



Combined Three Year Education Plan (3 YEP) 2017 - 2018 to 2019 - 2020 & Annual Education Results Report 2016 - 2017



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Principal's Message

Bonjour à tous! Our Three Year Education Plan represents a total commitment to excellence in Catholic education for all of our students in ECS – Grade 6, dual track English with French Immersion up to Grade 2. We have an excellent school, but we recognize there is always room for improvement or at the very least the focus to maintain our strong tradition of excellence in learner outcomes. The most important dimension – our faith life, will continue to be a focal point as we facilitate the growth of our students in the spiritual, physical, academic, emotional and social dimensions. Our staff is well prepared to carry out their professional responsibilities. As we move forward with focus on our Professional Learning Communities this year, our staff will collaboratively plan, organize and deliver the best instructional strategies to meet the diverse learning needs of their students. We are and will continue to place a great deal of emphasis on the concept of “Response to Intervention”. This concept is alive and well in STAR Catholic Schools and we hope to build upon this for the next three year period.

We will continue to rely on the input from our School Council and our PANDA group. We have and always will see parental involvement as an essential component of the Catholic education system. The added feature of St. Michael's Parish in our community only strengthens our partnered effort to educate the whole child. We appreciate the involvement of the School Council in the development of this plan and certainly look forward to their input and cooperation in the future.

Merci de votre attention!

School Profile

Principal:	Monique Tellier-Phillips	Vice Principal(s):	Colette Chamulka
Phone:	780.986.9300	Student Population:	407
Fax:	780.986.9322	Number of Teachers:	22.5
Email:	monique.phillips@starcatholic.ab.ca colette.chamulka@starcatholic.ab.ca	Number of Support Staff:	19
Webpage:	http://nd.starcatholic.ab.ca	Grades Served:	Preschool, K-6

Emerging Issues and Trends

- Notre Dame School, for the first time in a number of years, has a chapel again. This was due to the fact that mid-way last year our school within a school, Fr Leduc, moved into their new school. Gradually, throughout the remainder of the school year, work was done to clear the space. Over the summer, walls were dismantled and the floor was refurbished, bringing back our chapel to its original state. It has since been used for a grade 4 teaching Mass and class celebrations. It is a large space, so it is sometimes used as overflow space. We are happy to announce that a tipi, generously made for us by Napishihkopahk Education Authority in Maskwaciz, will be erected in the chapel area in the near future.
- Our enrollment declined last year from 419 – 407.
- Our School Leadership Team is into its second year and encompasses representatives from division one, division two, guidance and counselling, inclusive education, and administration.
- PLC's at each grade level have embedded time within their week to work together. We are starting to see a need for PLC time for our French Immersion teachers.
- This school year we have moved away from a resource room model to a Response to Intervention model. To provide programming that matches the RTI philosophy, students have access to grade level instruction in numeracy and literacy. If students are pulled out of class, it is during subjects other than Language Arts and Mathematics.
- On the OurSchool survey, we scored below average in student satisfaction with the clubs we offer.

Strategies to Address Issues and Trends

- With the opening of the chapel space and the gift of a tipi, we will have the tipi raised with the help of Nepishihkopahk Education Centre. This will be done with students present to see it (and maybe with their help too!). The tipi will be a place for classes to go to learn more about First Nations, Metis, and Inuit culture.
- We will start advertising for Kindergarten, both French and English, early in 2018. As we did last year, we will host a kindergarten information evening. Ads promoting our school will be placed in *The Leduc Representative* and we will use our school sign to advertise as well. We will use our synrevoice system to remind parents of registration and we will also place information on our website. In addition, a graphic roadside sign will be placed in a highly visible location in Leduc.
- Regarding PLC time for French Immersion teachers, we will make a priority of looking into what other schools are doing to address this. Conversations with the two Beaumont schools in our division will take place. Timetabling which would allow for shared time would be required.
- A challenge we have faced this year is the transformation of what was once known as the Learning Center to what we call now, the RTI Room. The biggest thing we are doing with the staff is professional development on Differentiation and Assessment.
- To address our statistics in offering more clubs, we now have a Gymnastics Club for the first half of the year, and a Dance Club for the second half of the year. This club takes place at recess once per week. We also run a new Coding Club (Chromebooks) which runs during two lunch hours per week. Another new club is a Book Chat Club which occurs once every second Monday at lunch hour at recess. Other new initiatives are our monthly awards program where we have added “Amis du Francais” certificates for the French Immersion students where one or two students are chosen per grade level (K – 2) to receive recognition for making an excellent effort to speak French. The Enthusiastic Reader Awards is also new this year and goes to two students monthly who have shown a genuine love for reading.

Combined 2017 Accountability Pillar Overall Summary

Measure Category	Measure	Notre Dame School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	91.0	91.0	90.4	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	83.0	84.5	85.2	81.9	81.9	81.5	Very High	Maintained	Excellent
	Education Quality	95.6	91.2	93.6	90.1	90.1	89.6	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	3.0	3.2	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9	76.5	76.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	77.6	84.6	83.7	73.4	73.6	73.2	Intermediate	Maintained	Acceptable
	PAT: Excellence	19.4	28.1	22.4	19.5	19.4	18.8	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.0	82.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.2	21.2	21.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	54.6	53.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
	Work Preparation	80.0	83.3	79.8	82.7	82.6	81.9	High	Maintained	Good
	Citizenship	84.1	86.5	87.2	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	76.9	88.8	82.6	81.2	80.9	80.7	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	88.6	90.6	91.2	81.4	81.2	80.2	Very High	Maintained	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. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

Measure Evaluation Reference

Achievement Evaluation

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

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

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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Divisional Goal: Growing Catholic Identity

Measure Category	Notre Dame School			St. Thomas Aquinas RCSRD No 38		
Staff Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff at school uphold the dignity of every student as a child of God.	97	94	93	98	96	96.3
The school provides students with opportunities to pray and to grow in their faith.	100	100	99	99	98	98.3
Staff at the school take the opportunity to permeate and infuse faith into what they teach.	97	86	90.3	96	87	90.7
Staff at the school, through their words and actions, help students to better know Christ.	94	91	93	94	91	92
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	100	100	100	99	98	98
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child's school upholds the dignity of every student as a child of God.	94	91	92	92	93	91.3
I am pleased with the opportunity my child has to pray and to grow in his or her faith.	97	95	92.7	92	94	91.7
My child learns about faith throughout the school day, not just in religion class.	76	88	77	82	83	81.7
The staff at the school, through their words and actions, help students to better know Christ.	79	83	82	82	84	82.3
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	88	83	85.5	84	86	85
Student Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result*	Prev Year Result	Prev 3 Year Average
The school treats me with dignity and as a child of God.	74	85	79	83 70	87 69	85 70
We pray as a class or school every day.	72	92	83.7	90 86	92 86	90 85
Teachers talk about faith in other classes, not just religion class.	58	n/a	58	71 66	83 52	80 58
The adults at my school help me, by their words and actions, to better know God.	70	91	82	80 59	90 74	86 70
My school helps those less fortunate through charity, good works and social justice.	78	91	83.7	84 74	90 79	88 77
Weighted Aggregate Measure	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Mark 1: Dignity and Respect	88	90	88	89	89	89
Mark 2: Opportunities for Prayer	90	96	92	93	94	93
Mark 3: Permeation of Faith	77	87	75	82	79	81
Mark 4: Witnessing to the Gospel	81	88	86	82	86	84
Mark 5: Charity and Social Justice	89	91	90	87	90	89

*Grades 4-6 | Grades 7-12

Excellent 86-100 | Good 81-85 | Intermediate 76-80 | Issue 71-75 | Concern 66 - 70



Divisional Goal: Growing Catholic Identity Continued

Faith Strategy Example #1:

Data collected which showed the student's perspective indicated that 58% of them believed "Teachers talk about faith in other classes, not just religion class." This means that 42% believe that teachers do not talk about faith in other classes, which is a concern. New ideas to address this issue is to pray daily. Each teacher has been given the current Daily Prayer Book and have committed to praying daily with their students. Another initiative is that we have our daily announcements on YouTube for all classes to access in the morning before recess. A student(s) pray a daily prayer that all of the students witness. Other suggestions put forth by the staff include, but are not limited to, the following:

- Athlete's prayer recited at the end of P. Ed class
- Grace is said or sung each day
- Staff share with students what they do as Catholics (i.e. serve in ministries at church, volunteer work, pray, etc.)
- In music class students learn that their musical talents are gifts from God to be developed and shared with others.
- Mission statement displayed in every classroom, "Notre Dame School is a community rooted in Jesus Christ. Together we are called to believe, achieve, and serve."
- Greeting students with "Peace be with you."
- Faith-based art projects
- Numerous school-based initiatives which raise money or donate items for the less fortunate or sick (specifics to be expanded upon later in this report).

This is just a sampling of the various ideas that are being used or will be used to improve this statistic.

Link to Board Priority – Key Indicator:

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

Faith Strategy Example #2:

The second category to focus on is the one that dropped significantly: The adults at my school help me, by their words and actions, to better know God. This went from 91% to 70%. We have since had discussions about being careful in what we say and do. If a teacher is impatient, for example, with a student and it shows, this affects students' perspective of you. Staff are cognizant that they need to remember "whose" they are, and "whose" the students are and consistently model a faith-filled demeanor. We also encourage staff to develop professionally in this area by attending courses at Newman College and by participating in our EXCEL program. There are two of our staff members currently involved.

Link to Board Priority – Key Indicator:

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

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	82.8	76.8	89.9	84.6	77.6	80.6	Intermediate	Maintained	Acceptable			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	14.2	18.9	20.3	28.1	19.4	22.4	Intermediate	Maintained	Acceptable			

Comment on Results

(an assessment of progress toward achieving the target)

Although scores dropped in both performance measures, we managed to maintain our scores. Last year a factor that came in to play was class size – we had 30 students in each of the two grade six Mathematics classes with two first time Grade 6 teachers. We reduced the size the Language Arts classes by dividing those classes into three in which the Vice Principal taught one of the groups. This did have an effect on the class, where the acceptable standard was high, although the standard of excellence declined. In Mathematics, we were low in both acceptance standard and standard of excellence. Science and Social Studies scores were better with Science “Very High” in standard of excellence achievement and Social Studies “High” in standard of excellence achievement.

Strategies

Reduce class sizes whenever budget allows it. This year we have three grade 6 classes with 21 students. As well, one of our Grade 6 teachers is attending the numeracy sessions offered by our district. The same goes for one of the other grade 6 teachers who is attending the sessions for literacy. Each of the teachers bring what they learned back to the school to present to the staff in PLC's.

Notes:

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

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

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	89.5	87.3	87.8	86.5	84.1	86.1	Very High	Maintained	Excellent			
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.	82.9	75.0	81.1	83.3	80.0	81.0	High	Maintained	Good			

Comment on Results*(an assessment of progress toward achieving the target)*

We achieved well in this area, as we have in the past. We offer a variety of opportunities for students to model the characteristics of active citizenship.

Strategies

Our school community gets involved with collecting coats for the Marian Center. It is amazing how many bags of coats came in both at the beginning and end of the school year. We also, as a community at Christmas time, participate in Santa's Helpers whereby families can bring an unwrapped toy to drop off in a donation box at the school. During Advent, another initiative is to have families bring in toques, mittens, gloves, scarves, and socks to add to our Wreath of Warmth. Items donated are donated to a local charity. Also, Food Bank Drives happen twice per year. Also, early in the year we raise money for cancer by participating as a whole school in the Terry Fox Drive. In addition to this, students bring in money in November to raise money for prostate cancer research. Our P.Ed teacher grows a moustache and a name is drawn from those who donated money for a chance to shave off his moustache. Also, all individuals who bring in a donation, big or small, get a fake moustache to wear at the moustache-shaving assembly. Another initiative we are proud of, which is in its second year, is Notre Dame's Grade 5 involvement with Salem Manor Nursing Home. Our students, every second Tuesday afternoon (4 students at a time), spend time with the residents helping in activities such as dining room bowling, crafting, singing, and Jeopardy.

Notes:

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

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	61.1	*	*	*	70.0		Low	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).	0.0	*	*	*	12.5		Low	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)

There was a big gap in years having a measure in 2013, then nothing until 2017. The good news is that we were up in both categories. However, there is still room for improvement with our achievement in “orange”, scoring “low”. There weren’t enough students to report.

Strategies

We have 21 First Nations, Metis and Inuit (FNMI) students at Notre Dame School this year as per what has been reported by parents. This is about 5% of our school population. Interestingly, in *Our School* survey, 18% of students in the school self-identified as being FNMI. Strategies to address this will be to continue acknowledging and participating in Orange Shirt Day every year. Also, the raising of a tipi in our chapel will serve to acknowledge those students who are registered as FNMI, and those who have not. By helping them to be proud of who they are, the hope is that this will transfer into their success at school. We will also make sure that teachers know who the FNMI students are in their class to ensure that they are given the assistance they need to succeed. In fact, many of the students listed as being registered as FNMI students are receiving extra assistance in our RTI program.

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



Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	93.8	88.2	92.0	91.0	91.0	92.0	Very High	Maintained	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

We are very inclusive at Notre Dame School, and this shows in our results. Parents seek out Notre Dame School for their children's special needs. The students are immersed in the population and are all a part of a home room system.

As well, there are a number of programs in place which help to recognize students for their efforts in caring for and respecting others.

Strategies

We will continue to do an excellent job at offering quality inclusive education. It is our hope that parents will continue to seek out Notre Dame School for their children and that our PUF students will continue on with us as they progress from preschool to kindergarten to grade one.

One of the excellent programs we have at the school is the "Bucket Filler" program. In this program, teachers nominate students who have been kind, caring, and helpful and the names are placed in a bucket. Names are drawn each month and students are recognized at a monthly assembly (one per class) where they receive an "I am a Bucket Filler" bracelet. We also recognize athletes in our physical education program for their character during Physical Education class. The focus isn't on what they can do physically, but rather on having a good attitude and being sportsmanlike.

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	79.8	80.2	90.8	84.5	83.0		Very High	Maintained	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

At Notre Dame School we have a broad program of studies. We are into our third year of having a Physical Education specialist. Because this teacher is well-versed in a wide range of physical activities, student Physical Education program experiences are diverse. This specialist also heads up the “Athletics Excellence” program which provides students with the opportunity to hone their skills in either hockey or soccer. It also allows them to experience a wide array of other physical education opportunities like rock climbing, golf, and the like.

In addition to a Physical Education specialist, we also have a Music specialist who is talented at playing a variety of musical instruments. He instructs the students while using the guitar or the piano. He also offers the students the opportunity to play Orff instruments and the recorder for older grades.

With regard to technology, we have two Chromebook carts, a laptop cart, and ipads. We find that with our division one students, teachers choose ipads.

Strategies

The physical education teacher, because of his time commitment to the Athletics Excellence Program, can only be scheduled for one Physical Education class with each of the school’s classes. He helps to maintain focus and skill attainment by sharing his unit plans with the teachers so that they, when they teach P.Ed to their class, can maintain the program.

The music teacher is building his program by having students learn songs to be sung at our Masses and celebrations. There is also a song which we sing at our assemblies which he reviews with the students regularly.

With regard to technology, we are constantly looking for ways to keep our staff current. At our school this year we ran a very useful session on integrating technology into the curriculum using Google Classroom and Google Apps. We are also hosting an inservice on “e-teacher” to assist staff in understanding how to access a variety of websites to create blogs and webpages to use in their classrooms and with parents. As well, our Ed Tech Learning Coach has organized with our teachers a program called EVERFI. In this, teachers learn to equip their students with essential life skills. The digital education platform is a hub for educators looking to teach financial education, STEM, exploration, social-emotional learning, wellness, and career preparedness.

Notes:

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	81.9	86.7	96.2	90.6	88.6		Very High	Maintained	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	84.2	71.5	87.5	88.8	76.9		Intermediate	Maintained	Acceptable			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	97.3	92.8	96.8	91.2	95.6		Very High	Maintained	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

In this area we are well governed and managed according to the statistics. School improvement is high, as well as the majority being satisfied with the overall quality of basic education. An area that we can improve upon, which went down 12%, is the percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

Strategies

A new way of getting information to parents, to ensure they are kept in the loop, is sending out a weekly synrevoice of a mini-newsletter which we call a "Week at a Glance." We also have a Notre Dame School Facebook page.

In consultation with the School Council, parents had a great deal of ideas to improve this performance measure. They thought that it would be a good idea for teachers to call home in the early part of the year to "touch base" so that the teacher-parent relationship is built early on. They also liked the idea of a "Welcome" sheet with pertinent information to be sent out by teachers at the beginning of the year so that parents are aware of classroom and teacher contact information. Other ideas are to post the items being discussed (the agenda) for upcoming School Council meetings 24 hours in advance. This may give parents the opportunity to attend the meeting where topics of importance to them are being discussed without committing to a monthly meeting. Reminders and pictures of events are also posted on social media.

Notes:

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

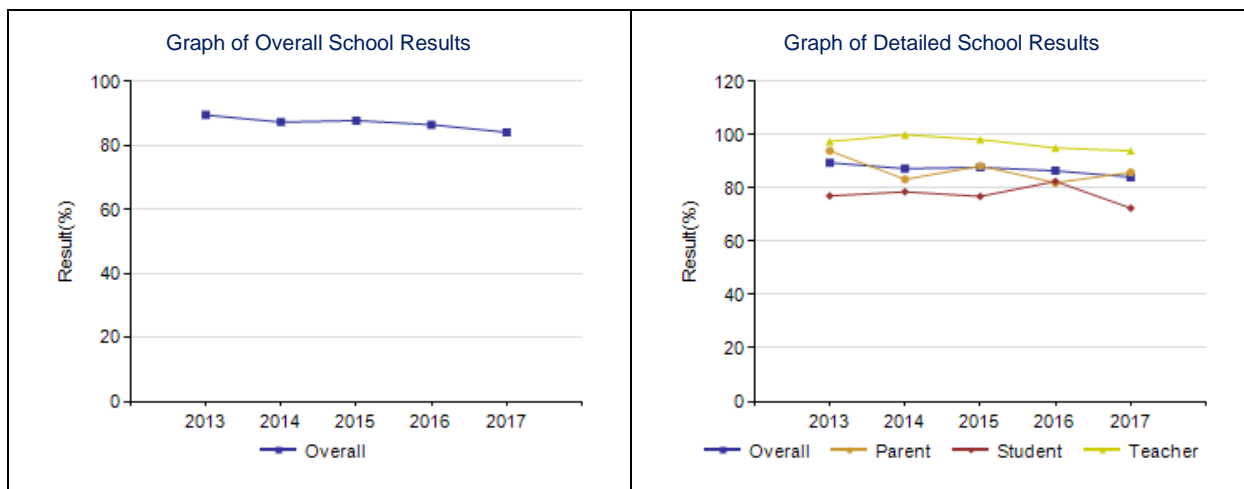
APPENDIX – Measure Details

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

Citizenship – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	89.5	87.3	87.8	86.5	84.1	85.3	86.7	85.4	85.3	86.7	83.4	83.4	83.5	83.9	83.7
Teacher	97.5	100.0	98.2	95.1	94.0	96.8	96.8	98.2	96.8	97.2	93.6	93.8	94.2	94.5	94.0
Parent	94.0	83.3	88.3	82.0	85.9	84.8	83.8	81.6	84.1	87.5	80.3	81.9	82.1	82.9	82.7
Student	77.1	78.6	76.9	82.5	72.5	74.4	79.5	76.5	75.1	75.2	76.2	74.5	74.2	74.5	74.4



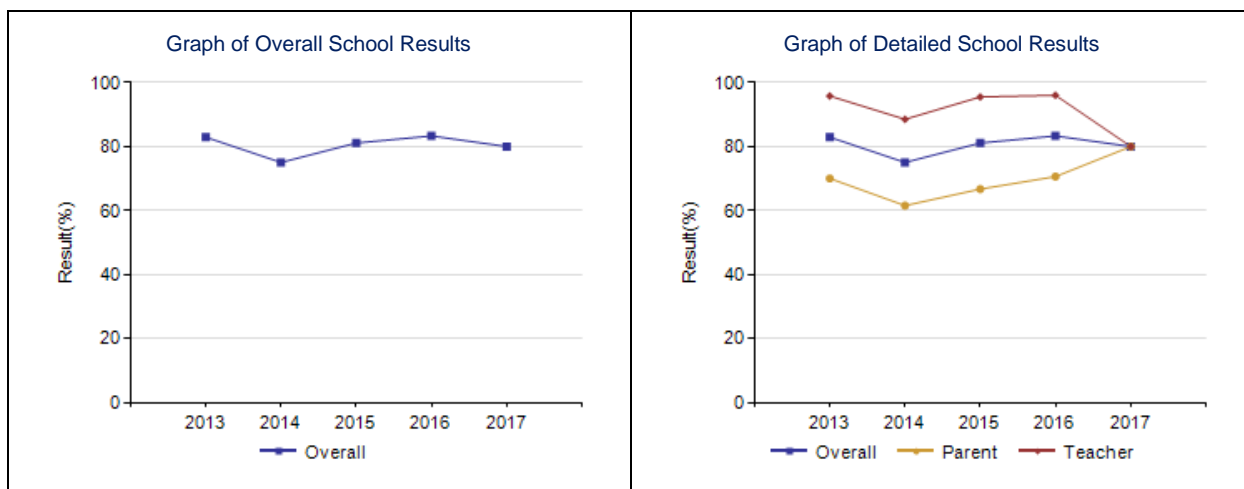
Notes:

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Work Preparation – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	82.9	75.0	81.1	83.3	80.0	81.7	82.2	85.6	85.2	86.8	80.3	81.2	82.0	82.6	82.7
Teacher	95.8	88.5	95.5	96.0	80.0	92.8	89.6	93.6	93.9	92.9	89.4	89.3	89.7	90.5	90.4
Parent	70.0	61.5	66.7	70.6	80.0	70.7	74.8	77.6	76.5	80.7	71.1	73.1	74.2	74.8	75.1



Notes:

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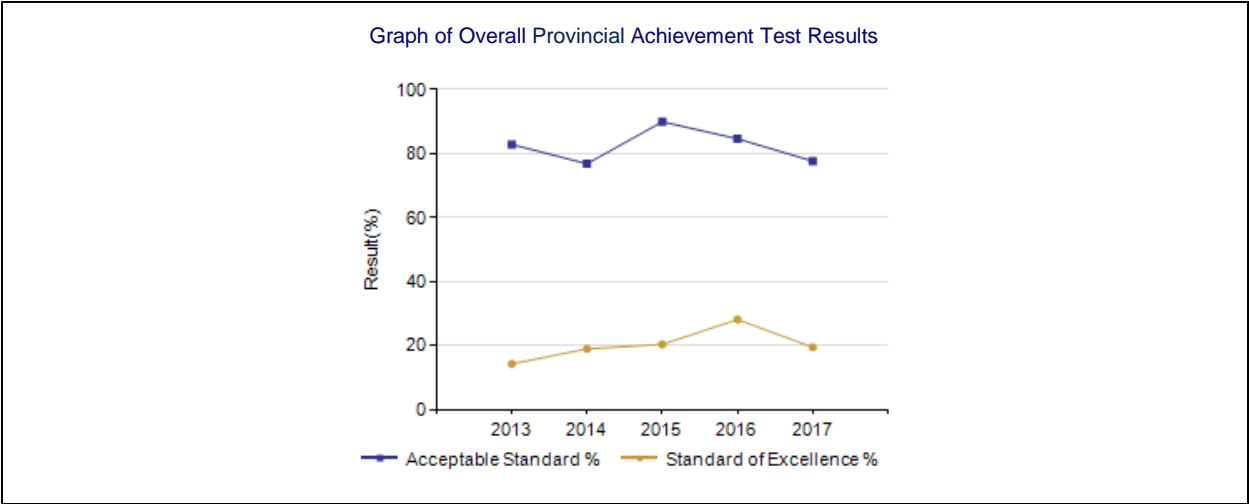
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	88.2	11.8	83.8	24.2	91.9	20.3	88.9	27.2	87.9	13.8		
	Authority	83.9	13.3	79.7	18.7	87.4	21.9	88.1	22.6	92.3	13.8		
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9		
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	*	*	100.0	27.3	92.3	0.0		
	Province	88.6	16.3	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5		
Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.0	21.6	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6		
Mathematics 6	School	76.5	8.8	71.7	10.1	85.1	10.8	81.5	14.8	70.7	8.6		
	Authority	73.9	12.9	71.1	13.4	78.1	13.3	76.5	12.6	73.4	8.1		
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6		
Science 6	School	86.3	20.6	81.8	28.3	97.3	35.1	85.2	38.3	77.6	34.5		
	Authority	81.5	26.5	78.5	30.1	86.4	28.9	84.2	29.0	85.5	29.3		
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0		
Social Studies 6	School	80.4	15.7	69.7	13.1	85.1	14.9	82.7	32.1	74.1	20.7		
	Authority	74.3	15.7	68.3	13.8	79.7	17.6	72.6	21.3	80.1	15.8		
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7		
English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	82.6	12.7	84.6	15.9	82.6	15.6	83.3	12.4	85.3	18.2		
	Province	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	57.1	0.0	58.3	12.5	*	*	50.0	10.0	66.7	11.1		
	Province	62.4	4.3	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9		
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.2	13.9	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2		
Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.0	14.5	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	79.9	19.6	74.8	15.9	76.6	19.8	78.3	17.0	80.0	23.1		
	Province	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	87.0	30.4	44.0	12.0	66.7	33.3	64.3	7.1	61.5	15.4		
	Province	65.8	14.7	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3		
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	83.3	20.5	79.0	21.0	83.9	26.5	76.9	19.7	81.0	26.0		
	Province	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	83.3	16.7	54.2	20.8	*	*	60.0	10.0	88.9	0.0		
	Province	68.4	17.1	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	70.2	17.7	69.0	22.2	81.2	30.5	71.4	20.9	73.6	27.5		
	Province	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	66.7	0.0	43.5	13.0	*	*	60.0	20.0	50.0	0.0		
	Province	64.6	13.0	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7		

Notes:

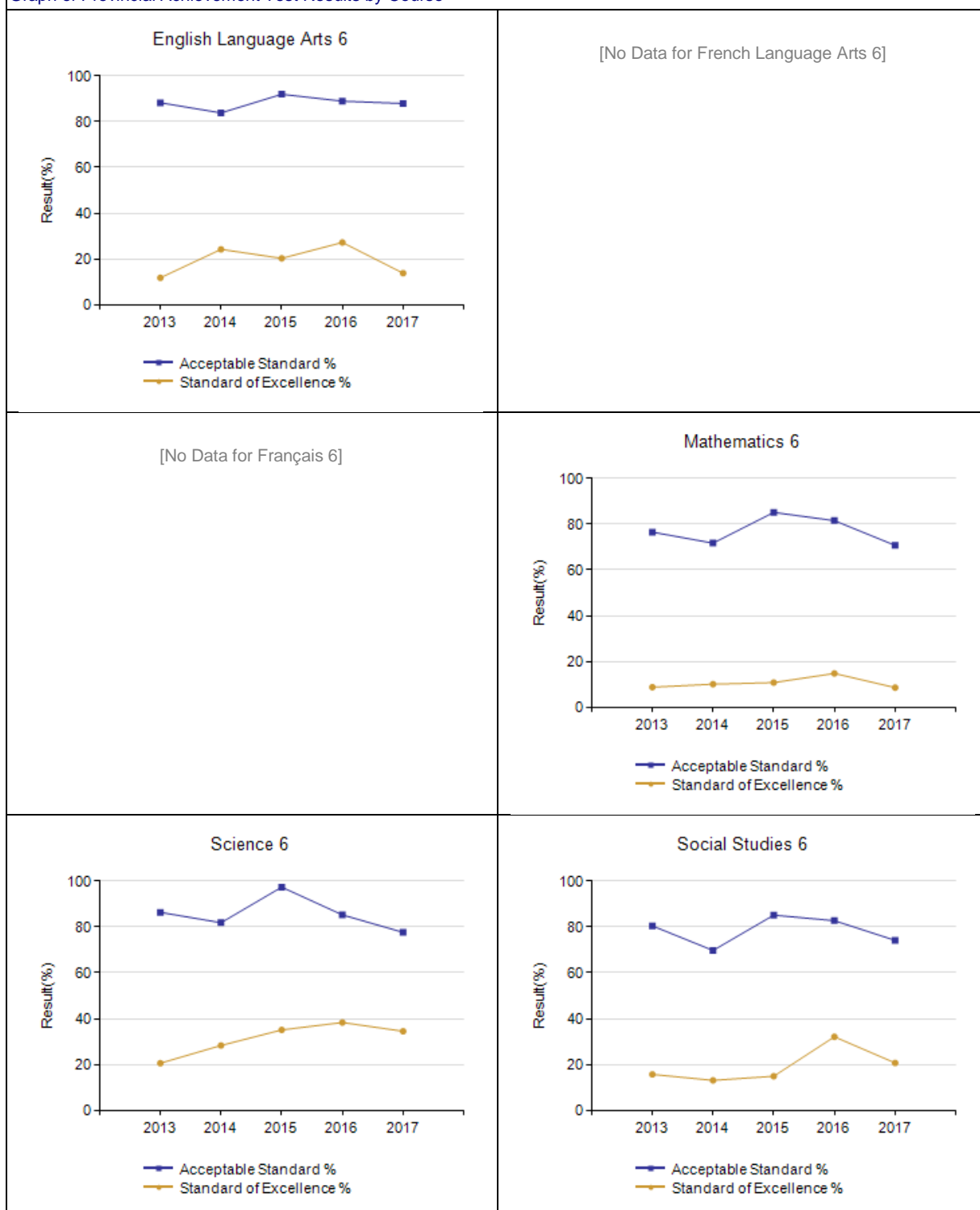
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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



- Notes:
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Graph of Provincial Achievement Test Results by Course



Notes:

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		Notre Dame School							Alberta			
Course	Measure	Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	High	Maintained	Good	58	87.9	85	88.2	49,572	82.5	46,989	82.5
	Standard of Excellence	Intermediate	Declined	Issue	58	13.8	85	23.9	49,572	18.9	46,989	19.2
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,185	85.1	2,864	87.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,185	13.5	2,864	14.4
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	92.1	524	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	21.6	524	16.5
Mathematics 6	Acceptable Standard	Low	Declined	Issue	58	70.7	85	79.4	49,507	69.4	46,906	73.0
	Standard of Excellence	Low	Maintained	Issue	58	8.6	85	11.9	49,507	12.6	46,906	14.5
Science 6	Acceptable Standard	Low	Declined	Issue	58	77.6	85	88.1	49,501	76.9	46,914	76.7
	Standard of Excellence	Very High	Maintained	Excellent	58	34.5	85	33.9	49,501	29.0	46,914	25.8
Social Studies 6	Acceptable Standard	Intermediate	Maintained	Acceptable	58	74.1	85	79.2	49,485	72.9	46,903	70.5
	Standard of Excellence	High	Maintained	Good	58	20.7	85	20.0	49,485	21.7	46,903	18.9
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,487	76.8	43,746	76.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,487	14.9	43,746	14.9
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,428	58.8	1,576	61.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,428	5.9	1,576	4.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,763	83.1	2,625	85.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,763	11.2	2,625	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	88.9	392	87.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	26.1	392	21.6
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,020	67.2	43,295	66.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,020	19.0	43,295	17.6
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,848	57.5	2,026	61.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,848	13.3	2,026	14.0
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,445	74.0	43,808	73.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,445	21.4	43,808	22.4
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,440	63.9	1,547	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,440	13.3	1,547	14.8
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,484	67.0	43,722	65.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,484	20.2	43,722	19.2
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,393	56.3	1,533	59.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,393	12.7	1,533	11.2

Notes:

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

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

- The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

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

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

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

Overall Evaluation Table

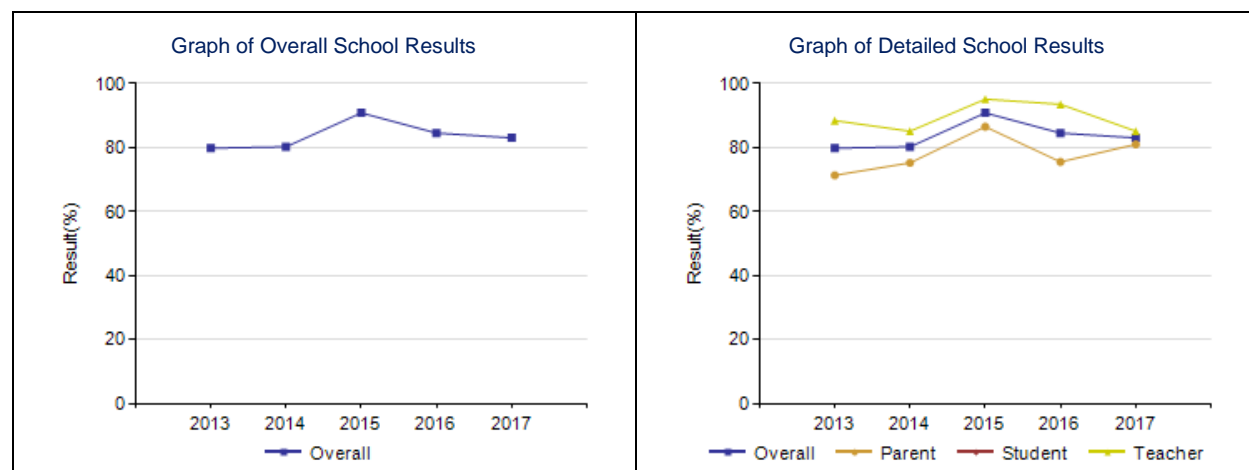
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

Program of Studies – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	79.8	80.2	90.8	84.5	83.0	78.6	78.4	76.3	77.8	78.6	81.5	81.3	81.3	81.9	81.9
Teacher	88.4	85.1	95.1	93.5	85.1	85.8	84.8	86.3	87.6	88.1	87.9	87.5	87.2	88.1	88.0
Parent	71.3	75.2	86.5	75.5	81.0	76.9	78.1	72.5	77.1	74.5	78.9	79.9	79.9	80.1	80.1
Student	n/a	n/a	n/a	n/a	n/a	73.1	72.2	70.0	68.6	73.2	77.8	76.6	76.9	77.5	77.7



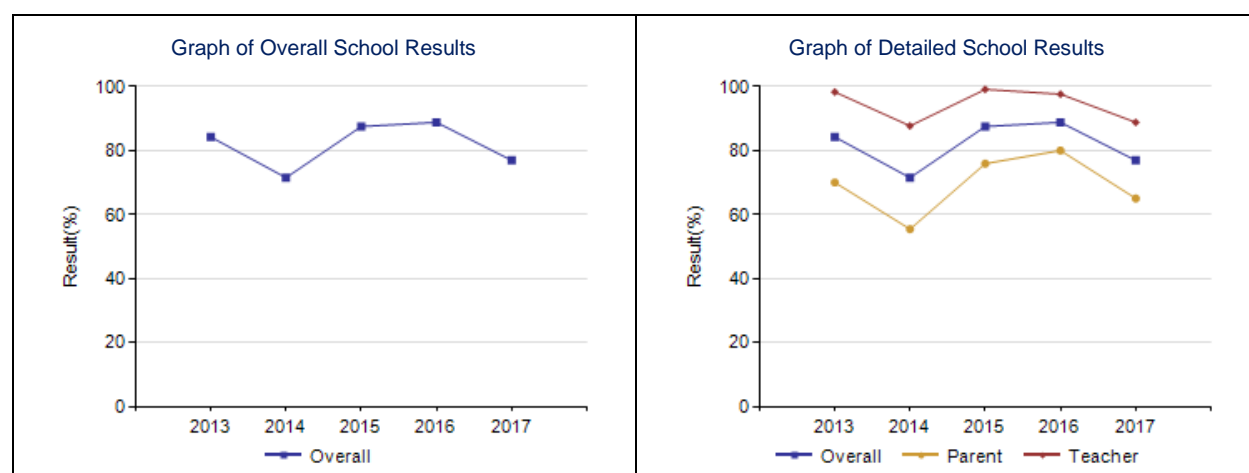
Notes:

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

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	84.2	71.5	87.5	88.8	76.9	82.3	79.3	80.0	82.4	84.4	80.3	80.6	80.7	80.9	81.2
Teacher	98.3	87.7	99.1	97.6	88.8	88.6	86.6	90.9	90.2	92.3	88.5	88.0	88.1	88.4	88.5
Parent	70.0	55.4	75.9	80.0	65.0	76.0	71.9	69.1	74.7	76.5	72.2	73.1	73.4	73.5	73.9



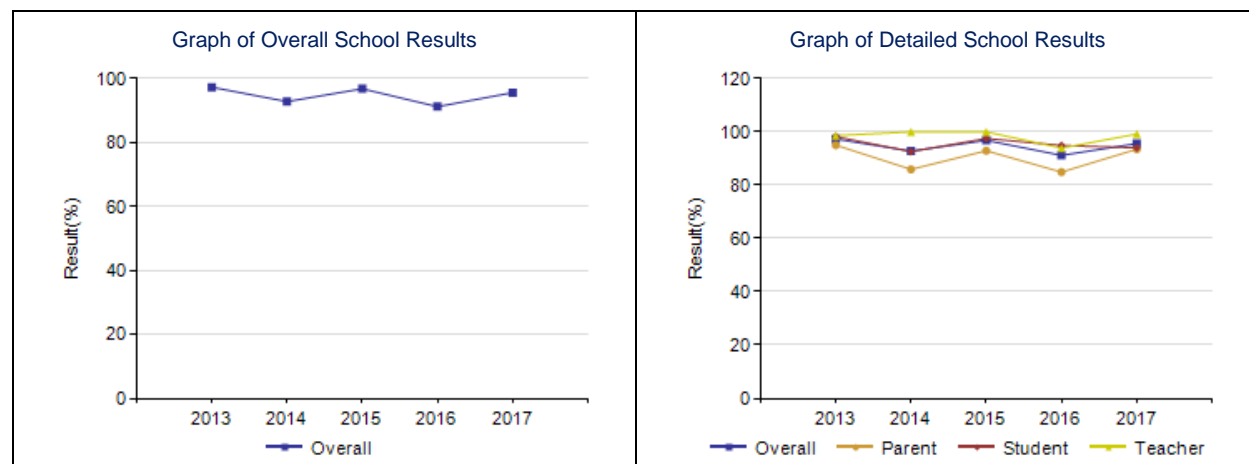
Notes:

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Education Quality – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	97.3	92.8	96.8	91.2	95.6	92.5	90.9	91.2	90.5	92.8	89.8	89.2	89.5	90.1	90.1
Teacher	98.6	100.0	100.0	93.9	99.2	98.6	97.7	97.6	96.3	97.9	95.7	95.5	95.9	96.0	95.9
Parent	95.0	85.9	92.9	84.9	93.5	89.8	85.3	86.3	87.4	91.5	84.9	84.7	85.4	86.1	86.4
Student	98.2	92.6	97.5	94.9	94.0	89.1	89.6	89.8	87.8	88.9	88.7	87.3	87.4	88.0	88.1



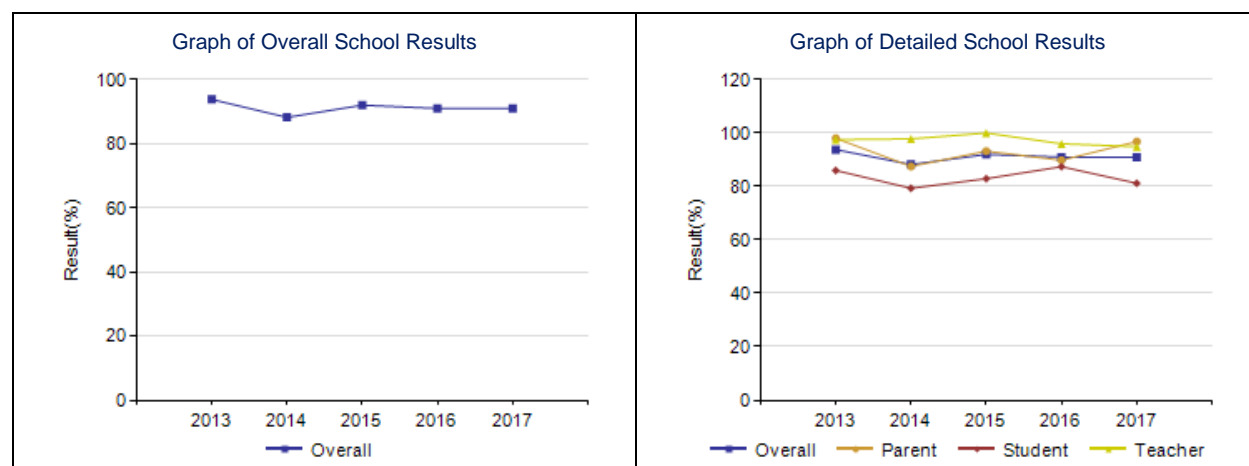
Notes:

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Safe and Caring – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	93.8	88.2	92.0	91.0	91.0	90.2	90.5	91.0	89.7	91.5	89.0	89.1	89.2	89.5	89.5
Teacher	97.5	97.8	100.0	96.0	94.9	96.9	97.1	97.4	96.4	96.7	95.0	95.3	95.4	95.4	95.3
Parent	98.0	87.5	93.2	89.8	96.8	90.5	88.4	89.0	88.8	92.6	87.8	88.9	89.3	89.8	89.9
Student	86.0	79.3	82.9	87.4	81.2	83.3	86.0	86.5	84.0	85.3	84.2	83.1	83.0	83.4	83.3



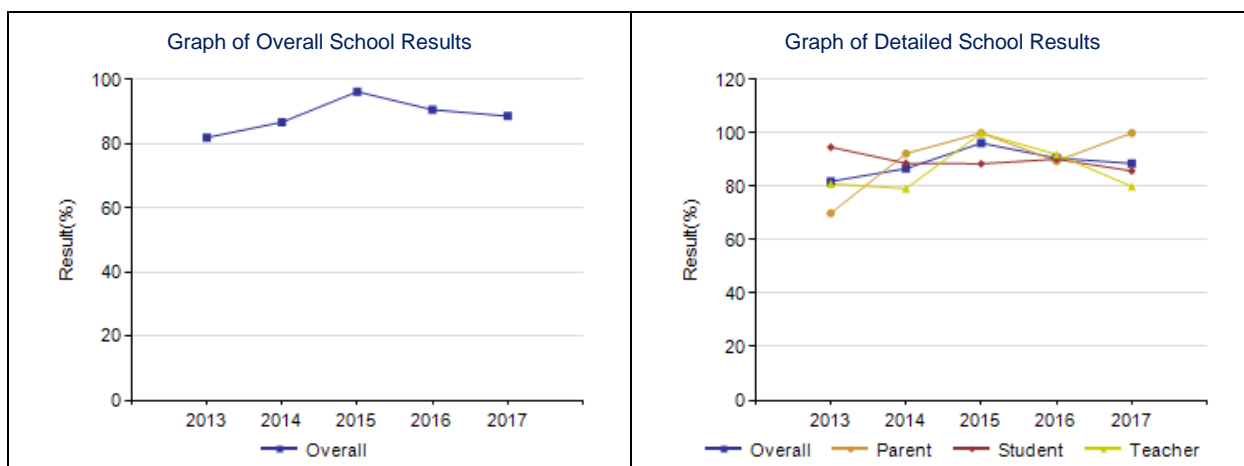
Notes:

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

School Improvement – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	81.9	86.7	96.2	90.6	88.6	85.7	83.3	82.9	82.4	84.1	80.6	79.8	79.6	81.2	81.4
Teacher	81.0	79.2	100.0	92.0	80.0	88.8	83.2	86.5	87.6	87.6	80.9	81.3	79.8	82.3	82.2
Parent	70.0	92.3	100.0	89.5	100.0	84.0	78.9	79.9	78.8	82.8	77.9	77.0	78.5	79.7	80.8
Student	94.7	88.7	88.5	90.2	85.8	84.3	87.9	82.4	80.7	81.7	82.9	81.2	80.7	81.5	81.1



Notes:

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

Calendar of School Professional Development 2017-2018

Date	Professional Development Activity	Rationale
Monday, August 28th, 2017	Training for Windows 10 with Andrew Dupres	Keeping current with technology
Tuesday, August 29th, 2017	Reflection Day	Evangelization
Thursday, August 31st, 2017	Numeracy Board and Assessment	Supporting overarching school goal
Friday, September 15th, 2017	Staff Retreat	Service to others
Friday, September 29th, 2017	Learning Day	First Nations, Metis, and Inuit Focus in Ponoka
Friday, October 20th, 2017	French Immersion Numeracy Professional Learning Communities	Keeping current; Roles in Professional Learning Communities
Wednesday, November 1st, 2017	Differentiation - Chris Zarski and Michelle Symes Residential Schools - ATA Presentation	No more resource room; Increase First Nations, Metis, Inuit knowledge
Friday, December 8th, 2017	ATA Professional Development of your choice	Allow teachers to develop in areas of choice and need
Wednesday, January 31st, 2018	E-Teacher site by Vince Burke Numeracy and Literacy by Christina Mullin and Heather Frederick	Working toward our overarching goal of improvements in literacy and numeracy
Thursday, February 8th and Friday, February 9th, 2018	Teacher's Convention	Annual opportunity to experience an array of professional development opportunities
Friday, March 23rd, 2018	Numeracy and Literacy by Christina Mullin and Heather Frederick	Working toward our overarching goal of improvements in literacy and numeracy
Friday, April 20th, 2018	Make a Change with Chad Starko	Learn new technologies and make one change
Friday, June 1st, 2018	Professional Learning Communities - Final Assessments	Wrapping up the year

Liturgies and Masses for 2017-2018

Theme	Date and Time
Opening Mass	September 14th at 9:30 a.m.
Grade 4 Teaching Mass (Chapel)	October 5th at 1:30 p.m.
Thanksgiving Mass	October 10th at 10:00 a.m.
Remembrance Day Ceremony	November 6th at 1:15 p.m.
Advent Week One Liturgy of the Word	December 4th at 8:45 a.m.
Advent Mass	December 13th at 10:00 a.m.
Advent Week Three Liturgy of the Word	December 18 th at 8:45 a.m.
Ash Wednesday Liturgy of the Word	February 14th at 11:15 a.m.
Easter Mass	April 5th at 10:00 a.m.
Year End Liturgy	June 14th at 9:00 a.m.

Budget Report

Notre Dame

Budget Report

St. Thomas Aquinas Roman Catholic Schools

2017-2018 Play Budget (Nov)

Notre Dame

Revenue And Allocations To Budget Center

Instruction Program Allocations	2017-2018 Play Budget (Nov)	
Total Instruction Program Allocations	\$2,919,105	
% of Revenue And Allocations To Budget Center	90%	

Other Program Allocations	2017-2018 Play Budget (Nov)	
Total Other Program Allocations	\$2,500	
% of Revenue And Allocations To Budget Center	0%	

Previous Year Unspent and Surplus Allocations	2017-2018 Play Budget (Nov)	
Total Previous Year Unspent and Surplus Allocation	\$31,135	
% of Revenue And Allocations To Budget Center	3%	

Local Revenues & Fees	2017-2018 Play Budget (Nov)	
Total Local Revenues & Fees	\$220,008	
% of Revenue And Allocations To Budget Center	7%	

Total Revenue And Allocations To Budget Center	\$3,232,747	
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Expenditures

Certificated Staff	2017-2018 Play Budget (Nov)	
Total Certificated Staff	\$2,371,771	
% of Expenditures	73%	

Uncertificated Staff	2017-2018 Play Budget (Nov)	
Total Uncertificated Staff	\$596,736	
% of Expenditures	18%	

Services Contracts and Supplies	2017-2018 Play Budget (Nov)	
Total Services Contracts and Supplies	\$168,646	
% of Expenditures	5%	

SGF	2017-2018 Play Budget (Nov)	
Total SGF	\$88,071	
% of Expenditures	3%	

Reserves & Investment in Capital Assets	2017-2018 Play Budget (Nov)	
Total Reserves & Investment in Capital Assets	\$7,523	
% of Expenditures	0%	

Total Expenditures	\$3,232,747	
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Notre Dame - Budget Report

2017-2018 Play Budget (Nov)

Summary

	2017-2018 Play Budget (Nov)	
Total Revenues and Allocations To Budget	\$3,232,747	\$0
Total Expenditures	\$3,232,747	\$0
Variance	\$1	\$0

Notes