

St. Mary Catholic School
3-Year Education Plan and Annual Education Results
2018 - 2021

School Division
Evergreen Catholic Separate Regional Division No. 2

Principal	Vance Nakonechny
Assistant Principal	Nora McGaughey

St. Mary Catholic School's education plan for the three years commencing September 1, 2018 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 school is committed to achieving the results laid out in this education plan.

Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	St. Mary Catholic School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	92.0	88.0	89.1	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	65.7	68.9	74.2	81.8	81.9	81.7	Very Low	Declined	Concern
	Education Quality	89.2	89.0	90.1	90.0	90.1	89.9	High	Maintained	Good
	Drop Out Rate	1.5	2.4	4.8	2.3	3.0	3.3	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	50.1	84.2	72.4	78.0	78.0	77.0	Very Low	Declined	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	74.4	72.6	74.3	73.6	73.4	73.3	Intermediate	Maintained	Acceptable
	PAT: Excellence	15.9	14.9	15.2	19.9	19.5	19.2	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	70.0	60.0	70.0	83.7	83.0	83.0	Very Low	Maintained	Concern
	Diploma: Excellence	3.8	5.0	5.3	24.2	22.2	21.7	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	39.0	73.7	58.0	55.7	54.9	54.7	Low	Declined	Issue
	Rutherford Scholarship Eligibility Rate	39.1	77.8	76.4	63.4	62.3	61.5	n/a	Declined Significantly	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	65.7	58.8	61.5	58.7	57.9	59.0	High	Maintained	Good
	Work Preparation	85.9	79.1	81.7	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	83.7	82.0	81.3	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	75.2	88.8	85.2	81.2	81.2	81.0	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	79.5	67.7	75.6	80.3	81.4	80.7	High	Maintained	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards 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)

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		2018	Achievement	Improvement	Overall	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	65.0	74.5	75.8	72.6	74.4	75	Intermediate	Maintained	Acceptable	80	80	80
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	21.3	12.0	18.8	14.9	15.9	20	Intermediate	Maintained	Acceptable	25	25	25

Comment on Results

(an assessment of progress toward achieving the target)

In grade 6, participation rates for every subject were at or above provincial averages.

Grade 6 results are as follows (provincial averages in brackets):

- Science – **100 %** acceptable (86.8%); **47.1%** excellence (34.5%)
- Mathematics – **88.2 %** acceptable (79.5%); **11.8%** excellence (15%)
- Social Studies – **94.1 %** acceptable (83.1 %); **29.4 %** excellence (26.3%)
- Language Arts – **100 %** acceptable (92.2%); **11.8%** excellence (19.7%)
-

Our students outperformed the provincial average on the acceptable standard. The grade 6 class was near the provincial average in all subjects with the exception of Social Studies.

Grade 9 results are as follows (provincial averages in brackets):

- Science – **82.6%** acceptable (75%); **21.7%** excellence (24.4%)
- Mathematics - **39.1 %** acceptable (58 %); **0 %** excellence (14.5 %)
- Social Studies – **47.8 %** acceptable (66 %); **8.7 %** excellence (21.6 %)
- Language Arts – **78.3 %** acceptable (76.1 %); **8.7 %** excellence (14.7 %)

Strategies for Improvement

Grade 6

Mathematics – areas of focus

- demonstrate an understanding of place value by creating the greatest number possible from a set of digits and a decimal point
- solve a given problem involving operations on whole numbers and decimal numbers
- apply knowledge of preservation of equality to determine the mass of one object on one side of a given balance scale
- determine the experimental probability of an outcome in a probability experiment

- areas of strength

Continue to use varied teaching strategies.
Continue to use good questioning strategies, including all levels of thinking, especially critical thinking.
Use inquiry approach.
Use strategies from the Numeracy Improvement Initiative

Language Arts – areas of focus

- identify a phrase that provides an indication of a character's mood
- identify the use of an ellipsis
- infer the mood of a character from a phrase
- draw a conclusion based on details in an information article
- draw a conclusion about the source of humour in a poem
- infer character traits of a character in a cartoon
- synthesize information to identify author's purpose for a section

- areas of strength

- continue to implement the Daily Five and integrate the 6+1 Traits of Writing
- continue to focus on meaningful writing experiences, use suggestions from Joanne Moore's Presentation on "Writing with Results".
- divide the class into smaller Guided Reading and Writing groups.
- continue to use the Words Their Way program and focus on metacognition
- use higher level questioning techniques (critical challenges)

Science – areas of focus

- identify the most appropriate source of information for the context given
- identify the means of propulsion for a given glider
- classify an unknown celestial object based on characteristics provided in a source.

- areas of strength

- Continue to use resources such as SAM, which gives students exposure to, and experience with well-written test items and learning activities.
- Continue to use varied teaching strategies.
- Continue to use good questioning strategies, including all levels of thinking.
- Continue to involve students in our local science fair, which teaches the scientific process and challenges the stronger students.
- Use inquiry approach.

Social Studies – areas of focus

- recall the level of government in which candidates represent political parties
- compare roles of women in ancient Athens to those in the Iroquois Confederacy
- use scale to determine distance on a map of ancient Greece
- recall the definition of a primary source, in the context of ancient Athens
- identify intercardinal directions on a map of the Iroquois Confederacy

- areas of strength

- continue to use critical challenges, the inquiry process, and ranking choices
- focus on the "Big Ideas" especially when working with lower achieving students.
- review vocabulary periodically as part of their Daily 5. Encourage vocabulary use in written and spoken language
- continue to use good questioning strategies, including all levels of thinking

Grade 9

Language Arts

Overall, our students performed very well in relation to the province average in all categories. The only differentiation between our school and province average was on Ideas and Details (as it was only .5% lower). This year, we will spend more time on ideas and details by interpreting excerpts from magazines, memoirs, and novels. By spending more time on these issues, student's marks for future Provincial Achievement Exams will continue to be positive for Language Arts 9.

Science

In Junior High Science we saw a great improvement on skills questions from last year's results. Our overall average was 2% higher than the province. Our students did a much better job at question involving reading graphs and comprehending narratives and results. Our results on knowledge questions were lower than expected.

Mathematics

Overall, our students performed weaker than the province in most categories. This was mainly due to our very disappointing Part A results. However, the province as a whole reported weak Part A results as well. We believe students were discouraged after writing Part A, which affected Part B results. This year we are working intensely on problem solving without calculator and reinforcing basic numeracy skills.

Social Studies

Overall, our students performed weaker than the province in all categories. The largest differentiation was on our individual and collective rights and economic decision-making. This year, we are working strongly on individual and collective rights along with economic decision-making. By spending more time on these issues, student's marks for future Provincial Achievement Exams will be positive.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	82.1	81.5	68.5	60.0	70.0	80	Very Low	Maintained	Concern	85	90	95
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	7.7	7.4	3.4	5.0	3.8	10	Very Low	Maintained	Concern	15	20	25

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	64.7	66.7	66.5	84.2	50.1	70	Very Low	Declined	Concern	75	80	85
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.5	8.6	3.4	2.4	1.5	0	Very High	Improved	Excellent	0	0	0
High school to post-secondary transition rate of students within six years of entering Grade 10.	63.8	65.7	60.0	58.8	65.7	70	High	Maintained	Good	75	80	85
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	75.0	77.8	39.1	75	n/a	Declined Significantly	n/a	80	80	80
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	39.8	51.8	48.3	73.7	39.0	60	Low	Declined	Issue	65	70	75

Comment on Results

(an assessment of progress toward achieving the target)

The increase in diploma examination acceptable results (10%) is encouraging. We are concerned about the lack of success at the Diploma Excellence level. This will be a focus for our staff this year. We are increasing the number of students taking diploma courses, although some are meeting minimum standards to enter these courses. We are pleased with the low drop out rate, as our goal is to have every student achieve high school completion.

We were shocked by the low levels in the performance measures. After consulting with Alberta Education, we realized many of these measures were impacted by the loss of students from their Grade 10 year. This category refers to the class of 2017, not the past year's graduates. A number of the 2017 Grads are completing their high school in 4 years, rather than 3, many at other high schools. We anticipate a return to our usual results with the 2018 Grad class. This same student loss impacts the other performance measures in this category (ie. Rutherford eligibility etc.).

Strategies

In order to improve diploma examination scores, we will focus on improving the screening process for entrance into specific diploma courses from the grade 11 level. This will ensure students will be set up for success. We are also making better use of the Focus block. Students are more engaged and making better use of accessing teacher time.

English

- At St. Mary School, we are in a unique position as the high school English students generally have the same teacher for all three years. This allows that teacher to long term plan over three years to ensure that desired outcomes are being reached. Grade twelve will focus on the built love of literature and basic elements of analysis and expand on those concepts; by the time students reach English 30, they will have solid foundational skills to critically analyze pieces of literature that is worthy of the grade twelve curriculum.
- Hold students accountable- more frequent check-ins, assignments aligned to test scenarios
- Discuss reading comprehension as a class
- Allow students to independently choose texts that appeal to them to regain an interest in reading
- Class exemplars

- Drill and skill
- Use contextual quotes from readings studied in class
- Provide outcomes at the beginning of each unit; have the students use this as a check for comprehension
- Hold students accountable- more frequent check-ins, assignments aligned to test scenarios
- Also consider exit slips for more checks for understanding
- Conferencing with students
- Independent reading time would allow for this AND allow for access to a variety of literature
- More timed writing assignments

Mathematics

The 30 level courses will be completed with 2 weeks left in the term to focus on the Final Exam. Two Alberta Education field tests will be used in each course as part of student preparation. Course counselling will be increased. The Math 30-1 Pre Calc course is designed for approximately 10 to 15% of the student population (those students taking Science or Math at the post-secondary level). Currently, 40% of our students are registered in the higher level of Math. While it is admirable that students push themselves to their highest level, some students lack the background in grade 11 courses to be successful in the 30-1 course. Targeted course selection advice will lead to greater success in the grade 12 courses. Students achieved success in Relations and Functions, but struggled with Logical reasoning and Trigonometry. Math 30-2 students were above provincial average in problem solving. Math 30-1 students were below provincial average in problem solving. This will be a focus in the 30-1 course moving forward.

Social Studies 30-1

Areas of strength: Students did considerably well on identifying ideological groups that do not support civil rights movements and perspectives on individuals. We will continue to spend time on civil movements as well as individual perspectives.

Areas of weakness: Students were well below the province on source analysis questions and the source analysis written portion on the exam (Part A). We are spending considerable time on source analysis. Students are focusing on some new techniques such as using the 'grid' method by answering the who, what, when, why, where, and theme of the source. Whereas our perspective of the individual was our strength, the perspectives of the collective were weaker. Students will spend more time looking at collectives, more specifically collective identities. By spending more time evaluating, synthesizing, and analyzing sources, diploma marks will be positive in the future.

Social Studies 30-2

Areas of strength: Students did considerably well on identifying ideological groups that do not support civil rights movements and perspectives on individuals. We will continue to spend time on civil movements as well as individual perspectives.

Areas of weakness: Students were well below the province on source analysis questions and the source analysis written portion on the exam (Part A). We are spending considerable time on source analysis. Students are focusing on some new techniques such as using the 'grid' method by answering the who, what, when, why, where, and theme of the source. Whereas our perspective of the individual was our strength, the perspectives of the collective were weaker. Students will spend more time looking at collectives, more specifically collective identities. By spending more time evaluating, synthesizing, and analyzing sources, diploma marks will be positive in the future.

Biology

In our past teaching, we have used hand-in assignments in our class. We have changed the style of assessment to exit passes and more formative homework. In addition, we will incorporate scientific inquiry skills for each lab in our biology class. This involves deductive reasoning, observation and analysis based on the lab, and lastly discussion and conclusions from it. This will enhance the student's scientific literacy skills. Finally, we will introduce more technologies and disorders related to genetics, sexual reproduction, and nervous system units. This will let students experience 21st century technologies and therapies currently being developed around the world.

Chemistry

Overall, students struggled understanding scientific inquiry process and connection between theories and experimental data. First of all, more exit passes and formative assessments will be introduced to let students practice diploma type of questions. In addition, more chemical analysis opportunities are given to students to not only comprehend, but also practice the scientific inquiry process: predict, observe, analyze, evaluate, and conclude. Connections between knowledge components (theories) and experimental results will be introduced to students by providing more diploma scenarios.

Physics

We will incorporate more analysis-based lessons using diploma exemplars. On-line based virtual lab classes will be introduced to students to enhance student’s analysis skills: table and graphical analysis. In addition, we will introduce more technologies that use induced magnetic fields, photoelectric effects, and mass spectroscopies. These activities involve not only mathematical skills, but also deductive reasoning skills. Formative practices will be introduced in lessons regularly.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	85.4	83.5	78.5	82.0	83.7	85	Very High	Maintained	Excellent	85	90	90
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.	83.3	91.2	75.0	79.1	85.9	90	High	Maintained	Good	90	90	95

Comment on Results

(an assessment of progress toward achieving the target)

We are pleased with results of active citizenship. We provide opportunities within the school, as well as in the community, for students to model the characteristics of active citizenship. The increase in perceived success in attitudes and behaviours in encouraging. We strive to develop these traits in our students through encouragement and opportunity. We believe that our students continue to be successful in these areas because of the values we are able to impart through our religion program, opportunities for students to work with students from other grades, abundant sports, fine arts and leadership opportunities.

Strategies

- Older students working with younger grades through buddy programs are directly instructed on how to be good role models, but we find that just putting them in a situation where they are responsible for a younger person encourages them to be kind, respectful and models of good and kind students. Opportunities to coach younger sports teams also provides active citizenship.
- Because our Faith permeates everything we do, we are able to provide our students will strong guidance in developing positive attitudes of citizenship and behaviours that encourage success in the work place.

Notes:

1. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	46.4	22.7	70.8	*	70	*	*	*	75	80	80
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	0.0	0.0	20.8	*	20	*	*	*	20	20	20
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	*	n/a	*	*	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	*	n/a	*	*	*		*	*	*			

Comment on Results

(an assessment of progress toward achieving the target)

We are pleased with the improvement shown by our FNMI students.

Strategies

As a staff we are focussing on increasing our awareness of First Nations, Métis and Inuit student issues. Staff are expanding their knowledge of Truth and Reconciliation and Residential Schools. Our division is supporting our school by through the availability of our Indigenous Education consultant. We are continuing on our pathway of learning through the Walking Together process.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	*	*	n/a	*	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	*	*	0.0	0.0		Very High	Maintained	Excellent			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	n/a	*	*	*		*	*	*			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	*	*	*		*	*	*			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	*	*	n/a	*	n/a		n/a	n/a	n/a			

Comment on Results

(an assessment of progress toward achieving the target)

We are very pleased with our FNMI drop out rate.

Strategies

As a staff we are focussing on increasing our awareness of First Nations, Métis and Inuit student issues. Staff are expanding their knowledge of Truth and Reconciliation and Residential Schools. Our division is supporting our school by through the availability of our Indigenous Education consultant. We are continuing on our pathway of learning through the Walking Together process.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.

Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	90.6	88.7	90.6	88.0	92.0	95	Very High	Maintained	Excellent	95	95	95

Comment on Results

(an assessment of progress toward achieving the target)

We are pleased with our high achievement in this area.

Strategies

We continue to teach care and respect through our Religion courses and the opportunity our students have to interact with our division chaplain. Awareness and respect of others continues to be taught in elementary through zones of regulation concepts.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	77.5	76.9	76.9	68.9	65.7	70	Very Low	Declined	Concern	75	80	85

Comment on Results

(an assessment of progress toward achieving the target)

We are disappointed in the decline in results of this outcome. We currently offer options for Music and Drama (Fine Arts), CTS and myBlueprints, (Career), CTS and Graphic Design (Technology). We offer an Active Living option and Physical Education classes for each grade. Foods options are available in grades 7 to 11. Jr. high students have the opportunity to take up to 6 options per semester.

Strategies

In an effort to engage the interests of more students, we have changed the timetabling and implementation of Jr high options. We plan to move to a more efficient registration process for our options. Increasing awareness of our work experience placements and Registered Apprenticeship Programs is also a goal for our school.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	89.8	85.9	73.2	67.7	79.5	85	High	Maintained	Good	85	90	95
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	78.8	78.2	88.6	88.8	75.2	80	Intermediate	Maintained	Acceptable	85	90	95
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.7	90.6	90.7	89.0	89.2	90	High	Maintained	Good	90	95	95

Comment on Results

(an assessment of progress toward achieving the target)

We are pleased with the respondents of our school improving or staying the same and the overall quality of education. We are concerned with the drop in the percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. We will endeavor to improve our communication with parents. Further questions from this year's survey will help enlighten us to the nature of these concerns.

Strategies

We will continue to use a variety of platforms (social media, email, school newsletters) to communicate with our parents. Our teachers will continue to provide communication to parents regarding the progress and development of their child.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

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.

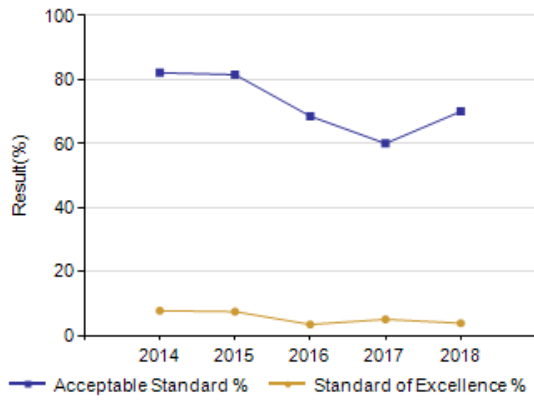
Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	85.7	14.3	88.9	0.0	85.7	0.0	100.0	0.0	75.0	0.0	100	20
	Authority	92.1	15.8	87.2	8.0	90.1	5.6	90.4	11.6	88.4	10.4		
	Province	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2		
English Lang Arts 30-2	School	*	*	*	*	85.7	0.0	90.9	0.0	100.0	0.0	100	20
	Authority	97.7	23.3	96.1	19.6	94.1	12.9	94.1	7.9	92.5	15.1		
	Province	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1		
French Lang Arts 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100	20
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	96.6	14.6	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0		
Français 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100	20
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	99.3	29.2	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0		
Mathematics 30-1	School	*	*	71.4	0.0	50.0	0.0	*	*	71.4	14.3	100	20
	Authority	81.3	25.0	64.5	11.8	62.0	15.2	58.7	22.1	64.9	19.5		
	Province	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3		
Mathematics 30-2	School	*	*	*	*	66.7	11.1	9.1	0.0	72.7	18.2	100	20
	Authority	72.3	13.8	62.4	9.4	69.0	12.0	62.6	8.1	73.2	10.6		
	Province	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4		
Social Studies 30-1	School	83.3	0.0	88.9	11.1	71.4	0.0	*	*	77.8	0.0	100	20
	Authority	94.2	20.4	89.8	14.3	87.9	7.9	87.8	15.4	89.6	12.8		
	Province	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7		
Social Studies 30-2	School	*	*	*	*	71.4	14.3	54.5	0.0	90.0	0.0	100	20
	Authority	88.5	21.9	91.1	20.5	88.3	20.4	79.8	8.8	83.8	13.7		
	Province	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2		
Biology 30	School	*	*	100.0	28.6	83.3	8.3	*	*	66.7	0.0	100	20
	Authority	81.5	22.8	79.0	25.9	84.7	21.8	74.3	20.0	74.2	17.2		
	Province	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6		
Chemistry 30	School	*	*	62.5	0.0	46.2	0.0	50.0	16.7	20.0	0.0	100	20
	Authority	89.0	41.5	82.8	16.1	80.4	29.3	73.8	35.0	78.8	24.7		
	Province	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3		
Physics 30	School	*	*	*	*	*	*	*	*	*	*	100	20
	Authority	88.0	16.0	84.0	22.0	71.7	18.9	88.5	29.5	82.5	19.3		
	Province	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6		
Science 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100	20
	Authority	90.1	33.0	86.6	30.9	88.9	32.3	87.2	25.6	86.4	25.2		
	Province	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

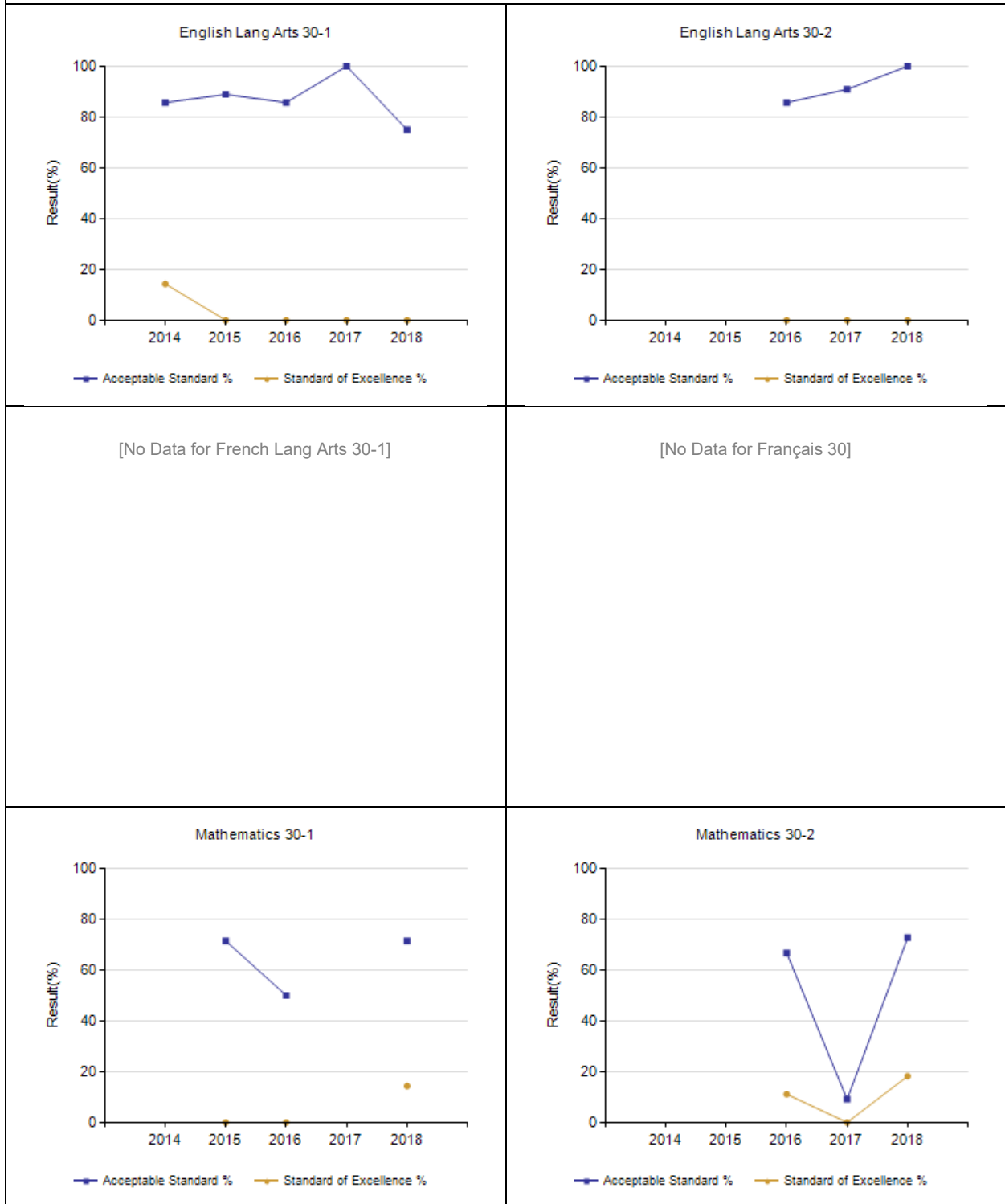
Graph of Diploma Examination Results – Overall



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
3. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

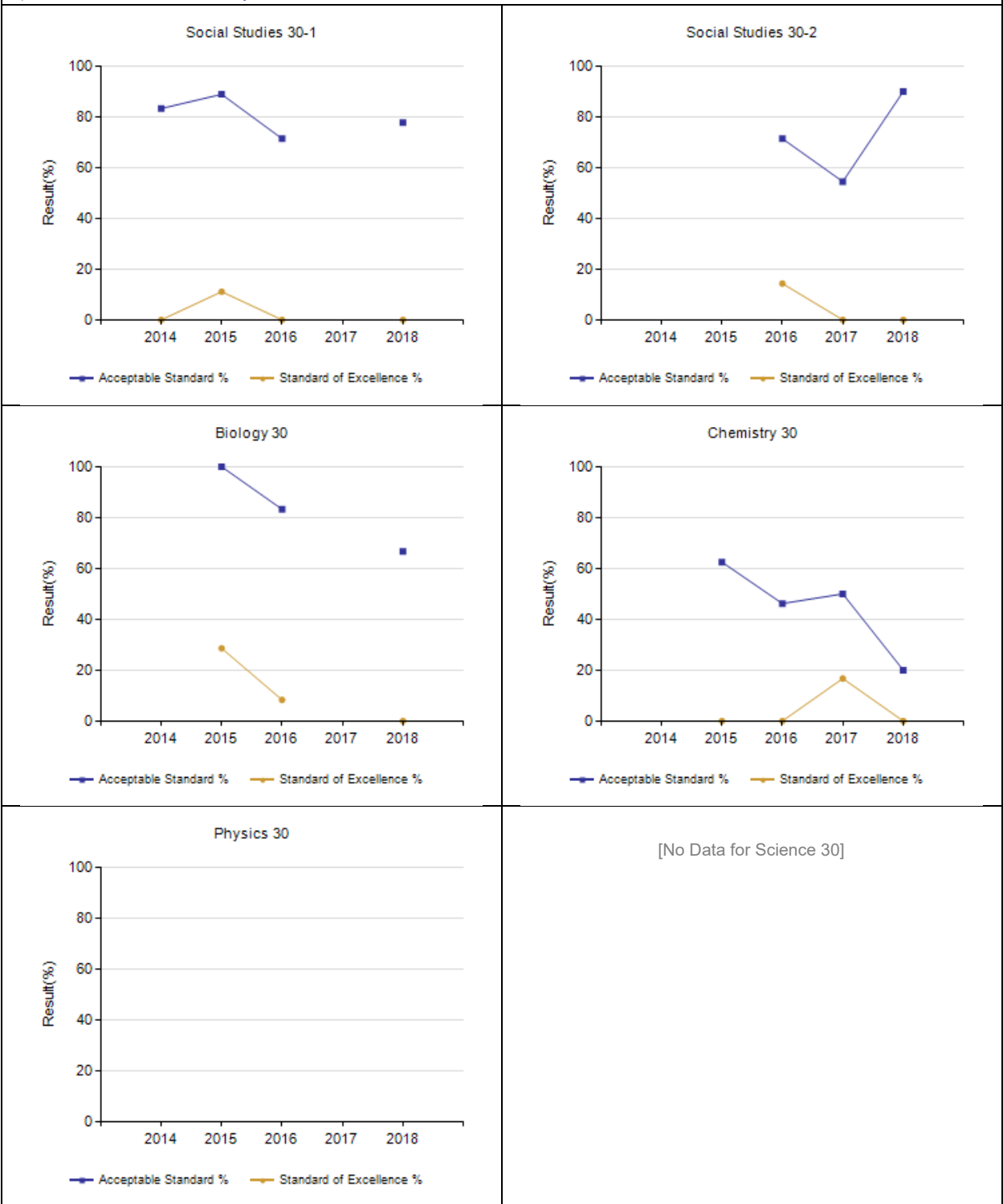
Diploma Examination Results by Course



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
3. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Diploma Examination Results by Course



Notes:
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Diploma Examination Results Course By Course Summary With Measure Evaluation

		St. Mary Catholic School							Alberta			
Course	Measure	Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	Declined	Concern	12	75.0	10	91.5	30,393	87.5	29,349	86.6
	Standard of Excellence	Very Low	Maintained	Concern	12	0.0	10	0.0	30,393	13.2	29,349	11.3
English Lang Arts 30-2	Acceptable Standard	Very High	Maintained	Excellent	6	100.0	9	88.3	16,184	88.0	16,632	89.1
	Standard of Excellence	Very Low	Maintained	Concern	6	0.0	9	0.0	16,184	13.1	16,632	11.7
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,230	93.8	1,312	94.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,230	11.0	1,312	9.3
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	97.4	146	97.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	23.0	146	18.6
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	7	71.4	9	60.7	20,148	77.8	20,605	73.3
	Standard of Excellence	n/a	n/a	n/a	7	14.3	9	0.0	20,148	35.3	20,605	29.4
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	11	72.7	10	37.9	14,362	74.2	13,516	74.7
	Standard of Excellence	n/a	n/a	n/a	11	18.2	10	5.6	14,362	16.4	13,516	16.1
Social Studies 30-1	Acceptable Standard	Low	Maintained	Issue	9	77.8	12	80.2	21,793	86.2	21,941	86.0
	Standard of Excellence	Very Low	Maintained	Concern	9	0.0	12	5.6	21,793	17.7	21,941	15.1
Social Studies 30-2	Acceptable Standard	High	Improved	Good	10	90.0	9	63.0	20,391	78.8	19,847	81.0
	Standard of Excellence	Very Low	Maintained	Concern	10	0.0	9	7.1	20,391	12.2	19,847	12.7
Biology 30	Acceptable Standard	Very Low	Declined	Concern	12	66.7	10	91.7	23,026	86.6	22,263	85.0
	Standard of Excellence	Very Low	Declined	Concern	12	0.0	10	18.5	23,026	36.6	22,263	32.6
Chemistry 30	Acceptable Standard	Very Low	Declined	Concern	10	20.0	9	52.9	18,770	83.6	19,031	82.3
	Standard of Excellence	Very Low	Maintained	Concern	10	0.0	9	5.6	18,770	38.3	19,031	35.8
Physics 30	Acceptable Standard	*	*	*	3	*	n/a	n/a	9,679	86.2	10,276	85.1
	Standard of Excellence	*	*	*	3	*	n/a	n/a	9,679	43.6	10,276	39.1
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,426	85.4	8,651	84.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,426	31.5	8,651	27.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

Notes:

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Improvement Table

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

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

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

Overall Evaluation Table

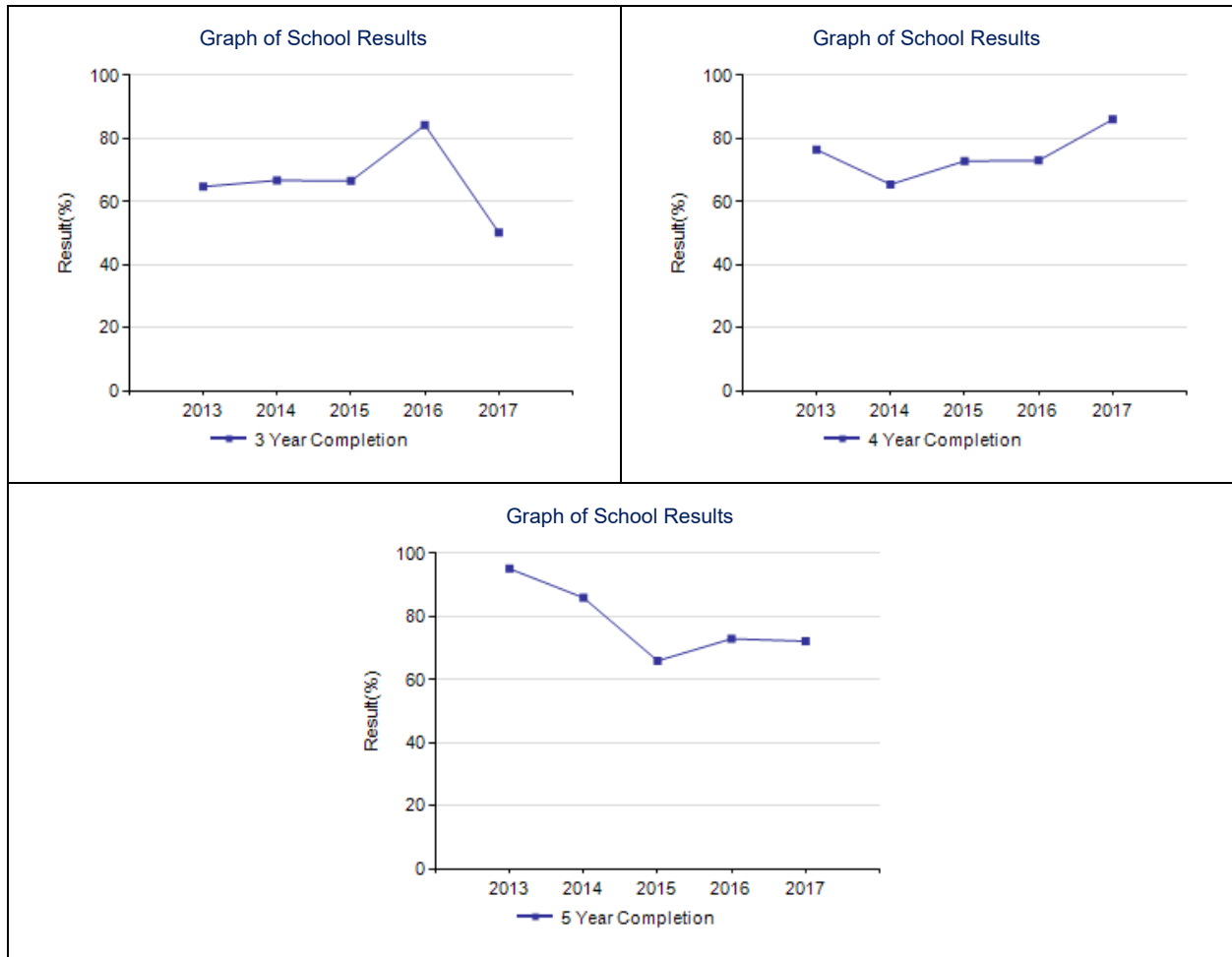
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

High School Completion Rate – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
3 Year Completion	64.7	66.7	66.5	84.2	50.1	82.9	85.2	86.2	87.0	87.5	75.3	76.5	76.5	78.0	78.0
4 Year Completion	76.4	65.4	72.8	73.0	86.0	84.2	86.9	90.5	90.7	90.8	79.6	79.9	81.0	81.2	82.6
5 Year Completion	95.1	85.9	65.9	72.9	72.1	93.3	88.8	88.4	92.0	91.2	81.5	82.0	82.1	83.2	83.4

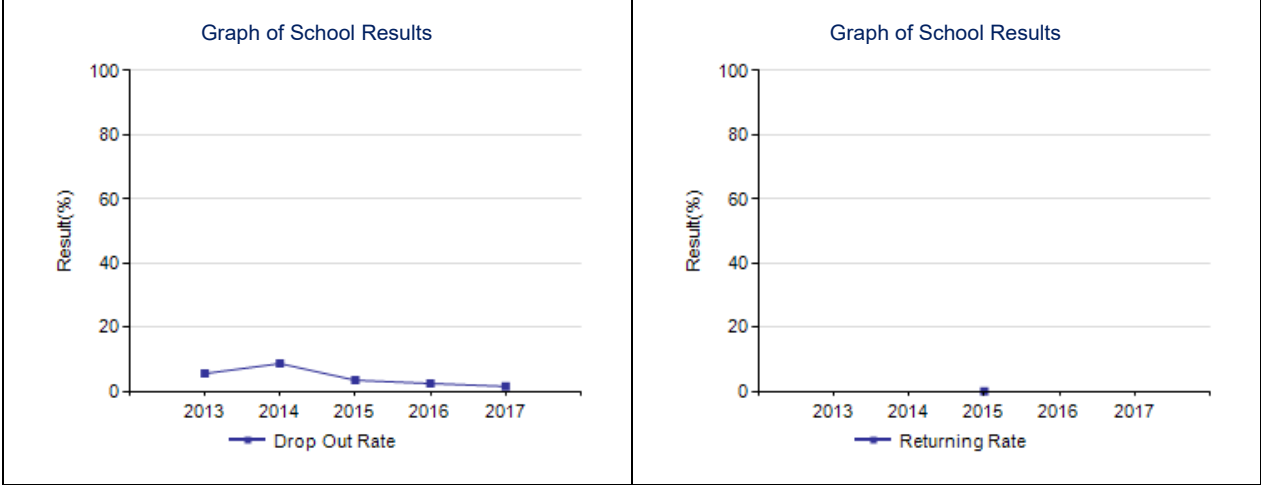


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
3. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort caused by one authority.

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Drop Out Rate	5.5	8.6	3.4	2.4	1.5	2.1	2.5	1.5	1.2	0.8	3.3	3.5	3.2	3.0	2.3
Returning Rate	*	*	0.0	*	*	27.9	31.3	13.3	42.9	0.0	20.7	20.9	18.2	18.9	19.9

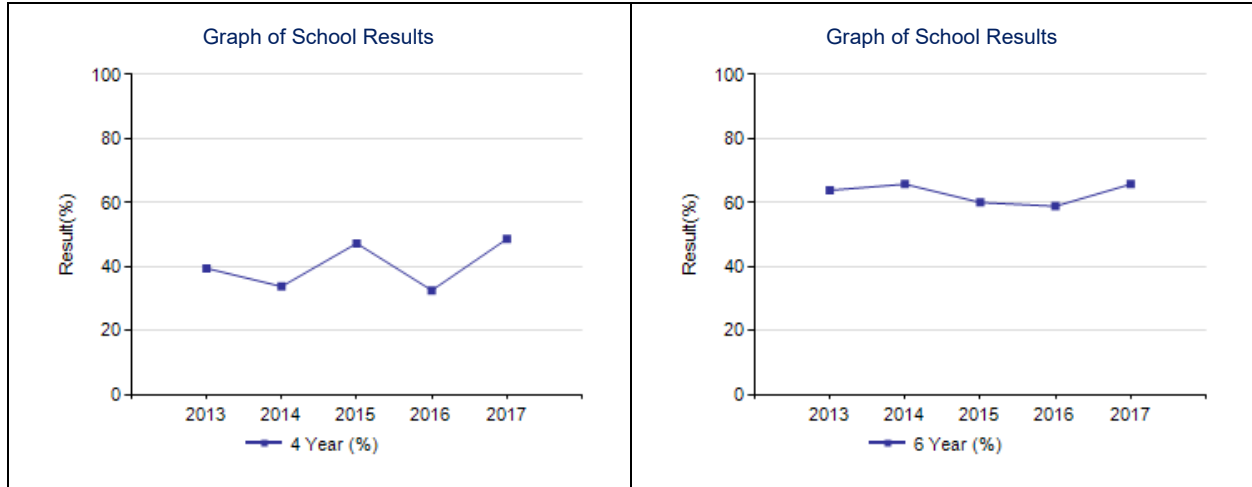


Notes:
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
4 Year Rate	39.4	33.7	47.2	32.5	48.6	36.5	39.2	40.3	41.6	44.8	39.7	38.3	37.0	37.0	39.3
6 Year Rate	63.8	65.7	60.0	58.8	65.7	64.2	61.9	66.0	61.5	67.4	59.0	59.7	59.4	57.9	58.7



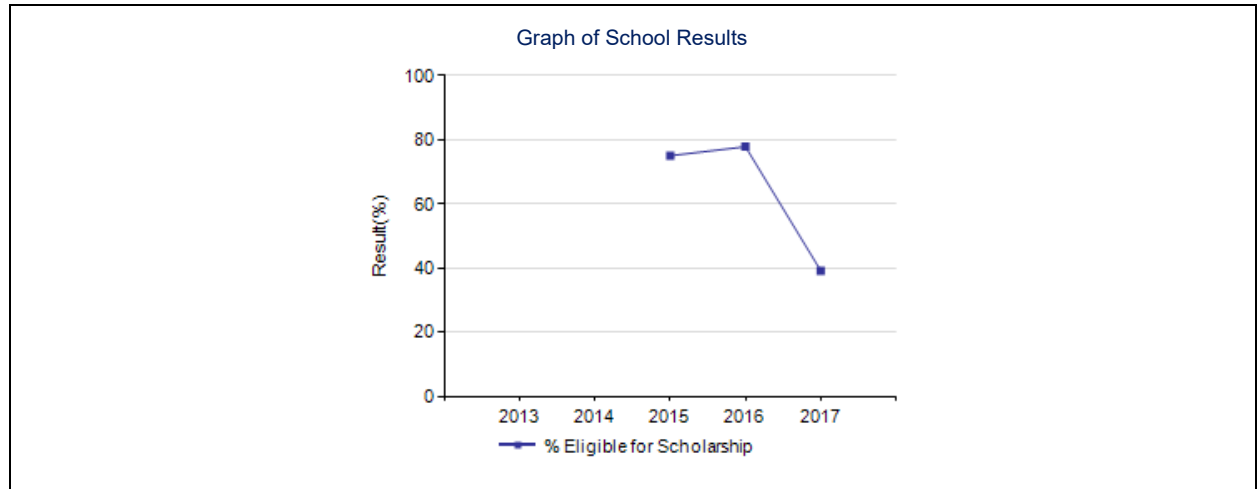
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Rutherford Scholarship Eligibility Rate	n/a	n/a	75.0	77.8	39.1	n/a	n/a	72.1	71.8	66.0	n/a	n/a	60.8	62.3	63.4

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
2013	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	16	11	68.8	11	68.8	7	43.8	12	75.0
2016	18	13	72.2	12	66.7	8	44.4	14	77.8
2017	23	9	39.1	8	34.8	4	17.4	9	39.1



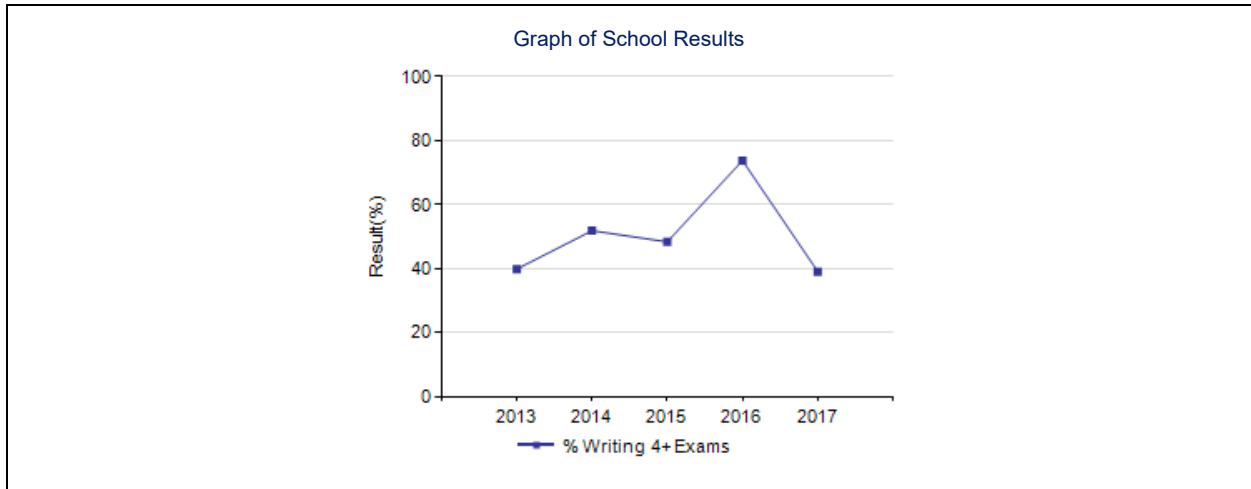
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
3. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.

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.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
% Writing 0 Exams	15.4	25.9	15.4	5.3	16.5	8.6	7.6	8.1	7.2	6.1	16.6	15.7	15.7	15.0	14.8
% Writing 1+ Exams	84.6	74.1	84.6	94.7	83.5	91.4	92.4	91.9	92.8	93.9	83.4	84.3	84.3	85.0	85.2
% Writing 2+ Exams	79.6	74.1	72.5	94.7	83.5	88.0	90.1	88.3	90.7	92.6	80.3	81.4	81.2	82.0	82.3
% Writing 3+ Exams	59.7	66.7	60.4	89.5	72.4	76.0	75.8	74.9	79.1	79.5	63.3	65.0	64.7	65.2	66.1
% Writing 4+ Exams	39.8	51.8	48.3	73.7	39.0	65.4	66.8	64.1	65.4	64.4	50.1	54.4	54.6	54.9	55.7
% Writing 5+ Exams	39.8	44.4	36.3	47.4	27.8	46.6	43.1	38.8	44.3	41.2	31.5	36.3	37.1	37.5	37.8
% Writing 6+ Exams	24.9	14.8	18.1	10.5	11.1	20.1	17.0	17.1	12.8	17.3	11.4	13.1	13.8	13.6	13.9



Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
English Language Arts 30-1	57.1	57.1	58.8	63.2	27.8	50.0	50.9	48.2	58.0	54.8	53.9	54.0	53.2	54.0	55.0
English Language Arts 30-2	23.8	14.3	11.8	31.6	55.6	40.8	38.1	40.6	33.7	40.2	27.1	28.0	28.7	28.7	28.8
Total of 1 or more English Diploma Exams	81.0	71.4	70.6	94.7	83.3	88.2	88.9	87.1	90.1	92.1	78.7	79.7	79.5	80.1	80.9
Social Studies 30-1	52.4	42.9	47.1	63.2	27.8	48.3	46.0	41.1	53.5	51.0	45.8	45.1	43.5	45.1	44.9
Social Studies 30-2	23.8	28.6	23.5	31.6	55.6	40.8	42.9	47.8	36.6	41.8	33.7	35.2	36.7	35.8	36.4
Total of 1 or more Social Diploma Exams	76.2	71.4	70.6	94.7	83.3	87.8	88.9	87.9	89.7	92.1	78.8	79.6	79.5	80.3	80.7
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7.2	0.1	0.0	0.0	0.0
Applied Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.0
Mathematics 30-1	42.9	28.6	41.2	47.4	11.1	37.0	35.0	30.4	35.0	36.0	29.7	37.3	37.1	36.4	35.5
Mathematics 30-2	9.5	35.7	23.5	42.1	61.1	29.4	37.6	33.5	33.3	31.4	16.7	21.4	22.4	23.7	25.1
Total of 1 or more Math Diploma Exams	52.4	64.3	64.7	89.5	72.2	64.7	70.4	62.9	67.5	66.5	52.1	57.0	57.6	58.3	58.6
Biology 30	42.9	35.7	41.2	52.6	27.8	51.3	43.8	45.5	45.3	48.5	42.2	41.4	40.6	40.7	41.7
Chemistry 30	38.1	35.7	41.2	63.2	27.8	34.5	33.2	33.0	35.0	38.1	31.5	34.7	35.7	35.6	35.1
Physics 30	23.8	35.7	23.5	15.8	11.1	19.7	21.2	16.5	21.0	23.0	17.3	20.0	19.9	19.3	18.6
Science 30	0.0	0.0	0.0	0.0	11.1	34.9	37.2	38.8	36.6	26.8	9.8	12.8	14.1	15.7	16.9
Total of 1 or more Science Diploma Exams	42.9	50.0	52.9	73.7	38.9	72.7	71.7	73.7	75.7	74.5	57.3	59.4	59.8	60.5	61.2
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.3	0.2	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.7	2.7	2.8	2.8	3.0
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.0	2.9	3.0	3.1	3.3

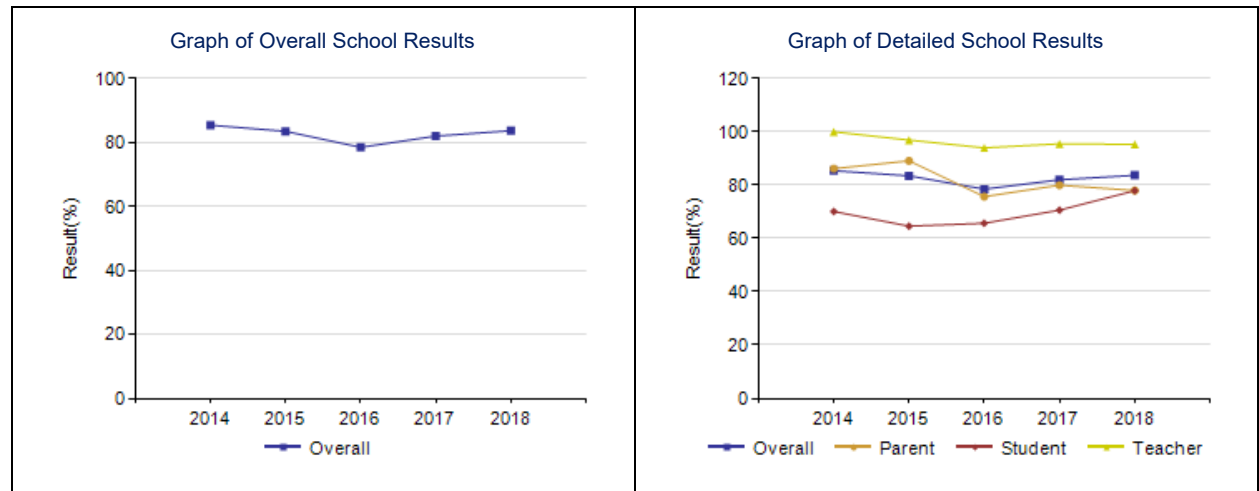
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
4. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort caused by one authority.

Citizenship – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	85.4	83.5	78.5	82.0	83.7	83.7	84.2	81.6	84.2	85.2	83.4	83.5	83.9	83.7	83.0
Teacher	100.0	96.9	94.0	95.5	95.3	97.5	97.7	98.4	98.0	98.1	93.8	94.2	94.5	94.0	93.4
Parent	86.2	89.1	75.7	80.0	78.0	83.3	83.6	77.6	84.0	83.6	81.9	82.1	82.9	82.7	81.7
Student	70.1	64.6	65.7	70.6	77.9	70.4	71.5	68.8	70.6	73.8	74.5	74.2	74.5	74.4	73.9

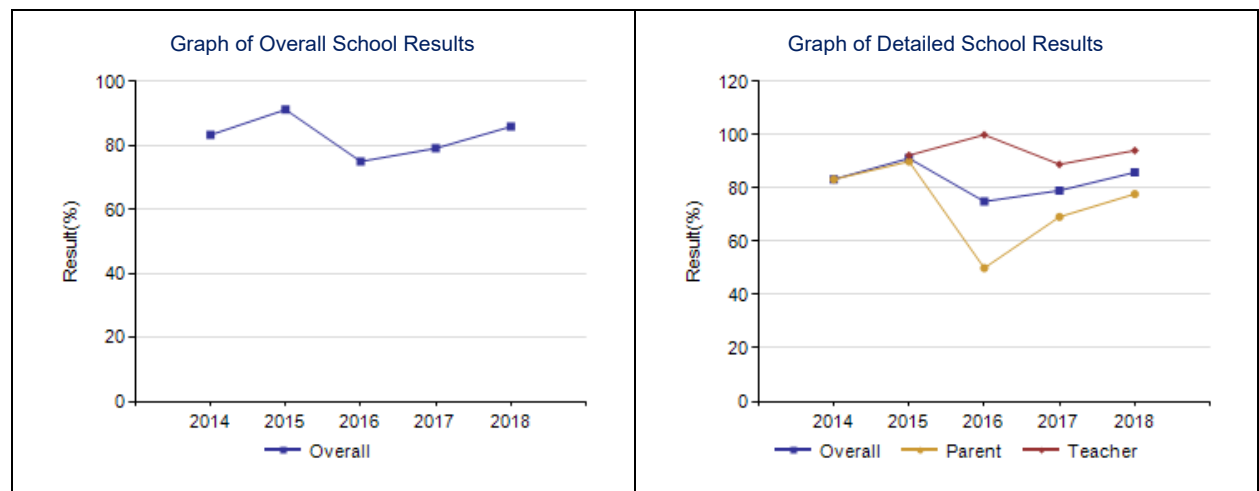


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey 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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	83.3	91.2	75.0	79.1	85.9	85.7	83.0	81.0	86.0	84.7	81.2	82.0	82.6	82.7	82.4
Teacher	*	92.3	100.0	88.9	94.1	93.3	91.0	96.1	94.7	94.3	89.3	89.7	90.5	90.4	90.3
Parent	83.3	90.0	50.0	69.2	77.8	78.1	75.0	66.0	77.3	75.0	73.1	74.2	74.8	75.1	74.6



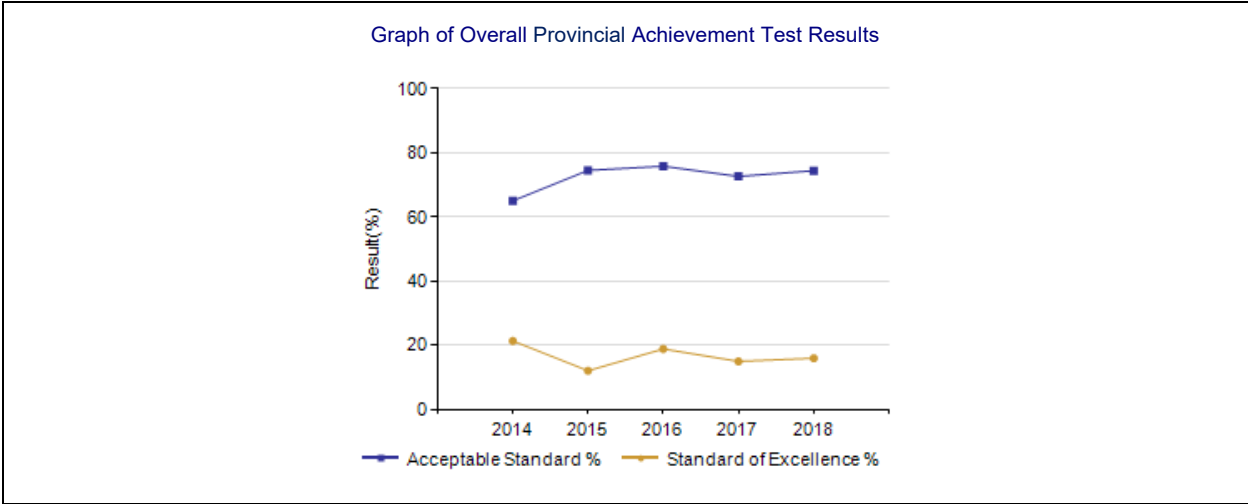
- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	100.0	23.5	91.7	16.7	93.1	24.1	89.5	15.8	94.4	11.1	100	20
	Authority	89.0	17.8	89.7	15.4	89.8	17.9	85.8	10.4	88.0	15.6		
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
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	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3		
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	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1		
Mathematics 6	School	82.4	41.2	83.3	12.5	79.3	20.7	73.7	5.3	83.3	11.1	100	20
	Authority	76.1	13.3	78.8	11.5	78.3	11.2	72.9	8.8	79.1	9.6		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0		
Science 6	School	82.4	52.9	87.5	29.2	82.8	37.9	94.7	26.3	94.4	44.4	100	20
	Authority	80.9	23.6	83.3	21.8	87.5	27.2	85.2	25.9	86.4	33.2		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5		
Social Studies 6	School	64.7	35.3	79.2	12.5	79.3	27.6	89.5	5.3	88.9	27.8	100	20
	Authority	74.8	14.9	74.4	13.8	74.4	18.8	79.8	17.0	79.7	22.9		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2		
English Language Arts 9	School	73.9	13.0	79.2	4.2	77.4	9.7	73.9	17.4	78.3	8.7	100	20
	Authority	84.3	14.6	82.1	9.7	84.1	11.1	82.9	11.8	79.0	10.7		
	Province	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7		
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	84.6	0.0	65.2	0.0	90.9	0.0	50.0	8.3		
	Province	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9		
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	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8		
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	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3		
Mathematics 9	School	30.4	4.3	50.0	8.3	58.1	12.9	52.2	21.7	39.1	0.0	100	20
	Authority	72.8	14.8	67.8	13.0	64.4	10.9	65.6	12.4	56.0	9.7		
	Province	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100	20
	Authority	75.0	8.3	71.4	19.0	62.5	4.2	82.4	0.0	53.8	7.7		
	Province	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6		
Science 9	School	60.9	8.7	66.7	0.0	74.2	9.7	69.6	13.0	82.6	21.7	100	20
	Authority	82.4	25.0	78.6	18.5	79.6	19.2	77.3	19.3	82.6	20.7		
	Province	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4		
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	*	*	81.8	27.3	77.8	22.2	90.9	0.0	25.0	0.0		
	Province	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3		
Social Studies 9	School	43.5	8.7	58.3	12.5	64.5	9.7	47.8	13.0	47.8	8.7	100	20
	Authority	72.7	28.1	70.5	19.9	64.3	15.4	73.8	21.2	67.7	17.2		
	Province	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5		
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	80.0	10.0	70.0	40.0	76.5	5.9	70.0	10.0	44.4	11.1		
	Province	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2		

Notes:

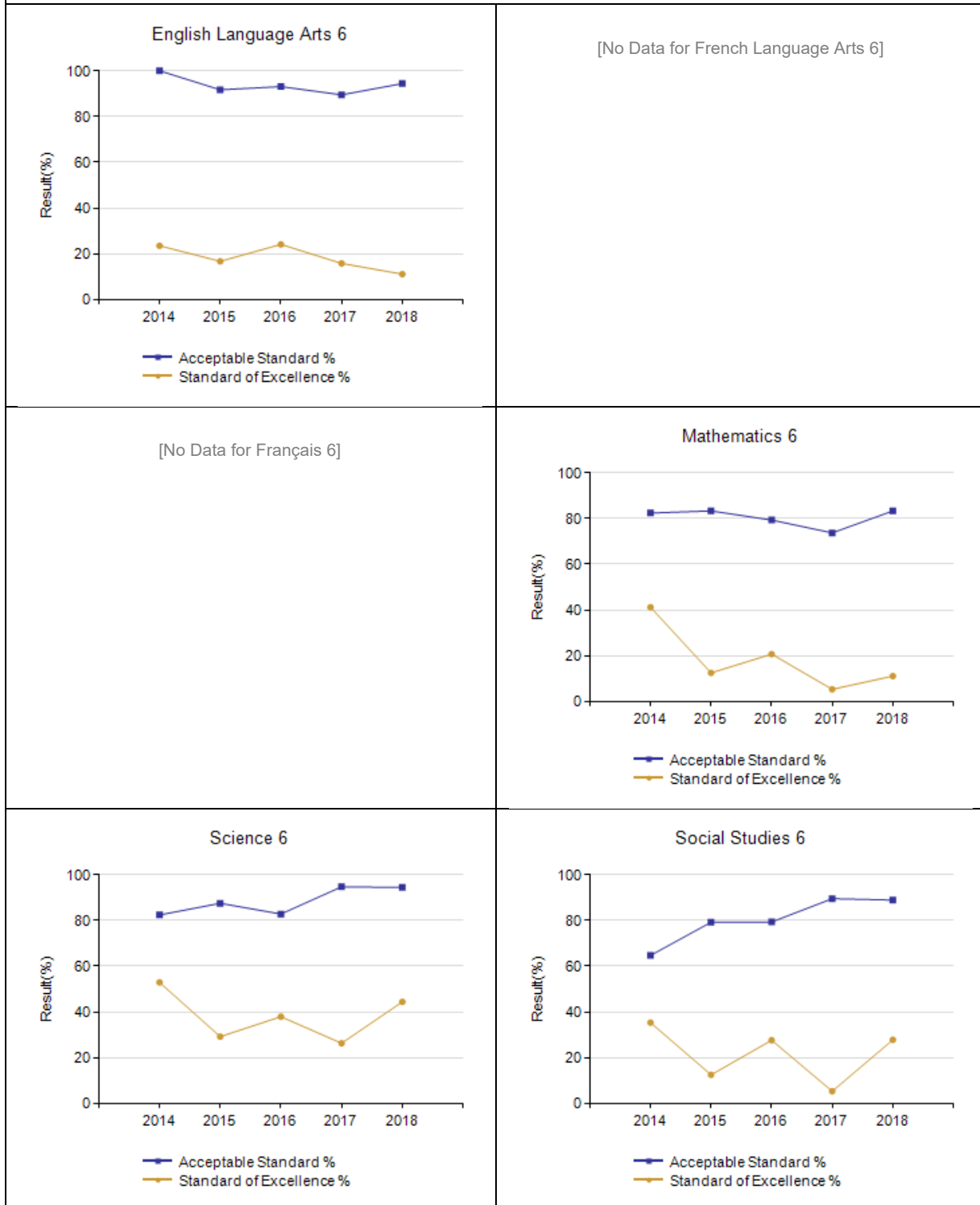
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



Notes:

- 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Graph of Provincial Achievement Test Results by Course



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

Notes:

Graph of Provincial Achievement Test Results by Course																			
<p style="text-align: center;">English Language Arts 9</p> <table border="1"> <caption>English Language Arts 9 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>75</td> <td>15</td> </tr> <tr> <td>2015</td> <td>80</td> <td>5</td> </tr> <tr> <td>2016</td> <td>78</td> <td>10</td> </tr> <tr> <td>2017</td> <td>75</td> <td>20</td> </tr> <tr> <td>2018</td> <td>80</td> <td>10</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2014	75	15	2015	80	5	2016	78	10	2017	75	20	2018	80	10	<p>[No Data for English Lang Arts 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2014	75	15																	
2015	80	5																	
2016	78	10																	
2017	75	20																	
2018	80	10																	
<p>[No Data for French Language Arts 9]</p>	<p>[No Data for Français 9]</p>																		
<p style="text-align: center;">Mathematics 9</p> <table border="1"> <caption>Mathematics 9 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>30</td> <td>5</td> </tr> <tr> <td>2015</td> <td>50</td> <td>10</td> </tr> <tr> <td>2016</td> <td>60</td> <td>15</td> </tr> <tr> <td>2017</td> <td>50</td> <td>20</td> </tr> <tr> <td>2018</td> <td>40</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2014	30	5	2015	50	10	2016	60	15	2017	50	20	2018	40	0	<p>[No Data for Mathematics 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2014	30	5																	
2015	50	10																	
2016	60	15																	
2017	50	20																	
2018	40	0																	

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Graph of Provincial Achievement Test Results by Course

<p style="text-align: center;">Science 9</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>60</td> <td>10</td> </tr> <tr> <td>2015</td> <td>68</td> <td>0</td> </tr> <tr> <td>2016</td> <td>75</td> <td>10</td> </tr> <tr> <td>2017</td> <td>70</td> <td>15</td> </tr> <tr> <td>2018</td> <td>82</td> <td>22</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2014	60	10	2015	68	0	2016	75	10	2017	70	15	2018	82	22	<p>[No Data for Science 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2014	60	10																	
2015	68	0																	
2016	75	10																	
2017	70	15																	
2018	82	22																	
<p style="text-align: center;">Social Studies 9</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>45</td> <td>10</td> </tr> <tr> <td>2015</td> <td>58</td> <td>12</td> </tr> <tr> <td>2016</td> <td>65</td> <td>10</td> </tr> <tr> <td>2017</td> <td>48</td> <td>12</td> </tr> <tr> <td>2018</td> <td>48</td> <td>10</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2014	45	10	2015	58	12	2016	65	10	2017	48	12	2018	48	10	<p>[No Data for Social Studies 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2014	45	10																	
2015	58	12																	
2016	65	10																	
2017	48	12																	
2018	48	10																	

otes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

;

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	St. Mary Catholic School							Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	18	94.4	24	91.4	51,540	83.5	48,248	82.7
	Standard of Excellence	Low	Maintained	Issue	18	11.1	24	18.9	51,540	17.9	48,248	19.6
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	85.2	3,007	86.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	12.3	3,007	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	93.3	528	90.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	23.1	528	18.0
Mathematics 6	Acceptable Standard	High	Maintained	Good	18	83.3	24	78.8	51,486	72.9	48,172	71.6
	Standard of Excellence	Low	Maintained	Issue	18	11.1	24	12.8	51,486	14.0	48,172	13.6
Science 6	Acceptable Standard	Very High	Maintained	Excellent	18	94.4	24	88.3	51,517	78.8	48,180	77.1
	Standard of Excellence	Very High	Maintained	Excellent	18	44.4	24	31.1	51,517	30.5	48,180	27.1
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	18	88.9	24	82.7	51,525	75.1	48,170	71.4
	Standard of Excellence	High	Improved	Good	18	27.8	24	15.1	51,525	23.2	48,170	20.6
English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	23	78.3	26	76.8	46,822	76.1	44,296	76.5
	Standard of Excellence	Low	Maintained	Issue	23	8.7	26	10.4	46,822	14.7	44,296	14.9
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	55.7	1,543	60.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	5.9	1,543	5.6
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	81.4	2,660	84.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	9.8	2,660	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	82.7	391	87.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	22.3	391	24.4
Mathematics 9	Acceptable Standard	Very Low	Declined	Concern	23	39.1	26	53.4	46,603	59.2	43,851	66.8
	Standard of Excellence	Very Low	Declined	Concern	23	0.0	26	14.3	46,603	15.0	43,851	18.1
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	57.4	1,983	59.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	13.6	1,983	13.6
Science 9	Acceptable Standard	Very High	Improved	Excellent	23	82.6	26	70.1	46,810	75.7	44,341	74.1
	Standard of Excellence	Very High	Improved	Excellent	23	21.7	26	7.6	46,810	24.4	44,341	22.2
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	64.6	1,522	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	12.3	1,522	14.3
Social Studies 9	Acceptable Standard	Very Low	Maintained	Concern	23	47.8	26	56.9	46,840	66.7	44,267	65.6
	Standard of Excellence	Very Low	Maintained	Concern	23	8.7	26	11.7	46,840	21.5	44,267	19.4
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	55.2	1,493	57.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	14.2	1,493	11.8

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

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:

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. 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

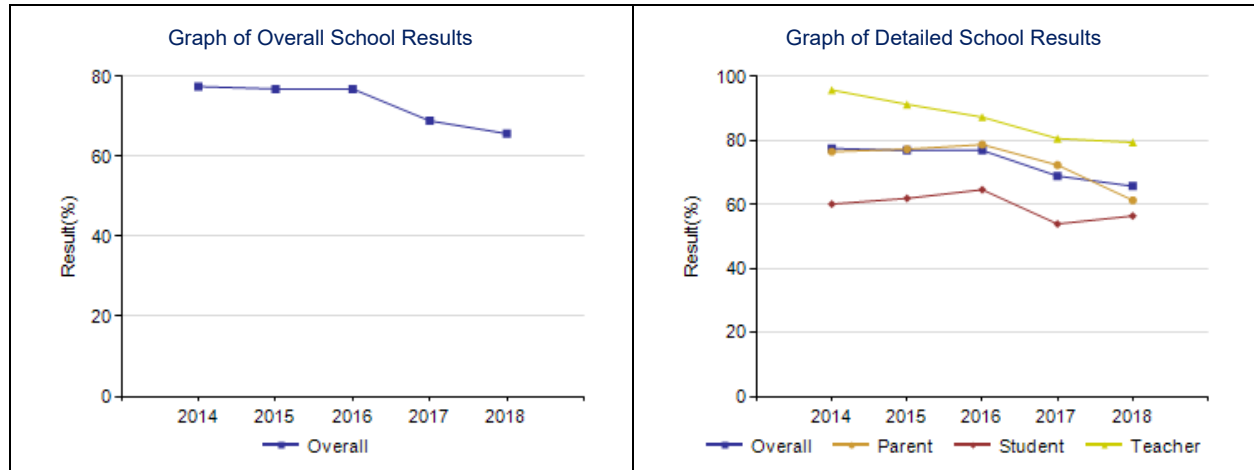
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	77.5	76.9	76.9	68.9	65.7	84.8	84.8	84.8	83.6	85.7	81.3	81.3	81.9	81.9	81.8
Teacher	95.8	91.3	87.3	80.6	79.4	91.5	94.0	94.1	92.6	91.9	87.5	87.2	88.1	88.0	88.4
Parent	76.5	77.3	78.7	72.3	61.3	83.0	79.9	80.3	81.8	82.6	79.9	79.9	80.1	80.1	79.9
Student	60.1	61.9	64.6	53.9	56.4	79.9	80.6	80.0	76.3	82.5	76.6	76.9	77.5	77.7	77.2

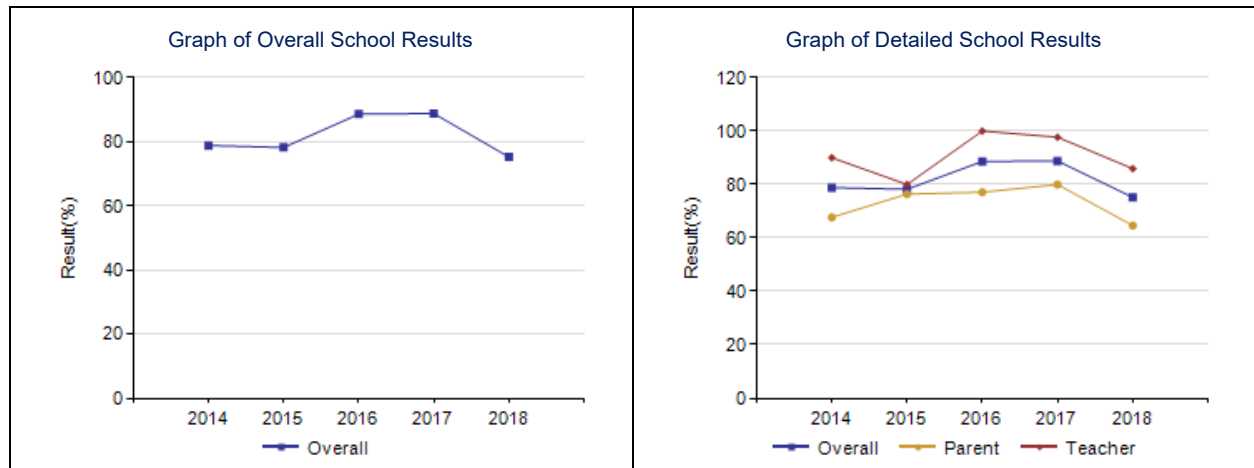


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	78.8	78.2	88.6	88.8	75.2	82.6	83.0	75.4	82.5	82.0	80.6	80.7	80.9	81.2	81.2
Teacher	90.0	80.0	100.0	97.7	85.9	93.2	93.4	89.4	91.4	89.7	88.0	88.1	88.4	88.5	88.9
Parent	67.7	76.4	77.1	80.0	64.6	71.9	72.7	61.5	73.6	74.3	73.1	73.4	73.5	73.9	73.4

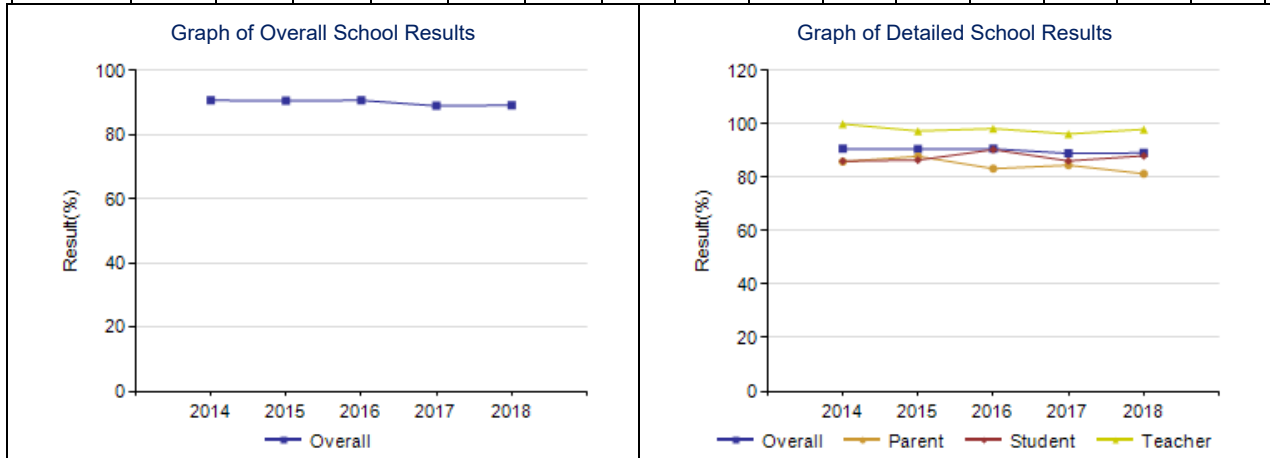


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	90.7	90.6	90.7	89.0	89.2	90.2	91.3	88.7	91.3	91.8	89.2	89.5	90.1	90.1	90.0
Teacher	100.0	97.4	98.3	96.3	98.0	96.8	97.9	97.7	97.8	98.2	95.5	95.9	96.0	95.9	95.8
Parent	85.9	87.9	83.3	84.6	81.4	87.6	88.8	83.5	89.4	88.7	84.7	85.4	86.1	86.4	86.0
Student	86.1	86.5	90.4	86.2	88.1	86.1	87.1	85.0	86.7	88.6	87.3	87.4	88.0	88.1	88.2

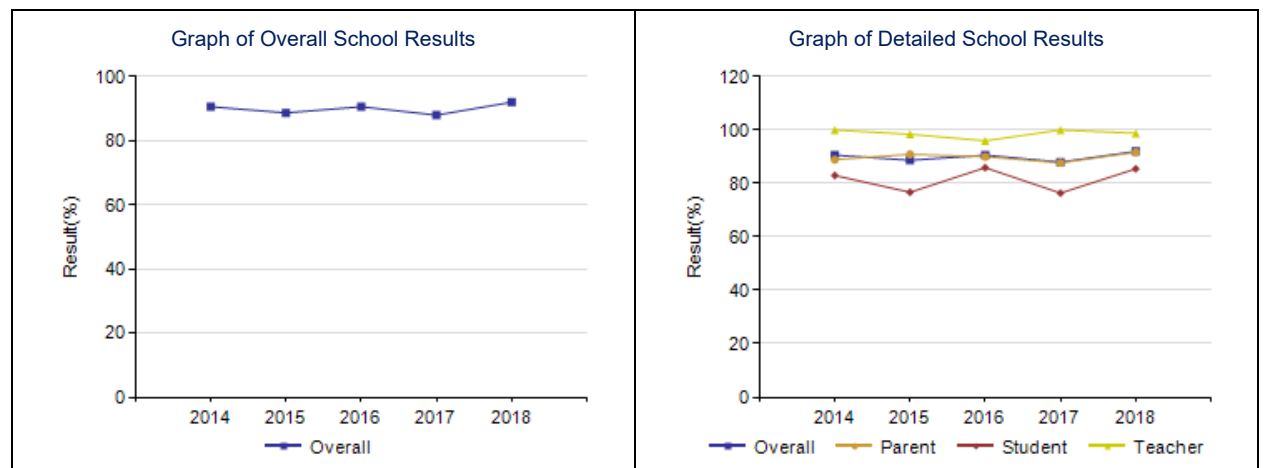


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	90.6	88.7	90.6	88.0	92.0	89.1	89.7	88.2	89.4	90.6	89.1	89.2	89.5	89.5	89.0
Teacher	100.0	98.4	96.0	100.0	98.8	97.2	96.1	97.6	96.9	97.9	95.3	95.4	95.4	95.3	95.0
Parent	88.9	90.9	90.0	87.7	91.7	88.1	90.1	86.9	90.6	90.4	88.9	89.3	89.8	89.9	89.4
Student	83.0	76.7	85.9	76.4	85.5	82.0	82.8	80.1	80.7	83.4	83.1	83.0	83.4	83.3	82.5

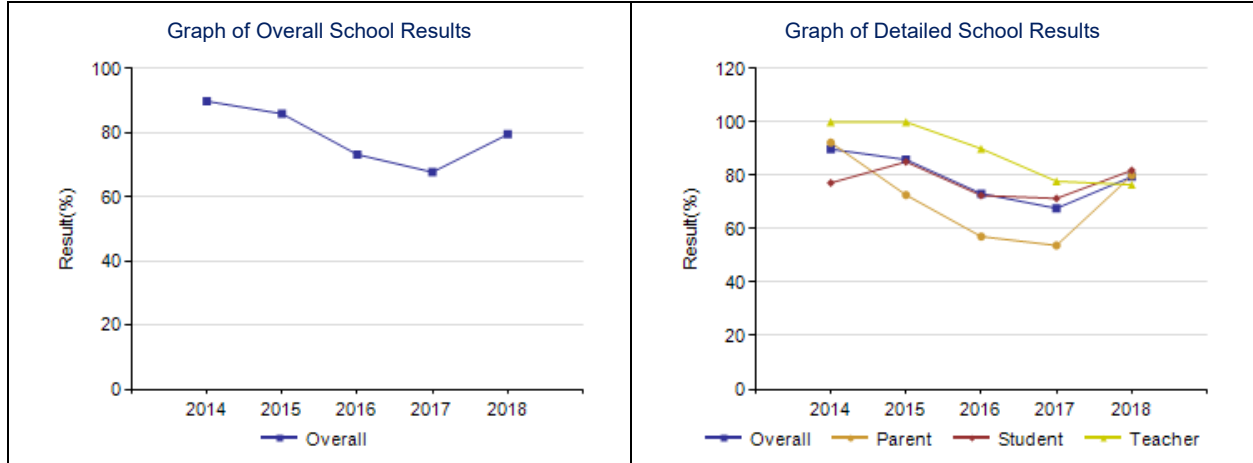


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	89.8	85.9	73.2	67.7	79.5	82.8	83.8	81.4	81.9	85.0	79.8	79.6	81.2	81.4	80.3
Teacher	100.0	100.0	90.0	77.8	76.5	87.6	88.4	91.2	82.8	87.3	81.3	79.8	82.3	82.2	81.5
Parent	92.3	72.7	57.1	53.8	80.0	81.5	80.1	73.6	81.1	83.4	77.0	78.5	79.7	80.8	79.3
Student	77.2	85.1	72.5	71.4	81.9	79.2	82.9	79.4	81.7	84.4	81.2	80.7	81.5	81.1	80.2



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.