

St. Peter the Apostle Catholic High School

Annual Report & Three Year (AERR) Plan 2018-2021



**“And I tell you, you are Peter, and on this rock I will build my church...
Matthew 16:18**

Principal Message

**“And I tell you, you are Peter, and on this rock I will build my church...
Matthew 16:18**

Our beautiful school opened its new doors in 2012-2013 with 776 students. On September 30th, 2018 our official student count is now 991 students. Our student population continues to grow, and our students are excelling in leadership, academics, the fine arts and athletics. SPACHS students love their school and Alberta Education surveys continue to demonstrate this feeling.

We continue to look forward to the positive future of our school. Together with Holy Trinity Parish we are a Catholic community, welcoming and celebrating diversity, witnessing our faith, and offering formation based on the values of the Gospel of Jesus Christ. This year, we will focus our efforts around our school division theme, “Listen to God’s Word with Joy.”

Our students love their school and express this feeling through the Alberta Education Accountability survey. Over 90% of respondents said they were satisfied or very satisfied with the quality of education.

These statistics are very gratifying as they indicate we are on the right path. However, it should be noted that this “Three Year Plan” serves two purposes. It gives us the opportunity to reflect on the past 2017-2018 school year and the survey data also gives us the opportunity to plan for the future of our school. I truly believe that this process, reflecting on the past and planning for the future, is a key component of a successful school.

Our school is embracing Alberta Education’s High School Redesign initiatives to provide the best possible education for high school students. The Alberta Government is concerned about student’s personal well-being and mental health. We take this concern seriously and we are committing sincere efforts to support our students with our student service department. We want all our students to feel safe, respected and valued in our SPACHS community.

On behalf of our staff, we thank all St. Peter Apostle Catholic High School Stakeholders for their ongoing commitment to Catholic Education as we move forward.

SPACHS Administration Team

Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	St. Peter the Apostle Cath. HS			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	89.6	89.4	87.2	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	88.7	86.6	87.8	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	90.6	90.0	88.0	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	0.3	0.2	1.0	2.3	3.0	3.3	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	92.0	90.1	90.6	78.0	78.0	77.0	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	71.1	77.0	77.1	73.6	73.4	73.3	Intermediate	Declined	Issue
	PAT: Excellence	14.5	16.1	16.0	19.9	19.5	19.2	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	83.5	83.8	85.0	83.7	83.0	83.0	Intermediate	Maintained	Acceptable
	Diploma: Excellence	18.9	20.6	20.2	24.2	22.2	21.7	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	71.0	66.1	68.6	55.7	54.9	54.7	Very High	Maintained	Excellent
	Rutherford Scholarship Eligibility Rate	76.5	80.9	75.9	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	72.9	*	n/a	58.7	57.9	59.0	Very High	n/a	n/a
	Work Preparation	86.0	89.7	84.3	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	82.1	82.0	79.2	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	76.9	77.6	75.5	81.2	81.2	81.0	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	87.0	84.3	82.1	80.3	81.4	80.7	Very High	Improved	Excellent

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 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 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
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 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	84.0	78.5	75.9	77.0	71.1	75	Intermediate	Declined	Issue	77	80	85
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	22.7	18.1	13.9	16.1	14.5	16	Intermediate	Maintained	Acceptable	18	20	23

Comment on Results

Previous successful years in the area of provincial achievement testing results set a high standard to follow. This past year's PAT results were below that previous standard causing an overall issue as noted above. SPACHS teachers have analyzed these recent results and have developed strategies to address this decline. It should be noted that SPACHS achievement test results in all four core subjects exceeded the provincial acceptable standard average this past year. We would like to see an increase in the number of students who reach the standard of excellence. As well, we will work towards seeing an increase in the number of students in our K&E program who are more successful in their studies. We are pleased that almost all of our grade nine students participate in PAT writing and that our students are still achieving above provincial average in all subjects.

Strategies

Professional Learning Communities in each subject discipline are considering the following strategies:

ELA

- In LA 9 - reading comprehension improvement must become a focus:
 - Explore literacy strategies for improving vocabulary
 - Explicitly teach literacy and comprehension skills
 - Research methods to improve reading rates
 - Practice reading comprehension test taking more regularly
 - Use flex to meet with students who consistently struggle
- Increase opportunities for independent reading and choice in reading
- Use jigsaw or scaffolding activities to improve our standard of excellence, and allowing 'strong' students to lead and improve their analytical skills. Individual answers should still be submitted.
- Modeling writing skills by offering exemplars.
- Increase explicit/whole class teaching of nonfiction/informational texts.
- Continue to mark major assignments with the Alberta Ed. Essay to provide feedback on the five core elements of writing: content, organization, sentence structure, vocabulary and conventions.

Math

- Teachers will use Sprints throughout the school year to improve student understanding in areas shown as weak on the MIPI. Mental math and operations on rational numbers are two such areas.
- MIPI marks will be posted online for students and parents to see. A program to assist students will be set up during flex blocks to improve student's areas of weakness.
- Teachers will continue to add questions that focus on higher level critical thinking skills to their formative and summative assessments. Assessments will continue to be embedded with previous material to increase mastery learning.
- Teachers will continue to utilize questioning techniques that rely on synthesis/reasoning and not just basic knowledge.

- Teachers will continue to teach the new order of curriculum applied last year.
- Teachers will continue to contact parents/guardians of struggling students earlier in the school year to begin a process to help these students. A combination of parental support and teacher focus will find solutions to improve the learning of these students. Students will be encouraged to use flex block for extra help.
- Teachers will continue to review concepts throughout the school year. Weekly review questions will be provided to recall previous material and increase mastery learning.
- Teachers will continue to use PLC time to further develop methods of instruction to assist student learning, with a focus on rational numbers and procedures not needing a calculator.
- Teachers will continue to emphasize the importance of memorizing certain procedures and processes once deeper understanding has been achieved. These are especially important for operations on fractions, exponent laws, and polynomials.
- Teachers will redesign chapter work to improve deeper understanding of rationals, perfect squares, exponent laws, and polynomial expressions.

Science

- PLC will continue to work on increasing formative feedback (i.e. entrance and exit slips) to provide students and teachers with additional feedback
- Attempt to develop higher-level thinking questions
- Include more examples of questions that involve transferring data (i.e. applying knowledge)
- Increase focus on skills such as graphing and transferring math skills into science.
- Continue to focus on scientific literacy through “Science in the News” and an intentional focus on teaching scientific root words
- Continue to use and expand hands-on labs and models to help aid with understanding

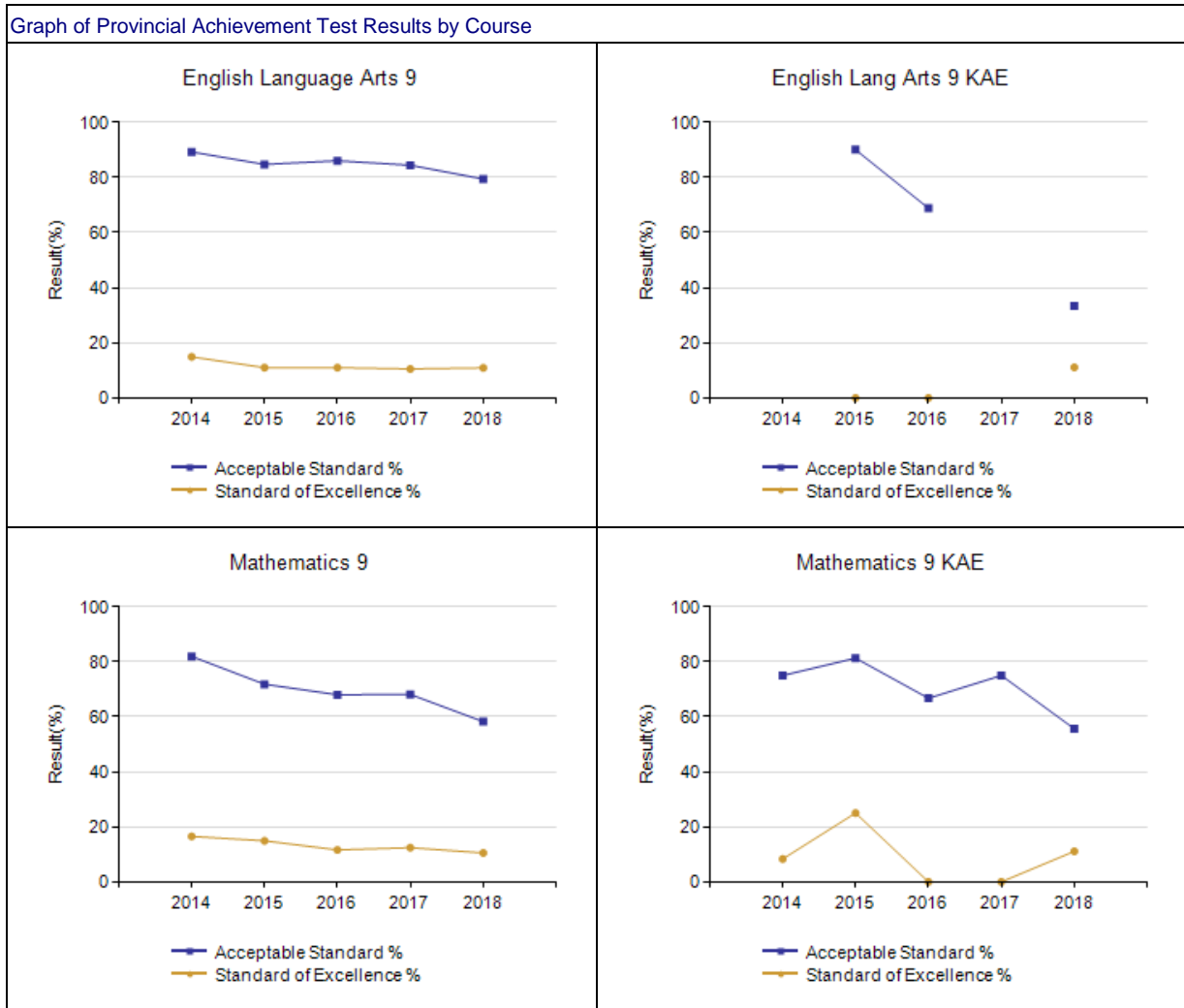
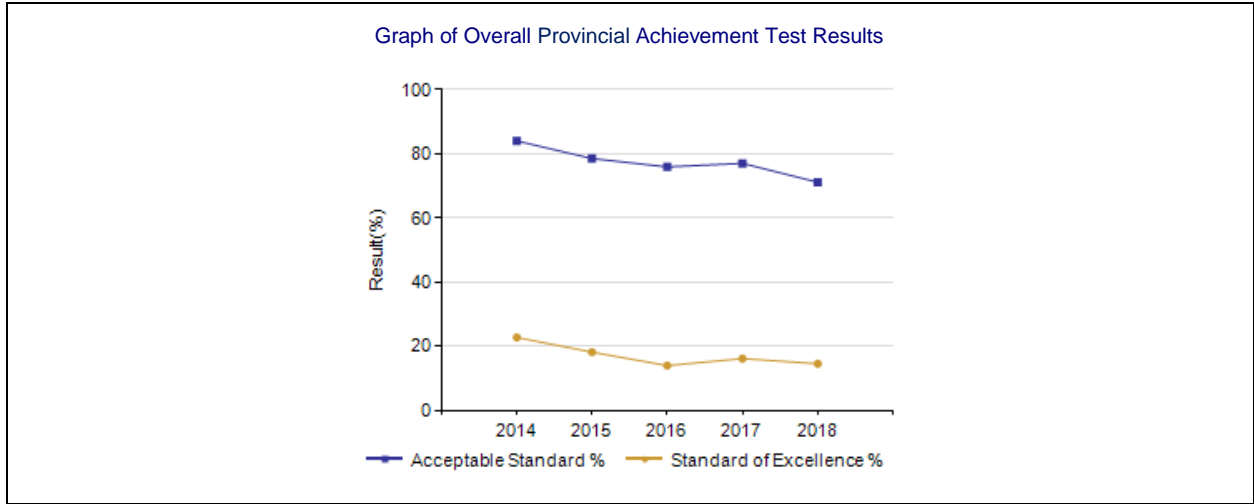
Social Studies

- The use of Flex Time to review and refine student understanding of curricular outcomes must be more actively promoted both at a department and school level. Social Studies teachers will work to make this time meaningful and accessible to grade 9 students by offering more grade 9 specific review opportunities such as:
 - Review of main concepts within the chapter that they are currently covering (ie) Charter of Rights and Freedoms, during flex block
 - Go over tests and assignments with students explaining their mistakes to them, and why the right answer is correct. Further outline any main concepts that might seem unclear to the student
 - Offer essay prep during flex, help students with their essays and ways to form good thesis sentences in general or based on sources and other important skills associated with essay writing.
- Continue using sources frequently and making connections between the sources for the students until they can start making their own connections. A daily source 5 would be helpful in developing student confidence in working with sources.
 - Find accountable ways to have all students demonstrate their ability to break down sources. One on one retests have been helpful because sitting down with a student and listening to their reasoning for choosing answers helps identify their comprehension issues.
 - Re-evaluate the common source analysis templates and then continue using on a consistent basis for formative assessments. Students at this level consistently score lower on source based, evaluative style questions and the use of the template should help to improve student performance.

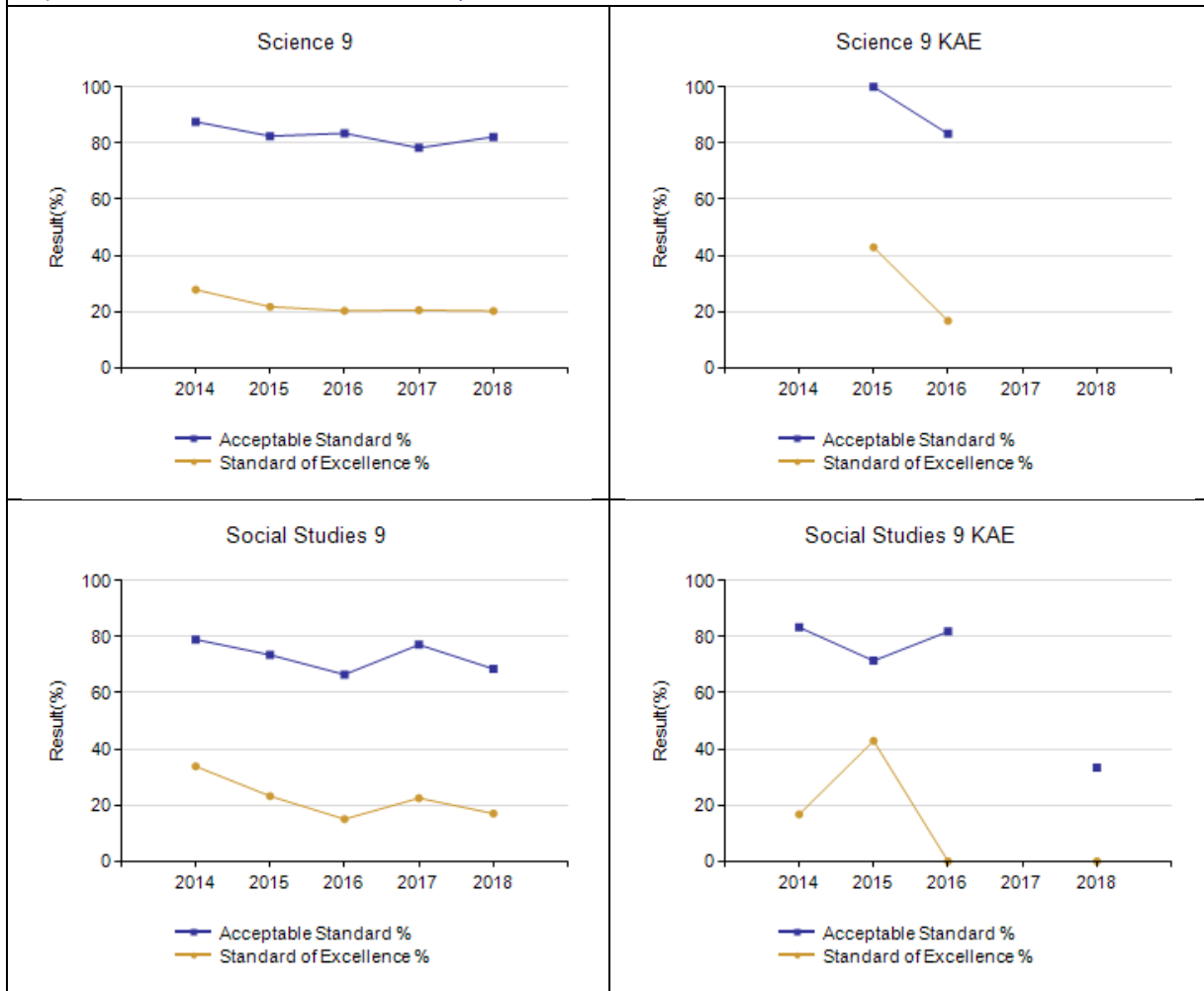
- Building on the use of the source analysis template, a greater emphasis on incorporating modified written response assignments (in alignment with the high school Social Studies Curriculum) must be emphasized for both Social Studies 9 and K and E Social 9.
- Create a source type skills guide for grade 9 students that outlines the various types of sources and includes helpful tips for how to break down and analyze each source type.
- Evaluate our current practices for in-class P.A.T review and generate a new review package and tool that is differentiated for Social 9 and K and E Social 9.
- To support ELL student achievement (and all students- UDL), comprehension and language skill may be supported through increased focus on using online text compacting tools to summarize and simplify text. Focus on student discussion of words learned through cooperative learning activities such as: silent discussion threads, discussion cube templates after multimedia sources, etc./whole classroom use of SIOP protocols, Frayer Model, Word Splash, STAR, etc.
- As a department, continue to focus on a research-supported participatory approach, rather than transmission approach – i.e.: continue to move from replication of the curriculum for text and data to an approach that encourages students to create meaning and achieve deeper understanding. One strategy that will be implemented for the 2018-2019 year is the use of the Civic Mirror program – on-line civics gamification program to build greater interest and understanding of the economics and governance curricular outcomes.
- Continue focus on building Students capacity of metacognition – Teacher’s report that achievement was enhanced by intentionally focusing on teaching self-efficacy and effective habits of the mind.
- In terms of addressing challenging outcomes KLOs (e.g. unions) - identify authentic learning opportunities (e.g. bring in a union rep/visit a workplace and meet with workers

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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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	89.2	14.9	84.7	11.0	86.0	11.0	84.4	10.5	79.4	10.9	81	14
	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	*	*	90.0	0.0	68.8	0.0	*	*	33.3	11.1	50	13
	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	81.9	16.5	71.8	14.9	68.0	11.6	68.1	12.4	58.2	10.5	59	15
	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	75.0	8.3	81.3	25.0	66.7	0.0	75.0	0.0	55.6	11.1	57	13
	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	87.6	27.8	82.5	21.7	83.5	20.3	78.3	20.5	82.2	20.2	85	24
	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	*	*	100.0	42.9	83.3	16.7	*	*	*	*	84	17
	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	79.0	33.8	73.5	23.2	66.5	15.0	77.1	22.5	68.5	17.0	70	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	83.3	16.7	71.4	42.9	81.8	0.0	*	*	33.3	0.0	40	15
	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		



Graph of Provincial Achievement Test Results by Course



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	St. Peter the Apostle Cath. HS						Alberta				
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 9	Acceptable Standard	Intermediate	Declined	Issue	238	79.4	231	85.0	46,822	76.1	44,296	76.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	238	10.9	231	10.8	46,822	14.7	44,296	14.9
English Lang Arts 9 KAE	Acceptable Standard	Low	Declined Significantly	Concern	9	33.3	13	79.4	1,588	55.7	1,543	60.5
	Standard of Excellence	High	Improved	Good	9	11.1	13	0.0	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	Low	Declined Significantly	Concern	239	58.2	226	69.3	46,603	59.2	43,851	66.8
	Standard of Excellence	Low	Maintained	Issue	239	10.5	226	12.9	46,603	15.0	43,851	18.1
Mathematics 9 KAE	Acceptable Standard	Intermediate	Maintained	Acceptable	9	55.6	15	74.3	2,049	57.4	1,983	59.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	9	11.1	15	8.3	2,049	13.6	1,983	13.6
Science 9	Acceptable Standard	Very High	Maintained	Excellent	242	82.2	234	81.5	46,810	75.7	44,341	74.1
	Standard of Excellence	Very High	Maintained	Excellent	242	20.2	234	20.9	46,810	24.4	44,341	22.2
Science 9 KAE	Acceptable Standard	*	*	*	5	*	10	91.7	1,528	64.6	1,522	64.1
	Standard of Excellence	*	*	*	5	*	10	29.8	1,528	12.3	1,522	14.3
Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	241	68.5	234	72.4	46,840	66.7	44,267	65.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	241	17.0	234	20.2	46,840	21.5	44,267	19.4
Social Studies 9 KAE	Acceptable Standard	Very Low	Declined	Concern	6	33.3	9	76.6	1,501	55.2	1,493	57.2
	Standard of Excellence	Low	Declined	Issue	6	0.0	9	21.4	1,501	14.2	1,493	11.8

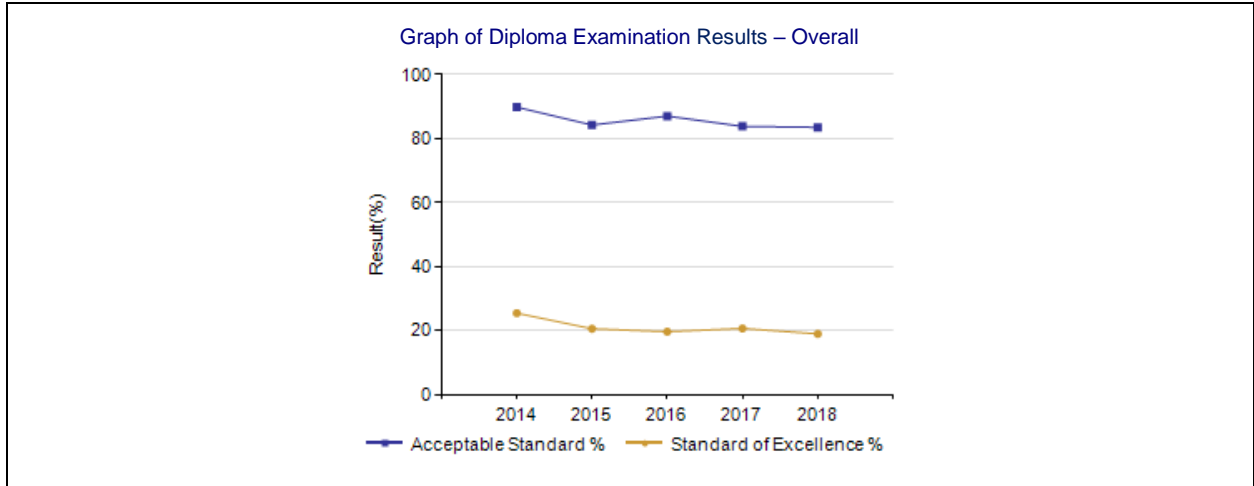
Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	89.8	84.2	87.0	83.8	83.5	85	Intermediate	Maintained	Acceptable	87	88	89
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	25.4	20.5	19.6	20.6	18.9	20	Intermediate	Maintained	Acceptable	22	24	26

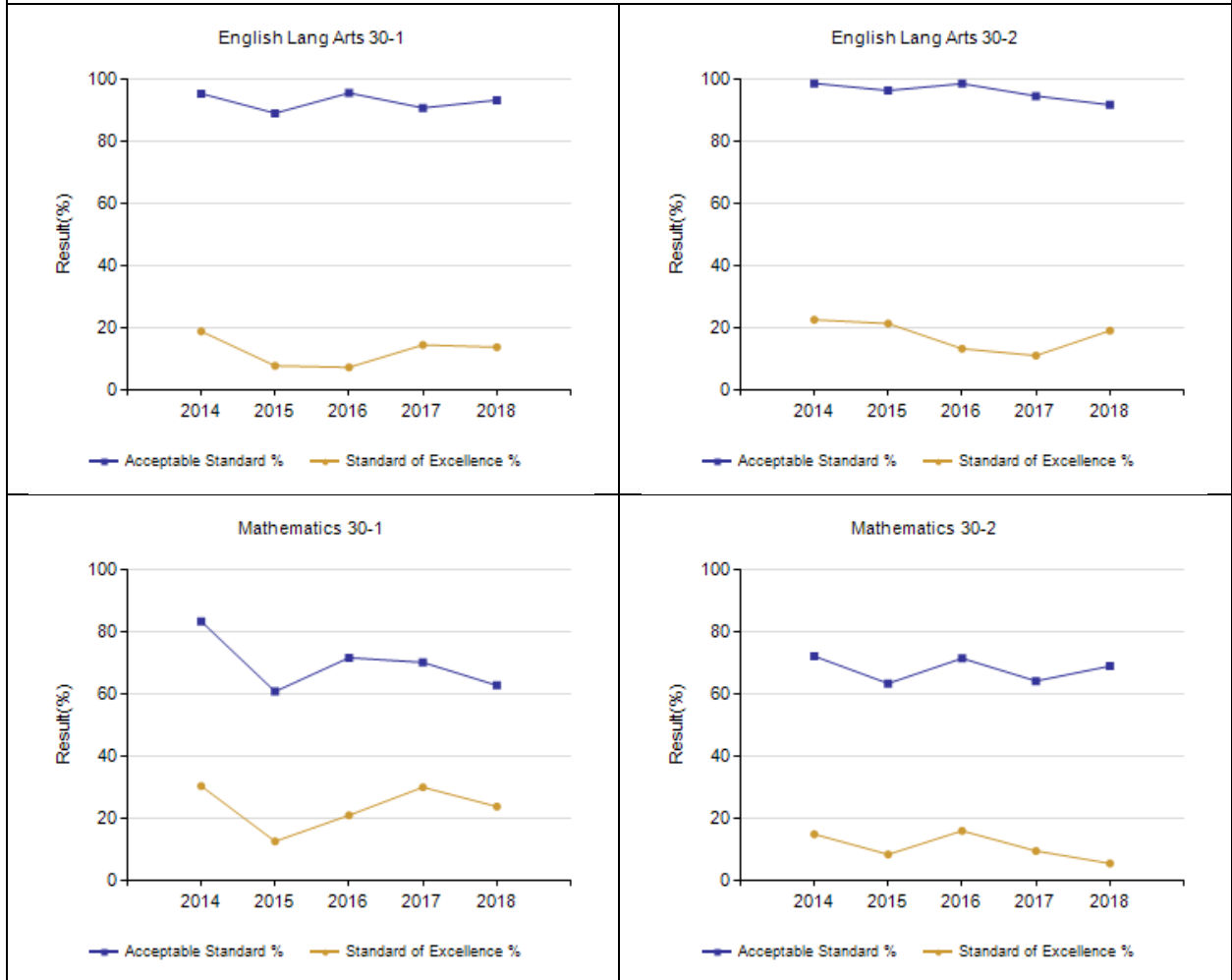
Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.

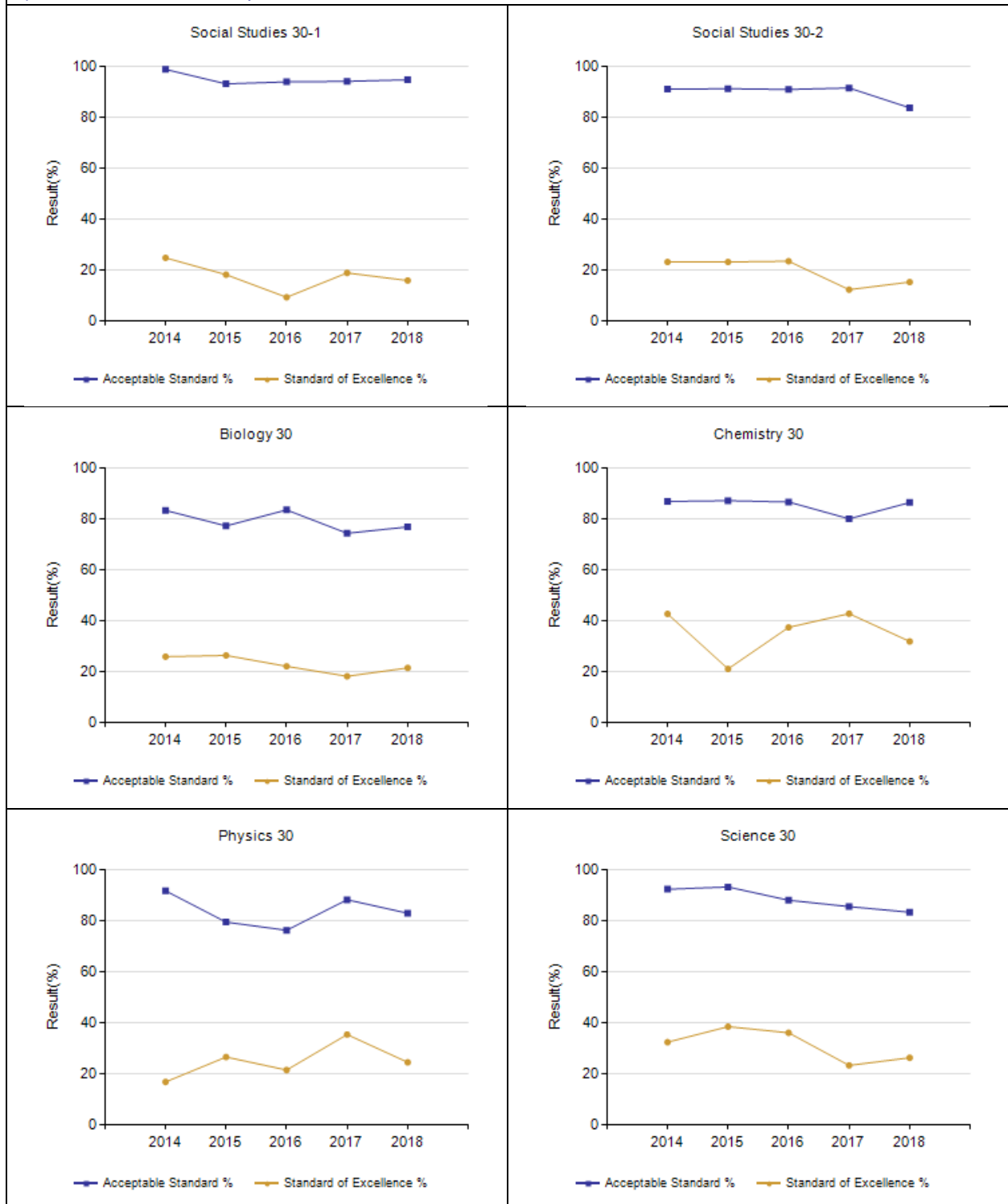
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	95.3	18.8	89.0	7.7	95.5	7.2	90.7	14.4	93.2	13.7	95	14
	Authority	92.1	15.8	87.2	8.0	90.1	5.6	90.4	11.6	88.4	10.4		
	Province	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2		
English Lang Arts 30-2	School	98.6	22.5	96.3	21.3	98.5	13.2	94.5	11.0	91.7	19.0	92	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		
	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		
	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	83.3	30.3	60.7	12.5	71.6	20.9	70.1	29.9	62.7	23.7	65	25
	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	72.1	14.8	63.3	8.3	71.4	15.9	64.1	9.4	68.9	5.4	75	10
	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	98.8	24.7	93.1	18.1	93.9	9.2	94.1	18.8	94.7	15.8	96	18
	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	91.0	23.1	91.2	23.1	90.9	23.4	91.5	12.2	83.7	15.2	85	16
	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	83.3	25.8	77.2	26.3	83.5	22.0	74.3	18.1	76.8	21.4	80	27
	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	86.8	42.6	87.1	21.0	86.6	37.3	80.0	42.7	86.4	31.8	88	38
	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	91.7	16.7	79.4	26.5	76.2	21.4	88.2	35.3	82.9	24.4	86	30
	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	92.3	32.3	93.2	38.4	88.0	36.0	85.5	23.2	83.3	26.2	86	30
	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		



Diploma Examination Results by Course



Diploma Examination Results by Course



Diploma Examination Results Course By Course Summary With Measure Evaluation

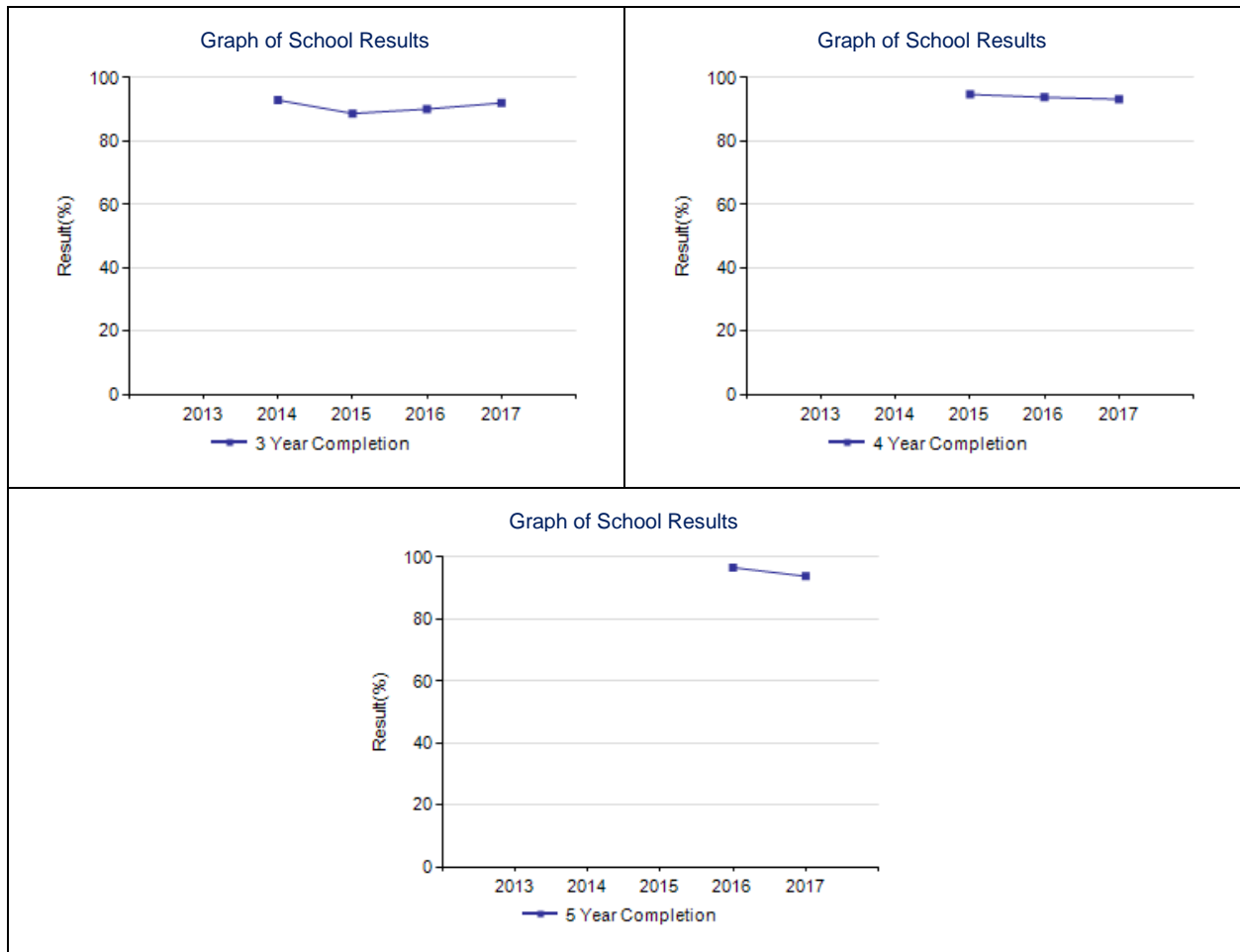
Course		St. Peter the Apostle Cath. HS							Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	High	Maintained	Good	117	93.2	107	91.7	30,393	87.5	29,349	86.6
	Standard of Excellence	High	Maintained	Good	117	13.7	107	9.8	30,393	13.2	29,349	11.3
English Lang Arts 30-2	Acceptable Standard	Intermediate	Declined	Issue	84	91.7	74	96.4	16,184	88.0	16,632	89.1
	Standard of Excellence	Very High	Maintained	Excellent	84	19.0	74	15.1	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	59	62.7	67	67.5	20,148	77.8	20,605	73.3
	Standard of Excellence	n/a	n/a	n/a	59	23.7	67	21.1	20,148	35.3	20,605	29.4
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	74	68.9	62	66.3	14,362	74.2	13,516	74.7
	Standard of Excellence	n/a	n/a	n/a	74	5.4	62	11.2	14,362	16.4	13,516	16.1
Social Studies 30-1	Acceptable Standard	High	Maintained	Good	95	94.7	90	93.7	21,793	86.2	21,941	86.0
	Standard of Excellence	High	Maintained	Good	95	15.8	90	15.4	21,793	17.7	21,941	15.1
Social Studies 30-2	Acceptable Standard	Intermediate	Declined	Issue	92	83.7	83	91.2	20,391	78.8	19,847	81.0
	Standard of Excellence	High	Maintained	Good	92	15.2	83	19.5	20,391	12.2	19,847	12.7
Biology 30	Acceptable Standard	Low	Maintained	Issue	112	76.8	103	78.3	23,026	86.6	22,263	85.0
	Standard of Excellence	Low	Maintained	Issue	112	21.4	103	22.1	23,026	36.6	22,263	32.6
Chemistry 30	Acceptable Standard	Very High	Maintained	Excellent	66	86.4	68	84.6	18,770	83.6	19,031	82.3
	Standard of Excellence	High	Maintained	Good	66	31.8	68	33.6	18,770	38.3	19,031	35.8
Physics 30	Acceptable Standard	Intermediate	Maintained	Acceptable	41	82.9	42	81.3	9,679	86.2	10,276	85.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	41	24.4	42	27.7	9,679	43.6	10,276	39.1
Science 30	Acceptable Standard	Intermediate	Maintained	Acceptable	84	83.3	72	88.9	9,426	85.4	8,651	84.4
	Standard of Excellence	High	Maintained	Good	84	26.2	72	32.5	9,426	31.5	8,651	27.6

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		2018	Achievement	Improvement	Overall	2019	2020
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	*	92.9	88.7	90.1	92.0	93	Very High	Maintained	Excellent	94	95	96
Drop Out Rate - annual dropout rate of students aged 14 to 18	n/a	1.9	1.0	0.2	0.3	1.0	Very High	Improved	Excellent	1.0	1.0	1.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	*	72.9	73	Very High	n/a	n/a	74	75	75
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	70.9	80.9	76.5	80	n/a	Maintained	n/a	80	80	80
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	72.9	66.7	66.1	71.0	75	Very High	Maintained	Excellent	76	76.5	77

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.

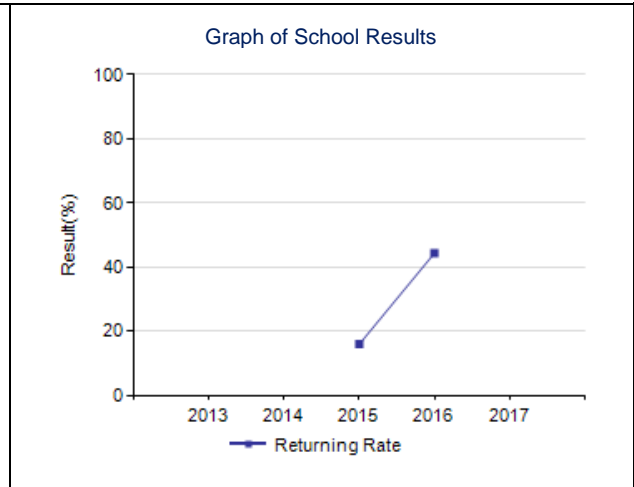
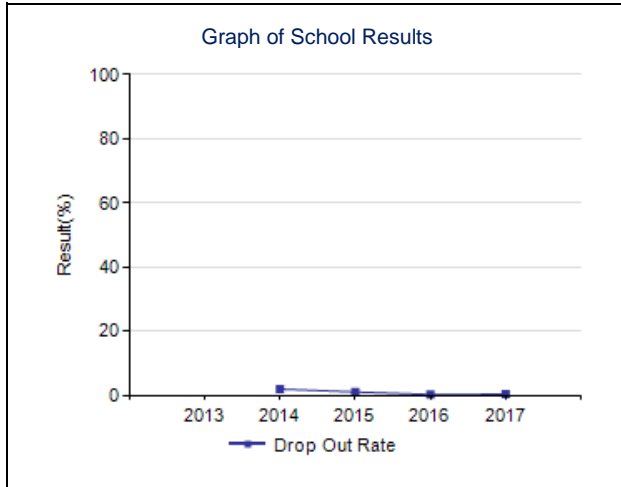
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
3 Year Completion	*	92.9	88.7	90.1	92.0	82.9	85.2	86.2	87.0	87.5	75.3	76.5	76.5	78.0	78.0
4 Year Completion	n/a	*	94.7	93.8	93.2	84.2	86.9	90.5	90.7	90.8	79.6	79.9	81.0	81.2	82.6
5 Year Completion	n/a	n/a	*	96.6	93.8	93.3	88.8	88.4	92.0	91.2	81.5	82.0	82.1	83.2	83.4



Drop Out Rate – Measure Details

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

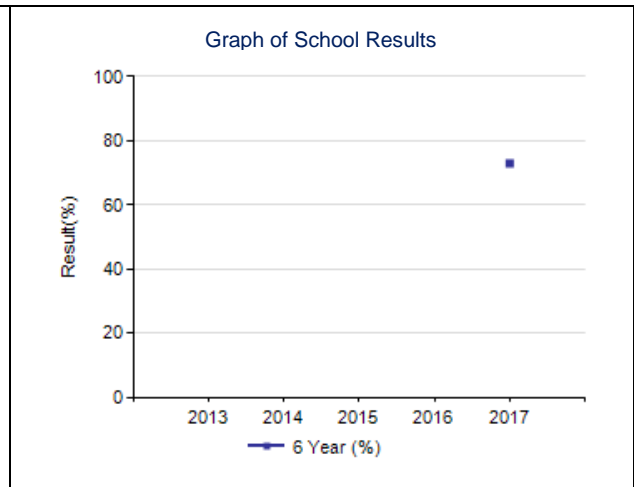
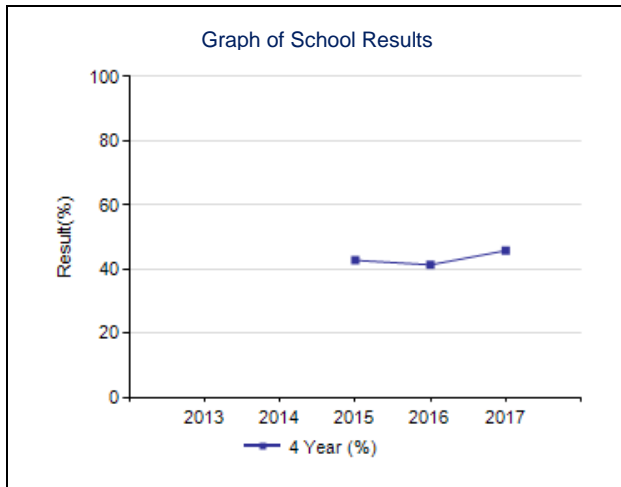
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Drop Out Rate	n/a	1.9	1.0	0.2	0.3	2.1	2.5	1.5	1.2	0.8	3.3	3.5	3.2	3.0	2.3
Returning Rate	n/a	n/a	15.9	44.3	*	27.9	31.3	13.3	42.9	0.0	20.7	20.9	18.2	18.9	19.9



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	n/a	*	42.7	41.3	45.7	36.5	39.2	40.3	41.6	44.8	39.7	38.3	37.0	37.0	39.3
6 Year Rate	n/a	n/a	n/a	*	72.9	64.2	61.9	66.0	61.5	67.4	59.0	59.7	59.4	57.9	58.7



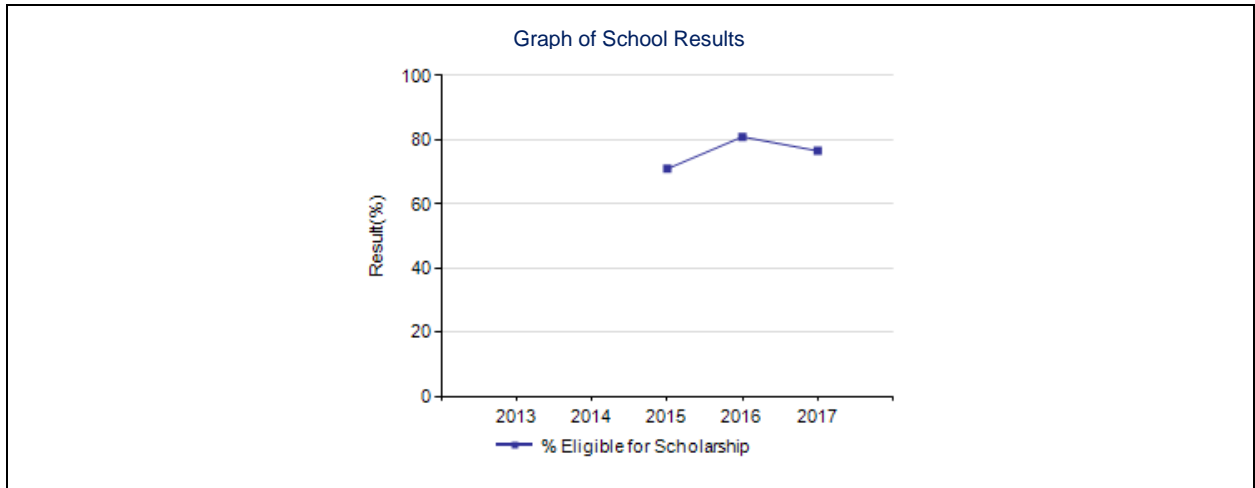
Rutherford Eligibility Rate – Measure Details

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	70.9	80.9	76.5	n/a	n/a	72.1	71.8	66.0	n/a	n/a	60.8	62.3	63.4

Rutherford eligibility rate details.

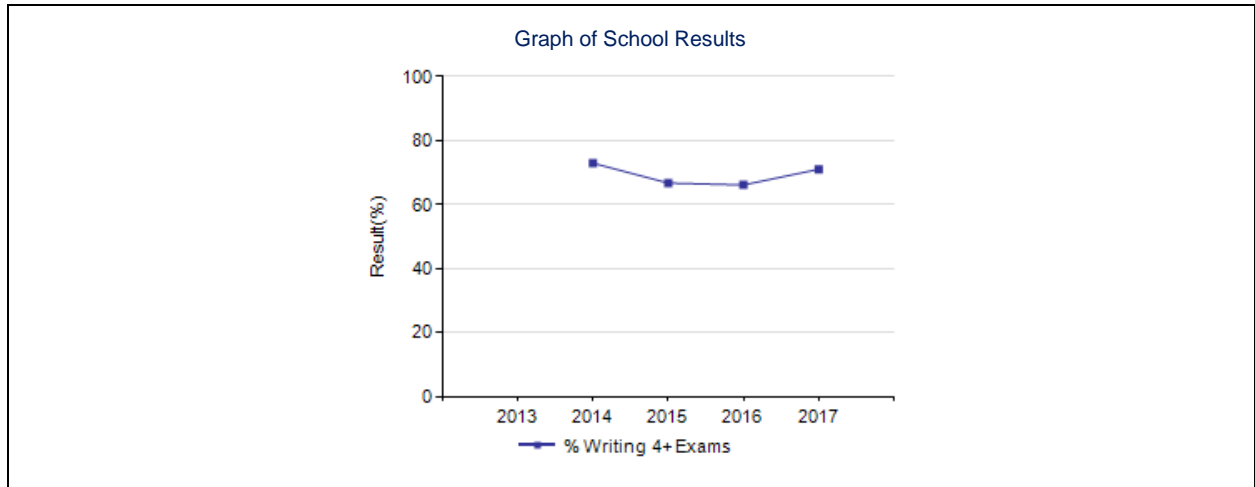
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students 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	134	82	61.2	82	61.2	56	41.8	95	70.9
2016	162	118	72.8	114	70.4	83	51.2	131	80.9
2017	153	110	71.9	95	62.1	77	50.3	117	76.5



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	*	1.3	8.0	6.0	2.6	8.6	7.6	8.1	7.2	6.1	16.6	15.7	15.7	15.0	14.8
% Writing 1+ Exams	*	98.7	92.0	94.0	97.4	91.4	92.4	91.9	92.8	93.9	83.4	84.3	84.3	85.0	85.2
% Writing 2+ Exams	*	98.1	90.3	92.9	95.8	88.0	90.1	88.3	90.7	92.6	80.3	81.4	81.2	82.0	82.3
% Writing 3+ Exams	*	82.6	77.1	80.8	85.0	76.0	75.8	74.9	79.1	79.5	63.3	65.0	64.7	65.2	66.1
% Writing 4+ Exams	*	72.9	66.7	66.1	71.0	65.4	66.8	64.1	65.4	64.4	50.1	54.4	54.6	54.9	55.7
% Writing 5+ Exams	*	47.7	40.0	46.4	44.1	46.6	43.1	38.8	44.3	41.2	31.5	36.3	37.1	37.5	37.8
% Writing 6+ Exams	*	20.0	15.1	13.1	18.8	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	*	55.5	48.3	59.8	60.2	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	*	41.9	43.1	34.8	39.2	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	*	97.4	89.1	92.4	95.7	88.2	88.9	87.1	90.1	92.1	78.7	79.7	79.5	80.1	80.9
Social Studies 30-1	*	50.3	41.4	54.3	54.8	48.3	46.0	41.1	53.5	51.0	45.8	45.1	43.5	45.1	44.9
Social Studies 30-2	*	46.5	51.1	37.5	41.4	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	*	96.8	91.4	91.8	95.7	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	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	0.2	0.0	0.0	0.0	0.0
Mathematics 30-1	*	41.3	29.3	35.9	39.2	37.0	35.0	30.4	35.0	36.0	29.7	37.3	37.1	36.4	35.5
Mathematics 30-2	*	38.1	35.1	31.0	31.2	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	*	76.8	63.2	65.8	69.4	64.7	70.4	62.9	67.5	66.5	52.1	57.0	57.6	58.3	58.6
Biology 30	*	52.3	47.1	48.9	55.4	51.3	43.8	45.5	45.3	48.5	42.2	41.4	40.6	40.7	41.7
Chemistry 30	*	38.7	31.6	34.8	39.2	34.5	33.2	33.0	35.0	38.1	31.5	34.7	35.7	35.6	35.1
Physics 30	*	23.2	13.2	22.3	25.3	19.7	21.2	16.5	21.0	23.0	17.3	20.0	19.9	19.3	18.6
Science 30	*	40.0	43.1	38.6	31.7	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	*	80.0	74.7	78.3	83.9	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	0.3	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	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	3.0	2.9	3.0	3.1	3.3

Comment on Results

In general, we are pleased with the achievement of our diploma exam students in achieving in the area of acceptable standard and in the standard of excellence as in a lot of cases our students continue to achieve above the provincial average. However, all subject area PLC's agree that greater discussion needs to occur on reasons for a decline in our overall trend. We will continue to encourage discussion within our PLC's and between cross curricular PLC groups to develop strategies to address this concern. Strategies listed below are targeted to each subject area.

We are very pleased with the data concerning high school completion rates, dropout rate, high school to post-secondary transition rate and eligibility for Rutherford scholarships. SPACHS achieves in the very high standard for each category. This year our high school completion rate was 10% above provincial average and our drop our rate is significantly lower than the provincial average. We believe our efforts in high school redesign and our ongoing positive relationship with our outreach school have assisted us in achieving these high standards.

Strategies**Math 30-1 & 30-2**

- Teachers will continue to supplement new and better resources developed individually, during PLC, and during department meetings. All resources are developed by committee and shared. PLC meetings will be used to identify areas of concern (from discussion as well as diploma result analysis). Sprints will be implemented to improve these problem areas of student learning.
- Extra help sessions are being offered during flex block, before classes, at lunch, and after school. Students are free to access assistance from any SPA math teacher.
- Teachers will be focusing on students learning to persevere through challenging questions using various strategies to increase deeper understanding of mathematics.
- Teachers will continue the use of frequent formative and summative quizzes given before a major exam.
- Teachers will continue to quickly identify students struggling in the course and provide early intervention.
- Teachers will continue to allow students to rewrite a specified amount of quizzes or tests throughout the year to help students gain success.
- Teachers in all math courses will continue to review/embed previous material throughout the semester to ensure long-term learning.
- Teachers will be redesigning the last week of instruction to review the higher-level concepts and prepare students for the upcoming diploma.
- Teachers will adapt their notes and assessment questions to help prepare students for written response diploma exam style questions. This will occur across all streams of math courses at SPA. Special attention will be to focus on the directing words (such as *explain*, *describe*) and examples provided by the Alberta Education bulletin.

Science 30

- Offer opportunities for students to practice the format of a diploma exam by providing released diploma exam questions and allowing students a field test opportunity
- Increase formative feedback (i.e. entrance and exit slips) to provide students and teachers with additional feedback
- Continue to use and expand hands-on labs and models to help aid with understanding
- Encourage student to engage in problem solving by continuing to increase open-ended discussion and provide real-world examples of curricular content
- Increase practice on mathematical calculations and rearranging formulas

Physics 30

- Continue to use and expand hands-on labs and models to help aid with understanding
- Flex blocks used to offer help with areas students struggle with as well as allow time for students to develop mastery learning by offering chances to rewrite unit exams
- Continue to use formative feedback for students and teachers to improve learning.

- Offer opportunities for students to practice the format of a diploma exam by providing released diploma exam questions and allowing students a field test opportunity.

Chemistry 30

- Increase opportunities for students to practice numerical response type questions
- Focus on teaching the importance of significant digits
- Increase focus on proper reading strategies for answering diploma-style questions
- Increase the use of strategies for ELL students
- Flex block is used to offer help with areas students struggle with, especially mathematical calculations and diagrams.
- Increase the amount of example questions for Organic chemistry and Thermochemistry
- Continue to use formative feedback for students and teachers to improve learning.
- Continue to use and expand hands-on labs and models to help aid with understanding.

Biology 30

- Continue to increase formative feedback (i.e. entrance slips, exit slips, Plickers and google forms) to provide students and teachers with additional feedback
- Increase focus on literacy strategies through the intentional teaching of root words and use of a word wall.
- Focus on reading comprehension strategies and increased opportunities for students to see diploma style sources and questions.
- Continue to use and expand hands-on labs and models to help aid with understanding.

English 30-1

- Increase choice in reading assignments/activities.
- Teach fewer short texts, well so as to better model close reading and analytical writing skills.
- Intentionally and consistently teach RC exam preparation and skills.
- Spend more time explicitly teaching the connection between choice and effect.
- Practice inferencing and synthesizing through literature studied in class.

English 30-2

- Participate in 'vertical' planning to build skills and create continuity between 10-2, 20-2, 30-2.
- Vary writing types
- Focus on the writing process
- Incorporate more media and non-fiction
- Reconsider 'homework'. How else might dash two students interact with content in a meaningful way? (*flip classrooms? Complete only in class work? Consider guided pacing instruction*),
- Consider more formative assessment and less summative.
- Break results down further to get data re: the discrepancy between reading and writing scores and trends in writing categories.

Social Studies 30-1 & 30-2

- The department must continue to scaffold the Social Studies 30-1/-2 skill and content curricular outcomes throughout Grade 10 and 11 as success on the high school diploma begins in grade 10. Through the Social Studies PLC, the department will continue to collaborate on scaffolding the knowledge and skill outcomes for the grade 12 level courses into the grade 10-11 courses
 - Further Develop Social Studies Community of Practice - Continue the work of PLC in creating collaboration opportunities - class observations, team-teaching, Sprints etc. to allow opportunities to view outcomes presented in a different manner and create a common set of instructions for 10, 20 and 30 - all teachers
 - Building student understanding of the economic and political spectrums at all grade levels
 - Enhance written response guidelines, expectations, vocabulary, standards etc. and ensure greater uniformity in instruction. Establishing consistent standards

between all teachers. Use Reliability Reviews - simulate diploma marking reliability checks - all teachers participate using common marking scheme (using Alberta Ed. scoring criteria as a guide). Create exemplars of student writing at all grade levels (S, Pf, E) with Common writing assignments using source exams aligned directly with curricular outcomes

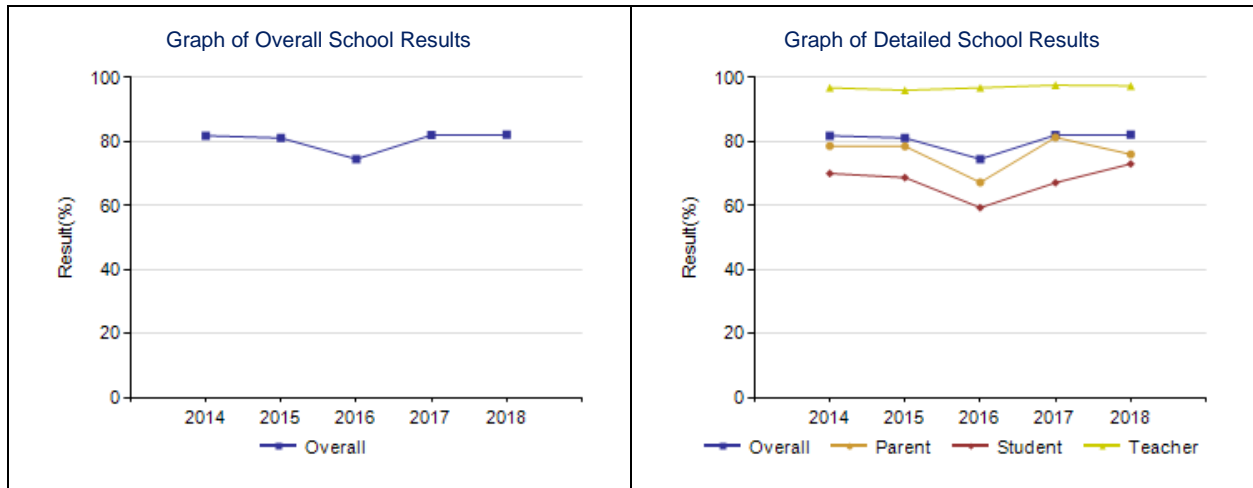
- More source analysis practice- Continue to utilize Google Classroom. Consider Utilizing What in the World for Common Source Fridays.
- Student peer editing/review - match colour scheme to visualize missing elements: Colour coding for rubric elements (e.g. green for SS Vocab, blue-context, historical or contemporary, purple-perspective, yellow- grammar and inaccuracies in evidence, red-overarching theme, etc.)
- Through examination of the Diploma results, students have demonstrated progress in reaching the excellent categories for source analysis, argumentation, and evidence categories for the 30-1 Assignment II (Essay Response). However, increasing the number of students achieving the excellent category for both Assignment I and II remains a key area for growth. The Social Studies PLC will continue to examine strategies to push student results into higher marking categories. These are some noted strategies of interest:
 - Creating a committee to study student motivation factors for higher achievement – teachers report that many students appear too content with achieving the acceptable standards. A committee will examine student data and seek strategies for encouraging students to push their written response performance to higher levels.
 - Working with potential students exhibiting the potential to achieve excellence, yet not experiencing that growth in our classes. These students could be identified and then asked to participate in small working groups through the “sprint” process or during flex time.
 - Provide more in-class and on-flex seminars for specific parts of the written response assignments (use data from student responses to direct seminar focus).
 - Common Source Fridays (all levels of social classes examine the same source for links to course themes (/globalization/nationalism/liberalism)- possible cross-grade pass around for small group analysis.
 - Encourage students to examine more sources through the use of google classroom, text(remind), email, tweet, etc. of sources to increase student engagement and choice.
 - Provide more time for reading in social class – promote Reading lists and curriculum aligned and cross-curricular novel studies to encourage further case study knowledge.
 - Promoting the use of Flex Time to review and refine student understanding of curricular outcomes must be more actively promoted both at a department and school level. Social Studies teachers will work to make this time meaningful and accessible to students.
 - Utilization of Field Testing provides a similar experience to writing the multiple-choice portion of the diploma exam itself. We believe this helps puts students at ease about what the actual exam experience will be like, thus helping them with their results.

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.	81.8	81.1	74.5	82.0	82.1	83	Very High	Maintained	Excellent	84	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.	88.5	86.7	76.5	89.7	86.0	87	High	Maintained	Good	87.5	88	88

Citizenship – Measure Details

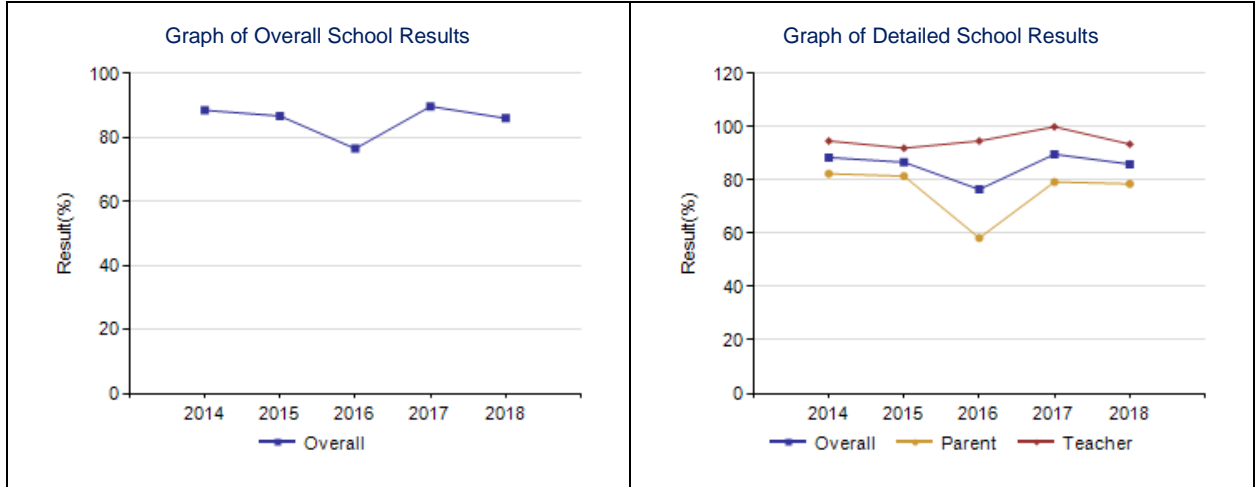
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	81.8	81.1	74.5	82.0	82.1	83.7	84.2	81.6	84.2	85.2	83.4	83.5	83.9	83.7	83.0
Teacher	96.8	96.0	96.8	97.6	97.4	97.5	97.7	98.4	98.0	98.1	93.8	94.2	94.5	94.0	93.4
Parent	78.6	78.5	67.2	81.3	76.0	83.3	83.6	77.6	84.0	83.6	81.9	82.1	82.9	82.7	81.7
Student	70.0	68.7	59.3	67.1	73.0	70.4	71.5	68.8	70.6	73.8	74.5	74.2	74.5	74.4	73.9



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	88.5	86.7	76.5	89.7	86.0	85.7	83.0	81.0	86.0	84.7	81.2	82.0	82.6	82.7	82.4
Teacher	94.7	92.0	94.7	100.0	93.5	93.3	91.0	96.1	94.7	94.3	89.3	89.7	90.5	90.4	90.3
Parent	82.4	81.5	58.3	79.3	78.6	78.1	75.0	66.0	77.3	75.0	73.1	74.2	74.8	75.1	74.6



Comment on Results

The SPACHS staff are very pleased to see the continued satisfaction % in this area of “active citizenship” in our school. The staff continue to work very hard to provide multiple opportunities for students to engage in citizenship opportunities both through class activities and school club events. Our school “Lead Team” continues to lead faith activities and celebrations. Our “Free to Be” social justice club leads multiple special events to support local charities and most importantly to educate students of social injustice around the world.

Through the foundational principles under the umbrella of *High School Redesign* including “personalization”, “flexible learning environments” and “welcoming and caring schools”, we have been working diligently to provide an atmosphere where students want to remain in school to give them the best possible opportunity to succeed in the world after high school.

Strategies

- The principal will use his weekly parent email memo to feature and celebrate the accomplishments of our students.
- The principal will use Monday morning student announcements to highlight and celebrate the achievements of our students during the past week.
- The entire SPACHS school community will embark on an education journey to better understand the recommendations of the *Truth and Reconciliation* committee to better support our indigenous peoples in Canada. Our ECSR NO.2 “Walking Together” committee will facilitate this educational journey.
- SPACHS staff will continue to volunteer to lead student groups to provide opportunities for student leadership and citizenship opportunities.
- We will continue to partner with our St. Teresa Catholic Outreach School to provide work experience, RAP and dual credit course offerings for our students.
- SPACHS will continue to offer a wide range of course elective offerings to allow students the opportunity to learn about specific work place skills.
- SPACHS will continue to offer Advance Placement English programs.
- Through all our classes, SPACHS students will be made aware of the importance of demonstrating the attitudes of punctuality, perseverance and respect.

Outcome Two: Alberta’s education system supports First Nations, Métis, and Inuit students’ success

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

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	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).	62.5	79.2	76.4	75.9	52.8		Very Low	Declined	Concern			
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).	0.0	11.1	3.5	13.4	8.3		Very Low	Maintained	Concern			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	94.1	*	*	87.5	85.1		High	Maintained	Good			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	23.5	*	*	20.8	12.8		Intermediate	Maintained	Acceptable			

Comment on Results

The staff are very concerned with the results in the first two measures. At this time, we do not have many self-identified First Nation, Metis or Inuit students registered in our school; however, our goal is to use the strategies below to assist them and create awareness in our entire school community.

Strategies

- Provide supports for First Nations, Métis and Inuit student success
- Ensure all Alberta students are knowledgeable, understanding and respectful of the rich diversity of First Nations, Métis and Inuit cultures, languages and histories; the importance of Treaties; and the legacy of residential schools.
- The entire SPACHS school community has embarked on an education journey to better understand the recommendations of the *Truth and Reconciliation* committee to better support our Indigenous Peoples in Canada. Our ECSR NO.2 “Walking Together” committee will facilitate this educational journey through the expert leadership of Etienne Moostoos-Lafferty. Every SPACHS staff meeting and/or after school we will have short presentations to develop our foundational knowledge of Indigenous People’s history in Canada. Professional development days will continue to foster this educational journey with the ongoing sharing of this knowledge with students in our school.

Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' SUCCESS (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	*	*	*	*		*	*	*			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	n/a	3.7	0.0	3.7	0.0		Very High	Improved	Excellent			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	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	*	*	*	*		*	*	*			

Comment on Results

Outcome number two is a very important goal for our school division, the entire province of Alberta and Canada. At this time, we do not have many self-identified First nation, Metis or Inuit students registered in our school; therefore, as seen in the above chart our data is limited. However, we are confident that many of our strategies listed below will support our FNMI students to remain in school and to have success on future diploma exams.

Strategies

The staff and students are fully immersed in Alberta Education's initiative of "High School Redesign". Our school is working within many of the foundational principles including:

- Personalization
- Meaningful relationships
- Welcoming, caring, respectful and safe learning environments.

We believe that ongoing professional development and dialogue between staff members will assist all of our students to become more successful. In addition, our staff is committed to educating and ensuring all SPACHS students are knowledgeable, understanding and respectful of the rich diversity of First Nations, Métis and Inuit cultures, languages and histories; the importance of Treaties; and the legacy of residential schools.

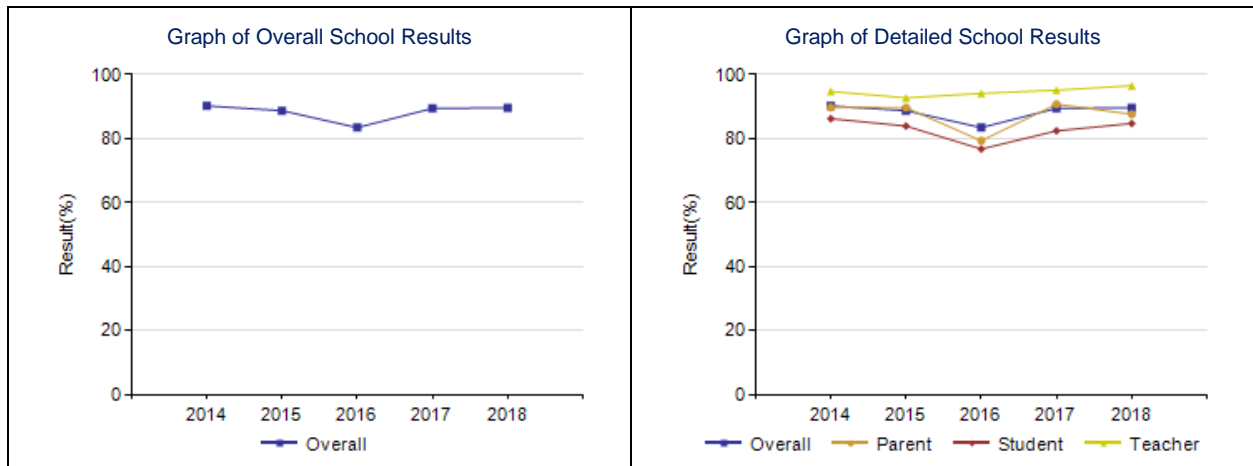
Outcome Three: Alberta's education system respects diversity and promotes inclusion

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.	90.2	88.7	83.4	89.4	89.6	90	Very High	Maintained	Excellent	90.5	91	91

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	90.2	88.7	83.4	89.4	89.6	89.1	89.7	88.2	89.4	90.6	89.1	89.2	89.5	89.5	89.0
Teacher	94.7	92.7	94.1	95.1	96.5	97.2	96.1	97.6	96.9	97.9	95.3	95.4	95.4	95.3	95.0
Parent	89.7	89.6	79.3	90.7	87.6	88.1	90.1	86.9	90.6	90.4	88.9	89.3	89.8	89.9	89.4
Student	86.2	83.9	76.7	82.4	84.7	82.0	82.8	80.1	80.7	83.4	83.1	83.0	83.4	83.3	82.5



Comment on Results

We have made a commitment to the continued increase in this result at SPACHS. We are extremely pleased to report that all stakeholders (students, parents and staff) showed a higher level of satisfaction in this category. We committed our school counselor to 10 classroom visits to each grade 9 classroom to ensure that all our new grade 9 students felt welcome in our school.

In addition, our SPACHS staff continued to volunteer to organize student clubs, sports teams and extra-curricular field trip opportunities with the goal of providing meaningful activities for students to further enhance staff-student relationships.

Strategies

As a SPACHS community we are looking at the following strategies:

- Continue to employ 2 counsellors in our student services department.
- Continued support of our teacher assistants in the inclusive education department to assist with the needs of our growing ELL population and our "ARISE" program.
- Continue to employ a 0.5 FTE school resource officer to work with our students.
- Continue to employ a 0.6 FTE school social worker to assist students in their homes.
- SPACHS school counselors will present to grade nine students during health class to address the needs of students regarding: self-regulation, anxiety and depression.
- SPACHS will practice fire drills and lock down procedures throughout the year.
- School administration will visit each class at the beginning of the year to assure students that their offices are open to hear the concerns of students at all times.

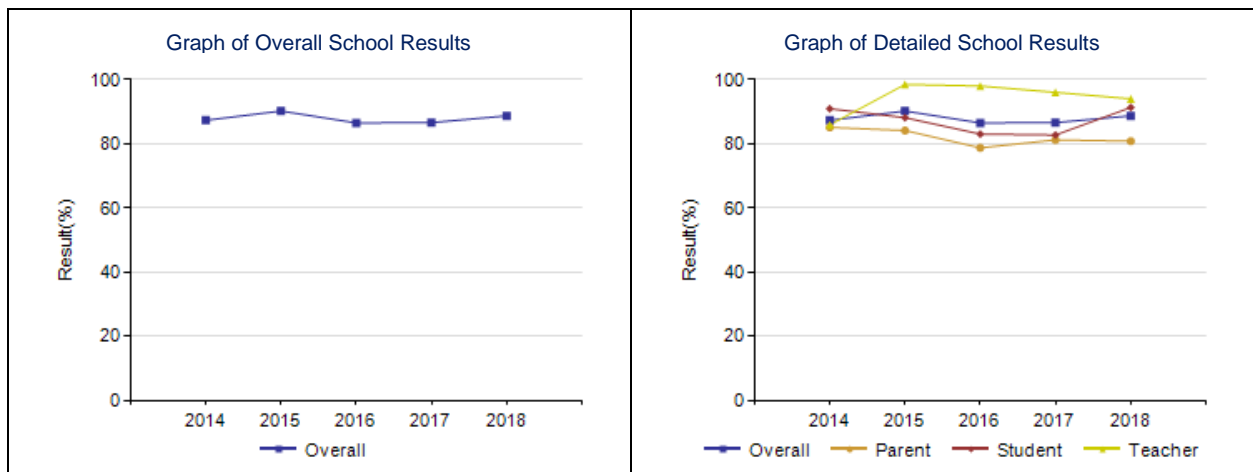
Outcome Four: Alberta has excellent teachers, and school and school authority leaders

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.	87.3	90.2	86.5	86.6	88.7	90	Very High	Maintained	Excellent	90	91	91

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	87.3	90.2	86.5	86.6	88.7	84.8	84.8	84.8	83.6	85.7	81.3	81.3	81.9	81.9	81.8
Teacher	85.9	98.5	98.0	96.0	94.0	91.5	94.0	94.1	92.6	91.9	87.5	87.2	88.1	88.0	88.4
Parent	85.1	84.1	78.7	81.2	80.8	83.0	79.9	80.3	81.8	82.6	79.9	79.9	80.1	80.1	79.9
Student	90.9	88.1	83.0	82.7	91.3	79.9	80.6	80.0	76.3	82.5	76.6	76.9	77.5	77.7	77.2



Comment on Results

SPACHS offers an extensive listing of courses for its grade 9-12 student population. We are very pleased that our achievement in this outcome remains very high. We will continue to have student course requests drive the construction of timetables and teacher assignments.

As well as the continued instruction of religious education and core subject courses, we offer over 20 elective courses to supplement our student's educational requests. In addition, we work cooperatively with St. Teresa Catholic Outreach school to provide the opportunity for work experience, registered apprenticeship programs and dual credit courses through Norquest College. Through the foundational principles of "rigorous and relevant curriculum" and "flexible learning environments" under the umbrella of *High School Redesign*, we are endeavoring to meet the needs of all SPACHS students.

Strategies

To maintain the high level of satisfaction for this outcome we will:

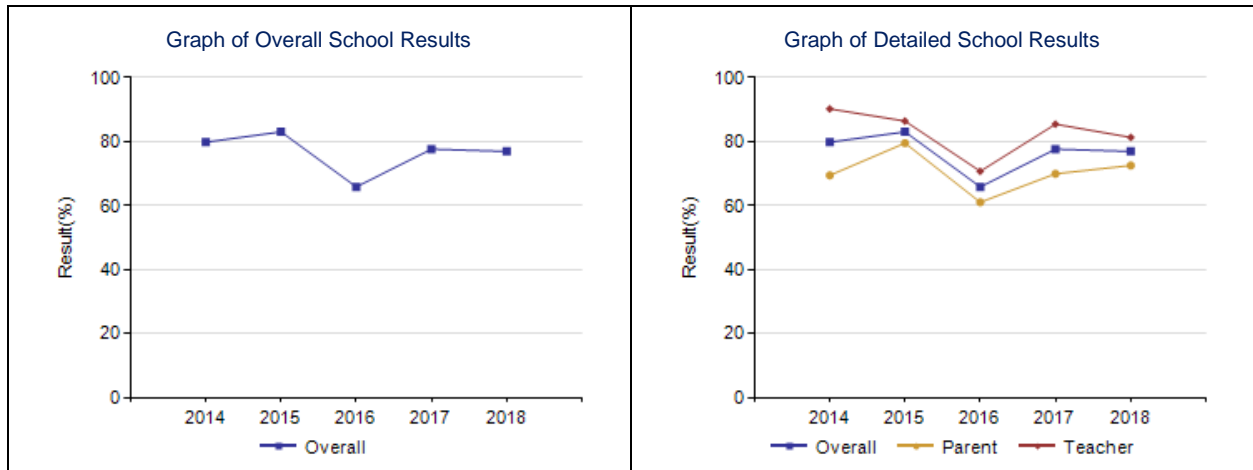
- Continue to have student course requests drive the construction of timetables and teacher assignments.
- Offer a full array of core classes at multiple times in the year.
- Offer Advanced Placement English programming.
- Offer a full array of electives including dance, food studies, band, choral, drama, photography, design studies, fine arts, IT networking, community health, com tech, fashion studies, forensic science, dance, sports performance, outdoor education, wildlife and more.
- Offer second language opportunities in French and Spanish.
- Work with our Outreach school to offer RAP, work experience, and dual credit opportunities.
- Continue to offer a diverse range of activities in our physical education classes.

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

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	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.	79.7	83.0	78.9	84.3	87.0	87.5	Very High	Improved	Excellent	88	88.5	89
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	79.8	83.0	65.8	77.6	76.9	80	Intermediate	Maintained	Acceptable	81	82	83
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	87.9	89.8	84.2	90.0	90.6	91	Very High	Maintained	Excellent	92	93	93

Parental Involvement – Measure Details

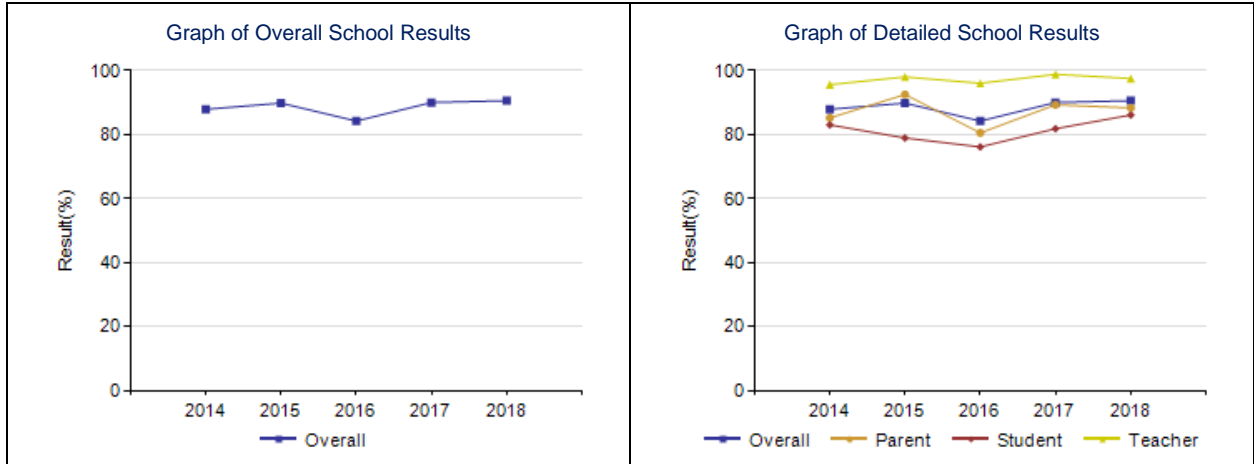
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	79.8	83.0	65.8	77.6	76.9	82.6	83.0	75.4	82.5	82.0	80.6	80.7	80.9	81.2	81.2
Teacher	90.2	86.4	70.7	85.4	81.3	93.2	93.4	89.4	91.4	89.7	88.0	88.1	88.4	88.5	88.9
Parent	69.4	79.5	61.0	69.9	72.5	71.9	72.7	61.5	73.6	74.3	73.1	73.4	73.5	73.9	73.4



Education Quality – Measure Details

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

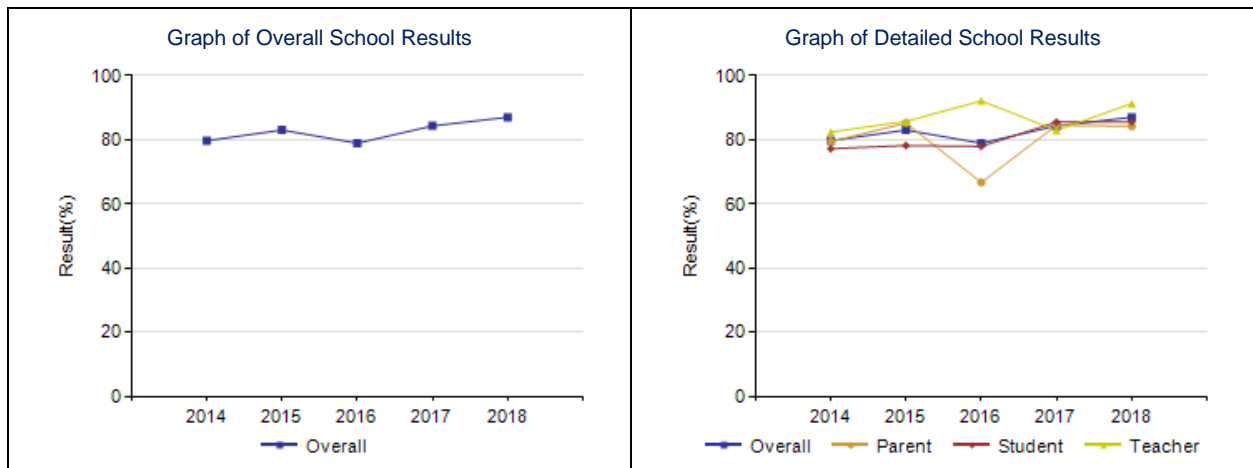
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	87.9	89.8	84.2	90.0	90.6	90.2	91.3	88.7	91.3	91.8	89.2	89.5	90.1	90.1	90.0
Teacher	95.6	98.0	96.0	98.8	97.5	96.8	97.9	97.7	97.8	98.2	95.5	95.9	96.0	95.9	95.8
Parent	85.2	92.5	80.5	89.3	88.3	87.6	88.8	83.5	89.4	88.7	84.7	85.4	86.1	86.4	86.0
Student	83.0	78.9	76.1	81.8	86.1	86.1	87.1	85.0	86.7	88.6	87.3	87.4	88.0	88.1	88.2



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	79.7	83.0	78.9	84.3	87.0	82.8	83.8	81.4	81.9	85.0	79.8	79.6	81.2	81.4	80.3
Teacher	82.4	85.7	92.1	82.9	91.3	87.6	88.4	91.2	82.8	87.3	81.3	79.8	82.3	82.2	81.5
Parent	79.4	85.2	66.7	84.5	84.2	81.5	80.1	73.6	81.1	83.4	77.0	78.5	79.7	80.8	79.3
Student	77.2	78.2	77.9	85.5	85.6	79.2	82.9	79.4	81.7	84.4	81.2	80.7	81.5	81.1	80.2



Comment on Results

We are pleased to see significant satisfaction rate in this category. In the last couple of years, dedicated efforts were made to re-form a school council and to survey a greater range of SPACHS students to gain their feedback on school issues.

In the past couple of years, we received positive feedback from parents on school communication:

- 94% of parents access the parent Monday morning memo
- 82% of parents use the school webpage
- 77% of parents use ConnectEd

We will continue to invite parents to school wide masses, awards night celebrations, drama productions, dance and art festivals, athletic games/tournaments, Spring Open House and school council meetings. Parents are always welcome in our school and we encourage their feedback throughout the school year.

Strategies

- The principal will communicate to parents through a weekly memo informing parents of school events, volunteering opportunities and participation opportunities through School Council.
- Provide students with various opportunities to participate in school clubs, teams and activities outside the class room.
- Educate parents about the daily opportunity to view student attendance and academic progress through ConnectEd.
- Inform parents about the opportunity to provide feedback through the Alberta Education Accountability survey and the Evergreen CSRD NO.2 spring survey.
- Invite parents to 2018 Open House, post-secondary scholarship information night, grade 10 orientation seminar and annual parent graduation meeting.