



ANNUAL EDUCATION RESULTS REPORT 2019-2020



PRINCIPAL'S MESSAGE

MRS. TARA MALLOY

Father Leduc Catholic School is a Kindergarten to Grade 8 school located in the community of Southfork in Leduc. Since its inaugural year in 2016, Father Leduc Catholic School has developed a faith-based approach toward learning.

As a Catholic school community, we strive to create a culture rich in academics, athletics, and the arts in a faith-based environment. It is our intent to foster a rich legacy as a welcoming, accepting, and inclusive school community. Together, we have made Father Leduc Catholic School a great place to learn, to grow, and to share God's many blessings.

Although our school has grown to be large in number, we maintain a family style atmosphere insuring collaboration, well-being, and quality instruction that is rooted in our philosophy that all students will achieve high levels of success.



Principal—Tara Malloy

tara.malloy@starcatholic.ab.ca

MEET YOUR LOCAL TRUSTEE

**Leduc has two trustees, one position will remain vacant for the 2020-2021 school year*



Michelle Lamer

Board Chair and Leduc Trustee

Michelle Lamer and her family have resided in Leduc since 1995 and attend St. Michael Parish. Michelle and her husband Bruce are active participants in parish ministry, the Catholic Women's League and Knights of Columbus. Their three children attended St. Benedict and Notre Dame elementary schools and all graduated from Christ the King School. Michelle is employed in an administrative position in the oilfield service sector, and serves in various volunteer roles. Michelle believes Catholic education is a precious gift that promotes the full development of a student through faith and knowledge. As a community, we are called in gratitude, faith and action to ensure that our children and future generations continue to learn and grow in our Catholic schools.

SCHOOL PROFILE

School Vision

At Father Leduc Catholic School ALL students learn at high levels surrounded by Christ's love.

School Goal

At Father Leduc Catholic School, we strive for every student to feel loved, safe and supported; in a joyful and faith-filled learning environment. We will ensure all students develop as a whole person while achieving success at or above grade level in all essential outcomes.

School Motto

"God is Love"

Telephone: 780-986-0045

Website: fcls.staratholic.ab.ca

Student Population: 520 students (including online and in person)

Number of Teachers: 27

Number of Support Staff: 21

Grades Served:

Currently – K-8 (English Stream Only)

2022 – French Immersion Grade 7

2023 – French Immersion Grade 7 & 8



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Staff are provided with faith formation opportunities.

Outcome: Staff are able to articulate and witness the faith and are able to permeate all school curriculum and activities with Gospel values and a love of Jesus Christ.

MEASURES

Measure Category	Father Leduc Catholic School	STAR Catholic Schools
Parent Survey	Current Result	Current Result
Teachers help students understand how faith can guide the way they live their lives. <i>(New Question)</i>	87	89
Staff Survey (Teachers)	Current Result	Current Result
Teachers help students understand how faith can guide the way they live their lives. <i>(New Question)</i>	100	99
I strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)	100	99
I witness the faith and permeate curriculum and activities with gospel values	100	99
Student Survey (Elementary)	Current Result	Current Result
We pray as a class or a school every day.	94	97
Teachers help me understand how faith can guide the way I live my life. <i>(New Question)</i>	91	90
Student Survey (Secondary)	Current Result	Current Result
We pray as a class or a school every day.	93	92
Teachers help me understand how faith can guide the way I live my life. <i>(New Question)</i>	77	78

- August 27, 2019 Opening Staff Mass
- August 28, 2019 Division Faith Reflection day hosted at Father Leduc
- October 21, 2019 Staff Faith Retreat focused on "Live the Way."
- June 5, 2020 Staff Meeting , second "Live the Way" session
- Staff members participated in a book study, The Reluctant Disciple," by author and speaker David Wells.
- A number of staff members currently study at Newman Theological College taking after graduated studies toward a Masters of Religious Education

DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Students learn what it means to live in a relationship with Jesus Christ.

Outcome: Students will hear and learn about how adults live their lives guided by faith and the Church.

MEASURES

Measure Category	Father Leduc Catholic School	STAR Catholic Schools
Parent Survey	Current Result	Current Result
Teachers help students understand how faith can guide the way they live their lives. <i>(New Question)</i>	87	89
Teachers share their own faith experience with students and the role of God in the teacher's life. <i>(New Question)</i>	63	67
Staff Survey (Teacher)	Current Result	Current Result
Teachers help students understand how faith can guide the way they live their lives. <i>(New Question)</i>	100	97
Teachers share their own faith experience with students and the role of God in the teacher's life. <i>(New Question)</i>	100	90
Student Survey (Elementary)	Current Result	Current Result
Teachers help me understand how faith can guide the way I live my life. <i>(New Question)</i>	91	90
Teachers speak to me about their own faith and the role of God in their life. <i>(New Question)</i>	83	82
Student Survey (Secondary)	Current Result	Current Result
Teachers speak to me about their own faith and the role of God in their life. <i>(New Question)</i>	72	78



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Staff and students witness the gospel.

Outcome: Staff and students understand Catholic social teaching and witness the Gospel through acts of Social Justice and Charity.

MEASURES

Measure Category	Father Leduc Catholic School	STAR Catholic Schools
Parent Survey	Current Result	Current Result
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	84	88
Staff Survey (Teachers)	Current Result	Current Result
Teachers help students understand how faith can guide the way they live their lives. <i>(New Question)</i>	100	99
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	100	99
Student Survey (Elementary)	Current Result	Current Result
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	96	98
Student Survey (Secondary)	Current Result	Current Result
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	96	95



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Strong home, school, and parish partnerships.

Outcome: Relationships and opportunities to collaborate between parish, school, and home exist and strengthen the faith community and the life of the Division.

MEASURES

Measure Category	Father Leduc Catholic School	STAR Catholic Schools
Parent Survey	Current Result	Current Result
My child participates in religious celebrations at the school or church	93	93
Staff Survey (Teacher)	Current Result	Current Result
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	100
Staff Survey (Support Staff)	Current Result	Current Result
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	95
Student Survey (Elementary)	Current Result	Current Result
At my school, I have the opportunity to participate in religious celebrations, activities or events at the school or church	91	93
Student Survey (Secondary)	Current Result	Current Result
At my school, I have the opportunity to participate in religious celebrations, activities or events at the school or church	80	91



SOCIAL JUSTICE PROJECTS

- “God is Love” social justice projects built out of the initial student retreat to ensure we are sharing God’s love with others.

Catholic Social Services partnership (Adopted ministry of St. Katharine Drexel Place.

Social Justice CTF courses.

Social Justice Club Project

- Terry Fox Foundation—Raising funds for cancer research—In 2019-20 the students raised fund in the name of one of our students battling cancer.
- WE Day participation with our grade 7 and 8 students in our social justice club.
- Gathered backpack for the homeless in downtown Edmonton with the support from CSS.

SCHOOL & PARISH COLLABORATION

- Knights of Columbus provide bibles for our grade 4 students and celebrate with a mass at St. Michael’s Parish.
- Knights of Columbus provide and cook pancakes for Shrove Tuesday.
- Father Silvichan celebrates with our students during the scheduled liturgical celebrations listed below. He also attended 4 days to provide our students with the penitential rite.
- See our liturgies below (please note that liturgies after COVID 19 shut down have been removed from the list.

LITURGIES	2019-20		
Tuesday, Aug. 28	9:00 AM	St. Michael Parish	Staff Welcome Mass
Friday, Aug. 31	1:45 PM	Fr. Leduc School	Mass with Archbishop
Friday, Sep. 7	10:30 AM	Fr. Leduc School	Opening School Mass
Wednesday, Sep. 26	9:30 AM	St. Michael Parish	Grade 4 Blessing of Bibles Mass
Thursday, Oct. 4	10:30 AM	Fr. Leduc School	Thanksgiving Mass
Monday, December 2	8:45 AM	Fr. Leduc School	Advent Liturgy – Week 1
Monday, December 9	8:45 AM	Fr. Leduc School	Advent Liturgy – Week 2
Monday, December 16	8:45 AM	Fr. Leduc School	Advent Liturgy – Week 3
Wednesday, Dec. 19	10:30 AM	Fr. Leduc School	Advent Mass
Wednesday, Feb. 14	10:30 AM	Fr. Leduc School	God is Love Mass
Tuesday, March 6	10:30 AM	Fr. Leduc School	Ash Wednesday Liturgy

2019-2020 SCHOOL YEAR STRATEGIES

- Staff Retreat focus of “Live the Way,” on October 21st will be focusing on sharing authentic actions of how God guides us.
- Create practical strategies for staff to use to show how situations provide the opportunity to share as an authentic witness in order to have students agree that “Teacher’s help me understand how faith can guide the way I live my life.”
- JH Student retreat focused on “God is Love” based in the scripture of the lost son. **Luke 15:11-32**
- Analysis of where God is Love is in society, home, school, and parish. Identify where “God is Love” is demonstrated in the students’ life. “God is Love” social justice projects built out of the initial student retreat to ensure we are sharing God’s love with others.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Utilizing our school motto in all of our actions, interactions, and policies assist us with meeting this goal.
- Following the division’s 3 year faith plan provides a great guideline for individual growth plans for teachers and an overall view in our school.
- We will continue to bridge ways that teachers share their own faith and how their own faith provides direction in their lives.
- Provide faith development mini-session as a standing item on our school council meetings (Q & A).

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

The ministry develops and implements curriculum that enables all students to achieve provincial student learning outcomes and monitors student progress through administering provincial assessments. Student growth and achievement refers to many different aspects including educational programs, academic achievement, student well-being and citizenship to name a few. To help ensure the success of all students, student growth and achievement are measured in the following areas:

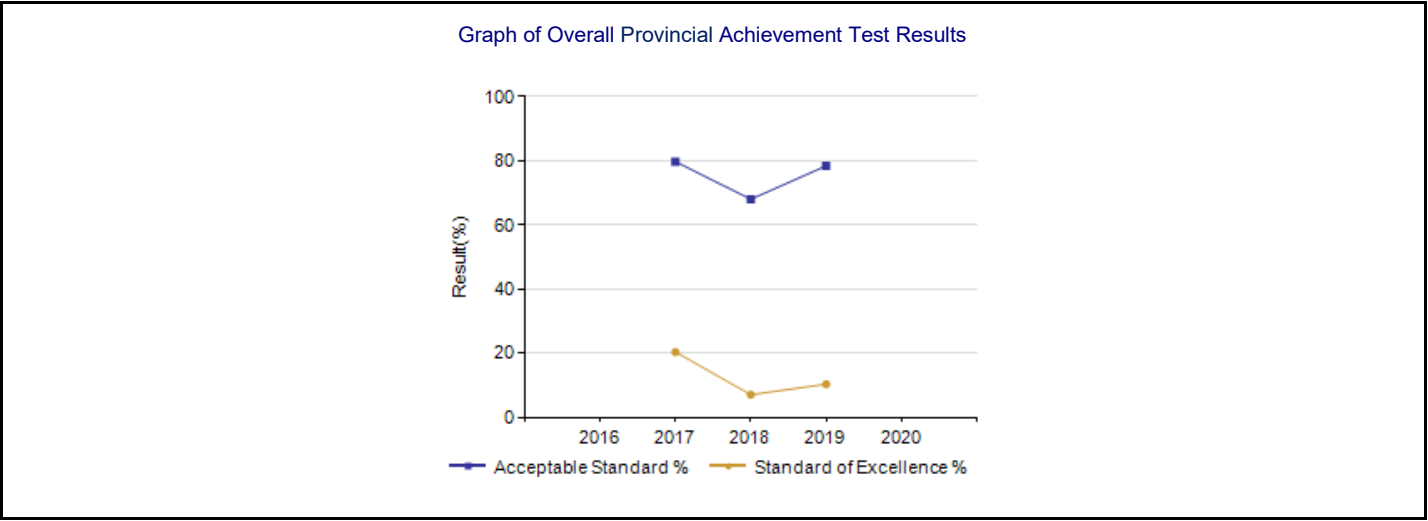
PROVINCIAL ACHIEVEMENT TESTS

Provincial Achievement Tests (PATs) allow students, parents, and teachers to clearly identify areas of strength and areas in need of additional support. PAT exams are measured by the students who achieved the acceptable standard and the percentage of students who achieved the standard of excellence on the exams.

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	n/a	n/a	81.3	12.5	88.0	0.0	89.7	6.9	n/a	n/a	90	10
	Authority	88.1	22.6	92.3	13.8	92.9	16.3	91.1	15.6	n/a	n/a		
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a		
French Language Arts 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	100.0	27.3	92.3	0.0	87.1	12.9	92.0	16.0	n/a	n/a		
	Province	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7	n/a	n/a		
Français 6 année	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	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6	n/a	n/a		
Mathematics 6	School	n/a	n/a	81.3	6.3	44.0	0.0	75.9	3.4	n/a	n/a	77	8
	Authority	76.5	12.6	73.4	8.1	76.8	10.8	75.6	12.2	n/a	n/a		
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a		
Science 6	School	n/a	n/a	75.0	31.3	68.0	16.0	79.3	20.7	n/a	n/a	80	22
	Authority	84.2	29.0	85.5	29.3	86.6	27.6	83.6	25.0	n/a	n/a		
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a		
Social Studies 6	School	n/a	n/a	81.3	31.3	72.0	12.0	69.0	10.3	n/a	n/a	75	12
	Authority	72.6	21.3	80.1	15.8	82.1	21.1	81.7	17.8	n/a	n/a		
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	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. "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 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.

OVERALL PROVINCIAL ACHIEVEMENT TEST RESULTS

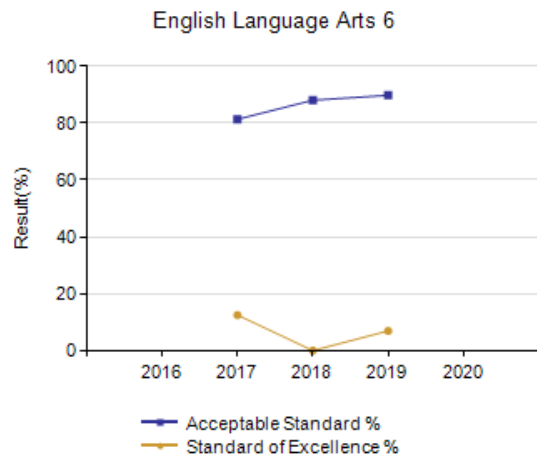


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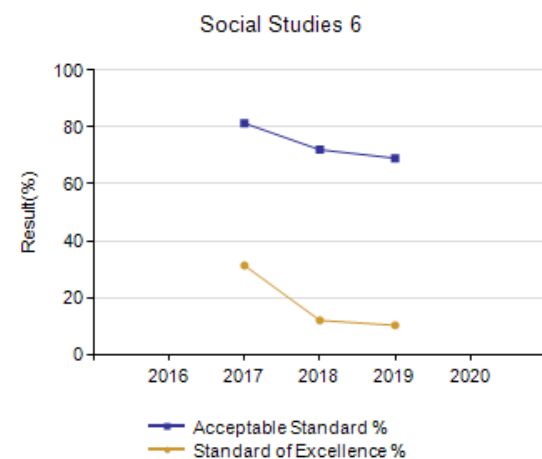
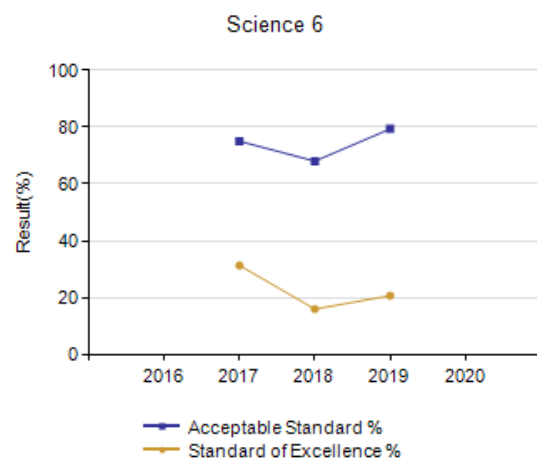
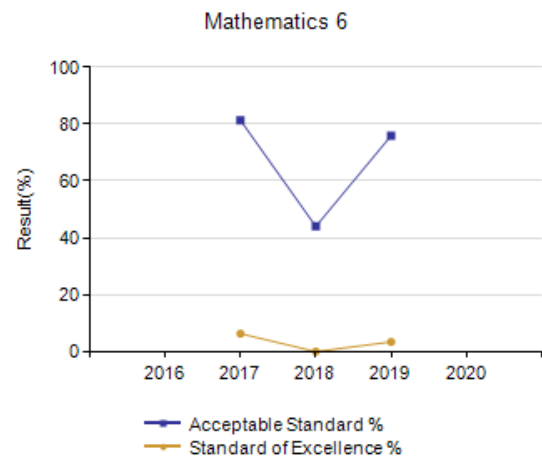
PROVINCIAL ACHIEVEMENT TEST RESULTS BY COURSE

Graph of Provincial Achievement Test Results by Course



[No Data for French Language Arts 6]

[No Data for Français 6]



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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.

PAT RESULTS COURSE-BY-COURSE SUMMARY BY ENROLLED WITH MEASURE EVALUATION

		Father Leduc Catholic School							Alberta			
		Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	23	86.3	n/a	n/a	51,977	83.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	23	6.5	n/a	n/a	51,977	18.2
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,357	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,357	13.8
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	91.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	23.1
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	23	67.0	n/a	n/a	51,924	71.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	23	3.2	n/a	n/a	51,924	13.9
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	23	74.1	n/a	n/a	51,966	77.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	23	22.6	n/a	n/a	51,966	29.4
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	23	74.1	n/a	n/a	51,937	74.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	23	17.9	n/a	n/a	51,937	23.1

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 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



2019-2020 SCHOOL YEAR STRATEGIES

- Review PAT analysis process with division 2 teachers to analyze data more closely to determine next steps to excellence.
- Ensure WIN (What I Need) blocks provide an opportunity to challenge students beyond acceptable standard.
- Provide grade 6 teachers with the opportunity to meet and analyze the data from the previous year's test results with Chris Zarski and create a commit to try plan of action geared toward improving standard of excellence performance.
- Consult with parents to have a collaborative approach toward student achievement.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Although there weren't any PATs in the 2019-20 school year, we discovered a great deal of valuable data was gathered with the intensive study into the data. We will continue this into the future.

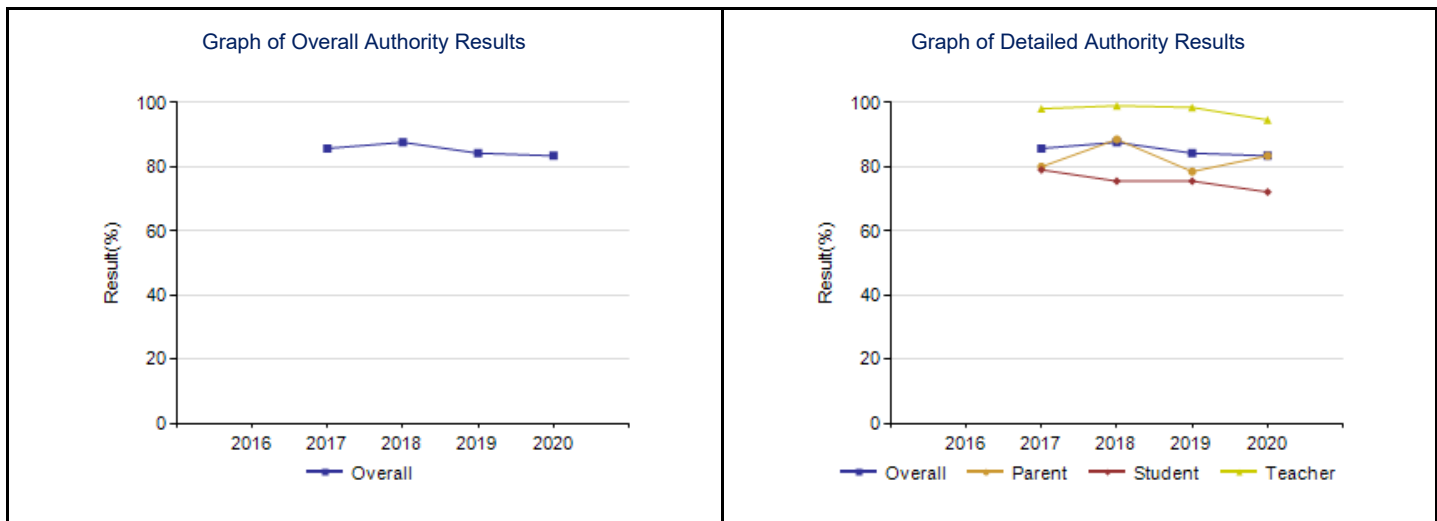
PROVINCIAL GOAL: CITIZENSHIP

Active citizenship produces motivated and responsible learners and enables students to make a positive contribution to society. This is measured by the percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.

CITIZENSHIP - MEASURE DETAILS

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

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	85.7	87.6	84.2	83.4	85.3	86.7	85.0	87.0	88.0	83.9	83.7	83.0	82.9	83.3
Teach-	n/a	98.1	99.0	98.5	94.6	96.8	97.2	94.7	97.0	98.5	94.5	94.0	93.4	93.2	93.6
Parent	n/a	80.0	88.5	78.5	83.4	84.1	87.5	88.1	85.7	86.2	82.9	82.7	81.7	81.9	82.4
Student	n/a	79.0	75.5	75.5	72.1	75.1	75.2	72.1	78.3	79.3	74.5	74.4	73.9	73.5	73.8



Notes:

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



2019-2020 SCHOOL YEAR STRATEGIES

- Contributing to society is key with our social justice projects, religious education instruction, and exploration in our social studies curriculum.
- ⇒ Social Justice:
 - * Identifying current needs in the local and global communities and determine how to best support. Working closely with WE Schools, Catholic Social Services, and
- ⇒ Religious Education:
 - * Reviewing acts of charity and the purpose behind the acts of charity is critical in our development of citizens. One example is how our grade 4 students work closely with Holy Childhood Association.
- ⇒ Social Studies Curriculum
 - * Examining the need to explore cultural diversity and respect for such diversity
- Character development programs, such as, Roots of Empathy, is promoted and explored.
- Character celebrations monthly acknowledging faith based character traits and honouring those who exemplify the characteristic. This focuses on our division theme which is "Live the Way."

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- We will continue to expand ways to acknowledge the citizenship actions taken by our staff and students within the school setting.

PROVINCIAL GOAL: ACADEMIC ENGAGEMENT

This is a provincial measure of student engagement in their learning at school.

The Division is currently awaiting the provincial development of this goal.

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

Board Priority/Local Goal: A focus on mental health and well-being.

Outcome: When we support student mental health, we support student success. When students are in a state of emotional, behavioural, and social well-being, they are able to enjoy life and deal with its challenges.

MEASURES

Measure Category	Father Leduc Catholic School STAR Catholic Schools	
Student Survey (Elementary)	Current Result	Current Result
At my school, there is at least one adult who listens and cares about me	86	90
My school is a place where I feel I belong	76	76
I have a friend at school	95	97
I find healthy ways (i.e. talking to an adult) to deal with problems in my life	83	81
On most days, I have headaches or stomach aches	35	30
I have trouble sleeping at night, or staying asleep	47	47
Student Survey (Secondary)	Current Result	Current Result
I have a positive and healthy relationship with at least one adult in my school	80	86
My school is a place where I feel I belong	56	68
I have a friend at school	92	93
On most days, I have headaches or stomach aches	44	39
I have trouble sleeping at night, or staying asleep	57	52
I feel overwhelmed when I don't know how to solve a problem at school	66	58



DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

Board Priority/Local Goal: A focus on mental health and well-being.

Outcome: When we support student mental health, we support student success. When students are in a state of emotional, behavioural, and social well-being, they are able to enjoy life and deal with its challenges.

MEASURES *continued*

Measure Category	Father Leduc Catholic School	STAR Catholic Schools
Staff Survey (Teachers)	Current Result	Current Result
I am aware of the social and emotional well-being of my students	97	98
I am able to support the social and emotional well-being of my students	100	94
I am aware of the behaviour supports my students require	97	98
I utilize strategies to support student behaviour	100	99
Staff Survey (Support)	Current Result	Current Result
I am aware of the social and emotional well-being of my students	100	93
I am able to support the social and emotional well-being of the students I work with	95	90
I am aware of the behaviour supports the students I work with require	82	86
I utilize strategies to support the behaviour with the students I work with	91	92
Parents	Current Result	Current Result
My child has a friend at school.	96	97
I am satisfied with the access to social/emotional supports at school.	78	79
My child has one or more adult(s) that care about them at school.	87	92



2019-2020 SCHOOL YEAR STRATEGIES

- 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. We create programs that address the social/emotional needs of our students. One key program that is taught throughout our school is the "Mind Up" program. For all WIN blocks in the month of September, this program was taught at all grade levels to ensure we have a school wide understanding of the program.
- We have an FSLW (Family School Liaison Worker) on staff to assist with the emotional needs of our students at all grade levels. We have introduced programs, such as, Roots of Empathy, Mind Up, Zones of Regulation, Strength, Children and Change, character virtues, and Girls' Group.
- Train all staff on Mental Health Literacy - November 13, 2019
- Train key leaders on The Third Path in order to promote this program for all staff members.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- We have found benefit for having an FSLW full time on our staff and having a staff member designated to this role.
- We will be expanding this role to enhance counselling opportunities in our school.
- Introduce programs such as Go Zen and Go Strength to empower students with a voice to express their emotions.
- Pursue, with the support of school council, cell phone safety presentations for students and for parents.

DOMAIN 3: TEACHING & LEADING

STAR Catholic School Division recognizes that excellence in education for students is largely determined by qualified and committed staff. Our [Administrative Procedure on Teacher Growth, Supervision and Evaluation \(AP 411\)](#) is available for download on our website.

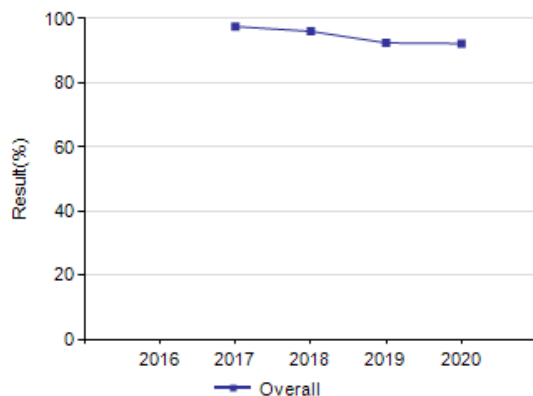
Education Quality is a provincial measure under Teaching and Leading. It is measured by the percentage of teachers, parents, and students who are satisfied with the overall quality of basic education.

EDUCATION QUALITY: MEASURE DETAILS

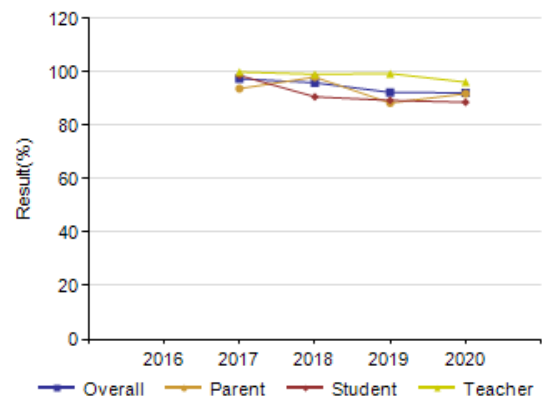
Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	97.5	96.0	92.4	92.2	90.5	92.8	92.5	92.2	93.3	90.1	90.1	90.0	90.2	90.3
Teach-	n/a	100.0	99.2	99.4	96.2	96.3	97.9	96.9	98.2	98.7	96.0	95.9	95.8	96.1	96.4
Parent	n/a	93.8	98.1	88.4	91.9	87.4	91.5	92.3	88.1	90.8	86.1	86.4	86.0	86.4	86.7
Student	n/a	98.7	90.7	89.4	88.7	87.8	88.9	88.3	90.1	90.4	88.0	88.1	88.2	88.1	87.8

Graph of Overall Authority Results



Graph of Detailed Authority Results



Notes:

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

2019-2020 SCHOOL YEAR STRATEGIES

- Quality education starts with quality educators and leaders. Professional growth and development are enhanced in the following ways:
 - ⇒ Strategies planning and use of Teacher Professional Growth Plans and administrator support in key elements
 - ⇒ Classroom walk through procedures with administrator professional development in this area in the 2019-20 school year
 - ⇒ Explore Concept Based Curriculum to ensure all teachers understand the process of educational practice that ensures concept mastery when teaching.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- The examination of Concept Based Curriculum is in the evolving stages and will continue to develop as the new curriculum gets released.
- We will continue with teacher leads in the area of concept based curriculum as we move through curriculum development.

DOMAIN 3: TEACHING & LEADING

Board Priority/Local Goal: Continue to build and develop staff capacity.

Outcome: Staff enhances their expertise through opportunities to build their capacity, at all stages in their career, through mentorship and meaningful professional development opportunities.

MEASURES

Measure Category	Father Leduc Catholic School	STAR Catholic Schools
Staff Survey (Teacher)	Current Result	Current Result
I have opportunities for meaningful Professional Development	93	94
I have opportunities to access Division and school supports (i.e. Coaches, Directors, Mentors, Family School Liaison Worker, and Learning Support Facilitators for Professional Development)	100	98
Staff Survey (Support Staff)	Current Result	Current Result
I have opportunities for meaningful Professional Development related to my role	86	76
I have opportunities to access Division and school supports (i.e. Coaches, Directors, Mentor, Family School Liaison Worker, and Learning Support Facilitators for Professional Development)	95	81

PROFESSIONAL DEVELOPMENT

- Mental Health Resiliency & Self Regulation—August 30, 2019
- Establishing inclusive learning environments—September 20, 2019
- Response to Intervention—District Learning Day—October 25, 2019
- Mental Health Literacy—November 13, 2019
- Educational Assistant Conference—December 6, 2019
- Concept Based Curriculum—January 31, 2020, March 20, 2020, April 24th, 2020, May 15th 2020
- Individual directed professional development utilized with the staff development fund.
- Student specific PD for educational assistants—example: SIVA (Supporting Individuals through Valued Attachments) Training (2 day training offered twice per year)
- SIVA (Supporting Individuals through Valued Attachments) training for teachers to ensure teachers at all grade levels.

2019-2020 SCHOOL YEAR STRATEGIES

- Explore Concept Based Curriculum and allow teachers to have time in their professional learning community to building concept based lessons.
- Develop valued attachments with staff and students by examining SIVA and how it impacts learning and instruction.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- We are very pleased with the feedback from both support staff and teaching staff about the value of professional development. It is essential to provide professional growth in the area of personal study as well as the area of collective movement toward improved education quality.
- We will continue to promote PD for educational assistants to achieve success in their individual roles, as well as an EA conference.
- Teachers will continue to be encouraged to utilize the staff development fund to support their growth plans.

DOMAIN 3: TEACHING & LEADING

Board Priority/Local Goal: Foster a culture of collaboration and leadership development.

Outcome: Staff are provided with structured opportunities to collaborate and be involved in leadership.

MEASURES

Measure Category	Father Leduc Catholic School STAR Catholic Schools	
Staff Survey (Teacher)	Current Result	Current Result
I have the opportunity to participate in school leadership at my school (e.g. School Leadership Team, Acting Admin, School Intervention Team, Extra-curricular, facilitating PD, etc.)	100	97
I have the opportunity to collaborate in a professional learning community (PLC)	97	99
Teachers in our school value professional learning communities (PLC)	83	94

COLLABORATION & LEADERSHIP

- School Leadership Team has 9 volunteer members from our teaching staff. This team meets monthly to determine the direction our school moves with professional development and other key foundational procedures in our school.
- Teachers have professional learning community meetings twice monthly to determine best practices for tier 1 instruction.
- Teachers, educational assistants, and members of the school intervention team meet 3 times per year to discuss student success in each classroom. This meeting targets student who are experiencing difficulty in one or more of 6 key areas: Literacy, Numeracy, Behaviour, Social/Emotional, Attendance, and English Language Learning. The team, along with teaching staff, develop strategies following our response to intervention model and follow up to ensure next steps are engaging success.

2019-2020 SCHOOL YEAR STRATEGIES

- A school intervention team is developed with members of staff that act as leaders in instructional support through all 3 levels of instruction (tier 1, 2, and 3).
- Teachers are identified as technology leaders with Google Certified Qualifications.
- Staff participate in the staff development fund to increase education by obtaining a master's' degree. In the 2019-20 school year, we currently have 2 staff members enrolled in this program.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- It is obvious in the results that our staff feel they have a leadership role and opportunities to participate in leadership at the school. We will continue to have a leadership team that drives the direction of school improvement.
- Opportunities to enhance professional learning communities will be explored.

DOMAIN 3: TEACHING & LEADING

Board Priority/Local Goal: Safe, welcoming, and optimal learning environments for staff and students.

Outcome: Staff and students work and learn in safe and optimal environments when capital planning and investment in infrastructure and facilities is appropriate.

MEASURES

Measure Category	Father Leduc Catholic School	STAR Catholic Schools
Staff Survey (Teachers)	Current Result	Current Result
Our School is clean and well maintained	100	93
Our school has the physical facilities to meet the programming needs of students	83	87
Our school has the physical facilities to meet the occupational health and safety (OH&S) needs of staff and students	97	92
Staff Survey (Support Staff)	Current Result	Current Result
Our School is clean and well maintained	100	91
Our school has the physical facilities to meet the programming needs of students	73	81
Student Survey (Elementary)	Current Result	Current Result
I am proud of my school and the way it looks	86	88
Student Survey (Secondary)	Current Result	Current Result
I am proud of my school and the way it looks	80	82

2019-2020 SCHOOL YEAR STRATEGIES

- Develop a check in system for students and staff to share thoughts/celebrations/concerns about safe and caring aspects in their lives.
- Create secure spaces for specialist to work with our students with SLP and OT. Provide workplace area specific to each service needs.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- With the growing population of our school, our space is growing tighter. With the addition of two new portables in September 2020, we should alleviate some pressure that staff feel affect the physical need of space.

DOMAIN 4: LEARNING SUPPORTS

PROVINCIAL GOAL: SAFE & CARING

Safe & Caring: This is measured provincially by the percentage of teachers, parents, and students 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.

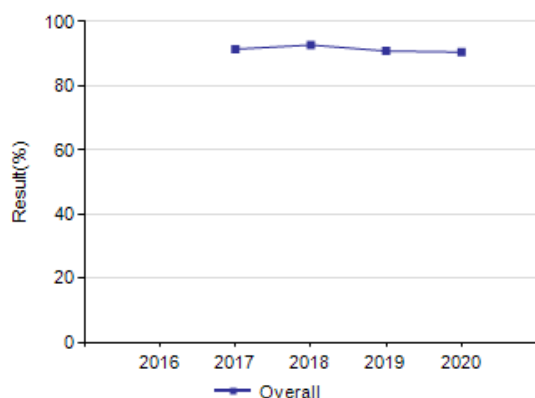
STAR Catholic School Division continually provides welcoming, caring, respectful and safe learning environments that respect diversity and fosters a sense of belonging.

SAFE & CARING - MEASURE DETAILS

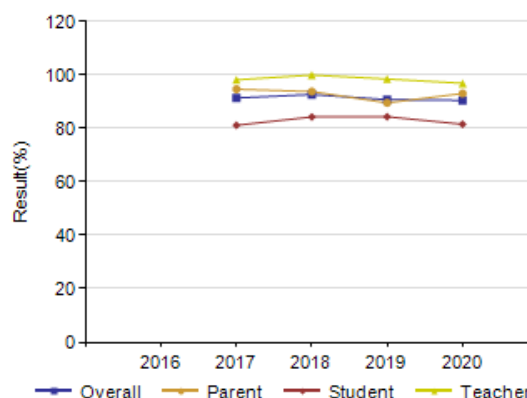
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	91.4	92.7	90.8	90.5	89.7	91.5	90.7	91.8	92.9	89.5	89.5	89.0	89.0	89.4
Teacher	n/a	98.2	100.0	98.5	96.9	96.4	96.7	95.7	98.1	98.8	95.4	95.3	95.0	95.1	95.3
Parent	n/a	94.7	93.8	89.6	93.1	88.8	92.6	94.0	91.9	93.2	89.8	89.9	89.4	89.7	90.2
Student	n/a	81.2	84.3	84.4	81.6	84.0	85.3	82.5	85.5	86.7	83.4	83.3	82.5	82.3	82.6

Graph of Overall Authority Results



Graph of Detailed Authority Results

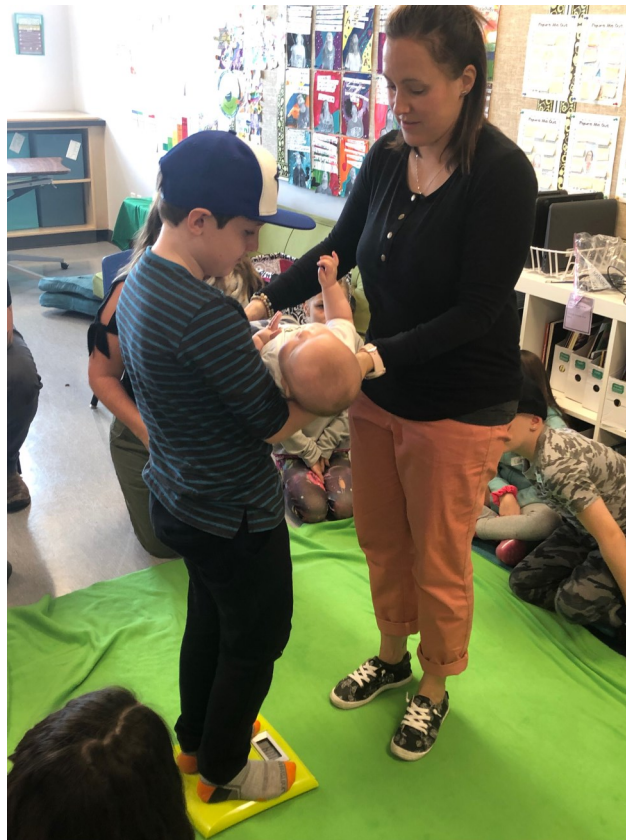


Notes:

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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.

2019-2020 SCHOOL YEAR STRATEGIES

- Focus on character development infused with faith to guide learners to personal growth and well being.
- Celebrate the individual success of students and staff.
- Utilize social media to promote community and service actions taken at the school.
- Work with outside agencies to meet the needs of agencies in our local community and global society.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- We are very pleased with the results of our safe and caring school, especially the results provided by the parents. We are entrusted with the care of students by parents and they remain confident with their choices.

PROVINCIAL GOAL: STUDENT INCLUSION

Student Inclusion: A provincial measure assessing that students feel like they belong and are supported to be successful in their learning.

The Division is currently awaiting the provincial development of this goal.

PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

Access to Supports & Services: A provincial measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner.

The Division is currently awaiting the provincial development of this goal.



DOMAIN 4: LEARNING SUPPORTS

Board Priority/Local Goal: First Nation, Métis and Inuit students are successful.

Outcome: More First Nation, Métis and Inuit students meet or exceed performance measures.

MEASURES

Measure Category	Father Leduc Catholic School	STAR Catholic Schools
Staff Survey (Teachers)	Current Result	Current Result
First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school	73	82
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	97	92
I support the learning experiences of my students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit	93	94
I am building capacity in my understanding of First Nations, Métis, and Inuit Culture	93	97
Staff Survey (Support Staff)	Current Result	Current Result
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	95	92
Student Survey (Elementary)	Current Result	Current Result
I learn about First Nations, Métis, and Inuit history, culture, and traditions	92	94
Student Survey (Secondary)	Current Result	Current Result
Our school provides opportunities to learn more about First Nations, Métis, and Inuit history, culture, and traditions	75	82

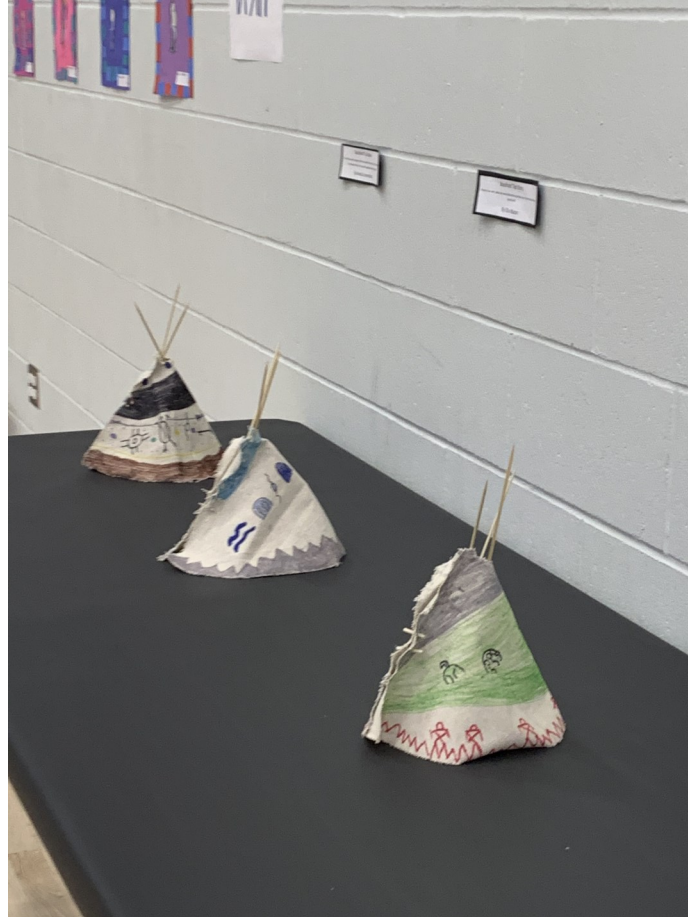
Accountability Pillar Overall Summary
3-Year Plan - May 2020 (2018-2019 School Year Data)
School: 2059 Father Leduc Catholic School (FNMI)

Measure Category	Measure	Father Leduc Catholic School (FNMI)			Alberta (FNMI)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	n/a	n/a	n/a	5.5	5.4	5.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	55.8	56.6	54.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	*	*	n/a	54.0	51.7	51.9	*	*	*
	PAT: Excellence	*	*	n/a	7.4	6.6	6.5	*	*	*
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	77.2	77.1	76.7	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.4	11.0	10.6	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	24.4	24.6	23.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	39.1	37.1	35.7	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	35.0	34.2	33.0	n/a	n/a	n/a
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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. 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.
 4. 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), Social Studies (Grades 6, 9, 9 KAE).
 5. 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.
 6. 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, Social Studies 30-2.
 7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
 9. 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.
 10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

2019-2020 SCHOOL YEAR STRATEGIES

- Hiring an indigenous coordinator to support indigenous students, studies, and professional development in teachers.
- Enhanced awareness of indigenous culture with the inclusion of indigenous games.
- Purchase a teepee for the school's use.
- Promote personal PD for both support and teaching staff to develop further appreciation and understanding.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Having an indigenous coordinator enhanced the school climate and culture to build a stronger awareness of and First Nation, Metis, Inuit culture.
- We will expand to include clubs for students that includes the study of the Cree language and beading.

DOMAIN 4: LEARNING SUPPORTS

Board Priority/Local Goal: A focus on students with learning challenges.

Outcome: A high functioning Response to Intervention model will help identify and support all students.

MEASURES

Measure Category	Father Leduc Catholic School	STAR Catholic Schools
Staff Survey (Teachers)	Current Result	Current Result
I use a variety of Tier 1 strategies in my classroom	100	99
I use a variety of Tier 2, target strategies	100	99
I have the opportunity to collaborate in a professional learning community (PLC)	97	99
Teachers in our school value professional learning communities (PLC)	83	94
Our school has access to the resources necessary to support students and their families social and emotional well-being	97	91
I am aware of the behaviour supports my students require	97	98
I utilize strategies to support student behaviour	100	99
Student Survey (Elementary)	Current Result	Current Result
In my classroom, I am allowed to learn in different ways (technology, group work, on my own)	89	92
At school, adults help me when I ask	91	94
Student Survey (Secondary)	Current Result	Current Result
I understand how I learn best and am able to communicate this with my teacher	70	79
Adults in my school help me when I ask	81	89
Parent Survey	Current Result	Current Result
My child has the opportunity to reach his or her academic potential	87	90
My child receives the support he/she needs to be successful in school	87	89

2019-2020 SCHOOL YEAR STRATEGIES

- Provide PD to focus on specific learning plans that scaffold tier 1, 2, and 3 instruction.
- Break down the three tiers of instruction and list services and requirements that teachers and educational assistants can use to reinforce the instruction.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- We are very pleased with the staff results for providing instruction in tier 1, 2, and 3 instruction.
- It is clear we need to provide a language of instruction to allow students to further express that they are needing extra support or guidance when learning a new and challenging task.

DOMAIN 5:

GOVERNANCE

PROVINCIAL GOAL: PARENTAL INVOLVEMENT

Parental involvement and engagement leads to student success, and are high priorities for STAR Catholic.

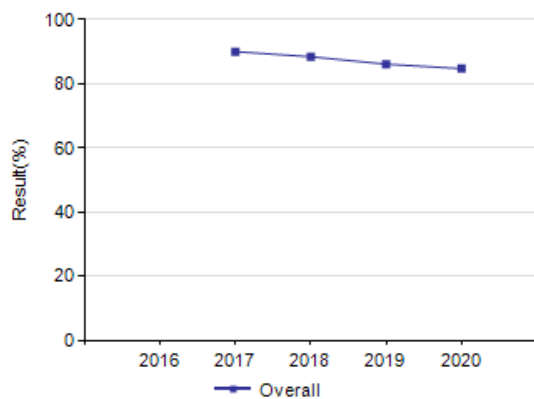
Feedback from parents, as well as administrators, staff, students, and clergy, is gathered through means such as surveys, consultation events and face-to-face meetings.

Provincially, this is measured by teacher and parent satisfaction with parental involvement in decisions about their child's education.

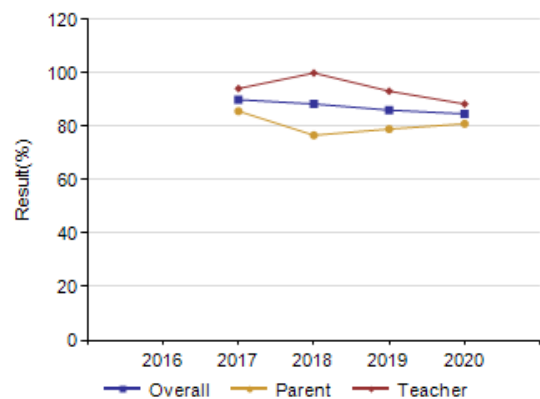
PARENTAL INVOLVEMENT - MEASURE DETAILS

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	90.0	88.4	86.1	84.7	82.4	84.4	84.9	84.9	87.8	80.9	81.2	81.2	81.3	81.8
Teacher	n/a	94.2	100.0	93.2	88.4	90.2	92.3	90.7	95.2	95.3	88.4	88.5	88.9	89.0	89.6
Parent	n/a	85.7	76.7	79.0	81.0	74.7	76.5	79.0	74.6	80.2	73.5	73.9	73.4	73.6	73.9

Graph of Overall Authority Results



Graph of Detailed Authority Results



Notes:

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

2019-2020 SCHOOL YEAR STRATEGIES

- Promote and celebrate our highly functional school council and provide parents with the opportunity to participate when able.
- Create a new role on the executive of our school council to enhance parental involvement—volunteer coordinator.
- Share reminders via our school messenger system to seek ways to increase school council participation.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Continued opportunities for parents to participate in our school council decision making.
- Provide unique ways for parents to join in meetings (using social media, virtual meeting format, etc...)

DOMAIN 5: GOVERNANCE

SUPPLEMENTAL DOCUMENTS

Budget Summary

St. Thomas Aquinas Roman Catholic Schools
2020-2021 Play Budget (Fall Update)

Father Leduc

Revenue And Allocations To Budget Center

	2020-2021 Play Budget (Fall Update)			
Base Allocations	\$3,031,487	82.8%	\$0	0.0%
Specialized Learning Support (SLS) Allocations	\$321,729	8.8%	\$0	0.0%
Pre-K PUF	\$0	0.0%	\$0	0.0%
Faith Development Allocations	\$28,370	0.8%	\$0	0.0%
ELL Allocations	\$42,600	1.2%	\$0	0.0%
FNMI Allocations	\$46,413	1.3%	\$0	0.0%
Other Program Allocations	\$40,566	1.1%	\$0	0.0%
Previous Year Unspent and Surplus Allocations	\$143,138	3.9%	\$0	0.0%
Local Revenues & Fees	\$7,160	0.2%	\$0	0.0%
Total Revenue And Allocations To Budget Center:	\$3,661,463	100%	\$0	100%

Expenditures

	2020-2021 Play Budget (Fall Update)			
Certificated Staff	\$2,737,905	74.8%	\$0	0.0%
Uncertificated Staff	\$626,964	17.1%	\$0	0.0%
Services Contracts and Supplies	\$266,094	7.3%	\$0	0.0%
Amortization (Depreciation)	\$0	0.0%	\$0	0.0%
Held in Reserve	\$30,500	0.8%	\$0	0.0%
Total Expenditures:	\$3,661,463	100%	\$0	100%

Summary

	2020-2021 Play Budget (Fall Update)			
Total Revenue and Allocations to Budget	\$3,661,463		\$0	
Total Expenditures	\$3,661,463		\$0	
Variance	(\$1)		\$0	

Combined May 2020 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	90.5	90.8	91.6	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	79.2	81.5	82.3	82.4	82.2	82.0	High	Maintained	Good
	Education Quality	92.2	92.4	95.3	90.3	90.2	90.1	Very High	Declined	Good
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	78.4	75.4	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	10.3	12.6	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	89.1	91.3	95.0	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	83.4	84.2	85.8	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	84.7	86.1	88.1	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	83.9	87.8	91.8	81.5	81.0	80.9	Very High	Declined Significantly	Acceptable

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3. 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.
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5. 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.
6. 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.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 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.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.