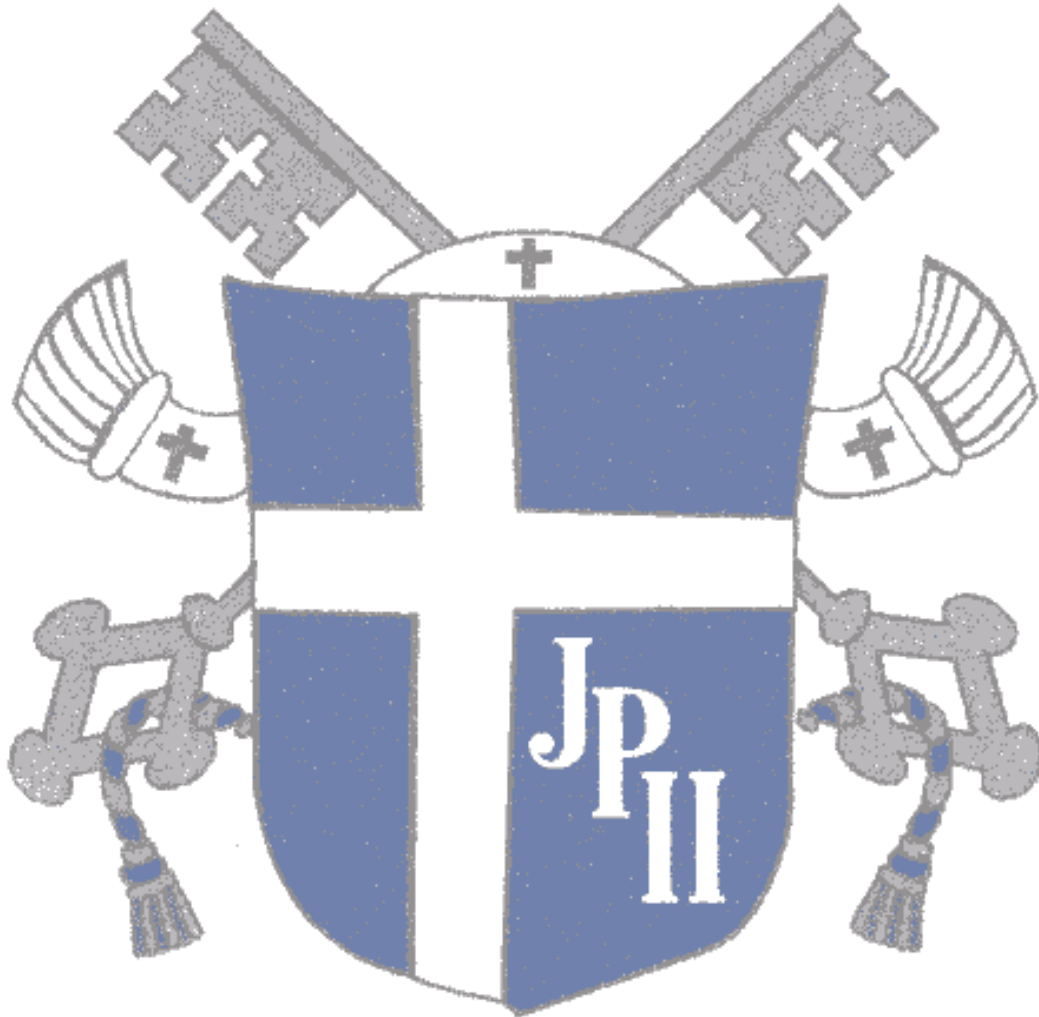

St. John Paul II Catholic School

3-Year Education Plan and Annual Education Results Report (AERR)



2015-2018

St. John Paul II Catholic School strives to be a Christ-centered school where staff and students grow in the community of the Holy Spirit. Our mission statement encourages our school community to follow in the mission of our namesake, St. John Paul II.

Inspired by Saint John Paul II, we learn to "proclaim, celebrate and serve the gift of life. Be not afraid!"

**CORE VALUES:
Discipleship, Love,
Community and Innovation**

This year our school community focuses on the theme for the year: *Sent as Agents of Hope and Mercy*

Accountability Statement

The St. John Paul II Catholic School education plan for the three years commencing September 1, 2015 was prepared under the direction of the board in accordance with responsibilities under the School Act and the Government Accountability Act. This education plan was developed in the context of the provincial government's business and fiscal plans. The board is committed to achieving the results laid out in this education plan.

St. John Paul II Improvement Priority Areas For 2015 – 2018

1. Differentiation programming/assessment/feedback for individual needs in Grades K-8 with a focus on literacy, numeracy and project-based learning.
2. Continued Improvement in Grade 6 PAT scores.
3. Continued development of student leadership through core values, 7 habits and Catholic virtues.
4. Continued faith development within the school community to continue to build the Catholic culture. (“Sent as Agents of Hope and Mercy”)

School Profile

Built in 1982, St. John Paul II Catholic School serves approximately 450+ families in and around the Stony Plain area. In a Catholic faith environment, St. John Paul II Catholic School strives to help families develop moral well-rounded young people. In addition to successful programs in language arts, mathematics, social studies, science, health, physical education, art, music, band, and religion, students have many opportunities for community service, in and out of school field trips as well as co and extra-curricular teams, clubs, and activities. Complementary courses offered at the junior high level include French, Special Projects, Art, Band, Drama, Performing Arts, Tech Theatre, Active Living, Food Studies, Sports Medicine, Leadership, and Peer Mentorship. Students and teachers enjoy three portable transformer/laptop carts, a student-centred junior high FLEX block to focus on enrichment and support, as well as dedicated Music/Band/Computer/Multi-purpose rooms. St. John Paul II Catholic School offers extensive programs in the areas of co-curricular teams and activities for students, as well as a number of school clubs centered on student interest.

The first modernization to the school was completed in 2003. A second modernization and expansion to St. John Paul II Catholic School was announced in January 2014 and the expected completion date is September 2016.

Community support and involvement are high as St. John Paul II Catholic School plays an important role in the Stony Plain and area community. Our relationship and interaction with the Parish is also strong and ever growing. Our goal is to prepare moral well-educated Christian leaders who had the benefit of excellent learning opportunities, dedicated teachers, and an opportunity to explore and exercise their respective talents in academics, fine arts, sports, and community service in a faith-based environment.

C. Escott
Principal

**Enrollment for 2015-2016 is 639 (609 FTE)
broken down as:**

Grade	Enrolment (at Oct 31, 2015)	Classes	Average Size
Kindergarten	60	3	19/22
1	71	3	23/24
2	74	3	24/25
3	68	3	22/23
4	61	3	20/21
5	67	3	22/23
6	74	3	24/25
7	81	3	27
8	83	3	27/28

Combined 2015 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	St. John Paul II Catholic 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	Excellent	Safe and Caring	88.8	88.3	87.9	89.2	89.1	88.9	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	83.0	81.6	83.6	81.3	81.3	81.2	Very High	Maintained	Excellent
		Education Quality	92.8	88.1	88.5	89.5	89.2	89.5	Very High	Improved	Excellent
		Drop Out Rate	*	*	n/a	3.4	3.3	3.3	*	*	*
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.4	74.9	74.6	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	81.4	81.4	86.2	73.0	73.1	73.9	High	Maintained	Good
		PAT: Excellence	19.6	20.1	22.5	18.8	18.4	18.9	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.2	85.5	84.6	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.1	20.0	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	50.5	54.4	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	61.2	60.9	61.3	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.8	59.2	59.0	n/a	n/a	n/a
		Work Preparation	81.9	80.3	79.4	82.0	81.2	80.4	High	Maintained	Good
		Citizenship	84.7	86.1	83.9	83.5	83.4	83.1	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	84.6	78.4	80.4	80.7	80.6	80.2	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	80.5	80.2	80.7	79.6	79.8	80.1	Very High	Maintained	Excellent

Notes:

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

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 - 65.90	65.90 - 70.33	70.33 - 79.81	79.81 - 84.65	84.65 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.45	13.45 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.76	73.76 - 81.00	81.00 - 86.67	86.67 - 90.27	90.27 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.16	13.16 - 19.74	19.74 - 24.05	24.05 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 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)

Desired Outcome One: Every student is successful

Specific Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	78.2	84.1	81.4	86.1	84.7	85	Very High	Maintained	Excellent	85	85	85
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	75.2	82.9	74.9	80.3	81.9	82	High	Maintained	Good	82	82	82

Comment on Results

St. John Paul II Catholic School is focused on creating active citizens who are strong, critical thinkers with a focus on our Catholic faith. This year our division theme is "Sent as Agents of Hope and Mercy". We are committed to further developing student leadership within our school community from Grades K-8 to encourage our students to take responsibility for their actions, be aware of the needs of the world around them and to realize that they need to be global citizens. Through a variety of social justice projects such as supporting our Nigerian poultry farm (an Evergreen three-year sponsorship program called "Green Eggs"), supporting the local food bank and other local charities as well as sharing our time with the elderly, students have opportunities to give to others. We also support initiatives within our school where older students "buddy" up with younger classes throughout the year and participate in a variety of activities such as reading together, attending mass and celebrations together, and creating projects.

We are very pleased to see the results from the previous year to be consistent with increased or maintained. We have been determined to provide numerous opportunities for parent input and communication regarding our acts of citizenship here at the school so parents are well-informed on the skills and behaviours we are experiencing from our students.

Strategies

At St. John Paul II Catholic School, we continue to maintain and develop the student leadership skills through our school's mission statement (*Inspired by St. John Paul II, we learn to "proclaim, celebrate and serve the gift of life. Be not afraid!"*) as well as our CORE VALUES (*discipleship, love, community and innovation*) we have committed to the following strategies:

- Adoption of Covey's model of the 7 Habits to promote leadership and global awareness within our school community. The addition of the theological and cardinal Catholic virtues to guide student decision making has been promoted through student assemblies and class discussions.
- Multi grade level assemblies – use our division theme "Sent as Agents of Hope and Mercy" and the 7Habits/7 Virtues model to instill values of caring and compassion in all of our students.
- Student leadership – continue to make our faith and our celebrations about others, rather than about themselves, encouraging and preparing students to take a leadership role within celebrations and throughout the school.
- Leadership option – students have opportunities to take initiative in a variety of social justice activities and with other students within our school community.
- Peer Mentorship option – students have opportunities to be role models for younger students looking for a "buddy" to feel connected to.
- Student Council – students are given a leadership opportunity in junior high to be in charge of events and changes related to school climate while working to provide bonding opportunities as well as local social justice opportunities.
- Lenten service projects – continue to participate in Catholic charities, such as Chalice and "Green Eggs" to create empathetic students.
- Parish Connections – each grade level of teachers developed a "Action Plan: on how to continue to promote more parish/school connections. For the third year in a row, we have organized educational masses for each grade level from 2-8 to learn from our church pastors. We are committed to continuing to work in conjunction with our parish to instill values of the Catholic faith in all of our students. We continue to support the sacraments within the school with the whole school community.

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

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	91.9	92.2	85.0	81.4	81.4	85	High	Maintained	Good	85	85	85
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	36.3	32.0	15.4	20.1	19.6	25	Intermediate	Maintained	Acceptable	25	25	25

Comment on Results

St. John Paul II Catholic School continues to focus school goals on differentiation through literacy, numeracy and project based learning for our K-8 students. Over the past 3 years, elementary teachers have been given opportunities to expand their knowledge of the Daily Give literacy structure and differentiation through our learning coach and PLC (Professional Learning Communities) collaboration. Teachers are looking forward to continue support in our school and with our division in the area of numeracy. This is the second year that junior high teachers have been given opportunities to expand their knowledge of project based learning and assessment through the learning coach and PLC collaboration. New this year, teachers in elementary and junior high will focus on feedback to students which has been proven as having the most significant impact on student learning. These skills translate to the students in our classrooms. This will be the second year that our school has participated in the Grade 3 Student Learner Assessment pilot which replaces the previous Grade 3 Provincial Achievement Test.

We are pleased to see our performance measures in Grade 6 PATs being maintained at a strong level in both the acceptable and excellence standards across all four subjects. However, teachers will continue to have conversations in PLCs to address student learning strategies to improve PAT scores in Mathematics and Social Studies in particular.

Strategies

In order to continue to achieve success in areas of literacy and numeracy, St. John Paul II Catholic School has committed to the following strategies to maintain our successes:

- Differentiation and Feedback – Literacy, Numeracy and PBL
 - K-6 – our school goals identify differentiation with students with a specific focus on Daily 5 and Daily 3 – a literacy and numeracy structure that redesigns classroom instruction so that teachers guide students to become more independent in the areas of reading, writing and math. This allows teachers to conference and provide feedback to individual students so that individualized programs are successful. Our Early Literacy support program continue to be inclusive so that we have a lead teacher who works directly within the classroom and teach teaches with our primary teachers so that all students are inclusive within their classroom. We also have an instructional learning coach available to provide pedagogical guidance and support as well as developing collaboration within our school community. Our K-6 teaching staff continues to have regular PLC opportunity once per week (40 min) which allows them to collaborate with grade level partners. New this year is a multi-level PLC opportunity once per month (60 min) which allows teachers to collaborate with teachers at other grade levels as well as the learning coach and our Inclusive Ed Coordinator to share ideas and discuss student learning in a proactive format.
 - Junior High (Grades 7-8) – teachers focus on differentiation for students through introduction of project-based learning and critical thinking activities to ensure student success at all levels. New this year, teachers will focus on providing feedback to students to ensure the greatest impact on student learning. Our learning coach is provided for teachers to assist in planning, modelling and a collaboration of ideas. We will continue this year with our "Read to Self" silent reading program for junior high students on a daily basis. Our Junior High staff continues to have a regular PLC opportunity on a bi-monthly basis (80 min) which allows them to collaborate with grade level partners and a facilitator to provide continuity to the junior high program.
- Professional Development – much of our PD opportunities are available through ERLC (continued "train the trainer" model) and through collaborative practise. This year, most of our PD days are focusing on numeracy (K-4) and Kagan cooperative learning structures (5-8). Continued support through our Associate Superintendent Learning to set up quality learning opportunities for teachers continues to be an important catalyst to success.
- Inclusive Education – our school focus is inclusive for all K-8 students. This means a collaborative partnership between subject specific teachers in Language Arts and Mathematics and Inclusive Education specialists to ensure all student needs are being met through team teaching opportunities and collaborative planning of lessons and learning outcomes.
 - K-3: Early Literacy teacher is provided in each classroom three times per week during Daily 5 activities
 - 4-6: Team teacher support is provided in classrooms where additional student support is needed 5-6 times per week during LA and/or Math blocks
 - 7-8: LA teachers team teach in classrooms where additional student supports are needed at least 3-4 times per week. Math classrooms where additional student support is needed are provided support with team teachers at least 4 times per week.
 - Inclusive Education Coordinator – works directly in classrooms with students and teachers while also providing support for a variety of student needs. The Coordinator also collaborates with parents on a regular basis to keep them involved in student progress,
 - School Counselor – works directly with students and teachers to provide social and emotional support as needed.
 - School Social Worker - works directly to provide support to families and connect them with outside agencies while supporting school interventions.

Notes:

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

Desired Outcome Two: Alberta has quality teaching and school leadership

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	89.1	86.8	82.3	81.6	83.0	85	Very High	Maintained	Excellent	85	85	85

Comment on Results

Once again with consistent results, we are very pleased to see that a high majority of our staff, parents and students are satisfied with the education our children are receiving at our school and that students are offered a broad program of studies. We are always searching to find new and innovative ideas as well as working diligently to improve our pedagogy and practice as educators. We believe in teacher specialists in a variety of subject areas to improve student success – band program specialist for Grades 6-8, physical education specialist at K-3, school counselor, Inclusive Ed Coordinator, learning coach and social worker at the school level to support teachers, students and families.

Strategies

As we work to maintain our high levels of satisfaction with our school community, we are committed to the following strategies:

- Counselling to meet the needs of our students globally – academically and emotionally
- Division chaplain to support student spiritual growth
- Educational programs – we continue to develop our students holistically through fine arts, band, early literacy support, language arts and math support, French as a second language, music and physical education specialists, and a variety of educational options in junior high (Leadership, Special Projects, Active Living, Drama, Performing Arts, Peer Mentorship, Foods, Art, Technical Theatre, Outdoor Education)
- Teacher specialists – Inclusive Education, counseling, primary physical education, literacy specialist, learning coach, fine arts specialist
- Family support – direct access to a school social worker to work with families and provide access to community programs and outside supports

Professional Development in K-8 has focused on the literacy structure to build students' skills in literacy through independent reading and writing skills. This allows each teacher to offer an inclusive classroom where every child can be successful and learn at their own pace. This ensures the success of all students through positive and proactive opportunities. The focus in the upcoming year will be on numeracy skills. Our Junior High classes have implemented a daily "Read to Self" silent reading program as well as an opportunity for a weekly FLEX block (40 min) where students choose learning opportunities that are an extension or review of concepts learned in class.

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

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

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

Specific Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	75.1	80.7	82.2	78.4	84.6	85	Very High	Maintained	Excellent	85	85	85
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.9	91.0	86.5	88.1	92.8	95	Very High	Improved	Excellent	95	95	95

Comment on Results

St. John Paul II Catholic School is pleased to see the consistent and maintained performance from the previous year's results regarding parental involvement. We have continued to focus on school communication to ensure that parents have numerous opportunities to be involved in decisions regarding their child's education at our school. Some of these include teacher web pages within the school/division website as well as the continued weekly Principal's Message that is emailed out to all parents highlighting upcoming events at the school each week. This continues as the feedback was very positive.

The second performance measure deal with satisfaction of the overall quality of basic education. We are very pleased to see the continued results of an overall increase this past school year. St. John Paul II Catholic School has a very strong and supportive parent and school community.

Strategies

As noted in the past few years, the following strategies will be continued to ensure overall satisfaction within the collaboration of our school community and stakeholder satisfaction:

- Continued communication between school and home – weekly principal email messages, daily/weekly teacher emails, school website information and calendar, student portals, teacher pages, student agendas, Renovation and Parent (NEW) blogs, and ConnectEd (NEW) as well as Facebook (NEW) and Twitter accounts to promote school events.
- Parent-Teacher Interviews have now become standard prior to student report cards to initiate immediate connection with parents on student progress so that the focus of the interview is about learning and not the child's academic achievement. We continue to implement a school-wide set of interviews prior to student report cards as previous years were positive as teachers, students and parents work as a collaborative group for success.
- School Council – continued support for school initiatives through sponsorship for school events (fall dance, reading week, family ski night, healthy heart week), fundraisers and hosting information sessions such as community registration night, Kindergarten Meet and Greet and the annual AGM.

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

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	85.7	88.8	86.5	88.3	88.8	90	Very High	Maintained	Excellent	90	90	90
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.	81.0	89.3	72.7	80.2	80.5	85	Very High	Maintained	Excellent	85	85	85

Comment on Results

We are very pleased to continue to receive such positive support from our parent community and St. John Paul II Catholic School is seen as a caring and respectful school. Our number one priority is to ensure that our students feel safe coming to school and that they feel respected. St. John Paul II Catholic School focuses on the four CORE VALUES of our school – discipleship, love, community and innovation. Each classroom follows the same philosophy and those words are used throughout the school when dealing with a variety of student conflicts. We also focus our student leadership on Covey's 7 Habits and our 7 Catholic virtues (faith, hope, love, prudence, justice, temperance and fortitude) to ensure a common language within the school community.

Strategies

We are committed to the following strategies:

- Counseling – opportunities for students to have academic and emotional support through strong counseling program at the K-8 level through a variety of programs which include individual counseling, as well as groups that focus on anger management, anxiety, social stories, social skills, friendship and dealing with loss.
- Inclusive Education Coordinator – provides support to students, teachers and parents for students who have difficulty in the traditional learning environment to ensure student success in the inclusive classroom. We have inclusive education support in all grade levels through team teaching.
- School Social Worker – contracted position to provide support to families in accessing community programs to ensure success.
- Learning Coach – provides support to teachers in pedagogical strategies to build on the competencies of students as engaged thinkers, ethical citizens with an entrepreneurial spirit in the 21st century.
- Student Leadership – opportunities for students to continue to make our faith and our celebrations about others, rather than about themselves, encouraging and preparing students to take a leadership role within the school community.
- Student "Buddy" Activities – while being in a K-8 school can provide some challenges such as a varied timetable between divisions, it also allows for connections between students to experience role modelling. Students are paired up with "buddies" for a variety of activities to promote collaboration and a Christ-like environment.
- Educational Programs – we continue to develop our students holistically through fine arts, band, early literacy intervention programs, French as a second language, music and physical education specialists and a variety of educational options in junior high.
- Classroom and School Wide Discipline Plan based on Covey's 7 Habits, the Catholic 7 Virtues (theological and cardinal) and the 4 Core Values.
- PLC – K-8 teachers have regular opportunities to meet with grade level partners and multilevel partners to collaborate on curriculum outcomes and best practises. These provide opportunities to discuss good pedagogical practises, school goals and professional growth plans.
- Parish Connection – focusing on partnerships with organizations and service projects at Holy Trinity Catholic Church through a grade level "Action Plan" to increase school and parish connections and organized educational masses. Our School Council also has a parent rep who communicated regularly with the parish and acts as a conduit to the school.

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

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

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

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	*	82.1	*	85	*	*	*	85	85	85
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	*	28.6	*	30	*	*	*	30	30	30
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results

St. John Paul II Catholic School has a positive history of our FNMI students who have achieved the acceptable standard on the Provincial Achievement Tests for Grade 6. In the past, the standard of excellence for FNMI students has been higher than the overall average of Grade 6 PAT scores for all students within our school. Our goal is to continue to maintain these scores and create a positive trend as the number of FNMI students increases in our school population.

Strategies

Continued recognition and support for all FNMI students at St. John Paul II Catholic School through:

- Annual participation in the local Aboriginal Days (Stony Plain) celebration for a variety of students
- Guest speakers and activities to promote positive culture differences and similarities within the school community
- Continued counseling support to students for academic, family and emotional support for success
- Continued support through the Rainbows program which helps students to deal with loss (death, divorce, and family separation)
- Continued literacy support through resources that promote Aboriginal customs and traditions
- Continued support through purchase of resources in a variety of subject areas to promote positive culture differences and similarities within the school community

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

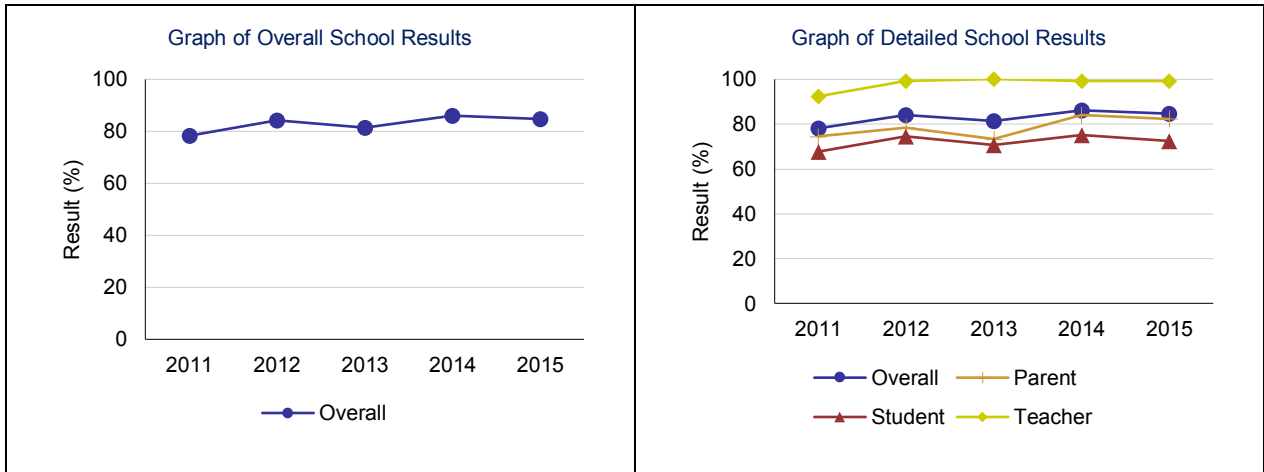
APPENDIX – Measure Details

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

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	78.2	84.1	81.4	86.1	84.7	84.2	82.9	81.6	83.7	84.2	81.9	82.5	83.4	83.4	83.5
Teacher	92.5	99.2	100.0	99.2	99.3	97.3	96.9	96.7	97.5	97.7	92.7	93.1	93.6	93.8	94.2
Parent	74.5	78.5	73.3	84.0	82.4	78.8	78.6	74.8	83.3	83.6	78.6	79.4	80.3	81.9	82.1
Student	67.8	74.6	70.8	75.2	72.6	76.5	73.3	73.3	70.4	71.5	74.5	75.0	76.2	74.5	74.2

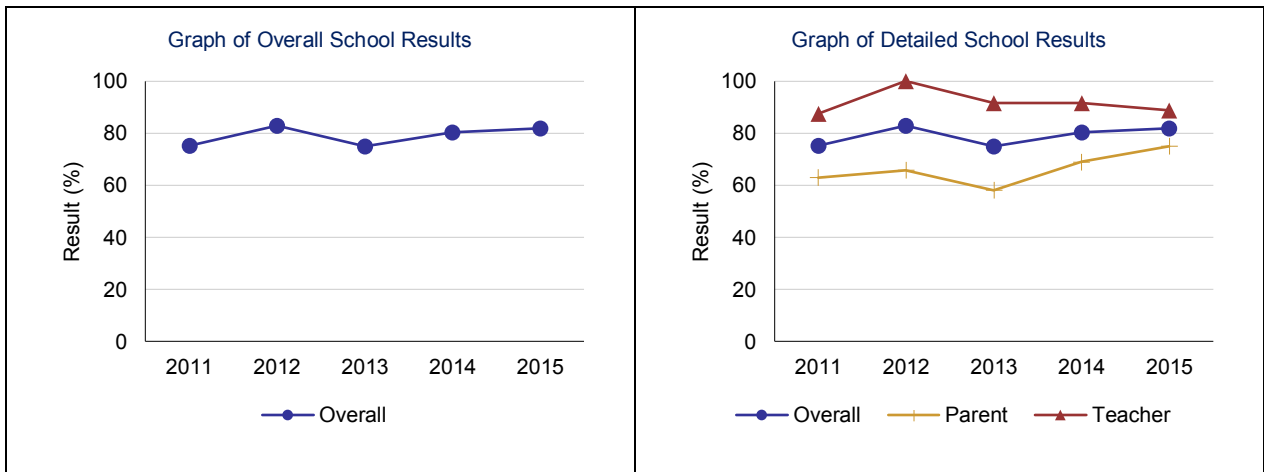


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction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

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	75.2	82.9	74.9	80.3	81.9	81.4	82.3	82.8	85.7	83.0	80.1	79.7	80.3	81.2	82.0
Teacher	87.5	100.0	91.7	91.7	88.9	93.6	94.7	94.6	93.3	91.0	89.6	89.5	89.4	89.3	89.7
Parent	63.0	65.8	58.1	69.0	75.0	69.2	69.8	71.1	78.1	75.0	70.6	69.9	71.1	73.1	74.2



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

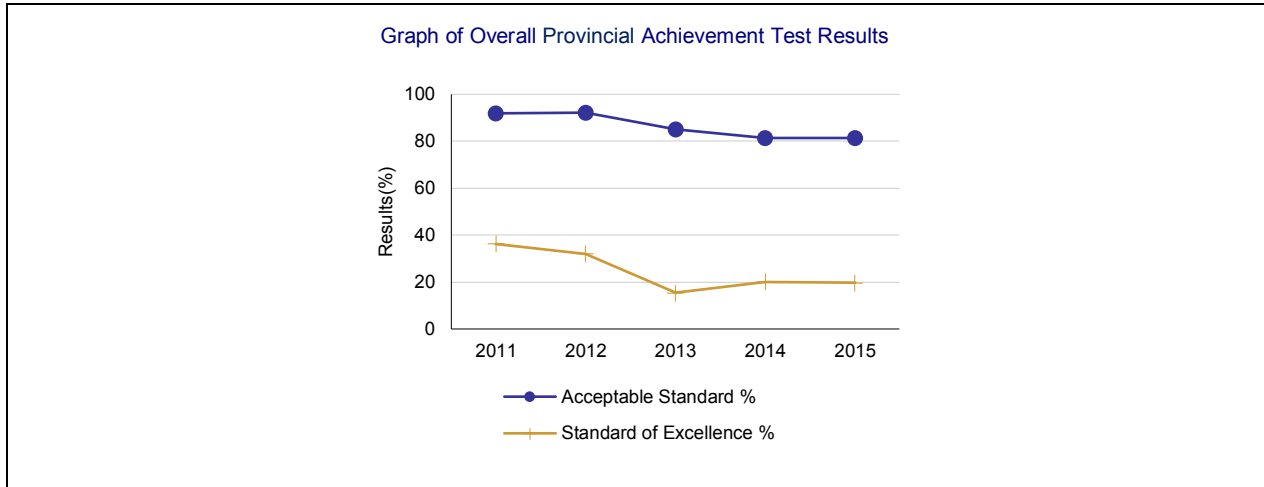
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2011		2012		2013		2014		2015		2015	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	95.8	35.2	93.8	21.9	92.9	10.0	90.2	25.6	96.2	21.8		
	Authority	90.8	17.0	91.1	14.1	85.5	11.2	89.0	17.8	89.7	15.4		
	Province	83.0	18.5	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5		
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.4	17.1	89.3	17.2	88.6	16.3	88.0	15.6	87.5	13.6		
Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	92.2	17.6	91.0	21.9	94.0	21.6	90.6	17.1	89.0	15.0		
Mathematics 6	School	94.4	31.0	92.2	26.6	78.6	4.3	80.5	14.6	74.4	15.4		
	Authority	84.8	20.5	83.3	16.7	73.1	9.4	76.1	13.3	78.8	11.5		
	Province	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4	73.3	14.1		
Science 6	School	91.5	40.8	92.2	45.3	82.9	24.3	80.5	26.8	88.5	24.4		
	Authority	87.9	29.1	87.2	30.5	79.8	22.7	80.9	23.6	83.3	21.8		
	Province	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9	76.4	25.3		
Social Studies 6	School	85.9	38.0	90.6	34.4	85.7	22.9	74.4	13.4	66.7	16.7		
	Authority	79.9	24.0	83.0	18.7	78.9	17.5	74.8	14.9	74.4	13.8		
	Province	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1		
English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	85.7	13.5	81.8	10.9	83.7	11.6	84.3	14.6	82.1	9.7		
	Province	79.1	16.3	77.4	16.4	76.7	14.8	76.3	15.1	75.6	14.4		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	75.0	0.0	69.2	0.0	75.0	0.0	84.6	0.0		
	Province	67.2	7.9	61.4	5.8	62.4	4.3	62.9	3.5	62.8	4.6		
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.8	15.0	87.5	12.2	87.2	13.9	86.5	11.1	85.9	10.1		
Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	90.2	15.8	84.6	16.1	84.0	14.5	86.1	17.8	88.5	20.2		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	70.6	14.7	69.7	14.6	76.6	15.7	72.8	14.8	67.8	13.0		
	Province	66.1	17.3	66.5	17.8	66.9	18.3	67.1	17.3	65.3	18.0		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	80.0	13.3	66.7	26.7	75.0	8.3	71.4	19.0		
	Province	64.9	14.9	62.4	15.4	65.9	14.7	63.4	14.5	60.7	14.4		
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	81.1	23.9	77.8	20.7	82.2	21.7	82.4	25.0	78.6	18.5		
	Province	74.9	20.8	74.2	22.4	73.0	20.0	73.2	22.1	74.1	22.9		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	100.0	0.0	92.3	23.1	*	*	81.8	27.3		
	Province	69.5	15.3	67.9	17.3	68.4	17.1	64.1	14.9	64.4	15.2		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	72.0	23.5	73.8	21.5	74.5	20.9	72.7	28.1	70.5	19.9		
	Province	67.2	19.0	68.9	19.1	65.6	18.8	65.5	19.9	65.1	19.8		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	77.8	11.1	100.0	30.0	80.0	10.0	70.0	40.0		
	Province	61.9	13.6	63.5	13.9	64.6	13.0	61.8	10.7	57.2	11.2		

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

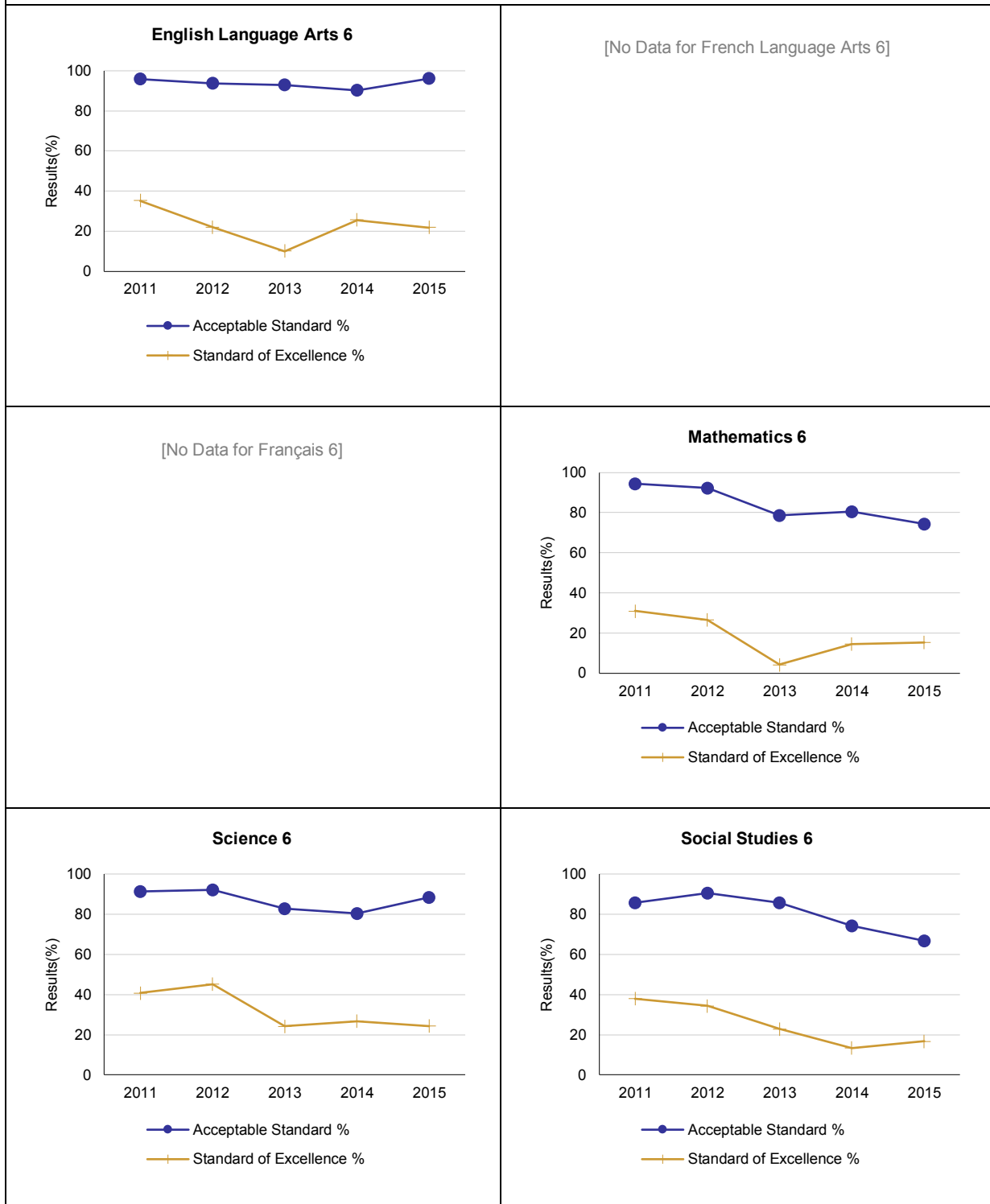
"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

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



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

Graph of Provincial Achievement Test Results by Course



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

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

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	St. John Paul II Catholic Sch								Alberta			
		Achievement	Improvement	Overall	2015		Prev 3 Yr Avg		2015		Prev 3 Yr Avg		
					N	%	N	%	N	%	N	%	
English Language Arts 6	Acceptable Standard	Very High	Improved	Excellent	78	96.2	72	92.3	47,446	82.8	44,338	82.4	
	Standard of Excellence	High	Maintained	Good	78	21.8	72	19.2	47,446	19.5	44,338	17.2	
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,972	87.5	2,648	88.6	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,972	13.6	2,648	16.4	
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	472	89.0	497	91.8	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	472	15.0	497	20.2	
Mathematics 6	Acceptable Standard	Intermediate	Declined	Issue	78	74.4	72	83.7	47,377	73.3	44,292	73.8	
	Standard of Excellence	Intermediate	Maintained	Acceptable	78	15.4	72	15.2	47,377	14.1	44,292	16.2	
Science 6	Acceptable Standard	High	Maintained	Good	78	88.5	72	85.2	47,379	76.4	44,273	77.1	
	Standard of Excellence	Intermediate	Declined	Issue	78	24.4	72	32.1	47,379	25.3	44,273	26.3	
Social Studies 6	Acceptable Standard	Low	Declined Significantly	Concern	78	66.7	72	83.6	47,385	69.8	44,226	72.1	
	Standard of Excellence	Intermediate	Declined	Issue	78	16.7	72	23.5	47,385	18.1	44,226	18.4	
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,532	75.6	38,021	76.8	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,532	14.4	38,021	15.4	
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,553	62.8	1,543	62.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,553	4.6	1,543	4.6	
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,601	85.9	2,496	87.1	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,601	10.1	2,496	12.4	
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	391	88.5	345	84.9	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	391	20.2	345	16.2	
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,190	65.3	37,734	66.8	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,190	18.0	37,734	17.8	
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,966	60.7	1,858	63.9	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,966	14.4	1,858	14.8	
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,653	74.1	38,253	73.4	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,653	22.9	38,253	21.5	
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,527	64.4	1,503	66.8	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,527	15.2	1,503	16.4	
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,451	65.1	38,360	66.7	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,451	19.8	38,360	19.3	
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	57.2	1,489	63.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	11.2	1,489	12.5	

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.

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 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
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
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	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

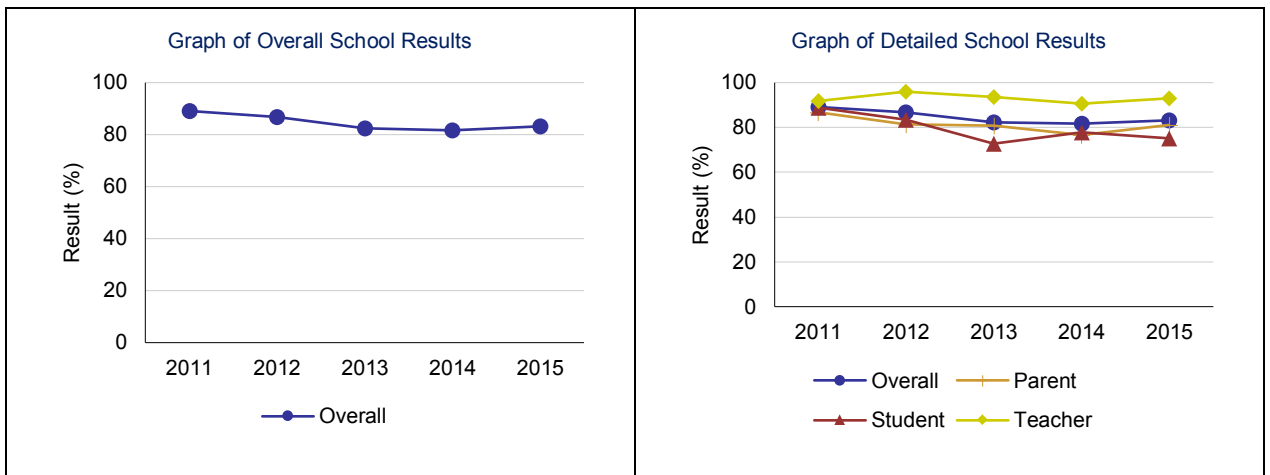
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

Program of Studies – Measure Details

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

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	89.1	86.8	82.3	81.6	83.0	88.4	85.4	84.8	84.8	84.8	80.9	80.7	81.5	81.3	81.3
Teacher	91.8	95.8	93.5	90.4	93.0	93.4	93.2	91.5	91.5	94.0	87.6	87.3	87.9	87.5	87.2
Parent	86.6	81.2	80.7	76.5	80.9	81.9	80.9	81.6	83.0	79.9	78.3	78.1	78.9	79.9	79.9
Student	88.8	83.4	72.8	77.9	75.0	90.0	82.3	81.4	79.9	80.6	76.9	76.9	77.8	76.6	76.9

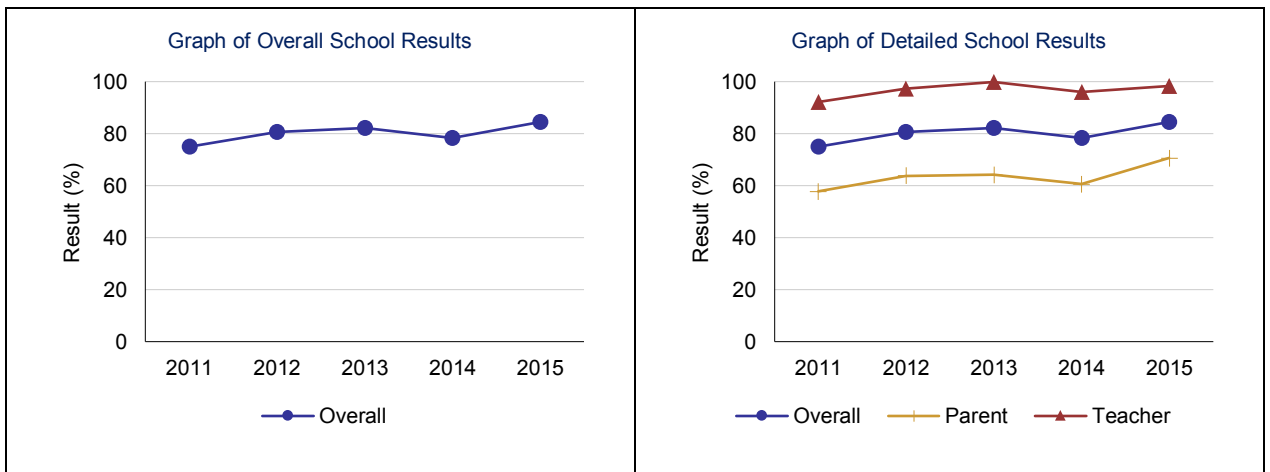


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction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

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	75.1	80.7	82.2	78.4	84.6	80.3	82.3	79.9	82.6	83.0	79.9	79.7	80.3	80.6	80.7
Teacher	92.4	97.5	100.0	96.1	98.5	92.3	92.0	92.1	93.2	93.4	88.1	88.0	88.5	88.0	88.1
Parent	57.9	63.9	64.3	60.7	70.7	68.4	72.6	67.8	71.9	72.7	71.7	71.4	72.2	73.1	73.4

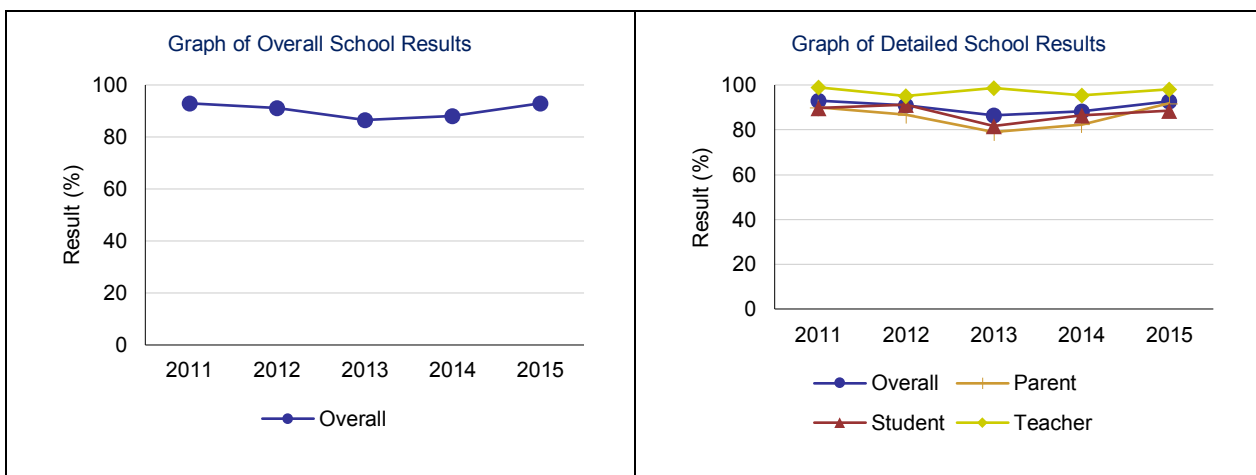


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Education Quality – Measure Details

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

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	92.9	91.0	86.5	88.1	92.8	92.6	91.6	89.1	90.2	91.3	89.4	89.4	89.8	89.2	89.5
Teacher	99.0	95.1	98.7	95.5	98.1	98.9	97.6	97.2	96.8	97.9	95.5	95.4	95.7	95.5	95.9
Parent	89.9	86.6	79.0	82.3	91.7	88.6	86.4	83.4	87.6	88.8	84.2	84.2	84.9	84.7	85.4
Student	89.7	91.3	81.8	86.5	88.5	90.4	90.8	86.8	86.1	87.1	88.5	88.6	88.7	87.3	87.4

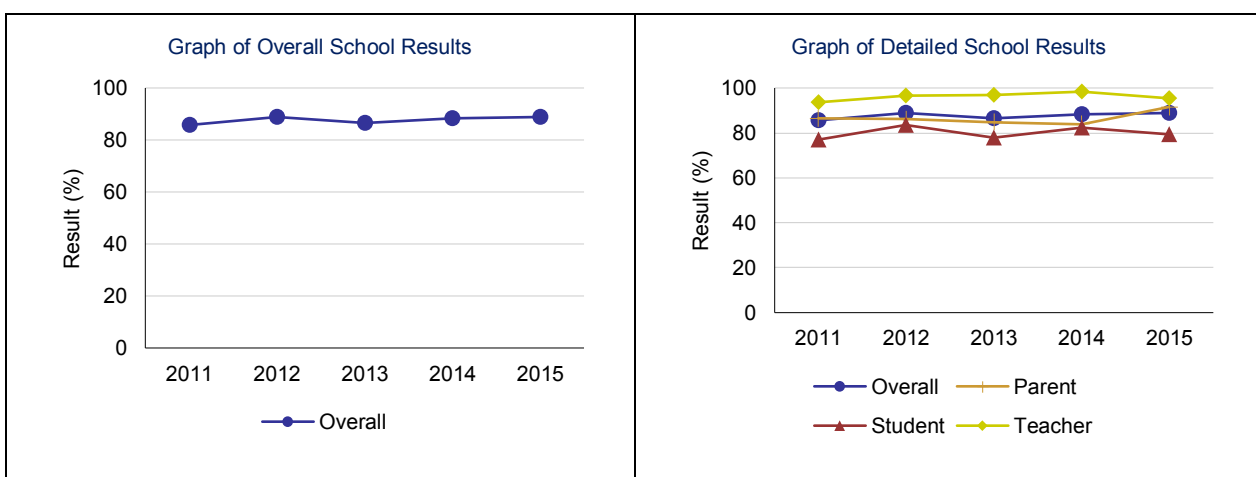


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction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

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	85.7	88.8	86.5	88.3	88.8	89.4	89.0	87.5	89.1	89.7	88.1	88.6	89.0	89.1	89.2
Teacher	93.7	96.7	96.8	98.4	95.6	96.7	96.8	95.5	97.2	96.1	94.5	94.8	95.0	95.3	95.4
Parent	86.4	86.2	84.8	84.0	91.5	86.5	86.7	85.1	88.1	90.1	86.6	87.4	87.8	88.9	89.3
Student	76.9	83.6	78.0	82.5	79.4	84.9	83.6	81.9	82.0	82.8	83.3	83.7	84.2	83.1	83.0

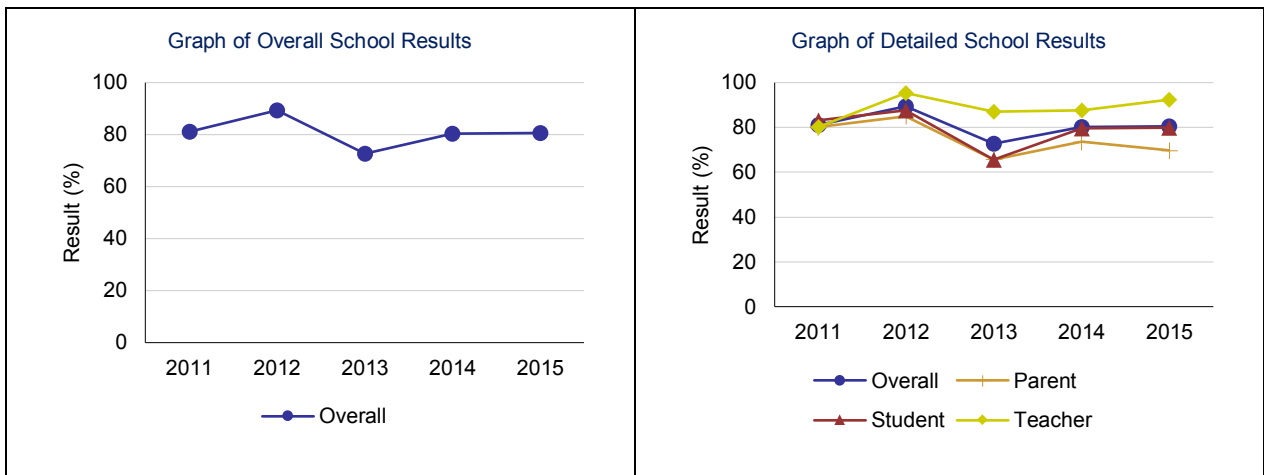


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School Improvement – Measure Details

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

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	81.0	89.3	72.7	80.2	80.5	87.3	87.2	83.0	82.8	83.8	80.1	80.0	80.6	79.8	79.6
Teacher	80.0	95.2	87.0	87.5	92.3	90.7	93.8	89.3	87.6	88.4	80.1	81.1	80.9	81.3	79.8
Parent	80.0	85.0	65.6	73.5	69.6	85.7	82.9	79.4	81.5	80.1	77.3	76.2	77.9	77.0	78.5
Student	83.1	87.5	65.6	79.5	79.8	85.6	84.9	80.2	79.2	82.9	82.9	82.7	82.9	81.2	80.7



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