

**Father Leduc Catholic School  
Combined  
3-Year Education Plan (3YEP) 2017-2018 to 2019-2020  
And  
Annual Education Results Report (AERR) for 2016-17**



# Message from the Principal

Father Leduc Catholic School is Leduc's newest K-8 school located in the community of Southfork. This vibrant new school opened in September 2016 for K-6 students and expanded to accommodate grade 7 students in September 2017. As we continue to grow, we will expand to include Grade 8 in September 2018.

As a Catholic school community, we strive to create a culture rich in academics, athletics, and the arts. At Father Leduc Catholic School, we will enable all learners to achieve at high levels in a Christ-centered environment.

We are excited about the opportunity to work together with our families, parish, and students, as we develop a strong sense of mutual respect and responsibility toward all. It is our intent to foster a rich legacy as a welcoming, accepting, and inclusive school community. Together we can make Father Leduc a great place to learn, to grow, and to share God's many blessings.



## School Profile



Principal: Tara Malloy ([tara.malloy@starcatholic.ab.ca](mailto:tara.malloy@starcatholic.ab.ca))

### Grades Served:

2017-18 - K-7

2018-19 - K-8

2022 - French Immersion Grade 7

2023 - French Immersion Grade 7 & 8



Vice-Principal: Darren Schneider ([Darren.schneider@starcatholic.ab.ca](mailto:Darren.schneider@starcatholic.ab.ca))

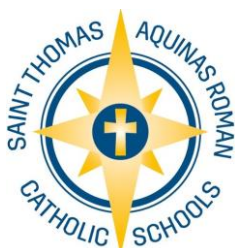
Telephone: 780-986-0045

Website: [flcs.starcatholic.ab.ca](http://flcs.starcatholic.ab.ca)

Student Population: 2017-18 - 354 students

Number of Teachers: 20

Number of Support Staff: 19



# Emerging Issues and Trends

During our opening school year of 2016-17, we were pleased to have 165 students registered in K-6 who chose to embark on our new journey. As the 2017-18 school year is our second year of operation, we expanded to include a portion of our junior high division. We now have a student population of 354 students enrolled in K-7 classes. We fully anticipate the continued growth of our school with the addition of grade 8 programming in the 2018-19 school year.

It is our focus to create a solid foundation as a safe and caring school for all students and staff in our school culture. Our procedures and practices are all established with the faith foundation and understanding. All practices are built on the foundation of relationship and reconciliation.

As an RTI (Response to Intervention) school, we have imbedded PLC (Professional Learning Community) collaborative time so that our teachers can meet to discuss current issues relevant to literacy, numeracy and student success. This time is also used to create interventions to directly impact our student success. Our school and school division embraced the "Response to Intervention" (RTI) model. The majority of our teaching and administration staff have received extensive professional development in the area of RTI and PLCs. Staff momentum continues to grow and we see many positive results already. RTI professional development takes place at our staff meetings, learning days, and PD days, as well as during our 40 minute weekly RTI/PLC sessions at each grade level.

With the introduction of grade 7, we have established a trimester system of complementary courses that enhance student learning. These courses are developed based on student/parent interest and the career and technology foundations recommended by Alberta Education.

All students are able to participate in school wide WIN blocks every week. WIN stands for "What I Need." In these blocks, students receive targeted instruction supporting their individualized program and success plan. This structure provides a flexible environment that allows students to learn at their own pace, with instruction geared toward their own learning style. Elementary students receive a

WIN block on Monday, Wednesday, and Fridays, whereas, junior high students receive their WIN block on Tuesday and Thursdays.

We are fortunate to have a new and innovative Learning Commons in our building. Our Learning Commons Technician works closely with the teaching staff to develop project based lessons directly tied to learner outcomes. We are also introducing Robotics to this innovative instructional delivery.

Pilot of the EYE (Early Years Evaluation) assessment to ensure we have accurate data to support student learning in our kindergarten programming.

Anxiety continues to affect Alberta students today, including the students of Father Leduc Catholic School, and we are working to develop programs to meet the emotional needs of our students.

With the continued evolution of a young school, we are working extensively with our school council in order to create a collaborative culture at Father Leduc Catholic School. Some items of note:

- Parent feedback on reporting systems
- Developing school wide communication systems that meets the needs of our families.
- Weekly update emails sent home to parents to ensure ease of access to ongoing information.



# Strategies to Address Issues and Trends

- In September of this school year, we expanded our school to include 90 STAR Catholic grade 7 students.
- Our student population grew from 165 students in our previous school year, to 354 students in the 2017-18 school year.
- As an RTI (Response to Intervention) school, we are able to target individualized student programming and advance students to higher levels of literacy and numeracy. Students benefit from concentrated instruction geared toward their individual literacy levels. We have also included an intervention PLC that takes place every 4- 6 weeks (over and above the 40 minute PLCs per week) that gathers key stakeholders as we ensure we review the progress of all students and target appropriate interventions.
- In order to equally distribute time in each trimester, the term 1 reporting period was extended. Therefore, term 1 report cards are distributed on December 4<sup>th</sup>, rather than earlier in November.
- In order to support an increase in our school/home communication, we have divided our interview process into 4 separate dates, as opposed to 2 dates back to back twice a year. These dates run as a single evening in November, December, February, and March.
- Two teachers are participating in our district professional development to train the trainer in literacy and numeracy. Ten sessions are provided to each staff member to learn innovative instructional strategies to support teacher efficacy.
- Kurtis Hewson, from Jigsaw Consulting, is working closely with our staff in order to further develop our collaborative response model.
- Develop a virtue of the month to infuse character development with our catholic lens. Students learn about a new virtue each month and are nominated for their efforts with demonstrating this virtue.



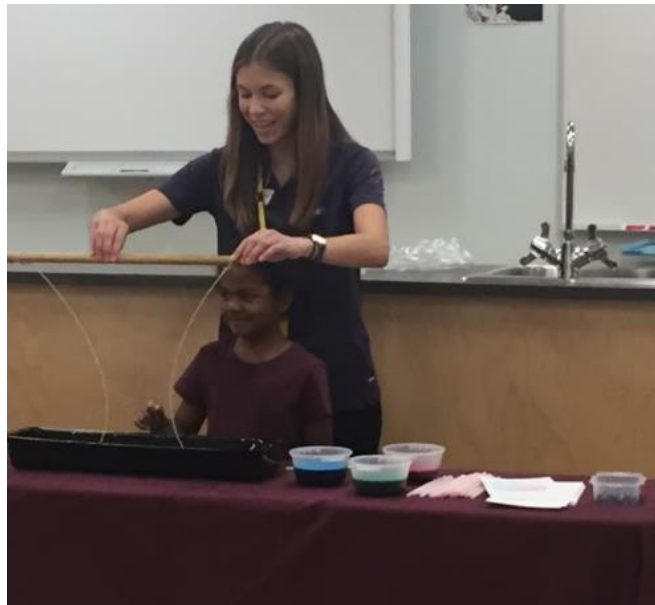
- We have an FSLW (Family School Liaison Worker) on staff daily to assist with the emotional needs of our students at all grade levels. We have introduced programs, such as, Root of Empathy, Mind Up, Zones of Regulation, Strength, Children and Change, character virtues, and Girls' Group.



Roots of Empathy 2017 -  
Roots Baby & FSLW Johanna Barron

- With the continued growth and change of our new school, we are working extensively with our school council in order to create a collaborative culture at Father Leduc Catholic School. Some items of note:
  - Parent feedback on reporting systems
  - Developing school wide communication systems that meets the needs of our families.
  - Changing monthly newsletters to weekly update emails for families.

- Examining community use of our school property and the exterior ground space.
- Working with community programs, such as Telus in school field trips, to provide new and innovative instruction in science and technology.



**Combined 2017 Accountability Pillar Overall Summary**

Measure Category	Measure	Father Leduc Catholic School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	91.4	n/a	n/a	89.5	89.5	89.3	Very High	n/a	n/a
Student Learning Opportunities	Program of Studies	83.3	n/a	n/a	81.9	81.9	81.5	Very High	n/a	n/a
	Education Quality	97.5	n/a	n/a	90.1	90.1	89.6	Very High	n/a	n/a
	Drop Out Rate	n/a	n/a	n/a	3.0	3.2	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9	76.5	76.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	79.7	n/a	n/a	73.4	73.6	73.2	Intermediate	n/a	n/a
	PAT: Excellence	20.3	n/a	n/a	19.5	19.4	18.8	High	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.0	82.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.2	21.2	21.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	54.6	53.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
	Work Preparation	100.0	n/a	n/a	82.7	82.6	81.9	Very High	n/a	n/a
	Citizenship	85.7	n/a	n/a	83.7	83.9	83.6	Very High	n/a	n/a
Parental Involvement	Parental Involvement	90.0	n/a	n/a	81.2	80.9	80.7	Very High	n/a	n/a
Continuous Improvement	School Improvement	95.3	n/a	n/a	81.4	81.2	80.2	Very High	n/a	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. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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 flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

## Measure Evaluation Reference

### Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

### Improvement Table

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

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

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

### Overall Evaluation Table

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

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

### Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

**Divisional Goal: Growing Catholic Identity**

Measure Category	Father Leduc Catholic School			St. Thomas Aquinas RCSR No 38		
Staff Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff at school uphold the dignity of every student as a child of God.	91	n/a	91	98	96	96.3
The school provides students with opportunities to pray and to grow in their faith.	100	n/a	100	99	98	98.3
Staff at the school take the opportunity to permeate and infuse faith into what they teach.	100	n/a	100	96	87	90.7
Staff at the school, through their words and actions, help students to better know Christ.	91	n/a	91	94	91	92
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	100	n/a	100	99	98	98
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child's school upholds the dignity of every student as a child of God.	94	n/a	94	92	93	91.3
I am pleased with the opportunity my child has to pray and to grow in his or her faith.	88	n/a	88	92	94	91.7
My child learns about faith throughout the school day, not just in religion class.	82	n/a	82	82	83	81.7
The staff at the school, through their words and actions, help students to better know Christ.	82	n/a	82	82	84	82.3
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	92	n/a	92	84	86	85
Student Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result*	Prev Year Result	Prev 3 Year Average
The school treats me with dignity and as a child of God.	68	n/a	68	83   70	87   69	85   70
We pray as a class or school every day.	74	n/a	74	90   86	92   86	90   85
Teachers talk about faith in other classes, not just religion class.	65	n/a	65	71   66	83   52	80   58
The adults at my school help me, by their words and actions, to better know God.	72	n/a	72	80   59	90   74	86   70
My school helps those less fortunate through charity, good works and social justice.	78	n/a	78	84   74	90   79	88   77
Weighted Aggregate Measure	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Mark 1: Dignity and Respect	84	n/a	84	89	89	89
Mark 2: Opportunities for Prayer	87	n/a	87	93	94	93
Mark 3: Permeation of Faith	82	n/a	82	82	79	81
Mark 4: Witnessing to the Gospel	82	n/a	82	82	86	84
Mark 5: Charity and Social Justice	90	n/a	90	87	90	89

\*Grades 4-6 | Grades 7-12

Excellent 86-100	Good 81-85	Intermediate 76-80	Issue 71-75	Concern 0-70
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***Divisional Goal: Growing Catholic Identity Continued***

**Faith Strategy Example #1:**

The staff, through their words and actions, help students to better know Christ.

1. Increase usage of our faith spaces by creating opportunities for students and classes to use our chapel spaces. This can be used for instructional and for contemplative reasons.
2. Increase school wide prayer, while creating guidelines for daily prayer within the classroom. Students and staff will create a “school prayer” inspired by the work and life of Hippolyte Leduc.
3. As a school, we are developing a culture built upon daily and personal prayer. The school has a motto of “God is Love,” and this is shared with students through displays and philosophy. The school is also creating a personal prayer compilation where students of all ages are able to write and share a prayer for the creation of this book.

**Link to Board Priority – Key Indicator:**

Continuously improve upon the permeation of all school activities and curriculum with gospel values and a love of Jesus Christ.

**Faith Strategy Example #2:**

The staff, through connections with the parish and youth minister, will help students to better know Christ.

1. Include youth minister in programming with our grade 7 students.
2. Establish connections with new pastor, Fr. Silvichan, with regular classroom visits in all grades.
3. Collaborate with Thrive Youth Group at St. Michael’s Parish in order to promote participation in the parish activities.

**Link to Board Priority – Key Indicator:**

Strengthen outreach to build relationships and collaboration between church, school and home.

## Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
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	n/a	n/a	79.7		Intermediate	n/a	n/a			
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	n/a	n/a	20.3		High	n/a	n/a			

### Comment on Results

This was our first year of achievement test completion. We are very pleased with our student performance. Our students performed higher than the Alberta average for both acceptable and standard of excellence on the Provincial Achievement Test.

### Strategies

We will work closely with our staff in grade 6 to ensure we are preparing our students for the successful completion of their PAT. The teacher will work closely with our Director of Curriculum and Instruction to ensure proper preparation.

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of 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			
Drop Out Rate - annual dropout rate of 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 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 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of 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			

**Comment on Results**

*(an assessment of progress toward achieving the target)*

**Strategies**

**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	n/a	n/a	85.7		Very High	n/a	n/a			
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	n/a	n/a	100.0		Very High	n/a	n/a			

**Comment on Results**

We are pleased with the development of student character for today and their future success. The introduction of Zones of Regulation and Mind Up in the classroom allows the student to be aware of their thinking process, which allows them to develop their character.

**Strategies**

Introduced the role of an FSLW in our school to continue to support this development. Introduction of the following to support this will be: Roots of Empathy, Strength, Monthly Virtues, Shine, Children & Change, and Mind Up.

**Notes:**

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

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
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	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	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

(an assessment of progress toward achieving the target)

### Strategies

#### Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2018	2019	2020
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			
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			
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			

**Comment on Results**

*(an assessment of progress toward achieving the target)*

**Strategies**

**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.

### Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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	n/a	n/a	91.4		Very High	n/a	n/a			

#### Comment on Results

The staff at Father Leduc Catholic School promote the value of inclusion. The students and staff permeate the open and welcome atmosphere for all.

#### Strategies

Father Leduc continues to enrol and program for students with inclusion in mind. We program for "WIN," which stands for What I Need. All students have various needs and by valuing an inclusive environment, we accept that learning is different for all. We will continue to promote this value, along with character and virtue education.

#### Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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	n/a	n/a	83.3		Very High	n/a	n/a			

### **Comment on Results**

In our inaugural year, we were very pleased to be able to provide a vast variety of courses for students, including the planning for the future junior high students.

### **Strategies**

We will continue to ensure we offer desirable programming, both in our regular curricular instruction, and with our elective/complementary courses. Students will be given a choice of electives and our program will be geared toward 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. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
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	n/a	n/a	95.3		Very High	n/a	n/a			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	n/a	n/a	90.0		Very High	n/a	n/a			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	n/a	n/a	97.5		Very High	n/a	n/a			

### Comment on Results

We are extremely proud of our achievement in these performance measures. Our school saw a huge improvement with the separation into our own building. Parents were very satisfied with the communication during our transition to our new facility

### Strategies

In order to continue the communication process, we will work to closely with our school council and parent population to ensure the communication process is clear and meets the needs of parents.

### Notes:

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

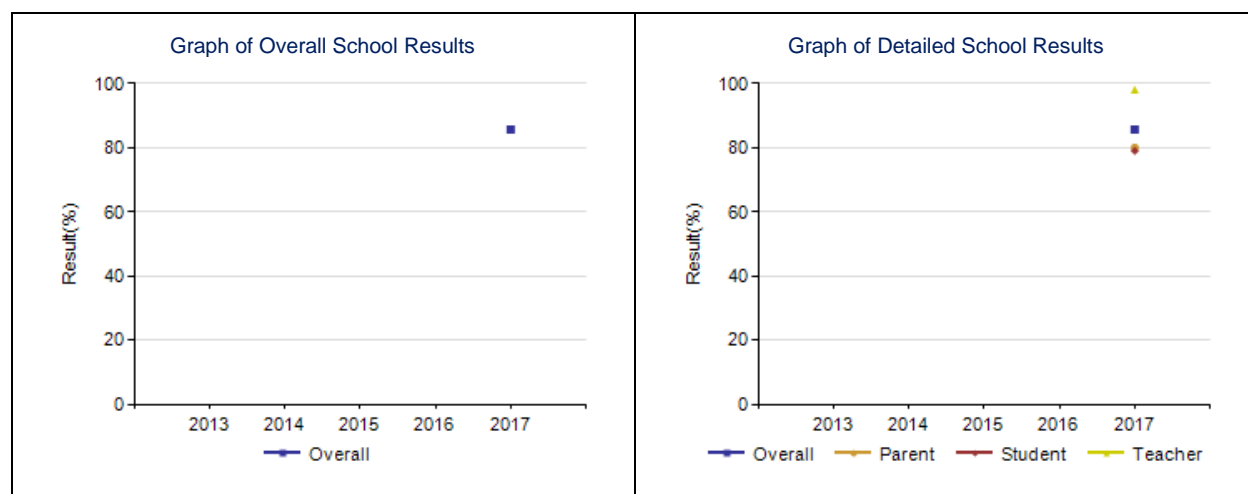


## APPENDIX – Measure Details

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

### Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	n/a	n/a	n/a	n/a	85.7	85.3	86.7	85.4	85.3	86.7	83.4	83.4	83.5	83.9	83.7
Teacher	n/a	n/a	n/a	n/a	98.1	96.8	96.8	98.2	96.8	97.2	93.6	93.8	94.2	94.5	94.0
Parent	n/a	n/a	n/a	n/a	80.0	84.8	83.8	81.6	84.1	87.5	80.3	81.9	82.1	82.9	82.7
Student	n/a	n/a	n/a	n/a	79.0	74.4	79.5	76.5	75.1	75.2	76.2	74.5	74.2	74.5	74.4



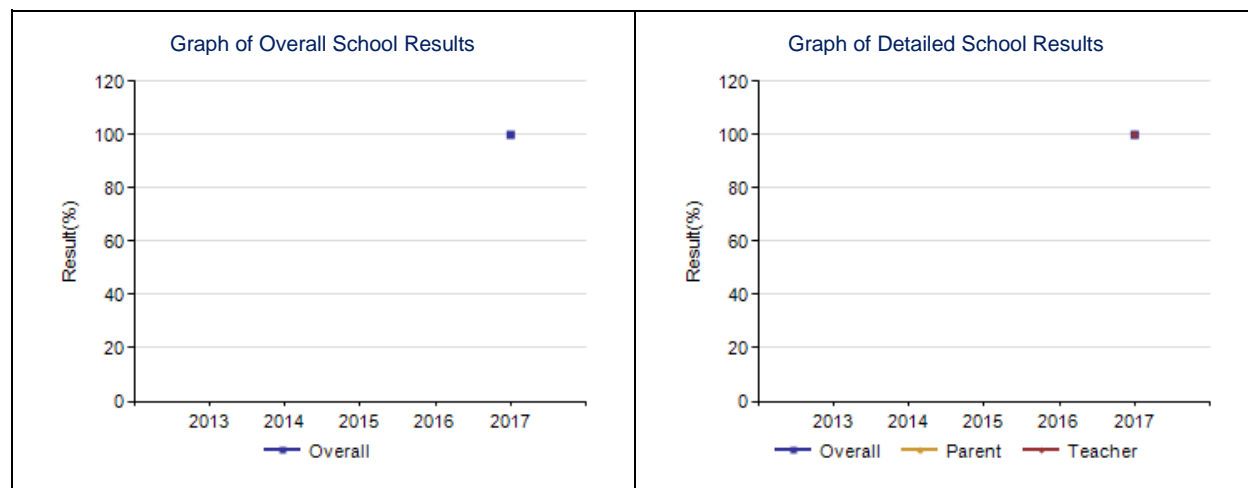
Notes:

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

### Work Preparation – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	n/a	n/a	n/a	n/a	100.0	81.7	82.2	85.6	85.2	86.8	80.3	81.2	82.0	82.6	82.7
Teacher	n/a	n/a	n/a	n/a	100.0	92.8	89.6	93.6	93.9	92.9	89.4	89.3	89.7	90.5	90.4
Parent	n/a	n/a	n/a	n/a	*	70.7	74.8	77.6	76.5	80.7	71.1	73.1	74.2	74.8	75.1



Notes:

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

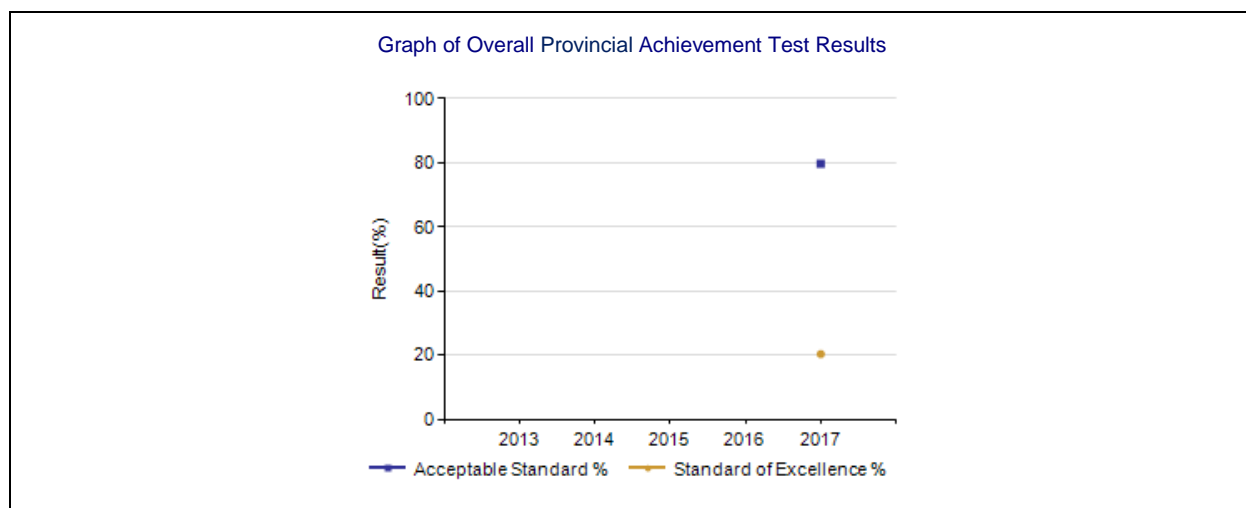
# Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	81.3	12.5		
	Authority	83.9	13.3	79.7	18.7	87.4	21.9	88.1	22.6	92.3	13.8		
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9		
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	*	*	100.0	27.3	92.3	0.0		
	Province	88.6	16.3	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5		
Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.0	21.6	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6		
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	81.3	6.3		
	Authority	73.9	12.9	71.1	13.4	78.1	13.3	76.5	12.6	73.4	8.1		
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6		
Science 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	75.0	31.3		
	Authority	81.5	26.5	78.5	30.1	86.4	28.9	84.2	29.0	85.5	29.3		
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0		
Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	81.3	31.3		
	Authority	74.3	15.7	68.3	13.8	79.7	17.6	72.6	21.3	80.1	15.8		
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7		
English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	82.6	12.7	84.6	15.9	82.6	15.6	83.3	12.4	85.3	18.2		
	Province	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	57.1	0.0	58.3	12.5	*	*	50.0	10.0	66.7	11.1		
	Province	62.4	4.3	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9		
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.2	13.9	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2		
Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.0	14.5	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	79.9	19.6	74.8	15.9	76.6	19.8	78.3	17.0	80.0	23.1		
	Province	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	87.0	30.4	44.0	12.0	66.7	33.3	64.3	7.1	61.5	15.4		
	Province	65.8	14.7	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3		
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	83.3	20.5	79.0	21.0	83.9	26.5	76.9	19.7	81.0	26.0		
	Province	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	83.3	16.7	54.2	20.8	*	*	60.0	10.0	88.9	0.0		
	Province	68.4	17.1	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	70.2	17.7	69.0	22.2	81.2	30.5	71.4	20.9	73.6	27.5		
	Province	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	66.7	0.0	43.5	13.0	*	*	60.0	20.0	50.0	0.0		
	Province	64.6	13.0	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7		

Notes:

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

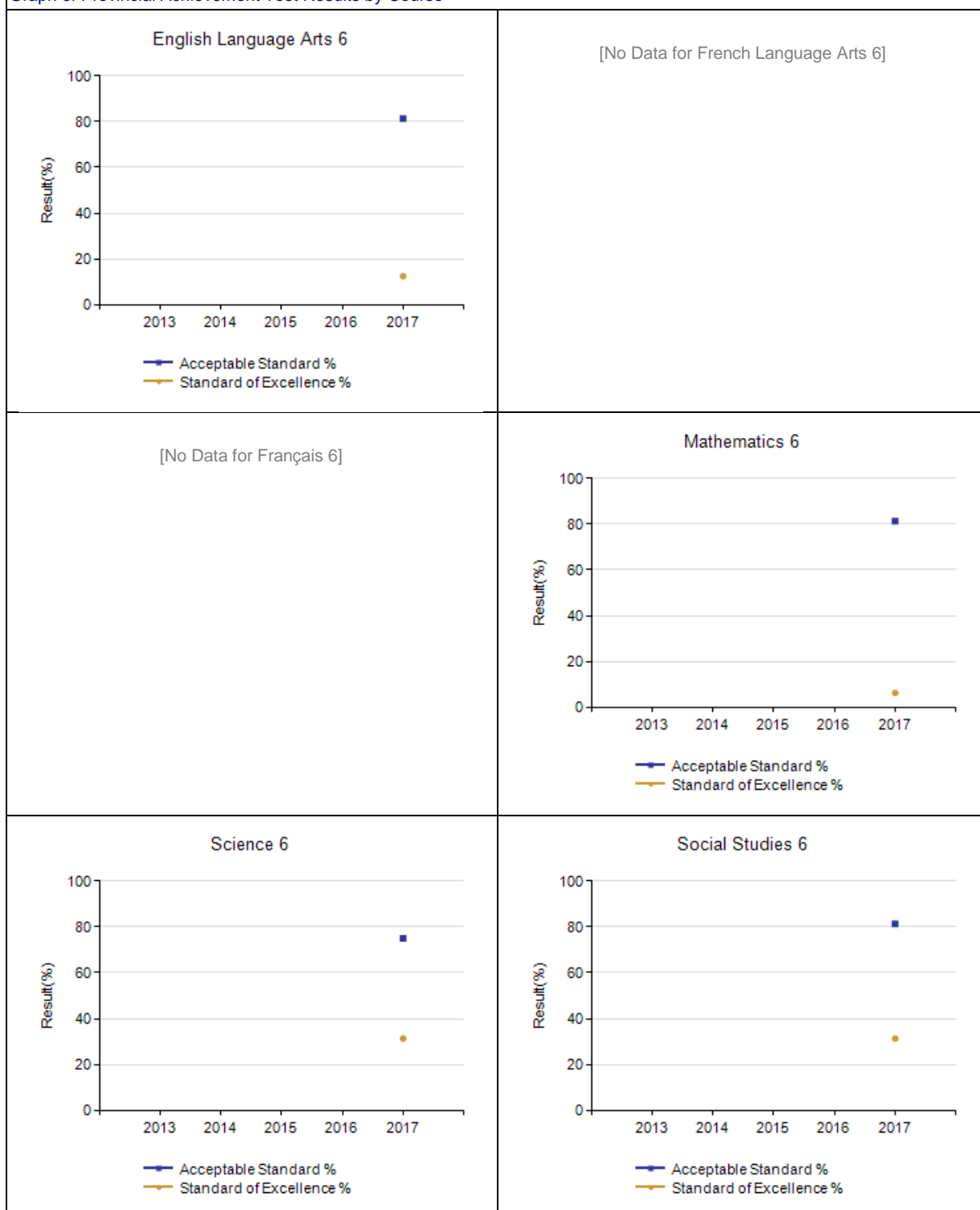
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



Notes:

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

Graph of Provincial Achievement Test Results by Course



Notes:

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

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Father Leduc Catholic School							Alberta			
		Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Intermediate	n/a	n/a	16	81.3	n/a	n/a	49,572	82.5	46,989	82.5
	Standard of Excellence	Intermediate	n/a	n/a	16	12.5	n/a	n/a	49,572	18.9	46,989	19.2
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,185	85.1	2,864	87.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,185	13.5	2,864	14.4
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	92.1	524	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	21.6	524	16.5
Mathematics 6	Acceptable Standard	High	n/a	n/a	16	81.3	n/a	n/a	49,507	69.4	46,906	73.0
	Standard of Excellence	Very Low	n/a	n/a	16	6.3	n/a	n/a	49,507	12.6	46,906	14.5
Science 6	Acceptable Standard	Low	n/a	n/a	16	75.0	n/a	n/a	49,501	76.9	46,914	76.7
	Standard of Excellence	High	n/a	n/a	16	31.3	n/a	n/a	49,501	29.0	46,914	25.8
Social Studies 6	Acceptable Standard	High	n/a	n/a	16	81.3	n/a	n/a	49,485	72.9	46,903	70.5
	Standard of Excellence	Very High	n/a	n/a	16	31.3	n/a	n/a	49,485	21.7	46,903	18.9
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,487	76.8	43,746	76.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,487	14.9	43,746	14.9
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,428	58.8	1,576	61.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,428	5.9	1,576	4.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,763	83.1	2,625	85.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,763	11.2	2,625	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	88.9	392	87.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	26.1	392	21.6
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,020	67.2	43,295	66.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,020	19.0	43,295	17.6
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,848	57.5	2,026	61.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,848	13.3	2,026	14.0
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,445	74.0	43,808	73.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,445	21.4	43,808	22.4
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,440	63.9	1,547	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,440	13.3	1,547	14.8
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,484	67.0	43,722	65.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,484	20.2	43,722	19.2
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,393	56.3	1,533	59.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,393	12.7	1,533	11.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

## Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

### Notes:

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

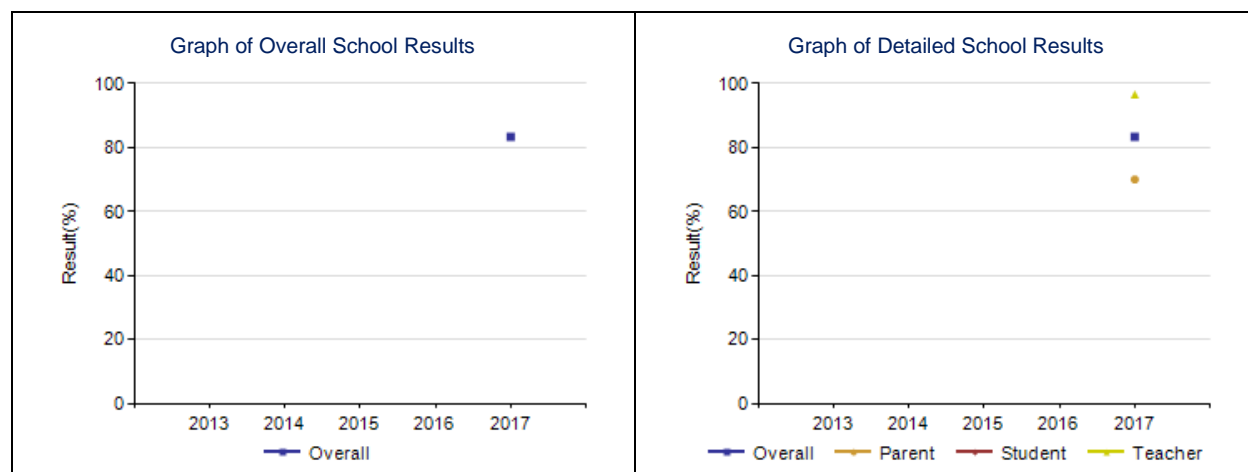
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	n/a	n/a	n/a	n/a	83.3	78.6	78.4	76.3	77.8	78.6	81.5	81.3	81.3	81.9	81.9
Teacher	n/a	n/a	n/a	n/a	96.6	85.8	84.8	86.3	87.6	88.1	87.9	87.5	87.2	88.1	88.0
Parent	n/a	n/a	n/a	n/a	70.0	76.9	78.1	72.5	77.1	74.5	78.9	79.9	79.9	80.1	80.1
Student	n/a	n/a	n/a	n/a	n/a	73.1	72.2	70.0	68.6	73.2	77.8	76.6	76.9	77.5	77.7



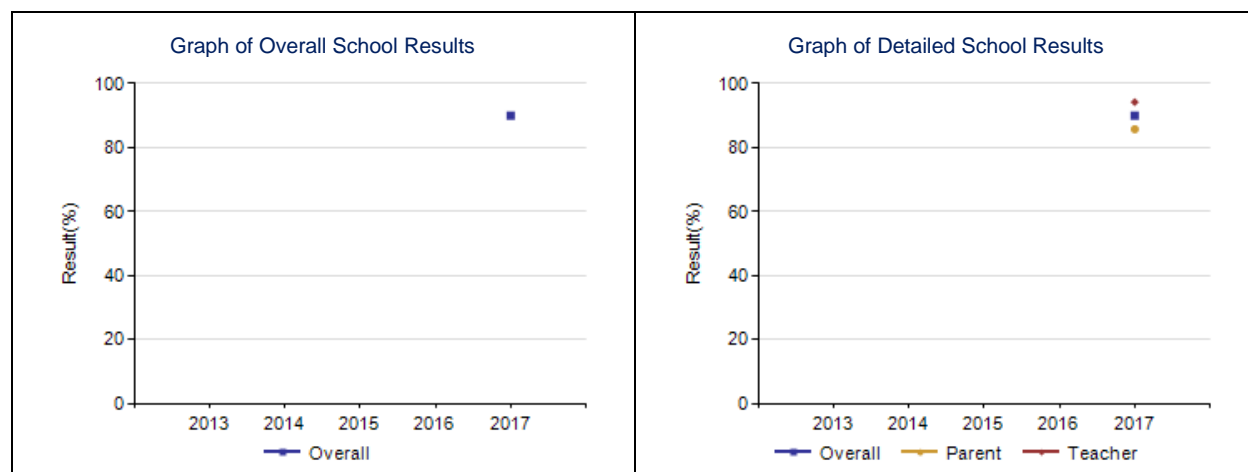
Notes:

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

### Parental Involvement – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	n/a	n/a	n/a	n/a	90.0	82.3	79.3	80.0	82.4	84.4	80.3	80.6	80.7	80.9	81.2
Teacher	n/a	n/a	n/a	n/a	94.2	88.6	86.6	90.9	90.2	92.3	88.5	88.0	88.1	88.4	88.5
Parent	n/a	n/a	n/a	n/a	85.7	76.0	71.9	69.1	74.7	76.5	72.2	73.1	73.4	73.5	73.9

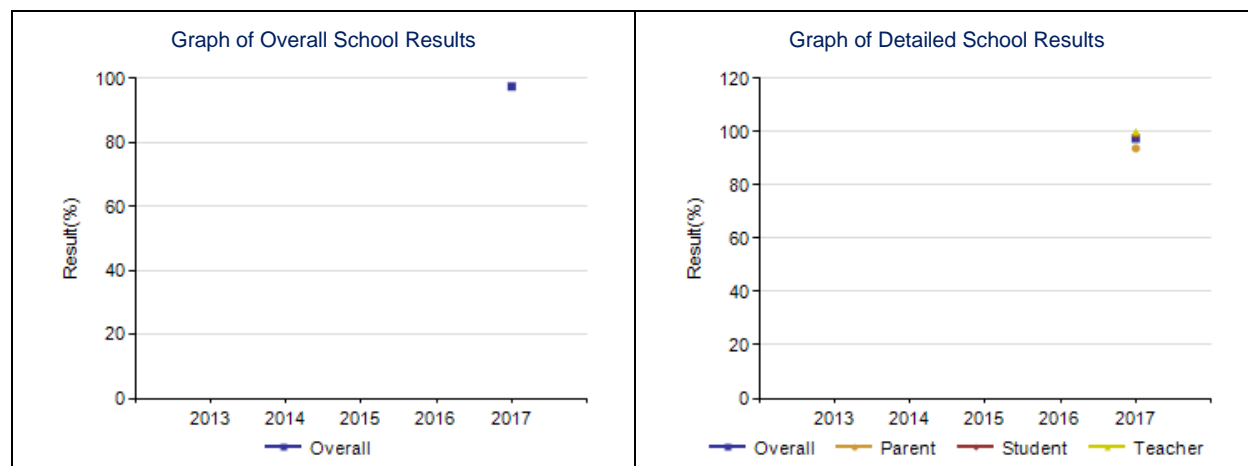


Notes:

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2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

### Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	n/a	n/a	n/a	n/a	97.5	92.5	90.9	91.2	90.5	92.8	89.8	89.2	89.5	90.1	90.1
Teacher	n/a	n/a	n/a	n/a	100.0	98.6	97.7	97.6	96.3	97.9	95.7	95.5	95.9	96.0	95.9
Parent	n/a	n/a	n/a	n/a	93.8	89.8	85.3	86.3	87.4	91.5	84.9	84.7	85.4	86.1	86.4
Student	n/a	n/a	n/a	n/a	98.7	89.1	89.6	89.8	87.8	88.9	88.7	87.3	87.4	88.0	88.1

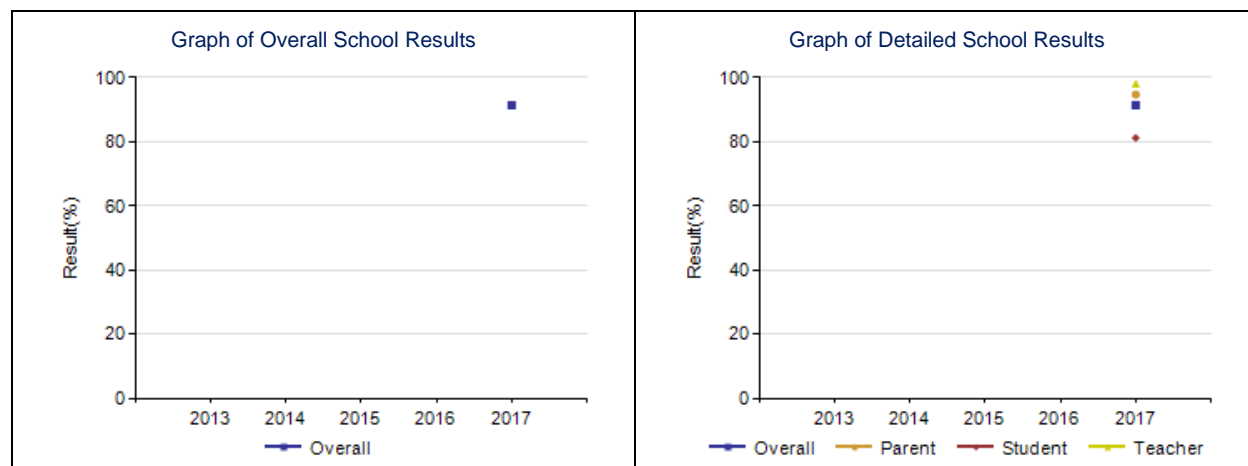


Notes:

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

### 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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	n/a	n/a	n/a	n/a	91.4	90.2	90.5	91.0	89.7	91.5	89.0	89.1	89.2	89.5	89.5
Teacher	n/a	n/a	n/a	n/a	98.2	96.9	97.1	97.4	96.4	96.7	95.0	95.3	95.4	95.4	95.3
Parent	n/a	n/a	n/a	n/a	94.7	90.5	88.4	89.0	88.8	92.6	87.8	88.9	89.3	89.8	89.9
Student	n/a	n/a	n/a	n/a	81.2	83.3	86.0	86.5	84.0	85.3	84.2	83.1	83.0	83.4	83.3



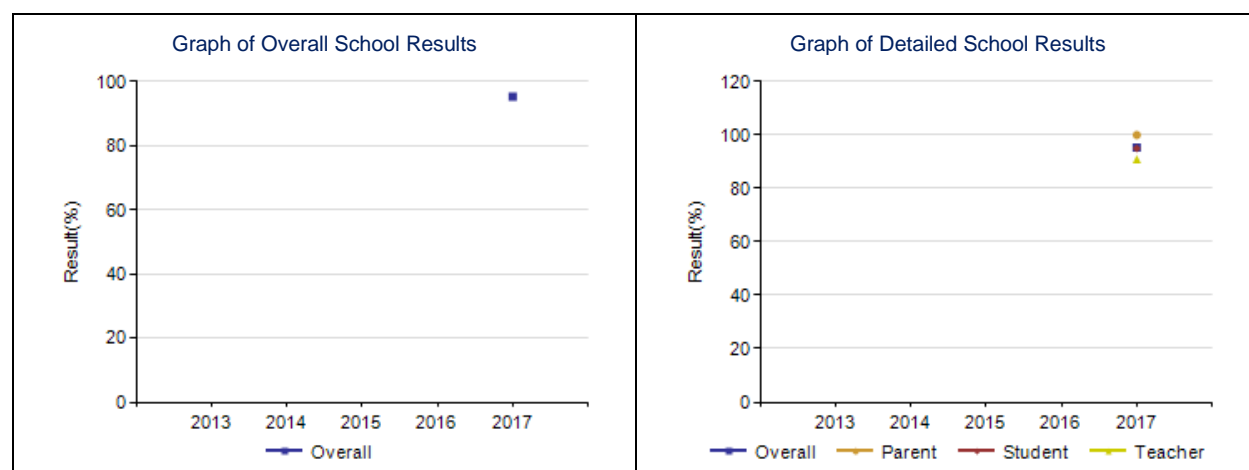
Notes:

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

# 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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	n/a	n/a	n/a	n/a	95.3	85.7	83.3	82.9	82.4	84.1	80.6	79.8	79.6	81.2	81.4
Teacher	n/a	n/a	n/a	n/a	90.9	88.8	83.2	86.5	87.6	87.6	80.9	81.3	79.8	82.3	82.2
Parent	n/a	n/a	n/a	n/a	100.0	84.0	78.9	79.9	78.8	82.8	77.9	77.0	78.5	79.7	80.8
Student	n/a	n/a	n/a	n/a	95.0	84.3	87.9	82.4	80.7	81.7	82.9	81.2	80.7	81.5	81.1



## Notes:

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

## **Calendar of School Professional Development 2017-2018**

Division Reflection Day – Tuesday, August 29<sup>th</sup>

School Retreat and Blanket Exercise – Wednesday, August 30<sup>th</sup>

Creating and Implementing Effective IPPs – Friday, September 15<sup>th</sup>, 2017

Division Learning Day – FNMI – Friday, September 30<sup>th</sup>, 2017

Kurtis Hewson – Jigsaw Consulting Services – Collaborative Response Model –  
October 20, 2017

Google Classroom/Smarter Marks/Balanced Literacy – Wednesday, November 1,  
2017

Leaps & Bounds Inservice – Monday, December 4, 2017 (after school)

ATA Institute Day – Friday, December 8, 2017

E-Teacher Inservice – January 31<sup>st</sup>, 2018

Teachers' Convention – February 8 & 9, 2018

Developing and implementing effective Flex Blocks (WIN) – Friday, March 23,  
2018

Kurtis Hewson – Collaborative Response Model - April 20<sup>th</sup>, 2018

Program Plan for the 2018-19 School Year – June 1, 2018

## **Liturgies and Masses for 2017-2018**

Division Reflection Day – Tuesday, August 29<sup>th</sup>

School Opening Mass – Wednesday, September 13, 2017 @ 9:30 am

Grade 4 Teaching Mass – Thursday, September 28<sup>th</sup>, 2017 @ 1:30 pm

Thanksgiving Mass – Wednesday, October 11, 2017 @ 10 am

Advent Week 1 Celebration – Monday, December 4, 2017 @ 11:45 am

Advent Mass – Thursday, December 7, 2017 @ 10 am

Advent Week 2 Celebration – Monday, December 11, 2017 @ 11:45 am

Advent Week 3 Celebration – Monday, December 18, 2017 @ 11:45 am

Ash Wednesday Liturgy of the Word– Wednesday, February 14, 2018 1:30 pm

Easter Mass @ St. Michael's Parish – Wednesday, April 4, 2018 @ 9:30 pm

Year End Mass – Friday, June 22, 2018 @ 10 am

# Budget Report

## Budget Report

St. Thomas Aquinas Roman Catholic Schools

2017-2018 Play Budget (Nov)

### Father Leduc

#### Revenue And Allocations To Budget Center

Instruction Program Allocations	2017-2018 Play Budget (Nov)	
Total Instruction Program Allocations	\$2,541,230	
% of Revenue And Allocations To Budget Center	89%	
Other Program Allocations	2017-2018 Play Budget (Nov)	
Total Other Program Allocations	\$2,500	
% of Revenue And Allocations To Budget Center	0%	
Previous Year Unspent and Surplus Allocations	2017-2018 Play Budget (Nov)	
Total Previous Year Unspent and Surplus Allocation	\$95,622	
% of Revenue And Allocations To Budget Center	3%	
Local Revenues & Fees	2017-2018 Play Budget (Nov)	
Total Local Revenues & Fees	\$205,110	
% of Revenue And Allocations To Budget Center	7%	
Total Revenue And Allocations To Budget Center	\$2,844,462	

#### Expenditures

Certificated Staff	2017-2018 Play Budget (Nov)	
Total Certificated Staff	\$2,103,394	
% of Expenditures	74%	
Uncertificated Staff	2017-2018 Play Budget (Nov)	
Total Uncertificated Staff	\$561,793	
% of Expenditures	20%	
Services Contracts and Supplies	2017-2018 Play Budget (Nov)	
Total Services Contracts and Supplies	\$171,775	
% of Expenditures	6%	
Reserves & Investment in Capital Assets	2017-2018 Play Budget (Nov)	
Total Reserves & Investment in Capital Assets	\$7,500	
% of Expenditures	0%	
Total Expenditures	\$2,844,462	

#### Summary

	2017-2018 Play Budget (Nov)	
Total Revenues and Allocations To Budget	\$2,844,462	\$0
Total Expenditures	\$2,844,462	\$0
Variance	\$0	\$0

#### Notes