



Annual Education Results Report 2019-2020



Combined 2019 Accountability Pillar Overall Summary

Measure Category	Measure	St. Joseph's School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	87.8	88.8	89.5	89.0	89.0	89.3	High	Maintained	Good
Student Learning Opportunities	Program of Studies	84.2	88.2	86.7	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	86.6	89.2	91.6	90.2	90.0	90.1	Intermediate	Declined	Issue
	Drop Out Rate	0.0	0.0	1.1	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	84.9	87.7	88.7	73.8	73.6	73.6	Very High	Maintained	Excellent
	PAT: Excellence	20.8	28.4	29.0	20.6	19.9	19.6	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	57.1	63.1	78.0	83.0	82.4	82.6	Very Low	Declined	Concern
	Citizenship	82.6	81.9	84.4	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	71.4	86.1	89.1	81.3	81.2	81.1	Low	Declined	Issue
Continuous Improvement	School Improvement	93.5	81.7	82.7	81.0	80.3	81.0	Very High	Improved Significantly	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		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).	92.1	90.9	87.5	87.7	84.9		Very High	Maintained	Excellent			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	28.7	36.8	21.7	28.4	20.8		High	Maintained	Good			

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2020	2021	2022
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	3.2	0.0	0.0	0.0		Very High	Maintained	Excellent			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	91.0	85.1	86.2	81.9	82.6		Very High	Maintained	Excellent			

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		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).	*	*	*	*	*		*	*	*			
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).	*	*	*	*	*		*	*	*			

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

Comment on Results

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

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		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.	86.7	83.0	89.1	88.2	84.2		Very High	Maintained	Excellent			

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
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.	92.8	90.1	89.6	88.8	87.8		High	Maintained	Good			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.8	91.6	94.0	89.2	86.6		Intermediate	Declined	Issue			
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.	92.5	86.4	84.6	63.1	57.1		Very Low	Declined	Concern			
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	69.3	63.1	71.5	62.0	71.5		n/a	n/a	n/a			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	85.9	91.4	89.7	86.1	71.4		Low	Declined	Issue			
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.	92.8	81.3	85.1	81.7	93.5		Very High	Improved Significantly	Excellent			

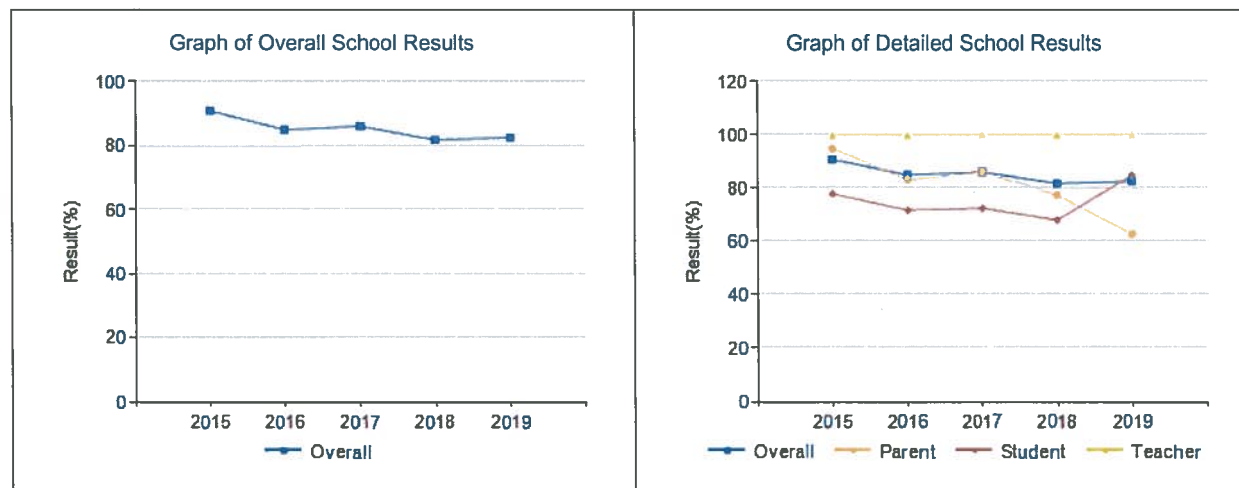
Comment on Results

There were only 7 parents that responded to these questions. Of these parents, 4 were dissatisfied and 2 other parents answered "Don't Know". We need to get more parents to answer these questions to get a good reflection. Four of the seven parents come from gr. 4-6, which makes it even harder for them to answer whether students are being taught attitudes and behaviours that will make them successful at work when they finish school.

1.

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	91.0	85.1	86.2	81.9	82.6	85.3	85.8	87.4	86.5	85.1	83.5	83.9	83.7	83.0	82.9
Teacher	100.0	100.0	100.0	100.0	100.0	98.4	98.4	96.8	96.7	94.6	94.2	94.5	94.0	93.4	93.2
Parent	95.0	83.3	86.2	77.5	62.9	83.2	82.9	86.6	84.4	81.4	82.1	82.9	82.7	81.7	81.9
Student	78.0	71.9	72.6	68.2	85.0	74.2	76.1	78.8	78.5	79.2	74.2	74.5	74.4	73.9	73.5



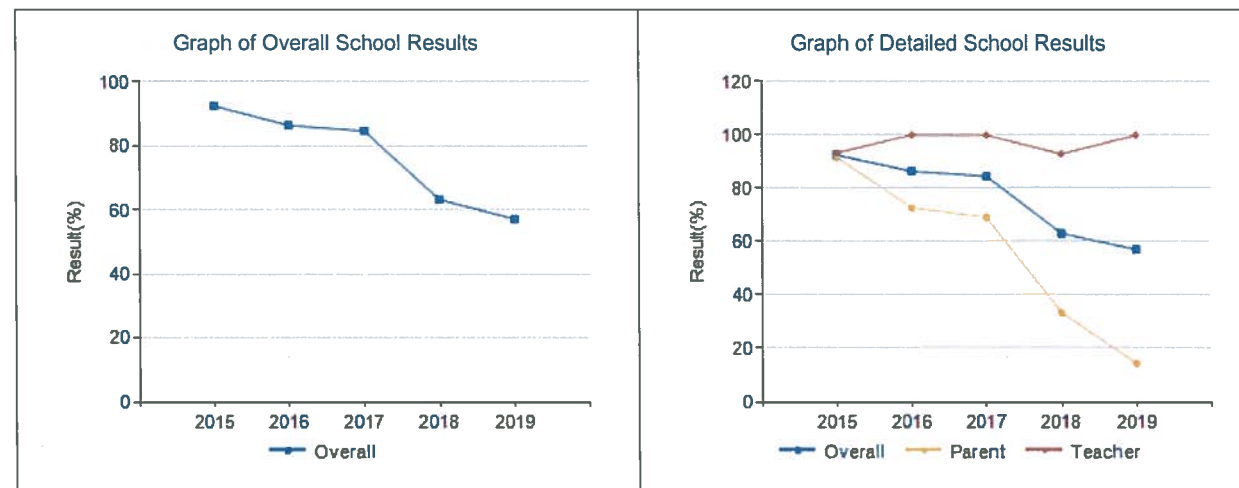
Notes:

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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	92.5	86.4	84.6	63.1	57.1	82.1	83.3	84.6	86.2	83.7	82.0	82.6	82.7	82.4	83.0
Teacher	93.3	100.0	100.0	92.9	100.0	92.0	91.7	92.2	94.1	94.5	89.7	90.5	90.4	90.3	90.8
Parent	91.7	72.7	69.2	33.3	14.3	72.1	74.9	76.9	78.4	73.0	74.2	74.8	75.1	74.6	75.2



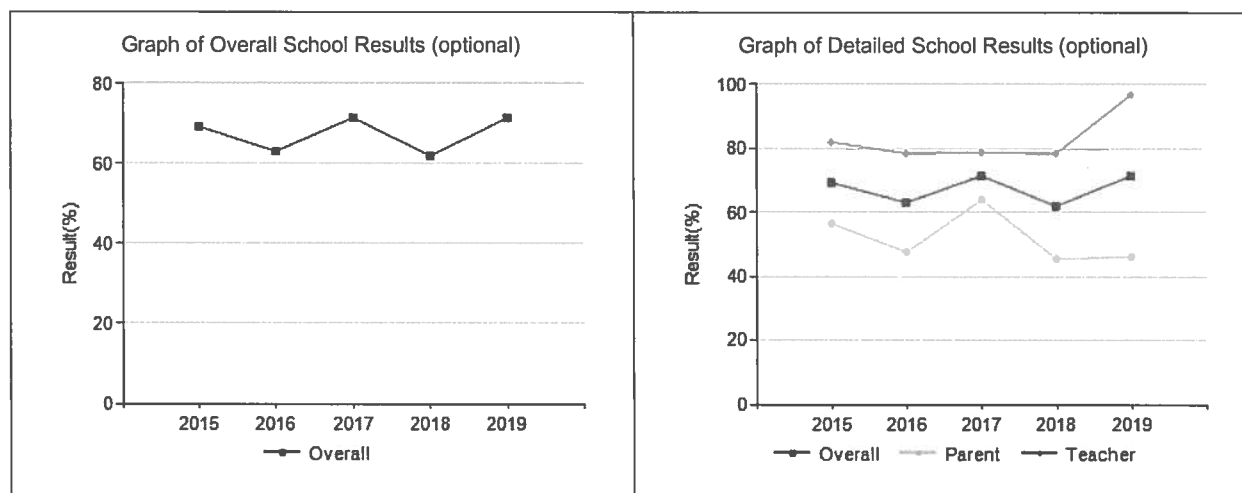
Notes:

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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	69.3	63.1	71.5	62.0	71.5	70.2	73.0	77.6	75.6	76.4	70.0	70.7	71.0	70.9	71.4
Teacher	82.1	78.6	78.9	78.6	96.8	78.8	82.8	86.1	86.5	85.7	76.0	77.3	77.3	77.8	78.8
Parent	56.5	47.6	64.0	45.5	46.2	61.5	63.3	69.0	64.7	67.1	64.0	64.2	64.8	64.0	64.0



Notes:

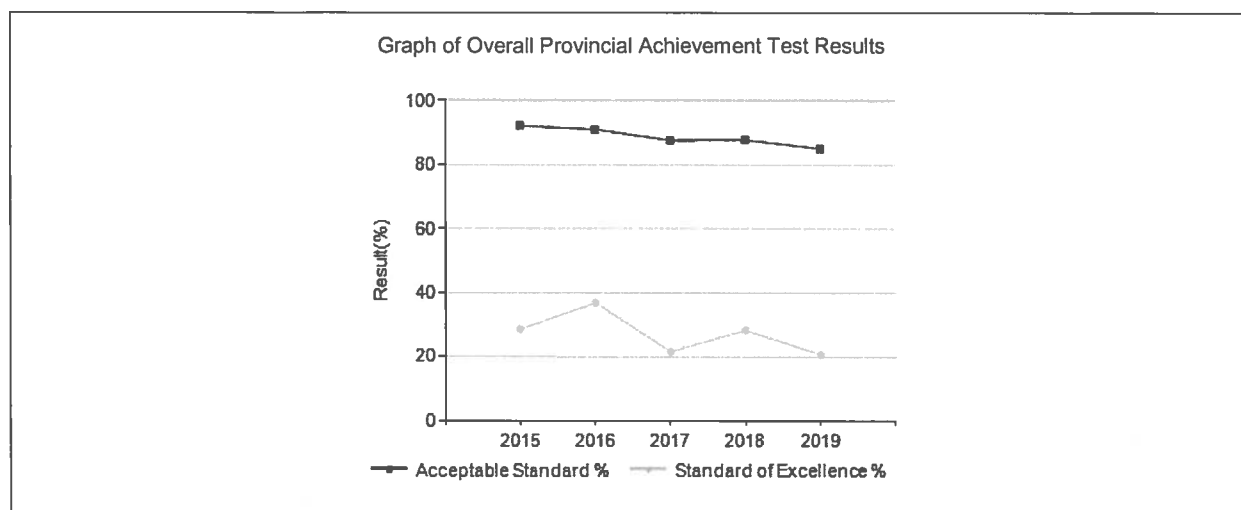
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Provincial Achievement Test Results – Measure Details

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	93.9	24.2	100.0	42.3	100.0	5.3	95.5	27.3	88.9	7.4		
	Authority	82.0	14.9	83.9	19.9	84.8	15.5	86.4	11.6	84.0	16.3		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
Mathematics 6	School	87.9	18.2	88.5	23.1	78.9	15.8	95.5	9.1	85.2	3.7		
	Authority	67.9	9.4	68.2	9.2	70.4	9.8	68.0	7.9	70.1	11.0		
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0		
Science 6	School	87.9	24.2	88.5	26.9	89.5	15.8	86.4	31.8	81.5	18.5		
	Authority	71.3	15.4	75.3	15.8	78.0	24.5	70.8	22.7	72.7	21.8		
	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	84.8	24.2	88.5	30.8	84.2	31.6	81.8	27.3	85.2	40.7		
	Authority	61.9	11.7	66.1	11.9	72.8	17.7	71.7	13.3	71.4	19.2		
	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	100.0	29.4	96.0	40.0	91.7	20.8	91.3	21.7	100.0	8.7		
	Authority	74.7	13.3	78.1	12.5	78.8	13.9	86.5	14.9	85.7	12.7		
	Province	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7		
K&E English Language Arts 9	School	*	*	*	*	*	*	100.0	16.7	*	*		
	Authority	88.9	25.9	77.4	25.8	90.5	28.6	84.4	31.3	81.5	11.1		
	Province	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4		
Mathematics 9	School	94.1	47.1	88.0	44.0	87.5	29.2	78.3	39.1	87.0	30.4		
	Authority	61.8	15.0	67.0	14.9	72.2	14.5	57.9	14.6	62.8	15.5		
	Province	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0		
K&E Mathematics 9	School	*	*	*	*	*	*	100.0	33.3	*	*		
	Authority	75.0	31.3	74.3	34.3	90.9	54.5	90.6	37.5	90.9	21.2		
	Province	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2		
Science 9	School	100.0	23.5	92.0	28.0	79.2	16.7	78.3	26.1	91.3	26.1		
	Authority	77.4	22.6	75.9	21.9	76.3	19.2	82.9	23.0	83.4	28.0		
	Province	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4		
K&E Science 9	School	*	*	*	*	*	*	100.0	50.0	*	*		
	Authority	65.5	10.3	61.5	23.1	83.3	12.5	84.4	31.3	82.1	17.9		
	Province	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7		
Social Studies 9	School	94.1	47.1	84.0	36.0	83.3	20.8	82.6	34.8	87.0	34.8		
	Authority	71.1	21.5	69.1	17.6	73.8	20.8	80.2	22.6	77.3	21.4		
	Province	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6		
K&E Social Studies 9	School	*	*	*	*	*	*	100.0	50.0	*	*		
	Authority	79.3	13.8	69.2	26.9	90.9	31.8	78.8	39.4	88.5	26.9		
	Province	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0		

Notes:

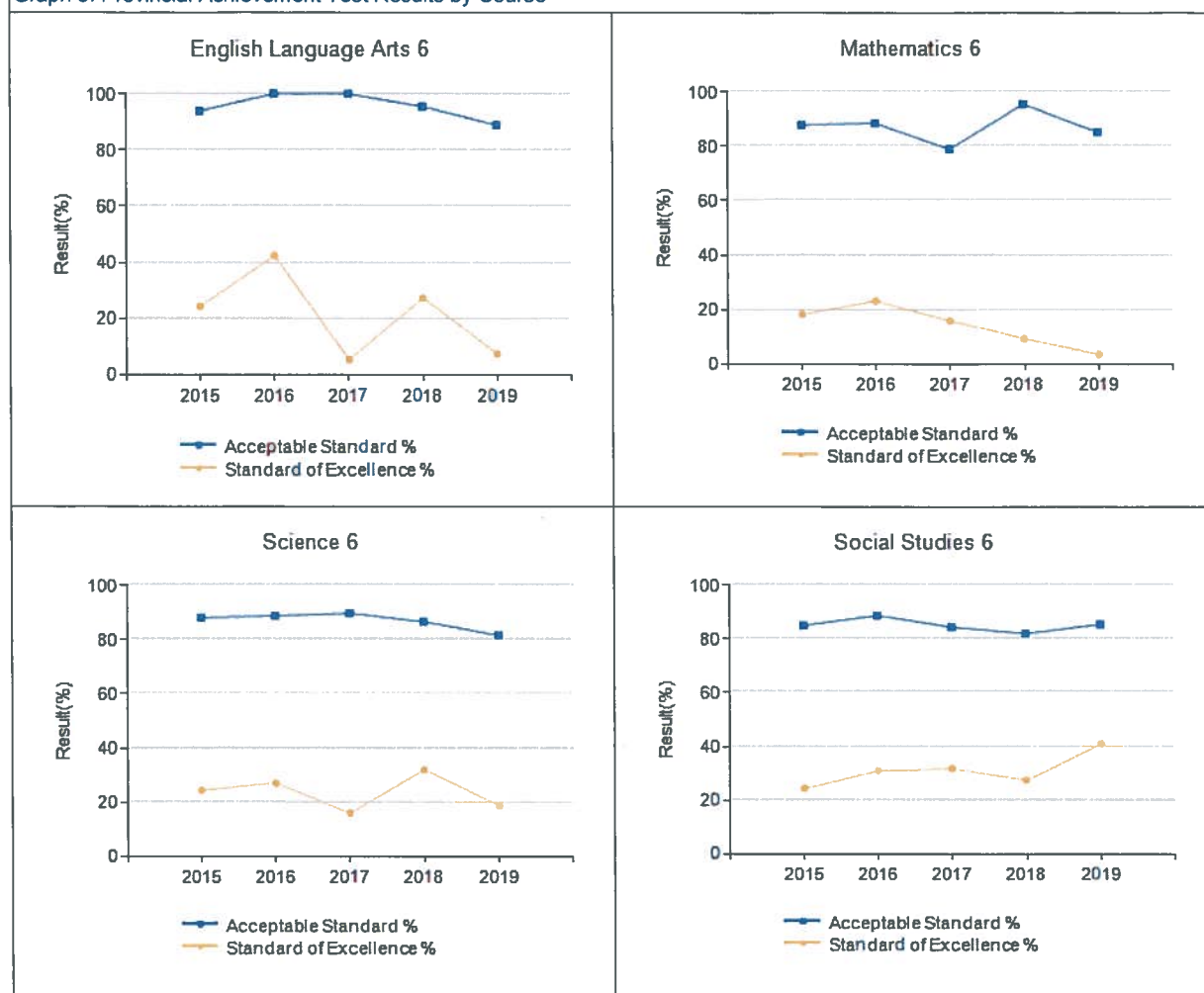
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation 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.



Notes:

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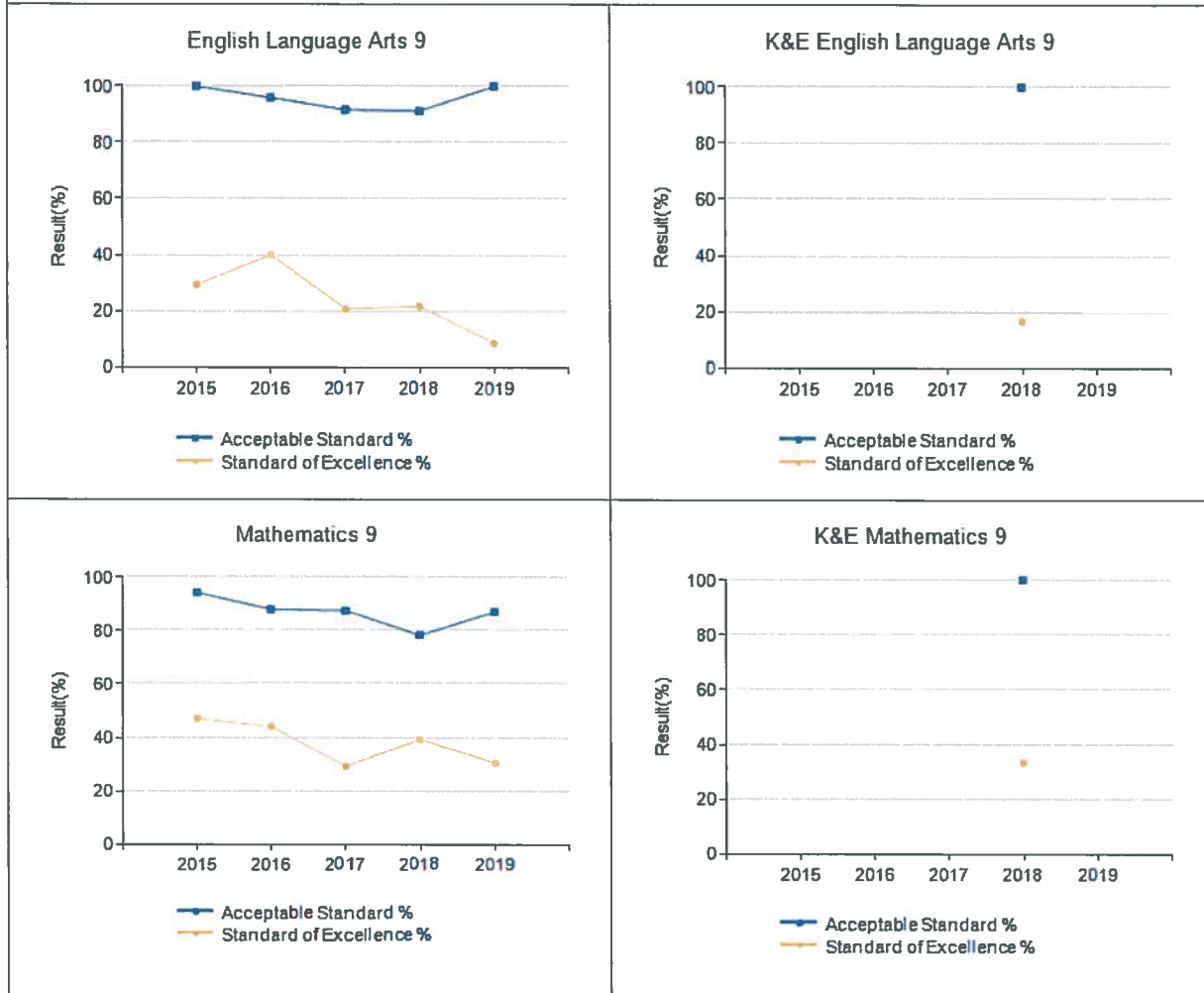
Graph of Provincial Achievement Test Results by Course



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2. 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.
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.

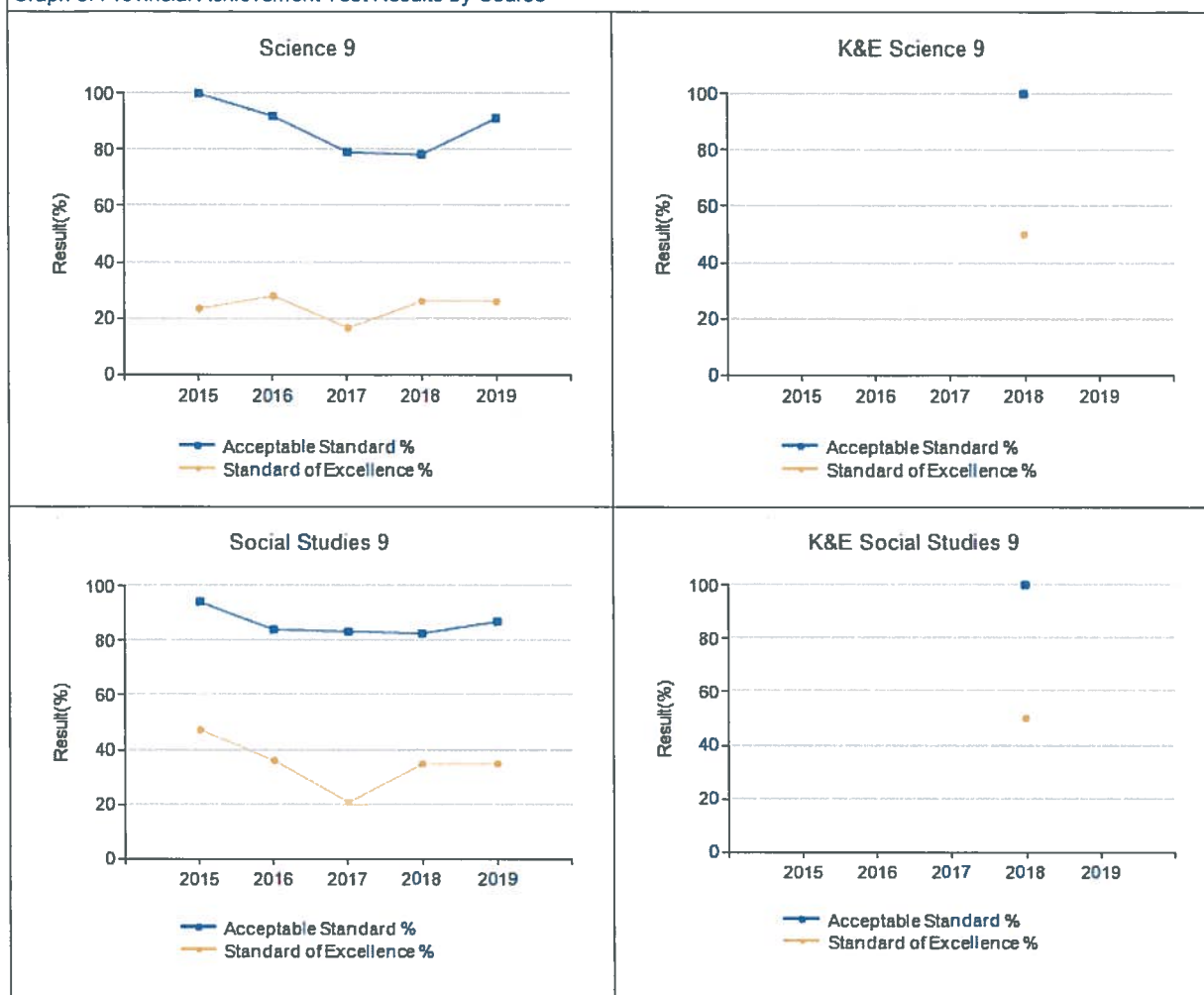
Graph of Provincial Achievement Test Results by Course



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
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Graph of Provincial Achievement Test Results by Course



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PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	St. Joseph's School								Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		N	%	2019		Prev 3 Year Average
					N	%	N	%			N	%	
English Language Arts 6	Acceptable Standard	High	Declined	Acceptable	27	88.9	22	98.5	54,820	83.2	49,573	82.9	
	Standard of Excellence	Low	Declined	Issue	27	7.4	22	24.9	54,820	17.8	49,573	19.1	
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	87.7	3,122	86.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	15.7	3,122	13.3	
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	90.3	574	92.2	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	24.6	574	20.6	
Mathematics 6	Acceptable Standard	High	Maintained	Good	27	85.2	22	87.6	54,778	72.5	49,502	71.5	
	Standard of Excellence	Very Low	Declined	Concern	27	3.7	22	16.0	54,778	15.0	49,502	13.5	
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	27	81.5	22	88.1	54,879	77.6	49,520	77.9	
	Standard of Excellence	Intermediate	Maintained	Acceptable	27	18.5	22	24.8	54,879	28.6	49,520	28.9	
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	27	85.2	22	84.8	54,802	76.2	49,511	73.1	
	Standard of Excellence	Very High	Maintained	Excellent	27	40.7	22	29.9	54,802	24.4	49,511	22.3	
English Language Arts 9	Acceptable Standard	Very High	Improved	Excellent	23	100.0	24	93.0	47,465	75.1	45,363	76.6	
	Standard of Excellence	Low	Declined	Issue	23	8.7	24	27.5	47,465	14.7	45,363	14.9	
K&E English Language Arts 9	Acceptable Standard	*	*	*	3	*	6	100.0	1,569	57.4	1,551	58.1	
	Standard of Excellence	*	*	*	3	*	6	16.7	1,569	5.4	1,551	6.0	
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	82.9	2,758	82.5	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	12.3	2,758	10.6	
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	88.6	380	86.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	26.0	380	25.1	
Mathematics 9	Acceptable Standard	Very High	Maintained	Excellent	23	87.0	24	84.6	46,764	60.0	44,959	64.7	
	Standard of Excellence	Very High	Maintained	Excellent	23	30.4	24	37.4	46,764	19.0	44,959	17.1	
K&E Mathematics 9	Acceptable Standard	*	*	*	3	*	6	100.0	2,190	59.6	2,007	58.7	
	Standard of Excellence	*	*	*	3	*	6	33.3	2,190	13.2	2,007	13.3	
Science 9	Acceptable Standard	Very High	Maintained	Excellent	23	91.3	24	83.1	47,489	75.2	45,363	74.6	
	Standard of Excellence	Very High	Maintained	Excellent	23	26.1	24	23.6	47,489	26.4	45,363	22.7	
K&E Science 9	Acceptable Standard	*	*	*	3	*	6	100.0	1,536	61.7	1,520	64.1	
	Standard of Excellence	*	*	*	3	*	6	50.0	1,536	10.7	1,520	13.3	
Social Studies 9	Acceptable Standard	Very High	Maintained	Excellent	23	87.0	24	83.3	47,496	68.7	45,366	66.1	
	Standard of Excellence	Very High	Maintained	Excellent	23	34.8	24	30.5	47,496	20.6	45,366	19.9	
K&E Social Studies 9	Acceptable Standard	*	*	*	3	*	6	100.0	1,466	55.9	1,501	56.5	
	Standard of Excellence	*	*	*	3	*	6	50.0	1,466	15.0	1,501	12.8	

Notes:

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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.

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:

- 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%.
- 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

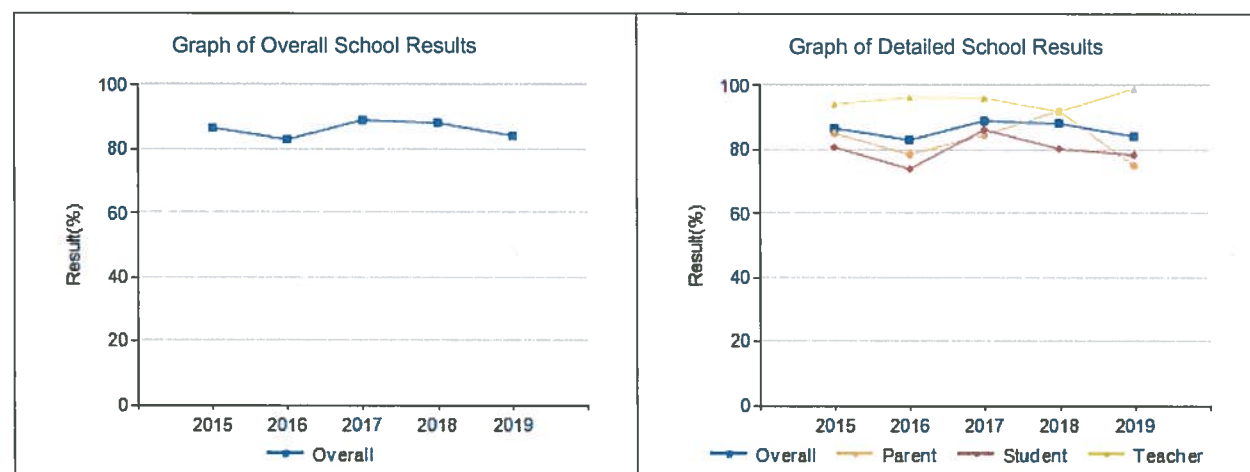
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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	86.7	83.0	89.1	88.2	84.2	84.0	82.6	83.1	87.3	86.0	81.3	81.9	81.9	81.8	82.2
Teacher	94.2	96.4	96.2	92.0	99.2	91.5	90.7	88.4	91.3	92.7	87.2	88.1	88.0	88.4	89.1
Parent	85.1	78.5	84.6	92.2	75.0	80.0	77.6	80.5	84.5	79.9	79.9	80.1	80.1	79.9	80.1
Student	80.7	74.0	86.3	80.3	78.4	80.4	79.6	80.6	86.1	85.5	76.9	77.5	77.7	77.2	77.4



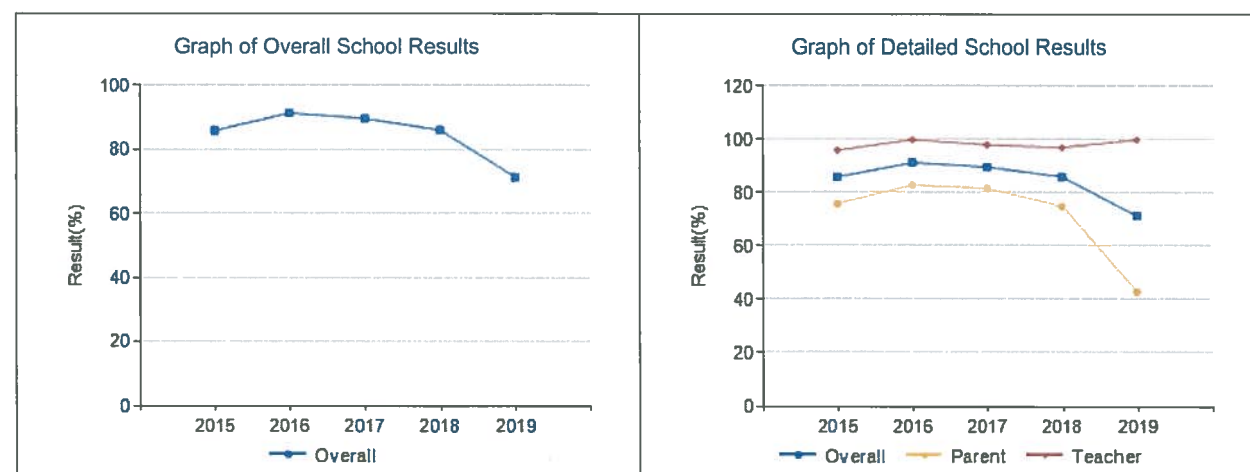
Notes:

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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/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	85.9	91.4	89.7	86.1	71.4	85.3	83.3	82.9	85.0	80.6	80.7	80.9	81.2	81.2	81.3
Teacher	96.0	100.0	98.0	97.1	100.0	94.7	94.3	92.6	93.1	91.6	88.1	88.4	88.5	88.9	89.0
Parent	75.9	82.8	81.5	75.0	42.9	76.0	72.3	73.2	76.9	69.6	73.4	73.5	73.9	73.4	73.6

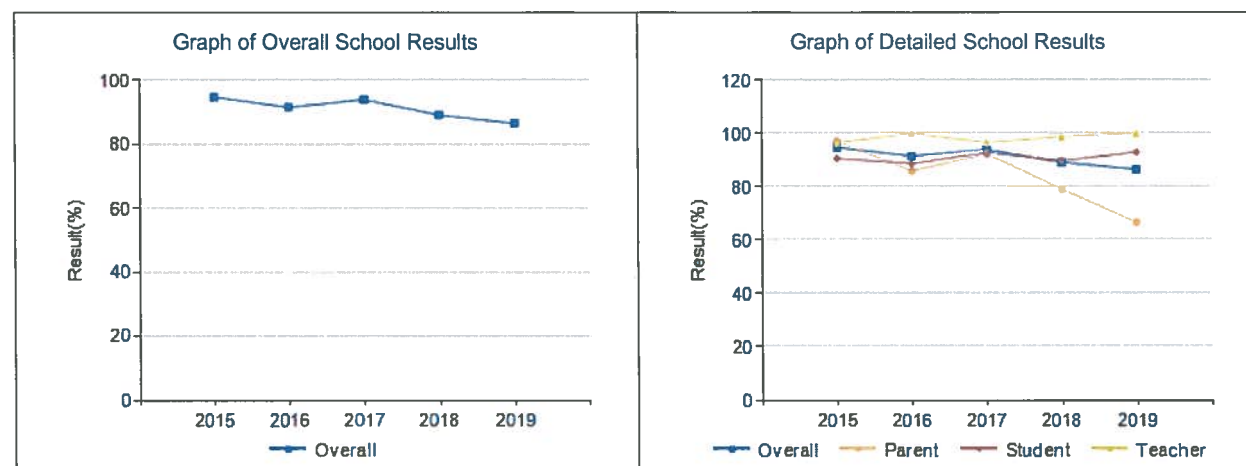


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Education Quality – Measure Details

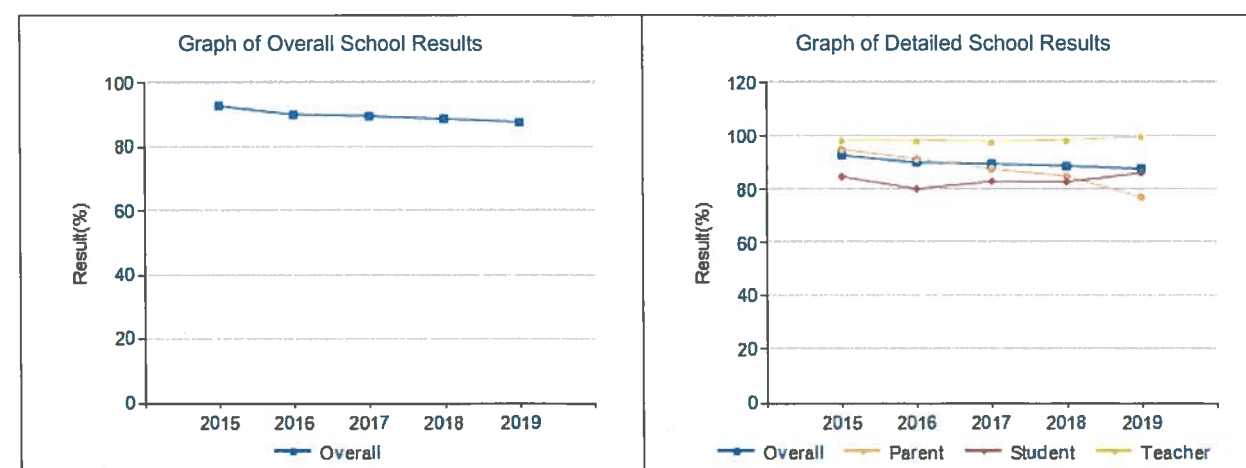
Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	94.8	91.6	94.0	89.2	86.6	90.7	90.4	92.2	93.1	91.7	89.5	90.1	90.1	90.0	90.2
Teacher	96.7	100.0	96.7	98.8	100.0	98.0	98.1	97.0	97.7	96.2	95.9	96.0	95.9	95.8	96.1
Parent	97.2	86.1	92.3	79.2	66.7	85.4	84.5	90.2	89.6	87.8	85.4	86.1	86.4	86.0	86.4
Student	90.7	88.8	92.9	89.8	93.0	88.7	88.5	89.5	91.9	91.0	87.4	88.0	88.1	88.2	88.1



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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	92.8	90.1	89.6	88.8	87.8	90.0	90.9	91.8	92.2	91.2	89.2	89.5	89.5	89.0	89.0
Teacher	98.6	98.6	98.0	98.6	100.0	97.9	98.6	97.4	97.5	97.5	95.4	95.4	95.3	95.0	95.1
Parent	95.0	91.5	87.7	85.0	77.1	88.4	89.2	91.2	92.0	88.7	89.3	89.8	89.9	89.4	89.7
Student	84.8	80.2	83.0	82.8	86.2	83.6	84.8	86.7	87.0	87.5	83.0	83.4	83.3	82.5	82.3

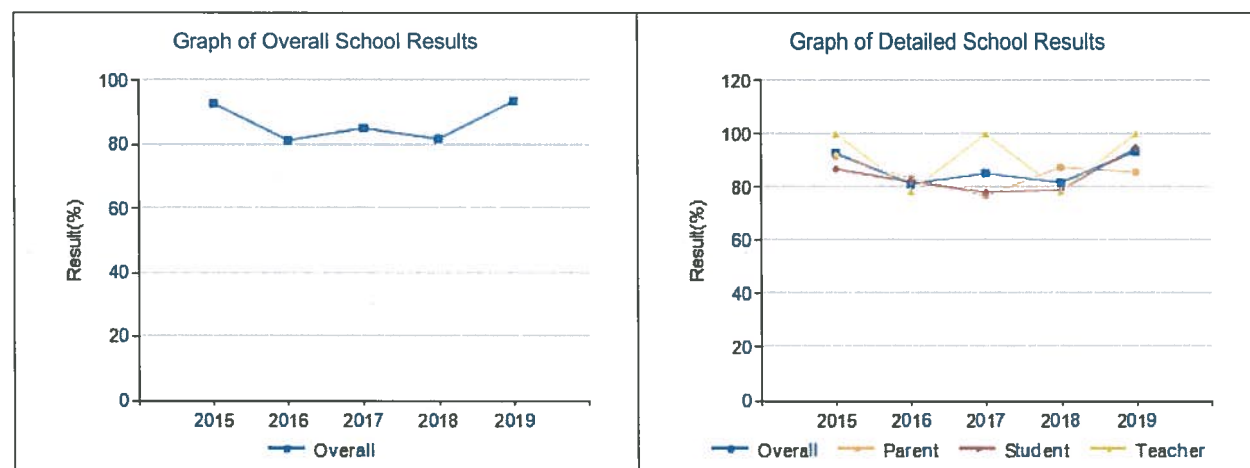


- Notes:
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School Improvement – Measure Details

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	92.8	81.3	85.1	81.7	93.5	84.1	83.9	86.5	84.8	83.9	79.6	81.2	81.4	80.3	81.0
Teacher	100.0	78.6	100.0	78.6	100.0	86.6	91.2	88.8	89.4	88.9	79.8	82.3	82.2	81.5	83.4
Parent	91.7	83.3	76.9	87.5	85.7	81.7	76.4	85.1	78.5	76.8	78.5	79.7	80.8	79.3	80.3
Student	86.8	82.0	78.3	79.1	94.8	84.0	84.3	85.7	86.4	86.0	80.7	81.5	81.1	80.2	79.4



Notes:

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Continuous Improvement Plan for 2019-2020

Priority #1

Staff and students will grow in their faith and experience the richness of Catholic Education

Goal	Strategies	Measurement Tools
1. By the end of 2020, staff and students will indicate a deeper awareness of their faith and demonstrate an increased value of Catholic Education	Implementing of the faith plan – Making our Mark: Journey of an Intentional Disciple. Year 1 – Be Mindful; Be Prayerful Having more of a focus on school wide project keeping in mind this year's theme of "Be Mindful; Be Prayerful" - Through Chalice we have a partner school in Tanzania. This will keep our school on a more focused project throughout the year. - FCC Food Drive - Sock it to 'em campaign - Between Friends program - Social Justice option - 2 terms/classes of this option are running this year. - Promote our social justice projects in the community through Facebook and our website Enhance prayer life in schools: - By invitation to staff to join Wednesday morning prayer (biweekly) - Fostering homeroom prayer at different times in addition to the morning intercom prayer through sharing of best practices and routines at staff meetings and PD days - Meal time prayer - Carpet time prayer - Integrating Sacramentals into liturgies • Students blessing themselves with holy water • How to genuflect and why • Sign of Peace during school liturgies - Working with Fr. Ian to enhance classroom and staff visits - Possible Eucharistic Minister workshop - New weekly Advent Liturgies for entire school together - Google + Community for faith formation @ SJS/faith plan Retreat and faith formation opportunities for all staff, students: - NET ministry student retreat - Elementary student retreat - Staff retreat ... May 15	• Thought Exchange • Tell Them From Me

2. By the end of 2020, all Grade 1-6 religion teachers will have implemented, with a high degree of success, the new religious education curricula.	Highlighting the home and parish portals for the Growing in Life programs through our communication with families Sharing of best practices and discussion regarding implementation to this point during PD opportunities. Ensuring that Religion classes are included in our general observation schedule by administration	Thought exchange Tell Them From Me
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Priority #2

All students will develop literacy and numeracy skills that will prepare them for a changing future

Goal	Strategies	Measurement Tools
1. By the end of 2020, 85% of students in all grades will be achieving at grade level in literacy and numeracy.	Benchmarking and ongoing sharing of diagnostic data from our Levelled Literacy Intervention Program (Fountas and Pinnell). Reading groups take place 4 out of 5 days. Collaborative Response Model to provide appropriate and ongoing supports as needed in all grades (weekly meetings at both the elementary and junior high level) Edwin pilot project at Grade 7 & 8 Flex block for JH integrated with Fitness Friday Use of learning coaches at PD days and PLC meetings to help with literacy and numeracy intervention and best practices (Math games)	Accountability Pillar Common assessments
2. By the end of 2020, student learning will be enhanced through a focus on competencies * through high quality teaching and effective use of technology	Edwin project Use of google classroom Increased use of google apps for education with staff Sharing of best teaching practices across subject areas and grade levels during PD opportunities Ron Ritchhart material on Creating Cultures of Thinking – share material through PLC's and discuss implementation	Classroom observations PD sharing of best practices Common assessments Accountability pillar
Competencies*:	CRITICAL THINKING * COMMUNICATION * PROBLEM SOLVING* PERSONAL GROWTH AND WELL-BEING* CREATIVITY AND INNOVATION* MANAGING INFORMATION * COLLABORATION	

Priority #3

Goal	Strategies	Measurement Tools
1. By the end of 2020, the gap in achievement between First Nations, Métis, and Inuit students and non-First Nations, Metis and Inuit students will be decreased by, a minimum of, 10%.	Diligence in our implementation of the Collaborative Response Model initiative for all students in order to ensure that the appropriate and timely supports are available as needed and in an ongoing manner	Accountability Pillar Common assessments
2.. By the end of 2020, First Nations, Métis, and Inuit students will feel a better sense of belonging and all students and staff will have a greater understanding of culture, traditions and ceremonies.	Continuation with ATA PD opportunities (The Footsteps of our Ancestors). We have completed 5 / 6 of these sessions. Working with Kendrick in coming up with list of activities/lessons that he is able to teach. Once we decide on which activities, he will teach Gr. 1-3 on one day, Gr. 4-6 the following week, and Gr. 7-9 the next week. We will re-evaluate after one complete rotation of classes. Exploring how to appropriately and best honor/acknowledge FNMI students who have been given Blackfoot names. Blackfoot greetings over intercom in the morning Blackfoot word of the week on our FNMI worker's hall bulletin board: encourage staff and students to practice Indigenous Games taught in classes	Thought Exchange Tell Them From Me Classroom observations