
**École Mother d'Youville School
Combined
3-Year Education Plan (3YEP) 2018-2019 to 2020-2021
And
Annual Education Results Report (AERR) for 2017-18**



2018-2019 to 2020-2021



**“All the wealth in the world cannot be compared with the happiness of living together happily united.”St.
Marguerite D’Youville**

Message from the Admin Team

Welcome to the 2018 – 2019 school year! The coming year promises to be another exciting year full of challenges and opportunities and of course CHANGE! With our first full-year complete at École Mother D'Youville School, it's an opportunity to continue growing Catholic education in our community.

Our one common purpose is to provide the highest quality educational program for our students and, at the same time, to teach and to live the Gospel message. Christ is our model for how we relate to others, instruct and lead our students, and for how we conduct ourselves. This gives us a common purpose and makes us a strong and vibrant community. This year, École Mother D'Youville School will continue its pursuit of excellence. To do so, it's essential that we continue to grow as a learning community and to focus on how our students will best learn. As a Catholic school community, we strive to create a diverse culture rich in academics, athletics, and the arts. We are all excited and optimistic about our first year as a school in a new building. We are a school community of hope and have a belief that we are doing God's work.



I am excited about the opportunity to work together with our families, parish, and students, as we develop a strong culture and establish traditions at the school. It is my intent to create a school culture that is welcoming, accepting, and inclusive. Together we can make École Mother D'Youville School a great place to learn and grow in our faith. Thank you for choosing Catholic education at École Mother D'Youville School and St. Thomas Aquinas Catholic Schools and we continue to ask for your ongoing prayers as we embark on our journey!



Jordan Robinson, Principal
Angela Rastovski, Vice Principal

School Profile

School Profile

For the 2018 – 2019 school year, École Mother D'Youville School is offering a dual track, English - French Immersion programming for students in Grades 5 - 9.

Grade 5 – 9

PROGRAM	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	TOTAL
F.I.	33	26	25	12	7	103
ENG.	49	46	39	28	22	184
TOTAL	82	72	64	40	29	287

French Immersion: 36 % English: 64%

Teaching Staff

NAME	ASSIGNMENT
Jordan Robinson	Principal
Angela Rastovski	Vice-Principal/Jr. High
Michael Benoit	Jr. High Humanities
Natalie Breault	Jr. High Electives (Foods)
Pamela Furlotte	Grade 5 F.I.
Jolene Korethoski	Grade 5 ENG.
Christie Larente	Art/Electives
Bridget Laird	FSL/Music
Andrea Medcke	Grade 5 ENG.
Jennifer Nordhagen	Jr. High Science (ENG.)

Brittany O'Neill	Grade 6 ENG.
Shelley Paddock	Grade 6 ENG./I.E.F.
Craig Proudfoot	Phys. Ed./Electives
Tyson Roth	Grade 7/8 F.I.
Stéphanie Therrien-Messier	Grade 6 F.I./I.E.F.
Marie-Pier Touchette	Grade 7/8 F.I. Social
Adam Webb	Jr. High Math/Electives

Support Staff

NAME	ASSIGNMENT
Leanne Bownes	Educational Assistant
Jerri Filiatrault	Secretary
Rosalin Heffren	Educational Assistant
Teresa Krefting	Librarian/EA
Michelle Perrault	Educational Assistant
Andrew Meester	Head Custodial
Al Pepino	Custodial
Karley Spelrem	Custodial

Emerging Issues and Trends

The 2017-2018 inaugural school year of EMDYS provided first-time measures on the accountability pillar including safe and caring, program of studies, quality of education, diploma excellence, transition rate, work preparation, citizenship, parent involvement, and school improvement. A key factor in our improvement, going forward, will be opportunities for students to voice their opinion and provide input into our school.

Students as EDMYS had opportunities to provide information to the school-wide wellness team giving insights into what they want wellness to look like at school. Activities from these conversations included a school wide mental health day, healthy eating baskets, and the proposal for the establishment of a student council in the 2018-2019. With the Wellness Team continuing in 2018-2019, EMDYS's inaugural school council was established in the October 2018 with a school wide student vote of President, VP, Secretary, and Class Reps; all students have an even better opportunity to voice their opinion through proper channels to build a school community they can feel welcomed and a part of.

As educators, EMDYS has continued to build a tiered team structure throughout our organization; in 2017-2018 a school leadership team, student intervention team, and professional learning teams (all teachers belong to at least one team) were established. These teams have been refined and continue in the 2018-2019 to focus specially on our school wide goal of "By the end of Grade 9, all students will master the essential outcomes for literacy and numeracy so that they are ready for learning success in their high school and postsecondary careers". Leadership is dispersed through the school employing a system of reciprocal accountability.

As a collective group, EMDYS teachers and staff believe that all students can learn at high levels. To learn at high levels, some students need behavioural interventions. A system to identify students that are approaching behavior intervention (e.g. without I.P.P.) occurs in early October and in early March through teams collaborating with our FSLW. Those students complete a personal inventory to aid in decision making by the school with the student's perspective in mind. Interventions, such as stake holder meetings, collaborative tools (e.g. student friendly goals and schedules), can lead to a behavior intervention plan or a student achieving a short term (weekly), medium (monthly), and long-term goal (semester).

Academically, EMDYS has created a system that provided students opportunity, outside of tier 1 instruction, to receive support, guidance, and re-instruction for skills they have not yet mastered. For the 2017-2018 school year, students were provided time within their schedule to work on skills they have not yet attained (e.g. flex block). For 2018-2019, in addition to time, students will have access to all of their teachers through WIN Time (Whatever I Need), once every five days as an additional support. Further to self-selection, students can also be directed to specific sessions based on their academic, behavior, and mental-health needs. One example is the Catch-Up Room; students that miss exams or tests, or miss work can be directed to attend the Catch-Up Room to receive additional time to complete activities they have missed or have chosen not to complete.

For improvement, EMDYS has identified a need to improve the Program of Studies based on stakeholder feedback. One way to improve this will be to survey students near time-table construction time lines to understand which electives students are interested in. In addition, EDMYS school council has expressed a need for more music programming; this can be accomplished through creative band programming offered as electives or block 5 (e.g. after school programming).

Overall, at a school wide level, administration and teachers are proud of our results in our augural school year amidst challenges: changing construction timelines, multiple buildings, and delays. By challenging the status quo, building trust through clear communications and expectations, and lastly by committing to continuous improvement, EMDYS expects to see even better results this year as we prepare students through an exemplary gr. 5-9 learning experiences to help ALL students master the essential outcomes so that they are ready for learning success in their high school and postsecondary careers.

Strategies to Address Issues and Trends

As we transition into our second calendar school year, we are examining factors to improve student success, improve collaborative teams in our building, and help students achieve success. This year, we have implemented an additional block for interventions and student support WIN (Whatever I Need) for two purposes:

1) access subject specific teachers for support, re-teaching, and to ask questions on key content that they may be misunderstanding

2) collaborative time for teachers in subject specific teams to discuss essential learning outcomes, formative assessment, high yield teaching strategies, and to examine data to help all student be successful.



Our timetable has been built to ensure teacher teams have opportunities to collaborate together creating opportunities for shared students across shared courses; by utilizing formative assessment data, teachers can identify students that have not mastered essential learning outcomes. From there, in small groups, teachers can re-teach, in different ways, learning outcomes that students may have struggled with.

Regarding our PAT acceptable scores decreasing, teachers have examined PAT scores from the year previous to identify five to six key concepts that students struggled with. Using this data and formative data from current grade 9 students, teachers will ensure students have access to rigorous, grade level curriculum and highly effective initial teaching, being attune, through data analysis, to students that may need additional tier 2 and tier 3 support.

Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	École Mother d'Youville 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	84.0	n/a	n/a	89.0	89.5	89.4	Intermediate	n/a	n/a
Student Learning Opportunities	Program of Studies	70.7	n/a	n/a	81.8	81.9	81.7	Low	n/a	n/a
	Education Quality	89.0	n/a	n/a	90.0	90.1	89.9	High	n/a	n/a
	Drop Out Rate	n/a	n/a	n/a	2.3	3.0	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	84.7	n/a	n/a	73.6	73.4	73.3	Very High	n/a	n/a
	PAT: Excellence	15.0	n/a	n/a	19.9	19.5	19.2	Intermediate	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	93.3	n/a	n/a	82.4	82.7	82.4	Very High	n/a	n/a
	Citizenship	74.0	n/a	n/a	83.0	83.7	83.7	Intermediate	n/a	n/a
Parental Involvement	Parental Involvement	82.1	n/a	n/a	81.2	81.2	81.0	High	n/a	n/a
Continuous Improvement	School Improvement	64.4	n/a	n/a	80.3	81.4	80.7	Very Low	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. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Measure Evaluation Reference

Achievement Evaluation

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

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

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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Divisional Goal: Growing Catholic Identity

Measure Category	École Mother d'Youville School			St. Thomas Aquinas RCSR No 38		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey						
Staff at school uphold the dignity of every student as a child of God.	93	n/a	93	98	98	97.3
The school provides students with opportunities to pray and to grow in their faith.	93	n/a	93	98	99	98.3
Staff at the school take the opportunity to permeate and infuse faith into what they teach.	80	n/a	80	92	96	91.7
Staff at the school, through their words and actions, help students to better know Christ.	86	n/a	86	95	94	93
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	100	n/a	100	98	99	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.	85	n/a	85	91	92	92
I am pleased with the opportunity my child has to pray and to grow in his or her faith.	88	n/a	88	92	92	92.7
My child learns about faith throughout the school day, not just in religion class.	76	n/a	76	82	82	82.3
The staff at the school, through their words and actions, help students to better know Christ.	79	n/a	79	82	82	82.7
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	94	n/a	94	86	84	85.3
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.	81 58	n/a	81 58	87 78	83 73	86 77
We pray as a class or school every day.	91 74	n/a	91 74	95 87	90 88	92 88
Teachers talk about faith in other classes, not just religion class.	63 69	n/a	63 69	84 72	72 64	78 68
The adults at my school help me, by their words and actions, to better know God.	75 51	n/a	75 51	84 64	81 60	85 68
My school helps those less fortunate through charity, good works and social justice.	86 74	n/a	86 74	95 86	83 75	89 82
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	83	n/a	83	91	89	89.7
Mark 2: Opportunities for Prayer	88	n/a	88	94	93	93.7
Mark 3: Permeation of Faith	74	n/a	74	84	82	81.7
Mark 4: Witnessing to the Gospel	76	n/a	76	84	82	84
Mark 5: Charity and Social Justice	91	n/a	91	92	87	89.7

*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:

Issue: Permeation of Faith- To improve this category measure teachers can take more opportunities to share how what we do for the community (e.g. Toy Collection, Food Drives) benefits the less fortunate; this then highlights how in all we do, we can share the light of Christ with others. Further to this, PLC goals will include a measure where by staff determines how they might permeate the faith in a particular subject.

Link to Board Priority – Key Indicator:

Grow and Affirm Catholic Identity: Continuously improve upon the permeation of all school activities and curriculum with Gospel values and a love of Jesus Christ.

Faith Strategy Example #2:

Issue: Witnessing to the Gospel: Teachers and administrators demonstrate their faith through active involvement in the school's Catholic culture, especially in liturgy, prayer, and social justice activities. Similar to celebrations at the end of staff meetings, EMDYS admin or liturgy leaders can highlight ways to bring out conversations of the faith based on liturgical season or current trending media topic (e.g. social justice). Teachers can they take these conversations to their classrooms and open conversations with students to highlight our faith.

Link to Board Priority – Key Indicator:

Mentor and encourage ongoing faith formation, study, and practice in the Catholic faith.

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	84.7		Very High	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	15.0		Intermediate	n/a	n/a			

Comment on Results

We are proud of our students' results at both the grade 6 and 9 level for achievement on the PATs.

Strategies

Teachers utilize a variety of strategies to improve our results year to year including PAT analysis work in PLCs, re-teaching key learner outcomes, and identifying struggling learners and applying appropriate interventions.

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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

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

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		2018	Achievement	Improvement	Overall	2019	2020
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. 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.
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.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	n/a	n/a	74.0		Intermediate	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	93.3		Very High	n/a	n/a			

Comment on Results

Students are provided opportunities to experience civic responsibility and citizenship through student elections, leadership electives, and work preparation.

Strategies

At the elementary level, we allow all classrooms to have a classroom representative on school council; in addition, students have an opportunity to vote for their school president.

In junior high, beyond use of the Myblueprints program, students are also active participants in leadership (e.g. electives), school election, school council, and in developing ideas to build school spirit and culture here at EMDYS.

Notes:

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

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	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

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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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: Alberta's education system supports First Nations, Métis, and Inuit students' SUCCESS (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	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.
7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	n/a	n/a	n/a	n/a	84.0		Intermediate	n/a	n/a			

Comment on Results

We are proud of the way our staff and students treat one another in an inclusive manner; students are aware of our tier 1 behaviour strategies for behavior and practice them in all parts of their school life.

Strategies

Our four pillars make up the tier 1 behaviour strategies we use to ensure all students and teachers are using the same language in regards to behaviour expectations: Be Safe, Be Respectful, Be Responsible, and Mind Your Mind (Mental Health Awareness).

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	n/a	n/a	n/a	n/a	70.7		Low	n/a	n/a			

Comment on Results

Last year, EMDYS transferred between multiple school sites during the construction of our building. Construction was still occurring as students occupied the new building and not all aspects of their programming were available to all students (e.g. gym closure, CTS closures). In addition, a lot of materials were in transit

Strategies

Firstly, we will promote the Alberta survey to our community members more efficiently as only one parent completed the survey last year; we could identify the survey window on our website and promote it to parents to complete.

Further to that, during the spring of 2019, as we plan the time table for next year we will solicit information from students and parents in regards to electives, offerings, and extra curricular activities they wish to see at EMDYS.

Lastly, we will make promoting our programming a priority through multiple means of communication including our blog feed, EMDYS Facebook page, and other relevant social media. This awareness should promote the diversity of programming we already offer hear at EMDYS.

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students 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	64.4		Very Low	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	82.1		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	89.0		High	n/a	n/a			

Comment on Results

We feel proud about our results for the involvement of parents and the satisfaction with the education received here at EMDYS. We would like to see improvement on our "improvement results". It is challenging to consider three years improvement when we have been open only a year, however, improvement has occurred from when we opened our doors to now.

Strategies

We have focused on building in time for students and teacher to re-visit or extend their learning to learn at high levels. In collaboration with the School Council we brainstormed ideas for greater parent engagement through educational presentations that help parents learn about curriculum, teen/youth health concerns, and or other specific topics related to education at EMDYS. These events will occur outside of school council meetings and often cooperatively with the Town of Beaumont and/or Mental health to provide relevant resources to parents.

Finally, as a strategy to improve Tier I teaching strategies (school wide) administrators will observe and examine high quality instructional methods through professional development or observation. Following that, administrators will build time for teachers to team-teach or observe their fellow staff members teaching to examine how they might improve their practice through shared knowledge, collaboration, and data analysis (e.g. how well did students in two classes with two different teachers achieve a particular learning outcome).

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)

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.

Diploma Examination Results – Measure Details

[No Data for Diploma Exam 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. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. 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.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Graph of Diploma Examination Results – Overall

[No Data for Diploma Exam 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. 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.
3. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Diploma Examination Results by Course

<p>[No Data for English Lang Arts 30-1]</p>	<p>[No Data for English Lang Arts 30-2]</p>
<p>[No Data for French Lang Arts 30-1]</p>	<p>[No Data for Français 30]</p>
<p>[No Data for Mathematics 30-1]</p>	<p>[No Data for Mathematics 30-2]</p>

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Diploma Examination Results by Course	
[No Data for Social Studies 30-1]	[No Data for Social Studies 30-2]
[No Data for Biology 30]	[No Data for Chemistry 30]
[No Data for Physics 30]	[No Data for Science 30]

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 Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Diploma Examination Results Course By Course Summary With Measure Evaluation

[No Data for Diploma Exam 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. 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 examinations.
3. 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.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

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.

[No Data for Diploma Achievement Evaluation Reference]

Notes:

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

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.

[No Data for Diploma Improvement Reference]

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.

[No Data for Diploma Overall Evaluation Reference]

High School Completion Rate – Measure Details

[No Data for High School Completion Rate]

<p>Graph of School Results</p> <p>[No Data for High School Completion Rate]</p>	<p>Graph of School Results</p> <p>[No Data for High School Completion Rate]</p>
<p>Graph of School Results</p> <p>[No Data for High School Completion Rate]</p>	

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort caused by one authority.

Drop Out Rate – Measure Details

[No Data for Dropout Rate]

<p>Graph of School Results</p> <p>[No Data for Dropout Rate]</p>	<p>Graph of School Results</p> <p>[No Data for Returning Rate]</p>
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Notes:

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

High School to Post-secondary Transition Rate – Measure Details

[No Data for High School to Post-Secondary Transition Rate]

Graph of School Results	Graph of School Results
[No Data for High School to Post-Secondary Transition Rate]	[No Data for High School to Post-Secondary Transition Rate]

Notes:

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

Rutherford Eligibility Rate – Measure Details

[No Data for Rutherford Eligibility Rate]

[No Data for Rutherford Eligibility Rate]

Graph of School Results

[No Data for Rutherford Eligibility Rate]

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.

Diploma Examination Participation Rate – Measure Details

[No Data for Diploma Exam Participation Rate]

Graph of School Results

[No Data for Diploma Exam Participation Rate]

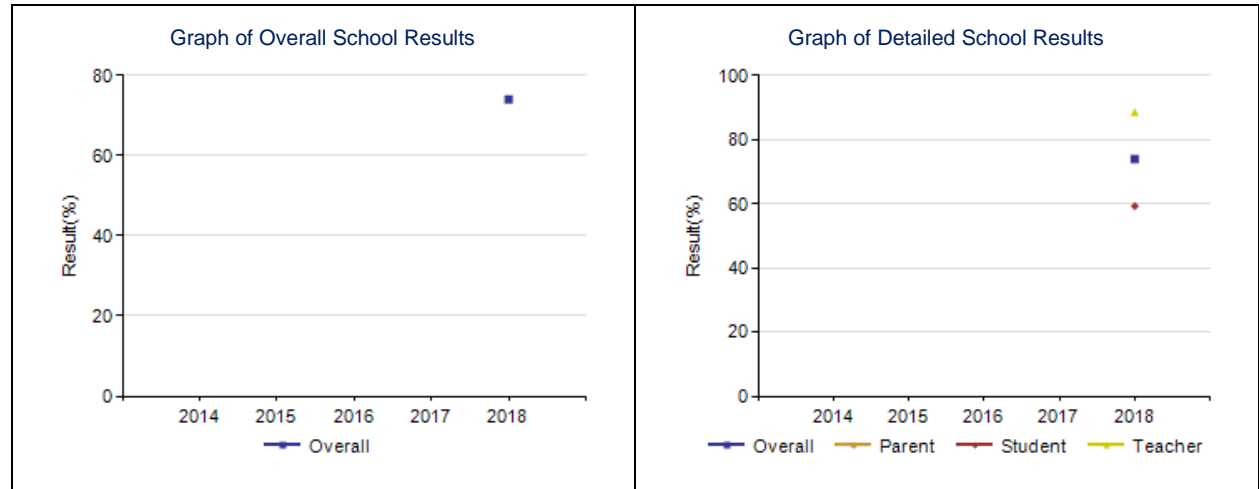
[No Data for Diploma Exam Participation Rate]

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 Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
3. 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.
4. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort caused by one authority.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	n/a	n/a	n/a	n/a	74.0	86.7	85.4	85.3	86.7	85.0	83.4	83.5	83.9	83.7	83.0
Teacher	n/a	n/a	n/a	n/a	88.6	96.8	98.2	96.8	97.2	94.7	93.8	94.2	94.5	94.0	93.4
Parent	n/a	n/a	n/a	n/a	*	83.8	81.6	84.1	87.5	88.1	81.9	82.1	82.9	82.7	81.7
Student	n/a	n/a	n/a	n/a	59.3	79.5	76.5	75.1	75.2	72.1	74.5	74.2	74.5	74.4	73.9

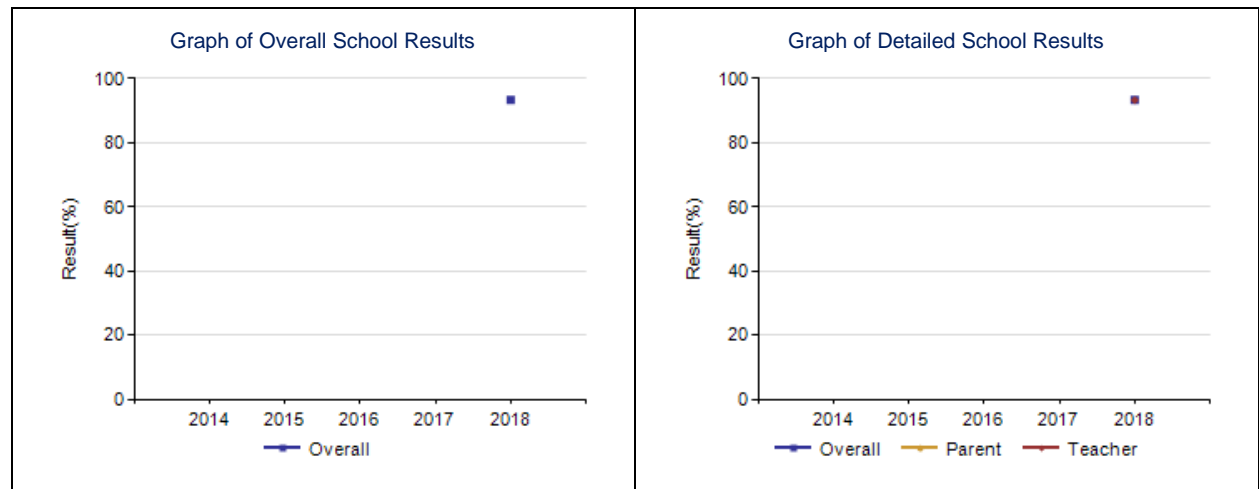


Notes:

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.

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	n/a	n/a	n/a	n/a	93.3	82.2	85.6	85.2	86.8	86.3	81.2	82.0	82.6	82.7	82.4
Teacher	n/a	n/a	n/a	n/a	93.3	89.6	93.6	93.9	92.9	92.9	89.3	89.7	90.5	90.4	90.3
Parent	n/a	n/a	n/a	n/a	n/a	74.8	77.6	76.5	80.7	79.6	73.1	74.2	74.8	75.1	74.6



Notes:

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

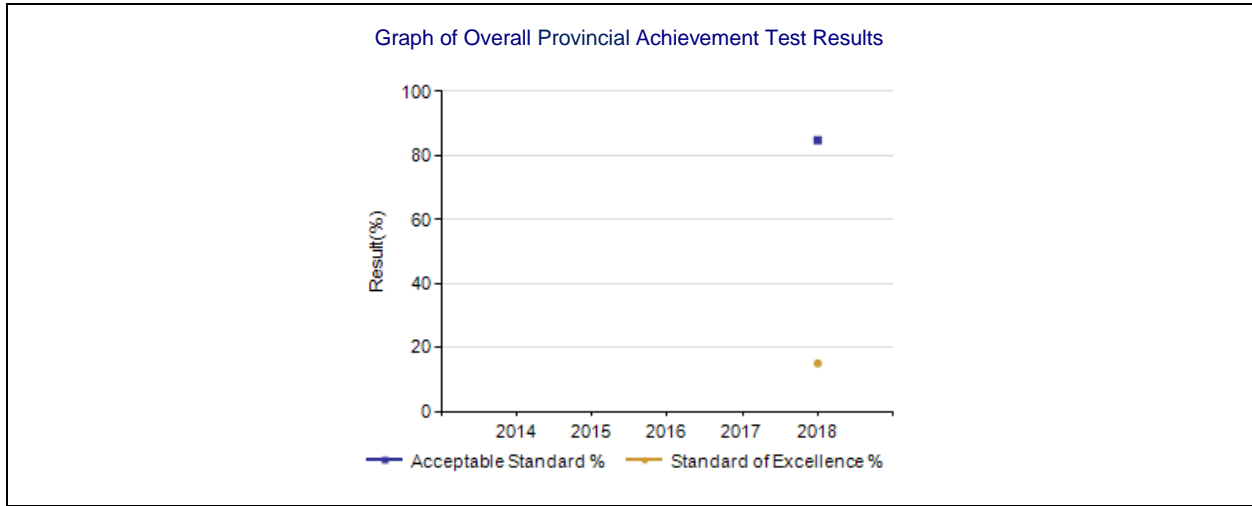
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	93.0	16.9		
	Authority	79.7	18.7	87.4	21.9	88.1	22.6	92.3	13.8	92.9	16.3		
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	87.1	12.9		
	Authority	n/a	n/a	*	*	100.0	27.3	92.3	0.0	87.1	12.9		
	Province	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3		
Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1		
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	81.7	9.9		
	Authority	71.1	13.4	78.1	13.3	76.5	12.6	73.4	8.1	76.8	10.8		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0		
Science 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	83.1	15.5		
	Authority	78.5	30.1	86.4	28.9	84.2	29.0	85.5	29.3	86.6	27.6		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5		
Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	85.9	21.1		
	Authority	68.3	13.8	79.7	17.6	72.6	21.3	80.1	15.8	82.1	21.1		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2		
English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Authority	84.6	15.9	82.6	15.6	83.3	12.4	85.3	18.2	80.8	12.8		
	Province	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	58.3	12.5	*	*	50.0	10.0	66.7	11.1	*	*		
	Province	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9		
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8		
Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Authority	74.8	15.9	76.6	19.8	78.3	17.0	80.0	23.1	64.6	11.8		
	Province	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	44.0	12.0	66.7	33.3	64.3	7.1	61.5	15.4	50.0	0.0		
	Province	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6		
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Authority	79.0	21.0	83.9	26.5	76.9	19.7	81.0	26.0	79.1	20.9		
	Province	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	54.2	20.8	*	*	60.0	10.0	88.9	0.0	*	*		
	Province	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Authority	69.0	22.2	81.2	30.5	71.4	20.9	73.6	27.5	67.7	22.6		
	Province	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	43.5	13.0	*	*	60.0	20.0	50.0	0.0	*	*		
	Province	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2		

Notes:

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

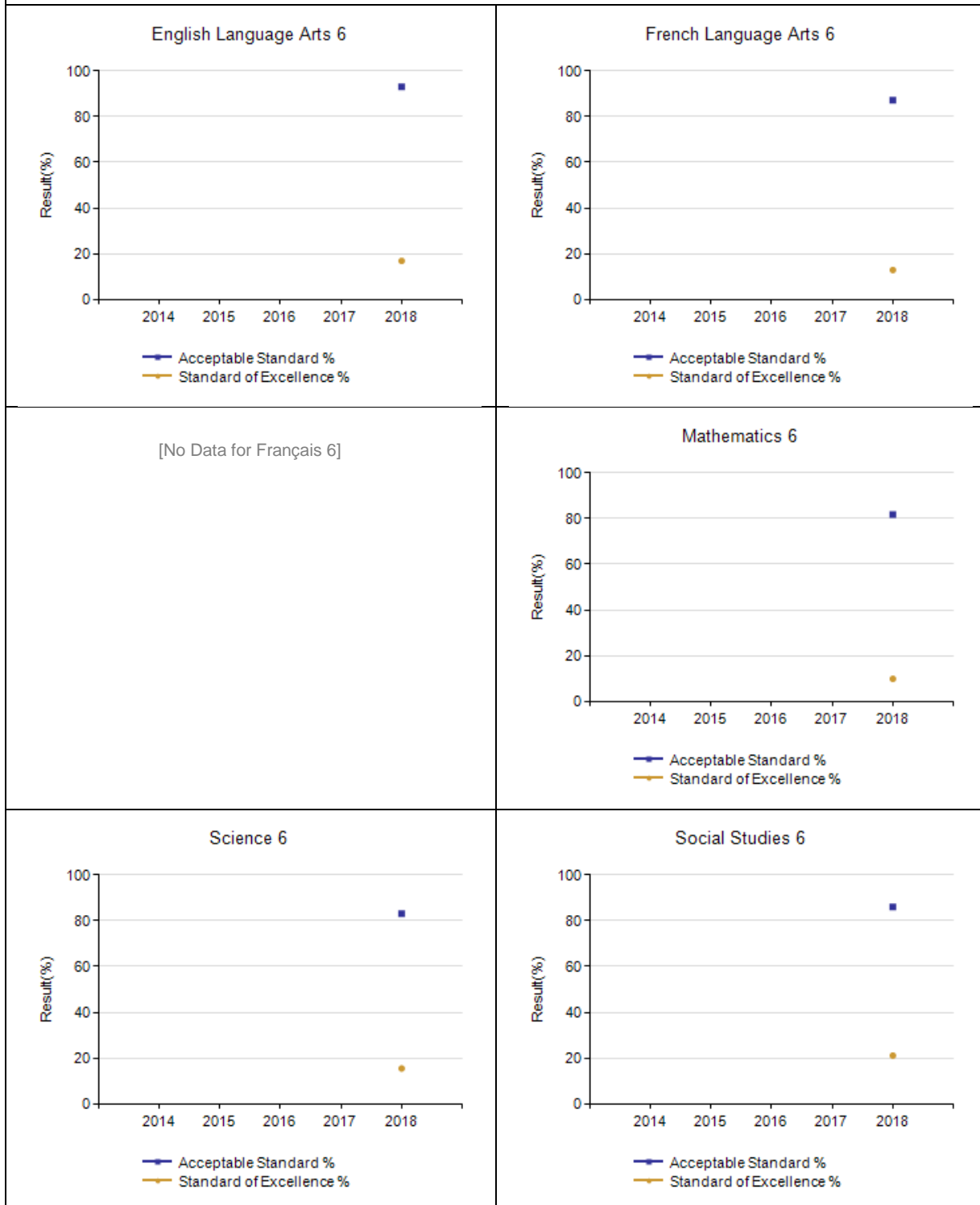
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.



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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

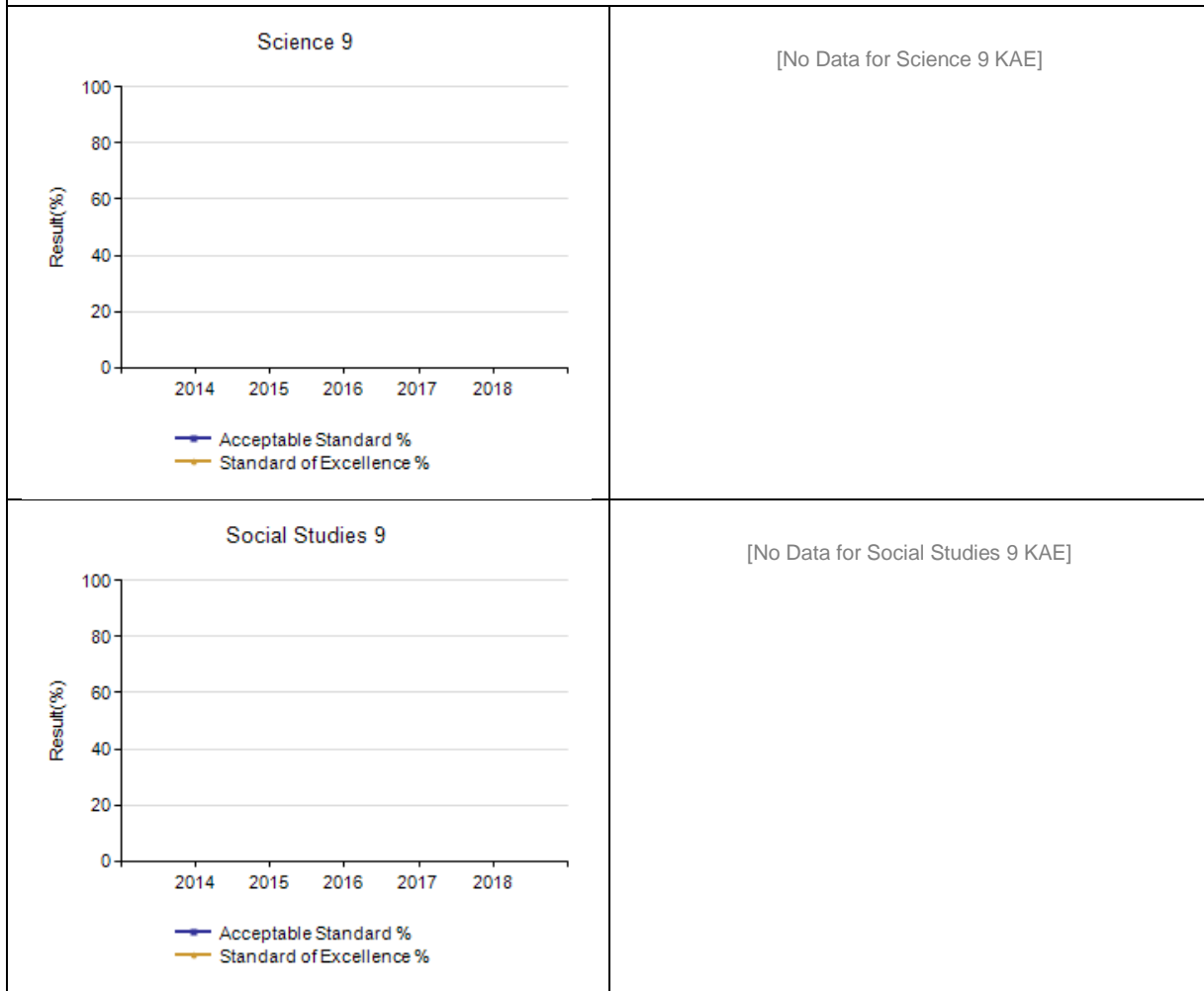
Graph of Provincial Achievement Test Results by Course

<p style="text-align: center;">English Language Arts 9</p> <p style="text-align: center;">[No Data for English Lang Arts 9 KAE]</p>	<p style="text-align: center;">[No Data for English Lang Arts 9 KAE]</p>
<p style="text-align: center;">[No Data for French Language Arts 9]</p>	<p style="text-align: center;">[No Data for Français 9]</p>
<p style="text-align: center;">Mathematics 9</p> <p style="text-align: center;">[No Data for Mathematics 9 KAE]</p>	<p style="text-align: center;">[No Data for Mathematics 9 KAE]</p>

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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

Graph of Provincial Achievement Test Results by Course



Notes:

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

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		École Mother d'Youville School							Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	n/a	n/a	71	93.0	n/a	n/a	51,540	83.5	48,248	82.7
	Standard of Excellence	Intermediate	n/a	n/a	71	16.9	n/a	n/a	51,540	17.9	48,248	19.6
French Language Arts 6	Acceptable Standard	Intermediate	n/a	n/a	31	87.1	n/a	n/a	3,326	85.2	3,007	86.8
	Standard of Excellence	Intermediate	n/a	n/a	31	12.9	n/a	n/a	3,326	12.3	3,007	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	93.3	528	90.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	23.1	528	18.0
Mathematics 6	Acceptable Standard	High	n/a	n/a	71	81.7	n/a	n/a	51,486	72.9	48,172	71.6
	Standard of Excellence	Low	n/a	n/a	71	9.9	n/a	n/a	51,486	14.0	48,172	13.6
Science 6	Acceptable Standard	Intermediate	n/a	n/a	71	83.1	n/a	n/a	51,517	78.8	48,180	77.1
	Standard of Excellence	Low	n/a	n/a	71	15.5	n/a	n/a	51,517	30.5	48,180	27.1
Social Studies 6	Acceptable Standard	Very High	n/a	n/a	71	85.9	n/a	n/a	51,525	75.1	48,170	71.4
	Standard of Excellence	High	n/a	n/a	71	21.1	n/a	n/a	51,525	23.2	48,170	20.6
English Language Arts 9	Acceptable Standard	*	*	*	6	*	n/a	n/a	46,822	76.1	44,296	76.5
	Standard of Excellence	*	*	*	6	*	n/a	n/a	46,822	14.7	44,296	14.9
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	55.7	1,543	60.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	5.9	1,543	5.6
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	81.4	2,660	84.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	9.8	2,660	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	82.7	391	87.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	22.3	391	24.4
Mathematics 9	Acceptable Standard	*	*	*	6	*	n/a	n/a	46,603	59.2	43,851	66.8
	Standard of Excellence	*	*	*	6	*	n/a	n/a	46,603	15.0	43,851	18.1
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	57.4	1,983	59.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	13.6	1,983	13.6
Science 9	Acceptable Standard	*	*	*	6	*	n/a	n/a	46,810	75.7	44,341	74.1
	Standard of Excellence	*	*	*	6	*	n/a	n/a	46,810	24.4	44,341	22.2
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	64.6	1,522	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	12.3	1,522	14.3
Social Studies 9	Acceptable Standard	*	*	*	6	*	n/a	n/a	46,840	66.7	44,267	65.6
	Standard of Excellence	*	*	*	6	*	n/a	n/a	46,840	21.5	44,267	19.4
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	55.2	1,493	57.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	14.2	1,493	11.8

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

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:

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

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

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

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

Overall Evaluation Table

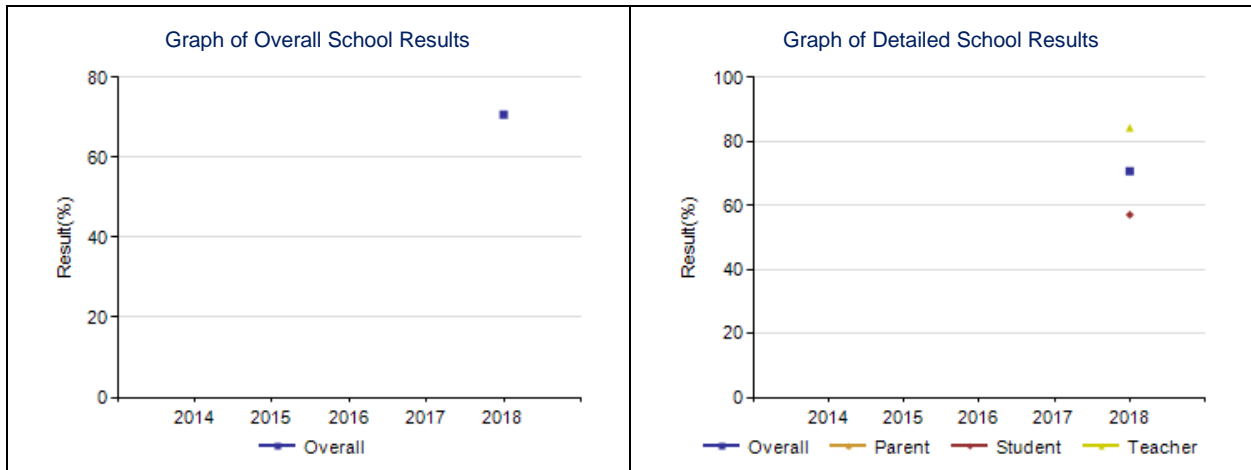
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	n/a	n/a	n/a	n/a	70.7	78.4	76.3	77.8	78.6	80.6	81.3	81.3	81.9	81.9	81.8
Teacher	n/a	n/a	n/a	n/a	84.3	84.8	86.3	87.6	88.1	88.3	87.5	87.2	88.1	88.0	88.4
Parent	n/a	n/a	n/a	n/a	*	78.1	72.5	77.1	74.5	80.4	79.9	79.9	80.1	80.1	79.9
Student	n/a	n/a	n/a	n/a	57.1	72.2	70.0	68.6	73.2	73.2	76.6	76.9	77.5	77.7	77.2



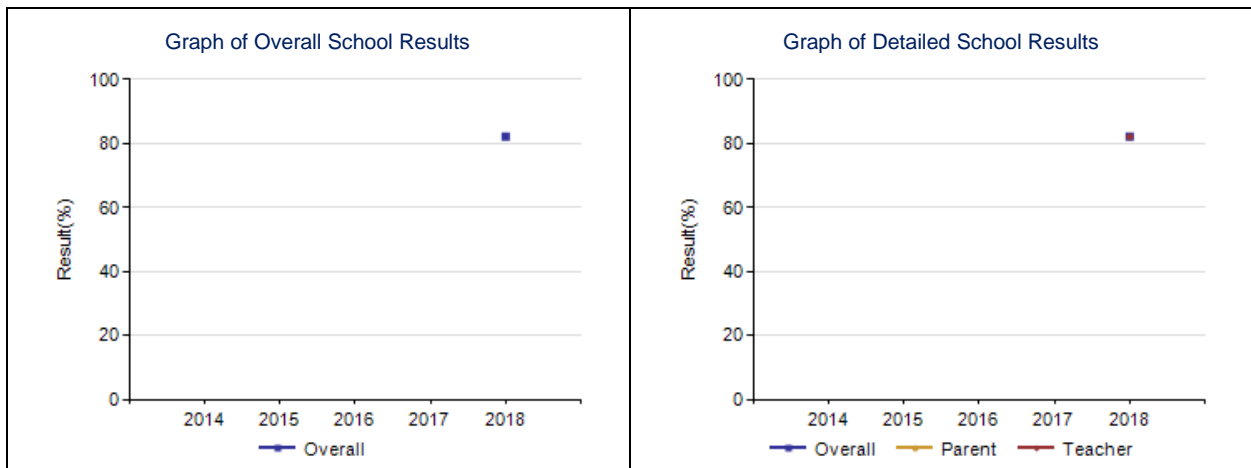
Notes:

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

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	n/a	n/a	n/a	n/a	82.1	79.3	80.0	82.4	84.4	84.9	80.6	80.7	80.9	81.2	81.2
Teacher	n/a	n/a	n/a	n/a	82.1	86.6	90.9	90.2	92.3	90.7	88.0	88.1	88.4	88.5	88.9
Parent	n/a	n/a	n/a	n/a	n/a	71.9	69.1	74.7	76.5	79.0	73.1	73.4	73.5	73.9	73.4



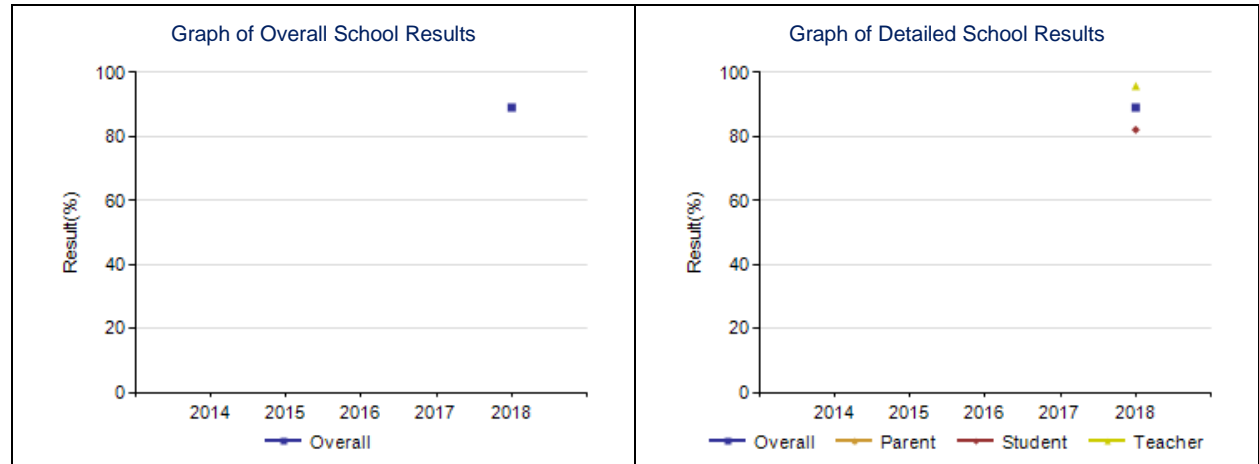
Notes:

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Education Quality – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	n/a	n/a	n/a	n/a	89.0	90.9	91.2	90.5	92.8	92.5	89.2	89.5	90.1	90.1	90.0
Teacher	n/a	n/a	n/a	n/a	95.8	97.7	97.6	96.3	97.9	96.9	95.5	95.9	96.0	95.9	95.8
Parent	n/a	n/a	n/a	n/a	*	85.3	86.3	87.4	91.5	92.3	84.7	85.4	86.1	86.4	86.0
Student	n/a	n/a	n/a	n/a	82.1	89.6	89.8	87.8	88.9	88.3	87.3	87.4	88.0	88.1	88.2



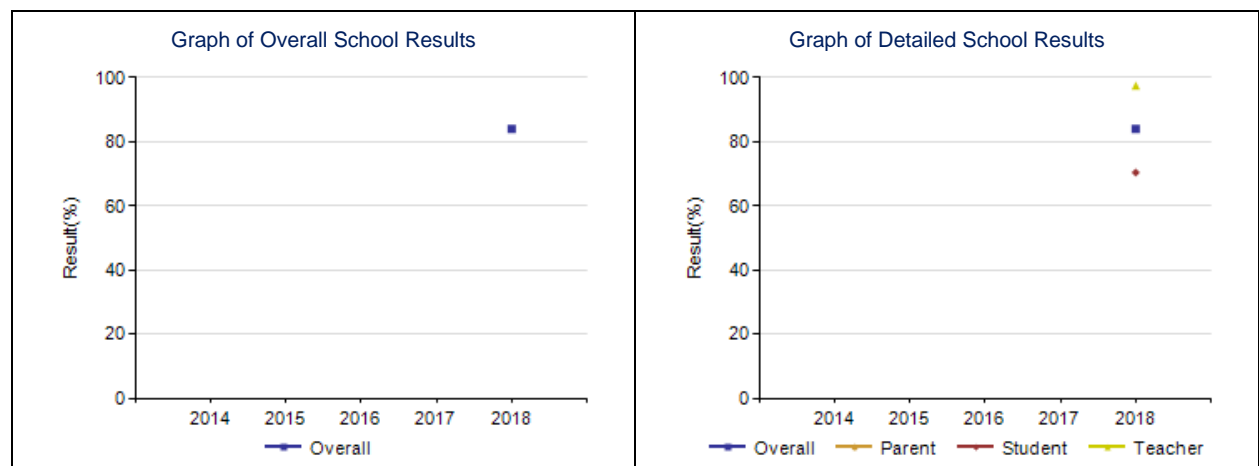
Notes:

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

Safe and Caring – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	n/a	n/a	n/a	n/a	84.0	90.5	91.0	89.7	91.5	90.7	89.1	89.2	89.5	89.5	89.0
Teacher	n/a	n/a	n/a	n/a	97.5	97.1	97.4	96.4	96.7	95.7	95.3	95.4	95.4	95.3	95.0
Parent	n/a	n/a	n/a	n/a	*	88.4	89.0	88.8	92.6	94.0	88.9	89.3	89.8	89.9	89.4
Student	n/a	n/a	n/a	n/a	70.4	86.0	86.5	84.0	85.3	82.5	83.1	83.0	83.4	83.3	82.5



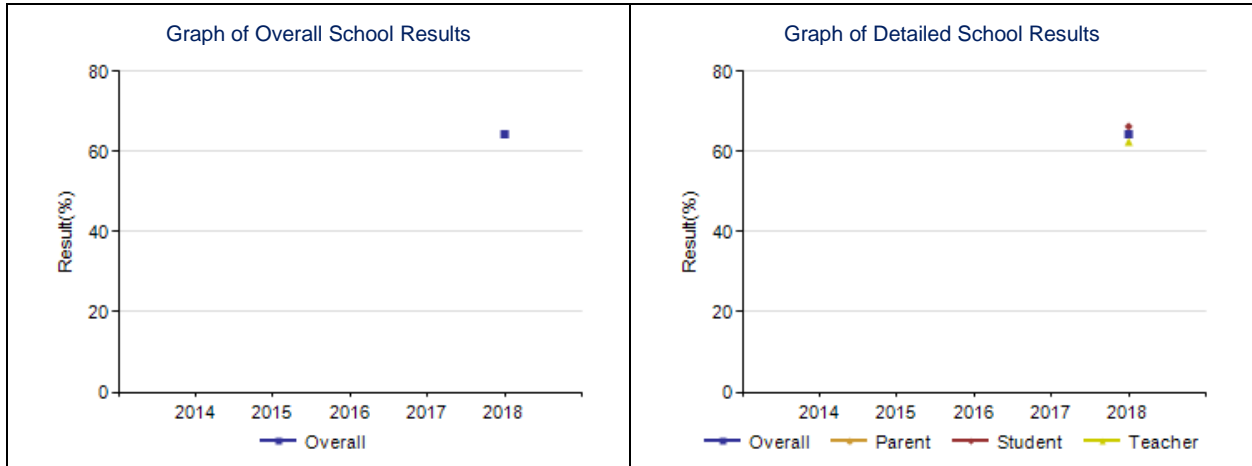
Notes:

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.

School Improvement – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	n/a	n/a	n/a	n/a	64.4	83.3	82.9	82.4	84.1	81.4	79.8	79.6	81.2	81.4	80.3
Teacher	n/a	n/a	n/a	n/a	62.5	83.2	86.5	87.6	87.6	81.3	81.3	79.8	82.3	82.2	81.5
Parent	n/a	n/a	n/a	n/a	n/a	78.9	79.9	78.8	82.8	84.1	77.0	78.5	79.7	80.8	79.3
Student	n/a	n/a	n/a	n/a	66.3	87.9	82.4	80.7	81.7	78.9	81.2	80.7	81.5	81.1	80.2



Notes:

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

Calendar of School Professional Development 2018-2019

August 28-30	Organizational Days
August 31	Division Reflection Day
Sept 14	Division Learning Day
Oct 19	PAT Analysis/ PLCs
Nov 9	Institute Day (ATA)
Dec 7	Staff Retreat
Feb 1	School Led PD/PLCs (Tier 2)
Feb 7-8	Teacher's Convention
Mar 1	School Led PD/PLCs (PBL)
Apr 12	School Led PD (Data Analysis)
May 17	School Led PD (4 C's Revisited)
June 28	Organizational Day

Liturgies and Masses for 2018-2019

Mother D'youville Opening Mass	Oct. 16
Remembrance Day	Nov. 8
Advent Mass	Dec. 20
Ash Wednesday	Mar. 6
Gr. 9 Farewell Mass	June 2019
Year End Mass	June 2019



Budget Report

Budget Report

St. Thomas Aquinas Roman Catholic Schools

2018-2019 Play Budget (Nov)

Mother D'Youville Catholic School

Revenue And Allocations To Budget Center

Instruction Program Allocations		2018-2019 Play Budget (Nov)	
Total Instruction Program Allocations		\$1,929,472	
% of Revenue And Allocations To Budget Center		99%	
Faith Development Allocations		2018-2019 Play Budget (Nov)	
Total Faith Development Allocations		\$9,730	
% of Revenue And Allocations To Budget Center		1%	
Other Program Allocations		2018-2019 Play Budget (Nov)	
Total Other Program Allocations		\$12,653	
% of Revenue And Allocations To Budget Center		1%	
Instruction Block Provincial Priority Targeted Grants		2018-2019 Play Budget (Nov)	
Total Instruction Block Provincial Priority Targeted		\$45,076	
% of Revenue And Allocations To Budget Center		2%	
Previous Year Unspent and Surplus Allocations		2018-2019 Play Budget (Nov)	
Total Previous Year Unspent and Surplus Allocation		(\$65,865)	
% of Revenue And Allocations To Budget Center		-.3%	
Local Revenues & Fees		2018-2019 Play Budget (Nov)	
Total Local Revenues & Fees		\$14,551	
% of Revenue And Allocations To Budget Center		1%	
Total Revenue And Allocations To Budget Center		\$1,945,617	

Expenditures

301 - Regular Instruction 1 -12	2018-2019 Play Budget (Nov)	
FSL Worker		\$29,550
Family School Liaison Worker Benefits	\$5,271	
Family School Liaison Worker FTE	0.800 FTE	
Family School Liaison Worker Salary	\$24,279	
Principal		\$31,767
Principal Allowance	\$6,118	
Principal Benefits	\$3,462	
Principal FTE	0.250 FTE	
Principal Salary	\$22,187	
Teacher		\$1,300,775
Teacher Benefits	\$141,753	
Teacher FTE	13.060 FTE	
Teacher Salary	\$1,159,023	

Mother D'Youville Catholic School - Budget Report

2018-2019 Play Budget (Nov)

301 - Regular Instruction 1 -12	2018-2019 Play Budget (Nov)	
Vice Principal		\$56,666
Vice Principal Allowance	\$6,118	
Vice Principal Benefits	\$6,175	
Vice Principal FTE	0.500 FTE	
Vice Principal Salary	\$44,373	
General		\$50,876
General - EA Extra Days Salary		\$1,740
Education Assistant Average Salary	\$34,790	
Educational Assistant Extra Days	10.0 days	
General - Substitute Teachers Benefits		\$1,923
General - Substitute Teachers Salary	\$29,097	
Substitute-Casual Benefit Rate	6.61 %	
General - Substitute Teachers Salary		\$29,097
Certificated Substitute Days	130 days	
Substitute Teacher Daily Rate	\$223.82	
General - Temporary Support Days Salary		\$1,850
Temporary Support Daily Rate	\$185.00	
Temporary Support Sub Days	10 days	
Total Expenditures	\$1,945,616	