



**Lakeland Christian School Society
3-Year Education Plan
2014 – 2017
and
Annual Education Results Report
(AERR)
2013-2014**

Message from the Board Chair

Operating as a ministry of Harvest Life Victory Church, Lakeland Christian Academy (L.C.A.) is an accredited private school that offers K-12 education with Jesus at the center. It is our mandate to provide a quality education experience from a biblical worldview that complies fully with Alberta Education's Accountability pillar thus enabling our students to obtain an Alberta High School Diploma upon completion of our program. To achieve this goal we use approved Biblical based curriculum and Alberta Distance Learning materials which follow all rules and guidelines set out by the Alberta Department of Education.

It is our desire that upon completing high school with L.C.A., the students will have developed a strong ethical character and have achieved a high academic standing.

L.C.A. will continue to be accountable to God and our government, with much prayer, thought, and energy devoted to daily and future planning.

Accountability Statement

The Annual Education Results Report for the 2013-2014 school year and the Education Plan for the three years commencing September 1, 2014 for Lakeland Christian School Society were prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. 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 2013/2014 school year and the three-year Education Plan for 2014/2017 on November 28, 2014.

Signature of Board Chair



Foundation Statements

Vision

The major objective of Lakeland Christian Academy (L.C.A.) is to assist parents to disciple and train Christian leaders. Thus it is our vision:

1. To emphasize the individuality of each student and to assist them in properly responding to others and to themselves.
2. To develop the students self-confidence by nurturing God-given talents and abilities in creativity, goal setting, analysis, communications, academics and the principles of success.
3. To promote self-discipline by training students to be relevant, consistent, appreciative, responsible and thorough in attitude, character, and actions.
4. To help students learn how to live to honour the Lord and become responsible citizens by meeting their daily responsibilities which God has entrusted to them.
5. To assist students in seeking their life purpose in service to God and mankind through emphasis on Biblical relevance.
6. To ensure each student attains the strongest foundational education possible that meets the Alberta Department of Education requirements. This includes the pursuit of an Alberta Education Diploma.

Mission

The mission of Lakeland Christian Academy is to provide a positive environment based on the Christian world view for children to obtain an academic education that is:

1. Christ Centred
 - a. Jesus is the Son of God;
 - b. Through His incarnation, He came to earth to pay the price for our sinful nature;
 - c. By His example, He showed us how to live a prosperous life in dominion of the earth; and
 - d. The 60 identifiable character traits demonstrated by Christ are entwined in our curriculum serve to clearly guide our students into Christ likeness.
2. Academically Sound
 - a. The curriculum:
 - i. Is Individualized
 1. Each child learns in different ways at different speeds. Therefore, after diagnostic testing, (a process of ascertaining the student's actual academic performance level) an Individualized Program Plan is developed that best meets the needs of the child.
 - ii. Is based on the theory of creation, supported by scientific fact and the inspired Word of God.
 - iii. Encompasses the outcomes required by the Alberta Program of Studies to provide our students with a diploma from Alberta Education upon graduation.

Beliefs

The educational philosophy of Lakeland Christian Academy depends upon the Bible to provide the viewpoint for interpreting any subject or any school activity. The mandate for Christian education comes from God's command that children are to be taught to love God and give Him pre-eminence in their lives, and that parents are responsible for the total education of their children (Deuteronomy 6).

The following beliefs are foundational in our Christian philosophy of education.

1. God is the creator and sustainer of all things, and is the source of all truth.
2. God is sovereign, maintaining control over His entire universe and man.
3. The Bible is the highest authority and inerrant.
4. God created man in His own image and consequently man is responsible to God for his action.
5. It is the belief of Lakeland Christian Academy (LCA.) that man is a tripartite being composed of spirit, soul, and body created by God to serve Him.
6. As the result of the sin of disobedience, man suffered spiritual separation from God. In order to bridge this gap and restore the relationship between man and God, a payment for this disobedience had to be offered and accepted. This payment had to be free from all contamination. Therefore God offered His own Son to pay the price of sin by shedding His life's blood on the cross.
7. As individuals, by confessing Jesus as Lord and believing in our hearts that God has raised Him from the dead, we can now avail ourselves of the benefits of this restored relationship because our sin debt is paid in full.
8. Knowledge of Jesus Christ and the Bible is essential to proper spiritual, mental, social, and physical growth.
9. The teacher represents the parents during the school day, but does not relieve parents of their responsibilities to their children.
10. As salvation is an individual exercise, education must also be an individual experience in a Christ centered environment. Although there must be standards to measure progress and competency, curriculum will best meet the needs of the student when it is individualized. This is achieved through diagnostic testing designed to identify areas of strength and remediate identified areas of weakness.
11. God has created each student uniquely. Therefore, it is the teacher's responsibility to teach the student according to his abilities and achievement level.

Ethical standards and a value system consistent with the Bible best prepare a student for fulfilling his responsibilities as a member of our democratic society.

A Profile of the School Authority

The Lakeland Christian School Society assumes responsibility for the operation of Lakeland Christian Academy.

Lakeland Christian Academy

- Is located in Cold Lake, Alberta. We serve the Municipal District of Bonnyville. A large percentage of the population is transient as two of the major industries (a generous portion of the world's oil production, Canada's largest Air Base) in this area often transfer employees.
- Offers a small student/teacher ratio with programming from Kindergarten to Grade 12
- Uses an individualized learning program that is well suited to meet the needs of our students. It
 - Is individualized.
 - Is mastery-based.
 - Emphasizes discipline, individual responsibility, parental involvement, and Biblical truth.
 - Is supported by multi-media instruction, while maintaining a heavy emphasis on the basic academic subjects.
- Maintains an ongoing process of continuous improvement which ensures our curriculum meets the Department of Alberta Education requirements and outcomes for each course.
- Uses approved distance education courses for some school courses.
- Provides individual programs for the gifted as well as those with learning disabilities.
- Uses parents and others in the community as volunteers extensively in the classroom
- Basically serves the fundamental Christian community. However we have a very strong academic program that continues to draw students that may not share our fundamental Christian beliefs.

Trends and Issues

Surveys statistics are derived from surveys from about 25 parents and 15 students which is a very small number to be used to obtain significant statistics. Therefore a difference of opinion by one parent or one student can have a major impact on the results.

Another issue for us is the number of students writing the Provincial Achievement Tests in grades 6, and 9 and the Provincial Departmental Exams in grade 11 or 12. Even though all of our students write these exams, we have so few students at these grade levels that the statistics of our student's achievement is suppressed. Additionally this year, for reasons unknown, all of our survey information was suppressed as well.

Summary of Accomplishments

- As continuous improvement is our objective, our mathematics from grade 1 to grade 9 was updated to better meet the learning needs of our students while ensuring that it continued to meet the standards of Alberta Education program of studies.
- With student success in mind, we continued to provide an environment to accommodate student's diverse learning needs to help them advance and thrive in all academic and social pursuits.

Combined 2014 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

| Measure Category | Measure Category Evaluation | Measure | Lakeland Christian School Soc | | | 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 | n/a | Safe and Caring | n/a | 100.0 | 100.0 | 89.1 | 89.0 | 88.6 | n/a | n/a | n/a |
| Student Learning Opportunities | n/a | Program of Studies | n/a | 82.1 | 84.7 | 81.3 | 81.5 | 81.1 | n/a | n/a | n/a |
| | | Education Quality | n/a | 90.2 | 89.6 | 89.2 | 89.8 | 89.5 | n/a | n/a | n/a |
| | | Drop Out Rate | * | * | 0.0 | 3.3 | 3.5 | 3.6 | * | * | * |
| | | High School Completion Rate (3 yr) | * | * | n/a | 74.9 | 74.8 | 73.8 | * | * | * |
| Student Learning Achievement (Grades K-9) | n/a | PAT: Acceptable | * | * | n/a | 74.0 | 75.3 | 75.5 | * | * | * |
| | | PAT: Excellence | * | * | n/a | 19.0 | 19.1 | 19.6 | * | * | * |
| Student Learning Achievement (Grades 10-12) | n/a | Diploma: Acceptable | n/a | n/a | n/a | 85.4 | 84.2 | 83.4 | n/a | n/a | n/a |
| | | Diploma: Excellence | n/a | n/a | n/a | 21.0 | 19.5 | 19.1 | n/a | n/a | n/a |
| | | Diploma Exam Participation Rate (4+ Exams) | * | * | n/a | 50.5 | 56.6 | 55.9 | * | * | * |
| | | Rutherford Scholarship Eligibility Rate (Revised) | n/a | * | n/a | 60.9 | 61.3 | 60.8 | n/a | n/a | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | n/a | Transition Rate (6 yr) | * | n/a | n/a | 59.2 | 59.5 | 59.1 | * | * | * |
| | | Work Preparation | n/a | n/a | n/a | 81.2 | 80.3 | 80.0 | n/a | n/a | n/a |
| | | Citizenship | n/a | 91.4 | 89.0 | 83.4 | 83.4 | 82.6 | n/a | n/a | n/a |
| Parental Involvement | n/a | Parental Involvement | n/a | n/a | n/a | 80.6 | 80.3 | 80.0 | n/a | n/a | n/a |
| Continuous Improvement | n/a | School Improvement | n/a | 92.9 | 88.1 | 79.8 | 80.6 | 80.2 | n/a | n/a | n/a |

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9), Mathematics (Grades 6, 9), Science (Grades 6, 9), Social Studies (Grades 6, 9). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. The subsequent pages include evaluations for each performance measure
3. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
4. Please note that participation in Diploma Examinations 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.
5. Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Measure Evaluation Reference

Achievement Evaluation

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

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

| Measure | Very Low | Low | Intermediate | High | Very High |
|---------------------------------------------------|---------------|---------------|---------------|---------------|----------------|
| Safe and Caring | 0.00 - 77.62 | 77.62 - 81.05 | 81.05 - 84.50 | 84.50 - 88.03 | 88.03 - 100.00 |
| Program of Studies | 0.00 - 66.31 | 66.31 - 72.65 | 72.65 - 78.43 | 78.43 - 81.59 | 81.59 - 100.00 |
| Education Quality | 0.00 - 80.94 | 80.94 - 84.23 | 84.23 - 87.23 | 87.23 - 89.60 | 89.60 - 100.00 |
| Drop Out Rate | 100.00 - 9.40 | 9.40 - 6.90 | 6.90 - 4.27 | 4.27 - 2.79 | 2.79 - 0.00 |
| High School Completion Rate (3 yr) | 0.00 - 57.03 | 57.03 - 62.36 | 62.36 - 73.88 | 73.88 - 81.79 | 81.79 - 100.00 |
| PAT: Acceptable | 0.00 - 66.22 | 66.22 - 72.00 | 72.00 - 81.95 | 81.95 - 85.72 | 85.72 - 100.00 |
| PAT: Excellence | 0.00 - 10.93 | 10.93 - 14.38 | 14.38 - 20.26 | 20.26 - 26.17 | 26.17 - 100.00 |
| Diploma: Acceptable | 0.00 - 72.08 | 72.08 - 78.77 | 78.77 - 85.43 | 85.43 - 89.96 | 89.96 - 100.00 |
| Diploma: Excellence | 0.00 - 7.77 | 7.77 - 11.90 | 11.90 - 18.63 | 18.63 - 22.99 | 22.99 - 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)

Goal One: An excellent start to learning

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

Comment on Results

- Our multi-sensory phonics based ECS program encourages our student's desire to start reading.
- Focus on Godly character and affirmation of God's love and acceptance helps students become emotionally stable and have well developed social skills at an early age.
- The physical activity in class focuses on co-ordination and physical development.

Strategies

- We use a multi-sensory program that is very vibrant and colourful. It is full of learning activities that encourage the child's desire to start reading.
- The children will learn the letter names and letter sounds through stories, songs, games and artwork.
- Our ECS program is designed to teach your child basic skills. It will help to develop motor co-ordination, as well as language and social skills. A Co-ordination and Development Test will take place several times during the Preschool year.
- The children will also learn social skills, the wonders of God's world, and the reality of God's love which will begin to foster a firm foundation in biblical worldview. This in turn generates an emotionally stable child ready to succeed in further educational pursuits.
- All students and parents of students starting grade 1 will be orientated on the routines of the school

Goal Two: Success for every student

Outcome: Students achieve student learning outcomes.

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|-------------------------------------------------------------------------------------------------------------------------|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | Achievement | Improvement | Overall | 2015 | 2016 | 2017 |
| High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10. | n/a | * | * | * | * | 80 | * | * | * | 81 | 82 | 83 |
| Drop Out Rate - annual dropout rate of students aged 14 to 18 | * | 0.0 | 0.0 | * | * | 0 | * | * | * | 0 | 0 | 0 |
| High school to post-secondary transition rate of students within six years of entering Grade 10. | * | * | * | n/a | * | 70 | * | * | * | 71 | 72 | 73 |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship. | * | * | * | * | n/a | 80 | n/a | n/a | n/a | 81 | 82 | 83 |
| Percentage of students writing four or more diploma exams within three years of entering Grade 10. | n/a | * | * | * | * | 80 | * | * | * | 81 | 82 | 83 |

Comment on Results

- We continue to prescribe an individualized course of studies for each at risk student by assessing each individual's needs, interests, and aptitudes in order to fulfil the requirements for graduation while maximizing the potential of each student and thus increase the number of our students that graduate.
- We continue making it a priority to work closely with students regarding career choices and making them aware of the skills needed for post-secondary programs or out in the workplace.
- The majority of our students transition to some form of post-secondary school.
- We help students to be prepared through strict adherence to the Alberta Program of Studies and by utilizing practice exams and other means to more fully prepare students for success with diploma exams.

Strategies

- Continue to prescribe a 3-year projection specifically tailored for each student by assessing needs, interests, and aptitudes in order to fulfil the requirements for their program and graduation
- Send teachers to various conferences and professional development opportunities offered during the school year
- Continue instilling in the students the need to be lifelong learners in all areas of life.
- Continue to prescribe an individualized course of studies for each at risk student by assessing each individual's needs, interests, and aptitudes in order to fulfil the requirements for graduation while maximizing the potential of each student.
- Incorporate work experience programs, CTS, Registered Apprenticeship Programs, other off- campus programs, ICT and community service into the school curricula where appropriate.
- Continue giving students career counselling and making them aware of the skills needed for post-secondary programs or out in the workplace.
- Emphasize the availability of a variety of courses available through Lakeland Christian Academy and ADLC
- Total inclusion of special needs students in our program, tailoring expectations and required outcomes to their individual abilities

Notes:

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

Outcome: Students demonstrate proficiency in literacy and numeracy.

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2010 | 2011 | 2012 | 2013 | 2014 | 2014 | Achievement | Improvement | Overall | 2015 | 2016 | 2017 |
| Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | n/a | * | * | * | * | 82 | * | * | * | 83 | 84 | 85 |
| Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | n/a | * | * | * | * | 10 | * | * | * | 11 | 12 | 13 |

Comment on Results

- We help students to be prepared through strict adherence to the Alberta Program of Studies and by utilizing practice exams through Exam Bank and other means to more fully train students for success.
- Our Phonics based K-1 literacy program produces confident readers by the end grade 1. We continue to use Early Literacy funds to develop excellent reading skills at grade 1 and 2 levels.

Strategies

- Conduct special classes to reinforce curriculum outcomes in preparation for achievement tests
- Select and use alternate resources to supplement an understanding of the required outcomes for grades 6 & 9
- Inform parents in advance the importance of provincial achievement tests and encourage student attendance.
- Provides information to parents on what students are expected to learn and on what each student has achieved in relation to the provincial standards.
- Ensure students are thoroughly prepared through strict adherence to the Alberta Program of Studies
- Utilize practice exams through Exam Bank and other means to more fully prepare students for success.
- Continue to expect students to do their highest level of work.
- Continue to help students set goals to complete their programs.
- Continue to assist Home Education parents by providing a quality curriculum for them.
- Continue our K-1 phonics based literacy program to prepare students to be good readers.
- Continue to use Early Literacy funds to develop excellent reading skills at grade 1 and 2 levels.

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
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 | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2010 | 2011 | 2012 | 2013 | 2014 | 2014 | Achievement | Improvement | Overall | 2015 | 2016 | 2017 |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | n/a | n/a | 86.7 | 91.4 | n/a | 92 | n/a | n/a | n/a | 92 | 92 | 92 |
| Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. | n/a | n/a | n/a | n/a | n/a | 80 | n/a | n/a | n/a | 81 | 82 | 83 |

Comment on Results

- We incorporate the highest principles of Christian leadership, self-discipline, individual responsibility, personal integrity, and good citizenship in everything we do.
- We continue teaching students the importance of being involved in their church and community.
- We have put an emphasis on helping the students understand the principals of active citizenship.
- We incorporate work experience programs, CTS, Registered Apprenticeship Programs, other off-campus programs, ICT and community service into the school curricula where appropriate.
- We continue giving students career counselling and making them aware of the skills needed for post-secondary programs or out in the workplace.

Strategies

- Teach and maintain standards of behaviour in the learning centre and playground through modelling respect, kindness, and a genuine regard for each student and staff members.
- Incorporate the highest principles of Christian leadership, self-discipline, individual responsibility, personal integrity, and good citizenship in everything we do.
- Continue teaching students the importance of being involved in their church and community.
- Incorporate work experience programs, CTS, Registered Apprenticeship Programs, other off- campus programs, ICT and community service into the school curricula where appropriate.
- Continue giving students career counselling and making them aware of the skills needed for post-secondary programs or out in the workplace.
- Emphasize citizenship responsibility components of school modules
- Gear some school field trips for students to visit and do presentations at local senior citizen homes
- Give students the opportunity to participate in a missions trip
- Total inclusion of special needs students in our program, tailoring expectations and required outcomes to their individual abilities

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

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

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 | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2010 | 2011 | 2012 | 2013 | 2014 | 2014 | Achievement | Improvement | Overall | 2015 | 2016 | 2017 |
| 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. | n/a | n/a | 87.2 | 82.1 | n/a | 89 | n/a | n/a | n/a | 90 | 91 | 91 |

Comment on Results

- We have communicated to students and parents the ADLC courses and off-campus courses such as the RAP program available to our students that they can take to broaden the variety of courses offered.
- We continue to send teachers to various conferences and professional development workshops offered during the school year to become more proficient in the subject areas they teach. We also encourage teachers to read and study in the areas they teach.
- We have continued to have "specialists" come into our classrooms to teach and give workshops in various classes.
- As our teachers continue to learn and then utilize what they have learned in the classroom the overall quality of education will increase.

Strategies

- Incorporate work experience programs, CTS, Registered Apprenticeship Programs, other off- campus programs, ICT and community service into the school curricula where appropriate.
- Send teachers to various conferences offered during the school year
- Communicate to students and parents the courses available.
- Continue to have "specialists" come into our classrooms to teach and give workshops in various classes.
- Continue utilizing the "Energy Centre" (indoor track, gymnasium, fitness programs, weight room) for phys. ed.
- Start a drama program for students in grades 7 to 12.
- Make available an increased number of ADLC options at the junior high level including: Art; Environmental & Outdoor Ed; and Word Processing.

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

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

Goal Four: Engaged and effective governance

Outcome: The education system demonstrates collaboration and engagement.

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--------------------------------------------------------------------------------------------------------------------|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2010 | 2011 | 2012 | 2013 | 2014 | 2014 | Achievement | Improvement | Overall | 2015 | 2016 | 2017 |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | n/a | n/a | n/a | n/a | n/a | 86 | n/a | n/a | n/a | 87 | 88 | 89 |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | n/a | n/a | 88.9 | 90.2 | n/a | 90 | n/a | n/a | n/a | 90 | 90 | 90 |

Comment on Results

- Our School has a very good working relationship with parents and students.
- We strive for continuous improvement by upgrading of teaching aids, resource materials, various conferences/professional development workshops offered during the school year.
- We have a very small student body. Therefore even one person not in agreement greatly affects our annual results.

Strategies

- continue to send home regular newsletters
- continue to ask for and make use of parent volunteers in the learning centre
- continue to upgrading of teaching aids, resource materials and facilities.
- send teachers to various conferences/professional development workshops offered during the school year.
- continue to solicit input from stakeholders for use in planning.
- continue to constantly look for ways to improve the school in all areas.

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

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

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

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------|-------|-------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2010 | 2011 | 2012 | 2013 | 2014 | 2014 | Achievement | Improvement | Overall | 2015 | 2016 | 2017 |
| 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. | n/a | n/a | 100.0 | 100.0 | n/a | 100 | n/a | n/a | n/a | 100 | 100 | 100 |
| 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. | n/a | n/a | 83.3 | 92.9 | n/a | 93 | n/a | n/a | n/a | 93 | 93 | 93 |

Comment on Results

- By teaching and maintaining standards of behaviour in the learning centre and playground through modelling respect, kindness, and a genuine regard for each student and staff member, the amount of bullying has greatly decreased.
- We strive for continuous improvement by upgrading of teaching aids, resource materials, various conferences/professional development workshops offered during the school year.

Strategies

- Teach and maintain standards of behaviour in the learning centre and playground through modelling respect, kindness, and a genuine regard for each student and staff member.
- Incorporate bullying and character education in daily classroom settings
- Communicate with school society/population actions taken to make school a safe and caring environment
- Total inclusion of special needs students in our program, tailoring expectations and required outcomes to their individual abilities continue to upgrading of teaching aids, resource materials and facilities.
- Send teachers to various conferences/professional development workshops offered during the school year.
- Continue to solicit input from stakeholders to use in planning.
- Continue to constantly look for ways to improve the school in all areas.

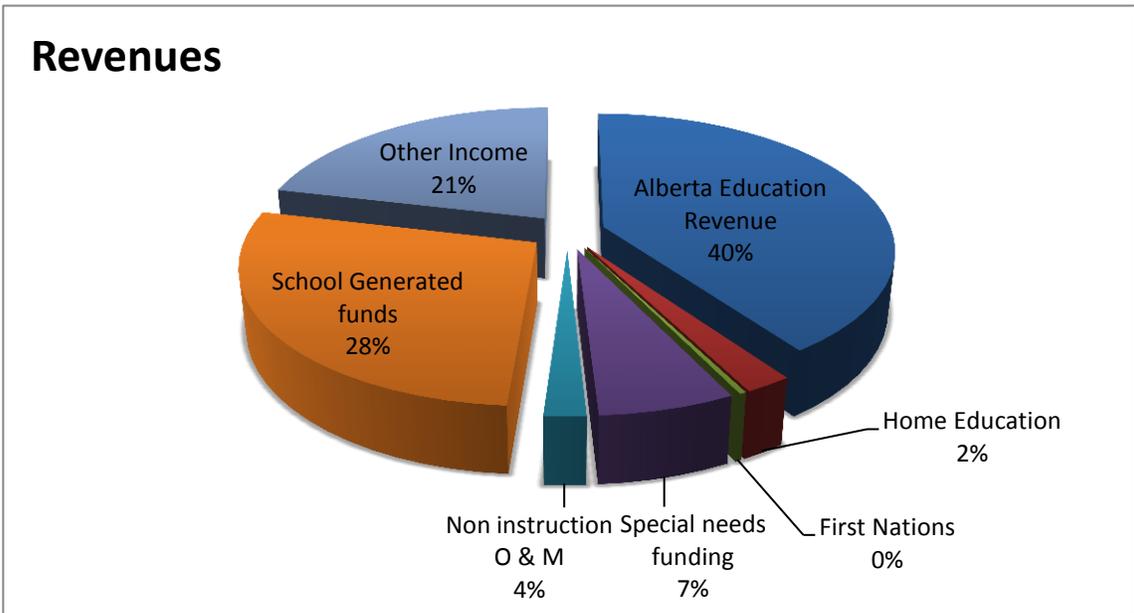
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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

Summary of Financial Results

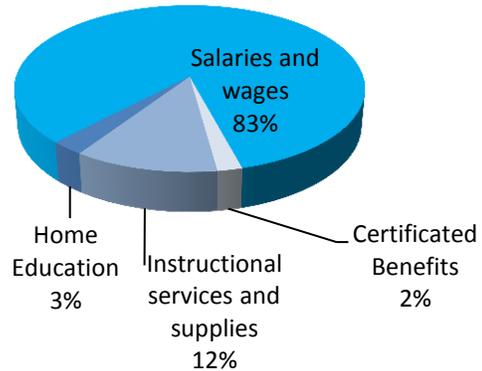
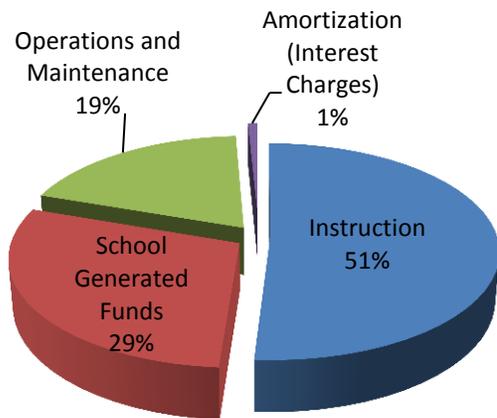
Lakeland Christian Academy
Statement of Revenues and Expenditures Year Ended Aug 31, 2014

| Revenues | |
|---------------------------|------------------|
| Alberta Education Revenue | \$104,049 |
| Home Education | \$5,744 |
| First Nations | \$825 |
| Special needs funding | \$16,465 |
| Non instruction O & M | \$5,092 |
| School Generated funds | \$71,429 |
| Other Income | \$55,139 |
| Total | \$258,743 |



| Expenditures | |
|-------------------------------------|---------------------|
| Home Education | \$3,472.00 |
| Salaries and wages | \$107,410.00 |
| Certificated Benefits | \$2,573.00 |
| Instructional services and supplies | \$14,959.00 |
| Instruction | \$124,942.00 |
| School Generated Funds | \$71,429.00 |
| Operations and Maintenance | \$46,342.00 |
| Amortization (Interest Charges) | \$1,909.00 |
| Totals | \$244,622.00 |

Expenditures

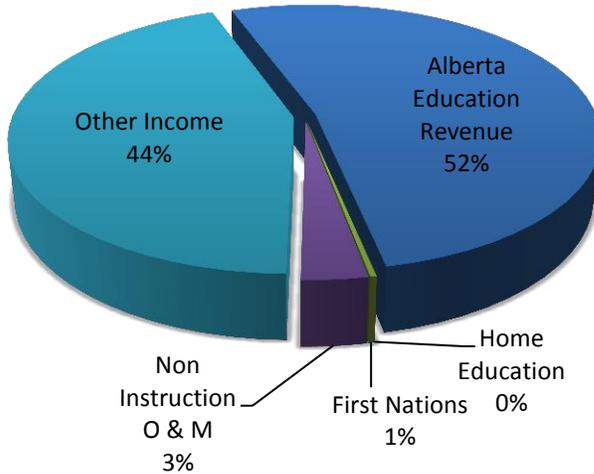


Budget Summary

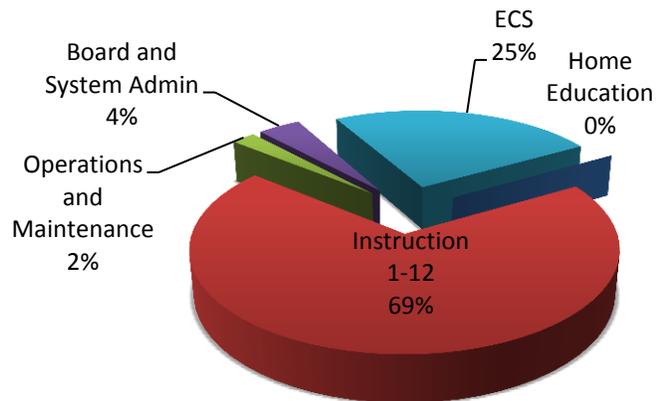
Statement of Revenues and Expenditures Budget 2013-2014

| Budgeted Revenues | | Budgeted Expenditures | |
|---------------------------|---------------------|------------------------------|---------------------|
| Alberta Education Revenue | \$139,428.00 | Home Education | \$0.00 |
| Home Education | \$0.00 | Instruction 1-12 | \$178,998.00 |
| First Nations | \$825.00 | Operations and Maintenance | \$5,750.00 |
| Non Instruction O & M | \$8,500.00 | Board and System Admin | \$10,150.00 |
| Other Income | \$117,845.00 | ECS | \$63,789.00 |
| Total | \$266,598.00 | Totals | \$258,687.00 |

Budgeted Revenues



Budgeted Expenditures



Capital and Facilities Projects

- Lakeland Christian School Society has no Capital or Facilities projects at this time.

Summary of Facility and Capital Plans

Lakeland Christian School Society has no Capital or Facilities projects at this time.

Parental Involvement

Our board is made up of a parental majority.

Timelines and Communication

The combined Three Year Plan (2014-2017) and Annual Educational Results Report (2013-2014 for the Board of the Lakeland Christian School Society is made available for perusal at the office of Lakeland Christian Academy in Cold Lake, Alberta to all those who are interested. A notice to our parents of its availability will be sent home in the regular monthly newsletter.

APPENDIX – Measure Details

The following pages include tables and graphs that provide detailed data for the performance measures.

High School Completion Rate – Measure Details

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

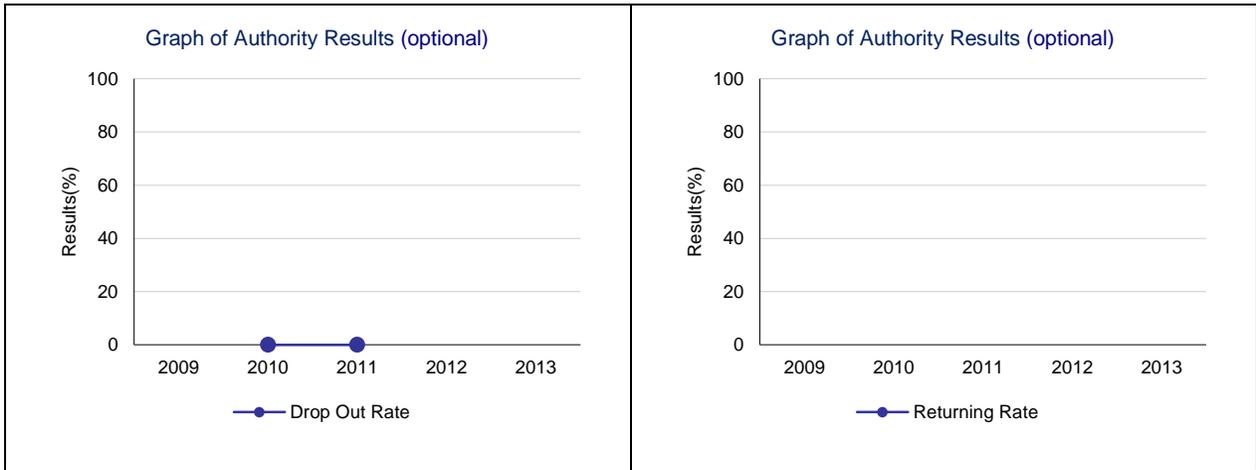
| | Authority | | | | | Province | | | | |
|-------------------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2009 | 2010 | 2011 | 2012 | 2013 |
| 3 Year Completion | n/a | * | * | * | * | 71.5 | 72.6 | 74.1 | 74.8 | 74.9 |
| 4 Year Completion | * | n/a | * | * | * | 76.1 | 76.9 | 78.1 | 79.4 | 79.6 |
| 5 Year Completion | * | * | n/a | * | * | 79.0 | 79.0 | 79.6 | 80.8 | 81.7 |

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

Drop Out Rate - annual dropout rate of students aged 14 to 18

| | Authority | | | | | Province | | | | |
|----------------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2009 | 2010 | 2011 | 2012 | 2013 |
| Drop Out Rate | * | 0.0 | 0.0 | * | * | 4.3 | 4.2 | 3.2 | 3.5 | 3.3 |
| Returning Rate | * | n/a | n/a | n/a | n/a | 23.5 | 27.9 | 23.4 | 23.0 | 21.1 |



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

High School to Post-secondary Transition Rate – Measure Details

| High school to post-secondary transition rate of students within four and six years of entering Grade 10. | | | | | | | | | | |
|-----------------------------------------------------------------------------------------------------------|-----------|------|------|------|------|----------|------|------|------|------|
| | Authority | | | | | Province | | | | |
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2009 | 2010 | 2011 | 2012 | 2013 |
| 4 Year Rate | * | n/a | * | * | * | 37.5 | 37.8 | 38.2 | 39.6 | 40.0 |
| 6 Year Rate | * | * | * | n/a | * | 59.8 | 59.3 | 58.4 | 59.5 | 59.2 |

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

Rutherford Eligibility Rate – Measure Details

| Percentage of Grade 12 students eligible for a Rutherford Scholarship. | | | | | | | | | | |
|------------------------------------------------------------------------|-----------|------|------|------|------|----------|------|------|------|------|
| | Authority | | | | | Province | | | | |
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2009 | 2010 | 2011 | 2012 | 2013 |
| Rutherford Scholarship Eligibility Rate (Revised) | * | * | * | * | n/a | 56.9 | 59.6 | 61.5 | 61.3 | 60.9 |

| 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 |
| 2009 | 1 | * | * | * | * | * | * | * | * |
| 2010 | 2 | * | * | * | * | * | * | * | * |
| 2011 | 2 | * | * | * | * | * | * | * | * |
| 2012 | 1 | * | * | * | * | * | * | * | * |
| 2013 | | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

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

Diploma Examination Participation Rate – Measure Details

| 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 | | | | |
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2009 | 2010 | 2011 | 2012 | 2013 |
| % Writing 0 Exams | n/a | * | * | * | * | 18.0 | 17.2 | 16.1 | 15.9 | 16.1 |
| % Writing 1+ Exams | n/a | * | * | * | * | 82.0 | 82.8 | 83.9 | 84.1 | 83.9 |
| % Writing 2+ Exams | n/a | * | * | * | * | 78.7 | 79.6 | 80.8 | 81.2 | 80.8 |
| % Writing 3+ Exams | n/a | * | * | * | * | 65.2 | 66.0 | 67.4 | 67.5 | 63.8 |
| % Writing 4+ Exams | n/a | * | * | * | * | 53.5 | 54.9 | 56.2 | 56.6 | 50.5 |
| % Writing 5+ Exams | n/a | * | * | * | * | 34.7 | 36.1 | 37.2 | 38.0 | 31.8 |
| % Writing 6+ Exams | n/a | * | * | * | * | 12.9 | 13.4 | 14.1 | 14.6 | 11.5 |

| 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 | | | | |
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2009 | 2010 | 2011 | 2012 | 2013 |
| English Language Arts 30-1 | n/a | * | * | * | * | 54.0 | 54.5 | 54.9 | 55.1 | 54.4 |
| English Language Arts 30-2 | n/a | * | * | * | * | 24.5 | 25.1 | 26.1 | 26.1 | 27.2 |
| Total of 1 or more English Diploma Exams | n/a | * | * | * | * | 77.1 | 78.0 | 79.0 | 79.2 | 79.3 |
| Social Studies 30 | n/a | * | * | * | n/a | 48.1 | 3.7 | 0.3 | 0.0 | n/a |
| Social Studies 30-1 | n/a | * | * | * | * | 0.0 | 45.7 | 48.2 | 48.0 | 46.1 |
| Social Studies 33 | n/a | * | * | * | n/a | 30.1 | 2.5 | 0.1 | 0.0 | n/a |
| Social Studies 30-2 | n/a | * | * | * | * | 0.0 | 27.4 | 31.0 | 32.1 | 34.0 |
| Total of 1 or more Social Diploma Exams | n/a | * | * | * | * | 77.4 | 78.1 | 78.9 | 79.3 | 79.3 |
| Pure Mathematics 30 | n/a | * | * | * | * | 40.8 | 41.4 | 42.6 | 42.5 | 7.3 |
| Applied Mathematics 30 | n/a | * | * | * | * | 19.7 | 19.7 | 20.0 | 19.6 | 0.2 |
| Mathematics 30-1 | n/a | n/a | n/a | n/a | * | n/a | n/a | n/a | n/a | 30.0 |
| Mathematics 30-2 | n/a | n/a | n/a | n/a | * | n/a | n/a | n/a | n/a | 16.9 |
| Total of 1 or more Math Diploma Exams | n/a | * | * | * | * | 59.9 | 60.6 | 62.0 | 61.5 | 52.5 |
| Biology 30 | n/a | * | * | * | * | 39.8 | 41.2 | 42.8 | 43.1 | 42.5 |
| Chemistry 30 | n/a | * | * | * | * | 29.7 | 35.2 | 36.0 | 36.7 | 31.7 |
| Physics 30 | n/a | * | * | * | * | 17.5 | 20.0 | 20.6 | 20.4 | 17.4 |
| Science 30 | n/a | * | * | * | * | 8.2 | 9.0 | 9.1 | 10.5 | 9.8 |
| Total of 1 or more Science Diploma Exams | n/a | * | * | * | * | 56.1 | 57.6 | 59.1 | 59.5 | 57.7 |

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.

Provincial Achievement Test Results – Measure Details (OPTIONAL)

| PAT Course by Course Results by Number Enrolled. | | | | | | | | | | | | | |
|--------------------------------------------------|-----------|--------------------------|------|------|------|------|------|------|------|------|------|--------|---|
| | | Results (in percentages) | | | | | | | | | | Target | |
| | | 2010 | | 2011 | | 2012 | | 2013 | | 2014 | | 2014 | |
| | | A | E | A | E | A | E | A | E | A | E | A | E |
| English Language Arts 3* | Authority | n/a | n/a | * | * | n/a | n/a | * | * | n/a | n/a | | |
| | Province | 81.6 | 19.5 | 81.8 | 17.5 | 81.9 | 20.4 | 81.5 | 17.8 | 78.0 | 15.3 | | |
| 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 | 84.1 | 16.3 | 80.6 | 15.8 | 82.1 | 14.5 | 79.7 | 12.4 | 74.6 | 10.4 | | |
| Mathematics 3* | Authority | n/a | n/a | * | * | n/a | n/a | * | * | n/a | n/a | | |
| | Province | n/a | n/a | 77.4 | 26.0 | 76.8 | 25.5 | 76.5 | 25.5 | 74.0 | 25.1 | | |
| English Language Arts 6 | Authority | n/a | n/a | * | * | * | * | n/a | n/a | * | * | | |
| | Province | 83.3 | 18.9 | 83.0 | 18.5 | 82.7 | 17.8 | 82.5 | 16.3 | 81.9 | 17.6 | | |
| Mathematics 6 | Authority | n/a | n/a | * | * | * | * | n/a | n/a | * | * | | |
| | Province | n/a | n/a | 73.7 | 17.8 | 74.7 | 16.6 | 73.0 | 16.4 | 73.5 | 15.4 | | |
| Science 6 | Authority | n/a | n/a | * | * | * | * | n/a | n/a | * | * | | |
| | Province | 76.8 | 26.4 | 76.2 | 25.0 | 77.8 | 28.2 | 77.5 | 25.9 | 75.9 | 24.9 | | |
| Social Studies 6 | Authority | n/a | n/a | * | * | * | * | n/a | n/a | * | * | | |
| | Province | 71.0 | 16.4 | 71.1 | 18.5 | 73.2 | 19.5 | 72.7 | 19.0 | 70.4 | 16.6 | | |
| English Language Arts 9 | Authority | n/a | n/a | n/a | n/a | * | * | * | * | * | * | | |
| | Province | 79.3 | 15.0 | 79.1 | 16.3 | 77.4 | 16.4 | 76.7 | 14.8 | 76.3 | 15.1 | | |
| English Lang Arts 9 KAE | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 66.8 | 7.8 | 67.2 | 7.9 | 61.4 | 5.8 | 62.4 | 4.3 | 62.9 | 3.5 | | |
| 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 | 86.1 | 12.4 | 88.8 | 15.0 | 87.5 | 12.2 | 87.2 | 13.9 | 86.5 | 11.1 | | |
| Mathematics 9 | Authority | n/a | n/a | n/a | n/a | * | * | * | * | * | * | | |
| | Province | n/a | n/a | 66.1 | 17.3 | 66.5 | 17.8 | 66.9 | 18.3 | 67.1 | 17.3 | | |
| Mathematics 9 KAE | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 65.6 | 15.3 | 64.9 | 14.9 | 62.4 | 15.4 | 65.9 | 14.7 | 63.4 | 14.5 | | |
| Science 9 | Authority | n/a | n/a | n/a | n/a | * | * | * | * | * | * | | |
| | Province | 73.6 | 17.7 | 74.9 | 20.8 | 74.2 | 22.4 | 73.0 | 20.0 | 73.2 | 22.1 | | |
| Science 9 KAE | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 67.2 | 14.3 | 69.5 | 15.3 | 67.9 | 17.3 | 68.4 | 17.1 | 64.1 | 14.9 | | |
| Social Studies 9 | Authority | n/a | n/a | n/a | n/a | * | * | * | * | * | * | | |
| | Province | 68.9 | 18.8 | 67.2 | 19.0 | 68.9 | 19.1 | 65.6 | 18.8 | 65.5 | 19.9 | | |
| Social Studies 9 KAE | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 64.6 | 15.7 | 61.9 | 13.6 | 63.5 | 13.9 | 64.6 | 13.0 | 61.8 | 10.7 | | |

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

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

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

*School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)

| Course | Measure | Lakeland Christian School Soc | | | | | | | Alberta | | | | |
|--------------------------|------------------------|-------------------------------|-------------|---------|------|-----|---------------|-----|---------|--------|---------------|--------|------|
| | | Achievement | Improvement | Overall | 2014 | | Prev 3 Yr Avg | | 2014 | | Prev 3 Yr Avg | | |
| | | | | | N | % | N | % | N | % | N | % | |
| English Language Arts 3* | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 16,235 | 78.0 | 44,576 | 81.7 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 16,235 | 15.3 | 44,576 | 18.6 |
| Mathematics 3* | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 16,202 | 74.0 | 44,562 | 76.9 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 16,202 | 25.1 | 44,562 | 25.7 |
| English Language Arts 6 | Acceptable Standard | * | * | * | 2 | * | n/a | n/a | n/a | 45,704 | 81.9 | 43,581 | 82.7 |
| | Standard of Excellence | * | * | * | 2 | * | n/a | n/a | n/a | 45,704 | 17.6 | 43,581 | 17.5 |
| Mathematics 6 | Acceptable Standard | * | * | * | 2 | * | n/a | n/a | n/a | 45,617 | 73.5 | 43,599 | 73.8 |
| | Standard of Excellence | * | * | * | 2 | * | n/a | n/a | n/a | 45,617 | 15.4 | 43,599 | 17.0 |
| Science 6 | Acceptable Standard | * | * | * | 2 | * | n/a | n/a | n/a | 45,608 | 75.9 | 43,551 | 77.2 |
| | Standard of Excellence | * | * | * | 2 | * | n/a | n/a | n/a | 45,608 | 24.9 | 43,551 | 26.4 |
| Social Studies 6 | Acceptable Standard | * | * | * | 2 | * | n/a | n/a | n/a | 45,593 | 70.4 | 43,540 | 72.3 |
| | Standard of Excellence | * | * | * | 2 | * | n/a | n/a | n/a | 45,593 | 16.6 | 43,540 | 19.0 |
| English Language Arts 9 | Acceptable Standard | * | * | * | 3 | * | n/a | n/a | n/a | 43,760 | 76.3 | 37,776 | 77.8 |
| | Standard of Excellence | * | * | * | 3 | * | n/a | n/a | n/a | 43,760 | 15.1 | 37,776 | 15.8 |
| English Lang Arts 9 KAE | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,524 | 62.9 | 1,570 | 63.7 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,524 | 3.5 | 1,570 | 6.0 |

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 tests.

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

*School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.

| Course | Measure | Lakeland Christian School Soc | | | | | | | Alberta | | | | |
|----------------------|------------------------|-------------------------------|-------------|---------|------|-----|---------------|-----|---------|--------|---------------|--------|------|
| | | Achievement | Improvement | Overall | 2014 | | Prev 3 Yr Avg | | 2014 | | Prev 3 Yr Avg | | |
| | | | | | N | % | N | % | N | % | N | % | |
| Mathematics 9 | Acceptable Standard | * | * | * | 3 | * | n/a | n/a | n/a | 43,279 | 67.1 | 37,487 | 66.5 |
| | Standard of Excellence | * | * | * | 3 | * | n/a | n/a | n/a | 43,279 | 17.3 | 37,487 | 17.8 |
| Mathematics 9 KAE | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,971 | 63.4 | 1,846 | 64.4 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,971 | 14.5 | 1,846 | 15.0 |
| Science 9 | Acceptable Standard | * | * | * | 3 | * | n/a | n/a | n/a | 43,769 | 73.2 | 37,974 | 74.0 |
| | Standard of Excellence | * | * | * | 3 | * | n/a | n/a | n/a | 43,769 | 22.1 | 37,974 | 21.1 |
| Science 9 KAE | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,513 | 64.1 | 1,528 | 68.6 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,513 | 14.9 | 1,528 | 16.6 |
| Social Studies 9 | Acceptable Standard | * | * | * | 3 | * | n/a | n/a | n/a | 43,773 | 65.5 | 38,159 | 67.2 |
| | Standard of Excellence | * | * | * | 3 | * | n/a | n/a | n/a | 43,773 | 19.9 | 38,159 | 19.0 |
| Social Studies 9 KAE | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,510 | 61.8 | 1,510 | 63.3 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,510 | 10.7 | 1,510 | 13.5 |

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 tests.

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

*School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.

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 |
| Mathematics 3 | Acceptable Standard | 0.00 - 65.67 | 65.67 - 76.54 | 76.54 - 84.30 | 84.30 - 89.88 | 89.88 - 100.00 |
| | Standard of Excellence | 0.00 - 14.73 | 14.73 - 21.19 | 21.19 - 30.01 | 30.01 - 39.19 | 39.19 - 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 |
| Mathematics 6 | Acceptable Standard | 0.00 - 63.91 | 63.91 - 70.73 | 70.73 - 79.61 | 79.61 - 88.67 | 88.67 - 100.00 |
| | Standard of Excellence | 0.00 - 8.53 | 8.53 - 11.31 | 11.31 - 18.13 | 18.13 - 25.17 | 25.17 - 100.00 |
| Science 6 | Acceptable Standard | 0.00 - 60.36 | 60.36 - 78.51 | 78.51 - 86.46 | 86.46 - 90.64 | 90.64 - 100.00 |
| | Standard of Excellence | 0.00 - 11.74 | 11.74 - 17.42 | 17.42 - 25.34 | 25.34 - 34.31 | 34.31 - 100.00 |
| Social Studies 6 | Acceptable Standard | 0.00 - 58.97 | 58.97 - 68.15 | 68.15 - 76.62 | 76.62 - 83.55 | 83.55 - 100.00 |
| | Standard of Excellence | 0.00 - 7.30 | 7.30 - 12.45 | 12.45 - 19.08 | 19.08 - 30.09 | 30.09 - 100.00 |
| English Language Arts 9 | Acceptable Standard | 0.00 - 63.55 | 63.55 - 75.66 | 75.66 - 83.70 | 83.70 - 90.27 | 90.27 - 100.00 |
| | Standard of Excellence | 0.00 - 5.96 | 5.96 - 9.43 | 9.43 - 14.72 | 14.72 - 20.46 | 20.46 - 100.00 |
| English Lang Arts 9 KAE | Acceptable Standard | 0.00 - 29.97 | 29.97 - 53.86 | 53.86 - 76.19 | 76.19 - 91.85 | 91.85 - 100.00 |
| | Standard of Excellence | 0.00 - 0.00 | 0.00 - 0.30 | 0.30 - 10.00 | 10.00 - 20.31 | 20.31 - 100.00 |
| Mathematics 9 | Acceptable Standard | 0.00 - 52.42 | 52.42 - 60.73 | 60.73 - 73.88 | 73.88 - 78.00 | 78.00 - 100.00 |
| | Standard of Excellence | 0.00 - 8.18 | 8.18 - 12.49 | 12.49 - 18.10 | 18.10 - 24.07 | 24.07 - 100.00 |
| Mathematics 9 KAE | Acceptable Standard | 0.00 - 28.14 | 28.14 - 53.85 | 53.85 - 75.83 | 75.83 - 94.44 | 94.44 - 100.00 |
| | Standard of Excellence | 0.00 - 0.00 | 0.00 - 6.07 | 6.07 - 20.43 | 20.43 - 31.67 | 31.67 - 100.00 |
| Science 9 | Acceptable Standard | 0.00 - 50.57 | 50.57 - 60.14 | 60.14 - 72.50 | 72.50 - 76.89 | 76.89 - 100.00 |
| | Standard of Excellence | 0.00 - 3.39 | 3.39 - 6.71 | 6.71 - 11.81 | 11.81 - 15.85 | 15.85 - 100.00 |
| Science 9 KAE | Acceptable Standard | 0.00 - 38.75 | 38.75 - 59.30 | 59.30 - 78.33 | 78.33 - 87.58 | 87.58 - 100.00 |
| | Standard of Excellence | 0.00 - 0.00 | 0.00 - 7.47 | 7.47 - 21.41 | 21.41 - 40.82 | 40.82 - 100.00 |
| Social Studies 9 | Acceptable Standard | 0.00 - 56.26 | 56.26 - 62.27 | 62.27 - 74.04 | 74.04 - 79.85 | 79.85 - 100.00 |
| | Standard of Excellence | 0.00 - 10.03 | 10.03 - 12.78 | 12.78 - 19.76 | 19.76 - 24.03 | 24.03 - 100.00 |
| Social Studies 9 KAE | Acceptable Standard | 0.00 - 38.79 | 38.79 - 53.82 | 53.82 - 72.42 | 72.42 - 84.88 | 84.88 - 100.00 |
| | Standard of Excellence | 0.00 - 0.00 | 0.00 - 5.71 | 5.71 - 17.19 | 17.19 - 36.26 | 36.26 - 100.00 |

Notes:

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

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

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

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

| Evaluation Category | Chi-Square Range |
|------------------------|-------------------------------------------------|
| Declined Significantly | 3.84 + (current < previous 3-year average) |
| Declined | 1.00 - 3.83 (current < previous 3-year average) |
| Maintained | less than 1.00 |
| Improved | 1.00 - 3.83 (current > previous 3-year average) |
| Improved Significantly | 3.84 + (current > previous 3-year average) |

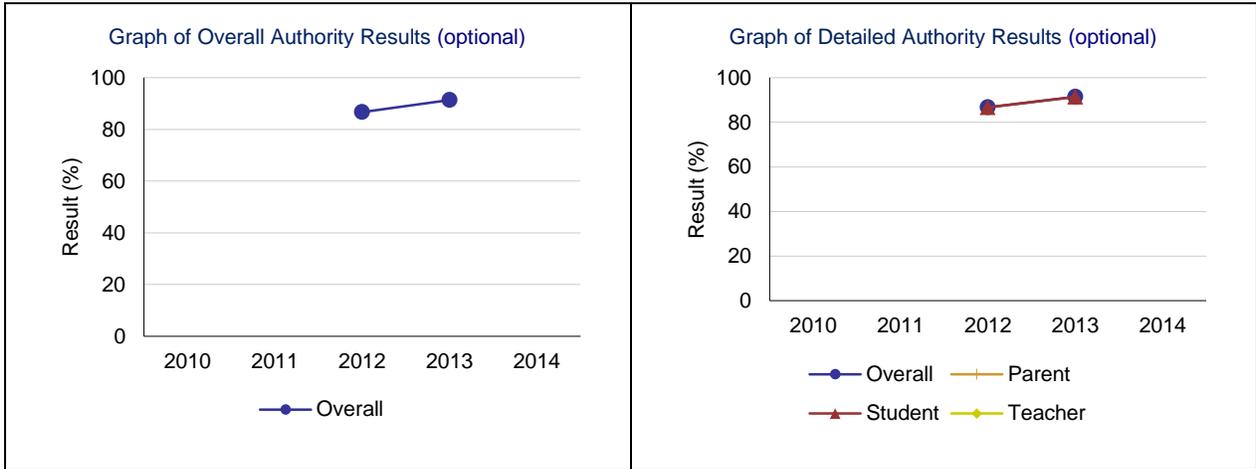
Overall Evaluation Table

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

| | Achievement | | | | |
|------------------------|-------------|------------|--------------|------------|------------|
| | Very High | High | Intermediate | Low | Very Low |
| Improved Significantly | Excellent | Good | Good | Good | Acceptable |
| Improved | Excellent | Good | Good | Acceptable | Issue |
| Maintained | Excellent | Good | Acceptable | Issue | Concern |
| Declined | Good | Acceptable | Issue | Issue | Concern |
| Declined Significantly | Acceptable | Issue | Issue | Concern | Concern |

Citizenship – Measure Details (OPTIONAL)

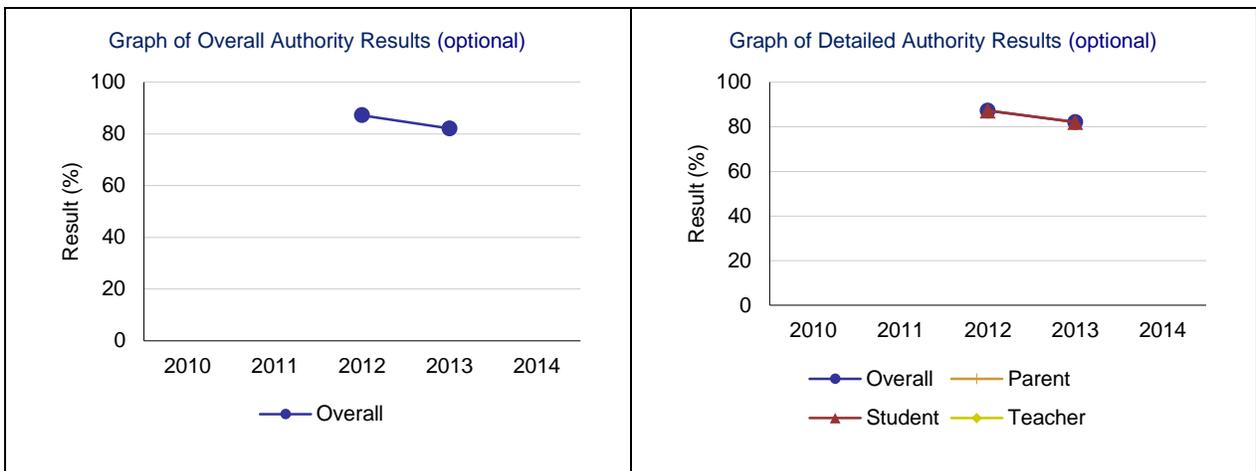
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | | | | | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------|-----------|------|------|------|------|----------|------|------|------|------|
| | Authority | | | | | Province | | | | |
| | 2010 | 2011 | 2012 | 2013 | 2014 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Overall | n/a | n/a | 86.7 | 91.4 | n/a | 81.4 | 81.9 | 82.5 | 83.4 | 83.4 |
| Teacher | * | * | * | * | n/a | 93.0 | 92.7 | 93.1 | 93.6 | 93.8 |
| Parent | * | * | * | * | * | 78.5 | 78.6 | 79.4 | 80.3 | 81.9 |
| Student | n/a | n/a | 86.7 | 91.4 | n/a | 72.7 | 74.5 | 75.0 | 76.2 | 74.5 |



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

Program of Studies – Measure Details (OPTIONAL)

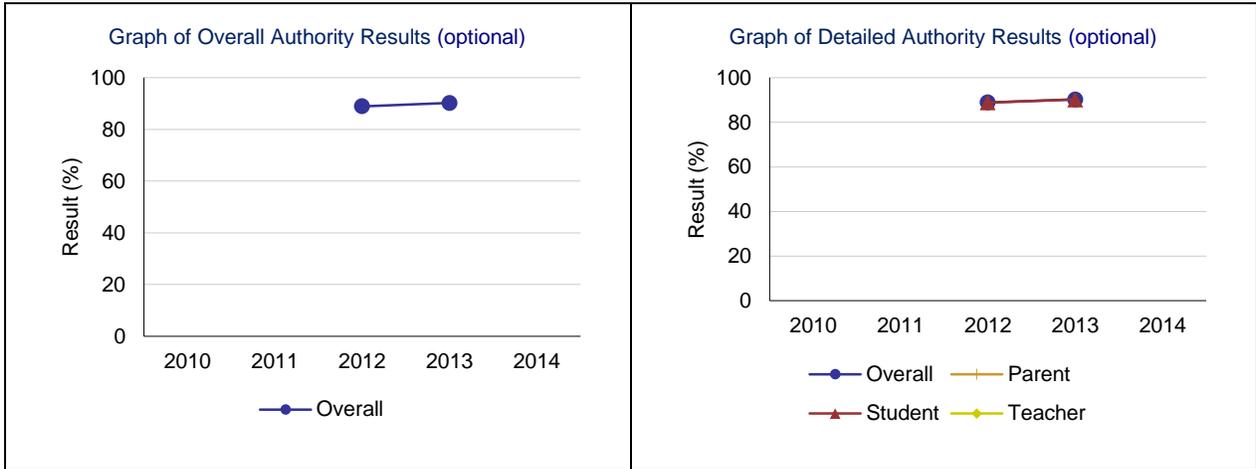
| Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. | | | | | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------|------|------|------|----------|------|------|------|------|
| | Authority | | | | | Province | | | | |
| | 2010 | 2011 | 2012 | 2013 | 2014 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Overall | n/a | n/a | 87.2 | 82.1 | n/a | 80.5 | 80.9 | 80.7 | 81.5 | 81.3 |
| Teacher | * | * | * | * | n/a | 87.7 | 87.6 | 87.3 | 87.9 | 87.5 |
| Parent | * | * | * | * | * | 78.0 | 78.3 | 78.1 | 78.9 | 79.9 |
| Student | n/a | n/a | 87.2 | 82.1 | n/a | 75.9 | 76.9 | 76.9 | 77.8 | 76.6 |



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

Education Quality – Measure Details (OPTIONAL)

| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | | | | | | | | | | |
|-----------------------------------------------------------------------------------------------------|-----------|------|------|------|------|----------|------|------|------|------|
| | Authority | | | | | Province | | | | |
| | 2010 | 2011 | 2012 | 2013 | 2014 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Overall | n/a | n/a | 88.9 | 90.2 | n/a | 89.2 | 89.4 | 89.4 | 89.8 | 89.2 |
| Teacher | * | * | * | * | n/a | 95.6 | 95.5 | 95.4 | 95.7 | 95.5 |
| Parent | * | * | * | * | * | 83.9 | 84.2 | 84.2 | 84.9 | 84.7 |
| Student | n/a | n/a | 88.9 | 90.2 | n/a | 88.2 | 88.5 | 88.6 | 88.7 | 87.3 |

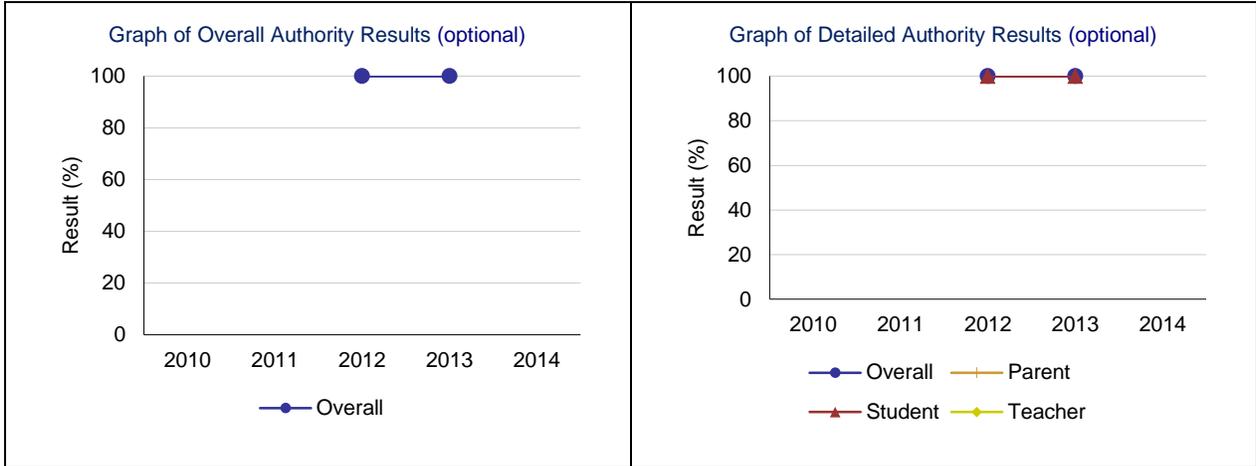


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction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

Safe and Caring – Measure Details (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 | | | | |
|---------|-----------|------|-------|-------|------|----------|------|------|------|------|
| | 2010 | 2011 | 2012 | 2013 | 2014 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Overall | n/a | n/a | 100.0 | 100.0 | n/a | 87.6 | 88.1 | 88.6 | 89.0 | 89.1 |
| Teacher | * | * | * | * | n/a | 94.4 | 94.5 | 94.8 | 95.0 | 95.3 |
| Parent | * | * | * | * | * | 86.1 | 86.6 | 87.4 | 87.8 | 88.9 |
| Student | n/a | n/a | 100.0 | 100.0 | n/a | 82.2 | 83.3 | 83.7 | 84.2 | 83.1 |

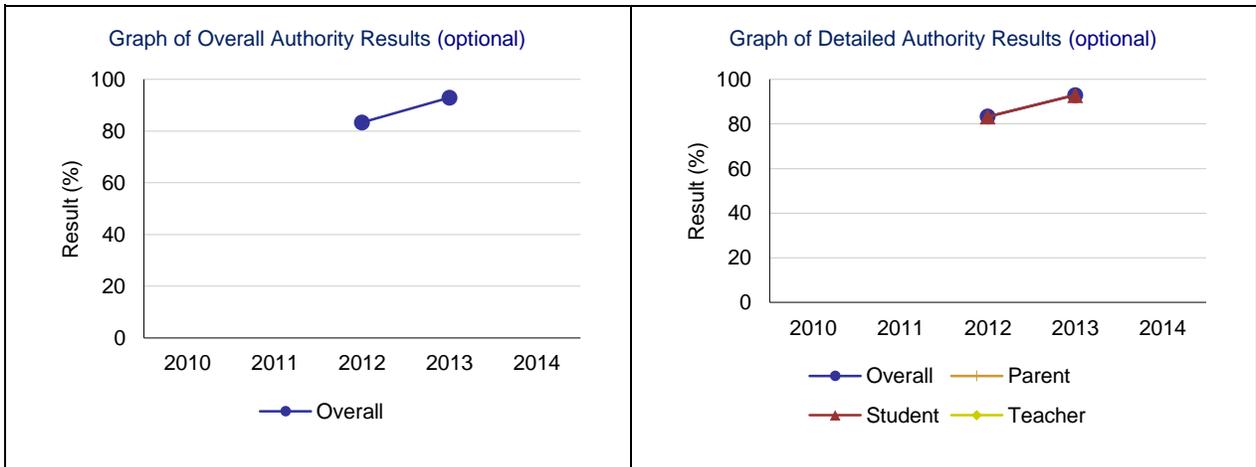


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction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

School Improvement – Measure Details (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 | | | | |
|---------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2010 | 2011 | 2012 | 2013 | 2014 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Overall | n/a | n/a | 83.3 | 92.9 | n/a | 79.9 | 80.1 | 80.0 | 80.6 | 79.8 |
| Teacher | * | * | * | * | n/a | 80.8 | 80.1 | 81.1 | 80.9 | 81.3 |
| Parent | * | * | * | * | * | 77.0 | 77.3 | 76.2 | 77.9 | 77.0 |
| Student | n/a | n/a | 83.3 | 92.9 | n/a | 81.8 | 82.9 | 82.7 | 82.9 | 81.2 |



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