementary School modernizations were brought to substantial completion by the end of the school year. These two projects have been ongoing for a number of years with a combined cost of \$23,000,000. The board funded the addition of \$606,754 of equipment and facilities in addition to the Vauxhall modernizations during the year. The most significant items were the purchase of a new facility for the Arden T. Litt Centre for Learning in Grassy Lake and the development of a new location for the Horizon Mennonite Alternative Program in Vauxhall.

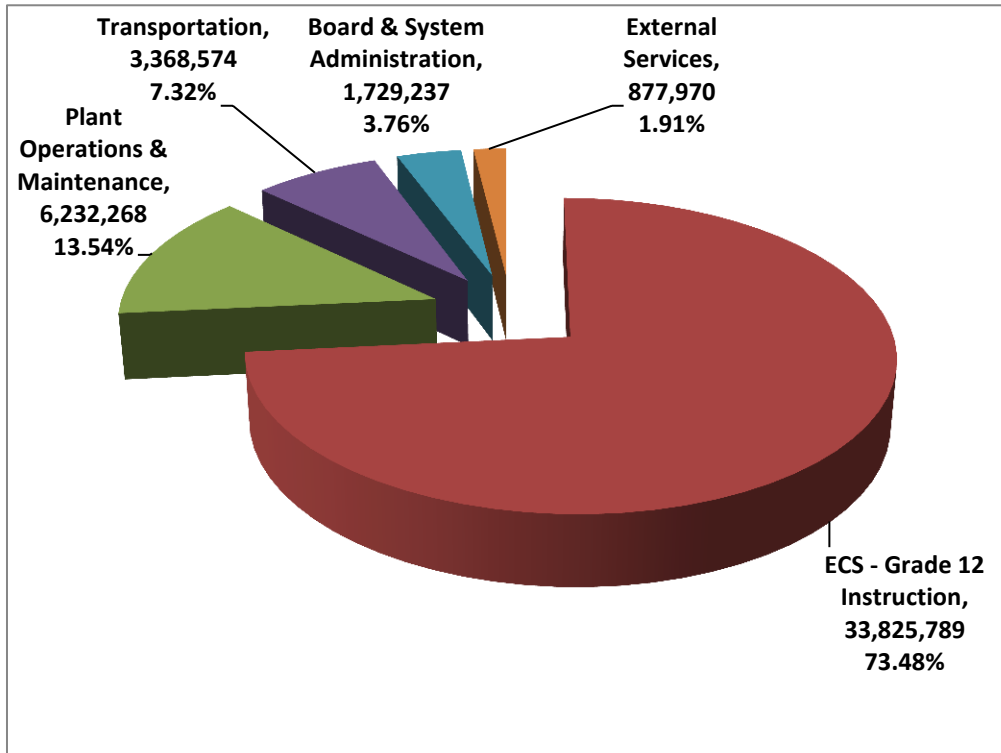
The completion of the Vauxhall programs has had the most significant effect on the statement of financial position. The jurisdiction has received 90% of the committed funding for these projects. The remaining 10% is receivable from Alberta Education until the projects are complete. Over the three years presented, cash resources have declined by \$6,814,651, receivables have increased \$1,403,569, payables have declined \$1,003,847 and the net book value of tangible capital assets have increased by \$5,771,475. These changes have been expected with the completion of the modernization. Cash advanced for the project was spent. Funding withheld became receivable, and bills related to the project were paid.

At year end Horizon has an accumulated operating surplus of \$14,462,455. The following reserve amounts have been

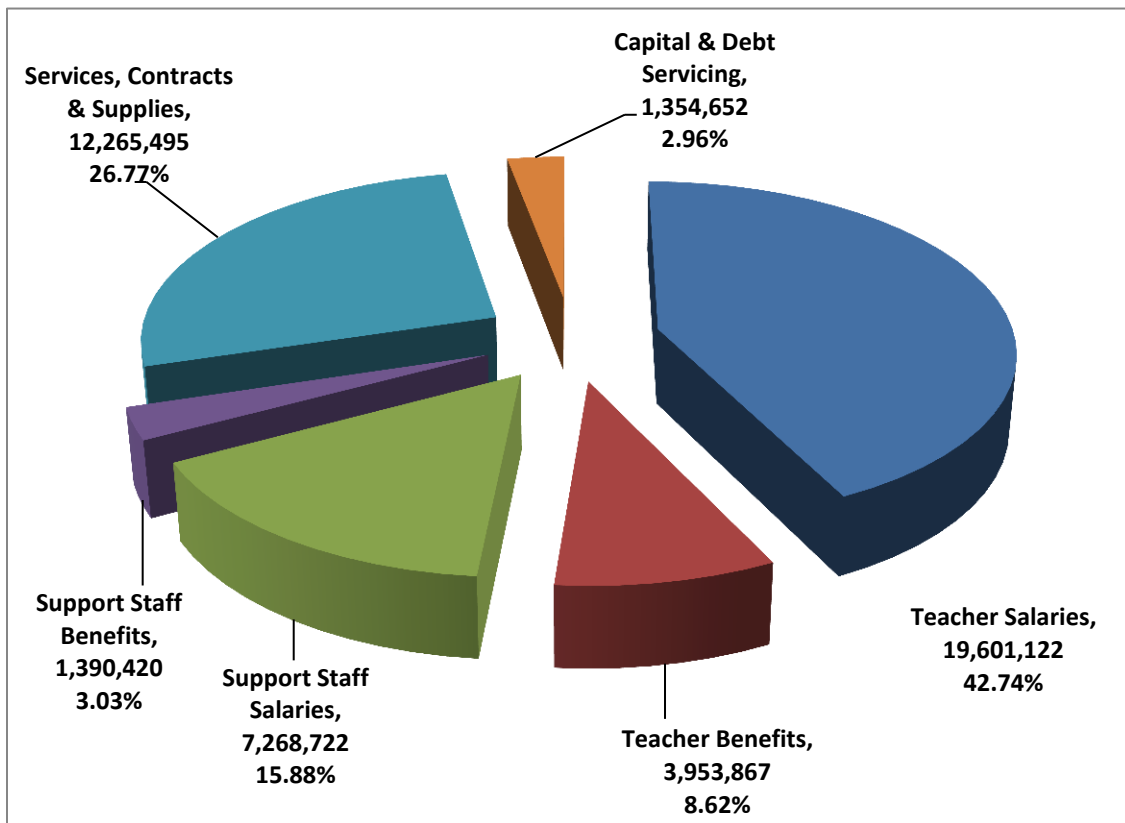
established.

Unrestricted Funds		\$2,798,581
Operating Reserves		
Decentralized Budget Carry-overs	\$1,974,324	
School Generated Funds	\$364,559	
Colony Start-up	\$60,000	
General	\$223,481	
Technology	\$1,322,420	
Division Office Equipment	\$34,047	
21 st Century Learners	\$1,000,000	
Transportation	\$2,000,000	
Total Operating Reserves		\$6,978,831
Investment in Capital Assets		\$4,720,250
Accumulated Re-measurement Losses		(\$35,207)
Total Accumulated Surplus		\$14,462,455

2012 – 2013 AFS Expense by Program



2012 – 2013 AFS Expense by Object



Budget Summary

The 2013-2014 provincial budget announcement raised concern for the Board with some funding reductions being implemented in-year of the 2012-2013 fiscal year. Discontinued or suspended funding grants in 2012-2013 resulted in in-year losses of \$60,000 under the Fuel Price Contingency program for student transportation, and \$102,000 under Alberta Initiative for School Improvement (AIS I).

The mid-year loss in transportation funding will be addressed by review of current transportation policy and practice with a view to reducing costs to ensure that revenues meet expenses. It is projected that for the remainder of the 2012 – 2013 school year transportation will be self-sufficient. In 2013-2014, the full 12 months of the discontinued fuel price contingency of an estimated \$260,000 is faced whereby cost saving measures will have to be undertaken in order to remain self-sufficient.

The mid-year loss in the AIS I initiative, which has been in place for 12 years throughout the province to support staff and student learning needs and assessment, required reduced spending in professional learning opportunities to maintain staffing. In 2013-2014 the reduction will amount to \$245,000, reduced by 50% at the start of the school year.

Although additional changes to the 2013 – 2014 school year have both positive and negative impacts for the division, the negative impact exceeds the positive. Initial budget estimates identified a \$1,418,318 shortfall. Part of this shortfall is also as a result of a small projected enrolment decline. The Budget Committee was advised of this shortfall at a meeting in early April.

Funding increases in the class size grant supporting lower student to teacher ratios in kindergarten to Grade 3, career technology studies, and inclusive learning funding is projected to provide an additional \$25,718 of revenue. Restructuring of the distribution of funds under the equal opportunity grant provided to address the need for equitable access to education programs for students who are located in remote rural areas, will increase revenues by \$260,000.

In addition to the discontinued fuel price contingency estimated at \$260,000, and suspended AIS I reduction of \$245,000, other areas that resulted in significant reductions in funding are:

High School Credit Enrolment Unit (CEU) for work experience, special projects and distance learning (DL)	-\$241,000
English Second Language (ESL)	-\$224,000
Plant Operations and Maintenance (PO&M)	-\$278,269
10% reduction in Board Governance and System Administration	-\$242,550

Infrastructure Maintenance and Renewal (IMR)	-\$221986
Learning Resources Credits	-\$ 40,300

The Budget Committee recommended strategies to reduce the projected 2013 – 2014 shortfall to \$358,306 and further that this shortfall be funded from reserves. Reduction strategies included considerations to minimize the impact on students and parents, directing resources to maintain student success, build on planning already in progress and continue to advance the transformation agenda.

The cost reduction strategies include:

Realign High School Instruction away from (DL) CEUs	\$ 81,200
Reduce DL Revenue Transfers to High Schools	\$ 6,750
Reduce Outreach Grant Revenue Transfers to Outreach Schools	\$ 54,700
Reduce CEU Grant Revenue Transfers to High Schools	\$ 78,147
Reduce ESL Grant Revenue Transfers to Schools	\$ 78,200
Imbed Class Size Funding into the Regular Teacher Staffing Formula	\$866,389
Reduce the Budget for In-Year Contingencies	\$ 39,000

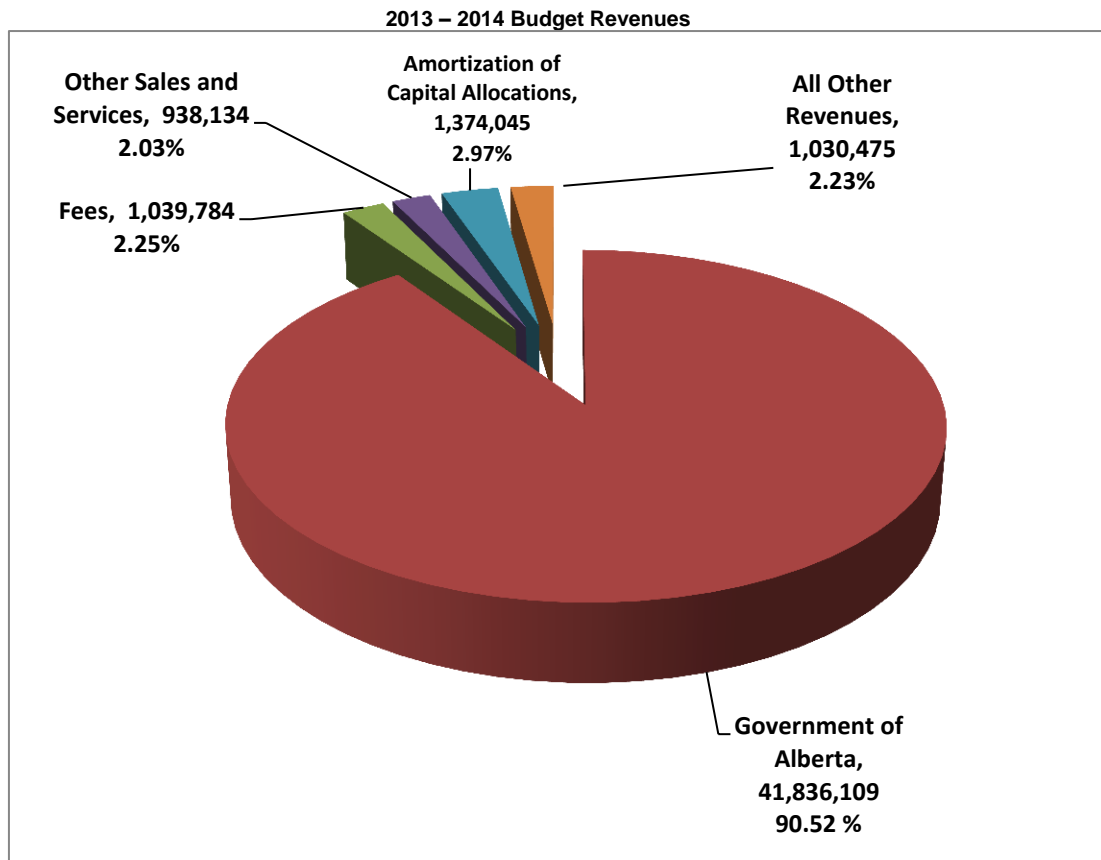
Based on needs analysis in developing the above strategies, the approach was to put student learning first by making reductions in areas as far away from the classrooms as possible. In developing these strategies the budget assumptions included maintaining current staffing formulas that are largely based on student enrolment and maintaining existing programs and services. The Board is committed to meeting the educational needs of all students through quality programming, managing resources in a responsible, stable and sustainable manner where annual operational expenses balance with annual income, and uncommitted reserve is maintained for emergent and contingent situations as is present this year.

In the area of governance and administration Horizon is more efficient than the province requires. In 2011 – 2012, the year that the province is using to establish the 10% reduction in governance and administration, Horizon spent \$425,000 less than the cap. In Horizon, that amounted to \$425,000 more in classrooms. With the 10% reduction in 2013 – 2014 the amount that can be moved into classrooms is only \$182,450.

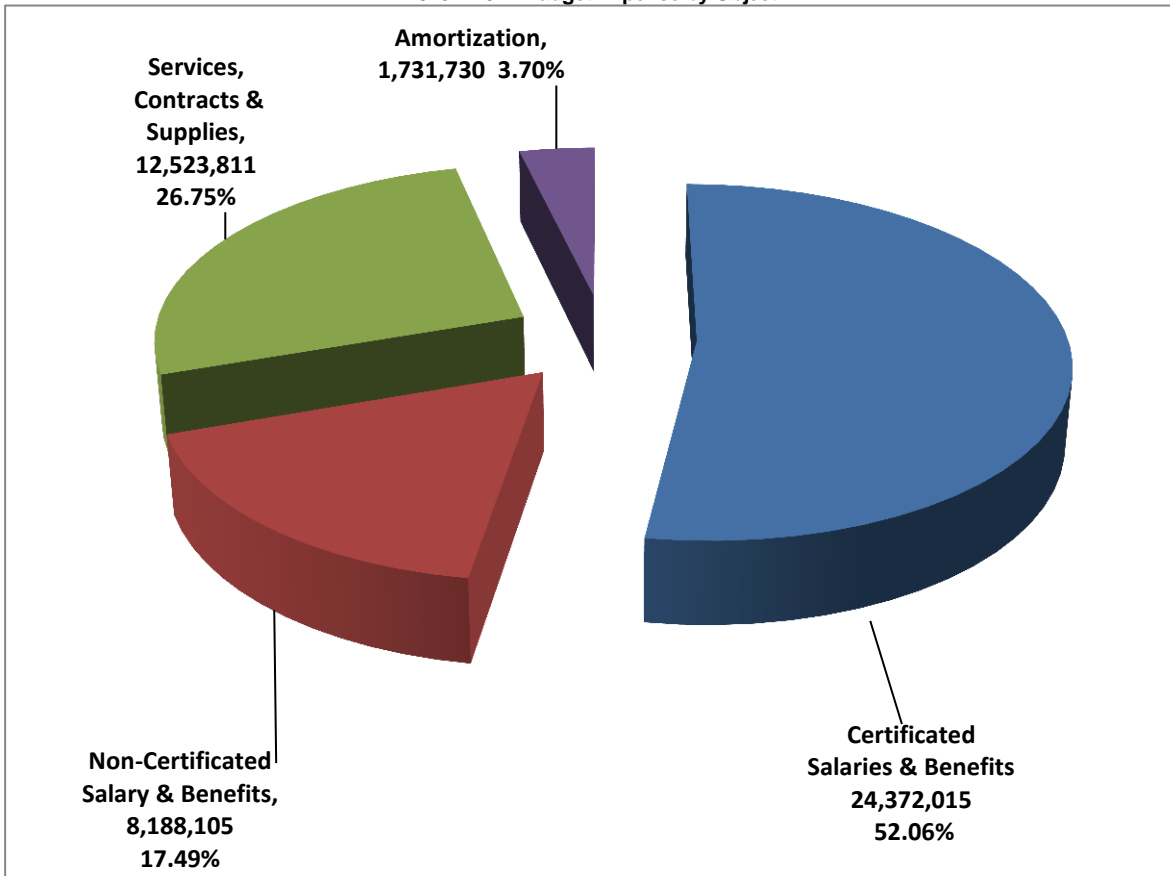
With the support of our staff and school communities Horizon will continue to accomplish as much as possible for the benefit of students.

Although this is a difficult budget, the Board believes that reduction strategies to date are as far away from student learning as possible. The Board feels fortunate that long term responsible budgeting provides for a reserve fund to contribute in contingent situations.

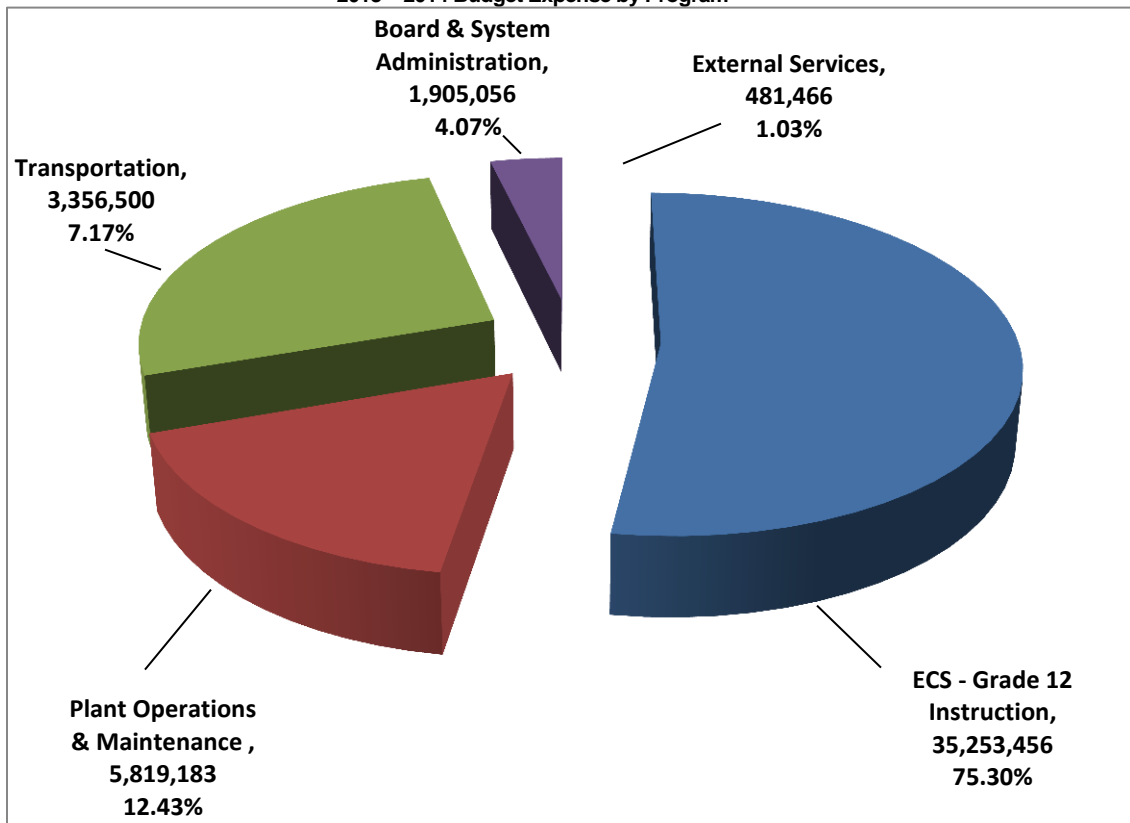
weblink to: [2013-2014 Budget Report](#)
weblink to: [2013-2014 Budget Update](#)



2013 – 2014 Budget Expense by Object



2013 – 2014 Budget Expense by Program



Capital and Facilities Projects

In July of 2008, Capital Project approval to proceed with plans for Vauxhall Elementary School and the Vauxhall Junior / Senior High School modernization projects was received. The total approved budget for both projects was \$23M. In 2012-2013 Horizon completed the approved Vauxhall Capital Projects that included the modernization of the Vauxhall Elementary School and the Vauxhall Junior/Senior High School. The final statement of cost reports that the combined projects were completed within the approved. The students, staff and community will enjoy the results of the projects for years to come.

Each year, all school jurisdictions submit an updated three-year Capital Plan to the Department of Education. Subsequent to the Vauxhall projects being approved, the Warner School and Barnwell School remain identified by the Board as their No. 1 and No. 2 priority capital projects respectively. The Department of Education prioritizes these project requests by first considering school board priorities and then other criteria. The other criteria include health and safety of students and staff, enrollment projections, current utilization, facility condition and capacity for program delivery. High-priority projects from the provincial school capital plan are considered and approved when funds become available. The Department of Education's needs are looked at in the context of the infrastructure needs of all other government ministries combined.

Alberta Education and Alberta Infrastructure have joined Board, school and community representatives to undertake facility discussions or simplified Value Analysis Scoping sessions for both facilities. The results of the sessions have been encouraging to the Division and Communities as a whole.

The Warner School (K – 12) project includes some replacement construction, preservation of existing space and partial demolition of the oldest sections of the existing school.

The Barnwell School project submission also includes some replacement construction, preservation of existing space and partial demolition of the oldest sections of the school.

More detailed information on the jurisdiction's facility and capital plans can be obtained from:

Associate Superintendent – Finance & Operations
Horizon School Division No. 67
6302 – 56 Street
Taber, Alberta T1G 1Z9
(403) 223-3547 ext. 10043, or toll free at 1-800-215-2398 ext. 10043.

Summary of Facility and Capital Plans

The province provides school jurisdictions funding for facility and capital planning under three separate categories – Plant Operations & Maintenance (PO&M), Infrastructure Maintenance and Renewal (IMR) and Capital Projects. They provide technical support to school jurisdictions on matters related to development of capital plans, project management support, project design, tendering, cost analysis and review, and recommendation of IMR plans.

PO&M funding is provided for the on-going, day-to-day maintenance and operation of school buildings to ensure they are safe, comfortable and suitable learning environments for students. The Facilities and Maintenance Department is mandated by the Board to operate within the annual funds provided by the province. The major expenditure components of the PO&M budget are operations and maintenance staff, cleaning and custodial, utilities (electricity, heating, water, sewage and solid waste) and general maintenance.

PO&M funding is formula based on the full time equivalent weighted enrolment taken from the previous year's funded head count. The province has provided the following PO&M Funding to Horizon:

2011 – 2012 \$3,868,517

2012 – 2013 \$3,945,651 (Grant increase of 2%)

2013 – 2014 \$3,667,382 (Grant decrease of 7%)

These funds provide for the maintenance and operation of 17 board owned school buildings, 2 board owned non-school buildings (division office and maintenance shop) and 1 non-owned building used as an alternative school.

The 2013 – 2014 reduction of 7% or \$278,269, as a result of FTE funded enrolment replacing FTE weighted enrolment in the PO&M formula is a major concern as the Facilities Department strives to meet its mandate to operate within the annual funds provided by the province. Temporary employment for maintenance workers, grounds crew and trades will be reduced significantly leaving school building work not funded by IMR to be deferred. Equipment purchases and contract services will also be deferred.

The IMR program funds renovations and/or upgrades to a facility. Horizon's first priority for this spending is to ensure that health, safety and essential upgrading needs, including emergent priorities are met. The largest annual single expenditure component of the IMR funding is usually on roofing replacement following a roofing replacement plan that was developed and approved by the Board. Other projects include replacement of failed hot water tanks/boilers and furnaces, flooring, washroom upgrades, fire and security systems, science lab upgrades, etc.

IMR funding is formula based the weighted enrolment taken from the previous year's funded head count. The following compares the provincial funding made available against the projected needs of the Division:

The province has provided the following IMR Funding to Horizon:

Year	Funding	Projected Need
2011 - 2012	\$723,380	\$ 807,618
2012 – 2013	\$750,034 (Grant increase of 2%)	\$1,781,800
2013 – 2014	\$528,048 (Grant decrease of 29.6%)	\$1,099,500

The significant decrease in the IMR budget for 2013-2014 will have an obvious effect on Horizon being able to meet any non-emergent renovations or upgrades.

Parental Involvement

Parent representatives participated in the Horizon School Division Transformation Committee that met throughout the 2012-13 school year. The committee formulated the foundations for this Education Plan: new vision, mission, values, core goals and key action areas.

The Horizon School Division Council of School Councils have opportunity for input with meetings throughout the year. Jurisdiction results are shared with the Council. Schools also share results and seek input for the School Education Plans.

Parents are part of key committees at a jurisdiction level including the Policy Committee and the Budget Committee.

Timelines and Communication

- Horizon School Division’s Education Plan and AERR is posted on the jurisdiction website at www.horizon.ab.ca; the web link to the document is <http://horizon.ab.ca/documents/general/2013-2016EdPlanAERR.pdf> and a one page summary is available at <http://horizon.ab.ca/documents/general/2013-2014AERRsummary.pdf>
- The average class size report is included in the Education Plan/AERR
- The Education Plan is shared with local media, school administrators, and the Horizon Council of School Councils through direct presentation. Administrators share jurisdiction plans with staff through the development of School Education Plans.
- Hard copies of the Education Plan are available through the Horizon School Division Board office:
6302 – 56 Street Taber AB
Phone: (403)223-3547

APPENDIX – Measure Details (OPTIONAL)

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

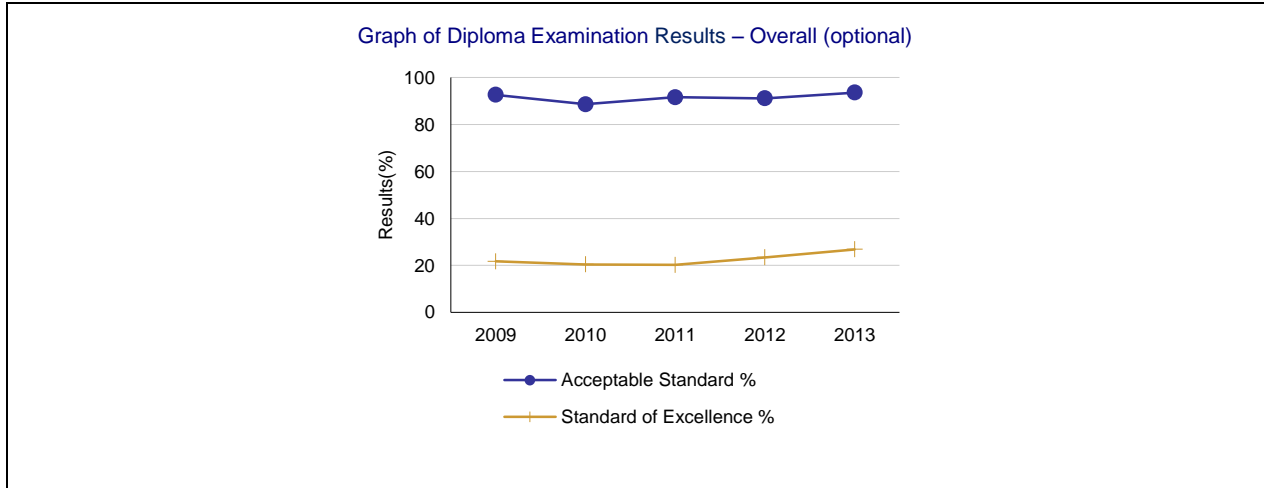
Diploma Examination Results – Measure Details (OPTIONAL)

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2009		2010		2011		2012		2013		2013	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	98.2	14.7	94.4	9.7	97.2	9.3	95.5	15.2	95.0	23.0		
	Province	86.1	12.3	85.1	10.1	84.4	10.1	86.0	11.3	85.9	10.5		
English Lang Arts 30-2	Authority	97.5	16.0	96.9	12.4	98.8	8.3	96.4	15.1	96.9	15.5		
	Province	88.2	8.5	88.8	9.8	88.6	9.1	89.5	10.7	89.5	11.1		
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.1	18.9	93.7	16.3	95.3	14.3	95.5	13.4	95.3	12.5		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.7	33.1	94.2	15.6	93.8	20.1	96.5	19.0	96.7	18.3		
Pure Mathematics 30	Authority	89.4	29.8	88.8	22.4	87.2	28.7	85.5	32.5	n/a	n/a		
	Province	82.1	26.3	82.9	29.7	81.0	28.7	81.8	27.1	62.4	12.9		
Mathematics 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	96.8	47.6		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	80.3	35.4		
Mathematics 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	87.5	14.1		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	68.7	9.6		
Applied Mathematics 30	Authority	91.8	21.2	91.0	23.1	90.5	19.0	91.5	23.4	n/a	n/a		
	Province	79.4	13.5	77.3	12.6	74.3	9.8	75.6	10.3	75.0	20.8		
Social Studies 30	Authority	95.7	23.4	80.0	10.0	*	*	n/a	n/a	n/a	n/a		
	Province	84.2	21.4	67.8	10.4	69.7	12.1	n/a	n/a	n/a	n/a		
Social Studies 30-1	Authority	n/a	n/a	90.8	18.3	95.5	17.0	97.5	17.3	96.4	15.5		
	Province	n/a	n/a	84.5	16.1	82.8	14.9	86.2	16.7	85.4	15.2		
Social Studies 33	Authority	91.1	21.1	71.4	14.3	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.6	20.2	76.4	11.5	69.0	21.4	n/a	n/a	n/a	n/a		
Social Studies 30-2	Authority	n/a	n/a	88.5	19.8	89.7	20.7	90.7	13.3	88.8	12.1		
	Province	n/a	n/a	85.0	13.7	85.6	15.9	83.0	13.7	82.4	13.9		
Biology 30	Authority	90.8	32.2	96.6	29.7	93.9	36.8	91.6	29.0	97.9	36.1		
	Province	83.0	26.6	81.4	28.1	81.9	29.8	81.8	28.1	84.3	32.4		
Chemistry 30 Old	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	77.6	19.5	87.5	37.5	n/a	n/a	n/a	n/a	n/a	n/a		
Chemistry 30	Authority	84.1	30.5	72.7	29.5	77.0	26.4	75.7	33.8	88.9	32.1		
	Province	76.3	27.7	79.0	29.9	75.1	27.7	76.7	28.4	78.8	31.8		
Physics 30 Old	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	74.4	25.6	75.0	25.0	n/a	n/a	n/a	n/a	n/a	n/a		
Physics 30	Authority	86.4	16.9	69.2	20.0	87.5	16.1	88.1	40.5	82.6	30.4		
	Province	79.3	23.1	73.9	20.3	76.7	27.7	81.0	30.3	81.1	30.3		
Science 30	Authority	*	*	n/a	n/a	*	*	n/a	n/a	n/a	n/a		
	Province	86.0	20.9	80.1	22.8	80.4	21.0	79.8	22.0	84.1	25.8		

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

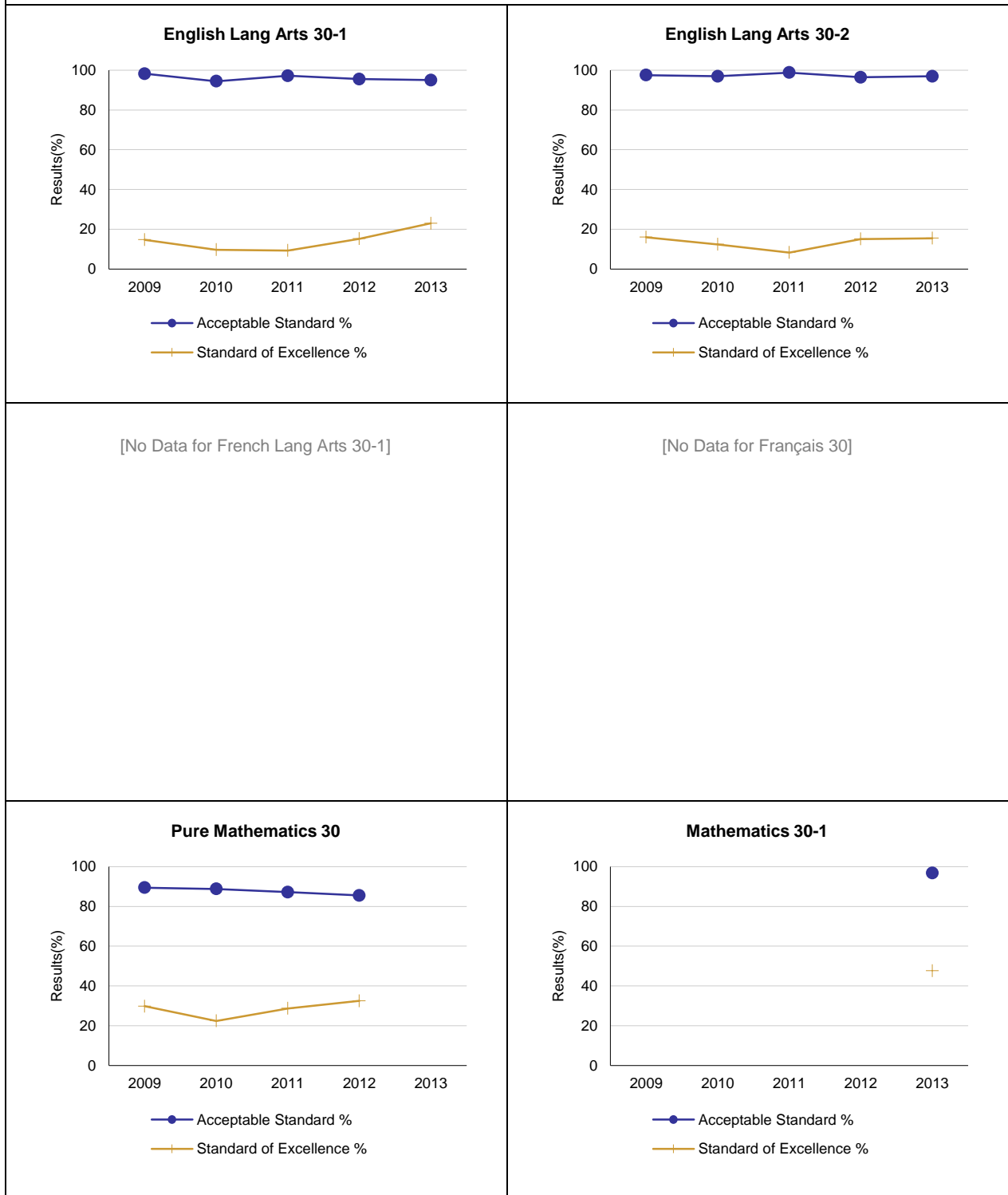
"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Please note that participation in 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.



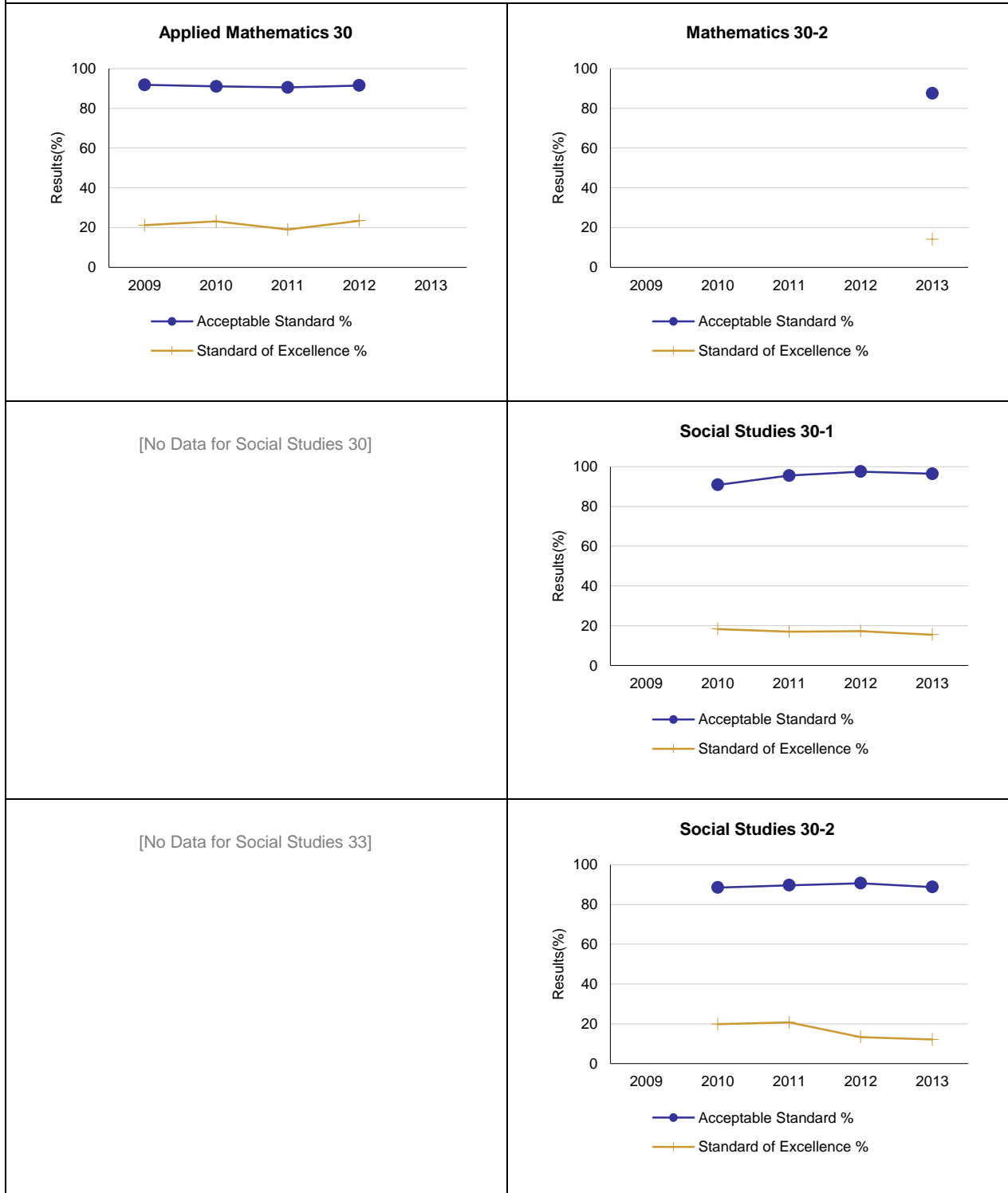
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Diploma Examination Results by Course (optional)



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

<p style="text-align: center;">Biology 30</p> <table border="1"> <caption>Biology 30 Results (%)</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>90</td> <td>32</td> </tr> <tr> <td>2010</td> <td>95</td> <td>30</td> </tr> <tr> <td>2011</td> <td>92</td> <td>38</td> </tr> <tr> <td>2012</td> <td>90</td> <td>30</td> </tr> <tr> <td>2013</td> <td>95</td> <td>38</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2009	90	32	2010	95	30	2011	92	38	2012	90	30	2013	95	38	<p>[No Data for Chemistry 30 Old]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2009	90	32																	
2010	95	30																	
2011	92	38																	
2012	90	30																	
2013	95	38																	
<p style="text-align: center;">Chemistry 30</p> <table border="1"> <caption>Chemistry 30 Results (%)</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>85</td> <td>30</td> </tr> <tr> <td>2010</td> <td>72</td> <td>28</td> </tr> <tr> <td>2011</td> <td>78</td> <td>25</td> </tr> <tr> <td>2012</td> <td>75</td> <td>35</td> </tr> <tr> <td>2013</td> <td>90</td> <td>32</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2009	85	30	2010	72	28	2011	78	25	2012	75	35	2013	90	32	<p>[No Data for Physics 30 Old]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2009	85	30																	
2010	72	28																	
2011	78	25																	
2012	75	35																	
2013	90	32																	
<p style="text-align: center;">Physics 30</p> <table border="1"> <caption>Physics 30 Results (%)</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>85</td> <td>15</td> </tr> <tr> <td>2010</td> <td>70</td> <td>20</td> </tr> <tr> <td>2011</td> <td>88</td> <td>15</td> </tr> <tr> <td>2012</td> <td>88</td> <td>40</td> </tr> <tr> <td>2013</td> <td>82</td> <td>30</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2009	85	15	2010	70	20	2011	88	15	2012	88	40	2013	82	30	<p>[No Data for Science 30]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2009	85	15																	
2010	70	20																	
2011	88	15																	
2012	88	40																	
2013	82	30																	

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

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.

Diploma Examination Results Course By Course Summary With Measure Evaluation (optional)

Course	Measure	Horizon Sch Div No. 67								Alberta			
		Achievement	Improvement	Overall	2013		Prev 3 Yr Avg		2013		Prev 3 Yr Avg		
					N	%	N	%	N	%	N	%	
English Lang Arts 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	100	95.0	115	95.7	28,411	85.9	29,182	85.2	
	Standard of Excellence	High	Improved Significantly	Good	100	23.0	115	11.4	28,411	10.5	29,182	10.5	
English Lang Arts 30-2	Acceptable Standard	Very High	Maintained	Excellent	97	96.9	107	97.4	15,068	89.5	14,478	89.0	
	Standard of Excellence	Very High	Maintained	Excellent	97	15.5	107	11.9	15,068	11.1	14,478	9.8	
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,252	95.3	1,267	94.8	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,252	12.5	1,267	14.7	
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	96.7	147	94.8	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	18.3	147	18.2	
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	95	87.2	93	62.4	22,547	81.9	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	95	27.9	93	12.9	22,547	28.5	
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	78	91.0	24	75.0	10,479	75.7	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	78	21.8	24	20.8	10,479	10.9	
Social Studies 30-1	Acceptable Standard	Very High	Maintained	Excellent	84	96.4	93	94.6	22,312	85.4	23,525	84.5	
	Standard of Excellence	Intermediate	Maintained	Acceptable	84	15.5	93	17.6	22,312	15.2	23,525	15.9	
Social Studies 30-2	Acceptable Standard	High	Maintained	Good	116	88.8	111	89.6	17,959	82.4	16,217	84.6	
	Standard of Excellence	Intermediate	Declined	Issue	116	12.1	111	17.9	17,959	13.9	16,217	14.4	
Biology 30	Acceptable Standard	Very High	Improved	Excellent	97	97.9	122	94.0	22,025	84.3	22,822	81.7	
	Standard of Excellence	Very High	Maintained	Excellent	97	36.1	122	31.8	22,025	32.4	22,822	28.7	
Chemistry 30	Acceptable Standard	Very High	Improved Significantly	Excellent	81	88.9	83	75.1	15,897	78.8	19,217	76.9	
	Standard of Excellence	High	Maintained	Good	81	32.1	83	29.9	15,897	31.8	19,217	28.7	
Physics 30	Acceptable Standard	High	Maintained	Good	46	82.6	54	81.6	8,920	81.1	10,527	77.2	
	Standard of Excellence	Very High	Maintained	Excellent	46	30.4	54	25.5	8,920	30.3	10,527	26.1	
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,506	84.1	5,274	80.1	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,506	25.8	5,274	21.9	

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

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 examinations.

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.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 67.38	67.38 - 79.10	79.10 - 88.42	88.42 - 94.41	94.41 - 100.00
	Standard of Excellence	0.00 - 0.88	0.88 - 8.48	8.48 - 16.20	16.20 - 19.89	19.89 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 68.07	68.07 - 81.22	81.22 - 87.43	87.43 - 94.68	94.68 - 100.00
	Standard of Excellence	0.00 - 0.26	0.26 - 9.12	9.12 - 15.45	15.45 - 26.66	26.66 - 100.00
Biology 30	Acceptable Standard	0.00 - 67.51	67.51 - 78.03	78.03 - 85.82	85.82 - 89.41	89.41 - 100.00
	Standard of Excellence	0.00 - 12.33	12.33 - 19.00	19.00 - 25.60	25.60 - 30.05	30.05 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 37.40	37.40 - 64.26	64.26 - 77.96	77.96 - 85.58	85.58 - 100.00
	Standard of Excellence	0.00 - 6.52	6.52 - 16.78	16.78 - 27.40	27.40 - 34.23	34.23 - 100.00
Physics 30	Acceptable Standard	0.00 - 46.89	46.89 - 65.43	65.43 - 79.07	79.07 - 84.34	84.34 - 100.00
	Standard of Excellence	0.00 - 4.05	4.05 - 11.60	11.60 - 21.19	21.19 - 30.24	30.24 - 100.00
Science 30	Acceptable Standard	0.00 - 76.11	76.11 - 83.33	83.33 - 91.76	91.76 - 97.14	97.14 - 100.00
	Standard of Excellence	0.00 - 6.98	6.98 - 11.36	11.36 - 21.80	21.80 - 36.81	36.81 - 100.00

Notes:

The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

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 examinations.

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

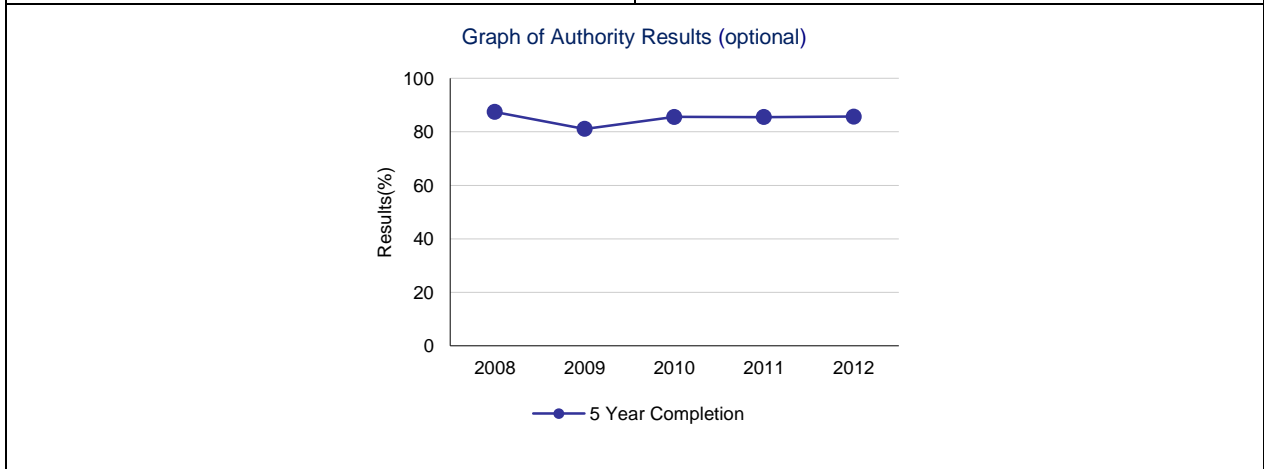
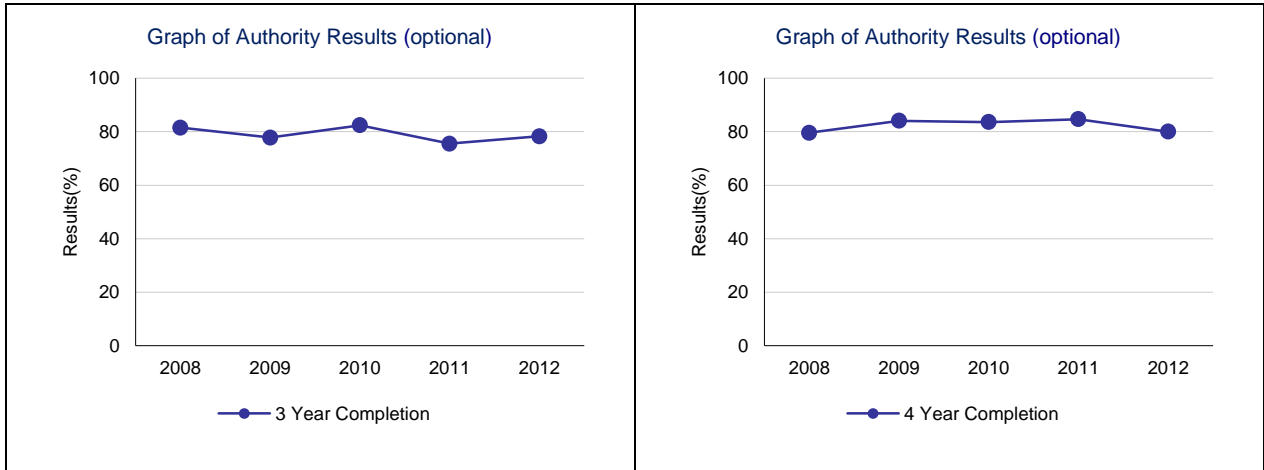
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

High School Completion Rate – Measure Details (OPTIONAL)

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

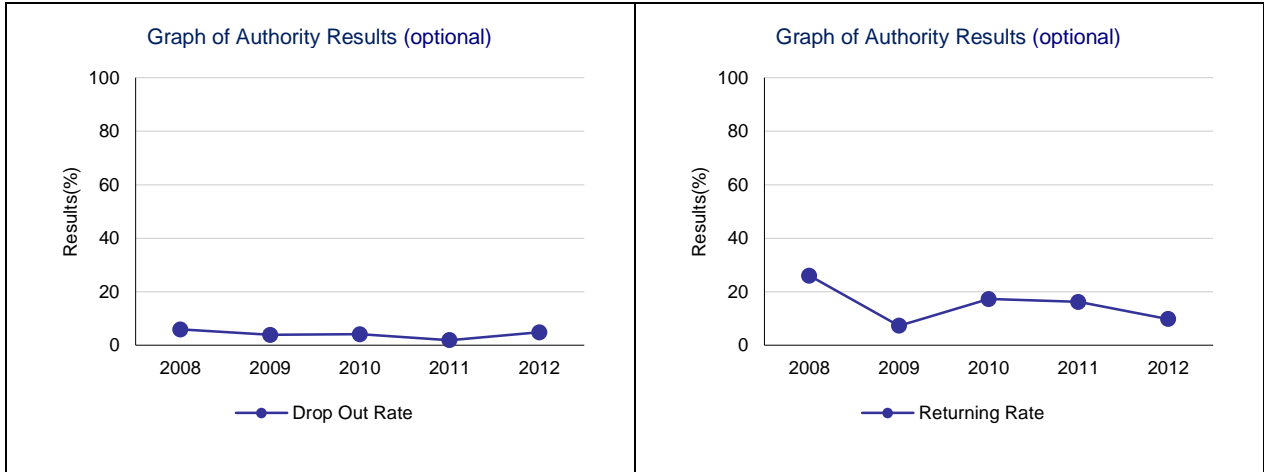
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
3 Year Completion	81.5	77.8	82.4	75.5	78.3	70.8	71.5	72.6	74.1	74.8
4 Year Completion	79.6	84.1	83.6	84.7	80.0	76.3	76.1	76.9	78.1	79.4
5 Year Completion	87.4	81.1	85.6	85.5	85.7	78.7	79.0	79.0	79.6	80.8



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

Drop Out Rate – Measure Details (OPTIONAL)

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Drop Out Rate	5.9	3.9	4.1	1.9	4.8	4.8	4.3	4.2	3.2	3.5
Returning Rate	26.0	7.3	17.3	16.2	9.8	19.8	23.5	27.9	23.4	23.0

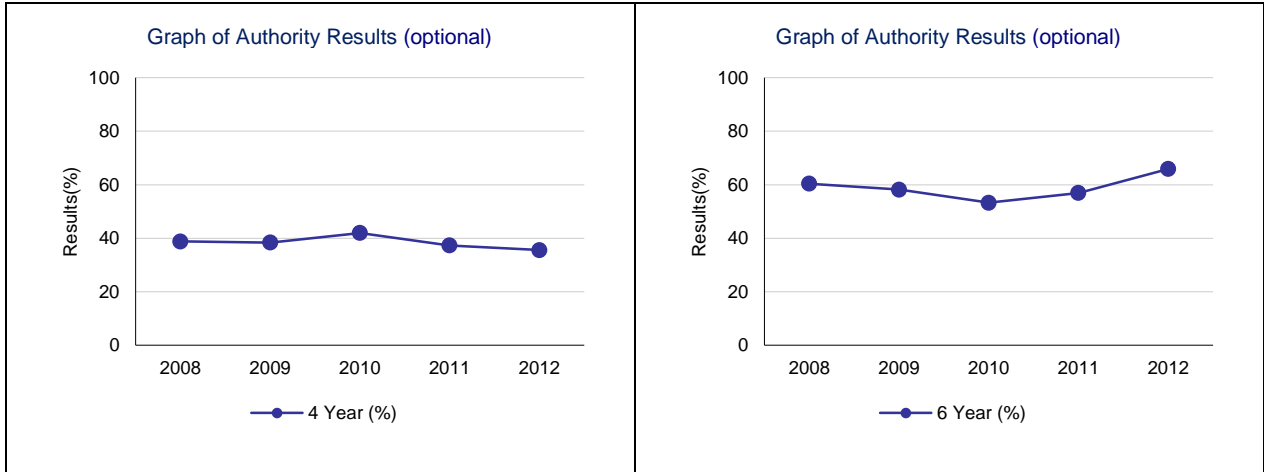


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High School to Post-secondary Transition Rate – Measure Details (OPTIONAL)

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
4 Year Rate	38.8	38.4	42.0	37.3	35.6	38.9	37.5	37.8	38.2	39.6
6 Year Rate	60.4	58.2	53.3	56.9	65.9	59.2	59.8	59.3	58.4	59.5

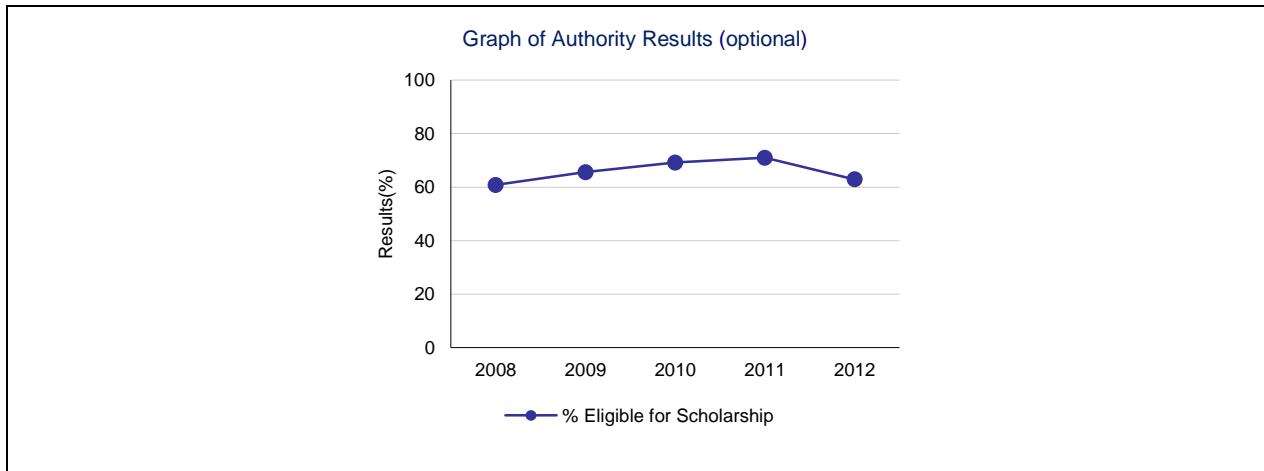


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Rutherford Eligibility Rate – Measure Details (OPTIONAL)

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Rutherford Scholarship Eligibility Rate (Revised)	60.8	65.6	69.2	71.0	62.9	57.3	56.9	59.6	61.5	61.3

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2008	250	137	54.8	124	49.6	78	31.2	152	60.8
2009	244	147	60.2	126	51.6	76	31.1	160	65.6
2010	247	149	60.3	148	59.9	89	36.0	171	69.2
2011	207	129	62.3	120	58.0	90	43.5	147	71.0
2012	278	148	53.2	136	48.9	103	37.1	175	62.9



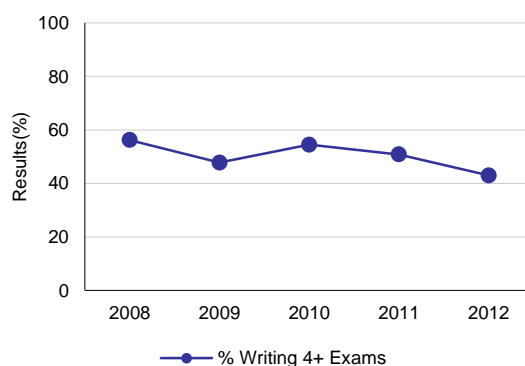
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Diploma Examination Participation Rate – Measure Details (OPTIONAL)

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
% Writing 0 Exams	12.2	15.2	11.9	20.3	17.5	18.4	18.0	17.2	16.1	15.9
% Writing 1+ Exams	87.8	84.8	88.1	79.7	82.5	81.6	82.0	82.8	83.9	84.1
% Writing 2+ Exams	85.0	83.6	86.0	78.3	81.4	78.0	78.7	79.6	80.8	81.2
% Writing 3+ Exams	67.7	68.0	72.5	62.5	66.0	64.9	65.2	66.0	67.4	67.5
% Writing 4+ Exams	56.2	47.8	54.5	50.8	43.0	53.3	53.5	54.9	56.2	56.6
% Writing 5+ Exams	43.0	29.7	35.1	38.7	27.6	34.3	34.7	36.1	37.2	38.0
% Writing 6+ Exams	23.3	16.9	16.2	16.8	8.4	12.7	12.9	13.4	14.1	14.6

Graph of Authority Results (optional)



Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
English Language Arts 30-1	48.7	38.6	47.1	42.8	36.7	53.8	54.0	54.5	54.9	55.1
English Language Arts 30-2	34.4	43.0	36.6	33.8	44.2	24.0	24.5	25.1	26.1	26.1
Total of 1 or more English Diploma Exams	83.0	81.1	83.7	76.6	80.1	76.7	77.1	78.0	79.0	79.2
Social Studies 30	44.2	35.3	7.0	0.9	0.0	48.1	48.1	3.7	0.3	0.0
Social Studies 30-1	0.0	0.0	41.0	37.8	28.5	0.0	0.0	45.7	48.2	48.0
Social Studies 33	39.3	46.6	1.8	0.0	0.0	29.5	30.1	2.5	0.1	0.0
Social Studies 30-2	0.0	0.0	36.1	36.5	51.3	0.0	0.0	27.4	31.0	32.1
Total of 1 or more Social Diploma Exams	83.5	81.9	85.9	75.2	79.8	76.7	77.4	78.1	78.9	79.3
Pure Mathematics 30	43.8	33.3	40.1	40.5	27.3	41.1	40.8	41.4	42.6	42.5
Applied Mathematics 30	21.9	32.1	30.8	22.1	34.5	19.1	19.7	19.7	20.0	19.6
Mathematics 30-1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 30-2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total of 1 or more Math Diploma Exams	64.7	64.3	70.0	59.9	61.4	59.7	59.9	60.6	62.0	61.5
Biology 30	50.9	41.4	46.7	45.0	41.2	39.1	39.8	41.2	42.8	43.1
Chemistry 30	n/a	28.5	33.0	32.9	25.5	n/a	29.7	35.2	36.0	36.7
Physics 30	n/a	20.9	25.6	25.7	13.5	n/a	17.5	20.0	20.6	20.4
Science 30	0.4	0.4	0.0	0.5	0.0	7.4	8.2	9.0	9.1	10.5
Total of 1 or more Science Diploma Exams	56.3	49.0	55.1	50.0	44.9	56.1	56.1	57.6	59.1	59.5
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.7	2.7	2.9	2.8	2.7
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	2.9	2.9	3.1	3.1	2.9

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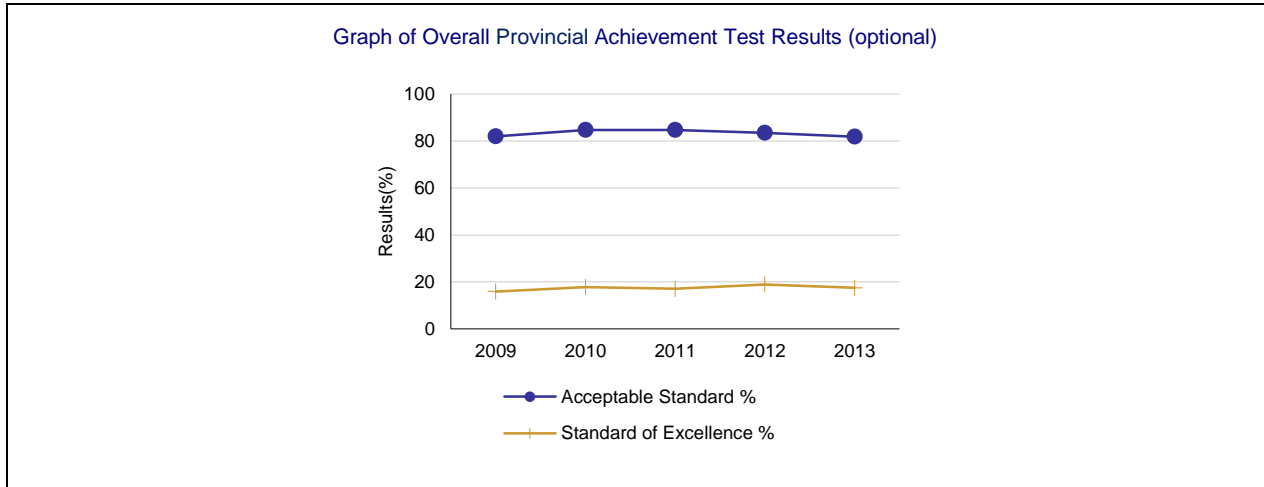
Provincial Achievement Test Results – Measure Details (OPTIONAL)

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2009		2010		2011		2012		2013		2013	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	Authority	89.6	21.2	90.1	19.3	91.2	15.6	90.5	17.5	87.2	17.0		
	Province	81.3	18.2	81.6	19.5	81.8	17.5	81.9	20.4	81.5	17.8		
French Language Arts 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	83.8	15.8	84.1	16.3	80.6	15.8	82.1	14.5	79.7	12.4		
Français 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	82.5	16.3	86.4	16.3	84.2	18.6	82.3	12.5	82.8	14.1		
Mathematics 3	Authority	n/a	n/a	n/a	n/a	89.2	36.4	85.6	30.8	84.3	26.1		
	Province	n/a	n/a	n/a	n/a	77.4	26.0	76.8	25.5	76.5	25.5		
English Language Arts 6	Authority	83.5	9.2	87.7	14.6	87.7	17.4	86.4	16.3	83.9	12.1		
	Province	81.8	18.9	83.3	18.9	83.0	18.5	82.7	17.8	82.5	16.3		
French Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.5	15.9	88.3	15.9	89.4	17.1	89.3	17.2	88.6	16.3		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	92.6	18.7	91.3	18.3	92.2	17.6	91.0	21.9	94.0	21.6		
Mathematics 6	Authority	n/a	n/a	n/a	n/a	82.3	16.8	81.4	17.4	74.2	15.7		
	Province	n/a	n/a	n/a	n/a	73.7	17.8	74.7	16.6	73.0	16.4		
Science 6	Authority	81.0	22.5	84.8	22.2	83.2	21.6	86.3	24.8	78.2	23.8		
	Province	76.5	24.8	76.8	26.4	76.2	25.0	77.8	28.2	77.5	25.9		
Social Studies 6	Authority	n/a	n/a	76.9	15.0	75.8	15.5	73.5	17.8	67.7	16.1		
	Province	n/a	n/a	71.0	16.4	71.1	18.5	73.2	19.5	72.7	19.0		
English Language Arts 9	Authority	84.6	13.1	81.7	12.8	81.4	14.8	77.7	13.8	81.1	14.5		
	Province	78.7	14.7	79.3	15.0	79.1	16.3	77.4	16.4	76.4	14.7		
English Lang Arts 9 KAE	Authority	n/a	n/a	*	*	*	*	70.0	0.0	88.9	0.0		
	Province	n/a	n/a	66.8	7.8	67.2	7.9	61.4	5.8	62.4	4.3		
French Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.8	10.3	86.1	12.4	88.8	15.0	87.5	12.2	87.2	13.9		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.6	12.9	84.3	12.7	90.2	15.8	84.6	16.1	84.0	14.5		
Mathematics 9	Authority	n/a	n/a	n/a	n/a	67.8	16.3	68.4	22.4	69.8	19.8		
	Province	n/a	n/a	n/a	n/a	66.1	17.3	66.5	17.8	66.5	18.2		
Mathematics 9 KAE	Authority	n/a	n/a	*	*	50.0	40.0	81.3	31.3	92.0	60.0		
	Province	n/a	n/a	65.6	15.3	64.9	14.9	62.4	15.4	65.9	14.7		
Science 9	Authority	71.5	13.8	78.1	19.6	79.0	14.6	76.5	22.3	77.9	20.4		
	Province	72.2	15.8	73.6	17.7	74.9	20.8	74.2	22.4	72.6	19.9		
Science 9 KAE	Authority	n/a	n/a	*	*	50.0	10.0	86.7	26.7	81.8	36.4		
	Province	n/a	n/a	67.2	14.3	69.5	15.3	67.9	17.3	68.4	17.1		
Social Studies 9	Authority	n/a	n/a	72.3	18.6	73.9	18.9	66.4	16.2	66.1	17.2		
	Province	n/a	n/a	68.9	18.8	67.2	19.0	68.9	19.1	65.3	18.7		
Social Studies 9 KAE	Authority	n/a	n/a	*	*	50.0	12.5	63.6	0.0	80.0	20.0		
	Province	n/a	n/a	64.6	15.7	61.9	13.6	63.5	13.9	64.6	13.0		

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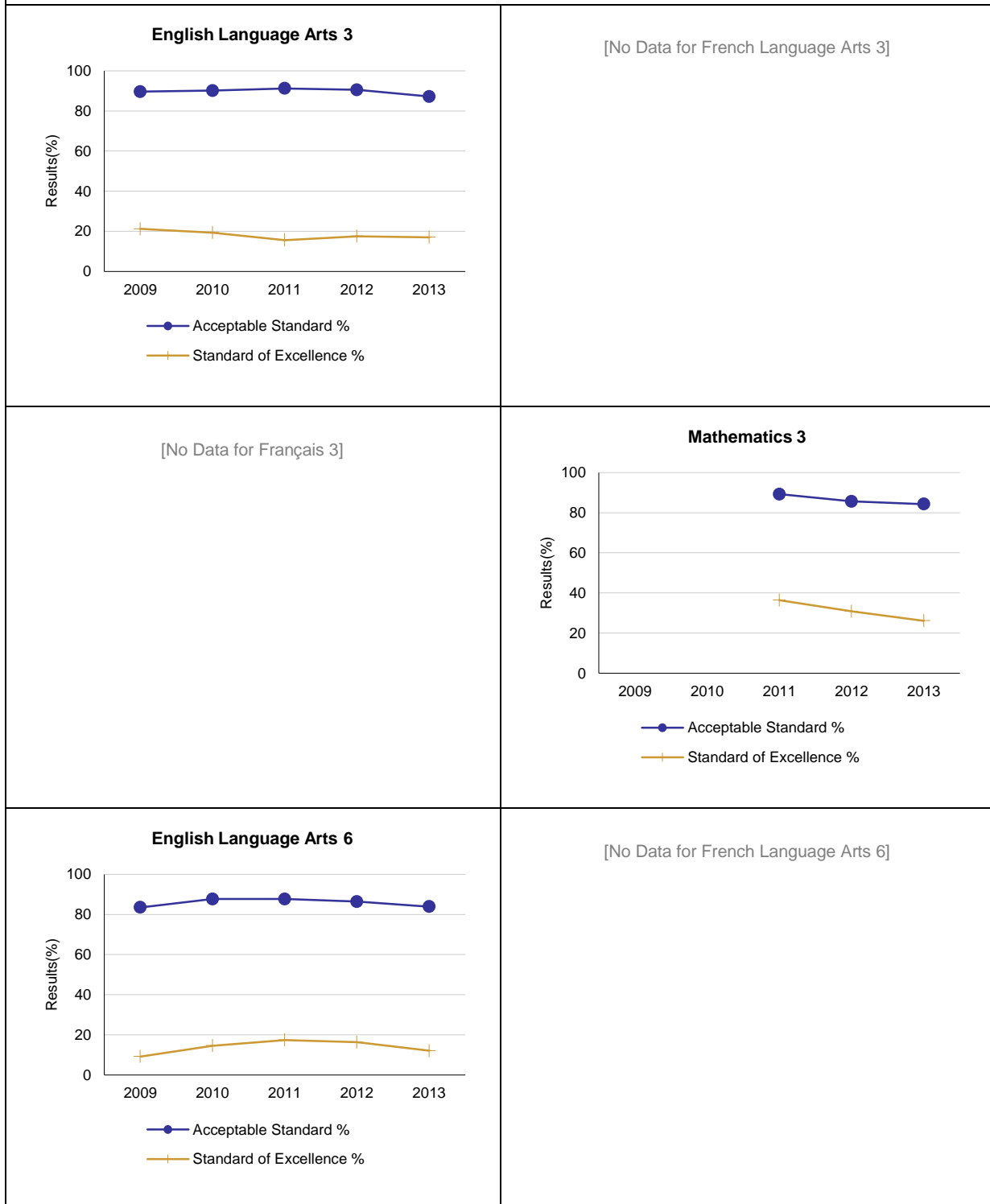
"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

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.



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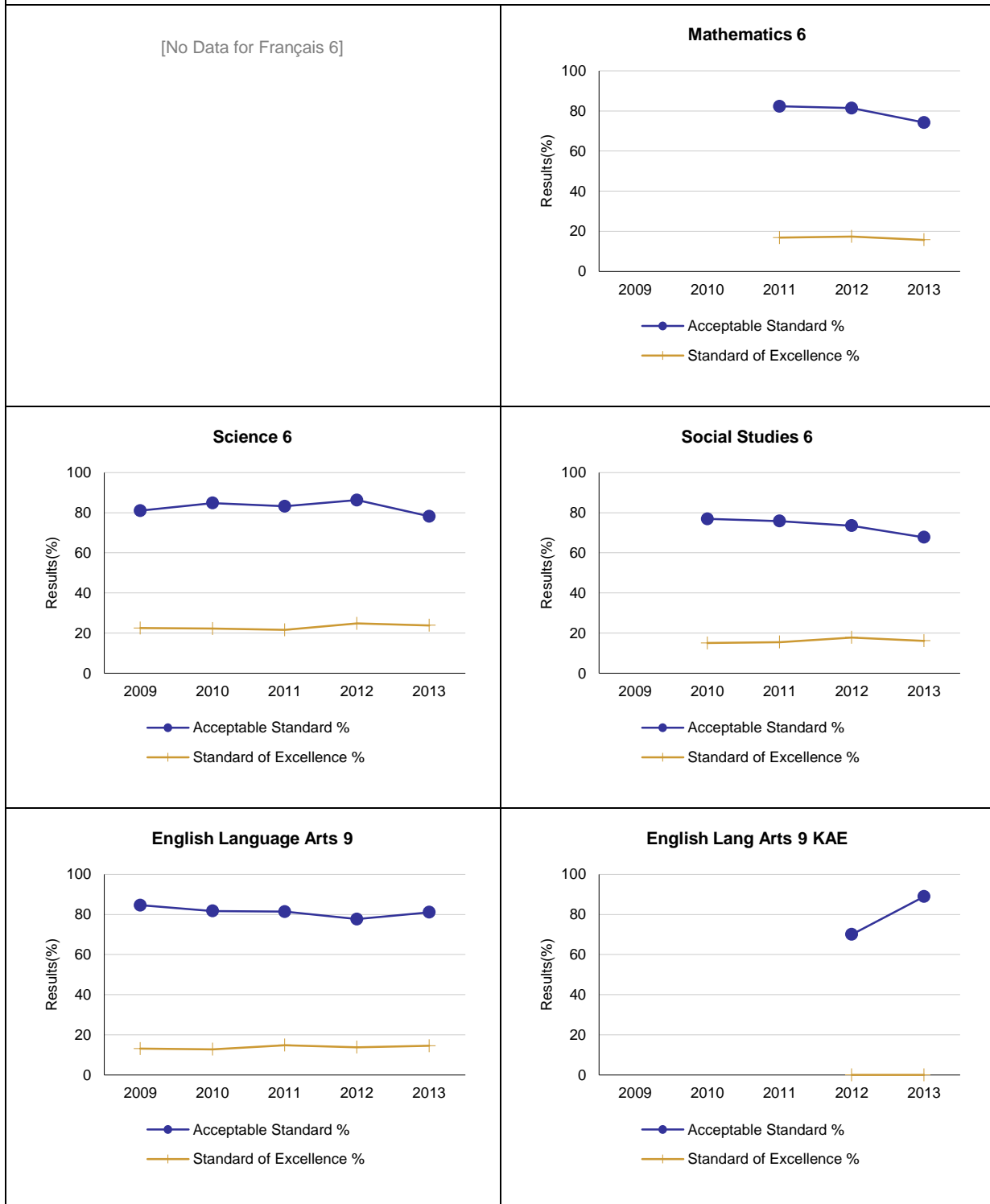
Graph of Provincial Achievement Test Results by Course (optional)



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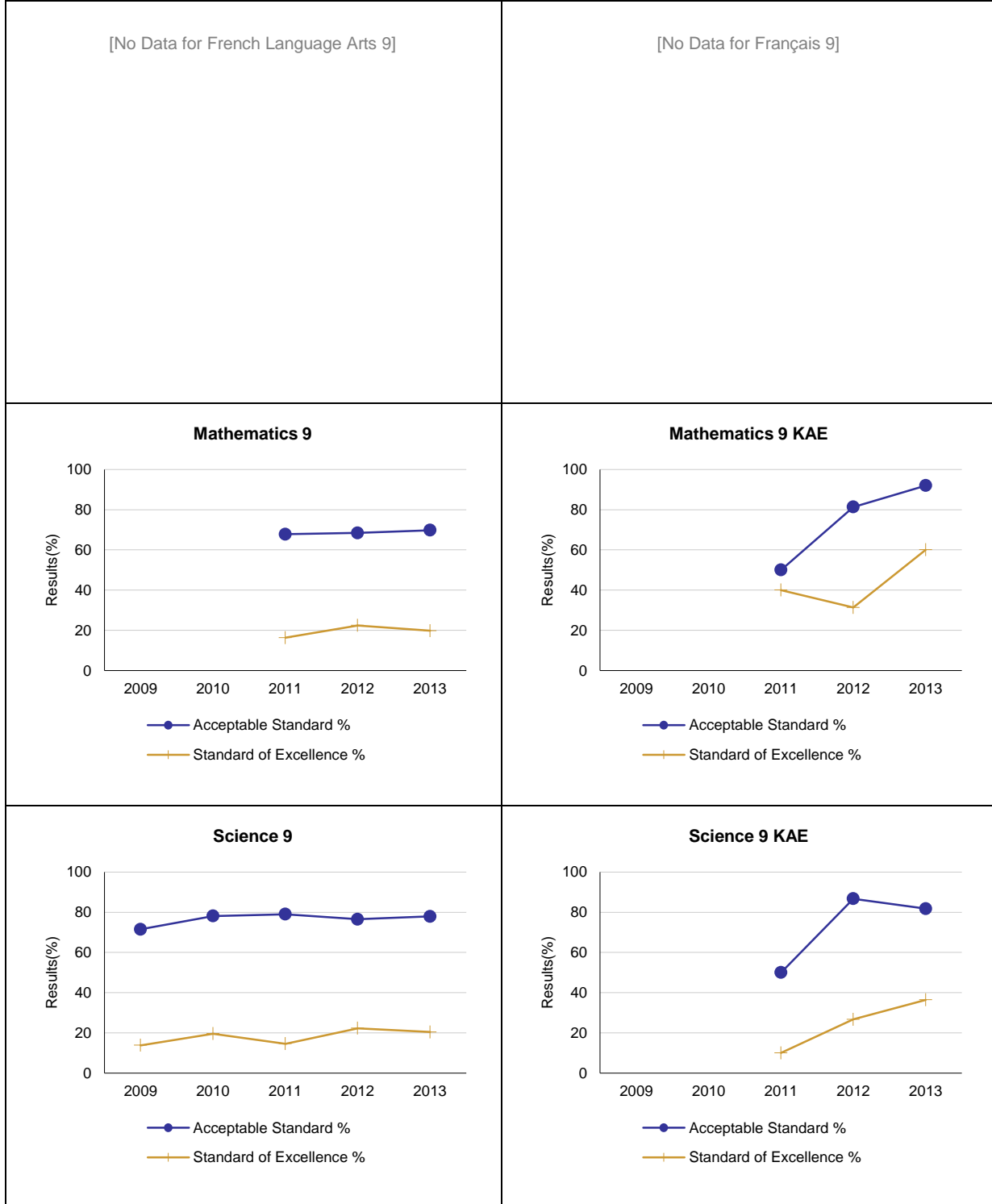
Graph of Provincial Achievement Test Results by Course (optional)



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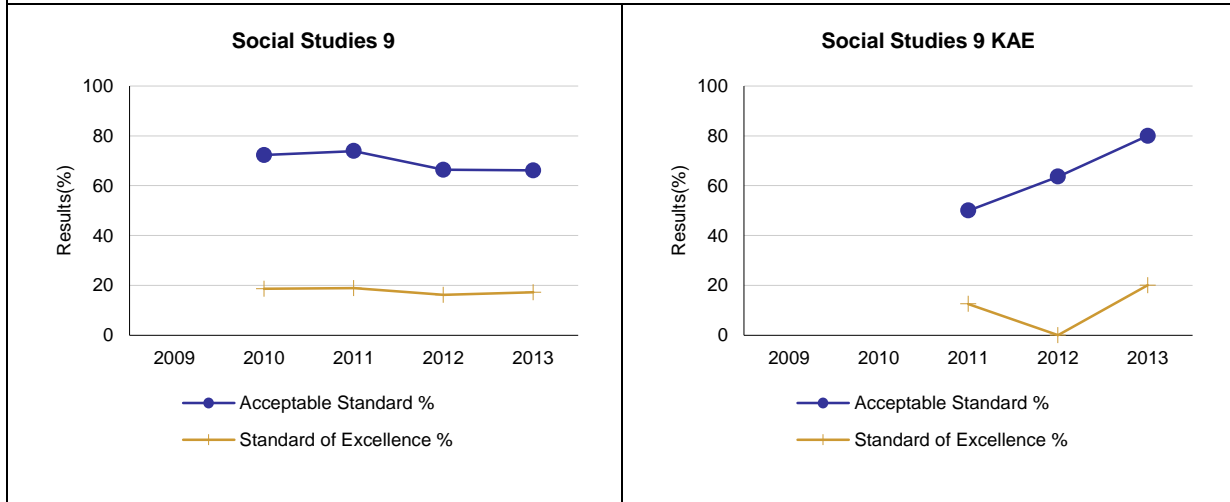
Graph of Provincial Achievement Test Results by Course (optional)



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

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.

Graph of Provincial Achievement Test Results by Course (optional)



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

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 (optional)

Course	Measure	Horizon Sch Div No. 67								Alberta			
		Achievement	Improvement	Overall	2013		Prev 3 Yr Avg		2013		Prev 3 Yr Avg		
					N	%	N	%	N	%	N	%	
English Language Arts 3	Acceptable Standard	Intermediate	Declined	Issue	288	87.2	252	90.6	46,095	81.5	43,231	81.8	
	Standard of Excellence	High	Maintained	Good	288	17.0	252	17.5	46,095	17.8	43,231	19.2	
French Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,399	79.7	3,192	82.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,399	12.4	3,192	15.6	
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	587	82.8	516	84.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	587	14.1	516	15.8	
Mathematics 3	Acceptable Standard	n/a	Declined	n/a	287	84.3	257	87.4	46,041	76.5	43,823	77.1	
	Standard of Excellence	n/a	Declined	n/a	287	26.1	257	33.6	46,041	25.5	43,823	25.8	
English Language Arts 6	Acceptable Standard	Intermediate	Declined	Issue	248	83.9	278	87.3	44,141	82.5	43,401	83.0	
	Standard of Excellence	Intermediate	Declined	Issue	248	12.1	278	16.1	44,141	16.3	43,401	18.4	
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,601	88.6	2,571	89.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,601	16.3	2,571	16.7	
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	496	94.0	454	91.5	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	496	21.6	454	19.3	
Mathematics 6	Acceptable Standard	n/a	Declined Significantly	n/a	248	74.2	287	81.8	44,089	73.0	43,355	74.2	
	Standard of Excellence	n/a	Maintained	n/a	248	15.7	287	17.1	44,089	16.4	43,355	17.2	
Science 6	Acceptable Standard	Low	Declined	Issue	248	78.2	276	84.8	44,138	77.5	43,341	76.9	
	Standard of Excellence	Intermediate	Maintained	Acceptable	248	23.8	276	22.9	44,138	25.9	43,341	26.5	
Social Studies 6	Acceptable Standard	Low	Declined	Issue	248	67.7	278	75.4	43,914	72.7	43,436	71.8	
	Standard of Excellence	Intermediate	Maintained	Acceptable	248	16.1	278	16.1	43,914	19.0	43,436	18.1	
English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	228	81.1	238	80.3	28,137	76.4	42,995	78.6	
	Standard of Excellence	Intermediate	Maintained	Acceptable	228	14.5	238	13.8	28,137	14.7	42,995	15.9	
English Lang Arts 9 KAE	Acceptable Standard	High	Improved	Good	9	88.9	10	70.0	1,450	62.4	1,616	65.2	
	Standard of Excellence	Low	Maintained	Issue	9	0.0	10	0.0	1,450	4.3	1,616	7.2	
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,485	87.2	2,359	87.5	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,485	13.9	2,359	13.2	

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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.

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		Horizon Sch Div No. 67							Alberta			
		Achievement	Improvement	Overall	2013		Prev 3 Yr Avg		2013		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	344	84.0	324	86.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	344	14.5	324	14.8
Mathematics 9	Acceptable Standard	n/a	Maintained	n/a	212	69.8	242	68.1	28,155	66.5	42,224	66.3
	Standard of Excellence	n/a	Maintained	n/a	212	19.8	242	19.4	28,155	18.2	42,224	17.6
Mathematics 9 KAE	Acceptable Standard	High	Improved Significantly	Good	25	92.0	13	65.6	1,662	65.9	1,924	64.3
	Standard of Excellence	Very High	Improved	Excellent	25	60.0	13	35.6	1,662	14.7	1,924	15.2
Science 9	Acceptable Standard	Very High	Maintained	Excellent	226	77.9	234	77.8	28,825	72.6	42,870	74.2
	Standard of Excellence	Very High	Maintained	Excellent	226	20.4	234	18.8	28,825	19.9	42,870	20.3
Science 9 KAE	Acceptable Standard	High	Maintained	Good	11	81.8	13	68.3	1,423	68.4	1,562	68.2
	Standard of Excellence	High	Maintained	Good	11	36.4	13	18.3	1,423	17.1	1,562	15.6
Social Studies 9	Acceptable Standard	Intermediate	Declined	Issue	227	66.1	239	70.9	29,021	65.3	43,109	68.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	227	17.2	239	17.9	29,021	18.7	43,109	19.0
Social Studies 9 KAE	Acceptable Standard	High	Improved	Good	10	80.0	10	56.8	1,370	64.6	1,573	63.3
	Standard of Excellence	High	Maintained	Good	10	20.0	10	6.3	1,370	13.0	1,573	14.4

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Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
French Language Arts 3	Acceptable Standard	0.00 - 60.68	60.68 - 77.74	77.74 - 88.22	88.22 - 94.87	94.87 - 100.00
	Standard of Excellence	0.00 - 3.31	3.31 - 8.38	8.38 - 17.31	17.31 - 25.31	25.31 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

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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)

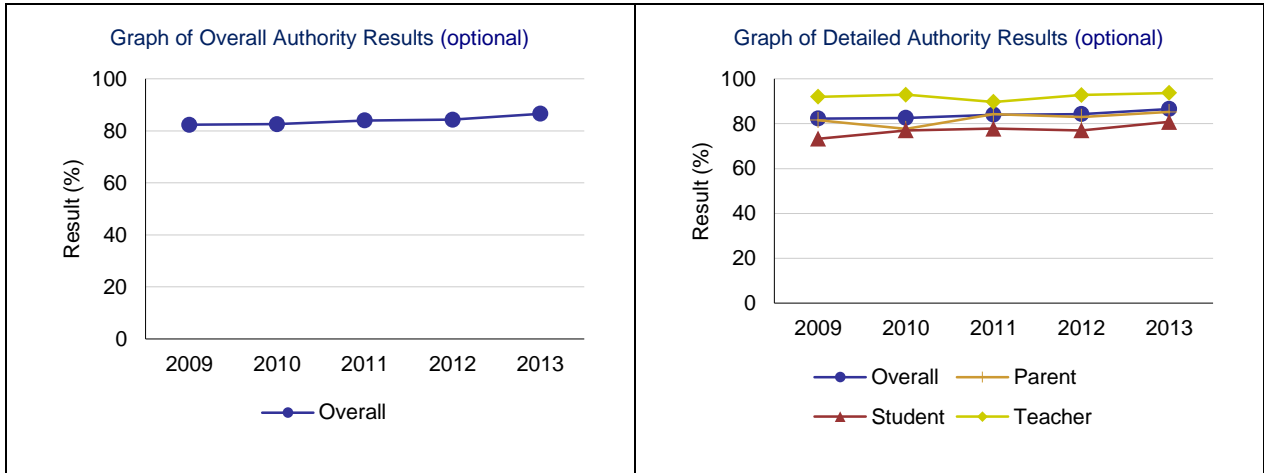
Overall Evaluation Table

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

Citizenship – Measure Details (OPTIONAL)

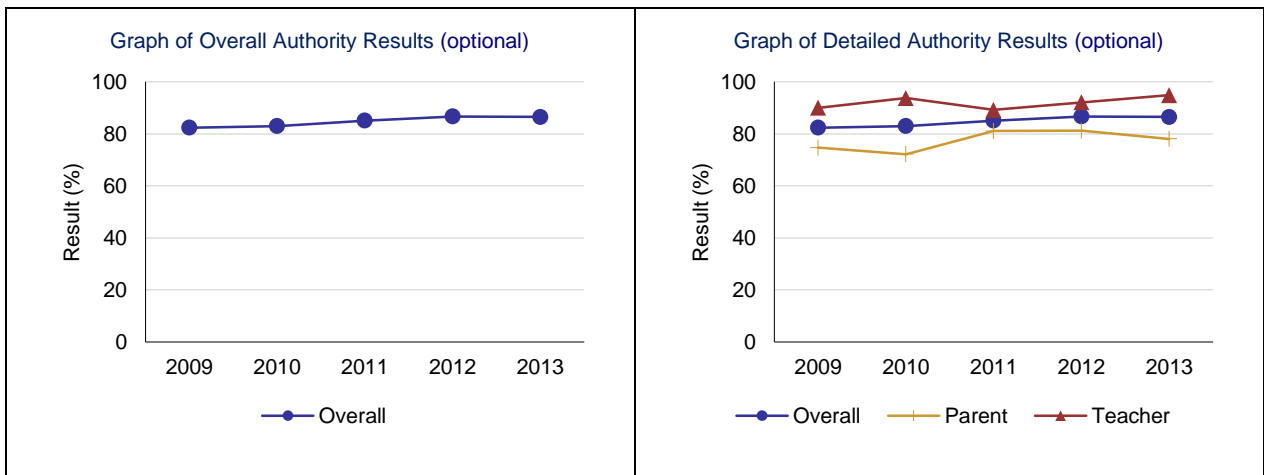
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	82.3	82.6	84.0	84.3	86.6	80.3	81.4	81.9	82.5	83.4
Teacher	92.0	92.9	89.7	92.8	93.7	91.8	93.0	92.7	93.1	93.6
Parent	81.6	77.7	84.3	83.0	85.2	77.4	78.5	78.6	79.4	80.3
Student	73.3	77.0	77.8	77.0	80.8	71.8	72.7	74.5	75.0	76.2



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

Work Preparation – Measure Details (OPTIONAL)

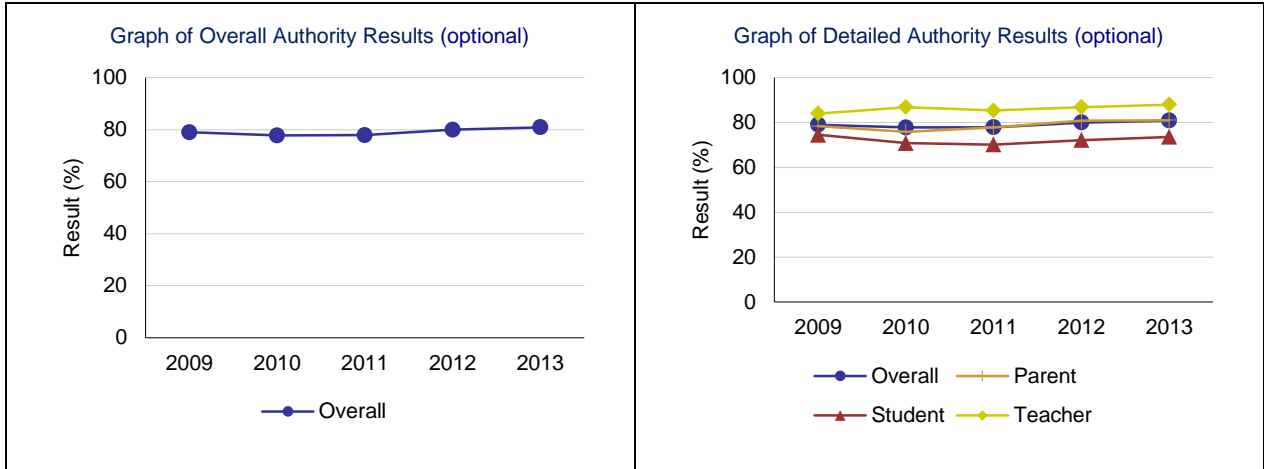
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	82.4	83.0	85.1	86.7	86.5	79.6	79.9	80.1	79.7	80.3
Teacher	90.0	93.8	89.2	92.1	94.9	88.9	90.0	89.6	89.5	89.4
Parent	74.7	72.2	81.1	81.2	78.1	70.2	69.8	70.6	69.9	71.1



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Program of Studies – Measure Details (OPTIONAL)

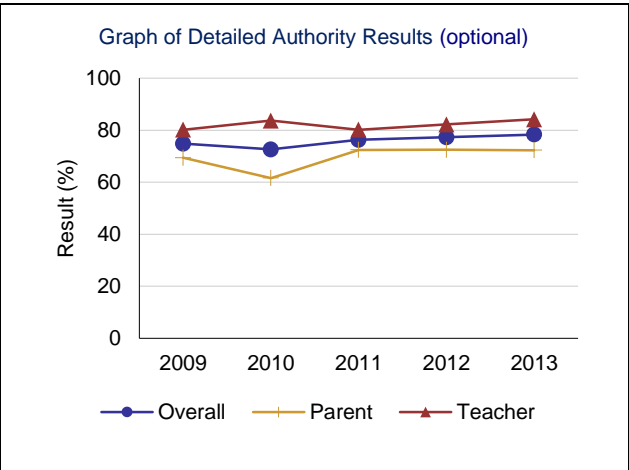
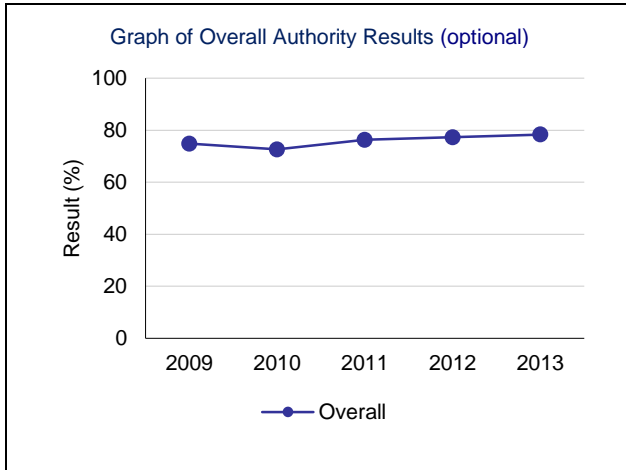
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.										
	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	79.0	77.8	77.9	80.0	80.9	80.3	80.5	80.9	80.7	81.5
Teacher	84.0	86.9	85.4	86.9	88.0	86.8	87.7	87.6	87.3	87.9
Parent	78.4	75.8	77.9	80.8	81.0	78.7	78.0	78.3	78.1	78.9
Student	74.5	70.8	70.2	72.2	73.6	75.3	75.9	76.9	76.9	77.8



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Lifelong Learning – Measure Details (OPTIONAL)

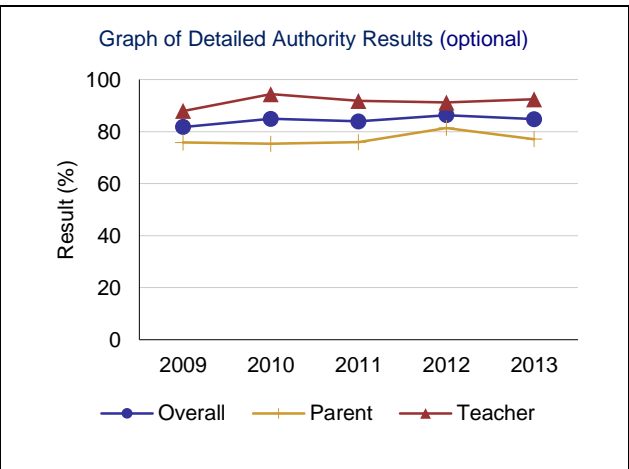
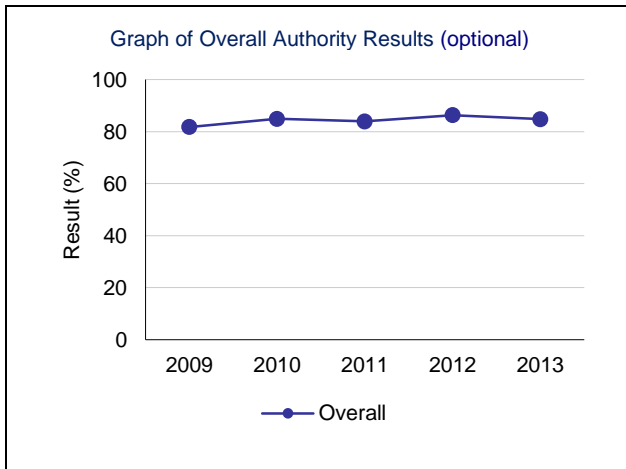
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.										
	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	74.8	72.6	76.3	77.3	78.3	67.4	67.6	67.9	68.0	68.5
Teacher	80.2	83.7	80.2	82.2	84.2	74.0	75.4	75.3	75.8	75.7
Parent	69.4	61.6	72.4	72.5	72.3	60.8	59.8	60.6	60.2	61.2



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

Parental Involvement – Measure Details (OPTIONAL)

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	81.8	84.9	83.9	86.3	84.8	80.1	80.0	79.9	79.7	80.3
Teacher	87.9	94.4	91.8	91.2	92.4	88.0	88.6	88.1	88.0	88.5
Parent	75.8	75.3	75.9	81.4	77.1	72.2	71.3	71.7	71.4	72.2

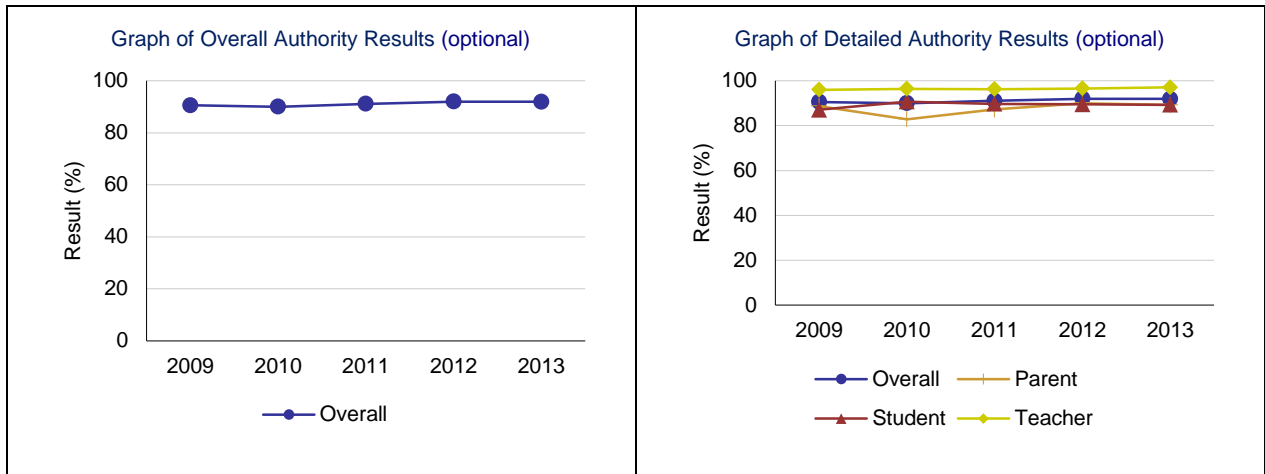


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details (OPTIONAL)

Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013

Overall	90.6	90.0	91.1	92.0	91.9	89.3	89.2	89.4	89.4	89.8
Teacher	96.0	96.4	96.3	96.6	97.1	95.3	95.6	95.5	95.4	95.7
Parent	88.7	82.9	87.2	90.0	89.2	84.4	83.9	84.2	84.2	84.9
Student	87.1	90.7	89.7	89.5	89.3	88.3	88.2	88.5	88.6	88.7

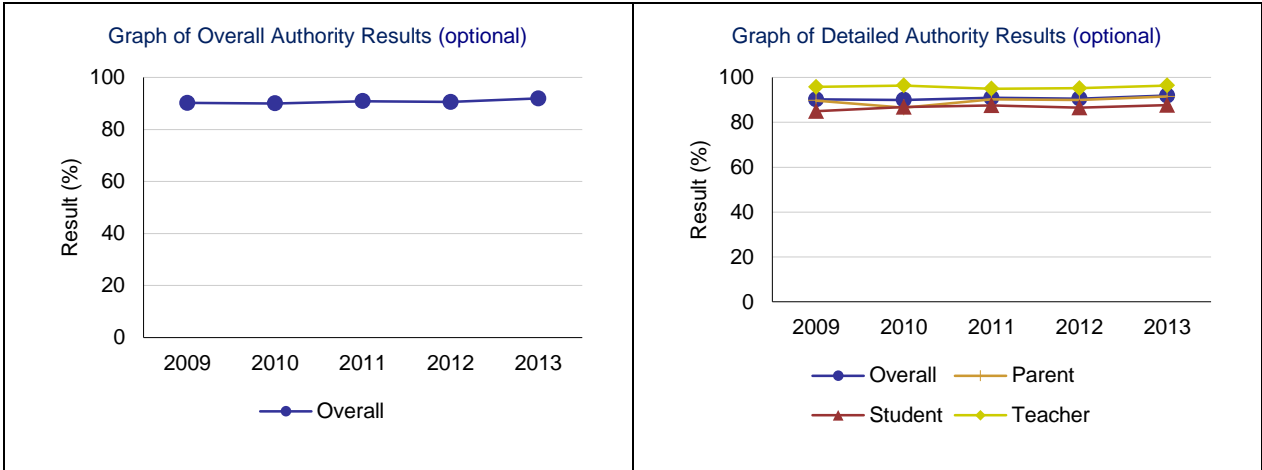


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Safe and Caring – Measure Details (OPTIONAL)

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.

	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	90.2	90.0	90.9	90.6	91.9	86.9	87.6	88.1	88.6	89.0
Teacher	95.8	96.4	95.0	95.2	96.4	93.8	94.4	94.5	94.8	95.0
Parent	89.7	86.6	90.2	89.9	91.5	85.3	86.1	86.6	87.4	87.8
Student	85.0	86.9	87.6	86.6	87.7	81.7	82.2	83.3	83.7	84.2

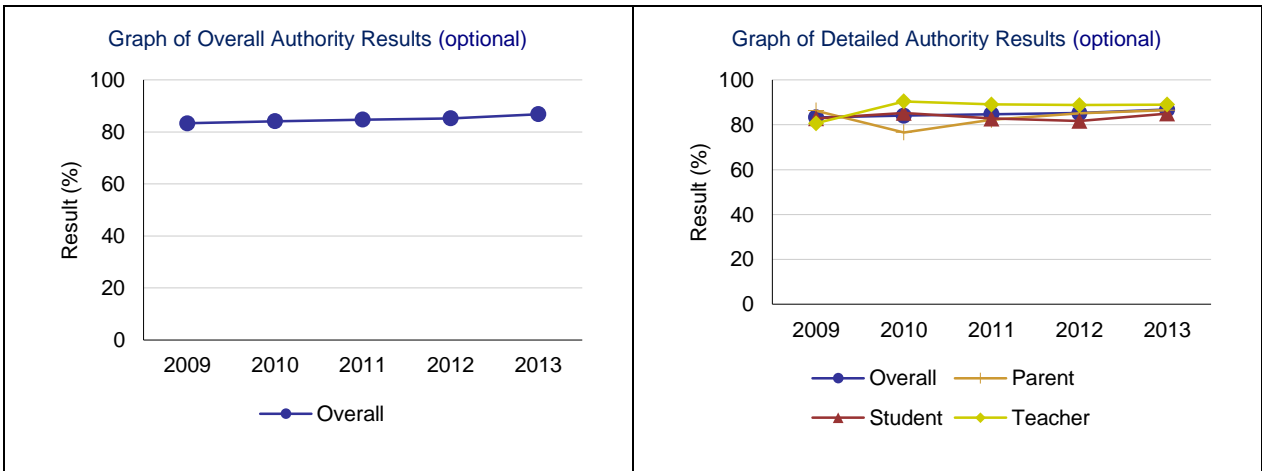


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

School Improvement – Measure Details (OPTIONAL)

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.

	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	83.3	84.1	84.7	85.2	86.8	79.4	79.9	80.1	80.0	80.6
Teacher	80.7	90.4	89.1	88.8	89.0	78.2	80.8	80.1	81.1	80.9
Parent	86.3	76.6	82.2	85.1	86.5	78.1	77.0	77.3	76.2	77.9
Student	82.9	85.3	82.8	81.7	85.0	81.8	81.8	82.9	82.7	82.9



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