

École Mother d'Youville School
Combined
3-Year Education Plan (3YEP) 2019-2020 to 2021-2022
And
Annual Education Results Report (AERR) for 2018-19



Message from the Principal

Welcome to the 2019 – 2020 school year! The coming year promises to be another exciting year full of challenges and opportunities and of course CHANGE! With our second 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, how we 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, and overall improvement as persons. We are all excited and optimistic about a new year in our gorgeous school. 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 continue to build a positive 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

For the 2019 – 2020 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.	30	29	17	22	13	111
ENG.	51	48	48	40	29	216
TOTAL	81	77	65	62	42	327

French Immersion: 34%

English: 66%

Teaching Staff

NAME	ASSIGNMENT
Jordan Robinson	Principal
Angela Rastovski	Vice-Principal/Jr. High
Michael Benoit	Jr. High Humanities
Brittany Oneill	Jr. High Electives (Foods)
Pamela Anderson	Grade 5 F.I.
Jolene Korethoski	Grade 5 ENG.
Christie Larente	Art/Electives

Bridget Laird	Music
Andrea Medcke	Grade 5 ENG.
Jennifer Nordhagen	Jr. High Science (ENG.)
Shelley Paddock	Grade 6 ENG./I.E.F.
Craig Proudfoot	Phys. Ed./Electives
Tyson Roth	Jr. High English/Soc
Amber Roy	Jr. High F.I.
Stéphanie Therrien-Messier	Grade 6 F.I./I.E.F.
Mckinley Luciw	Gr. 5/6 F.I.
Yves Mube	Jr. High F.I.
Adam Webb	Jr. High Math/Electives

Support Staff

NAME	ASSIGNMENT
Leanne Bownes	Educational Assistant
Jerri Filiatrault	Secretary
Rosalin Heffren	Educational Assistant
Teressa Krefting	Librarian/EA
Michelle Felix	Educational Assistant
Jenelle Smith	Education Assistant
Andrew Meester	Head Custodial
Al Pepino	Custodial
Shelley Walker	Custodial

Emerging Issues and Trends

The 2018-2019 school year of EMDYS provided second year 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 and student council giving insights into what they want wellness and the culture to look like at our school. Activities from these conversations included a school wide mental health day, healthy eating baskets, and the establishment of a student council in the 2018-2019. From this student voice, students at the junior high level through the coordination of a elected student council, planned, developed and led school building activities (e.g. sports days, jerseys days, fund raisers, Oilers nights) for the entire student body grade 5-9.

As educators, EMDYS has continued to build a tiered team structure throughout our organization; in 2018-2019 a school leadership team, student intervention team, and professional learning teams (all teachers belong to at least one team) developed and grew in their second year. These teams have been refined and continued in the 2019-2020 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. Teachers highlight academic, behavior, and attendance needs three times a year using a school wide track form for every student; in addition, students complete a benchmark assessment (3x per year) in the areas of Math and Literacy to identify students need additional support. When students are identified as being in need, 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 2018-2019 school year, students were provided time within their schedule to work on skills they have not yet attained (e.g. flex block). For 2019-2020, in addition to time, students will have access to all of their teachers through WIN Time (Whatever I Need), twice every six 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 Homework club; students that miss exams or tests, or miss work can be directed to attend the Homework club 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 7 (e.g. after school programming). In addition, EMDYS is writing grant applications in collaboration with Trickster Theatre to meet the fine arts curriculum through a school wide production.

Overall, at a school wide level, administration and teachers are proud of our results of our 2nd school year. 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 third 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 two blocks 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.

Lastly, to address our low career data, EMDYS will be promoting careers and life long learning through partnerships with Skills Canada (Alberta) and the introduction of careers week. Careers week consists of school community members presenting in WIN block with students having choice of the careers they wish to learn more about.

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 2019 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	88.8	84.0	84.0	89.0	89.0	89.3	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	71.9	70.7	70.7	82.2	81.8	81.9	Low	Maintained	Issue
	Education Quality	89.4	89.0	89.0	90.2	90.0	90.1	High	Maintained	Good
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	85.4	84.7	84.7	73.8	73.6	73.6	Very High	Maintained	Excellent
	PAT: Excellence	17.6	15.0	15.0	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	72.1	93.3	93.3	83.0	82.4	82.6	Low	Declined	Issue
	Citizenship	80.0	74.0	74.0	82.9	83.0	83.5	High	Improved	Good
Parental Involvement	Parental Involvement	72.3	82.1	82.1	81.3	81.2	81.1	Low	Maintained	Issue
Continuous Improvement	School Improvement	85.5	64.4	64.4	81.0	80.3	81.0	Very High	Improved Significantly	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Measure Evaluation Reference

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Divisional Goal: Growing Catholic Identity

Measure Category	École Mother d'Youville			St. Thomas Aquinas RCSSD		
	Current Result	Prev Year Result	Prev 2 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
My child's school upholds the dignity of every student as a child of God.	84	85	84.5	89	91	90.7
I am pleased with the opportunity my child has, to pray and to grow in his or her faith.	80	88	84	90	92	92
My child learns about faith throughout the school day, not just in religion class.	65.5	76	70.8	78	82	80.7
The staff at the school, through their words and actions, help students to better know God.	67.5	79	73.3	80	82	81.3
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	n/a	94	n/a	85	86	85
Staff Survey	Current Result	Prev Year Result	Prev 2 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff at school uphold the dignity of every student as a child of God.	92	93	92.5	98	98	98
The school provides students with opportunities to pray and to grow in their faith.	96	93	94.5	99	98	98.7
Staff at the school take the opportunity to permeate and infuse faith into what they teach.	92	80	86	96	92	94.7
Staff at the school, through their words and actions, help students to better know Christ.	96	86	91	98	95	95.7
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	88	100	94	97	98	98
Student Survey	Current Result	Prev Year Result	Prev 2 Year Average	Current Result*	Prev Year Result	Prev 3 Year Average
The adults in my school treat me with respect.	71 75	81 58	75.5 66.5	83 73	87 78	84 75
We pray as a class or school every day.	91 71	91 74	91 72.5	94 82	95 87	93 86
Teachers talk about faith in other classes, not just religion class.	55 53	63 69	59 61	73 62	84 72	76 66
The adults at my school help me, by their words and actions, to better know God.	63 56	75 51	69 53.5	81 56	84 64	82 60
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	80 81	86 74	83 77.5	88 86	95 86	89 82
Aggregate Measure	Current Result	Prev Year Result	Prev 2 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Mark 1: Dignity and Respect	83	82.5	82.7	88.3	90.5	89.4
Mark 2: Opportunities for Prayer	85.7	87.8	86.8	92.3	93.7	93.4
Mark 3: Permeation of Faith	70.5	74	72.3	80.5	84	82.1
Mark 4: Witnessing to the Gospel	74.3	76	75.2	82.2	83.7	82.7
Mark 5: Charity and Social Justice	84.3	91.3	87.2	89.7	91.5	89.5

*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)

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; also, EMDYS will highlight the impact of their support and how it can help the community abroad. 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. Also, we will expand to being more intentional with prayer during the month of May through the Divine Mercy Chaplet as a school and highlighting changes in the liturgical season through assemblies, symbolism in the school, and acknowledgement during our morning announcements. In addition, we will collaborate with student council to identify key ways students can be involved in this process and be more part of it.

Link to Board Priority – Key Indicator:

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

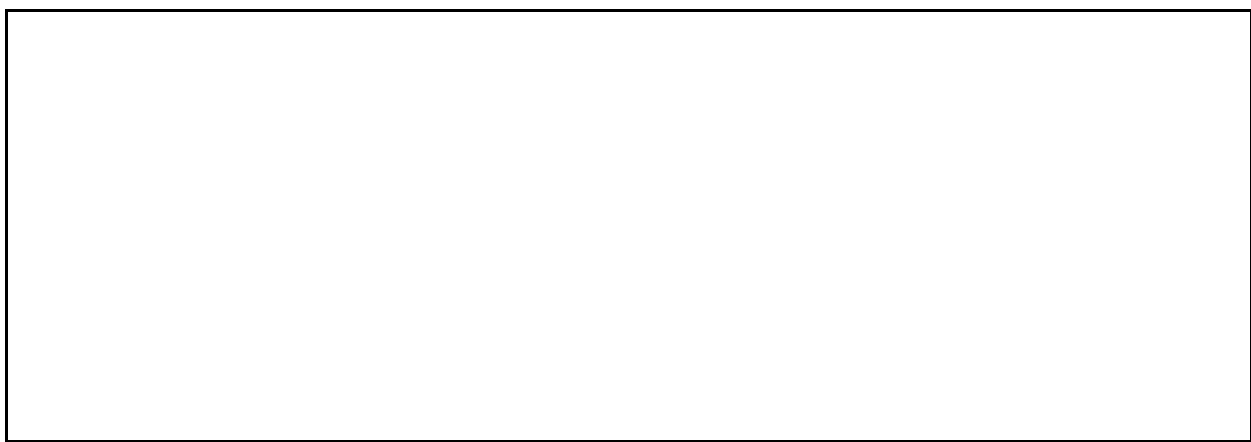
Faith Strategy Example #2:

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:

Staff and students witness the gospel.

Outcome: Students will hear and learn about how adults live their lives guided by faith and the Church. As part of our retreat program, students will have opportunities to participate in Advent and Lenten retreats; in addition, EMDYS will be partnering with NET ministries to deliver students retreats to all students grade 5-9.



Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	84.7	85.4		Very High	Maintained	Excellent			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	15.0	17.6		Intermediate	Maintained	Acceptable			

Comment on Results

We are proud of our students' results at both the grade 6 and 9 level for achievement on the PATs. Students at EMDYS often choose opportunities in WIN block to review and be re-taught material in preparation for 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. We have also avoided large settings (e.g. gymnasiums) for students to right so that they are writing in rooms they are familiar with. In addition, our FSLW has worked with students to develop skills to deal with test anxiety.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of 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			

<p>Comment on Results <i>(an assessment of progress toward achieving the target)</i></p>
<p>Strategies</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. 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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.
8. 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.
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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	n/a	74.0	80.0		High	Improved	Good			

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	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	*	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results

(an assessment of progress toward achieving the target)

Strategies

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

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 2015/16 school year. Caution should be used when interpreting trends over time.
 5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
 6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
 7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	n/a	n/a	n/a	70.7	71.9		Low	Maintained	Issue			

Comment on Results
 EMDYS surveys students yearly on their choices for elective courses and academic programming. We will continue to inquire about student voice for interest in a broad program of studies here at EMDYS.

Strategies
 Student survey are one examples of gaining student voice; also, by offering electives through trimester segments, students can have a variety of electives at the gr. 5-9 level. 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 here at EMDYS. In addition, this year we have partnered with Trickster Theatre to offer an extensive drama program to all students culminating with a final show for the community. We hope to build off of this grant program for future year's elective offerings.

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of 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	84.0	88.8		Very High	Improved	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	n/a	89.0	89.4		High	Maintained	Good			
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	93.3	72.1		Low	Declined	Issue			
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	n/a	n/a	n/a	76.7	69.9		n/a	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	82.1	72.3		Low	Maintained	Issue			
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	n/a	n/a	n/a	64.4	85.5		Very High	Improved Significantly	Excellent			

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 fully for two years, 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). In addition, by hosting a Careers Week, we hope to encourage parents to come out to our school to highlight career possibilities for all students as they explore the world of work.

In addition, in association with school council, parents will be advertising and hosting more School Council events this year—some as fundraisers and some as social events; these opportunities not only allow for community engagement but also opportunities to build a growing School Council core that can share information with other parents on the assets of EMDYS and highlight ways we can be better. By promoting our School Council meetings, this can be a starting point for engagement, interaction, and involvement with 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/TFM (Tell Them From Me) survey tool.

APPENDIX – Measure Details (OPTIONAL)

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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

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 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.

Diploma Examination Results by Course	
[No Data for English Lang Arts 30-1]	[No Data for English Lang Arts 30-2]
[No Data for French Lang Arts 30-1]	[No Data for Français 30]
[No Data for Mathematics 30-1]	[No Data for Mathematics 30-2]

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 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. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

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 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.

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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Measure Evaluation Reference - Achievement Evaluation

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

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

[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 2015/16 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.

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 2015/16 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]

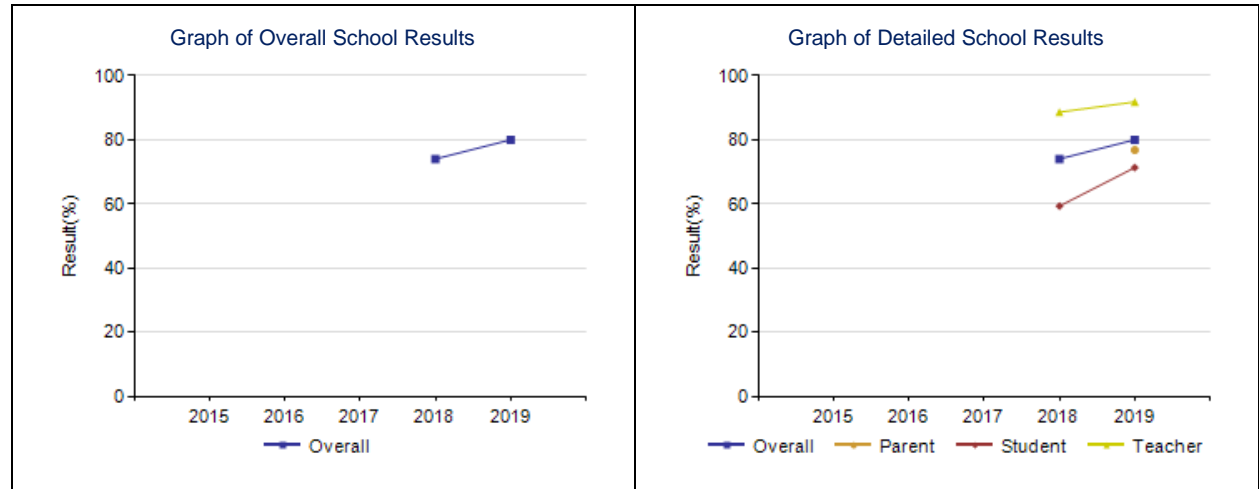
[No Data for Diploma Exam Participation Rate]

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 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. 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.
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.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	n/a	74.0	80.0	85.4	85.3	86.7	85.0	87.0	83.5	83.9	83.7	83.0	82.9
Teacher	n/a	n/a	n/a	88.6	91.8	98.2	96.8	97.2	94.7	97.0	94.2	94.5	94.0	93.4	93.2
Parent	n/a	n/a	n/a	*	76.8	81.6	84.1	87.5	88.1	85.7	82.1	82.9	82.7	81.7	81.9
Student	n/a	n/a	n/a	59.3	71.3	76.5	75.1	75.2	72.1	78.3	74.2	74.5	74.4	73.9	73.5

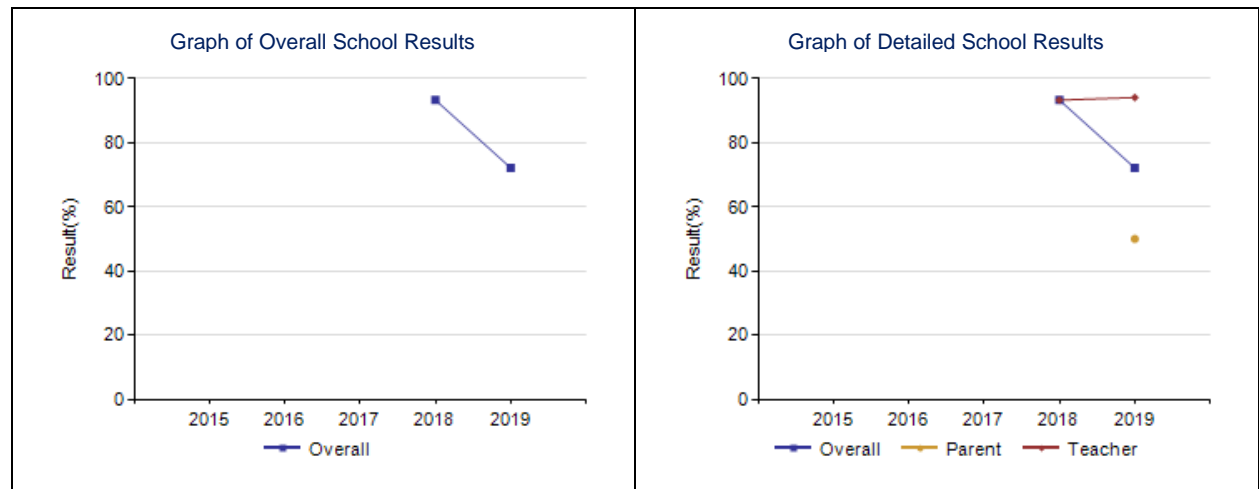


Notes:

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/TTFM (Tell Them From Me) survey tool.

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	n/a	93.3	72.1	85.6	85.2	86.8	86.3	86.2	82.0	82.6	82.7	82.4	83.0
Teacher	n/a	n/a	n/a	93.3	94.1	93.6	93.9	92.9	92.9	98.2	89.7	90.5	90.4	90.3	90.8
Parent	n/a	n/a	n/a	n/a	50.0	77.6	76.5	80.7	79.6	74.2	74.2	74.8	75.1	74.6	75.2



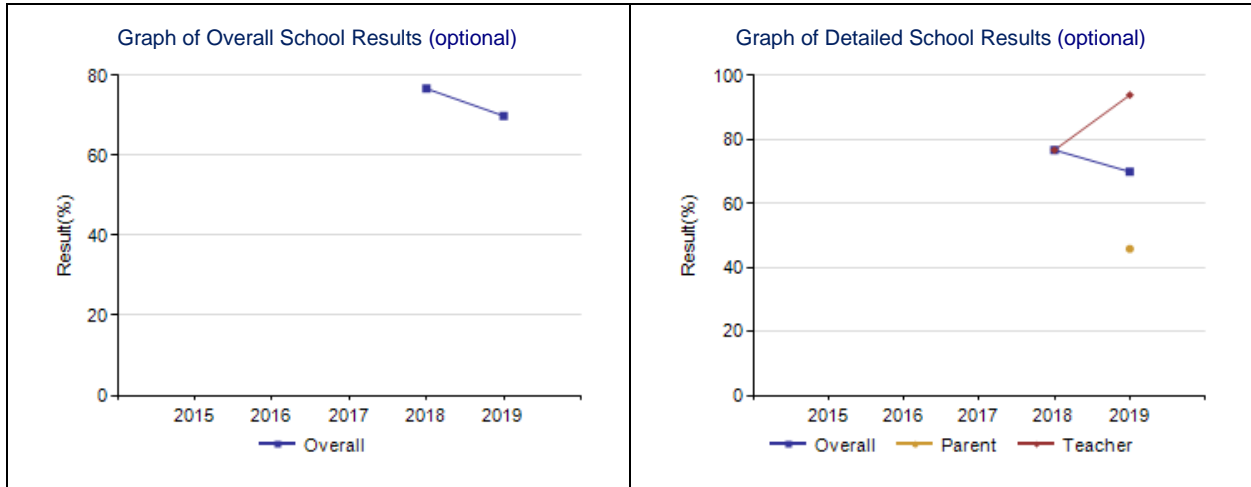
Notes:

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

Lifelong Learning – Measure Details (OPTIONAL)

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	n/a	76.7	69.9	75.9	73.6	78.6	77.0	76.9	70.0	70.7	71.0	70.9	71.4
Teacher	n/a	n/a	n/a	76.7	93.9	84.4	82.8	86.9	85.4	91.1	76.0	77.3	77.3	77.8	78.8
Parent	n/a	n/a	n/a	n/a	45.8	67.5	64.4	70.3	68.5	62.7	64.0	64.2	64.8	64.0	64.0



Notes:

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

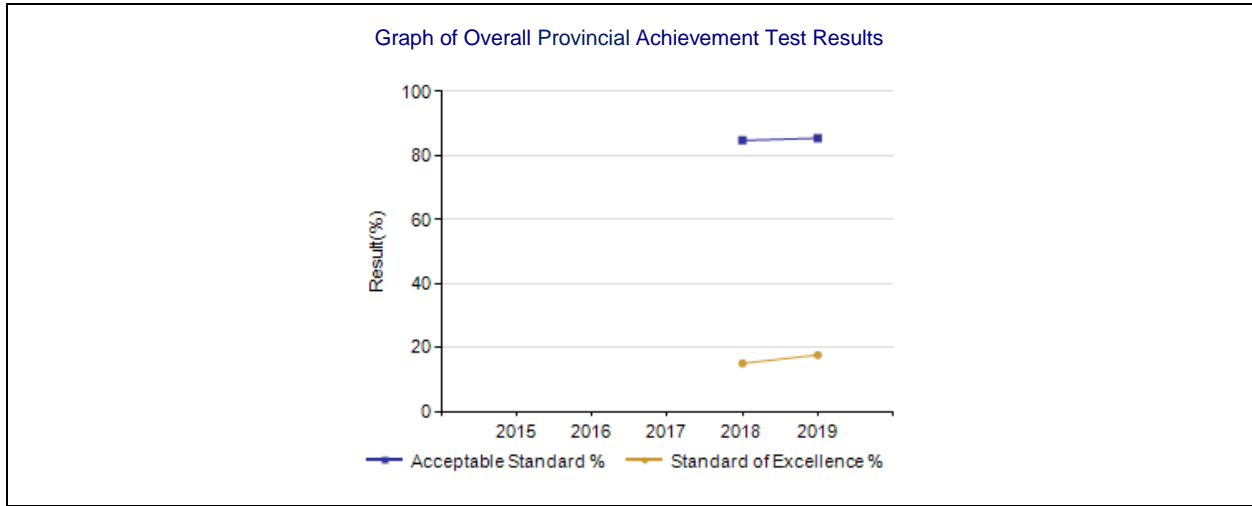
Provincial Achievement Test Results – Measure Details

		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	93.0	16.9	100.0	20.8		
	Authority	87.4	21.9	88.1	22.6	92.3	13.8	92.9	16.3	91.1	15.6		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
French Language Arts 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	87.1	12.9	92.0	16.0		
	Authority	*	*	100.0	27.3	92.3	0.0	87.1	12.9	92.0	16.0		
	Province	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7		
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	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6		
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	81.7	9.9	86.1	12.5		
	Authority	78.1	13.3	76.5	12.6	73.4	8.1	76.8	10.8	75.6	12.2		
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0		
Science 6	School	n/a	n/a	n/a	n/a	n/a	n/a	83.1	15.5	86.1	16.7		
	Authority	86.4	28.9	84.2	29.0	85.5	29.3	86.6	27.6	83.6	25.0		
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6		
Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	n/a	85.9	21.1	83.3	13.9		
	Authority	79.7	17.6	72.6	21.3	80.1	15.8	82.1	21.1	81.7	17.8		
	Province	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4		
English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	85.7	17.9		
	Authority	82.6	15.6	83.3	12.4	85.3	18.2	80.8	12.8	76.2	13.6		
	Province	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7		
K&E English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	50.0	10.0	66.7	11.1	*	*	50.0	0.0		

	Province	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4		
French Language Arts 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71.4	0.0		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71.4	0.0		
	Province	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3		
Français 9 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	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	57.1	21.4		
	Authority	76.6	19.8	78.3	17.0	80.0	23.1	64.6	11.8	60.9	19.9		
	Province	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0		
K&E Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	66.7	33.3	64.3	7.1	61.5	15.4	50.0	0.0	58.8	5.9		
	Province	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2		
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	89.3	28.6		
	Authority	83.9	26.5	76.9	19.7	81.0	26.0	79.1	20.9	76.5	24.1		
	Province	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4		
K&E Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	60.0	10.0	88.9	0.0	*	*	57.1	0.0		
	Province	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	71.4	25.0		
	Authority	81.2	30.5	71.4	20.9	73.6	27.5	67.7	22.6	66.7	17.3		
	Province	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6		
K&E Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	60.0	20.0	50.0	0.0	*	*	*	*		
	Province	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0		

Notes:

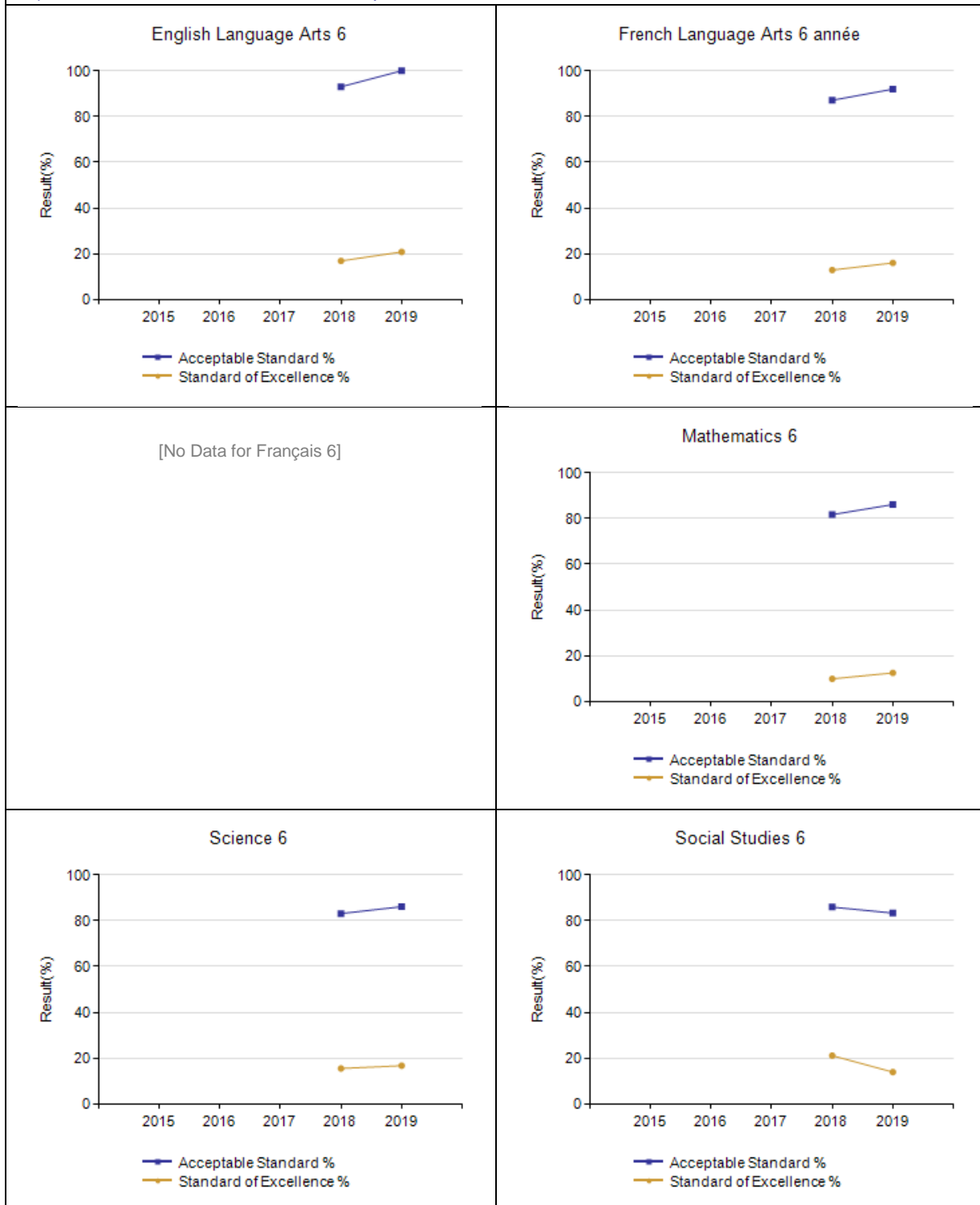
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.



Notes:

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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.

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

Graph of Provincial Achievement Test Results by Course

<p style="text-align: center;">English Language Arts 9</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>85</td> <td>18</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2019	85	18	<p>[No Data for English Lang Arts 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %					
2019	85	18					
<p style="text-align: center;">French Language Arts 9 année</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>70</td> <td>2</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2019	70	2	<p>[No Data for Français 9]</p>
Year	Acceptable Standard %	Standard of Excellence %					
2019	70	2					
<p style="text-align: center;">Mathematics 9</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>55</td> <td>20</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2019	55	20	<p>[No Data for Mathematics 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %					
2019	55	20					

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

Graph of Provincial Achievement Test Results by Course



Notes:

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

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		École Mother d'Youville School							Alberta			
Course	Measure	Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Improved Significantly	Excellent	72	100.0	71	93.0	54,820	83.2	49,573	82.9
	Standard of Excellence	High	Maintained	Good	72	20.8	71	16.9	54,820	17.8	49,573	19.1
French Language Arts 6 année	Acceptable Standard	Intermediate	Maintained	Acceptable	25	92.0	31	87.1	3,559	87.7	3,122	86.0
	Standard of Excellence	High	Maintained	Good	25	16.0	31	12.9	3,559	15.7	3,122	13.3
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	90.3	574	92.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	24.6	574	20.6
Mathematics 6	Acceptable Standard	High	Maintained	Good	72	86.1	71	81.7	54,778	72.5	49,502	71.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	72	12.5	71	9.9	54,778	15.0	49,502	13.5
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	72	86.1	71	83.1	54,879	77.6	49,520	77.9
	Standard of Excellence	Low	Maintained	Issue	72	16.7	71	15.5	54,879	28.6	49,520	28.9
Social Studies 6	Acceptable Standard	High	Maintained	Good	72	83.3	71	85.9	54,802	76.2	49,511	73.1
	Standard of Excellence	Intermediate	Declined	Issue	72	13.9	71	21.1	54,802	24.4	49,511	22.3
English Language Arts 9	Acceptable Standard	High	n/a	n/a	28	85.7	n/a	n/a	47,465	75.1	45,363	76.6
	Standard of Excellence	High	n/a	n/a	28	17.9	n/a	n/a	47,465	14.7	45,363	14.9
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	57.4	1,551	58.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	5.4	1,551	6.0
French Language Arts 9 année	Acceptable Standard	Low	n/a	n/a	7	71.4	n/a	n/a	2,811	82.9	2,758	82.5
	Standard of Excellence	Very Low	n/a	n/a	7	0.0	n/a	n/a	2,811	12.3	2,758	10.6
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	88.6	380	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	26.0	380	25.1
Mathematics 9	Acceptable Standard	Low	n/a	n/a	28	57.1	n/a	n/a	46,764	60.0	44,959	64.7
	Standard of Excellence	High	n/a	n/a	28	21.4	n/a	n/a	46,764	19.0	44,959	17.1
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,190	59.6	2,007	58.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,190	13.2	2,007	13.3
Science 9	Acceptable Standard	Very High	n/a	n/a	28	89.3	n/a	n/a	47,489	75.2	45,363	74.6
	Standard of Excellence	Very High	n/a	n/a	28	28.6	n/a	n/a	47,489	26.4	45,363	22.7
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,536	61.7	1,520	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,536	10.7	1,520	13.3
Social Studies 9	Acceptable Standard	Intermediate	n/a	n/a	28	71.4	n/a	n/a	47,496	68.7	45,366	66.1
	Standard of Excellence	Very High	n/a	n/a	28	25.0	n/a	n/a	47,496	20.6	45,366	19.9
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	55.9	1,501	56.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	15.0	1,501	12.8

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

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

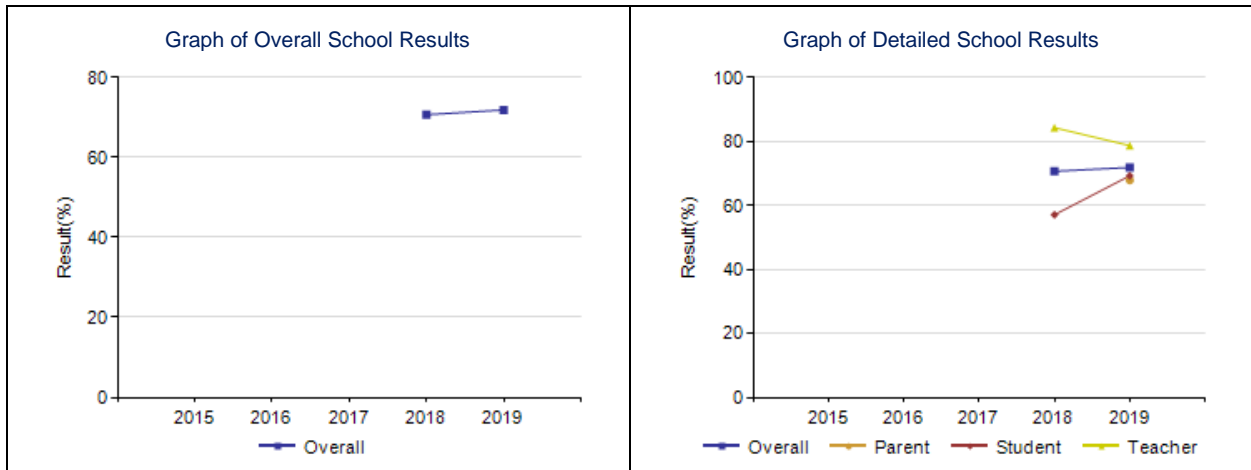
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

Program of Studies – Measure Details

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	n/a	70.7	71.9	76.3	77.8	78.6	80.6	83.6	81.3	81.9	81.9	81.8	82.2
Teacher	n/a	n/a	n/a	84.3	78.7	86.3	87.6	88.1	88.3	91.7	87.2	88.1	88.0	88.4	89.1
Parent	n/a	n/a	n/a	*	67.9	72.5	77.1	74.5	80.4	79.1	79.9	80.1	80.1	79.9	80.1
Student	n/a	n/a	n/a	57.1	69.3	70.0	68.6	73.2	73.2	80.0	76.9	77.5	77.7	77.2	77.4



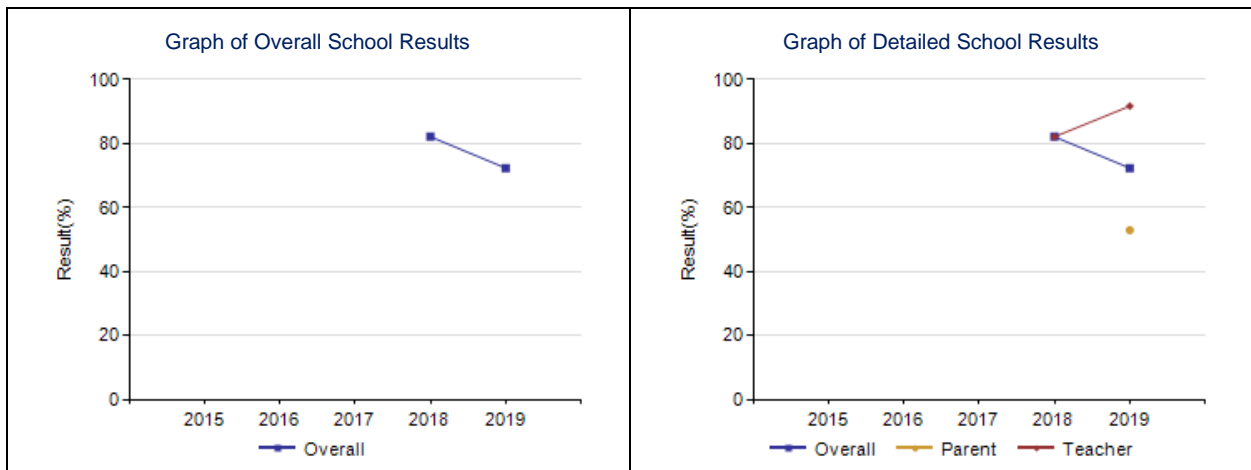
Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	n/a	82.1	72.3	80.0	82.4	84.4	84.9	84.9	80.7	80.9	81.2	81.2	81.3
Teacher	n/a	n/a	n/a	82.1	91.7	90.9	90.2	92.3	90.7	95.2	88.1	88.4	88.5	88.9	89.0
Parent	n/a	n/a	n/a	n/a	52.9	69.1	74.7	76.5	79.0	74.6	73.4	73.5	73.9	73.4	73.6



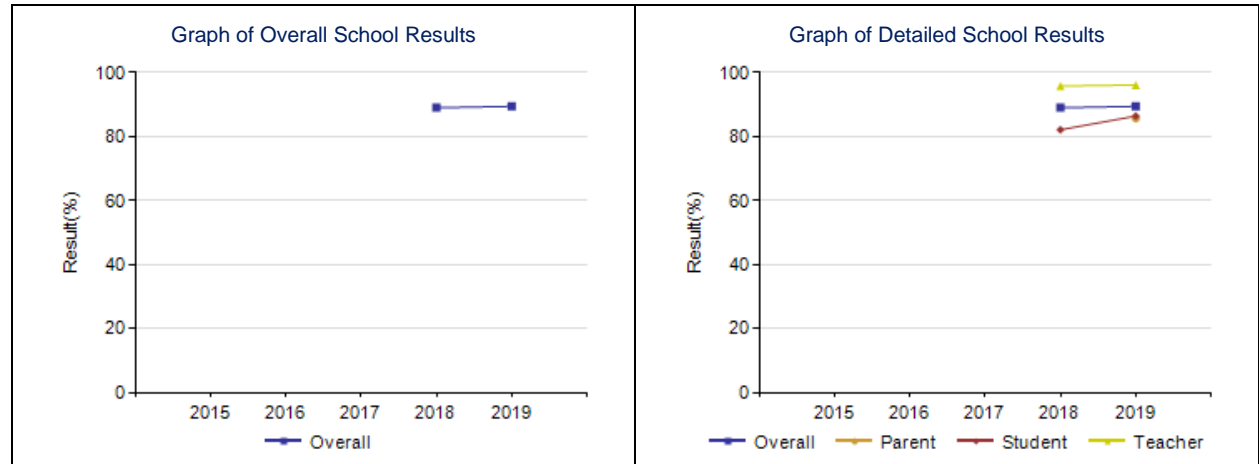
Notes:

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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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	n/a	89.0	89.4	91.2	90.5	92.8	92.5	92.2	89.5	90.1	90.1	90.0	90.2
Teacher	n/a	n/a	n/a	95.8	96.1	97.6	96.3	97.9	96.9	98.2	95.9	96.0	95.9	95.8	96.1
Parent	n/a	n/a	n/a	*	85.7	86.3	87.4	91.5	92.3	88.1	85.4	86.1	86.4	86.0	86.4
Student	n/a	n/a	n/a	82.1	86.4	89.8	87.8	88.9	88.3	90.1	87.4	88.0	88.1	88.2	88.1



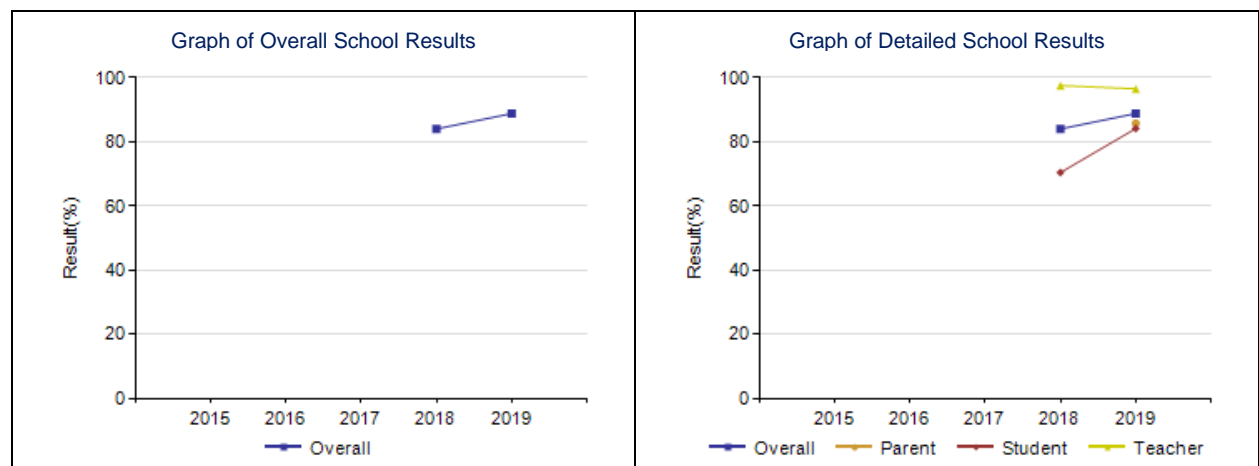
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	n/a	84.0	88.8	91.0	89.7	91.5	90.7	91.8	89.2	89.5	89.5	89.0	89.0
Teacher	n/a	n/a	n/a	97.5	96.5	97.4	96.4	96.7	95.7	98.1	95.4	95.4	95.3	95.0	95.1
Parent	n/a	n/a	n/a	*	85.7	89.0	88.8	92.6	94.0	91.9	89.3	89.8	89.9	89.4	89.7
Student	n/a	n/a	n/a	70.4	84.1	86.5	84.0	85.3	82.5	85.5	83.0	83.4	83.3	82.5	82.3



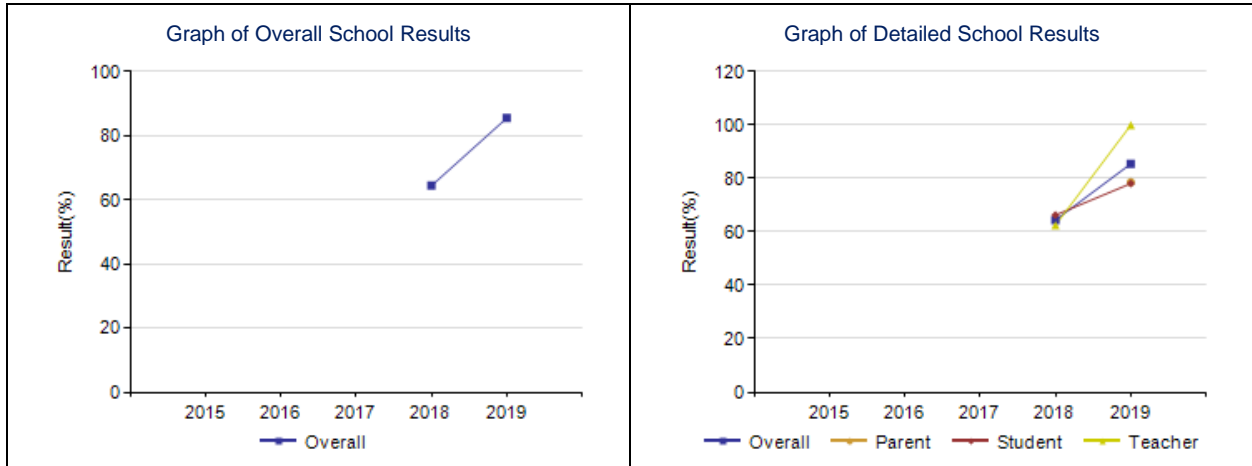
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	n/a	64.4	85.5	82.9	82.4	84.1	81.4	87.2	79.6	81.2	81.4	80.3	81.0
Teacher	n/a	n/a	n/a	62.5	100.0	86.5	87.6	87.6	81.3	95.0	79.8	82.3	82.2	81.5	83.4
Parent	n/a	n/a	n/a	n/a	78.6	79.9	78.8	82.8	84.1	81.5	78.5	79.7	80.8	79.3	80.3
Student	n/a	n/a	n/a	66.3	78.1	82.4	80.7	81.7	78.9	84.9	80.7	81.5	81.1	80.2	79.4



Notes:

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

Calendar of School Professional Development 2019-2020

Date	Professional Development
August	<ul style="list-style-type: none"> • Benchmark Assessments for School Wide Monitoring Session #1 • Backstage Pass (Gr. 5 Students and Families) • Response to Intervention (Re-Introduction)
September	<ul style="list-style-type: none"> • Benchmark Assessments for School Wide Monitoring Session #2
October	<ul style="list-style-type: none"> • Mental Health First Aid Training
November	<ul style="list-style-type: none"> • Benchmark Assessments for School Wide Monitoring Session #3
December	<ul style="list-style-type: none"> • Institute Day (sponsored by the ATA)- Teacher's Choice
January	<ul style="list-style-type: none"> • EMDYS Staff Retreat
February	<ul style="list-style-type: none"> • Teachers Convention
March	<ul style="list-style-type: none"> • Concept Based Curriculum PD (Tiffanee Brown) Session #1 • Tipi Building PD
April	<ul style="list-style-type: none"> • Concept Based Curriculum PD (Tiffanee Brown) Session #2
May	<ul style="list-style-type: none"> • Concept Based Curriculum PD (Tiffanee Brown) Session #3
June	<ul style="list-style-type: none"> • IPP Transition Meetings/ Summative Evaluation Review

Liturgies and Masses for 2019-2020

Date	Faith Activity
August	<ul style="list-style-type: none"> ● STAR Catholic Faith Day
September	<ul style="list-style-type: none"> ● Opening Assembly Liturgy
October	<ul style="list-style-type: none"> ● St. Marguerite d'Youville Mass
November	<ul style="list-style-type: none"> ● Thanksgiving Mass
December	<ul style="list-style-type: none"> ● Advent Retreat
January	<ul style="list-style-type: none"> ● Christmas Mass
February	<ul style="list-style-type: none"> ● Ash Wednesday
March	<ul style="list-style-type: none"> ● Stations of the Cross
April	<ul style="list-style-type: none"> ● Easter Mass
May/June	<ul style="list-style-type: none"> ● Year End Mass (@ St. Vital)

Budget Report

St. Thomas Aquinas Roman Catholic Schools
2019-2020 Play Budget (Dec)

Mother D'Youville Catholic School

Revenue And Allocations To Budget Center

	2019-2020 Play Budget (Dec)			
Instruction Program Allocations	\$2,153,056	100.8%	\$0	0.0%
Faith Development Allocations	\$23,940	1.1%	\$0	0.0%
Other Program Allocations	\$153	0.0%	\$0	0.0%
Instruction Block Provincial Priority Targeted Grants	\$0	0.0%	\$0	0.0%
Previous Year Unspent and Surplus Allocations	(\$64,974)	-3.0%	\$0	0.0%
Local Revenues & Fees	\$24,324	1.1%	\$0	0.0%
Total Revenue And Allocations To Budget Center:	\$2,136,499	100%	\$0	100%

Expenditures

	2019-2020 Play Budget (Dec)			
Certificated Staff	\$1,775,497	83.1%	\$0	0.0%
Uncertificated Staff	\$283,666	13.3%	\$0	0.0%
Services Contracts and Supplies	\$77,337	3.6%	\$0	0.0%
Amortization (Depreciation)	\$0	0.0%	\$0	0.0%
Held in Reserve	\$0	0.0%	\$0	0.0%
Total Expenditures:	\$2,136,500	100%	\$0	100%

Summary

	2019-2020 Play Budget (Dec)		
Total Revenue and Allocations to Budget	\$2,136,499		\$0
Total Expenditures	\$2,136,500		\$0
Variance		\$0	\$0