

# St. Francis of Assisi Academy

## Annual Education Plan



**2018 - 2019**

*St. Francis of Assisi Academy is a community of lifelong learners, where challenges are opportunities for growth, and individual gifts and talents are valued. Above all, we live with faith and love, reflecting the peace and goodness of Christ.*

*Pace e Bene!*

## LOCAL GOAL: FAITH COMMUNITY

**OUTCOME: STUDENTS WILL DEVELOP A PERSONAL RELATIONSHIP WITH OUR TRIUNE GOD AND SHOW A COMMITMENT TO THEIR FAITH.**

Performance Measure: % of students, parents, and teachers, who indicate that the students are developing a meaningful prayer life.		Results (in percentages)					Target	Target	Target	Target
		2015	2016	2017	2018	2019	2020	2021	2022	2023
	Overall			93.7	94.5	83.0	90	92	94	96
	Students			87.1	88.5	72.6	90	92	94	96
	Parents			94.1	95	80.8	90	92	94	96
	Teachers			100	100	95.7	100	100	100	100

### Comments on Results

As the year progressed, we had increased engagement in Masses, Liturgies and Faith Events that were more appealing to students. This included our Student Faith Days, which took place in the spring, and included some excellent faith speakers and service opportunities that engaged students at all grade levels. Improvement in this category is a focus for us this year and we have already developed a yearlong plan that reflects this.

### Strategies

- Creation of a school wide faith plan that incorporates various prayer opportunities, service work, student led Masses and Liturgies, Student Faith Days, guest speakers, retreats, school wide rosary.
- Finding opportunities to send home stories or prayers for families to use at home such as the Joy Box, Advent Book, classroom newsletters, video links and other resources.
- We returned our chapel space to the school (as we needed it as classroom space the year before), and will strive to use it often for events like Adoration, Staff Prayer and Masses.
- Sharing more pictures of students engaging in prayer and faith events for social media and sharing with all our stakeholders.
- Pace e Bene Awards highlights into newsletters with the description of the virtues that we recognize in our students - "this person was recognized because they exemplify the virtue of ..."
- Organizing and promoting activities that connect all students with Christ through acts of service to others.
- Organizing Grade level and Division faith retreats.
- Invite the parish priests from St. James to celebrate Div I, II, III and Staff Masses in the St. Christopher chapel at St. Francis.
- Continue to facilitate meetings and projects through the St. James Parish youth group (St. Francis youth group) at St. Francis of Assisi Academy
- Prayer stations throughout the school where older students can be paired with younger students to participate in prayer at their own pace in order to develop more personal connections to prayer and to our faith.
- Engage students in different expressions of prayer such as acting out Bible stories, the use of prayer dice for prayer intention starters, encounter Christ in Adoration in a variety of forms (silent, music, vocal prayer), organize Prayer Stations to facilitate student faith leadership between Junior High and Elementary students.

Performance Measure: % of students who attend Catholic mass or, if not Catholic, services at their church on a weekly basis?		Results (in percentages)					Target	Target	Target	Target
		2015	2016	2017	2018	2019	2020	2021	2022	2023
	Once per week			21.5	18	17.2	25	27	29	31
	Once per month			19.8	17.5	10.5	25	27	29	31
	Less than once per month			58.8	65	72.4	50	46	42	38

### Comments on Results

Through targeted faith activities in our school, we hope to see an increase in the number of times that families attend Mass outside of school. We will continue to be invitational with parents and begin by extending personal invitations to our families to join our students in attending school-wide and class masses, liturgies, and faith celebrations so that we strengthen the parish, school, and family triad.

**Strategies**

- Inviting students to attend Mass, increase their comfort level with attending church by participation in grade level and school level masses, and review parts of the mass in Religion class to increase understanding.
- Sharing personal experiences, readings, homilies from Sunday Mass with our students.
- Encourage students to train in Mass ministries; altar servers, readers, gift bearers, etc. and promote involvement in Mass
- Encourage students to attend Sunday Mass Children’s Liturgy and advertise it via classroom discussions, teacher newsletters, etc.
- Inviting our visiting priests to celebrate grade level monthly masses or liturgies.
- Priest Q and A with staff at CLC lunch, or during Priests’ school visits.

Performance Measure: % of students, parents and teachers who are satisfied with how they have grown as a Christian as a result of their involvement in Catholic education.		Results (in percentages)					Target	Target	Target	Target
		2015	2016	2017	2018	2019	2020	2021	2022	2023
	Overall			94.4	92.8	91.1	95	96	97	98
	Parents			96.1	97	92.0	95	96	97	98
	Students			87.0	81.5	81.2	85	87	89	91
	Teachers			100	100	100	100	100	100	100

**Comments on Results**

Overall, we are pleased with our results in this area. In our faith plan, we have targeted ways to help students grow as Christians both within our school and within the larger community, alongside their parents.

**Strategies**

- Individual teachers will send home faith survey to their parents that emphasizes how appreciative we would be if they filled it out, and how that feedback guides our planning, teaching and improving our teaching practice in the area of faith.
- Make sacramental preparation information more available for families and students, incorporate reflections of what they learned into our classes.
- Kids talking their faith and engaging with parents will attract parents. When kids are excited, parents will be more excited.
- Discuss the importance of the sacraments and do classroom presentations in Religion classes to get kids excited about joining our faith
- Plan events that encourage parent/child participation in service opportunities, either at school or in the community, depending on the children’s age.
- Continue to work in conjunction with the St. James/ St. Francis Youth group on service projects such as making Thanksgiving Dinner for new immigrants, the Magic of Christmas campaign, the Backpack Campaign, shoe and clothing drives, etc.
- Continue to do culminating service projects with our exiting grade 9s as part of their transition to High School.

***OUTCOME: OUR STAKEHOLDERS RECOGNIZE US AS A CHRIST CENTERED CATHOLIC SCHOOL DIVISION.***

Performance Measure: % of parents, students and teachers who indicate they are satisfied with the religious celebrations that are held at the school		Results (in percentages)					Target	Target	Target	Target
		2015	2016	2017	2018	2019	2020	2021	2022	2023
	Overall			96.1	97.3	94.3	97	98	99	100
	Parents			98	96	96.2	97	98	99	100
	Students			90.3	96	91.1	94	96	98	100
	Teachers			100	100	95.7	100	100	100	100

**Comments on Results**

While we noticed a slight decline with the satisfaction of students and staff regarding the religious celebrations held at school, feel confident that our plan to involve students in leading liturgies and special events, as well as increasing the frequency and variety of celebrations will be an effective contributor to increased rates of satisfaction next year.

**Strategies**

- Incorporate before and after activities following faith events such as journaling, reflections on how the homily relates to our personal lives, writing letters to the priest who celebrated Mass in order to deepen Christian praxis.
- Organize a joint social, or a service activity, with other Redeemer students before/after our grade level Masses at St. James parish
- Invite the parish priests from St. James to celebrate class Masses in the St. Christopher chapel at St. Francis
- Invite the parish priests to have a mass in our chapel before school for interested Junior High students, to see if we can increase attendance. Possibility to organize a shared meal with students and the priest following Mass.

Performance Measure: % of parents, students and teachers who indicate that the school is doing all things like Jesus would want them done.		Results (in percentages)					Target	Target	Target	Target
		2015	2016	2017	2018	2019	2020	2021	2022	2023
	Overall			95.1	97	91.8	94	96	98	100
	Parents			96	97	92.3	94	96	98	100
	Students			92.8	94	87.4	94	96	98	100
	Teachers			96.4	100	95.7	100	100	100	100

**Comments on Results**

St. Francis of Assisi Academy continues to deepen our relationship with Christ and model his actions. Our restorative practices and the culture we strive to build, including our philosophy, will undoubtedly reflect in our future results. Our goal is to achieve 100% satisfaction with all of our stakeholders that we do all things as Jesus would want them done.

**Strategies**

- A more in depth look at restorative practices and tying these to our faith and the way we are called to love one another as Jesus loves us. Emphasis on circles and consistent restorative practices in all areas of St. Francis of Assisi Academy.
- Incorporating increased positive reinforcement towards those students who are demonstrating Christ like behaviors at school.
- Trying to help students understand why Jesus did what he did in his faith so that they develop a deeper understanding as to why the school does things the way we do.
- Through Channels of Peace, continue teaching students how Jesus would treat others and how that model can be incorporated into how we treat each other in our world today (Be kind to the lonely, sad, mad, etc.)
- Continue to be consistent, fair and caring towards all students. Incorporate more faith talk into our time with students.

Performance Measure: % of parents, students and teachers who indicate they are satisfied with what is learned in religious studies classes.		Results (in percentages)					Target	Target	Target	Target
		2015	2016	2017	2018	2019	2020	2021	2022	2023
	Overall			93.8	96.5	87.4	90	92	94	96
	Parents			98	97	85.8	90	92	94	96
	Students			87.0	94	80.6	90	92	94	96
	Teachers			96.4	100	95.7	100	100	100	100

**Comments on Results**

The *Growing in Faith, Growing in Christ* program has been very well received by our school community; teachers from K-6 have implemented this curriculum and Junior High teachers begin PD on the new Religion curriculum in Spring 2020. We will continue to engage students in meaningful learning activities that will help them apply Christian knowledge, virtues and beliefs to their own lives.

**Strategies**

- Promote what is being covered in the religion curriculum in our classroom newsletters and encourage parents to access the parent portal/ resources at home.
- Connect our Religion curriculum to opportunities for social justice and link them to service projects in our greater community.
- #relationships in a digital age lesson sets were introduced this year; we will be communicating classroom learning to parents via our newsletters.

**Combined 2019 Accountability Pillar Overall Summary**

Measure Category	Measure	St. Francis of Assisi Academy			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	92.2	95.1	94.1	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	92.0	91.1	86.8	82.2	81.8	81.9	Very High	Improved	Excellent
	Education Quality	96.5	96.1	94.8	90.2	90.0	90.1	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	93.6	95.8	95.6	73.8	73.6	73.6	Very High	Maintained	Excellent
	PAT: Excellence	28.6	39.9	39.7	20.6	19.9	19.6	Very High	Declined	Good
	Work Preparation	98.0	88.6	89.3	83.0	82.4	82.6	Very High	Improved	Excellent
	Citizenship	88.8	89.7	88.9	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	92.7	89.9	89.1	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	92.5	94.9	89.6	81.0	80.3	81.0	Very High	Maintained	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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 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 that 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
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	95.3	95.8	93.6	100	Very High	Maintained	Excellent	100	100	100
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	39.5	39.9	28.6	41	Very High	Declined	Good	30	32	34

### Comment on Results

We are pleased with the fact that, in the area of acceptable standard achievement, our students continue to perform very high. Our aim continues to be that all of our students achieve the acceptable standard on PAT's.

This is the first year that Grade 9 PAT's have been written at St. Francis. The overall results of this year, combine Grade 6 and 9 PAT's, whereas the previous results only reflected Grade 6. Therefore, there is an anomaly in our results, given that this year's value does not report the same data as the data from last year. While the Grade 9 results cannot be compared to data from last year, we recognize that the achievement in both standard of excellence and acceptable standard were lower than we expected. In response to this reality, the Junior high teachers are collaborating and vertically planning as a means of minimizing the gaps in learning from year to year. Noteworthy is also the fact that our Grade 6 results in the previous year were extraordinarily high, an anomaly as well (ie standard of excellence in Science was 65.1 and 69.0% respectively, for the two previous years). While it is true that our standard of excellence achievement has declined, it is important to note that our participation rates at both the Grade 6 and 9 levels were very high, at nearly 100%, which demonstrates that we hold all of our students to very high standards.

At St. Francis of Assisi Academy, the focus on learning at high levels is a pillar of our school; we are deliberate in promoting teaching and learning at the highest levels, through our focus on Literacy, Numeracy and their permeation in all areas of student learning. We support all of our students' needs through supporting our teachers in the latest professional development opportunities, high levels of collaboration at grade and division levels as well as through the professional development offered during our Catholic Learning Communities. Furthermore, we maximize our instructional time with students and focus on close alignment with curriculum in all subject areas. In addition to having excellent teachers that are passionate about their vocation, students benefit from customized support for their needs from our dedicated Learning Support team. This occurs individually, in small groups as well using best practices and strategies by the teacher in the classroom setting.

### Strategies

- This year, teachers are working collaboratively to vertical plan in the different subject areas during grade level and Division meetings, as well as during CLC's, particularly in the LA and Math areas, which both showed a significant decline in PAT achievement this year.
- Teachers have instituted a study hall that occurs daily at lunch and is supervised by our teachers, where students are held accountable to completing their work to the best of their ability as well as accessing targeted help from subject area teachers.
- Students Services continue to support the diverse needs of our students and have expanded their Learning Strategies class offerings based on teacher recommendations and perceived areas of need for their students.
- During our PD days, we have in-serviced teachers in latest research and methods to modifying, adapting and accommodating diverse student needs in the school.
- During CLC's we have been working on Literacy and Numeracy goals in an effort to enrich our students in order to improve their work from acceptable to a standard of excellence on provincial achievement tests.

### 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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 fires in May to June 2016 and May to June 2019. 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	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	88.1	89.7	88.8	92	Very High	Maintained	Excellent	90	91	92

**Comment on Results**

We are pleased that our stakeholders' satisfaction that students model the characteristics of active citizenship continue to be excellent. We feel that students have many opportunities to be actively involved and serve both their local and global community. Students at STF are held to high expectations in the way they act within our school walls as well as in the way they represent the school in the community.

**Strategies**

- This year, *Channels Plus* has become the service component of Channels of Peace, our intentional courtesy program, and it provides students the opportunity to participate in community service projects.
- As a staff, we organize one service opportunity per month that is tied to our social justice ideals, where students from a specific grade organizes the particular service opportunity.
- This year we organized the Federal Student Vote to coincide with the Federal election as a means to engage students in learning about civic responsibility.
- We will continue our focus on Catholic virtues as the hallmarks of how we aim to live our lives and celebrate by being intentional in recognizing these virtues in our students.
- Continue to offer opportunities for leadership to all students, be it through clubs, "buddies" programs, Me to We groups, Prayer Stations, and a focus on celebrating our uniqueness, in order to encourage a safe and inclusive environment for all students.
- Welcome guest speakers to the school to promote active citizenship ideals and concrete examples of placing these into practice.
- Continue our involvement of students in the Take Our Kids to Work Day initiative.
- Focus on "what does God want me to be" versus "what do you want to be when you grow up?" as a means to tying our God-given talents to vocations.
- Our exiting Grade 9 students complete a service project together prior to their transition to high 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. 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.

## Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

(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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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	n/a	*	*	*		*	*	*			
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	n/a	*	*	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

### Comment on Results

Data values have been suppressed where the number of students is fewer than 6. These are denoted by an asterisk (\*)

### Strategies

- As a staff, we continue to be actively involved in acquiring Foundational Knowledge regarding FNMI issues and best practices especially as they relate to our new Teaching Quality Standard.
- We continue to dedicate time during CLC's in order to learn how to best support our FNMI students and increase our foundational knowledge as teachers.
- We have incorporated the Treaty 7 acknowledgement (short version) in our morning exercises and we have displayed the full Treaty 7 acknowledgement in a prominent place, by our front entrance.
- Teachers continue to plan to visit Blackfoot Crossing as well as Head Smashed in Buffalo Jump during their spring field trips as a means of becoming more knowledgeable around FNMI history and issues.
- Our FNMI lead teacher has surveyed the staff regarding the type of learning opportunities they are interested in most, and is planning various CLC's around those needs.

### 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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 fires in May to June 2016 and May to June 2019. 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 fires in May to June 2016 and May to June 2019. 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 2015/16 school year. Caution should be used when interpreting trends over time.

*Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
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		n/a	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		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
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	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	n/a	n/a	n/a		n/a	n/a	n/a			

<b>Comment on Results</b>
n/a
<b>Strategies</b>
n/a

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 2015/16 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), historical Rutherford Scholarship Eligibility Rate results 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, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 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.

## Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	n/a	n/a	82.4	91.1	92.0	86	Very High	Improved	Excellent	93	94	95

### Comment on Results

We are extremely pleased with the satisfaction in this area. We have increased our Option course offerings every year based student interest and we also have incredibly high curriculum alignment in all areas of the Program of Studies. One aspect of which we are particularly proud is the increase in students taking Band at the school, which almost doubled from the year before; this increase is of particular significance due to the fact that our overall junior high population has decreased with the exit of a large Grade 9 cohort. We are also proud of the fact that we have been able to find efficiencies in the scheduling of the gym in order to maintain daily gym time at all grade levels with optimal use of gym space during every part of the day. The options course offerings continue to increase and all Junior High students have choice in their option course programming, which includes Learning Strategies courses in core subject areas.

### Strategies

In terms of students' abilities to access a broad program of studies we will"

- Continue to maintain strong alignment between the Program of Studies and all academic courses that we teach.
- Continue to grow and strengthen our Band and Fine Arts programs through excellent teaching, holding students accountable to high standards of learning, providing opportunities for them to enhance and showcase their skills via various events such as clinics, outside of class opportunities such as Jazz Band, retreat opportunities such as Camp Caroline, various festivals and concerts as well as through a multitude of school events such as concerts, masses, liturgies, ceremonies such as Remembrance Day, etc.
- Continue to offer daily PE for all students at all grade levels.
- Continue to seek and involve students in additional physical education activities such as skating, swimming, curling, in-line skating etc.
- Continue organizing a Junior High Ski Trip – this year was our inaugural one, and it was incredibly successful.
- Ensure that Phys. Ed. Plus option involves varied off campus opportunities such as Golf, Rock Climbing, Gymnastics, Yoga, Bowling, Skating, etc.
- Introduce silk screening and 3D printing/ vinyl cutting projects in Media Classes at the higher level – Grade 9.
- Continue investigating which options students would like to see continue by surveying students in the spring prior to timetabling, and ensuring that the timetable reflects student top choices.
- Continue to ask for student feedback about which new options they would like to see. This year, we introduced World History and Enterprise and Innovation as new options based on student interest.

### 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.

## Outcome Four: Alberta’s education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	n/a	n/a	84.4	94.9	92.5	86	Very High	Maintained	Excellent	93	94	95
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	88.3	89.9	92.7	90	Very High	Maintained	Excellent	93	94	95
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	93.4	96.1	96.5	96	Very High	Maintained	Excellent	97	98	99
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	n/a	n/a	90.0	88.6	98.0	92	Very High	Improved	Excellent	95	96	97
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	n/a	n/a	93.1	95.1	92.2	100	Very High	Maintained	Excellent	100	100	100

### Comment on Results

We are very pleased with the 10% increase from last year in teacher and parent satisfaction who agree that students are being taught the attitudes and behaviors that will make them successful at work when they leave school. We believe that this improvement recognizes and honors the work that we do at the school, that we are holding students accountable to learning at highest levels coupled with teaching them the skills necessary to be independent learners, excellent problem solvers and critical thinkers. We do this in collaboration with parents, the primary educators of our students, and because of this collaboration, parents continue to show very high satisfaction in their involvement in decisions about their child’s education.

Noteworthy is the fact that all stakeholders, students, teachers, and parents, continue to report very high satisfaction with our school improvement and the overall quality of education at St. Francis of Assisi. This year, we added Grade 9 to our school, and we continue to aim at achieving excellent results in these areas.

Lastly, we are pleased that stakeholders report very high satisfaction regarding students feeling safe at school, recognizing the importance of caring and learning respect for others and that they are treated fairly in their learning environment. We will continue to be relentless in terms of pursuing 100% satisfaction in this area for the future, as we believe that students learn at highest levels only when they feel safe, cared for, respected and feeling that they are being treated fairly by those around them.

### Strategies

- Continue to improve our teacher knowledge base of latest research in teaching and learning through our CLC’s and PD Opportunities.
- Continue to provide a myriad of leadership opportunities for students.
- Continue to strengthen relationships between parish, school and family.
- Continue to hold students to highest standards and provide them with the skills and attitudes to achieve them.
- Dedicate time during the year to implement restorative practices in all facets of our school, both through formal training as well as PD opportunities to staff.
- Continue to communicate frequently with parents regarding decisions that affect their child(ren) at school.
- Continue to be invitational about parental involvement at school and in our parish so that students can be supported in all areas of their lives.

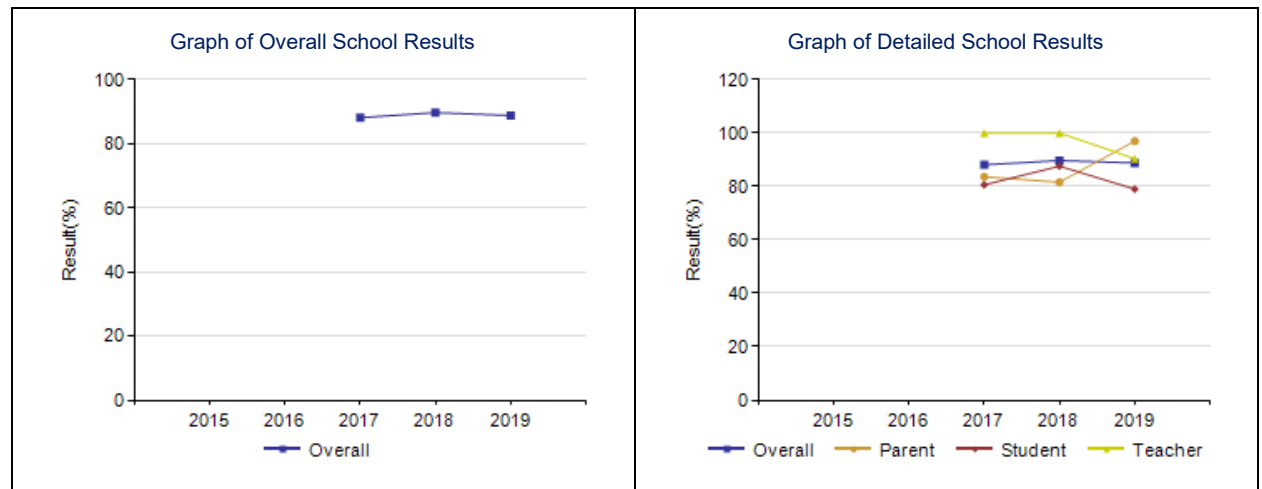
- Continue to provide professional development to staff about mental health, restorative practices, ACES, Zones of Regulation, MANDT, VTRA and other programs that take into account providing for all aspects of student learning, not only academics.
- Continue to build community through various school events where attendance by parents would be highly encouraged.
- Continue to inspire that our behavior models that of Jesus, loving one another as He loved us, showing kindness and mercy at all times, apologizing and restoring our relationships whenever mistakes are made, and always being in service of others, with no expectation for reward.
- Always arrive to any solution collaboratively, from a place of love and concern, an attitude of good will, as well as a high level of preserving an individual’s dignity whenever dealing with concerns or conflict that may arise.
- Continue to plan and encourage participation in service work and social justice projects for students, staff and families.

Notes:

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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.

**Citizenship – Measure Details**

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	88.1	89.7	88.8	90.5	89.3	91.2	90.9	91.5	83.5	83.9	83.7	83.0	82.9
Teacher	n/a	n/a	100.0	100.0	90.4	98.3	98.3	98.8	97.8	97.9	94.2	94.5	94.0	93.4	93.2
Parent	n/a	n/a	83.6	81.6	97.0	89.3	87.5	89.1	89.1	90.5	82.1	82.9	82.7	81.7	81.9
Student	n/a	n/a	80.6	87.6	79.0	84.0	82.0	85.6	85.9	86.1	74.2	74.5	74.4	73.9	73.5



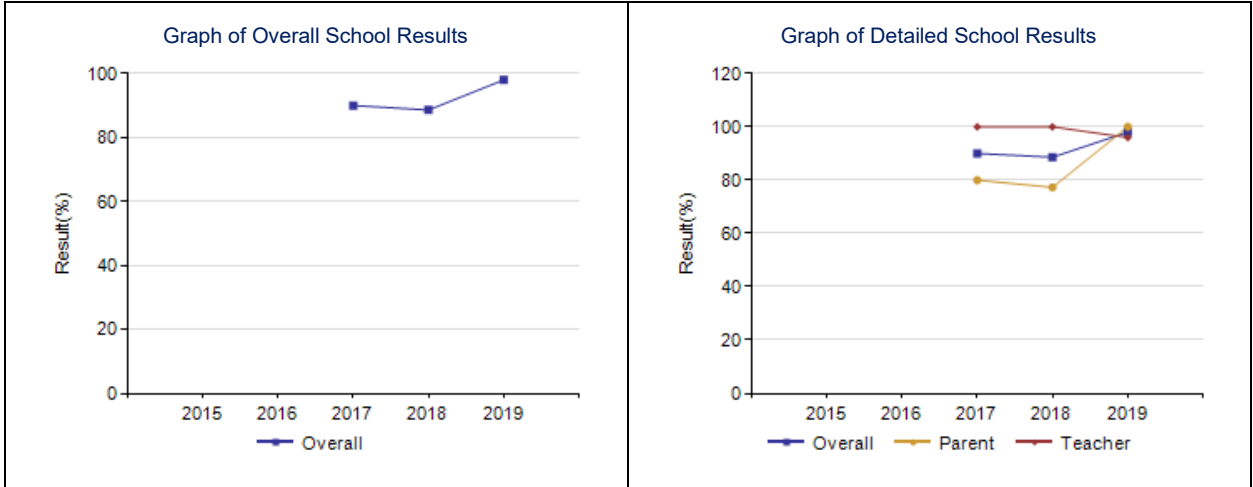
Notes:

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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.

**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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	90.0	88.6	98.0	87.5	89.2	88.3	89.2	90.4	82.0	82.6	82.7	82.4	83.0
Teacher	n/a	n/a	100.0	100.0	96.0	91.8	95.4	94.6	95.3	94.3	89.7	90.5	90.4	90.3	90.8
Parent	n/a	n/a	80.0	77.3	100.0	83.2	83.0	82.0	83.1	86.5	74.2	74.8	75.1	74.6	75.2

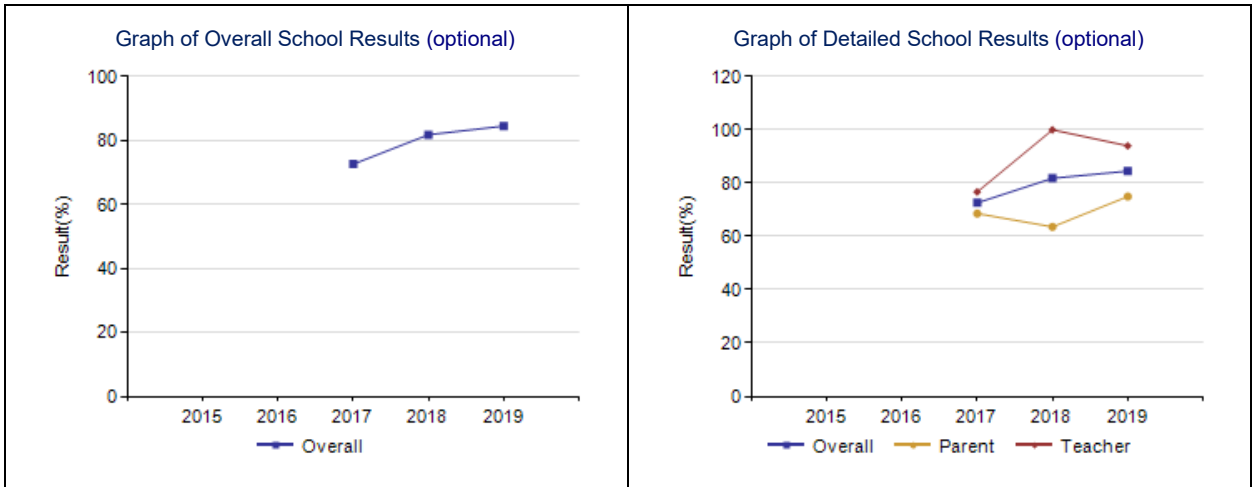


Notes:  
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Lifelong Learning – Measure Details (OPTIONAL)**

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	72.6	81.8	84.5	79.7	81.2	80.3	81.8	84.7	70.0	70.7	71.0	70.9	71.4
Teacher	n/a	n/a	76.7	100.0	94.0	87.2	89.3	88.2	88.2	89.8	76.0	77.3	77.3	77.8	78.8
Parent	n/a	n/a	68.6	63.6	75.0	72.3	73.1	72.5	75.4	79.5	64.0	64.2	64.8	64.0	64.0



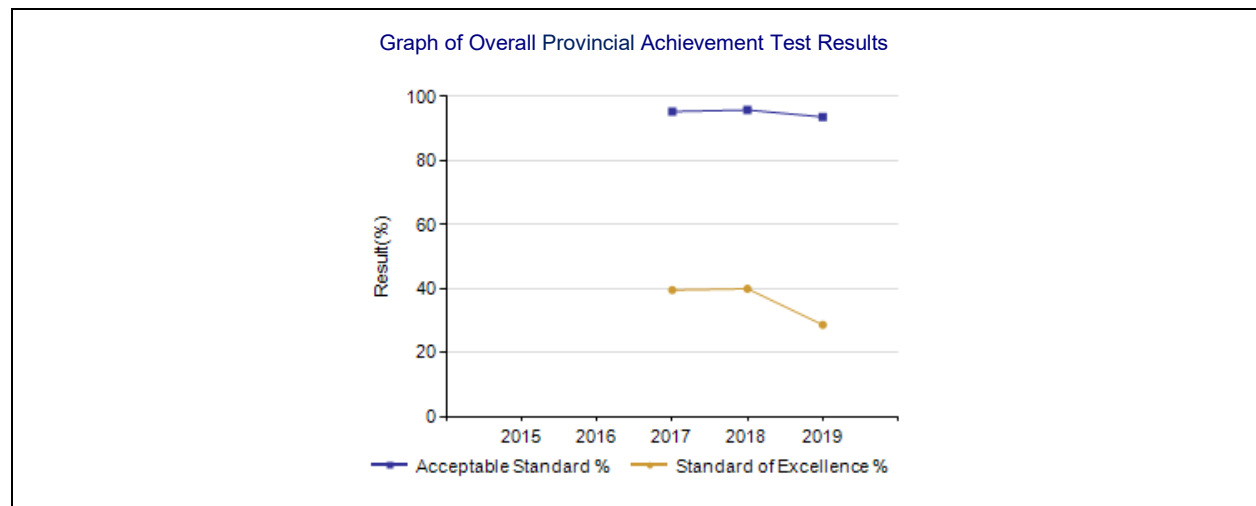
Notes:  
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Provincial Achievement Test Results – Measure Details**

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		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	100.0	39.5	97.6	26.2	97.7	32.6	100	33
	Authority	74.7	27.1	81.8	30.9	86.7	31.7	88.0	28.4	86.5	27.4		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
Mathematics 6	School	n/a	n/a	n/a	n/a	90.7	16.3	95.2	28.6	95.3	14.0	100	30
	Authority	73.1	23.8	79.4	22.0	81.8	23.2	83.9	25.1	83.6	22.5		
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0		
Science 6	School	n/a	n/a	n/a	n/a	95.3	65.1	95.2	69.0	97.7	30.2	100	30
	Authority	77.5	37.8	81.2	38.2	86.2	46.0	86.3	46.1	88.3	39.9		
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6		
Social Studies 6	School	n/a	n/a	n/a	n/a	95.3	37.2	95.2	35.7	95.3	39.5	100	40
	Authority	76.3	32.5	78.1	32.3	84.4	35.9	83.8	33.4	86.9	35.6		
	Province	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4		
English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	94.5	14.5	100	25
	Authority	71.7	20.1	78.8	22.4	82.1	22.9	86.1	23.9	83.5	22.4		
	Province	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	85.5	23.6	100	25
	Authority	66.5	21.8	71.7	19.8	78.3	25.2	68.1	15.7	72.9	22.2		
	Province	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0		
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	92.7	30.9	100	30
	Authority	75.7	28.0	76.0	27.8	83.1	29.7	83.2	33.9	86.6	34.8		
	Province	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	92.7	43.6	100	30
	Authority	71.2	25.4	65.8	20.9	74.1	25.1	73.9	26.5	78.2	28.8		
	Province	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "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 fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

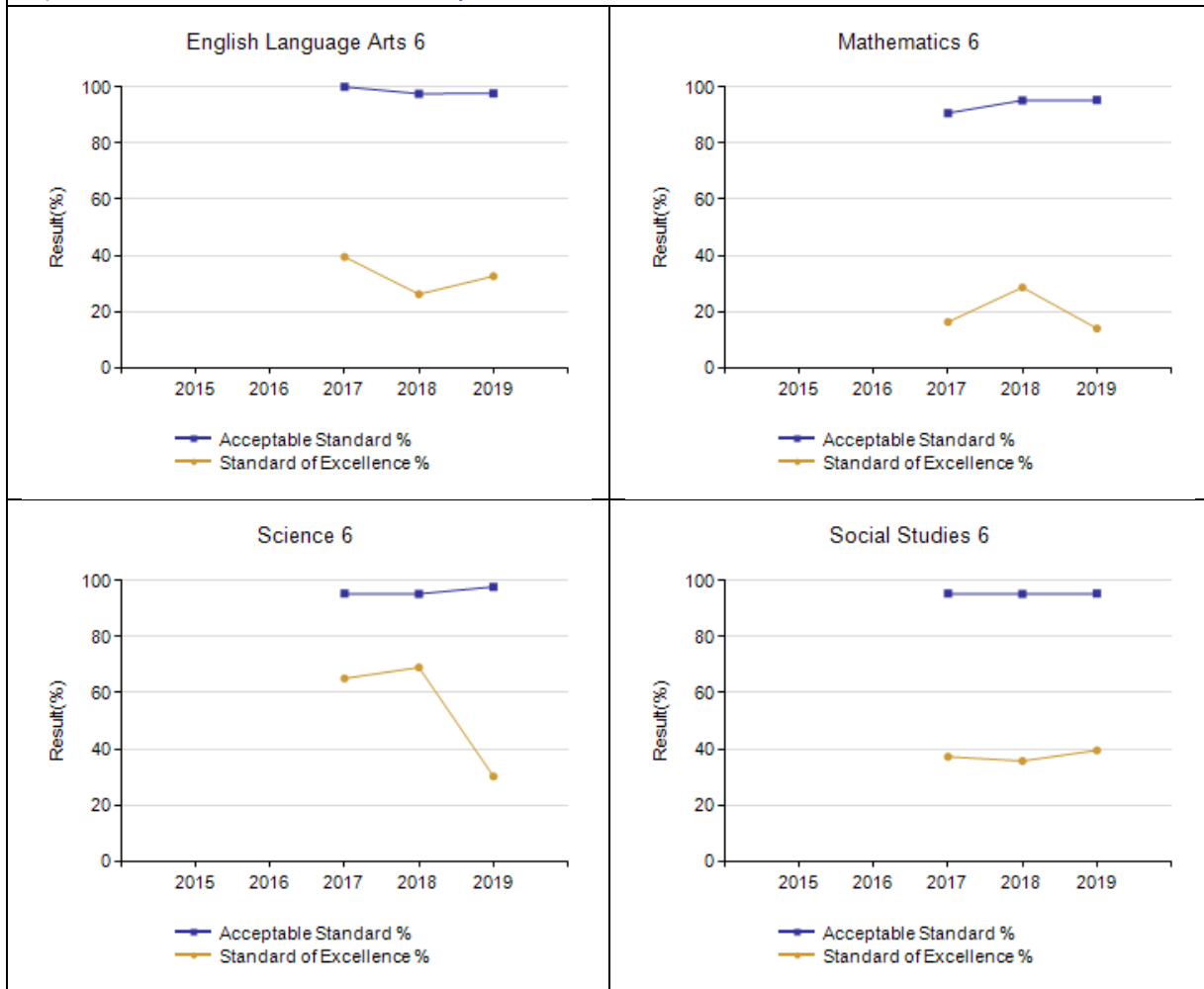


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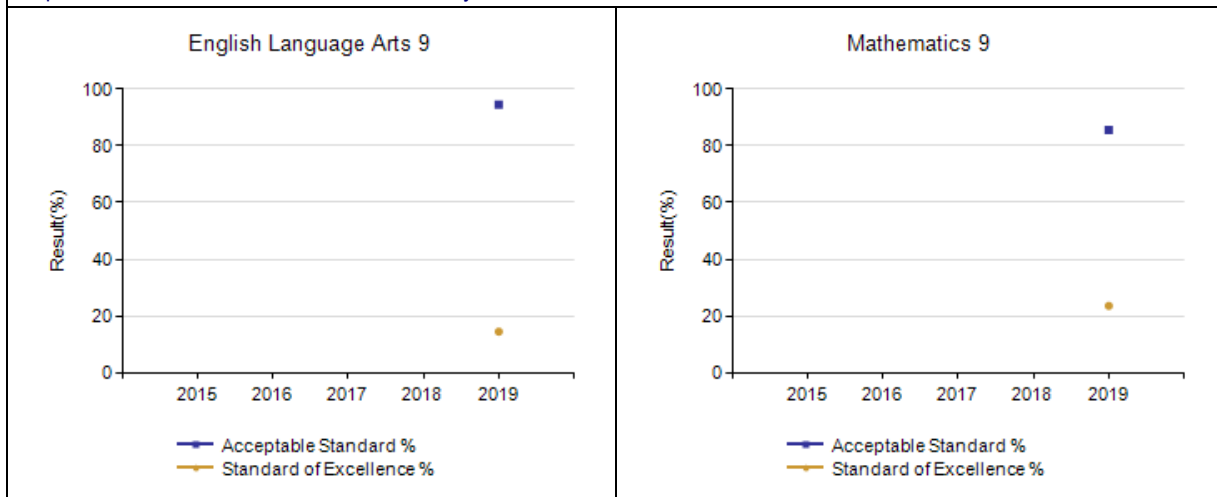
Graph of Provincial Achievement Test Results by Course



Notes:

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3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

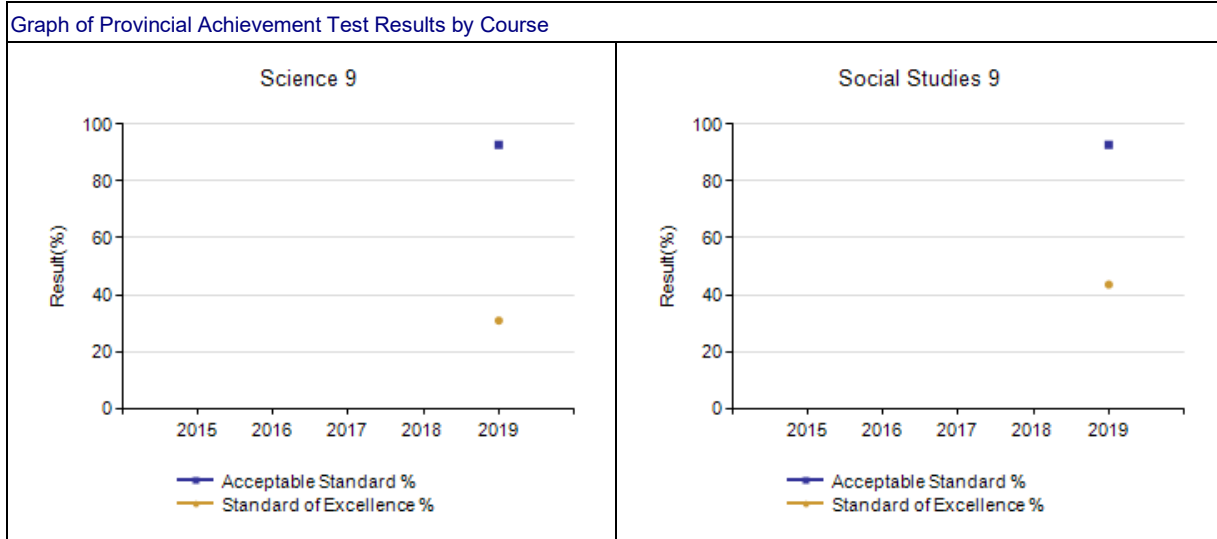
Graph of Provincial Achievement Test Results by Course



Notes:

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- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.



Notes:

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- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. 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. Francis of Assisi Academy						Alberta				
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	43	97.7	43	98.8	54,820	83.2	49,573	82.9
	Standard of Excellence	Very High	Maintained	Excellent	43	32.6	43	32.9	54,820	17.8	49,573	19.1
Mathematics 6	Acceptable Standard	Very High	Maintained	Excellent	43	95.3	43	93.0	54,778	72.5	49,502	71.5
	Standard of Excellence	Intermediate	Declined	Issue	43	14.0	43	22.4	54,778	15.0	49,502	13.5
Science 6	Acceptable Standard	Very High	Maintained	Excellent	43	97.7	43	95.3	54,879	77.6	49,520	77.9
	Standard of Excellence	High	Declined Significantly	Issue	43	30.2	43	67.1	54,879	28.6	49,520	28.9
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	43	95.3	43	95.3	54,802	76.2	49,511	73.1
	Standard of Excellence	Very High	Maintained	Excellent	43	39.5	43	36.5	54,802	24.4	49,511	22.3
English Language Arts 9	Acceptable Standard	Very High	n/a	n/a	55	94.5	n/a	n/a	47,465	75.1	45,363	76.6
	Standard of Excellence	Intermediate	n/a	n/a	55	14.5	n/a	n/a	47,465	14.7	45,363	14.9
Mathematics 9	Acceptable Standard	Very High	n/a	n/a	55	85.5	n/a	n/a	46,764	60.0	44,959	64.7
	Standard of Excellence	High	n/a	n/a	55	23.6	n/a	n/a	46,764	19.0	44,959	17.1
Science 9	Acceptable Standard	Very High	n/a	n/a	55	92.7	n/a	n/a	47,489	75.2	45,363	74.6
	Standard of Excellence	Very High	n/a	n/a	55	30.9	n/a	n/a	47,489	26.4	45,363	22.7
Social Studies 9	Acceptable Standard	Very High	n/a	n/a	55	92.7	n/a	n/a	47,496	68.7	45,366	66.1
	Standard of Excellence	Very High	n/a	n/a	55	43.6	n/a	n/a	47,496	20.6	45,366	19.9

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

**Measure Evaluation Reference - Achievement Evaluation**

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that 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 année	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
K&E English Language Arts 9	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 année	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
K&E Mathematics 9	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
K&E Science 9	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
K&E Social Studies 9	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. 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

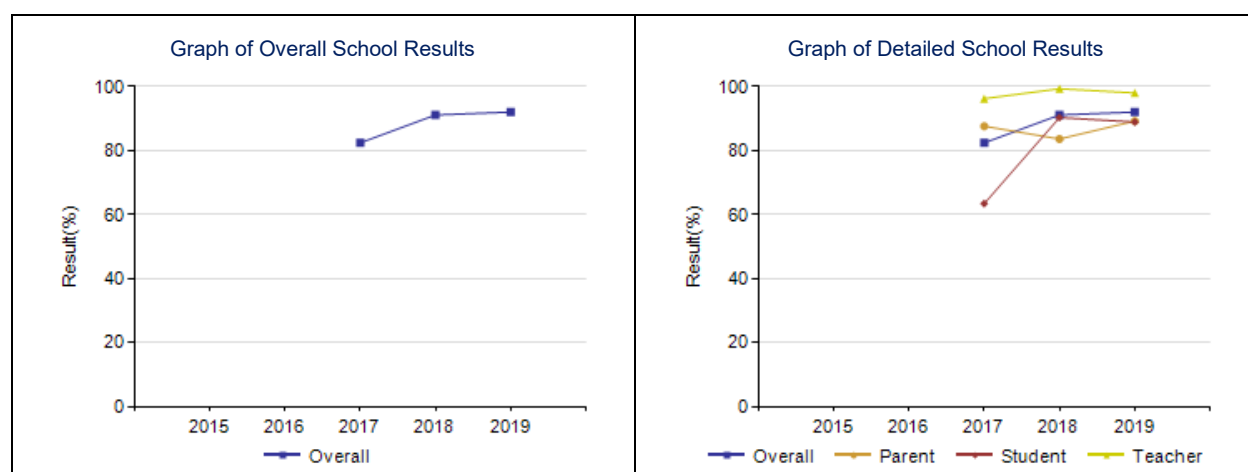
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	82.4	91.1	92.0	86.2	84.5	85.7	87.2	88.6	81.3	81.9	81.9	81.8	82.2
Teacher	n/a	n/a	96.2	99.3	98.0	91.4	91.8	90.7	91.6	93.3	87.2	88.1	88.0	88.4	89.1
Parent	n/a	n/a	87.6	83.6	89.2	82.1	81.0	83.0	83.8	86.2	79.9	80.1	80.1	79.9	80.1
Student	n/a	n/a	63.4	90.3	88.9	85.0	80.8	83.5	86.1	86.3	76.9	77.5	77.7	77.2	77.4



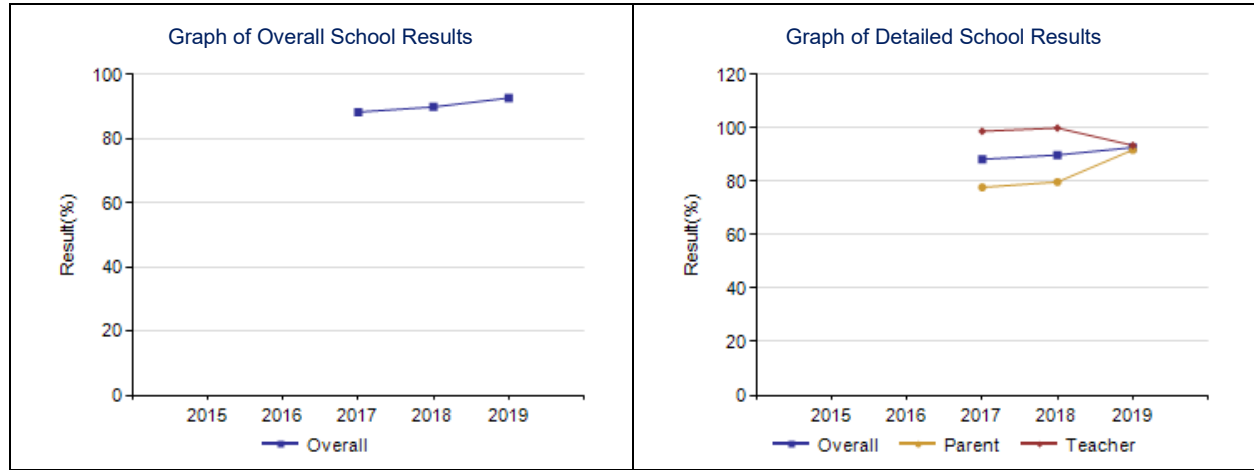
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.

**Parental Involvement – Measure Details**

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	88.3	89.9	92.7	88.6	87.4	87.8	86.2	90.2	80.7	80.9	81.2	81.2	81.3
Teacher	n/a	n/a	98.8	100.0	93.5	95.7	95.6	95.6	94.3	95.3	88.1	88.4	88.5	88.9	89.0
Parent	n/a	n/a	77.8	79.8	91.8	81.6	79.1	80.0	78.1	85.0	73.4	73.5	73.9	73.4	73.6

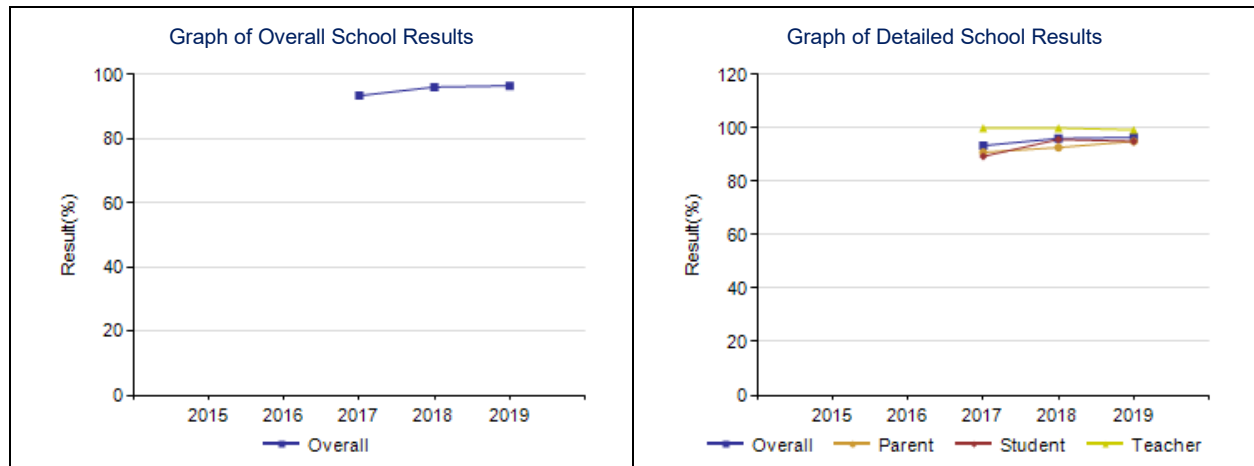


Notes:  
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Education Quality – Measure Details**

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	93.4	96.1	96.5	94.6	94.1	94.1	94.5	94.8	89.5	90.1	90.1	90.0	90.2
Teacher	n/a	n/a	100.0	100.0	99.3	98.1	98.9	98.7	98.2	98.3	95.9	96.0	95.9	95.8	96.1
Parent	n/a	n/a	90.9	92.7	95.0	92.8	91.9	91.3	92.0	93.2	85.4	86.1	86.4	86.0	86.4
Student	n/a	n/a	89.4	95.7	95.0	92.9	91.5	92.4	93.2	92.8	87.4	88.0	88.1	88.2	88.1

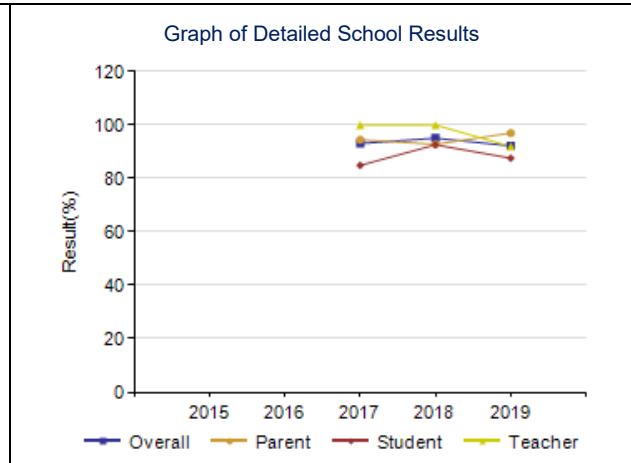
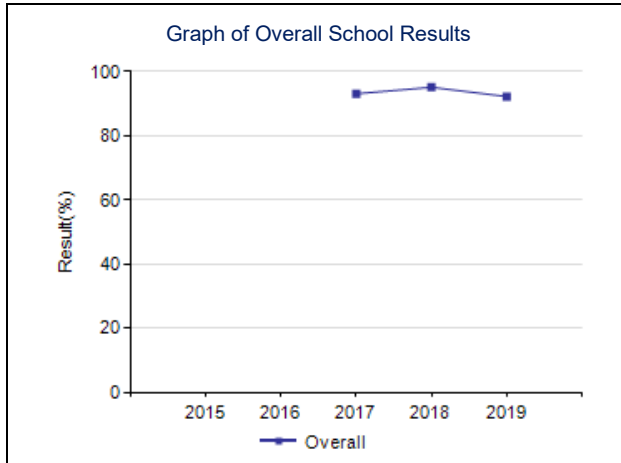


Notes:  
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).  
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them 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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	93.1	95.1	92.2	94.4	93.9	94.3	94.0	94.8	89.2	89.5	89.5	89.0	89.0
Teacher	n/a	n/a	100.0	100.0	92.0	97.9	98.8	98.3	97.8	97.6	95.4	95.4	95.3	95.0	95.1
Parent	n/a	n/a	94.5	92.8	97.0	95.5	93.5	94.0	93.8	95.2	89.3	89.8	89.9	89.4	89.7
Student	n/a	n/a	84.9	92.6	87.6	89.7	89.5	90.7	90.5	91.6	83.0	83.4	83.3	82.5	82.3



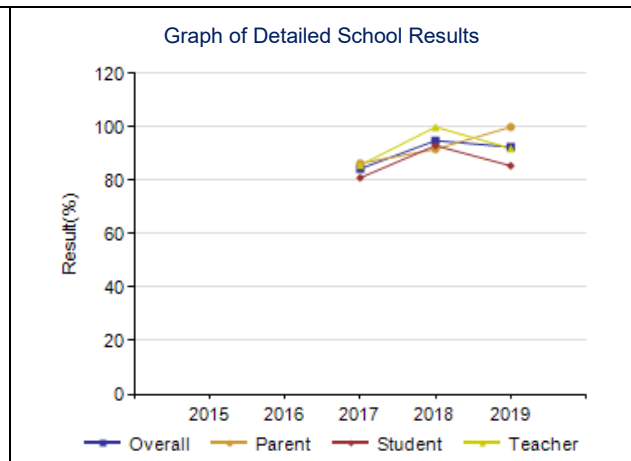
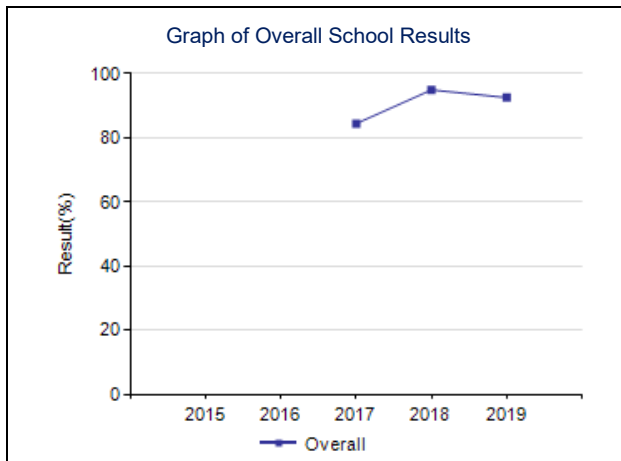
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	84.4	94.9	92.5	88.8	88.7	90.0	88.4	91.8	79.6	81.2	81.4	80.3	81.0
Teacher	n/a	n/a	85.7	100.0	92.0	88.8	92.1	91.2	89.5	92.5	79.8	82.3	82.2	81.5	83.4
Parent	n/a	n/a	86.4	91.7	100.0	86.6	85.6	87.3	84.6	90.8	78.5	79.7	80.8	79.3	80.3
Student	n/a	n/a	81.0	93.0	85.5	90.9	88.5	91.6	91.1	92.2	80.7	81.5	81.1	80.2	79.4



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.