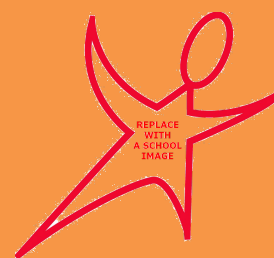
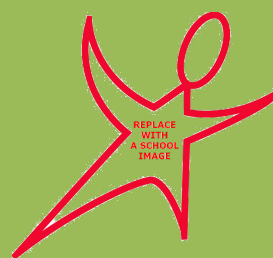
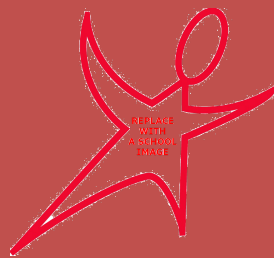
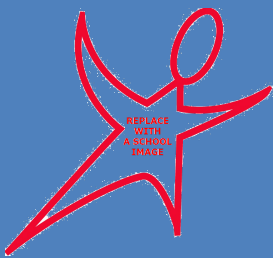


# School Results Report

2016/2017

Lindsay Thurber Comprehensive High School



# The Year in Review

## Fast Facts:

Lindsay Thurber Comprehensive High School  
4204 58 Street Red Deer Alberta  
403-347-1171  
403-340-1676  
<http://lindsaythurber.rdpd.ab.ca/>

Principal: Dan Lower  
Vice-Principal(s): Sandre Bevan, Geannette Lehman, Brian Plastow, Jamie Rawlusyk

### Student Profile:

- Grade 9: 443
- Grade 10: 383
- Grade 11: 413
- Grade 12: 406
- Grade 13: 63
- Total Student Population: 1708
- ESL Students: 170
- First Nations; Métis; Inuit Students: 150
- French Immersion Students: 150

### Staff Profile:

- Teachers: 89
- Classified Staff: 40
- Facility Services Staff: 12
- Total Staff: 141

## New Directions:

Part way through the 2016/17 school year we created learning support teams for Grades 9, 10, and 11. Each team was comprised of a full time Vice-Principal, Learning Assistance Teacher, and Counsellor dedicated to supporting students and teachers in their specific grades. The goal of these teams is to help our students be more successful by attending to their academic and social-emotional needs in a more comprehensive manner than the past.

## Opportunities and Challenges:

Our school saw a spike in population this year especially in the Gr. 9 area. This allowed us to hire some new teachers after the school year began. An influx of refugee and immigrant students has placed a strain on our ability to provide programming for these ELL's. We will meet these challenges head on to ensure that we provide the optimal learning environment for all of our students.

## A Year of Success:

As part of Red Deer Public Schools, Lindsay Thurber Comprehensive High School continues to provide high quality learning opportunities for our students. We are proud of the achievements of our students and of the learning opportunities provided for them, reflecting both our vision: "A culture of respect, inclusion, caring and excellence, where every student succeeds" and the mission of the Red Deer Public Schools: "Striving for excellence by inspiring learning and nurturing hope in every student."

# Alberta Education Accountability Pillar Overall Summary

Measure Category	Measure	Lindsay Thurber Comp High Sch			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	<a href="#">Safe and Caring</a>	85.0	86.1	85.1	89.5	89.5	89.3	High	Maintained	Good
	<a href="#">Program of Studies</a>	83.4	84.7	86.0	81.9	81.9	81.5	Very High	Declined	Good
Student Learning Opportunities	<a href="#">Education Quality</a>	86.6	88.2	86.9	90.1	90.1	89.6	Intermediate	Maintained	Acceptable
	<a href="#">Drop Out Rate</a>	1.9	2.9	2.6	3.0	3.2	3.3	Very High	Improved	Excellent
	<a href="#">High School Completion Rate (3 yr)</a>	74.3	66.2	70.0	77.9	76.5	76.1	High	Improved	Good
	<a href="#">PAT: Acceptable</a>	67.9	67.8	67.4	73.4	73.6	73.2	Low	Maintained	Issue
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Excellence</a>	12.7	12.7	11.9	19.5	19.4	18.8	Low	Maintained	Issue
	<a href="#">Diploma: Acceptable</a>	75.7	79.3	80.4	83.0	82.7	83.1	Low	Declined	Issue
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Excellence</a>	15.7	15.7	17.1	22.2	21.2	21.5	Intermediate	Maintained	Acceptable
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	51.8	47.1	46.4	54.9	54.6	53.1	Intermediate	Improved	Good
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	59.3	61.1	61.1	62.3	60.8	60.8	n/a	Maintained	n/a
	<a href="#">Transition Rate (6 yr)</a>	47.8	51.6	49.0	57.9	59.4	59.3	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Work Preparation</a>	73.2	86.0	81.2	82.7	82.6	81.9	Intermediate	Declined	Issue
	<a href="#">Citizenship</a>	76.1	78.6	76.4	83.7	83.9	83.6	Intermediate	Maintained	Acceptable
	<a href="#">Parental Involvement</a>	73.9	80.6	76.8	81.2	80.9	80.7	Low	Maintained	Issue
Continuous Improvement	<a href="#">School Improvement</a>	81.8	85.4	82.3	81.4	81.2	80.2	Very High	Maintained	Excellent

## District Goal

### Literacy

*Literacy is acquiring, creating, connecting, and communicating meaning in a wide variety of contexts.*

### Outcomes

- Each learner is a proficient reader and writer across the curriculum.
- Each Learner is numerate.
- Each learner will discover, develop and apply competencies across the curriculum.

### Alberta Education Performance Measures

- **Percentage of students who achieved the acceptable standard and the standard of excellence on Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall percentage of students who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	73.3	67.3	67.1	67.8	67.9
Overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	14.3	12.2	10.9	12.7	12.7

- **Percentage of students who achieved the acceptable standard and the standard of excellence on Diploma Examinations**

Performance Measure	Results (in percentages)				
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	80.8	84.6	84.1	81.7	75.7
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	16.0	16.1	19.2	15.4	15.7

## District Performance Measures

- **Survey result scores for literacy measurements by students, parents, and staff**

Performance Measure	Results (in percentages)	
	2015-2016	2016-2017
Overall percentage of parents who feel their children are able to read and write what is expected in school.	88.9	89.2
Overall percentage of students who feel they are able to read and write what is expected of them in school.	92.3	90.0
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	92.0	89.5

## Comment on Results: Analysis and Action

### **Analysis**

#### **Provincial Achievement Tests**

An ongoing concern is the large number of students that enter Lindsay Thurber, after grade 8, unprepared for the academic rigour of high school. One piece of evidence is the overall percentage of students who achieve acceptable standards on Provincial Achievement Tests at the end of Gr. 9 (this number has been in the 67% range for four consecutive years as compared to the Provincial average of 72%). The same can be said for the percentage of students who achieve the standard of excellence on Provincial Achievement Tests, which has remained at 12.7% for the past two years.

#### **Notable in 2016/17**

- PAT acceptable standard for KAE ELA 96 is down from the previous 3 year average of 80% to 55.6%, a decline of 25.4%.
- FLA 9 achieved a 5.1% higher acceptable standard compared to the previous 3 year average
- Math 9 PAT was relatively the same in regards to the Acceptable standards, and showed an increase in the Standard of Excellence by 1.5%

#### **Diploma Exams**

Overall the acceptable standard average on Diploma Exams decreased by 3.6% from the previous year to 75.3%

It should be noted that this cohort, in their Gr. 9 year (2013/14) achieved an acceptable standard of 67.3% and a standard of excellence of 12.2% . An annual comparison of acceptable standards on diploma examinations shows a decline. However, the comparison of this particular cohort beginning with provincial achievement exams in grade 9 to diploma exams in grade 12 show an increase of 8.4% in the area of acceptable standards on diploma examinations and an increase of 3.5% in the area of the standard of excellence.

- In regards to Diploma results specific to English 30-1, our students maintained a high level of achievement at the acceptable standard at 91.8% and 12.6% achieving the standard of excellence. In English 30-2, our students achieved a level of 94.2% at the acceptable standard, and 17.4% achieving the standard of excellence.

## **Actions**

- Actions for helping students to increase their overall achievement include providing supports for students both within and outside of the classroom such as:
  - Full implementation of Learning Support Teams at all grade levels, allowing for the provision of targeted supports for students as well as instructional strategies for teachers
  - Consistent intervention strategies are used across all grade levels to support students who are struggling (ie: LST Referral forms, Inflexible Flex, Currently Failing Review)
  - Increased use of Assistive technology ie: Read/Write Google.
    - Increase staff capacity by providing training and support for all staff
  - Core 9 classes for all grade 9 students providing a foundation in both literacy and numeracy. Numeracy is now being taught within science, to provide workable numbers for students in fostering understanding.
  - Transition information gathered from our feeder middle schools is being used for better placement of students into the correct streams such as grade 9 Honours classes, English 93 and Math 93
  - Integration of Literacy Newsletter provided by the District in monthly Staff Development meetings
    - increase staff capacity in teaching literacy strategies across the curriculum
  - Individual teacher support provided through consistent Professional Growth Plan meetings, taking place a minimum of 5 times throughout the course of the year

## District Goal

### **Equity**

***Equity ensures that fair and inclusive education is available to students so that their diverse learning needs, personal situations and/or social circumstances are not obstacles to achieving their educational potential.***

## Outcomes

- Each student is engaged in meaningful learning that is appropriate to his or her abilities and takes place in the most enabling environment.
- Each staff member has the ability to meet the diverse needs of all students.
- Each student is able to access the supports and services they need to achieve success.

## Alberta Education Performance Measures

- **Overall agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.**

Performance Measure	Results (in percentages)				
	2012-2013	2013-2014	2014-2015	2015-2016	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.	78.5	84	85.1	86.1	85

- **Overall satisfaction with the quality of basic education.**

Performance Measure	Results (in percentages)				
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	83.5	86.6	85.9	88.2	86.6

## District Performance Measures

- **Survey result scores for equity measurements by students, parents, and staff**

Performance Measure	Results (in percentages)	
	2015-2016	2016-2017
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	100	90.4
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	89.7	85.9
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	86.2	86.0

Performance Measure	Results (in percentages)	
	2015-2016	2016-2017
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	100	90.4
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	87.3	80.5

Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	96.6	94.7
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Performance Measure	Results (in percentages)	
	2015-2016	2016-2017
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	88.9	84.8
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	82.7	80.5
Overall percentage of teachers who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	90.8	87.7

### Comment on Results: Analysis and Action

#### Analysis

Alberta Education Performance Measures for Safe & Caring schools shows consistent results for the past four years, staying around 85%. A deeper analysis of the results indicate that 90% of staff but only 81% of the students agree with the statement 'students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school'. That means that 44 of the 229 students that answered the survey do not feel safe, or are learning the importance of caring and respecting others. This is of concern to us.

As a whole our district surveys for the past year were much more valid as we saw the response rate rise significantly from parents as well as students. This may be one reason why our District Performance Measures dropped in every category from the previous year. Two Performance Measures that dropped significantly that concern us are;

The 'Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school' which dropped from 87.3 % in 2015/16 to 80.5% in 2016/17.

The 'Overall percentage of students who feel they are connected and feel a sense of belonging at school' which dropped from 82.7% in 2015/16 to 80.5% in 2016/17. This is surprising given some of the positive feedback from students in our connections programs.

One measure of connectedness is the extent that students are connected at Thurber through extracurricular activities. Investigation revealed in the first 2 month of the 2017/18 school year there were 35 different extracurricular activities that occur before school, at lunch, and after school. The chart below indicates the number of different students that were part of these 35 activities.

	Grade 9	Grade 10	Grade 11	Grade 12
<b>Number of students involved</b>	92	125	115	90

## **Actions**

*To ensure students feel safe and connected to Lindsay Thurber the following actions have been, or will be implemented.*

- In an effort to increase the opportunities for extracurricular involvement the school has supported; the creation of a Cheer Team, increased number of grade 9 girls volleyball teams from 2 to 3, created an E-Sports team, started a model UN club.
- The Dyeversity relay changed from a team format to one that includes all Thurber Students. The removal of any financial barrier makes the event more inclusive for all
- A Character Education committee will be established to determine what it means to be a Raider. The committee will identify the traits and behaviours that we would like students to exhibit while at Thurber and beyond. We will seek input from students and parents. E.g- conflict resolution, caring, kindness. Once these traits are identified; activities will be structured during 'connections' to help bring this to life.
- Connections assemblies during Lt-Flex will be used to provide consistent grade level messages. To date we have had a grade 9 Assembly to discuss behaviours and actions at school, both positive & negative.
- Plan the expansion of Thurber connections program to include more opportunities for multi-graded meetings.
- Through a school based survey we will ask students and parents to identify strategies to help students feel safer and more connected. Example questions might look like this;
  - In the last survey only 80.5 % of students indicated that they feel cared for, accepted and happy at school. What could Lindsay Thurber do to help make everyone feel cared for, accepted and happy ?
  - In our last school survey 80.5% of students indicated that they feel connected to our school. What could we plan during Connections to improve this number?
- Our FNMI Instructional Assistant attends each grade's weekly Learning Support Meetings to help ensure our FNMI students are accessing the supports they require.
- Learning Assistance Teachers will support our faculty in ensuring they have the knowledge and skills required to meet the diverse needs in classrooms



## District Goal

# ***High School Completion and Transitions***

***School is about creating life chances for students. The journey to high school completion and successful transitions after school begins the day students enter school and continues until the day they earn their diplomas or certificates.***

## Outcomes

- Students acquire the competencies needed for a changing and dynamic future.
- Students complete high school making successful transitions to lifelong learning, careers and active citizenship.
- All students from K to 12 are supported with the goal of high school completion and successful transitions.

## Alberta Education Performance Measures

- **High school completion rate of students within three years of entering Grade 10.**

Performance Measure	Results (in percentages)				
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	68.5	68.7	75.1	66.2	74.3

- **Annual dropout rate of students aged 14 to 18.**

Performance Measure	Results (in percentages)				
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.1	2.4	2.5	2.9	1.9

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

Performance Measure	Results (in percentages)				
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
High school to post-secondary transition rate of students within six years of entering Grade 10.	52.7	45.8	49.7	51.6	47.8

- **Overall agreement that students model the characteristics of active citizenship.**

Performance Measure	Results (in percentages)				
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	71.2	74.6	75.9	78.6	76.1

- **Overall agreement that students are taught attitudes & behaviour that make them successful when they finish school.**

Performance Measure	Results (in percentages)				
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
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.	68.1	76.1	81.6	86	73.2

- **Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology and health and physical education.**

Performance Measure	Results (in percentages)				
	2012-2013	2013-2014	2014-2015	2015-2016	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.	86.7	86.9	86.5	84.7	83.4

### District Performance Measures

- **Students identified with attendance issues.**

Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement.	# of Students who missed 20% or more of a course and failed Gr. 9 -47 Gr. 10 -34 Gr. 11 - 51 Gr. 12 -60
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- **Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)	
	2015-2016	2016-2017
Overall percentage of parents who feel their children will be prepared for the next grade level.	88.9	90.8
Overall percentage of students who feel they will be prepared for the next grade level.	89.7	91.6
Overall percentage of teachers who feel the students will be prepared for the next grade level.	95.4	87.7

Performance Measure	Results (in percentages)	
	2015-2016	2016-2017
Overall percentage of parents who feel their children will complete high school.	88.9	98.4
Overall percentage of students who feel they will complete high school.	98.3	98.1

Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	97.7	97.4
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● **Suspension rates.**

Students in school	Number of out of school suspensions for three or more days	Incident Rate (% of student count)	Number of individual students suspended out of school for three or more days	Incident Rate (% of student count)
1708	54	3.16%	52	3.04%

### Comment on Results: Analysis and Action

**Analysis:**

Lindsay Thurber is encouraged by the improvement our school experienced last year in the category of High School Completion and Transitions, especially in the area of high school completion where the rate increased 8.1%. At the same time, the dropout rate fell 1% from 2.9% to 1.9%, well below the provincial average of 3.0%. This is significant in our eyes because not only are more students choosing to stay at Lindsay Thurber, more of these students are also graduating. From school generated data (Class of 2016) we found that only 23% of the Grade 10 students who leave our school before the end of their grade 12 year graduate, so we are continuing to find ways to keep as many students as possible in our building. The number of students transitioning from high school to post-secondary within 6 years of Grade 10 continues to be low and remains significantly below the provincial average.

**Action:**

- Learning Support Teams are working with at-risk students before they struggle rather than after. Early intervention strategies include timetable adjustments for students unsuccessful in a grad requirement course between Semester 1 & 2 rather than the end of the year and assigning students to noFlex.
- In response to the significant number of K & E students who are not graduating, we have created 10-4/20-4/30-4 Construction and Cosmetology classes to help students earn their 30-level CTS credits. At the same time, the Work Experience Coordinator is overseeing the Work Experience component of the Certificate of Achievement to ensure that that requirement is also met. We are also working on determining the profile of a K & E student so that they are properly identified.
- We have expanded the Connections program to encompass grades 9, 10, and 11 and through the work that Connections teachers are doing with their students, we are expecting that every student will develop a clear plan for graduation and beyond high school. In addition, the Career Centre has reintroduced the Post-Secondary forum which brings post secondary institutions from across the province into our building to expose our grade 11's and 12's to concrete information about the post secondary opportunities that are available to them.

- Teachers and administrators are continually searching for ways to support the diverse needs of the students in our school and to ensure that every student graduates. Learning Support Teams at each grade level which contain a dedicated Vice Principal, Counsellor, and Learning Assistance Teacher now provide better wrap around support than ever before. Weekly attendance reports and PowerSchool data showing current students failing in one or more class are reviewed weekly by the teams to determine where the targeted support will be provided. It is no wonder that 98.4% of our parents and 98.1% of our students believe that LTCHS students will graduate.

## District Goal

# Throughline Outcomes

(Outcomes that bridge Literacy, Equity, and High School Completion & Transitions)

## Alberta Education Performance Measure

- Overall satisfaction with the quality of education.**

Performance Measure	Results (in percentages)				
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	83.5	86.6	85.9	88.2	86.6

- Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.**

Performance Measure	Results (in percentages)				
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
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.	70.7	77.8	83.6	85.4	81.8

## Comment on Results: Analysis and Action

### Analysis:

In regards to the first performance measure, *Percentage of teachers, parents and students satisfied with the overall quality of basic education*, there is a 1.6 percent drop from the previous year (88.2% to 86.6%) The provincial average is 90.1%. When taking the three year rolling average into account, LTCHS is very consistent with previous score (86.9 % this year and last) and being 2 points below the provincial average When looking into this further, there are a couple of specific measures that may explain this slight decrease:

- When asked to disagree or agree with the statement, “Students at your school find work challenging”, **89%** of teachers responded strongly agree or agree (down from **96%** in the previous year). No change with parents (**80%**). **81%** of students agreed or strongly agreed (up **1%** from previous year).
- When asked to disagree or agree with “Students find work interesting at school”, **80%** of teachers strongly agreed or agreed (down from **89%** the previous year). Parental agreement increased from **71%** to **74%** and student agreement was increased from **62%** to **70%**.
- In regards to the second Performance Measure, *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*, LTCHS score dropped from **85.4%** to **81.8%**. Having said that, the three year rolling average of this same measure has LTCHS at **83.6%** which is higher than the provincial average at **80.7%**.
- The largest reduction in a specific measure is among teachers who when asked to answer, “In your opinion, has the quality of education at your school improved, stayed the same, or declined in the past three years”, **82%** of teachers responded things have either improved or stayed the same (down from **94%** the previous year). In this question 13% of teachers

indicated they were unsure up from 4% the year before. Parents increased from **78%** to **82%**.

- Students were asked different questions:
  - I am proud of my school: **79%** agreed or strongly agreed (down from **81%** the previous year)
  - I would recommend my school to a friend: **84%** agreed or strongly agreed (down from **87%** the previous year)

**Actions:**

Historically, we have been doing things for kids and have not shared those interventions with stakeholders. We realize that we need to publically celebrate the continual improvement that is happening at LTCHS.

To bring awareness to staff we have begun to showcase innovative instructional practices that are taking place in our classrooms during monthly staff learning days.

**District Goal**

***Success for First Nations, Métis and Inuit students***

**Outcome**

- FNMI Students are engaged in learning.

**Comment on Results: Analysis and Action**

**Analysis**

- Our FNMI Dropout rate (**6.8%**) increased from **2.5%** the previous year. Taking the 3 year average into account, LTCHS's **5.2%** is still below the provincial average of **6.7%**.
- Our three year completion rate was **49.4%** which was below the provincial average (**53.6%**.) However, our 4 year and 5 year completions rates are much higher than the provincial averages at **67.3%** and **80.8 %** which would indicate that students are engaged in learning in the later years of their High School career.
- The rolling three year average of our three year high school completion is **54%** which is above the provincial average of **50.5%**.

**Actions:**

Staff are being provided Professional Development in FNMI perspectives. E.g. -The Blanket Exercise. Teachers have begun to target FNMI completion in their own professional growth plans and departments are beginning to implement FNMI perspectives in their curricula. For example, our Science department is bringing in an FNMI educator and an elder to investigate where FNMI and Science fit naturally. These staff members will be asked to share these experiences in order to grow this among other staff members. For example, an English Teacher is going to target FNMI learners with specific literacy strategies.

## Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of **Lindsay Thurber Comprehensive High School**.

As required under Section 13 of the School Councils Regulation, schools provide opportunities for their School Councils and stakeholders to be involved in the development of the report. A review and interpretation of Accountability Pillar measures are also communicated and shared with School Councils and are available at individual schools.

- The School Results Report was reviewed and discussed at the **November 27, 2017** meeting of the School Council
- The School Results Report is posted on the school website at:  
**<http://lindsaythurber.rdpsd.ab.ca/view.php?action=documents&id=365>**



Red Deer Public School District No. 104  
4747-53 street  
Red Deer, Alberta T4N 2E6  
Phone: 403-343-1405  
Fax: 403-347-8190  
E-mail: [info@rdpsd.ab.ca](mailto:info@rdpsd.ab.ca)  
Website: [www.rdpsd.ab.ca](http://www.rdpsd.ab.ca)